

# Boyer College of Music and Dance



## ASSESSMENT PROJECT AT A GLANCE

### PROGRAM

Bachelor of Music in Performance (Voice)

### STUDENT LEARNING OUTCOMES

- 1) Demonstrate comprehensive performance skills;
- 2) Study and use foreign language and diction;
- 3) Demonstrate solo and ensemble performance capabilities.

### ASSESSMENT

SLOs for the BM in performance (voice) degree are assessed in various ways including through a jury sheet evaluation. Juries are performed by each student with an accompanist before a panel of 3-6 evaluators. Students are scored on a variety of competencies such as tone quality and stage presence.

## ASSESSMENT INFORMS

## CONTINUOUS IMPROVEMENT

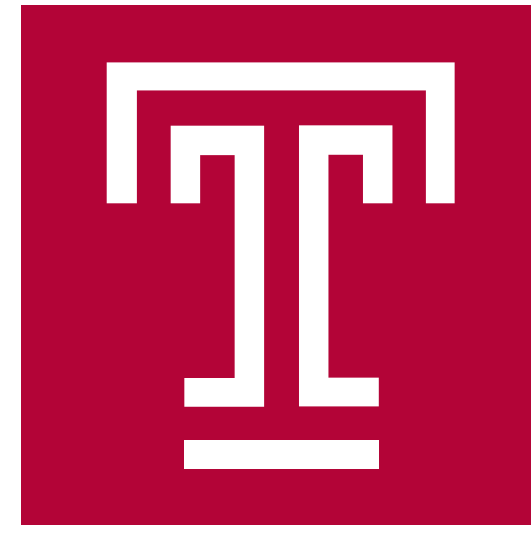
This is the first year of data collection for this ongoing assessment. Overall, the jury sheet evaluation was found to be a useful assessment tool that provides a representative picture of a student's skill level.

### COMPETENCY FINDINGS

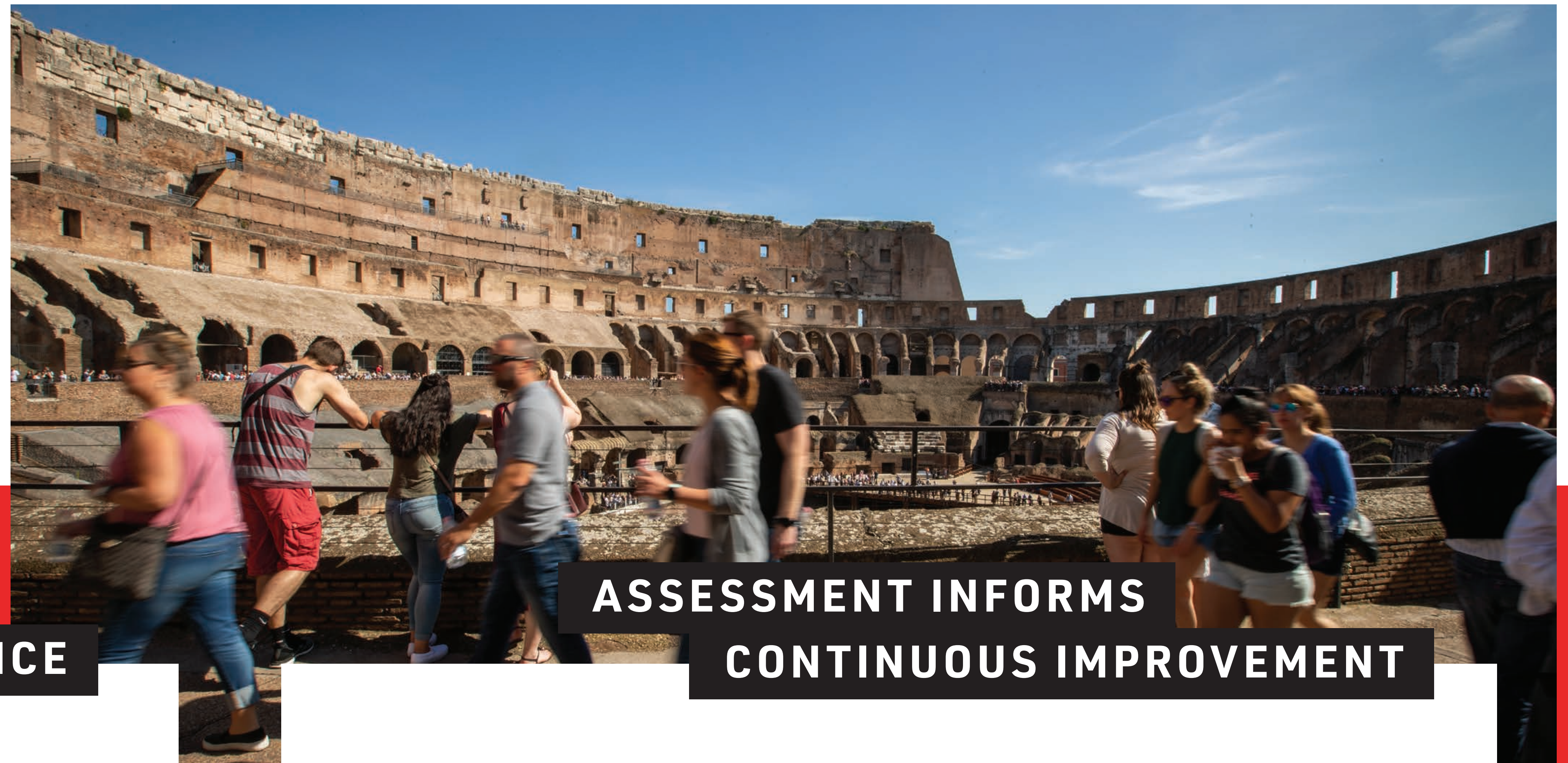
The lowest competency score was in the area of diction. The diction sequence was revised, and the program will continue to monitor diction scores using this assessment.

### ASSESSMENT TOOL FINDINGS

As this was the first year this tool was used, there were a few weaknesses found in the assessment process itself, including the format of the sheet, completeness of evaluator responses, and analysis and use of comments. Additionally, evaluators reported difficulty providing one overall composite score for two different pieces. As a result, the jury sheet will be updated and instructions will be clarified with evaluators.



# College of Liberal Arts



## ASSESSMENT PROJECT AT A GLANCE

### PROGRAM

Bachelor of Arts in History

### STUDENT LEARNING OUTCOMES

- 1) Historical communication and writing
- 2) Historical research methods
- 3) Historical thinking

### ASSESSMENT

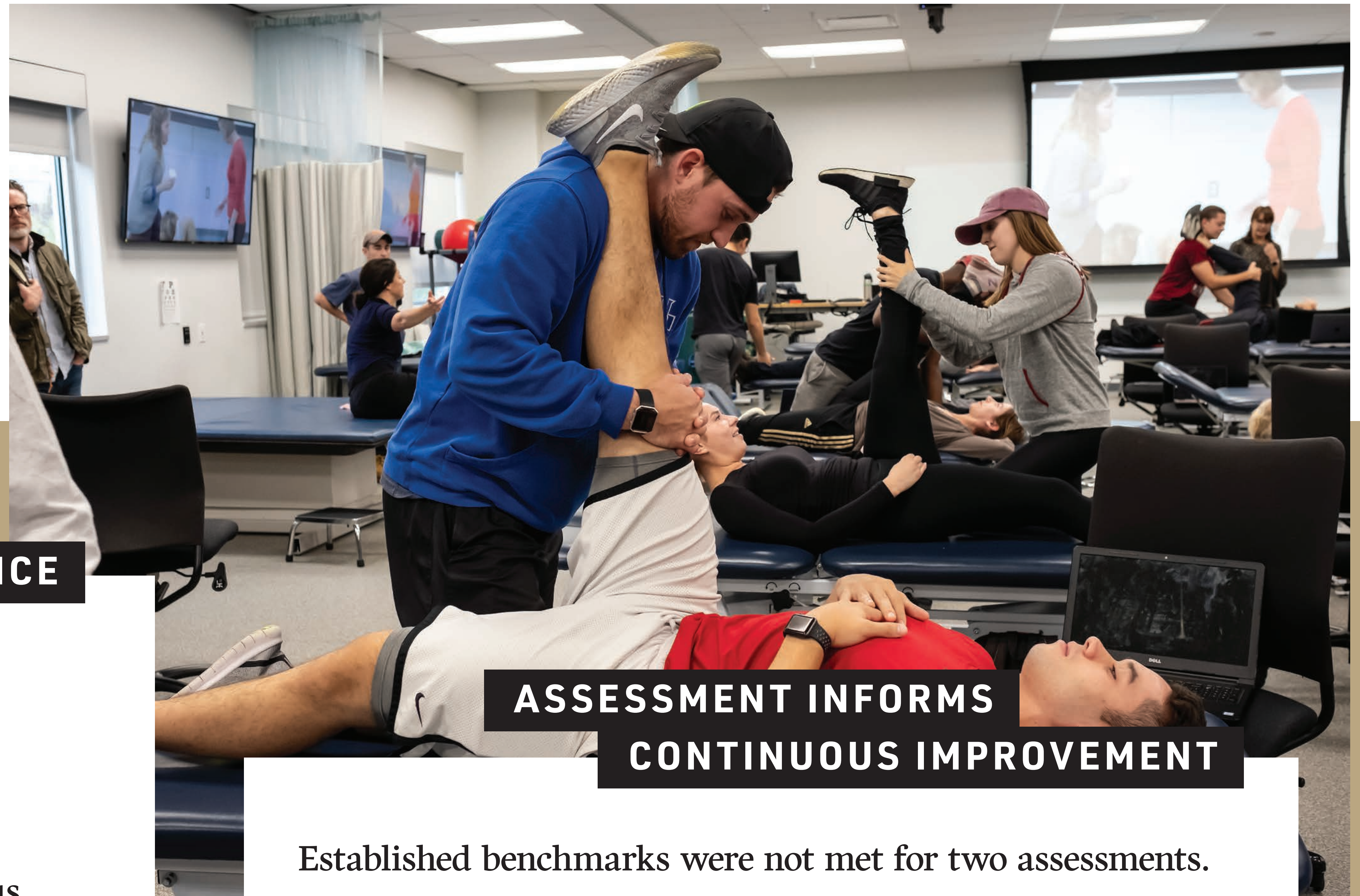
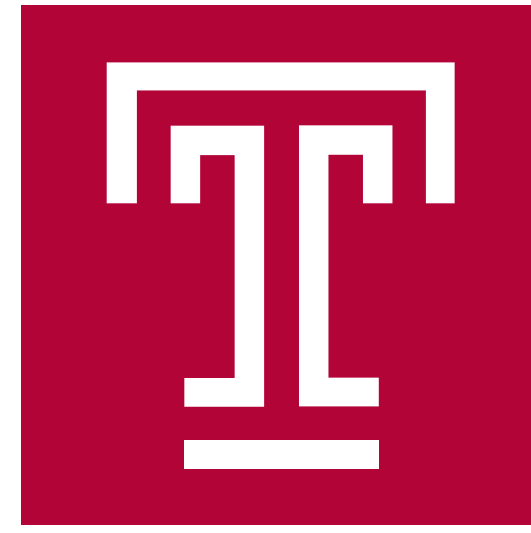
The History Department recently redesigned the curriculum (including the addition of a new capstone course) and SLOs for the bachelor's degree in history and developed a rubric aligned with the new SLOs. The rubric was used to assess students' final research papers and presentations in the capstone course.

