Appendix A: Academic Program Assessment Summary Report 2023-24

2023-24 Academic Program Assessment Summary

In 2023-24, Commonwealth University (CU) transitioned from the Program Assessment Review (PAR) in Transition to the permanent annual report PAR for academic program assessment. Each approved academic program (e.g., degree program, concentration, minor, and certificate) was to operationalize the assessment plan articulated in the transitionary process and submit information and program outcomes by May 31 in Nuventive Solutions Premier, the planning and assessment platform. Institutional Effectiveness staff entered the information and plans submitted in 2022-23 into the platform in order to assist faculty and better position them to complete their annual report PAR in 2023-24.
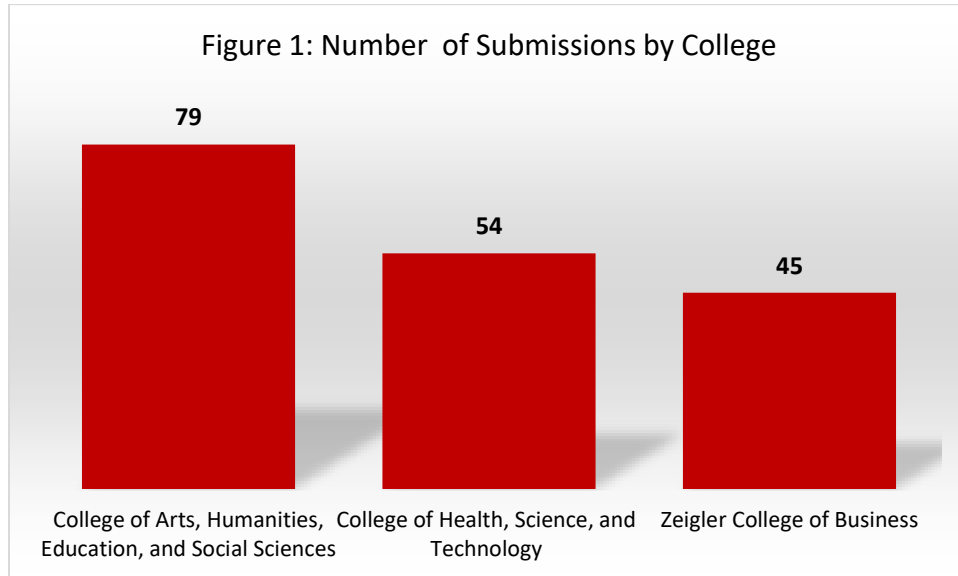
Three assessment sessions were held in 2023-24 to provide feedback on the assessment plans submitted in 2022-23 and give guidance on expectations for this year. Institutional Effectiveness staff, in collaboration with the faculty assessment liaison, used a revised rubric, aligned to the permanent PAR process, to rate the degree to which programs completed each of the primary segments of the planning and assessment process. The reviewers offered collegial advice to help improve the process and the quality of assessment plans according to best practice. This report summarizes rubric ratings (on a three-point scale) and comments for submissions. It is also intended to help identify and summarize general opportunities for improvement in the academic assessment process.

As noted in Table1, total submissions equaled 178 eligible programs across CU including majors, minors, concentrations, and certificates for an overall submission rate of 64.5%. A few submissions were combined into the core program reporting and scored there, and so the number of rubric scores does not equal the number of submissions (e.g., 178 submissions versus 170 rubric scores). Notably, for the first year of this assessment process 85.5% of core programs (n=65/76) submitted a report. Processes for submitting data for concentrations were less familiar and less established for the programs as most focused this year on implementing the core assessments first. Even so, reports were submitted for over 62% of the eligible concentrations and 50% of eligible minors.

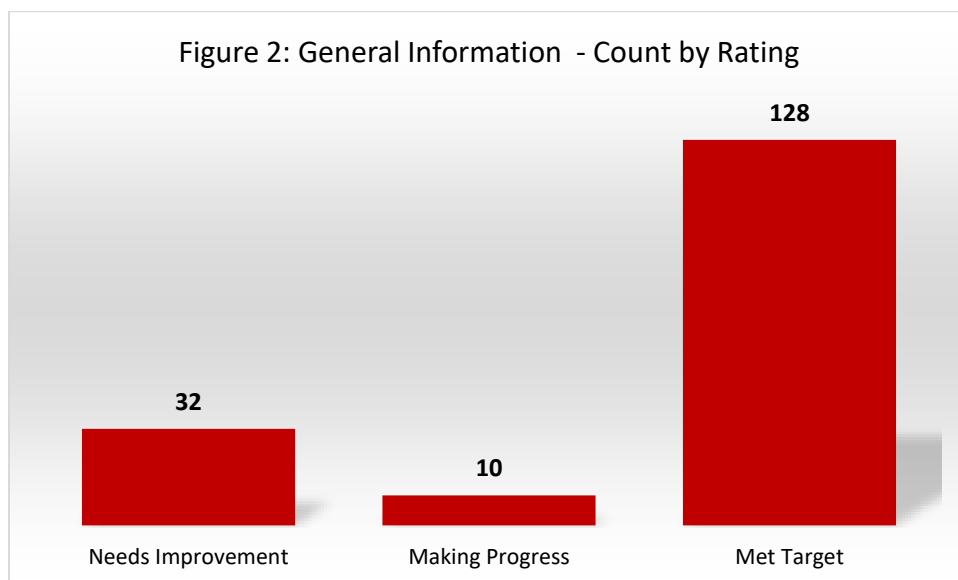| Table 1: Annual Report PAR Summary Data for Submissions			
Category	**Submissions**	**Eligible Programs***	**Submission Rate**
Total Submissions	178	276	64.5%
Core Degree Program Submission	65	76	85.5%
Concentration Submission	74	118	62.7%
Minor	35	66	53.0%
Certificate - Certification	4	16	25.0%
Note: 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.			

The number of submissions by academic college is listed below. All colleges include a mix of undergraduate and graduate programs as well as concentrations and minors.
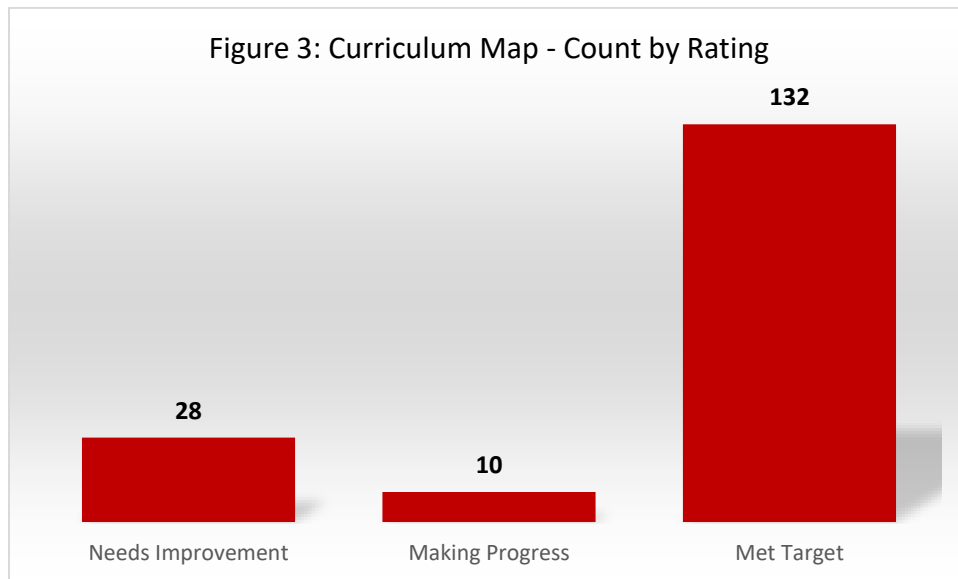
Figure 1: Number of Submissions by College

79 — College of Arts, Humanities, Education, and Social Sciences
54 — College of Health, Science, and Technology
45 — Zeigler College of Business

General Information
Each annual report PAR (via the Nuventive platform) should include general information for the college, department, program type, delivery method(s), and brief description. This information can be useful in the future for sorting assessment results, in aggregate, by degree type or modality, for example. Faculty were asked to review/revise or enter (if incomplete) a brief overview of the program, including any unique features or innovative pedagogy. The majority (n=128) of programs completed most or all elements of this section, and the overall average rating for this section was 2.56 (on a 1- to 3-point scale). For this submission, 32 programs omitted the section, likely due to overlooking the section on the platform as the greatest emphasis was placed on reporting student learning outcomes.

Figure 2: General Information - Count by Rating

128 — Met Target
32 — Needs Improvement
10 — Making Progress

Curriculum Map

Faculty were also asked to review/revise or enter their curriculum map that indicates at what level (e.g., **I**=Introduced or Introductory Level, **R**=Reinforced, and/or **M=** 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 2.61 with the majority (n=132) of programs fully meeting expectations on this part. The greatest opportunities for improvement (aside from completing a map) tends to be for ensuring all SLOs are mapped to at least one course/learning activity and at all levels commensurate with degree level. Again, 28 programs omitted the section, likely due to overlooking it on the platform.

Figure 3: Curriculum Map - Count by Rating

Rating	Count
Needs Improvement	28
Making Progress	10
Met Target	132

Assessment Plan

Programs developed and submitted an assessment grid for the PAR in Transition which was entered as the assessment plan in Nuventive. The assessment plan included SLOs, assessment methods, criteria, and when/how assessment occurs. The data are reported in a standard format for Nuventive. The majority of programs had or revised their assessment plans with an average 2.27 rating for submissions meeting expectations. Opportunities for improvement included: (1) more information 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), (2) SLOs and assessments specified for concentrations, minors, and certificates, and (3) using multiple means of assessment as a best practice.

Figure 4: Assessment Plan - Count by Rating

Needs Improvement	Making Progress	Met Target
11	102	57
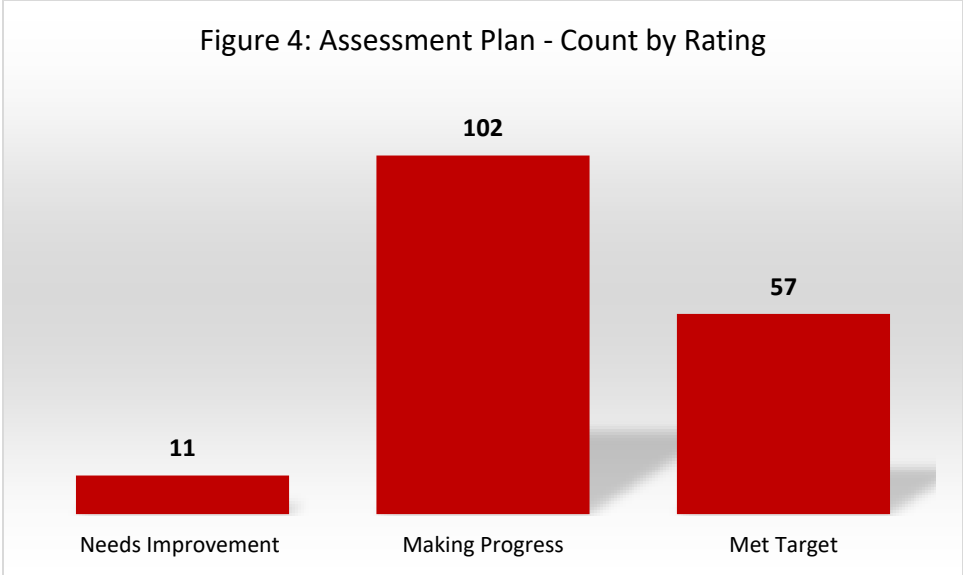
Assessment Results

Most programs (n= 147) reported some or all results according to the assessment plan. Some programs reported data for all SLOs while others reported data on a rotation according to the assessment plan. The average rating for programs reporting results was 2.33. The greatest opportunities for improvement were (1) providing actions for all SLOs, even those where students are meeting target to improve student learning, even if to say that the program will or will not continue assessing/monitoring the SLO, (2) being specific about what data reflects assessment of majors, concentrations, and minors and not merely all students in a course, (3) add any unreported data that was not available or analyzed by the submission date and report data according to the assessment plan, (4) provide student learning outcomes in contrast to program outcomes which should go in the annual summary.

Figure 5: Assessment Results - Count by Rating

| Needs Improvement	Making Progress	Met Target
23	68	79
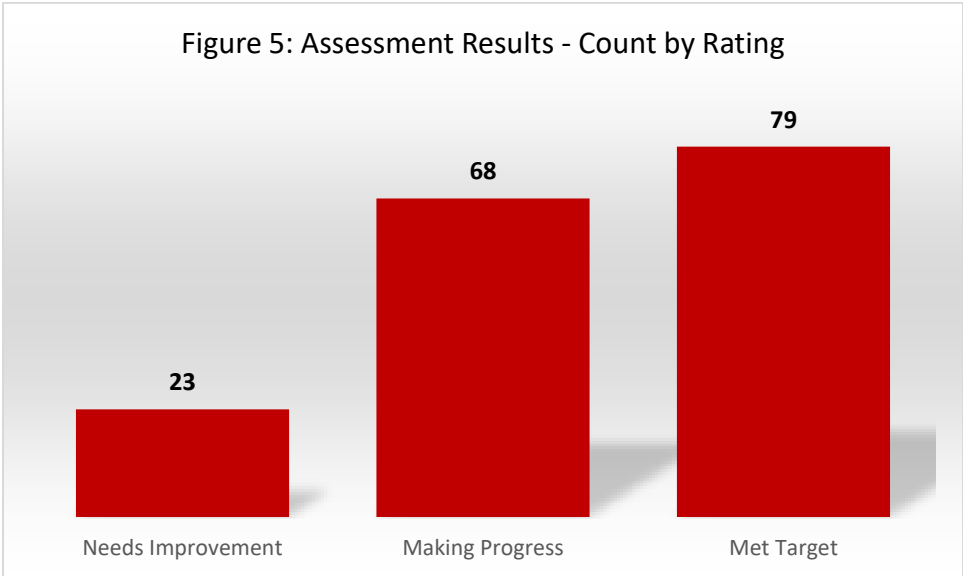
Based on summary data housed in the Nuventive dashboards, 903 results were reported, for which 76.1% of assessments met the criteria overall as stated in Table 2. When tallying the total number of students assessed (n=33,597) and meeting expectations (n=28,795), CU programs recorded 85.7% of students met.

	Student Learning Objectives	Assessment Methods	Results	Percent of Results with 'Criterion / Performance Target Met'	Students Assessed	Students Meeting	Percent Meeting
**Table 2: Overall Results of Student Performance**						
CU	1062	1352	903	76.1%	33,597	28,795	85.7%
COHST	391	560	373	87.8%	9,385	8,605	91.7%
COAHESS	448	556	323	56.3%*	11,421	9,792	85.7%
ZCOB	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

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 (2.10), programs adequately completed this section by fully meeting the target or making progress. Some of those reports combined the discussion of majors, minors, and concentrations for a given program into the core program report. Some of the summaries did not clearly parse the data to show what applied to the major, concentration, or minor.

