**University of Wyoming Institutional Assessment Plan for Student Learning**

**April 2023** (*Revisions to September 2022 Plan*)

Submitted by the UW Assessment for Student Learning Working Group

Assessment **for** student learning opens the door for meaningful engagement into what, how and why learning occurs for *all learners*; this in turn, informs practice, pedagogy and curricula to better support *all students.*

## Introduction

This document outlines the work of the Assessment Plan Working Group and their guidance for an Institutional Assessment Plan for Student Learning at the University of Wyoming (UW). Items included in this document are intended to be phased-in and evaluated as new assessment processes are implemented across UW. The *Purpose* of each assessment initiative is to utilize assessment to improve student learning. *Transparency and Support* will be cornerstones of the work of assessment for student learning.

*Purpose*

The purpose of this plan is to articulate UW's strategic, structured, and continuous assessment processes for its stakeholders, which include prospective and current students and their parents; community members; alumni; faculty, staff, and administrators; board of trustees; regulatory bodies; and employers.

This plan outlines how UW is using assessment information to **improve student learning** and addresses how it is meeting the following three HLC assessment requirements listed under Core Component 4.B. "The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.:

1. The institution has effective processes for **assessment of student learning** and for achievement of **learning goals** in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to **improve student learning**.
3. The institution's processes and methodologies to assess **student learning** reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members." (The Higher Learning Commission - North Central Association, 2020)

Furthermore, Core Component 5.C. "The institution **engages in systematic and integrated planning and improvement**," requires (5.C.2) "The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting."

*Transparency and Support*

Two priorities for the Assessment Team are to provide an assessment process that is both transparent and supportive.

- **Transparency** will be achieved through the implementation of standardized processes and publishing reports and findings both to departments and programs, as well as on the UW Assessment website (for ease of access for all stakeholder groups).
- **Support** will be accomplished by responding to needs indicated in assessment survey and report data through workshops and opportunities for intentional conversations about assessment.

The National Institute for Learning Outcomes Assessment's (NILOA) Transparency Framework, HLC Assessment Academy Plan (created Fall 2020), Barbara Walvoord's *Assessment Clear and Simple* (2nd ed.), and UW's previous assessment plan were all utilized as guiding documents in the development of this proposed UW Assessment Plan for Student Learning.


Appendix A: UW NILOA Framework

Appendix B: HLC Assessment Academy Plan

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**University of Wyoming Assessment**



The cornerstone of good assessment is *alignment*. All aspects of the mission and vision of an institution should align with the student learning outcomes (SLOs) and with the assessment metrics used to determine if those outcomes have been met. The practice of backwards design is utilized throughout this document – thus, we begin with the Mission Statement of UW to determine university-wide outcomes; then we ask what assessment metrics directly measure those outcomes. From there we work towards increasingly smaller programs. Utilizing this practice ensures we are continuing to work toward the stated mission and student learning outcomes of UW; this approach also supports alignment of SLOs throughout and across the institution. In order to be consummate in our approach to this process, we have taken care to develop institutional outcomes (ILOs) that are both derived from the Mission Statement and inclusive of existing outcomes of the general education program (USP2015), college, department and program outcomes, and co- and extra-curricular outcomes. We acknowledge that the very process of going to college, living and working with others, and being present in the community imparts outcomes that go beyond the named smaller categories. We believe that the current Mission Statement includes these and that the ILOs should name these.

The table below communicates our intended timeline for development of ILOs and sustainable multilevel assessment.

## Assessment Plan Timeline (AY22-27)

| | Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
|---|---|---|---|---|---|
| | AY 22/23 | AY 23/24 | AY 24/25 | AY 25/26 | AY 26/27 |
| **Department/Colleges** | | | | | |
| Undergraduate Program Assessment[1] | X | X | X | X | X |
| Graduate Program Assessment[2] | | X | | X | |
| **USP Committee** | | | | | |
| USP 2015[3] | X | X | X | | |
| Next Generation General Education (NGGE)[4] | | | X | X | X |
| **ECTL Assessment Team** | | | | | |
| Review Assessment Reports and Data | X | X | X | X | X |
| Assessment Culture | X | | | X | X |
| HLC Quality Proposal and Report | | | X *Proposal* | X *Proposal* | X *Report* |
| NILOA Excellence in Assessment Award | | | | | X *Submit* |
| **Assessment Coordinators** | | | | | |
| Review Assessment Reports and Data | X | X | X | X | X |
| NILOA Excellence in Assessment Award | | | | | X *Submit* |
| **HLC Assessment Academy Team** | | | | | |
| HLC Assessment Academy[5] | X *Year 2* | X *Year 3* | X *Year 4* | | |
| HLC Quality Proposal and Report | | | X *Proposal* | X *Proposal* | X *Report* |
| NILOA Excellence in Assessment Award | | | | | X *Submit* |
| **Assessment Plan Working Group** | | | | | |
| Institutional Learning Outcomes (ILOs) | X *Develop* | X *Adoption* | | | |
| Institutional Assessment Driving Questions Draft Proposal | | X | X | | |

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[1] See New Initiatives, page 10.
[2] See New Initiatives, page 10.
[3] See General Education Assessment, page 19.
[4] See General Education Assessment, page 19.
[5] See General Education Assessment, page 19.

## University of Wyoming Mission Statement (July 2017)

We honor our heritage as the state's flagship and land-grant university by providing accessible and affordable higher education of the highest quality; rigorous scholarship; the communication and application of knowledge; economic and community development; and responsible stewardship of our cultural, historical and natural resources.

In the exercise of our primary mission to promote learning, we seek to provide academic and co-curricular opportunities that will:

- Graduate students who have experienced the frontiers of scholarship and creative activity and who are prepared for the complexities of an interdependent world;
- Cultivate a community of learning energized by collaborative work among students, faculty, staff and external partners.
- Nurture an environment that values and manifests diversity, internationalization, free expression, academic freedom, personal integrity and mutual respect; and
- Promote opportunities for personal health and growth, physical health, athletic competition and leadership development for all members of the university community.


## University of Wyoming Strategic Plan 2023+

The Strategic Plan's stated mission is (Appendix C): *As Wyoming's University, we unlock the extraordinary in every person through education, research, innovation, engagement and service.* Aligned with this mission, the Plan stated ongoing objectives to, 1) ensure student success, 2) ensure institutional excellence, 3) provide a supportive community, 4) engage with and serve the state, and 5) ensure financial stability and diversification.

While all outcomes within the Strategic Plan affect student success, only a subset of these outcomes translate to student learning outcomes. These have been integrated into **5** (*Proposed*) **Institutional Learning Outcomes** from the Assessment Plan Working Group.


## University of Wyoming Institutional Learning Outcomes

At UW, our ILOs and general education program (University Studies Program 2015 [USP2015]) SLOs are currently identical.

The ILOs stated in USP2015 are (Appendix D):

*Through the pursuit of a baccalaureate degree, UW students will:*

- *develop knowledge of human cultures, the physical and natural world, and the U.S. and Wyoming constitutions;*
- *acquire a core set of intellectual and practical skills;*
- *and develop personal and social responsibility.*

*In addition to helping students become successful in their chosen fields, UW aspires for its*

*graduates to become life-long learners, ethical leaders, and contributing members to society.*

Recommendation:

The Assessment Plan Working Group recommends that the ILOs be redrafted to encompass more than the USP2015 SLOs. We recommend that the ILOs encompass all outcomes of the UW Mission Statement and Strategic Plan, but add greater specificity, and a focus on enabling the outcomes to be *holistic, learner-centered, specific, and measurable*. Additionally, it is incumbent upon us to clearly define what student success looks like.

The Assessment Plan Working Group utilized current guiding documents, such as UW Mission Statement, UW Strategic Plan 2023+ (January 2023) and USP2015 SLOs (current ILOs) to draft **5 Institutional Learning Outcomes**. These outcomes are intended to be *holistic, learner-centered, specific, and measurable*. Most importantly, by utilizing current guiding documents of the institution, it is the intention of the Assessment Plan Working Group that the *Proposed* **5 Institutional Learning Outcomes** will be familiar and easily aligned with current college, department and program learning outcomes.

Below is an outline of processes and timelines to guide the work of adoption of the *Proposed* **5 Institutional Learning Outcomes**.

| Task | Date(s) |
|---|---|
| *Proposed* **5 Institutional Learning Outcomes** to Academic Affairs Monday Morning Meeting | Early Summer 2023 |
| Soft Launch/Review of 5 ILOs (Feedback & Revisions Accordingly) | Fall 2023 |
| Formal Review of 5 ILOs (Feedback & Revisions Accordingly) | Spring/Summer 2024 |
| Utilization of 5 ILOs in UW Assessment (Step 1: Alignment) | AY 2024/2025 |

Appendix C: "University of Wyoming Strategic Plan 2023+"

Appendix D: "University of Wyoming USP2015 SLOs"

Appendix E: University of Wyoming College-Level Student Learning Outcomes

**<u>Five Driving Questions for University of Wyoming Institutional Assessment</u>**

In framing the work of Assessment for Student Learning at UW we have selected five driving questions to guide the work of assessment:

1. **Pre-UW** - What kind of students come to UW, and how do they get here?

2. **Curriculum** - Do students learn? What, how and why do they learn? Do they learn to learn?

3. **Academic Support and Co-Curricular Activities** - How do academic support and co-curricular activities support student learning and development?

4. **Persistence** - What affects student persistence/departure?

5. **Post-UW** - What happens to students after they leave?

<u>Recommendation:</u>

To answer the Assessment Driving Questions the Assessment Plan Working Group recommends a cross-campus platform for data analysis and synthesis as it relates to student learning, persistence, retention, satisfaction, and long-term success.

Through cross-campus collaboration, sharing of data and information, and centralizing the work of data analysis and synthesis, this recommendation focuses on **transparency and support** for campus utilization of data to improve student learning.

Establishing an "Ideal Assessment System" (*Assessment Clear & Simple*, 2nd ed.) will guide the work to address the five Assessment Driving Questions. This system provides a cohesive map for cross-campus collaboration for data collection, analysis and synthesis for improved student learning. The Assessment Plan Working Group will continue to develop this component and will have a draft proposal ready for campus consideration in AY 24/25 (Phase 3).

[Appendix F: "An Ideal Assessment System" Figure 4.2 Page 34, *Assessment Clear & Simple* (2nd ed.)](#)

## New Initiatives

All new initiatives outlined below are intended to support our inquiry into student learning, through utilization of meaningful assessment. Our overall inquiry into student learning will focus on our newly adopted **5 Institutional Learning Outcomes** (projected utilization date for Step 1: Alignment is AY 2024/2025).

This is a shift from previous assessment models at UW – we are now focusing our institutional assessment for student learning efforts narrowly on our ILOs. We will continue to inquire into the practice of assessment for student learning, as this is an area to provide **support** for the work across campus.

Our guide for the practice of assessment for student learning is the Assessment Tier Requirements (Appendix H). With this shift, we will no longer "rank" programs according to the Assessment Tier Requirements. Rather, we will utilize this document as an opportunity for dialogue with programs and departments across campus for sharing success stories in assessment for student learning and areas to communicate direct support needed for improvements.

It is our intent to create a meaningful assessment for student learning process at UW. We recognize that "ranking" programs is an approach that does not support our intent for **transparency and support** in assessment. Assessment is intended to be an iterative process and one that invites dialogue and opportunities to continue to make improvements for student learning.

We also recognize that many colleges, departments, and programs across campus *are* assessing ILOs currently. Our intention is to focus squarely on the learning in the new ILOs (and building in supports through referencing the Assessment Tier Requirements, as guiding practices, along the way).

New initiatives outlined below are designed to create a phase-in process for our institution to shift to assessment for student learning in our ILOs. As outlined – this process will move gradually to bring the entire campus community onboard and provide intentional support along the way. We will approach this process as a campus community taking one step at a time, and learning as we move through the process together (as with any good approach to assessment should).

