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June 26, 2024

Mr. Charlie Smithson
Secretary of the Senate
State Capitol Building
Des Moines IA 50319

Ms. Meghan Nelson
Chief Clerk of the House
State Capitol Building
Des Moines IA 50319

Re: Continuous Improvement Plan Report

Dear Members of the General Assembly:

In accordance with 2015 Iowa Code §262.9.36, (which was enacted in 2012 by SF 2284), the Board of Regents, State of Iowa, has prepared a report describing the implementation of continuous improvement of courses in 2022-2023. Enclosed is the annual report.

Iowa's Regent universities have ongoing efforts in place to assess student learning in classes of all sizes. The 2022-23 academic year included many efforts to specifically address courses with high rates of D, F or W grades. The universities provided professional development to faculty that improved their pedagogy or learning measurement practices. There were several cases in which additional modes of gathering student feedback and perspectives on course design were used to adjust classroom practices. Finally, technology tools that give personalized feedback on student progress or give new opportunities for teaching and learning were employed. Overall, the universities found decreases in DFW grades for several large course sections improvements to STEM classes, in particular.

All three campuses found evidence that faculty did many things to update curriculum and improve the use of technology to enhance learning in courses and meet student expectations for accessibility and updated resources.

Please let us know if you have any questions.

Sincerely,

Mark J. Braun
Executive Director

\Box Sync\Board of Regents Shared\BF\Legislative\2024 session\Reports\

Attachments

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Lakeside Laboratory Regents Resource Center • Western Iowa Regents Resource Center

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

2022-23 Iowa Board of Regents Continuous Improvement Report
Iowa State University

During the 2022-2023 academic year, Iowa State University continued a number of student success initiatives with a focus on continuous improvement and supporting student learning. This report will highlight both sustaining and developing initiatives for continuous improvement in the classroom.

DFW Rates

Successfully completing a course helps a student progress efficiently towards graduation. Efficiency includes both graduating in a timely manner (at a pace appropriate for individual student ability) and financial efficiency (only paying to take courses a single time). One measure of the progress towards graduation is analyzing DFW rates, or the number/percentage of students who earn a D or F grade, or withdraw from a course. Iowa State University monitors this data when evaluating the success of a previous academic year. DFW rates are impacted by the experience a student has in the classroom and are an important metric in assessing quality and improvement in the classroom.

College-wide DFW Rates

Iowa State University saw some disruption in the pattern of student achievement during the years immediately after the height of the COVID-19 pandemic, however the data is showing a return to typical patterns in the AY 22-23. Of the six undergraduate colleges at Iowa State (Agriculture & Life Sciences, Ivy College of Business, Design, Engineering, Human Sciences, and Liberal Arts & Sciences), four colleges saw an overall decline in first-term student DFW rates in Fall 2022. When evaluating the performance of the Fall 2021 entering cohort, five colleges saw a decline in DFW rates from the Spring 2022 to the Fall 2022 terms. This demonstrates that overall, more students are successfully completing their courses and progressing toward their degree completion.

Addressing DFW Rates in Individual Courses and Faculty Development for Improvement

The focus on DFW rates overall on campus includes tracking the changes and patterns in those rates across courses. At ISU it also includes providing faculty professional development for those who teach high enrollment gateway courses.

DFW Rates in Individual High Enrollment Courses

Evaluating DFW rates across campus involves a combination of the rates/percentage of students earning final grades of D, F and W, as well as looking at the actual number of students earning those grades.

The DFW rates at Iowa State have declined overall since the 2020-2021 academic year. A course-by-course reviewed shows that a higher percentage of students successfully completed individual courses

in AY 2022-2023. The improvement in the quality of the classroom experience is also illustrated by the observation that only one course has consistently remained in the list of the 20 courses with the highest DFW rates over the last three academic years. Departments and colleges are paying attention to student achievement and adjusting the quality of their offerings.

Good progress has been made in courses with the highest enrollments as well. There are 16 courses that appear consistently in the top 20 of total enrollment over the past three years. Of these 16 courses, 10 have lower DFW rates in AY 22-23 than the year before. As a result, a higher number of individual students are passing these courses and progressing towards degree completion.

