

2021-2022 Program Assessment Meta-Assessment Report

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

ASSESSMENT SUBCOMMITTEE ACTIVITIES

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

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

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

PROGRAM ASSESSMENT WORKSHOPS

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

ASSESSMENT OF PROGRAM LEARNING OUTCOMES WEBSITES

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

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

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

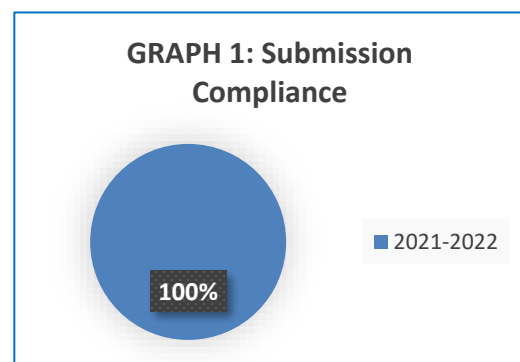
GRADUATE PROGRAM ASSESSMENT RESULTS

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

META-ASSESSMENT RESULTS FOR UNDERGRADUATE PROGRAM ASSESSMENT

SUBMISSION COMPLIANCE

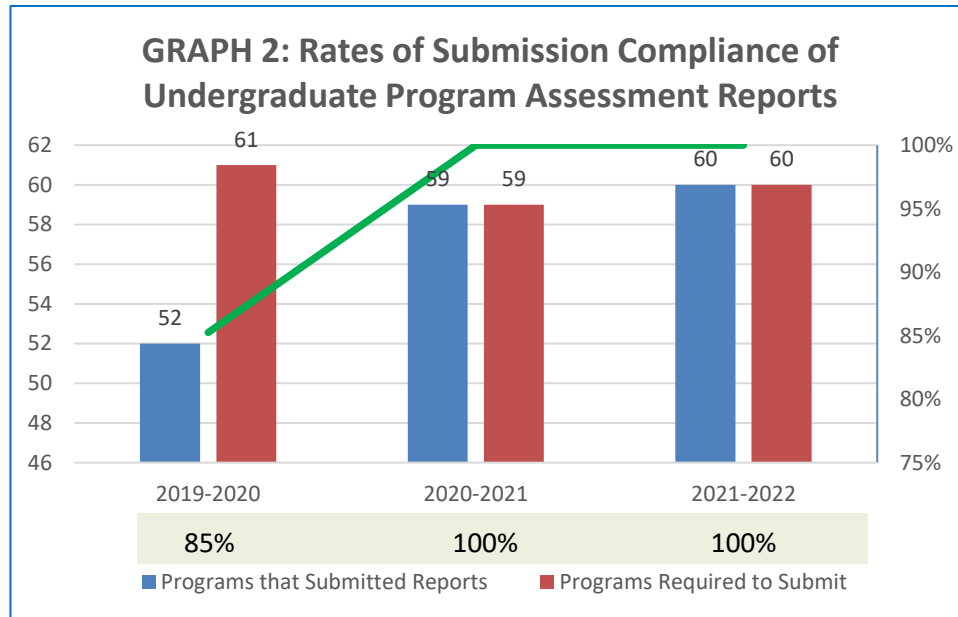
In 2021-2022, 62 undergraduate programs were scheduled to submit annual program assessment reports. Two programs, Fisheries Hydrology and Data Analytics, received a one-year extension. The first program was undergoing substantial programmatic and personnel changes, and the second program was newly developed and needed time to set their courses, instructors, and their assessment plans. **All the 60 programs required to submit reports in 2020-2021 did so, resulting in a 100% submission compliance.**



Three programs out of 60 reported on more than one learning outcome in 2021-2022, submitting a separate report for each PLO, resulting in 63 reports being submitted overall. The AMS allows submission of reports covering only one PLO at a time, helping the programs and the reviewers to keep track of assessment results and changes related to each PLO.

