

Program Assessment Review (PAR) / Nuventive

Annual Report

User Guide

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Program Assessment Review (PAR) / Nuventive User Guide

BACKGROUND AND SCOPE

All programs defined by the Pennsylvania State System of Higher Education (the State System) Board of Governors (BOG) *Policy 1985-01: Requirements for Initiation or Change of Credit-Based Academic Programs* (e.g., degree programs, concentrations, tracks, minors, and certificates) must develop and assess student learning objectives or outcomes (SLOs) to document what students should know or be able to do at program completion and, further, to engage in continuous improvement. To facilitate student learning assessment during integration, an Assessment / Accreditation Functional Implementation Team benchmarked best practices and campus assessment programs and chose to modify the Bloomsburg Program Assessment Review (PAR) process and rename it the Commonwealth University's (CU's) PAR in Transition. The process was designed to align with ongoing curricular development and revision of stand-alone programs and to ensure compliance with the Middle States Commission on Higher Education (MSCHE) and the State System's requirements and expectations.

In 2022-23, this transitional process included an annual assessment report for each **degree program, concentration, track, minor, and certificate** that was approved as a part of the new CU program array. The report included a brief description, program student learning objectives, curriculum map, assessment plan, and annual summary and action plan. Programs that submitted the PAR in Transition received an Academic / Academic Support Assessment [rubric](#) as a means of feedback intended to help improve the academic planning and assessment processes.

In 2023-24, the Annual Report PAR was completed in the new CU instance of Nuventive Solutions Premier, eliminating templates and submission to SharePoint. This platform and annual reporting process will be used moving forward with regular review and revision, if needed, each year to sustain and improve the process.

The platform includes tabs for General Information, Curriculum Maps, Assessment Plans and Results, and an Annual Summary and Action Plan based on data collected and reported by the program and /or institutional research (e.g., see Program Review Data section and data dashboards on the [Program Assessment](#) web page). The Home and Assessment Plans and Results tabs provide reporting options for the assessment plan and annual report. Based, on feedback, the results submission and annual report due date was moved to September 15.

The State System BOG *Policy 1986-04-A: [Program Review Policy](#)* and [Procedures](#) were revised in 2024 and are available on the PASSHE web page. The annual report PAR will be used to support the more comprehensive five-year PAR for which a template, review schedule, and timeline were developed.

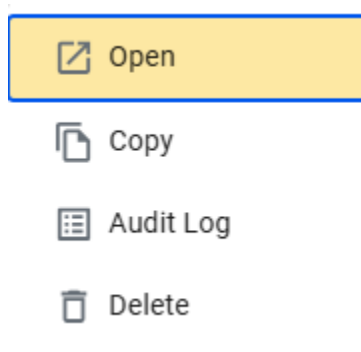
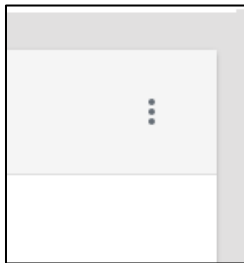
PROCESS

To complete the Annual Report PAR, please sign in to the [CU Nuventive Solutions](#) Premier platform by using the CU SSO. Select your program using the dropdown at the center top of the platform's screen, which opens to the Home screen, and use the tabs on the left navigation bar to select General Information, Mapping, Assessment Plan and Results, and Annual Summary and Action Plan as described below. Note: the **Home** screen provides some program summary assessment data and options on the right of the screen to access an assessment report, comprehensive program report (including all areas within the program's module), and links (e.g., to the Academic Program Inventory).

HOME
GENERAL INFORMATION
PERSONNEL
MAPPING
ASSESSMENT PLAN AND RESULTS
ANNUAL SUMMARY AND ACTION PLAN
DOCUMENT LIBRARY

1. General Information.

- a. Select **General Information** from the left navigation bar and review/enter/revise as needed college, department, program name, program type, credential award (e.g., certificate, minor, AS, BS, MA, etc.), and delivery method(s). Click the **three vertical dots** on the right of the screen, select **Open**, and **Save** any changes.

