

# Assessment Session

October 28, 2024



# Agenda

- A. Welcome and introductions
- B. Review Fall 2024 general education submission dates and resources
- C. Review 2024-25 annual report program assessment review (PAR) submission dates and resources
- D. Review 2023-24 annual report PAR summary
  - 1. Remind all on expectations
  - 2. See rubric results
  - 3. View a few exemplars
  - 4. Consider opportunities for improvement
- E. Log into Nuventive Solutions Premier for quick view
- F. Update on program review per the Board of Governor's policy and procedures
- G. Ask questions and answers (throughout the entire session)
- H. Complete the [Session Evaluation](#)



# GE and Annual Report PAR Submission Dates

## GE Program Assessment

- Due December 17 per Provost's 8/16 email
- Submitted in [Qualtrics Data Submission Form](#)
- Use information and materials on [GE Web Page](#)

## Annual Report PAR

- Due September 15 (tentative until committee meets)
- Use information and materials on [Program Assessment Web Page](#)
- Submitted fully in [Nuventive Solutions Premier](#) (again no Word templates or tables)

# Annual Report PAR 2023-24

Five major sections entered through four key areas on the platform:

- General Information
- Curriculum Map
- Assessment Plan
- Assessment Results
- Annual Summary and Action Plan

HOME
<b>GENERAL INFORMATION</b>
PERSONNEL
<b>MAPPING</b>
<b>ASSESSMENT PLAN AND RESULTS</b>
<b>ANNUAL SUMMARY AND ACTION PLAN</b>
ASSESSMENT REVIEW RUBRIC
DOCUMENT LIBRARY

# Overall Submissions

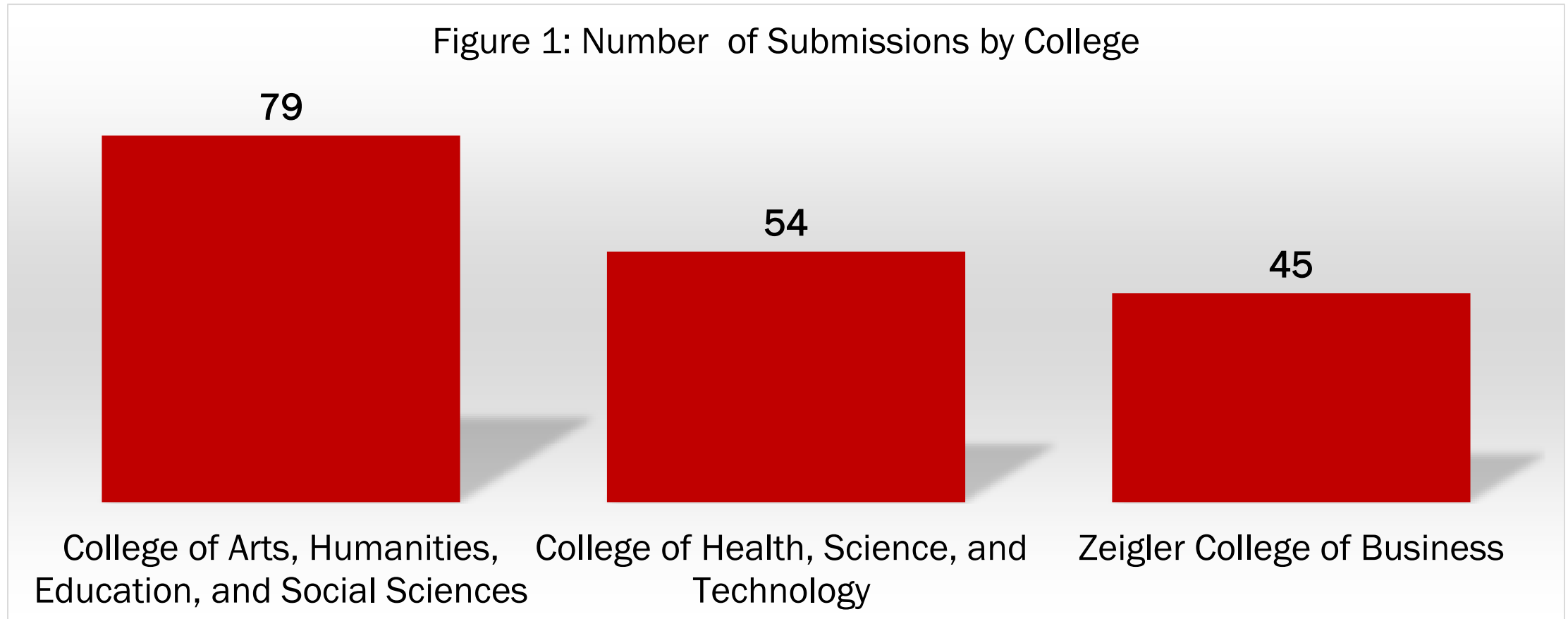
- Made progress on core degree programs
- Have room for improvement in concentrations, minors, and certificates

**Table 1: Annual Report PAR Summary Data for Submissions**

Category of Submissions	Submissions	Eligible Programs*	Submission Rate
Total Submissions	178	276	64.5%
Core Degree Program	65	76	85.5%
Concentration	74	118	62.7%
Minor	35	66	53.0%
Certificate - Certification	4	16	25.0%

Note: Eligible programs include those programs approved for the program array at the beginning of the assessment cycle or those programs with enrolled students sufficient to generate data for the program. In some cases, no students were enrolled in the courses or experiences used to assess the program.

