## 2022-23 Academic / Academic Support Assessment Summary

In 2022-23, Commonwealth University (CU) implemented the Program Assessment Review (PAR) in Transition process to guide academic program assessment in alignment with the development/approval of the CU Program Array and with Middle States and State System expectations. Each approved academic program (e.g., degree program, concentration, track, minor, and certificate) was required to submit a PAR by May 31 to the Assessment SharePoint Site. Institutional Effectiveness staff, in collaboration with the faculty assessment liaison, used a rubric to rate the degree to which each program completed each of the five primary segments of the planning and assessment process and offer collegial advice to improve or affirm each program's approach. This report summarizes rubric ratings (on a three-point scale) and comments for all submissions and is also intended to help identify general opportunities for improvement in the academic assessment process.

College of Program
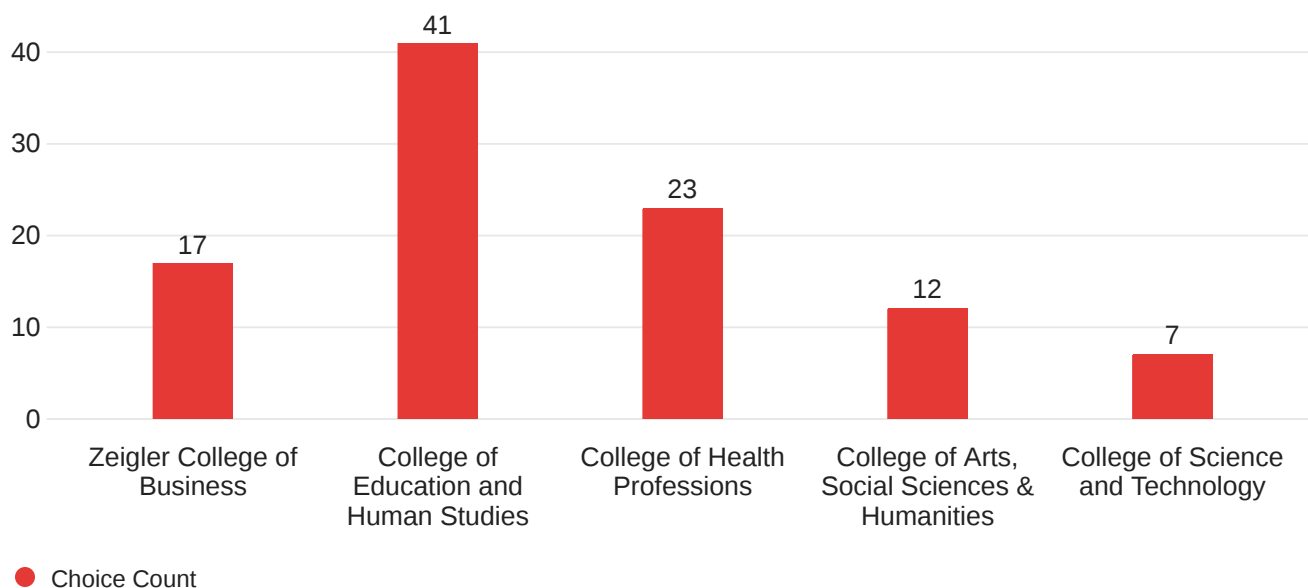
Around 100 rubrics were scored representing nearly 200 programs. Programs were given the latitude to group academic programs in their department or discipline into one PAR (and report on each) or to complete a separate PAR document for each program, whichever was easiest. As such, the number of rubric scores represents about half of the programs submitted. In the future, we will likely score a separate rubric for each program since the program plans will be housed separately in CU's Nuventive Solutions Premier platform. Some of the differences in numbers submitted by College relate to the number of College programs, the submission approach, and actual number of programs that submitted.

Introduction (PAR - Part I)

Each PAR began with an introduction which included for each program the program(s) name, type, degree (if appropriate), and delivery method(s). This information will be useful in the future for sorting assessment results, in aggregate, by degree type or modality, for example. Each program also should have provided a brief overview of the program, including any unique features or innovative pedagogy. Nearly all programs completed all elements of this section, though a few omitted it altogether or did not provide much or any description of the program.

Introduction

- Choice Count
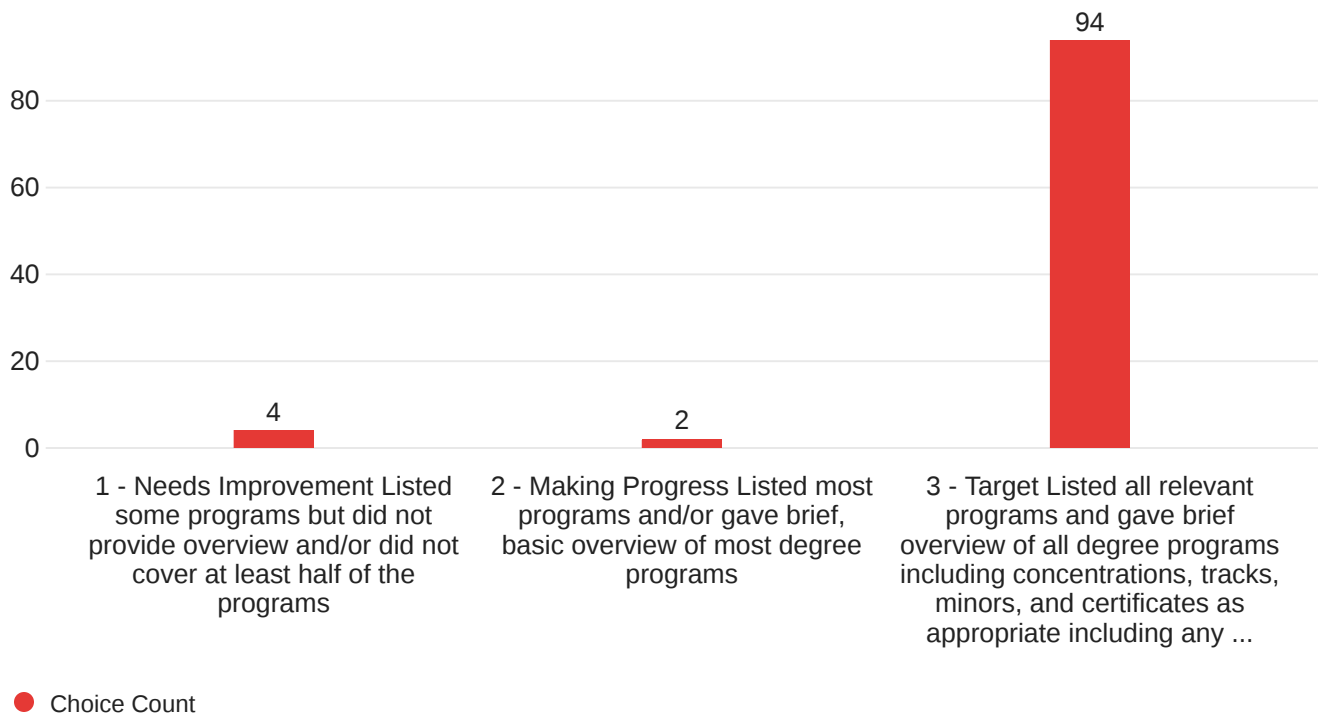
Introduction

Field	Min	Max	Mean	Median	Standard Deviation	Variance	Responses
Introduction	1.00	3.00	2.90	3.00	0.41	0.17	100

Program Learning Objectives (PAR - Part II)

Part II requested from each program the CU program SLOs; an indication of whether each SLO was new, revised, or retained from one or more legacy program; any unreported assessment data for retained/revised SLOs; and a rationale for each SLO's selection (e.g., assessment data, disciplinary guidelines, accreditation standards, etc.). The mean score for this part was 2.3, and the primary reason why the majority of programs earned a "2" rating related to not reporting or not having sufficient legacy program assessment data. Lower ratings were also given for PARs that included multiple programs but did not specify unique SLOs for concentrations, tracks, minors, or certificates. In cases, some SLOs may be shared by multiple programs, but at least one unique SLO should be designated for each program. Also, reporting raw data plus the percent of students who met or did not meet expectations would enhance usefulness of data.

