



## FAQ About CQI at UNI

### **What is CQI?**

CQI is shorthand for *Continuous Quality Improvement*, legislation passed the Iowa Legislature in May 2012. The legislation requires assessment of student learning at the Iowa Regents universities for undergraduate courses enrolling 300 or more students annually, beginning in Fall 2013, courses enrolling 200 or more students beginning in Fall 2014, and courses enrolling 100 or more students beginning in Fall 2015. To see the legislation, click [here](#).

### **What does CQI require for course-level assessment?**

Course instructors already assess learning in their courses in a variety of ways and faculty are always working on ways to strengthen their courses. For example, they may change the texts or assigned readings, revise/add/delete specific assignments, reorganize the flow of units or topics in the course, try out “best practices” gained from their professional reading or attendance at conferences, and so forth. The legislation does not specify *how* learning should be assessed but rather that the Regents institutions report on *how course-level learning is assessed and how what is learned from assessments is applied to future courses*. This information is gathered through a survey sent out to faculty in the spring of each year.

### **How do faculty know if their courses will be included in the annual CQI survey?**

The Office of Institutional Research and Effectiveness makes use of data from the Registrar’s Office to create lists of courses enrolling over 100, 200, and 300 students per year. The lists are provided to the Associate Provost for use in sending out the CQI survey.

### **What kinds of information are instructors asked to provide?**

The CQI survey asks for 1) basic information on the course (e.g., department, course title, course number), 2) methods used to inform students of course learning outcomes, 3) strategies used for assessing student learning, 4) action steps taken in response to what has been learned through the assessment of student learning in the course. Instructors are also encouraged to provide a specific example of how assessment information was put to use and the resulting effect on learning in the course.

### **What happens to the information gathered from the CQI survey?**

Information from the survey is used to create a report that is sent from UNI to the Board of Regents to be shared with the Iowa legislature. The report contains aggregated information on types and uses of course-level assessment of student learning, along with selected “success stories” of the use of assessment information at the course level.

### **What are some potential benefits of CQI for faculty and programs?**

Thoughtfully implemented course-level assessment of student learning can:

- Improve student learning
- Strengthen programs and majors
- Encourage faculty collegiality
- Support the need for course/program resources
- Break down silos and support interdisciplinary and cross-campus communication
- Increase graduation and retention rates
- Help demonstrate the quality of a UNI education to students, faculty, staff, parents, the community, the state, and beyond.