An Overview of Assessment Reporting

PAR Organizing Meetings
2024 – 2025

BOISE STATE UNIVERSITY

Our Agenda

- What's new in assessment?

- Essentials of PAR

- Foundations of the Discipline essentials

- Available resources

- Questions, comments, and discussion

Introductions

- Name, department, and your role

- What is your previous experience with PAR (if any)?

WHAT'S NEW IN ASSESSMENT?

What's new in assessment?

- Distinction between programs
  - Online programs required to report separately from campus-based
  - Each PAR should demonstrate the distinctiveness of the given program – i.e., departments cannot submit the exact same report for two different programs

- The pandemic-related adjustments have been sunsetted

- GEC has created guidelines for PLO-ULO alignment

- Faculty coordinator for program assessment

PAR ESSENTIALS

Core Questions

- What do we intend for students to KNOW, DO, and BECOME as a result of our program?

- How well are our students learning?

- How do we know?

Components of the Program Assessment Report (PAR)

- Narrative, Template I

- Assessment Matrix, Template II

- Curriculum Map Template

**Use the delivered versions of the templates – do not reuse old reports or templates

PARs are due May 1

Template Part 1 – Narrative

1. Mission
   - Who are you? What do you do?
   - Connection between your PLOs and mission

2. Assessment Process (current)

   a. Engagement and Process within the department/program
   b. Strengths and Challenges
   c. National standards

Template Part 1 – Narrative

3. Continuous Improvement (backwards looking)
   a. Curr/instr/program changes
   b. Assessment process + /△
   c. Responses to last PAR if scores of No Evidence or Beginning

4. Curriculum Map Discussion
   ○ Summary analysis
   ○ 3 prompts for all programs PLUS 1 extra for UG programs

Program Assessment Report (PAR) Template Part I

Date:
People completing this report:

1. **Mission:** What is the mission of your program? How does it align with the mission of the college and university? How do your PLOs inform or reflect your mission? [250 words max]

2. **Assessment Process:** Responses to this item reflect the current state in the department/program. Provide a current 'snapshot' of your PLO assessment process.
   a. *Engagement & Process:* Describe how the department discusses, uses, and shares information about student learning outcomes achievement (i.e., How does the assessment process work beyond individual courses? Who is involved? How do the department's faculty interact around this topic? How often? How are results shared and with whom?). [750 words max]
   b. *Strengths & Challenges:* What is going well in the assessment of this program? Are there any challenges, gaps, or areas for improvement): Is your program accredited by an external, national and/or national/professional standards (verbatim, adapted, etc.) and the extent to which your PLOs represent the professional agency? If so, briefly summarize the extent to which other aspects of your assessment process are prescribed by that accreditation (e.g., types of measures used, levels of proficiency, etc.). [150 words max]

3. **Continuous Improvement:** Responses to this item are backwards looking in that you are reflecting on action items and next steps that were identified in your last report.
   a. *Curriculum, instructional, or programmatic changes* (see previous PAR Template II, column 4; previous Curriculum Map; and Follow-Up Report, question III): Were you able to address action items and next steps identified in your last report? Please refer to specific items and discuss the 2-4 most significant changes. Discuss items that were not addressed, those you are continuing to work on, or new items that were substituted for the original action items/next steps. If new items were introduced, please provide brief rationale. [750 words max]
   b. *Assessment process changes or improvements* (see previous PAR Template 1, question 6 and/or any self-identified areas for improvement identified in the assessment process? [250 words max]
   c. *Response to scores of "no evidence" or "beginning."* If your program received such ratings on the last PAR, please indicate specifically what has been done to move the program forward in these areas? [250 words max]

4. **Curriculum Map:** Complete the Curriculum Map Template and provide a summary analysis based on the following questions:
   ○ Are students provided with multiple learning opportunities to develop the learning outcomes?
   ○ Are courses in the major sequenced in a logical pattern to facilitate student achievement of the learning outcomes?
   ○ How are learning experiences such as internships, service-learning courses, or other opportunities reflected on the map and how do they support the development of the PLOs?
   Undergraduate programs, please also address:
   ○ Considering ULOs 1 through 5, which ULOs are reinforced within your curriculum and to what extent? How are students provided with opportunities to develop these outcomes prior to and during their Finishing Foundations experience? Provide relevant examples as appropriate. [This question applies to all undergraduate programs regardless of whether you offer a Foundations of the Discipline course(s).]

