



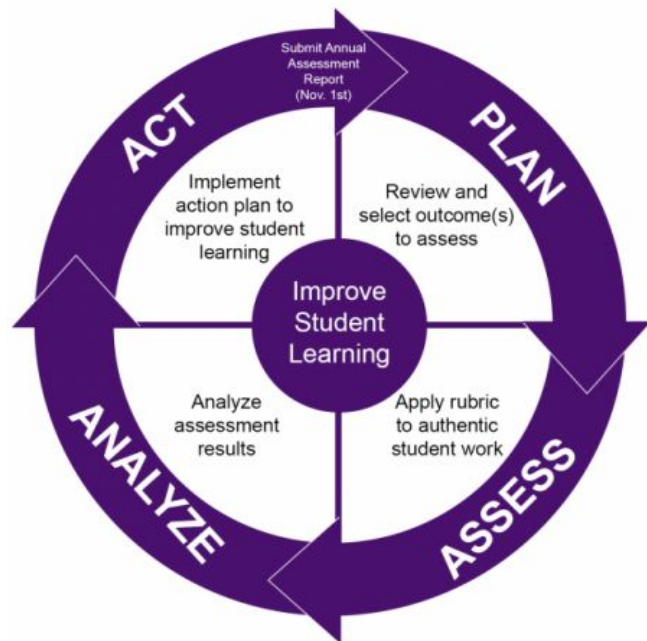
# Closing the Loop:

## Using Assessment to Improve Student Learning

2018-2019 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.

### Art Education, M.A.

#### Outcome(s) Assessed

- Identify an appropriate research question and appropriate methodology for designing a research plan and collecting data.
- Synthesize practical and academic contexts and draw conclusions about how their research is significant to the field and how it is applicable within their context and pedagogical practice.
- Summarize and reflect on their development as practitioners with appropriate visual and written documentation.

#### Methods & Artifacts

Artifacts include research proposals, research papers and culminating program visual timeline posters.

#### Data-Informed Action Plan

- **Revisions made based on earlier SOA reports:**
  - Enhance assignment sheets for scorers to show good craft and execution.
  - Ongoing conversations about low-level craft on the visual/format components, what appeared to be a disjunction between the research question presented and the conclusions presented.
- **Implementation of Early Feedback System**
  - Feedback will be provided in order to make sure that connections between research question and conclusions presented are made.
- **Collaborative Continuous Improvement Meetings Membership Changes:**
  - Future meetings will include the new art ed tenure-track faculty member.
  - Four graduate faculty now teach in the MA Art Ed program and will make recommendations to the SOA committee chair.

### Art (Studio Emphasis), B.A.

#### Outcome(s) Assessed

- Apply basic studio concepts in their work by demonstrating craft, invention, and impact where appropriate.
- Communicate effectively about art within a wider context.
- Demonstrate knowledge of curricular planning and appropriate grade-level children's skills and interests in their lesson plans.
- Demonstrate facility and intentionality in a professional portfolio.

#### Methods & Artifacts

Artifacts for Graphic Design and Studio Art are portfolios, sketchbooks and journals. Artifacts for Art History are research projects and studio work. Artifacts for Art Education are portfolios, notebooks, lesson plans, curriculum guides, research papers, and photographs of student work.

#### Data-Informed Action Plan

- **Revised Portfolio Guidelines**
  - The Scholarship committee, or representatives from the committee in collaboration with emphasis area stakeholders, revised the scholarship application form to clarify the guidelines/expectations for portfolios..
  - The department had revised the application to include a specific writing prompt to align with SOA, and SOA scores and 2018 reports suggest clear guidelines led to clearer student statements.
  - Specific guidelines for what to include from each depth area of the BA (Studio, Art Ed, Art History, and Graphic Design) asked for an assignment from a required upper level course.



## Closing the Loop:

### Using Assessment to Improve Student Learning

2018-2019 Program Assessment Highlights



#### Biochemistry, B.A.

##### Outcome(s) Assessed

- Students will be able to prepare and deliver an oral presentation on chemical topics.
- Students will produce data to create a calibration curve and use it to analyze unknown samples.
- Students will be able to plan the collection of the data needed to test a hypothesis in chemistry.

