Effective Action to Improve Learning Outcomes

Using Authentic Assessment to Loop the Loop

Examples…

1. Reflecting upon assessment results
2. Perceiving something that could be/needs to be changed
3. Clarifying the rationale for the change
4. Implementing the change
5. Assessing the results
6. Reflecting upon assessment results…

ANTH-1 Outcome 2 (2014F)

- "Apply anthropological concepts to real world situations and problems by processing scientific information using factual methods and anthropological concepts."

- Justine Shaw

- Changed major writing assignment on hominid evolutionary tree because knowledge in the field has expanded and students needed more time to go in depth.

- More students were able to complete the assignment.

Course	**ANTH-1**
Delivery Mode:	Face-to-face only
Submitted by:	R-EUREKA\Justine-Shaw
Participating Faculty and Staff:	Shaw
Outcome Assessed:	2 - Apply anthropological concepts to real-world situations and problems by processing factual information using scientific methods and anthropological concepts.
Additional Information:	ANTH-1-E5896 2014F

prior to the due date.

The amended assignment is considered to be a success and will be continued in this form in the future.

ART-1A Outcome 1

- "Identify a broad range of processes and materials used to create works of art from prehistory to the medieval period."

- Mina Cohen

- Students who did not meet expectations on an assignment using the technique of repousse struggled with construction of the object to the point of missing the conceptual lesson. Instructor revised assignment so that students could focus more on conceptualizing the process and the technique and less on actually making the vase.

- Success rate improved from 90 to 96%

Course	**ART-1A**
Delivery Mode:	(Choose one)
Submitted by:	R-EUREKA\Mina-Cohen
Participating Faculty and Staff:	Mina Cohen
Outcome Assessed:	1 - Identify a broad range of processes and materials used to create works of art from prehistory through the medieval period.

Additional Information:

processes and materials used to create works of art from prehistory through the medieval period.

CIS 1 Outcome 1 (2014F)

- "Solve common business problems using appropriate information technology applications and systems."
- Dan Calderwood, Reno Giovanneti, Chris Romero
- Compared to other modalities, online students significantly underperformed on an assignment to create a data flow analysis. Consequently, instructors created videos, revised instructions, and increased the frequency of prompts so as to address the success gap.
- Results went from 64% to 90% for online students and 80% to 95% overall.

Course   CIS-1

Delivery Mode: Sections of multiple delivery methods

Submitted by: R-EUREKA\Dan-Calderwood

Participating Faculty and Staff: Dan Calderwood Reno Giovannetti Chris Romero

Outcome Assessed: 1 - Solve common business problems using appropriate information technology applications and systems.

Additional Information: Fall 2014

arly and seek guidance from the instructor.

**Resolution
(Closing the Loop):**

ENGL-102 Outcome 2 (2015F)

- "Critically read and respond to argumentative texts."
- Deborah Gerth, Jay Scrivner, Ruth Rhodes, Pete Blakemore
- After finding that different assessment tools yielded different results yet each offered insight into students' ability to read a complex argument, instructors decided to meet more frequently to review classroom methods.
- Instructors met more often, shared information from CAP training, and consequently increased dialogue on instruction.

Course	**ENGL-102**
Delivery Mode:	Face-to-face only
Submitted by:	R-EUREKA\Peter-Blakemore
Participating Faculty and Staff:	D. Gerth, J. Scrivner, R. Rhodes, P. Blakemore
Outcome Assessed:	2 - Critically read and respond to argumentative texts.
Additional Information:	All 3 sections offered were assessed: D6411, E6170, E6171

st from meeting the expectations of this outcome--one sample demonstrated such summarizing.

PSYCH-1 Outcome 1

- "Explain concepts in areas of psychological theory and research while representing breadth and depth of knowledge within the context of historical trends within psychology."

- Michelle Haggerty, Mark Winter, Philip Mancus

- Up to 20% of students did not meet the outcome, if we count the 11% that did not complete the assessment. Faculty discussed the the high level of student crisis and the effect on performance.

- Faculty created a community resource and mental health referral list for students. This appeared to lower non-participation rates.

Course	**PSYCH-1**
Delivery Mode:	Face-to-face only
Submitted by:	R-EUREKA\Michelle-Haggerty
Participating Faculty and Staff:	Michelle Haggerty, Philip Mancus and Mark Winter
Outcome Assessed:	1 - Explain concepts in areas of psychological theory and research while representing appropriate breadth and depth of knowledge within the context of historical trends in psychology.
Additional Information:	D0115,V0153,V0154, E0143, E0147

s outside of school appear to be the big reason for

Distillation

- Why is some action warranted?
    - Changing knowledge in a field
    - Performance gaps
    - Faculty realization that different methods yield different results and want to know why
    - Student feedback
    - Students lack basic knowledge 'assumed' in the assignment
    - 'External' factors affect student performance
- What action will you take?
- How will you measure the the result? – Is it truly linked to maintaining or improving learning and do you know how?