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**To:** Rachel Boon, Chief Academic Officer, Iowa Board of Regents  
**From:** Megan Vogt-Kostner, Office of Institutional Effectiveness & Planning  
**Re:** Report on 2022-2023 Compliance with Continuous Quality Improvement Legislation  
**Date:** May 15, 2023

The attached report provides information on course-level assessments conducted at the University of Northern Iowa in compliance with Iowa Code Section 262.9 (36). Faculty teaching courses enrolling 100 or more students during the 2022-2023 academic year were asked to respond to a survey, either individually or in collaboration with other faculty teaching the same course, to collect information on the ways they monitor and work to strengthen student learning in their courses. During the 2022-2023 academic year, approximately 80% of courses were offered in-person/on-site or in a hybrid model.

In addition to requesting information on the types of course-level assessments being implemented and the kinds of improvements made in response to what was learned from the assessments, the survey also requested information related to the ways in which learning outcomes were communicated to students. Data showed that 98% of the faculty responding to the survey included learning outcomes for their courses on the course syllabus. Learning outcomes were also communicated verbally (78%), on a course website and/or eLearning course web page (71%), presented with information for specific assignments for the course (47%), or in PowerPoint presentations provided during the course (47%).

The attached report provides information on the types of course changes faculty reported making as a result of what they learned from their assessments of student learning. It is worthy of note the top five changes reported all directly relate to the student learning experience — modifying, editing or deleting assignments students are asked to complete, changing student activities to enhance student learning and experiences in the course, modifying class time spent on specific course content, changing the textbook or learning resources used for the course, and lastly, providing more activities for support guided hands-on practice for student learning.

In addition to multiple-response survey items, the 2022-2023 CQI faculty survey included an open-ended question asking faculty to provide more detailed information on changes they had made to their classes as a result of their assessment of student learning; over eighty percent of the survey respondents shared stories of their experiences. An examination of these personal narratives showed several reoccurring themes —holistically reviewing and revising course objectives, implementating mid-semester anonymous feedback surveys to identify strategies or class concepts that students found helpful or confusing, creating new content to focus more on application and less on content memorization, utilizing in-class activities more frequently to collect recorded, written responses and identify key trends to address areas of concern and points of confusion, providing more out of class videos, assignments and weekly activities to engage students in the materials outside of the classroom, and lastly, emphasizing the importance of office hours, individualized meetings, and time after class where students can stay back to discuss any questions they may have about course content. Selected examples of the narratives collected are included in the attached report.

At UNI we believe in the power and critical importance of good teaching. The Continuous Quality Improvement survey for this year again provides evidence of this belief in action.

## University of Northern Iowa CQI Report for 2022-2023

This page provides summary information on the types of assessment strategies used during 2022-2023; the following pages provide an overview of the types of course improvements undertaken by faculty and examples of assessments and related activities in selected courses.

