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January 9, 2017

Mr. W. Charles Smithson
Secretary of the Senate
State Capitol Building
Des Moines, IA 50319

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

Re: Continuous Quality Improvement

Dear Mr. Smithson and Ms. Boal:

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 with a combined enrollment of 100 or more students in 2015-2016. Enclosed in the annual report for FY 2016.

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 section and student performance related to course learning outcomes.

Some of the improvements made as a 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 courses, and incorporating innovative teaching strategies (such as flipped classrooms) to increase student participation, critical thinking, and problem-solving skills.

Please feel free to contact me if you have any questions about this report.

Sincerely,

Dr. Robert Donley

Enclosure

cc: Legislative Liaisons
Legislative Log
dg/h/aa/dec16/GA16-17/CQI

2015-2016 ANNUAL REPORT ON COURSE-LEVEL COMPLIANCE WITH QUALITY
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UNIVERSITY OF IOWA

The following is a report of the University of Iowa's compliance with Iowa Code Section 262.9(36). This report is based on the reporting structure that was developed in July 2013. It presents the total number of courses, the total number of student enrollments in those courses, the number of courses using each of the identified continuous improvement strategies, and one page of selected examples illustrating ways in which these strategies have contributed to course improvements.

This information was collected from academic departments by colleges during Fall 2015 and Spring 2016. 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. In addition, most courses consider multiple streams of information when reviewing course quality. An average of four distinct continuous improvement strategies per course were identified for courses with annual enrollments of 100 or more students.

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 content in subsequent offerings of the same course, incorporating innovative teaching strategies to increase student problem-solving skills, and revising curriculum to better align courses with requirements and expectations of subsequent courses.

UI CQI Strategies 2015/16

Continuous Improvement in University of Iowa Courses	
<i>June 2016</i>	Report Date
<i>2015-16</i>	Report Period ¹
Number of Courses, Students Enrolled	
<i>494</i>	Total Number of Courses
<i>156,913</i>	Total Student Enrollment in Courses
Number of Courses ² Utilizing Continuous Improvement Strategies ³	
<i>430</i>	Faculty review of student work during the course
<i>83</i>	Faculty evaluation of student performance in subsequent courses
<i>84</i>	Faculty review of student cohort in multiple courses
<i>244</i>	Faculty review of multiple sections of same course
<i>339</i>	Faculty review of student ratings items related to course outcomes
<i>87</i>	Faculty Course Assessment Report
<i>349</i>	Faculty review of midterm and final grade distribution
<i>137</i>	Department monitoring of DFW rates
<i>116</i>	<p>Other - <i>Examples of other continuous improvement strategies cited by departments:</i></p> <ul style="list-style-type: none"> ○ "Instructor meets weekly with teaching assistants to discuss student progress and make adjustments to course assignments." ○ "Input from supervisors at clinical sites." ○ "Meet with other faculty members who teach more advanced and related coursework to see if the students have a proficient understanding of foundational concepts." ○ "Center for Teaching classroom observations." ○ "Compare course content with current research to make sure foundational concepts are being taught."

¹ Legislation requires Regent 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 Regent Summary may be extended as additional common strategies are identified by colleges and departments.

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

ACB:3110 Principles of Human Anatomy

Faculty review of student work during the course: With the support of continuously updated digital assets and transformative teaching seminars provided by publishing companies and the UICCOM Teaching Scholars program as well as very broad analyses and data provided by the UI Evaluation and Examination Service, I am able to continuously monitor students' progress and pitfalls throughout an entire semester. I administer daily class quizzers (using clickers) in order to provide incentive for students to stay current in their studies and to motivate them to seek my assistance before material becomes insurmountable. Understanding the material with which students are struggling, I am able to adjust lectures and the time needed for adequate coverage.

