

INSTITUTIONAL
ASSESSMENT
REVIEW
COMMITTEE
TRAINING

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Fall 2024





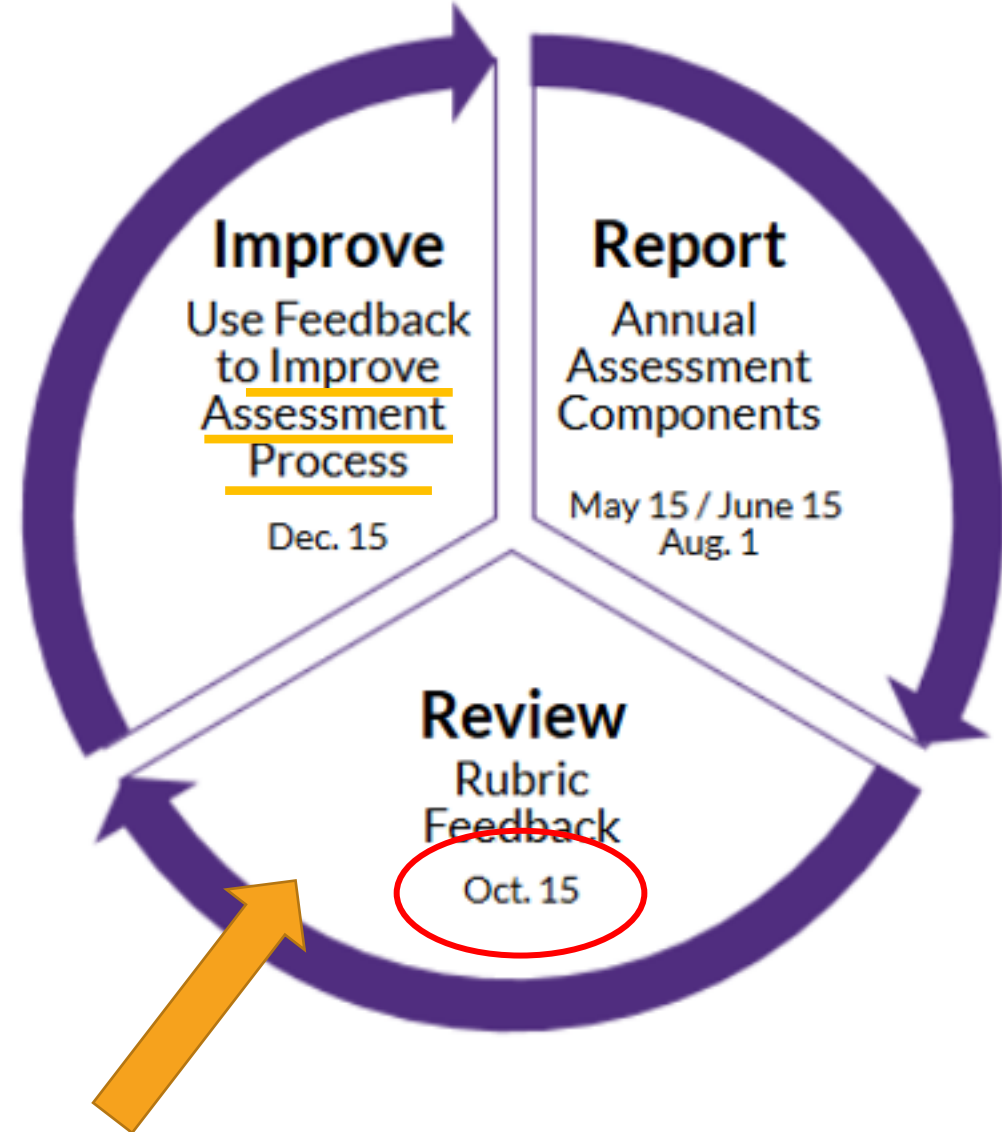
WHAT IS AN I-ARC?

WHAT IS AN
I-ARC?

