Using the Feedback Form for Continual Improvement

(Original November 2016; revised August 2017)

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Purpose for the Feedback Form

The Assessment Steering Committee is tasked with ensuring that UT develops a culture of assessment and provides tools and training to facilitate a continual process of improvement.

Analysis of reports brought to light that:

- Half of academic programs reported they are making revisions to their assessment process.
- Over one third of programs reported taking no action after review on a majority of their outcomes.
- Over one third of programs reported that the majority of their outcomes were on an extended cycle.

This suggests that programs probably still need support / resources for designing a process that work for them, and that compliance may still be perceived as the purpose of student learning outcomes assessment.

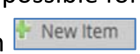
Building upon the guidance provided for previous reviews, a Feedback Form, developed for college-level review, is available in the Compliance Assist Planning Module. The form is only visible at the department level; anyone outside of the department will not be able to view it when in the Institution tab.

Associate deans for academic programs have access at the college-level allowing them to see all departments and programs in their respective colleges. If an associate dean wishes to provide access at the college-level to a delegate or members of a college-level review team, notify the SACS COC Liaison at SACS_Liaison@utk.edu, providing the name, net ID, and UTK email address for each person (NOTE: some people have a preferred alias for their email which differs from their net ID). If the college wants training for review of assessment reports, Assessment Steering Committee is available to provide that training.

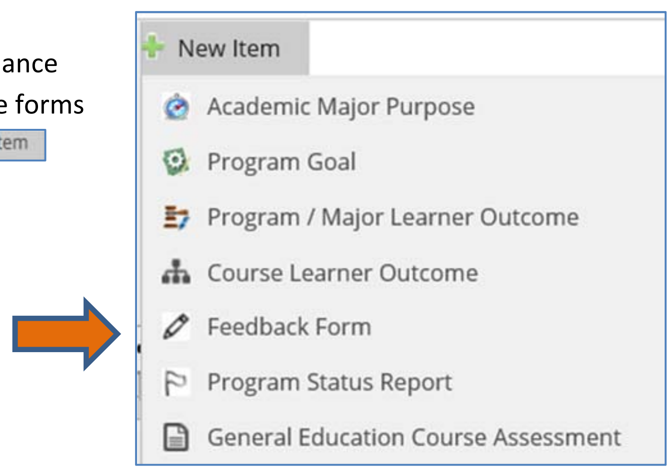
Use the Feedback Form to offer guidance and advice for improvement, so that the college-level review helps programs identify strengths and areas for improvement in their annual assessment process. The choice boxes allow for quick and easily searchable statements and therefore can provide an overview for colleges and at the institutional level. The open text boxes allow college reviewers to provide more detailed advice and feedback on departmental reports. This form replaced the current process of commenting / approving on each individual outcome on each outcome page. All feedback on a report can be entered at in one place. Each outcome will still need to be marked “Ready for Institutional Review.” That is how the Assessment Steering Committee knows when the college review is complete.

What follows are instructions for accessing the form and guidance for its use.

Step #1: Accessing the Form

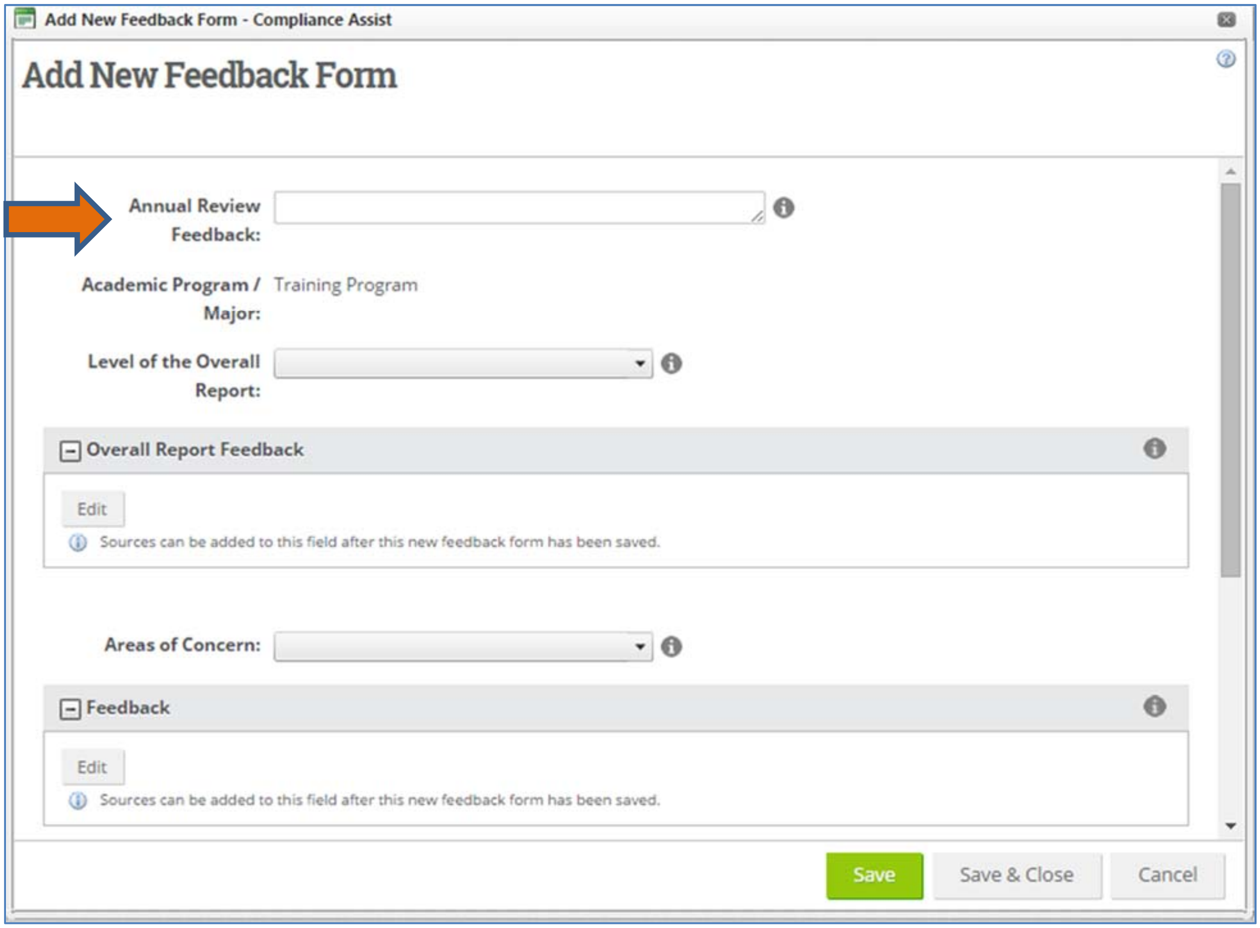
After logging into the Planning Module in Compliance Assist, the Feedback Form is in the list of possible forms under Academic Assessment tab. Click on 

then select the form to add to a unit.

