



University of Wisconsin
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Workshop for Annual Program Assessment August 25, 2020

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

- ✓ Revisit the reasons why we do Program Assessment at UWSP
- ✓ Recognize that assessment reporting obligations for your departments became less onerous
- ✓ Become familiar with the meta-assessments results and takeaways from 2019-2020
- ✓ Revisit the parts of an annual assessment report
- ✓ Know how to get assistance and find resources to help with Program Assessment.
- ✓ If course assessment can be used for program assessment, learn how to use Canvas Outcomes and Rubrics for simultaneous data collection while grading student work



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Why We do Program Assessment at UWSP

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

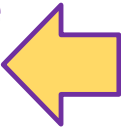
(bottom line)

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

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

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

“Assessment”
means providing
evidence for
these





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Annual Program Assessment:
Just one PLO per year and continual chances to improve





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Meta-Assessment Results, 2019-2020

- Feedback rubric approved by Assessment Subcommittee on 11/8/2019
- No more interim reports — just apply feedback to next years report
- UWSP can now document that we are continually improving our programs, e.g.:
 - number of programs complying
 - number of programs closing the loop
 - number of programs showing improvement
 - trends in those metrics, i.e. changes over time
 - examples of actions leading to improvement
- We are helping more students achieve more and helping more instructors to get on board with assessment efforts!!!

Program Assessment Coversheet / Meta-Assessment Rubric

Program:	Dept:	Contact:	email:
Focal PLO:			

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

Meta-Assessment Score: _____

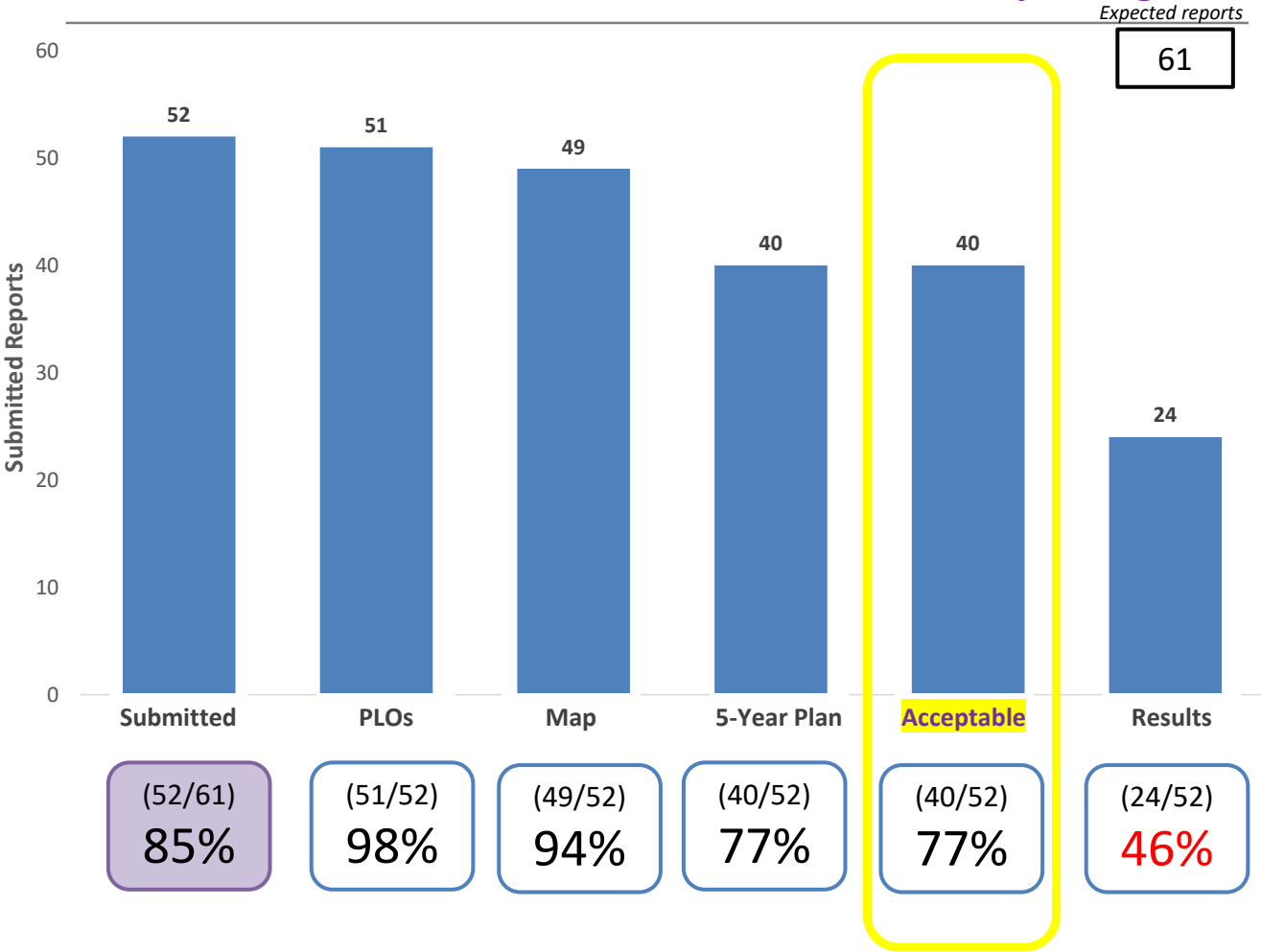
Previous Results:	<input type="checkbox"/> none or NA	# not met: _____	# met: _____	% met: _____
Previous Actions:	<input type="checkbox"/> none	<input type="checkbox"/> curricular	<input type="checkbox"/> instructional	<input type="checkbox"/> assessment
Current Results	<input type="checkbox"/> none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