Figure 6: Summary of Action and Results - Count by Rating
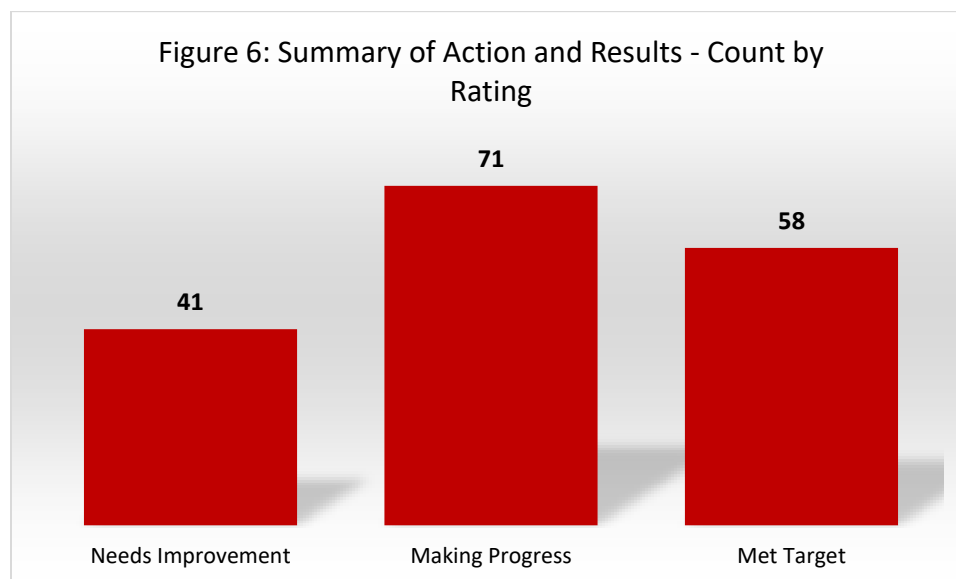
Many programs did not address any parts in this section (n=41) or provide a full response for each part (n=71). In particular, some programs did not appear to review and analyze the wealth of relevant data on the program area and institutional dashboards. Recommendations including exploring those data more and conducting deeper analyses where possible and completing all parts of this section to clearly state strengths, opportunities, and action plans. CU acknowledges that the coding from the combining

the legacy data into Banner still requires some refinement. Institutional Research will continue to review the mappings and anomalies in the data to ensure accurate reporting.

Conclusion
For CU's first year of implementing the curriculum and assessment plans, the results show that the majority of core programs are assessing, conducting analysis, and developing action plans for next year. In some cases, the programs demonstrated closing of the loop by implementing some actions from legacy data and reassessing in 2023-24 to determine if actions improved student learning, which in many cases they did. In 2024-25, we will focus assessment sessions more so on improving assessment according to best practices (e.g., multiple means of assessment); implementing actions; and more precisely assessing concentrations, minors, and certificates. Following the release of the rubric scores, faculty requested meetings to better understand how they can improve or to seek assistance in resolving issues or concerns. Some adjusted their plans and requested the Institutional Effectiveness staff to review the changes and rescore the program. CU faculty are embracing the assessment process, making a good faith effort to assess, asking good questions, and requesting assistance to improve. We are well on our way to developing CU's culture of assessment.

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with the programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

In the team's judgment, the institution appears to meet this standard.

Summary of Findings

CU has worked diligently to develop a consolidated assessment system with the integration of the three campuses. The university has established a logical assessment structure that is supported by faculty and administration. PARs (Program Assessment Reviews) are implemented on an annual basis and program reviews will occur every five years. There is evidence that some programs have made progress; however, there is still work to be accomplished-especially around systematically demonstrating improved student learning and improving pedagogy and curriculum. This situation has been compounded by the time element with a delayed start for academic program review due to a state hiatus. Even with professional development, there is an apparent need to clarify assessment processes to ensure authentic and accurate assessment practices (i.e., developing measurable program student learning outcomes and objectives; describing the selected assessment method to support these outcomes and objectives; developing and describing assessment results that are supported by the assessment data; and providing feedback to faculty for specific assessment improvement).

Continuous improvement supports the strategy of implemented actions even if the benchmark is successful achieved by students' assessment results. There were several CU PAR examples and action plans where no action plans were planned since the benchmark was met. There was a noted pattern when students performed below the benchmark no action plan was delineated to address these students.

A survey of CU's website, Self-Study document, and Evidence Inventory indicated a series of program learning outcomes challenges for at least 60% of the undergraduate programs. Efforts to improve outcomes could be guided by professional development to limit the number of outcomes; develop measurable, specific and well-defined outcomes; and list program student learning outcomes for all graduate and certificate programs on the CU website.

There is limited evidence that a process has been initiated to provide for the reassessment of action plans to corroborate improved student learning; however, the program student learning outcomes were compounded and impacted the assessment results. CU provided an example of a curriculum action which resulted from the provost's "Program in Review" process to move a program into moratorium which indicates a curriculum action.

The academic program review five-year rotation schedule began in 2024-25 and will provide opportunity for the implementation of assessment to improve student learning, pedagogy, and curriculum. Professional development has been consistently supported by internal (faculty) and external consultants; however, there is the need for continued professional development.

The CU General Education model holds great potential; however, the documentation for improved student learning, pedagogy, and curriculum has not been fully implemented yet due to adoption of the Shippensburg Model two years ago. CU's general education assessment plan is supported with comprehensive rubrics, program goals, student learning outcomes, objectives and competencies. The General Education Committee has developed an appropriate structure for this process and has begun actively assessing the results on an annual basis. Committee members spoke enthusiastically of their structure and current progress. Plans to execute a "deep dive"into the sixteen general education assessment areas began in 2024-25 with a review of four learning goals under the Foundation theme.

- **Recommendations:**
  1. Develop clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.
  2. Define meaningful curricular goals for academic programs with defensible standards for evaluating whether students are achieving these goals. CU must guide the program faculty with developing sound student learning outcomes and objectives to secure a foundation for assessment and assist students in improving their learning. Each undergraduate and graduate program should comply at a minimum. Once these goals and PSLOs/student learning objectives are developed they should be posted on the CU website for undergraduate and graduate programs at a minimum.
  3. Ensure that assessment results—both quantitative and qualitative—are used to improve educational effectiveness. Program and general education assessments should be grounded in data, with clear documentation and action plans that lead to reassessment and the application of findings to enhance teaching and learning. Additionally, the institution should periodically evaluate the effectiveness of its assessment processes to support continuous improvement in educational outcomes.

- **Collegial Advice**
  1. Continue to refine and improve assessment data analysis to provide actions for situations where the benchmark is met.
  2. Design action plans where the data reflects the benchmark has not been met.
  3. Revise the PAR rubric to focus on assessing quality aspects where there are opportunities that demonstrate assessment techniques that are best practice.
  4. Complete the General Education guide for students that has been initiated by CU faculty.

5. Prioritize the assessment of undergraduate and graduate majors, before focusing on the certificates, minors, and concentrations.
6. Design high-impact practices (i.e., internships) and relevant general education/ISLOs on the program curriculum map.
7. Develop a systematic approach for assessing high-impact practices (i.e., study aboard experiences and internships). This includes PLSOs, assessment methods, benchmarks, action plans, and reassessment for improvement.

- **Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices**
  1. Students, faculty, administrators, and staff who have diligently worked to evolve a smooth transition during the past two years.
  2. Integration of technology into the assessment system for efficiencies (i.e., AMS and Qualtrics).

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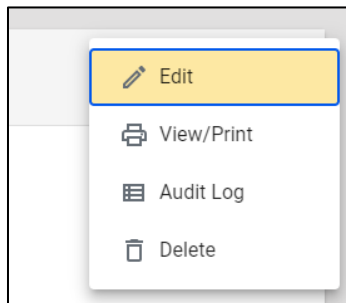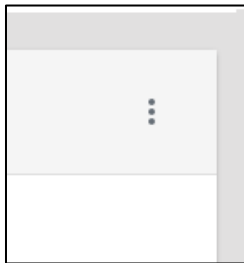
b. Provide/revise the **Brief Overview** of the degree program, concentration, track, minor, or certificate program including any unique features or innovative pedagogy. **Save** any changes.

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
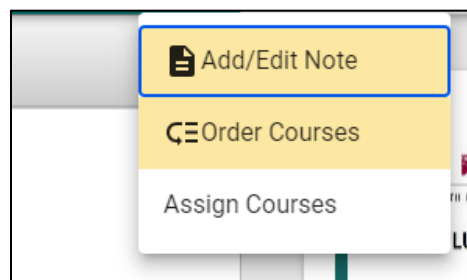
3. Assessment Plan and Results

a. Select **Assessment Plan and Results tab** from the left navigation bar. 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.
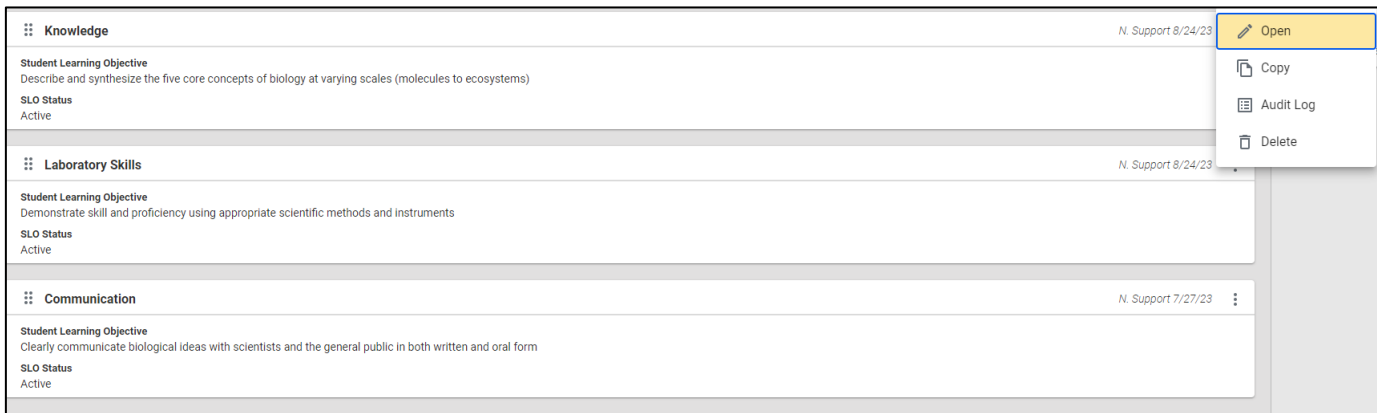
b. Under the **Student Learning Objective tab,** review/revise the specific learning objective. Review the SLO name, SLO (full statement – see guidance below), and SLO status and revise as needed. Click **Save** if you make changes and **Close**.


A full SLO statement should follow the SMART (i.e., specific, measurable, achievable, relevant, and timebound) principles and clearly articulate what students should know or be able to do upon completion of a course or program. Faculty can use the prompt below to begin the full SLO statement followed by an action verb and statement of the knowledge/skills/attitudes that students should demonstrate.

Upon successful completion of this program, students will be able to do the following:
- Organize text to convey a central message
- Demonstrate knowledge of major historical themes or trends
- Perform calculations and draw appropriate conclusions based on them
- Acquire and synthesize scientific information from a variety of sources

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.**
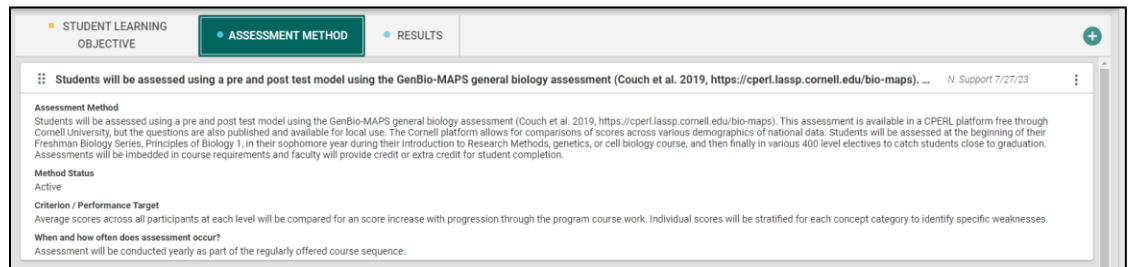

Assessment methods should include multiple measures, at least one of which is a direct measure of student learning (e.g., exam, essay, portfolio, presentation). Documentation of the methods (e.g., the exam, assignment/rubric, etc.) should be uploaded into Nuventive.

The criteria/performance target field should include a description and justification with defensible standards (e.g., institutional or specialized accreditation, industry standards, disciplinary standards, student performance).

The data collection plan should include information about data collection processes (e.g., who takes the assessment, when taken, how often).

Relate **supporting documents** (e.g., assessment instruments - selected exam questions for the SLO, assignment-rubric, internship evaluation, etc.), by clicking the **green plus sign** to add document from the document repository.
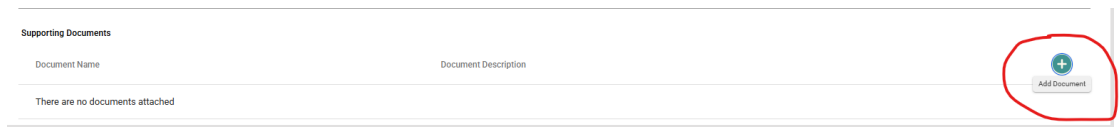
Select the document from the document repository by navigating to the folder that contains the document, or upload the document to the appropriate folder if it hasn't been uploaded to Nuventive yet. You may also create a new folder to house new documents if you wish. For example, you may wish to create a folder named AY25-26 to house all documents that apply to that academic year. Click the folder icon to create a new folder.
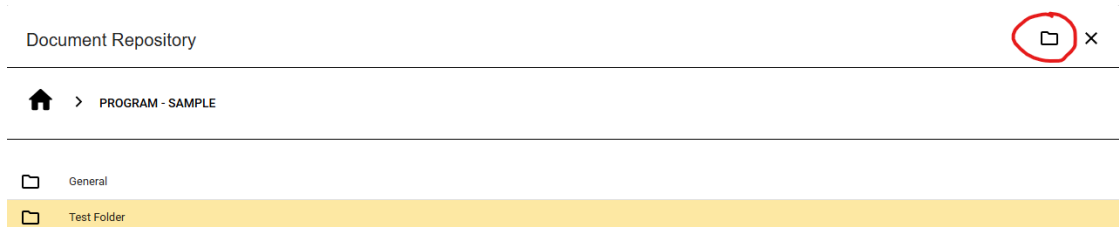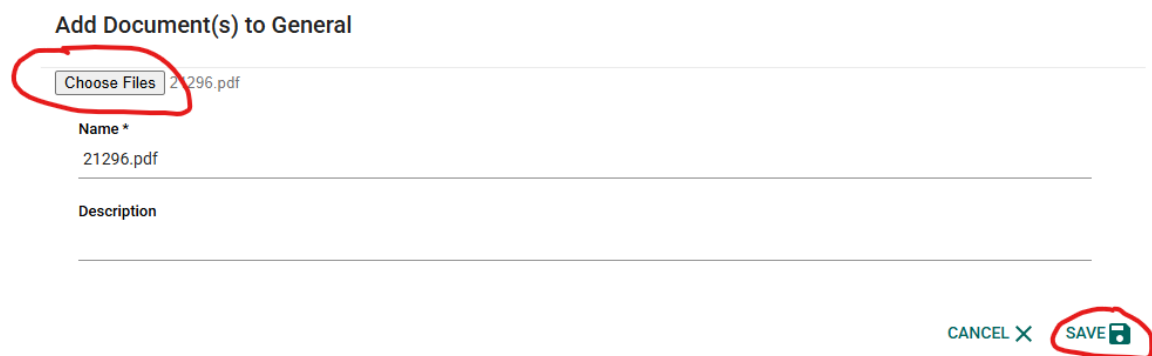

Select the check box next to the file(s) you wish to relate. Click "Attach". You may also

click the Add File icon if the file hasn't been uploaded to Nuventive yet.

Add new document by clicking "choose files". You may add a description of the file if you wish. Click the save icon to upload the document to Nuventive.