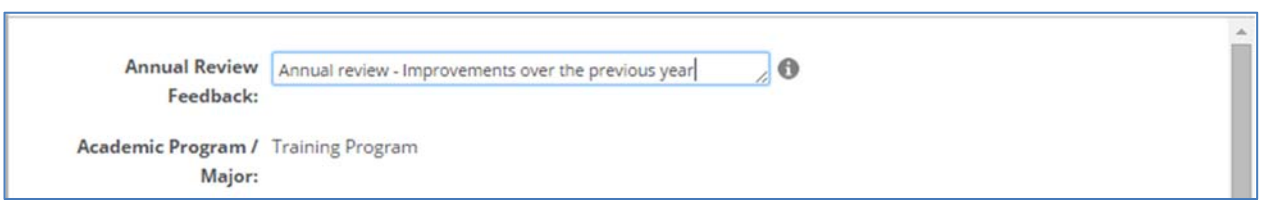


Step #2: Creating the Form

Once you select Feedback Form from the above list, you will get the following screen. Enter a name into the field labeled **Annual Review Feedback**.



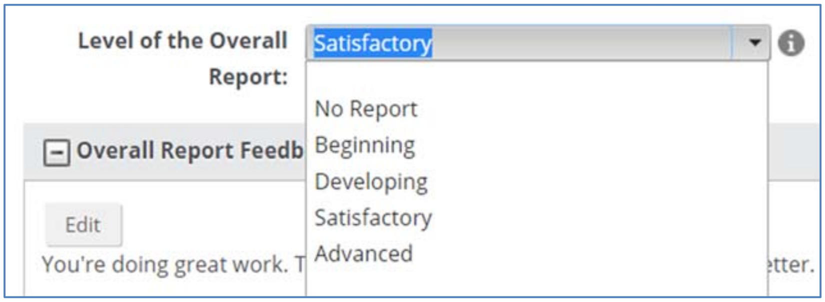
In this example, the review was named *Annual review – Improvement over the previous year*.



The field **Academic Program / Major** is automatically completed by the Compliance Assist Planning module. It is based upon the academic program you selected in the system. As seen in the above image, in this case, our "Training Program," an artificial program we created for training purposes, appears in this field.

Step #3: Level of the Overall Report Choice Box

Use this box to provide a quick overall assessment of the **report** across all outcomes for the program. This choice box allows for only one selection.



Definitions -
Plan: The outcome and assessment methods (direct and indirect)
Report: The plan plus the results, analysis and actions

Definitions for the five levels[1] are

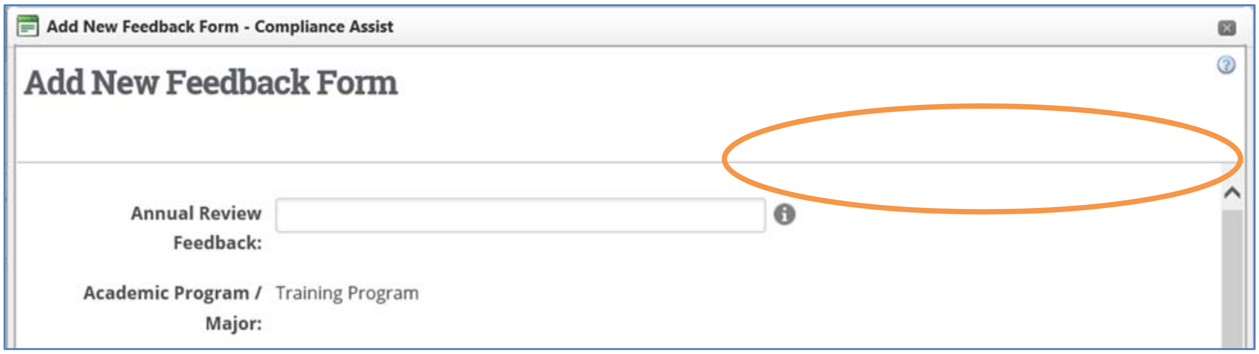
- **No report** = new program, no outcomes written or assessment yet because it is new; or, an existing program without any outcomes and/or assessment plan. Used to recognize new programs just gearing up and existing programs that have not adopted best practices for student learning outcomes assessment.
- **Beginning** = a new program with outcomes or an existing program with outcomes or with outcomes and methods and no assessment completed; no explanation given as to why nothing has been done.
- **Developing** = started assessment, tweaking methods, need to provide more information about the assessment methods, weak discussion of results, hard to determine validity due to lack of explanation, perhaps no actions stated; room for improvement.
- **Satisfactory** = has a few areas needing clarification and/or enhancement, otherwise on the way to being advanced.
- **Advanced** = complete, clear measures, clear process, good interpretation and use of results, clearly closes the loop, focused on improvement of learning. These are excellent examples for us to use.

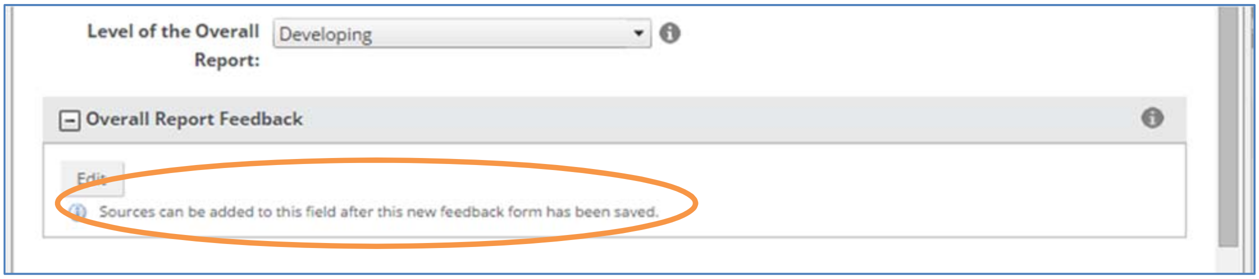
[1] NOTE: These were revised October 2016 to account for those programs that do not complete a report, for whatever reason, and to provide better guidance to units. Because the revisions were made in the Planning Module, the 2014-2015 feedback forms were revised to conform to these new quality levels.