Template Part 2 – Assessment Matrix

Program Assessment Report (PAR) Template Part II

List the Current Intended Program Learning Outcomes (one per row, typically 6-8 per program) Learner-centered statements that address: What should students know, be able to do, and become as a result of completing the program?	Measures Used to Assess Outcomes What evidence is used by the department/ program to determine whether the outcome has been achieved? **Direct measure(s)** such as portfolios, embedded assignments, lab reports, etc. **Indirect measure(s)** such as surveys, focus groups, etc. of students, alumni, employers, supervisors, etc. **Informal method(s)** such as faculty observations, informal reports, discussions, etc.	Interpretation of Key Findings What have you discovered about student learning in each of the intended learning outcomes areas?	Actions Taken or Planned Based on Findings Based on the assessments and results reported in this table, how have or will the findings be used by the faculty to make changes to the curriculum, specific courses, and/or to the pedagogy used in the program? Please report: (1) actions already taken, and/or (2) actions planned for the future. Provide relevant examples. * NOTE: These items reflect new action items based on assessment reported in this table. You will report on these action items in your next assessment report.
EXAMPLE: Apply literary criticism in the traditions of the discipline.	EXAMPLE: Review sample of entry-level assignments from XYZ 150 using a rubric – establishes baseline. Review of sample of final projects from XYZ 450 by program faculty to consider course and program revisions.	EXAMPLE: The sample of graduating projects did not show as much growth as expected. We expected to see more students achieving mastery on this PLO. Approximately 35% of the graduating seniors were mastering this outcome – we are targeting 60%	EXAMPLE: After reviewing the assessment results and our curriculum map, we noticed this topic was not being developed so we added PLO to XYZ 280 and XYZ 350. We expect to see a 60% of students mastering PLO by our next PAR reporting cycle.
1.			
2.			

Curriculum Map Template

Name of Program: <insert here>

Program Learning Outcomes (List program-specific learning outcomes, one per row below)		FF course in the program creates the bookend of the UF curriculum. *(No changes to the blue columns)*				List all of the department's required courses for this degree program, one per column, and other learning experiences as applicable. In parentheses, include the associated credit hours for each course. (add columns as needed)						FF: <Please denote here>	FF: <If more than one FF, add columns and denote>
			UF 100 (3)	UF 200 (3)	English 101 / 102 (FW) (3)	Foundations of Comm (FC) (3)								
PLO 1														
PLO 2														
PLO 3														
PLO 4														
PLO 5														
PLO 6														
PLO 7														
PLO 8														
< insert rows as needed for additional PLOs >														

Undergraduate Programs Only Complete the Following (see instructions #4 - 6)

University Learning Outcomes (1 - 5)*	ULO & PLO alignment <indicate alignment by listing corresponding PLO # or #s>		UF 100 (3)	UF 200 (3)	English 101 / 102 (FW) (3)	Foundations of Comm (FC) (3)								
1. Written Communication – Write effectively in multiple contexts, for a variety of audiences.				X	X									
2. Oral Communication – Communicate effectively in speech, both as a speaker and listener.			X			X								
3. Critical Inquiry – Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.			X											
4. Ethics – Analyze ethical issues in personal, professional, and civic life and produce reasoned evaluations of competing value systems and ethical claims.				X										
5. Diversity – Apply knowledge of diversity and systems of inequality to address social issues of local and global importance				X										

Curriculum Map Template

Name of Program: <insert here>

Program Learning Outcomes (List program-specific learning outcomes, one per row below)		FF course in the program creates the bookend of	List all of the department's required courses for this degree program, one per column,
PLO 1			
PLO 2			
PLO 3			
PLO 4			
PLO 5			
PLO 6			
PLO 7			
PLO 8			
< insert rows as needed for additional PLOs >			

FF: <If more t
one FF, ad
columns a
denote>

Undergraduate Programs Only Complete the Following (see instructions #4 - 6)

University Learning Outcomes (1 - 5)*	ULO & PLO alignment <indicate alignment by listing corresponding PLO # or #s>	UF 100 (3)	UF 200 (3)	102 (FW) (3)	(3)
1. Written Communication – Write effectively in multiple contexts, for a variety of audiences.			X	X	
2. Oral Communication – Communicate effectively in speech, both as a speaker and listener.		X			X
3. Critical Inquiry – Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.		X			
4. Ethics – Analyze ethical issues in personal, professional, and civic life and produce reasoned evaluations of competing value systems and ethical claims.		X			
5. Diversity – Apply knowledge of diversity and systems of inequality to address social issues of local and global importance		X			

What does it mean for a PLO to be aligned with a ULO?

