

# **WCU Assurance of Student Learning Fall 2024 Workshop**

Presented By:  
University Assessment Advisory Committee  
October 9 and 10, 2024

# Workshop Agenda

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1. Review ASL Timeline for AY 24-25
  - [WCU Assessment Home > ASL Timeline AY 2024-2025](#)
2. Review ASL Rubric
  - [WCU Assessment Home > WCU ASL Institutional Rubric](#)
3. Review Nuventive Navigation
4. Questions

## ASL Timeline AY 24-25

- **October 15** – Deadline to submit course list changes
  - Course List Change Request Form: WCU Assessment > Nuventive
- **November 1** – ASL data entry deadline
  - Previous academic year (AY 23-24)
  - Year 1 Review – all rubric components
- **November 2 – December 15** – ASL Initial Review
  - UAAC members and Associate Deans conduct independent reviews using ASL Rubric

# ASL Timeline AY 24-25

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- **December 16 – February 15: ASL Data Analysis**
  - UAAC and Associate Dean reviews made available to in Nuventive by February 15
  - Variance reviews conducted by WCU Assessment Faculty Associate
- **February – March: ASL Review Results Presentation**
  - Initial ASL results shared at Provost’s Executive Council
  - Exact Date TBD
- **March – April: ASL Revision Period**
  - Academic units that receive less than exemplary scores will have an opportunity to address any deficiencies and resubmit for final review
  - Exact date TBD.
- **April – May: ASL Secondary Review**
  - UAAC and Associate Deans review and rescore revised data submissions
  - Exact date TBD

# ASL Institutional Rubric

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## **7 Rubric Components**

1. Student Centered Learning Outcomes
2. Curriculum Map
3. Types of Assessment Measures
4. Rationale for Measures
5. Criteria for Success
6. Results
7. Action Plans

# ASL Institutional Rubric

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## 1. Student Centered Learning Outcomes

**Rubric (4) Description:** All outcomes with clarity and specificity including precise verbs, rich description of the content/skill/or attitudinal domain, and specification of whom should be assessed

**Example (4):** MPA students will lead and manage in public governance by demonstrating an ability to appraise the organizational environment, both internal and external, as well as the culture, politics, and institutional setting.

# ASL Institutional Rubric

## 2. Curriculum Map

**Rubric (4) Description:** All courses have outcomes linked to them.

Program Plan and Results > Program Outcomes Mapping <span style="float: right;">i Save</span>					
Curriculum Mapping   <b>Learning Outcomes Assessment</b> <small>A = A-Introduced, B = B-Practiced, C = C-Assessed</small>					
Search by Keyword	URC 1: Public Govern...	URC 2: Public Policy...	URC 3: Analysis, Syn...	URC 4: Public Servic...	URC 5: Communicate
<b>PPA 500</b> Foundations of Public Administration	A B C	A B C	A B C	A B C	A B C
<b>PPA 501</b> Analysis and Decision Making I	A B C	A B C	A B C	A B C	A B C
<b>PPA 502</b> Analysis and Decision Making II	A B C	A B C	A B C	A B C	A B C
<b>PPA 503</b> Public Budgeting and Finance	A B C	A B C	A B C	A B C	A B C
<b>PPA 504</b> Public Human Resource Management	A B C	A B C	A B C	A B C	A B C
<b>PPA 505</b> Public Sector Organization Theory	A B C	A B C	A B C	A B C	A B C
<b>PPA 506</b> Foundations in Nonprofit Administration	A B C	A B C	A B C	A B C	A B C

# ASL Institutional Rubric

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## 3. Types of Measures

**Rubric (4) Description:** All outcomes assessed using at least 2 measures of at least 1 is a direct measure (e.g., test, essay). Program attaches the respective measures (e.g., rubric, exam, or exam questions, survey) for measures under review for this cycle.

**Example (4):** Measure 1: Student performance on Post-Instructional Portfolio Assignment for required courses. This direct measure of embedded course work is an assessment of student learning outcome achievement best practice. Assessment artifacts are collected every semester (n=class size) and evaluated using a 4-point rubric. Results reflect the averaged scores of all artifacts collected during the assessment cycle.

