



Assessment Training for Graduate Programs

- **November 13, 2020**
- **2:30 p.m. – :15 p.m.**
- **Zoom:** Meeting ID: 931 5920 5053
- Meeting password: UWSP
- [Join the Meeting \(URL\)](#)



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Workshop Goals

Become familiar with:

- Assessment of Program Learning Outcomes Website:
<https://www.uwsp.edu/acadaff/Pages/assessmentLearning.aspx>
 - Materials from this workshop
 - Materials from August 25 Workshop
- Revisit “Five-Year Plan for Graduate Program Assessment” for 2019-2024
- Revisit Annual Report Structure & Requirements
- Become familiar with AS Feedback Rubric & Report Shell
- Explore Canvas Outcomes for data collection and analysis



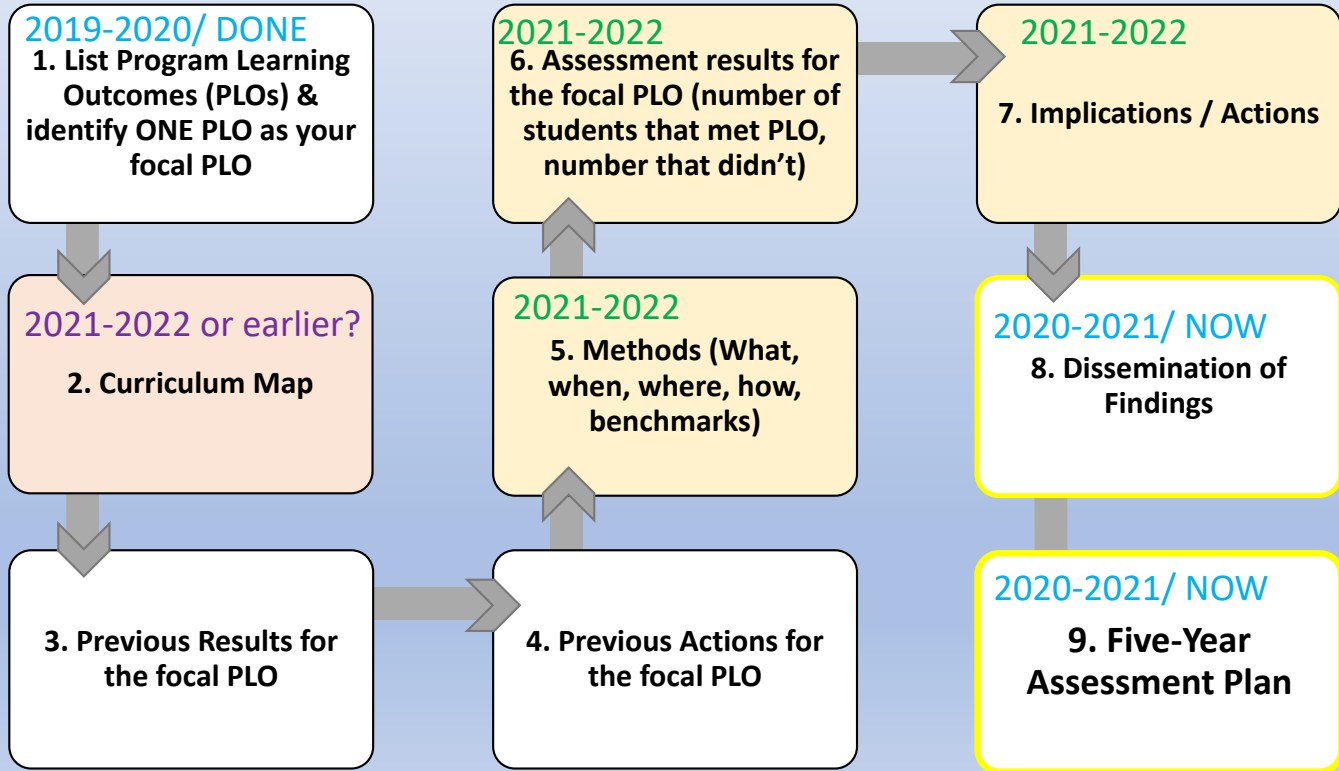
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2019-2024 Five-Year Plan for Graduate Program Assessment

- ☑ 1. (2019-2020). By February 2020, all graduate programs will submit their program learning outcomes to the Assessment Subcommittee. The AS will provide feedback to the graduate programs by the end of Spring semester.
 - ↪ **Your PLOs are now in Canvas!**
- ☐ 2. (2020-2021). By October 2020 [**General update – February 5, 2021**], all graduate programs will submit five-year assessment plans describing when and how each learning outcome will be assessed and reported.
 - ↪ **You can start using Canvas for preliminary collection of data. Advice: Keep some samples of student work because your accreditation bodies may want to see actual examples.**
- ☐ 3. (2021-2022). By October 2021, all graduate programs will submit their annual report of at least one learning outcome.
- ☐ 4. (2022-2023). By October 2022, all graduate programs will submit their annual report of another learning outcome. **This is the year that the HLC 4-year assurance argument will be due.**
- ☐ 5. (2023-2024). By October 2023, all graduate programs will submit their annual report of another learning outcome.

