Institutional Assessment Plan

Approved by Institutional Effectiveness Committee
May 2019

Goals of assessment at CSU-Pueblo

Assessment helps us determine if our purpose as an academic institution—educating CSU-Pueblo students and establishing our university as the people's university of the Southwest United States—is being achieved. To ensure CSU-Pueblo units across campus are consistent in their understanding and undertaking of the assessment and reporting processes, the Institutional Effectiveness Committee (IEC) defines and oversees assessment activities. The annual nature of the assessment cycle provides for continual evaluation and feeds into planning processes for all programs at CSU-Pueblo.

The IEC has:

- Affirmed the existing annual academic program assessment process and regular program review cycle.
- Developed a non-instructional assessment report template and review rubric modeled after the academic program assessment currently utilized by instructional units.
- Informed instructional and non-instructional units of the benefits and requirement for assessing the work they do with the ultimate goal of taking action for continual improvement.
- Provided training opportunities and information to guide and support units throughout the assessment process and subsequent reporting.
- Created a process and campus schedule for the IEC to review unit assessments, summarize results, and thereby assess effectiveness.

Link to vision, mission, and strategic plan

CSU-Pueblo as the people's university of the Southwest United States, continues to build a culture of assessment that is becoming pervasive across campus. This stems from the vision, mission, strategic plan, and practices of the university. The newly-adopted mission statement clearly emphasizes assessment in its opening words, "CSU-Pueblo's success will be measured by the resilience, agility, and problem-solving abilities of our diverse student population and the ways in which our graduates are able to navigate work in a rapidly changing world." Academic

assessments in major and general education programs measure our students' intellectual agility and problem-solving abilities. The Career Center, Institutional Research and Analysis (IR), and individual departments track student placement. IR also routinely tracks and reports on the diversity of the student body, which is crucial to the university's status as a Hispanic-Serving Institution.

The 2015-2020 university strategic plan is the first one in the university's history that focused on measurable outcomes. The Strategic Plan Implementation Team, in collaboration with IR, tracks and reports on four overarching student success measures and 31 additional metrics related to a wide variety of initiatives designed to promote student success. These overarching outcomes include measures related to enrollment, retention, degrees conferred, and graduation rates. A strategic plan dashboard (https://www.csupueblo.edu/about/strategic-plan/dashboard.html) graphically displays progress each year towards our annual targets on each of the four measures. IR also shares regular updates with campus leadership related to enrollment, retention, graduation rates, and placement as new data becomes available. The campus uses this data to inform recruitment, advising, and academic processes.

The 31 additional strategic plan metrics include some measures that are specifically tied to assessment. For example, the plan calls for improving the percentage of students assessed in their programs who meet defined targets for student learning outcomes (SLOs) to eighty percent. Currently 85% of students met those targets. The implementation team shares these and other data collected to the campus at large so that they may use it to inform planning in their units.

Application of assessment cycle to academic and co-curricular student outcomes, metrics (key data points) and institutional outcomes (completion of tasks and initiatives)

Assessment is a process used by faculty to evaluate the extent to which students, in aggregate and over time, are meeting their expectations for learning. CSU-Pueblo has an assessment cycle in which academic programs assess SLOs they have defined as appropriate to their disciplines. An assessment plan is designed from these SLOs and it should be reviewed each year and revised as needed. Program assessment plans are posted on the assessment website and can be updated at any point during the year. The assessment cycle requires each program to submit an annual assessment report at the end of the spring semester on the progress of the current program assessment plan.

Annual assessment reports undergo a peer review process during the summer and feedback is provided to department chairs and program directors by the end of summer term to assist future planning. Our Assess for Success faculty discussion is held during the review process to share insights from the peer review and plan for improvements during the next year. The process allows programs to use assessment data and metrics to inform curricular changes. A summary of assessment progress in "closing the loop" on assessment and curriculum improvement is formalized every 5-7 years within the program review self-study and action plan. IEC summarizes assessment results annually for reporting to the Provost and to the President's Cabinet. Programs are also invited to present directly to the Cabinet in the year following their program review.