- When a PLO addresses at least two of the ULO's achievement criteria, it should be marked as aligned.

Curriculum Map Template

Name of Program: <insert here>

Program Learning Outcomes
(List program-specific learning outcomes, one per row below)

PLO 1
PLO 2
PLO 3
PLO 4
PLO 5
PLO 6
PLO 7
PLO 8
< insert rows as needed for additional PLOs >

Undergraduate Programs Only, Complete the Following (see instructions #4 - 6)

ULO & PLO alignment
<indicate alignment by listing corresponding PLO # or #s>

University Learning Outcomes (1 - 5)*

1. Written Communication – Write effectively in multiple contexts, for variety of audiences.

2. Oral Communication – Communicate effectively in speech, both as a speaker and listener.

3. Critical Inquiry – Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.

4. Ethics – Analyze ethical issues in personal, professional, and civic life and produce reasoned evaluations of competing value systems and ethical claims.

5. Diversity – Apply knowledge of diversity and systems of inequality to address social issues of local and global importance

3,4

FF: <Please denote here>

FF: <If more than one FF, add columns and denote>

Oral Communication ULO Criteria

1. **Information Resources, Structures:** Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.

2. **Reasoning & Persuasive Appeals:** Research, discover and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.

3. **Adapt Spoken Messages to diverse Contexts:** Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.

4. **Effective Verbal & Nonverbal Behaviors that Promote Self-efficacy:** Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.

5. **Listen to Critically Evaluate Self & Others:** Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.

Report Submission

- Via Google Shared Drive
- We will grant permission to those on our distribution list
  - Let us know of others who need to be added

NOTE: This is where you will find previous PARs

Finding the Folders

- Look for "PAR<department name>"
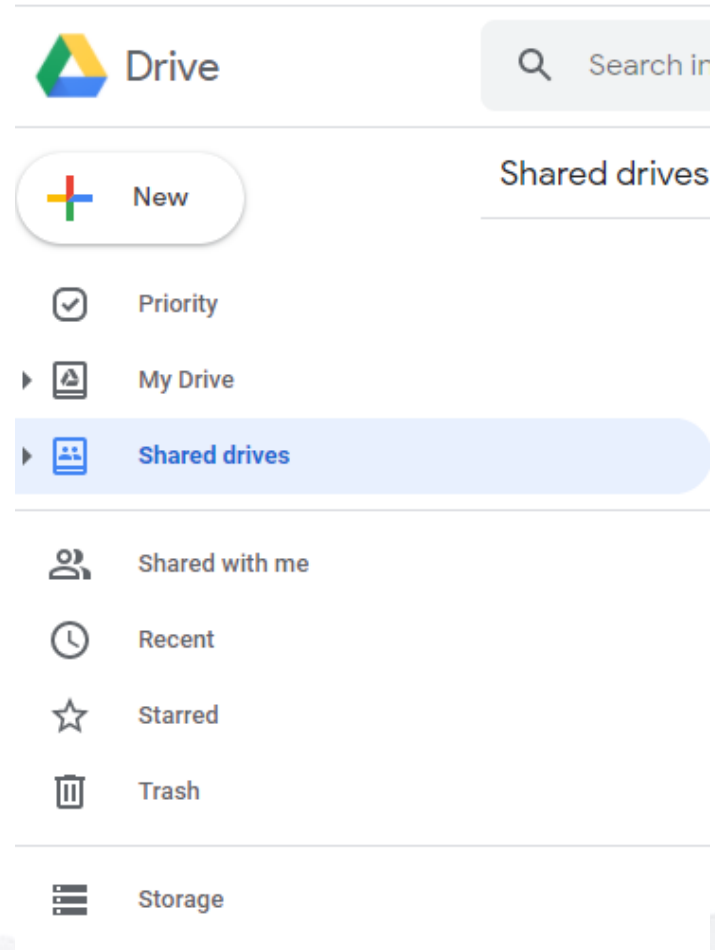
Example
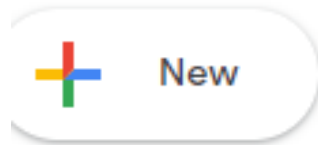
PAR Biological Sciences > Biology BS ▾ 👥

