UW Assessment for Student Learning
Spring/Summer 2021 Assessment Survey Report

Updated December 2021

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Spring/Summer 2021 Assessment Survey Report

The UW Assessment Team, along with the UW HLC Assessment Academy Team, UW Assessment Coordinators, and the Ellbogen Center for Teaching and Learning (ECTL), will work together to utilize assessment results to improve student learning and address how UW is meeting the following three HLC assessment requirements listed under Core Component 4.B.:

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, 2019)

An initial first step in this process was the deployment of the UW Assessment Survey to understand the overall assessment of student learning, culture of assessment and assessment needs at the University of Wyoming. Our work moving forward will focus on our HLC Assessment Academy Plan (Appendix C) and emphasize transparency and support in the assessment processes at our institution.

The UW Assessment Survey was launched at the end of April 2021 and respondents had four months (May - August) to respond. This report reflects programs that participated in the UW Assessment Survey and their corresponding Tier Level assignments based on those responses. Please see "UW Assessment Tier Requirements" (pages 4 to 6) as a reference. Survey questions were developed in partnership with the UW Assessment Coordinators and are directly aligned with the UW Assessment Tier Requirements. Additional survey content can be found in the Appendices section of this report (pages 106 to 141.

When compiling information for this report we elected to focus on the following areas:

1. Participation (Completion Rate)
2. Program Tier Level Assignment (*based on survey responses received*)
3. Responses related to weighted questions to determine Tier Level Assignment (**Assessment Survey Questions & Tier Level Assignments**)
4. Opportunities for support (**Additional UW Assessment Survey Response Notes**)
5. Who participated and when (**Respondents**)

Work moving forward will focus on support for the work of the UW Assessment Coordinators (Book Club Meetings for AY 21/22 and an Assessment Academy planned for October 2021, at the Assessment Academy we will focus on specific supports for each College as well as ways to connect colleges and programs to improve assessment practices), Assessment Workshops (tailored to assessment needs identified based on the UW Assessment Survey responses - November 2021), campus-wide Assessment Learning Communities (beginning Spring 2022), and developing a UW Assessment Plan that will serve the needs of the UW community.

We invite you to visit our website for additional information on our work, upcoming events and resources (http://www.uwyo.edu/ctl/assessment/index.html). If you would like to request information on specific responses or all responses from a college or program, this information is available (please email Heather Webb Springer directly at hwebb1@uwyo.edu).

Thank you for participating in this process and we look forward to the work ahead.
Kind regards –
UW Assessment Team
Ellbogen Center for Teaching and Learning (ECTL)

UW Assessment Tier Requirements

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 outcome assessment in the department.	The department or program does not include (and there is currently no discussions or effort to include) the labor of assessment in job descriptions along with the promotion and tenure process.	Currently there is no effort to encourage participation in supportive educational development programs.

Assessment Process

Tier 1	The program has a robust assessment process that is clearly documented and explainable and encompasses: • assessment of student work on multiple levels; and, • 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. 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 • indicate progress toward achieving student learning outcomes; • inform and are used to improve student learning outcomes (as needed); and, • support pedagogical changes as necessary.
Tier 2	The assessment results *may* • indicate progress toward achieving student learning outcomes; and, • face challenges in changing/improving student learning outcomes.

Tier 3	The assessment results (if available) • are seldom used to inform and improve student learning outcomes; and, • 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.

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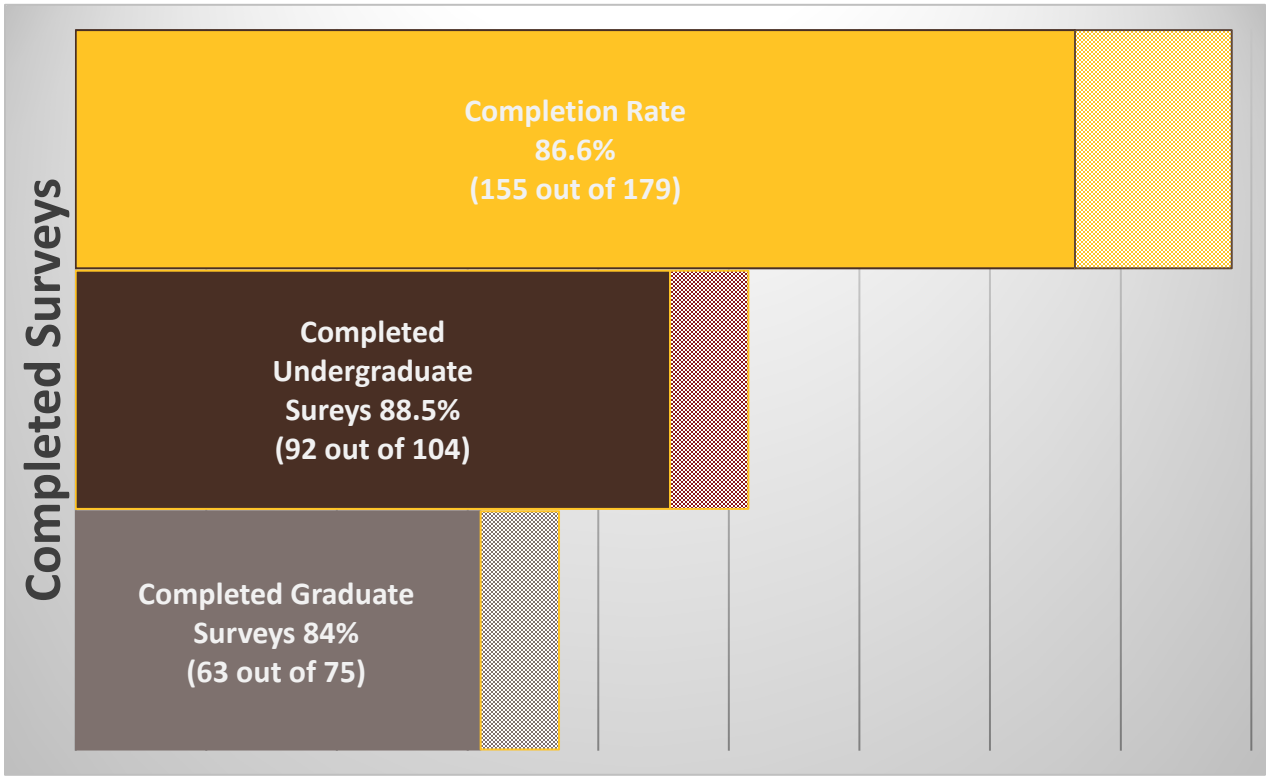
Appendices

University of Wyoming Assessment Survey Results

Completion Rate = 86.6%[1]
179 total programs
155 programs participated

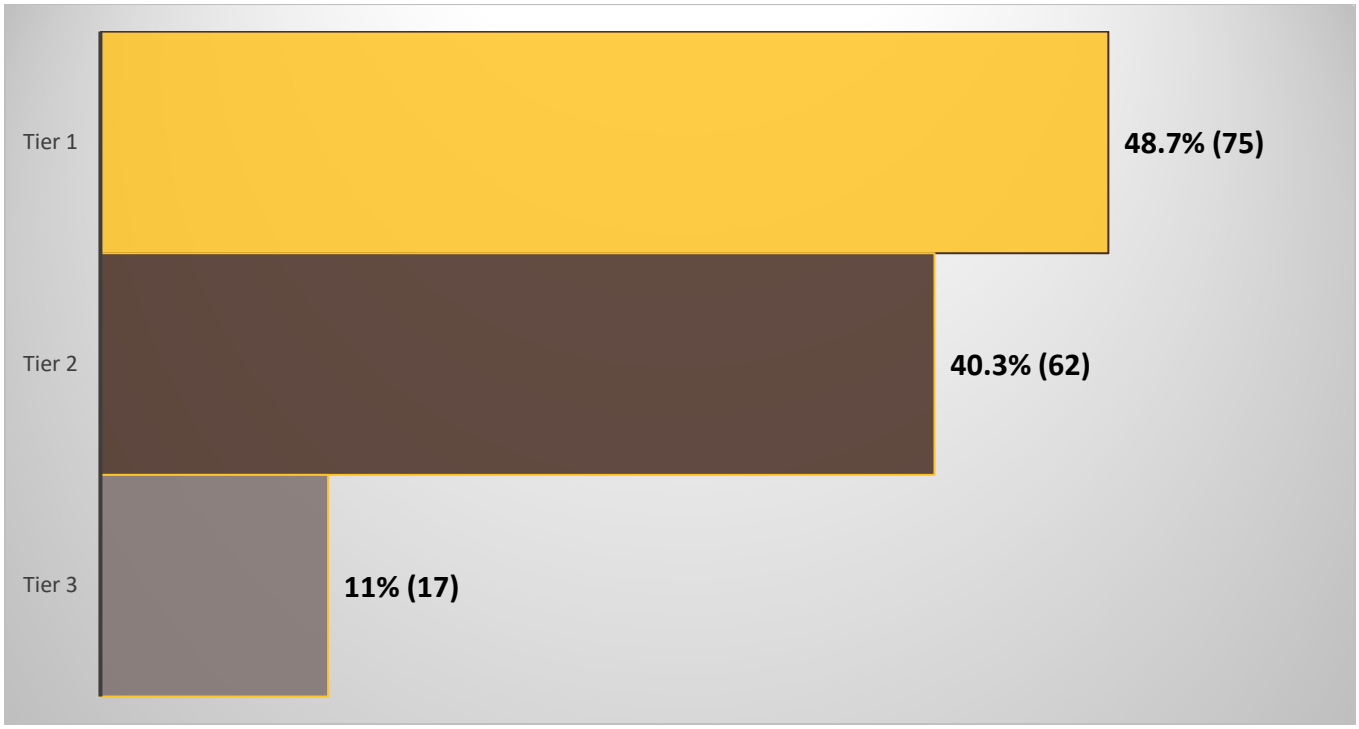
Undergraduate Programs Participation Rate = 88.5%
104 undergraduate programs
92 undergraduate programs participated[2]

Graduate Programs Participation Rate = 84%
75 graduate programs
63 graduate programs participated[3]

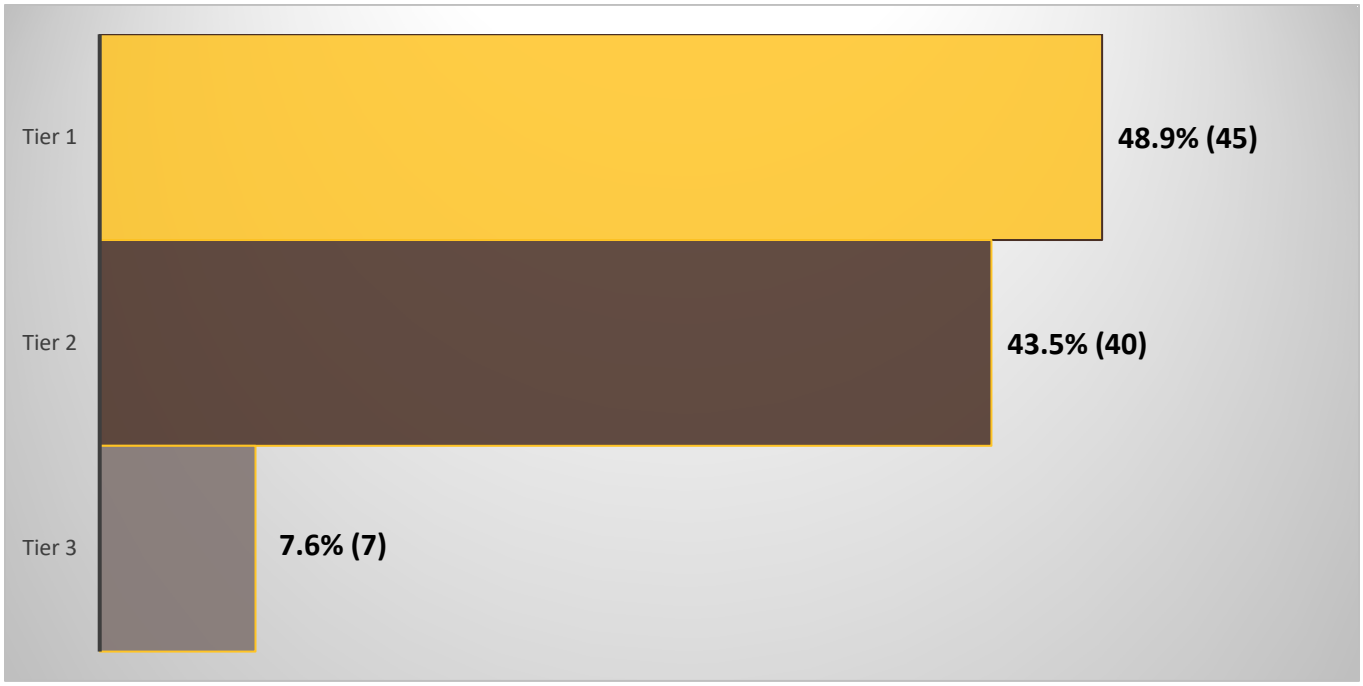


[1] This completion rate does not include the three surveys reflected in Academic Affairs, from the following programs: American Heritage Center, University Library and UW Art Museum.
[2] Three undergraduate minor programs and one certificate program are reflected in this number.
[3] There are 56 MS/MA programs, six PhD programs, one JD, and one interdisciplinary JD (Haub) program reflected in this number.

Tier Level Assignments (*based on survey responses received*):
Roughly 48.7% (75) of the programs surveyed ranked as Tier 1, 40.3% (62) ranked as Tier 2, and 11% (17) ranked as Tier 3.

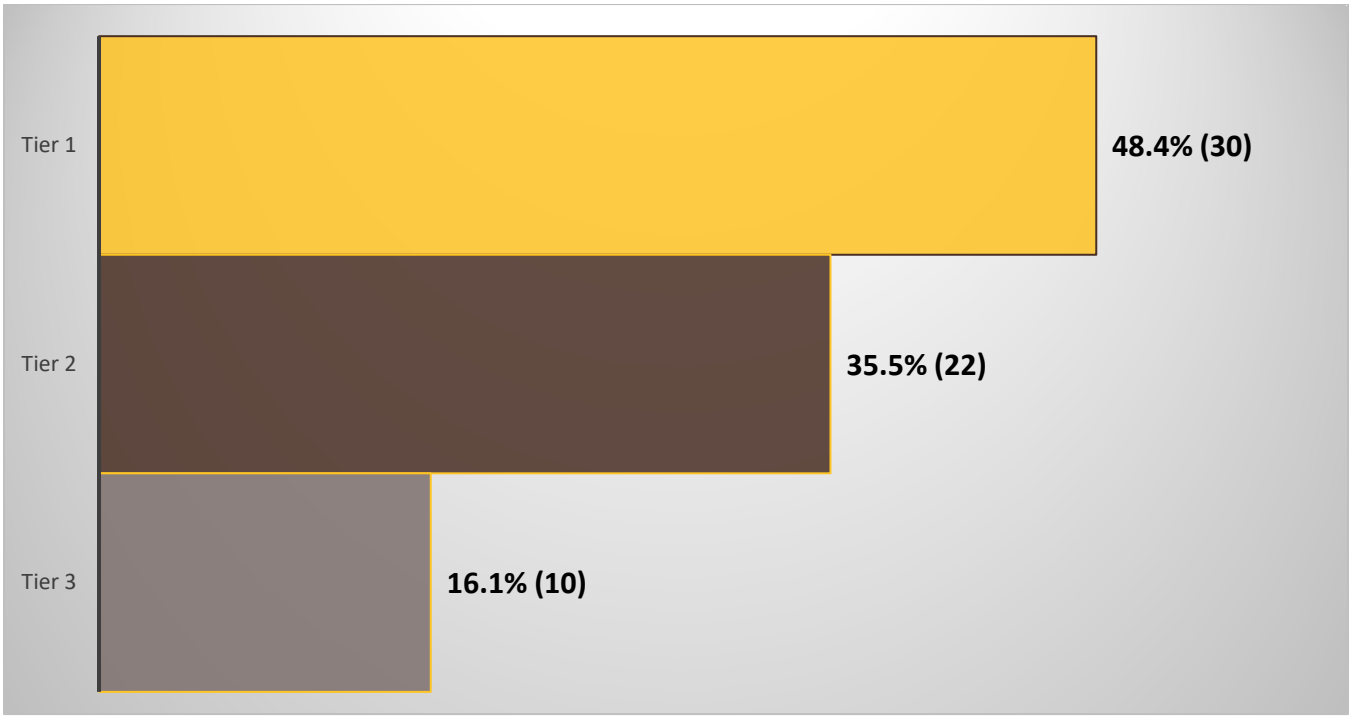


Undergraduate
Among undergraduate programs surveyed, 48.9% (45) ranked as Tier 1, 43.5% (40) ranked as Tier 2, and 7.6% (7) ranked as Tier 3.



Graduate

Among graduate programs surveyed, roughly 48.4% (30) of the programs ranked as Tier 1, 35.5% (22) ranked as Tier 2, and 16.1% (10) ranked as Tier 3.



UW College of Agriculture and Natural Resources

UW Assessment Survey Report

Completion Rate = 64.7%[4]

Undergraduate Programs Participating	Graduate Programs Participating
Agricultural Business	Agriculture and Applied Economics
Family and Consumer Sciences	Family and Consumer Sciences
Microbiology	Molecular Biology (to include PhD)
Molecular Biology	Plant Sciences (to include PhD)
Plant Production and Protection	Rangeland Ecology and Watershed Management (to include PhD)
Rangeland Ecology and Watershed Management	

Program Tier Level Assignment (*based on survey responses received*)

Tier 1	Tier 2	Tier 3
Family and Consumer Sciences (undergraduate)	Agricultural Business (undergraduate)	Rangeland Ecology and Watershed Management (undergraduate)
Microbiology (undergraduate)	Agricultural and Applied Economics (graduate)	Rangeland Ecology and Watershed Management (to include PhD)
	Plant Production and Protection (undergraduate)	
	Family and Consumer Sciences (graduate)	
	Molecular Biology (undergraduate)	
	Molecular Biology (graduate & PhD)	
	Plant Sciences (graduate & PhD)	

[4] The following programs were contacted but chose not to participate: Agricultural Communications (undergraduate), Animal and Veterinary Science (undergraduate, graduate and PhD), Entomology (graduate and PhD), Food Science and Human Nutrition (graduate interdisciplinary), Soil Science (graduate and PhD).

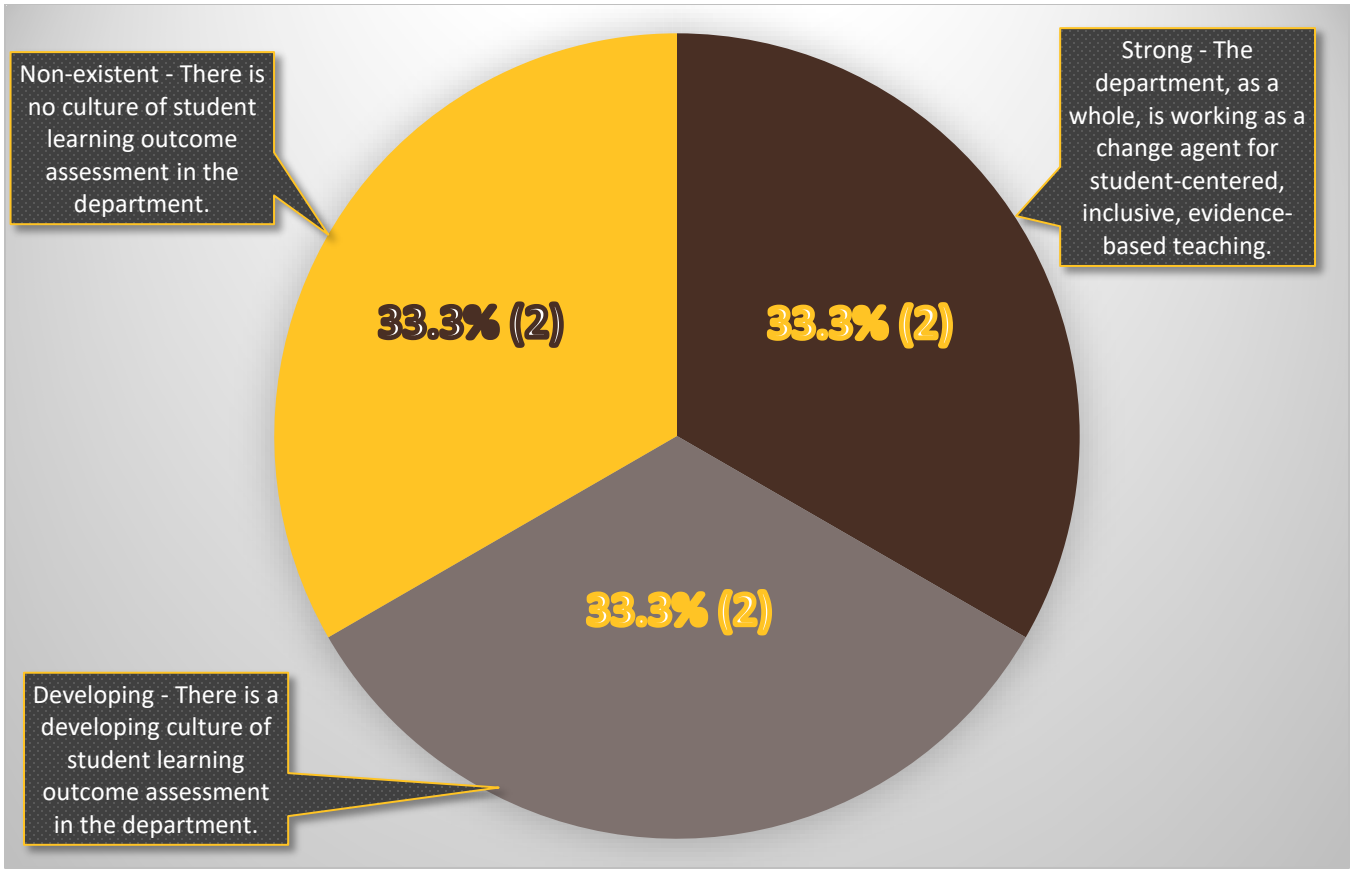
Assessment Survey Questions & Tier Level Assignments
Undergraduate Programs

Questions below were selected to be weighted by Assessment Coordinators to indicate Tier Level assignment.

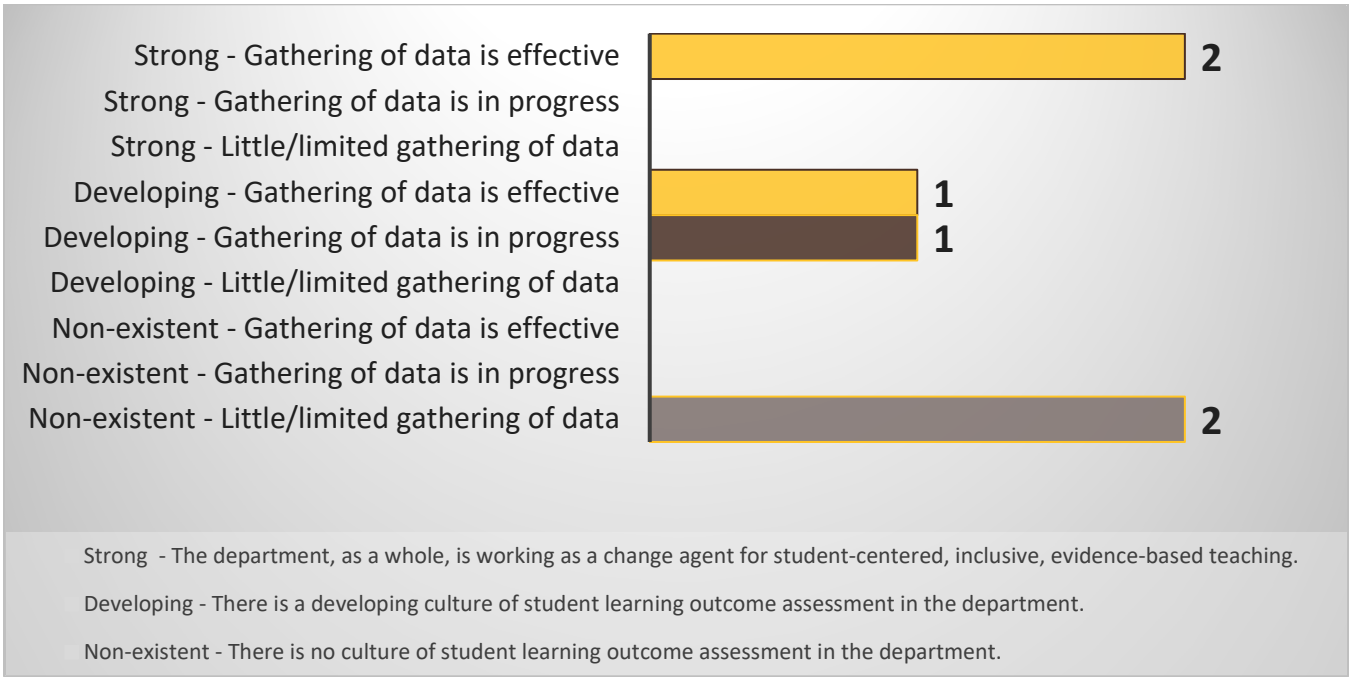
Question 1: Are your student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

Yes = 5 (83.3%)
No = 1 (16.7%)

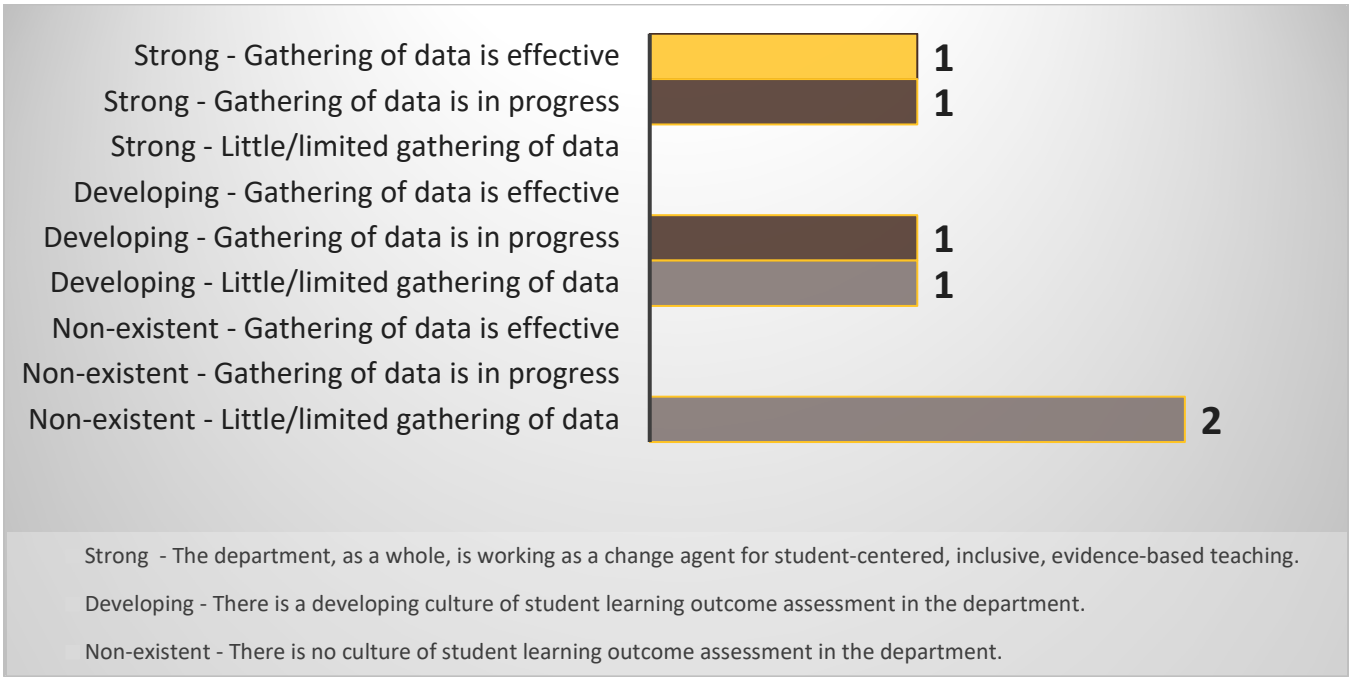
Question 9: The student learning outcomes assessment culture in my program is:



Question 11[5]: Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:



Question 12[6]: Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:

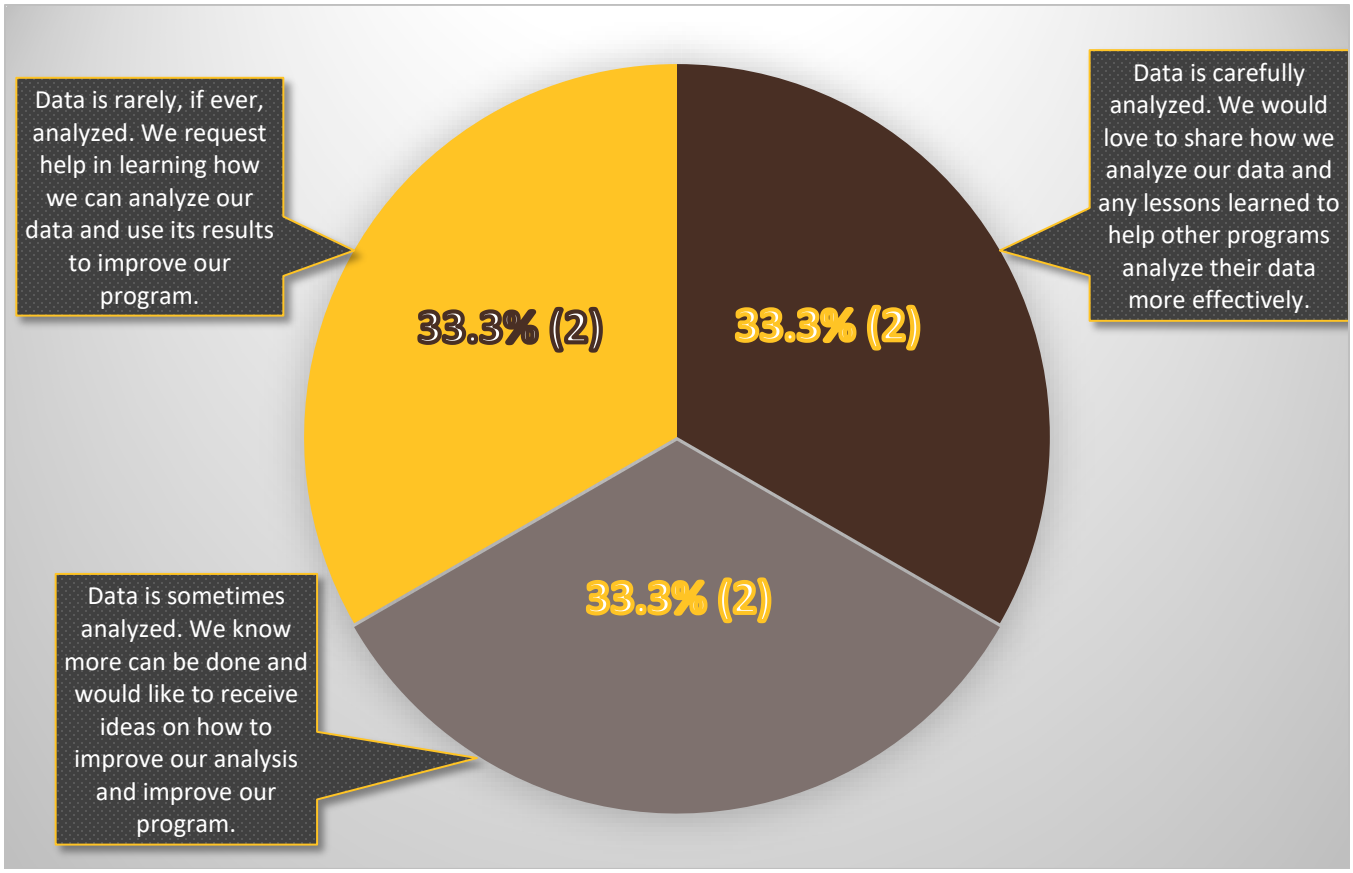


[5] The results for Q11 are based on results from Q9.
[6] The results for Q12 are based on results from Q9.

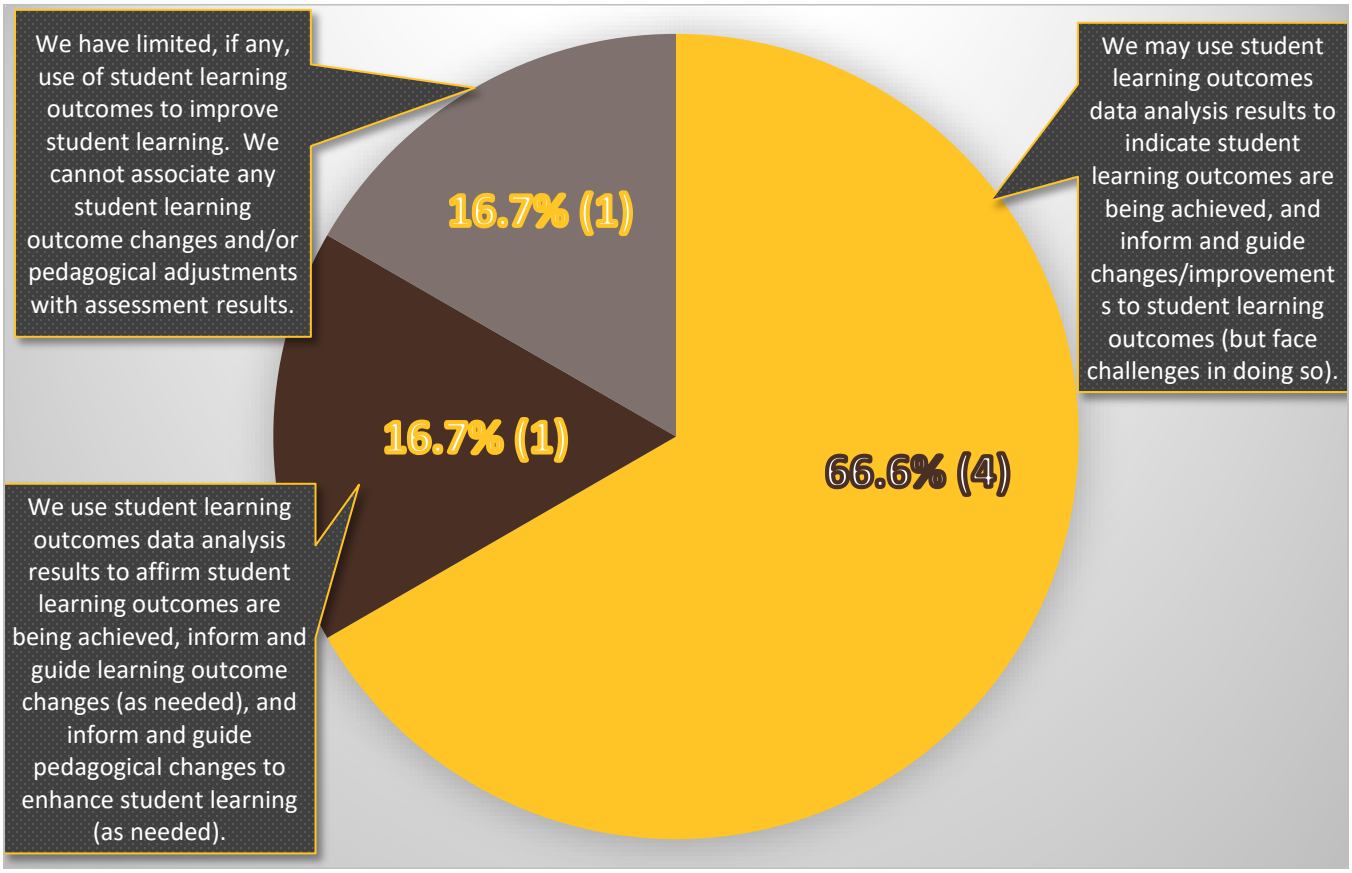
Question 13: Does your program consider student-learning outcomes in the assessment process?

Yes = 6 (100%)

Question 16: Select which scenario best describes what happens when your program collects student learning outcomes data:



Question 17: Which statement best fits your program:



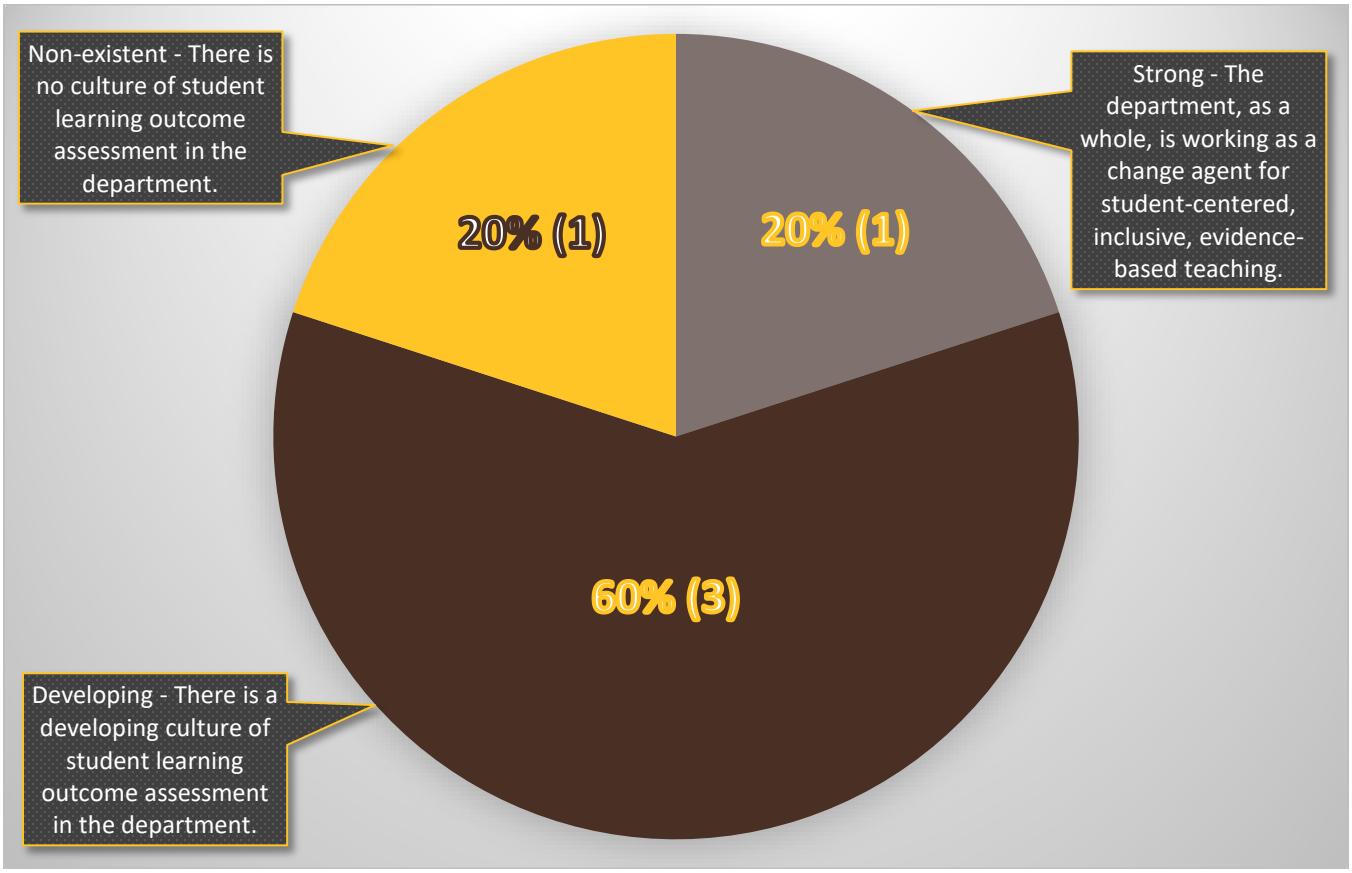
Assessment Survey Questions & Tier Level Assignments
Graduate Programs

Questions below were selected to be weighted by Assessment Coordinators to indicate Tier Level assignment.

