

## Closing the Loop Form Instructions

1. Download the Closing the Loop form from the DACC Assessment website.
2. Complete the form using the assessment results from the courses in the program.
  - a. Remember that this form is comparing the results overall between Assessment 1 and Assessment 2.
  - b. Answer the questions as completely as possible.
  - c. Use the data from the table (the percentages meeting the benchmark and the percentage of change) to describe the results. Do not only list the numbers but described *why* these results occurred.
  - d. When identifying next steps and changes refrain from stating “No change”. There are always improvements that can be made. Changes do not have to be monumental, but should aim to improve students’ learning.
  - e. Rating the effectiveness of the assessment is done to improve the overall process of assessment. This is a way to think through the process and look for areas of difficulty. Any comments could be used by your program to improve your assessment strategies or may be used by the Assessment Team and Champions to improve the DACC assessment process.
3. Saving the file:

Use the following file name to save the Closing the Loop form. Fill in the red text with the appropriate information.

  - a. General file name: CTLform\_**GenEd\_program\_YYYY**

Gen Ed abbreviations:

  - i. Communications = Comm
  - ii. Technology = Tech
  - iii. Critical Thinking = CT
  - iv. Social Skills and Cultural Awareness = SCA
  - b. Example: CTLform\_CT\_Accounting\_2020
4. Submit to your Assessment Champion along with the Program Level Assessment Report.

# 2020-2022 Closing the Loop Report

## General Education Outcome Assessed: Communication

**Program Outcome:** [Click or tap here to enter text.](#) **Competency in communications:** *Written and oral communications* The student will formulate college level writing in all papers, exams, and other projects. The student will model clarity and coherence in all oral presentations. (This also could apply to other activities, such as group discussions or cooperative learning projects.) The student will generate the proper use of college level vocabulary in written and oral projects. The student will evaluate and/or synthesize various course materials. The student will produce proper citations in all research assignments.

**Assessment 1 Date:** 1/25/2021 **Assessment 2 Date:** 4/1/2021

**Instructor(s) Preparing Form:** Richard Pate, Dr. Chuck Hantz, Dr. Jon Wade, Rena Pate, Jennifer Guminski, Emily Alexander.

1. Describe the assessment activity from Assessment 1.

Our goal in all classes is to assess communications. We will analyze student writing at two key points in the semester. Using the rubric we will assess an essay activity during week one, and then again at some point between week 8 and the final exam. After using the college assigned rubric we will share the results with the college, and we will write a report which will incorporate the percentage of change in the rubric areas, comparing the two first and second assessments. It is hoped that our emphasis on student use of the "Social Science Grading Rubric" during the semester coupled with our feedback will increase the number of students who achieve "Competent" status.

The rationale for the activity is explained in our "Benchmark" section.

2. What changes/improvements did you make after Assessment 1?

We realized that a further early emphasis on the writing rubric would get students more focused on the earliest and ensuing assessments. Faculty reported they found the activity itself useful and changed our grading style to be even more specific. You can see in the numbers below that only one class had a regression, and the rest saw an average of around a 40% improvement.

3. Compare the results from Assessments 1 and 2.

We found, in general, that we saw student improvement in all four areas of the rubric. We were especially pleased to find major improvements in the area of "Content." Some classes saw extraordinary jumps, as much as 89%. In discussing this we found our students had prior writing assignments based more on opinion rather than fact based assessments. Based on our assessments, most students adapted quickly to the demand for fact based content.

4. Complete the table.

Courses & Sections Assessed	Campus	Program Established Benchmark	Assessment 1 Result (% meeting Benchmark)*	Assessment 2 Result (% meeting Benchmark)*	Change from Assessment 1 to 2 (Indicate +% for improvement, Indicate -% decline)
HIST 112 Guminski	High School	Social Science considers “Communication” to be a key core component for student success. In order to reach the last reported “Credit Course Success Rate” of 79.8% (Reported in the Fall 2019- “Key Performance Indicators for Achieving the Dream.”) it is crucial for students to reach at least “Competent” status in Communication. The 2018-summer of 2019 DACC Graduate Follow-Up Survey” also indicates the importance of “Communication” and leaves room for improvement, with 44% of students reporting that they were “Very Satisfied” that	Org. 82.4%	Org. 92.9%	+10.5%
			Con. 52.9%	Con. 92.9%	+40%
			Mech. 100%	Mech. 92.9%	-7.1%
HIST 152 Guminski	High School		Present 85.2%	Present 92.9%	+7.7%
HIST 152 Guminski	High School		Org. 90%	Org. 94.7%	+4.7%
			Con. 90%	Con. 84.2%	-5.6%
			Mech. 95%	Mech. 94.7%	-.3%
			Present 95%	Present 100%	+5%
HIST 151 W Rich	DACC		Org. 85.7%	Org. 93.3%	+7.6%
			Cont. 42.9 %	Cont. 93.3%	+50.4%
			Mech. 64.3%	Mech. 100%	+35.7%
			Present 57.1%	Present 93.3%	+36.2%