Type ▾   People ▾   Modified ▾

Name ↓

📁 2023-24 Reporting Cycle
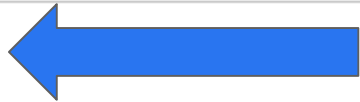
📁 2020-21 Reporting Cycle

📁 2017-18 Reporting Cycle

PAR Biological Sciences > Biology BS > 2023-24 Reporting Cycle ▾

Type ▾   People ▾   Modified ▾

Name ↓

📁	4. Peer Review Feedback & Follow-up Reports
📁	3. Submitted FINAL Reports
📁	2. Draft & Department Workspace
📁	1. PAR TEMPLATES
📄 PDF	READ ME FIRST - PAR cycle 2023-2024 and 2024-2025.pdf

Peer Reviews

- Signature aspect of our assessment program

- Volunteer peer reviewers participate in training and norming exercises in spring

- Review teams read and evaluate reports using the PAR rubric

- Feedback and ratings from the peer reviews are compiled and returned to the dept. chair and report contributors

Score	No evidence	Beginning	Developing	Established
Assessment Process	No evidence or insufficient information was provided	- Program engages in little or no review of student performance on the PLOs - Results of assessment are not discussed or are minimally discussed among faculty and stakeholder engagement is absent or limited	- Program reviews student performance against outcomes but not on a regular or routinized basis - Results of assessment are discussed, among faculty with minimal engagement of other stakeholders (staff, students, alumni, and/or outside professionals of the field)	- Program has a regular or established process for reviewing student performance against outcomes (i.e., routinized process) - Broad-based engagement of faculty and instructional staff - Results of assessment are discussed among faculty and shared on a regular basis with other stakeholders (staff, students, alumni, and/or outside professionals of the field) as appropriate - The program may have an especially distinctive, creative, or innovative way of approaching assessment
Continuous Improvement	- No curriculum, instructional, or programmatic changes were made - No reflection on action items from the prior PAR	- Limited description or examples of how any action plan has had an impact on the program's development or performance - The program did not make at least one substantive curriculum, instructional, or programmatic change - Gaps or challenges to the assessment process identified in the last report may not be fully addressed - Ratings of no evidence or beginning from the last review have not been addressed	- Improvements are described and examples are provided that draw general connections to previous action plans - The program made at least one substantive curricular, instructional, or programmatic change - Clear rationale is not provided for newly identified actions - Gaps or challenges to the assessment process identified in the last report may not be fully addressed - Ratings of No Evidence or Beginning from the last review were at least partially addressed	- The program implemented 2-4 curricular, instructional or programmatic actions or next steps from its previous report; specific improvements are described and examples are provided - Actions from the prior report that are still in progress, were not addressed, or were eliminated / replaced are briefly described - Where applicable, newly introduced actions (i.e., other improvements made based on assessment of student learning) were identified and clear rationale for their introduction was provided - Gaps or challenges to the assessment process identified in the last report or self-identified improvements were addressed - Ratings of No Evidence or Beginning from the last review were specifically addressed (i.e., actions were taken to move the program forward)
Curriculum Map	No curriculum map was provided	- A limited number of PLOs are mapped to multiple learning opportunities in the curriculum OR all of the PLOs are mapped to only one required course or experience - UG Programs Only: Program has not mapped the connections between the five core University Learning Outcomes and its curriculum	- A majority of the PLOs are mapped to multiple learning opportunities in the curriculum - Map does not identify degree of emphasis placed on PLOs in the relevant courses OR the level of competency students will achieve in mapped courses - *UG Programs Only*: Program has identified connections between the five core University Learning Outcomes and its	- All of the PLOs are mapped to multiple learning opportunities in the curriculum - Curriculum map demonstrates a pattern of courses that fosters student achievement of each PLO - Curriculum map identifies the degree of emphasis placed on PLOs in the relevant courses OR defines the level of competency students will achieve in mapped courses. - Other learning experience (e.g., internships, service-learning, etc.) may be identified
			curriculum in the map though the narrative description may not be complete	- *UG Programs Only*: Program has identified connections between the five core University Learning Outcomes and its curriculum. The program's narrative includes a discussion of how the program helps cultivate students' development of the five University Learning Outcomes

