

Institutional Assessment Report: 2018-2019

Kutztown University of Pennsylvania

The Kutztown University 2018-2019 Institutional Assessment Report confirms continued efforts to enhance and improve data collection and assessment activities, experiences, and measurements. These efforts have resulted in documented evidence of alignment with learning goals, sharing of results, and continuous improvements at all levels of the University.

Data and recommendations from four annual assessment documents are included in this analysis: Academic Assessment Report, Administrative Units and Programs Annual Assessment Report, General Education Assessment Committee Report, and Strategic Planning Assessment Report.

In particular, the University now has Institutional Learning Outcomes, an Institutional Effectiveness webpage, an institutional assessment repository, academic and administrative programs sharing examples of effective assessment practices, departments facilitating ongoing assessment of student learning outcomes, and the organized tracking of assessment data. This report identifies transparency within and across divisions to improve the assessment of student learning, resource management, institutional quality, and overall assessment processes.

Institutional Learning Outcomes

In June 2019 the Implementation Team for Institutional Effectiveness proposed five broad categories of Institutional Learning Outcomes. These are the learning goals that all Kutztown University students will achieve through general education, the curricula, and/or the co-curricula:

1. Communicate Effectively
2. Think Critically and Creatively
3. Value Diversity
4. Acquire Knowledge
5. Practice Social and Professional Integrity

On June 17, 2019, the proposed Institutional Learning Outcomes were unanimously approved by the President and Cabinet. The Institutional Learning Outcomes were presented for information and discussion to 14 campus governance bodies during the Fall 2019 semester. See <https://www.kutztown.edu/about-ku/administration/mission-vision-purpose-and-institutional-learning-outcomes.html> and <https://www.kutztown.edu/about-ku/administration/institutional-effectiveness/institutional-learning-outcomes.html> for definitions and alignment of the General Education Learning Outcomes to the Institutional Learning Outcomes and the University mission.

The campus community has strongly embraced these new learning outcomes as evidenced by in depth and continuing conversations both at the undergraduate and graduate program levels. Graduate departments are mapping program outcomes to these new Institutional Learning

Outcomes. Similarly, non-academic programs are mapping unit goals to these institutional outcomes.

Institutional Effectiveness Webpage

Following the recent website redesign, a webpage devoted to institutional effectiveness offers users an overview and links to valuable information on Kutztown University's commitment to purposeful, continuous, and quality periodic assessment (see <https://www.kutztown.edu/about-ku/administration/institutional-effectiveness.html>). Links are provided to the Middle States Commission on Higher Education; Kutztown University's Strategic Plan; the Mission, Vision, Purpose, and Institutional Learning Outcomes; the Implementation Team for Institutional Effectiveness; the Academic Assessment Council; the Administrative Unit Assessment Council; the General Education Assessment Council; and, previous assessment reports.

Academic Assessment Report 2018-2019

The Academic Assessment Council was formed by the Provost and Vice President for Academic Affairs in May 2018 to increase commitment and support of assessment efforts in Academic Affairs. The Council is charged with facilitating and supporting academic assessment of student learning outcomes in the context of the curriculum, including undergraduate and graduate degree programs, and general education. In this role, the Council:

- develops and implements procedures for annual program student learning outcome assessments and supports the use of these annual assessments in five-year program reviews.
- reviews program student learning outcome assessment plans and provides feedback on their efficacy and appropriateness.
- ensures that student learning outcomes developed by programs are in alignment with the University mission and are used for continuous improvement.
- prepares an annual report for the Provost and Vice President for Academic Affairs on the state of program student learning outcome assessments and shares the findings with the campus community.
- facilitates conversations with stakeholders about assessment results.

The Council collected annual Program Assessment Reports that were submitted to the dean of each College. Each dean summarizes the Program Assessment Reports into a College report. The Council has developed a cycle of academic assessment that all academic programs follow. This cycle documents the academic program assessment activities and improvements that are happening in all Kutztown University academic programs. (See Appendix I: 2018-2019 Academic Assessment Report.)

This is the second annual academic assessment report for Kutztown University, which includes data about assessment activities of academic major programs during the 2018-2019 academic year.

The Academic Assessment Council provided the following recommendations to guide its efforts in academic year 2019-2020:

1. Increase the focus on using data to make decisions with the goal of improving student learning.
2. Establish a three-year assessment cycle that requires academic programs to assess student learning outcomes during the three-year period and connect annual assessment to program reviews.
3. Establish a deadline (i.e., September 15) for the submission of the annual assessment reports so that programs have the opportunity to reflect and discuss data and assessment results.
4. Continue to offer professional development opportunities for faculty and staff.
5. Create an assessment how-to-guide for faculty and staff that includes a glossary of assessment terms.
6. Review and consider venues to disseminate and discuss the data and evidence provided by the National Survey of Student Engagement.

Administrative Units and Programs Annual Assessment Report 2018-2019

Many administrative units at Kutztown University have been undergoing formal and informal self-study and external review for several years. The 2018-2019 Administrative Units and Programs Annual Assessment Report (see Appendix II) represents the second annual collection of non-academic reports from across the University. This is a structured and organized effort to ensure that non-academic offices and departments are identifying student learning outcomes and/or operational goals that align with unit mission and goals and that assessment plans are developed, outcomes are measured, and feedback loops are created.

During 2018-2019, the Implementation Team for Institutional Effectiveness continued to monitor program reviews, processes, and procedures for the University's administrative units and programs. As the Team's responsibilities for institutional effectiveness expanded, it became clear that an additional committee, focusing on non-academic assessment, was needed.

In June 2019, the Administrative Unit Assessment Council began to meet. The 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.

During 2018-2019, ten departments/units completed self-studies and external reviews. 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 the 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.

The Administrative Unit Assessment Council noted the following self-recommendations:

1. consider the adoption of a single rubric/matrix for recording annual outcomes assessments and changes.
2. establish an annual time line for submission of student learning outcomes and/or unit operational goals.
3. enter self-studies, external reviews, program data, and assessment plans into Nuventive Improve.

4. continue to assess how results led to interventions and demonstrated improvements and changes.

The Administrative Unit Assessment Council reminded division vice presidents to

1. identify and include student learning outcomes and/or operational outcomes, where appropriate.
2. provide thorough and meaningful feedback to unit supervisors.
3. assess how results led to interventions and demonstrated improvements and change.
4. use self-study and external review guidelines provided by the Implementation Team to effectively and efficiently navigate the self-study and external review processes.
5. collaboratively review unit mission statements.

General Education Assessment Committee Report Spring 2019

General Education assessment is conducted by the General Education Assessment Committee (GEAC). GEAC was established in April 2010 to (a.) identify the means of assessing direct and indirect evidence of student learning outcomes for the General Education Program at Kutztown University; (b.) use data to make recommendations to the General Education Committee, the University Curriculum Committee, and to the Division of Academic Affairs on ways to improve the structure and content of the General Education Program at the University; and, (c.) identify the appropriate methods to collect assessment data to determine students' achievement of the General Education Program's Student Learning Outcomes.

This is the second assessment report of the 2018 General Education Program. (See Appendix III: General Education Assessment Committee [GEAC] Spring 2019 Report on General Education Assessment – SLO 2.) During Spring 2019, GEAC collected student work products pertaining to Student Learning Outcome 2: Apply scientific and quantitative reasoning to solve problems and increase knowledge. Student Learning Outcome 2A: Scientific Reasoning is defined as “Students attempt to describe and understand the physical and natural world by observing phenomena, organizing these observations, constructing a model to explain the observed event(s), and using this model to predict new phenomena to evaluate the quality of the model.” Student Learning Outcome 2B: Quantitative Reasoning is defined as “Students use logical and mathematical representations to solve quantitative problems in a variety of contexts and everyday life situations. Students use the skills necessary to understand and create sophisticated arguments supported by quantitative evidence and to communicate clearly those arguments in a variety of formats including words, tables, graphs, mathematical equations, and other representations of quantitative data.”

For Student Learning Outcome 2A Scientific Reasoning, 65% of the students sampled met the benchmark. For Student Learning Outcome 2B, 76% of the students sampled met the benchmark. Data analysis of Student Learning Outcome 2A revealed that students with a higher

incoming high school GPA had higher rated student work products than their peers with a lower incoming high school GPA.

As a result of these findings, GEAC made several recommendations:

1. Require a sample assessment as part of materials submitted when determining whether a course be included in the General Education Program.
2. Request departments periodically submit sample assessments to ensure their continued alignment to the Student Learning Outcome.
3. Future student samples should be consistently distributed among the different colleges.
4. Volunteer faculty raters need to be adequately trained on the differences between grading, evaluation, and assessment.
5. GEAC, the General Education Committee, volunteer faculty raters, and faculty who submitted student work products should be encouraged to participate in discussions that help the understanding of results and the implementation of improvements.
6. Continue the refinement of the types of assessments that fully capture the essence of each Student Learning Outcome and collect these assessments as samples.
7. Create and moderate a digital repository of sample assessments.

Strategic Planning Assessment Report 2018-2019

The 2016-2019 Strategic Plan has been extended an additional year with monitoring continuing to focus on the objectives and actions within the four Strategic Goals, Goal 1: Academic Excellence; Goal 2: Community Engagement; Goal 3: Caring Campus Community; and, Goal 4: Stewardship of the University's Infrastructure. (See Appendix IV: 2018-2019 Strategic Planning Assessment Report.)

During 2018-2019, there is evidence of an increasing commitment to the expansion of assessment efforts and the use of assessment results to inform planning, budgeting, resource allocation, and decision making. Progress made/Actions taken toward each objective during 2018-2019 fiscal year are outlined in Appendix IV.

At the end of the 2018-2019 fiscal year, Kutztown University completed four objectives and nine continue forward into 2019-2020, the final year of the Strategic Plan. Moving forward,

1. The next iteration of the Strategic Plan should include more measurable objectives and actions, more data in the evaluation of these objectives and actions, and identified individuals/programs responsible for updating results.

2. Programs included in the Strategic Plan need to integrate clearly articulated and documented assessment measures.
3. The objectives and actions outlined in the Strategic Plan need to be more frequently and systematically assessed.
4. There needs to be clear and evident tracking of data.

Recommendations Related to Institutional Assessment

Kutztown University is an institution with established and broad-based assessment activities across academic programs and support services. This means we can now become more refined in our recommendations for 2019-2020:

1. Ensure that all unit mission statements are in alignment with the University mission statement.
2. Request that all annual reports end with a list of recommendations and resources needed.
3. Continue to more closely link assessment data with ongoing planning and resource allocation.
4. Identify opportunities for collaboration across units and divisions.
5. Include assessment topics at more staff and faculty meetings.
6. Continue follow-up on prior assessment efforts to demonstrate “closing the loop.”
7. Continue to provide more assessment support and professional training opportunities.
8. Where possible, consolidate assessment efforts for units that have subunits.

APPENDIX I: 2018-2019 ACADEMIC ASSESSMENT REPORT

Executive Summary

The Academic Assessment Council, formed in May 2018, has continued to meet twice per month under the leadership of the Interim Director of Assessment. This is the second yearly report submitted by the committee, whose membership includes faculty and administrators. The committee's charge is to develop and implement assessment processes and reporting timelines for academic programs in all four colleges that comprise the university, as well as to provide feedback and guidance on the use of assessment data to enhance the student experience and ensure and improve student learning.

These processes and timelines had a positive effect on the University's academic assessment activity. In one year, all programs collected assessment data on at least one student learning outcome, and almost all programs collected assessment data on all of their program student learning outcomes. We use our assessment software, Nuventive, to store information and generate useful reports. Most importantly, academic programs are using assessment data to make changes with the goal of positively impacting student learning, examples of which appear in this report. The Academic Assessment Council and department assessment committees and groups are improving the assessment process by refining rubrics, rethinking measures, and revisiting curriculum maps. Throughout the year, increased transparency and communication have helped to share ideas and foster a culture of assessment. The report concludes with a set of recommendations that are intended to make assessment more sustainable, effective, and student-centered, and thus serve as a guidepost for the upcoming academic year.

General Education assessment is conducted by the General Education Assessment Committee (GEAC.) GEAC submits reports to the Provost and Vice President for Academic Affairs, and the Spring 2019 report was submitted in October 2019.

Progress since last report

Successes and challenges

After being placed on warning by Middle States in June 2018, Kutztown University embarked on a plan to create a culture of assessment using evidence to improve the educational environment for our students. In June 2019, Middle States issued the following action: "To reaffirm accreditation because the institution is now in compliance with Standard V (Educational Effectiveness Assessment)." The following assessment achievements were begun starting in June 2018 and the University continues to work to maintain a culture of assessment.

- The number of individuals and groups of individuals involved in assessments has increased substantially.
- We established a campus-wide effort to educate ourselves about best practices in assessment.

- We identified expectations about appropriate assessments, especially that assessments are used for continuous improvement, and we are holding ourselves accountable.
- We developed a systematic, organized process for conducting assessments, and have applied this system twice, to the 2017-2018 and 2018-2019 academic years.
- All programs have Student Learning Outcomes, as well as methods and measures for assessing those outcomes, and have collected program assessment data in 2018-2019.
- All academic programs align learning outcomes with the designated Institutional Student Learning Outcomes (which are the General Education Outcomes.)
- New Institutional Student Learning Outcomes have been drafted and are being discussed by campus constituencies. These new outcomes are designed with the University's graduate programs in mind, in addition to the undergraduate programs.
- We increased transparency in our assessment work and encouraged collaboration within and across divisions and departments.
- We see a campus commitment to engaging in assessment and improving the education we provide our students.

