Academic Assessment Report: 2017-2018
Kutztown University of Pennsylvania

This is the first annual academic assessment report for Kutztown University, which includes data about assessment activities of academic major programs during the 2017-18 academic year. The data were collected in summer 2018 by the Academic Assessment Council. The Council was formed by the Provost in May 2018, to increase commitment and support of assessment efforts in Academic Affairs. This increase is partly due to the Middle States Commission on Higher Education ruling "To warn the institution that its accreditation may be in jeopardy because of insufficient evidence that the institution is currently in compliance with Standard V (Educational Effectiveness Assessment)." The charge of the council:

The Academic Assessment Council will facilitate and support 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 will:

- Develop and implement procedures for annual program student learning outcome assessments and support the use of these annual assessments in 5-year program reviews
- Review program student learning outcome assessment plans and provide feedback on their efficacy and appropriateness
- Ensure that student learning outcomes developed by programs are in alignment with the University mission and are used for continuous improvement
- Prepare an annual report for the Provost and Vice President for Academic Affairs on the state of program student learning outcome assessments and share the findings with the campus community
- Facilitate conversations with stakeholders about assessment results

The Council collected annual Program Assessment Reports that were submitted to the Dean of each College. Each Dean summarized the Program Assessment Reports into a College report. The Council has developed a cycle of academic assessment that all academic programs will follow beginning in Fall 2018. The Council intends for this cycle to capture and document the academic program assessment activities and improvements that are happening in all of Kutztown University's academic programs. We plan to assess as many Program Student Learning Outcomes in the 2018-19 academic year as we can. Following that, we will move to a more sustainable cycle, where all Program Student Learning Outcomes will be assessed in a three-year cycle. This report is intended to provide the campus community with an update of the progress, as well as the status of assessment across academic programs as indicated by their annual assessment reports.

General Education assessment is conducted by the General Education Assessment Committee (GEAC.) GEAC submits an annual report to the Provost and Vice President for Academic Affairs, and the 2017-18 report was submitted in August 2018. An executive summary of the report is available in Appendix B. In future reports, when Program Student Learning Outcomes are aligned with General Education (Institutional) Student Learning Outcomes, it will be possible for this report to provide a synthesis of the data.

Progress Update

Before Summer 2018, programs conducted assessment of academic programs using their own methods and timelines. Data were collected using Nuventive's Tracdat software. This resulted in different processes and timelines varied greatly, and Tracdat was used differently by different programs. The biggest deficit, which was identified by the Middle States Commission on Higher Education during our decennial review: Very few programs documented plans for program improvement based on assessment data.

To address this uneven approach to program assessment, the Academic Assessment Council developed a schedule of assessment activities that each academic program will complete in the 2018-19 year, and continue in subsequent years. These activities, when completed, will provide programs the opportunity to complete each step of the assessment cycle in this initial year.

To facilitate this process, workshops have been scheduled to provide support and professional development in this area. College Assessment Committees will also provide support for these efforts, and assessment liaisons will be identified for each program, and these faculty, perhaps in conjunction with a department committee, can coordinate assessment efforts and communicate their department's needs to the College Assessment Committee and Academic Assessment Council. We are working to create a culture of assessment at Kutztown University as one way to ensure that these efforts are sustainable in the long term.

During this first year with a defined assessment cycle for Kutztown University, assessment activities will be submitted using templates in Excel or MS Word. The information that is collected will be entered into Nuventive's Improve software by graduate students trained for this task. By entering the data in this manner, each program's Improve site will be set up the same way and assessment coordinators/department chairs will be spared some data entry work. The system will also be customized to provide a space to enter the data in a way that works with Kutztown University's assessment cycle.

It is our plan to use this report to document our progress on academic assessment, by showing how many programs have made progress on each part of the assessment cycle. We will highlight successes, and describe specific areas in which we must improve, and provide details about program improvement plans, when possible. It is also our plan to use the 2018-19 Annual Academic Assessment Report to share the plans programs have made to improve student learning based on assessment data analysis.

