



Assessment Training for Programs

- **October 9, 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
- Report Structure & Requirements
- AS Feedback Rubric & Report Shell



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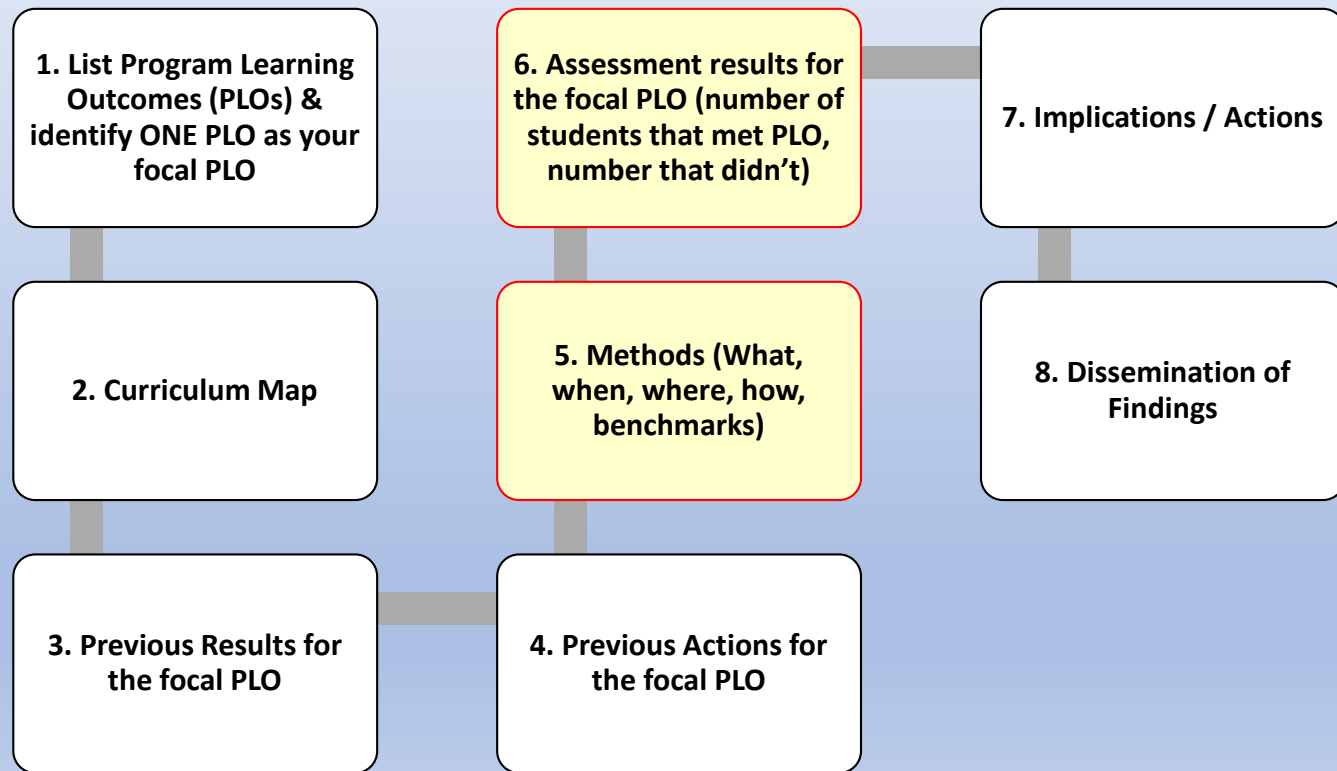
Advice to Programs

- Follow the rubric to make your report. It will make the review process easier for the Program as well as for the AS members.
- Use/ refer back to the attached template for your convenience:
 - [Assessment Report Shell.docx](#)
- The report does not have to be pretty or lengthy (5-10 pages, brief and to the point!) to meet expectations on the AS feedback rubric.



