

Administrative Units and Programs Annual Assessment Report 2018-2019

Kutztown University of Pennsylvania

This is the second annual report addressing the assessment of administrative units at Kutztown University, although many non-academic programs have been undergoing formal and informal self-study and external review for several years.

Introduction

As a result of the 2008 decennial Middle States Self-Study, in the fall of 2010 the Implementation Team for Institutional Effectiveness was formed. This Team consists of representatives from all divisions, and under the direction of the President's Cabinet, is charged with coordinating institution-wide assessments and submitting findings to the Cabinet.

During 2018-2019, the Team continued to monitor program reviews, processes, and procedures for the University's administrative units and programs. With the increasing responsibilities placed on the Team to address the assessment of institutional effectiveness, it became clear that a separate group focusing on non-academic assessment was needed. It was at that point that the Administrative Unit Assessment Council was formed.

In June 2019 the Council began to meet, representing the following areas of the University:

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 (Administration and Finance)
Kim Rhode (Administration and Finance)
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 Unit 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.

Formed earlier than the Administrative Unit Assessment Council (i.e., October 2018) but essentially a subgroup of the Council, the Academic Affairs Administrative Assessment Committee is focusing on student learning outcomes related specifically to units within the Division of Academic Affairs. Members developed direct methods for measuring progress and reported on at least one learning outcome in 2018-2019. The Academic Affairs Administrative Assessment Committee prepared a separate annual report (see Attachment I). This document provides assessment activities, outcomes, and recommendations from the following units in the Division of Academic Affairs and Equity and Compliance: Career Development Center, Center for Academic Success and Achievement, Disability Services, Grants and Sponsored Projects, Graduate Admissions, Information Technology, Registrar's Office, and Rohrbach Library.

2018-2019 Non-Academic Programs/Units Assessment

Below is a sampling of the systematic identification and measurement of assessment results, actions, and improvements in 2018-2019 in the divisions of Academic Affairs, Enrollment Management and Student Affairs, Equity and Compliance, and University Relations and Athletics.

Academic Affairs

(As mentioned above, for more detailed information about units in the Division of Academic Affairs, please see Attachment I 2018-2019 Academic Affairs Administrative Assessment Report.)

Academic Enrichment. With reference to Goal 1, "Students will understand their general education requirements for graduation," advisors provided a general education check sheet and current list of approved general education courses. All students scored 100%, thereby reaching the success criteria of 80% or better.

For Goal 2, "Students will understand the process to declare a major or a minor," advisors discussed, explained, and shared major/minor information sheets with students ready to declare. Thirty-eight percent successfully declared/changed their major; the success criteria of 20% was achieved.

Career Development Center. Two learning outcomes were addressed, “Students will be able to enhance self-knowledge and develop a career plan; and, Students will be able to prepare for their internship/job search and/or graduate/professional school search.” Based on less-than-satisfactory post-survey results and success criteria, several workshop changes were made.

Center for Academic Success and Achievement. Goals include “Students will understand and be able to apply the academic skills and strategies and develop the personal responsibility necessary for achieving educational goals including time management, test taking, critical reading, and note-taking.” Except for time management, success criteria were met for workshops. Unfortunately, the use of Instant Survey proved cumbersome to enter student survey data and establish baseline criteria.

Frederick Douglass Institute. The Institute schedules and encourages activities that focus on five objectives: (1.) promote scholarly research on multicultural topics among faculty; (2.) facilitate dialogue around issues of cultural diversity; (3.) encourage awareness of cultural diversity in the community; (4.) foster mutual understanding and mutual respect for diverse cultures; and, (5.) develop closer ties and collaboration among Kutztown University faculty and students with those in the State System of Higher Education. To this end, 2018-2019 initiatives included (a.) a study abroad experience partnering with the Institute for Black Atlantic Research (UK); (b.) a Scholar-in-Residence Program; (c.) Celebration of Black Composers Concert; (d.) participation in the Undergraduate Research Conference; (e.) debate team and discussion series; (f.) social media “This Day in Black History; (g.) social justice teach-ins; (h.) undergraduate grant internships; and, (i.) graduate student assistantships.

