INSTITUTIONAL ASSESSMENT REVIEW COMMITTEE TRAINING

Kyle Chapman

Kristen Springer Dreyfus

Yihui Li

Jeanette Morris

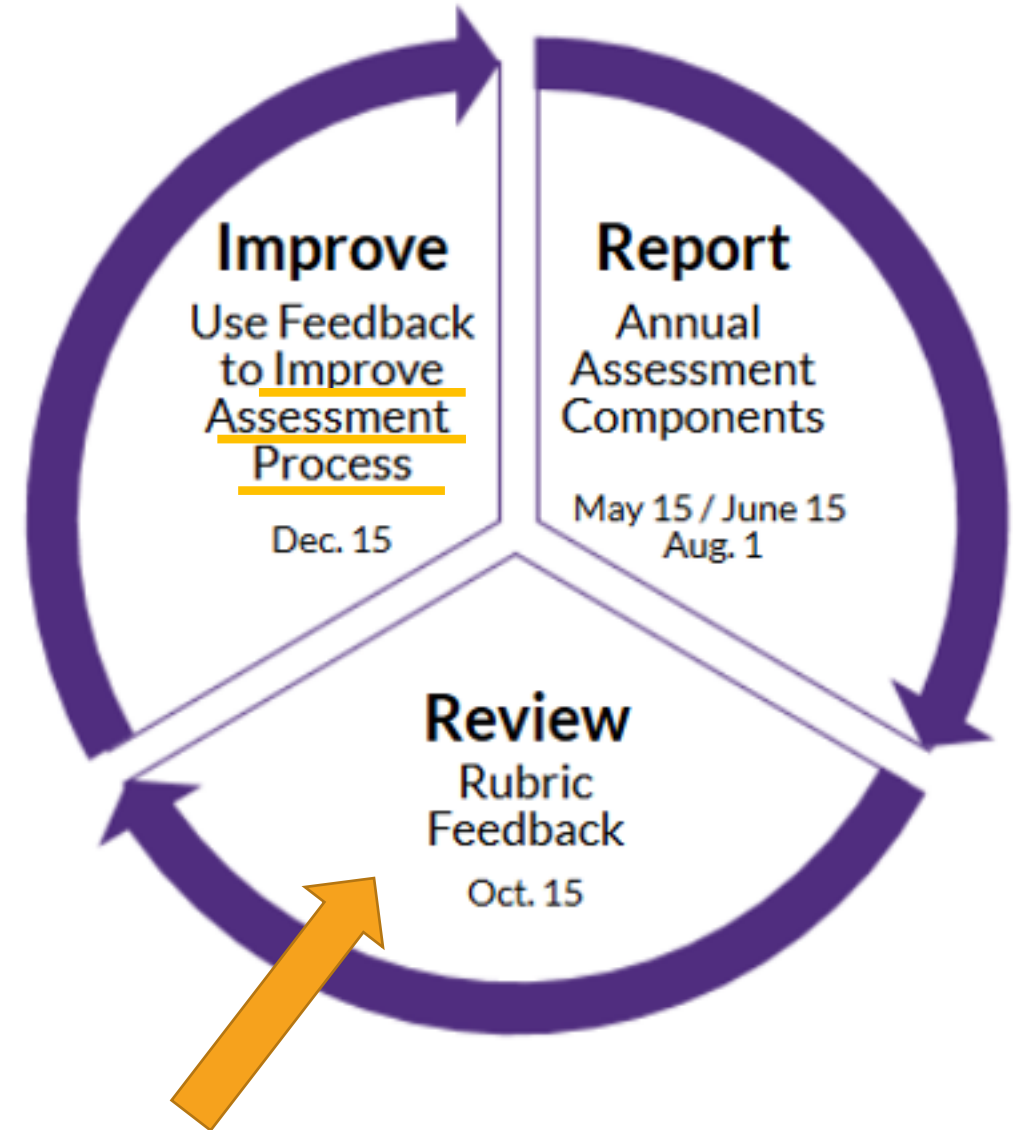Susan Morrissey

Fall 2022

WHAT IS AN I-ARC?