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2020-2021 – Programs need to have assessment results in their reports





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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 a 5-year cycle to assess all PLOs.**

- *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.
 - *[It is OK to copy & paste from the previous year]*
- b) The curriculum map clearly depicts the courses/experiences that will allow students to meet all program learning outcomes.
 - *[It is OK to copy & paste from the previous year]*
 - **Area of improvements:** If the previous report's rubric from the Assessment Subcommittee said that your program's CM was difficult to read, please make sure to remedy it.





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!)



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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 sections, 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.



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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 sections, 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.



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:** The programs are encouraged to discuss and vote for their annual assessment reports during one of the departmental meetings to make sure that all the program members are aware and involved in the assessment process on a regular basis, even if not all of them are collecting and interpreting the assessment results of student learning in the program during a particular academic year.





9. Updated Five-Year Assessment Plan

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

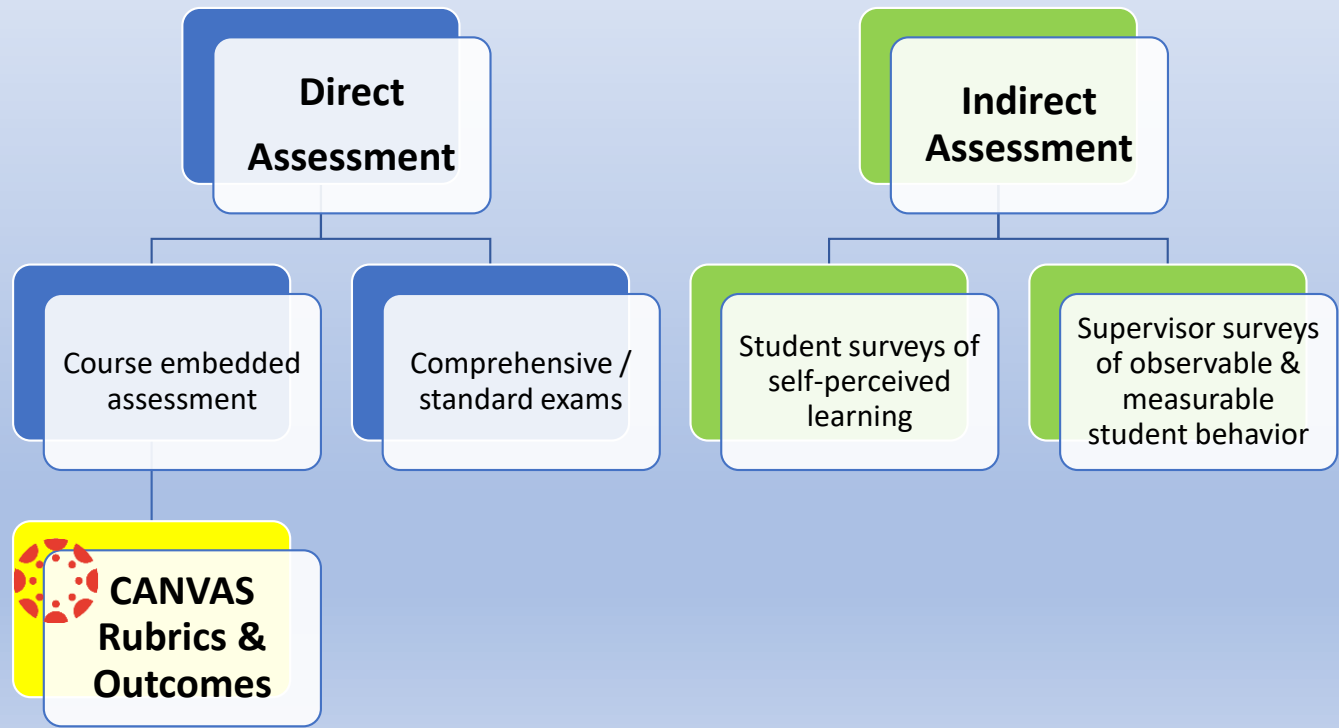
- The plan covers (at least) five years.
- The plan makes explicit when, where, and how each PLO will be assessed and when it will be reported.
- The plan will result in all PLOs being assessed and reported within a 5-year cycle.



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** → Program Assessment Outcomes → Your college → Your department

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Questions & suggestions?