Graduate Admissions. To measure the learning outcome, “Upon completion of the Graduate Application Process Questionnaire, students will be able to identify how the graduate application process impacted their decision and transition in the Kutztown University community,” students completed a survey after attending an information session. Among the 28% who responded, 63% of attendees were able to list materials needed for the application. The remaining 37% left the question blank. The hope is for a 30% response rate next year. A review of the survey questions is underway with hopes of a 65% positive response.

Graduate Studies. During 2018-2019, following the analyses of quantitative and qualitative data, the Graduate Studies Office (1.) facilitated a consultation assessment profile with and site visit from the Council of Graduate Schools; (2.) formed a task force to revisit the graduate assistant process and allocation of assistantships; (3.) changed two graduate policies, one to clarify academic dishonesty related to self-plagiarism and one to facilitate course repeats through individualized instruction; (4.) included an assessment instrument for students attending orientation to provide presenters with feedback; and, (5.) extended the outreach of orientation. With a decreasing attendance at orientation over the last five years, Graduate Studies began ensuring that all incoming graduate students received information. Those students not attending were sent an electronic packet containing graduate academic policies and guidelines; the procedure for obtaining a

parking decal and I.D.; the FERPA form for authorization to access student records; and, Power Point slides from Distance Education, Financial Aid, Library, Office of Student Accounts, and Registrar's Office.

Grants and Sponsored Projects (KU BEARS Grant Program). Freshmen and sophomore students engaged in a research activity with faculty 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. Success criteria was set at Emerging Proficiency since this population does not have much research experience. One hundred percent (n = 28 students) met or exceeded the success criteria.

Honors Program. Goal 1, Objective 1 of the Strategic Plan states, "Expand and grow the Honors Program by offering scholarships that facilitate the recruitment and retention of honors students." The program welcomed its largest incoming class in Fall 2018 (i.e., 99 freshmen and 67 transfer students), attributed to the President's Academic Honors Scholarship and the Sesquicentennial Academic Honors Scholarship and the automatic identification of Honors students by Admissions in an "opt out" rather than "opt in" process. Persistence of freshmen was 88.24% (persistence at the University was 74.19%) and persistence of transfer students was 87.5% (persistence of transfers at the University was 79.78%). The average CGPA for Honors students was 3.68 compared to 2.92 for the regular student population. Honors students continued to engage in research and provide presentations at professional conferences, engage in prestigious internships, and participate in leadership roles on campus. Based on campus feedback, the program implemented a presence on social media (Twitter, Facebook, and Instagram) and designed two new logos, one for social media and one for traditional print media.

Registrar. The learning outcome assessed was students understanding of graduation requirements through the junior audit, distributed to advisors and students when students are between 60 and 90 credits. Results showed that 78% of responding students understood graduation requirements and the audit. The success criteria were 80% with 80% participation. The 78% understanding was based on a 50% response rate to the survey. The goal for Fall 2019 is to double the number of students participating in the survey and to achieve 80% understanding by 80% of participants completing the survey.

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." An assessment survey administered in undergraduate information literacy sessions in Spring 2019 showed that developing a research focus/question was difficult for students. Sessions now include more active learning and group work, requiring students to develop a research

focus/question as one of the learning outcomes for the session. The assessment has been redesigned; work products will be scored by librarians using the General Education rubric for Information Literacy. Success will be achieved if 80% of the work products are scored at Performance Level 2 or higher overall and, specifically, Performance Level 2 for the development of a research focus/question.

Tutoring Services. Beginning in 2018-2019, Tutoring Services training had specific objectives with the expectation that peer tutors would be able to identify and explain how to access campus resources (Student Learning Outcome 1). In Spring 2019, 45 Tutoring Services employees scored an average of 87% on the campus resource quiz, achieving the success criteria of an 80% or higher. Because results showed that peer tutors struggled with identifying computer lab locations on campus and the location of the University Writing Center, training materials were modified with the hope of improving quiz scores in 2019-2020.

Enrollment Management and Student Affairs

Admissions. To respond to the need for bus trips and Admissions goals, 20 trips to local schools were conducted. The four office goals are: (1.) Recruit students who strive to reach their academic potential; (2.) Enhance the quality and diversity of the student body; (3.) Provide an informative and positive experience to each applicant in order to recruit, admit, and enroll a student population that is determined to succeed academically; and, (4.) Attain enrollment goals as defined by the University president and vice president of enrollment management. As of May 2019, 1,154 students visited the University on a bus trip. Of this number, 142 students applied; 104 were admitted, and 26 deposited. Compared to the previous year, +410 students visited on a bus trip, +2 applied, +18 were admitted, and +23 deposited.

