

**UW Assessment for Student Learning  
Assessment Support & Culture Report**  
Report Submitted: September 2022

Heather E. Webb Springer, Associate Director of Assessment  
Jake Hayden, Assessment Data Analyst  
Shujuan (Olivia) Wang, Assessment/SoTL Specialist

**Assessment for Student Learning  
Ellbogen Center for Teaching and Learning**

# Assessment Support & Culture Report

## Introduction

### Report Description:

This report presents responses to Questions 6-10 of the UW Assessment Survey from Spring/Summer 2021. These questions relate more specifically to the culture of assessment, labor of assessment and support for educational development across the University of Wyoming. Responses reported are presented based on Tier Level Assignment from the UW Assessment Survey from Spring/Summer 2021. To access the UW Assessment for Student Learning Spring/Summer 2021 Assessment Survey Report please visit the [UW Assessment for Student Learning website](#).

The Assessment Team, Ellbogen Center for Teaching and Learning, UW Assessment Coordinators, HLC Assessment Academy Team, and UW Assessment Plan Working Group recognize the importance of the culture of assessment to creating meaningful assessment for student learning at the University of Wyoming. Over the next few years, we will continue to inquire into the culture of assessment at UW. We will participate in the [Survey of Assessment Culture administered by Sam Houston State University](#) in Fall 2022 (participants in this survey include administrators, faculty and student affairs professionals) and will utilize the [Faculty Survey of Student Engagement \(FSSE\)](#) data to build on our understanding. *Please note some FSSE Spring 2022 survey data has been included on pages 9 to 13 of this report.*

**UW Assessment Tier Requirements:**

Below is the “Culture” section of the [UW Assessment Tier Requirements](#); included in this section are the following areas of assessment: Assessment Culture, Labor of Assessment and Educational Development.

**Culture**

	<b>Culture</b>	<b>Labor of Assessment</b>	<b>Educational Development</b>
<b>Tier 1</b>	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.
<b>Tier 2</b>	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.
<b>Tier 3</b>	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.

## **Table of Contents**

University of Wyoming	5
Academic Affairs	14
College of Agriculture & Natural Resources	18
College of Arts & Sciences	23
College of Business	27
College of Education	31
College of Engineering and Applied Science	36
College of Health Sciences	41
College of Law	46
Honors College	47
UW Casper	48
UW Haub School of Environmental and Natural Resources	49
Wyoming Geographic Information Science Center (WyGIS)	54
<b>Appendices</b>	
Appendix A College of Arts & Sciences Q10 Responses	55

# University of Wyoming

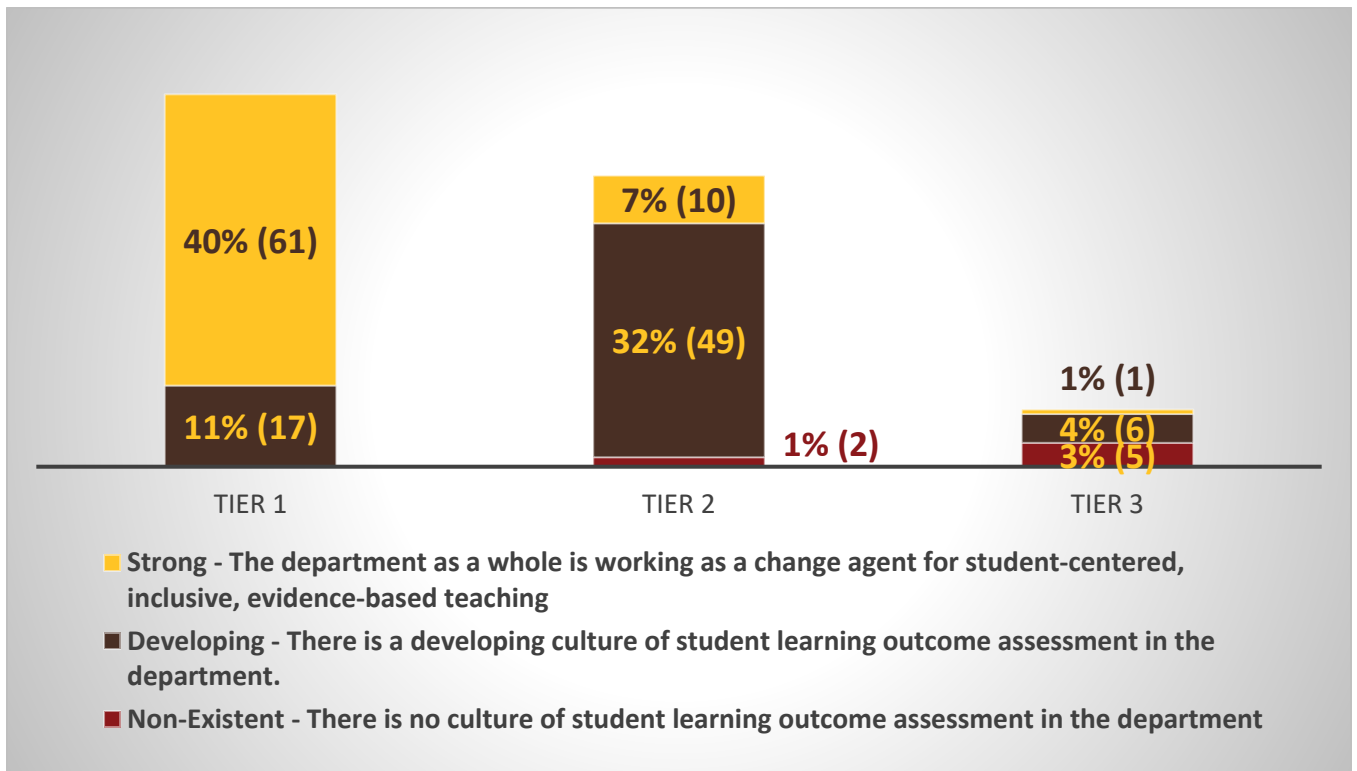
## Assessment Support & Culture Report

Please click [here](#) to review to review the Report Description.

Please click [here](#) to review the UW Assessment Tier Requirements.

### Culture:

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

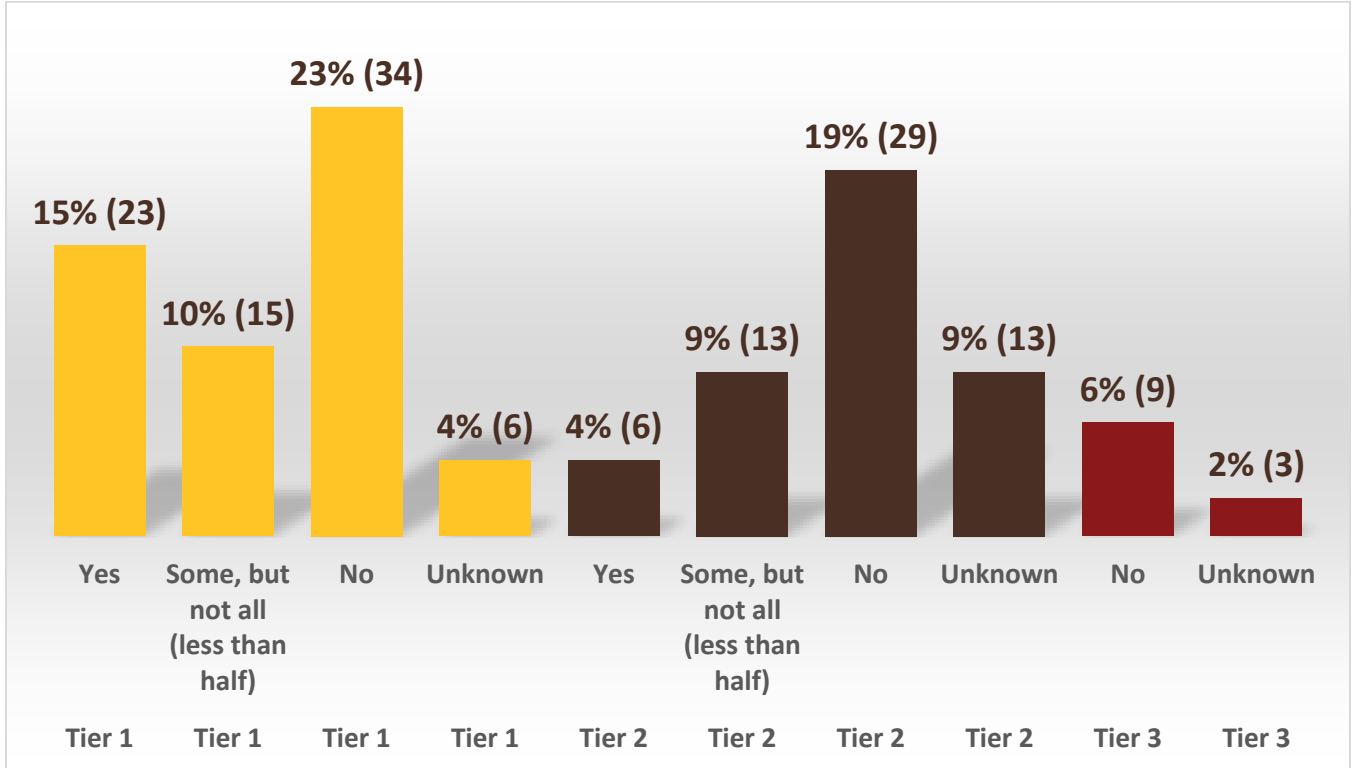


Question 10: Please briefly describe the assessment culture in your department or program:

