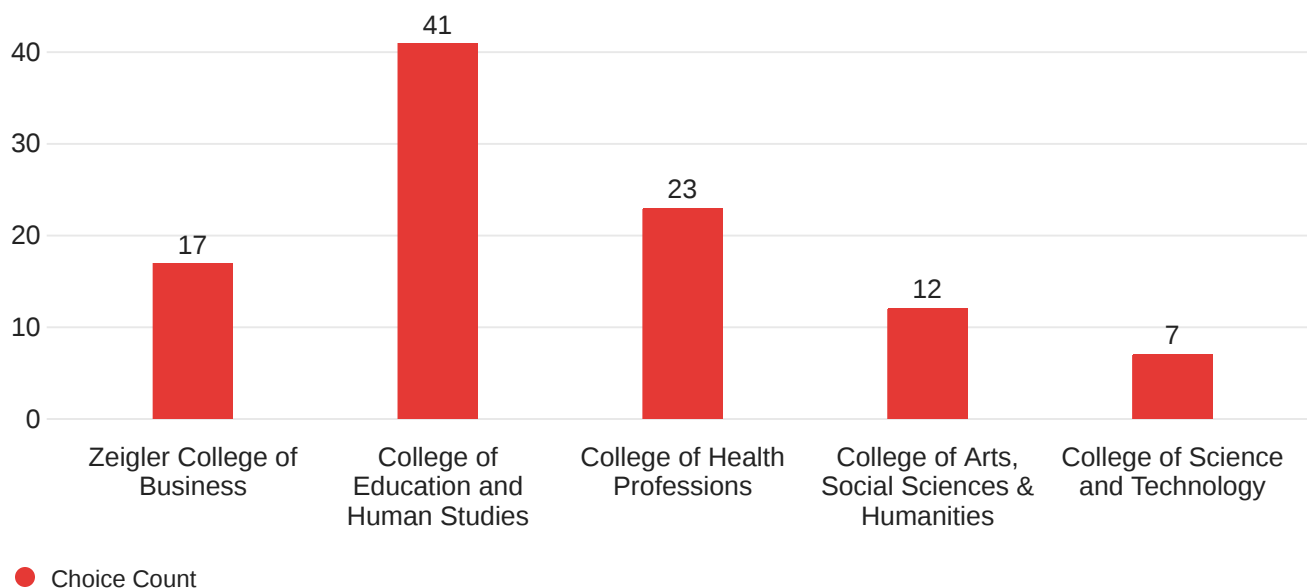


2022-23 Academic / Academic Support Assessment Summary

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

College of Program

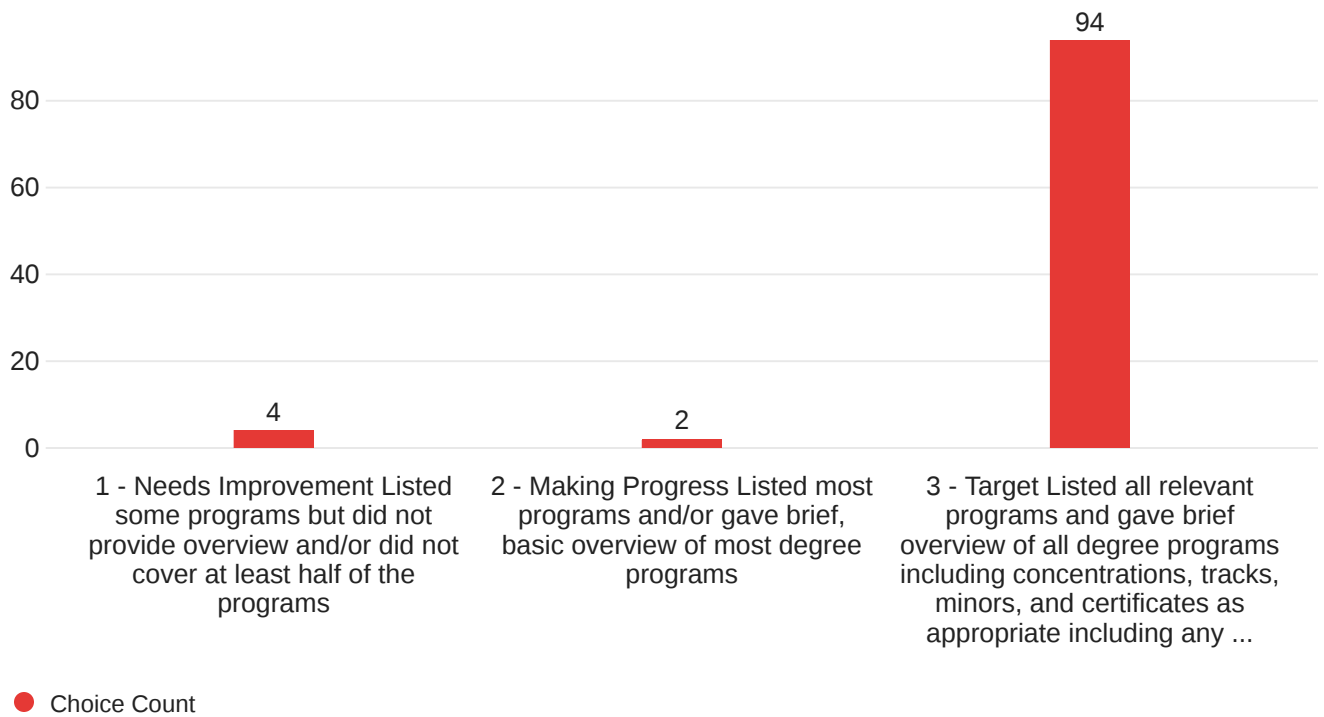


Around 100 rubrics were scored representing nearly 200 programs. Programs were given the latitude to group academic programs in their department or discipline into one PAR (and report on each) or to complete a separate PAR document for each program, whichever was easiest. As such, the number of rubric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

Introduction (PAR - Part I)