Below is the outline for bringing the campus community onboard for new ILO assessment:

| Date | Task | Who |
|---|---|---|
| Spring 2023 (June 1) | Submit Curriculum Maps | Undergraduate Programs |
| Summer 2024 (July 1) | Submit Curriculum Maps | Graduate Programs |
| AY 2024/2025 | Step 1: Alignment of Program SLOs to *New ILOs* | Undergraduate Programs |
| AY 2024/2025 | Submit Curriculum Map<br>Step 1: Alignment of Program SLOs to *New ILOs* | General Education Program<br>*NGGE* |
| AY 2025/2026 | Step 1: Alignment of Program SLOs to *New ILOs* | Co-Curricular Programs |
| AY 2025/2026 | Step 1: ILO Alignments of Program SLOs to *New ILOs* | Graduate Programs |
| AY 2026/2027 | Step 2: ILO 1 Assessment | Undergraduate Programs |
| AY 2026/2027 | Step 2: ILO 1 Assessment | General Education Program (*NGGE*) |
| AY 2026/2027 | Step 2: ILO 1 Assessment | Co-Curricular Programs |
| AY 2027/2028 | Step 1: ILO Alignments of Program SLOs to *New ILOs* | Graduate Programs |

Once all programs (undergraduate, general education, co-curricular, and graduate) have completed Phase 1, the assessment cycle rotation will focus on one institutional learning outcome per year (graduate programs will be on a biannual cycle). Upon completion of Phase 1 an updated schedule will be made available to the campus community outlining assessment cycle rotation, and institutional learning outcomes to be assessed.

_Undergraduate Program Assessment_

Undergraduate Programs at the University of Wyoming will participate in Program Assessment on a regular basis, as outlined below. Undergraduate Programs will participate by submitting an Assessment Report to the Assessment Team in the Ellbogen Center for Teaching and Learning (ECTL), which will then be reviewed by the Assessment Coordinators.

_The first set of Undergraduate Program Assessment Reports will be due Spring 2023 (June 1, 2023)._

_For departments transitioning to new colleges in July 2022 and July 2023 participation in the Spring 2023 Undergraduate Program Assessment Reports is optional. If a report is not submitted during the Spring 2023 Assessment Cycle, a report will be required in Spring 2024 (June 1, 2024)._

_Appendix G outlines the Summary of Department Transitions identifying departments impacted by this exception._

<p align="center">Transparency</p>

<p align="center">Undergraduate Program-Level Assessment Report Composition</p>

| Content | Who | Notes | Submission Date |
|---------|-----|-------|-----------------|
| Program Curriculum Map _and_ Response Needed: "Please briefly describe what you have learned about student learning in your program as a result of creating, or revising, your Program Curriculum Map." | Program Assessment Coordinator | Program Curriculum Map Templates available as Appendix I.<br><br>Exemplars available as Appendix J.<br><br>Submit in Qualtrics Survey (available 4/25/2023). | June 1, 2023 |
| Response Needed: "What are areas of strength in assessment **for** student learning in your program?" | Program Assessment Coordinator | Utilize Assessment Tier Requirements, Appendix H, as a guide in responding to this question.<br><br>Submit in Qualtrics Survey (available 4/25/2023). | June 1, 2023 |
| Response Needed: "Where can your program make improvements in the practice of assessment **for** student learning?" _and_ Response Needed: | Program Assessment Coordinator | Utilize Assessment Tier Requirements, Appendix H, as a guide in responding to this question.<br><br>Submit in Qualtrics Survey (available 4/25/2023). | June 1, 2023 |

| Content | Who | Notes | Submission Date |
|---|---|---|---|
| "How can we help? (workshops, consultations, financial, etc.)" | | | |
| Response Needed: "Tell us about the culture of assessment for student learning in your department?" | Department Head | Utilize Assessment Tier Requirements, Appendix H, as a guide in responding to this question.<br><br>Submit in Qualtrics Survey (available 4/25/2023). | June 1, 2023 |
| Response Needed: "Attention in what area would best support assessment for student learning work in your department." | Department Head | Utilize Assessment Tier Requirements, Appendix H, as a guide in responding to this question.<br><br>Submit in Qualtrics Survey (available 4/25/2023). | June 1, 2023 |
| | | | |
| Practice of Assessment for Student Learning Inquiry/Response | Program Assessment Coordinator & Department Head | *Similar to questions from Spring 2023 Qualtrics Survey.* | Spring (June) 2024 |
| Utilization of Curriculum Maps Inquiry | Program Assessment Coordinator | *Inquiry into how programs are using Curriculum Maps to inform curricular, pedagogical and assessment work to support and improve student learning.* | Spring (June) 2024 |
| | | | |
| Step 1: Alignment of SLOs to *New ILOs* | Program Assessment Coordinator & Department Head | *Intended to build upon Curriculum Mapping work.* | Spring (June) 2025 |
| Practice of Assessment for Student Learning Inquiry/Response | Program Assessment Coordinator & Department Head | *Similar to questions from Spring 2023 Qualtrics Survey.* | Spring (June) 2025 |
| Step 2: ILO 1 Assessment (student evidence/artifacts related to ILO 1) | Program Assessment Coordinator | *Programs will be asked to share student evidence/artifacts for ILO review.*<br><br>*Will also be asked for thoughts on how to improve student learning, based on* | Spring (June) 2026 |

| | | *their assessment information/data, in this ILO.* | |
|---|---|---|---|
| Practice of Assessment for Student Learning Inquiry/Response | Program Assessment Coordinator & Department Head | *Similar to questions from Spring 2023 Qualtrics Survey.* | Spring (June) 2026 |

## Assessment Report Timelines

| Assessment (Program & Department Level) Reports Due | Assessment Report Feedback Provided |
|---|---|
| June 1 | Monday after Labor Day |

## Assessment Report Feedback

| Provided By | Included |
|---|---|
| Assessment Coordinators[6] | 1. Completed Feedback Form 2. Support Offered Based on Responses & Submission |

*The Assessment Team and Assessment Coordinators will provide a comprehensive Undergraduate Program and Department Assessment Report to the campus community no later than November each year. This report will include (at minimum): review of practice of assessment for student learning, summary of common themes and development opportunities for assessment support.*

## Support

### Assessment Support

The Undergraduate Program Assessment is intended and designed to pivot quickly from reporting to providing support. Emphasis will be placed on "closing the loop" and providing actionable information to programs so they may consider adjustments to their practice, pedagogy and curricula to better support learning for *all* students.

*The Assessment Team, ECTL and Assessment Coordinators respect the dedication to assessment for student learning practiced by colleges, departments, programs, faculty, instructors, and staff on a daily basis. Inquiry into student learning through assessment is intended to be an iterative process where continued growth and collegial support is embraced and celebrated at all levels.*

Support will be accomplished through the following:

- Assessment Coordinators support within and throughout all colleges;
- ECTL workshops, learning communities and academies related to assessment and

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[6] Assessment Reports will be reviewed by a team of three University Assessment Coordinators. The Assessment Coordinator for a given college will be represented on this team of three (for example, when reviewing College of Business Assessment Reports the College of Business Assessment Coordinator will be part of the three-person team reviewing and providing feedback on these reports). This is a commitment to being responsive to college-level needs and support

teaching and learning;
-   Assessment Team learning communities and pilot programs (for example, the Assessment Matrix Pilot Program for AY 22/23);
-   Financial Support for assessment related development materials (external workshops, conferences, books, etc.);
-   Program-Level consultations and support upon request.

Additionally, some colleges have programs designed to support assessment and teaching and learning like LAMP:

-   The UW Science Initiative's Learning Actively Mentoring Program (LAMP) offers an immersive, yearlong, active, inclusive training program for STEM/STEM-related educators. This program includes extensive practical training in assessment. Admission is by application; applications can be found on the LAMP website.

Appendix G: Summary of Department Transitions

Appendix H: UW Assessment Tier Requirements

Appendix I: Program Curriculum Map Templates

Appendix J: Program Curriculum Map Exemplars

*Graduate Program Assessment*

Graduate Programs at the University of Wyoming will participate in Program Assessment every two years, beginning with an initial first report due July 1, 2024. Graduate Programs will participate by submitting an Assessment Report to the Assessment Team in the ECTL, which will then be reviewed by the Assessment Coordinators.

*The first Graduate Program Assessment Reports will be due Summer 2024 (July 1, 2024).*

*For departments transitioning to new colleges in July 2023 participation in the Summer 2024 Graduate Program Assessment Reports is optional. If a report is not submitted during the Summer 2024 Assessment Cycle, a report will be required in Summer 2025 (July 1, 2025).*

*Appendix G outlines the Summary of Department Transitions identifying departments impacted by this exception.*

<div align="center">Transparency</div>

<div align="center">Graduate Program Assessment Report Composition</div>

In development – final composition content will be released as part of Phase 2 (AY 23/24).

*Considerations for graduate program assessment will include graduate compared with doctoral degree programs, program length, student data at various times in program, cohort.*

<div align="center">Assessment Report Timelines</div>

| Assessment Reports Due | Assessment Reports Feedback Provided |
|---|---|
| July 1 | First Monday in October |

<div align="center">Assessment Report Feedback</div>

| Provided By | Included |
|---|---|
| Assessment Coordinators[7] | 1. Completed Feedback Form<br>2. Support Offered Based on Responses & Submission |

*The Assessment Team and University Assessment Coordinators will provide a comprehensive Graduate Program Assessment Report to the campus community no later than November each year. This report will include (at minimum): review of practice of assessment for student learning, summary of common themes and development opportunities for assessment support.*

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[7] Assessment Reports will be reviewed by a team of three University Assessment Coordinators. The Assessment Coordinator for a given college will be represented on this team of three (for example, when reviewing College of Business Assessment Reports the College of Business Assessment Coordinator will be part of the three-person team reviewing and providing feedback on these reports). This is a commitment to being responsive to college-level needs and support.

Assessment Support

The Graduate Program Assessment is intended and designed to pivot quickly from reporting to providing support.  Emphasis will be placed on "closing the loop" and providing actionable information to programs so they may consider adjustments to their practice, pedagogy and curricula to better support learning for *all* students.

*The Assessment Team, ECTL and Assessment Coordinators respect the dedication to assessment for student learning practiced by colleges, departments, programs, faculty, instructors, and staff on a daily basis.  Inquiry into student learning through assessment is intended to be an iterative process where continued growth and collegial support is embraced and celebrated at all levels.*

Support will be accomplished through the following:

- Assessment Coordinators support within and throughout all colleges;
- ECTL workshops, learning communities and academies related to assessment and teaching and learning;
- Assessment Team learning communities and pilot programs (for example, the Assessment Matrix Pilot Program for AY 22/23);
- Financial Support for assessment related development materials (external workshops, conferences, books, etc.);
- Program-Level consultations and support upon request.

In recognizing the importance of culture, we will utilize a multi-prong approach to understand and support the culture of assessment for student learning on campus. This approach includes the following: UW Assessment Tier Requirements, UW Assessment Survey Data, Faculty Survey on Student Engagement (FSSE) Data, ECTL Program Data, and the Sam Houston State University Survey of Assessment Culture.

| Content | Timeline | Notes |
|---|---|---|
| UW Assessment Tier Requirements | Winter 2021 | *Revised and adopted by UW Assessment Coordinators.* |
| UW Assessment Survey | Administered Spring 2021 | *Questions 6-10 on Survey addressed "Assessment Culture" as outlined in the UW Assessment Tier Requirements (1. Culture, 2. Labor of Assessment and 3. Educational Development).* |
| Faculty Survey on Student Engagement (FSSE) | Administered Spring 2022 | *Participants included UW instructors that taught one undergraduate course during AY 21/22.* |
| ECTL | *Ongoing* | *Assessment and Scholarship of Teaching and Learning (SoTL) program engagement.* |
| Survey of Assessment Culture (Sam Houston State University) | Fall 2022 | *Participants will include administrators, faculty and student affairs professionals.*<br><br>*Survey results (student affairs professionals, faculty and administrators) received January 2023.* |
| UW Assessment Survey & FSSE Data Report | Fall 2022 | *Compilation of Questions 6-10 of UW Assessment Survey and selected FSSE content.* |
| Survey of Assessment Culture (Sam Houston State University) | Report to Campus May/June 2023 | *Small working group, of Assessment Coordinators, are in the process of reviewing data and compiling a comprehensive report.* |
| Assessment Culture Focus Group Sessions | AY 25/26 | *Groups: Administrators, Faculty/Instructors, Student Affairs Professionals* |
| Assessment Culture Survey | AY 26/27 | *To be developed by ECTL Assessment Team and University Assessment Coordinators.* |

## Support

This ongoing inquiry into assessment culture will guide assessment for student learning work at UW – understanding assessment support needed, the labor and capacity for good assessment work and necessity for educational development opportunities.