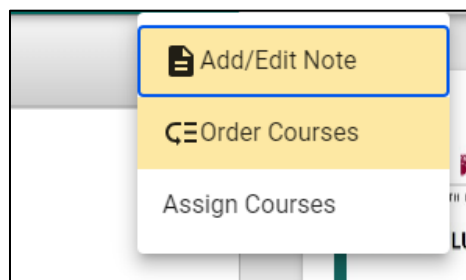


- b. Provide/revise the **Brief Overview** of the degree program, concentration, track, minor, or certificate program including any unique features or innovative pedagogy. **Save** any changes.

2. Mapping.

- a. Select **Mapping** from the left navigation bar and choose the **GE Ed Goals – GE Themes/Goals** from the left dropdown to map General Education Program Themes/Goals (in the column) as appropriate to the program student learning objectives (SLOs) (in the row). This demonstrates how institutional goals and program student learning objectives align for all academic programs.
- b. Simply **click in the cell to mark an “X”** where the GE Goals map to program SLOs and **Save** any changes.
- c. Select **Curriculum Mapping** from the dropdown to map program SLOs to courses.
- d. Select course/learning activities (in the column) and map to program SLOs (in the row).
- e. Simply **click all of the proficiency level(s)** (e.g., I, R, M) that apply for a given Course/SLO mapping and **Save** any changes. Every program SLO should be mapped to at least one course/learning activity.
- f. Reorder the list of courses, if desired, in the left column by clicking on the **three vertical dots** to the right of the title Program SLO Assessment, select order courses, click on the dotted box beside the course name and drag to the desired position. Click **Save** if you make changes and **Close**.
- g. Assign courses that do not show on the curriculum map by clicking on the **three vertical dots** to the right of the title Program SLO Assessment, select assign courses, locate the course in the available course list, click the **Assign** button, click **Save** if you make changes and **Close**. If you cannot locate the course or learning experience, contact Shane Jones at sjones@commonwealthu.edu

Search by Keyword	Knowledge	Laboratory Skills	Communication
SAMP - 101 Sample Course Title	I R M	I R M	I R M
SAMP - 201 Another Sample Course	I R M	I R M	I R M



3. Assessment Plan and Results

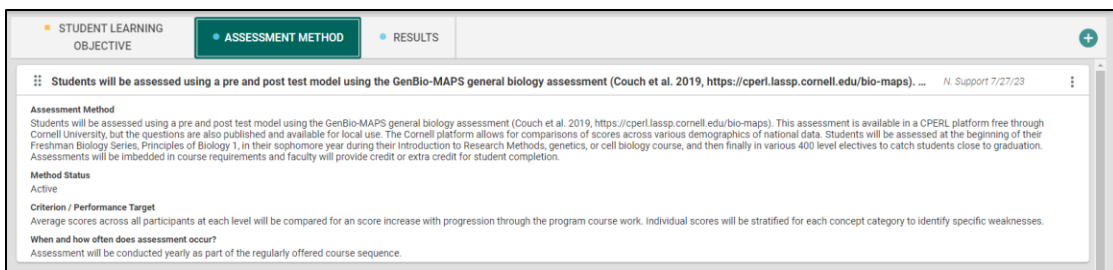
- a. Select **Assessment Plan and Results** tab from the left navigation bar. You can add a SLO by clicking the **green plus sign**, enter the information, and click **Save** and **Close**. To review/revise a SLO or assessment method and enter results, click **three vertical dots** to the far right of the SLO NAME, **Open** the objective you wish to edit/report results.

The screenshot shows a table of SLOs. The first row is for 'Knowledge' with the description 'Describe and synthesize the five core concepts of biology at varying scales (molecules to ecosystems)'. The second row is for 'Laboratory Skills' with the description 'Demonstrate skill and proficiency using appropriate scientific methods and instruments'. The third row is for 'Communication' with the description 'Clearly communicate biological ideas with scientists and the general public in both written and oral form'. A dropdown menu is open over the 'Knowledge' row, showing options: 'Open', 'Copy', 'Audit Log', and 'Delete'.