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

Introduction



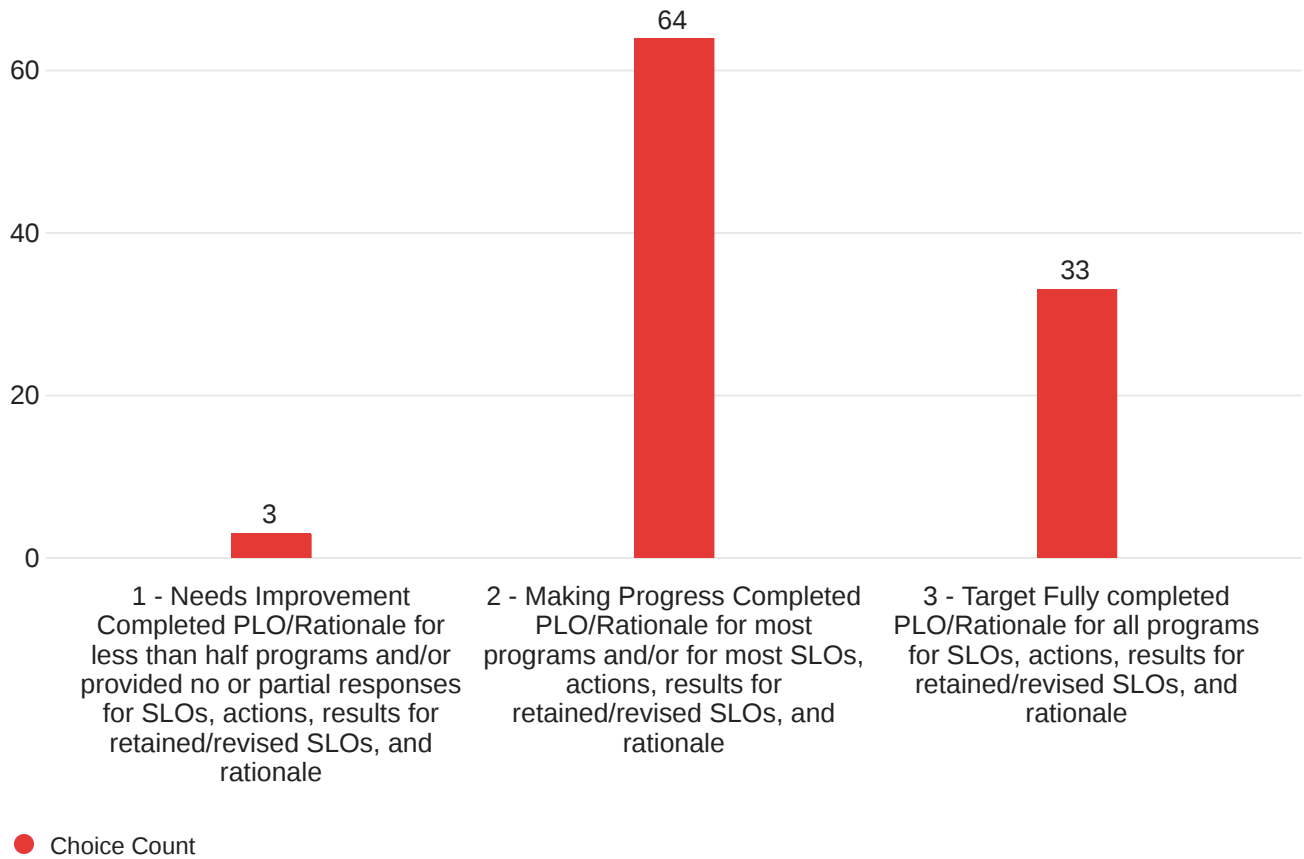
Introduction

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

