Program Assessment Review (PAR)

In Transition

User Manual

**Program Assessment Review (PAR) in Transition**

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**Program Assessment Review (PAR) in Transition**

# SCOPE

All programs defined by Board of Governors (BOG) Policy 1985-01 (e.g., degree programs, concentrations, tracks, minors, and certificates) must develop and assess student learning objectives (SLOs) to document what students should know or be able to do at program completion and, further, to engage in continuous improvement. Developed by the Assessment and Accreditation Functional Implementation Team, Commonwealth University’s (CU’s) Program Assessment Review (PAR) draws upon elements of the Bloomsburg, Lock Haven, and Mansfield plans to provide a streamlined, more concise process for annual reporting during the transition from legacy program curricula to integrated program curricula. This **PAR in Transition** document will guide assessment that aligns with the ongoing curriculum development of integrated programs and revision of stand-alone programs, assuring continued compliance with the Middle States Commission on Higher Education (MSCHE) and the Pennsylvania State System of Higher Education (PASSHE) requirements and expectations. As such, this process will include **an annual assessment report in 2022-2023 for each degree program, concentration, track, minor, and certificate** and continue until such time that curriculum and assessment plans have been approved for integrated programs of study. At the same time, data for ongoing or minimally changed SLOs should be collected, analyzed, and used to inform continuous improvement.

Once program curricula and assessment plans are in place, the **PAR in Transition** will be revised to include both annual reviews for all programs and a cycle of four-/five-year program reviews[[1]](#footnote-1). The rotation for program reviews may commence as early as 2026-27 or in accordance with PASSHE procedures.

# CRITERIA

Using **Attachment 1**: PAR in Transition Annual Report Template, complete sections described in

#1-5 below by **MAY 31** and submit to the designated SharePoint Site.

## Introduction.

For each degree program, concentration, track, minor, and certificate:

* 1. Provide name, type, degree (if appropriate), delivery method(s)
  2. Give brief overview of the degree program, concentration, track, minor, and certificate program including any unique features or innovative pedagogy

## Program Student Learning Objectives.

For each degree program, concentration, track, minor, and certificate (see **Attachment 2**):

* 1. List each program SLO (what the student should be able to do at completion).
  2. Indicate if the SLO is completely new to the curriculum or revised/retained from the existing curriculum of any campuses’ programs.
  3. Summarize assessment results or learning outcomes for only the retained or slightly revised SLOs from any of the three campuses and upload the data to the [SharePoint site](https://commonwealthu.sharepoint.com/sites/Spring2023AcademicProgramAnnualReports) where you submit the PAR in Transition documents. Indicate for which year/semester assessment is being reported.
  4. Provide a rationale (e.g., brief statement of what informed the selection of the program SLO which may come from any of the three campuses’ assessments).

## Curriculum Map.

Develop a curriculum map for each degree program, concentration, track, minor, and certificate that includes progression of learning/proficiency or level of exposure (see **Attachment 3)**

## Assessment Grid.

Develop a program Assessment Grid (i.e., program assessment plan) for each degree program, concentration, track, minor, and certificate (see **Attachment 4**). Complete the Assessment Grid by providing:

* 1. Program Student Learning Objectives (SLOs)
  2. Student Assessment(s) of SLOs (including method, criteria, when/how assessed)
  3. Results (Outcomes) and analysis (indicate if Met/Not Met target and record/analyze results)\*
  4. Actions taken to improve student performance\*
  5. Closing the Loop to indicate changes in student performance\*

\* *Not required to complete 4.c. – 4.e. in 2022-23*

## Summary and Action Plan.

Provide a narrative summary and action plan as follows:

1. Summarize the program’s data and trends for the three campuses, e.g., enrollment (including demographic data), retention, graduation, course data, and faculty data (e.g., faculty FTE/Headcount, tenured/tenure-track/temporary status, URM). Please see the Program Review Data Dashboards - <https://www.bloomu.edu/program-assessment> and other Institutional Research Dashboards as needed - <https://www.bloomu.edu/institutional-research> for program, college, and institutional data.
2. Identify the integrated program’s strengths and weaknesses.
3. Provide a summary of personnel, physical, technology, and financial resources and state the adequacy of those resources.
4. Provide an action plan for next academic year (3-5 bullet points based on program data, outcomes, resource sufficiency, or other internal/external sources of information/data).

