

Clarion University
Of Pennsylvania

Institutional and Student Learning
Assessment Committee (ISLAC)

Last modified: 2/21/2020 (LP and ISLAC)

Introduction

Mission: Clarion University provides transformative, lifelong learning opportunities through innovative, nationally recognized programs delivered in inclusive, student-centered environments.

Vision: Clarion University will be a leader in high-impact educational practices that benefit students, employers, and community partners.

Clarion University student learning outcomes contribute to the mission and vision of the institution.

Clarion University of Pennsylvania Student Learning Outcomes

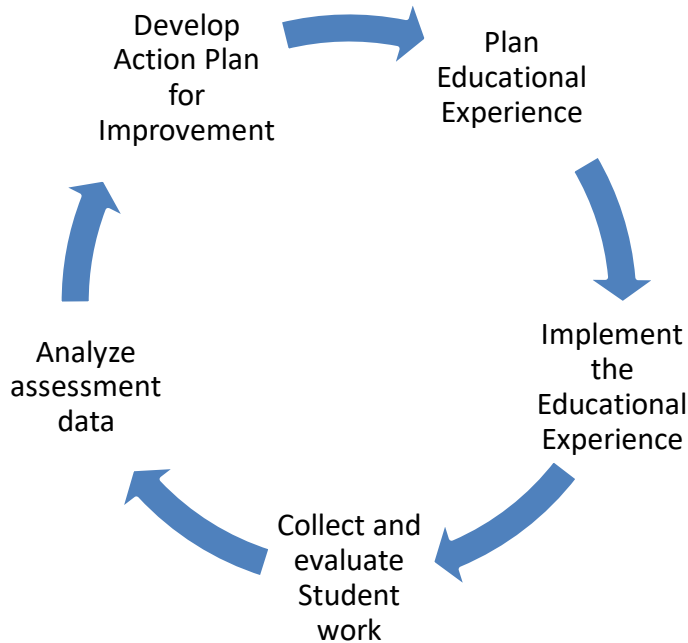
1. Students will mature in their understanding of the creative, natural, social, and cultural forces that shape the world.
2. Students will develop intellectual inquiry and problem-solving skills, leading to actual world practice.
3. Students will commit to personal, professional, and civic responsibility.
4. Students will integrate and apply their learning across general and specialized fields.

Degree granting program learning outcomes arise from the University learning outcomes. Student learning outcomes will appropriately distinguish between the degree levels such that baccalaureate learning outcomes require a higher level of student performance than associate learning outcomes. Graduate learning outcomes require a higher level of student performance than undergraduate learning outcomes.

Quality in Education

Clarion University ensures the quality of curricular programs through a systematic assessment

Clarion University ensures the quality of curricular programs through a systematic assessment of student learning, which includes practices that promote continuous quality improvement.



The Institutional and Student Learning Assessment Committee (ISLAC) is a university-wide committee dedicated to advancing the assessment of institutional effectiveness and student learning outcomes at Clarion University;

The purpose of ISLAC is to help advance a sustainable culture of assessment at Clarion University that is both valued and supported across all divisions. In addressing this charge, the committee works to ensure that:

- Clarion University has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and strategic directions and its compliance with institutional accreditation standards;
- Clarion University's assessment of student learning demonstrates that students have knowledge, skills, and competencies consistent with the goals of the Pennsylvania State System of Higher Education (PASSHE) and of the university.

Mission:

The Institutional and Student Learning Assessment Committee (ISLAC) oversees assessment of institutional effectiveness and student learning in all programs.

Vision:

ISLAC will institute, promote, and maintain a university-wide culture of reflective assessment to ensure that Clarion University takes its place as a leader in delivering high-impact educational practices to benefit students, faculty, employers, and community partners.

