



The College of Arts and Sciences

Assessment Roles and Responsibilities

Revised October 30, 2018

Human 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 profoundly, should effectively coordinate its resources and means and strengthen its structures.

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

The freedom that is granted us in higher education (at least at high-end and middle-rank institutions) to teach our courses as we please should have always carried an obligation to correlate and align our courses to prevent students from being bombarded with confusing disjunctions and mixed messages. Outcomes assessment holds us to that obligation by making us operate not as classroom divas and prima donnas but as team players who collaborate with our colleagues to produce a genuine program.

“From the President: Assessment Changes Everything”
Gerald Graff, *MLA Newsletter* (2008)

1. Overview and Background

The College of Arts and Sciences has developed and implemented this document regarding “CAS Assessment Roles and Responsibilities” to provide a concise overview of assessment in the College. While many of the roles and responsibilities outlined in this document are also available elsewhere—links and references to relevant documents are included in the appropriate passages below—this document explains the relationships among our various ongoing assessment processes, and provides clarity for a variety of audiences, both internal and external.

The College of Arts and Sciences is the University of Scranton's oldest and largest academic division. In the 2018-19 academic year, the College has 160 full-time faculty in 15 academic departments offering 44 baccalaureate degree programs and five graduate degree programs. The College views itself as a liberal arts college within a comprehensive university, with a deep and enduring commitment to transformational education in the Catholic and Jesuit tradition. The College's Mission Statement clearly expresses this commitment and gives a larger meaning to our assessment activities:

As a liberal arts college within a Catholic and Jesuit University, The College of Arts and Sciences at the University of Scranton offers a wide range of academic programs based upon an understanding of transformational education as a means to academic excellence, personal and spiritual fulfillment, and thoughtful service to the human community. The College is a community of learners dedicated to providing a liberal arts education for all of the University's students, to the pursuit of wisdom and the dissemination of knowledge, and to addressing the critical problems of the world.

This Mission Statement also recognizes the College's contribution—primarily by providing a liberal arts foundation—to the education of all of the University's students. In addition, the Mission Statement guides planning and assessment for all programs in the College in conjunction with the University's Institutional Learning Outcomes:

1. Develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information literacy.
2. Exhibit broad knowledge of the human condition, understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith and belief.
3. Demonstrate competence in their chosen field of study, using the knowledge and ability to address the most significant questions, and advancing towards positions of leadership.
4. Employ their knowledge and intellect to address situations in a way that demonstrates a devotion to the spiritual and corporal welfare of other human beings and by a special commitment to the pursuit of social justice and the common good of the entire human community.

A fuller explanation of the Institutional Learning Outcomes, and their relationship to the mission of the University, is available at <http://www.scranton.edu/academics/provost/institutional-effectiveness/University%20of%20Scranton%20Institutional%20ILOs.pdf>.

Faculty have identified learning outcomes for specific programs, primarily through Academic Program Review (see Section 3 below) and in consultation with the Office of Educational Assessment. The faculty assess these outcomes by employing a wide variety of

measurements to discover as accurately as possible whether their departments and programs are fulfilling their stated missions. The Office of Educational Assessment annually requests that Departments submit Assessment Reports for their programs and makes them available, along with the corresponding Assessment Plans and Curricular Maps, at <http://www.scranton.edu/academics/provost/institutional-effectiveness/academic-assessment/index1718.shtml>.

Middle States Commission on Higher Education (MSCHE) is The University of Scranton's institutional accrediting agency. MSCHE has required some form of student outcomes assessment from all of its accredited institutions since 1919 in order to demonstrate that universities are being responsive to the public demand for greater accountability.

In general, MSCHE standards require that an institution define its mission, engage in ongoing planning that is tied to resource allocation, and have adequate finances, personnel, and other resources. In addition, each institution must offer appropriate courses and degrees, including general education, and must provide appropriate student support services as well as qualified faculty and administrators.

In addition, each institution must have in place a plan for ongoing assessment, especially in the area of student learning. The MSCHE standards for accreditation, as well as the expectations for the assessment of each standard, are available on the website, www.msche.org.

The University of Scranton gives its colleges authority for their academic planning. The colleges in turn look to their departments and programs to develop assessment plans in order to maximize faculty involvement and to draw upon faculty expertise. Only through department and program involvement and commitment can assessment practices reflect the uniqueness of each college and the diversity of programs within each college.

