## 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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