

Administrative Units and Programs Annual Assessment Report 2019-2020 Kutztown University of Pennsylvania

This annual report reflects multiple and varied assessment efforts from the administrative units and departments of five divisions at the University. This is the third year for this formal process of collecting assessment data, expected outcomes, changes, and improvements for these programs.

Introduction

Overseeing this effort and as background, the Administrative Units Assessment Council was formed and began to meet in June 2019. Membership and areas represented during academic year 2019-2020 included:

Johnee Border (Enrollment Management and Student Affairs)
R. Chad Brown (Academic Affairs)
Michael Demetor (Enrollment Management and Student Affairs)
Jacqueline Fox (Equity and Compliance)
Elizabeth Pflugler (Finance and Facilities)
Kim Rhode (Finance and Facilities)
Amy Sandt (University Relations and Athletics)
Greg Shelley (Implementation Team for Institutional Effectiveness)
Martha Stevenson (Academic Affairs)
Carole Wells (Implementation Team for Institutional Effectiveness)
Tammy Wert (University Relations and Athletics)

The Administrative Units Assessment Council is charged with:

1. coordinating administrative program outcome assessments and providing support for the use of these annual assessments in five-year self-studies and external reviews.
2. reviewing administrative program outcome assessment plans and providing feedback on their efficacy and appropriateness.
3. ensuring that outcomes developed by administrative programs are in alignment with the University mission and are used for continuous improvement.
4. preparing an annual report on the state of outcomes assessments and sharing those findings with the campus community.
5. facilitating conversations with stakeholders about assessment results.

In the 2018-2019 annual report, the Administrative Units Assessment Council recommended that non-academic units/programs (1.) consider the adoption of a standard

template to record annual assessment activities and provide examples of assessment results and outcomes, actions taken, and improved outcomes; (2.) engage collaboratively to review their mission statements; and, (3.) identify and link to institutional learning outcomes, where appropriate.

During 2019-2020, the Administrative Units Assessment Council accomplished the following:

1. designed and adopted a template and rubric for recording annual outcomes assessments and changes based on assessment results. (see Attachments I and II)
2. ensured that all administrative units have updated, published core functions that are linked to the Kutztown University strategic plan.
3. established an annual timeline for submission of Student Learning Outcomes and/or unit Operational Goals. (see Attachment III)
4. began to enter self-studies, external reviews, program data, and assessment plans into Nuventive Improve. (only assessment plans added so far)
5. provided a list of administrative/non-academic units/offices engaged in assessment with contact information. (see Attachment IV)
6. continued to assess how results lead to interventions and demonstrated improvements and changes.

Each unit was also asked to submit to their divisional vice president an example or examples of change or improvement related to an Operational Goal and/or Student Learning Outcome during 2019-2020.

2019-2020 Non-Academic Programs/Units Assessment

Below are reports of the systematic identification and measurement of assessment results, actions, and improvements in 2019-2020 in the divisions of Academic Affairs, Enrollment Management and Student Affairs, Equity and Compliance, Finance and Facilities, and University Relations and Athletics.

Academic Affairs

Academic Enrichment - Advising. For Goal 1, “Guide students as they explore their values, interests, personality, and skills,” advisors encouraged all Exploratory Studies (undeclared) students to participate in a career assessment. Students were expected to explore majors and change from undeclared prior to 60 credits. Goal 2, “Communicate regularly with students and provide accurate information regarding policies and procedures to make academic, career, social, and personal decisions,” advisors

encouraged improved outreach methods including e-mail and social media. This goal predicted increased and improved student-advisor relationships and connectedness. For Goal 3, “Collaborate with students on the development and implementation of academic plans and educational experiences congruent with the student’s interest and abilities, advisors improved the general education check sheet and converted it to an electronic format for students. The purpose was to understand and identify academic expectations based on students’ majors of interest or career planning. Goal 4 states “Students will be able to identify the general education credit requirements for graduation.” Language was adjusted from “understand” to “identify” to ensure learning was taking place. Students were made aware of the expectations. And, for Goal 5, “Students will be able to identify the maximum number of credits in which they must declare a major” students were informed of the KU policy on the maximum credit requirements for undeclared during advisement to improve academic planning. Language was adjusted from “understand” to “identify” to ensure learning was taking place. Students were made aware of the KU policy on being undeclared, 60 credits being the maximum.

Career Development Center. Two learning outcomes were addressed, “Students will be able to identify individuals who are part of their professional network,” and “Students will be able to prepare for their [job] search by creating or updating their LinkedIn profile.” For learning outcome one, the goal was to increase the percentage of students indicating they know how to identify individuals in their network. Post-presentation assessment showed a 50% knowledge increase in 2018-2019 (without the in-person application of knowledge). This increased from 50% to 62% in 2019-2020 (with the activity). For learning outcome two, the goal was to increase the percentage of students indicating they know how to create or update their online profile. Pre- to post-assessment showed a 4% knowledge increase in 2018-2019 (without the in-person application of knowledge). This increased from 4% to 64% in 2019-2020 (with the in-person activity). Due to the pandemic, Spring semester workshops needed to be moved to an online format. While the number of assessments was lower than usual, the level of learning did significantly increase.

Grants and Sponsored Projects and KU BEARS Grant Program. To address the goal, “Obtain grants and sponsored projects funding,” the office hired an external firm in January 2020 to assist with grant proposals. The first proposal worked on with the research development firm was funded for approximately \$1 million, which included \$664,000 for scholarships and \$60,000 in indirect costs.

With reference to the KU BEARS Grant Program, freshmen and sophomore students engage in a research activity with faculty and are expected to demonstrate skills to engage in scholarly inquiry at the completion of this experience. The five Student Learning Outcomes of the program are: (1.) Students will be able to identify appropriate methods for scholarly inquiry; (2.) Students will be able to appropriately use studio/lab/field methods and/or equipment for scholarly inquiry; (3.) Students will be able to gather and evaluate evidence appropriate to the inquiry; (4.) Students will be able to appropriately analyze evidence and draw conclusions; and, (5.) Students will be able to clearly communicate knowledge from the inquiry. For Student Learning Outcome 1,

90% (18 students) scored proficient or approaching proficiency on the success criteria. For Student Learning Outcome 2, 100% (20 students) scored proficient or approaching proficiency on the success criteria. For Student Learning Outcome 3, 95% (19 students) scored proficient or approaching proficiency on the success criteria. For Student Learning Outcome 4, 85% (17 students) scored proficient or approaching proficiency on the success criteria. And, for Student Learning Outcome 5, 85% (17 students) scored proficient or approaching proficiency on the success criteria.

