

ECU  
NILOA Excellence in Assessment  
Designee 2020



Jeanette Morris, Susan Morrissey,  
Yihui Li, & Kristen Dreyfus

# NATIONAL INSTITUTE FOR LEARNING OUTCOMES ASSESSMENT



- **The Excellence in Assessment (EIA)** program recognizes exemplary colleges and universities that
  - *successfully integrate assessment practices across the institution,*
  - *provide evidence of student learning outcomes to stakeholders, and*
  - *utilize assessment results to guide institutional decision-making and improve student performance.*

## KEY POINTS

- The purpose of the EIA designations is to recognize the work of institutions that support a ***culture of evidence*** and ***engage the institutional community in a vertically and horizontally integrated student learning outcomes assessment process***.
- The EIA program views institution-level assessment as ***building up from the work of faculty assessment of student learning*** and an overall indicator for the *depth and breadth* of student learning happening at the institution.
- The EIA designation evaluation process is directly linked to the National Institute for Learning Outcomes Assessment (NILOA) [Transparency Framework](#) which provides a ***structure to make evidence of student accomplishment accessible, useful, and meaningful to audiences both on and off campuses***.
- The EIA designation program provides a ***systematic and nationally recognized evaluation*** of colleges and universities to reveal best practices in institution-wide assessment.

## INSTITUTIONAL CONTEXT

“We will be a national leader in the assessment of learning outcomes and the use of innovative teaching strategies.”

from *Strategic Plan Extension 2017-2022* (p. 11)



# A long worthwhile process...

- 2 years and 56 meetings

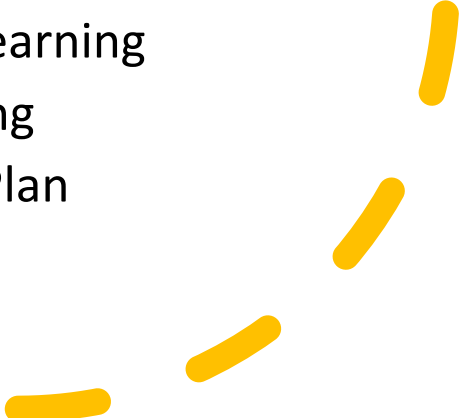


# PROCESS

Block time on your calendar!



# EIA Application Components Overview

- A letter from Senior Leadership (Chancellor)
  - A completed institutional contact form
  - An overview of individuals and groups engaged in assessment activities across the institution
  - Application narrative (**between 2,000 and 3,000 words**)
    1. Introduction
    2. Student Learning Outcomes Statements
    3. Institution-level Assessment Plan
    4. Institution-level Assessment Resources
    5. Current Institution-level Assessment Activities
    6. Evidence of Institution-level Student Learning
    7. Use of Institution-level Student Learning
    8. Reflection and Growth/Improvement Plan
- 

## UTILIZE AVAILABLE RESOURCES

### National

NILOA Consultation at  
the IUPUI Assessment  
Institute

NILOA EIA Rubric  
Designee Websites

### ECU

Institutional Assessment  
Advisory Committee

Student Affairs

Information Technology &  
Computing Services (ITCS)

Website



# OUTCOMES ASSESSMENT PROCESS

## Outcomes Assessment Process

ECU's Institutional Assessment process includes gathering evidence of student learning for academic programs, general education and co-curricular experiences. The goal of assessment at ECU is to improve student learning and institutional effectiveness through an iterative process of planning, evidence collection, reporting, analysis, and action.

### Reporting Process

All academic and support assessment units conduct ongoing assessment and analysis of outcomes according to the ECU Institutional Assessment Process which outlines the annual assessment reporting and review cycles, defines the required components of the assessment report, and describes the purpose and scope of the Institutional Assessment Advisory Council (IAAC).

Annual assessment reports are due in Nuventive Improve no later than May 15 (for 9-month faculty) or June 15 (for 12-month faculty) for educational programs, and August 1 for all support units. Internal unit deadlines may be earlier. A complete assessment report for each active means of assessment includes:

- Actions Taken in the Reporting Year
- Results
- Analysis of Results
- Actions Planned for Next Reporting Year



## Outcomes

[Outcomes Assessment](#)

[Outcomes Assessment Process](#)

[Resources](#)

[Assessment Initiatives](#)

[Learning Outcomes](#)

[Results of Assessment](#)

[Analysis & Use of Results](#)

## Quick Links

[AiM™](#)

[Blue](#)

[Compliance Assist](#)

[Curriculog™](#)

[Nuventive Improve](#)

[SharePoint](#)

# RESOURCES

## Resources

[Assessment Resources](#)

[Assessment Methods](#)

[Higher Education Assessment](#)

[Other Assessment Resources](#)

[UNC Institutions](#)

### Assessment Resources

Assessment resources are available to help faculty and staff in developing, implementing, communicating and using evidence of student learning. Resources encompass documents, multimedia and training specific to ECU and also the national level.