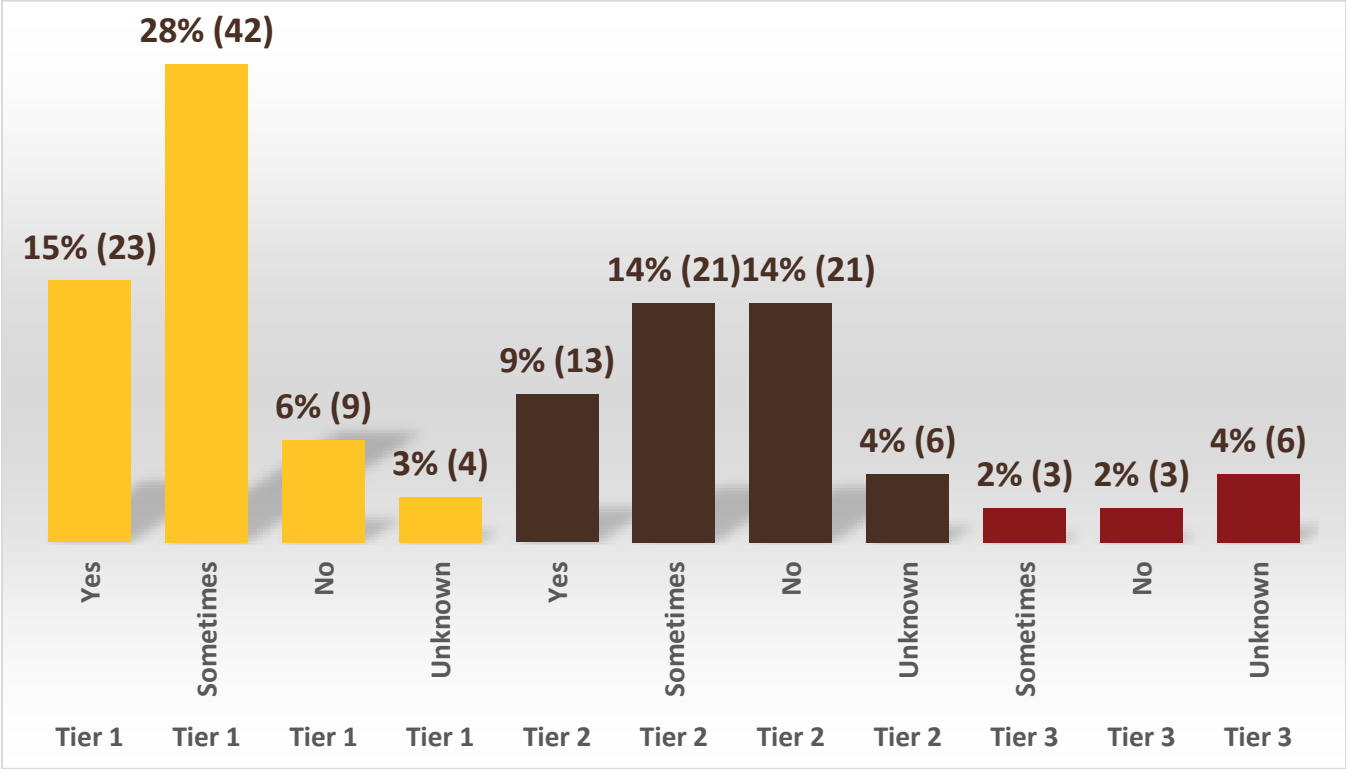
*Please see college-level reports for college-specific responses to this question.*

Labor of Assessment:

Question 6: Do the job descriptions for faculty in your department or program formally list assessment work?

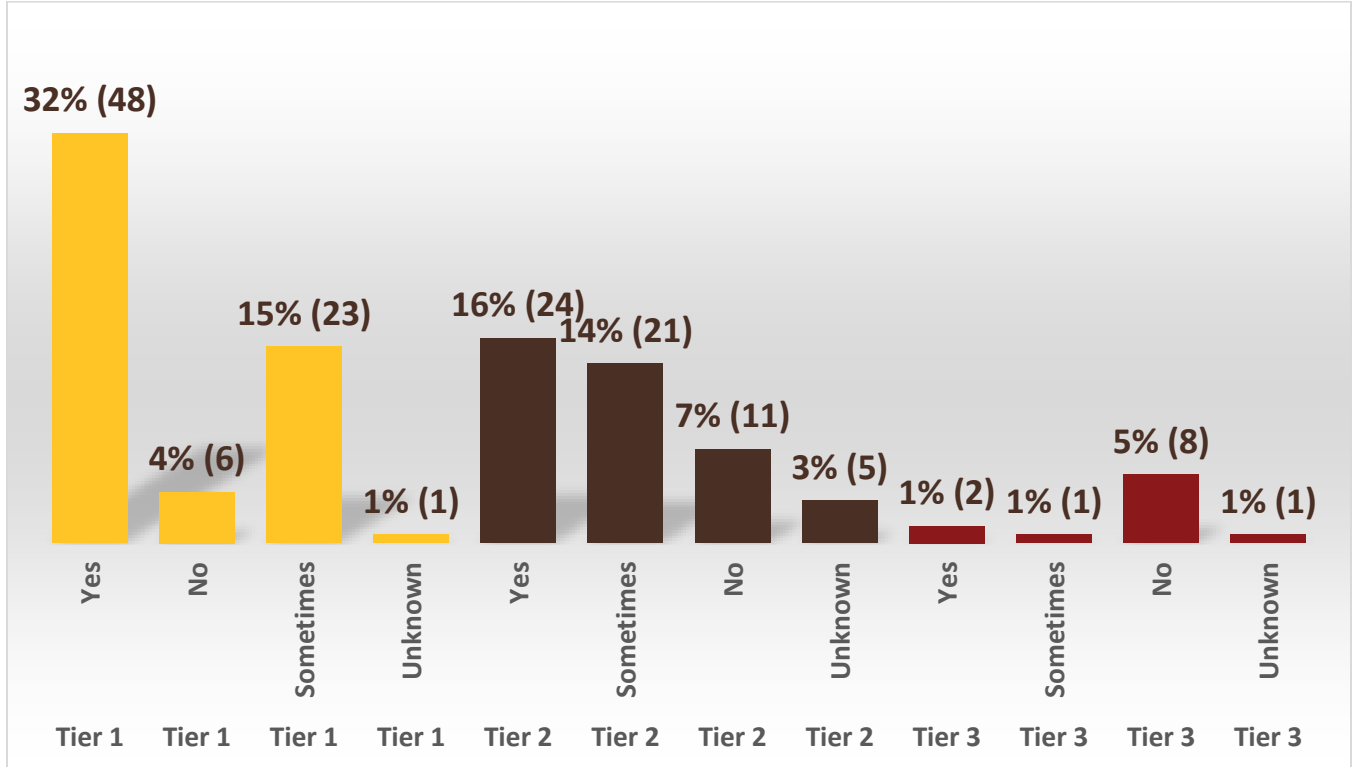


Question 7: In the tenure and review process, does your department or program value the labor of assessment?



Educational Development:

Question 8: Does your department/program offer, encourage participation in and/or incentivize faculty participation in educational development programs that support building an assessment culture?

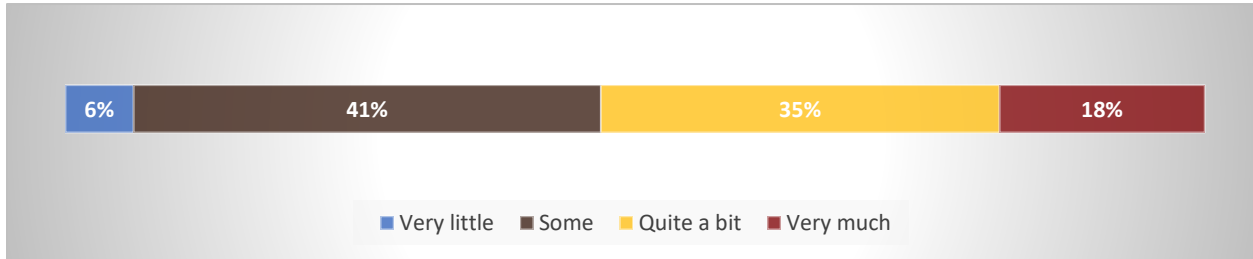




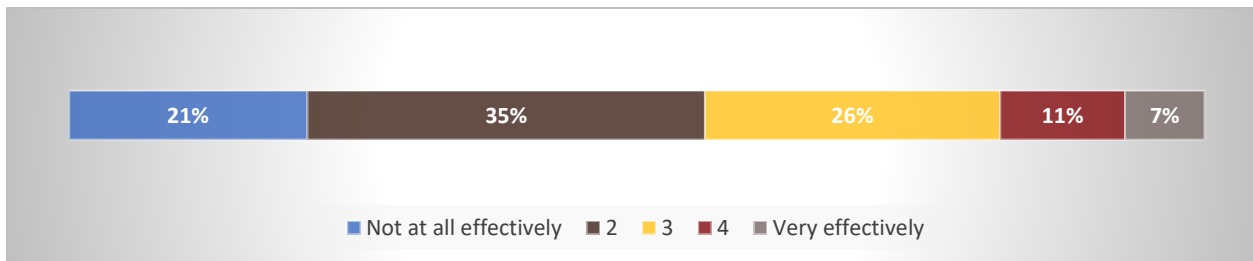
## Faculty Survey of Student Engagement (FSSE) Responses Spring 2022

This section displays findings about both institution-supported and faculty-driven assessment efforts such as surveys and other tools (e.g., portfolios) that are used to gather information about student educational experiences and learning.

