

2023-2024 Program Assessment Meta-Assessment Report

Last updated: 9/13/2024

The 2023-2024 academic year was the fifth year in our transition from 5-year assessment reports of all program learning outcomes (PLOs) to annual assessment reports of a single outcome. This report seeks to document assessment activities that took place during the 2023-2024 academic year as well as the summer of 2024, to provide a comprehensive review of the program assessment process in the last five years, and finally, to list recommendations for the new academic year as well as the continuation of the UWSP assessment plan ([UWSP Handbook, Chapter 7, Section 2 \(Assessment\)](#)).

ACTIVITIES

In 2023-2024, the Assessment Subcommittee (AS) dedicated many of its bi-monthly meetings to clarifying the guidelines for the programs and making the following supporting documents available to programs as well as to the reviewers and the general public by posting these documents on our website, [Assessment of Learning - Academic Affairs | UWSP](#):

- [Workshop for Annual Program Assessment](#)
PDF of presentation slides, presented on January 17, 2023.
- [Annual Assessment Report Resources Explained](#)
This short video explains new resources prepared by the Assessment Subcommittee in collaboration with CITL to assist programs with their assessment efforts (checklist, CM template, and 5-year plan example).
- [Annual Assessment Report Checklist](#)
The following checklist seeks to provide guidance to programs on how to complete their annual assessment reports to comply with the expectations on each required part of the report.
- [Annual Assessment Report Curriculum Map Example & Template](#)
Tab 1 of this Excel file provides an EXAMPLE of a curriculum map for a fictional program. Tab 2 provides a blank TEMPLATE for producing a curriculum map for any academic program. This template seeks to assist programs to ensure that the alignment between courses, their PLOs, and plans for assessment are transparent to reviewers.
- [Annual Assessment Report: 5-Year Assessment Plan Example](#)
This Word document provides an example of a 5-year assessment plan for a fictional program. See how collecting and reporting schedules may differ. This example also specifies what assessment methods and instruments could be used in course-embedded assignments or summative activities which are not embedded in courses but are required by the program, such as a comprehensive exam or a capstone project.

In 2023-2024, the AS continued its close collaboration with the Center of Inclusive Teaching and Learning (CITL), especially since Nancy Shefferly served as the AS primary co-chair, and facilitated the development of the resources listed above. The extended rubric, available to the AS members on our Teams' site, "Assessment rubric by page.docx" (Appendix A), provided clear guidance to the reviewers on how to evaluate undergraduate program assessment reports, thus increasing the interrater reliability among the reviewers.

Our in-house assessment management system (AMS), developed by Vera Klekovkina (AC) and Kyle Bennett (IT developer), and gradually improved by the AS members (See Appendix B for an updated reviewing interface), enables smoother and timelier feedback returns to the programs while reducing

busy work for everybody involved in the assessment process. In 2023-2024, the programs were able to submit their reports on time or much closer to the deadline than in the past; the AS reviewers were able to finish their evaluations before the end of the Spring semester; the AC in conjunction with the AS co-chairs were able to check the missing reviews and ensure a much greater interrater reliability in the summer of 2024; and finally all the undergraduate programs received the feedback a month before the beginning of the new academic year – 2024-2025. Although this great timeline can be further improved, it testifies to many gains the campus achieved by switching to the annual reporting of program assessment in 2019. Over the past five years since implementing this new reporting process, we have maintained 100% submission compliance for four consecutive years - an unprecedented achievement compared to the previous assessment cycle. Furthermore, the undergraduate programs have received 30% more feedback and guidance on their assessment practices in 2019-2024 (5 feedback rubrics per program) than in the previous assessment cycle, 2011-2021, which envisioned programs being reviewed every five years on a staggered schedule (1-2 feedback rubrics per program).

The systematic assessment of PLOs on a yearly basis prompted many programs to implement assessment, curricular, and instructional changes to their courses and programs. For instance, Political Science Department commented that continual assessment provided them with a benchmark to measure the effectiveness of their two new core methodology courses (**curricular changes**) in teaching students more effectively to employ quantitative methods (**instructional changes**) as they plan to increase their assessment measures to evaluate students' ability to use qualitative as well as quantitative methods (**assessment changes**):

“This assessment has provided us with an initial benchmark to measure the effectiveness of our two core methodology courses in terms of teaching students how to employ quantitative methods to formulate an argument in Political Science. We see that these courses are working but also that we still have room to improve in terms of making sure that more of our students are meeting expectations for this PLO. It will be interesting to see how this performance compares the next time we assess this PLO. This assessment has also confirmed our decision to create the new required course for our majors, POLI 301. We have realized the importance of reinforcing skills and increasing student competence in utilizing methodologies that a two-course sequence provides. We feel that the curricular changes we made to the major serve our students in terms of their quantitative skill development, so at this point we don't anticipate any further curricular changes. We are going to build on and refine the courses we have. Assessing students' ability to employ qualitative methods was not measured in this assessment and probably reflects less of an emphasis on these methods as compared to quantitative methods in our methodology courses. This is something the department will discuss to determine if there is time and space to give somewhat more attention to qualitative methods in addition to quantitative methods. Additionally, we may want to consider including data on this PLO from other thematic upper-level courses that include assignments that address this PLO.” (2023-2024 report for Political Science, PLO3).

The robust annual assessment reporting process has empowered UWSP to elevate and strengthen the programmatic assessment of student learning outcomes. In the next five years, our institution will have a great opportunity to conduct effective closing-the-loop processes for undergraduate and graduate programs, as most programs are just now completing the initial assessment of all their PLOs. In previous assessment cycles, the necessary data and action plans were often unavailable. Furthermore, to improve the collection of meta-data to better capture the extent of programmatic improvements, it will be necessary to explore how to use Power BI for qualitative analysis (for example, explore Power BI's ability to extract key phrases from text and combine it with Azure AI' natural language processing to quantify the meta-assessment results).

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](#).

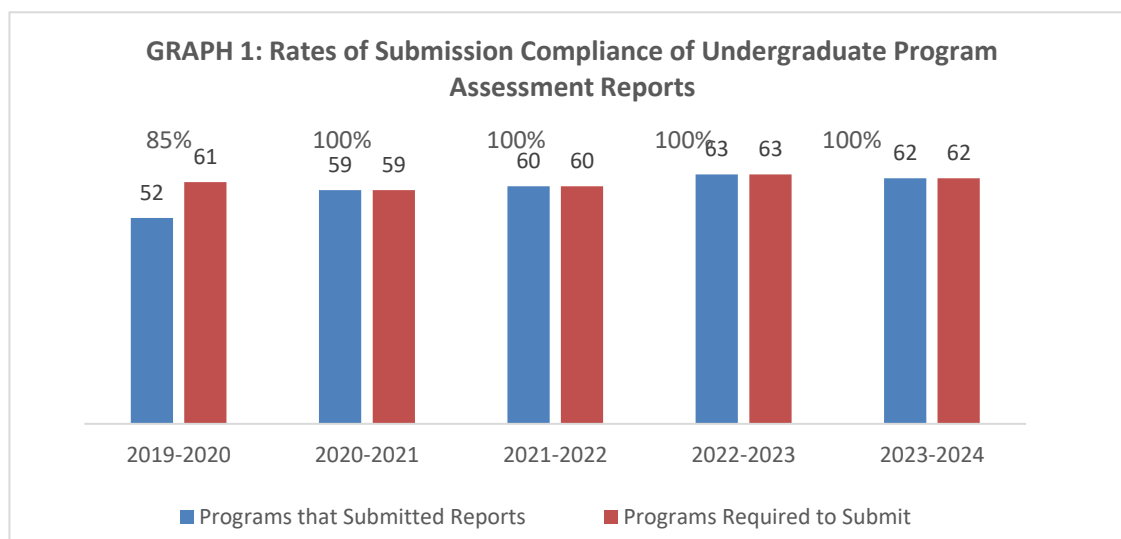
The *Program Assessment at UWSP Canvas Course*, first created in 2019-2020, continues to operate as the repository of the training materials, such as video recordings, relevant templates, and documents: [Program Assessment at UWSP](#).