Honors Program. Goal 1 is to “Demystify the capstone/increase capstone completion rates.” Objective 1 is to “reduce the required number of pages of the completed capstone to 50 pages.” This change was the result of conversations with students, Honors advisory members, deans, all of whom expressed concern that the prior 75-page requirement was prohibitive. The prior 75-page requirement seemed arbitrary and negatively contributed to Honors completion rates. Objective 2 is to “Update the capstone proposal to require a capstone abstract.” Adding an abstract contributed to the professional socialization of students. Students were encouraged to submit a proposal in a format relevant to their discipline and in consultation with their capstone advisor. Increased experience writing abstracts was helpful later in the capstone process when the student submitted an abstract to a conference or other professional meeting to fulfill the capstone presentation requirement. Objective 3 is to “Add a requirement: New students must attend one WIPS each of their first two years in the Honors Program.” New students were introduced to part of the capstone process from the start of their career in the Honors program. This is expected to (1.) further demystify the capstone process for incoming students; and, (2.) provide support for the Honors students who are presenting their WIPS. Objective 4 is to “Reduce living/learning requirements from 10 to 8 to reflect the new requirement of attending a WIPS each of the first two years in the program.” New students who enter as first-time, full-time freshmen are required to attend living/learning events. The reason for the change is to adjust requirements in living/learning to recognize the added WIPS requirements and to keep the event total at 10. Objective 5 is to “Revise all office forms to be fillable and to reflect current requirements and make them available on the Honors D2L site.” The move to remote learning required all office forms to be available as fillable forms. This allowed students to continue to submit documentation of completed living/learning and service events as well as documentation of capstone progress.

Student Learning Outcome 1 refers to self-authorship, combining one’s identity, relationships, beliefs, and values into a set of expressed commitments upon which to act. All Honors students who entered KU as freshmen were required to meet with the Director to review progress and discuss potential capstone ideas. All Honors students who entered KU as transfers met with graduate assistants to review progress and capstone ideas. The initial capstone conversations resulted in students identifying capstone ideas that connected their academic, co-curricular, and personal interests. The reviews reinforced the capstone as a three-semester process and the subsequent steps that needed to be taken to complete it. Student Learning Outcome 2 refers to communication and developing and presenting ideas logically and effectively in order to enhance communication for various audiences and purposes. This requires WIPS attendance for incoming students. More students are attending WIPS, increasing the diversity of the audience with the expected

outcome that WIPS presenters will have to present so as to reach a varied audience and receive feedback from students outside of their discipline. Student Learning Outcome 3 refers to integrative scholarship, integrating knowledge to express insight and originality through disciplinary or multidisciplinary methods. A series of living/learning events related to the capstone were offered. New for 2019-2020 was an IRB training session for students intending to do capstone research with human subjects and an undergraduate research funding session. A third session, “pitch your proposal” day was cancelled as a result of the pandemic. The expected outcome was increased professionalization of the Honors capstone experience and increased number of students who seek and earn IRB approval and undergraduate research funding. Honors students are required to present their research or creative projects “outside the walls” of KU. IRB approval is frequently necessary for students working with human subjects who present at conferences.

Office of Assessment. A unit Operational Goal for the office is the management of the Nuventive/Improve software program. Features have been added for academic programs and the Strategic Plan. Programs have instant access to feedback. Reports can be run with multi-year feedback.

Office of Distance Education. For Student Learning Outcome 1, “The Office of Distance Education will work with faculty to identify their broad instructional goals, identify who their students are, and their experience level,” overall faculty perceptions of training and reactions to instructional design were positive. Over 90 faculty successfully completed the TOCC during 2019-2020, bringing the total of faculty certified to over 75%. Faculty who voluntarily shared anecdotal student data reported that students found the course design principles helpful in aiding them to achieve their learning outcomes. Learning Outcome 2 is “The Office of Distance Education will enable faculty and students to easily locate and utilize support resources.” Throughout 2019-2020, faculty student knowledge-base access and ticketing support requests were reviewed to identify weaknesses in support to determine if articles and responses to tickets were adequate or needed improvement, or if additional documentation was necessary. The Office also offered over 60 in-person and synchronous workshops to help support faculty. Staff also participated in several product-related webinars to help evaluate new technologies.

Student Learning Outcome 3 is “The Office of Distance Education will identify and engage with collaborators to help support positive student learning outcomes and advance the mission of KU.” For 2019-2020, over 20 joint workshops with the CET were held including a grant-funded summer symposium and facilitated instructional design training in support of the Office of Distance Education, CET, and KU missions. The Office collaborated with the Rohrbach Library to present a symposium attended by over 50 faculty and library and instructional professionals from around the region and state and also led a consortium of eight PASSHE universities – Bloomsburg, California, Cheyney, Clarion, East Stroudsburg, Edinboro, Indiana, and Kutztown – to certify over 500 faculty statewide to teach online for their respective universities. For Learning Outcome 4, “Investigate and identify critical contemporary issues and practices in teaching and learning with technology and develop a professional development plan to address those issues,” during 2019-2020, the staff participated in several synchronous workshops and

webinars focused on instructional design and technology, including several product-related webinars to help evaluate new technologies. Due to the pandemic and other environmental factors, in-person professional development activities were curtailed. Student Learning Outcome 5 is “Successful completion of TOCCs.” During 2019-2020, over 90 faculty successfully completed the TOCC and were certified to teach online. This outcome helped ease the transition to online and hybrid instruction during the pandemic. And, Learning Outcome 6 is “Successful completion of APPQMR.” During 2019-2020, over 30 faculty successfully completed the APPQMR and received advanced course design training through the Quality Matters Program. This outcome helped ease the transition to online and hybrid instruction during the pandemic.