# Overall Submissions by College



# Submissions by College

- Made progress on core degree programs across all colleges and levels
- Have room for improvement in bachelors concentrations, minors, and certificates though it varies by college and level

Category	Submissions	Eligible Programs	Submission Rate
COAHES	79	126	62.7%
Associates	1	1	100.0%
Bachelors	21	23	91.3%
Bachelors - Concentration	33	50	66.0%
Certificate	3	9	33.3%
Masters	6	8	75.0%
Masters - Concentration	1	1	100.0%
Minor	14	34	41.2%
COHST	54	92	58.7%
Associates	4	4	100.0%
Bachelors	16	18	88.9%
Bachelors - Concentration	12	35	34.3%
Certificate	1	5	20.0%
Doctoral	2	2	100.0%
Doctoral - Concentration	1	1	100.0%
Masters	5	7	71.4%
Masters - Concentration	6	6	100.0%
Minor	7	14	50.0%
ZCOB	45	58	77.6%
Bachelors	5	7	71.4%
Bachelors - Concentration	18	18	100.0%
Certificate		2	0.0%
Masters	5	6	83.3%
Masters - Concentration	3	7	42.9%
Minor	14	18	77.8%
Grand Total	178	276	64.5%
Total Eligible Programs (remove n/a)			276

# General Information

## General Information

*Last Modified: 08/29/2024, J. Cosgrove*



### College

College of Arts, Social Sciences and Humanities (COAHSS)

### Department

Psychology, Counseling, and Educational Leadership

### Program Type

Major - Undergraduate

### Assessment Coordinator(s)

Tara Mitchell

### Delivery Method

Face-to-face, Online, Multi-modal

### Program Description

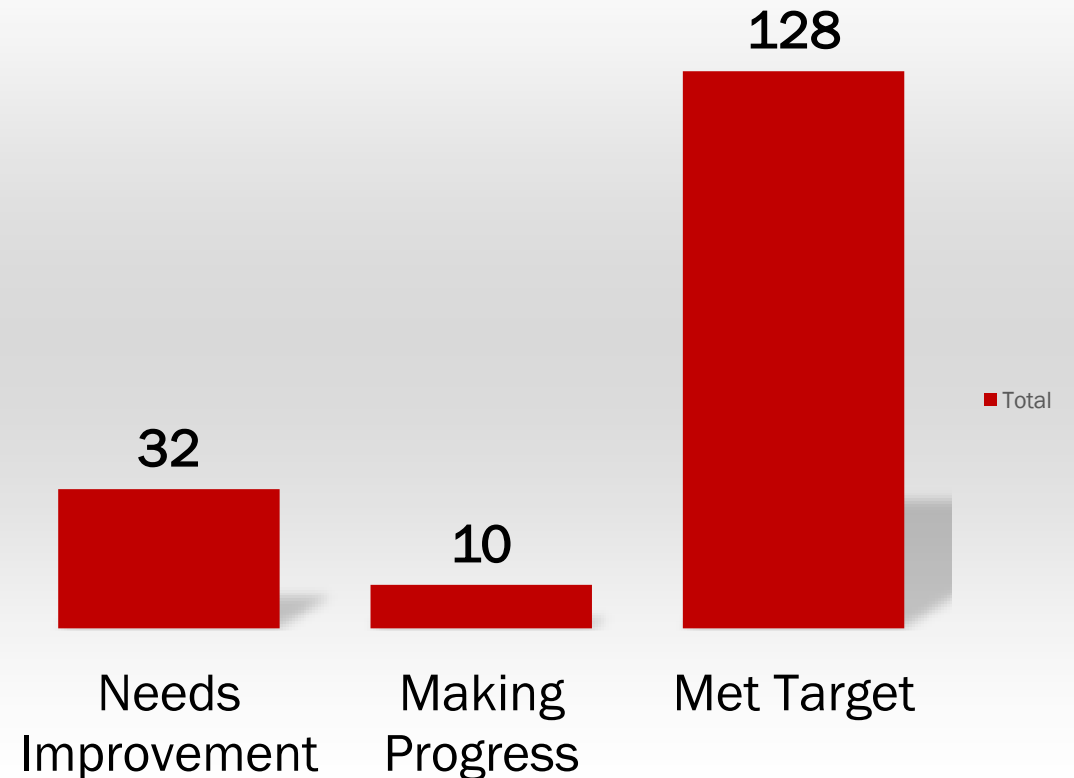
The B.S. in Psychology degree program is a 42-credit program resulting in a general psychology degree. It is based on the American Psychological Association's undergraduate education initiative and organized around five pillars, or domains, of knowledge (biological, cognitive, developmental, social, mental health) built on a foundation of research methods. Although the APA does not accredit bachelor's level programs, we are also using their 5 learning goals to assess student learning. The degree is meant to be student-centered and flexible, preparing students for the multiple paths they can take with a psychology degree.