Community Outreach Center. The Center's learning outcome is that "Students participating in the Alternative Spring Break experience 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." Student feedback and lack of participation in 2018-2019 resulted in earlier recruitment, selection of different locations, introduction of fundraisers, and trip preparation for 2019-2020.

Financial Aid Services. The Office supported paperless access as it moves toward Campus Logic implementation – provides digital financial aid offers, expedites access to financial aid information, and improves efficiencies.

Health and Wellness Services – Clinical Services. Unit goals for Clinical Services include: (1.) Foster a healthy campus community; (2.) Implement health promotion, disease prevention, and health protection; and, (3.) Improve student's health. Based on a chart audit in Spring 2018 for determining BMI, Clinical Services determined that 49% of students have a BMI above the normal range as indicated by the CDC. At the 3/28/19 health fair, 51 students participated in a pre- and post-test on BMI. Findings indicated

that students would benefit from education on BMI and what it means to their overall health. Beginning in Fall 2019, students seen at the health center will have their BMI calculated each semester in an effort to identify those with above normal BMIs. Educational information will be provided as indicated. The Health Promotion office will work with Clinical Services on offering nutritional and healthy lifestyle education and programming.

Health Promotion and Alcohol and Other Drug Services. The goal of this unit is to “deliver distinctive and high-quality health and well-being programs and services.” AlcoholEDU for College is a web-based alcohol prevention program designed to prepare students for their transition to college living. Although there has been an increase in first session compliance, meeting the 80% rate, there has been a decrease of 5.4% in students’ compliance to complete sessions two and three. Data support implementing a hard mandate in participation and completion of the program.

New Student Orientation. One outcome the program addresses is “As a result of participating in the Alcohol and Sexual Assault Training, students will be able to identify two strategies for preventing sexual assault.” Freshmen completed an open-ended post-test identifying at least two strategies for preventing sexual assault. Eighty percent of students scored a 90% while 20% scored an 80%. New Student Orientation will move this assessment to D2L in 2020 to ensure accessibility for all students.

Recreational Services. Related to the goal of enhanced recreational facilities, programming, and services, Recreational Services purchased new equipment and replaced floors in the fitness center. This is keeping the facility up-to-date with current industry trends and managing the cost of repairs on equipment that is beyond its expected lifespan.

Residence Life. Goal 1 for Residence Life is “create an engaging residential experience.” In 2018-2019, the office determined that a change in their programming model was needed to meet the needs of upper-class students. Based on the data collected, a new version of the model was used in the upper-class residence halls. Data will be collected in Spring 2020.

Student Conduct. Based on Program Goal 3, “Develop and deploy a learning outcomes-based sanction program to provide meaningful educational and restorative opportunities for students,” Student Conduct provides online student sanctions courses. As a result of participating, students demonstrated knowledge gains in risk reduction topics related to alcohol, marijuana, and conflict resolution. They increased pre- to post-scores in the following programs: Under the Influence, 91% of participants increased their scores from pre- to post-test; Marijuana 101, 89% of participants increased their scores from pre- to post-test; and, Conflict Wise, 96% of participants increased their scores from pre- to post-test.

Student Involvement. Student Involvement Goal 1 is to “Support student organizations in order to assist groups in accomplishing their mission as well as support the development

of opportunities to meet students' needs and interests; and, provide leadership programs that enhance students' abilities to connect with others, learn skills, and lead in a variety of circumstances at home, school, and in the workplace." Because attendance has significantly decreased at leadership conferences over the years, support for faculty member attendance is not offered, and other organizations/offices on campus offer leadership training, the Office of Student Involvement will not offer the annual conference. They will support the leadership training provided by others on campus and will also provide this content individually to student leaders.

In response to the operational goal, "Students attending commuter events will increase their sense of connection to the University and with other commuter students," the office introduced Commuter Appreciation Week in Spring 2019. More than 150 commuters took advantage of events and celebrated their experiences throughout the week.

