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January 14, 2015

Mr. Michael E. Marshall
Secretary of the Senate
Second Floor, State Capitol
Des Moines, IA 50319

Ms. Carmine Boal
Chief Clerk of the House
Second Floor, State Capitol
Des Moines, IA 50319

Dear Mr. Marshall and Ms. Boal:

In accordance with 2014 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 implementation of courses with a combined enrollment of 300 or more students in 2013-2014. Enclosed is the annual report for FY 2014.

The strategies used to collect data included faculty review of student portfolios, faculty review of student performance in subsequent courses, faculty review of scored term papers, and faculty comparison of course syllabi across sections and student performance related to course outcomes.

Some of the improvements made as result of the data collection and analysis included modifying subsequent course assignments and exams, adding new content modules to courses, re-structuring courses to improve student preparation for required subsequent course, and incorporating innovative teaching strategies to increase student participation, critical thinking, and problem-solving skills.

Please let me know if there are any questions concerning this report.

Sincerely,

Dr. Bob Donley
Enclosure
cc: Legislative Log
Legislative Liaisons
dg/h/aa/CI/legislog14-15/doc

2013-2014 ANNUAL REPORT ON COURSE-LEVEL COMPLIANCE WITH QUALITY IMPROVEMENT LEGISLATION
December 2014

UNIVERSITY OF IOWA

The following is a report of the University of Iowa's compliance with Iowa Code Section 262.9(36). This report follows the reporting structure that was discussed during our July 2013 meeting. It presents the total number of courses, the total number of student enrollments in those courses, and the number of courses using each of the identified continuous improvement strategies.

This information was collected from academic departments by colleges during Fall 2013 and Spring 2014. The report shows that in the majority of courses, decisions about improving course quality are based on the review of student learning demonstrated through the work they do for the course. Other frequently used CQI strategies include reviewing end-of-course student ratings related to course objectives, comparing student learning and progress in multiple sections of the same course, and examining student performance in subsequent courses.

Examples of improvements made based on these CQI strategies (p. 3) include modifying subsequent course assignments and exams, adding new content modules to courses, re-structuring courses to improve student preparation for subsequent courses they are required to take, and incorporating innovative teaching strategies to increase student participation, critical thinking, and problem-solving skills.

One observation that stands out in our initial review of these CQI plans is that nearly all courses rely on multiple distinct strategies for quality improvement; improvements to a course are often based on weighing different types of evidence collected through more than CQI strategy. Examples also show that for a number of courses, quality is regularly reviewed at the department or college level in addition to the CQI strategies directly implemented by instructors while they teach the course.

Undergraduate Associate Deans coordinated documentation of CQI strategies within each College. The Associate Provost for Undergraduate Education and the Director of Assessment consulted with Associate Deans and the faculty senate on development and documentation of CQI strategies. Department leadership and faculty members also consulted with staff and utilized materials from both the Center for Teaching and the Office of Assessment on collecting and using assessment data.

Our process for collecting this information stimulated ongoing discussions among central administration, college and department leadership, faculty, and staff about the quality of our undergraduate courses. We have found this process to be informative, and we believe it will be sustainable in future years when we will be required to report on courses enrolling more than 200 annually (starting in 2014/15) and more than 100 annually (starting in 2015/16).

2013-2014 ANNUAL REPORT ON COURSE-LEVEL COMPLIANCE WITH QUALITY IMPROVEMENT LEGISLATION
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UI CQI Strategies 2013/14

Continuous Improvement in University of Iowa Courses	
August 14, 2014	Report Date
2013/14	Report Period[1]
Number of Courses, Students Enrolled	
138	Total Number of Courses
88504	Total Student Enrollment in Courses
Number of Courses[2] Utilizing Continuous Improvement Strategies[3]	
129	Faculty review of student work during the course
23	Faculty evaluation of student performance in subsequent courses
14	Faculty review of student cohort in multiple courses
62	Faculty review of multiple sections of same course
83	Faculty review of student ratings items related to course outcomes
18	Faculty Course Assessment Report
112	Faculty review of midterm and final grade distribution
63	Department monitoring of DFW rates
28	Other - *Examples of other continuous improvement strategies in use:* o Faculty supervisor reviews midterm evaluations and discusses issues with the TAs teaching discussion sections; plans classroom o Faculty meet with students during office during office hours and collect other student feedback to help guide course improvements o Faculty conduct mid-semester course feedback to ensure that student learning is meeting course objectives and adjust planned course activities as necessary o Alignment of curriculum and course learning objectives with disciplinary accreditation standards, regularly monitoring of student progress toward achievement of objectives

[1] Legislation requires Regents Universities to report on continuous improvement in all courses with enrollment greater than 300 during 2013/14. Courses with enrollment greater than 200 are added to the reporting requirement during 2014/15, and courses with enrollment greater than 100 are added during 2015/16.