Some updates to this section of the rubric clarifying the criteria – it is a blend of elements from the pre-pandemic and pandemic-adjusted rubrics

		engagement is absent or limited	and/or outside professionals of the field)	...ocally, and shared on a regular basis with other stakeholders (staff, students, alumni, and/or outside professionals of the field) as appropriate - The program may have an especially distinctive, creative, or innovative way of approaching assessment
Continuous Improvement	- No curriculum, instructional, or programmatic changes were made - No reflection on action items from the prior PAR	- Limited description or examples of how any action plan has had an impact on the program's development or performance - The program did not make at least one substantive curriculum, instructional, or programmatic change - Gaps or challenges to the assessment process identified in the last report may not be fully addressed - Ratings of no evidence or beginning from the last review have not been addressed	- Improvements are described and examples are provided that draw general connections to previous action plans - The program made at least one substantive curricular, instructional, or programmatic change - Clear rationale is not provided for newly identified actions - Gaps or challenges to the assessment process identified in the last report may not be fully addressed - Ratings of No Evidence or Beginning from the last review were at least partially addressed	- The program implemented 2-4 curricular, instructional or programmatic actions or next steps from its previous report; specific improvements are described and examples are provided - Actions from the prior report that are still in progress, were not addressed, or were eliminated / replaced are briefly described - Where applicable, newly introduced actions (i.e., other improvements made based on assessment of student learning) were identified and clear rationale for their introduction was provided - Gaps or challenges to the assessment process identified in the last report or self-identified improvements were addressed - Ratings of No Evidence or Beginning from the last review were specifically addressed (i.e., actions were taken to move the program forward)
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			curriculum in the map though the narrative description may not be complete	- *UG Programs Only*: Program has identified connections between the five core University Learning Outcomes and its curriculum. The program's narrative includes a discussion of how the program helps cultivate students' development of the five University Learning Outcomes

Continuous Improvement	- No curriculum, instructional, or programmatic changes were made - No reflection on action items from the prior PAR	- Limited description or examples of how any action plan has had an impact on the program's development or performance - The program did not make at least one substantive curriculum, instructional, or programmatic change - Gaps or challenges to the assessment process identified in the last report may not be fully addressed - Ratings of no evidence or beginning from the last review have not been addressed	- Improvements are described and examples are provided that draw general connections to previous action plans - The program made at least one substantive curricular, instructional, or programmatic change - Clear rationale is not provided for newly identified actions - Gaps or challenges to the assessment process identified in the last report may not be fully addressed - Ratings of No Evidence or Beginning from the last review were at least partially addressed	- The program implemented 2-4 curricular, instructional or programmatic actions or next steps from its previous report; specific improvements are described and examples are provided - Actions from the prior report that are still in progress, were not addressed, or were eliminated / replaced are briefly described - Where applicable, newly introduced actions (i.e., other improvements made based on assessment of student learning) were identified and clear rationale for their introduction was provided - Gaps or challenges to the assessment process identified in the last report or self-identified improvements were addressed - Ratings of No Evidence or Beginning from the last review were specifically addressed (i.e., actions were taken to move the program forward)

curriculum OR all of the PLOs are mapped to only one required course or experience
- UG Programs Only: Program has not mapped the connections between the five core University Learning Outcomes and its curriculum

curriculum
- Map does not identify degree of emphasis placed on PLOs in the relevant courses OR the level of competency students will achieve in mapped courses
- UG Programs Only: Program has identified connections between the five core University Learning Outcomes and its

- Curriculum map demonstrates a pattern of courses that fosters student achievement of each PLO
- Curriculum map identifies the degree of emphasis placed on PLOs in the relevant courses OR defines the level of competency students will achieve in mapped courses.
- Other learning experience (e.g., internships, service-learning, etc.) may be identified

curriculum in the map though the narrative description may not be complete

- UG Programs Only: Program has identified connections between the five core University Learning Outcomes and its curriculum. The program's narrative includes a discussion of how the program helps cultivate students' development of the five University Learning Outcomes

