

## Course-level continuous improvement plans

Legislation requires Iowa State University to report on course-level continuous improvement plans annually for courses enrolling a designated number of students in a year. This survey was developed, with input from the Faculty Senate Student Outcomes Assessment Committee, to gather information on course-level continuous improvement plans to meet this legislation. Since improvement plans are designed to be course-level, when there are multiple-section/multiple-instructor courses the expectation is that a survey will be completed for each course by a single individual who has received input from all sections/instructors. Questions about this survey can be directed to Julie LaBianca at [labianca@iastate.edu](mailto:labianca@iastate.edu).

Use the pull down menu to select the course for which you are reporting. If your course is not listed, you do not have to report. (If your course is not listed and you believe it should be, please contact Julie LaBianca at [labianca@iastate.edu](mailto:labianca@iastate.edu)).

Course   
Number

Name of individual completing the survey

**Course learning outcomes are broad statements of what students will be able to do or know when they have completed the course. Generally these learning outcomes connect to the overall goals or the curriculum and course description. Typically outcomes are framed as: "Upon the completion of this course, students will..." (Example for a generic English course: *Upon completion of this course, students will have reliably demonstrated the ability to use the conventions of grammar when creating paragraphs.*)**

1. Have student learning outcomes been defined for the course?

- Yes  
 No

1.1 How many learning outcomes are defined for your course?

1.2 How do you communicate these learning outcomes to your students? (Check all that apply.)

- on the syllabus  
 on separate handouts  
 verbally  
 I/We don't address the outcomes directly.  
 in other ways not listed above--please describe below

**Learning objectives** are observable and measurable items that build to support the broad **learning outcomes**. Learning objectives allow students to demonstrate specific knowledge, mastery of a skill or change in attitude. (*Example Learning Objective for the previous English Learning Outcome: Given a paragraph of ten sentences, the student will be able to identify ten rules of grammar that are used in its construction.*)

1.3 Is the continuous improvement plan for this course directly connected to specific learning outcomes and/or objectives for the course?

- Yes
- No

2. For this survey, please report on 1 - 3 learning outcomes (or learning objectives) that serve as the focus of your continuous improvement plan. It is best to list them as they are currently defined by your program and/or listed on your syllabus. Please enter Outcome/Objective 1 below.

Outcome/Objective 1

**2.1 Please answer the following questions based on this first outcome/objective.**

Please select the educational approaches used to achieve this outcome/objective. (Check all that apply.)

- lecture(s)
- class or small group facilitated discussions
- cooperative learning exercise(s)
- collaborative/group work
- term paper or project
- self-directed study
- guided research project
- homework or practice
- class assignment
- other

**2.2 What assessment approaches are used to determine that students have achieved this outcome/objective? (Check all that apply.)**

- electronically/automatically graded exam or quiz
- manually graded exam or quiz
- scored term paper
- juried exhibit or performance
- review of student portfolio
- peer assessed presentation or project
- faculty/professionally assessed presentation or project

- licensure or standardized tests connected to course outcomes
- student survey/evaluation on course outcomes
- student performance in subsequent courses
- no approach used to assess this ability at this time
- other

2.3 From the approaches employed to assess this outcome/objective, what percent of the students demonstrated an acceptable or greater achievement of this outcome/objective? Please try to be as specific and accurate as possible.

- Based on the assessments used, the percentage of students who successfully achieved this outcome/objective is:

- At this time, I have no effective means of numerically determining this value.

2.4 Formative assessment strategies are taken during the delivery of the course in order to make changes in delivery. What formative assessments do you employ in order to judge the progress of the students towards achieving this outcome/objective? (Check all that apply.)

- quizzes
- varied classroom assessment techniques (pair-share, muddy minute, etc. )
- clicker or student input survey
- exams
- other

- none used at this point

2.5 Based on the data for this learning outcome/objective, what way(s) do you expect to change the course in order to improve student learning in this course? (Check all that apply.)

- change the assessment strategies to gain more accurate insight into students' achievement of learning outcomes
- change course delivery/pedagogy
- change student experiences/activities in course
- change textbook/learning resources used in course
- refine (or enforce more strongly) the prerequisite background needed to enroll in the course
- modify the course time spent on this specific course content to better meet student needs and/or abilities
- revise the course outcome or objective
- modify class assignment or assignment instructions
- no changes are anticipated at this point
- other

2.6 Would you like to enter a second outcome/objective?

- Yes

No

### 3. Outcome/Objective 2

#### 3.1 Please answer the following questions based on the second outcome/objective.

Please select the educational approaches used to achieve this outcome/objective. (Check all that apply.)

- lecture(s)
- class or small group facilitated discussions
- cooperative learning exercise(s)
- collaborative/group work
- term paper or project
- self-directed study
- guided research project
- homework or practice
- class assignment
- other

#### 3.2 What assessment approaches are used to determine that students have achieved this outcome/objective? (Check all that apply.)

- electronically/automatically graded exam or quiz
- manually graded exam or quiz
- scored term paper
- juried exhibit or performance
- review of student portfolio
- peer assessed presentation or project
- faculty/professionally assessed presentation or project
- licensure or standardized tests connected to course outcomes
- student survey/evaluation on course outcomes
- student performance in subsequent courses
- no approach used to assess this ability at this time
- other

#### 3.3 From the approaches employed to assess this outcome/objective, what percent of the students demonstrated an acceptable or greater achievement of this outcome/objective? Please try to be as specific and accurate as possible.

- Based on the assessments used, the percentage of students who successfully achieved this outcome/objective is:

At this time, I have no effective means of numerically determining this value.

3.4 Formative assessment strategies are taken during the delivery of the course in order to make changes in delivery. What formative assessments do you employ in order to judge the progress of the students towards achieving this outcome/objective? (Check all that apply.)

