



# Closing the Loop:

## Using Assessment to Improve Student Learning

2016-2017 Highlights



### Master of Business Administration, M.B.A.

#### Outcome(s) Assessed

##### SLO 1: Professional Knowledge and Skills

- Graduates will demonstrate knowledge of current business practice and management techniques necessary to be effective in managing and leading the day-to-day operations of the organization, as well as scanning the business environment and strategically planning for the future

#### Methods & Artifacts

Data collected using ETS MBA Major Field Test

#### Data-Informed Action Plan

- **Teamwork as a managerial problem**
  - Added teamwork reflections for all courses with team projects
  - Developed more effective formative assessment instruments to help students identify teamwork processes
  - Updated the vocabulary in the teamwork assessment rubric
  - Introduced new 1-credit hour elective: *Managing Collaborative Work Teams*
  - Added Team Management to the *Business Capstone* course
- **Varying levels of preparation**
  - Plans made to conduct a full analysis of current prerequisites
  - Added a system of prerequisite tracking

### History - Liberal Arts, B.A.

#### Outcome(s) Assessed

##### SLO 2: Analytical Skills

- Create an original approach to a topic by placing it within an analytical framework
- Develop a thesis in relationship to relevant scholarly literature

##### SLO 3: Historical Research Skills

- Develop original topics and research that uses both primary and secondary sources
- Navigate a library and/or an archive, using finder's guides and databases
- Create correctly formatted citations

#### Methods & Artifacts

- Student **research papers** taken from the Junior-Senior research seminar
- **Entry and Exit surveys**

#### Data-Informed Action Plan

- **Students showed an acceptable level of historical research skill, but lacked originality in topic choice**
  - Revised Junior-Senior research seminar learning outcomes to address this
  - Revised HIST 1010 learning outcomes to more closely align with Junior-Senior research seminar learning outcomes
  - To address research skill, all sections of HIST 1010 are now meeting with librarians at Rod Library
- **Gaps in usage of correct bibliographic style**
  - To address bibliographic knowledge, all sections of HIST 1010 are now meeting with librarians

### Teacher Leadership for International Educators, M.A.

#### Outcome(s) Assessed

##### Teacher Leader Model Standards (TLMS)

- **Outcome 3:** Promoting professional learning for continuous improvement
- **Outcome 4:** Facilitating improvements in instruction and student learning

#### Methods & Artifacts

Evidence collected through direct measures that were connected to class assignments, a **comprehensive action research project**, an **internship experience**, a **final presentation**, and a **portfolio**.

#### Data-Informed Action Plan

- **Summer course requirements can be difficult for students**
  - Adjusted courses to accommodate travel for international educators
- **Improvements in promoting professional learning**
  - Added content to EDLEAD 6284 to help students gain experience providing constructive feedback to colleagues
- **Improvements in instruction and student learning**
  - Restructured EDLEAD 6212 to enhance knowledge of distributive leadership
  - Reworked ED LEAD 6240 to include technology-use content
- **New outcomes were adopted for 2016-2017**
  - Assisted faculty in revising the outcomes for the courses that they teach, in order to make all outcomes measurable and connected to an appropriate activity



# Closing the Loop:

## Using Assessment to Improve Student Learning

2016-2017 Highlights



### Secondary Science Teaching, B.A.

#### Outcome(s) Assessed

##### Outcome 1:

- Demonstrate an understanding of science content and practices necessary to advance student learning in a secondary science classroom

##### Outcome 2:

- Design, implement, and assess instruction that actively engages students
- Engage in effective teaching practices based on research, state standards, and national standards

#### Methods & Artifacts

- **Secondary Science Methods (SSM) Rubric Assessment**, which is completed by instructors at the end of each semester for each student

#### Data-Informed Action Plan

- **Next Generation Science Standards (NGSS) are being implemented in Iowa K-12 classrooms**
  - Added content throughout curriculum
  - Required upper-level to develop lesson plans that align with NGSS
  - Revised Assessment Rubric to align with NGSS
- **Identified the need to better prepare students for the transition to student teaching**
  - Students will now work with one teacher throughout the semester to increase consistency
  - Majors are now required to take a 1-credit classroom management course
- **Students are not using the course-embedded portfolio during the job interview process**
  - Science faculty are involved in discussions about changes to the portfolio

### Physical Education - Teaching, B.A.

#### Outcome(s) Assessed

##### Outcome 3: Program Content Knowledge & Skills

- Graduates will demonstrate discipline-specific knowledge and skills in their major fields of study

#### Methods & Artifacts

- **Final Evaluation of Student Teaching** data collected from all majors
- **Praxis II** data collected from all majors

#### Data-Informed Action Plan

- **Students' assessment skills were rated 'below proficient'**
  - Reworked PEMES 3174 course to add an applied assessment assignment
  - Added content to PEMES 2031 including using accelerometers to assess physical activity, pedometers to assess classroom activity, and a coaching app to assess motor skills
- **Scheduling difficulties identified**
  - Reorganized 1-2 credit activity courses into 3-4 credit activity courses to facilitate registration without compromising content
  - Submitted course changes through the curricular process
- **Design a new Student Outcome Assessment Plan**
  - The faculty have identified a desire to align outcomes with university-wide goals
  - Will pilot new rubrics and procedures next year

### Textile & Apparel, B.A.

#### Outcome(s) Assessed

- **Outcome to be assessed:** Demonstrate capability to apply computer-aided design skills to the development of textile print patterns customized to particular apparel design end use

#### Methods & Artifacts

Data was collected from a **course-embedded project** requiring students to design a print using CAD, process the print in the printing lab, and move the print into a finished apparel design.

#### Data-Informed Action Plan

- **Improvements to the characteristics of textile to apparel and print design**
  - Worked with fabric vendor to increase the choices of fabrication available to students
  - Resulted in significant improvements in student artifacts
- **Improvements to teaching the relationship between apparel design and print design**
  - Added Center seaming of skirts added to curriculum
  - Required students to design a garment with a print repeat, with a stripe pattern only used as accents
- **Improvements to the utilization of CAD and fabric printing**
  - Embedded a requirement to use a custom printed textile in upper-level apparel design coursework
  - Required every student to create a custom print prior to graduation