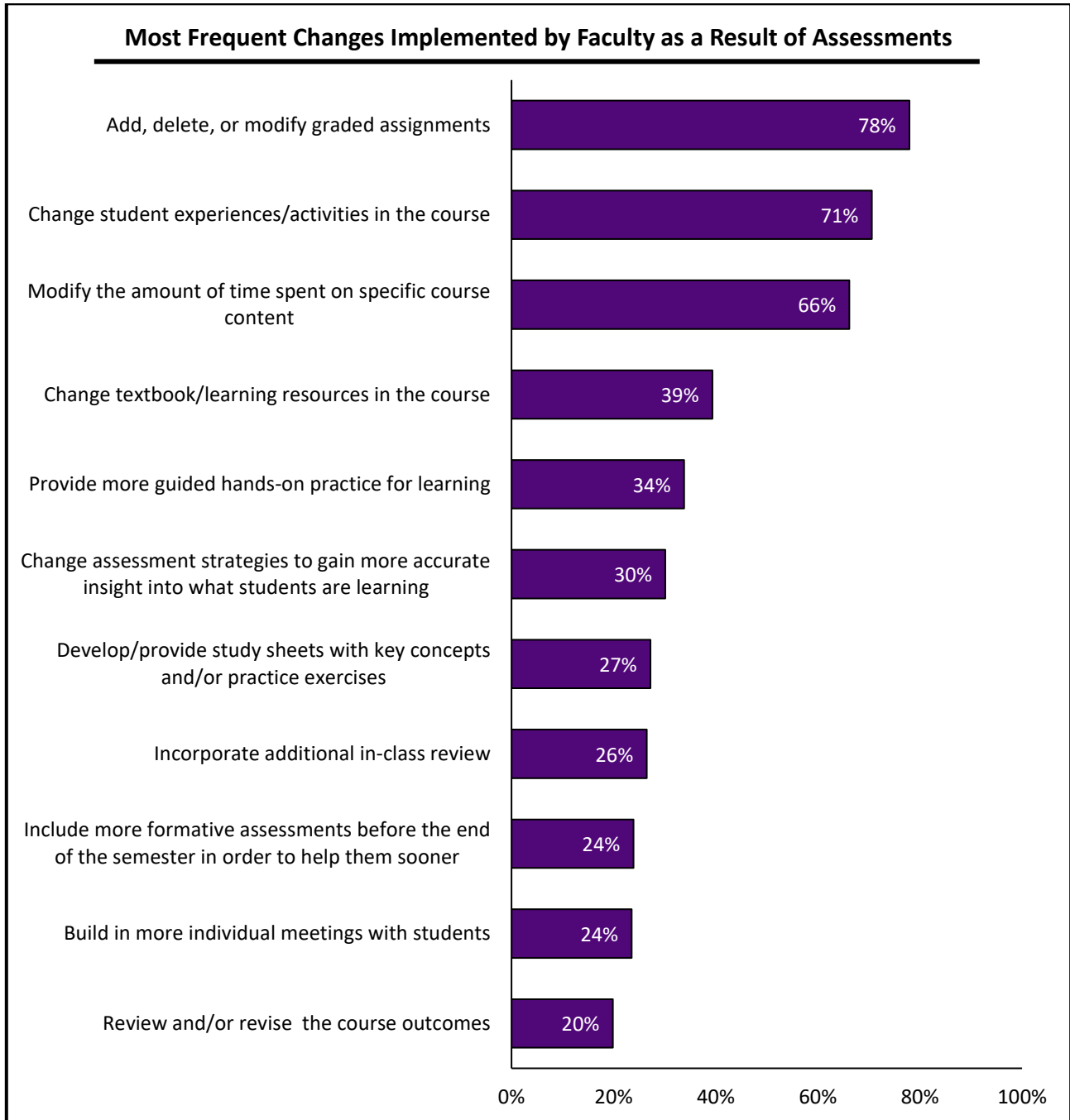
Continuous Improvement in University of Northern Iowa Courses	
<i>May 2023</i>	Report Date
<i>Summer 2022 – Spring 2023</i>	Report Period
Number of Courses, Students Enrolled	
<i>93 courses 497 sections</i>	Total Number of Courses Offered (enrollment > or = 100 students) Total Number of Sections Offered in 2022-2023 (enrollment > or = 100 students)
<i>81,571</i>	Total Student Enrollment in Courses
Number of Courses <sup>1</sup> Utilizing Continuous Improvement Strategies and Percent of Respondents Reporting	
192	Graded homework assignments (71%)
180	Locally-developed tests or quizzes (66%)
170	Student understanding of content and concepts as revealed in class discussions (63%)
143	Observation of students doing in-class activities (53%)
120	Written or oral student reflections on their experiences and/or learning (44%)
119	Rubrics or evaluation forms for individual project(s) (44%)
112	Specific questions on tests or quizzes (41%)
97	Discussion in individual meetings with students (36%)
81	Journaling, discussion boards, blog (30%)
78	Formative (non-graded) assessments over the term (29%)
67	Faculty assessment of presentations or projects (25%)
65	Rubrics or evaluation forms for culminating project(s) (24%)
58	Faculty discussion of student performance across sections of course (21%)
52	Peer assessment of presentations or projects (19%)
52	Survey of student perceptions of their learning (19%)
49	Comparison of course syllabi and/or assignments across sections (18%)
49	Faculty review of mid-term and final grade distributions (18%)
43	Evaluation of student performance in simulations activities (16%)
32	Field experience evaluation forms (12%)
24	Clicker questions or polling (9%)
21	Evaluate student performance in subsequent courses (8%)
16	Pre- & post-tests (6%)

<sup>1</sup> Total number of strategies in use is greater than the total number of courses because many courses employ more than one continuous improvement strategy.

Other responses included the following methods for assessing student learning: review of course or program student portfolios, comparison of performance with professional licensure requirements, department/program monitoring of DFW rates, use of SGID (small group instructional diagnosis), external reviewer assessment of presentations or projects and juried exhibits or performances.

**Overview of CQI Activities at UNI**

As part of the Qualtrics survey administered in April and May 2023 to faculty teaching courses serving 100 or more students per academic year, one question asked faculty what kinds of changes they were making as they gathered assessment information and worked on continuous improvement. The table below summarizes their responses.



## Selected Examples of Assessments

The Qualtrics survey responses for the 2022-2023 academic year included many examples of the efforts made by faculty to keep their courses current and engaging and to support student learning. The examples below are just a very small sample of those provided.

**Family Relationships (FAM SERV:1020):** I collect anonymous mid-semester feedback from the class. This provides an opportunity for students to identify what is going well in the class that needs to continue, what needs to be stopped, and what could be added to enhance success. I then share the results with the class and explain why I will continue certain practices or make changes to better their success. This has resulted in changing course characteristics such as adjusting study sessions, providing supplemental readings, enhancing group discussions, updating course material, and modifying assignment. The reflective practice of explaining my why of teaching pedagogy also enhances buy-in for existing course characteristics.

