Working Group 5 Report

Standard V: Educational Effectiveness Assessment

1. **Overview of Working Group's Charge.** This group is responsible for fulfilling all aspects of the general Working Group charge with respect to **STANDARD V: Educational Effectiveness Assessment** and will do the following:

   a. Determine to what extent CU meets Standard V and its Criteria, Requirements of Affiliation #8, #9, and #10, and Accreditation-relevant federal regulations for Verification of Compliance.
   b. Consider how Institutional Priorities #1, #2, and #4, and Intended Outcomes #1, #2, #3, and #4 are addressed in Standard V.
   c. Collect and examine relevant data, policies, processes, and procedures for Standard V.
   d. Identify the University's strengths, challenges, and opportunities for improvement for Standard V, recommend strategies for improvement, and implement strategies where feasible.
   e. Develop draft reports and incorporate feedback into a final report for Standard V according to established timelines.

2. **Description of Lines of Inquiry.** This group pursued the following lines of inquiry to determine to what extent CU meets the Standard and Criteria.

   a. To what extent are the University's educational goals at the program and University levels interrelated and aligned with the mission?
   b. What is the University's plan for assessment of student learning at the university level and program level, and in what ways does the University use assessment data/outcomes/results for improvement of educational effectiveness consistent with the mission?
   c. What are the assessment outcomes of any assessment services provided by third-party providers?
   d. By what means does the University determine accountability and the effectiveness of educational assessment processes?
   e. What are the current assessment practices at CU that have proven to be most helpful to the institution thus far?

3. **Collaboration with the Working Groups**

   Collaborations exist with Working Groups 3 & 4, Provost's Office, Institutional Effectiveness, CU Assessment Council and subgroups, General Education Council, Library, Registrar's Office, and University Curriculum Committee

4. **Assessment Information Utilized to Evaluate the Lines of Inquiry**

   Evidence included but is not limited to Program Assessment Review Plans, Nuventive Reports, General Education Assessment Data and Reports, Curriculum Mapping, Relevant Academic Policies, CU Assessment Council and subgroup minutes, Assessment Cycle

5. **Analytical Report**

STANDARD V

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

INTRODUCTION

CU's assessment web page leads off by stating that, "*A culture of assessment is vital to making informed decisions, advancing strategic initiatives, improving educational outcomes, and strengthening the entire organization.*" CU's legacy institutions established strong assessment practices that provided a firm foundation for assessing student learning and closing the assessment loop. Continuing this tradition, CU fosters a culture of assessment supporting the Strategic Priority for *Academic Excellence and Innovation* with executive-level and administrative support, faculty leadership, oversight structures, systematic assessment processes, peer mentorship, and training. At the highest level, the Provost champions academic assessment by coordinating with faculty-led oversight committees, positions, and administrative offices to effectively advance academic assessment for teach-out programs and CU's curriculum. Moreover, the Office of Institutional Effectiveness (OIE) dedicates staff to institutional research, survey research, technologies, and student learning assessment. These positions heartily support assessment committees that fulfill responsibilities for GE and program assessment. Table 5.1 describes the oversight committees and positions for developing, evaluating, and/or reporting SLOs, assessment plans, student achievement, and data-driven improvements.

Table 5.1: Curriculum and Assessment Oversight	
Committee/Office	**Purpose and Composition**
Office of Institutional Effectiveness (OIE)	Under the leadership of the AVP, OIE coordinates efforts with all assessment councils, committees, and positions, to facilitate assessment through training sessions, technology support, and communications.
Faculty Assessment Liaison	Assessment efforts are also supported significantly by the faculty assessment liaison, who leads the academic assessment efforts, mentors faculty, and provides ongoing communication with faculty in collaboration with OIE.
University Curriculum Committee (UCC)	The UCC serves as the recommending body to the provost and vice president for academic affairs on all matters affecting the development, modification, change, adoption, and implementation of the curriculum. This 16-member group includes 14 faculty members with representation from all colleges, campuses, and various disciplines, and two non-voting academic administrators.
General Education Council (GEC)	The GEC serves as the recommending body to the UCC responsible for the GE Program, including course inclusion, GE program revision, and GE assessment. The faculty-led group comprises 12 faculty members from all colleges, campuses, and disciplines that mainly deliver GE courses, and two non-voting administrative representatives.
Commonwealth University Assessment Council (CUAC)	The CUAC oversees all aspects of assessment, facilitates academic and administrative reporting efforts across the institution, and ensures that recommendations derived from assessment are shared broadly and result in action toward continuous improvement. CUAC strives to create a culture of data-informed continuous improvement. The 14-member group is comprised of the five academic college assessment coordinators, academic support assessment coordinator, faculty assessment liaison, UCC and GEC liaisons, an at-large faculty member, and four administrative representatives.
Academic Program Assessment Committee	The committee oversees all aspects of academic program assessment. The committee includes the five faculty college assessment coordinators, an administrative representative from each college, the academic support assessment coordinator, faculty assessment liaison, and AVP of IE.
Administrative, Educational, and Student Support Assessment Committee	The committee oversees assessment processes to ensure disciplined self-assessment of institutional effectiveness in administrative, educational, and student support programs and help the University share and utilize assessment data for decision making, resource allocation, and improvement. The committee consists of one administrative/staff representative from each division, a vice president, three administrative representatives, faculty assessment liaison, and AVP for IE.

Table 5.1 describes how the UCC provides university-level oversight of the curriculum, and the GEC recommends to the UCC GE program revision and course inclusion. The GEC also is responsible for GE assessment. While the academic program assessment committee most

directly oversees degree/program assessment, both the college assessment coordinators and program assessment coordinators are vital to this assessment process. The college assessment coordinators (one for each of the five colleges and one for academic support) serve as conduits of information to the academic program assessment committee (e.g., identify concerns or process improvements) and to the department/program assessment coordinators, which are designated within each department/program by the respective faculty.

Figure 5.1 below shows that the program assessment coordinators are the most fundamental assessment component as they coordinate assessment within their program and report student learning outcomes per the program's assessment plan housed in Nuventive Solutions Premier, the assessment platform. OIE and the faculty assessment liaison provide support throughout the entire assessment process as: (1) program assessment coordinators implement their assessment plans; (2) college assessment coordinators gather insights from program coordinators and share feedback with the academic assessment committee; and (3) committee reports are developed and distributed to the CUAC by the GEC (with a dotted line to the CUAC), academic program assessment committee, and the administrative, educational, and student support committee. The committees can consider what, if any, recommendations should be forwarded to President's Cabinet and the Strategic Planning Committee. As a member of Cabinet, the AVP for IE ensures reports are provided to Cabinet and decisions are communicated appropriately to the faculty assessment liaison, oversight committees, and assessment coordinators.