WHAT IS AN I-ARC?

I-ARC = Institutional Level Assessment Review Committee

Replaces the college and division level Assessment Review Committees

The main task of the I-ARC is to provide feedback to units on their annual assessment reports.

SACS-COC IE PRINCIPLE: SECTION 8 - STUDENT ACHIEVEMENT

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes and provides evidence of seeking improvement based on analysis of the results in the areas below:

a. **student learning outcomes for each of its educational programs (Student outcomes: educational programs),**

b. student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs (Student outcomes: general education),

c. academic and student services that support student success (Student outcomes: academic and student services).

WHAT DO I NEED TO DO AS PART OF THE I-ARC?

WHAT AM I REVIEWING?

Plan (columns 1 and 2):

- Provide overall comments about:
  - Outcomes
  - Means of assessment
  - Criterion for success

Report (columns 3 and 4):

- Answer rubric questions and provide comments for:
  - 2021-22 Actions Taken
  - 2021-22 Results
  - 2021-22 Analysis of Results
  - Actions Planned for 2022-23

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
Professional Dispositions - Candidates demonstrate professional dispositions and behaviors in the educational setting. **Outcome Status:** Currently Being Assessed **Outcome Type:** Student Learning Outcome **Start Date:** 08/20/2013 **5-Year Assessment Cycle:** 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023	The ECU Educator Preparation Program in the College of Education adopted a new performance assessment tool for use by all program areas during the 2091-20 academic year to replace the previous progress report to evaluate candidates during their Internship 2 semester. The new tool is the Candidate Preservice Assessment of Student Teaching (CPAST), (see "CPAST" in related documents) and is composed of 39 rubrics to cover	**Result Status:** Criterion Met **Reporting Year:** 2021-2022 Actions Taken: Professional development topics were expanded to five weeks of the Internship 2 seminar. Two new university supervisors were able to provide two new topics for the semester. The instructor added reflective journal prompts for each of the professional development topics. Results: 97% (28 out of 29) of candidates scored a 2 or higher on each of the Dispositions rubrics (N-U) Analysis of Results: This was the first year in several years	**Actions Planned:** A new professional disposition plan and procedure will be implemented Fall 2022. This will require the program to track professional dispositions throughout the program in a more formalized way. Faculty anticipate adjusting courses to accommodate these new procedures. Faculty plan to continue the professional development series in HDFS 4324 (Internship 2 seminar). In

HOW MANY OUTCOMES AM I REVIEWING?

Minimum number of outcomes:

- Undergraduate or graduate programs: review at least 3 outcomes
- Certificates and stand-alone minors: review at least 2 outcomes
- Support units: review at least 2 outcomes

Maximum number of outcomes and means of assessment:

- Rubric will only allow for 5 outcomes and 2 means of assessment per outcome to be reviewed

PREPARING FOR THE REVIEW

- You should have received the following through email:

  1. Nuventive Improve reports for the units you are assigned to review. (from Susan Morrissey)

  2. Link to complete the rubric (from ECU Surveys < ECU surveys@ecu.edu>)

From: ECU Surveys <Ecu-surveys@ecu.edu>
Sent: Tuesday, September 13, 2022 1:59 PM
To: Morrissey, Susan Lamm <MORRISSEYS@ecu.edu>
Subject: DEMO Assessment Review Rubric for Educational Programs

This email originated from outside ECU.

Dear Susan,

Thank you for serving on the Institutional Assessment Review Committee (I-ARC). You have been assigned to review Accounting (BSBA), Accounting (MSA). Your thoughtful review and feedback will help the unit to improve their report. Remember that often the comments are the most helpful part to units so please provide suggestions for improvement where appropriate.

All reviews should be complete by October 17.

Please click here to begin the review.

Thank you,

Institutional Assessment

PREPARING FOR THE REVIEW

- The link to complete the rubric is unique to the reviewer. Do not forward the link to another reviewer.