2. Administrative Structure and Responsibilities Related to Assessment

Dean

As stated in the *Faculty Handbook*, "The Dean has primary responsibility for the development and improvement of the programs of study within the school or college." In this capacity, the Dean chairs the College's Dean's Conference (see below), which advises the Dean on a wide range of issues, including curriculum proposals and other matters related to the curriculum. In turn, the Dean makes recommendations to the Provost/Senior Vice-President for Academic Affairs.

In consultation with department chairs and other faculty, the Dean establishes the agenda for meetings of the Dean's Conference. In doing so, the Dean assures regular reporting and discussion of assessment and accreditations activities in the College, primarily for the purposes of sharing best practices and encouraging collaborations among departments and programs.

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, links between student learning outcomes (SLOs) and program learning outcomes (PLOs), and plans to assess these outcomes.

Ultimately, the Dean’s recommendation to the Provost/Senior Vice-President for Academic Affairs is based on a judgement 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 of academic programs, including the Academic Program Review process
- Coordinate, monitor, and process curricular and catalog changes
- Ensure optimal scheduling and staffing of courses
- Chair the College Curriculum and Assessment Committee (see below), which makes recommendations about assessment related to course and program proposals and reviews assessment plans and assessment results for departments and programs undergoing Academic Program Review, assuring that curricular development takes place with a view towards the enhancement of student learning

Assistant Dean

The Assistant Dean facilitates assessment in the College of Arts and Sciences, primarily by assisting departments in the collection and organization of relevant information to supplement the departments’ assessment of student learning. In this regard, the Assistant Dean’s responsibilities include the following:

- Gather relevant data and produce reports to serve initiatives of the CAS Dean and/or issues related to the College.
- Serve a liaison the Institutional Research Office and the Office of Educational Assessment on regular basis to maintain awareness of research and data available in support of College initiatives.
- Conduct descriptive and analytical analysis of College data; provide verbal and written reports to various internal audiences using graphic and tabular formats that aid understanding of data.

- Manage information database(s) and Banner tables, with particular attention to student enrollment; identify relevant data sources; load data into database(s) and Banner tables; verify data accuracy. Manipulate and organize data to serve current and future college research needs.
- Collaborate with the Office of Educational Assessment on the development, delivery, and evaluation of the annual Intersession Assessment Institute (OEA function)
- Assist the Dean by providing data that will assist in developing and maintaining high-impact educational practices, including residential and non-residential learning communities; promote these practices to internal and external audiences

Dean's Conference

The Dean's Conference includes all department chairs in the College, as well as the Dean, the Associate Dean, the Assistant Deans, and one representative each from the Kania School of Management, the Panuska College of Professional Studies, and the Weinberg Memorial Library. The Dean's Conference meets regularly throughout the academic year—ordinarily once each month, with occasional meetings of smaller disciplinary groups and a meeting of the full College faculty in the spring—to advise the Dean on a wide range of issues affecting the College. Meetings of the Dean's Conference regularly include updates on assessment and accreditation activities. Approved minutes from meetings of the Dean's Conference are available at <http://www.scranton.edu/academics/cas/infoforfaculty.shtml>.

In addition, at its final meeting each fall semester (ordinarily in December), the Dean's Conference reviews each program currently undergoing Academic Program Review, primarily through a report from the relevant Department Chair or designated faculty. In some cases, when several programs are undergoing Academic Program Review, these presentations and discussions may continue into the first meeting of the spring semester (ordinarily in February). This review includes discernment regarding the future development of programs and may address a wide range of issues, but in every case it includes a presentation and discussion regarding each program's assessment plan, assessment results, and program improvements based on this assessment. The involvement of the Dean's Conference in this review provides an opportunity for departments and programs to learn from each other, particularly with regard to assessment, and for members of the Dean's Conference to provide input on the full range of programs in the College. In addition, the Dean's Conference provides this feedback to faculty in the various departments through the minutes of this meeting and through Chairs' reports at their Department meetings. Summaries and key points of these presentations and discussions are recorded in the approved minutes, which are available at scranton.edu/academics/cas.