## ASSESSMENT INFORMS

## CONTINUOUS IMPROVEMENT

This was the first year the new curriculum and SLOs were assessed. The new capstone model allows students to choose a topic of interest to them. Overall, students generated better research projects in the new capstone. Established benchmarks were met in the areas of historical thinking and research methods with 75% of students scoring “good” or “excellent” in these areas. However, student performance was weaker in the area of oral communication for some capstone sections. Students had difficulty developing a sophisticated discussion of arguments and ideas, and there was considerable variation in fluidity and articulation.

As a result of these findings, the program is developing additional opportunities for students to talk about research, arguments, and evidence. Also, due to the variation in performance between sections, the program is initiating discussions to bring together faculty teaching the course across semesters to share best practices and challenges.



## ASSESSMENT PROJECT AT A GLANCE

### PROGRAM

Master of Science in Athletic Training

### STUDENT LEARNING OUTCOME

To prepare students for clinical practice through various experiences that develop their professionalism, critical thinking, and cognitive and didactic skills.

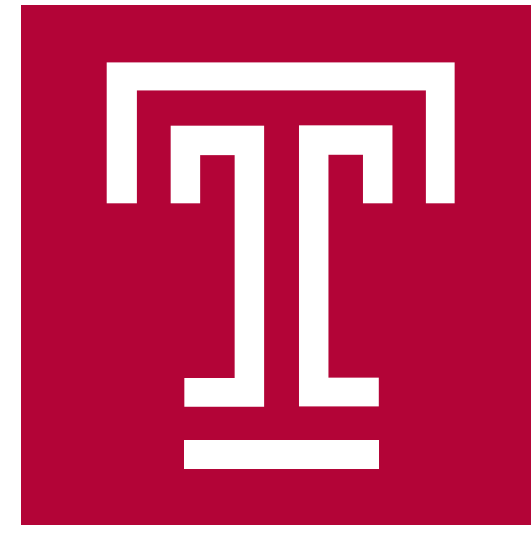
### ASSESSMENT

- Preceptor evaluations of students in clinical experiences
- Case studies evaluated with a rubric
- Concussion management protocol evaluated with a rubric
- Dietary analysis evaluated with a rubric
- Facility design project evaluated with a rubric

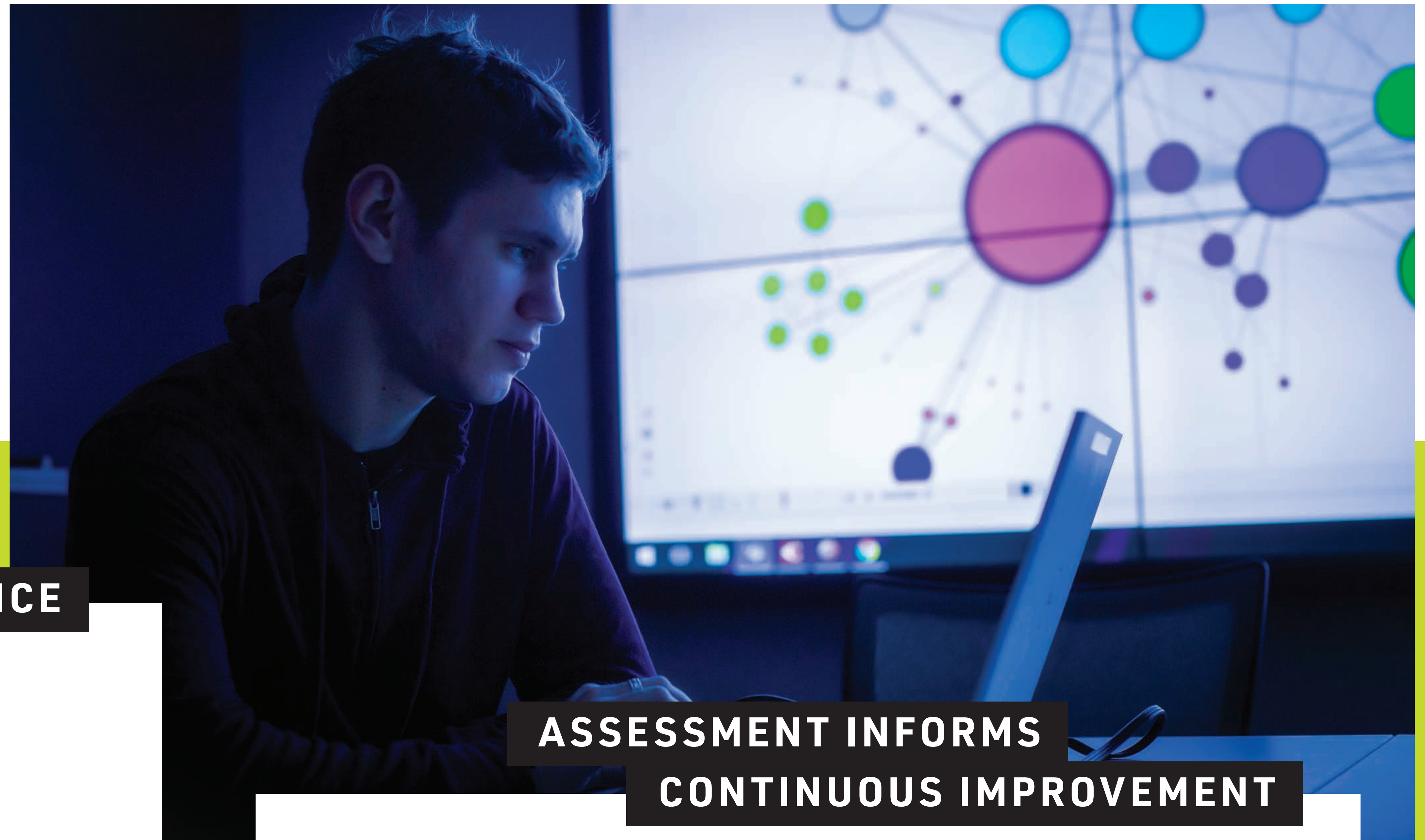
## ASSESSMENT INFORMS CONTINUOUS IMPROVEMENT

Established benchmarks were not met for two assessments.

- **Concussion protocol:** Students were not using evidence to support their protocols. As a result, the instructor edited the assignment directions to require use of evidence.
- **Facility design project:** Students need to include more justification for costs in their project budgets. As a result, going forward, the instructor will provide more time in class to work on the assignment and will focus on incorporating feedback more purposefully.



# College of Science and Technology



## ASSESSMENT PROJECT AT A GLANCE

### PROGRAM

Bachelor of Science in Computer Science

### STUDENT LEARNING OUTCOME

Students will be proficient in at least one programming language and will be able to write, test and debug software programs.

### ASSESSMENT

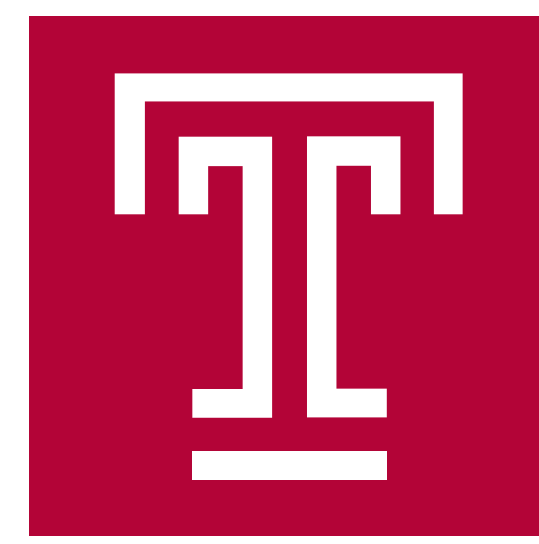
Computer Science faculty assess the programming SLO through students' semester-long capstone project where students design and implement a large-scale software project and present their work publicly.

## ASSESSMENT INFORMS

## CONTINUOUS IMPROVEMENT

Findings indicated that overall, students performed exceedingly well in web and mobile applications; however, students demonstrated weaknesses in embedded and network programming and knowledge of software architecture.

As a result of these findings, the program made curricular and staffing changes to the design course, which is a pre-req to the capstone. In addition, the Undergraduate Committee is exploring the feasibility of adding additional credit hours to the systems area in order to address weaknesses in embedded and network programming.



# Kornberg School of Dentistry



## ASSESSMENT PROJECT AT A GLANCE

### PROGRAM

Doctor of Dental Medicine

### STUDENT LEARNING OUTCOME

Biomedical Science: Understand and apply biomedical science knowledge in the delivery of patient care.

### ASSESSMENT

The program assesses the biomedical science outcome using student performance results on the National Board Dental Examination Part I exam. The program's benchmark for success is that Temple students' average score in each biomedical science area will be higher than the national average of all dental students taking the exam that year.

Additionally, the program collects student feedback on the outcome, including from focus groups and SFFs.

## ASSESSMENT INFORMS

## CONTINUOUS IMPROVEMENT

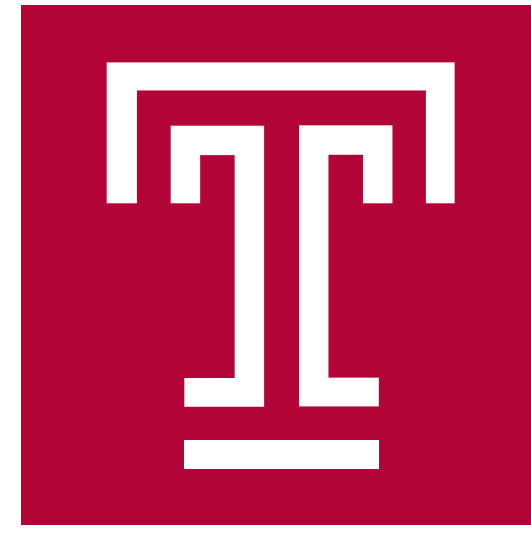
The established benchmark for biomedical sciences was not being met. Also, student feedback indicated that students were having difficulty connecting basic science knowledge to their future dental career.