- Read through the report prior to starting the rubric.

- Some find it helpful to complete the review in a word document and then copy it into the rubric.

DEMONSTRATION OF RUBRIC IN BLUE

- eXplorance Blue is the same software used to administer course evaluations.

- Separate rubrics for:
  - Educational Programs
  - Support Units
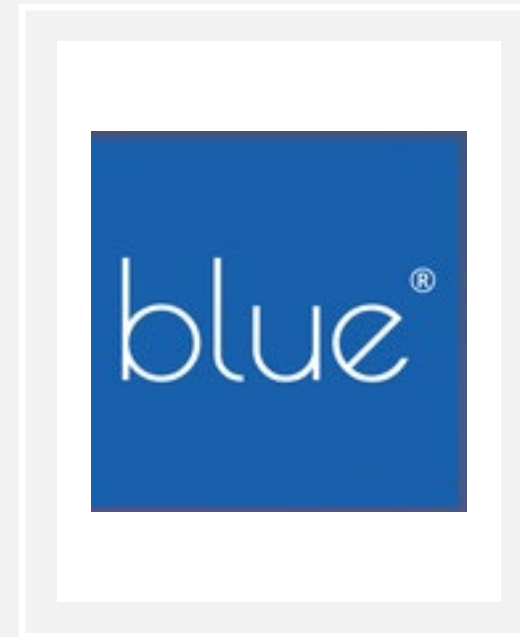
ASSESSMENT REPORT EXAMPLE: EDUCATIONAL PROGRAMS

EXAMPLE OUTCOME: THINK CRITICALLY

- MOA: A rubric applied to a case in MGMT 6722 Strategic Management.

- CFS: 80% of students will score 2 or higher on a scale of 1-3 for the case overall and also on each rubric dimension.

Actions Taken:

Version 1: Students in MGMT 6722 completed a case study. Faculty assessed the case study using a rubric. 20 students completed the case study assignment.

Version 2: Faculty emphasized critical thinking in MGMT 6722.

Version 3: MGMT 6722 faculty developed a common rubric based on the DECIDE model. The DECIDE model is a tool for teaching students how to make thoughtful decisions. Faculty teaching any courses that map to critical thinking incorporated the DECIDE model into their course. This was done by teaching students what the components of the model were and then students completed two assignments where they had to apply the DECIDE model to a management problem.

Rubric Questions:

- Does the information describe the curricular or pedagogical actions that faculty took?

- Does the information describe actions taken to improve student learning that are related to the outcome?

EXAMPLE OUTCOME: THINK CRITICALLY

- MOA: A rubric applied to a case in MGMT 6722 Strategic Management.

- CFS: 80% of students will score 2 or higher on a scale of 1-3 for the case overall and also on each rubric dimension.

Results:

Version 1: Students in MGMT 6722 scored an average of 82% on the case study.

Version 2: 83% of the students scored 80% or higher on the case study.

Version 3: Of the 23 students in MGMT 6722, 19 students scored 2 or higher on the case study.

Version 4: Of the 23 students in MGMT 6722, 83% (19 students) scored 2 or higher on the case study.

Version 5: Of the 23 students in MGMT 6722, 83% (19 students) scored 2 or higher on the case study. The percentage of students meeting the criterion by rubric dimension were as follows: D1=67%, E1=98%, C=84%, I=85%, D2=82%, E2 =83%. The criterion was partially met.

Rubric Question:

- Do the results address the criterion for success?

- MOA: A rubric applied to a case in MGMT 6722 Strategic Management.

- CFS: 80% of students will score 2 or higher on a scale of 1-3 for the case overall and also on each rubric dimension.

Analysis of Results:

Version 1: The criterion for success was partially met with at least 80% of the students scoring 2 or higher on the case study. Faculty will continue to emphasize the DECIDE Model.

Version 2: Because the overall assignment score met the criterion for success, faculty felt that the actions taken this year were successful. However, because students failed to meet the criterion on all dimensions, there is still room for improvement.