As these accomplishments demonstrate, Kutztown University has made great strides in the assessment of program student learning outcomes. We would like continue this progress by making changes that allow for a practical, sustainable assessment process. The cycle and deadlines for assessment will be adapted, to allow programs to assess their student learning outcomes over a period of three years. Annual assessment reports will be due in the fall semester, to allow programs more time to discuss and analyze results and to determine how to use those results to make improvements to increase student learning. Professional development will continue, through two annual assessment days, occasional workshops, and a redesigned website. The goal and focus will always be to gather useful data and to use that data to improve student progress toward learning outcomes.

Professional Development

Throughout AY 18-19, the Office of Assessment and the Academic Assessment Council organized 11 short (one-two hours in length) workshops to assist faculty and staff in understanding and implementing sound assessment practices. All sessions were recorded and posted on the Office of Assessment website, along with any materials that were distributed during the workshop.

Furthermore, we re-instituted Autumn and January Assessment Days. In September 2018, assessment consultant and author, Linda Suskie, spent a day at Kutztown University meeting with various campus constituents. After her visit, the Office of Assessment supplied every department and dean's office with two books, both of which were authored by Suskie. In January, sessions were led by two KU deans, the chair of the General Education Assessment Committee, and the Vice President for Administration and Finance. Workshops targeted academic, as well as administrative units. Attendance was significant at both Assessment Day events.

The Office of Assessment and the Office of Grants and Sponsored Projects continued to dedicate resources to further assessment practices and to foster a culture of evidence-based decision-

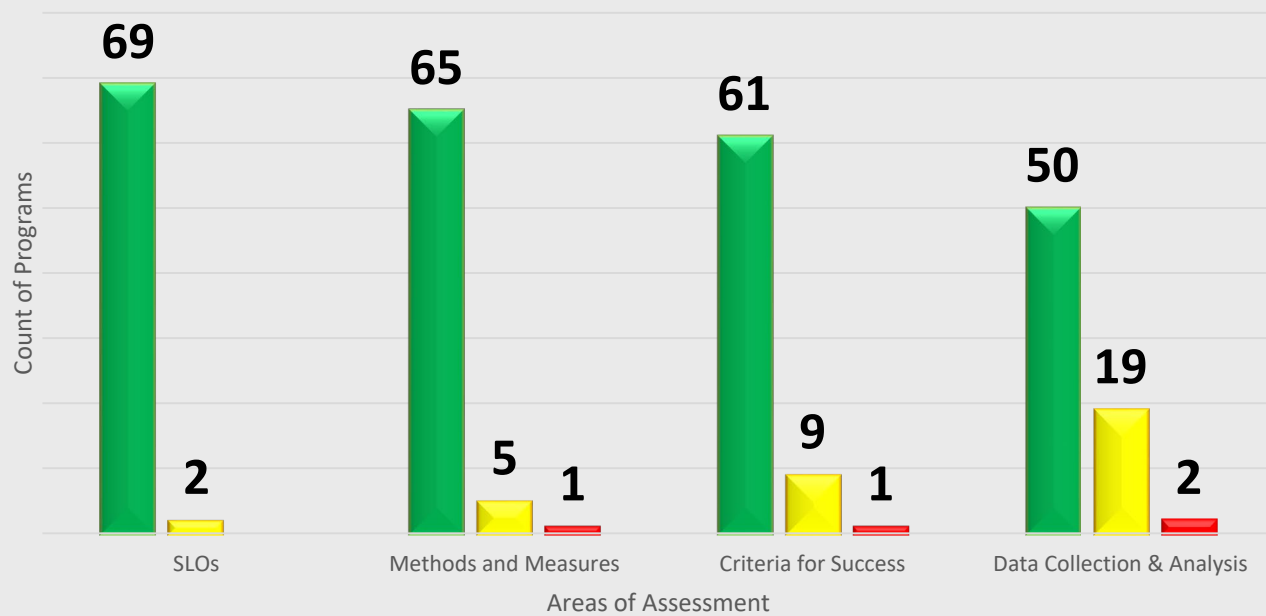
making at the university by means of the Assessment Grants program. Four of these grants, which have a maximum amount of \$5,000 each, were awarded during the academic year. Upon completion of the work detailed in the grant, the investigators are required to submit a summary report to the Interim Director of Assessment.

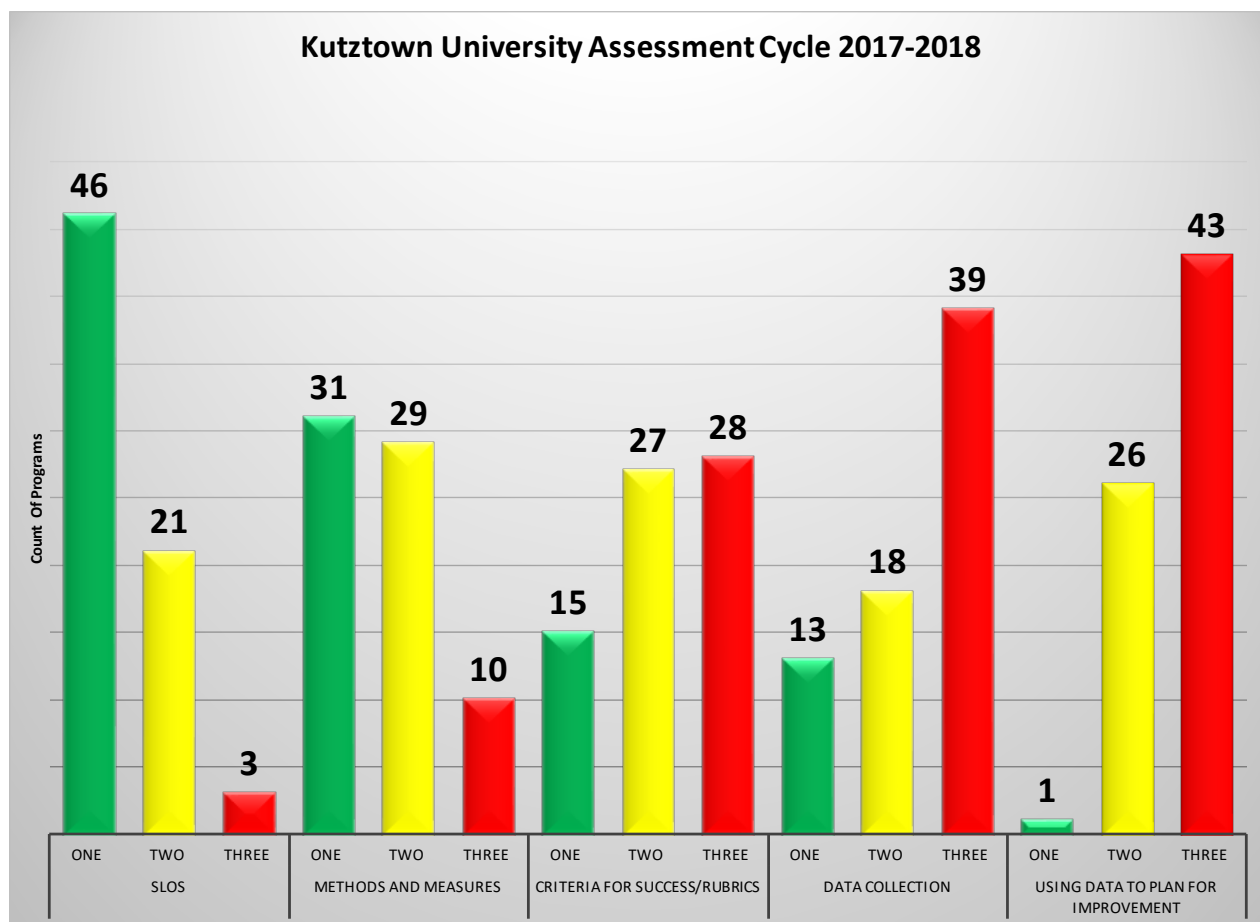
Finally, through a program organized by the Center for the Enhancement of Teaching (CET), ten faculty fellows participated in a Summer Institute whose purpose was to develop and implement an innovative approach to the teaching of a course, or a core course component, and to design an assessment plan to gauge the impact of the new approach.

Charting our Progress

The following charts show the significant progress made in the assessment of Student Learning Outcomes by KU's academic programs. In the 2018-2019 chart, the data was gathered by using [this rubric](#) to evaluate the annual assessment reports submitted by academic programs in June 2019. The work was rated by multiple members of the Academic Assessment Council. A different set of criteria (somewhat simpler) was used to gather the data for the 2017-2018 chart. In both charts, a rating of "red" meant that the program simply did not have that component. One program was red in three categories in 2018-2019, General Studies, a unique program in which students design their own major. The other program that was in the red in 2018-2019, Student Affairs, is going through significant program and personnel changes, and will be prepared to complete all parts of the assessment cycle in the next year. The yellow category was chosen if a particular dimension on the Academic Assessment Council rubric was missing some essential elements. Green was awarded to items meeting all criteria for that part of the assessment process.

Kutztown University Assessment Cycle 2018-2019





Nuventive Improve

Nuventive's Improve software is used as a repository for assessment information and to generate reports. During AY 18-19 we initiated a process to configure the software in a way that reflects the assessment template and process developed by the Academic Assessment Council for program Student Learning Outcome assessment. The graduate assistants for assessment populated each program's student learning outcomes, curriculum map, methods and measures, and results in the software. All programs present a consistent profile in Nuventive/Improve while respecting the unique features of those programs' assessment plans. After this information has been entered, we can generate assessment reports for a variety of uses, including in five-year program reviews. In AY 19-20, we intend to share that progress with each chair and train interested faculty in the use of the software.

Changes and Action Plans based on Assessment Results

In the interest of pursuing Kutztown University's vision to serve as a "regional center of excellence," the faculty have coordinated the collection of evidence on student achievement in their respective programs and collaborated to make decisions based on that evidence. When students are not meeting benchmarks, plans are put in place to enhance student learning; when benchmarks are met, decisions are made to work toward continuous improvement. In what follows, we highlight examples of those data-based decisions and plans to provide an outstanding educational experience for our students. The complete range of assessment data and responses to that data for each academic program is available in our software system, Nuventive Improve.

College of Business: all programs (7 undergraduate and 1 graduate) submitted annual reports.

The BSBA Department assesses the business core, a set of thirteen courses taken by all undergraduate business majors. As a result of this year's assessment process, the faculty noted a marked improvement in student performance on SLO 1b, "Written Communication." This higher level of achievement seems to suggest that changes made last year have had the desired effect in enhancing the students' writing skills. These changes included: requiring the students to submit a draft, adding spelling and grammar to the evaluation rubric, spending class time on stylistic devices to increase ease of reading and the logical presentation of ideas.

In the Accounting track of the BSBA major, the benchmark was not met for either SLO 3, "Apply research skills and technological tools to solve accounting problems," or SLO 4, "Recognize ethical issues and understand the impact of professionalism in making critical accounting and business judgements." In assessing the student work product submitted for SLO 3, faculty indicated that written communication should be improved and to that end, recommend an additional project that stresses the importance of the accompanying memoranda required as part of the project. Furthermore, increased emphasis will be placed on correctly citing the tax authority when introducing the tax research network.

Faculty in the Marketing track noted that students were not able to fulfill the expectations stated in SLO 1 "Understand basic marketing principles and be able to apply them in a global context." Accordingly, more time will be devoted to international markets and concepts, particularly in Marketing 210, "Principles of Marketing." With respect to SLO 3, "Analyze environmental forces and develop plans to utilize marketing principles in order to solve problems," faculty indicated that expectations were not met. Thus, although environmental forces are introduced in MKT 210, all upper-level classes in the track will review the concept and a short activity on environmental factors will be incorporated into MKT 320, "Marketing Management."

College of Education: all programs (8 undergraduate, 8 master's level, and one doctoral level) submitted annual reports

In the MEd in Instructional Technology program, faculty used the Core Digital Portfolio produced in LLT 585, "Digital Portfolios," to assess the following: SLO 1 ("Candidates inspire and participate in the development and implementation of a shared vision for the comprehensive

integration of technology to promote excellence and support transformational change throughout the instructional environment.”), SLO 3 (“Candidates create and support effective digital age learning environments to maximize the learning of all students and promote digital citizenship.”) and SLO 5 (“Candidates assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.”) As a result of this evaluation in Fall 2018, the faculty determined that students were not meeting expectations in one area: “assisting teachers in using technology effectively.” Throughout the Spring 2019 semester, the faculty increased their emphasis on assisting teachers and provided specific strategies for doing so. The result was that performance on this SLO was improved, and at least five online courses designed by the MEd in IT candidates were adopted into school districts’ curricula.

The BSED Grades 4-8 program in the Department of Elementary Education assessed SLO 1 (“Learner Development – The teacher candidate will be able to understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.”) and SLO 2 (“Learning Differences – The teacher candidate will be able to use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.”) in AY 18-19. Although data collected indicated that students are meeting the benchmark, the COE alumni survey points to a significant need in the area of working with students who are English Language Learners (ELL). In January 2019, the college held an assessment retreat with over 80% of the college faculty in attendance. As a result of several consensus-building activities, the faculty decided to focus on ELL. In addition to hiring a new tenure-track faculty member who specializes in ELL, the college faculty also articulated the following action plan to address the issue: 1) Require special education students starting in 2020 to take EDU 150, “Meeting the Needs of English Language Learners,” 2) Implement an advisory board and an ELL focused conference May 2nd, 2020, 3) Identify a required diverse field experience in Elementary Education programs, 4) Complete a curriculum mapping specific to ELL competencies in each program, 5) three faculty (one in the Special Education Department, two in the Elementary Education Department) are voluntarily working on or have completed their ESL Program Specialist certification.