Step #4a: Overall Report Feedback Text Box

This box is provided for written comments to the departments about the overall feedback you want to provide. This field has a library, just in case you want to attach any documentation. You must save the report before you will actually see where you can upload documents in support of your comments.

Before you save the form, there are no tabs in the upper right-hand section of the form within the orange oval) and there will not be any File Library in the Overall Report Feedback field, as seen below.

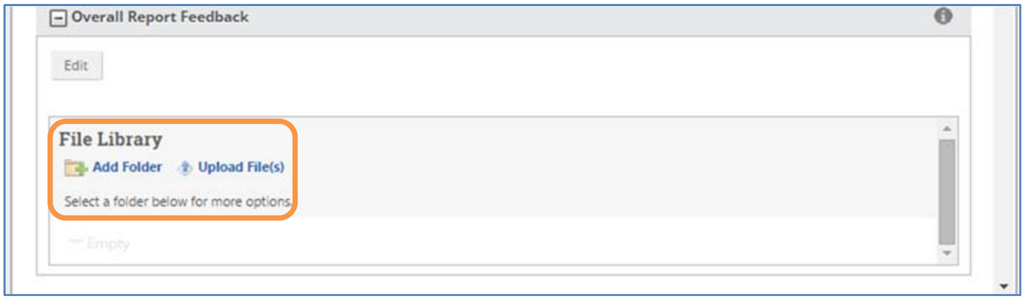




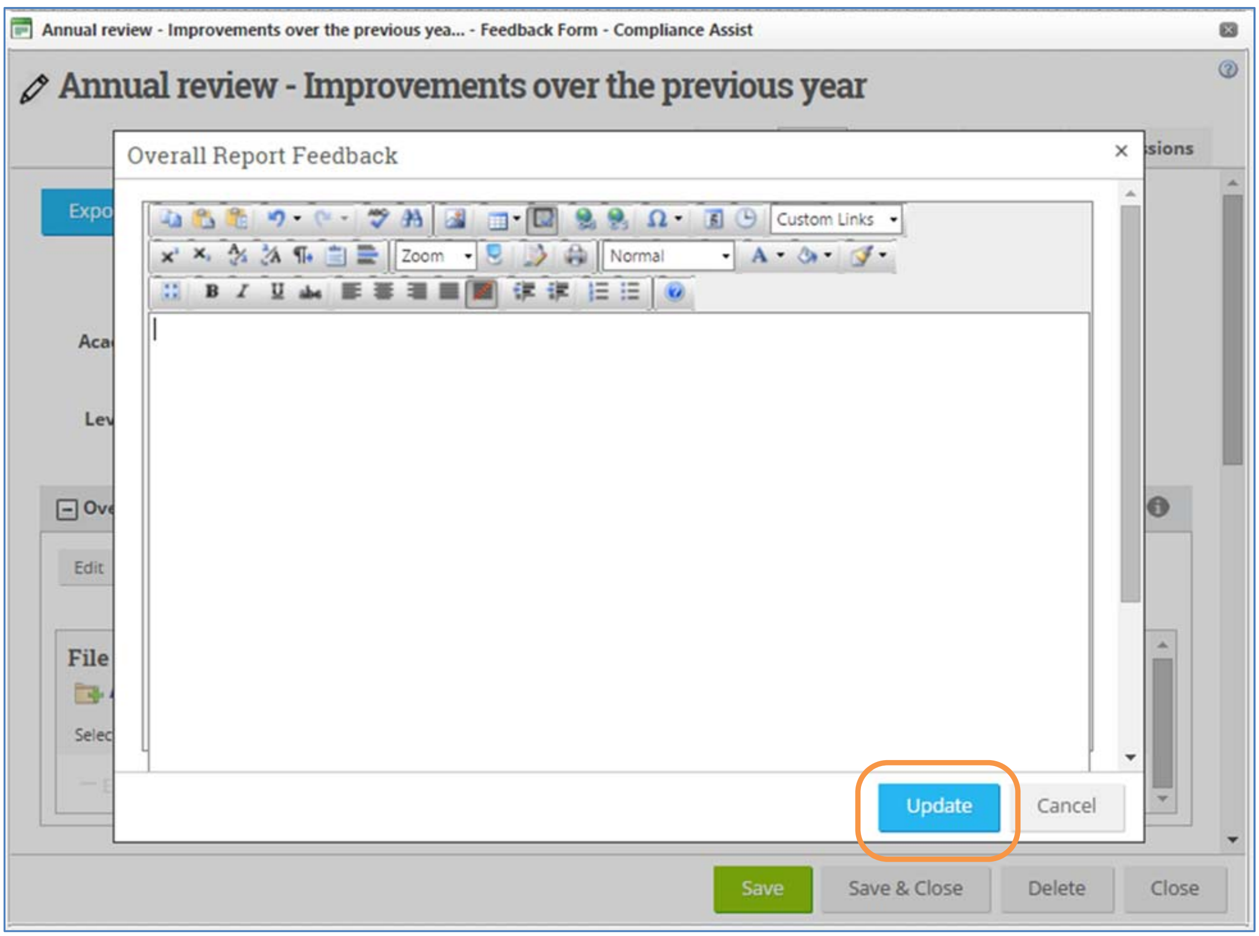
After you save the form, you will see a set of five tabs at the top of the form.

In order to upload a file into the File Library, you must save, and afterwards, you will see the tabs at the top of the form (as shown above).

Click on the tab named **Edit** (as shown in the orange box above) to continue editing the Feedback Form. Now, when you scroll down, you will see the Overall Report Feedback field and the File Library.



To enter your feedback into the Overall Report Feedback text field, click on the **Edit** button to open the data entry box that will over lay the form.