#### Educational Program Resources

- [Assessment Plan Guidelines \(PDF\)](#)
- [Assessment Report Guidelines \(PDF\)](#)
- [Assessment Review Rubric \(PDF\)](#)
- [Educational Program Assessment Discussion Worksheet \(PDF\)](#)
- [Facilitating Assessment Discussions for Educational Programs \(PDF\)](#)
- [Using the ARC Review Rubric in Improve Annual Assessment Reports for Educational Programs \(PDF\)](#)
- [Assessment Workbook for New Programs \(XLSX\)](#)
- [How to Write Program Student Learning Outcomes \(PDF\)](#)

#### Support Unit Resources

- [Support Units Assessment Plan Guidelines \(PDF\)](#)
- [Support Unit Assessment Report Guidelines \(PDF\)](#)
- [Support Unit Assessment Review Rubric \(PDF\)](#)
- [Support Unit Assessment Discussion Worksheet \(PDF\)](#)
- [Facilitating Assessment Discussions for Support Units \(PDF\)](#)
- [CAS Standards](#)
- [Assessment Workbook for New Support Units \(XLSX\)](#)
- [ECU Division of Student Affairs](#)

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# ASSESSMENT INITIATIVES

## Assessment Initiatives

- [Assessment Assist](#)
- [Professional Development](#)
- [Use of Review Results](#)
- [Assessment Workbooks](#)
- [Assessment of General Education](#)

The office of Institutional Assessment initiates projects to improve the assessment of student learning.

### Assessment Assist

Assessment Help for Individuals and Small Groups.

#### Assessment Assist sign-in at Cornerstone

- Every Monday
- 11:00a.m. – 12:00p.m.
- Greenville Centre 2812

Assistance will be provided for:

- Institutional Assessment Requirements & Guidelines
- Editing Existing Report Components
- Adding Assessment Report Data
- Running Reports

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# LEARNING OUTCOMES

ITCS Consultations

## Learning Outcomes

### Learning Outcomes

Select a Learning Outcome 

As an ongoing element in East Carolina University's long-standing commitment to designing and operating educational programs characterized by an evidence-based culture, this website provides student learning outcomes for each of the university's degree or certificate programs, as well as General Education program. These student learning outcomes describe the knowledge, skills, and dispositions students will achieve upon successful completion of the program. Identifying these outcomes and making them easily available to students, faculty, administrators, and the full range of the university's external stakeholders represents an important element of East Carolina University's commitment to assuring the highest quality educational experience possible for our students.

Using the menu above you may select either General Education competencies or Program Learning Outcomes. For General Education, choose a competency area to view the learning outcomes associated with that competency.

For educational programs, choose a college/division and then an undergraduate or graduate degree or certificate program to link to that program's student learning outcomes. Please note that these student learning outcomes are the ones identified in Nuventive Improve, the university's institutional assessment tracking system. Programs may have additional student learning outcomes that they assess outside of Nuventive Improve, especially if they have a specialized accreditor.



# RESULTS OF ASSESSMENT

## Results of Assessment

Evidence of student learning includes results of assessment activities. This may include evidence of direct (e.g. portfolio) and indirect (e.g. surveys) student learning as well as institutional performance indicators (e.g. licensure pass rate).

### Results from the ARC Reviews

Results from most recent Assessment Review Committee (ARC) review of annual assessment reports as well as a comparison of results to previous years.

[Results from Fall 2018 ARC Reviews \(PDF\)](#)

### Survey Results

#### National Survey of Student Engagement

High-Impact Practices, Engagement Indicators, Perceived Gains and Satisfaction, Experiences with Writing. Survey results from Spring 2009, Spring 2012, and Spring 2015 administrations.

#### Graduate Student Exit Survey

Perceived Growth and Satisfaction, Satisfaction with Faculty, Plans for Next Year. Survey results from Academic Years 2012-2013, 2013-2014, and 2014-2015 administrations.

#### Graduating Senior Survey

Perceived Growth and Satisfaction, Satisfaction with Faculty, Plans for Next Year. Survey results from academic years 2012-2013, 2013-2014, and 2014-2015 administrations.

#### Licensure Exam Pass Rates

Education, Business, Medical, Nursing, and other professional practice licensure exam pass rates trend for academic years 2009-2010 through 2013-2014.