Faculty evaluation of student performance in subsequent courses: I teach a rather large cohort of undergraduate students taking a Principles of Human Anatomy course. A majority of these students take this course in order to build a foundation upon which to pursue further studies in a particular graduate health care program, e.g. medical, nursing, dental, physical therapy, etc. I also have the distinct and unique advantage of being the Anatomy instructor in several of these graduate health care programs. I am the director of an advanced practice nursing (Nursing Anesthesia) anatomy course as well as a Physical Therapy anatomy course. I can, therefore, be confident in the breadth and depth of anatomy that I teach at the undergraduate level that will adequately prepare the student for eventual success at the graduate level.

EDTL:4087 (07S:187) Seminar: Curriculum and Student Teaching

The seminar is specific to the discipline and grade level the student teachers are experiencing during the semester (that is, art, music, foreign language, English). Because this seminar occurs simultaneously with the student teaching experience, each program area creates its own syllabus to reflect their disciplines' expectations for the final field experience.

Professors – in collaboration with teaching assistants charged with the supervision of the preservice teachers – continuously review and adjust the course to reflect the new state of Iowa requirements for licensure as well as the changing demographics of the K-12 classroom. Additionally, each seminar reflects the need for a consonance between the university and school as collectively we work to improve the status of teaching as a profession and to make student teaching more systematic and rigorous by the application of research-based knowledge on effective teaching.

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NURS: 3460 (Research) and NURS: 3660 Professional Role III (Improving Health Systems)

Student feedback identified content that was overlapping related to research and evidence-based practice (EBP) between these two courses. Students also described difficulty in distinguishing between research, EBP and quality improvement (QI). A faculty group convened; discussion revealed conflicting notions among the faculty related to these three processes. A consensus was reached between faculty and course content revised for both online and face to face sections of these courses. Student perception of course sequencing and clarity of content will be reassessed in Spring 2016. The College has a Young Alumni Board; these alumni stated that while they did not value learning about these processes as undergraduate students, they have used their knowledge to a great extent in their first year of practice. Further, they stated that having learning these skills as undergraduates positively distinguished them in the employment setting.

BUS 1200 Tippie College Direct Admit Seminar

Student complete ratings of instruction which are distributed to the course coordinator and discussed with all section instructors. Reasons for variability are brainstormed and new practices are being adopted, such as additional exercises and discussion topics that seemed to work effectively in select sections. The office also monitors year-to-year retention of students, which is a targeted outcome of this course.

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IOWA STATE UNIVERSITY

Executive Summary

For academic year 2015-2016, Iowa Code Section 262.9(36) required that all undergraduate courses enrolling 100 or more students annually have continuous improvement plans implemented. At Iowa State University, 591 different courses enrolled more than 100 students. Those continuous improvement plans were therefore in place during AY15-16 with a focus on student achievement of outcomes, assessment strategies used, plans for improvement, and impact of their plans on student success. Both summative and formative assessment strategies were used in the improvement plans. The most frequent changes planned to improve student learning in the courses are: modifying class assignments, changing student learning experiences and activities, modifying the time spent on specific course content, and changing course delivery methods and pedagogy. These changes are consistent with the other improvement plans developed from the prior academic year's implementation of the continuous improvement strategy.

Findings

The survey instrument used in AY14-15 was again used for this year's data collection. The survey was completed by a single point of contact for each course, therefore establishing beneficial collaboration across multi-instructor courses. The results of the survey are shared with departments as a part of ISU's continuous improvement and course refinement process. The following two pages summarize the findings:

