



USING THE ARC REVIEW RUBRIC TO IMPROVE ANNUAL ASSESSMENT REPORTS

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APRIL 10, 2019

MAY 13, 2019

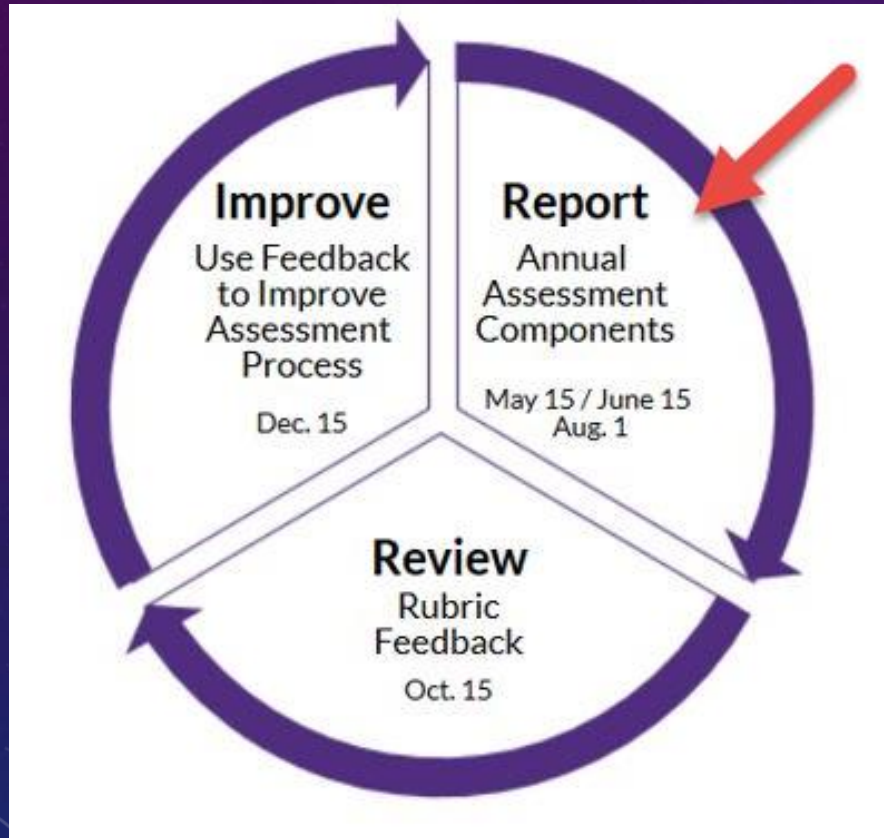
OUTLINE

- Overview of the assessment report and review cycle
- Components of the annual assessment report and how they relate to the ARC review
- Institutional Assessment resources

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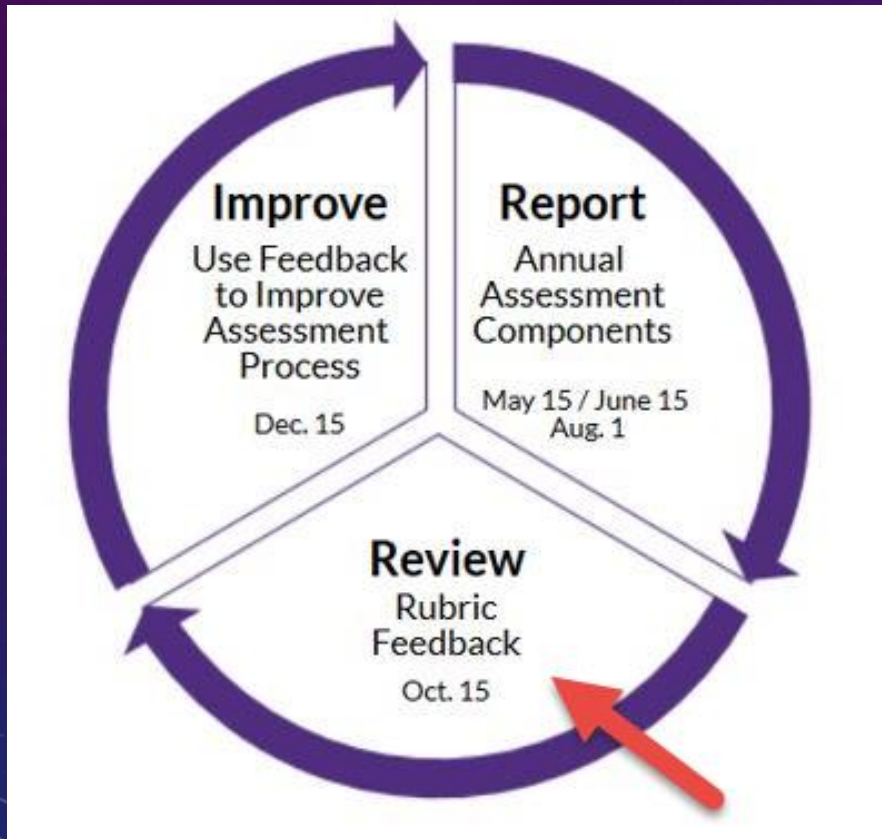
OVERVIEW OF THE ASSESSMENT REPORT AND REVIEW CYCLE

