2021-2022 Program Assessment Meta-Assessment Report

The 2021-2022 academic year was the third year in our transition from 5-year assessment reports of all program learning outcomes (PLOs) to annual assessment reports of a single outcome.

Assessment Subcommittee Activities

In Spring 2021, the Assessment Subcommittee (AS) updated the handbook to permanently move the submission deadline for the annual reports to the first Friday in February of each Academic year (Chapter 7, Section 2). The AS also updated the delinquent report protocol, which remained the same in 2021-2022.

In the Fall of 2021 and Spring of 2022, undergraduate and graduate program assessments representatives submitted their reports via the newly designed and implemented assessment management system (AMS) in Microsoft Teams - Annual Program Assessment Report. In Spring 2022, the AS members reviewed reports in the reviewing platform using the same rubric developed in 2019-2020, adapted for the new platform – Review Program Assessments (See Appendices A & B). The Assessment Coordinator (AC) sent the feedback from the AS reviews to the programs via Microsoft Teams’ feedback platform – PLO Feedback in summer of 2022.

The majority of the AS activities centered on the implementation, revision, and improvement of the AMS. The AC and the IT program developer specialist, Kyle Bennett, carefully reviewed each AMS platform and its multiple versions while reflecting on how to make the program assessment process clear and efficient for the programs as well as for the reviewers.

Program Assessment Workshops

To reiterate the annual program assessment protocol to the various academic units, the AC presented the Handbook changes and provided a series of professional development workshops on the annual reporting format for undergraduate, graduate, and Associate Degree programs during the first contract week of 2021-2022, at the end of the Fall semester, and at the beginning of the Spring semester (08/24/2021, 11/12/2021, 01/19/2022). The chairs/discipline coordinators and assessment representatives were invited to attend these Zoom workshops and recordings of the workshops were made available on the Program Assessment at UWSP Canvas Course. At the beginning of Fall 2021, the AC also provided training for the AS members on the submission process and review of the reports on 9/24/2021. The AC worked closely with AS members, as well as the members of Graduate Council (GC) and the chair of the Associate Degree Subcommittee (ADS) to provided tailored workshops to different programs to address their individual assessment needs. The AS members were present at each workshop to offer their assistance and respond to the attendees’ questions.
ASSESSMENT OF PROGRAM LEARNING OUTCOMES WEBSITES

The Assessment of Program Learning Outcomes web page provides resources for annual assessment reporting and distinguishes program assessment from the GEP assessment. Posted resources include the materials distributed to chairs/discipline coordinators and assessment representatives at all workshops: Assessment of Program Learning Outcomes web page.

The Program Assessment at UWSP Canvas Course was first created in 2019-2020 and continues to operate as the repository of the training materials, such as video recordings, relevant templates, and documents: Program Assessment at UWSP.

In Summer 2022, Vera Klekovkina, Assessment Coordinator, and Nancy Shefferly, Instructional Designer from the UWSP Center for Inclusive Teaching and Learning (CITL), finished the creation of the Assessment Training Course in Canvas which they began to implement in Summer of 2021. This is a self-enrolling online course that requires a 2–4-hour commitment: Assessment Training Course. The course includes explanations of the UWSP assessment process in short videos, called “Friendly Conversations about Assessment,” recorded by Vera Klekovkina (AC) and Nancy Shefferly, helpful reading materials, and discussion prompts to engage faculty in active explorations of how to improve the culture of assessment on campus.

GRADUATE PROGRAM ASSESSMENT RESULTS

During the third year of the graduate program assessment, each of the non-collaborative graduate programs was scheduled to submit assessment results for at least one focal PLO. In 2021-2022, 10 out of 12 graduate programs submitted their annual reports via the Microsoft Teams’ submission platform - Annual Program Assessment Report. The AC closely worked with the Graduate Council to provide guidance on how to submit annual assessment reports and how to review these reports by the GC members. Since the graduate program assessment review was permanently moved under the purview of the GC in 2020-2021, this meta-assessment report for the AS no longer contains the assessment results and interpretation of the graduate program assessment. Although the previous graduate program assessment reports were submitted by file upload in the AS Microsoft teams site (Assessment Subcommittee), submission was moved to the AMS beginning in the 2021-2022 academic year.