COMPARATIVE SUBMISSION COMPLIANCE

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



REPORT COMPONENTS

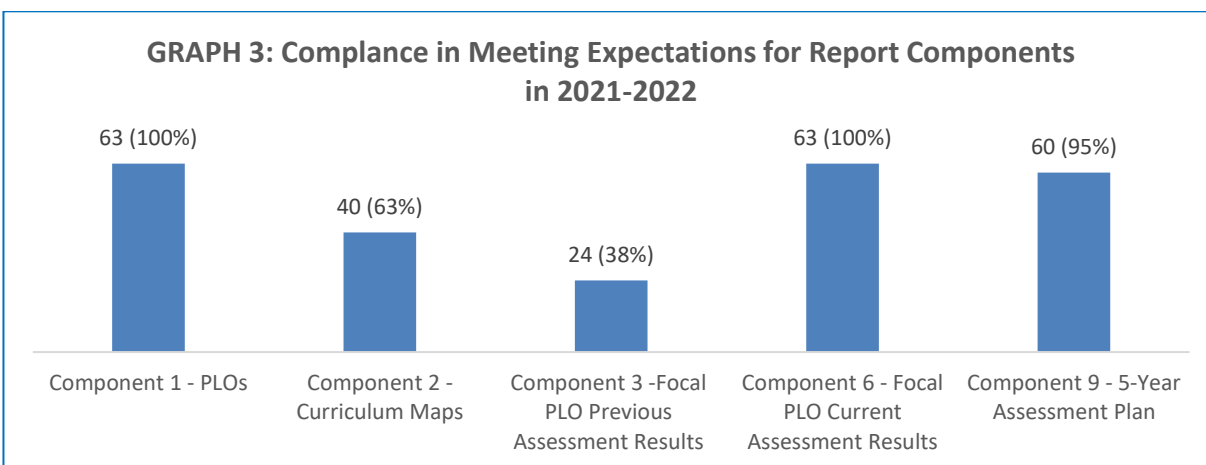
As explained in the Handbook, each annual report should have the following components:

1. **Program Learning Outcomes (PLOs):** List all program learning outcomes, specifically indicating the knowledge, skills, and dispositions students will develop. The focal program learning outcome being assessed should be indicated.
2. **Current Curriculum Map (CM):** Include the program curriculum map depicting the ways in which courses, activities and requirements support all program learning outcomes.
3. **Summary of Previous Results:** If the focal learning outcome has been assessed previously, provide a brief (<250 words) abstract of those results.
4. **Brief Description of Departmental Improvements and Changes** as related to assessment: If the focal learning outcome has been assessed previously, describe specific changes that have been made (to curriculum, assessment methods, etc.), based on that previous assessment.
5. **Assessment Strategies/Measures/Techniques/Methods:** Include brief descriptions of assessment methods used in the program to assess student learning. Examples of assessment methods include exams, portfolios, pre- and post-- tests, direct observation of performance, surveys (current students, alumni, employers), focus groups, and national exams.

6. **Assessment Results/Findings/Interpretation:** Describe specifically what the assessment results reveal about student learning in the context of the stated focal program learning outcome.
7. **Implications:** Describe how results will be used by the department to enhance student learning, including changes to the curriculum, assessment techniques, and/or learning outcomes.
8. **Dissemination of Findings:** Describe how the findings of the departmental assessment work will be disseminated, to whom, and for what purpose.
9. **Five-Year Assessment Plan:** An updated plan that describes when each PLO will be assessed and reported within the five-year cycle.