Approved 8 November 2019



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Results of 2019-2020 Annual Assessment Reporting





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General Takeaways from 2019-2020

“This year, because 2019-2020 was the first year of the new annual system, we regarded it as acceptable for the programs to be merely doing assessment even if they had no data to report this year. Reports that had sufficient program learning outcomes, curriculum map, and five-year assessment plan were considered acceptable. Of the 51 submitted reports, 40 met those criteria. For those reports that didn’t, the most common issue was insufficient detail for the 5-year plan. Just under half (24) of the submitted reports provided results in the requested format — listing the number of assessed students that met and didn’t meet the assessed learning outcome. I am very pleased with how this first round of submissions went.

Meta-assessment of these assessment reports was also a new process for the Assessment Subcommittee. We developed a new rubric last fall, and each report was reviewed by at least two subcommittee members. Those rubrics for your report(s) are attached to this message.” (Email from Dan Graf – Interim Assessment Coordinator for Program Assessment, 5/21/2020)

Important: Use the AS Feedback Rubric your program(s) received in May 2020 to improve your 2020-2021 Annual Program Assessment Report(s)!



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Annul Program Assessment Reports: 1 PLO per Year per Program

Last year, the reports were due
20 February 2020

5-Year Plan

PLO

Curriculum Map

Previous Results

Previous Actions

Methods

Results

Actions

Report it!

Content of the Assessment Report

An updated five-year assessment plan will accompany the annual assessment report. Each annual report should be submitted to the Assessment Subcommittee by the third Thursday in October of each year and have the following parts:

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.

This year, due to the COVID pandemic, we might need to extend the deadline again.

Stay tuned!

Closing the Loop!



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Help is available!

- These documents are made available on the Assessment of Student Learning web page
 - EXAMPLE: [Sample report for the Biology program](#) (2019-2020)
- Assessment Subcommittee will offer professional development for departments/ disciplines via Zoom in 2020-2021
- Workshops for particular tasks
 - Articulating learning outcomes
 - Designing assessment instruments
 - Using Canvas for data collection (if applicable)
 - Analyzing quantitative data

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

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As we gradually return to campuses this summer, health and safety remain our top priorities. Employees and students, complete this symptom screening each day before you come to any campus. See our [coronavirus \(COVID-19\) website](#) for updates.