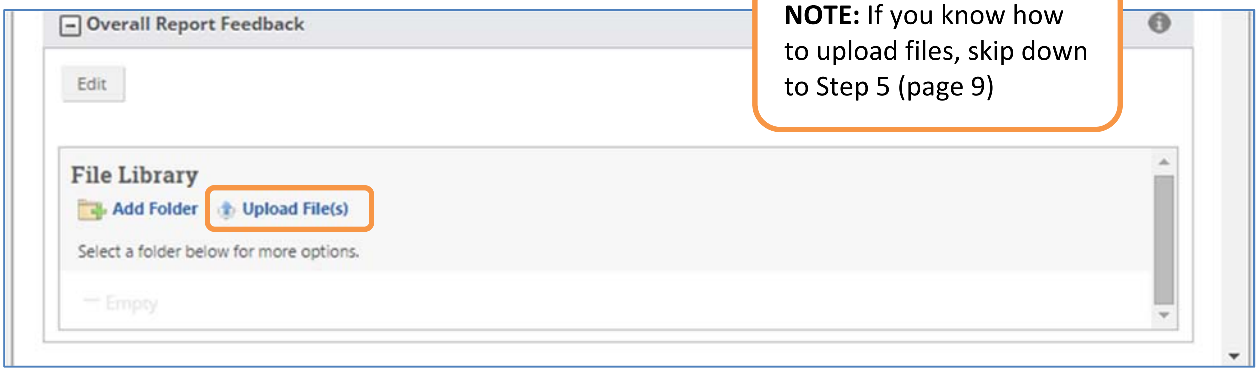


Once you have entered your comments, click the **Update** button (as shown above in the orange box).

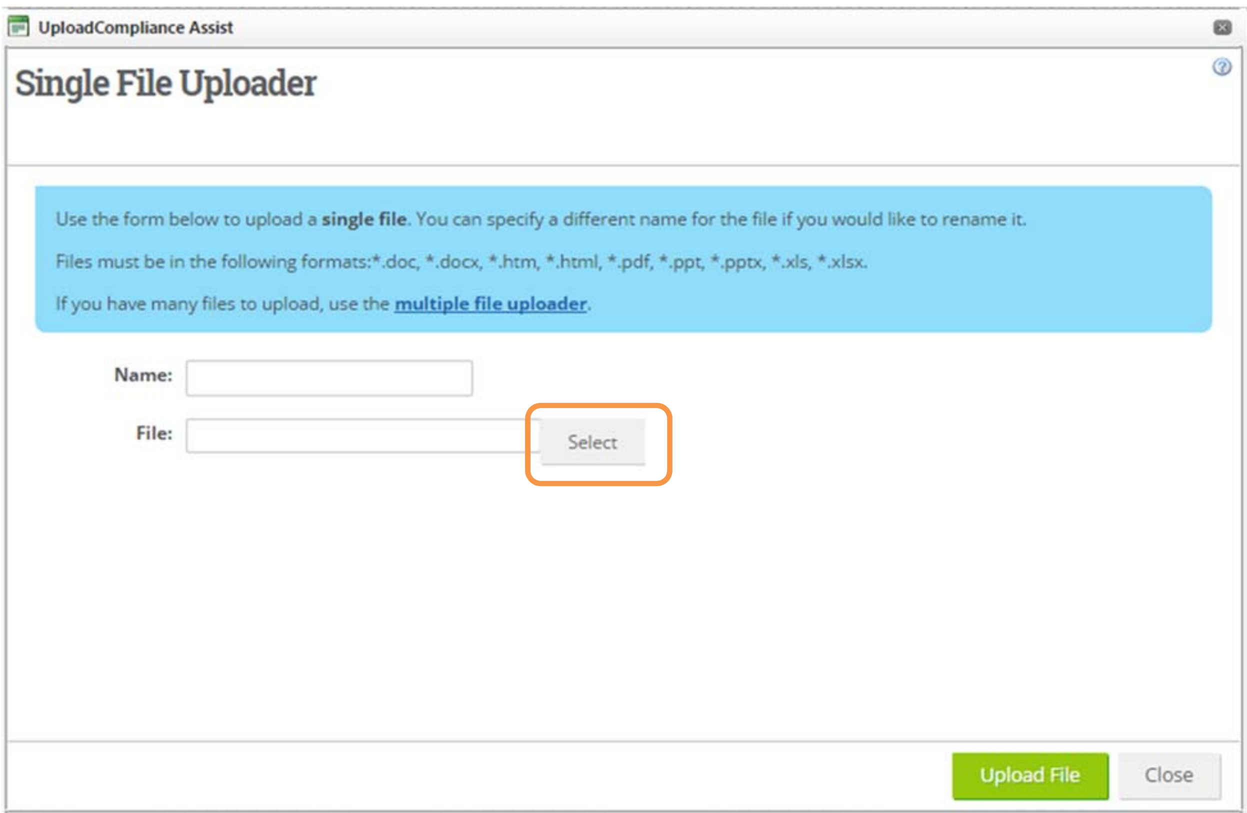
Step #4b: Overall Report Feedback Text Box, Attaching a Single Document

If you want to append any attachments with your feedback comments, click on **Upload File(s)** (as shown in the orange box).

NOTE: If you know how to upload files, skip down to Step 5 (page 9)