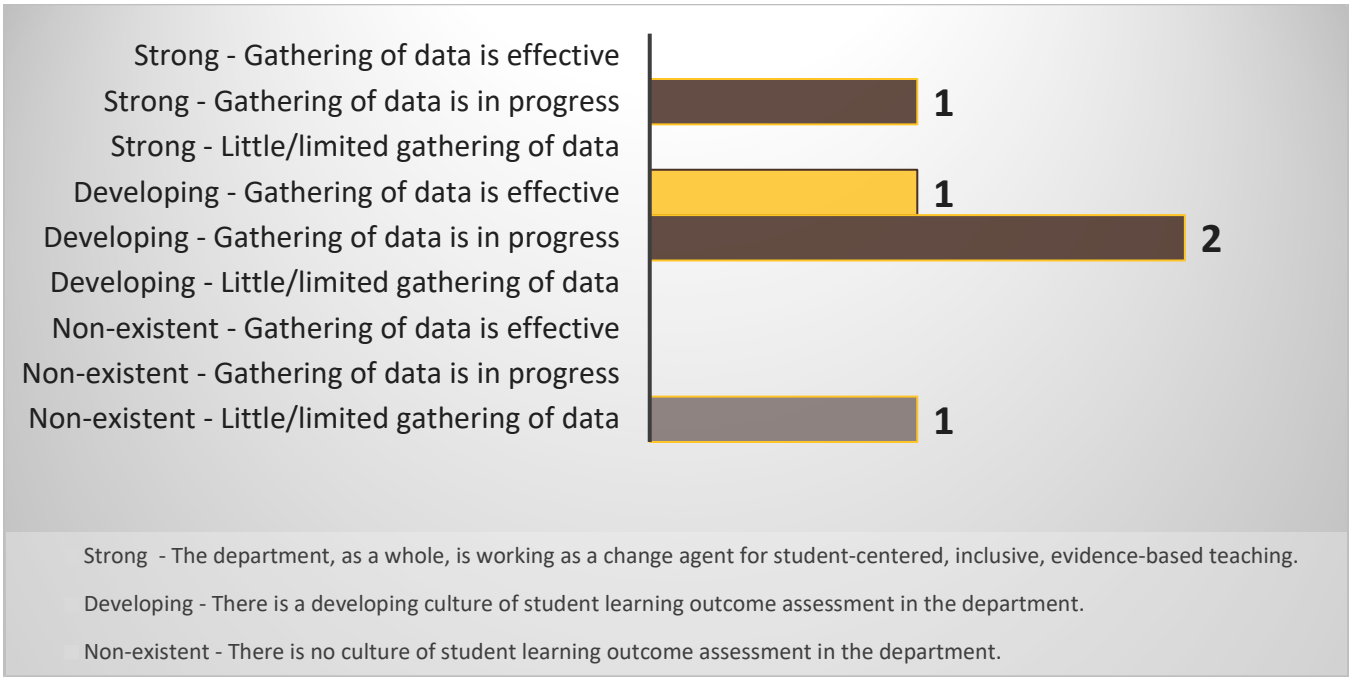
Question 1: Are your student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

Yes = 4 (80%)
No = 1 (20%)

Question 9: The student learning outcomes assessment culture in my program is:

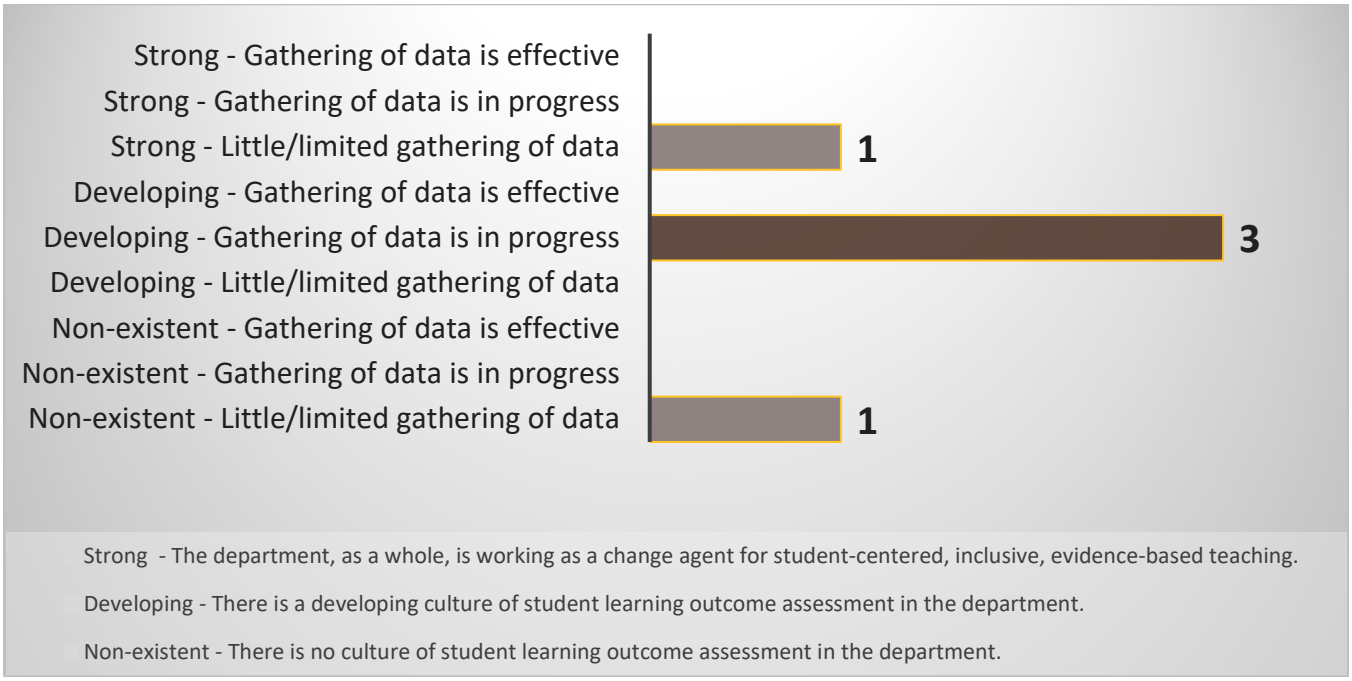


Question 11[7]: Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:



[7] The results for Q11 are based on results from Q9.

Question 12[8]: Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:



Question 13: Does your program consider student-learning outcomes in the assessment process?

Yes = 5 (100%)

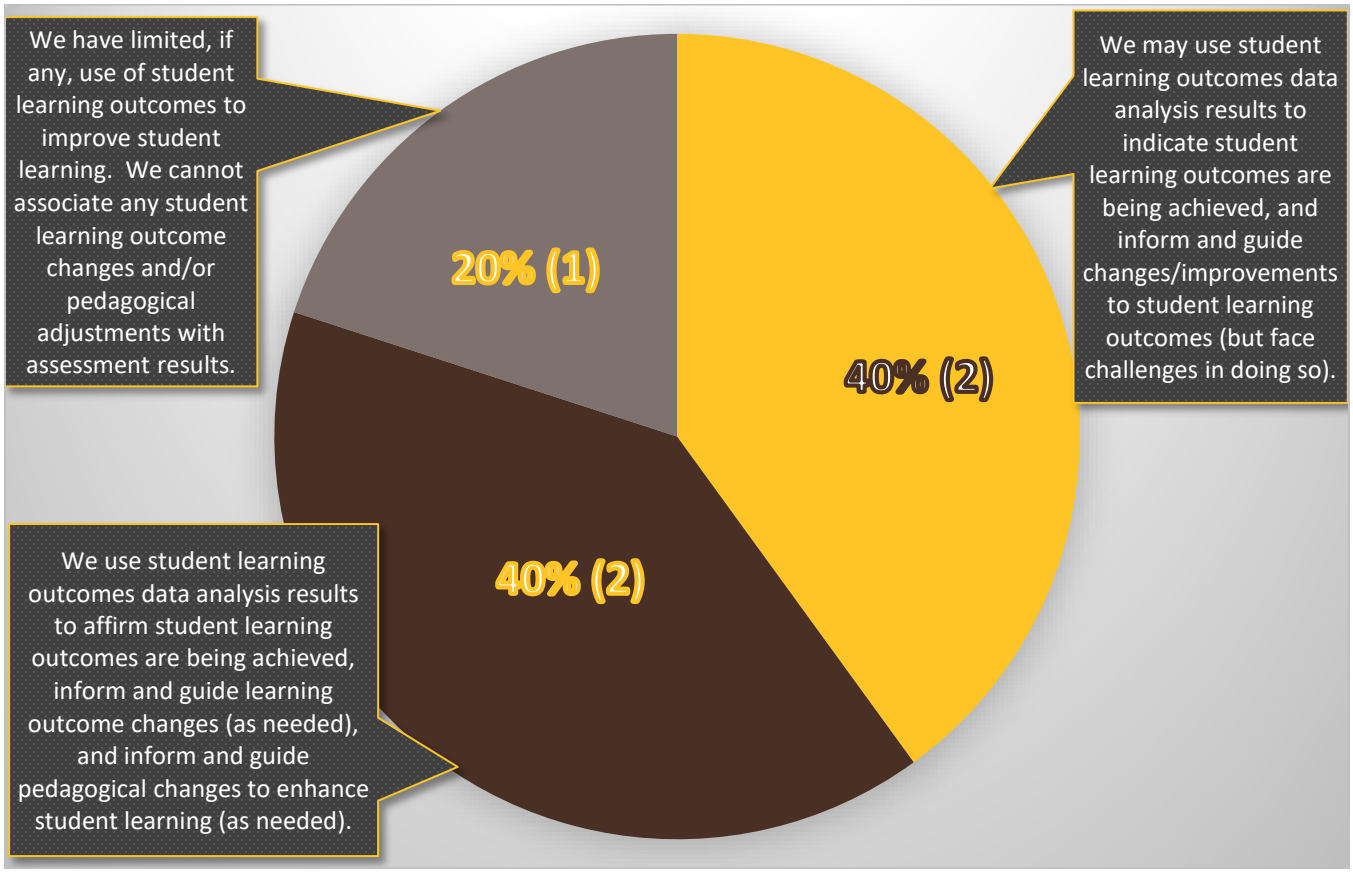
Question 16: Select which scenario best describes what happens when your program collects student learning outcomes data:

Data is sometimes analyzed. We know more can be done and would like to receive ideas on how to improve our analysis and improve our program = 4 (80%)

Data is rarely, if ever, analyzed. We request help in learning how we can analyze our data and use its results to improve our program = 1 (20%)

[8] The results for Q12 are based on results from Q9.

Question 17: Which statement best fits your program:



Additional UW Assessment Survey Response Notes

Total number of program student learning outcomes webpages provided = 1

ECTL Assessment Assistance Requested:

1. Assistance in making program assessment processes and results more transparent – 7 (63.6%) (3 undergraduate and 4 graduate)
2. Assistance in using assessment data results to affirm student learning outcomes are being achieved and how to use them to drive student learning outcomes and/or pedagogical changes – 2 (18.2%) (1 undergraduate and 1 graduate)
3. Assistance in using data analysis results to affirm student learning outcomes are being achieved and/or helping drive student learning outcomes and/or pedagogical change – 3 (27.3%) (2 undergraduate and 1 graduate)
4. Assistance in creating (or improving) a student learning outcomes assessment process – 9 (81.8%) (5 undergraduate and 4 graduate)
5. Help or assist your program in defining, reviewing and/or updating your student learning outcomes – 6 (54.5%) (4 undergraduate and 2 graduate)
    a. Defining student learning outcomes – 1 (9.1%) (undergraduate)

b. Reviewing student learning outcomes – 4 (36.4%) (2 undergraduate and 2 graduate)
c. Updating student learning outcomes – 1 (9.1%) (undergraduate)
d. Other (Undergraduate)
    i. Our assessment focuses on critical thinking as it relates to application of course concepts to solve problems. This has been our focus since we started our second round of assessment efforts. Do we need to update our focus given current efforts?
e. Other (Graduate)
    i. Our learning objectives are a combination of research and communication skills. If ECTL would like to give us feedback, we would appreciate that.

<u>Please briefly describe your programs utilization of and approach to student learning outcomes:</u>
Undergraduate -

a. Our approach has been to focus on very practical learning outcomes. Our degree is quite hands-on and thus our students learn concepts by doing them as much as possible.
b. Our learning outcomes identify the skills and knowledge are students need when they graduate. We use our assessments to evaluate whether our curriculum is supporting those learning outcomes, and then adjust curriculum and/or learning outcomes as indicated. We also have plans to adjust our assessment process slightly, and will be implementing a new college wide assessment of critical thinking hopefully this fall.
c. Each year (until the pandemic) we requested each faculty member to conduct assessment for their classes they taught and send that to the Undergraduate Chair. That information was placed in a report and sent to the person for the University in charge of assessment. We used these data and reports in annual discussions about curriculum.
d. We used our learning outcomes to identify changes needed in the curriculum to address students ability to become competent in the field.
e. The Microbiology Steering committee, a cross-college, cross-department team utilizes the Microbiology Concept inventory to assess concept-based learning outcomes. Skill and process-based outcomes are assessed within the context of a Capstone Microbiology course. In this course, each student writes and NSF-style proposal, tests hypotheses with appropriate lab and field research, analyzes data and communicates findings. Formative and summative assessment is accomplished with rubrics. Summative assessment engages subject matter experts in determining mastery of student learning outcomes. Finally, students also take the pre- and post-active learning survey which includes measures of student affect as well as inclusion.
f. Our program in Rangeland Ecology and Watershed Management is accredited with the Society for Range Management. As such, we are reviewed for accreditation renewal each 10 years by the Society. At that time we are asked to assess our student learning outcomes, but they are mostly unclear.

Graduate -

a. Our learning objectives represent the common skills achieved in our program. We assess some of these through our departmental seminar, and others through the graduate research process (proposal preparation, prelim exam and defenses).
b. Our learning outcomes at the grad level, like at the undergrad level, are a bit tricky at the department level as we have three very different programs. We examine written and oral

communication at the department level, and then more specific learning outcomes are measured and evaluated at the programmatic level.

c. We have a student seminar where the student's thesis research is presented on an annual basis. They receive critical feedback from all faculty and dozens of graduate students and research scientists. Additionally, all grad students meet with their thesis committee once each year to present their work, receiving feedback at that time. Faculty discuss on a semi-annual basis the overall view of student progress and adapt instruction accordingly.
d. Our graduate programs in REWM are formulated based on recommendations from graduate committee members. We formerly required these committee members to fill out a form at the time each student defended their thesis or dissertation that was an assessment of the students performance with their thesis or dissertation and the delivery during the defense.

UW Assessment Survey Respondents:

Name	Date(s)
Christopher Bastian	May 26, 2021
Jeffrey Beck	July 23, 2021
Randa Jabbour	May 12, 2021
Karen Panter	April 28, 2021
Benjamin Rashford	April 27, 2021
Peter Thorsness	June 23, 2021
Christine Wade	May 7 & May 25, 2021
Rachel M. Watson	July 11, 2021
Christopher Bastian	May 26, 2021

UW College of Agriculture and Natural Resources Assessment Coordinators:
Warrie Means
Christine Wade

UW Assessment Team (Ellbogen Center for Teaching and Learning):
Heather E. Webb Springer (Associate Director of Assessment) hwebb1@uwyo.edu
Jake Hayden (Assessment Data Analyst) jakeh@uwyo.edu
Shujuan (Olivia) Wang (Assessment/SoTL Specialist) swang10@uwyo.edu

UW College of Arts and Sciences

UW Assessment Survey Report

Completion Rate = 84.8%[9,10]

Undergraduate Minor Programs Participating	Undergraduate Program Participating	Graduate Program Participating
Latina/o Studies	African American and Diaspora Studies	American Studies
	American Studies	Anthropology[11]
	Anthropology	Botany
	Art Education	Chemistry
	Art History	Communication
	Astronomy/Astrophysics	Creative Writing
	Botany	English
	Chemistry	History
	Communication	International Studies
	Criminal Justice	Mathematics
	English	Mathematics (PhD)
	French	Music
	Gender and Women's Studies	Physics
	German	Political Science
	History	Psychology PhD (to include MS)
	International Studies	Public Administration
	Jazz Performance	Spanish
	Journalism	Statistics
	Mathematics	Zoology and Physiology
	Music	
	Music Education	
	Music Performance	
	Native American and Indigenous Studies	
	Philosophy	
	Physics	
	Physiology	

[9] The following programs were contacted but chose not to participate: Biology (undergraduate), Environmental Geology/Geohydrology (undergraduate), Geology & Earth Sciences (undergraduate), Geology (undergraduate), Geography (undergraduate), Music Education (graduate), and Natural Science (graduate).

[10] The following programs did not receive the Assessment Survey as the Assessment Team did not receive a point of contact: Philosophy (graduate), Geology (PhD) and Geophysics (graduate and PhD).

[11] Survey started, but not completed – program did not receive a Tier Level assignment.

Undergraduate Minor Programs Participating	Undergraduate Program Participating	Graduate Program Participating
	Political Science	
	Psychology	
	Religious Studies	
	Sociology[12]	
	Spanish	
	Statistics	
	Studio Art	
	Theatre and Dance	
	Wildlife and Fisheries Biology and Management	
	Zoology	

Program Tier Level Assignment (*based on survey responses received*)

Tier 1	Tier 2	Tier 3
American Studies (undergraduate)	African American and Diaspora Studies (undergraduate)	Mathematics (graduate)
American Studies (graduate)	Anthropology (undergraduate)	Mathematics (PhD)
Astronomy/Astrophysics (undergraduate)	Art Education (undergraduate)	Physiology (undergraduate)
Chemistry (undergraduate)	Art History (undergraduate)	Wildlife and Fisheries Biology and Management (undergraduate)
Chemistry (graduate)	Botany (undergraduate)	Zoology (undergraduate)
English (undergraduate)	Botany (graduate)	Zoology and Physiology (graduate)
English (graduate)	Communication (undergraduate)	
French (undergraduate)	Communication (graduate)	
German (undergraduate)	Creative Writing (graduate)	
Gender and Women's Studies (undergraduate)	Criminal Justice (undergraduate)	
History (undergraduate)	Jazz Performance (undergraduate)	
History (graduate)	Journalism (undergraduate)	
International Studies (undergraduate)[13]	Latina/o Studies (undergraduate minor)	
International Studies (graduate)	Music (undergraduate)	

[12] The MA in Sociology has been on hiatus, and is scheduled for elimination; therefore, no assessment survey was completed.
[13] Two surveys were completed for this program, Tier Level results are the same (Tier 1) along with the score (1614).

Tier 1	Tier 2	Tier 3
Mathematics (undergraduate)	Music (graduate)	
Physics (undergraduate)	Music Education (undergraduate)	
Physics (graduate)	Music Performance (undergraduate)	
Political Science (undergraduate)[14]	Native American and Indigenous Studies (undergraduate)	
Political Science (graduate)	Philosophy (undergraduate)	
Psychology (undergraduate)	Public Administration (graduate)	
Psychology (PhD)	Religious Studies (undergraduate)	
Spanish (undergraduate)	Sociology (undergraduate)	
Spanish (graduate)	Statistics (undergraduate)	
Statistics (graduate)	Theatre and Dance (undergraduate)	
Studio Art (undergraduate)		

Assessment Survey Questions & Tier Level Assignments
Undergraduate Programs[15]

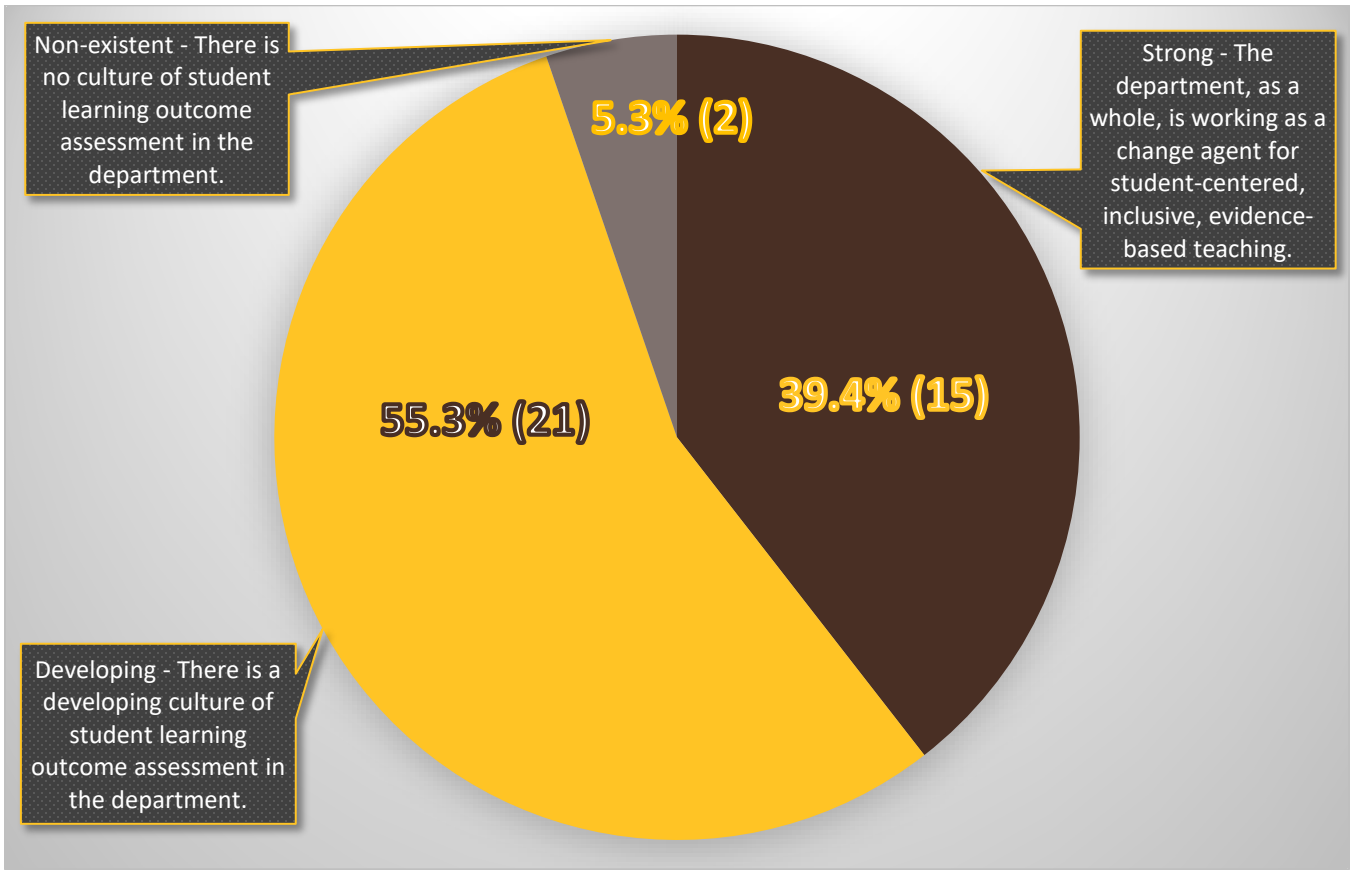
Questions below were selected to be weighted by Assessment Coordinators to indicate Tier Level assignment.

Question 1: Are your student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

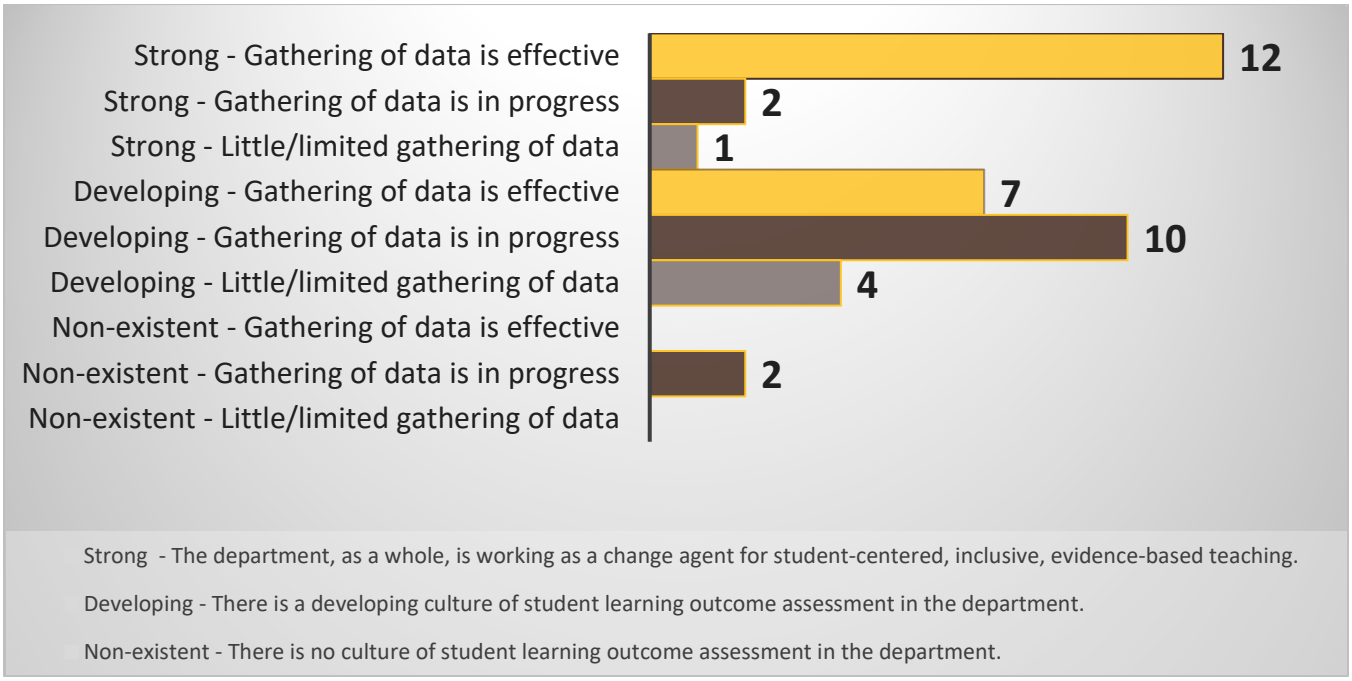
Yes = 36 (94.7%)
No = 2 (5.3%)

[14] Two surveys were completed for this program, Tier Level results are the same (Tier 1), and there was a one-point difference in the scores (1614 vs. 1613).
[15] The list of undergraduate programs also includes the Undergraduate Minor in Latina/o Studies

Question 9: The student learning outcomes assessment culture in my program is:

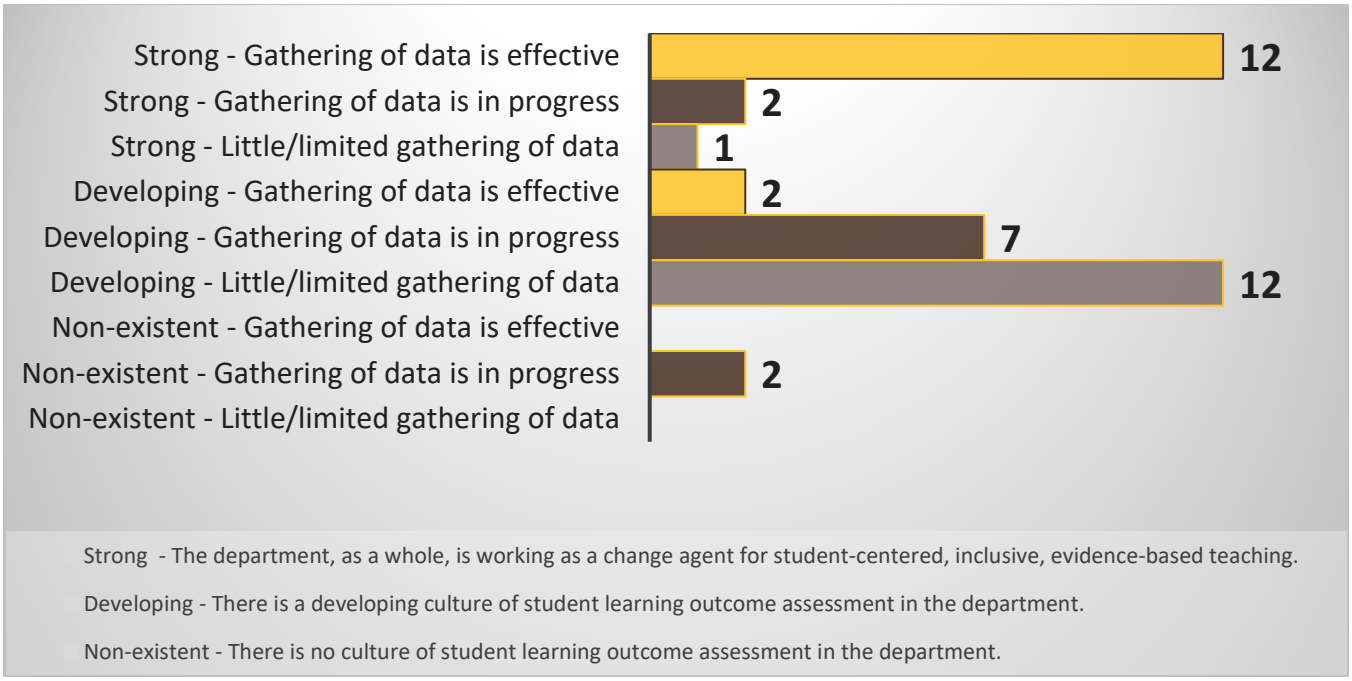


Question 11[16]: Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:



[16] The results for Q11 are based on results from Q9.

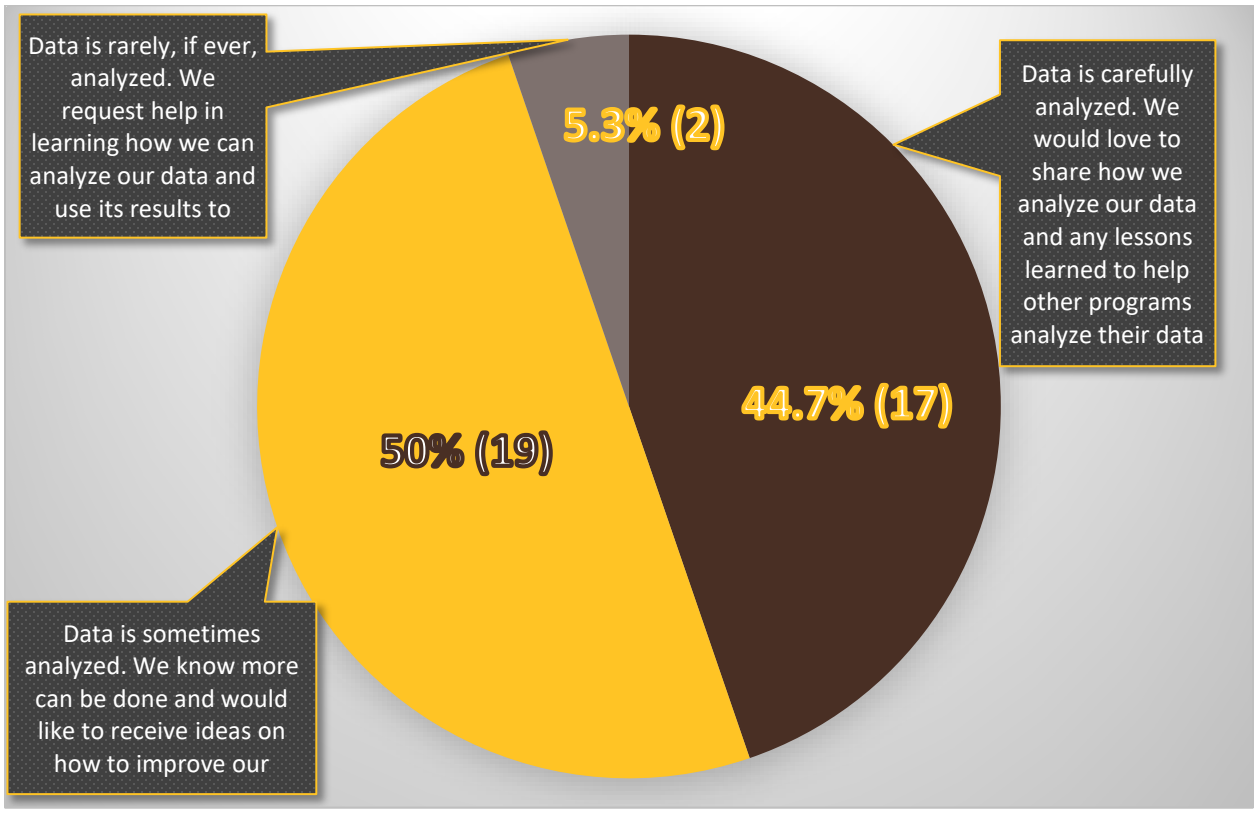
Question 12[17]: Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:



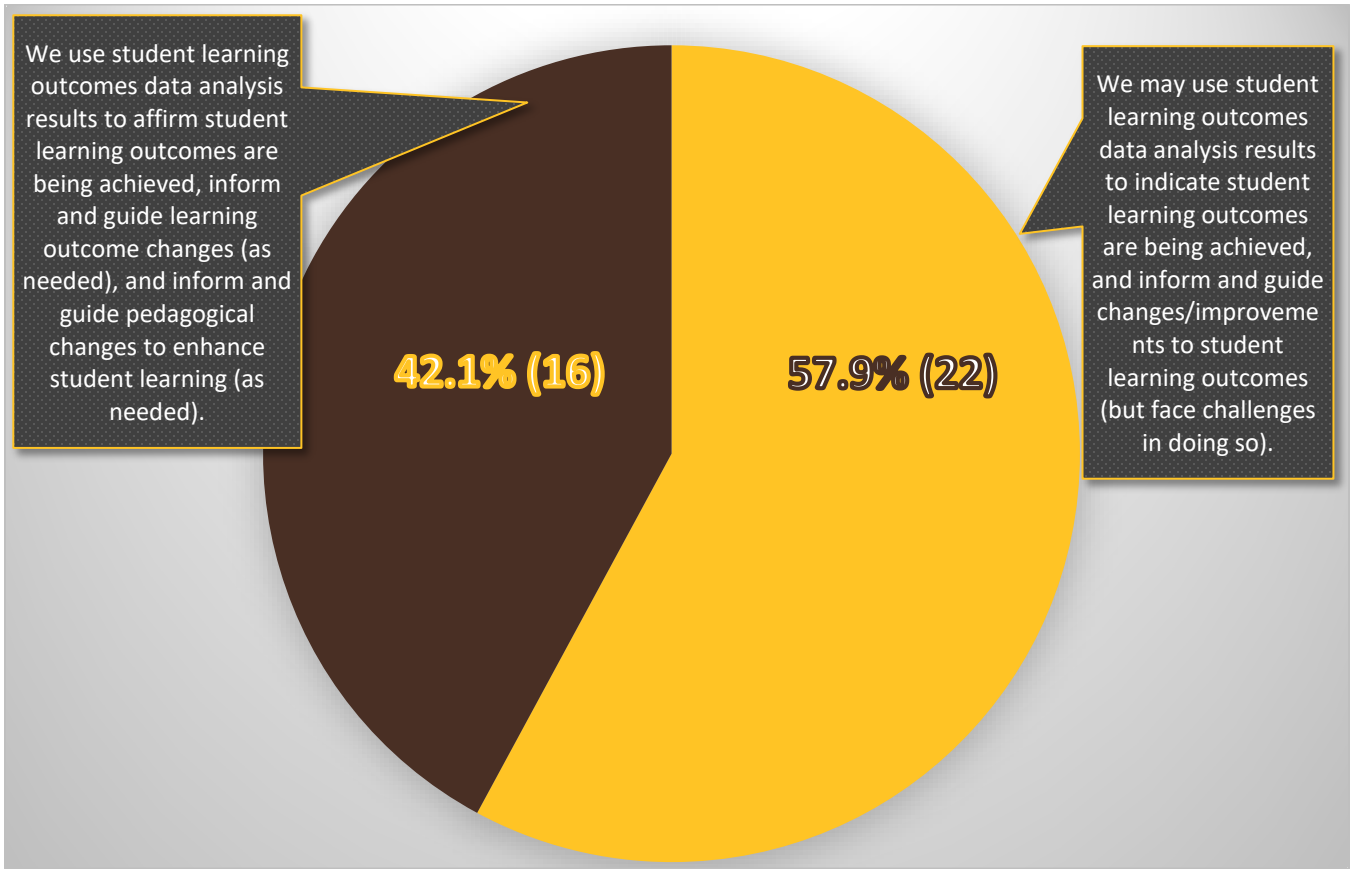
Question 13: Does your program consider student-learning outcomes in the assessment process?
Yes = 38 (100%)

[17] The results for Q12 are based on results from Q9.

Question 16: Select which scenario best describes what happens when your program collects student learning outcomes data:



Question 17: Which statement best fits your program:



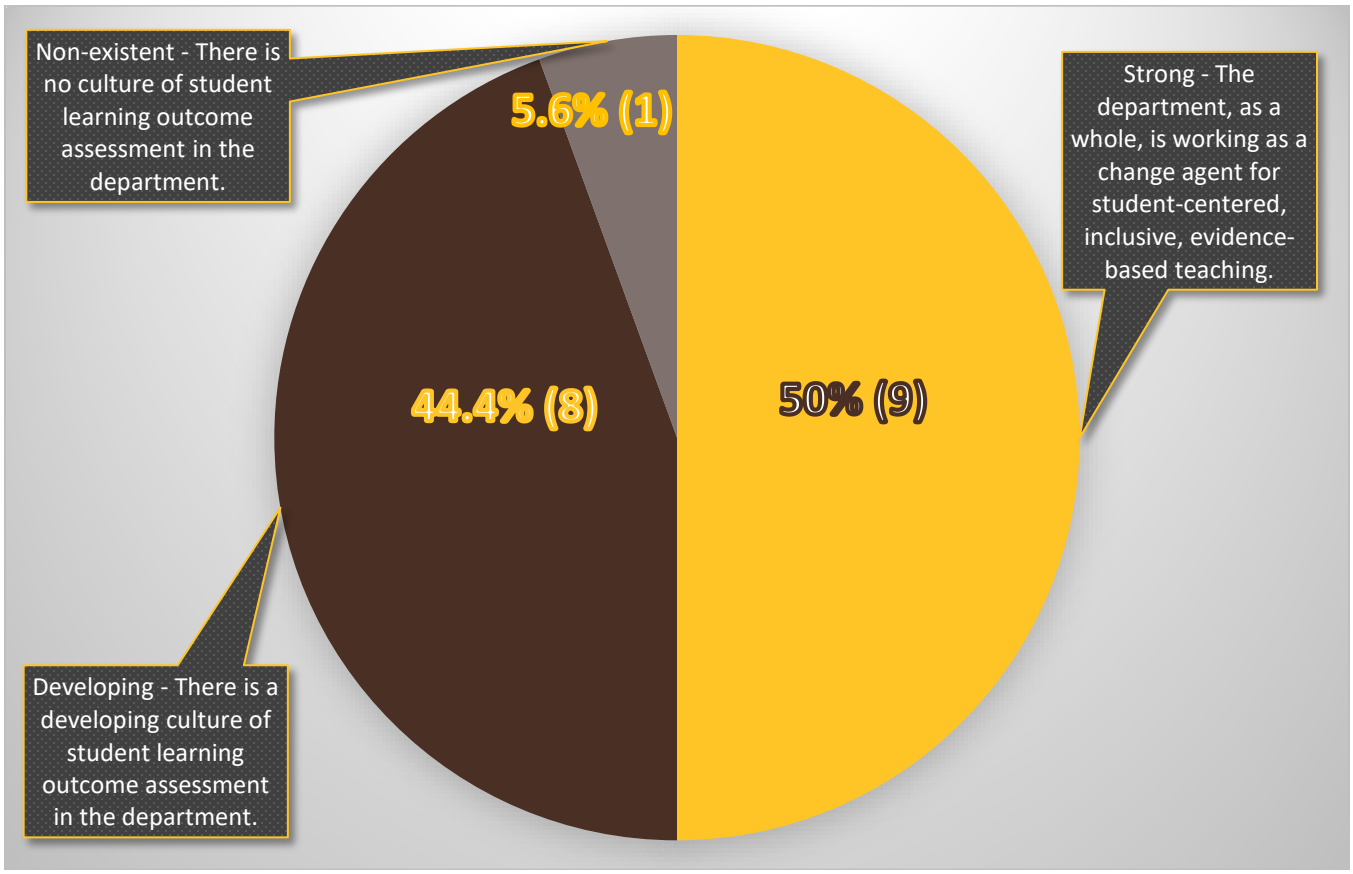
Assessment Survey Questions & Tier Level Assignments
Graduate Programs

Questions below were selected to be weighted by Assessment Coordinators to indicate Tier Level assignment.