An example of how the DFW rate and count data are used in tandem can be seen in plans for a course redesign in the PHYS 231 & 232 (Classical Physics I & II) course sequence. In a cross-campus partnership, the Office of the Senior Vice President & Provost, the College of Engineering, the College of Liberal Arts & Sciences, and the Department of Physics and Astronomy began work in the summer of 2023 to collaboratively redesign, assess, and iterate on these two important pre-requisite courses for Iowa State engineering students. The result of this effort will be included in the 2023-2024 CQI report and applied across campus where relevant.

Faculty Professional Development

Fall 2022 included the pilot of a professional development program (referenced in the 2021-2022 Continuous Improvement Report) for instructors of several gateway courses. The professional development program is intended to assist instructors with classroom strategies designed to facilitate learning, and in turn, enhance student performance. These gateway courses are 100- and 200-level courses with both high enrollment and higher DFW rates than most courses on campus.   These courses included:
- ECON 101 (Principles of Microeconomics) & ECON 102 (Principles of Macroeconomics)
- MATH 165 (Calculus I) & MATH 166 (Calculus II)
- PHYS 131 (General Physics I), PHYS 231 (Introduction to Classical Physics I), & PHYS 232 (Introduction to Classical Physics II)
- CE 274 (Engineering Statics)

The pilot program's outcomes addressed transparency in learning and teaching, as well as transparent communication with students about their course progress. Participant feedback expressed positive experiences with interdisciplinary group discussions and learning from faculty in other disciplines. Participants also highlighted the value of teaching both content as well as "coaching" students on how to be prepared and effective in the course to assist with motivation and achievement.

General Student Academic Success Efforts

In the 2022-2023 academic year, a variety of outreach efforts were conducted through the Office of the Senior Vice President and Provost to give students early referral to academic support. Outreach and communication included a Cyclone Check-In survey, Mid-Term alerts, and alerts from staff members, often academic advisers. Through these alerts, over 1100 unique students received an individualized message connecting them with academic resources through the Academic Success Center on campus.

The formation of a Student Success Working group during the 2022-2023 academic year also led to the planning of several initiatives that will impact student success. Projects were proposed and funded in 2022-2023 and planned to be implemented during the 2023-2024 academic year. Projects included:

- Student retention data dashboards
- Increased funding for academic help rooms
- Additional staff to assist with helping students connect with campus support, including academic support
- Training for faculty on making referrals and supporting students with questions about both course content and campus as a whole

DATE: May 8, 2023

TO: Rachel Boon, Chief Academic Officer, Iowa Board of Regents
FROM: Wayne Jacobson, Assessment Director, University of Iowa

RE: Compliance with Continuous Quality Improvement Legislation

I am attaching the 2022/23 report of the University of Iowa's compliance with Iowa Code Section 262.9(36). Since we began compiling these annual reports nearly a decade ago, this documentation has consistently shown continuous quality improvement to be widely integrated throughout existing course structures and established faculty practices.

The first section of this year's report highlights examples of ways that assessment is integrated throughout large-enrollment General Education courses. Courses can be approved for inclusion in the General Education program only if they demonstrate that the course is designed in ways that give students receive regular and frequent feedback on their learning throughout the course.

The second section of the report focuses on in a variety of other large enrollment courses that are leveraging technology to provide students with frequent personalized feedback and suggestions for continuing to improve their learning in the course.

The final section highlights efforts in strategically important gateway STEM courses to monitor student learning and experience in ways that both (1) better support students in the course and (2) help identify ways to improve the design of the course when it is offered in the future.

In addition to these ongoing course improvement efforts, the university's annual efforts to monitor program-level support for student learning and success have continued. Summaries of these annual academic program assessment updates are available online: https://assessment.uiowa.edu/campus-assessment-reports.

Please let me know if you need additional information from me about these documents or other institutional assessment and improvement efforts at the University of Iowa during 2022/23.