REPORT COMPONENTS COMPLIANCE

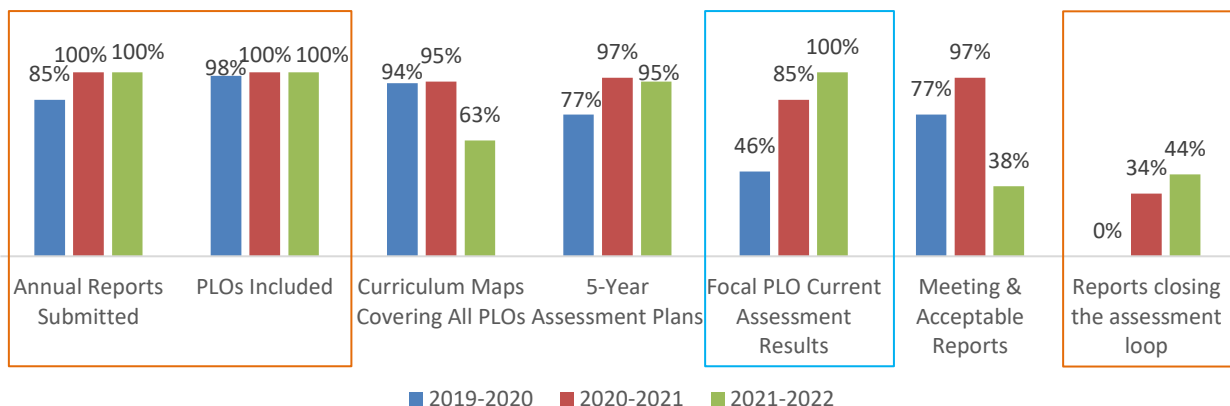
In 2021-2022, 100% of submitted reports had appropriate PLOs (63) and 63% included adequate curriculum maps (40), 95% had suitable five-year plans (60), 100% reported assessment results (63).



COMPARATIVE REPORT COMPONENTS COMPLIANCE

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

GRAPH 4: Comparative Compliance in Meeting Expectations for Report Components Over Three Years of Reporting



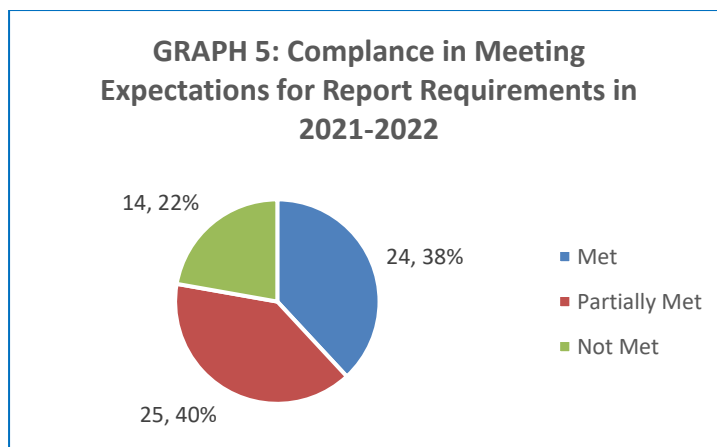
REPORT REQUIREMENTS COMPLIANCE

In the third year of annual reporting of undergraduate program assessment (2021-2022), reports scored as **meeting requirements** only if they completed all four requirements:

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

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

GRAPH 5: Compliance in Meeting Expectations for Report Requirements in 2021-2022



The automatic feedback listed which criteria out of the four requirements were met and explained how to consider individual feedback in the comments (“For individual feedback,

please read the feedback scoring and comments listed below. Two reviewers carefully reviewed each report. Please study each reviewer's comments to get a comprehensive meta-assessment of your assessment practices. The reviewers included many comments on how annual assessment reports can be improved next time if needed."). The feedback also indicated the next steps to take if the programs partially met or did not meet the AS expectations:

Next steps for programs partially meeting requirements:

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

Next steps for programs not meeting requirements:

