

Annual Institutional Assessment Report: 2019-2020

Kutztown University of Pennsylvania

The Kutztown University 2019-2020 Annual Institutional Annual Assessment Report contains four documents that reflect broad-based assessment activity and recommendations for 2020-2021. Note that academic and non-academic programs, general education, and strategic planning reports summarize the organized tracking of effective and ongoing assessment of institutional learning outcomes, student learning outcomes, and administrative unit goals. Efforts were invested in data collection, improved assessment, and enhanced rubrics/templates and informative assessment websites.

Academic Assessment Report 2019-2020

The Academic Assessment Council was formed by the Provost and Vice President for Academic Affairs in May 2018 to increase commitment and support of assessment efforts in Academic Affairs. The Council is charged with facilitating and supporting academic assessment of student learning outcomes in the context of the curriculum, including undergraduate and graduate degree programs, and general education. In this role, the Council:

- develops and implements procedures for annual program student learning outcome assessments and supports the use of these annual assessments in five-year program reviews.
- reviews program student learning outcome assessment plans and provides feedback on their efficacy and appropriateness.
- ensures that student learning outcomes developed by programs are in alignment with the University mission and are used for continuous improvement.
- prepares an annual report for the Provost and Vice President for Academic Affairs on the state of program student learning outcome assessments and shares the findings with the campus community.
- facilitates conversations with stakeholders about assessment results.

The Council collects annual program assessment reports that are submitted to the dean of each college. Each dean summarizes the program assessment reports into a college report. The Council has developed a cycle of academic assessment that all academic programs follow. This cycle documents the academic program assessment activities and improvements that are happening in all Kutztown University academic programs. (See **Attachment I: 2019-2020 Academic Assessment Report.**)

This is the third annual academic assessment report for Kutztown University, which includes data about assessment activities of academic major programs during the 2019-2020 academic year.

The Academic Assessment Council provided the following recommendations to guide its efforts in academic year 2020-2021:

- Increase the focus on using data to make decisions with the goal of improving student learning.
- Create an assessment how-to guide for faculty and staff that includes a glossary of assessment terms in frequent use at Kutztown University.
- Consider venues to disseminate and discuss the data and evidence provided by the National Survey of Student Engagement.
- Work with stand-alone minors to develop assessment plans, using WGS as a pilot due to their exemplary assessment work catalyzed by assessment grants in previous years.
- Revise the Academic Assessment Council feedback rubric, particularly to include longitudinal perspectives on data collection as well as on action plans in response to that data.
- In concert with the JEDI Strategic Initiative, introduce the concept of equity in assessment.
- Involve students more in the assessment process and the dissemination of assessment results and actions.

Administrative Units and Programs Annual Assessment Report 2019-2020

Many administrative units at Kutztown University have been undergoing formal and informal self-study and external review for several years. The 2019-2020 Administrative Units and Programs Annual Assessment Report (see [Attachment II](#)) represents the third annual collection of non-academic reports from across the University. This is a structured and organized effort to ensure that non-academic offices and departments are identifying student learning outcomes and/or operational goals that align with unit mission and goals and that assessment plans are developed, outcomes are measured, and feedback loops are created.

The Administrative Unit Assessment Council is charged with

1. coordinating administrative program outcome assessments and providing support for the use of these annual assessments in five-year self-studies and external reviews.
2. reviewing administrative program outcome assessment plans and providing feedback on their efficacy and appropriateness.
3. ensuring that outcomes developed by administrative programs are in alignment with the University mission and are used for continuous improvement.
4. preparing an annual report on the state of outcomes assessments and sharing those findings with the campus community.
5. facilitating conversations with stakeholders about assessment results.

During 2019-2020, the Administrative Units Assessment Council accomplished the following:

1. Designed and adopted a rubric for recording annual outcomes assessments and changes based on assessment results. (see Appendix I)

2. Ensured that all administrative units have updated, published mission statements that are linked to the Kutztown University mission statement.
3. Established an annual time line for submission of Student Learning Outcomes and/or unit Operational Goals. (see Appendix II)
4. Began to enter self-studies, external reviews, program data, and assessment plans into Nuventive Improve.
5. Provided a list of administrative/non-academic units/offices engaged in assessment with contact information. (see Appendix III)
6. Provided support and professional development training for administrative staff related to assessment.
7. Continued to assess how results lead to interventions and demonstrated improvements and changes.

The Administrative Unit Assessment Council noted the following self-recommendations:

1. Continue to provide professional development in administrative assessment.
2. Investigate connections between annual unit assessment reports and self-studies.
3. Encourage units to increase number of goals and direct measures, as appropriate. Ask units to review success criteria to ensure alignment with best practices, including making them more specific and measurable.
4. Propose that division vice presidents review annual assessment reports and submit a report to the Administrative Units Assessment Council.
5. Submit template for division-wide annual assessment reports to division vice presidents for review and approval.

General Education Assessment Committee Report Spring 2020

General Education assessment is conducted by the General Education Assessment Committee (GEAC). GEAC was established in April 2010 to (a.) identify the means of assessing direct and indirect evidence of student learning outcomes for the General Education Program at Kutztown University; (b.) use data to make recommendations to the General Education Committee, the University Curriculum Committee, and to the Division of Academic Affairs on ways to improve the structure and content of the General Education Program at the University; and, (c.) identify the appropriate methods to collect assessment data to determine students' achievement of the General Education Program's Student Learning Outcomes.

The 2019-2020 academic year is the second year in the assessment cycle of the 2018 General Education Program. (See **Attachment III**: General Education Assessment Committee [GEAC] Fall

2019 Report on General Education Assessment – Student Learning Outcome 1 and Spring 2020 Report on General Education Assessment – Student Learning Outcomes 6 and 8.) During Fall 2019, the General Education Assessment Committee collected work products to assess students’ competence regarding Student Learning Outcome 1, “Communicate clearly and effectively orally and in writing.” This Student Learning Outcome is an outcome of courses in Category A: Communicating With and About the World. Student Learning Outcome 1 is divided into Student Learning Outcome 1a – Speaking and Student Learning Outcome 1b – Writing. Faculty compliance with student work product submission was 100% in 1a and 64% in 1b. In the sample collected, the benchmark of 2 set by the Committee was not achieved.

The Fall 2019 report concludes with recommendations to discuss rating of work in a language other than students’ native language, and to formulate a plan by which faculty rate the work of students in the general education classes they teach, instead of using a network of volunteer raters.

During Spring 2020, the General Education Assessment Committee collected work products to assess students’ competence regarding Student Learning Outcome 6, “Analyze the role of values, ethics, diversity and multiple perspectives in local and global society.” This Student Learning Outcome is an outcome of courses in two categories: (1.) Understanding the Self and Others (Category B) and (2.) Understanding and Creating Ideas (Category D). Various factors precipitated by the pandemic resulted in a smaller sample size than planned. Only 4% of the requested data were submitted. Sample size notwithstanding, the benchmark set by the Committee was not achieved.

The General Education Assessment Committee also assessed Student Learning Outcome 8, “Explore concepts, ideas, and methods from a variety of disciplines,” by analyzing data from the transcripts of all Spring 2020 graduates. While initial analysis of Student Learning Outcome 8 seemed promising, the Committee discovered that in the original General Education plans for the 2018 program, no benchmark had been established for this Student Learning Outcome.

The report concludes with recommendations to hone communication channels and processes to drive improvements to the General Education curriculum so that students achieve the desired outcomes.

Strategic Planning Assessment Report 2019-2020

The 2016-2019 Strategic Plan has been extended an additional year with monitoring continuing to focus on the objectives and actions within the four Strategic Goals, Goal 1: Academic Excellence; Goal 2: Community Engagement; Goal 3: Caring Campus Community; and, Goal 4: Stewardship of the University’s Infrastructure. (See [Attachment IV](#): 2019-2020 Strategic Planning Assessment Report.)

During 2019-2020, there was a continuing commitment to the expansion of assessment efforts and the use of assessment results to inform planning, budgeting, resource allocation, and decision making. Progress made/Actions taken toward each objective during 2019-2020 fiscal year are outlined in Attachment IV.

With the completion of the 2019-2020 fiscal year, Kutztown University completed 62 actions and 181 are ongoing. 2019-2020 was the final year of this Strategic Plan and the Strategic Planning and Resources Committee of the University Senate began work on a new strategic plan to begin in 2021.

Recommendations Related to Institutional Assessment

Kutztown University is an institution with established and broad-based assessment activities across academic programs and support services. This means we can now become more refined in our recommendations for 2020-2021. Continue to:

1. closely link assessment data with ongoing planning and resource allocation.
2. identify opportunities for collaboration across units and divisions.
3. include assessment topics at staff and faculty meetings.
4. follow-up on prior assessment efforts to demonstrate “closing the loop.”
5. provide assessment support and professional training opportunities.
6. consolidate assessment efforts for units that have subunits.

ATTACHMENT I: 2019-2020 ACADEMIC ASSESSMENT REPORT

Executive Summary

The 2019-2020 academic year was anything but typical, as in March 2020, Kutztown University, along with most universities in the nation, moved to a 100% virtual environment due to the coronavirus pandemic. Nevertheless, given that we have been methodically building a consistent, sustainable assessment culture, all academic programs engaged in assessment and submitted annual reports on their activities and deliberations. In what follows, we discuss our ongoing efforts in assessment, such as educational workshops on assessment and our grants program in support of assessment. Included as well is an overview of some of the academic programs that have carried out improvements in response to assessment data; as in past reports, we have organized this section by college.

A new feature in this report is our highlight of a program that has conducted exemplary assessment work, a result of extraordinary faculty effort on behalf of the program's students. Furthermore, no summary of the past academic year would be complete without an examination of the partial impact of the COVID-19 disruption on our students' achievement and on programs' plans for the future. We conclude with an action plan for achieving our goals for the upcoming year.

Professional Development

Professional development programs are an important part of building a culture of assessment at Kutztown University. To that end, a series of events was organized during the 2019-2020 academic year. The annual Kutztown University autumn assessment day was held September 20, 2019, and Dr. Frederick Burrack, Director of the Office of Assessment at Kansas State University, was welcomed to the campus to share his expertise. After a morning plenary session on using assessment data to plan for change, Dr. Burrack conducted separate workshops for academic and non-academic units.

Using feedback culled from a survey of participants in the September assessment program, the January 2020 assessment day was designed to be faculty-led and to provide examples of assessment work that could be shared among colleagues at Kutztown University. The winter program included professional development about how to use general education outcomes when teaching a general education course, followed by a faculty panel that shared some of the success and challenges of their assessment work at our institution.

A group of staff from Academic Affairs presented at the 6th Annual Drexel Assessment Conference on September 13th. Andrea Kirshman (CASA), R. Chad Brown (Tutoring), Marlene Fares (Academic Enrichment), Lori Lentz (Registrar), and Rachel Fager (Library) presented a session titled, "Outcomes outside the classroom: A collaborative approach to developing SLO assessment in student support services." The session included information on successful academic support assessment. Because student learning occurs both inside and outside the classroom, it is critical to assess learning experiences in various settings. The session provided specific examples of Student Learning Outcomes designed for student support services.

Assessment Grants

Each year since 2008, the Division of Academic Affairs has offered assessment grants. The awards are competitive and each year several grants are awarded, up to \$5000 each. In 2019, four grants were awarded, covering these areas of assessment:

- Involving School-Based Practitioners in Program Outcomes Measurement
- Assessing Mental Health of Pre-Service Teachers
- Assessment of the Effect of First Year Seminar on Student Success
- Formative Assessment of Writing Proficiency for Spanish and German Programs

Exemplary Assessment Work

For the academic year 2019-2020, the Office of Assessment highlights the outstanding work in the BS in Physics program. Their formative assessment of SLO #1, “Students will be able to demonstrate fundamental knowledge in core areas of physics,” is conducted at the end of the first year of the Physics major: An exam assessing the fundamental knowledge in electromagnetism, and optics.

In the previous academic year, even though all physics students in the class reached a successful level, an item analysis showed that more students struggled with the relation between electric field and electric potential, analyzing DC circuits, Faraday's Law, and interference by thin films. The action plan after analyzing the results was to include extra examples on these topics in classroom discussions to improve student achievement.

In academic year 2019-2020, based on the previous year's recommendations, extra examples were used when covering the relation between electric field and electric potential, analyzing DC circuits, Faraday's Law, and interference by thin films. No improvement was seen in the relation between electric field and electric potential. It should be noted that this is universally a very difficult concept with which even upper-level physics majors everywhere struggle. DC circuit analysis and Faraday's Law saw improvements by 48% and 59%, respectively. Interference by thin films also saw no improvement.

Since this topic came up towards the end of the semester, the instructor noticed a significant decrease in the effort by the students after a disruptive semester (due to COVID-19). This year's assessment tool was conducted at the end of the semester. In particular, the two students who consistently ranked at level-1 in all categories informed the instructor that they were overwhelmed by the amount of work they needed to complete and were not going to put any effort into this assessment since they already had enough points in the course to receive a good grade. After studying the overall performance of all students in this course, and in light of the challenging times they experienced in Spring 2020, it has been decided not to make any significant changes to the course content next time it will be offered.

Assessment Data Drives Academic Improvements College of Business

BSBA in Accounting

Assessment results for SLO #3, “Apply research skills and technological tools to solve accounting problems,” have enabled the Accounting faculty to improve student learning. In academic year 2018-2019, the success criterion was not met as only 38% of students achieved the benchmark. Via an item analysis, it was determined that how students communicated their findings was a weakness. The faculty decided on the following intervention: assign an additional project and stress effective written communication skills in the memoranda required. In addition, properly citing tax authority would be a point of emphasis when the instructor provided the orientation to the tax research network. With feedback from this additional project, it was expected that students would achieve the expected level of performance. In academic year 2019-2020, the above interventions did indeed improve student performance: 94% of the students (n = 15) met the expectation.

BSBA in Finance

In their assessment of SLO #1, “Estimate and evaluate: students will be able to identify inputs needed to value a financial asset and apply a valuation methodology to estimate and evaluate an asset’s intrinsic value,” the Finance faculty found that the success criterion was met in all aspects of the task with the exception of an understanding of “why stock price and intrinsic value estimates are not equal.” Only 70% (n=20) of the students scored good or very good on the rubric. The action plan for moving toward enhanced student learning in this area is as follows:

- Add lecture material that explores the link between the dividend payout and the intrinsic value of a stock.
- Move the assessment to a corporate finance course, such as FIN 363, given that the value of a stock is the summation of all the expected cash flows generated by a company.
- Revise the assignment, the rubric, and the exact method to align to the higher-level course.

Master’s in Business Administration

Following their 2018-2019 assessment of SLO #1, “Demonstrate the ability to manage business information in support of decision making,” the graduate faculty implemented the following changes:

- Created a primer on financial statements that was presented to students at the start of the course.
- Rearranged the course calendar to introduce the case study later in the semester.
- Expand the case assignment to include the expectation that specific rationale to support the final recommendation.

Although the faculty noted that decision making pertaining to a solution improved little, the curricular changes did impact positively student achievement in other areas: the students’ ability to analyze data, for instance, improved from a mean of 2.57 to 3.18. To work toward continuous improvement, the course calendar will again be altered to move the case study even later in the semester.

College of Education

BSED Elementary Education Pre-K to 4

This program has made substantial changes to address the need to improve SLO 2: “Learner differences” and specifically preparation to support English Language Learners. A new course, ELU 312 Culturally Responsive Teaching for English Language, has been developed and is going through the curricular approval process. Once approved, it will be embedded in a new block of courses that will be associated with a diverse field experience. The department is also analyzing ways of embedding culturally relevant pedagogy and specific need to support ELL learners throughout their curriculum. There has been a stronger emphasis on ELL preparation throughout the college for two years now. Survey data from alumni is showing some improvement from 49% of alumni saying they were well prepared in 2017 to 66% in 2019.

MEd Reading Specialist

Related to SLO 1 in this program, “Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools,” there was a finding two years ago that candidates were not able to use research well to justify their instructional decision making. Incremental changes were made each year since 2017-2018 with steady improvement. In summer 2020, after changing the method of assessment from a literature review to an action research proposal, 24 out of the 24 students successfully identified and synthesized research studies, discussed the significance of their study, and outlined their action plans. Because some students still struggled describing at least one aspect of their methodology (6 out of 24), further refinements are planned, including emphasizing the use of appropriate measures related to the experimental treatments that were proposed.

BSED Special Education

In their SLO 6, “Assessment,” the Special Education Department made adjustments in two areas to improve student performance. Through student teaching evaluations in SPU 392/393, it was found that KU teaching is generally not district specific. To remedy this, faculty will debrief with students more frequently on terminology used in local districts and communicate to the department to use that language more in our classes.

Additionally, the Special Education department faculty analyzed the IEP and Behavior Intervention Plan assignment results from Fall 2019 at the winter retreat and concluded that students have difficulty describing students’ characteristics. As a result, faculty completed a "terminology document" for students to reference throughout the program to assist with describing learner development and differences.

College of Liberal Arts and Sciences

BA Anthropology

All 4 SLOs are assessed every semester through a portfolio. In 2018-2019, students met the success criterion but still generated an action plan that noted areas of greatest challenge for students and addressed areas through 4 measures of pedagogical and curricular change:

- revised instructions of portfolio so students would better understand SLOs and rubrics;

- began renumbering courses to show progression through the program, with sequencing helping develop depth over time;
- introduced a sophomore-level (and transfer student) review: majors work with advisors to plan courses and other experiences, and this advisor will work with the student as the student completes the portfolio;
- revised the 8-semester plan to place ANT 335 Ethnographic Research Methods at the sophomore/spring semester so students can then use these methods in their courses throughout junior and senior years.

The 2019-2020 results were inconclusive in some cases and met in some cases. To some degree, it seems the changes need to be implemented longer to see benefits. The program faculty also are discussing better implementation of research into their classes but have not committed to specific changes yet.

BA in Spanish

SLO 3, “Students will describe and analyze the products, practices and perspectives of the cultures of the Spanish-speaking world,” is assessed with both direct and indirect measures. An example of continuous improvement can be found in the direct method:

Project in Senior Seminar. In AY 2018-2019, the success criterion (60% of students will score at least level 2) was not met. The faculty revised the rubric from 3 levels to 4 levels, but more importantly, changes were made to the curriculum at a lower level to improve student learning by senior year. Intercultural lesson plans and a student self-assessment protocol for intercultural proficiency development were incorporated into the Spanish conversation course (required of all majors). Analysis of student self-assessments showed that learners demonstrated awareness of intercultural proficiency benchmarks related to both knowledge and behaviors, and that they were able to identify personal strategies to further develop this skill. In the following academic year, 100% of the students met the success criterion.

This example is especially notable since the research and development of the curricular interventions were completed during the CET Summer Institute in 2019. This highlights the connections we are striving to make between professional development for faculty and continuous improvement in student learning.

BS in Environmental Science

In their assessment of SLO #4, “Students will be able to choose appropriate techniques for the collection, analysis, and presentation of quantitative, spatial, and temporal data,” the Environmental Science program faculty discovered that students did not meet the success criterion specifically for method 3, a lab assignment in ENV 220. Students (n=26) were tasked with determining how water hardness varied over time in Boehm's hot water system in relation to the functioning of the water softeners. As a group and with instructor guidance, the sample collection scheme over time was developed, and then each student applied the titration protocol to their one sample from the time series, therefore data collection of temporal data is not being assessed here. Final lab reports were evaluated in the data presentation and discussion of results sections. This assignment was started and completed with revisions before spring break/COVID-19 shutdown. The instructor determined

that there were some challenges in the articulation of the assignment itself (communication of expectations will be clarified in the future), but the program faculty also reassessed the program via a review of the curriculum map, noting that temporal data is covered with little frequency. To check reliability, the assessment will be repeated once more before discussion of how to infuse time data collection, analysis, and presentation more broadly into the program so that student meet this aspect of the SLO.

College of Visual and Performing Arts

MFA Communication Design

In this program's assessment of SLO 2, "Create and Develop Create and develop visual solutions in response to communication challenges," student work from CDE 512 was examined. With a population of 5, 100% of the students were assessed as 3 or higher, 60% of the students at 4, and 40% at 3 for aspects that include meaningful images, visual hierarchy, typography, aesthetics, and/or management of complex information. These numbers are expected of students at a graduate level. However, experimentation and transformation of ideas into own-able/author-able ideas scored lower with only 40% of the students assessed as 4 or higher, and 60% of the students at 2. These numbers are below expected of students at a graduate level.

