



## Closing the Loop:

### Using Assessment to Improve Student Learning

2011-2012 Highlights



#### Economics, B.A.

##### Outcome(s) Assessed

- Students shall have a good understanding of economic theory
- Students shall be able to predict consequences of economic events, both at the macro and micro level
- Students shall develop the ability to engage in abstract reasoning
- Students shall be able to communicate effectively
- Students shall develop a global economic perspective

##### Methods & Artifacts

- Two-day **comprehensive exam** given in Directed Research in Economics course
- **Research paper and presentation** from Directed Research in Economics

##### Data-Informed Action Plan

- **This year's students demonstrated a weaker than normal writing performance**
  - Implemented a voluntary writing seminar focusing on writing mechanics
  - Redesigned Directed Research course to have a stronger emphasis on writing
  - Added additional writing requirements in upper level courses
  - Students recognized that their writing skills should be better

#### Graphic Technologies, B.A.

##### Outcome(s) Assessed

- Students should understand the nature of the graphic arts industry, its organizational structure, the socio-economic principles, and the environmental impacts
- Students should be knowledgeable of accepted principles and practices for managing material, financial, and human resources in the graphic arts industry
- Students should possess appropriate knowledge within each of the six technological areas of graphic arts

##### Methods & Artifacts

- Student **outcomes survey**, students in entry-level, middle, and senior-level courses

##### Data-Informed Action Plan

- **Some equipment is outdated or inoperable**
  - Purchased new equipment, including a digital offset printing press, two wide format printers, a vinyl cutter, scanner, and more
- **Space is an issue in the graphics laboratory**
  - Reconfigured the classroom and a printing room
- **Industry has stressed the importance of Digital Prepress processes**
  - Moved Advanced Digital Prepress course from an elective to required
- **Students expressed growing interests in supervision and management**
  - Proposed the addition of Applied Industrial Supervision and Management to the curriculum

#### Women's and Gender Studies, M.A.

##### Outcome(s) Assessed

- To enable students to comprehend, analyze, and evaluate intersectional identity, global awareness, and social inequality
- To enable students to comprehend, apply, and evaluate feminist theories and methods appropriate to the study of women and gender
- To enable students to possess the capability to produce orally and in written form according to the standards appropriate to education at the graduate level
- To enable students to assess links between academic inquiry and civic engagement

##### Methods & Artifacts

- **Exit interviews**
- **Final papers** from Introduction to Comparative Feminism course

##### Data-Informed Action Plan

- **Students would like more training for professional careers**
  - Created a new applied/professional, non-thesis track with specific focus areas in women's health and gender violence prevention
  - Created a 1-credit professional seminar course to replace the library research methods course
  - Created a new 4-credit internship for students in the applied track
  - Encouraged faculty to add oral assignments at least once per semester



## Closing the Loop:

### Using Assessment to Improve Student Learning

2011-2012 Highlights



#### Instructional Technology, M.A.

##### Outcome(s) Assessed

- **Leadership:** Demonstrating the ability to apply best practices for many educational audiences
- **Scholarship:** Applying scholarly methods of Instructional Technology to research questions
- **Understanding Theory & research:** Translating foundational theoretical understandings into practical instruction

##### Methods & Artifacts

- Electronic **portfolio**
- Post-graduation alumni **survey**

##### Data-Informed Action Plan

- **The INSSTECH 6289 Seminar was too involved to complete in a 6-week summer format**
  - Moved this course to a spring semester
- **Students require additional support in completing original research**
  - Changed the course sequence of the last three semesters to build a sequence of learning to support the culminating research project
  - Students will complete work in the final course begun in previous courses
- **Courses were deemed redundant or unnecessary**
  - Removed LITED 6212 and ELEM 6201 from curriculum
- **Positive feedback for “Improving Learning Through Action Research” Online course**
  - May now be used as an elective for on-campus

#### Geography, B.A.

##### Outcome(s) Assessed

- **SLO 1:** Students will be able to articulate the significance of scale for the analysis of geographic patterns and processes
- **SLO 2:** Students will be able to demonstrate abilities in critical thinking and intellectual synthesis including multidisciplinary synthesis
- **SLO 3:** Students will be able to define major epistemologies and identify and evaluate examples of geographic scholarship.

##### Methods & Artifacts

- Senior **exit exam**
- Professional **portfolio**

##### Data-Informed Action Plan

- **Some lack of understanding of the significance of scale in the analysis of geographical patterns**
  - Will emphasize this in greater depth across courses
- **Low ratings seen on the senior exam, compared to the professional portfolio**
  - Investigating the value and purpose of the senior exam
- **Results for both SLO 1 & 3 were split between the two means of assessment**
  - Will reassess these outcomes next year
  - Will examine instruments to see whether they are measuring the same thing

#### Spanish, M.A.

##### Outcome(s) Assessed

- **Students will demonstrate control of methods of documentation to produce professional-level essays**
  - Conduction of appropriate research
  - Presentation of supporting evidences
  - Analysis of supporting evidences

##### Methods & Artifacts

- First-draft **research papers** on Spanish literature

##### Data-Informed Action Plan

- **Students have performed at the expected level or above on their research papers**
  - Plan to continue with similar or better results in future years
- **Emerging interest in incorporating more theory in class and in the reading list**
  - Added more theoretical and cultural content to SPAN 6062: Turn of the Century Spanish American Literature
  - Added more theoretical and cultural content to SPAN 6060: Spanish American Poetry
  - Considered additional changes to the reading list in the future