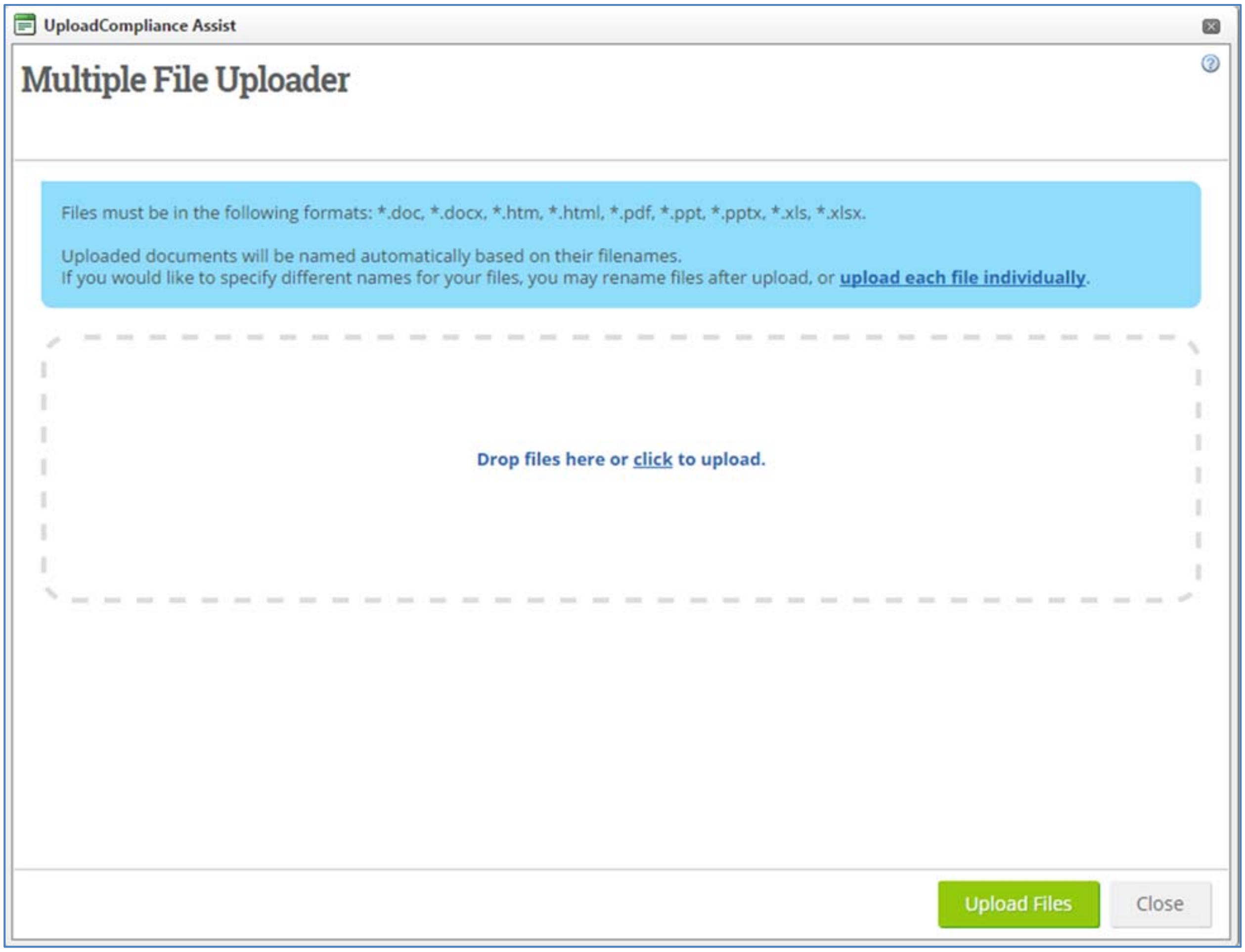
This window should open.



To upload a single file, click on the **Select** button (as shown in the orange box) and navigate to the specific file on your computer; select the file and then click the **Open** button. You may choose to give the file a different name. If you leave the **Name** field blank, the document will appear with the original filename. When done, click the green **Upload File** button.

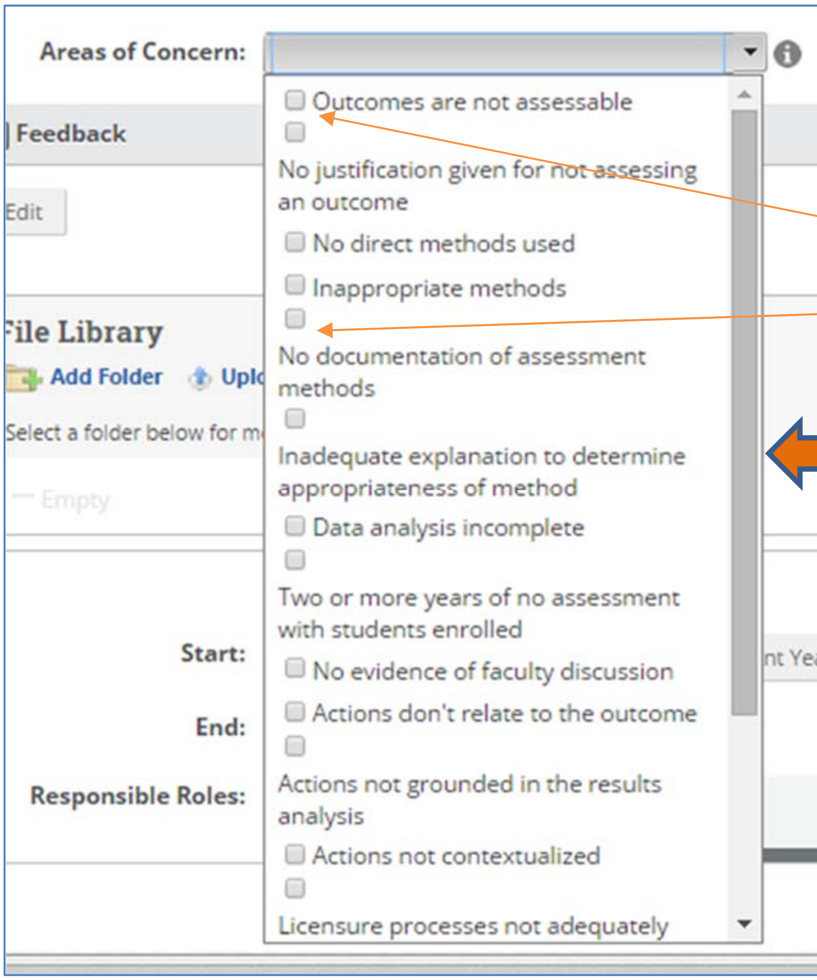
Step #4c: Overall Report Feedback Text Box, Attaching Multiple Documents

To upload multiple files, click on the blue text **multiple file uploader** that appears in the blue box with instructional information. With multiple file upload, you drag and drop files. Have your file location open and simply select the files you want to upload by dragging into place.



Step #5: Areas of Concern Choice Box

This choice box allows you **to check all that apply**. Simply click in the box to the left of each item in the list. In the screen shot, note the scroll bar. Use this to scroll down to reveal more choices. Explanations for each choice are given Table 1, page 10.



Please note that due screen resolutions and the differences in browser settings, listing may or may not align properly. You may see the check box either to the left (for choices with short text) or immediately above (for choices with lengthy text), as shown in the screen capture.

Table 1 Definitions and/or explanations for the various Area of Concern choices.