The assessment team was concerned with a trend that revealed a need for greater innovation and original thinking in terms of final product output. The faculty decided that a formal Graduate Research Project (encompassing CDE 511, CDE 512 & CDE13) guidelines and expectations document be created for the benefit of both the graduate students and project advisors. Prior, only informal expectations had been discussed. The MFA Committee will develop the document prior to Fall 2020 in time for CDE 512 to be offered again. This document will include the MFA SLOs and rubrics so students have a clear understanding of program objectives and expectations.

BS Cinema, Television and Media Production

In 2018-2019 the Cinema, Television, and Media Production program noticed a deficiency in SLO 2: "Be proficient in the technical processes of cinema, television and media production." In 2018-2019, the average of the artifacts collected for the SLO in question was 3.0, and the faculty noted that "We are looking for the score to be slightly higher. We did find that the lighting skills of many students were often an issue. We have already made adjustments to the curriculum to account for this and will likely see the result of that revision..." In 2019-2020, on the same assignment the average overall for the artifacts that were evaluated was 3.4, and the faculty noted that, "There were noticeable improvements in the specific areas like, lighting, which the department asked be addressed in the 2018-19 assessment report."

BS Communication Studies

SLO 1 "Deliver formal and informal oral presentations with varied context" was assessed in COM 010. Having done summative assessment in this area, the faculty assessed at the formative level by continuing their assessment in COM 10, which coincided with general education assessment of oral communication. Assessing at this lower level at this time provided needed data regarding initial levels of student achievement, enabling them to assess how and if senior level achievement is

impacted by first-year abilities. As a result of this work, the department's plan is to modify curriculum in the COM 10 course with a revised Master syllabus to meet SLO and student needs.

Refining the Assessment Process

The deadline for the annual program student learning assessment report was moved from June to September 15. This was intended to give programs more time to analyze their assessment data and to encourage collaboration and data-informed decision making.

Precipitated by both local and state changes in policy and procedure regarding Academic Program Review (APR), in 2019-2020 we initiated an effort to link more closely the assessment cycle and the reflection and planning that form part of the APR process. Those programs launching their self-study in Fall 2019 received an assessment report that was generated by the Nuventive Improve software as part of a portfolio of data to help inform the writing and planning processes.

Beginning in fall 2020, the College of Education altered the standard assessment report template so that it aligns with the reporting system used by other programs, but also captures their assessment work. The new template also matches the CAEP reporting process, making the process more streamlined. Individual assessment methods are not identified, as those do not change from year to year. On the new template, the focus is on the analysis of the current assessment data, and planned actions to address that data. The College of Education collects data about every SLO every year, but it is not always useful to report all the data, which the standard template required. In this new format, there is a focus just on the information that is currently relevant.

Responding to the Pandemic

Almost all the assessments in the Department of Business Administration were completed as planned, despite the pandemic. Thus, the Department of Business was able to compare student achievement in Spring 2020 to that of the previous Spring. The Sport Management program, however, only collected data in Fall 2019.

The most thorough assessment that the College of Education conducts, the Danielson evaluation in student teaching, was used differently in spring 2020 due to the COVID-10 disruption. For the second half of student teaching, most students either had remote experiences or alternate experiences. Because of this, supervisors were allowed to leave items unrated that they were not able to observe. Mentors were able to rate items in Domain 1, "Planning and Preparation," and Domain 4, "Professionalism," but a substantial number of supervisors did not rate items for Domain 2, "Classroom Environment" or Domain 3, "Instruction." The College of Education does not have any specific findings of Spring 2020 outcomes differences from previous semesters.

The Communication Design program conducts a portfolio review as a summative assessment. Each semester industry professionals are invited to evaluate student work, using the approved rubric. In Spring 2020 the pandemic and the virtual format did not diminish participation in the event: thirty-three companies were represented by fifty external reviewers, 46% of whom completed the assessment survey. Each company saw an average of 3 students and assessed their work, evaluating their overall impression of the portfolio presentations and interviews, among other elements on the rubric. 97.1% of students were assessed at 3 or higher on the four-point scale.

In addition to the above quantitative assessment of the work, qualitative assessment from the survey indicated improvement from Spring 2019 to Spring 2020 in overall presentation skills and confidence in their work. Based on feedback from reviewers the faculty are considering the option to keep the event virtual regardless of the status of the pandemic. This will allow students to develop virtual presentations skills, an asset in an age in which more and more companies eschew face-to-face hiring in order to save time and money. Thus, the Communication Design faculty have determined that additional improvement is needed in the refinement and practice of presentation skills to help the students adapt to, and present in, a virtual environment.

Working Toward Continuous Improvement

The Business Administration core program has not yet “moved the needle” on their oral communication or written communication SLO. The action plan drafted by the Undergraduate Curriculum Management Committee includes the recommendation before the Department of Business Administration faculty that there be at least one 500-word (minimum) writing assignment in each Business major pathway. This should be an assignment in a 300-level required course, not a restricted elective. Each discipline will determine in which course this assignment will be inserted.

The Geography program is challenged by low enrollments in their major courses, which not only impacts reliability of results, but at times also interferes with their assessment plans. In Spring 2020, for example, one of the required courses, and a significant assessment opportunity, GEG 330, Cartography, was cancelled due to low enrollment. To offset this, it is recommended that more SLOs be assessed each academic year, which will result in more assessment data to inform continuous improvement.

The English program (undergraduate) completed a comprehensive revision of its curriculum which is still impacting not only their assessment plan, but also the implementation fidelity of that plan. An ambitious undertaking such as the one carried out several years ago merits careful monitoring and adjustments to ensure scaffolding and alignment. The faculty continue the work of refining their assessment.

In the Counseling (graduate) programs, data always indicate that students meet all criteria. On the one hand, this outcome is to be commended as indeed students are performing well. But on the other hand, the process does not lend itself to continuous improvement.

There are three programs in Music (BA Music, BA Music: Commercial, and BA Music: Performance) that have common SLOs and who could report jointly. This would increase the sample size for their data and streamline the assessment reporting process.

The Social Media Theory and Strategy program must revisit the program curriculum map to make sure that program SLOs are addressed appropriately. One suggestion is to work on the development of appropriate assignments that are assessed to determine whether students are achieving the program SLOs, and to do so for each program SLO. The curriculum map should ensure a clear path through the major that allows students to progress and achieve all program SLOs. This is a multidisciplinary program and faculty from all departments involved should be part of the

assessment process. By the end of 2020-2021, this program should have viable assessment data on which decisions about curricular changes can be made.

Action Plan and Recommendations

In our previous Annual Report, we set 6 goals for all areas of academic assessment to complete during the 2019-2020 year. Of these, three were achieved:

- *Establish a three-year assessment cycle that requires academic programs to assess all their student learning outcomes during that three-year period. Connect annual assessment reports to program review.*
- *Create a later deadline for the submission of the annual assessment reports so that programs have the opportunity to reflect and discuss data and assessment results. In the past, the deadline has been in May; henceforth, the deadline will be September 15 in any given year.*
- *Continue offering professional development opportunities for faculty and staff, including the Autumn and January Assessment Days.*

Two of the goals are ongoing and will continue to focus our efforts during the 2020-2021 academic year:

- *Increase focus on using data to make decisions with the goal of improving student learning. As the culture of assessment takes root at Kutztown University, we need to move beyond refining our assessment processes and toward the use of the data we collect to improve the learning experience for our students.*
- *Create an assessment how-to guide for faculty and staff that includes a glossary of assessment terms in frequent use at our institution. The glossary is posted on the Office of Assessment website, which has been updated periodically throughout summer and fall 2020. Additionally, we have created Nuventive tutorials, which will be published by the end of the Fall 2020 semester.*

We made no progress on one of our goals:

- *Consider venues to disseminate and discuss the data and evidence provided by the National Survey of Student Engagement. The disruption caused by the COVID-19 pandemic allowed no time for this initiative.*

Although not listed as goals for the past academic year, we wish to note the following additional accomplishments:

- Nuventive Improve was fully implemented for use throughout all academic and administrative units, with appropriate updates in accordance with personnel and organizational changes to offices.
- Communication and transparency were notably improved. Streamlined reporting and processes for those programs with specialized accreditation, ABET, College of Education.
- We hired and trained a new complement of assessment Graduate Assistants.

Thus, in addition to the ongoing goals noted above, for academic year 2020-2021, we aim to achieve the following:

- Work with stand-alone minors to develop assessment plans, using WGS as a pilot due to their exemplary assessment work catalyzed by assessment grants in previous years.
- Revise AAC feedback rubric, particularly to include longitudinal perspectives on data collection as well as on action plans in response to that data.
- In concert with the JEDI Strategic Initiative, introduce the concept of equity in assessment.
- Involve students more in the assessment process and the dissemination of assessment results and actions.

ATTACHMENT II: ADMINISTRATIVE UNITS AND PROGRAMS ANNUAL ASSESSMENT REPORT 2019-2020

This annual report reflects multiple and varied assessment efforts from the administrative units and departments of five divisions at the University. This is the third year for this formal process of collecting assessment data, expected outcomes, changes, and improvements for these programs.

Introduction

Overseeing this effort and as background, the Administrative Units Assessment Council was formed and began to meet in June 2019. Membership and areas represented during academic year 2019-2020 included:

Johnee Border (Enrollment Management and Student Affairs)
 R. Chad Brown (Academic Affairs)
 Michael Demeter (Enrollment Management and Student Affairs)
 Jacqueline Fox (Equity and Compliance)
 Elizabeth Pflugler (Finance and Facilities)
 Kim Rhode (Finance and Facilities)
 Amy Sandt (University Relations and Athletics)
 Greg Shelley (Implementation Team for Institutional Effectiveness)
 Martha Stevenson (Academic Affairs)
 Carole Wells (Implementation Team for Institutional Effectiveness)
 Tammy Wert (University Relations and Athletics)

The Administrative Units Assessment Council is charged with:

- coordinating administrative program outcome assessments and providing support for the use of these annual assessments in five-year self-studies and external reviews.
- reviewing administrative program outcome assessment plans and providing feedback on their efficacy and appropriateness.
- ensuring that outcomes developed by administrative programs are in alignment with the University mission and are used for continuous improvement.
- preparing an annual report on the state of outcomes assessments and sharing those findings with the campus community.
- facilitating conversations with stakeholders about assessment results.

In the 2018-2019 annual report, the Administrative Units Assessment Council recommended that non-academic units/programs (1.) consider the adoption of a standard template to record annual assessment activities and provide examples of assessment results and outcomes, actions taken, and improved outcomes; (2.) engage collaboratively to review their mission statements; and, (3.) identify and link to institutional learning outcomes, where appropriate.

During 2019-2020, the Administrative Units Assessment Council accomplished the following:

1. designed and adopted a template and rubric for recording annual outcomes assessments and changes based on assessment results. (see Appendices I and II)
2. ensured that all administrative units have updated, published core functions that are linked to the Kutztown University strategic plan.
3. established an annual timeline for submission of Student Learning Outcomes and/or unit Operational Goals. (see Appendix III)
4. began to enter self-studies, external reviews, program data, and assessment plans into Nuventive Improve. (only assessment plans added so far)
5. provided a list of administrative/non-academic units/offices engaged in assessment with contact information. (see Appendix IV)
6. continued to assess how results lead to interventions and demonstrated improvements and changes.

Each unit was also asked to submit to their divisional vice president an example or examples of change or improvement related to an Operational Goal and/or Student Learning Outcome during 2019-2020.

2019-2020 Non-Academic Programs/Units Assessment

Below are reports of the systematic identification and measurement of assessment results, actions, and improvements in 2019-2020 in the divisions of Academic Affairs, Enrollment Management and Student Affairs, Equity and Compliance, Finance and Facilities, and University Relations and Athletics.

Academic Affairs

Academic Enrichment - Advising. For Goal 1, “Guide students as they explore their values, interests, personality, and skills,” advisors encouraged all Exploratory Studies (undeclared) students to participate in a career assessment. Students were expected to explore majors and change from undeclared prior to 60 credits. Goal 2, “Communicate regularly with students and provide accurate information regarding policies and procedures to make academic, career, social, and personal decisions,” advisors encouraged improved outreach methods including e-mail and social media. This goal predicted increased and improved student-advisor relationships and connectedness. For Goal 3, “Collaborate with students on the development and implementation of academic plans and educational experiences congruent with the student’s interest and abilities, advisors improved the general education check sheet and converted it to an electronic format for students. The purpose was to understand and identify academic expectations based on students’ majors of interest or career planning. Goal 4 states “Students will be able to identify the general education credit requirements for graduation.” Language was adjusted from “understand” to “identify” to ensure learning was taking place. Students were made aware of the expectations. And, for Goal 5, “Students will be

able to identify the maximum number of credits in which they must declare a major” students were informed of the KU policy on the maximum credit requirements for undeclared during advisement to improve academic planning. Language was adjusted from “understand” to “identify” to ensure learning was taking place. Students were made aware of the KU policy on being undeclared, 60 credits being the maximum.

Career Development Center. Two learning outcomes were addressed, “Students will be able to identify individuals who are part of their professional network,” and “Students will be able to prepare for their [job] search by creating or updating their LinkedIn profile.” For learning outcome one, the goal was to increase the percentage of students indicating they know how to identify individuals in their network. Post-presentation assessment showed a 50% knowledge increase in 2018-2019 (without the in-person application of knowledge). This increased from 50% to 62% in 2019-2020 (with the activity). For learning outcome two, the goal was to increase the percentage of students indicating they know how to create or update their online profile. Pre- to post-assessment showed a 4% knowledge increase in 2018-2019 (without the in-person application of knowledge). This increased from 4% to 64% in 2019-2020 (with the in-person activity). Due to the pandemic, Spring semester workshops needed to be moved to an online format. While the number of assessments was lower than usual, the level of learning did significantly increase.

Grants and Sponsored Projects and KU BEARS Grant Program. To address the goal, “Obtain grants and sponsored projects funding,” the office hired an external firm in January 2020 to assist with grant proposals. The first proposal worked on with the research development firm was funded for approximately \$1 million, which included \$664,000 for scholarships and \$60,000 in indirect costs.

With reference to the KU BEARS Grant Program, freshmen and sophomore students engage in a research activity with faculty and are expected to demonstrate skills to engage in scholarly inquiry at the completion of this experience. The five Student Learning Outcomes of the program are: (1.) Students will be able to identify appropriate methods for scholarly inquiry; (2.) Students will be able to appropriately use studio/lab/field methods and/or equipment for scholarly inquiry; (3.) Students will be able to gather and evaluate evidence appropriate to the inquiry; (4.) Students will be able to appropriately analyze evidence and draw conclusions; and, (5.) Students will be able to clearly communicate knowledge from the inquiry. For Student Learning Outcome 1, 90% (18 students) scored proficient or approaching proficiency on the success criteria. For Student Learning Outcome 2, 100% (20 students) scored proficient or approaching proficiency on the success criteria. For Student Learning Outcome 3, 95% (19 students) scored proficient or approaching proficiency on the success criteria. For Student Learning Outcome 4, 85% (17 students) scored proficient or approaching proficiency on the success criteria. And, for Student Learning Outcome 5, 85% (17 students) scored proficient or approaching proficiency on the success criteria.

Honors Program. Goal 1 is to “Demystify the capstone/increase capstone completion rates.” Objective 1 is to “reduce the required number of pages of the completed capstone to 50 pages.” This change was the result of conversations with students, Honors advisory members, deans, all of whom expressed concern that the prior 75-page requirement was prohibitive. The prior 75-page requirement seemed arbitrary and negatively contributed to Honors completion rates. Objective 2 is to “Update the capstone proposal to require a capstone abstract.” Adding an abstract contributed to the professional socialization of students. Students were encouraged to submit a proposal in a

format relevant to their discipline and in consultation with their capstone advisor. Increased experience writing abstracts was helpful later in the capstone process when the student submitted an abstract to a conference or other professional meeting to fulfill the capstone presentation requirement. Objective 3 is to “Add a requirement: New students must attend one WIPS each of their first two years in the Honors Program.” New students were introduced to part of the capstone process from the start of their career in the Honors program. This is expected to (1.) further demystify the capstone process for incoming students; and, (2.) provide support for the Honors students who are presenting their WIPS. Objective 4 is to “Reduce living/learning requirements from 10 to 8 to reflect the new requirement of attending a WIPS each of the first two years in the program.” New students who enter as first-time, full-time freshmen are required to attend living/learning events. The reason for the change is to adjust requirements in living/learning to recognize the added WIPS requirements and to keep the event total at 10. Objective 5 is to “Revise all office forms to be fillable and to reflect current requirements and make them available on the Honors D2L site.” The move to remote learning required all office forms to be available as fillable forms. This allowed students to continue to submit documentation of completed living/learning and service events as well as documentation of capstone progress.

Student Learning Outcome 1 refers to self-authorship, combining one’s identity, relationships, beliefs, and values into a set of expressed commitments upon which to act. All Honors students who entered KU as freshmen were required to meet with the Director to review progress and discuss potential capstone ideas. All Honors students who entered KU as transfers met with graduate assistants to review progress and capstone ideas. The initial capstone conversations resulted in students identifying capstone ideas that connected their academic, co-curricular, and personal interests. The reviews reinforced the capstone as a three-semester process and the subsequent steps that needed to be taken to complete it. Student Learning Outcome 2 refers to communication and developing and presenting ideas logically and effectively in order to enhance communication for various audiences and purposes. This requires WIPS attendance for incoming students. More students are attending WIPS, increasing the diversity of the audience with the expected outcome that WIPS presenters will have to present so as to reach a varied audience and receive feedback from students outside of their discipline. Student Learning Outcome 3 refers to integrative scholarship, integrating knowledge to express insight and originality through disciplinary or multidisciplinary methods. A series of living/learning events related to the capstone were offered. New for 2019-2020 was an IRB training session for students intending to do capstone research with human subjects and an undergraduate research funding session. A third session, “pitch your proposal” day was cancelled as a result of the pandemic. The expected outcome was increased professionalization of the Honors capstone experience and increased number of students who seek and earn IRB approval and undergraduate research funding. Honors students are required to present their research or creative projects “outside the walls” of KU. IRB approval is frequently necessary for students working with human subjects who present at conferences.

Office of Assessment. A unit Operational Goal for the office is the management of the Nuventive/Improve software program. Features have been added for academic programs and the Strategic Plan. Programs have instant access to feedback. Reports can be run with multi-year feedback.

Office of Distance Education. For Student Learning Outcome 1, “The Office of Distance Education will work with faculty to identify their broad instructional goals, identify who their

students are, and their experience level,” overall faculty perceptions of training and reactions to instructional design were positive. Over 90 faculty successfully completed the TOCC during 2019-2020, bringing the total of faculty certified to over 75%. Faculty who voluntarily shared anecdotal student data reported that students found the course design principles helpful in aiding them to achieve their learning outcomes. Learning Outcome 2 is “The Office of Distance Education will enable faculty and students to easily locate and utilize support resources.” Throughout 2019-2020, faculty student knowledge-base access and ticketing support requests were reviewed to identify weaknesses in support to determine if articles and responses to tickets were adequate or needed improvement, or if additional documentation was necessary. The Office also offered over 60 in-person and synchronous workshops to help support faculty. Staff also participated in several product-related webinars to help evaluate new technologies.

Student Learning Outcome 3 is “The Office of Distance Education will identify and engage with collaborators to help support positive student learning outcomes and advance the mission of KU.” For 2019-2020, over 20 joint workshops with the CET were held including a grant-funded summer symposium and facilitated instructional design training in support of the Office of Distance Education, CET, and KU missions. The Office collaborated with the Rohrbach Library to present a symposium attended by over 50 faculty and library and instructional professionals from around the region and state and also led a consortium of eight PASSHE universities – Bloomsburg, California, Cheyney, Clarion, East Stroudsburg, Edinboro, Indiana, and Kutztown – to certify over 500 faculty statewide to teach online for their respective universities. For Learning Outcome 4, “Investigate and identify critical contemporary issues and practices in teaching and learning with technology and develop a professional development plan to address those issues,” during 2019-2020, the staff participated in several synchronous workshops and webinars focused on instructional design and technology, including several product-related webinars to help evaluate new technologies. Due to the pandemic and other environmental factors, in-person professional development activities were curtailed.

Student Learning Outcome 5 is “Successful completion of TOCCs.” During 2019-2020, over 90 faculty successfully completed the TOCC and were certified to teach online. This outcome helped ease the transition to online and hybrid instruction during the pandemic. And, Learning Outcome 6 is “Successful completion of APPQMR.” During 2019-2020, over 30 faculty successfully completed the APPQMR and received advanced course design training through the Quality Matters Program. This outcome helped ease the transition to online and hybrid instruction during the pandemic.