Office of Information Technology. The office implemented multiple improvements and changes throughout the University in response to five goals, IT will (1.) maintain, enhance, and expand the technology infrastructure to support evolving needs; (2.) support the development and delivery of training to enhance the online learning process; (3.) ensure a secure, reliable, and modern technology is available to support online learning; (4.) maintain, enhance, and expand applications and systems supporting the academic learning environment; and, (5.) provide technology services to enhance the student experience. The implementation of various enhancements was designed to improve the student experience, and the protection of the technology infrastructure and data associated with the University ensured that required resources were available when needed.

Registrar. The Student Learning Outcome, “Freshmen and transfer students will receive a complete orientation and schedule on the day of orientation,” was achieved during Fall 2019 without having the students travel to campus. Virtual orientation via Zoom meeting sessions for advisors and students with a Registrar’s Office team member as a resource for questions was provided. Five Operational Goals were addressed during 2019-2020: (1.) Implementation of the P/NC grading option accommodated a shift in teaching modality. The expected outcome was to reduce the number of negative changes to academic standing; (2.) The creation and implementation of the general education search engine provided easier access for students, faculty, and staff; (3.) The implementation and addition of Chatbot to the Registrar’s Office webpage provided easier access to quick question/answer communication; (4.) The implementation of an electronic degree audit process provided faster response time to University Relations, KUSI, and the Council of Trustees with graduation information and reduced paper and misplaced audit packets; and, (5) As stated above, the virtual orientation provided freshmen and transfer students a complete orientation and schedule on the day of orientation.

Rohrbach Library. The Library has a Student Learning Outcome, “Demonstrate the ability to retrieve, interpret, evaluate and use information (information literacy),” and a strategic goal, “Embrace an information literacy program that enables learners to demonstrate the ability to retrieve, interpret, evaluate, and use information.” Review of the work products from 2019-2020 revealed the limitations of the 50-minute one-shot Information Literacy session, a format which does not provide enough time to teach and assess a student’s ability to master a complex skill. In 2020-2021, the focus will shift to

smaller more easily measured tasks. The student's ability to identify appropriate search terms and create an effective search string will be rated and assessed.

Student Success Center. The Student Success Center (formerly known as CASA) was able to increase the number of student contacts by 35% in Fall 2019. There were 79 workshops provided during Fall 2019. This is a 46.30% increase over Fall 2018 (n = 54). Attendance increased significantly from 815 in Fall 2018 to 1807 (121.72%) in Fall 2019. E-mail invitations to faculty was the change that likely helped drive the increase. Regarding student appointments, only 31% of referred students attended an appointment, which is below the 50% goal. However, 84% of students returned for a second appointment, which is above the 65% goal. More effort is needed to get referred students to attend a first appointment. There was every intention to respond to the COVID-19 pandemic by providing programs and services remotely, but there was little demand for the Student Success Center programs and services and staff were on extended COVID-19 related leave and then retired on July 10, 2020.

The Student Learning Outcome, "Students will understand and be able to apply the academic skills and strategies necessary for achieving educational goals" was also assessed in 2019-2020. These skills and strategies include time management, test taking, critical reading, and note taking. Based on the work that was done, the following success criteria will be used to evaluate student appointments:

- 50% of students will attend an appointment.
- 65% of students needing a second appointment will return.
- 75% of students can articulate their academic skills need after attending one appointment.
- 90% of students can identify their coordinator by name after the first appointment.
- 75% of students who attend an appointment related to academic skills development, will identify at least one strategy and demonstrate their understanding of that strategy with regard to time management, note taking, test taking, and textbook reading.

88+% of students who attended Student Success Center workshops were able to identify academic skills and strategies for each of the topics (time management, test taking, critical reading, and note taking). Given that these percentages are relatively high, the workshop evaluation will be reviewed to include a greater threshold for student success. For example, students will be able to identify two skills/strategies rather than one.

Tutoring Services. Tutoring Services has three Operational Goals and one Student Learning Outcome. For the learning outcome, "Peer tutors will be able to identify and explain how to access campus resources," the manual and training materials were updated to include more specific information about the University Writing Center. This specifically highlighted location and computer lab space. Data revealed that student employees scored lower on the questions connected to the Writing Center and computer

labs on campus. Training materials and quiz questions will continue to be reviewed to reflect campus resources as well as service modalities. Goal 1 is to “Maintain an 80% or higher match rate for tutoring requests.” Tutoring Services achieved a 93% match rate in Fall 2019; Spring 2020 match rate was not calculated due to the pandemic. There was a 63% increase in decreasing the number of days to match (3.25 in 2018-2019 and 1.99 in 2019-2020). Goal 2 is to “Increase the engagement of high-risk students identified as students with a GPA between 0.00 and 2.25.” The data revealed that Tutoring Services is used mostly by students who have an average GPA between 2.25 and 3.00. More effort is needed to get students with a GPA between 0.00 and 2.25. Goal 3 is to “Respond to the pandemic by providing services remotely.” Tutoring Services provided peer tutoring, supplemental instruction, and labs in a remote learning environment. There was a decrease in the number of tutor requests after March 16, 2020.

Enrollment Management and Student Affairs

Community Outreach Center. Community Outreach Center has one Operational Goal and one Student Learning Outcome. For the Operational Goal, “Staff is hired in an equitable and efficient manner and is able to start working in a desirable time frame,” the Center completed all hiring paperwork/process for 2019-2020 by August 1, 2020 so that students could start working on the first day of class in the Fall semester. Previously, this process was delayed and some student workers were not able to start working until the second or third week of school. Students participating in Alternative Spring Break (ASB) learned about community needs in a new location and trained to use tools, equipment, or new knowledge to complete an impactful service project. For the Student Learning Outcome, “Students participating in ASB will learn about community needs in a new location and be trained to use tools, equipment, or new knowledge to complete an impactful service project,” some feedback indicated that the experience was rushed and there was not enough time for students to bond before they left for the trip. For 2019-2020, the graduate assistant and ASB coordinator started recruiting earlier so that the teams for the various trips could be selected sooner. This allowed for two team meetings prior to the trip for bonding, organizing, and logistical efficiencies.

