

The University of Scranton: Student Learning Assessment Roles & Responsibilities

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Provost and Senior Vice President for Academic Affairs: Provides administrative oversight and support for a campus-wide program of educational assessment. Works closely with the Associate Provost for Academic Affairs, academic deans, and the Director(s) of the Office of Educational Assessment, to make available to faculty a variety of opportunities to develop, implement, and evaluate student learning. Collaborates with these leaders to monitor assessment activities across academic units.

Associate Provost for Academic Affairs: Reporting to the Provost and Senior Vice President for Academic Affairs, provides managerial oversight for student learning assessment and institutional assessment activities. Supervises the operations of the Office of Educational Assessment, Planning & Institutional Effectiveness, and Institutional Reporting & Data Analytics.

Assistant Provost for Planning & Institutional Effectiveness: Reporting to the Associate Provost, leads institutional planning, institutional assessment and effectiveness activities, and a variety of related compliance activities. Serves as the University's Middle States Accreditation Liaison Officer, and, in this capacity, as a guide and resource to internal groups in understanding and conforming to Middle States expectations and requirements for institutional assessment and the assessment of student learning. Responsible for the coordination and official submission of all Middle States reporting and documentation.

Office of Educational Assessment: The Office of Educational Assessment provides oversight and coordination of the development of a campus-wide culture of assessment at The University of Scranton. It provides support for developing faculty and staff expertise in the measurement and analysis of student learning outcomes, program learning outcomes, and institutional learning outcomes. In consultation with faculty, departments, school/colleges, the office provides direction and consultation for analyzing and reporting assessment results. The office provides resources to faculty and staff for the effective assessment of the student learning experience and the promotion of best practices in assessment. The OEA is comprised of a Director/Co-Directors, a General Education Assessment coordinator, and faculty assessment fellows representing the different colleges.

Director/Co-Directors, Office of Educational Assessment: Reporting to the Associate Provost for Academic Affairs, the Director of the Office of Educational Assessment leads the OEA and is responsible for the implementation of learning assessment activities at the University, including those outlined in the Comprehensive Plan for Student Learning Assessment. The Director/Co-Director provides leadership in support of the needs of school/colleges for evaluation activities in each school/college to assess evidence of student learning, program quality and effectiveness, and the student learning experience. The Director/Co-Director promotes best practices in assessment and supports other departments within the University in developing and implementing assessment strategies and promulgating the results and implications of various student learning assessment projects. Consults with faculty and staff on developing and implementing assessment plans and reports, developing appropriate student learning outcomes, and choosing effective approaches and measurement instruments. Reports to the Office of the Provost on the plans and activities of the OEA, the overall state of educational assessment, assessment reporting and analysis, and related initiatives.

Coordinator, General Education Assessment: Reporting to the OEA director/co-directors, the GEA Coordinator reports provides leadership for the assessment, coordination, and improvement of the General Education curriculum to support the needs of colleges and programs conducting assessment activities for student learning, program quality and effectiveness, and the student learning experience. The GEA Coordinator takes responsibility for informing other departments within the University of results and implications of various student learning assessment projects related to the General Education Program. In addition, the coordinator assists faculty and staff in planning, designing, implementing, analyzing, and reporting University-wide general education assessment efforts. Responsibilities include planning, locating, or developing tools to assess student learning outcomes and GE Program evaluation needs; providing opportunities for faculty and staff to learn and share methodologies and results; assisting University offices and its leadership in ensuring that results of student learning outcomes assessment are used effectively for program improvement; and producing periodic reports on the results of GE assessment. In addition, the GEA Coordinator reports findings to members of the University community to improve the assessment of student learning across the GE Program.

Faculty Assessment Fellows: Facilitate assessment activity between and amongst faculty. In specific connection to their home college, Fellows support student learning assessment and collaborate with deans, department chairs and program directors to assure development of learning outcomes and plans, and timely reporting and end of semester/academic year program reports. Introduce and encourage student learning assessment activities, as well as:

- Support faculty development, in collaboration with CTE and Academic Departments, to promote faculty participation in Assessment.
- Advise faculty, departments, and colleges on assessment procedures and methods.
- Assist departments and programs to complete the assessment process (close the loop) to maintain and improve the student learning experience.
- Review of institutional and program level learning assessment reports.
- In addition to above OEA responsibilities, Fellows may also serve as members of their home college's curricular/assessment committee.