The Assessment Cycle
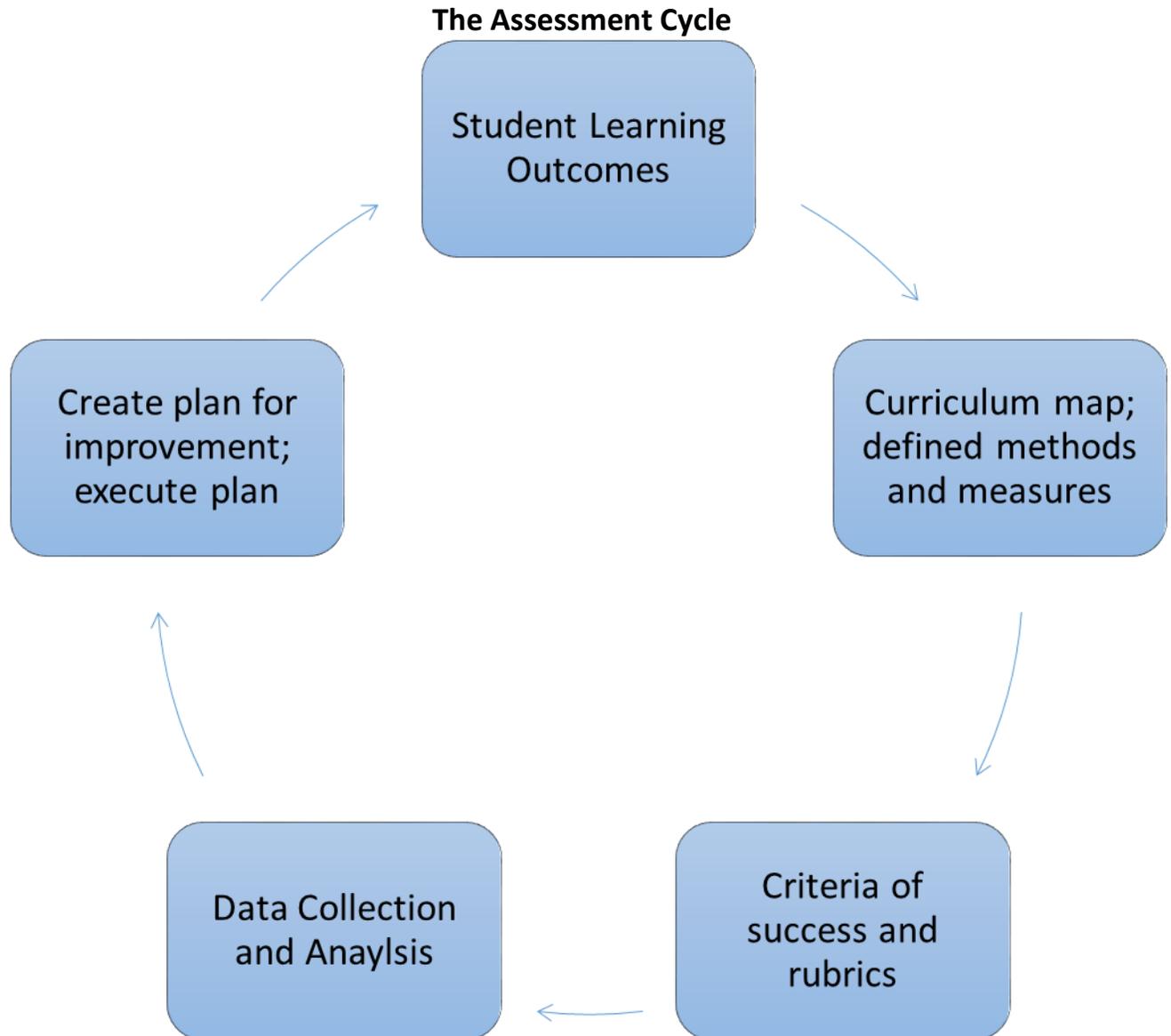
- Step 1: Develop student learning outcomes or performance outcomes that align with the university's mission, the university's institutional student learning outcomes (general education student learning outcomes), and (if applicable) the accreditation requirements of the respective discipline;
- Step 2: Develop and implement methods of assessment involving direct and indirect measures, and create a curriculum map to illustrate which courses help students to achieve particular student learning outcomes;
- Step 3: Determine criteria for success and rubrics;
- Step 4: Collect and analyze data;
- Step 5: Plan (and execute) improvement actions;

The cycle begins again when programs collect assessment data to determine if improvement actions resulted in student improvement.

