2022-2023 Program Assessment Meta-Assessment Report

The 2022-2023 academic year was the fourth year in our transition from 5-year assessment reports of all program learning outcomes (PLOs) to annual assessment reports of a single outcome.

ACTIVITIES

In 2022-2023, the Assessment Subcommittee (AS) dedicated many of its bi-monthly meetings to the improvement of our assessment management system (AMS) in Microsoft Teams: the submission platform - Annual Program Assessment Report, the reviewing platform - Review Program Assessments, the reporting platform to the programs - PLO Feedback, and the internal management platform to be used by the Assessment Coordinator (AC) - PLO Report Delinquent Finder. The AS members also concentrated on the conceptualization of the Assessment Dashboard for external and internal stakeholders (See Appendix A).

The incremental refinements of the assessment platforms by Vera Klekovkina (AC) and Kyle Bennett (IT application developer), were overseen by the AS, and have allowed us to create a product tailored to our campus' needs while maintaining faculty buy-in. During the 2023 HLC Conference in March of 2023, Vera Klekovkina and Kyle Bennett presented a session entitled "The Power of Inspiration: Assessment Leadership Across Institutions" (See the presentation slides in Appendix B), demonstrating how the example of Kansas State University's Assessment Dashboard inspired our AMS, and sharing our institution's experience with others. After the presentation, several institutions contacted UWSP to adapt our experience to their assessment needs.

In 2022-2023, the AS continued their close collaboration with the Center of Inclusive Teaching and Learning (CITL), especially since Nancy Shefferly served as the AS secondary co-chair and will continue her service to the committee as the AS primary co-chair in 2023-2024.

In summer of 2023, the Higher Learning Commission completed UWSP's Assurance Review of Year 4. This review is to determine whether an institution is in compliance with the Criteria for Accreditation and other HLC requirements. The HLC reviewing team recognized UWSP's efforts as meeting HCL expectations. The Core Component 4.B ("The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.") received "Met Rating" and "No Interim Monitoring Recommended."

PROGRAM ASSESSMENT WORKSHOPS

In collaboration with the AS members, the AC regularly conducted professional development workshops. The AS members were present at each workshop to offer their assistance and respond to the attendees' questions. For instance, the Assessment Workshop on 08/30/2022 reminded faculty why we do assessment, explained the meta-assessment results and takeaways from the previous year, demonstrated the progress achieved on our in-home assessment management system, revisited the parts of an annual assessment report, and pinpointed how to get assistance and find resources to help with program assessment process.

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.

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

The *Assessment Training Course in Canvas*, first created in 2021-2022, is a self-enrolling online course that requires a 2–4-hour commitment. 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 (CITL), helpful reading materials, and discussion prompts to engage faculty in active explorations of how to improve the culture of assessment on campus.

META-ASSESSMENT RESULTS FOR UNDERGRADUATE PROGRAM ASSESSMENT

SUBMISSION COMPLIANCE

In 2022-2023, 63 undergraduate programs were scheduled to submit annual program assessment reports. **63 programs submitted their reports, resulting in a 100 % submission rate compliance**. Because the AMS allows submission of reports covering only one PLO at a time, ensuring that programs and reviewers can keep track of assessment results and changes related to each PLO, the five programs out of 63 that reported on more than one learning outcome in 2022-2023 submitted separate reports for each PLO. This resulted in submission of 68 reports overall, representing **a positive trend of increased submission over the past four years, from 52 reports in 2019-2020 to 59 reports for 59 programs in 2020-2021, 63 reports for 60 programs in 2021-2022, and 68 reports for 63 programs in 2022-2023.**
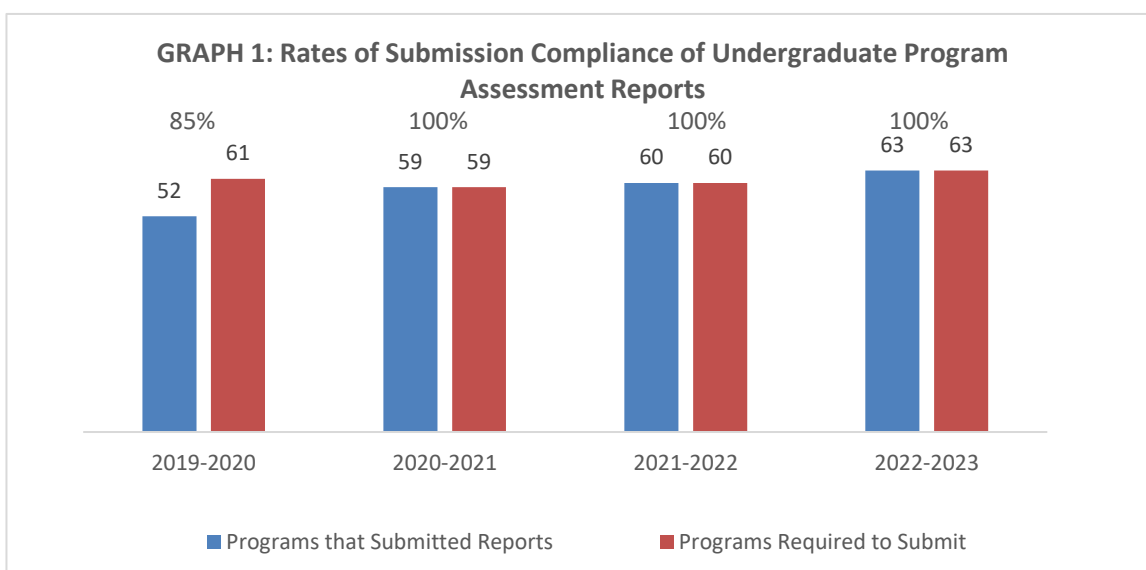
GRAPH 1: Rates of Submission Compliance of Undergraduate Program Assessment Reports

