Institutional Student Learning Assessment
2019-2020 Academic Year

Clarion University of Pennsylvania

Prepared by

Laurie Pierce PhD, RN

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The Annual Report for Institutional Student Learning Assessment for the 2019-2020 academic year is comprised of a review of updated assessment practices and guidelines and curricular changes based on environmental and program assessment of student learning outcomes. Three programs are highlighted within this report. The program highlights illustrate the faculty use of curricular assessment, assessment of student learning, and environmental scanning to prepare students to be successful in their discipline. A brief overview of changes in assessment due transitioning to the online learning environment in March 2020. Finally, an overview of program student learning assessment and the peer review findings are presented.

"Wings Up!"

Dr. Dale-Elizabeth Pehrsson- President

Part One: Assessment Practices and Guidelines Updates

During the 2019-2020 academic year, the Institutional Student Learning and Assessment Committee (ISLAC) reviewed the assessment process to ensure that this process adhered to the Mission and Vision of the Institution. Additionally, based on assessing the assessment process in 2018-2019, changes were made in the process of assessing all programs. The ISLAC Chair worked with individual programs to develop and articulate the assessment processes. Furthermore, workshops in best practices of assessment were presented to faculty in concert with the Learning and Technology Center. Finally, a library guide related to Assessment was developed by the ISLAC Chair in partnership with Tonya Otto, Library Services. (https://libguides.clarion.edu/university_assessment).

Assessment Practices

As stated previously, the Mission and Vision of the Institution were used as guidelines for assessing the assessment process.

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.
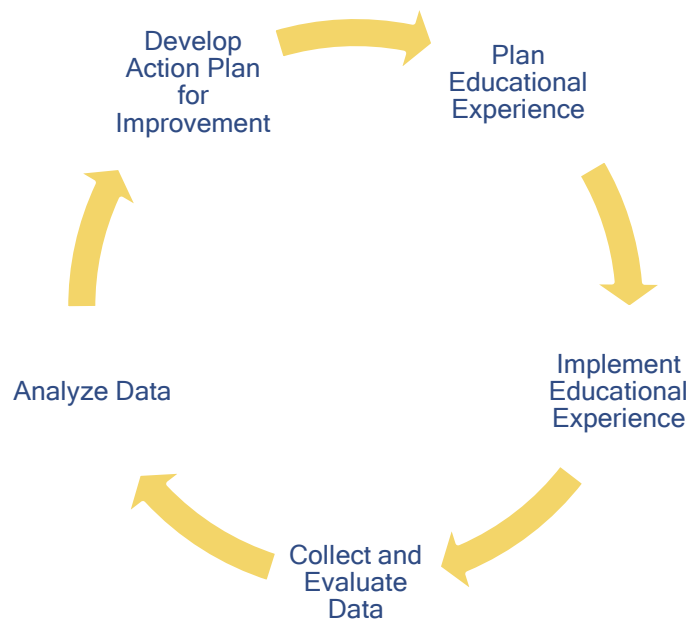
CLARION UNIVERSITY OF PENNSYLVANIA STUDENT LEARNING OUTCOMES

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.

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.

Develop Action Plan for Improvement → Plan Educational Experience → Implement Educational Experience → Collect and Evaluate Data → Analyze Data → Develop Action Plan for 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.

ISLAC Mission:

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

ISLAC 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 ASSESSMENT OF THE ASSESSMENT PROCESS

During the 2019-2020 academic year, ISLAC assessed, reviewed, and updated the assessment process.

Based on recommendations, the assessment process of all programs was revised:

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:

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

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.

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:

- Develop clear and measurable student learning outcomes
- Demonstrate integration/ congruency of program student learning outcomes with university student learning outcomes as demonstrated in the outcomes table.
- Conduct an annual assessment of the student learning.
- Develop an action plan to improve curriculum and enhance student learning.

Part Two: 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.