I-ARC = Institutional Level
Assessment Review
Committee

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

ASSESSMENT REVIEW PROCESS



Work of the I-ARC

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).



NEW FOR
FALL 2024
IARC

- Rubric has been revised:
 - Five questions per outcome instead of seven
 - Questions have been revised slightly
- Review completed in Nuventive, instead of Blue
- Feedback report to unit will look different

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



WHAT AM I REVIEWING?

Plan: Provide overall comments about:

- Outcomes
- Means of assessment
- Criterion for success

Report: Answer rubric questions and provide comments for:

- 2023-24 Actions Taken
- 2023-24 Results
- 2023-24 Analysis of Results
- Actions Planned for 2024-25

Concepts and Methods of Cultural Anthropology

Upon completion of the Anthropology BA program students will demonstrate knowledge of the concept of culture and the range of cultural variations on a global scale.

Outcome Status: Currently Being Assessed

Outcome Type: Student Learning Outcome

Start Date: 08/01/2008

5-Year Assessment Cycle: 2015-2016, 2016-2017, 2017-2018, 2018-2019, 2021-2022, 2022-2023, 2023-2024, 2024-2025

Means of Assessment & Criteria for Success	Actions Taken, Results, Analysis, & Actions Planned
Means of Assessment Status: Active Means of Assessment Category: Examination Means of Assessment: A 20-question, multiple-choice exam is given to students in the senior, capstone course (ANTH 4025) to test them on core concepts in	Report Entry Date: 05/08/2024 Reporting Year: 2023-2024 Actions Taken: In AY 2023-2024 Faculty provided additional instruction on evolutionary forces. This included the use of required readings and additional lecture content. Results: In AY 2023-2024 the criterion for success was not met as 32 (48%) of 67 students

HOW MANY OUTCOMES AM I REVIEWING?

Recommended number of outcomes and means of assessment:

- Undergraduate or graduate programs: review 3 outcomes
- Certificates and stand-alone minors: review 2 outcomes
- Support units: review 2 outcomes
- For all, review only one means of assessment

PREPARING FOR THE REVIEW

- You should have received the following through email:
 - Nuventive Improve reports for the units you are assigned to review
 - Word version of the rubric
 - Resource showing steps in NI to complete the rubric
- You should have reviewer's access to assigned units in NI .
 - If not, contact Susan Morrissey

PREPARING FOR THE REVIEW

- 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.

The screenshot displays the Nuventive Solutions web application interface. The top navigation bar includes the Nuventive Solutions logo, the user's name "Welcome, morrisseys@ecu.edu", and a "Go To My Assignments" button. The main content area is titled "COB Program - Entrepreneurship (UG Cert)". A left-hand sidebar menu lists various sections, with "IARC REVIEW RUBRIC" highlighted in yellow. A red arrow points from this menu item to the main content area. The main content area shows a message: "No responses have been entered. Please click the add button + to create a responses". Another red arrow points from this message to a "Rubric Report" card on the right side of the interface. The "Rubric Report" card features the ECU logo and the text "Rubric Report". Below it is a Microsoft Word icon with the text "2023-24 COB Program - Entrepre...".

DEMONSTRATION OF RUBRIC IN NUVENTIVE IMPROVE



The screenshot shows a web browser window with the URL <https://ipar.ecu.edu>. The browser's taskbar at the top includes icons for East Carolina University, ECU Help Desk, Nuventive Solutions E..., Nuventive Improve v5, IPAR, and NI and ECU| Trello. The website header features the ECU logo and a search icon. Below the header is a navigation menu with links for IPAR, About, Planning, Assessment, Research, Accreditation, and Requests. The main content area begins with a welcome message: "Welcome to the online home of Institutional Planning, Assessment and Research (IPAR)", followed by a paragraph describing the organization's role. A prominent link reads "IPAR Business Intelligence App: Interactive Dashboards For ECU Faculty & Staff". Below this is a grid of six service tiles: Mission, Institutional Research, Institutional Assessment, Space Planning, Academic Planning, and Strategic Planning. At the bottom of the page, a row of six purple buttons is displayed: AiM™, Curriculog™, Nuventive Improve, Blue, Compliance Assist, and Faculty 180. A red arrow points from the bottom of the grid towards the "Nuventive Improve" button.