As outlined in the Handbook ([Chapter 7, Section 2, "Department-Level Program Assessment"](#)), each annual report should have the following components:
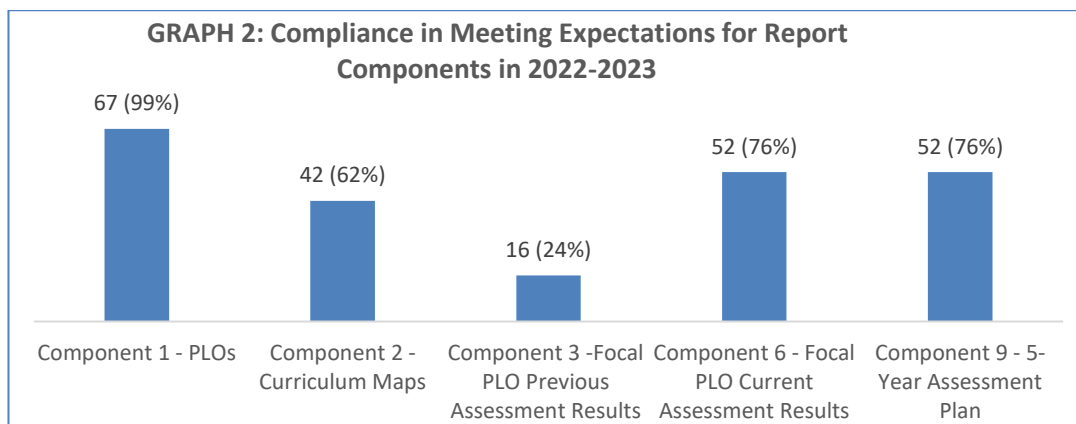
1. **Program Learning Outcomes (PLOs)**: List all program learning outcomes, specifically indicating the knowledge, skills, and dispositions students will develop. The focal program learning outcome being assessed should be indicated.
2. **Current Curriculum Map** (**CM**): Include the program curriculum 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 2022-2023, 99% of the submitted reports had listed their PLOs (67), 62% included adequate curriculum maps (42), 76% had suitable five-year plans (52), and 76% reported clear assessment results (52).
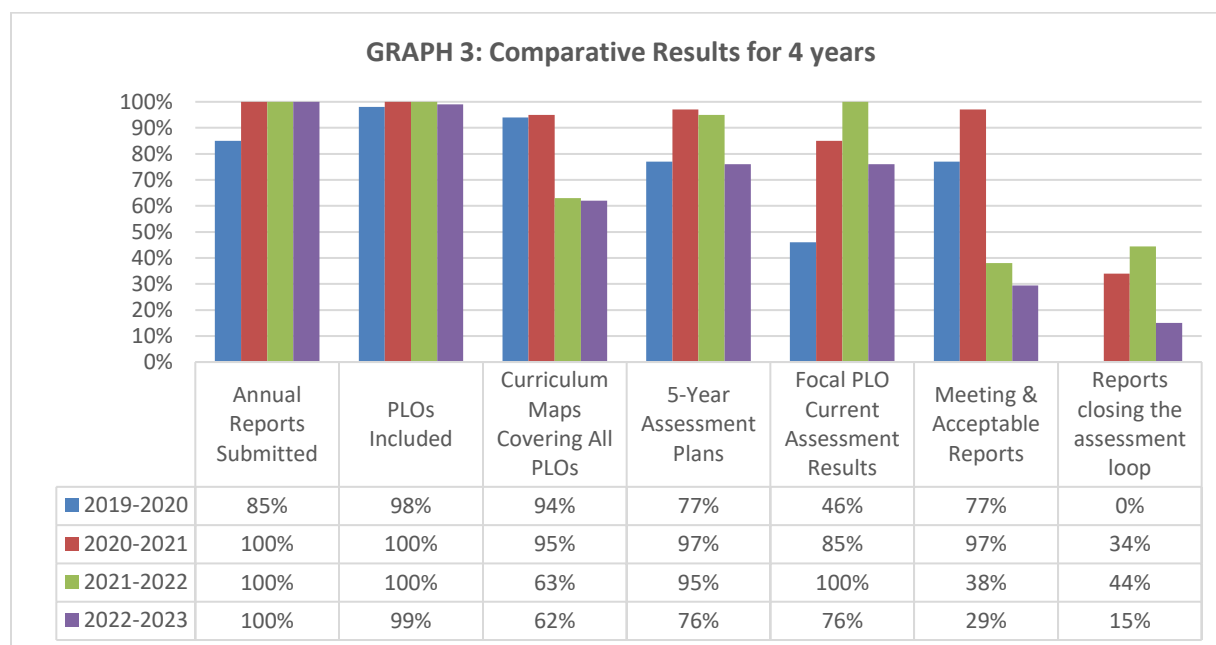
Although the AMS submission platform requires that all the programs submit PLOs, curriculum maps, current assessment results, and 5-year assessment plans, some of the reports lacked detail in these areas. For instance, one report that did not meet the expectations for the PLOs simply failed to list all the PLOs. The reports that did not meet the expectations for the 5-year assessment plans usually did not update the plans to cover the ensuing five years or did not specify where, when, and how the assessment results will be collected. The reports that did not meet the expectations for the curriculum maps usually submitted maps that were not detailed enough to represent their ongoing programmatic changes. Finally, 16 reports did not present their current assessment results clearly, receiving "Partially Met" or "Not Met" ratings on their AS feedback rubrics. Some undergraduate programs received "Partially Met" ratings for assessment techniques, indicating a need for refinement. Examples include using grades to indicate student achievement rather than rubrics aligned to the PLO, or incomplete explanation

