

Society itself tends towards a certain unity. Hence, it is appropriate that our Society, which forms one universal apostolic body, should live its universal spirit more effectively and should effectively coordinate its resources and means and strengthen its

Constitutions of the Society of Jesus and their Complementary Norms (1559)

Education that is granted us in higher education (at least at high and middle rank) to teach our courses as we please should have always carried an obligation to coordinate and align our courses to prevent students from being bombarded with confusing and mixed messages. Outcomes assessment holds us to that obligation by requiring us to cooperate not as classroom divas and prima donnas but as team players who work together with our colleagues to produce a genuine program.

from the President: "Assessment Changes Everything"
John Ald Graff, MLA Newsletter (2008)

Background

The College of Arts and Sciences has developed and implemented this document

In addition, the Dean consults with departments, or relevant interdisciplinary groups of faculty, on ideas for new programs and major program revisions. The Dean has the authority to review and “signs off” on all curriculum proposals in the College before they are reviewed by the College’s Curriculum and Assessment Committee, the Faculty Senate Curriculum Committee, and (in the case of general education courses) the Conference Committee on Curriculum. The Dean ordinarily delegates this signature authority to the Associate Dean, who chairs the Curriculum and Assessment Committee (see below). This signature does not constitute approval of the proposal but, rather, a judgment that the proposal is complete and ready for review, including appropriate student learning outcomes between student learning outcomes (SLOs) and program learning outcomes (PLOs) plans to assess these outcomes.

Ultimately, the Dean’s recommendation to the Provost/Senior Vice President for Academic Affairs is based on judgment of the proposal’s academic quality, financial viability, and contribution to the mission of the College and the University.

Associate Dean

In the College of Arts and Sciences, the Associate Dean has a wide range of responsibilities, several of which are related to curricular development and assessment:

- Assist Departments in the development and implementation

Committee for approval. If the Dean's Conference supports a proposal, it then recommends that the Dean submit the proposal for approval to the Provost/Vice President for Academic Affairs.

The Curriculum and Assessment Committee also has a significant role in assessment, making recommendations related to assessment related to course and program proposals. In addition, this Committee reviews assessment plans and assessment results for departments and programs undergoing Academic Program Review each fall semester. The larger purpose of the Committee is to provide a forum for the review and approval of all proposals for new courses, programs, and degrees, and to provide a forum for the review and approval of all proposals for new courses, programs, and degrees, and to provide a forum for the review and approval of all proposals for new courses, programs, and degrees.



Assessment Advisory Committee

The Assessment Advisory Committee serves to develop and enrich effective assessment of the student learning experience at The University of Scranton. Members include Faculty Fellows, assessment staff from CAS, KSOM, PCPS and CGCE, including Associate Deans, Assistant Deans, and representatives from the CTLE, the Library, the Registrar's Office, Institutional Research, Student Affairs, and five faculty representatives with experience in assessment from CAS, KSOM, and PCPS. The Director of the Office of Educational Assessment, who serves as a non-voting member, will chair the committee. The Provost appoints non-faculty committee members in consultation with the Deans and other offices. Faculty Senate leadership selects and appoints faculty representatives who serve for 2 year terms.

Roles and Responsibilities:

- Collaborate with the Director of Educational Assessment to ensure ongoing systems of assessment, including development, implementation, and maintenance of the plan for assessment of the student learning experience
- Recommend to and collaborate with the Director of Educational Assessment to plan assessment workshops and seminars for faculty.

Intersession Assessment Institute

During the January, 2014 Intersession, the College of Arts and Sciences ran a Pilot Intersession Assessment Institute for College faculty. Due to the success of this initial pilot ((t)-i2 (i)2 Tw 21

Other Sources of Institutional Data

Various offices on campus—including Institutional Research, Career Development Student Affairs, Alumni Affairs—collect information on students and alumni that can complement the direct assessment of student learning.

5. The Relationship Between Academic Program Review and Assessment in the College of Arts and Sciences

In the College, Academic Program Review and assessment are highly integrated, to assure that program development is based on evidence of student learning and to assure that assessment plans are routinely reviewed and updated with a view towards the continuous improvement and development of academic programs. In this way, too, resource allocation, including the hiring of faculty for new and growing programs, is integrated with assessment and accreditation. Some programs in the College of Arts and Sciences, particularly those with external accreditation, have assessed student learning outcomes for many years, and have made improvements based on this assessment. Other programs have developed their assessment plans more recently, most often in the context of Academic Program Review.

In either case, the review of assessment data is now an important part of Academic Program Review. The current Academic Program Review document (approved March 28, 2017) explains this relationship as follows:

Program Review and Assessment

While all academic programs in the College of Arts and Sciences regularly assess and improve their effectiveness, particularly with regard to student learning outcomes, and submit assessment results for all of their Program Learning Outcomes to the Office of Educational Assessment in a three-year cycle, Academic Program Review provides a deliberate opportunity for a more focused and consultative reflection on assessment results. In addition, Academic Program Review provides an opportunity for departments to review and revise their assessment plans to improve the relevance, quality, and usefulness of their assessment results.

Most programs in the College of Arts and Sciences—especially those without external accreditation—developed and implemented assessment plans through the College's first Academic Program Review cycle, which began in the 2007 academic year (see "Academic Program Review Cycle" below). Academic Program Review continues to provide a structure for programs to review and revise their assessment plans in light of the following: 1) the missions of the program, the College, and the University; 2) developments in the relevant academic discipline(s); 3) assessment results, including results from the direct assessment of student learning outcomes; and 4) relevant planning documents, including the Strategic Plans of the College and the University. In other words, program faculty develop and revise assessment plans. In Middle States terms, they "conduct assessment of the effectiveness of assessment processes"—in ways that are meaningful to them in the context of both their academic expertise and the University's mission and identity.