Program Learning Objectives (PAR - Part II)

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

Program Learning Objectives (Table 2)



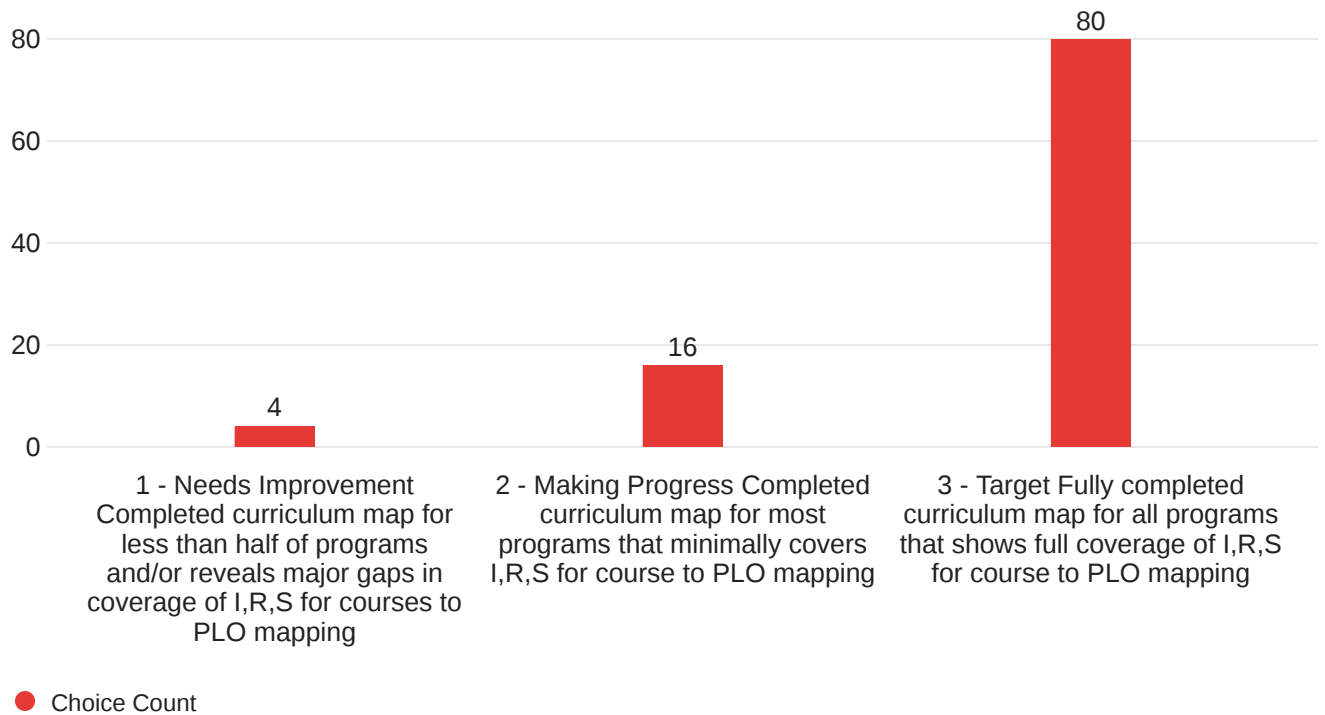
Program Learning Objectives (Table 2)