Score	No evidence	Beginning	Developing	Established
Program Intended Learning Outcomes * Learner-centered statements of what students will know, do, and become as a result of completing the program (e.g., students will [action verb]). See Bloom's Taxonomy.	No evidence presented of intended learning outcomes	- PLOs not functional (e.g. incomplete, overly detailed, disorganized, or not measurable) - Describe a process or delivery of education (i.e., what the instructor does for students) rather than intended student learning (i.e., what the intended result is to be) - Do not address the breadth of knowledge, skills, or services associated with the cumulative effect of the program	- Written in a way that they can be measured - Most outcomes are clearly defined or the meaning is easily discernible - Most outcomes are written as learner-centered statements - Encompass the mission of the program and/or the central principles of the discipline - Focus is too narrow to represent the cumulative effect of the program	- Written in a way that they can be measured - All outcomes are written as learner-centered statements with action verbs - The outcomes are clearly defined - Encompass program, college, and university mission and goals - Align with professional standards, as appropriate. - Focus on the cumulative effect of the program
Measures (the evidence that is used to evaluate outcomes achievement)	No evidence presented of measures used	- Measures apply to too many outcomes at once - Few or no direct measures used. - Methods are mismatched, inappropriate, or otherwise do not provide evidence linked to the intended learning outcomes	- At least one measure per outcome - A variety of direct and indirect measures used to assess outcomes - The evidence used is mostly linked to the intended outcomes - Measures section lacks clear description and detail	- Multiple measures for at least some outcomes - Direct and indirect measures used; emphasis on direct (i.e., data gathered is primarily focused on student learning activities) - Purposeful and clear how results could be used for program improvement - Measures section is described in sufficient detail
Key Findings	No findings or analysis presented	- Results/findings lack specificity. - Lack of connection between the outcomes, the data gathered, and the results reported - Degree of proficiency met is unclear	- Some findings are reported that address outcomes and evaluate student achievement of them. - Degree of proficiency met is included	- Complete, concise, and well organized; provides statements summarizing the data finding(s), the meanings, and conclusions based on these finding(s) - Aligned with proficiency targets as appropriate - Includes interpretation of the degree to which desired outcomes were met - Compares new findings with past results, where appropriate
Actions Taken or Planned based on Findings * NOTE: You will refer back to these action items in your next PAR.	No evidence presented of actions taken or planned	- Limited evidence that findings from assessment have been used to improve the curriculum, individual courses, pedagogy, etc. - No actions are documented; or there are too many plans to reasonably manage	- Some evidence that findings from assessment have been used to improve the curriculum, individual courses, pedagogy, etc. - At least one concrete action has been documented or planned with relevant details, timelines, etc.	- Actions or plans have been implemented and documented and/or detailed plans for implementation have been provided - Actions or plans clearly follow from assessment results and state directly which finding(s) motivated the action - Actions or plans define logical "next steps"

Follow-Up Report

- After peer reviews are returned, programs convene faculty to discuss the feedback

- Programs complete a brief PAR Follow-Up Report

Due **November 1st**

I. **Discussion of PAR Feedback.** Describe when and how the department/program discussed the PAR and the PAR feedback, including who was involved (the whole dept., a committee, other stakeholders, etc.) in the discussion.

II. **Given the discussion, do you have any comments on the feedback you received for the PAR?**

III. **Next steps.** As a result of the discussion and the department's goals and plans for assessing and improving student learning in this program, and in light of the PAR feedback, do you have further thoughts on how you will move forward?

IV. **Feedback about PAR (optional).** As part of our regular review cycle, we appreciate your feedback on the PAR process, resources, and support. What, if anything, works best or is most helpful about the PAR process? If you could change one thing about the PAR process, what would it be?

How we use the information

- University Summary Report: accreditation, publicly shared

- College Summary Report: provided to Dean/Assoc Dean

- General Education Committee
  - Summary information about the mappings between ULOs and PLOs from the responses in Template I and the curriculum map

- Example PARs: we will always ask you for permission

University Summary Report
2023 - 24 PARs

	TOTAL Programs n = 54			
	No evidence	Beginning	Developing	Established
Assessment Process	2%	11%	22%	65%
Continuous Improvement	4%	7%	24%	65%
Curriculum Map	0%	4%	19%	78%
Program Intended Learning Outcomes (PLOs)	0%	0%	22%	78%
Measures	0%	20%	43%	37%
Key Findings	2%	31%	39%	28%
Actions Taken or Planned	2%	31%	43%	24%

ULO ASSESSMENT ESSENTIALS

FACULTY-LED GENERAL EDUCATION COMMITTEE PROCESS

INCENTIVIZE PARTICIPATION

Evaluations/policies should recognize and incentivize participation in assessment

a. Make assessment part of faculty workload, annual evaluation, and evaluation for P&T
b. Add evaluation to the annual review of chairs & deans regarding ongoing assessment
c. Have an annual meeting on PAR/ULO's at Chairs/Leadership Council
d. Provide financial support for faculty workshops
e. Make assessment part of adjunct LOAs