Figure 5.1: Assessment Oversight Structure
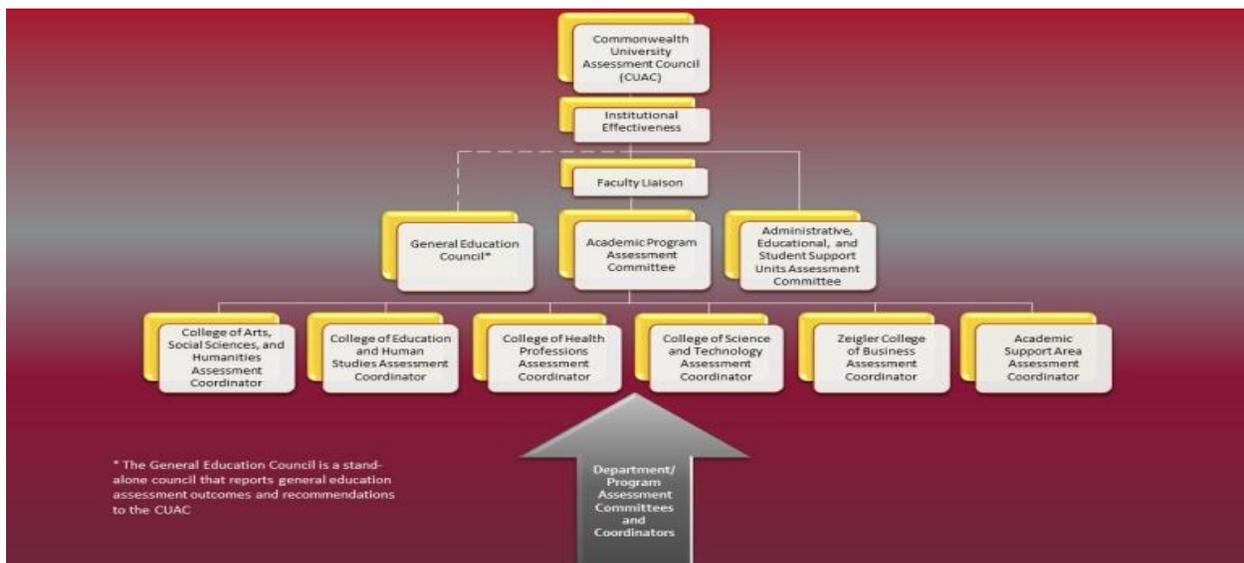
EDUCATIONAL GOALS (CRITERION 1)
Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission

Well-defined and clearly stated goals and SLOs identify the purpose of each educational program and provide transparency about what students should know and be able to do at program completion. Learning goals and objectives guide the content, learning strategies, and assessment. CU articulates SLOs at institutional, degree/program, and course levels that align with each other and with CU's mission. In 2021-22, CU developed a mission statement that aims

"to provide affordable, high-quality education emphasizing high-impact practices, personal and career connections, and inclusivity supporting all learners to succeed in our region and beyond." Implicit in the mission statement is a student-focused educational experience including GE and program curricula, innovative and high-quality educational experiences, and preparation of students as global citizens. Moreover, CU purports to create an exceptional academic experience regardless of the course delivery method. Finally, CU emphasizes in its mission a student experience featuring "high impact" educational practices.

With curricular oversight, the UCC evaluates all SLOs in new and revised curricular proposals, which are submitted to the curriculum management system using approved templates. The UCC initially used SharePoint as a curriculum management system; however, following a consultative, deliberative process, CU selected Coursedog, a curriculum management platform, which provides easy access for faculty and administrators to proposals, approvals, forms, and workflows. With extensive training and open office hours held by the UCC's Forms Subcommittee, Coursedog was implemented in Spring 2024, houses program and course proposals, and facilitates the approval process. The CU Curriculum SharePoint site, however, still serves as the official repository for approved curricular documents until such time that all proposals can be entered into Coursedog.

Each curricular proposal initiates in the department and, after chair and college dean approval (which includes recommendations from any existing college curriculum committee), proceeds to the GEC if seeking GE designation, UCC, and Provost via Coursedog's signature routing. Coursedog's CU Program Proposal Form's program information section requires faculty to provide basic program elements (e.g., program level, degree designation, delivery methods, description) and list the student outcomes. Coursedog's CU Course Proposal Form asks for basic course information, prerequisites, general education designation, credits, and course schedule. The course proposal form also provides master course syllabus templates (i.e., separate forms for undergraduate and graduate courses) to download, complete, and upload as part of the course proposal. The master course syllabus templates, sections 11a.-c.&12, request information for student learning objectives and student assessment. Table 5.2 provides those sections for the PHIL101 Master Syllabus as an example. Sections 11 a. and b. show the alignment between course and GE SLOs; 11 c. describes how the course methods and structure allow students to achieve SLOs; and 12. lists course and GE assessment methods.

Table 5.2: Master Syllabus Template for PHIL101: Introduction to Philosophy (excerpt)			
11. & 12. TABLE: STUDENT LEARNING OBJECTIVES AND STUDENT ASSESSMENT. **Use the Table below to document the outcomes and assessment for the course.**			
If General Education: Select the *Curricular Theme* and *Program Goal* you are applying from the drop down below directly as done on the Course Form above: Citizenship & Responsibility: Critical Reasoning			
11a. Course Specific Student Learning Objectives (SLOs)	**11b. General Education Student Learning Objectives (***Complete this column for GE courses only***)**	**11c. How do the methods and structure of the course provide students with the opportunity to meet each aligned pair of General Education and Course Specific SLOs? (***Complete this column for GE courses only***)**	**12. Student Assessment** *Include assessment(s) and whether they are suggested or mandated (e.g., to comply with accreditation or as a minimum standard)*
Students will identify and distinguish among important philosophical debates, movements, events, and actors relevant to the questions and problems covered by the course.	Conceptualization. The student identifies and explains an essential concept, as well as its relation to other relevant concepts.	Students are presented with a great range of philosophical concepts on all sides of the topics under discussion. Different viewpoints from disparate thinkers and points in time are compared and contrasted.	Suggested course assessment: Exams, quizzes, papers, presentations, or projects **General Education Assessment:** Mandated exam questions as agreed upon by the department.

