

Assessment Reporting Guidelines

SUPPORT UNITS

All support units are required to have assessment plans (outcomes, means of assessment and criterion for success) and report the components below annually in Nuventive.

Annual Assessment Report Deadline: August 1

Report Components

1. Report Component: Actions Taken

The Actions Taken component summarizes actions staff took to improve the outcome.

Questions to consider: What changes were made since the outcome's last report? Was the last action plan implemented?

2. Report Component: Results

The Results component is a summary of the data collected from the means of assessment (MOA) and should be stated in terms of the criterion for success (CFS).

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 component includes the following:

1. Evaluation of the impact of the Actions Taken by staff on the Results
2. Identification of at least one area for improvement or reinforcement based on the Results

Questions to consider: In staff's professional judgment, does it appear that the Actions Taken had an impact on the Results? Were there other variables that could have impacted the Results? If so, what were they? Based on the interpretation of the Results, what area(s) could be improved or reinforced?

4. Report Component: Actions Planned

The Actions Planned component summarizes the steps staff will take to improve or reinforce the area identified in the analysis.

Questions to consider: What specific steps can staff take to address the area for improvement or reinforcement?

Supporting Documentation (Optional)

Supporting documentation (e.g., meeting minutes, reports, data tables, etc.) can be added either by attaching documents or by directly inserting tables or screenshots in the Supporting Tables and Graphs section.

Stand-alone support units report on only two outcomes. Support units that contain multiple units (rolled up) report on one outcome per individual unit.

Individual divisions/colleges may set earlier deadlines and/or more requirements for reporting annual assessment data. Although individual assessment requirements may differ slightly from the institution's requirements, they must meet all institutional expectations.



ECU

**INSTITUTIONAL PLANNING,
ASSESSMENT AND RESEARCH**

REPORT EXAMPLE

Outcome:

Increase the range of Assistive Technology Center users so that they represent various programs across campus and the community.

Means of Assessment (MOA):

Sign-in records to document the number and affiliation of users of the Assistive Technology Center.

Criterion for Success (CFS):

At least 60% of the users are from outside the Department of Special Education, Foundations and Research (SEFR).

Includes specific actions taken during the year. References last year's action plan and explains why not all of the actions were implemented.

1. Actions Taken: The last action plan included meeting with specific departments to share information about center resources, such as sessions and labs, and to make suggestions for how to embed them in their courses. *The director was able to meet with faculty from the Department of Communication Sciences and Disorders (Speech-Language and Hearing Clinic) and the Department of Human Development and Family Science (HDFS).* The reading education and elementary education programs were identified as areas that could benefit from the professional development sessions; however, meetings were not scheduled due to time constraints and other items that needed attention and time. *The director made queries about how to obtain promotional materials but did not order any during this academic year due to the need to find funding that will allow this type of purchase. Templates for brochures were developed and are currently under review.*

Results stated in terms of criteria for success

2. Results: In the current reporting year, the total number of participants in the Assistive Technology Center professional development sessions was 1,485 individuals.

- SEFR: 180 (12%)
- *Outside SEFR: 1,267 (85%)*
- Unidentified: 38 (3%)

See the attached table. The criterion of 60% being outside SEFR was met.

Evaluation of the impact of the actions taken on the results

3. Analysis of Results: Compared to last year, there was growth in the number of participants outside of SEFR (67% vs. 85%). These are primarily a mix of occupational therapy, speech language and HDFS students, as well as other majors who take the SPED 2000 course. *While we were not able to implement all of the actions planned from the previous year, meetings between the director and faculty were effective in diversifying participants.* In looking more closely at the participants outside of SEFR, it was noted that only 20% came from other College of Education (COE) departments. These percentages highlight the *need to increase COE numbers. Therefore, areas to target are reading and elementary education programs as well as others from COE* to embed a specific professional development session that is relevant to their particular program or course.

Area for improvement or reinforcement

4. Actions Planned: *The director will (1) work on identifying available monies for promotional materials to increase awareness of the Assistive Technology Center and its offerings across COE and the university; (2) will identify specific professional development sessions that will align with specific programs and will meet with faculty in those programs to seek inclusion of a session in one or more courses; and (3) will seek an approved finalized brochure template and develop/disseminate center information via the brochure.* It is anticipated that these actions will promote the center's mission and allow for a broader audience to engage with the Assistive Technology Center.

Actions specifically targeting area for improvement or reinforcement