OVERVIEW OF THE ASSESSMENT REPORT AND REVIEW CYCLE



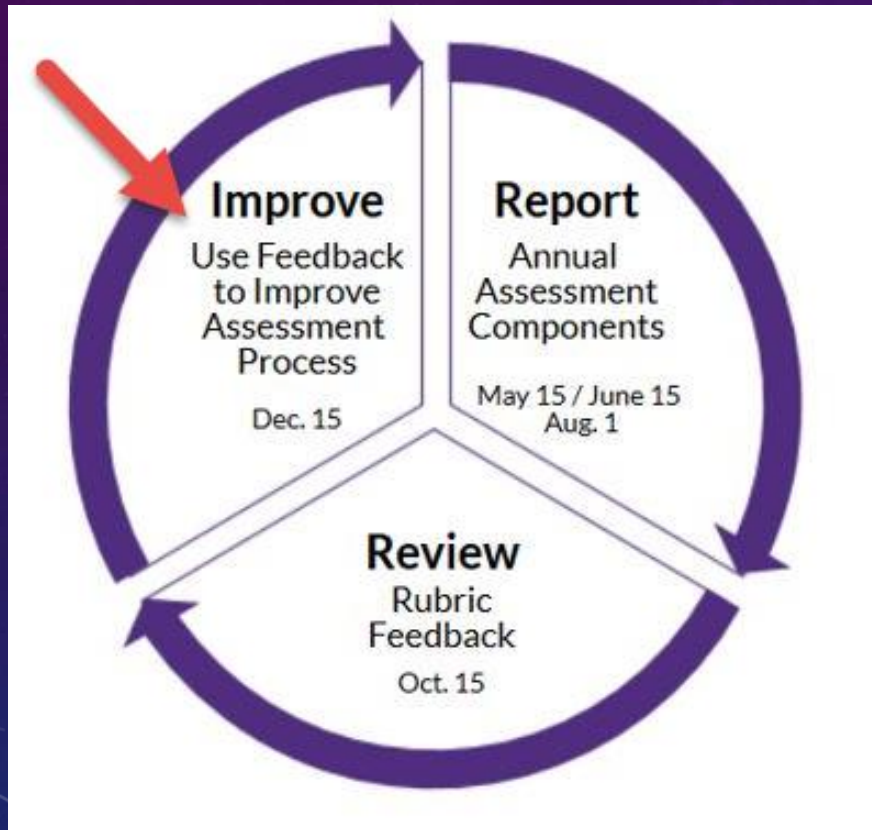
- Annual assessment reports due May 15 for 9-month faculty or June 15 for 12-month faculty
- Undergraduate and graduate programs report on at least 3 student learning outcomes.
- Certificates and stand alone minors report on at least 2 outcomes.
- A complete report includes the following components for the correct number of outcomes:
 - Actions Taken
 - Results
 - Analysis of Results
 - Actions Planned