META-ASSESSMENT RESULTS FOR UNDERGRADUATE PROGRAM ASSESSMENT

SUBMISSION COMPLIANCE

In 2021-2022, 62 undergraduate programs were scheduled to submit annual program assessment reports. Two programs, Fisheries Hydrology and Data Analytics, received a one-year extension. The first program was undergoing substantial programmatic and personnel changes, and the second program was newly developed and needed time to set their courses, instructors, and their assessment plans. All the 60 programs required to submit reports in 2020-2021 did so, resulting in a 100% submission compliance.
Three programs out of 60 reported on more than one learning outcome in 2021-2022, submitting a separate report for each PLO, resulting in 63 reports being submitted overall. The AMS allows submission of reports covering only one PLO at a time, helping the programs and the reviewers to keep track of assessment results and changes related to each PLO.

**COMPARATIVE SUBMISSION COMPLIANCE**

This represents a positive trend of increased submission per programs over the past three years, from 85% in 2019-2020 to 100% submission compliance in 2020-2021 and 2021-2022.

![Graph 2: Rates of Submission Compliance of Undergraduate Program Assessment Reports](image)

**REPORT COMPONENTS**

As explained in the Handbook, each annual report should have the following components:

1. **Program Learning Outcomes (PLOs):** List all program learning outcomes, specifically indicating the knowledge, skills, and dispositions students will develop. The focal program learning outcome being assessed should be indicated.

2. **Current Curriculum Map (CM):** Include the program curriculum map depicting the ways in which courses, activities and requirements support all program learning outcomes.

3. **Summary of Previous Results:** If the focal learning outcome has been assessed previously, provide a brief (<250 words) abstract of those results.

4. **Brief Description of Departmental Improvements and Changes** as related to assessment: If the focal learning outcome has been assessed previously, describe specific changes that have been made (to curriculum, assessment methods, etc.), based on that previous assessment.

5. **Assessment Strategies/Measures/Techniques/Methods:** Include brief descriptions of assessment methods used in the program to assess student learning. Examples of assessment methods include exams, portfolios, pre- and post-- tests, direct observation of performance, surveys (current students, alumni, employers), focus groups, and national exams.
6. **Assessment Results/Findings/Interpretation**: Describe specifically what the assessment results reveal about student learning in the context of the stated focal program learning outcome.

7. **Implications**: Describe how results will be used by the department to enhance student learning, including changes to the curriculum, assessment techniques, and/or learning outcomes.

8. **Dissemination of Findings**: Describe how the findings of the departmental assessment work will be disseminated, to whom, and for what purpose.

9. **Five-Year Assessment Plan**: An updated plan that describes when each PLO will be assessed and reported within the five-year cycle.

**REPORT COMPONENTS COMPLIANCE**

In 2021-2022, 100% of submitted reports had appropriate PLOs (63) and 63% included adequate curriculum maps (40), 95% had suitable five-year plans (60), 100% reported assessment results (63).

**GRAPH 3: Compliance in Meeting Expectations for Report Components in 2021-2022**

<table>
<thead>
<tr>
<th>Component 1 - PLOs</th>
<th>Component 2 - Curriculum Maps</th>
<th>Component 3 - Focal PLO Previous Assessment Results</th>
<th>Component 6 - Focal PLO Current Assessment Results</th>
<th>Component 9 - 5-Year Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>63 (100%)</td>
<td>40 (63%)</td>
<td>24 (38%)</td>
<td>63 (100%)</td>
<td>60 (95%)</td>
</tr>
</tbody>
</table>

**COMPARATIVE REPORT COMPONENTS COMPLIANCE**

The comparison between the first, second, and third year of the annual reporting indicates that programs are improving in meeting the AS requirements. Out of seven points of comparison, four areas show clear improvements: the number of reports submitted, the PLOs included, the percentage of reports closing the assessment loop, and most importantly, the **number of programs reporting assessment results of student learning**. Two areas need further attention – curriculum maps need to cover all the PLOs and the reports need to satisfy all four requirements to be scored as meeting the AS expectations (See “Requirements Compliance” above).
In the third year of annual reporting of undergraduate program assessment (2021-2022), reports scored as meeting requirements only if they completed all four requirements:

1. provided a complete set of program learning outcomes (PLOs),
2. included a curriculum map (CM) covering all the PLOs, and
3. included a 5-year assessment plan covering all the PLOs, and
4. reported current assessment results for a focal PLO.