Table 5.2: Master Syllabus Template for PHIL101: Introduction to Philosophy (excerpt)			
Students will formulate and compose evidence-based, clearly reasoned, logical arguments that address the philosophical questions and problems covered by the course.	Analysis. The student identifies the basic parts of philosophical concepts and their relation to each other, as well as demonstrating understanding of these concepts based upon the analysis of argument.	The course focuses on the analytical analysis of the arguments and theories addressed. The kinds of data and evidence relevant to advancing philosophical disputes is made clear through hands-on discussion and investigation.	Suggested course assessment: Exams, quizzes, papers, presentations, or projects **General Education Assessment:** Mandated exam questions as agreed upon by the department.
Students will analyze and critically evaluate philosophical arguments and movements as they pertain to the questions and problems covered by the course.	Evaluation. The student applies the concept to a case or issue and determines the significance or value of the case or issue in relation to the concept, as well as its implications.	Class discussions and lecture will illustrate how philosophical theories are deeply interconnected and offer distinct perspectives on how to understand fundamental and perennial questions about how to act, what we can know, and the nature of reality.	Suggested course assessment: Exams, quizzes, papers, presentations, or projects **General Education Assessment:** Mandated exam questions as agreed upon by the department.

Institutional (GE) Themes and Learning Goals

Following significant research, analysis, and vetting in Spring 2022, CU adopted institutional (GE) themes and program learning goals from Shippensburg University that not only align with mission but comport to MSCHE, State System, and AAC&U expectations, demonstrating commitment to higher education expectations (described in Chapter 3, Table 3.5). The GE Handbook and web site describe the GE Program rationale and purpose to place skill and knowledge acquisition in the context of liberal education and develop fundamental skills in emerging careers. In its most recent assessment of college preparedness for workforce success, AAC&U continues to report that most employers "view the skills of a liberal education as 'very important' for college graduates". The GE curriculum is critical to the CU student experience and career preparedness. To accomplish this, the GE Program includes the five themes and 16 learning goals, named in Figure 5.2 below, that embody the AAC&U learning goals and collectively lead to achieving CU's mission.

Figure 5.2: General Education Program Themes and Learning Goals

GE THEMES (5)	GE LEARNING GOALS (16)	
Foundations (15 credits)	• First-year Seminar	4 SLOs
	• Written Communication	3 SLOs
	• Oral Communication	3 SLOs
	• History	3 SLOs
	• Quantitative Reasoning	3 SLOs
Interconnections (9 credits)	• Diversity	3 SLOs
	• Global Perspectives	3 SLOs
	• Foreign Languages	3 SLOs
Citizenship and Responsibility (6 credits)	• Citizenship	3 SLOs
	• Ethical Reasoning	3 SLOs
	• Critical Reasoning	3 SLOs
Natural World and Technology (9 credits)	• Natural World	3 SLOs
	• Technology	3 SLOs
Creativity and Expression (6 credits)	• Literature	3 SLOs
	• Arts	3 SLOs
	• Creativity	3 SLOs

As shown in Figure 5.2 above, each of the 16 learning goals includes 3-4 student learning objectives (SLOs), which in aggregate comprise 49 GE SLOs. The levels of competency for each SLO are defined in the curriculum rubrics which were used by faculty to develop course proposals. In total, over 400 GE courses were approved by the GEC/UCC to deliver and assess learning goals and objectives. The GE web site lists all themes, goals, SLOs, and approved courses and

includes crosswalks that show how CU's GE curriculum and courses align with the legacy GE programs, enabling students in teach-out and CU's programs to achieve learning goals. Of the 16 learning goals, Technology is listed under the Natural World and Technology Theme. As an example, Table 5.3 shows more detailed definitions of the Technology learning goal, SLOs, and examples of more than 15 courses used to deliver and assess this goal.

Table 5.3: Example of GE Theme: Natural World and Technology – Technology		
Technology GE Program Learning Goal	Technology SLOs	Courses used to Deliver and Assess Technology SLOs
Guide and prompt students to acquire knowledge, skills, and competencies regarding a broad range of computer **technologies** and software, and to use them responsibly	• **SLO1: Information Technology** – The student is able to apply knowledge of a range of computer technologies to complete projects and tasks (including, but not limited to web/mobile technology). • **SLO2: Software and systems –** The student is able to use software and systems to collect, gather and analyze data for projects and tasks. • **SLO3: Appropriate Use** - The student is able to apply an awareness of ethics and/or security standards while using information technology.	Digital Foundation Introduction to Virtual Reality and Augmented Reality Python Programming Object-Oriented Programming with Java File Systems 1 Digital Earth Mapping and GIS Fundamentals Honors Technologies Seminar Virtual Teams Spreadsheet Analysis Introduction to Multimedia

As shown in Table 5.2, GE course proposals indicate if the author is seeking GE approval for a specified learning goal and must document how the course achieves GE SLOs. The GEC, comprised of 12 faculty members from various and related GE areas, reviews and makes recommendations to the UCC on GE course proposals and curricular changes. The GEC provides mentorship to faculty colleagues as proposals proceed through the approval process to ensure that approved course proposals meet GE criteria and expectations. Upon approval, the course is entered or updated in the Banner Student Information System, assigned GE course attributes, and added to the GE web page. Final documents are housed on SharePoint.

Degree/Program Level Student Learning Objectives

Faculty develop degree/program SLOs, which are shaped by the mission, institutional learning goals, and external standards. Last year, for example, CU faculty were asked to complete a Program Assessment Review (PAR) in Transition (discussed in detail later) that prompted faculty to provide a rationale of what informed SLO selection. Responses included program benchmarking, disciplinary standards and research reports, industry expectations, accreditation standards, certification standards, state licensure requirements, and GE SLO alignment, among others. Undergraduate and graduate CU programs are accredited by 24 specialized accreditors that provide standards and criteria for student learning met through specific SLOs.