UWSP COVID HOTLINE 715.340.2019 covid@uwsp.edu

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Assessment of Program Learning Outcomes

At 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 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.

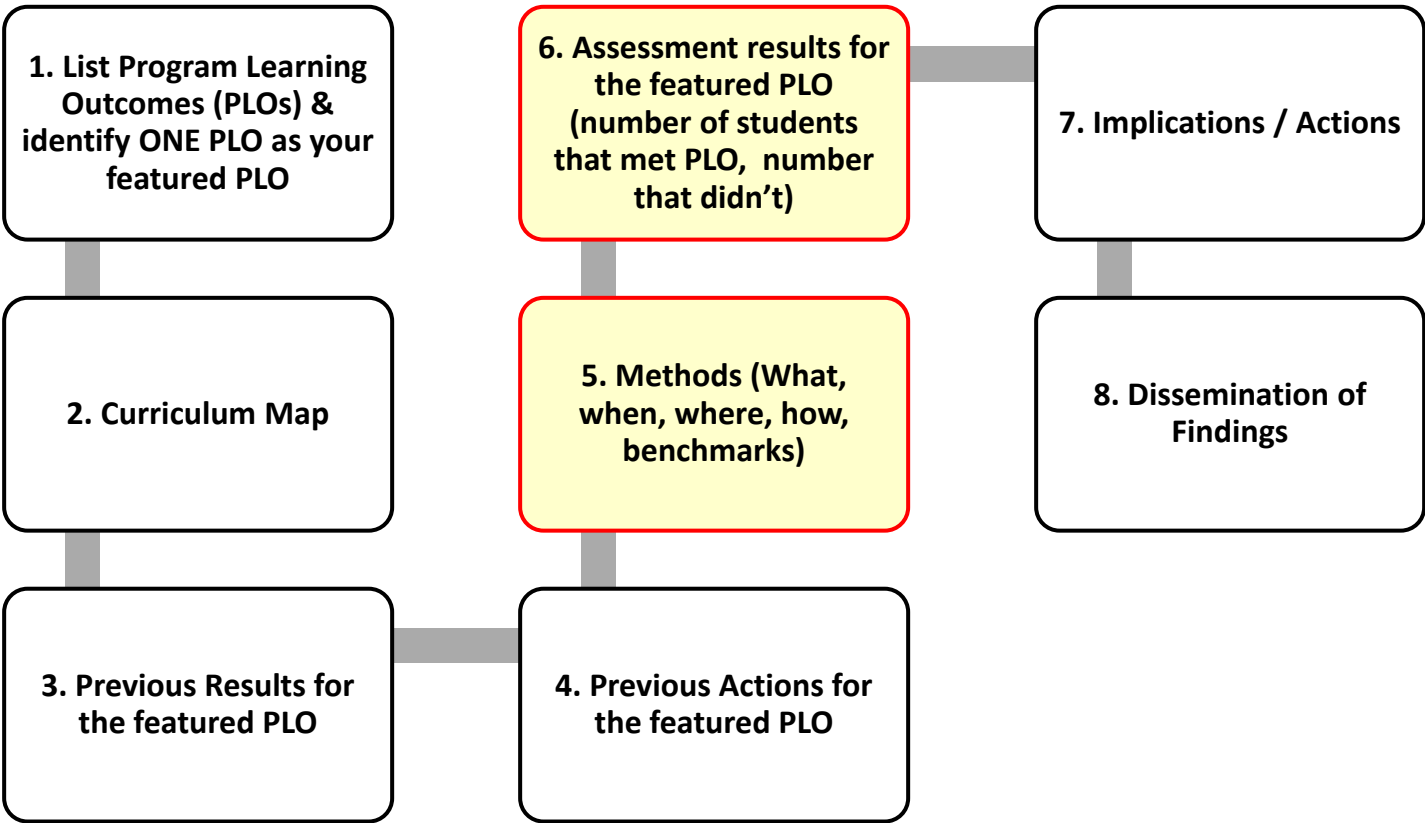
Resources Related to Assessment

[UWSP Handbook, Chapter 7, Section 2 \(Assessment\)](#)
[Workshop for Annual Program Assessment](#)
PDF of presentation slides, presented to chair/discipline coordinators, contract week, September 2019.
[2020 CITL Teaching Conference](#)
PDF of presentations slides, January 2020 CITL Teaching Conference.
[Sample Annual Report](#)
Report of a single learning outcome for the Biology Program.
[Annotated Sample Annual Report](#)
The sample report for the Biology Program is annotated to describe how the various parts comply with the new protocol and provide reporting tips.
[Annual Assessment Report Coversheet & Rubric](#)
This PDF serves as a coversheet and report preparation checklist for programs developing annual assessment reports. It is also has the rubric used by the Assessment Subcommittee for evaluating reports.



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Steps to follow and special attention in 2020-2021





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Using Canvas Outcomes to Collect Course Assessment Data for Program Assessment

Disclaimer:

If your program assessment results originate from comprehensive exams, surveys, or other instruments and NOT from course assessment, this will not apply to your program/ major.

- ☐ **CRUCIAL:** Our IT team is working on automatizing this process. To make sure that they can get to your assessment results, I put all the Program Assessment Outcomes in **Canvas-UW Stevens Point - Instructional Top Level**. Connecting to these outcomes will allow our IT to bring in the data in a dashboard format (coming soon).
- ☐ When instructors evaluate their students' work in Canvas courses and bring in the PLO(s) into the Canvas grading rubrics, they will collect assessment data while evaluating student work, thus saving themselves time and effort to collect assessment data at the end of the semester.