Curriculum and Assessment Committee

This College of Arts and Sciences Curriculum and Assessment Committee reviews all curricular proposals from programs in the College, including changes in courses, changes in major requirements, new courses, and new programs. Based on this review, the Committee makes recommendations to the Dean's Conference. At each meeting of the Dean's Conference, the Associate Dean presents all proposals recommended by the Curriculum and Assessment

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 facilitate curriculum and program development in the College ("Organization and Responsibilities" available at scranton.edu/academics/cas). This Committee attends 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 with a view towards the enhancement of student learning. While department and program faculty have primary responsibility and authority for the assessment of student learning at the course and program level, the Curriculum and Assessment Committee also reviews student learning outcomes included in course and program proposals, and provides feedback. More specifically, the Committee is responsible for the following tasks:

- Review curriculum proposals in the College of Arts and Sciences and make recommendations on these proposals to the CAS Dean's Conference.
- Consult with faculty and provide guidance on the initiation and development of curriculum proposals, especially those involving more than one department.
- Consult and collaborate, as needed, with the Faculty Senate Curriculum Committee and the Core Curriculum Committee.
- Make recommendations about assessment plans and practices related to course and program proposals.
- Review assessment plans and assessment results for departments and programs undergoing Academic Program Review each fall semester following the submission of program reviews to the Dean.

The Curriculum and Assessment Committee has the following membership:

- The Associate Dean of the College.
- Three Department Chairs or Program Directors, one from the Humanities, one from the Social and Behavioral Sciences, and one from the Sciences and Mathematics.
- Three additional faculty members, one from the Humanities, one from the Social and Behavioral Sciences, and one from the Sciences and Mathematics.
- At least one member of the Faculty Senate Curriculum Committee and at least one faculty member of the Core Curriculum Committee. This "overlap" can be accomplished through the membership listed above or by additional members.
- One faculty member from Kania School of Management and one from Panuska College of Professional Studies.

At least one half of the Committee's members plus one must be in attendance at any meeting to constitute a quorum. If a quorum is achieved, a majority of those present must support a proposal for it to be recommended for approval. In addition, one member from each area of the College—the Humanities, the Social and Behavioral Sciences, and the Sciences and Mathematics—must be present for a vote to occur.

All curricular proposals, including relevant information on student learning outcomes and assessment plans, are also reviewed, in a parallel process, by the Faculty Senate Curriculum Committee (FSCC) and, in the case of proposals related to the Core Curriculum, by the Conference Committee on Curriculum (CCC).

3. Assessment Processes.

Effective assessment depends on collaborations and “feedback loops” to draw upon the resources and professional expertise across the College and the University, to provide multiple perspectives on student learning and the quality of programs, and to sustain a process of continuous improvement.

In general, The College of Arts and Sciences delegates responsibility for the direct assessment of student learning outcomes to the level at which changes based on assessment results can be made most effectively. For example, departments or interdisciplinary groups of faculty propose, define, and maintain individual academic programs and courses. They are therefore in the best position to assess student learning in those programs and courses, analyze the results, deliberate on the program’s future, and make improvements based on these deliberations. Interdisciplinary programs involve faculty from two or more departments. For these programs, the assessment of student learning is primarily the responsibility of the faculty affiliated with the program.

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 (see above) and the Curriculum and Assessment Committee (see above).

In addition to ongoing assessment at the course and program levels, Academic Program Review assures that program faculty conduct a more comprehensive review of assessment data, evaluate the effectiveness of their assessment plans, and consider revising these plans in the context of a deliberative process designed to assure the improvement and sustainability of the academic programs and to plan strategically for their future development (see “The College of Arts and Sciences: Academic Program Review”).

Another important audience for assessment results, and for improvements based on these results, is the Middle States Commission on Higher Education (MDSCH), which reviews assessment information from all academic programs for the purpose of accreditation.

Some programs in the College of Arts and Sciences have accreditation or certification from appropriate professional organizations: the American Chemical Society Committee on Professional Training (ACS-CPT) for the Department of Chemistry; ABET for the programs in Computer Science, Electrical Engineering, and Computer Engineering; and the Academy of Criminal Justice Sciences for the program in Criminal Justice. For these programs, and for any

additional programs anticipating initial accreditation, the appropriate professional organization is an important audience for assessment results.