# SCHEDULE

## PLAN (Launch process, communicate, and orient)

* + **By April 2022**:

Notice to departments/program directors that they are to complete the **PAR in Transition** **Annual Report** in the upcoming year (2022-23)

Request from each department to identify a contact for assessment and reporting for each program and forward that name to the Office of Institutional Effectiveness

* + **From May-September 2022**:

PAR in Transition Orientation introduces revised process, templates, timeline, and repository (e.g., SharePoint and Nuventive Improve) for the upcoming year

## DO (Develop, Collect, Analyze, Discuss, Write)

* + **From September 2022 – May 2023:**

Develop curriculum per the ICC/UCC guidelines and templates including SLOs

Follow the steps on p. 3 to develop SLOs (and rationale), curriculum map, and assessment plan. Where possible, collect data for SLOs retained or slightly revised, analyze and discuss data, and use to make suggestions for improvement. Develop a brief action plan for the following year based on various sources. Submit documentation to the SharePoint Site.

## EVALUATE (Feedback on PAR in Transition)

##### From September 2022 – June 2023:

This timeline DOES overlap with **Step #2. DO** above. While documentation is due by **MAY 31**, programs can work with the assessment faculty liaison and/or OIE as soon as they are ready. The faculty liaison and/or OIE team can review and provide feedback to program faculty about the assessment plan. Once the SLOs, curriculum map, and assessment plans have been reviewed, OIE will assist programs in setting up maps and plans in Nuventive, which could take place throughout the year as curricula are approved and assessment plans developed.

# GLOSSARY

**Assessment -** systematic process of gathering and using appropriate information to refine programs and improve student learning.

**Assessment Cycle -** stages to plan, conduct, understand, and act on assessment activities and results.

**Assessment Grid -** (i.e., Program Assessment Plan; also applies to assessment plans for any degree program, concentration, track, minor, and certificate)template that lists the administrative details for each SLO, the student assessment (method, criteria, when/how assessed), the results of the assessment (criteria met/not met and actual results), actions taken using the results to improve student learning, and closing the loop (documenting actual changes in student performance).

**Benchmarking -** the process of establishing shared standards (or benchmarks). This may be done with reference to local standards and local examples of student work but should be informed by external standards.

**Bloom’s Taxonomy -** a classification system that defines a hierarchical ordering of cognitive, affective, and psychomotor skills. The cognitive domain includes six levels of cognition and is used primarily for classifying educational learning objectives.

**Continuous Improvement -** ongoing effort to assess and improve student learning. The four phases of continuous improvement are Plan, Do, Check, and Act (PDCA Cycle).

**Criterion or performance targets -** established criteria to determine level/proficiency of performance.

**College Assessment Coordinator** - appointed assessment coordinators for the colleges and academic support areas that serve as the link between departments/programs assessment coordinators and assessment committee(s). They provide communication and elevate concerns and issues about the assessment process and activities to the Academic/Academic Support Assessment Committee and attend Commonwealth University Assessment Council (CUAC) Meetings.

**Commonwealth University Assessment Council (CUAC)** - serves as the overarching structure for assessment oversight at Commonwealth University charged with providing governance, oversight, and advising on assessment processes to ensure disciplined self-assessment of institutional effectiveness (e.g., includes oversight of its sub-committees).Subcommittees include the Academic/Academic Support Assessment Committee and Administrative/Student Support Assessment Committee (NOTE: General Education assessment must be determined within a broader context regarding decisions about the structure for GE curricular and assessment bodies).