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Example


FLNG 250 – INTRODUCTION TO WORLD LANGUAGES

Prof. Vera Klekovkina
Spring 2020




FLNG 250 – Introduction to World Languages

- Common course for all WLL Majors & open to WLL Minors
- Participated in the Critical Thinking Pilot Program in 2019-2020
- Aligned with two WLL PLOs – 4. Intercultural Competency & 5. Communities
- PLO 5 is our featured PLO in 2020-2021 for the Annual Program Assessment Report
 - Data collection in Spring 2020 and Fall 2020



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FLNG 250-01C

STP 2020 Spr

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
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
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
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
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
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Setting up Outcomes

Outcomes are created here to track mastery in a course. To get started, click on the New Outcome button to create a new outcome or the New Group button to create a new group to organize your outcomes. The Find button will allow you to use outcomes that have been created at the institution. As you create and use outcomes you will be able to use them to navigate through your outcomes. You can drag and drop outcomes to different levels to create structure.

In order to import a large quantity of Outcomes at once, or to update existing outcomes, please [follow the CSV format](#).

More importantly, Canvas allows you to add outcomes to your gradebook. Once you've added outcomes, you can evaluate mastery as you grade assignments. Once you've added outcomes, click Manage Rubrics to start using your outcomes for grading.

Step 1: Click on "Outcomes"

Step 2: FIND your PLOs → Account Standards → UW Stevens Point - Instructional Top Level → Program Assessment Outcomes → Your college

Find Outcomes

Account Standards

World Languages

College of Letters and S...

Instructional SIS Cours...

UW Stevens Point - Inst...

UWSA Wisconsin

2020 CAATE Standards

General Education Prog...

Program Assessment O...

College of Fine Arts and...

College of Letters and S...


College of Natural Reso...

College of Professional ...