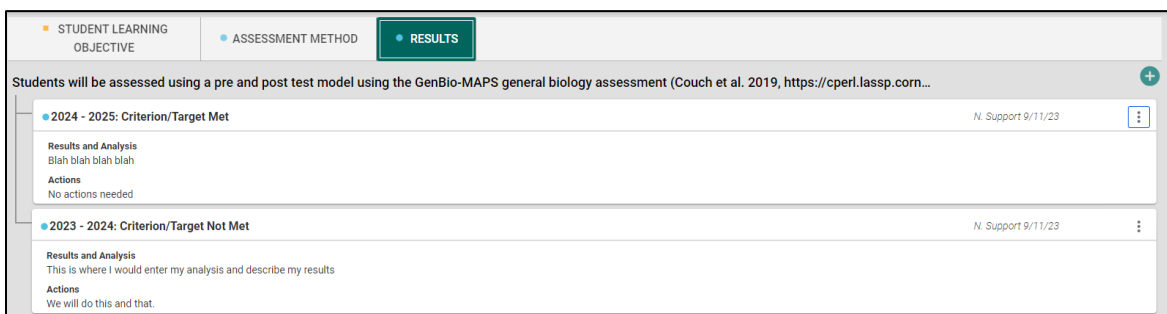
- b. Under the **Student Learning Objective** tab, review/revise the specific learning objective. Review the SLO name, SLO statement, and SLO status and revise as needed. Click **Save** if you make changes and **Close**.

The form is titled 'ASSESSMENT PLAN AND RESULTS' and has a search bar with 'Knowledge' entered. Below the search bar are three tabs: 'STUDENT LEARNING OBJECTIVE' (selected), 'ASSESSMENT METHOD', and 'RESULTS'. A note states '* denotes a required field.' The form contains three fields: 'SLO Name *' with the value 'Knowledge', 'Student Learning Objective *' with the value 'Describe and synthesize the five core concepts of biology at varying scales (molecules to ecosystems)', and 'SLO Status *' with a dropdown menu showing 'Active'.

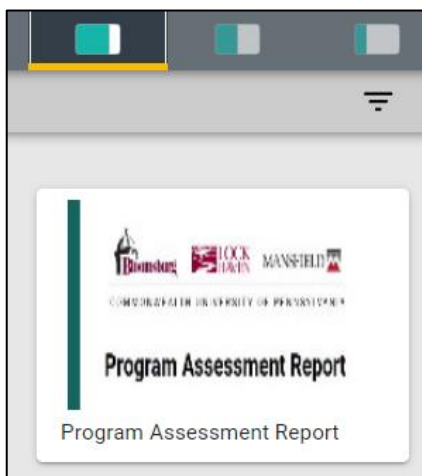
- c. Under the **Assessment Method tab**, you can revise the Assessment Method, Method Status, Criterion/Performance Target, and When/How Often Does Assessment Occur by clicking on the **three vertical dots** on the right of the screen and **Open**. You can also add a new Assessment Method by clicking the **green plus sign**. Click **Save** if you make changes and **Close**.



- d. Under the **Results tab**, enter/revise results and actions for the reporting year by clicking the **green plus sign to add a new result** OR the **three vertical dots** for the reporting year, select **Open**, and enter the results. Click **Save** if you make changes and **Close**.



- e. Generate a **program assessment report** by clicking on the report icon (see below) on the right side of the **Assessment Plans and Results** screen. The report includes fields from the student learning objectives, assessment plan, and results tabs in this module.



4. Annual Summary and Action Plan.

- a. Select **Annual Summary and Action Plan** from the left navigation bar. Click **three vertical dots** on the right of the screen and select **Open**.
- b. Enter a narrative response by clicking in the box below each of the four prompts:
 1. Summarize the program’s data and trends for CU and campuses. (See [Program Review Data](#); [Institutional Research Dashboards](#); and [GE Dashboard](#).) Please use relevant external data as appropriate.
 2. Identify the integrated program’s strengths and weaknesses
 3. Provide a summary of personnel, physical, technology, and financial resources and adequacy of those resources
 4. Provide an action plan to improve program outcomes, student learning, and the assessment plan for next academic year (3-5 bullet points informed by program data, SLOs, resource sufficiency, or other internal/external sources of information/data)
 5. Click **Save** and **Close**. ***All fields are required.**
- c. Upload into the core unit your **program’s student and faculty accomplishments** as additional evidence of program quality (Word or PDF document). You do not need to upload multiple times for a degree program’s concentrations, tracks, specializations, or related minors.
- d. When ready to submit, change the dropdown to “Yes” for the prompt - Is your annual summary complete and SLO assessment complete? Are you ready to have your Annual Report PAR reviewed?