ISLAC's responsibilities include:

- Monitor and evaluate university-wide programmatic assessment, the focus of which is on the continuous improvement of teaching and learning and its support functions, as well as fulfilling our accreditation requirements regarding assessment.
- Develop/adopt research-based, best practice guidelines that promote effective integration of outcome-based assessment practices at the program level that help achieve the University's mission and strategic goals.
- Make recommendations to the provost and academic deans concerning student learning outcomes assessment policy and effective linkage of learning outcomes assessment with strategic planning, budgeting, and resource allocation.
- Review assessment and continuous improvement efforts across the university and make recommendations to the President and vice-presidents regarding their specific divisions.
- Work with the Departmental/Program Assessment Coordinators to develop and submit annual Program Assessment Reports. (Appendix A)
- Coordinate the peer review process.
- Report program assessment activities and findings to the campus community and other stakeholders program.
- Provide faculty development in best practices of assessment.

Assessment Practices

Clarion University has established systematic methods of assessment to ensure the integrity of educational offerings at the institution. These methods include a peer evaluation process of externally accredited and non-accredited programs and an assessment of curricular changes. The assessment practices require the following:

- Program learning outcomes arise from, and are congruent with, University learning outcomes. A learning outcome is a measureable statement of how learning outcomes are achieved.
- Post program learning outcomes to the website.
- Involve program faculty in the assessment process.
- Identify program assessment coordinators.
- Conduct an annual assessment plan, which includes an action plan for improvement.
- Peer review of the assessment plan.

Assessment Process: Externally Accredited Programs

Externally accredited programs will submit their annual reports by October 1 of each academic year. To participate in this process, the report must include the following:

- Clear student learning outcomes
- Demonstrate that program learning outcomes arise from and are aligned with University Learning Outcomes
- Measurement of student learning outcomes
- Demonstrated use of the assessment process to improve pedagogy and curriculum. (Closing the loop)
- Integration/ Congruency of program student learning outcomes with university student learning outcomes as demonstrated in the outcomes table
- ISLAC committee members will perform a peer review of the process.
- Programs will submit reports from the external accrediting agencies.

Important Dates: Annual reports to be submitted by October 1

Assessment Process: Non-externally Accredited Programs

Non-externally accredited programs will conduct an annual assessment of at least one student learning outcome. By June 15, programs will submit reports of the previous academic year's results of the action plan. Additionally, programs will provide the results of the assessment and data analysis. By October 1, programs will submit action plans to improve curriculum and enhance student learning. (Appendix B)

Peer review process: Non-externally accredited program reports will be reviewed by peers during July. Peer recommendations will be returned by August 15 to be considered for the program action plan.

The programs will:

1. Develop clear and measureable student learning outcomes
2. Demonstrate integration/ congruency of program student learning outcomes with university student learning outcomes as demonstrated in the outcomes table. (Appendix B)
3. Conduct an annual assessment of the student learning.
4. Develop an action plan to improve curriculum and enhance student learning. (Appendix B)

Important dates: Non-externally Accredited Programs:

June 15: Reports from previous action plan and current assessment of student learning outcomes

July: Peer Review

August 15: Peer review returned to departments

October 1: Departmental Action plans due.

Evaluation and Assessment of Curricular Changes

Curriculum changes processed through the Committee on Courses and Programs of Study and approved by the President will be assessed and evaluated on an annual basis.

Two sets of data are included in the process. The first divides the curriculum changes into four categories:

- A. Curriculum changes resulting from community and future employment needs assessment.
- B. Curriculum changes resulting from curricular assessment
- C. Changes that were required or suggested by external accreditors or advisory boards
- D. Not identified

The second data set breaks the curriculum changes down by type. These changes include three categories:

- A. Academic program changes
- B. Substantive course changes
- C. General education/ Inquiry course changes

Academic program changes may include introduction of new programs, revision of existing programs, deletion of programs, or changes in admission or graduation requirements within a program. Substantive course changes include introduction of new courses, changing credit hours, change in prerequisites, changing enrollment restrictions or level of a course.

Assessment of the Assessment Process

To ensure the integrity of the assessment process, ISLAC will review the assessment processes on an annual basis. This assessment will begin in the summer peer review session and be concluded each fall semester.