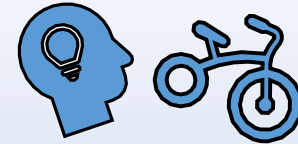


Future Assessment Horizon: Graduate Programs need to have assessment results in their reports starting 2021-2022





General Advice



- Remember that **UWSP Graduate Program Assessment targets assessment of student learning outcomes** – not operational outcomes (ex. How many graduates get a job) that your accreditation bodies are also interested in.
- Your accreditation bodies may be interested in asking how your program participates in and contributes to the university assessment practices.
 - Clear assessment reports provide the best advocacy for your program's involvement with and participation in the assessment process that values student learning.
- Devise a clear plan for dissemination of your findings to various stakeholders, such as your faculty, students, and potential employers, etc.
 - Maybe have a webpage that is easily accessible. See what the requirements are for your accreditation body.



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Types of assessment evidence (examples):

Which types of assessment does your graduate program use or plans to use?

- Embedded course assessments such as *capstone projects, portfolios, Master's theses, etc.* (**direct measure**)
 - Explore Canvas' capabilities to collect, store, and assess data with rubrics and outcomes
- Standard/ comprehensive exams (**direct measure**)
 - Explore Canvas' capabilities to collect and store data
- Surveys of employers assessing graduates' performance and competencies (**indirect measure, reliable**)
 - Qualtrics? Office Forms?
- Surveys of student perceptions of their learning (**indirect measures, subjective**)
 - Qualtrics? Office Forms?



Your Program's Five-Year Assessment Plan

- a) The plan covers (at least) five years. [*Starting on 2019?*]
- b) The plan makes explicit when, where, and how each PLO will be assessed and when it will be reported.
- c) * The plan will result in all PLOs being assessed and reported within a 5-year cycle or your accreditation body's suggested cycle.
 - *Comments from the workshop participants?*



Helpful Hint: Five-year assessment plan should specify the turnover in faculty carrying out program assessment. This means that such a plan should be understandable and executable by other faculty from the program. **The programs need to be as specific as possible.** It is an actionable plan rather than an outline of a potential direction in assessment efforts.



1. Program Learning Outcomes (PLOs)

Complete	Partial	Absent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- a) All PLOs are listed.
- *[It is OK to copy & paste from the previous year]*
- b) PLOs reflect the knowledges, skills, and dispositions that indicate the scope of the program and student achievement expectations.
- *[It is OK to copy & paste from the previous year]*
- c) **The focal PLO(s) is stated and assessed according to the assessment plan.**



- *Very important, changing each year*

If your program has more than 5 PLOs, you might need to assess more than one PLO annually. If you assess all your PLOs annually, you are not required to report all of them in an annual assessment report, just the focal PLO.



2. Current Curriculum Map

Complete	Partial	Absent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- a) The curriculum map is sufficiently detailed to be useful for evaluating the program.
- b) The curriculum map clearly depicts the courses/experiences that will allow students to meet all program learning outcomes.



- *Differences between your programs are often in course work or learning experiences. A clear explanation of different courses or different emphases student work should reflect will be helpful, especially if your graduate programs share the same learning outcomes.*



3. Summary of Previous Results

Complete	Partial	Absent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- A concise abstract of results (<500 words) describes previous assessment results with enough information for comparison with current results, if applicable.



Helpful Hint: If the focal PLO has not been assessed yet, it is OK to say that the program does not have anything to report. (Advice to Programs: Please do not provide lengthy fillers!)



4. Description of Previous Actions

Complete	Partial	Absent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- There is an explicit statement of the changes (or not) to curriculum, instruction, or assessment methods based on previous assessment of the focal PLO.



Helpful Hint: If the focal PLO has not been assessed yet, it is OK to say that the program does not have anything to report. (Advice to Programs: Please do not provide lengthy fillers!)



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5. Assessment Strategies/ Measures/Techniques/Methods

Complete	Partial	Absent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- a) What was measured (e.g., number of students, levels of student achievement) is documented and student achievement is meaningfully summarized.
- b) Figures and/or tables are used when necessary for clarity and to depict trends.
- c) Results are discussed in the context of the stated benchmark(s) and/or previous results.



6. Assessment Results / Findings / Interpretation

Complete	Partial	Absent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- a) What was measured (e.g., number of students, levels of student achievement) is documented and student achievement is meaningfully summarized.
- b) Figures and/or tables are used when necessary for clarity and to depict trends.
- c) Results are discussed in the context of the stated benchmark(s) and/or previous results.



Helpful Hint: Remember to keep some samples for the accreditation bodies, in case they want to see the actual student work.