# General Information

- Most programs completed the general information (rated the section 2.56 on a 3-point rubric)
- Most concerns were omissions of entire section or its elements

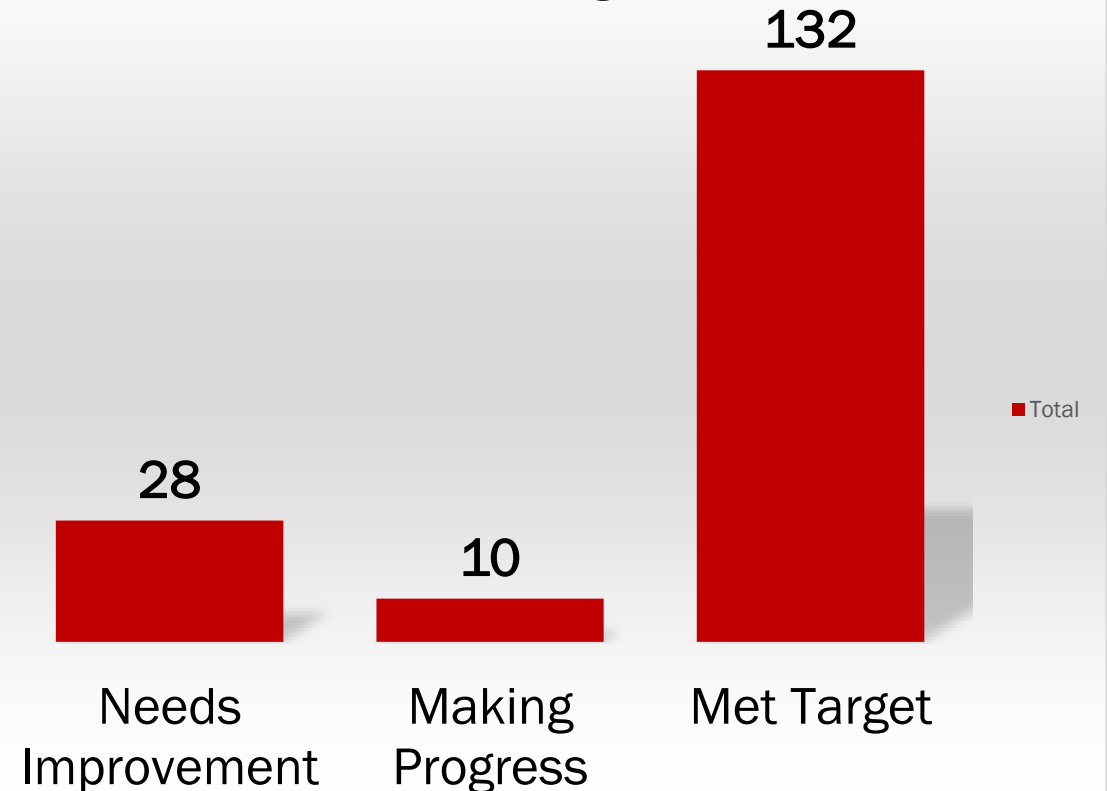
Figure 2: General Information - Count by Rating



# Curriculum Map

- Average rating (2.61 on a 3-point rubric)
- Opportunities for improvement:
  - Complete/review GE and Program mappings
  - Ensure all SLOs are mapped to at least one course/learning activity
  - Map SLOs at all levels commensurate with degree level (e.g., I, R, M for 4-year and graduate degrees)

Figure 3: Curriculum Map - Count by Rating



# Curriculum Map – Psychology (BS)

	SLO 1 Knowledge	SLO 2 Scientific Inquiry	SLO 3 Ethical and Social Responsibility	SLO 4 Communication	SLO 5 Professional Development
<b>PSYC-100</b>	I	I	I		
<b>PSYC-105</b>	I	I		I	I
<b>PSYC-121</b>	I	I	I		
<b>PSYC-131</b>	I				R
<b>PSYC-150</b>	R	R	R		
<b>PSYC-201</b>	R	R			R

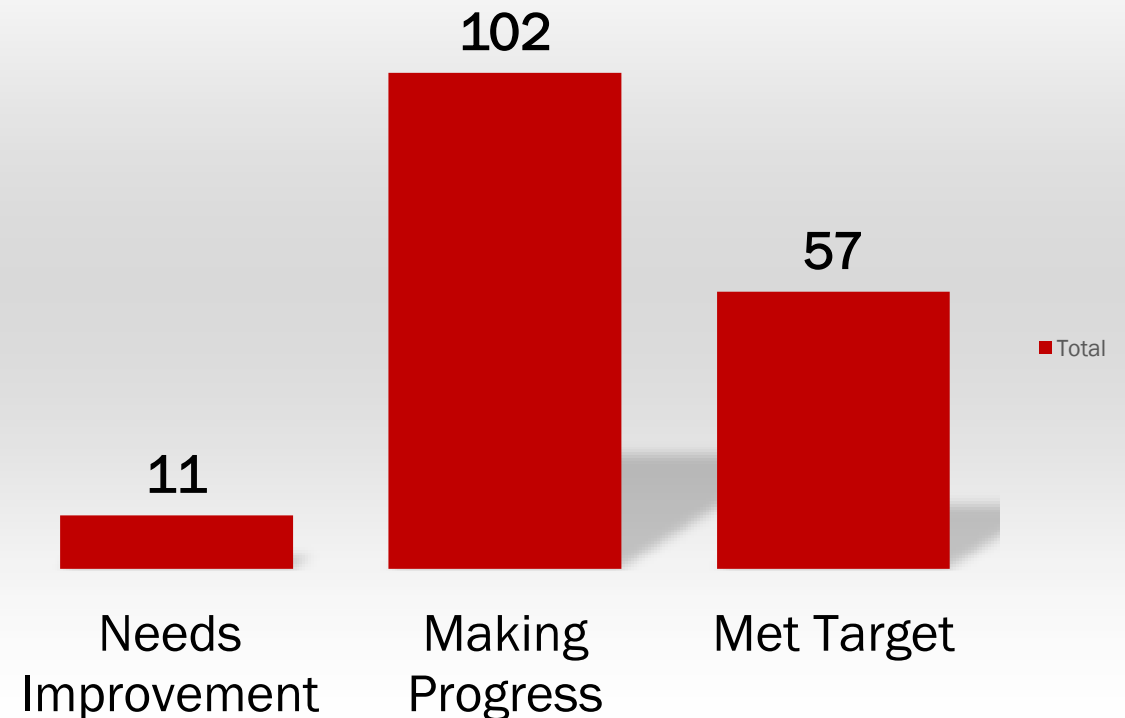
<b>PSYC-350</b>		M	M	R	R
<b>PSYC-355</b>	R				R
<b>PSYC-360</b>	R	R			
<b>PSYC-375</b>		R		R	R
<b>PSYC-376</b>	R	R			R
<b>PSYC-380</b>	R	R			
<b>PSYC-390</b>	R		R		R
<b>PSYC-406</b>	M	M		M	
<b>PSYC-412</b>	R	R		R	
<b>PSYC-422</b>	R			R	R
<b>PSYC-441</b>			M	M	M
<b>PSYC-442</b>			M	M	M

