



Closing the Loop:

Using Assessment to Improve Student Learning

2016-2017 General Education Highlights



Category 2: Civilizations and Cultures

Outcome(s) Assessed

- Explain the contents of the works of literature, religion, philosophy, be able to place those works in the historical and/or cultural context within which they were written, and discuss what importance they have for the intellectual and/or religious tradition of the West
- Identify significant historical events and developments in the periods, discuss this origins, how they relate to intellectual, religious, and other cultural developments

Methods & Artifacts

- Written **exams**
- 10-page **memo**
- Classroom **presentation**

Data-Informed Action Plan

- **Need for students to develop their thoughts more thoroughly in essays**
 - Instituted individual student conferences on their first exam
 - Changed procedure to allow students to rewrite their essays after individual conferences
- **Classroom presentations lacked creativity**
 - Added examples of unsuccessful presentations for next year's lesson

Category 3B: Literature, Philosophy, or Religion

Outcome(s) Assessed

- Explain the nuance and meanings in a variety of works of philosophy and/or literature and religion
- Explain and support the values of studying and understanding literary and philosophic works
- Explain the nuances and meanings in a variety of religious texts
- Explain and support the values of studying diverse approaches to religion

Methods & Artifacts

- **Quiz scores**
- **Exam scores**
- **Student feedback**

Data-Informed Action Plan

- **Students were not learning key concepts such as the differences between Sunni and Shia Muslims**
 - Added an active learning activity involving creating a comparison chart with flashcards
- **Instructor wanted to create an environment of trial and error learning**
 - Worked with the Center for Excellence in Teaching & Learning to create a "positive error climate" where students may correct their exams to earn half credit back
- **Found that students needed additional review before exams**
 - Created regular, optional review sessions prior to each exam

Category 5B: Individual and Institutional Perspectives

Outcome(s) Assessed

- Discuss the kinds of questions social scientists and historians ask
- 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
- Describe and critique scientific methods social scientists use to explore social and behavioral phenomena

Methods & Artifacts

- Student **assignments**
- **Surveys**

Data-Informed Action Plan

- **Students seeming to rely on intuition rather than theory to make predictions**
 - Developed an assignment that requires students to make a hypothesis based on theory
 - Followed assignment with discussion about hypothesis development
- **A different group of students taking Introduction to American Politics for teacher licensure**
 - Removed readings that were too challenging
 - Increased the frequency of exams