Office of Information Technology. The office implemented multiple improvements and changes throughout the University in response to five goals, IT will (1.) maintain, enhance, and expand the technology infrastructure to support evolving needs; (2.) support the development and delivery of training to enhance the online learning process; (3.) ensure a secure, reliable, and modern technology is available to support online learning; (4.) maintain, enhance, and expand applications and systems supporting the academic learning environment; and, (5.) provide technology services to enhance the student experience. The implementation of various enhancements was designed to improve the student experience, and the protection of the technology infrastructure and data associated with the University ensured that required resources were available when needed.

Registrar. The Student Learning Outcome, “Freshmen and transfer students will receive a complete orientation and schedule on the day of orientation,” was achieved during Fall 2019 without having

the students travel to campus. Virtual orientation via Zoom meeting sessions for advisors and students with a Registrar's Office team member as a resource for questions was provided. Five Operational Goals were addressed during 2019-2020: (1.) Implementation of the P/NC grading option accommodated a shift in teaching modality. The expected outcome was to reduce the number of negative changes to academic standing; (2.) The creation and implementation of the general education search engine provided easier access for students, faculty, and staff; (3.) The implementation and addition of Chatbot to the Registrar's Office webpage provided easier access to quick question/answer communication; (4.) The implementation of an electronic degree audit process provided faster response time to University Relations, KUSI, and the Council of Trustees with graduation information and reduced paper and misplaced audit packets; and, (5) As stated above, the virtual orientation provided freshmen and transfer students a complete orientation and schedule on the day of orientation.

Rohrbach Library. The Library has a Student Learning Outcome, "Demonstrate the ability to retrieve, interpret, evaluate and use information (information literacy)," and a strategic goal, "Embrace an information literacy program that enables learners to demonstrate the ability to retrieve, interpret, evaluate, and use information." Review of the work products from 2019-2020 revealed the limitations of the 50-minute one-shot Information Literacy session, a format which does not provide enough time to teach and assess a student's ability to master a complex skill. In 2020-2021, the focus will shift to smaller more easily measured tasks. The student's ability to identify appropriate search terms and create an effective search string will be rated and assessed.

Student Success Center. The Student Success Center (formerly known as CASA) was able to increase the number of student contacts by 35% in Fall 2019. There were 79 workshops provided during Fall 2019. This is a 46.30% increase over Fall 2018 (n = 54). Attendance increased significantly from 815 in Fall 2018 to 1807 (121.72%) in Fall 2019. E-mail invitations to faculty was the change that likely helped drive the increase. Regarding student appointments, only 31% of referred students attended an appointment, which is below the 50% goal. However, 84% of students returned for a second appointment, which is above the 65% goal. More effort is needed to get referred students to attend a first appointment. There was every intention to respond to the COVID-19 pandemic by providing programs and services remotely, but there was little demand for the Student Success Center programs and services and staff were on extended COVID-19 related leave and then retired on July 10, 2020.

The Student Learning Outcome, "Students will understand and be able to apply the academic skills and strategies necessary for achieving educational goals" was also assessed in 2019-2020. These skills and strategies include time management, test taking, critical reading, and note taking. Based on the work that was done, the following success criteria will be used to evaluate student appointments:

- 50% of students will attend an appointment.
- 65% of students needing a second appointment will return.
- 75% of students can articulate their academic skills need after attending one appointment.
- 90% of students can identify their coordinator by name after the first appointment.
- 75% of students who attend an appointment related to academic skills development, will identify at least one strategy and demonstrate their understanding of that strategy with regard to time management, note taking, test taking, and textbook reading.

88+% of students who attended Student Success Center workshops were able to identify academic skills and strategies for each of the topics (time management, test taking, critical reading, and note taking). Given that these percentages are relatively high, the workshop evaluation will be reviewed to include a greater threshold for student success. For example, students will be able to identify two skills/strategies rather than one.

Tutoring Services. Tutoring Services has three Operational Goals and one Student Learning Outcome. For the learning outcome, “Peer tutors will be able to identify and explain how to access campus resources,” the manual and training materials were updated to include more specific information about the University Writing Center. This specifically highlighted location and computer lab space. Data revealed that student employees scored lower on the questions connected to the Writing Center and computer labs on campus. Training materials and quiz questions will continue to be reviewed to reflect campus resources as well as service modalities. Goal 1 is to “Maintain an 80% or higher match rate for tutoring requests.” Tutoring Services achieved a 93% match rate in Fall 2019; Spring 2020 match rate was not calculated due to the pandemic. There was a 63% increase in decreasing the number of days to match (3.25 in 2018-2019 and 1.99 in 2019-2020). Goal 2 is to “Increase the engagement of high-risk students identified as students with a GPA between 0.00 and 2.25.” The data revealed that Tutoring Services is used mostly by students who have an average GPA between 2.25 and 3.00. More effort is needed to get students with a GPA between 0.00 and 2.25. Goal 3 is to “Respond to the pandemic by providing services remotely.” Tutoring Services provided peer tutoring, supplemental instruction, and labs in a remote learning environment. There was a decrease in the number of tutor requests after March 16, 2020.

Enrollment Management and Student Affairs

Community Outreach Center. Community Outreach Center has one Operational Goal and one Student Learning Outcome. For the Operational Goal, “Staff is hired in an equitable and efficient manner and is able to start working in a desirable time frame,” the Center completed all hiring paperwork/process for 2019-2020 by August 1, 2020 so that students could start working on the first day of class in the Fall semester. Previously, this process was delayed and some student workers were not able to start working until the second or third week of school. Students participating in Alternative Spring Break (ASB) learned about community needs in a new location and trained to use tools, equipment, or new knowledge to complete an impactful service project. For the Student Learning Outcome, “Students participating in ASB will learn about community needs in a new location and be trained to use tools, equipment, or new knowledge to complete an impactful service project,” some feedback indicated that the experience was rushed and there was not enough time for students to bond before they left for the trip. For 2019-2020, the graduate assistant and ASB coordinator started recruiting earlier so that the teams for the various trips could be selected sooner. This allowed for two team meetings prior to the trip for bonding, organizing, and logistical efficiencies.

Counseling and Psychological Services. For Operational Goal, “Counseling and Psychological Services will complete and submit IACS application and materials in preparation for re-accreditation review,” all materials were completed and submitted by the deadline. Related to Student Learning Outcome, “Students will demonstrate an understanding of roles in a family of addiction and how growing up in a family system affected by the Substance Use Disorder or other

mental health issues can impact relationships,” in Spring 2020 two groups were planned. The first group did not start due to student participants not being available at time of sessions. The second group offering did not occur due to interruption of the semester by pandemic restrictions. This psycho-educational group will be offered again in the future (Fall 2021) to address the mental health educational needs of students from families with a history of parental Substance Use Disorder or other mental health issues. With reference to mindfulness, “as a result of participation in therapy groups, students will be able to demonstrate a better understanding of and reduction in symptoms for identified mental health diagnosis.” Group counselors will investigate ethical and legal implications of running an online therapy group to be able to offer group online. The Fall 2019 mindfulness group met its goals for students. The Spring 2020 group did not have the opportunity to finish the semester due to pandemic restrictions. The group will be able to run via an online platform (Zoom Health) in an ethical and HIPPA compliant manner in Spring 2021. Regarding outreach, goals are to familiarize students with Counseling and Psychological Services, discuss common causes of distress in college students, discuss common signs and symptoms of distress (activity), recognize a Friend in Distress Reasons to refer, discriminate emergency/crisis, establish appropriate boundaries, and establish a resource page. Content was taught via interactive learning techniques, repetition, and reinforcement. Student engagement increased by personalizing outreach material based on specific student inquiries. All programs are evolving based on current research and student need. This opportunity will be offered in future semesters when participants can once again attend in person. It has proven to be beneficial in reducing stress levels of students who have participated.

Health Promotion and Alcohol and Other Drug Services. For Operational Goal, “Prepare students for social challenges,” BASICS facilitators receive yearly trainings and peer-to-peer review in monitoring the fidelity of implementing the prevention evidence-based program. The unit now offers it remotely to students because of changes needed for the halt of in-person sessions brought on by the pandemic. Improvements on outcomes are still in review. The online presentation has been updated to include current social challenges. There was a total of 28 BASICS referred from the office of Student Conduct in 2019-2020. Of the 28 referrals, 24 completed and three were outstanding and one referral was removed from the Office of Student Conduct’s list. The online presentation has been upgraded and current for the student’s experience. With regard to Student Learning Outcome, “Improve student’s understanding of the effects of alcohol use for first-year KU students in completing the web-based alcohol prevention program,” increased e-mail reminders to first-year students to participate in AlcoholEdu for College Students that reached 1,012 students at Kutztown University have participated in AlcoholEdu for College since the start of the 2019-2020 academic year. AlcoholEdu continues to increase features in their online program that makes it user friendly. Also, efforts include University partners such as Information Technology and First Year Experience Programs that share reminders to students to complete the program. This helped students establish a plan ahead of time to make responsible decisions about drinking (96%), prepared them to help someone who may have alcohol poisoning (95%), and prepared them to prevent an alcohol overdose (91%). For Student Learning Outcome, “Prepare students for social challenges,” the program Grit and Resiliency is designed to assist students in identifying their protective factors, develop personal wellness goals, and introduce their willingness to change by examining stages of change. The Health Promotion and Alcohol and Other Drug Services worked as a team to upgrade the workshop to have an online appeal for participants and incorporate students’ perspectives on grit and resiliency for the next academic year. This session is planned in person again and remotely with the student perspective updates. Reasons for change occurred because of the adjustments made in delivering services to students because of the pandemic. Workshop 1 conducted three sessions with 79 participants. 93.7% identified protective factors,

.063% were unsure; 97.5% identified a wellness goal for themselves; and 97.5% would recommend the workshop to their peers. For workshop 2, 100% were able to identify protective factors; 100% identified a wellness goal for themselves; on a scale of 1-10, with ten being the most likely to change, the group's number was 7.42. COVID-19 occurred on March 17, 2020, and in-person workshops came to a halt.

LGBTQ+ Resource Center. With reference to Operational Goal, “Improve the overall environment and accessibility to best meet the needs of campus constituents by knowing who uses the Center and why,” the marketing materials of the Center location, hours, and available programs, events, and services were reviewed and updated. Open hours were changed based on input; increased presence on social media promoted the Center and its resources to those involved with Allies, Stonewall, and events. Due to the pandemic and change to remote learning in Spring 2020, the expected outcome was not realized. Second Operational Goal is, “Improve the overall satisfaction with the resources available at the library in the LGBTQ+ Resource Center to best meet the needs of campus constituents.” Upon surveying students on their level of satisfaction, found that 73% of users are well satisfied and 18% are satisfied. The Center invited all students to contribute to the library “wish list” throughout the last two weeks of the year, then worked with Allies to purchase twelve new books for the Center and initiated a “Book of the Month” spotlight to feature a book that connected with the theme of each month. The library collection will offer books that are in line with the mission of the Center and also of interest to the LGBTQ+ community. For Student Learning Outcome, “Participants in the Stonewall Special Interest Living Community will gain the knowledge of the resources and programs offered through the LGBTQ+ Resource Center,” in the third year of working with the Stonewall Special Interest Community, have modified how the Center communicates with the residents and structures biweekly meetings to best meet their needs as first-year students adjusting to college life. There is a continued focus on the mentor program and the resources available to them through the inclusion centers. Overall, there is increased learning in students who participate in Stonewall as it relates to all the inclusion centers and the student organizations that are advised.

Multicultural Center. With reference to Operational Goal, “Implement changes suggested by the external review to improve practices, programming, and services provided by the Center,” Center employees explored the opportunities to expand collaboration with the other centers to provide co-programming or events. For Operational Goal, “Implement changes suggested by the external review to improve practices, programming, and services provided by the Center,” Center employees continued to enhance the presence and visibility through social media by maintaining up-to-date information. Regarding Student Learning Outcome, “Upon completion of staff orientation and diversity training, workers will be able to increase or enhance their level of multicultural competencies,” intentional utilization of a new assessment tool continued for 2019-2020 for new employees and was made available throughout the academic year for interested campus members.

New Student Orientation. With reference to Operational Goal, “Identify pre-online orientation system by summer 2020 which provides essential information to incoming students and parents to prepare them to transition to university life,” the pandemic created an opportunity to examine the delivery method of the orientation programs managed by New Student Orientation. To better serve the community at large, an online platform is being developed which interfaces with KU’s operating system for ease of use and reporting purposes. The program will launch in April of 2021.

Residence Life, Housing, and Dining. Operational Goal 1 is “The Residence Life Department will implement practices that will ensure the development of a premier staff.” Staff Discipline Model was redesigned, the staff evaluation process was overhauled, and an Assistant Director of Student Conduct and Resident Support position was created. For Operational Goal 2, “Create an engaging residential experience,” based on student and staff feedback as well as national trends, modifications were made to the Programming Model, and a Transfer Year Experience beyond the Transfer Special Interest Housing Group was developed. For Operational Goal 3, “Provide an engaging dining experience,” modifications were made to the current Assistant Director position to work with the Dining Services vendor in the area of programming and one programming model was created for all venues to follow. And, for Operational Goal 4, “Meet the Housing needs of incoming first-year students,” the incoming student housing selection process was restructured. With reference to Student Learning Outcome 1, “Student staff will know the roles and responsibilities associated with their position,” 80% of student staff will be able to name the eight functional areas of their position. Twenty percent will be able to name six functional areas. The staff discipline model and revised evaluations, as well as the training model provided clear expectations as well as a description of the eight functional areas which aided in the staffs understanding of the overall position description and performance expectations. For Student Learning Outcome 2, “Students who participate in Hall Council will be able to set leadership development goals,” the resident directors through one-on-one and organization meetings helped Hall Council participants create leadership goals and action plans to achieve them.

Student Assistance. In response to Operational Goal, “Provide emergency funding assistance to students through the KU Care Team,” Student Assistance (1.) added the Director of Student Accounts to the Team; (2.) implemented a new process for reviewing and responding to requests; (3.) created an electronic application fund that uploads directly to the Maxient database; (4.) created electronic response letters through Maxient that are automatically stored for documentation; and, (5.) worked with Maxient staff to create fields for tracking and reporting. Federal Cares Act funding for COVID-related financial emergencies required a change in process to address the significant increase in applications in a timely manner; to easily track multiple requests from individual students, and to meet reporting requirements to the Department of Education. Although the changes were implemented in response to CARES Act funding, they helped the Team improve the process in structure and consistency and simplify it for students (i.e., students submit one application and the Team identifies which, out of four emergency funds available, is most appropriate in addressing the request).

Student Conduct. For Operational Goal 1, “Develop and deploy sanctioning guidelines by Fall 2019 to provide clear and effective directions for appropriately sanctioning students; case officers will actively refer to the sanction guidelines,” new sanction guidelines were developed and embedded in a revised sanction manual. Following a year of implementation, 88% of users (n = 22) agreed or strongly agreed the sanction guidelines were effective; 95% of respondents indicated routine use and reference. Rate of appeal in 2019-2020 was 0.9% below the annual target of 2.0%. For Operational Goal 2, “By May 2020, create a prevention education program to increase incoming student awareness of key conduct standards and expectations,” an online, self-directed training module called *Bear Aware* was created and launched. The program was marketed to new students and parents with over 120 individuals participating. Average post-test score (Fall 2020) was 94% (n = 164); 97% pass rate. Participation was incentivized with a bookstore gift card giveaway. For Operational Goal 3, “As a result of operational changes due to COVID-19, an online system of

adjudicating cases was implemented,” a protocol was developed to conduct preliminary briefings, informal resolution meetings and formal hearings via Zoom. University Conduct Board and Sexual Misconduct hearing scripts were re-written to allow for Zoom hearings. This practice carried over to the 2020-2021 academic year. Electronic signature options are being reviewed to further improve this process. For Operational Goal 4, “By May 2020, research and develop University Conduct Board competencies for use in the development of a new training curriculum,” University Conduct Board competencies were researched and adopted. A three-part training program was created and will be implemented and assessed in 2020-2021. After training is implemented, live hearings will be observed to assess competencies and improve future training. With reference to Student Learning Outcome, “As a result of completing the *BEAR Facts Ethics Workshop*, students will be able to recognize key concepts of the ethical decision-making process. Concepts include core value identification, privilege/oppression, ethical dilemmas, and stages of change,” inconsistent performance on pre- and post-test content, the workshop was reviewed and updated. Changes included: removed workbook and personal values exercise, added social identity exercise, reformatted and reduced slide deck, updated ethics in movies assignment, rewrote action plan instructions, and updated pre- and post-test quiz. Results from changes will be assessed in 2021.

Student Union and Involvement Services. For Student Learning Outcome 1, “Student organization e-board members will learn methods of sharing event information in Engage,” formal trainings were provided on entering events into the Event module in Engage. At the time of the assessment, the outcome was that 57 different organizations listed at least one event in Engage, and the goal was to increase that to 132 registered student organizations (75% of organizations). For Student Learning Outcome 2, “Greek members will demonstrate the importance of scholarship and practice academic responsibility,” outreach will be made to each student referred to the Student Success Center that did not result in an increased GPA at the conclusion of the Spring semester. Students will be provided with additional resources. The outcome that was obtained is summarized as such, therefore increasing the number of students with at least one Student Success Center encounter and positively impact outcomes: 40% of students referred to the Student Success Center at the end of the Fall semester with a cumulative GPA below 2.25 increased their cumulative GPA at the end of the Spring 2020 semester. [NB: 13/56 students referred had at least one Student Success Center encounter. 11/13 students had a cumulative GPA increase.]

Veterans Services. With regards to Operational Goal, “Increase staff cultural competency on student veteran population and available veteran resources,” Green Zone Classic (in-person) training was offered one time in the Fall semester using the slides originally developed for the program in 2015-2016. Some statistics were outdated; slides were text heavy and overwhelming; some videos were no longer available, and format was bland. The Veterans Services Office postponed offering additional Green Zone trainings until program could be updated. Planned to resume training offerings in Spring 2020 but was unable to due to COVID-19 pandemic. Regarding Student Learning Outcome, “Increase staff knowledge of military education benefits,” monthly staff training on military benefits and office processes was conducted in Fall 2019. Staff knowledge increased but not to the desired level. Staff training was scheduled weekly in Spring 2020 which showed an uptick in more student assistance being given by student workers. However, training came to a halt during the COVID-19 pandemic.

Women’s Center. With reference to Operational Goal 1, “Improve the overall environment and accessibility to best meet the needs of campus constituents by knowing who uses the Center and

why,” the Women’s Center reviewed and updated the marketing materials of the Center location, hours, and available programs, events, and services. The Center increased its presence on social media and linked posts and “stories” with the two clubs it supports: It’s On US and the Feminist Majority Leadership Alliance. Due to the pandemic and change to remote learning in Spring 2020, the expected outcome was not realized. Regarding Operational Goal 2, “Analyze what type of library materials are borrowed, frequency of use, and adjust the collection,” the Center:

- Downsized books that were not in support of the Center’s mission, and/or genre, and were not being utilized.
- Added new book titles and focused on maintaining/updating specific genres being borrowed
- Renewed the subscription to *Ms. Magazine*.
- Received donations of WGS books from retiring faculty to add to the library.

For Student Learning Outcome, “Participants in the Escalation Workshop will be able to understand the difference between a healthy relationship and an abusive relationship and be able to identify at least one way to stay safe,” the Women’s Center partnered with a faculty member to offer the presentation as part of an FYS class to 26 first-year students. Ninety-six percent of the participants indicated “agree” or “strongly agree” that they could identify the difference between a healthy relationship and an abusive relationship. Every participant provided comments on ways to stay safe; most common themes were: “don’t be a bystander, check in with your friends, abuse can be invisible, social media doesn’t show the whole truth, situations can progress fast, know the signs, and seek help early.” This program was created by the One Love Foundation, and the Women’s Center staff has become trained facilitators.