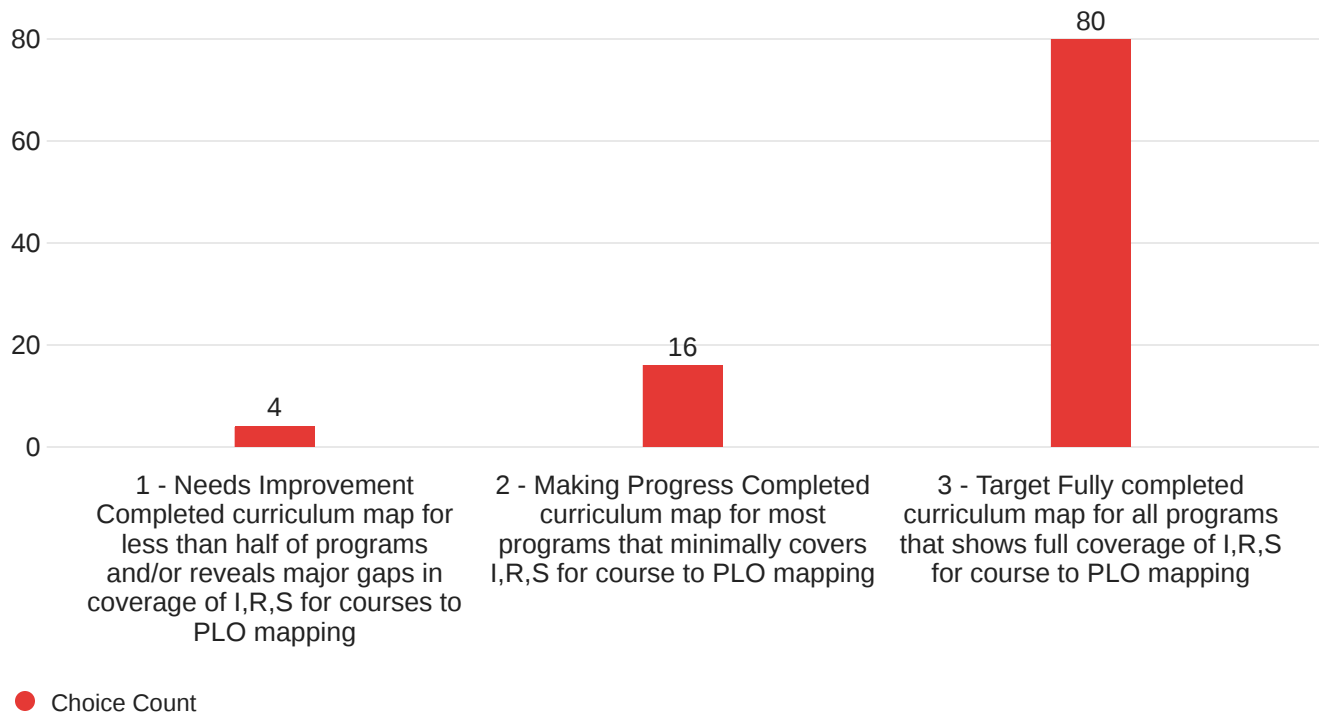## Program Learning Objectives (Table 2)

● Choice Count
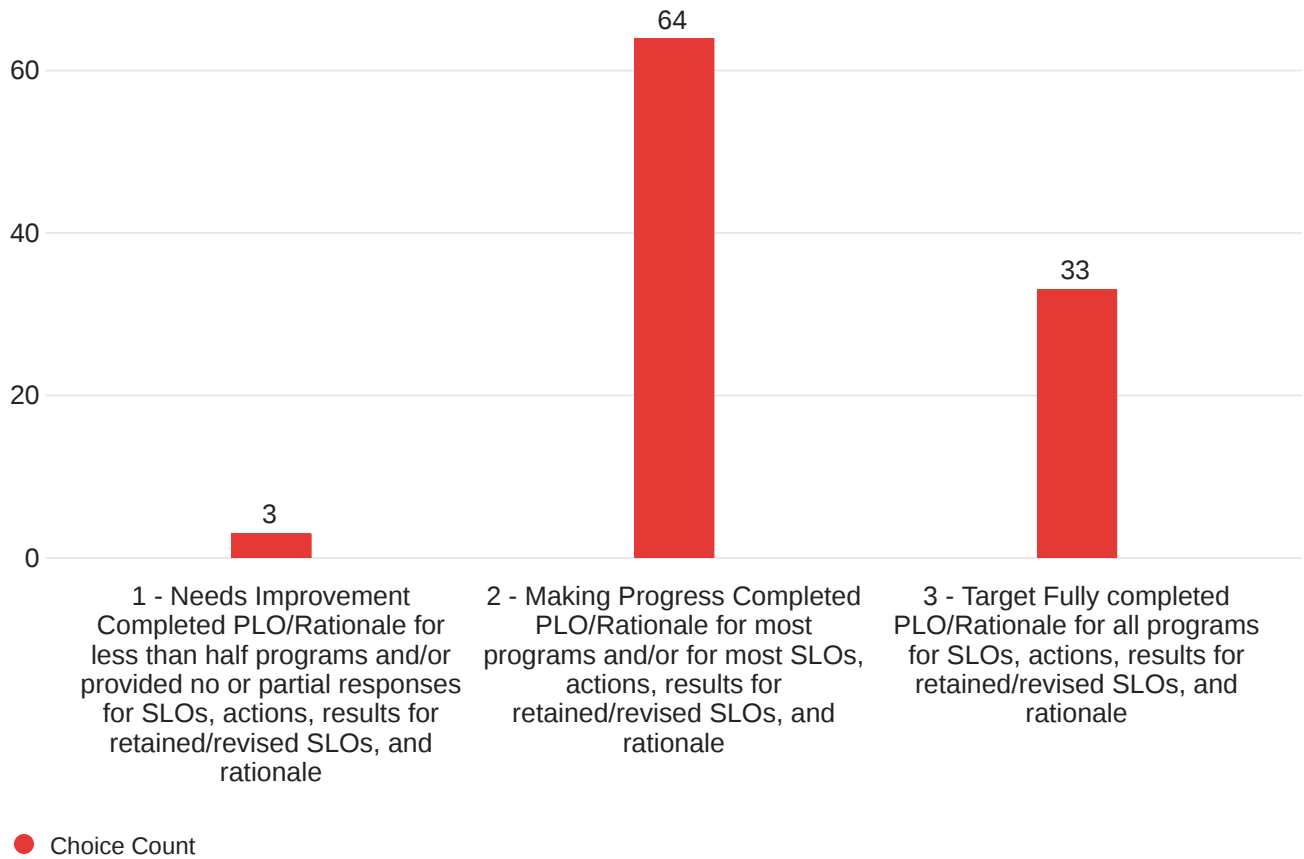
Program Learning Objectives (Table 2)

Field	Min	Max	Mean	Median	Standard Deviation	Variance	Responses
Program Learning Objectives (Table 2)	1.00	3.00	2.30	2.00	0.52	0.27	100

Curriculum Map (PAR - Part III)