Assessment Status

A total of 70 undergraduate and graduate academic programs (majors only) across the four colleges submitted annual assessment reports for 2017-18. The General Education Committee submitted a report on their 2017-18 assessment efforts. Two academic programs did not submit 2017-18 assessment reports. The number of reports submitted by college is shown in Table 1.

	# of programs required to submit report	# of programs submitted traditional report	# of programs submitted alternate report	# of programs required to submit report
College of Education	17	13	4	100%
College of Business	8	3	5	100%
College of Visual and Performing Arts	15	5	10	100%
College of Liberal Arts and Sciences	32	23	6	~90%
Totals	72	43 (~61%)	25 (35%)	97% of programs submitted an assessment report for 2017-18

Table 1. Annual Assessment Report Submission by Division/College

Some programs completed a traditional annual assessment report and others submitted an alternate report, which is an option in the 2017-18 academic year only. The traditional report asked programs to indicate their Student Learning Outcomes, and the methods and measures by which those outcomes were assessed in 2017-18, including analysis of data and plans for improvement. The alternate report asked programs about their plans for assessment. The goal of the alternative report was to prepare programs to think about all parts of the assessment cycle so that they can collect and analyze data in 2018-19, and use that data analysis to plan program improvements.

The annual assessment reports were reviewed by Deans who compiled the program assessment reports into College Assessment Reports. The data in the college assessment reports has been compiled into the charts that appear in the next sections.

Programs were assigned a color, (red, yellow, or green) for each of the five parts of the assessment cycle:

- Define Student Learning Outcomes
- Defining Methods and Measures/Curriculum Map
- Defining Criteria of Success/Creating Rubrics
- Collecting and Analyzing Data
- Using Data Analysis to Develop and Execute a Plan for Improvement

Green: the program has successfully completed that part of the assessment cycle, and can move on to the next part.

Yellow: some work has been done on this part of the assessment cycle, but must be revised or completed. The amount of work that needs to be done in areas where a two was given varies greatly, but an attempt has been made.

Red: the program has done very little or no work on this part of the assessment cycle.