INTEGRATE

Departments should integrate ULO assessment into their regular meetings and program assessment

a. Sync with existing PAR process to ensure Gen Ed is discussed within departments
b. Assessment tools/guidelines should be flexible and allow department to align with ULO assessment with more specialized accreditation evidence and standards (avoiding bloat and redundancy)

COMMUNICATE

Communication should be broad, clear, and frequent

a. Info about assessment is part of onboarding new faculty
b. Regular communication about ULO assessment to and front department chairs,
c. Communicate with students about assessment process and goals
d. Timely reporting of assessment results
e. UF sends out clear communications about what other courses in FD category have been doing

BROADEN PARTICIPATION

Seek broad participation of stakeholders

a. Find a balance between group and individual self-assessment
b. Dept. implementation plans should consider whether faculty across all course sections are able to participate in some way
c. Faculty should be able to connect to a broader, interdisciplinary discussion of assessment results (FD-level)
d. Process should ensure there is time for face-to-face meeting(s) carved out (Stand-down day?)
e. Student voices should be included in assessment

MODELS & EXAMPLES

Instructions, toolkit, and workshops should get SPECIFIC

a. Detailed handbook
b. Case Studies and examples based on best practices included in toolkit
c. Previously collected data included in toolkit
d. CTL workshops specifically on assessment: Who has done assessment well? What does good assessment look like
e. Bring national experts to campus

IMPROVE DATA & REPORTING

Data gathering

a. Encourage more process-based info gathering - less product-heavy, more qualitative.
b. Encourage attainable scope; choose one or two outcome criteria as focus.

Reporting

a. Return to course proposal as benchmark - what did you plan to do and how did it go (similar to question on PAR Template)
b. Ask for clear reporting of continuous improvement action steps and how action steps were arrived at

TWO STEPS FOR FD ASSESSMENT

FACULTY

DEPTS

JANUARY 30

May 1

FD SURVEYS COMPLETED BY FD FACULTY

COURSE-LEVEL ULO REPORTS "FDRs"

UPDATED FD FACULTY SURVEY (in progress via GEC)

Students listening to or observing an instructor, TA or other non-student lecturing, performing a demonstration, recorded content, etc.

The instructor/TA asking the entire class questions or students asking the instructor/TA questions

Student participating in group discussion

Students, either individually or in groups, solving problems, engaging in experiential learning, performing or producing work (e.g. writing, field work, lab experiments, simulations, studio time, worksheets, etc.)

Students presenting their own work or leading class instruction

Students reviewing each other's work

Students completing assessments (e.g. quizzes, tests, exams)

Other

Questions about outcomes focus, teaching methods, and faculty communication.

FDR REPORT QUESTIONS FOR DEPTS

1. **MISSION: In what ways are faculty able to explicitly articulate and emphasize the relevance of this course to the personal, professional, and civic lives of non-majors? Are there challenges, gaps, or areas for improvement in regards to helping non-majors understand the relevance of this course?**

2. **ENGAGEMENT PROCESS: Describe when and how the faculty who teach and supervise this course discuss, coordinate, and share information across sections about student achievement, course design elements, teaching methods, and learning outcomes. How and when do faculty interact? Are there any strengths or challenges in regards to engaging your faculty in ULO assessment and continuous improvement?**

3. **INTERPRETATION OF KEY FINDINGS: After examining the assessments instructors used to measure student achievement and the achievement levels they reported on each of the ULO subcriteria in their Fall 2020 surveys, do any areas of high or low student achievement stand out? What common themes do you see in student performance or across instructor comments?**

4. **ACTIONS TAKEN OR PLANNED: What course-level changes are you implementing or considering to continue improving student achievement? Please outline: (1) any actions already taken and (2) discussions, decisions, or actions planned and the associated timeline(s). (For example, describe changes to common assignments, teaching methods, course structure, faculty development, etc.).**

5. **FEEDBACK: Are there any potential changes to the assessment process itself you like to see the General Education Committee consider or discuss? What would make it more useful or meaningful?**

A HANDFUL OF QUALITATIVE QUESTIONS

RESOURCES & NEXT STEPS

PAR Help Guide

Program Assessment Report (PAR) Help Guide

Notes: This document is intended to supplement the templates – Template I, Template II, and Curriculum Map Template – for Program Assessment Reports (PARs) and serve as a tool for departments in preparing their PARs. The terms department and program are used interchangeably to reflect the various administrative structures in place. A group of peer reviewers will be using a rubric to evaluate your PAR. For a copy of the latest version of the rubric, please see the Forms section on the assessment website.