Each program was asked to submit a curriculum map that indicates at what level (e.g., **I**=Introduced or Introductory Level, **R**=Reinforced, and/or **S=**Summative/Mastered) each SLO is addressed in each course/learning activity as appropriate. The map should have included progression of learning or proficiency throughout the curriculum. The submitted plans were on average rated as a 2.76 with the majority of programs fully meeting expectations on this part. Opportunities for improvement tend to be in the following areas: (1) ensuring all SLOs are mapped to at least one course/learning activity and at all levels commensurate with degree level (e.g., a BS/BA and graduate degrees should include all levels whereas a minor or certificate may or may not have all three levels, especially "S"); (2) labeling all SLOs with the actual SLO statement instead of just SLO1, SLO2, etc.); and (3) using the CU naming conventions (e.g., I, R, S/M versus legacy conventions; faculty have expressed they prefer M for Summative/Mastered).
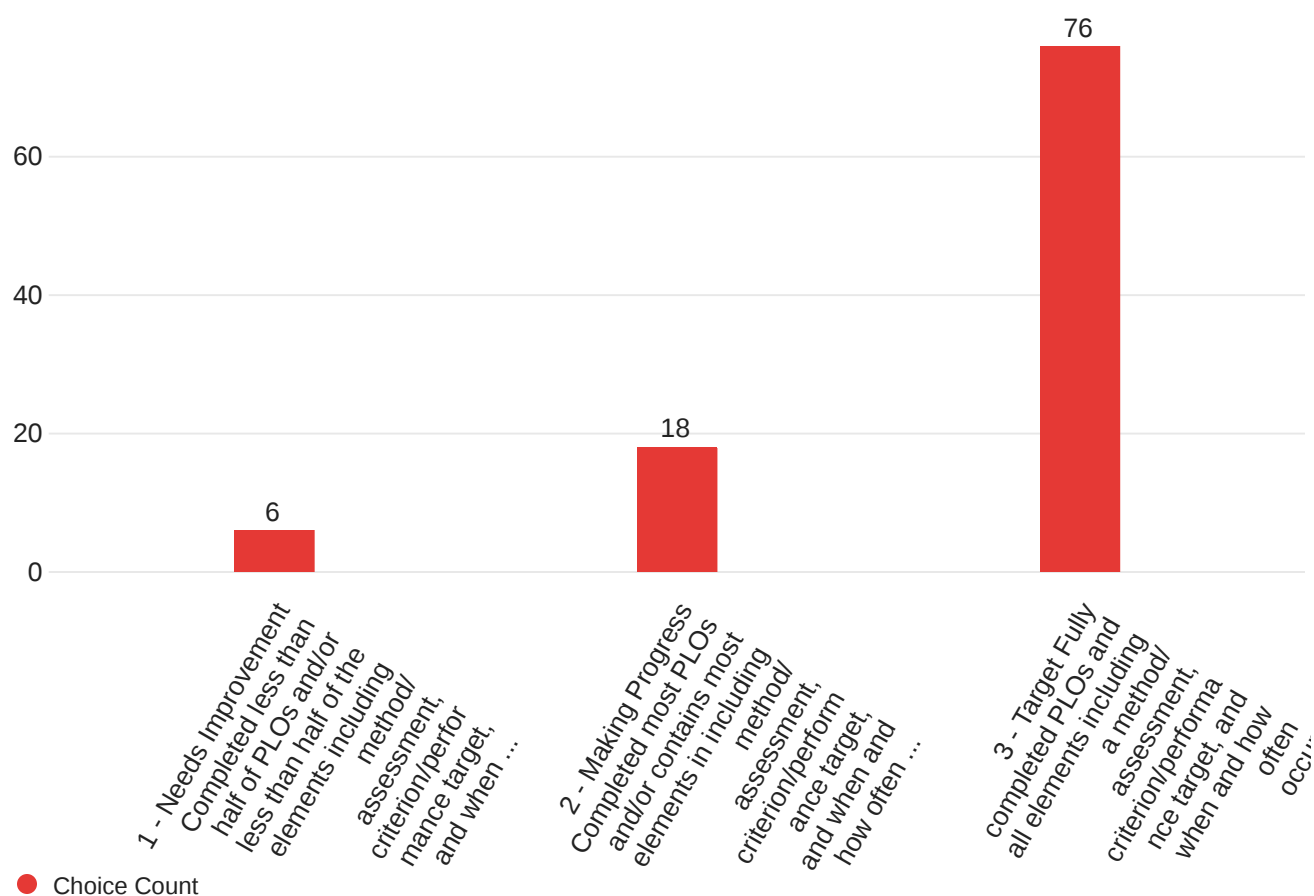
Curriculum Map (Table 3)

Legend: ● Choice Count

Curriculum Map (Table 3)

Field	Min	Max	Mean	Median	Standard Deviation	Variance	Responses
Curriculum Map (Table 3)	1.00	3.00	2.76	3.00	0.51	0.26	100

Assessment Grid (PAR - Part IV)

Each program should have submitted an Assessment Grid and complete just 4a.Program Student Learning Objectives (SLOs) and 4b.Student Assessment(s) of SLOs (including method, criteria, when/how assessed). Since this Assessment Grid is a plan for 2023-24, there were no expectations for the completion of Sections 4c.Results (Outcomes), 4d.Actions taken to improve student performance, and 4e.Closing the Loop to indicate changes in student performance, though some programs were able to report results and actions. The majority of submissions included Sections 4a. and 4b. as requested and on average (2.7 rating) met expectations. Opportunities for improvement included: (1) more information about criteria for success (what % of students should earn what %/rating on the assessment and (2) SLOs and assessments specified for concentrations, tracks, minors, and certificates.

Assessment Grid (Table 4)

Bar chart showing Choice Count:
- 1 - Needs Improvement Completed less than half of PLOs and/or less than half of the elements including method/ assessment, criterion/perfor mance target, and when ...: 6
- 2 - Making Progress Completed most PLOs and/or contains most elements in including method/ assessment, criterion/perform ance target, and when and how often ...: 18
- 3 - Target Fully completed PLOs and all elements including a method/ assessment, criterion/performa nce target, and when and how often occu...: 76

Choice Count

Assessment Grid (Table 4)

Field	Min	Max	Mean	Median	Standard Deviation	Variance	Responses
Assessment Grid (Table 4)	1.00	3.00	2.70	3.00	0.57	0.33	100

Summary and Action Plan (PAR - Part V)

Each program was asked to summarize program and institutional data and outcomes, identify strengths and opportunities for improvement, consider adequacy of resources, and articulate an action plan. On average (2.46), programs adequately completed Part V by fully meeting the target or making progress. However, not all programs addressed any/all four parts or provided a full response for each part. In particular, some programs did not appear to review and analyze the wealth of relevant data on the program and institutional dashboards.

Summary Action and Plan

● Choice Count
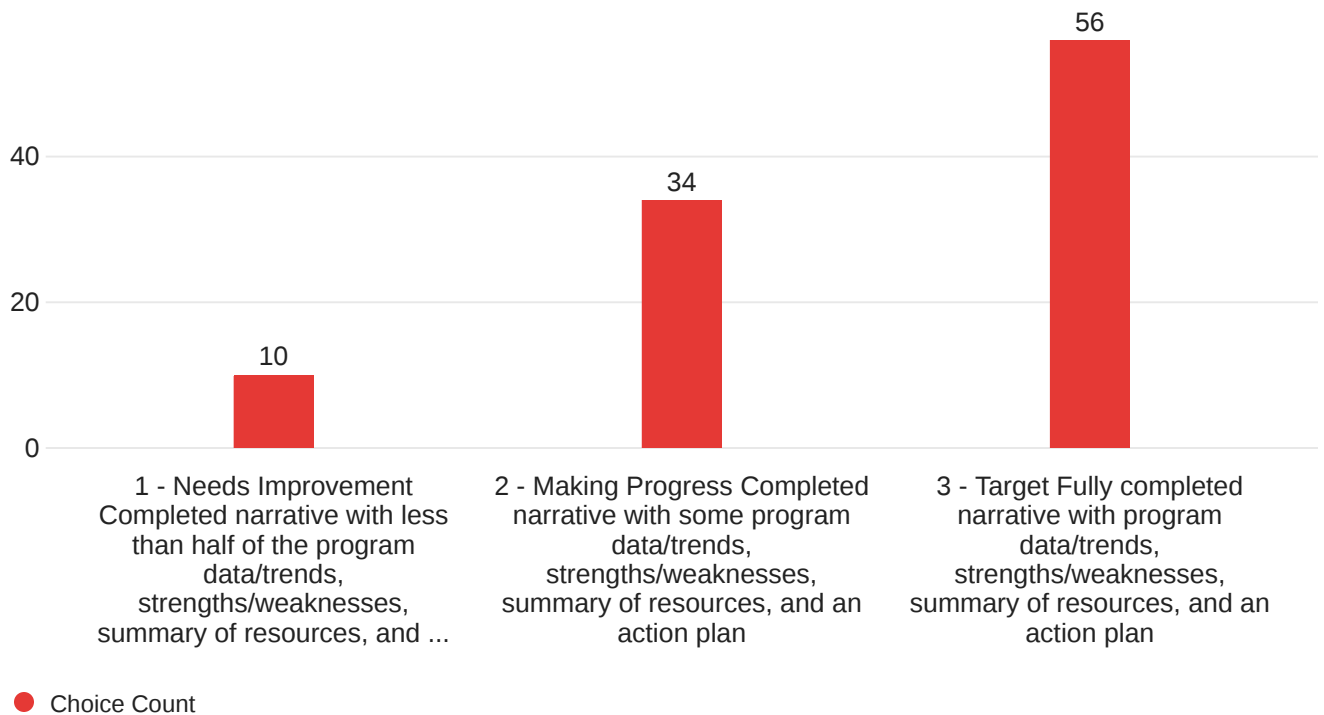
Summary Action and Plan

Field	Min	Max	Mean	Median	Standard Deviation	Variance	Responses
Summary Action and Plan	1.00	3.00	2.46	3.00	0.67	0.45	100

Conclusion

This initial report provides a baseline for CU's assessment process and will help inform some initial improvements based on first-year experiences. The information will be shared not only with program faculty and academic administrators but also used to inform 2023-24 assessment workshops, the annual reporting process, and academic program assessment committee's work.