*General Education Assessment (USP2015 and Next Generation General Education [NGGE])*

USP2015 Assessment (Previous Work)

Assessment in USP2015 LOs has historically focused on COM and FYS.

COM and FYS have assessment data and student artifacts across multiple years; and the USP Committee reviews courses for approval and renewal (inquiry into LOs happens during this process).

*Note (Fall 2022): There will be a separation of USP Assessment and USP Coordinator duties in order to support USP Assessment work. This effort allows for USP related work to be more closely aligned with UW Regulation 2-105 and the current USP Committee Charge. This work is being supported by Academic Affairs, the USP Committee, Vice Provost for Undergraduate Education, and the Assessment Team.*

USP2015 Assessment (Plan)

Phases 1-3, AY 22-25, focus on assessment of the current USP (USP2015). Included in these phases are the following: data collection, assessment inquiries (survey format), curriculum mapping, and development and utilization of rubrics. To accomplish these goals collaboration with the current USP Committee is imperative.

The goals set forth for Phases 1-3 focus on understanding successes and opportunities to improve student learning through assessment in the current USP. This data and the lessons learned will inform NGGE Assessment Sub-Committee and NGGE Committee work.

*Note (Spring 2023): USP2015 Instructors were surveyed in March/April 2023, inquiring into student learning, student learning outcomes, assessment, student artifacts/evidence, and guidance for general education assessment structures and support moving forward. The survey received 65 total responses. Responses are being analyzed and a report will be available to the campus community in Fall 2023.*

Additional information is forthcoming on specifics related to the USP2015 assessment.

Next Generation General Education (NGGE) Assessment (Plan)

*"Meaningful (learner-centered, specific and measurable) assessment as a cornerstone of overall program design."* (NGGE Guiding Principles)

Phases 3-5, AY 24-27, focus on NGGE Program Assessment. Phases 1-3 USP2015 Assessment information will be utilized in Phases 3-5 assessment work. Information gained from surveys, inquiry into student artifacts, assessment of learning outcomes at the course-level, and collaboration with the USP Committee and NGGE Assessment Sub-Committee and NGGE Committee will inform and influence this work.

*Note (Spring 2023): A small committee was assembled in January 2023, NGGE Assessment Sub-Committee. For information related to the Committee Charge and timelines for work please see* Appendix K.

Additional information is forthcoming on specifics related to the NGGE Assessment.

<u>Support</u>

The following educational development opportunities are planned for AY 22/23 to support the USP2015 and NGGE Assessment work:

HLC Assessing General Education Seminar Series (September 2022 - 4 sessions)[8]

HLC Assessment Academy Midpoint Roundtable (October 2022 - 3 days)[9]

AAC&U Conference on General Education, Pedagogy and Assessment (February 2023)[10]

Appendix K: NGGE Assessment Sub-Committee Charge

Appendix L: Example COM Assessment Report

Appendix M: USP2015 and Next Generation General Education (NGGE) Background

Appendix N: UW Regulation 2-105, "University Studies Program"

Appendix O: USP Committee Charge

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[8] Attendees include Vice Provost for Undergraduate Education, Associate Director of Assessment, Assessment Data Analyst, Assessment/SoTL Specialist, USP Committee Representative, and NGGE Committee Representative (financial support for participation provided by Academic Affairs Assessment Professional Development funding and the Office of the Provost).

[9] Attendees include Vice Provost for Undergraduate Education, Associate Director of Assessment, Assessment Data Analyst, and HLC Assessment Academy Team Representative (financial support for attendance provided by Academic Affairs Assessment Professional Development funding and the Office of the Provost).

[10] Attendees include Vice Provost for Undergraduate Education, Associate Director of Assessment, Assessment Data Analyst, and two NGGE Assessment Sub-Committee Representatives (financial support for participation provided by Academic Affairs Assessment Professional Development funding and the Office of the Provost).

Appendix A
**UW Assessment Transparency Framework**[11]


**Student Learning Outcomes**

UW Institution Wide Outcomes, Program Outcomes, and Course Outcomes.

**Assessment Plans**

UW's Methods and Vision for Assessment.

**Assessment Resources**

Helpful Information to Understand, Develop, Implement, Communicate, and Use Assessment Tools and Data.

**Current Assessment Activities**

An Overview of Assessment Practices Currently in Place at UW.

**Evidence of Student Learning**

The Information Gained from UW Assessment Activities.

**Use of Student Learning Evidence**

Examples of How Assessment Data Has Helped Transform UW.


National Institute for Learning Outcomes Assessment. (2011). Transparency Framework. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA)

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[11] Website Link

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Appendix B
**HLC Assessment Academy Plan[12]**

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*Note (AY 22/23): Updates have been made to the original HLC Assessment Academy Plan to better reflect the current work of assessment for student learning work at UW. Plan updates were communicated with HLC at the Midpoint Roundtable in October 2022.*

UW was accepted into the Higher Learning Commission's Assessment Academy in early 2020. In October of 2020, the Assessment Team submitted a proposal for a four-year project and it was accepted by our HLC mentor and HLC scholar. The first part of this project was designed to gather the low-hanging fruit, which is being captured by our assessment survey. The other major portion of the project entails working with the NexGen USP committee to ensure assessment is a key portion of the upcoming USP.

Describe the project that you have developed at the Roundtable. Focus particularly on the general strategies you developed.
The University of Wyoming had a very robust and effective assessment process in place, but for some reason, this process fell apart at the administration level in 2016. Our project is to review the overall assessment process that existed up to 2016 and identify the most effective elements of this process to incorporate into the new process. One of these elements that we are going to keep is the assessment tier level. Programs would self-identify in their annual reports what assessment tier level they felt they were in and would provide justification. The assessment coordinator would review this report and determine if the program had placed themselves into the appropriate tier and would provide feedback to the program. This reporting system worked very well, but was not requested from the administrative level starting in 2016. This shortcoming has been identified as low-hanging fruit that we can immediately pick.

In order to gauge how each undergraduate and graduate program is doing in assessment, we are creating a survey that will be sent out in January 2021, that must be completed in lieu of their annual assessment report. We are doing this for two reasons: 1) the assessment report hasn't been collected for 4 years and many who were involved in the old process have moved on, so the brain trust has been lost. In addition, with upcoming budget cuts and faculty/staff being overwhelmed by doing more with less, we want to keep the initial assessment data collection simple and not overburden them. 2) The assessment coordinator team needs to know where to focus our efforts, and having a snapshot of where each program is in the assessment process will help us fine tune our efforts. This low-hanging fruit leads into the large 4-year project.

Our general education program is undergoing its 10-year review and the HLC Assessment Academy team lead is a member of this review committee. The current gen ed program is a success, but the assessment element for this program has never been successfully established. The Assessment Academy team wants to be intimately involved in the creation of the new gen ed program development to ensure that assessment is a central element that runs throughout it. Our milestones for the next four years are:

Year 1 Milestone(s) (by October 2021)

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<div align="center">22</div>

· Survey data collected and analyzed to determine the tier level of each program (undergraduate and graduate)

· Complete review of Institutional Learning Outcomes (ILOs) and current gen ed learning outcomes

· Create teams (faculty, staff, and students) to help the assessment coordinators with creating and re-establishing assessment processes (these teams will be an integral part of the four-year project with marketing, data analysis, buy-in, etc.)

Year 2 Milestone(s) (by October 2022)
· Map gen learning outcomes to ILOs and ensure new gen ed's program learning outcomes align well with ILOs
· Roll in student affairs into the assessment process (leadership, service, etc.)

Year 3 Milestone(s) (by October 2023)
· Create assessment rubric for the new gen program (based off of lessons learned from the gen ed program it is replacing)
· Beta test the new rubric to ensure it measuring what we value and is producing actionable data

Year 4 Milestone(s) (by October 2024)
· New gen ed program in place
· Approved gen ed rubrics in place
· Gathering data for improve gen ed program
· Begin moving down into the program outcomes
Within the first year or two, the assessment program will move away from an assessment survey and begin using the assessment reports since the reports will provide more data.

What are the desired outcomes of this project? How will you know that you have achieved each of these outcomes?
☐ By the end of the first year, the assessment team will be able to identify the tier level of each degree program on campus. This will be achieved by using the assessment survey that we are currently creating in Qualtrics. This survey is in lieu of an annual assessment report and will help the assessment academy team quickly gauge a program's tier level while reducing the amount of work on the program's POC.

      1. By the end of the 2nd or 3rd year we will transition the assessment survey back to an annual assessment report. The transition time is uncertain since the current academic environment is unstable, but we expect it to be completed between years 2 and 3.

      2. This annual report will provide the assessment academy team and assessment coordinator committee more granularity in the program-level assessment process. These results will enable the teaching and learning center and assessment coordinator team to engage and help where needed.

☐ By the end of the second year, we'll have developed a new gen ed rubric. This rubric will be developed by mapping the current gen ed (and proposed) learning outcomes to the ILOs to ensure continuity of effort.

☐ By the end of the third year, we'll have successfully created and implemented an assessment rubric into the current general ed program so we can beta test it. This will provide us with insight into any adjustments that need to be made to the instrument.

☐ By the end of the fourth year, we will have incorporated the lessons learned from our beta test

to update and fine tune the rubric for inclusion into the new gen ed program.
☐ The HLC Assessment Academy team and the University of Wyoming's Next Generation General Education team will create a new gen program that will include assessment as an integral piece. The milestones mentioned in the previous 4 bullets will lead to a successful implementation of assessing the gen ed program each year.

How will your project contribute to making assessment an activity that leads to the improvement of student learning?
The current gen ed program appears to be well crafted and running well; however, we have no data to back it up. For instance, I teach a communication 2 class that has 7 learning outcomes associated with the gen ed comm requirements, but I don't report any assessment data on these 7 learning outcomes, nor do the vast majority of gen ed instructors. There is no way for us to prove that we are achieving the gen ed comm requirements because no assessment is being done. The University of Wyoming has taken members from the HLC Assessment Academy Team and intentionally put them on the Next Generation Gen Ed committee. During the charter meeting, the AVP for Academic Affairs (also on the Assessment Academy Team) gave us our charge that during the creation of the new gen ed program, assessment must be built into it so UW can prove that all students in the gen ed program are achieving the learning outcomes. With this data, we can track the students' progress towards the outcomes and make any necessary changes. This will be a huge improvement over what is currently done.

Describe the specific steps that you will be taking in Year 1 to develop and implement the early stages of your project.
During year one, we'll accomplish the following steps:
· Create an assessment survey to quickly gauge the tier level of all undergraduate- and graduate level programs
· Beta test the assessment survey in November and December to make any necessary refinements
· Publish and disseminate the survey in January to all program POCs
· January-February: compare survey tier results to the last published assessment review (summer 2016) to identify any trends
    o These trends will help the teaching and learning center know what training programs to create
    o These trends will help the assessment coordinators know where to focus their efforts at the program level
· March-May: complete review of UW's Strategic Plan, Mission, Vision, and Goals and identify institutional learning outcomes
    o This will ensure we can determine the alignment of all lower-level learning outcomes
    o Identify areas of institutional learning outcome improvement
· June-September: Have assessment coordinators help program POCs map course/program learning outcomes to institutional learning outcome to ensure alignment. This will also make assessment of student learning outcomes easier since they will all have a map from the course to the institution

What serious challenges do you expect to encounter? How will you deal with them?
The administration, from the president to the AVP of Academic Affairs to the Deans, are onboard with getting assessment back up and running. Their support will remove a lot of hurdles that other institutions may face. However, low morale, program reviews, and stressed faculty

will make this process more challenging. UW recently stood up an assessment coordinators team to assist with assessment in each program. We are reducing the requirement for a complete annual assessment report to an assessment survey. We will have the Teaching and Learning Center distribute the survey with an explanation of why we are conducting it (see what areas of training we need to focus on). Hopefully, coming from the friendly teaching and learning center, faculty will not think a bad survey may result in budget cuts and unfavorable program reviews that are currently taking place. Our biggest concern is dishonest answers on the survey since faculty may believe the survey could negatively impact their programs. We are going to create a marketing plan to help get the faculty onboard instead of having them run away from the survey.

