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
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.

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.
Annual Program Assessment:

Just one PLO per year and continual chances to improve

WORK SMARTER

NOT HARDER
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!!!
Results of 2019-2020 Annual Assessment Reporting

<table>
<thead>
<tr>
<th>Category</th>
<th>Submitted Reports</th>
<th>Expected Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>52</td>
<td>61</td>
</tr>
<tr>
<td>PLOs</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Map</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>5-Year Plan</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Acceptable</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Results</td>
<td>24</td>
<td>46%</td>
</tr>
</tbody>
</table>

- Submitted Reports: (52/61) 85%
- PLOs: (51/52) 98%
- Map: (49/52) 94%
- 5-Year Plan: (40/52) 77%
- Acceptable: (40/52) 77%
- Results: (24/52) 46%

Prepared by Vera Klekovkina, Assessment Coordinator
(vklekvk@uwsp.edu)
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)!
Annul Program Assessment Reports: 1 PLO per Year per Program

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:

**PLO**
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.

**Curriculum Map**
2. Current Curriculum Map: Include the program curriculum map depicting the ways in which courses, activities and requirements support all program learning outcomes.

**Previous Results**
3. Summary of Previous Results: If the focal learning outcome has been assessed previously, provide a brief (<250 words) abstract of those results.

**Previous Actions**
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.

**Methods**
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.

**Actions**
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.

**Results**
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.

**Report it!**
8. Dissemination of Findings: Describe how the findings of the departmental assessment work will be disseminated, to whom, and for what purpose.

Last year, the reports were due 20 February 2020

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

Closing the Loop!
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
Steps to follow and special attention in 2020-2021

1. List Program Learning Outcomes (PLOs) & identify ONE PLO as your featured PLO

2. Curriculum Map

3. Previous Results for the featured PLO

4. Previous Actions for the featured PLO

5. Methods (What, when, where, how, benchmarks)

6. Assessment results for the featured PLO (number of students that met PLO, number that didn’t)

7. Implications / Actions

8. Dissemination of Findings
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.
Example

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
Step 1: Click on “Outcomes”

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

Selling up Outcomes
Outcomes are created here to track mastery in a course. To get to the menu bar along the top, click on the New Outcome button to create a new group or the New Group button to create a new group to organize your course. The Find button will allow you to use outcomes that have been created by others. As you create and use outcomes, you will be able to use different levels to create structure. In order to import a large quantity of Outcomes at once, or to update outcomes, please follow the CSV format.

More importantly, Canvas allows you to add outcomes to your gradebook. You can evaluate mastery as you grade assignments. Once you've added an Outcomes, you can click Manage Rubrics to start using your outcomes for grading.
Course LOs that I created for the course

WLL PLO5 Communities
Students will be able to justify the usage of the target language beyond the school setting.

<table>
<thead>
<tr>
<th>FLNG250 CLO1</th>
<th>FLNG250 CLO2</th>
<th>FLNG250 CLO3</th>
<th>FLNG250 CLO4</th>
<th>FLNG250 CLO5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Points</td>
<td>2 Points</td>
<td>1 Points</td>
<td>0 Points</td>
<td>3 Points</td>
</tr>
</tbody>
</table>

Mastery: 2 Points
Calculation Method: Highest Score

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

CANVAS ➞ Grades ➞ Learning Mastery

WLL PLO5 Communities

- 20% Exceeds Expectations
- 45% Meets Expectations
- 35% Partially Meets Expectations
- 5% Does Not Meet Expectations

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

- 76% Exceeds Expectations
- 5% Meets Expectations
- 15% Partially Meets Expectations
- 3% Does Not Meet Expectations

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.
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]
Questions?

YOU CAN DO IT IF YOU BELIEVE?
FALSE. YOU CAN DO IT IF YOU DO IT