of how results were obtained. Although the rate of reporting previous assessment results was low because we are still in the first assessment cycle of annual reporting, with many programs assessing PLOs for the first time, this does not necessarily indicate a negative trend.

GRAPH 2: Compliance in Meeting Expectations for Report Components in 2022-2023

| Component	Value
Component 1 - PLOs	67 (99%)
Component 2 - Curriculum Maps	42 (62%)
Component 3 - Focal PLO Previous Assessment Results	16 (24%)
Component 6 - Focal PLO Current Assessment Results	52 (76%)
Component 9 - 5-Year Assessment Plan	52 (76%)

COMPARATIVE META-ASSESSMENT RESULTS

The comparison of four years of the annual reporting indicates that undergraduate programs are engaged in continuous assessment efforts and **the overall submission rate has remained at 100% for three years in a row**. Although all reports have submitted the required components, the reviewers found the quality of some components lacking. As the AS continues to hold the undergraduate programs to higher standards, more reports received "Partially Met" or "Not Met" ratings in 2022-2023.

GRAPH 3: Comparative Results for 4 years

	Annual Reports Submitted	PLOs Included	Curriculum Maps Covering All PLOs	5-Year Assessment Plans	Focal PLO Current Assessment Results	Meeting & Acceptable Reports	Reports closing the assessment loop
2019-2020	85%	98%	94%	77%	46%	77%	0%
2020-2021	100%	100%	95%	97%	85%	97%	34%
2021-2022	100%	100%	63%	95%	100%	38%	44%
2022-2023	100%	99%	62%	76%	76%	29%	15%

The gradual implementation of our AMS has also allowed us to collect data on how the programs close the assessment loop, demonstrate improvement, and use their assessment results to initiate changes related to their assessment practices, curriculum, and/ or instruction

(See Image 1 below)

IMAGE 1: Screen capture of the AMS Reviewing Platform
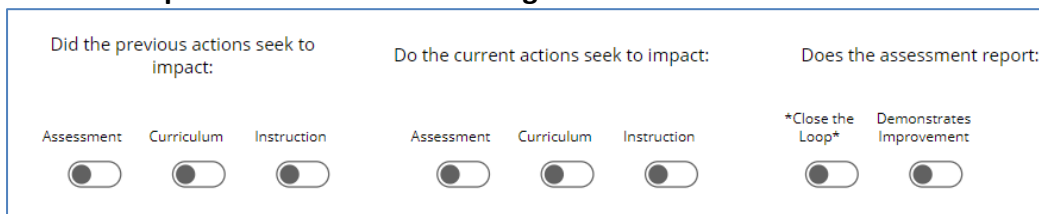
Since the AMS was under active construction last year, the 2021-2022 report did not have access to these data. Now the data are available, and they can be compared for two years:

TABLE 1 – Comparative Results for Two Years	2021-2022		2022-2023	
	# reports	%	# reports	%
Previous assessment results leading to assessment changes	14	22%	10	15%
Previous assessment results leading to curricular changes	11	17%	5	7%
Previous assessment results leading to instructional changes	12	19%	4	6%
Current assessment results leading to assessment changes	20	32%	25	37%
Current assessment results leading to curricular changes	6	10%	5	7%
Current assessment results leading to instructional changes	27	43%	17	25%
Reports closing the assessment loop in this round	22	35%	10	15%
Reports demonstrating improvement in assessment results (*previous versus current assessment results for the focal PLO*)	7	32%	0	0%
	n=63		n=68	

Previous Assessment Results Leading to Changes: In 2021-2022, 22% of reports indicated that they had made assessment changes based on their previous assessment results, 17% indicated curricular changes, and 19% - instructional changes. Since every year programs assess different PLOs, the percentages in 2022-2023 are not expected to be equivalent. The percentages of the reports in 2022-2023 that indicated assessment, curricular, and instructional changes are 15%, 7%, and 6%, respectively.

For example, in 2022-2023, Wildlife Ecology and Management outlined assessment changes as they previously assessed their PLO5, History conducted a complete overhaul of the curriculum in Fall 2019 as they assessed PLO2 and "[m]ajor changes included the addition of a common introductory course for the major (HIST 100) and an internship requirement (HIST 450)." The Department of Physics and Astronomy explained how the changes in instruction positively affected the assessment results in their 2022-2023 assessment report:

> "In the 2018-19 assessment, students had difficulty solving an Electricity and Magnetism problem that used electric fields and displacement fields applied to insulators. It was decided faculty should spend more time instructing students to recognize the difference between the two types of fields so that students begin their solutions using the appropriate field concepts and equations. In this year's embedded assessment, students were tested on a similar problem, and the results were encouraging." (2022-2023 Physics Program Annual Assessment Report, PLO1)

Current Assessment Results Leading to Proposed Changes: In 2021-2022, 32% of reports proposed assessment changes, 10% - curricular changes, and 43% - instructional changes based on their assessment results of the focal PLOs. In 2022-2023, the percentage of reports intending assessment changes was 37%, while the percentage of intended curricular changes - 7%, and the percentage of intended instructional changes - 25%.