Students scored the lowest on the dimension: D1-Define Problem (67%). While this dimension did not meet the criterion for success, it is an improvement over the previous year when D1-Define Problem was 55%. Faculty also noted that in the previous year, the I-Identify Solutions dimension was below the criterion for success (77%) and had improved to 85% in the current year.

Rubric Questions:

- Does the analysis indicate if actions taken improved, did not improve or had no impact on student learning based on the results?

- Does the analysis identify one or more areas of student learning that can be improved or reinforced?

- MOA: A rubric applied to a case in MGMT 6722 Strategic Management.

- CFS: 80% of students will score 2 or higher on a scale of 1-3 for the case overall and also on each rubric dimension.

Actions Planned:

Version 1: Faculty will continue to emphasize critical thinking.

Version 2: The case study in MGMT 6722 will continue in the upcoming year.

Version 3: There is a need to increase emphasis on properly "Defining the Problem." Courses that can do this are MKTG 6762 and MIS 6713. Faculty teaching these courses will add assignments where students have to define the problem. MKTG 6762 and MIS 6713 faculty will work together to create the assignments. This practice should help improve student skill in identifying the problem.

Rubric Questions:

- Do the actions planned describe the specific curricular or pedagogical actions that faculty plan to take in the upcoming academic year(s)?

- Do the actions planned address the area for improvement or reinforcement identified in the analysis of results and are they related to the outcome?

EXAMPLES OF ACTIONS TAKEN FROM ASSESSMENT REPORTS

Instructional Strategies Modified:

Peer assessment

Additional faculty feedback

Faculty clarify assignment instructions

Assign a case study

Share good/bad examples

Provide supplemental resources

Invite guest lecturer

Move course content to online module

Course Content/Assignments Modified:

Add practice exam to course

Additional online modules

Utilize new textbook

Practice presentations

Assignment rubric revisions

Curriculum Revisions:

Adding prerequisite requirement

Course sequencing adjusted

Remove a course

New/revised course proposed/required

Curriculum review/mapping

TIPS FOR PROVIDING A GOOD REVIEW

- Tip 1: Read through the report before beginning the rubric and identify which outcomes to review (if reported on more than the minimum)

- Tip 2: Note that reviewers were provided 2-3 years of reports to see if actions taken in 2021-22 align to the actions planned in the previous reporting year.

  - IA highlighted the outcomes that have a 2021-22 report. Don't accidentally review a previous year's report.

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
Professional Dispositions - Candidates demonstrate professional dispositions and behaviors in the educational setting. **Outcome Status:** Currently Being Assessed **Outcome Type:** Student Learning Outcome **Start Date:** 08/20/2013 **5-Year Assessment Cycle:** 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023	The ECU Educator Preparation Program in the College of Education adopted a new performance assessment tool for use by all program areas during the 2091-20 academic year to replace the previous progress report to evaluate candidates during their Internship 2 semester. The new tool is the Candidate Preservice Assessment of Student Teaching (CPAST), (see "CPAST" in related documents) and is composed of 39 rubrics to cover	**Result Status:** Criterion Met **Reporting Year:** 2021-2022 Actions Taken: Professional development topics were expanded to five weeks of the Internship 2 seminar. Two new university supervisors were able to provide two new topics for the semester. The instructor added reflective journal prompts for each of the professional development topics. Results: 97% (28 out of 29) of candidates scored a 2 or higher on each of the Dispositions rubrics (N-U) Analysis of Results: This was the first year in several years	**Actions Planned:** A new professional disposition plan and procedure will be implemented Fall 2022. This will require the program to track professional dispositions throughout the program in a more formalized way. Faculty anticipate adjusting courses to accommodate these new procedures. Faculty plan to continue the professional development series in HDFS 4324 (Internship 2 seminar). In

TIPS FOR PROVIDING A GOOD REVIEW

- Tip 3: Always choose the highest-level response.