OVERVIEW OF ASSESSMENT REPORT AND REVIEW CYCLE

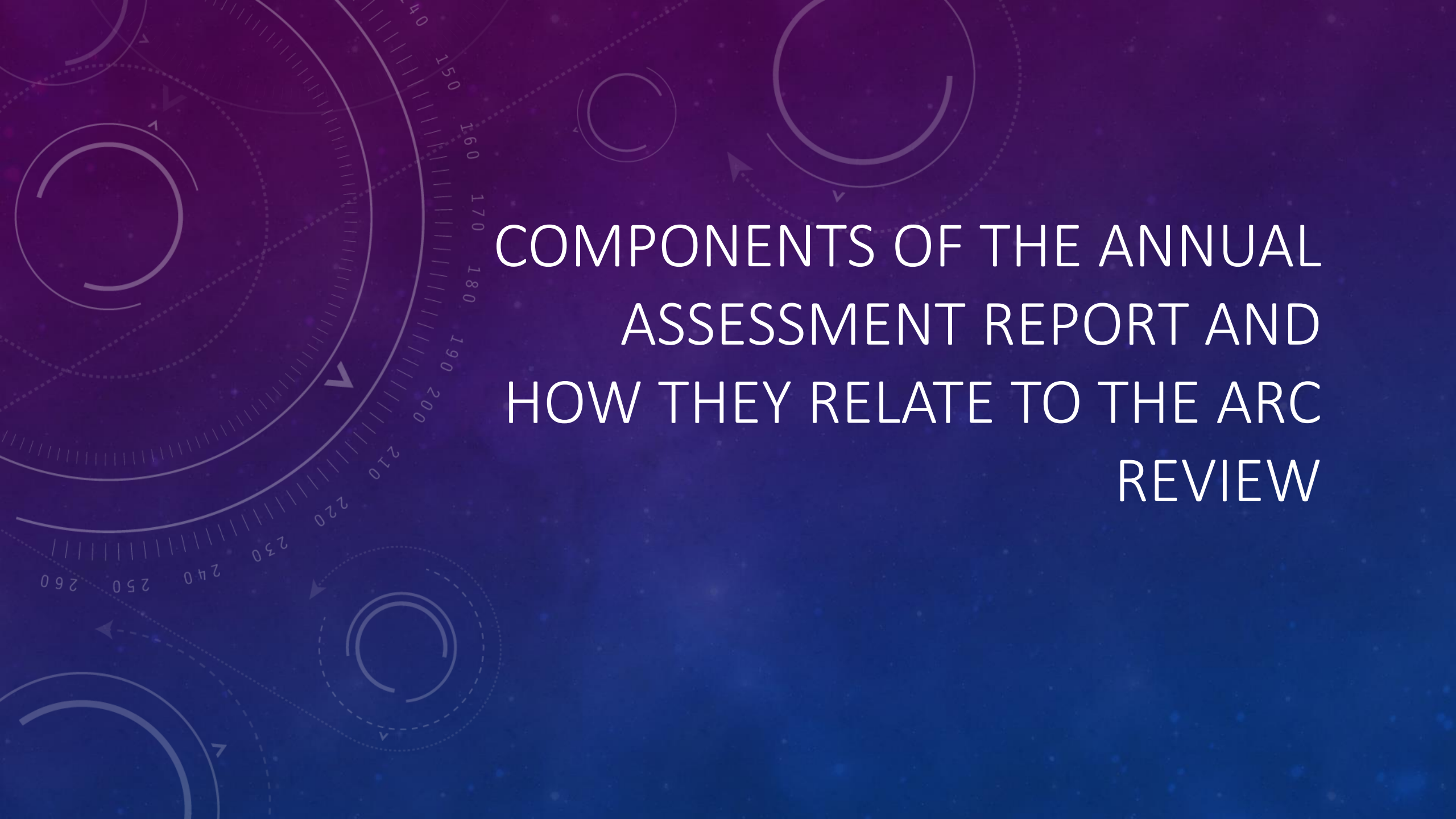


- Assessment Review Committees (ARCs) for each college/school and division
- ARCs review at least half of the annual assessment reports using a rubric. Some ARCs review all reports every year.
- Late August through October 15
- Rubric feedback sent to unit assessment coordinators on October 16
- Summary reports sent to department chairs and IAAC reps late October

OVERVIEW OF ASSESSMENT REPORT AND REVIEW CYCLE



- From October 16 – December 15 programs use the rubric feedback to make improvements to their assessment reports.
- Annual assessment reports are run and archived early January.

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COMPONENTS OF THE ANNUAL ASSESSMENT REPORT AND HOW THEY RELATE TO THE ARC REVIEW

COMPONENTS OF THE ANNUAL ASSESSMENT REPORT

Component	Definition
1. Actions Taken	A summary of the curricular and pedagogical actions faculty took to improve student learning that are related to the outcome.
2. Results	A summary of the data collected from the Means of Assessment, stated in terms of the Criterion for Success.
3. Analysis of Results	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.
4. Actions Planned	A summary of the curricular or pedagogical steps faculty will take to improve or reinforce student learning for the area identified in the analysis.

ACTIONS TAKEN

Report Component Description

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

ARC 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?

RESULTS

Report Component Description

- Results - A summary of the data collected from the Means of Assessment, stated in terms of the Criterion for Success.

ARC Rubric Question

- Do the results address the criterion for success?