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# ANALYSIS & USE OF RESULTS

## Analysis and Use of Results

Assessment outcome results are analyzed and used to identify areas where changes in policies and practices may lead to improvement, inform institutional decision-making, problem identification, planning, goal setting, faculty development, course revision, program review, and accountability or accreditation self-study.

## Actions Taken based on Assessment Results

### Examples of actions taken from educational program assessment reports



*Click to enlarge.*

#### Instructional Strategies

- Collaboration among students
- Peer Assessment
- Additional Faculty feedback/support
- Moving course content to online module
- Faculty clarifying assignment instructions
- Assigning a case study
- Small groups/group projects
- Sharing good/bad examples
- Emphasizing content
- Differentiating content
- Supplemental resources
- Institutional resources
- Guest lecturer

#### Course Content/Assignments Modified

- Adding practice exam to the course
- Additional online modules
- Utilizing new text book
- Practicing presentations
- Assignment rubric revisions

#### Assessment Process

- SLO made inactive
- New SLOs created
- Means of Assessment change
- Faculty development/best practices
- Criterion for Success revisions

\*These actions provide better data but do not directly improve student learning

#### Curriculum Revisions

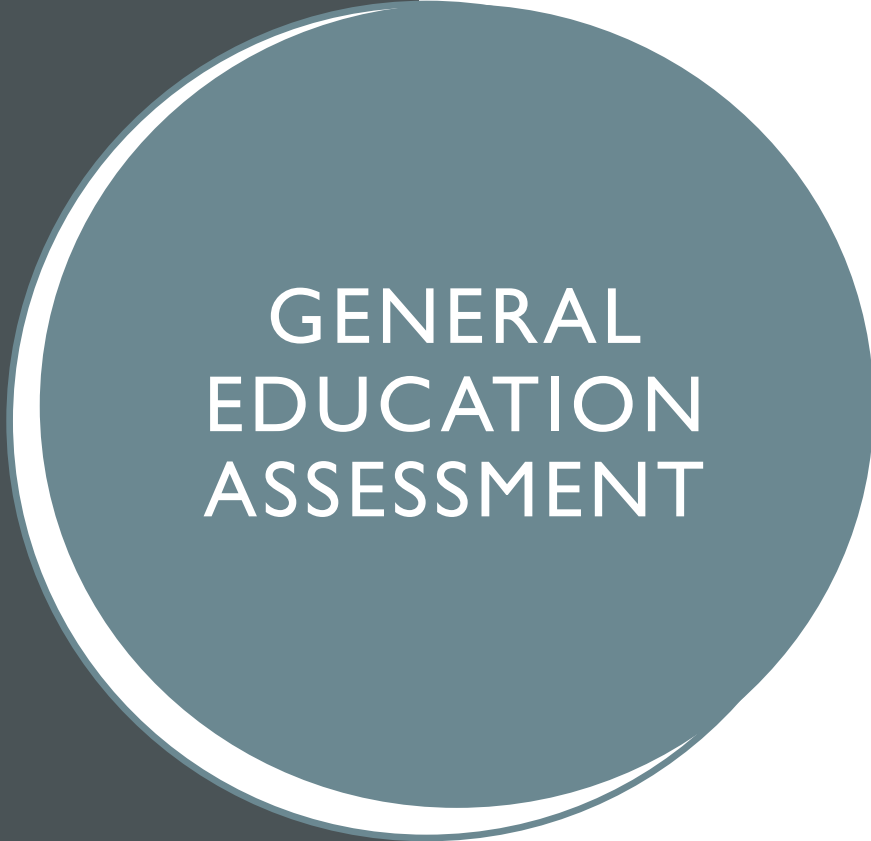
- Adding prerequisite requirements
- Course sequencing adjusted
- Removing a course
- New/revised course proposed/required
- Curriculum review/mapping

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## General Education Assessment

### General Education

			
<a href="#">Vision Statement</a>	<a href="#">Credit Hour Requirements</a>	<a href="#">Assessment Cycle &amp; Schedule</a>	<a href="#">Assessment Resources</a>

### General Education Competency Areas

<a href="#">Humanities</a>	<a href="#">Fine Arts</a>	<a href="#">Natural Sciences</a>
<a href="#">Social Sciences</a>	<a href="#">Mathematics</a>	<a href="#">Health Promotion</a>
<a href="#">Written Communication</a>		