Academic Program Assessment Rubric:

	1 – Unacceptable	2 – Making Progress	3 - Target	Notes
General Information	None or less than half of the general information categories are completed	Half or more of the general information categories are completed and a brief overview is provided	All general information categories are completed with an overview that accurately describes the purpose and unique features of the program	
Curriculum Map	Did not complete curriculum map or curriculum map includes significant omissions of PSLOs, courses/learning activities, and progression of proficiency (i.e., I,R,M) as it relates to the program type. None or less than half of the PLOs are not mapped to a course/learning activity.	Completed curriculum map that includes at least half of the PLOs, courses/learning activities, and at least minimal coverage of progression of proficiency (i.e., I,R,M) as it relates to the program type. Most PLOs are mapped to a course/learning activity.	Fully completed curriculum map that includes all PLOs, courses/learning activities, and full coverage of progression of proficiency (i.e., I,R,M) for all PLOs as appropriate for the program type. All PLOs are mapped to a course/learning activity.	
Assessment Plan	Listed less than half of PLOs and/or completed less than half of the assessment plan elements for the PLOS including method/ assessment, criterion/performance target, and when and how often assessment occurs.	Listed most PLOs and provided description of at least one assessment method for each PLO for which a description of criterion/performance target and when and how often assessment occurs was provided.	Listed all PLOs and provided detailed description of multiple assessment methods for each PLO for which a detailed description of criterion/performance target (e.g., 80% of students earn 80% on exam) and when and how often assessment occurs (e.g., assess each semester in INTRO341 course) was provided. Uploaded assessment instrument.	

Assessment Results	Implemented none/less than half of the assessment plan and/or provided none/less than half of the assessment results elements including reporting period, update on prior year's actions, indication of whether students met criterion/performance target, analysis of results, # of students assessed, # of students meeting criterion/target, and actions proposed as a result of assessment data.	Implemented at least half of the assessment plan and provided most assessment results elements including reporting period, update on prior year's actions, indication of whether students met criterion/performance target, analysis of results, # of students assessed, # of students meeting criterion/target, actions proposed as a result of assessment data.	Implemented assessment plan and provided all assessment results elements including reporting period, update on prior year's actions, indication of whether students met criterion/performance target, analysis of results, # of students assessed, # of students meeting criterion/target, actions proposed as a result of assessment data. May upload raw data or relevant documentation.	
Summary Action and Plan	Did not complete narrative or completed narrative that shows little to no analysis of program data and weak or no linkage to data-informed strengths/weaknesses, summary of resources, and an action plan	Completed narrative with some analysis of program data/trends and relevant external data that include linkage to data-informed strengths/weaknesses, summary of resources, and an action plan.	Fully completed narrative with thorough analysis of program data/trends and relevant external data that include linkage to data-informed strengths/weaknesses, summary of resources, and an action plan.	

Program assessment user guide and process - PAR - Nuventive User Guide Draft 10 30 2023.docx

Program assessment user guide and process - PAR - Nuventive User Guide Draft 10 30 2023.docx

Please include a way to incorporate faculty scholarly activity and any other requirements from the program review procedures so that programs are prepared for their program review when scheduled.

Use M for Mastery on the curriculum map

Have a review level for deans or associate deans.

Program assessment web site - https://www.bloomu.edu/program-assessment

Program assessment web site - https://www.bloomu.edu/program-assessment

List information about Nuventive - login and access

Include links to the new PAR user guide

Program review dashboards - https://www.bloomu.edu/program-assessment

Program review dashboards - https://www.bloomu.edu/program-assessment

If available, ensure data can be available for minors and concentrations.

Scoring rubric - https://www.bloomu.edu/documents/academic-support-assessment-rubric

Scoring rubric - https://www.bloomu.edu/documents/academic-support-assessment-rubric

update the scoring rubric against the new Nuventive setup

Provide more guidance about quality of assessment and not just whether the section was completed fully or partially.

Summary report - 2022-23 Academic Assessment Summary Report.pdf

Summary report - 2022-23 Academic Assessment Summary Report.pdf

Show comparative results to see overall and by program where improvements have occurred over last year.

Show number and what percent of programs submitted in 2022-23 versus 2023-24

Make sure deans and associate deans get a report that includes who submitted, who did not submit, and who submitted reports but those reports are deficient.

Make sure report is timely so deans and associate deans can conduct appropriate follow up to influence more and improved submissions

Show overall college rating but provide deans with individual program ratings

Provide summary assessment results - are programs meeting learning goals; what percent of programs submitted out of the number of approved programs.

Nuventive demonstration (what Shane Jones presented)

Nuventive demonstration (what Shane Jones presented)

Show what kind of analytics are available for programs.

Trainings (recordings of prior assessment workshops can be found on the web site)https://www.bloomu.edu/program-assessment

Trainings (recordings of prior assessment workshops can be found on the web site)https://www.bloomu.edu/program-assessment

Provide training after prorgams can see their Nuventive site

Other suggestions

Other suggestions

Please provide the program review policy and any requirements as soon as available so programs can prepare for them.

Can programs that perform well and for which reports are considered as exemplars be recognized in some way?

From:	Myers, Cori
To:	Jones, Shane
Subject:	Access to Your Programs in Nuventive Solutions Premier
Date:	Thursday, November 9, 2023 8:41:00 AM
Attachments:	image013.png
	image028.jpg
	Program Personnel Assignments in Nuventive.xlsx
	image029.png
	image030.png
	image031.png
	image032.png
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	image042.png
	image043.png
	image044.png
	image045.png

Assessment Coordinators,

We are fast approaching the November 28th Program Assessment Review (PAR) - Nuventive Solutions Premier Zoom session. To prepare and make it productive, we want to give you access to Nuventive Solutions Premier and ask that you explore the basic screens as described below (please only review and do not make changes yet). In particular, we ask that you review the programs to which you have been given access to ensure the list is complete and accurate. We have attached a preliminary user list. Please find your programs (Column A) and review the assigned personnel (Column B). If you need to add, remove, or change the persons listed for a program (in Column B), please contact Shane Jones at sjones@commonwealthu.edu and specify the needed changes. You can also preview the programs assigned to you per the instructions below by logging into Nuventive and using the drop-down at the middle top of the screen. Our team tried to assign programs appropriately, but realize that our information was limited and changes will need to be made. We ask for your patience with this process. Similarly, we added information from the PAR documents as best we could and know that you will want to add/change information. We ask that you only review your screens, and if you have questions that need immediate attention, please contact Shane. During the training, however, we will provide guidance about how you can adjust those plans where needed and assist with the process. We thank you for your time and effort on assessment.

Log in using the link below.

https://solutions.nuventive.com/

The sign in button is located at the upper right corner of the window.

A screen shot of a logo Description automatically generated

Enter your SSO credentials.

Use the top drop-down menu to view your available programs.

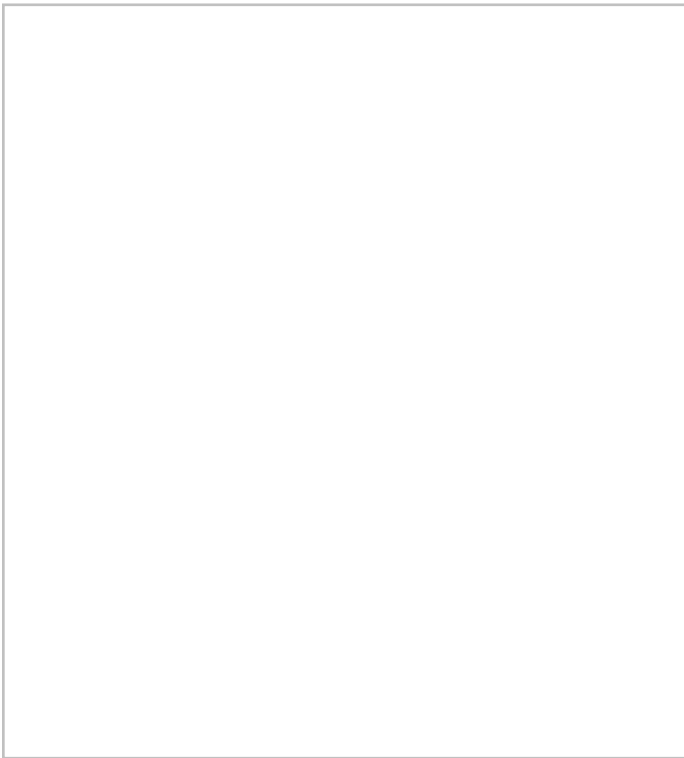A screenshot of a cell phone Description automatically generated

The home screen includes the dashboard summary as well as the program and comprehensive program reports on the right. Click on the report icon to open the report.