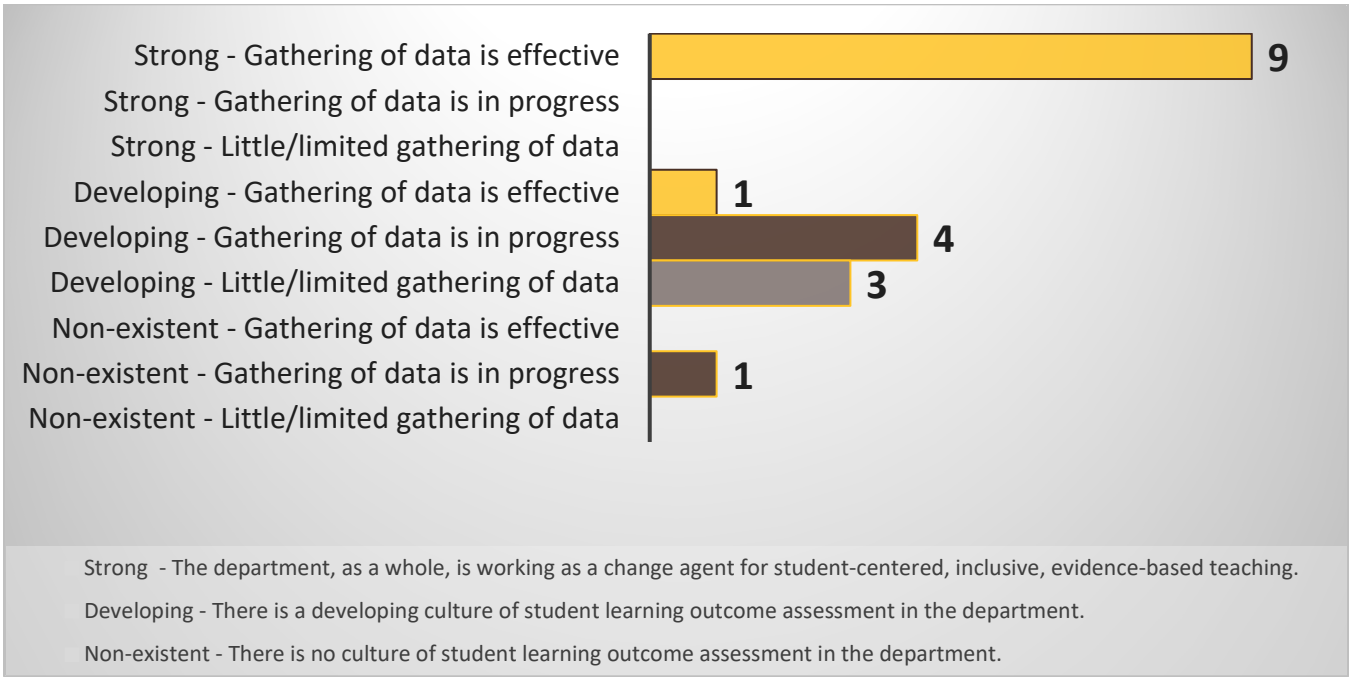
Question 1: Are your student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

Yes = 15 (83.3%)
No = 3 (16.7%)

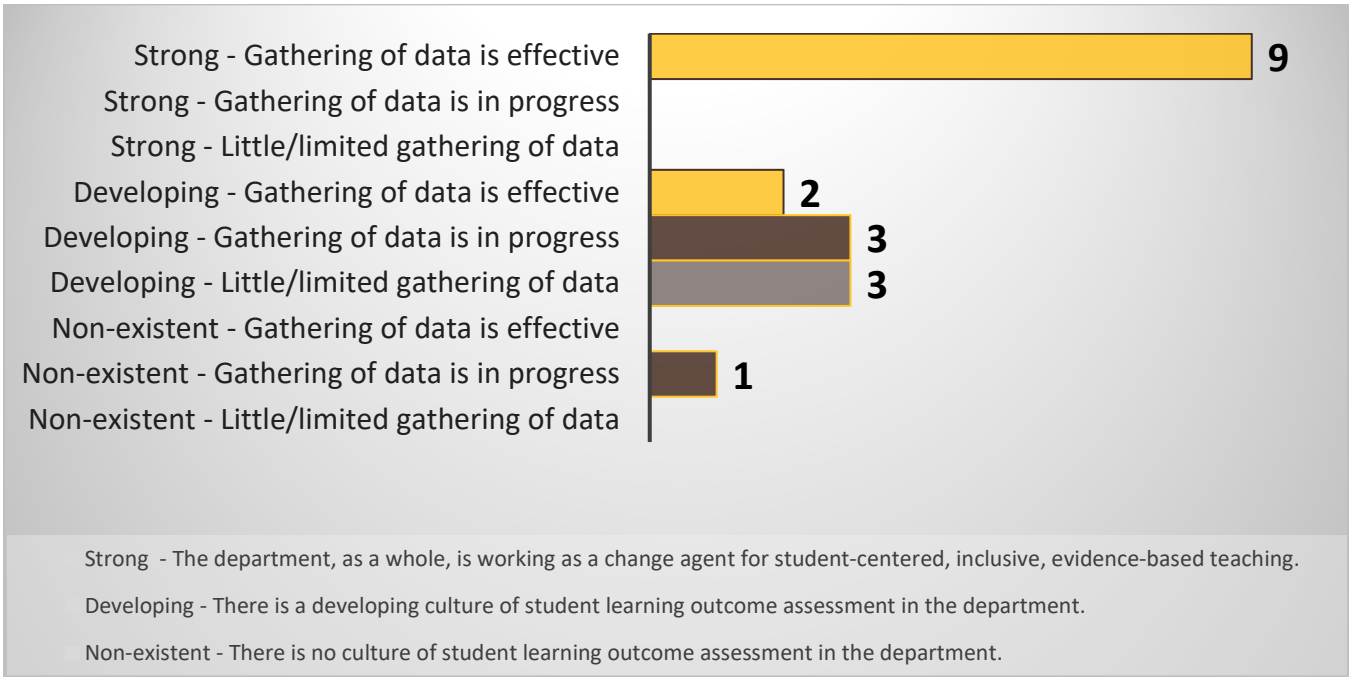
Question 9: The student learning outcomes assessment culture in my program is:



Question 11[18]: Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:



Question 12[19]: Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:



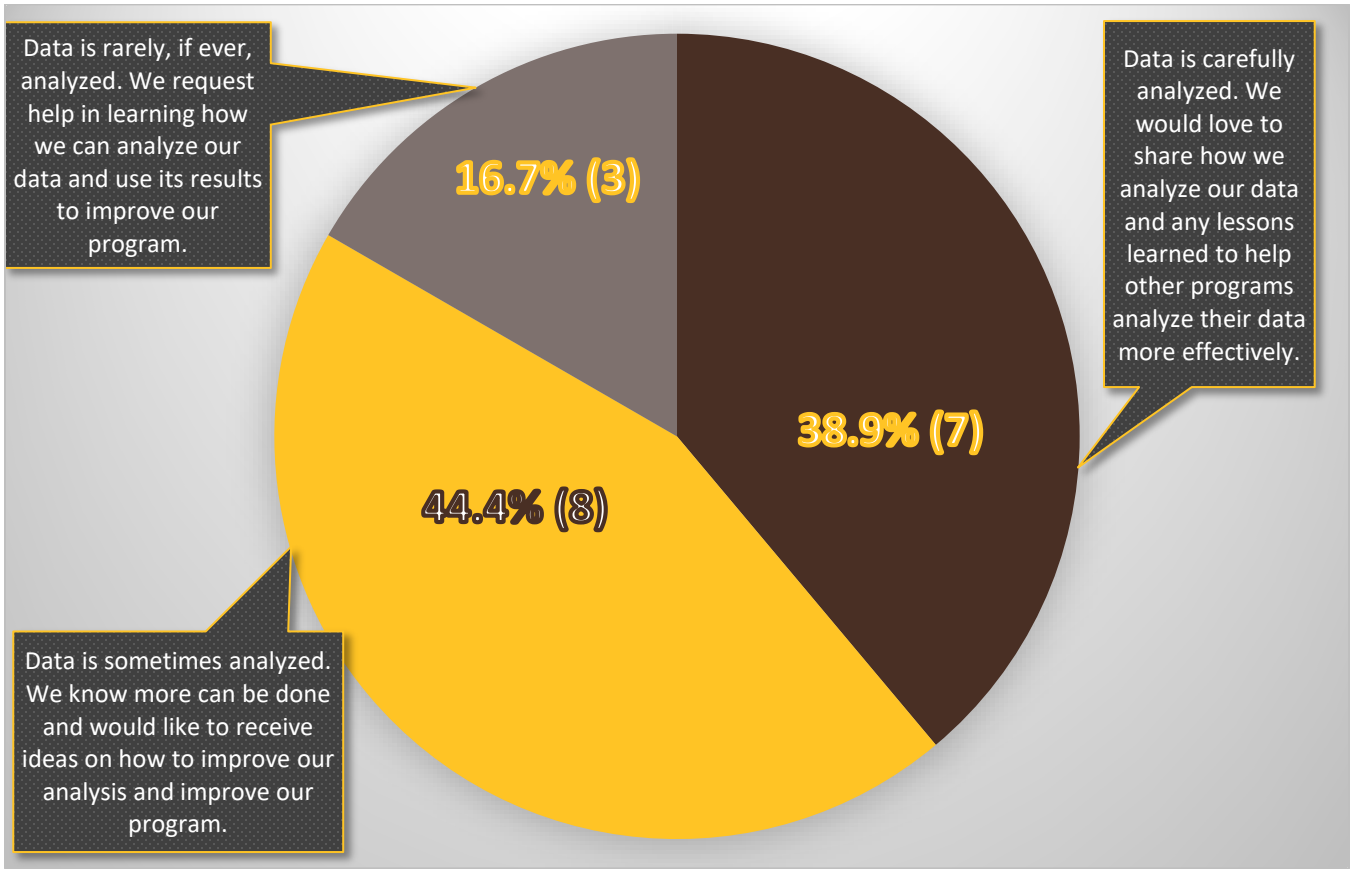
[18] The results for Q11 are based on results from Q9.
[19] The results for Q12 are based on results from Q9.

Question 13: Does your program consider student-learning outcomes in the assessment process?

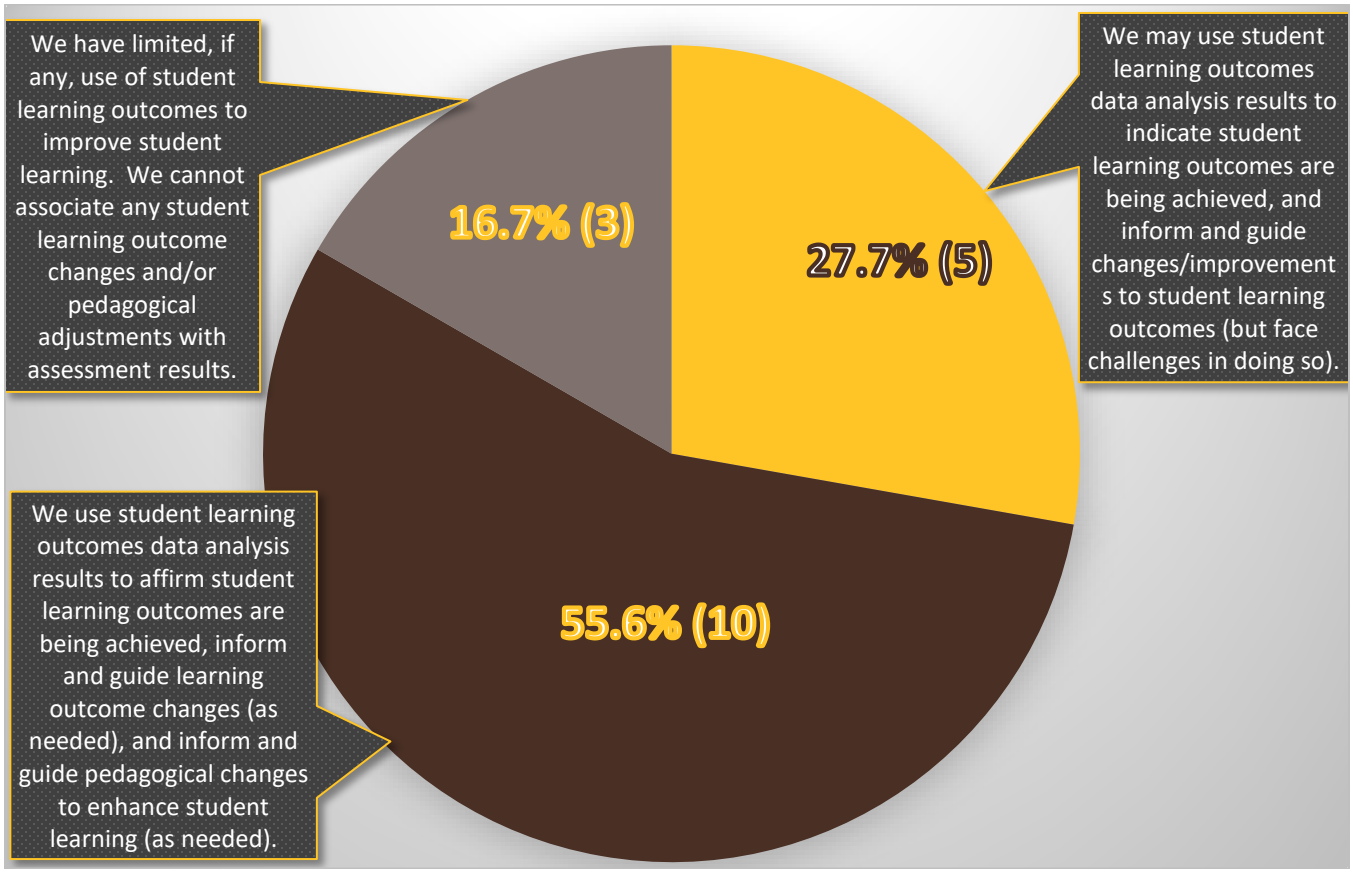
Yes = 15 (83.3%)

No = 3 (16.7%)

Question 16: Select which scenario best describes what happens when your program collects student learning outcomes data:



Question 17: Which statement best fits your program:



Additional UW Assessment Survey Response Notes

Total number of program student learning outcomes webpages provided = 18

ECTL Assessment Assistance Requested:

1. Assistance in making program assessment processes and results more transparent – 25 (37.9%) (14 undergraduate, 1 undergraduate minor and 10 graduate)
2. Assistance in using assessment data results to affirm student learning outcomes are being achieved and how to use them to drive student learning outcomes and/or pedagogical changes – 3 (4.5%) (graduate)
3. Assistance in using data analysis results to affirm student learning outcomes are being achieved and/or helping drive student learning outcomes and/or pedagogical change – 22 (33.3%) (15 undergraduate, 1 undergraduate minor and 6 graduate)
4. Assistance in creating (or improving) a student learning outcomes assessment process – 41 (62.1%) (27 undergraduate, 1 undergraduate minor and 13 graduate)
5. Help or assist your program in defining, reviewing and/or updating your student learning outcomes – 39 (59.1%) (22 undergraduate and 17 graduate)
    a. Defining student learning outcomes – 8 (12.1%) (3 undergraduate and 5 graduate)

b. Reviewing student learning outcomes – 15 (22.7%) (8 undergraduate and 7 graduate)
c. Updating student learning outcomes – 15 (22.7%) (11 undergraduate and 4 graduate)
d. Other (Undergraduate):
    i. In music, we have occasionally struggled to have common assessments that "make sense" for the various instruments/voices, and also found it difficult to measure musical achievement due to the subjective nature of the content. We would welcome some guidance with this, along with making updates to outcomes, considering that we have music performance, music education, and BA/music programs
    ii. I would like to have a conversation about how to make our SLOs more relevant and meaningful in terms of diversity and inclusivity.
    iii. I don't know. I am no expert in assessment.
    iv. If you have any resources on best practices, we'd appreciate taking a look. English has several assessment experts on the faculty, so we are pretty confident we are doing an excellent job, but we're always appreciative of guidance.
    v. We have good student learning outcomes now and review them frequently, but we are always open to reviewing and updating them. I am anticipating that we might bring the BA in Spanish, German and French teaching into our department as part of the restructuring. If that happens, we will want to review, define and update all the student learning outcomes...we should know more by the end of the semester or over the summer if this is going to happen.
e. Other (Graduate):
    i. I'm saying that we're open to help. I'm not saying that we're actively requesting help.
    ii. There wasn't a place to add this for the BA, so I want to add it for the MA here too: our learning outcomes for both BA and MA were on our website for years. Recent administrative changes and web design changes have apparently removed all that. There has been an overwhelming amount and pace of American Studies Program errands to address program review and administrative restructuring. We had a concerted effort to revise program web site content in about 2018/19 and events have overtaken us. This affects transparency of assessment activity and results, too.
    iii. Our summer MME program starts new cohorts every four years. Since we don't have graduates every year, it's difficult to compare cohorts regularly. In the past, we've felt that completing the reports has been like fitting a square peg in a round hole. We have assessments in place for each cohort, but could use some help navigating but the year-to-year data component.
    iv. We have good student learning outcomes now and review them frequently, but we are always open to reviewing and updating them. I am anticipating that we might bring the BA in Spanish, German and French teaching into our department as part of the restructuring. If that happens, we will want to review, define and update all the student learning

outcomes...we should know more by the end of the semester or over the summer if this is going to happen.

Please briefly describe your programs utilization of and approach to student learning outcomes:
Undergraduate -

a. In addition to course level outcomes, we examine learning across 8 content domains in an assessment test given to seniors in their capstone course.
b. Specific to classes and disciplines within the major. Assessment information (needs updating) on our website: http://www.uwyo.edu/thd/about-uw-theatre-and-dance/assessment.html
c. To my knowledge: Meg Skinner used to manage assessment for our department, but that lapsed with her departure. I have inherited her records, but we are also dealing with the matter of Meg and the Physiology side of our unit having their SLOs sorted out while the Wildlife and Zoology degrees have not done that work (at least not updated it recently). We also have a pretty inactive curriculum committee, and of course, everyone is happy if *someone else* deals with assessment. :) So, while folks are invested in students, we haven't scrutinized our assumptions about curricular and pedagogical efficacy in a while.
d. We track music education student success through assessments such as music education proficiency reviews and teacher work samples. We track musical performance through a rubric completed by applied professors, and through students' semesterly jury performances/recitals.
e. The SLOs match very closely with our pedagogical practice in the dept. We annually refine our classes/assignments/etc. to make sure we stay on track.
f. We have defined them, they are on our syllabus, and our course's are designed to ensure that they are met. The senior capstone course is regularly assessed to determine how well our major's are meeting the outcomes.
g. We use the student learning outcomes as a basis for how we design the courses and help students achieve the goals set for the degree. We also have a supervisor evaluation of our interns that we use to get feedback about whether or not our upper-level students have met these outcomes. I will attach the supervisor evaluation form for communication majors and have an additional page with our student learning outcomes for communication majors. The outcomes are NOT part of what is sent to the supervisors, but I wanted you to have both documents in the upload.
h. Not entirely sure what is meant by this question. The AADS program has an undergraduate major and minor and it is for both of those degrees that I am filling out this survey. The uploaded learning outcomes apply to both degrees.
i. Not entirely sure what is meant by this question, but NAIS has an undergraduate major and minor and a graduate minor. We have learning outcomes articulated for each of these degrees that we use for assessment. The learning outcomes for each degree are in the uploaded document.
j. Not quite sure what is meant by this question. The GWST program has an undergraduate major and minor as well as a graduate minor. It also encompasses our Queer Studies Program which has an undergraduate minor and a graduate minor. We have learning outcomes that we use for all of these degrees. The uploaded document contains the learning outcomes for all of these degrees.

k. Since the BA in Art Education is a professional degree, defined standards are through the state board of education and through our accreditation process.
l. Yearly assessment of each degree. Redefining learning outcomes based on upcoming accreditation through NASAD.
m. We use the method of reflective equilibrium, in which we both envision a successful graduate of the program and reverse engineer the learning outcomes, and we consider the actual types of learning activities we standardly use in philosophy courses and forward engineer to the learning outcomes they accomplish.
n. The journalism degree is an applied program, so we want the students to learn how to do the practical skills for the classes, but also apply critical thinking skills to solve problems in the area that is being taught in the class. LEARNING OUTCOMES IN THE JOURNALISM DEGREE. The following learning outcomes are expected of each student graduating with a bachelor's degree in journalism:
    a. Outcome: Students will be able to write a variety of mass media products, including news stories, press releases, and advertising copy, following accepted journalistic standards, including Associated Press style.
    b. Outcome: Students will be able to create and design emerging media products, including blogs, digital audio, digital video, social media, digital photography, and multimedia.
    c. Outcome: Students will understand and be able to apply relevant case law involving journalism, the First Amendment, and other mass media issues.
o. Our Undergraduate Mathematics Learning Goals and Objectives specify our learning goals for all students taking mathematics courses and then expand to additional learning goals for students taking mathematics classes beyond those required for USP and finally to learning goals for our mathematics majors and minors. We use these outcomes to plan the content and assessment in our mathematics classes. In addition, we use these learning goals to guide our departmental assessment efforts, e.g., we often pick 1-2 learning goals per year and attempt to measure student outcomes for the associated goal and incorporate instructional changes as needed. Our Undergraduate Mathematics Learning Goals and Objectives have been fairly stable over the past several years. We have found them useful in guiding instruction, and thus haven't made any large revisions. The main use of our learning goals has been to guide and inform our departmental assessment efforts.
p. We define a prepared UG major as being able to do a wide variety of statistical analyses, and to be able to report on them to both statistician colleagues as well as non-statisticians. We assess their progress in an ongoing way through their semesters; their Senior Thesis is when we see it all pulled together.
q. We have used a variety of assessment including assessing students in capstone courses and surveys of graduates. See recent assessment reports.
r. Student learning outcomes are utilized as a broad foundation for the content we cover in our classes. I am not sure that I understand what you are asking in terms of our "approach to student learning outcomes." We utilize pre and post testing to measure student learning outcomes in three of our foundation courses. Through this testing we are able to assess many aspects of our student learning outcomes.
s. We base our assessment primarily on the standardized sociology subject area GRE exam.
t. The students present a live presentation or a website that demonstrates how the students have learned to craft a research question and execute and present the research.

u. We examine all the seminar final papers to assess content and analytical capabilities.
v. We take final papers from one of our required courses (e.g., ANTH 3300 or 3310) and assess them with respect to key learning outcomes. For example:
    a. At least 2 theorists and theoretical positions are identified.
    b. Theories are accurately discussed.
    c. Theories presented are synthesized and integrated in the paper.
    d. Theories are used appropriately in the analysis.
    e. The theories are shown to be useful in achieving informative analytic results.
w. To define competencies central to our field, which should be adjusted as realities of our field change over time, and measure how our students' accomplishments match what we named as priorities-- which likewise helps us refine or reshape how we name those priorities.
x. Student learning outcomes are evaluated based on their course evaluations, grades as well as performance on laboratory work.
y. We detail our learning outcomes. We assess the program every year. We update as needed. This question is very vague and therefore I am not sure what information it is asking for.
z. History recently updated our Learning Outcomes as follows:
    a. Students shall be able to demonstrate thinking skills by analyzing, synthesizing, and evaluating historical information from multiple sources.
    b. Students will develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth.
    c. Students will produce well researched written work that engages with both primary sources and the secondary literature.
    d. Students will develop an informed familiarity with multiple cultures.
    e. Students will employ a full range of techniques and methods used to gain historical knowledge.
    f. Students will develop an ability to convey verbally their historical knowledge.
    g. Students will demonstrate their understanding of cause and effect along with their knowledge of the general chronology of human experience.
    h. Students will develop an understanding of the concepts of historical theory and/or conceptual frameworks and be able to use these in their own studies.
    i. Each course is tasked with providing learning outcomes in its syllabus that will be measured through course materials and assignments.
aa. With COVID it has been tough, but we anticipate rejuvenating discussion about student learning outcomes and developing appropriate assessment strategies as a department.
bb. We use them in all classes and scaffold them from one level to the next, with particular emphasis on assessment and our updating of syllabi and coursework in response to it. Last year we designed 32 new online courses with the help of ECTL and the Wiley course designers funded by Cares. We had to write course learning outcomes for all these new courses, so we have really up-to-date learning outcomes and very well-informed faculty who designed these courses.
cc. (Undergraduate Minor) The Latina/o Studies program offers an undergraduate minor only. The learning outcomes for that degree are contained in the uploaded document.

Please briefly describe your programs utilization of and approach to student learning outcomes:
Graduate -

a. In addition to course specific SLOs, broad learning outcomes are provided in the student handbook.
b. This question is quite general and broad. I'm unsure how to respond. I think a conversation would be more helpful to identify student learning outcomes in the master's of communication program. I just don't know how to respond here.
c. As a program with a combined focus on training students as creative writers, published writers, and writing instructors, we alternate in various years assessing students on each of these metrics. We sometimes compare student progress from when they enter the program to when they graduate, or sometimes from their first year to their second year. We have such a small class size that we tend to emphasize qualitative over quantitative assessments.
d. We use a "capstone" class where student learning outcomes are used to assess a project completed at the end of the course. All program faculty participate in using rubrics to assess learning outcomes.
e. We want our MS students to grow to the point where they can (1) intelligently critique different approaches to a research problem and choose and deploy an appropriate analysis; (2) be cognizant of the theoretical underpinnings of the methods they use, and (3) be able to discuss, in a mature way, statistical analyses with both their statistical colleagues and with non-statisticians (i.e., clients). This set of skills will prepare them for MS-level jobs as statisticians.
f. Since assessment stopped being reviewed, this process has halted.
g. This formal process hasn't happened in a few years.
h. Define competencies central to our field at the graduate (professional development) level and measure our students' accomplishments to help us better define and deliver what we name as our priorities.
i. We collect data regularly and use it both to revise our learning outcomes and revise how we meet those learning outcomes through programming. As part of our ongoing effort to enhance student experience and satisfy learning outcomes, the M. A. program adjusted our curricula and added new degree components. These new components were introduced on the basis of needs demonstrated by the assessment data from both 15, 16 and 17,18:
    a. We introduced a new, required course for students in their fourth semester of the program. This course, English 5965: Thesis Research II, functions as the continuation course to our third-semester course, English 5960 (Thesis Research I). Beyond giving students continued support in conducting independent research and finishing their degrees in two years, 5960 includes instruction aimed at professionalizing students, including taking them through the stages of applying for and attending a conference in their fields. Students also translate their ideas into a variety of academic genres, allowing them to participate actively in the theoretical discussions central to the field and situate their argument professionally in the contemporary critical dialogue. ENGL 5965 classes regularly feature visits from local professionals (technical writers for businesses, grant writers and non-profit leaders, community college instructors) who talk about their careers and how M.A. students can frame research and writing skills to potential employers in these fields. Further, ENGL 5965 classes require a mock or

practice two-year college application, where students prepare a cover letter, CV, teaching philosophy, and diversity statement in response to an actual community college job advertised in Wyoming or Colorado. Having such documents ready to go helps students find temporary or full-time teaching jobs after they graduate.

b. We introduced a new thesis/capstone option, the Public-Facing Portfolio, as a complement to the traditional multi-chapter thesis we continue to support. Like the traditional thesis, the PFP thesis asks students to conduct independent research and construct a sustained, sophisticated, and original argument on a specialized topic. The PFP option also allows students to write a variety of genres, including a series of small-scale publications, such as a book review essay, an encyclopedia entry, and a series of articles for journals in a focused sub-field. Students who wish to situate their arguments professionally and present them persuasively and coherently with individual voice in their pursuit of a position at a community college or non-profit organization may also take the PFP option. Students might develop a thesis portfolio that includes a teaching dossier, a series of application materials, and a "Course Designs" article or similar types of teaching- or professionally focused publications. Students completing theses in both the campus and online programs may opt for the public-facing option.
c. We introduced a Public Humanities track to complement our Literature and Rhetoric and Composition tracks in the degree. These new courses went along with the Public-Facing Thesis Portfolio in giving students the writing skills, as well as the awareness of genres and audience, that would set them up for success in career fields beyond the university.
d. We developed a number of new courses to modernize our M.A. curriculum, including a larger number of rhetoric and composition and technical communication courses. In the 2013 report, the reviewers noted that the graduate curricula "in some cases no longer match[es] what faculty members actually teach and, in the case of graduate course offerings, accession to faculty preference has superseded the maintenance of a coherent set of course offerings." The changes to the curriculum outlined above specifically address these concerns while also responding to student input from exit interviews and other assessments.

j. Survey and Assessment tools: Exit Interviews (MM, MME) aid in program improvement. MM and MME Plan B paper/lecture-recital evaluation forms submitted by committee Chairs. The Graduate Studies Coordinator reviews and works with members of the DOM Graduate Committee to make improvement plans, if needed.
k. We list our student learning outcomes and assess whether we have met those outcomes each year, though obviously not in recent years due to covid.
l. We detail our learning outcomes. We assess the program every year. We update as needed. This question is very vague and therefore I am not sure what information it is asking for.
m. Our MME students complete a plan B project that follows an action research model. Students design the project starting their first summer, complete IRB processes and collect data during the school years, and finish/defend in the last summer. They also assemble a comprehensive portfolio including artifacts from every course in the program.
n. We did not do regular assessment for this program because of low enrollment.

o. For our MA program, the major deliverable is a thesis at the end of the 2-year program. Students also take classes. Our MA students complete a number of scaffolding activities along the way to the thesis: a proposal, which is vetted in a class and then presented to the entire department; assistance applying for grants and conferences; classes in which they write portions of the thesis, and more. These students receive highly individualized attention--not just from their advisor and their committee, but from our entire department.
p. We use them in all classes and scaffold them from one level to the next, with particular emphasis on assessment and our updating of syllabi and coursework in response to it. Last year we designed 32 new online courses with the help of ECTL and the Wiley course designers funded by Cares. We had to write course learning outcomes for all these new courses, so we have really up-to-date learning outcomes and very well-informed faculty who designed these courses.
q. The department has tried to institute a rubric for faculty to complete following Masters and Dissertation Defenses, but it hasn't been widely adopted...lack of buy-in and seen as a necessary evil by too many faculty.
r. Student learning outcomes are evaluated based on their course evaluations, grades as well as performance on laboratory work.

UW Assessment Survey Respondents:

Name	Date(s)
Stephanie Anderson	August 18, 2021
Jacquelyn Bridgeman	May 24 & May 26, 2021
Michelle Chamberlin	June 23, 2021
Debashis Dutta	September 20, 2021
Michael Edson	June 17, 2021
Tyler Fall	May 11, 2021
Andrew Fitch	June 10, 2021
Andrew Garner	September 20, 2021
Ken Gerow	June 24, 2021
Malcolm Holmes	August 17, 2021
Kelly Kinney	May 11, 2021
Ricki Klages	May 11 & June 8, 2021
Frieda Knobloch	September 1, 2021
Chip Kobulnicky	June 30, 2021
Joy Landeira	September 23, 2021
Kristen Landreville	May 12, 2021
Mark Lyford	September 28, 2021
Sean McCrea	April 27 & May 10, 2021
Jeff Means	September 20, 2021
Bethann Garramon Merkle	April 27, 2021
Melissa Morris	September 21, 2021
Cindy Price	May 18 & June 17, 2021
Rachel Sailor	May 4, 2021

Name	Date(s)
Robert Schuhmann	June 23, 2021
Ed Sherline	June 16, 2021
Crystal Sieger	May 3 & September 20, 2021
Todd Surovell	May 4 & August 18, 2021
Jinke Tang	September 21, 2021
Jason Williford	July 23, 2021
Margaret Wilson	April 27, 2021
Eric Wodahl	August 17, 2021
Katrina Zook	September 20, 2021

UW College of Arts & Sciences Assessment Coordinators:
Scott Turpen
Rachel Watson

UW Assessment Team (Ellbogen Center for Teaching and Learning):
Heather E. Webb Springer (Associate Director of Assessment) hwebb1@uwyo.edu
Jake Hayden (Assessment Data Analyst) jakeh@uwyo.edu
Shujuan (Olivia) Wang (Assessment/SoTL Specialist) swang10@uwyo.edu

UW College of Business

UW Assessment Survey Report

Completion Rate = 100%

Undergraduate Programs Participating	Graduate Programs Participating
Accounting	Accounting
Business Administration	Business Administration
Business Economics	Business Administration – Energy Management
Economics	Business Administration – Executive MBA
Entrepreneurship	Business Administration – Finance
Finance	Economics
Management of Human Resources	Economics (PhD)
Marketing	Finance
Professional Selling	Management & Marketing (PhD)

Program Tier Level Assignment (*based on survey responses received*)

Tier 1	Tier 2	Tier 3
Economics (undergraduate)	Accounting (undergraduate)	
Accounting (graduate)	Business Administration (undergraduate)	
Business Administration (graduate)	Business Economics (undergraduate)	
Business Administration – Energy Management (graduate)	Entrepreneurship (undergraduate)	
Business Administration – Executive MBA (graduate)	Finance (undergraduate)	
Business Administration – Finance (graduate)	Management of Human Resources (undergraduate)	
Economics (graduate)	Marketing (undergraduate)	
Economics (PhD)	Professional Selling (undergraduate)	
Finance (graduate)		
Management & Marketing (PhD)		

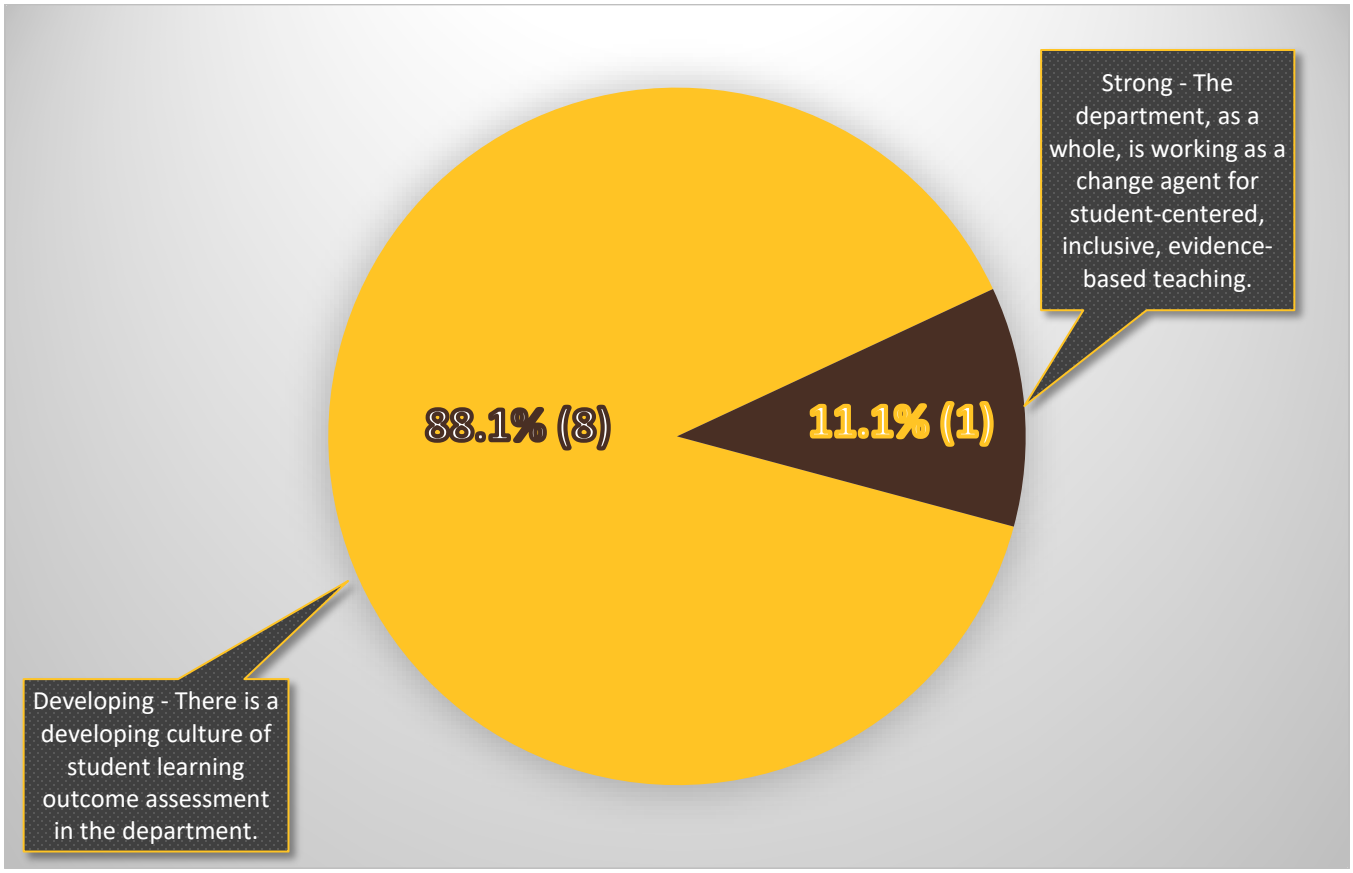
Assessment Survey Questions & Tier Level Assignments
Undergraduate Programs

Questions below were selected to be weighted by Assessment Coordinators to indicate Tier Level assignment.

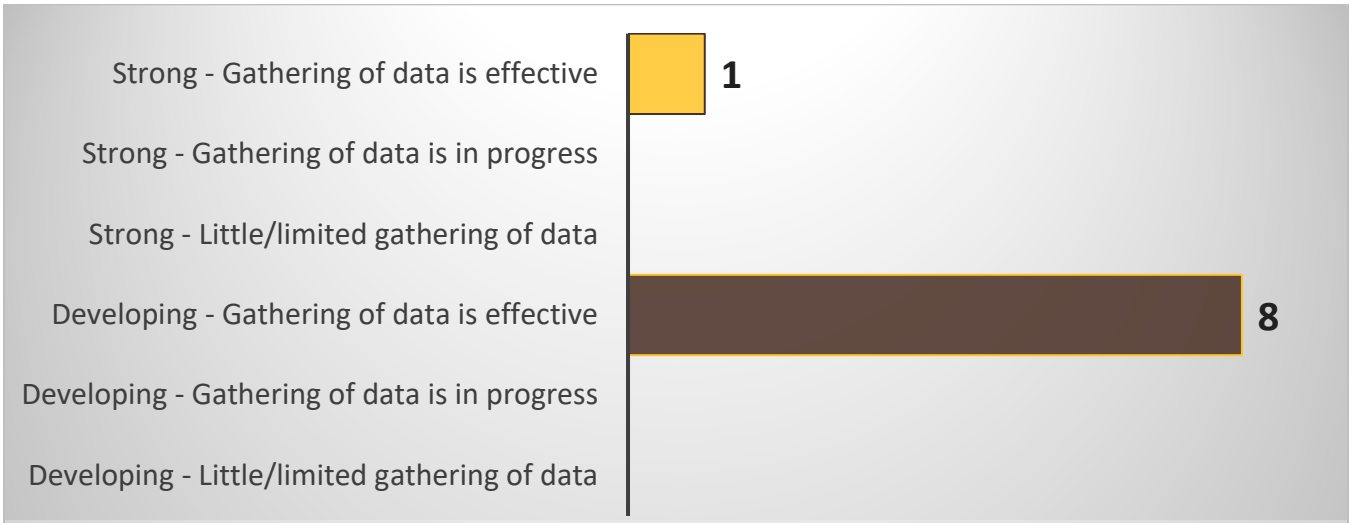
Question 1: Are your student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

Yes = 9 (100%)

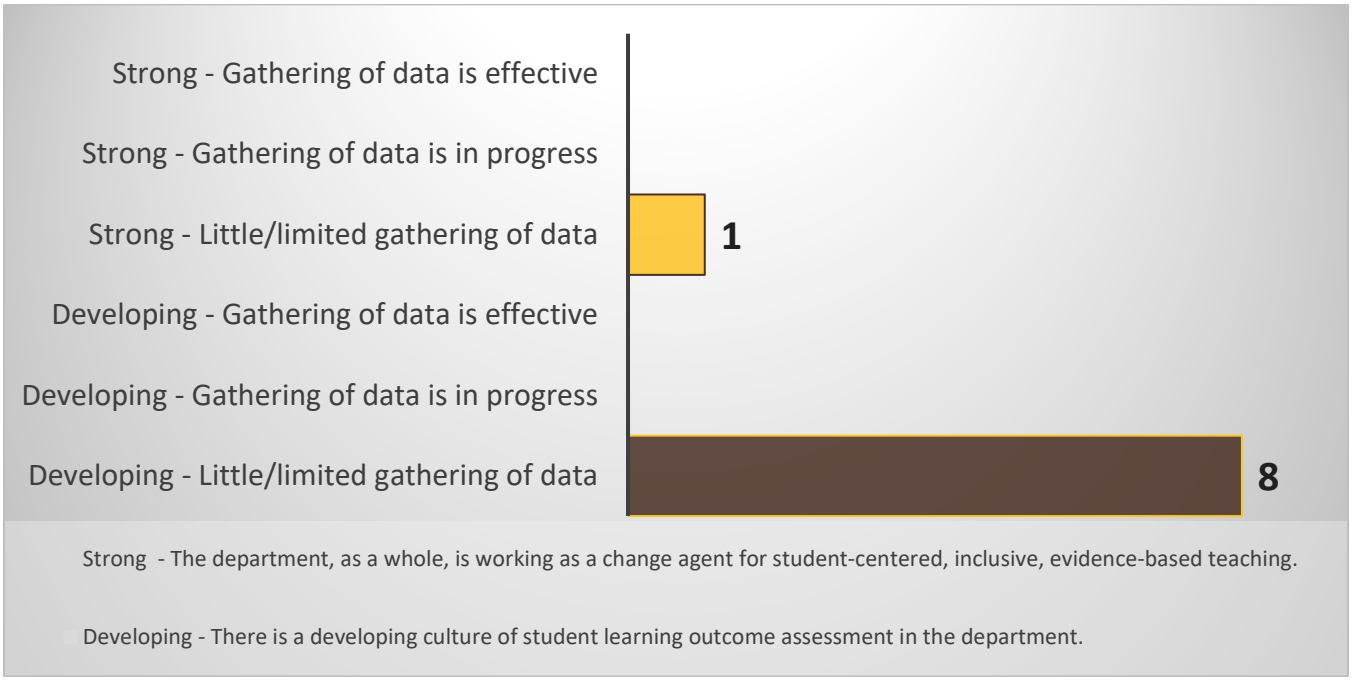
Question 9: The student learning outcomes assessment culture in my program is:



Question 11[20]: Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:



Question 12[21]: Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:



[20] The results for Q11 are based on results from Q9.
[21] The results for Q12 are based on results from Q9.

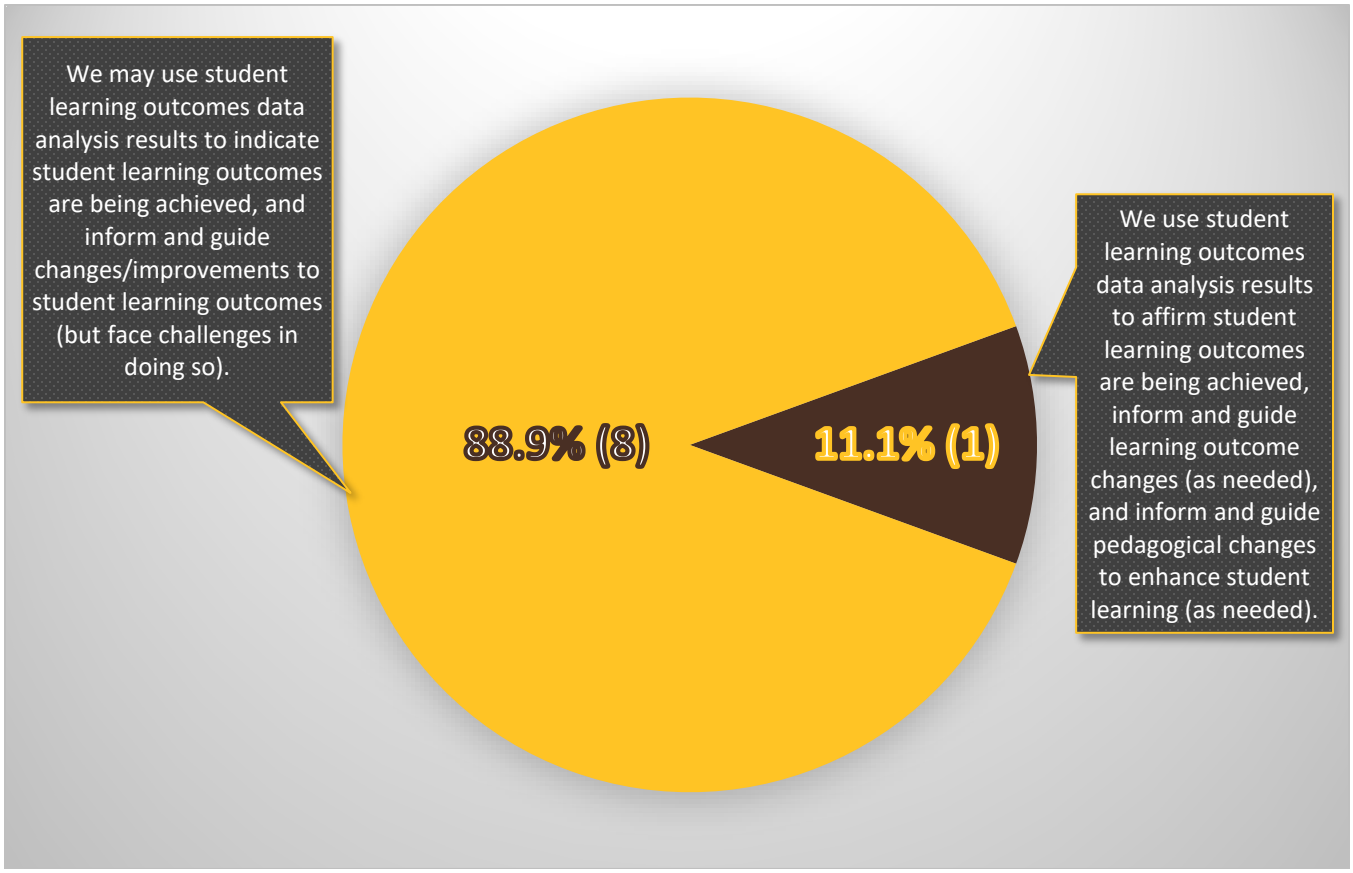
Question 13: Does your program consider student-learning outcomes in the assessment process?

Yes = 9 (100%)

Question 16: Select which scenario best describes what happens when your program collects student learning outcomes data:

Data is carefully analyzed. We would love to share how we analyze our data and any lessons learned to help other programs analyze their data more effectively = 9 (100%)

Question 17: Which statement best fits your program:



Assessment Survey Questions & Tier Level Assignments
Graduate Programs

Questions below were selected to be weighted by Assessment Coordinators to indicate Tier Level assignment.