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

Curriculum Map (PAR - Part III)

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

Curriculum Map (Table 3)



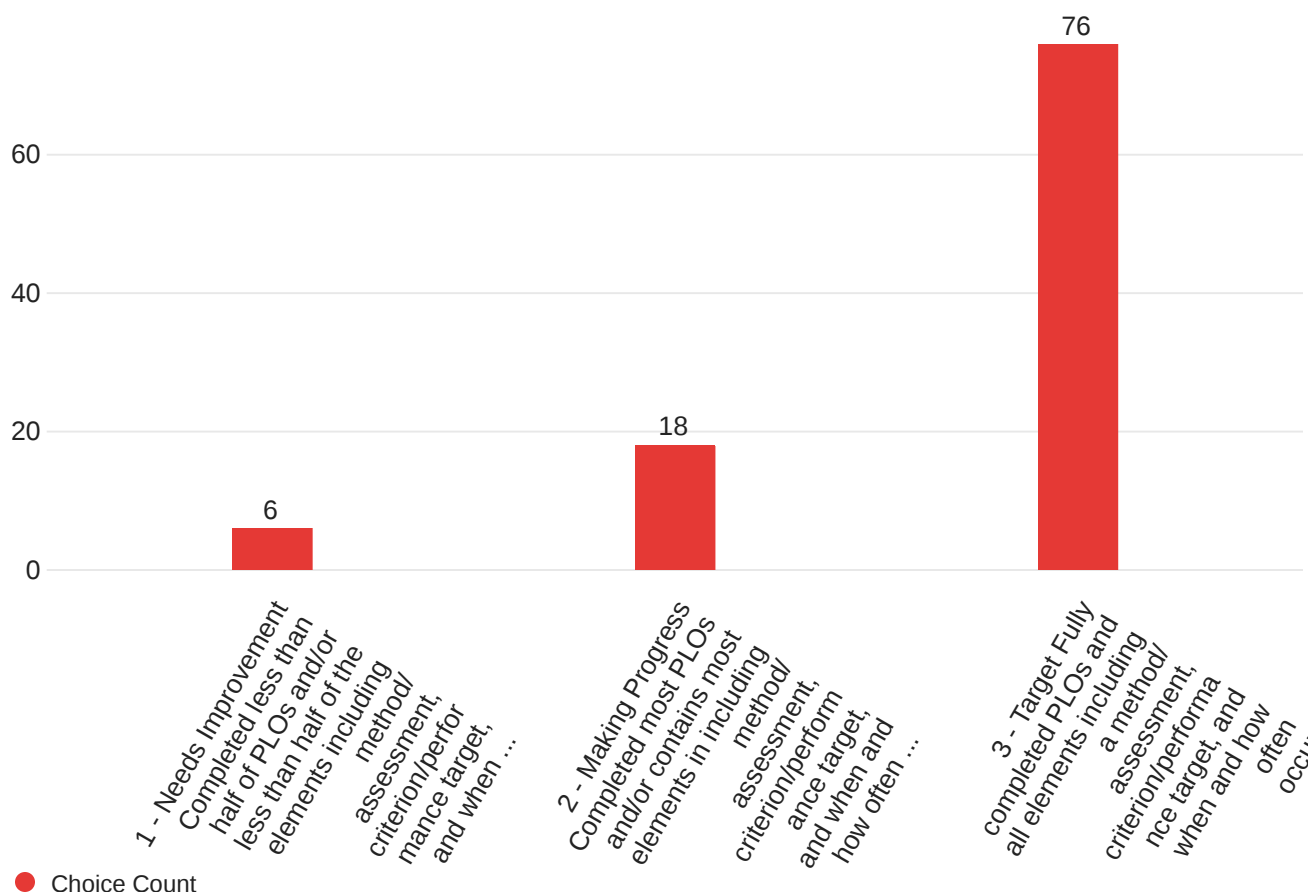
Curriculum Map (Table 3)