Example 1: You can tell by reading through the report that the unit is reporting on a new outcome or new means of assessment for the first time. The actions taken questions now have a "Not applicable" response so that units are not penalized in this situation for not taking actions.

If the unit described curricular or pedagogical actions on the new outcome or means of assessment, choose "Yes" instead of "Not applicable".

Rubric Question: Does the information describe the **curricular or pedagogical actions** that **faculty** took?

- Yes, actions taken describe curricular or pedagogical actions that faculty took. ⭐

- No, actions taken are not curricular or pedagogical and/or not taken by faculty.

- No, actions taken are missing.

- Not applicable because this is the first year the outcome was assessed or means of assessment was used to collect data.

TIPS FOR PROVIDING A GOOD REVIEW

- Tip 4: Only use the "report component is missing" option when it is truly missing (as in left blank).

Example: Knowledge of Law Enforcement Criterion for Success = 70% of students will score 70% or higher on the exam questions

Action Taken: Students in JUST 2012 completed a 10-question exam at the end of the course.

Action Taken Rubric Responses:

- Yes, actions taken describe curricular or pedagogical actions that faculty took.
- No, actions taken are not curricular or pedagogical and/or not taken by faculty. ⭐
- No, actions taken are missing. ❌
- Not applicable because this is the first year the outcome was assessed or means of assessment was used to collect data.
- Curricular or pedagogical actions were not taken due to the COVID-19 pandemic.

TIPS FOR PROVIDING A GOOD REVIEW

- Tip 5: Means of Assessment – Some units combined means of assessment into one box in Nuventive Improve. Review them together on the rubric.

Clinical Assessment - Students will demonstrate knowledge of assessment and diagnosis in a clinical setting.
Outcome Status: Currently Being Assessed
Outcome Type: Student Learning Outcome
Start Date: 08/01/2015
5-Year Assessment Cycle: 2016-2017, 2018-2019, 2020-2021, 2021-2022, 2024-2025

MOA 1: Audiology Clinical Evaluation Form or CALIPSO Supervisor Ratings
MOA 2: Audiology Gateway Examination. The exam has four practical portions: portions for CSDI 8000/8007 (Methods in Clinical Audiology and Lab), CSDI 8013/8100 (Methods in Clinical Audiology II / Advanced Audiology Methods Lab), CSDI 8005 (Methods in Amplification), and CSDI 8017 (Advanced Methods in Amplification II).
Criterion for Success: CFS 1: All students will receive a rating of "consistent" for skills appropriate to program progression on ECU Audiology Clinical Rating Scale or Calipso Performance Rating Scale.
CFS 2: All students will receive a passing grade (80% or better) on each practical portion of the Audiology Gateway Examination.
Means of Assessment Status: Active
Multiple Means of Assessments: Yes
Means of Assessment Category: Examination, Internship/Clinical Rotation
Related Documents:
Calipso Performance Rating Scale.pdf
ECU Audiology Clinical Rating Scale.pdf

Type a brief description of the means of assessment so that if multiple means are used, the unit can identify which one you are reviewing.
Note that some units combined means of assessment into one box in Nuventive Improve. If this is the case, please review them together.

MOA 1: Audiology Clinical Evaluation Form and MOA 2: Audiology Gateway Examination.

TIPS FOR PROVIDING A GOOD REVIEW

- Tip 5: Means of Assessment – Some units reported as two separate means of assessment. Review them separately on the rubric.

Quantitative Skills - Students will demonstrate an appropriate level of knowledge of and ability to implement quantitative methods required within the general areas of geology.
Outcome Status: Currently Being Assessed
Outcome Type: Student Learning Outcome
Start Date: 08/01/2015
5-Year Assessment Cycle: 2015-2016, 2017-2018, 2019-2020, 2021-2022, 2023-2024

Pre- and post-test of 22 questions focusing on unit conversions, mathematical computations and manipulation of mathemtical equations in GEOL2000, a course offered to mid-level students.
Criterion for Success: 80% of students will attain a score of 80% or higher on the post-test, and 50% of students will improve their pre-test scores by at least +10 percentage points.
Means of Assessment Status: Active
Means of Assessment Category: Examination
Related Documents:
GEOL2000 Quantitative Skills Exam.pdf

Laboratory exercise focusing on quantifying two-dimensional stresses that influence brittle deformation of rocks in GEOL3300, a course offered to mid/upper level students.
Criterion for Success: 80% of students will attain a score of 80% or higher on the assessment.
Means of Assessment Status: Active
Means of Assessment Category: Other Course-Embedded Assignment

Does the first outcome have a second means of assessment reported separately that needs to be reviewed?

