

## *The Quality of Student Learning 2013*

### **2013-14 University Assessment Plan**

#### Overview

At Pittsburg State University (PSU), results from the 2011-12 University Assessment Report and discussions held in Assessment Committee meetings, Faculty Senate General Education Committee meetings, and other assessment-centered meetings guided the development of the 2012-13 University Assessment Plan. At the university level, the Assessment Committee provides information and recommendations for improvement, based upon their review of assessment results and program assessment reports. Similarly, the Faculty Senate General Education Committee considers general education assessment results and offers recommendations for improving undergraduate student learning.

Faculty, Department Chairs, and Deans examine the results on student learning outcomes in the university assessment report and in their program assessment reports. Likewise, co-curricular unit teams and administrators study university results and their unit's results. It is at the departmental, unit, program, and/or course level where most strategies to improve student learning are implemented.

The purpose of the university assessment plan is to describe the various assessment activities currently in process or scheduled during the fall semester of 2012, the spring semester of 2013, and the summer of 2013. The plan is predominately directed to the university level, offering a broad overview. Programs and co-curricular units have their specific assessment plans. The College of Education and the Kelce College of Business have their own Assessment Committees dedicated to the improvement of student learning based upon the faculty's interpretation of their assessment results.

As presented in the *2012 Quality of Student Learning*, the PSU Strategic Goals were mapped to those from the Academic Affairs Strategic Plan. This mapping is unchanged; assessment actions in the plan are connected to university-level goals and/or objectives. In December of 2013, the Preseident Work on preparing a new university strategic plan began in December of 2013 with the creation of the

Next is the presentation of the 2012-13 University Assessment Plan in four parts: the overall plan; the plan for general education assessment; the assessment plan for the degree programs; and the co-curricular assessment plan. In addition to the general education assessment plan, there is a summary of the assessment activities for each of the three undergraduate learning goals. Following the plan, the assessment calendar displays the time frame for major assessment activities across the university.

The last section of the plan is the communication strategy for disseminating assessment documents. The farthest two left columns identify the major content areas in the university assessment report and plan. The farthest three right columns show how documents will be shared with internal and external audiences.

The distribution of university assessment documents begins with the President and the Provost and Vice President for Academic Affairs. Internal distribution continues with various groups, ending with publishing on the website for external audiences:

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1. The President and the Provost and Vice President for Academic Affairs
2. Provost Leadership Council
3. Faculty Senate President, Assessment Committee Chair, Faculty Senate General Education Committee Chair, Department Chairs, co-curricular unit teams and administrators, college assessment committees, and faculty responsible for oral communication, writing, math, & critical thinking assessments
4. Student Government Association President and Chair of the Academic Affairs Committee
5. BULK-E to the university students, faculty, and staff
6. Posting on GUS
7. Posting on the Assessment web page

In the communications with academic, co-curricular, and student groups, the Director of Assessment will offer to present the university assessment report and plan for discussion and to secure the input of the constituents. If necessary, based upon their feedback, assessment documents may be updated prior to posting on GUS. The last step is posting documents on the PSU Assessment web page for external audiences.

**University and Academic Affairs Strategic Goals Applicable to the Assessment of Student Learning**

<u>PSU Strategic Plan Goals With Objectives*</u>	<u>PSU Academic Affairs Strategic Plan Goals With Objectives*</u>
<p><b><i>Goal 1 Enhance learner success</i></b></p> <p>1a. Enhance teaching and learning                      1d. Foster a supportive yet challenging living, learning, and working environment with services and programs that promote learner success and wellness                      1l. Provide opportunities and resources to help faculty improve their teaching effectiveness as well as to assist students to become better learners</p>	<p><b><i>Goal 1 Enhance academic excellence in teaching and scholarship</i></b></p> <p>1a. Strengthen assessment of student learning in both the curricular and co-curricular areas resulting in ongoing improvement                      1b. Maintain current program accreditations and pursue others where appropriate                      1c. Expand online course and program offerings with strong oversight to ensure quality                      1d. Participate in higher education assessment initiatives                      1h. Employ an active learning environment where all constituents are teachers and learners                      1i. Increase and enhance internal and external partnerships</p>
<p><b><i>Goal 2 Enhance discovery and research</i></b></p> <p>2d. Foster a culture of discovery and research that celebrates the achievements in student learning</p>	<p><b><i>Goal 2 Prepare students to live and work in a diverse, multicultural society</i></b></p>
<p><b><i>Goal 3 Enhance engagement and interaction with external stakeholders to stimulate cooperative and progressive growth and development</i></b></p>	<p><b><i>Goal 3 Focus on efficiency of operations and delivery of programs</i></b></p> <p>3c. Implement new organizational and leadership models                      3d. Utilize IT solutions where appropriate</p>