College of Liberal Arts and Sciences: all programs except General Studies submitted annual reports

In its first year as a newly approved major, the Public Relations program assessed SLO 1 “Students will be able to construct communications for diverse audiences via a wide range of platforms.” One of the measures to assess this SLO was the writing of a news release, a signature assignment in WRI 216, “Writing for Public Relations.” Although students met the benchmark, the program faculty will standardize expectations for news release formatting and issue a style guide to all students.

The MA in English faculty noted that students did not meet the benchmark for SLO 2, “Students will be able to analyze a theoretical or rhetorical issue in a text.” Despite the low n, which means that the difference between meeting the benchmark and not is only one student, the faculty would

nevertheless expect to see better results for this SLO. Thus, they plan to include more workshopping of drafts so that all students can gain a better sense of expectations for the graduate-level application of theory and rhetoric. Moreover, the faculty will devote time to one-on-one conferences with students in order to address any issues with the formal conventions of English syntax and mechanics (response to assessment of SLO 2, “Students will be able to demonstrate a mastery of stylistics and formal conventions”).

The Physics program will introduce numerous small changes to courses in the upcoming year as a result of their analysis of student work during AY 18-19. With regard to SLO 2, “Students will be able to demonstrate experimental and computational skills required of a physicist in higher education or industry,” for instance, expectations were not met in PHY 340, “Computational Physics.” Accordingly, the action plan for the upcoming year is to improve students’ ability to handle more complex programming challenges when implementing numerical techniques, by spending more time at the beginning of the course introducing and reviewing fundamental programming concepts, structures, and techniques, like FOR loops, WHILE loops, IF/THEN statements, and the different types of data structures (integers, floating numbers, arrays).

Computer Science faculty engage in robust program assessment. This year, for example, assessment results of SLO 4, “Students will demonstrate an ability to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles,” suggested that students were not meeting expectations. The faculty, therefore, are developing a new course that will seek to address professional responsibilities and problem-solving/decision-making based on sound legal and ethical principles germane to the discipline.

Evidence collected as part of the assessment process in the Psychology program led the faculty to make several suggestions for improvements, many of which will be discussed in the beginning weeks of the fall 2019 semester. Assessment of SLO 1, “Knowledge base in Psychology,” and SLO 2, “Scientific inquiry and critical thinking,” in particular, were two areas in which students did not meet the benchmark. Items for discussion in this regard are how to ensure knowledge of key Psychological concepts and whether the active solving of problem(s) that allow for selection of appropriate inferential statistics statement of hypotheses, data analysis, and inclusion of conclusion statement would allow for a more appropriate index of comprehension.

Based on their assessment of SLO 2, “Students will be able to analyze and disseminate data and information,” the faculty in the Master in Public Administration program plan to introduce data analysis earlier in the curriculum, for instance, more data activities will be incorporated into POL 509, “Approaches and Methods in Political Science.” Additionally, data modules and lecture videos from POL 509 will be made available for the POL 538 “Program and Policy Evaluation” students to review. In their analysis of the results of the assessment of SLO 5, “Students will be able to demonstrate the ability to communicate professionally,” the MPA faculty acknowledge the positive impact that a real-world project in the capstone course has had in bolstering performance and student success, while also revealing some areas for improvement, such as data analysis and written communication skills. The program faculty will discuss changes to three courses (POL 509, “Approaches and Methods in Political Science,” POL 515, “Principles and Problems of Public Administration,” and POL 538, “Program and Policy Evaluation”) to introduce complex skills earlier.

College of Visual and Performing Arts: all programs (11 undergraduate and 4 graduate) submitted annual reports

Four of the college's programs are fairly new. The BS in Social Media Theory and Strategy, the MA in Arts Administration, and the MEd in Music Education are two years old; the BFA in Applied Digital Arts has been in existence for three years. Thus, while discussion has begun in response to results of assessment, more time and data on student learning are needed before significant changes are made.

In some drawing courses in the BFA Studio Art Program, there will be a focus on creating signature assignments to ensure that objectives are clearly delineated across sections. Related to SLO 2, "Develop knowledge of art history," two new courses required for BFA students should boost student progress in this area. There are also expanded offerings in art history (due to new faculty) which will also address issues in the field.

In order to address the results for SLO 4, "Create research projects guided by communication theory" in the BA Communication Studies program, the department discussed revisions to their core. They agree that more specific preparation should be taking place in COM 10, "Fundamentals of Oral Communication" and COM 140, "Introduction to Communication Studies," and that they need to increase the amount of research writing and style mastery in COM 240 "Survey of Communication Theory." They would like students to enter COM 380, "Senior Capstone Experience" ready to collect data so that more time can be spent on data analysis and interpretation. In regard to SLO 5, "Analyze communication norms through diverse points of view," the department is discussing ways to apply theory to real world scenarios, rather than in the context of an assignment, to help better prepare students to achieve in this area.

The curriculum of CDE 10 "Digital Foundations," was discussed by the BFA Communication Design faculty and they issued a departmental directive stating that content and assignments must be the same in all sections of the course, so that students receive the same content and develop the same skillset. Faculty teaching this course met in May 2019 to plan for fall 2019. In CDE 374, "Portfolio Seminar," and CDE 398 "Communication Design Professional Practices," more attention will be given to professional presentation skills, specifically to allow students to practice these skills in preparation for meetings and mock interviews with industry professionals.

Assessing the Assessment Process

Any sustained and sustainable system of assessment whose aims is to ensure student learning demands a critical eye on the process itself. Indeed, during AY 18-19 many of the academic programs not only made changes to curriculum and/or teaching practices as noted above, but also refined their assessment process. Several examples, once again organized by college, are cited below.

College of Business:

In the BSBA core program, many of the recommended changes revolve around improvements to the assessment process itself, including increasing inter-rater agreement and revising the rubric to assess interpersonal skills, particularly teamwork.

Sport Management plans to standardize rubrics, communicate expectations for internship experiences more clearly to on-site supervisors, and revise their senior exit survey.

The MBA program reports the need to refine its assessment process, including the assessment of leadership and teamwork skills. The Dean encourages the faculty to develop an action plan.

College of Education:

The non-certification undergraduate program in Educational Studies noted the need to refine their assessment processes particularly with regard to SLO 3, “All students will assist in the administration of the organization.”). Given that the internship rubric allowed for significant variation in interpretation, the faculty will revise the rubric before any data is collected in fall 2019.

College of Liberal Arts and Sciences:

The Modern Language Studies faculty (majors in German and Spanish) will revise the rubric for SLO 3, “Intercultural competence” to include a minimum of 4 levels.

The Biology faculty will reconsider the success criterion for SLO 1, “Students will demonstrate advanced competence in their area of specialization, either organismal biology/ecology, cell biology/microbiology, or pre-professional health services.” A history of student scores on the ETS Major Field Test will be reviewed and the faculty will vote on lowering the criterion from the 70th percentile or above to the 50th percentile or above (with 60th percentile or above the benchmark for the Pre-Med students.)

Information Technology reported numerous revisions to the program’s assessment process: CSIT faculty will review and consider revising some PIs (SLO 1 “Able to explain appropriate solutions to various security threats to a network environment” and SLO 3 “Apply design principles pertaining to advanced topics in computer science and/or information technology” noted); the course coordinator will meet with instructors of CSC 354 Software Engineering to better define material to be collected for assessment; the target threshold will be increased for SLO 2, “Demonstrate an understanding of design principles pertaining to advanced topics in computer science And/or information technology”; some rubrics will be updated; formative assessment will occur in CSC 328 “Network Programming” in the future.

Faculty in the Criminal Justice program are focusing their efforts on improving their assessment process. This past year, they used one measure (final paper in Senior Seminar) to assess all five of the program SLOs. This attempt was unsuccessful. Therefore, the rubrics will be refined (three levels do not sufficiently distinguish student achievement) and the entire assessment plan will be reconsidered.

The Sociology program has been collecting data and making improvements to their program and assessment process for several cycles. In the Spring 2019 program report, faculty noted that since all benchmarks were met, the criteria for success for all SLOs will be raised beginning with the Fall 2019 semester.

College of Visual and Performing Arts

The four undergraduate music programs (Music, Music Performance, Commercial Music, Music Education) identified the need to focus on the assessment process in the upcoming year. No other immediate changes (to curriculum or otherwise) were noted.

In the BFA Studio Art program, in the assessment of SLO 3, “Demonstrate technical proficiency in the production of art,” the department feels that larger sample sizes will provide more useful data, as will cross-sampling from other survey courses that address this SLO. Drawing faculty will meet to discuss norms and standards related to SLO 1, “Demonstrate competency with the elements and principles of visual art.” Changes to assessment instruments and revisions to rubrics and success criteria will be made in several areas.

The Faculty who teach in the BA Communication Studies program will discuss SLO 5, “Analyze communication norms through diverse points of view,” to determine how it fits with the core classes of the major. When the core was designed, this SLO was not addressed in any of the courses. They have discussed adjusting their core syllabi in the core courses to address this SLO, or revising the core by adding a course that addresses this SLO, or discussing whether or not this SLO is a priority for the program. The SLO is addressed in many courses, but they are all electives.

In several courses in the BS Cinema, Television, and Production program, assignments will be better aligned to SLOs. Whereas in some cases the assignments will require more detail, so that students have the opportunity to demonstrate achievement at a higher level, in other cases the assignments will have a more industry-focused topic, or will ask for preproduction materials in addition to the final product. The faculty believe that some students could have achieved better scores but the assignments did not allow for achievement at higher levels, so these adjustments will be made. The Internship Site Supervisor Form will also be updated so that it aligns more closely with the associated SLO.

Evaluation of Assessment of Academic (Major) Programs

Upon reflection on the past academic year, there is little doubt that we have made significant progress in the assessment of academic programs and the processes to do so. Moreover, our regional accrediting body, Middle States Commission on Higher Education, has recognized that progress and reaffirmed our accreditation. While we acknowledge those achievements, we also remain keenly aware of the need to further our work by continuing to cultivate a learning community that centers on providing the best possible education for our students, and thus fulfill

our mission. To that end, we present by way of conclusion the following recommendations that will provide us with a map to guide our efforts in AY 19-20 and beyond.

Recommendations

1. Increase focus on using data to make decisions with the goal of improving student learning.
2. Establish a three-year assessment cycle that requires academic programs to assess all of their student learning outcomes during that three-year period. Connect annual assessment reports to program review.
3. Create a later deadline for the submission of the annual assessment reports so that programs have the opportunity to reflect and discuss data and assessment results. In the past, the deadline has been in May; henceforth, the deadline will be September 15 in any given year.
4. Continue offering professional development opportunities for faculty and staff, including the Autumn and January Assessment Days.
5. Create an assessment how-to guide for faculty and staff that includes a glossary of assessment terms in frequent use at our institution.
6. Consider venues to disseminate and discuss the data and evidence provided by the National Survey of Student Engagement.

APPENDIX II: ADMINISTRATIVE UNITS AND PROGRAMS ANNUAL ASSESSMENT REPORT 2018-2019

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:

Johnnee 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 were 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 were 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 were 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 addressed 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

Attachment II: Non-Academic Program Review Schedule

[illegible]

APPENDIX III: GENERAL EDUCATION ASSESSMENT COMMITTEE [GEAC] SPRING 2019 REPORT ON GENERAL EDUCATION ASSESSMENT – SLO 2

Submitted to the Office of the Provost and the General Education Committee Spring 2019

General Education Assessment Committee (GEAC)

Committee Members

Georgeos Sirrakos Jr., Committee Chairperson, College of
Education Krista Prock, Committee Vice Chairperson, Non-
Teaching Faculty

College of Business
College of Education
College of Liberal Arts & Sciences
College of Visual & Performing Arts
At-large Teaching Faculty
At-large Teaching Faculty
At-Large Teaching Faculty
At-Large Non-Teaching Faculty
Academic Dean
Office of Assessment
Student Government Board
General Education Committee
Administrative / Clerical Support

Yongjae Kim
Georgeos Sirrakos Jr.
Sudarshan Fernando
Angela Cirucci
Robert (Moe) Folk
Yun (Amy) Lu
Robert Ryan
Krista Prock
David Beougher
Gil Clary
Patrick Moyer
John Stanley
Kathleen Malloy

Table of Contents

Executive Summary	4
Glossary.....	5
A 'How To' Guide	6
Introduction	7
Methodology	9
Data Analyses & Findings.....	12
Conclusions & Recommendations.....	15
Appendices	18

EXECUTIVE SUMMARY – FALL 2018 ASSESSMENT REPORT (SLO #7)

- The General Education Assessment Committee (GEAC) is charged with directly assessing student learning outcomes (SLOs) for the University's General Education Program. During Fall 2018, the GEAC collected student work products pertaining to SLO #7. This SLO is defined as *Students identify best practices for self-development in areas such as finance, wellness, spiritual well-being, academic success, and professional motivation. Life skills and life-long learning are emphasized.* This SLO is associated with the First Year Seminar (FYS).
- Recently, the GEAC changed its reporting schedule to issue an assessment report every semester (instead of the previous annual report). This is the GEAC's first assessment report of the 2018 General Education program. The purpose of this report is to document the GEAC's assessment process and to provide data-informed recommendations regarding the University's General Education program to the General Education Committee, the University Curriculum Committee, and to the Division of Academic Affairs.
- A total of 30 faculty were asked to submit student work products from their FYS course(s). Of the 30 faculty, 26 (or about 87%) complied with the GEAC's request.
- A sample of 345 student work products (about 45%) was selected from the pool of 780 available student work products. From the sample, 85 student work products (about 25%) were randomly selected for double rating, each time by a different volunteer faculty rater.
- Student work products were evaluated using a common rubric that was created during the General Education Redesign process. Several aspects of the rubric were adapted and modified from the VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics created by the Association of American Colleges and Universities.
- Overall, about 82% of student work products that were double rated were rated within one Performance Level of each other. This level of interrater agreement provides confidence that raters are applying the rubric consistently across a range of student work products.
- Data analyses revealed that the mean score of the 288 student work products for SLO #7 was 2.25 with a standard deviation of about 0.8. An examination of cumulative frequency revealed that nearly 72% of the students sampled performed at or above Performance Level 2, which is the level that the GEAC had established as the benchmark.
- Data analyses revealed that there was no statistically significant difference on student performance between students with an incoming high school GPA of 2.00 – 2.99 and a GPA of 3.00 – 4.00. Additionally, there was no statistically significant difference on student performance between students from each of the Colleges, including Undeclared students.
- Significance testing revealed that students who are classified as first-generation college students received statistically significant lower ratings on SLO #7 than students who were not first in their families to attend college.
- The GEAC makes several recommendations in this report as a result of its findings. Recommendations are organized under three subheadings: (1) Proposed changes to the General Education Program, (2) Proposed changes to the General Education assessment process, and (3) Allocation of resources for the improvement of General Education.