Question 1: Are your student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

Yes = 9 (100%)

Question 9: The student learning outcomes assessment culture in my program is:

Developing – There is a developing culture of student learning outcome assessment in the department = 9 (100%)

Question 11[22]: Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:

Gathering of data is effective = 9 (100%)

Question 12[23]: Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:

Gathering of data is effective = 9 (100%)

Question 13: Does your program consider student-learning outcomes in the assessment process?

Yes = 9 (100%)

Question 16: Select which scenario best describes what happens when your program collects student learning outcomes data:

Data is carefully analyzed. We would love to share how we analyze our data and any lessons learned to help other programs analyze their data more effectively = 9 (100%)

Question 17: Which statement best fits your program:

We use student learning outcomes data analysis results to affirm student learning outcomes are being achieved, inform and guide learning outcome changes (as needed), and inform and guide pedagogical changes to enhance student learning (as needed) = 9 (100%)

Additional UW Assessment Survey Response Notes

Total number of program student learning outcomes webpages provided = 0

ECTL Assessment Assistance Requested:

1. Assistance in making program assessment processes and results more transparent – 9 (50%) (graduate)

Please briefly describe your programs utilization of and approach to student learning outcomes:
Undergraduate -

a. Student learning outcomes are uniform across the college at each degree level (e.g., bachelors, masters, etc.) and relate to the College's strategic plan. Learning is assessed using a mixture of measures--comprehensive exam, assessment rubric, stakeholder surveys--and results are reviewed by faculty committees. Gaps found in student learning are addressed through changes to curriculum or measurement methods.

[22] The results for Q11 are based on results from Q9.
[23] The results for Q12 are based on results from Q9.

b. Faculty fill out AOL rubrics each semester and we administer an exit exam for seniors in our capstone class. The information from both is used to revise the curriculum and program as necessary.

Graduate -

a. A college committee creates appropriate measures for each outcome and a plan for assessing the outcome with relevant measures yearly. Several committees review the data and decide on interventions to address learning gaps.

UW Assessment Survey Respondents:

David Aadland (May 10, 2021)
Chase Thiel (May 11 & June 17, 2021)

UW College of Business Assessment Coordinators:

Chase Thiel
Kathleen Vick

UW Assessment Team (Ellbogen Center for Teaching and Learning):

Heather E. Webb Springer (Associate Director of Assessment) hwebb1@uwyo.edu
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UW College of Education

UW Assessment Survey Report

Completion Rate = 92.9%[24]

Undergraduate Programs Participating	Graduate Programs Participating
Agricultural Education	Counseling
Career and Technical (CTE) Teacher Education	Counselor Education and Supervision (to include PhD)
Earth Science Education	Curriculum and Instruction
Elementary and Special Education	Educational Leadership
Elementary Education	Higher Education Administration
Secondary Education – Biological Sciences	Learning Design and Technology
Secondary Education – Chemistry	Literacy Education (PhD)
Secondary Education – Earth Science	Mathematics Education (PhD)
Secondary Education – English	Science Education (PhD)
Secondary Education – French	Special Education
Secondary Education – German	
Secondary Education – Math	
Secondary Education - Physics	
Secondary Education – Social Studies	
Secondary Education – Spanish	

Program Tier Level Assignment (*based on survey responses received*)

Tier 1	Tier 2	Tier 3
Agriculture Education (undergraduate)	Counselor Education and Supervision (graduate)	Educational Leadership (graduate)
Career and Technical (CTE) Teacher Education (undergraduate)	Curriculum and Instruction (graduate)	
Counseling (graduate)	Elementary Education (undergraduate)	
Counselor Education and Supervision (PhD)[25]	Literacy Education (PhD)	
Earth Science Education (undergraduate)	Mathematics Education (PhD)	
Elementary and Special Education (undergraduate)		

[24] The following programs were contacted but chose not to participate: Secondary Education (undergraduate) and MA/MS education.

[25] Two surveys were submitted for the Counselor Education and Supervision Program- one scored as a Tier 1 program (1613) and one scored as a Tier 2 program (1230).

Tier 1	Tier 2	Tier 3
Higher Education Administration (graduate)		
Learning Design and Technology (graduate)		
Science Education (PhD)		
Secondary Education – Biological Sciences (undergraduate)		
Secondary Education – Chemistry (undergraduate)		
Secondary Education – Earth Science (undergraduate)		
Secondary Education – English (undergraduate)		
Secondary Education – French (undergraduate)		
Secondary Education – German (undergraduate)		
Secondary Education – Math (undergraduate)		
Secondary Education – Physics (undergraduate)		
Secondary Education – Social Studies (undergraduate)		
Secondary Education – Spanish (undergraduate)		
Special Education (graduate)		

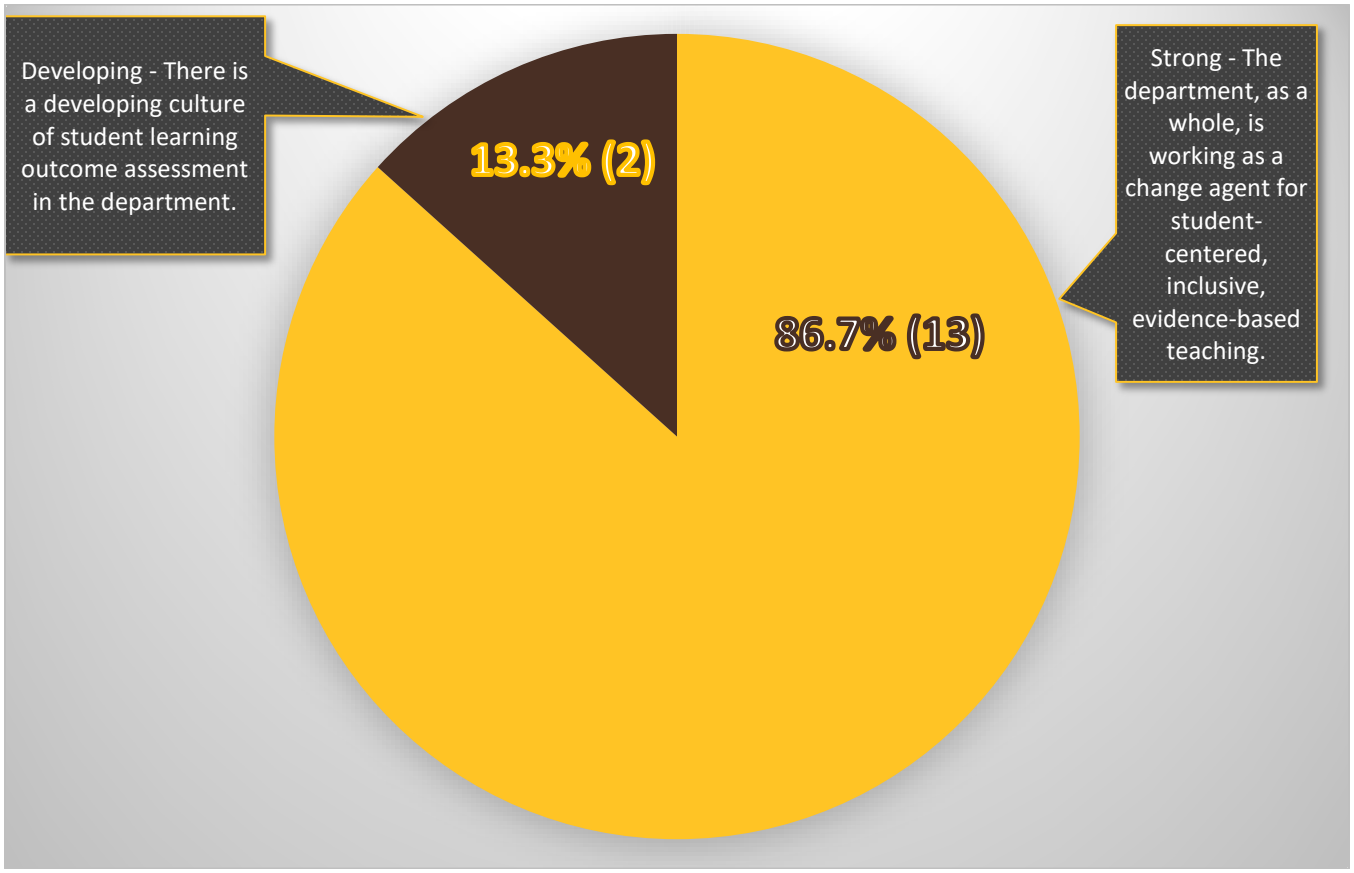
Assessment Survey Questions & Tier Level Assignments
Undergraduate Programs

Questions below were selected to be weighted by Assessment Coordinators to indicate Tier Level assignment.

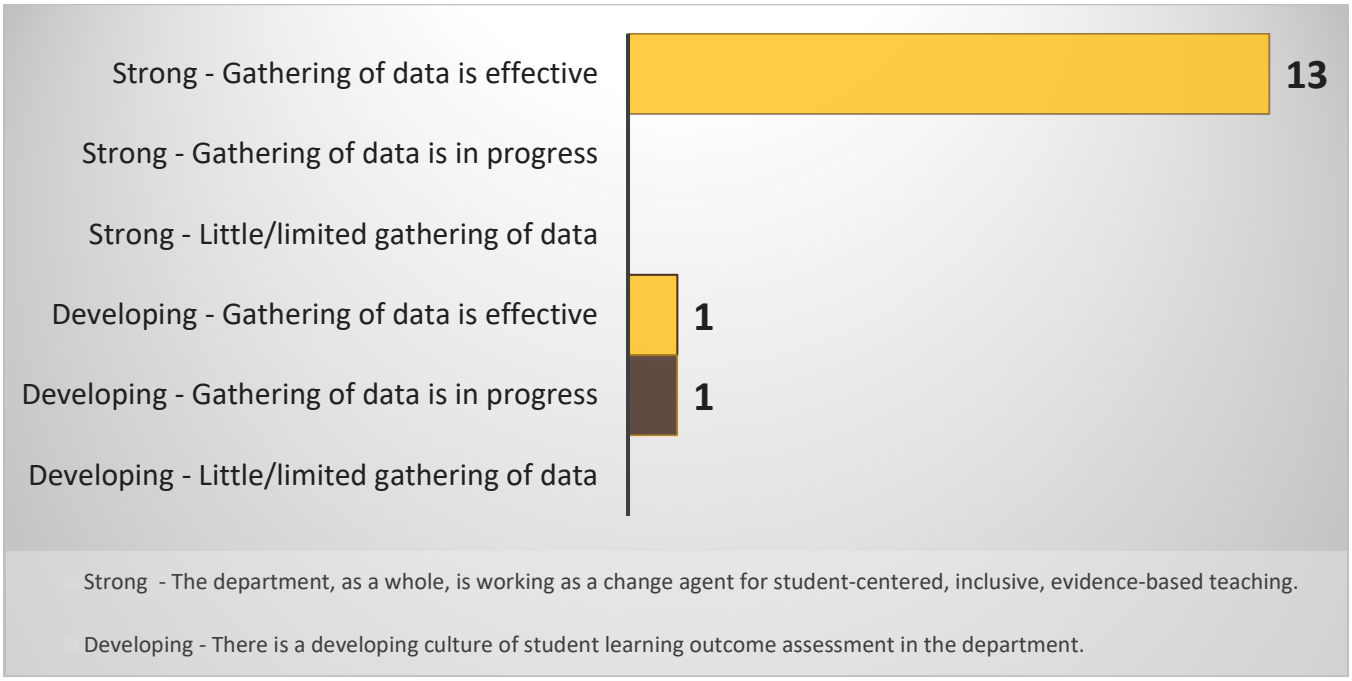
Question 1: Are your student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

Yes = 15 (100%)

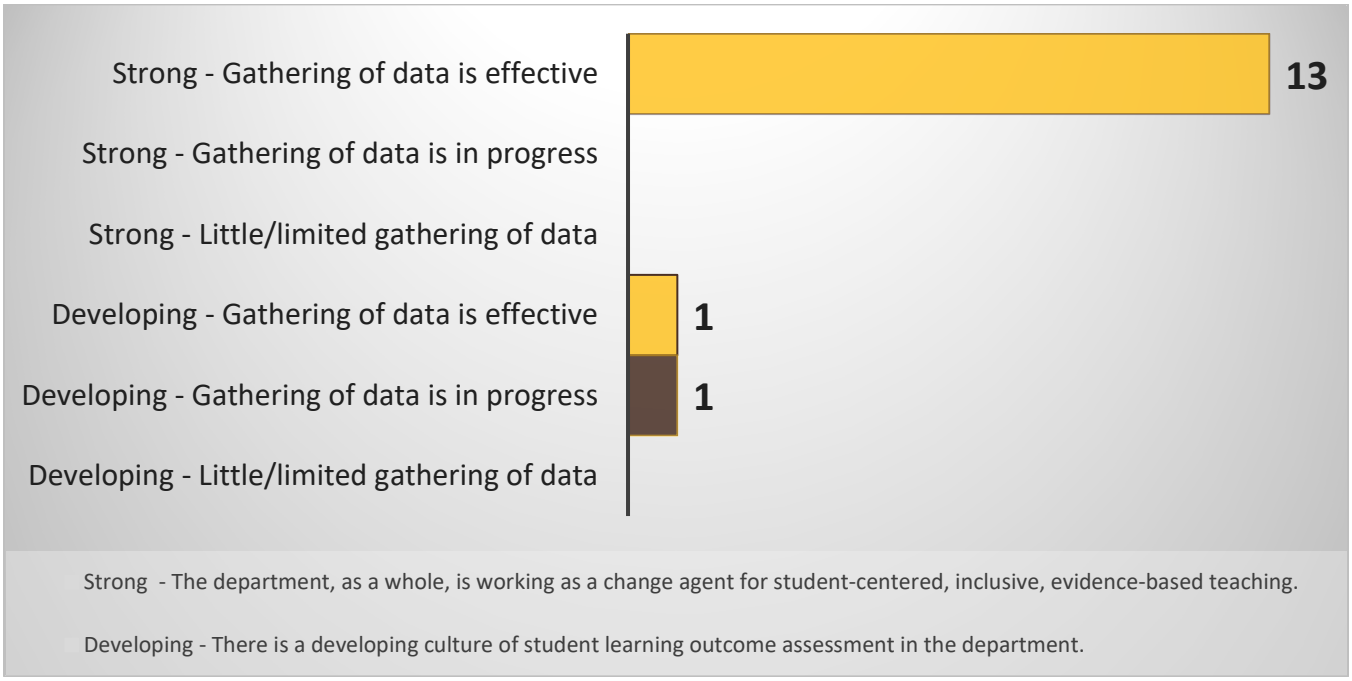
Question 9: The student learning outcomes assessment culture in my program is:



Question 11[26]: Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:



Question 12[27]: Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:

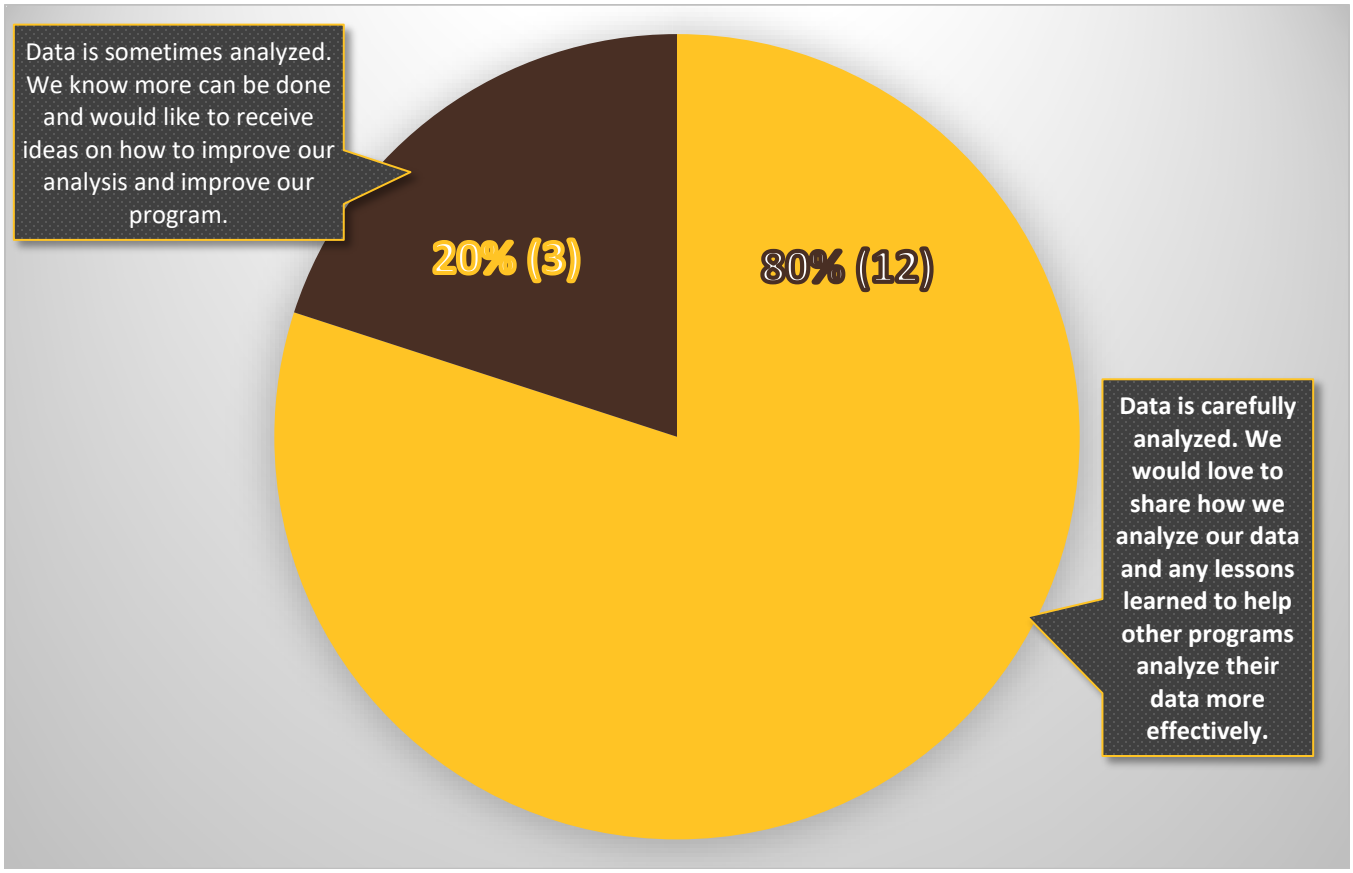


[26] The results for Q11 are based on results from Q9.
[27] The results for Q12 are based on results from Q9.

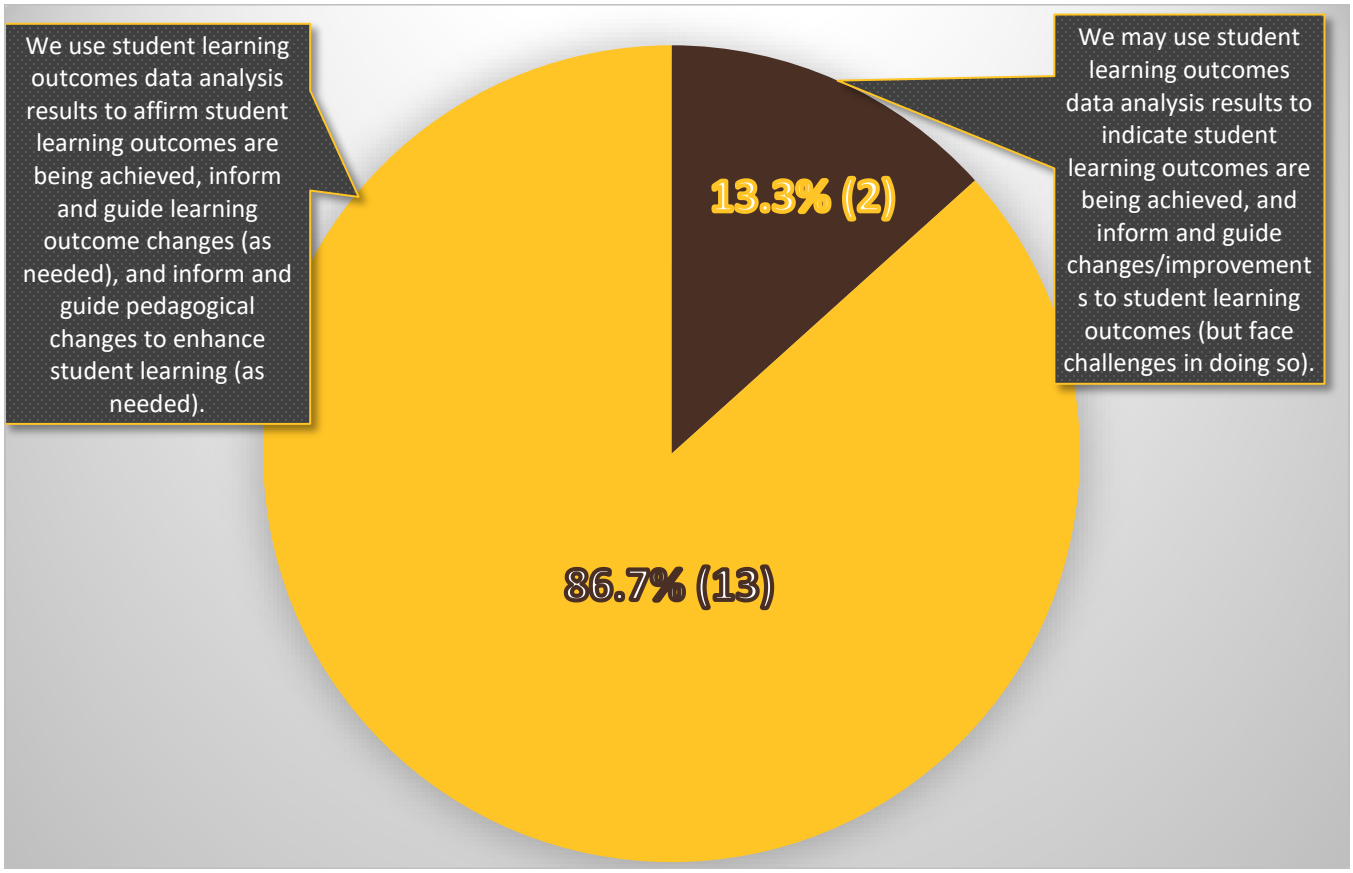
Question 13: Does your program consider student-learning outcomes in the assessment process?

Yes = 15 (100%)

Question 16: Select which scenario best describes what happens when your program collects student learning outcomes data:



Question 17: Which statement best fits your program:



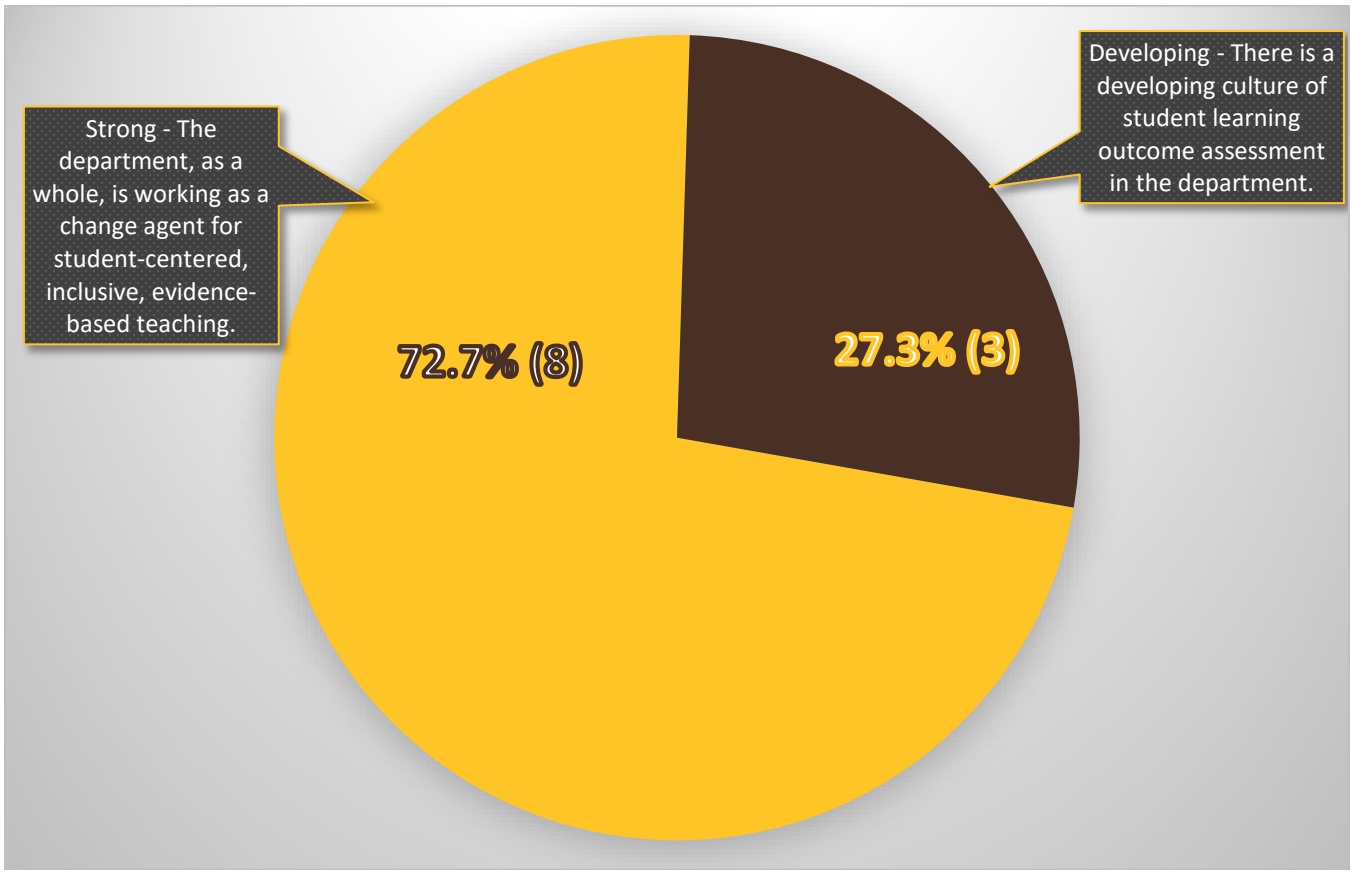
Assessment Survey Questions & Tier Level Assignments
Graduate Programs

Questions below were selected to be weighted by Assessment Coordinators to indicate Tier Level assignment.

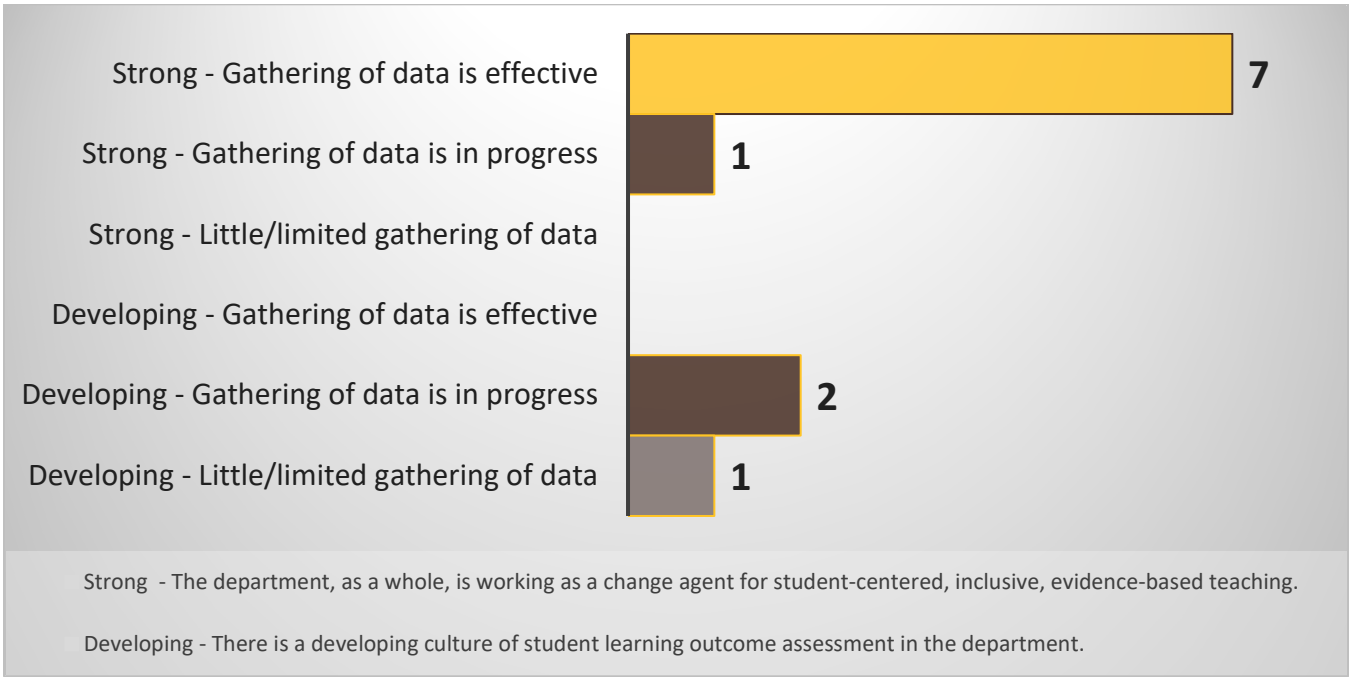
Question 1: Are your student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

Yes = 9 (81.8%)
No = 2 (18.2%)

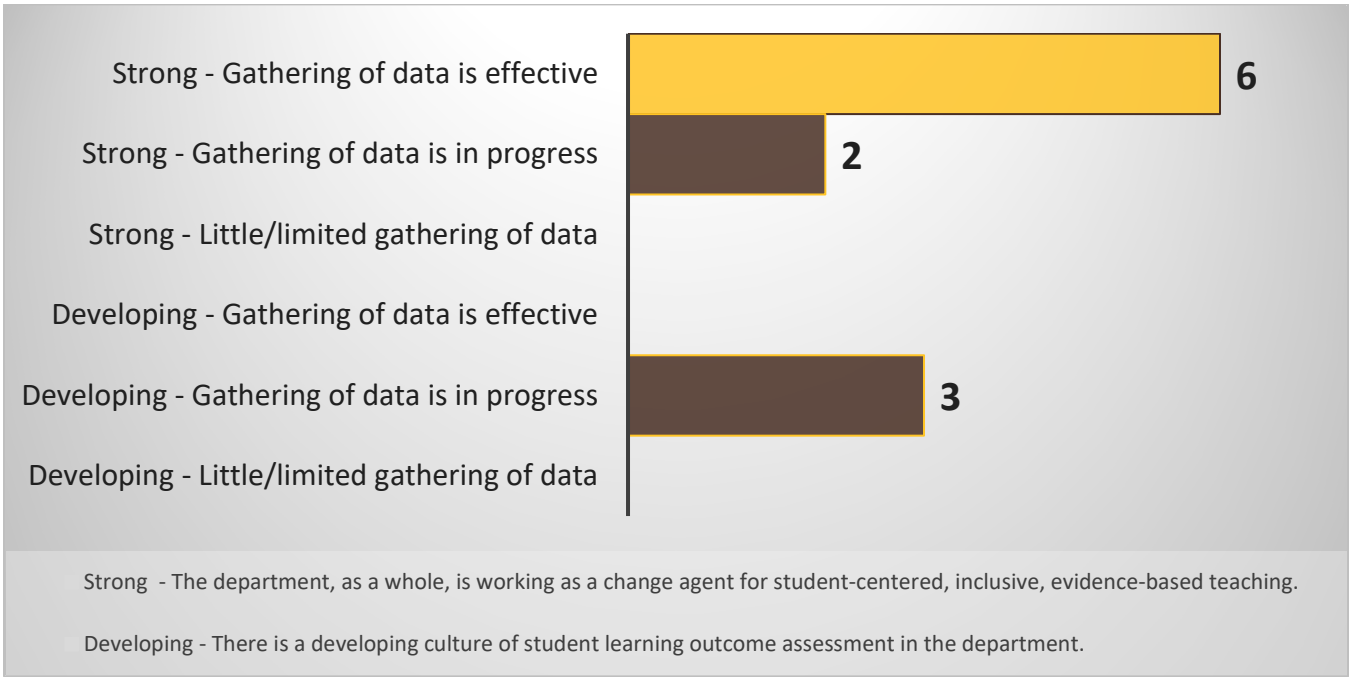
Question 9: The student learning outcomes assessment culture in my program is:



Question 11[28]: Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:



Question 12[29]: Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:



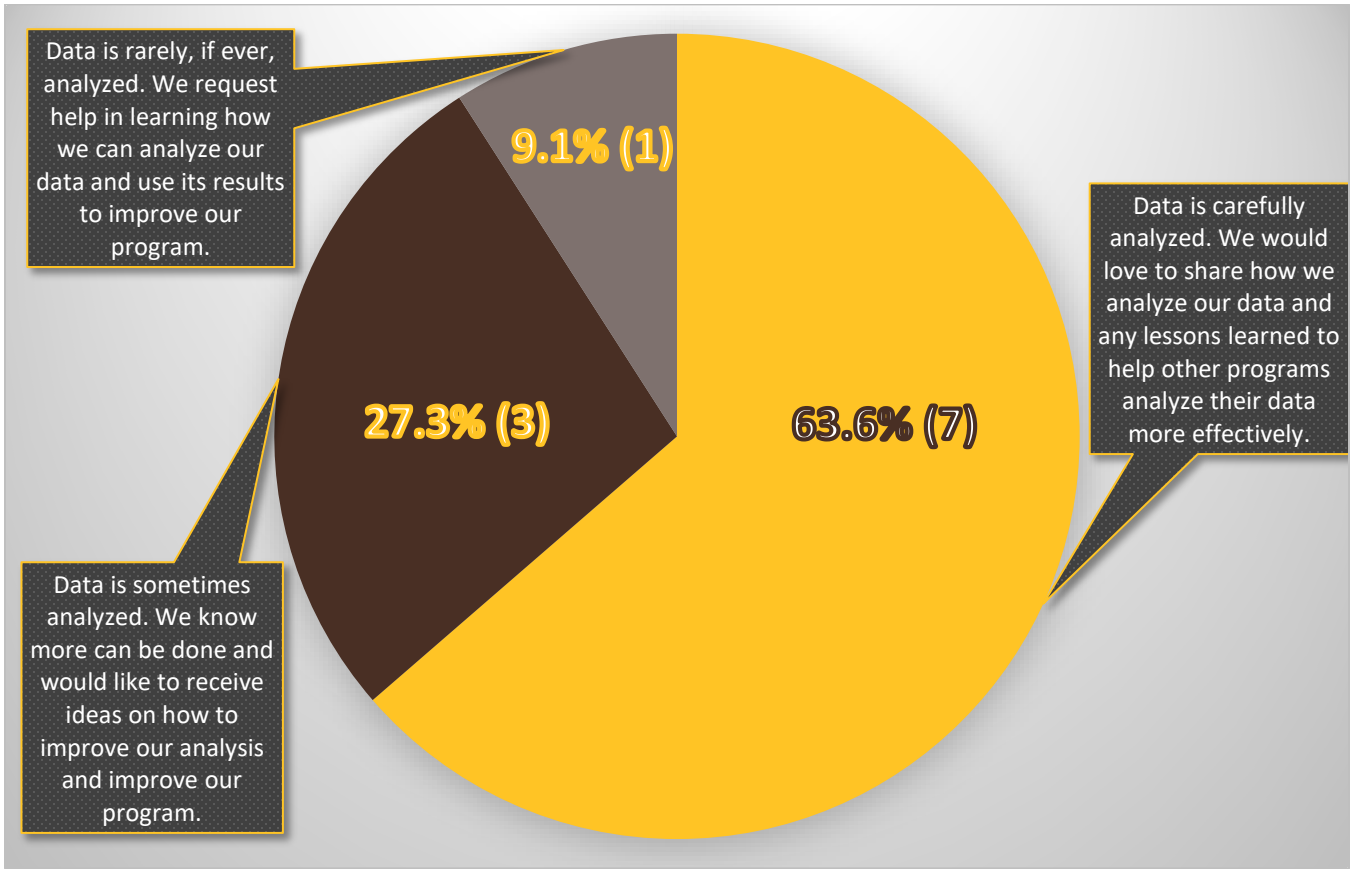
[28] The results for Q11 are based on results from Q9.
[29] The results for Q12 are based on results from Q9.

Question 13: Does your program consider student-learning outcomes in the assessment process?

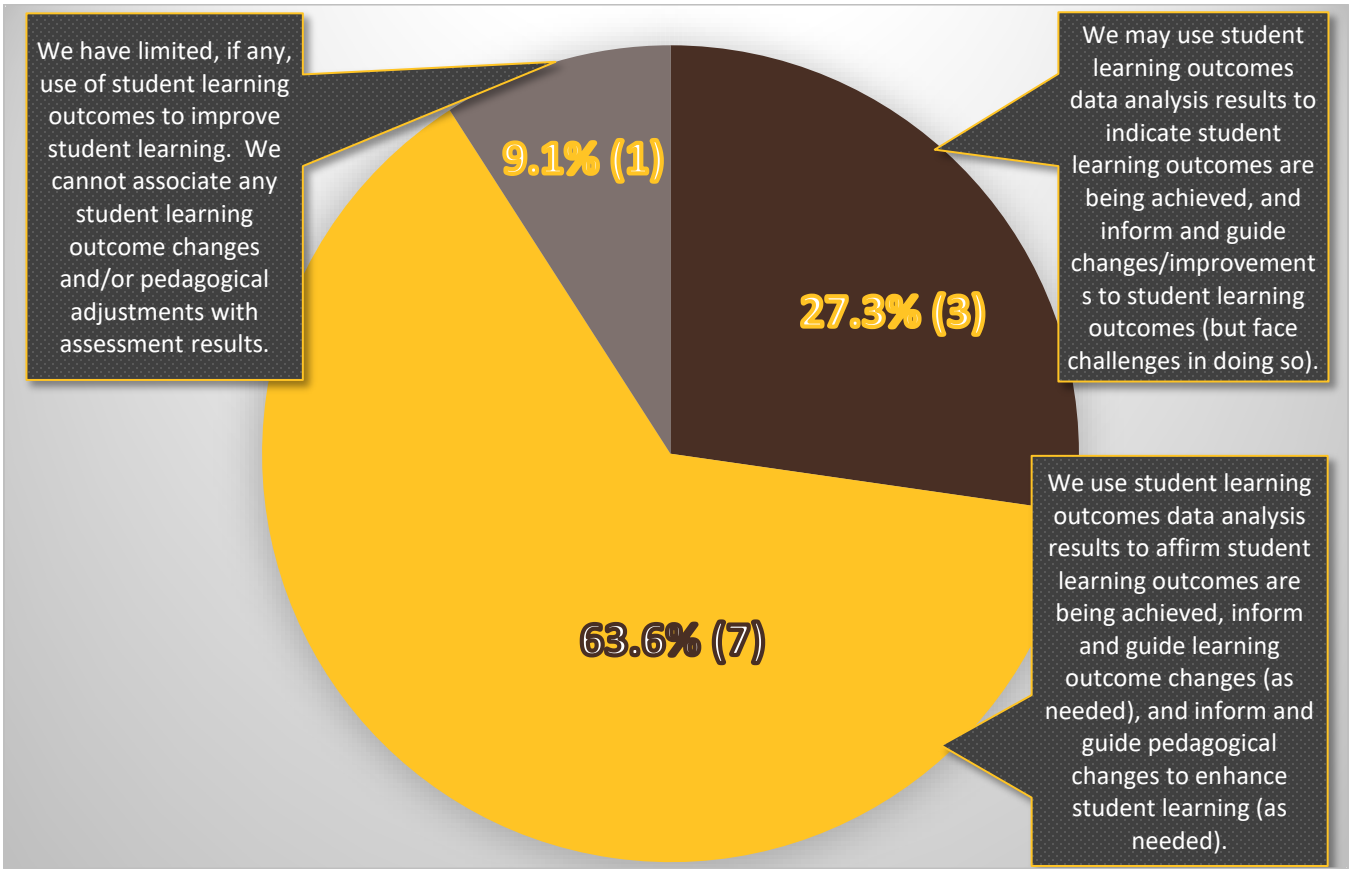
Yes = 10 (90.9%)

No = 1 (9.1%)

Question 16: Select which scenario best describes what happens when your program collects student learning outcomes data:



Question 17: Which statement best fits your program:



Additional UW Assessment Survey Response Notes

Total number of program student learning outcomes webpages provided = 1

ECTL Assessment Assistance Requested:

1. Assistance in making your program assessment processes and results more transparent – 3 (10.7%) (graduate)
2. Assistance in using assessment data results to affirm student learning outcomes are being achieved and how to use them to drive student learning outcomes and/or pedagogical changes – 1 (3.6%) (graduate)
3. Assistance in using data analysis results to affirm student learning outcomes are being achieved and/or helping drive student learning outcomes and/or pedagogical change – 2 (7.1%) (graduate)
4. Assistance in creating (or improving) a student learning outcomes assessment process – 8 (28.6%) (4 undergraduate and 4 graduate)
5. Assistance in defining, reviewing and/or updating your student learning outcomes – 5 (17.9%) (graduate)
    a. Defining student learning outcomes – 2 (7.1%) (graduate)
    b. Reviewing student learning outcomes – 2 (7.1%) (graduate)

c. Updating student learning outcomes – 1 (3.6%) (graduate)

Please briefly describe your programs utilization of and approach to student learning outcomes:
Undergraduate -

a. We use them for accreditation.
b. Learning outcomes are shaped by the SPA (Specialized Professional Associations) and then approved by our national accreditor (CAEP now and moving to AAQEP in 2023). For all science programs, NSTA (National Science Teaching Association) is the SPA.
c. We have accreditation standards that include student learning outcomes. We use these standards to create or identify common assessments for use in assessing learning.
d. Please see Appendix F for additional responses.

Graduate -

a. We have recently reviewed the PhD component of our literacy doctoral program. We have also reviewed and revised learning outcomes with respect to the students' comprehensive exams. I think that we could be clearer in our guiding document about the three major components of doctoral work: teaching, research, and service. Each year our literacy doctoral students write an overview of their experiences and progress with respect to teaching, research, and service. Also, each year every doctoral student meets with literacy faculty to review doctoral students' progress in their programs with respect to teaching, research, and service.
b. Our assignments are based on national standards and we use a 3-point rubric to score them.
c. As the program has been revised over the years the outcomes have been embedded in courses, rather than stated programmatically. Over time these outcomes have been overshadowed by course requirements, and forgotten by faculty and students.
d. Student learning outcomes are listed on the syllabi for all of the doctoral-level courses offered in mathematics education. Faculty share these learning outcomes with one another formally (at faculty meetings) and informally (in conversations with one another).
e. We use these for overall program evaluation and course content and student success.
f. Please see Appendix F for additional responses.