[2] Total number of strategies in use is greater than the total number of courses because many courses employ more than one continuous improvement strategy.

[3] The list of strategies identified for the Regents Summary may be extended as additional common strategies are identified by colleges and departments.

Examples of ways that information collected through continuous improvement has been used to develop or improve courses include:

Classics: Narrative for Medical & Technical Terminology

This course is a good example of how courses are continuously revised based on student feedback throughout each term. Student feedback comes to the department in the form of email questions from students taking the course and face-to-face discussions during office hours, as well as by quality of work turned in by students. One example of a change based on this continuous review is that recently a faculty member rewrote course exams based on patterns of commonly missed questions and related items needing clarification.

English: Interpretation of Literature

CLAS led a review of Interpretation of Literature course (08G:001), a General Education course taken by nearly all CLAS undergraduates. There are typically 80-100 sections of this course offered each semester. To review how effectively the design of this course supports achievement of its designated learning objectives, a committee of faculty, staff, and experienced graduate TAs reviewed student work, portfolios, course evaluations, syllabi, and assignments. Based on their review, committee members identified a number of important changes to the structure and expectations for the course. Examples of changes include prioritizing assignments and class activities that develop students' skills for critical reading and analysis, and modifying the course evaluation used by all sections to provide continuous feedback on common aspects of the course across all sections.

MKTG: 3000: Introduction to Marketing Strategy

Based on their review of student feedback and classroom performance, faculty teaching this course are adding a writing component for spring 2014 which requires students to conduct a stakeholder analysis of a situation involving a question about corporate social responsibility.

MGMT: 2000: Introduction to Law

Based on their review of student feedback and classroom performance of students in the on-campus large lecture sections of Introduction to Law, faculty teaching the on-line section of the class (Professors Lon Moeller and Jay Christensen-Szalanski) have added writing assignments, and group work using a Wiki web application that requires student interaction to answer assigned case study problems. The on-line class emphasizes student critical thinking skills through applied learning.

Engineering Problem Solving I (EPS1, 59:005)

EPS1 is the first required course for all first-year engineering students. Approximately 400-500 students enroll each fall. The course includes a lecture section and a projects section, each led by engineering faculty. Sixteen engineering faculty members participated as lecture or project section leaders in fall 2013. Each year the course coordinator evaluates the course and prepares a Course Assessment Report (CAR) that is published for college use.

As one component of assessing this course, students take two optional online Quizzes. A Pre-Test is given during the first week of class, and a Post-Test is given after the second exam. A comparison of the results can be used for assessing achievement of course learning objectives.

The information from the CAR is used to improve the next offering and monitor success of the learning goals. Decisions made include replacing a subject module, changing how examples are discussed, and changing the textbook to an electronic form.

Engineering Problem Solving II (EPS2, 59:006)

EPS2 is the second required course for all first-year engineering students. Approximately 400-500 students take it each year. The course is offered in both fall and spring semesters. Each year the course coordinator evaluates the course and prepares a Course Assessment Report (CAR) that is published for college use.

As a result of assessment of student learning in this course, in 2008 the faculty substantially changed the structure of the course by eliminating lectures, dividing the course into six sections and meeting in the laptop classroom. As another example, in 2010, the faculty teaching the course suggested that clickers be used as a strategy for getting rapid responses from students and to assess student learning. In 2011, clickers were tried but found to be less effective than in-class quizzes. The faculty decided not to use clickers in 2012 and use quizzes instead.