As a result of these assessment findings, basic science courses were redesigned with an eye toward integration in two ways:

- Individual biomedical systems courses were combined into two larger courses to approach the body in a more systematic and anatomical way.
- Dental professionals were included to present case studies in courses in order to demonstrate how basic science course content manifests in a clinical dental setting.

Additionally, the program added board exam counseling sessions for students.

In 2018, the program had scores higher than the national average in all areas—meeting the benchmark.



College of  
Education



## ASSESSMENT PROJECT AT A GLANCE

### PROGRAM

Bachelor of Science in Human Development  
and Community Engagement

### STUDENT LEARNING OUTCOME

Students will demonstrate professional skills necessary to  
their future careers.

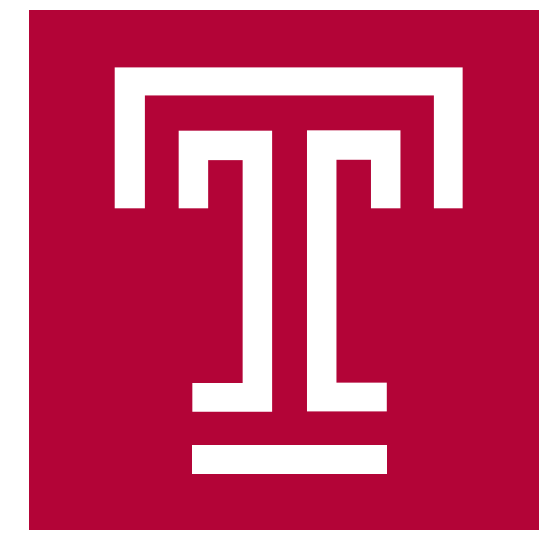
### ASSESSMENT

Internship site supervisors complete student evaluations  
at the end of the practicum and internship, assessing the  
development of various professional skill elements including  
dependability, professional behavior, oral communication,  
written communication, teamwork, leadership, initiative,  
time management and conflict management.

## ASSESSMENT INFORMS CONTINUOUS IMPROVEMENT

Findings from this assessment demonstrated that  
leadership and initiative were students' lowest-ranking  
professional skills.

Practicum and internship instructors are incorporating  
more in-class discussion around leadership and initiative  
skills. Additionally, site supervisors will focus on  
developing these two areas with their interns.



# College of Engineering



## ASSESSMENT PROJECT AT A GLANCE

## ASSESSMENT INFORMS

## CONTINUOUS IMPROVEMENT

### PROGRAM

Bachelor of Science in Mechanical Engineering (BSME)

### STUDENT LEARNING OUTCOMES

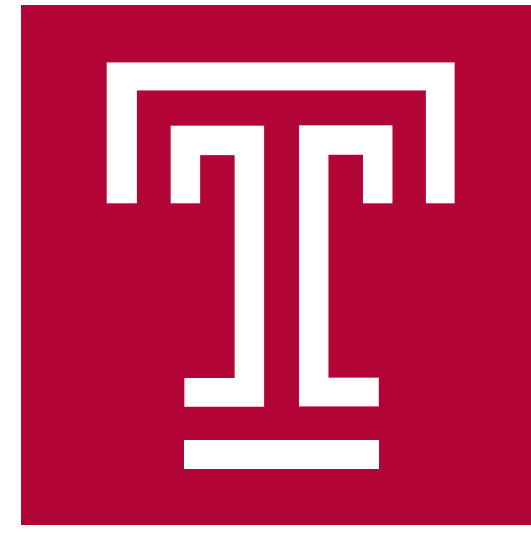
- 1) Solve complex engineering problems;
- 2) Carry out engineering design;
- 3) Communicate effectively;
- 4) Demonstrate professional ethics;
- 5) Practice effective teamwork;
- 6) Develop practical experimentation;
- 7) Acquire and apply new knowledge.

### ASSESSMENT

- SLO-1: mode analysis problem, vibrations
- SLO-2: CAD project
- SLO-3: Writing sample, Technical Communication
- SLO-4: Survey, student attitudes for cheating
- SLO-5: CATME teamwork survey (peer)
- SLO-6: Curricular lab reports
- SLO-7: Survey, senior tech-elective classes

- There is a standing BSME oversight committee for each of the seven SLOs.
- Each SLO committee develops 2-4 performance indicators for its SLO.
- Each committee conducts a summative assessment every year for each performance indicator in its SLO.
- Based on their respective evaluation and discussions, each SLO committee makes specific recommendations for curricular improvements to the chair and department.

For example, the Engineering Design SLO-2 committee concluded from assessment findings that there were insufficient open-ended design experiences in the curriculum. To address this, *Machine Theory* was divided into two smaller sections, and a more specific pedagogical scaffolding is planned for the three courses in the BSME design sequence.



**Fox School  
of Business**



## ASSESSMENT PROJECT AT A GLANCE

### PROGRAM

Bachelor of Business Administration

### STUDENT LEARNING OUTCOMES

- 1) Apply critical thinking skills to business decisions;
- 2) Apply effective communication techniques to business situations.

### ASSESSMENT

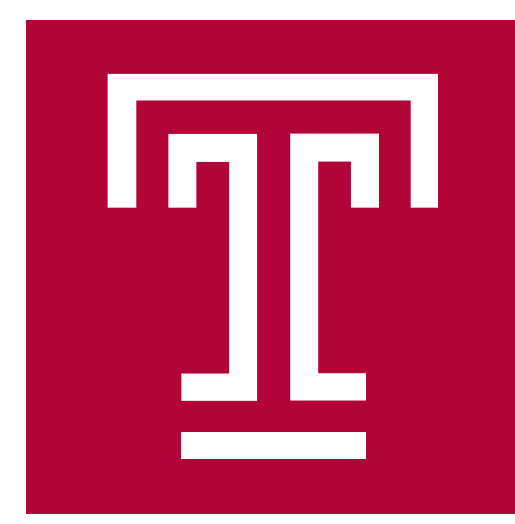
Critical thinking and communication skills are assessed in multiple courses across the BBA core. For example, in BA 2196, students submit a draft and final copy of a proposal graded with a four-point rubric which measures six traits.

## ASSESSMENT INFORMS CONTINUOUS IMPROVEMENT

Established benchmark of 70% of students earning at least a “proficient” rating was not met for critical thinking or written communication.

A faculty committee met to discuss findings, and the course assessment was changed to a 5-part assignment completed over the course of the term. The new structure allows instructors to better assess students’ communication and critical thinking skills and to provide feedback that students can implement throughout the course.





# Temple University

## General Education



### ASSESSMENT PROJECT AT A GLANCE

#### PROGRAM

General Education

#### STUDENT LEARNING OUTCOME

Use and apply quantitative and scientific reasoning to explain phenomena in the context of everyday life.

#### ASSESSMENT

GenEd collected 240 items of student work from science and technology GenEd courses. Three faculty scored each item using an internally developed rubric on scientific reasoning.

### ASSESSMENT INFORMS

### CONTINUOUS IMPROVEMENT

Overall, findings from this assessment demonstrate that students are able to

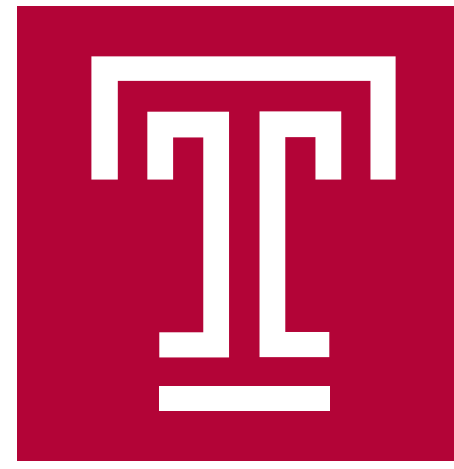
- Use data and information effectively,
- Communicate and organize information from various sources,
- Connect scientific advancements with changes in their lives or others', and
- Identify the influence of context on scientific innovations.

However, areas of relative weakness were found in

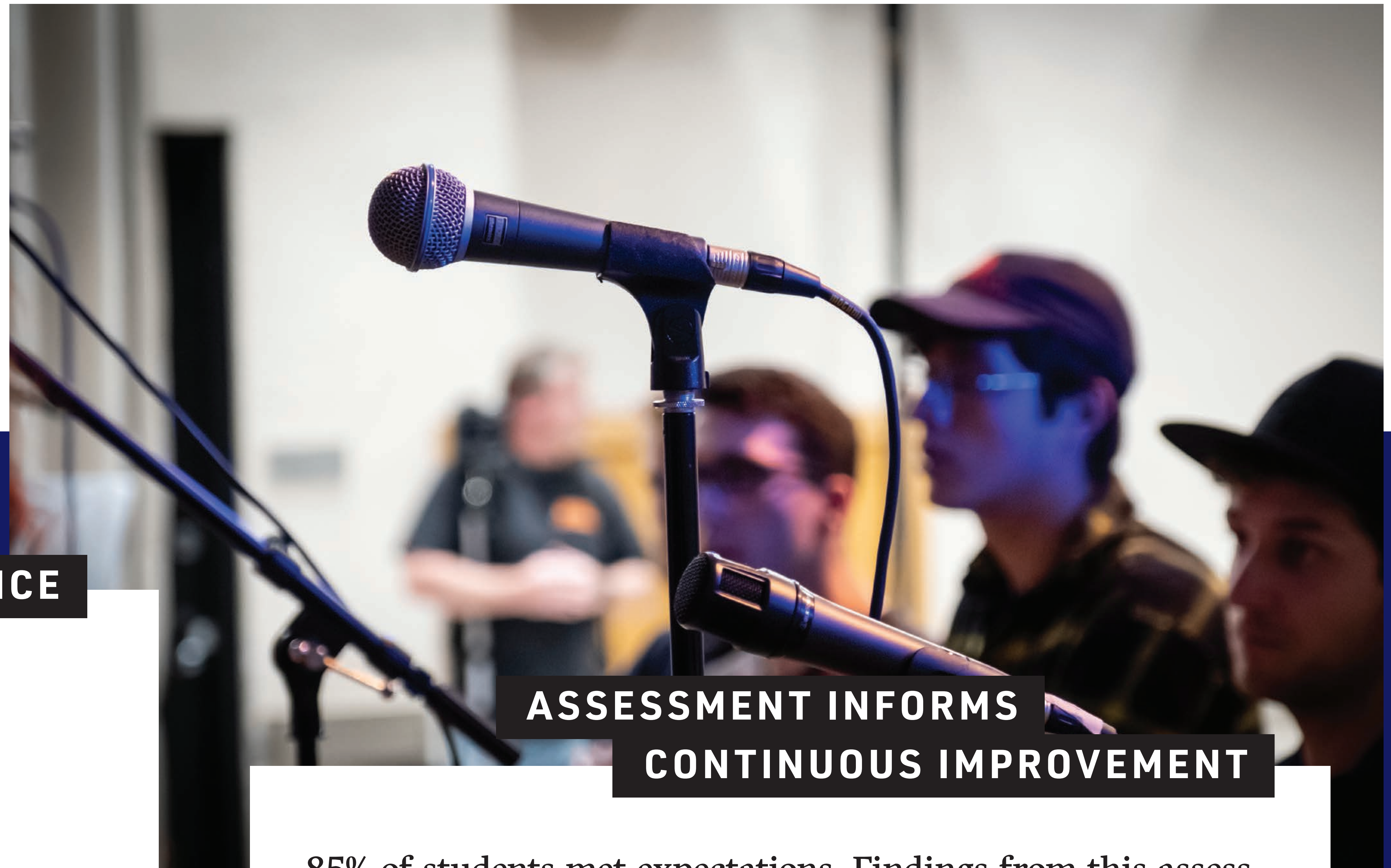
- Understanding the steps in scientific inquiry or technological development, and critically assessing sources of data.