Program SLOs are housed not only in approved curricular documents but also in Nuventive Solutions Premier, the assessment platform. Nuventive's curriculum map shows in which courses the program SLOs are introduced, reinforced, and mastered. Figure 5.3's curriculum map excerpt for the Psychology major displays the Nuventive format listing the courses vertically and the program's core SLOs horizontally showing their alignment with each other. A more extensive list of courses of 100- to 400-level classes and a separate curriculum map for the Psychology Minor are available on the platform. Program SLOs are also stated on program web pages.

Figure 5.3: Psychology Curriculum Map (excerpt)

Program - Psychology (BS)					

CURRICULUM MAP

Curriculum Mapping

Program SLO Assessment
I = Introduced, R = Reinforced, M = Mastered / Summative

Search by Keyword	SLO 1 Knowledge	SLO 2 Inquiry	SLO 3 Ethics	SLO 4 Communication	SLO 5 Professional D...
PSYC-100 Introduction to Psychology	**I** R M	**I** R M	**I** R M	I R M	I R M
PSYC-105 Orientation to Psychology	**I** R M	**I** R M	I R M	**I** R M	**I** R M
PSYC-121 Human Sexuality	**I** R M	**I** R M	**I** R M	I R M	I R M
PSYC-131 Psychology of Adjustment & Well-Being	**I** R M	I R M	I R M	I R M	I **R** M
PSYC-150 Applied Psychological Statistics	I **R** M	I **R** M	I **R** M	I R M	I R M
PSYC-201 Educational Psychology	I **R** M	I **R** M	I R M	I R M	I **R** M
PSYC-210 Child Development	I **R** M	I **R** M	I **R** M	I R M	I R M

ORGANIZED AND SYSTEMATIC ASSESSMENT PROCESSES (CRITERION 2)

Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:

> *a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;*
> *b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;*
> *c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;*

This chapter's introduction describes the committees and positions responsible for supporting, coordinating, and overseeing institutional- and degree/program-level student learning assessment. The UCC, GEC, academic assessment committee, and institutional-/program-level student learning assessments are faculty-led. Faculty are core to assessment at all levels – they participate in determining institutional and degree/program student learning objectives (SLOs); recommend assessment methods; design and implement data collection and analysis tools; and peer mentor departments and programs on using assessment results for continuous improvement. CU's initial institutional effectiveness and program assessment processes were established during integration, also through a faculty-led Assessment & Accreditation Functional Implementation Team (FIT) subgroup with faculty representatives from all campuses. With the adoption of Shippensburg's GE curriculum, CU also used the Shippensburg assessment process to initiate GE assessment and make modifications as needed. As stated in Criterion 2, SLOs and standards for evaluation embody AAC&U liberal arts expectations; accrediting and disciplinary standards; and student qualification and performance. Student preparation also follows the professional expectations of alumni, community and business partners, and advisory boards, that share insights about how student preparation aligns with professional demands and expectations.

Institutional (GE) Assessment

As stated earlier, GEC oversees CU's institutional (GE) program curriculum development, assessment, and continuous improvement. The GE web site provides easy, open access to learning goals, SLOs, assessment processes, rubrics, data collection worksheets, and Qualtrics (survey-based) data submission form. During 2023-24, the Provost also sent emails to all faculty endorsing GEC's work and the need for faculty to assess the new GE, beginning Fall 2023. To guide the process, the GEC sponsored five workshops, attended each of the Dean's Leadership Team meetings, and posted the slide deck on the web, which described the assessment structure, process, cycle, and reporting. GE data collection occurs each semester for all 16 program learning goals and 49 SLOs. CU provides a three-page course data entry worksheet to help faculty prepare their submissions in advance of submitting data and narrative via the Qualtrics data submission form. Faculty report course-level data, assessment methods, number of students assessed and meeting expectations, and how assessment data informs change. An excerpt of the Arts worksheet, p. 2, shows where faculty submit data for each GE SLO and describes how results are used to improve student learning (see Figure 5.4). To establish sufficient data, faculty assessed GE courses each time offered during the 2023-24 academic year.

Figure 5.4: Excerpt of Three-Page Course Data Entry Form

A high-level data summary and analysis is conducted each semester. Faculty provided the first round of GE data by January 31, 2024, which included data for 278 submissions with preliminary results showing the greatest opportunities for improvement in the Arts, Foreign Languages, Ethical Reasoning, Natural World, and Written Communication, though more discussion and analysis must take place. Faculty also included plans for using the data to improve student learning for all learning goals, but examples are included in Table 5.4 for areas listed above.

Table 5.4: Proposed Changes to GE Pedagogy or Assessment Process	
GE Learning Goal	**Proposed Changes**
Arts	Work is ongoing in at least the Spring 2024 semester offering of the course to explore additional calibration of the assessment questions being asked to ensure data being collected reflects student learning as accurately as possible.
	Of the 19 students assessed, 15/19 (79%) scored at the level of Proficient or Mastery. A more pointed analysis of specific designs (artworks)–and not a more general discussion of entire styles, movements, or cultural-historical phenomena may benefit student learning in future iterations of this course.
Foreign Languages	The result reflects the overall level of the students in this course. To enhance results, I will incorporate more conversational activities in class.
	The results determine students' readiness for more advanced courses in Russian. The results are also used to adjust the level of the subsequent class.
Ethical Reasoning	In future iterations of the course, I will ask students to identify the common ground across all ethical theories so they can reflect on the various concepts of the human good expressed in each theory, and will ask them to defend the relative importance of the strengths of their chosen theory, in comparison to any weaknesses that theory could carry, as well.
	These results demonstrate to me that I need to be more intentional with the section on the ethical theories and approaches, which is at the start of the course, and build more opportunities into the higher-stake assessments for the students to display their understanding of the theories, their principles, and how to apply them. Typically, students did best with utilitarianism (which is similar to other classes). I will be adding Crash Course videos as well as additional explanations for this section of the text throughout the semester.
Natural World	Plan to give more explicit explanations of complex principles and theories with everyday examples. Emphasize how Psychology applies to everyone's life.
	Give students additional opportunities to apply scientific information to more diverse situations. Give additional opportunities for students to critically examine data and apply in appropriate contexts.
Written Communication	Past assessments have inspired me to develop a system where I require a proposal and draft (each gets a grade and extensive comments) before the final paper is due. This has helped the majority of my students to write at the proficient or mastery range. The only other thing I can think of is to encourage every student in the unsatisfactory to developing range at the draft stage to make an appointment to see me or a writing tutor before turning in their final draft. Student schedules would make that demand difficult to pull off.
	One of the more cognitively challenging aspects of this assignment is establishing a link between stating, explaining, and justifying each genre criterion: I will give students additional practice in this rhetorical strategy. I also plan to give examples of proper order: for clarity, criteria must be established before students measure their specific film by genre criteria.

