



Closing the Loop:

Using Assessment to Improve Student Learning

2015-2016 Highlights

Psychology, B.A.

Outcomes Assessed:

Student Learning Outcomes:

- Be a competent consumer and conductor of research
- Have an understanding of statistics

Methods & Artifacts:

- Multiple-choice, non-graded **exam** created by department
- **Survey** questions

Data-Informed Action Plan:

- **Concerns about our student exposure to core concepts of psychology**
 - Redesigned our curriculum to require exposure to core content in psychology
- **Concerns about students understanding of experimental psychology**
 - Searching for a faculty member to teach experimental psychology
- **Need for increased detail in assessment**
 - Formed a committee to revise student learning outcomes and the student outcome assessment process

Teaching English to Speakers of other Languages (TESOL), B.A.

Outcomes Assessed:

InTASC (Interstate Teacher Assessment and Support Consortium) Standard 3: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Methods & Artifacts:

- **Self-Reflections** over InTASC standards, written both before and after undergraduate practicum

Data-Informed Action Plan:

- **TESOL emergent teachers are the least comfortable with their efficacy in assessment**
 - Changed curriculum to add an obligatory language assessment class that goes beyond the prior assessment class provided by the COE in the professional sequence
- **Students expressed difficulties with parent and community engagement in the education of our linguistically and culturally diverse learners**
 - Added an emphasis on the role of parents during the practicum
 - Added emphasis on creative and innovative ways to bring in all of the significant shareholders in learners' lives

Athletic Training, B.A.

Outcomes Assessed:

- **Outcome 1:** Students will use effective communication skills
- **Objective 6:** Students will be prepared to be healthcare professionals

Methods & Artifacts:

- National **Certification Exam** (BOC)
- Senior **Survey**

Data-Informed Action Plan:

- **Improvements needed on first-time passing rates of the BOC**
 - Seniors will attend AT 3000 for a full spring semester
 - Added exam preparation strategies to AT 3000
- **Students did not give ratings of "good" or greater for two faculty members**
 - Faculty members have been given more supporting course materials
 - Individual faculty members have set personal goals for improved pedagogical techniques
- **Students did not meet communication learning goals**
 - Embedded communication skills throughout AT curriculum, including instruction and assessment of professional communication
 - Incorporated a self-reflection of communication skills through video analysis of role-playing
 - Added more direct instruction of examples of what are and what are not appropriate communication skills



Closing the Loop:

Using Assessment to Improve Student Learning

2015-2016 Highlights

Social Work, B.A.

Outcomes Assessed:

Council on Social Work Education (CSWE)

Competencies:

- **Competency 3:** Advance human rights and social, economic, and environmental justice
- **Competency 4:** Engage in practice-informed research and research-informed practice

Methods & Artifacts:

- Student **self-efficacy report**, completed both before and after internship is completed
- Students are **rated** on their level of mastery on the CSWE Competencies

Data-Informed Action Plan:

- **Demonstrated lack of research skills**
 - Added a literature review to the field seminar
 - Considering the addition of another research course to increase student exposure to research methods
 - Examining the research syllabus to determine the assignments contributing to learning
- **Some variability was seen across assignments**
 - Curriculum committee is creating a set of master assignments as a source of outcome data in the future

Elementary Education, B.A.

Outcomes Assessed:

- Planning for instruction and instructional strategies
- Professional learning and ethical practice
- Leadership and collaboration

Methods & Artifacts:

- Philosophy of teaching **paper**
- **Supervisor evaluation** of student performance
- Alumni **survey**

Data-Informed Action Plan:

- **Need to integrate technology into coursework**
 - Implemented the SAMR Model of Technology Use (Substitution, Augmentation, Modification, and Redefinition)
- **Additional instruction needed for teaching gifted learners**
 - Added a lesson across courses to address pedagogy for teaching gifted students, creative students, and high achievers
- **Increased focus on students with disabilities needed**
 - Agreed to incorporate at least one lesson that addresses teaching students with disabilities in each course

Communication Sciences & Disorders, B.A.

Outcomes Assessed:

- **Goal 1:** Students will read an assigned article and accurately summarize, interpret, and apply the content to a clinical case with a score of 80% or better
- **Goal 2:** At least 95% of students will achieve an average score of 75% or higher across each component of a writing rubric applied to a course paper, i.e., an academic essay
- **Goal 3:** Students will perform 70% or better on clinical patient based tests or assignment questions

Methods & Artifacts:

- **Writing assignments** from several courses
- **Exit surveys**

Data-Informed Action Plan:

- **Identified need for students to retain and apply information between courses**
 - Course sequence between CSD 2130 and 3140 set so that students must take them in order, and not concurrently
- **Students did not achieve Goal 2**
 - Developed strategies to address writing problems that occurred frequently
 - Created a universal writing rubric to be used across courses
- **Students identified the practicum course as one of the best aspects of their major**
 - Allocated faculty and clinical supervisor resources to the practicum course