A review of all curriculum changes clearly demonstrates Clarion University's commitment to provide education that prepares graduates to succeed in their disciplines. Curriculum changes also illustrate the faculty's commitment to robust curriculum assessment and to seek involvement from stakeholders within and outside of the institution.

*Program highlights are presented within this section of the report to illustrate the use of assessment to revise, update, and create curricula that promotes student success in their disciplines.

College of Arts and Sciences

Curriculum Changes by Category

Department	A	B	C	D
Communication	5			
Social Sciences		1		3
Biology	1	1		
English and Modern Languages		3		
History	3	1		
Mathematics		1		

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

Curriculum Changes by Type

Department	A	B	C
Communication	5	1	1
Social Sciences		11	1
Biology		1	
	4	4	9
History	3	1	
Mathematics	1		
Visual and Performing Art			1

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

College of Arts and Sciences: Discussion and Overview

The academic departments within the College of Arts and Sciences conducted curricular assessment to ensure robustness of the programs and to meet the needs of Clarion University graduates. The English and Modern Languages department removed specializations based on program assessment. A new certificate program, *Spanish for Professionals,* was developed based on the increasing need for Spanish speaking professionals. Certificate programs in creative writing and professional writing were also developed based on curriculum review and a scan of the work environment. The Biology department identified a need for an immunology course to prepare students for graduate school and the work environment. The Communication department changed and updated academic requirements based on a curricular review and to prepare graduates for future employment.

PROGRAM HIGHLIGHT: *History Program*

Purpose

The History program within the Social Sciences Department revised degree requirements to better prepare our students for life after their undergraduate degree.

Background

Based on assessment, the faculty determined that graduates are pursuing master's degrees, and higher, are often times earing degrees in Public History or a degree in Museum Studies or related fields. These new avenues are considered growth fields in the discipline and more graduate programs are encouraging students to think outside of traditional academia for job placement. Additionally, jobs for historians with a B.A. are transitioning towards positions heavily involved with the modem technology economy and the sharing of knowledge through mass-digital mediums.

Highlight: The History Program within the Department of Social Sciences.

Preparing Students for the Future

The "Pre-Professional Track" offers courses in Public History, GIS, Communications, Computer Science, or Library Science and gives our history majors a background in disciplines with high demand skills. One advantage is in the accelerated bachelors to master's degree offered by Library Science. Students wishing to take a history degree and work in libraries or archives could take advantage of this accelerated program offered by Clarion University and therefore be simultaneously moving towards completion of their B.A. while starting their MLIS degree

The "Intercultural Track" will allow students to undertake a global and culture flavor to their degree and prepare them for work in an ever-increasingly connected and global world. These courses can be taken in Anthropology, Sociology, Foreign Language, or Philosophy. Historians are increasingly finding jobs in fields of Cultural Resource Management (CRM), State and Federal Government, National and International NGOs, and other positions that require interpersonal and intercultural skills to succeed.

Takeaways

These curricular revisions were based on assessment and meet the mission and vision of Clarion University

College of Business Administration and Information Sciences

Curriculum Changes by Category

Department/ School	A	B	C	D
Finance		1		
Information Science/ Computer Science	7	3		
Management and Marketing		1		
Accountancy		1		

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

Curriculum Changes by Type

Department/ School	A	B	C
Finance	3	7	1
Information Science/ Computer Science	2	5	
Management and Marketing		1	
Accountancy	1	1	

A. Academic program changes
B. Substantive Course Changes
C. General Education Flag / Inquiry Course

College of Business Administration and Information Sciences: Discussion and Overview

The College of Business Administration and Information Sciences continue to assess and revise curricula to prepare students for success upon graduation.   A new concentration in Internal Audit Forensic Accountancy was developed to prepare graduates for work in the forensic field. Based on curricular review, the Forensic Accountancy and Industry concentrations' requirements were revised. . Based on curricular assessment, faculty developed four new courses that address security issues, which prepares students for careers after graduation. Finance faculty developed a new minor in the Real Estate program, which prepares graduates for careers after graduation.