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.**
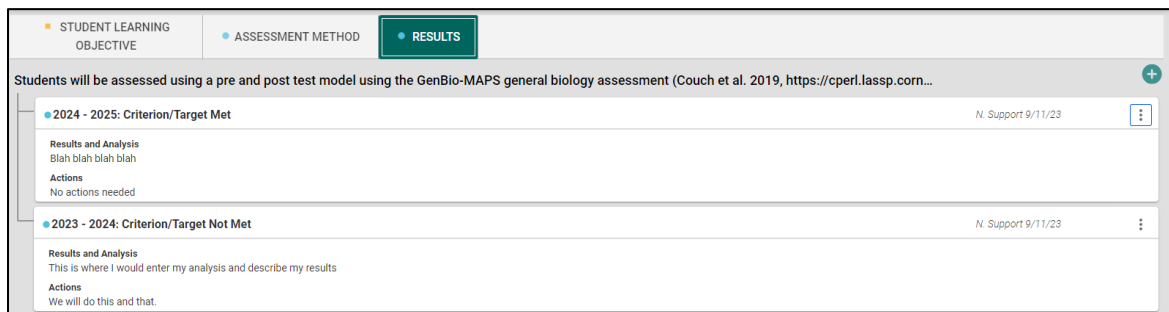

Complete all elements on the results tab including reporting period, update on prior year's actions, indication on whether students met criterion/target, analysis of results, number of students assessed, and number of students meeting target. Upload raw data or relevant documentation to the documents repository and link it to the result.

Provide for all outcomes, whether you met the target or not, how the program plans to use student learning outcomes data (e.g., when, where, how, what) to improve student learning (especially considering those students who do not meet the target) OR how the program plans to improve other program aspects.

Relate **supporting documents** (e.g., spreadsheet or graphs with data), by clicking the **green plus sign** to add document from the document repository. Please refer to the Assessment Methods section above for detailed instructions as the process is the same.

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.
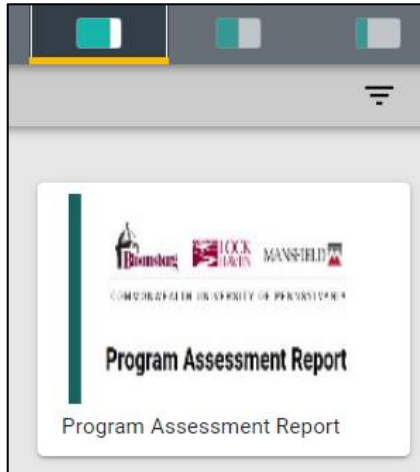
4. Annual Summary and Action Plan.

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; 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. 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 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 *

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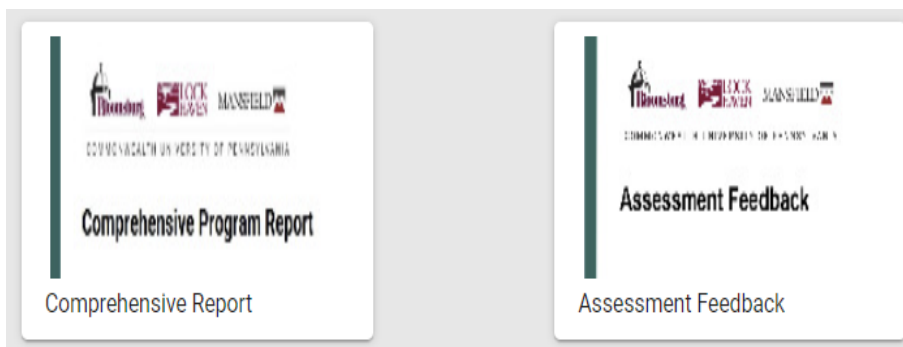
CYCLE AND SCHEDULE
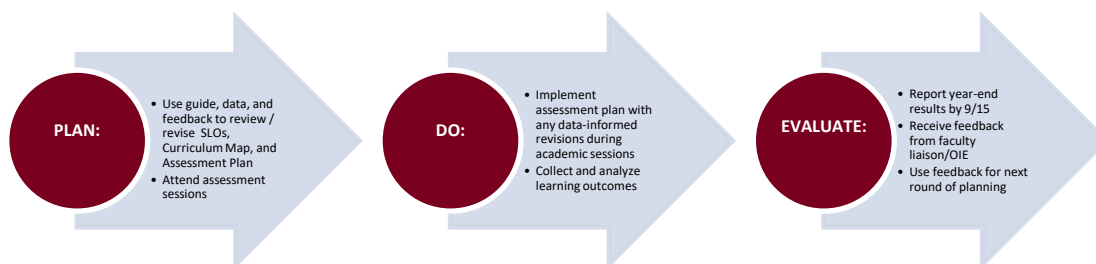
1. **Plan**
   Follow the user guide and consider results data, feedback (e.g., from the academic assessment rubric), and training when you review/refine the general information, SLOs, curriculum map, and assessment plan.

2. **Do**
   Implement the assessment plan, collect data during academic sessions, 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.

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.

Appendix D: Academic Program Assessment Rubric (Spring 2025)

Academic Program Assessment Rubric:

	1 – Needs Improvement Total = <15	2 – Making Progress Total = 15-24	3 – Target Total = 25-30
Foundational Elements			
General Information	Completed none or less than half of the general information categories.	Completed half or more of the general information categories and provided a brief overview.	Completed all general information categories with an overview that accurately describes the purpose and unique features of the program.
Program Student Learning Objectives (PSLOs)	No or insufficient PSLOs which contain imprecise verbs, vague descriptions of knowledge/ skills/ attitudes to demonstrate, and no context.	May need additional PSLOs which contain precise action verbs, descriptions of knowledge/ skills/ attitudes to demonstrate, and context for application.	Sufficient number of PSLOs which contain clear and specific action verbs, descriptions of the knowledge/ skills/ attitudes to demonstrate, and clear context for application in discipline or profession.
Mapping			
Curriculum Map	Did not complete curriculum map or completed curriculum map that 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 PSLOs are mapped to a course/learning activity (e.g., internships, study abroad, research).	Completed curriculum map that includes at least half of the PSLOs, 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 PSLOs are mapped to a course/learning activity (e.g., internships, study abroad, research).	Fully completed curriculum map that includes all PSLOs, courses/ learning activities, and full coverage of progression of proficiency (i.e., I,R,M) for all PSLOs as appropriate for the program type. All PSLOs are mapped to a course/learning activity (e.g., internships, study abroad, research).
Program to Institutional Goal Map	Did not complete the program to institutional goal mapping for the PSLOs.	Completed the program to institutional goal mapping for at least half of the PSLOs and relevant institutional learning goals.	Fully completed the program to institutional goal mapping for all PSLOs and relevant institutional learning goals.
Assessment Plan Overall and Annual			
Assessment Method	Included methods for less than half of the objectives being assessed in current plan and/or no documentation of those methods.	Included methods for more than half of the objectives being assessed in current plan which are primarily direct measures and for which documentation is attached.	Included methods for all objectives being assessed in current plan which include multiple measures (at least one of which is a direct measure like exam, essay, presentation, portfolio) and for which documentation is attached.
Criteria/Performance Target	Specified no criteria/performance targets.	Specified criteria/performance targets and provided justification for most objectives.	Specified detailed descriptions and justifications with defensible standards (e.g., institutional or specialized accrediting body, industry standard, disciplinary standards, advisory board, student performance) for criteria/performance targets for all objectives.

	1 – Needs Improvement Total = <15	2 – Making Progress Total = 15-24	3 – Target Total = 25-30
Data Collection Plan	Provided no information to develop an understanding of the data collection processes or data.	Provided some information to develop an understanding of the data collection processes or data.	Provided complete information to develop an understanding of the data collection processes (e.g., who takes the assessment, when taken, how often) and data.
Results and Action Plans			
Student Learning Outcomes 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, and # of students meeting criterion/target.	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, and # of students meeting criterion/target.	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, and # of students meeting criterion/target. May upload raw data or relevant documentation.
Actions For Use of Student Learning Outcomes Data	Did not articulate how the program plans to use student learning outcomes data to improve student learning or program aspects.	Articulated how the program used or plans to use student learning outcomes data for most objectives/results to improve student learning or program aspects but actions lack specificity.	Articulated how the program used or plans to use student learning outcomes data for all objectives/results (e.g., when, where, how, what) to improve student learning (especially for students who did not meet the target) or improve other program aspects.
Annual Summary and Action Plan (review of other program goals and data)	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 that shows some analysis of program data/trends and relevant external data and moderate 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 and strong linkage to data-informed strengths/weaknesses, summary of resources, and an action plan.

Assessment Session

October 28, 2024

COMMONWEALTH UNIVERSITY OF PENNSYLVANIA

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

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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)

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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

GENERAL INFORMATION

PERSONNEL

MAPPING

ASSESSMENT PLAN AND RESULTS

ANNUAL SUMMARY AND ACTION PLAN

ASSESSMENT REVIEW RUBRIC

DOCUMENT LIBRARY

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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

Figure 1: Number of Submissions by College

College	Submissions
College of Arts, Humanities, Education, and Social Sciences	79
College of Health, Science, and Technology	54
Zeigler College of Business	45

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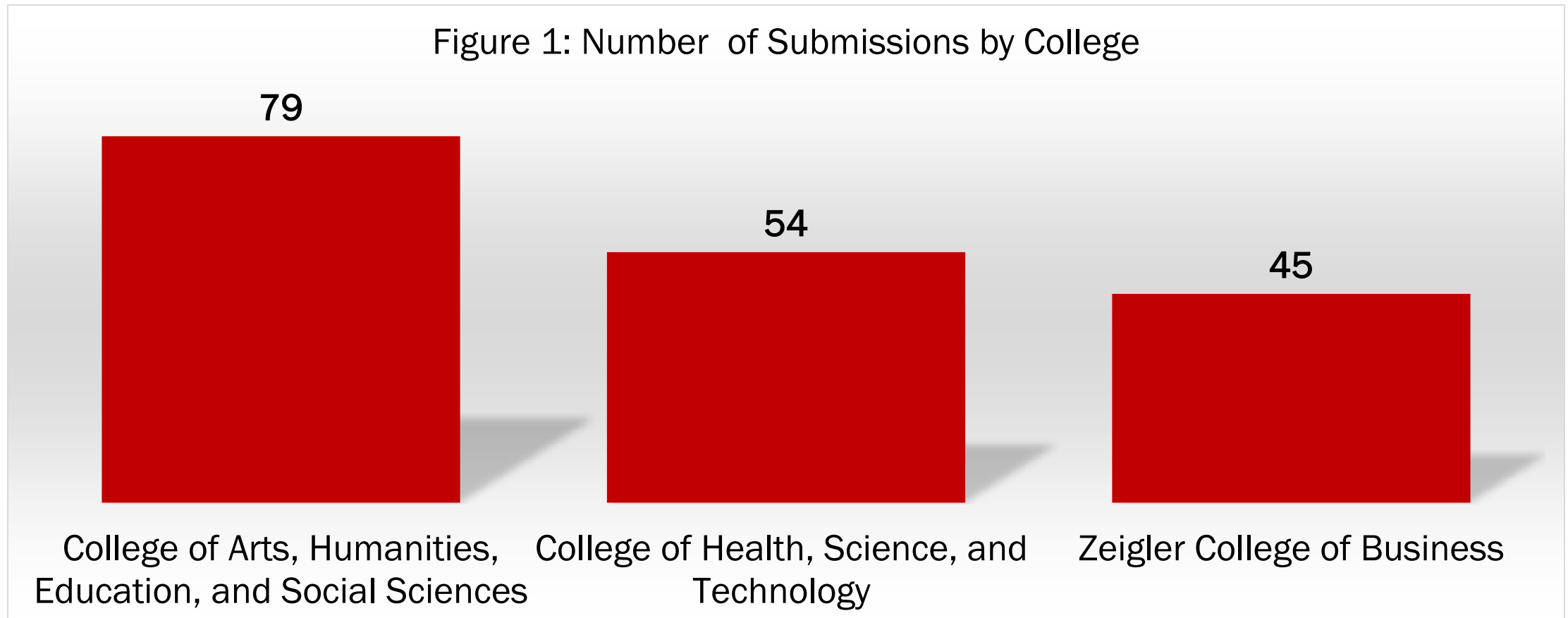
Submissions by College

- 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
COAHESS	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

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General Information

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

College

College of Arts, Social Sciences and Humanities (COAHESS)

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.

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8

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
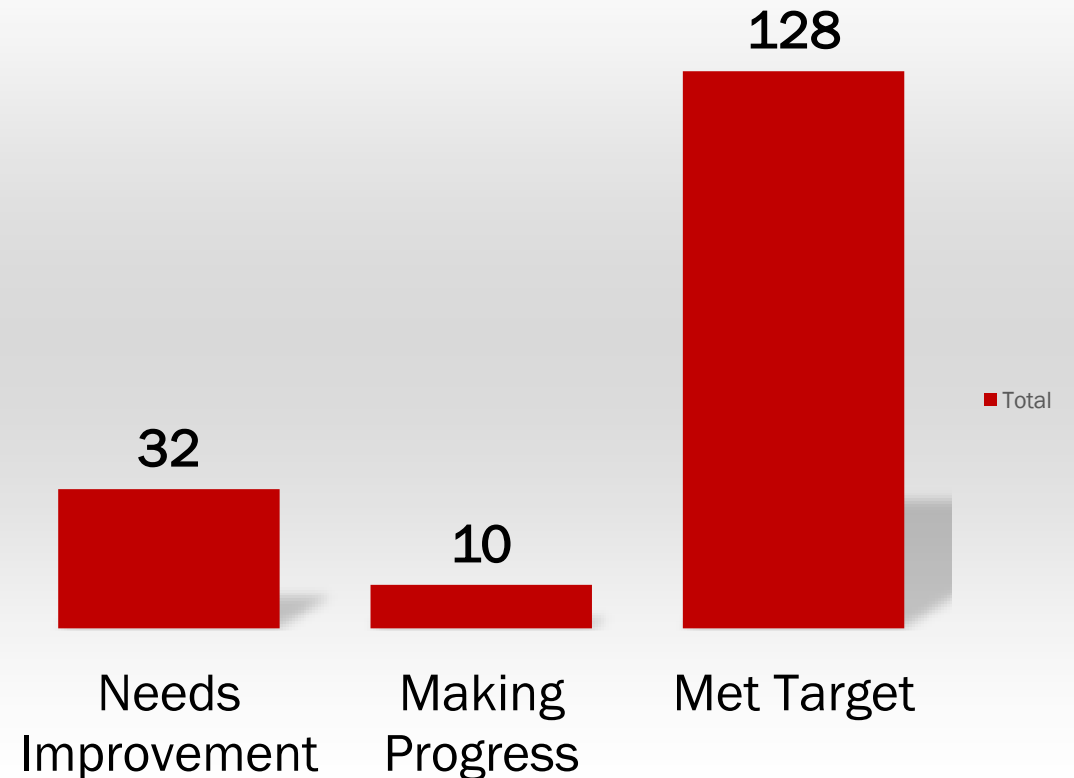
Curriculum Map