Equity and Compliance

Disability Services Office. To facilitate implementation of accommodations, the Disability Services Office implemented a new electronic accommodation letter system where students can request accommodation letters to be sent to their professors via e-mail through MyKU. This change was precipitated by COVID-19 and the need to provide a safe (touchless) method for students to distribute accommodation letters to their professors as well as an efficient way for students enrolled in online courses and those learning remotely to distribute their letters of accommodation. This system was designed to preserve the student’s right to determine which professors receive their accommodation letters. A new feature of this electronic system allows students to request accommodation letters for their advisor(s), thus furthering their ability to advocate for their needs. Student survey results showed that 88.46% of the students found implementing accommodations using the electronic accommodation letter system to be less difficult or much less difficult than using the paper-based letters. The remaining students reported that the process was about the same as in the past. Additionally, four of seven student survey comments addressed the ease of use, satisfaction with, or preference for, the electronic accommodation system. The faculty survey showed that 93.54% of the respondents had no difficulty receiving accommodation letters by e-mail. The Disability Services Office will continue to utilize the electronic accommodation system. Survey results also showed that 58.06% of the faculty reported that very few students (less than 20%) who sent them an electronic accommodation letter followed up to discuss their accommodations. When faculty were asked how this number compared to the past when letters were in print format, 61.29% reported it was about the same as in the past and 35.48% reported that students followed up less or much less than in the past. Additionally, five of twelve faculty survey

comments specifically addressed concerns that students do not follow up to discuss their accommodations. To address this, the Disability Services Office will review its outgoing communications and instructions for students to emphasize the two-step process for implementing accommodations (distribution of letters and discussion of accommodations).

Human Resources. For Operational Goal 1, “Streamline contract/appointment letter distribution and signing,” the office moved to the Adobe Sign platform. For Operational Goal 2, “Streamline employee onboarding process,” all faculty, staff, and student employees have been transitioned to online onboarding in NeoGov. The completion of both goals has improved efficiency, reduced time for distribution and return of signed documents, reduced foot traffic in the office, and increased convenience for customers.

Public Safety and Police Services. With reference to Goal 1, “Update and complete the creation of the University’s safety and security corridor that extends from downtown Main Street onto the campus residence halls,” additional cameras were added and were placed on the Digital Video Management System. This increased the safety and security of pedestrians on campus and allowed for documentation of any incidents that occurred. For Goal 2, “Review, purchase, and install an emergency alert/panic system for faculty and staff,” the Lynx System was implemented campus-wide. This allows faculty and staff to summon help confidentially and without alerting others in the room, providing a panic system that they can covertly use to summon help.

Social Equity. As part of their mission to “Assist in the recruitment of women and minority faculty and staff/Contribute to a campus climate that welcomes and celebrates diversity,” the Office modified the Affirmative Action Data Card (AADC) to include a third category for faculty applicants who identify as non-binary. This change was based on feedback they received from applicants who indicated they did not complete the AADC because they did not identify as male or female. As a result of this change, an increased number of faculty applicants completed the AADC and identified as non-binary. The Office also began sending the AADCs to faculty applicants and accepting the completed forms via e-mail rather than through the U.S. Postal Service. The change was made due to the COVID-19 pandemic; the Office was not able to mail the AADCs using the U.S. Postal Service, as was prior practice. This change resulted in a higher response rate from faculty applicants, thus providing a fuller picture as to the sex, race, and veteran status of applicants.

University Relations and Athletics

Conference and Event Services. This unit’s main goal was to increase leads and inquiries by 2%. In order to meet that goal, the department website was updated to be more accommodating to external users. They also increased marketing, by beginning a partnership with Unique Venues. This partnership increased the reach of the department to large groups looking for a venue to host events and has led to increased inquiries in department offerings.

KU Presents!. Unit goals for KU Presents! are “Provide quality performing arts programs,” and “Spearhead the P.L.A.Y. initiative.” The Fall 2019 performing arts program was a success; the Spring 2020 performing arts program was cancelled due to the pandemic. Prior to the pandemic, KU Presents! hosted two P.L.A.Y. events including KUNE and Dance Theatre of Harlem in collaboration with the KU Art Society. Both performances were attended by hundreds of local elementary school students.

Recreation Services. Completing the external review was a major goal for this office in 2019-2020. The external review led to significant changes in the operations of the department, but specifically the training methods of student staff. Basic information was shared electronically and was followed with individualized training. Pre- and post-tests suggested this method was more effective. This led to a better prepared student staff to work at the Recreation Center as it allowed for more individualized training and a focus on the most important policies and skills.

University Relations. Goal 1 is “Plan, coordinate, and implement strategic and crisis communication.” The pandemic created an increased need for communication with University constituents. Spring 2020 communication focused primarily on extended strategic and crisis communications including: (1.) increased campus communications to Daily Announcement e-mails; (2.) creation and maintenance of two pandemic information webpages and FAQ page; (3.) creation of social media posts; monitoring comments, and providing customer service on social media; and, (4.) creation of a Google Voice account to continue answering constituents’ customer service questions from home during the shut-down orders. Goal 2 is “Plan and manage the main University website and digital media efforts.” This involved enhancing the University website by launching a People Directory and expanding key phrase matching to match top 100 searched terms. Goal 3 is “Conduct a comprehensive self-study of University Relations consistent with the University format and requirements.” Assessed University Relations through the five-year self-study including Communications, Marketing, Web, Government Relations, and Office of Executive Assistant/University Operations.

Administrative Units Program Review

Administrative program reviews generate knowledge about how well programs are supporting Kutztown University’s strategic plan, mission, vision, and purpose. They provide programs with a platform to exercise self-reflection on performance and to identify the strengths and weaknesses that inform future planning. Emphasis is placed on adapting to change and practicing continuous improvement.

Program review emphasizes:

- deliberate and continuous attention to the enhancement of the quality of the program.
- compliance with Middle States accreditation standards and requirements of affiliation.
- systematic assessment plans for making continuous improvements that are implemented and communicated.

During 2019-2020, five (5) administrative units and programs were scheduled for five-year self-study and six (6) were scheduled for external review. Counseling and Psychological Services, Student Assistance, University Relations (including Marketing), and Veterans Services underwent self-study. Dining Services, Distance Education, Housing, Student Union and Involvement Services, Residence Life, and Student Involvement underwent external review.

The following five (5) departments/units completed self-studies and external reviews: Community Outreach Center, Distance Education, Human Resources, Student Union and Involvement Services, and Student Involvement. Evaluations by the Implementation Team for Institutional Effectiveness included the organization and quality of the self-studies, assessment processes and outcomes,

adherence to program review criteria, and program objectives. External reviewers were evaluated on adherence to established criteria and guidelines and usefulness of external review process and feedback.

Review of these self-studies and external reviews point to the need for units and programs to:

1. clarify unit mission, goals, and objectives, and link mission to unit core functions and program outcomes.
2. use direct assessment measures with less reliance on indirect assessment.
3. identify assessment plans that are measurable and support program and Student Learning Outcomes.
4. provide better communication with external reviewer(s)/evaluator(s) about expectations.
5. ensure clearer connections among changes, actions, and plans for improvement.

Appendix V provides an overview of all non-academic departments at Kutztown University and their five-year plans for self-study and external review. Twelve (12) departments/units will engage in self-study and seven (7) will complete external reviews in 2020-2021.

Recommendations

- Continue to provide professional development in administrative assessment.
- Investigate connections between annual unit assessment reports and self-studies.
- Encourage units to increase number of goals and direct measures, as appropriate. Ask units to review success criteria to ensure alignment with best practices, including making them more specific and measurable.
- Propose that division vice presidents review annual assessment reports and submit a report to the Administrative Units Assessment Council.
- Submit template for division-wide annual assessment reports to division vice presidents for review and approval.

Appendix I: Assessment Template

Unit Assessment Template

Division:
Unit or Office:
Academic Year: 2020-2021
Date of next 5 year program review:

UNIT MISSION STATEMENT:

Mission Statement
State mission here.

These are the Core Functions that accomplish this mission:

	Core Function	Alignment with University Strategic Plan https://www.kutztown.edu/about-ku/administration/strategic-plan.html (indicate which goal, 1, 2, 3, or 4)
1		
2		
3		

List Goals – minimum 1

	Unit Goal	Related to Core Function
1		
2		
3		

Unit Assessment Template

List Student Learning Outcomes (if applicable – discuss with your supervisor if SLOs are appropriate for your unit/office) – minimum 1

	Student Learning Outcome (SLO)	Alignment with Institutional Learning Outcomes – List outcome number(s) https://www.kutztown.edu/about-ku/administration/institutional-effectiveness/institutional-learning-outcomes.html
1		
2		
3		

Assessment Plan:

Goals

Goal	Criteria for Success	Assessment Methods and Measures
1		
2		
3		

Student Learning Outcomes

SLO	Criteria for Success	Assessment Methods and Measures
1		
2		
3		

Unit Assessment Template

Summary of Findings & Recommendations - Goals (one table per goal)

Goal 1:	
Desired Outcomes/Success Criteria:	
Summary of Findings:	
Recommended Response to the Data: <i>Including proposed date of response action, if appropriate</i>	

Goal 2:	
Desired Outcomes/Success Criteria:	
Summary of Findings:	
Recommended Response to the Data: <i>Including proposed date of response action, if appropriate</i>	

Goal 3:	
Desired Outcomes/Success Criteria:	
Summary of Findings:	
Recommended Response to the Data: <i>Including proposed date of response action, if appropriate</i>	

Unit Assessment Template

Summary of Findings & Recommendations – Student Learning Outcomes – if applicable (one table per learning outcome)

SLO 1:	
Desired Outcomes/Success Criteria:	
Summary of Findings:	
Recommended Response to the Data: <i>Including proposed date of response action, if appropriate</i>	

SLO 2:	
Desired Outcomes/Success Criteria:	
Summary of Findings:	
Recommended Response to the Data: <i>Including proposed date of response action, if appropriate</i>	

SLO 3:	
Desired Outcomes/Success Criteria:	
Summary of Findings:	
Recommended Response to the Data: <i>Including proposed date of response action, if appropriate</i>	

Appendix II: Assessment Rubric

Kutztown University - Administrative Unit Assessment Council Review of Non-Academic Unit Assessment Reports

Division:

Unit or Office:

Assessment Year: 2020-2021

NOTE: **Green** – completely met the expectation
 Yellow – partially met the expectation
 Red – did not complete that section

Core Functions – these are the functions performed by this unit/office, and should be related to the mission of the unit/office, and in support of the Kutztown University mission and Strategic Plan. They can be general, but should be more specific than the mission of the unit.		
	Green, yellow, or red	Comments
1.Align with unit/office mission		
2.Support University Strategic Plan		

Unit Goals – These are specific goals related to the Core Functions of the unit/office. They are specific to one year. For example, if you provide a particular service to students as a core function, your goal this year might be to create a way to offer that service remotely, or to offer that service remotely to 25% of the students you serve this year.		
	Green, yellow, or red	Comments
1.Align with unit/office mission/core function		
2. Are clear and measurable		

<p>Student Learning Outcomes (SLOs) – These are learning goals you have for students to whom you provide a service or program. Not all units will have these. The SLOs can be the same from year to year, or they can be specific to one year. They should be student-centered – that is, they focus on what students will learn or be able to do, not on what we are teaching them. Each SLO should align with one or more of Kutztown University’s Institutional Learning Outcomes, which are found here (A-E): https://www.kutztown.edu/about-ku/administration/institutional-effectiveness/institutional-learning-outcomes.html</p>		
<p>Some examples of SLOs from administrative units/offices: https://www.kutztown.edu/about-ku/administrative-offices/assessment/student-learning-outcomes/administrative-offices-learning-outcomes.html</p>		
	Green, yellow, or red	Comments
1.Align with Institutional Learning Outcomes		
2.Are clear, measurable, and student centered		

<p>Assessment Plan – Criteria for Success and Methods/Measures -Criteria of success are specific, measurable, and appropriate to the goal/SLO being assessed. -Methods/measures are feasible and are described in a level of detail. For student learning outcomes, at least one direct measure of student learning should be used.</p>		
	Green, yellow, or red	Comments
1.Criteria for Success		
2.Methods and Measures		

<p>Summary of Findings and Recommendations</p>		
	Green, yellow, or red	Comments
1.Data are included for all levels of achievement (not in averages)		
2.Results are explained, and indicate if criteria for success was reached		
3.Recommended changes are related to results		
4.Timeline for change is included		
5.Rudimentary budget is included, if applicable		

Appendix III: Time Line

- September 30, 2020* Review/revise mission statement; define core functions for 2020-2021; review/update unit Operational Goals and/or Student Learning Outcomes for 2020-2021.
- November 16, 2020* Define criteria for success for each goal/Student Learning Outcome; identify measures for each goal and Student Learning Outcome.
- December 18, 2020* Final report for academic year 2019-2020.
- September 30, 2021* Submit summary of findings for each goal/Student Learning Outcome and recommended response to the data.

Appendix IV: Contact List

Division	Unit	Primary Contact	Secondary Contact
Academic Affairs	Academic Enrichment	Marlene Fares	
	Career Development Center	Kerri Gardi	
	Distance Education	Troy Vingom	
	Graduate Admissions	Kittie Pain	
	Grants and Sponsored Projects	Jeff Werner	
	Honors Program	Jennifer Schlegel	
	Information Technology	Troy Vingom	
	Library	Martha Stevenson	Ruth Perkins
	Office of Assessment	Krista Prock	
	Registrar's Office	Lori Lentz	Ted Witryk
	Student Success Center (formerly CASA)	Andrea Kirshman	R. Chad Brown
	Tutoring	R. Chad Brown	
	Finance and Facilities	Facilities	Will Meeker
Financial Services		Matt Delaney	Matt Assad
KU Card Office and Mail Services		Elizabeth Pflugler	
Mail and Storeroom Services		Elizabeth Pflugler	
Office of Student Accounts		Wendy Pursell	Diane Kerschner
Transportation Services		Elizabeth Pflugler	Anne Reel
Enrollment Management and Student Affairs		Admissions	Krista Evans
	Community Outreach Center	Jerry Schearer	
	Counseling and Psychological Services	Bruce Sharkin	
	Financial Aid	Johnee Border	
	Health and Wellness Services	William Lenzinski	
	Health Promotion and Alcohol and other Drug Services	Frances Cortez Funk	
	Housing and Dining Services	Desiree Reasoner	Amanda Fretz
	International Programs	Krista Evans	
	LGBTQ+ Resource Center	Christine Price	
	Multicultural Center	Melinda Quiones	
	New Student Orientation	Lisa Grabowski	

	Residence Life	Des Reasoner	
	Student Assistance	Susan Mangold	
	Student Conduct	Mike Demetor	
	Student Union and Involvement Services	Leah Cassellia	
	Veterans Services	T. Brown	
	Women's Center	Christine Price	
Equity and Compliance	Disability Services Office	Linda Lantaff	
	Human Resources	Jennifer Weidman	Alexis Martin
	Public Safety and Police Services	John Dillon	
	Social Equity	Jacqueline Fox	
University Relations and Athletics	Conference and Event Services	Amy Sandt	Jason Garcia
	intercollegiate Athletics	Amy Sandt	Michelle Gober
	KU Presents	Tammy Wert	Bryan Zellmer
	Recreation Services	Amy Sandt	Matt Santos
	Sport Medicine	Amy Sandt	Renard Sacco
	University Relations	Tammy Wert	Matt Santos
Office of the President	Institutional Research	Natalie Cartwright	

Appendix V: Non-Academic Program Review Schedule

Non-Academic Program	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Academic Enrichment		SS		ER			SS	ER				SS	ER	
Athletics				SS			ER							
Career Development		SS/ER					SS	ER				SS	ER	
Community Outreach Center				SS	ER			SS	ER				SS	ER
Conference & Event Services							SS	ER						
Counseling & Psy. Services							SS	ER		SS	A/ER			
Dining Services					SS	ER								
Disability Services			SS		ER			SS	ER				SS	ER
Distance Education	SS					SS/ER					SS	ER		
Facilities			SS	ER										
Financial Aid	ER				SS		ER				SS	ER		
Graduate Admissions								SS	ER				SS	ER
Grants & Sponsored Projects			SS	ER				SS	ER				SS	ER
Health & Wellness Services			SS	A (SS/ER)		A	SS	ER	A		SS	A/ER		
Health Promotion			SS	ER				SS	ER				SS	ER
Honors Program							SS	ER			SS	ER		
Housing	CAS				SS	ER								
Human Resources		SS			ER									
Information Technology		SS		ER				SS	ER				SS	ER
Institutional Research		SS			ER									
KU Presents		SS	ER				SS	ER						
LGBTQ+ Resource Center			SS		ER			SS	ER				SS	ER
McFarland Student Union					SS	ER				SS	ER			
Multicultural Services			SS		ER			SS	ER				SS	ER
Office of Assessment	SS						SS	ER				SS	ER	
Office of Student Accounts		SS					ER							
Orientation/NSP			SS	ER				SS	ER				SS	ER
Public Safety					ER									
Recreational Services		SS			ER									
Registrar's Office							SS	ER				SS	ER	
Residence Life					SS	ER				SS	ER			
Rohrbach Library			SS		ER					SS	ER			
Social Equity	AG													
Sports Medicine					SS		ER							
Student Assistance						SS	ER				SS	ER		
Student Conduct		SS		ER			SS		ER			SS	ER	
Student Involvement					SS	ER				SS	ER			
Student Success Center		SS	ER				SS	ER				SS	ER	
Undergraduate Admissions*		SS			ER			SS	ER					
University Relations	SS	ER				SS	ER				SS	ER		
Veterans Services						SS	ER				SS	ER		
Women's Center			SS		ER		SS	ER					SS	ER

SS = Self Study

ER = External Review

A = Accreditation

AG = Auditor General

All units are to provide annual updates

Updated April 28, 2021

*includes International Admissions

ATTACHMENT III: GENERAL EDUCATION ASSESSMENT COMMITTEE [GEAC] – Fall 2019

EXECUTIVE SUMMARY – FALL 2019 ASSESSMENT REPORT (SLO #1)

- The General Education Assessment Committee (GEAC) is charged with directly assessing student learning outcomes (SLOs) for the University's General Education Program. During Fall 2019, the GEAC collected student work products pertaining to SLO #1. This SLO is separated into two sub-SLOs: SLO #1a (oral communication) and SLO #1b (written communication).
- This is the GEAC's third assessment report of the 2018 General Education program. The purpose of this report is to document the GEAC's assessment process and to provide data-driven recommendations regarding the University's General Education program to the General Education Committee and to the Division of Academic Affairs.
- Faculty compliance for submitting student work products for SLO #1a was 100%. Faculty compliance for submitting student work products for SLO #1b was 64%.
- For SLO #1a, a sample of 174 student work products was assessed and 76 were double-rated. For SLO #1b, a sample of 236 student work products was assessed and 28 were double-rated.
- Student work products were rated using common rubrics that were created during the General Education Redesign process. Several aspects of the rubrics were adapted and modified from the Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics created by the Association of American Colleges and Universities (AAC&U).
- For SLO #1a, an examination of cumulative frequency revealed that about 62% of the student work products performed at or above Performance Level 2, which is the level that the GEAC established as the benchmark. For SLO #1b, 65% of the student work products performed at or above Performance Level 2.
- Data analyses of SLO #1a revealed that students with a higher incoming high school GPA were significantly more likely to perform better than those coming in with a lower high school GPA.
- The GEAC makes several recommendations driven by the findings of this analysis.
 - *General Education Assessment Committee*
 - Take note that only COM and MLS were represented and that these two assignments varied greatly
 - Consider faculty rating their own students' work and decide what level of error is acceptable
 - Find a better and more efficient method for training raters to use the rubrics
 - *General Education Committee*
 - Make it clearer that submitting student work products is a condition of teaching a general education course
 - *Academic Affairs*
 - Increase faculty compliance for submitting student work products
 - Allocate resources for digital archive for submitting student work

- products, preferably a system that is linked to D2L
- Address significant differences regarding students with lower incoming high school GPAs

GLOSSARY OF TERMS

Assessment: A continuous process that allows the General Education Assessment Committee to (1) determine the extent of students' competence against a particular student learning objective, (b) identify challenges and highlight areas where students can improve, and (c) engage in effective, data-driven decision making regarding the University's General Education program.

Benchmark: A point of reference that serves as the expected level of performance along a series of progressive levels in a rubric.

Student Learning Outcome: A statement that clearly identifies the expected knowledge, skills, and dispositions that students are expected to acquire as a result of a program of study or, in this case, the General Education program.

Student Work Product: An assignment submitted by faculty to the General Education Assessment Committee to demonstrate students' competence against the student learning outcome being assessed.

A "HOW TO" GUIDE TO USING THIS REPORT

This report should be used in a manner that is appropriate and consistent with the Association of Pennsylvania State College and University Faculties (APSCUF) Collective Bargaining Agreement. Reports submitted by the GEAC, including the constituent data embedded in said reports, shall not be used in any way to evaluate the individual performance of any faculty member and shall not be included in any way in departmental, college, or university evaluation, tenure, or promotion processes.

The information within this report should be used to facilitate campus-wide discussions about the data to derive meaning and engage in effective decision making.

The information within this report should be used to facilitate conversations between academic deans, department chairs, and faculty to ensure alignment between the General Education student learning outcomes and student work products submitted to the GEAC as well as compliance with the GEAC's request for student work products.