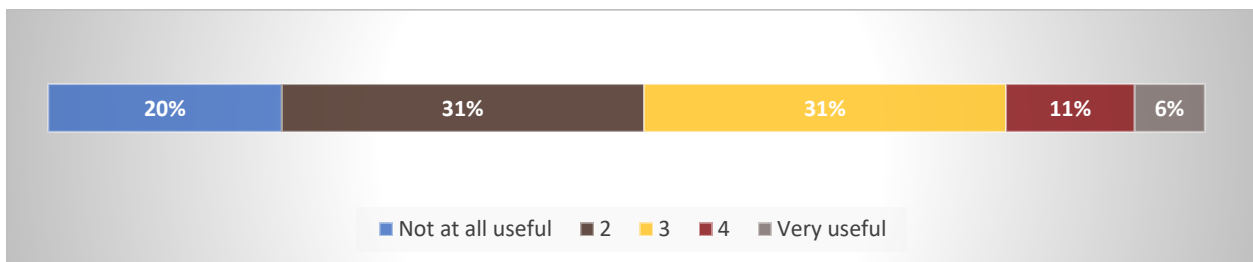
Question 1: To what extent is your institution involved in student assessment efforts?



Question 2: How effectively does your institution disseminate the findings of its assessment efforts to faculty?

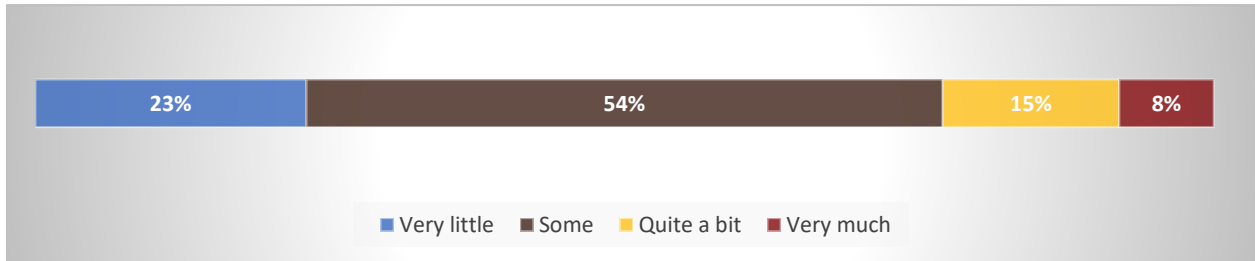


Question 3: In general, how useful to you are the findings from your institution's assessment efforts?

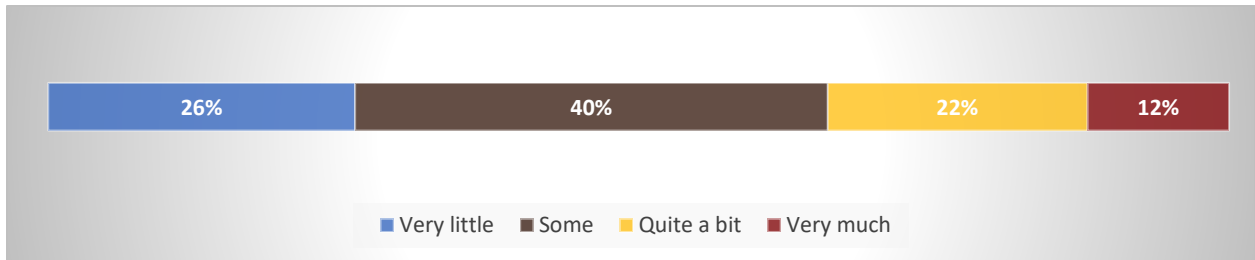


Question 4: To what extent are results from your institution's assessment efforts used to inform the following?

4a. Institutional activities aimed at improving teaching and learning

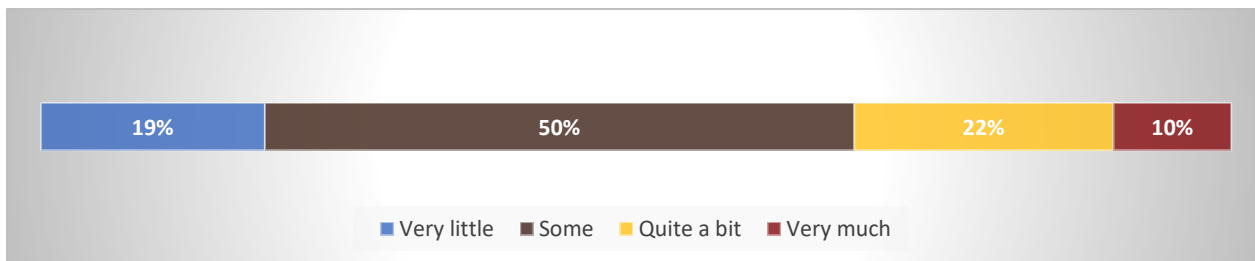


4b. Your department's activities aimed at improving teaching and learning

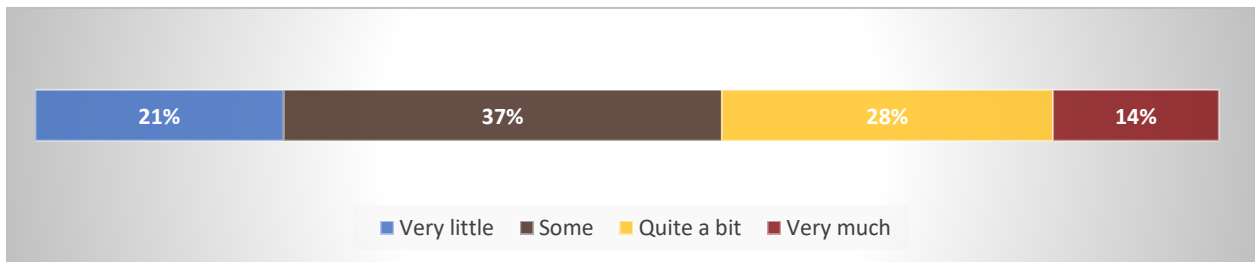


Question 5: To what extent is evidence gathered by faculty members in their courses used to inform the following?

5a. Institutional activities aimed at improving teaching and learning

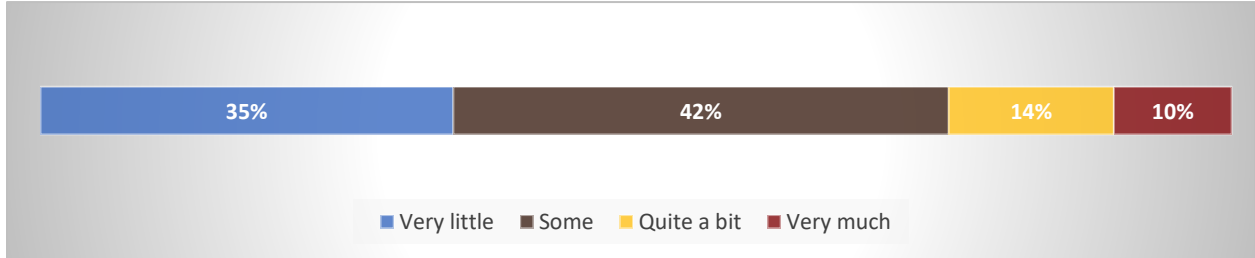


5b. Your department's activities aimed at improving teaching and learning

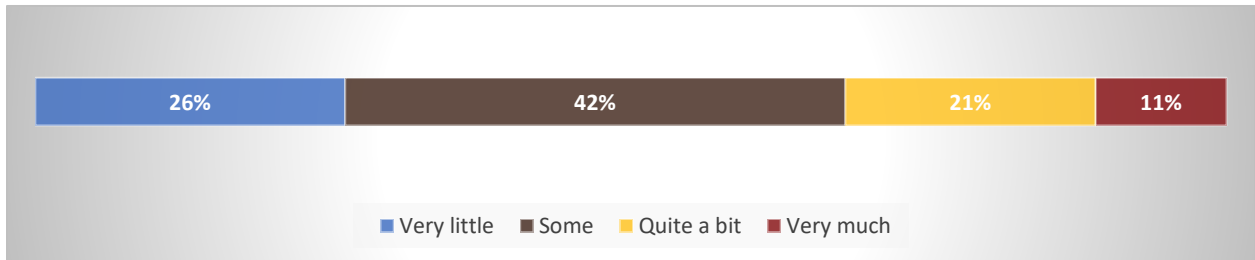


Question 6: To what extent are faculty members at your institution encouraged to do the following?

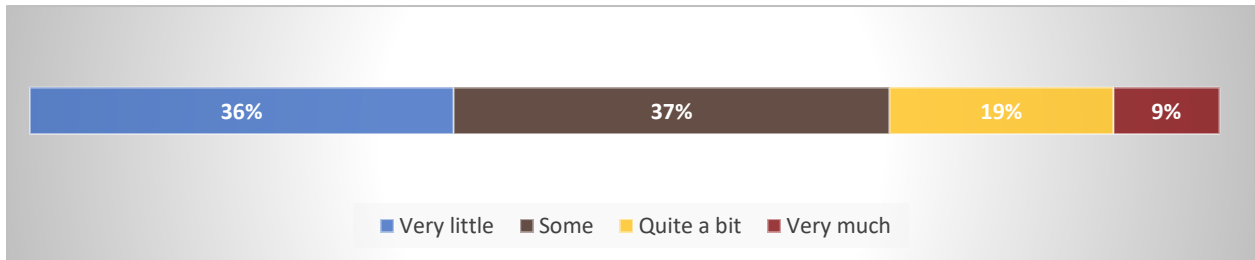
6a. Systematically collect information about the effectiveness of their teaching beyond end-of-term course evaluations



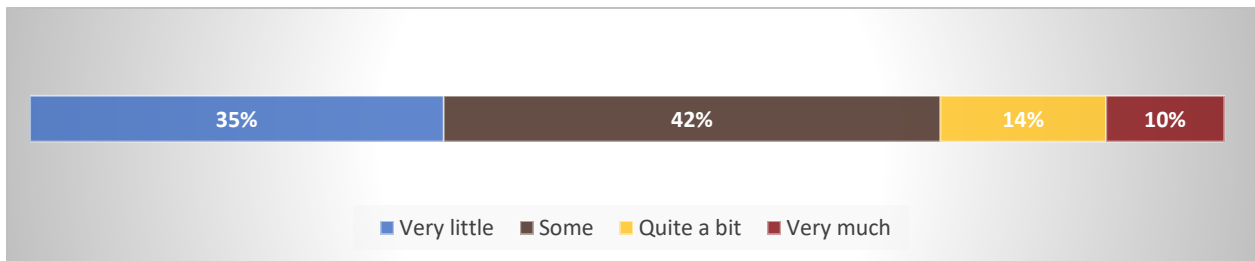
6b. Use assessment findings to inform changes made to their courses



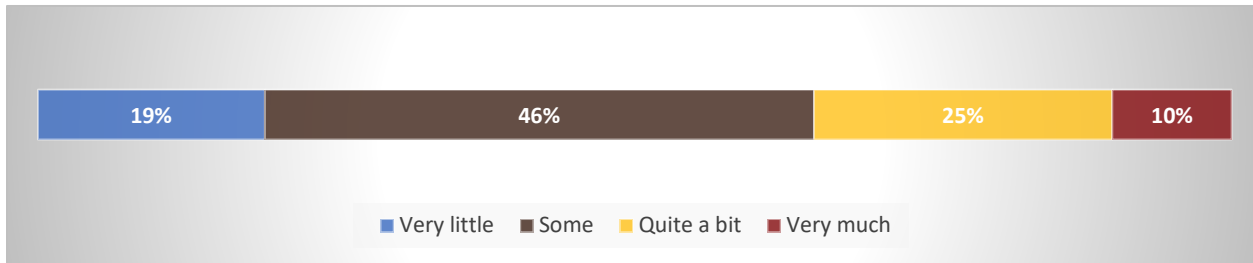
6c. Publicly present (e.g., lectures or workshops) information about teaching or learning



6d. Publish on teaching and learning

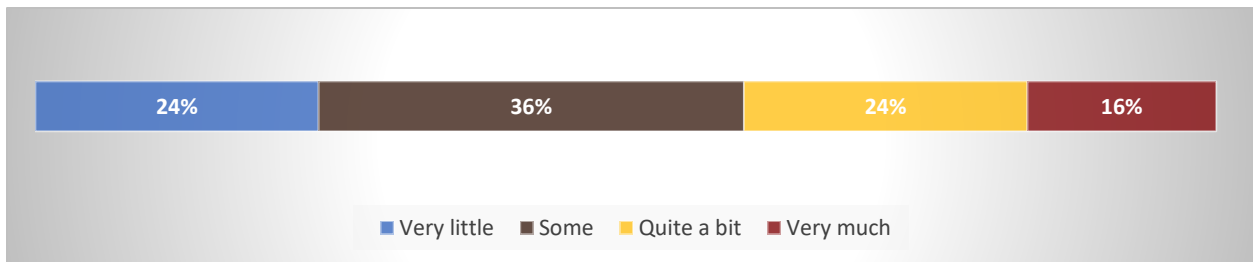


6e. Collaborate with colleagues on improving teaching and learning

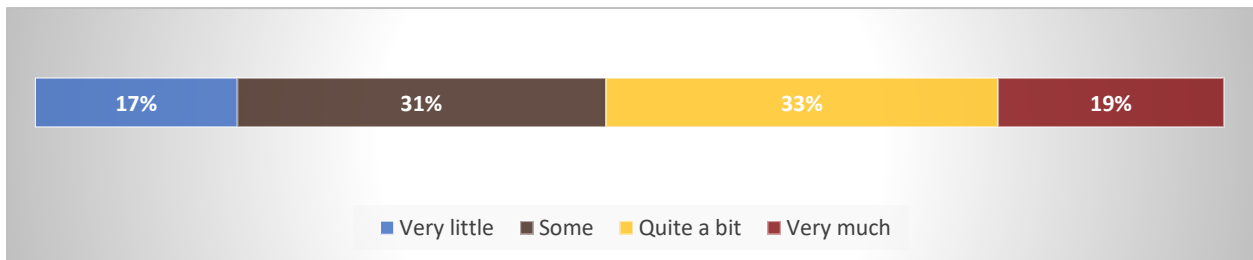


Question 7: To what extent have you incorporated the following into your work?

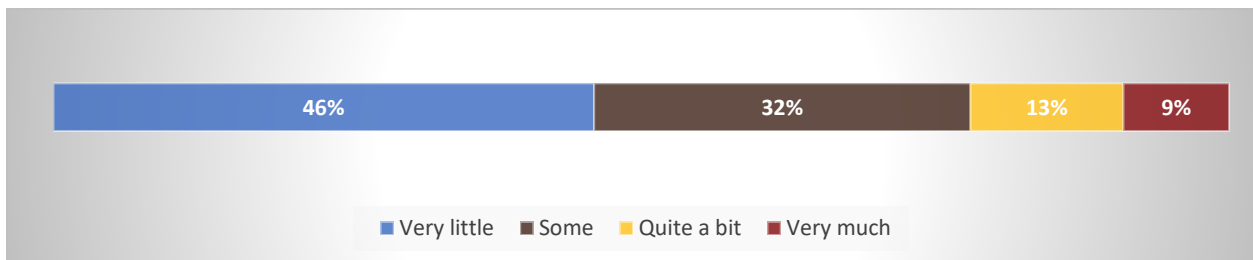
7a. Systematically collect information about the effectiveness of their teaching beyond end-of-term course evaluations



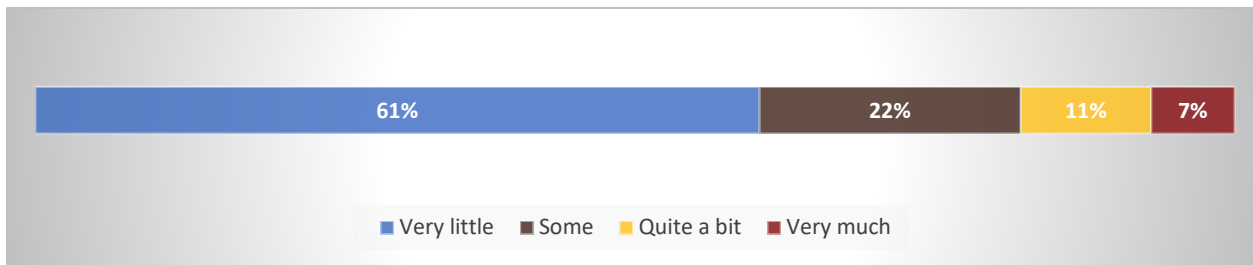
7b. Use assessment findings to inform changes made to their courses



7c. Publicly present (e.g., lectures or workshops) information about teaching or learning



#### 7d. Publish on teaching and learning



Report Submitted: September 2022

UW Assessment for Student Learning, ECTL

Heather E. Webb Springer, Associate Director of Assessment

Jake Hayden, Assessment Data Analyst

Shujuan (Olivia) Wang, Assessment/SoTL Specialist

# Academic Affairs

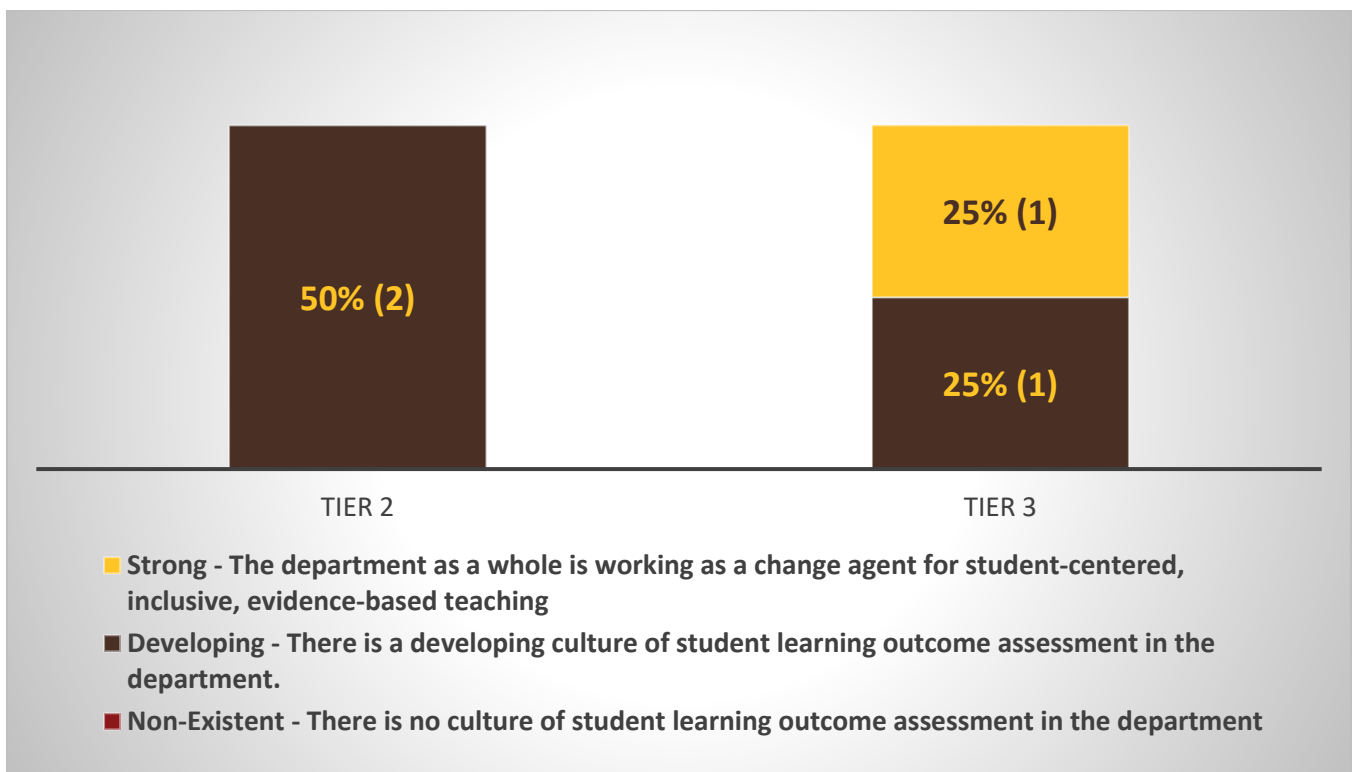
## Assessment Support & Culture Report

Please click [here](#) to review to review the Report Description.

Please click [here](#) to review the UW Assessment Tier Requirements.

### Culture:

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



Question 10: Please briefly describe the assessment culture in your department or program:

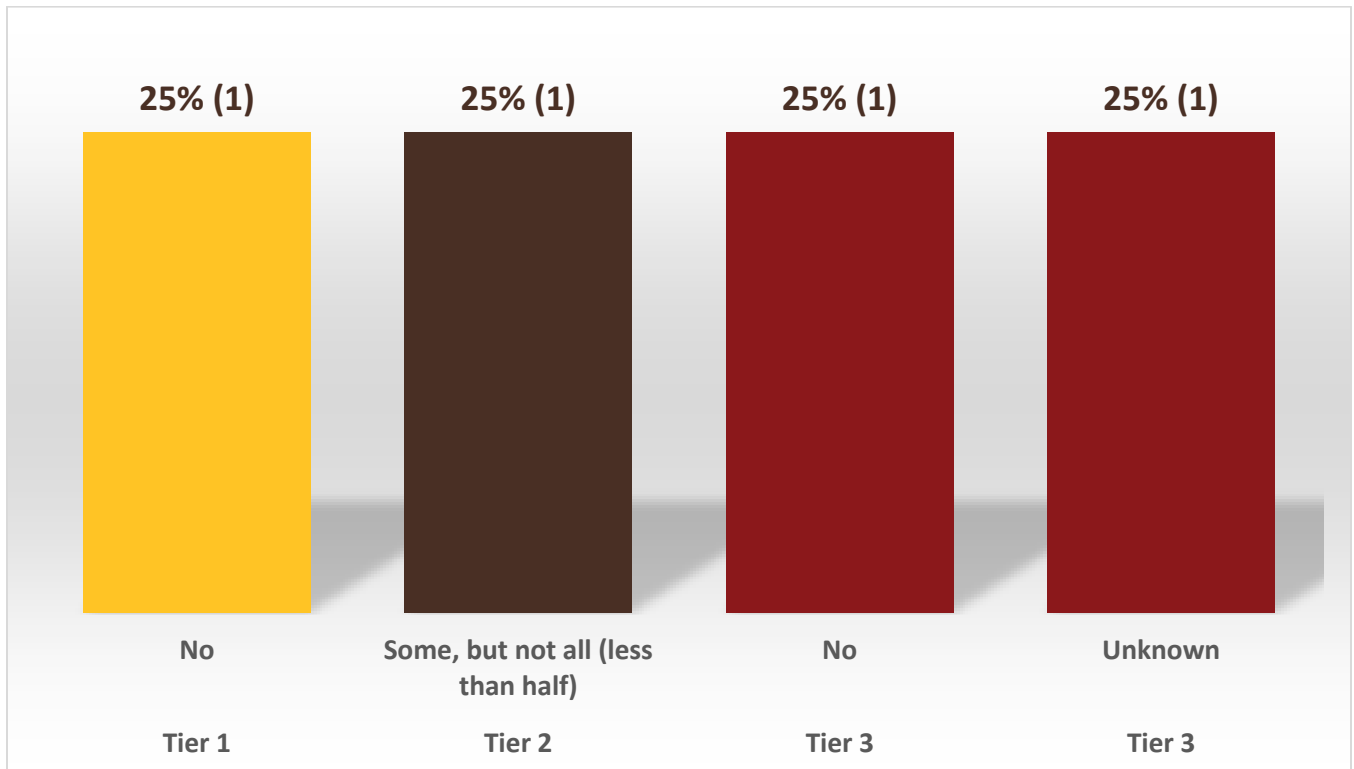
- The BGS program is now two years old. We are beginning the first assessment cycle of the outcomes this semester.
- Assessment culture surrounding student learning outcomes exists primarily in the Research and Instruction department of the UW Libraries. We have been working for the last couple of years on departmental education about our professional guiding documents so that we can update our instruction plan and revise our student learning outcomes. We

are close to accomplishing that goal. Most of the faculty and staff in the Research and Instruction department are supportive of a strong assessment culture.

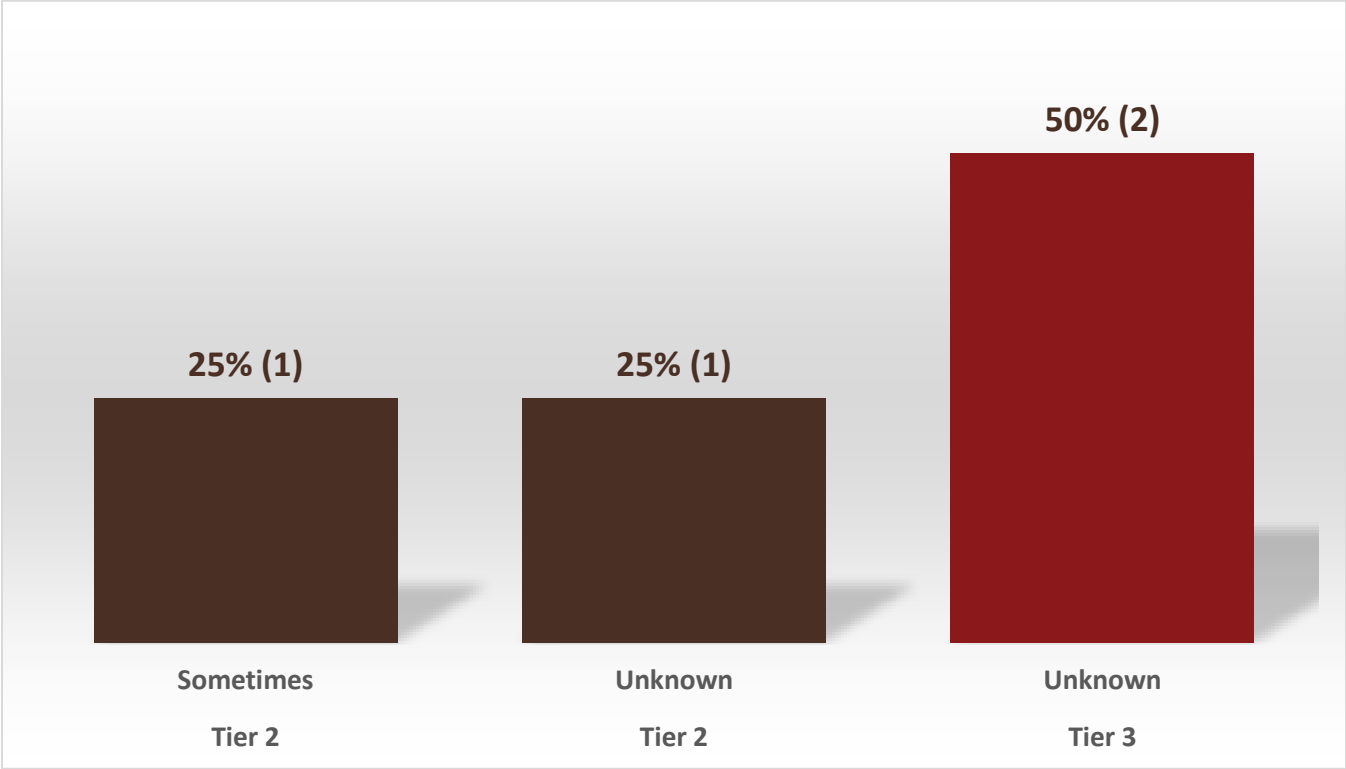
- I think we recognize a need but have not really moved beyond that.
- We are all on board for assessing student learning as well as program evaluation.

Labor of Assessment:

Question 6: Do the job descriptions for faculty in your department or program formally list assessment work?