The following highlights some of the processes of sharing assessment to the intended audiences:

At the department and program level, faculty share assessment information with their colleagues to improve student learning and to inform their decision-making and program development. With the support of the Dean and the Assistant Dean, the academic departments and programs also make assessment results available to faculty throughout the College to assure the alignment of programs, to encourage collaboration across programs, and for a general sharing of information, approaches, and best practices.

Departments and programs in the College share assessment information with the Dean, the Associate Dean, the Dean's Conference, and the Curriculum and Assessment Committee. Updates on assessment in CAS are routinely provided at meetings of the Dean's Conference. At its final meeting each fall semester (ordinarily in December), the Dean's Conference reviews each program currently undergoing Academic Program Review, primarily through a report from the relevant Department Chair or designated faculty (see above).

More thorough reviews of assessment, revision of assessment plans, and department level self-studies are prepared as part of the College's Academic Program Review and, in the case of smaller interdisciplinary programs, Impact Reports. A six-year cycle for the completion of Academic Program Review and Impact Reports is established in the document, "The College of Arts and Sciences Academic Program Review."

At the University level, departments, programs, and the Dean's office share assessment information—including, every three years, updated versions of departmental assessment plans—with the Office of Educational Assessment, the Faculty Fellows, and the Assessment Advisory Committee, for the purposes described in section 4 below. In addition, departments and programs share assessment information with the Associate Provost for Academic Affairs and the General Education Coordinator for the purpose of assessing the general education program and the institutional learning outcomes.

Additional reports on assessment are included, as required, for reviews by external accrediting agencies, including ABET, the American Chemical Society Committee on Professional Training (ACS-CPT), and the Academy of Criminal Justice Sciences.

Reports on assessment are sometimes shared with external reviewers in programs that do not have external accrediting bodies. While external review is not required in the College of Arts and Sciences assessment process or in the Academic Program Review process, the program faculty and the Dean sometimes decide that an external review would be valuable. Accordingly, the Dean and the program faculty may consider this option as they prepare for a program review or for substantial program development. External reviewers will be selected from an appropriate professional organization: e.g., the Department of

Biology has utilized the Council on Undergraduate Research and the Department of English and Theatre has utilized the Council of Writing Program Administrators. The Dean and the program faculty may also decide to utilize qualified faculty at peer and/or aspirant colleges and universities.

4. Resources Related to Assessment

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.

Director of the Office of Educational Assessment

The Director of the Office of Educational Assessment reports directly to the Provost's Office. The 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 takes responsibility for informing other departments within the University of results and implications of various student learning assessment projects. The Director is a member of the full-time faculty with 50% reassigned time.

In addition, the Director assists faculty and staff in planning, designing, implementing, analyzing and reporting University-wide and targeted student learning evaluation efforts. Responsibilities include planning, locating or developing tools to assess student learning outcomes and program evaluation needs; providing opportunities for faculty and staff to learn and share evaluation methodologies and results; assisting University offices and its leadership in ensuring that results of student learning outcomes assessments are used effectively for program improvement; and, producing periodic reports on the results of student learning assessment. In addition the Director supports schools/colleges or programs/departments in their disciplinary accreditation and other department-based assessment needs and reports evaluative findings to members of the University community to improve the assessment of student learning.

Roles and Responsibilities:

- 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
- Provides assistance, with analyzing reports and distributes assessment findings
- Consults with research analyst to provide support and direction for data entry and reporting in collaboration with academic departments, and schools/colleges
- Provides opportunities for faculty and staff development in student learning outcome assessment through workshops and conferences
- Promotes and shares best practices in assessment
- Supports assessment of Student Learning Outcomes, Program Learning Outcomes, and Institutional Learning Outcomes
- Serves as an assessment resource to the University community for discipline-specific accreditation and program review
- Collaborates with fellows and advisory committee members to develop and implement a comprehensive plan for assessment of student learning
- Makes recommendations for improving student learning assessment activities and the presentation of results
- Oversees the preparation and processing for data reported for all student learning outcomes and program assessment activities.
- Provides the Provost Office with current and accurate reporting on the student learning experience

Faculty Assessment Fellows (2-3 year term of service)

In the Office of Educational Assessment, five *Faculty Assessment Fellows* have release time to support the Director of Assessment. The fellows consist of three faculty members from College of Arts & Sciences (CAS), one faculty member from Kania School of Management (KSOM) and one faculty member from the Panuska College of Professional Studies (PCPS).

