

# Commonwealth University Assessment Session

January 19, 2023

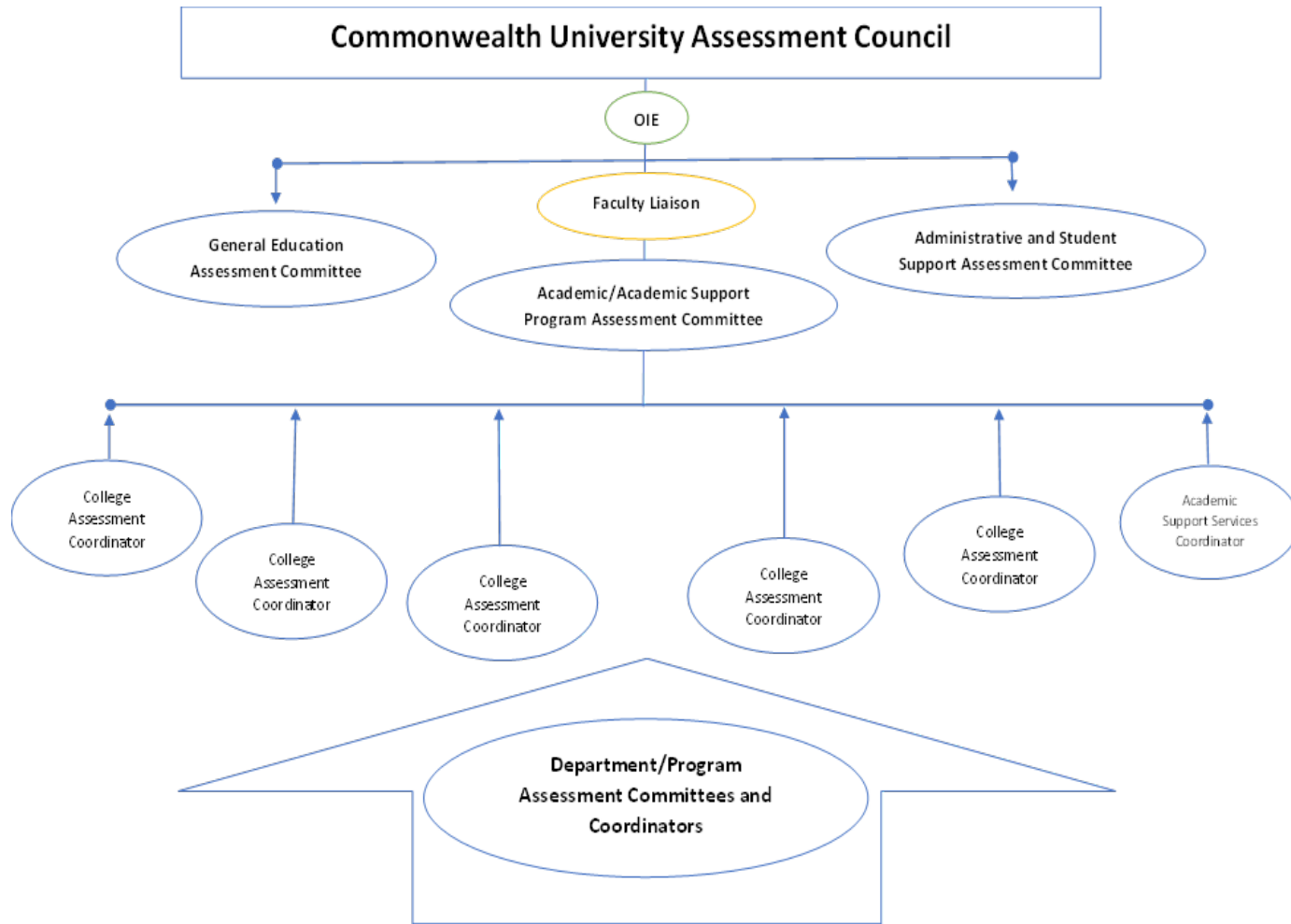


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COMMONWEALTH UNIVERSITY OF PA

# Agenda

- A. Introductions
- B. Commonwealth University Assessment Structure and Roles
- C. PAR in Transition User Guide and Templates
- D. Recap and Next Steps



# Assessment Structure

# Commonwealth University Assessment Council (CUAC)

## Purpose

- Serve as the overarching structure for assessment oversight at Commonwealth University

## Charge

- Provide governance, oversight, and advising on assessment processes to ensure disciplined self-assessment of institutional effectiveness (e.g., includes oversight of its sub-committees).

