BOISE STATE UNIVERSITY

An Overview of Assessment Reporting

PAR Organizing Meetings
2020-21

Our Agenda

- Introductions
- What's new in assessment?
- PAR Essentials
- Foundations of the Discipline Essentials
- Available Resources
- Questions, Comments, Discussion

Introductions - After your name is called, please

1. Tell us who are you and what you do

2. How are you involved with assessment in your department or program OR what is your interest in assessment?

BOISE STATE UNIVERSITY

WHAT'S NEW IN ASSESSMENT?

Spring 2019

Review feedback and recommend updates to PAR

Replace current question 7 on template 1 re: CID & FF

Require ULOs on PAR curriculum map and include evaluation criteria on rubric for this

Purpose: Review and improve the PAR. Enrich the understandings of the connections between programs and PLOs and ULOs

Responsible: Faculty/staff PAR Review Committee, General Education Committee (GEC)

Spring 2019

- Review feedback and recommend updates to PAR
- Replace current question 7 on template 1 re: CID & FF
- Require ULOs on PAR curriculum map and include evaluation criteria on rubric for this

Fall 2019 & Spring 2020

- Determine information to be collected, for what purpose, how it will be used
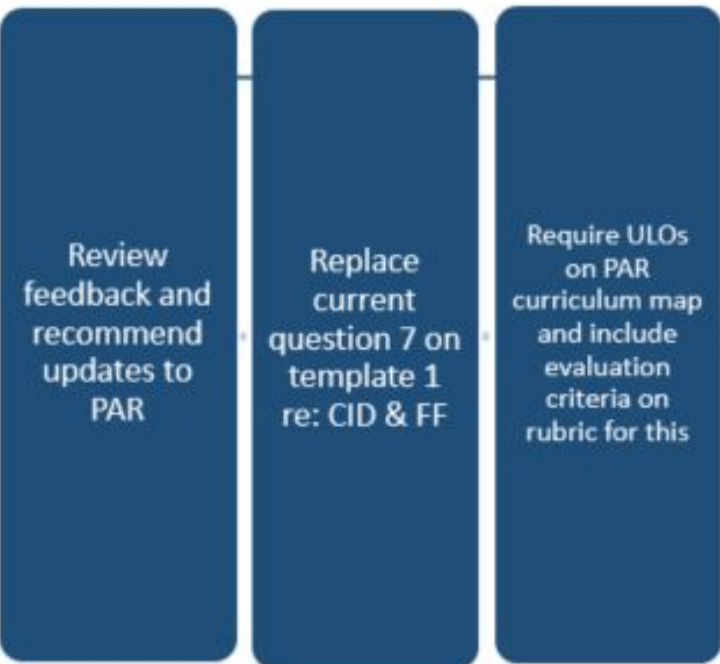- Define frequency that will be needed to sustain ULO/UF assessment
- Evaluate alignment between the approach and PAR principles

Purpose: Review and improve the PAR. Enrich the understandings of the connections between programs and PLOs and ULOs

Responsible: Faculty/staff PAR Review Committee, General Education Committee (GEC)

Purpose: Define future-state UF/ULO assessment.

Responsible: General Education Committee, GEC Assessment Subcommittee, and Institutional Research (IR)
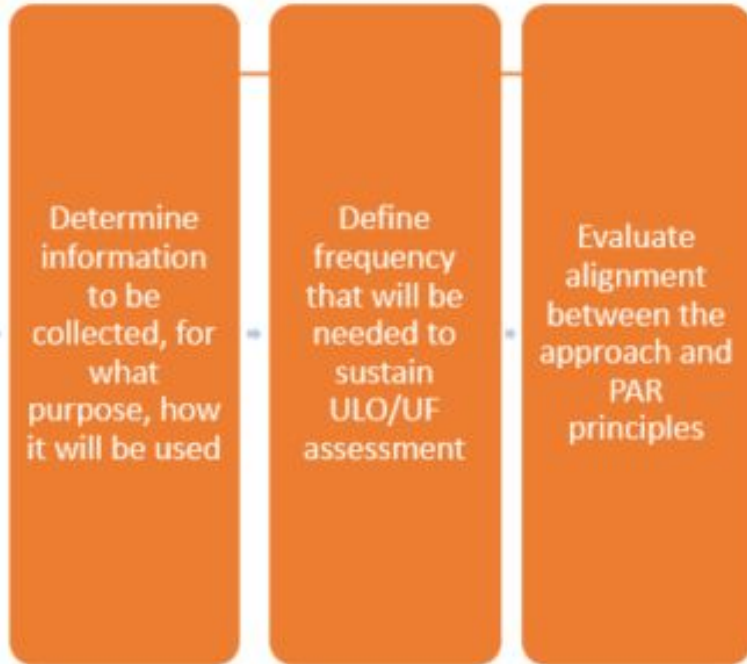
Boise State University

Spring 2019

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Fall 2019 & Spring 2020

| Determine information to be collected, for what purpose, how it will be used | Define frequency that will be needed to sustain ULO/UF assessment | Evaluate alignment between the approach and PAR principles |

Spring & Fall 2020

| Codify new requirements (in policy, guidelines, etc.) | Determine the process details (collection, roles/responsibilities, etc.) | Educate departments and faculty | Fully Implement Changes: PLO & ULO assessment aligned |

Purpose: Review and improve the PAR. Enrich the understandings of the connections between programs and PLOs and ULOs

