

Annual Program Assessment to Improve Student Success

By the time we are done, you will be able to:

- Explain the reasons why we do Program Assessment at UWSP.
- Describe the necessary parts of an annual assessment report.
- Understand when reports are due and how they will be evaluated.
- Revel in the knowledge that Assessment reporting obligations for your programs will be less onerous and more useful than they used to be.

Why We do Program Assessment at UWSP

1. Because we, as an institution, can always do better, and we strive, for the sake of our students, to help more students achieve more.

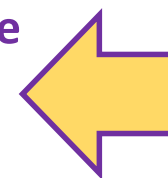
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2. Because we are required to document that #1 is true for the HLC.

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals. **learning outcomes**
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs. **measure achievement**
3. The institution uses the information gained from assessment to improve student learning. **apply data to improvement**
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. **involve faculty & instructional staff**

**“Assessment”
means providing
evidence for
these**



What is the problem that we are trying to solve?

- 5-year reports
 - too infrequent to be front-burner'd
 - department memory is shorter than five years
 - complex and cumbersome
- And, it has been unclear what has been needed/wanted and why
- And, it hasn't been obvious how to use the data in the reports
- **Starting this year:** Annual Assessment Reporting — 1 PLO per year

From 2011-2018, 23 of 43 Program Assessment Reports required follow-up reporting.

“... [A] spot check of reports indicates that programs are using assessment data to make improvements to student learning, but this act of ‘**closing the loop**’ is not yet captured in a systematic and comprehensive way at the program or institution level.” — 2019 HLC Reaffirmation Review

What We Want from Annual Reporting



A simple "dashboard" like this will serve for accreditation and provide a campus-wide context for program assessment.

Annual Assessment Checklist & Rubric

Program Assessment Coversheet / Meta-Assessment Rubric

Program:	Dept.:	Contact:	email:
Focal PLO:			

	Complete	Partial	Absent
1. Program Learning Outcomes (PLOs)			
a) All PLOs are listed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) PLOs reflect the knowledges, skills, and dispositions that indicate the scope of the program and student achievement expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The focal PLO(s) is stated and assessed according to a 5-year cycle to assess all PLOs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Current Curriculum Map			
a) The curriculum map is sufficiently detailed to be useful for evaluating the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The curriculum map clearly depicts the courses/experiences that will allow students to meet all program learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Summary of Previous Results			
• A concise abstract of results (<500 words) describes previous assessment results with enough information for comparison with current results, if applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Description of Previous Actions			
• There is an explicit statement of the changes (or not) to curriculum, instruction, or assessment methods based on previous assessment of the focal PLO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assessment Strategies/Measures/Techniques/Methods			
a) Direct and/or indirect assessment methods are employed as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) A concise description of assessment methodology (e.g., course, semester, instrument, constituency, method of analysis) is sufficiently detailed as to be repeatable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) An explicit benchmark of student achievement expectations is provided and justified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Useful materials (e.g., descriptions of assignments, rubrics) are attached as appendices as necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assessment Results / Findings / Interpretation			
a) What was measured (e.g., number of sections, number of students, levels of student achievement) is documented and student achievement is meaningfully summarized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Figures and/or tables are used when necessary for clarity and to depict trends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Results are discussed in the context of the stated benchmark(s) and/or previous results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Implications / Actions			
• It is explained how the results can be used to improve student achievement through changes to curriculum, instruction, and/or assessment methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Dissemination of Findings			
• The report has been shared with and approved by the faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Updated Five-Year Assessment Plan			
a) The plan covers (at least) five years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The plan makes explicit when, where, and how each PLO will be assessed and when it will be reported.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The plan will result in all PLOs being assessed and reported within a 5-year cycle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Meta-Assessment Score: _____			
Previous Results:	<input type="checkbox"/> none or NA # not met: _____	# met: _____	% met: _____
Previous Actions:	<input type="checkbox"/> none <input type="checkbox"/> curricular	<input type="checkbox"/> instructional	<input type="checkbox"/> assessment
Current Results:	<input type="checkbox"/> none or NA # not met: _____	# met: _____	% met: _____
Actions:	<input type="checkbox"/> none <input type="checkbox"/> curricular	<input type="checkbox"/> instructional	<input type="checkbox"/> assessment
Does this assessment report:		<input type="checkbox"/> "Close the Loop" <input type="checkbox"/> demonstrate improvement	
Comments: _____			
Meta-Assessment Completed by: _____ (to be completed by the Assessment Subcommittee)			