Counseling and Psychological Services. For Operational Goal, “Counseling and Psychological Services will complete and submit IACS application and materials in preparation for re-accreditation review,” all materials were completed and submitted by the deadline. Related to Student Learning Outcome, “Students will demonstrate an understanding of roles in a family of addiction and how growing up in a family system affected by the Substance Use Disorder or other mental health issues can impact relationships,” in Spring 2020 two groups were planned. The first group did not start due to student participants not being available at time of sessions. The second group offering did not occur due to interruption of the semester by pandemic restrictions. This psycho-educational group will be offered again in the future (Fall 2021) to address the mental health educational needs of students from families with a history of parental Substance Use Disorder or other mental health issues. With reference to mindfulness, “as a result of participation in therapy groups, students will be able to demonstrate a better understanding of and reduction in symptoms for identified mental health diagnosis.”

Group counselors will investigate ethical and legal implications of running an online therapy group to be able to offer group online. The Fall 2019 mindfulness group met its goals for students. The Spring 2020 group did not have the opportunity to finish the semester due to pandemic restrictions. The group will be able to run via an online platform (Zoom Health) in an ethical and HIPPA compliant manner in Spring 2021. Regarding outreach, goals are to familiarize students with Counseling and Psychological Services, discuss common causes of distress in college students, discuss common signs and symptoms of distress (activity), recognize a Friend in Distress Reasons to refer, discriminate emergency/crisis, establish appropriate boundaries, and establish a resource page. Content was taught via interactive learning techniques, repetition, and reinforcement. Student engagement increased by personalizing outreach material based on specific student inquiries. All programs are evolving based on current research and student need. This opportunity will be offered in future semesters when participants can once again attend in person. It has proven to be beneficial in reducing stress levels of students who have participated.

Health Promotion and Alcohol and Other Drug Services. For Operational Goal, “Prepare students for social challenges,” BASICS facilitators receive yearly trainings and peer-to-peer review in monitoring the fidelity of implementing the prevention evidence-based program. The unit now offers it remotely to students because of changes needed for the halt of in-person sessions brought on by the pandemic. Improvements on outcomes are still in review. The online presentation has been updated to include current social challenges. There was a total of 28 BASICS referred from the office of Student Conduct in 2019-2020. Of the 28 referrals, 24 completed and three were outstanding and one referral was removed from the Office of Student Conduct’s list. The online presentation has been upgraded and current for the student’s experience. With regard to Student Learning Outcome, “Improve student’s understanding of the effects of alcohol use for first-year KU students in completing the web-based alcohol prevention program,” increased e-mail reminders to first-year students to participate in AlcoholEdu for College Students that reached 1,012 students at Kutztown University have participated in AlcoholEdu for College since the start of the 2019-2020 academic year. AlcoholEdu continues to increase features in their online program that makes it user friendly. Also, efforts include University partners such as Information Technology and First Year Experience Programs that share reminders to students to complete the program. This helped students establish a plan ahead of time to make responsible decisions about drinking (96%), prepared them to help someone who may have alcohol poisoning (95%), and prepared them to prevent an alcohol overdose (91%). For Student Learning Outcome, “Prepare students for social challenges,” the program Grit and Resiliency is designed to assist students in identifying their protective factors, develop personal wellness goals, and introduce their willingness to change by examining stages of change. The Health Promotion and Alcohol and Other Drug Services worked as a team to upgrade the workshop to have an online appeal for participants and incorporate students’ perspectives on grit and resiliency for the next academic year. This session is planned in person again and remotely with the student perspective updates. Reasons for change occurred because of the adjustments made in delivering services to students because of the pandemic. Workshop 1 conducted three sessions with 79 participants. 93.7% identified protective factors, .063% were unsure; 97.5% identified a wellness goal for

themselves; and 97.5% would recommend the workshop to their peers. For workshop 2, 100% were able to identify protective factors; 100% identified a wellness goal for themselves; on a scale of 1-10, with ten being the most likely to change, the group's number was 7.42. COVID-19 occurred on March 17, 2020, and in-person workshops came to a halt.

LGBTQ+ Resource Center. With reference to Operational Goal, “Improve the overall environment and accessibility to best meet the needs of campus constituents by knowing who uses the Center and why,” the marketing materials of the Center location, hours, and available programs, events, and services were reviewed and updated. Open hours were changed based on input; increased presence on social media promoted the Center and its resources to those involved with Allies, Stonewall, and events. Due to the pandemic and change to remote learning in Spring 2020, the expected outcome was not realized. Second Operational Goal is, “Improve the overall satisfaction with the resources available at the library in the LGBTQ+ Resource Center to best meet the needs of campus constituents.” Upon surveying students on their level of satisfaction, found that 73% of users are well satisfied and 18% are satisfied. The Center invited all students to contribute to the library “wish list” throughout the last two weeks of the year, then worked with Allies to purchase twelve new books for the Center and initiated a “Book of the Month” spotlight to feature a book that connected with the theme of each month. The library collection will offer books that are in line with the mission of the Center and also of interest to the LGBTQ+ community. For Student Learning Outcome, “Participants in the Stonewall Special Interest Living Community will gain the knowledge of the resources and programs offered through the LGBTQ+ Resource Center,” in the third year of working with the Stonewall Special Interest Community, have modified how the Center communicates with the residents and structures biweekly meetings to best meet their needs as first-year students adjusting to college life. There is a continued focus on the mentor program and the resources available to them through the inclusion centers. Overall, there is increased learning in students who participate in Stonewall as it relates to all the inclusion centers and the student organizations that are advised.