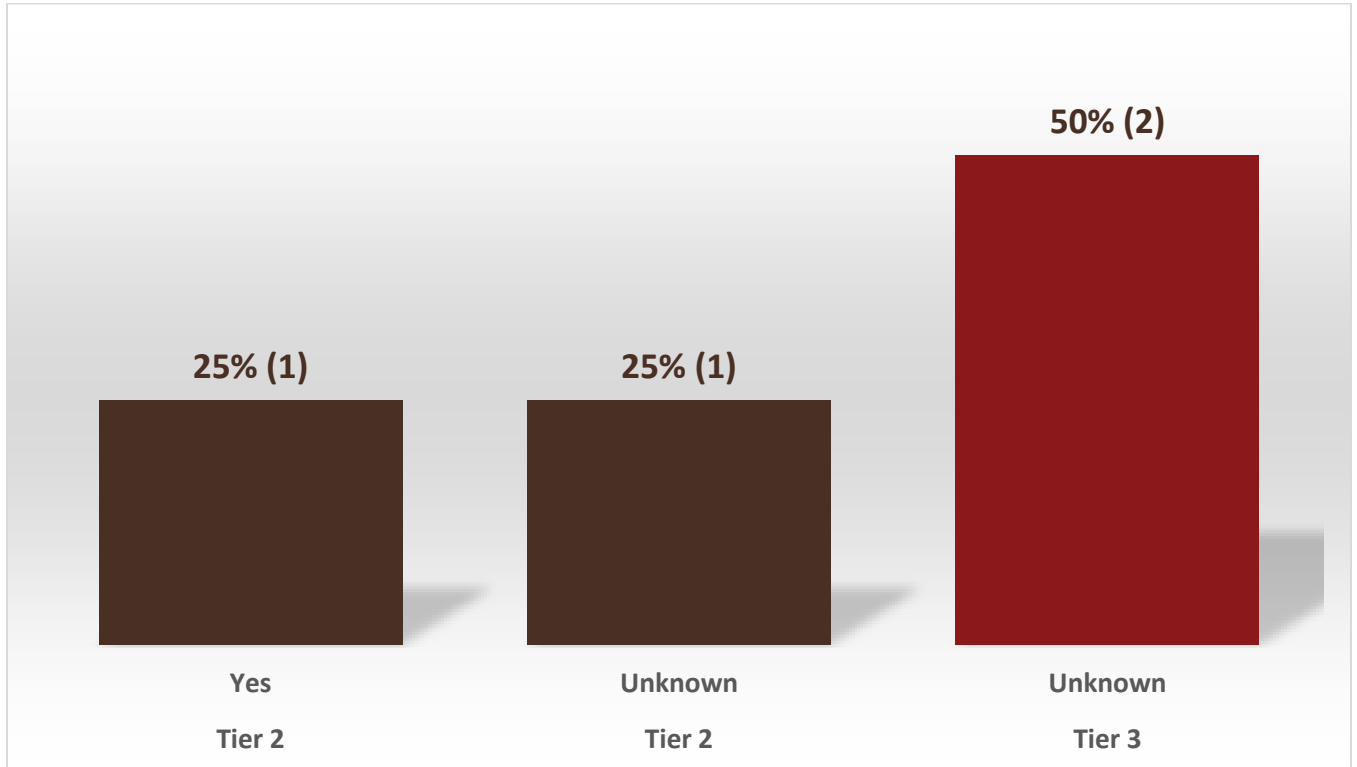
Question 7: In the tenure and review process, does your department or program value the labor of assessment?





Educational Development:

Question 8: Does your department/program offer, encourage participation in and/or incentivize faculty participation in educational development programs that support building an assessment culture?



# College of Agriculture & Natural Resources

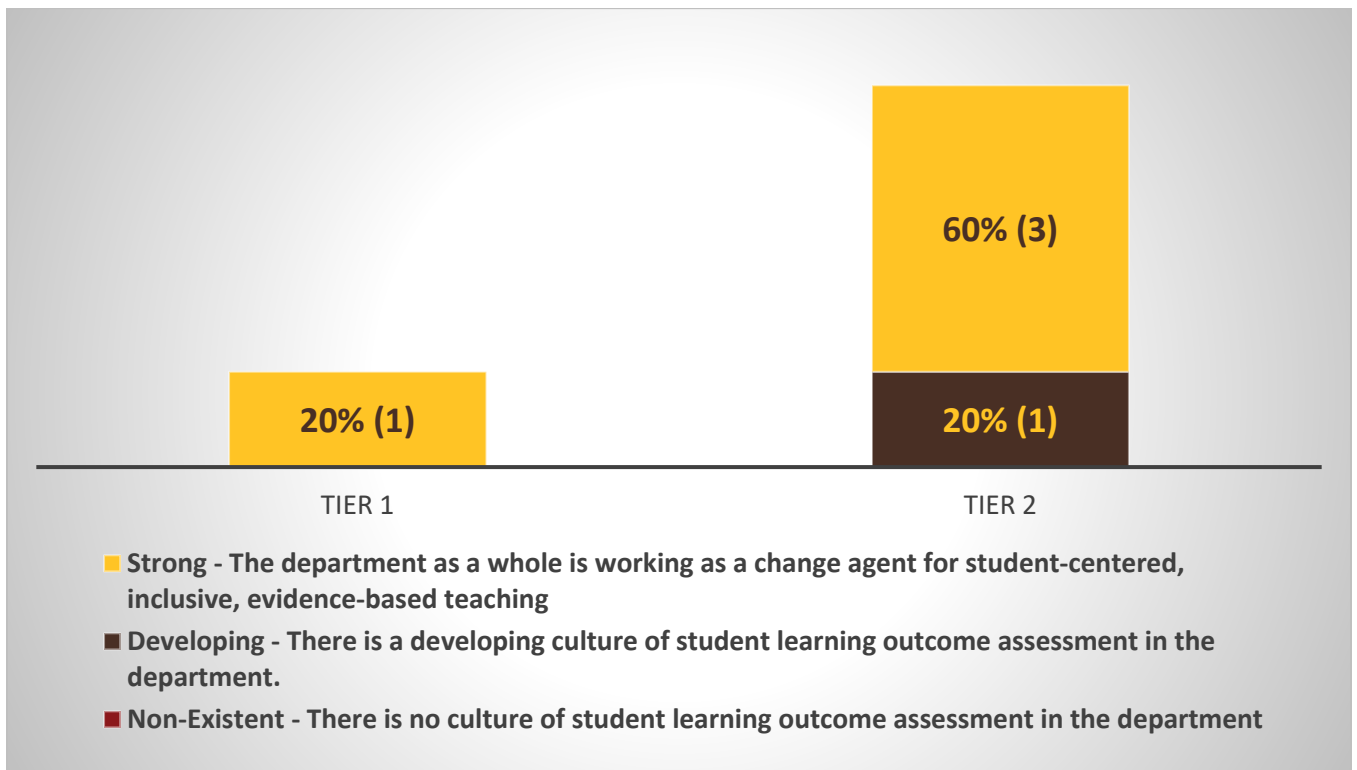
## Assessment Support & Culture Report

Please click [here](#) to review to review the Report Description.

Please click [here](#) to review the UW Assessment Tier Requirements.

### Culture:

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



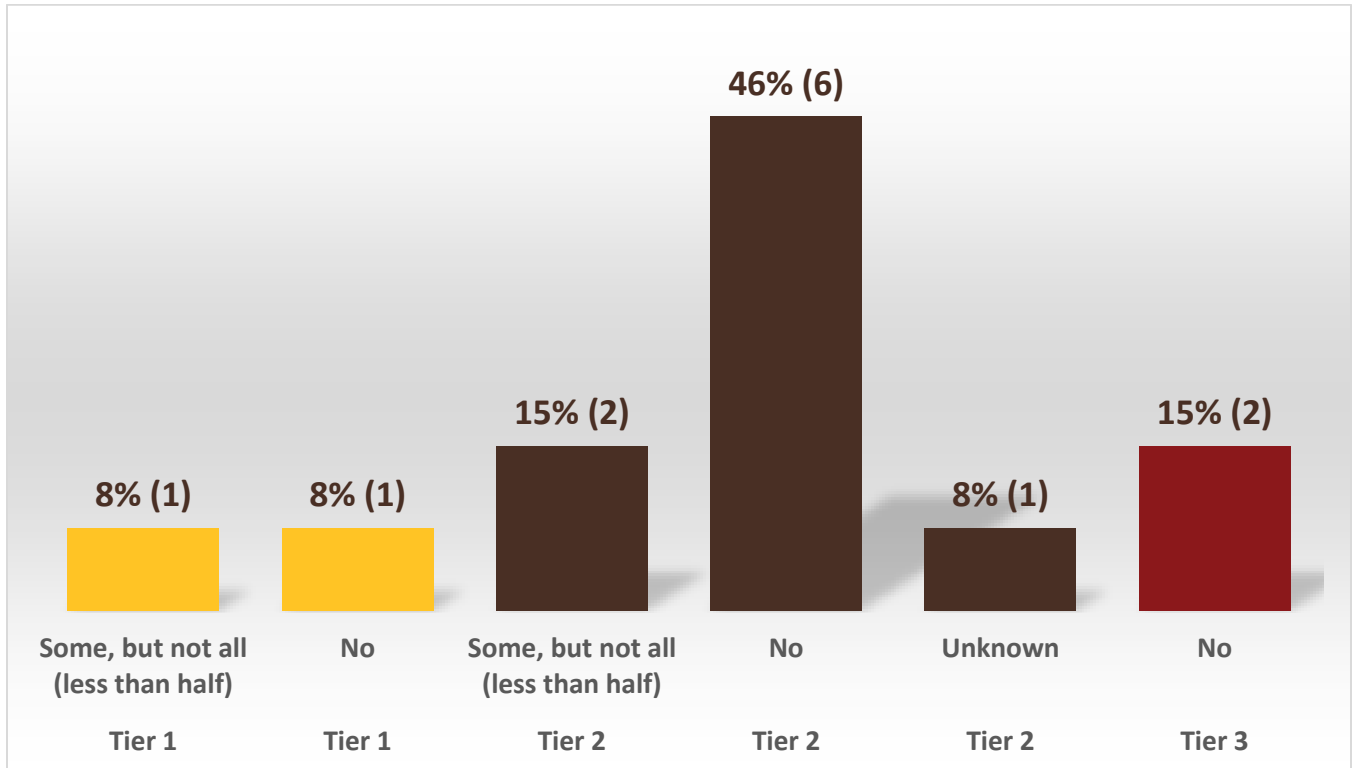
Question 10: Please briefly describe the assessment culture in your department or program:

- I do not know if this is addressed later, but I feel that the issue with T&P and not recognizing assessment is at the university level. There is no point in recognizing it at the department level when it is unvalued and discarded at the university level. Our department has a history of valuing assessment, and we are lucky that many of us are trained in program evaluation. We also believe strongly in not adding meaningless work, so we are motivated to ensure our assessment data has multiple uses, is meaningful, and that we use it.