As a result of these findings

- GenEd has developed a repository of resources for instructors related to critically assessing sources of data, and
- Faculty teaching in the Science and Technology GenEd area are meeting to discuss how to address weaknesses in understanding the scientific process.



# Klein College of Media and Communication



## ASSESSMENT PROJECT AT A GLANCE

### PROGRAM

Bachelor of Arts in Public Relations

### STUDENT LEARNING OUTCOMES

- 1) Demonstrate excellent oral and written communication skills;
- 2) Understand how to conduct research, apply findings and analyze data to build successful strategic communications plans.

### ASSESSMENT

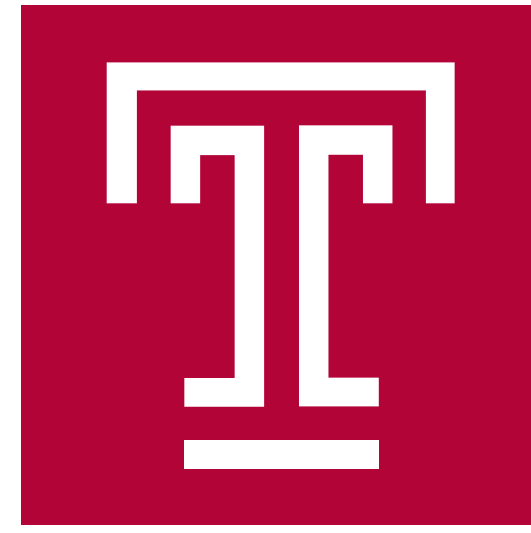
The program uses a rubric aligned with these two SLOs to assess a case study assignment in the *Law and Ethics in Public Relations* course.

## ASSESSMENT INFORMS CONTINUOUS IMPROVEMENT

85% of students met expectations. Findings from this assessment indicate some weakness in basic mechanics of writing including lack of proofreading and citation issues.

As a result of these findings:

- Writing prerequisites were changed
- Grading rubric was improved
- Research guide was created for the course



## ASSESSMENT PROJECT AT A GLANCE

### PROGRAM

Juris Doctor

### STUDENT LEARNING OUTCOMES

1) Legal knowledge; 2) Legal analysis/reasoning;  
3) Communication; 4) Professional/problem-solving skills;  
5) Legal ethics/professionalism; 6) Service; 7) Law in  
global context.

### ASSESSMENT

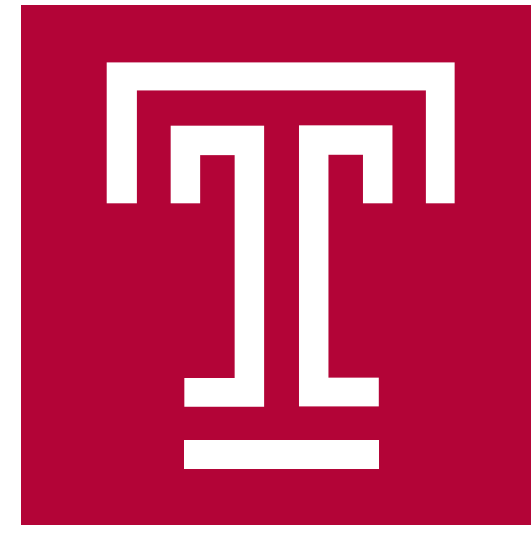
The JD program is undertaking a comprehensive curriculum review to re-map required coursework with SLOs and review/revise formative and summative assessments. To inform this effort, the program initially surveyed and interviewed first-year course faculty to collect information about learning outcomes and formative assessment methods.

## ASSESSMENT INFORMS

## CONTINUOUS IMPROVEMENT

This assessment demonstrated that while some first-year law students were receiving individualized formative assessment in exam courses, others were not. (All first-year law students receive substantial individualized formative assessment in their writing course.)

As a result of this finding, the JD program restructured courses so that each section of first-year students now has one small exam class (~30 students instead of ~65 students) in their first semester of law school. Every small group faculty member is required to offer at least one mandatory formative assessment opportunity prior to mid-semester and provide individualized feedback to all students. Results of this assessment and pilot will be discussed with the faculty at a Legal Education Seminar in March 2020 as the program maps the rest of the JD curriculum.



# Lewis Katz School of Medicine



## ASSESSMENT PROJECT AT A GLANCE

### PROGRAM

Master of Medical Science in Physician Assistant Studies (PA)

### STUDENT LEARNING OUTCOMES

- 1) Patient care;
- 2) Interpersonal communication;
- 3) Professionalism;
- 4) Practice-based learning;
- 5) System-based practice

### ASSESSMENT

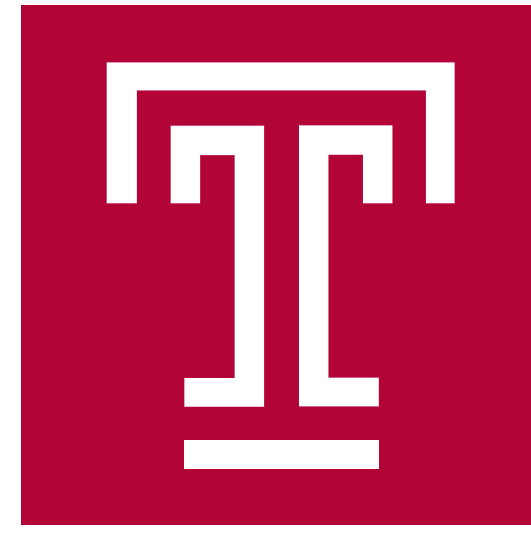
PA students complete the Physician Assistant Clinical Knowledge Rating and Assessment Tool (PACKRAT), a multiple-choice, self-assessment tool for student and curricular evaluation. The tool allows students to generate a strengths and opportunities report to identify their strengths and weaknesses.

## ASSESSMENT INFORMS CONTINUOUS IMPROVEMENT

Common areas of strength include orthopedics/rheumatology and gastroenterology/nutrition.

Pharmacology was identified as a common area of weakness for PA students.

As a result of this finding, the program has identified deficiencies in pharmacology knowledge and made alterations to the course of study including realigning the *Foundations of Medical Science II* course to start with pharmacokinetic and pharmacodynamics principals and reorganizing the way antimicrobials are taught.



## ASSESSMENT PROJECT AT A GLANCE

### PROGRAM

Doctor of Pharmacy

### STUDENT LEARNING OUTCOMES

1) Critical thinking; 2) Communication; 3) Interpersonal skills; 4) Ethical decision making; 5) Sensitivity to diversity; 6) Optimizing patient outcomes with medication therapy; 7) Self-assessment of learning needs; 8) Design and implementation of pharmacy care plans

### ASSESSMENT

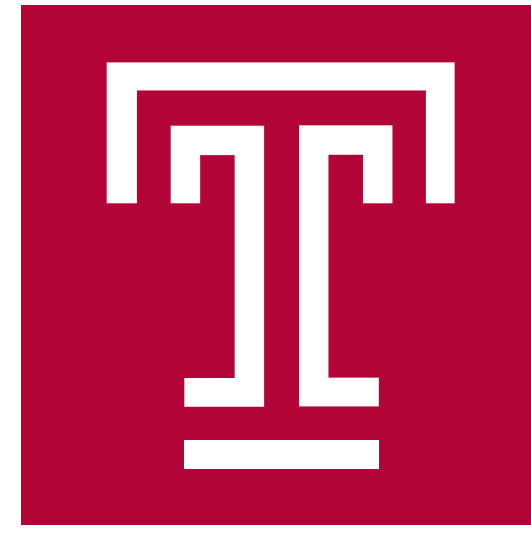
The Doctor of Pharmacy Program uses a wide array of measures to assess learning outcomes including national and local exams, portfolios, simulations, and student surveys. Fourth-year students complete 6-week rotations (Advanced Pharmacy Practice Experiences—APPEs) and are assessed using a rubric mapped to program outcomes.

## ASSESSMENT INFORMS

## CONTINUOUS IMPROVEMENT

Over the past four years, the Introductory Practice Experiences (IPPEs) have been restructured to better prepare students for the APPEs.

Overall, findings from the APPEs indicate that most students met or exceeded expectations for all outcomes. These findings reflect the positive impact of curricular enhancements to ensure students are APPE-ready. While findings are positive overall, critical thinking continues to be a skill with which 7-8% of students struggle. As a result, faculty are increasing critical thinking questions on exams during second- and third-year recitations.



# School of Podiatric Medicine



## ASSESSMENT PROJECT AT A GLANCE

### PROGRAM

Doctor of Podiatric Medicine

### STUDENT LEARNING OUTCOME

Knowledge of pre-clinical sciences, which provide the foundations of podiatric clinical training, residency training and practice.

### ASSESSMENT

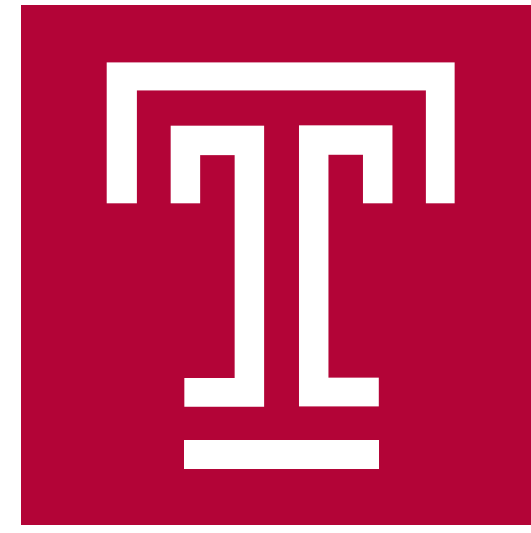
The program uses pass rates on individual sections and performance on subject domains of the American Podiatric Medical Licensing Examination Part I to assess basic science knowledge.

## ASSESSMENT INFORMS CONTINUOUS IMPROVEMENT

Students were not performing up to expectation on the basic science portion of the national board exam.