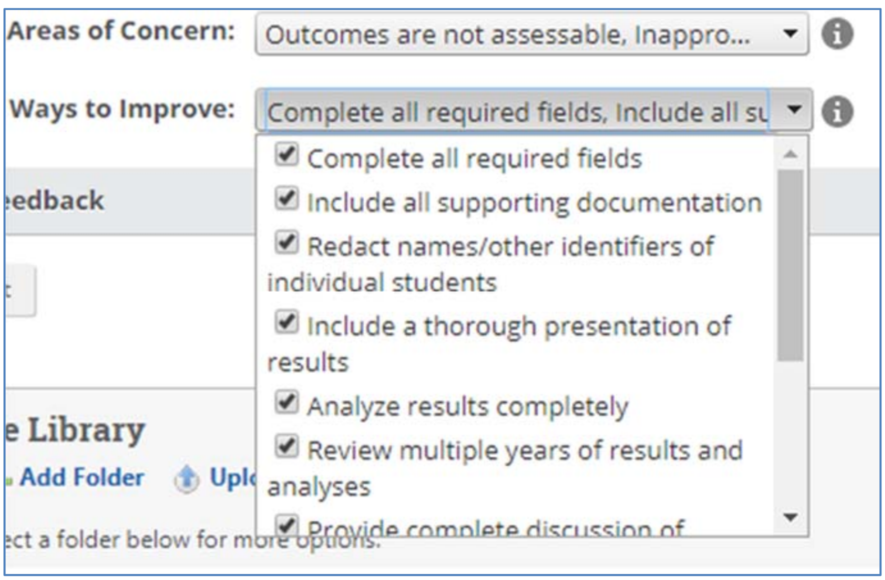
Area of Concern	Definition / Explanation
Outcomes are not assessable:	The method described may not be reasonable or possible or clear.
Only one outcome assessed	There are other outcomes but only one is assessed.
No direct methods used	Methods are indirect only; direct methods measure student learning directly rather than statements about learning.
Inappropriate methods	The methods do not seem to match / measure the outcome (may be too broad, not exact, or may not give the needed information).
No documentation of methods	The assessment method needs to be explained.
Inadequate explanation to determine appropriateness of method	Need more detailed explanation because there is not enough information provided to determine if the method used can measure the outcome.
No documentation of results	The data should be included or attached—in enough detail to provide an understanding of the analysis
Data analysis incomplete	The data analysis may be too broad or not complete; there is no interpretation of the data.
Two or more years of no assessment with students enrolled	This may apply to small programs; multi-year enrollment should be provided along with an explanation about low enrollment should be provided so reviewers know why no assessment has occurred.
No evidence of faculty discussion	The process of annual assessment is owned by departmental faculty; communication in any form should be documented, e.g. with the data of a faculty meeting and a summary of the discussion
Actions don't relate to the outcome	Faculty should agree on a course of action that addresses the outcome listed—it should have the potential to improve student learning in the outcome. Actions should reflect an understanding of the assessment findings and give confidence to the reviewer that the actions relate directly to the desired improvement.
Actions not grounded in the results analysis	Faculty should agree on action that emerges from data analysis and discussion of the data results; actions should not be based on assumptions not revealed by the analysis.
Actions not contextualized	The report should explain the context of the action—it should briefly explain the path from data collection to analysis to action. Contextualization also can include a discussion of multiple years of assessment findings and how previous actions have contributed to current actions taken.
Licensure processes not adequately adapted to programmatic assessment	Programs that utilize products of licensure (e.g., licensure exams) may need to reconsider how to best adapt that process to the annual assessment
No justification for extended cycle	When several outcomes are listed as "extended cycle"—especially in a program that measures only one outcome—consider implications and explain why that outcome was chosen for extended cycle. Explain why you are using an extended cycle.

Area of Concern	Definition / Explanation
No connection to previous years' findings	Annual assessment as continuous improvement needs to be a cycle. How is this indicated? Can you relate what is happening using multiple years of assessment? This is important when deciding to retire an outcome, especially after multiple years of successful assessment. It may be that it is time to focus on something else important to the curriculum.
Report does not demonstrate closing the loop	"Closing the loop" refers to having a complete process of outcome assessment and use of result. This is an overall critique of a program that is missing a last step, such as completion of an action or readiness for next year's assessment.

Step #6: Ways to Improve Choice Box

Items in this box are those covered in the resource *Top Ten Tips for Improving Your Assessment Report*. By selecting one or more, you can provide guidance in a quick and easy way to help programs improve. You can also reference the information in the resource guide in the Feedback space.

You may select one or more choices by clicking in the small box or on the text.



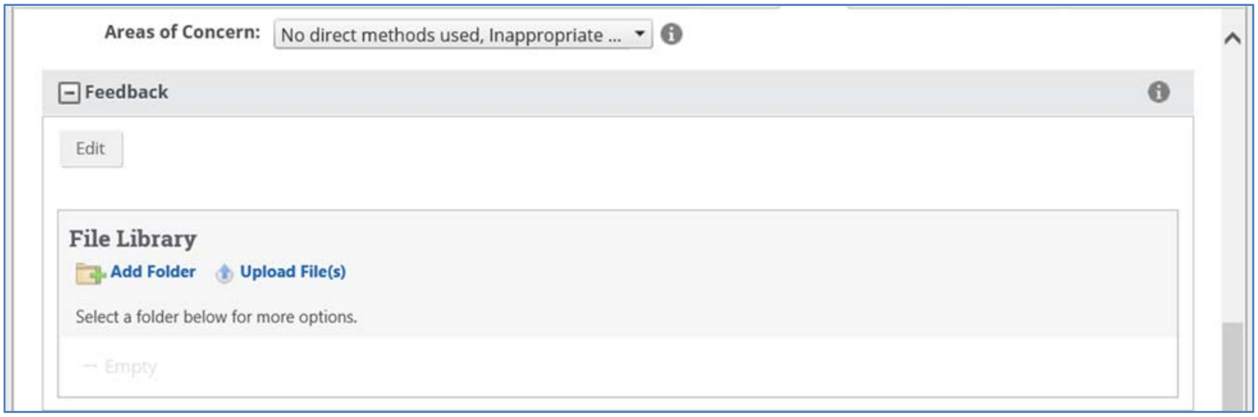
Choices are:

- Complete all required fields,
- Include all supporting documentation,
- Redact names/other identifiers of individual students,
- Include a thorough presentation of results,
- Analyze results completely,
- Review multiple years of results and analyses,
- Provide complete discussion of actions taken,
- Provide an explanation for extended cycle,

- Relate assessment methods and/or actions taken to the outcome,
- Explain the use of conference presentations and publications

Step #7: Feedback Text Box

This box is provided for elaboration on the strengths of the report and the areas of concern in the plans (outcomes and methods) and in the reports (results, analysis, and actions). It has a library, just in case you want to add any documentation.



