Closing the Loop:
Using Assessment to Improve Student Learning
2014-2015 General Education Highlights

Category 1C: Quantitative Techniques & Understanding

**Outcome(s) Assessed**
- Students will make sense of quantitative information
- Students will be able to interpret information from verbal, graphical, numerical, and algebraic perspectives used to describe or model quantitative situations

**Methods & Artifacts**
- Randomly selected student work from MATH 1100, STAT 1772, and MATH 1420

**Data-Informed Action Plan**
- A small number of artifacts were collected
  - Determined that the scores were not valid, due to small sample size
- Uncertainty surrounding the revision of Student Learning Outcomes for next year
  - Reviewed the goals and outcomes of peer institutions
  - In the process of improving the assessment process for the following academic year

Category 1D: Dimensions of Wellbeing

**Outcome(s) Assessed**
- Students will recognize how wellness affects all aspects and quality of life
- Identify situations that illustrate how wellness impacts individuals, society, and/or environment

**Methods & Artifacts**
- Student reflection papers were randomly selected

**Data-Informed Action Plan**
- Students did not meet college-level writing expectations
  - Created a checklist of “Do’s and Don’ts of College Writing”
  - Further clarified the expectations for college-level writing in assignment guidelines
  - Added a peer-review component to the assignment
- Students tended to miss assignment instructions
  - Added instruction on the assignment guidelines
  - Provided a sample assignment

Category 4: Life and Physical Sciences

**Outcome(s) Assessed**
- Apply scientific reasoning skills to investigate natural phenomena
- Develop skills to generate and critique testable hypotheses related to science
- Engage in the experimental process by conducting observations, making predictions, collecting data and/or organizing results

**Methods & Artifacts**
- Experimental design, data, observations, predictions and results taken from CHEM 1010, ES 1300, EARTH SCI 1100, and SCI ED 1300

**Data-Informed Action Plan**
- A wide distribution of scores were observed
  - Appears that many of the LAC classes in Category 4 do not meet the outcomes assessed
  - Discussed that these outcomes might be met in a different part of the UNI curriculum
  - Decided to remove many of these courses from future Category 4 assessment
  - Decided to only look at non-majors for assessment next year