As a result of this finding, the program decided to revise the curriculum. Revisions included significant changes in course-sequencing to allow for synergy between basic science courses in a systems-based model.

The program compared exam results of students under the old curriculum and those in the new curriculum and found statistically significant improvement in overall pass rates for students in the new curriculum. However, analysis of specific subject domains found that there were no improvements in medical microbiology and immunology or pharmacology. This will be the focus of further review.



School of Sport,  
Tourism and  
Hospitality Management

## ASSESSMENT PROJECT AT A GLANCE

### PROGRAM

Bachelor of Science in Sport and  
Recreation Management

### STUDENT LEARNING OUTCOME

Demonstrate effective oral, written and visual communication—formulate and communicate reasoned arguments using written communication.

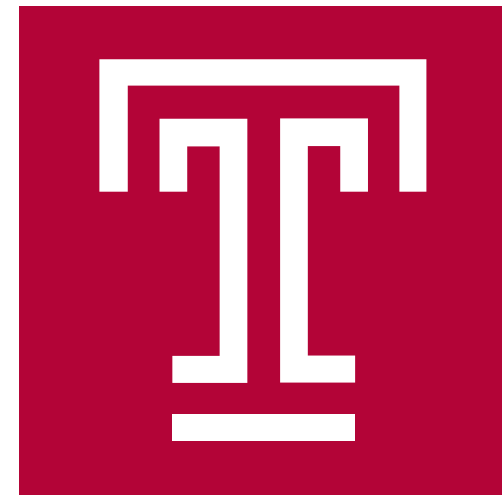
### ASSESSMENT

The program measures written communication through a series of reaction papers assessed using a rubric. The rubric focuses on content, structure, development and support of ideas, sources of evidence, organization, and syntax and mechanics.

## ASSESSMENT INFORMS CONTINUOUS IMPROVEMENT

Overall, this assessment demonstrated that student writing progressed over time and that students generally met or exceeded expectations. However, missing or incomplete reference notations as well as overreliance on only using web links in the first and second paper indicated students did not recall how to properly cite in APA format or understand the importance of doing so in their academic work.

As a result of this finding, curricular changes were made to the course that added more instruction on APA citations and referencing between papers one and three.



# School of Theater, Film and Media Arts



## ASSESSMENT PROJECT AT A GLANCE

### PROGRAM

Bachelor of Fine Arts in Film and Media Arts

### STUDENT LEARNING OUTCOMES

- 1) Artistic sophistication;
- 2) Conceptual and technical skills;
- 3) Collaboration and leadership;
- 4) Social and cultural awareness

### ASSESSMENT

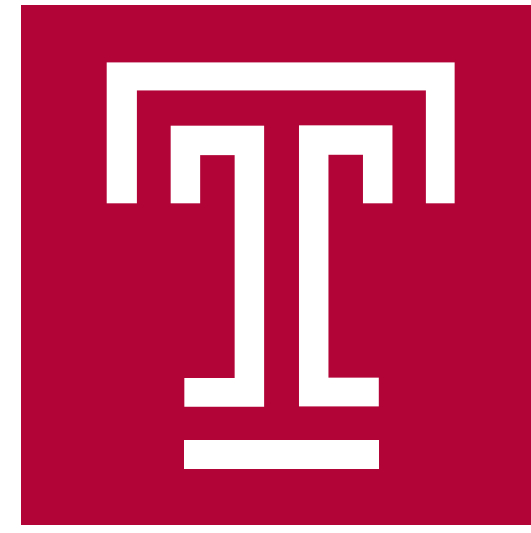
To assess these SLOs, the Film and Media Arts Program developed a rubric for a professional jury to use in assessing student work submitted to the Diamond Screen Film Festival. The rubric includes eight categories mapped to the four SLOs, which are ranked on a four-point scale.

## ASSESSMENT INFORMS CONTINUOUS IMPROVEMENT

Assessment results were reviewed in aggregate, and the program found that the weakest areas of performance were in the sound design and audio editing categories.

As a result of these findings, faculty are reviewing ways to enhance the curriculum in these areas, including by adding more collaboration with Boyer's Music Technology Program. Additionally, the areas of sound design and audio editing will be addressed when designing the new facilities, linking planning and assessment.





# Tyler School of Art and Architecture



## ASSESSMENT PROJECT AT A GLANCE

### PROGRAM

Master of Architecture (MArch)

### STUDENT LEARNING OUTCOMES

- 1) Developing critical thinking and representation,
- 2) Building practices, technical skills and knowledge,
- 3) Synthesizing design considerations and variables into integrated design solutions

### ASSESSMENT

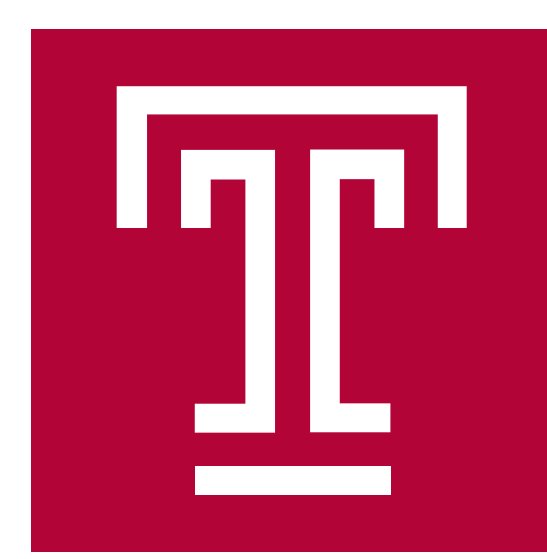
The program conducts portfolio reviews at the end of the intensive design track to assess multiple program outcomes.

## ASSESSMENT INFORMS CONTINUOUS IMPROVEMENT

Findings from this assessment are reviewed by the Curriculum Committee and are also used to advise individual students in their academic planning.

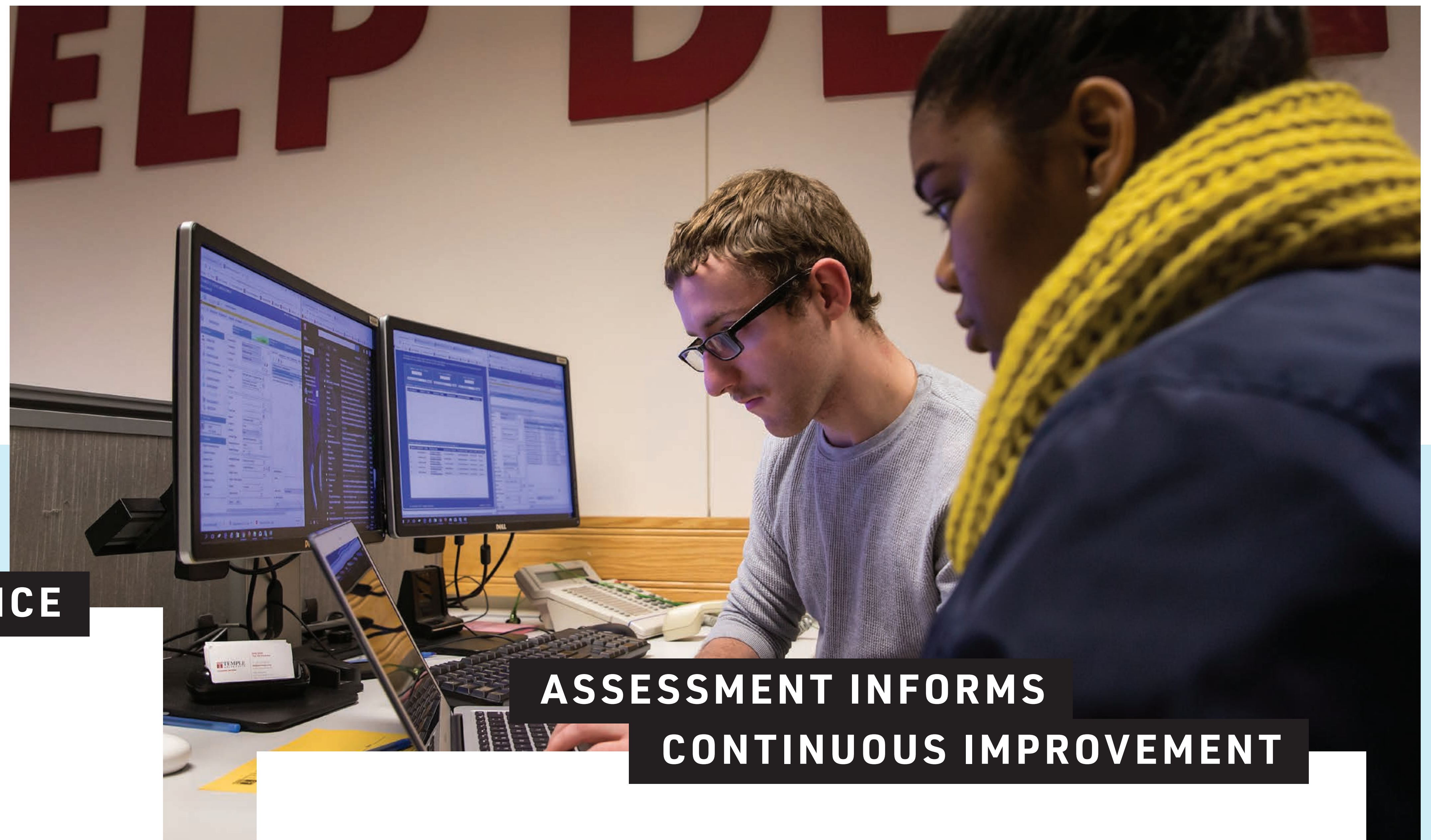
Although findings indicated that overall students are meeting expectations for all three SLOs, students who have not taken the foundation architecture courses and/or design studios consistently lack proficiency with design and representation software.

As a result of this finding, the program added additional digital instruction to ARCH 5122, a required studio for the MArch intensive design track for students without significant design studio experience prior to enrollment.



# Temple University

## Information Technology Services



### ASSESSMENT PROJECT AT A GLANCE

#### UNIT

Information Technology Services (ITS) –  
Academic Computing

#### PROGRAM OUTCOMES

1) Facilitate research, innovation and implementation of academic technologies; 2) Offer comprehensive technology services; 3) Centrally manage smart classroom applications to enhance the teaching and learning experience

#### ASSESSMENT

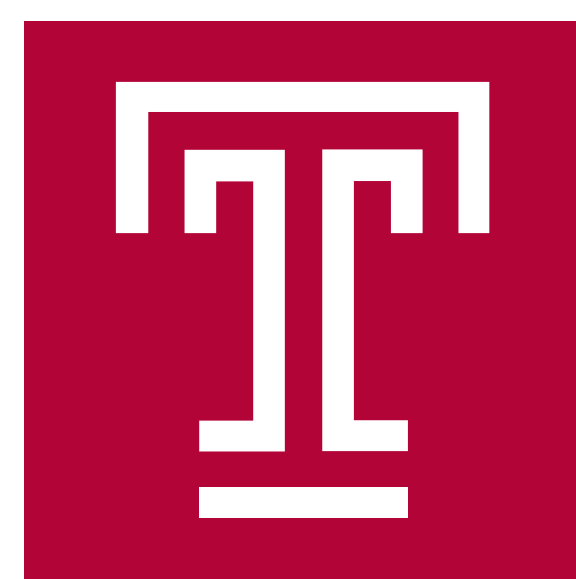
The Academic Computing unit within ITS assessed the university's current web and video conferencing (WVC) tool by piloting a competing WVC application. The unit collected direct feedback from the WVC Committee (students, faculty and staff) and also surveyed student, faculty and staff pilot participants.