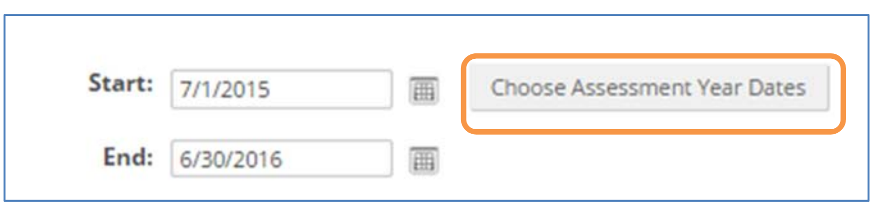
This will replace the large rich text box named **College and Institutional Review Notes** within the Program / Major Learner Outcome form. All feedback will be separated from the report eliminating the risk of including the feedback in annual reports when printed as pdf or Word file.

As with other large rich text boxes, you click the **Edit** button to open the field for text entry and use the **File Library** for any supporting documentation you wish to supply the units.

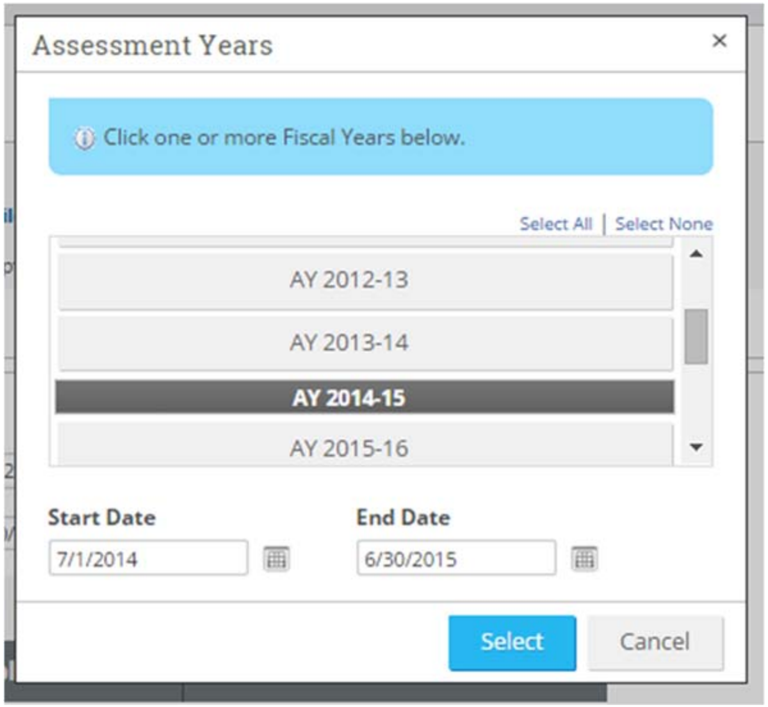
Step #8: Assessment Year

Change the default which is the current year in which the system is set. Since reports are due in September for the previous academic year, you need to set this to the previous academic year so that the feedback links with the appropriate academic year.

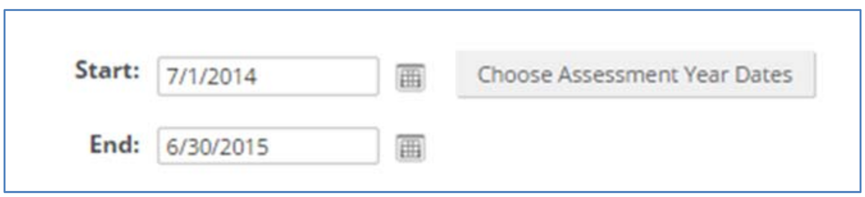
For example, in September 2015, you are providing feedback for the 2014-2015 academic year. The default assessment year will be **Start**: 7/1/2015 with **End**: 6/30/2016.



Therefore you need to **change** the assessment year to a **Start** of 7/1/2014 with an **End** of 6/30/2015. To do this, click on the **Choose Assessment Year Dates** button as shown above. From the next screen, scroll to the appropriate year (in this example AY 2014-15) and then click on the blue **Select** button.

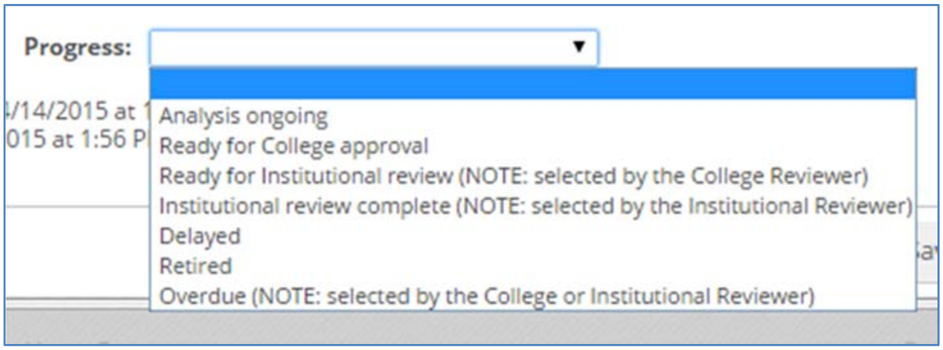


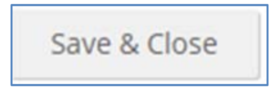
The year will then display correctly as seen below.