UW Assessment Survey Respondents:

Name	Date(s)
Cynthia Brock	June 11, 2021
Andrea Burrows	July 6, July 9 & July 10, 2021
Alan Buss	May 25, June 14 & September 1, 2021
Barbara Hickman	June 12, 2021
Kara Holt	July 13, 2021
Linda Hutchison	May 6, 2021
Richard Kitchen	July 14, 2021

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Andrea Burrows

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UW College of Engineering and Applied Science

UW Assessment Survey Report

Completion Rate = 85%[30]

Undergraduate Programs Participating	Graduate Programs Participating
Architectural Engineering	Architectural Engineering
Chemical Engineering	Atmospheric Science (to include PhD)
Civil Engineering	Civil Engineering (to include PhD)
Computer Engineering	Computer Science
Computer Science	Computer Science (PhD)
Construction Management	Environmental Engineering
Energy Systems Engineering	Mechanical Engineering (to include PhD)
Mechanical Engineering	Petroleum Engineering (to include PhD)
Petroleum Engineering[31]	

Program Tier Level Assignment (*based on survey responses received*)

Tier 1	Tier 2	Tier 3
Architectural Engineering (undergraduate)	Civil Engineering (undergraduate)[32]	Computer Science (graduate)
Atmospheric Science (graduate, to include doctorate)	Mechanical Engineering (graduate)	Computer Science (doctorate)
Chemical Engineering (undergraduate)	Petroleum Engineering (undergraduate)[33]	Civil Engineering (graduate)
Computer Engineering (undergraduate)		Architectural engineering (graduate)
Computer Science (undergraduate)		Environmental Engineering (graduate)
Construction Management (undergraduate)		

[30] The following programs were contacted but chose not to participate: Chemical Engineering (graduate), and Electrical Engineering (undergraduate and graduate)

[31] Follow up correspondence with Dennis Coon regarding Petroleum Engineering responses (undergraduate and graduate).

[32] Two surveys were submitted for the Civil Engineering Undergraduate program - receiving scores of 1225 (Tier 2) and 1515 (Tier 1). The program is currently listed as Tier 2. Additional communication with Anthony Denzer will help to clarify this discrepancy - content will be updated after such clarification is received.

[33] Two surveys were received for the Petroleum Engineering Undergraduate program (May 10, 2021 and June 10, 2021) from Dennis Coon. We understand the responses from May 10, 2021 to be for the undergraduate program and have assigned a Tier Level accordingly (Tier 2). Additional communication with Dennis Coon will help to clarify this understanding.

Tier 1	Tier 2	Tier 3
Energy Systems Engineering (undergraduate)		
Petroleum Engineering (graduate)[34]		
Mechanical Engineering (undergraduate)		

Assessment Survey Questions & Tier Level Assignments
Undergraduate Programs

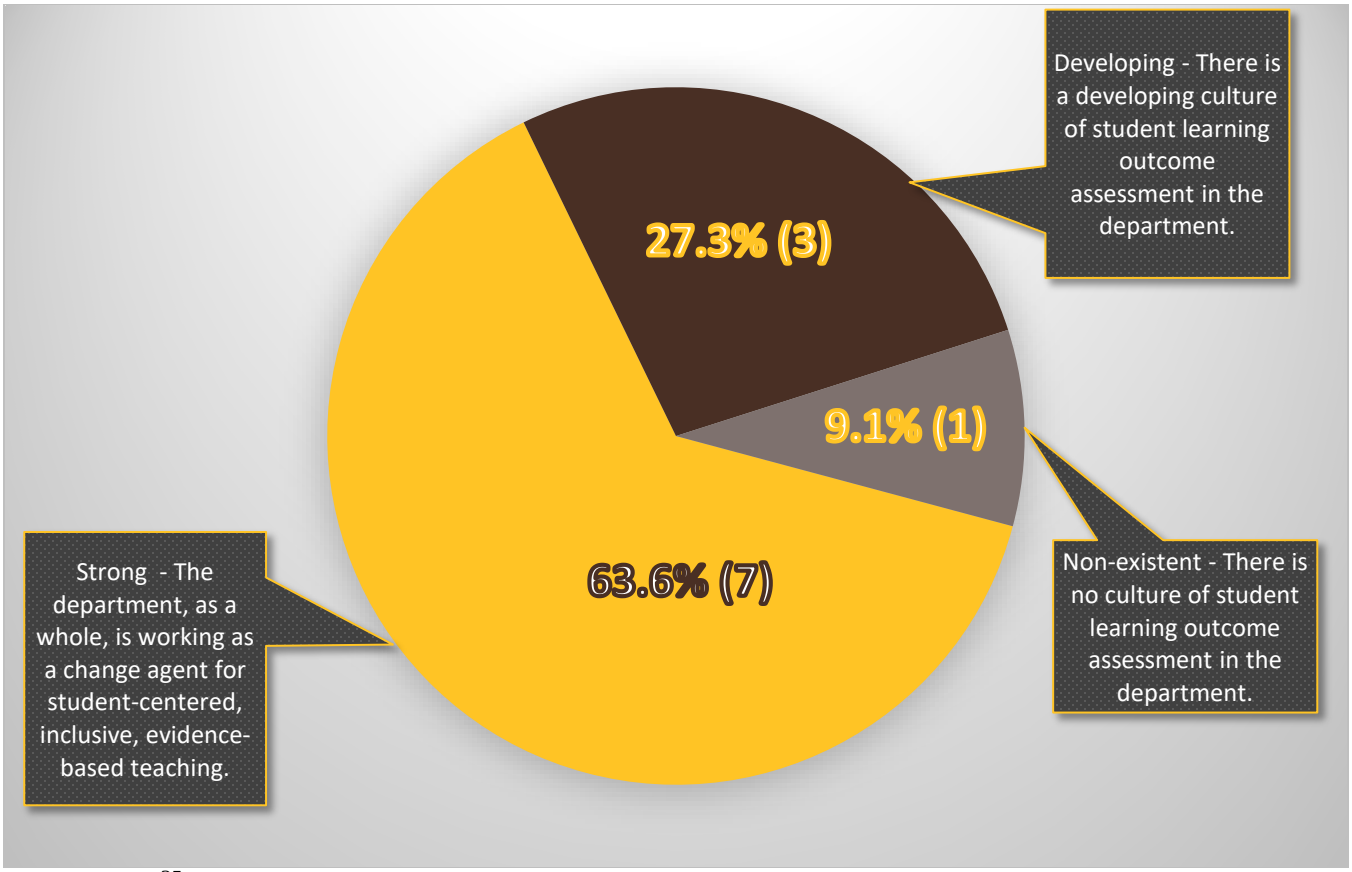
Questions below were selected to be weighted by Assessment Coordinators to indicate Tier Level assignment.

Question 1: Are your student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

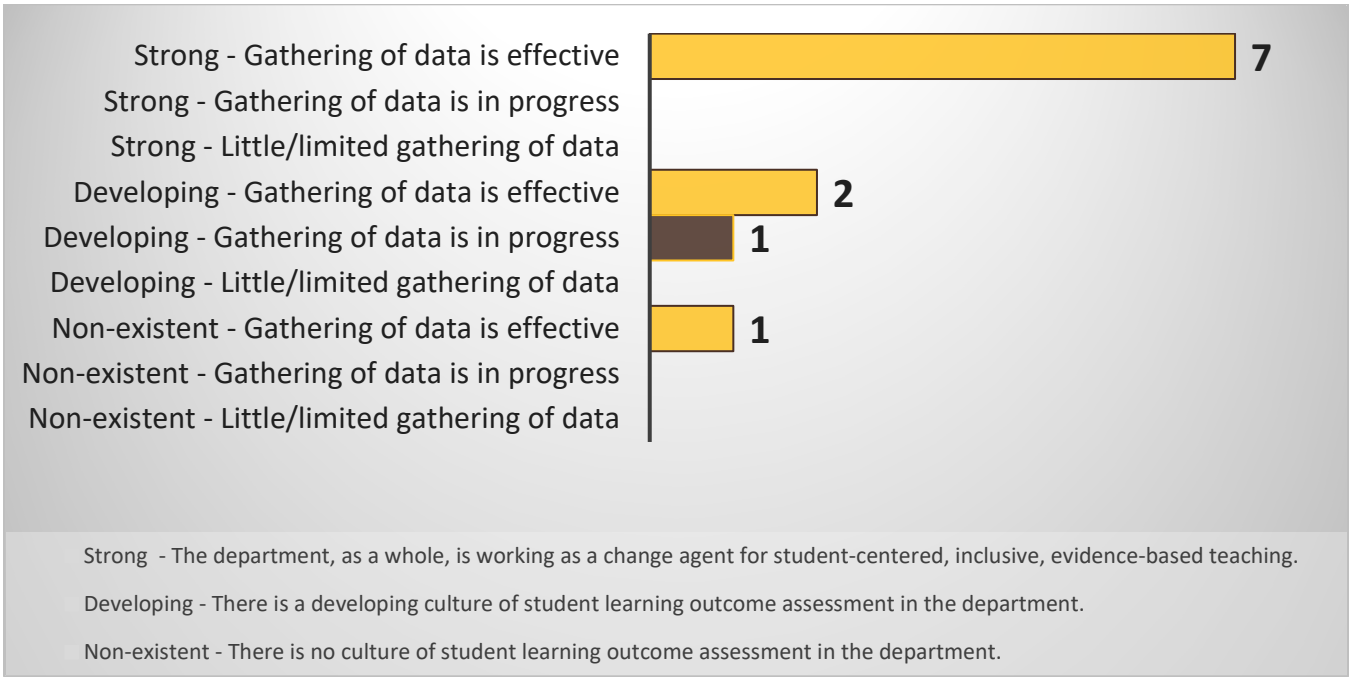
Yes = 11 (100%)

Question 9: The student learning outcomes assessment culture in my program is:

[34] Two surveys were received for the Petroleum Engineering Undergraduate program (May 10, 2021 and June 10, 2021) from Dennis Coon. We understand the responses from June 10, 2021 to be for the graduate program and have assigned a Tier Level accordingly (Tier 1). Additional communication with Dennis Coon will help to clarify this understanding.

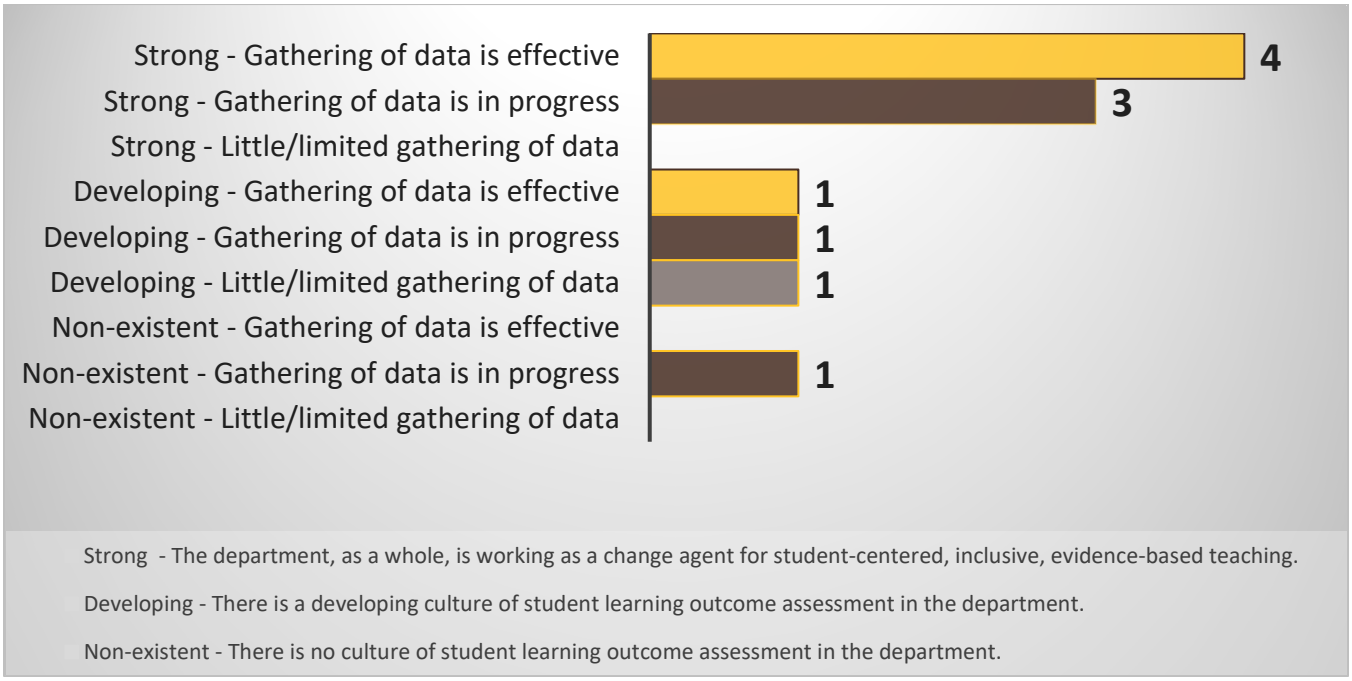


Question 11[35]: Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:



[35] The results for Q11 are based on results from Q9.

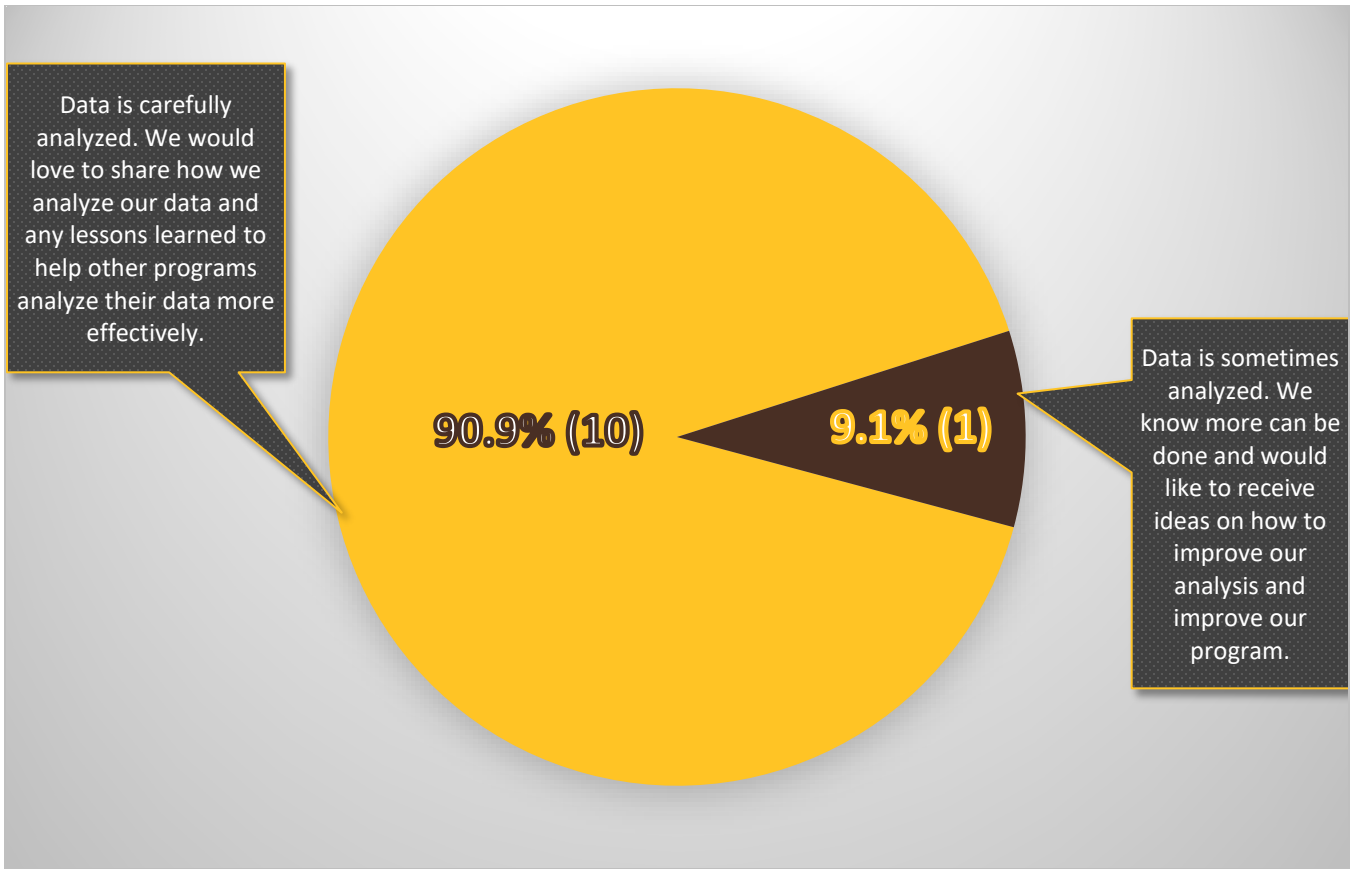
Question 12[36]: Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:



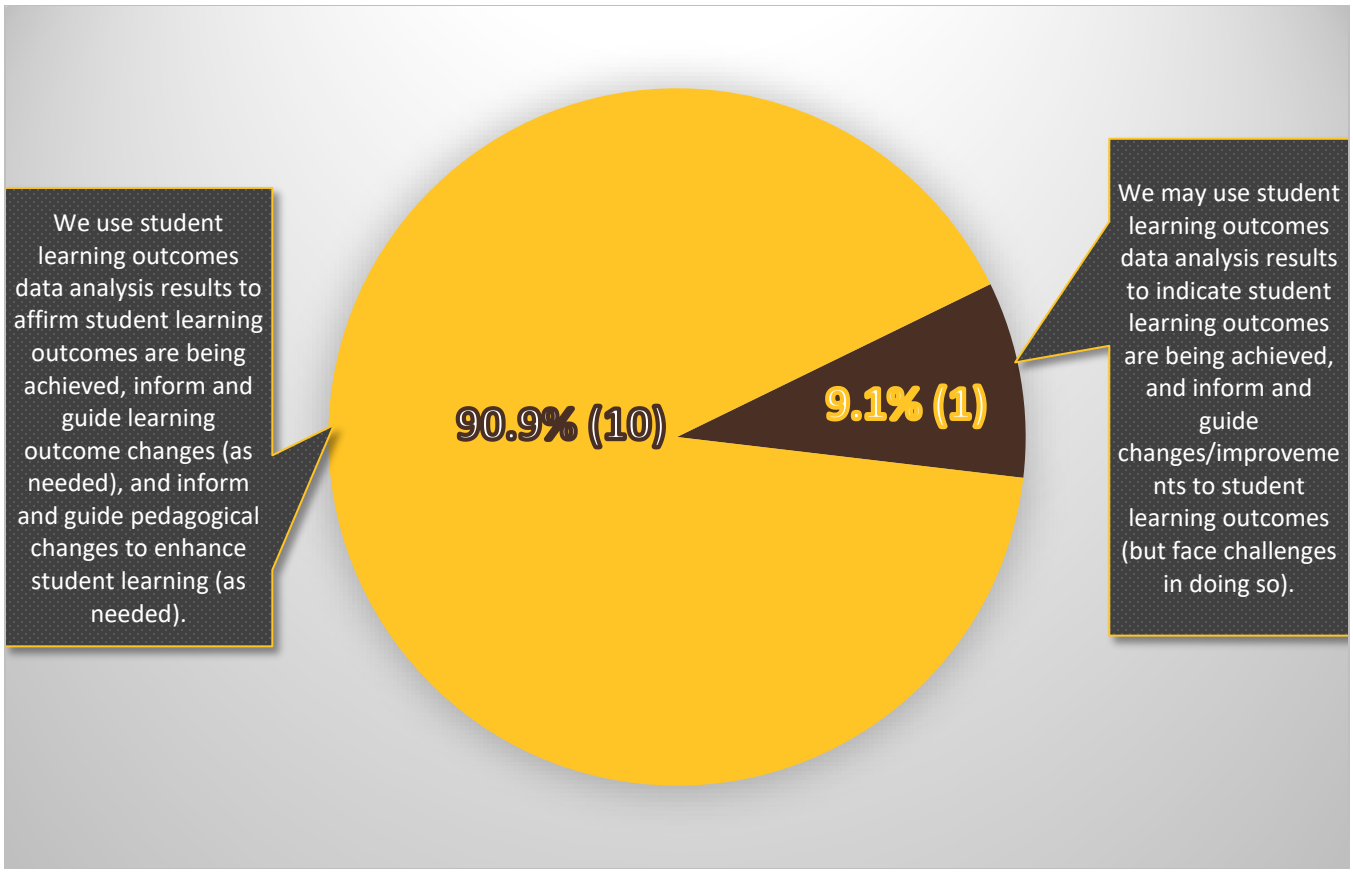
Question 13: Does your program consider student-learning outcomes in the assessment process?
Yes = 11 (100%)

Question 16: Select which scenario best describes what happens when your program collects student learning outcomes data:

[36] The results for Q12 are based on results from Q9.



Question 17: Which statement best fits your program:



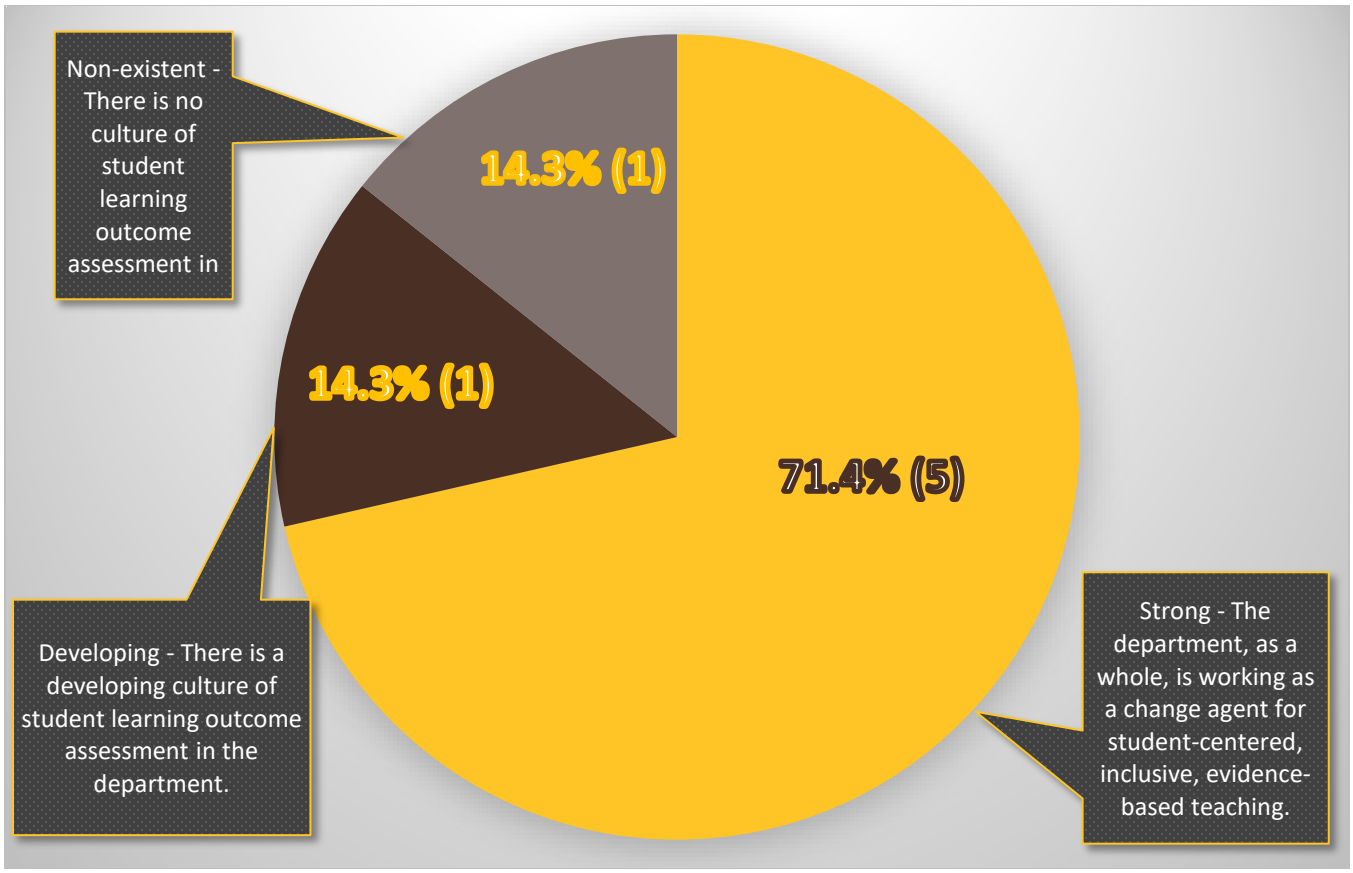
Assessment Survey Questions & Tier Level Assignments
Graduate Programs

Questions below were selected to be weighted by Assessment Coordinators to indicate Tier Level assignment.

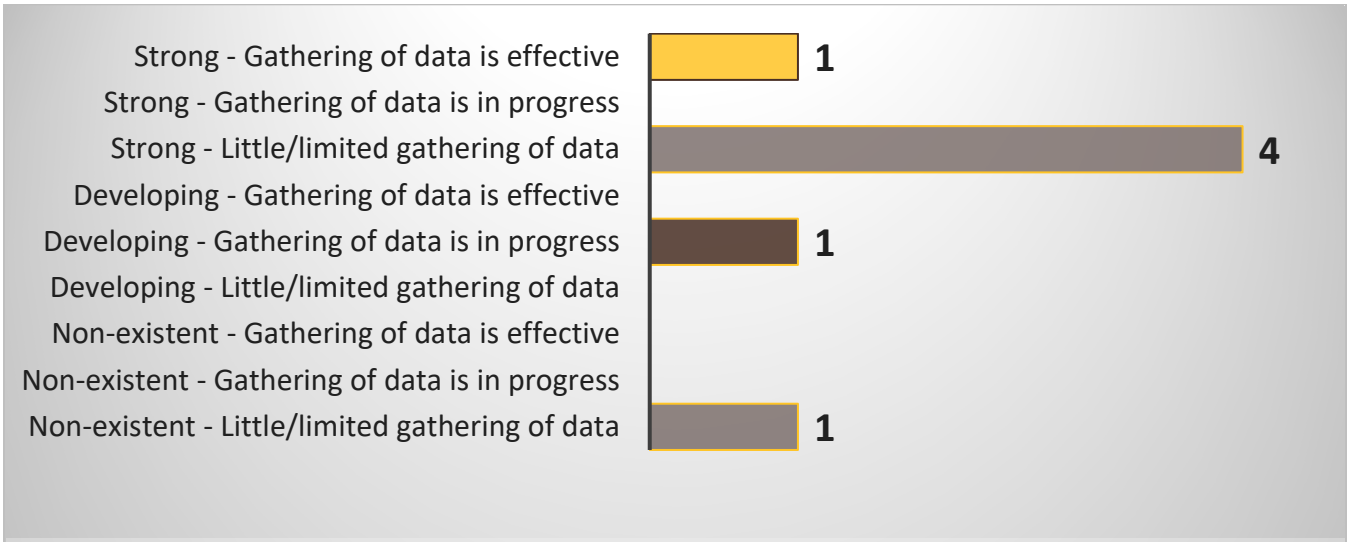
Question 1: Are your student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

Yes = 2 (28.6%)
No = 5 (71.4%)

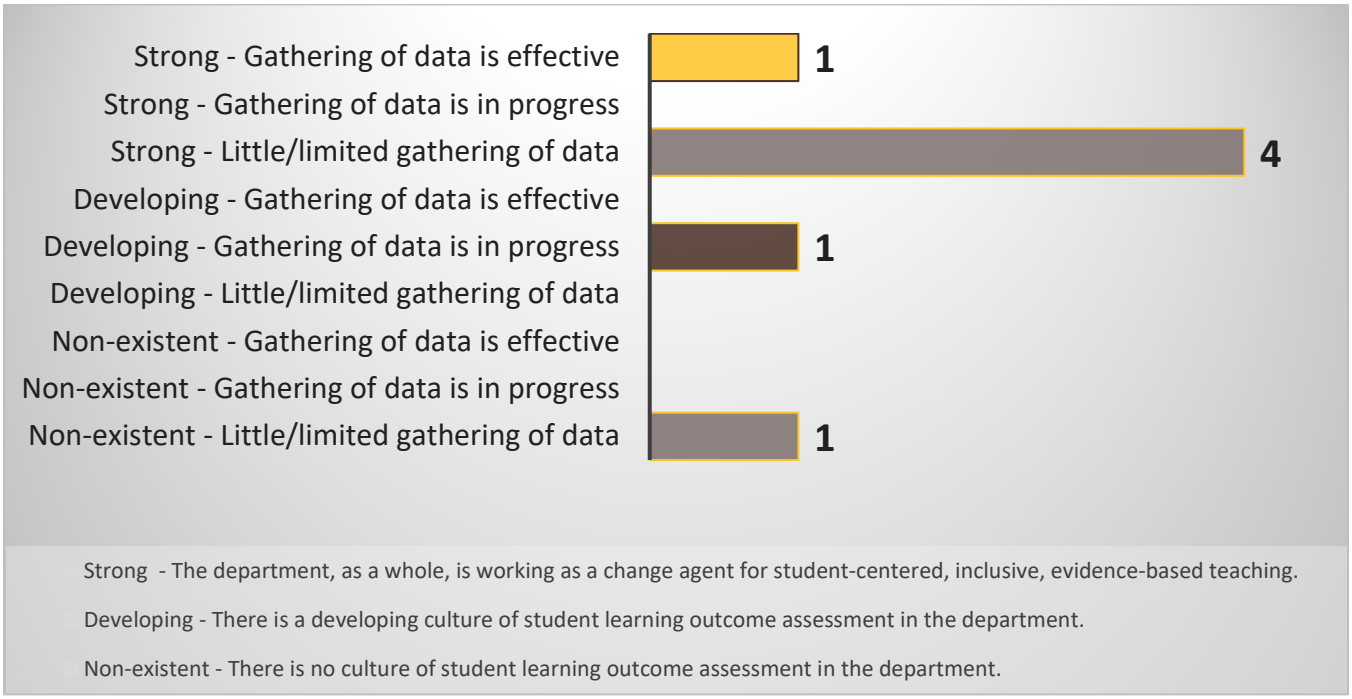
Question 9: The student learning outcomes assessment culture in my program is:


Non-existent - There is no culture of student learning outcome assessment in
14.3% (1)
14.3% (1)
71.4% (5)
Developing - There is a developing culture of student learning outcome assessment in the department.
Strong - The department, as a whole, is working as a change agent for student-centered, inclusive, evidence-based teaching.

Question 11[37]: Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:



Question 12[38]: Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:



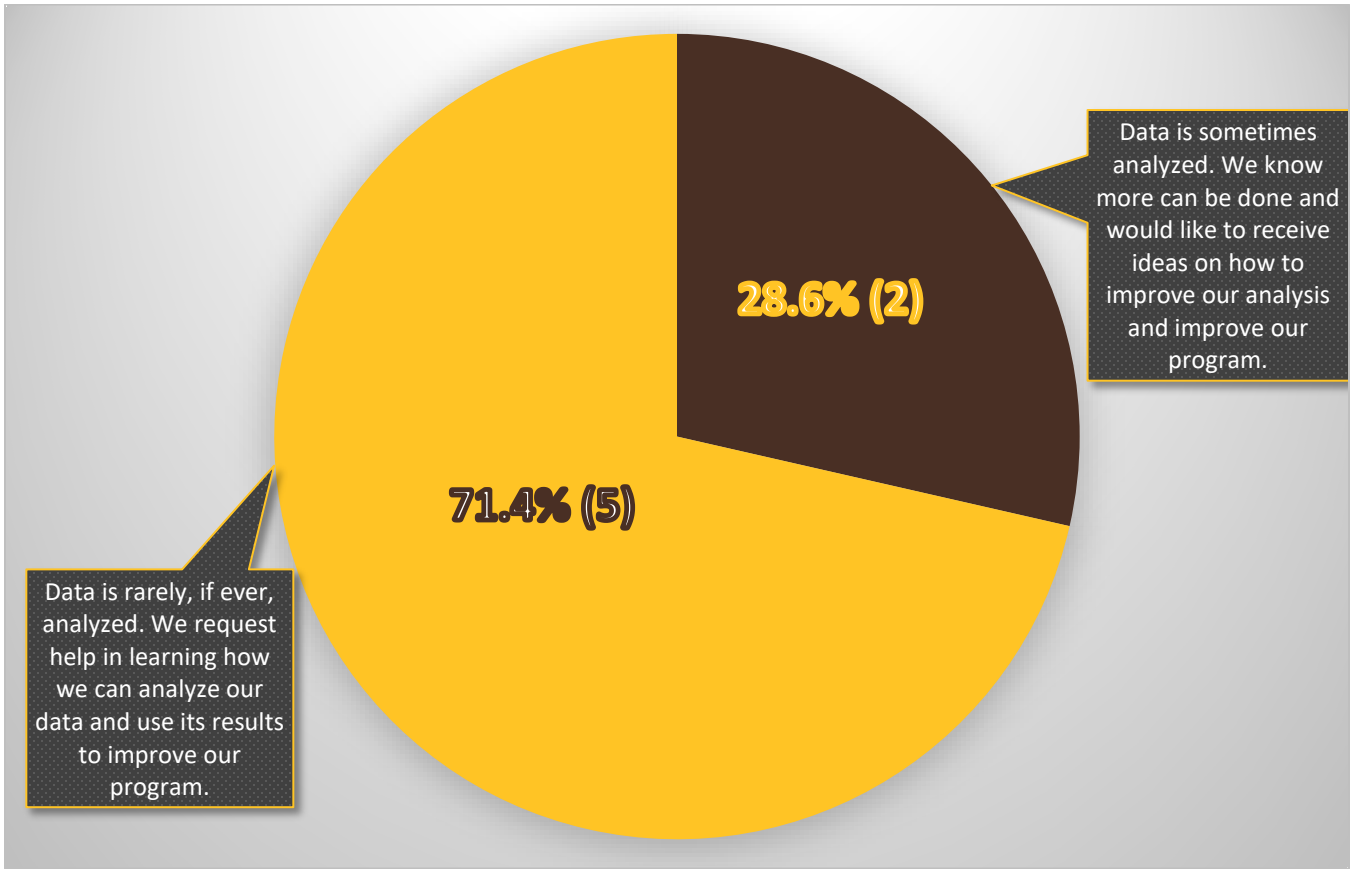
[37] The results for Q11 are based on results from Q9.
[38] The results for Q12 are based on results from Q9.

Question 13: Does your program consider student-learning outcomes in the assessment process?

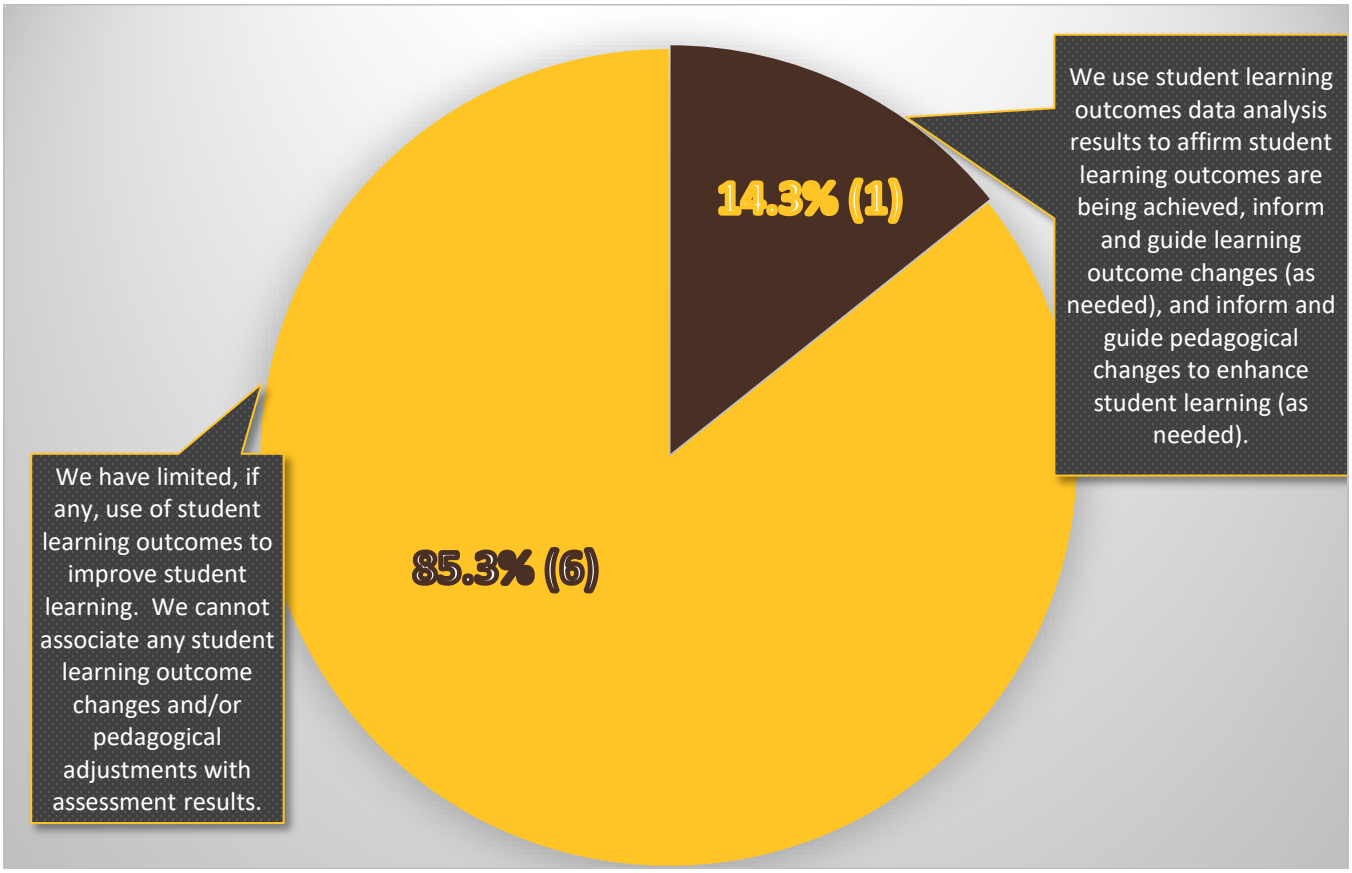
Yes = 3 (37.5%)

No = 5 (62.5%)

Question 16: Select which scenario best describes what happens when your program collects student learning outcomes data:



Question 17: Which statement best fits your program:



Additional UW Assessment Survey Response Notes

Total number of program student learning outcomes webpages provided = 7

ECTL Assessment Assistance Requested:

1. Assistance in using assessment data results to affirm student learning outcomes are being achieved and how to use them to drive student learning outcomes and/or pedagogical changes – 1 (5%) (undergraduate)
2. Assistance in using data analysis results to affirm student learning outcomes are being achieved and/or helping drive student learning outcomes and/or pedagogical change – 1 (5%) (1 graduate)
3. Assistance in creating (or improving) a student learning outcomes assessment process – 9 (45%) (5 undergraduate and 4 graduate)
4. Assistance in defining, reviewing and/or updating your student learning outcomes – 3 (15%)
    a. Reviewing student learning outcomes – 2 (10%) (graduate)
    b. Updating student learning outcomes – 1 (5%) (graduate)
    c. Other (Graduate):

i. Aside from the graduate course curriculum and student performance in the courses, we also have an annual graduate student progress assessment, with self-assessment (+goals), advisor and committee assessment. The form is attached for your comments, if any.

Please briefly describe your programs utilization of and approach to student learning outcomes:
Undergraduate -

a. Our program (Construction Management) has wrote a programmable assessment Matrix in support of assessing our program across all courses taught in department. We would be happy to share the matrix and it's utilization with your office and other programs.
b. Program learning outcomes are primarily mandated by our accreditation body, ABET. They are discussed every other year at a faculty meeting and at a meeting of the department's advisory board. Course learning outcomes are decided on by the undergraduate committee for the core courses and by the instructor for electives.
c. Accreditation through ABET requires a systematic approach to learning outcomes. Any efforts by UW to do more of this are redundant.
d. We follow ABET accreditation guidelines.
e. The student learning outcomes are determined by an accrediting agency. We then implement course learning objectives to support the achievement of the student learning outcomes.
f. Our program's student learning outcomes are based on ABET (Accreditation Board for Engineering and Technology). ABET defines student learning outcomes for accredited engineering programs, and we have developed an assessment process to assess our success at achieving those student learning outcomes.
g. For the BS-ARE student learning outcomes are defined by ABET and assessed regularly as ABET requires. We will receive external feedback in out next review (Nov 2021). There are 7 student learning outcomes, and each has a "team" of faculty assigned to: a) create Performance Indicators and rubrics, b) collect and assess student work, c) evaluate student learning and recommend improvements to the curriculum committee, and d) write a report for ABET review. All faculty are involved. We also review student performance on the Fundamentals of Engineering (FE) exam and make improvements to courses as needed.
h. For the BS-CE student learning outcomes are defined by ABET and assessed regularly as ABET requires. We will receive external feedback in out next review (Nov 2021). There are 7 student learning outcomes, and each has a "team" of faculty assigned to: a) create Performance Indicators and rubrics, b) collect and assess student work, c) evaluate student learning and recommend improvements to the curriculum committee, and d) write a report for ABET review. All faculty are involved. We also review student performance on the Fundamentals of Engineering (FE) exam and make improvements to courses as needed.
i. An accrediting body defines the program outcomes. The Department assesses them in required coursework with student assignments aligned with overall program outcomes. The Department is currently working towards specific learning outcomes for each required course to ensure continuity between instructors.
j. We conform to the procedures required by the accreditation bodies. (ABET for Architectural Engineering, Civil Engineering. ACCE for Construction Management.)

Additionally, we are working with Ease Learning to integrate assignments and rubrics in Canvas, so that data collection and assessments will be routinized. David Mukai can tell you more about this if you are interested.