Equity and Compliance

Disability Services Office. The office addressed the learning goal: "Students will be able to identify and communicate the impact of their disability in the college environment." 86.9% of students were able to list at least one impact of their disability. Seventy-two percent were able to list more than one impact. Thirteen percent of the students did not answer the question. The office will seek to maintain an 86.9% success rate and will review the survey and questions to ensure clarity and reduce the number of no responses.

Social Equity. A goal of the office is to monitor the recruitment and hiring of faculty to ensure that search and selection processes are equitable and legal. Faculty Hiring Guidelines were updated and revised, particularly in the areas of I-9 form completion, retrenchment, and adjunct pools.

University Relations and Athletics

Communications. In response to the need for a new communication initiative for parents and the campus community and to assist with student retention, the online publication, "Parents and Family Bulletin," was created. This monthly e-newsletter, published year-round, provides notification of upcoming events and deadlines and issues relevant to Kutztown University parents and the community. During year two, 2019-2020, strategies will be developed to measure the effect of this new initiative.

Intercollegiate Athletics. Following the development of the Intercollegiate Athletics Department 2018-2022 Strategic Plan and off-campus consultation visit, the Title IX Advisory Board was created.

KU Presents!. To support arts programming on campus with financial, promotional, and other support while expanding offerings and serving the community, the Kutztown University Arts Society was formed. This new organization provided several arts

offerings in its first year to nearly 2,000 students from 30 different schools around the region, by bringing them to the University campus for arts engagement activities as well as providing several activities in their local communities.

Marketing and Digital Media. The primary goal for 2018-2019 was the completion of the responsive website redesign. The focus of the redesign was to assist prospective students and current undeclared/exploratory students in selecting the right major. A two-year project, the new website was a collaboration of several campus units, with a core working group and committee that crossed divisions. Users recognize several new design features that streamline content, such as the use of accordions that allow content to be expanded and contracted; image carousels that allow users to scroll through masthead images and videos; and, expanded use of photo galleries. Viewers also see icons throughout the website to help them visually identify content. An improved search function, InSite Search, is built within the University's Ingeniux Content Management System, and an improved directory search function helps users find information more readily.

Sports Information. To increase the priority, promotion, and importance of fundraising, Sports Information introduced the new Golden Bear Athletic Club. This represented a collaboration with the Kutztown University Foundation to promote the University's first annual giving day and the 1866 Minute Athletic Challenge, resulting in more than \$40,000 in donations.

Sports Medicine. With the goal of evaluating the impact of weather conditions on student athletes and preparing for high humidity conditions, Sports Medicine began the use of Kestrel WBGT Heat Stress Tracker and Weather Meter. This has educated the coaching staff and student athletes about high humidity conditions and what responses should be when these situations arise.

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 2018-2019, seven (7) administrative units and programs were scheduled for five-year self-study and eleven (11) were scheduled for external review. Dining Services, Financial Aid, Housing, McFarland Student Union Building, Residence Life, Sports Medicine, and Student Involvement, underwent self-study. Community Outreach Center, Disability Services, GLBTQ Resource Center, Human Resources, Institutional Research, Multicultural Services, Public Safety, Recreational Services, Rohrbach Library, Undergraduate Admissions, and Women's Center underwent external review.

The following ten departments/units completed self-studies and external reviews: Community Outreach Center, Disability Services, GLBTQ Resource Center, Human Resources, McFarland Student Union, Multicultural Services/Multicultural Center, Recreational Services, Rohrbach Library, Undergraduate Admissions, and Women's Center. Evaluations 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. understand the importance of aligning the self-study with established criteria and following the guidelines provided.
2. clarify unit mission, goals, and objectives, and link mission to unit activities and program outcomes.
3. use direct assessment measures with less reliance on indirect assessment.
4. identify assessment plans that are measurable and support program and student learning outcomes.
5. provide better communication with external reviewer(s)/evaluator(s) about expectations.
6. ensure clearer connections among changes, actions, and plans for improvement.

Attachment II provides an overview of all non-academic departments at Kutztown University and their five-year plans for self-study and external review. Ten departments/units will engage in self-study and nine will complete external reviews in 2019-2020.

Recommendations

The Administrative Unit Assessment Council recommends 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.