<p><b>Goal 4 Embrace emerging technologies</b></p> <p>4c. Enhance the use of appropriate technologies to broaden and improve the learning environment</p> <p>4d. Enhance the use of appropriate technologies to broaden and improve student success</p> <p>4f. Continually review and analyze new technologies as they relate to the major educational goals of the University</p> <p>4h. Provide professional development opportunities so we achieve optimal utilization of the technology we have available</p>	<p><b>Goal 4 Support economic development of the State and region</b></p>
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<u>PSU Strategic Plan Goals With Objectives*</u>	<u>PSU Academic Affairs Strategic Plan Goals With Objectives*</u>
<p><b><i>Goal 5 Obtain the resources necessary to support the University's strategic goals while maintaining sound fiscal management strategies that are clearly articulated to all constituents</i></b></p> <p>5c. Continue to develop policies and procedures that enhance the efficient and effective use of institutional resources</p> <p>5g. Establish and implement a campus communication strategy</p> <p>5k. Enhance funding from external grants and contracts</p>	<p><b><i>Goal 5 Achieve managed enrollment growth</i></b></p> <p>5a. Develop and maintain high quality programs and services to attract new students</p> <p>5b. Promote diversity and internationalization</p> <p>5c. Promote academic achievement and student success</p>
<p><b><i>Goal 6 Institutionalize environmental sustainability into all university activities including operations, teaching, learning, discovery, and engagement</i></b></p> <p>6h. Engage internal and external constituents through education and involvement to promote environmental sustainability in all settings</p>	

\*Only those objectives pertinent to assessment are shown.

The 2012-13 University Assessment Plan: Overall Strategies

<u>PSU Goals</u>	<u>Academic Affairs Goals</u>	<u>Overall Assessment Strategies</u>	<u>Responsible Persons</u>	<u>Time Frame</u>
1, 4	1, 3	Develop and implement an internal assessment academy for faculty to include didactic training and mentorship experience, starting in the fall of 2013	Assessment Committee Chair, HLC Academy group, Director of Assessment	Spring semester 2013
1, 4	1, 3	Consider offering one or more workshops to co-curricular units and faculty on the use of Canvas for unit and program assessment	Director of the Center for Teaching, Learning, & Technology, Director of Assessment	Spring semester 2013
1, 4	1, 3	Plan to offer a faculty workshop on assessing student learning outcomes in graduate programs	Dean of Graduate & Continuing Studies, Director of Assessment	Spring semester 2013
1	1	Submit to present a session on student learning success at the August 2013 Faculty Development Day	Director of Assessment	Spring semester 2013
1, 4	1, 3	Prepare to implement the eLearning Academy in the fall semester of 2013	Director of the Center for Teaching, Learning, & Technology	2012-13
1, 4	1, 3	Coordinate the documentation requirements, timelines, and handbooks for Program Review, degree program assessment, and strategic planning	Provost and Vice President for Academic Affairs, Assessment Committee Chair, Institutional Effectiveness Committee Chair, Program Review Committee Chair, Director of Assessment	2012-13
1, 2	1, 2	Develop an ongoing process for student participation in university assessment, including assistance with increasing response rates for surveys	SGA President, SGA Academic Affairs Director, Associate Vice President for Campus Life and Auxiliary Services, Director of Assessment	2012-13
1, 5	1, 3	Initiate regular meetings to monitor progress in implementing the University Assessment Plan	Assessment Committee Chair, Faculty Senate General Education Committee Chair, Director of Assessment	Spring semester 2013
1, 5	1, 3	Initiate an annual meeting to share the university assessment report and plan, seek input on assessment, and monitor progress with assessment and improvement	Department Chairs, Director of Assessment	January 2013
1, 4	1, 3	Promote the integration of Quality Matters into program and course assessment processes	Center for Teaching, Learning, & Technology, Assessment Committee, Faculty Senate General Education Committee, Director of Assessment	Spring semester 2013

