Commonwealth University (CU)
Year-end Summary
CU Assessment Council
2024-25

The Committee – Working Group – Commission Year-end Summary provides a high-level review the group's activities or initiatives during the year, outcomes of the group's efforts, and proposed actions or recommendations. Please provide responses to the following prompts and submit by May 31.

1. **State the purpose of the group (1-2 sentences).**

   The CU Assessment Council is responsible for providing governance, oversight, and advising to Commonwealth University on assessment processes to ensure disciplined self-assessment of institutional effectiveness (i.e., oversight of its sub-committees). The goal of the CUAC is to create a culture of data-based continuous improvement at Commonwealth University. The Council's work is done in collaboration with the Faculty Assessment Liaison and Office of Institutional Effectiveness (OIE).

2. **Briefly summarize the key activities/outcomes implemented during the academic or fiscal year.**

   Review the following reports including activities, outcomes, and recommendations, and forward those that require additional resources or leadership endorsement

   - [MSCHE Team Final Report.pdf](#) – Cori Myers
   - Institutional (Strategic Plan) Assessment – [Institutional Dashboard](#) (Mike Abplanalp)
   - [Administrative Assessment Committee Annual Summary 2024-25](#) and [Appendices A-G](#) (Cori Myers)
   - [Academic Program Assessment Committee 2024-25 Annual Summary](#) and [Appendices A-H](#) (Brett Everhart)
   - General Education Council Assessment Report – See multiple reports in [May 6, 2025](#), SharePoint Folder (Jamie Foor)

3. **Offer most influential recommendations that would advance the group's efforts to achieve its purpose.**

   Recommendations from committee/council assessment reports include:

   MSCHE Team Final Report

   - Continue to complete or refine assessment processes noted in the team's collegial advice and in some cases recommendations that are already incorporated into CU's assessment process (e.g., mapping GE SLOs, PSLOs, and course/learning activities; course evaluations of high-impact practices; prioritizing major assessment; encouraging faculty to develop action plans for students not meeting the target; and determining/making progress on GE student guide)

- Revise the PAR rubric and user guide and have consultant review (rubric already done)
- Continue to provide professional development/mentoring using internal and external facilitators to share and implement best practices in assessment that address MSCHE recommendations, especially related to well-worded PSLOs, defensible standards, and using assessment results to improve educational effectiveness (stated below under academic program assessment committee recommendations)
- Encourage collaboration with OIE, UCC, StratComm, and committees to ensure that PSLOs are well worded and match where posted in UCC documents, the CU website, and Nuventive assessment plans
- Share MSCHE Team Report with relevant areas for their consideration of collegial advice in refining or redesigning programs and services

Institutional (Strategic Plan) Assessment Recommendations:

- Implement remaining measures for strategic communications and community engagement measures
- Review the mental health and student success measures to determine if they should be refined

Academic Program Assessment Committee Recommendations:

- Recognize programs/faculty that do excellent work
- Provide professional development to ensure CU addresses the MSCHE recommendations and advice to advance the assessment at CU and reinforce practices shared in workshops and summer sessions
- Implement the consultant's and committees' suggestions from the review of assessment processes following the MSCHE team visit
- Develop and distribute a process and guide for assessment coordinators and support staff to report from Argos on majors, minors, and concentrations

Administrative, Educational, and Student Support Committee Recommendations:

- Recognize units/points of contact that do excellent work and promote more broadly documented successes
- Conduct review session prior to submission of results, which includes more reminders about best practices in not only reporting results and actions but also in the assessment planning portion of the submission as well
- Implement changes in Nuventive regarding dropdowns, pop-up reminders, tracking, reporting, accessing documentation, and in particular, revisions to the "results/outcomes" page to better connect planning, assessment, and resource allocation
- Increase reminders throughout the year to ensure points of contact are regularly reviewing progress toward goals
- Following the final outcome of the MSCHE self-study process, reconsider the submission process and timing for administrative annual reports to be September for both year-end reporting and next-year planning

General Educational Council Recommendations:

GE Session Summaries:
- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Send department chairs report of courses that have not submitted assessment data or are missing required information
- Discuss results data with faculty to see where students struggle with meeting expectations; continue to reinforce importance of reporting actions to improve student performance on learning goals
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback and establish benchmarks for more consistent assessment of SLOs.
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

Deep Dive Summary:

- Revise the number of the student learning outcomes' "levels of competency" (e.g., reduce from five to two/three levels of competency) for the program goals involved in the deep dive process, possibly extending to all program goals
- Consider revision of all student learning objectives for the program goals in the general education program (this would align with some of the MSCHE recommendations given by the team on the program goals – to strengthen the verbs used and clarify the statements)
- Consider sending a survey to instructors before or at the beginning of the semester to identify/submit the assessments they plan to use for each SLO. At the conclusion of the semester, faculty will just need to submit their results matching each SLO and assessment.
- Assist faculty with standardization of assessments in a program goal area and/or department
- Conduct training by program area to promote resource/strategy sharing
- Increase communication for deadlines, reported findings, use of data
- Promote practical tips to aid faculty with collection and submission of data, (e.g., syllabus development, Brightspace strategies)

4. **Indicate which, if any, of the recommendations require additional resources or must be elevated to executive leadership for assistance with implementation.**
   - Recognize programs/faculty/divisions/units that do excellent work
   - Provide professional development to ensure CU addresses the MSCHE recommendations and advice to advance the assessment at CU and reinforce practices shared in workshops and summer sessions
   - Implement the consultant's suggestions from the review of assessment processes and documentation

- Following the final outcome of the MSCHE self-study process, reconsider the submission process and timing for administrative annual reports to be September for both year-end reporting and next-year planning

Appendices:
A. MSCHE Final Team Report
B. Institutional Dashboard as of May 5, 2025
C. Administrative, Educational, and Student Support Assessment Committee 2024-25 Summary Report
D. Academic Program Assessment Annual Assessment Committee 2024-25 Summary Report
E. General Education Council Spring 2024 Assessment Executive Summary
F. General Education Council Spring 2024 Assessment Appendices A-P
G. General Education Council Fall 2024 Assessment Executive Summary
H. General Education Council Fall 2024 Assessment Appendices A-P
I. General Education Spring 2025 Deep Dive Summary