- 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

Rating	Count
Needs Improvement	28
Making Progress	10
Met Target	132

■Total

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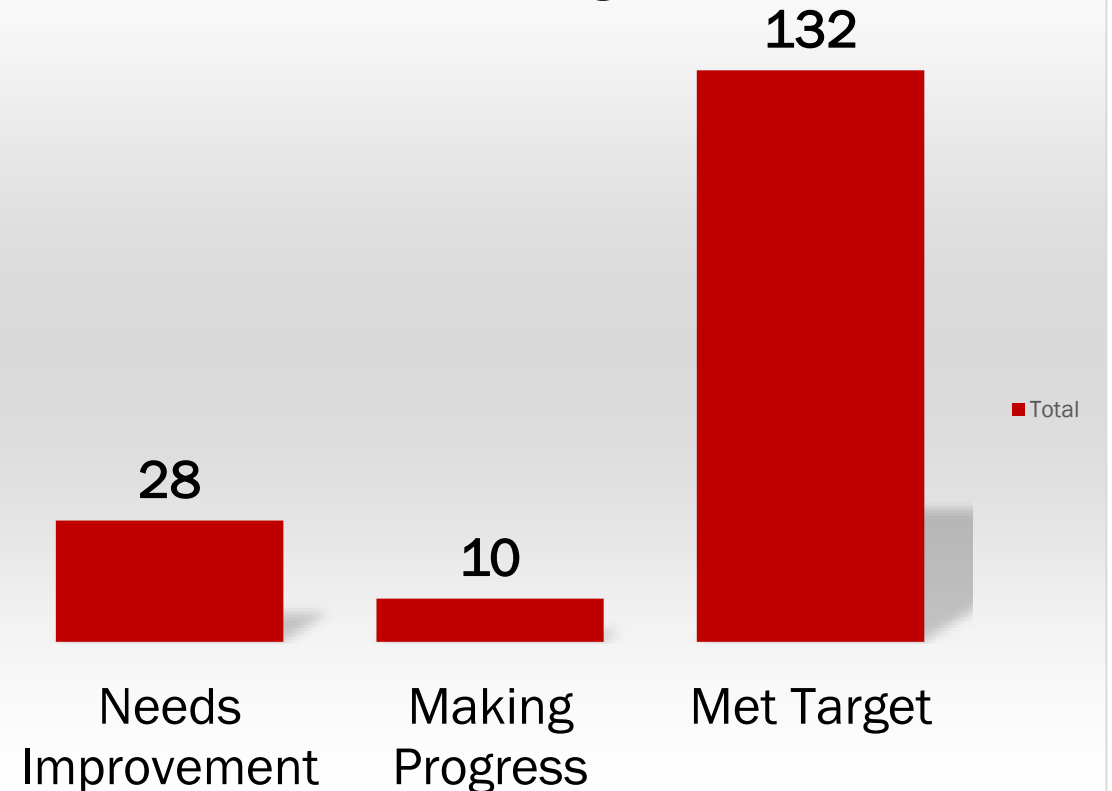
Curriculum Map – Psychology (BS)

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

	SLO 1 Knowledge	SLO 2 Scientific Inquiry	SLO 3 Ethical and Social Responsibility	SLO 4 Communication	SLO 5 Professional Development
PSYC-350			M	M	R	R
PSYC-355	R				R
PSYC-360	R	R			
PSYC-375		R		R	R
PSYC-376	R	R			R
PSYC-380	R	R			
PSYC-390	R		R		R
PSYC-406	M	M		M	
PSYC-412	R	R		R	
PSYC-422	R			R	R
PSYC-441			M	M	M
PSYC-442			M	M	M

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

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Assessment Plan for Major and Minor

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-ethno		
Application of Knowledge and Ski		

Program - International Business (BSBA) - Economics

Student Learning Objective	Has Assessment Method	Has Results
Economics Knowledge and Skills	🟢	🟢

Program - International Business (BSBA) - Finance

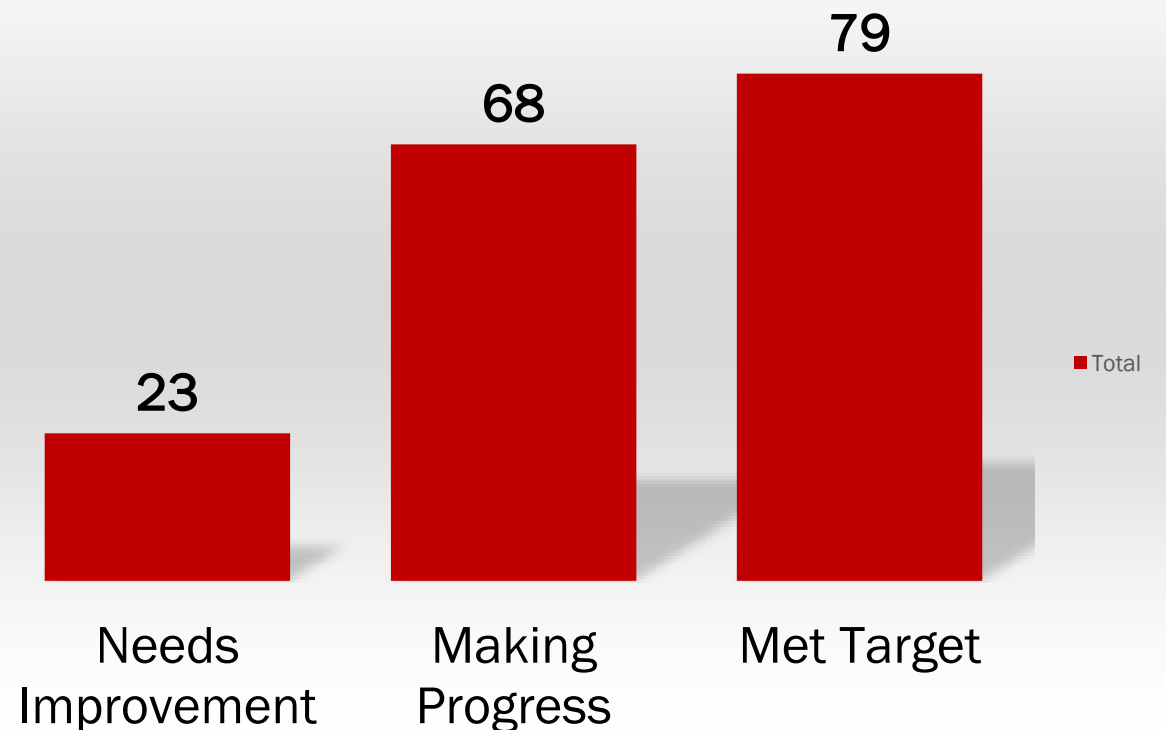| Student Learning Objective	Has Assessment Method	Has Results
Finance Knowledge and Skills	🟢	🟢

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Assessment Plan –Psychology (BS)

Assessment Method	Result
Assessment Method: Scientific Inquiry and Critical Thinking will be assessed in Research Methods (PSYC250) through performance on a final exam. **Criterion / Performance Target:** Having 70% or more of students score 70% or higher on the final exam. **When and how often does assessment occur?:** 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.	**Reporting Period**: 2023 - 2024 **Report on prior years actions.**: 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. **Criterion / Performance Target Met**: Criterion/Target Met **Results and Analysis**: 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. **# of Students Assessed**: 114 **# of Students Meeting Criterion / Target**: 96 **Actions**: 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.
Assessment Method: Scientific Inquiry and Critical Thinking will be assessed through evaluation of student research in PSYC350 (Research Lab). **Criterion / Performance Target:** Having 70% or more of students meet or exceed expectations on an evaluation of their research project. **When and how often does assessment occur?:** 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.	**Reporting Period**: 2023 - 2024 **Report on prior years actions.**: 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. **Criterion / Performance Target Met**: Criterion/Target Met **Results and Analysis**: 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. **# of Students Assessed**: 98 **# of Students Meeting Criterion / Target**: 82 **Actions**: 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.

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

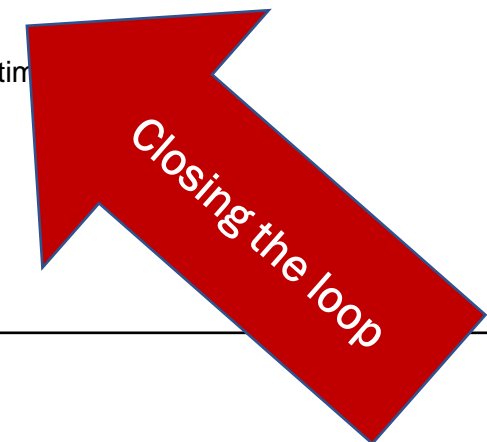Figure 5: Assessment Results - Count by Rating

Assessment Results – Psychology (BS)

Assessment Method	Result
Assessment Method: Scientific Inquiry and Critical Thinking will be assessed in Research Methods (PSYC250) through performance on a final exam. **Criterion / Performance Target:** Having 70% or more of students score 70% or higher on the final exam. **When and how often does assessment occur?:** 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.	**Reporting Period**: 2023 - 2024 **Report on prior years actions.**: 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. **Criterion / Performance Target Met**: Criterion/Target Met **Results and Analysis**: 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. **# of Students Assessed**: 114 **# of Students Meeting Criterion / Target**: 96 **Actions**: 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.
Assessment Method: Scientific Inquiry and Critical Thinking will be assessed through evaluation of student research in PSYC350 (Research Lab). **Criterion / Performance Target:** Having 70% or more of students meet or exceed expectations on an evaluation of their research project. **When and how often does assessment occur?:** 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.	**Reporting Period**: 2023 - 2024 **Report on prior years actions.**: 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. **Criterion / Performance Target Met**: Criterion/Target Met **Results and Analysis**: 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. **# of Students Assessed**: 98 **# of Students Meeting Criterion / Target**: 82 **Actions**: 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.

Assessment Results – Mathematics (BS)

Assessment Method	Result
Assessment Method: Exam questions from Stat 241, Math 270, 480 and 482 Phasing out Major Fields Test (No capstone course in new program) **Criterion / Performance Target:** 75% score 75% or higher on the assessment questions Goal for Major Fields Test is 50% scored at or above 50th percentile and average percentile is 50% or above. **When and how often does assessment occur?:** In general, assessment schedule is: Stat 241 odd springs Math 270 even falls Math 480 odd falls Math 482 even springs Major Fields Test will be given periodically in Math 480 and 482, while exams last.	**Reporting Period**: 2023 - 2024 **Report on prior years actions.**: 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. **Criterion / Performance Target Met**: Criterion/Target Met **Results and Analysis**: 82.5% of students met the goal of 75% or higher on assessment questions in MATH 480 and MATH 482. **# of Students Assessed**: 40 **# of Students Meeting Criterion / Target**: 33 **Actions**: Student exceeded our goal so no action needed at this time

Closing the loop

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Assessment Results – Theatre (BA)

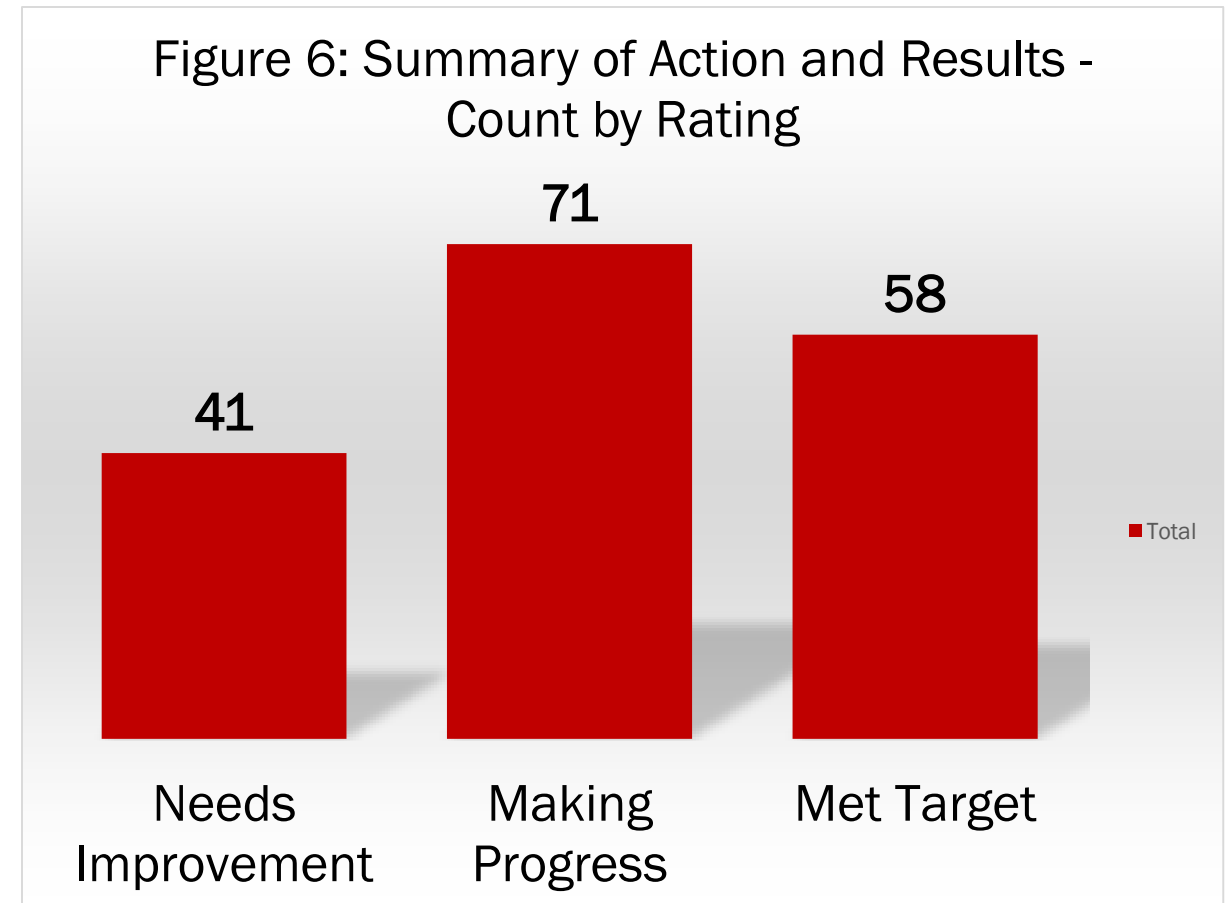| Assessment Method	Result
Assessment Method: Appropriate rubric elements from the final design project **Criterion / Performance Target:** 70% of majors will be rated as meeting expectations or better **When and how often does assessment occur?:** Every Fall semester when THEA 270: Fundamentals of Theatre Design is offered	**Reporting Period**: 2023 - 2024 **Report on prior years actions.**: 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. **Criterion / Performance Target Met**: Criterion/Target Met **Results and Analysis**: 100% of majors (n = 8) met expectations for this SLO, as assessed via appropriate rubric elements **# of Students Assessed**: 8 **# of Students Meeting Criterion / Target**: 8 **Actions**: 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. **Supporting Documents**: SLO #2 THEA 270 Student Artifact (Meets Expectations).pdf

Closing the loop

Assessment Results

	Student Learning Objectives	Assessment Methods	Results	Percent of Results with 'Criterion / Performance Target Met'	Students Assessed	Students Meeting	Percent Meeting
Table 2: Overall Results of Student Performance							
CU	1062	1352	903	76.1%	33,597	28,795	85.7%
COHST	391	560	373	87.8%	9,385	8,605	91.7%
COAHESS	448	556	323	56.3%*	11,421	9,792	85.7%
ZCOB	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

Figure 6: Summary of Action and Results - Count by Rating

Needs Improvement	Making Progress	Met Target
41	71	58

Total

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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

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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

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Pennsylvania's STATE SYSTEM of Higher Education

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)

University:	Submission Date:
Program Name:	
Program Description:	

Strengths: List 3-5 program strengths documented in the review

Opportunities: List 3-5 program opportunities documented in the review

Takeaways from External Evaluator: If applicable, summarize the key takeaways from the evaluator's report