PROGRAM HIGHLIGHT: Computer Science

Purpose

The Computer Science Department developed a new concentration in *Game Programming* to prepare our students for life after their undergraduate degree.

Background

Specific game companies hold #6 and #14 of the top 15 places Computer Science majors want to work when they graduate -that's over 20% that say one of these two game studios is their most wanted job, which indicates that at least 20% would take a game programming concentration to increase their chances of getting hired by a particular gaming company. There are 2,858 video game companies across America, representing 84% of the congressional districts in the nation. 28,556 workers are directly employed by U.S. video game publishers, with another 37,122 being employed by game developers. There are also 220,000+ indirect jobs provided by the industry (freelancing, game journalism, etc.) in the U.S.

Preparing Students for the Future

The proposed concentration in Game Programming gives students experience with core concepts of game development such as game engines and creating games, while also teaching the fundamentals of computer science needed to succeed in many other programming and technology related industries.

Takeaways

These curricular revisions were based on assessment and meet the mission and vision of Clarion University

Highlight: Computer Science

College of Health Sciences and Human Services

Curriculum Changes by Category

	A	B	C	D
NURS MSN	2			
HHRS BS Sports Management	1	2		
HHRS MS Athletic Training	1	1	1	
HHRS Sports Medicine	1			
HRSS Mental Health Counseling	1			1
HSHS Rehabilitation BS		6		
NFSS			1	
Education	4	1		

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

Curriculum Changes by Type

	A	B	C
NURS MSN	2	30	
HHRS MS Athletic Training	1	15	
HHRS Sports Medicine	1		
HSHS Mental Health Counseling	1		
HSHS Rehabilitation	1	14	
NFSS			1
Education	3	6	

A. Academic program changes
B. Substantive Course Changes
C. General Education Flag / Inquiry Course

College of Education, Health, and Human Services: Discussion and Overview

At the conclusion of the 2019-2020 academic year, the School of Education joined the College of Health and Human Services to form a new College of Education, Health, and Human Services. The School of Education developed a new program, *Accelerated Bachelor to the Master's degree in Special Education.* The program was developed after evaluating the future needs of the profession and the need for master's prepared special education teachers.

The department of Nursing conducted an evaluation of the graduate level educational needs of nurses and removed the *MSN Nurse Educator* track from moratorium and updated the curriculum. Additionally, the *MSN-FNP* program also had a major curriculum revision based on the changing healthcare needs of the population.

Rehabilitation Sciences conducted a curricular assessment and based on assessment, the *Rehab BS-Developmental Disabilities* concentration was changed to *Intellectual Disabilities*. The name change reflects the current terminology and philosophy of this discipline. In addition to the name change, requirements of the program were updated to promote the success of students upon graduation.

Sports Management created the minor in Sports Marketing that provides students with the opportunity to increase their understanding of marketing as it relates to the expanding world of sports. The minor is intended for marketing students to focus on the area of sports and for Sports Majors to develop an understanding of marketing sports.

PROGRAM HIGHLIGHT: Sports Management

Purpose

Curriculum assessment and revision within the Sports Science Discipline.

Background

The faculty of the Human Services, Rehabilitation, Health and Sport Science Department that teach in the Nutrition, Health and Sport Science Discipline met on four occasions during the academic year to assess our current academic program. Assessment included a review of Student Learning Outcomes. discussion dealt with streamlining the Student Learning Outcomes for the program so that that assessment would be more feasible within the context of our program. The existing SLO's for the Bachelor of Science degree in Sport Management were based on the Commission on Sport Management Accreditation (COSMA) standards and consisted of 10 items.

