



Closing the Loop:

Using Assessment to Improve Student Learning

2013-2014 General Education Highlights



Category 1B: Speaking and Listening

Outcome(s) Assessed

- Communication covers the skills individuals need to send and receive messages, but also the grammar, concepts, and associations to words and images that allow us to interact with each other socially
 - Composing and presenting effective written oral messages in a variety of contexts
 - Documenting your awareness and skillful use of effective writing and speaking processes

Methods & Artifacts

- Final persuasive **speech scores**

Data-Informed Action Plan

- **Student scores did not improve significantly since the beginning of the course**
 - Assigned an additional low-stakes speech, because significant time elapses between the two speeches previously assigned
 - Taught a more formal review of public speaking skills prior to the final speech

Category 1C: Quantitative Techniques & Understanding

Outcome(s) Assessed

- **Goal 1:** Interpret information from verbal, graphical, numerical, and algebraic perspectives used to describe or model quantitative situations
- **Goal 2:** Use appropriate mathematical tools/techniques to work with quantitative information
- **Goal 3:** Value mathematics as a natural way to approach and address questions that arise in daily life, the workplace, and society

Methods & Artifacts

- Randomly selected **student work samples** from MAT 1100 and STAT 1772
- Pre- and post- **course surveys** to assess students' perceptions of learning gains

Data-Informed Action Plan

- **Created a new rubric and assessment process this year**
 - Will evaluate what improvements need to be made for next year
- **Questioned whether the rubric effectively addressed Goal 1**
 - More artifacts are needed to accurately address, so we will collect more artifacts next year
 - We will revisit this question for next year's assessment process

Category 1D: Dimensions of Wellbeing

Outcome(s) Assessed

- Students will recognize that wellness affects all aspects and quality of life
- Students will be able to apply decision-making processes to improve wellbeing
- Students will be able to articulate why wellness is important

Methods & Artifacts

- Pre- and post- **course surveys**
- Randomly selected **student work**

Data-Informed Action Plan

- **Students showed some difficulties with college-level writing**
 - An enhanced focus on this will be added to next year's curriculum
- **More time between surveys needed**
 - Will move to two surveys per semester instead of four for next year's assessment cycle
- **Response rate was lower than desired**
 - Will encourage instructors to offer incentives (i.e. Points, Extra Credit) if they complete the survey
- **The assessment rubric used did not accurately assess learning outcomes, and it was difficult to use**
 - Will revise and simplify rubric for next year's assessment cycle