**Bloomsburg | Lock Haven | Mansfield**

# Assessment Plan

- Average rating (2.27 on a 3-point rubric)
- Opportunities for improvement:
  - Specify SLOs and assessments for concentrations, minors, and certificates
  - Provide more about criteria for success (what % of students should earn what % of each rating on the assessment), when assessed, and where assessments occur (e.g., in what course)
  - Use multiple means of assessment as a best practice

Figure 4: Assessment Plan - Count by Rating



# Assessment Plan for Major and Minor

## Program - Psychology (BS)

Student Learning Objective	Has Assessment Method	Has Results
SLO 1 Knowledge	●	●
SLO 2 Scientific Inquiry	●	●
SLO 3 Ethical and Social Responsibility	●	●
SLO 4 Communication	●	●
SLO 5 Professional Development	●	●

## Program - Psychology (Minor)



Student Learning Objective	Has Assessment Method	Has Results
SLO 1 Knowledge	●	●
SLO 2 Scientific Inquiry	●	●
SLO 3 Ethical and Social Responsibility	●	●

# Assessment Plan for Major and Concentration

## Program - International Business (BSBA)

Student Learning Objective	Has Assessment Method	Has Results
----------------------------	-----------------------	-------------

Knowledge, Skills, and Abilities		
----------------------------------	---	---

Complexity		
------------	---	---

Cultural Diversity		
--------------------	--	--

Functional Expertise		
----------------------	--	--

Expatriates' Challenges		
-------------------------	--	--



Dealing with Logistics		
------------------------	--	--

Geocentric Values and Non-ethnocentric		
--	--	--

Application of Knowledge and Skills		
-------------------------------------	--	--



## Program - International Business (BSBA) - Economics

Student Learning Objective	Has Assessment Method	Has Results
----------------------------	-----------------------	-------------

Economics Knowledge and Skills		
--------------------------------	---	---

## Program - International Business (BSBA) - Finance

Student Learning Objective	Has Assessment Method	Has Results
----------------------------	-----------------------	-------------

Finance Knowledge and Skills		
------------------------------	---	---

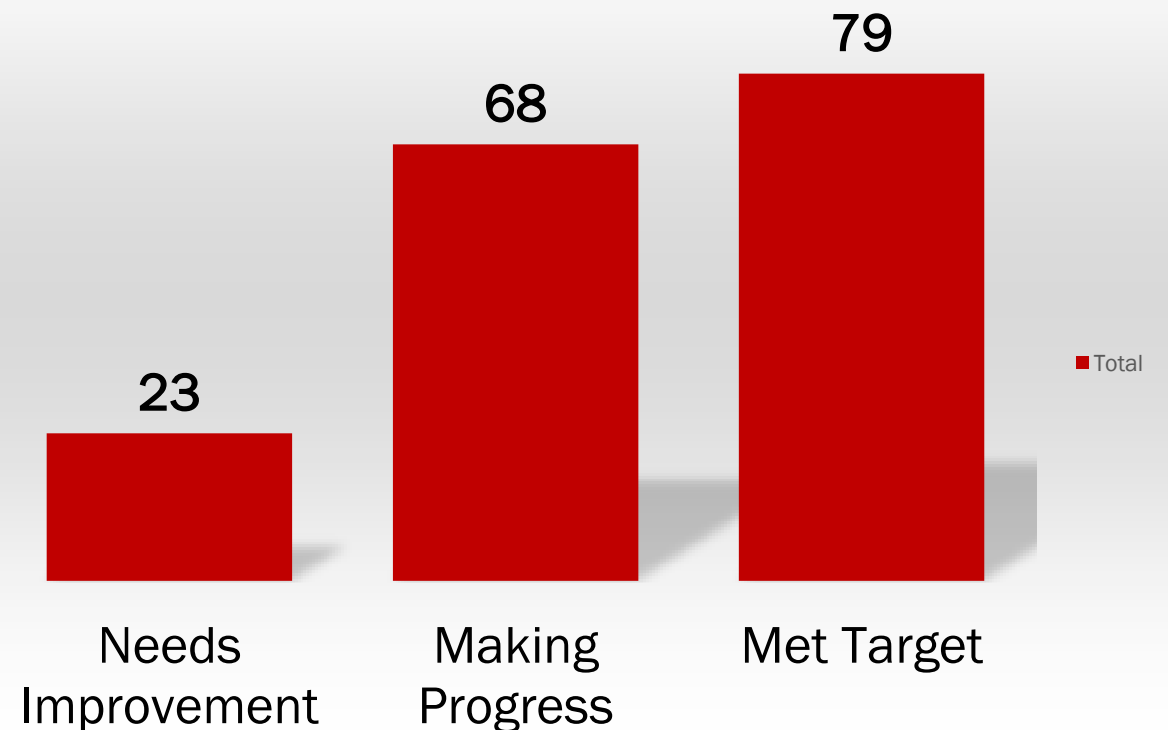
# Assessment Plan – Psychology (BS)