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<b><u>PSU Goals</u></b>	<b><u>Academic Affairs Goals</u></b>	<b><u>Overall Assessment Strategies</u></b>	<b><u>Responsible Persons</u></b>	<b><u>Time Frame</u></b>
1, 4, 5	1, 3	Re-consider the frequency cycle for administering the NSSE and CLA	Provost Leadership Council	2012-13
1, 4, 5	1, 3	Finish work on the communication strategy for assessment documents	Provost Leadership Council	2012-13
<b><u>PSU Goals</u></b>	<b><u>Academic Affairs Goals</u></b>	<b><u>Strategies for the Office of Assessment</u></b>	<b><u>Responsible Persons</u></b>	<b><u>Time Frame</u></b>
1	1	Monitor Kansas Board of Regents' discussion and prepare for the 2014 request for assessment data on writing, math, oral communication, & critical thinking	Provost and Vice President for Academic Affairs, Director of Assessment	2012-13
1, 4	1, 3	Create the Assessment Technical Advisory Group to oversee the management of assessment data	Director of Assessment	Spring semester 2013
1, 4, 5	1, 3	Use the <i>Assuring Quality Institutional Self-Assessment Tool</i> to evaluate practices in student learning outcomes assessments (New Leadership Alliance for Student Learning and Accountability 2012) and review process and results with the Assessment Technical Advisory Group	Director of Assessment, Assessment Technical Advisory Group	Summer 2013, review in the fall semester 2013
1	1	Write mission and vision statements for the Office of Assessment	Director of Assessment	2012-13
1, 4, 5	1, 3	Develop infrastructure for expected assessments of general education with oversight of the processes and assistance with the assessment plans and reports (especially with the student learning outcomes, measures or techniques, and data summary) and integrate with processes for degree program and co-curricular assessments	Director of Assessment	2012-13
1, 4, 5	1, 3	Explore the cost-benefits of available assessment management products and services (e.g., WEAVEonline, PRISM)	Director of Assessment	2012-13
1, 4, 5	1, 3	Update the Assessment website and create a GUS site for Assessment and post assessment resources for faculty and co-curricular units	Director of Assessment	2012-13
1	1	Maintain approval from the PSU Institutional Review Board for assessment activities	Director of Assessment	Spring semester 2013

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The 2012-13 University Assessment Plan: General Education

<u>PSU Goals</u>	<u>Academic Affairs Goals</u>	<u>Strategies</u>	<u>Responsible Persons</u>	<u>Time Frame</u>
<b>All General Education Goals &amp; Objectives</b>				
1, 5	1, 3	Explore the cost-benefit of a general education program coordinator position to oversee and facilitate general education assessment	Provost and Vice President for Academic Affairs	2012-13
1, 2	1, 2	Explore the role of an external consultant on general education, especially for assessment and improvement	Provost and Vice President for Academic Affairs, Director of Assessment	2012-13
1, 5	1, 3	Develop the process by which departments receive and share general education assessment results for faculty's interpretation, planning for improvement, and facilitating curricular and/or teaching change	Department Chairs, Director of Assessment	Spring semester 2013
1, 2	1, 2	Begin the discussion of general education assessment with faculty at department meetings	Department Chairs, Director of Assessment	2012-13
1, 4, 5	1, 3	Create an overall general education assessment plan, including working with faculty and departments on assessment, preparing an annual report, monitoring results and plans for improvement, providing oversight, and reporting to the Assessment Committee	Faculty Senate General Education Committee, Director of Assessment	Spring semester 2013
1, 4	1, 3	Promote the application of Quality Matters to process for evaluating online general education courses	Faculty Senate General Education Committee, Director for the Center for Teaching, Learning, and Technology	Spring semester 2013
1	1	Prepare for the Kansas Board of Regents request for assessment data on writing, math, oral communication, & critical thinking	Provost and Vice President for Academic Affairs, Director of Assessment	Before 2014