The *Assessment Training Course in Canvas*, first created in 2021-2022, 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 (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 FOR UNDERGRADUATE PROGRAM ASSESSMENT

In 2023-2024, 62 undergraduate programs were scheduled to submit annual program assessment reports. 62 programs submitted their reports, resulting in a 100 % submission rate compliance. The total number of undergraduate programs has decreased from last year as one program, Health Promotion and Wellness, was discontinued. Three programs out of 62 reported on more than one learning outcome in 2023-2024 and submitted a separate report for each PLO. One program submitted two reports on the same PLO for two different emphases. This resulted in 66 reports being submitted overall. The AMS allows the 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. **This represents a positive trend of increased submission over the past five 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, and 66 reports for 62 programs in 2023-2024.**



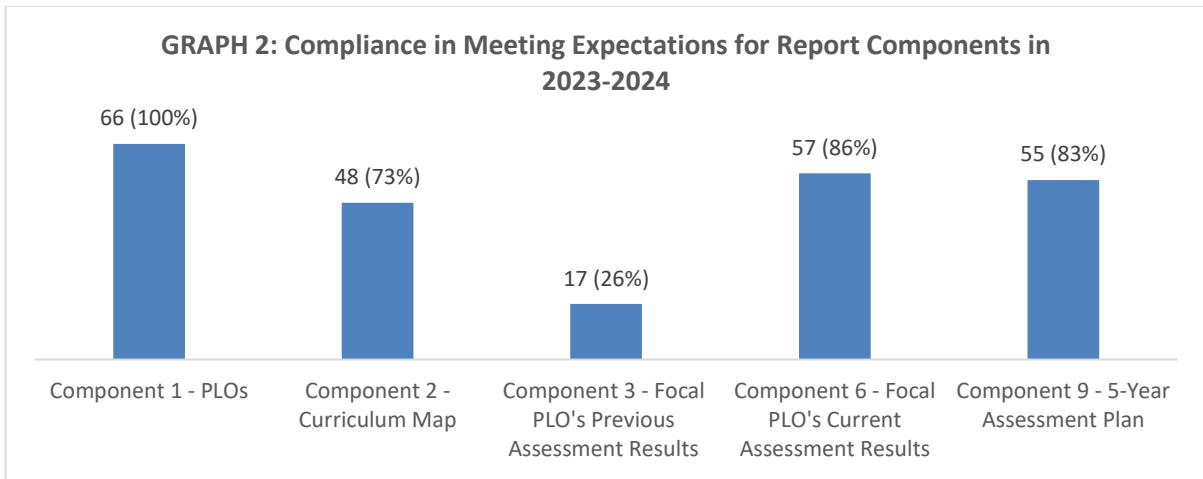
REPORT COMPONENTS

As explained 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.

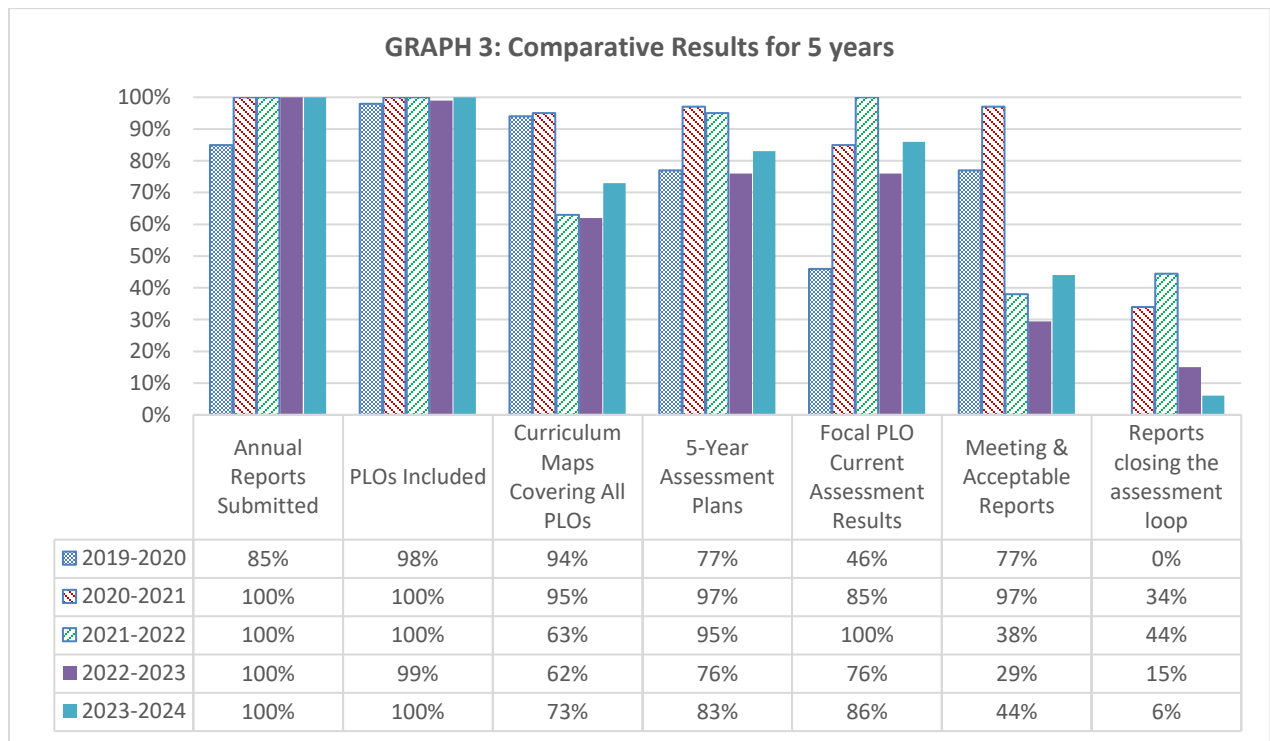
REPORT COMPONENTS COMPLIANCE FOR UNDERGRADUATE PROGRAM ASSESSMENT

In 2023-2024, 100% of the submitted reports had appropriate PLOs (66), 73% included adequate curriculum maps (48), 83% had suitable five-year plans (55), and 86% reported clear assessment results (86). Although the AMS submission platform requires that all the programs submit PLOs, curriculum maps, current assessment results, and 5-year assessment plans, some reports lacked detail in these areas. The reports that did not meet the expectations for the 5-year assessment plans usually did not update the plans to move forward or did not specify where, when, and how the assessment results would 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 curriculum. Finally, 9 reports did not present their current assessment results clearly, hence receiving “Partially Met” or “Not Met” ratings on their AS feedback rubrics. Two out of nine reports had reported null assessment results due to instructors’ medical leave. Some undergraduate program assessment strategies, like using grades without rubrics aligned to PLOs, need refinement. The low reporting of previous results – 26% (17) – does not necessarily indicate a negative trend, since many programs are assessing some of their PLOs for the very first time. **The clear positive trend is that the numbers for Components 1, 2, 6, and 9 improved over last year’s reports.** See Graph 2 for the 2023-2024 results and Graph 3 for the comparative results.



COMPARATIVE META-ASSESSMENT RESULTS FOR UNDERGRADUATE PROGRAM ASSESSMENT

The comparison of five years of the annual reporting indicates that undergraduate programs are carrying out their assessment efforts in a continuous effort and **the overall submission rate has remained 100% for four years in a row**. As the AS continues to hold the undergraduate programs to higher standards, more programs improved their reports in 2023-2024 in comparison to 2022-2023.