**University of Wyoming Strategic Plan 2023+**

## Forward for Wyoming:

Honoring our Heritage & Creating our Future – A
Strategic Plan for the University of Wyoming UW
Strategic Plan 2023+

**Final Version | January 2023**

**VALUES**

We value:

- Access to an affordable, high-quality education.
- Real-world education where students learn by doing.
- A welcoming and supportive learning community fostered by integrity, inclusivity, freedom of expression, and respect.
- The growth, health, and leadership capacity of all members of the university community.
- Wyoming's wild and working lands as an asset to be utilized, understood, stewarded, and treasured.
- Our partnership and engagement with Wyoming communities in the creation and exchange of knowledge and resources.
- Our role as a catalyst for innovation and economic vitality.

| **MISSION** | **VISION** |
|---|---|
| As Wyoming's university, we unlock the extraordinary in every person through education, research, innovation, engagement, and service. | Use our unique strengths to make Wyoming and the world a better place. |

**VALUE PROPOSITIONS**

- Wyoming's land-grant mission: UW is a unifying force expanding intellectual opportunity, advancing economic and cultural vitality, and contributing to the well-being of the communities that call Wyoming home.
- Size: UW leverages our scale to offer a diverse set of disciplines, perspectives, and ideas and connect accomplished professionals, students, and communities.
- Collaboration: UW is an intellectual powerhouse that fosters transdisciplinary collaboration to address the most complex challenges facing Wyoming, America, indigenous nations, and the world.
- Community: UW is a vibrant and supportive community where people learn, explore, create, and work together to achieve great things.

**UW'S ONGOING OBJECTIVES**

As Wyoming's land-grant and flagship university, UW commits to five major objectives.

1. Enhance Student Success
2. Pursue Institutional Excellence
3. Provide a Supportive Community
4. Engage with and Serve the State of Wyoming
5. Cultivate Financial Stability and Diversification

## Ongoing Objectives and Key Execution Strategies

| UW's Ongoing Objectives | 1. Enhance Student Success | 2. Pursue Institutional Excellence | 3. Provide a Supportive Community | 4. Engage with and Serve the State of Wyoming | 5. Cultivate Financial Stability/Diversification |
|---|---|---|---|---|---|
| Commitments | Integrate best practices in teaching and learning to produce skills required for life, work, citizenship, and adaptation to the needs of a changing world. | Nurture a culture of diverse ideas and knowledge creation that promotes teaching, learning, community engagement, economic development, and world-class research. | Foster a culture of community that values and cares for students, faculty, and staff. | Sustain and enhance our extensive service to and engagement with the State to improve the mental, physical and economic health of Wyoming and its residents. | Ensure the long-term vitality of UW through diversification and growth of revenue streams and effective application of resources, infrastructure, and processes. |
| Key Execution Strategies | a. Strategically grow enrollment<br>b. Build a student-ready, student-focused enterprise<br>c. Enhance graduate student support services<br>d. In line with Wyoming's post-secondary educational attainment goals, increase enrollment and engagement with all student populations including tribal, marginalized, and underserved students<br>e. Increase global engagement<br>f. Prepare students for life and adaptation to a changing and increasingly digital world | a. Raise UW's scholarly capacity and profile nationally and internationally<br>b. Value and reward all teaching, research, extension, engagement, innovation, inclusion, and service contributions to UW's mission<br>c. Celebrate and support free expression<br>d. Strengthen relationships with UW's external partners and stakeholders | a. Build opportunity ladders for staff<br>b. Develop initiatives to hire, reward, and retain excellent staff and faculty<br>c. Invest in resources that enhance the health and well-being of the UW community<br>d. Expand efforts of accountability, inclusion, and transparency | a. Invest in and leverage UW Extension and R&E Centers<br>b. Grow health and wellbeing initiatives across the state<br>c. Expand the impact of the Wyoming Innovation Partnership<br>d. Support Wyoming's economic and community development using the assets and expertise of all colleges and schools<br>e. Enhance UW's connections with and service to the people of Wyoming<br>f. Grow educational opportunities for Wyoming | a. Strategically grow enrollment<br>b. Audit business processes to ensure effectiveness<br>c. Grow external funding for research and scholarship across all disciplines<br>d. Leverage and grow corporate partnerships<br>e. Enhance the partnership between UW and the UW Foundation<br>f. Initiate planning for a comprehensive campaign<br>g. Review UW budget model and program offerings<br>h. Develop campus energy plan<br>i. Refine UW positioning, brand strategy, and brand promise |

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**University of Wyoming Student Learning Outcomes University Studies Program 2015 (USP2015)[13]**

The University of Wyoming student learning outcomes provide a framework for the undergraduate educational experience. While students choose different academic majors, the University Studies Program provides a common experience for all undergraduate students. Through the pursuit of a baccalaureate degree, UW students will: develop knowledge of human cultures, the physical and natural world, and the U.S. and Wyoming constitutions; acquire a core set of intellectual and practical skills; and develop personal and social responsibility. In addition to helping students become successful in their chosen fields, UW aspires for its graduates to become life-long learners, ethical leaders, and contributing members to society.

**Knowledge of Human Culture, the Physical and Natural World, and the U.S and Wyoming Constitutions**
Students will develop knowledge of human culture, the physical and natural world, and the U.S. and Wyoming Constitutions through study in the arts, humanities, histories, languages, mathematics, sciences, and social sciences. Such study will be focused on engagement with big questions, both contemporary and enduring and enhanced by exposure to diversity within the United States and around the world. Due to the variety of courses offered in these areas, students will have unique experiences depending on the particular courses they choose.

*Human Culture (H) (6 Credits)*
Students will understand human behaviors, activities, ideas, and values in different situations and contexts. In Human Culture courses, students will:
1. Examine values about human culture and the place of humanity in the world.
2. Explain human ideas and experiences and how those influence societies, human behavior, and human-social interactions.
3. Compare different methods and theories to interpret and explain human events and cultures.
4. Examine the role of diversity in human societies and how diversity impacts global change.
5. Analyze how culture and diversity can be depicted through different forms of expression (e.g., visual arts, performing arts, etc.).
6. Apply cultural meanings through different forms of expression (e.g., music, art, dance, etc.)

*Physical and Natural World (PN) (6 Credits)*
Students will understand the fundamental concepts of scientific and quantitative inquiry and develop the ability to understand the relevance of scientific, technological, and quantitative skills to contemporary society.
In Physical and Natural World courses, students will:
1. Understand the principles of the scientific method.
2. Formulate and testing ideas through analysis and interpretation of data.
3. Use scientific and quantitative logic to examine contemporary problems.
4. Use quantitative data analysis as the basis for making critical judgments and drawing conclusions.
5. Examine the impact of technology on science and society.

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[13] [Website Link](#)

*U.S. and Wyoming Constitutions (V) (3 Credits)*
Students will demonstrate an understanding of the U.S. and Wyoming constitutions in order to develop the combination of knowledge, skills, values, and motivation to participate in and improve the life of our local and global communities.
In U.S. and Wyoming Constitutions courses, students will:
1. Examine the formal and informal principles, processes, and structures of the U.S. and Wyoming constitutions and political systems.
2. Analyze the historical development and cultural context of these constitutions and political systems.
3. Evaluate the roles of responsible citizens and the institutions by which they are governed.

**Intellectual and Practical Skills**
Students will develop foundational intellectual and practical skills essential to live and work in a rapidly changing world and to be part of an informed citizenry. These skills include communication skills, critical and creative thinking, and quantitative reasoning.

*Communication Skills (COM1, COM2, & COM3) (9 Credits)*
Students will develop skills in written, oral, and digital communication as appropriate to specific disciplines and courses at the introductory, intermediate, and advanced level. Through repeated instruction, practice, and feedback, the communication sequence will emphasize and progressively develop transferrable skills for students' academic work and future professions. The introductory course (COM1) will emphasize foundational skills for academic writing. Intermediate courses (COM2) will emphasize foundational oral and digital communication skills and continue to build on writing skills. Advanced courses (COM3) will emphasize using the discourse of a discipline or interdisciplinary field to communicate to academic or professional audiences through written, oral, and digital communication.
*Written communication* is the set of abilities required to compose, critically analyze, and present information through writing. *Oral communication* is a set of abilities required to compose, critically analyze, present, and deliver information through oral interaction. *Digital communication* is a set of abilities required to compose, critically analyze, and present information through electronic media.

In Communication courses at the introductory level (COM1) (3 Credits), students will:
1. Develop and communicate ideas in writing using appropriate technologies.
2. Find, evaluate, analyze, synthesize, and appropriately document information from a variety of sources in order to support a persuasive argument.
3. Recognize the importance of purpose, audience, and style as components of effective communication.
4. Strategically use a range of critical reading approaches to read and respond to college-level texts.
5. Make effective use of multiple drafts, revision, computer technology, peer and instructor comments, and collaboration in the achievement of a final work of communication.
6. Observe the accepted conventions of spelling, grammar, structure, and punctuation for Standard English.

7. Recognize similarities and differences in purposes and strategies of written, oral, and digital communication.

In Communication courses at the intermediate level (COM2) (3 Credits), students will:
1. Develop and communicate written, oral, and digital messages through a variety of assignments that include discipline-based or interdisciplinary purposes, forms, and audiences.
2. Find, analyze, evaluate, and document information appropriately using a variety of sources.
3. Understand the different purposes of written, oral, and digital messages and employ appropriate organizational strategies, including developing thesis statements and main ideas.
4. Make effective use of multiple drafts, revisions, progressive assignments, computer technology, peer and instructor comments, and collaboration in the achievement of a final work of communication.
5. Observe the accepted conventions including spelling, grammar, organizational structure, punctuation, delivery and documentation in oral, written, and digital messages.
6. Deliver prepared presentations in a natural, confident, and conversational manner, displaying nonverbal communication that is consistent with and supportive of the oral message.
7. Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.

In Communication courses at the advanced level (COM3) (3 Credits), students will:
1. Use the discourse of a discipline or interdisciplinary field to communicate that field's subject matter to academic or professional audiences through written, oral, and digital communication.
2. Find, analyze, evaluate, and document information appropriately as applicable to the discipline, interdisciplinary field, or professional setting as demonstrated by completing a substantial communication project that requires appropriate research skills.
3. Recognize and evaluate more advanced aspects of communication that respond to the purposes and needs of audiences in a discipline, interdisciplinary field, or professional setting.
4. Make effective use of multiple drafts, revision, computer technology, peer and instructor comments, and collaboration to show understanding of communication standards in a discipline or interdisciplinary field.
5. Observe the accepted conventions of spelling, grammar, organizational structure, punctuation, delivery and documentation expected in disciplinary, interdisciplinary, or professional contexts.
6. Deliver presentations in a confident and professional manner, consistent with the standards of the discipline or interdisciplinary field.
7. Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.

*Critical and Creative Thinking (FYS) (3 Credits)*
Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, ethical reasoning, and individual and collaborative processing of ideas through the First-Year Seminar curriculum. These skills will be reinforced throughout the baccalaureate experience.

In First-Year Seminar courses, students will:
1. Access diverse information through focused research, active discussion, and collaboration with peers.
2. Separate facts from inferences and relevant from irrelevant information, and explain the limitations of information.
3. Evaluate the credibility, accuracy, and reliability of conclusions drawn from information.
4. Recognize and synthesize multiple perspectives to develop innovative viewpoints.

5. Analyze one's own and others' assumptions and evaluate the relevance of contexts when presenting a position.
6. Communicate ideas in writing using appropriate documentation.

*Quantitative Reasoning (Q) (3 Credits)*
Students will reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations.

In Quantitative Reasoning courses, students will:
1. Formulate, analyze, and interpret quantitative arguments in a variety of settings.
2. Solve quantitative problems from a wide array of authentic contexts and everyday life situations.
3. Communicate arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

**Personal and Social Responsibility**
Students should become more personally and socially responsible while pursuing their bachelors' degree. This is essential to work in a global world, to live and act with integrity, to take responsible and ethical action, to cultivate one's mental and physical wellness, and to learn to continue to grow in one's private, public, and professional life. At UW, there are many opportunities infused throughout coursework, program requirements, and co-curricular activities to help students further develop personal and social responsibility. These include service learning, internships, externships, club sports, athletics, ASUW leadership opportunities and sponsored organizations, Greek life, and professional societies. Because of the variety of offerings at UW, students will have unique experiences. As such, gains in personal and social responsibility will differ from student to student.