In Summer of 2022, all programs that submitted their annual reports received an email with two feedback rubrics completed by the AS members presented side-by-side (See Appendix C). The feedback to programs stated whether their reports scored as meeting requirements (24 reports out of 63 reviewed or 38%), partially meeting requirements because they met three out of four criteria listed above (25 reports out of 63 reviewed or 40%), or not meeting requirements because they met two or fewer criteria (14 reports out of 63 reviewed or 22%).

The automatic feedback listed which criteria out of the four requirements were met and explained how to consider individual feedback in the comments ("For individual feedback,
please read the feedback scoring and comments listed below. Two reviewers carefully reviewed each report. Please study each reviewer’s comments to get a comprehensive meta-assessment of your assessment practices. The reviewers included many comments on how annual assessment reports can be improved next time if needed.”). The feedback also indicated the next steps to take if the programs partially met or did not meet the AS expectations:

Next steps for programs partially meeting requirements:

| You are required to attend the pre-semester workshop in August, “Workshop for Annual Program Assessment,” and schedule a mandatory consultation with the Assessment Coordinator early in the Fall semester. |

Next steps for programs not meeting requirements:

| You are required to attend the pre-semester workshop in August, “Workshop for Annual Program Assessment,” complete a Canvas course, “Assessment Training,” and schedule a mandatory consultation with the Assessment Coordinator early in the Fall semester. |

COMPARATIVE REPORT REQUIREMENTS COMPLIANCE

Since the implementation of an annual reporting cycle, AS has used an increasingly rigorous framework for evaluating compliance with reporting requirements to allow programs to adapt to the new reporting system and to facilitate improvements in reporting over time. Initially, expectations were relatively low to encourage programs to file a report. In each subsequent year, AS has held reports to a slightly higher standard.

During the first year of annual reporting of undergraduate program assessment (2019-2020), reports were deemed acceptable if they met three of the following requirements. If they met two requirements, they were designated as “needs some work”:

1. complete set of program learning outcomes (PLOs),
2. a curriculum map, and
3. a five-year assessment plan that accounted, with sufficient detail, for all PLOs.

In the second year of annual reporting of undergraduate program assessment (2020-2021), reports scored as meeting requirements, if they completed all four requirements; acceptable if they completed 3 out of 4 requirements, and not meeting requirements if they completed two or less of the following requirements:

1. provided a complete set of program learning outcomes (PLOs),
2. included a curriculum map (CM) covering all the PLOs, and
3. included a 5-year assessment plan covering all the PLOs, and
4. reported current assessment results for a focal PLO.

As mentioned above, in 2021-2022, reports scored as meeting requirements only if they completed all four requirements:

1. provided a complete set of program learning outcomes (PLOs),
2. included a curriculum map (CM) covering all the PLOs, and
3. included a 5-year assessment plan covering all the PLOs, and
4. reported current assessment results for a focal PLO.
In 2021-2022, the reports that met three requirements scored as **partially meeting requirements**, alerting programs to the increases in expectations relative to previous years. The reports that met two or fewer requirements scored as **not meeting requirements**.

The number of 2021-2022 reports that did not fully meet the AS expectations may be the result of several unique circumstances: 1) the institution-wide feeling of burn-out after the COVID pandemic; 2) ongoing restructuring efforts on campus as new programs were created or moved under different schools and even colleges, some of which lost a considerable number of their teaching personnel; 3) increased demands of faculty as overloads have been required to meet programmatic needs; and, finally, 4) the use of an increasingly rigorous framework for evaluating compliance with reporting requirements. The 2021-2022 results show amplified understanding of the assessment process by the AS members as well as by campus, in general, as several programs commented on ongoing curricular and instructional changes that prevented them from meeting all the assessment requirements yet made them more cognizant of what changes need to be made in the future. Despite these difficulties and lower numbers in 2021-2022, the annual undergraduate program assessment has been successfully conducted over three years and now encompasses most of the programs offered at UWSP. This testifies to the effectiveness of our annual assessment protocol.

**STUDENT ASSESSMENT PERFORMANCE**

In 2021-2022, out of 60 programs, 100% reported assessment results that were directly connected to student performance. (60). This big improvement in our assessment process is directly linked to the effectiveness of our new AMS because in the revised versions of the submission platform, the assessment result fields allow only the submission of whole numbers, representing student numbers rather than percentages or any other type of data that could not be aggregated.