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 Question:

- In the actions taken, did faculty take student learning outcome (SLO)-related curricular or pedagogical actions to improve student learning, such as modifications to course or program content or methods of content delivery?

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?

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.

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: DI-Define Problem (67%). While this dimension did not meet the criterion for success, it is an improvement over the previous year when DI-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:

- In the analysis, did faculty evaluate the impact of the actions taken on the results based on their professional judgement?
- In the analysis, did faculty identify one or more areas of student learning that can be improved or reinforced?

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 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 Question:

- In the actions planned, do faculty have SLO-related curricular or pedagogical actions planned, such as changes to course or program content or methods of content delivery, to address the area for improvement or reinforcement identified in the analysis?

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 2023-24 align to the actions planned in the previous reporting year.
 - IA highlighted the outcomes that have a 2023-24 report. Don't accidentally review a previous year's report.

Concepts and Methods of Cultural Anthropology

Upon completion of the Anthropology BA program students will demonstrate knowledge of the concept of culture and the range of cultural variations on a global scale.

Outcome Status: Currently Being Assessed

Outcome Type: Student Learning Outcome

Start Date: 08/01/2008

5-Year Assessment Cycle: 2015-2016, 2016-2017, 2017-2018, 2018-2019, 2021-2022, 2022-2023, 2023-2024, 2024-2025

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TIPS FOR PROVIDING A GOOD REVIEW

- Tip 3: For security reasons, Nuventive Improve will time out if not being used. We recommend not stopping in the middle of completing the review of an outcome, but rather wait until you are finished and able to save the entry.

The screenshot displays the Nuventive Solutions interface for an IARC Review Rubric. The top navigation bar includes the Nuventive logo, the user name 'morrisseys@ecu.edu!', and a 'Sign out' button. The main header shows 'SAMPLE - Program' and a 'Save' button, which is highlighted with a red arrow. Below the header, the 'Review Cycle: 2023 - 2024' is displayed. The main content area is split into two panels. The left panel, titled 'For Each Learning Outcome:', contains a form with three sections: a required field for the outcome name (filled with 'Market System of Resource Allocation'), a field for a brief description of the means of assessment (filled with 'Exam in ECON 3144'), and a text box for general comments. The right panel, titled 'SAMPLE - Program: Assessment Plan and Report', shows a table with columns for 'Means of Assessment & Criteria for Success' and 'Actions Taken, Results, Analysis, & Actions Planned'. The table contains detailed information about the assessment process, including the reporting year (2023-2024), the assessment category (Examination), and the results of the assessment.



TIPS FOR PROVIDING A GOOD REVIEW

- Tip 4: Always choose the highest-level response.

Example A: 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 and analysis of results 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: In the actions taken, did faculty take SLO-related curricular or pedagogical actions to improve student learning...?

- Yes, actions taken describe SLO-related curricular or pedagogical actions that faculty took. 
- No, actions taken are not SLO-related 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: Always choose the highest-level response.

Example B: 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.

If the unit did NOT describe curricular or pedagogical actions on the new outcome or means of assessment, choose “Not applicable” instead of “No”.

Rubric Question: In the actions taken, did faculty take SLO-related curricular or pedagogical actions to improve student learning...?

- Yes, actions taken describe SLO-related curricular or pedagogical actions that faculty took.
- No, actions taken are not SLO-related 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 5: Only use the “report component is missing” option when it is truly missing.
 - The upgraded version of Nuventive will not let you save without entering something into the field. Units may have gotten around this by putting “None”, N/A, To be determined, etc. in the field.