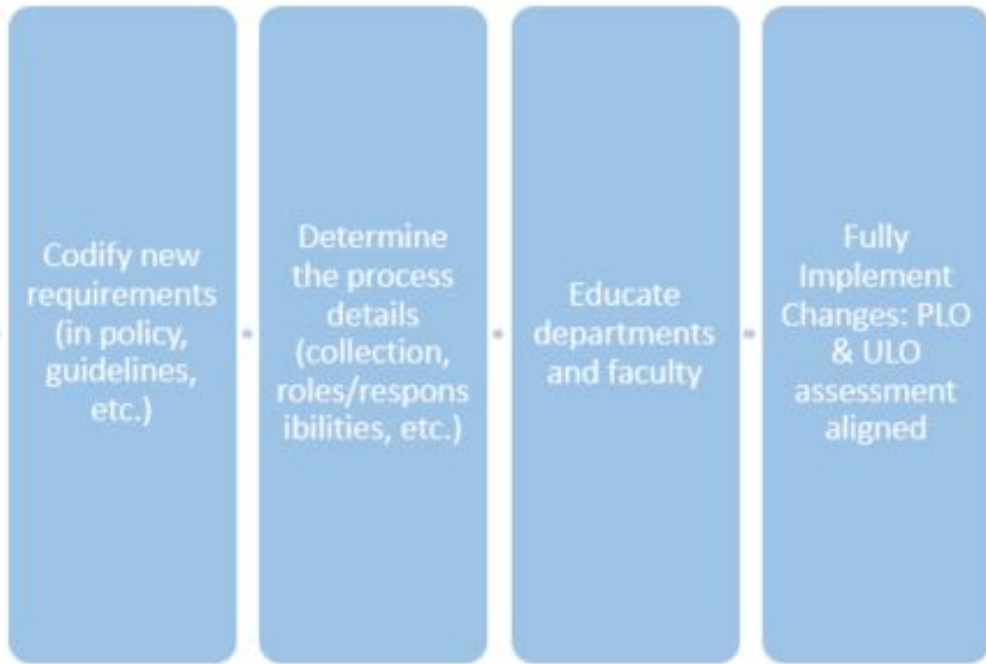**Responsible:** Faculty/staff PAR Review Committee, General Education Committee (GEC)

Purpose: Define future-state UF/ULO assessment.

Responsible: General Education Committee, GEC Assessment Subcommittee, and Institutional Research (IR)

Purpose: Define process details and requirements; implement revised processes; provide education and support.

Responsible: General Education Committee, University Foundations, IR, and the Center for Teaching and Learning

# University Assessment Principles at Boise State

- produces **meaningful** and **actionable** information that programs can use to improve teaching and student learning

- is a **reflective practice** that lives closest to the programs in which the learning occurs (i.e., it is a **tool** to be used by programs to understand student learning rather than an event/occurrence that happens to programs)

- favored by a **collaborative**, **collegial** process in which the community of educators **engages with evidence** of student learning

- efforts are **transparent and explicit** rather than known only to insiders of the academic or general education program

- reporting is **frequent enough** to ensure reasonable assurance of learning and continuous improvement yet **not so frequent so as to detract** from meaningful and action- oriented efforts

- a **regular, ongoing effort** rather than an episodic event designed solely to satisfy reporting or external regulators

PAR ESSENTIALS

Core Questions

- What do we intend for students to KNOW, DO, and BECOME as a result of our program?

- How well are our students learning?

- How do we know?
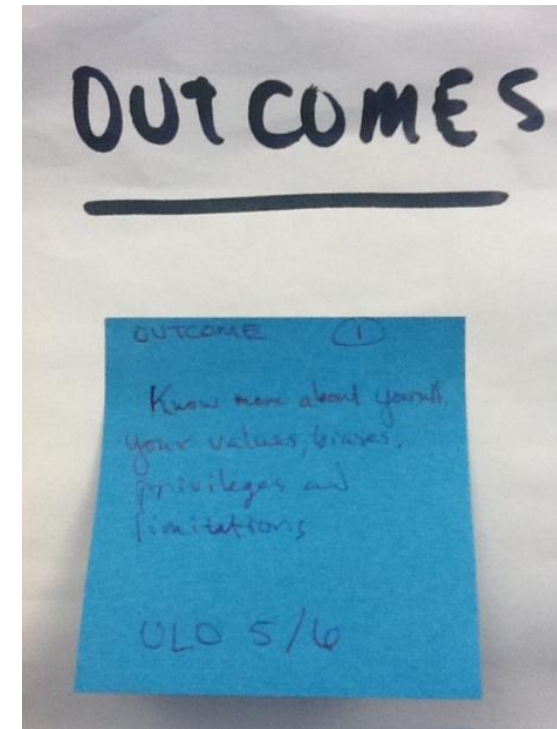
Aligned Reporting Cycle: PAR & Foundations of the Discipline Reports (FDR)

https://www.boisestate.edu/ir-assessment/process/reporting-cycle/

Assessment > Process for PLO Assessment > 3-Year Reporting Cycle

3-Year Reporting Cycle

The program assessment reporting cycle for all of Boise State's colleges and departments can be accessed through the tabs below. Every three years, departments will provide one Program Assessment Report (PAR) for each of its programs (certificates and minors are excluded).

To view or print a pdf version of the full PAR Reporting cycle or the Foundations of the Discipline Report (FDR) click below.