Recommendations within this report should be considered and discussed by the General Education Committee and the Division of Academic Affairs.

I. INTRODUCTION

The General Education Assessment Committee (GEAC) was established in April 2010 by passage of the Final General Education Proposal from the General Education Task Force. Since its inception, the GEAC's purpose has been to (1) identify the means of assessing direct, and where appropriate, indirect, evidence of student learning outcomes for the General Education Program at Kutztown University (KU), (2) use data to make recommendations to the General Education Committee and to the Division of Academic Affairs on ways to improve the structure and content of the General Education program at KU, and (3) identify appropriate methods to collect assessment data to determine students' achievement of the General Education program's Student Learning Outcomes (SLOs).

Much of the 2017-2018 academic year was spent creating a new General Education program. This new program was adopted by the University and came into effect beginning with the Fall 2018 semester. The 2018 General Education program consists of eight SLOs:

- SLO #1: Communicate clearly and effectively orally and in writing.
- SLO #2: Apply scientific and quantitative reasoning to solve problems and increase knowledge.
- SLO #3: Apply skills in critical analysis and reasoning for the interpretation of data.
- SLO #4: Engage critically with creative or artistic works.
- SLO #5: Demonstrate the ability to retrieve, interpret, evaluate, and use information.
- SLO #6: Analyze the role of values, ethics, diversity, and multiple perspectives in local and global society.
- SLO #7: Demonstrate an understanding of various models for the development of the whole person.
- SLO #8: Explore concepts, ideas, and methods from a variety of disciplines.

The 2018 General Education Program consists of 42-45 credits, which facilitate students' competence toward the eight SLOs. The structural components of the program include:

- First Year Seminar: Discovering College
 - 3 credits earned in a First Year Seminar (FYS) course
 - Transfer students who are transferring 30 credits or more and not transferring an FYS course may select any approved General Education course
 - The FYS course aligns with SLO #5 and SLO #7
- Category A: Communicating with and About the World
 - 12 credits distributed among four courses
 - Courses in this category align with SLO #1 and SLO #5

- Category B: Understanding Self and Others
 - 9 credits distributed among three courses
 - Courses in this category align with SLO #3 and SLO #6
- Category C: Understanding Science and Technology
 - 9-12 credits distributed among three courses
 - Courses in this category align with SLO #2 and SLO #3
- Category D: Understanding and Creating Ideas
 - 9 credits distributed among three courses
 - Courses in this category align with SLO #4 and SLO #6

Beginning with Fall 2018, the GEAC plans to assess all of the SLOs in a three-year assessment cycle, with at least one SLO assessed per semester. The GEAC's schedule for assessment is located in Appendix A. During Fall 2019, the GEAC collected data to assess SLO #1, which is associated with courses in Category A: Communicating with and About the World. Due to SLO #1's complexity, the SLO was separated into two sub-SLOs: SLO #1a—Communicate clearly and effectively orally and SLO #1b—Communicate clearly and effectively in writing.

Over the past several years, it has been the GEAC's practice to submit an annual assessment report with an extended report issued every three years. As of Fall 2018, the GEAC changed its reporting schedule to issue an assessment report every semester. This is the GEAC's third assessment report of the 2018 General Education program. The purpose of the Fall 2019 assessment report is to document the GEAC's assessment process and to provide data-informed recommendations regarding the University's General Education program to the General Education Committee and to the Division of Academic Affairs. The report will also be shared with faculty and made publicly available on the Office of Assessment's website. The Fall 2019 assessment report includes (1) the GEAC's methodology for collecting data to assess student's competence toward SLO #1, (2) findings from the data analyses, and (3) conclusions and recommendations derived from the data analyses.

II. METHODOLOGY

During Fall 2019, the GEAC collected student work product to assess students' competence regarding SLO #1. This particular SLO is connected to courses in Category A of the 2018 General Education program. It should be noted that Category A courses align with either SLO #1a (oral) or SLO #1b (written), but not both. A complete listing of Category A courses can be found on the University's General Education website. This section of the assessment report provides an overview of the data sources, a description of how the sample was selected, and an explanation of how data were derived from student work products.

Because the nature of the student work products was different for each of the two sub-

SLOs, the methodology will be discussed separately in the subsequent sections.

Data Sources and Submission of Student Work Product

At the beginning of the Fall 2019 semester, the GEAC emailed all faculty who were teaching a Category A course. The message outlines the GEAC's data collection and assessment processes and requested that faculty prepare for submitting student work products that most closely aligned with the associated SLO (either 1a or 1b) and its corresponding rubric. To assist faculty in determining the suitability of a course assignment for General Education assessment purposes, the GEAC provided a description of SLO #1a and #1b with a copy of the rubric for SLO #1a (Appendix B) and for SLO #1b (Appendix C).

During the Fall 2019 semester, the University offered a total of 122 Category A course sections. Of these, 39 were designed to meet SLO #1a (oral). The remaining 83 course sections were designed to meet SLO #1b (written).

Near the beginning of the semester, the GEAC offered three information sessions regarding SLO #1's definition, associated rubrics, how to ensure the course is meeting the SLO, and how to create assignments that demonstrate alignment with the rubric. These sessions were held on September 19, 23, and 25. In total, about seven faculty members attended.

SLO #1a

Due to the performance nature of student work products under SLO #1a, instead of these faculty sending in student work products, student work products were rated in class, as they were speaking. Only two departments were represented in the Fall 2019 semester under SLO #1a—Communication Studies (COM) and Modern Language Studies (MLS).

To assess COM courses, faculty teaching Category A courses were notified that a member of the GEAC would attend one meeting of one of their sections of the course. The faculty member provided the days and times when students would be performing the chosen assignment that most aligned with SLO #1a.

Due to the foreign language component, MLS faculty rated their own students on one assignment within the courses that they taught in Category A. Thus, instead of submitting student work product, MLS faculty simply emailed the GEAC student names and ratings.

The compliance rate for submission of student work products for SLO #1a was 100%. All COM faculty allowed GEAC members to visit their classrooms, and all MLS faculty emailed ratings. The 39 course sections accounted for 863 possible student work products. MLS accounted for 125 possible student work products and the other 738 were products from COM courses.

A student not submitting their work to MLS faculty was a factor that decreased the overall number of available MLS student work products. As a result, 98 MLS student work products were rated.

Because GEAC members attended COM meetings, only the number of students that performed those days were rated. The number of student work products collected from each professor ranged from four to ten. Lower numbers per section were often impacted by students not showing up for their performance, but these no-shows were not noted. The total number of COM student work products rated was 76.

SLO #1b

The compliance rate for submission of student work product for SLO #1b was about 64%. For SLO #1b, the 83 course sections accounted for 1767 possible student work products. Non-compliance accounted for a decrease of 526 student work products out of the possible 1767. A student not submitting their work to faculty accounted for a decrease of 65 student work products. As a result of these two factors, the pool of 1767 possible student work products shrank to 1176.

Faculty were asked to email student work products along with copies of the course assignment to the GEAC chair by the conclusion of the Fall 2019 semester.

Selection of the Sample

SLO #1a

As explained above, MLS faculty attempted to rate all student work products for the

selected assignments, but did not reach 100% due to some students not showing up for or submitting their performance. COM samples were also not random, but instead collected by one GEAC member attending one meeting of one section of each faculty member teaching in Category A. The faculty member provided days and times that worked best, and the GEAC member selected from that list. Overall, of the 863 possible student work products, 174 were rated for SLO #1a (about 20%).

SLO #1b

Using a random number generator, a list of 500 numbers between 1 and 1767 was compiled. In an effort to check ratings, it was decided that about 25% of those 500 would be double-rated. Thus, after determining the 500 random student work products that were to be rated, every 14th student work product was marked to comprise a double-rated pool of 125.

Because of faculty non-compliance and student non-submissions, out of the 500 randomly chosen student work products, only 236 were submitted for rating. In addition, only 28 of the potential 125 double-rated student work products were submitted. It should be noted that the GEAC decided to pull a random sample from the entire population instead of waiting to see which faculty actually complied and submitted student work product. An argument could be made, however, for the random selection process to be completed *after* student work products are received to comprise a larger sample.

Rating Student Work Products

The assessment rubrics for both SLO #1a and SLO #1b are comprised of four performance levels. Each performance level consists of several statements that can be used to describe the student output and the quality of the student work product. These statements more accurately describe student competence rather than knowledge demonstration. A Performance Level 4 is the level that a student who is completing a capstone course should be able to achieve. In contrast, a Performance Level 1 is the expected level of a student who is only beginning their journey in higher education. A Performance Level 2 has been deemed by GEAC to be the minimum expectation for a student in a General Education course or the benchmark.

Further, it should be noted that there is no connection between a grade in a course or on an assignment and performance on the rubric. For example, receiving an “A” on the assignment does not automatically mean that the student work product should be rated at a Performance Level 4.

SLO #1a

Near the beginning of the Fall 2019 semester, those faculty teaching courses under SLO #1a were emailed regarding rating student work products. The process for COM courses differed from MLS courses so the following discusses them separately.

COM faculty were asked to provide days and times when one GEAC member could attend one meeting of one of their sections. GEAC members then chose at least one meeting to visit.

While sitting in on the performances, GEAC members utilized the SLO #1a rubric to rate each student performance as they happened. An earlier GEAC meeting was used to discuss the rating process, watch two sample student oral communication performances, and discuss each performance level of the rubric to ensure that it was being applied consistently.

The faculty member for each section was also asked to rate student performances with the GEAC member. In the email sent to these faculty, an outline of how to use the SLO #1a rubric and an explanation of the different performance levels were included. Again, the compliance rate was 100%. The GEAC viewed this double-rating by an external rater and the actual faculty member an opportunity to conduct a small pilot study regarding faculty rating their own student work products. This will be discussed more thoroughly in the Data Analysis and Findings section.

MLS faculty were asked to rate their own student work products because the GEAC realized anyone else assessing students speaking in foreign language was a barrier. Near mid-semester, the GEAC chair attended an MLS faculty meeting. During this meeting, the chair walked the MLS faculty through using the SLO #1a rubric, discussed the performance levels and expectations, and answered MLS faculty questions. Again, compliance rate was 100%. All MLS faculty submitted ratings. However, because of student non-submissions, 100% of possible student work products were not rated.

SLOB #1b

Near the middle of the Fall 2019 semester, the GEAC sent a call for faculty to volunteer to assist with rating SLO #1b student work products. Twenty-eight faculty volunteered from across the university. These volunteers were responsible for attending one of three training sessions. During each session, members of the GEAC explained the assessment process and guided the volunteers through two example student work products so SLO #1b's rubric could be applied. Further, attendees engaged in a group discussion about what constituted each performance level to ensure that the rubric was being applied consistently.

Each volunteer faculty rater was assigned and emailed about 10 student work products. No raters were given their own students' work. Raters were asked to rate the student work products against the SLO #1b rubric and to determine a single, holistic performance level, yet this rating need not be a whole number. Raters also had the option of rating a student work product as X (insufficient information) or 0 (student work product not appropriate for the SLO). However, no student work products were rated as X or 0.

III. DATA ANALYSES AND FINDINGS

The GEAC undertook several levels of data analyses, both descriptive and inferential. The GEAC's findings from these analyses are presented in this section. Again, because of the different types of student work products, analysis and findings regarding SLO #1a and SLO #1b will be discussed separately.

It should be included that Institutional Research provided many data including a list of students enrolled in all Category A courses as well as layers of demographic information.

Student Performance on SLO #1a (Oral Communication)

Data presented in this section are based on the rating of 174 student work products. This represents the number of student work products that were live-rated during COM and MLS courses. The mean rating of all student work products was 1.96 with a standard deviation of 0.65. Table 1 provides a breakdown of SLO #1a ratings. Of note is that about 62% of student work products were rated as a Performance Level 2 or higher, the expectation for General Education students established by the GEAC.

Rating	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
4	0	0.00%	0	0.00%
3.5 – 3.9	3	1.72%	3	1.72%
3 – 3.49	12	6.90%	15	8.62%
2.5 – 2.9	22	12.64%	37	21.26%
2 – 2.49	71	40.80%	108	62.07%
1.5 – 1.9	35	20.11%	143	82.18%
1 – 1.49	21	12.07%	164	94.25%
<1	10	5.75%	174	100%
Total	174	100%	174	100%

Table 1: Breakdown of SLO #1a Ratings

After conducting a one-tailed t-test, the GEAC found that students with a high school GPA of 3.0 or higher ($n=117$, $M=2.05$, $SD=0.63$) performed significantly better than those who had a high school GPA of below a 3 ($n=49$, $M=1.81$, $SD=0.65$) ($t_{(164)}=2.16$, $p=.02$).¹ The difference between the two means was .24 (95% CI [.027, .453]).

The GEAC finds it important to note that type of student work product varied considerably regarding COM and MLS courses. COM courses were all introductory level speaking courses that use the entire semester to primarily focus on each bullet that happens to be included in the SLO #1a rubric. On the other hand, MLS courses were intermediate level foreign language courses that are not primarily focused on oral communication as defined by the rubric. In addition, it is obvious that the focus cannot be the same when, for most students, the language being covered is not their first.

Thus, findings between the two should be further broken down to better understand General Education competence for SLO #1a. COM student work products comprised about 44% of

¹ The high school GPAs of only 166 of the 174 students rated for SLO #1a were available to, and thus provided by, Institutional Research.

the SLO #1a sample (n=76) and had an average rating of 2.27 with a standard deviation of 0.51. Table 2 provides a breakdown of COM course ratings. Of note is that about 75% of student work products were rated as a Performance Level 2 or higher.

Rating	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
4	0	0.00%	0	0.00%
3.5 – 3.9	2	2.63%	2	2.63%
3 – 3.49	6	7.89%	8	10.53%
2.5 – 2.9	18	23.68%	26	34.21%
2 – 2.49	31	40.79%	57	75.00%
1.5 – 1.9	15	19.74%	72	94.74%
1 – 1.49	4	5.26%	76	100%
<1	0	0.00%	76	100%
Total	76	100%	76	100%

Table 2: Breakdown of COM SLO #1a Ratings

All COM student work products were double-rated—a GEAC member attended one meeting of one course section per faculty member, and both the GEAC member and the faculty member live-rated while students performed. Not only was this completed to obtain double-ratings as a way of measuring consistency, the GEAC also saw it as an opportunity to pilot test the notion that faculty could rate their own students' work. Table 3 shows average rating errors between faculty member and GEAC member for each section meeting.² In the average error column, a *positive* value denotes that, on average, the faculty member noted higher ratings on student work products. A *negative* value denotes that, on average, the GEAC member recorded higher ratings.

As can be seen in Table 3, the average error for the 76 double-rated COM student work products is about 0.08. This means that, on average, faculty members rated their own students' work about 8% of one Performance Level higher than the GEAC members. As can be gleaned from the data, a t-test showed no statistically significant difference between faculty ratings and GEAC ratings.

² Each course section visited was given a letter to maintain faculty anonymity.

Course	Average Faculty Rating	Average GEAC Rating	Average Error
A	2.16	2.00	.16
B	2.17	2.18	-.01
C	1.86	2.31	-.45
D	2.38	2.64	-.28
E	3.38	2.44	.94
F	2.93	1.90	1.03
G	1.86	2.13	-.26
H	1.93	2.33	-.40
I	1.85	2.40	-.55
J	2.76	2.13	.64
Total	2.33	2.25	.082

Table 3: COM SLO #1a Average Rating Errors between Faculty and GEAC Members

If the GEAC’s data collection model as outlined in this report is right in assuming that the GEAC or external rater is “more fair” or “less biased,” it could be argued that faculty will generally rate their own students higher than an external rater. However, it should be determined by the GEAC what level of error is acceptable. This is an especially important decision for future studies because asking faculty to provide their own ratings could mean more efficient analyses and larger sample sizes. This would, of course, require faculty to participate in training to understand how to properly use the associated rubric.

MLS student work products comprised about 56% of the SLO #1a sample (n=98) and had an average rating of 1.73 with a standard deviation of 0.66. Table 4 provides a breakdown of MLS ratings. Of note is that about 52% of student work products were rated as a Performance Level 2 or higher.

Rating	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
4	0	0.00%	0	0.00%
3.5 – 3.9	1	1.02%	1	2.63%
3 – 3.49	6	6.12%	7	7.14%
2.5 – 2.9	4	4.08%	11	11.22%
2 – 2.49	40	40.82%	51	52.04%
1.5 – 1.9	20	20.41%	71	72.45%
1 – 1.49	17	17.35%	88	89.80%
<1	10	10.20%	98	100%
Total	98	100%	98	100%

Table 4: Breakdown of MLS SLO #1a Ratings

Summing up SLO #1a, Figure 1 shows a bar graph that displays SLO #1a's percentage of ratings within eight categories, with two line graphs to show the breakout of COM and MLS percentages.

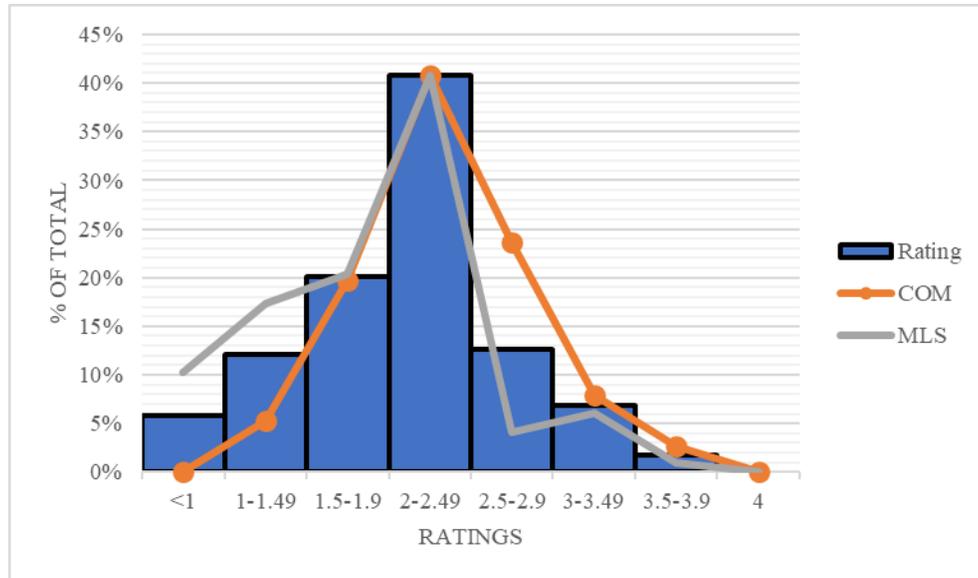


Figure 1: SLO #1a Ratings with Breakout of COM and MLS ratings

Although the average MLS rating is considerably lower than the COM average, it should again be kept in mind that the actual course content of the rated COM course is, overall, much more represented in the SLO #1a rubric than the courses rated for MLS. The GEAC should consider two variables. First, should the rubric remain as is or should it better encompass courses that are not traditionally in the Communication Studies and Public Speaking fields? In other words, should the definition of a student communicating clearly and effectively orally be reconsidered? Second, when SLO #1a comes up again for analysis (Fall 2022), many more courses will have been approved for Category A. Thus, perhaps no substantial decisions should be made until a more diverse sample can be rated and compared to this Fall 2019 analysis.

To provide a more granular view of SLO #1a competency, ratings were broken down by student home college. Table 5 summarizes number of student work products, means, and percentage reaching a Performance Level of 2 or higher.

Figure 2 displays this breakdown of ratings for SLO #1a by student home college. Data are presented for each college by percentage of the total students representing each college for eight ratings categories.