Assessment Method	Result
<p><b>Assessment Method:</b> Scientific Inquiry and Critical Thinking will be assessed in Research Methods (PSYC250) through performance on a <b>final exam</b>.</p> <p><b>Criterion / Performance Target:</b> <b>Having 70% or more of students score 70% or higher on the final exam.</b></p> <p><b>When and how often does assessment occur?:</b> This SLO will be measured starting in <b>Fall 2023 in PSYC250</b>. Data will be provided from each campus based on student performance on a final exam from <b>at least one semester of each academic year</b>.</p>	<p><b>Reporting Period:</b> 2023 - 2024</p> <p><b>Report on prior years actions.:</b> The last assessment report contained minimal student data, as we worked to "switch" to the new curriculum and new general education and department SLOs. We began working toward best methods of assessing the new and major across all campuses. This particular SLO is a key focus of psychology as a science and is a recurring theme in our courses, particularly our research sequence.</p> <p><b>Criterion / Performance Target Met:</b> Criterion/Target Met</p> <p><b>Results and Analysis:</b> Across FA 2023 and SP 2024, a sample of 114 students, representing all campuses, were evaluated on the scientific inquiry process through their PSYC250 final exam. Meeting our goal, 84% (96) scored 70% or higher.</p> <p><b># of Students Assessed:</b> 114</p> <p><b># of Students Meeting Criterion / Target:</b> 96</p> <p><b>Actions:</b> We met our goal of 70% of students, or more, scoring 70% or higher on the final exam. We will, basically, be retaining this SLO, as we will continue to rely on the APA learning goals, but it will be modified slightly as a result of the most recent update to the learning goals (APA learning goals 3.0). This goal already includes multiple assessments at the foundational and baccalaureate level, but we will continue to monitor and evaluate best practices in supporting student learning with this SLO, given its importance in psychology as a science.</p>
<p><b>Assessment Method:</b> Scientific Inquiry and Critical Thinking will be assessed through evaluation of student research in PSYC350 (<b>Research Lab</b>).</p> <p><b>Criterion / Performance Target:</b> <b>Having 70% or more of students meet or exceed expectations on an evaluation of their research project.</b></p> <p><b>When and how often does assessment occur?:</b> This SLO will be measured starting in Fall 2023. Data will be provided from each campus based on students' in <b>PSYC350 from at least one semester of each academic year</b>.</p>	<p><b>Reporting Period:</b> 2023 - 2024</p> <p><b>Report on prior years actions.:</b> In the previous assessment, we did not include PSYC350 (Research Lab) data in assessing this SLO. We added this assessment to this year to better reflect the APA's focus on foundational and baccalaureate assessments for each goal.</p> <p><b>Criterion / Performance Target Met:</b> Criterion/Target Met</p> <p><b>Results and Analysis:</b> Across FA 2023 and SP 2024, a sample of 98 students, representing all campuses, were evaluated on the scientific inquiry process in their PSYC350 projects (design, IRB, data collection, and analysis). Meeting our goal, 84% (82) met or exceeded expectations in the scientific inquiry process for their research project.</p> <p><b># of Students Assessed:</b> 98</p> <p><b># of Students Meeting Criterion / Target:</b> 82</p> <p><b>Actions:</b> We met our goal of 70%, or more, of students meeting/exceeding expectations. We will, basically, be retaining this SLO, as we will continue to rely on the APA learning goals, but it will be modified slightly as a result of the most recent update to the learning goals (APA learning goals 3.0). This course is a modification of one that existed in different forms on each campus, and this is the first year it was taught in this format on all three campuses. The content and structure of the course for individual faculty will be modified to better reflect the new parameters of the course.</p>

# Assessment Results

- Average rating (2.33 on a 3-point rubric)
- Opportunities for improvement:
  - Provide actions for all SLOs,
  - Be specific about what assessment data is associated with majors, concentrations, and minors and not merely all students in a course
  - Provide SLOs in contrast to program outcomes (e.g., enrollment, retention, graduation rates, satisfaction) which should go in the annual summary
  - Add any unreported data for 2023-24