PAR Report Cycle (PDF version)
FDR Appendix A Report Cycle (PDF version)

IN THIS SECTION:

3-Year Reporting Cycle

PAR Timeline for Departments

Forms

Submitting Reports

Components of the Program Assessment Report (PAR)

- Narrative, Template I

- Assessment Matrix, Template II

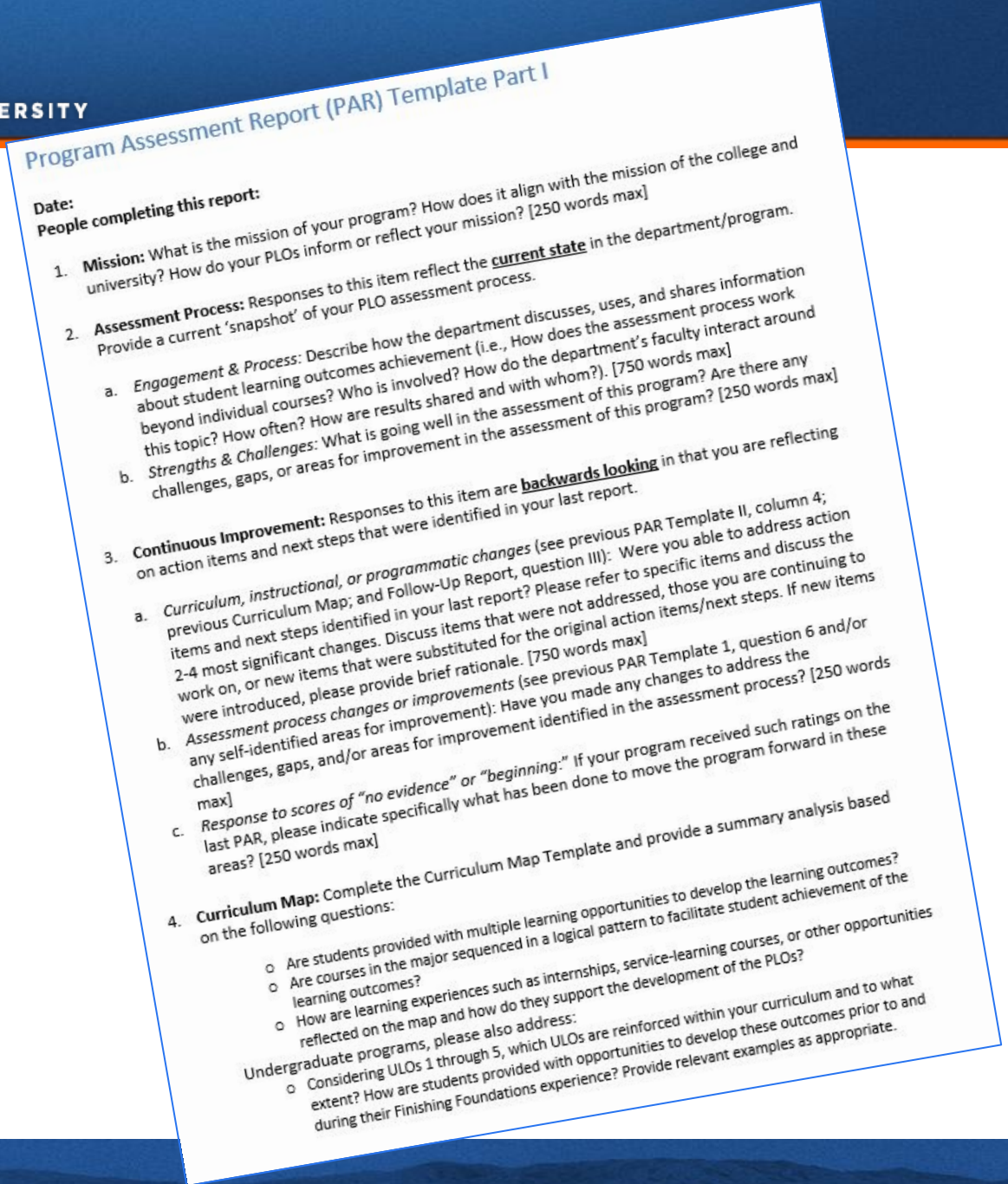- Curriculum Map Template

PARs are due May 1

Template Part 1 – Narrative

1. Mission
   - Who are you? What do you do?
   - Connection between your PLOs and mission

2. Assessment Process (current)
   - Engagement and Process within the department/program
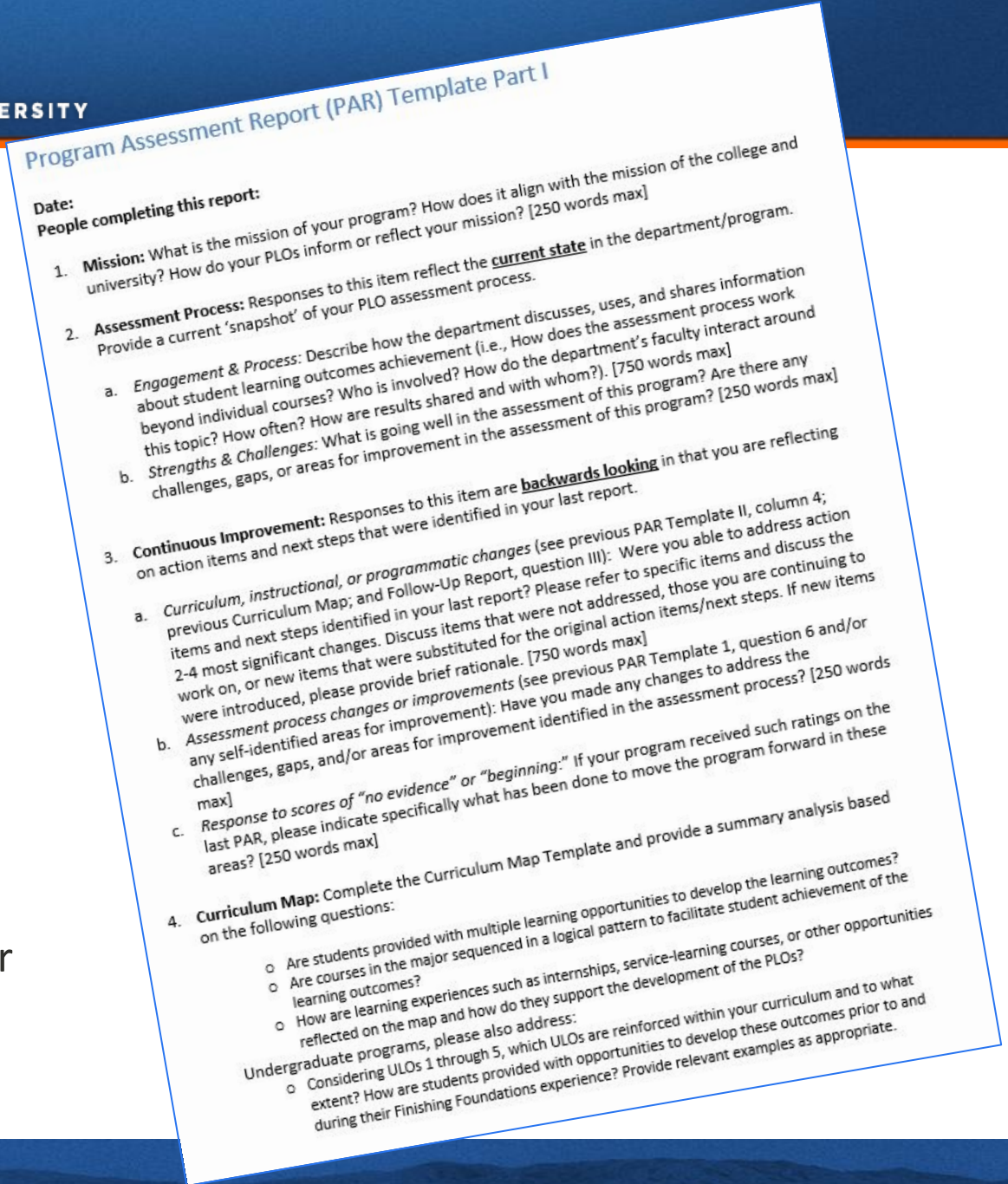   - Strengths and Challenges

Program Assessment Report (PAR) Template Part I

Date:
People completing this report:

1. **Mission:** What is the mission of your program? How does it align with the mission of the college and university? How do your PLOs inform or reflect your mission? [250 words max]

2. **Assessment Process:** Responses to this item reflect the <u>current state</u> in the department/program. Provide a current 'snapshot' of your PLO assessment process.

   a. *Engagement & Process:* Describe how the department discusses, uses, and shares information about student learning outcomes achievement (i.e., How does the assessment process work beyond individual courses? Who is involved? How do the department's faculty interact around this topic? How often? How are results shared and with whom?). [750 words max]

   b. *Strengths & Challenges:* What is going well in the assessment of this program? Are there any challenges, gaps, or areas for improvement in the assessment of this program? [250 words max]

3. **Continuous Improvement:** Responses to this item are <u>backwards looking</u> in that you are reflecting on action items and next steps that were identified in your last report.

   a. *Curriculum, instructional, or programmatic changes* (see previous PAR Template II, column 4; previous Curriculum Map; and Follow-Up Report, question III): Were you able to address action items and next steps identified in your last report? Please refer to specific items and discuss the 2-4 most significant changes. Discuss items that were not addressed, those you are continuing to work on, or new items that were substituted for the original action items/next steps. If new items were introduced, please provide brief rationale. [750 words max]