**Curriculum Mapping -** the process of creating a synoptic view of the curriculum, documenting curricular opportunities that enable students to reach the program’s learning goals. A curricular map shows where students are introduced to the program’s central ideas, skills, and habits of mind, where those objectives are reinforced, and where students display mastery of these objectives.

**Department/Program Assessment Committee -** oversees assessment at the department or program level and is organized at discretion of department faculty in a manner that accommodates the needs of the department and the programs housed within it. May include a departmental committee or individual program committees.

**Department/Program Assessment Coordinators** - organizes within an academic/academic support department in a manner that accommodates the needs of the department and the programs housed within it and holds responsibility for making sure the academic programs annually collect student learning outcomes data aligned with the identified academic program learning objectives and report outcomes in accordance with the expected timelines, processes, and reporting technology tools.

**Embedded Assessments -** program or institutional assessments embedded into course work.

**Faculty Liaison** - serves as a critical faculty link between assessment oversight and support of institutional assessment and, working with OIE, provides technical assistance, support, education, and mentoring on assessment processes to ensure disciplined self-assessment at the discipline/program level.

**Formative Assessment -** data gathered on student learning during the instructional process. It helps an instructor or program identify areas of weakness and strength and to modify instruction accordingly. Any assessment can be formative if its purpose is to improve student learning as instruction continues.

**Institutional Assessments of Student Learning -** overarching learning goals for all students, regardless of major, generally delivered through the general education program or curriculum in which case assessment, at the institutional level, is synonymous with general education assessment.

**Key Performance Indicators (KPIs) -** measures or indicators of outputs or outcomes and may also be considered leading (i.e., predictive of performance) or lagging (i.e., outcome of performance) indicators. Typically, KPIs are related to outcomes assessment.

**Measures of Student Learning, Direct -** a measure of student learning based directly on tangible, specific evidence seen in students’ actual performance. Direct measures include exams, papers, systematic observations of relevant student behavior, reports from internship supervisors, standardized test scores, etc.

**Measures of student learning, Indirect -** a measure of student learning based upon data presumed to correlate with student learning but not directly indicative of it. Indirect measures include student or alumni ratings of their knowledge or learning experience, surveys, focus groups, exit interviews, etc.

[**National Survey of Student Engagement (NSSE)**](https://nsse.indiana.edu/) **-** standardized survey of student experiences that are known to positively impact student success.

[**Nuventive Improve**](https://nuventive.com/products-overview/improvement-platform/) **-** a software platform that allows institutions to document academic and administrative assessment plans, results, supporting documents, and actions for management planning, assessment, and quality improvement processes.

**Program Assessment Review (PAR) -** includes both annual and four-year program assessment review process for any degree program, concentration, track, minor, and certificate by reviewing the assessment of student learning as well as evaluating departmental operations and resources in the context of student success.

**Programmatic Accreditation -** organizations that accredit specific programs as recognized by the Council for Higher Education Accreditation (CHEA).

[**Qualtrics**](https://www.qualtrics.com/) **-** online survey software.

**Rubric -** a scoring guide used to standardize assessment of student work by identifying a limited number of criteria and providing for each criterion explicit statements about the expected qualities of performance at each point on a scale or rank in an ordered scoring system.

**Scaffolding -** a set of steps and supports that help students move from one level to another and give them guidance about that route to take.

**Simple Random Samples -** a sample in which every student has an equal chance of selection.

**Student learning objectives (SLO) –** intended knowledge, skills, attitudes, and habits of the mind that students have and take with them when they complete a program of study. Student learning objectives exist at three levels (i.e., institutional, program, and course) and are interconnected.

**Student learning outcome (outcomes) –** observed knowledge, skills, attitudes, and habits of the mind that students have and take with them when they complete a program of study. Student learning outcomes exist at three levels (i.e., institutional, program, and course) and are interconnected.

**SMART Goals –** goals that incorporate Specific, Measurable, Attainable, Relevant and Time-based criteria to help focus efforts and chances of achieving the goal.