Figure 5: Assessment Results - Count by Rating



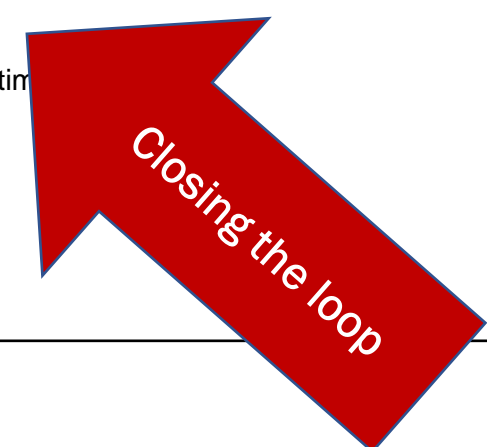


# Assessment Results – Psychology (BS)

Assessment Method	Result
<p><b>Assessment Method:</b> Scientific Inquiry and Critical Thinking will be assessed in Research Methods (PSYC250) through performance on a final exam.</p> <p><b>Criterion / Performance Target:</b> Having 70% or more of students score 70% or higher on the final exam.</p> <p><b>When and how often does assessment occur?:</b> This SLO will be measured starting in Fall 2023 in PSYC250. Data will be provided from each campus based on student performance on a final exam from at least one semester of each academic year.</p>	<p><b>Reporting Period:</b> 2023 - 2024</p> <p><b>Report on prior years actions.:</b> The last assessment report contained minimal student data, as we worked to "switch" to the new curriculum and new general education and department SLOs. We began working toward best methods of assessing the new and major across all campuses. This particular SLO is a key focus of psychology as a science and is a recurring theme in our courses, particularly our research sequence.</p> <p><b>Criterion / Performance Target Met:</b> Criterion/Target Met</p> <p><b>Results and Analysis:</b> Across FA 2023 and SP 2024, a sample of 114 students, representing all campuses, were evaluated on the scientific inquiry process through their PSYC250 final exam. Meeting our goal, 84% (96) scored 70% or higher.</p> <p><b># of Students Assessed:</b> 114</p> <p><b># of Students Meeting Criterion / Target:</b> 96</p> <p><b>Actions:</b> We met our goal of 70% of students, or more, scoring 70% or higher on the final exam. We will, basically, be retaining this SLO, as we will continue to rely on the APA learning goals, but it will be modified slightly as a result of the most recent update to the learning goals (APA learning goals 3.0). This goal already includes multiple assessments at the foundational and baccalaureate level, but we will continue to monitor and evaluate best practices in supporting student learning with this SLO, given its importance in psychology as a science.</p>
<p><b>Assessment Method:</b> Scientific Inquiry and Critical Thinking will be assessed through evaluation of student research in PSYC350 (Research Lab).</p> <p><b>Criterion / Performance Target:</b> Having 70% or more of students meet or exceed expectations on an evaluation of their research project.</p> <p><b>When and how often does assessment occur?:</b> This SLO will be measured starting in Fall 2023. Data will be provided from each campus based on students' in PSYC350 from at least one semester of each academic year.</p>	<p><b>Reporting Period:</b> 2023 - 2024</p> <p><b>Report on prior years actions.:</b> In the previous assessment, we did not include PSYC350 (Research Lab) data in assessing this SLO. We added this assessment to this year to better reflect the APA's focus on foundational and baccalaureate assessments for each goal.</p> <p><b>Criterion / Performance Target Met:</b> Criterion/Target Met</p> <p><b>Results and Analysis:</b> Across FA 2023 and SP 2024, a sample of 98 students, representing all campuses, were evaluated on the scientific inquiry process in their PSYC350 projects (design, IRB, data collection, and analysis). Meeting our goal, 84% (82) met or exceeded expectations in the scientific inquiry process for their research project.</p> <p><b># of Students Assessed:</b> 98</p> <p><b># of Students Meeting Criterion / Target:</b> 82</p> <p><b>Actions:</b> We met our goal of 70%, or more, of students meeting/exceeding expectations. We will, basically, be retaining this SLO, as we will continue to rely on the APA learning goals, but it will be modified slightly as a result of the most recent update to the learning goals (APA learning goals 3.0). This course is a modification of one that existed in different forms on each campus, and this is the first year it was taught in this format on all three campuses. The content and structure of the course for individual faculty will be modified to better reflect the new parameters of the course.</p>

# Assessment Results – Mathematics (BS)

Assessment Method	Result
<p><b>Assessment Method:</b> Exam questions from Stat 241, Math 270, 480 and 482</p> <p>Phasing out Major Fields Test (No capstone course in new program)</p> <p><b>Criterion / Performance Target:</b> 75% score 75% or higher on the assessment questions</p> <p>Goal for Major Fields Test is 50% scored at or above 50th percentile and average percentile is 50% or above.</p> <p><b>When and how often does assessment occur?:</b> In general, assessment schedule is: Stat 241 odd springs Math 270 even falls Math 480 odd falls Math 482 even springs</p> <p>Major Fields Test will be given periodically in Math 480 and 482, while exams last.</p>	<p><b>Reporting Period:</b> 2023 - 2024</p> <p><b>Report on prior years actions.:</b> In Spring 2023, the results were 60% achieved a score of 75% or better in MATH 270 and 59.1% in STAT 141. The averages were 73.25 and 74.43 respectively, so we saw no need for concern as this was our first year of the major. However, During the 2022-23 academic year, formative assessments and assignments revealed that students for the LH and MA campuses (in the DE sections) experienced more difficulty. The instructors scheduled special (extra) office hours and increased availability for those students to assist with course material and help students understand expectations. This effort significantly increased learning and academic success, especially for students taking DE courses. Since integration, faculty have also honed their pedagogical skills in teaching DE more effectively.</p> <p><b>Criterion / Performance Target Met:</b> Criterion/Target Met</p> <p><b>Results and Analysis:</b> 82.5% of students met the goal of 75% or higher on assessment questions in MATH 480 and MATH 482.</p> <p><b># of Students Assessed:</b> 40</p> <p><b># of Students Meeting Criterion / Target:</b> 33</p> <p><b>Actions:</b> Student exceeded our goal so no action needed at this time</p>