Student Home College	Number of Student Products	Mean	Percentage at 2 or higher
ACA	21	2.06	71.43%
COB	21	2.07	61.90%
COE	26	2.29	73.10%
LAS	73	1.76	52.05%
VPA	33	2.04	69.70%

Table 5: SLO #1a Ratings by Student Home College

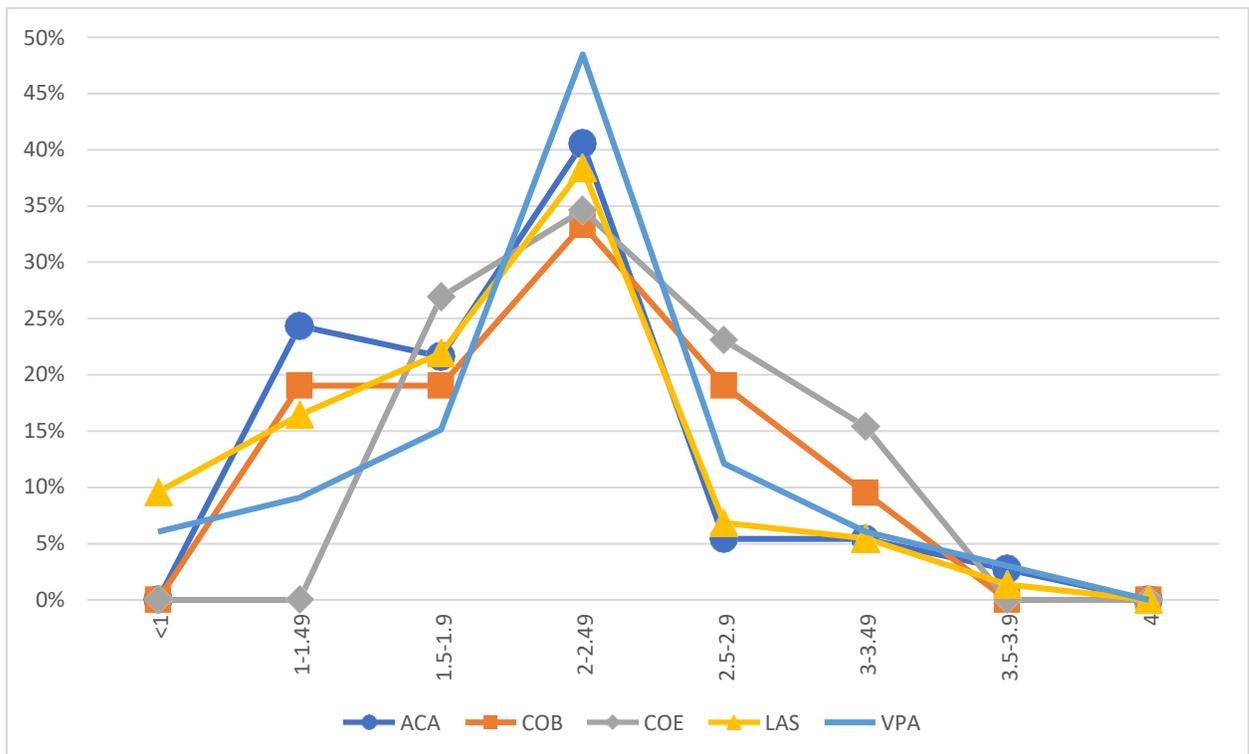


Figure 2: SLO #1a Ratings by Student Home College

Student Performance on SLO #1b (Written Communication)

Data presented in this section is based on the rating of 236 student work products. This represents the number of student work products remaining from the randomly chosen 500 after faculty non-compliance and student non-submission. The mean rating of all student work products was 2.10 with a standard deviation of 0.72. Table 5 provides a breakdown of SLO #1b ratings. Of note is that about 65% of student work products were rated as a Performance Level 2 or higher, the expectation for General Education students established by the GEAC.

Rating	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
4	6	2.54%	6	2.54%
3.5 – 3.9	11	4.66%	17	7.20%
3 – 3.49	16	6.78%	33	13.98%
2.5 – 2.9	38	16.10%	71	30.85%
2 – 2.49	82	34.75%	153	64.83%
1.5 – 1.9	46	19.49%	199	84.32%
1 – 1.49	37	15.68%	236	100%
<1	0	0.00%	236	100%
Total	236	100%	236	100%

Table 5: Breakdown of SLO #1b Ratings

Twenty-eight student work products, or about 12% of the SLO #1b student work products were double-rated. This was to gauge consistency of ratings by the volunteer faculty members. On average, the error was about 0.70. Table 6 shows a breakdown of this rater error. Of note is that almost 79% of double-rated student work products were rated within one Performance Level or less of each other.

Level of Error	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
Equal	4	14.29%	4	14.29%
<.5	4	14.29%	8	28.57%
.5	8	28.57%	16	57.14%
.75	1	3.57%	17	60.71%
1	5	17.86%	22	78.57%
1.25	2	7.14%	24	85.71%
1.5	3	10.71%	27	96.43%
1.75	1	3.57%	28	100%
Total	28	100%	28	100%

Table 6: Breakdown of SLO #1b Double-Rating Error

To provide a more granular view of SLO #1b competency, ratings were broken down by student home college. Table 7 summarizes number of student work products, means, and percentage reaching a Performance Level of 2 or higher.

Student Home College	Number of Student Products	Mean	Percentage at 2 or Higher
ACA	37	1.86	54.05%
COB	62	2.22	74.19%
COE	29	2.21	69.00%
LAS	63	2.10	65.08%
VPA	45	2.10	57.78%

Table 7: SLO #1b Ratings by Student Home College

Figure 3 displays this breakdown of ratings for SLO #1b by student home college. Data are presented for each college by percentage of the total students representing each college for eight ratings categories.

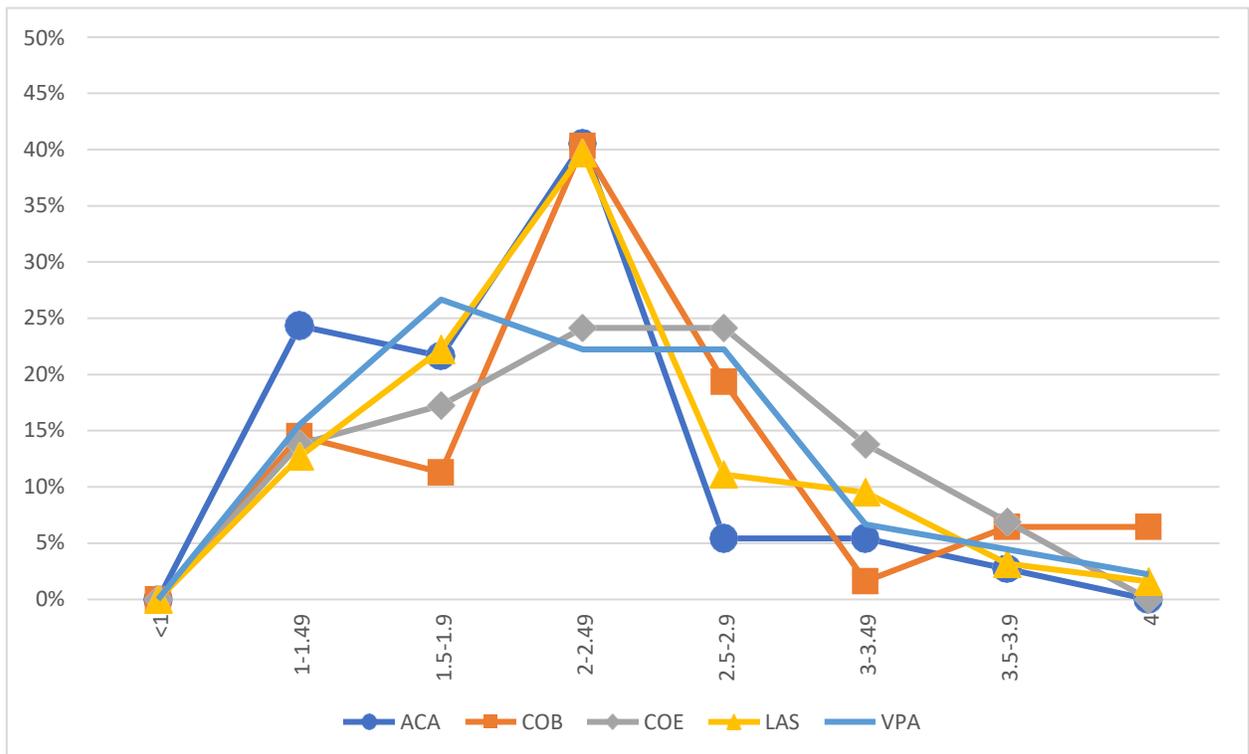


Figure 3: SLO #1b Ratings by Student Home College

IV. CONCLUSIONS AND RECOMMENDATIONS

During the Fall 2019 semester, the GEAC collected student work products from courses within Category A to assess students' competence on SLO #1, broken down into SLO #1a (oral communication) and SLO #1b (written communication). In this section, the GEAC highlights key findings and identifies data-driven recommendations organized by relevant parties.

Key Findings

- Faculty compliance with the submission of student work products for SLO #1a was 100%. However, faculty compliance with the submission of student work products for SLO #1b was 64%. On average, the compliance rate was 82% which is in line with the previous two semesters of assessing the 2018 General Education program. However Middle States has noted that we should be working at 100% compliance.
- For SLO #1a, an examination of cumulative frequency revealed that about 62% of the student work products performed at or above Performance Level 2, which is the level the GEAC established as the benchmark. The GEAC finds it important to note that two diverse types of student work products were assessed for SLO #1a—traditional public speaking speeches in COM courses and varied speaking assignments in MLS courses. Thus, ratings were further analyzed between the two. About 75% of COM student work products performed at or above Performance Level 2. About 52% of MLS student work products performed at or above Performance Level 2.
- All student work products submitted by COM faculty for SLO #1a were double-rated. Because of the performance nature, one GEAC member sat in on one section of one course for each faculty member. During this time, both the GEAC member and the faculty member live-rated student work products. The average error was 0.08 and showed the faculty, on average, rated slightly higher than GEAC members.
- For SLO #1b, an examination of cumulative frequency revealed that about 65% of the student work products rated performed at or about Performance Level 2.
- Of the 236 student work products rated to assess SLO #1b, 28 were double-rated. The average error was about 0.70 and almost 79% of double-rated student work products were rated within one Performance Level or less of each other
- Most inferential tests were not significant, but one t-test did reveal that students were significantly more likely to perform better on SLO #1a if they had a high school GPA of a 3 or higher. Last semester, a similar analysis was performed and it was found that students who had a higher high GPA performed significantly better on SLO #2a (scientific reasoning).

Recommendations

General Education Assessment Committee

- The GEAC should take note that SLO #1a was only represented in this study by two departments, and the two types of assignments varied greatly. Specifically, the COM assignments were traditionally “public speaking” assignments and seem to be

models for how the rubric was designed. On the other hand, MLS assignments were not in the students' first language, and were not traditionally "public speaking" assignments. Thus, when SLO #1 is reassessed (Fall 2022), the GEAC should pay particular attention to the newly approved Category A oral communication courses. Future data may lead to the GEAC altering the SLO #1a rubric to better define what "oral communication" is beyond notions of traditional public speaking.

- The GEAC should also look into how students are generally expected to perform in courses where the content is not in their first language. This could potentially lead to changes such as a different Performance Level benchmark for MLS students.
- Part of using double-ratings for COM SLO #1a assignments was to conduct a small pilot study to test if faculty rating their own student work products was a viable option. This study found that the average error was 0.08, leaning toward faculty, on average, rating their students' work products higher than the visiting GEAC member. The GEAC needs to deeply discuss these findings and decide what is an acceptable level of error. Tests should continue to better understand faculty rating their own students' work.
- There would most likely be less error within ratings if there was a better process for training raters on how to apply the SLOs' rubrics. The GEAC, in conjunction with the Office of Assessment, may consider creating training videos that walk raters through the rating process and provide them with sample student work products.

General Education Committee

- The General Education Committee should discuss faculty non-compliance for submitting student work product. Submitting work is supposed to be a condition of teaching in the General Education program. We recommend that the General Education Committee alter the form to more accurately represent the necessity for submitting student work products. We also suggest that the committee outline consequences that would follow if student work products are not submitted.

Academic Affairs

- Faculty compliance for submitting student work products for SLO #1b was a bit low this Fall 2019 semester (64%). For the GEAC to actually conduct internally valid studies, a larger percentage of the total possible population of student work products need to be submitted. The office of Academic Affairs should put more time and resources into planning how to eventually reach 100% compliance for every semester and every SLO assessed. This may include linking compliance rates to the allocation of resources by program or by department. For example, if a department is not 75% or more compliant, their funding drops by 25% the following semester.
- There was a 100% compliance rate for submitting student work products for SLO #1a. This was most likely the case because it became a very personal process. Because of the performance nature of the student work products, the GEAC chair worked closely with both the COM and the MLS departments, often emailing with faculty one-on-one and attending faculty meetings.
- Thus, another, more positive, compliance solution could include the creation of a group of "Assessment Fellows" that provide university-level service. This group

would be well-trained in the entire General Education Assessment process and be comprised of a representative member from each department. They could then work with their respective departments regarding submitting general education student work products. In addition, these fellows could also serve as the raters, making the process more efficient than having to ask for volunteers each semester. A pilot program could run by each Dean selecting only a few departments from each college to send a representative. For an example, see Hong's research on this topic.³

- The GEAC assessment process would run much more smoothly if submission of student work products was more efficient. Based in the findings of this report and the previous two under the 2018 General Education program, it is recommended that the office of Academic Affairs allocate resources for a digitized archive that faculty can submit student work products to every time they teach a General Education course, not just the semester the GEAC has scheduled to rate an SLO. This would not only make the process more seamless; it would also allow for larger sample sizes and more frequent assessments. In addition, if this archive were linked to D2L, faculty would not have to devote extra time for the General Education assessment process. The GEAC is aware that, in its current state, this is not possible with D2L. Yet, the committee still highly suggests this allocation of resources in the near future.
- For two semesters in a row, assessing different SLOs, the GEAC has found that students who enter Kutztown University with a lower high school GPA are statistically more likely to perform at a lower Performance Level. The GEAC highly recommends that the office of Academic Affairs not only look into other cases that may have similar results, but also into extracurricular programs and support for this subset of students. While we do not have the data to complete this analysis on our own, the GEAC is curious how these findings align with retention rates.

³ Rebecca Hong, 2018, "Faculty Assessment Fellows: Shifting from a Culture of Compliance to a Culture of Assessment Advocacy." <https://onlinelibrary.wiley.com/doi/full/10.1002/ir.20259>

APPENDIX A
GEAC'S ASSESSMENT SCHEDULE

SLOs #1 through 7 are assessed in a three-year rotation using the schedule below. SLO #8 is evaluated every spring semester beginning 2021 through 2024 with the completion of a transcript audit to determine the breadth of courses taken by students.

YEAR	Academic Year	General Education Category	Student Learning Outcome
One	Fall 2018 Fall 2021	FYS	#7 – Demonstrate an understanding of various models for the development of the whole person.
	Spring 2019 Spring 2022	C.1 & C.2	#2 – Apply scientific and quantitative reasoning to solve problems and increase knowledge.
Two	Fall 2019 Fall 2022	A.1-4	#1 – Communicate clearly and effectively orally and in writing.
	Spring 2020 Spring 2023	B & D	#6 – Analyze the role of values, ethics, diversity, and multiple perspectives in local and global society.
Three	Fall 2020 Fall 2023	FYS & A.1-4	#5 – Demonstrate the ability to retrieve, interpret, and evaluate information.
	Spring 2021 Spring 2024	D	#4 – Engage critically with creative or artistic works.
	Spring 2021 Spring 2024	B & C.1 & C.2	#3 – Apply skills in critical analysis and reasoning for the interpretation of data.

APPENDIX B
SLO #1a RUBRIC

Student Learning Outcome (SLO) #1a - Communicate clearly and effectively orally.

Performance Levels				
4	3	2	1	
Student output and quality of work	<ul style="list-style-type: none"> • Organizational pattern is clearly, consistently observable, skillful, and makes the content of speaking cohesive • Language choices are imaginative, memorable, and compelling, enhance the speaking; language is appropriate to audience • Delivery techniques make the speaking compelling, and speaker appears polished and confident • A variety of types of supporting materials make appropriate reference to information or analysis that significantly supports the speaking or establishes the speaker's credibility on the topic • Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported) 	<ul style="list-style-type: none"> • Organizational pattern is clearly and consistently observable within the speaking • Language choices are thoughtful, generally support the effectiveness of the speaking, and are appropriate to the audience • Delivery techniques make the speaking interesting, and speaker appears comfortable • Supporting materials make appropriate reference to information or analysis that generally supports the speaking or establishes the speaker's credibility on the topic 	<ul style="list-style-type: none"> • Organizational pattern is intermittently observable within the speaking • Language choices are mundane and commonplace and partially appear to support the effectiveness of the speaking. Language is appropriate to the audience • Delivery techniques make the speaking understandable, and speaker appears tentative • Supporting materials make appropriate reference to information or analysis that partially supports the speaking or establishes the speaker's credibility on the topic • Central message is basically understandable but 	<ul style="list-style-type: none"> • Organizational pattern is not observable within the speaking • Language choices are unclear and minimally support the effectiveness of the speaking. Language in speaking is not appropriate to the audience • Delivery techniques detract from the understandability of the speaking, and speaker appears uncomfortable • Insufficient supporting materials make reference to information or analysis that minimally supports the speaking or establishes the speaker's credibility on the topic • Central message can be deduced, but is not explicitly stated in the

		<ul style="list-style-type: none">• Central message is clear and consistent with the supporting material	is not often repeated and is not memorable	speaking
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					Performance Levels			
					4	3	2	1
Student output and quality of work	<ul style="list-style-type: none"> • Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) • Uses appropriate, compelling content to illustrate mastery of the subject • Demonstrates detailed attention to conventions particular to the task and the discipline for organization, content, presentation, formatting, and stylistic choices • Skillfully uses high- quality, credible, relevant sources • Uses graceful language that skillfully communicates meaning to readers and is 	<ul style="list-style-type: none"> • Demonstrates adequate consideration of context, audience, and purpose that is responsive to the assigned task(s) • Uses appropriate, compelling content to explore idea. • Consistently uses important conventions particular to the task and the discipline for organization, content, presentation, formatting, and stylistic choices • Consistently uses credible, relevant sources to support ideas • Uses straightforward language that generally conveys 	<ul style="list-style-type: none"> • Demonstrates awareness of context, audience, and purpose that is somewhat responsive to the assigned task(s) • Uses appropriate, relevant content to develop and explore ideas throughout most of the work • Follows expectations appropriate to the discipline and task for organization, content, presentation, formatting, and stylistic choices • Attempts to use credible and/or relevant sources to support ideas • Uses language that generally 	<ul style="list-style-type: none"> • Demonstrates minimal attention to context, audience, and purpose of the assigned task(s) • Uses appropriate, relevant content to develop simple ideas in some parts of the work • Attempts to use a consistent system for basic organization and presentation • Attempts to use sources to support ideas • Uses language that sometimes impedes meaning because of errors in usage 				

	virtually error-free	meaning to readers that has few errors	conveys meaning to readers with clarity, but includes some errors	
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ATTACHMENT III: GENERAL EDUCATION ASSESSMENT COMMITTEE [GEAC] – Spring 2020

Executive Summary

March 2020 marked the onset of a sudden shift to 100% online learning due to the COVID-19 pandemic. Despite the disruption to the traditional trajectory of the semester, and in accordance with its established assessment schedule, the General Education Assessment Committee (GEAC) collected work products to assess students' competence regarding SLO 6, "Analyze the role of values, ethics, diversity and multiple perspectives in local and global society." This SLO is an outcome of courses in two categories: (1) Understanding the Self and Others (Category B) and (2) Understanding and Creating Ideas (Category D). Various factors precipitated by the pandemic resulted in a smaller sample size than planned. Indeed, only 4% of the requested data was submitted. Sample size notwithstanding, we did not reach the benchmark set by GEAC.

GEAC also assessed SLO 8, "Explore concepts, ideas, and methods from a variety of disciplines," by analyzing data from the transcripts of all Spring 2020 graduates. While initial analysis of SLO 8 seems promising, the committee discovered that in the original General Education plans for the 2018 program, no benchmark had been established for this SLO.

The report concludes with recommendations to hone our communication channels and our processes to drive improvements to the General Education curriculum so that our students achieve the desired outcomes.

Student Learning Outcome 6

At the start of Spring 2020, 4305 students were enrolled in Category B courses and 2218 were enrolled in Category D for a total of 6523. (A list of the 56 courses within Categories B and D that were offered in Spring 2020 can be found in Appendix A.) Based on past GEAC efforts that have taken into consideration the feasibility of assessment as well as collecting a statistically significant sample, we anticipated collecting approximately 980 student work products that semester. At the beginning of the spring 2020 semester, faculty who were scheduled to teach a category B or D course were contacted to let them know they would be asked to submit student work products for the purposes of general education assessment. A copy of the rubric for SLO 6 was included in the message, and faculty were asked to send one assignment for each student, on which the students demonstrated the competencies indicated in the SLO.

In early March, faculty were notified which students from their course had been selected for the sample. When choosing the sample size, GEAC is concerned not only with a number that will provide statistical significance, but also with a manageable process, and a reasonable number of artifacts for volunteer raters to rate. In years past, the number of volunteer raters was consistently under 30, and using that number as a possibility, we included 15% of the 6000+ students in the sample, which would result in about 978 student work products, or just over 30 per rater, if we had 30 volunteers. The 15% of students were chosen randomly using a random number generator and a numbered list of students in each category.