### ASSESSMENT INFORMS CONTINUOUS IMPROVEMENT

Results from the assessment found that the new WVC application was superior to the current tool in a variety of ways:

- More modern and intuitive
- Higher quality audio/video
- Better integration with university LMS
- More affordable
- Better support services

As a result of these findings, the new application was adopted as the university enterprise solution for web and video conferencing, linking assessment, planning, and resource decisions.



# Temple University

## Athletics



### ASSESSMENT PROJECT AT A GLANCE

#### UNIT

Intercollegiate Athletics

#### PROGRAM OUTCOMES

- 1) Academic excellence;
- 2) Athletic excellence;
- 3) Civic engagement;
- 4) Holistic development;
- 5) Career development

#### ASSESSMENT

Athletics conducts several assessments to measure these outcomes, including end-of-year student-athlete surveys and exit surveys and interviews for departing student-athletes. The goal of the assessments is to obtain feedback regarding student-athlete satisfaction with their academic experience, athletic experience, mental health and wellness services, housing and dining services, etc.

### ASSESSMENT INFORMS CONTINUOUS IMPROVEMENT

Survey results are used to inform what is needed to continue or improve services. Meetings are held by teams to share changes that have been made as a result of feedback.

For example, a finding from these assessments indicated that student-athletes were not satisfied with the quality of the food offerings and nutritional options provided in the dining halls. As a result, Athletics created a process for student-athletes to provide real-time feedback to the managers of the dining facilities regarding food offerings and quality of service. Adjustments are made to food offerings as necessary. Results from future survey administrations will be monitored to determine if student-athlete satisfaction around food offerings has improved.



## ASSESSMENT PROJECT AT A GLANCE

## ASSESSMENT INFORMS

## CONTINUOUS IMPROVEMENT

### UNIT

Bursar's Office

### PROGRAM OUTCOME

Provide the entire university community with excellent service and information about student or department account inquiries in a friendly and timely manner.

### ASSESSMENT

To measure this outcome, the Bursar's Office uses several assessments:

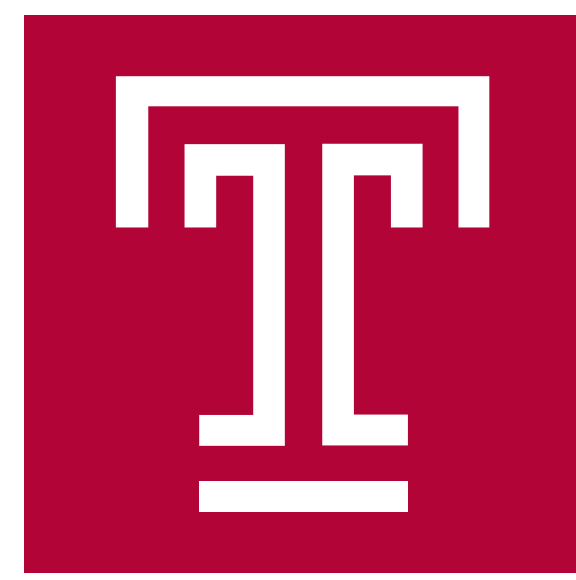
- Monthly report of call center statistics (calls answered, abandon rate, escalations, calls by category)
- Questions about billing on the Temple University Student Questionnaire (TUSQ)
- Chatbot AI tool statistics (answer rate, unanswered questions)

Results from the assessments found that the highest percentage of calls were for billing questions and the top five Chatbot interventions were for train passes, tuition calculator, tuition rates, 1098T forms and tuition rate schedule.

As a result of these findings, the Bursar's Office implemented the following changes:

- Eliminated static e-bill to have only one source of account information, reducing confusion.
- Implemented a single due date per term.
- Added train pass form with sale dates to website and added real-time sale updates to Chatbot.
- Implemented deep linking in Chatbot.

As a result of these changes, the number of contacts regarding billing has declined and TUSQ results have indicated an increase in student satisfaction around ease of understanding bill and ease of payment.



# Temple University

Center for the Performing and Cinematic Arts



## ASSESSMENT PROJECT AT A GLANCE

### UNIT

Center for Performing and Cinematic Arts Advising (CPCA Advising)

### PROGRAM OUTCOMES

- 1) Provide quality advising services that support students;
- 2) Build programming and create initiatives for student success.

### ASSESSMENT

To assess these outcomes, CPCA Advising implemented the following assessments:

- Interviews with CPCA advising staff and leadership
- Observation of student traffic within the center
- Review of student data in Cognos
- Student feedback and review of appointment scheduling system

## ASSESSMENT INFORMS

## CONTINUOUS IMPROVEMENT

CPCA Advising acted on several findings:

**Accessing Services:** The unit found that same-day scheduling often required in-person visits early in the morning, which is problematic for students living off campus or with early morning coursework. To address this, the unit implemented a new advising appointment system that allows students to make same-day appointments online. Also, the use of Canvas to provide an alternative to in-person meetings is being piloted.

**Appointment System:** Findings also suggested that the appointment system made it difficult to effectively utilize advisors' time and that students were often not able to access advising services during peak advising times. The unit transitioned to a new appointment system that allows for same-day 15-minute appointments. This option for shorter meeting times allows for more efficient time utilization and more appointments during peak advising times.



## ASSESSMENT PROJECT AT A GLANCE

### UNIT

Office of Emergency Management (OEM)

### PROGRAM OUTCOMES

1) Develop and implement training drills; 2) Evaluate and improve mass notification; 3) Enhance university capabilities to carry out emergency procedures.

### ASSESSMENT

OEM uses an After Action Review and Reporting process after incidents/drills to assess these outcomes. The process includes:

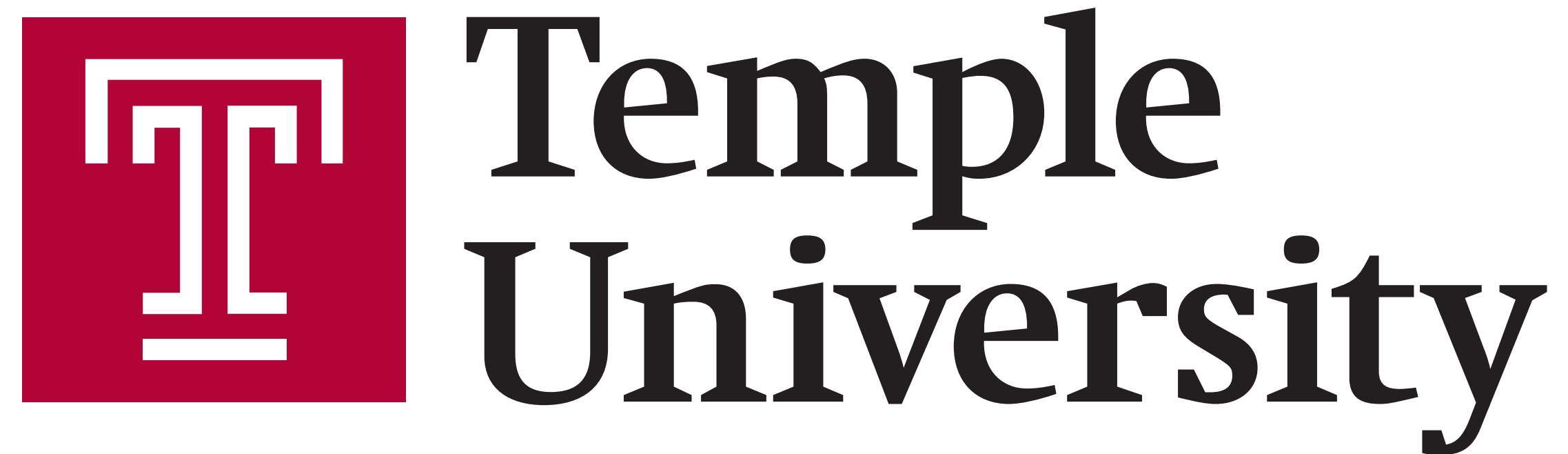
- After Action Reviews—discussion-based meetings to identify strengths and areas for improvement.
- After Action Reports—written documents cataloging strengths and areas for improvement.
- Improvement Plan—document assigning areas of responsibility and corrective actions for areas for improvement.

## ASSESSMENT INFORMS CONTINUOUS IMPROVEMENT

In March 2019, Temple University operationalized two vaccine clinics, called PODs, for a Mumps outbreak. Paper screening tools were used for these two PODs.

Through the After Action Review assessment, OEM determined that the screening process should be conducted electronically because the data entry required for paper forms is too onerous.

As a result of this finding, OEM partnered with the Philadelphia Dept. of Public Health to devise an electronic data entry process at the point where the vaccine is provided. This will save many hours of data entry and allow for real-time dispensing numbers.



## University Housing and Residential Life



### ASSESSMENT PROJECT AT A GLANCE

#### UNIT

University Housing and Residential Life (UHRL)

#### PROGRAM OUTCOME

Increase student learning, development, and academic success through the residential experience by engaging students in self-exploration, relationship development, and social and cultural awareness.

#### ASSESSMENT

One strategy UHRL uses to assess this PO is through OwlChats—one-on-one conversations between student leaders (Resident Assistants and Peer Mentors) and residents. OwlChats are guided by questions that are mapped to learning goals. Chat data is logged and categorized into various discussion themes.

### ASSESSMENT INFORMS CONTINUOUS IMPROVEMENT

Findings from the 2018-2019 academic year included the following themes:

- Concerns about academics
- Discussions exploring students' interests and passions
- Discussions regarding issues related to student involvement in the community

These findings were used to:

- Change student engagement efforts from monthly scheduling to goal-focused block scheduling
- Develop pop-up chats and include campus partners as content experts in the chats
- Revise the Student Staff Training Plan to create more intentional interactions between students and student staff



## ASSESSMENT PROJECT AT A GLANCE

### UNIT

Human Resources – Payroll Management

### PROGRAM OUTCOMES

1) Utilize technology to deliver timely and accurate pay to faculty, staff, and students; 2) Assess the effectiveness of processes to identify and implement new and improved systems to meet ever-changing needs.