A similar assessment cycle has been developed for co-curricular and non-instructional programs beginning in 2019. These programs have developed outcomes and assessment plans which will be measured using appropriate metrics each year. Elements of the assessment plans include business outcomes/student learning outcomes (depending on the unit), an assessment method, criteria for success, a timeline, and an explanation of how results will be used to make improvements. It is recommended that units use a cycle of assessment so that all outcomes will be assessed within a 3-5 year period instead of assessing all outcomes each year.

Non-instructional units will submit assessment reports on an annual basis using the IEC assessment report form. The template created for non-instructional units includes the method(s) of assessment for each outcome, expected achievement level, results of the assessment, conclusions, and changes or improvements planned based on the assessment. The second section is designed to close the loop on results and activities from the previous assessment cycle. The unit is asked to identify actions that were taken or changes that were made toward improvement. If the changes were not effective, the unit will identify next steps or new recommendations. For non-instructional units, annual reporting of data gathered will be due in June, reviewed by the IEC in summer and fall, and posted on the assessment website or I:drive. The reporting form requires that supervisors/managers review the assessment and verify the results and actions for continuous improvement. The assessment cycle for co-curricular and non-instructional programs is designed to determine the effectiveness of those units and provide an avenue to inform improvements to achieving goals and outcomes.

The assessment cycle for academic and non-academic programs involves gathering of metrics related to the individual program goals and whether or not those goals are being met. Resources for individuals working on assessment are provided on the CSU-Pueblo website.

Units will review and update assessment plans as needed or at least every five years. IEC will review reports and provide feedback and recommendations for improvement to units on the assessment report. Assessments will be completed annually and IEC will review them on a three-year cycle. Once the process and schedule are established, the IEC will streamline and improve the assessment review model as needed.

Communication to campus on assessment and continuous improvement

Assessment efforts are communicated to campus by several methods. Regular training or professional development opportunities are provided and publicized to campus constituents through email and routine departmental communication. Individuals responsible for assessment are reminded of reporting requirements and due dates by the Assistant Provost. The IEC has identified a member representative for each of the various campus units as a liaison and source of assessment support. Individual meetings with units are provided upon request to further clarify the assessment and reporting processes and goals within units. The IEC representatives will remain available as resources and support for the units throughout the process.

A recent assessment training advised units to:

- Choose a small number of outcomes (3-5) that are most important to assess now, with the goal of improving processes, procedures, and/or student learning.
- Allow sufficient (but reasonable) time for assessment, to collect data, and to complete the assessment report.
- Interpret the findings and plan for changes/improvements based on assessment.
- Take action and/or implement changes.
- Close the loop. Identify the actions taken or changes made in response to data collected and the results of those actions or changes. If the changes were not effective toward improving outcomes, identify next steps.

With the goal of maintaining consistency in the assessment reporting process, the IEC will review annually and update the institutional assessment plan as needed and communicate the assessment information to the campus community.

Academic Year Timeline

Month	Task	Responsible parties
August	Discussions of assessment IEC and peer review	Department faculty and Unit directors/ supervisors
August & January	Professional development on assessment	IEC
February/March	Academic Program Review submission to CAP Board	Academic Chairs/directors
May 15	Academic assessment report submission	Academic Chairs/directors
May-June	Academic assessment peer review and workshop	Faculty peer reviewers and Assistant Provost
June 1	Non-instructional unit assessment report submission	Non-instructional unit leads and supervisors
June/August	Peer feedback sent to academic programs	Assistant Provost
June-November	Review of non-instructional assessment reports	IEC members
December	Feedback to non-instructional units	IEC members and Assistant Provost
January	Summary reporting to Provost and Cabinet	IEC members and Assistant Provost