Example: Think Critically Outcome

MOA: Rubric applied to case in MGMT 6722

CFS: 80% of students will score 2 or higher on a scaled of 1-3 on the rubric.

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

Action Taken Rubric Responses:

- Yes, actions taken describe SLO-related curricular or pedagogical actions that faculty took.
- No, actions taken are not SLO-related 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 6: 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

Means of Assessment & Criteria for Success	Actions Taken, Results
<p>Means of Assessment Status: Active</p> <p>Means of Assessment Category: Examination, Internship/Clinical Rotation</p> <p>Means of Assessment: MOA 1: Audiology Clinical Evaluation Form or CALIPSO Supervisor Ratings</p> <p>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).</p> <p>Criteria 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.</p> <p>CFS 2: All students will receive a passing grade (80% or better) on each practical portion of the Audiology Gateway Examination.</p> <p>Related Documents:</p> <p>Calipso Performance Rating Scale.pdf</p> <p>ECU Audiology Clinical Rating Scale.pdf</p>	

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. *

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

TIPS FOR PROVIDING A GOOD REVIEW

Tip 6: Means of Assessment
Some units reported as two separate means of assessment. Review only one of the means of assessment or as two separate items.

Scientific Inquiry

Students will demonstrate knowledge of scientific inquiry via observ

Outcome Status: Currently Being Assessed

Outcome Type: Student Learning Outcome

Start Date: 08/01/2015

5-Year Assessment Cycle: 2016-2017, 2017-2018, 2018-2019, 201

Means of Assessment & Criteria for Success	Action
<p>Means of Assessment Status: Active</p> <p>Means of Assessment Category: Examination</p> <p>Means of Assessment: Set of 6 short-answer questions embedded in an exam (Midterm Exam) focusing on processes related to rock formation in GEOL1501, an introductory level course in the program.</p> <p>Criteria for Success: 80% of students will attain a score of 80% or higher on the assessment.</p> <p>Related Documents: GEOL1501 Outcome 3 NEW Farris.pdf</p>	
<p>Means of Assessment Status: Active</p> <p>Means of Assessment Category: Other Course-Embedded Assignment</p> <p>Means of Assessment: Students in GEOL 3070/71 will write a scientific paper on a mineralogy/petrology topic using samples collected during a class field trip. Students will use hand samples, thin sections and information from the scientific literature to determine mineralogy, petrology processes and make an overall geologic interpretation.</p> <p>Criteria for Success: 80% of students will attain a score of 80% or higher on the instrument used for assessment.</p>	

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. *

Midterm exam in GEOL 1501

TIPS FOR PROVIDING A GOOD REVIEW

- Tip 7: Think like the person getting the feedback. If you received the feedback, would you be able to use it to improve your report?
- Tip 8: Comments made by the reviewers are helpful in clarifying what should be changed and how.
 - Handout of frequently used comments.
- Tip 9: Complete the reviews as soon as you can after the training session.
 - The review process will be fresh in your mind.
 - You won't get email reminders to complete your reviews (with increased frequency as we get closer to the due date).

TIMELINE OF I-ARC PROCESS



By Oct 15

Complete assigned reviews



Oct 16

All feedback available to units
in Nuventive



By Dec 15

Units complete any needed
corrections in Nuventive
Improve



Jan 2025

2023-24 assessment reports
run and archived

**CONTACT YOUR IA REPRESENTATIVE IF
YOU HAVE QUESTIONS**

Yihui Li:

BSOM

CAHS

CON

SODM

SA

Jeanette Morris:

COE

CFAC

CHHP

AA

Susan Morrissey:

HCAS

COB

CET

Chan Div

Athletics

Don't wait until October 14 to ask questions!

GROUP EXERCISE: REVIEW OF ASSESSMENT REPORT

GROUP EXERCISE

Biological Basis of Behavior

Students will demonstrate knowledge of and competence in analyzing the biological basis of behavior including genetics, evolution, and the structure of the central nervous system.

