



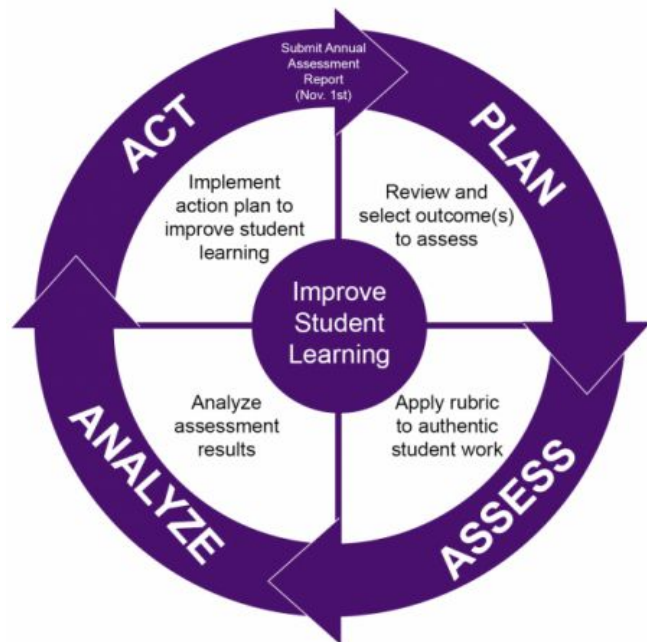
## Closing the Loop:

### 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



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#### Graphic Technology, B.A.

##### 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

#### Physical Education, M.A.

##### 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

#### Elementary Education - Teach (K-6), B.A.

##### 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 ELEMCMML 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