##### Methods & Artifacts

Artifacts include final exam scores for Organic Chemistry II, Physical Chemistry I, and Biochemistry II.

##### Data-Informed Action Plan

- **Additional writing practice at the sophomore level**
  - Organic Lab is currently the main writing practice. Two full reports in Descriptive Inorganic Chemistry were added as requirements.
- **Advising of Transfer Students**
  - Faculty advisors will look at potential scheduling difficulties that transfer students might encounter and proactively address difficulties.
  - Faculty advisors will explore whether a reverse transfer of UNI credits back to the community college to complete the AA would be beneficial.
- **Upper level biology course registration**
  - Biology approved several senior level courses to be taken by Biochemistry majors.
- **Extension of computer lab hours**
  - Have the computer lab open the same hours as the building, so that students can use special software and print. This special software is unavailable in the student lounge.

#### Speech-Language Pathology, M.A.

##### Outcome(s) Assessed

- Students will demonstrate discipline specific knowledge in evaluation and treatment of communication and swallowing disorders.
- Students will demonstrate discipline specific knowledge in foundational skills and professional practice.

##### Methods & Artifacts

Artifacts include individual treatment plans, professional practice observations and evaluations, clinical writing, journal writing, exam case studies.

##### Data-Informed Action Plan

- Ongoing discussion on increasing the connection between coursework and clinic for students to improve their scores in treatment on the Praxis Exam.
- Information from SOA will be utilized by the curriculum committee in order to make future recommendations for the program.
- Enhance content knowledge by including additional exam case studies.
- BA & MA will be collected in 3 year cycles. Data can be evaluated throughout the timeframe.
- Discussions around a 2nd bachelor's degree for people who have already completed a different bachelor's degree. This would be similar to the current Post BA program, but more defined. Would suggest 35-36 credits.

#### Earth Science, B.A.

##### Outcome(s) Assessed

- Analyze and interpret scientific data to formulate an evidence-based conclusion.
- Use a variety of mathematical tools and computer software to describe scientific phenomena and answer scientific questions.

##### Methods & Artifacts

Artifacts include course homework assignments, laboratory problems, or test problems.

##### Data-Informed Action Plan

- **Increase the number and variety of quantitative reasoning assignments in courses at all levels**
  - Revise freshmen level courses to include quantitative reasoning skills.
  - Opportunities for students to explicitly demonstrate an understanding of the physical meaning of values/numbers/data, and the correct use of those values should be added to all courses at all levels.
  - Provide samples from students that are junior level and higher, not only seniors.
- **Have faculty include a quantitative rubric in their courses**
  - A rubric can help faculty design or revise assignments. The rubric will help students understand the connection between calculations and real-world applications.
- **Have faculty provide graded copies of the assignments using the rubric system**
  - This would help the SOA committee members in the future to effectively assess all work samples from a range of courses across multiple disciplines.



# Closing the Loop:

## Using Assessment to Improve Student Learning

2018-2019 Program Assessment Highlights



### English, B.A.

#### Outcome(s) Assessed

- Students will create original texts [Communication] Creative writing assignments, original interpretive assignments (as opposed to literature reviews, annotated bibliographies, creative modeling assignments).

#### Methods & Artifacts

Artifacts include creative writing assignments and original interpretive assignments.

#### Data-Informed Action Plan

- **Encourage innovation in writing**
  - “Taking Risks” and “Innovative Thinking” were the lowest scoring categories.
  - Faculty will be encouraged to be more explicit in assignment criteria that innovation will be appreciated and rewarded.
  - Include a reflective component in writing assignments, asking students to reflect critically on their creative decisions.
  - Commencing Fall 2020, the English program will begin a “Senior Seminar” class
  - that will make it easier to assess a higher percentage of senior English majors in a given class.

### Philosophy, B.A.

#### Outcome(s) Assessed

- Through reading key philosophical texts, philosophy majors will be able to explain important philosophical views of what it is to be human.
- Philosophy majors will be able to relate their major to their career and to their future goals, and demonstrate skills that are highly valued by employers.