*Civic Knowledge and Engagement*
Students will gain an understanding of the various definitions of civic engagement and practice putting these into effect through their actions. While multiple definitions of civic engagement exist, students should develop a breadth and depth to their understanding and practice.

Through coursework and co-curricular activities, students will:
1. Participate effectively in civic life through knowing how to stay informed and understanding governmental processes.
2. Exercise the rights and obligations of citizenship at local, state, national, and global levels.
3. Understand the local and global implications of civic decisions.

*Collaborative Learning*
Students will interact and collaborate with others in a group or team setting to accomplish a goal.
 Through coursework and co-curricular activities, students will:
1. Treat team members respectfully by being polite and constructive in communication.

2. Engage with other team members in ways to facilitate their contributions by building upon the contributions of others and noticing when someone is not participating and inviting them to engage.
3. Complete all assigned individual tasks by agreed upon deadlines.
4. Address inter-team conflict constructively.

*Personal Health and Wellness*
Students will understand the implications of health and lifestyle choices for themselves and society.
Through coursework and co-curricular activities, students will:
1. Understand the relations among factors such as tobacco, alcohol and other drugs, nutrition, sleep, stress, leisure, and health related fitness activities as they influence personal wellness.
2. Examine short and long-term consequences of health-related choices on personal well-being, academic performance, overall quality of life, and society at large.
3. Analyze how social and cultural factors affect personal health and lifestyle choices.
4. Engage in behaviors that lead to improved health and wellness.

*Personal Integrity and Academic Honesty*
Students are expected to act with honesty, integrity, respect, and trust, as is appropriate for an academic environment.
Through coursework and co-curricular activities, students will:
1. Comply with the Student Code of Conduct (UW regulation 8-30).
2. Comply with the Academic Dishonesty Policy (UW regulation 6-802).

*Ethical Reasoning*
Students will assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions.

Through coursework and co-curricular activities, students will:
1. Discuss and analyze one's own core beliefs and the origins of these beliefs.
2. Recognize ethical issues and separate facts from assumptions.
3. Recognize the complexity of multilayered (gray) context.
4. Develop alternative responses to ethical dilemmas and consider the full implications of these alternatives.

*Independent Learning*
Students will take responsibility for monitoring and controlling their own acquisition of knowledge and skills.
Through coursework and co-curricular activities, students will:
1. Establish clear educational goals for one's self.
2. Use a systematic approach to solve education-related problems and make decisions about one's education.
3. Consciously reflect on one's individual education-related plans, decisions, and actions.
4. Strive to maximize one's education based on feedback (from self and others).

*Intercultural Knowledge and Competence*
Students will acquire an understanding of diverse cultures and philosophies within and across societies and recognize the value of interacting with people different from themselves.

Through coursework and co-curricular activities, students will:
1. Understand various perspectives from within diverse traditions of cultures, regions, religions or worldviews.

2. Compare historical complexities and how those influence societies, politics, economics, social issues, and communications between groups of people.
3. Examine global organization and interdependence.


**References**
1 Association of American Colleges and Universities Civic Engagement VALUE Rubric (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.).
2 Tennessee Tech University Critical Thinking Assessment Test CAT©
3 Association of American Colleges and Universities Critical Thinking VALUE Rubric
4 Association of American Colleges and Universities Quantitative Literacy VALUE Rubric
5 Partnership for 21st Century Skills.
6 Association of American Colleges and Universities Teamwork VALUE Rubric
7 http://www.radford.edu/content/core-curriculum/home/overview/outcomes.html, Division of Kinesiology and Health
8 Association of American Colleges and Universities Ethical Reasoning VALUE Rubric
9 http://www.ast.org/ and http://www.metiri.com

Appendix E
**University of Wyoming College-Level Student Learning Outcomes[14]**

**College of Agriculture, Life Sciences and Natural Resources**

The College of Agriculture, Life Sciences and Natural Resources offers a wide variety of course work in agriculture, natural resources, molecular biology, and family and consumer sciences. The curriculum provides a sound background in basic sciences and the choice of a number of fields in which to specialize. Students are trained in principles which apply throughout the world, with special emphasis on agriculture and natural resources found in the Rocky Mountain region.

Laboratory work and other experiential learning opportunities are stressed in all programs. Students receive excellent training from case studies and practical experience provided at research and extension centers. Other facilities include modern laboratories and classrooms, an abattoir, meat processing rooms, livestock and crop farms and greenhouses.

In addition to the academic departments, the college includes the Agricultural Experiment Station and the UW Extension. Materials and techniques resulting from this effective triple combination benefit students in the never-ending search for problem-solving information. The close relationship between teachers, researchers, and extension educators creates a learning atmosphere that encourages the development of the finest students.

**College of Arts and Sciences**

The College of Arts and Sciences (A&S) is committed to providing a balanced education that matches cultural breadth with disciplinary depth. Students in the College of Arts and Sciences learn to address complex contemporary problems and to place them in their wider social, historical and ethical contexts. To achieve these goals, degree programs require students to develop expertise in a particular field, gain critical understanding of major areas of human knowledge and select from required courses and free electives to prepare for the challenges of the new century.

A successful student in any of the departments and programs in the College of Arts and Sciences will have an excellent foundation for professional success, graduate study, and a passion for lifelong learning.

Through hands-on research and creative projects (either on faculty projects or independently with faculty guidance and mentoring), fieldwork, internships, and study abroad, students integrate and bring coherence to their classroom learning.

**College of Business**
The College of Business expects that its graduates:
1. Will be competent in their field of study
2. Will be effective problem solvers
3. Will be ethical
4. Will be professional

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5. Will be effective communicators

## College of Education

The College of Education prepares teachers, counselors, administrators and other service personnel for positions in public education in Wyoming, throughout the nation, and the world. The teacher education program incorporates content area courses from the various colleges on campus with experiences in educational methodology. Programs are designed to provide students with a maximum amount of experience in the classroom.

Graduates of the College of Education are prepared to deal with youth growing up in a rapidly changing world. Programs are experiential, collaborative, outcomes based, and technologically supported. Emphasis is placed on professional ethics, a commitment to lifelong learning, and respect for all individuals in our culturally diverse society.

## College of Engineering and Physical Sciences

The program must have documented student outcomes that support the program educational objectives. Attainment of these outcomes prepares graduates to enter the professional practice of engineering. Student outcomes are outcomes (1) through (7), plus any additional outcomes that may be articulated by the program.

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

## College of Health Sciences

The College of Health Sciences is the place for students interested in improving and maintaining the physical, mental, and social health of others. We offer challenging degree programs in the "helping professions" and serve as the gateway to schools of medicine, dentistry, physical and occupational therapy, physician's assistant study, optometry, and more.

Health sciences students receive not only a superior education from knowledgeable and caring faculty but also precise and personal guidance from conscientious advising personnel. Students benefit, too, from practicums and internships that help them refine and test the skills acquired in

lectures and labs as well as opportunities to participate in dynamic, interdisciplinary research projects.


**College of Law**

Graduates of the University of Wyoming College of Law, upon successful completion of their course of legal study, should be able to do the following:
1. Understand and explain the basic principles of foundational legal subjects well enough to apply them to real-world scenarios.
2. Demonstrate the ability to think like a lawyer by identifying all the relevant facts and legal issues in a problem and interpreting and applying the law to them to support a persuasive conclusion.
3. Write a wide variety of professional quality materials, such as research papers, memoranda, legal opinions, contracts, and litigation documents, as well as documents intended for a lay audience (e.g., clients and policy makers).
4. Speak effectively in a variety of settings, including public presentations, legal and non-legal, and one-on-one or small group meetings.
5. Apply a broad understanding of legal processes and forums, and of alternative means of dispute resolution, to the solution of legal problems.
6. Research legal questions in a thorough manner.
7. Show the good judgment and practice skills necessary to comply with ethical rules and demonstrate professionalism, civility, integrity, and compassion.

**Haub School of Environment and Natural Resources**
Graduates of the Haub School of **Environment and Natural Resources** will

- gain disciplinary depth with a broad exposure to ENR-related disciplines and approaches;
- understand the temporal and spatial characteristics of ENR challenges;
- recognize the content and implications of past and current ENR policies;
- appreciate the diversity of ENR perspectives and experiences, including the role of personal and collective value systems and structural inequalities in shaping those perspectives;
- understand that ENR problems inherently involve complexity, risk, and uncertainty; and
- acquire specific skills necessary to succeed in a range of ENR professions and/or graduate and professional school, especially proficiency in written and oral communication, applied problem solving, and collaborative approaches.

A student earning a **B.S. in Environmental Systems Science** will
- demonstrate a knowledge of interdisciplinary perspective and integrative thinking,
  o understand physical and biological components of environmental systems, including the human component,
- design, conduct, and interpret scientific investigations,
  o understand the ethics of scientific investigation,
  o demonstrate proficiency in data collection, statistical analysis, and use of information technology tools and modeling,

- apply systems concepts to problems concerning environmental systems and their components,
    o construct conceptual and quantitative systems models,
- examine spatial, temporal, and spatial-temporal patterns in environmental systems, and
    o use information technology tools to depict, project, and communicate such patterns.

A student earning a **B.S. in Outdoor Recreation & Tourism Management** will
- demonstrate transdisciplinary synthesis and application;
    o link ecological and human communities to provide wise stewardship and conservation of natural resources,
    o understand tourism & outdoor recreation theories and best practices,
    o explore entrepreneurial and business management strategies,
- design, implement, and evaluate sustainable and emergent services, experiences, and opportunities;
- lead and build diverse, collaborative teams;
    o apply and evaluate ethical, resourceful leadership solutions to challenges and solutions within the industry,
- manage dynamic relationships and skillfully demonstrate communication best practices;
- apply and critically evaluate practical, creative, ethical, and theoretical frameworks in diverse and complex professional circumstances; and
- implement enterprises appropriate for local environments; - demonstrate fluency in global contexts and diverse cultures.


**Geospatial Information Science and Technology**

Drawing on expertise from geography, computer science, mathematics, statistics, psychology, design, and others, geospatial information science refers to the multi-disciplinary research enterprise that addresses the nature of geospatial information and the application of geospatial technologies to scientific questions. Geospatial information technology is a specialized set of information and communication technologies that support the acquisition, management, analysis, and visualization of geo-referenced data. Examples include: geographic information systems; global navigation satellite systems; and satellite, airborne, drone-based, shipboard and ground-based remote sensing and image processing systems.

Successful students in Geospatial Information Science and Technology (GIST) combine proficiency in spatial thinking and geospatial data science analysis with fluency in geographic information systems, remote sensing, data analytics, and visualization. As professionals, graduates apply their knowledge and skills in a wide range of fields, from environmental management and public health, to civil engineering and urban planning, to economic analysis and marketing.


**School of Energy Resources**
The School of Energy Resources was created in 2006 to enhance the University of Wyoming's energy-related education, research, and outreach. The Energy Resource Management and Development Program is designed to meet the demands of the energy workforce and enhance social literacy related to complex energy issues. Competency-based learning that integrates

problem-solving, critical analysis of uncertain and complex issues, and constant improvement in performance are overarching components of our undergraduate program.

**Honors College**

Students graduating from the Honors College will be able to:

(1) engage in problem solving, research, and creative pursuits that utilize an interdisciplinary approach

(2) articulate the value of international and diversity-focused perspectives

(3) develop their own styles of leadership and service and identify meaningful opportunities for engagement in these areas and

(4) create intentional pathways through career development, including utilizing internship opportunities.