Please briefly describe your programs utilization of and approach to student learning outcomes:
Graduate -

a. In addition to the annual student progress form, students develop and annually revisit their Individual Development Plan (IDP), and we collect committee member assessments of all student presentations to their committee. Our graduate assessment committee meets annually to review this input at the individual and aggregated levels.
b. We have an assessment matrix developed (both for MS and PhD but I'll use the PhD as example). A main issue was to not forget collecting all the information since we had three office associates in the last two years. I would like to move a lot of these forms to online Qualtrics surveys going forward:
    i. Direct Assessments
        1. Dissertation/Defense Assessment by all committee members
            a. Science & Engineering Understanding: Items 1,2,3 of the evaluation rubric
            b. Broader Impacts: Item 9 of the evaluation rubric
            c. Research: Items 4,5,7,8,10 of the evaluation rubric
            d. Writing: Item 6 (a) of the evaluation rubric
            e. Defense Presentation: Item 6 (b) of the evaluation rubric
        2. GPA of UW courses (grades of all courses taken by graduating students of program)
        3. Seminar Attendance (average number of students per seminar)
    ii. Indirect Assessments
        1. Publications/conferences/presentations (of students of program)
            a. Journals
            b. conference proceedings
            c. student presentations at conferences
    iii. Conference/Workshop attendance (of students of program)
    iv. Survey of graduated PhD students
        1. Strong understanding of science and engineering: Items 1-4 on the survey
        2. Ability to perform independent research: Items 5 and 6 on the survey
        3. Effective professional communication: Items 7-9 on the survey
        4. Increase breath of knowledge base related to Mechanical Engineering: Item 10 on the survey
c. We don't have explicit SLOs for the graduate programs. There is a breadth requirement, and the rest is up to the student's thesis advisor.
d. We have graduate degrees but not "programs" in the sense of having course requirements. There are no required courses for the MS-ARE, MS-CE or PhD-CE. Each student defines his/her program in consultation with his/her committee. Therefore, each student will have different learning outcomes. Ultimately, each student's committee assesses

each student's learning during the Qualifying Exam and during review of the thesis or dissertation.

UW Assessment Survey Respondents:

Name	Date(s)
Vladimir Alvarado	May 10, 2021
Erica Belmont	June 11 & June 12, 2021
Dennis Coon	May 10 & June 10, 2021
Anthony Denzer	May 11 & September 21, 2021
Ruben Gamboa	April 28 & September 20, 2021
Bart Geerts	April 30, 2021
Francois Jacobs	April 27, 2021
John McInroy	April 28, 2021
Michael Stoellinger	May 11, 2021

UW College of Engineering & Applied Science Assessment Coordinator:
Ruben Gamboa

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Shujuan (Olivia) Wang (Assessment/SoTL Specialist) swang10@uwyo.edu

UW College of Health Sciences

UW Assessment Survey Report

Completion Rate = 87.5%[39]

Undergraduate Minor Programs Participating	Undergraduate Programs Participating	Graduate Programs Participating
WIND: Disability Studies	American Sign Language Studies Certificate	Health Services Administration
	Dental Hygiene	Kinesiology and Health
	Kinesiology and Health Promotion	Nursing
	Nursing	Nurse Practitioner (DNP)
	Social Work	Pharmacy
	Speech, Language and Hearing Sciences	Social Work
		Speech-Language Pathology

Program Tier Level Assignment (*based on survey responses received*)

Tier 1	Tier 2	Tier 3
Dental Hygiene (undergraduate)	American Sign Language Studies Certificate (undergraduate)	Kinesiology and Health Promotion (undergraduate)
Pharmacy (graduate)[40]	Health Services Administration (graduate)	Speech, Language and Hearing Sciences (undergraduate)
Social Work (undergraduate)	Kinesiology and Health (graduate)	
Social Work (graduate)	Nursing (undergraduate)	
Speech-Language Pathology (graduate)	Nursing (graduate)	
	Nursing Practitioner (DNP)	
	WIND: Disability Studies (undergraduate minor)	

[39] The following programs were contacted but chose not to participate: Medical Laboratory Science (undergraduate) and Physical Education Teaching (undergraduate).

[40] Two surveys were submitted for Pharmacy, both scored as a Tier 1 (1519 vs. 1423).

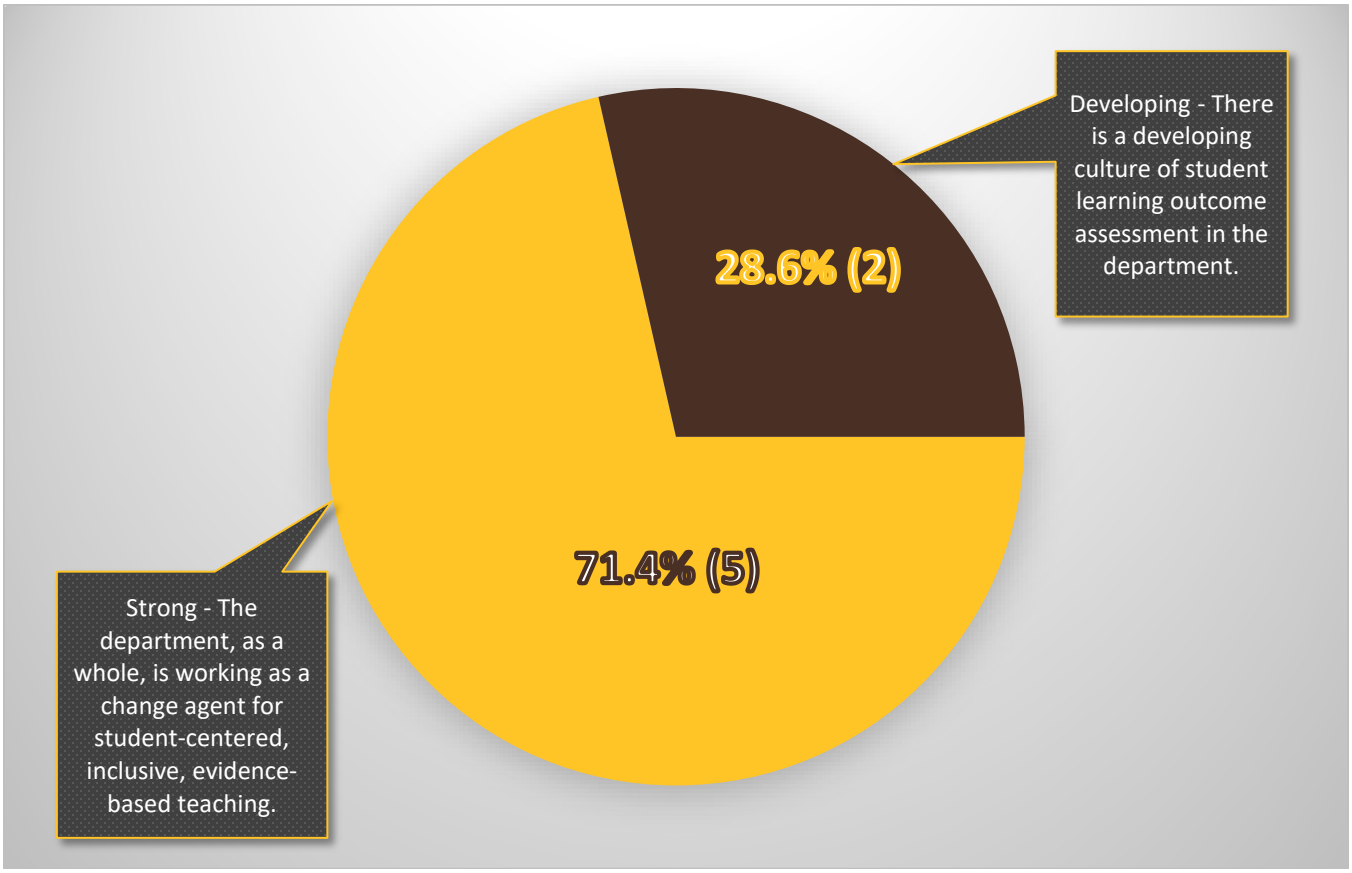
Assessment Survey Questions & Tier Level Assignments
Undergraduate Programs[41]

Questions below were selected to be weighted by Assessment Coordinators to indicate Tier Level assignment.

Question 1: Are your student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

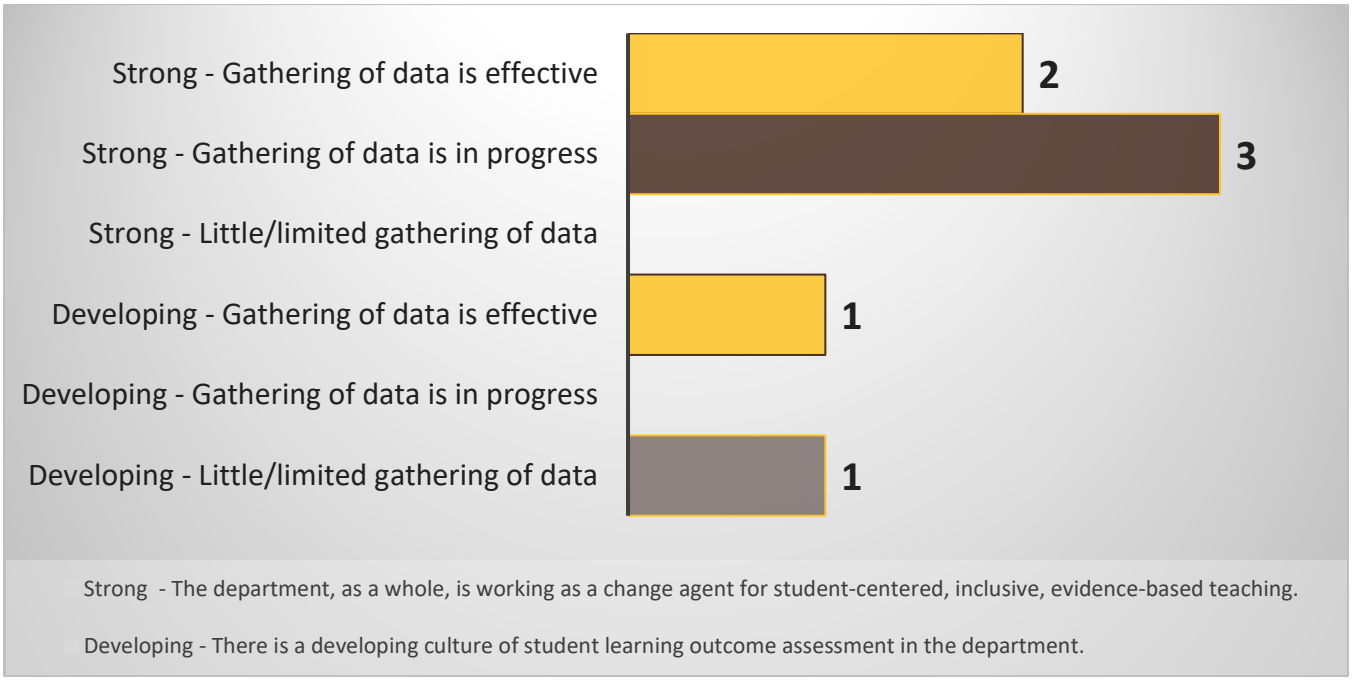
Yes = 5 (71.4%)
No = 2 (28.6%)

Question 9: The student learning outcomes assessment culture in my program is:[42]



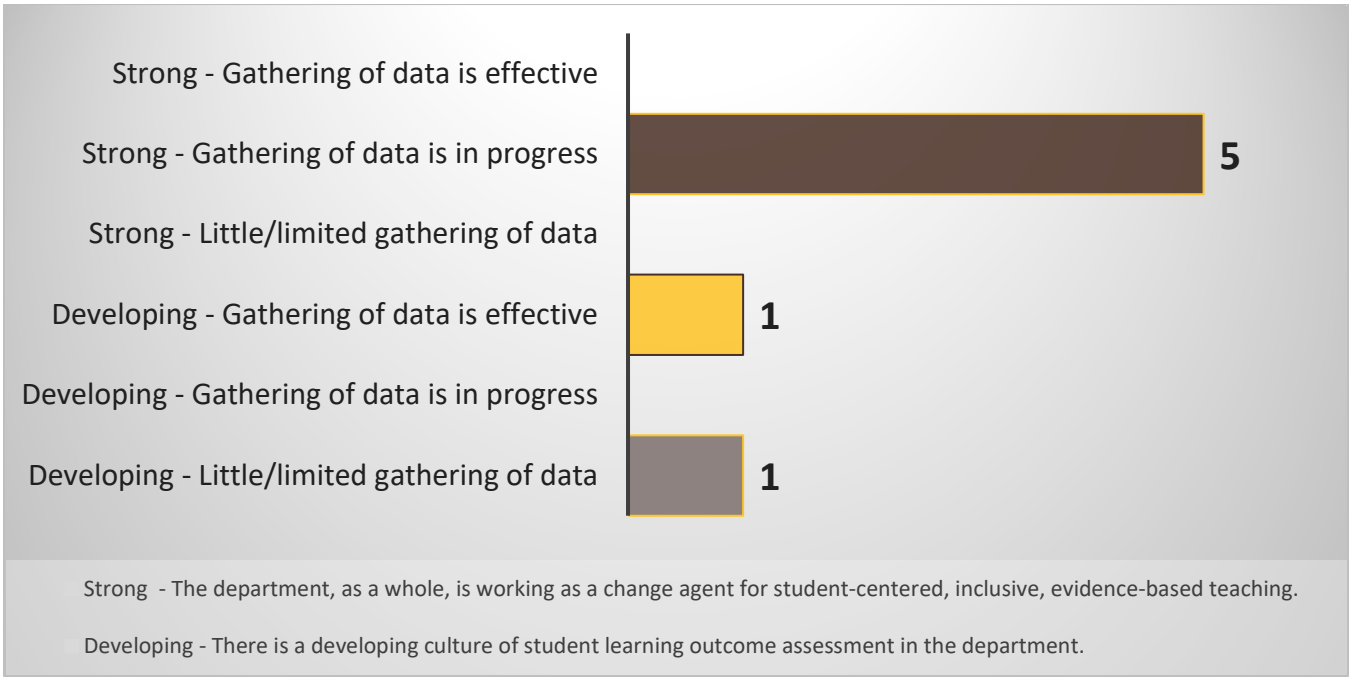
[41] The list of undergraduate programs includes the Undergraduate Minor in Disability Studies and Certificate in American Sign Language Studies.
[42] The response "Strong – The department as a whole, is working as a change agent for student-centered, inclusive, evidence-based teaching" includes one undergraduate minor.

Question 11[43]: Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:



[43] The results for Q11 are based on results from Q9.

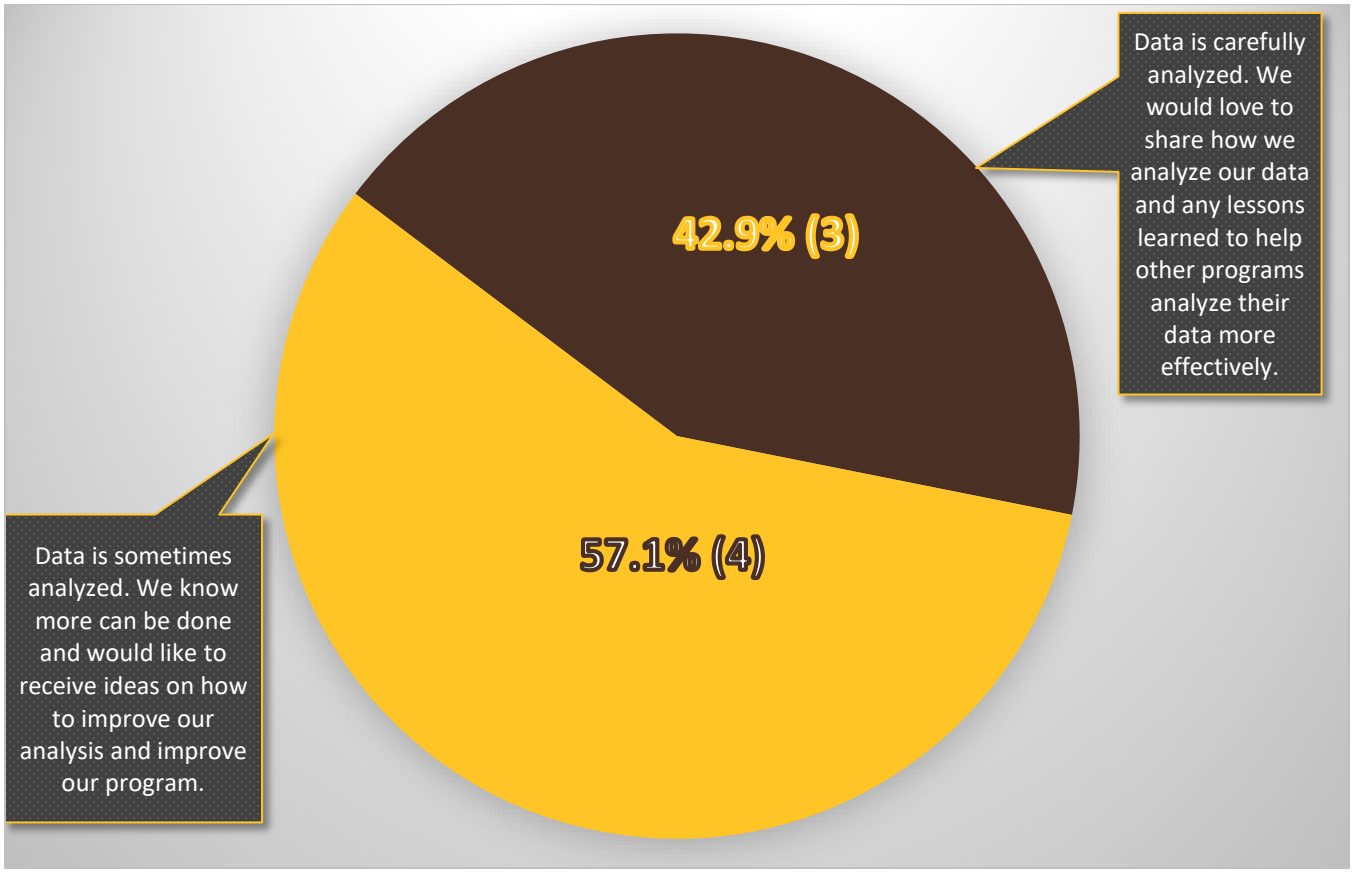
Question 12[44]: Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:



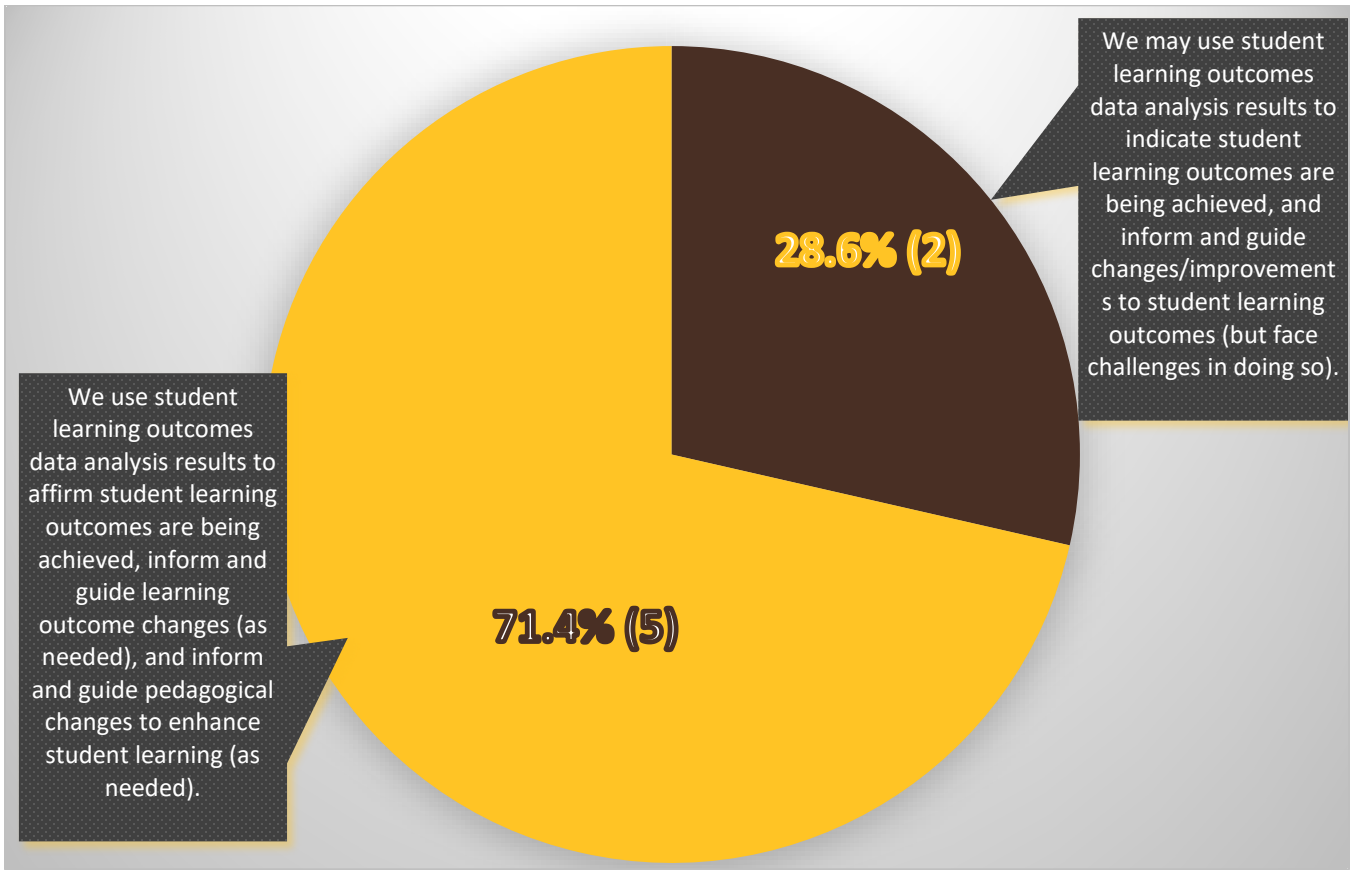
Question 13: Does your program consider student-learning outcomes in the assessment process?
Yes = 7 (100%)

[44] The results for Q12 are based on results from Q9.

Question 16: Select which scenario best describes what happens when your program collects student learning outcomes data:



Question 17: Which statement best fits your program:



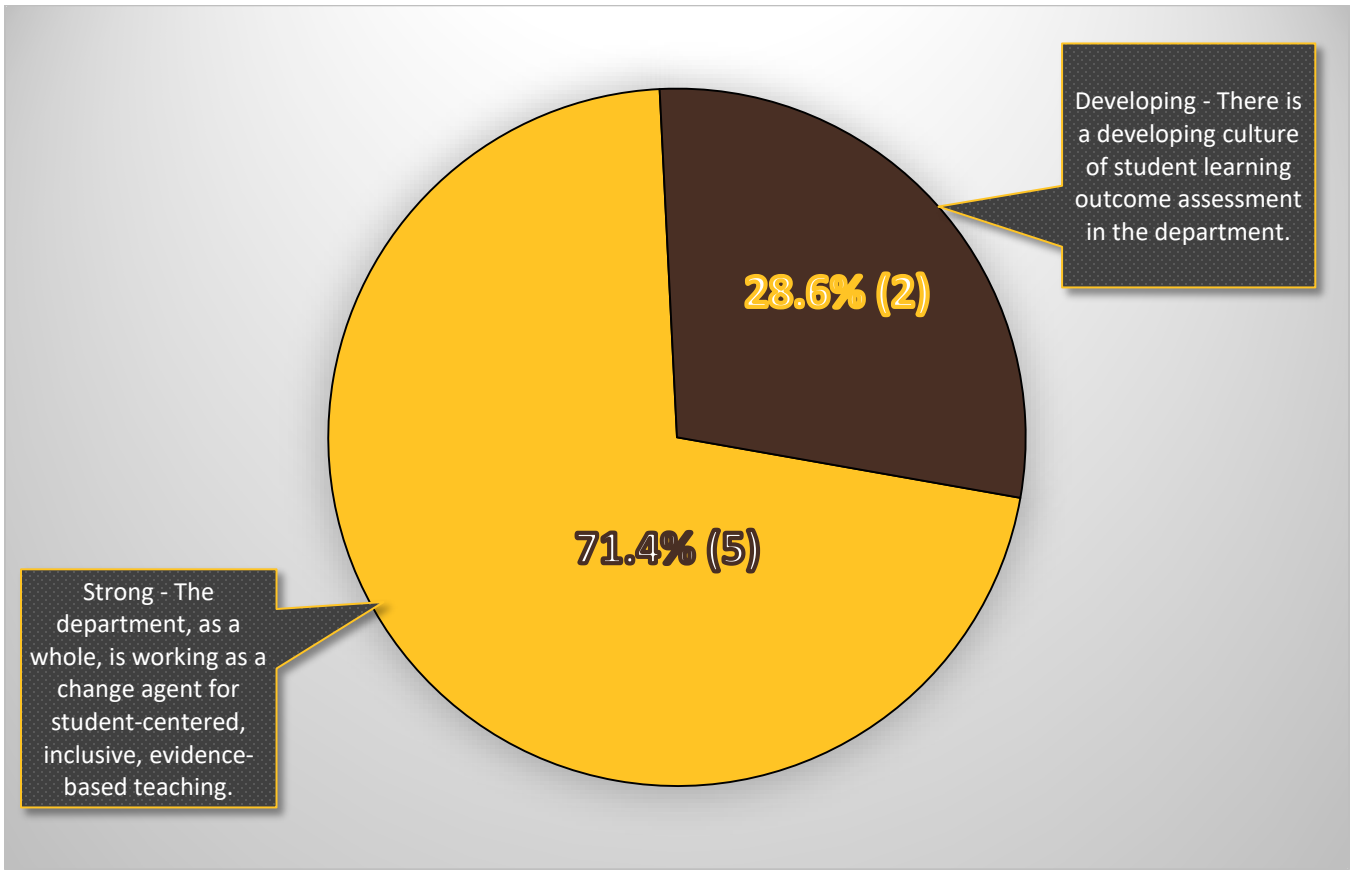
Assessment Survey Questions & Tier Level Assignments
Graduate Programs

Questions below were selected to be weighted by Assessment Coordinators to indicate Tier Level assignment.

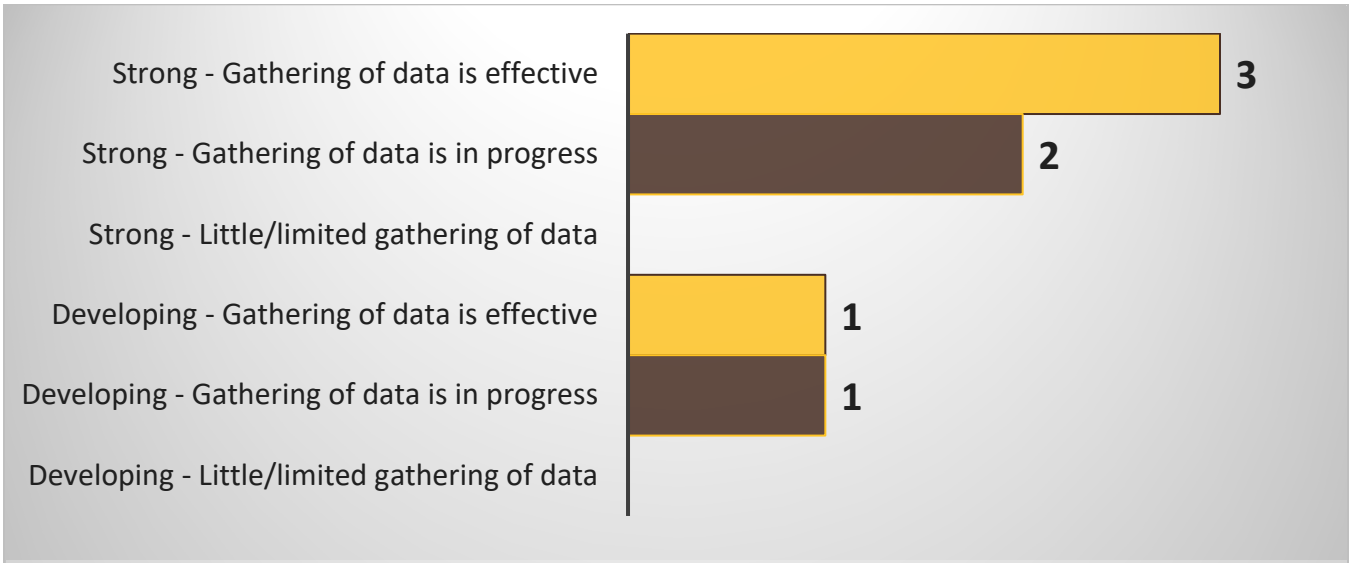
Question 1: Are your student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

Yes = 7 (100%)

Question 9: The student learning outcomes assessment culture in my program is:



Question 11[45]: Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:

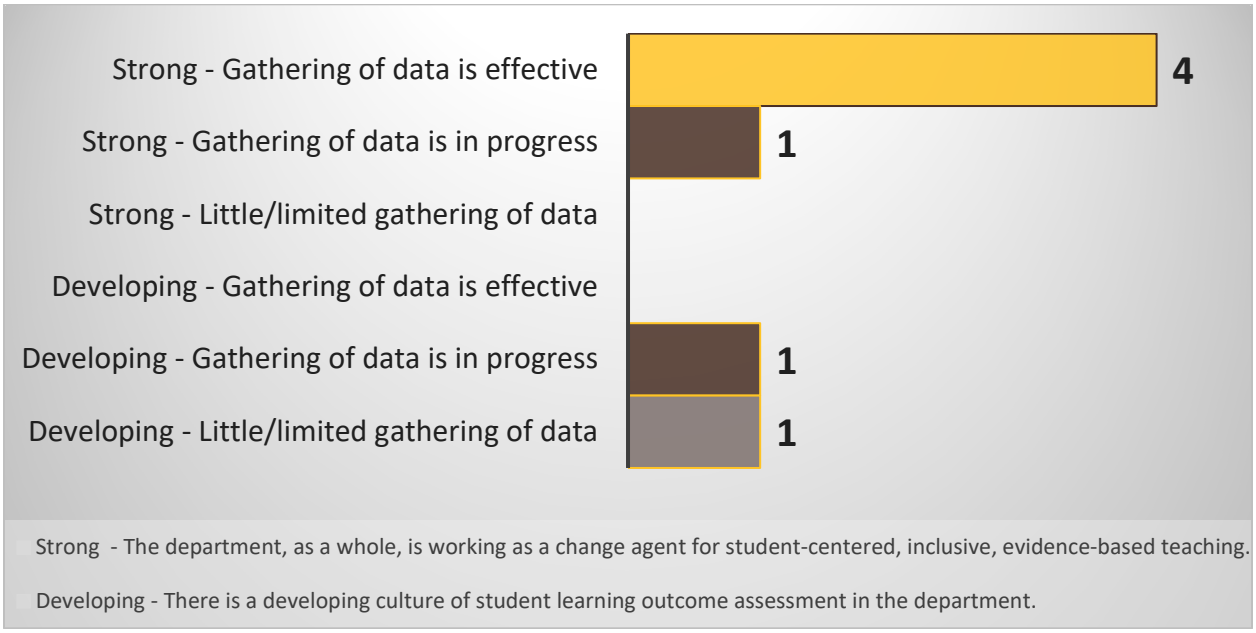


Strong - The department, as a whole, is working as a change agent for student-centered, inclusive, evidence-based teaching.

Developing - There is a developing culture of student learning outcome assessment in the department.

[45] The results for Q11 are based on results from Q9.

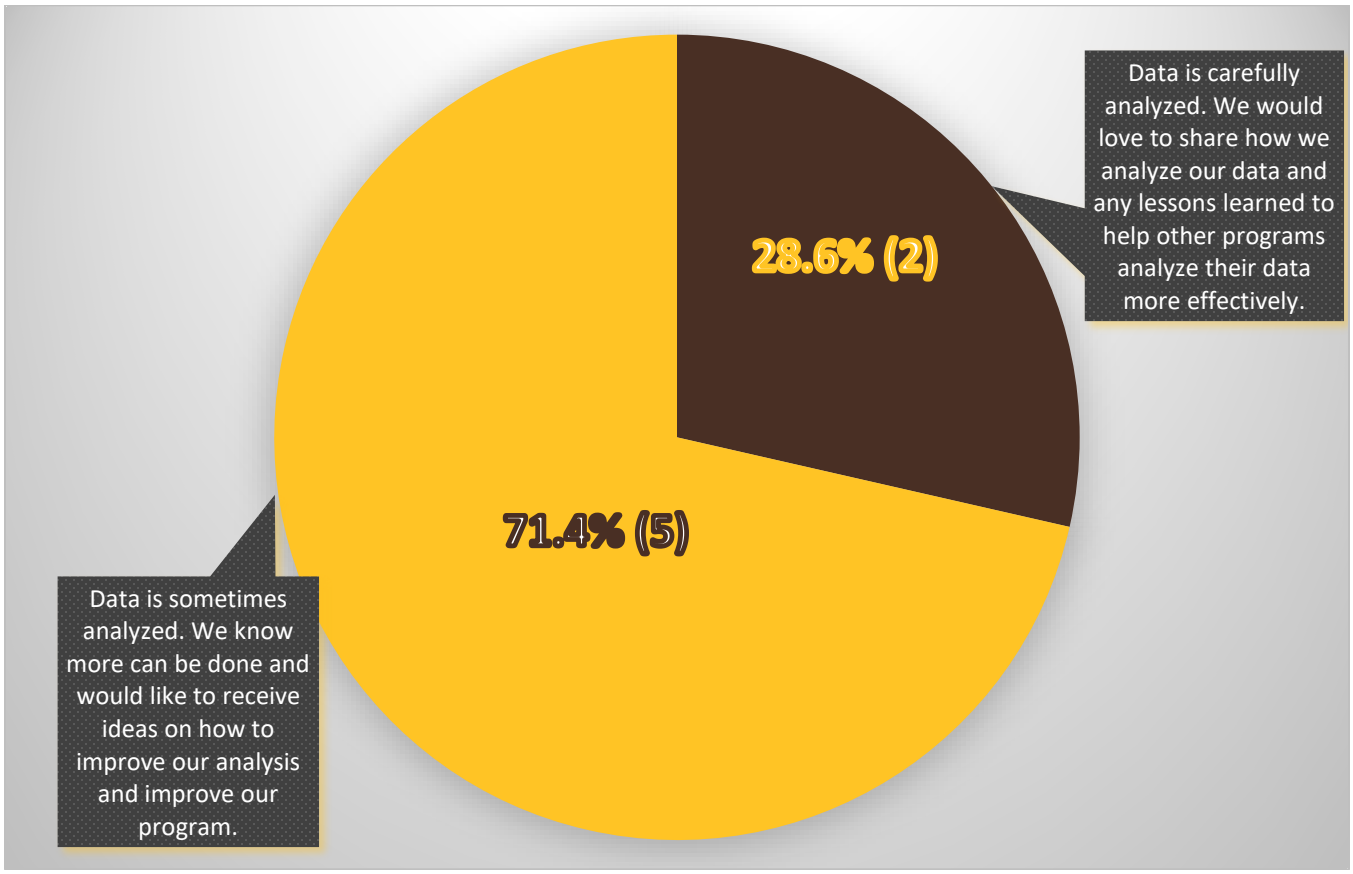
Question 12[46]: Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:



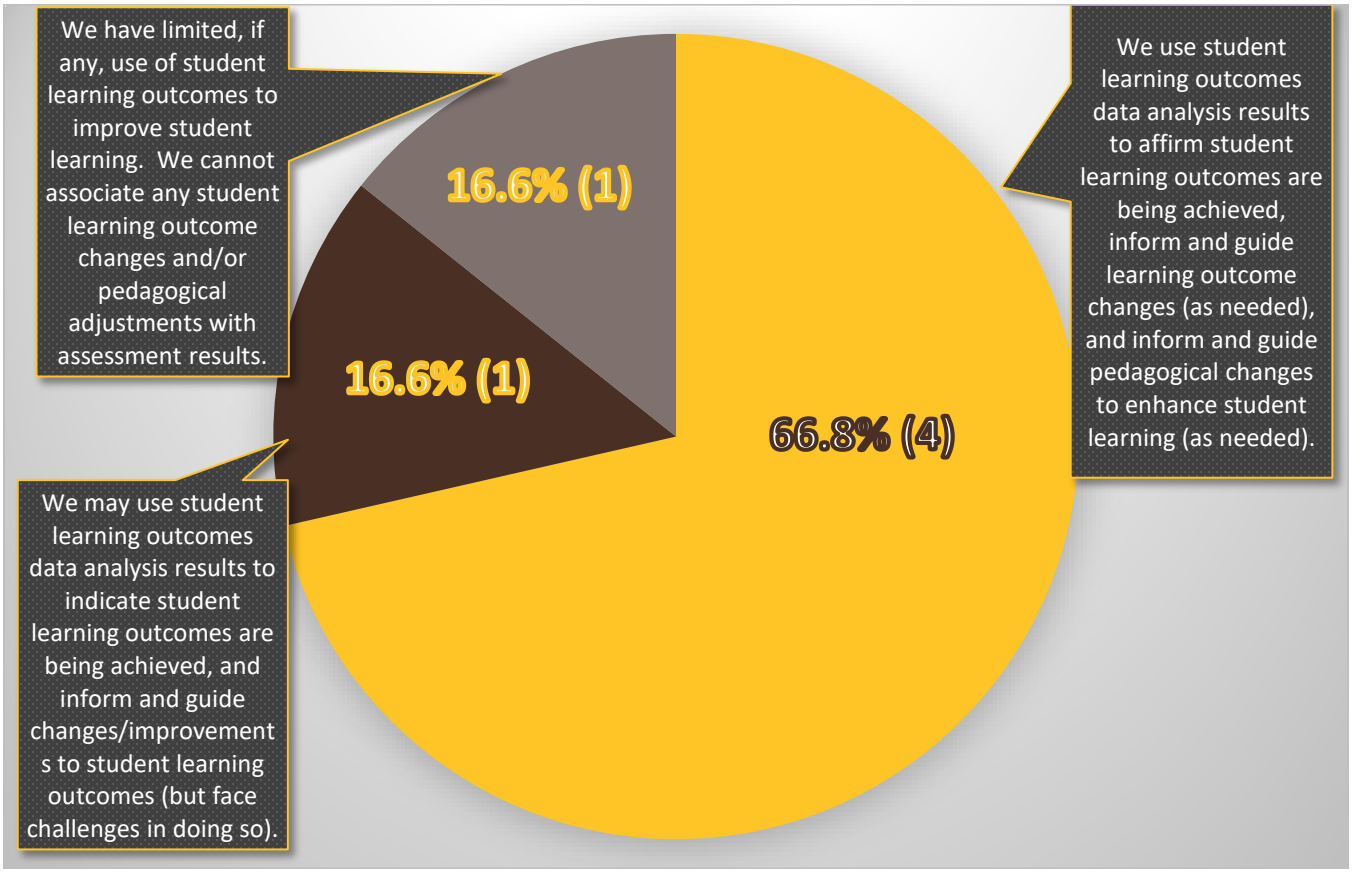
Question 13: Does your program consider student-learning outcomes in the assessment process?
Yes = 7 (100%)

[46] The results for Q12 are based on results from Q9.

Question 16: Select which scenario best describes what happens when your program collects student learning outcomes data:



Question 17: Which statement best fits your program:



Additional UW Assessment Survey Response Notes

Total number of program student learning outcomes webpages provided = 7

ECTL Assessment Assistance Requested:

1. Assistance in making program assessment processes and results more transparent – 7 43.8%) (3 undergraduate, 1 undergraduate minor, 1 undergraduate certificate and 2 graduate)
2. Assistance in using assessment data results to affirm student learning outcomes are being achieved and how to use them to drive student learning outcomes and/or pedagogical changes – 1 (6.3%) (graduate)
3. Assistance in using data analysis results to affirm student learning outcomes are being achieved and/or helping drive student learning outcomes and/or pedagogical change – 1 (6.3%) (1 undergraduate)
4. Assistance in creating (or improving) a student learning outcomes assessment process – 10 (62.5%) (4 undergraduate, 1 undergraduate minor and 5 graduate)
5. Help or assist your program in defining, reviewing and/or updating your student learning outcomes – 6 (37.5%) (2 undergraduate and 4 graduate)

a. Reviewing student learning outcomes – 2 (12.5%) (1 undergraduate and 1 graduate)
b. Updating student learning outcomes – 3 (18.8%) (1 undergraduate and 2 graduate)
c. Other (undergraduate)
    i. Our BS student learning outcomes must map onto the accreditation standards, but upon looking at them I see that they are not "as student-centered" in their wording and that we could have a measurement aspect added.
d. Other (graduate)
    i. Continue to offer courses that we can take that provide an understanding of the on-line learning process that our program has used since 2016.
    ii. It would be beneficial for K&H to compare the learning outcome it uses as part of the MS program to those of other MS programs at the University of Wyoming. In doing so, we could determine how consistent or inconsistent we are with other academic units.
    iii. We have student learning outcomes (SLOs) that are reviewed and updated every 4-5 years. We also have a new assessment director, Nervana Elkhadragy, who might appreciate assistance thinking about reviewing and updating the SLOs.

