**Foundation of Knowledge General Education Program**

**CLOSE THE LOOP FORM**

**Sample Submission**

**Due: Nov 1, 2025\***

**The following sample highlights examples from prior close the loop forms that demonstrated a strong commitment to course improvement by reflecting on assessment data at the course and program levels.**

The purpose of this form is to share the changes you and your colleagues are implementing in your general education course as a result of assessment findings. Before preparing this form, please consider the following:

* Consult your prior Close the Loop form for this course, if applicable and [update](#Bookmark1) the below table
* Consult the assessment data provided by the General Education Committee and the Office of Undergraduate Academic Affairs and your own course assessment data.
* Discuss the results and potential changes with colleagues in your department
* Choose ONE SLO to focus your efforts and for the purpose of this form
* Please submit one form for each general education course

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**Part I: Course Information**

1. Program/Department:
2. Course Name/Number:
3. Number of sections usually taught per year:
4. Delivery mode:
5. Please select your course’s General Education category

* Cultural Pluralism: B1, B2, E2
* Individual and Society: A2, D3, E3
* Global Viewpoints: B1, B2, E1, OR E1, E2, E3 (Please specify which three)

**Part II: Looking Back**

If applicable, refer to your prior Close the Loop form and use the table below to share any impact on student learning since that last report. (Please email [gened@nku.edu](mailto:gened@nku.edu) if you need a copy of the earlier Close the Loop form.)

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| **Update from last “Close the Loop” form** | |
| **Summarize a change described in the last form:** | **Did the change improve student learning as hoped? Explain if this is based on assessment data or on other observations?** |
| (Example) WRT100 added a module (with a new reading and short assignment) early in the semester to help instructors determine to what degree students were confused about using AI (and its role in academic dishonesty). This is connected to the SLO C2. | (Example of a brief narrative) The added module seemed to have a greater impact than earlier interventions which consisted mostly of in class discussion and syllabus warning. Instructors report fewer questions about the issue because of a short unit that directly addressed the topic. It’s not clear yet if the new module will reduce acts of academic dishonesty in the realm of inappropriate use of sources and content. SLO C2. |

**Part III: Looking Forward**

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| **Continuous Improvement:** For this section, you are encouraged to focus on improving **ONE** general education SLO. | |
| In a short narrative, please indicate which student learning outcome (pick only one!) that you are focusing on AND describe the assignment(s) and/or activities used to assess your selected SLO. | Example narratives include:   * The **Department of Biological Sciences** uses Assignment 11, a written research proposal that mirrors the requirements for a SURCA application as the artifact for assessment in General Education. The assignment assesses students’ ability to use appropriate and relevant content to communicate ideas (C2), and to create and write coherent grammatical pieces (C3). Results showed that scores on each SLO were higher for STEM-H students compared to students not in STEM-H majors. * In **IST 185,** students complete a Broad Model Project, using the Broad Model of the Interdisciplinary Research Process, to explore a complex problem of interest. This project is a comprehensive demonstration of A2 (area of focus), D3, and E3 as it requires students to engage in perspective-taking and identify stakeholders that contribute to the complex problem under study, help solve the problem, or are missing from conversations and actions regarding the problem. Students also engage with the methodologies that those particular disciplines, applied fields, or professions use to gain knowledge about the problem. |
| If you used any data in addition to the assessment results provided by the GEC and Office of UAA, please describe the data you used and how it informed your decision to focus on this SLO and make potential improvements. | Examples include:   * In addition to GEC data, the **Department of Biological Sciences** uses the original AAC&U rubrics to assess writing in BIO291W. Two faculty who do not teach BIO291W scored 15 randomly selected artifacts, and their scores were averaged...Reviewing the data, it was clear that more emphasis needs to be placed on finding and understanding credible sources of information **(C2)** compared with writing mechanics (C3) where most students were performing at the expected level. * In addition to GEC data, **CMST 101 and 110** compared the number of oral citations used during the first and last major speech. Between the pre and post speech, students completed a module focused on Respecting information (from GEAR). The pre/post analysis showed program leaders support for continuing to add additional instruction in support of the **C2** outcome. * In addition to GEC data, **CHE 120** applied and assessed the use of transparent assignment design or TILT (Transparency in Teaching and Learning) to an assignment that is like the one tied to the **D1** SLO. Different aspects of the assignment were analyzed pre- and post-TILT with student improvement demonstrated in the TILTed assignment. It’s possible that TILTing the D1 assignment will help improve student learning. |
| Provide a narrative about the changes you are implementing *as a result of the assessment findings* and how the change might improve student learning of your chosen SLO. | Examples include   * **BIO 291W:** Assignment 5 was originally focused on correctly formatting a scientific reference list for their Literature Review. To improve on C2, *the assignment has now been expanded to include an outline and more detailed annotations to help students understand how to organize the complex information they find*. To better understand the sources of information, *they are also now required to include both primary and secondary sources with an emphasis on recent, primary sources for the heart of the review.* * **POP 205**: To address A4, stronger research skills should be developed. To remedy this situation, the following recommendations are made to the instructors.   1 Scaffolding: Students need to be guided through the research process. After identifying a research topic, they should be taught how to find appropriate sources as well as how to structure and write an academic paper. They should have opportunities to have their draft checked before finalizing a paper as well.  2 Information literacy (GEARUP): Students should be introduced to GEARUP to learn how to find, evaluate, apply, and properly document the sources. This could be done by having a GEARUP session with the library and following up the session. Some instructors attended the GEARUP workshops and those who did not are encouraged to become familiar with GEARUP. Information literacy helps students not only with a research assignment but with reflection paper assignments. |
| Please also send—as attachments—the supporting evidence for those changes (such as before and after documents). | List file names here. |

**Part IV: Planned Follow-Up**

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| **Follow-up for this cycle** | **Comments** |
| **When is the next time this class will be taught?** |  |
| **How do you plan to determine if the changes improved student learning?** |  |
| **Further Reflections** |  |

**Submission Checklist**

These are the elements that the Gen Ed Committee is asking for in the Close the Loop form

\_\_\_\_\_ The form indicates the correct Gen Ed category

\_\_\_\_\_ The form provides a description of an assignment that addresses one SLO, allowing students to demonstrate learning the SLO

\_\_\_\_\_ The discussion incorporates data for the whole general education category and course-level data for the SLO

\_\_\_\_\_ A narrative reflection on the data indicates a change to improve student learning relevant to the selected SLO.

\_\_\_\_\_ A before and after example is submitted and demonstrates changes (highlighting changes if possible)