Multicultural Center. With reference to Operational Goal, “Implement changes suggested by the external review to improve practices, programming, and services provided by the Center,” Center employees explored the opportunities to expand collaboration with the other centers to provide co-programming or events. For Operational Goal, “Implement changes suggested by the external review to improve practices, programming, and services provided by the Center,” Center employees continued to enhance the presence and visibility through social media by maintaining up-to-date information. Regarding Student Learning Outcome, “Upon completion of staff orientation and diversity training, workers will be able to increase or enhance their level of multicultural competencies,” intentional utilization of a new assessment tool continued for 2019-2020 for new employees and was made available throughout the academic year for interested campus members.

New Student Orientation. With reference to Operational Goal, “Identify pre-online orientation system by summer 2020 which provides essential information to incoming

students and parents to prepare them to transition to university life,” the pandemic created an opportunity to examine the delivery method of the orientation programs managed by New Student Orientation. To better serve the community at large, an online platform is being developed which interfaces with KU’s operating system for ease of use and reporting purposes. The program will launch in April of 2021.

Residence Life, Housing, and Dining. Operational Goal 1 is “The Residence Life Department will implement practices that will ensure the development of a premier staff.” Staff Discipline Model was redesigned, the staff evaluation process was overhauled, and an Assistant Director of Student Conduct and Resident Support position was created. For Operational Goal 2, “Create an engaging residential experience,” based on student and staff feedback as well as national trends, modifications were made to the Programming Model, and a Transfer Year Experience beyond the Transfer Special Interest Housing Group was developed. For Operational Goal 3, “Provide an engaging dining experience,” modifications were made to the current Assistant Director position to work with the Dining Services vendor in the area of programming and one programming model was created for all venues to follow. And, for Operational Goal 4, “Meet the Housing needs of incoming first-year students,” the incoming student housing selection process was restructured. With reference to Student Learning Outcome 1, “Student staff will know the roles and responsibilities associated with their position,” 80% of student staff will be able to name the eight functional areas of their position. Twenty percent will be able to name six functional areas. The staff discipline model and revised evaluations, as well as the training model provided clear expectations as well as a description of the eight functional areas which aided in the staffs understanding of the overall position description and performance expectations. For Student Learning Outcome 2, “Students who participate in Hall Council will be able to set leadership development goals,” the resident directors through one-on-one and organization meetings helped Hall Council participants create leadership goals and action plans to achieve them.

Student Assistance. In response to Operational Goal, “Provide emergency funding assistance to students through the KU Care Team,” Student Assistance (1.) added the Director of Student Accounts to the Team; (2.) implemented a new process for reviewing and responding to requests; (3.) created an electronic application fund that uploads directly to the Maxient database; (4.) created electronic response letters through Maxient that are automatically stored for documentation; and, (5.) worked with Maxient staff to create fields for tracking and reporting. Federal Cares Act funding for COVID-related financial emergencies required a change in process to address the significant increase in applications in a timely manner; to easily track multiple requests from individual students, and to meet reporting requirements to the Department of Education. Although the changes were implemented in response to CARES Act funding, they helped the Team improve the process in structure and consistency and simplify it for students (i.e., students submit one application and the Team identifies which, out of four emergency funds available, is most appropriate in addressing the request).

Student Conduct. For Operational Goal 1, “Develop and deploy sanctioning guidelines by Fall 2019 to provide clear and effective directions for appropriately sanctioning

students; case officers will actively refer to the sanction guidelines,” new sanction guidelines were developed and embedded in a revised sanction manual. Following a year of implementation, 88% of users (n = 22) agreed or strongly agreed the sanction guidelines were effective; 95% of respondents indicated routine use and reference. Rate of appeal in 2019-2020 was 0.9% below the annual target of 2.0%. For Operational Goal 2, “By May 2020, create a prevention education program to increase incoming student awareness of key conduct standards and expectations,” an online, self-directed training module called *Bear Aware* was created and launched. The program was marketed to new students and parents with over 120 individuals participating. Average post-test score (Fall 2020) was 94% (n = 164); 97% pass rate. Participation was incentivized with a bookstore gift card giveaway. For Operational Goal 3, “As a result of operational changes due to COVID-19, an online system of adjudicating cases was implemented,” a protocol was developed to conduct preliminary briefings, informal resolution meetings and formal hearings via Zoom. University Conduct Board and Sexual Misconduct hearing scripts were re-written to allow for Zoom hearings. This practice carried over to the 2020-2021 academic year. Electronic signature options are being reviewed to further improve this process. For Operational Goal 4, “By May 2020, research and develop University Conduct Board competencies for use in the development of a new training curriculum,” University Conduct Board competencies were researched and adopted. A three-part training program was created and will be implemented and assessed in 2020-2021. After training is implemented, live hearings will be observed to assess competencies and improve future training. With reference to Student Learning Outcome, “As a result of completing the *BEAR Facts Ethics Workshop*, students will be able to recognize key concepts of the ethical decision-making process. Concepts include core value identification, privilege/oppression, ethical dilemmas, and stages of change,” inconsistent performance on pre- and post-test content, the workshop was reviewed and updated. Changes included: removed workbook and personal values exercise, added social identity exercise, reformatted and reduced slide deck, updated ethics in movies assignment, rewrote action plan instructions, and updated pre- and post-test quiz. Results from changes will be assessed in 2021.

Student Union and Involvement Services. For Student Learning Outcome 1, “Student organization e-board members will learn methods of sharing event information in Engage,” formal trainings were provided on entering events into the Event module in Engage. At the time of the assessment, the outcome was that 57 different organizations listed at least one event in Engage, and the goal was to increase that to 132 registered student organizations (75% of organizations). For Student Learning Outcome 2, “Greek members will demonstrate the importance of scholarship and practice academic responsibility,” outreach will be made to each student referred to the Student Success Center that did not result in an increased GPA at the conclusion of the Spring semester. Students will be provided with additional resources. The outcome that was obtained is summarized as such, therefore increasing the number of students with at least one Student Success Center encounter and positively impact outcomes: 40% of students referred to the Student Success Center at the end of the Fall semester with a cumulative GPA below 2.25 increased their cumulative GPA at the end of the Spring 2020 semester. [NB: 13/56

students referred had at least one Student Success Center encounter. 11/13 students had a cumulative GPA increase.]