For instance, the assessment of Biochemistry PLO4 described how they implemented instructional changes in response to assessment results:

> "Adjustments have been made to the laboratory curriculum throughout the past few years, including helping students to succeed in the 4-week lab discussed above. Several years ago, a separate lab was added to introduce students to the invertase enzyme, giving them a chance to practice the experimental techniques and related calculations and get feedback from their instructors before the larger lab experience began in the following weeks. This change increased student confidence and performance on the subsequent 4-week lab." (2022-2023 Biochemistry Program Annual Assessment Report, PLO4)

Closing the Assessment Loop: In 2021-2022, 35% of reports closed the assessment loop, meaning they demonstrated the full cycle of assessment, evaluation, implementation of changes, and reevaluation of the PLO. In 2022-2023, the percentage of reports closing the loop was 15%.

For instance, Wildlife Ecology and Management Program submitted two reports for two PLOs – PLO 5 and PLO 7, was able to close their assessment loop for PLO5:

> "Overall, we are pleased with the assessment findings for PLO 5. All students assessed met or exceeded expectations. This is an increase from the previous (2018) assessment where 14.8% of students did not meet expectations (receive a score of at least 80% on the final version of their management plans). However, the proportion of assessed students that exceeded expectations declined from 66.2% in 2018 to 21.4% for the current assessment (2022/23). Changes were made to the grading rubric and instructions for the habitat management plan due to a new instructor taking over the course in Spring 2020. Additionally, suggestions from the 2018 assessment were taken into consideration and specific exam questions pertinent to this PLO and the implementation of multiple peer-review activities were included in the course as formative assessment opportunities." (2022-2023 Wildlife Ecology and Management Program Annual Assessment Report, PLO5)

Improvement in Assessment Results: Of the 22 programs that closed the assessment loop in 2021-2022, 7 reports (32%) showed improvement in assessment results for the focal PLO when comparing the previous assessment of this PLO to its current assessment. In 2022-2023, none (0%) of the reports indicated improvement in assessment results for their focal PLOs.

The continual improvement of our AMS Reviewing Rubric and professional development for both undergraduate programs and the AS members/ reviewers will help us better collect and analyze the meta-assessment data available.
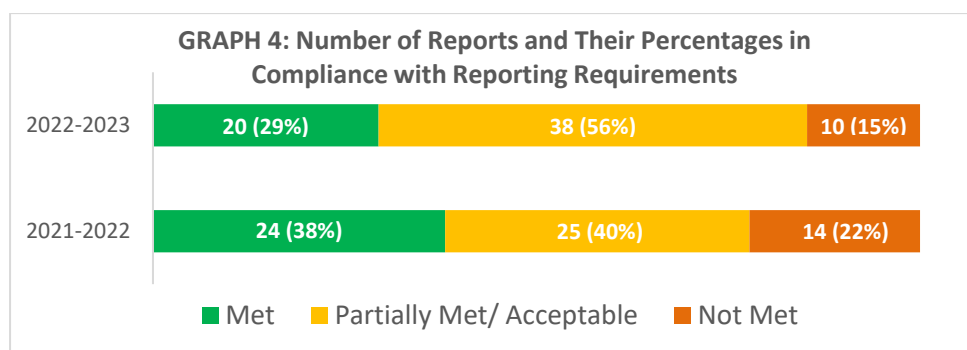
REPORT REQUIREMENTS COMPLIANCE

Since the implementation of an annual reporting cycle in 2019-2020, 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 (See 2021-2022 Program Assessment Meta-Assessment Report for more information).

In 2022-2023, as in 2021-2022, the 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 2022-2023, as in 2021-2022, the reports that met three requirements scored as **partially meeting requirements**, alerting programs to the increases in expectations relative to the first two years. The reports that met two or fewer requirements scored as **not meeting requirements**. Since the same requirements were not enforced in the first two years of the annual reporting for undergraduate program assessment, the graph below compares data only for the last two years.

GRAPH 4: Number of Reports and Their Percentages in Compliance with Reporting Requirements

Year	Met	Partially Met/ Acceptable	Not Met
2022-2023	20 (29%)	38 (56%)	10 (15%)
2021-2022	24 (38%)	25 (40%)	14 (22%)