Programs should review previous PARs and look to build on them over time. New programs that have not yet submitted PARs are encouraged to review the program proposals that were submitted to the Office of the State Board of Education as part of program development. These proposals contain information about the program's learning outcomes as well as the draft plan for learning outcomes assessment. While the plan in the proposal may be different from what the program actually implements, it can serve as a reminder and a good starting place for dialogue among the faculty.

Instructions for Completing PAR Template I and Curriculum Map Template

1. **Mission:** What is the mission of your program? How does it align with the mission of the college and university? How do your program learning outcomes (PLOs) inform or reflect your mission?

The program's mission is the core statement of purpose. In some cases, the program may not have a specific mission, but rather is embedded in the department's mission. Similarly, the program or department's mission should connect to or flow from the college's mission, which stems from the university's mission. Mission statements might include vision (forward focus), values, and/or goals or the terminology appropriate to the discipline. While it is not the place of the PAR review to evaluate mission statements, the mission provides useful context of the program and helps your program or department's faculty to examine your PLOs within that perspective.

Points to ponder: What does the department prepare students to do? For example, is the program designed to produce graduates who are socially responsible citizens, pre-professionals, entry-level teachers, and/or graduate school applicants? How do your PLOs reflect your purpose?

2. **Assessment Process:** Responses to this item reflect the **current state** in the department/program. Provide a current 'snapshot' of your PLO assessment process.

a. **Engagement & Process:** Describe how the department discusses, uses, and shares information about student learning outcomes achievement (i.e., How does the assessment process work beyond individual courses? Who is involved? How do the department's faculty interact around this topic? How often? How are results shared and with whom?). [750 words max]

Program-level assessment is different from course-level assessment in that the department or program faculty share the responsibility for the program's assessment. Even though individual course-level assessments typically rest with the individual faculty member, assignments and student work may be extracted from courses and used at the program level.

Some departments/programs use committees or coordinators to organize or facilitate program assessment, while others rely on the entire department or existing structures like department retreats and meetings. Whichever way the department/program goes about assessment, it is important to consider a process that involves the faculty as broadly as possible and is explicitly known to them and carried out; this is what is meant by the term "routinized process."

Where responsibilities for a program are shared between two or more departments, such as interdisciplinary programs and secondary education, please discuss the ways in which the two areas collaborate on and/or approach program assessment.

Finally, consider how assessment results are shared. What does your feedback loop look like to ensure meaningful use of your findings? Are results distributed? To whom? In what format? At a minimum, the department faculty should discuss the results. Does what you find match with students' experiences of the program? Sharing results with students and inviting their reactions may be helpful to the program as well. It also may be useful to share results with employers, alumni, recruiters, prospective students, or others to demonstrate program quality.

b. **Strengths & Challenges:** What is going well in the assessment of this program? Are there any challenges, gaps, or areas for improvement in the assessment of this program? [250 words max]

PARs are submitted every three years, but the assessment of student learning should be ongoing. Describe what worked and what did not. For example, did your assessment measures give you the kind of information you need to assess each learning outcome? Do you need other kinds of involvement? Or do you need to create a schedule so that some PLOs can be evaluated each year? These examples do not encompass the range of areas on which a program might reflect about their strengths and challenges in assessing student learning.

PAR Support

Effective Program Assessment Workshops (hybrid)

- Making visible the connections between PLOs and ULOs: Wed, Oct 16, 12-1pm

- Fueling program assessment with existing course-level data: Mon, Nov 18, 12-1pm

- Turning findings into action: Tues, Jan 22, 12-1pm

- Involving students in the PAR process: Friday, March 7, 12-1pm

Other Resources

- Schedule a consultation: programassessment@boisestate.edu

- Assessment resources: https://www.boisestate.edu/ie-assessment/

Timeline – Key Dates for 2024-25 PARs

- January 30 – FD Faculty Surveys DUE
- May 1 – PARs & FDRs DUE
- August – Programs receive peer review feedback
- Sept-Oct – Program faculty discuss feedback
- November 1 – PAR Follow-up Reports DUE

Next Steps

❑ Check for Team Drive Access (Look for "PAR *xyz dept*")

❑ Review your last PAR, the feedback from reviewers, and the Follow-Up Report

❑ If applicable, familiarize yourselves with the FD Faculty Survey and discuss with the instructors of those courses

❑ Make a game plan with your colleagues

❑ Participate in support sessions

❑ Reach out if you have questions

Contact us

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