Actions:
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

Name and Title of Vice President: Name Title	**Signature of Vice President**

Acknowledge Exemplars

- Accounting

- Psychology

- Economics

- EGGS – Environmental Geoscience

- Audiology and Speech-Language Pathology

- Clinical Mental Health Counseling
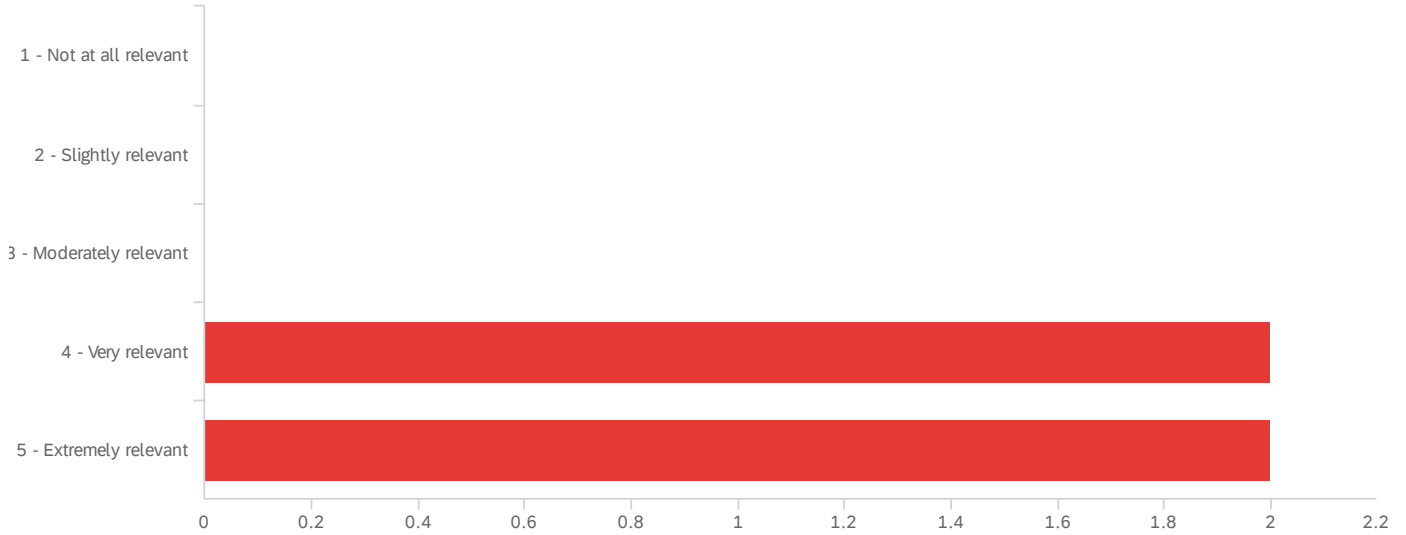
Questions and Evaluate

Q3 - I found the content relevant to my work.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I found the content relevant to my work.	4.00	5.00	4.50	0.50	0.25	4

#	Field		Choice Count
1	1 - Not at all relevant	0.00%	0
2	2 - Slightly relevant	0.00%	0
3	3 - Moderately relevant	0.00%	0
4	4 - Very relevant	50.00%	2

#	Field	Choice Count	
5	5 - Extremely relevant	50.00%	2
			4

Showing rows 1 - 6 of 6
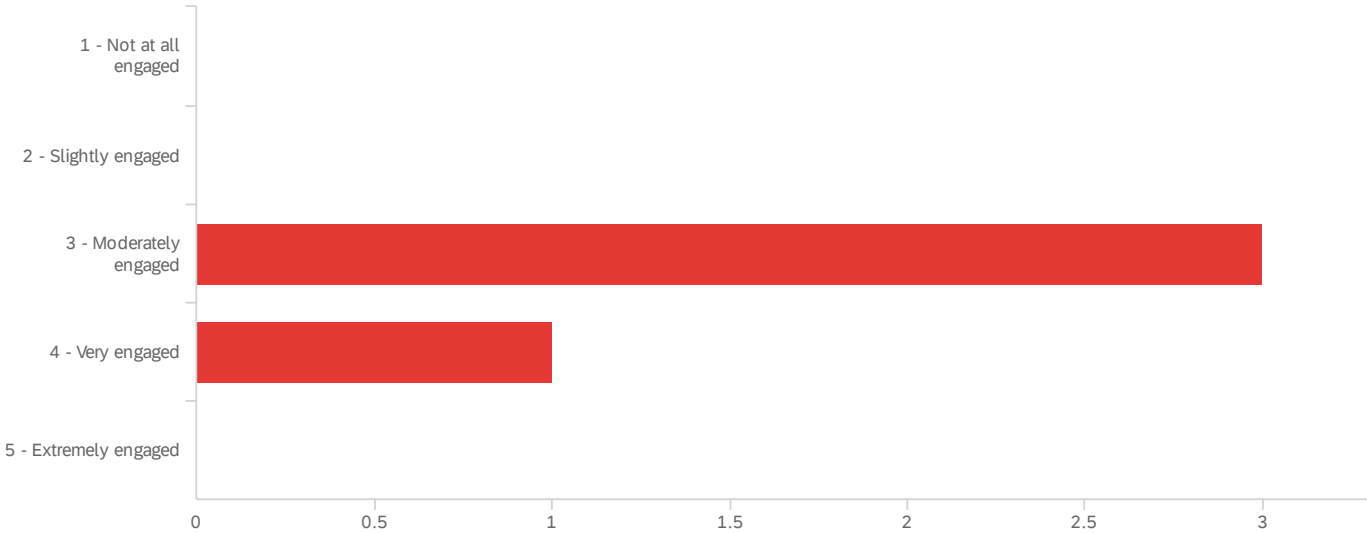
Q4 - I was well-engaged during the workshop.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I was well-engaged during the workshop.	3.00	4.00	3.25	0.43	0.19	4

#	Field		Choice Count
1	1 - Not at all engaged	0.00%	0
2	2 - Slightly engaged	0.00%	0
3	3 - Moderately engaged	75.00%	3
4	4 - Very engaged	25.00%	1
5	5 - Extremely engaged	0.00%	0
			4

Q5 - I am confident I can apply what I learned in the workshop.
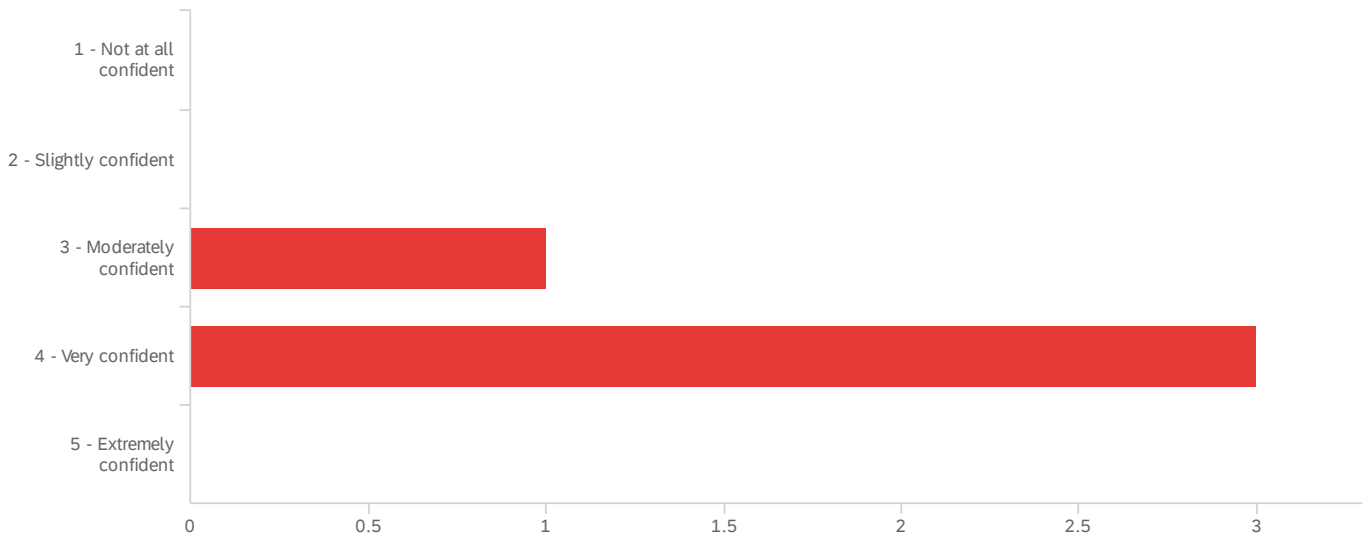
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am confident I can apply what I learned in the workshop.	3.00	4.00	3.75	0.43	0.19	4

#	Field		Choice Count
1	1 - Not at all confident	0.00%	0
2	2 - Slightly confident	0.00%	0
3	3 - Moderately confident	25.00%	1
4	4 - Very confident	75.00%	3
5	5 - Extremely confident	0.00%	0
			4
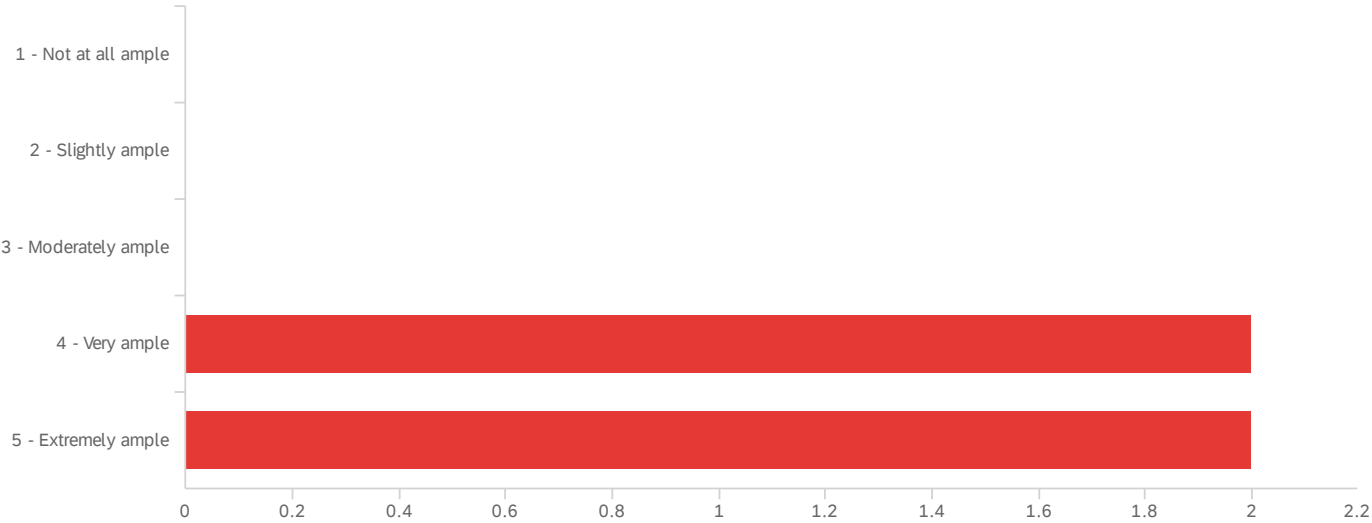
Q6 - I had ample opportunity to ask questions.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I had ample opportunity to ask questions.	4.00	5.00	4.50	0.50	0.25	4

#	Field		Choice Count
1	1 - Not at all ample	0.00%	0
2	2 - Slightly ample	0.00%	0
3	3 - Moderately ample	0.00%	0
4	4 - Very ample	50.00%	2
5	5 - Extremely ample	50.00%	2
			4

Q7 - I am clear about what is expected of me as a result of this workshop.

	0	0.5	1	1.5	2	2.5	3	3.5	4
1 - Not at all clear									
2 - Slightly clear									
3 - Moderately clear									
4 - Very clear									
5 - Extremely clear									
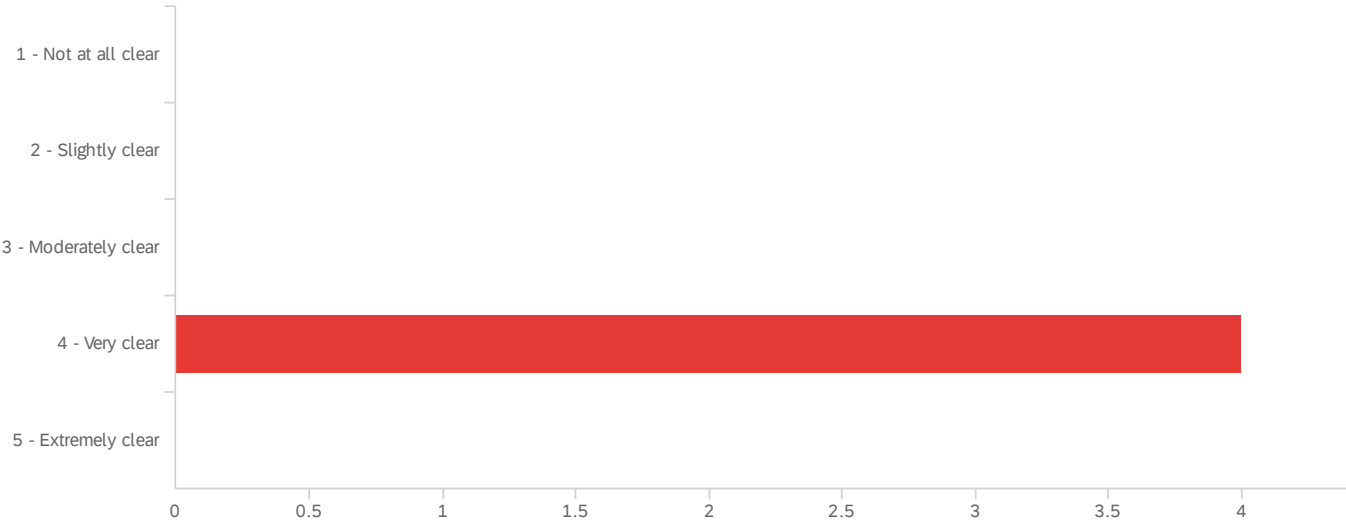
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am clear about what is expected of me as a result of this workshop.	4.00	4.00	4.00	0.00	0.00	4

#	Field	Choice Count	
1	1 - Not at all clear	0.00%	0
2	2 - Slightly clear	0.00%	0
3	3 - Moderately clear	0.00%	0
4	4 - Very clear	100.00%	4
5	5 - Extremely clear	0.00%	0
			4
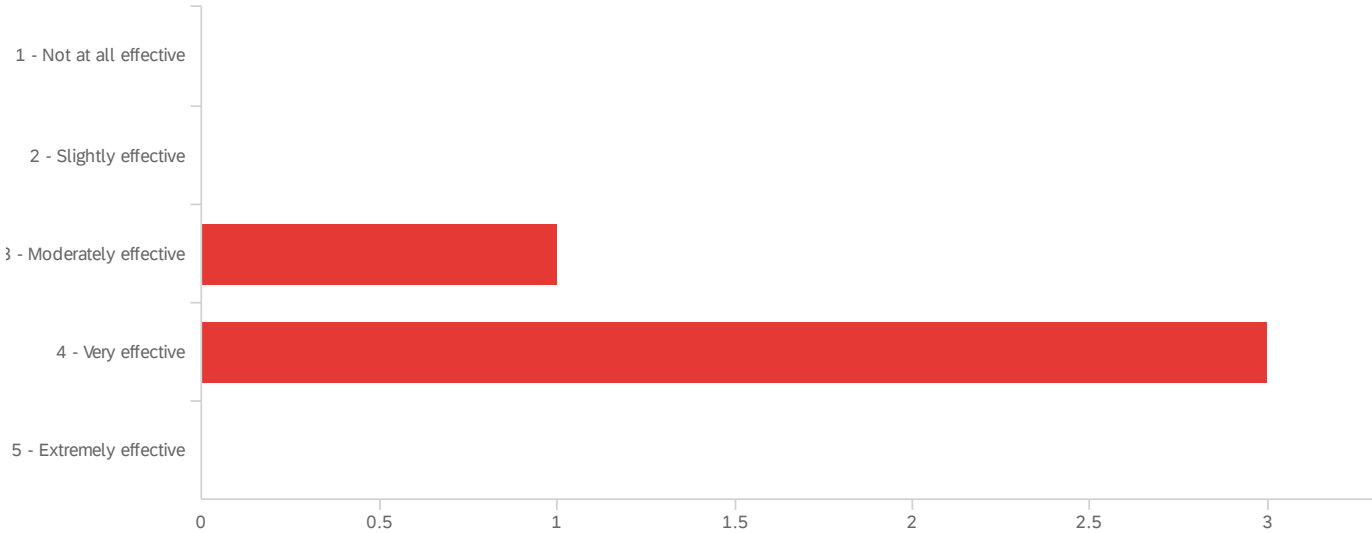
Q8 - What is your overall rating for this training?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your overall rating for this training?	3.00	4.00	3.75	0.43	0.19	4

