



Facilitating Assessment Discussions: Educational Programs

Office of Institutional Assessment

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East Carolina University

Office for Faculty Excellence Session

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

ASSESSMENT ASSIST

Assessment Help Sessions for
Individuals and Small Groups

Register through [Cornerstone](#) by searching “Assessment Assist”

Assistance Provided in These Areas:

Institutional Assessment Requirements and Guidelines

Editing existing report components

Add assessment report data

Running Reports



OFFICE OF INSTITUTIONAL PLANNING, ASSESSMENT, & RESEARCH

Greenville Centre, Suite 2800
<http://www.ecu.edu/cs-acad/ipar/>

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Institutional Context

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

from *Capture your Horizon: Strategic Plan Extension 2017-2022* (p. 11)





By the end of today's session, participants will have:

- an introduction to the Institutional Assessment's Educational Programs Discussion Worksheet
- an opportunity to receive IA support with crafting assessment report components.

Educational Programs Assessment Worksheets

Overview

This set of worksheets was created to provide a resource that educational programs could use when discussing assessment in their programs. While programs are not required to use this tool, IPAR recommends it as a useful way to structure assessment-related discussions and working sessions to support assessment reporting.

When conducting working session(s) to discuss assessment results, please have available:

- summarized data on student performance and
- copies of ECU IPAR's Assessment Report Guidelines (<http://www.ecu.edu/cs-acad/ipar/Assessment-Resources.cfm>).

Worksheets

This workbook includes worksheets that align with our Nuventive Improve Reporting Areas:

- Actions Taken Worksheet
- Results Worksheet
- Analysis of Results Worksheet
- Actions Planned Worksheet.

An additional worksheet is available to support evaluation of your assessment process:

- Evaluating the Assessment Process Worksheet.

Actions Taken

Actions Taken are a summary of the curricular and pedagogical actions faculty took to improve student learning that are related to the outcome.

1. Was the last action plan implemented?
2. What curricular/pedagogical changes were made?
3. Was the curriculum delivered differently?

Results

Results are a summary of the data collected from the Means of Assessment (MoA) and should be stated in terms of the Criterion for Success.

1. What results were generated from the Means of Assessment (MoA)?
2. Were multiple MoAs used?
3. Was the Criterion for Success met?

Analysis of Results

The Analysis of Results should include two parts:

- a) a summary of the relationship between Actions Taken by faculty to improve student learning and the Results, **and**
- b) faculty's interpretation of the Results with the identification of an area for improvement or reinforcement.

Part A – relationship between Actions Taken and Results

1. How do findings on this outcome compare to past results on the outcome?
2. In faculty's professional judgment, does it appear that the Actions Taken (based on last year's action plan) had an impact on your Results?

Analysis of Results (continued)

Part B – faculty interpretation and area of improvement

1. What do the assessment results say about how well all students, or subgroups of students, achieve the intended program SLO?
2. On what criteria or sub-skills do students seem to be doing particularly well **or** seem to be struggling?
3. What about the results is surprising?
4. Based on the interpretation of the results, what are the area(s) of particular concern where you would like to see student performance improved or reinforced?
5. Were there other variables that could have impacted the Results? If so, what were they?
6. What types of circumstances remained constant or changed so that faculty could see the impact of the Actions Taken (i.e., delivery method, instructor, class schedule, etc.)?

Actions Planned

Actions Planned summarize the curricular or pedagogical steps faculty will take to improve or reinforce student learning for the area identified in the analysis.

1. Based on the area of improvement identified in the analysis, where in the program could you take curricular or pedagogical actions to contribute to the learning outcome?
2. What other actions could be implemented to impact the outcome outside of the course where it is assessed (i.e., series of courses, out of class experiences, internship, clinical rotation)?
3. Who else needs to know about these findings and next steps?
4. Who is responsible for making sure that the actions planned are implemented?
Note: For Nuventive Improve, don't enter a person's name; instead, enter the person's title / role (course instructor, program director, department chair, etc.).
5. What steps will you take in the coming year to capitalize on the positives and to make improvements?
6. If you will need any resources or supports to facilitate these steps, what might they be?

Evaluating the Process

1. Are you gathering assessment data from courses with a different delivery methods (DE versus face to face)? Are you only collecting data from the same sections/professors each time?
2. Do classroom experiences align with or support the intended program outcomes and the assessment so that students are prepared to succeed?
3. What were students' reactions to the assessment process?
4. Do instructors understand how to submit results to the unit assessment coordinator in the appropriate format?
5. What did you find especially effective in the assessment process?
6. What did you particularly dislike about the process?
7. What would you change about the process? Why?