		<p>“My Studies at DACC helped me to improve Communication Skills” while another 34% reported they were only “Somewhat Satisfied.” We can do better.</p> <p>Based upon these numbers and the mix of first through fourth semester students in our courses, Social Science has set a benchmark of at least 70% of our students being “Competent” in communications by the end of the semester</p>			
PSYC 101 W Rena Pate Adjunct	DACC		<p>Org. 4.8%</p> <p>Con. 4.8%</p> <p>Mech. 4.8%</p> <p>Pres. 0%</p>	<p>Org. 100%</p> <p>Con. 94.7%</p> <p>Mech. 88%</p> <p>Pres. 94.7%</p>	<p>+95.2%</p> <p>+89.9%</p> <p>+83.2%</p> <p>+94.7%</p>
PSYC 100 W1 Wade	DACC		<p>Organization: 61.5%</p> <p>Content: 65.4%</p> <p>Mechanics: 61.5%</p>	<p>Organization: 81.5%</p> <p>Content: 81.5%</p> <p>Mechanics: 81.5%</p>	<p>Organization: +20%</p> <p>Content: +16.1%</p> <p>Mechanics: 20%</p> <p>Presentation: +12.6%</p>

			Presentation: 61.5%	Presentation: 74.1%	
POLI 150	DACC		80% overall	92% overall	+12%
HIST 152 W Rich	DACC		Org. 100% Cont. 61.1% Mech. 77.8% Present 66.7%	Org. 100% Cont. 100% Mech. 100% Present 100%	NA +38.9% +22.2% +33.3%
	Choose an item.				
	Choose an item.				
	Choose an item.				

a. What stands out in your results?

Students are far from fully formed when that arrive. Besides teaching them social science content, we are also “teaching them how to go to college,” especially in the areas of research and writing. The more salient comments on student work also seemed to open up more dialogue with the students. This was especially important given the restrictions established by COVID protocols and the move to more online and hybrid learning.

b. What are possible explanations for what you observed?

We would like to think it was a combination of student improvement and our help, but we have to remember the context. For example, Dr. Hantz wrote he “became more precise in his feedback.” This thought was echoed by Jennifer Guminski and Rich Pate as well.

Emily Alexander reports that our newer Blackboard tools were a help. “In addition, the sessions were recorded and students are available to watch them on Blackboard at any time. I was also able to record practice problems and post in Blackboard. I believe this contributed to the increase in students scoring competent or above.”

Rena Pate wrote, “This survey assessment provided me the opportunity to analyze not only if my students are gaining the content but also if they are able to convey their understanding. Students are inundated with new information as well as research and statistics. Their task is to process all of these inputs and produce essays that summarize all of the information combined.”

Dr. Wade also reports that “Students were given extra class time to ask questions about assignments, formatting, and guidance through academic literature. Students were also provided support and 1:1 instruction as well as the opportunity to collaborate and discuss the material with their classmates. They also had access to Article Summaries with Audio Text Options.

Other factors, such as the student in a class with one of our great writing teachers, or working with the Writing Center, may also play a role.

5. As a result of your assessments, what are the next steps for your courses or program?

The Social Science Program looks forward to improving our communications instruction. As we have stated, and early emphasis on structured academic writing will take place in the fall. It is going to be a difficult time for our students. This is a question asked by Arizona State University as part of their forum on Building Better Teaching: “How can individual faculty members and institutions plan for the arrival of the least prepared cohort of first year students ever (or possibly since WW2) in a way which will ensure they focus on student success? This is a structural problem that will be most acute 2021 but will repeat for the next couple of years.” As a program we assume that academic writing will be crucial to their survival, and we are going to support them early and often in the fall.

As we work through the four areas, it is important for us to observe how they integrate. Our Social Science Pilot Project in Critical Inquiry and this project show how important it is to have multiple student interactions as early as possible in the semester. This can of course lead to better skills, and in the long run be good for the college in the crucial area of retention.

6. How would you rate the effectiveness of your assessment(s)? Did it measure what you thought it would? What are proposed changes for future assessments?

We do think it helped us to understand the importance of helping students progress in the area of communications. We hope that this experience will carry over to our design and implementation of our next area of emphasis, critical inquiry. We think we have put together a pretty good assessment for the fall, and we look forward to analyzing the assessments.

*After completing this form: Send the form electronically along with the Assessment 2 PLAR to the division Assessment Champion.*