More comprehensive analyses of learning goals occur on a four-year rotation, as shown below in Table 5.5. For example, GEC will conduct a comprehensive review of first-year seminar and writing on Fall 2023 data and on oral communication and quantitative reasoning data collected through Spring 2024. In Spring 2027, a thorough review of the entire program using eight semesters of data will occur. The GEC shares reports with the UCC and CU Assessment Council including all changes assessment-driven changes.

Table 5.5: General Education Assessment Review Cycle		
Year	**Semester**	**GE Program Learning Goal**
Year 1	Fall 2023	First-year Seminar
		Writing
	Spring 2024	Oral Communication
		Quantitative Reasoning
Year 2	Fall 2024	Historical Themes
		Diversity
	Spring 2025	Global Perspectives
		Foreign Language
Year 3	Fall 2025	Citizenship and Society
		Ethical Reasoning
		Critical Analysis and Reasoning
	Spring 2026	Natural World
		Technology
Year 4	Fall 2026	Literature
		Arts
		Creative
	Spring 2027	Seven-semester Assessment report

Program-Level Assessment

In 2021-22, planning for CU's program assessment process began with the work of the Assessment & Accreditation FIT subgroup, a multi-disciplinary, multi-campus group of faculty and administrators. The group examined current practices at each of the integrating institutions and best practices in educational effectiveness assessment at the institutional and degree/program level. Importantly, the emergent assessment process at the program/degree level was driven by the expectation that assessment processes be meaningful, useful, and efficient. Table 5.6 outlines key steps in selecting CU's assessment technologies and process. All CU legacy institutions were long-time users (e.g., over 10 years) of Nuventive (formerly Tracdat) as the planning and assessment platform, and the marked success led to its selection. Since Nuventive was launching a new platform and CU programs developed new curricula in 2022-23, the transition to Nuventive Solutions Premier occurred in 2023-24. Technologies like Qualtrics for surveying and Tableau for data visualization were also successfully used by one or more campus and selected as the sole technology for that area. The assessment process operationalized first through the PAR in Transition report in 2022-23. With input from key stakeholders, the process was modified and parlayed into an academic program annual report, i.e., the revised PAR for 2023-24.

Table 5.6: Evaluation and Improvement of the Assessment Process Timeline and Actions		
Forum	Timeline	Action / Initiative
AVP Email of Charge to IE FIT Subgroups	September 30, 2021	Charged assessment and related technologies FIT leads to begin integration, including evaluating current processes, identifying ideal state, and recommending the transition to ideal state.
Assessment and Accreditation Subgroup Meeting	October – December 2021	Convened Accreditation & Assessment FIT Subgroup, reviewed each campuses processes, conducted benchmarking, developed a recommendation, and forwarded it to the Provost
Supporting Technologies Subgroup Meeting	October 2021 – January 2022	Convened the Supporting Technologies FIT Subgroup, reviewed each campuses supporting technologies, explored best practices/technologies and ideal state, and proposed recommendation for a single technology for planning, assessment, and improvement (Nuventive Solutions Premier); survey (Qualtrics); and data visualization (Tableau) tools.
OIE Staff and Subgroup leads	December 23, 2021	Finalized 31 workflows, the process of which caused deep reflection on proposed processes and informed development of the PAR in Transition document.
OIE Staff and Assessment and Accreditation Subgroup lead	February – March 2022	Revamped, with additional benchmarking, BL assessment document and templates to address key components of the FIT Subgroup recommendation and workflows with a transitional annual report, user guide, templates, program-level data dashboards with aggregated data across all campuses, and a glossary; a collective referred to as the Program Assessment Review (PAR) in Transition
Assessment and Accreditation Subgroup Meeting	March 9, 2022	Convened FIT Subgroup and suggested PAR revisions to templates' wording and examples, narrative/instructions for clarity, and glossary terminology
Council of Deans Meeting	March 24, 2022	Presented PAR to academic affairs leadership and, from feedback, added a high-level timeline visual and dashboard links
Chairs Meetings	April 11 & 18, 2022	Presented PAR to Chairs, received feedback mostly on dashboards, and made revisions including notes to describe dashboard content
Assessment Workshops	June 6 / August 8	Met with a consultant regarding faculty questions/concerns and new PAR process, offered two consultant-led assessment workshops, surveyed workshop 1 participants, and used results to inform workshop 2 content especially regarding reliability and assessment of multi-section courses
Assessment and Accreditation Working Group	July 29, 2022	Developed the draft Assessment Structure Proposal, revised membership per Provost's feedback (8/3), and received approval from Secretariat (9/19)

Table 5.6: Evaluation and Improvement of the Assessment Process Timeline and Actions		
Assessment Workshop	January 19, 2023	Delivered assessment workshop to review new assessment structure and PAR process with deans, chairs, leads, and assessment coordinators
Spring Consultations & Working Sessions	February – April 2023	Met with chairs, assessment coordinators, and faculty to provide guidance, troubleshoot difficulties, and answer questions
CU Assessment Council and Committee Meetings	March – May 2023	Convened CU Assessment Council (5/4), Academic / Academic Support Subgroup (3/2, 4/28), Administrative / Student Support Subgroup (5/3). Feedback led to extension of PAR due date, addition of GEC Chair to membership and revisions to structure with dotted line from GEC to CUAC, and agreement on list of responsibilities for each group.

Program Assessment Review (PAR) in Transition

Table 5.6 above outlines the deliberative process that resulted in the PAR in Transition process. This process was used in 2022-23 alongside CU's curricular development and intended to offer a concise, streamlined annual reporting that would bridge the legacy and new degree programs (described in Figure 5.5), especially through the Program Student Learning Objectives (PAR Table 2).