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<u>Undergraduate Objectives</u>	<u>Assessment Goals</u>	<u>Strategies</u>	<u>Responsible Persons</u>	<u>Time Frame</u>
<b><i>Undergraduate Goal #1: Students should be able to communicate effectively.</i></b>				
<b><i>1. Apply the principles of effective oral communication either in-group or individual presentations.</i></b>	Develop and pilot the oral communication assessment plan	Complete the work of the Oral Communication Task Force, including the report of recommendations to the Provost	Drs. S. Drew & M. Arbuckle, Co-Chairs	Fall semester 2012, Report due 12/1/2012
		Conduct the pilot assessment for oral communication, including sharing results with faculty for interpretation and planning for improvement with possible revision of the assessment plan	Designated faculty for oral communication assessment, Director of Assessment	Spring semester 2013
		Prepare to offer to work with faculty on the use of the PSU Oral Communication Rubric in general education and degree program courses, starting in the fall semester of 2013	Designated faculty for oral communication assessment	Spring semester 2013
		Write and submit the first Oral Communication Assessment Report	Designated faculty for oral communication assessment, Director of Assessment	10/1/13, annually October 1 <sup>st</sup>
<b><i>2. Apply the principles of effective writing and other forms of communication.</i></b>	Implement the writing assessment plan and support improvement efforts	Continue to implement the writing assessment plan, including sharing results with faculty for interpretation, planning for improvement, and facilitating curricular and/or teaching change	Drs. D. Judd & J. Zepernick, Department of English	2012-13, ongoing
		Continue to offer educational sessions and work with faculty on the design of writing assignments and use of the PSU Writing Rubric in general education and degree program courses	Drs. D. Judd & J. Zepernick, Department of English	2012-13, ongoing
		Write and submit the first annual Writing Assessment Report	Drs. D. Judd & J. Zepernick	September 2012, annually October 1st
		Support Dr. J. Zepernick's evaluation of students' writing performance in "Legal and Social Environment of Business" for the 2011-13 Performance Agreement report	Associate VP of Enrollment Management & Student Success	March 2013



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<u>Undergraduate Objectives</u>	<u>Assessment Goals</u>	<u>Strategies</u>	<u>Responsible Persons</u>	<u>Time Frame</u>
<b>3. Demonstrate the ability to formulate and solve problems using the tools of mathematics.</b>	Implement the math assessment plan and support improvement efforts	Continue the implementation of the math assessment plan, including sharing results with faculty for interpretation, planning for improvement, and facilitating curricular and/or teaching change	Dr. K. Childs, Department of Math	2012-13
		Write and submit the first annual Math Assessment Report	Dr. K. Childs	December 2012, annually October 1 <sup>st</sup>
<b>Undergraduate Goal #2: Students should be able to think critically.</b>				
<b>4 Objectives</b>	Develop the critical thinking assessment plan	Complete the work of the Critical Thinking Task Force, including the report of recommendations to the Provost	Dr. H. Smith, Chair	2012-13, Report due 3/15/13
		Prepare to conduct the pilot assessment for critical thinking in the fall semester of 2013	Designated faculty for critical thinking assessment, Director of Assessment	Spring semester 2013
<b>Undergraduate Goal #3: Students should be able to function responsibly in the world in which they live.</b>				
<b>8 Sections with Objectives</b>	Develop a comprehensive assessment plan for general education	Develop an assessment plan for all general education courses, especially for goal #3	Faculty Senate General Education Committee, Director of Assessment	Spring semester 2013
		Develop the process for the review of general education courses, using a rubric for evaluation, generating feedback, and sharing results and feedback with faculty and departments	Faculty Senate General Education Committee, Director of Assessment	Spring semester 2013
		Prepare to conduct the pilot assessment for general education courses in the fall semester of 2013	Faculty Senate General Education Committee, Director of Assessment	Spring semester 2013