GLOSSARY OF TERMS

- *Assessment*: A continuous process that allows the General Education Assessment Committee to (a) determine the extent of students' competence against a particular student learning objective, (b) identify challenges and highlight areas where students can improve, and (c) engage in effective data-driven decision making regarding the University's General Education program.
- *Benchmark*: A point of reference that serves as the expected level of performance along a series of progressive levels in a rubric.
- *First Year Seminar*: A credit-bearing course that prepares students for the kind of academic work expected in college. In a small-class setting, students work closely with their professors and peers to explore a particular topic in depth and develop skills that are essential for success at the university. Students also learn how to use university resources, including student support services, in their academic pursuits. The specific topic of the seminar varies with the academic passion and expertise of the instructor. Topics are accessible to all students with no prerequisites. (KU General Education Website)
- *Student Learning Outcome*: A statement that clearly identifies the expected knowledge, skills, and dispositions that students are expected to acquire as a result of a program of study or, in this case, the General Education program.
- *Student Work Product*: An assignment submitted by faculty to the General Education Assessment Committee to demonstrate students' competence against the student learning outcome being assessed.

A 'HOW TO' GUIDE TO USING THIS REPORT

- This report should be used in a manner that is appropriate and consistent with the Association of Pennsylvania State College and University Faculties (APSCUF) Collective Bargaining Agreement. Reports submitted by or to the GEAC, including the constituent data embedded in said reports, shall not be used in any way to evaluate the individual performance of any faculty member, and shall not be included in any way in departmental, college, or university evaluation, tenure, or promotion processes.
- The information within this report should be used to facilitate campus-wide discussions about the data to derive meaning and engage in effective decision making.
- The information within this report should be used to facilitate conversations between academic deans, department chairs, and faculty to ensure alignment between the General Education student learning outcomes and student work products submitted to the GEAC as well as compliance with the GEAC's request for student work products.
- Recommendations within this report should be considered and discussed by the General Education Committee, the University Curriculum Committee, and the Division of Academic Affairs.

I. INTRODUCTION

The General Education Assessment Committee (GEAC) was established in April 2010 by passage of the Final General Education Proposal from the General Education Task Force. Since its inception, the GEAC's purpose has been to (1) identify the means of assessing direct, and where appropriate, indirect, evidence of student learning outcomes for the General Education Program at Kutztown University (KU), (2) use data to make recommendations to the General Education Committee, the University Curriculum Committee, and to the Division of Academic Affairs on ways to improve the structure and content of the General Education program at KU, and (3) identify appropriate methods to collect assessment data to determine students' achievement of the General Education program's Student Learning Outcomes (SLOs).

Much of the 2017-2018 academic year was spent creating a new General Education program. This new program was adopted by the University and came into effect beginning with the Fall 2018 semester. The 2018 General Education program consists of eight SLOs. These are:

- SLO #1: Communicate clearly and effectively orally and in writing.
- SLO #2: Apply scientific and quantitative reasoning to solve problems and increase knowledge.
- SLO #3: Apply skills in critical analysis and reasoning for the interpretation of data.
- SLO #4: Engage critically with creative or artistic works.
- SLO #5: Demonstrate the ability to retrieve, interpret, evaluate, and use information.
- SLO #6: Analyze the role of values, ethics, diversity, and multiple perspectives in local and global society.
- SLO #7: Demonstrate an understanding of various models for the development of the whole person.
- SLO #8: Explore concepts, ideas, and methods from a variety of disciplines.

The 2018 General Education Program consists of 42 – 45 credits, which facilitate students' competence toward the eight SLOs. The structural components of the program include:

- First Year Seminar: Discovering College
 - 3 credits earned in a First Year Seminar (FYS) course
 - Transfer students who are transferring 30 credits or more and not transferring an FYS course may select any approved General Education course
 - The FYS course aligns with SLO #5 and SLO #7
- Category A: Communicating With and About the World
 - 12 credits distributed among four courses
 - Courses in this category align with SLO #1 and SLO #5
- Category B: Understanding Self and Others
 - 9 credits distributed among three courses
 - Courses in this category align with SLO #3 and SLO #6

- Category C: Understanding Science and Technology
 - 9 – 12 credits distributed among three courses
 - Courses in this category align with SLO #2 and SLO #3
- Category D: Understanding and Creating Ideas
 - 9 credits distributed among three courses
 - Courses in this category align with SLO #4 and SLO #6

Beginning with Fall 2018, the GEAC plans to assess all of the SLOs in a three-year assessment cycle, with at least one SLO assessed per semester. The GEAC's schedule for assessment is located in Appendix A. During Fall 2018, the GEAC collected data to assess SLO #7, which is associated with FYS courses. SLO #7 is defined as *Students identify best practices for self-development in areas such as finance, wellness, spiritual well-being, academic success, and professional motivation. Life skills and life-long learning are emphasized.*

Over the past several years, it has been the GEAC's practice to submit an annual assessment report with an extended report issued every three years. As of Fall 2018, the GEAC changed its reporting schedule to issue an assessment report every semester. This is the GEAC's first assessment report of the 2018 General Education program. The purpose of the Fall 2018 assessment report is to document the GEAC's assessment process and to provide data-informed recommendations regarding the University's General Education program to the General Education Committee, the University Curriculum Committee, and to the Division of Academic Affairs. The report will also be shared with faculty and made publicly available on the Office of Assessment's website. The Fall 2018 assessment report includes (1) the GEAC's methodology for collecting data to assess student's competence toward SLO #7, (2) findings from the data analyses, and (3) conclusions and recommendations derived from the data analyses.

II. METHODOLOGY

During Fall 2018, the General Education Assessment Committee (GEAC) collected data to assess students' competence toward Student Learning Outcome (SLO) #7. This particular SLO is connected to the University's First Year Seminar (FYS) courses. A variety of FYS courses were offered for the first time during the Fall 2018 semester as part of the 2018 General Education program. The GEAC requested data from all students (freshmen and transfers) who were enrolled in a FYS course during Fall 2018. Faculty teaching a FYS course were asked to submit a student work product for each student enrolled in the course. This section of the assessment report provides an overview of the data sources, a description of how the sample was selected, and an explanation of how data were derived from students work products.

Data Sources and Submission of Student Work Product

All students who entered the University during Fall 2018 were required to take a FYS course, with two exceptions. First, since there were not a sufficient number of FYS course sections to accommodate all students, some students had to defer their course enrollment until the Spring 2019 semester. Second, transfer students who entered the University with 30 or more credits were not required to complete a FYS course.

Near the start of the Fall 2018 semester, the GEAC sent an email message to all faculty teaching a section of FYS. The message outlined the GEAC's data collection and assessment processes and requested the submission of student work products that most closely aligned with SLO #7 and its associated rubric. A copy of the email message is located in Appendix B. Additionally, to assist faculty in determining the suitability of a course assignment for General Education assessment purposes, the GEAC provided a description of SLO #7 and a copy of the associated rubric. This document is located in Appendix C.

During the Fall 2018 semester, there were 40 course sections of FYS from which the GEAC could collect data. The GEAC, in collaboration with Institutional Research (IR), identified all students who were enrolled in a FYS course. The 40 course sections were taught by 30 different faculty and accounted for 1145 possible student work products. Of the 30 faculty, 26 (about 87%) complied with the GEAC's request to submit student work products. The compliant faculty were responsible for 35 of the 40 course sections of FYS. Non-compliance accounted for a decrease of 136 student work products out of the possible 1145. A student not submitting his/her work to faculty was another factor that decreased the overall number of available student work products. Student non-submission accounted for a decrease of 229 student work products out of the possible 1145, or an average of 6 non-submissions in each of the 35 reporting FYS course sections. As a result of these two factors, the pool of 1145 possible student work products shrunk to 780 available student work products. Faculty were asked to submit hard copies (except where a digital submission was more appropriate) of student work

products along with a copy of the course assignment to the Office of Assessment by the conclusion of the Fall 2018 semester.

Selection of the Sample

A sample of 345 student work products (about 45%) was selected from the pool of 780 available student work products. A random number generator was used to select the sample. From the sample of 345 student work products, 85 (about 25%) were randomly selected for double rating, each time by a different volunteer faculty rater.

Rating Student Work Products

Near the middle of the Fall 2018 semester, the GEAC sent a call to faculty to request volunteers to assist with the rating of student work products collected as part of the General Education assessment process. Fifteen faculty from across the University volunteered to participate.

Volunteer faculty raters were responsible for attending one of four training sessions. During each session, members of the GEAC explained the assessment process and guided the volunteer faculty raters through a series of exercises where they could apply the assessment rubric to a variety of student work products. Further, the volunteer faculty raters engaged in a group discussion about what constituted each performance level to ensure that the rubric was being applied consistently.

The assessment rubric for SLO #7 is comprised of four performance levels. Each performance level consists of several statements that can be used to describe the student output and the quality of the student work product. These statements more accurately describe student competence rather than knowledge demonstration. A Performance Level 4 is thought of as the level that a student who is completing a capstone course should be able to achieve. In contrast, a Performance Level 1 is thought of as a benchmark, or the level of a student who is only beginning their journey in higher education. Further, it should be noted that there is no connection between a grade in a course or an assignment and performance on the rubric. For example, receiving an A on the assignment does not automatically ensure that the student work product would be rated at a Performance Level 4.

Each volunteer faculty rater was randomly assigned 28 – 30 student work products. Student work products were sometimes swapped out to ensure that a volunteer faculty rater was not given a student work product that s/he had submitted for assessment. Volunteer faculty raters were asked to rate the student work product against the rubric and to determine a single holistic performance level. The GEAC advised volunteer faculty raters that they could also rate a student work product using a (+) or (-) designation. For example, a volunteer faculty rater might score a student work product as a 3+. Volunteer faculty raters also had the option of rating a student work product as X or 0. An X was used to indicate that there was insufficient information provided either within the task or the student work product to make a proper

determination of score. A 0 was used to indicate that the student work product was not appropriate for the SLO, most often the case when the assignment was not aligned to the SLO or the rubric. To assist with data analyses and prevent the inadvertent skewing of results, ratings of X or 0 were not included in the analyses presented in the next section. Table 1 below provides a translation of how the (+), (-), X, and 0 designations were turned into the numerical values used for data analyses.

Table 1: Translation of Scoring Designations

<i>Faculty Rating</i>	<i>Numerical Score Used for Data Analyses</i>
4 ---	3.7
3+	3.3
3 ---	2.7
2+	2.3
2 ---	1.7
1+	1.3
1--	0.7
X	Insufficient Information (not included in data analyses)
0	Inappropriate assignment (not included in data analyses)

III. DATA ANALYSES & FINDINGS

The General Education Assessment Committee (GEAC), with a great deal of assistance from Institutional Research (IR), undertook several levels of data analyses, both descriptive and inferential. The GEAC's findings from the data analyses are presented in this section. All of the tables and charts that were created as part of the data analyses are located in Appendix D.

Determination of Interrater Agreement

As mentioned in Section II, a subsample of 85 student works products was randomly selected from the sample of 345 student work products. These 85 student work products were rated twice, each time by a different volunteer faculty rater. The purpose of having a portion of student work products rated twice was to determine the degree of interrater agreement, or the consistency between raters in applying the assessment rubric in rating student work products. Table 2 summarizes the results. Overall, about 82% of student work products that were double rated were rated within one Performance Level of each other. A little more than half of the student work products were within 0.5 of a Performance Level and nearly 30% of student work products were given the same rating by the volunteer faculty raters.