Educational Assessment Advisory Committee:¹ Chaired by the OEA director/co-directors, the Educational 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 Library, including Associate Deans, Assistant Deans, and representatives from the CTE, Institutional Reporting, Student Affairs, and faculty representatives with experience in assessment from CAS, KSOM, and PCPS. The committee collaborates with and makes recommendations to the OEA to support ongoing systems of assessment, including development, implementation, and maintenance of the plan for assessment of the student learning experience.

Dean's Group: Chaired by the Provost and comprised of the Provost, Associate Provost, and Deans. In addition to other academic responsibilities, provides a forum for discussion of assessment activities and results amongst the colleges.

¹Renamed from the Assessment Advisory Committee (AAC) in 2023 to better reflect the educational assessment focus of the group and distinguish from the peer Institutional Assessment Committee.

Dean CAS: Responsible for the leadership of assessment activities within the CAS, including the development, maintenance, and implementation of the CAS assessment plan and related activities. Sets expectations for annual cycles of assessment reporting at the course, department/program, and college levels, and communicates those expectations to individual faculty, department chairs, and others. Reports to the OEA and Office of the Provost on college-level learning assessment activities and their application for improvement. Oversees the Academic Program Review for all of our programs, which includes a review of the development and implementation of program assessment plans.

Associate Dean CAS: The Associate Dean in the College of Arts and Sciences. The function of this role is to assure a close relationship between assessment at the program and College levels, Academic Program Review, and program development. The Associate Dean serves on the Assessment Advisory Committee and reports directly to the Dean.

CAS Dean's Conference: To assure a broad-based review of programs and a fuller understanding of assessment practices, assessment in The College of Arts and Sciences includes consultation and input from the College's two governance bodies: the Dean's Conference and the Curriculum and Assessment Committee. The Dean's Conference includes all department chairs in the College, as well as the Dean, the Associate Dean, the Assistant Deans, and representatives from Kania School of Management, Panuska College of Professional Studies, and the Library. The Dean's Conference meets regularly throughout the academic year—ordinarily once each month in addition to occasional meetings of smaller disciplinary groups—to advise the Dean on a wide range of issues affecting the College. At each Dean's Conference meeting, the Assistant Dean for Assessment and Programs provides an update on assessment and accreditation activities. In addition, at its final meeting each semester (ordinarily in December and May), the Dean's Conference reviews the results of assessment at the College-level, according to the sequence and structure outlined in the "College of Arts and Sciences Student Learning Outcomes and Assessment Structure," and provides feedback to the departments through the minutes of these meetings. Department Chairs also consult with their Department faculty, as needed, on issues raised by College-level assessment.

CAS Curriculum and Assessment Committee: The College of Arts and Sciences Curriculum and Assessment Committee facilitates curriculum and program development in the College. This Committee will attend to the curriculum as a matter of ongoing deliberation, focusing not only on specific proposals but also on the continuous development of the curriculum as a whole, including the development of new programs. While department and program faculty have primary responsibility and authority for the assessment of student learning at the program level, the Curriculum and Assessment Committee also reviews and provides feedback on this assessment and Academic Program Review. Each fall and spring semester, the Curriculum and Assessment Committee reviews the results of College-level assessment, according to the sequence and structure outlined in the "College of Arts and Sciences Student Learning Outcomes and Assessment Structure" and provides feedback to the departments. The members of the Curriculum and Assessment Committee also consult with the College faculty, as needed, on issues raised by College-level assessment.

Dean PCPS: Responsible for the leadership of assessment activities within the PCPS, including the development, maintenance, and implementation of the PCPS assessment plan and related activities. Sets expectations for annual cycles of assessment reporting at the course, department/program, and college levels, and communicates those expectations to individual faculty, department chairs, and others. Reports to the OEA and Office of the Provost on college-level learning assessment activities and their application for improvement. With other college deans, collaborates with Provost to monitor assessment activities across academic units.

