Facilitating Assessment Discussions: Educational Programs

Office of Institutional Assessment
East Carolina University
Office for Faculty Excellence Session
Assessment Assist
Assessment Help Sessions for Individuals and Small Groups

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

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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Workshop Materials: Available Online
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 Institutional Assessment’s Educational Program Discussion Worksheets
• 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:
1. summarized data on student performance and
2. 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:
1. Actions Taken Worksheet
2. Results Worksheet
3. Analysis of Results Worksheet
4. Actions Planned Worksheet.

An additional worksheet is available to support evaluation of your assessment process:
5. Evaluating the Assessment Process Worksheet.

TIP:
Print a copy for each outcome.
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

I. 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

3. What do the assessment results say about how well all students, or subgroups of students, achieved the intended program SLO?

4. On what criteria or sub-skills do students seem to be doing particularly well or seem to be struggling?

5. What about the results is surprising?

6. 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?

7. Were there other variables that could have impacted the Results? If so, what were they?

8. 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 method (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.

Assessment Reporting Guidelines

Educational Programs

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 Criteria 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 areas 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 outcomes? 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.).