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Prepared by Vera Klekovkina, Assessment Coordinator
(vklekovk@uwsp.edu)

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↑ Import

🔍 Find

Critical Thinking Pilot

FLNG250 CLO1

FLNG250 CLO2

FLNG250 CLO3

FLNG250 CLO4

FLNG250 CLO5

GEP CT LO1 Recogn...

GEP CT LO2.A Ident...

GEP CT LO2.B Analy...

GEP CT LO2.C Evalu...

GEP CT LO2.D Cons...

WLL PLO4 Intercult...

WLL PLO5 Commun...

WLL PLO5 Communities

Students will be able to justify the usage of the target language beyond the school setting.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations	Total Points
3 Points	2 Points	1 Points	0 Points	3 Points

Mastery: 2 Points

Calculation Method: Highest Score

Calculation Meth...

Highest Score

Example: Mastery score reflects the highest score of a graded assignment or quiz.

1- Item scores: 1, 4, 2, 3

2- Final score: 4


Move

Course LOs that I created for the course

GEP CT LOs that I brought from UW Stevens Point - Instructional Top Level

WLL PLOs that I brought from UW Stevens Point - Instructional Top Level

Note: For help on creating outcomes in Canvas, go to [Canvas Knowledge Base > Instructor Guide > How do I create an outcome for a course?](#)



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Canvas Rubrics → Find Outcome → Import

+ Criterion

Find Outcome

☐ I'll write free-form comments when assessing stu

☐ Remove points from rubric

☐ Don't post Outcomes results to Learning Master

☒ Use this rubric for assignment grading

Cancel

Update Rubric

Find Outcomes

Critical Thinking Pilot

FLNG250 CLO1

FLNG250 CLO2

FLNG250 CLO3

FLNG250 CLO4

FLNG250 CLO5

GEP CT LO1 Recognize ...

GEP CT LO2.A Identify ...

GEP CT LO2.B Analyze ...

GEP CT LO2.C Evaluate...

GEP CT LO2.D Constru...

WLL PLO4 intercultural...

WLL PLO5 Communities

WLL PLO5 Communities

Students will be able to justify the usage of the target language beyond the school setting.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations	Total Points
3 Points	2 Points	1 Points	0 Points	3 Points

☐ Use this criterion for scoring

Calculation Method: Highest Score

Calculation Method: Highest Score

Example: Mastery score reflects the highest score of a graded assignment or quiz.

1- Item scores: 1, 4, 2, 3

2- Final score: 4

Cancel

Import

Note 1: Check “Use this rubric for assignment grading” so that the rubric scores are calculated and posted automatically for students’ grades.

Note 2: Uncheck “Use this criterion for scoring” so that the points do not interfere with your grading scale.

Note 3: For help on creating rubrics in Canvas, go to [Canvas Knowledge Base > Instructor Guide > How do I add a rubric to an assignment?](#)