- quizzes
- varied classroom assessment techniques (pair-share, muddy minute, etc. )
- clicker or student input survey
- exams
- other
- none used at this point

3.5 Based on the data for this learning outcome/objective, what way(s) do you expect to change the course in order to improve student learning in this course? (Check all that apply.)

- change the assessment strategies to gain more accurate insight into students' achievement of learning outcomes
- change course delivery/pedagogy
- change student experiences/activities in course
- change textbook/learning resources used in course
- refine (or enforce more strongly) the prerequisite background needed to enroll in the course
- modify the course time spent on this specific course content to better meet student needs and/or abilities
- revise the course outcome or objective
- modify class assignment or assignment instructions
- no changes are anticipated at this point
- other

3.6 Would you like to identify a third outcome/objective?

- Yes
- No

4. Outcome/Objective 3

4.1 Please answer the following questions based on the third outcome/objective.

Please select the educational approaches used to achieve this outcome/objective. (Check all that apply.)

- lecture(s)

- class or small group facilitated discussions
- cooperative learning exercise(s)
- collaborative/group work
- term paper or project
- self-directed study
- guided research project
- homework or practice
- class assignment
- other

4.2 What assessment approaches are used to determine that students have achieved this outcome/objective? (Check all that apply.)

- electronically/automatically graded exam or quiz
- manually graded exam or quiz
- scored term paper
- juried exhibit or performance
- review of student portfolio
- peer assessed presentation or project
- faculty/professionally assessed presentation or project
- licensure or standardized tests connected to course outcomes
- student survey/evaluation on course outcomes
- student performance in subsequent courses
- no approach used to assess this ability at this time
- other

4.3 From the approaches employed to assess this outcome/objective, what percent of the students demonstrated an acceptable or greater achievement of this outcome/objective? Please try to be as specific and accurate as possible.

- Based on the assessments used, the percentage of students who successfully achieved this outcome/objective is:
- At this time, I have no effective means of numerically determining this value.

4.4 Formative assessment strategies are taken during the delivery of the course in order to make changes in delivery. What formative assessments do you employ in order to judge the progress of the students towards achieving this outcome? (Check all that apply.)

- quizzes
- varied classroom assessment techniques (pair-share, muddy minute, etc. )
- clicker or student input survey
- exams

other

 none used at this point

4.5 Based on the data for this learning outcome/objective, what way(s) do you expect to change the course in order to improve student learning in this course? (Check all that apply.)

 change the assessment strategies to gain more accurate insight into students' achievement of learning outcomes

 change course delivery/pedagogy

 change student experiences/activities in course

 change textbook/learning resources used in course

 refine (or enforce more strongly) the prerequisite background needed to enroll in the course

 modify the course time spent on this specific course content to better meet student needs and/or abilities

 revise the course outcome or objective

 modify class assignment or assignment instructions

 no changes are anticipated at this point

 other

5. You have indicated that the continuous improvement plan for this course is not directly tied to specific course outcomes or objectives or that course outcomes have not been identified for this course. Please provide a brief description of the continuous improvement plan for this course.

6. Please answer the following questions based on the entire continuous improvement plan.

What assessment approaches/data are used to determine student achievement/success in your continuous improvement plan? (Check all that apply.)

 electronically/automatically graded exam or quiz

 manually graded exam or quiz

 scored term paper

 juried exhibit or performance

 review of student portfolio

 peer assessed presentation or project

 faculty/professionally assessed presentation or project

 licensure or standardized tests connected to course outcomes

 student survey/course evaluation questions

 student performance in subsequent courses

 course grades (including monitoring of mid-term grades, final grades, and/or D/F/W rates)

 faculty discussions across multi-section courses related to performance of student cohorts or course cohorts

no data yet identified to assess this ability at this time

other

7. From the continuous improvement plan assessment measures, what percentage of students demonstrated an acceptable or greater achievement? Please try to be as specific and accurate as possible.

Based on the assessments used, the percentage of students who achieved success was:

The continuous improvement plan assessments do not provide an effective means (or are not structured) to provide a percentage for student success/achievement.

8. Formative assessment strategies are taken during the delivery of the course in order to make changes in delivery. What formative assessments do you employ in order to judge the progress of the students towards achieving success? (Check all that apply.)

quizzes

varied classroom assessment techniques (pair-share, muddy minute, etc. )

clicker or student input survey

exams

other

none used at this point

9. Based on the data from your continuous improvement plan, what way(s) do you expect to change the course in order to improve student learning in this course? (Check all that apply.)

change the assessment strategies to gain more accurate insight into students' achievement of learning outcomes

change course delivery/pedagogy

change student experiences/activities in course

change textbook/learning resources used in course

refine (or enforce more strongly) the prerequisite background needed to enroll in the course

modify the course time spent on this specific course content to better meet student needs and/or abilities

revise the course outcome or objective

modify class assignment or assignment instructions

no changes are anticipated at this point

other

10. Please describe (in a paragraph or less) any success/impact on student success that has resulted from your continuous improvement plan efforts in this course. (Note: for the annual report to the Board and Legislature, we highlight course level improvements from a sampling of courses based on responses to this question. If available, please include data to substantiate impact.)



11. What are the three most important resources/supports you need to further enable student achievement of learning for this course?

- additional time to develop/work on teaching
- greater time allotment to teaching in PRS
- increased TA support
- smaller class sections
- training on learning outcomes and learning outcomes assessment strategies
- changes to facilities, equipment, or IT systems used for course
- increased financial support for course activities
- greater administrative encouragement
- none
- other

Thank you for participating in the outcomes assessment process.....Please click on the >> to submit.