   b. *Assessment process changes or improvements* (see previous PAR Template 1, question 6 and/or any self-identified areas for improvement): Have you made any changes to address the challenges, gaps, and/or areas for improvement identified in the assessment process? [250 words max]

   c. *Response to scores of "no evidence" or "beginning."* If your program received such ratings on the last PAR, please indicate specifically what has been done to move the program forward in these areas? [250 words max]

4. **Curriculum Map:** Complete the Curriculum Map Template and provide a summary analysis based on the following questions:
   - Are students provided with multiple learning opportunities to develop the learning outcomes?
   - Are courses in the major sequenced in a logical pattern to facilitate student achievement of the learning outcomes?
   - How are learning experiences such as internships, service-learning courses, or other opportunities reflected on the map and how do they support the development of the PLOs?

   Undergraduate programs, please also address:
   - Considering ULOs 1 through 5, which ULOs are reinforced within your curriculum and to what extent? How are students provided with opportunities to develop these outcomes prior to and during their Finishing Foundations experience? Provide relevant examples as appropriate.

Template Part 1 – Narrative

3. Continuous Improvement (backwards looking)

   – Curr/instr/program changes

   – Assessment process + /△

   – Responses to last PAR if scores of No Evidence or Beginning

4. Curriculum Map Discussion

   – Summary analysis

   – 3 prompts for all programs PLUS 1 extra for UG programs

Program Assessment Report (PAR) Template Part I

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People completing this report:

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   a. *Engagement & Process:* Describe how the department discusses, uses, and shares information about student learning outcomes achievement (i.e., How does the assessment process work beyond individual courses? Who is involved? How do the department's faculty interact around this topic? How often? How are results shared and with whom?). [750 words max]

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   o Considering ULOs 1 through 5, which ULOs are reinforced within your curriculum and to what extent? How are students provided with opportunities to develop these outcomes prior to and during their Finishing Foundations experience? Provide relevant examples as appropriate.