Summary of Assessment Activities for the Three Undergraduate Learning Goals

<u>Undergraduate Objectives</u>	<u>Definitions/Components</u>	<u>Curriculum</u>	<u>Assessment</u>	<u>Rubric</u>
<b>Goal #1 Students should be able to communicate effectively</b>				
<b>1. Apply the principles of effective oral communication either in-group or individual presentations</b>	Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.  (Interpersonal and Group Communication is not assessed.)	COMM 207 Speech Communication	3 speeches evaluated by the rubric  Assessment Plan/Report	PSU Oral Communication Rubrics: Public Speaking, Interpersonal and Group Communication
<b>2. Apply the principles of effective writing and other forms of communication</b>	Writing focus, development, organization, use of sources, style, and editing	ENGL 101 English Composition  ENGL 299 Introduction to Research Writing	Use of the rubric to evaluate the papers  Assessment Plan/Report	PSU Writing Rubric

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<u>Undergraduate Objectives</u>	<u>Definitions/Components</u>	<u>Curriculum</u>	<u>Assessment</u>	<u>Rubric</u>
<b>3. Demonstrate the ability to formulate and solve problems using the tools of mathematics</b>	Mathematical formulation and problem solving abilities. <u>Interpretation</u> , glean information in math forms. <u>Representation</u> , convert relevant information into math forms. <u>Calculation</u> , use math tools. <u>Application</u> , apply math generalizations, principles, theories, or rules to real problems. <u>Analysis</u> , make judgments and draw appropriate conclusions based on quantitative analysis of data, while recognizing limits of this analysis. <u>Communication</u> , express quantitative evidence in support of the argument or purpose of the work (what evidence is used and how it is formatted, presented, and contextualized).	MATH 133 Quantitative Reasoning  MATH 143 Elementary Statistics  MATH 113 College Algebra  MATH 204 Math for Education	Selected number of exam items specifically matched to rubric  Assessment Plan/Report	PSU Math Rubric
<b>Goal #2 Students should be able to think critically</b>				
<b>1. Demonstrate the ability to distinguish between relevant and irrelevant information in problem solving.</b> <b>2. Articulate a problem and develop a logical and reasonable response to it using appropriate sources.</b> <b>3. Apply generalizations, principles, theories, or rules to the real world.</b> <b>4. Demonstrate the ability to analyze and synthesize information.</b>	TBD  Critical Thinking Task Force September 2012 - March 2013	TBD	TBD	TBD
<b>Goal #3: Students should be able to function responsibly in the world in which they live</b>				
<b>Part I: Sciences. Part II: Social Studies. Part III: Political Studies. Part IV: Producing &amp; Consuming. Part V: Aesthetic Studies. Part VI: Cultural Studies. Part VII: Health and Well-being. Part VIII: Human Heritage.</b>	TBD  Faculty Senate General Education Committee	TBD	TBD	TBD

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The 2012-13 University Assessment Plan: Degree Programs

<u>PSU Goals</u>	<u>Academic Affairs Goals</u>	<u>Assessment Goals</u>	<u>Strategies</u>	<u>Responsible Persons</u>	<u>Time Frame</u>
1, 2, 4	1, 2, 3	Evaluate the annual program assessment reports in order to facilitate the improvement of student learning	Review the 2011-12 program assessment reports, using the rubric and offering feedback	Assessment Committee	October – November 2012
			Prepare for an orientation of new committee members to the review process for the annual program assessment report, starting in the fall of 2013	Assessment Committee Chair, Director of Assessment	Spring semester 2013
			Incorporate appropriate sections of Quality Matters into the rubric used to evaluate fully-online programs in the program assessment reports	Assessment Committee	Spring semester 2013
			Evaluate the process for reviewing annual program assessment reports and make improvements as needed	Assessment Committee	2012-13
			Meet with Department Chairs to share the feedback from the review of program assessment reports	Assessment Committee Chair, Director of Assessment	January – February 2013
1, 2, 3	1, 2, 3	Support the assessment of student learning outcomes in Program Review	Offer assistance with preparing the documentation of student learning to programs that are scheduled for Program Review in 2013	Department Chairs, Director of Assessment	2012-13
			Delineate the role of the Assessment Committee's review of annual program assessment reports in Program Review	Provost, Assessment Committee Chair, Program Review Committee Chair, Director of Assessment	2012-13