■ Met ■ Partially Met/ Acceptable ■ Not Met

Graph 4 indicates that with the increased expectations by the Assessment Subcommittee in the fourth consecutive year of submission of the annual program assessment reports, more reports were identified as needing improvement (38 reports in 2022-2023 versus 25 reports in 2021-2022), yet fewer reports failed to meet the AS expectations (10 reports in 2022-2023 versus 14 reports in 2021-2022). This indicates that programs responded to the AS reviewers' comments on previous reports, rectifying shortcomings.
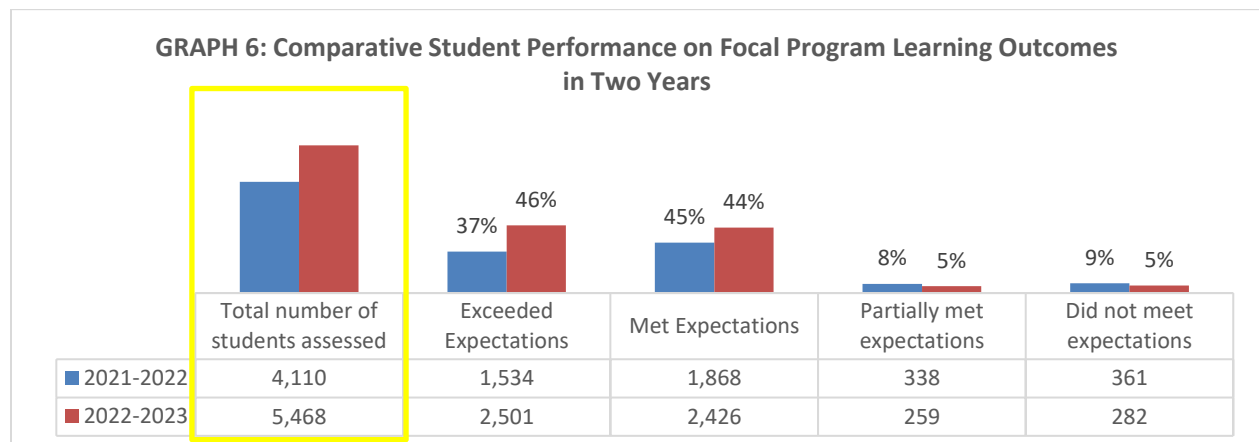
STUDENT PERFORMANCE

In 2022-2023, out of 5,468 assessments of student learning, programs indicated that for 4,927 assessments, the students being assessed met or exceeded programmatic expectations, while 541 partially met or did not meet the expectations. This means that **90% of assessments demonstrated satisfactory learning on the focal program learning outcomes in 2022-2023**.

GRAPH 5A: 2022-2023 Student Performance on Focal PLO

282 , 5%
259 , 5%
2,501 , 46%
2,426 , 44%

- Exceeded Expectations
- Met Expectations
- Partially met expectations
- Did not meet expectations

GRAPH 5B: 2022-2023 Student Performance on Focal PLO

541 , 10%
4,927 , 90%

- Met
- Not Met
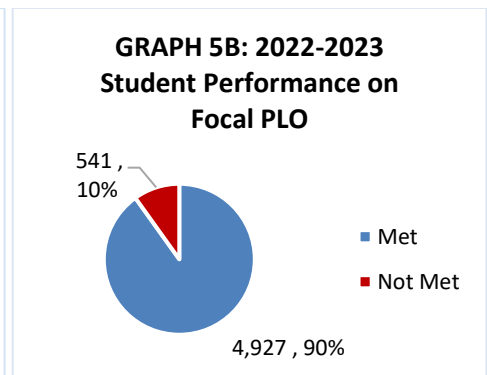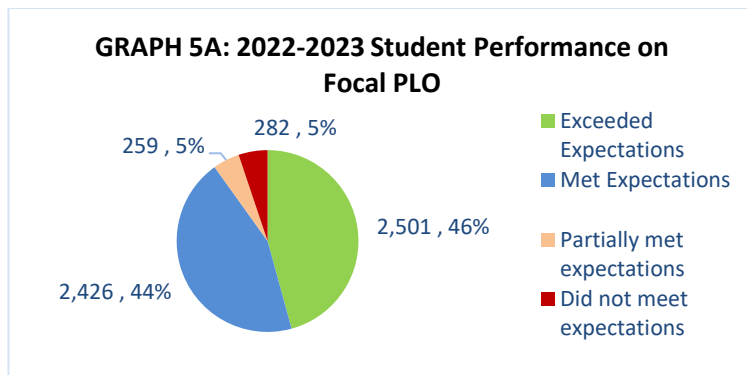
COMPARATIVE STUDENT PERFORMANCE

The graph below compares data only for the last two years – 2022-2023 and 2021-2022, as the student performance data became available only since 2021-2022, thanks to our continued efforts to improve recording of the assessment of student learning in our AMS.

GRAPH 6: Comparative Student Performance on Focal Program Learning Outcomes in Two Years

	Total number of students assessed	Exceeded Expectations	Met Expectations	Partially met expectations	Did not meet expectations
2021-2022	4,110	1,534	1,868	338	361
2022-2023	5,468	2,501	2,426	259	282

COMMENTS & RECOMMENDATIONS

Based on the experience of the fourth year of annual reporting, very similar to the previous years, improvement of student learning remains the goal of the assessment process at UWSP. The program assessment reporting interface in Microsoft Teams continues to work well. As the AS continues to hold the programs to higher standards, further clarification and exemplification of their expectations are needed. Furthermore, working out of the interrater reliability among the AS reviewers will bring more clarity and consistency to the review process.

