## 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