Template Part 2 – Assessment Matrix

Program Assessment Report (PAR) Template Part II

List the Current Intended Program Learning Outcomes (one per row, typically 6-8 per program) Learner-centered statements that address: What should students know, be able to do, and become as a result of completing the program?	Measures Used to Assess Outcomes What evidence is used by the department/program to determine whether the outcome has been achieved? Direct measure(s) such as portfolios, embedded assignments, lab reports, etc. Indirect measure(s) such as surveys, focus groups, etc. of students, alumni, employers, supervisors, etc. Informal method(s) such as faculty observations, informal reports, discussions, etc.	Interpretation of Key Findings What have you discovered about student learning in each of the intended learning outcomes areas?	Actions Taken or Planned Based on Findings Based on the assessments and results reported in this table, how have or will the findings be used by the faculty to make changes to the curriculum, specific courses, and/or to the pedagogy used in the program? Please report: (1) actions already taken, and/or (2) actions planned for the future. Provide relevant examples. * NOTE: These items reflect new action items based on assessment reported in this table. You will report on these action items in your next assessment report.
EXAMPLE: Apply literary criticism in the traditions of the discipline.	EXAMPLE: Review sample of entry-level assignments from XYZ 150 using a rubric – establishes baseline. Review of sample of final projects from XYZ 450 by program faculty to consider course and program revisions.	EXAMPLE: The sample of graduating projects did not show as much growth as expected. We expected to see more students achieving mastery on this PLO. Approximately 35% of the graduating seniors were mastering this outcome – we are targeting 60%	EXAMPLE: After reviewing the assessment results and our curriculum map, we noticed this topic was not being developed so we added PLO to XYZ 280 and XYZ 350. We expect to see a 60% of students mastering PLO by our next PAR reporting cycle.
1.			
2.			

Curriculum Map Template (NEW!)

Name of Program: _____ <insert here> _____

Program Learning Outcomes (List program-specific learning outcomes, one per row below)	ULO & PLO alignment <indicate with "x">	These courses reflect the shared UF curriculum. The FF course in the program creates the bookend of the UF curriculum. (No changes to the blue columns)				List all of the department's required courses for this degree program, one per column, and other learning experiences as applicable. In parentheses, include the associated credit hours for each course. (add columns as needed)	FF: <Please denote here>	FF: <If more than one FF, add columns and denote>
		UF 100 (3)	UF 200 (3)	English 101/102 (FW) (3)	Foundations of Comm (FC) (3)			
PLO 1								
PLO 2								
PLO 3								
PLO 4								
PLO 5								
PLO 6								
PLO 7								
PLO 8								
< insert rows as needed for additional PLOs >								
Undergraduate Programs Only Complete the Following (see instructions #4 - 6)								
University Learning Outcomes (1 - 5)								
1. Written Communication – Write effectively in multiple contexts, for a variety of audiences.			X	X				
2. Oral Communication – Communicate effectively in speech, both as a speaker and listener.		X			X			
3. Critical Inquiry – Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.		X						
4. Ethics – Analyze ethical issues in personal, professional, and civic life and produce reasoned evaluations of competing value systems and ethical claims.			X					
5. Diversity – Apply knowledge of diversity and systems of inequality to address social issues of local and global importance			X					

Report Submission

- Via Google Team/Shared Drive
- We will grant permission to those on our distribution list
  - Let us know of others who need to be added

NOTE: This is where you will find previous PARs

Finding the Folders

- Look for "PAR<department name>"

Example

Peer Reviews

- Signature aspect of our assessment program

- Volunteer peer reviewers participate in training and norming exercises in late April/early May

- Review teams read and evaluate reports using the PAR rubric

- Feedback and ratings from the peer reviews are compiled and returned to the dept. chair and report contributors

Score	No evidence	Beginning	Developing	Established
Assessment Process	No evidence or insufficient information was provided	- Program engages in little or no review of student performance on the PLOs. - Results of assessment are not discussed or are minimally discussed among faculty and stakeholder engagement is absent or limited.	- Program reviews student performance against outcomes but not on a regular or routinized basis. - Results of assessment are discussed, among faculty with minimal engagement of other stakeholders (staff, students, alumni, and/or outside professionals of the field).	- Program has a regular or established process for reviewing student performance against outcomes (i.e., routinized process). - Broad-based engagement of faculty and instructional staff. - Results of assessment are discussed among faculty and shared on a regular basis with other stakeholders (staff, students, alumni, and/or outside professionals of the field) as appropriate. - The program may have an especially distinctive, creative, or innovative way of approaching assessment.
Continuous Improvement	No evidence or insufficient information was provided	- No description or examples of how any action plan has had an impact on the program's development or performance. - Gaps or challenges to the assessment process identified in the last report may not be fully addressed. - Ratings of no evidence or beginning from the last review have not been addressed.	- Some improvements are described and examples are provided without making specific connections to previous action plans or providing clear rationale of any new items. - Gaps or challenges to the assessment process identified in the last report may not be fully addressed. - General responses to ratings of no evidence or beginning from the last review are provided.	- The program has implemented actions or next steps from its previous report and/or identified other improvements that were made (i.e., specific improvements are described and examples are provided). - Clear rationale is provided where action items identified in the last review were substituted with new items. - Gaps or challenges to the assessment process identified in the last report or self-identified improvements were addressed. - The program addressed matters related to any ratings of no evidence or beginning received in the last review.
Curriculum Map	No curriculum map was provided	- A limited number of PLOs are mapped to multiple learning opportunities in the curriculum OR all of the PLOs are mapped to only one required course or experience. - UG Programs Only: Program has not mapped the connections between the five core University Learning Outcomes and its curriculum.	- A majority of the PLOs are mapped to multiple learning opportunities in the curriculum. - Map does not identify degree of emphasis placed on PLOs in the relevant courses OR the level of competency students will achieve in mapped courses. - *UG Programs Only*: Program has identified connections between the five core University Learning Outcomes and its curriculum in the map though the narrative description may not be complete.	- All of the PLOs are mapped to multiple learning opportunities in the curriculum. - Curriculum map demonstrates a pattern of courses that fosters student achievement of each PLO. - Curriculum map identifies the degree of emphasis placed on PLOs in the relevant courses OR defines the level of competency students will achieve in mapped courses. - Other learning experience (e.g., internships, service-learning, etc.) may be identified. - *UG Programs Only*: Program has identified connections between the five core University Learning Outcomes and its curriculum. The program's narrative includes a discussion of how the program helps cultivate students' development of the six University Learning Outcomes.