In 2021-2022, out of 4,110 assessments of student learning, programs indicated that for 3,402 assessments, the students being assessed met or exceeded programmatic expectations, while 699 partially met or did not meet the expectations. This means that **83% of assessments demonstrated satisfactory learning on the focal program learning outcomes in 2021-2022**.

![GRAPH 6: Student Assessment Performance on Focal PLOs in 2021-2022](image)
**Comparative Student Assessment Performance**

It is important to remark that for the first time in 2020-2021, we had data on student performance on some of the focal program learning outcomes. If in the first year of the annual submission protocol for program assessment, student performance results were not recorded, in the third year, more student artifacts were assessed and in more programs: 3,552 assessments in 2020-2021 versus 4,110 in 2021-2022 and 50 programs versus 60 programs, respectively. This increase in evaluation of the assessment artifacts by a larger number of programs reporting their current assessment results indicates an improvement in the undergraduate program assessment at UWSP. Additionally, now we have more diversified data on student performance – students exceeding, meeting, partially meeting, or not meeting programmatic expectations. Such stratification of data was not available previously.

**Comments & Recommendations**

Based on the experience of the third year of annual reporting, very similar to the previous years, closing the assessment loop remains the ultimate goal of the assessment process at UWSP.

1. **Program Assessment Dashboard**

   The creation and implementation of the Program Assessment Dashboard in Microsoft Teams is the main recommendation for 2022-2023. This interactive interface will help the Assessment Subcommittee as well as all the stakeholders such as administration, faculty, and public to see assessment results and their interpretation as well as implications instantaneously. This will inform better future steps the programs can take to fortify our continuous improvement of student learning.

2. **Record Keeping**

   It is imperative to provide programs with a full copy of their submission responses so that they have a permanent record of what they have submitted on the AMS. It would be also helpful if the AS feedback sent to the programs listed the parts of the report it referred to, so that the reviewers’ comments are put in context of the submitted report.

3. **Automatic Notifications**

   It would be good to have an automatic email send to the programs alerting them that the deadline for submission is approaching, for instance two days in advance, and that
they need to submit the report. The automatic email should be sent to the assessment representatives and the chairs. Another automatic email should be sent after the deadline, alerting the programs that they are late. This would help the AS members to spend their time more effectively on discussing professional development workshops to assist programs further in their assessment needs rather than simply alerting that programs if the programs are late or on time to submit their annual program assessment reports.

4. Current Implications

Finally, a new section for the report and the dashboard, “Current Implications,” should examine the current implications proposed by the programs to improve or continue their assessment strategies for the focal PLOs. It will help the AS to have a list compiling what programs plan on doing and a graph indicating if the programs target assessment, curricular, or instructional changes.

CONCLUSIONS

In general, the third round of annual program assessment went very well. The objectives of assessment and expectations for annual reporting became less abstract for both program assessors and the meta-assessors over the three-year period following the shift to an annual submission of the program assessment reports. The development of our own AMS in Microsoft Teams further improved the submission process by standardizing the organization of the reports. The platform guides the assessment representatives to submit reportable data (for instance, number of students assessed, as it was recommended in the 2020-2021 meta-assessment report). The same degree of clarity is noted in the reviewing and the reporting processes. We are achieving more and more clarity as we continue to refine the culture of assessment at UWSP is a commendable effort.

Report prepared by Vera Klekovkina (vklekovk@uwsp.edu), Assessment Coordinator, 02/17/2023.
Appendix A

Annual Program Assessment Report – AMS Template in Microsoft Teams’ Annual Program Assessment Report
### Annual Program Assessment Report, 1/16/2023

**SHGS-World Languages**

4. Description of Previous Actions (for the focal PLO)

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5. Current Assessment Strategies/Measurements/Techniques/Methods (for the focal PLO)

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</tbody>
</table>

6. Current Assessment Results/Findings/Benchmarks/Interpretations (for the focal PLO)

<table>
<thead>
<tr>
<th>Students</th>
<th>Exceeded Expectations</th>
<th>Met Expectations</th>
<th>Partially Met Expectations</th>
<th>Did Not Meet Expectations</th>
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</thead>
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<tr>
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*Max enter numbers even if zero
Indicate the program's benchmarks for the focal PLO.