UI CQI Strategies 2022/23

Continuous Improvement in University of Iowa Courses	
June 2023	Report Date
2022-23	Report Period
Number of courses with annual enrollment of 100 or more [1]	
495	Total number of courses with annual enrollments of 100 or more
158,248	Total student enrollments in courses with annual enrollments of 100 or more

CONTINUOUS QUALITY IMPROVEMENT IN LARGE-ENROLLMENT GENERAL EDUCATION COURSES

General Education courses are designed to include early and regular feedback to students in order to help faculty members and students monitor student learning and progress in the course. To have a course approved for inclusion in the General Education program, faculty must submit a syllabus, assignments, and sample assessment procedures to the General Education Curriculum Committee, which consists of faculty members and representatives of the Dean's office. As a rule, General Education courses must use a range of assessments; courses using only a midterm and final to monitor student learning are not approved for General Education status. Examples include the following:

Anthropology 2261: Human Impacts on the Environment (2022/23 enrollment = 294)

We use a wide variety of assessment strategies throughout the semester, including quizzes and exams that involve traditional "objective" questions (in multiple choice, true/false, and matching formats), short (1-4 sentence) and longer (3–4-page) written assignments, and both informal and formal oral assignments (e.g., group discussion work, short presentations to student peers, and a narrated PowerPoint). We also emphasize low-risk, early grading. Thirty percent of the final grade is based on numerous small assignments worth 1-10 points, beginning on the first day of the semester. These include embedded two-question quizzes in the on-line lectures (which can be taken multiple times) to give students feedback on their comprehension of the materials. In the in-person lecture, we embedded similar questions for group discussion during the lectures to serve a similar function. Other examples of frequent, low-risk assignments are the weekly discussion involvement assignments (5 points) or periodic reading quizzes (10 points). Discussion involvement assignments are small tasks associated with major assignments, exam preparation, or the topic which will be discussed that week. These discussions help students formulate ideas for larger assignments and provide formative feedback from instructors and other students before the assignment is submitted.

Geographical and Sustainability Sciences 1070: Contemporary Environmental Issues (2022/23 enrollment = 775)

Students receive frequent evaluation in a variety of forms throughout the semester by way of 10 short-answer responses, weekly open book quizzes, and weekly discussion activities. The TAs who grade the short answers are instructed to provide in-depth responses in order to make sure the students have good feedback on their learning, especially early in the semester. Quiz responses are monitored so that answers to the more difficult questions can be discussed in class. Weekly open book quizzes (17% of course grade) precede each new topic area, providing students with early and frequent on their learning as the course proceeds. Four written assignments (25%), and an online discussion activity (14%) occur throughout the semester. All of these graded items are assessed and

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[1] In years prior to disruptions caused by the pandemic, the average number of courses with annual enrollments of 100 or more was 495, equal to the number of courses reported on in 2022/23. The total combined enrollments in these courses represents a 3.1% decrease from pre-pandemic levels of enrollment in courses of this size.

returned to the students within a week. Three open book examinations are administered that collectively account for 34% of the total possible points. (The remaining points are allocated to class participation.)

Linguistics 1040: Language Rights (2022/23 enrollment = 169)

Expectations are clearly defined for students in the syllabus. Detailed descriptions of each assignment are posted on the ICON homepage, as are rubrics for all the major assignments. Students are provided with a study guide for the midterm exam that identifies potential foci for questions and essay prompts. The first part of the midterm exam consists of objective-style questions, intended to test students' knowledge of key terms and concepts, while the second part focuses on formulation of arguments that demonstrate learning through essay questions. The required work of the course is worth 100 points total; after the midterm exam has been graded, students know how many points they have earned out of approximately 50 of those points.

The course employs a variety of other assessment strategies to provide students with early and frequent feedback on their work. The first assignments due are the weekly discussion posts. These are short written reactions to prompts posted on ICON. They are typically graded the week after they are posted, so students receive weekly feedback over the first four to six weeks of instruction. The first longer written assignment (the Individual Project Dialect Investigation) lays out steps for collecting and presenting data, and it includes a reflection on the task. Later assignments require more developed discussion, emphasizing skills of summarizing content and critically assessing the author's position (Data Mining) and supporting claims with relevant evidence (Capstone Essay.)