Rubric for Evaluating Program Assessment Reports: Template II

Score	No evidence	Beginning	Developing	Established
Program Intended Learning Outcomes * Learner-centered statements of what students will know, do, and become as a result of completing the program (e.g., students will [action verb]). See Bloom's Taxonomy.	No evidence presented of intended learning outcomes	- PLOs not functional (e.g. incomplete, overly detailed, disorganized, or not measurable). - Describe a process or delivery of education (i.e., what the instructor does for students) rather than intended student learning (i.e., what the intended result is to be). - Do not address the breadth of knowledge, skills, or services associated with the cumulative effect of the program.	- Written in a way that they can be measured. - Most outcomes are clearly defined or the meaning is easily discernible. - Most outcomes are written as learner-centered statements. - Encompass the mission of the program and/or the central principles of the discipline. - Focus is too narrow to represent the cumulative effect of the program.	- Written in a way that they can be measured - All outcomes are written as learner-centered statements with action verbs - The outcomes are clearly defined. - Encompass program, college, and university mission and goals. - Align with professional standards, as appropriate. - Focus on the cumulative effect of the program.
Measures (the evidence that is used to evaluate outcomes achievement)	No evidence presented of measures used	- Measures apply to too many outcomes at once. - Few or no direct measures used. - Methods are mismatched, inappropriate, or otherwise do not provide evidence linked to the intended learning outcomes.	- At least one measure per outcome. - A variety of direct and indirect measures used to assess outcomes. - The evidence used is mostly linked to the intended outcomes. - Measures section lacks clear description and detail.	- Multiple measures for at least some outcomes. - Direct and indirect measures used; emphasis on direct (i.e., data gathered is primarily focused on student learning activities). - Purposeful and clear how results could be used for program improvement. - Measures section is described in sufficient detail.
Key Findings	No findings or analysis presented	- Results/findings lack specificity. - Lack of connection between the outcomes, the data gathered, and the results reported. - Degree of proficiency met is unclear.	- Some findings are reported that address outcomes and evaluate student achievement of them. - Degree of proficiency met is included.	- Complete, concise, and well organized; provides statements summarizing the data finding(s), the meanings, and conclusions based on these finding(s) - Aligned with proficiency targets as appropriate. - Includes interpretation of the degree to which desired outcomes were met. - Compares new findings with past results, where appropriate.
Actions Taken or Planned based on Findings * NOTE: You will refer back to these action items in your next PAR.	No evidence presented of actions taken or planned	- Limited evidence that findings from assessment have been used to improve the curriculum, individual courses, pedagogy, etc. - No actions are documented; or there are too many plans to reasonably manage.	- Some evidence that findings from assessment have been used to improve the curriculum, individual courses, pedagogy, etc. - At least one concrete action has been documented or planned with relevant details, timelines, etc.	- Actions or plans have been implemented and documented and/or detailed plans for implementation have been provided. - Actions or plans clearly follow from assessment results and state directly which finding(s) motivated the action. - Actions or plans define logical "next steps."

Follow-Up Report

- After peer reviews are returned, programs convene faculty to discuss the feedback

- Programs complete a brief PAR Follow-Up Report by Oct. 15

I. **Discussion of PAR Feedback.** Describe when and how the department/program discussed the PAR and the PAR feedback, including who was involved (the whole dept., a committee, other stakeholders, etc.) in the discussion.

II. **Given the discussion, do you have any comments on the feedback you received for the PAR?**

III. **Next steps.** As a result of the discussion and the department's goals and plans for assessing and improving student learning in this program, and in light of the PAR feedback, do you have further thoughts on how you will move forward?

IV. **Comments and feedback on the process (optional).** As we work toward continuously improving student learning and assessment at Boise State, what suggestions do you have regarding the PAR process, resources (such as documents and templates), or other supports?

How we use the information

- **University Summary Report**
  - accreditation, publicly shared
- **College Summary Report**
  - provided to Dean
- **General Education Committee**
  - summary information about the mappings between ULOs and PLOs from the responses in Template I and the curriculum map
- **Example PARs**
  - we will always ask before sharing your report with others

University Summary Report (example)

University Program Assessment Report Review Summary
Reporting Years 2016-17 and 2017-18

	ALL Programs			
	n = 99			
	No evidence	Beginning	Developing	Proficient
Program Intended Learning Outcomes (PLOs)	0%	10%	29%	61%
Measures	1%	18%	54%	27%
Key Findings	14%	16%	47%	22%
Actions Taken or Planned	9%	15%	36%	39%

College Summary Report (example)

College of XYZ Program Assessment Report Review Summary, 2016-17

	Program Learning Outcomes	Measures	Key Findings	Action Plans	# Reviewers
Department of Ag Sciences					
BS Forestry	Developing	Developing	Developing	Proficient	4
BS Paper Science	Developing	Developing	Developing	Proficient	3
MS Forestry	Developing	Developing	Developing	Developing	3
PhD Paper Science	Beginning	Developing	Developing	Developing	3
Department of Religion					
BA Agnosticism	Proficient	Proficient	No evidence	No evidence	2
BA World Religion	Proficient	Developing	Developing	Proficient	3
BS Theology	Proficient	Beginning	Developing	Beginning	5

ULO ASSESSMENT ESSENTIALS

FACULTY-LED GENERAL EDUCATION COMMITTEE PROCESS

INCENTIVIZE PARTICIPATION

Evaluations/policies should recognize and incentivize participation in assessment
a. Make assessment part of faculty workload, annual evaluation, and evaluation for P&T
b. Add evaluation to the annual review of chairs & deans regarding ongoing assessment
c. Have an annual meeting on PAR/ULO's at Chairs/Leadership Council
d. Provide financial support for faculty workshops
e. Make assessment part of adjunct LOAs

INTEGRATE

Departments should integrate ULO assessment into their regular meetings and program assessment

a. Sync with existing PAR process to ensure Gen Ed is discussed within departments
b. Assessment tools/guidelines should be flexible and allow department to align with ULO assessment with more specialized accreditation evidence and standards (avoiding bloat and redundancy)

COMMUNICATE

Communication should be broad, clear, and frequent

a. Info about assessment is part of onboarding new faculty
b. Regular communication about ULO assessment to and front department chairs,
c. Communicate with students about assessment process and goals
d. Timely reporting of assessment results
e. UF sends out clear communications about what other courses in FD category have been doing

BROADEN PARTICIPATION

Seek broad participation of stakeholders
a. Find a balance between group and individual self-assessment
b. Dept. implementation plans should consider whether faculty across all course sections are able to participate in some way
c. Faculty should be able to connect to a broader, interdisciplinary discussion of assessment results (FD-level)
d. Process should ensure there is time for face-to-face meeting(s) carved out (Stand-down day?)
e. Student voices should be included in assessment

MODELS & EXAMPLES

Instructions, toolkit, and workshops should get SPECIFIC
a. Detailed handbook
b. Case Studies and examples based on best practices included in toolkit
c. Previously collected data included in toolkit
d. CTL workshops specifically on assessment: Who has done assessment well? What does good assessment look like
e. Bring national experts to campus

IMPROVE DATA & REPORTING

Data gathering
a. Encourage more process-based info gathering - less product-heavy, more qualitative.
b. Encourage attainable scope; choose one or two outcome criteria as focus.
Reporting
a. Return to course proposal as benchmark - what did you plan to do and how did it go (similar to question on PAR Template)
b. Ask for clear reporting of continuous improvement action steps and how action steps were arrived at

TWO STEPS FOR FD ASSESSMENT

FACULTY

JANUARY 22

FD SURVEYS COMPLETED BY FD FACULTY

DEPTS

MAY 1

COURSE-LEVEL ULO REPORTS "FDRs"

FDR TIMELINE

UF	FACULTY	DEPTS

OCTOBER	DECEMBER 1	JANUARY 22	FEBRUARY 15	MAY 1	MAY/JUNE
COMPLETE INFO ON SURVEY & REPORT QUESTIONS SENT TO DEPTS	**ULO ASSESSMENT SURVEYS SENT OUT TO FD FACULTY BY UF**	**FD SURVEYS COMPLETED BY FD FACULTY**	**SURVEY DATA RETURNED TO DEPTS**	**COURSE-LEVEL ULO REPORTS "FDRs"**	**GEC GIVES FEEDBACK TO DEPTS**

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TWO-PART FD FACULTY SURVEY - PART ONE

Example: Humanities Rubric scoring page from Survey

	10.1 Critical Reading Skills Comprehending, interpreting, and analyzing texts; using appropriate disciplinary tools and vocabulary	10.2 Writing and/or Speaking Expressing ideas in language appropriate to the discipline; Use of grammar and style	10.3 Reasoning Demonstrating logical reasoning in written and oral work; identifying assumptions, distinguishing fact from opinion, differentiating claims from reasons, and arranging evidence	10.3 Cultural, Historical, Conceptual, and Linguistic Awareness Awareness of and sensitivity to human values and perspectives;Knowledge or appreciation of cultural, historical, conceptual, or linguistic difference	10.5 Personal Development Entertaining views that differ from one's own; exploring ambiguity and difference; appreciating the value of the discipline and exploring problems in earnest
Unsatisfactory (1)	☐	☐	☐	☐	☐
Developing (2)	☐	☐	☐	☐	☐
Good (3)	☐	☐	☐	☐	☐
Exemplary (4)	☐	☐	☐	☐	☐

Rate student work produced in your course on the 1-4 ULO rubric scale.

TWO-PART FD FACULTY SURVEY - PART TWO

1. Assessments: In the space below, please list and describe the assignment(s) you used to assess student achievement. How well did the assignment(s) help you gather evidence of student achievement?

To help us more fully understand how faculty across the university are assessing student work, please upload a sample assignment (one of the ones you described above).

Drop files or click here to upload

2. What conclusions did you draw about the strengths and weaknesses of your students by doing this assessment? If you had to focus on improving student achievement on just one of the subcriteria in the ULO rubric, which would you choose and why?

A HANDFUL OF QUALITATIVE QUESTIONS

FDR REPORT QUESTIONS FOR DEPTS

1. **MISSION: In what ways are faculty able to explicitly articulate and emphasize the relevance of this course to the personal, professional, and civic lives of non-majors? Are there challenges, gaps, or areas for improvement in regards to helping non-majors understand the relevance of this course?**

2. **ENGAGEMENT PROCESS: Describe when and how the faculty who teach and supervise this course discuss, coordinate, and share information across sections about student achievement, course design elements, teaching methods, and learning outcomes. How and when do faculty interact? Are there any strengths or challenges in regards to engaging your faculty in ULO assessment and continuous improvement?**

3. **INTERPRETATION OF KEY FINDINGS: After examining the assessments instructors used to measure student achievement and the achievement levels they reported on each of the ULO subcriteria in their Fall 2020 surveys, do any areas of high or low student achievement stand out? What common themes do you see in student performance or across instructor comments?**