#	Field	Choice Count	
1	1 - Not at all effective	0.00%	0
2	2 - Slightly effective	0.00%	0
3	3 - Moderately effective	25.00%	1
4	4 - Very effective	75.00%	3
5	5 - Extremely effective	0.00%	0
			4

Q9 - What did you like the most and the least about this training?
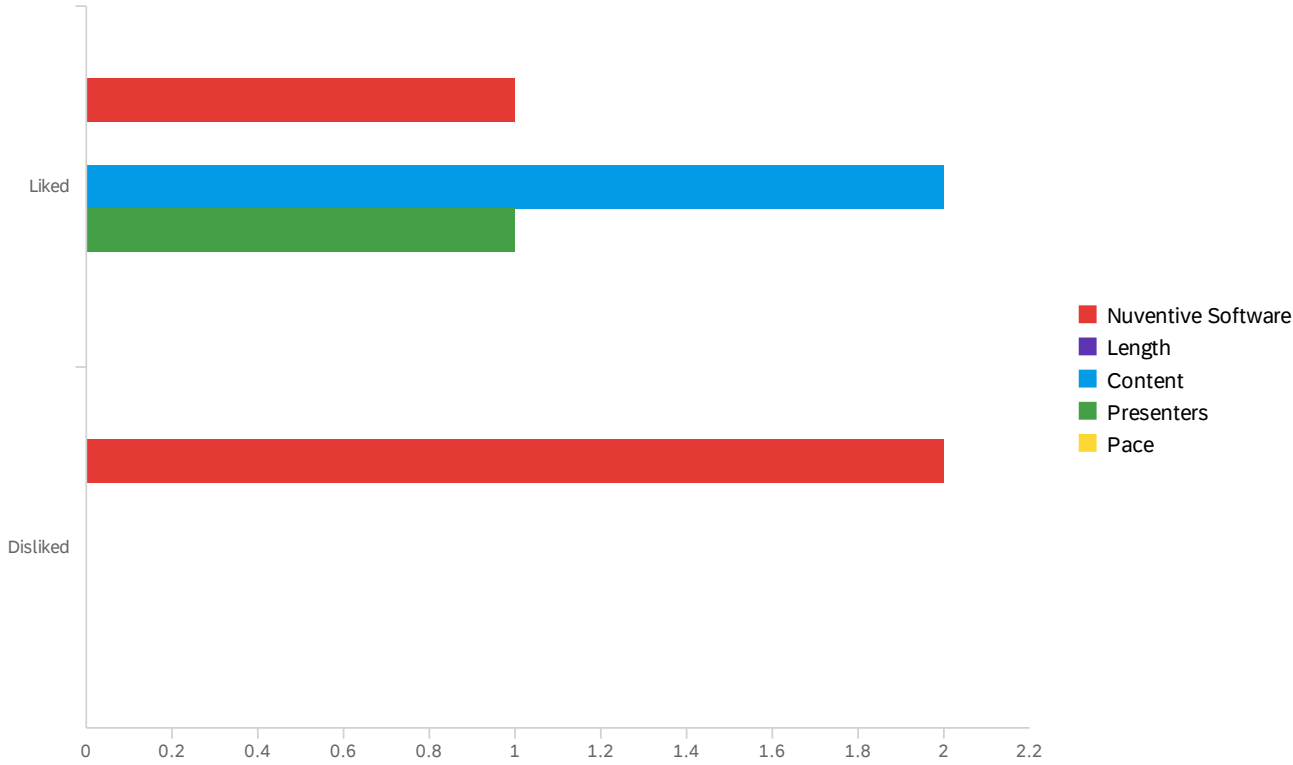
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Nuventive Software	1.00	2.00	1.67	0.47	0.22	3
2	Length	0.00	0.00	0.00	0.00	0.00	0
3	Content	1.00	1.00	1.00	0.00	0.00	2
4	Presenters	1.00	1.00	1.00	0.00	0.00	1
5	Pace	0.00	0.00	0.00	0.00	0.00	0

#	Field	Liked		Disliked		Total
1	Nuventive Software	33.33%	1	66.67%	2	3
2	Length	0.00%	0	0.00%	0	0
3	Content	100.00%	2	0.00%	0	2

#	Field	Liked		Disliked		Total
4	Presenters	100.00%	1	0.00%	0	1
5	Pace	0.00%	0	0.00%	0	0

Showing rows 1 - 5 of 5

Please explain why you disliked [QID9-ChoiceGroup-SelectedChoicesForAnswer-…

I find it difficult to use in general although the demonstrations were fine.

Q11 - Which, if any, of your questions were left unanswered by this training?

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

None

It was hard to come up with questions since I am new to Nuventive. I was on sabbatical in the spring. I'm sure I will have questions once I get into the system and begin working.

Q12 - Any other questions/comments?

Any other questions/comments?

No

End of Report

Academic Program Assessment Session

April 28, 2025

COMMONWEALTH UNIVERSITY OF PENNSYLVANIA

Agenda

A. Welcome and introductions

B. Review MSCHE Findings for Standard V: Educational Effectiveness Assessment

C. Consider ways to address MSCHE Findings in the Annual Report PAR
   A. Mapping of High-Impact Practices and GE
   B. Student Learning Objectives
   C. Assessment Methods
   D. Criteria/Performance
   E. Data Collection
   F. Reporting Results
   G. Action Plans

D. Provide overview of professional development opportunities

E. Review submission timelines and materials

F. Complete the Session Evaluation

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MSCHE Findings for Standard V

Recognitions:

1. Students, faculty, administrators, and staff who have diligently worked to evolve a smooth transition during the past two years.

2. Integration of technology into the assessment system for efficiencies (i.e., AMS – *Nuventive* and Qualtrics).

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MSCHE Findings for Standard V

Recommendations (abbreviated):

1. Develop clearly stated educational goals at the *institution and degree/program levels*, which are *interrelated with one another*, *with relevant educational experiences*, and *with the institution's mission*.

2. Define **meaningful curricular goals for academic programs** with **defensible standards** for evaluating whether students are achieving these goals.

3. Ensure that assessment results—both quantitative and qualitative—are *used to improve educational effectiveness*.

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MSCHE Findings for Standard V

Collegial Advice (abbreviated):

1. Revise the PAR rubric to focus on assessing quality aspects.

2. Design high-impact practices (i.e., internships) and relevant general education/ISLOs on the program curriculum map.

3. Develop a systematic approach for assessing high-impact practices (i.e., study abroad experiences and internships).

4. Prioritize the assessment of undergraduate and graduate majors.

5. Provide actions for situations where the benchmark is met.

6. Design action plans where the data reflects the benchmark has not been met.

7. Complete the General Education guide for students.

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Address Findings
Mapping High-Impact Practices

Address Findings
Mapping GE/ISLOs on Curriculum Map

MAPPING   **SAVE**

SLO Status

View All

Please use the drop-down menu on the left side of the table to toggle between the Gen Ed Goals Mapping (default view) and the Curriculum Mapping screens.   ✕

Mapping/Alignment Options: **- Gen Ed Goals**	**Program SLO Assessment** *X = X*				Add Note
	SLO 1 Knowledge Knowledge Base in Psychology	**SLO 2 Scientific Inquiry** Scientific Inquiry and Critical Thinking	**SLO 3 Ethical and Social Responsibility** Ethical and Social Responsibility in a Diverse World	**SLO 4 Communication** Communication	SLO 5 Profes
PERSPECTIVES					
Interconnections - FOREIGN LANGUAGES					
Citizenship and Responsibility - CITIZENSHIP		x	x		
Citizenship and Responsibility - ENTICAL REASONING			x		
Citizenship and Responsibility - CRITICAL REASONING		x			▌
Natural World and Technology - NATURAL WORLD	x				
Natural World and Technology - TECHNOLOGY					
Creativity and Expression - LITERATURE					
Creativity and Expression - ARTS					
Creativity and Expression - CREATIVITY					

Address Findings
Student Learning Objectives (SLOs)

Well-Worded SLOs

There are many acronyms around developing outcomes, one approach that aligns with the team feedback is: C.L.E.A.R.E.R.

Another way to think about SLOs is my favorite candy: *Measurable and Manageable*

ASSESSMENT PLAN AND RESULTS

🔍 **SLO 1 Knowledge**

■ STUDENT LEARNING OBJECTIVE | ● ASSESSMENT METHOD | ● RESULTS

* denotes a required field.

SLO Name *
SLO 1 Knowledge

Student Learning Objective *
Knowledge Base in Psychology

SLO Status *
Active ⌄

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C.L.E.A.R.E.R

Developing "CLEARER" Student Learning Outcomes

Constructively Aligned — Is the outcome aligned with the rest of the curriculum?

Learning Focused — Is the outcome focused on student learning?

Evidence Based — Does evidence (research/literature) show that this learning outcome is important?

Assessable — Can you measure this learning outcome?

Relevant — Will the students see the point? Can you explain why it is important?

Equitable — Is the outcome only attainable for students with certain prior experiences?
(applies only to courses without pre-requisites)

Rigorous — Are your expectations high enough?

Address Findings
Student Learning Objectives (SLOs)

- Begin with an action verb

- The chart is your best friend

- Align the type of skill or knowledge acquisition with the action verb

- Avoid "and/or" statements beyond commonly connected items

- Measure the most important things (fewer SLOs is better)

ASSESSMENT PLAN AND RESULTS

🔍 SLO 1 Knowledge

| STUDENT LEARNING OBJECTIVE | ASSESSMENT METHOD | RESULTS |

*denotes a required field.

SLO Name *
SLO 1 Knowledge

Student Learning Objective *
Knowledge Base in Psychology

SLO Status *
Active

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Writing Tips for SLOs

- Action verb

- Learning outcome statement

- Criterion or standard for performance (direction of learning)

Action verb	Learning Outcome Statement	Criterion
Apply (application)	knowledge of social psychology principles	to address how social interactions impact individual and group behavior.
Demonstrate (application)	familiarity with major theoretical perspectives	in psychology.
Distinguish (comprehension)	between the various areas	in the field of psychology.

Quick Quiz

Let's take a few polls!

Address Findings Assessment Methods

A. Direct measures

B. Indirect measures

C. "B" alone does not measure student learning

ASSESSMENT PLAN AND RESULTS | CLOSE | SAVE

SLO 1 Knowledge

Method Status
View All

Showing 1 of 1

■ STUDENT LEARNING OBJECTIVE | ● ASSESSMENT METHOD | ● RESULTS | ＋

Knowledge Base in Psychology will be assessed through Senior Seminar (PSYC406) performance. | *J. Cosgrove 9/12/23*

Assessment Method
Knowledge Base in Psychology will be assessed through Senior Seminar (PSYC406) performance.

This is a where not a how.

Method Status
Active

Criterion / Performance Target
Having 70% or more of students rated as meeting or exceeding expectations for their senior seminar project (which will vary by section).

When and how often does assessment occur?
This SLO will be measured starting in Fall 2023. Data will be provided from each campus based on students' in senior seminar from at least one semester of each academic year.

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Direct Measures

- Capture (measure) student performance that allows you to demonstrate the extent to which learning has occurred
- Identify strengths and weaknesses on specific learning outcome(s)
  - Grading with a rubric
  - Portfolio evaluation
  - Tests/quizzes
  - Assignments/projects
  - Internship or clinical evaluations
  - Licensure exams
  - Exhibitions/recitals
- Grades alone are not direct measures

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Indirect Measures

- Capture attitudes, perceptions, satisfaction, feelings
    - Alumni or employer surveys
    - Graduate exit surveys*
    - Job placement rates
    - End of semester course evaluations*
    - Department meeting discussions
- When combined with direct measures provide insight into how students experience the teaching and learning process
- May provide data related to broader program outcomes (job placement rates) but not for SLOs

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Let's Chat

SLO: Apply knowledge of social psychology principles to address how social interactions impact individual and group behavior.

In chat, list one potential direct measure.

Next, in chat, list an indirect measure *and how it will complement a suggested direct measure.*

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Address Findings Criteria/Performance

- Targets are desired results a program sets for itself

- Benchmarks/standards allow us to measure performance for internal and external comparisons

ASSESSMENT PLAN AND RESULTS CLOSE SAVE

🔍 SLO 1 Knowledge

Method Status
View All

Showing 1 of 1

■ STUDENT LEARNING OBJECTIVE   • ASSESSMENT METHOD   • RESULTS   ⊕

Knowledge Base in Psychology will be assessed through Senior Seminar (PSYC406) performance.   *J. Cosgrove 9/12/23*

Assessment Method
Knowledge Base in Psychology will be assessed through Senior Seminar (PSYC406) performance.

Method Status
Active

Criterion / Performance Target
Having 70% or more of students rated as meeting or exceeding expectations for their senior seminar project (which will vary by section).

When and how often does assessment occur?
This SLO will be measured starting in Fall 2023. Data will be provided from each campus based on students' in senior seminar from at least one semester of each academic year.

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Setting Performance Criteria

Suskie (2018) suggests:

- If unsure set the standard relatively high versus relatively low
- What are risks of too low or too high?
- Use external sources to help set standards (*What do peers set as reasonable standards?*)
- Consider the expectations for learning (basic v. mastery)
- Consider the assignments
- Look at prior student work / past experiences with this learning

What would not embarrass you?

Address Findings
Data Collection

- Provide clear and consistent details
- Describe the when and how often (*in PSYC 100, fall 2025, all terms offered...*)

ASSESSMENT PLAN AND RESULTS   CLOSE   SAVE ⌄

🔍 SLO 1 Knowledge   ⌄

Method Status
View All | ⌄

                                                          Showing 1 of 1

▪ STUDENT LEARNING OBJECTIVE   ● ASSESSMENT METHOD   ● RESULTS   ⊕

⠿ **Knowledge Base in Psychology will be assessed through Senior Seminar (PSYC406) performance.**   *J. Cosgrove 9/12/23*   ⋮

Assessment Method
Knowledge Base in Psychology will be assessed through Senior Seminar (PSYC406) performance.

Method Status
Active

Criterion / Performance Target
Having 70% or more of students rated as meeting or exceeding expectations for their senior seminar project (which will vary by section).

When and how often does assessment occur?
This SLO will be measured starting in Fall 2023. Data will be provided from each campus based on students' in senior seminar from at least one semester of each academic year.

Address Findings Reporting Results

- Reporting results are an important part of the assessment cycle
- Provide the full picture of what you learned

Address Findings Reporting Results

- Understanding and using assessment to improve teaching and learning is the "why" of assessing student learning

- If SLOs are what students should "know and do," this phase of the assessment cycle is <u>what you learned</u> about student learning and what you are going to do with that information.

ASSESSMENT PLAN AND RESULTS · CLOSE · SAVE

SLO 1 Knowledge

Student Learning Objective: Knowledge Base in Psychology · Hide Details

Assessment Method: Knowledge Base in Psychology will be assessed through Senior Seminar (PSYC406) performance.