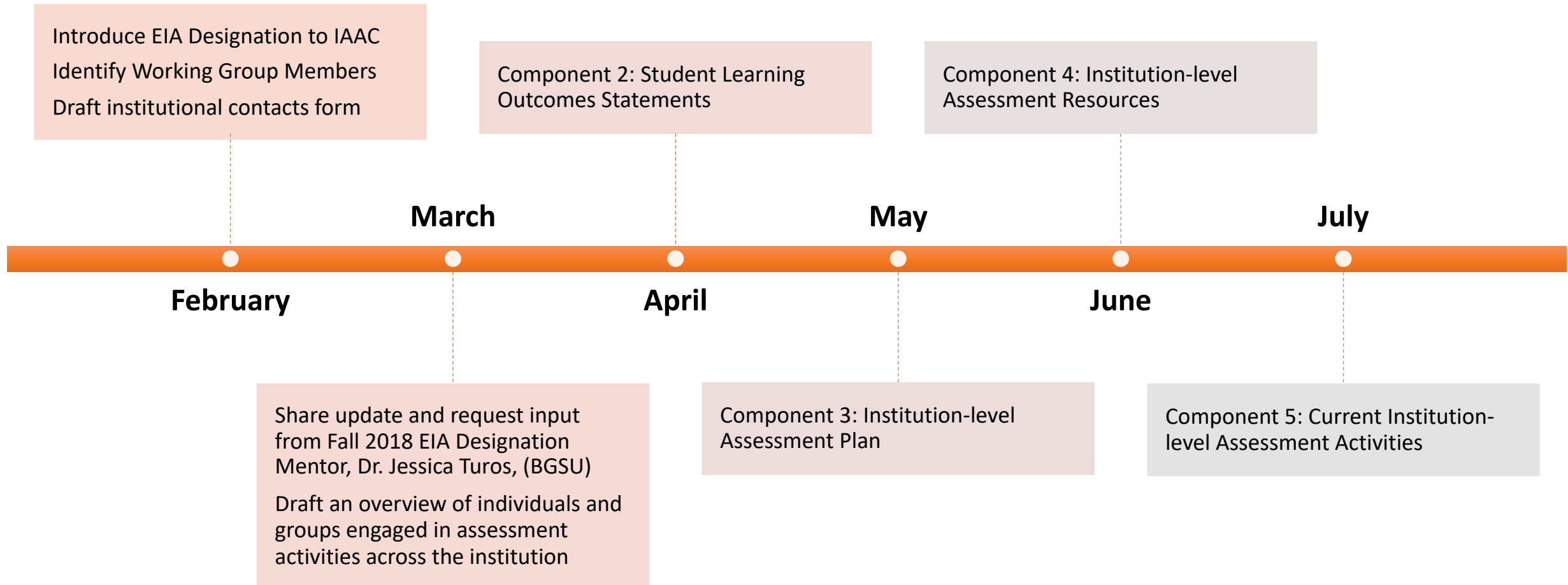
#### Competencies

- [Humanities](#)
- [Fine Arts](#)
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- [Social Science](#)
- [Health Promotion](#)
- [Written Communication](#)
- [Mathematics](#)

#### General Assessments

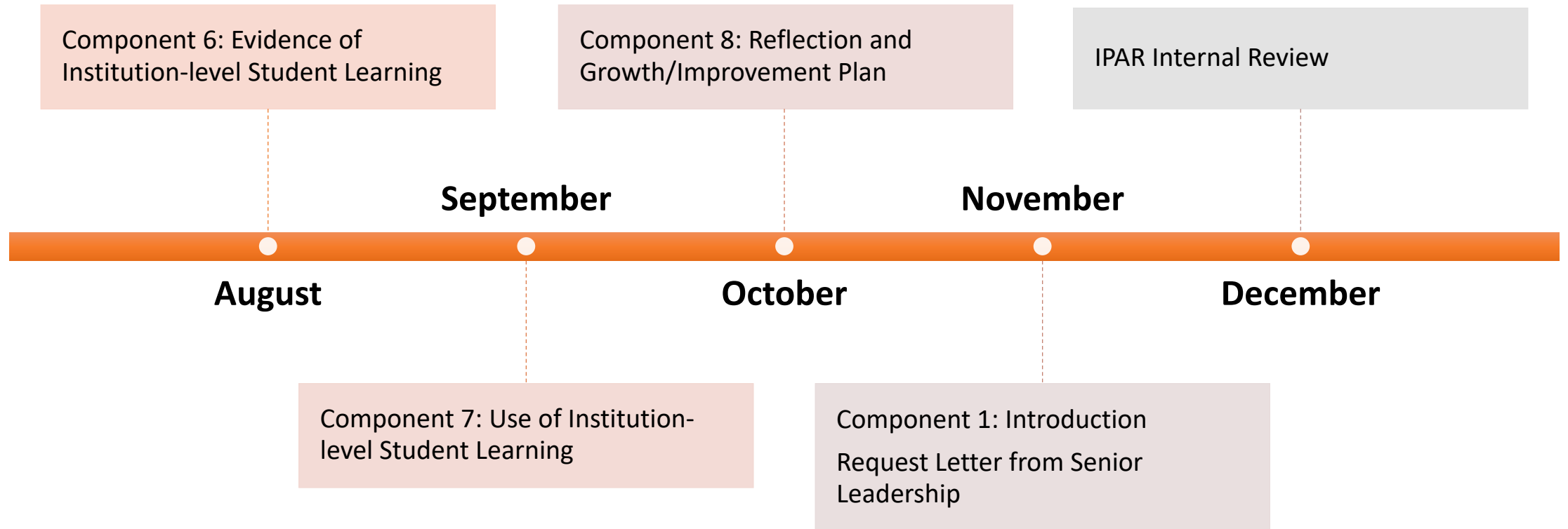
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- [Vision Statement](#)
- [Credit Hour Requirements](#)
- [Cycle & Schedule](#)
- [Assessment Resources](#)

