Closing the Loop: Using Assessment to Improve Student Learning
2017-2018 Highlights

**Assessment Cycle**
- UNI is committed to the assessment of student learning for the ongoing improvement of curriculum, programs, and services offered by the university and for accreditation processes.
- All programs submit annual assessment reports with an assessment plan that correlates with the academic program review cycle. This ensures that all student learning outcomes are regularly assessed.
- Academic Program Review, occurring on a 7-year cycle and mandated by the Board of Regents, State of Iowa, includes both internal and external review processes and provides faculty the opportunity to synthesize a comprehensive set of data to improve student learning.

**Anthropology, B.A.**

**Outcome(s) Assessed**
- Critically evaluate anthropological theories in Cultural Anthropology, Linguistic Anthropology, Archaeology, and Biological Anthropology.
- Critically apply anthropological theories in relation to empirical evidence.

**Methods & Artifacts**
Artifacts include take-home exams from ANTH 3101 and essays from ANTH 3103.

**Data-Informed Action Plan**
- Revise curriculum informed by Student Learning Outcomes (SLOs).
  - New models for curriculum articulating the various models of Student Outcome Assessment were presented and discussed in several meetings during Fall 2018.
  - These conversations are ongoing and will be the primary focus of the faculty's priorities in Spring 2019.
- Mandate program-wide evaluation of artifacts.
  - Faculty were more invested in the assessment process when they were included as reviewers.
  - A revision to the scoring procedures will be necessary to account for the increase in faculty involvement to promote consistency.
- Analyze similar SLOs.
  - Outcomes 1.3 and 3.3 are similar and will require analysis and revision.
- Create course-Level outcomes and assessment.
  - Student Outcome Assessment will be expanded to course-level outcomes and assessment.

**History - Liberal Arts, B.A.**

**Outcome(s) Assessed**
- Develop original research that uses both primary and secondary sources.
- Navigate a library and/or an archive, using finder’s guides and databases for books, articles, and documents.
- Create correctly formatted citations (footnotes or endnotes) and bibliographies using the “Chicago style” or “Turabian style” of citation.

**Methods & Artifacts**
Artifacts include 16 student papers from HIST 3000.

**Data-Informed Action Plan**
- Improve primary source research and citation guidelines.
  - Faculty discussed and adopted a HIST 3000 course description that creates consistency across sections.
  - Learning goals were created for HIST 3000.
  - Students will utilize primary and secondary sources, footnotes, and a bibliography in research papers.
  - Students will meet with their instructor and library faculty to demonstrate their topic is researchable.
  - Students will create a project proposal for their research paper with a working bibliography.
  - HIST 3000 faculty should meet with the history librarian to identify additional primary source collections to facilitate students’ ability to use more primary sources in their research papers.
- Refine Student Outcome Assessment rubric.
  - SOA rubric will be refined to better distinguish between the specific learning outcomes within each goal area thus creating clarity in transitions between committee members.
Outcome(s) Assessed
Demonstrate effective graphic communication concepts in oral, written, and visual forms

Methods & Artifacts
Artifacts include a newsletter from TECH 4161 and student oral portfolio presentations from TECH 4161

Data-Informed Action Plan
- Enhance students’ ability to effectively present information and/or data visually
  - Include additional instruction to improve students’ ability to analyze and select visuals for presentations and publications
  - Students will inspect printed or digitally produced projects and will work in small groups to dissect, re-create, and present their products to the class
- Enhance students’ ability to orally communicate
  - Students will present industry segments and client identity assignments to their peers
  - Instructors will mock a client phone call, and students will have to walk the “client” through a tasked procedure in the prepress industry
  - Students will present a mock client photography package to a guest client
- Enhance students’ ability to write effectively
  - Students will be required to visit the Writing Center at least twice for their website creation
  - Students will be required to write up a formal email to their instructor resembling client and output provider interaction
  - Students will write questions that are answered by the rest of the students
  - Students will be required to meet with on-campus writing specialists to write multiple drafts before their final submission will be accepted

Outcome(s) Assessed
● Program content Knowledge and Skills: Students can apply best practice knowledge to profession-specific contexts in Exercise Science or Physical Education.
  ○ Students will demonstrate the ability to evaluate, apply, and design best practice for professional contexts within the discipline
  ○ Students will report that the program improved their ability to evaluate, apply, and design best practice for professional context within the discipline

Methods & Artifacts
Artifacts include an essay question from PEMES 6255, two essay questions from PEMES 6253, and a research paper from PEMES 6289

Data-Informed Action Plan
- Improve the ability of graduate students to apply best practice knowledge to profession-specific contexts
  - Strengthen the application of concepts in PEMES 6222 by adding a concise rationale and scientific references
  - Add opportunities for practice of the application section of the culminating project in KAHHS 6290
  - Add assignments requiring students to apply concepts to professional specific practices in PEMES 6230, PEMES 6251, and PEMES 6273
  - Adjust the rubric from a 3- to a 5-point scale to better differentiate students’ performance
  - Use the application portion of the culminating project as the new artifact for assessing Outcome 1 to eliminate limitations to the comparison across emphases areas

Outcome(s) Assessed
- During a sixteen-week student teaching practicum, students will demonstrate their content knowledge and skills in accordance with the InTASC Standards through classroom-based performance

Methods & Artifacts
Artifacts include a Student Teaching Practicum Assessment completed by the supervising teacher

Data-Informed Action Plan
- Support student growth in assessment
  - Students will reflect on assessment based on their Level III field experience
  - Introduce students to multiple methods of assessment in ELEMCLML 4213 and emphasize how assessment guides and informs teachers’ decision-making
- Support student growth in the application of content
  - Sustain, expand, and develop partnerships with local schools and community organizations where students can teach Social Studies and Science
- Support student growth in learning differences
  - Encourage students to complete their Level III field experience in Houston, TX
  - Sustain partnerships with schools and community organizations that serve racially and economically diverse student populations
  - Develop a pilot program for professional development
  - Develop connections with local teachers of English Language Learners to explore how to better prepare students to meet the needs of linguistically diverse students