

TO:

University's planning model, and work in tandem with the Offices of Educational Assessment and

12. Office of Educational Assessment:

Since our last report, OEA scored Program Assessment Reports submitted last spring (n = 44) and engaged in discussion about the results in aggregate, which are useful for us in planning faculty development opportunities around assessment. The greatest area of opportunity for growth is in the area of connecting assessment results with resource allocation. Each program will receive its scores in advance of submitting assessment reports next spring.

The Assessment Advisory Committee approved some adjustments to the Comprehensive Plan for Assessment to accommodate pre-existing assessment reporting processes in two of the colleges and, thus, to reduce duplication of effort. In addition, we have asked Dr. Ahuja for feedback and suggestions for improvement on the plan.

The Provost Assessment Scholars oriented a new cohort of students to lead peer focus groups. Currently, seven assessment projects involving peer focus groups are in the planning phase for this academic year. Prof. Nicholas Truncala, Faculty Fellow, and his team submitted an article about the Provost Assessment Scholars by invitation to the newsletter for the National Institute for Learning Outcomes Assessment (NILOA).

We are revisiting a pilot test of an electronic assessment platform among a subset of programs with external accreditation. Some professional accrediting bodies are increasing their requirements for programs to demonstrate formative and summative assessment both in the aggregate and for individual students. These requirements place a significant demand on faculty time and threaten faculty productivity in other areas absent solutions for collecting, archiving, and scoring assessment artifacts. Further it is imperative for us to demonstrate rapid cycle improvement based on assessment results and to spend less time generating those results.

13. Office of Institutional Research:

The fall data collection for the federal Department of Education, through its IPEDS system, was completed along with an NCAA financial aid report and PA Department of Education Annual Survey of Educational Programs. Undergraduate retention and graduation rates were updated and the related required disclosures by gender, minority, and Pell Grant status were posted to the University's Consumer Information web page. On campus, the summer and first fall enrollment reports were produced. The Office is also providing data and analysis support to the Planning Metrics Team in preparing the Strategic Plan dashboard(s), the Self Study Working Groups, the Retention Committee, and for the National Study of Instructional Cost & Productivity (also known as the Delaware Cost Study). To-date this fall, we have completed 42 ad hoc requests for data from other offices.

The Communication Department hosted a discussion about “Trust, Credibility and the News” led by Larry Holeva from the Scranton Times, Dave Bohman from WNEP TV, Dr. Matthew Reavy, Associate Professor at the University, and Steven DePrimo, The Aquinas.

Weinberg Memorial Library:

McHugh Special Collections had an outside vendor digitize eight volumes of student ledgers running from 1904 through WWII. We also had digitized a collection of WWII student newsletters that record the activities of former students as they served in the military. These volumes are actively used for genealogical research. Finally, the department also digitized twenty-two bound volumes of the *Western Penman* and *American Penman*. These periodicals are part of the Zaner-Bloser Company Penmanship Collection and were published by Zaner-Bloser's rival, Austin Norman Palmer of the well-known Palmer Method.