2013-2014 ANNUAL REPORT ON COURSE-LEVEL COMPLIANCE WITH QUALITY IMPROVEMENT LEGISLATION
December 2014

IOWA STATE UNIVERSITY

Executive Summary

Academic year 2013-2014 was the first year of implementation for course-level continuous improvement plans required by Iowa Code. All courses enrolling 300 or more students annually were required to implement continuous improvement plans. At Iowa State, 166 different courses implemented plans beginning in Fall 2013. A high percentage of undergraduate students enrolled in at least one of these courses, with 26,576 unique students enrolled in these courses and a total student enrollment across all courses of 151,570. The course-level continuous improvement plans that have been developed reported using both summative and formative assessment strategies. Based on the assessment strategies, the most common changes planned to improve the courses for next year were as follows: changing course activities, modifying assignments, changing pedagogy/delivery of topics, and adjusting the time spent on specific course content.

In developing course improvement plans, Iowa State adopted the philosophy that to improve a course with multiple instructors it was important to facilitate discussions across faculty members teaching the same course. By requiring that a single report be submitted for each course covered under the legislation, some of the greatest benefits experienced at Iowa State in the first year of continuous improvement plans were associated with gaining consistency across sections of courses and clarifying course outcomes/expectations. In 2014-2015, Iowa State continuous improvement plans will be developed for an additional 134 courses, as the legislation expands to include courses enrolling 200 or more students. At the end of next year, the university will also be able to more accurately assess the impact of the plans, as the 166 courses entering their second year implement changes to courses and monitor the impact of those changes.

Background

Academic year 2013-2014 was the first year of implementation of the course-level continuous improvement plans required by Iowa Administrative Code 262.9(36). At Iowa State university departments and faculty members were encouraged to develop plans that built upon existing course-level improvement efforts and that best fit their courses. Although there was great flexibility in the design and implementation of course-level continuous improvement plans, each plan was based on three key elements: identification of course-level outcomes, use of assessment data to identify and implement changes, and the future iterative continuous improvement step of assessment of the impact of changes and possible subsequent further course refinement.

To support the faculty in the development and on-going refinement of their continuous improvement plans, the Center for Excellence in Learning and Teaching (CELT) at Iowa State University provided professional development opportunities and resources on the CELT website. In addition, CELT and the Office of the Senior Vice President and Provost conducted two-hour workshops on the implementation of course-level continuous improvement plans for department chairs and key faculty members in the College of Liberal Arts and Sciences and College of Agriculture and Life Sciences (3 workshops) and the College of Human Sciences (1 workshop).

2013-2014 ANNUAL REPORT ON COURSE-LEVEL COMPLIANCE WITH QUALITY IMPROVEMENT LEGISLATION
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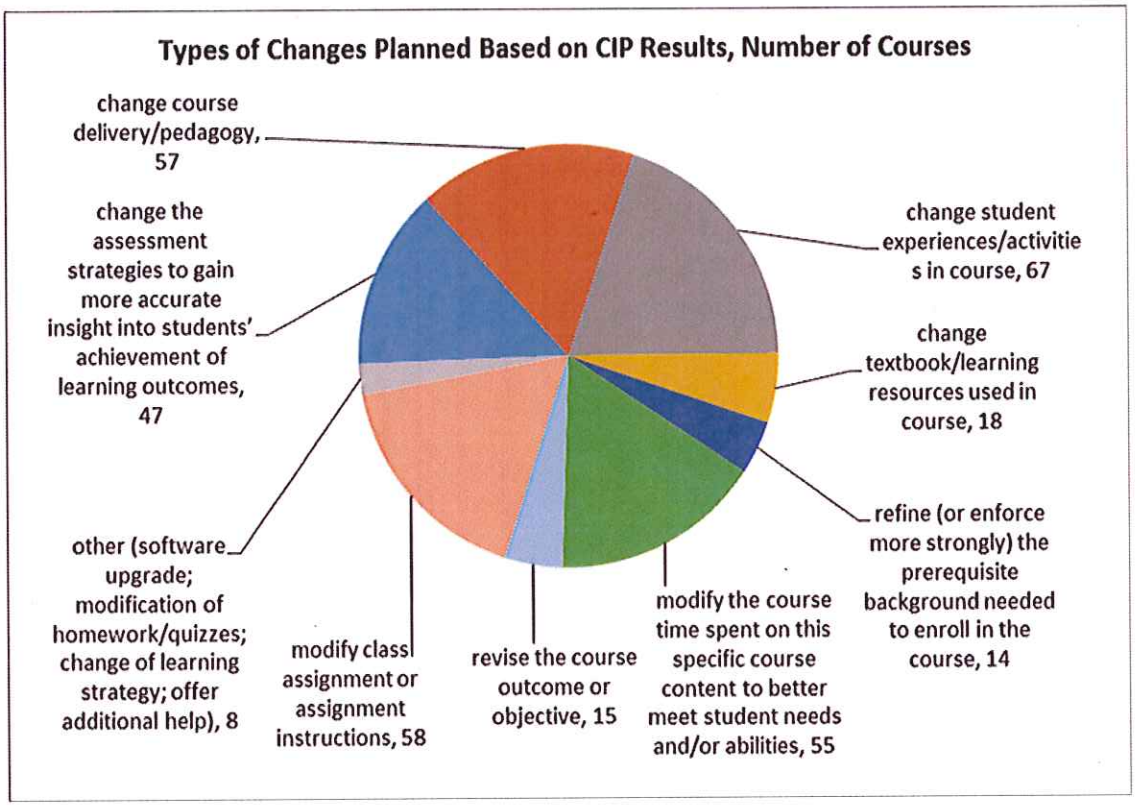
The Office of the Senior Vice President and Provost, in collaboration with the Faculty Senate Student Outcomes Assessment Committee, developed a Qualtrics Survey to collect information on the continuous improvement plans and their impact. The survey was piloted at the end of fall semester 2013 and implemented across all remaining courses at the end of spring semester 2014. The survey was completed by a single point of contact for each course, requiring collaboration across multi-instructor courses. The results of the survey serve as the source for this report and are being shared with departments as a part of the continuous improvement and course refinement process.