Please fill out all required fields before saving the form.

Annual Summary and Action Plan * Last Modified: 08/17/2023, N. Support

* denotes a required field

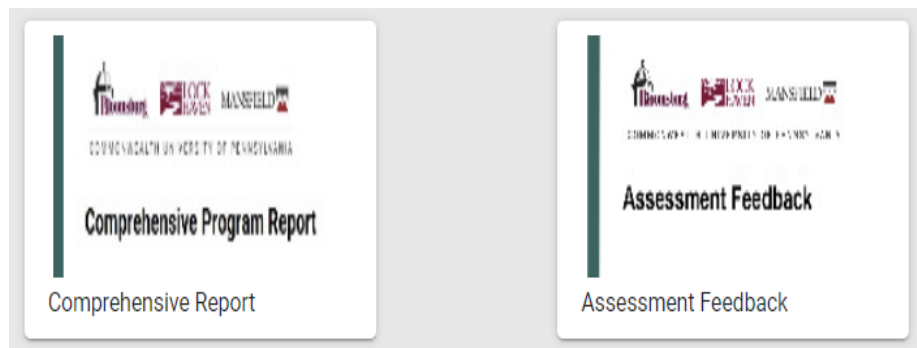
1 - Summarize the program's data and trends for the three campuses. Please see the Program Review Data Dashboards in the right hand information panel [Press ALT + 0 for accessibility help](#) *

Testing 123...

2 - Identify the integrated program's strengths and weaknesses [Press ALT + 0 for accessibility help](#) *

5. Assessment

- a. Following the annual report PAR submission, the faculty liaison and IE staff will complete a three-point scoring rubric, providing a numeric score and comments as appropriate for the five key segments of the report (i.e., general information, curriculum map, assessment plan, assessment results, and summary of action and plan). Faculty can access the rubric in a couple different ways. They can do the following:
 - i. Select **Assessment Rubric Review** on the left navigation bar, click the **three vertical dots** for the reporting year, and select **Edit/Open** to see the scores and comments; OR
 - ii. Generate a **Comprehensive Program Report** (the rubric appears as the last page) or **Assessment Feedback** by clicking on one of those two report icons (see below) on the right side of the **Assessment Review Rubric** screen.



SCHEDULE



1. Plan

Follow the user guide and consider results data, feedback (e.g., from the academic assessment rubric), and training when you review/refine the general information, SLOs, curriculum map, and assessment plan.

2. Do

Implement the assessment plan, collect data throughout the academic year, and report outcomes in Nuventive Solutions Premier as soon as available but no later than September 15.

3. Evaluate

Analyze results to inform actions and complete/submit remaining sections of the Annual Report PAR in Nuventive Solutions Premier by September 15. After submission, the OIE and faculty liaison will provide feedback on the annual report to inform faculty planning (via an assessment [rubric](#)), training sessions, and the academic assessment committee recommendations. Deans can access Nuventive and any of their colleges' programs therein as well as dashboards that show the status of their programs and rubric scores so they can:

- know which programs submitted an Annual Report PAR in Nuventive
- review the rubric ratings and comments on each section of the PAR for the College and each program
- compare results to last year's ratings to see where improvements have occurred
- understand where opportunities for improvement exist for the college and its programs
- follow up with programs that did not submit or submitted reports with significant omissions or deficiencies to increase the number and quality of submissions
- acknowledge programs that submitted exemplary reports

Deans can view college-level analytics and reports by selecting their college on the dropdown in the center top of the platform's screen, viewing the **Program Assessment Summary** dashboard or **Annual Summary and Action Plan** dashboard (which includes links to student and faculty accomplishments), and generating a **Program Assessment Report** for all programs in the college by clicking on the report icon on the right side of the screen. They can also see college rubric scores by clicking on the **Assessment Rubric Scores** icon.