Preparing Students for the Future

After considering these SLO's and the feasibility of assessing all ten within the current framework of our department, it was determined that we would abridge the current set of ten SLO's to a more concise, but still adequate number of SLO's that would truly measure student learning within the most important realms of our program. To this end faculty abridged the old set of ten SLO's to a more succinct list of three SLO's that would serve to accurately measure our student knowledge within the curriculum.

Based on curricular assessment, requirements of the program were revised. Additionally, one new course was added.

Takeaways

These curricular revisions were based on assessment and meet the mission and vision of Clarion University

Highlight: Sports Management

Part Three: Activities During the Pandemic

On March 16, 2020, in response to the unprecedented global pandemic, Clarion University pivoted to an online learning environment. Assessment of student learning was challenged. Despite this significant challenge, across the institution, the majority of programs conducted an assessment of student learning.

In preparation for the pivot to the online learning environment, a faculty peer mentorship program was implemented for those transitioning to alternate pedagogical strategies. Additionally, workshops and presentation for distance learning, course development, and assessment were presented in the Spring and Summer Semesters.

Finally, as faculty and administration collaboration on a policy change for grading in the Spring Semester.

## Spring 2020 Grade Policy Results

Policy

The pandemic has caused Clarion University to move all classes to remote delivery and this, in turn, has caused additional strain upon students and faculty. Even students who are totally online during this semester as well as those enrolled in second seven-week courses (7W2) are experiencing additional stress related to work issues, loss of child-care, or illness. Therefore, Clarion University will adopt the following changes in grading for the Spring 2020 semester:

- The grading options in 7 week 2 and regular session spring courses will be A, B, C, P, and NCR. In essence, the P grade would replace the D and the NCR grade would replace the F.   It should be noted that neither P nor NCR grades will influence the GPA.
- After grades are awarded, students would have a 7-day window to petition that any B/C grades they received be changed to "*Pass*." These requests would need to be routed through Chairs or deans.
- This does not waive the minimum GPA required for graduation in a student's program of study. Some students may be required to select letter grades to boost their GPAs.
- This does NOT apply to courses taught during the first seven weeks (7w1).

Results

Grading comparison Spring 2019 and Spring 2020

The graph below compares grades awarded in Spring 2019 and Spring 2020 before any grade change requests or assignment of P for D or NC to F. A larger percentage of As were awarded in Spring 2020 than in Spring 2019 (57.6% compared to 53.3%). A smaller percentage of Bs were awarded in Spring 2020 than in Spring 2019 (23.7% compared to 20.4%). A smaller percentage of Cs were awarded in Spring 2020 than in Spring 2019 (9.8% compared to 7.8%). The number of WX grades (withdrawal from the University) decreased from Spring 2019 to Spring 2020 (1.2% to 0.8%).
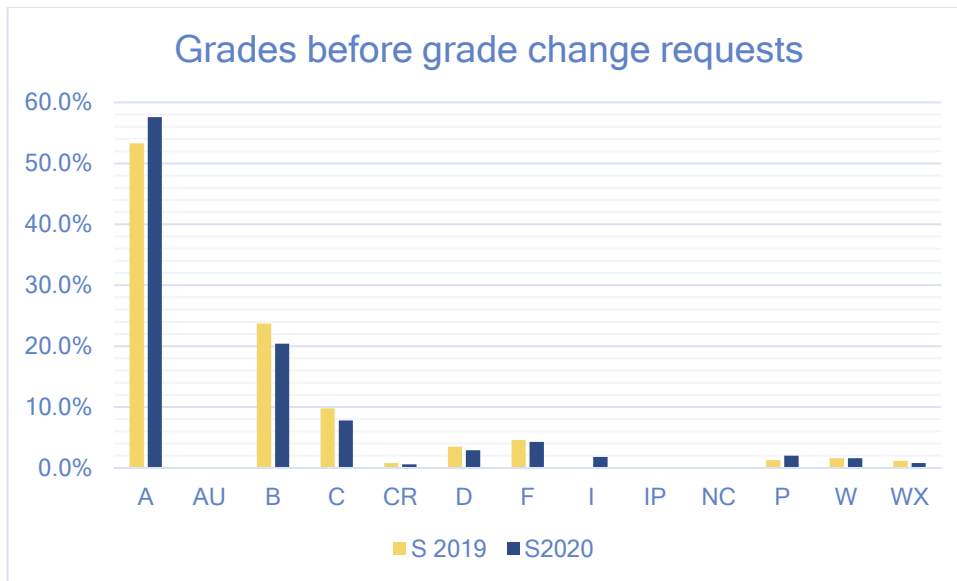
D and F grades