#### Methods & Artifacts

Artifacts include term papers, student portfolios.

#### Data-Informed Action Plan

- **Make outcome specific rubrics**
  - All students in any of the courses in the Human Nature sub-category will receive a rubric.
  - Continued discussions about making rubrics for other learning outcomes available.
- **Strengthen instructional scaffolding in the development of writing skills:**
  - Incentivize students to submit partial drafts in progressive stages, either by assigning a percentage of the grade, or by assigning bonus points,
  - Incentivize students to come to office meetings to discuss drafts, either by making it a requirement or assigning bonus points.
  - Incorporate anonymous peer reviews in grading.
  - Offer writing workshops for upper level courses in order to meet our high standards.
- **Improve student support in writing a cohesive well integrated account**
  - Help our students to develop the skills they need to execute tasks competently. Faculty will emphasize the distinctions between citing, documenting, explicating, and creating a cohesive account.

### Construction Management, B.S.

#### Outcome(s) Assessed

- Students will be able to effectively communicate the impact of emerging technologies in the construction industry.
- Students will be able to formulate an effective safety plan at both the project and company level.

#### Methods & Artifacts

Artifacts include safety plans developed for a large senior living project, project proposal,

#### Data-Informed Action Plan

- **Technological and Software Upgrades to enhance student learning**
  - The department worked with IT to increase learning technology capabilities for delivery of CM classes by moving to a virtual desktop environment (Citrix).
  - All students were given licenses for Procore and ConsensusDocs.
  - Upgraded interface devices (tablets) and software (Magnet). Tablets will be used to revise Electrical Construction Methods (TECH CM 3100) class to demonstrate Smart Building Technologies and Digital Controls.
- **Enriched projects through the establishment of new partnerships with industry**
  - The Undergraduate Research Class (TECH 4100) in Spring 2019 used a project provided by Ryan Companies as a major learning activity. The project required a full proposal for a 64 unit Senior Living Center, and UNI students competed against eight other regional construction management programs.
  - Four students from this class presented their proposal at the regional competition in Minneapolis in April, 2019



## Closing the Loop:

### Using Assessment to Improve Student Learning

2018-2019 Program Assessment Highlights



#### History, B.A.

##### Outcome(s) Assessed

- Students will be able to use their research to create a cogent, well-organized and readable historical essay.
- Students will demonstrate evidence of revision in their written work.

##### Methods & Artifacts

Artifacts include research papers from the Junior-Senior Research Seminar and History 3000.

##### Data-Informed Action Plan

- **Launched new initiatives designed to improve students' historical research skills**
  - Faculty worked closely with the Rod Library to develop a primary source launch page.
  - Faculty teaching HIST 3000 (Junior-Senior Seminar) met with the history librarian to identify additional primary source collections on external websites.
  - A session was added with the librarian focusing on primary source materials.
- **Revised research paper rubric**
  - SOA committee determined that the rubric needed to be refined to better distinguish between the specific learning outcomes within each goal area.
  - The committee revised the research paper rubric so that it treats each learning outcome as a separate item.
- **Addition of new Student Learning Outcome**
  - Department has agreed to add a student learning outcome to Goal 1: writing. This outcome will address the issue of students' ability to handle complexity in writing.

#### Family Services, B.A.

##### Outcome(s) Assessed

- Students will be able to provide education, preventive and supportive strategies and services to individuals, families and groups.

##### Methods & Artifacts

Artifact selected is the Family Life Education Group Project

##### Data-Informed Action Plan

- **Expand the rubric to capture the presentational components of the FLEGP**
  - The rubric will be revised to include a self-reflection section.
  - The new rubric will also address the presentation that students provide early in the project and their final project presentations.
- **Improved/Increased Challenges for Reflection**
  - Students will be challenged more directly to provide and/or articulate more directly the rationale for their FLEGP learning outcomes.
- **Evaluation elements of the FLEGP will be revisited**
  - Discussions continue regarding the review of group selection process in order to ensure that the learning context is favorable for all students no matter the group they belong.

#### 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