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

COMPARATIVE REPORT REQUIREMENTS COMPLIANCE

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

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

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

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

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

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

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

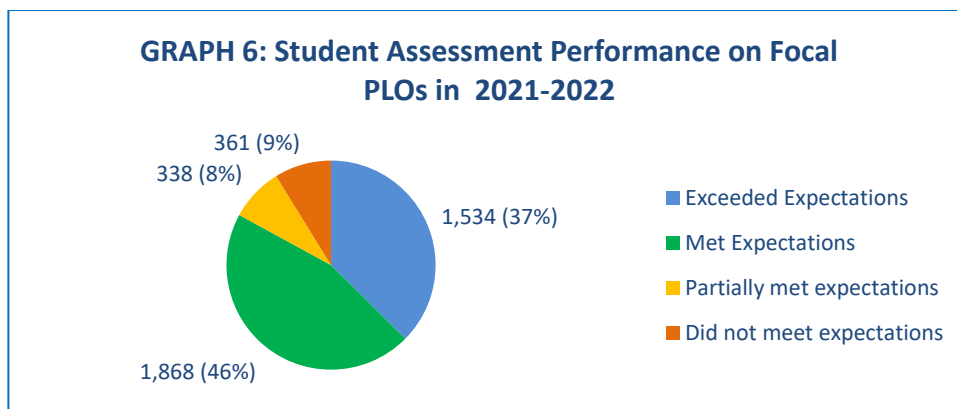
In 2021-2022, the reports that met three requirements scored as **partially meeting requirements**, alerting programs to the increases in expectations relative to previous years. The reports that met two or fewer requirements scored as **not meeting requirements**.

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

STUDENT ASSESSMENT PERFORMANCE

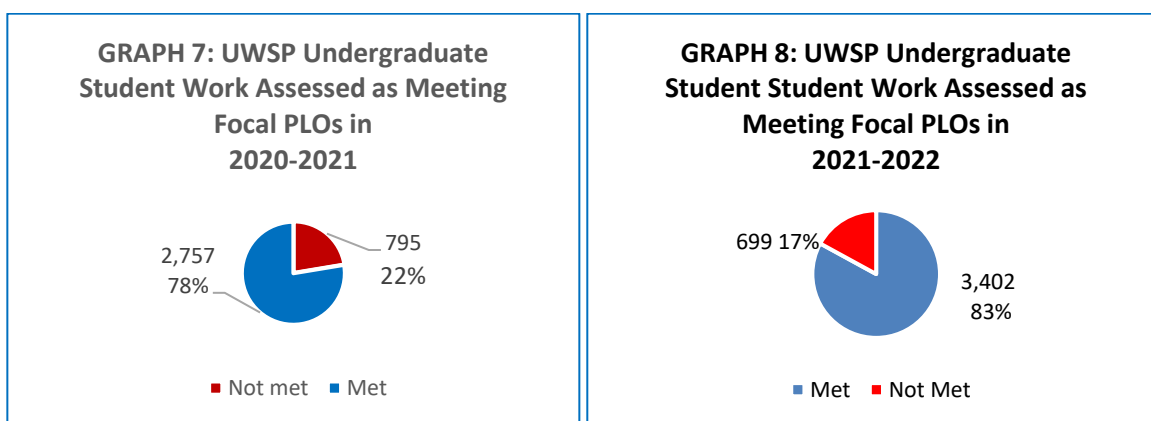
In 2021-2022, out of 60 programs, 100% reported assessment results that were directly connected to student performance. (60). This big improvement in our assessment process is directly linked to the effectiveness of our new AMS because in the revised versions of the submission platform, the assessment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

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



COMPARATIVE STUDENT ASSESSMENT PERFORMANCE

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



COMMENTS & RECOMMENDATIONS

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

1. Program Assessment Dashboard

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

2. Record Keeping

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

3. Automatic Notifications

It would be good to have an automatic email send to the programs alerting them that the deadline for submission is approaching, for instance two days in advance, and that

they need to submit the report. The automatic email should be sent to the assessment representatives and the chairs. Another automatic email should be sent after the deadline, alerting the programs that they are late. This would help the AS members to spend their time more effectively on discussing professional development workshops to assist programs further in their assessment needs rather than simply alerting that programs if the programs are late or on time to submit their annual program assessment reports.