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

Assessment Grid (PAR - Part IV)

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

Assessment Grid (Table 4)



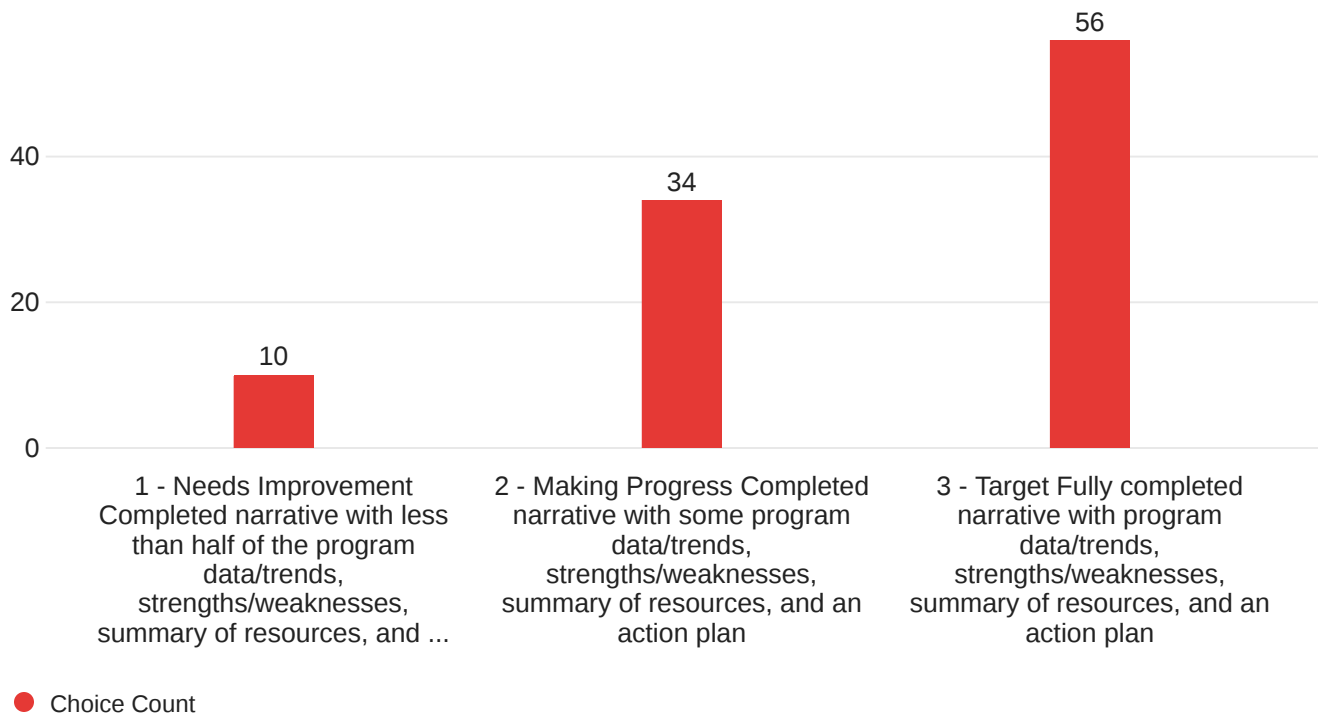
Assessment Grid (Table 4)

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

Summary and Action Plan (PAR - Part V)

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

Summary Action and Plan



Summary Action and Plan

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

Conclusion

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