Criterion / Performance Target: Having 70% or more of students rated as meeting or exceeding expectations for their senior seminar project (which will vary by section).

Result Date *
06/01/2024

Reporting Period *
2023 - 2024

Report on prior years actions. *
Our last assessment report used a different course for this assessment, as PSYC406 is part of the new curriculum. It also contained minimal student data, as we worked to "switch" to the new curriculum and department SLOs. We began working toward best methods of assessing the new major across all campuses.

Criterion / Performance Target Met *
Criterion/Target Met

Results and Analysis
Across FA 2023 and SP 2024, a sample of 127 students, representing all campuses completed at least one assignment as part of a senior project in our capstone course (PSYC406). The specific project varied, based on the content of the course section. For example, one project was to complete a 7-week case study of good work and purpose that involved a class presentation and facilitation of class discussion, whereas another project involved two 75-minute presentations based on an analysis of philosophical and psychological concepts in The Twilight Zone. Meeting our goal, 86% (109) met or exceeded expectations.

# of Students Assessed *
127

# of Students Meeting Criterion / Target *
109

What did they do well? Where was underperformance?

21

Address Findings
Action Plans

Consider the array of action types you might take in response to findings:

- Change the assignments /assessments

- Change the SLO

- Curricular changes (sequencing, prerequisites)

- Add a support or resource (online materials, tutoring, exam reviews)

- Your ideas and suggestions?

# of Students Assessed *

127

# of Students Meeting Criterion / Target *

109

Actions ⓘ

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). We will also work toward using multiple forms of assessment into SLOs, as well as incorporating a foundational assessment to go along with this baccalaureate assessment.

Supporting Documents

Document Name   Document Description   ⊕

There are no documents attached

Professional Development Opportunities

- Replay this session and other recorded sessions posted on the [Program Assessment Web Page](#) and linked in [Brightspace](#)

- Attend the CTL workshop - Leveraging Data for Program Success: A Faculty Guide to Program Assessment Dashboards (05-01-25 at 11 a.m.)

- Attend summer workshop series (recordings will also be available)

- Attend fall review (prior to the 9/15 submission date)

- Engage with the faculty assessment liaison for one-on-one mentoring

- Contact [OIE staff](#) for assistance with any aspect of the assessment process

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Submission Timelines and Materials

GE Program Assessment

- Due May 5/21 with extension to 5/31
- Submitted in [Qualtrics Data Submission Form](#)
- Use information and materials on [GE Web Page](#)

Annual Report PAR

- Due September 15
- Use information and materials on [Program Assessment Web Page](#)
- Submitted in [Nuventive Solutions Premier](#)
- Mark "Yes" when PAR is ready for review

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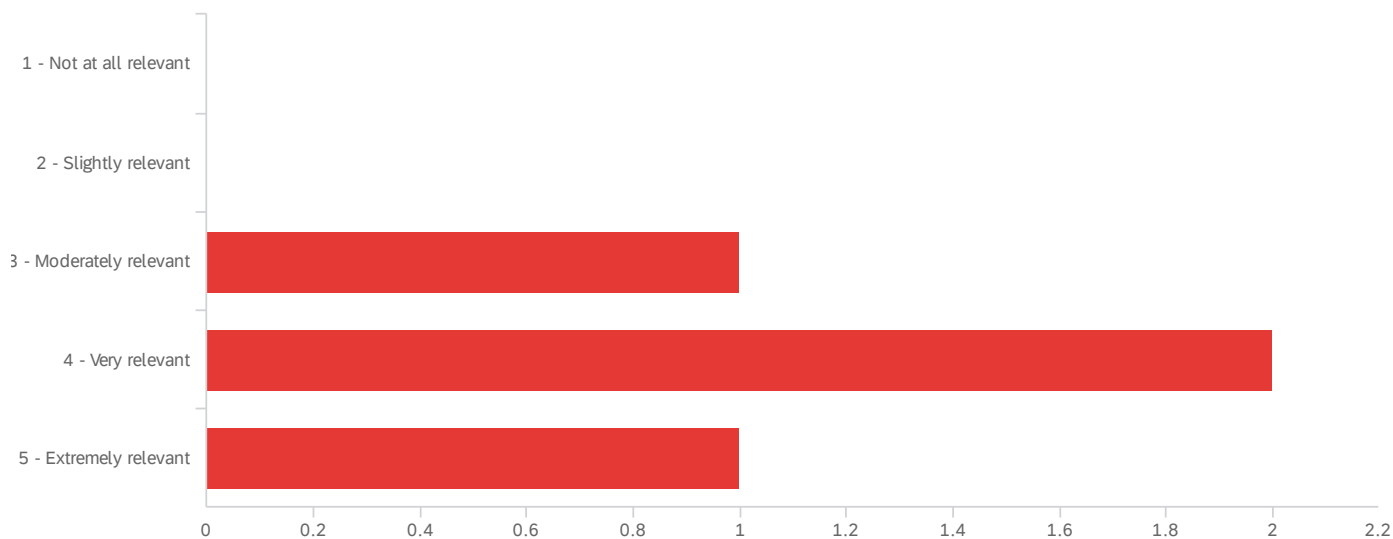
Questions and Evaluate

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Appendix H: Assessment Session Evaluation as of 04-29-25

Nuventive PAR Session 4-28-2025

Q3 - I found the content relevant to my work.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I found the content relevant to my work.	3.00	5.00	4.00	0.71	0.50	4

#	Field		Choice Count
1	1 - Not at all relevant	0.00%	0
2	2 - Slightly relevant	0.00%	0
3	3 - Moderately relevant	25.00%	1
4	4 - Very relevant	50.00%	2

#	Field	Choice Count	
5	5 - Extremely relevant	25.00%	1
			4

Showing rows 1 - 6 of 6
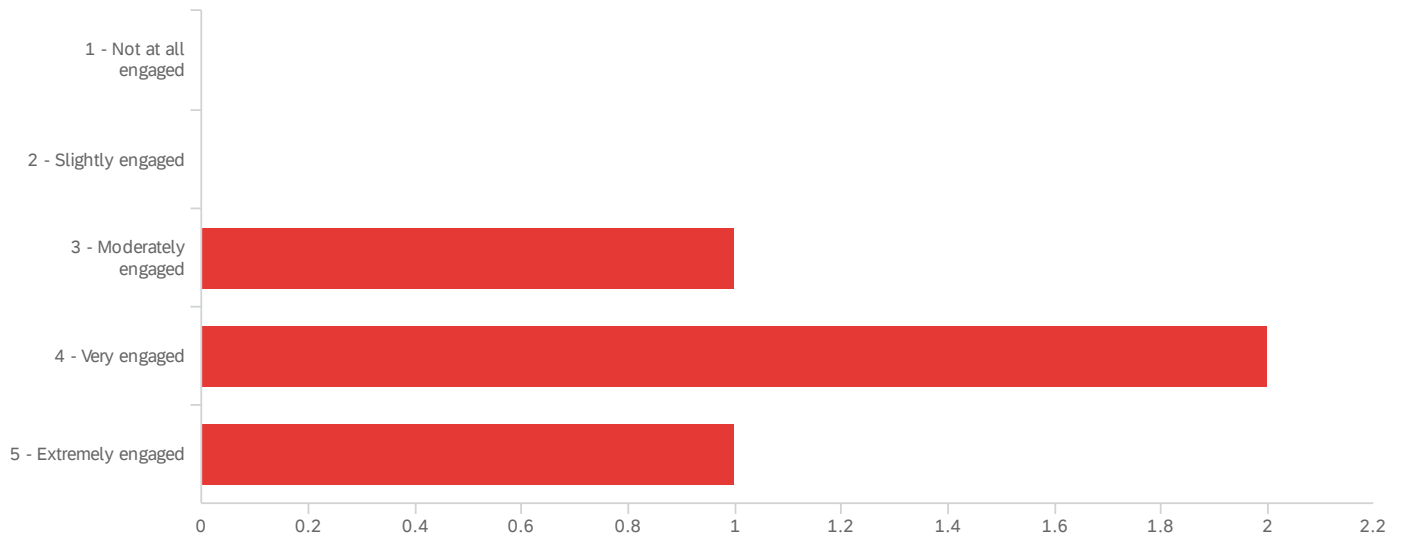
Q4 - I was well-engaged during the assessment session.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I was well-engaged during the assessment session.	3.00	5.00	4.00	0.71	0.50	4

#	Field	Choice Count	
1	1 - Not at all engaged	0.00%	0
2	2 - Slightly engaged	0.00%	0
3	3 - Moderately engaged	25.00%	1
4	4 - Very engaged	50.00%	2
5	5 - Extremely engaged	25.00%	1
			4

Q5 - I am confident I can apply what I learned today to my department's/program's assessm…
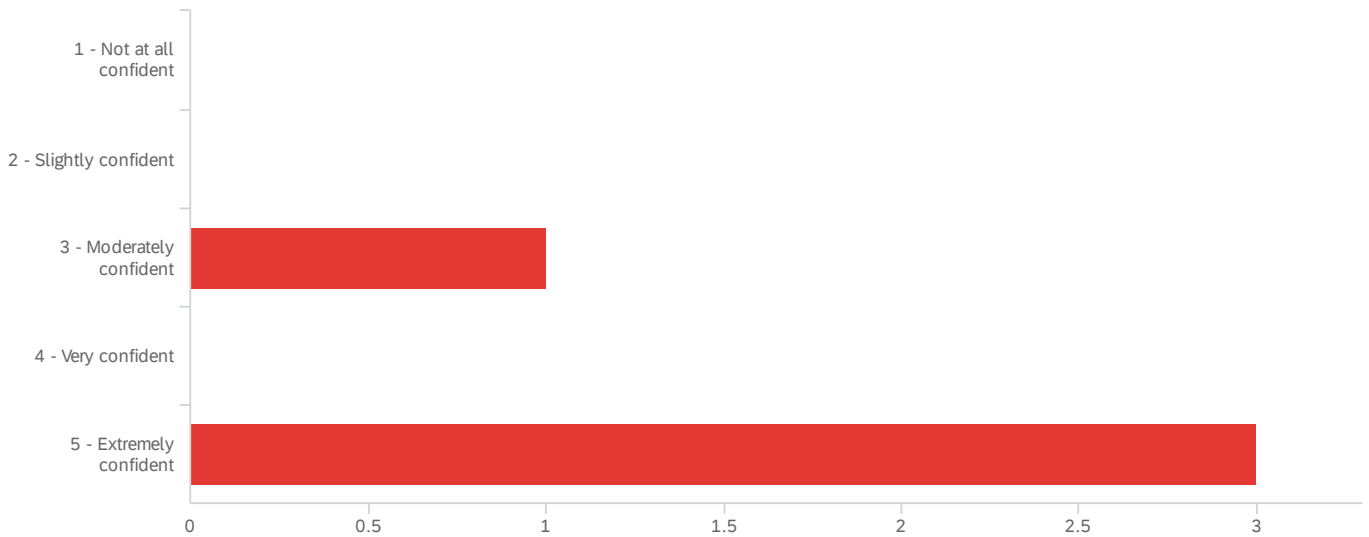
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am confident I can apply what I learned today to my department's/program's assessment work.	3.00	5.00	4.50	0.87	0.75	4

#	Field		Choice Count
1	1 - Not at all confident	0.00%	0
2	2 - Slightly confident	0.00%	0
3	3 - Moderately confident	25.00%	1
4	4 - Very confident	0.00%	0
5	5 - Extremely confident	75.00%	3
			4
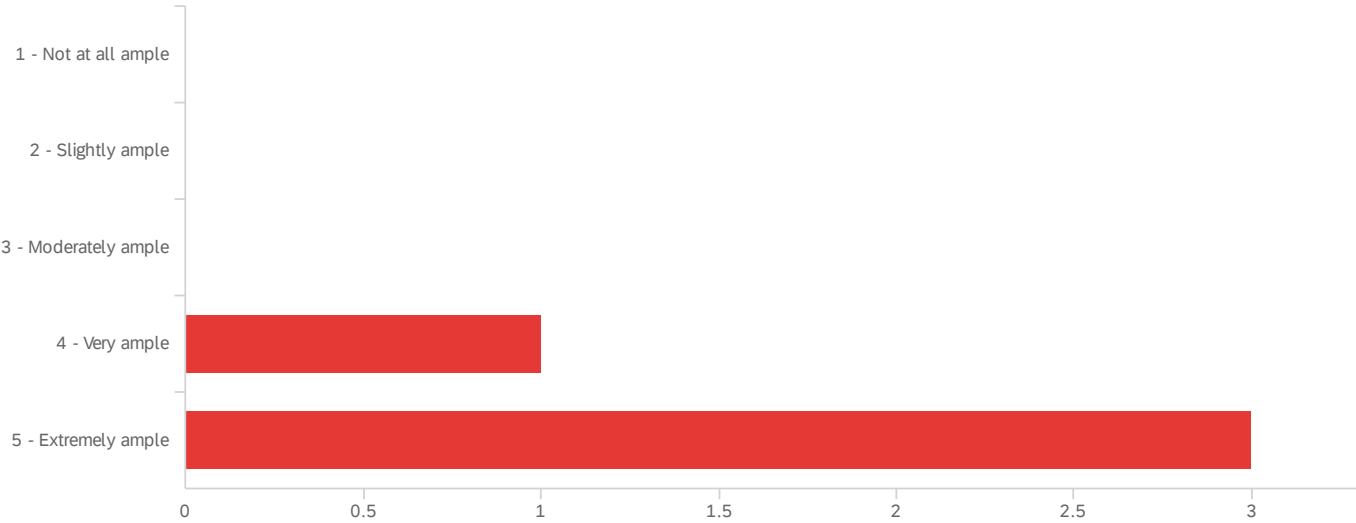
Q6 - I had ample opportunity to ask questions.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I had ample opportunity to ask questions.	4.00	5.00	4.75	0.43	0.19	4

#	Field	Choice Count	
1	1 - Not at all ample	0.00%	0
2	2 - Slightly ample	0.00%	0
3	3 - Moderately ample	0.00%	0
4	4 - Very ample	25.00%	1
5	5 - Extremely ample	75.00%	3
			4

Q7 - I am clear what is expected of me as a result of this assessment session.
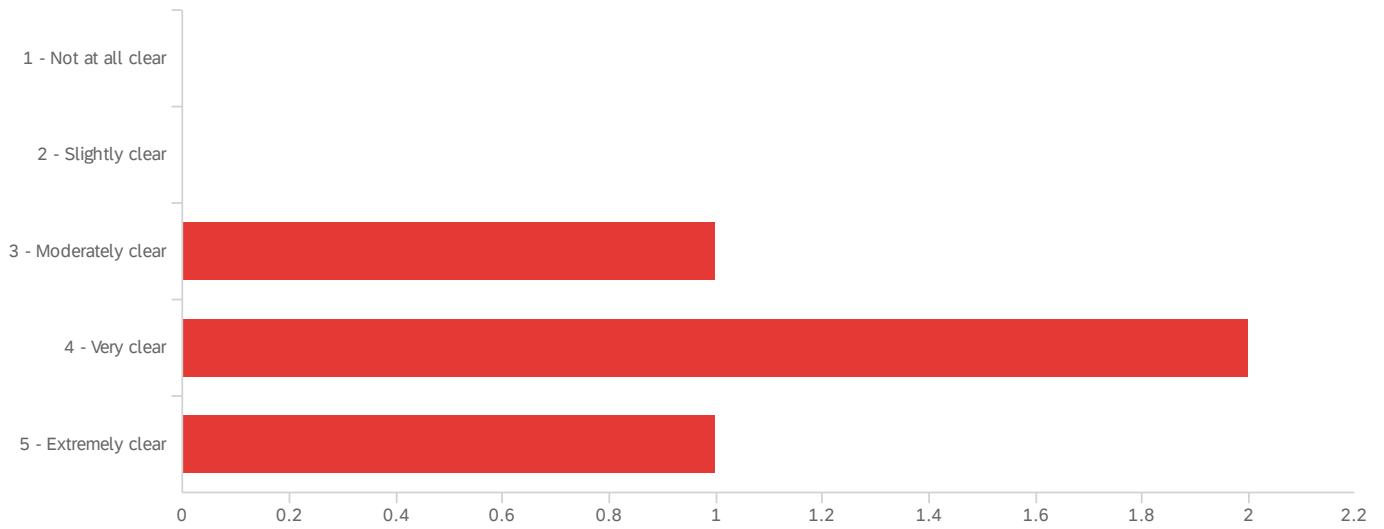
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am clear what is expected of me as a result of this assessment session.	3.00	5.00	4.00	0.71	0.50	4