\* Embedded course artifact and assessment rubric attached



# ASL Institutional Rubric

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## 4. Rationale for Measures

**Rubric (4) Description:** All data collection processes are clearly explained and are appropriate to the specification of desired results (including but not limited to: representative sample, adequate motivation, two or more trained raters for performance, pre/post design to measure gain, cutoff defended for performance vs criterion.

**Example (4):** Student performance on Post-Instructional Portfolio Assignment for required courses. This direct measure of embedded course work is an assessment of student learning outcome achievement best practice. Assessment artifacts are collected every semester (n=class size) and evaluated using a 4-point rubric. Results reflect the averaged scores of all artifacts collected during the assessment cycle.

# ASL Institutional Rubric

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## 5. Criterion for Success

**Rubric (4) Description:** All desired result specified and justified (e.g. Regional accrediting body, disciplinary accrediting body, or previous student work).

**Example (4):** On average , more than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome. This criterion reflects those commonly used by other, similar programs in our discipline and is approved by our external accrediting body, NASPAA.

# ASL Institutional Rubric

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## 6. Results

**Rubric (4) Description:** Current year's results provided for outcomes as indicated in the rotation schedule for both measures. Results clearly explained (i.e., data is presented and/or attachments are offered and clear).

**Example (4):** URC 1 Component 1 SLO B: On average, 81% of students scored a 3 or better using a rubric with a four-point scale on student artifacts collected throughout the year. Students are exceeding the goal for this area and the artifacts reviewed met expectations. 64% who met this goal scored a 4 (exemplary) on the rubric. Faculty attribute this success to an emphasis on distinguishing the difference between public and private management in PPA 505 and throughout the MPA curriculum. PPA 505 was delivered online and in-class during this assessment cycle. There were no appreciable differences in student performance across delivery modalities.

\* Summary data attached

# ASL Institutional Rubric

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## 7. Action Plans

**Rubric (4) Description:** Action is present for each outcome as indicated in rotation schedule. Plan addresses either:

1. The identification of strengths within curriculum or ancillary services (i.e., tutoring/mentoring at university/department level) contribute to outcome achievement

-- OR --

1. Targeted action that will be undertaken as a result of the weaknesses identified. Inclusive of a timeline of when (i.e., dates) and where (what courses) in the curriculum the actions will impact.

If an identified action is “discussion at department/program level” a finalized targeted action needs to be included immediately post-meeting using the follow up.

# ASL Institutional Rubric

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## 7. Action Plans

**Example (4):** While our students are exceeding goals in this area, faculty would like to see a general increase in scores as well as a more equitable distribution of rubric scores, i.e., more 4/exemplary scores. Over the next academic year, faculty will require students (through course assessments and discussions) to articulate and discuss the underlying ethical considerations involved in various decision-making processes. In particular, the PPA 501 curriculum will emphasize, and require students to articulate, the relationship between ethical decision-making and valid research and evaluation design. Faculty will also work to develop a more valid assessment artifact for this SLO. Faculty will also continue to assess how student performance varies according to delivery modality.

# Nuventive Navigation

The image shows a screenshot of the Nuventive Solutions web application. At the top, the header includes the Nuventive Solutions logo, the user's name 'Welcome, ATurner@wcupa.edu!', and a 'Sign out' link. Below the header, the breadcrumb trail reads 'CBPM: Public Policy & Administration DPA'. The main content area features the WCU logo and the text 'Welcome to Nuventive!'. A sidebar menu on the left lists various options: Program Information, Program Plan and Results (highlighted), Program Outcomes and Results, Program Outcomes Mapping, Course Plan and Results - OPTIONAL, Program Plan Review, Reports, Documents, and Users. An inset window titled 'Nuventive Improvement Platform Premier Edition' provides detailed navigation instructions:

- 1** Choose your unit from the drop-down menu.
- 2** Select the hamburger to open the Menu.
- 3** Select Program Plan and Results then Program Outcomes and Results to open your unit and start working.

Additional instructions and tips are provided in callout boxes:

- QUICK TIPS**: Select these icons to switch between screen views.
- Select the green add icon (+) to add new data.
- View User Guide and Training Session recordings at: <https://www.wcupa.edu/admin/pr/ovost/assessment/nuventive.aspx>

On the right side of the interface, there is a 'Nuventive User Guide Fall 2023' document icon.

