Closing the Loop:

Using Assessment to Improve Student Learning

2014-2015 General Education Highlights

University of NorthernIowa

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

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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