Religious Studies 2000: Religious Diversity for Leadership/Entrepreneurs (2022/23 enrollment = 104)

The course offers evaluation of learning throughout the semester, structured around ten short units. The first assignment is a brief, low-weighted quiz, due at the end of the first week of class. Each of the ten units incorporate an activity with some form of evaluation, so that students are actively producing material and receiving some form of feedback on their learning every 1-2 weeks. For every assignment that earns a letter grade, students are provided with a rubric that is designed to indicate the most important elements of the assignment and to provide clear markers for what constitutes unsatisfactory, satisfactory, good, and excellent work in each area. Students are encouraged to use the rubric for each assignment as a tool to guide their efforts as they work on completing the assignment. Students receive feedback on their completed work in terms of the criteria specified by the rubric. These assignments include case study analyses, quizzes, personal reflections, discussion posts, conceptual maps, and geographical maps of religious diversity.

LEVERAGING TECHNOLOGY TO PROVIDE TIMELY INDIVIDUALIZED FEEDBACK TO STUDENTS IN LARGE COURSES

Many large courses are leveraging technology to give students real-time feedback to help them monitor and improve the effectiveness of their efforts to learn in the course. One example of a tool used by some instructors is the Elements of Success[2] (EoS) platform, which uses student performance data to give students real-time feedback on where they currently stand in the course and helps them create personalized plans for succeeding in the course. EoS has been used in 18 large enrollment courses for one or more semesters during 2022 and 2023 (some of which are cited elsewhere in this report for other efforts in addition to their use of EoS; see Table One).

On average, students who use Elements of Success earn a course grade about half a letter grade higher than those who are enrolled in the same courses but don't utilize the resource.[3] According to student feedback, the real-time updates on their performance and estimated final grades provided by EoS were beneficial and motivating. EoS enabled them to identify areas to focus on and improve in order to achieve their desired course outcomes. Courses utilizing EoS during 2022 and 2023 represent a combined nearly 10,000 student enrollments.

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[2] https://teach.uiowa.edu/elements-success
[3] https://oneit.uiowa.edu/boosting-academic-performance-elements-success

Table One: Courses using the Elements of Success (EoS) platform during 2022 and 2023

COURSE	TITLE	ENROLLMENT IN COURSES USING EOS
ACB3110	Principles of Human Anatomy	186
ACCT2100	Introduction to Financial Accounting	330
ACCT2200	Managerial Accounting	398
ANTH2261	Human Impacts on the Environment	143
BAIS2800	Foundations of Business Analytics	519
BIOL1411	Foundations of Biology	1503
BIOL1412	Diversity of Form and Function	751
BUS3000	Business Communication	197
CHEM1070	General Chemistry I	1842
CHEM1080	General Chemistry II	109
CHEM1120	Principles of Chemistry II	650
CS1210	Computer Science I: Fundamentals	221
CSD2110	Phonetics: Theory and Applications	100
ECON1200	Principles of Macroeconomics	515
FIN3300	Corporate Finance	107
HHP2200	Physical Activity and Health	300
HHP1300	Fundamentals of Human Physiology	510
MGMT2100	Introduction to Management	1467

Chemistry 1110-1120 - Principles of Chemistry I & II (combined 2022/23 enrollment = 2945)

Principles of Chemistry courses have developed a platform that aggregates student performance data, similar to EOS, and adds data on student patterns of engagement with online course resources and supplemental study materials. By using Learning Analytics to analyze students' engagement data and individual progress in real-time, instructors can provide personalized feedback at scale, which is especially advantageous for large courses. Instructors worked with the Center for Teaching to devise a set of messages customized to student performance on coursework and patterns of engagement with course materials; for example, recognizing a positive behavior such as engaging with lecture videos, reminding a student of key materials if they haven't accessed them, and providing resources or learning tips in areas the student needed more support.[4]

Using this tool, instructors sent personalized feedback emails to all students before and after each assessment, with four feedback rounds throughout the semester. This customized feedback is designed to recognize student efforts and improvement, emphasize behavior rather than performance, and suggest one or two relevant study strategies. The number of feedback emails varied for each student, with some receiving up to six throughout the semester, depending on the criteria targeted by instructors. Follow-up surveys revealed that over 75% of students found the personalized feedback helpful and motivating, and 70% of students reported that they took action to improve their learning due to receiving this feedback. These targeted e-mails have increased student engagement with the course and students have reported in course evaluations that the targeted feedback has been instrumental in improving their learning in the courses.