Provided below are the summary data from this initial year of implementation:

- Data on student enrollment in courses covered under the legislation,
- Data on the types of assessment approaches used within the continuous improvement plans,
- Data on the types of changes faculty are planning to make based on the results of the plans, and
- Examples of responses to the open-ended question related to the impact of the continuous improvement plans.

Summary of Continuous Improvement Plan (CIP) Impact Results

Continuous Improvement in Iowa State University courses	
Report Date	August 2014
Report period	2013-14
Number of courses, enrollment, and students	
Total number of courses	166
Total student enrollment in courses	151,570
Number of unique students enrolled in courses	26,576
Number of courses utilizing various continuous improvement assessment strategies	
faculty review of exam or quiz grades	143
faculty review of scored term paper	25
faculty review of juried exhibit or performance	4
faculty review of student portfolio	10
faculty review of presentation or project	39
faculty review of licensure or standardized tests scores	4
faculty review of student survey/evaluation of course outcomes	29
faculty evaluation of student performance in subsequent courses	6
faculty monitoring of course grades and D/F/W rates	19
faculty discussions across multi-section courses	12
formative assessments such as clicker and quizzes	166



Examples of Impact

The mathematics department's focus on course-level continuous improvement plans pre-dates the legislation. The faculty members in the department have been involved in a systematic course-level improvement plan of Math 142 *Trigonometry* for the past several of years. They implemented a new placement system (ALEKS), increased the number of face-to-face sections of the courses, implemented a new help room structure, and implemented online homework systems and weekly quizzes. The results of these changes have been significant. The D/F/withdraw rate for Math 142 dropped from 58.6% in Fall 2011 to 34.5% in Fall 2012. Also as a result of this course-level review, the faculty determined that the course would be improved by developing two different courses for the two distinct populations of students who take the course. Math 143X *Prep for Calculus* was developed to serve the population of students who need trigonometry as a pre-calculus preparation course. Math 145X *Applied Trigonometry* was developed for students in majors (e.g. Architecture) who need a strong trigonometry course but who don't take a subsequent calculus course. These new courses are being offered for the first time Fall 2014. The department will monitor student success in these new courses through their continuous improvement plans.

The continuous improvement plan for *Working with Animals* (AN S 101 - a course that enrolls 250-350 students per semester) focused on the outcome that "*Students will be able to identify basic feed ingredients by name and category of use.*" Fall semester 2013 the average score for feed identification was 64.1 % and the average score on the ability to identify feed use was 74.1%. For spring semester 2014, the faculty member changed the delivery of the content from the lecture format of fall semester to a discovery-based group learning activity. The average

score achieved by students spring semester, reflecting their ability to "*identify basic feed ingredients by name*" was 78.2 %. The average score on their ability to "*identify basic feed ingredients by category of use*" was 79.1%. This represents an increase in the percent of students who were able to perform the outcomes of more than 12% and 5% respectively.

