

Closing the Assessment Loop Report

Purpose: To summarize department-level discussions of assessment data and uses of data for documenting candidate performance and improving the quality of programs and operations.

Background: Woodring College of Education undergraduate and graduate programs use assessment systems to document candidate performance relative to institutional, state, and national standards and to evaluate the quality of programs and operations. On a regular basis, summaries of data are distributed to the departments by the College Director of Assessment and published on the College Assessment System website along with program-specific assessment plans and other assessment system documents: <http://www.wce.wvu.edu/Resources/AS>

Process:

All Woodring College of Education programs regularly and systematically analyze and evaluate assessment data for purposes of documenting candidate performance and evaluating the quality of programs and operations. Completed annually at the department level, the *Closing the Assessment Loop* report serves as a mechanism for documenting the discussion and use of data for continuous improvement. The annual reports are published on the College Assessment System website.

Departments use the following four-step process for developing and submitting *Closing the Assessment Loop* reports for each of the programs in the department.

1. The Associate Dean sends a reminder letter to department chairs no later than September 30. The reminder letter includes links to data reports and summaries posted on the College Assessment System website and a copy of the directions and format for completing the report.
2. The Chair designates lead faculty in each program to organize the discussion of assessment data.
3. Program faculty review and discuss data from reports posted on the Assessment System website, data collected via other sources, and informal feedback from candidates and constituents. Suggested framing questions for the discussions of data include:
 - What data are/can we consider for program change?
 - What is our ongoing process for considering program data for program change?
 - What are potential program improvements based on the analysis of assessment data? These improvements may include, but are not limited to, changes in programs, assessment, and operations (e.g., curriculum, advising, scheduling, school and community partnerships and field experiences).
4. Department chairs, in consultation with program directors and faculty, compile the *Closing the Assessment Loop* report. The report should use the format on the following page.

Format:

The following format must be used for the *Closing the Assessment Loop* report. **The report should be limited to three pages or less for each program in the department.**

Section 1: Program Assessment Plan Transition Point Assessments

Assessment plans include major transition point assessments specific to the program. Below are **examples** of transition points and key assessments that vary by program. For the first section of the report, refer to the program's assessment plan and summarize key assessments used at major transition points. <http://www.wce.wvu.edu/Resources/AS>

Admission	Minimum GPA, West-B, GRE or MAT
Retention	Quarterly GPA, practicum performance evaluations, portfolio or lesson plan assessments, practicum block assessments, professionalism assessments
Entry to Fulltime Internship or Culminating Project	Minimum GPA, West-E, benchmark exam, practicum performance evaluations, senior presentation, teacher work sample, student program learning assessment, professionalism assessment
Completion	Culminating GPA, comprehensive exam, internship evaluations, capstone portfolio, exit survey, edTPA
Post Completion	Follow-up surveys, placement surveys, focus groups

Section 2: Use of Data for Improvements of Programs and/or Operations

For three key assessments, provide a summary of the changes discussed or initiated in operations, the program, or the assessment as a result of data from the assessments. Examples:

- A new faculty-based advising process is instituted as a result of data from follow-up surveys showing candidates voiced concerns regarding accessibility and accuracy of advising. (Improvement of Operations)
- A course is restructured to include more content and emphasis on “principles of sound assessment” as a result of data showing relatively low student performance on the assessment section of the Teacher Work Sample. (Program Improvement)
- Prompt for the Admissions Essay is revised in order to gather more valid and reliable information regarding applicant’s belief that all students can learn. (Change in Process Assessment)

Deadline

Reports are submitted to the Associate Dean by January 31 of each year.