FLNG 250 – Write your résumé

Grading

Criteria	Ratings	4 pts	3 pts	0 pts	Pts
Opening/Intro <small>view longer description</small>	5 pts Exemplary Everything is complete and effective.	4 pts Proficient Most of the elements are there, but additional polishing would be beneficial.	3 pts Needs Work	0 pts Unsatisfactory	<div></div> / 5 pts
Objective <small>view longer description</small>	5 pts Exemplary Everything is complete and effective.	4 pts Proficient Most of the elements are there, but additional polishing would be beneficial.	3 pts Needs Work	0 pts Unsatisfactory	<div></div> / 5 pts
Education <small>view longer description</small>	5 pts Exemplary Everything is complete and effective.	4 pts Proficient Most of the elements are there, but additional polishing would be beneficial.	3 pts Needs Work	0 pts Unsatisfactory	<div></div> / 5 pts
Work <small>view longer description</small>	5 pts Exemplary Everything is complete and effective.	4 pts Proficient Most of the elements are there, but additional polishing would be beneficial.	3 pts Needs Work	0 pts Unsatisfactory	<div></div> / 5 pts
Skills <small>view longer description</small>	5 pts Exemplary Everything is complete and effective.	4 pts Proficient Most of the elements are there, but additional polishing would be beneficial.	3 pts Needs Work	0 pts Unsatisfactory	<div></div> / 5 pts
Format <small>view longer description</small>	5 pts Exemplary Everything is complete and effective.	4 pts Proficient Most of the elements are there, but additional polishing would be beneficial.	3 pts Needs Work	0 pts Unsatisfactory	<div></div> / 5 pts
Grammar and punctuation <small>view longer description</small>	5 pts Exemplary Everything is complete and effective.	4 pts Proficient Most of the elements are there, but additional polishing would be beneficial.	3 pts Needs Work	0 pts Unsatisfactory	<div></div> / 5 pts
FLNG250 CLO5 <small>view longer description</small> threshold: 2	3 pts Exceeds Expectations	2 pts Meets Expectations	1 pts Partially Meets	0 pts Does Not Meet Expectations	<div></div>
WLL PLO5 Communities <small>view longer description</small> threshold: 2	3 pts Exceeds Expectations	2 pts Meets Expectations	1 pts Partially Meets Expectations	0 pts Does Not Meet Expectations	<div></div>

Total Points: 0 out of 35

Save

Cancel

Assignment Comments

Add a Comment

Grading Rubric in Canvas

Criteria:

- Opening/ Intro
- Objective
- Education
- Work
- Skills
- Format
- Grammar and punctuation
- **FLNG 250 CLO5**
 - Students will be able to sketch their language learning experience onto marketable skills.
- **WLL PLO5 Communities**
 - Students will be able to justify the usage of the target language beyond the school setting.

CANVAS



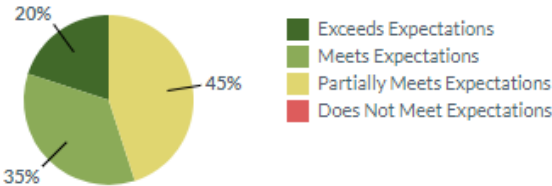
Grades



Learning
Mastery

Future professional development workshops will show how to view & retrieve the assessment results.

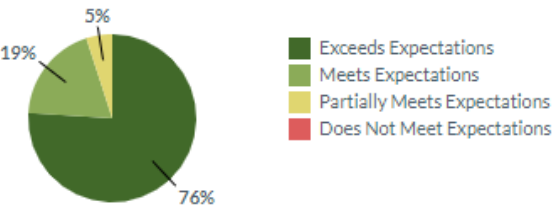
WLL PLO5 Communities



Mastery set at: 2

Students will be able to justify the usage of the target language beyond the school setting.

Critical Thinking Pilot > GEP CT LO1 Recognize Reasoning



Mastery set at: 2

Recognize Reasoning:

Students will be able to recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take.



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What does your program need to do now?

Department Meetings and/or Assessment Team Meetings:

- **Step 1:** Decide if you can use course assessment for your program assessment
- **Step 2:** Discuss which course(s) align with your featured PLO for 2020-2021
- **Step 3:** Identify which assignment(s) in the course(s) can be used to assess student learning for this PLO

(These steps might have been already discussed last year in your 5-Year Plan)

Canvas:

- **Step 4:** Import your featured PLO in the selected course(s) [Outcomes → Find, see Slide # 12]
- **Step 5:** If your PLOs were updated last year and *Canvas - UW Stevens Point - Instructional Top Level* lists the previous version of your PLOs, please let me know and I will update them.
- **Step 6:** Create a grading rubric for the selected assignment(s) and bring in the featured PLO into the rubric without using the scores for grading. [Canvas Rubrics → Find Outcome → Import, see Slide #14]
- **Step 7:** Attend one of the AS Professional Development workshops in September & October to learn how to view the assessment results and how to retrieve them from Canvas [see Slide #16]



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Questions?