Annual Assessment Checklist & Rubric

		Complete	Partial	Absent
PLOs	1. Program Learning Outcomes (PLOs)			
	a) All PLOs are listed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) PLOs reflect the knowledges, skills, and dispositions that indicate the scope of the program and student achievement expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Map	c) The focal PLO(s) is stated and assessed according to a 5-year cycle to assess all PLOs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Current Curriculum Map			
	a) The curriculum map is sufficiently detailed to be useful for evaluating the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Previous Results	b) The curriculum map clearly depicts the courses/experiences that will allow students to meet all program learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Summary of Previous Results			
	• A concise abstract of results (<500 words) describes previous assessment results with enough information for comparison with current results, if applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Previous Actions	4. Description of Previous Actions			
	• There is an explicit statement of the changes (or not) to curriculum, instruction, or assessment methods based on previous assessment of the focal PLO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. Assessment Strategies/Measures/Techniques/Methods			
Methods	a) Direct and/or indirect assessment methods are employed as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) A concise description of assessment methodology (e.g., course, semester, instrument, constituency, method of analysis) is sufficiently detailed as to be repeatable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) An explicit benchmark of student achievement expectations is provided and justified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d) Useful materials (e.g., descriptions of assignments, rubrics) are attached as appendices as necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results	6. Assessment Results / Findings / Interpretation			
	a) What was measured (e.g., number of sections, number of students, levels of student achievement) is documented and student achievement is meaningfully summarized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) Figures and/or tables are used when necessary for clarity and to depict trends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actions	c) Results are discussed in the context of the stated benchmark(s) and/or previous results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7. Implications / Actions			
	• It is explained how the results can be used to improve student achievement through changes to curriculum, instruction, and/or assessment methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report it!	8. Dissemination of Findings			
	• The report has been shared with and approved by the faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9. Updated Five-Year Assessment Plan			
5-Year Plan	a) The plan covers (at least) five years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) The plan makes explicit when, where, and how each PLO will be assessed and when it will be reported.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) The plan will result in all PLOs being assessed and reported within a 5-year cycle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Closing the Loop!

Annual Assessment Checklist & Rubric

Previous Results
Previous Actions
Current Results
Actions

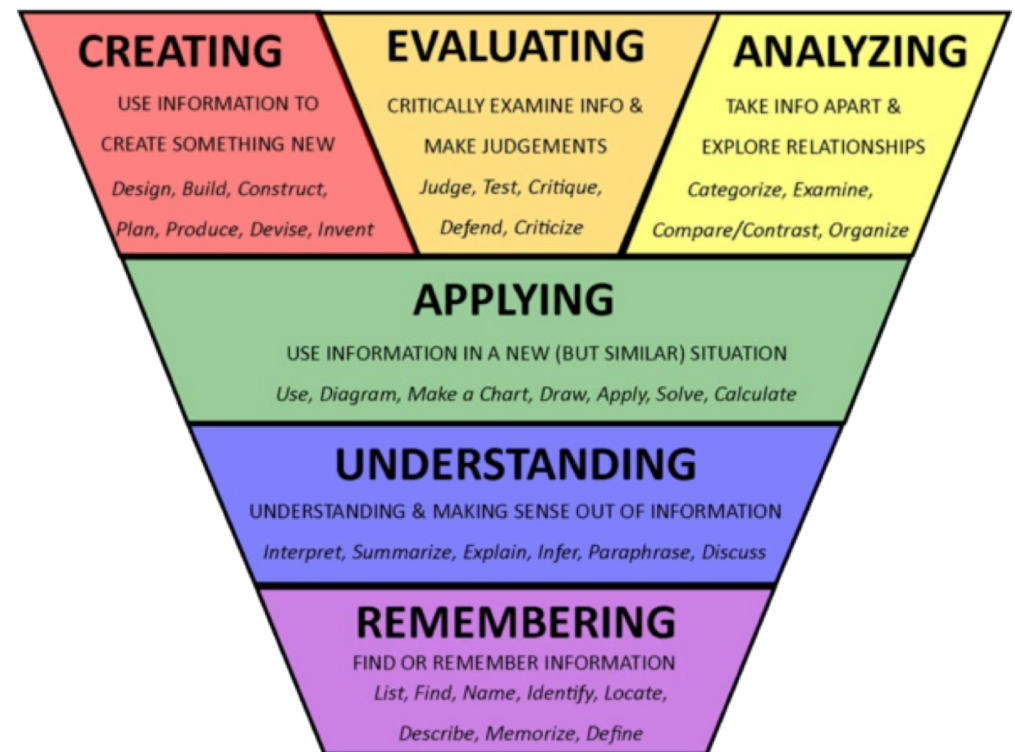
		Meta-Assessment Score: _____		
Previous Results:	<input type="checkbox"/> none or NA	# not met: _____	# met: _____	% met: _____
Previous Actions:	<input type="checkbox"/> none	<input type="checkbox"/> curricular	<input type="checkbox"/> instructional	<input type="checkbox"/> assessment
Current Results	<input type="checkbox"/> none or NA	# not met: _____	# met: _____	% met: _____
Actions:	<input type="checkbox"/> none	<input type="checkbox"/> curricular	<input type="checkbox"/> instructional	<input type="checkbox"/> assessment
Does this assessment report:		<input type="checkbox"/> "Close the Loop"	<input type="checkbox"/> demonstrate improvement	
Comments: _____		Improvement!		
Meta-Assessment Completed by: _____ (to be completed by the Assessment Subcommittee)				

Programs that submit unacceptable reports will be invited by the Provost's office to attend assessment training.

