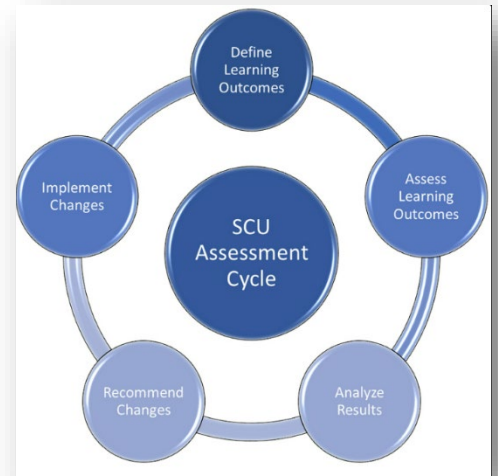


Continuous Improvement Review/Closing the Loop Evaluation (CIRCLE) Report

*A collaboration between the Office of
Institutional and Academic Insights (IAI)
and the Accreditation Coordinating
Council*



The final and critical step in the assessment process is implementing changes, or what is colloquially referred to as "closing the loop." Closing the loop is the intentional use of assessment results to inform future actions, such as decision-making and continuous quality improvement. While still evolving, SCU's outcomes assessment system has developed a set of approaches that effectively close the loop. Grounded in the continuous improvement assessment practices, plans and process, SCU's outcomes assessment process engages faculty, academic, and co-curricular programs in inquiry and reflection, which helps them identify changes in pedagogy, curricula and activities that would improve student learning.



This inaugural (Spring 2023) Continuous Improvement Review/Closing the Loop Evaluation (CIRCLE) Report describes outcomes as a result of engagement in a systematic process of improving the quality of student learning at SCU, both curricular and co-curricular, as well as the assessment of administrative offices and what actions the departments have taken to close the loop. This CIRCLE report is the first of what we hope will become a fruitful annual exercise.

Curricular Assessment

Below are examples of academic programs closing the assessment loop. These examples come from program review, end of course evaluations, and annual assessment reports. This list is not meant to be exhaustive. Each example includes the assessment process used and the action taken to support student learning.

PROGRAM	ACADEMIC ASSESSMENT PROCESS	ACTION TAKEN
Ayurvedic Wellness	In the Mid-Cycle Program Review , certain weaknesses were identified: <ul style="list-style-type: none"> • More entry points needed to accommodate student enrollment. • Lower student grades in certain courses, targets not met. • Students wanted more access to their instructors 	<ul style="list-style-type: none"> • Increased to 3 starts per year, increased faculty numbers, increased clinic shifts. • Group and individual tutoring sessions were added. • 30 min of paid faculty office hours added before each class session to provide working adult students with convenient access to their faculty.
Ayurvedic Practitioner		

PROGRAM	ACADEMIC ASSESSMENT PROCESS	ACTION TAKEN
Bachelor of Science in Health Sciences	Annual Assessment Report: After aligning the curriculum of BSHS 0401 Microbiology and Infectious Diseases with a new version of a textbook, it was found that the SLOs did not accurately portray what the students were expected to learn.	Two SLOs were updated to more accurately portray the level of rigor expected by the program curriculum
Doctor of Acupuncture and Chinese Medicine	Annual Assessment Report: Target not met for Oriental Medicine Diagnosis PLO	A Diagnosis open lab and individual and group tutoring were added to assist students.
Doctor of Chiropractic	Annual Assessment Report: Misalignment of institutional assessment report with professional accreditor's meta-competency outcomes (MCO)/PLO analysis requirements.	ALC required assessment reports were changed to match programmatic accreditor required assessment reports.
Master of Science in Human Genetics and Genomics	End of course evaluations: information from students about faculty member disengagement and teaching practices.	Course evaluations have prompted mentoring conversations between faculty and Program Directors and have resulted in faculty reassignments.
Master of Science in Medical Science	Annual Assessment Report: , assessment targets were not being met.	The targets were adjusted to better align with expected level of student learning.
Master of Science: Physician Assistant Program	Program Review: Crosswalk development indicated a misalignment of assessment reports and program self-study.	Communication has begun between IAI and MSPA to streamline the assessment process and capture what is most meaningful to the program.
Interprofessional Education	Assessment Results: review indicated that the current assessment process did not fully capture the scope of student learning regarding IPE and IPEC competencies.	Added an IPE representative to the ALC, created an IPE assessment plan, aligned PLOs with IPEC competencies, and coordinated with faculty to capture signature assignments related to IPE.

Co-Curricular Assessment

The Office of Student Services and IAI have recently begun to systematically collect assessment data to provide information on student learning outcomes. We have developed a student learning outcomes assessment planning template that mirrors the process of curricular assessment, while being tailored to the co-curricular experiences at SCU. Co-Curricular Outcomes reflect the University Learning Outcomes of Professionalism and Integrative Healthcare, and the SCU Value of Inclusivity. Many Co-Curricular outcomes also align with the InterProfessional Education Collaborative (IPEC) competencies. Below are examples of closing the assessment loop with co-curricular activities. Each example includes the assessment process used and the action taken to support student learning.

SUBJECT OF ASSESSMENT	CO-CURRICULAR ASSESSMENT PROCESS	ACTION TAKEN
IPE Week	A count of student participation: target met for afternoon activities, not met for evening activities	For the next IPE week, more activities will be offered during the day
LGBTQ+ workshop	Student survey responses: Wanted greater depth of content in future workshops	Plans were made to include greater depth of content in future LGBTQ+ workshops
Student Services	Assessment Report: review indicated that additional measures of student satisfaction and perceived effectiveness of student services were needed.	Email signature line mini-surveys, QR codes to satisfaction surveys were placed in the Welcome Center, and additional questions were added into the Annual Student Satisfaction Survey

Administrative Assessment

Administrative assessment focuses on the administrative, academic support, and community engagement services provided by the University. The goals of the assessment process are to identify strengths and weaknesses in the functioning of divisions and units and the services they provide and use that information to improve effectiveness and the SCU experience for students and others. The Student Experience Survey is conducted annually each fall to assess currently enrolled students' satisfaction with many aspects of the University, including course instruction, academic support, and student and technology support. Key Performance Indicators (KPIs) were established in 2019 and are reported three times per year. KPIs established standards for enrollment performance, student satisfaction, employee engagement, financial performance, technology infrastructure, student retention, licensure exam passage rate, and accreditation management

[IAI Website](#)

The IAI website was created to disseminate information related to student success, accreditation, KPIs, and other pertinent information. Much of this is available via Power BI dashboards like the one displayed below.



Student Demographics Fall, Spring 2022-2023

787

Degree & Certificate



Data Refresh on 2/27/2023 2:34:31 AM PST

Total Studen...

Academic Year
2022-2023

Term
All

Division
CH - Chiropractic-FPD

Major
All