### ASSESSMENT

Payroll Management aimed to assess the effectiveness of the current electronic hiring process for staff, faculty and students. To measure effectiveness, the unit conducted focus groups, gathered data from HR council meetings and tracked incidents/tickets logged in Remedy, the university's helpdesk ticketing system.

## ASSESSMENT INFORMS

## CONTINUOUS IMPROVEMENT

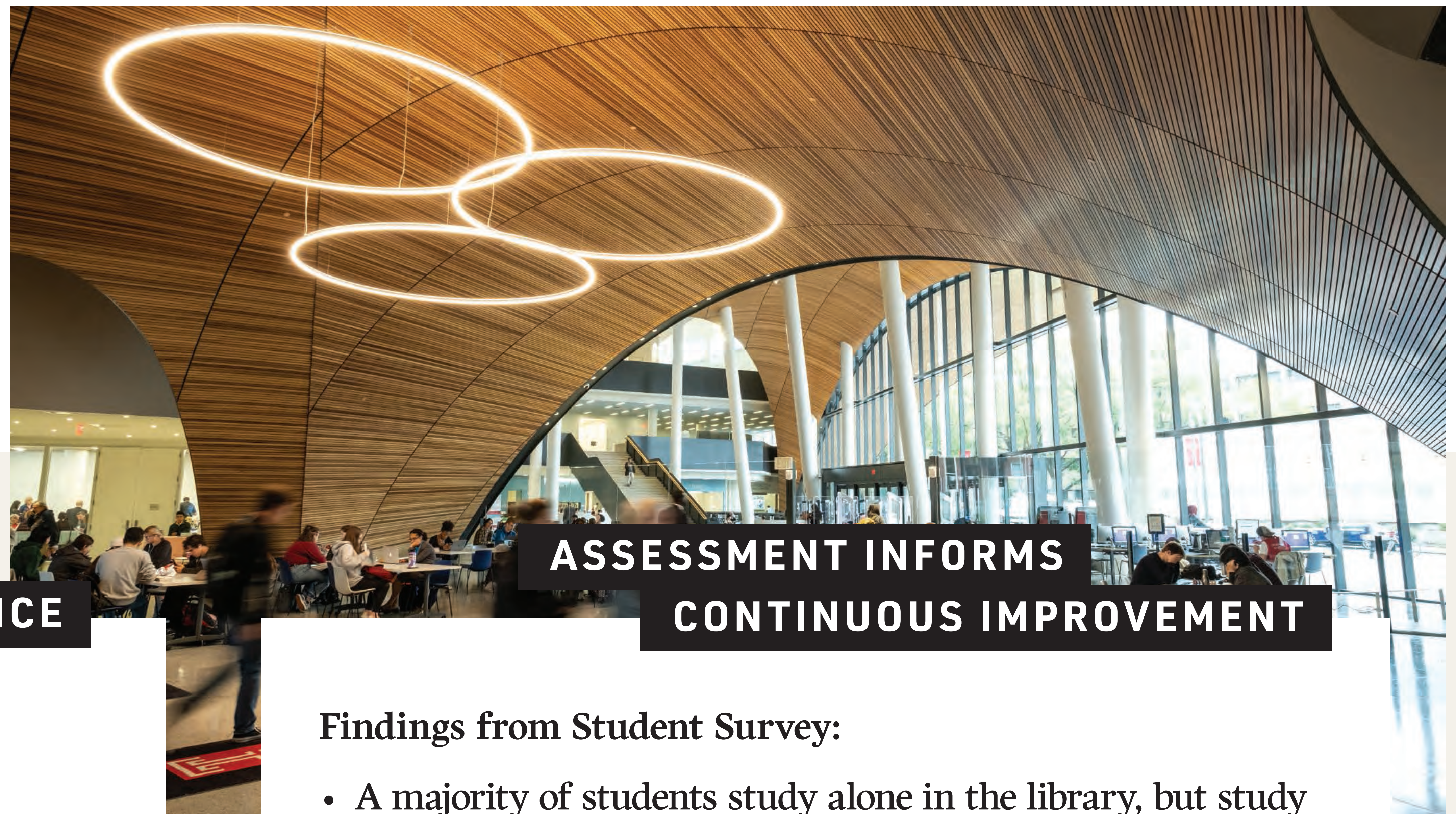
Results from the assessment found that while the new hire experience has improved, employees are still required to go to multiple places to complete required forms resulting in:

- Delayed employee setup in Banner.
- Manual input to enter onboarding data.
- Calls for assistance to find required forms.
- No enrollment increase in direct deposit or electronic W-2.

As a result of these findings, Payroll Management contracted with a vendor who offered an onboarding solution with a single collection point. The following results have been observed:

- Improved and timely communication of requirements.
- Higher one-time completion rates.
- Reduced call volume.
- Increased accuracy resulting in fewer manual adjustments.





## ASSESSMENT PROJECT AT A GLANCE

## ASSESSMENT INFORMS CONTINUOUS IMPROVEMENT

### UNIT

University Libraries

### PROGRAM OUTCOMES

1) Enriching the environment for learning and student success; 2) Developing programs, services and resources to enhance intellectual productivity

### ASSESSMENT

One example of how the libraries measured these two outcomes was through a study assessing students' preferences and use of open study spaces in the new Charles Library. The study included:

- Student survey: identify seating used, assess what students do at the library and if seating meets needs, determine likes/dislikes about furniture
- Daily seating observations: observe seating patterns, occupancy rate and how students used furniture

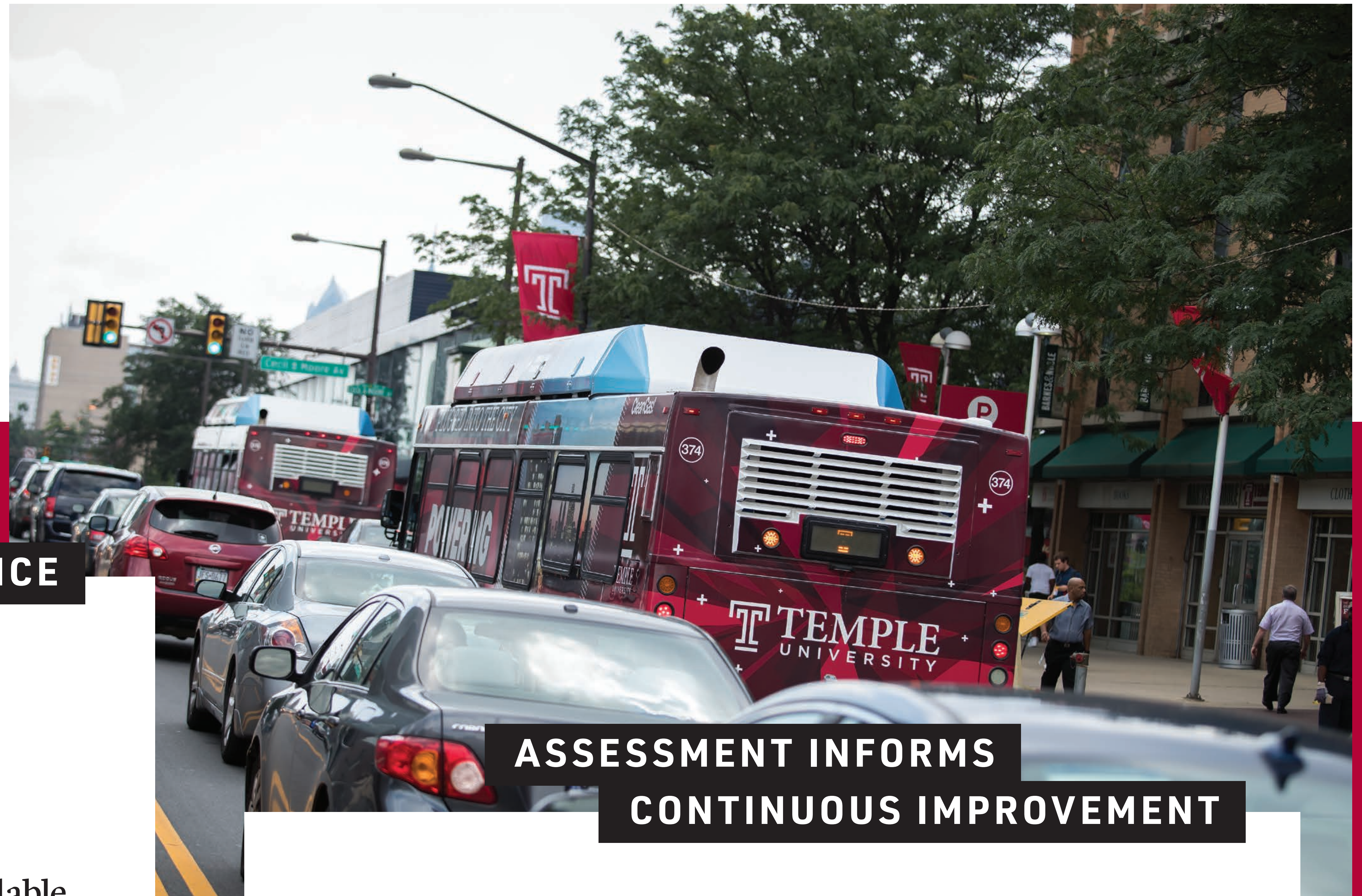
### Findings from Student Survey:

- A majority of students study alone in the library, but study groups were also common
- Students like natural light, views, mesh rolling chairs, 4th floor quiet room
- Open table seating more suited for groups; more private study space needed
- Students want more comfortable seating

### Findings from Seating Sweep:

- Rarely over 50% occupancy
- Lounge furniture more popular when placed near a window
- Lounge furniture is uncomfortable and lacks work surfaces

These findings helped the library identify furniture that increases privacy and minimizes distraction and ways to reconfigure current spaces.



### ASSESSMENT PROJECT AT A GLANCE

#### UNIT

Office of Parking Services

#### PROGRAM OUTCOMES

1) Provide parking options/services that are safe, affordable and convenient; 2) Analyze usage of parking facilities to make operational changes to better support the needs of students, employees and visitors.