ANALYSIS OF RESULTS

Report Component Description

- Analysis of Results - 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.

ARC 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?

ACTIONS PLANNED

Report Component Description

- Actions Planned –A summary of the curricular or pedagogical steps faculty will take to improve or reinforce student learning for the area identified in the analysis.

ARC 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?

The background features a blue gradient with several circular gauges and arrows. One large gauge on the left has a scale from 140 to 260. Other gauges are smaller and scattered across the scene. Arrows indicate various directions of movement, some pointing towards the center and others away from it. The overall aesthetic is technical and data-oriented.

ASSESSMENT REPORT EXAMPLES

EXAMPLE OUTCOME: KNOWLEDGE OF GEOLOGICAL CONTENT AREAS

MOA: Lab exercise in GEOL 3200 focusing on the construction of geological maps and a geological cross section using field data.

CFS: 80% of students will score 80% or higher on the exercise.

Actions Taken:

Version 1: Students in GEOL 3200 completed an exercise that focused on the construction of geological maps and a geological cross section using field data.

Version 2: Students in GEOL 3200 completed an additional assignment.

★ Version 3: In the previous assessment cycle, it was noted that students struggled with cross section construction and data interpolation skills. In Fall 2018, the instructor in GEOL 3200 added an extra class assignment to give students additional time to improve cross section construction and data interpolation skills. During this activity, the instructor guided students through a detailed example similar to the activity. The instructor highlighted specific aspects of the example and worked through the example very carefully to help prepare the students for tasks within the activity that have been stumbling blocks in the past.

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: KNOWLEDGE OF GEOLOGICAL CONTENT AREAS

MOA: Lab exercise in GEOL 3200 focusing on the construction of geological maps and a geological cross section using field data.

CFS: 80% of students will score 80% or higher on the exercise.

Results:

Version 1: Students in GEOL 3200 scored an average of 80% on the exercise.

Version 2: 83% of the students scored a 3 or higher on the assignment according to the rubric.

Version 3: Of the 23 students in GEOL 3200, 19 students scored at least 80% on the assignment.

★ Version 4: Of the 23 students in GEOL 3200, 83% (19 students) scored at least 80% on the assignment. The criterion for success was met.

Rubric Question:

- Do the results address the criterion for success?

EXAMPLE OUTCOME: KNOWLEDGE OF GEOLOGICAL CONTENT AREAS

MOA: Lab exercise in GEOL 3200 focusing on the construction of geological maps and a geological cross section using field data.

CFS: 80% of students will score 80% or higher on the exercise.

Analysis of Results:

~~Version 1: The criterion for success was met with at least 80% of the students scoring 80% or higher on the exercise. Faculty will continue to emphasize knowledge of geological content areas.~~

★ Version 2: Faculty compared this year's results to the previous year and found that the overall results had improved (72% met criterion for success last year compared to 83% this year). It was noted that the students improved specifically in the area that they had struggled with the previous year: cross section construction and data interpolation skills. Therefore, faculty felt that the actions taken this year where the instructor guided students through an example similar to the graded exercise had a positive impact on the results.

Successful completion of this exercise requires students to think in three dimensions and project data from one portion of the map to another, and then to transfer that data onto a separate cross section diagram. Some of the students struggled with this skill during the exercise.

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?

EXAMPLE OUTCOME: KNOWLEDGE OF GEOLOGICAL CONTENT AREAS

MOA: Lab exercise in GEOL 3200 focusing on the construction of geological maps and a geological cross section using field data.

CFS: 80% of students will score 80% or higher on the exercise.

Actions Planned:

Version 1: The exercise in GEOL 3200 will continue in the upcoming year.

Version 2: Faculty will continue to emphasize knowledge of geological content areas.

★ Version 3: The instructor in GEOL 3200 will continue to utilize the extra class assignment as a way to maintain the positive results related to cross section construction and data interpolation skills. To improve three dimensional thinking skills, the instructor will add an exercise where the students can practice this skill by projecting data in 3-D space from geological maps onto cross section lines. Specifically the exercise will involve making sketches using lines and elevations of contacts to determine structures in the subsurface.

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?

EXAMPLE OUTCOME: KNOWLEDGE OF GEOLOGICAL CONTENT AREAS

MOA: Lab exercise in GEOL 3200 focusing on the construction of geological maps and a geological cross section using field data.

CFS: 80% of students will score 80% or higher on the exercise.