**Summative Assessment -** data gathered on student learning at the end of a course or program as a basis for judging student knowledge and skills. Any assessment can be summative if its purpose is to evaluate student learning and instruction after instruction has occurred.

[**VALUE Rubrics**](https://www.aacu.org/initiatives/value-initiative/value-rubrics)- 16 rubrics developed by the American Association of Colleges and Universities (AAC&U) and organized around relevant student learning.

# ATTACHMENTS

## ATTACHMENT 1: PAR in Transition Annual Report Template

**Program Assessment Review (PAR) in Transition**

Annual Report

**Department Name:**

**Program(s):**

**Date:**

#1. Introduction

1. **Complete Table 1: Program List** below (and remove example) for each degree program, concentration, track, minor, and certificate.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 1: Program List** | | | |
| **Program** | **Type (e.g., degree, minor, certificate)** | **Degree Award  (e.g., BS, BA, MS, MED, DNP)** | **Delivery Method(s)**  **(e.g., F2F, 100% online, ITV, Multi-modal)** |
| Examples: Criminal Justice | Degree | BS | F2F, online, multi-modal |
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1. Give brief overview of the degree program, concentration, track, minor, and certificate including any unique features or innovative pedagogy.

**Insert narrative here**

#2. Program Student Learning Objectives.

1. For each degree program, concentration, track, minor, and certificate under #1.a., list the Program name below and provide the Program SLOs.
2. Under Action, indicate if the SLO is new, revised, or retained from the previous curricula at any campus.
3. Under Results, summarize assessment results or learning outcomes for only the retained or slightly revised SLOs from any of the three campuses and upload the data to the [SharePoint site](https://commonwealthu.sharepoint.com/sites/Spring2023AcademicProgramAnnualReports) where you submit the PAR in Transition documents. Indicate for which year/semester assessment is being reported.
4. For Rationale, provide a rationale (e.g., brief statement of what informed the selection of the SLO which may come from any of the three campuses’ assessments).

**Complete Table 2: Program Student Learning Objectives and Rationale** below (and remove example) or **complete Attachment 2:** **Program Student Learning Objectives and Rationale Template** if the table is too lengthy.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 2: Program Student Learning Objectives and Rationale** | | | | |
| **Program** | **Program SLOs** | **Action** (indicate if SLO new, retained, revised from previous curriculum at any campus) | **Results**  (summarize assessed learning outcomes or observed knowledge, skills, attitudes, and habits that informed action) | **Rationale** (provide brief statement of what informed the selection of the SLO) |
| Example: BS, Criminal Justice | SLO1: Communicate effectively in writing | Retained | Students met each criterion in Spring 2021 writing assessment for purpose (96%) and content (85%) but did not meet on organization (70%) and conventions (68%) (data on SharePoint) | Links to GE Competency, benchmarks to AACU and disciplinary standards, students below expectation scores on organization and writing conventions |
|  |  |  |  |  |
|  |  |  |  |  |

#3. Curriculum Map

Develop a curriculum map for each degree program, concentration, track, minor, and certificate in #1.a. and enter **I**=Introduced or Introductory Level, **R**=Reinforced, and/or **S=**Summative/Mastered in each table cell as appropriate. The map should include progression of learning/proficiency throughout the curriculum.

**Complete** **Attachment 3: Curriculum Map Template**

#4. Assessment Grids

Develop an assessment grid (i.e., Program Assessment Plan) for each degree program, concentration, track, minor, and certificate.

**Complete Attachment 4: Program Assessment Grid Template**

#5. Summary and Action Plan

Please provide a brief narrative for each of the prompts under 5.a. – 5.d. below.

1. Summarize the program’s data and trends for the three campuses, e.g., enrollment (including demographic data), retention, graduation, course data, and faculty data (e.g., faculty FTE/Headcount, tenured/tenure-track/temporary status, URM). Please see the Program Review Data Dashboards - <https://www.bloomu.edu/program-assessment> and other Institutional Research Dashboards as needed - <https://www.bloomu.edu/institutional-research> for program, college, and institutional data.