Outcome Status: Currently Being Assessed

Outcome Type: Student Learning Outcome

Start Date: 06/01/2013

5-Year Assessment Cycle: 2015-2016, 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024, 2024-2025

Means of Assessment & Criteria for Success	Actions Taken, Results, Analysis, & Actions Planned
<p>Means of Assessment Status: Active</p> <p>Means of Assessment Category: Examination</p> <p>Means of Assessment: Students in the capstone courses (PSYC 4000, 4250, 4280, 4402 and 4602) complete the Capstone Assessment Instrument (CAI), a multiple choice exam that was developed by the Undergraduate Program Director with the assistance of the Undergraduate Committee. For this outcome, 24 questions on the Biological Basis of Behavior from the CAI were used.</p> <p>Criteria for Success: 70% of students will receive a score of at least 70% on the Biological Basis of Behavior section of the Capstone Assessment Instrument.</p>	<p>Report Entry Date: 06/14/2024</p> <p>Reporting Year: 2023-2024</p> <p>Actions Taken: The study guide for the Capstone Assessment Instrument was updated and provided to the students taking the capstone courses.</p> <p>Results: Our undergraduate students slightly exceeded the IPAR outcome assessment criteria for the "biological bases of behavior" goal. Specifically, 76% satisfied the criterion of scoring 70% or better, which exceeds the goal of 70% at 70% or better.</p> <p>Result Status: Criterion Met</p> <p>Analysis of Results: Compared to our results from 2022-2023, this number reflects a noteworthy decrease of 14%.</p> <p>Actions Planned Based on Analysis of Results: In Fall 2024, our department's undergraduate committee will consult with instructors of the courses associated with all of the assessed outcomes. Following these consultations, instructors will work to update their teaching materials to ensure that the relevant subjects are covered in an accessible manner in their courses.</p>

Outcome: Knowledge of biological basis of behavior, including genetics, evolution, and the structure of the central nervous system.

MOA: Capstone Assessment Instrument (multiple choice exam)

CFS: 70% of students will receive a score of at least 70% on Biological Basis of Behavior section of the CAI.

Actions Taken, Results, Analysis, & Actions Planned
Report Entry Date: 06/14/2024 Reporting Year: 2023-2024 Actions Taken: The study guide for the Capstone Assessment Instrument was updated and provided to the students taking the capstone courses.

Actions Planned from 2022-23 Report:

Actions Taken, Results, Analysis, & Actions Planned
Actions Planned Based on Analysis of Results: Since it has been a number of years since we have made any changes to the study guide for the Capstone Assessment Instrument (CAI), next year we plan to update and improve the study guide.

Actions Taken:

I. In the actions taken, did faculty take SLO-related curricular or pedagogical actions to improve student learning, such as modifications to course or program content or methods of content delivery?

- Yes, actions taken describe SLO-related curricular or pedagogical actions that faculty took.
- No, actions taken are not SLO-related 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.

Outcome: Knowledge of biological basis of behavior, including genetics, evolution, and the structure of the central nervous system.

MOA: Capstone Assessment Instrument (multiple choice exam)

CFS: 70% of students will receive a score of at least 70% on Biological Basis of Behavior section of the CAI.

Actions Taken, Results, Analysis, & Actions Planned

Report Entry Date: 06/14/2024

Reporting Year: 2023-2024

Actions Taken: The study guide for the Capstone Assessment Instrument was updated and provided to the students taking the capstone courses.

Results: Our undergraduate students slightly exceeded the IPAR outcome assessment criteria for the "biological bases of behavior" goal. Specifically, 76% satisfied the criterion of scoring 70% or better, which exceeds the goal of 70% at 70% or better.

Result Status: Criterion Met

Analysis of Results: Compared to our results from 2022-2023, this number reflects a noteworthy decrease of 14%.