Veterans Services. With regards to Operational Goal, “Increase staff cultural competency on student veteran population and available veteran resources,” Green Zone Classic (in-person) training was offered one time in the Fall semester using the slides originally developed for the program in 2015-2016. Some statistics were outdated; slides were text heavy and overwhelming; some videos were no longer available, and format was bland. The Veterans Services Office postponed offering additional Green Zone trainings until program could be updated. Planned to resume training offerings in Spring 2020 but was unable to due to COVID-19 pandemic. Regarding Student Learning Outcome, “Increase staff knowledge of military education benefits,” monthly staff training on military benefits and office processes was conducted in Fall 2019. Staff knowledge increased but not to the desired level. Staff training was scheduled weekly in Spring 2020 which showed an uptick in more student assistance being given by student workers. However, training came to a halt during the COVID-19 pandemic.

Women’s Center. With reference to Operational Goal 1, “Improve the overall environment and accessibility to best meet the needs of campus constituents by knowing who uses the Center and why,” the Women’s Center reviewed and updated the marketing materials of the Center location, hours, and available programs, events, and services. The Center increased its presence on social media and linked posts and “stories” with the two clubs it supports: It’s On US and the Feminist Majority Leadership Alliance. Due to the pandemic and change to remote learning in Spring 2020, the expected outcome was not realized. Regarding Operational Goal 2, “Analyze what type of library materials are borrowed, frequency of use, and adjust the collection,” the Center:

- Downsized books that were not in support of the Center’s mission, and/or genre, and were not being utilized.
- Added new book titles and focused on maintaining/updating specific genres being borrowed
- Renewed the subscription to *Ms. Magazine*.
- Received donations of WGS books from retiring faculty to add to the library.

For Student Learning Outcome, “Participants in the Escalation Workshop will be able to understand the difference between a healthy relationship and an abusive relationship and be able to identify at least one way to stay safe,” the Women’s Center partnered with a faculty member to offer the presentation as part of an FYS class to 26 first-year students. Ninety-six percent of the participants indicated “agree” or “strongly agree” that they could identify the difference between a healthy relationship and an abusive relationship. Every participant provided comments on ways to stay safe; most common themes were: “don’t be a bystander, check in with your friends, abuse can be invisible, social media doesn’t show the whole truth, situations can progress fast, know the signs, and seek help early.” This program was created by the One Love Foundation, and the Women’s Center staff has become trained facilitators.

Equity and Compliance

Disability Services Office. To facilitate implementation of accommodations, the Disability Services Office implemented a new electronic accommodation letter system where students can request accommodation letters to be sent to their professors via e-mail through MyKU. This change was precipitated by COVID-19 and the need to provide a safe (touchless) method for students to distribute accommodation letters to their professors as well as an efficient way for students enrolled in online courses and those learning remotely to distribute their letters of accommodation. This system was designed to preserve the student's right to determine which professors receive their accommodation letters. A new feature of this electronic system allows students to request accommodation letters for their advisor(s), thus furthering their ability to advocate for their needs. Student survey results showed that 88.46% of the students found implementing accommodations using the electronic accommodation letter system to be less difficult or much less difficult than using the paper-based letters. The remaining students reported that the process was about the same as in the past. Additionally, four of seven student survey comments addressed the ease of use, satisfaction with, or preference for, the electronic accommodation system. The faculty survey showed that 93.54% of the respondents had no difficulty receiving accommodation letters by e-mail. The Disability Services Office will continue to utilize the electronic accommodation system. Survey results also showed that 58.06% of the faculty reported that very few students (less than 20%) who sent them an electronic accommodation letter followed up to discuss their accommodations. When faculty were asked how this number compared to the past when letters were in print format, 61.29% reported it was about the same as in the past and 35.48% reported that students followed up less or much less than in the past. Additionally, five of twelve faculty survey comments specifically addressed concerns that students do not follow up to discuss their accommodations. To address this, the Disability Services Office will review its outgoing communications and instructions for students to emphasize the two-step process for implementing accommodations (distribution of letters and discussion of accommodations).

Human Resources. For Operational Goal 1, "Streamline contract/appointment letter distribution and signing," the office moved to the Adobe Sign platform. For Operational Goal 2, "Streamline employee onboarding process," all faculty, staff, and student employees have been transitioned to online onboarding in NeoGov. The completion of both goals has improved efficiency, reduced time for distribution and return of signed documents, reduced foot traffic in the office, and increased convenience for customers.

Public Safety and Police Services. With reference to Goal 1, "Update and complete the creation of the University's safety and security corridor that extends from downtown Main Street onto the campus residence halls," additional cameras were added and were placed on the Digital Video Management System. This increased the safety and security

of pedestrians on campus and allowed for documentation of any incidents that occurred. For Goal 2, “Review, purchase, and install an emergency alert/panic system for faculty and staff,” the Lynx System was implemented campus-wide. This allows faculty and staff to summon help confidentially and without alerting others in the room, providing a panic system that they can covertly use to summon help.

Social Equity. As part of their mission to “Assist in the recruitment of women and minority faculty and staff/Contribute to a campus climate that welcomes and celebrates diversity,” the Office modified the Affirmative Action Data Card (AADC) to include a third category for faculty applicants who identify as non-binary. This change was based on feedback they received from applicants who indicated they did not complete the AADC because they did not identify as male or female. As a result of this change, an increased number of faculty applicants completed the AADC and identified as non-binary. The Office also began sending the AADCs to faculty applicants and accepting the completed forms via e-mail rather than through the U.S. Postal Service. The change was made due to the COVID-19 pandemic; the Office was not able to mail the AADCs using the U.S. Postal Service, as was prior practice. This change resulted in a higher response rate from faculty applicants, thus providing a fuller picture as to the sex, race, and veteran status of applicants.

University Relations and Athletics

Conference and Event Services. This unit’s main goal was to increase leads and inquiries by 2%. In order to meet that goal, the department website was updated to be more accommodating to external users. They also increased marketing, by beginning a partnership with Unique Venues. This partnership increased the reach of the department to large groups looking for a venue to host events and has led to increased inquiries in department offerings.

KU Presents!. Unit goals for KU Presents! are “Provide quality performing arts programs,” and “Spearhead the P.L.A.Y. initiative.” The Fall 2019 performing arts program was a success; the Spring 2020 performing arts program was cancelled due to the pandemic. Prior to the pandemic, KU Presents! hosted two P.L.A.Y. events including KUNE and Dance Theatre of Harlem in collaboration with the KU Art Society. Both performances were attended by hundreds of local elementary school students.

Recreation Services. Completing the external review was a major goal for this office in 2019-2020. The external review led to significant changes in the operations of the department, but specifically the training methods of student staff. Basic information was shared electronically and was followed with individualized training. Pre- and post-tests suggested this method was more effective. This led to a better prepared student staff to work at the Recreation Center as it allowed for more individualized training and a focus on the most important policies and skills.

University Relations. Goal 1 is “Plan, coordinate, and implement strategic and crisis communication.” The pandemic created an increased need for communication with

University constituents. Spring 2020 communication focused primarily on extended strategic and crisis communications including: (1.) increased campus communications to Daily Announcement e-mails; (2.) creation and maintenance of two pandemic information webpages and FAQ page; (3.) creation of social media posts; monitoring comments, and providing customer service on social media; and, (4.) creation of a Google Voice account to continue answering constituents' customer service questions from home during the shut-down orders. Goal 2 is "Plan and manage the main University website and digital media efforts." This involved enhancing the University website by launching a People Directory and expanding key phrase matching to match top 100 searched terms. Goal 3 is "Conduct a comprehensive self-study of University Relations consistent with the University format and requirements." Assessed University Relations through the five-year self-study including Communications, Marketing, Web, Government Relations, and Office of Executive Assistant/University Operations.

Administrative Units Program Review

Administrative program reviews generate knowledge about how well programs are supporting Kutztown University's strategic plan, mission, vision, and purpose. They provide programs with a platform to exercise self-reflection on performance and to identify the strengths and weaknesses that inform future planning. Emphasis is placed on adapting to change and practicing continuous improvement.

Program review emphasizes:

- deliberate and continuous attention to the enhancement of the quality of the program.
- compliance with Middle States accreditation standards and requirements of affiliation.
- systematic assessment plans for making continuous improvements that are implemented and communicated.

During 2019-2020, five (5) administrative units and programs were scheduled for five-year self-study and six (6) were scheduled for external review. Counseling and Psychological Services, Student Assistance, University Relations (including Marketing), and Veterans Services underwent self-study. Dining Services, Distance Education, Housing, Student Union and Involvement Services, Residence Life, and Student Involvement underwent external review.

The following five (5) departments/units completed self-studies and external reviews: Community Outreach Center, Distance Education, Human Resources, Student Union and Involvement Services, and Student Involvement. Evaluations by the Implementation Team for Institutional Effectiveness included the organization and quality of the self-studies, assessment processes and outcomes, adherence to program review criteria, and program objectives. External reviewers were evaluated on adherence to established criteria and guidelines and usefulness of external review process and feedback.

Review of these self-studies and external reviews point to the need for units and programs to:

1. clarify unit mission, goals, and objectives, and link mission to unit core functions and program outcomes.
2. use direct assessment measures with less reliance on indirect assessment.
3. identify assessment plans that are measurable and support program and Student Learning Outcomes.
4. provide better communication with external reviewer(s)/evaluator(s) about expectations.
5. ensure clearer connections among changes, actions, and plans for improvement.

Attachment V provides an overview of all non-academic departments at Kutztown University and their five-year plans for self-study and external review. Twelve (12) departments/units will engage in self-study and seven (7) will complete external reviews in 2020-2021.

Recommendations

- Continue to provide professional development in administrative assessment.
- Investigate connections between annual unit assessment reports and self-studies.
- Encourage units to increase number of goals and direct measures, as appropriate. Ask units to review success criteria to ensure alignment with best practices, including making them more specific and measurable.
- Propose that division vice presidents review annual assessment reports and submit a report to the Administrative Units Assessment Council.
- Submit template for division-wide annual assessment reports to division vice presidents for review and approval.

Attachment I: Assessment Template

Unit Assessment Template

Division:
Unit or Office:
Academic Year: 2020-2021
Date of next 5 year program review:

UNIT MISSION STATEMENT:

Mission Statement
State mission here.

These are the Core Functions that accomplish this mission:

	Core Function	Alignment with University Strategic Plan https://www.kutztown.edu/about-ku/administration/strategic-plan.html (indicate which goal, 1, 2, 3, or 4)
1		
2		
3		

List Goals – minimum 1

	Unit Goal	Related to Core Function
1		
2		
3		

Unit Assessment Template

List Student Learning Outcomes (if applicable – discuss with your supervisor if SLOs are appropriate for your unit/office) – minimum 1

	Student Learning Outcome (SLO)	Alignment with Institutional Learning Outcomes – List outcome number(s) https://www.kutztown.edu/about-ku/administration/institutional-effectiveness/institutional-learning-outcomes.html
1		
2		
3		

Assessment Plan:

Goals

Goal	Criteria for Success	Assessment Methods and Measures
1		
2		
3		

Student Learning Outcomes

SLO	Criteria for Success	Assessment Methods and Measures
1		
2		
3		

Unit Assessment Template

Summary of Findings & Recommendations - Goals (one table per goal)

Goal 1:	
Desired Outcomes/Success Criteria:	
Summary of Findings:	
Recommended Response to the Data: <i>Including proposed date of response action, if appropriate</i>	

Goal 2:	
Desired Outcomes/Success Criteria:	
Summary of Findings:	
Recommended Response to the Data: <i>Including proposed date of response action, if appropriate</i>	

Goal 3:	
Desired Outcomes/Success Criteria:	
Summary of Findings:	
Recommended Response to the Data: <i>Including proposed date of response action, if appropriate</i>	

Unit Assessment Template

Summary of Findings & Recommendations – Student Learning Outcomes – if applicable (one table per learning outcome)

SLO 1:	
Desired Outcomes/Success Criteria:	
Summary of Findings:	
Recommended Response to the Data: <i>Including proposed date of response action, if appropriate</i>	

SLO 2:	
Desired Outcomes/Success Criteria:	
Summary of Findings:	
Recommended Response to the Data: <i>Including proposed date of response action, if appropriate</i>	

SLO 3:	
Desired Outcomes/Success Criteria:	
Summary of Findings:	
Recommended Response to the Data: <i>Including proposed date of response action, if appropriate</i>	

Attachment II: Assessment Rubric

Kutztown University - Administrative Unit Assessment Council Review of Non-Academic Unit Assessment Reports

Division:

Unit or Office:

Assessment Year: 2020-2021

NOTE: Green – completely met the expectation
 Yellow – partially met the expectation
 Red – did not complete that section

Core Functions – these are the functions performed by this unit/office, and should be related to the mission of the unit/office, and in support of the Kutztown University mission and Strategic Plan. They can be general, but should be more specific than the mission of the unit.		
	Green, yellow, or red	Comments
1.Align with unit/office mission		
2.Support University Strategic Plan		

Unit Goals – These are specific goals related to the Core Functions of the unit/office. They are specific to one year. For example, if you provide a particular service to students as a core function, your goal this year might be to create a way to offer that service remotely, or to offer that service remotely to 25% of the students you serve this year.		
	Green, yellow, or red	Comments
1.Align with unit/office mission/core function		
2. Are clear and measurable		

Student Learning Outcomes (SLOs) – These are learning goals you have for students to whom you provide a service or program. Not all units will have these. The SLOs can be the same from year to year, or they can be specific to one year. They should be student-centered – that is, they focus on what students will learn or be able to do, not on what we are teaching them. Each SLO should align with one or more of Kutztown University’s Institutional Learning Outcomes, which are found here (A-E): https://www.kutztown.edu/about-ku/administration/institutional-effectiveness/institutional-learning-outcomes.html		
Some examples of SLOs from administrative units/offices: https://www.kutztown.edu/about-ku/administrative-offices/assessment/student-learning-outcomes/administrative-offices-learning-outcomes.html		
	Green, yellow, or red	Comments
1.Align with Institutional Learning Outcomes		
2.Are clear, measurable, and student centered		

Assessment Plan – Criteria for Success and Methods/Measures -Criteria of success are specific, measurable, and appropriate to the goal/SLO being assessed. -Methods/measures are feasible and are described in a level of detail. For student learning outcomes, at least one direct measure of student learning should be used.		
	Green, yellow, or red	Comments
1.Criteria for Success		
2.Methods and Measures		

Summary of Findings and Recommendations		
	Green, yellow, or red	Comments
1.Data are included for all levels of achievement (not in averages)		
2.Results are explained, and indicate if criteria for success was reached		
3.Recommended changes are related to results		
4.Timeline for change is included		
5.Rudimentary budget is included, if applicable		

Attachment III: Time Line

- September 30, 2020* Review/revise mission statement; define core functions for 2020-2021; review/update unit Operational Goals and/or Student Learning Outcomes for 2020-2021.
- November 16, 2020* Define criteria for success for each goal/Student Learning Outcome; identify measures for each goal and Student Learning Outcome.
- December 18, 2020* Final report for academic year 2019-2020.
- September 30, 2021* Submit summary of findings for each goal/Student Learning Outcome and recommended response to the data.

Attachment IV: Contact List

Division	Unit	Primary Contact	Secondary Contact
Academic Affairs	Academic Enrichment	Marlene Fares	
	Career Development Center	Kerri Gardi	
	Distance Education	Troy Vingom	
	Graduate Admissions	Kittie Pain	
	Grants and Sponsored Projects	Jeff Werner	
	Honors Program	Jennifer Schlegel	
	Information Technology	Troy Vingom	
	Library	Martha Stevenson	Ruth Perkins
	Office of Assessment	Krista Prock	
	Registrar's Office	Lori Lentz	Ted Witryk
	Student Success Center (formerly CASA)	Andrea Kirshman	R. Chad Brown
	Tutoring	R. Chad Brown	
Finance and Facilities	Facilities	Will Meeker	Deb Bond
	Financial Services	Matt Delaney	Matt Assad
	KU Card Office and Mail Services	Elizabeth Pflugler	
	Mail and Storeroom Services	Elizabeth Pflugler	
	Office of Student Accounts	Wendy Pursell	Diane Kerschner
	Transportation Services	Elizabeth Pflugler	Anne Reel
Enrollment Management and Student Affairs	Admissions	Krista Evans	
	Community Outreach Center	Jerry Schearer	
	Counseling and Psychological Services	Bruce Sharkin	
	Financial Aid	Johnee Border	
	Health and Wellness Services	William Lendzinski	
	Health Promotion and Alcohol and other Drug Services	Frances Cortez Funk	
	Housing and Dining Services	Desiree Reasoner	Amanda Fretz
	International Programs	Krista Evans	
	LGBTQ+ Resource Center	Christine Price	
	Multicultural Center	Melinda Quiones	

	New Student Orientation	Lisa Grabowski	
	Residence Life	Des Reasoner	
	Student Assistance	Susan Mangold	
	Student Conduct	Mike Demetor	
	Student Union and Involvement Services	Leah Cassellia	
	Veterans Services	T. Brown	
	Women's Center	Christine Price	
Equity and Compliance	Disability Services Office	Linda Lantaff	
	Human Resources	Jennifer Weidman	Alexis Martin
	Public Safety and Police Services	John Dillon	
	Social Equity	Jacqueline Fox	
University Relations and Athletics	Conference and Event Services	Amy Sandt	Jason Garcia
	intercollegiate Athletics	Amy Sandt	Michelle Gober
	KU Presents	Tammy Wert	Bryan Zellmer
	Recreation Services	Amy Sandt	Matt Santos
	Sport Medicine	Amy Sandt	Renard Sacco
	University Relations	Tammy Wert	Matt Santos
Office of the President	Institutional Research	Natalie Cartwright	

Attachment V: Non-Academic Program Review Schedule