Several departments (e.g. biology, English, political science, and engineering) noted that, during this initial year of continuous improvement plans, one the greatest impacts of the plans was improved consistency across courses with multiple sections. In developing their course-level improvement plans, instructors of the same course engaged in discussion about learning outcomes, instructional methods, and assessment strategies. As a result of these discussions, course objectives have been refined, key pedagogical strategies were identified and refined, and outcomes assessment strategies were aligned.

Many faculty members across the institution (e.g. biology, chemistry, engineering, psychology, and design) cited that a major impact of this first year of continuous improvement plans was that both faculty members and students were more aware of the intended course learning outcomes. Instructors reported refining their course objectives, being more intentional about aligning course activities to outcomes, and clarifying for students the link between course activities and outcomes. For instance, the instructor of *Design Studio I* (DSN S 102) reported that the implementation of a continuous improvement plan led to a new way of communicating the learning objectives and expectations to students through pre- and post-surveys. The faculty members developed a survey that focuses on aspects of a project collaboration learning outcome. When taken at the beginning of the semester, the survey helps students understand the intended learning outcome and the instructors' expectations for this outcome. The survey at the end of the course allows students to reflect upon their achievement of the course outcome.

2013-2014 ANNUAL REPORT ON COURSE-LEVEL COMPLIANCE WITH QUALITY IMPROVEMENT LEGISLATION
December 2014

UNIVERSITY OF NORTHERN IOWA

Executive Summary

In compliance with Iowa Code, in Fall 2013 and Spring 2014, the Office of the Executive Vice-President and Provost at the University of Northern Iowa requested faculty who teach courses with annual enrollments of 300 or more to report on their processes of continuous improvement for their courses.

The analysis revealed ongoing assessment being done by instructors at the University of Northern Iowa across all academic colleges. Faculty and administrators reported a variety of types of assessment methods used to improve courses with annual enrollments of 300 or more. The most common assessment methods faculty reported using were locally developed tests, comparison of course syllabi, regular faculty discussion of student performance, and end-of-course surveys.

In all of these courses, faculty were already collecting and analyzing student learning data to make improvements in their courses. The most common strategies faculty reported using to improve courses were employing clearer explanations of problematic topics, providing more guided hands-on practice for learning, incorporating formative assessments before the end of the semester to identify where students are struggling, choosing different materials to teach or assess the course, and building in more peer review and individual meetings with students.

We will continue to encourage faculty to use the data collected through assessment processes to improve their teaching and courses. We will coordinate with the Center for Excellence in Teaching and Learning, as well as the Office of Academic Assessment, to help faculty in bettering their courses.

Methods

There were a total of 64 distinct courses offered at the University of Northern Iowa in both Fall 2013 and Spring 2014 with enrollment greater than 300. There were 39,565 students enrolled in various sections of these courses.

Instructors of course sections, working in individuals or groups, provided a report for their department or program head that included the following information in both Fall 2013 and Spring 2014: (a) strategy/strategies employed to collect information on student learning (from a list of possible strategies provided to them), (b) what was learned about student performance from the strategies that are used, and (c) action steps taken to enhance student performance in future offerings of the course. Department and program heads then summarized the information from the instructor reports to provide a report for their College Dean. College Deans then summarized the information across their departments and programs for the University Provost, who is providing the summary from the university.

Descriptive statistics were computed for strategies, and themes identified from open-ended questions.

2013-2014 ANNUAL REPORT ON COURSE-LEVEL COMPLIANCE WITH QUALITY IMPROVEMENT LEGISLATION
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Results

The summary table below provides information on the results of the survey across the university. Many courses used multiple strategies. All of the courses surveyed used at least one of the strategies below.