Nuventive. Improve Analytics Program Assessment Summary
 - College of Arts, Humanities, Education, and Social Sciences (COAHES)

Program: All SLO Status: All Reporting Period: 2023 - 2024 158 Programs

Program	PAR Ready to be Reviewed	Student Learning Objectives	Assessment Methods	Results	Percent of Results with Criterion / Performance Target Met	Students Assessed	Students Meeting	Percent Meeting
Program - American Sign Language (Minor)		0	0	0	0.0%			
Program - American Sign Language and English Interpreting (BS)		0	0	0	0.0%			
Program - Anthropology (BA)	●	6	6	3	66.7%	516	393	76.2%
Program - Anthropology (Minor)		0	0	0	0.0%			
Program - Arabic Studies (Minor)		5	5	1	100.0%	5	5	100.0%
Program - Archaeology (Minor)		0	0	0	0.0%			
Program - Child Life Specialist Certificate (Cert)		0	0	0	0.0%			
Program - Child Life Specialist Minor (Minor)		0	0	0	0.0%			
Program - Child Welfare (Minor)		0	0	0	0.0%			
Program - Chinese Studies (Minor)		5	5	0	0.0%			
Program - Clinical Mental Health Counseling (MS)	●	8	10	10	100.0%	265	260	98.1%
Program - Clinical Mental Health Counseling (MS) - General (Moratorium)	●	10	11	11	0.0%	0	0	0.0%
Program - Coaching (Minor)	●	5	9	3	33.3%	7	7	100.0%
Division - Communication Studies (BA)	●	5	5	5	100.0%	110	107	97.3%
Total		73	464	579	56.3%	11,421	9,792	85.7%

Navigation: Program Assessment Summary | Annual Summary and Action Plan

Right Panel: Program Assessment Report, Program Assessment Rubric, Assessment Rubric Scores

Nuventive. Improve Analytics Annual Summary and Action Plan
 - College of Arts, Humanities, Education, and Social Sciences (COAHES)

Program: All Annual Summary Year: 2023 - 2024 158 Programs

Program	Annual Summary Year	Student and Faculty Accomplishment Evidence
Program - Clinical Mental Health Counseling (MS)	2023 - 2024	https://platform.nuventive.com/viewDocument/f3455qzhsop/Commonwealth University_named_Outstanding_Counselor_Education_Program_Bloomsburg_University.pdf
Program - Communication Studies (BA)	2023 - 2024	https://platform.nuventive.com/viewDocument/b48wbXvGoiMB/Faculty_Accomplishments_-_2023-2024.docx
Program - Criminal Justice (BS)	2023 - 2024	https://platform.nuventive.com/viewDocument/c21atYM8Zkq/ACIS_NEWS_Fall_2023.pdf.pdf
Program - Curriculum and Instruction (MEd)	2023 - 2024	https://platform.nuventive.com/viewDocument/1NesOWmCjyuk/Faculty_Accomplishments.docx
Program - Educational Leadership - PK-12 Principal (Cert)	2023 - 2024	https://platform.nuventive.com/viewDocument/5LttMnVnKW7p1/EDLD_PAR_Accomplishments.docx
Program - Educational Leadership - PK-12 Supervisor of Curriculum & Instruction (Cert)	2023 - 2024	https://platform.nuventive.com/viewDocument/P1ZWXFogTckr/EDLD_PAR_Accomplishments.docx
Program - Educational Leadership (MEd)	2023 - 2024	https://platform.nuventive.com/viewDocument/elaenmqMAIvt/EDLD_PAR_Accomplishments.docx
Program - English (BA)	2023 - 2024	https://platform.nuventive.com/viewDocument/aHtpuyV6wXio/CU_English_Accomplishments_for_AY_23_24.docx
Program - English (BA) - Literature and Society	2023 - 2024	https://platform.nuventive.com/viewDocument/fN5YbkJUTcpr/CU_English_Accomplishments_for_AY_23_24.docx

Navigation: Program Assessment Summary | Annual Summary and Action Plan

Right Panel: Program Assessment Report, Program Assessment Rubric, Assessment Rubric Scores

GLOSSARY

Academic Program – Per [BOG Policy 1985-01-A](#), an instructional program leading toward a certificate, associate's, bachelor's, master's, or doctoral degree or resulting in credits that can be applied to one of these degrees. Per [BOG Policy 1984-04-A](#), academic programs include all academic degree programs (academic majors) along with any associated track/concentrations, academic minors, certificates, and the general education program.

Assessment - systematic process of gathering and using appropriate information to refine programs and improve student learning.