Appendix A

Departmental/Program Assessment Coordinator Responsibilities

- The assessment coordinator(s) work primarily with her or his department/program members to develop solid, realistic, and streamlined assessment plans to improve student learning and instructional quality.
- The coordinators(s) may consult with departments, programs, and instructors at any phase of the assessment process (e.g. to identify or develop outcomes, assessment instruments, strategies to implement assessment, analysis of results, action plans to improve student learning).
- The coordinators(s) ensure the timeliness of assessment of department/program/general education distribution offerings, program outcomes, and ensure that assessment of student learning is completed, documented, and reported by way of the Compliance Assist platform in Campus Labs.
- Coordinator(s) participate in professional development and share what they have learned with colleagues.
- Coordinator(s) serve as a liaison between department/program and ISLAC.

Appendix B

Program Assessment Student Learning Outcomes

Department:	Assessment Coordinator:	Date:
Program:	Coordinator's Email address:	

Program Student Learning Outcomes:

Program student learning outcomes should be specific statements that articulate the knowledge, skills, abilities, or dispositions students should gain or improve through their academic program. Each outcome should use precise action verbs (recognize, distinguish, demonstrate, analyze, create, measure, etc.) **and** specify precisely who will acquire the skill.

For example: Graduates will be able to design and create texts for a variety of purposes and audiences, evaluating and assessing the effectiveness and meaning of such texts.

- Please list all program learning outcomes in the left column, below.
- In the second column, please indicate the number corresponding to a University Learning Outcome to which the Program Learning Outcome aligns. Each program outcome should align to at least one University Learning Outcome:
 - I. Students will mature in their understanding of the creative, natural, social, and cultural forces that shape the world.*
 - II. Students will develop intellectual inquiry and problem-solving skills, leading to praxis.*
 - III. Students will commit to personal and professional ethical responsibility.*
 - IV. Students will integrate and apply their learning across general and specialized fields.*

Please add additional rows to the table, if needed.

Program Learning Outcome	Aligns with University Learning Outcome #?

Closing the Loop: Progress on Last Year's Action Plan

To complete this section of the report, refer to last year's assessment report (2018-2019). Describe how the program "closed the loop" on last year's assessment. **Please refer to last year's report.**

- Briefly describe the 2018-2019 action plan.
- What has been accomplished so far based on last year's action plan and what is still in progress?

Program Assessment Summary: What was done to assess this year?

To complete this section, please indicate which of the program learning outcomes were assessed during the 2019-2020 academic year and then describe, in detail, how assessment of that learning outcome(s) took place.

What was done to assess End of Program Student Learning Outcomes?

Direct assessments are tools that measure students' work (e.g., assignments, activities, exam questions, skill demonstrations, etc.). In addition to a direct assessment, try to use an **indirect** assessment, if appropriate. Indirect assessments include student self-reported surveys, interviews, focus groups, or students' reflections on their learning.

*Please attach with this report (or insert into this document) all relevant assessment instruments including rubrics, assignment sheets, activity instructions, surveys, interview questions, etc. **Samples of student work are not necessary.** Each instrument's criteria should be explicit and clearly aligned with the assessed learning outcome.*

What was the expected level of achievement?

Identify a specific, meaningful, and measurable expected level of achievement that is clearly connected to the outcome to be assessed. *For example, the expectation is that at least 70% of students will be able to analyze the differences between a popular source and a scholarly source on the same topic.*

How were data collected and evaluated?

Please describe in detail who collected the data, the sample size, and the rating/scoring procedures.

Please include the program's assessment summary below.

- Program Student Learning Outcome(s) assessed during the 2019-2020 academic year.
- Describe direct and indirect measures of assessment with expected level of achievement. (Include at least one direct measure)

Results and Analysis

Provide the results and data analysis

Action Plan

Submit by October 1, 2020

Department:	Assessment Coordinator:	Date:
Program:	Coordinator's Email address:	

Based on data analysis from Spring 2020, develop an action plan. Submit by October 1, 2020.

- Describe how the results will be used to make changes at the course and/or overall program levels.
- Develop a timeline for this action plan.
- Identify specifically who will be responsible for carrying out the different pieces/steps of the plan.

Topic	Action	Expected Level of Achievement	Responsible Person

Narrative to include timeline: