2020-2021 Program Assessment Meta-Assessment Report

The 2020-2021 academic year was the second year in our transition from 5-year assessment reports of all program learning outcomes (PLOs) to annual assessment reports of a single outcome.

ACTIVITIES

According to the *Handbook*, annual program assessment reports are due on the 3[d] Thursday of October. However, for the second time, the target date was postponed to 20 February 2020 to accommodate changes that the COVID-19 pandemic brought into our lives in 2020-2021. As in the previous year, the coversheet/rubric, developed by the Assessment Subcommittee (Academic Affairs) for meta-assessment of annual program assessment reports, was used to evaluate reports submitted by the undergraduate programs and all the reports were evaluated by at least two committee members.

PROGRAM ASSESSMENT WORKSHOPS

To reiterate the annual program assessment protocol to the various academic units, the Assessment Coordinator presented the *Handbook* changes and provided a professional development workshop on the annual reporting format during the first contract week of 2020-2021, on 25 August 2020. The chairs/ discipline coordinators and assessment representatives were invited to attend the Zoom meeting and its recording was made available. This workshop was followed by two other workshops, which also took place in Fall of 2020 via Zoom: 1) October 9, 2020 - Workshop for the Undergraduate Program Assessment; 2) November 13, 2020 - Workshop for the Graduate Program Assessment.

ASSESSMENT OF PROGRAM LEARNING OUTCOMES WEBSITES

The *Assessment of Program Learning Outcomes* web page was revised to provide resources for annual assessment reporting and to distinguish program assessment from GEP assessment. Posted resources included the materials distributed to chairs/discipline coordinators and assessment representatives at all workshops:

www.uwsp.edu/acadaff/Pages/assessmentLearning.aspx

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:

https://uwstp.instructure.com/courses/168942

In Summer 2021, the Assessment Coordinator worked with our Center for Inclusive Teaching and Learning (CITL, University College) to create an assessment training course to provide professional training to programs whose reports were evaluated as not meeting expectations in particular, but which could be of general interest to all programs. Seven video sessions, "Friendly Conversations about Assessment," were recorded by Vera Klekovkina (Assessment Coordinator) and Nancy Shefferly (Instructional Designer, CITL). The full implementation of the course, *Assessment Training Series*, is expected in late Fall of 2021.

GRADUATE PROGRAM ASSESSMENT

During the second year of the graduate program assessment, each of the non-collaborative graduate programs was requested to submit a 5-year assessment plan. **In 2020-2021, out of 11 graduate programs, 11 programs submitted their 5-year assessment plans – 100% compliance with submission**. The Assessment Coordinator provided professional development to graduate programs in Fall of 2020 and aggregated the data from 2019-2021 for the Graduate Council. The Assessment Coordinator also uploaded all the PLOs to Canvas, in case the graduate programs decided to use embedded course assessment for their program assessment. The Assessment Subcommittee met with Todd Huspeni, Associate Vice Chancellor for Teaching, Learning & Strategic Planning, and Kathy Zalewski, Graduate Council Chair, on April 9, 2021 to discuss who will provide the feedback to graduate programs. "Graduate Council will collaboratively come up with their own rubrics and assessment procedures. The assessment [sub]committee's role is to support those procedures and alleviate some of graduate program's workload by corresponding with programs and collecting assessment reports." (AS Minutes from 4/9/2021). Next year, 2021-2022, the non-collaborative graduate programs will be required to produce their first annual report on assessment of a single PLO. Upon the consultation with Todd Huspeni and Kathy Zalewski on 09/24/2021, it was determined to keep the same submission deadline – the first Friday in February of each academic year – for graduate programs as it is for the undergraduate programs to provide sufficient time for professional development in assessment to all programs.

PROGRAM ASSESSMENT RUBRIC/COVERSHEET

The same program assessment rubric/coversheet, developed in 2019-2020, was used in 2020-2021. The Assessment Coordinator provided a professional development workshop for the Assessment Subcommittee members in September of 2020, during the committee meeting time, to demonstrate how to use the feedback rubric and how to review the reports.