7. Implications / Actions

Complete	Partial	Absent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: VERY important for HLC: Closing the loop!

- It is explained how the results can be used to improve student achievement through changes to curriculum, instruction, and/or assessment methods.



Helpful Hint: It is perfectly acceptable for the programs to keep doing the same assessment if the results are satisfactory for the program. Your explanation needs to state it explicitly.



8. Dissemination of Findings

Complete	Partial	Absent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- The report has been shared with and approved by the faculty.



- **Helpful Hint:** Devise a clear plan for dissemination of your findings to various stakeholders, such as your faculty, students, and potential employers, etc. Good practice – create a web page to show to your accreditation body that the results are open to the public and are clearly communicated to various stake-holders.

*Comments/ input from the workshop participants?



9. Updated Five-Year Assessment Plan

Complete	Partial	Absent
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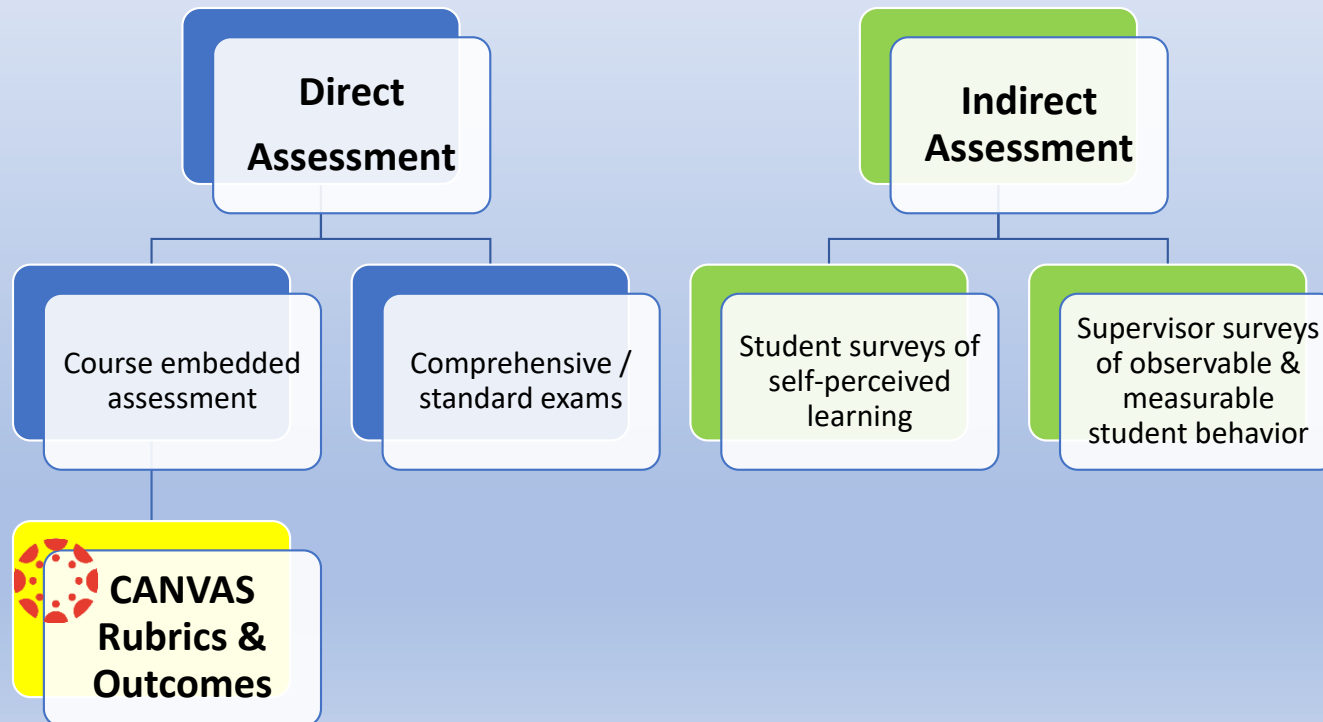
- The plan covers (at least) five years.
- The plan makes explicit when, where, and how each PLO will be assessed and when it will be reported.
- The plan will result in all PLOs being assessed and reported within a 5-year cycle.



Helpful Hint: Five-year assessment plan should specify the turnover in faculty carrying out program assessment. This means that such a plan should be understandable and executable by other faculty from the program. **The programs need to be as specific as possible.** It is an actionable plan rather than an outline of a potential direction in assessment efforts.



When & how to collect assessment data





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Using Canvas to collect course-based assessment data

- Please consult the August 25 Workshop materials for the PowerPoint slides or the recording.
- [A short video](#) of how you can bring your PLOs into your courses (3 min)
- [A longer video](#) of how to use PLOs for the embedded course assessment in Canvas (11 min)



A Path to Remember: to **FIND** your PLOs → Account Standards →
UW Stevens Point - Instructional Top Level → **Graduate**
Program Assessment Outcomes → Your program

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Questions & suggestions?