A screenshot of a computer Description automatically generated

Use the hamburger menu on the left to navigate through the different screens.

Use the three vertical dots menu to edit screens/cards or to view the audit log.

A screen shot of a computer Description automatically generated

Click on a square to select the appropriate mapping level on the curriculum mapping screen.

A screenshot of a computer Description automatically generated

Use the green plus sign to add a new SLO, Assessment Method, or Result on the Assessment Plan and Results screen. Double click a card or use the three vertical dots to open it.

A screenshot of a computer Description automatically generated

Use the tabs to view the different screens.

A screenshot of a computer Description automatically generated

Best,

Office of Institutional Effectiveness

OIE@commonwealthu.edu

Office Hours: 8:00 AM-4:30 PM

cid:image001.jpg@01D9FD1C.7BC54DE0

Program Assessment Review (PAR) / Nuventive

Annual Report

User Guide

2023-24

Contents

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 transitionary 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 PAR Annual Report will be completed in the new CU instance of Nuventive Solutions Premier, eliminating templates and submission to SharePoint. 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. The 2023-24 results submission and annual report will be again due on May 31.

Once the State System BOG *Policy 1986-04-A: Program Review* and associated procedures are available, the annual report format may be revised to reflect data requested for five-year reviews but not currently submitted as part of the PAR Annual Report that builds toward the five-year, more comprehensive review.

PROCESS

To complete the PAR Annual Report, 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 asessment 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 provided (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 **Edit,** and **Save** any changes.

Edit

View/Print

Audit Log

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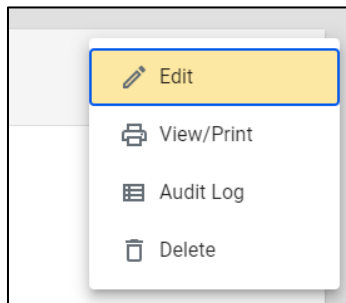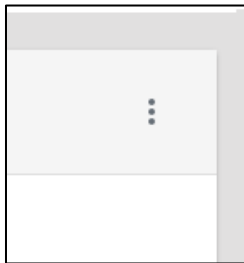
b. Provide/revise the **Brief Overview** of the degree program, concentration, track, minor, or certificate program including any unique features or innovative pedagogy. **Save** any changes.

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
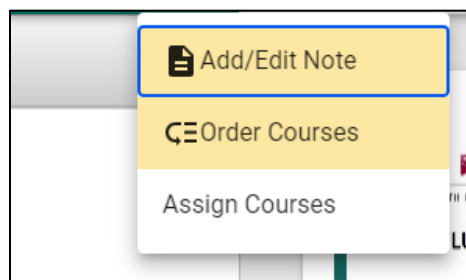
3. Assessment Plan and Results

    a. Select **Assessment Plan and Results tab** from the left navigation bar to review/revise each SLO and assessment method and enter results. Click **three vertical** dots to the far right of the SLO NAME and **Open** the objective you wish to edit/report results.


    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**.

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.**
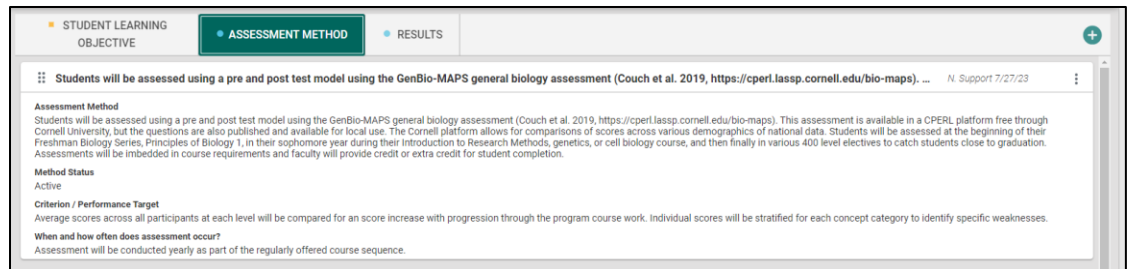
d. Under the **Results tab,** enter/revise results and actions for the reporting year by clicking the **green plus sign to add a new result** OR the **three vertical dots** for the reporting year, select **Open,** and enter the results. Click **Save** if you make changes and **Close.**
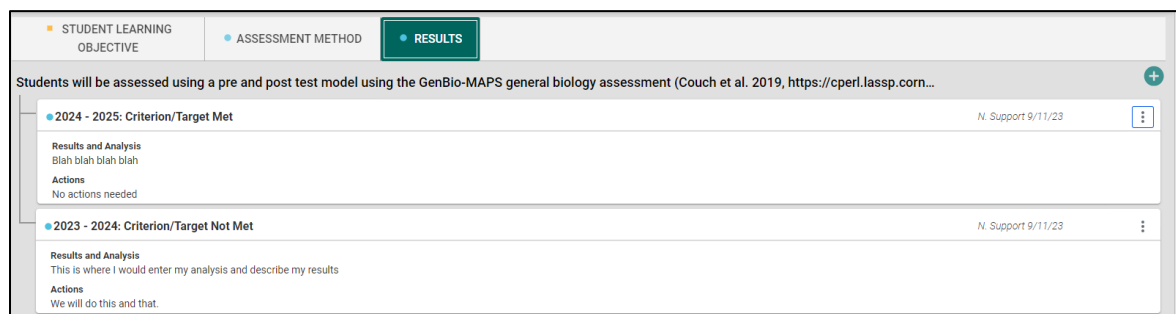
e. Generate a **program assessment report** by clicking on the report icon (see below) on the right side of the **Assessment Plans and Results** screen. The report includes fields from the student learning objectives, assessment plan, and results tabs in this module.
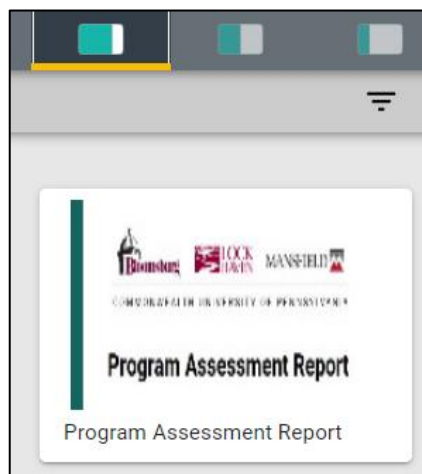
4. Annual Summary and Action Plan.

    a. Select **Annual Summary and Action Plan** from the left navigation bar. Click **three vertical dots** on the right of the screen and select **Edit.**

    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 and Institutional Research Dashboards.) 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 program data, SLOs, resource sufficiency, or other internal/external sources of information/data)

       5. Click **Save** and **Close. If you want to save work and return later, be sure that you enter at least some text in every box. The system will not allow you to save your work unless each field is populated.**

    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 PAR Annual Report reviewed?

Please fill out all required fields before saving the form.

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

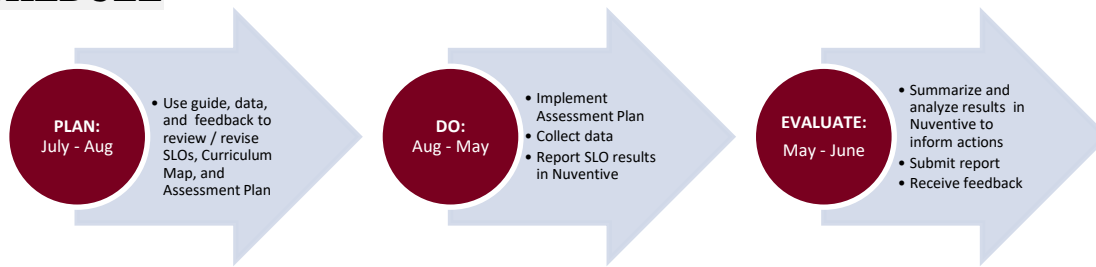** denotes a required field.*

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 *

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Testing 123...