Due to the pandemic and abrupt change in course methodology, several factors affected the submission of student work products:

- (1) Students dropped the class.
- (2) Students did not complete the assignment that assessed the SLO.
- (3) Assignments changed significantly due to altered course methodology after the switch to all virtual learning.
- (4) Certain electronic submissions were not usable (i.e. contained entire discussion boards, lacked student names) due to the nature of D2L and the tools available during the pandemic.

These factors in turn affected GEAC's data collection process to the extent that only 275 student work products—that is, 31% of the expected sample--were submitted. These 275 student work products represent 4% of the 6000 students enrolled in category B and D courses in spring 2020.

Rating Procedures

In fall 2020, we recruited 38 volunteer raters, and provided three training/norming sessions. During the training sessions, members of GEAC introduced the rubric for SLO #6 to the volunteers and guided them through two sample student work products using the rubric. Further, attendees discussed the different performance levels to ensure that the rubric was being applied consistently. Subsequently, each volunteer faculty rater was assigned and emailed about 10 student work products. No raters were given their own students' work. Raters were asked to rate the student work products against the SLO #6 rubric and to determine a single, holistic performance level, yet this rating need not be a whole number. Raters also had the option of rating a student work product as X (insufficient information) or Z (student work product not appropriate for the SLO)¹. In addition, 25% of the artifacts were double-rated to verify inter-rater agreement. All ratings were submitted by the end of November 2020.

Data Analysis & Results

¹ Raters were given the option of 0 for student work products that were not appropriate for the SLO. In this document, we changed zero (0) to Z to avoid numerical calculation. Henceforth, similar use of Z will be the norm for general education assessment.

An analysis of student work data from SLO 6 reveals ratings that ranged from X (could not be assessed) to four, in increments of .5. (See the rubric in Appendix Two for specific information on each performance level).

Table One demonstrates the evaluation frequency for SLO #6 in Category B courses.

Table One: Category B Artifact Ratings

Rating	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
4.0	4	3.39%	4	3.39%
3.5	1	0.85%	5	4.24%
3.0	26	22.03%	31	26.27%
2.5	15	12.71%	46	38.98%
2.0	29	24.58%	75	63.56%
1.5	11	9.32%	86	72.88%
1.0	32	27.12%	118	100.00%
0.5	0	0.00%	118	100.00%
Total	118	100.00%		
There were 9 ratings of Z and 6 ratings of X.				

For the 133 student work products collected and analyzed in Category B courses (excluding the 15 items rated as X or Z), the average rating was 2.04661.

Table Two displays the inter-rater variance of SLO 6 for Category B courses. The average variance is .64, which does not include the 7 outliers, that is, the case in which one rater assigned a numerical rating and the other rated the student work product as an X or a Z).

Table Two: Category B Artifact Inter-Rater Reliability

Variance Between Ratings	Number of Occurrences	Frequency Percentage	Cumulative Percentage
3	0	0.0%	100.0%
2.5	0	0.0%	100.0%
2	3	7.9%	100.0%
1.5	2	5.3%	92.1%
1	10	26.3%	86.8%
0.5	11	28.9%	60.5%
0	12	31.6%	31.6%
Total	38	100.0%	
Ratability inconsistencies*	7		

* One rater assigned a rating and the other rated the SWP as an X or a Z.

Table Three demonstrates the evaluation frequency for SLO #6 in Category D courses. For the 137 student work products that were collected and analyzed, the average rating was 2.004274, excluding the 15 ratings of Z.

Table Three: Category D Artifact Ratings

Rating	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
4.0	6	4.92%	6	4.92%
3.5	5	4.10%	11	9.02%
3.0	16	13.11%	27	22.13%
2.5	17	13.93%	44	36.07%
2.0	36	29.51%	80	65.57%
1.5	12	9.84%	92	75.41%
1.0	24	19.67%	116	95.08%
0.5	6	4.92%	122	100.00%
Total	122	100.00%		
There were 15 ratings of Z.				

Table Four shows the inter-rater reliability of Category D courses. The average variance of .67 excludes the eight outliers where one rater assigned a rating and the other rated the student work product as an X or a Z.

Table Four: Category D Artifact Inter-Rater Reliability

Variance Between Ratings	Number of Occurrences	Frequency Percentage	Cumulative Percentage
3	0	0.0%	100.0%
2.5	1	2.8%	100.0%
2	1	2.8%	97.2%
1.5	5	13.9%	94.4%
1	6	16.7%	80.6%
0.5	12	33.3%	63.9%
0	11	30.6%	30.6%
Total	36	100.0%	
Ratability inconsistencies*	8		

* One rater assigned a rating and the other rated the SWP as an X or a Z.

Analysis of Category B and D Ratings: The benchmark set by GEAC is a rating of at least 2 for all students. Only 63.56% of the students in the Category B courses achieved a 2 or higher. Results from the Category D courses were slightly higher at 65.57%, yet still well below the goal of 100%. As already mentioned, the small sample size (less than 4%)

renders decision-making based on this data somewhat problematic. The results, nevertheless, are somewhat troubling.

Another data point that we can examine is the difference in student scores based on the number of category B or D courses the student has taken. Given that each student is required to take three courses in each category, we would expect their performance rating to increase as the number of courses they have taken increases; in other words, a student who is in their third Category B course would have more experience with the SLOs associated with that Category and should be able to do work that is rated higher than a student who has only completed one course in that Category. Our results, however, are inconsistent.

Table Five and *Table Six* show the average rating on the artifacts for SLO 6B & 6D, respectively. On average, students who have taken more than one Category B course scored a higher rating than students who have only taken one Category B course. Category B does not have a strong linear positive correlation. In addition, students who have taken more than one Category D course scored a lower rating compared to students who have taken only one Category D course. Category D also lacks a strong linear positive correlation.

Table Five

# of 6B courses taken	Average rating
1	1.97
2	2.41
3	1.98
>3	2.25

Table Six

# of 6D Courses Taken	Average Rating
1	2.14
2	1.92
3	2.04

As recommended in the last GEAC report, we intended to analyze ratings at the prefix level upon assessing this SLO. What was the rating of student work in the BIO classes, for example, as compared to the rating of student work in the ENG classes? Although we have that data, the disparity of the sample size among the prefixes problematizes any analysis at the microlevel; while some prefixes had only one or two student work

products, others had many times that, making comparisons tentative. We hope to have a better, more evenly distributed sample the next time this SLO is assessed.

Student Learning Outcome 8

In addition to SLO 6, in Spring 2020 GEAC also evaluated SLO 8, which posits the goal of significant breadth of study, consistent with our liberal arts mission. Our aim with this SLO is to measure the number of different academic disciplines to which graduates are exposed. Because course prefixes align sufficiently well with academic disciplines, we used diversity of prefixes as a relative gauge. The larger the variety of prefixes, the greater breadth of study. The mean number of different course prefixes on the transcripts of graduating seniors in Spring 2020 for the 1,005 students was 14.2 (SD = 4.6, 95% CI [13.9, 14.5]).

The rubric for assessing SLO 8 consists of four performance levels. *Table Seven* shows the number of course prefixes that were used to indicate each of the levels of performance. The figure also shows the number of students who fell in each level and the percentage out of the total.

Table Seven: Number & percentage of students falling in each performance level of SLO 08.

Performance Level	Number of Prefixes	Number of Students	Percentage of Total
	0 to 2	14	1.4
1	3 to 4	25	2.5
2	5 to 7	67	6.7
3	8 to 10	102	10.1
4	11 and up	797	79.3
Total		1005	100.0

The performance levels for SLO #8 across the four colleges are as follows.

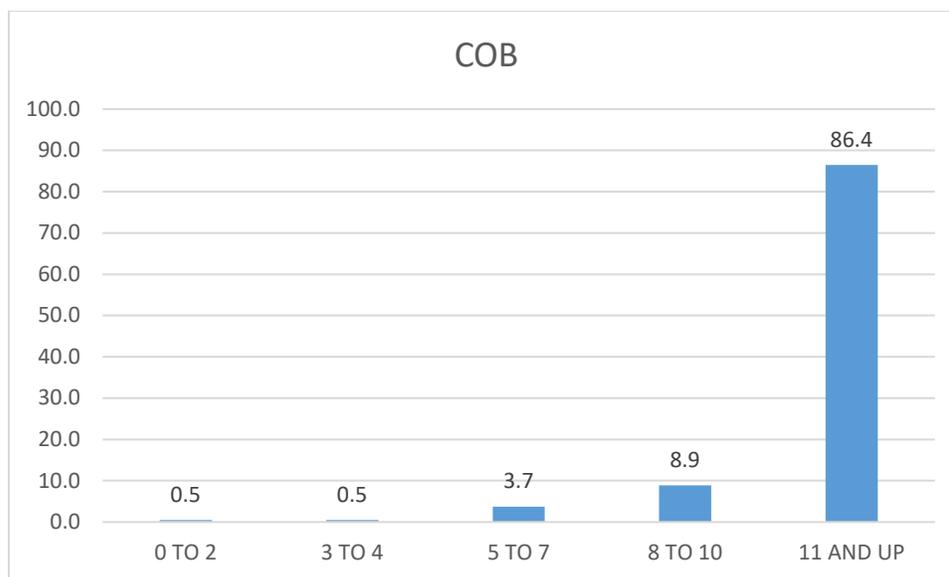
College	Size	Mean and (SD)	95% CI
COB	214	16.2 (4.3)	[15.6, 16.8]
COE	185	14.5 (3.9)	[14.0, 15.1]
LAS	391	13.4 (4.9)	[12.9, 13.9]
VPA	215	13.3 (4.3)	[12.7, 13.9]
Total	1005	14.2 (4.6)	[13.9, 14.5]

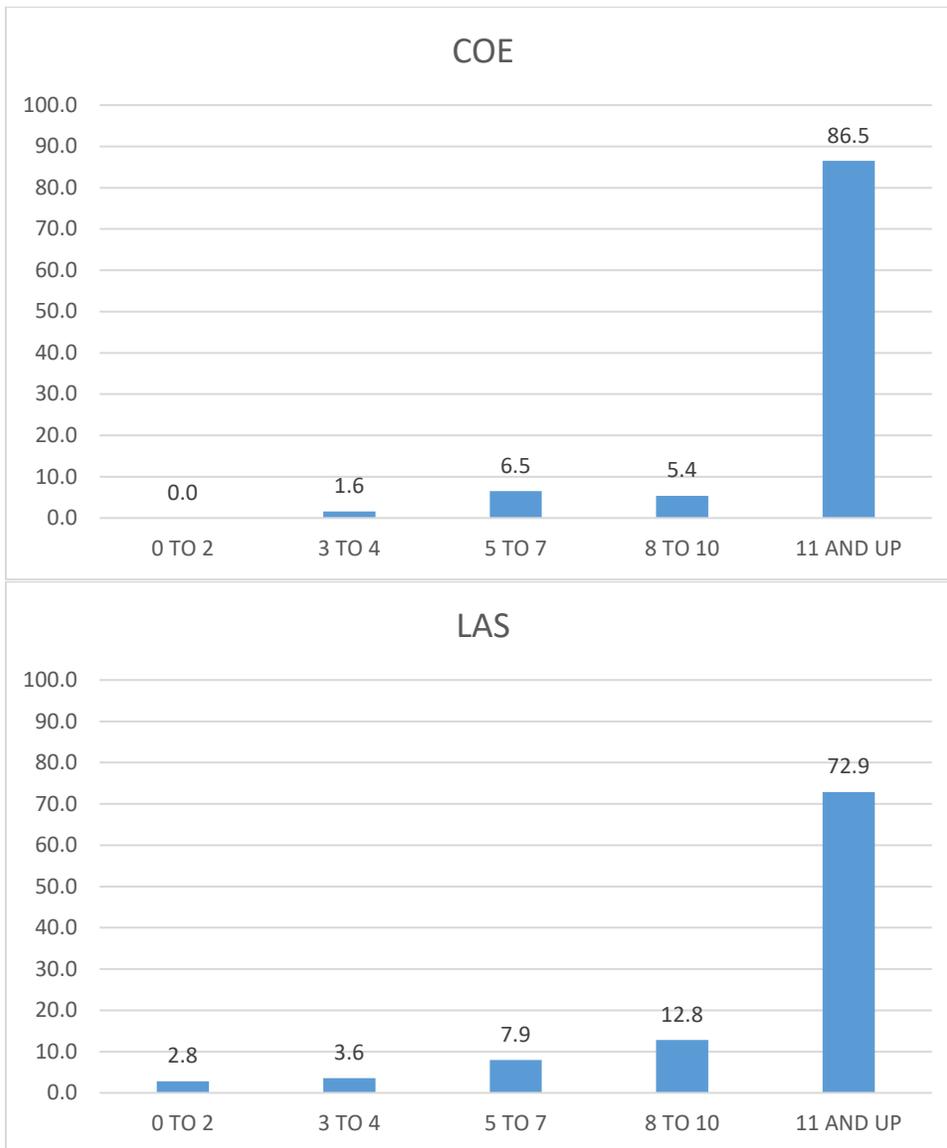
Notice that the lower limit of the confidence interval for COB is higher than the upper limit of all the other confidence intervals. Also, the lower limit of the confidence interval

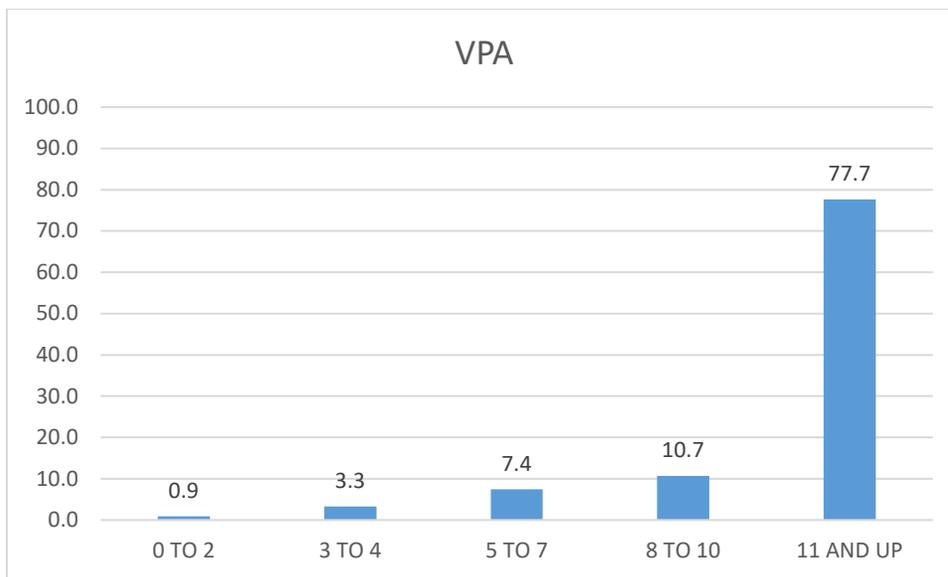
for COE is higher than the upper limit for LAS and VPA. That, plus the distributions (shown below), suggests that COB performed better than all the other colleges, and COE performed better than LAS and VPA.

Importantly, however, although the gaps between the confidence intervals show statistically significant evidence for those differences, that statistical significance is just as much due to the large sample sizes as to the size of the differences. The statistical significance of the evidence suggests that one can confidently predict that the differences would occur again under the same circumstances. However, the absolute size of the differences may or may not be large enough to be of any practical importance. The importance of the differences must be determined by practical considerations that are beyond the statistical analysis. The analysis allows for two conclusions: Students are taking a breadth of classes across all four colleges in our gen ed program, and some colleges are performing slightly better than others on this metric.

Table Eight: Distribution of percentages of students at each level of SLO #8 for the four colleges. (Continued on page 7.)







Recommendations to Refine our Assessment Practices

Evaluation: The rubric for SLO 6 is strongly focused on ethics, which is mentioned five times in the SLO definition and addressed in two of the four areas of evaluation on the rubric. Meanwhile, the description of the categories of courses in this area of General Education (B and D) reference reflection on societal issues in a broader sense. Making the rubric less constraining by expanding the evaluation criteria would make it applicable to a wider range of student work products. For example, wording such as “issues related to human interactions” would be more comprehensive than “ethical issues” while still addressing the core concept of this SLO to “analyze the role of values, ethics, diversity and multiple perspectives in local and global society.” Individual assessments and assignments in General Education courses are not likely to address all the areas of this SLO, making the current rubric a challenge to apply. GEAC recommends that the General Education Committee review SLO 6, and upon its revision, that GEAC update the associated rubric.

Communication and feedback: It would be helpful to communicate to all faculty (not just those who are teaching in the categories being evaluated) prior to the start of each semester not only the SLOs, but also the corresponding General Education categories, that will be evaluated for the upcoming semester, or for the academic year. This will serve as a recurring reminder of the process and perhaps promote department-level and even college-level discussions of this requirement of General Education courses. It will also provide ample time for questions about the process and appropriate assessments while the faculty who will need to submit artifacts are still preparing their syllabi.

Most faculty at the university are not directly involved in the oversight or assessment process of the General Education program, which may contribute to uncertainty and/or apprehension when they are asked to submit artifacts to GEAC for evaluation. The

request for student work products includes the rubric but no information on how it will be applied or expected performance levels. It also does not mention outcomes of the GEAC evaluation process, which was a question posed by a faculty rater in a norming session this semester. We should consider more frequent informational and Q/A sessions on General Education and GEAC processes and expectations in venues such as Assessment Day, CET, ChairNet, college assessment and chair meetings, or other settings. We should encourage department chairs to include discussions about their General Education courses and the alignment of these courses with program-level assessment and establish a chain of communication whereby faculty and department chairs can address questions and concerns about General Education courses and assessment.

Faculty volunteer raters are a good source of feedback on the assessment process, which could be collected through an anonymous post-rating survey. Data collected from raters on their experiences applying the rubric and overall reaction to the process would provide GEAC useful information to incorporate in the evaluation process of SLOs going forward.

Closing the loop: GEAC and GEC should work together to establish a protocol for providing course- and/or prefix-level feedback to departments after each semester that their courses are evaluated. The goal of the feedback would be to provide an opportunity for more department-level discussion of their General Education courses and assessments with guidance from the GEC and GEAC. This serves to promote a systematic process of internal (department) evaluation of General Education courses for continuous improvement.

Timing: There is a very short turnaround time between collecting the ratings and responding to them in the final GEAC report. Consideration should be given to adjusting the schedule to allow time for GEAC to discuss the data before preparing the report. There has been some discussion of having individual faculty rate their own student artifacts, at least as a pilot project. If this process were put into place, faculty could be asked to submit their ratings much earlier than the current rating practice (perhaps even at the end of the semester being evaluated), and GEAC would thus have more time to analyze and discuss the results.