Appendix F
**"An Ideal Assessment System"**
**Figure 4.2 Page 34,** *Assessment Clear & Simple* **(2ⁿᵈ ed.)**
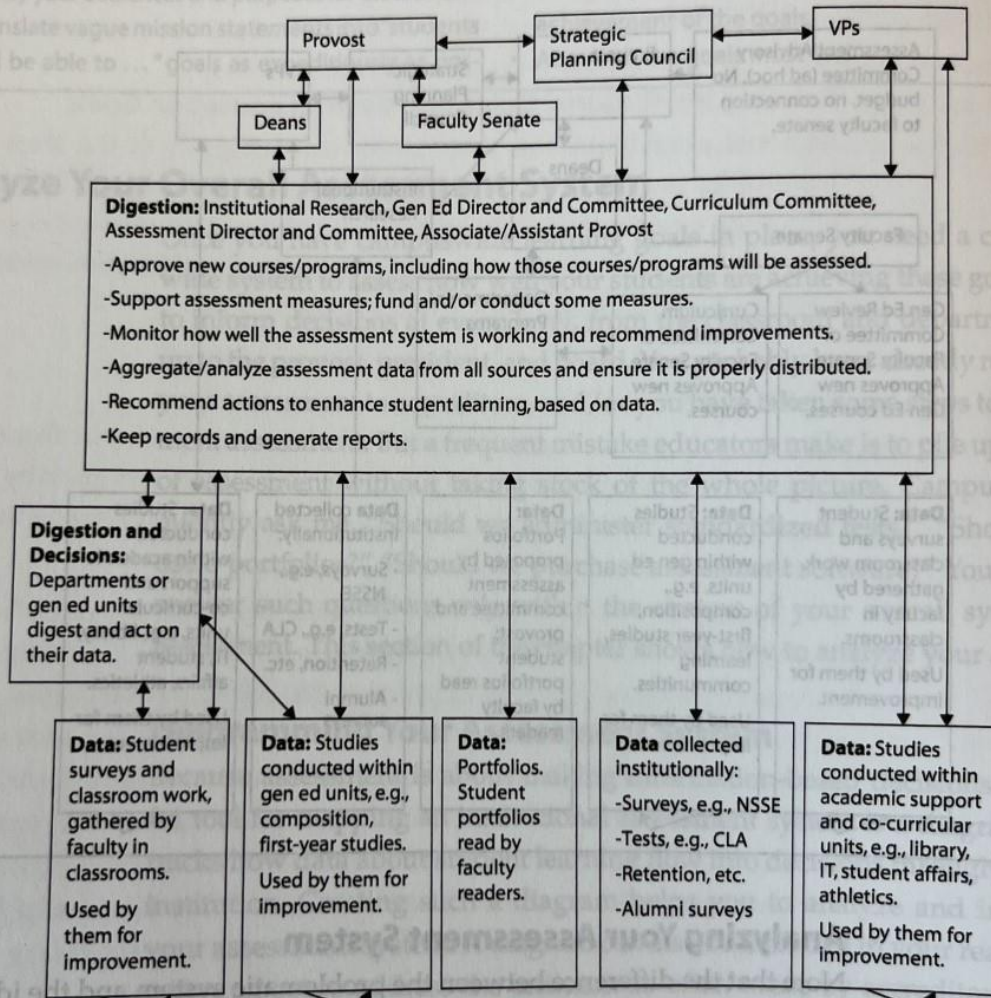
Appendix G
**Summary of Department Transitions**

**Table 1.** Summary of department transitions

| College of Arts and Sciences (source) | College of Engineering and Physical Sciences (destination) | College of Agriculture, Life Sciences and Natural Resources (destination) |
|---|---|---|
| Math and Statistics | Math and Statistics (by July 1, 2022) | |
| Chemistry | Chemistry (by July 1, 2023) | |
| Geology & Geophysics | Geology & Geophysics (by July 1, 2023) | |
| Physics/Astronomy | Physics/Astronomy (by July 1, 2023) | |
| Botany/Biology | | Botany (by July 1, 2023) |
| Life Sciences | | Life Sciences (by July 1, 2023) |
| Zoology & Physiology | | Zoology & Physiology (by July 1, 2023) |
| **Other transitions:** <ul><li>American Studies to School of Culture, Gender, and Social Justice (no college change)</li><li>Move ECEC from Ag/Family & Consumer Sciences to College of Education</li><li>Move Creative Writing to English (no college change)</li><li>Family and Consumer Sciences – pending</li></ul> | | |

*Summary of Department Transitions provided by Vice Provost of Undergraduate Education, Dr. Steve Barrett (August 2022).*

Appendix H
**UW Assessment Tier Level Requirements[15]**

**Student Learning Outcomes**

| | **Clarity** | **Frequency** |
|---|---|---|
| **Tier 1** | The program has well-defined student learning outcomes (learner centered, specific and measurable) | Student learning outcomes are reviewed regularly (once per academic year), and updated (as needed) regularly |
| **Tier 2** | The program has student learning outcomes | Student learning outcomes are reviewed inconsistently (less than once per academic year), updates (as needed) are also inconsistent |
| **Tier 3** | Student learning outcomes are unknown (may be present, but unclear) | Student learning outcomes are rarely reviewed and updated, if at all |

**Culture**

| | **Culture** | **Labor of Assessment** | **Educational Development** |
|---|---|---|---|
| **Tier 1** | There is a strong culture of student learning outcome assessment in the department. The department, as a whole, is working as a change agent for student-centered, inclusive, evidence-based teaching. | The department or program shows demonstrable value for the labor of assessment. It is clearly listed in job descriptions and credited in the promotion and tenure process. | Educational development opportunities are offered, encouraged and/or incentivized by the department or program. The program takes joy in learning about student success and areas for growth. |
| **Tier 2** | There is a developing culture of student learning outcome assessment in the department. | The department or program is working to adapt job descriptions and the promotion and tenure process to encompass the labor of assessment. | Some effort is being made to encourage participation in supportive educational development programs. |
| **Tier 3** | There is no culture of student learning | The department or program does not include | Currently there is no effort to encourage participation |

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[15] [Website Link](#)

| | outcome assessment in the department. | (and there is currently no discussions or effort to include) the labor of assessment in job descriptions along with the promotion and tenure process. | in supportive educational development programs. |
|---|---|---|---|

## Assessment Process

| | | | |
|---|---|---|---|
| **Tier 1** | The program has a robust assessment process that is clearly documented and explainable and encompasses:<br>- assessment of student work on multiple levels; and,<br>- exemplary processes and practices that are scalable to the university community. | Effective gathering of data that directly measures students' attainment of learning outcomes. | Effective gathering of data that indirectly measure students' engagement, satisfaction and growth. |
| **Tier 2** | The program has a functioning assessment process that may be documented and is working toward assessing student work on multiple levels. | Effective gathering of data that directly measures students' attainment of learning outcomes is in progress. | Effective gathering of data that indirectly measure students' engagement, satisfaction and growth is in progress. |
| **Tier 3** | The program has an inconsistent, limited assessment process that is not documented.<br>There is little consideration given to student learning outcomes. | There is little/limited gathering of data that directly measures students' attainment of learning outcomes. | There is little/limited gathering of data that indirectly measure students' engagement, satisfaction and growth. |

## Analysis

| | |
|---|---|
| **Tier 1** | The assessment data is carefully analyzed for learning outcome trends |
| **Tier 2** | Some analysis of assessment data is conducted, but is incomplete |
| **Tier 3** | Limited, if any, analysis of assessment data is conducted |

## Assessment to Inform and Guide Practice

| Tier 1 | The assessment results<br>- indicate progress toward achieving student learning outcomes;<br>- inform and are used to improve student learning outcomes (as needed); and,<br>- support pedagogical changes as necessary. |
|---|---|
| Tier 2 | The assessment results *may*<br>- indicate progress toward achieving student learning outcomes; and,<br>- face challenges in changing/improving student learning outcomes. |
| Tier 3 | The assessment results (if available)<br>- are seldom used to inform and improve student learning outcomes; and,<br>- indicate a need for student learning outcome changes and/or pedagogical adjustments that are not/have not been adopted in response. |

## Transparency

|  | Transparency | Online Access |
|---|---|---|
| Tier 1 | The assessment results (affirmation and/or changes) are transparent and accessible to students and internal and external stakeholders as identified by the program. | All program student learning outcomes are published on the program website. |
| Tier 2 | The assessment results (affirmation and/or changes) are not fully transparent and accessible to students and internal and external stakeholders as identified by the program. | Some program student learning outcomes are published on the program website. |
| Tier 3 | The assessment results (affirmation and/or changes), if any, are not transparent and accessible to students and internal and external stakeholders as identified by the program. | Program student learning outcomes are not published on the program website. |

## Outside Accreditation

| Tier 1 | If accredited by an outside body, it has received favorable feedback with minor assessment improvement. |
|---|---|
| Tier 2 | If accredited by an outside body, it has received some feedback for assessment improvement. |
| Tier 3 | If accredited by an outside body, it has received significant corrective feedback for assessment improvement. |

**Program Curriculum Map Templates**

# UNIVERSITY OF WYOMING

All Undergraduate Programs at the University of Wyoming are required to submit Program Curriculum Maps as part of their Assessment Reports on June 1, 2023.

Below are two examples programs can utilize when creating, revising, and submitting these maps. Programs are welcome to copy and paste either of the examples below into an excel sheet or word document and update with program-specific content (replacing "SLO and Course" accordingly).

The ECTL Assessment Office and the Office of Academic Affairs acknowledge that departments and programs are at various phases in their work of assessment for student learning. Thus, it is not expected that every program will submit a "Levels Map." The importance of this work is found in the intentional dialogues around inquiry into student learning through meaningful assessment. Program Curriculum Maps are intended to serve as a guide for inquiry into student learning across an entire program – the work of meaningful assessment for student learning is what we do after we have established useful curriculum maps from which we can inquire into specific learning outcomes.

**Overview Map[16]**

| Student Learning Outcomes | Required Courses[17] | | | | | | |
|---|---|---|---|---|---|---|---|
| | Course A | Course B | Course C | Course D | Course E | Course F | Course G |
| SLO 1 | X | | | X | X | | |
| SLO 2 | | X | X | | X | | |
| SLO 3 | | | X | X | | X | |
| SLO 4 | | | | X | X | | X |
| SLO 5 | | | | | X | X | X |

*In this example, the "X" indicates where a specific SLO "occurs" within a program.*

**Levels Map[18]**

| Student Learning Outcomes | Required Courses[19] | | | | | | |
|---|---|---|---|---|---|---|---|
| | Course A | Course B | Course C | Course D | Course E | Course F | Course G |
| SLO 1 | I | | | D | M | | |
| SLO 2 | | I | D | | M | | |
| SLO 3 | | | I | D | | M | |
| SLO 4 | | | | I | D | | M |
| SLO 5 | | | | | I | D | M |

*I = Introduced; D = Developed (formative assessment); M = Mastered (summative assessment)*
*I, D, and M are examples – however, programs can elect to use different verbs that are better suited for their program and students.*
*In this example, the I, D, and M indicate what happens when a specific SLO occurs within a course.*

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[16] Example adapted from *Meaningful and Manageable Program Assessment: A How-To Guide for Higher Education Faculty* (Massa & Kasimatis, 2017) Page 34.

[17] Program can provide more courses beyond required.

[18] Example adapted from *Meaningful and Manageable Program Assessment: A How-To Guide for Higher Education Faculty* (Massa & Kasimatis, 2017) Page 35.

[19] Program can provide more courses beyond required.