Reflecting on these recommendations, the Administrative Unit Assessment Council intends to

1. develop and adopt a single rubric/matrix for recording annual outcomes assessments and changes based on assessment results.
2. ensure that all administrative units have published mission statements that are linked to the Kutztown University mission statement.
3. establish an annual time line for submission of student learning outcomes and/or unit operational goals.
4. enter self-studies, external reviews, program data, and assessment plans into Nuventive Improve.
5. provide a list of administrative/non-academic units/offices engaged in assessment with contact information.
6. provide support and professional development training for administrative staff related to assessment.
7. continue to assess how results lead to interventions and demonstrated improvements and changes.

Attachment I: 2018-2019 Academic Affairs Administrative Assessment Report

The Academic Affairs Administrative Assessment team was convened in October, 2018. The members of the group represent the administrative units of the Division of Academic Affairs. The group was brought together to work on student learning outcome assessment, in light of the Middle States Commission on Higher Education (MSCHE) action in June 2018, regarding assessment of student learning outcomes in academic programs.

The Academic Affairs units represented are as follows:

- Academic Enrichment
- Career Development Center
- Center for Academic Success and Achievement
- *Disability Services (not a part of the Academic Affairs Division, but part of the team)
- Information Technology
- Graduate Admissions
- Grants and Sponsored Projects
- Registrar
- Rohrbach Library
- Tutoring Services

The group planned an assessment strategy during their initial meetings in fall 2018. As part of the plan, each unit developed or refined Student Learning Outcomes related to the services provided by that unit. After writing outcomes, each unit developed direct methods for measuring student progress on those outcomes. At each step, the group used a peer review process to refine the outcomes and methods of each unit. After methods were developed, assessments were conducted in preparation for an annual assessment report. Each unit was asked to measure student learning for at least one outcome in 2018-2019.

Student Learning Outcomes

Academic Enrichment Advising

1. Students will understand their general education requirements for graduation.
2. Students will understand the process to declare a major or a minor.

Career Development Center

1. Students will be able to enhance self-knowledge and develop a career plan.
2. Students will be able to prepare for their internship/job search and/or graduate/professional school search.

Center for Academic Success and Achievement

1. Students will understand and be able to apply the academic skills and strategies necessary for achieving educational goals. These skills and strategies include time management, test taking, critical reading, and note-taking.
2. Students will develop the personal responsibility necessary for achieving educational goals.

Disability Services Office

1. Students will be able to identify and communicate the impact of their disability in the college environment
2. Students will be able to demonstrate self-advocacy by communicating accommodation needs
3. Students will be able to access and utilize accommodations and campus resources

Information Technology

1. IT will maintain, enhance and expand the technology infrastructure to support evolving needs. (classroom technology replacement; PC replacement plan; network replacement plan; infrastructure replacement plan)
2. IT will support the development and delivery of training to enhance the online learning process. (Measures - TOCC/Quality Matters Certification)
3. IT will ensure a secure, reliable and modern technology is available to support online learning. (Measures - availability)
4. IT will provide knowledgeable and timely technology support for faculty, staff, and students. (Help Desk tickets, first call resolution, service level agreements, etc.)
5. IT will maintain, enhance and expand applications and systems supporting the academic learning environments. (Measures - improvements made to systems during timeframe)
6. IT will provide technology services to enhance the residential life of students. (Measure - ResNet support tickets, availability)

Graduate Admissions

1. Upon completion of the Graduate Application Process Questionnaire, students will be able to identify how the graduate application process impacted their decision and transition into the KU community.
2. Upon completion of the Graduate Application Process Questionnaire, students will be able to identify the key components to the graduate application and how the student will submit all necessary material.

Grants and Sponsored Projects (KU BEARS Grant Program)

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.
5. Students will be able to clearly communicate knowledge from the inquiry.

Registrar

1. Students, faculty, and staff will have the ability to review the degree audit and determine outstanding degree requirements before a student actually applies to graduate as a senior. Advisors will be able to assist students in registering for their senior year.
 - Junior Audits will be produced and distributed to advisors and students when a student is between 60 and 90 credits.
2. Improve transcript request processing.
 - Credential Solutions implementation.
3. Employee Development
 - Provide professional development experiences that will enhance customer service.

Rohrbach Library

1. Students will demonstrate the ability to retrieve, interpret, evaluate, and use information

Tutoring Services

1. Students will report and demonstrate independent application of learning strategies.
2. Peer tutors will be able to identify and explain how to access campus resources.