2 - Identify the integrated program's strengths and weaknesses Press ALT + 0 for accessibility help *

SCHEDULE

| PLAN: July - Aug | • Use guide, data, and feedback to review / revise SLOs, Curriculum Map, and Assessment Plan | DO: Aug - May | • Implement Assessment Plan • Collect data • Report SLO results in Nuventive | EVALUATE: May - June | • Summarize and analyze results in Nuventive to inform actions • Submit report • Receive feedback |

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 May 31.

3. Evaluate

Analyze results to inform actions and complete/submit remaining sections of PAR Annual Report in Nuventive Solutions Premier by May 31. 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, but they will also receive a summary report so they can:

- know which programs submitted a PAR Annual Report 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, 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.

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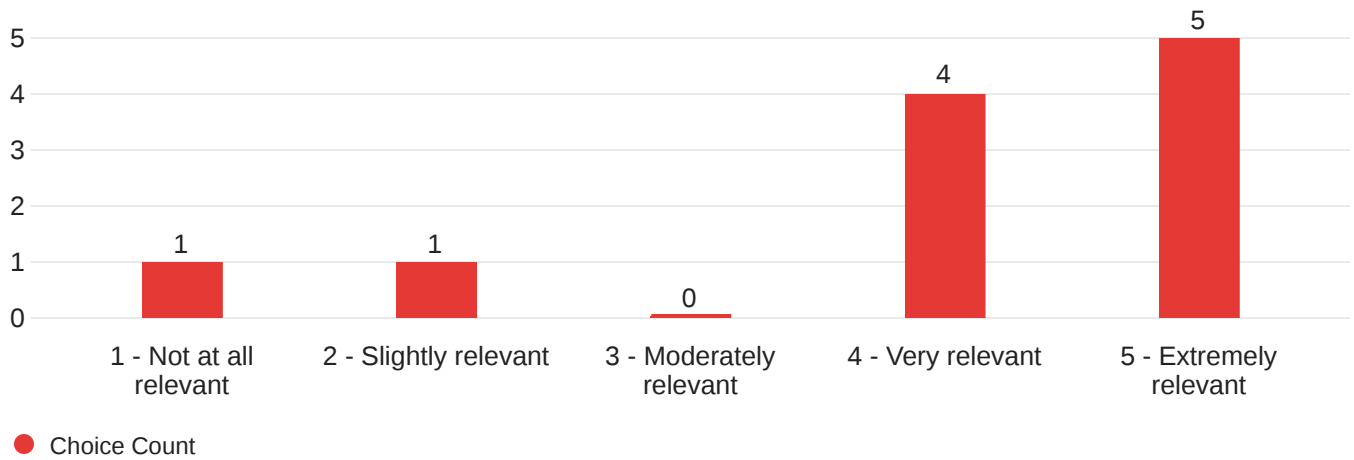
SMART Goals – goals that incorporate Specific, Measurable, Attainable, Relevant and Time-based criteria to help focus efforts and chances of achieving the goal.

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.
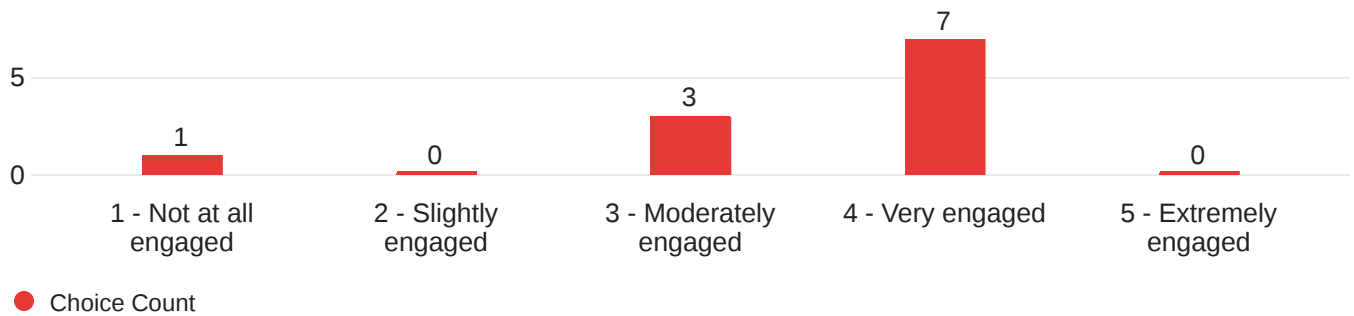
VALUE Rubrics- 16 rubrics developed by the American Association of Colleges and Universities (AAC&U) and organized around relevant student learning.
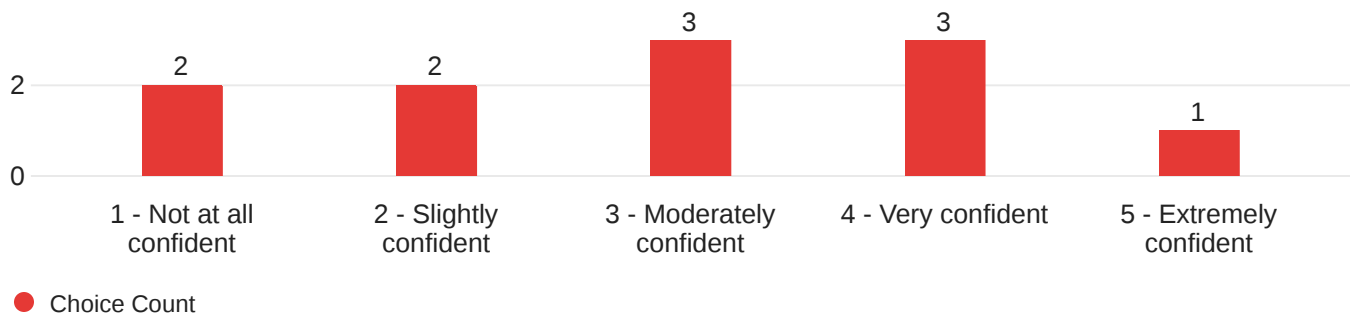
PAR - Nuventive Training (11-28-23) Survey Results
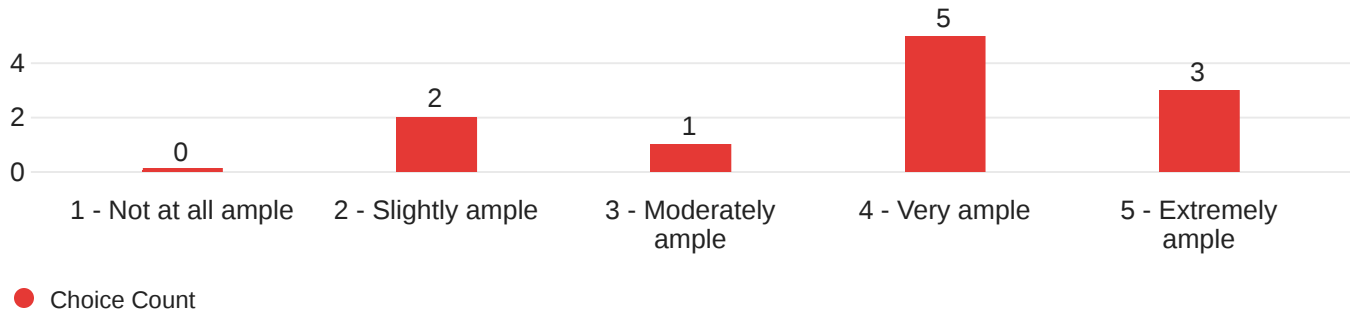
I found the content relevant to my work.

Choice Count

	1 - Not at all relevant	2 - Slightly relevant	3 - Moderately relevant	4 - Very relevant	5 - Extremely relevant
Count	1	1	0	4	5

I was well-engaged during the workshop.

Choice Count

	1 - Not at all engaged	2 - Slightly engaged	3 - Moderately engaged	4 - Very engaged	5 - Extremely engaged
Count	1	0	3	7	0

I am confident I can apply what I learned in the workshop.