1) Change the submission interface – Annual Program Assessment Report – to allow programs themselves to indicate the types of changes they are proposing or have implemented in response to assessment results (previous and current). [After # 4. Description of Previous Actions (for the focal PLO) and #7. Current Implications/Actions (for the focal PLO)]

2) Clarify language in the submission interface – [Annual Program Assessment Report](#) – to indicate that the changes apply to the focal PLO and not the changes based on the assessment of other PLOs. [In # 4. Description of Previous Actions (for the focal PLO) and #7. Current Implications/Actions (for the focal PLO)]

3) Change the submission interface – [Annual Program Assessment Report](#) – to allow programs to specify whether they have closed the assessment loop and if the comparison of the assessment results showed improvement in student achievement of the focal PLO when comparing the previous assessment of the focal PLO to its current assessment. [After #7. Current Implications/Actions (for the focal PLO)]

CONCLUSIONS

In general, the fourth year of annual program assessment went very well. The enhancement of our own AMS in Microsoft Teams further facilitated the submission and review processes by standardizing the organization of the reports and their evaluation. Therefore, we are gaining more experience as we continue to refine our assessment efforts and positively impact the culture of assessment at UWSP.

Report prepared by Vera Klekovkina (vklekovk@uwsp.edu), Assessment Coordinator, 04/25/2024

Appendix A

Assessment Dashboard for Program Assessment Layout Ideas

External Dashboard for all – Page 1

Academic Year:
- ☐ 2020-2021
- ☐ 2021-2022
- ☐ 2022-2023

Levels:
- ☐ Undergraduate
- ☐ Graduate

Colleges:
- ☐ CNR
- ☐ COFAC
- ☐ COLS
- ☐ CPS

Schools & Disciplines (a drop down selection of schools appears when a college is selected):
- ☐ Fisheries and Water Resources Discipline
- ☐ Forestry Discipline
- ☐ Human Dimensions of Natural Resource Management Discipline
- ☐ Paper Science and Chemical Engineering Discipline
- ☐ Soil and Waste Resources Discipline
- ☐ Wildlife Ecology Discipline

100 % Submission compliance of annual program assessment reports in **2020-2021** academic year.

63 programs submitted their annual assessment reports.

5 programs submitted reports for multiple PLOs.

Out of **2,637** students assessed, **1,935** met or exceeded expectations, i.e., **73%** demonstrated satisfactory level of learning.

Student performance on the focal PLOs [*current assessment results*]:

Number of Students

Exceeded Expectations	Met Expectations	Partially Met Expectations	Not Met Expectations
877	1058	502	200

Met	Not Met
1935	702

Met (total of students who met or exceeded)

Page 2 – Requirement Compliance [Internal to AS]

Academic Year:
- ☐ 2020-2021
- ☐ 2021-2022
- ☐ 2022-2023

Levels:
- ☐ Undergraduate
- ☐ Graduate

Colleges:
- ☐ CNR
- ☐ COFAC
- ☐ COLS
- ☐ CPS

In **2020-2021**, the following percentages of the program assessment reports' compliant with the requirements were recorded as:

	#1 PLO	#2 CM	#3	#4	#5	#6	#7	#8	#9
Not Met	5	5	10	25	25	25	25	25	25
Partial Met	5	10	10	25	25	25	25	25	25
Met	90	85	80	50	50	50	50	50	50

■ Met ■ Partial Met ■ Not Met

Slide 1:

University of Wisconsin-Stevens Point

2023 Annual Conference
LEARN—LEAD—LUMINATE
March 24-28, 2023 | Hyatt Regency Chicago

The Power of Inspiration: Assessment Leadership Across Institutions

Vera Klekovkina, UW-Stevens Point

Kyle Bennett, UW-Stevens Point

Tuesday, March 28, 2023, 10:00am – 10:45am

Slide 2:

University of Wisconsin-Stevens Point

Hello!

Vera A. Klekovkina, Ph.D.
Assessment Coordinator
Associate Professor of French & Chair
Department of World Languages & Literatures
University of Wisconsin, Stevens Point
Vera.Klekovkina@uwsp.edu

Kyle P. Bennett
Software Developer
Application Development Department
Information Technology
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Slide 3:

University of Wisconsin-Stevens Point

Outcomes for this session

Define shared leadership in assessment

Give examples of shared leadership in assessment across and within institutions

Define agile methodology of incremental delivery of value and demonstrate how it can be applied to assessment of student learning

Give examples of in-house assessment management systems at Kansas State University and UWSP

Discuss attendees' experiences of shared leadership in assessment

Slide 4:

University of Wisconsin-Stevens Point
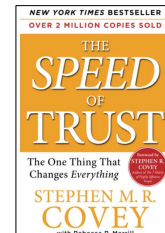
What is Shared Leadership in Assessment of Student Learning?

Shared leadership, especially in assessment of student learning, requires collaboration of many stakeholders.

Shared leadership can facilitate not only faculty buy-in, but also promotes cooperation among faculty, IT support, and administration.
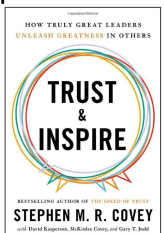
Slide 5:

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Shared Leadership
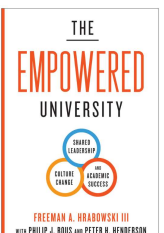
NEW YORK TIMES BESTSELLER
OVER 2 MILLION COPIES SOLD
THE SPEED OF TRUST
The One Thing That Changes Everything
STEPHEN M. R. COVEY
with Rebecca R. Merrill

Covey, Stephen M. R., and Rebecca R. Merrill. *The Speed of Trust: The One Thing That Changes Everything.* Free Press, 2006/2018. Find it on Amazon