#	Field		Choice Count
1	1 - Not at all clear	0.00%	0
2	2 - Slightly clear	0.00%	0
3	3 - Moderately clear	25.00%	1
4	4 - Very clear	50.00%	2
5	5 - Extremely clear	25.00%	1
			4

Q8 - What is your overall rating for this assessment session?
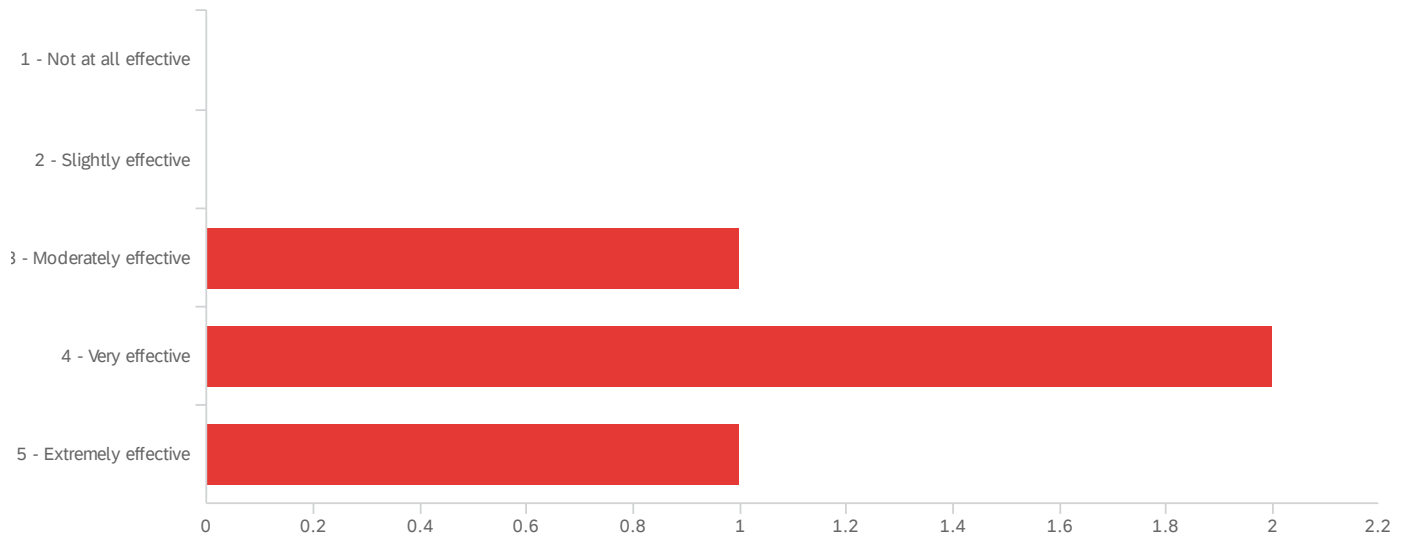
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your overall rating for this assessment session?	3.00	5.00	4.00	0.71	0.50	4

#	Field		Choice Count
1	1 - Not at all effective	0.00%	0
2	2 - Slightly effective	0.00%	0
3	3 - Moderately effective	25.00%	1
4	4 - Very effective	50.00%	2
5	5 - Extremely effective	25.00%	1
			4

Q9 - What did you like the most and the least about this assessment session?
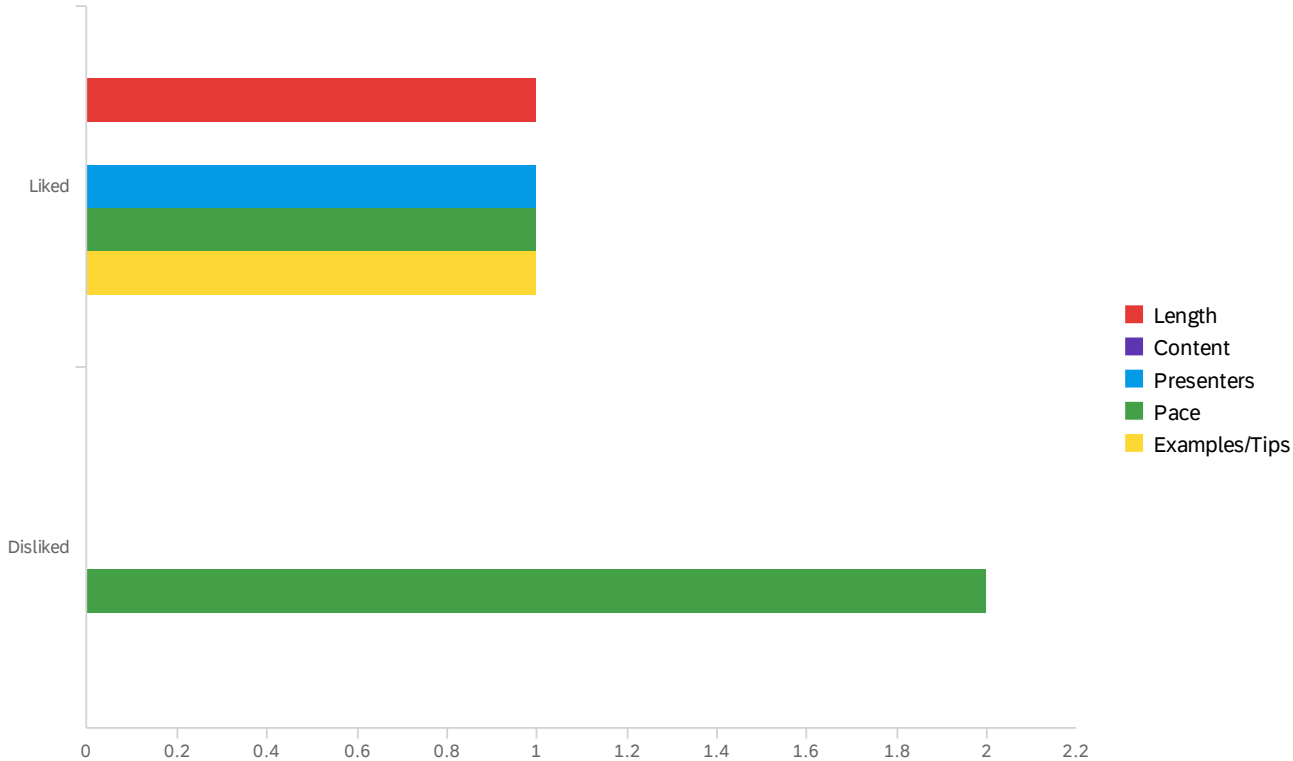
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Length	1.00	1.00	1.00	0.00	0.00	1
2	Content	0.00	0.00	0.00	0.00	0.00	0
3	Presenters	1.00	1.00	1.00	0.00	0.00	1
4	Pace	1.00	2.00	1.67	0.47	0.22	3
5	Examples/Tips	1.00	1.00	1.00	0.00	0.00	1

#	Field	Liked		Disliked		Total
1	Length	100.00%	1	0.00%	0	1
2	Content	0.00%	0	0.00%	0	0
3	Presenters	100.00%	1	0.00%	0	1

| #	Field	Liked		Disliked		Total
4	Pace	33.33%	1	66.67%	2	3
5	Examples/Tips	100.00%	1	0.00%	0	1

Showing rows 1 - 5 of 5

Q10 - Please explain why you disliked [QID9-ChoiceGroup-SelectedChoicesForA…

Please explain why you disliked [QID9-ChoiceGroup-SelectedChoicesForAnswer-…

Too many people asking specific questions in the middle of the presentation. I lost interest after that. Also, I feel like we've been over how to write SLOs so many times. I think more time on action plans and examples of assessment methods would be better. Do we really need to keep talking about action verbs and measurable outcomes.

The pace was fine but I thought the survey required me to pick my most favorite and least favorite, so I picked pace as my least favorite.

Q14 - For which of the following assessment topics do you wish you had more training or res…
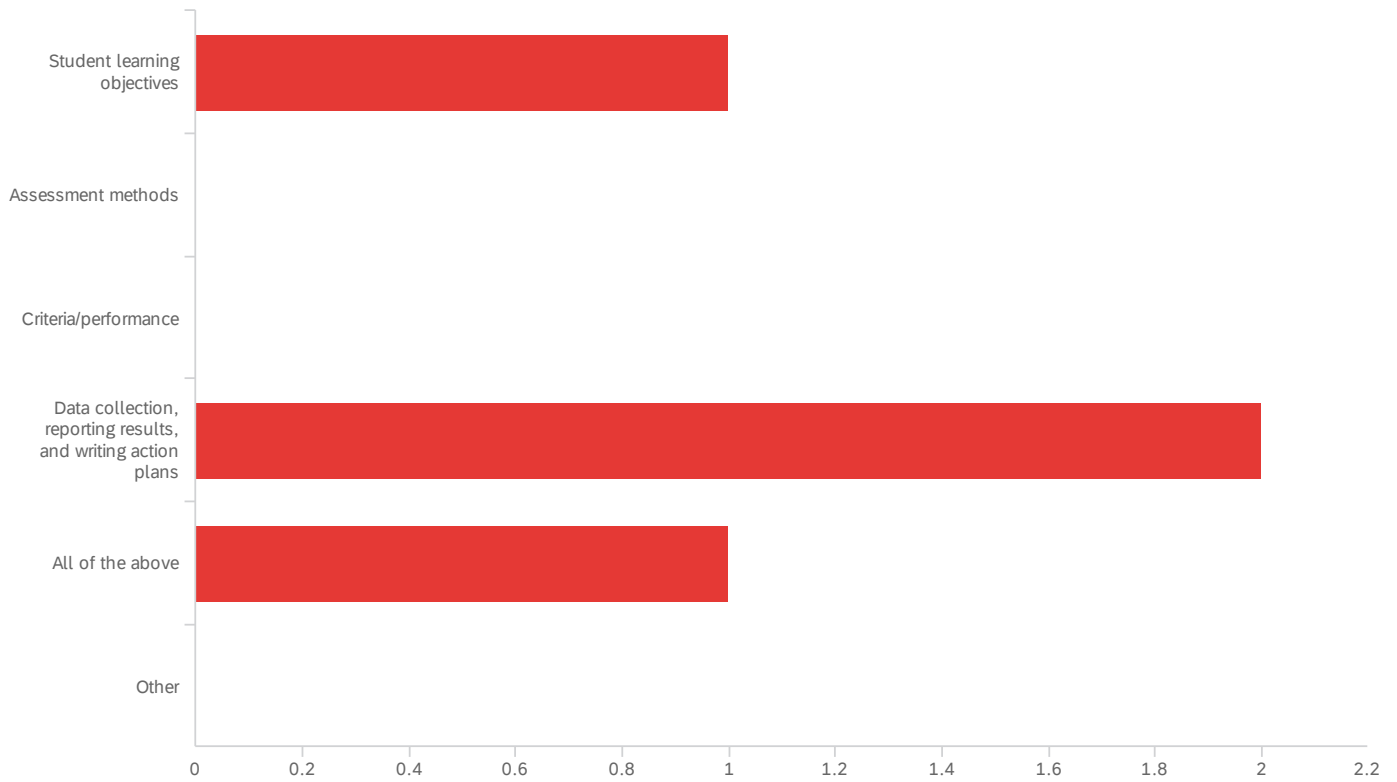
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	For which of the following assessment topics do you wish you had more training or resources:	1.00	5.00	3.50	1.50	2.25	4

#	Field	Choice Count	
1	Student learning objectives	25.00%	1
2	Assessment methods	0.00%	0
3	Criteria/performance	0.00%	0

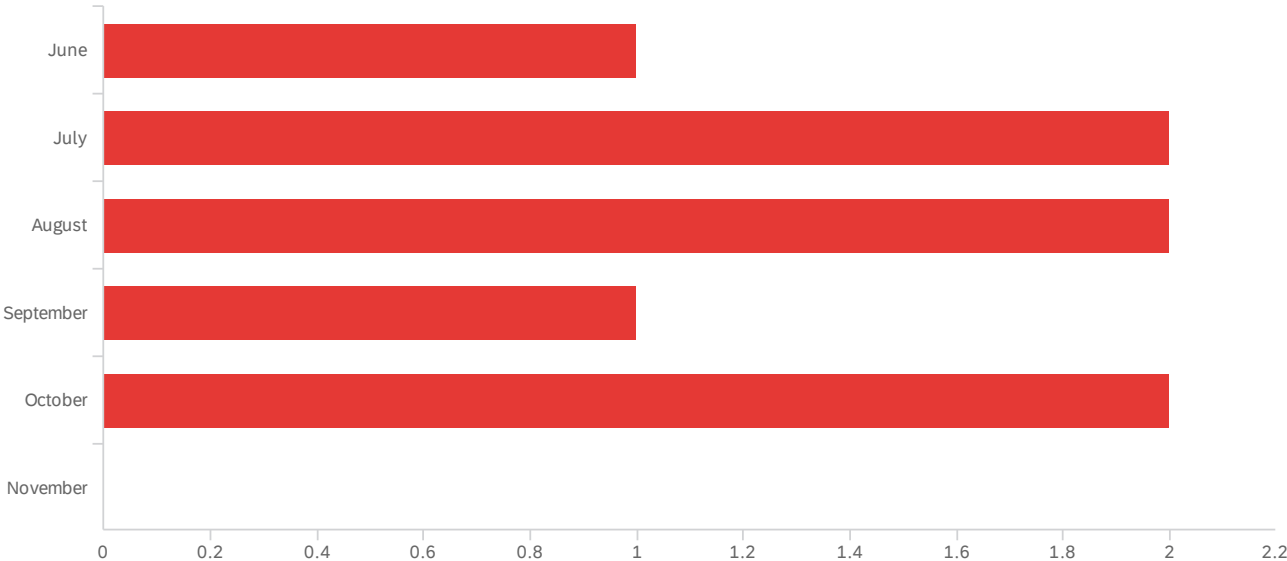| #	Field	Choice Count	
4	Data collection, reporting results, and writing action plans	50.00%	2
5	All of the above	25.00%	1
6	Other	0.00%	0
			4

Showing rows 1 - 7 of 7

Q16 - Please tell us what topics interest you for future sessions.

Please tell us what topics interest you for future sessions.

Q15 - When would you prefer future assessment sessions to be offered (check all that apply):

#	Field		Choice Count
1	June	12.50%	1
2	July	25.00%	2
3	August	25.00%	2
4	September	12.50%	1
5	October	25.00%	2
6	November	0.00%	0
			8

Showing rows 1 - 7 of 7

Which, if any, of your questions were left unanswered by this assessment se…

Why do we keep going over how to write SLOs.

Q12 - Any other questions/comments?

Any other questions/comments?

Great session. I would suggest for a future training a workshop style training where faculty from different disciplines are paired up to evaluate each others SLOs and make suggestions.

End of Report