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The 2012-13 University Assessment Plan: Co-Curricular Units

<u>PSU Goals</u>	<u>Academic Affairs Goals</u>	<u>Assessment Goals</u>	<u>Strategies</u>	<u>Responsible Persons</u>	<u>Time Frame</u>
1	1, 2	Continue to offer the Internal Co-Curricular Assessment Academy	Complete the Internal Co-Curricular Assessment Academy with Cohort #2	6 Co-Curricular Teams, Mentors, Director of Assessment	December 2012
			Prepare for Cohort #3, identifying participants and mentors, scheduling sessions, and developing materials and resources	Administrators for co-curricular units, Director of Assessment	November - December 2012, January 2013
			Offer the Internal Co-Curricular Assessment Academy with Cohort #3 with monthly sessions	5 Co-Curricular Teams, Mentors, Director of Assessment	January, February, March, April, May 2013
1, 4	1, 3	Prepare post-academy opportunities on co-curricular assessment	Start Reunion meetings for continued support of the co-curricular units with implementing their assessment plans	Co-Curricular unit teams and administrators, Assessment Committee, Director of Assessment	2012-13
1, 4	1, 3	Develop and pilot the annual review of unit assessment reports	Develop the process for the submission of annual unit assessment reports, including the rubric for review, report format, timeline, and feedback to units	Co-Curricular Reunion Participants, Administrators, Assessment Committee, Director of Assessment	2012-13
			Pilot the annual review process with a sample of unit assessment reports, including feedback to units and reporting of the process to the Assessment Committee	Volunteer Co-Curricular Units, Reunion Participants, Assessment Committee, Director of Assessment	2012-13
			Prepare and operate a Canvas site for Co-Curricular Assessment, beginning use in spring of 2013	Office of Assessment, Director of Assessment	2012-13

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Assessment Calendar

<u>Assessment Activities</u>	<u>AUG 2012</u>	<u>SEPT</u>	<u>OCT</u>	<u>NOV</u>	<u>DEC</u>	<u>JAN 2013</u>	<u>FEB</u>	<u>MAR</u>	<u>APR</u>	<u>MAY</u>	<u>JUNE</u>	<u>JULY</u>	<u>AUG</u>	<u>SEPT</u>	<u>OCT</u>	<u>NOV</u>	<u>DEC</u>	
Assessment Committee		✓	✓	✓		<i>Scheduled by Chair</i>									✓	✓	✓	
Assessment Committee annual report (May 1st)										✓								
COE Assessment Committee		✓	✓	✓	✓		✓	✓	✓	✓					✓	✓	✓	✓
Kelce COB Assessment Committee		✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓
COT Assessment (Dean & Chairs)			✓												✓			
CAS Assessment (Dean & Chairs)			✓												✓			
Internal Academic Assessment Academy (future)														<i>Academy begins fall 2013</i>				
eLearning Academy workshops (future)			✓	✓			<i>To be scheduled</i>						<i>Academy begins fall 2013</i>					
eLearning Academy review (pilot)							✓	✓	✓									
Technical Advisory Group for Assessment							✓							✓				
Department Chairs meeting						✓												
CLA Testing -- Freshmen in fall, seniors in spring			✓				✓	✓							✓			
NSSE Testing -- Freshmen and seniors							✓	✓	✓	✓								
2011-13 Performance Agreement: NSSE LAC								✓										
<b>General Education Assessment</b>																		
Faculty Senate General Education Committee	✓	✓		✓		<i>Scheduled by Chair</i>								<i>Scheduled by Chair</i>				
Faculty Senate General Education Committee annual report									TBD									
Critical Thinking Task Force			✓	✓	✓	✓	✓	DONE										
Oral Communication Task Force	✓	✓	✓	DONE														
Oral Communication Assessment Plan						✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
Annual Oral Communication Report															✓1st			
Writing Assessment Plan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Annual Writing Assessment Report		✓1st													✓			
2011-13 Performance Agreement: Writing skills								✓										
Math Assessment Plan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
Annual Math Assessment Report					✓1st										✓			

