

2024-2025 Annual Report on Assessment Activities

This report outlines assessment activity in the Division of Academic Affairs during academic year 2024-2025. Highlights of the year include the implementation of Watermark Assessment Projects to be used with General Education Assessment, Juried Assessment and other Assessment Projects; the Davis/AAC&U grant, which supports the assessment of AIA Integrative Learning as a part of the General Education Curriculum; and a review of Assessment within Academic Offerings in preparation of our NECHE Interim Report.

This year's primary **professional development** offerings were focused on Competency Based Assessment. Initially, a presentation by the chair of the Nursing Department took place focusing on a case study of their own competency-based assessment. This was followed by a Regional Professional Development sponsored by the DHE featuring Dr. Laura Gambino (NECHE Vice-President) presenting on the topic: *Ensuring All Students are Learning: Exploring Direct and Competency-Based Assessment Practices*. In connection with this, a luncheon was held for FSU constituents to provide for a discussion of competency-based learning and assessment within the context of Fitchburg State University.

Ongoing training session for phase two adopters of Watermark Planning & Self Study (P&SS) took place throughout the year. As a follow up to the previous year's professional development for phase one adopters, a session was held on the topic of *Lessons Learned from Implementation of Watermark Planning & Self Study*.

The partnership with the **Center of Teaching and Learning** is of ongoing importance as we develop professional development on the topic of Assessment or provide one-on-one consultation on Assessment.

Learning Outcomes Assessment, it is expected that we will have 90% of undergraduate programs submit the Annual Assessment Report this year using either the P&SS or the traditional method. Twenty-five percent of programs used Watermark Planning & Self Study.

General Education Assessment: Assessment Projects by Watermark was acquired to use for the implementation of Assessment Day 2025. A complete test of this tool was done using artifacts and scorers in preparation for a pilot of Procedural and Logical Thinking and Quantitative Reasoning Outcomes of the General Education Assessment. However, prior to Assessment Day it was deemed we would not have sufficient artifacts to conduct the assessment. The Assessment was postponed to Academic Year 2025-26.

A University working group utilized funds from a **Davis Grant sponsored by the AAC&U** to advance the assessment of Integrative Learning in the General Education Curriculum. As part of grant activities, a faculty-led group formed the previous year homed in on the goals of the grant. The final phase of grant activities took place leading to the finalization of the rubric in preparation for its use in General Education Assessment Day 2027. The Integrative Learning Cohort and Faculty Group were impactful in the General Education Curriculum initiating

revisions to the assessment process of integrative learning.

Program Review in 2024-25 included History, Biology, Chemistry, and Public Health Science. These four programs developed comprehensive program review documents and had External Evaluator Site Visits and subsequent reports. These teams are on target to have action plans in place by late fall. Education Studies scheduled to complete their program review also in academic year 2024-25, plans to complete by Spring 2026.

During the Academic Year 2024-25 the OIRP has assisted with several **Surveys** this included survey design, deployment, analysis, and report creation. Among the surveys included are the following:

Alumni Survey 2024 (1st, 3rd, 5th year), Appendix H Questionnaire (departmental advising), Career Services and Advising Satisfaction Kiosk, Faculty Perceptions on Notetaking, First Destination Survey, Graduation Survey for Graduate Students, New Transfer Student Orientation Survey, Sexual Misconduct Survey (Campus Climate), SGOCE Transfer Student Survey, Student Athlete Surveys (all sports all seasons).

In addition, the following surveys were administered by the OIRP: CSI & MYSA, SGOCE PSP: (Noel Levitz), Healthy Minds (JED), and NSSE.

University Assessment Research Committee (UARC) conducted its annual peer review of assessment reports. Additionally, a rubric was created for UARC to use to Assess Annual Report created in Watermark Planning & Self Study. During meetings **UARC** reviewed and/or contributed to the topics of General Education Assessment, Assessment and AI, Assessment Software, Assessment Resources available for Faculty and Exit Surveys.

Assessment Projects by Watermark was selected as a tool for campus constituents to streamline assessment projects and replace TK20 which is being phased out by Watermark. A review of several possible tools took place and Assessment Projects by Watermark was selected due to its capabilities and in part due to the pricing of the tool. Administrators within the Office of Institutional Research and Planning took part in implementation training, which included a full test case of utilizing the tool for General Education Assessment. In Fall of 2025 the tool will be piloted.

As the **NECHE** Interim Report (2027) approaches, preparation of Assessment Documentation has been taking place. During the Fall of 2024 a Summary/Audit of Assessment across all disciplines all modalities both graduate and undergraduate was completed. This report identified Strengths and Opportunities for Growth within our Assessment Activities and influences the preparation for this NECHE review.

The strengths identified are largely in our undergraduate academic assessment. We have a well-established program review process on a consistent 7-year cycle for all undergraduate academic programs. Our Annual Assessment Reports document learning outcomes assessment across the

curriculum (90% participation). Due to the adoption of Watermark Planning & Self Study 9 additional programs have engaged in assessment planning in the last two years (Communications Media, Digital Media Innovation, Game Design, Economics, History, Political Science, Environmental & Earth Science, Geographic Science & Technology, Public Health Science). As described below undergraduate programs have initiated incorporating certificates in their assessment and program review processes.

While some Graduate Program's program review is incorporated into their undergraduate program review process (MA English, MS Criminal Justice, MA History) others are stand alone. Some of the stand-alone programs are reviewed within the program review cycle (MS Applied Communications, MS Construction Management (new program), MA Counseling) others are not (MS Computer Science, Non-Licensure Graduate Programs). Learning Outcomes Assessment has similar characteristics. Some of the Graduate Programs (MA Counseling, MA Applied Communications, MA English, MS History, MA Nursing) consistently participate in learning outcomes assessment and submit an Annual Assessment report others do not (MS Computer Science, MS Criminal Justice, MS Occupational Education, Non-Licensure Grad Programs, Extended Campus). Some Grad programs are assessed and reviewed as part of their external accreditation (MBA-IACBE, MEd Licensure Education-AQUEP, Nursing-CCNE). See table below:

Program Review within Undergraduate Program Review	Program Review Stand Alone	To Be Scheduled for Program Review
MS Criminal Justice	MS Applied Communication	MS Computer Science
MA English	MA Counseling	Non-Licensure Graduate Programs
MA History	MEd Occupational Education	
	MS Construction Management (new program)	

Annual Assessment Report Consistently Completed	Annual Assessment Reports Not Completed
MS Applied Communications	MS Criminal Justice
MA Counseling	MS Construction Management (new program)
MA English	MEd Occupational Education
MA History	MEd Non-Licensure Education Programs
MS Nursing	Certificates Ed.S. Non-Licensure Education Programs

External Evaluation Complete Includes Masters	External Evaluation Completed Does Not Include
MBA IACBE	MS Computer Science
MS Nursing CCNE	
MEd-Education AQUEP (includes licensure programs)	MEd Education Non-Licensure Programs

Since our NECHE review, programs have begun incorporating assessment of their related certificates within their program reviews and Annual Assessment reports. Within our Graduate Programs Special Issues in Counseling Certificate has been included in the Annual Assessment Report. Some of the Certificates are low-enrolled and unable to undergo assessment. Non-licensure certificates within the School of Education Graduate Programs have not been reviewed and assessed. Three Non-licensure Graduate Programs have engaged in Assessment Planning to prepare for their program reviews next year. There is minimal progress made here.

For more information about assessment visit the assessment website at

<https://www.fitchburgstate.edu/about/institutional-research-and-planning/assessment>