Summary of Assessment Report Data

Kutztown University Assessment Cycle

Count Of Programs

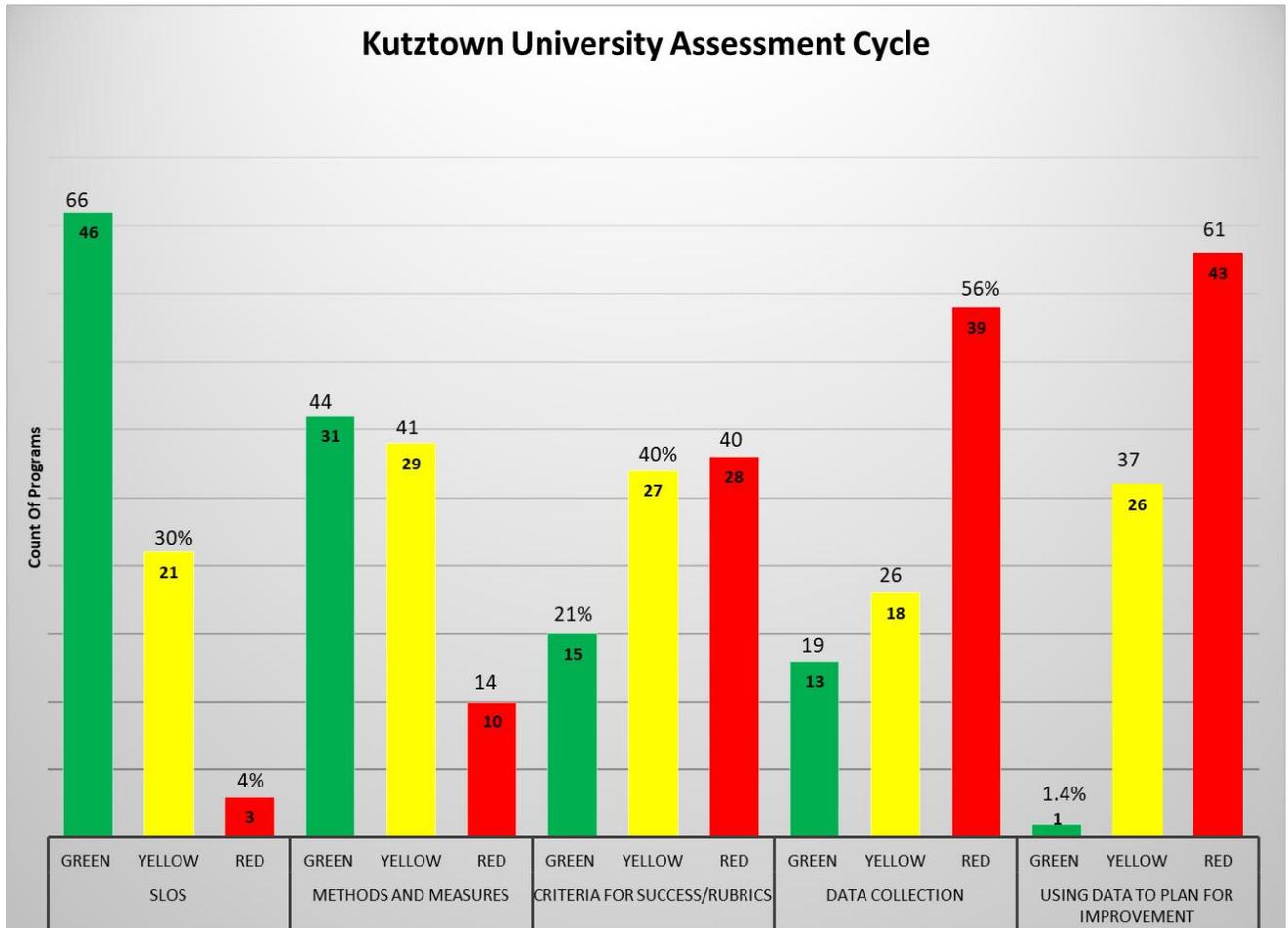|	GREEN	YELLOW	RED
SLOS	66 / 46	30% / 21	4% / 3
METHODS AND MEASURES	44 / 31	41 / 29	14 / 10
CRITERIA FOR SUCCESS/RUBRICS	21% / 15	40% / 27	40 / 28
DATA COLLECTION	19 / 13	26 / 18	56% / 39
USING DATA TO PLAN FOR IMPROVEMENT	1.4% / 1	37 / 26	61 / 43

Table 1. Scores of all programs on progress in assessment areas

To reiterate the scoring system: In Table 1, green means that a program has completed that step in a manner that is satisfactory, and the program can move forward to the next part of the cycle. Yellow means that the program has worked on that part of the assessment cycle, but the step is not complete, or revisions are necessary. Red indicates that the program has done little to no work on that step of the cycle.

Step 1: Outcomes

Relative to other steps, we are in fairly good shape now. A majority of programs (66%) have reasonable SLOs, and only a small number (4%) reported no student learning outcomes. AAC has reviewed all SLOs and provided feedback to programs regarding SLOs. The deans' offices have been involved in reviews of the SLOs, have received the AAC feedback and will guide the revisions. During 2018-19, all programs are being asked to revisit their student learning outcomes and make revisions (or, in the case of three programs, write the outcomes.) During the fall 2018, 100% of programs should have viable, clear, concise, assessable student learning outcomes. Several programs began the revision process in Summer 2018.

