

Assessment Office

DECEMBER 2024



Annual Report Feedback Posted

Feedback for your program's annual report has been posted in Nuventive. You can access this feedback using the steps provided [\[here\]](#).

Action Update Due February 17, 2025

Action Updates are due February 17, 2025. Please submit your Action Update to the [AY 2023-2024 Reports](#) "Action Update" folder within your college using the Action Plan Update Template [\[here\]](#). The Office of Assessment staff will review and place the update into your program folder upon submission.

General Education Rating Days

GEPAC will again host a professional development day to complete rubric norming and the scoring of Category B and D artifacts on Tuesday, January 21, 2025 in the MSU. Watch for emails from GEPAC to RSVP for this important work.

In May 2025 GEPAC will host Spring Rating Day which will focus on FYSM student artifacts collected in Fall 2024.

Assessment Fellows Available to Attend Department Meetings

Questions about assessment? Michele and Brad are available on the following dates to meet with some or all your department members. These sessions can be informal Q&A, or if you have a specific concern, we can prepare a more formal presentation. Please contact Michele (baranczy@kutztown.edu) or Brad (congelio@kutztown.edu) to arrange a time and describe your assessment needs.

Assessment Grant Announcement

The Office of Assessment will again accept assessment grant proposals for AY 2025-2026. Assessment grants support projects in addition to typical program assessment. Several tracks exist for projects, and budgets can include expenses up to \$5,000. All details about assessment grants can be found [\[here\]](#), and summaries of previous grants can be found [\[here\]](#). Proposals are due **March 3, 2025** and will be submitted through DocuSign [\[here\]](#).

Completed Assessment Grant Highlight: An Inclusive Approach to Art Critique and Assessment

As part of their grant-funded project, three faculty in Art & Design created new, more inclusive assessment tools specific to art critiques or student-led assessment measures in their courses. Dr. Pierette Kulpa updated the test structure in her art history class by creating more varied test question types and incorporating multiple choice questions rather than relying solely on the memorization of artist, title, and dates. Dr. Liz Quay created guided, written self-reflections at pivotal moments during the semester. These self-reflections created a more inclusive and holistic approach to each student's concept and studio practice. Dr. Dannell MacIlwraith reexamined her assessment rubric. She created space for her students to evaluate themselves through a series of reflective questions to shift from a quantitative to a more qualitative assessment.

Recommendations from the research found that an array of pedagogies allowed for students' ownership of their learning, increased buy-in in classwork and assignments, which often positively altered performance. Additionally, faculty modeling the reflective, iterative process of assessment created opportunities for open and transparent conversation with learners. We look forward to hearing how these changes continue to benefit students!