<u>Please briefly describe your programs utilization of and approach to student learning outcomes:</u>
Undergraduate -

a. They are listed on our website. Previously we had used the CAT testing in order to verify progression of our students. However, we had very low adherence to testing and the university discontinued their subscription to the testing service.
b. The social work program offers a competency-based education. Learning outcomes are framed in terms of knowledge, values, skills and cognitive and affective processes as determined by the Council of Social Work Education (CSWE). Assessment of student-learning outcomes is an essential component of competency-based education. We utilize assessment to provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Data gathered during assessment are used to inform/bolster/make changes to the curriculum annually. Sometimes changes are made at the ending of a semester.
c. The Sheridan College Dental Hygiene Department is accredited by the Commission on Dental Accreditation (CODA). CODA helps guide the department's student learning outcomes. The Northern Wyoming Community College District (NWCCD) also has institutional outcomes. Our program has program competencies (outcomes) and each course within the program has course competencies. We utilize lesson plans to link the lecture material to course competencies, program competencies, as well as NWCCD outcomes. We also utilize an electronic program map (Excel) to link/track these. We review this info every semester in Curriculum Management Meetings. Students complete an E-portfolio and upload documents/projects to demonstrate that they have met the dental hygiene program competencies (they work on this for 3 semesters).
d. Our student outcomes are based on our accrediting body standards for Bachelor of Science in Nursing education standards. They are available here: http://www.uwyo.edu/nursing/programs/bsn-program-expected-student-learning-

outcomes.html. Program reviews are conducted annually, which includes reviewing program outcomes for any needed edits.

e. We currently are cycling through a "hot topic" and doing curricular discussion and analysis 1 topic at time and that seems to work (1 area per year). SLO for UG are here: http://www.uwyo.edu/comdis/_files/docs/ug-student-learning-objectives1.pdf Recall that these are dictated by accreditation requirements- so I think the wording is the major thing I need to iron out with your help and faculty.
f. (Undergraduate Minor) LOs are built into our courses across the minor and reviewed every few years. We have direct and indirect measures in classes that we review -- although it has been intermittent lately. We recently updated LOs to integrate more detailed outcomes, and are revising some of these measures, but we have put in place an extensive program survey of learning students fills out upon completion.
g. (Undergraduate Certificate) WE discuss student progress and mostly if they would be eligible to become an undergraduate teaching assistant and for the ASL Studies Certificate. SLO here:http://www.uwyo.edu/comdis/american-sign-language/index.html

Graduate -

a. Accreditation requirements include nine learning outcomes. The same nine learning outcomes are measured with a standardized test, performance in student internships, and a comprehensive portfolio. This is the link to the assessment data posted on our website http://www.uwyo.edu/socialwork/accreditation/index.html.
b. Our Student Learning Outcomes (SLOs) have sub outcomes and competency statements. They were originally derived by evaluating our accreditation standards as well as professional competency statements developed by national pharmacy professional societies. Instructors selected the competency statements related to the classes they teach and link the competency statements to in-class evaluations such as exams, homework, and other class activities. This comprises the bulk of our internal assessment procedures. We rely on the results of the Pharmacy Curriculum Outcomes Assessment (PCOA), as well as pass rates on the clinical and pharmacy jurisprudence licensing exam for external evaluation of the curriculum. There three standardized exams are administered by the National Association of Boards of Pharmacy. The PCOA is administered to all third-year pharmacy students near the end of their didactic curriculum. The licensing exams are administered to pharmacy graduates entering practice.
c. We use multiple learning outcomes in the graduate program. Student assessment is based on the course (asynchronous vs synchronous) and is provided in detail in the syllabus for the course.
d. Based on our accreditation standards, program outcomes have been developed to reflect the rural healthcare nature of Wyoming. They are available here: http://www.uwyo.edu/nursing/programs/ms-program/learning-outcomes-ms-program.html.
e. Student learning outcomes are assessed at the time of a student's thesis or Plan B proposal and again at the final presentation. If the proposal occurs in the student's second year, a third assessment point (i.e., end of first year) is added. All thesis and Plan B committee members are asked to complete the assessment form (attached in 5a) and provide qualitative feedback. In addition, the faculty member serving as advisor is asked to review the feedback with the student.

f. We use the WAKS to measure student progress in the MS SLP program towards accreditation and licensure requirements course by course and track this information - share it with students as they progress through the program. We also must report this info to the accreditation body.
g. Each instructor provides specific learning objectives. At the end of each course, we leverage the University evaluation system and look at the information related to learning objectives as one piece of the assessment process.

UW Assessment Survey Respondents:

Name	Date(s)
Sara Beres	June 16, 2021
Eleanor Downey	July 14, 2021
Mark Guiberson	September 30, 2021
Michelle Jarman	May 19, 2021
Evan Johnson	September 15, 2021
Kem Krueger	July 16, 2021
Tucker Readdy	September 14, 2021
Sherrill Smith	May 3 & July 16, 2021
Elliott Sogol	June 10 & July 16, 2021
Valerie Thompson-Ebanks	July 15, 2021

UW College of Health Sciences Assessment Coordinator:
Eleanor Downey

UW Assessment Team (Ellbogen Center for Teaching and Learning):
Heather E. Webb Springer (Associate Director of Assessment) hwebb1@uwyo.edu
Jake Hayden (Assessment Data Analyst) jakeh@uwyo.edu
Shujuan (Olivia) Wang (Assessment/SoTL Specialist) swang10@uwyo.edu

UW College of Law

UW Assessment Survey Report

Completion Rate = 100%

Graduate Program Participating
Law

Program Tier Level Assignment (*based on survey responses received*)

Tier 1	Tier 2	Tier 3
	Law (graduate)	

Assessment Survey Questions & Tier Level Assignments

Questions below were selected to be weighted by Assessment Coordinators to indicate Tier Level assignment.

Question 1: Are your student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

Yes

Question 9: The student learning outcomes assessment culture in my program is:

Developing – There is a developing culture of student learning outcome assessment in the department.

Question 11: Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:

Little/limited gathering of data.

Question 12: Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:

Gathering of data is in progress.

Question 13: Does your program consider student learning outcomes in the assessment process?

Yes

Question 16: Select which scenario best describes what happens when your program collects student learning outcomes data:

Data is sometimes analyzed. We know more can be done and would like to receive ideas on how to improve our analysis and improve our program.

Question 17: Which statement best fits your program:

We use student learning outcomes data analysis results to affirm student learning outcomes are being achieved, inform and guide learning outcomes changes (as needed), and inform and guide pedagogical changes to enhance student learning (as needed).

Additional UW Assessment Survey Response Notes

Total number of program student learning outcomes webpages provided = 0

ECTL Assessment Assistance Requested:

1. Assistance in creating (or improving) a student learning outcomes process.

Please briefly describe your programs utilization of and approach to student learning outcomes:
Learning outcomes in law school is a difficult assessment, because it is geared toward (a) becoming a good lawyer; (b) becoming an ethical lawyer; and (c) ensuring that the student can pass the bar exam. This makes an overall assessment difficult.

UW Assessment Survey Respondent:
Sam Kalen (July 6, 2021)

UW College of Law Assessment Coordinator:
Alan Romero

UW Assessment Team (Ellbogen Center for Teaching and Learning):
Heather E. Webb Springer (Associate Director of Assessment) hwebb1@uwyo.edu
Jake Hayden (Assessment Data Analyst) jakeh@uwyo.edu
Shujuan (Olivia) Wang (Assessment/SoTL Specialist) swang10@uwyo.edu

UW Haub School of Environment and Natural Resources

UW Assessment Survey Report

Completion Rate = 100%

Undergraduate Programs Participating	Graduate Programs Participating
Environment and Natural Resources	Environment and Natural Resources
Environmental System Science	JD/MA Environment and Natural Resources (*interdisciplinary*)[47]
Outdoor Recreation & Tourism Management	

Program Tier Level Assignment (*based on survey responses received*)

Tier 1	Tier 2	Tier 3
Environment and Natural Resources (undergraduate)	Environmental Systems Science (undergraduate)	
	Outdoor Recreation & Tourism Management (undergraduate)	
	Environment and Natural Resources (graduate)	
	JD/MA Environment and Natural Resources (*interdisciplinary*) (graduate)	

Assessment Survey Questions & Tier Level Assignments
Undergraduate Programs

Questions below were selected to be weighted by Assessment Coordinators to indicate Tier Level assignment.

Question 1: Are your student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

Yes = 3 (100%)

Question 9: The student learning outcomes assessment culture in my program is:

Strong – The Department, as a whole, is working as a change agent for student-centered, inclusive, evidence-based teaching = 3 (100%)

[47] Program listed under Haub School of Environment and Natural Resources by respondent and is listed on Haub School website.

Question 11: Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:

Gathering of data is in progress = 3 (100%)

Question 12: Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:

Gathering of data is effective = 3 (100%)

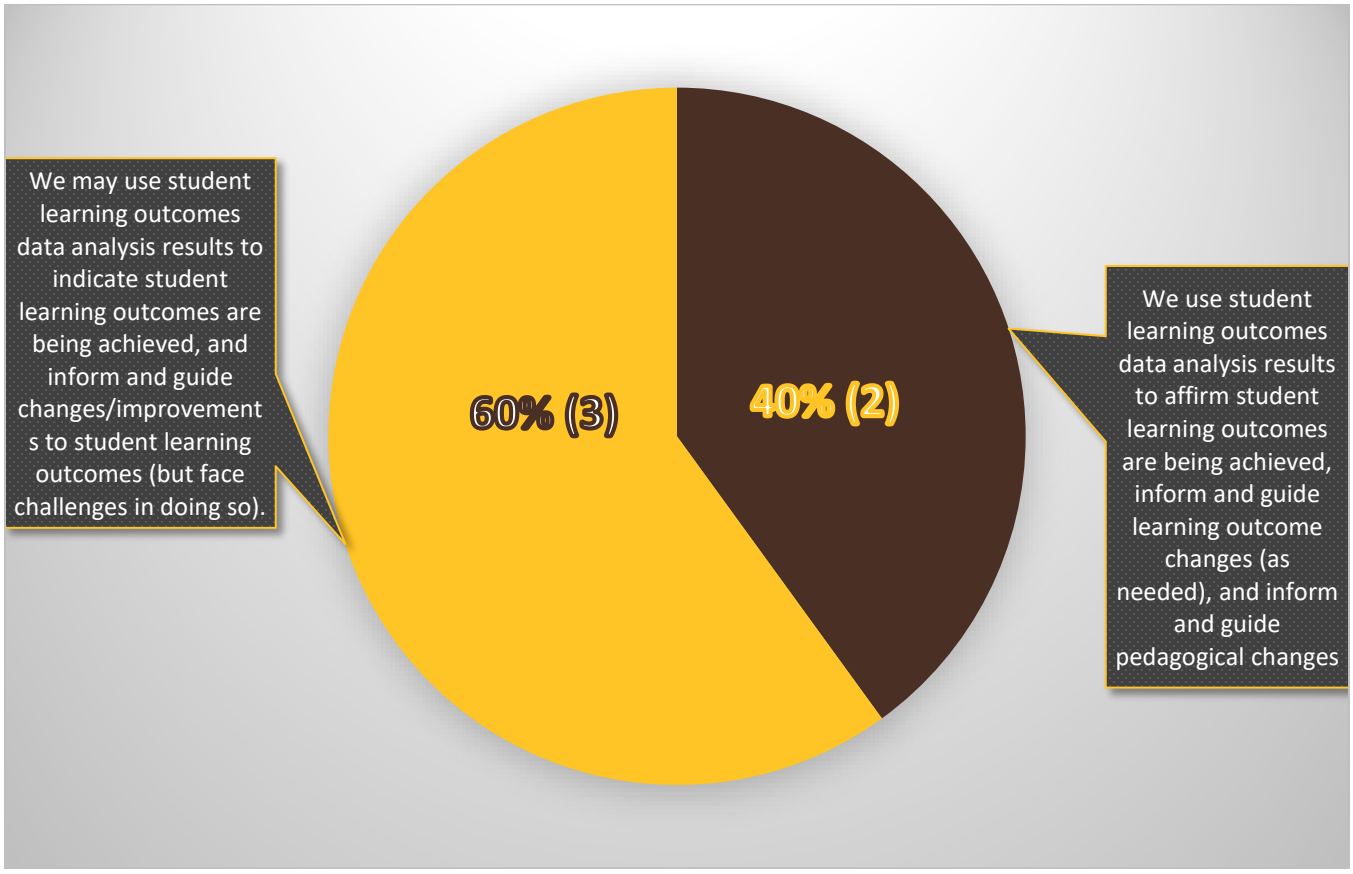
Question 13: Does your program consider student-learning outcomes in the assessment process?

Yes = 3 (100%)

Question 16: Select which scenario best describes what happens when your program collects student learning outcomes data:

Data is sometimes analyzed. We know more can be done and would like to receive ideas on how to improve our analysis and improve our program. = 5 (100%)

Question 17: Which statement best fits your program:



Assessment Survey Questions & Tier Level Assignments
Graduate Programs

Question 1: Are your student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

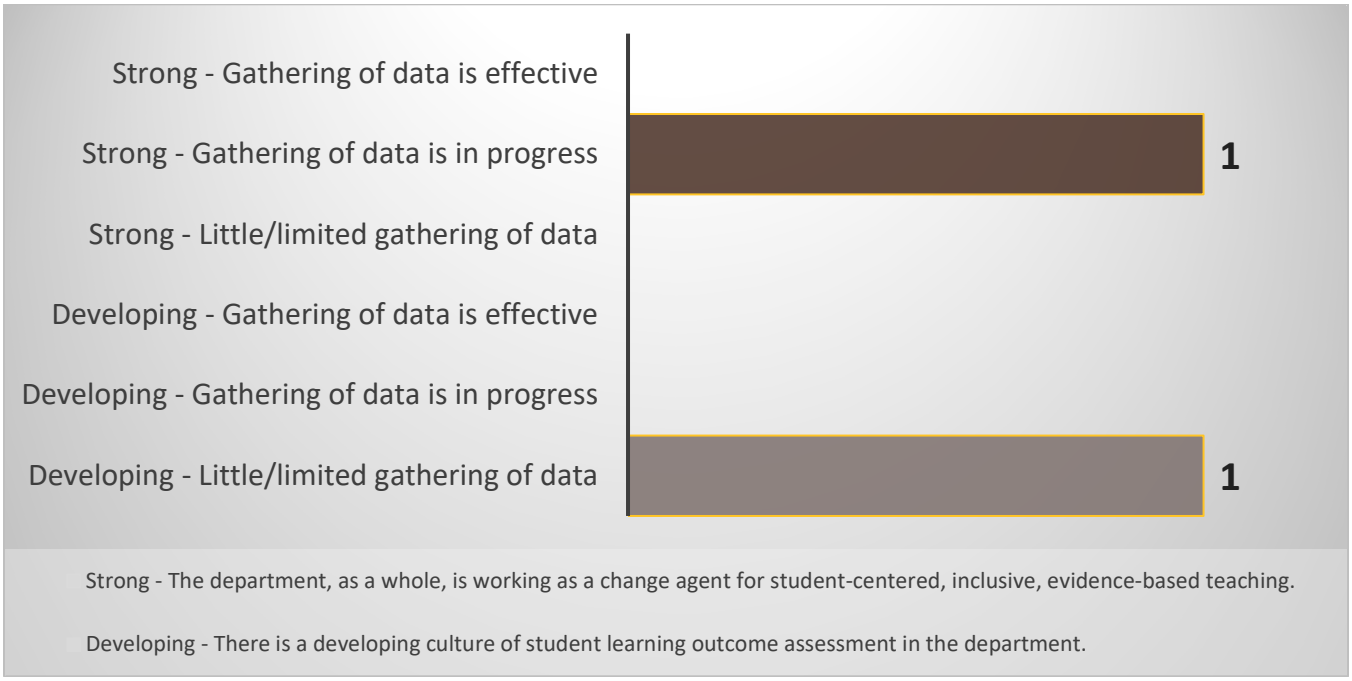
Yes = 2 (100%)

Question 9: The student learning outcomes assessment culture in my program is:

Strong – The Department, as a whole, is working as a change agent for student-centered inclusive, evidence-based teaching = 1 (50%)

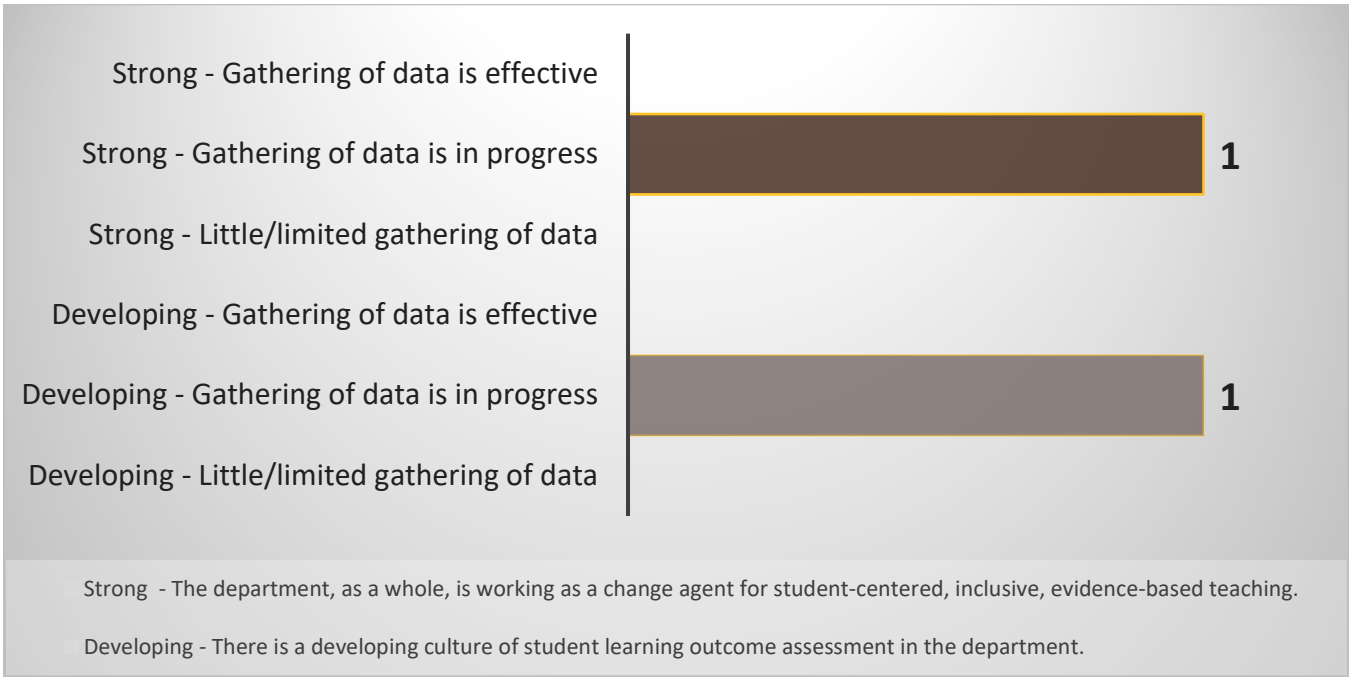
Developing – There is a developing culture of student learning outcome assessment in the department = 1 (50%)

Question 11[48]: Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:



[48] The results for Q11 are based on results from Q9.

Question 12[49]: Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:



Question 13: Does your program consider student-learning outcomes in the assessment process?

Yes = 1 (50%)
No = 1 (50%)

Question 16: Select which scenario best describes what happens when your program collects student learning outcomes data:

Data is sometimes analyzed. We know more can be done and would like receive ideas on how to improve our analysis and improve our program = 2 (100%)

Question 17: Which statement best fits your program:

We may use student learning outcomes data analysis results to indicate student learning outcomes are being achieved, and inform and guide changes/improvements to student learning outcomes (but face challenges in doing so) = 2 (100%)

Additional UW Assessment Survey Response Notes

Total number of program student learning outcomes webpages provided = 5

ECTL Assessment Assistance Requested:

1. Assistance in making program assessment processes and results more transparent – 4 (80%) (2 undergraduate and 2 graduate)

[49] The results for Q12 are based on results from Q9.

2. Assistance in using data analysis results to affirm student learning outcomes are being achieved and/or helping drive student learning outcomes and/or pedagogical change – 3 (60%) (2 undergraduate and 1 graduate)
3. Assistance in creating (or improving) a student learning outcomes assessment process – 4 (80%) (2 undergraduate and 2 graduate)
4. Help or assist your program in defining, reviewing and/or updating your student learning outcomes – 3 (60%) (1 undergraduate and 2 graduate)
    a. Defining student learning outcomes – 1 (20%) (graduate)
    b. Reviewing student learning outcomes – 2 (40%) (2 graduate)
    c. Updating student learning outcomes – 3 (60%) (1 undergraduate and 2 graduate)
    d. Other (Undergraduate):
        i. I think it'd be great to revisit our outcomes and objectives; we have a lot of language that could be refined and revisited, especially with new faculty teaching in the core curriculum in the past few years.
    e. Other (Graduate):
        i. The ENR concurrent major recently reviewed and updated one of the required courses for the major. It could be worthwhile to check that ENRS 5100 (previously ENR 5000) aligns with graduate program learning outcomes. We will need to go through this process should the standalone graduate major in ENRS be approved.

<u>Please briefly describe your programs utilization of and approach to student learning outcomes:</u>
Undergraduate -

a. Phase I – Articulate Learning Outcomes & Map to Core Course Requirements – completed 2020. Phase II – Develop pre/post assessment and student metacognitive reflection on learning outcomes to be administered in ESS 1000 and ESS 4950. Phase III – Analyze pre/post assessments year to year with faculty reviewing student responses in relationship to learning outcome-driven rubric in discussion groups.
b. 10 years ago, we spent a full year in an extensive curricular review, including collaboratively developing a set of 6 learning outcomes with corresponding and more specific sub-objectives and curriculum mapping (2012). We typically convene at least one significant faculty discussion of the LOs and our core curriculum each year. From 2014-2019 we convened an annual and coordinated systematic review of each ENR core course and an associated learning outcome/objective, gathering student work and assembling a team of faculty to review it and apply a rubric with the LOs before engaging in discussion of observations, adjustments, and curricular mechanisms for supporting student achievement of LOs. In 2020 we paused the annual student product/LO review process and instead went to a broader set of conversations across Haub School programs to discuss Learning Outcome alignment across curricula, including discussions of core course progressions, capstone course design and assessment, as well as discussions of potential Haub School cross-cutting Learning Outcomes.
c. We follow the Council on Accreditation for Parks, Recreation, and Tourism related professions: https://accreditationcouncil.org

Graduate -

a. We have included the learning objectives in our program handbook and feature them on our website. They are used in recruitment of students into the program - as they highlight

what we hope the students will accomplish by adding the JD/MA program to their JD. They are also used heavily in our JD/MA seminar class - a class that that assists the students in to understand and begin preparing to write their plan b thesis - a requirement of the program.

b. The learning outcomes for the ENR grad program are shared with graduate students prior to beginning the program. Students are asked to reflect on these learning outcomes at the end of their graduate experience in a reflective essay, a cumulative learning analysis. A qualitative review of these reflective essays was begun, but has faced delay due to staff changes. Additionally, exit interviews are conducted with graduate students when they near graduation.

UW Assessment Survey Respondents:

Name	Date(s)
Maggie Bourque	May 10, 2021
Nicole Gautier	May 13, 2021
Joel Holbrook	May 18, 2021
Daniel McCoy	July 1, 2021
Temple Stoellinger	May 12, 2021

Haub School of Environment and Natural Resources Assessment Coordinator:
Steve Smutko

UW Assessment Team (Ellbogen Center for Teaching and Learning):
Heather E. Webb Springer (Associate Director of Assessment) hwebb1@uwyo.edu
Jake Hayden (Assessment Data Analyst) jakeh@uwyo.edu
Shujuan (Olivia) Wang (Assessment/SoTL Specialist) swang10@uwyo.edu

UW Honors College

UW Assessment Survey Report

Completion Rate = 100%

Undergraduate Minor Program Participating

Program Tier Level Assignment (*based on survey responses received*)

Tier 1	Tier 2	Tier 3
		Undergraduate Minor

Assessment Survey Questions & Tier Level Assignments

Questions below were selected to be weighted by Assessment Coordinators to indicate Tier Level assignment.

Question 1: Are your student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

No

Question 9: The student learning outcomes assessment culture in my program is:

Developing – There is a developing culture of student learning outcome assessment in the department.

Question 11: Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:

Little/limited gathering of data.

Question 12: Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:

Gathering of data is effective.

Question 13: Does your program consider student learning outcomes in the assessment process?

No

Question 16: Select which scenario best describes what happens when your program collects student learning outcomes data:

Data is rarely, if ever, analyzed. We request help in learning how we can analyze our data and use its results to improve our program.

Question 17: Which statement best fits your program:

We may use student learning outcomes data analysis results to indicate student learning outcomes are being achieved, and inform and guide changes/improvements to student learning outcomes (but face challenges in doing so).

Additional UW Assessment Survey Response Notes

Total number of program student learning outcomes webpages provided = 0

ECTL Assessment Assistance Requested:

1. Assistance in making program assessment processes and results more transparent
2. Assistance in using data analysis results to affirm student learning outcomes are being achieved and/or helping drive student learning outcomes and/or pedagogical change
3. Assistance in creating (or improving) a student learning outcomes process assessment process
4. Help or assist your program in defining, reviewing and/or updating your student learning outcomes
    a. Defining student learning outcomes
    b. Updating student learning outcomes
    c. Other:
        i. We are in the 4th year of being a college.

Please briefly describe your programs utilization of and approach to student learning outcomes:
TBD

UW Assessment Survey Respondent:
Leigh Selting (April 27, 2021)

UW Honors College Assessment Coordinator:
Chris Rothfuss

UW Assessment Team (Ellbogen Center for Teaching and Learning):
Heather E. Webb Springer (Associate Director of Assessment) hwebb1@uwyo.edu
Jake Hayden (Assessment Data Analyst) jakeh@uwyo.edu
Shujuan (Olivia) Wang (Assessment/SoTL Specialist) swang10@uwyo.edu

UW School of Energy Resources[50]

UW Assessment Survey Report

Completion Rate = 100%

Undergraduate Programs Participating
Energy and Environmental Systems
Energy Resource Management and Development
Professional Land Management

Program Tier Level Assignment (*based on survey responses received*)

Tier 1	Tier 2	Tier 3
Energy and Environmental Systems (undergraduate)		
Energy Resource Management and Development (undergraduate)		
Professional Land Management (undergraduate)		

Assessment Survey Questions & Tier Level Assignments

Questions below were selected to be weighted by Assessment Coordinators to indicate Tier Level assignment.

Question 1: Are your student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

Yes = 3 (100%)

Question 9: The student learning outcomes assessment culture in my program is:

Strong – The department, as a whole, is working as a change agent for student-centered inclusive, evidence-based teaching. = 3 (100%)

Question 11: Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:

Gathering of data is effective. = 3 (100%)

Question 12: Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:

Gathering of data is effective. = 3 (100%)

[50] The School of Energy Resources survey results were updated after the final report was submitted at the request of the department.

Question 13: Does your program consider student learning outcomes in the assessment process?
Yes = 3 (100%)

Question 16: Select which scenario best describes what happens when your program collects student learning outcomes data:
Data is carefully analyzed. We would love to share how we analyze our data and any lessons learned to help out programs analyze their data more effectively. = 3 (100%)

Question 17: Which statement best fits your program:
We use student learning outcomes data analysis results to affirm student learning outcomes are being achieved, inform and guide learning outcome changes (as needed), and inform and guide pedagogical changes to enhance student learning (as needed). = 3 (100%)

Additional UW Assessment Survey Response Notes

Total number of program student learning outcomes webpages provided = 1

Please briefly describe your programs utilization of and approach to student learning outcomes:
SER is unique in that we have only one full-time faculty member and the rest of our faculty actually report to other departments/schools on campus. Due to this, we have a wide variety of faculty to review our outcomes with. This allows for a much broader understanding of the skills and abilities our graduates will need in the real world. We collect data for our assessments each semester, review the results, and adjust the outcomes as necessary. We also have a secondary accrediting body that reviews our outcomes and assessment measures on an annual basis.

UW Assessment Survey Respondent:
Kami Danaei (November 16, 2021)

UW School of Energy Resources Assessment Coordinators:
Kami Danaei

UW Assessment Team (Ellbogen Center for Teaching and Learning):
Heather E. Webb Springer (Associate Director of Assessment) hwebb1@uwyo.edu
Jake Hayden (Assessment Data Analyst) jakeh@uwyo.edu
Shujuan (Olivia) Wang (Assessment/SoTL Specialist) swang10@uwyo.edu

Academic Affairs

UW Assessment Survey Report

Completion Rate = 100%

Programs Participating[51]
American Heritage Center
General Studies
University Libraries
UW Art Museum

Program Tier Level Assignment (*based on survey responses received*)

Tier 1	Tier 2	Tier 3
	General Studies	American Heritage Center
	University Libraries	UW Art Museum

Assessment Survey Questions & Tier Level Assignments

Questions below were selected to be weighted by Assessment Coordinators to indicate Tier Level assignment.

Question 1: Are your student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

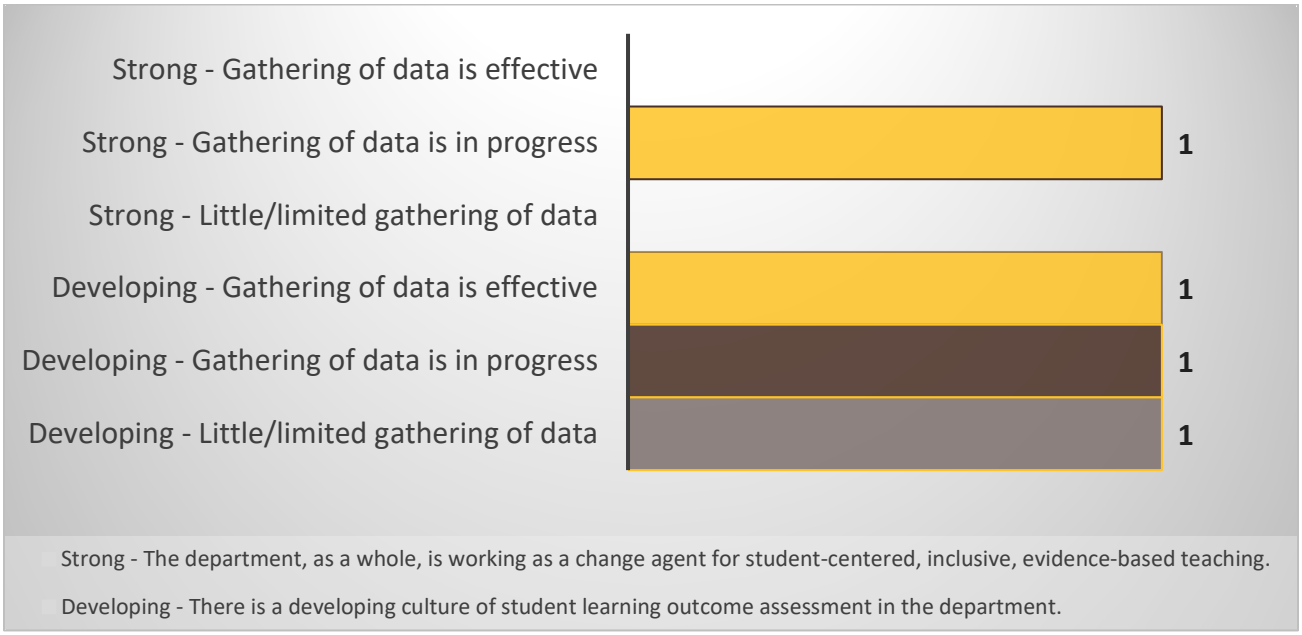
Yes = 2 (50%)
No = 2 (50%)

Question 9: The student learning outcomes assessment culture in my program is:

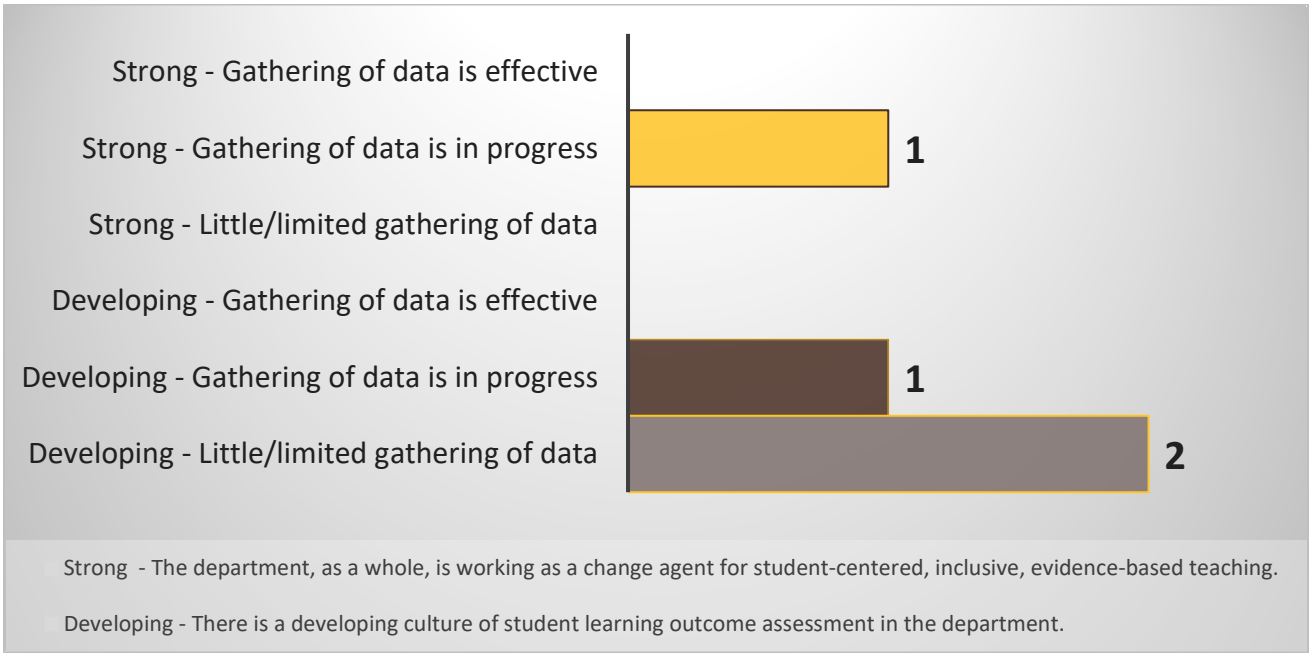
Strong – The department, as a whole, is working as a change agent for student-centered, inclusive, evidence-based teaching. = 1 (25%)
Developing – There is a developing culture of student learning outcome assessment in the department. = 3 (75%)

[51] Not surveyed: 14 Interdisciplinary Graduate Programs

Question 11[52]: Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:



Question 12[53]: Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:



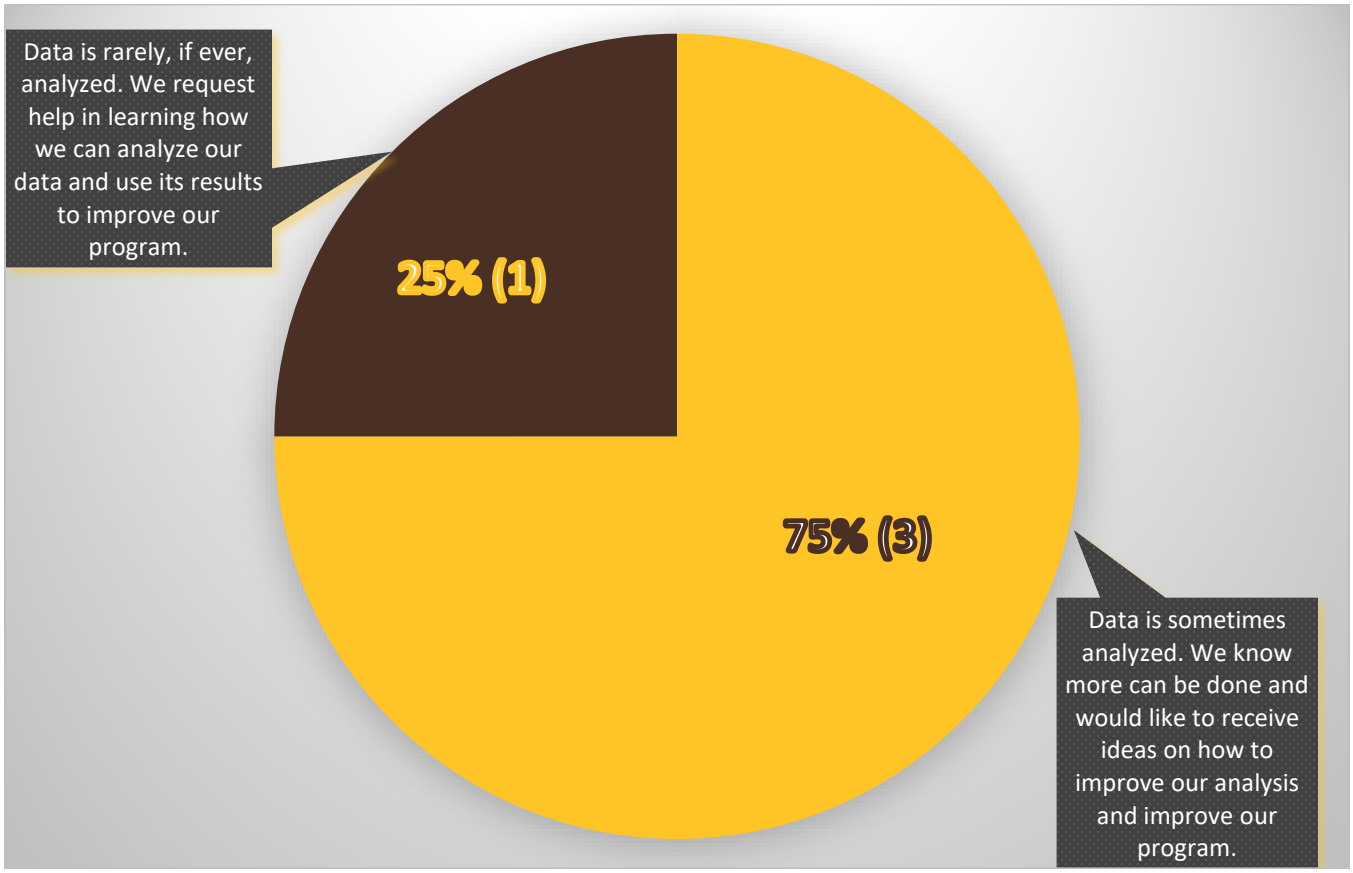
[52] The results for Q11 are based on results from Q9.
[53] The results for Q12 are based on results from Q9.

Question 13: Does your program consider student learning outcomes in the assessment process?

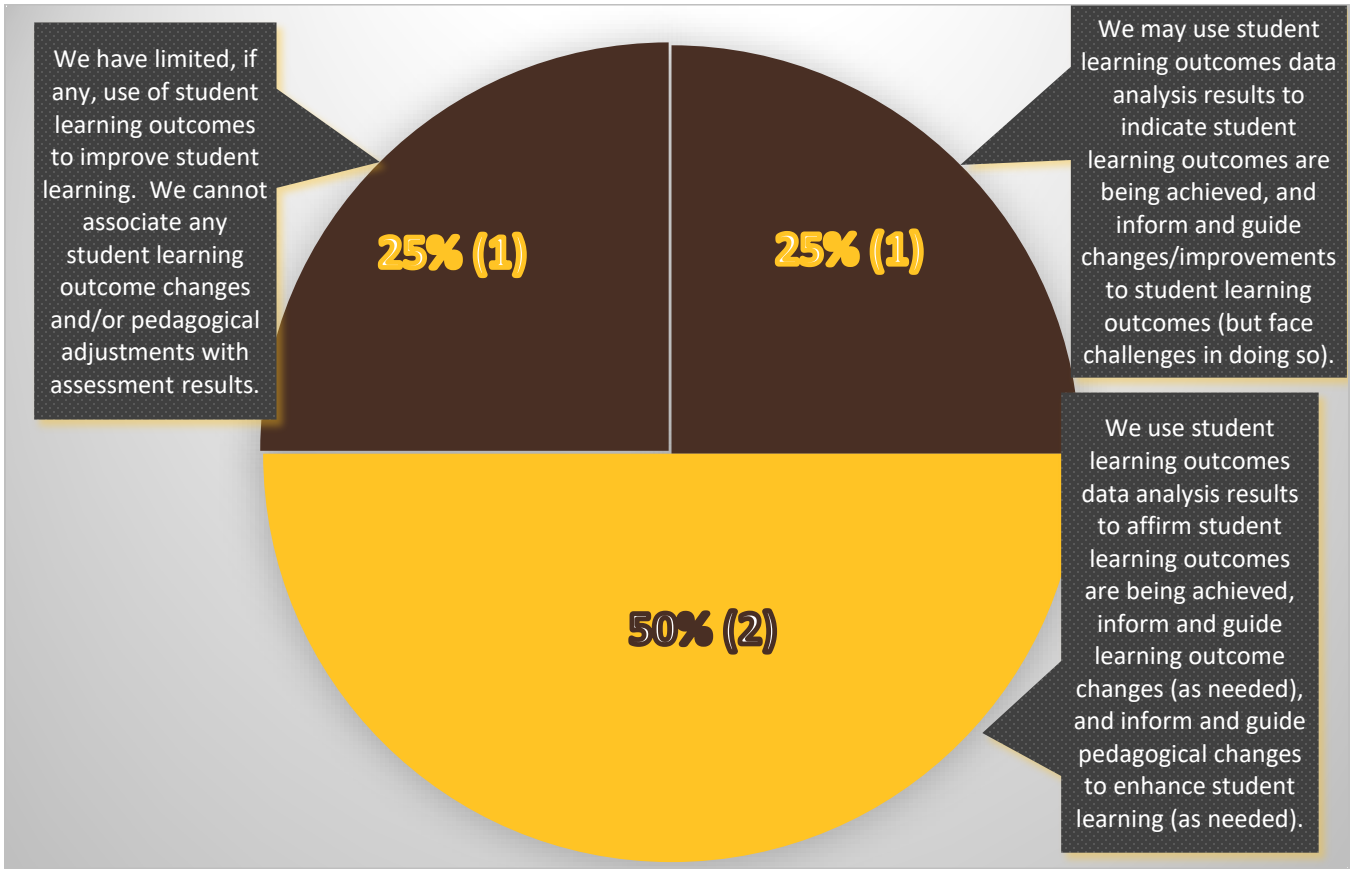
Yes = 3 (75%)

No = 1 (25%)

Question 16: Select which scenario best describes what happens when your program collects student learning outcomes data:



Question 17: Which statement best fits your program:



Additional UW Assessment Survey Response Notes

Total number of program student learning outcomes webpages provided = 2

ECTL Assessment Assistance Requested:

1. Assistance in making program assessment processes and results more transparent – 1 (25%)
2. Assistance in using assessment data results to affirm student learning outcomes are being achieved and how to use them to drive student learning outcomes and/or pedagogical changes – 1 (25%)
3. Assistance in using data analysis results to affirm student learning outcomes are being achieved and/or helping drive student learning outcomes and/or pedagogical change – 1 (25%)
4. Assistance in creating (or improving) a student learning outcomes assessment process – 3 (75%)
5. Help or assist your program in defining, reviewing and/or updating your student learning outcomes – 2 (50%)
    a. Defining student learning outcomes – 1 (25%)
    b. Updating student learning outcomes – 1 (25%)

c. Other:
    i. We are not a program and host various classes from K-12 and college undergrad/graduate level. Each class is different and could be studying anything from history to geology, but we do have some universal learning outcomes we expect from all visiting classes. We want to start doing more formal assessments but are unsure how to proceed (other than satisfaction surveys) given this diversity in our audiences. Our approach could be much simpler than a program has, but some guidance would be appreciated.

Please briefly describe your programs utilization of and approach to student learning outcomes:
American Heritage Center -
I am new here, but I think in the past they did some surveys of visiting classes.

General Studies-
The SLOs provide the framework for the program and guide program development.