510 D grades were automatically changed to Pass, and 761 F grades were automatically changed to NC. These represent 2.9% and 4.3% of all grades awarded.

Grade Change requests

There was a total of 353 requests to change grades of B or C to Pass from 238 separate students. Of all B grades initially awarded to students, 3% (N = 109) were requested to be changed to Pass. Of all C grades initially awarded to students, 18% (N = 244) were requested to be changed to Pass.

Sixty-seven percent of the students who requested a grade change requested a grade change in just one course (N = 161);   21% requested grade changes in two courses (N= 50); 8% requested grade changes in three courses; and 3% requested grade changes in four or more courses.

Of these 353 requests, 69% (N =242) of the requests involved multiple students (2 or more) requesting a grade change for the same course name (analysis by course name, not section); the remaining 31% (N = 109) were requests from a single student in a single course.

Grade changes were requested for 121 courses (analysis by course, not by section). The courses for which grade changes were most frequently requested include:

Course	Number of requested changes across all sections
Math 221	13
Psy 211	11
BIOL 156	8
GEOG 100	7
Math 131	7
MUS 111	6
CHEM 154	6
BIOL 166	6
CIS 217	6
DA 202 & CIS 202	6
ECON 222	6
SOC 211	5
BIOL 111	5
ENG 111	5
Math 110	5

Sixty-one percent (N = 215) of the 353 requests for grade changes were approved; 39% were not acted upon.

Effect of Grade Change Requests on GPA

Before any grade change requests were processed, the mean term GPA for the students requesting changes would have been 3.11 with a range of 2.0-3.84. After the grade change requests were processed, the mean term GPA for the students requesting changes was 3.381 with a range of 0-4.0. The average student's term GPA increase was 0.262, although this ranged from -3.0 to 1.571. Seventy-four students (32%) had term GPAs of 4.0 after the grade change requests were processed. After the grade change requests were processed, 13 students (5.6%) fell below their current GPA for the term. These students had all P, PC, CR, NCR or I grades.

Before any grade change requests were processed, the mean CUM GPA for these students would have been 3.118 with a range of 1.865-3.949. After the grade changes were processed, the mean CUM GPA for the students requesting changes was 3.198 with a range of 0-4.0. The average student's CUM GPA increase was 0.079, although this ranged from -2.5 to 1.0.   Eleven students (4.7%) had CUM GPAs of 4.0 after the grade change requests were processed. After the grade change requests were processed, 4 students (1.7%) fell below their CUM GPA. These students had all P, PC, CR, NCR or I grades.

Part Four: Assessment of Student Learning and Peer Review

Clarion University continues to develop a culture of assessment. To that end, academic programs participate in a peer review process. Program faculty conduct an assessment of student learning outcomes, analyze the data, and develop an action plan. The assessment is submitted for peer review that occurring in the summer.

In July 2020 faculty met to conduct a peer review of submitted assessment reports from the 2019-2020 academic year.

College of Arts and Sciences

Program Student Learning Outcomes clearly align with University Learning Outcomes. The assessment reports included a follow up from the 2018-2019 assessment cycle. Current assessment from 2019-2020 identified assessment methods and assessment results.