## Meets

- At least semi-annually or more frequently as need determines

## Membership

- 6 appointed faculty/academic support personnel, i.e., College Assessment Coordinators
- AVP for OIE (1)
- Faculty Liaison (1)
- UCC Liaison (1)
- Administration (2)
- At-Large Member
- Provost or designee

# Faculty Liaison

## Purpose

- Serve as a critical faculty link between assessment oversight and support of institutional assessment.

## Charge

- Working with the Office of Institutional Effectiveness (OIE), provide technical assistance, support, education, and mentoring on assessment processes to ensure disciplined self-assessment at the discipline/program level.

**Meets:** As needed (also see CUAC meeting schedule).

## Membership:

- Faculty Liaison (one appointed member)

# CUAC Sub-committees

## Sub-committees:

- Include
  - Academic/Academic Support Assessment Committee
  - Administrative/Student Support Assessment Committee
  - General Education Assessment Committee (*to be determined in a broader context as it relates to decisions about the structure for GE curricular and assessment bodies*)
- Coordinate and support assessment related to the named area
- Reporting responsibility to the Commonwealth University Assessment Council

# College Assessment Coordinators

## Purpose

- Serve as the link between department/program assessment coordinators and assessment committee(s)

## Charge

- Provide communication and elevate concerns and issues about the assessment process and activities to the Academic/Academic Support Assessment Committee

## Meets

- Attend meetings each year or semester of the CUAC

## Membership

- Appointed assessment coordinators for the colleges and academic support areas at Commonwealth University

# CUAC Membership to Date

Commonwealth University Assessment Council		Names
College Assessment Coordinators for the following:		
	College of Arts, Social Sciences, and Humanities	Karen Guenther
	College of Education and Human Studies	Kim Cardimona
	College of Health Professions	Mohsin Shaikh
	College of Science and Technology	Jen Whisner
	Zeigler College of Business	Wai Kwan Lau
	Academic Support Area	Amy Downes
AVP for OIE		Cori Myers
Faculty Liaison		Brett Everhart
UCC Liaison		TBD
Administrative Representative		Heather Feldhaus
At-Large Member		Ed Bowman
Administrative Representative (Finance Rep)		Amy Dicello
Provost or Designee		Kara Shultz



# Academic/Academic Support Assessment Committee

Academic/Academic Support Program Assessment Committee		Names
College Assessment Coordinators (6)		Named in CUAC
AVP for OIE		Cori Myers
Faculty Liaison		Brett Everhart
Provost or Designee		Kara Shultz
Associate Deans		
	Associate Dean of the College of Education and Human Studies	Amy Eitzen
	Senior Associate Dean of the School of Nursing	Kimberly Olszewski
	Associate Dean of the College of Arts, Social Sciences, and Humanities	Angela Boswell
	Associate Dean of the College of Science and Technology	David DeVallance
	Associate Dean of the Zeigler College of Business	Ken Hall

# Administrative/Student Support Assessment Committee

Administrative/Student Support Assessment Committee	Names
Academic Affairs Division Representative	Kara Shultz
Enrollment Management Division Representative	Chris Lapos
Student Success and Campus Life Division Representative	Amy Downes
Fiscal Affairs Division Representative	Amy Dicello
University Advancement Division Representative	Nichole Lefelhoc
AVP for OIE	Cori Myers
Faculty Liaison	Brett Everhart
Vice president from non-academic division	Stephen Lee

# Department/Program Assessment Coordinator

## Purpose

- Assure academic programs collect student learning data aligned with the identified academic program learning objectives and report annually in accordance with the expected timelines, processes, and reporting technology tools.

## Charge

- Assist and support assessment planning and data collection within the department/program in a manner that accommodates the needs of the department and the programs housed within it.

## Meets

- Meetings are organized in a manner that accommodates the needs of the department and programs housed within it.

## Membership

- Membership is determined in a manner that accommodates the department/program and may include a departmental committee or program committees.

# Department/Program Assessment Committee

## Purpose

- Oversee assessment at the department or program level.