USING STUDENT LEARNING AND EXPERIENCE DATA TO IMPROVE GATEWAY STEM COURSES

Introductory STEM courses at the university substantially impact undergraduate experiences and progress toward degree completion, and they are among the first courses many students take at the university. For example, as many as 50% of entering first-year students take either a mathematics or chemistry course (or both) in their first semester. By the time they graduate, approximately 44% of students will have taken an introductory chemistry

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[4] https://oneit.uiowa.edu/creating-connection-large-lecture-courses

course, and 62% will have taken a mathematics course. Faculty efforts to assess and improve student learning in these strategically important large-enrollment gateway STEM courses include the following examples:

Biology 1411-1412 - Foundations & **Diversity of Form and Function** (combined 2022/23 enrollment = 1817)

To lay the foundation for curricular improvement in these foundational large-enrollment Biology courses, the instructional teams sought out multiple forms of feedback from undergraduate students and graduate teaching assistants to better understand how students study for the course, what parts of the course are most difficult, and how graduate teaching assistants are supporting learning in the courses. They also held listening sessions with undergraduates to provide constructive feedback and offer suggestions on how to improve the course. This led to increased use of active learning and immediate feedback activities during lecture, and also changes in communication with TAs about their roles in grading and providing feedback to students. Responding to feedback from students and from college leadership, instructors also increased the flexibility of due dates on lab reports, allowing TAs to respond more quickly to student requests for extensions and giving students increased opportunities to complete their assignments and better learn the materials. Instructors continue to monitor student performance and student feedback in order to assess the effects of these changes and identify further opportunities to better support student learning in the course.

Computer Science 1110 - Introduction to Computer Science (2022/23 enrollment = 218)

In response to high DFW rates in previous years, the DEO and DUS worked with the instructor to implement two student surveys about their expectations and prior experience with computer programming. Survey responses contributed to a course redesign, which included changing ways that programming is introduced in the beginning of the course and increasing communication to students about how to complete course requirements successfully. Follow-up surveys asked how these changes affected student experiences and specifically addressed skills that will help them in future coursework or their careers. Survey responses showed that students still lacked confidence in their programming skills, prompting instructors to share information with the class that many beginning students feel similarly and that this course is designed for students that have little to no programming skills, while also sharing additional information on how to study for the course and resources to support their programming skills. The changed course design will continue to be assessed through monitoring student performance on assignments and overall DFW rates. They are looking specifically at final exam performance to ensure course learning objectives are being met under the revised curriculum.

Math 1005 - College Algebra (2022/23 enrollment = 954)

In response to high DFW rates in previous years, persistent inequities in course outcomes, and patterns of student performance in subsequent courses, the instructional team worked to assure course topics align with downstream courses, integrate problem-solving group work and immediate feedback into class meetings, increase opportunities for exam re-takes, and implement metacognition journals. These changes provide more continuous feedback to students on their learning and guide them in examining their own learning strategies. These changes have led to an overall decrease in course DFW rates, increased equity of course outcomes, and improved success rates in subsequent courses (Math 1440 and Chemistry 1110) for students who experienced the revised College Algebra curriculum.

Math 1440 - Mathematics for the Biological Sciences (2022/23 enrollment = 551)

In order to further align course objectives and materials with other university courses in which students are concurrently or subsequently enrolled, the instructor met with faculty from the department of Chemistry to assess what materials could be modified or removed to improve student performance, experience, and preparation for further course work. These meetings have resulted in increased cross-departmental collaboration and increased student satisfaction with alignment between the courses. Student surveys have reported appreciation for having specific math concepts highlighted as important for upcoming course work in their chemistry classes.