#### ASSESSMENT

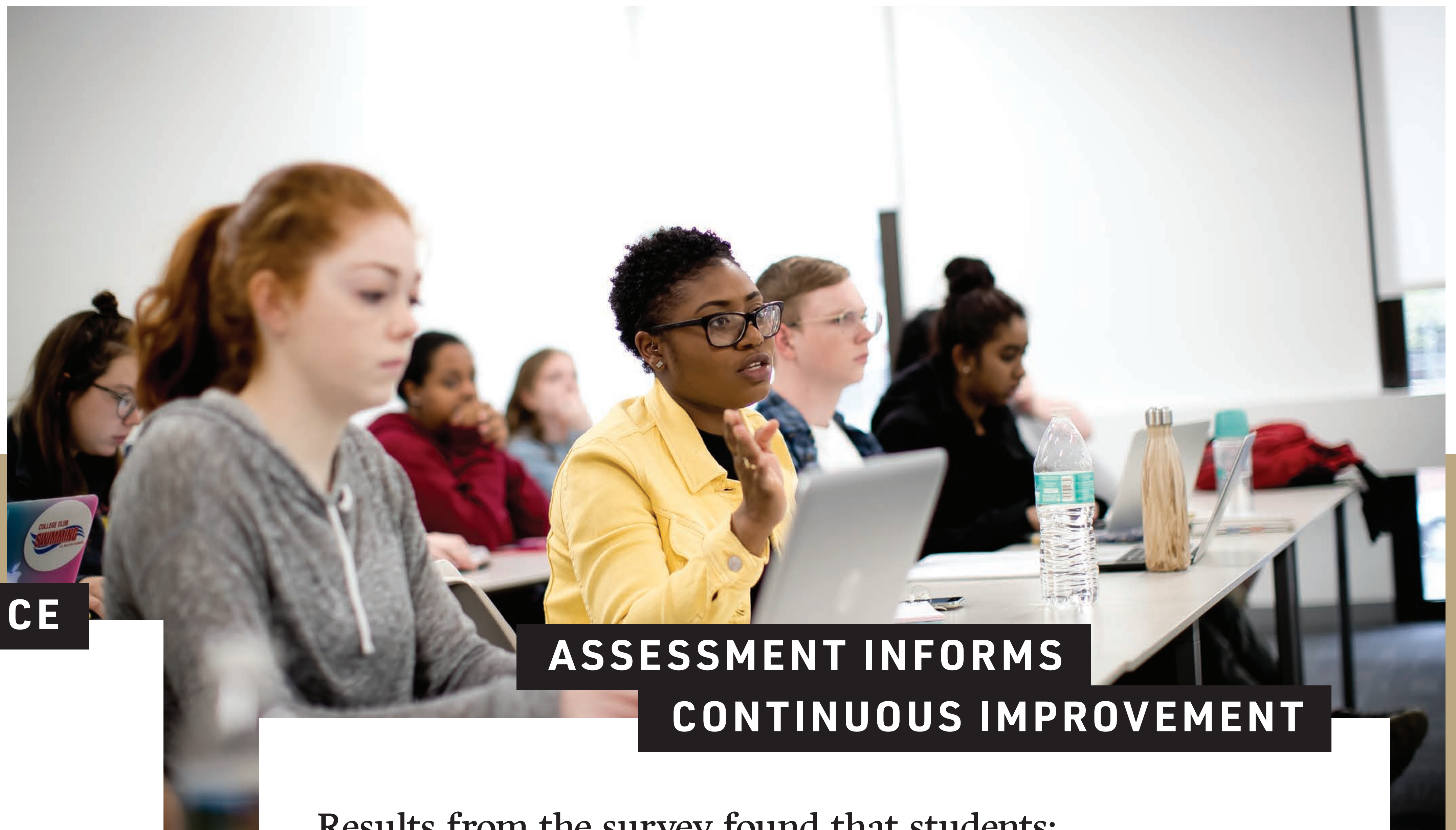
In order to better track parking facility utilization, duration and payment type, any new parking facility is fit with automated payment/tracking equipment, and existing lots are being retrofitted with this equipment. Using this equipment, Parking Services collects essential data (frequency, usage, payment type and duration), which is used to make better-informed operational decisions.

### ASSESSMENT INFORMS CONTINUOUS IMPROVEMENT

Since adding the automated equipment, Parking Services has tracked a significant increase in the number of transient/short term parking transactions between FY2015 and FY2019.

As a result of these findings, Parking Services implemented two additional rate options at the Cecil B. Moore Parking Lot:

- Adding a \$2/half-hour fee
- Adding a \$20/day flat fee



## ASSESSMENT PROJECT AT A GLANCE

### UNIT

Pre-Professional Health Studies (PPHS)

### PROGRAM OUTCOMES

1) Prepare students for their application to professional school through advising services; 2) Deliver quality student-centered services and resources for students/alumni pursuing professional school.

### ASSESSMENT

The Pre-Professional Health Studies unit uses a variety of assessments to measure program outcomes including surveying students regarding advising services.

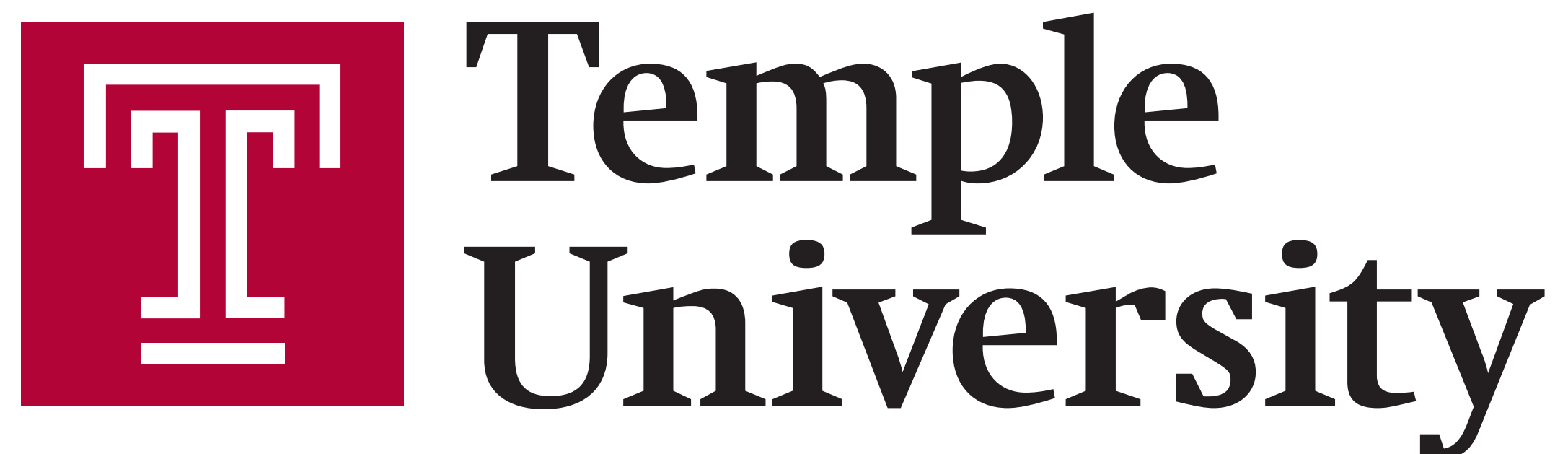
## ASSESSMENT INFORMS CONTINUOUS IMPROVEMENT

Results from the survey found that students:

- Want to engage with PPHS earlier.
- Would like more resources related to professional development.
- Would like to understand more about the ePortfolio/committee process.
- Want more accessible advising sessions.

As a result of these findings, PPHS took the following actions:

- Held information sessions at New Student Orientation.
- Developed resources including “Guidelines to Success,” a Canvas “It All Starts Here” module, and webinars.
- Offered satellite advising sessions and group advising sessions.



## Strategic Marketing & Communications



### ASSESSMENT PROJECT AT A GLANCE

#### UNIT

Strategic Marketing & Communications

#### PROGRAM OUTCOMES

1) Build a cohesive, branded and optimized digital landscape through research-driven, user-focused content and experiences; 2) Employ a branded, aligned marketing strategy centered on personalization to deliver an optimal experience.

#### ASSESSMENT

Strategic Marketing & Communications engaged in various qualitative studies to assess these outcomes, including:

- Content assessments for academic program landing pages.
- User-experience testing on Temple's application hub.
- Studies assessing the redesigned Graduate School and Undergraduate Admissions websites.

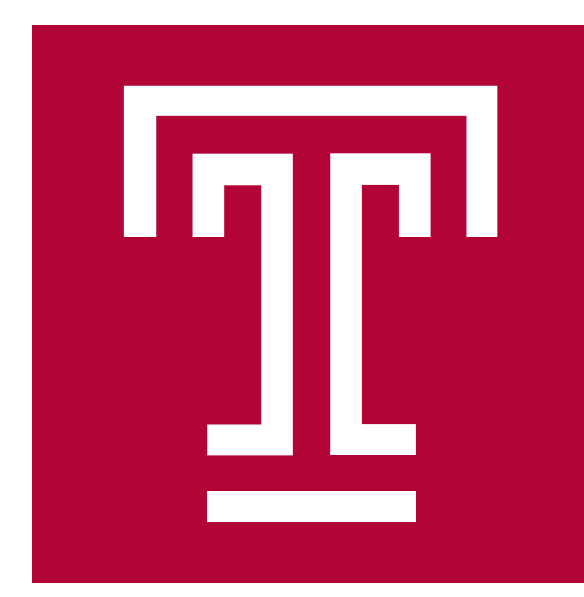
### ASSESSMENT INFORMS

### CONTINUOUS IMPROVEMENT

Results from these assessments indicated that certain websites could benefit from content trimming and more consideration should be given to side navigation and content organization.

As a result of these findings, Strategic Marketing & Communications has planned the following actions:

- Continually focus on user-centered content development and design for academic program pages.
- Add more clear and visually distinct program timeline, curriculum and course delivery content for graduate and non-traditional prospective student audiences.
- Further develop sidebar functionality and redesign application landing page to be more intuitive and easy to use.



# Temple University

## Tuttleman Counseling Services



### ASSESSMENT PROJECT AT A GLANCE

#### UNIT

Tuttleman Counseling Services (TCS)

#### PROGRAM OUTCOMES

1) Offer a range of mental health services that meet the needs of Temple students; 2) Continue to innovate and improve the delivery of services to meet student needs in an efficient and timely way.

#### ASSESSMENT

TCS uses a number of assessments to measure attainment of these two outcomes, including:

- Tracking usage data of TCS services including ancillary (group) sessions vs. individual sessions.
- Comparing pre- and post-treatment scores on the Counseling Center Assessment of Psychological Symptoms checklist (CCAPS).

### ASSESSMENT INFORMS

### CONTINUOUS IMPROVEMENT

#### Usage Data Findings

Student use of TCS has increased from ~1000 students in AY1999-2000 to over 3680 students in AY2018-2019. Over the last two years, the number of individual sessions delivered has remained the same (~10,300+) but the number of ancillary sessions has increased 35% (2700+ to 4200+).

#### CCAPS Findings

During AY2018-2019, 642 students were offered yoga and meditation therapy (ancillary sessions). Analysis of pre-/post-CCAPS scores showed a decrease in alcohol/substance use, depression and anxiety after therapy.

Given the increase in students utilizing TCS, it has been necessary to find new and innovative ways to meet student need. One way has been through the increased development and usage of ancillary services, which have been found to be an effective mode of treatment.