4. Current Implications

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

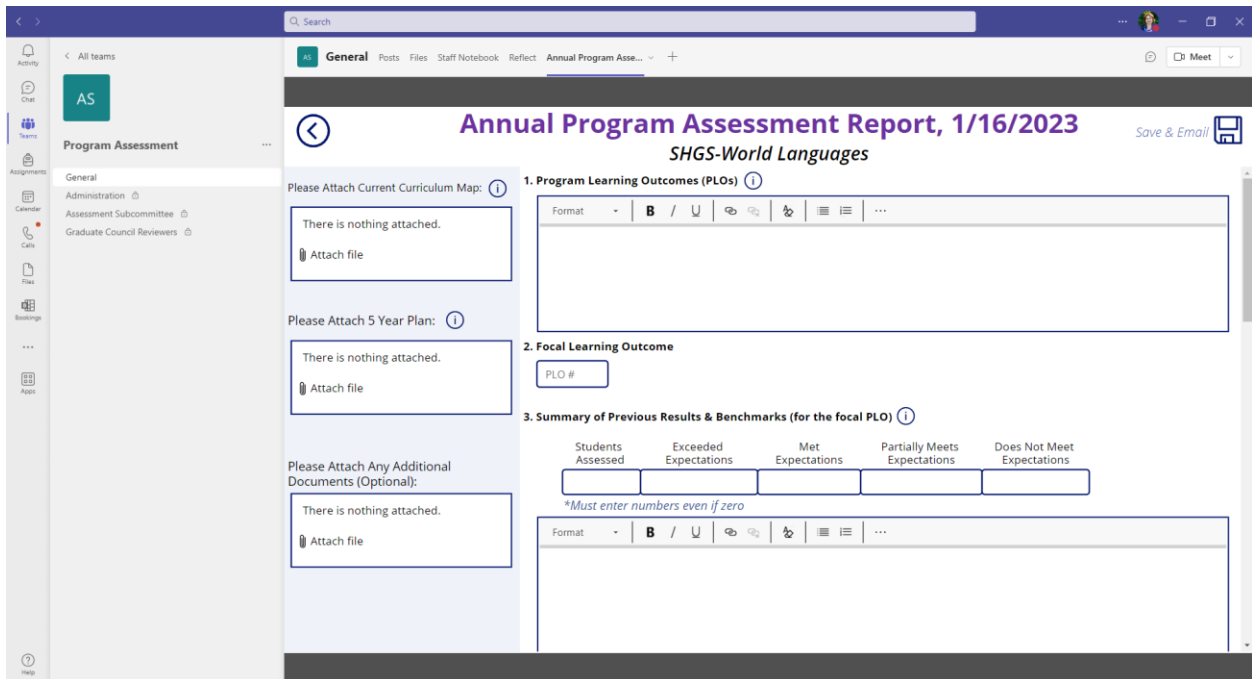
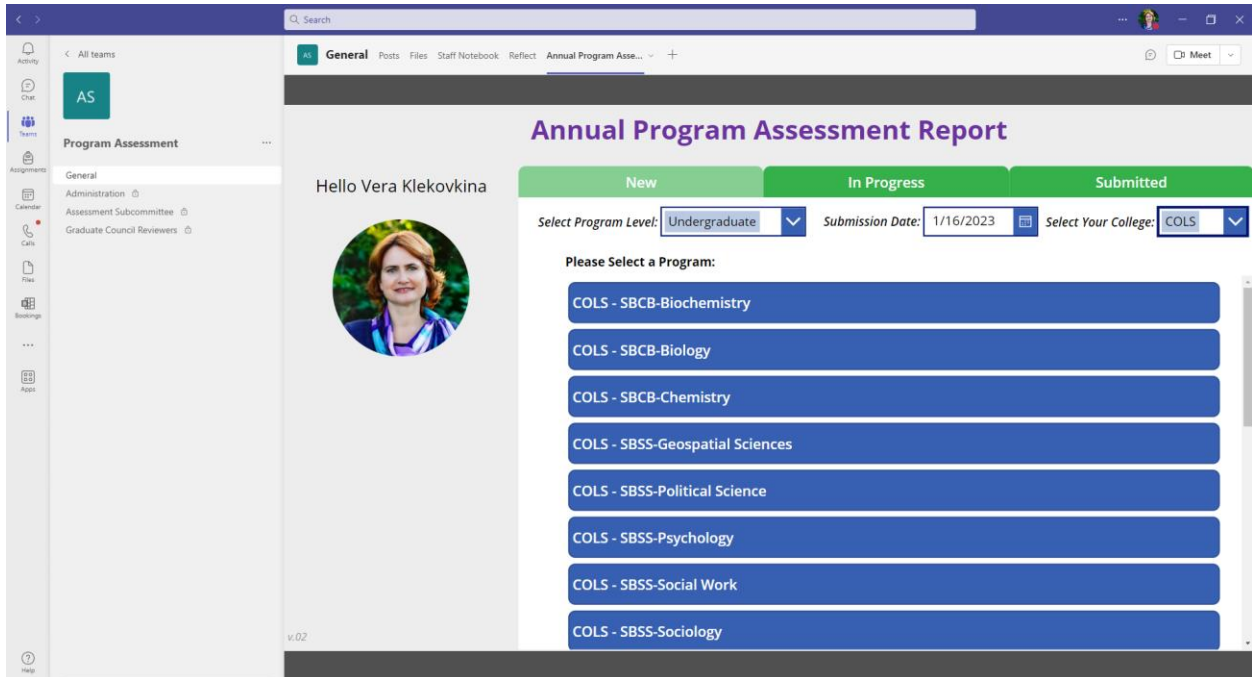
CONCLUSIONS