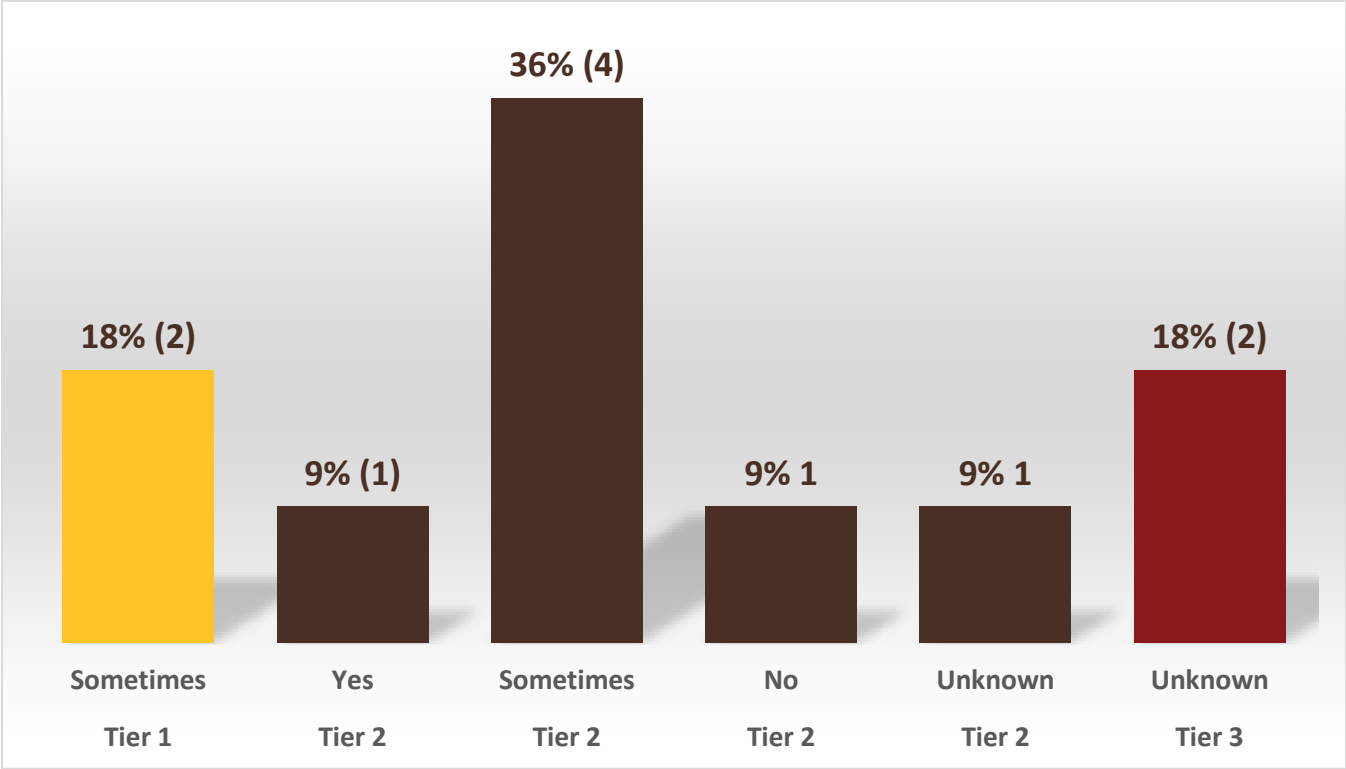
- The Microbiology Program has strong investment in student learning and assessment. However, I mark varied support in the above questions because faculty in the Microbiology program are spread across colleges, departments, and units (from Vet Sci, Microbiology, Botany and Chemistry). A majority of Microbiology faculty are LAMP-trained and all these trained faculty are performing robust assessment. In fact, we have more data than we can aptly analyze. The reasons for the Microbiology program's success are varied. I (Rachel Watson) have been lucky to lead LAMP and this helps. However, I cannot state with enough emphasis the importance of having a supportive person (Gerry Andrews) at the helm.
- Faculty acknowledge the importance of assessment in terms of contributing to student learning and ensuring degree programs are up-to-date and effective. Many, however, view the "formal assessment process" as an administrative hoop to be jumped through, and are regularly frustrated by the on-again/off-again emphasis of assessment at the university level.
- At this point we have lost momentum due to the pandemic and many faculty prior to that viewed assessment as another required task as part of their teaching role. It was not rewarded as much as it was expected.
- Same answer as for our undergraduate programs. Again, easier to do at a programmatic level than a departmental level.
- We understand how to assess graduate education and adapt the program on an individual basis, reflecting both the general strength of students and individual needs. This stands in contrast to undergraduate assessment where we do not have access to the same tools.
- We do not know how to do it, no one has the time to learn how to do it, we are willing to be told how to do it (presuming the assessment can be demonstrated to be effective and useful).
- I put developing because I feel like there are a few people interested/engaged in assessment, but also many who know nothing about it/are not committed or engaged to it. Honestly, we could use a quick refresher and need to organize once again as a department to have a more thorough strategy.
- We worked on it consistently for a few years in the early '10s but have not tackled it in the last few years. We do feel it is important and is far more than just grades.
- It is nonexistent for the graduate degrees we offer.
- The assessment culture in our department was stronger during our previous Department Head. Currently, the only assessment is annual renewal of our program accreditation with the Society for Range Management.

Labor of Assessment:

Question 6: Do the job descriptions for faculty in your department or program formally list assessment work?

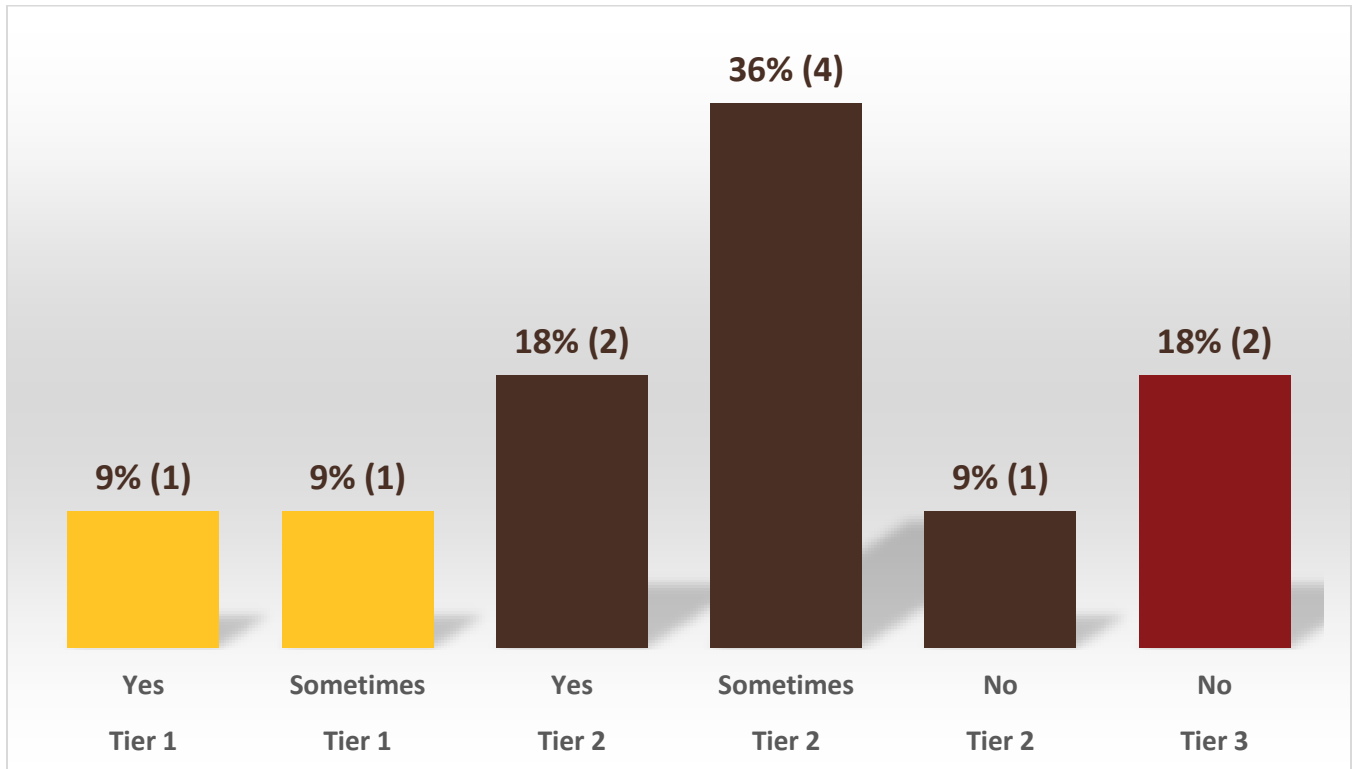


Question 7: In the tenure and review process, does your department or program value the labor of assessment?



Educational Development:

Question 8: Does your department/program offer, encourage participation in and/or incentivize faculty participation in educational development programs that support building an assessment culture?