Actions Taken, Results and Analysis of Results	Actions Planned
<p data-bbox="114 406 1605 706">Actions Taken: In the previous assessment cycle, it was noted that students struggled with cross section construction and data interpolation skills. In Fall 2018, the instructor in GEOL 3200 added an extra class assignment to give students additional time to improve cross section construction and data interpolation skills. During this activity, the instructor guided students through a detailed example similar to the activity. The instructor highlighted specific aspects of the example and worked through the example very carefully to help prepare the students for tasks within the activity that have been stumbling blocks in the past.</p> <p data-bbox="114 763 1605 835">Results: Of the 23 students in GEOL 3200, 83% (19 students) scored at least 80% on the assignment. The criterion for success was met.</p> <p data-bbox="114 892 1605 1149">Analysis of Results: Faculty compared this year's results to the previous year and found that the overall results had improved (72% met criterion for success last year compared to 83% this year). It was noted that the students improved specifically in the area that they had struggled with the previous year: cross section construction and data interpolation skills. Therefore, faculty felt that the actions taken this year where the instructor guided students through an example similar to the graded exercise had a positive impact on the results.</p> <p data-bbox="114 1206 1605 1335">Successful completion of this exercise requires students to think in three dimensions and project data from one portion of the map to another, and then to transfer that data onto a separate cross section diagram. Some of the students struggled with this skill during the exercise.</p>	<p data-bbox="1745 406 2395 978">The instructor in GEOL 3200 will continue to utilize the extra class assignment as a way to maintain the positive results related to cross section construction and data interpolation skills. To improve three dimensional thinking skills, the instructor will add an exercise where the students can practice this skill by projecting data in B-D space from geological maps onto cross section lines. Specifically the exercise will involve making sketches using lines and elevations of contacts to determine structures in the subsurface.</p>

ONE FINAL THOUGHT ABOUT ACTIONS TAKEN AND PLANNED

- Actions taken and planned do not have to be huge actions that may take years to implement, like redesigning the curriculum.

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

The background is a gradient from dark purple at the top to dark blue at the bottom, with a subtle starry pattern. On the left side, there are several overlapping circular elements. A prominent one is a large circular scale with tick marks and numbers ranging from 140 to 260. Other circles include dashed lines, solid lines, and arrows, suggesting a process or cycle. The overall aesthetic is technical and modern.

INSTITUTIONAL ASSESSMENT RESOURCES

INSTITUTIONAL ASSESSMENT RESOURCES

- Reporting Guidelines
- Rubrics
- Worksheets
- Workshops offered through OFE – Facilitating Assessment Discussions
- Assessment Assist

IPAR INSTITUTIONAL PLANNING, ASSESSMENT AND RESEARCH Academic Affairs

AiM™ | College Portrait | CURRICULOG | sam Student Assessment Measure | SharePoint | Nuventive.Improve

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- Institutional Research
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Assessment Resources

[Nuventive Improve Manual \(formerly TracDat\)](#)

Educational Program Resources	Support Unit Resources
Assessment Plan Guidelines	Support Units Assessment Plan Guidelines
Assessment Report Guidelines	Assessment Report Guidelines
Assessment Review Rubric	Assessment Review Rubric
How to Write Program Student Learning Outcomes	CAS Standards
How to Report on a New Outcome	ECU Division of Student Affairs
Educational Program Assessment Discussion Worksheet	Support Unit Assessment Discussion Worksheet

Types of Outcomes

FACILITATING ASSESSMENT DISCUSSIONS WORKSHEETS

Actions Taken:

Was the last action plan implemented?

What curricular/pedagogical changes were made?

Was the curriculum delivered differently?

Results:

What results were generated from the means of assessment?

Were multiple means of assessment used?

Was the criterion for success met?

Analysis of Results:

How do findings compare to past results?

In faculty's professional judgment, does it appear that the actions taken had an impact on the results?

On what criteria do students seem to be doing particularly well or seem to be struggling?

What about the results is surprising?

What are the areas where you would like to see student performance improved or reinforced?

Actions Planned:

Based on the area for improvement identified in the analysis, where in the program could you take curricular or pedagogical actions to contribute to the learning outcome?

What other actions could be implemented to impact the outcome outside of the course where it is assessed?

INSTITUTIONAL ASSESSMENT REPRESENTATIVES

Jeanette Morris

- College of Health and Human Performance
- College of Education
- College of Fine Arts and Communication
- Academic Affairs

Yihui Li

- College of Nursing
- College of Allied Health Sciences
- Brody School of Medicine
- School of Dental Medicine

Susan Morrissey

- Thomas Harriot College of Arts and Sciences
- College of Business
- College of Engineering and Technology