DELINQUENT REPORT PROTOCOL & SUBMISSION DEADLINE CHANGE

Because the submission deadline was again changed from October to February during the second round due to the ongoing COVID-19 pandemic, the revised Delinquent Report Protocol was voted on October 9, 2020 and adapted with specific dates and benchmarks to be applied for the 2020-2021 academic year (attached). **The Assessment Subcommittee voted on April 23, 2021 to permanently change the submission deadline for annual reports to 1st Friday in February** (attached). The revised Delinquent Report Protocol, permanent change, was voted on May 14, 2021 (attached).

META-ASSESSMENT OF PROGRAM ASSESSMENT REPORTS

A directory was established on the Assessment Subcommittee's Microsoft Teams site to provide the submitted reports to the committee. Each report was evaluated using the Program Assessment Rubric by two committee members, and each member of the committee was responsible for 10-13 reports. Completed rubrics were also stored on the Teams site. In Summer of 2021, the Assessment Coordinator verified that all the feedback reports contained accurate information and presented uniform comments on how to improve the annual reports in the future.

FEEDBACK TO PROGRAMS

Program meta-assessment results were returned to programs via emails to the chairs and the individual(s) who submitted the original report(s). Meta-assessment rubrics (with assessors' names redacted) were provided as well as specific comments from the Assessment Coordinator.

Feedback messages consisting of mostly boilerplate text in addition to specific feedback from the Assessment Coordinator (See attached example) were sent to all programs on 8-16 August 2021.

META-ASSESSMENT RESULTS

COMPLIANCE WITH SUBMISSION

In 2020-2021, all the undergraduate programs which were required to submit annual program assessment reports (59) submitted their reports (59). This is a substantial improvement in comparison to the previous year, 2019-2020.
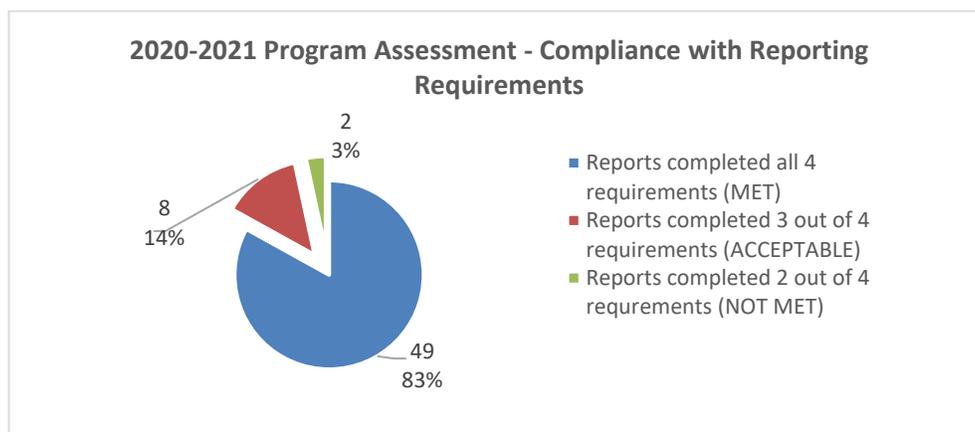
Annual Reports Submitted by Programs

85%
(52/61)
2019-2020

100%
(59/59)
2020-2021
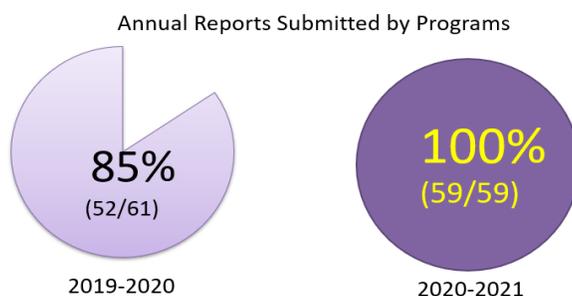
This result also merits recalling how the assessment process has positively changed since 2011. From 2011 to 2018, "23 out of 43 [program assessment] reports needed to be revised by the programs, which were required to resubmit an abbreviated interim report to the AS [Assessment Subcommittee]. This often put an additional burden on the AS, as the number of the reports to be reviewed per year would increase by the number of the interim reports to be reviewed and commented on. The combined results of the Program Assessment process at UWSP have led the Assessment Subcommittee in the current academic year, 2018-2019, to propose changes to the assessment process and require all departments to submit annually assessment results for one PLO rather than wait for a 5-year assessment report, targeting all the PLOs, from 5-7 programs scheduled to submit their reports, based on the 2011-2021 Reporting Cycle." ("2011-2018 Combined Results for Program Assessment," p. 2).