**Insert narrative here**

1. Identify the integrated program’s strengths and weaknesses

**Insert narrative here**

1. Provide a summary of personnel, physical, technology, and financial resources and adequacy of those resources.

**Insert narrative here**

1. Provide an action plan for next academic year (3-5 bullet points based on program data, outcomes, resource sufficiency, or other internal/external sources of information/data)

**Insert 3-5 bullet points here**

## ATTACHMENT 2: Program Student Learning Objectives and Rationale Template

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 2: Program Student Learning Objectives and Rationale** | | | | |
| **Program** | **Program SLOs** | **Action** (indicate if SLO new, retained, revised from previous curriculum at any campus) | **Results**  (summarize assessed learning outcomes or observed knowledge, skills, attitudes, and habits that informed action) | **Rationale** (provide brief statement of what informed the selection of the SLO) |
|  |  |  |  |  |
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## ATTACHMENT 3: Curriculum Map Template

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program Student Learning Objectives (SLO)** | **SLO** | **SLO** | **SLO** | **SLO** | **SLO** | **SLO** | **SLO** | **SLO** | **SLO** |
| Program Requirements |  | | | | | | | | |
| Course |  |  |  |  |  |  |  |  |  |
| Course |  |  |  |  |  |  |  |  |  |
| Course |  |  |  |  |  |  |  |  |  |
| Course |  |  |  |  |  |  |  |  |  |
| Course |  |  |  |  |  |  |  |  |  |
| Electives Category |  |  |  |  |  |  |  |  |  |
| Experiential Learning |  |  |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |  |  |

**Level of Exposure**

|  |  |  |
| --- | --- | --- |
| **Abbrev.** | **Description** | |
| **I** | **I**ntroduced or **I**ntroductory Level | (i.e., **B = B**eginning in BL grid) |
| **R** | **R**einforced | (i.e., **I = I**ntermediate in BL grid) |
| **S** | **S**ummative or Mastered | (i.e., **A = A**dvanced in BL grid) |

## ATTACHMENT 4: Assessment Grid Template

**Assessment Grid –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***(program name)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program Type, Underline One:** Degree Program, Concentration, Track, Minor, Certificate | | **Program Coordinator:**  **Department Chair:** | | **Date Submitted:** |
| 1. **Student Learning Objectives** | 1. **Student Assessment** | 1. **Results (Outcomes)\*** | 1. **Actions\*** | 1. **Closing the Loop\*** |
| **1.** | Method/assessment: (e.g., tests, presentations, research paper, etc.)  Criterion/performance target:  When and how often does assessment occur? | Criterion/performance target met: [ ] Yes [ ] No [ ] N/A  Results and analysis: | Actions taken to improve student performance | Changes in student performance when re-assessed |
| **2.** | Method/assessment: (e.g., tests, presentations, research paper, etc.)  Criterion/performance target:  When and how often does assessment occur? | Criterion/performance target met: [ ] Yes [ ] No [ ] N/A  Results and analysis: | Actions taken to improve student performance | Changes in student performance when re-assessed |
| **3.** | Method/assessment: (e.g., tests, presentations, research paper, etc.)  Criterion/performance target:  When and how often does assessment occur? | Criterion/performance target met: [ ] Yes [ ] No [ ] N/A  Results and analysis: | Actions taken to improve student performance | Changes in student performance when re-assessed |

\* *Not required to complete c. –e. in 2022-23 since this is a planning document for the integrated curriculum or revised stand-alone programs*

Add more rows for additional Student Learning Objectives

1. *PASSHE Board of Governors Policy 1986-04-A: Program Review was suspended in 2019 and is currently being revised with an anticipated effective date of July 2023. Commonwealth University policies and procedures will be amended to comply with the revised policy.* [↑](#footnote-ref-1)