Table 1: Department/College/University Summary Form

Continuous Improvement in University of Northern Iowa Courses	
August 2014	Report Date
Fall 2013 & Spring 2014	Report Period
Number of Courses, Students Enrolled	
64	Total Number of Courses Offered in both Fall & Spring with enrollment greater than 300
39,565	Total Student Enrollment in Courses
Number of Courses[4] Utilizing Continuous Improvement Strategies	
55	Locally-developed tests
44	Faculty comparison of course syllabi across sections and student performance related to course outcomes
42	Regular faculty/instructor discussion of student performance
41	Use of an end-of-course survey on student perceptions of their learning and course factors affecting their learning
31	Faculty/instructors meet at the end of each semester and/or periodically during the semester to discuss strengths and weaknesses in students' performance related to course outcomes, identify key factors related to student performance, and develop action plans for maintaining and improving the level of student performance in future offerings of the course.
22	Standardized tests
17	Regular faculty/instructor discussion of student performance related to national and/or state standards for professional competency
15	Analysis of data on student performance gained through the use of selected questions from course unit tests
13	Analysis of results from the use of agreed-upon rubrics for evaluating student performance on a major or culminating assignment across sections of a course
12	Other – examples included: • Pre- and post-tests • Faculty surveys • Field experience evaluation forms • Clicker questions/polling

[4] Total number of strategies in use is greater than the total number of courses because many courses employ more than one continuous improvement strategy.

2013-2014 ANNUAL REPORT ON COURSE-LEVEL COMPLIANCE WITH QUALITY IMPROVEMENT LEGISLATION
December 2014

Over Fall 2013 and Spring 2014, faculty from across the colleges identified over 100 ways that information collected through already existing assessment of courses is being used to improve teaching and learning in their classes. A theme analysis revealed five common strategies faculty use to improve their classes, through the use of assessment data: (a) clearer explanations of problematic topics; (b) more guided hands-on practice for learning; (c) formative assessments before the end of the semester to identify where students are struggling, in order to help them sooner; (d) choosing different materials to teach or assess the course (e.g., assignments, readings, supplementary materials, etc.); and (e) building in more peer review and individual meetings with students.

Sample responses from faculty illustrating these themes include the following.

- Increase the time given to topics that presented the most difficulty.
- Reorder topics in the sequence of classes to allow more time to be spent on particular topics.
- Assign additional problems to improve problem-solving skills.
- Provide more performance experiences.
- Implement a formative mid-course survey to better assess the first half of the semester.
- Develop a progressive kind of learning instrument to make sure students know the basics and then move on to perceiving the same principles in more complex contexts.
- Provide practice tests and individualized help sessions.
- As a group, review the textbook selections based on pedagogic needs and student feedback to better meet the needs of the students.
- Use feedback from monthly meetings to modify course content in order to stay current and be authentic.
- Schedule individual appointments with peer mentors or instructors to review drafts of assignments.
- Incorporate peer review.

Specific examples of courses are provided below to illustrate how data is being used to improve our courses at the University of Northern Iowa.

- *Children's Literature:* The five instructors involved in this course in Fall 2013 met with the coordinator of the Literacy Education program in September of 2013, followed by regular meetings of the faculty to discuss the content of the course, the purpose of the course, and the intent of assignments. In this process, the five instructors agreed to use the culminating assignment of a collection of 40 book reviews for assessment purposes using an agreed-upon rubric, as well as an end-of-course student survey. By combining the rubric results with the survey data, the instructors developed a focus on three core required assignments that will be the cornerstone of the course and will enable them as instructors to spend more time addressing literary aspects of literature and making connections between literature and curriculum.

- *First-Year Cornerstone*: Over the past three years, the First-Year Cornerstone course faculty have assessed the writing and speaking goals of the course, through the use of pre- and post-course surveys, as well as a random sample of portfolio artifacts (i.e., papers and video-recorded speeches) from multiple sections of the course. Faculty use AAC&U VALUE rubrics to assess students' writing and speaking, and have found that

students believe they are improving in both their writing and speaking competencies over time. One of the ways in which this data has been used to improve the course came when faculty realized that students' comfort levels in giving speeches could be benefitted from providing more low-stakes speaking assignments throughout the semester, which they were able to incorporate during the last academic year. Another place faculty discovered could use more work was in the area of organization and having a specific thesis. As a result, assignments this year were tailored to work more specifically on these things.