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

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

Appendix A

Annual Program Assessment Report – AMS Template in Microsoft Teams’ [Annual Program Assessment Report](#)



Search

General Posts Files Staff Notebook Reflect Annual Program Asses... +

Meet

Annual Program Assessment Report, 1/16/2023

SHGS-World Languages

Save & Email

Please Attach Current Curriculum Map: ¹

There is nothing attached.
Attach file

Please Attach 5 Year Plan: ¹

There is nothing attached.
Attach file

Please Attach Any Additional Documents (Optional):

There is nothing attached.
Attach file

4. Description of Previous Actions (for the focal PLO) ¹

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

5. Current Assessment Strategies/Measurements/Techniques/Methods (for the focal PLO) ¹

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

6. Current Assessment Results/Findings/Benchmarks/Interpretations (for the focal PLO) ¹

Students Assessed	Exceeded Expectations	Met Expectations	Partially Met Expectations	Did Not Meet Expectations
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Must enter numbers even if zero*

Indicate the program's benchmarks for the focal PLO:

Search

General Posts Files Staff Notebook Reflect Annual Program Asses... +

Meet

Annual Program Assessment Report, 1/16/2023

SHGS-World Languages

Save & Email

Please Attach Current Curriculum Map: ¹

There is nothing attached.
Attach file

Please Attach 5 Year Plan: ¹

There is nothing attached.
Attach file

Please Attach Any Additional Documents (Optional):