Figure 5.5: PAR User Guide Introduction (Excerpt)

> In 2022-23, the Program Assessment Review (PAR) in Transition was established to provide an academic program planning and assessment process that acknowledged the integration of Bloomsburg, Lock Haven, and Mansfield curricula into the unified program curricula for Commonwealth University. The PAR in Transition requested an annual report from each program with a brief description (Table 1, p. 2 of narrative sections), Program Student Learning Objectives (Table 2), Curriculum Map (Table 3), an Assessment Plan (Table 4), and an Annual Summary and Action Plan (p.3 of narrative sections). The PAR in Transition User Guide articulated the step-by-step process and offered templates for developing and implementing a program assessment plan and annual report. 2023-24

PAR Table 2 required that programs list all CU SLOs; indicate whether they were retained, modified, or new; provide any unreported outcomes from legacy assessments; and briefly state what informed SLO selection. This information provided a view of how similar or different the CU curricula were to legacy programs. In fact, most programs either retained or slightly modified SLOs from legacy programs. Through crosswalks, the CU courses were used to fulfill legacy program requirements enrolling students from both legacy and CU curricula. These circumstances allowed CU student learning assessments to reflect on student learning in teach-out and CU programs.

In 2022-23, CU delivered four training sessions – two summer sessions were provided by an external consultant to emphasize best practices in assessment and two were delivered by the faculty liaison, faculty members with assessment expertise, and the AVP of IE. The spring sessions reviewed the new assessment structure and PAR transitionary process described above. Sessions were recorded and posted on the web with training materials for faculty to revisit and for orientation of new assessment coordinators. The AVP for IE and faculty assessment liaison also conducted in-person and Zoom, one-on-one or small group mentoring sessions. In May 2023, assessment coordinators submitted the PAR in Transition and received feedback to inform future work.

Following the submissions, IE staff used the PAR in Transition 2022-23 documents to populate Nuventive Solutions Premier with program descriptions, curriculum maps, and assessment plans, so faculty were well positioned to report program and student learning outcomes for the 2023-24 academic year. The faculty assessment liaison and IE staff also provided feedback on the PAR

in Transition documents and process, via a scoring rubric. Individual feedback reports were shared with the program assessment coordinators, department chairs, and deans. A high-level aggregate summary for all programs was distributed and discussed at the Academic Assessment Committee meeting, Council of Deans meeting, and October 2023 assessment session. Remarks were shared about how to improve the quality of submissions for 2023-24. A second, November 2023 assessment session was held to launch the Nuventive platform. Insights from the report summaries and survey data collected from these meetings and training informed the changes made to PAR in Transition process. The revisions were implemented in 2023-24 as the PAR Annual Report process, due May 31, 2024, and discussed in various sections of Criterion 5.

Program Assessment Review (PAR) Annual Report

For 2023-24, the revised PAR process was documented in a User Guide and required a submission from each CU program, concentration, track, minor, and certificate in the approved program array. Assessment coordinators were asked to implement the assessment plan articulated in the prior year and complete an annual report at year end. In the fall 2023 trainings, faculty were encouraged to review and revise, where appropriate, their curriculum maps and assessment plans and more deeply consider data sources, e.g., SLOs, program dashboards, accrediting standards, professional organization guidelines, or market demand data available through external sources. The action plan required that programs analyze program data, articulate strengths and weaknesses, and state actions in accord with findings. CU continues to follow this PAR annual report process as a primary means for programs to document assessment results and plan for the following year. More examples of assessment results and actions will be provided and will be intentional to include results and actions from different degree levels and modalities as described in Figure 5.6 below.

Figure 5.6: Planned Criminal Justice Program Assessment by Modality

Beginning in the Fall of 2024, faculty in the Criminal Justice Program transitioned their Criminal Justice Research Methods course to a 200-level course (previously at a higher level). The course is a required content area in criminal justice curriculum and required for all majors. Because the course is taught each semester, during the winter intersession, and in *different modalities*, assessments conducted by faculty in the criminal justice program intentionally include assessment in multiple semesters (including the winter) and across multiple teaching platforms. Faculty will use assessment data to evaluate student learning across multiple modalities.

Five-Year Program Reviews and Accreditation Self-Studies

Before integration, the three legacy institutions conducted five-year program reviews, despite the BOG Policy 1986-04-A: Program Review being suspended in 2019 until revised in 2023. During integration, all CU programs, both administrative and academic, underwent a comprehensive review, which resulted in CU's new academic and administrative structure, program array, and curriculum. Accreditation self-studies and substantive change requests were also completed which required program faculty to consider student learning objectives, assessment plans, and outcomes. Moving forward, program reviews will be conducted according to an established program review schedule, which starts immediately for accredited programs using on-cycle self-studies, in part or full, in lieu of the program review. Unaccredited programs begin review in 2026-27. The PAR annual report template will be aligned with five-year program review requirements so the PAR work can be efficiently leveraged for the comprehensive review.

Other Assessment, Support, and Communication

CU's Institutional Effectiveness Plan provides a comprehensive inventory of CU's assessment processes, which extend beyond the GE assessment, academic annual report, and five-year program review processes. The OIE website includes web pages that support assessment and publish student achievement and survey results. The Institutional Research (IR) Director has launched dashboards with institutional and program-level outcomes such as retention and graduation rates. The dashboards feature filters to present disaggregated data, e.g., by gender, race/ethnicity, Pell-eligibility, residency, first generation, etc. The IR Director also provides data and ad hoc reports to assist faculty with program assessment and accreditation reports.

OIE's survey research director and applications developer assist faculty and staff with survey development and administration in the Qualtrics platform OIE also provides access to and support for Lightcast, a higher education competition and labor market analysis tool. Institutional survey data and dashboards also are posted for first destination, which is administered twice a year in the spring and fall, and for NSSE, given on a three-year survey cycle and last administered in Spring 2022. As mentioned above, OIE publishes student achievement and survey results on the web through institutional and program-level dashboards. Links to the dashboards are posted in Nuventive for easy access when writing the PAR annual report. Results are shared in several key forums like President's Cabinet, Town Halls, Council of Trustee meetings, Council of Deans, chairs meetings, and assessment committee meetings. Emails, Triad announcements (internal newsletter), and training sessions provide means by which to communicate with key stakeholders. Reports shared through the assessment committees and review structure also provide results regarding student learning and achievement.