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In many accredited programs, the student learning outcomes are informed by national standards:

- Educator Preparation Programs - National Council for the Accreditation of Education Programs (CAEP)
- Counseling - Council for Accreditation of Counseling & Related Education Programs (CACREP)
- Business Administration - Association of Advance Collegiate Schools of Business (AACSB)
- Sports Management - Commission on Sport Management Accreditation (COSMA)
- Programs in the College of Visual and Performing Arts - include the National Association of Schools of Art & Design (NASAD), National Association of Schools of Music (NASAM)
- Social Work - Council on Social Work Education (CSWE)
- Chemistry - American Chemical Society (ACS)

Of the revisions that are needed for all programs to move to green, rewording for clarity and to including more action verbs are the most prevalent. There will be a workshop held in September 2018 to present best practices in Student Learning Outcome development with faculty to help with the revision process.

Step 2: Methods and Measures

By methods and measures, the AAC is referring to methods and measures by which student progress toward achievement of student learning outcomes is assessed. The measures by which outcomes are measured are identified on a curriculum map, which programs use to identify where in the curriculum students are exposed to the program student learning outcomes. The curriculum map can be used to identify where a student learning outcome is introduced, reinforced, and mastered, and assessment methods should take that scaffolding into account by identifying possible measures at each level of understanding before identifying a particular measure to use.

Over half of all programs have not completed this step of the process: 14% of programs have not yet developed methods and defined measures, and 41% must make more progress in this area before defining criteria of success, the next step. The main trends needed for improvement include using varying types of assessment and developing a schedule and process that assesses student progress throughout the program.

Some programs are assessing only student artifacts that are completed at the end of a program, such as a capstone project or comprehensive exam. It may be necessary to also assess student learning outcomes earlier in the program, to identify issues sooner.

Programs also need to identify both direct and indirect measures for assessment. This will be discussed in the curriculum map workshop to be held in late September. Student surveys, self-reflection, or other methods of student self-assessment are valid measures that can be used alongside direct measures like student writing or performance on a standardized test. The workshop will discuss these measures as valued additions to possible assessable measures. As a form of direct assessment, embedded assessment is not mentioned by many programs. This concept, which involves embedding questions related to program learning outcomes in course exams or assignments, will also be discussed at the curriculum map workshop. This form of assessment could be a way to make assessment more manageable and sustainable in the long term.

One promising trend is the introduction of signature assignments for program assessment, which several programs are using. These signature assignments are completed by students in different sections of the same course. The assignments are tied to program student learning outcomes, and are assessed for program assessment, in addition to being assessed as a course assignment.

Other good examples of assessment methods include a capstone assessment evaluated by mentor teachers and university supervisors in the Secondary Education program, which also uses alumni survey and standardized test data. The Communication Design program has an event during which senior portfolios are reviewed by external evaluators who are professionals in the field, and Biochemistry uses data from a standardized test and a capstone project to assess student progress on student learning outcomes. Business administration uses several measures: a standardized test, group projects, essay questions, and case studies.

Step 3: Criteria of Success

Criteria of Success is a crucial step in the assessment process, whereby departments determine the level of student performance that is acceptable and considered an indication that the outcomes have been accomplished. These criteria expand upon the outcome to offer specific details about expectations in that area of the program.

Programs have not made enough progress in this area. Roughly 40% have very little work done in this area, and about the same percentage have begun to develop methods and define measures, but have much to do before the data collection phase.

Various types of criteria are used across programs. When evaluating student work, a rubric is often used, and the criteria of success involves a percentage of students reaching a particular level of achievement, such as "70% of students should demonstrate competency on the assessment (3 on a 4 point scale.)" Criteria of success for standardized tests involves a minimum test score, and surveys may also use a percentage as a criteria. For example, "75% of students indicate satisfaction with their preparation in classroom management" may be the minimum acceptable response on an alumni survey.

Some programs have the advantage of benchmarks or other success criteria defined by a professional association or accrediting body. This is the type of information that should be shared with programs who are not accredited, and would benefit from seeing the level of expectation issued by an accreditor.

Only about fifteen KU programs, or roughly 21%, currently have criteria of success sufficient to move on to the next step, data collection. There will be a workshop related to rubrics and other criteria of success in mid-October to help programs determine which type of criteria works best for different measures, and to share examples of those criteria. This is an area where sharing of information across department and colleges will be helpful. Many programs will assess student writing, for example, and may be able to share criteria of success standards.