Assistant Dean of Assessment, Finance and Communications, PCPS: Aids departments in gathering data and developing alumni surveys electronically on employment. Publishes assessment data to the web and directs licensure results to the University's consumer index page.

PCPS Dean's Conference: The monthly PCPS dean's conference includes department chairs and program directors where assessment information is shared. The PCPS dean's conference reviews the results of the assessment information from the PCPS Board of Visitors.

PCPS Curriculum and Assessment Committee: Reviews PCPS program curricular maps, which include specific direct and indirect strategies for assessing mastery of learning competencies, in order to ensure high quality, academically rigorous learning experiences for all PCPS students. Verifies that programmatic student learning outcome assessment activities are taking place and consult with the program about how its plan (rationale and method) may be strengthened and improved. Provides a structured forum for faculty from all PCPS programs to discuss best practices, what works and what doesn't work, and for showcasing examples of closing the loop in actually using assessment data to improve student learning.

Dean KSOM: Responsible for the leadership of assessment activities within the KSOM, including the development, maintenance, and implementation of the KSOM assessment plan and related activities. Sets expectations for annual cycles of assessment reporting at the course, department/program, and college levels, and communicates those expectations to individual faculty, department chairs, and others. Reports to the OEA and Office of the Provost on college-level learning assessment activities and their application for improvement. With other college deans, collaborates with Provost to monitor assessment activities across academic units.

KSOM Assessment Committee: chaired by a member of the KSOM faculty and comprised of faculty and the Dean and Associate Dean of the college, the committee coordinates the college-wide assessment process and collection, documentation, review, and communication of assessment data and information to faculty, staff, and students.

Dean Library and Library Faculty: The Weinberg Memorial Library, under the administrative leadership of the Dean of the Library in collaboration with the Library Faculty, supports the development of information literacy in University of Scranton students at all levels of study. This is accomplished through collaboration with course faculty to integrate information literacy student learning outcomes into their courses. The Library contributes to students' formation and development toward University institutional learning outcomes through an outcomes-based approach to assessing information literacy instruction sessions and through Library programming and activities in all functional areas of the Library. In addition, the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education is integrated into the Library's Information Literacy Program.

Faculty Senate Curriculum Committee (FSCC): A standing committee of the Faculty Senate, responsible for the review of all proposed changes to curriculum, including new courses and programs.

Conference Committee on Curriculum (CCC): A standing committee of the Faculty Senate Curriculum Committee, primarily responsible for the implementation and oversight of the general education curriculum, and the assignment of general education attributes.

Academic Department Chairs and Program Directors: Provide leadership within the department and/or program for the development of student learning outcomes for their programs (some of which are in support of general education program learning outcomes, and/or institutional learning goals) and a program assessment plan. Oversee the implementation of the program assessment plan, and department/program reporting of assessment activities as guided by their department/program, college, or other assessment plans.

Individual Faculty: Responsible for the development of learning outcomes for courses, some of which are in support of program learning outcomes, general education outcomes, and or institutional learning outcomes, and the inclusion of those outcomes on all course syllabi, as required by the Faculty Handbook. Administer course embedded assessment of learning outcomes, and reporting of assessment activities as guided by their department/program, college, or other assessment plans.

Office of Institutional Reporting and Data Analytics: Provides data and technical support for institutional studies and surveys, including those that provide indirect evidence of student learning of institutional learning outcomes, and the operational needs of the OEA. Provides support to the Assistant Provost for Planning & Institutional Effectiveness for annual reporting of planning and institutional effectiveness measures, including those within the University's strategic plan.

Student Life: The Director of Student Conduct and Conflict Resolution serves as a support for assessment efforts within the Division of Student Life. Each department within the Division is responsible for its own assessment, but the Director helps to support these efforts while focusing on increasing communication, clarity, and collaboration.

Institutional Assessment Committee (IAC): Advisory to the Assistant Provost for Planning & Institutional Effectiveness, provides support and builds connections between institutional assessment activities across the University, especially those related to the University's mission and goals. Leads analysis of data collected via the University's institutional survey cycle. A peer group to the EACC, with intentional cross-membership to facilitate mutual awareness and collaboration on assessment activities that overlap between institutional and learning assessment.