



# Closing the Loop:

## Using Assessment to Improve Student Learning

2018-2019 General Education Highlights



### Category 1A: Reading and Writing

#### Outcome(s) Assessed

- Students will be able to describe the philosophical and aesthetic values in a broad selection of literature from a variety of historical periods, cultures, and genres.
- Students will use rhetorically appropriate language and organization to write in various modes for different purposes and audiences.

#### Methods & Artifacts

- Creative writing assignments and original interpretive assignments.
- Spring 2019 multimedia interpretive assignment.

#### Data-Informed Action Plan

- **“Taking Risks” and “Innovative Thinking” were the lowest scoring categories**
  - Faculty will be encouraged to be more explicit in assignment criteria that innovation will be appreciated and rewarded.
  - Include a reflective component in writing assignments, asking students to reflect critically on their creative decisions.
  - Beginning in Fall 2020, the English program will begin a “Senior Seminar” class that will make it easier to assess a higher percentage of senior English majors in a given class.

### Category 1B: Speaking & Listening

#### Outcome(s) Assessed

- Graduates will display competence in oral, written, and visual communication, as appropriate for their discipline
- Create messages appropriate to the audience, purpose, and context.
- Synthesize supporting material to develop a(n) thesis, argument, or purpose.
- Present message using an effective style.

#### Methods & Artifacts

- Randomly selected student presentations.
- Final paper discussing interviews with area professionals about leadership and communication.

#### Data-Informed Action Plan

- **Results indicate that students are reaching a capstone level of learning application.**
  - Continuous improvement involves continuing to provide opportunities for students to have meaningful experiences outside the classroom.
  - Emphasizing the transfer of learning so where students adapt and apply their communication skills and knowledge to new situations in order to solve complex issues in original ways.
  - Continued efforts should include careful attention to the writing style of all students, with emphasis on clarity and fluency.

### Critical Thinking

#### Outcome(s) Assessed

- Graduates will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to develop reasoned positions and solutions to problems.
- Students will demonstrate an ability to use a variety of critical approaches to analyze literary text.
- Evaluate issues using a communication perspective.

#### Methods & Artifacts

- Creative writing assignments and original interpretive assignments.

#### Data-Informed Action Plan

- **More summary than direct quotation, reliance on limited sources, and a lack of attribution to sources**
  - Future teachers could be encouraged to be more measured, balancing individual lesson plans against the focus of the larger curriculum.
  - In this year’s assessment, the model rubric used proved less than ideal for the type of artifact being assessed. The model rubric should be revisited in future SOAs in hopes of finding one more suited to assessed assignments.
  - For the Communication Studies program, talks about curriculum revision and opportunities for writing intensive classes continue.