ECU
NILOA Excellence in Assessment
Desigee 2020

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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!
• 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

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. It 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
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 (XLSS)
- 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 (XLSS)
- ECU Division of Student Affairs

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™
- Inventive Improve
- SharePoint
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 2B12

Assistance will be provided for:

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

Survey Results
National Survey of Student Engagement

Graduate Student Exit Survey

Graduating Senior Survey

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.
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

### 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 textbook
- 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

### Curriculum Revisions

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

*These actions provide better data but do not directly improve student learning*
GENERAL EDUCATION ASSESSMENT
February
- Introduce EIA Designation to IAAC
- Identify Working Group Members
- Draft institutional contacts form

March
- Component 2: Student Learning Outcomes Statements

April
- Share update and request input from Fall 2018 EIA Designation Mentor, Dr. Jessica Turos, (BGSU)
- Draft an overview of individuals and groups engaged in assessment activities across the institution

May
- Component 3: Institution-level Assessment Plan

June
- Component 4: Institution-level Assessment Resources

July
- Component 5: Current Institution-level Assessment Activities
Process: Fall 2019

August

- Component 6: Evidence of Institution-level Student Learning

September

- Component 7: Use of Institution-level Student Learning
- Component 8: Reflection and Growth/Improvement Plan

October

- Component 1: Introduction Request Letter from Senior Leadership

November

- IPAR Internal Review

December
Complete any revisions based on EIA Designation Mentor’s Feedback

January

IA - Revise / Edit Application Based on IAAC Working Group Feedback

February

IAAC Working Group Internal Review

March

Submit ECU’s EIA Designation Application

April

Now, we wait. 😊

May

Process: Spring 2020
What worked well:

- Divided components among IA staff to start a draft
- Pulled information from existing documents (SACS 5th 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
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

Explore equity in assessment principles
Integrate the student perspective
Foster a relationship with OFE
Establish a recognition process for faculty and staff