

2022-2023 Annual Report on Assessment Activities

This report outlines assessment activity in the Divisions of Academic and Student Affairs during academic year 2022-2023. The highlight of this year for Academic Assessment is the progress made on assessing our General Education Curriculum. Most particularly the assessment of the outcomes of Reading, Information Literacy, Writing, and Integrative Learning. This occurred alongside the work of strengthening our campus culture of Assessment. The focus of Student Affairs assessment was on building and implementing a comprehensive assessment program.

Academic Assessment

This year's primary **professional development** offering was a series entitled: Equipping your Assessment Toolbox. The three topics covered in the series were: Learning Outcomes Assessment, Curriculum Mapping, and Leading Assessment Projects from the Experts (a panel presentation). The sessions were facilitated collaboratively by both faculty and staff. There was a total of 45 in attendance across sessions with the primary mode of attendance being online. Recordings and slides were posted on the public website for further opportunity to share these topics.

In addition, an in-person specialized session on Learning Outcomes Assessment was provided for SGOCE Program Chairs. The final session of the year was a workshop on Assessment Planning as part of the "Creating an Assessment Plan" series (see below for more details).

Learning Outcomes Assessment was emphasized during this academic year as evidenced by the professional development offerings. It is expected that we will have 100% of undergraduate programs submit the Annual Assessment Report this year. During this academic year the Assessment Director attended and provided tips on completing the Annual Assessment Report as well as fielded questions at each of the School's Department Chair meetings. A FAQ document was created and distributed to those completing the Annual Assessment Report. Progress was made on the reporting of Assessment of Graduate Program and Certificates.

Existing programs and new programs (DMI and Public Health Science) are continually updating or adding their learning outcomes to the University website Academic Program Pages.

Cookies and Assessment continued this year as a form of office hours for campus constituents to seek out consultation on assessment related topics. The main areas where support was sought was on writing Annual Assessment Reports, Program Review, Survey Design and External Accreditation.

During this academic year a revision of the professional development to support the **Assessment Planning** process took place. A new three-part series was designed entitled "Creating A Program's Assessment Plan" (designed to be offered in three 2-hour sessions). In addition, the Assessment Plan template was revised and the Fitchburg State Assessment Planning Tool was developed to serve as a tool for those undertaking Assessment Planning. IDS/Humanities submitted an updated Assessment Plan while Communications Media, Game Design, English, Sociology, Public Health Science, and Psychological Science progressed on their plans.

General Education Assessment: During Academic Year 2022-23 the Ambassadors in Assessment Model carried over from the previous year to create rubrics for the Inquiry & Analysis themed outcomes. The first pilot of an Assessment Day took place to assess the Reading, Information Literacy, & Writing outcomes. Eleven faculty and librarians served as assessors of 100 artifacts (this was a sample from approximately 175 artifacts submitted). Stipends for assessors were funded by FSU. In addition, the Integrative Learning Outcome assessment was piloted and funded by an AAC&U/Davis Grant (see below). Artifacts were collected and scored and analysis of this process was conducted for all four outcomes. A robust debriefing session took place following the scoring of artifacts which produced highly useful information for Assessment Days going forward.

A University Cohort 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 cohort was formed to identify what integrative learning means at FSU as well as develop an assessment tool. The Integrative Learning Outcome was scored on Assessment Day using the VALUE Rubric offered by the AAC&U. Twenty-nine artifacts were scored by two assessors at the Assessment Day and valuable feedback was provided to inform the creation of our own rubric during this pilot process. Two faculty were sponsored with grant funds to attend the AAC&U General Education & Pedagogy Conference.

Program Review in 2022-23 included the Library. There were no Academic Program Reviews this year. The Library completed all components of the program review including the Self-Study, External Reviewer Visit, and the Completion of the Action Plan.

During the Academic Year 2022-23 the OIRP has assisted with several **Surveys**. The Campus Climate Surveys, the Community Health Center Survey and Focus Groups, the FYE Survey, the Advising Survey, and the First Destination Survey (via Career Services Handshake Platform) Graduation Survey for Graduate Students, and the National Survey of Student Engagement (NSSE). This academic year has served as a transition year from Select Survey to **Qualtrics** with Select Survey going offline June 30th. Survey creation, Survey Launch, and Survey Analysis tools within Qualtrics were piloted across a variety of surveys. As part of the transition from Select Survey a comprehensive archive was created to house all past survey documents including raw data.

University Assessment Research Committee conducted its annual peer review of assessment reports. During meetings **UARC** reviewed and/or contributed to the analysis of the campus climate survey, a tool for the assessment of certificate programs, the Assessment Plan template, program review guidelines, the assessment of the general education curriculum, and the analysis of the undergraduate and graduate exit surveys.

A search for an Assessment Tool to meet the Universities program review, accreditation, and planning needs was undertaken during this academic year. Meeting these needs in combination with the desire to sunset TK20 led to the acquisition of **Watermark Planning & Self Study** at a net zero cost to FSU. Final activities of the year included preparation for implementation for this tool.

For more information about assessment visit the assessment website at <https://www.fitchburgstate.edu/about/institutional-research-and-planning/assessment>

Student Affairs Assessment

Over the last five years, the Division of Student Affairs has been building and implementing a comprehensive assessment program using the academic assessment approach as a guide in terms of language and timeframes. Each department must have at least one student learning goal and at least one effectiveness goal, as well as a series of Key Performance Indicators (KPIs). Each Department generally has between 3 and 6 goals total. Soon, this website will be updated with the 2022-23 Annual Goals, along with a quick synopsis of the results, implications, action plans, and link with the strategic plan: <https://www.fitchburgstate.edu/student-support/office-student-affairs/student-affairs-assessment>

The draft of each department's 2023-24 Annual Goals will also be found on this website. Each academic year, the departments confirm their annual goals in August, submit a mid-year report in January, and submit an end-of-year report in July. In between, the department director and assessment lead meet with the Vice President for Student Affairs several times each semester about progress, challenges, questions, and skill development. In addition, there are often group and divisional trainings about topics such as equity-minded assessment, creating learning outcomes, a focus on the "why", aligning departmental and program goals with divisional and institutional goals, methods beyond surveys, and logistical pieces of our assessment process.

In both the mid-year report and end-of-year report, departments detail KPIs, goals, objectives, activities, assessment method, link to DEI efforts, link to Strategic Plan, results, implications, and action plan/next steps. In the end-of-year report, additional reflective responses are provided about the process in general, requests for skill development, and KPI performance. These reports demonstrate a wide variety of methods used to gather evidence about the extent to which we are effective at achieving what we say we will achieve.

In 2022-23, the Student Affairs Departmental Review Process was introduced. We use the standards from the [Council for the Advancement of Standards](#) to evaluate our work. Over a series of years, each functional area in the Division of Student Affairs will conduct a program review. Note that some departments will regularly conduct several reviews because they address multiple functional areas.

Student Affairs departments tend to focus on the following areas in their annual goals and objectives:

- Diversity, equity, inclusion, and belonging work
- Student learning outcomes
- Applied learning experiences for students
- Work with specific populations of students
- Intentional collaboration
- Process improvement
- Program improvement
- Social media improvement

It is worth noting that a large portion of the work we do in Student Affairs, particularly though not exclusively with our assessment efforts, relates directly with the 2020-25 Strategic Plan and the NECHE Projections.