Roles and Responsibilities:

- Oversee Student Learning Assessment and collaborate with deans, department chairs and program directors to assure timely reporting and end of semester/academic year program reports
- Introduce and encourage student learning assessment activities
- Support faculty development, in collaboration with CTLE and Academic Departments, to promote faculty participation in Assessment Seminars/Workshops
- Work collaboratively with the Assessment Advisory Committee on assessment of the student learning experience
- Advise faculty, departments, and colleges on assessment procedures and methods
- Serve as a member of their College's Curriculum & Assessment committee
- Assist departments and programs to complete the assessment process (close the loop) in order to maintain and improve the student learning experience
- Report on measures for student learning outcomes
- Review of institutional and program level learning assessment reports

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. The Faculty Senate leadership selects and appoints faculty representatives who serve for 2-3 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 project, the College collaborated with the Office for Educational Assessment to implement an annual Intersession Assessment Institute for faculty across the University beginning with the 2015 intersession. The Intersession Assessment Institute is now an annual feature of assessment at the University. Information on recent and upcoming Institutes, including the 2018-19 "Intersession Portfolio & Capstone Assessment Workshop," is available at <http://www.scranton.edu/academics/provost/institutional-effectiveness/oea.shtml>

Center for Teaching and Learning Excellence

The University of Scranton's Center for Teaching and Learning Excellence (CTLE) "encourages and supports a strong culture of teaching, learning and scholarship in the Ignatian Tradition for a diverse university community. In collaboration with the Library, the University's CTLE works with faculty and students to help create an environment that encourages and supports student learning, faculty enrichment, instructional design, and the use of technology." The CTLE's Faculty Development Specialist provides workshops for faculty, including workshops on assessment practices, and works with them individually on the development and assessment of student learning outcomes.

Data and Technology Specialist

The Data and Technology Specialist in the Provost's office works with department chairs, program directors, and the Dean's office to provide access to data related to assessment and Academic Program Review, including information on enrollments and degree completion.

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 2007-08 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.

In addition, beginning with the 2014-15 academic year, Departments in the process of Academic Program Review have reported on their reviews, with an emphasis on the assessment of student learning outcomes and the use of this assessment to sustain best practices and to make program improvements, at the December meeting of the Dean's Conference (in some cases, when several Departments are conducting Academic Program Reviews, these presentations continue in the following February meeting):

Near the completion of the Academic Program Review, the Department's chair and/or faculty members will provide a summary of the program review to the College of Arts and Sciences Dean's Conference. The purposes of this presentation are to share information, especially "best practices" related to program development; to encourage deliberation regarding common challenges and initiatives; and to receive feedback in a productive and collegial manner. These presentations will ordinarily take place at the December meeting of the Dean's conference. They will include a review of the assessment plan for each program and examples of the use of assessment results to improve student learning and educational quality.

For a fuller description of this process, see the document, "The College of Arts and Sciences: Academic Program Review," available at scranton.edu/academics/cas.

Minutes of the Dean's Conference meetings in which Departments provide summaries of their Academic Program Reviews and discuss assessment in this context are available at scranton.edu/academics/cas.

A full archive of minutes from Dean's Conference meetings, including regular reports of activities related to assessment and accreditation, is available at scranton.edu/academics/cas.

6. Annual Assessment Cycle

September:	Faculty submit syllabi for fall semester courses to department offices; department offices forward syllabi to Office of Educational Assessment.
September and October:	Curriculum and Assessment Committee reviews assessment plans and assessment results for departments and programs undergoing Academic Program Review following the submission of program reviews to the Dean.
December:	Chairs and/or designated faculty in departments undergoing Academic Program Review make presentation to Dean's Conference, including progress on the assessment of student learning.
January:	Intersession Assessment Institute.
February:	Faculty submit syllabi for spring semester courses to department

offices; department offices forward syllabi to Office of Educational Assessment.

February through May: In departments and programs, faculty gather assessment artifacts and conduct assessment.

Faculty in programs undergoing Academic Program Review consider recommendations from previous Academic Program Review, as well as current and past assessment, and include in their APR self-study a summary of how assessment results have been used to improve the program.

June: Departments submit Program Assessment Reports (PAR) to Office of Educational Assessment, reporting on all Program Learning Outcomes in a three-year period.