



Closing the Loop: Using Assessment to Improve Student Learning

2022-2023 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.

Philosophy, B.A.

Outcome(s) Assessed

- Philosophy majors will be able to produce written documents that offer coherent and consistent arguments for clearly articulated positions.

Methods & Artifacts

The learning outcome was represented by collected artifacts from two courses. The first set of artifacts were from Theories of Knowledge class and consisted of papers submitted to undergraduate philosophy journals. The second set were papers on Wittgenstein from the Philosophy of Language class. Two reviewers from the program's Assessment Committee scored artifacts using a rubric developed for this outcome.

Data-Informed Action Plan

- The Philosophy program developed a multi-pronged plan for improving student learning. One area for change is a thoughtful revision of their measurement instrument. Several pedagogical enhancements are proposed including assignments targeting thesis statement writing and doing work like revising writing prompts. A notable proposal calls for using the Philosophy Club as an avenue for refining argument skills.

Political Science, M.P.P.

Outcome(s) Assessed

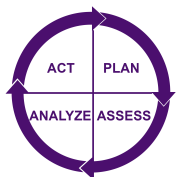
- SLO 3.1 Describe the public budgeting process and be able to read and analyze budgets of public organizations.
- 3.2 Design quantitative and qualitative research projects, as appropriate to policy problems, that analyze data and draw conclusions.

Methods & Artifacts

For SLO 3.1 faculty evaluators examined a midterm test question aimed at public budgeting and for SLO 3.2 looked at a "Pre-Analysis" plan from an advanced methods class. Both sets of artifacts were assessed using an assessment tool within the Blackboard learning management system. While 75% of student work met or exceeded standards, steps were initiated to enhance student learning.

Data-Informed Action Plan

- For SLO 3.1 faculty are going to emphasize public budgeting more for their next cohort and are adding a new course, "Economic Tools for Public Policy," to do this along with setting a goal of reaching 90% meets or exceeds standards.
- SLO 3.2 will be evaluated again but instead of looking at the "Pre-Analysis" done by students, faculty will look at final research projects as artifacts to see if there is improvement from initial planning stages and this will also allow them to evaluate the success of the assignment as a whole.



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Computer Science, B.A.

Outcome(s) Assessed

- Students will demonstrate proficient knowledge and application of computing content.

Methods & Artifacts

Computer Science faculty collected a variety of projects from four capstone classes in their program. These artifacts included computer code for things like a working software project or configured system. Artifacts also included written reports documenting the development of these various “deliverables.” More than half the Computer Science faculty were involved in direct assessment of these artifacts with a rubric.

Data-Informed Action Plan

- In addition to thoughtful consideration of how to revise the rubric for the outcome (such as considering the use of terms like “successfully” that might not apply to exploratory projects in machine learning), several changes to pedagogy such as:
 - Require student projects to be accompanied by documentation, either as a report or documentation generated within the computer code of projects.
 - Require students to write a reflection on final projects or document bugs still present in final projects with proposed fixes.
 - Have students label all charts and graphs.
 - Work with students to provide written descriptions of computer science work that would be accessible to non-majors.

Athletic Training & Rehabilitation Studies, B.A.

Outcome(s) Assessed

- SLO 1 1-Graduates will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to develop
- reasoned positions and solutions to problems

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

- Reflections on assessment have led to faculty considering changes in the program such as emphasizing critical thinking skills in courses before students’ final year such as General Medical Conditions and Foundations of Therapeutic Interventions.
- Practical changes to the course producing artifacts will include better explanation of the research process and having students work in pairs to improve finding appropriate resources. Noteworthy is faculty will have a librarian brought in to provide additional training in finding resources and conducting research that yields appropriate materials.

Bachelor of Liberal Studies, B.L.S.

Outcome(s) Assessed

- SLO 3 Information Literacy Information literacy is the ability to know when information is needed. To be an information literate person, one must be able to identify, locate, evaluate and effectively use sources of information for an issue or problem at hand. Students will achieve the information literacy goal by: 1) determining the extent of information needed, accessing information using well-designed strategies and evaluating it critically through ethical and legal means and 2) scoring a 4, 3 or 2 for all components within the AAC&U Information Literacy Rubric for work samples submitted to demonstrate information literacy.

Methods & Artifacts

Eighteen student writing samples from a portfolio course were assessed by a UNI faculty librarian rating team. For this assessment, students were asked to submit an annotated bibliography and a supplementary reflection to demonstrate their level of information literacy and reflect on their abilities to locate information.

Data-Informed Action Plan

Some of the changes in response to assessment will include:

- Revise criterion language on the rubric.
- Use APA’s resource links with examples to help students with proper citation.
- Adopt a checklist approach with a list of required and optional elements for annotated bibliography assignment.