# Assessment Results – Theatre (BA)

Assessment Method	Result
<p><b>Assessment Method:</b> Appropriate rubric elements from the final design project</p> <p><b>Criterion / Performance Target:</b> 70% of majors will be rated as meeting expectations or better</p> <p><b>When and how often does assessment occur?:</b> Every Fall semester when THEA 270: Fundamentals of Theatre Design is offered</p>	<p><b>Reporting Period:</b> 2023 - 2024</p> <p><b>Report on prior years actions.:</b> Following the 2022-23 assessment, the faculty developed a “comment catalog” to archive frequently observed opportunities for improvement and feedback, which could be tailored to each student. These comments were provided in addition to the standard responses generated from the rubric in the LMS.</p> <p><b>Criterion / Performance Target Met:</b> Criterion/Target Met</p> <p><b>Results and Analysis:</b> 100% of majors (n = 8) met expectations for this SLO, as assessed via appropriate rubric elements</p> <p><b># of Students Assessed:</b> 8</p> <p><b># of Students Meeting Criterion / Target:</b> 8</p> <p><b>Actions:</b> The faculty will monitor the effectiveness of the feedback process and discuss other ideas about how to share meaningful feedback and encourage formative conversations during the course.</p> <p><b>Supporting Documents:</b>  <a href="#">SLO #2 THEA 270 Student Artifact (Meets Expectations).pdf</a></p>



# Assessment Results

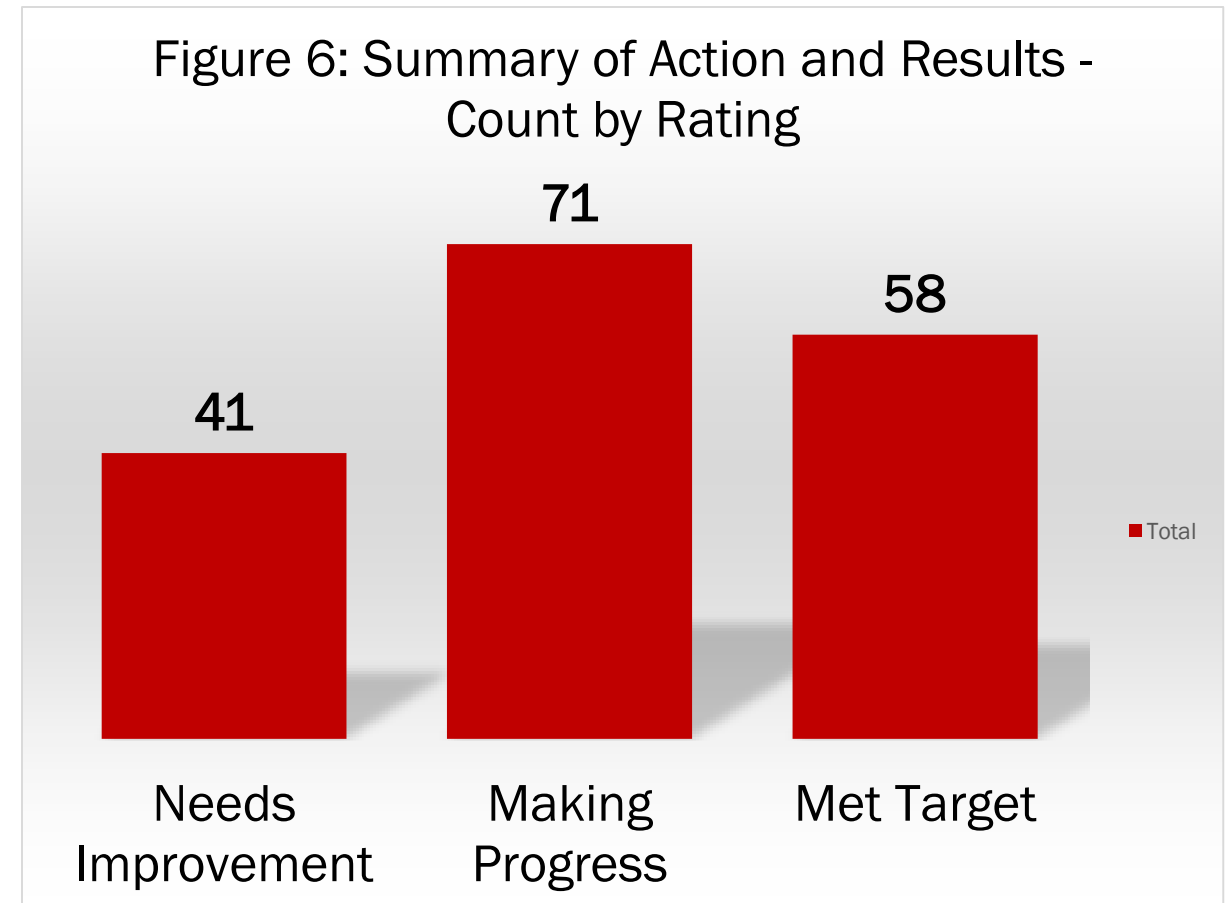
**Table 2: Overall Results of Student Performance**