There is nothing attached.
Attach file

7. Current Implications/Actions (for the focal PLO) ¹

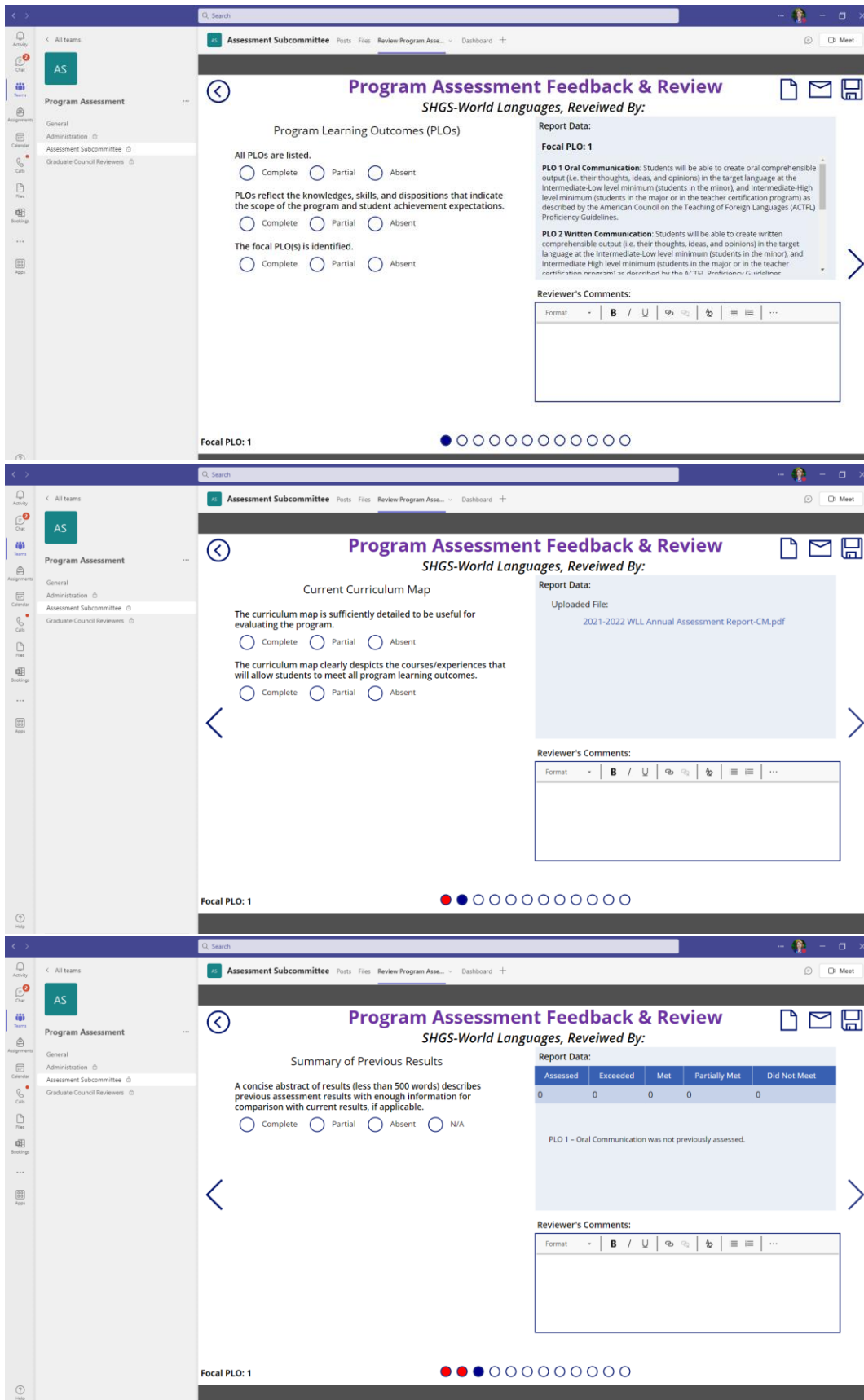
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8. Dissemination of Findings ¹

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Appendix B

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



Assessment Subcommittee Posts Files Review Program Assa... Dashboard +

Program Assessment Feedback & Review

SHGS-World Languages, Reviewed By:

Description of Previous Actions

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

Complete Partial Absent N/A

Did the previous actions seek to impact?

Assessment Curriculum Instruction

Report Data:

The previous actions involved mostly assessment change – we revised the PLOs and assessment tools and techniques; with some instructional changes in the core sequence of 313-314-315. The Department of World Languages and Literatures (WLL) updated our program learning outcomes (PLOs) based on the Revised Bloom's Taxonomy in Spring 2018. Our PLOs have always been aligned with the five "C" goal areas – Communication, Cultures, Connections, Comparisons, and Communities – on which the National Standards for Learning Languages are built. Updated as the World-Readiness Standards for Learning Languages from the American Council on the Teaching of Foreign Languages (ACTFL), these national standards inform our current PLOs. To emphasize the importance of communication in the target language, we dedicated 3 PLOs to communication – oral, written, and interpretive – to align our PLOs with the ACTFL three modes of communication. We also implemented the Signature...