Table 2: Assessment of Interrater Agreement

<i>Level of Interrater Agreement</i>	<i>Frequency (n = 85)</i>	<i>Percentage (%)</i>	<i>Cumulative Percentage (%)</i>
No Difference Between Ratings	25	29.4%	29.4%
Ratings within 0.5 of each other	20	23.5%	52.9%
Ratings between 0.6 and 1 of each other	25	29.4%	82.3%
Ratings differed by more than 1	15	17.7%	100%

Student Performance on Student Learning Outcome (SLO) #7

Data presented in this section are based on the rating of 288 student work products. This represents the number of student work products remaining after the ones rated as X (insufficient information) or 0 (inappropriate assignment) were removed. There were a total of 57 student work products that were categorized as either X or 0. Data analyses revealed that the mean score of all student work products (not rated as either X or 0) for SLO #7 was 2.25 with a standard deviation of about 0.8. This indicates that student competence on SLO #7 was slightly above a benchmark (or introductory) level, which is typically associated with Performance Level 1. Table 3 provides a cumulative frequency and cumulative percentage of student scores. Based on the data presented in Table 3, about 28.4% of students scored below

a Performance Level 2, which is the level that the GEAC expected most students to achieve. This means that 71.6% of the students sampled performed at or above GEAC's expected level.

Table 3: Cumulative Frequency and Cumulative Percentage of Student Scores on SLO #7

<i>Rating of Student Work Product</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Cumulative Frequency</i>	<i>Cumulative Percentage</i>
0.7	2	0.7	2	0.7
1.0	31	10.7	33	11.4
1.3	13	4.5	46	15.9
1.5	19	6.6	65	22.5
1.7	17	5.9	82	28.4
2.0	74	25.7	156	54.1
2.3	21	7.3	177	61.4
2.5	11	3.8	188	65.2
2.7	21	7.3	209	72.5
3.0	42	14.6	251	87.1
3.3	7	2.4	258	89.5
3.5	13	4.6	271	94.1
3.7	7	2.4	278	96.5
4.0	10	3.5	288	100.0
<i>Total</i>	288	100.0	288	100.0

Student performance on SLO #7 can be further understood by examining the mean student work product score of students by College. Table 4 summarizes the mean score of students by college and is inclusive of students who identified as being undeclared. Additionally, the sample's mean GPA at the conclusion of the first semester at the University is comparable to the overall GPA of students within that college, thus providing confidence in the selection of the sample.

An acknowledgement and discussion of the standard deviation of the sample will help contextualize the mean scores of student performance on SLO #7. Generally, standard deviation is understood to be a measure of the amount of variation of the data from the mean. Data analyses revealed a standard deviation of 0.8 for the entire sample, which indicates that, within the collected data there is quite a bit of variation from the mean. Plainly, the data has a large spread. Frequency histograms that further illustrate, via skewness and kurtosis, the variability within the data for each College are located in Appendix D.

Table 4: Student Performance on SLO #7 by College

<i>College Affiliation</i>	<i>n</i>	<i>Mean Score</i>	<i>Standard Deviation</i>	<i>Mean GPA of first semester at KU</i>
Undeclared	58	2.19	0.67	2.79
College of Business	39	2.16	0.74	2.56
College of Education	50	2.33	0.83	3.41
College of Liberal Arts and Sciences	94	2.32	0.86	3.04
College of Visual and Performing Arts	47	2.15	0.86	3.24
Total	288	2.25	0.80	

Exploring Differences Between Groups

In addition to calculating the mean score of student work products, the GEAC explored the existence of differences between certain groups. First, the GEAC conducted significant difference testing of students by their incoming high school GPA. Specifically, the GEAC explored whether students with an incoming high school GPA of 2.00 – 2.99 performed differently on SLO #7 than students with an incoming high school GPA of 3.00 – 4.00. Table 5 provides an overview of the mean score and standard deviation of each group of students.

Table 5: Student Performance on SLO #7 by High School GPA

<i>High School GPA</i>	<i>n</i>	<i>Mean Score</i>	<i>Standard Deviation</i>
2.0 – 2.99	78	2.11	0.74
3.0 – 4.0	202	2.29	0.82

After calculating the mean score of each group, an independent 2-tailed t-test revealed no statistical significant difference within a 95% confidence interval between students with a high school GPA of 2.00 – 2.99 and a GPA of 3.00 – 4.00. A separate correlation test was also run to determine the existence of a correlation between a student's high school GPA and his/her performance on SLO #7. The test failed to show the existence of any such correlation. The existence of significant differences was also explored for students in each of the Colleges, including Undeclared students. Data analyses revealed that there was no statistically significant difference within a 95% confidence interval on students' performance on SLO #7. Essentially, this means that students who are Undeclared did not perform any differently than students in the College of Education, or that students in the College of Liberal Arts and Sciences did not perform any differently than students in the College of Business. Finally, after performing a one tailed t-test, it was found that students who are classified as first-generation college students received statistically significant lower ratings than students who were not first in their families to attend college ($t_{(182)}=2.17$, $p=.02$).

IV. CONCLUSIONS & RECOMMENDATIONS

The 2018 General Education Program was created to be simpler and, consequently, easier to assess. During Fall 2018, the General Education Assessment Committee (GEAC) collected data in the form of student work products from First Year Seminar (FYS) courses to assess students' competence on Student Learning Outcome (SLO) #7. This SLO states that students will be able to 'demonstrate an understanding of various models for the development of the whole person.' In this section of the assessment report, the GEAC highlights key findings and identifies recommendations based on those findings. Recommendations are organized under three subheadings: (1) Proposed changes to the General Education Program, (2) Proposed changes to the General Education assessment process, and (3) Allocation of resources for the improvement of General Education.

Key Findings

- In previous General Education assessment efforts, faculty compliance in submitting student work products was a concern. For example, during the 2017-2018 General Education assessment process, only 48% of faculty who were asked to submit student work products complied with the request. To increase faculty compliance, the GEAC recommended to the General Education Committee (GEC) that academic departments and faculty submitting courses for approval in the General Education program must also agree to comply with assessment efforts as a stipulation. As a result of this change, faculty compliance increased to 87% during the Fall 2018 General Education assessment process.
- In 2016, the GEAC identified consistency in the application of the grading rubric as a concern. As a result, the GEAC instituted a process of using two volunteer faculty raters to assess a subsample of student work products. Using that data, the GEAC was able to make better informed assertions regarding the consistency in which the rubric was being applied to evaluate student work products. To facilitate this process, the GEAC conducts a rubric norming training session that is required of all volunteer faculty raters. Since the shift to double rating, faculty interrater agreement has continued to rise year after year. During Fall 2018, an analysis of interrater agreement revealed that about 82% of volunteer faculty raters rated student work products within 1 Performance Level on the rubric. This finding provides the GEAC with greater confidence as to its assessment results.
- Data analyses revealed that the mean score of the 288 student work products for SLO #7 was 2.25 with a standard deviation of about 0.8. An examination of cumulative frequency revealed that nearly 72% of the students sampled performed at or above Performance Level 2, which is the level that the GEAC had established as the benchmark.
- Significance testing revealed that students who are classified as first-generation college students received statistically significant lower ratings on SLO #7 than students who were not first in their families to attend college.

Proposed Changes to the General Education Program

- A considerable number of student work products were identified as not being useable because they lacked clear alignment to the SLO and/or the grading rubric. Thus, the GEAC recommends that the General Education Committee require the inclusion of a sample assessment as part of the materials submitted when determining whether a course be included in the General Education program. The sample assessment could be used to collect General Education assessment data and offers some assurance that the submitting faculty / department fully understand the SLO. If implemented, this will likely decrease the number of unusable samples submitted.
- The GEAC identified common elements among assessments where students demonstrated the greatest success and scored highly on the grading rubric. These assessments contained multiple parts that allowed students to set initial goals, engage in ample opportunities for reflection, and evaluate their progress toward meeting their goals. In contrast, assessments that asked students to solely do research on a topic did not provide students with appropriate opportunities to demonstrate their competence on SLO #7. The GEAC will provide this feedback to faculty who are scheduled to teach a First Year Seminar course in the future.

Proposed Changes to the General Education Assessment Process

- During our data analyses, we noticed that the sample of students was not evenly divided among the various colleges. To strengthen the validity of future data analyses, the sample selected should be consistently distributed between the different colleges.
- While interrater agreement has steadily improved, the GEAC recognizes that it can improve its training to provide more robust and more sustained norming experiences for volunteer faculty raters. This has the potential to decrease the variability among volunteer faculty raters.
- With the creation of a new General Education program and a new assessment plan, the GEAC is exploring the establishment of performance level benchmarks for the other SLOs. Further, defining criteria for success may allow for better program monitoring and development.

Allocation of Resources for the Improvement of General Education

- To increase transparency of the General Education assessment process, the GEAC plans to offer several faculty information sessions during the Spring 2019 semester. These information sessions will be open to all faculty but will be primarily geared for faculty who are teaching a course associated with the SLO being assessed during Spring 2019. These sessions will be facilitated by the GEAC chair who receives an alternate work assignment course release.
- Opportunities for debriefing and education of faculty and administration about the General Education assessment process and the resulting questions should be supported.

Specifically, the General Education and the GEAC committees, the volunteer faculty raters, and the faculty who submitted student work products should be encouraged to participate in discussions that help understand the results and implement improvements.

- In previous iterations of General Education assessment, the GEAC often received student work products that did not yield useful / meaningful data (i.e. exam scores, affective survey results, research papers not aligned to the SLO being assessed). As the GEAC continues its current assessment cycle, it will learn more about the types of assessments that fully capture the essence of each SLO and collect these assessments as samples. The GEAC plans to create and moderate a digital repository of sample assessments to share with faculty in the future.
- Data analyses identified first-generation college students as performing lower on SLO #7 compared to their non-first-generation counterparts. The GEAC will continue to monitor differences between these two groups of students in future assessment of SLOs and will report findings in future assessment reports. As the GEAC learns more and collects additional data, it will be better positioned to request the allocation of additional resources to better support first-generation college students. In the meantime, the GEAC will begin collaborating with existing bodies on campus (e.g. TRIO Student Support Services) to identify ways that the General Education program can better support first-generation college students.

APPENDICES

Appendix A

SLOs #1 through 7 are assessed in a three-year rotation using the schedule below. SLO #8 is evaluated every spring semester beginning 2021 through 2024 with the completion of a transcript audit to determine the breadth of courses taken by students.

YEAR	Academic Year	General Education Category	Student Learning Outcome
One	Fall 2018 Fall 2021	FYS	#7 – Demonstrate an understanding of various models for the development of the whole person.
	Spring 2019 Spring 2022	C.1 & C.2	#2 – Apply scientific and quantitative reasoning to solve problems and increase knowledge.
Two	Fall 2019 Fall 2022	A.1–4	#1 – Communicate clearly and effectively orally and in writing.
	Spring 2020 Spring 2023	B & D	#6 – Analyze the role of values, ethics, diversity, and multiple perspectives in local and global society.
Three	Fall 2020 Fall 2023	FYS & A.1–4	#5 – Demonstrate the ability to retrieve, interpret, and evaluate information.
	Spring 2021 Spring 2024	D	#4 – Engage critically with creative or artistic works.
	Spring 2021 Spring 2024	B & C.1 & C.2	#3 – Apply skills in critical analysis and reasoning for the interpretation of data.

Appendix B

Copy of email communication sent to all faculty teaching a section of FYS during Fall 2018.

Dear FYS Instructor,

The General Education Assessment Committee (GEAC) is collecting data to evaluate Institutional Student Learning Outcome (SLO) #7 as part of First Year Seminar (FYS) courses. You are receiving this message because you are currently teaching an FYS course within the General Education program. According to the 2018 General Education program, SLO #7 states that students will be able to “demonstrate an understanding of various models for the development of the whole self.” Specifically, this SLO is defined as: “Students identify best practices for self-development in areas such as finance, wellness, spiritual well-being, academic success, and professional motivation. Life skills and life-long learning are emphasized.”

The good news is that you do not need to do any additional assessment as part of this process. Rather, the GEAC would like you to collect a student work product for an existing course assignment from each of the students enrolled in your FYS course. The course assignment should address all or most of SLO #7. For guidance, the assessment rubric that will be used to evaluate all collected student work products for SLO #7 can be found at the bottom of the [General Education Assessment](#) website. Ideally, the student work product would be in the form of a written assignment. It would also be helpful to the GEAC if you submitted a copy of the assignment that corresponds to the student work product. A group of faculty reviewers will be trained in using the General Education Assessment rubric and will evaluate the student work product against the criteria found within the rubric. Student work products will be coded for course level, course prefix, college, credits earned, and degree sought. As a reminder, GEAC does not share assessment information of specific course instructors and data collected will not be used for the purpose of making tenure or promotion decisions.

Please send the student work products to: Secondary Education Office, Beekey 226, through campus mail. We would appreciate all work products be submitted by December 17, 2018. Please keep in mind that participating in the assessment process is one of the provisions in being able to offer a General Education course, such as FYS. Therefore, the GEAC expects faculty to comply with the request for the timely submission of student work products. Finally, the GEAC wants to acknowledge that this call for student work products is indeed coming late in the semester. There are several reasons for this, but ultimately we wish to apologize for this late notice. Future requests for student work products will be made prior to the start of a semester.

If you have any questions, please email George Sirrakos at sirrakos@kutztown.edu or call 610-683-4279. Thank you for your assistance in our efforts to assess our students’ knowledge and skills in SLO #7.

Appendix C

Description of SLO #7 and the rubric for SLO #7

Student Learning Outcome (SLO) #7: Demonstrate an understanding of various models for the development of the whole self.

Definition: Students identify best practices for self-development in areas such as finance, wellness, spiritual well-being, academic success, and professional motivation. Life skills and life-long learning are emphasized.