Aligning with Recommendations #1 and #3 from [the 2022-2023 Meta-Assessment Program Assessment Report](#) (pp. 8-9), programs should self-identify when they have closed the assessment loop and specify any assessment, curricular, or instructional changes they plan to implement. Additionally, making comparisons of the data from year to year may present challenges because focal PLOs change annually.

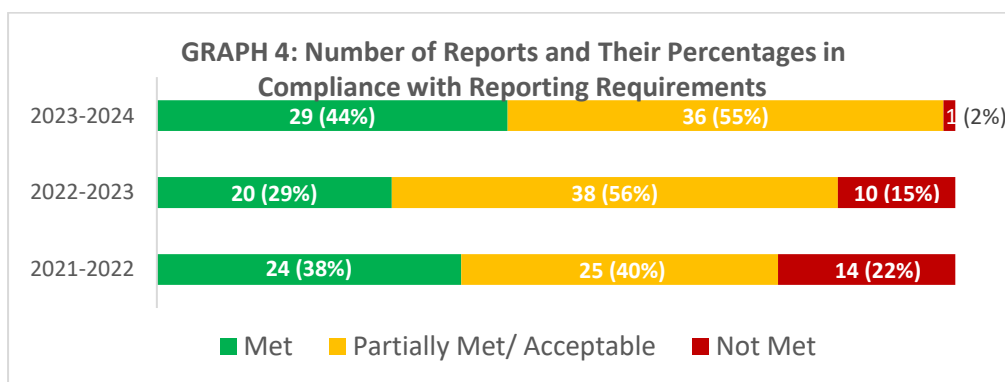
REPORT REQUIREMENTS COMPLIANCE FOR UNDERGRADUATE PROGRAM ASSESSMENT

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 the last three years, the reports were 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.

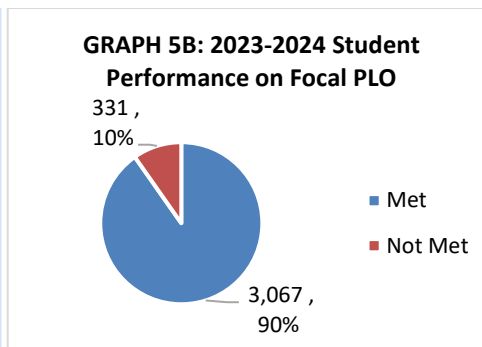
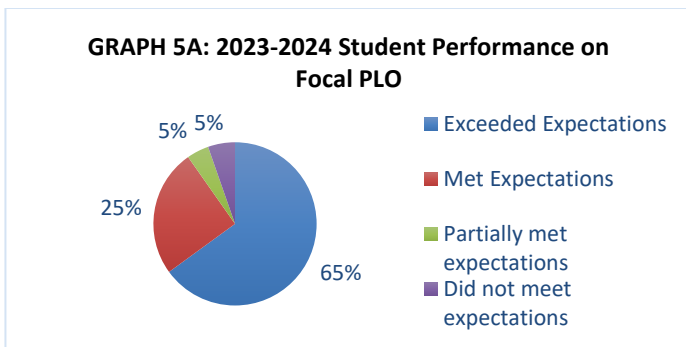
In 2023-2024, the reports that met three requirements were scored as **partially meeting requirements**. The reports that met two or fewer requirements were scored as **not meeting requirements**. Since the same requirements were not enforced in the first two years of the annual reporting for undergraduate program assessment, the graph below compares data only for the last three years.



Graph 4 indicates that with the increased expectations by the Assessment Subcommittee in the fifth consecutive year of submission of the annual program assessment reports, fewer reports were found needing more attention (36 reports in 2023-2024 versus 38 reports in 2022-2023) and, most importantly, fewer reports failed to meet the AS expectations (1 report in 2023-2024 versus 10 reports in 2022-2023). **This trend reflects a welcome improvement and an encouraging shift in the right direction.**

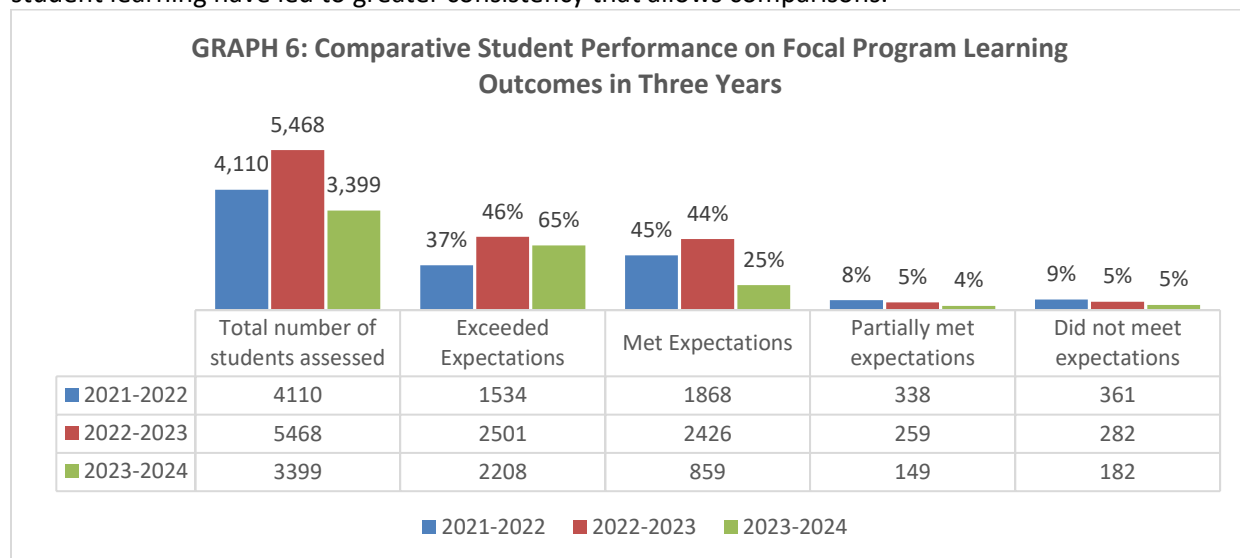
STUDENT PERFORMANCE FOR UNDERGRADUATE PROGRAM ASSESSMENT

In 2023-2024, out of 3,399 assessments of student learning, 64 programs indicated that for 3,067 assessments, the students being assessed met or exceeded programmatic expectations, while 331 partially met or did not meet the expectations. This means that **90% of undergraduate program assessments demonstrated satisfactory learning on the focal program learning outcomes in 2023-2024.**



COMPARATIVE STUDENT PERFORMANCE FOR UNDERGRADUATE PROGRAM ASSESSMENT

The graph below, therefore, compares data only for the last three years, as the student performance data was not consistently reported prior to 2021-2022. Our continued efforts to improve assessment of student learning have led to greater consistency that allows comparisons.



Over three years, the percentages of student artifacts both exceeding and meeting the expectations for focal PLOs remained high – **82% in 2021-2022, 90% in 2022-2023, and 90% in 2023-2024**. Many programs comment on their satisfaction with student learning, as they continue to respond to changing student needs, as evident in the reflection on future implications stated by the Wildlife Ecology and Management Program:

“The ability to write and speak in a professional, technically-competent manner and in an appropriate style for diverse audiences is one of the most important wildlife management skills. We are pleased that most of our students are achieving this outcome by the end of the semester in WLDL 350. That said, we do note that the percent of students exceeding expectations has declined some since our last assessment. Last semester, this was largely due to a dysfunctional project group that struggled twice with plagiarism and seemed to “give-up” by the time the final project was due. Our sense is also that students are struggling more with group work in the post-Covid years. Student scores started high and remained high on average for the oral presentations. While this may indicate the addition of a new oral presentation assignment was not needed, the feedback we received from students on this new assignment has been extremely positive. In fact, the addition of the assignment was a result of student feedback a couple of years ago. As such, we plan to retain this new assignment.” (2023-2024 report for Wildlife Ecology and Management, PLO 1)

META-ASSESSMENT RESULTS FOR GRADUATE PROGRAM ASSESSMENT

In 2019-2020, the Graduate Council implemented a comprehensive five-year assessment plan to evaluate graduate programs. Table 1 outlines the details of this plan and the status of its implementation over the past five years.