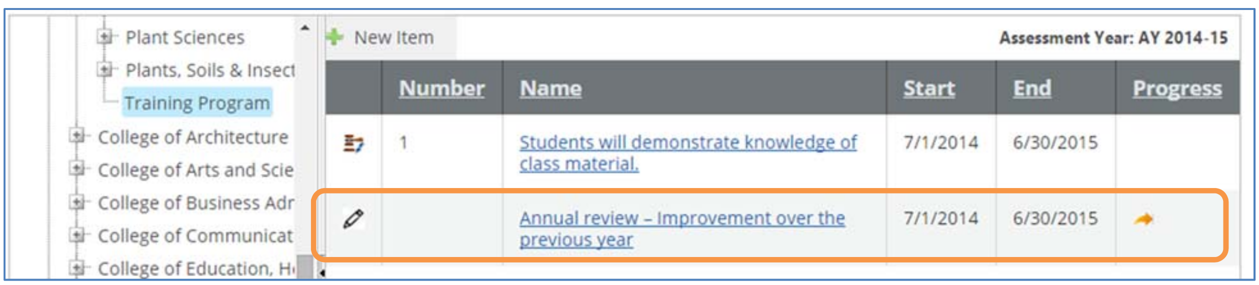
Step #9: Finishing the Feedback Form

When done, select the **Progress** choice box and select *Ready for Institutional Review (NOTE: selected by the College Reviewer*) and then click on the **Save & Close** button.





Once the feedback form is complete and you've clicked the Save & Close button (bottom of the form, shown to the right), the Feedback Form will appear in the screen listing all of the program outcomes. It appears at the bottom of the outcomes list as shown.



Appendix A: Program Assessment Plan Rubric

Holistic Rubric for Assessment Report Evaluation

TennTLC, Revised 11/9/16

	0 - NO REPORT	1 - BEGINNING	2 - DEVELOPING	3 - SATISFACTORY	4 - ADVANCED
Content **(Report contains required information)**	No report.	No data provided for the following: • Date of assessment • Date of *next* assessment • Status (e.g., ready for college review) • Program level • Author of report • Explanation for extended cycle, if applicable	Some data provided for the following: • Date of assessment • Date of *next* assessment • Status (e.g., ready for college review) • Program level • Author of report • Explanation for extended cycle, if applicable	Most data provided for the following: • Date of assessment • Date of *next* assessment • Status (e.g., ready for college review) • Program level • Author of report • Explanation for extended cycle, if applicable	All data provided for the following: • Date of assessment • Date of *next* assessment • Status (e.g., ready for college review) • Program level • Author of report • Explanation for extended cycle, if applicable
Student Learning Outcomes (SLOs)	No report.	• No SLOs use specific language (e.g., instead currently use "know", "understand") describing expected skill or competency • No outcomes describe specific observable student behaviors • No outcomes are measurable (i.e., outcomes don't describe how students will meet the standards) may not use taxonomies for learning • No mention of population to be assessed	• Some SLOs use specific language (e.g., instead currently use "know", "understand") describing expected skill or competency • Some outcomes describe specific observable student behaviors • Some outcomes are measurable • Population to be assessed is mentioned, but may not be clear (e.g., graduating seniors)	• Most SLOs use specific language describing expected skill or competency • Most outcomes describe specific observable student behaviors and are measurable • Population to be assessed is clear (e.g., graduating seniors)	• All SLOs use specific language describing expected skill or competency • All outcomes describe specific observable student behaviors and are measurable • Population to be assessed is clear (e.g., graduating seniors)

	0 - NO REPORT	1 - BEGINNING	2 - DEVELOPING	3 - SATISFACTORY	4 - ADVANCED
Assessment Methods and Data Collection	No report.	• SLOs written, but no data collection (results) reported, and no explanation given as to why nothing has been done • If assessment methods are reported, no methods align with stated SLOs	• Some data collection (results) reported • Assessment methods appear to align with SLOs, but explanation is unclear or is not provided • Some SLOs are not measured using direct methods, only indirect	• Most data collection (results) reported. • Explanation linking most SLOs with assessments is clear. • If using one assessment to assess multiple SLOs, an explanation of how one instrument assesses each SLO may not be clear • Most SLOs are measured using direct methods	• All data collection (results) is reported. • Explanation linking all SLOs with assessments is clear. • If using one assessment for multiple SLOs, an explanation of how the instrument assesses <u>each</u> is clear • All SLOs are measured using direct methods.
Analysis of Results	No report.	• Presentation of data is weak (i.e., results are too broad or do not provide measures of student performance on SLOs) • No analysis of results is provided • No interpretation of results	• Results are present, and there is some reference in the analysis to the SLOs, • May be no clear explanation of why each SLO was or was not met • No mention of history of results (i.e., results from previous assessment cycles), if applicable	• Results are present, and there is reference in the analysis to most SLOs • Report provides explanation of why most SLOs were or were not met • Some history of results is mentioned, but not always connected to current results	• Results are present, and there is reference in the analysis to all SLOs • Report provides explanation of why all SLOs were or were not met • The history of results is provided and is used in conjunction with the current year's results to make inferences about student learning

Holistic Rubric for Assessment Report Evaluation

TennTLC, Revised 11/9/16

	0 - NO REPORT	1 - BEGINNING	2 - DEVELOPING	3 - SATISFACTORY	4 - ADVANCED
Content **(Report contains required information)**	No report.	No data provided for the following: • Date of assessment • Date of *next* assessment • Status (e.g., ready for college review) • Program level • Author of report • Explanation for extended cycle, if applicable	Some data provided for the following: • Date of assessment • Date of *next* assessment • Status (e.g., ready for college review) • Program level • Author of report • Explanation for extended cycle, if applicable	Most data provided for the following: • Date of assessment • Date of *next* assessment • Status (e.g., ready for college review) • Program level • Author of report • Explanation for extended cycle, if applicable	All data provided for the following: • Date of assessment • Date of *next* assessment • Status (e.g., ready for college review) • Program level • Author of report • Explanation for extended cycle, if applicable
Student Learning Outcomes (SLOs)	No report.	• No SLOs use specific language (e.g., instead currently use "know", "understand") describing expected skill or competency • No outcomes describe specific observable student behaviors • No outcomes are measurable (i.e., outcomes don't describe how students will meet the standards) may not use taxonomies for learning • No mention of population to be assessed	• Some SLOs use specific language (e.g., instead currently use "know", "understand") describing expected skill or competency • Some outcomes describe specific observable student behaviors • Some outcomes are measurable • Population to be assessed is mentioned, but may not be clear (e.g., graduating seniors)	• Most SLOs use specific language describing expected skill or competency • Most outcomes describe specific observable student behaviors and are measurable • Population to be assessed is clear (e.g., graduating seniors)	• All SLOs use specific language describing expected skill or competency • All outcomes describe specific observable student behaviors and are measurable • Population to be assessed is clear (e.g., graduating seniors)