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<u>Assessment Activities</u>	<u>AUG</u> <u>2012</u>	<u>SEPT</u>	<u>OCT</u>	<u>NOV</u>	<u>DEC</u>	<u>JAN</u> <u>2013</u>	<u>FEB</u>	<u>MAR</u>	<u>APR</u>	<u>MAY</u>	<u>JUNE</u>	<u>JULY</u>	<u>AUG</u>	<u>SEPT</u>	<u>OCT</u>	<u>NOV</u>	<u>DEC</u>
<b><i>Degree Programs Assessment</i></b>																	
Annual Program Assessment Report		✓													✓		
Department Program Assessment Plans	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Assessment Committee Review Process			✓	✓											✓	✓	
Feedback to Department Chairs	✓	✓				✓	✓										
<b><i>Co-Curricular Unit Assessment</i></b>																	
Internal Co-Curricular Assessment Academy		✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓
Co-Curricular Reunion meetings TBD			✓					✓							✓		
Co-Curricular Unit Assessment Reports TBD								TBD									
Co-Curricular Unit Assessment Plans	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Co-Curricular Review Process TBD								✓	✓								
Feedback to Units TBD										✓	✓						

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Communication Strategy for Assessment Documents

<u>University Assessment Plan</u>	<u>University Assessment Report</u>	<u>Assessment Documents</u>	<u>GUS</u> (internal)	<u>Web Site</u> (external & internal)	<u>PSU Dashboard</u> (external & internal)
		University Assessment Plan & Report	✓	✓	
		eLearning Academy (Center for Teaching, Learning, & Technology)	TBD	TBD	
		<b>NSSE</b>			Indicator(s) TBD
		NSSE Report	✓	TBD	
	✓	Summary of NSSE Results (in report)	✓	✓	
TBD	TBD	NSSE by High-Impact Educational Practices	TBD	TBD	
		NSSE by College/Unit/Program	TBD		
		<b>CLA</b>			Indicator(s) TBD
		CLA Report	✓	TBD	
	✓	Summary of CLA Results (in report)	✓	✓	
		CLA by College/Program	TBD		
		<b>General Education Assessment</b>			Indicator(s) TBD
✓	✓	*Writing Assessment Report	✓	✓	
	✓	CLA Writing Effectiveness & Mechanics	✓	✓	
✓	✓	*Math Assessment Report	✓	✓	
✓	✓	*Oral Communication Assessment Report (1st in 2013)	✓	✓	
✓	✓	*Critical Thinking Assessment Report (1st in 2013)	✓	✓	
	✓	CLA Analytic Reasoning & Evaluation	✓	✓	
✓	✓	Goal #3 Assessment Report TBD	✓	✓	
✓	✓	Review with rubric at University Level TBD	✓	✓	
		Review with rubric at College/Department Level TBD	TBD		
		<b>Degree Program Assessment Reports</b>			Indicator(s) TBD
		Degree Program Assessment Reports	✓	TBD	
✓	✓	Student Learning Outcomes at University Level	✓	✓	
		Student Learning Outcomes at College/Program Level	TBD		
✓	✓	Review with rubric at University Level	✓	✓	
		Review with rubric at College/Program Level	TBD		



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<u>University Assessment Plan</u>	<u>University Assessment Report</u>	<u>Assessment Documents</u>	<u>GUS</u> (internal)	<u>Web Site</u> (external & internal)	<u>PSU Dashboard</u> (external & internal)
		<b>Co-Curricular Unit Assessment Reports</b>			Indicator(s) TBD
		Co-Curricular Assessment Reports	✓	TBD	
✓	✓	Student Learning Outcomes at University Level	✓	✓	
		Student Learning Outcomes at Unit Level	TBD		
✓	✓	Review with rubric at University Level	✓	✓	
		Review with rubric at Unit Level	TBD		

\*Reportable to KBOR in 2014.