Actions Planned Based on Analysis of Results: In Fall 2024, our department's undergraduate committee will consult with instructors of the courses associated with all of the assessed outcomes. Following these consultations, instructors will work to update their teaching materials to ensure that the relevant subjects are covered in an accessible manner in their courses.

Results:

2. 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.

Outcome: Knowledge of biological basis of behavior, including genetics, evolution, and the structure of the central nervous system.

MOA: Capstone Assessment Instrument (multiple choice exam)

CFS: 70% of students will receive a score of at least 70% on Biological Basis of Behavior section of the CAI.

Actions Taken, Results, Analysis, & Actions Planned

Report Entry Date: 06/14/2024

Reporting Year: 2023-2024

Actions Taken: The study guide for the Capstone Assessment Instrument was updated and provided to the students taking the capstone courses.

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Result Status: Criterion Met

Analysis of Results: Compared to our results from 2022-2023, this number reflects a noteworthy decrease of 14%.

Actions Planned Based on Analysis of Results: In Fall 2024, our department's undergraduate committee will consult with instructors of the courses associated with all of the assessed outcomes. Following these consultations, instructors will work to update their teaching materials to ensure that the relevant subjects are covered in an accessible manner in their courses.

Analysis of Results:

3. In the analysis, did faculty evaluate the impact of the actions taken on the results based on their professional judgement?

- Yes, the analysis indicates whether the actions taken had an impact on the results.
- No, the analysis does not indicate whether the actions taken had an impact on the results.
- 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.

Outcome: Knowledge of biological basis of behavior, including genetics, evolution, and the structure of the central nervous system.

MOA: Capstone Assessment Instrument (multiple choice exam)

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Actions Taken, Results, Analysis, & Actions Planned
Report Entry Date: 06/14/2024
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Actions Taken: The study guide for the Capstone Assessment Instrument was updated and provided to the students taking the capstone courses.
Results: Our undergraduate students slightly exceeded the IPAR outcome assessment criteria for the "biological bases of behavior" goal. Specifically, 76% satisfied the criterion of scoring 70% or better, which exceeds the goal of 70% at 70% or better.
Result Status: Criterion Met
Analysis of Results: Compared to our results from 2022-2023, this number reflects a noteworthy decrease of 14%.
Actions Planned Based on Analysis of Results: In Fall 2024, our department's undergraduate committee will consult with instructors of the courses associated with all of the assessed outcomes. Following these consultations, instructors will work to update their teaching materials to ensure that the relevant subjects are covered in an accessible manner in their courses.

Analysis of Results:

4. In the analysis, did faculty 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.

Outcome: Knowledge of biological basis of behavior, including genetics, evolution, and the structure of the central nervous system.

MOA: Capstone Assessment Instrument (multiple choice exam)

CFS: 70% of students will receive a score of at least 70% on Biological Basis of Behavior section of the CAI.

Actions Taken, Results, Analysis, & Actions Planned

Report Entry Date: 06/14/2024

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Analysis of Results: Compared to our results from 2022-2023, this number reflects a noteworthy decrease of 14%.

Actions Planned Based on Analysis of Results: In Fall 2024, our department's undergraduate committee will consult with instructors of the courses associated with all of the assessed outcomes. Following these consultations, instructors will work to update their teaching materials to ensure that the relevant subjects are covered in an accessible manner in their courses.

Actions Planned:

5. In the actions planned, do faculty have SLO-related curricular or pedagogical actions planned, such as changes to course or program content or methods of content delivery, to address the area for improvement or reinforcement identified in the analysis?

- Yes, actions planned describe SLO-related curricular or pedagogical actions that faculty will take to address the area for improvement or reinforcement identified in the analysis.
- No, actions planned do not describe SLO-related curricular or pedagogical actions, are not taken by faculty, and/or do not address the area for improvement identified in the analysis.
- No, actions planned are missing.



obrigado

Dank U

Merci

mahalo

Köszi

спасибо

Grazie

Thank
you

mauruuru

Takk

Gracias

Dziękuję

Děkuju

danke

Kiitos