HOW TRULY GREAT LEADERS UNLEASH GREATNESS IN OTHERS
TRUST & INSPIRE
BESTSELLING AUTHOR OF *THE SPEED OF TRUST*
STEPHEN M. R. COVEY
with David Kasperson, McKinlee Covey, and Gary T. Judd

Covey, Stephen M. R. *Trust and Inspire: How Truly Great Leaders Unleash Greatness in Others.* Simon & Schuster, 2022. Find it on Amazon

THE EMPOWERED UNIVERSITY
SHARED LEADERSHIP CULTURE CHANGE and ACADEMIC SUCCESS
FREEMAN A. HRABOWSKI III
with PHILIP J. ROUS and PETER H. HENDERSON

Hrabowski III, Freeman A. and Philip J. Rous & Peter H. Henderson. *The Empowered University: Shared Leadership, Culture Change, and Academic Success.* Johns Hopkins UP, 2019. Find it on Amazon

Slide 6:

University of Wisconsin-Stevens Point

Shared Leadership Across Institutions – KSU & UWSP

Transforming Assessment: Making Data Useful through Automation and Visualization

Assessment Process

2019 Annual Conference

ROADMAPS FOR STUDENT SUCCESS

Shared Leadership Across Institutions

Kansas State University's Assessment Dashboard – Primary Source of Inspiration

- Microsoft Teams & Power BI
- LMS - Canvas
- Qualtrics

https://www.k-state.edu/assessment/

Learning Outcomes, Measures, and Student Achievement

URL

University of Wisconsin-Stevens Point

Campus Needs: In-house Assessment Management System for Multiple Stakeholders

Undergraduate and Graduate Program Assessment

General Education Program Assessment

University of Wisconsin-Stevens Point

Shared Leadership Within the Institution

Students	Faculty & Programs	Assessment Coordinator & IT Developer(s)	Governance Bodies
• Course embedded assignments • Standard tests & experiential learning	• Course & Program Assessment Practices • Annual vs. 5-year Assessment Cycles	• Faculty Liaison & Facilitator • Meta-assessment interpretation	• Assessment Subcommittee • Graduate Council • General Education Committee

University of Wisconsin-Stevens Point

Agile Methodology of Incremental Delivery of Value

University of Wisconsin-Stevens Point

Showcase our AMS for Program Assessment

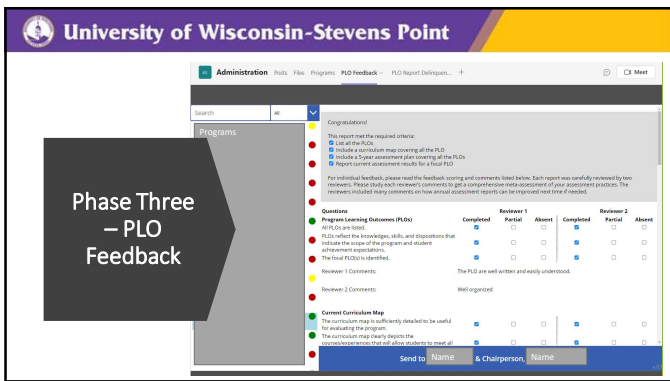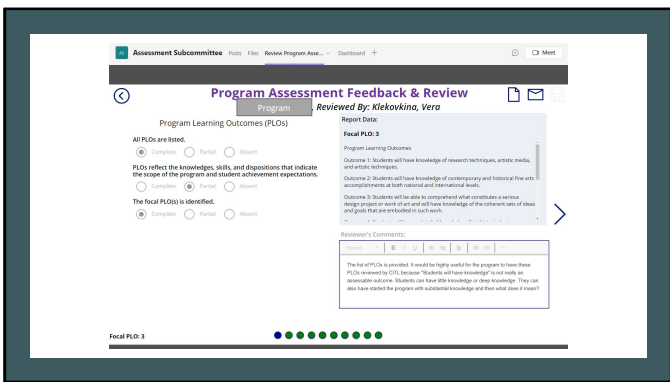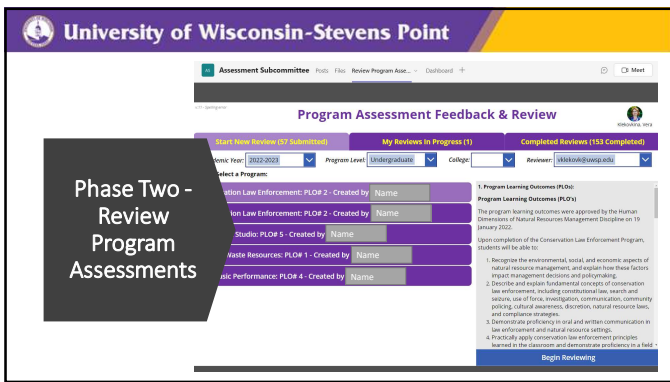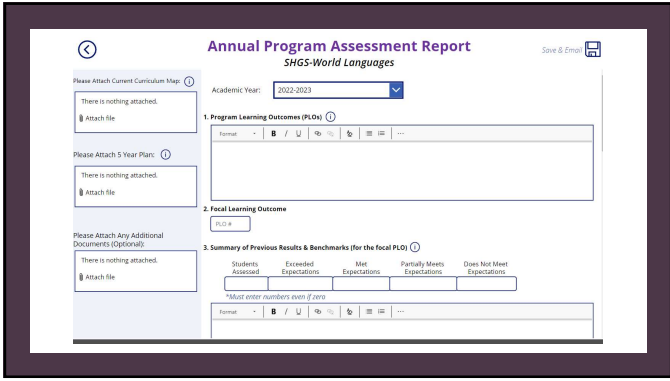| Phase One	Phase Two	Phase Three	Phase Four	Phase Five
• Annual Program Assessment Report	• Review Program Assessments	• PLO Feedback	• PLO Delinquent Report Finder	• Dashboard