Assessment Activities 2018-2019

Units were asked to assess at least one student learning outcome. Below, for each unit, is a summary of the methods used for assessment, the results of the assessment, and a plan to use the assessment.

Academic Enrichment Advising

To measure SLO 1, Advisors used a general education check sheet where students input their courses and calculated their credits toward the general education requirement for Kutztown University which is 42 credits in total. Advisors will also disseminate a current list of all approved general education courses that students can enroll in that will apply to their general education requirements. 181 general education check sheets were completed by Exploratory studies students with their Academic Advisor. All students scored 100% and therefore the success criteria of 80% or better was achieved.

To measure SLO 2, Advisors discussed, explained, and shared major/minor information sheets with all students who are ready to declare their major at Kutztown University. The students were surveyed following the advising session to measure whether or not they received and understood the information provided to them by their Advisor regarding the process to declaring a major. Of the 510 Exploratory Studies (undeclared) students in the fall 2018 freeze, 194 declared a major. Thus, 38% successfully declared/changed their major. The success criteria of 20% was achieved and superseded during the 2018 - 2019 academic year. Considering the change in policy for declaring a major was revised in Fall

2018 going from 39 credits to 60 credits, the department is satisfied with these findings. The new policy reads: “all undergraduate Kutztown University students must declare a major prior to the completion of 60 credits.” ACA-070 As a comparison, last year 44% of Exploratory Studies students declared a major in their first year.

Career Development Center

In 2018-19, the Career Development Center focused on assessing the learning outcomes of students participating in the Career Success Certificate programs which involves junior and senior students’ participation in CDC events (such as workshops and fairs) and/or usage of core CDC services (such as a career counseling appointment, mock interviewing, and the resume review service). In 2018-19, it was assessed that students were able to prepare for their internship/job search and/or graduate/professional school search. This SLO aligns with Kutztown University’s Institutional Outcomes #5 & #7. Assessment was accomplished by students completing a pre- and post-survey as part of the online registration which includes fill in the blank (direct) and true/false (indirect) questions. More specifically, we focused on students being able to 1) identify individuals who are part of their professional network and 2) provide examples of how to effectively market themselves during their internship/job search and 3) create or update their LinkedIn profile. For the first (Identifying their network) the success criteria was set at 50% of students indicating they now knew how to identify individuals in their network. There was a 30% knowledge increase from the students who completed the post-survey. We anticipated a higher percentage so this academic year additional content was added to emphasize this more in the presentation and we are looking at creating more of a workshop where they begin creating their network list while they are there in the session. For the second (Providing examples of marketing themselves to prospective employers), the success criteria was set at a 50% increase in knowing how to market themselves. There was also just a 30% increase from the students who completed the post-survey so we are evaluating the content and like the previous example, will look at incorporating more of an activity to help solidify their knowledge. For the third (Creating/Updating LinkedIn profile), the success criteria was set at 50% of students sharing they did so and there was a dismal 4% increase which is significantly low. We made a significant change to this workshop by moving it to a computer lab so students can work, in real time, on their profile.

Also, in an effort to improve response rate of the post-survey, taken by those students who complete the certificate program, the office implemented paper copies of the survey, handed out at workshops the final month of the semester, in addition to the e-survey already sent out.

Center for Academic Success and Achievement

Students completed an assessment following either workshop attendance or an individual appointment with a CASA Coordinator to evaluate the following SLO: Students will understand and be able to apply the academic skills and strategies necessary for achieving educational goals. These skills and strategies include time management, test taking, critical reading and note taking. Except for time management, success criteria were met for workshops. The process for assessing student appointments was tested during the

spring 2019 semester and is being refined for fall 2019 so it will be more clear what students are learning from their appointments with CASA Coordinators. Data collected during 2019-20 will establish a baseline to establish further criteria for success during student appointments.