Step 4: Data Collection and Analysis

The Program Academic Assessment Reports indicate that only 19% of programs report getting to this step in 2017-18. It is important to note that does not mean that 81% of programs are not collecting and analyzing data. It means that 81% are not collecting data regularly, or did not collect and analyze data in 2017-18. In many cases, some data was collected in Spring 2018 and will be analyzed sometime in 2018-19.

The process of collecting data is relatively straightforward for a standardized test or student survey. Collecting student work samples must be planned, and programs may benefit from hearing how other programs collect, store, and anonymize student work in preparation for assessment. Deciding when it is appropriate to assess a sample of student work instead of all student work is also an important concept, which can lessen the amount of time spent on assessment while still providing valid results. A workshop about data collection will be held in early November 2018 and will address these topics.

Step 5: Using Data to Plan for Improvement

With respect to this step, we believe that only one program, in 2017-18, clearly indicated an alignment of assessment results to a specific improvement. However, it should be noted that many programs are making an attempt, and there seems to be some progress in this area. Sometimes the work in this area is not documented properly, or changes are made without data being noted to justify them. In some cases, programs are very small and are unsure what to do with the data that has been gathered. In other programs, no action is deemed necessary because benchmarks are being met. By using a new schedule of assessment, programs will be asked to demonstrate the use of assessment data for program improvement every year, and "meeting benchmarks" will not be a valid assessment of data, because continuous improvement is our goal. We hope that some of these issues can be solved with training, and there will be a workshop offered in January 2019 about what to do with assessment data, and programs will be invited to bring their program assessment data to the workshop.

There are several programs who did complete this step of the assessment cycle – using assessment data to plan for improvement – but not during the 2017-18 academic year, which is the subject of this report. In many cases, the improvements were planned and completed. A chart of those improvement actions is available in Appendix A. [NOTE: This appendix is currently being created.]

Summary

Percentage of Programs Completing Each Step

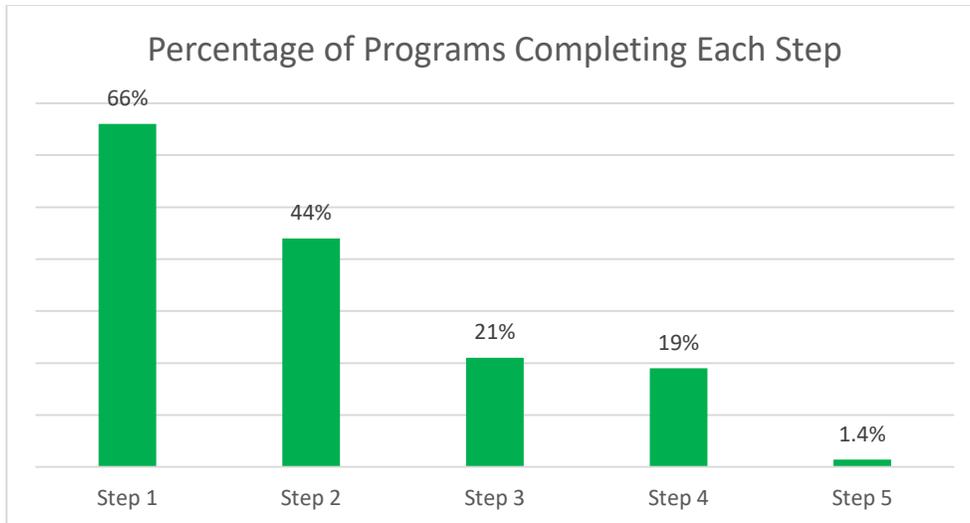| Step	Percentage
Step 1	66%
Step 2	44%
Step 3	21%
Step 4	19%
Step 5	1.4%

Table 2: Percentage of programs who have completed each step of the assessment cycle.

Program assessment successes are summarized in Table 2. As would be expected, programs are doing more work in the early parts of the assessment cycle: 66% of programs have viable SLOs, and 44% of programs have defined methods and measures for assessment so that they can move on to define criteria of success. As we move through the cycle to step 5, using data to plan for program improvement, just one program accomplished that in the 2017-18 academic year.