It is important to recognize how the program assessment process has changed since it was first initiated over 10 years ago at UWSP. The Assessment Subcommittee's continuous improvement of the assessment process led us to switch from a 5-year reporting cycle of all PLOs from a few programs to an annual report of at least one PLO from every program. In 2020-2021, all the programs submitted their reports, thus indicating their commitment to the assessment of student learning on campus.

For the second round of annual reporting of undergraduate program assessment, reports were considered meeting requirements, if they completed all four requirements:
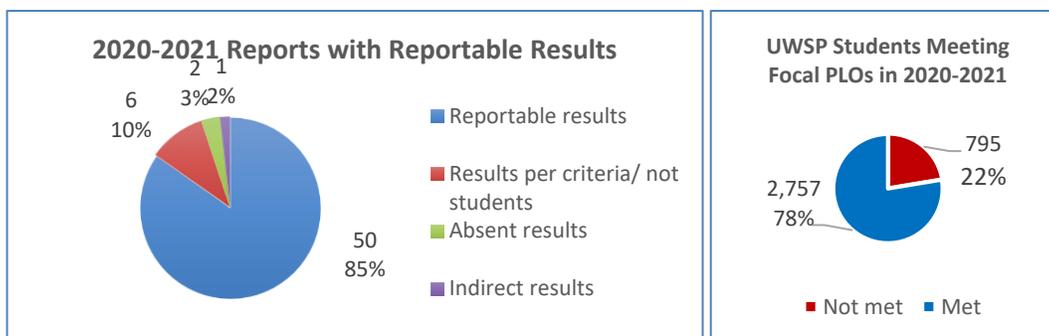1. provided a complete set of program learning outcomes (PLOs),
2. included a curriculum map (CM) covering all the PLOs, and
3. included a 5-year assessment plan covering all the PLOs, and
4. reported current assessment results for a focal PLO.

2020-2021 Program Assessment - Compliance with Reporting Requirements

- Reports completed all 4 requirements (MET)
- Reports completed 3 out of 4 requirements (ACCEPTABLE)
- Reports completed 2 out of 4 requrements (NOT MET)

2 — 3%
8 — 14%
49 — 83%

All programs received two feedback rubrics, prepared by the AS members. The AC included special comments to situate the feedback within the campus submissions. The feedback to programs stated whether their reports were deemed meeting requirements (48), acceptable for this year only because they met three out of four criteria listed above (8), or not meeting requirements because they met two or less criteria (2).

REPORTABLE RESULTS OF STUDENT PERFORMANCE

Out of 59 programs, 85% presented reportable results, i.e., results directly connected to student performance (50). 10% reported results per criteria from an assignment rubric which could not be interpreted as assessment results per students (6). 3% did not report results at all (2) and 2% reported indirect assessment results, i.e., results not clearly connected to student performance, but rather to student perception and/or satisfaction of their program (1).

2020-2021 Reports with Reportable Results

2 — 3%
1 — 2%
6 — 10%
50 — 85%

- Reportable results
- Results per criteria/ not students
- Absent results
- Indirect results

UWSP Students Meeting Focal PLOs in 2020-2021

795 — 22%
2,757 — 78%

- Not met
- Met

It is important to remark that, for the first time, we have data on student performance on some of the focal program learning outcomes assessed in 2020-2021: out of 3,552 students assessed by the programs, 2,757 students or 78% demonstrated satisfactory performance or met the focal PLOs.

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.

In 2020-2021, 100% of submitted reports had appropriate PLOs (59) and 95% included adequate curriculum maps (56), 97% had suitable five-year plans (57), 85% reported assessment results (50).
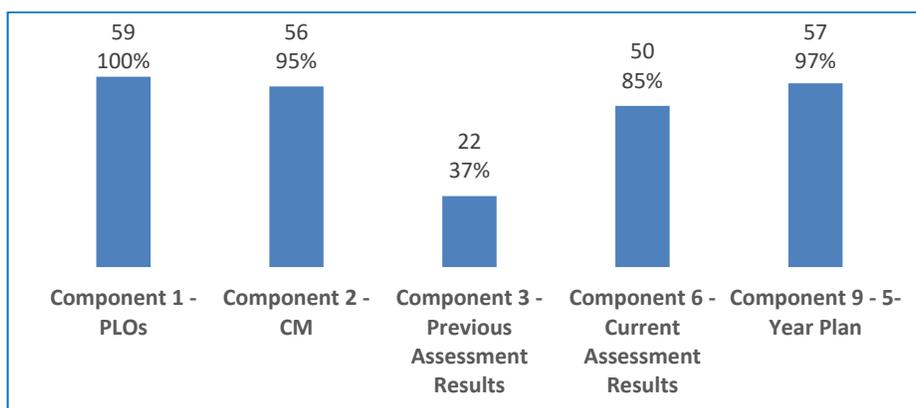
The comparison between the first and the second rounds of the annual reporting clearly indicates that programs are improving in meeting the AS requirements. Out of seven points of comparison, three areas were improved by 15-20%: submission compliance (15% of improvement), 5-year assessment plans (20% of improvement), and increase in the number of reports that were deemed met or acceptable (20% of improvement). Two areas saw the strongest progress: reporting of assessment results (39% of improvement) and closing of the assessment loop (34% of improvement):

Meta-Assessment of Program Assessment at UWSP
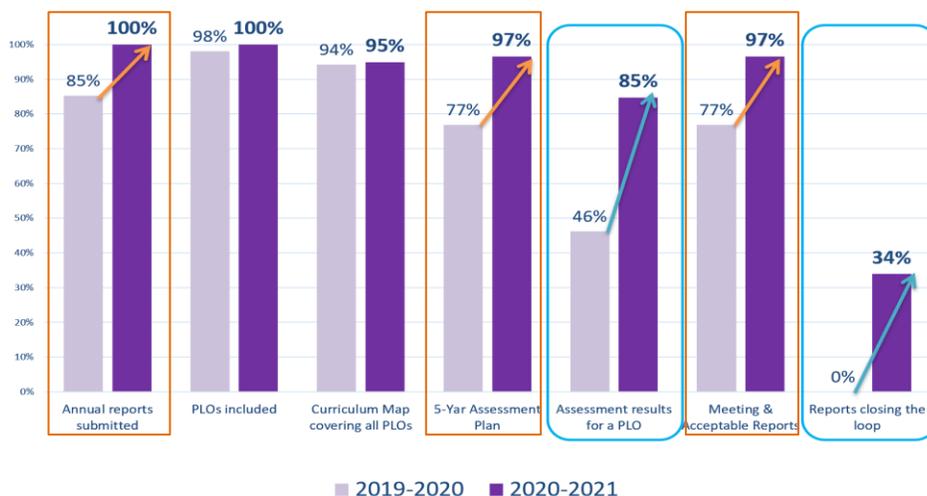
Since 2011, in principle, all the programs should have had some previous assessment results because they should have gone through two 5-year cycles of assessment, however many programs changed due to faculty leaving or retiring of the campus restructuring efforts. Many programs also updated their PLOs along with their assessment practices. Last year, when we switched to the annual program assessment, the minimal requirements for the annual submission did not emphasize having assessment results. This made it difficult to record how many programs closed the assessment loop last year, i.e. during the first year of the annual program assessment process. This year, as the programs became more familiar with the annul submission process, 22 programs (37%) reported previous assessment results. It allowed 20 programs (34%) to close the assessment loop.

These are the definitions used by the Assessment Subcommittee for the meta-assessment:

- **Close the assessment loop**

""To close the loop, programs should not only use assessment information to inform action but, should come back and examine (and document) whether the action led to improvement of student learning." (Source: University of Southern Mississippi, Assessment Office; Cited by University of South Carolina).
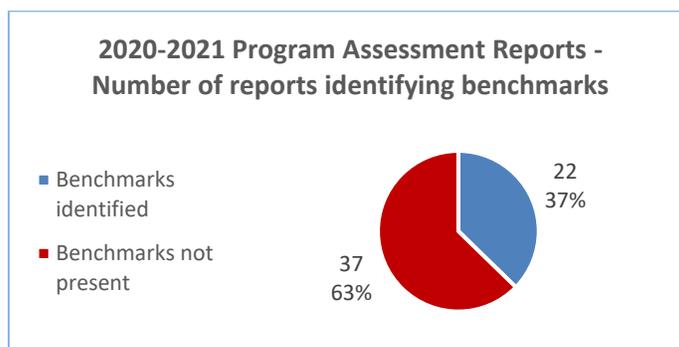
This means that program must **Assess** → **Act** → **Reassess** student performance on their program learning outcomes.