AB Anthropology

BS Communication

BA English +

BA History +

BS Mathematics

BS Medical Technology

BA Philosophy

BS Physics

BA Political Science

BA Sociology

All programs clearly identified that program student learning outcomes arise from, and are congruent with, Clarion University Student Learning Outcomes.

College of Business Administration and Information Sciences

Program Student Learning Outcomes clearly align with University Learning Outcomes. The assessment reports included a follow up from the 2018-2019 assessment cycle. Current assessment from 2019-2020 identified assessment methods and assessment results.

BS Information Systems

All other programs within COBAIS are externally accredited.

All programs clearly identified that program student learning outcomes arise from, and are congruent with, Clarion University Student Learning Outcomes.

College of Education, Health, and Human Services

Program Student Learning Outcomes clearly align with University Learning Outcomes. The assessment reports included a follow up from the 2018-2019 assessment cycle. Current assessment from 2019-2020 identified assessment methods and assessment results.

AS Criminal Justice +

BS Criminal Justice Administration

AS Allied Health (refer to General Education Assessment Report 2019-2020)

BS/BA Psychology +

Clinical and Mental Health Counseling

BS Sports Management

BS Nutrition

Assessing the Assessment Process:

Plan: Review the submission forms

       Continue faculty development in assessment

(Appendix for Peer Review Meeting Minutes)

Appendix

Peer Review Institutional Student Learning Assessment Committee

Clarion University of Pennsylvania

Monday July 20, 2020

Minutes

Zoom Meeting at 12:15 p.m.-1:45 p.m.

Present: Laurie Pierce, Chair; Members: Laurie Bladen, Crystal Sheedy, Rhonda Clark, Christopher McCarrick, Simon Aristeguieta-Trillos, Marcella McConnell, Paul Woodburne, Leah Chambers, Craig Scott, Jennifer Boyer, Joseph Croskey, Natalie Armstrong, and Naomi Bell O'Neil

1. Laurie Pierce, ISLAC and General Education Assessment Chair, welcomed and thanked the review committee for their dedication to enhancing Clarion's ongoing assessment process. Unprecedented times made this process challenging, but all members of this review committee have done well and identified areas of weaknesses and areas of strengths in Clarion's program assessment process.

2. Announcements: L. Pierce submitted a request to Dr. Gent to be part of the planning committee with California University of PA—especially with the assessment process and external accreditation.

3. Closing the Loop from 2018-2019 recommendations from peer review assessment retreat and updates.

   a. N. O'Neil and L. Pierce met multiple times through the Fall Semester for assessment planning and in cooperation with the Associate Provost office.
   b. ISLAC met three times in the 2019-2020 academic year for planning.
   c. During the July 2019 peer review meeting, faculty suggested that the program student learning assessment process be revised into two reports at separate times. The program assessment reports of student learning results would be submitted in June at the end of the academic year. Then in fall, programs will submit their academic strategic plans for their assessment of student learning for that next year. Strategic plan will be due in October.

   d. Faculty development: L. Pierce met with multiple programs to develop measurable outcomes and methods of assessment.

   e. L. Pierce worked with Rene Allied Health and Ellen Foster (Director of Integrated Degree Programs) to determine outcomes for the Associates degree programs and Integrated Degree Programs, which do not have a disciplinary track. The purpose of these programs is for the graduate to meet general education outcomes at the associate or baccalaureate degree levels.

f. Faculty development: Assessment of learning versus program assessment (D. Hartley is working on program assessment). Submitted to Academic Council with an early draft but it is not yet finalized.

g. Faculty development: A library guide was established to provide faculty resources for assessment (Attached to previous email). L. Bladen presented a video that demonstrated use of projects to measure end of program student learning outcomes.

h. ISLAC Assessment policy manual was updated by ISLAC and posted to the website and shared with all faculty.

i. Programs not submitting reports: Four programs did not submit 2019-20 program assessment reports. L. Pierce has followed up with these programs. Two of the four programs did submit late reports.

j. Although not specifically discussed in July 2019, externally accredited programs will now submit their entire report in October to be reviewed by L. Pierce and ISLAC.