During 2018-2019, the Center for Academic Success and Achievement (CASA) relied heavily on Instant Survey to enter student survey data and encountered the following issues:

1. When using Instant Survey, surveys and data are not easily shared between users. Furthermore, not all staff have an Instant Survey account; it must be requested through Information Technology.
2. Instant Survey runs on an older version of Internet Explorer (IE), which is not commonly used and required functions of IE to be shut off to build and edit surveys.
3. Instant Survey is not user-friendly for the builder/data collector or the individual taking the survey. The layouts are awkward and contain limitations in what can be formatted. KU does not have the most up-to-date version of the software and the survey interface looks dated to end-users, which could affect response rates.
4. Instant Survey went down on November 13, 2019, and was not back online until November 22, 2019. During this time, CASA and Tutoring Services was unable to create new surveys, run reports, analyze data, or enter new survey information. For example, CASA had almost 1200 surveys entered and still have another 500 surveys to enter, which were delayed to the outage. The outage results in CASA and Tutoring Services using free versions of SurveyMonkey to collect the data in a timely manner. (Note that the free version of Survey Monkey is not a viable solution due to limits on number of responses allowed.)
5. The data downloads in Instant Survey use an old version of Microsoft Excel. When you download the reports, numbers come with an apostrophe in front, therefore the information has to be formatted to run as a number.

Disability Services Office

Students completed a short survey after meeting with a DSO staff member to discuss academic accommodations in order to evaluate the following SLO: Students will be able to identify and communicate the impact of their disability in the college environment. The success criteria established for this SLO was at least 80% of the students would be able to list at least one impact of their disability. After reviewing the completed surveys and removing any invalid responses, it was found that 86.9 percent of students were able to list at least one impact of their disability. Seventy-two (72) percent were able to list more than one impact. Thirteen (13) percent of the students did not answer the question. In response to these findings, the DSO will seek to maintain a 86.9% success rate and will review the survey and questions to ensure clarity and to reduce the number of no responses.

Graduate Admissions

To measure SLO 1, Students completed a survey after attending an Information Session to see if they could identify the key components of the graduate application and how to submit all necessary material.

In 2018-2019, the goal was to have 35% of information session attendees complete the survey with 70% of attendees who completed the survey able to list the materials needed for their application. There was a 28% response rate for the information session surveys. Among the 28%, 63% of attendees were able to list materials needed for application; the remaining 37% left the question blank. Graduate Admissions will continue to send the survey to attendees for all information sessions and open houses. Next year we hope to receive a 30% response rate. Graduate Admissions will also review the survey questions about the necessary material and hope for a 65% positive response.

Grants and Sponsored Projects (KU BEARS Grant Program)

Goal: At the completion of the KU BEARS grant, students will be able to demonstrate skills to engage in scholarly inquiry - 100% of students will perform at Emerging Proficiency by the end of the grant.

Faculty and students are provided the KU BEARS rubric when they are awarded the grant. All students who are participating in a KU BEARS grant are evaluated at the end of the grant by their faculty mentor using the KU BEARS rubric.

Faculty are encouraged to recruit freshman and sophomores. This is a population that may not have had much research experience, which is why the success criteria was set at Emerging Proficiency and will continue to be set at that level next year. All 28 students met or exceeded the success criteria.

SLO 1: Students will be able to identify appropriate methods for scholarly inquiry. 53.6% Proficient, 39.3% Approaching Proficiency, 7.1% Emerging Proficiency and 0% Novice.

SLO 2: Students will be able to appropriately use studio/lab/field methods and/or equipment for scholarly inquiry. 64.3% Proficient, 21.4% Approaching Proficiency, 7.1% Emerging Proficiency, 0% Novice, and 7.1% N/A. We learned that the N/A responses occurred because the faculty did not think the use of computers/software for research fit in this SLO. The SLO will be edited next year to make it clearer that the use of computers/software does fit within this SLO.

SLO 3: Students will be able to gather and evaluate evidence appropriate to the inquiry. 53.6% Proficient, 39.3% Approaching Proficiency, 7.1% Emerging Proficiency and 0% Novice.

SLO 4: Students will be able to appropriately analyze evidence and draw conclusions.

28.6% Proficient, 57.1% Approaching Proficiency, 14.3% Emerging Proficiency and 0% Novice.

SLO 5: Students will be able to clearly communicate knowledge from the inquiry.

39.3% Proficient, 53.6% Approaching Proficiency, 7.1% Emerging Proficiency, and 0% Novice.