7. Current Implications/Actions (for the focal PLO)

8. Dissemination of findings
Appendix B

Program Assessment Feedback & Review – AMS Template in Microsoft Teams’ Review Program Assessments
Program Assessment Feedback & Review

SMGS-World Languages, Reviewed By:

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.

- Complete
- Partial
- Absent
- N/A

Did the previous actions seek to impact?

- Assessment
- Curriculum
- Instruction

Reviewer's Comments:

Format:

Report Data:

Focal PLO: 1

Program Assessment Feedback & Review

SMGS-World Languages, Reviewed By:

Current Assessment

Strategies/Measures/Techniques/Methods

Direct and/or indirect assessment methods are employed as appropriate.

- Complete
- Partial
- Absent

A concise description of assessment methodology (e.g., course, seminar, instrument, constituency, method of analysis) is sufficiently detailed as to be reproducible.

- Complete
- Partial
- Absent

Direct Course-Embedded Assessment of PLO: PRIM 1GEM/PRIM 1GEM Signature Assignment for Oral Communication

WesternAAHE: Student learning outcomes were not operational in the course of the semester. These outcomes were based on an in-class writing task. This task was intended to assess oral language proficiency. With these assignments, students were asked to write a set of papers on topics of national and regional significance. However, these assignments are not relevant to the assessment of oral proficiency.

The signature assignment used for the assessment of the PLO requires students to create and describe the target language for its minute or class assessment of the oral language proficiency. No further information is available on the specific criteria for the assessment.

Reviewer's Comments:

Format:

Report Data:

Focal PLO: 1

Program Assessment Feedback & Review

SMGS-World Languages, Reviewed By:

Benchmark and Additional Attachment

An explicit benchmark of student achievement expectations is provided and justified.

- Complete
- Partial
- Absent

Useful resources (e.g., descriptions of assignments, rubrics) are attached as appendices as necessary.

- Complete
- Partial
- Absent

Benchmark: Benchmark: 75% of students should meet the PLO #1

Additional Attachment:

2021-2022 WLU Annual Assessment Report-Other Attachments.pdf

Reviewer's Comments:

Format:

Report Data:

Focal PLO: 1

Program Assessment Feedback & Review – AMS Template in Microsoft Teams’ Review Program Assessments, p. 2 of 4
Program Assessment Feedback & Review
SMGS-World Languages, Reviewed By:

Current Assessment Results/Findings/Interpretation

What was measured (e.g., number of sections, number of students, level of student achievement) is documented and student achievement is meaningfully summarized:

- Complete
- Partial
- Absent

Figures and/or tables are used when necessary for clarity and to depict trends.

- Complete
- Partial
- Absent

Results are discussed in the context of the stated benchmark(s) and/or previous results.

- Complete
- Partial
- Absent

Focal PLO: 1

The assessment results come from FREN 214, Spring 2021, GERM 113, Fall 2020 and SPAN 215, Fall 2021:

- 15 students exceeded expectations (25% of FREN 214, 37% of GERM 113)
- 22 students meeting expectations (42% of FREN 214, 52% of GERM 113)
- 12 students partially meeting expectations (20% of FREN 214, 18% of GERM 113)
- 5 students not meeting expectations (8% of FREN 214, 5% of GERM 113)

Reviewer's Comments:

Format: D / U / F / R / B / I / D / I

Current Implications/Actions

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

- Complete
- Partial
- Absent

Did the previous actions seek to impact?

- Assessment
- Curriculum
- Instruction

Focal PLO: 1

We are currently making programmatic and curricular changes as we are and will use data from this assessment as a starting point.

We are also implementing some additional changes:

- Adjusting the course sequence to better align with student needs.
- Enhancing the use of technology in our instruction to improve student engagement.
- Increasing the focus on writing and critical thinking skills in all courses.

Reviewer's Comments:

Format: D / U / F / R / B / I / D / I

Dissemination of Findings

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

- Complete
- Partial
- Absent

This report was shared with all MLL faculty and is now electronically available on our Team's website. It has also been shared with the departmental chair on February 8, 2022, during which it was unanimously approved.

Focal PLO: 1

Reviewer's Comments:

Format: D / U / F / R / B / I / D / I

Program Assessment Feedback & Review – AMS Template in Microsoft Teams’ Review Program Assessments, p. 3 of 4