- *Human Relations:* The Human Relations: Application and Awareness class is required for all teacher education candidates, with 8-9 sections offered each semester. During the 2013-2014 school year, different pilot instruments were tested to gather student input on their current awareness of and interaction with diverse populations. From the pre- and post-surveys, students were able to assess their awareness of, attitude toward, and engagement with diverse populations. The survey was designed using the six state-mandated objectives for the human relations course. As a result of the surveys, faculty members engaged in ongoing improvements to the course based on reviews of the data. These changes included survey statement clarification and identification of areas that the students identified as strengths and needing most improvement.

- *Introduction to Psychology*: Over 1000 students take Introduction to Psychology each year, with most sections being relatively large (an average of approximately 125 students per section). Instructors of this course use several assessment approaches to identify problems in the course and evaluate solutions to those problems. For example, in multiple sections of Introduction to Psychology, an Item level analysis of exam questions is used to identify poor questions (an assessment problem) or indications of poor learning/teaching. Recent results suggested that students were having difficulty describing classical conditioning in writing. To address this, the course was changed to dedicate extra class time to working with classical conditioning, including breaking down the components of classical conditioning in an in-class lab activity. Analysis of exams indicated that students were better able to describe classical conditioning and its components as a result of these changes.

- *Introduction to Statistical Methods:* As part of the ongoing assessment activities of the Liberal Arts Core (LAC) Category 1C courses by the faculty, the Department of Mathematics has in the last few years been undertaking a complete review of the Introduction to Statistical Methods course. The department typically offers seven to nine sections of the course each semester.

  The first phase of the review resulted in the development of a topical outline for the course, which is based on the recommendations of mathematics professional organizations and amounts to a common syllabus to be used across all sections of the course. The outline lists topics which must be covered in the course and topics which are optional.

  The second phase of the review took place over the last two years and focused on developing assessment tools for the course. This past spring the department's LAC Category 1C Committee, in collaboration with the LAC Director, presented to the department faculty a draft of the LAC Category IC Goals and Outcomes as well as a

draft of an accompanying common rubric for the course. The rubric was modeled on the American Association of Colleges and Universities (AAC&U) Value Rubrics. It will be used to measure whether the course is meeting the intended learning outcomes.

The last phase of the review, which begins in AY 2014-15, will include the creation of common test items for the course, testing, implementation of the rubric, and analysis of the results. Once a workable cycle is determined, the LAC Category 1C Committee will lead the department in discussions over assessment results and will recommend possible improvements/changes to the course and thereby close the loop on assessment.

- *Life: The Natural World:* Natural World Lab (BIOL 1013) is a non-Biology major course that fulfills a Liberal Arts Core requirement in the Sciences. The lecture portion of Life: Natural World (BIOL 1012) involves interactive lectures where students are frequently queried for their answers relevant to lecture topics. This allows for feedback on student understanding of the topic, and if appropriate, results in changes in how the material is presented in the future. Along the same lines, clickers are used to keep students focused during lecture and when a significant percentage of students are not understanding correctly, the instructors go back to clarify ideas, resulting in changes in how the material is presented in the future.

  Feedback for this course is gleaned from students weekly and at the end of the semester, as well as via weekly laboratory instructor meetings, and by occasional lecture/laboratory instructor group think tanks. The current feedback mechanism for the course enables instructors to modify the course as necessary. Examples of such modifications include changes to their customized lab manual, to increase clarity, visualization, and connecting principles in biology to aspects of the real world. Furthermore, pre-laboratory demonstrations and group problem solving activities have been added to help facilitate critical thinking and public speaking skills. Finally, they have increased supplemental web-based study aid materials to their eLearning course site.

- *Macroeconomics*: Wherever possible, the Economics faculty try to integrate their Outcomes Assessment program with their AACSB Assurance of Learning accreditation requirements. While they do have, maintain, and use their outcomes assessment program through their departmental Directed Research in Economics class, they also rely on the AACSB End-of-Program (EOP) exam. This is a comprehensive exam given to almost all business majors in the senior level course, Business Policy and Strategy. Over several iterations of the EOP exam, it became apparent many graduating seniors were not clearly remembering a fundamental economic distinction they were learning as freshman in the Principles of Macroeconomics classes - the difference between monetary and fiscal policy. Few things in macroeconomics are as basic as that, and they were startled to see this. While they have multiple sections of the course and teach between 700 and 800 students per year, the three primary faculty members got together and examined how they were teaching macro policy and discovered they were not appropriately emphasizing the difference. As a result, they agreed to alter their presentations, create handouts, and more carefully focus on the student understanding of how both policies are used and the entities responsible for implementation. They have now done this in all sections of Principles of Macroeconomics. As a result, scores on these questions on their EOP exam have improved. Success!