Assessment Cycle - stages to plan, conduct, understand, and act on assessment activities and results.

Assessment Grid - (i.e., Program Assessment Plan; also applies to assessment plans for any degree program, concentration, track, minor, and certificate) template that lists the administrative details for each SLO, the student assessment (method, criteria, when/how assessed), the results of the assessment (criteria met/not met and actual results), actions taken using the results to improve student learning, and closing the loop (documenting actual changes in student performance).

Benchmarking - the process of establishing shared standards (or benchmarks). This may be done with reference to local standards and local examples of student work but should be informed by external standards.

Bloom's Taxonomy - a classification system that defines a hierarchical ordering of cognitive, affective, and psychomotor skills. The cognitive domain includes six levels of cognition and is used primarily for classifying educational learning objectives.

Continuous Improvement - ongoing effort to assess and improve student learning. The four phases of continuous improvement are Plan, Do, Check, and Act (PDCA Cycle).

Criterion or performance targets - established criteria to determine level/proficiency of performance.

Curriculum Mapping - the process of creating a synoptic view of the curriculum, documenting curricular opportunities that enable students to reach the program's learning goals. A curriculum map shows where students are introduced to the program's central ideas, skills, and habits of mind, where those objectives are reinforced, and where students display mastery of these objectives.

Embedded Assessments - program or institutional assessments embedded into course work.

Formative Assessment - data gathered on student learning during the instructional process. It helps an instructor or program identify areas of weakness and strength and to modify instruction accordingly. Any assessment can be formative if its purpose is to improve student learning as instruction continues.

Institutional Assessments of Student Learning - overarching learning goals for all students, regardless of major, generally delivered through the general education program or curriculum in which case assessment, at the institutional level, is synonymous with general education assessment.

Key Performance Indicators (KPIs) - measures or indicators of outputs or outcomes and may also be considered leading (i.e., predictive of performance) or lagging (i.e., outcome of performance) indicators. Typically, KPIs are related to outcomes assessment.

Measures of Student Learning, Direct - a measure of student learning based directly on tangible, specific evidence seen in students' actual performance. Direct measures include exams, papers, systematic observations of relevant student behavior, reports from internship supervisors, standardized test scores, etc.

Measures of student learning, Indirect - a measure of student learning based upon data presumed to correlate with student learning but not directly indicative of it. Indirect measures include student or alumni ratings of their knowledge or learning experience, surveys, focus groups, exit interviews, etc.

National Survey of Student Engagement (NSSE) - standardized survey of student experiences that are known to positively impact student success

Nuventive Improve - a software platform that allows institutions to document academic and administrative assessment plans, results, supporting documents, and actions for management planning, assessment, and quality improvement processes.

Program Assessment Review (PAR) - includes both annual and four-year program assessment review process for any degree program, concentration, track, minor, and certificate by reviewing the assessment of student learning as well as evaluating departmental operations and resources in the context of student success.

Programmatic Accreditation - organizations that accredit specific programs as recognized by the Council for Higher Education Accreditation (CHEA).

Qualtrics - online survey software

Rubric - a scoring guide used to standardize assessment of student work by identifying a limited number of criteria and providing for each criterion explicit statements about the expected qualities of performance at each point on a scale or rank in an ordered scoring system

Scaffolding - a set of steps and supports that help students move from one level to another and give them guidance about that route to take.

Simple Random Samples - a sample in which every student has an equal chance of selection.

Student learning objective or outcome (SLO) – knowledge, skills, attitudes, and habits of the mind that students have and take with them when they complete a program of study. Student learning outcomes exist at three levels (i.e., institutional, program, and course) and are interconnected. Frequently, the terms objective and outcome are used interchangeably (as are goal and objective). Thus, SLO may refer to student learning objectives or student learning outcomes, depending on local usage.

SMART Goals – goals that incorporate Specific, Measurable, Attainable, Relevant and Time-based criteria to help focus efforts and chances of achieving the goal.

Summative Assessment - data gathered on student learning at the end of a course or program as a basis for judging student knowledge and skills. Any assessment can be summative if its purpose is to evaluate student learning and instruction after instruction has occurred.

VALUE Rubrics- 16 rubrics developed by the American Association of Colleges and Universities (AAC&U) and organized around relevant student learning.