

Expectations for the Biennial Program Assessment Report

Section One: Program Student Learning Outcomes

What are the program's learning outcomes?

All programs have full autonomy in selecting their discipline specific learning outcomes and assessments.

- These outcomes should be aligned with college, university, and, if relevant, a professional organization's stated outcomes (e.g. accrediting body).
- The learning outcomes should reflect student learning throughout the entire program.
- Learning outcomes should be specific enough to be measurable: "Students should be able to ... *analyze, apply, evaluate, synthesize.*"

For Undergraduate Programs Only

- **Integrated learning:** Describe the program's culminating experience and identify program-specific integrated learning outcomes that can be measured and assessed. (See definitions and rubric at the end of the document.)
- **Advising outcomes:** Describe the program advising model and identify program specific advising objectives that can be mapped to the three University Advising Learning Outcomes. (Outcomes are listed at the end of this document.)

Section Two: Assessment Methods/Tools Appropriate for Learning Outcome

What are the various methods used in assessing program outcomes? Align the assessment methods with the appropriate learning outcome. Please use the table at the end of these guidelines for your alignment planning. Identify the milestone assessment points throughout the program, including entrance into the program, midpoint, internship or field experiences, capstone or end of program, including surveys after graduation. Multiple methods, including both direct and indirect measurements, of assessments are recommended. Possible sources of assessment include:

A. Direct Assessment: Embedded assessments at the course level:

- Whenever possible use embedded course assessments that address a few program learning outcomes. These assessments are already a part of the course and program.
- Collect assessments from the defined milestone points in the program and assess how student work meets the program's learning goals.
- Rubrics linked to specific learning outcomes should be used in place of grades for direct assessment.
- Collect student learning data with well-defined qualitative or quantitative measurements.

B. Direct Assessment: Program level assessments:

- Pre- and Post Tests can show how much students learned over time.
- Portfolios of student work are useful to demonstrate student learning over time. An assessment rubric should be developed and shared with students.
- Demonstrations or Performances allow students the opportunity to demonstrate knowledge and skills in a holistic assessment format.
- National exams may be used if they align with the program's outcomes and if the results are diagnostic to reveal strengths and areas for monitoring of the curriculum.

C. Indirect Assessment Survey: Alumni surveys, focus groups, employers' surveys

- May be qualitative or quantitative in format.
- Provides student, alumni, or employer's impressions of the program and experience.
- Informs program of strengths and concerns of graduates.
- May be administered at one, five, or ten-year intervals.
- Survey questions or sections should be directly linked to specific learning outcomes.
- Programs may consult the Office of Institutional Research (O.I.R.) for assistance.

Section Three: Analysis and Interpretation of Assessment Results

- A. Describe the processes or methods of analysis you will use to understand assessment results in relation to program learning outcomes. For example, an annual department meeting planned to share and discuss the results is recommended. Instructors present evidence of student learning from select embedded assessments from courses. Program faculty may analyze learning outcome results on a cyclical basis by identifying a certain number of outcomes per cycle. The department decides on future actions that will promote student learning and/or change the assessment process. Programs may consult with O.I.R. for assistance, if needed. Guide questions for the analysis include:
- How will data from the assessments be collected, stored, and reported to program faculty members?
 - What are the program's strengths as indicated by the assessment data?
 - What are areas of concern that may require more monitoring in the future?
 - What has been learned from alumni and external stakeholders about how graduates of the program apply the knowledge and skills they have acquired in the program?
 - What components of the program are most useful for students to achieve program outcomes?
 - What are possible short-term responses the program could make? What are long-term responses that the faculty may consider at this time?
- B. For Undergraduate programs only (definitions at the end of this document)
- What do the data collected for the integrated learning assessment in the program tell you about student learning?
 - What do the data collected about advising outcomes tell the programs about student achievement of advising outcomes? Use guidelines in the appendices to answer this question.

Section Four: Program's Response to Assessment Results

Describe the program's response to the analysis and interpretation of data in this section.

- A. How was the assessment data used to make changes in your curriculum, instruction, student learning, or your program assessment plan?
- B. Who is involved in making decisions about changes to the program?
- C. How are changes reported to faculty?
- D. How will the effectiveness of any changes made (including advising and integrated learning for undergraduate programs) be tracked and reported in the next reporting cycle?

Use this template as a model to report information requested.

Table of Assessment Results and Program Responses

Program Learning Outcomes	Assessment Methods/Context	Analysis and Interpretation of Results	Program Response

Integrated Outcomes from the Major

Integrated learning	Assessment Methods/Context	Analysis and Interpretation of Results	Program Response

Advising Outcomes

Advising Outcomes	Assessment Methods/Context	Analysis and Interpretation of Results	Program Response

Definition of Integrated Learning

Synthesis and advanced accomplishment across general and specialized studies demonstrated through the application of knowledge, skills and responsibilities to new settings and complex problems.

The rubric for integrated learning is found at <http://www.uwosh.edu/provost/accountability/Assessment>

Advising Outcomes: The complete list of Advising Learning Outcomes can be found at <http://www.uwosh.edu/accaa/advising-outcomes>.

Outcome 1: Students are able to locate and use academic information and campus resources.

Outcome 2: Students are able to understand and describe graduation requirements.

Outcome 3: Students are able to select and plan an academic program based on research, interests, skills, values and career goals.

Appendix A

Guiding Questions for Inclusion of Advising Learning Outcomes in Biennial Program Assessment Reports

This document was created by the Advisory Council on Comprehensive Academic Advising (ACCAA) and is meant to assist departments in completing the advising portion of the report

Describe the program advising model and identify program specific advising objectives that can be mapped to the three University Advising Learning Outcomes. Outcomes along with suggested objectives and examples of measures are provided as a guide; departments have latitude in developing objectives and measures. **The questions below are provided as a guide only; it is not expected that all will be addressed in the report.**

1. Briefly describe the program advising model addressing one or more of the following;
 - a. At what point do students get assigned to a faculty advisor?
 - b. Which faculty/IAS in the department are assigned as advisors of record?
 - c. What are the advising loads for faculty/IAS? (students per advisor)
 - d. How is advising delivered? (ie: by appointment, in groups, in a class, etc.)
 - e. How often are students expected to meet with their faculty/IAS advisor?
 - f. Does the department use advising holds or other measures to require advising?
 - g. How is advising included in promotion/tenure/merit/compensation?

2. Identify program specific advising objectives that can be mapped to the three University Advising Learning Outcomes (outcomes and suggested objectives available here; <http://www.uwosh.edu/accaa/advising-assessment>)
 - a. Which, if any, of the suggested objectives does your department wish to include?
 - b. What new or additional objectives does your department wish to include? Objectives might address the following;
 - i. What is the purpose/goal of advising in your department?
 - ii. What are faculty/IAS advisors expected to know and do?
 - iii. What are students expected to know and do?

3. What, if any, data are you collecting and how? Advising data may be available from the following sources:
 - a. SSC Campus
 - b. Institutional Research
 - c. PeopleSoft
 - d. Exit Surveys
 - e. Other surveys developed to specifically assess advising
 - f. Advising related course assignments
 - g. Contact UARC Advising Liaison for assistance in identifying data

4. What do the data collected about advising outcomes tell the program about student achievement of advising outcomes?
 - a. How do students perceive the quality of advising in the department?
 - b. What is working/not working?
 - c. What changes need to be made to improve student learning in advising?