- ● Yes
- ○ No

TIPS FOR PROVIDING A GOOD REVIEW

- Tip 6: Think like the person getting the feedback. If you received the feedback, would you be able to use it to improve your report?

- Tip 7: Comments made by the reviewers are helpful in clarifying what should be changed and how.

  - Handout of frequently used comments.

- Tip 8: Before submitting the review, a summary of your responses on the rubric will be created. DOUBLE CHECK YOU DIDN'T SKIP A QUESTION. Print or save this summary to refer to later if necessary.

TIPS FOR PROVIDING A GOOD REVIEW

- Tip 9: Complete the reviews as soon as you can after the training session.

- The review process will be fresh in your mind.

- In 2020, 36% of the reviews were not complete by mid-day of October 15.

  - Most were completed by that night.

  - IA staff had to complete several reviews on October 16.

- In 2021, all reviews were in progress or complete on the due date.

TIMELINE OF I-ARC PROCESS

By Oct 17
Complete assigned reviews

Oct 18
All feedback sent to units electronically

By Dec 15
Units complete any needed corrections in Nuventive Improve

Jan 2023
2021-22 assessment reports run and archived

WHO TO CONTACT WITH QUESTIONS

Contact your IA rep with questions about the review.

Contact Kyle Chapman (chapmank@ecu.edu) if you have questions regarding the Blue technology.

DON'T WAIT UNTIL OCTOBER 14 TO ASK QUESTIONS!

IA REPRESENTATIVES

Yihui Li:

BSOM

CAHS

CON

SODM

SA

DHS

Jeanette Morris:

COE

CFAC

CHHP

AA

Susan Morrissey:

HCAS

COB

CET

Chan Div

Athletics

LARGE GROUP EXERCISE

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
Knowledge of Security Studies Concepts - Students will demonstrate advanced knowledge of the major concepts of security studies. **Outcome Status:** Currently Being Assessed **Outcome Type:** Student Learning Outcome **Start Date:** 08/01/2016 **5-Year Assessment Cycle:** 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024, 2024-2025	A 20-item timed test of students' knowledge of key concepts will be administered (via Blackboard) to students when they schedule their comprehensive exam. Both MSSS and certificate students complete the timed test. Sample concept exam questions are related. **Criterion for Success:** A concept exam score above 80% will be deemed acceptable. The criterion for success will be met for the program if at least 80% of the students completing the concepts exam scored above 80%. **Means of Assessment Status:** Active **Means of Assessment Category:** Examination **Related Documents:** Assessment Test Security Studies Concepts.pdf	**Result Status:** Criterion Met **Reporting Year: 2021-2022** 1. The program director has provided the course instructor for SECS 6000 with the list of concepts that is tested in the assessment quizzes and has identified the key concepts on which students have scored poorly, namely autarky and the petrodollar system. The Security Studies concepts list was revised and amended. The updated list with definitions of concepts is now available to students in the Getting Started in Security Studies course and in the Comprehensive Exam course. 2. Altogether 12 students have taken the Security Studies concepts quiz in AC 21/22. 83% of the students scored above 80%. The average score for correct answers was 83%. This means that the criterion was met. 3. In the previous year only 63% of students scored above 80% with an average score of 82%, which amounts to a significant improvement in terms of more students achieving the target score and a slight improvement in terms of the average score. However, in the previous year only eight students took the exam compared to twelve this year, which means that even a single student reaching or not reaching the target score has a huge impact percentage-wise. There were two questions that were answered correctly by 50% or less of all students: one was again the question on autarky and the other was on the instruments of power. The question on the petrodollar system was now answered correctly by 67% of the students, which is an improvement to the previous year.	**Actions Planned:** 4. The approach taken this year seems to be working as the student performance in the concepts quiz has improved. The program director will continue to update and revise the concepts list and will make the list available to the SECS 6000 course instructor and other relevant SECS faculty with the advice that the concepts should be covered in some form in SECS courses. This will further improve the familiarity of students with key concepts. The program director will advise students to review the concepts list before taking the Security Studies concepts test. (05/10/2022)