Choice Count

	1 - Not at all confident	2 - Slightly confident	3 - Moderately confident	4 - Very confident	5 - Extremely confident
Count	2	2	3	3	1

I had ample opportunity to ask questions.

Choice Count

	1 - Not at all ample	2 - Slightly ample	3 - Moderately ample	4 - Very ample	5 - Extremely ample
Choice Count	0	2	1	5	3

I am clear about what is expected of me as a result of this workshop.

Choice Count

	1 - Not at all clear	2 - Slightly clear	3 - Moderately clear	4 - Very clear	5 - Extremely clear
Choice Count	2	0	3	4	2
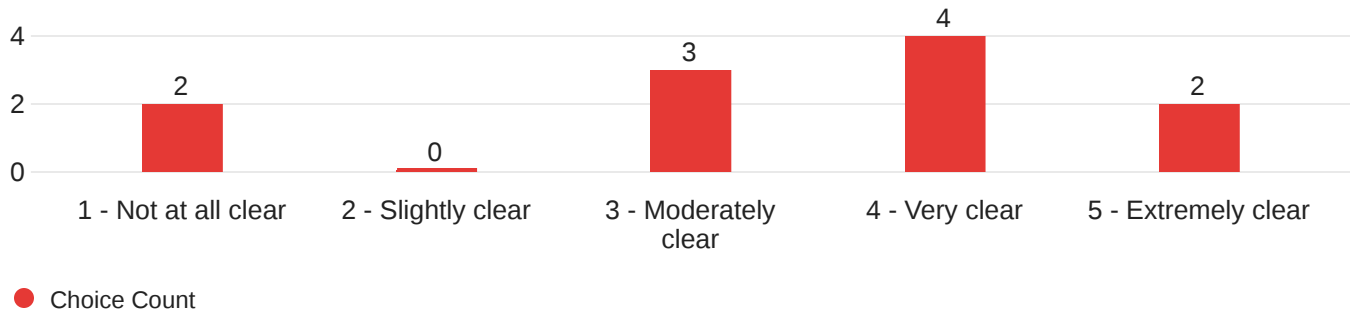
What is your overall rating for this training?
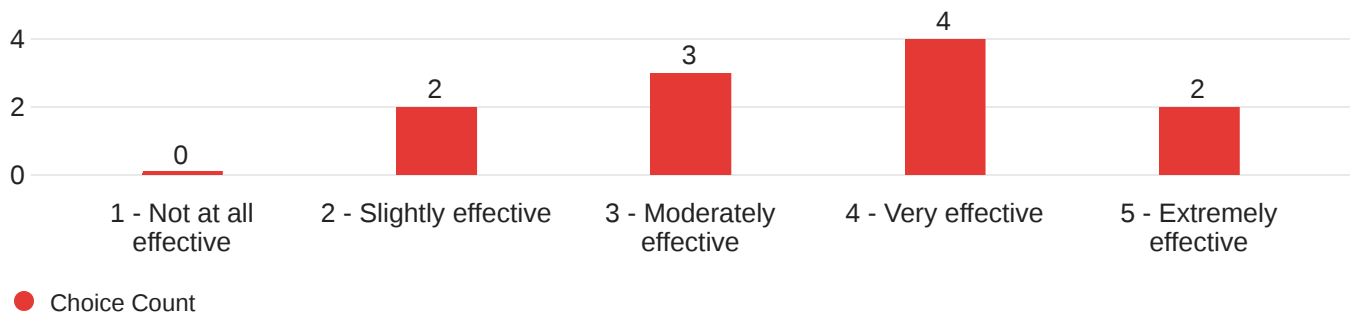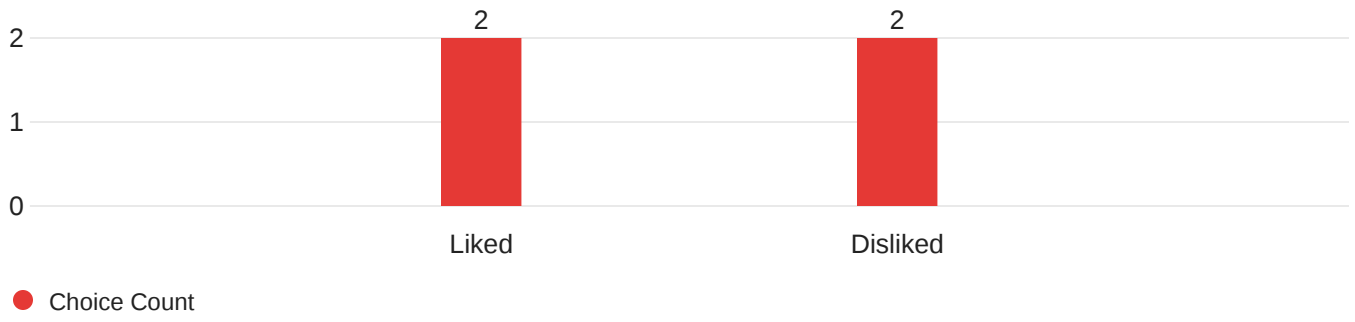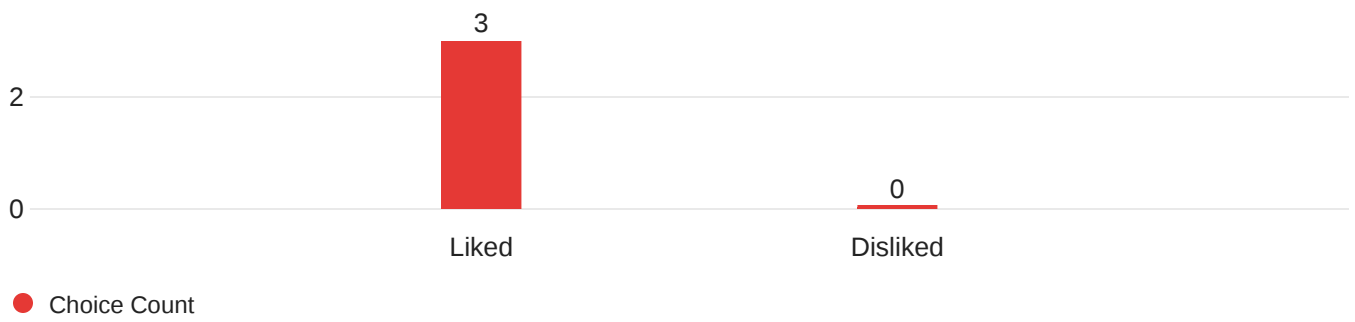
Choice Count

	1 - Not at all effective	2 - Slightly effective	3 - Moderately effective	4 - Very effective	5 - Extremely effective
Choice Count	0	2	3	4	2