Appendix J
**Assessment Curriculum Map Exemplars**

**Example from University of Northern Colorado** (Link)

SLO-Student Learning Outcome; I-Introduced; R-Reinforced; A-Assessed(A)

|  |  | Program Learning Outcomes | | | |
|---|---|---|---|---|---|
|  |  | SLO1 | SLO2 | SLO3 | SLO4 |
| Required Courses | PFP 101 | I |  | I |  |
|  | PFP 102 |  | I |  | I |
|  | PFP 200 | I | I | I | I |
|  | PFP 203 |  |  | R |  |
|  | PFP 370 |  | R |  | R |
|  | PFP 300 | R |  | R |  |
|  | PFP 303 | A | R |  | R |
|  | PFP 360 |  |  | A |  |
|  | PFP 400 |  | A |  | A |

**Examples from University of Hawaii – Manoa** (Link)

*Example 1: a PhD program*

(SLO - student learning outcome)

| PhD Requirements | SLO 1 | SLO 2 | SLO 3 | SLO 4 |
|---|---|---|---|---|
| Course Requirements | X |  |  |  |
| Qualifying Exam |  | X | X |  |
| Comprehensive Exam | X | X |  | X |
| Dissertation | X | X | X |  |
| Final Examination | X | X | X |  |
| Seminar Requirements |  | X |  | XX |

*Example 2: A program with multiple paths to satisfy degree requirements*

SLO – student learning outcome; I-introduced; R-reinforced/practiced; A-assessed for program-level decision Making

| Requirements: Track 1 | Requirements: Track 2 | Requirements: Track 3 | SLO 1 | SLO 2 | SLO 3 | SLO 4 | SLO 5 |
|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Core: CRS 255 (3 credits) | | | I | I | I | I | I |
| Core: Three theory courses (9 credits) | | | | I | I | | |
| Core: Writing (3 credits) | | | I | | | I | I |
| Core: Design (3 credits) | | | | I | | I | |
| CRS 310, 312, 350 | | | | R | | R | |
| CRS 325 | | | R | R | | | |
| CRS 355 | | | | R | R | | |
| CRS 405 | | | | | | R | R |
| CRS 410 | | | | | R | | |
| CRS 450 | | | | R | R | | |
| CRS 455 | | | R | | | | R |
| CRS 495 | | | A | A | A | A | A |
| | CRS 215, 315 | | | | R | R | R |
| | CRS 316 | | | R | | R | |
| | CRS 318 | | R | | R | R | |
| | CRS 320, 415 | | | R | | R | |
| | CRS 420 | | | | R | R | R |
| | CRS 495 | | A | A | A | A | A |
| | | CRS 352 | R | | | | R |
| | | CRS 360 | | R | R | | |
| | | CRS 382 | R | | | | |
| | | CRS 385 | | | | R | R |
| | | CRS 460 | R | | | | R |
| | | CRS 480 | R | R | | R | |
| | | CRS 485 | R | R | | | |
| | | CRS 495 | A | A | A | A | A |

# Examples from University of Illinois – Springfield (Link)

*Example 3: A B.S. Program Curriculum Map (Link)*

**LEGEND**

**[I] OUTCOME STATEMENT:**

The program outcome is **(X)** *EXPLICITLY* (score of 2) or **(M)** *IMPLICITY* (score of 1) reflected in the course syllabus as being a learning outcome for this course.

**[II] LEVEL OF INSTRUCTION:**

*(I) INTRODUCED* – Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry0level complexity. Only one (or a few) aspect(s) of a complex program outcome is addressed in the given course (score of 1).

*(E) EMPHASIZED* – Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. Several aspects of the outcome are addressed in the given course,

**SEMESTER:**

**UNIT RESPONSIBLE:**

**DEGREE:**

**SELECTED Program Student Learning Outcomes – The B.S. In _____ Program Graduates Will Be Able To:**

| CORE CURRICULUM COURSES FOR A "TYPICAL" B.S. IN _____ PROGRAM STUDENT | SLO1 [I]Outcome Statement (X, M) | SLO1 [II] Level (I, E, R, A) | SLO1 [III]Feedback(F)/Assessment | SLO2 [I]Outcome Statement (X, M) | SLO2 [II] Level (I, E, R, A) | SLO2 [III]Feedback(F)/Assessment | SLO3 [I]Outcome Statement (X, M) | SLO3 [II] Level (I, E, R, A) | SLO3 [III]Feedback(F)/Assessment | SLO4 [I]Outcome Statement (X, M) | SLO4 [II] Level (I, E, R, A) | SLO4 [III]Feedback(F)/Assessment | SLO5 [I]Outcome Statement (X, M) | SLO5 [II] Level (I, E, R, A) | SLO5 [III]Feedback(F)/Assessment | COURSE BREADTH SCORES | COURSE DEPTH SCORES | COURSE ASSESSMENT FOCUS SCORES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CRS211 | X | I | F | | I | | | I | F | | I | | | I | F | 5 | 5 | 3 |
| CRS250 | | | | | I | | | I | F | | | | | E | F | 3 | 4 | 2 |
| CRS261 | | | | | I | | | I | F | | I | | | I | F | 4 | 4 | 2 |
| CRS310 | M | I | F | | I | | | I | F | | I | F | | I | F | 5 | 5 | 4 |
| CRS350 | | | | | R | F | | R | F | | | | | | | 2 | 6 | 2 |
| CRS450 | M | R | F | | E | F | | E | | | | | | E | F | 4 | 9 | 2 |
| CRS390 | | E | | | R | | | A | F | | E | F | | R | F | 5 | 14 | 3 |
| CRS391 | | | | | R | | | A | F | | | | | R | F | 3 | 10 | 2 |

47

but these aspects are treated separately (score of 2).

(R) REINFORCED – Students are expected to possess a strong foundation in the knowledge, skill, or competency at the collegiate level. Instructional and learning activities continue to build upon increased complexity. All components of the outcome are addressed in the integrative contexts (score of 3).

(A) ADVANCED – Students are expected to possess an advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity (score of 4).

[III]FEEDBACK ON STUDENT PERFORMANCE/ASSESSMENT: (F) Students are asked to demonstrate their learning on the outcome through homework, projects, tests, etc., and are provided formal Feedback (score of 1).

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CRS440 | | | | M | E | F | M | A | F | | I | | | R | F | 4 | 10 | 3 |
| CRS445 | | | | X | I | F | X | R | F | M | E | | M | R | F | 4 | 9 | 3 |
| CRS460 | | | | M | R | | X | R | F | M | R | F | M | R | F | 4 | 12 | 3 |
| CRS491 | | | | M | R | | M | R | F | X | R | F | M | R | F | 4 | 12 | 3 |
| OUTCOME SCORES(i)COMMUNICATION, (ii) SATURATION AND (iii) FEEDBACK POINTS | 4 | 7 | 3 | 5 | 24 | 3 | 6 | 30 | 10 | 4 | 14 | 4 | 3 | 25 | 11 | | | |

**Useful Resources:**

| School Name | Link: |
|---|---|
| **University of Massachusetts Amherst** | learning_objectives_mapping.xlsx (live.com) |
| **California State University, Stanislaus** | Create a Curriculum Map \| California State University Stanislaus (csustan.edu) |
| **The University of Rhode Island** | Sample Curriculum Maps – Office for the Advancement of Teaching and Learning (uri.edu) |

# NGGE Assessment Sub-Committee Charge



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January 30, 2023

From:    Kevin R. Carman, Provost
Re:       Next Generation University Studies Program – Moving Forward
           Assessment Subcommittee Charge

In October 2020, Interim Provost Anne Alexander provided a charge to the Next Generation University Studies Program (NGGE) committee. The committee, co-chaired by Jackie Bridgeman, Susan Aronstein, and Rick Fisher, has accomplished a tremendous amount of background and preparatory work for NGGE.  On October 18, 2022, the NGGE committee co-chairs recommended a restructuring into subcommittees and a revised timeline.  One of the recommended subcommittees is the Assessment Subcommittee.  Thank you for volunteering your service on this subcommittee.

I respectfully request the NGGE Assessment Subcommittee complete the following tasks and others deemed appropriate by the subcommittee:

- Collect gen-ed assessment models from other institutions. Identify at least 3 models that seem both sustainable and appropriate to UW's context.
- Beyond the course level, identify other existing or potential forms of data-gathering (e.g., NSSE/FSSE, program exit surveys, qualitative measures, teaching evaluations) that can provide relevant information about teaching and learning within the gen-ed program.
- Develop a tentative plan to show how student SLOs will be regularly assessed via an efficient, sustainable, ongoing cycle.  The plan should describe processes/stages that show how assessment results can be used to inform continuous improvement.
- Stage 2: Review the assessment plans developed by other sub-committees to determine their feasibility/validity and provide recommendations.

I request a midterm report on all taskings by May 1, 2023, with a full report due on December 1, 2023.

Regards,

Kevin R. Carman, PhD
Provost and Executive Vice President

# Appendix L
## Example COM Assessment Report (for General Education)

In Fall 2021, UW offered 198 sections (taught by 131 distinct instructors) related to COM course delivery. Each instructor of COM course(s) received a request to submit assessment data for *one* of the COM courses they taught. A total of 92 submissions were received for a response rate of 70.2%.

## Instructor Evaluation of Student Work

Each instructor who participated was asked to report *three* students' performance on either a written or oral assignment for the course. Thus, the total data for this assessment was approximately 275 individual pieces of student work. Evaluation of performance was based on AAC&U's VALUE rubric for Written Communication *or* Oral Communication. Average instructor evaluation scores are shown in Tables 1 and 2.

| Table 1. Average rubric scores of student written work by COM level | | | | | |
|---|---|---|---|---|---|
| | Context | Content | Conventions | Sourcing | Grammar |
| COM1 (26) | 3.09 | 2.87 | 2.86 | 2.84 | 2.97 |
| COM2 (18) | 3.17 | 3.04 | 2.91 | 3.02 | 2.98 |
| COM3 (32) | 3.25 | 3.20 | 3.11 | 3.06 | 3.04 |

| Table 2. Average rubric scores of student oral presentation by COM level | | | | | |
|---|---|---|---|---|---|
| | Organization | Language | Delivery | Support | Message |
| COM2 (8) | 3.50 | 3.54 | 3.50 | 3.25 | 3.50 |
| COM3 (8) | 3.50 | 3.50 | 3.38 | 3.42 | 3.67 |

Two trends stand out:

1. *Student written work is rated more highly in more advanced courses*. For nearly all criteria, students in COM3 received higher scores than did students in COM2 or in COM1. Though encouraging, one should be careful not to draw longitudinal conclusions about these results.
2. *Average oral presentation scores are higher than average scores for written work*. Most scores for written work grouped around 3.0, while scores for oral presentations grouped around 3.5. This might suggest that students are stronger speakers than they are written communicators; alternately, it may suggest that faculty have relatively less-specific expectations for students' speaking than they do for students' writing.

## Trends in Assignment Types and Descriptions

In addition to their evaluation of student work, instructors were also asked to describe or upload the assignment description that guided student work. Table 3 reflects the breadth of genres students experience as part of their undergraduate COM course work.

**Table 3: A partial list of assignment titles from Fall 2021 COM Courses**

| | |
|---|---|
| Researched Argument | Cultural Immersion Paper |
| Creative Response and Critical Reflection | Book Review |
| Final Reflection Essay | White Paper |
| Thematic Argument Essay | Clinical Laboratory Improvement Act (CLIA) |
| Core Assignment #1 Final Essay (part 4 of 4 scaffolded assignments) | Project Final Written Report |
| | NSF-style Grant Proposal |
| Storytelling Script Draft | Research Sequence Final Draft |
| Close Reading Essay | Community Based Art Project Proposal |
| Environmental Justice Case Study | Executive Summary (of research articles) |
| Fact/Value Outline | Company Research Report |
| Research Review Final Draft | Final Capstone Project Paper (Group Project) |
| Practicum Reflection | Trip Report Memo |
| Primary Source Analysis 3 | Strategy Statement |
| Research Paper Prospectus | Gallery Walk Poster and Reflection |
| Instructional Strategies Research Paper | Final Historiography Paper |
| Proposal Memo | Term Project Symposium Presentation |
| Project Proposal | 'This I Believe' Audio Essay |
| Instructional Document | Final Role Play Assignment |
| Fundraising Letter | Classroom Management Research Presentation |
| Reading Analysis Essay | |
| Case Study 1: 'Even Robots Need a House': The Robotic Milking System Facility Investment Decision Case Study | Lab 4: Patient Counseling with a New Prescription |
| | Digital Portfolio Presentation |
| Curriculum Portfolio and Education Reflection | Teacher Work Sample (TWS) Presentation |
| | Career Search Interview |
| Unit Plan Research Paper--Final Draft | Magazine Market Study Report and |
| Theory Research Reflection | Presentation |

Assignment titles and descriptions indicate that UW communication-intensive assignments align well with national scholarship on higher education learning. Specifically, the American Association of Colleges & Universities (AAC&U) has identified ten types of high-impact practices that contribute to transformational undergraduate educational experiences, which share eight key elements (Kuh and O'Donnell, 2013):

1. Performance expectations set at appropriately high levels
2. Significant investment of time and effort by students over an extended period of time
3. Interactions with faculty and peers about substantive matters

4. Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those which students are familiar
5. Frequent, timely, and constructive feedback
6. Periodic, structured opportunities to reflect and integrate learning
7. Opportunities to discover relevance of learning through real-world applications
8. Public demonstration of competence.