## Charge

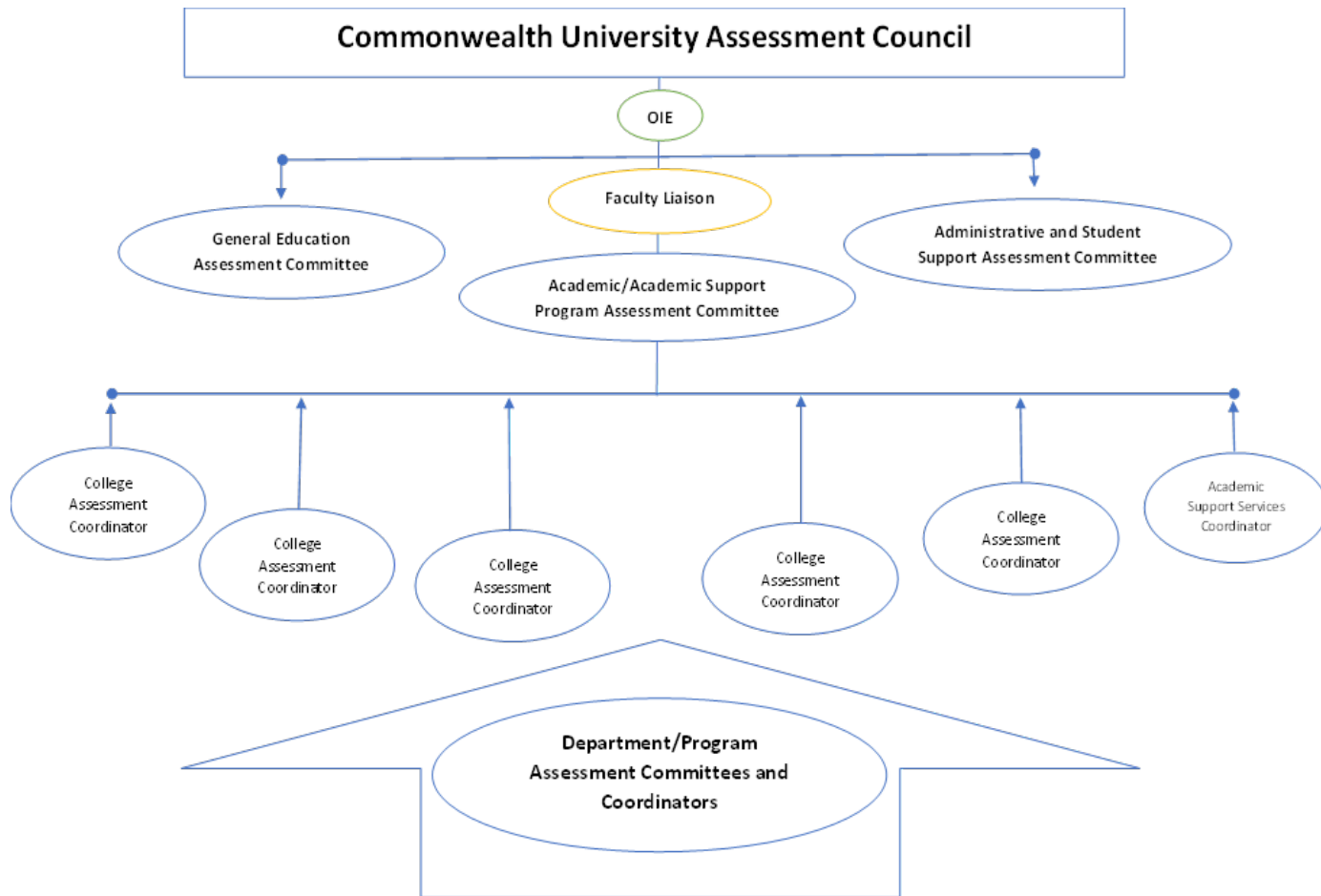
- Organize assessment planning and data collection within the department/program in a manner that accommodates the needs of the department and the programs housed within it.

## Meets

- Meetings are organized in a manner that accommodates the needs of the department and programs housed within it.

## Membership

- Membership is **determined in a manner that accommodates the department/programs** and may include a departmental committee or individual program committees.



# Assessment Structure

# Program Assessment Review (PAR) in Transition

- Developed by the Assessment and Accreditation Functional Implementation Team (FIT) which included faculty from all campuses
- Streamlined the campuses five-year and annual reporting processes into a more concise document due April 30th
- Linked on the Institutional Effectiveness Web Site along with other resources, including program data dashboards  
<https://www.bloomu.edu/program-assessment>

# PAR in Transition (i.e., Annual Report)

Five major sections:

- Introduction
- Program Student Learning Objectives (Intended Results)
- Curriculum Map
- Assessment Grid
- Summary and Action Plan

# Introduction

- **Complete Table 1: Program List** below (and remove example) for each degree program, concentration, track, minor, and certificate.
- Give brief overview of the degree program, concentration, track, minor, and certificate including any unique features or innovative pedagogy.