	Student Learning Objectives	Assessment Methods	Results	Percent of Results with 'Criterion / Performance Target Met'	Students Assessed	Students Meeting	Percent Meeting
<b>CU</b>	1062	1352	903	76.1%	33,597	28,795	85.7%
<b>COHST</b>	391	560	373	87.8%	9,385	8,605	91.7%
<b>COAHES</b>	448	556	323	56.3%*	11,421	9,792	85.7%
<b>ZCOB</b>	223	236	207	87.0%	12,791	10,398	81.3%

Note: Targets marked as insufficient data will count as target not met in this calculation. Additionally, criteria set very high (e.g., 100%) may have a negative result in this column even though a large percent of individual students met the criteria

# Annual Summary and Action Plan

- Average rating (2.10 on a 3-point rubric)
- Opportunities for improvement:
  - Complete the section and all parts of it to clearly state strengths, opportunities, and action plans
  - Explore data and conduct deeper analyses
  - Include student and faculty accomplishments



# Nuventive Solutions Premier

- Log in to Nuventive
- Review each of the screens for some basic tips
- View the new assessment rubric tab on the menu
- Ask questions
- Access resources on the web
  - Recordings on [Program Assessment Web Page](#) and in Brightspace
  - User guide and instructions on the [OIE – Technologies Web Page](#)

# Five-Year PAR Update

## Update:

- Revived and revised the [BOG Program Review Policy](#) and [Procedures](#)
- Submitted a five-year program review schedule to OOC
- Drafted a template and timeline
- Impacts only accredited programs for 2024-25 and 2025-26



## PA State System of Higher Education Board of Governors

Page 1 of 3

### Policy 1986-04-A: *Program Review*

**Adopted:** July 15, 1986  
**Effective:** July 16, 1986

**Amended:** October 17, 1991, October 9, 2003,  
October 6, 2016, July 20, 2023, and April 11, 2024

**Background:** Periodic program review is a best practice in American higher education that involves stakeholders in the continuous improvement of existing academic programs and programs in support of the student experience. Such review includes evidence that the program meets quality-assurance standards and analysis of past performance and projected demand and industry direction that is used to inform decision-making. The review process must be aligned with strategic-planning and budgeting, program array management and sustainability, institutional and specialized accreditation processes, and student outcomes assessment. Criteria for the implementation of this policy can be found in the System Procedure/Standard for review of academic programs and programs in support of the student experience.

#### A. Definitions

1. **Academic Programs.** All academic degree programs (academic majors) and associated tracks/concentrations) and the general education program.
2. **Programs in Support of the Student Experience.** A broad network of programs and services delivered either in-person or virtually that directly contribute to students' educational experience and foster student success. Examples include, and are not limited to, academic advising processes, library, student and residence life, tutoring, enrollment services (e.g., undergraduate admissions, graduate admissions, financial aid, bursar, and registrar), public safety, athletics, career services, disability services, wellness services, and diversity equity and inclusion (DEI).
3. **Modified Review.** Academic departments with programs subject to specialized accreditation may request to submit the most recent program accreditation report as a primary document for the five-year academic program review. Requests must be made in writing and are at the discretion of the President (or designee). Approval may be contingent upon the amount of time elapsed since the tendering of the most recent program accreditation report. The submission for modified review shall include the complete accreditation report and accreditor's recommendations/suggestions. Additional criteria and information, including centrality to university mission and contribution to university program array metrics not addressed in the accreditation

Page 1

# Five-Year PAR Update

- Have programs undergoing accreditation this year complete the summary template by or before July 15 for August submission to the OOC

College	Department Titles	Majors (Degree Programs)	Degrees Awarded	Specialized Accreditation Organization
ZCOB	Business, Innovation, and Technology Management	Accountancy Accounting Business Administration Economics Information Technology Instructional Design and Learning International Business Professional Sales and Marketing Supply Chain Management Technical Leadership	BA BAS BSBA MBA MACC MS	AACSB
COHST	Mathematics, Computer Science, and Digital Forensics	Computer Science	BS	ABET
COHST	Biological and Health Sciences	Nutrition	BS	ACEND
COAHESS	Anthropology, Sociology, Criminal Justice, and Social Work	Social Work	MSW	CSWE
COAHESS	Music, Theatre, and Dance	Theatre	BA	NAST
COAHESS	Visual Arts	Visual Arts	BA BFA	NASAD
COHST	Physical and Environmental Sciences	Electronics Engineering Technology	BS	ABET

## Summary and Action Plan (serve as Executive Summary for PASSHE submission)

<b>University:</b>		<b>Submission Date:</b>	
<b>Program Name:</b>			
<b>Program Description:</b>			
<b>Strengths:</b> List 3-5 program strengths documented in the review			
<b>Opportunities:</b> List 3-5 program opportunities documented in the review			
<b>Takeaways from External Evaluator:</b> If applicable, summarize the key takeaways from the evaluator's report			
<b>Actions:</b> What, if any, actions did or will the Program take in response to the review in the next five years? What, if any, actions did or will the University take in relation to the program in response to the review in the next five years? Provide actions, key steps, and timeline for implementation			
<b>Name and Title of Vice President:</b>		<b>Signature of Vice President</b>	
<b>Name</b>			
<b>Title</b>			



# Acknowledge Exemplars

- Accounting
- Psychology
- Economics
- EGGs – Environmental Geoscience
- Audiology and Speech-Language Pathology
- Clinical Mental Health Counseling

# Questions and Evaluate