Phase One - Annual Program Assessment Report
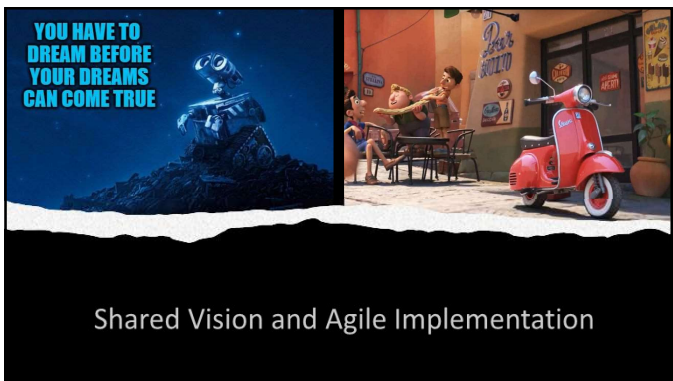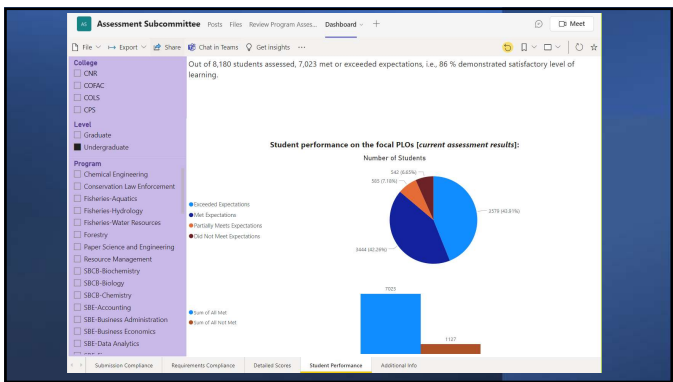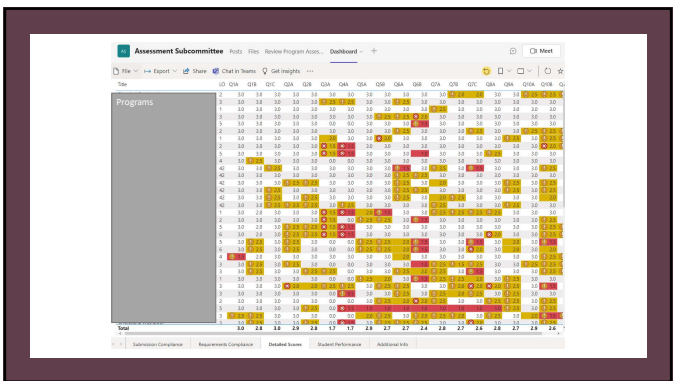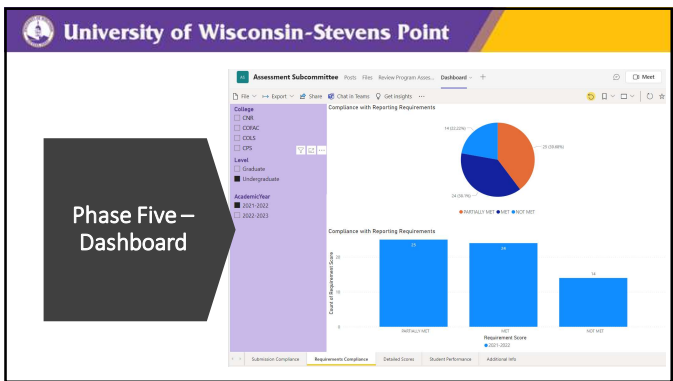

Phase Two - Review Program Assessments

Phase Three – PLO Feedback

Phase Four – Delinquent Report Finder

Phase Five – Dashboard

Not everything works well when you first build it!

Luca (2021, Dir. Enrico Casarosa, Disney & Pixar, IMBd)

YOU HAVE TO DREAM BEFORE YOUR DREAMS CAN COME TRUE

Shared Vision and Agile Implementation
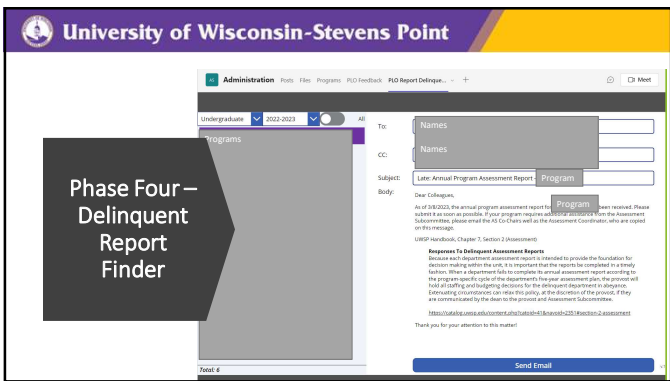
We invite you to share your experiences of shared leadership in assessment!

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Thank you!

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