TABLE 1: Graduate Program Assessment Plan

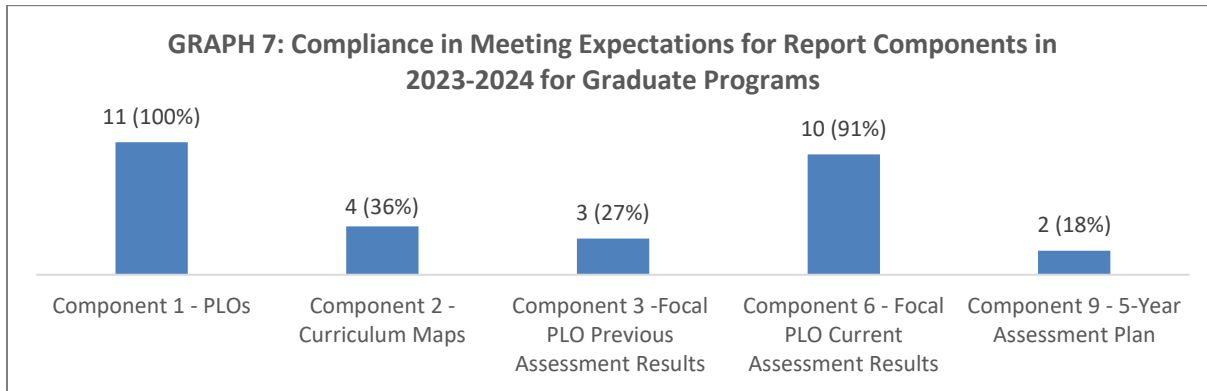
Year	Actions	Status
2019-2020	By February 2020, all graduate programs will submit their program learning outcomes to the Assessment Subcommittee. The AS will provide feedback to the graduate programs by the end of Spring semester.	<input checked="" type="checkbox"/> Completed. Submission rate 100% <i>All graduate programs submitted their PLOs and received feedback from the Assessment Subcommittee and Graduate Council.</i>
2020-2021	By October 2020, all graduate programs will submit five-year assessment plans describing when and how each learning outcome will be assessed and reported.	<input checked="" type="checkbox"/> Completed. Submission rate 100% <i>All graduate programs submitted their PLOs and received feedback from the Assessment Subcommittee and Graduate Council.</i>
2021-2022	By October 2021, all graduate programs will submit their annual report of at least one learning outcome.	<input type="checkbox"/> Interrupted. <i>Technical problems with AMS submission and review platforms.</i>
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.	<input type="checkbox"/> Interrupted. <i>Technical problems with AMS submission and review platforms.</i>
2023-2024	By October 2023, all graduate programs will submit their annual report of another learning outcome.	<input checked="" type="checkbox"/> Completed. Submission rate 100%. <i>All graduate programs submitted their 2023-2024 reports and received feedback from the Assessment Coordinator and CITL to be discussed by the Graduate Council in Fall of 2024.</i>

SUBMISSION COMPLIANCE FOR GRADUATE PROGRAM ASSESSMENT

In 2023-2024, 11 graduate programs were scheduled to submit annual program assessment reports. 11 programs submitted their reports, resulting in a **100% submission rate compliance**. The same submission rate compliance was achieved in Years 1 and 2, thus making the graduate program assessment's submission compliance rate 100% for three years in 2019-2024.

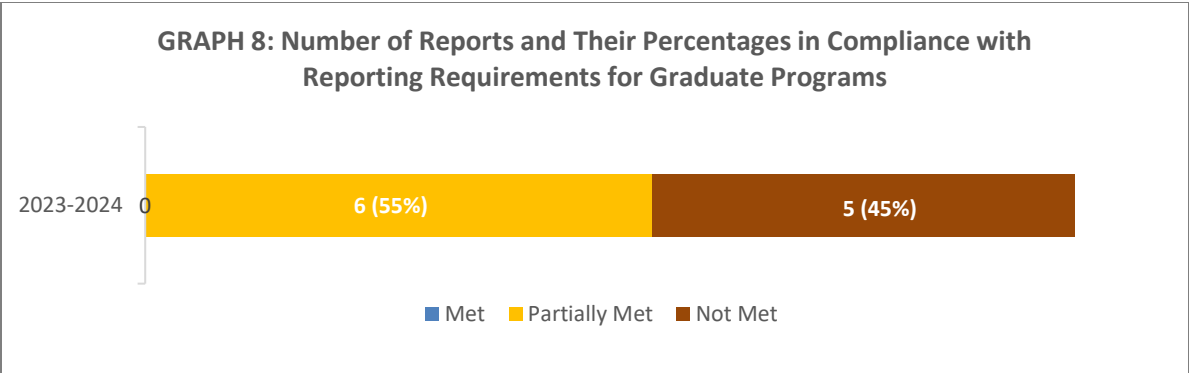
REPORT COMPONENTS COMPLIANCE FOR GRADUATE PROGRAM ASSESSMENT

In 2023-2024, 100% of the submitted reports had appropriate PLOs (11), 36% included adequate curriculum maps (4), 18% had suitable five-year plans (2), and 91% reported clear assessment results (10). Although the AMS submission platform requires that all the programs submit PLOs, curriculum maps, current assessment results, and 5-year assessment plans, some reports lacked detail in these areas. It is important to state that since the review of the graduate program reports was interrupted in 2020-2021 and 2021-2022, the graduate programs did not receive constructive feedback to improve all the components of their reports.



REPORT REQUIREMENTS COMPLIANCE FOR GRADUATE PROGRAM ASSESSMENT

The Graduate Council took over the review of the reports in 2021-2022 (See [2020-2021 Meta-assessment report on program assessment](#), p.2). At the same time, the development of the submission and reviewing interfaces for our assessment management system (AMS) in Microsoft Teams was in progress and more attention was devoted to the undergraduate program assessment rather than to the graduate program assessment. These technical issues prevented the Graduate Council from completing the reviews for two years. In 2023-2024, the Assessment Subcommittee collaborated closely with the Center for Inclusive Teaching and Learning (CITL) to provide guidance to undergraduate programs and AS reviewers with the submission and review platforms in our AMS. This collaboration proved highly effective for the undergraduate program assessment, prompting the Assessment Coordinator to extend a similar approach to the review of the graduate program assessment in the Summer of 2024. After consulting with the Graduate Council's Chair, Associate Vice Chancellor for Teaching, Learning, and Strategic Planning, and CITL Director about CITL's capacity to assist with the graduate program assessment, the review of the 2023-2024 graduate program assessment reports was scheduled for June and July of 2024. The reviews were completed in July and the graduate program assessment representatives received feedback in early August 2024. This has brought the assessment process for graduate programs up to date, allowing the Graduate Council to resume the review process in 2024-2025 for reports due in February of 2025.



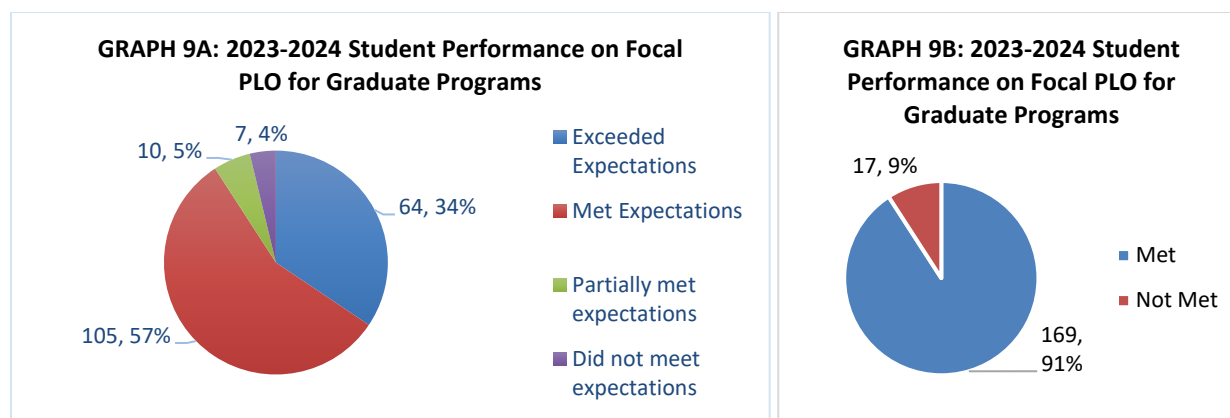
As Graph 8 indicates, of the eleven reports submitted in 2023-2024, 55% partially met expectations and 45% did not meet expectations. Based on these meta-assessment results and the detailed feedback provided by AC and CITL for the 2023-2024 reports for graduate programs on how they can improve their future assessment reports, it stands to reason to move forward without amending the 2023-2024 reports or submitting missing reports for 2021-2022 or 2022-2023. The comprehensive feedback for the 2023-2024 reports should provide sufficient guidance for enhancing future reports.

The programs that partially met the expectations were notified that they are required to attend the pre-semester workshop in August, “Workshop for Annual Program Assessment,” and schedule a consultation with the Assessment Coordinator early in the Fall semester if the program is unsure how to proceed based on the reviewers' feedback. The programs that did not meet the expectations were notified to attend the pre-semester workshop in August, “Workshop for Annual Program Assessment,” consult the Canvas course “Assessment Training,” and schedule a mandatory consultation with one of the instructional designers at the Center for Inclusive Teaching and Learning (CITL) early in the Fall semester. They were provided the links to the [Canvas Course: Assessment Training](#) and [Schedule Consultation With CITL](#).

64% of graduate programs need to improve their curriculum maps (7 reports), 82% need to update their five-year plans (9 reports), and one program needs to clarify their assessment results (9%). The collaboration with CITL will be beneficial to graduate programs because our course and program designers are versed in course- and program alignment with learning outcomes, as well as strategies and practices of student learning assessment.

STUDENT PERFORMANCE FOR GRADUATE PROGRAM ASSESSMENT

In 2023-2024, 187 graduate student artifacts were assessed by 10 programs. The graduate programs reported that 64 student artifacts (34%) exceeded expectations, 105 student artifacts (57%) met expectations, 10 student artifacts (5%) partially met expectations, and 7 student artifacts (4%) did not meet expectations. This means that **91% of graduate program assessments demonstrated satisfactory learning on the focal program learning outcomes in 2023-2024.**



GENERAL COMMENTS & RECOMMENDATIONS

Based on the experience of the fifth year of annual reporting, very similar to the previous years, the program assessment reporting interface in Microsoft Teams continues to serve assessment needs. As the AS continues to hold the programs to higher standards, undergraduate and graduate programs need to finetune their assessment practices. Furthermore, improving the interrater reliability among the AS and GC reviewers will continue to bring more clarity and consistency to the review process. The close collaboration with CITL proved highly effective to provide guidance to both undergraduate and graduate programs in 2023-2024. It is highly recommended that the AS and GC continue this collaboration in the future.

1. Provide more programs with guidance on crafting assessment reports that meet the "Exemplary" criteria as outlined in the extended rubric (see Appendix A).
2. Require that programs engage in a reflective exercise, responding to the feedback provided by the AS and GC reviewers. This will enable undergraduate and graduate programs to evaluate their assessment practices in light of the more consistent feedback they now receive on their assessment reports.
3. Sustain professional development initiatives by AC, AS, and GC to help undergraduate and graduate programs: a) close the assessment loop effectively, b) establish meaningful programmatic benchmarks, and c) evaluate demonstrated improvements in student learning. In the next five years, closing of the assessment loop should be the main goal of the assessment process at UWSP as most of the programs will be assessing their PLOs for the second time.
4. Rotate AS and GC reviewers periodically to ensure each program receives diverse feedback over time. This will prevent programs from consistently receiving feedback from the same reviewers.
5. Strengthen the collaborative relationship between the Assessment Subcommittee, Graduate Council, CITL, and Assessment Coordinator to ensure timely meta-assessment reporting.

CONCLUSIONS

In general, the fifth year of the annual program assessment went very well and demonstrated that in the last five years, 2019-2024, UWSP made significant changes to our program assessment process. 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 (See Appendix B for a revised AMS review platform and Appendix C for a revised feedback form, sent to the programs).

We are gaining more experience as we continue to refine our assessment efforts and positively affect the culture of assessment at UWSP. Achieving 100% submission compliance for the past four years among undergraduate programs and for three years for graduate programs reflects a significant impact on our institution-wide assessment efforts.

Report prepared by Vera Klekovkina (vklekovk@uwsp.edu), Assessment Coordinator,
09/13/2024

Appendix A:
“Assessment rubric by page.docx”

Report Component	Exemplary	Complete	Partial/Absent	N/A
1. Program Learning Outcomes (PLOs)				
a. Program Learning Outcomes are listed	<ul style="list-style-type: none"> A complete, assessable list of PLOs is provided. 	<ul style="list-style-type: none"> A list of PLOs is provided. 	<ul style="list-style-type: none"> No list is provided 	N/A
b. PLOs reflect the knowledges, skills, and dispositions that indicate the scope of the program and student achievement expectations.	<ul style="list-style-type: none"> PLOs indicate discipline specific knowledge, skills, and (where applicable) dispositions. (and) The variety of outcomes reflects the breadth of instruction in the program. (and) The action word central to each PLO is student-centered, and indicates the level of learning complexity expected of students (i.e. action words show alignment with Bloom’s taxonomy) (and) Each PLOs is written in a format that makes it assessable (one action word, measurable action). 	<ul style="list-style-type: none"> List of PLOs is present, but may be partial. PLOs do not clearly indicate specific knowledge skills, or dispositions relevant in the discipline. (and/or) The variety of outcomes is narrower than the breadth of instruction in the program. (and/or) The action word central to each PLO is either not student centered, or does not clearly indicate the level of learning complexity expected of students (i.e. action words do not align with Bloom’s taxonomy). (and/or) PLOs are not written in an assessable format (e.g. They contain multiple action words, or refer to student actions that cannot be measured/assessed) 	<ul style="list-style-type: none"> Only Focal PLO is present (or) No PLOs provided. 	N/A
c. The focal PLO is identified	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Focal PLO is clearly indicated, and consistent through the report. 	<ul style="list-style-type: none"> No focal outcome is indicated (or) The focal PLO is inconsistently represented through the report. 	N/A

Report Component	Exemplary	Complete	Partial/Absent	N/A
2. Current Curriculum Map				
<p>a. The curriculum map is sufficiently detailed to be useful for evaluating the program.</p> <p>*The map does not need to show ALL course offerings in the program—just those that are integral to student achievement of learning outcomes. A <u>Curriculum Map Template</u> is available through CITL.</p>	<ul style="list-style-type: none"> The curriculum map shows a matrix of courses and all PLOs. (and) The matrix indicates which courses are required of all students and which courses form requirement clusters that fulfill the same programmatic requirements and from which students choose one or more courses, making the pathways that students follow to proficiency clear. (and) The map or legend indicates how students are expected to progress through the program (e.g. any sequence to course enrollment or prerequisite relationships are indicated). 	<ul style="list-style-type: none"> A curriculum map is provided that presents information on courses that contribute to student achievement of all PLOs. All PLOs are addressed in the curriculum map, but there may be room for improvement in level of detail provided. 	<ul style="list-style-type: none"> A curricular map that does not provide information on courses that contribute to student achievement of all PLOs is provided, (and/or) No curriculum map is provided. 	N/A
<p>b. The curriculum map clearly depicts the courses/experiences that will allow students to meet all PLOs.</p>	<ul style="list-style-type: none"> Students are able to achieve the highest indicated level of proficiency for all PLOs in the courses that are required for the major, so that electives need not be included in the map. (and) The curriculum map indicates how courses or experiences contribute to achievement of relevant PLOs (e.g. Whether the courses introduce, help to develop, or are where students reach proficiency of specific PLOs is indicated) 	<ul style="list-style-type: none"> A curriculum map is provided that presents information on courses that contribute to student achievement of all PLOs.(and/or) All PLOs are addressed by the map, but there may not be clarity the courses/experiences that allow students to meet all PLOs, including having elective clusters are integral to the achievement of PLOs. 	<ul style="list-style-type: none"> A curricular map that does not provide information on courses that contribute to student achievement of all PLOs is provided, (and/or) No curriculum map is provided. 	N/A

Report Component	Exemplary	Complete	Partial/Absent	N/A
3. Summary of Previous Results				
<p>a. A concise abstract of results (less than 500 words) describes previous assessment results with enough information for comparison with current results, if applicable.</p>	<ul style="list-style-type: none"> • Previous results are reported in the table, indicating the numbers of students who exceeded, met, partially met, or failed to meet performance criteria for the focal PLO. (and) • The summary includes information on where (course/non-embedded assessment; specific section or instructor) prior assessment occurred (and) • The summary includes information on when (the terms and years) the data were collected and reported (and) • The summary includes information on how the assessment was conducted (e.g. <ul style="list-style-type: none"> • Type of instrument is detailed (e.g. rubric for an assignment; a set of exam questions) (and) • How student achievement of the PLO was evaluated (e.g. Student exceeding, meeting, partially meeting or not meeting expectations for the PLO met a specified set of criteria on rubric or earned specific total scores on a set of exam questions, etc.). • A summary of student performance including the percentage of students meeting or exceeding expectations during the previous assessment is provided for comparison to current results, assuming different numbers of students are evaluated each time assessment occurs. 	<ul style="list-style-type: none"> • Previous results are reported (and/or) • Information on where, when, and how students were assessed is absent or not sufficiently detailed (and/or) • Student achievement may not be adequately summarized for comparison to current results. 	<ul style="list-style-type: none"> • No data or no summary are provided, and there is no explanation (e.g. this is the first time a PLO is being assessed) to provide appropriate context for the lack of information. 	<p>No prior assessment results are available for this PLO, and this is explained.</p>

Report Component	Exemplary	Complete	Partial/Absent	N/A
4. Description of Previous Actions				
a. There is an explicit statement of the changes (or not) to curriculum, instruction, or assessment methods based on previous assessment of the focal PLO.	<ul style="list-style-type: none"> • A summary of what actions the program took in response to the previous assessment is provided (and) • Details on changes to curriculum, assessment, and/or instruction taken to improve student achievement are provided, including how the changes are expected to improve student performance, or an explanation of why no changes were made is provided. 	<ul style="list-style-type: none"> • A summary of prior actions taken in response to previous assessment results is presented (and) • This summary may lack details on the actions taken, or the explanations of intended effects. 	<ul style="list-style-type: none"> • No summary provided 	<ul style="list-style-type: none"> • There has been no prior assessment of the focal PLO, so no response to assessment results is possible.
b. Did the previous action seek to impact assessment, curriculum, instruction?	<ul style="list-style-type: none"> • N/A (We don't evaluate) 	<ul style="list-style-type: none"> • N/A (We don't evaluate) 	<ul style="list-style-type: none"> • N/A (We don't evaluate) 	<ul style="list-style-type: none"> • N/A (We don't evaluate)

Report Component	Exemplary	Complete	Partial/Absent	N/A
5. Current Assessment Strategies/Measures/Techniques/Methods				
a. Direct and/or indirect assessment methods employed as appropriate	<ul style="list-style-type: none"> • Direct assessment methods that measure the level of achievement of PLOs are used for knowledge and skills (and) • These may be supplemented with information on student perception of their own achievement (an indirect assessment). (and/or) • Indirect assessment methods (e.g. surveys of dispositions, Likert scales, or student’s written descriptions of values) are used for dispositional outcomes where appropriate. 	<ul style="list-style-type: none"> • Assessment methods are described and address the focal PLO. • There may be partial misalignment between the expressed outcome and the assessment method employed. 	<ul style="list-style-type: none"> • The method is not described in sufficient detail to determine the appropriateness of the assessment method, (and/or) • There is fundamental misalignment between the assessment and the PLO, (and/or) • The assessment method is not described. 	
b. A concise description of assessment methodology (e.g. course, semester, instrument, constituency, method of analysis)	<ul style="list-style-type: none"> • A description of methodology is provided (and) • The description details where the assessment took place (the course number, sections, instructor) (and) • The description details who was assessed (e.g. majors in their last semester before graduation) (and) • The description details when assessment data were collected (the semester/s and years being reported) and) • The description details when assessment data were reported (the year results were submitted) (and) • The description details the nature of the assessment instrument (e.g. project, paper, exam, etc.) (and) • The description details how performance of students was analyzed (Was a rubric used for scoring? What criteria were included on the rubric? Which rubric criteria were relevant to the PLO in question? What student performance constituted exceeding/meeting/partially meeting/not meeting expectations for the PLO?) 	<ul style="list-style-type: none"> • A description of methodology is provided (and) • The description lacks some of the key details that would make it sufficient to understand the nature of the assessment instrument, (and/or) where/when the assessment occurred, (and/or) who was assessed, (and/or) how student performance was analyzed. 	<ul style="list-style-type: none"> • No description of methodology is provided, or • The provided description of the assessment lacks all key details that would make it sufficient to understand the nature of the assessment instrument, (and/or) <ul style="list-style-type: none"> a. where/when the assessment occurred, (and/or) b. who was assessed, (and/or) c. how student performance was analyzed. 	N/A

Report Component	Exemplary	Complete	Partial/Absent	N/A
6. Benchmark and Additional Attachments				
<p>a. An explicit benchmark of student achievement expectations is provided and justified.</p> <p>* In Assessment of student learning within a program, a benchmark is defined as the percent of students meeting or exceeding performance expectations for a specific learning outcome that your program is attempting to meet. The benchmark is a means of gauging the performance of the program as a learning platform. It details the overall performance of the PROGRAM, not of individual students.</p> <p>*Because the goal of assessment is to use data on student performance to make adjustments to curriculum, instruction, or assessment to improve student learning or the measurement of student learning, the BEST benchmarks are often derived from previous assessment results. If the PLO has not been previously assessed, your program may use a “desired” goal for a benchmark.</p>	<ul style="list-style-type: none"> • A benchmark for the program is articulated as the expected percent of assessed students meeting or exceeding the criteria for PLO mastery (and) • A justification for choosing this benchmark is articulated. 	<ul style="list-style-type: none"> • A benchmark of some type is provided. (and/or) • The justification for choosing this benchmark is not provided, (and/or) • The benchmark provided does not represent the percent of students meeting or exceeding the criteria for PLO mastery. (e.g. The benchmark reported is something like the minimum score students need on an assessment to be considered to have met the criteria for mastery of the PLO). 	<ul style="list-style-type: none"> • No benchmark is provided (and/or) • Benchmark is not provided in an understandable format (i.e. does not reflect a numeric outcome to the assessment) 	N/A
<p>b. Useful material (e.g. descriptions of assignments, rubrics) are attached as appendices as necessary</p> <p>*Programs do not need to include a file copy of their report.</p>	<ul style="list-style-type: none"> • Detailed descriptions of the assessment instrument are appended. This can be in the form of the assignment instructions or a copy of the exam. • For assignments evaluated using a rubric, criteria relevant to determining student achievement of the focal PLO are indicated. If an exam or question set is used, the specific questions related to the PLO are indicated. 	<ul style="list-style-type: none"> • Some useful supplementary materials are provided, but not all that might be useful. For example, the assignment may be included, but not the rubric. The grading rubric may be included, but without specifying which of the criteria were used in the assessment. The exam may be provided, but the relationship between exam questions and the PLO is not indicated. 	<ul style="list-style-type: none"> • Additional materials could help reviewers understand the assessment, but none are appended. 	<ul style="list-style-type: none"> • No additional materials are attached because no materials are needed to complete the report.

Report Component	Exemplary	Complete	Partial/Absent	N/A
7. Current Assessment Results/Findings/Interpretations				
a. What was measured (e.g. number of sections, number of students, level of student achievement) is meaningfully summarized.	<ul style="list-style-type: none"> Results are provided in the table, with numbers of students in relevant categories of achievement. (and) A summary of the findings and interpretations is present (and) The percentage of assessed students meeting or exceeding expectations for achievement of the focal PLO is indicated for comparison to previous/future results. 	<ul style="list-style-type: none"> Some results are provided in the table) (and/or) A summary of the findings and interpretations is present, though may be missing some facets 	<ul style="list-style-type: none"> Results are presented in the table, but summary of those results and/or what they mean to the program is vague or lacking most of the details required for a complete report. 	N/A
b. Figures and/or tables are used when necessary for clarity and to depict trends.	<ul style="list-style-type: none"> Figures and tables are used when necessary to make the patterns more visible (clarity) and to depict results and trends in a highly detailed and expanded manner, considering multiple facets of the data. 	<ul style="list-style-type: none"> Figures and tables are used to make the patterns more visible (clarity) and to depict trends are sufficiently clear. 	<ul style="list-style-type: none"> Figures or tables would be useful, but no figures or tables are provided. 	<ul style="list-style-type: none"> Figures and tables would not improve understanding of the data.
c. Results are discussed in the context of the stated benchmark(s) and/or previous results.	<ul style="list-style-type: none"> A summary discussion of what the data collected reveal about student achievement of the focal PLO is provided and includes the following: <ol style="list-style-type: none"> A critical analysis of the educational effectiveness of the program in helping student reach the highest level of performance on the focal PLO. An explicit statement about whether the results exceeded, met, or didn't meet the benchmark for program performance. 	<ul style="list-style-type: none"> A summary discussion of what the data collected reveal about student achievement of the focal PLO is provided, but it lacks between 1 and 3f the following: <ol style="list-style-type: none"> A critical analysis of the educational effectiveness of the program in helping student reach the highest level of performance on the focal PLO. An explicit statement about whether the results exceeded, met, or didn't meet the benchmark for program performance. 	<ul style="list-style-type: none"> Summary discussion lacks more than 3 of the criteria listed for a complete report, or No discussion of results is present. 	N/A

	<ol style="list-style-type: none"> 3. Data are compared to previous results and whether improvement in learning has occurred is discussed. 4. Any patterns or trends are discussed (e.g. if students who didn't take a particular elective did worse than students who took the course; If students in one section did worse than in another section, etc.), or the absence of patterns is noted. 5. Any problems with the design, alignment, and/or administration of the assessment are discussed, or absence of problems is mentioned. 	<ol style="list-style-type: none"> 3. Data are compared to previous results and whether improvement in learning has occurred is discussed. 4. Any patterns or trends are discussed (e.g. if students who didn't take a particular elective did worse than students who took the course; If students in one section did worse than in another section, etc.), or the absence of patterns is noted. 5. Any problems with the design, alignment, and/or administration of the assessment are discussed, or absence of problems is mentioned. 6. If previous actions were taken to improve student learning, their efficacy is evaluated. 		
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Report Component	Exemplary	Complete	Partial/Absent	N/A
8. Current Implications/Actions				
a. It is explained how the results can be used to improve student achievement through changes to curriculum, instruction, and/or assessment methods.	<ul style="list-style-type: none"> • A discussion of how the results can inform departmental strategies to improve student achievement of the focal PLO is present, (and) • The discussion specifically addresses remediation of any problems identified with the assessment, curriculum, or instruction noted in the discussion of results. Remediation may include changes to the assessment assignment/instrument, changes to courses that support development of focal PLO (e.g. changes to instruction/content, addition of assignments, changes to existing assignments, changes to course learning outcomes, etc.), or changes to curriculum (addition or removal of courses), (and) • If previous actions were taken to improve student learning, their efficacy is evaluated (or) • If no changes are suggested, a justification of the reasoning behind doing nothing to improve student learning is provided. 	<ul style="list-style-type: none"> • A discussion of how the assessment results may be useful to the program is present, though plans for changes to assessment, instruction, or curriculum may be less detailed than optimal. 	<ul style="list-style-type: none"> • No discussion of the implications of the assessment results is provided. 	N/A
b. Do the actions seek to impact Assessment, curriculum, Instruction?	N/A (We don't evaluate)	N/A (We don't evaluate)	N/A (We don't evaluate)	N/A (We don't evaluate)

Report Component	Exemplary	Complete	Partial/Absent	N/A
9. Dissemination of findings.				
a. The report has been shared with and approved by faculty.	<ul style="list-style-type: none"> • The means by which the report has been shared with the program faculty are presented. • The date of a faculty/program meeting in which the current assessment report was discussed and approved is provided. (Attach minutes or agenda) 	<ul style="list-style-type: none"> • A plan for how the results of the report will be shared with faculty is presented. 	<ul style="list-style-type: none"> • There is no specific plan for how the report will be shared with faculty. 	N/A

Report Component	Exemplary	Complete	Partial/Absent	N/A
10. Updated Five-Year Assessment Plan				
a. The plan covers (at least) five years into the future from the current year	<ul style="list-style-type: none"> An assessment plan for the NEXT five years is provided. 	<ul style="list-style-type: none"> An assessment plan is provided, but it does not cover the next five years. 	<ul style="list-style-type: none"> No assessment plan is provided 	N/A
b. The plan makes explicit when, where, and how each PLO will be assessed, and when it will be reported.	<ul style="list-style-type: none"> The plan indicates when each PLO will be assessed (e.g. when the program will collect data—is it ongoing and collected each term? Each year? Or only during a specific year/term?) The plan indicates where each PLO will be assessed (e.g. In a specific course or courses, designated by course number and title, or through a non-embedded artifact, such as a student portfolio or standardized test). The plan indicates how each PLO will be assessed by indicating the assessment instrument. (e.g. Is there a paper, project, or exam? Is there a rubric evaluating criteria for mastery of the PLO? Is there a total score? A subset of questions on a standardized exam?) The plan indicates when assessment results for each PLO will be reported to the assessment subcommittee (i.e. year of report). 	<ul style="list-style-type: none"> A plan is present, but it lacks information on 1-2 of the following: When each PLO will be assessed (e.g. when the program will collect data—is it ongoing and collected each term? Each year? Or only during a specific year/term?) Where each PLO will be assessed (e.g. In a specific course or courses, designated by course number and title, or through a non-embedded artifact, such as a student portfolio or standardized test). How each PLO will be assessed (e.g. Is there a paper, project, or exam? Is there a rubric evaluating criteria for mastery of the PLO? Is there a total score? A subset of questions on a standardized exam?) When assessment results for each PLO will be reported to the assessment subcommittee (i.e. year of report). 	<ul style="list-style-type: none"> A plan is provided that lacks more than 2 of the components required to be considered complete, or No plan is provided 	N/A
d. The plan will result in all PLOs being assessed and reported within a 5-year cycle.	N/A	<ul style="list-style-type: none"> The plan includes all PLOs being assessed within 5-years 	<ul style="list-style-type: none"> The plan does not include all PLOs in a 5-year cycle. 	N/A

Appendix B

Assessment Review – Updated Rubric, version#21

The screenshot displays the 'Program Assessment Reviews' interface for the 2023-2024 cycle. The reviewer is Klekovkina, Vera. The interface shows three review panels for 'Program' (Undergraduate, College level). Each panel includes a 'Report' tab, 'Uploads', 'Review Overview', and 'Review Details'. The first panel shows '1. Program Learning Outcomes (PLOs):' with a text box containing 'Program'. The second panel shows a detailed description of the Food and Nutrition (FN) majors and a list of five PLOs. The third panel shows a partial view of the PLOs list.