To Make the Process Work

- Involve appropriate faculty.
- Schedule meeting(s) after results are available.
 - If using Fall Semester data, consider meeting in the Fall or early Spring Semester.
- Use the worksheets to draft your responses to enter into Nuventive Improve.
- Make sure to enter it by the deadline May 15th / June 15th .

Educational Programs

Detailed Assessment Reporting Guidelines & Examples for Educational Programs, are available on ECU's IPAR Website:

<http://www.ecu.edu/cs-acad/ipar/Assessment-Resources.cfm>.

Report Example: Multiple Means of Assessment

Outcome: Students will recognize, apply, and explain the use of rhetorical techniques in a wide range of texts.

MOAs: Portfolio review with rubric and exit survey

CFS: 80% of students score satisfactory or better on the portfolio rubric. On the exit survey, 80% of students agree or strongly agree that program coursework has improved my ability to recognize, apply, and explain the use of rhetorical devices in a wide range of texts.

Actions developed collaboratively and implemented in multiple classes

1. Actions Taken: In the discipline-specific area meetings faculty shared innovative teaching practices from Writing Intensive classes, successful and unsuccessful model essays, and types of reflective writing in which students identify rhetorical techniques. This resulted in a bank of materials that was shared on the departmental SharePoint for faculty to use particularly in their Writing Intensive classes for majors. **All instructors incorporated at least one strategy from the bank into their class.**

2. Results: Out of 34 portfolios, 88% scored satisfactory or higher. Our CFS (80%) was met. 100% of students who responded (N=7) to the survey indicated that they "agree" or "strongly agree" with the statement that their coursework has improved their ability to apply and explain the use and effects of various rhetorical techniques in a wide range of texts. Our CFS (80%) was met.

3. Analysis of Results: Results from the two means of assessment suggest that all seniors responding to the survey feel confident about using rhetorical techniques, while 88% of student portfolios (30 out of 34) indicate the same. The results were similar to last year where 89% of the portfolios met the criterion. **The actions implemented during the year helped to maintain student learning for this outcome.** Of the student portfolios that were rated "unsatisfactory" in the current year, they all failed to explain the use and effects of form, style, structure, and themes of rhetorical techniques.

Faculty acknowledged there was a significant decrease in the survey response rate from last year to this year. The limited results suggest that student perceptions and performance on this outcome are closely matched.

4. Actions Planned: For the upcoming academic year, faculty will share previous student work samples that showcase successful and unsuccessful portfolio explanations of the use and effects of form, style, structure, and themes of rhetorical techniques. **To increase the survey response rate, faculty will promote the survey even earlier in the semester (both fall and spring) next year.**

Actions targeted at area for improvement

This additional action provides better data but does not directly improve student

Comparison to last year's results and judgment on whether actions had an impact

Combined analysis

Assessment Reporting Guidelines

Educational Programs

All educational programs are required to have assessment plans (student learning outcomes, means of assessment and criterion for success) and report the components below annually in TracDat.

Annual Assessment Reports Due:
May 15 for 9-month faculty
June 15 for 12-month faculty

Report Components

1. Report Component: Actions Taken

Actions Taken are a summary of the curricular and pedagogical actions faculty took to improve student learning that are related to the outcome.

Questions to consider: *What curricular/pedagogical changes were made? Was the curriculum delivered differently? Was the last action plan implemented?*

2. Report Component: Results

Results are a summary of the data collected from the Means of Assessment (MOA) and should be stated in terms of the Criterion for Success.

Questions to consider: *What results were generated from the MOA? Were multiple MOAs used? Was the Criterion for Success met?*

3. Report Component: Analysis of Results

The Analysis of Results is a summary of the relationship between Actions Taken by faculty to improve student learning and the Results. It includes faculty's interpretation of the Results and the identification of an area for improvement or reinforcement.

Questions to consider: *In faculty's professional judgment, does it appear that the Actions Taken had an impact on your Results? Were there other variables that could have impacted the Results? If so, what were they? What types of circumstances remained constant so that faculty could see the impact of the Actions Taken (i.e., delivery method, instructor, class schedule, etc.)? Based on the interpretation of the results, what area(s) could be improved or reinforced?*

4. Report Component: Actions Planned

Actions Planned summarize the curricular or pedagogical steps faculty will take to improve or reinforce student learning for the area identified in the analysis.

Questions to consider: *Based on the analysis, where in the program could you take curricular or pedagogical actions to contribute to the learning outcome? For a more robust action plan consider implementing actions that impact the outcome outside of the course where it is assessed (i.e., series of courses, out of class experiences, internship, clinical rotation).*

Supporting Documentation (optional)

Attach documents to support any report component if appropriate (e.g., meeting minutes, reports, data tables, etc.).

Undergraduate and graduate programs report on a minimum of 3 outcomes as defined in the 5-year cycle section of the workbook

Certificates and Stand-Alone Minors report on a minimum 2 outcomes.