**Principles of Marketing (MKTG:2110):** While I improve my teaching every semester, I have mainly developed two learning strategies this semester. I emphasize participation and discussion in my class. Instead of only lecturing, I do my best to discuss the material with my students in class. When I ask a question, I see many students raising their hands. I pick one student and ask him/her that before you answer the question, please tell me on what concept did you base your answer? By doing this, I try to connect the material/concept discussed and that is shown on power point slide with the student's answer. This way I make sure that the concept that I have discussed is fully understood. I also eliminate the process of guessing by building and connecting information. I tell my students that I provide you with the foundation and you build on it. This learning strategy has worked very well in my classes and my students loved it. The second point is that I have updated my real-life examples. I also strongly feel that the new examples have a great impact on my students.

**Principles of Financial Accounting (ACCT:2120):** My presentation in class evolves with each semester based on observations about student performance answering in class questions, verbally and based on exam performance. All students in my classroom expect to be engaged in discussion at least once per class meeting and more often for smaller sections. I also have students prepare answers to exercises in class, then compare answers with a classmate. Following this, I ask students to participate in correctly completing the exercise. Based on this feedback, I determine if we need to spend additional time on the topic or can move on.

**Oral Communication (COMM:1000):** This semester I have incorporated more activities and reflective assignments using the framing of "talking to strangers." This encourages students to find more relevance and value in the course material. Additionally, I have moved from peer/self-reflection assignments to learning contracts. These contracts are designed to increase reflexive skills and assist in goal-setting practice. Oral communication as a whole is an incredibly interactive course with lots of peer/group work and support. I provide a lot of individual check in's with students but would like to come up with more ways to increase engagement with the material and have students come to class prepared for discussion.

**College Writing and Research (ENGL:1005):** I moved from Blackboard to a shared Google Drive and made all formative student writing available to the whole class, which increased student buy-in on those assignments. This made it possible to do near-constant peer-review of student work. During most class periods, I also selected 3-5 students and projected their work onscreen, and then we went through their writing sentence by sentence, together as a class. This allowed everyone to learn from one another's mistakes, and celebrate one another's successes. I plan to continue to emphasize this kind of collaborative critique over the closed circuit of "student writes/instructor grades."

**Introduction to Information Systems (MGMT:2080):** I have continued the practice of using Poll Everywhere in my classes to give mini quizzes after 1-2 concepts are covered because this practice has really helped my students in the past semesters. I also increased the in-class practice problem In the Fall 2022 semester and changed how I held my office hours. The first thing I did was change the name from “Office Hours” to “Student Hours” and implemented a new structure. At the start of the semester I encouraged my students to have 10-15-minute short meeting with me in- person or via zoom. I called these “We Greet” student hours. This initial meeting was optional and typically implemented right at the beginning of the semester (1-3 weeks). Then I had my traditional student hours “We Meet.” These student hours were also listed on my syllabus and usually consistent over the semester. I provided an option to my students to set up an appointment for a time slot that worked for both of us if they were unable to see me during the scheduled office hours. I typically provided help with course material, career advice and had general life discussions. The last option was “We Work,” this was typically implemented before an exam or mid-semester, if I saw that there were some of my students who needed extra help outside of the class to better understand the material. I would set up a zoom session with a group of students to work on specific topics. My students found this structure of student hours to be really helpful.

**Educational Technology & Design (LRNTECH:1031):** Our team meets weekly to discuss, assess, and, if needed, enhance our practices to facilitate student learning. We refine our learning resources and instructional materials every week. For example, with emerging AI tools, we sought ways to bring the new topic into class discussions and provide our pre-service teachers with relevant resources. We gather to review and discuss more comprehensive adjustments at the close of each semester. This year we are continuing to reshape our curriculum, allowing more time for our future teachers to explore cross-curricular integration of computer science and computational thinking. Considering our observations, informal feedback from classroom interactions, and the latest developments in educational technology, we removed one assignment that dealt with creating interactive learning tools and replaced it with one that is more focused on teaching computational thinking using free and accessible Google for Education collaborative tools.

**Health and Physical Education for Elementary Teachers (KAHHS:2045):** My experiences working with college students in the past few years have increased my awareness of an emerging trend of stressors and anxiety that college students face. My experiences and research have also included surveying and listening to the voices of youth from elementary up to higher education on their health and wellness concerns. The pandemic included new challenges for both students and instructors, and I have been working within those challenges and adapting my courses to achieve the best possible outcome for the student. Elementary education teachers are being expected to take on health education and physical education roles and fit it into their curriculum. In this course, we discuss the opportunities and responsibilities this challenge presents. We discuss how academics and health education are inextricably intertwined.

**Making the Modern World (HIST:1210):** This course is a new prep for me this semester, so much of what I've been doing has been flexible. I have kept open communication with my students actively throughout the semester, which has provided a good insight into what is working and what is not. Asking students directly and polling them has been very successful. Also, I sent a midterm survey and gave them time in class to complete it to make sure I heard as many voices as possible. Overall, the students report they are comfortable in the classroom with the material presented and discussion opportunities available. They also report appreciating the level of assessment built into the course, and are consistently getting better with each assessment presented. I've always been a great proponent of students being able to have a voice in the classroom about how the class goes forward, and this course has fully reinforced this idea for me.