Outcome: Students will demonstrate advanced knowledge of the major concepts of security studies.
MOA: 20-item timed test of key concepts
CFS: 80% of students score above 80% on the exam.

Actions Planned: 4. The students seem to get always the same concepts wrong, which means that they are not sufficiently emphasized in the core courses. The program director will ask the faculty member who will teach SECS 6000 in fall term 2021 to include the concepts that many graduate students failed to identify correctly. The program director will emphasize these concepts in the courses that he will teach in academic year 2021/22. Students will be advised to revise the list of concepts and their definitions before taking the comprehensive exam. (05/05/2021)

Result Status: Criterion Met
Reporting Year: 2021-2022
1. The program director has provided the course instructor for SECS 6000 with the list of concepts that is tested in the assessment quizzes and has identified the key concepts on which students have scored poorly, namely autarky and the petrodollar system. The Security Studies concepts list was revised and amended. The updated list with definitions of concepts is now available to students in the Getting Started in Security Studies course and in the Comprehensive Exam course.

Actions Taken:

1. Does the information describe the curricular or pedagogical actions (any changes to course/program content or how content is delivered to students) that faculty took?

- Yes, actions taken describe curricular or pedagogical actions that faculty took.

- No, actions taken are not curricular or pedagogical and/or not taken by faculty.

- No, actions taken are missing.

- Not applicable because this is the first year the outcome was assessed or means of assessment was used to collect data.

- Curricular or pedagogical actions were not taken due to the COVID-19 pandemic.

Outcome: Students will demonstrate advanced knowledge of the major concepts of security studies.
MOA: 20-item timed test of key concepts
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2. Altogether 12 students have taken the Security Studies concepts quiz in AC 21/22. 83% of the students scored above 80%. The average score for correct answers was 83%. This means that the criterion was met.

3. In the previous year only 63% of students scored above 80% with an average score of 82%, which amounts to a significant improvement in terms of more students achieving the target score and a slight improvement in terms of the average score. However, in the previous year only eight students took the exam compared to twelve this year, which means that even a single student reaching or not reaching the target score has a huge impact

Actions Taken:

2. Does the information describe actions taken to improve student learning that are related to the outcome?

- Yes, actions taken describe ways to improve student learning related to the outcome.

- No, actions taken are not related to student learning and/or not related to the outcome.

- No, actions taken are missing.

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Outcome: Students will demonstrate advanced knowledge of the major concepts of security studies.
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Results:

1. Do the results address the criterion for success?

- Yes, results are stated in the language of the criterion for success.

- No, results are not stated in the language of the criterion for success.

- No, results are missing.

- Results were not collected due to the COVID-19 pandemic.

Outcome: Students will demonstrate advanced knowledge of the major concepts of security studies.
MOA: 20-item timed test of key concepts
CFS: 80% of students score above 80% on the exam.

Result Status: Criterion Met
1. The program director has provided the course instructor for SECS 6000 with the list of concepts that is tested in the assessment quizzes and has identified the key concepts on which students have scored poorly, namely autarky and the petrodollar system. The Security Studies concepts list was revised and amended. The updated list with definitions of concepts is now available to students in the Getting Started in Security Studies course and in the Comprehensive Exam course.
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percentage-wise. There were two questions that were answered correctly by 50% or less of all students: one was again the question on autarky and the other was on the instruments of power. The question on the petrodollar system was now answered correctly by 67% of the students, which is an improvement to the previous year.