# Process: Spring –Summer 2019

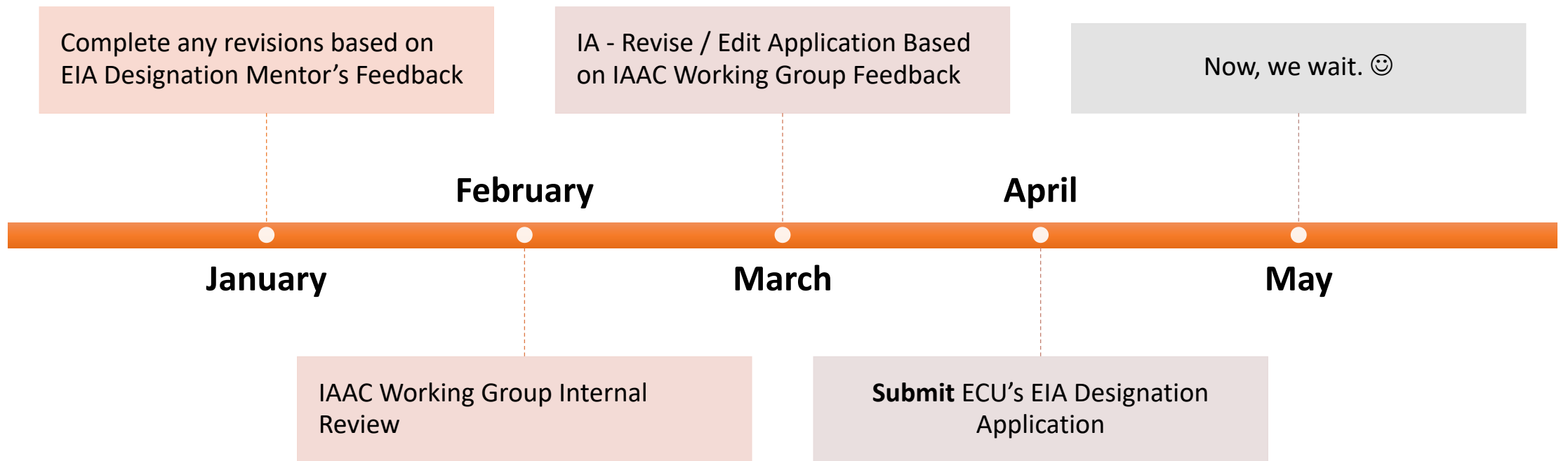




# Process: Fall 2019



# Process: Spring 2020





2020



## REFLECTION POINTS

### What worked well:

- Divided components among IA staff to start a draft
- Pulled information from existing documents (SACS 5<sup>th</sup> year report, website, etc.)
- Utilized guiding questions and rubric
- Scheduled meeting time on calendars
- Will use information in SACSCOC Planning and Assessment Narratives
  - 7.1
  - 7.3
  - 8.1
  - 8.2.a
  - 8.2.b
  - 8.2.c

## REFLECTION POINTS

### Challenges:

- Repetition between components
- Difficult to figure out what was being asked at time
  - Interpretation was a little fuzzy
- General Education and Educational Programs
- Hard to meet the word and link limits
- New website design that was a year late



## REFLECTION AND GROWTH IMPROVEMENT PLAN

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Explore equity in assessment principles

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Integrate the student perspective

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Foster a relationship with OFE

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Establish a recognition process for faculty and staff