

# Assessment Reporting Guidelines

## EDUCATIONAL PROGRAMS

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

### Annual Assessment Report Deadlines:

- May 15 for 9-month faculty
- June 15 for 12-month faculty

## Report Components

### 1. Report Component: Actions Taken

The Actions Taken component summarizes the curricular and pedagogical actions (such as modifications to course or program content or methods of content delivery) 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

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 faculty on the Results
2. Identification of at least one area for improvement or reinforcement based on the Results

**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 area(s) could be improved or reinforced?

### 4. Report Component: Actions Planned

The Actions Planned component summarizes the curricular or pedagogical steps faculty will take (such as changes to course or program content or methods of content delivery) 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 outcome? 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)

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.

*Undergraduate and graduate programs report on a minimum of three outcomes annually as defined in the five-year cycle. Certificates and stand-alone minors report on a minimum of two outcomes annually.*



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# REPORT EXAMPLE:

## One Means of Assessment

### Outcome:

Upon completion of the program, students will develop and implement criteria to analyze written materials.

### Means of Assessment (MOA):

Portfolio review with a rubric in the capstone EXPL 4000.

### Criterion for Success (CFS):

80% of students score a 4 (competent) or better on the rubric.

**1. Actions Taken:** Based on the previous action plan, faculty reviewed the curriculum map to determine where a new assignment could be integrated to improve student learning. Therefore, *one new assignment was added in EXPL 3000 and EXPL 3100*, which required students to develop and implement criteria for evaluating written materials developed by peers.

**2. Results:** Six of eight students, or *75% of the students evaluated, achieved a score of 4 or better* on this outcome. Thus, the criterion of 80% was not met.

**3. Analysis of Results:** Assessment of the students' work, as well as discussion among faculty, indicate that *students improved in applying existing criteria or standards with the new assignment in EXPL 3000 and EXPL 3100 and the additional activities added to the classes. While the criterion was not met this year, there was a slight improvement over the previous year, when 70% of students scored 4 or better. Based on the faculty's interpretation and analysis of the results, students continue to have difficulty independently developing evaluative criteria.*

**4. Actions Planned:** Assignments in the core courses EXPL 3000 and EXPL 3100 will continue to include one assignment with explicit instructions that ask students to develop and apply criteria for evaluating at least one type of technical or professional communication. *In addition, the assignment will ask students to explicitly explain how they developed and applied criteria in the context of the assignment and describe how they would develop criteria to evaluate other projects.*

Includes specific actions taken during the year and notes the action taken outside of the course in which assessed

Comparison to last year's results and evaluation of the impact of the actions taken on the results

Actions specifically targeting area for improvement

Results stated in terms of criteria for success

Area for improvement or reinforcement

# REPORT EXAMPLE:

## Multiple Means of Assessment

### Outcome:

Students will apply and explain the use of rhetorical techniques in a wide range of texts.

### Means of Assessment (MOA):

Portfolio review with rubric and exit survey.

### Criteria for Success (CFS):

80% of students score satisfactory or better on the portfolio rubric. On the exit survey, 80% of survey respondents agree or strongly agree that program coursework has improved their ability to apply and explain the use of rhetorical devices in a wide range of texts.

**1. Actions Taken:** Based on the previous action plan, in the discipline-specific area meetings, faculty shared innovative teaching practices from writing-intensive classes, successful and unsuccessful model essays, and types of reflective writing in which students identify rhetorical techniques. This resulted in a bank of materials that was shared on the departmental SharePoint for faculty to use, particularly in their writing-intensive classes for majors. *All instructors incorporated at least one strategy from the bank into their class.*

Includes specific actions taken during the year; actions developed collaboratively and implemented in multiple classes

**2. Results:** Out of 34 portfolios, 88% scored satisfactory or higher. Our CFS (80%) was met. 100% of students who responded (N=7) to the survey indicated that they “agree” or “strongly agree” with the statement that their coursework has improved their ability to apply and explain the use and effects of various rhetorical techniques in a wide range of text. Our CFS (80%) was met.

**3. Analysis of Results:** *Results from the two means of assessment suggest that all seniors responding to the survey feel confident about using rhetorical techniques, while 88% of student portfolios (30 out of 34) indicate the same.* The results were similar to last year, during which 89% of the portfolios met the criterion. *The actions implemented during the year help to maintain student learning for this outcome. Of the student portfolios that were rated “unsatisfactory” in the current year, they all failed to explain the use and effects of form, style, structure and themes of rhetorical techniques.* Faculty acknowledged that there was a significant decrease in the survey response rate from last year to this year. The limited results suggest that student perceptions and performance on this outcome are closely matched.

Combined analysis

Area for improvement or reinforcement

Comparison to last year's results and evaluation of the impact of the actions taken on the results

Actions targeted at area for improvement

**4. Actions Planned:** *For the upcoming academic year, faculty will share previous student work samples that showcase successful and unsuccessful portfolio explanations of the use and effects of form, style, structure and themes of rhetorical techniques.* To increase the survey response rate, *faculty will promote the survey even earlier in the semester (both fall and spring) next year.*

This additional action provides better data but does not directly improve student learning