Analysis of Results:

1. Does the analysis indicate if actions taken improved, did not improve or had no impact on student learning based on the results?

- Yes, the analysis does indicate actions improved, did not improve or had no impact on student learning.

- No, the analysis does not indicate that actions improved, did not improve or had no impact on student learning.

- No, analysis of results are missing.

- Not applicable because this was the first year the outcome was assessed or means of assessment was used to collect data.

- Analysis of Results was not completed due to the COVID-19 pandemic.

Outcome: Students will demonstrate advanced knowledge of the major concepts of security studies.
MOA: 20-item timed test of key concepts
CFS: 80% of students score above 80% on the exam.

Result Status: Criterion Met
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Analysis of Results:

2. Does the analysis identify one or more areas of student learning that can be improved or reinforced?

- Yes, the analysis identifies one or more areas of student learning that can be improved or reinforced.

- No, the analysis does not identify one or more areas of student learning that can be improved or reinforced.

- No, analysis of results are missing.

- Analysis of Results was not completed due to the COVID-19 pandemic.

Outcome: Students will demonstrate advanced knowledge of the major concepts of security studies.
MOA: 20-item timed test of key concepts
CFS: 80% of students score above 80% on the exam.

Actions Planned: 4. The approach taken this year seems to be working as the student performance in the concepts quiz has improved. The program director will continue to update and revise the concepts list and will make the list available to the SECS 6000 course instructor and other relevant SECS faculty with the advice that the concepts should be covered in some form in SECS courses. This will further improve the familiarity of students with key concepts. The program director will advise students to review the concepts list before taking the Security Studies concepts test.
(05/10/2022)

Actions Planned:

1. Do the actions planned describe the specific curricular or pedagogical actions (any changes to course/program content or how content is delivered to students) that faculty plan to take in the upcoming academic year(s)?

- Yes, actions planned describe curricular or pedagogical actions that faculty will take.

- No, actions planned are not curricular or pedagogical and/or not taken by faculty.

- No, actions planned are missing.

- Actions Planned were impacted by the COVID-19 pandemic. Note that if units were impacted by COVID-19, they were instructed to briefly describe data that will be collected along with the curricular or pedagogical actions to be implemented, if applicable.

Outcome: Students will demonstrate advanced knowledge of the major concepts of security studies.

MOA: 20-item timed test of key concepts

CFS: 80% of students score above 80% on the exam.

3. In the previous year only 63% of students scored above 80% with an average score of 82%, which amounts to a significant improvement in terms of more students achieving the target score and a slight improvement in terms of the average score. However, in the previous year only eight students took the exam compared to twelve this year, which means that even a single student reaching or not reaching the target score has a huge impact percentage-wise. There were two questions that were answered correctly by 50% or less of all students: one was again the question on autarky and the other was on the instruments of power. The question on the petrodollar system was now answered correctly by 67% of the students, which is an improvement to the previous year.

Actions Planned: 4. The approach taken this year seems to be working as the student performance in the concepts quiz has improved. The program director will continue to update and revise the concepts list and will make the list available to the SECS 6000 course instructor and other relevant SECS faculty with the advice that the concepts should be covered in some form in SECS courses. This will further improve the familiarity of students with key concepts. The program director will advise students to review the concepts list before taking the Security Studies concepts test.

Actions Planned:

2. Do the actions planned address the area for improvement or reinforcement identified in the analysis of results and are they related to the outcome?

- Yes, actions planned address the area for improvement or reinforcement identified in the analysis of results and are related to the outcome.

- No, actions planned did not address the area for improvement or reinforcement identified in the analysis of results and/or not related to the outcome.

- No, actions planned are missing.

- Actions Planned were impacted by the COVID-19 pandemic. Note that if units were impacted by COVID-19, they were instructed to briefly describe data that will be collected along with the curricular or pedagogical actions to be implemented, if applicable.