This SLO is met in General Education Category: First year Seminar Course – Discovering College

	Performance Levels			
	4	3	2	1
<i>Student output and quality of work</i>	<ul style="list-style-type: none"> Identifies complex models to assist in self-development in a variety of areas Accurately translates a model's process and procedure to their own situation Effectively applies model to current situation Accurately evaluates the current and displays consideration of future success of the model after implementation Adjusts model to reflect self-awareness of success and failures. 	<ul style="list-style-type: none"> Identifies basic models to assist in self-development in a variety of areas Translate most of the a model's process and procedure to their own situation Applies model to current situation Adequately evaluates the success of the model after implementation Makes some adjustments to the model to reflect some self-awareness of success and failures. 	<ul style="list-style-type: none"> Recognizes models to assist in self-development in some areas when model is provided Transfers a model's process and procedure to a hypothetical situation Applies model to parts of their current situation Reviews the success of the model after implementation Needs some direction to adjust model to reflect self-awareness of success and failures. 	<ul style="list-style-type: none"> Unable to identify appropriate models to assist in self-development in a variety of areas Cannot transfer a model's process and procedure to a situation Does not make the connection between model and their own situation Unable to evaluate the success of the model after implementation Unable to adjust model to reflect awareness of success and failures.

Appendix D

Descriptives

Descriptive Statistics (Overall)

	N	Range	Minimum	Maximum	Mean		Std.	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Deviation Statistic	Statistic
Average Rating	288	3.500000000 000000	.5000000000 00000	4.000000000 000000	2.247743056 000000	.0473837689 00000	.8041292240 00000	.647

Rated = Rated, COLLEGE = ACA (UNDECLARED)

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std.	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Deviation Statistic	Statistic
Average Rating	58	3.000000000 000000	1.000000000 000000	4.000000000 000000	2.195689655 000000	.0878964055 00000	.6693990810 00000	.448
Fall 18 EOT GPA	58	2.93	1.07	4.00	2.7888	.10167	.77427	.599

Rated = Rated, COLLEGE = COB

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std.	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Deviation Statistic	Statistic
Average Rating	39	2.500000000 000000	1.000000000 000000	3.500000000 000000	2.158974359 000000	.1182684310 00000	.7385861130 00000	.546
Fall 18 EOT GPA	39	3.67	.33	4.00	2.5597	.14422	.90067	.811

Rated = Rated, COLLEGE = COE

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std.	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Deviation	Statistic
Average Rating	50	3.000000000	1.000000000	4.000000000	2.329000000	.1177951350	.8329373890	.694
		000000	000000	000000	000000	00000	00000	
Fall 18 EOT GPA	50	3.25	.75	4.00	3.4112	.08872	.62735	.394

Rated = Rated, COLLEGE = LAS

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std.	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Deviation	Statistic
Average Rating	94	3.500000000	.500000000	4.000000000	2.321276596	.0891361776	.8642073050	.747
		000000	00000	000000	000000	00000	00000	
Fall 18 EOT GPA	94	9.79	.20	4.00	3.0353	.13625	1.32096	1.745

Rated = Rated, COLLEGE = VPA

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std.	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Deviation	Statistic
Average Rating	47	3.000000000	1.000000000	4.000000000	2.152127660	.1256339840	.8613031990	.742
		000000	000000	000000	000000	00000	00000	
Fall 18 EOT GPA	47	2.75	1.25	4.00	3.2360	.10692	.73303	.537

Frequencies

Rated = Rated, COLLEGE = ACA (UNDECLARED)

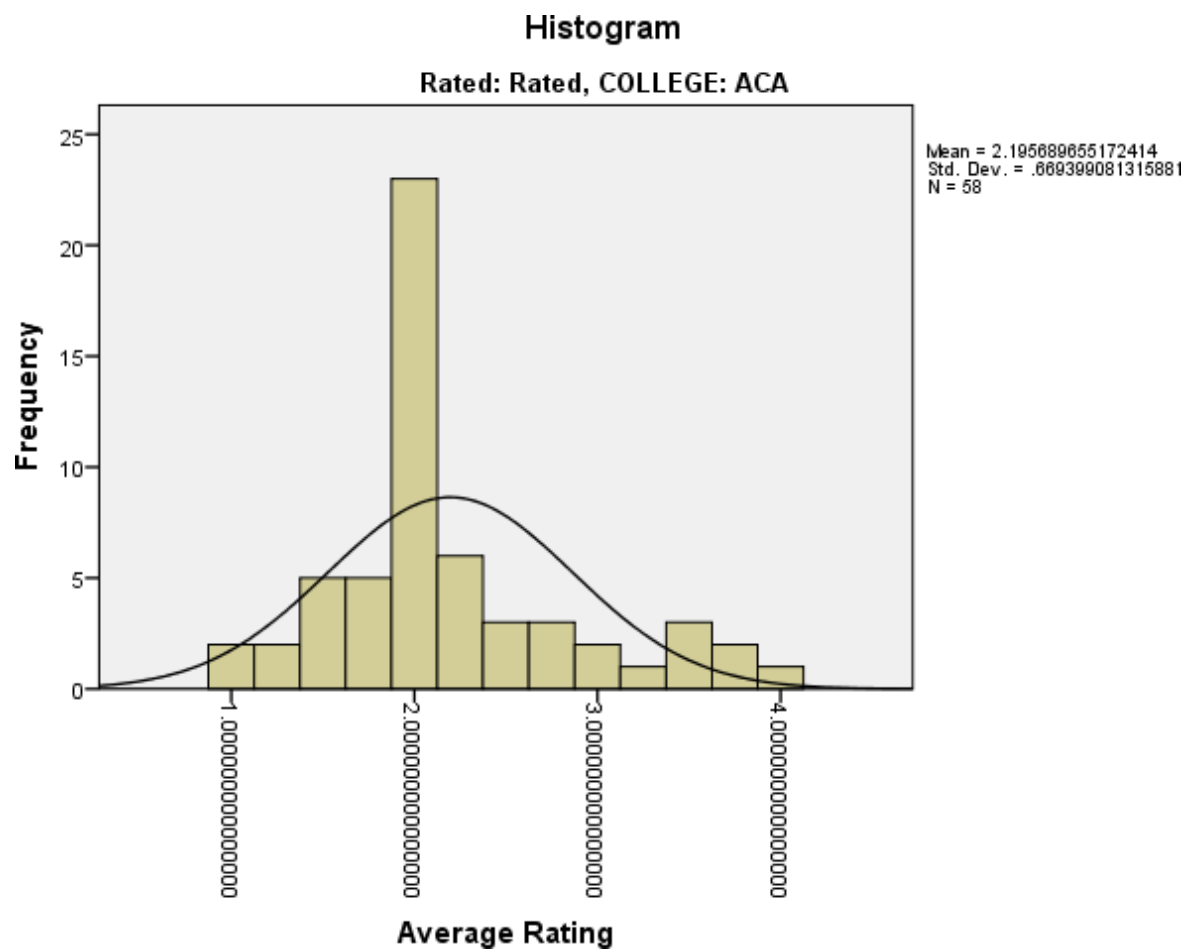
Statistics

Average Rating

N	Valid	58
	Missing	0
Mean		2.195689655000 000
Std. Deviation		.6693990810000 00
Skewness		.923
Std. Error of Skewness		.314
Kurtosis		.682
Std. Error of Kurtosis		.618

Average Rating

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0000000000000000	2	3.4	3.4	3.4
	1.3000000000000000	2	3.4	3.4	6.9
	1.5000000000000000	5	8.6	8.6	15.5
	1.6500000000000000	1	1.7	1.7	17.2
	1.7000000000000000	3	5.2	5.2	22.4
	1.8500000000000000	1	1.7	1.7	24.1
	2.0000000000000000	23	39.7	39.7	63.8
	2.3000000000000000	5	8.6	8.6	72.4
	2.3500000000000000	1	1.7	1.7	74.1
	2.5000000000000000	3	5.2	5.2	79.3
	2.6500000000000000	1	1.7	1.7	81.0
	2.7000000000000000	2	3.4	3.4	84.5
	3.0000000000000000	2	3.4	3.4	87.9
	3.3000000000000000	1	1.7	1.7	89.7
	3.5000000000000000	3	5.2	5.2	94.8
	3.7000000000000000	1	1.7	1.7	96.6
	3.7500000000000000	1	1.7	1.7	98.3
	4.0000000000000000	1	1.7	1.7	100.0
Total		58	100.0	100.0	



Rated = Rated, COLLEGE = COB

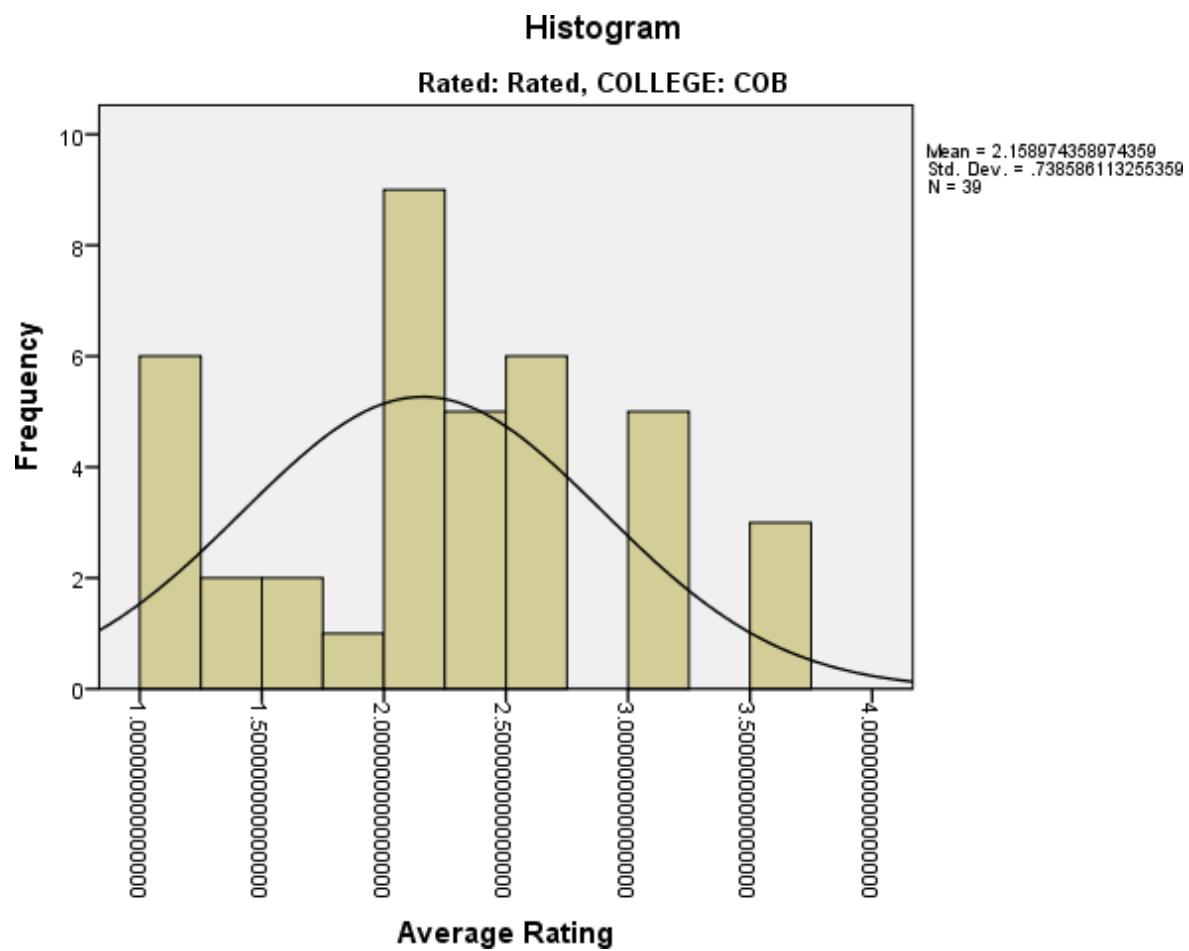
Statistics

Average Rating

N	Valid	39
	Missing	0
Mean		2.158974359000 000
Std. Deviation		.7385861130000 00
Skewness		-.021
Std. Error of Skewness		.378
Kurtosis		-.699
Std. Error of Kurtosis		.741

Average Rating

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.000000000000000	6	15.4	15.4	15.4
	1.300000000000000	2	5.1	5.1	20.5
	1.500000000000000	1	2.6	2.6	23.1
	1.650000000000000	1	2.6	2.6	25.6
	1.900000000000000	1	2.6	2.6	28.2
	2.000000000000000	9	23.1	23.1	51.3
	2.300000000000000	5	12.8	12.8	64.1
	2.500000000000000	3	7.7	7.7	71.8
	2.650000000000000	1	2.6	2.6	74.4
	2.700000000000000	2	5.1	5.1	79.5
	3.000000000000000	5	12.8	12.8	92.3
	3.500000000000000	3	7.7	7.7	100.0
	Total	39	100.0	100.0	