- **Demonstrate improvement**

Having closed the loop, the program must show that more students met the PLO then before their actions were taken. This demonstrates improvement **in** student learning.

- **Benchmarks**

2020-2021 showed that the major area of improvement for our campus is setting specific assessment benchmarks for monitoring student learning and the effectiveness of implemented changes. Thirty-seven reports or 63% did not include benchmarks in the second round of annual program assessment.

2020-2021 Program Assessment Reports - Number of reports identifying benchmarks

- Benchmarks identified
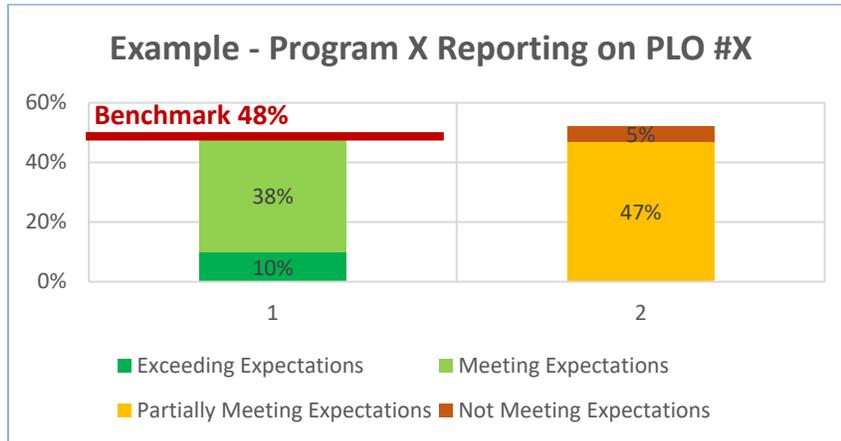- Benchmarks not present

22 37%

37 63%

It is recommended for the Assessment Subcommittee to provide additional professional development workshops specifically on this topic. A good starting point would be to develop a common definition of assessment benchmarks on our campus. Some programs have called them "goals" or "targets." Some use previous assessment results as the "base-line performance," while others use national averages on standard exams as acceptable student "achievement scores."

Suggested definition of assessment benchmarks for program assessment at UWSP:

There are many definitions of benchmarks depending on the area, in which this concept is used. In education, benchmarking occurs when measurable standards are set for learning. **On our campus, benchmarks for program assessment should explicitly refer to measurable standards that are set for an acceptable achievement of program learning outcomes**. Previous assessment results can be used as the baseline benchmarks of student performance. Programs may also determine that they have target benchmarks that they hope their students will reach at the end of the program. These benchmarks can be set in accordance with national averages or professional expectations or program accreditation bodies.

Our campus is monitoring how many students exceed, meet, partially meet, or do not meet PLOs for both purposes: 1) the Higher Learning Commission (HLC) reporting, and 2) the improvement of student learning, especially that of students who fall into the lower categories. Having benchmarks for PLOs means that programs should identify the acceptable levels of student achievement of PLOs or record the previous level of achievement of PLOs upon which the programs are striving to improve. Previous assessment results can serve as the benchmark for future program assessment.

Let's consider an example:

Example - Program X Reporting on PLO #X

A stacked bar chart with a y-axis ranging from 0% to 60%. A red horizontal line labeled "Benchmark 48%" is drawn across the chart near the 48% mark.

Bar 1 shows 10% (Exceeding Expectations, dark green) and 38% (Meeting Expectations, light green). Bar 2 shows 47% (Partially Meeting Expectations, yellow/gold) and 5% (Not Meeting Expectations, orange).

Legend: ■ Exceeding Expectations ■ Meeting Expectations ■ Partially Meeting Expectations ■ Not Meeting Expectations

If Program X's previous assessment is 48% of students who met or exceeded PLO#X, 48% can become a benchmark by which future assessment results will be judged. This result maybe be acceptable to Program X due to the complexity of the subject matter, or Program X may strive to improve upon this benchmark by taking actions in assessment, curriculum development, and/ or instruction refinement. Program X may also decide to increase their benchmark to 60% or more, depending on the academic and professional expectations of their field.

