



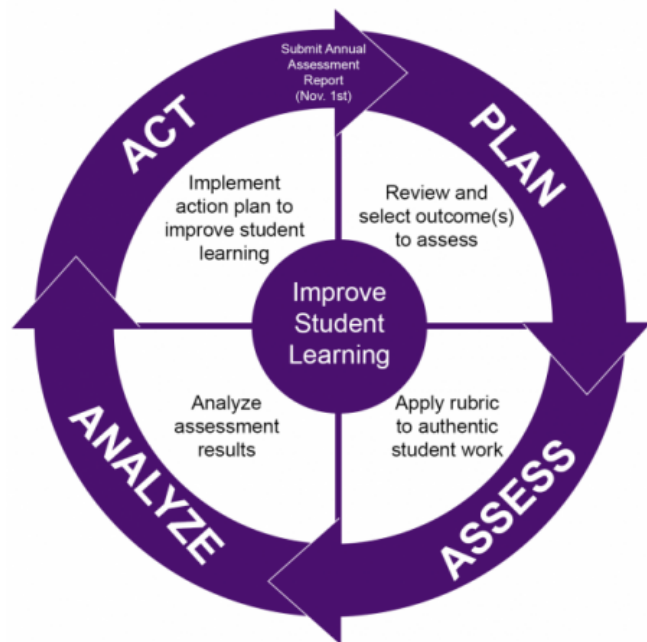
## Closing the Loop:

### Using Assessment to Improve Student Learning

2021-2022 Program Assessment 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.

#### Real Estate, B.A.

##### Outcome(s) Assessed

- Appropriately apply market analysis concepts and techniques in real estate development.
- Appropriately apply highest and best use analysis concepts and techniques in real estate development.
- Appropriately apply valuation concepts and techniques in the development of a real estate asset.
- Students will identify ethical components in business situations.
- Students will display strong work values.

##### Methods & Artifacts

The first four SLO's were represented by collected artifacts include from essays essays and case studies. The artifacts for the fifth SLO (above) were collected through UNI Career Services.

##### Data-Informed Action Plan

- In particular, students performed slightly below the target for the SLO, "Students will identify ethical components in business situations". Specific essay questions will be added to discuss the topic of ethics when covering eminent domain and the Supreme Court case of Kelo v City of New London, as well as added discussions in the curriculum of Real Estate Law and Brokerage.

#### Chemistry Teaching, B.A.

##### Outcome(s) Assessed

- Students will conduct experimental measurements and evaluate the accuracy and reliability of the data.

##### Methods & Artifacts

Students in the Chemical analysis Laboratory course completed a chromatography and quantitative analysis laboratory report which was scored with a rubric using the following categories: description of experimental procedure, reporting of experimental data, data analysis and interpretation, evaluation of the data's accuracy, and evaluation of the data's reliability. Scores were rated by two evaluators and needed to be within one value if any scores differed.

##### Data-Informed Action Plan

- Better alignment of the directions given to the students on report requirements with S<sup>2</sup>OA criteria will be implemented.
- More time will be spent reviewing complete experimental procedure details and full reports of the experimental data, including units for numerical values.



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#### Communication Sciences & Disorders, B.A.

##### Outcome(s) Assessed

- Students will recall foundational information across courses of previously learned information.
- Students will integrate and apply discipline specific knowledge as depicted in a case scenario.

##### Methods & Artifacts

For the first outcome assessed, Artifacts an evaluation of foundational content in CSD 3200 and CSD 3195. A random sample of 20% of the exams were scored on a rubric. The second outcome was assessed through the collection of random exams from CSD 3140. Two reviewers coded each data set and had 100% agreement in their scoring.

##### Data-Informed Action Plan

- Based on last year's report, advisors will encourage students to take CSD 3650 in their second to last semester at UNI to provide a better retention of skills taught in CSD 3650 and implemented in CSD 4500.
- From this year's report, the department plans to readjust the target mark for students to reach when measuring the first goal. Students consistently achieved mastery.
- Additionally, to measure outcome two, a new course may be selected. A new course (CSD 3700) may be selected. This will be discussed and reported on in next year's report.

#### History, B.A.

##### Outcome(s) Assessed

- Students will be able to identify levels of analysis in historical writing, from narrative to historicism.
- Students will be able to create an original approach to a topic by placing it within an analytical framework consisting of 1) possible historical contexts; 2) possible analytical lenses, including politics, class, race, gender, identity, and geography or place.
- Students will be able to develop a thesis in relationship to relevant scholarly literature.

##### Methods & Artifacts

Seventeen research papers were collected from the fall section of HIST 3000 and were read by the History department undergraduate SOA committee.

##### Data-Informed Action Plan

- Students tended to struggle to use historiography to develop a thesis (third SLO above). The department decided to make that a focus of HIST 4000 and included substantial peer feedback, including syllabus language such as:
  - The ability to share work with other scholars, to present working drafts of projects, and to give, take, and use criticism and suggestions for revisions.
  - The ability to make analytical and specific critiques of the work of peers and colleagues, rather than simple statements
  - The ability to ask and respond to serious scholarly questions, questions that refer to issues such as quality of research, clarity of argument, and originality of analysis.

#### Women and Gender Studies, M.A.

##### Outcome(s) Assessed

- Students will be able to synthesize theory, previous scholarship, and research to create and complete an original internship project. They will communicate the significance of their findings in a graduate-level research paper that makes an original, evidence-based contribution to the field grounded in feminist thinking.

##### Methods & Artifacts

Artifacts were collected from all graduating students from spring 2020-summer 2022 and were read by multiple members of the WGS Advisory Board.

##### Data-Informed Action Plan

- The Applied Track students will receive more individual guidance with regard to the application of research and theory in their internship research papers.
- The Applied Track students and their committees will be made aware of the need for more sophisticated and update theoretical approaches. More detail will be provided in WGS 6289, when students write their final project perspective.