Registrar

The student learning outcome assessed by the Registrar's Office was student understanding of graduation requirements through a junior audit. A test group of advisors and their advisees (students) with 75 to 90 earned credits completed surveys indicating the student's ability to read an audit, understand what the audit was showing them, and applying that to course selection to meet graduation requirements. The results showed that 78% of the responding students understood the graduation requirements and audit. The success criteria goal was 80% with 80% participation. The 78% understanding was based on a 50% response rate to the survey. The goal for fall 2019 is to double the number of students participating in the survey and to achieve 80% understanding by 80% of participants completing the survey. In spring 2020, we will double our test group.

Rohrbach Library

For this annual program assessment reporting period, the Rohrbach Library focused on our singular Student Learning Outcome (SLO), Information Literacy, which requires that students demonstrate the ability to retrieve, interpret, evaluate, and use information. This SLO aligns with Kutztown University's Institutional Outcome #5 and with Goal #1 of the Rohrbach Library Strategic Plan 2016-2019. Our measure was a 5- question multiple-choice quiz developed by the Rohrbach Library's Information Literacy Taskforce and designed to assess student understanding of basic information literacy concepts or skills. The quiz was administered to undergraduates at the end of 'one-shot' Information Literacy sessions held during the Spring 2019 semester. The success criteria was set at 60% of the students taking the quiz achieving a score of 60% or better. Reviewing the results of the quiz, the Information Literacy Taskforce concluded that the average score on the test was 82.14%; the median score was 80%; and the standard deviation was 20.96. Based on these numbers, the success criteria of 60% of the students taking the quiz scoring 60% overall was achieved. Looking at the responses to individual questions revealed that developing a research focus was the weakest skill among the 5 tested. In response to this information, the Information Literacy Taskforce concluded that future Information Literacy sessions should have an increased emphasis on developing this skill. In future Information Literacy sessions, developing a research focus will be address as one of the learning outcomes of each session.

Tutoring Services

In 2018-2019, Tutoring Services targeted the training of peer tutors. Specifically, examining the student learning outcome: peer tutors will be able to identify and explain how to access campus resources. To measure the student learning outcome, peer tutors completed a campus resource quiz at the end of Tutoring Services training in spring 2019. The success criteria established for the student learning outcome was achieving a score of 80% or higher on the Tutoring Services campus resource quiz.

In spring 2019, 45 Tutoring Services employees completed the campus resource quiz, resulting in an average score of 87% with a median of 88.24%. Based on the numbers, Tutoring Services achieved the success criteria of scoring an 80% or higher on the Tutoring Services campus resource quiz. A further examination of the individual responses revealed that peer tutors struggled most with identifying computer lab locations on campus as well as the location of the Writing Center. To address the struggle, Tutoring Services modified the training materials to improve the transparency for the information to increase quiz results for 2019-2020.

Conference Presentation

Five members of the Academic Affairs Administrative Assessment Team had a proposal accepted by the Drexel Assessment Conference. The proposal was titled, “Outcomes outside the classroom: A collaborative approach to developing SLO assessment in student support services” and the following team members presented at the conference in September 2019:

- Andrea Kirshman, D.Ed., Associate Provost for Retention & Student Success
- Marlene Fares, M.Ed., Academic Advisor for Exploratory Studies
- R. Chad Brown, M.A., Assistant Director for Retention and Student Success
- Lori Lentz, M.Ed., Assistant Registrar - Transfer & Graduate Students
- Rachel Fager, M.L.I.S., Technical Services Technician

The presentation was well-received and the team members are to be commended for being accepted at this well-regarded assessment conference.

Recommendations

1. Revisit which units should be required to have and assess Student Learning Outcomes
2. Work on plan for assessment of unit goals (work as a subset of the Administrative Unit Assessment Council)
3. Enter assessment plans into Improve
4. Investigate use of Survey Monkey to collect survey data

Committee Members

R. Chad Brown, Tutoring Services
 Rachel Fager, Rohrbach Library
 Marlene Fares, Academic Enrichment
 Kerri Gardi, Career Development Center
 Jamie Kardos, Graduate Admissions
 Andrea Kirshman, Center for Academic Success and Achievement
 Linda Lantaff, Disability Services Office
 Lori Lentz, Registrar’s Office

Ruth Perkins, Rohrbach Library
Martha Stevenson, Rohrbach Library
Troy Vingom, Information Technology
Jeff Werner, Grants and Sponsored Projects
Gil Clary, Provost's Office (10/18-5/19)
Krista Prock, Office of Assessment
Karen Rauch, Associate Provost for Accreditation and Assessment

