



Closing the Loop:

Using Assessment to Improve Student Learning

2015-2016 General Education Highlights



Category 1C: Quantitative Techniques and Understanding

Outcome(s) Assessed

- Make sense of quantitative information
- Use appropriate mathematical tools and techniques to work with quantitative information
- Value mathematics as a natural way to approach and address questions that arise in daily life, the workplace, and society

Methods & Artifacts

- Exam scores
- Final project grades

Data-Informed Action Plan

- **Student performance was poor on multi-candidate voting procedures**
 - Restricted the amount of material so that there can be more focus on this concept
- **Desire to help students understand the scientific method better**
 - Changed the final from an exam to a project for more engaged learning
- **Student learning is not strong in certain areas**
 - Changed textbooks to better focus on lower performance areas
 - Included more practice problems

Category 3A: Fine Arts

Outcome(s) Assessed

- Explain the nuance and meanings in a variety of works of artistic/creative works
- Explain and support the values of studying and understanding artistic creative activity

Methods & Artifacts

- Group presentations
- Music diagramming assignment

Data-Informed Action Plan

- **Group presentations were not meeting expectations**
 - Changed the weighting of the assignment to indicate the formality of the assignment
 - Made group sizes smaller to encourage investment in the work
- **Students were struggling with a music diagramming assignment**
 - Updated curriculum to add more detailed lessons about this concept

Category 5A: Sociocultural and Historical Perspectives

Outcome(s) Assessed

- Discuss the kinds of questions social scientists and historians ask, Describe and critique scientific methods social scientists use
- Identify some major concepts and/or issues within the social sciences and history
- Comprehend and identify ways in which human behavior, relationships, and institutions are influenced by economic, environmental, geographical, historical, political, psychological, and socio-cultural structures and processes

Methods & Artifacts

- Exams administered throughout the semester
- Live polling in the classroom

Data-Informed Action Plan

- **Students' examples of concepts from the course were too general and off-target**
 - Shifted the focus of lesson plans to include more time on the topics that students struggled with
- **Instant feedback from in-class polling indicates the baseline understanding of topics that students have**
 - Allowed instructor to change the course content in the moment to include more or less detail about certain topics
- **Weaknesses seen in synthesizing and integrating concepts across subject material**
 - Increased the focus on integrating and applying concepts in class
 - Added real-world examples to lecture



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