CONCLUSIONS

In general, the second round of annual program assessment went very well. It is noteworthy to mention that our institution achieved considerable gains in program assessment of student learning during particularly trying times - the COVID-19 pandemic. It is expected that the quality of meta- assessment from the Assessment Subcommittee will continue improving with additional opportunities to conduct professional development for undergraduate and graduate programs and the Assessment Subcommittee members who serve as the reviewers for these reports. With practice and consistent guidance, the objectives of assessment and expectations for annual reporting will become less abstract for both program assessors and the meta-assessors.

COMMENTS & RECOMMENDATIONS

Going through the second round of annual assessment reporting and providing feedback to programs will have encouraged progress toward improved quality of reports to be submitted in 2021-2022. Based on the experience of the second round, very similar to the first round, four points should be continually emphasized in subsequent instructions to programs.

    1.   A program is determined by its learning outcomes and curriculum. If different majors have the same learning outcomes and overlapping curricula, a single report is perhaps appropriate. By the same token, if majors are divided into "concentrations" with different learning outcomes or nonoverlapping curricula, thenthose multiple programs should require multiple reports.

    2.   For programs that are reporting on more than one learning outcome in a year (because they have more than five PLOs), a separate report should be

submitted for each PLO to facilitate evaluation with the rubric. (And such programs should also be encouraged to reduce the number of PLOs.)

3.   It is helpful to make a distinction between what a program does for assessment to improve student achievement in their program and what needs to be reported to the Assessment Subcommittee. The Assessment Subcommittee should have a clear set of meta-assessment data in mind and encourage that reports be limited to that information. Shorter (but still complete) is better, and information about other PLO's than the ones being reported should be saved for the relevant report.

4.   "Closing the loop" is the goal, and this means measuring if the implemented actions have an impact on student learning. This is different from programs simply meeting the established benchmark yearly and not reflecting further on student learning.

The meta-assessment comments provided by the Assessment Subcommittee on the various reports repeated several recurrent themes that could be taken up to improve the clarity of report instructions or to edit the feedback rubric itself.

Reportable results:
1. Benchmarks for what constitutes meeting a PLO need to be made explicit.
2. To be comparable among programs, assessment results should be easily interpreted as the number of students that met the PLO and the number that did not meet it. Counts are more meaningful than percentages. A single set of numbers is necessary rather than multiple numbers for different sub-criteria or across multiple courses.

Dispositional learning outcomes:
3. It was common for programs to lack PLOs representing dispositions. If student dispositions are required as part of the learning outcomes (the Assessment Subcommittee had multiple discussions about), then their value can be more clearly articulated to programs or the requirement could be removed from the rubric — or it could be made clear that PLOs reflecting dispositions are encouraged but not required.

Report components and organization:
4. Curriculum maps are often too complicated with too much information or are otherwise difficult to interpret. The model that was provided in the sample report on the web site did not satisfy some report-writers (or was perhaps overlooked).
5. Conversely, five-year plans would typically benefit from more information. Programs should be reminded that the purpose of the plan is to ensure continuity of assessment procedures among program faculty from year to year.
6. Information should be provided in the same order as listed by the rubric/coversheet to facilitate scoring.
7. The Assessment Subcommittee should continue revising the feedback rubric and its scoring mechanism to account for "Not Available" or "Optional" items such as Previous Results and Previous Actions.

Report prepared by Vera Klekovkina (vklekovk@uwsp.edu), Assessment Coordinator, 10/07/2021

Five-Year Plan for Graduate Program Assessment

The objective of this draft plan is to have a system in place by 2022 for graduate program learning outcome assessment, reporting, and meta-assessment.

This draft plan assumes that graduate programs will be reporting their assessment resultsto the Assessment Subcommittee (AS) of the Academic Affairs Committee. This may require emending the AS membership to include graduate representation. Alternatively, graduate program meta-assessment could fall to the Graduate Council.

This draft plan assumes that graduate programs will submit annual reports, on the same schedule as undergraduate programs, as described in the *University Handbook* (Chapter 7, Section 2).

1. (2019-2020). By February 2020, all graduate programs will submit their program learning outcomes to the Assessment Subcommittee. The AS will provide feedback to the graduate programs by the end of Spring semester.

2. (2020-2021). By October 2020, all graduate programs will submit five-year assessment plans describing when and how each learning outcome will be assessedand reported.

3. (2021-2022). By October 2021, all graduate programs will submit their annualreport of at least one learning outcome.