Rated = Rated, COLLEGE = COE

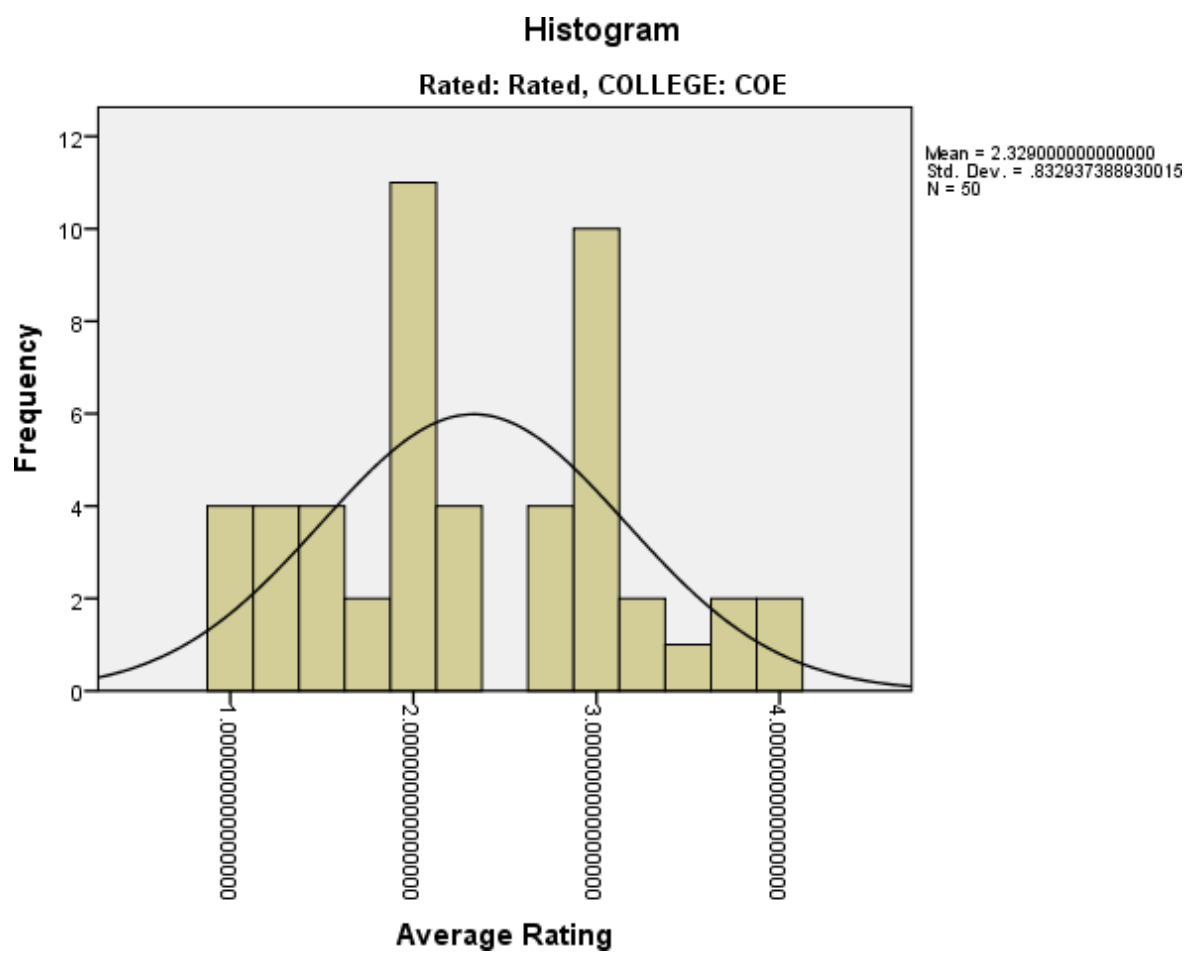
Statistics

Average Rating

N	Valid	50
	Missing	0
Mean		2.32900000000000
		000
Std. Deviation		.83293738900000
		00
Skewness		.196
Std. Error of Skewness		.337
Kurtosis		-.823
Std. Error of Kurtosis		.662

Average Rating

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00000000000000	4	8.0	8.0	8.0
	1.30000000000000	4	8.0	8.0	16.0
	1.50000000000000	4	8.0	8.0	24.0
	1.70000000000000	1	2.0	2.0	26.0
	1.85000000000000	1	2.0	2.0	28.0
	2.00000000000000	11	22.0	22.0	50.0
	2.30000000000000	4	8.0	8.0	58.0
	2.70000000000000	3	6.0	6.0	64.0
	2.75000000000000	1	2.0	2.0	66.0
	3.00000000000000	10	20.0	20.0	86.0
	3.30000000000000	2	4.0	4.0	90.0
	3.50000000000000	1	2.0	2.0	92.0
	3.70000000000000	1	2.0	2.0	94.0
	3.85000000000000	1	2.0	2.0	96.0
	4.00000000000000	2	4.0	4.0	100.0
Total		50	100.0	100.0	



Rated = Rated, COLLEGE = LAS

Statistics

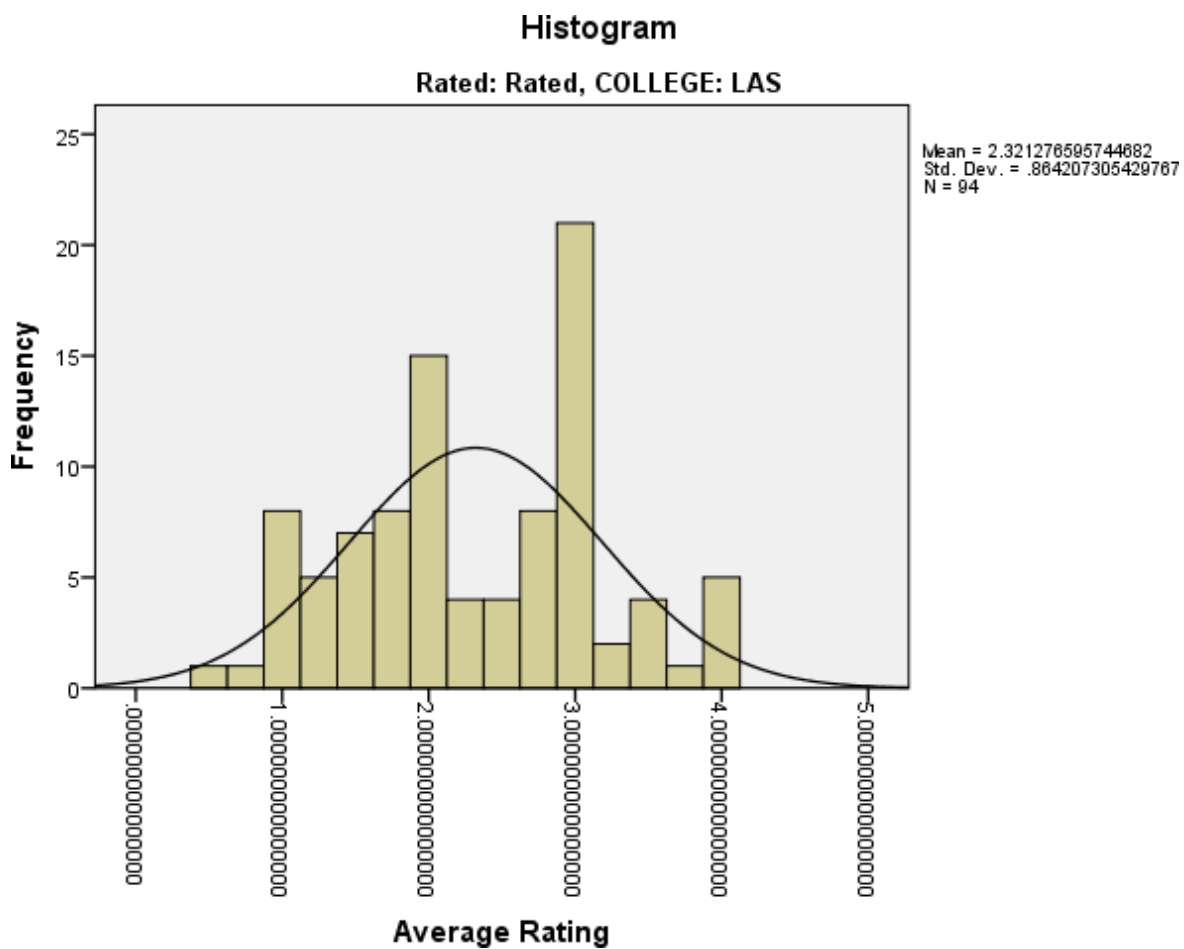
Average Rating

N	Valid	94
	Missing	0
Mean		2.321276596000 000
Std. Deviation		.8642073050000 00
Skewness		.032
Std. Error of Skewness		.249
Kurtosis		-.858
Std. Error of Kurtosis		.493

Average Rating^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.500000000000000	1	1.1	1.1	1.1
	.850000000000000	1	1.1	1.1	2.1
	1.000000000000000	8	8.5	8.5	10.6
	1.150000000000000	1	1.1	1.1	11.7
	1.250000000000000	1	1.1	1.1	12.8
	1.300000000000000	3	3.2	3.2	16.0
	1.400000000000000	1	1.1	1.1	17.0
	1.500000000000000	6	6.4	6.4	23.4
	1.650000000000000	1	1.1	1.1	24.5
	1.700000000000000	5	5.3	5.3	29.8
	1.750000000000000	2	2.1	2.1	31.9
	2.000000000000000	15	16.0	16.0	47.9
	2.250000000000000	2	2.1	2.1	50.0
	2.300000000000000	2	2.1	2.1	52.1
	2.500000000000000	4	4.3	4.3	56.4
	2.650000000000000	1	1.1	1.1	57.4
	2.700000000000000	3	3.2	3.2	60.6
	2.800000000000000	1	1.1	1.1	61.7
	2.850000000000000	3	3.2	3.2	64.9
	3.000000000000000	21	22.3	22.3	87.2

3.3000000000000000	2	2.1	2.1	89.4
3.5000000000000000	4	4.3	4.3	93.6
3.7000000000000000	1	1.1	1.1	94.7
4.0000000000000000	5	5.3	5.3	100.0
Total	94	100.0	100.0	



Rated = Rated, COLLEGE = VPA

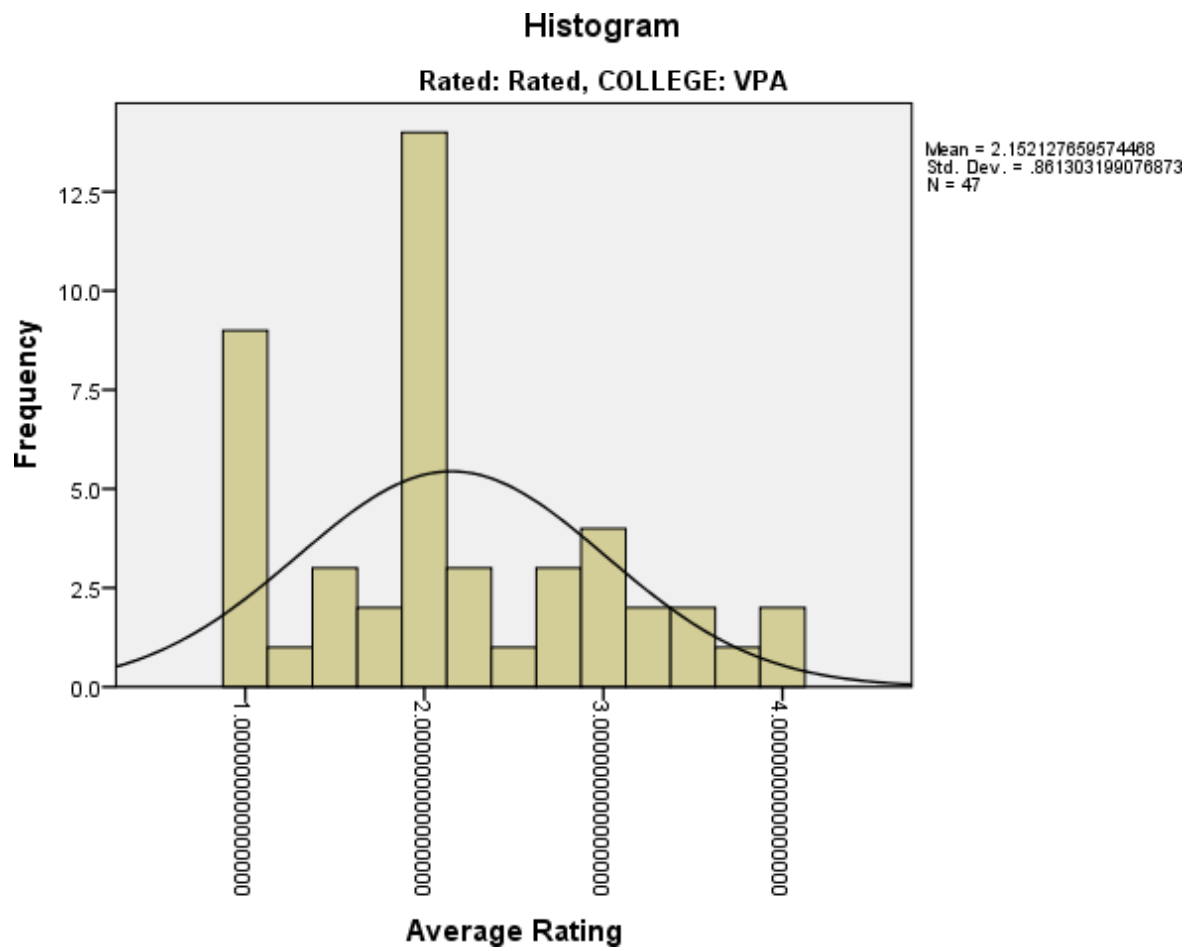
Statistics

Average Rating

N	Valid	47
	Missing	0
Mean		2.152127660000 000
Std. Deviation		.8613031990000 00
Skewness		.424
Std. Error of Skewness		.347
Kurtosis		-.571
Std. Error of Kurtosis		.681

