

2024-2025 Program Assessment Meta-Assessment Report

Last updated:4/22/2026

The 2024-2025 academic year was the sixth year in our transition from 5-year assessment reports of all program learning outcomes (PLOs) to annual assessment reports of a single outcome. This meta-assessment report seeks to document assessment activities that took place in the 2024-2025 academic year as well as in the summer of 2024, to provide a comprehensive review of the program assessment process in the last six 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 \(Assessment\)](#)).

During the 2024–2025 academic year, the operations of the Assessment Subcommittee (AS) were notably consistent and aligned with the committee’s original purpose: to carry out regular assessment activities. In previous years, the committee focused on establishing new protocols, procedures, and developing the in-house assessment management system (AMS) in Microsoft Teams. In 2024-2025, the AS dedicated many of its bi-monthly meetings to **fine-tune both the submission and review platforms** within our AMS.

MILESTONE

Compared to prior years, this cycle marked a **major milestone in efficiency and responsiveness**. For the first time, undergraduate programs received feedback **within the same academic year**, which is a breakthrough that demonstrates the effectiveness of our improved process and sets the stage for even greater momentum in assessing student learning. Programs submitted their reports on schedule, and the Assessment Subcommittee completed all reviews before the end of the academic year. Feedback was sent on **May 12, 2025**, well ahead of summer planning.

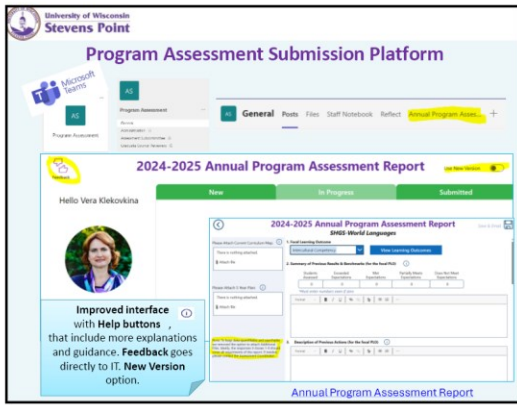
This achievement is especially noteworthy when viewed against previous timelines: in 2023–2024, feedback was delivered in August, just one month before the new school year. Before that, programs often received feedback during the following academic year, making it difficult to incorporate recommendations into their next report. Going back even further—prior to 2019, before the shift to annual submissions—programs only received feedback once every five years, often with an additional year’s delay as the committee worked through responses.

By closing the feedback loop within the same academic year, we have **transformed the assessment process from reactive to proactive**, enabling programs to act on recommendations immediately and strengthening our shared commitment to continuous improvement.

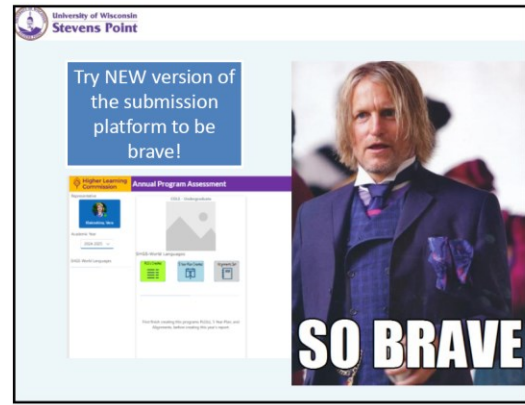
ACTIVITIES

Throughout the 2024–2025 academic year, the Assessment Coordinator (Vera Klekovkina) and the AS systematically documented areas for improvement related to both the **annual assessment report submission platform** and the **review process**. In parallel, the Assessment Coordinator (AC) and AS supported campus-wide assessment efforts by offering **regular workshops for program assessment representatives** and **ongoing training for AS members**, with particular emphasis on conducting effective and consistent meta-assessment of annual program assessment reports.

Based on the changes suggested in 2023-2024, the submission platform was updated in Summer 2024 and included a list of the PLOs now stored in a separate database for all programs, as well as other changes as documented in the PPP slides for August 27, 2024, workshop:



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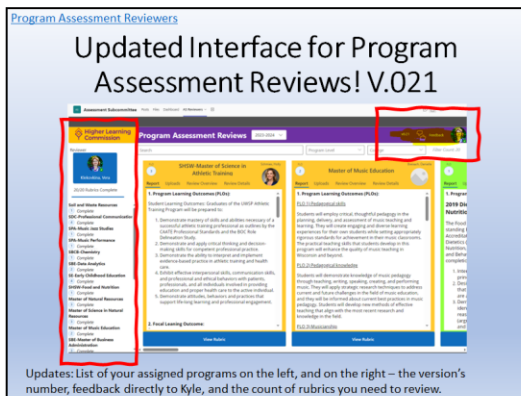


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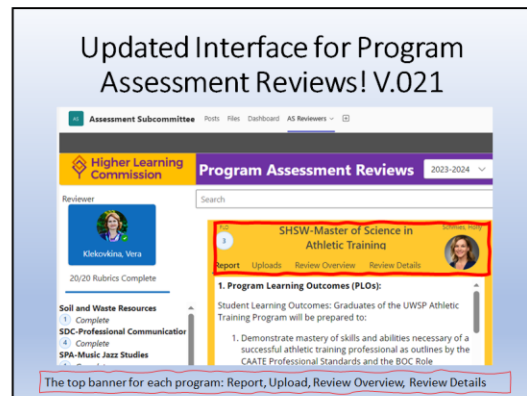
Figure 1- Slides 11 and 12 from the summer workshop. Full list of slides can be found in the Appendices.

The 2024-2025 Annual Program Assessment Submission Interface (See Appendices) captures how the submission interface was changed in the summer of 2024 to follow the AS recommendations.

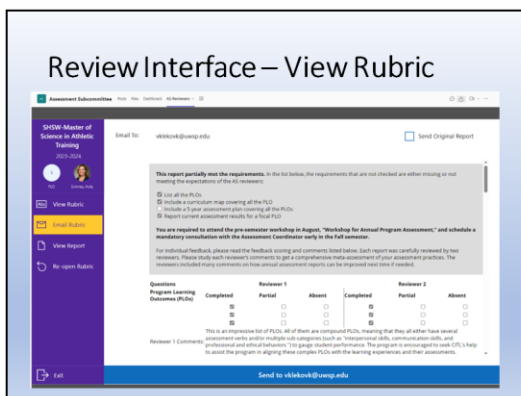
The reviewing interface was also updated during Summer 2024 to strengthen the AS review process. Enhancements included a clear list of assigned programs for each AS reviewer, an easily accessible feedback button for reporting technical issues, and streamlined tabs for viewing program reports, uploaded documents, review overviews, and review details. Additional features—such as an email function allowing reviewers to view feedback side by side and a color-coded rubric indicating whether criteria were met, partially met, or not met—were implemented to support inter-rater reliability and consistency.



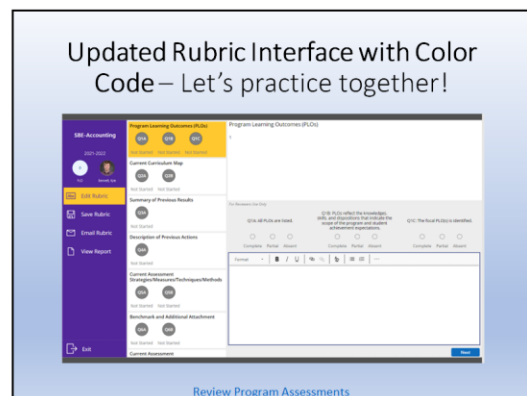
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Figure 2 - Slides from the AS Training Workshop – Fall 2024. Full list of slides can be found in the Appendices.

Several AS meetings during the 2024–2025 academic year were devoted to the design and development of a **Survey on Program Assessment Report Feedback**. The purpose of the survey was to gather program assessment representatives’ perspectives on the clarity, consistency, and usefulness of feedback provided by the AS, as well as to understand how that feedback informs program-level assessment practices. The survey was reviewed, revised, and approved by the AS and subsequently distributed to program assessment representatives in **December 2024**, following the repeat **Annual Program Assessment Workshop held on December 13, 2024**. (See the email and survey copy in the Appendices).

Despite the sustained and intentional effort devoted to the development and dissemination of the survey, the AS received **six responses**, which limited the extent to which broad conclusions could be drawn. The results of the survey are summarized in **Figure 3**.

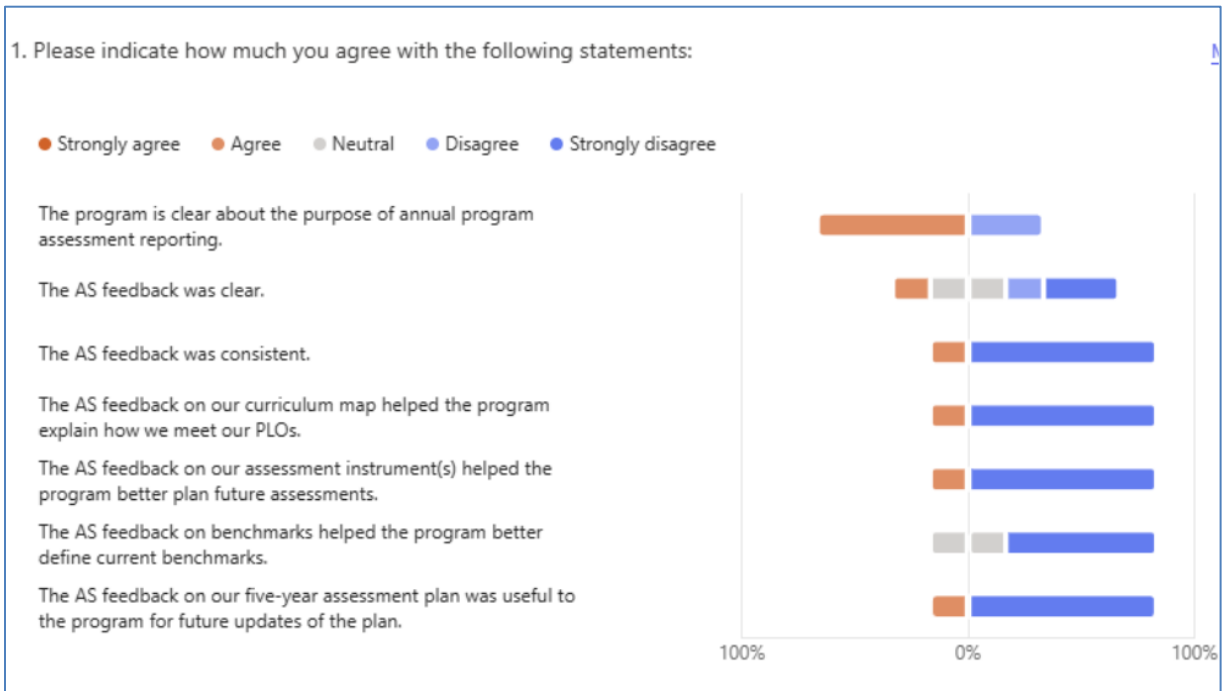


Figure 3 - Answers to Question 1 in the Survey on Program Assessment Report Feedback, Spring 2025

Nevertheless, the responses revealed **consistent patterns** across multiple survey items. As shown in Figure 3, responses were frequently distributed among *neutral*, *disagree*, and *strongly disagree*, particularly with respect to the **clarity, consistency, and perceived usefulness of AS feedback**. This pattern was especially evident for items addressing whether AS feedback on curriculum maps, assessment instruments, benchmarks, and five-year assessment plans helped programs better understand expectations or meaningfully inform future assessment planning. Responses to the item addressing whether programs were clear about the **purpose of annual program assessment reporting** likewise suggested uneven understanding among respondents.

Although limited in number, these responses indicated a shared need for **greater clarity and transparency** in assessment expectations, feedback criteria, and the overall review process. Rather than interpreting the low response rate as disengagement alone, the AS treated the results as **diagnostic evidence** and used them to guide a series of **targeted, structural improvements**.

In response, the AS reviewed and revised **handbook and website language** to improve alignment, transparency, and consistency, with remaining revisions documented in *Updates Needed for Website and Handbook.docx*. In parallel, the AS revised key **program-facing and internal assessment tools**, including

the **assessment report checklist** and the **internal evaluation rubric used by AS reviewers**, documented in *Assessment Report Checklist–updated April 2025.docx* and *Assessment Rubric by Page–updated April 2025.docx*.

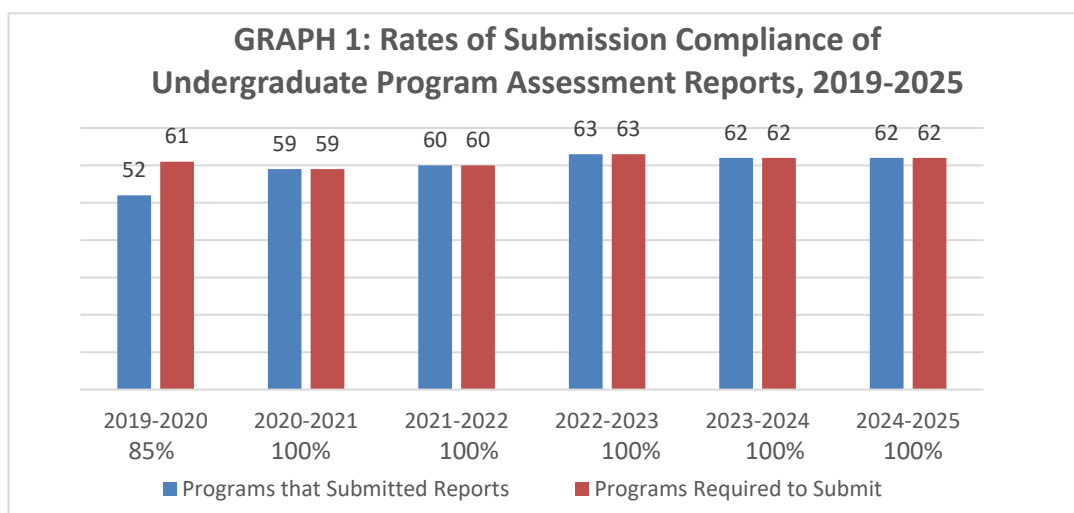
These updates specifically targeted **internal AS review materials** to support greater **inter-rater reliability and consistency**. Additional refinements to the **submission and review interfaces**—including clarifying expectations and improving usability for both programs and reviewers—were documented in *Updates Needed for the Annual Program Assessment Report Interface.docx* and *Updates Needed for the AS Reviewers Interface.docx*. Based on these identified needs, it was determined that the Assessment Coordinator would work closely with the designated IT developer during **Summer 2025** to implement the approved changes within the Microsoft Teams–based submission and review platforms.

Collectively, the 2024-2025 AS activities reflected a shift from feedback collection alone toward **system-level improvements** designed to enhance clarity, usability, and consistency across the assessment and review process. The work of the Assessment Subcommittee was closely aligned with **HLC Criterion 4.A (Commitment to Educational Improvement)** by using evidence—however limited in scope—to inform concrete changes that strengthen assessment practices and support continuous improvement in student learning assessment. At the same time, these efforts advanced **HLC Criterion 4.C (Sustained, Systematic, and Integrated Assessment Processes)** by embedding clearer expectations, shared tools, and calibrated review practices within institutional systems, thereby ensuring that assessment activities are ongoing, transparent, and consistently applied across programs. (See *Appendices for the copies of the documents mentioned in the narrative above*).

META-ASSESSMENT RESULTS FOR UNDERGRADUATE PROGRAM ASSESSMENT

SUBMISSION COMPLIANCE FOR UNDERGRADUATE PROGRAM ASSESSMENT

In 2024-2025, 62 undergraduate programs were scheduled to submit annual program assessment reports. 62 undergraduate programs submitted their reports, resulting again in 100% compliance with the submission **for five consecutive years**. Two programs out of 62 reported on more than one learning outcome in 2024-2025 and submitted a separate report for each PLO. This resulted in 64 reports being submitted overall. The AMS allows submission of reports covering only one PLO at a time, helping the programs and the reviewers to keep track of assessment results and changes related to each PLO.



As shown in **Graph 1**, submission compliance for undergraduate program assessment reports has remained at 100% for five consecutive years since implementing the new reporting process—an unprecedented level of consistency compared to the previous assessment cycle (2011-2018).

REPORT COMPONENTS

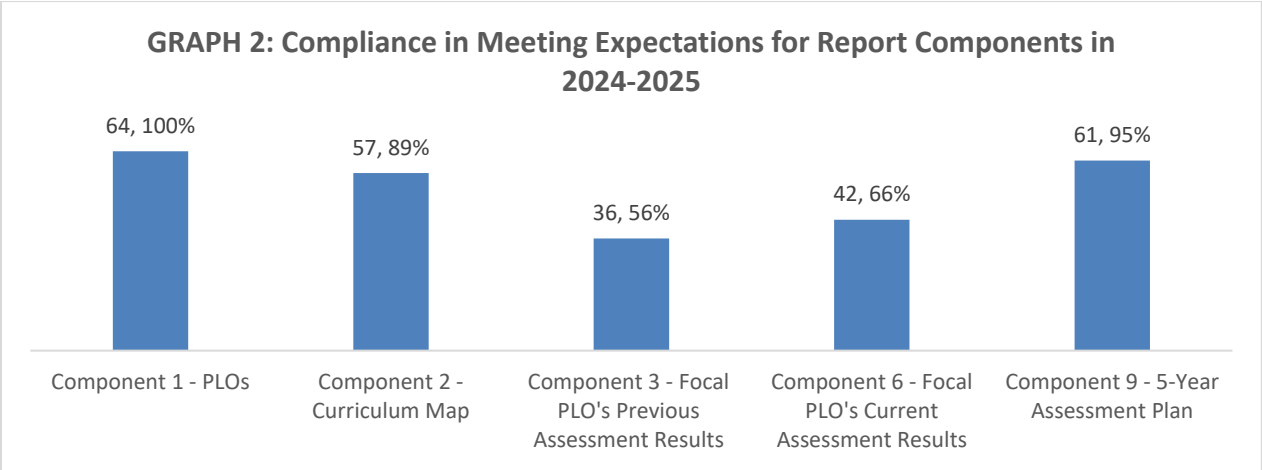
As explained in the Handbook ([Chapter 7, Section 2, “Department-Level Program Assessment”](#)), each annual report should have the following components. In 2024-2025, the AS updated the list. The updated language clarifies expectations by requiring programs to **verify preloaded Program Learning Outcomes**, **explicitly identify a focal PLO**, and **articulate a measurable benchmark for student performance**. These refinements improve clarity, reduce ambiguity in reporting, and support more consistent interpretation of results across programs and reviewers.

Previous List	2024-2025 Updated List
<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Program Learning Outcomes: Verify all the listed program learning outcomes and select the focal program learning outcome to be assessed. 2. Current Curriculum Map: 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. Also, specify the target percentage that represents the programmatic benchmark for the focal PLO—that is, the percentage of students expected to meet or exceed expectations for this outcome.

<p>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.</p> <p>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.</p> <p>8. Dissemination of Findings: Describe how the findings of the departmental assessment work will be disseminated, to whom, and for what purpose.</p> <p>9. Five-Year Assessment Plan: An updated plan that describes when each PLO will be assessed and reported within the five-year cycle.</p>	<p>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.</p> <p>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.</p> <p>8. Dissemination of Findings: Describe how the findings of the departmental assessment work will be disseminated, to whom, and for what purpose.</p> <p>9. Five-Year Assessment Plan: An updated plan that describes when each PLO will be assessed and reported within the five-year cycle.</p>
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REPORT COMPONENTS COMPLIANCE FOR UNDERGRADUATE PROGRAM ASSESSMENT

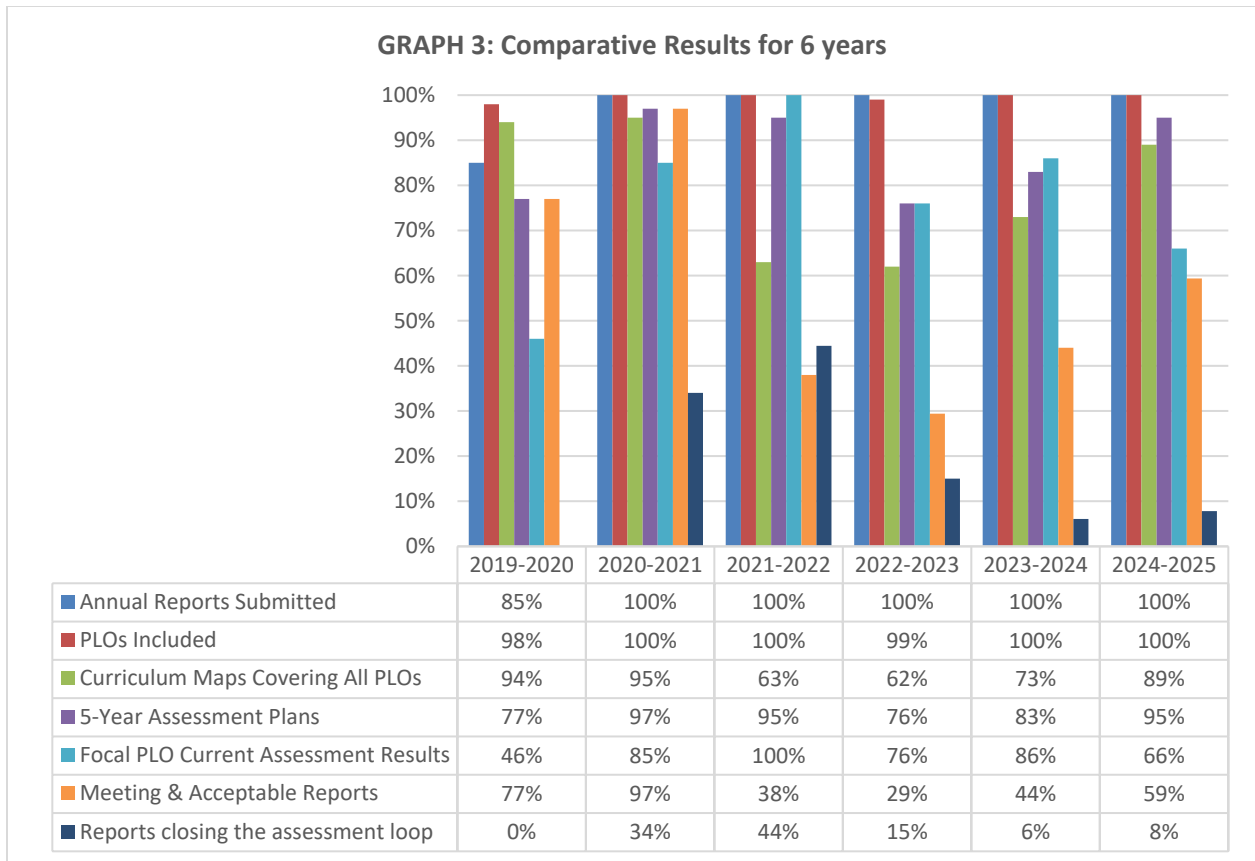
In 2024–2025, **100%** of submitted reports included appropriately articulated Program Learning Outcomes (**64**), **89%** included adequate curriculum maps (**57**), **95%** included suitable five-year assessment plans (**61**), and **66%** reported and clearly interpreted assessment results (**42**). Only **56%** of reports (**36**) included summaries of previous results related to the focal PLO; however, this outcome remains within expectations, as many programs assessed the focal PLO for the **first time during this cycle**, and prior results were therefore not available.



COMPARATIVE META-ASSESSMENT RESULTS FOR UNDERGRADUATE PROGRAM ASSESSMENT

A review of six years of annual assessment reporting indicates that undergraduate programs have sustained **continuous assessment practices**, with an overall **submission rate of 100% maintained for five consecutive years**. As the Assessment Subcommittee (AS) has progressively applied **clearer expectations and higher standards**, a greater number of undergraduate programs demonstrated **notable improvements in report quality in 2024–2025** compared to the previous two years—an outcome that reflects both increased program engagement and a maturing culture of assessment.

GRAPH 3: Comparative Results for 6 years



Graph 3 presents a six-year comparison of key components of the annual assessment reports and illustrates both stability and growth in assessment practices over time. Submission rates and inclusion of Program Learning Outcomes have remained consistently high, reaching **100% for the past five years**, indicating strong compliance and sustained engagement by programs. Other components—such as curriculum maps, five-year assessment plans, and reporting of current assessment results—show some fluctuation but demonstrate notable improvement in 2024–2025, particularly in curriculum mapping and providing five-year assessment plans. The percentage of reports meeting all criteria and explicitly closing the assessment loop also shows improvement in the last four years. **The upward trend in recent years reflects gradual progress as expectations have become clearer and standards more rigorous.**

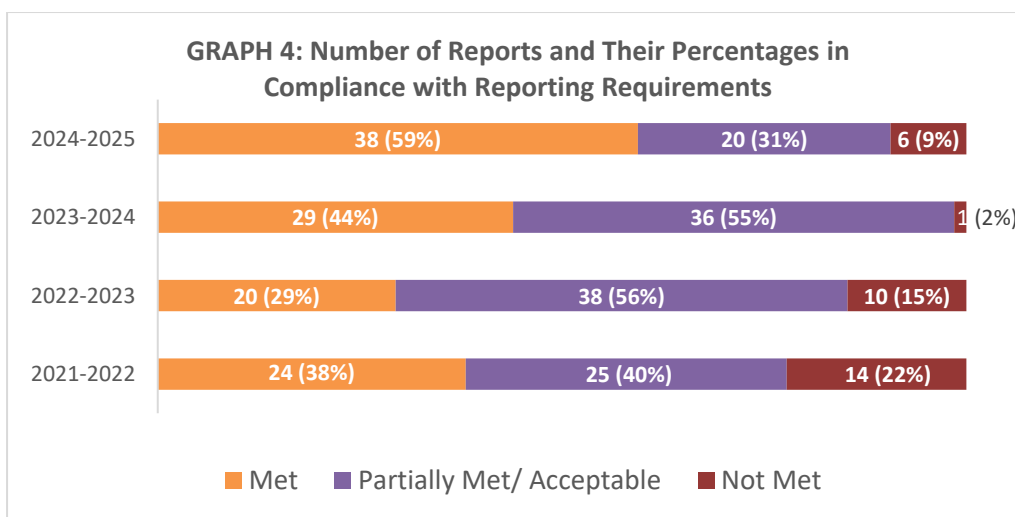
REPORT REQUIREMENTS COMPLIANCE FOR UNDERGRADUATE PROGRAM ASSESSMENT

Since the implementation of an annual reporting cycle in 2019-2020, the 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, the 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 have been assessed 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.

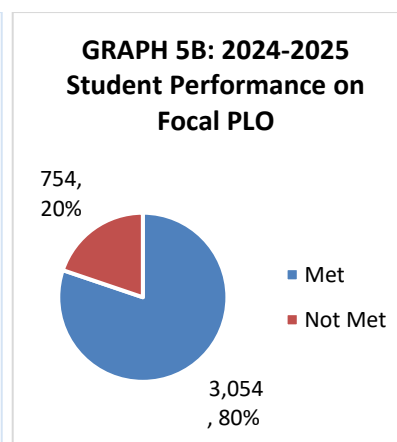
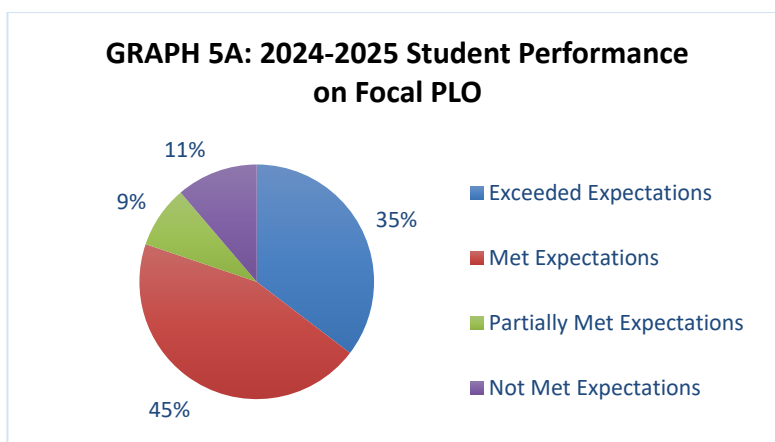
In 2024-2025, just like in 2023-2024, the reports that met three requirements were scored as **partially meeting requirements**. The reports that met two or fewer requirements were **not meeting requirements**. Since the same requirements were not enforced in the first two years of the annual reporting for undergraduate program assessment, the graph below compares data only for the last four years.



Graph 4 shows a steady improvement in the quality of annual program assessment reports for undergraduate programs. As expectations from the Assessment Subcommittee increased in the fifth year of reporting, more programs met the requirements (rising from 29 reports in 2023–2024 to 38 in 2024–2025) and fewer reports failed to meet expectations (dropping from 14 in 2021–2022 to just 1 in 2023–2024, and down to 6 in 2024–2025). This overall trend indicates a positive shift: programs are increasingly meeting standards, and fewer reports are falling into the “Not Met” category. **It reflects stronger compliance, better familiarity with expectations, and an encouraging trajectory of continuous improvement.**

STUDENT PERFORMANCE FOR UNDERGRADUATE PROGRAM ASSESSMENT

In 2024-2025, out of 3,399 assessments of student learning, 64 programs indicated that for 3,054 assessments, the students being assessed met or exceeded programmatic expectations, while 754 partially met or did not meet the expectations. This means that **80% of undergraduate program assessments demonstrated satisfactory learning on the focal program learning outcomes in 2024-2025.**

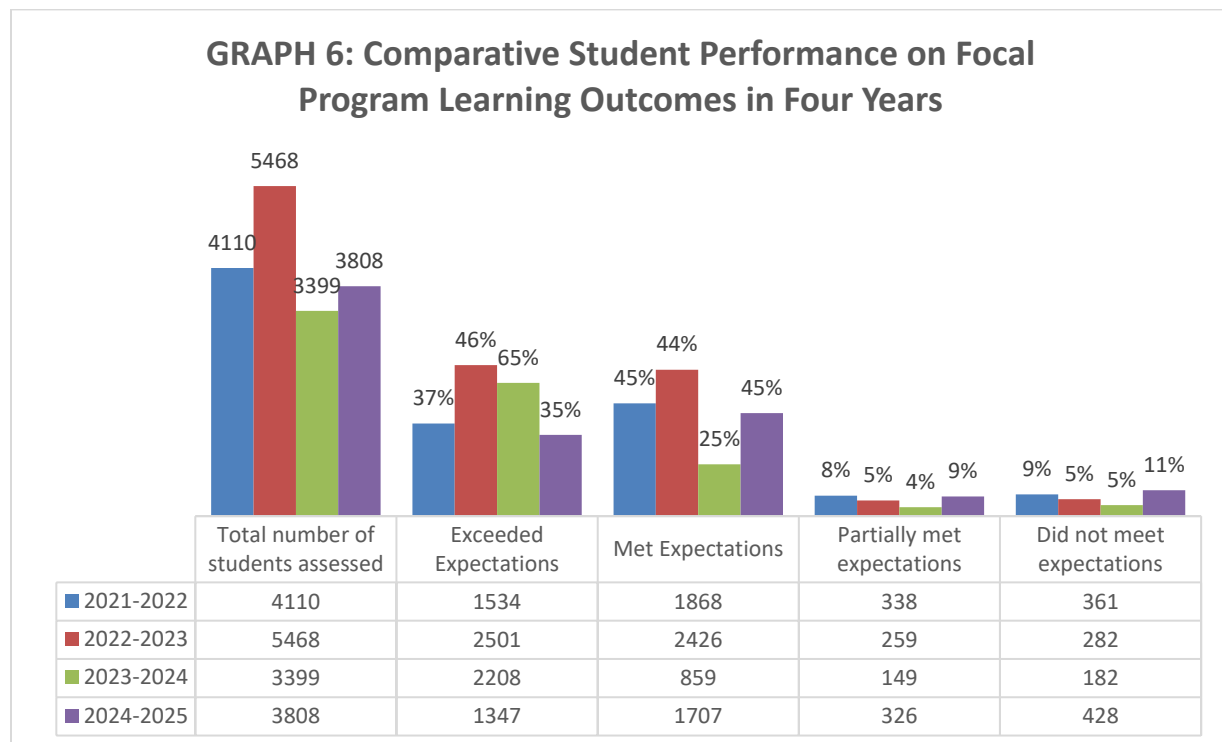


A comparison of assessment results from **2023–2024** and **2024–2025** shows high overall levels of satisfactory student learning, alongside a notable shift in reported outcomes. In 2023–2024, out of **3,399 assessments of student learning** across **64 programs**, **3,067 assessments (90%)** indicated that students met or exceeded programmatic expectations, while **331 assessments (10%)** partially met or did not meet expectations. In contrast, during 2024–2025, **3,054 assessments (80%)** met or exceeded expectations, while **754 assessments (20%)** were reported as partially meeting or not meeting expectations.

While the total number of assessments and participating programs remained mostly constant, the **10-percentage-point decrease** in assessments meeting expectations suggests a shift in reporting patterns rather than a simple decline in student learning. This change coincides with the Assessment Subcommittee’s efforts to apply **clearer benchmarks, more explicit expectations, and more rigorous review standards**, which may have encouraged programs to report results more candidly and with greater nuance. Taken together, these results indicate a maturing assessment culture in which programs appear increasingly willing to **identify areas for improvement**, rather than only reporting satisfactory outcomes. This trend aligns with the institution’s commitment to using assessment evidence not only to document achievement, but also to support continuous improvement in student learning (**HLC Criterion 4.A**).

COMPARATIVE STUDENT PERFORMANCE FOR UNDERGRADUATE PROGRAM ASSESSMENT

The graph below compares data only for the last four years, as the student performance data became available starting from 2021-2022 thanks to our continued efforts to improve assessment of student learning.



Graph 6 compares student performance on focal Program Learning Outcomes across four academic years and shows that, in each year, most assessed students either met or exceeded expectations, despite year-to-year variation in the total number of students assessed. While the proportion of students partially meeting or not meeting expectations remains relatively small, **2024–2025** shows a modest increase in these categories, suggesting more rigorous or nuanced reporting rather than a wholesale decline in student performance.

GENERAL COMMENTS & RECOMMENDATIONS

Drawing on the sixth year of annual assessment reporting, and consistent with trends observed in previous years, the program assessment reporting interface in Microsoft Teams continues to meet core assessment needs. At the same time, further updates are warranted, as outlined in the Activities section above. As the Assessment Subcommittee continues to hold undergraduate programs to progressively higher standards, programs are encouraged to further refine and strengthen their assessment practices. Continued efforts to improve **inter-rater reliability** among AS reviewers are expected to enhance clarity, consistency, and fairness within the review process. Collaboration with the Center for Inclusive Teaching and Learning (CITL) proved highly effective in 2024–2025 in supporting AS reviewers; **notably, a CITL representative now serves as a member of the AS representing University College**. It is strongly recommended that this collaboration and membership be sustained in future assessment cycles.

Key Priorities for 2025–2026:

1) Update the Submission Platform

The Assessment Coordinator should continue to work closely with the designated IT developer to implement targeted updates to the **Microsoft Teams–based submission platform**. These updates will focus on improving clarity, usability, and alignment with current assessment expectations by:

- Fully integrating the **updated Assessment Report Checklist** into the submission interface so that expectations are visible at the point of submission;
- Ensuring all **Program Learning Outcomes (PLOs) are stored and verified through the system**, with a required selection of a focal PLO prior to submission;
- Aligning required submission fields with revised rubric language (e.g., benchmarks, implications, and use of results);
- Reducing redundancy and minimizing opportunities for incomplete or unclear submissions.

These changes are intended to address the need for greater transparency and guidance identified by program assessment representatives.

2) Update the Reviewing Platform

In parallel, the **AS Reviewing Platform** within Microsoft Teams should be revised to better support reviewer consistency and inter-rater reliability. Planned updates include:

- Aligning reviewer prompts and fields directly with the **revised internal assessment rubric**;
- Improving the layout and navigation of the reviewing interface to make evaluation criteria more explicit and easier to apply consistently;
- Incorporating clearer distinctions between “meeting,” “partially meeting,” and “not meeting” expectations;
- Supporting reconciliation discussions by improving visibility of reviewer comments and ratings.

These modifications will strengthen consistency across reviewers and enhance the quality and clarity of feedback provided to programs.

3) Update the Website, Assessment Checklist, and Assessment Rubric (Page-by-Page)

The AC should finalize and implement revisions to **assessment documentation and guidance materials** in Summer 2025, ensuring consistent language and expectations across platforms. This work will include:

- Completing updates to the **assessment website and handbook**, as documented in *Updates Needed for Website and Handbook.docx*;
- Finalizing and publishing the **revised Assessment Checklist**, reflecting updated submission requirements and benchmarks;
- Updating the **page-by-page revisions to the Assessment Rubric**, particularly for criteria related

- to focal PLOs, benchmarks, and use of results;
- Ensuring alignment among the checklist, rubric, submission platform, and reviewer interface.

Collectively, these updates will provide clearer guidance to programs, improve internal review consistency, and support a more transparent and coherent assessment process.

CONCLUSIONS

Overall, the sixth year of annual program assessment went very well and demonstrated that across the 2019–2025 period, UWSP has continued to make significant improvements to its assessment processes. As we gain experience, we are refining our practices in ways that positively influence the culture of assessment across campus. Achieving 100% submission compliance for the past five years among undergraduate programs highlights the impact of our institution-wide efforts and the growing shared commitment to meaningful assessment.

The steady, intentional improvement of our Assessment Management System (AMS) reflects UWSP's investment in developing a flexible, in-house platform that evolves both technically and conceptually each year. Enhancements to the clarity of requirements, along with increased support for program assessment representatives—including clearer communication about what AS reviewers look for in reports—have strengthened the usefulness of the assessment process. These improvements help programs make informed decisions in curricular, instructional, and assessment areas, ensuring that assessment remains a valuable tool for continuous improvement.

Report prepared by Vera Klekovkina (vklekovk@uwsp.edu), Assessment Coordinator, 4/22/2026

University of Wisconsin Stevens Point

Workshop for Annual Program Assessment Tuesday, August 27, 2024

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

- ✓ Become familiar with the meta-assessments results and takeaways from 2023-2024
- ✓ See the updated version of the submission platform (v1.0.1) - [Annual Program Assessment Report](#)
 - ✓ You can use the familiar interface
 - ✓ Or you can venture into a new version of the submission interface
- ✓ Revisit the parts of the annual program assessment report
- ✓ Know how to get assistance and find resources to help with Program Assessment

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University of Wisconsin Stevens Point

Annual Program Assessment Reports since 2019: 1 PLO per Year per Program

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

<p>All PLOs</p> <p>Curriculum Map</p> <p>Previous Results</p> <p>Previous Actions</p> <p>Methods</p> <p>Current Results</p> <p>Current Actions</p> <p>Report</p> <p>5-Year Plan</p>	<ol style="list-style-type: none"> 1. Program Learning Outcomes: 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: 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.
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Reports are due on the first Friday in February each academic year → Friday, February 7, 2025

Closing the Loop!

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University of Wisconsin Stevens Point

Assessment of Learning - Academic Affairs | UWSP

2023-2024 Meta-Assessment Results

Meta-Assessment Reports:

- [2019-2020 Program Assessment Meta-Assessment Report](#)
- [2020-2021 Program Assessment Meta-Assessment Report](#)
- [2021-2022 Program Assessment Meta-Assessment Report](#)
- [2022-2023 Program Assessment Meta-Assessment Report](#)
- 2023-2024 Program Assessment Meta-Assessment Report (Coming soon)



Useful Documents:

- [Annual Assessment Report Checklist](#)
- [Annual Assessment Report Curriculum Map Example & Template](#)
- [Annual Assessment Report: 5-Year Assessment Plan Example](#)
- [2021-2022 Sample Report with the Assessment Subcommittee's Feedback Rubric](#) (Forestry Program, PLO 3)

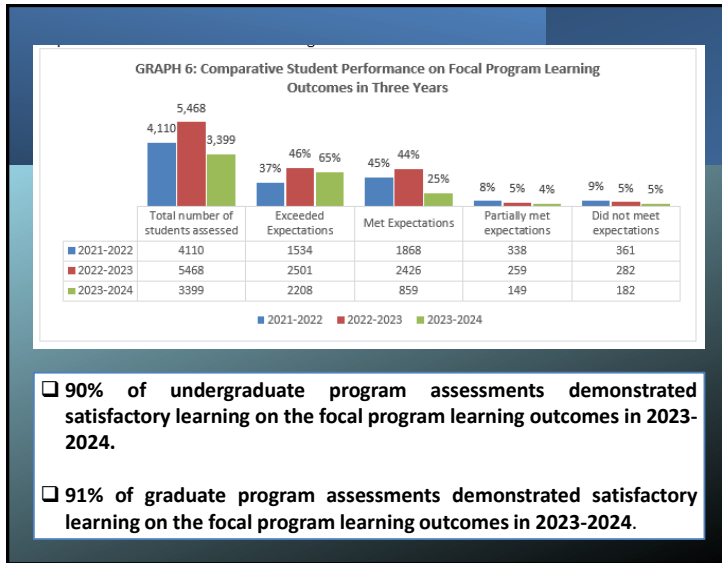
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GRAPH 1: Rates of Submission Compliance of Undergraduate Program Assessment Reports

Year	Programs that Submitted Reports	Programs Required to Submit
2019-2020	52	61
2020-2021	59	59
2021-2022	60	60
2022-2023	63	63
2023-2024	62	62

In general, the fifth year of the annual program assessment went very well and demonstrate that in the last five years, 2019-2024, UWSP made significant changes to our program assessment process.[...] 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 significant impact of our institution-wide assessment efforts.**

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University of Wisconsin Stevens Point

Thank you, CITL!

Center for Inclusive Teaching and Learning (CITL)
University College

University of Wisconsin-Stevens Point > Center for Inclusive Teaching and Learning (CITL)

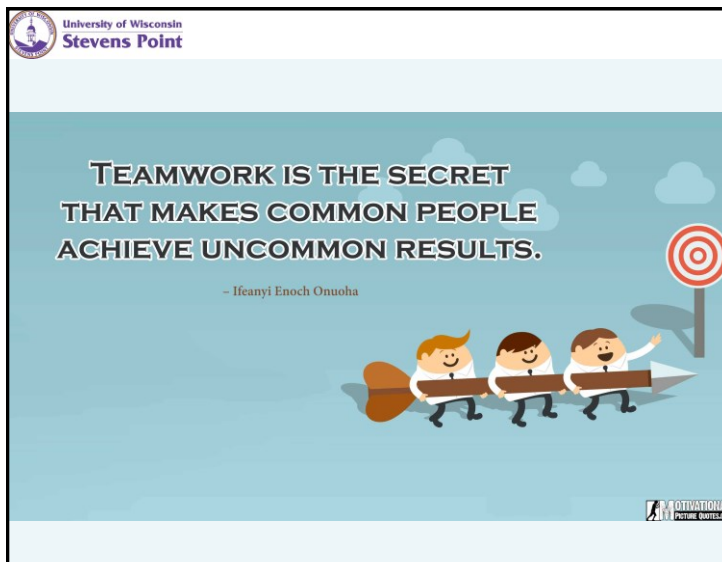
Home
CITL Home
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UWSP Home
About CITL
Course Design Support
Instructional Technology Support
Teaching Support
Grants
Name/Title

Welcome to the Teaching Center

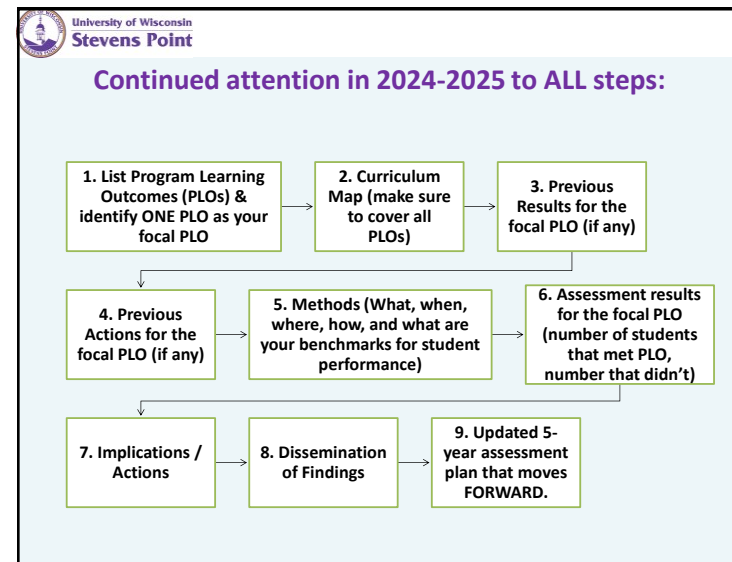
The Center for Inclusive Teaching and Learning (CITL) is a comprehensive professional development center for the UW-Stevens Point campuses, serving both faculty and staff. The CITL provides training and support for inclusivity, teaching methods, and technology use in education.

[Home - Center for Inclusive Teaching and Learning \(CITL\) | UWSP](#)

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University of Wisconsin Stevens Point

Help is available!

Academic Affairs

Assessment of Program Learning Outcomes

As UW Stevens Point, the assessment of student learning is intended to provide the foundation for all academic planning and decision-making. The ultimate goal of assessment is to ensure the continuous improvement of student learning by refining the courses, programs, and policies that make student learning possible.

The review and evaluation of student learning in academic programs of study is the responsibility of the Assessment Subcommittee, which resides under the Curricular Council/Academic Affairs Committee.

The review process for program assessment has been revised, rather than a two-year reporting cycle, assessment will now occur every year. The goal will be to assess and report on learning outcomes within a five-year cycle. Consequently, programs will report on their program learning outcomes that meet the required learning outcomes in a given year to ensure the goal.

As explained in the Handbook, each service report will have the following components:

1. Program Learning Outcomes: List of program learning outcomes, specifically including the knowledge, skills, and dispositions students will develop. The local program learning outcome being assessed should be indicated.
2. Current Curriculum Map: 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 local learning outcomes have been assessed previously, provide a brief (250 words) analysis of those results.
4. Brief Description of Departmental Improvements and Changes in relation to assessment: If the local learning outcomes have been assessed previously, describe changes that have been made (to curriculum, assessment methods, etc.), based on that previous assessment.
5. Assessment of Departmental Learning Outcomes: Include brief description 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/Interpretation: Describe specifically what the assessment results reveal about student learning in the context of the stated local program learning outcomes.
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 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 requires within the five-year cycle.

<https://www.uwsp.edu/acadaff/Pages/assessmentLearning.aspx>

- [Assessment Training Course in Canvas](#)
 - To self-enroll: <https://uwsp.instructure.com/enroll/TG9GNR>
- Zoom consultations with Assessment Coordinator
- Bookings with CTL designers - [CTL Instructional Tech and Design Consultations](#) (office365.com)

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University of Wisconsin Stevens Point

Program Assessment at UWSP - Modules

Recent Announcements

- General Documentation
- Academic Affairs | Assessment of Program Learning Outcomes Website
- Annual Program Assessment Report | Submission Platform | Microsoft Teams
- University Handbook, Chapter 7, Section II - Assessment
- Assessment Report Shell.docx
- Program Assessment Report Cover Sheet_Rubric.pdf
- Sample Report with AS Feedback Rubric: 2021-2022 Forestry, PLO 3
- Assessment Training Course in Canvas
- Center for Inclusive Teaching and Learning (CTIL)

To self-enroll in this course, use this URL: <https://uwstp.instructure.com/enroll/MK8LFE>

10

University of Wisconsin Stevens Point

Program Assessment Submission Platform

2024-2025 Annual Program Assessment Report

Improved interface with Help buttons, that include more explanations and guidance. Feedback goes directly to IT. New Version option.

Annual Program Assessment Report

1. Local Learning Outcome

2. Summary of Previous Results & Benchmarks for the Local PLO

3. Brief Description of Departmental Improvements and Changes in relation to assessment

4. Assessment of Departmental Learning Outcomes

5. Assessment Results/Interpretation

6. Implications

7. Dissemination of Findings

8. Five-Year Assessment Plan

11

University of Wisconsin Stevens Point

Try NEW version of the submission platform to be brave!

Annual Program Assessment

SO BRAVE

12

University of Wisconsin
Stevens Point

Questions & Feedback?



This Photo by Unknown Author is licensed under CC BY-SA

Thank you for all your help, feedback, and patience over the years!
We make our AMS better and better!

13

2024-2025 Annual Program Assessment Submission Interface

AS General Posts Shared Staff Notebook Reflect Annual Program Asses... Meet now

2024-2025 Annual Program Assessment Report

SHGS-World Languages

Please Attach Current Curriculum Map: 2024-2025 Curriculum Map for W...

Please Attach 5 Year Plan: 2024-2025 5-Year Assessment Pla...

Note: To keep data quantifiable and searchable we removed the option to attach Additional Files. Ideally, the responses in boxes 1-9 should cover all requirements of the report. If needed, please contact the Assessment Coordinator.

1. Focal Learning Outcome

Intercultural Competency [View Learning Outcomes](#)

2. Summary of Previous Results & Benchmarks (for the focal PLO)

Students Assessed	Exceeded Expectations	Met Expectations	Partially Meets Expectations	Does Not Meet Expectations
0	0	0	0	0

**Must enter numbers even if zero*

Format | B | I | U | ...

PLO 4 – Intercultural Competency has not been assessed previously.

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

Format | B | I | U | ...

Since this PLO has not been assessed previously, there are no previous actions associated with this PLO.

View Learning Outcomes

To make changes, please contact the Assessment Coordinator

- 1 Oral Communication**
Students in WLL Programs will be able to create oral comprehensible output (i.e., your thoughts, ideas, and opinions) in the target language at the Intermediate-Low level minimum (students in the minor), and Intermediate-High level minimum (students in the major or in the teacher certification program) as described by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.
- 2 Written Communication**
Students in WLL Programs will be able to create written comprehensible output (i.e., your thoughts, ideas, and opinions) in the target language at the Intermediate-Low level minimum (students in the minor), and Intermediate High level minimum (students in the major or in the teacher certification program) as described by the ACTFL Proficiency Guidelines.
- 3 Interpretative Communication**
Students in WLL Programs will be able to understand, interpret and evaluate authentic material in the target language in its written and spoken form on a variety of topics at the Intermediate-Low level minimum (students in the minor), and Intermediate-High level minimum (students in the major or in the teacher certification program) as described by the ACTFL Proficiency Guidelines.
- 4 Intercultural Competency**
Students in WLL Programs will be able to compare and evaluate the relationship between the products, practices, and perspectives of the cultures of the target language and your own.
- 5 Communities**
Students in WLL Programs will be able to justify the usage of the target language beyond the school setting.

AS General Posts Shared Staff Notebook Reflect Annual Program Assesse... Meet now

2024-2025 Annual Program Assessment Report

SHGS-World Languages

Please Attach Current Curriculum Map:

2024-2025 Curriculum Map for W...

Please Attach 5 Year Plan:

2024-2025 5-Year Assessment Pla...

Note: To keep data quantifiable and searchable we removed the option to attach Additional Files. Ideally, the responses in boxes 1-9 should cover all requirements of the report. If needed, please contact the Assessment Coordinator.

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

The WLL department developed a signature assignment and rubric for PLO 4 – Intercultural Competency. **Signature Assignment**
Directions for 300-400 culture courses in French/German/Spanish: Students have to submit at least one written or oral comprehensible output (i.e. their thoughts, ideas, and opinions) in the target language of substantial length (around 250-500 words or 10-minute speech/presentation) in the course of the semester that compares and evaluates the relationship between the products, practices, and/or perspectives of the cultures of the target language and their own. [\[WLL-PL04-Signature Task for Intercultural Competency and Rubric.pdf\]](#)

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

Students Assessed	Exceeded Expectations	Met Expectations	Partially Met Expectations	Did Not Meet Expectations
22	14	5	3	0

**Must enter numbers even if zero*

Indicate the program's benchmarks for the focal PLO: Our benchmark is that 80% of students should meet the PLO 4.

Three instructors gathered data for PLO 4: Renee Craig-Odders for SPAN 481, Thomas Leek for GERM 314 from Spring 2024, and Vera Klekovkina for FREN 315 from Fall 2022.

SPAN 481, Fall 2024:

- Components of Culture (Knowledge):** 0 students not meeting, 1 partially meeting, 1 meeting, and 8 exceeding expectations.
- Cultural Self-awareness (Knowledge):** 0 students not meeting, 2 partially meeting, and 8 exceeding expectations.

AS General Posts Shared Staff Notebook Reflect Annual Program Assesse... Meet now

2024-2025 Annual Program Assessment Report

SHGS-World Languages

Please Attach Current Curriculum Map:

2024-2025 Curriculum Map for W...

Please Attach 5 Year Plan:

2024-2025 5-Year Assessment Pla...

Note: To keep data quantifiable and searchable we removed the option to attach Additional Files. Ideally, the responses in boxes 1-9 should cover all requirements of the report. If needed, please contact the Assessment Coordinator.

Three instructors gathered data for PLO 4: Renee Craig-Odders for SPAN 481, Thomas Leek for GERM 314 from Spring 2024, and Vera Klekovkina for FREN 315 from Fall 2022.

SPAN 481, Fall 2024:

- Components of Culture (Knowledge):** 0 students not meeting, 1 partially meeting, 1 meeting, and 8 exceeding expectations.
- Cultural Self-awareness (Knowledge):** 0 students not meeting, 2 partially meeting, and 8 exceeding expectations.
- Cultural Analysis (Skills):** 0 students not meeting, 1 partially meeting, 1 meeting, and 8 exceeding expectations.
- Cultural Diversity (Skills):** 0 students not meeting, 2 partially meeting, and 8 exceeding expectations.

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

The signature assignment and rubric for PLO4 proved to be highly effective, and it was beneficial to use the same rubric and assignment across Spanish, French, and German courses. Key takeaways from the assessments include the success of the Spanish course in fostering deep cultural understanding and personal insights, the French course in encouraging detailed cultural analysis and fostering students' agency and curiosity, and the German course in promoting comprehensive comparative cultural analysis. This assignment demonstrated that cultural competence in the target language is closely linked to linguistic competence, and the signature assignment helped students advance to an intermediate-high level of proficiency in speaking or writing. Although we are satisfied with the results, we will consider implementing

7. Dissemination of Findings

The findings of this report were regularly discussed during the department meetings and the report was approved by general consensus during the first department meeting of Spring 2025 (February 4, 2025).

Example of Information Buttons:

Please Attach Current Curriculum Map:



The objective of a curriculum map is to show how your department provides opportunities for all students to reach the predefined mastery level for each of your PLOs. In general, it is best practice for programs to provide sufficient opportunity to reach this level of proficiency solely in the core required courses that all students take. In this scenario, these courses are required because they are necessary and sufficient for students to reach the learning goals the program has established. At least one of the Course Learning Outcomes in any course specified as I, D, or M for a PLO should align with the PLO in question. Although elective courses may provide opportunities to acquire additional knowledge and skills, and may augment student achievement of particular PLOs, it is best practice not to include them in the courses that are necessary for students to achieve mastery for a PLO. If required courses are not sufficient for achievement of PLOs, you may include electives in your curriculum map, but they should be appropriately labeled and grouped (see PLOs 1 and 3 below). If the opportunity for students to achieve mastery of PLOs requires elective courses, assessment can become more complicated, as outlined below.

Program Outcomes/Standards	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Required or Elective (group electives when applicable)	R	R	R	R	R	R	R	R	R	Elective Group 1 (students take one)				Elective Group 2 (students take 1)			
PLO 1	I	I								D							
PLO 2			I			D			M*								
PLO 3	I				D									M*			
PLO 4				I					D								
PLO 5					I		D	M		D							
PLO 6		I				D											

In the above example, all courses in elective Group 1 would have at least one course learning outcome that aligns with the Development stage for PLO 1.

In the above example, all courses in elective Group 2 would have at least one learning outcome that aligns with the Mastery stage for PLO 3.

Please Attach 5 Year Plan:



An updated plan that describes when each PLO will be assessed and reported within the five-year cycle.



Assessment Training for AS Members

- October 11, 2024
- 2:20 p.m. – 2:50 p.m.
- Zoom Meeting

1

AS members as Assessment Liaisons = Reviewers

- AS review process:
 - AS members review reports, complete the feedback rubric, provide feedback on the assigned reports, and identify strengths, challenges, emerging needs, and trends.
 - The Assessment Coordinator combines the meta-assessment data to prepare a summary report on how programs complied with and executed their annual assessments, including general recommendations from the AS members regarding professional development needs, best practices, etc.
 - Faculty-to-faculty comments 😊

3

Workshop Goals

Become familiar with:

- Microsoft Teams, used for document storage & submission & reviewing of the reports
 - [Link](#)
- Assessment of Program Learning Outcomes Website: <https://www.uwsp.edu/acadaff/Pages/assessmentLearning.aspx>
- AS members' role as reviewers
 - General guidelines for reviewing annual assessment reports
 - How AS members can prepare for their review work
 - Components of the annual assessment reports

2

General Guidelines for Reviewing Annual Assessment Reports

- The report does not have to be pretty or extensive (brief and to the point!) to meet expectations on the rubric.
- **Provide descriptive feedback**, and comment on what is partially done to provide suggestions for changes and improvements. Please, keep note of good practices, if you see them (to streamline!).
- Please use the [Assessment rubric by page.docx](#) to review and even comment on the reports!

4

AS Members: How can you prepare for your review work?

- Please read the reports submitted last year, 2023-2024, for the programs you are now assigned
- ALL reports and rubrics are available on our Teams site!
- Explain if you marked "Partial", please describe why it was deemed so and indicate what would make it complete.
- If it is "Complete" no additional comments are required, but highly welcome – to encourage and praise good reports.
- It is "Absent," please check if you missed the attachments because by now programs should not be able to submit reports with missing parts.
- In case something was well done, please indicate it as a potential "Best practice."
- Assessment rubric by page.docx

5

Updated Interface for Program Assessment Reviews! V.021

The screenshot shows the 'Program Assessment Reviews' interface for the 2023-2024 period. On the left, a reviewer profile for Vera Klekovkina is shown with a '20/20 Rubrics Complete' status. The main content area displays a report for 'SHSW-Master of Science in Athletic Training'. The report includes a '1. Program Learning Outcomes (PLOs):' section with the text: 'Student Learning Outcomes: Graduates of the UWSP Athletic Training Program will be prepared to: 1. Demonstrate mastery of skills and abilities necessary of a successful athletic training professional as outlined by the CAATE Professional Standards and the BOC Role'. A red box highlights the top navigation bar with the options: Report, Uploads, Review Overview, Review Details.

The top banner for each program: Report, Upload, Review Overview, Review Details

7

Updated Interface for Program Assessment Reviews! V.021

This screenshot shows the 'Program Assessment Reviews' interface with a list of assigned programs on the left and a detailed view of a report on the right. The list on the left includes programs like 'Soil and Waste Resources', 'SDC-Professional Communication', 'SPA-Music, Jazz Studies', 'SPA-Music Performance', 'SPA-Chemistry', 'SPA-Data Analytics', 'SEarly Childhood Education', 'SHSW-Head and Nutrition', 'Master of Natural Resources', 'Master of Science in Natural Resources', 'Master of Music Education', 'Master of Business Administration', and 'SEarly Childhood Education'. The right side shows a report for 'SHSW-Master of Science in Athletic Training' with a '1. Program Learning Outcomes (PLOs):' section. A red box highlights the top navigation bar with the options: Report, Uploads, Review Overview, Review Details.

Updates: List of your assigned programs on the left, and on the right – the version's number, feedback directly to Kyle, and the count of rubrics you need to review.

6

Review Interface – View Rubric

The screenshot shows the 'Review Interface - View Rubric' for the 'SHSW-Master of Science in Athletic Training' program. It includes an email field for 'vklekovk@uwsp.edu' and a 'Send Original Report' button. Below this is a section for feedback: '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.' This is followed by a list of PLOs with checkboxes for 'Completed', 'Partial', and 'Absent'. A table below shows the status of each PLO for Reviewer 1 and Reviewer 2. Reviewer 1's comments are also visible at the bottom.

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

8

1. Program Learning Outcomes (PLOs)

Complete Partial Absent

a) All PLOs are listed.

- *[Likely to be a repeat from the previous year(s)]*

b) PLOs reflect the knowledges, skills, and dispositions that indicate the scope of the program and student achievement expectations.

- *[Likely to be a repeat]*

c) **The focal PLO(s) is stated and assessed according to a 5-year cycle to assess all PLOs.**

- *Very important, changing each year*
- *Refer to previous reports*

9

10

3. Summary of Previous Results

Complete Partial Absent N/A

- A concise abstract of results (<500 words) describes previous assessment results with enough information for comparison with current results, if applicable.

Helpful Hint: If the featured PLO has not been assessed yet, it is OK to say that the program does not have anything to report.

11

12

2. Current Curriculum Map

Complete Partial Absent

a) The curriculum map is sufficiently detailed to be useful for evaluating the program.

- *[Likely to be a repeat from the previous year(s)]*

b) The curriculum map clearly depicts the courses/experiences that will allow students to meet all program learning outcomes.

- *[Likely to be a repeat from the previous year(s)]*

- **Watch out for best practices:** If you find a good example of a CM, please make a note for Assessment Coordinator.
- **Watch out for improvements:** If the previous report's rubric said that CM was difficult to read or unclear/vague/ etc., make sure to see if it was improved this year.

- *[Likely to be a repeat from the previous year(s)]*

10

4. Description of Previous Actions

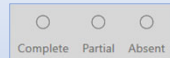
Complete Partial Absent N/A

- There is an explicit statement of the changes (or not) to curriculum, instruction, or assessment methods based on previous assessment of the focal PLO.

Helpful Hint: If the featured PLO has not been assessed yet, it is OK to say that the program does not have anything to report.

12

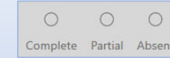
5. Assessment Strategies/ Measures/Techniques/Methods



- This section of the report should document **what** was measured (e.g., number of sections, number of students, levels of student achievement → **assessment method**), **when** (year, semester) and **how** (e.g., an **assessment instrument** such as a rubric or a list of criteria is provided).
- Figures and/or tables are used when necessary for clarity and to depict trends.
- Results are discussed in the context of the stated benchmark(s) and/or previous results.

13

7. Implications / Actions



Note: VERY important for HLC: Closing the loop!

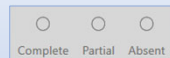
- It is explained how the results can be used to improve student achievement through changes to curriculum, instruction, and/or assessment methods.



Helpful Hint: It is perfectly acceptable for the programs to keep doing the same assessment if the results are satisfactory for the program, but they have to state this clearly.

15

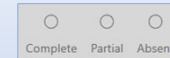
6. Assessment Results / Findings / **Benchmarks**/ Interpretation



- Numeric results of student performance and learning should be provided, and student achievement should be meaningfully summarized in this section.
- This section also should include a justification/ explanation of the benchmark for student learning (e.g., previous assessment results or a general benchmark).
- Results should be discussed in the context of the stated benchmark(s) and/or previous results!
- Figures and/or tables are used when necessary for clarity and to depict trends.

14

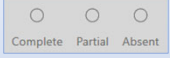
8. Dissemination of Findings



- The report has been shared with and approved by the faculty.
- Question for AS:** Do we really mean it? Should the programs “approve” / “vote” on the report? If so, do we need to record a date of the approval?

16

9. Updated Five-Year Assessment Plan



- a) The plan covers (at least) five years forward → it is UPDATED every year to move forward 😊
- b) The plan makes explicit when, where, and how each PLO will be assessed and when it will be reported.
- c) The plan will result in all PLOs being assessed and reported within a 5-year cycle.

Helpful Hint: Five-year assessment plan should specify the turnover in faculty carrying out program assessment. This means that such a plan should be understandable and executable by other faculty from the program! **The programs need to be as specific as possible.** It is an actionable plan rather than an outline of a potential direction in assessment efforts.

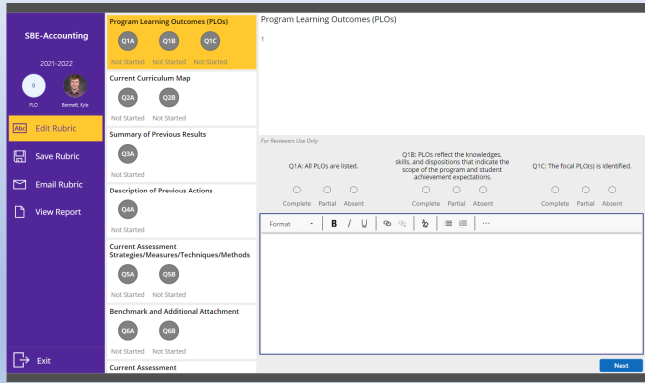
17

Questions & suggestions?



19

Updated Rubric Interface with Color Code – Let’s practice together!



[Review Program Assessments](#)

18

Klekovkina, Vera

From: Klekovkina, Vera
Sent: Monday, November 25, 2024 2:09 PM
To: Department Chairs List; Program Assessment Representatives
Cc: Assessment Subcommittee List; Graduate Council; Huspeni, Todd
Subject: Survey on Program Assessment Report Feedback & December training

Dear colleagues,

I hope this semester is going well for you! It is time to prepare for submitting this academic year's annual program assessment reports, which are due on the first Friday of February, or **February 7, 2025**.

The Assessment Subcommittee invites you to complete the [Survey on Program Assessment Report Feedback](#) to help them understand how they can provide better assistance to the programs.



Please consider the feedback on the 2023-2024 annual assessment reports for the undergraduate programs sent on August 1, 2024, from the Assessment Subcommittee. The graduate programs' feedback was sent on August 8, 2024. The emails with the feedback rubrics and your program's report's copy were sent to the Chair as well as the assessment representative(s). Please check your inbox.

If you have any questions about the survey or the Assessment Subcommittee's feedback you received on your 2023-2024 annual assessment report, please schedule a short Zoom meeting with the Assessment Coordinator (Vera Klekovkina, vklekovk@uwsp.edu), 2024-2025 Chair of the Assessment Subcommittee (Cuiting Li, cli@uwsp.edu) or any CITL course designers -[CITL Instructional Tech and Design Consultations](#).

All programs are also cordially invited to attend a Zoom training session on **Friday, December 13, 2024, from 1:00 PM to 1:45 PM**. This session is a repeat of the training held at the beginning of the semester. If you missed the initial session or have questions as you prepare your 2024-2025 annual program assessment reports, please feel free to attend! I will send an invite after this message.

Thank you very much for your time and ongoing assessment efforts to enhance student learning at UWSP!
Vera

Vera A. Klekovkina, Ph.D.

Professor of French & Chair
Department of World Languages & Literatures
Coordinator of French Study Abroad Program in Caen, France
Assessment Coordinator
University of Wisconsin, Stevens Point
2100 Main Street
Stevens Point, WI 54481-3897
(715) 346-3232
Vera.Klekovkina@uwsp.edu



Survey on Program Assessment Report Feedback

Survey on Program Assessment Report Feedback


This survey aims to help the Assessment Subcommittee (AS) understand how they can better support the UWSP community with program assessment needs and efforts. Thank you for taking the time to complete the survey! Your input is highly appreciated.

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.


* Required

1. Please indicate how much you agree with the following statements: * 


	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The program is clear about the purpose of annual program assessment reporting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The AS feedback was clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The AS feedback was consistent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The AS feedback on our curriculum map helped the program explain how we meet our PLOs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The AS feedback on our assessment instrument(s) helped the program better plan future assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The AS feedback on benchmarks helped the program better define current benchmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The AS feedback on our five-year assessment plan was useful to the program for future updates of the plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How would you describe your program's understanding of the role of benchmarks in assessing program performance? * 

Enter your answer

3. Please provide details of any feedback you received that was unclear or unhelpful. Explain why it was unhelpful and suggest what could make it more useful. 

Enter your answer

4. Briefly list any change(s) you will make to the report this year according to the AS feedback you received on last year's annual assessment report. 

Enter your answer

5. Please indicate how the Program Assessment Subcommittee can improve their communication and feedback to better assist your program in the ongoing assessment of student learning. 

Enter your answer

6. This is an anonymous survey. If you would like to provide your name and/or the program you represent, please feel free to do so. 

Enter your answer

Submit

Program Assessment Report Checklist

Last updated in April 2025

1. Program Learning Outcomes (PLOs)

- If the list of PLOs in the drop-down menu is not correct, please contact the Assessment Coordinator.
- a. PLOs are written in an assessable format reflecting a single, measurable action word from Bloom's Taxonomy.
 - 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).
 - Each PLOs is written in a format that makes it assessable (one measurable action word, one specified object of the action).
- b. PLOs represent a variety of discipline-specific knowledge areas, skills, and dispositions.
 - PLOs indicate multiple different discipline-specific knowledge areas, skills, and/or dispositions, as indicated by different specified actions and/or objects).
 - Each PLO is distinct from other PLOs, so that the various PLOs do not overlap.
- c. The focal PLO is identified.
 - Focal PLO is clearly indicated, and consistent through the report

2. Current Curriculum Map

- a. The curriculum map is sufficiently detailed to be useful for evaluating the program.

*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 **Curriculum Map Template** is available through CITL.

 - The curriculum map shows a matrix of courses and all PLOs.
 - 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.
 - 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).
- b. The curriculum map clearly depicts the courses/experiences that will allow students to meet all PLOs.
 - Information on how each course contributes to relevant PLOs is provided, indicating the level of PLO proficiency supported by the course.
 - The progression in supported proficiency coincides with the order in which students take courses (i.e. developing courses are taken before Mastery courses)
 - 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.

3. Summary of Previous Results

- a. An abstract describes previous assessment methods and results with enough information for comparison with the current assessment, if applicable.
- 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.
 - A verbal 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.
 - The summary includes information on where prior assessment occurred (course/non-embedded assessment; specific section and/or instructor).
 - The summary includes information on when (the terms and years) the data were collected and reported.
 - The summary includes summary of assessment procedures e.g. Type of instrument is detailed (assignment scored with rubric; a set of exam questions; questionnaire/survey)
 - How student achievement of the PLO was evaluated (i.e. criteria for deciding that students exceeded, met, partially met or did not expectations for the PLO, [e.g. met a specified set of criteria on rubric, or earned specific total scores on a set of exam questions, etc.]
- b. Summary of Assessment Subcommittees comments/suggestions
- A summary of suggestions made by the reviewers the last time the focal PLO was reviewed is detailed.
 - Dates are provided for faculty meeting discussion of assessment committee feedback on the assessment report.
 - A summary of the program's response to feedback demonstrates thoughtful consideration of suggestions provided.

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, including accountability procedures.
- A summary of what actions the program took in response to the previous assessment is provided.
 - Details on changes to curriculum, assessment, instruction and/or advising/mentoring taken to improve student achievement are provided, including how/what the changes are expected to improve student performance.
 - A mechanism for verifying that proposed changes to instruction/advising have occurred is detailed, along with any data pertaining to implementation of said changes
 - If no changes were made, an explanation of why no changes were made is provided that carefully demonstrates thoughtful consideration of the program's efficacy.

5. Current Assessment Strategies/Measures/Techniques/Methods

- a. A description of assessment methodology (e.g. course, semester, instrument, constituency, method of analysis) is sufficiently detailed as to be repeatable
- A description of methodology is provided.
 - The description details **where** the assessment took place (the course number, sections, instructor)
 - The description details **who** were assessed (e.g. majors in their last semester before graduation).
 - The description details **when assessment data were collected** (the semester/s and years being reported)
 - The description details the nature of the assessment instrument (e.g. project, paper, exam, etc.)
 - The description details how performance of students was analyzed (Was a rubric used for scoring? What criteria were included in the rubric? Which rubric criteria were relevant to the PLO in question?)
 - The method of determining whether students exceed/meet/partially meet/don't meeting expectations for the PLO is sufficiently detailed as to be repeatable
- b. Useful documents are appended.
- Documents are appended, including rubrics, test questions, and assignment instructions.
 - These documents provide full insight into the assessment that occurred, and can be used to determine alignment of the assessment to the PLO)
- c. Assessment methods align with the PLO, and provide a detailed measurement of student achievement
- The type of assessment used aligns well with the focal PLO action and Bloom's level.
 - The assessment includes sufficient criteria/questions/level of performance to detect differences between students (Assessments should provide an ability to distinguish between students who have achieved high levels of knowledge and skills, those who have achieved adequate knowledge and skills, those who have made progress toward the learning outcome, but may not yet be at the minimum level, and those who have not learned much of what you want them to learn at all)
 - The assessment methodology measures the zone of actual student development (i.e. not repeated efforts/resubmission after comments), or a justification for measuring the achievement in the zone of proximal development is provided.
- d. An explicit benchmark is provided.
- 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, but allows us to compare measurements of student learning across time.
 - Because the goal of assessment is to use data on student performance to make adjustments to curriculum, instruction, or assessment practices 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. If a specific proportion of students must meet or exceed PLO mastery requirements for external

- accreditation, you may also state or use this goal as a benchmark, but you must explain how you will use such benchmarks to measure changes in student learning over time, or to gauge the efficacy of changes you've made to the learning platform.
- e. A justification for the benchmark is provided that indicates understanding of how the benchmark is used to evaluate changes in student learning
 - A justification is provided that shows how the program is using the benchmark to gauge changes in student learning. (And)
 - The benchmark chosen is appropriate (based on previous assessment results)
 - f. Useful documents (e.g. descriptions of assignments, rubrics) are attached as appendices as necessary.
 - Documents are appended, including rubrics, test questions, and assignment instructions.
 - These documents provide full insight into the assessment that occurred and can be used to determine alignment of the assessment to the PLO.

6. Current Assessment Results/Findings/Interpretations

- a. A verbal summary of assessment results is present.
- b. Assessment results are critically analyzed. What the results indicate about student learning and the educational platform provided by the program to allow students to achieve the learning outcome is meaningfully summarized, as are any issues associated with the assessment procedure itself]
 - 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.
 - Data are compared to previous results (including distribution of scores across achievement categories) and whether improvement in learning has occurred is discussed.
 - The effectiveness of any changes in assessment, curriculum, instruction, and/or advising/mentoring made in response to the previous round of assessment are discussed
 - 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
 - Any problems with the design, alignment, and/or administration of the assessment are discussed, or absence of problems is mentioned (If you don't have internal data, contact the Office of Institutional Research for help looking for patterns). one section did worse than in another section, etc.

7. Current Implications/Actions

- a. An explanation of how the results can be used to improve student achievement through changes to curriculum, instruction, assessment methods, and/or advising/mentoring is provided, along with a plan for how compliance with changes will be verified. A justification is provided if the department does not think student achievement can be improved.
 - A discussion of how the results can inform departmental strategies to improve student achievement of the focal PLO is present.

- The discussion specifically addresses remediation of any problems identified with the assessment, curriculum, instruction, or advising/mentoring 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.), changes to curriculum (addition or removal of courses), and/or changes to advising/mentoring.
- A detailed and feasible plan for timelines and/or monitoring to ensure that changes are carried out is proposed.
- If no changes are suggested, a justification for the reasoning behind doing nothing to improve student learning is provided.

8. Dissemination of findings.

- a. The report has been shared with and approved/discussed by faculty.
 - 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)

9. Updated Five-Year Assessment Plan.

- a. The plan covers (at least) five years into the future from the current year.
 - An assessment plan for the NEXT five years is provided.
- b. The plan makes explicit when, where, and how each PLO will be assessed, and when it will be reported.
 - The plan indicates **when** each PLO will be assessed (i.e. 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 (i.e. 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 (i.e. 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).
- c. The plan will result in all PLOs being assessed and reported within a 5-year cycle.
 - The plan includes all PLOs being assessed within 5 years.

Appendix F: Assessment Rubric page by page for AS Reviewers

Report Component	Exemplary	Complete	Partial	Absent	N/A
1. Program Learning Outcomes (PLOs)					
A. PLOs are written in an assessable format reflecting a single, measurable action word from Bloom's taxonomy.	<ul style="list-style-type: none"> 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 measurable action word, one specified object of the action). 	<ul style="list-style-type: none"> Each PLO indicates student-centered learning actions from Bloom's taxonomy. (and) More than half of the PLOs indicate a single action word from Bloom's taxonomy. (and) Less than half of PLOs show multiple actions from Bloom's taxonomy. (and) Less than half of PLOs indicate multiple objects for the action/s specified. 	<ul style="list-style-type: none"> Less than 75% of the PLOs indicate multiple actions or multiple objects and/or At least one PLO contains an unmeasurable action that does not align with Bloom's Taxonomy 	<ul style="list-style-type: none"> More than half of the PLOs specify unmeasurable actions. 	N/A
B. PLOs represent a variety of discipline-specific knowledge areas, skills, and dispositions	<ul style="list-style-type: none"> PLOs indicate multiple different discipline-specific knowledge areas, skills, and/or dispositions, as indicated by different specified actions and/or objects (and) Each PLO is distinct from other PLOs, so that the various PLOs do not overlap. 	<ul style="list-style-type: none"> PLOs mostly reflect different types of learning, skills, and dispositions, although there may be minimal content/skill overlap between different PLOs, (and/or) If the same learning action is represented in multiple PLOs, the object of the action represents distinct areas of content. (and/or) 	<ul style="list-style-type: none"> PLOs indicate limited diversity of discipline-specific knowledge areas, skills, and/or dispositions, with either multiple levels in Bloom's taxonomy applied to the same knowledge base in different learning outcomes or limited learning actions represented throughout all PLOs, (and/or) More than half of PLOs exhibit overlap in knowledge content, (and/or) PLOs lack diversity in levels of learning and complexity of skills as represented in Bloom's Taxonomy. 	<ul style="list-style-type: none"> PLOs do not demonstrate a variety of discipline-specific knowledge areas, skills, and dispositions, (and/or) Multiple PLOs appear to address the same knowledge area at the same level of Bloom's taxonomy 	N/A
C. The Focal PLO is identified.	N/A	<ul style="list-style-type: none"> The focal PLO is identified 	N/A	<ul style="list-style-type: none"> The focal PLO is NOT identified. 	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><i>Curriculum Map Template</i></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"> The curriculum map shows a matrix of courses and all PLOs. (and) The matrix indicates which courses are required of all students and which are electives or elective clusters (and) The map or legend shows roughly how students are expected to progress through the program but does not provide adequate information on course sequence or prerequisite relationships. 	<ul style="list-style-type: none"> The curriculum map presents courses related to PLOs in a format other than a matrix (and/or) Whether courses are required of all students or are electives or part of elective clusters is not clearly indicated (and/or) The map shows roughly how students are expected to progress through the program, but does not provide adequate information on course sequence of prerequisite relationships. 	<ul style="list-style-type: none"> There are substantial problems interpreting how students are expected to achieve PLOs from curriculum map, (and/or) The PLOs on the curriculum map do not match the PLOs listed for the program, (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"> Information on how each course contributes to relevant PLOs is provided, indicating the level of PLO proficiency supported by the course (and) The progression in supported proficiency coincides with the order in which students take courses (i.e. developing courses are taken before Mastery courses) (and) 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. 	<ul style="list-style-type: none"> Information on how each course contributes to relevant PLOs is provided, indicating the level of PLO proficiency supported by the course (and) Students are not able to achieve the highest indicated level of proficiency for all PLOs in the courses that are required for the major, so that electives or elective clusters must be included in the map (and/or) The progression in supported proficiency does not coincide with the order in which students take courses for all PLOs (i.e. developing courses are taken before Mastery courses) 	<ul style="list-style-type: none"> Not all PLOs are reflected on the map, (and/or) Information on how each course contributes to relevant PLOs is not consistently provided, or the level of PLO proficiency supported by courses is not indicated (and/or) It is not possible to determine from the map which courses/sequences of courses will allow students to achieve the highest level of proficiency for one or more PLOs, (and or) Students are not able to achieve the highest indicated level of proficiency for all PLOs in the courses included in the map (and/or) The progression in supported proficiency does not coincide with the order in which students take courses for more than half of PLOs (i.e. developing courses are taken before Mastery courses) 	<ul style="list-style-type: none"> Information of how students are expected to achieve more than one PLO is absent, (and/or) No curriculum map is provided. 	N/A

Report Component	Exemplary	Complete	Partial	Absent	N/A
3. Summary of Previous Results					
A. An abstract of describes previous assessment methods and results with enough information for comparison with current assessment, if applicable.	<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. • A verbal 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. (and) • The summary includes information on where prior assessment occurred (course/non-embedded assessment; specific section and/or instructor) (and) • The summary includes information on when (the terms and years) the data were collected and reported (and) • The summary includes summary of assessment procedures (e.g. Type of instrument is detailed (assignment scored with rubric; a set of exam questions; questionnaire/survey) (and) • How student achievement of the PLO was evaluated (i.e. criteria for deciding that students exceeded, met, partially met or did not expectations for the PLO, [e.g. met a specified set of criteria on rubric, or earned specific total scores on a set of exam questions, etc.). 	<ul style="list-style-type: none"> • Previous results are reported in table (and) • Student achievement may not be adequately verbally summarized for comparison to current results. • Information on where and when, students were assessed and the assessment was reported is provided, and is sufficiently detailed to provide a comparison to the current assessment, but may be lacking some details that reviewers would like to see, (and) • The type of instrument is summarized, but the summary may lack a couple of details that would be useful to reviewers., (and) • How student achievement of the PLO was evaluated (i.e. criteria for deciding that students exceeded, met, partially met or did not expectations for the PLO, [e.g. met a specified set of criteria on rubric, or earned specific total scores on a set of exam questions, etc.). 	<ul style="list-style-type: none"> • Previous results are reported in table, (and) • Student achievement is not verbally summarized for comparison to current results. (and) • Information on where and when, students were assessed and the assessment was reported is provided, but lacks sufficiently detailed to provide a comparison to the current assessment, (and) • The type of instrument is not summarized, or is summarized with insufficient detail to be useful to compare to current assessment, (and) • How student achievement of the PLO was evaluated is not sufficiently described. 	<ul style="list-style-type: none"> • No data or no summary are provided, and • Student achievement is not verbally summarized for comparison to current results. (and) • Information on where and when, students were assessed and the assessment was reported is provided, but lacks sufficiently detailed to provide a comparison to the current assessment, (and) • The type of instrument is not summarized, or is summarized with insufficient detail to be useful to compare to current assessment, (and) • How student achievement of the PLO was evaluated is not sufficiently described. 	No prior assessment results are available for this PLO, and this is explained.
B. Summary of Assessment Subcommittees comments/suggestions	<ul style="list-style-type: none"> • A summary of suggestions made by the reviewers the last time the focal PLO was reviewed is detailed (and) • Dates are provided for faculty meeting discussion of assessment committee feedback on the assessment report (and) • A summary of the program's response to feedback demonstrates thoughtful consideration of suggestions provided. 	<ul style="list-style-type: none"> • A summary of suggestions made by reviewers is detailed, (and) • Dates are provided for faculty meeting discussion of assessment subcommittee feedback on the assessment report (and) • A summary of the program's response to feedback is present, but does not indicate thoughtful consideration of suggestions provided. 	<ul style="list-style-type: none"> • A summary of suggestions made by reviewers present, but lacks specificity and detail, (and/or) • Dates are not provided for faculty meeting discussion of assessment subcommittee feedback, (and/or) • A summary of the program's response to feedback is present, but does not indicate thoughtful consideration of suggestions provided. 	<ul style="list-style-type: none"> • No summary of suggestions made by reviewers is present, (and/) • Dates are not provided for faculty meeting discussion of assessment subcommittee feedback, (and) • A summary of the program's response to feedback is not provided. 	The PLO has not been assessed previously, so there are no prior review results to discuss.

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, including accountability procedures.	<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, instruction and/or advising/mentoring taken to improve student achievement are provided, including how/what the changes are expected to improve student performance, (and) • A mechanism for verifying that proposed changes to instruction/advising have occurred is detailed, along with any data pertaining to implementation of said changes 	<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, instruction and/or advising/mentoring taken to improve student performance are provided, including how/why the changes are expected to improve student performance, (and/or) • A mechanism for verifying that proposed changes to instruction/advising have occurred is not detailed, and no data verifying compliance with changes are provided. 	<ul style="list-style-type: none"> • A summary of actions the program took in response to the previous assessment is provided, but lacks sufficient detail to allow understanding of what was changed/the scope of the change, (and/or) • Information on how/why changes were expected to improve student performance insufficiently explain the rationale for changes made, (and/or) • A mechanism for verifying that proposed changes to instruction/advising have occurred is not detailed, and no data verifying compliance with changes are provided 	<ul style="list-style-type: none"> • No summary of changes based on previous assessment results is provided, (AND) • No justification for the absence of changes is 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, (OR) • an explanation of why no changes were made is provided that carefully demonstrates thoughtful consideration of the program's efficacy.
B. Did the previous action seek to impact assessment, curriculum, instruction, or advising/mentoring?	N/A (We don't evaluate)	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
5. Current Assessment Strategies/Measures/Techniques/Methods					
A. A description of assessment methodology (e.g. course, semester, instrument, constituency, method of analysis) is sufficiently detailed as to be repeatable	<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 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?) (and) • The method of determining whether students exceed/meet/partially meet/don't meeting expectations for the PLO is sufficiently detailed as to be repeatable. 	<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 may inadequately detail the nature of the assessment or how performance of students was analyzed, but these details can be gleaned from attached materials, such as the assignment instructions, scoring rubrics. 	<ul style="list-style-type: none"> • A description of methodology omits key details on where, and when assessment occurred, or who was assessed. (and/or) • The description of the how the assessment was conducted lacks key information, including the nature of the assessment and how student performance was analyzed. (and) • appended materials are not useful in determining the missing details. 	<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) • where/when the assessment occurred, (and/or) • who was assessed, (and/or) • how student performance was analyzed, and appended materials are not useful in determining the missing details 	N/A
B Useful documents are appended.	<ul style="list-style-type: none"> • Documents are appended, including rubrics, test questions, and assignment instructions. • These documents provide full insight into the assessment that occurred, and can be used to determine alignment of the assessment to the PLO. 	<ul style="list-style-type: none"> • Documents are appended that are useful, but they may not be as complete as desired. 	<ul style="list-style-type: none"> • Documents are appended, but they are not useful in evaluating alignment or providing details on how the assessment was conducted. 	<ul style="list-style-type: none"> • No documents are appended, but it would be useful for understanding the assessment procedures and details if they had been. 	<ul style="list-style-type: none"> • Descriptions of the assessment entered into the interface are sufficient for detailing what was done, so that additional documents would not change the evaluations of the assessment.

<p>C Assessment methods align with the PLO, and provide a detailed measurement of student achievement.</p>	<ul style="list-style-type: none"> The type of assessment used aligns well with the focal PLO action and Bloom’s level. (and) The assessment includes sufficient criteria/questions/level of performance to detect differences between students (Assessments should provide an ability to distinguish between students who have achieved high levels of knowledge and skills, those who have achieved adequate knowledge and skills, those who have made progress toward the learning outcome, but may not yet be at the minimum level, and those who have not learned much of what you want them to learn at all) The assessment methodology measures the zone of actual student development (i.e. not repeated efforts/resubmission after comments) 	<ul style="list-style-type: none"> The type assessment aligns well with the focal PLO action and Bloom’s level, (and) The assessment provides an ability to distinguish between students with different achievement of the PLO, but the distinction may not be as robust as is desirable (e.g. too few questions on the assessment, too few criteria related to the PLO, insufficient detail in breadth of assessed skill level, etc). (and) The assessment may measure the zone of proximal development, but a justification is provided, and a means of tracking changes in student achievement of the zone of actual development is in place. 	<ul style="list-style-type: none"> The type of assessment used does not align well with the focal PLO action and/or Bloom’s level, but in some way attempts to assess student achievement of knowledge/skills/dispositions related to the PLO (e.g. they at least deal with the same subject/skill/disposition), (and) The assessment provides an ability to distinguish between students with different achievement of the PLO, but the distinction may not be as robust as is desirable (e.g. too few questions on the assessment, too few criteria related to the PLO, insufficient detail in breadth of assessed skill level, etc). OR The assessment is based on total scores/grades, rather than on specific criteria aligned with the PLO, such that skills and knowledge unrelated to the PLO are included in the assessment. (OR) The assessment measures the zone of proximal development, but no justification is provided, and no means of tracking changes in the zone of actual development is in place. 	<ul style="list-style-type: none"> The assessment does not measure the action specified by the PLO, or does not reach the uppermost level of learning indicated by the PLO, (and/or) The assessment doesn’t provide an ability to distinguish between students with different levels of achievement (and/or) The assessment is based on total scores/grades, rather than on specific criteria aligned with the PLO, such that skills and knowledge unrelated to the PLO are included in the assessment. (and/or) The assessment measures the zone of proximal development, but no justification is provided, and no means of tracking changes in the zone of actual development is in place. 	<p>N/A</p>
<p>D. Assessment Methods include (direct, indirect, both)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>E. An Explicit Benchmark is provided</p>		<p>It is provided</p>		<p>It is not provided</p>	
<p>F. A justification for the benchmark is provided that indicates understanding of how the benchmark is used to evaluate changes in student learning.</p>	<ul style="list-style-type: none"> A justification is provided that shows how the program is using the benchmark to gauge changes in student learning. (And) The benchmark chosen is appropriate (based on previous assessment results) 	<ul style="list-style-type: none"> A justification is provided that shows how the program is using the benchmark to gauge changes in student learning. (and) The benchmark chosen may be an arbitrary goal and/or based on accreditation needs. 	<ul style="list-style-type: none"> The justification of the benchmark provided does not adequately demonstrate an understanding of the use of the benchmark to gauge changes in student learning, (and) The benchmark chosen may be an arbitrary goal and/or based on accreditation needs 	<ul style="list-style-type: none"> No justification is provided. 	<p>N/A</p>

Report Component	Exemplary	Complete	Partial	Absent	N/A
6. Current Assessment Results/Findings/Interpretations					
A. A verbal summary of assessment results is present.	N/A	A verbal summary of results is present	N/A	A verbal summary of results is absent.	N/A
B. Assessment results are critically analyzed. What the results indicate about student learning and the educational platform provided by the program to allow students to achieve the learning outcome is meaningfully summarized, as are any issues associated with the assessment procedure itself]	<p>A summary discussion of what the data collected reveal about student achievement of the focal PLO is provided and includes the following:</p> <ul 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. • Data are compared to previous results (including distribution of scores across achievement categories) and whether improvement in learning has occurred is discussed. • The effectiveness of any changes in assessment, curriculum, instruction, and/or advising/mentoring made in response to the previous round of assessment are discussed. • 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. • Any problems with the design, alignment, and/or administration of the assessment are discussed, or absence of problems is mentioned. 	<p>A summary discussion of what the data collected reveal about student achievement of the focal PLO is provided, but it lacks 1 of the following:</p> <ul 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. • Data are compared to previous results (including distribution of scores across achievement categories) and whether improvement in learning has occurred is discussed. • The effectiveness of any changes in assessment, curriculum, instruction, and/or advising/mentoring made in response to the previous round of assessment are discussed. • 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. • Any problems with the design, alignment, and/or administration of the assessment are discussed, or absence of problems is mentioned. 	<p>A summary discussion of what the data collected reveal about student achievement of the focal PLO is provided, but it lacks 2-3 of the following:</p> <ul 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. • Data are compared to previous results (including distribution of scores across achievement categories) and whether improvement in learning has occurred is discussed. • The effectiveness of any changes in assessment, curriculum, instruction, and/or advising/mentoring made in response to the previous round of assessment are discussed. • 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. • Any problems with the design, alignment, and/or administration of the assessment are discussed, or absence of problems is mentioned. 	<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

Report Component	Exemplary	Complete	Partial	Absent	N/A
7. Current Implications/Actions					
A. An explanation of how the results can be used to improve student achievement through changes to curriculum, instruction, assessment methods, and/or advising/mentoring is provided, along with a plan for how compliance with changes will be verified. A justification is provided if the department does not think student achievement can be improved.	<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, instruction, or advising/mentoring 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.), changes to curriculum (addition or removal of courses), and/or changes to advising/mentoring (and) • A detailed and feasible plan for timelines and/or monitoring to ensure that changes are carried out is proposed. 	<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, (or) • A plan for monitoring/ensuring that changes are carried out is proposed, but may lack feasibility or appropriate timelines. 	<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, (and) • A plan for monitoring/ensuring that changes are carried out is proposed, but may lack feasibility or appropriate timelines. 	<ul style="list-style-type: none"> • No discussion of the implications of the assessment results is provided, (and) • No plan for monitoring/ensuring that changes are carried out is proposed (and) • No justification is provided for the absence of plans to use these data. 	<ul style="list-style-type: none"> • If no changes are suggested, a justification of the reasoning behind doing nothing to improve student learning is provided
B. Do the actions seek to impact Assessment, Curriculum, Instruction, Advising/Mentoring?	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	Absent	N/A
8. Dissemination of findings.					
The report has been shared with and approved/discussed by faculty.	<ul style="list-style-type: none"> The means by which the report has been shared with the program faculty are presented, (and) 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"> 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. No agenda/minutes provided 	<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
9. Updated Five-Year Assessment Plan					
A. The plan covers (at least) five years into the future from the current year	N/A	<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 that does not cover the NEXT 5 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 of the following: <ul style="list-style-type: none"> 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 present, but it lacks information on 2 of the following: <ul style="list-style-type: none"> 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
C. 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. 	N/A	<ul style="list-style-type: none"> The plan does not include all PLOs in a 5-year cycle. 	N/A

Updates Needed for Meta-Assessment Message to Programs

Last updated on 4/25/2025

Programs that met all the requirements

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

Programs that partially met all the requirements

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 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

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

Programs that did not meet all the requirements

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 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

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

New versions

Programs that met all the requirements

Congratulations!

This report met the required criteria:

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

Programs that partially met all the requirements

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 all the PLOs
- Include a curriculum map covering all the PLOs
- Include a 5-year assessment plan covering all the PLOs
- Report, analyze, and interpret current assessment results for a focal PLO

You are required to attend the pre-semester workshop in August, “Workshop for Annual Program Assessment.” Early in the Fall semester, schedule a mandatory consultation with the Assessment Coordinator. Please review the Canvas course “Assessment Training” before this meeting.

Programs that did not meet all the requirements

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 all the PLOs
- Include a curriculum map covering all the PLOs
- Include a 5-year assessment plan covering all the PLOs
- Report, analyze, and interpret current assessment results for a focal PLO

You are required to attend the pre-semester workshop in August, “Workshop for Annual Program Assessment.” Early in the Fall semester, schedule a mandatory meeting with our Center for Inclusive Teaching and Learning (CITL) to review the program assessment process. Please review the Canvas course “Assessment Training” before this meeting.

Since Benchmarks are part of the methods, benchmarks should be placed here. I suggest changing the wording to indicate what we are looking for (i.e. Indicate the % of students meeting/exceeding expectations for the PLO that your program will use as a benchmark to measure improvement of student achievement of the focal learning outcome) Maybe just put in a box that is for % of students meeting or exceeding....

Indicate the program's benchmarks for the focal PLO:

There should then be an entry interface for justification of benchmark, asking them to explain why they chose the specific benchmark.

Also, there should be a place HERE to upload useful documents, with a list of examples (e.g. the assignment instructions, the exam questions, the rubric used to assess student achievement of the focal PLO). These will help the committee evaluate the type of assessment and the overall alignment with the PLO in question.

5. Current Assessment Results/Findings/Benchmarks/Interpretations (for the focal PLO) Include a statement about what we are looking for (e.g. Please provide a verbal summary of your assessment results, and a critical analysis of what these results indicate about the efficacy of your program in helping students achieve the focal PLO. Please review the checklist to ensure that you are providing relevant details to the assessment subcommittee. [Link to checklist](#). Remove the program benchmarks from this section.

Students Assessed	Exceeded Expectations	Met Expectations	Partially Met Expectations	Did Not Meet Expectations
0	0	0	0	0

**Must enter numbers even if zero*

Indicate the program's benchmarks for the focal PLO:

Format | **B** / U | | | | ...

6. Current Implications/Actions (for the focal PLO) [Link to the checklist \(which will include more details.\)](#)

Format | **B** / U | | | | ...


7. Dissemination of Findings [Include a link to the checklist.](#)

Format | **B** / U | | | | ...


On the left side of the screen:


[Link to the curriculum map template.](#)

Change the wording for the 5-year plan to indicate an updated plan, showing assessment information for the following 5 years, and provide a link to the checklist and the example 5-year plan.


Please Attach Current Curriculum Map: 

There is nothing attached.

 Attach file

Please Attach 5 Year Plan: 

There is nothing attached.

 Attach file

Note: To keep data quantifiable and searchable we removed the option to attach Additional Files. Ideally, the responses in boxes 1-9 should cover all requirements of the report. If needed, please contact the Assessment Coordinator. **Remove this section, and to allow file uploads for relevant materials in the description of current assessment methods.**

Submit



Information texts:

1. **Add note to contact the assessment coordinator if the learning outcomes listed are not accurate**

2. If the focal learning outcome has been assessed previously, provide a brief (<250 words) abstract of those results **detailing how the assessment was conducted and what the results were. Hyperlink to the checklist (I will modify the checklist and the rubric to incorporate the changes suggested here)**

3. Summarize suggestions made by the assessment committee in response to the last assessment of this PLO, and indicate how your program considered these suggestions. [Hyperlink to checklist.](#)

4. 3. If the focal learning outcome has been assessed previously, describe specific changes that have been made (to curriculum, instruction, assessment methods, **etc.** **and/or advising/mentoring**), based on that previous assessment. **If changes involve teaching or mentoring, indicate how your program has verified that planned changes are being carried out. [Hyperlink to checklist.](#)**

5. 4. 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. **[Hyperlink to checklist.](#)**

- **Since Benchmarks are part of the methods, benchmarks should be placed here. I suggest changing the wording to indicate what we are looking for (i.e. Indicate the % of students meeting/exceeding expectations for the PLO that your program will use as a benchmark to measure improvement of student achievement of the focal learning outcome) Maybe just put in a box that is for % of students meeting or exceeding....**
- **Explain why your program chose this benchmark, and how it can be used to evaluate changes in student achievement of the learning outcome, including efficacy of changes made to instruction, curriculum, or assessment. (Include place to justify benchmark and [hyperlink to the checklist.](#))**
- **Please upload useful documents, including copies of assignment instructions, assessment rubrics, or test questions used in the assessment. These are used to evaluate the alignment of the assessment to the PLO, and the type of methods employed (direct/indirect assessment).**

6. 5. Describe specifically what the assessment results reveal about student learning in the context of the stated focal program learning outcome. **Suggest: Please provide a verbal summary of your assessment results, and a critical analysis of what these results indicate about the efficacy of your program in helping students achieve the focal PLO and/or of your assessment methods in evaluating that achievement. Please review the checklist to ensure that you are providing relevant details to the assessment subcommittee. [Hyperlink to checklist.](#)**

Remove the program benchmarks from this section.

7. 6. Describe how results will be used by the department to enhance student learning, including changes to the curriculum, assessment techniques, and/or learning outcomes, **including any proposed changes to assessment, curriculum, teaching, and/or advising/mentoring, and how compliance with changes will be verified. If you believe student learning cannot be enhanced, please provide a justification. Hyperlink to checklist.**

8. 7. Describe how the findings of the departmental assessment work will be disseminated, to whom, and for what purpose. **Because all faculty in a program should be invested in the educational efficacy of the program, it is important that faculty view and discuss assessment results. Please indicate when the results were presented to faculty, and summarize the discussion. (provide hyperlink to the checklist)**

Please Attach Current Curriculum Map: **Provide hyperlink to the checklist, and to the curriculum map template.**

The objective of a curriculum map is to show how your department provides opportunities for all students to reach the predefined mastery level for each of your PLOs. In general, it is best practice for programs to provide **sufficient** opportunity to reach this level of proficiency solely in the core required courses that all students take. In this scenario, these courses are required because they are necessary and sufficient for students to reach the learning goals the program has established. **The map should indicate how students progress through the program, and how each listed course contributes the PLOs (e.g. introduces, develops, mastery). At** least one of the Course Learning Outcomes in any course specified as I, D, or M for a PLO should align with the PLO in question. Although elective courses may provide **opportunities** to acquire additional knowledge and skills, and may augment student achievement of particular PLOs, it is best practice not to include them in the courses that are necessary for students to achieve mastery for a PLO. If required courses are not sufficient for achievement of PLOs, you may include electives in your curriculum map, but they should be appropriately labeled and grouped. If the opportunity for students to achieve mastery of PLOs requires elective courses, assessment can become more complicated, as outlined in this **curriculum map template (hyperlink)**

Please Attach 5 Year Plan:

An updated plan that describes when each PLO will be assessed and reported within the **NEXT** five-year cycle. **Hyperlink to sample 5-year plan. Hyperlink to checklist.**

Updates Needed for the AS Reviewers Interface

Last updated on 4/22/2025

Program Learning Outcomes (PLOs)

1A: PLOs represent a variety of discipline-specific knowledge areas, skills, and dispositions.

Exemplary Complete Partial Absent

1B: The focal PLO is written in an assessable format reflecting a single, measurable action word from Bloom's taxonomy. [Have the link for BT]

Exemplary Complete Partial Absent

Current Curriculum Map

2A: The curriculum map is sufficiently detailed to be useful for evaluating the program.

Exemplary Complete Partial Absent

2B: The curriculum map clearly depicts the courses/experiences that will allow students to meet all program learning outcomes, including stages of development that lead to mastery of the PLOs, and the identification of required courses and elective course clusters that lead to the achievement of the PLOs. [Provide a link to the example?]

Exemplary Complete Partial Absent

Summary of Previous Results

3A: Describe previous assessment methods and results with enough information for comparison with the current results assessment, if applicable.

Exemplary Complete Partial Absent N/A

[Make sure to talk to Kyle about a new interface for the programs to conduct a check in October so that they can summarize their response to the AS feedback,...]

Description of Previous ACTIONS

Did the previous actions seek to impact:

Assessment Curriculum Instruction Advising/ Mentoring

4A: There is an explicit statement of the changes (or not) to curriculum, instruction, or assessment methods based on previous assessment of the focal PLO, including accountability procedures.

Exemplary Complete Partial Absent N/A

Current Assessment Strategies/ Measures/ Techniques/ Methods

5A5B: Describe assessment methodology with sufficient details, such as course(s), semester(s), instrument, constituency, and method of analysis, as to be repeatable.

Exemplary Complete Partial Absent

5B5A: ~~Direct and/or indirect assessment methods are employed as appropriate.~~

Assessment method(s) align with the focal PLO and provide a detailed measurement of student achievement.

Exemplary Complete Partial Absent

5C: Useful documents enabling full understanding of the assessment are provided (such as assignment description, grading rubric or evaluation criteria of student performance, or survey questions, etc.).

Exemplary Complete Partial Absent

5D: Assessment methods include:

Direct measures of student achievement

Indirect measures of student achievement

A combination of direct and indirect measures of student achievement

5E6A: An explicit benchmark of program achievement expectations is provided (percent of students not meeting, partially meeting, meeting, and exceeding expectations for Focal PLO).

Complete Partial Absent (These are the only notations needed if you use an entry box indicating % of students meeting/exceeding expectations)

5F: A justification of the benchmarks selected is provided and demonstrates how the benchmark is used to evaluate changes in student learning.

Exemplary Complete Partial Absent

Benchmark and Additional Information

6A: An explicit benchmark of program achievement expectations is provided (percent of students meeting and/or exceeding expectations for Focal PLO).

Complete Partial Absent N/A

6B: Useful explanations of assignment descriptions and rubrics are provided.

Complete Partial Absent N/A

Current Assessment Results/ Findings/ Interpretation

6A: What was measured (e.g. number of sections, number of students, level of student achievement) is documented and student achievement is meaningfully summarized.

6A: A verbal summary of assessment results is present.

Complete Partial Absent

6B: Assessment results are critically analyzed. What the results indicate about student learning and the educational platform provided by the program to allow students to achieve the learning outcome is meaningfully summarized, as are any issues associated with the assessment procedure itself.

Exemplary Complete Partial Absent

7B: Figures and/or tables are used when necessary for clarity and to depict trends.

Complete Partial Absent N/A

7C: Results are discussed in the context of the stated benchmark(s) and/or previous results.

Complete Partial Absent N/A

Current Implications/ Actions

Did the actions seek to impact:

Assessment Curriculum Instruction Advising/mentoring

7A: An explanation of ~~It is explained~~ how the results will be used to improve student achievement through changes to curriculum, instruction, and/or assessment methods, advising, and/or mentoring is provided, along with a plan for how compliance with changes will be verified. A justification is provided if the department does not think student achievement can be improved.

Exemplary Complete Partial Absent N/A

Dissemination of Findings

8A: The report has been shared with and approved/discussed by the faculty.

Exemplary Complete Partial Absent

Updated Five-Year Assessment Plan

9A: The plan covers (at least) five years into the future.

Complete Partial Absent

9B: The plan makes explicit when, where, and how each PLO will be assessed and when it will be reported.

Exemplary Complete Partial Absent

9C: The plan will result in all PLOs being assessed and reported within a 5-year cycle moving FORWARD after the current year of submission.

Complete Partial Absent

Review and Submit

Did the previous actions seek to impact:			Do the current actions seek to impact:			Does the assessment report:	
Assessment	Curriculum	Instruction	Assessment	Curriculum	Instruction	*Close the Loop*	Demonstrates Improvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Add a category to the actions sections—Advising/mentoring

Updates Needed for the Assessment of Student Learning Website and University Handbook

Last updated on 4/25/2025

The current version

The review and evaluation of student learning in academic programs of study is the responsibility of the Assessment Subcommittee, which resides under the Common Council's Academic Affairs Committee.

[The reporting procedure for program assessment has been revised.](#) Rather than a five-year reporting cycle harmonized with each department's 10-year review cycle, we are switching to annual reporting of individual learning outcomes for each program. The goal will be to assess and report all learning outcomes within a five-year cycle. Consequently, programs with more than five program learning outcomes may need to report on multiple learning outcomes in a given year to meet that goal.

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

1. Program Learning Outcomes: 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: 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.

New version of the requirements:

1. Program Learning Outcomes: The focal program learning outcome being assessed should be indicated.
2. Current Curriculum Map: 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.

10. 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.
11. Assessment Results/Findings/Interpretation: Describe specifically what the assessment results reveal about student learning in the context of the stated focal program learning outcome.
12. 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.
13. Dissemination of Findings: Describe how the findings of the departmental assessment work will be disseminated, to whom, and for what purpose.
14. Five-Year Assessment Plan: An updated plan that describes when each PLO will be assessed and reported within the five-year cycle.