4. (2022-2023). By October 2022, all graduate programs will submit their annual report of another learning outcome. This is the year that the HLC 4-year assuranceargument will be due.

5. (2023-2024). By October 2023, all graduate programs will submit their annualreport of another learning outcome.

Assessment Subcommittee: passed 11 October 2019
Graduate Council: passed 21 November 2019

Graduate Programs to be Assessed in 2020-2021:
1) Master of Natural Resources
2) Master of Science in Natural Resources
3) Master of Music Education
4) Master of Business Administration
5) Doctorate in Educational Sustainability (EdD)
6) Master of Science in Education
7) Clinical Doctorate in Audiology (AuD)
8) Master of Science in Speech-Language Pathology
9) Master of Science in Athletic Training
10) Master of Science in Community and Organizational Leadership
11) Master of Science in Sustainable and Resilient Food Systems

University of Wisconsin-Stevens Point

Common Council
Academic Affairs Committee

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Procedures for Delinquent Assessment Reports

Updated for February Submissions in 2020-2021

Rationale:
For the current academic year (2020-2021), the annual assessment procedure outlined in the Chapter 7, Section 2 of the *Handbook* have been modified to postpone the due date for program assessment reports to 5 February 2021. This temporary extension was enacted to account for the special circumstances of the COVID-19 pandemic affecting the academic year of 2020-2021.

Updated Procedures:

For the current academic year, program assessment reports will be considered delinquent if they have not been turned in to the Assessment Subcommittee for evaluation by 1 March 2021. The prescribed administrative procedures for dealing with delinquent reports are briefly described in the *Handbook* and detailed in the "Procedures for Delinquent Assessment Reports" approved by the Faculty Senate on 5 December 2012 (copied below).These procedures are not applicable during the current academic year because the dates are based on an October due date and span the entire academic year.

Incomplete and inadequate reports are those determined by the Assessment Subcommittee to be lacking too much required information or to need substantial revision to meet reporting and meta-assessment obligations. To be considered complete and adequate for the second round of program assessment, all undergraduate majors should be able to provide:
✓   an up-to-date set of program learning outcomes,
✓   a sufficiently detailed curriculum map,
✓   a five-year plan that details how all program learning outcomes will be assessed and reported annually during that time span, and
✓   assessment results for one (focal) program learning outcome.

Those programs that submit inadequate, incomplete, and/or delinquent reports will be required to complete assessment reporting training during Spring semester 2021. The training will cover all aspects of assessment necessary for annual reporting.

For the programs with the delinquent reports by the end of April 2020, the chain of notification will be go from the Department Chair to the School's Assistant Dean, to the College Dean, to the Associate Vice Chancellor for Teaching, Learning and Strategic Planning, and to the Provost & Vice Chancellor of Academic Affairs.

PROCEDURES FOR PROPOSING NEW OR REVISED UNIVERSITY HANDBOOK POLICY

All University Handbook policies, new or revised, must be prepared and submitted in the format shown below using this template.

***When proposing revision to existing University Handbook text**, please go to the University Handbook for the current existing text (https://catalog.uwsp.edu/index.php?catoid=10. The existing text should be used as the foundation for revision with underlining to designate proposed new text and strike out for proposed deletion.
To avoid confusion, please make sure to remove hyperlink underlining prior to beginning proposed revisions.

The completed proposal should be forwarded as an electronic MS Word document to the appropriate committee chair. *Please note*, committee chairs set the agenda for their meetings; those submitting proposals will be notified when the proposal will be considered.

☐ **New Policy** – complete items 1, 2, 4 and 5.   ☒ **Revised Policy** – complete items 1-5.

1.	**Proposed or existing location in the University Handbook (i.e., Chapter, Section):**	Chapter 7, Section 2

2.	**Please indicate who has authority to approve changes to this portion of the University Handbook:**	Assessment Subcommittee, Academic Affairs Committee, Assessment Coordinator, Common Council, and Chancellor

Existing University Handbook text is available at https://catalog.uwsp.edu/index.php?catoid=10. When proposing revision, use *existing* text and underline to designate proposed new text and ~~strike out~~ for proposed deletions. To avoid confusion, please make sure to remove hyperlink underlining prior to beginning proposed revisions.

3.	**Existing University Handbook text**:	DEPARTMENT-LEVEL PROGRAM ASSESSMENT (in this section) **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.