- this year, reports due **20 February 2020**
 - otherwise 3rd Thursday of October
- for February 2020, minimally acceptable reports have:
 - PLOs
 - curriculum map
 - 5-year plan

Program Learning Outcomes

- Describing PLOs using Blooms Taxonomy, Revised Blooms Taxonomy, etc. provides a common vocabulary to articulate qualitatively different levels of student achievement
- Aim for 5±2 PLOs
 - should represent knowledge, skills, and dispositions
 - > 5 will require reporting on more than 1 PLO per year



Program Learning Outcomes (PLOs)

Program Learning Outcomes (PLOs)

The program learning outcomes were revised since our last full assessment report in Spring 2015, approved by the Department of Biology on 11 September 2015.

Upon completion of the Biology Program, students will be able to:

- | | |
|---------------------|--|
| knowledge | <ol style="list-style-type: none">1. Recognize the multiple levels of complexity at which biological systems operate, from molecules to ecosystems and the biosphere, and explain the emergent properties and processes characteristic of each level.2. Describe mechanisms for the continuity of life, including the processes of inheritance, development, and evolution. |
| skills | <hr/> <ol style="list-style-type: none">3. Demonstrate proficiency in the methods and philosophy of science, including articulation and application of the Scientific Method, collection and analysis of biological data, and application of professional ethics.4. Critically evaluate and synthesize biological information from multiple sources, including the primary scientific literature, and communicate biological knowledge to both professional and non-professional audiences. |
| dispositions | <hr/> <ol style="list-style-type: none">5. Articulate the application of biological science to meeting the needs of society, including basic research, stewardship of biodiversity, human health, and entrepreneurial innovation. |

Our focal program learning outcome for this report is PLO 4.

Curriculum Map — Syllabus of a Program

	BIOL (110 & 111) (130 & 160)	CHEM 220 325	MATH 111 225 255	BIOL 210	BIOL 270	BIOL 302 (314 & 320)	BIOL 351 381 385	BIOL 305 & 306	BIOL 490
PL01									
Molecules	PR	PR				M			
Cells	PR					M			
Organisms	PR						M		
Ecology	PR							M	
PL02									
Reproduction	PR						M		
Genetics	PR			D		M			
Evolution	PR				M				
PL03									
Scientific Method	PR				D		M	M	
Data Analysis	PR	PR	PR		D		M	M	
PL04									
Communication	PR				D				M
PL05									
Valuing Biology	PR			D	D	D	D	D	M

PR = pre-requisite

D = developing

M = mastery

Five-Year Plan for Assessing and Reporting

- It should be clear for each year in the 5-year cycle which PLO(s) is/are being assessed and reported.
- It should also be clear for each PLO in which years it will be assessed and reported.
- For each PLO, describe where (e.g., a specific course), when (e.g., a particular semester, multiple semesters), what (e.g., capstone project, external certification exam), how (e.g., rubric, score), who (e.g., number and class demography of students) will be assessed, etc.

Every program needs a plan to submit an assessment report every October, starting October 2020.

starting October 2020.

Five-Year Plan

Updated Five-Year Plan

The Department of Biology five-year assessment plan is simple: we assess all five PLOs each semester in BIOL 490. PLOs 1-3 are assessed using a comprehensive exam. All BIOL 490 Biology Majors (i.e., not Biochemistry majors) are required to take the exam or receive an Incomplete for the course. Otherwise, the outcome of the exam has no impact on the students' grades. PLOs 4-5 are assessed using common rubrics (attached) based on students' Capstone/Comm. in the Major projects, and PLO 5 is also indirectly assessed via an exit survey administered to all BIOL 490 students.

PLOs will be reported sequentially over the 5-year cycle.

Overview Biology Program Assessment Plan for Fall and Spring Semesters in BIOL 490.

PLO	Comprehensive Exam	Embedded Assessment	Exit Survey
1	X		
2	X		
3	X		
4		X	
5		X	X

year	PLOs to be Assessed	PLO to be Reported
2018	all PLOs, Fall and Spring	PLO4 (current)
2019	all PLOs, Fall and Spring	PLO1
2020	all PLOs, Fall and Spring	PLO2
2021	all PLOs, Fall and Spring	PLO3
2022	all PLOs, Fall and Spring	PLO5
2023	all PLOs, Fall and Spring	PLO4