Closing the Loop:
Using Assessment to Improve Student Learning
2023-2024 Program Assessment Highlights

UNI / University of Northern Iowa.

Assessment Cycle
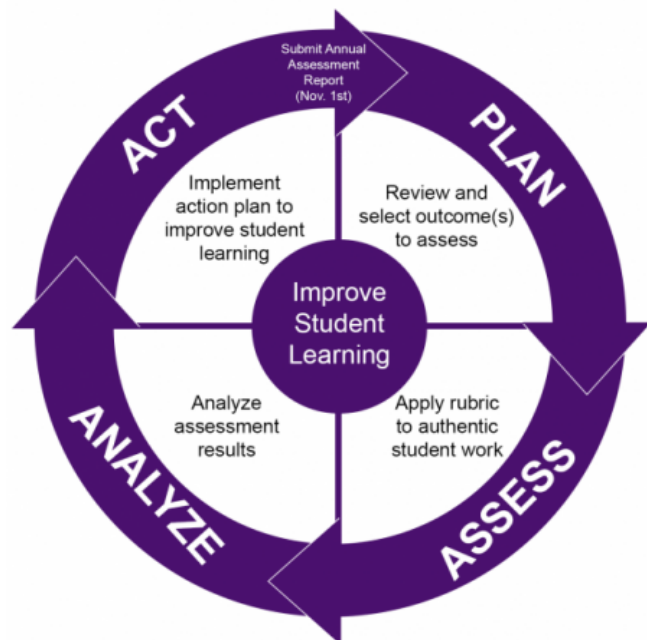
- UNI is committed to the assessment of student learning for the ongoing improvement of curriculum, programs, and services offered by the university and for accreditation processes
- All programs submit annual assessment reports with an assessment plan that correlates with the academic program review 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.

Managing Business & Organizations, B.S.

Outcome(s) Assessed
- Disciplinary Content Knowledge: Learn business knowledge and professional skills necessary to succeed in management.
- Thinking Skills: Students will be able to apply critical thinking and problem-solving skills.
- Corporate Social Responsibility (CSR): Students will demonstrate an appreciation of Corporate Social Responsibility.

Methods & Artifacts
The learning outcomes were represented by a variety of artifacts from several classes including Law, Society, and Business and Practical Marketing for Organizations. Since several outcomes were assessed, evaluation took a variety of forms from looking at grades and participation in the online system to examination of artifacts like Marketing Plans.

Data-Informed Action Plan
As an online program, there were several innovative ideas emerging from assessment.
- There will be an effort to compare online sections to face-to-face sections to examine work as well as to standardize assessment and artifacts.
- AI was used to look at both student work and rubrics.
- Finding ways to study the extent to which students are using AI while at the same time finding ways to assist educators to utilize AI in courses in addition to detecting AI use by students.

Graphic Technology, B.A.

Outcome(s) Assessed
- SLO #2 Impact production efficiency and product quality across a variety of media by applying knowledge of graphic communications materials, technologies, and practices.
- SLO #3 Contribute to graphic communications project teams for design, production, and management. Design quantitative and qualitative research projects, as appropriate to policy problems, that analyze data and draw conclusions.

Methods & Artifacts
The program used Standard Operating Procedures documents from TECH 3150 and Retail Point of Purchase Display from TECH 3159 for artifacts for assessment. Rubrics were used for direct assessment.

Data-Informed Action Plan
- For SLO 2, faculty will expose students to equipment and proper operation sooner since TECH 3150 is a production-based course where students are expected to run equipment. Currently the program has employed little hands-on work before this 3000-level class.
- With SLO 3, faculty realize that while meeting the teamwork criterion, students did not have good conflict resolution skills or know when to seek help. These ideas will be introduced earlier in the curriculum, specifically the ENG 1000 class and will have a consistent promotion of these skills from that class through the curriculum up to and including the senior design class.

Elementary Education, B.A.

Outcome(s) Assessed

- UNI SLO 2 Program Content Knowledge - Graduates will demonstrate discipline-specific knowledge and skills in their major fields of study.

  Elementary Education Program Goal - Demonstrate content knowledge and skills through planning, lesson implementation, and learning assessments for culturally sustaining experiences during inclusive classroom-based activities (UNI SLO-Content Knowledge).

  Student Learning Outcome - Students apply knowledge and skills previously developed in the Level III Week-long Experience, demonstrating and explaining how they meet the INTASC Standards for new teachers.

Methods & Artifacts

All Elementary Education Division faculty met on October 16, 2024 for an assessment workshop and analyzed assessment data together. We identified areas of strength and areas that could use improvement in reference to InTASC Model Core Teaching Standards.

Data-Informed Action Plan

- The faculty decided to make the following changes to core courses: Classroom Management will now have a formal reflection and Methods of Teaching Visual and Performing Arts Integration in the Elementary Classroom will feature a student portfolio assignment emphasizing how assessment guides and informs teachers' decision-making.

Spanish, B.A.

Outcome(s) Assessed

- Outcome 3: Content: Students can use major linguistic, literary and/or cultural concepts in oral and written expression. Aligns with UNI Outcome: Content Knowledge.

Methods & Artifacts

The artifact was a sample of 8 graduating seniors answering questions in an exam about the documentary *El silencio de otros*, watched in the class SPAN 4063 Spanish Civil War. Students were expected to demonstrate content knowledge about the documentary, the concepts of justice and revenge as discussed throughout the semester, and connect representations of those concepts to another film. Answers were anonymized, divided randomly among four members of the Spanish faculty, with each being evaluated by two different professors.

Data-Informed Action Plan

- The Spanish faculty will be more intentional about the structure of exam questions and how they can be scaffolded in order to enable student success.
- There will be an emphasis on using longer sentences and subordinate clauses in writing assignments.
- Faculty dedicate a day to talking about thesis statements and have students submit a draft with a chance to rewrite.

School Library Studies, M.A.

Outcome(s) Assessed

- GOAL 3 Students [preservice Teacher Librarians] collaborate with educators and students to design and teach engaging learning experiences that meet individual needs.

  SLO 3 - Implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning in a digital environment at the elementary and secondary levels.

Methods & Artifacts

Faculty used a rubric to do direct assessment of a multi-component assignment that asked students to 1) list standards and objectives, 2) plan and implement a unit plan, 3) blend the standards into one reading promotion or literacy unit, and 4) share an overview of the unit including data from learners.

Data-Informed Action Plan

Some of the changes in response to assessment include:

- Introduction of a Unit Plan template that students can use to carry standards throughout the assignment.
- Ask students to reflect on how they would teach differently based on feedback from study learners.
- Develop a curriculum for the state of Iowa since one does not exist which will help students connect their work to Iowa's academic standards. Their model for this is from Illinois.