Reviewer's Comments:

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

Focal PLO: 1

Assessment Subcommittee Posts Files Review Program Assa... Dashboard +

Program Assessment Feedback & Review

SHGS-World Languages, Reviewed By:

Current Assessment Strategies/Measures/Techniques/Methods

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

Complete Partial Absent

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

Complete Partial Absent

Report Data:

Direct Course-Embedded Assessment of PLO1: FREN/ GERM/ SPAN 313/314 Signature Assignment for Oral Communication

*NARRATION: Students have to submit at least one narration in the course of the semester. These narrations are based on a picture story. Mastering the skill of narrating longer stories represents a major obstacle in terms of improving second language proficiency. With these assignments students will focus specifically on ways of mastering this skill. (*Signature Task for 313 / 314 / 345 / 355 Courses in French, German and Spanish for the purpose of assessment of Oral Proficiency)

The Signature Assignment used for the assessment of the PLO 1 requires students to narrate and describe in the target language for 3-5 minutes in class or record their oral presentation in Flipgrid or any other video recapture software.

Reviewer's Comments:

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

Focal PLO: 1

Assessment Subcommittee Posts Files Review Program Assa... Dashboard +

Program Assessment Feedback & Review

SHGS-World Languages, Reviewed By:

Benchmark and Additional Attachment

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

Complete Partial Absent

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

Complete Partial Absent

Report Data:

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

Additional Attachment:

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

Reviewer's Comments:

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Focal PLO: 1

Assessment Subcommittee Posts Files Review Program Assa... Dashboard +

Program Assessment Feedback & Review

SHGS-World Languages, Reviewed By:

Current Assessment Results/Findings/Interpretation

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

Complete Partial Absent

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

Complete Partial Absent

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

Complete Partial Absent

Report Data:

Assessed	Exceeded	Met	Partially Met	Did Not Meet
52	27	21	4	0

The assessment results come from FREN 314, Spring 2021, GERM 313, Fall 2020 and SPAN 313, Fall 2021

- # of students exceeded expectations (≥ 90%): 2 (FREN), 6 (GERM), 19 (SPAN) → 27 or 52%
- # of students meeting expectations (≥ 80%): 2 (FREN), 5 (GERM), 14 (SPAN) → 21 or 40%
- # of students partially meeting expectations (≥ 70%): 2 (FREN), 2 (GERM), 0 (SPAN) → 4 or 8%

Reviewer's Comments:

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Focal PLO: 1 ●●●●●●●○

Assessment Subcommittee Posts Files Review Program Assa... Dashboard +

Program Assessment Feedback & Review

SHGS-World Languages, Reviewed By:

Current Implications/Actions

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

Complete Partial Absent

Did the previous actions seek to impact?

Assessment Curriculum Instruction

Report Data:

We are currently making programmatic and curricular changes as we are considering the benefits of offering one major in World Languages with different emphases, such as French, German, and Spanish. We have just revised our offerings and changed the requirements to offer stackable pathways for our students – they can start with a certificate of 12 credits (Communicative Proficiency Certificate in World Languages & Literatures), with two more WLL courses students will have a minor, and with three additional courses they can finish a major. We are also implementing some instructional changes to place even more emphasis on developing proficiency in reading, writing, and speaking. Finally, we are making assessment changes. Starting from Fall of 2022, we will be requiring students to take STAM 4 Skills test by AVANT Assessment so that students can receive digital credential of the Global Seal of Biliteracy with Functional or Working Fluency which they

Reviewer's Comments:

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Focal PLO: 1 ●●●●●●●○

Assessment Subcommittee Posts Files Review Program Assa... Dashboard +

Program Assessment Feedback & Review

SHGS-World Languages, Reviewed By:

Dissemination of Findings.

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

Complete Partial Absent

Report Data:

This report was shared with all WLL faculty and is now electronically available on our Teams' website. The report was sent to faculty for the approval before our department meeting on February 8, 2022, during which it was unanimously approved.

Reviewer's Comments:

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Focal PLO: 1 ●●●●●●●○