Average Rating^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.000000000000000	9	19.1	19.1	19.1
	1.300000000000000	1	2.1	2.1	21.3
	1.500000000000000	3	6.4	6.4	27.7
	1.750000000000000	2	4.3	4.3	31.9
	2.000000000000000	13	27.7	27.7	59.6
	2.100000000000000	1	2.1	2.1	61.7
	2.150000000000000	1	2.1	2.1	63.8
	2.300000000000000	2	4.3	4.3	68.1
	2.500000000000000	1	2.1	2.1	70.2
	2.700000000000000	1	2.1	2.1	72.3
	2.750000000000000	2	4.3	4.3	76.6
	3.000000000000000	4	8.5	8.5	85.1
	3.300000000000000	2	4.3	4.3	89.4
	3.500000000000000	2	4.3	4.3	93.6
	3.700000000000000	1	2.1	2.1	95.7
	4.000000000000000	2	4.3	4.3	100.0
	Total	47	100.0	100.0	



Descriptives

Rated = Rated, HSGPA Range = 2.0-2.99

Descriptive Statistics												
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
					Statistic	Std. Error			Statistic	Std. Error	Statistic	Std. Error
Average Rating	78	3.50000000	.500000000	4.00000000	2.10833333	.084206629	.743692816	.553	.234	.272	-.463	.538
		0000000	000000	0000000	3000000	600000	000000					

a. Rated = Rated, HSGPA Range = 2.0-2.99

Rated = Rated, HSGPA Range = 3.0-4.00

Descriptive Statistics												
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
					Statistic	Std. Error			Statistic	Std. Error	Statistic	Std. Error
Average Rating	202	3.15000000	.850000000	4.00000000	2.28613861	.057808820	.821617711	.675	.258	.171	-.665	.341
		0000000	000000	0000000	4000000	400000	000000					

a. Rated = Rated, HSGPA Range = 3.0-4.00

T-Test

Rated = Rated

Group Statistics

	HSGPA_groups	N	Mean	Std. Deviation	Std. Error Mean
Average Rating	2.00	78	2.10833333300	.743692816000	.084206629600
			0000	000	000
	3.00	202	2.28613861400	.821617711000	.057808820400
			0000	000	000

Independent Samples Test

		Levene's Test for Equality of Variances							t-test for Equality of Means			95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference				Lower	Upper
Average Rating	Equal variances assumed	1.549	.214	-1.666	278	.097	-	.1067521790	-			.0323400108	
							.1778052810	00000	.3879505720			00000	
							00000		00000				
	Equal variances not assumed			-1.741	153.612	.084	-	.1021401790	-			.0239754576	
							.1778052810	00000	.3795860190			00000	
							00000		00000				

One-way Rated =

Rated

Descriptives

Average Rating

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
UND	58	2.195689655 000000	.6693990810 00000	.0878964055 00000	2.019680139 000000	2.371699171 000000	1.000000000 000000	4.000000000 000000
COB	39	2.158974359 000000	.7385861130 00000	.1182684310 00000	1.919552438 000000	2.398396280 000000	1.000000000 000000	3.500000000 000000
COE	50	2.329000000 000000	.8329373890 00000	.1177951350 00000	2.092281813 000000	2.565718187 000000	1.000000000 000000	4.000000000 000000
CLAS	94	2.321276596 000000	.8642073050 00000	.0891361776 00000	2.144269813 000000	2.498283379 000000	.5000000000 00000	4.000000000 000000
CVPA	47	2.152127660 000000	.8613031990 00000	.1256339840 00000	1.899239566 000000	2.405015753 000000	1.000000000 000000	4.000000000 000000
Total	288	2.247743056 000000	.8041292240 00000	.0473837689 00000	2.154479284 000000	2.341006827 000000	.5000000000 00000	4.000000000 000000

a. Rated = Rated

Average Rating

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.733	4	.433	.667	.616
Within Groups	183.848	283	.650		
Total	185.581	287			

a. Rated = Rated

APPENDIX IV: 2018-2019 STRATEGIC PLANNING ASSESSMENT REPORT

The 2016-2019 Strategic Plan has been extended an additional year with monitoring continuing to focus on the objectives and actions within the four Strategic Goals, Goal 1: Academic Excellence; Goal 2: Community Engagement; Goal 3: Caring Campus Community; and, Goal 4: Stewardship of the University's Infrastructure.

During 2018-2019, there is evidence of an increasing commitment to the expansion of assessment efforts and the use of assessment results to inform planning, budgeting, resource allocation, and decision making. Progress made/Actions taken toward each objective during the 2018-2019 fiscal year are outlined below.

Goal 1: Academic Excellence - Kutztown University will promote, enhance, and recognize excellence in teaching, learning, creativity, scholarship, and research.

Objective 1: Develop and deliver distinctive and high-quality academic programs

A new initiative is in development to utilize information captured on the admissions application to increase the number of students involved in student organizations to positively impact overall KU retention rates.

The Department of Academic Enrichment expanded its services by partnering with CASA to provide the KU Succeed program. Students who participated in the program in the Fall 2016 semester increased their GPA by an average of 14% compared to non-participants whose average GPA changed by only 5%. The fall 2017 and fall 2018 semester participating students performed similarly with an increase in GPA of 10.7% and 9.6% respectively. Returning students in fall 2018 who participated in the program increased their number of credits earned by 67% compared to their credits earned in spring 2018.

General Education SLO #7 (Demonstrate an understanding of various models for the development of the whole self) was assessed in 2018-19 and the report is to be published on the gen ed and assessment websites.

A first-year seminar was offered in its inaugural semester, fall 2018.

The university realized an increased number of domestic and international visiting scholars, executives, and artists-in-residence programs. Between Summer 2018 and Spring 2019, 17 visiting scholars have been on campus. 12 are projected for summer and fall 2019.

This objective is ongoing.

Objective 2: Attract, retain, and support qualified, high performing faculty and staff

The University Research Committee funded 11 projects for \$60,978 in FY 2018 and awarded 12 projects for \$80,250 in FY 2019. KU BEARS funded \$48,000 for 31 students in FY 2018 (22 were from underrepresented groups). 26 faculty were mentors. KU BEARS funded \$46,000 for 29 students in FY 2019 (22 were from underrepresented groups). 24 faculty were mentors. The Professional Development Committee funded 184 awards for \$160,968 in FY 2018. Undergraduate Research Fund funded \$41,671 for 53 awards in FY 2018.

Since 2013 the faculty engagement with educational technologies has increased dramatically. Faculty use of the Learning Management System – D2L –has increased from approximately 35% to nearly 95% for academic year 2018-2019. Support for learning technologies has increased to include a 24/7/365 web-based, self-service platform with over 35,000 visits. In addition, faculty have access to media streaming for producing and delivering content, web conferencing technology to increase synchronous learning opportunities, and an innovative lecture capture system. Each technology empowers faculty to develop blended learning opportunities, and aids in minimizing seat time lost to inclement weather.

This objective is ongoing.

Objective 3: Attract, retain, and support motivated, high performing students

Analyzed nearly 60 available marketing campaigns from rebrand exercise to determine best performing options that could be put back into market with new agency of record. Results were consistently as good or better than previous year, with a nearly 30% savings in spending due to ongoing optimizations. Created a comprehensive omni-channel marketing campaign that integrated analytics from campaign results, as well as application and enrollment data to clearly identify high-potential target markets for motivated, qualified, new, transfer and graduate students. This includes billboards and digital campaigns (display, paid search, social media and video) featuring current students.

Freshman academic profile has improved in recent years and the HSGPA is at 3.20 and the SAT average is 1061.

Increased new transfers with Assoc Degrees enrolled 2016 from LCCC=21, NCC=20, RACC=12; 2017 from LCCC=40, NCC=19, RACC=13; 2018 from LCCC=42, NCC=17, RACC=17

This objective is ongoing.

Objective 4: Demonstrate to Middle States Commission on Higher Education compliance with Standard V – Educational Effectiveness Assessment and related Requirements of Affiliation

An academic assessment plan was created and implemented in the fall of 2018. Summary of Fall 2018 assessment results and analysis of results, including a response to the data analysis with planned improvement actions - (complete assessment reports), were submitted by program chairs to deans January 22, 2019. This deadline was met by 73 of 74 academic departments, or 98.6%. An institutional assessment report was completed, which includes a section for administrative assessment activities and results. The required monitoring report was submitted on March 1, 2019. Accreditation was reaffirmed in June 2019.

This objective is completed.

Goal 2: Community Engagement - Kutztown University will partner with the community to serve the needs of the people of the Commonwealth and the region.

Objective 1: Provide increased access to educational opportunities for the region's citizens

In 2018-19, one new program (BS Public Relations) and two new minors (Social Media and Game Development) were developed and approved by the board. The university also developed and offered, for the first time, two courses, free and online, for all KU Alumni. The courses are non-degree-seeking and earn 1 credit.

This objective is ongoing.

Objective 2: Increase the education-related experiences available to the public

Coordinated a meeting that brought the Borough of Kutztown and Maxatawny Township together for a reception held at the home of President Hawkinson. This was the first time in recent history that the three groups met together. Hosted KU's first legislative breakfast in March with attendance of more than 70 guests, including legislators from around the KU region. Coordinated KU SGB student visits with select legislators in Harrisburg in April. KU liaison had active participation with the GRCA Business and Advocacy Council, the Northeast Berks Chamber of Commerce and the PASSHE Government Relations Conference calls/meet ups. Attended Borough Council Meetings and Maxatawny Supervisor Meetings. Coordinated Parents Day Downtown Tours, which demonstrated great town and gown relations. This is an effort to increase awareness of what our downtown has to offer. Member of the committee working on the new Rental Housing and Downtown Business Strategic Plan

KU's 21 NCAA Division II athletic teams drew a total 49,409 fans for 126 home events during the academic year (392 fans per contest). Football led the way with an average of 4,105 fans per contest. Approximately 400 Golden Bear student athletes engaged in 2,691 service hours throughout the year.

The performing artist series featured eight performance last academic year. A total of 4,971 tickets were sold/distributed (621 guests per show).

Hosted three events drawing 3200 attendees, not including the Kutztown Folk Festival, which drew over 100,000 in attendance, the largest turnout in the history of the festival.

This objective is ongoing.

Objective 3: Increase the participation of members of the University community in the wider community

Partnership with KU Student Affairs and the Kutztown Community Partnership to return the COMMUNITY BLITZ program. 200 bags with information about the community including how to "party smart" and be a good neighbor were delivered to student off campus residences mainly on main street, noble street, and West Walnut.

This objective is ongoing.

Goal 3: Caring Campus Community - Kutztown University will value and respect all campus constituents, celebrate diversity, and embrace shared governance.

Objective 1: Mirror the diversity of the region within the campus community

Diversity of the student body has increased from 19% in fall 2016 to 25% in fall 2018. The GET MORE program continued for Spring of 2019. Largest number of participants are from the Philadelphia region and majority identify from an underrepresented population. Kutztown has increased the number of female students in STEM disciplines, from 2017-18 to 2018-19, but the number of veteran students has declined slightly over the same time period. Despite establishing an advisory committee to increase the internationalization of the campus and reducing tuition, international student enrollment has remained flat.

This objective is ongoing.

Objective 2: Encourage high levels of participation in University governance

Establishment of the President's Faculty advisory groups and authored a comprehensive student bill of rights, in 2017-18.

This objective is completed.

Objective 3: Ensure a campus culture that respects all campus constituents

With the Spring 2019 administration of the NSSE, Kutztown has shown improvement at both the first-year and senior-year levels in all categories of “Quality of Interactions on Supportive Environment” over the 2017 administration and met or exceed the peer comparison for the 2019 administration. Kutztown will continue to participate in the NSSE biennially.

This objective is ongoing.

Goal 4: Stewardship of the University’s Infrastructure - Kutztown University will maintain and enhance physical, financial, and human resources necessary to fulfill its mission.

Objective 1: Enhance the University’s human resources to better support the academic mission

This objective was completed in 2017-2018.

Objective 2: Enhance the financial resources of the University to better support the academic mission

Due to budgetary reasons, the University’s return on physical asset performance indicator has declined over the past 3 years. The University's results now fall below the system average. The University set aside a total of \$279,374 in funds under its gainsharing program to fund new initiatives. A total of \$1.147M has been dedicated to this program since its inception.

Discussion has taken place regarding the effectiveness of a capital campaign or a comprehensive campaign beginning in the 2020 FY. The initiative is active and moving forward with further updates provided in the 2019-20 results. Private giving remains flat at 5.3% for FY 2019. For FY 2019, the university foundation raised \$6,116,519.

The planned action, achieving a balanced budget, was achieved this year. This will positively impact the university's composite financial index results. Actual results will not be known until fiscal year is completed. Established Strike Gold and Bear Grants to close the financial gap for many of our students. This year, the University budgeted \$6.2M in institutional aid, up \$1.9 M from last year; and up \$2.8 M from the 2017-2018 academic year.

Established Academic Excellence and Avalanche Scholarships for high achieving students.

Partnering with the University's food service vendor to improve opportunities and compensation for student employees.

Financial Aid Staff present on financial literacy to FYS classes, by faculty request. The staff speak to curtailing loan indebtedness and encourage smart borrowing.

This objective is ongoing.

Objective 3: Enhance the physical facilities to better support the University's academic mission

This objective was completed in 2017-2018.

With the end of the 2018-2019 fiscal year, Kutztown University completed four objectives and nine continue into 2019-2020, the final year of the Strategic Plan.

Moving forward, the following recommendations are made:

1. The next iteration of the Strategic Plan should include more measurable objectives and actions, more data in the evaluation of these objectives and actions, and identified individuals/programs responsible for updating results.
2. Programs included in the Strategic Plan need to integrate clearly articulated and documented assessment measures.
3. The objectives and actions outlined in the Strategic Plan need to be more frequently and systematically assessed.
4. There needs to be clear and evident tracking of data.