*Please note that all individual meetings and faculty development meetings are documented in minutes and in ISLAC's monthly report submitted to the Provost, Associate Provost, and ISLAC members. If the Middle States standards committee needs anything from assessment or general education reports, please contact L. Pierce directly.

Annual ISLAC report for 2019-2020 included a review of all CCPS proposals, which demonstrate ongoing assessment to update programs and curricula. Clarion University faculty are outstanding at identifying gaps in curriculum and filling those gap, specifically focusing on preparing students for life after graduation.

No one had any additional comments regarding last year's closing the loop.

4. Review of program assessment (Groups met prior to the meeting to conduct a peer assessment).

a. How did COVID-19 impact assessment activities?
    a. Most programs completed full-year reports and only a few reported only fall assessment.
b. Overall findings of the program student learning assessments.
    a. Several programs did not analyze the results of the assessment.
    b. Rubrics were not analytic in nature. The report said if students met benchmarks but very little analysis.
    c. L. Chambers, M. McConnell, C. McCarrick discussed not using grading rubrics but assessing particular learning outcomes over time - McCarrick mentioned that grades are not assessment. R. Clark - to add to what Chris was saying - we encountered a lot of departments that used individual faculty doing the assessments of their own

class. In some cases, this was complicated further with the issues Chris mentioned, that a grade or grading rubric for a specific assignment were used. But we decided that it was premature to mention that it would be better to have an assessment committee in place.

M McConnell said on chat: A few groups need rubrics. Some need rubrics with criteria descriptions between levels. Then, the advanced groups need help using distinguishable language within the criteria descriptions.

Program assessment report forms and Peer Review forms need to be reviewed

a. C. Scott – program assessment coordinators are at various levels of advancement in appropriately completing assessment reports.

b. C. Scott suggests that report forms be reviewed to make sure that the rubric matches. L. Pierce requested that C. Scott submit a recommendation to L. Pierce. L. Chambers suggests that the wording be mirrored more closely. Revising our reporting process is our assessment of the program assessment process. Clarion's program assessment is in transition now that programs are reporting assessment results in June and the program strategic plan in October. In the end of year assessment report, programs can copy and paste their strategic plans and then report how the assessment plan was carried out.

c. L. Bladen pointed out that in the instructions of the Program Assessment Report, the Program Student Learning Outcomes section gives the example as "Graduates" and also "Students will…" and then on the peer review form there is a critique to say more than simply "students" but to expand on exactly who is assessed, i.e., "graduating seniors." This issue will be addressed in the first ISLAC meeting in the fall.

d. L. Chambers comment regarding forms: instead of "strengths" and "comments," could we have a check box for the criteria and just a space for comments?
    i. I found myself putting constructive feedback on the left instead of the right and also felt pressured to write a lot in the "strengths" box.
    ii. From M. McConnell: I Agree. Leah's idea of only a comments column works for me. Or a Strengths, Weaknesses, & Comments column all in one.

Faculty Development for the 2020-2021 Academic Year

a. Rubric development – analytic rather than grading rubrics
b. Analyzing results
c. Strategic plan reporting and coordination.
d. Mention to Program Assessment Coordinators to not include names of professors in the results section of reports

c. Recap:
    a. Training Plan
    b. Revision of Report forms and Peer Review Forms
    c. During COVID- can grades be truly a good report?

5. Recommendations for the 2020-2021 academic year
    a. S. Aristeguieta-Trillos asked about the coordination of assessment with Cal U and that we need to get clarification on how this will be conducted. L. Pierce has requested to be a member of the CAL U planning committee
    b. Should we move this assessment process to Campus Labs? Overall agreement to not move our program assessment to Campus Labs.

Meeting concluded at 1:45 p.m.

Respectfully submitted,

Naomi Bell O'Neil