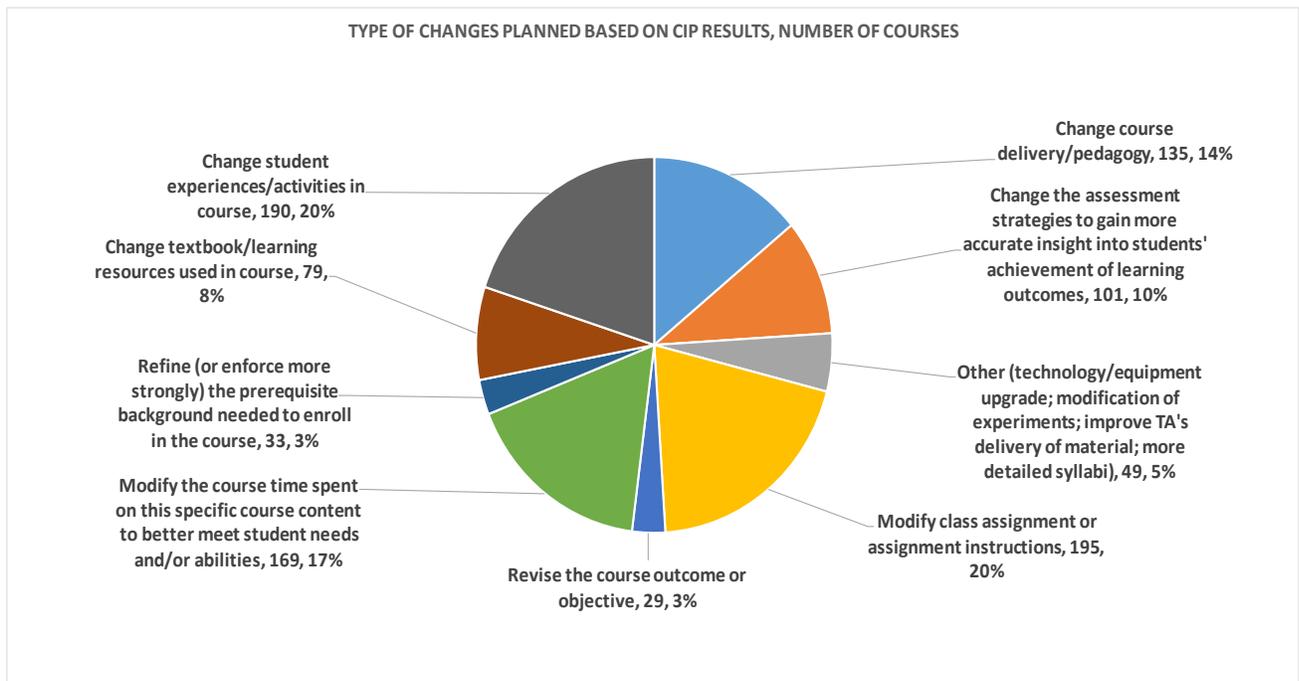
- Data on student enrollment in courses covered under the legislation,
- Data on the types of assessment approaches used within the continuous improvement plans,
- Data on the types of changes faculty are planning to make based on the results of the plans, and
- Examples of responses to the open-ended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

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Summary of Continuous Improvement Plan (CIP) Impact Results

Continuous Improvement in Iowa State University courses	
Report Date	August 2016
Report period	AY 2015-2016
Number of courses, enrollment, and students	
Total number of courses	591
Total student enrollment in courses	246,926
Number of unique students enrolled in courses	32,411
Number of courses utilizing various continuous improvement assessment strategies	
Faculty review of exam or quiz grades	448
Faculty review of scored term paper	115
Faculty review of juried exhibit or performance	30
Faculty review of student portfolio	39
Faculty review of presentation or project	193
Faculty review of licensure or standardized tests scores	15
Faculty review of student survey/evaluation of course outcomes	77
Faculty evaluation of student performance in subsequent courses	26
Faculty monitoring of course grades and D/F/W rates	6
Faculty discussions across multi-section courses	1
Formative assessments such as clicker and quizzes	563



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Examples of Impact

BIOL 313L (*Genetics Laboratory*) – A major success from our CIP is our modifications and evolution of a student-driven, research-based 7-week module. Based on student feedback, this capstone module to our course has provided students with their first experiences in designing and executing their own research studies. An improvement made based on student assessments was the elongation of the module from 4 to 7 weeks in length.

SP CM 212 (*Fundamentals of Communication*) – The most interesting result from the data collected was that, while students reported that the degree to which they experience public speaking anxiety hadn't decreased, in the qualitative portion of the assessment, a majority of students in the sample group did report that they now have strategies and methods to manage their anxiety as a result of taking the course. Students still experience anxiety to similar degrees as at the start of the course, but students indicated that a change in attitude had occurred (around 50% reported improvement for their top fear, and around 80% reported improvement in their second fear). This result is very encouraging because we teach our students that the most skilled speakers do not necessarily have an absence of anxiety; rather, the most skilled speakers accept their anxiety as normal and natural and are confident in their ability to manage their anxiety.

CE 105 (*Introduction to the Engineering Profession*) – While grading standard has not changed, the fraction of students with A, A-, and B+ increased from 66% to 80%.

TSM 415 (*Technology Capstone I*) – Student projects are an important part of the course. Several continuous improvement activities aimed to improve the process of assigning students to projects and team. As a result, student teams function more smoothly and students feel more connected to their projects, learning to improved project outcomes.

SPAN 202 (*Intermediate Spanish II*) – Both students and instructors had previously expressed concerns about the textbook (not enough material, too many drills, gap between explicit knowledge and language abilities, etc.). Therefore I knew that we would likely change the textbook after this academic year. Although overall performance was acceptable, only 66% of students met the listening objective during the Fall 2016 semester. I believe that by adopting a more engaging, comprehensive textbook and overhauling our course components we will be able to better promote student learning, which is important at this critical level (202 is the last course in the Lower Division Spanish Language Program). The CIP reports provided additional evidence that the textbook and classroom activities are not functioning as well as they could be.

HS 105 (*First Aid and Emergency Care*) – The implementation of the Continuous Improvement Plan has supported the implementation of McGraw-Hill Connect Get Active 2.0 in most of our physical activity coursework. Use of the online, web-based programming is allowing for consistency across sections of classes, especially if different teaching assistants teach the same course. It's also allowing a better emphasis on not only the psychomotor and affective learning domains but the cognitive too.

ENGL 250 (*Written, Oral, Visual, and Electronic Composition*) – We have identified that our students, while performing relatively well on other aspects of their ePortfolios, are less successful with reflecting deeply and authentically on their strategies and learning. Inasmuch as this metacognition is tied to transfer potential, we want to re-emphasize reflection in ENGL 250. We have additional activities and new reflection prompts to use beginning in Fall 2016.

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UNIVERSITY OF NORTHERN IOWA

Executive Summary

In compliance with Iowa Code §262.9(36), the Continuous Improvement report provides information on course-level assessments conducted at the University of Northern Iowa. Information for the report was gathered through a Qualtrics survey administered in March 2016. The survey was given to UNI faculty teaching courses enrolling 100 or more students in all sections during the 2015-2016 academic year. Faculty were invited to respond to the survey individually or in collaboration with other faculty teaching the same course.

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 91% of the faculty responding to the survey included learning outcomes for their courses on the course syllabus. Learning outcomes were also communicated verbally (81%), on a course website and/or eLearning course web page (61%), and on separate handouts or student guides (50%). Fifty-two percent of the faculty respondents also indicated they identified relevant learning outcomes with information for specific assignments.

The report provides information on the types of course changes faculty reported making as a result of what they learning from their assessments of student learning. It is noteworthy that, of the top five changes reported, four deal directly with the student learning experience – the assignments they are asked to do, their activities and experiences in the course, the class time spent on specific course content, and the amount of guided hands-on practice that supports their learning. The fifth most frequently noted course change was to review or revise course texts and other resources.

In addition to multiple-response survey items, the 2015-2016 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, more than half of the survey respondents shared stories of their experiences. An examination of these personal narratives showed several repeated themes – the importance of providing current, usable, and relevant resources; acknowledgement of student knowledge and experience in selecting and presenting course content (scaffolding); creating interactive and engaging class activities in addition to lecture; use of technology to enhance learning (e.g., flipped class or blended classes, use of videos and Internet-based resources); the use of formative assessment to check on students' progress, along with early and ongoing feedback on students' work; and faculty collaboration across course sections. Selected examples of the narratives collected are included in the report.

UNI believes in the power and critical importance of good teaching. The Continuous Quality Improvement survey for 2015-2016 provides evidence of this belief in action.

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The following table provides Department/College/University Summary information on the types of assessment strategies used during 2015-2016. An overview of the types of course improvements undertaken by faculty and examples of assessments and related activities in selected courses is also included in the report.

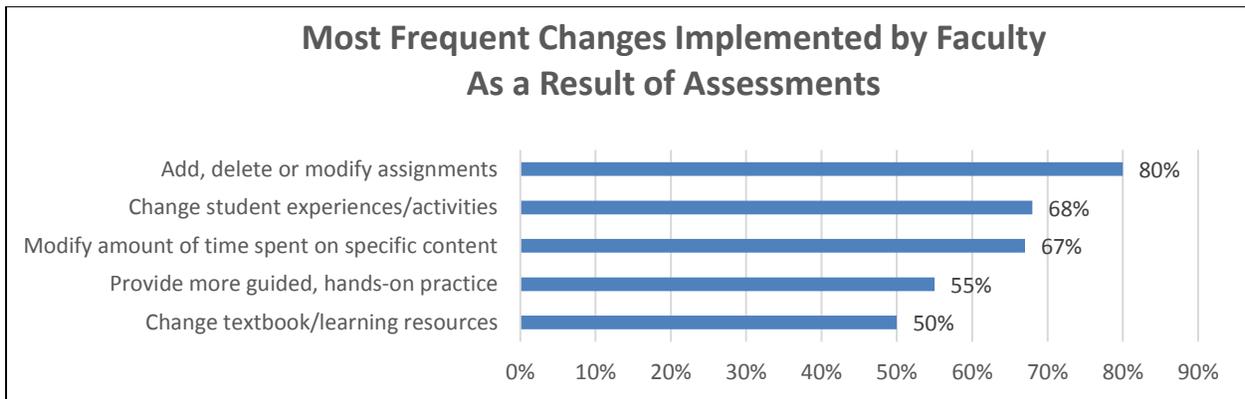
Continuous Improvement in University of Northern Iowa Courses	
<i>August 2016</i>	Report Date
<i>Fall 2015 & Spring 2016</i>	Report Period
Number of Courses, Students Enrolled	
<i>120/787</i>	Total Number of Courses Offered/Total Number of Sections Offered in 2015-2016
<i>109,441</i>	Total Student Enrollment in Courses
Number of Courses⁴ Utilizing Continuous Improvement Strategies and Percent of Respondents Reporting	
<i>242</i>	Locally-developed tests or quizzes (81%)
<i>198</i>	Graded homework assignment (66%)
<i>171</i>	Observation of students doing in-class activities (57%)
<i>134</i>	Rubrics or evaluation forms for culminating projects(s) (45%)
<i>127</i>	Specific questions on tests or quizzes (43%)
<i>119</i>	Journals, written reflections, discussion boards, blog (40%)
<i>116</i>	Rubrics or evaluation forms for individual project(s) (39%)
<i>111</i>	Faculty/professionally assessed presentation or project (36%)
<i>94</i>	Formative (non-graded) assessments over the term (32%)
<i>70</i>	Peer-assessed presentation or project (23%)
<i>69</i>	Faculty discussion of student performance across sections of course (23%)
<i>67</i>	Survey of student perceptions of their learning (22%)
<i>60</i>	Faculty review of mid-term and final grade distributions (20%)
<i>59</i>	Comparison of course syllabi across sections (20%)
<i>48</i>	Pre- and post-tests (16%)
<i>36</i>	Review of student portfolio (12%)
<i>31</i>	Field experience evaluation forms (10%)
<i>21</i>	Department/program monitoring of DFW rates (7%)
<i>21</i>	Clicker questions/polling (7%)
<i>19</i>	Student performance in subsequent courses (6%)
<i>8</i>	Comparison of performance with professional licensure requirements (3%)

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.

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Other responses included the following methods for assessing student learning: class discussions, national standardized tests, comparison of test results across course section, in-class demonstrations by students, individual meetings with students to discuss performance, the use of SGID (Small Group Instructional Diagnosis) to gain information on student perceptions of what is working/not working in a class and what they and the instructor could do to increase learning.

As part of the Qualtrics survey administered in March 2016 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 graph below summarizes their responses.



Selected Examples of Assessment

The Qualtrics survey responses for the 2015-2016 academic year included many examples of the efforts made by faculty to keep their current and engaging and to support student learning. The examples below are a small sample of those provided.

Educational Technology and Design (INSTTECH 1031) “This course is a team effort. We collaborate to create and deliver our teaching materials. We standardize on how we assess the projects/assessments that we assign. The five professors and two graduate assistants meet every Tuesday morning to discuss, share and evaluate our course materials. Course development is an ongoing process. Using the INTASC Standards and ISTE Standards we have identified the knowledge, skills and dispositions goals that we want our students to develop. Over the years, we have reviewed our students' success and modified our course to achieve these goals. Some of these improvements include the following: 1) Better convey the goals of this course by providing a visual diagram that depicts the sequence of the learning activities. 2) Make the connections between our activities and the standards by listing and discussing their connections with the ISTE/ITASC Standards. 3) In an effort to provide our course aligning with the Universal Design for Learning strategies, we provide our materials in multiple formats (video and textual). 4) This past semester we had a hearing-impaired student. In an effort to accommodate her needs, we closed-captioned all of our videos, which will also support students who learn better when they are provided with a visual representation of an auditory track. 5) This year, both in response to our not being in Schindler Education Center and as a pedagogical trial, we flipped our classroom. We previously had lecture on Monday and labs on Wednesday and Friday. This year, we recorded our lectures and expected our students to watch them so that

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they would be able to discuss and work with the content in the Wednesday lab. 6) We formerly assigned a textbook for students to purchase and read as a background for the class. The textbooks were rarely up to date and the students often didn't read the chapters. We decided to present the important information in an online format. We called them RWLDs because they provided the students with Readings/Writings/Listenings/Doings that they needed to complete. The beauty of this was that we could keep the materials updated and the students would be able to explore the materials through a variety of media."

Soundscape: Music in Culture (MUSIC 1100) "Students who elect Soundscapes to satisfy Category 3A of the LAC are usually widely distributed across a range of pre-course musical experiences. Some have studied multiple instruments since their grade school days, others have dabbled in self-taught musical exploration, and a significant number would identify themselves strictly as consumers (rather than producers) of music. The challenge of engaging students with such diverse backgrounds is obvious, but the playing field is significantly levelled when course goals emphasize listening and communication skills rather than standards that are closely related to 'musical literacy,' i.e. familiarity with musical notation and technical vocabulary. Even experienced musicians find they are challenged by the task of finding precise or compelling language to describe musical experiences. I believe all of my students benefit from the challenge of talking and writing about music, and in having the opportunity to make multiple revisions to their written work as their perceptions are refined and clarified. As a consequence of classroom conversations, I have learned to treat assignments in my Soundscapes class in much the same way as I treat assignments for my individual instrumental students: they must practice their essential skills regularly, always refreshing their fundamentals even as they acquire more advanced techniques. Skills must be reinforced by being put to use, not just "covered" and left behind. A skills oriented and student-centered approach leads to more time revisiting and practicing course content, and it gives me the latitude to linger with a particular course goal until the class as a whole has grasped it."

Cornerstone (UNIV 1000) "As an integrated communication course, it is vital that students have strong academic reading skills. It has been core to my course to work with students on critical reading, integrating sources, and other upper-level reading skills. After assessing the types of sources students were using for research, I determined that they were defaulting to sources that didn't meet university-level standards. I found that students were afraid to read academic journal articles because they thought they wouldn't be able to understand them. Because of this finding, I added an exercise where we worked as a class to read through a journal, pausing to reflect on what they were reading, to discuss key ideas, and to look up unknown terms. This activity was added in the early part of the course, before the already-established upper-level reading assignments. As a result, the quality of sources on subsequent research projects increased dramatically."