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.
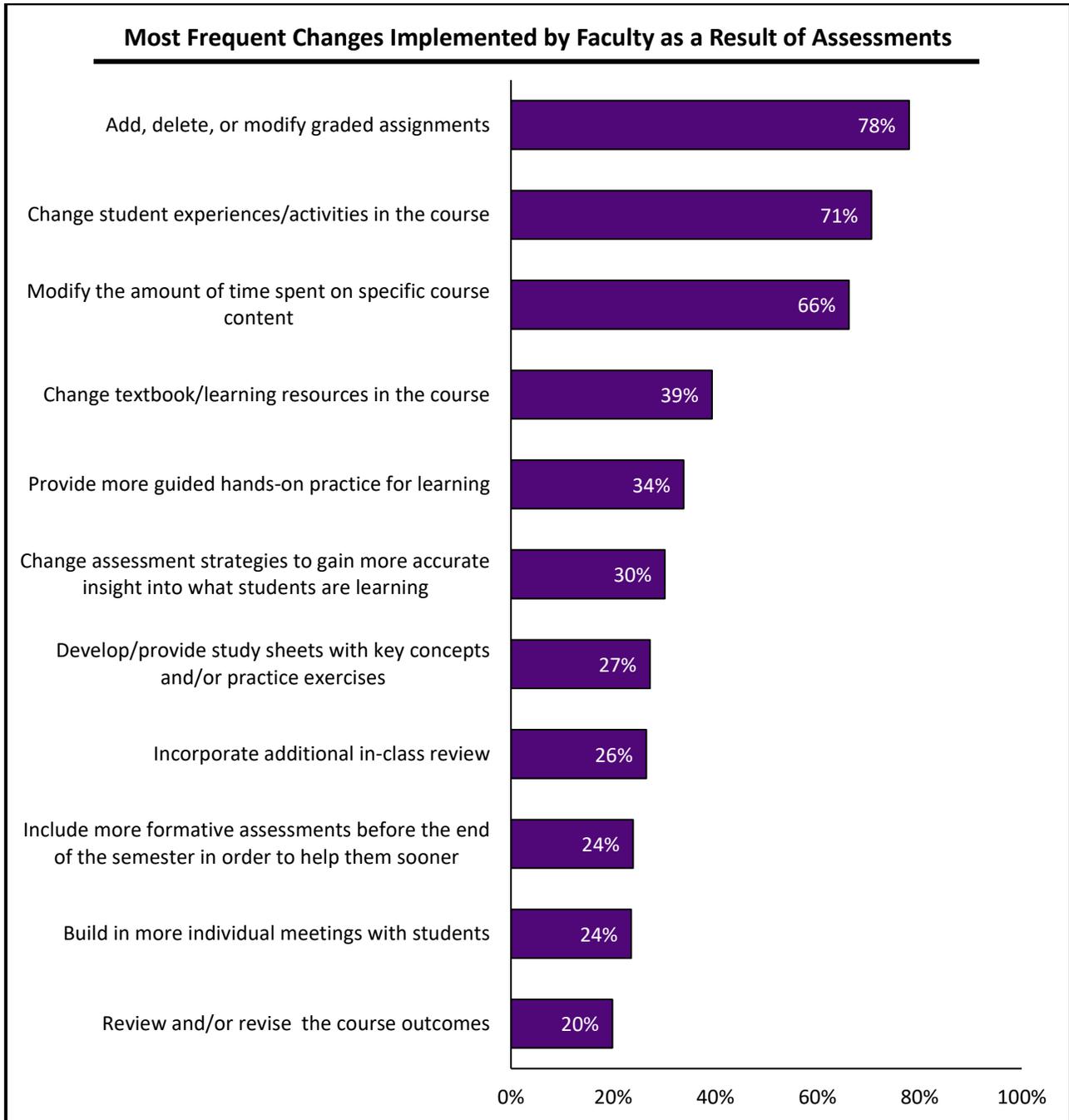
Continuous Improvement in University of Northern Iowa Courses	
May 2023	Report Date
Summer 2022 – Spring 2023	Report Period
Number of Courses, Students Enrolled	
93 courses *497 sections*	Total Number of Courses Offered (enrollment > or = 100 students) Total Number of Sections Offered in 2022-2023 (enrollment > or = 100 students)
81,571	Total Student Enrollment in Courses
Number of Courses[1] 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%)

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[1]   **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.

Most Frequent Changes Implemented by Faculty as a Result of Assessments

Change	Percentage
Add, delete, or modify graded assignments	78%
Change student experiences/activities in the course	71%
Modify the amount of time spent on specific course content	66%
Change textbook/learning resources in the course	39%
Provide more guided hands-on practice for learning	34%
Change assessment strategies to gain more accurate insight into what students are learning	30%
Develop/provide study sheets with key concepts and/or practice exercises	27%
Incorporate additional in-class review	26%
Include more formative assessments before the end of the semester in order to help them sooner	24%
Build in more individual meetings with students	24%
Review and/or revise the course outcomes	20%

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.