This screenshot shows the detailed review page for 'Program + Focal PLO'. The left sidebar contains navigation options: 'View Rubric', 'Email Rubric', 'View Report', 'Re-open Rubric', and 'Exit'. The main content area displays the following items and their completion status:

Item	Description	Completion Status
1A	All PLOs are listed.	Complete
1B	PLOs reflect the knowledges, skills, and dispositions that indicate the scope of the program and student achievement expectations.	Partial
1C	The focal PLO(s) is identified.	Complete
Current Curriculum Map		
2A	The curriculum map is sufficiently detailed to be useful for evaluating the program.	Complete
2B	The curriculum map clearly depicts the courses/experiences that will allow students to meet all program learning outcomes.	Complete

Program + Focal PLO

Email To: vklekovk@uwsp.edu Send Original Report

Congratulations!

This report met the required criteria:

- List all the PLOs
- Include a curriculum map covering all the PLO
- Include a 5-year assessment plan covering all the PLOs
- Report current assessment results for a focal PLO

For individual feedback, please read the feedback scoring and comments listed below. Each report was carefully reviewed by two reviewers. 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.

Questions Program Learning Outcomes (PLOs)	Reviewer 1			Reviewer 2		
	Completed	Partial	Absent	Completed	Partial	Absent
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewer 1 Comments:	No Comments					
Reviewer 2 Comments:	The PLOs indicate discipline specific knowledge and skills, but I could not easily identify dispositions. Was this intentional?					
Current Curriculum Map	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exit

Send to vklekovk@uwsp.edu

Program + Focal PLO

Current Curriculum Map:
Curriculum Map - F2023.docx

Additional Attachment:
Formative and Summative Assessment Results from FN 400, 456, and 457 - PLO 1.docx

Uploaded File:
Five Year Assessment Plan.docx

Exit

1. Program Learning Outcomes (PLOs):

Program

The Food and Nutrition (FN) majors include the long-standing B.S.-Dietetics which is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and the B.A.-Sustainable Food and Nutrition, which follows the Society of Nutrition Education and Behavior (SNEB) nonaccredited competencies. Upon completion of the FN Programs, students will be able to:

- Interpret research literature and integrate research principles into evidence-based practice.
- Design or select strategies, activities, and materials that match the nutrition education objectives and are appropriate for diverse audiences.
- Demonstrate critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving).
- Explain how to plan, select, prepare, and manage foods to enhance the well-being of individuals, families, communities, and the food system.

Our focal program learning outcome for this report is the reassessment of PLO 1. This PLO was last evaluated in 2019. We plan to apply the same PLO rubric at the second and third years (200 and 300 numbered courses) of the programs as formative assessment of early development and acquisition of skills. We focus on fourth year courses (400 numbered courses) as indications of progressive development and mastery of knowledge and skills.

2. Focal Learning Outcome:

1

3. Summary of Previous Results (for the focal PLO):

Students Enrolled	Exceeded Expectations $\geq 90\%$	Met Expectations $\geq 80\%$	Partially Meets Expectations $\geq 70\%$	Does Not Meet Expectations $< 70\%$
17	1	12	4	0

Appendix C – Updated Feedback Language to the Programs with an option to send the original report to the programs

Feedback to programs that met the expectations:

Setup
Search
All
2024
Email To: 2024
 Send Original Report

Feedback

Delinquents

List of programs

vklevkov@uwsp.edu;mrader@uwsp.edu; kliddico@uwsp.edu

Submitted By: Rader, Mike, Chairperson: Liddicoat, Kendra

Congratulations!

This report met the required criteria:

- List of all current PLOs
- Curriculum map covering all the PLO
- Updated 5-year assessment plan covering all the PLOs
- Current assessment results for a focal PLO

For individual feedback, please read the feedback scoring and comments listed below. Each report was carefully reviewed by two reviewers. 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.

Questions	Reviewer 1			Reviewer 2		
	Completed	Partial	Absent	Completed	Partial	Absent
Program Learning Outcomes (PLOs)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The program has clear PLOs. For future, please think about how to incorporate more dispositions. Also, your PLOs include multiple assessment verbs which need to be incorporated in assessment strategies. Ideally, one assessment verb per learning outcome, because it creates a straightforward assessment. The program is encouraged to consult with CITL discuss their PLOs and their assessibility.

Reviewer 1 Comments: incorporated in assessment strategies. Ideally, one assessment verb per learning outcome, because it creates a straightforward assessment. The program is encouraged to consult with CITL discuss their PLOs and their assessibility.

Reviewer 2 Comments: No Comments

Send to vklevkov@uwsp.edu;mrader@uwsp.edu; kliddico@uwsp.edu

Feedback to programs that partially met the expectations:

Setup
Search
All
2024
Email To: 2024
 Send Original Report

Feedback

Delinquents

List of programs

vklevkov@uwsp.edu;kbiasca@uwsp.edu; kbiasca@uwsp.edu

Submitted By: Biasca, Karyn, Chairperson: Biasca, Karyn

This report partially met the requirements. In the list below, the requirements that are not checked are either missing or not meeting the expectations of the AS reviewers:

- List of all current PLOs
- Curriculum map covering all the PLO
- Updated 5-year assessment plan covering all the PLOs
- Current assessment results for a focal PLO

You are required to attend the pre-semester workshop in August, "Workshop for Annual Program Assessment," and schedule a consultation with the Assessment Coordinator early in the Fall semester if the program is unsure how to proceed based on the reviewers' feedback.

For individual feedback, please read the feedback scoring and comments listed below. Each report was carefully reviewed by two reviewers. 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.

Questions	Reviewer 1			Reviewer 2		
	Completed	Partial	Absent	Completed	Partial	Absent
Program Learning Outcomes (PLOs)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reviewer 1 Comments: No Comments

Reviewer 2 Comments: No Comments

Send to vklevkov@uwsp.edu;kbiasca@uwsp.edu; kbiasca@uwsp.edu

Feedback to programs that did not meet the expectations:

Setup Search All 2024 Email To: 2024 Send Original Report

Feedback
Delinquents

List of programs

Submitted By: Bodor, Tamas, Chairperson: Morris, Stuart

This report did not meet the requirements. In the list below, the requirements that are not checked are either missing or not meeting the expectations of the AS reviewers:

- List of all current PLOs
- Curriculum map covering all the PLO
- Updated 5-year assessment plan covering all the PLOs
- Current assessment results for a focal PLO

You are required to attend the pre-semester workshop in August, "Workshop for Annual Program Assessment," consult the Canvas course "Assessment Training," and schedule a mandatory consultation with one of the instructional designers at the Center for Inclusive Teaching and Learning (CITL) early in the Fall semester.

[Canvas Course: Assessment Training](#)

[Schedule Consultation With CITL](#)

For individual feedback, please read the feedback scoring and comments listed below. Each report was carefully reviewed by two reviewers. 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.

Questions	Reviewer 1			Reviewer 2		
	Completed	Partial	Absent	Completed	Partial	Absent
Program Learning Outcomes (PLOs)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Send to vklekovk@uwsp.edu;tbdor@uwsp.edu; stmorris@uwsp.edu

v.07