Across COM course assignments, there is evidence that students have opportunities to engage with all eight key elements of high-impact learning. Student writing and speaking was often part of extended, ongoing, and iterative projects—often guided by quite extensive performance expectations. Assignments, especially at the COM1 and COM2 levels, encouraged students to consider multiple perspectives and to step outside of familiar viewpoints. At the upper level, many assignments asked students to collaborate with peers and to engage in application of disciplinary or professional knowledge. A number of assignments across all levels encouraged students to reflect (to an internal audience) or to consider specific external/public audiences. Expectations for synthesis and response to feedback were visible in many assignments as well. It also appears that students are being asked to produce works of varying lengths, from informal single-page reflections to thoroughly revised formal papers of fifteen pages or more.

One possibility for improvement: In many assignments, instructor expectations for "what" (content) and "how" (format) seemed to be more explicit than their expectations for "why" (purpose) and "for whom" (audience). Thus, instructors may want engage students in the rhetorical situation for students' writing and speaking. Given the impressive range of purposes for which students are asked to write (e.g., analysis, instruction, exposition, critique, reflection, argumentation, application, etc.), teachers may benefit from asking students about their past writing experience and their beliefs about which skills they think will transfer into a new writing setting.

## Potential Action Items

***Review your communication-intensive assignments*** with an eye toward the eight key elements of high-impact learning. Which do you already achieve well? Where might you revise communication assignments to further embed relevant high-impact practices?

***Consider building in an audience analysis exercise.*** These kinds of activities are often an effective way to help students articulate their beliefs about audience and purpose. Such activities can also help instructors understand where students *misperceive* key features of the real or hypothetical audience and purpose of their communication efforts.

## References / For Further Reading

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Appendix M

## USP2015 and Next Generation General Education (NGGE) Background

*UW's Current General Education Program: University Studies Program 2015 (USP2015)*

The development of UW's existing University Studies Program (USP2015) was substantially informed by the AAC&U LEAP framework, with course-level learning outcomes crafted locally. All courses that meet USP 2015 designation have gone through an approval process requiring submitters to align course-level outcomes with the current ILOs/General Education LOs and include assessment in their proposals. Currently, course approval processes are facilitated by college-level committees and by a university-level USP Committee. Most assessment of general-education courses has occurred at the course-level, with little aggregation of data beyond the course level. UW Regulation 2-105, "University Studies Program," is included as Appendix M.

Several of the largest general education courses (e.g., ENGL 1010, COMM 2010, LIFE 1020, HP 1151, POLS 1100) are delivered and assessed in a supported, multi-section format, meaning that these programs capture a relatively broad picture of student performance and development. Additionally, the first-year seminar (FYS) and communication-intensive (COM) designations are supported by coordinators who provide faculty development and gather data across courses in their areas. A recent COM assessment report is included as Appendix J.

*Revision of General Education at UW: Next Generation General Education (NGGE)*

Beginning in 2020, UW initiated a multi-stage process to update its general education program. **The development committee for the program (tentatively called Next Generation General Education [NGGE]) has adopted as one of its guiding principles "meaningful (learner-centered, specific, and measurable) assessment as a cornerstone of overall program design."** Additionally, several members of the NGGE committee also serve as part of the Assessment Committee; this overlap will help foster attention to assessment throughout the development process. This Assessment Plan will be updated in response to new goals, courses, and outcomes of the new general education program. At present, the NGGE committee has adopted the following tentative program mission statement:

> *UW's general education program is designed to develop citizens for a dynamic, global world. Becoming an effective citizen requires students to be ready to pursue immediate career goals as well as adapt to significant personal, cultural, and workplace changes they may not be able to imagine or anticipate. Accordingly, UW's gen ed program is designed to foster essential skills and mindsets that will prepare students to succeed in whatever fields of opportunity they choose upon graduation. Thus, the general education program is designed to:*
>
> - *Introduce students to ways of thinking and understanding across disciplines, and with respect to interdisciplinary challenges, such that they are able to become critical thinkers, successful problem solvers, and effective collaborators and leaders.*
>
> - *Provide learning opportunities to broaden students' horizons of knowledge and help them prepare for opportunities, relationships, and impacts they may not yet imagine.Promote exploration of knowledge in areas of students' personal interests and values.*

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- *Develop skills that prepare them to be productive members of a diverse world and that are of value to the workplace, community, and to them as individuals.*
- *Prepare students to become life-long, self-aware learners.*

Appendix N

**UW Regulation 2-105, "University Studies Program"[20]**

UNIVERSITY OF WYOMING REGULATIONS

Subject: University Studies Program

Number: UW Regulation 2-105

I. PURPOSE It is the purpose of a University Studies Program (USP) to establish baseline learning requirements, which all undergraduate students should meet regardless of their fields of study. These baseline learning requirements should be simple, flexible, and transparent. They should easily transfer between collegiate level institutions, such as community colleges, and the University. They must be based on assessable learning outcomes that are clearly stated and made available to all interested parties, including students and instructors.

II. USP CURRICULUM Coursework that fulfills the goals of the USP should involve multiple and diverse disciplines in order to provide students with broad learning experiences and exposure to different viewpoints, as well as provide them diverse skill sets. Coursework should include some or all of the following: knowledge of human culture, the physical and natural world, and U.S. and Wyoming Constitutions; intellectual and practical skills; and personal and social responsibility. Such an education is expected to produce citizens able to function in a complex and changing society.

III. UNIVERSITY STUDIES COORDINATOR

A. Designation The Associate Vice Provost for Undergraduate Education will perform the duties of the University Studies Coordinator, and will be responsible to the Provost for administering the USP.

B. Responsibilities The University Studies Coordinator will work directly with the University Studies Committee and other appropriate faculty, University officers, and Faculty Senate committees to:

1. Make recommendations for the fiscal support of the USP; University Studies Program

2. Maintain approved course lists and disseminate information about the program on and off campus;

3. Assist faculty and sponsor departments in preparing or modifying University Studies course offerings with advice from the University Studies Committee;

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[20] Website Link

4. Implement an assessment plan with advice from the University Studies Committee;

5. Assist faculty and sponsor departments in preparing or modifying University Studies course offerings with advice from the University Studies Committee;

6. Implement an assessment plan with advice from the University Studies Committee;

7. Approve waivers or substitution of USP requirements by petitioning students; and

8. Serve as an ex officio (non-voting) member of the USP Committee.

IV. PROCEDURES

A. The USP demands completion of specific requirements in identified areas of study in accordance with criteria approved by the University Faculty Senate. In cooperation with the Board of Trustees and academic administrators, the University Studies Committee of the Faculty Senate is responsible for making decisions regarding which courses are to be designated as USP-compliant.

B. Transfer credits from other collegiate institutions may be accepted in satisfaction of requirements when the transferred courses meet the objectives of a required University Studies course as determined by standards or procedures adopted by the University Studies Committee.

C. Students transferring fewer than thirty (30) credit hours will be subject to requirements specified for freshmen except when waived by the University Studies Committee or University Studies Coordinator upon petition by a student who has completed one year of collegiate study with full time status.

D. The University Studies Committee or University Studies Coordinator may recommend to the President suspension or delay of the general application of the USP requirements whenever it appears that the availability of such classes is insufficient to accommodate the timely degree completion of a substantial number of students. Any such recommended action will be promptly reported to the Faculty Senate, the Provost, the President, and the Board of Trustees accompanied by an explanation. The President shall make the final decision on the recommendation.

E. The University Studies Coordinator and University Studies Committee will prepare a list of all courses approved as meeting requirements in each of the areas of general studies for submittal to the Provost annually. This list will be communicated to stakeholders on a regular basis. University Studies Program

Responsible Division/Unit: Office of the Provost and Vice President for Academic Affairs

Source: None

Links: http://www.uwyo.edu/regs-policies

Associated Regulations, Policies, and Forms: None

History: University Regulation 407, Revision 3; adopted 7/17/2008 Board of Trustees meeting Revisions adopted 9/12/2014 Board of Trustees meeting Revisions adopted 3/24/2016 Board of Trustees meeting Reformatted 7/1/2018: previously UW Regulation 6-407, now UW Regulation 2-105 Revisions adopted 7/12/2018 Board of Trustees meeting

Appendix O

## USP Committee Charge[21]

**XIV. UNIVERSITY STUDIES COMMITTEE** (See also UW Regulation 2-105, "University Studies Program.")

### A. Rationale

The University Studies Program requires completion of specific requirements in identified areas of study in accordance with criteria approved by the University Faculty Senate. In cooperation with the Board of Trustees and academic administrators, the Faculty Senate is responsible for making decisions regarding curriculum.

### B. Functions

The University Studies Committee shall:

1. **Oversee an assessment process for the University Studies Program;**

2. **Define the philosophy, learning outcomes desired, and criteria for courses in the relevant areas of study, with Faculty Senate approval;**

3. **Identify and approve courses for the Program;**

4. **Consult with and advise academic departments concerning the needs and requirements of the Program;**

5. **Grant approval of alternative courses or pilot programs to fulfill University Studies requirements for a limited time;**

6. **Appoint *ad hoc* sub-committees as needed to accomplish the goals of UW Regulation 2-105, III.B.1-5. and to select and review courses that meet the criteria approved by the Faculty Senate.**

7. **Develop and maintain appropriate linkages with the Academic Planning Committee, the Faculty University Course Review Committee, and the Student Interaction Committee, with particular regard to new courses or modification of courses considered for approval as meeting requirements of the Program.**

8. **Make reports and recommendations to the Faculty Senate as may be deemed appropriate or as requested.**

9. **Consider and grant such waivers of requirements of the University Studies Program to petitioning students as warranted by unusual and extenuating circumstances, upon recommendation of the University Studies Coordinator (see UW Regulation 2-105).**

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[21] [Website Link](#)

## C. Composition

The committee shall consist of 11 voting members. Members of the University Studies Committee will include one academic personnel member from each of the six undergraduate colleges (two from Arts and Sciences), the Libraries, the Office of Distance Education Support/UW-Casper, and one of the non-college academic units (e.g., the American Heritage Center or Honors Program). A student designated by ASUW shall be a voting member. Each college or group will elect their own representatives, and these names will be forwarded to the Executive Committee of the Faculty Senate for approval. Faculty representatives shall serve staggered three- year terms. *Ex officio* members of the committee shall include: the First Year Seminar Coordinator and the Communications Coordinator; representatives from the offices of: the Provost and Vice President for Academic Affairs, the Registrar, the Academic Planning Committee, the Deans' Council, Academic Advising, and the Wyoming community colleges. *Ex officio* members do not have a vote. Vice presidents, deans, associate and assistant deans, and directors shall not be eligible to serve on the committee.

The committee shall elect its chairperson. The Chair or his/her designee shall serve as an *ex officio* member of the University Course Review Committee. The University Studies coordinator shall serve as secretary of the committee and maintain a record of the minutes of meetings. The Executive Committee of the Faculty Senate shall fill temporary vacancies on the University Studies Committee.

**Responsible Division/Unit:** Office of the Provost and Vice President for Academic Affairs
**Source:** None
**Links:** http://www.uwyo.edu/regs-policies
**Associated Regulations, Policies, and Forms:** UW Regulation 2-301 (Faculty Senate Bylaws)
**History:**[22]

University Regulation 702; adopted 5/6/2009 Board of Trustees meeting Revisions adopted 9/17/2010 Board of Trustees meeting
Revisions adopted 11/18/2010 Board of Trustees meeting
Revisions adopted 9/13/2013 Board of Trustees meeting
Revisions adopted 9/12/2014 Board of Trustees meeting
Revisions adopted 3/25/2015 Board of Trustees meeting
Revisions adopted 3/24/2016 Board of Trustees meeting
Revisions adopted 3/23/2017 Board of Trustees meeting
Revisions adopted 1/18/2018 Board of Trustees meeting
Reformatted 7/1/2018: previously UW Regulation 6-702, now UW Regulation 2-302

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[22] USP Committee Charge updates expected AY22/23.