USING ASSESSMENT RESULTS FOR IMPROVEMENT (CRITERION 3)

Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:

The key to effective assessment relates to using SLOs data for continuous improvement. Assessment processes should result in evidence of data-driven institutional and program recommendations for program improvement and compliance monitoring of educational effectiveness structures and processes. Provided below are some examples of assessment from across the colleges, program levels, modalities, and university-wide programs that document the use of assessment results to improve educational effectiveness. [NEED EXAMPLES FROM 2023-24 ANNUAL REPORTS]

THIRD-PARTY PROVIDERS (CRITERION 4)

If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers

CU does not have academic programs that contain learning activities or components that meet the definition of a third-party provider.

EFFECTIVENESS OF ASSESSMENT PROCESSES (CRITERION 5)

Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

Processes at CU's legacy campuses were especially attentive to periodic review and continuous improvement of GE and program assessment, which inspired CU's approach. The Assessment and Accreditation FIT subgroups meticulously evaluated campus-based assessment processes and best practices in higher education. As described in Criterion 2, Table 5.6 documents a two-year process to assess the effectiveness of legacy assessment, vet recommendations, and refine assessment processes. Periodic assessment toward continuous process improvement occurs through the annual report process, administrative review, faculty mentoring, professional development, and external consultation. The effectiveness of assessment relies on faculty and administrators who serve in oversight and support roles.

Program-Level Reviews

Discussion leading to the PAR annual report provides a point at which faculty can evaluate assessment processes and propose changes related to GE or program assessment. Each program designates an assessment coordinator who serves as a conduit of information to the program from trainings and receives feedback from the college assessment coordinators who serve on the academic assessment committee. Faculty members' experiences and observations also inform what works and what does not in the assessment process, proposing changes to include assessment instruments, assessment plans, sampling, and data collection. [PROVIDE EXAMPLES OF PROGRAM ADJUSTMENTS TO THE ASSESSMENT PROCESS]

The State System's program review policy and procedures were revised in 2023-2024. The AVP of IE served on the system-wide committee, and the Provost provided feedback through the Chief Academic Officers meetings. CU reviewed the legacy templates which differed somewhat to develop a single template consistent with the PASSHE policy and procedures.

Dean Reviews

Deans and associate deans are instrumental in supporting assessment and process improvement. Deans keep apprised of current assessment processes by attending trainings and receiving updates from the AVP of IE at Council of Deans meetings. Their input is solicited at least annually regarding perceived improvements to the assessment process. The Deans made recommendations to program review dashboards and the PAR in Transition User Guide. In Fall 2023, deans and associate deans requested revisions, now part of the "Evaluate" process in the current User Guide, shown in Figure 5.7 below. The bullet points represent changes suggested by deans and associate deans that enable them to monitor college submissions, encourage faculty to improve quality, and recognize those faculty on quality assessment efforts and reporting.

Figure 5.7: Program Assessment Review User Guide Schedule (excerpt)

1. **Plan**
   Follow the user guide and consider results data, feedback (e.g., from the academic assessment rubric), and training when you review/refine general information, SLOs, curriculum map, and assessment plan.
2. **Do**
   Implement the assessment plan, collect data throughout the academic year, and report outcomes in Nuventive Solutions Premier.
3. **Evaluate**
   Analyze results to inform actions and complete/submit remaining sections of PAR Annual Report in Nuventive Solutions Premier by May 31. After submission, the OIE and faculty liaison will provide feedback on the annual report to inform faculty planning (via an assessment rubric), training sessions, and the academic assessment committee recommendations. Deans can access Nuventive and any of their colleges' programs therein, but they will also receive a summary report so they can:
   - know which programs submitted a PAR Annual Report in Nuventive
   - review the rubric ratings and comments on each section of the PAR for the College and each program
   - compare results to last year's ratings to see where improvements have occurred
   - understand where opportunities for improvement exist for the college and its programs
   - follow up with programs that did not submit or submitted reports with significant omissions or deficiencies to increase the number and quality of submissions
   - acknowledge programs that submitted exemplary reports

OIE – Faculty Assessment Liaison Reviews

Following the submission of the PAR Annual Report described in Criterion 2, the faculty assessment liaison and OIE staff work cooperatively to complete an assessment rubric for each program and send it to the program assessment coordinator, department chair, and dean. They also report summary-level data to assessment committees. In May 2023, the Liaison/OIE Team completed 100 rubrics representing about 200 programs (departments could submit one report for each program or for multiple programs). The rubric included numerical ratings (using a 3-point scale) on five report segments and offered collegial advice about how to improve the program's assessment process. For example, Figure 5.8 shows that Criminal Justice Program submitted an excellent report scoring a 3.0 on four of the five sections; however, the program scored a 2.0 on the program student learning outcomes segment. The notes provided below laud efforts done well and suggest where clarification could be made.

Figure 5.8: Criminal Justice Program Assessment Review Rubric Notes (excerpt)

> Q2. Notes
>
> This PAR included the Criminal Justice A.S. and B.S. degree programs and minor in criminal justice. Program Learning Objectives – the seven SLOs were a mixture of retained and revised SLO's, with results and rationale for their inclusion provided for all. Missing from Table 2 was an indication of which SLO's apply to the A.S., which apply to the B.S., which apply to both the A.S and B.S. programs, and which, if any, apply to the minor. Curriculum Map - A map was provided that shows full coverage for the seven SLOs noted in Table 2. Assessment Grid – The seven SLOs from Table 2 and student assessment information are provided, yet this table does not note any distinctions between the A.S. and B.S. programs. Summary and Action Plan - The PAR provides data and analysis; strengths and weaknesses; and actions that can reasonably result from the data analysis. Note: The PAR did not address the certificate program in Rehabilitative Justice that's listed in the program array.

OIE also aggregated the rubric scores across all colleges and produced an assessment summary with program scores on the reports' quality. Average ratings for introduction (2.9), program learning outcomes (2.3), curriculum map (2.76), assessment grid (2.7), and summary action plan (2.46) revealed the greatest opportunities for improvement in submitting legacy

program data (which would be removed for the next iteration) and deeper analysis of the program data made available to faculty. All opportunities for improvement were shared with assessment coordinators in their individual reports and summarized in the October 2023 assessment training and slide deck. OIE also uses the rubric scores and other Nuventive analytics to produce the annual program assessment report that is submitted to the Academic Program Assessment Committee and CUAC.

Following the 2022-23 assessment round, the assessment rubric was revised to reflect the modified assessment process for 2023-24 by removing the section on selecting PSLOs and adding a section on assessment results since this was the first year for implementing the CU curricula and assessment plan.