4. **ACTIONS TAKEN OR PLANNED: What course-level changes are you implementing or considering to continue improving student achievement? Please outline: (1) any actions already taken and (2) discussions, decisions, or actions planned and the associated timeline(s). (For example, describe changes to common assignments, teaching methods, course structure, faculty development, etc.).**

5. **FEEDBACK: Are there any potential changes to the assessment process itself you like to see the General Education Committee consider or discuss? What would make it more useful or meaningful?**

A HANDFUL OF QUALITATIVE QUESTIONS

TIMELINE, RESOURCES, & NEXT STEPS

Timeline – Key Dates

- September – Organizing meetings; CTL fall workshops (PAR focus)

- January 22 – FD Faculty Surveys DUE

- February – CTL spring workshops (FDR focus)

- May 1 – PARs & FDRs DUE

- August – Programs receive peer review feedback & discuss

- October 15 – PAR Follow-up Reports DUE

Timeline – What you can do and when

- Fall Semester
  - PAR: Attend organizing meetings; participate in CTL workshops; review previous reports; reflect on progress since last PAR; continue with follow-up; decide upon a focus for updates or revisions; identify assignments/artifacts to review
  - FDR: Consult with FD faculty to ensure readiness for the FD survey

- Spring Semester
  - PAR: Gather and evaluate evidence of student learning; discuss findings/observations; write reports
  - FDR: Receive results of FD Faculty Surveys; consolidate and interpret results; write reports

Resource Documents: Help Guide

Program Assessment Report (PAR) Help Guide

Note: This document is intended to supplement the templates for program assessment reports (PARs) and serve as a tool for departments in preparing their PARs. A group of peer reviewers will be using a rubric to evaluate your PAR. For a copy of the latest version of the rubric, please see the Forms section on the assessment website (https://www.boisestate.edu/ir-assessment/).

Programs should review previous PARs and look to build on them over time. New programs that have not yet submitted PARs are encouraged to review the program proposals that were submitted to the State Board as part of program development. These proposals contain information about the program's learning outcomes as well as the draft plan for learning outcomes assessment. While the plan in the proposal may be different from what the program actually implements, it can serve as a reminder and a good starting place for dialogue among the faculty.

Instructions for Completing PAR Template I and Curriculum Map Template

1. **Mission:** What is the mission of your program? How does it align with the mission of the college and university? How do your program learning outcomes (PLOs) inform or reflect your mission?

The program's mission is the core statement of purpose. In some cases, the program may not have a specific mission, but rather is embedded in the department's mission. Similarly, the program or department's mission should connect to or flow from the college's mission, which stems from the university's mission. Mission statements might include vision (forward focus), values, and/or goals or the terminology appropriate to the discipline. While it is not the place of the PAR review to evaluate mission statements, the mission provides useful context of the program and helps your program or department's faculty to examine your PLOs within that perspective.

Points to ponder: What does the department prepare students to do? For example, is the program designed to produce graduates who are socially responsible citizens, pre-professionals, entry-level teachers, and/or graduate school applicants? How do your PLOs reflect your purpose?

2. **Assessment Process:** Responses to this item reflect the **current state** in the department/program. Provide a current 'snapshot' of your PLO assessment process.

   a. *Engagement & Process:* Describe how the department discusses, uses, and shares information about student learning outcomes achievement (i.e., How does the assessment process work beyond individual courses? Who is involved? How do the department's faculty interact around this topic? How often? How are results shared and with whom?). [750 words max]

Program-level assessment is different from course-level assessment in that the department or program faculty share the responsibility for the program's assessment. Even though individual course-level assessments typically rests with the individual faculty member, assignments and student work may be extracted from courses and used at the program level.

Some departments/programs use committees or coordinators to organize or facilitate program assessment while others rely on the entire department or existing structures like department retreats and meetings. However the department/program goes about assessment, it is important to consider a process that involves the faculty as broadly as possible.

Finally, consider how assessment results are shared. What does your feedback loop look like to ensure meaningful use of your findings? Are results distributed? To whom? In what format? At a minimum, the department faculty should discuss the results. Does what you find match with students' experiences of the program? Sharing results with students and inviting their reactions may be helpful to the program as well. It also may be useful to share results with employers, alumni, recruiters, prospective students, or others to demonstrate program quality.

   b. *Strengths & Challenges:* What is going well in the assessment of this program? Are there any challenges, gaps, or areas for improvement in the assessment of this program? [250 words max]

PARs are submitted every three years, but the assessment of student learning should be ongoing. Describe what worked and what did not. For example, did your assessment measures give you the kind of information you need to assess each learning outcome? If not, you may want to look for different measures to use in the next assessment cycle. Do you need other kinds of involvement? Or do you need to create a schedule so that some PLOs can be evaluated each year? These examples do not encompass the entire range of areas on which a program might reflect about their strengths and challenges in the assessment of student learning.

3. **Continuous Improvement:** Responses to this item are **backwards looking** in that you are reflecting on action items and next steps that were identified in

Resource Documents: PAR 2020 Updates

Template I Narrative Updated (2 documents)

Resources

CTL Workshops
- Effective Program Assessment Workshop Series
- Register via the CTL website

University Foundations (details forthcoming)

Next Steps

❑ Check for Team Drive Access (Look for "PAR *xyz dept*")

❑ Review your last PAR, the feedback from reviewers, and the Follow-Up Report

❑ Familiarize yourselves with the FD Faculty Survey and discuss with the instructors of those courses

❑ Make a game plan with your colleagues

❑ Sign up for CTL workshops (with your colleagues, if possible!)

❑ Reach out if you have questions

QUESTIONS, COMMENTS, AND DISCUSSION

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