General Physics I (PHYSICS 1511) "Many years ago, to increase student engagement and laboratory activities in General Physics I, some topics had to be omitted. One of the dropped topics was fluids. More recently, it was more clearly recognized that MCAT examinations typically contained questions and problems related to fluids. The MCAT preparation guide also indicated that significant knowledge of the physical principles of fluids was expected. After a couple of Physics faculty meetings about the issue, it was decided that fluids would be restored. The Physics Department Head also solicited the opinion of the Head of the Department of Biology, who was very supportive. With that consensus, fluids was restored as a covered topic in all sections of General Physics I, starting Fall 2015."

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Legal and Social Environment of Business (MGMT 3100) “The unifying theme in this course is an investigation of the degree to which government should impose rules on business practice (government regulation). Early in the term, in order to place the government intervention theme in context, we examine free market reasoning (what we might label ‘market regulation’), along with ethics and social responsibility (self-regulation). From the final examination results, I began to recognize that students either did not remember the ethics materials or did not recognize the role of the ethics portion of the course in responding to a comprehensive case about when a new rule should be imposed on business. At that point, I added some notes to the syllabus, added some materials to a standard handout and reminded the students from time to time during the term of the ethical dimensions of whatever topic we were addressing. Since I write the textbook we use, I also added ethics materials throughout the text rather than confining them to the two chapters directly addressing ethics and social responsibility. (That latter decision to amend our approach to ethics in the textbook was also encouraged by reviews from faculty members using our text at other universities.)”

World Geography (GEOG 1110) “For most students, this is an elective to fulfill University requirements. There is a broad base of student interest in the subject matter from ‘I’ve always hated Geography’ to an enormous thirst for knowledge of the world in which we live. Geography is neglected in our high schools and most students enter the class with very little geographic knowledge at all. I begin my class with a fun quiz that shows people and places from around the world. The class is divided into four groups of 11 students who must work as a team to identify the pictures. It gives me a good assessment of the collective knowledge base as well as helps me identify potential class leaders, those who take charge of the assignment. I provide a wide array of videos that I glean from the web. It really takes a long time to get the right ones that give the essence of each Realm that we study. I try to bring those which not only show the countries but demonstrate the degree of connectivity that each of us has with the world and how what happens in one corner impacts people in far off places. I also use a great deal of anecdotal knowledge based on my previous employment as a global commodity manager at John Deere. I have traveled to over 40 countries and bring my experiences to the classroom daily. I use personal pictures and videos to bring the sights and sounds to the maps and text materials required for the class. I also challenge them to each write a short term paper on controversial topics from global immigration to defining diversity and what it means to ‘embrace’ diversity, using examples from the world to support their conclusions. I encourage them to look at subject matters from a personal and academic vantage point and ask them to approach subjects from multiple viewpoints. The results are often very rewarding to me as an instructor.”

General Biology: Organismal Diversity (BIOL 2051) “I update, revise, and write additional lectures every semester to keep the course information current and to provide students with learning experiences that are relevant and timely. For instance, during the recent Ebola outbreak, we spent an extra week on viruses in response to student interest and to better present issues of public health. During the recent outbreak of mumps at UNI and on the University of Iowa campus, I added a week-long section on the history of vaccination and the current controversy on the ‘anti-vaxxer’ movement, to better address issues that the public misunderstands. In addition, we update and revise laboratory activities regularly, such that the course has been completely revised over the past several years, based on instructor feedback, student performance, level of student interest, etc.”

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Religions of the World (RELS 1020) “In the unit on Islam, I used to lecture on differences between Sunni and Shia Islam. But students were not able to remember the differences. It is very important for religious literacy that students know these differences. They cannot understand any news article that comes out of the Middle East without knowing these differences. So I created a new assignment in which the students work in groups to sort features of Sunni and Shia Islam into correct categories and subcategories (e.g., ‘views toward leadership,’ ‘views about the Qur’an’). This active learning assignment significantly improved their ability to remember information. The test of their knowledge is a quiz in which I give them a recent news article about ISIS in Iraq and the Syrian Civil War, and they have to explain the article to a friend who doesn't understand the issues. The students' grades on this assignment went up after I switched from lecture to the matching-game.”