Nuventive Software

	Liked	Disliked
Choice Count	2	2

● Choice Count

Length

	Liked	Disliked
Choice Count	2	0

● Choice Count

Content

	Liked	Disliked
Choice Count	3	0

● Choice Count

Presenters

Liked: 3 Disliked: 0

● Choice Count

Pace

Liked: 1 Disliked: 4

● Choice Count
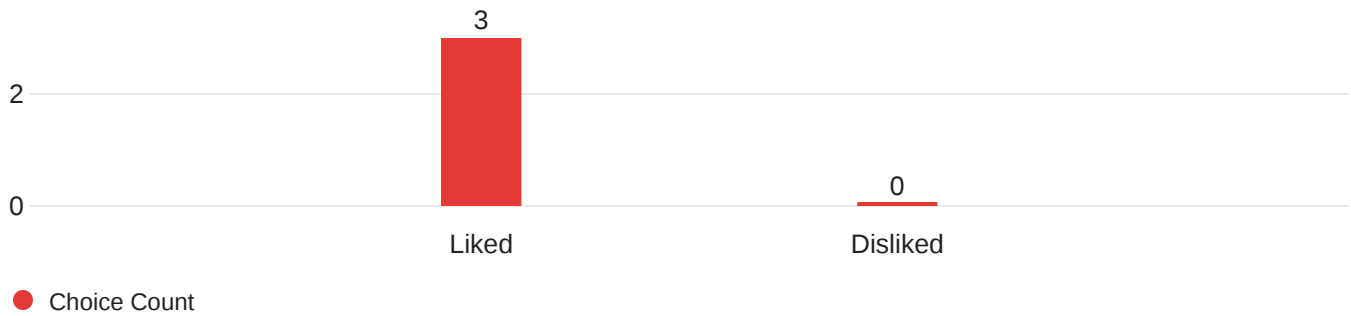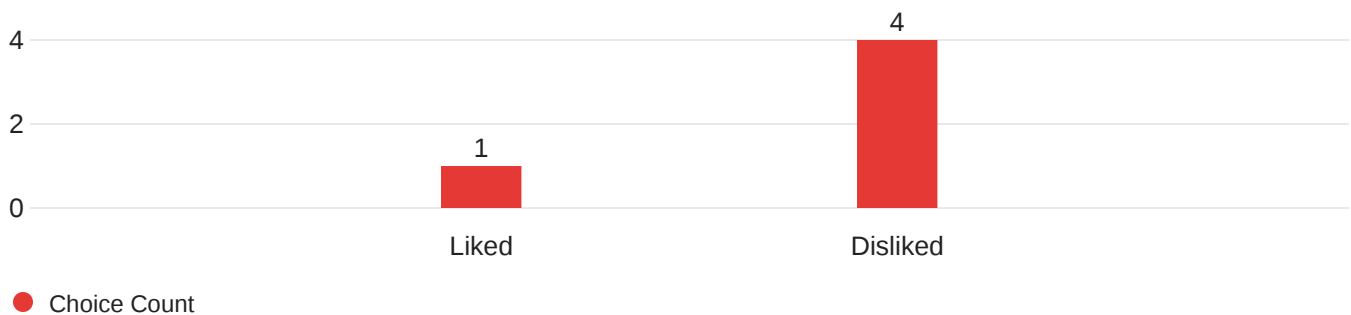
Please explain why you disliked [QID15-ChoiceGroup-SelectedChoicesForAnswer-2].

Please explain why you disliked [QID15-ChoiceGroup-SelectedChoicesForAnswer-2].

Was trying without success to get into the PAR areas of Nuventive (as a dean I apparently have access only to Strategic Planning). While wrestling with that I had a hard time keeping up.

I'm a new assistant chair. I have NEVER used Datatel or Qualtrix or Nuvient of any kind. The first Nuvient session was reassuring -- not going to be as scary as I feared, but this session had me wondering, the whole time, why am I here. I'm not sure what my role is as an assistant chair. Y'all are comparing this new system to the old one, but for those of use who have never used the old one, we have no idea what's going on.

I am just not a high tech person and with being overloaded with work, it seems daunting. However, it does look easier than before and I hope to have no problems. I like that there will be a repository to find help, as well as the recording to re-watch as I use the system. The presentation was very good.

It may be helpful once it has been used for a few years, but I disliked a few things. 1. I was unable to log in during the presentation. That may be due to permissions, but department chairs should have access. 2. It looked fairly rigid in the way data is entered.

I'm new to Assessment. I prefer a presentation with a slow pace that covers the basics.

Which, if any, of your questions were left unanswered by this training?

Which, if any, of your questions were left unanswered by this training?

Can't access PAR (will contact Shane Jones).

What am I supposed to be doing?? Another chair has emailed his faculty. I don't even know what to put in an email. Am I waiting for my chair to do something first?

Not sure. My questions will occur when I start using the system.

None: I do think some of the people do not understand programmatic assessment. Data should be looked at holistically then actions made which might indicate certain things from certain campuses.

Any other questions/comments?

Any other questions/comments?

It looks promising. I need access to evaluate more effectively.

I think the idea to shift program specific questions to an offline/email mode was ideal...thanks for doing that...too often (and I'm usually part of the problem myself! LOL!) in things like this we get too into the weeds on our personal/specific nuts and bolts that don't matter to most folks on the meeting...so I really appreciate you not letting that happen today AND having a solution for those of us with those detailed and specific questions. Wish all trainings worked that way, to be honest. THANK YOU!

Too many to list here

Have a module placed on Brightspace for Nuventive with links, recording, docs, etc. One stop shop where faculty can access all other information for other programs. I know you stated it would be on the website; but having access in BrightSpace would be helpful for my department.

I wrote the TracDat training manual at Mansfield, so a lot of this was already familiar to me.

Appendix G

Colleagues,

We thank participants for providing feedback following the 11-28-23 Assessment Session. In response to comments, we would like to share the following clarifying information and address suggestions that were made.

1. Workshops on good practices in assessment, the program assessment review processes, and Nuventive have been delivered over the past year and a half. Recordings and materials for all sessions can be found on the assessment web page under Assessment Workshops. Per your request, an Assessment Module has also been added into the **MyCommonwealthu Training – Faculty** Brightspace course which includes all trainings to date. New assessment coordinators may want to review relevant sessions to gain a better understanding of good practice, the PAR in Transition process, and the revised PAR process. Roles and responsibilities for assessment coordinators were reviewed during the January 2023 Assessment Session. If you are a new assessment coordinator or are unsure about your role, please contact us to learn more and ask questions.

2. Assessment Coordinators should have access and edit capabilities to all programs that they oversee, and all login issues that were raised during the session should have been resolved. If you cannot log into Nuventive or do not have access to a program that you should, please contact Shane Jones at sjones@commonwealthu.edu.

3. Deans, chairs, assistant chairs (who are not also assessment coordinators), and administrative staff are invited to all trainings for informational purposes; however, per our Nuventive representative's recommendation, they have not been granted outright access to the programs in Nuventive. If anyone in these roles would like access to departmental programs, please contact Shane Jones and indicate to which programs access should be granted. In Nuventive, deans and assistant deans can view a program assessment summary of their college's programs by selecting the College Name [not the Admin (Academic Affairs) unit used for college planning] under the dropdown menu. Later this month, Nuventive should finalize a reporting feature that will permit deans and assistant deans to run a report on any program within the college. Once the reporting feature is ready for use, information will be shared at the next scheduled Council of Deans Meeting.

Please remember that we can conduct one-on-one meetings throughout the spring to assist you in your efforts. As always, please feel free to reach out with any additional questions or concerns. Best wishes for a great Spring 2024 semester.

Sincerely,

Dr. Brett Everhart

CU Faculty Liaison for Assessment

and

Dr. Cori Myers

AVP for Institutional Effectiveness

Office of Institutional Effectiveness

OIE@commonwealthu.edu

Office Hours: 8:00 AM-4:30 PM

cid:27c4f717-3fbc-4699-84df-6ecaf8833e89

Agenda

A. Welcome and introductions

B. Distinguish between program and GE submission dates and processes

C. Review OIE web pages

D. Discuss official v. operational data

E. Review institutional and program data dashboards

F. Review Nuventive Solutions Premier (esp. changes since 11-28-23) and best practices

G. Ask questions and answers (throughout the entire session)

H. Complete the Session Evaluation

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Distinguish between Program and GE Assessment Timelines and Processes

Program Assessment Review (PAR)

- Due May 31

- Submitted fully in [Nuventive Solutions Premier](#) (no Word templates or tables this time)

- Use information and materials for 2023-24 on [Program Assessment Web Page](#)

GE Program Assessment

- Due May 15 (preferred) and no later than May 31 per Provost's 3/18 email

- Submitted in [Qualtrics Data Submission Form](#)

- Use information and materials on [GE Web Page](#)

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Review OIE – Assessment Web Pages

The following web pages provide information on assessment-related topics / resources:

- Institutional Effectiveness (OIE) (for general resources)
- Assessment – (for assessment committee structure – roles)
- OIE-Sponsored Technology (for Lightcast, Qualtrics, and Nuventive)
- Surveys (for First Destination, Climate, and NSSE surveys)
- Institutional Research (for institutional dashboards and user guide)
- Program Assessment (for academic program assessment resources and dashboards) – materials also available on Brightspace

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Official v. Operational Data

Official reporting

- Data that Institutional Research captures as of official reporting dates (e.g., census date) that should be used for reporting to accreditors and other "official" reporting shared with outside entities. These data would also be used for academic program annual reports and reviews.

- Provided by IR, primarily through dashboards or ad hoc requests

Operational reporting

- Reports from the live student information system, Banner, to help support day-to-day operations. They may include current student lists, course enrollments, list of those who have applied to graduate, etc.

- Provided through existing Argos reports, IT Help Desk, or the Registrar

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Reporting in Nuventive Solutions Premier

- Log into [Nuventive Solutions Premier](#)

- Review basic screens

- Discuss changes/additions to the platform since the 11-28-23 session

- Highlight best practices as it relates to each screen

- Ask questions

- Complete [session evaluation](#) and provide feedback

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Questions