Committee Reviews

The GEC, CUAC, and Academic Program Assessment Committee review assessment results and make recommendations about GE and academic program assessment. Following the November 2023 academic program assessment committee meeting, a brief Qualtrics survey was administered to document recommended changes to the assessment process. Some suggestions are addressed in other sections, but changes implemented reflect the following:

- Include a way to incorporate faculty scholarly activity and any other requirements from the program review procedures so that programs are prepared for their program review when scheduled.
- Use M for Mastery on the curriculum map
- Have a review level for deans or associate deans
- Include links to the new PAR user guide on the web
- If available, ensure data can be available for minors and concentrations
- Update the scoring rubric against the new Nuventive setup and provide more guidance about quality of assessment and not just whether the section was completed fully or partially
- Show comparative results to see overall and by program where improvements have occurred over last year. Show number and what percent of programs submitted in 2022-23 versus 2023-24
- Make sure deans and associate deans get a report that includes who submitted, who did not submit, and who submitted reports, but those reports are deficient. Make sure report is timely so deans and associate deans can conduct appropriate follow up to influence more and improved submissions
- Show overall college rating but provide deans with individual program ratings
- Provide summary assessment results - are programs meeting learning goals; what percent of programs submitted out of the number of approved programs.

Faculty Assessment Liaison

Working in collaboration with OIE, the faculty assessment liaison serves as a critical link between program faculty/assessment coordinators, assessment committees, and OIE. The position receives three hours of alternative workload assignment to facilitate academic program assessment. Responsibilities include peer mentoring on assessment, leading the academic assessment committee, evaluating, and providing feedback on program assessment review annual reports, and meeting regularly with OIE staff and CU's Nuventive representative to discuss how to leverage the Nuventive platform and reporting capabilities. The liaison conducts

training and mentors assessment coordinators and program faculty providing input that improves the quality of assessment. Examples of one-on-one mentoring that influenced faculty assessment plans include:

- Consulted with Middle Level Education faculty on developing unique SLOs for four concentrations (i.e., Middle Level Math, Middle Level Science, Middle Level Social Studies and Middle Level English Language Arts)
- Assisted Theatre faculty with reorganizing program SLOs and the curriculum map to allow the efficient reporting of unique SLOs for the minor and concentrations
- Worked with Nursing on a unique approach to organizing the SLOs for efficient reporting across multiple programs
- Held meetings with Music faculty to organize the PAR tables for reporting concentration SLOs. The faculty adjusted tables to show individual cohort assessment within courses for students from multiple concentrations.

Nuventive Platform Launch

Over the last two years, a working group consisting of OIE staff and the faculty assessment liaison met regularly with the Nuventive representative to establish both the administrative and academic assessment modules. Initially, the Word templates used for the administrative annual assessment plan and the revised PAR template were provided to the representative to set up the platform. Once the initial set-up was completed, the working group met regularly to identify improvements to enhance functionality and user experience, which also included feedback from surveys and deans. Examples of changes beyond initial set-up included:

- Changed the curriculum map coding from summative to mastered per faculty feedback
- Established specific reporting capabilities for the deans to view all College programs on the home-page dashboard
- Added comprehensive program report for all programs
- Linked to the academic program index, which is the official repository of CU programs, and data dashboards on each program home page
- Revised the Annual Summary and Action Plan section adding in prompts like(1) Is your Annual Summary and SLO assessment complete? and (2) Are you ready to have your PAR reviewed? and added a section for faculty scholarly activity per faculty requests and consistent with program review expectations
- Modified functionality to require the Annual Summary and Action Plan, which includes data-informed actions, to be completed before faculty could finalize submission

Professional Development and Assessment Sessions

As described throughout Standard V, CU has sponsored professional development and training sessions using internal presenters (e.g., IE staff, faculty liaison, faculty experts) and external presenters (e.g., presenters with demonstrated assessment expertise). Post-session evaluations are conducted to determine how well the sessions are meeting needs and where improvements can be made. For example, the 11-28-23 Assessment Session Evaluation revealed opportunities to clarify information and implement suggestions. The faculty assessment liaison and AVP of IE sent a follow-up email to clarify points of confusion and report on recommendations that were implemented as follows:

- Reminded participants where to find recordings and workshop materials on the web but, as requested, added all materials to MyCommonwealthu Training – Faculty Brightspace course
- Referred new assessment coordinators to information about their roles and responsibilities and offered to answer any questions in this regard
- Addressed Nuventive access and login issues and provided contact information for assistance
- Clarified deans, chairs, assistant chairs (who are not also assessment coordinators), and administrative staff roles and access to various Nuventive screens / reports and added reporting capabilities to permit appropriate oversight and assistance

6. **Areas of Strength**
- From the beginning, intentional efforts were made to adopt "best practice" approaches to educational effectiveness assessment by incorporating elements from legacy assessment processes and structures and benchmarking with other best practice schools.
- OIE made exceptional efforts to coordinate educational effectiveness assessment by providing templates (i.e., PAR in Transition), rubrics, training(s), and support to programs and departments on emergent assessment practices at CU.
- In a very short time, programs and departments at CU integrated assessment planning, data collection, and analysis using state of the art technology (i.e., Nuventive Solutions Premier).
- An institutional committee structure was created to support, mentor, and make recommendations on educational effectiveness assessment.
- The GE Assessment Plan, adopted from Shippensburg University, includes well developed worksheets and a data collection system in Qualtrics already generating a useful data set following the first data submission.

7. **Opportunities for Improvement and Innovation**

- Intentional and systematic processes and methods should be applied in a manner that ensures assessment of student learning outcomes and general education learning goals for courses offered in different modalities (i.e., 100% online, synchronous online, multi-modal, F2F).
- Consistent with Institutional Priority #2 (see Self-Study Design Document), intentional and systematic processes and methods are needed to assess DEI initiatives as they relate to educational effectiveness assessment.
- CU must build longitudinal data to effectively close the loop and continuously improve CU programs; enhance methods for communicating results; and recognize exceptional efforts at the program/department level of educational effectiveness assessment.

8. **Initial Strategies on Continuous Quality Improvement**

- Continue to implement the GE and program assessment plans for all modalities to inform ongoing improvement of student learning outcomes, including those for special populations, and assessment processes.