Appendix A: Category B and D Courses Taught in Spring 2020

Category B	Category D
ANT 10 CULTURAL ANTHROPOLOGY	ARH 24 ART HISTORY A
ANT 101 NORTH AMERICAN INDIAN	ARH 25 ART HISTORY B
CHI 102 ELEMENTARY CHINESE II	ARH 124 ART HISTORY A
CHM/ENV 35 POWERING OUR FUTURE	ARH 125 ART HISTORY B
COM 212 INTRODUCTION TO MASS COMMUNICATION	ARH 126 ART HISTORY C
COM 261 INTRO TO HEALTH COMMUNICATION	ARU 236 THE ARTS AND PRE-K 4 EDUCATION
EDU 100 PERSPECTIVES ON AMERICAN EDUCATION	CDE 10 DIGITAL FOUNDATIONS
EDU 150 MEETING THE INSTRUCTIONAL NEEDS OF THE ENGLISH LANGUAGE LEARNERS	COM 216 PERFORMANCE OF LITERATURE
ENG 105 EXPERIENCES IN AMERICAN LITERATURE	EDU 120 HIP HOP AND MULTICULTURAL EDUCATION
ENG 119 AMERICAN GENRE FILM	ENG 141 LITERATURE AND FILM
ENG 229 LITERATURE AND PSYCHOLOGY	ENG 144 COMICS STUDIES
FRE 101 ELEMENTARY FRENCH I	ENG 180 LITERATURE AND ROCK AND ROLL
FRE 102 ELEMENTARY FRENCH II	FAR 14 DRAWING FOR NON-ART MAJORS
GEG 20 ELEMENTS OF CULTURAL GEOGRAPHY	FAR 61 INTRO TO DARKROOM PHOTO FOR NON-MAJORS
GEG 101 WORLD REGIONAL GEOGRAPHY	GER 260 GERMAN CULTURE THROUGH FILM IN ENGLISH
GEG 140 THE GEOGRAPHY OF EUROPE	HIS 14 HISTORY OF CIVILIZATION A
GEG 223 TRANSPORTATION GEOGRAPHY	HIS 15 HISTORY OF CIVILIZATION B
GEG 225 SPACES OF GLOBALIZATION	HIS 33 CONSPIRACIES OF MODERN AMERICAN HISTORY
GER 101 ELEMENTARY GERMAN I	HIS 34 FAMILIES AND PERSONAL LIVES IN AMERICAN HISTORY
GER 102 ELEMENTARY GERMAN II	HUM/ARC/WGS 211 WOMEN IN THE ARTS
HEA 102 INTRO TO HEALTH AND WELLNESS	LLT 321 TECHNOLOGIES FOR THE 21ST CENTURY EDUCATOR
HIS 25 US FORMATIVE YEARS	MUS 10 INTRODUCTION TO MUSIC
HIS 26 EMERGENCE OF MODERN AMERICA	MUS 20 BASIC CONCEPTS AND SKILLS
PHI 40 INTRO TO ETHICS	MUS 106 HISTORY OF ROCK AND ROLL
PHI 113 ENVIRONMENTAL PHILOSOPHY	MUS 113 INTRO TO FILM MUSIC
POL 10 INTRODUCTION TO AMERICAN POLITICS	MUS 225 JAZZ: ITS HISTORY AND INFLUENCE
POL 20 INTERNATIONAL RELATIONS	MUS 228 INTRO TO FILM MUSIC

POL 30 INTRO TO COMPARATIVE POLITICS	MUS 312 MUSIC FROM 1750 TO THE PRESENT
SOC 10 INTRO TO SOCIOLOGY	PAG 10 INTRO TO PA GERMAN STUDIES
SOC 235 SOCIOLOGY OF GENDER	PHI 30 INTRO TO PHILOSOPHY
SPA 101 ELEMENTARY SPANISH I	POL 211 PUBLIC OPINION AND PROPAGANDA
SPA 102 ELEMENTARY SPANISH II	SOC 222 RURAL POVERTY
SPT 205 SPORT BEHAVIOR	SOC 224 IMMIGRATION AND ASSIMILATION
SPU 201 COGNITIVE DEVELOPMENT OF DIVERSE LEARNERS	SOC 230 URBAN SOCIOLOGY
SWK 100 INTRO TO SOCIAL WORK	SOC 246 GLOBALIZATION AND DEVELOPMENT
SWK 130 POVERTY & SOCIAL WELFARE	

APPENDIX B: Approved GEAC Rubric to Assess SLO 6

Definition: An important principle or standard at the core of behavior and considered important or desirable that drives our ethical decisions about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions in both the local and global communities.

This SLO is met in General Education Category B – Understanding Self and Others

- Courses in this category explore self-reflection and human interaction as they relate to understanding our world and ourselves. Specifically, they focus on the influence of culture and the role of the individual on the understanding of the development, achievements, behavior, organization, or distribution of humanity. And, **D – Understanding and Creating Ideas** – Courses in this category capture the process of imagination in the creation of aesthetic objects, environments, or experiences influencing and affecting one or more of the senses, emotions, and intellect. They also apply universal ideas through focusing on meanings of events and their impact on society, and exploring issues, artifacts and events before accepting or formulating a position or conclusion.

		Performance Levels			
		4	3	2	1
Student output and quality of work		<ul style="list-style-type: none"> Recognizes ethical issues in complex situations, explains the relationship among the issues, and analyzes their impact upon the situations 	<ul style="list-style-type: none"> Recognizes ethical issues in complex situations and explains the relationship among the issues Analyzes the complexity of elements important to members of other microcultures and/or macrocultures Superficially applies diverse perspectives to ethical 	<ul style="list-style-type: none"> Recognizes ethical issues in complex situations Describes elements important to members of other microcultures and/or macrocultures Applies a singular perspective to ethical questions Considers a singular perspective to develop AND 	<ul style="list-style-type: none"> Identifies ethical issues in basic situations Identifies elements important to members of other microcultures and/or macrocultures Identifies a singular perspective to ethical questions Considers a singular perspective to develop OR
		<ul style="list-style-type: none"> Analyzes the complexity of elements important to members of other microcultures and/or macrocultures 			

<p>and evaluates their impact</p> <ul style="list-style-type: none"> • Accurately and deeply applies diverse perspectives to ethical questions, within the context of multiple and even conflicting positions (e.g. cultural, ethical, international, etc.) • Considers multiple perspectives to develop AND implement sophisticated, appropriate, and workable solutions to address local and global issues 	<p>questions, within the context of multiple and even conflicting positions (e.g. cultural, ethical, international, etc.)</p> <ul style="list-style-type: none"> • Considers multiple perspectives to develop OR implement sophisticated, appropriate, and workable solutions to address local and global issues 	<p>implement solutions to address local and global issues</p>	<p>implement solutions to address local and/or global issues</p>
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APPENDIX C: Approved GEAC Rubric to Assess SLO 8

Definition: Breadth of study is exposure to ideas from a variety of disciplines as defined by the course prefix. Through a transcript audit of graduating seniors, the number of different prefixes taken in the general education program is determined.

This SLO is met by completing the General Education Program.

	Performance Levels			
	4	3	2	1
Student output and quality of work	<ul style="list-style-type: none"> • 11 or more different prefixes counted among courses taken for general education 	<ul style="list-style-type: none"> • 8-10 different prefixes counted among courses taken for general education 	<ul style="list-style-type: none"> • 5-7 different prefixes counted among courses taken for general education 	<ul style="list-style-type: none"> • 3-4 different prefixes counted among courses taken for general education

ATTACHMENT IV: 2019-2020 STRATEGIC PLANNING ASSESSMENT REPORT

The 2016-2019 Strategic Plan has been extended an additional year with monitoring continuing to focus on the objectives and actions within the four Strategic Goals, Goal 1: Academic Excellence; Goal 2: Community Engagement; Goal 3: Caring Campus Community; and, Goal 4: Stewardship of the University's Infrastructure.

During 2019-2020, there is evidence of an increasing commitment to the expansion of assessment efforts and the use of assessment results to inform planning, budgeting, resource allocation, and decision making. Progress made/Actions taken toward each objective, during the 2019-2020 fiscal year, are outlined below.

Goal 1: Academic Excellence - Kutztown University will promote, enhance, and recognize excellence in teaching, learning, creativity, scholarship, and research.

Objective 1: Develop and deliver distinctive and high-quality academic programs

For fall 2019, 95% of (37/39) eligible students were active in the KU SUCCEED program. Students who participated in the program increased their CGPA in fall by 9% and 40% from fall freeze to spring 2020 end of term (of the 2 inactive students, 1 withdrew in fall 2019 and the other never enrolled for fall 2019).

Fall 19: SLO #1, "Communicate clearly and effectively orally and in writing," was assessed. See GEAC Fall 2019 Report. Spring 20: SLO #6, "Analyze the role of values, ethics, diversity, and multiple perspectives in local and global society," was assessed.

FYS DFWI rate for fall 2019 = 19.57%

FTFTF 1-yr retention rates: 2018 to 2019 on campus=73.30%, off campus=82.04%; 2019 to 2020 on campus=77.98%, off campus=71.11%.

Sophomore 1-yr retention rates: 2018 to 2019 on campus=90.68%, off campus=84.31%; 2019 to 2020 on campus=91.46%, off campus=83.50%.

Pandemic has significantly affected scholars in residence. We have one Distinguished Visiting scholar in Math and supported one ANT researcher over the summer. We had 10 early career Artists-in-Residence in the visual arts last year.

Study abroad for 2020 was greatly affected by COVID-19. Note: Academic Affairs now handles all matters related to faculty-led study abroad; while non faculty-led study abroad is handled by Enrollment Management and Student

Affairs. 10 students participated in Non-faculty led study abroad programs. Headcount Fall 2019 = 7, Spring 2020 = 2, Summer 2020 = 0, Winter 2020 = 1 This objective is ongoing.

Objective 2: Attract, retain, and support qualified, high performing faculty and staff

In FY 2020 two faculty were awarded release time through the Grant Writing Fellows program (1 for fall 2020 and 1 for spring 2021).

Two fellows (fall 2019 and spring 2019) received the NSF grants that they worked on during their release.

Began working with an external consultant company to serve as a research development team in January 2020 to encourage grant proposal writing. One \$1M proposal was submitted and three others began work to submit in next FY.

Research Committee funded 18 projects for \$110,994 in FY 2020.

KU BEARS funded \$46,000 for 24 students in FY 2020 (16 were from underrepresented groups). 23 faculty were mentors.

The Professional Development Committee funded 184 awards for \$162,022 in FY 2019. The Professional Development Committee funded 146 awards for \$125,502 in FY 2020 (lower due to COVID).

Undergraduate Research Fund funded \$36,271 to 54 students in FY 2019 to conduct scholarly work. Undergraduate Research Fund funded \$15,550 to 35 students in FY 2020 to conduct scholarly work (lower due to COVID).

Summer - Fall 2019: CET held intensive Institute for 10 faculty fellows; organized 11 hour-long sessions throughout semester. January 2020: New CET Director onboarded. Spring 2020: Organized 7 hourly sessions and a week-long pedagogy institute for faculty (held virtually in collaboration with Chester County Intermediate Unit); more than 40 faculty participants in latter.

During the past year faculty engagement with educational technologies has increased significantly and as such support for asynchronous (D2L, MS Office 365) and synchronous learning technologies (Zoom, MS Teams) has enabled KU to quickly pivot to meet the challenges of the pandemic era. Engagement with our 24/7/365 web-based, self-service support platform has nearly doubled in the past year to over 65,000 visits, providing instant support to faculty and allowing our staff to focus upon improving faculty technology skills proficiency through training. In addition, faculty have increased their use of both media streaming for delivering content and the Learning Glass lecture capture system to develop

content. The available educational technology and the associated support structure empowers both faculty and students to take advantage of hybrid learning opportunities and minimize the on-campus impact of the pandemic.

This objective is ongoing

Objective 3: Attract, retain, and support motivated, high performing students

Fall 2019 average FTFTF HSGPA = 3.23 and SAT = 1055

Have established a formal class, SCI 220, with 7 students enrolled preparing them to use the SEM in research projects. Upgraded facilities include the SEM lab which is the most highly used instrument according to the service techs checking log hours.

Colleges have college level open houses; most departments have recruiting/retention committees and participate in both formal and informal recruiting and admissions events. departments have worked ICW Admissions on letters and communications to potential students. Multiple programs for recruiting include the GEAR-UP program with ASD and the EMACS NSF Grant encourage high potential students. DBA added retention to its strategic plan. COB created and delivered Connecting After Connections sessions to help reduce summer melt. DBA added several virtual info sessions for the MBA. For the Student Success Network, we work as a team to make sure referred students are being contacted by the appropriate person. We're making a deliberate effort to keep the referring professor 'in the loop' by sometimes including them on emails sent to students, sometimes by sending them updates when positive contacts have been made, and sometimes asking them if the student has resumed participation in the class. We also share successes and ideas for how to do our work more effectively and adjustments were made across all four colleges as a result of this collaboration. We share sample documents, for example. We meet bi-weekly to discuss how we're doing.

We are positioning ourselves, our group, to be the face of student success. We work closely with all offices and people who serve students, and we are connecting more productively with more professors across campus. We are helping students but also trying to be more effective student advocates. And we keep reevaluating what we're doing...how can we reach more students effectively?

CLAS, COE, and CVPA have had significant increases in referrals during this quarter (compared to last year). Successful contacts with students (including conversations via email, phone or zoom) have varied across the colleges ranging from the same as this time last year to 80% higher than this time last year. At least three colleges noted a significant increase in the number of 'high need' referrals,

meaning students who we contacted more than once because of more than one referral from one professor or referrals from more than one professor.

Continued a data-driven, integrated marketing campaign targeting high-potential regions, thereby optimizing KU's return on investment. The campaign included paid search, digital display, social media, billboards and print ads. In addition, an extensive array of non-paid marketing collateral was developed, including many videos used to reach prospective students who were unable to visit campus in-person due to COVID-19 restrictions.

This objective is ongoing.

Objective 4: Demonstrate to Middle States Commission on Higher Education compliance with Standard V – Educational Effectiveness Assessment and related Requirements of Affiliation

This objective was completed in 2018-19.

Goal 2: Community Engagement - Kutztown University will partner with the community to serve the needs of the people of the Commonwealth and the region.

Objective 1: Provide increased access to educational opportunities for the region's citizens

Created a path for students to get the MBA + Data Analytics certificate for fewer credits than doing each separately.

New Programs (2019-2020):

- Certification in Special Education Grades PreK-12
- Concentration in General Business, Business Administration
- Post Baccalaureate Certificate in Data Analytics
- Post Baccalaureate Certification in Music Education
- Post Baccalaureate Certification in Special Education Grades PreK-12
- Sub-baccalaureate Certificate in Digital Video Production
- Sub-baccalaureate Certificate in Geospatial-Information Technology
- Sub-baccalaureate Certificate in Social Media Strategies
- Sub-baccalaureate Certificate in Television Production
- Track in Addiction Counseling, M.A. Counseling
- Track in Engineering Technology, B.S. Physics
- Track in Entrepreneurship, Business Administration
- Track in Human Resource Management, Business Administration
- Track in Music Business, B.A. Music
- Track in Pharmacy, B.S. Biochemistry

- Track in Visual Impairment, Special Education

340 alumni enrolled in courses for fall 2019 with the following grade breakdown: P=180, NG=157, W=3. 78 alumni were enrolled in spring 2020: P=34, NG=24, W=19

Kutztown University signed a five-year admission agreement with Kutztown Area School District to facilitate the enrollment of high school students in both on- and off-campus courses. (POP 2018-19)

Kutztown, Reading Area Community College and Career & Technology Centers Launch Teacher Education Pathway

KU Signs Dual Enrollment Agreements with Three Local School Districts

Kutztown University and RACC Sign Grant Agreement with Sam Inc. to Provide Social Work Graduates to Reading-Area

New programs include the CRJ concentration in the MPA, GEAR-UP with ASD, and the RACC SWK 2+2 partnership. College of Education has developed a pk-4 2+2 agreement with RACC and is exploring a 4+1 agreement with Clarion in Library Science.

This objective is ongoing.

Objective 2: Increase the education-related experiences available to the public

Government and Community Relations

- Town-Gown meetings at the President's Residence continued during the 2019 fall semester and into the spring before the pandemic forced us into virtual mode. Meeting includes representatives from the university, borough and township. In addition, the liaison was successful in working with the County Commissioners to make KU a polling place for township voting for the first time since 2013. The liaison continued to have active participation during the year with many local and regional organizations, including the GRCA Business and Advocacy Council and the Northeast Berks Chamber of Commerce. The university incorporated the borough into its traditional events in the fall such as Family Day and Homecoming. The campus hosted Governor Wolf for an event in early March, and the German Consul General David Gil in the fall.

Intercollegiate Athletics

- KU's 21 NCAA Division athletic teams continued to draw excellent crowds, especially during the fall semester. The spring semester was cut short in March due to the pandemic. However, KU football alone drew

more than 30,000 fans over six regular season home games and two NCAA playoff games.

Cultural Events

- The departments responsible for cultural events were heavily impacted by the pandemic from early March through the remainder of the year. However, KU Presents! had a shortened season highlighted by two P.L.A.Y. events, which brought local school-aged students to campus to enjoy diverse performance. The Pennsylvania German Cultural Heritage Center welcomed more than 2,000 guests to campus for its major fall events, and provided virtual service for the last 1/4 of the year.

In FY19/20, the foundation planned and hosted 76 events, including virtual events. 5,065 (duplicated friends/alumni) attendees registered for events. Beginning March 2020, events had to be either canceled or revamped virtually. Event registration decreased by 8% from FY18/19 but still represents an increase from FY17/18.

This objective is ongoing.

Objective 3: Increase the participation of members of the University community in the wider community

Office of Student Involvement purchased GIVEPULSE. This platform will allow student to search for service opportunities and track service hours. It will also allow local nonprofits post opportunities directly into GIVEPULSE. We have uploaded almost 50 campus partners and started to use the program on a limited basis. Should be rolled out to students in 20-21.

KU students continued to serve Kutztown as good citizens through OPERATIONS SNOWFLAKE (shoveling show for Senior Citizens); Walking on selected weekends for KuBok; Sunday's Clean-Ups with KCP; and various support (food and volunteer hours) to Friend Inc.

Due to COVID-19 service hours were drastically reduced for 2019-20. Through the Community Outreach Center: 111 student volunteers doing 3,600 hours. We also had 100 donors give 235 pints of blood.

This objective is ongoing.

Goal 3: Caring Campus Community - Kutztown University will value and respect all campus constituents, celebrate diversity, and embrace shared governance.

Objective 1: Mirror the diversity of the region within the campus community

The GET MORE program was not hosted due to COVID-19. However, Enrollment Management and Student Affairs; and Academic Affairs partnered to secure a GEAR UP Summer Bridge grant which yielded over 60 new students.

The Multicultural Center, Women's Center, and LGBTQ+ centers continued to program to meet students' needs - pivoting to online and virtual programming.

Enrollment continues to decline from 2018 thru 2020. Probable reasons include high graduation rates, Armed Forces Leave of Absences (AFLOA), military funding depleted, and some student-veterans were not prepared for college-level studies either due to reasons such as academic skill deficiency and disability. COVID-19 may have impacted some of the 2019-2020 numbers but we also had a high number of Spring 2020 graduates (21) plus 4 students are on AFLOA.

185 students were offered the STEM scholarship and we tried to focus our selections on women in STEM. Of the 185 scholars offered, 108 were female. Each year, the Computer Science also holds a Women in STEM event. The summer 2020 event was canceled due to COVID

This objective is ongoing.

Objective 2: Encourage high levels of participation in University governance

This objective was completed in 2017-18.

Objective 3: Ensure a campus culture that respects all campus constituents

With the Spring 2019 administration of the NSSE, Kutztown has shown improvement at both the first-year and senior-year levels in all categories of "Quality of Interactions on Supportive Environment" over the 2017 administration and met or exceed the peer comparison for the 2019 administration. Kutztown will continue to participate in the NSSE biennially.

This objective is ongoing.

Goal 4: Stewardship of the University's Infrastructure - Kutztown University will maintain and enhance physical, financial, and human resources necessary to fulfill its mission.

Objective 1: Enhance the University's human resources to better support the academic mission

This objective was completed in 2017-18.

Objective 2: Enhance the financial resources of the University to better support the academic mission

The University allocated out \$774,595 in strategic initiative funding during fiscal year 2019-20. These resources were used to fund 10 key initiatives as identified and approved by the President's Cabinet.

Plans continue for a comprehensive campaign, tentatively going public in FY22.

Private giving increased by 44% from FY18/19.

For FY2020, the university foundation raised \$8,842,058 in individual and corporate giving commitments.

KUF has assigned a development officer liaison for each college and division to assist with fundraising plans and initiatives.

The University achieved a balanced budget for the 2nd consecutive year. This was accomplished by eliminating 57 vacant staff positions and cutting operating budgets by 10% or \$1.1 million. These actions resulted in a \$2 million increase in cash balances and a significant improvement to the annual primary reserve ratio.

This year, the KU Foundation endowment grew to \$34.2M and nearly \$1.4M was awarded in student scholarships and financial aid.

A new scholarship model was adapted in consultation with RNL.

Our student employment numbers were held steady (loss of less than 1%) in 19-20 despite the pandemic. Efforts are ongoing.

This objective is ongoing.

Objective 3: Enhance the physical facilities to better support the University's academic mission

Library Master Plan:

- Successful transition of University Writing Center to Library. Dynamic and strong student support area.
- STEAMworks opened three years ago. Provides support for student and faculty creative and innovative projects.
- Eighty percent of Library shelving are now ADA compliant

This objective is ongoing.

With the completion of the 2019-2020 fiscal year, Kutztown University completed 62 actions and 181 are ongoing. 2019-20 was the final year of this Strategic Plan and the

Strategic Planning and Resource Committee of the University Senate has begun work on a new strategic plan to begin in 2021.

Moving forward, the following recommendations are made,

1. The next iteration of the Strategic Plan should include more measurable objectives and actions, more data in the evaluation of these objectives and actions, and identify individuals/programs responsible for updating results.
2. Programs included in the Strategic Plan need to integrate clearly articulated and documented assessment measures.
3. The objectives and actions outlined in the Strategic Plan need to be more frequently and systematically assessed.
4. There needs to be clear and evident tracking of data.