It should be noted that this was the first year that Program Student Learning Outcome Assessment reports were required, and the assessment cycle of some programs did not match the information requested on that report. Programs will be asked to demonstrate the use of assessment data for program improvement each academic year, under the new schedule developed by AAC. So while some programs did more assessment in 2016-2017 for their accreditation reports and did use data for program improvement in that academic year, they were unable to report on this for 2017-18. For this reason the number of programs who have been using assessment data for program improvement is certainly greater than one, but the goal for this area is to have all programs use data for improvement every year. It is important to recognize that success by all programs in steps 1-4 is important, but until we have 100% of programs using data for program improvement, step 5, we are below our goal.

Kutztown University now has a representative body monitoring and guiding academic assessment, the Academic Assessment Council. To facilitate progress and success by academic programs in assessment the AAC developed a defined schedule for submission of assessment artifacts and data in 2018-19, and will provide feedback for every submission during this inaugural year of the cycle.   The AAC has also developed forms for submitting the assessment information, to provide a uniform way to collect program assessment information. Graduate Assistants will enter the information into Nuventive, our assessment software, to allow programs more time for assessment work.

This assessment schedule ensures that all programs will complete the assessment cycle, and begin, or continue, using assessment data to plan for improvement. This report is a baseline, and next year we plan to report that most programs are completing the cycle of assessment to improve student learning. During this first year with a defined academic assessment process, we are already seeing some progress. For example, all programs now have articulated Program Student Learning Outcomes. This is the first step in developing a sustainable assessment plan. This is a faculty-driven process, and the

administration is working to support the faculty in their work. Workshops are being offered in areas of assessment, and some faculty have attended assessment conferences. Internal evidence suggests that the campus community is moving away from the perception that assessment is an administrative task driven by the accreditation process and toward the idea that assessment is part of the educational process. Developing a campus culture of assessment is our goal, and there is an evident shift in that direction.

Academic Assessment Council

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Carole Wells, Vice Provost & Dean of Graduate Studies

Appendix A will be a chart of pre 2017-18 improvement actions that were based on assessment. This information will be added before Spring 2019.

Appendix B – GEAC Summary

Academic Year 2017-2018

EXECUTIVE SUMMARY

- The General Education Assessment Committee is charged with directly assessing student learning outcomes for the KU General Education Program. In the seventh year of its existence, the committee continues the assessment and renewal plan that was developed in accordance with its bylaws with some modification to the original plan.

- This is the General Education Assessment Committee's sixth annual report, based on the approved assessment plan, which analyzed data from AY17-18 relevant to the Critical Thinking and Writing Intensive competencies of the General Education Program.

- Data were gathered using student work samples and evaluated using templates based on the VALUE (Valid Assessment of Undergraduate Education) rubrics created by the Association of American Colleges and Universities and modified by the General Education Assessment Committee. The rubrics or reporting templates were adapted by GEAC to create a common rating scheme for use across disciplines.

- For the assessment, a total of 212 student work samples representing the Critical Thinking competency and 256 student work samples representing the writing intensive competency were collected from students completing their last requirement in each of the competencies. The student samples revealed some strengths and weaknesses in the assessment process as well as the general education program.

- The methodology for the AY 17 – 18 used the same methodology piloted in AY 16 – 17. Students who were completing their first CT course and third WI course were identified by Institutional Research (IR). Instructors in these courses were notified to send a student work sample from these particular students who had completed their requirements for these competencies to the assessment committee. These work products were evaluated by 28 independent raters.

- Overall, of the 166 faculty who were asked to submit student work, 82 or 48% of the faculty complied and provided 468 pieces of student work between the two competencies. Approximately 37% of the student samples were reviewed and scored.

- Twenty-six faculty volunteers reviewed anonymous student samples against the VALUE rubric. Ten percent of the samples were scored by two raters to evaluate intercoder reliability. Overall, 42% of the two scores were within .5 of each other and 63% of them were within one performance level.

- The average score for the Critical Thinking competency was 2.13 on a scale of 4.0. For the Writing Intensive competency, the average performance level was 2.77.