4.	Proposed new/revised* University Handbook text:	## 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 first Friday in February== ~~the third Thursday in October~~ of each ==academic== 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.

5.	Effective date of policy, if different than upon the chancellor's signature:	None (effective upon chancellor's signature)

University of Wisconsin-Stevens Point

Common Council
Academic Affairs Committee

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www.uwsp.edu/commoncouncil

Procedures for Delinquent Assessment Reports [Permanent Changes in Handbook]

Approved by the UWSP Common Council on 10/06/2021 (Resolution # 2021-2022-007)

The prescribed administrative procedures for dealing with delinquent reports are briefly described in the *Handbook* and as follows in this document:

Program assessment reports are due on the first Friday of February of each academic year and will be considered delinquent if they have not been turned in to the Assessment Subcommittee for evaluation by March 1ˢᵗ of each academic year. The Department Chair, the School's Assistant Dean, the College Dean, and the Associate Vice Chancellor for Teaching, Learning and Strategic Planning will be notified of this situation.

Reminder to Programs: Possible funding repercussions of delinquent reports are detailed in section 2, page 4 of the University Handbook: "When a department fails to complete its Assessment Report according to the "Reporting Cycle for Assessment and Department Review," the provost will hold all staffing and budgeting decisions for the delinquent department in abeyance."

Those programs that submit delinquent reports and the programs whose reports are found inadequate and/or incomplete will be required to complete assessment reporting training during next Fall semester. The training will cover all aspects of assessment necessary for annual reporting.

Incomplete and inadequate reports are those determined by the Assessment Subcommittee to be lacking too much required information or to need substantial revision to meet reporting and meta-assessment obligations. To be considered complete and adequate for the annual program assessment reporting, all undergraduate majors should provide:
✓   an up-to-date set of program learning outcomes (PLOs),
✓   a sufficiently detailed curriculum map,
✓   a five-year plan that details how all program learning outcomes will be assessed and reported annually during that time span, and
✓   assessment results for one (focal) program learning outcome.

Dear   [Assessment Representative] / [Chair]   ,

Thank you for submitting your assessment report(s) last spring. The second year of annual reporting went very well, especially considering that the COVID-19 pandemic affected our operations daily. In this light, 100% submission of the annual reports by the undergraduate programs is a mutual achievement we should celebrate. I bet it is satisfying to know that your [school/ program/ department] has contributed to this great achievement.

Of the 59 submitted reports, the majority of the reports met the required criteria: 1) list all the PLOs, 2) include a curriculum map covering all the PLOs; 3) include a 5-year assessment plan covering all the PLOs; and 4) report current assessment results for a focal PLO.

All the programs in your [school/ program/ department] met these requirements. For individual feedback, please consult the feedback rubrics here attached. If you have any questions about the rubrics, do not hesitate to contact the Assessment Subcommittee Co-Chairs, Becca Franzen and Maggie Bohm-Jordan, or myself. You will notice that each report was carefully reviewed by two reviewers, and I encourage you to study each feedback rubric to get comprehensive meta-assessment of your assessment practices. The reviewers included many comments on how to improve annual assessment reports next time.

2020-2021 showed that the major area of improvement for our campus is setting specific assessment benchmarks for monitoring student learning and the effectiveness of implemented changes. Stay tuned for future professional development workshops offered by the Assessment Subcommittee in 2021-2022.

If you have any questions about the program assessment in general, please consult our website: Assessment of Learning - Academic Affairs | UWSP. You are also cordially invited to attend this pre-semester contract period workshop:

Workshop for Annual Program Assessment
        Tuesday, August 24, 2021
        9:00-9:45 a.m.
        Join Zoom meeting online: https://uwsp.zoom.us/j/7153463232
        Meeting ID: 715 346 3232 ||
Workshop recording and materials will be available on the Program Assessment at UWSP Canvas Course. To self-enroll, please follow this link.

One big change in the program assessment process is the submission deadline. The Assessment Subcommittee voted last Spring to permanently change the submission deadline to **the first Friday in February** of each academic year to give departments more time for professional development and data collection. The Handbook changes are still pending, though. As soon as the Handbook is updated, I will update the Assessment of Learning website.

In the meantime, enjoy the remainder of the summer break, and I look forward to seeing you at the August 24th workshop!

Vera