University Libraries -
We map our student learning outcomes to the University Studies Program and primarily to classes listed as COM 1, COM 2, or COM 3. We also have a specific set of learning outcomes for First-Year Seminars and English 1010 courses that are closely related to their curricula. We rely on the Association of College and Research Libraries Framework for Information Literacy in Higher Education (which is our primary professional guiding document for information literacy instruction) to create our student learning outcomes for library instruction.

UW Art Museum -
Because we work with learners of all ages (pre-k through 16, adults, seniors, etc.), different programs offered through the museum each have different learning outcomes. We have been working around the following broad goals when designing programs for different audiences. Programming and learning experiences offered through the art museum will: Provide a playful learning experience for all ages and abilities. Empower lifelong learning of and through the arts. Create spaces for unlikely connections.

UW Assessment Survey Respondents:
Brigida Blasi (June 21, 2021)
Steve Barrett (October 21, 2021)
Kristina Clement (September 2, 2021)
Raechel Cook (June 7, 2021)

Assessment Coordinators:
Laurie Smith (Student Affairs)
Kaijsa Calkins (University Libraries)

UW Assessment Team (Ellbogen Center for Teaching and Learning):

Heather E. Webb Springer (Associate Director of Assessment) hwebb1@uwyo.edu
Jake Hayden (Assessment Data Analyst) jakeh@uwyo.edu
Shujuan (Olivia) Wang (Assessment/SoTL Specialist) swang10@uwyo.edu

UW Casper

UW Assessment Survey Report

Completion Rate = 100%

Undergraduate Program Participating
Organizational Leadership

Program Tier Level Assignment (*based on survey responses received*)

Tier 1	Tier 2	Tier 3
	Organizational Leadership (undergraduate)	

Assessment Survey Questions & Tier Level Assignments

Questions below were selected to be weighted by Assessment Coordinators to indicate Tier Level assignment.

Question 1: Are your student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

Yes

Question 9: The student learning outcomes assessment culture in my program is:

Developing – There is a developing culture of student learning outcome assessment in the department.

Question 11: Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:

Gathering of data is in progress.

Question 12: Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:

Gathering of data is in progress.

Question 13: Does your program consider student learning outcomes in the assessment process?

Yes

Question 16: Select which scenario best describes what happens when your program collects student learning outcomes data:

Data is sometimes analyzed. We know more can be done and would like to receive ideas on how to improve our analysis and improve our program.

Question 17: Which statement best fits your program:

We may use student learning outcomes data analysis results to indicate student learning outcomes are being achieved, and inform and guide changes/improvements to student learning outcomes (but face challenges in doing so).

Additional UW Assessment Survey Response Notes

Total number of program student learning outcomes webpages provided = 0

ECTL Assessment Assistance Requested:

1. Assistance in creating (or improving) a student learning outcomes process.

Please briefly describe your programs utilization of and approach to student learning outcomes:
Just started job three months ago so still analyzing.

UW Assessment Survey Respondent:
Josh Valk (July 7, 2021)

UW Casper Assessment Coordinator:
Josh Valk

UW Assessment Team (Ellbogen Center for Teaching and Learning):
Heather E. Webb Springer (Associate Director of Assessment) hwebb1@uwyo.edu
Jake Hayden (Assessment Data Analyst) jakeh@uwyo.edu
Shujuan (Olivia) Wang (Assessment/SoTL Specialist) swang10@uwyo.edu

Wyoming Geographic Information Science Center (WyGISC)

UW Assessment Survey Report

Completion Rate = 50%[54]

Program Participating
Geospatial Information Science & Technology (graduate)

Program Tier Level Assignment (*based on survey responses received*)

Tier 1	Tier 2	Tier 3
	Geospatial Information Science & Technology (graduate)	

Assessment Survey Questions & Tier Level Assignments

Questions below were selected to be weighted by Assessment Coordinators to indicate Tier Level assignment.

Question 1: Are your student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

Yes

Question 9: The student learning outcomes assessment culture in my program is:

Developing – There is a developing culture of student learning outcome assessment in the department.

Question 11: Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:

Little/limited gathering of data.

Question 12: Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:

Gathering of data is in progress.

Question 13: Does your program consider student learning outcomes in the assessment process?

Yes

[54] The following program was contacted but chose not to participate: Geospatial Information Science & Technology (undergraduate).

Question 16: Select which scenario best describes what happens when your program collects student learning outcomes data:

Data is sometimes analyzed. We know more could be done and would like to receive ideas on how to improve our analysis and improve our program.

Question 17: Which statement best fits your program:

We may use student learning outcomes data analysis results to indicate student learning outcomes are being achieved, and inform and guide changes/improvements to student learning outcomes (but face challenges in doing so).

Additional UW Assessment Survey Response Notes

Total number of program student learning outcomes webpages provided = 0

ECTL Assessment Assistance Requested:

1. Assistance in using data analysis results to affirm student learning outcomes are being achieved and/or helping drive student learning outcomes and/or pedagogical change.
2. Assistance in creating (or improving) a student learning outcomes assessment process.
3. Help or assist your program in defining, reviewing and/or updating your student learning outcomes
    a. Other:
        i. Aggregating course-level SLOs to credential-level SLOs.

Please briefly describe your programs utilization of and approach to student learning outcomes:
We are defining detailed course-level SLOs with the goal of creating curriculum maps for each of our credentials (both grad and undergrad). I won't upload SLOs for this survey--they are on Google Sheets as we work on them.

UW Assessment Survey Respondent:
Ken Driese (April 28, 2021)

UW Assessment Team (Ellbogen Center for Teaching and Learning):
Heather E. Webb Springer (Associate Director of Assessment) hwebb1@uwyo.edu
Jake Hayden (Assessment Data Analyst) jakeh@uwyo.edu
Shujuan (Olivia) Wang (Assessment/SoTL Specialist) swang10@uwyo.edu

Appendix A

UW Assessment Survey Questions

Q1. Are the student learning outcomes for your program well-defined (*learner centered, specific and measurable*)?

Yes
No

Q1a. Since you responded "no," are your student learning outcomes unknown/unclear?

Yes – Student Learning Outcomes are Unknown
Yes – Student Learning Outcomes are Unclear
Yes – Student Learning Outcomes are Unknown and Unclear
No – Our Student Learning Outcomes are Known and Clear

Q2. How often are the student learning outcomes reviewed/assessed for your program?

Regularly (once per academic year)
Inconsistently (less than once per academic year)
Rarely/unknown frequency

Q3. Upon review of the student learning outcomes are they updated (as needed)?

Yes
No

Q4. Can the ECTL Assessment Team help or assist your program in defining, reviewing and/or updating your student learning outcomes?

Yes
No

Q4a. If "yes," please select help requested:

Defining student learning outcomes
Reviewing student learning outcomes
Updating student learning outcomes
Other _____

Q5. Please briefly describe your programs utilization of and approach to student learning outcomes.

Q5a. Please upload any student learning outcomes or assessment documents here that you wish to provide (upload is optional, not required).
If you wish to upload more than one document, please email Heather Webb Springer directly at hwebb1@uwyo.edu

Q6. Do the job descriptions for faculty in your department or program formally list assessment work?

Yes
Some, but not all (less than half)
No
Unknown

Q7. In the tenure and review process, does your department or program value the labor of assessment?

Yes
Sometimes
No
Unknown

Q8. Does your department/program offer, encourage participation in and/or incentivize faculty participation in educational development programs that support building an assessment culture?

Yes
Sometimes
No
Unknown

Q9. The student learning outcome assessment culture in my program is:

- Strong - The department, as a whole, is working as a change agent for student-centered, inclusive, evidence-based teaching.
- Developing - There is a developing culture of student learning outcome assessment in the department.
- Non-existent - There is no culture of student learning outcome assessment in the department.

Q10. Please briefly describe the assessment culture in your department or program:

Q11. Please indicate the level at which your program is gathering data that directly measure students' attainment of learning outcomes:

Gathering of data is effective
Gathering of data is in progress
Little/limited gathering of data

Q12. Please indicate the level at which your program is gathering data that indirectly measure students' engagement, satisfaction and growth:

Gathering of data is effective
Gathering of data is in progress
Little/limited gathering of data

Q13. Does your program consider student learning outcomes in the assessment process?

Yes
No

Q13a. Since you responded "no," is your program working toward this goal?

Yes
No

Q14. Would your program be willing to share your processes and practices with other departments at the University of Wyoming?

Yes
No

Q15. Would your program be interested in assistance in creating (or improving) a student learning outcomes assessment process?

Yes
No

Q16. Select which scenario best describes what happens when your program collects student learning outcomes assessment data:

- Data is carefully analyzed. We would love to share how we analyze our data and any lessons learned to help other programs analyze their data more effectively.
- Data is sometimes analyzed. We know more can be done and would like to receive ideas on how to improve our analysis and improve our program.
- Data is rarely, if ever, analyzed. We request help in learning how we can analyze our data and use its results to improve our program.

Q17. Which statement below best fits your program:

- We use student learning outcomes data analysis results to affirm student learning outcomes are being achieved, inform and guide learning outcome changes (as needed), and inform and guide pedagogical changes to enhance student learning (as needed). *(if selected Question 17a follows)*
- We may use student learning outcomes data analysis results to indicate student learning outcomes are being achieved, and inform and guide changes/improvements to student learning outcomes (but face challenges in doing so). *(if selected Question 17b follows)*
- We have limited, if any, use of student learning outcomes to improve student learning. We cannot associate any student learning outcomes changes and/or pedagogical adjustments with assessment results. *(if selected Question 17c follows)*

Q17a. Would your program be willing to show other programs how they can use their assessment results to affirm student learning outcomes are being achieved and/or drive changes in the student learning outcomes and/or pedagogical approach?

Yes
No

Q17b. Would your program like assistance in using your data analysis results to affirm student learning outcomes are being achieved and/or helping drive student learning outcomes and/or pedagogical change?

Yes
No

Q17c. Would your program like assistance in using your assessment data results to affirm student learning outcomes are being achieved and how to use them to drive student learning outcomes and/or pedagogical changes?

Yes
No

Q18. Are your student learning outcomes published on your program website?

Yes - all student learning outcomes are published on our program website
Yes - some student learning outcomes are published on our program website
No
Unknown

Q18a. Please provide a link to the student learning outcomes on your program website.

Q19. Please select the statement below that best fits your programs assessment process and results (affirmation and/or changes):

- Are transparent and easily accessible to our program's students and internal and external stakeholders as identified by the program. *(if selected Question 19a follows)*
- Are not readily available or easily accessible to our program's students and internal and external stakeholders as identified by the program. *(if selected Question 19b follows)*
- If any assessment process and results exist they are not available to the students and internal and external stakeholders as identified by the program. *(if selected Question 19b follows)*

Q19a. Is your program willing to work with other programs on how they can make their assessment process and results more transparent?

Yes
No

Q19b. Would you like to receive assistance in making your program assessment processes and results more transparent?

Yes
No

Q20. Is your program accredited by an outside agency?

Yes
No

Q20a. Since you responded “yes,” please select the option that best fits:

- We have received favorable feedback with no or minor student learning outcomes assessment improvement. We would like to help any other program learn how to improve its student learning outcomes assessment process.
- We have received some feedback for student learning outcomes assessment improvement, but are unsure on the best way to integrate the recommendations. We want to improve and would like assistance in using the feedback to strengthen our student learning outcomes assessment process.
- We have received significant corrective feedback for student learning outcomes assessment improvement. We request help in creating/improving our student learning outcomes assessment process.

Appendix B

UW Assessment Survey Key

						Scoring
Question 1	Yes = 1000				**Tier 1**	Score = 1400+
Question 1A	Yes (all 3 options) = 3	No = 2			**Tier 2**	Score = 20-34 or 1020-1334
Question 2	Regularly = 1	Inconsistently = 2	Rarely = 3		**Tier 3**	Score = 35-47 & 135-247
Question 3	Yes = 1					
Question 4	NA					
Question 4A	NA					
Question 5	NA					
Question 5A	NA					
Question 6	Yes = 1	Some = 2	No = 3	Unknown = 3		
Question 7	Yes = 1	Sometimes = 2	No = 3	Unknown = 3		
Question 8	Yes = 1	Sometimes = 2	No = 3	Unknown = 3		
Question 9	Strong = 100	Developing = 2	Non-Existent = 3			
Question 10	NA					Required for Tier 1
Question 11	Effective = 100	Progressing = 2	Little = 3			4 out of 6 Required for Tier 1
Question 12	Effective = 100	Progressing = 2	Little = 3			
Question 13	Yes = 100					
Question 13A	Yes = 2	No = 3				
Question 14	Yes = 1					
Question 15	Yes = 2					
Question 16	Carefully = 100	Sometimes = 2	Rarely = 3			
Question 17	Use = 100	May Use = 2	Limited = 3			
Question 17A	Yes = 1					
Question 17B	Yes = 2					
Question 17C	No = 3					

Question 18	Yes All = 1	Yes Some = 2	No = 3	Unknown = 3		
Question 18A	NA					
Question 19	Transparent = 1	Not Readily = 2	Not Available = 3			
Question 19A	NA					
Question 19B	NA					
Question 20	NA					
Question 20A	Favorable = 1	Some Feedback = 2	Significant = 3			

Appendix C

HLC Assessment Academy Plan

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)
· 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.

<u>What are the desired outcomes of this project? How will you know that you have achieved each of these outcomes?</u>
• 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

These trends will help the teaching and learning center know what training programs to create

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

This will ensure we can determine the alignment of all lower-level learning outcomes

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.

Appendix D

UW HLC Assessment Academy Team

Name	Department	Title
Steven Barrett	Office of Academic Affairs	Vice Provost for Undergraduate Education
Eleanor Downey	Division of Social Work	Director/Associate Professor
Ruben Gamboa	Computer Science	Department Head/Professor
Suzann Koller	Office of Institutional Analysis	Manager, Institutional Analysis
Janel Seeley	Ellbogen Center for Teaching & Learning	Director
Laurie Smith	Office of the VP Student Affairs Office	Project Coordinator
Scott Turpen	College of Arts & Sciences	Associate Dean/Professor
Heather Webb Springer	Ellbogen Center for Teaching & Learning	Associate Director of Assessment

Appendix E

UW Assessment Coordinators

Name	Department	Title
Steven Barrett	Office of Academic Affairs	Vice Provost for Undergraduate Education
Andrea Burrows	College of Education	Associate Dean/Professor
Kaijsa Calkins	University Libraries	Assistant Dean/Associate Librarian, ETT
Kami Danaei	School of Energy Resources	Academic Director
Eleanor Downey	Division of Social Work	Director/Associate Professor
Ruben Gamboa	Computer Science	Department Head
Suzann Koller	Office of Institutional Analysis	Manager, Institutional Analysis
Warrie Means	College of Agriculture & Natural Resources	Associate Dean/Associate Professor
Alan Romero	College of Law	Professor
Chris Rothfuss	Honors College	Visiting Assistant Professor
Janel Seeley	Ellbogen Center for Teaching & Learning	Director
Laurie Smith	Office of the VP Student Affairs	Project Coordinator
Steve Smutko	Haub School of Environment & Natural Resources	Associate Dean/Professor
Chase Thiel	College of Business	Associate Professor
Scott Turpen	College of Arts & Sciences	Associate Dean/Professor
Josh Valk	UW Casper	Director, BAS Program – UW Casper
Christine Wade	College of Agriculture & Natural Resources	Associate Professor
Rachel Watson	College of Arts & Sciences	Lecturer, Sr. ETT
Heather Webb Springer	Ellbogen Center for Teaching & Learning	Associate Director of Assessment

Appendix F

College of Education Q5 Responses

Please briefly describe your programs utilization of and approach to student learning outcomes:

Undergraduate -

Elementary and Special Education

We currently collect the following valid and reliable assessments that gauge student learning outcomes.
Praxis Scores: A Praxis test is one of a series of American teacher certification exams written and administered by the Educational Testing Service. Various Praxis tests are usually required before, during, and after teacher training courses in the U.S.

The following three assessments were developed by the common indicator system and are analyzed independently, across years of implementation and in comparison to a network of other teacher preparation institutions through the Dean, for Impact via annual Inquiry Institute.
CIS: BTS (Beginner Teacher Survey)
CIS: ES (Employer Survey)
CIS: TBMS (Teacher Belief and Mindset Survey)

Final Evaluation: Mentor Teacher perception assessment of how their selected student teacher performed on a number of criteria. The large portion of this assessment is consistent across all content areas with the final few assessment areas being SPA specific for some content areas.
edTPA Score: edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.

Project Implicit: Project Implicit is a non-profit organization and international collaboration between researchers who are interested in implicit social cognition - thoughts and feelings outside of conscious awareness and control.

PDA (Professional Dispositions Assessment): Faculty perception assessment of student's professional dispositions ranging from hygiene to content knowledge. The PDA assessment is completed at specific intervals throughout the program and allows the CoE to provide three levels of support to struggling students to assist in successful program completion.
Content and overall grade point averages are used for program entrance, maintenance, and achievement recognition. Content GPA is calculated by only required program specific courses, while overall GPA includes all courses taken from all institutions attended.
Content GPA
Overall GPA

Newcomb Grant: The Lola B. Newcomb Beginning Teacher Support Grant is made possible by a gift from the estate of Mrs. Newcomb, who attended summer school at the UW College of Education in the 1930s. The grant provides $1,000 in professional development funds to first-

year teachers in Wyoming who are graduates of UW. Grants may be used for a range of activities. Grant recipients must return to campus on a day, to share what they have learned with our students, faculty, and staff.

Professional Development: The college provides a variety of professional development throughout each academic year. Many PD's are geared towards areas of identified improvement needs.

The following common assessments are course specific and collect data linked to program accreditation agency standards. These are collected via LiveText.
EDEX 2484 Common Assessment
EDEX 5355 SPED Assessment 8

And we will be adding the following assessments for this cycle of accreditation in order to more effectively meet identified needs around completer data.
Focus Group
Final Evaluation Reflection
E4 Induction Interview

Career and Technical (CTE) Teacher Education

We currently collect the following valid and reliable assessments that gauge student learning outcomes.
Praxis Scores: A Praxis test is one of a series of American teacher certification exams written and administered by the Educational Testing Service. Various Praxis tests are usually required before, during, and after teacher training courses in the U.S.

The following three assessments were developed by the common indicator system and are analyzed independently, across years of implementation and in comparison to a network of other teacher preparation institutions through the Dean, for Impact via annual Inquiry Institute.
CIS: BTS (Beginner Teacher Survey)
CIS: ES (Employer Survey)
CIS: TBMS (Teacher Belief and Mindset Survey)

Final Evaluation: Mentor Teacher perception assessment of how their selected student teacher performed on a number of criteria. The large portion of this assessment is consistent across all content areas with the final few assessment areas being SPA specific for some content areas.
edTPA Score: edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.

Project Implicit: Project Implicit is a non-profit organization and international collaboration between researchers who are interested in implicit social cognition - thoughts and feelings outside of conscious awareness and control.

PDA (Professional Dispositions Assessment): Faculty perception assessment of student, professional dispositions ranging from hygiene to content knowledge. The PDA assessment is completed at specific intervals throughout the program and allows the CoE to provide three levels of support to struggling students to assist in successful program completion.
Content and overall grade point averages are used for program entrance, maintenance, and achievement recognition. Content GPA is calculated by only required program specific courses, while overall GPA includes all courses taken from all institutions attended.
Content GPA
Overall GPA

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Professional Development: The college provides a variety of professional development throughout each academic year. Many PD’s are geared towards areas of identified improvement needs.

The following common assessments are course specific and collect data linked to program accreditation agency standards. These are collected via LiveText.
EDSE Content Unit Plan
EDSE 4500 Midterm
EDSE 4500 Final
EDST 3000 Mentor Teacher Evaluation
EDST 3550 Backward Curriculum and Assessment Design

And we will be adding the following assessments for this cycle of accreditation in order to more effectively meet identified needs around completer data.
Focus Group
Final Evaluation Reflection
E4 Induction Interview

Secondary Education – English

We currently collect the following valid and reliable assessments that gauge student learning outcomes.
Praxis Scores: A Praxis test is one of a series of American teacher certification exams written and administered by the Educational Testing Service. Various Praxis tests are usually required before, during, and after teacher training courses in the U.S.

The following three assessments were developed by the common indicator system and are analyzed independently, across years of implementation and in comparison to a network of other teacher preparation institutions through the Dean, for Impact via annual Inquiry Institute.
CIS: BTS (Beginner Teacher Survey)
CIS: ES (Employer Survey)
CIS: TBMS (Teacher Belief and Mindset Survey)

Final Evaluation: Mentor Teacher perception assessment of how their selected student teacher performed on a number of criteria. The large portion of this assessment is consistent across all content areas with the final few assessment areas being SPA specific for some content areas.
edTPA Score: edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.

Project Implicit: Project Implicit is a non-profit organization and international collaboration between researchers who are interested in implicit social cognition - thoughts and feelings outside of conscious awareness and control.

PDA (Professional Dispositions Assessment): Faculty perception assessment of student's professional dispositions ranging from hygiene to content knowledge. The PDA assessment is completed at specific intervals throughout the program and allows the CoE to provide three levels of support to struggling students to assist in successful program completion.
Content and overall grade point averages are used for program entrance, maintenance, and achievement recognition. Content GPA is calculated by only required program specific courses, while overall GPA includes all courses taken from all institutions attended.
Content GPA
Overall GPA

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Professional Development: The college provides a variety of professional development throughout each academic year. Many PD's are geared towards areas of identified improvement needs.

The following common assessments are course specific and collect data linked to program accreditation agency standards. These are collected via LiveText.
EDSE Content Unit Plan
EDSE 4500 Midterm
EDSE 4500 Final
EDST 3000 Mentor Teacher Evaluation
EDST 3550 Backward Curriculum and Assessment Design

And we will be adding the following assessments for this cycle of accreditation in order to more effectively meet identified needs around completer data.
Focus Group
Final Evaluation Reflection
E4 Induction Interview

Secondary Education – French

We currently collect the following valid and reliable assessments that gauge student learning outcomes.
Praxis Scores: A Praxis test is one of a series of American teacher certification exams written and administered by the Educational Testing Service. Various Praxis tests are usually required before, during, and after teacher training courses in the U.S.

The following three assessments were developed by the common indicator system and are analyzed independently, across years of implementation and in comparison to a network of other teacher preparation institutions through the Dean, for Impact via annual Inquiry Institute.
CIS: BTS (Beginner Teacher Survey)
CIS: ES (Employer Survey)
CIS: TBMS (Teacher Belief and Mindset Survey)

Final Evaluation: Mentor Teacher perception assessment of how their selected student teacher performed on a number of criteria. The large portion of this assessment is consistent across all content areas with the final few assessment areas being SPA specific for some content areas.
edTPA Score: edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.

Project Implicit: Project Implicit is a non-profit organization and international collaboration between researchers who are interested in implicit social cognition - thoughts and feelings outside of conscious awareness and control.

PDA (Professional Dispositions Assessment): Faculty perception assessment of student's professional dispositions ranging from hygiene to content knowledge. The PDA assessment is completed at specific intervals throughout the program and allows the CoE to provide three levels of support to struggling students to assist in successful program completion.

Content and overall grade point averages are used for program entrance, maintenance, and achievement recognition. Content GPA is calculated by only required program specific courses, while overall GPA includes all courses taken from all institutions attended.
Content GPA
Overall GPA

Newcomb Grant: The Lola B. Newcomb Beginning Teacher Support Grant is made possible by a gift from the estate of Mrs. Newcomb, who attended summer school at the UW College of Education in the 1930s. The grant provides $1,000 in professional development funds to first-year teachers in Wyoming who are graduates of UW. Grants may be used for a range of activities. Grant recipients must return to campus on a day, to share what they have learned with our students, faculty and staff.

Professional Development: The college provides a variety of professional development throughout each academic year. Many PD's, are geared towards areas of identified

improvement needs.

The following common assessments are course specific and collect data linked to program accreditation agency standards. These are collected via LiveText.
EDSE Content Unit Plan
EDSE 4500 Midterm
EDSE 4500 Final
EDST 3000 Mentor Teacher Evaluation
EDST 3550 Backward Curriculum and Assessment Design

And we will be adding the following assessments for this cycle of accreditation in order to more effectively meet identified needs around completer data.
Focus Group
Final Evaluation Reflection
E4 Induction Interview

The modern languages programs also conduct two proficiency assessments through the American Council on the Teaching of Foreign Languages (ACTFL) that students must pass with an advanced-low or higher score in order to proceed through the program.

ACTFL: OPI: The ACTFL Oral Proficiency Interview, or OPI, is a live, 15-30 minute telephone conversation between a certified ACTFL tester and the candidate. It is a valid and reliable test that measures how well a person speaks a language.

ACTFL: WPT: The ACTFL Writing Proficiency Test (WPT) is a web-based, proctored, standardized test of the global assessment of functional writing ability in a language. The WPT measures how well a person spontaneously writes in a language (without access to revisions and/or editing tools).

Secondary Education – German

We currently collect the following valid and reliable assessments that gauge student learning outcomes.
Praxis Scores: A Praxis test is one of a series of American teacher certification exams written and administered by the Educational Testing Service. Various Praxis tests are usually required before, during, and after teacher training courses in the U.S.

The following three assessments were developed by the common indicator system and are analyzed independently, across years of implementation and in comparison to a network of other teacher preparation institutions through the Dean, for Impact via annual Inquiry Institute.
CIS: BTS (Beginner Teacher Survey)
CIS: ES (Employer Survey)
CIS: TBMS (Teacher Belief and Mindset Survey)

Final Evaluation: Mentor Teacher perception assessment of how their selected student teacher performed on a number of criteria. The large portion of this assessment is consistent across all content areas with the final few assessment areas being SPA specific for some content areas.
edTPA Score: edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.

Project Implicit: Project Implicit is a non-profit organization and international collaboration between researchers who are interested in implicit social cognition - thoughts and feelings outside of conscious awareness and control.

PDA (Professional Dispositions Assessment): Faculty perception assessment of student, professional dispositions ranging from hygiene to content knowledge. The PDA assessment is completed at specific intervals throughout the program and allows the CoE to provide three levels of support to struggling students to assist in successful program completion.

Content and overall grade point averages are used for program entrance, maintenance, and achievement recognition. Content GPA is calculated by only required program specific courses, while overall GPA includes all courses taken from all institutions attended.
Content GPA
Overall GPA

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Professional Development: The College provides a variety of professional development throughout each academic year. Many PD’s are geared towards areas of identified

improvement needs.

The following common assessments are course specific and collect data linked to program accreditation agency standards. These are collected via LiveText.
EDSE Content Unit Plan
EDSE 4500 Midterm
EDSE 4500 Final
EDST 3000 Mentor Teacher Evaluation
EDST 3550 Backward Curriculum and Assessment Design

And we will be adding the following assessments for this cycle of accreditation in order to more effectively meet identified needs around completer data.
Focus Group
Final Evaluation Reflection
E4 Induction Interview

The modern languages programs also conduct two proficiency assessments through the American Council on the Teaching of Foreign Languages (ACTFL) that students must pass with an advanced-low or higher score in order to proceed through the program.

ACTFL: OPI: The ACTFL Oral Proficiency Interview, or OPI, is a live, 15-30 minute telephone conversation between a certified ACTFL tester and the candidate. It is a valid and reliable test that measures how well a person speaks a language.

ACTFL: WPT: The ACTFL Writing Proficiency Test (WPT) is a web-based, proctored, standardized test of the global assessment of functional writing ability in a language. The WPT measures how well a person spontaneously writes in a language (without access to revisions and/or editing tools).

Secondary Education – Spanish

We currently collect the following valid and reliable assessments that gauge student learning outcomes.
Praxis Scores: A Praxis test is one of a series of American teacher certification exams written and administered by the Educational Testing Service. Various Praxis tests are usually required before, during, and after teacher training courses in the U.S.
The following three assessments were developed by the common indicator system and are analyzed independently, across years of implementation and in comparison to a network of other teacher preparation institutions through the Dean, for Impact via annual Inquiry Institute.
CIS: BTS (Beginner Teacher Survey)
CIS: ES (Employer Survey)
CIS: TBMS (Teacher Belief and Mindset Survey)

Final Evaluation: Mentor Teacher perception assessment of how their selected student teacher performed on a number of criteria. The large portion of this assessment is consistent across all content areas with the final few assessment areas being SPA specific for some content areas.
edTPA Score: edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.

Project Implicit: Project Implicit is a non-profit organization and international collaboration between researchers who are interested in implicit social cognition - thoughts and feelings outside of conscious awareness and control.

PDA (Professional Dispositions Assessment): Faculty perception assessment of student, professional dispositions ranging from hygiene to content knowledge. The PDA assessment is completed at specific intervals throughout the program and allows the CoE to provide three levels of support to struggling students to assist in successful program completion.

Content and overall grade point averages are used for program entrance, maintenance, and achievement recognition. Content GPA is calculated by only required program specific courses, while overall GPA includes all courses taken from all institutions attended.
Content GPA
Overall GPA

Newcomb Grant: The Lola B. Newcomb Beginning Teacher Support Grant is made possible by a gift from the estate of Mrs. Newcomb, who attended summer school at the UW College of Education in the 1930s. The grant provides $1,000 in professional development funds to first-year teachers in Wyoming who are graduates of UW. Grants may be used for a range of activities. Grant recipients must return to campus on a day, to share what they have learned with our students, faculty and staff.

Professional Development: The College provides a variety of professional development throughout each academic year. Many PD’s, are geared towards areas of identified improvement needs.

The following common assessments are course specific and collect data linked to program accreditation agency standards. These are collected via LiveText.
EDSE Content Unit Plan
EDSE 4500 Midterm
EDSE 4500 Final
EDST 3000 Mentor Teacher Evaluation
EDST 3550 Backward Curriculum and Assessment Design

And we will be adding the following assessments for this cycle of accreditation in order to more effectively meet identified needs around completer data.
Focus Group
Final Evaluation Reflection
E4 Induction Interview

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ACTFL: WPT: The ACTFL Writing Proficiency Test (WPT) is a web-based, proctored, standardized test of the global assessment of functional writing ability in a language. The WPT measures how well a person spontaneously writes in a language (without access to revisions and/or editing tools).

Secondary Education – Social Studies

We currently collect the following valid and reliable assessments that gauge student learning outcomes.
Praxis Scores: A Praxis test is one of a series of American teacher certification exams written and administered by the Educational Testing Service. Various Praxis tests are usually required before, during, and after teacher training courses in the U.S.

The following three assessments were developed by the common indicator system and are analyzed independently, across years of implementation and in comparison to a network of other teacher preparation institutions through the Dean, for Impact via annual Inquiry Institute.
CIS: BTS (Beginner Teacher Survey)
CIS: ES (Employer Survey)
CIS: TBMS (Teacher Belief and Mindset Survey)

Final Evaluation: Mentor Teacher perception assessment of how their selected student teacher performed on a number of criteria. The large portion of this assessment is consistent across all content areas with the final few assessment areas being SPA specific for some content areas.
edTPA Score: edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.

Project Implicit: Project Implicit is a non-profit organization and international collaboration between researchers who are interested in implicit social cognition - thoughts and feelings outside of conscious awareness and control.

PDA (Professional Dispositions Assessment): Faculty perception assessment of student, professional dispositions ranging from hygiene to content knowledge. The PDA assessment is completed at specific intervals throughout the program and allows the CoE to provide three levels of support to struggling students to assist in successful program completion.
Content and overall grade point averages are used for program entrance, maintenance, and achievement recognition. Content GPA is calculated by only required program specific courses, while overall GPA includes all courses taken from all institutions attended.
Content GPA
Overall GPA

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Professional Development: The College provides a variety of professional development throughout each academic year. Many PD's, are geared towards areas of identified improvement needs.

The following common assessments are course specific and collect data linked to program accreditation agency standards. These are collected via LiveText.
EDSE Content Unit Plan
EDSE 4500 Midterm
EDSE 4500 Final
EDST 3000 Mentor Teacher Evaluation
EDST 3550 Backward Curriculum and Assessment Design

And we will be adding the following assessments for this cycle of accreditation in order to more effectively meet identified needs around completer data.
Focus Group
Final Evaluation Reflection
E4 Induction Interview

Agricultural Education

We currently collect the following valid and reliable assessments that gauge student learning outcomes.
Praxis Scores: A Praxis test is one of a series of American teacher certification exams written and administered by the Educational Testing Service. Various Praxis tests are usually required before, during, and after teacher training courses in the U.S.
The following three assessments were developed by the common indicator system and are analyzed independently, across years of implementation and in comparison to a network of other teacher preparation institutions through the Dean, for Impact via annual Inquiry Institute.
CIS: BTS (Beginner Teacher Survey)
CIS: ES (Employer Survey)
CIS: TBMS (Teacher Belief and Mindset Survey)

Final Evaluation: Mentor Teacher perception assessment of how their selected student teacher performed on a number of criteria. The large portion of this assessment is consistent across all content areas with the final few assessment areas being SPA specific for some content areas.
edTPA Score: edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.

Project Implicit: Project Implicit is a non-profit organization and international collaboration between researchers who are interested in implicit social cognition - thoughts and feelings outside of conscious awareness and control.

PDA (Professional Dispositions Assessment): Faculty perception assessment of student, professional dispositions ranging from hygiene to content knowledge. The PDA assessment is completed at specific intervals throughout the program and allows the CoE to provide three levels of support to struggling students to assist in successful program completion.
Content and overall grade point averages are used for program entrance, maintenance, and achievement recognition. Content GPA is calculated by only required program specific courses, while overall GPA includes all courses taken from all institutions attended.
Content GPA
Overall GPA

Newcomb Grant: The Lola B. Newcomb Beginning Teacher Support Grant is made possible by a gift from the estate of Mrs. Newcomb, who attended summer school at the UW College of Education in the 1930s. The grant provides $1,000 in professional development funds to first-year teachers in Wyoming who are graduates of UW. Grants may be used for a range of activities. Grant recipients must return to campus on a day, to share what they have learned with our students, faculty and staff.

Professional Development: The College provides a variety of professional development throughout each academic year. Many PD’s, are geared towards areas of identified improvement needs.

The following common assessments are course specific and collect data linked to program accreditation agency standards. These are collected via LiveText.
EDSE Content Unit Plan
EDSE 4500 Midterm
EDSE 4500 Final
EDST 3000 Mentor Teacher Evaluation
EDST 3550 Backward Curriculum and Assessment Design

And we will be adding the following assessments for this cycle of accreditation in order to more effectively meet identified needs around completer data.
Focus Group
Final Evaluation Reflection
E4 Induction Interview

Appendix F (continued)

College of Education Q5 Responses

Please briefly describe your programs utilization of and approach to student learning outcomes:

Graduate -

Higher Education Administration

We currently collect the following valid and reliable assessments that gauge student learning outcomes.

Content and overall grade point averages are used for program entrance, maintenance, and achievement recognition. Content GPA is calculated by only required program specific courses, while overall GPA includes all courses taken from all institutions attended.
Content GPA
Overall GPA

Content Papers: Assesses student, content knowledge.

The following assessments were developed by the common indicator system and are analyzed independently, across years of implementation and in comparison to a network of other teacher preparation institutions through the Dean, for Impact via annual Inquiry Institute.
CIS: BTS (Beginner Teacher Survey)
CIS: ES (Employer Survey)

Final Evaluation: Mentor Teacher perception assessment of how their selected student teacher performed on a number of criteria. The large portion of this assessment is consistent across all content areas with the final few assessment areas being SPA specific for some content areas.

Newcomb Grant: The Lola B. Newcomb Beginning Teacher Support Grant is made possible by a gift from the estate of Mrs. Newcomb, who attended summer school at the UW College of Education in the 1930s. The grant provides $1,000 in professional development funds to first-year teachers in Wyoming who are graduates of UW. Grants may be used for a range of activities. Grant recipients must return to campus on a day, to share what they have learned with our students, faculty and staff.

Professional Development: The College provides a variety of professional development throughout each academic year. Many PD's, are geared towards areas of identified improvement needs.

The following common assessments are course specific and collect data linked to program accreditation agency standards. These are collected via LiveText.
EDCI 5550 Theory and Practice Papers

We will be adding the following assessments for this cycle of accreditation in order to more effectively meet identified needs around completer data.
Focus Group
Final Evaluation Reflection
E4 Induction Interview

Special Education

We currently collect the following valid and reliable assessments that gauge student learning outcomes.

Content and overall grade point averages are used for program entrance, maintenance, and achievement recognition. Content GPA is calculated by only required program specific courses, while overall GPA includes all courses taken from all institutions attended.
Content GPA
Overall GPA

Content Papers: Assesses student content knowledge.

The following assessments were developed by the common indicator system and are analyzed independently, across years of implementation and in comparison to a network of other teacher preparation institutions through the Dean for Impact via annual Inquiry Institute.
CIS: BTS (Beginner Teacher Survey)
CIS: ES (Employer Survey)

Final Evaluation: Mentor Teacher perception assessment of how their selected student teacher performed on a number of criteria. The large portion of this assessment is consistent across all content areas with the final few assessment areas being SPA specific for some content areas.

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Professional Development: The College provides a variety of professional development throughout each academic year. Many PD's are geared towards areas of identified improvement needs.

The following common assessments are course specific and collect data linked to program accreditation agency standards. These are collected via LiveText.
EDEX 2484 Common Assessment
EDEX 5355 SPED Assessment 8

We will be adding the following assessments for this cycle of accreditation in order to more effectively meet identified needs around completer data.
Focus Group
Final Evaluation Reflection
E4 Induction Interview

Counseling

We currently collect the following valid and reliable assessments that gauge student learning outcomes.

Content and overall grade point averages are used for program entrance, maintenance, and achievement recognition. Content GPA is calculated by only required program specific courses, while overall GPA includes all courses taken from all institutions attended.
Content GPA
Overall GPA

Content Papers: Assesses student content knowledge.

The following assessments were developed by the common indicator system and are analyzed independently, across years of implementation and in comparison to a network of other teacher preparation institutions through the Dean for Impact via annual Inquiry Institute.
CIS: BTS (Beginner Teacher Survey)
CIS: ES (Employer Survey)

Final Evaluation: Mentor Teacher perception assessment of how their selected student teacher performed on a number of criteria. The large portion of this assessment is consistent across all content areas with the final few assessment areas being SPA specific for some content areas.

Newcomb Grant: The Lola B. Newcomb Beginning Teacher Support Grant is made possible by a gift from the estate of Mrs. Newcomb, who attended summer school at the UW College of Education in the 1930s. The grant provides $1,000 in professional development funds to first-year teachers in Wyoming who are graduates of UW. Grants may be used for a range of activities. Grant recipients must return to campus on a day, to share what they have learned with our students, faculty and staff.

Professional Development: The College provides a variety of professional development throughout each academic year. Many PD's are geared towards areas of identified improvement needs.

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Focus Group
Final Evaluation Reflection
E4 Induction Interview

Learning Design and Technology

We currently collect the following valid and reliable assessments that gauge student learning outcomes.

Content and overall grade point averages are used for program entrance, maintenance, and achievement recognition. Content GPA is calculated by only required program specific courses, while overall GPA includes all courses taken from all institutions attended.
Content GPA
Overall GPA

Content Papers: Assesses student, content knowledge.

The following assessments were developed by the common indicator system and are analyzed independently, across years of implementation and in comparison to a network of other teacher preparation institutions through the Dean, for Impact via annual Inquiry Institute.
CIS: BTS (Beginner Teacher Survey)
CIS: ES (Employer Survey)

Final Evaluation: Mentor Teacher perception assessment of how their selected student teacher performed on a number of criteria. The large portion of this assessment is consistent across all content areas with the final few assessment areas being SPA specific for some content areas.

Newcomb Grant: The Lola B. Newcomb Beginning Teacher Support Grant is made possible by a gift from the estate of Mrs. Newcomb, who attended summer school at the UW College of Education in the 1930s. The grant provides $1,000 in professional development funds to first-year teachers in Wyoming who are graduates of UW. Grants may be used for a range of activities. Grant recipients must return to campus on a day, to share what they have learned with our students, faculty and staff.

Professional Development: The College provides a variety of professional development throughout each academic year. Many PD's, are geared towards areas of identified improvement needs.

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Focus Group
Final Evaluation Reflection
E4 Induction Interview

Counselor Education and Supervision

We currently collect the following valid and reliable assessments that gauge student learning outcomes.

Content and overall grade point averages are used for program entrance, maintenance, and achievement recognition. Content GPA is calculated by only required program specific courses, while overall GPA includes all courses taken from all institutions attended.
Content GPA
Overall GPA

Content Papers: Assesses student content knowledge.

The following assessments were developed by the common indicator system and are analyzed independently, across years of implementation and in comparison to a network of other teacher preparation institutions through the Dean for Impact via annual Inquiry Institute.
CIS: BTS (Beginner Teacher Survey)
CIS: ES (Employer Survey)

Final Evaluation: Mentor Teacher perception assessment of how their selected student teacher performed on a number of criteria. The large portion of this assessment is consistent across all content areas with the final few assessment areas being SPA specific for some content areas.

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Professional Development: The College provides a variety of professional development throughout each academic year. Many PD's are geared towards areas of identified improvement needs.

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Focus Group
Final Evaluation Reflection
E4 Induction Interview

Science Education

We currently collect the following valid and reliable assessments that gauge student learning outcomes.

Content and overall grade point averages are used for program entrance, maintenance, and achievement recognition. Content GPA is calculated by only required program specific courses, while overall GPA includes all courses taken from all institutions attended.
Content GPA
Overall GPA

Content Papers: Assesses student content knowledge.

The following assessments were developed by the common indicator system and are analyzed independently, across years of implementation and in comparison to a network of other teacher preparation institutions through the Dean for Impact via annual Inquiry Institute.
CIS: BTS (Beginner Teacher Survey)
CIS: ES (Employer Survey)

Final Evaluation: Mentor Teacher perception assessment of how their selected student teacher performed on a number of criteria. The large portion of this assessment is consistent across all content areas with the final few assessment areas being SPA specific for some content areas.

Newcomb Grant: The Lola B. Newcomb Beginning Teacher Support Grant is made possible by a gift from the estate of Mrs. Newcomb, who attended summer school at the UW College of Education in the 1930s. The grant provides $1,000 in professional development funds to first-year teachers in Wyoming who are graduates of UW. Grants may be used for a range of activities. Grant recipients must return to campus on a day, to share what they have learned with our students, faculty and staff.

Professional Development: The College provides a variety of professional development throughout each academic year. Many PD's are geared towards areas of identified improvement needs.

We will be adding the following assessments for this cycle of accreditation in order to more effectively meet identified needs around completer data.
Focus Group
Final Evaluation Reflection
E4 Induction Interview