- *Organizational Management*: Organizational Management is in the business core, which means that it is required of all business majors. Additionally, this course, which provides an introduction to management and is seen as the foundation course within management, is required for several other programs across campus. Typically, around 18-20 sections of this course are offered each year with an average enrollment of 35 to 40 students per section. Faculty teaching Organizational Management meet each semester to discuss the learning objectives of the course and to review syllabi to identify the link between course outcomes and course assignments. Based on prior discussions, a standard list of course topics was developed, and faculty developed course materials based on these agreed upon topics. Course exams cover the topic areas, and faculty discuss student learning related to the common objectives. Additionally, all graduating students from the College of Business are given an end-of-program exam, which includes questions from a broad range of business classes, including Organizational Management. Every year, the entire management faculty review the questions related to all topic areas covered in management classes, including Organizational Management. Student responses on these items are evaluated, and changes to course material are made when warranted.

- *Soundscapes*: A December 2012 report outlined a number of initiatives that faculty identified as beneficial to the goal of improving student performance in the course. The faculty have taken specific actions on some of those initiatives, and have a plan in place to continue the conversations and to encourage the free exchange of ideas and materials.

  During the 2013—2014 academic year, UNI School of Music faculty members used discussion, correspondence, and document sharing to gain a better sense of their common purpose and challenges for the course. Syllabi for Soundscapes classes were collected from faculty who offered the course during the Fall 2013 semester, and new contributions to this syllabus bank were made at the end of the Spring 2014 semester. In November 2013, the LAC music faculty identified four shared course goals, derived from the course description and other catalog passages. These goals appeared in some form in the majority of syllabi for Spring 2014 sections of Soundscapes. Additionally, the archive of shared materials has been expanded to include documents pertinent to writing assignments and rubrics. This repository of documents has been posted to Google Drive where it constitutes a resource for participating faculty.

  Music faculty have designed and re-designed a wide variety of assignments and assessments that engage students in written work. They also have identified a variety of concerns and frustrations regarding the deficiencies of student writing skills and experiences. Through conversations and shared course materials, the faculty have become more aware of the diversity of approaches they employ to engage those challenges and achieve those goals. The music faculty are now positioned to take a closer look at specific elements of their curricula and assessment practices, and the first such element to be taken up will be student writing. Faculty members are also ready to begin working on the development of diagnostic instruments that permit some meaningful and confidential analysis of our efficacy.

- *Visual Perceptions*: As part of an ongoing review of the Visual Perceptions course, the Department of Art experimented with alternate assignments over the past three years. These assignments explored the possibility of including hands-on projects within a traditional lecture format. While the size of each class section (90 students) made this challenging, the use of online resources (Facebook, YouTube) yielded success. Based on feedback gathered from student surveys, the course has been furthered altered to include a collaborative group presentation.

Discussion

The processes provided by the Iowa Code required continuous improvement initiative revealed faculty at the University of Northern Iowa who are engaged in assessing learning in their classes and actively interested in improving teaching and learning.

We are exploring ways to enhance the process of collecting and analyzing data for this initiative in future years, in order to make this data gathering process as useful as possible for our faculty and students. Some of the enhancements being considered include the following:

- Using an online survey of faculty (such as Qualtrics) to make it easier for faculty to report on their work on assessment;
- Providing more specific response options on the survey for how faculty improve their courses, using this year's data themes;
- Determining ways to collect more success stories;
- Figuring out when the best time is to administer the survey, based on course offerings;
- Determining how best to communicate the results back to faculty;
- Determining how to archive the information gathered; and
- Providing continued support for faculty to help encourage collaboration in teaching these courses.

Overall, we are pleased with the results of this continuous improvement process, as it has revealed a faculty that is committed to assessing learning in their classrooms, and willing to make changes based on data collected. We look forward to seeing how this process can be used to increase conversations and collaboration across campus about using data to improve learning.