Table 1: Program List			
Program	Type (e.g., degree, minor, certificate)	Degree Award (e.g., BS, BA, MS, MED, DNP)	Delivery Method(s) (e.g., F2F, 100% online, ITV, Multi-modal)
Examples: Criminal Justice	Degree	BS	F2F, online, multi-modal



# Program Student Learning Objectives (Intended Results)

**Table 2: Program Student Learning Objectives and Rationale**

<b>Program</b>	<b>Program SLOs</b>	<b>Action</b> (indicate if SLO new, retained, revised from previous curriculum at any campus)	<b>Results</b> (summarize assessment outcomes or observed knowledge, skills, attitudes, and habits that informed action)	<b>Rationale</b> (provide brief statement of what informed the selection of the SLO)
Example: BS, Criminal Justice	SLO1: Communicate effectively in writing by stating purpose, organizing ideas, and using effective search strategies	Retained	Students met each criterion in Spring 2021 writing assessment for purpose (96%) and content (85%) but did not meet on organization (70%) and conventions (68%) (data on SharePoint)	Links to GE Competency, benchmarks to AACU and disciplinary standards, students below expectation scores on organization and writing conventions

# Curriculum Map

PAR Glossary states that...

a curricular 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.

See [Refreshing How We are Assessing](#), Slides 15– 19, for more information about curricular maps and examples

# Curriculum Map

Table 3: Curriculum Map Template

Program Student Learning Objectives (SLO)	SLO	SLO	SLO	SLO	SLO	SLO	SLO	SLO	SLO
Program Requirements									
Course									
Course									
Course									
Course									
Course									
Electives Category									
Experiential Learning									
Other									

Abbrev.	Description
<b>I</b>	Introduced or Introductory Level (i.e., <b>B</b> = Beginning in BU grid)
<b>R</b>	Reinforced (i.e., <b>I</b> = Intermediate in BU grid)
<b>S</b>	Summative or Mastered (i.e., <b>A</b> = Advanced in BU grid)

Note: Enter in each cell the appropriate designation (i.e., introduced, reinforced, or summative) for how each SLO is represented in a given course

# Assessment Grid

PAR Glossary says...

(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).

See [2<sup>nd</sup> Assessment Workshop](#) for more information on development assessment plans

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# Assessment Grid

Program Type, Underline One: Degree Program, Concentration, Track, Minor, Certificate		Program Coordinator: Department Chair:		Date Submitted:
a. Student Learning Objectives	b. Student Assessment	c. Results*	d. Actions*	e. Closing the Loop*
1.	<p>Method/assessment: (e.g., tests, presentations, research paper, etc.)</p> <p>Criterion/performance target:</p> <p>When and how often does assessment occur?</p>	<p>Criterion/performance target met:  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p>Results and analysis:</p>	<p>Actions taken to improve student performance</p>	<p>Changes in student performance when re-assessed</p>
2.	<p>Method/assessment: (e.g., tests, presentations, research paper, etc.)</p> <p>Criterion/performance target:</p> <p>When and how often does assessment occur?</p>	<p>Criterion/performance target met:  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p>Results and analysis:</p>	<p>Actions taken to improve student performance</p>	<p>Changes in student performance when re-assessed</p>
3.	<p>Method/assessment: (e.g., tests, presentations, research paper, etc.)</p> <p>Criterion/performance target:</p> <p>When and how often does assessment occur?</p>	<p>Criterion/performance target met:  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p>Results and analysis:</p>	<p>Actions taken to improve student performance</p>	<p>Changes in student performance when re-assessed</p>

\* Not required to complete c. – e. in 2022-23 since this is a planning document for the integrated curriculum or revised stand-alone programs

See [2<sup>nd</sup> Assessment Workshop](#) for more information on development assessment plans.

# Summary and Action Plan

Four primary parts:

- a. Summarize the program's data and trends for the three campuses. Please see the Program Review Data Dashboards - <https://www.bloomu.edu/program-assessment> and other Institutional Research Dashboards as needed - <https://www.bloomu.edu/institutional-research> for program, college, and institutional data.
- b. Identify the integrated program's strengths and weaknesses
- c. Provide a summary of personnel, physical, technology, and financial resources and adequacy of those resources.
- d. Provide an action plan for next academic year [3-5 bullet points based on program data, student learning outcomes (observed results), resource sufficiency, or other internal/external sources of information/data]

# Recap and Next Steps: Building a Culture of Assessment

- Submit PAR due April 30th
  - Share PAR with faculty
  - Develop a consensus on retained or slightly modified SLO's
  - Strongly recommend including unreported data on retained or slightly modified SLO's in the PAR
    - How to use data effectively (Next Workshop)
  - Share a draft of the PAR with program or department faculty
  - Obtain input, support, or mentoring through the faculty liaison
    - Coffee with Brett
  - Empower faculty through systematic assessment planning and data collection
  - Consider (recommended actions) based on retained or slightly modified SLO's and available data
    - Include in the action plan (3-5 bullet points)
  - Upload PAR into SharePoint
- Provide input on follow-up session
- Convene Assessment Council & Committees (Spring 2023)
- Build-Out Nuventive this summer (OIE)

# Questions

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