# College of Arts & Sciences

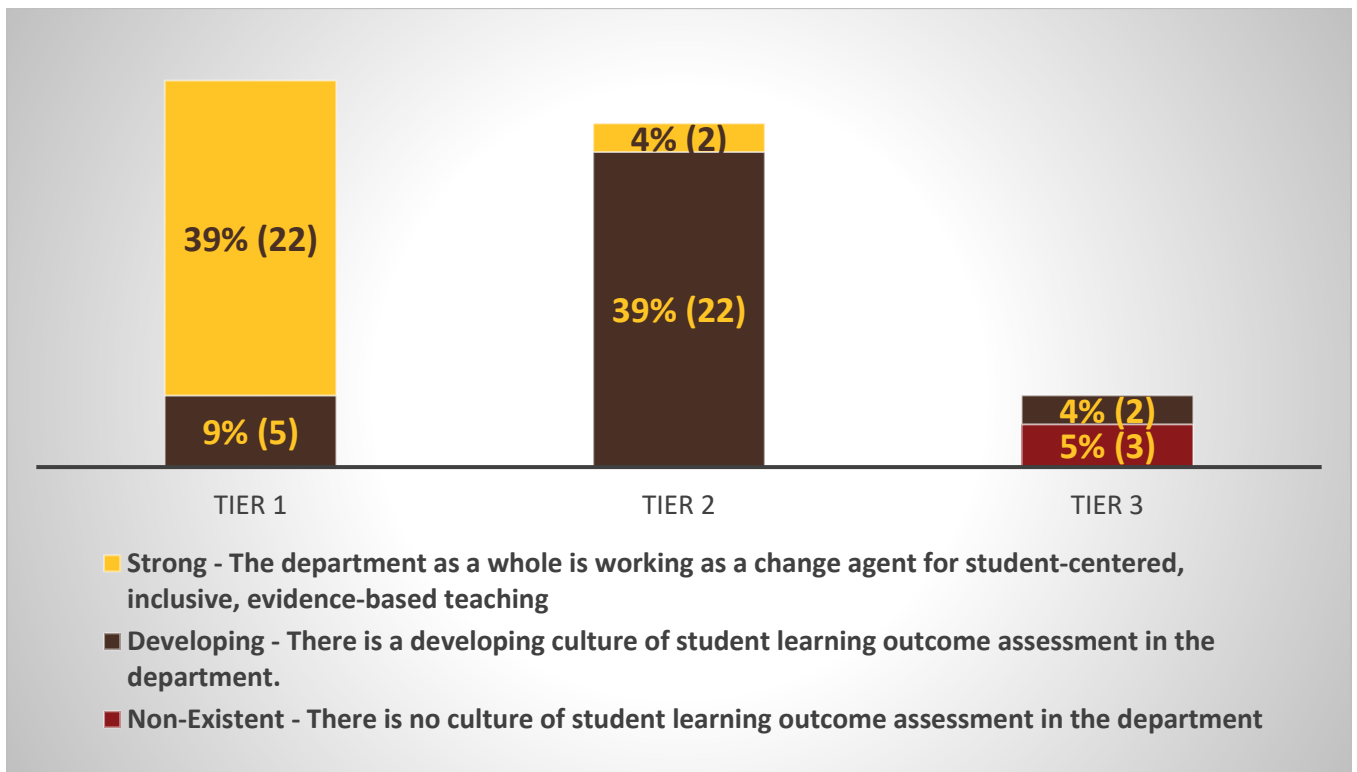
## Assessment Support & Culture Report

Please click [here](#) to review to review the Report Description.

Please click [here](#) to review the UW Assessment Tier Requirements.

### Culture:

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

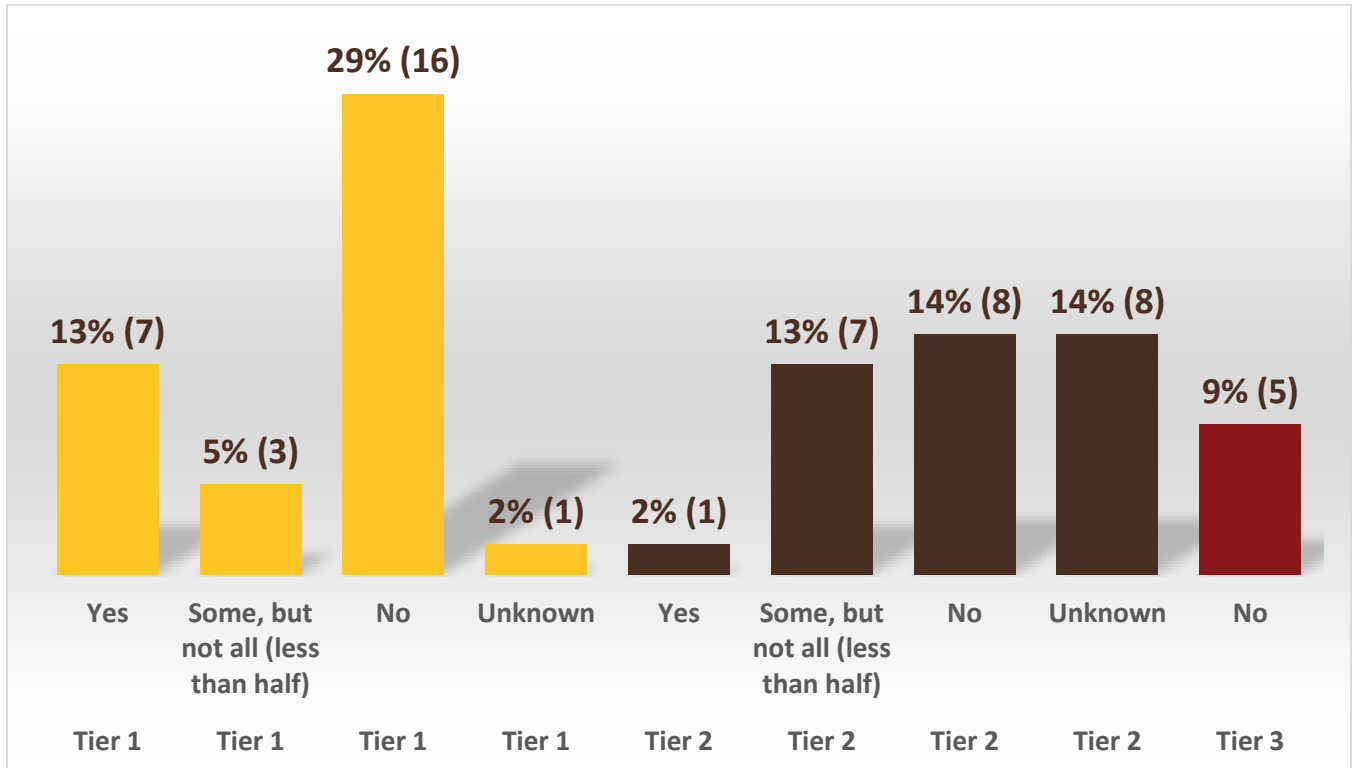


Question 10: Please briefly describe the assessment culture in your department or program:

Please see [Appendix A](#) for responses to Question 10.

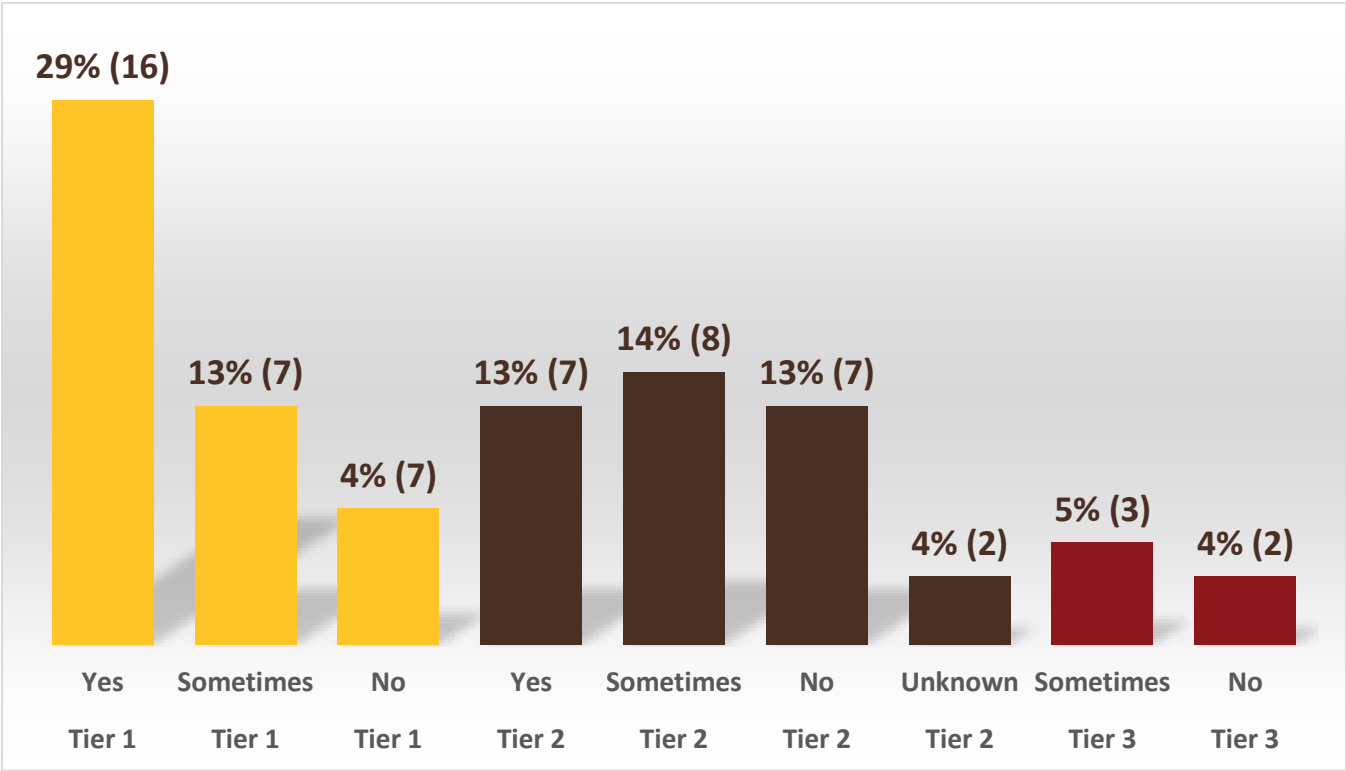
Labor of Assessment:

Question 6: Do the job descriptions for faculty in your department or program formally list assessment work?



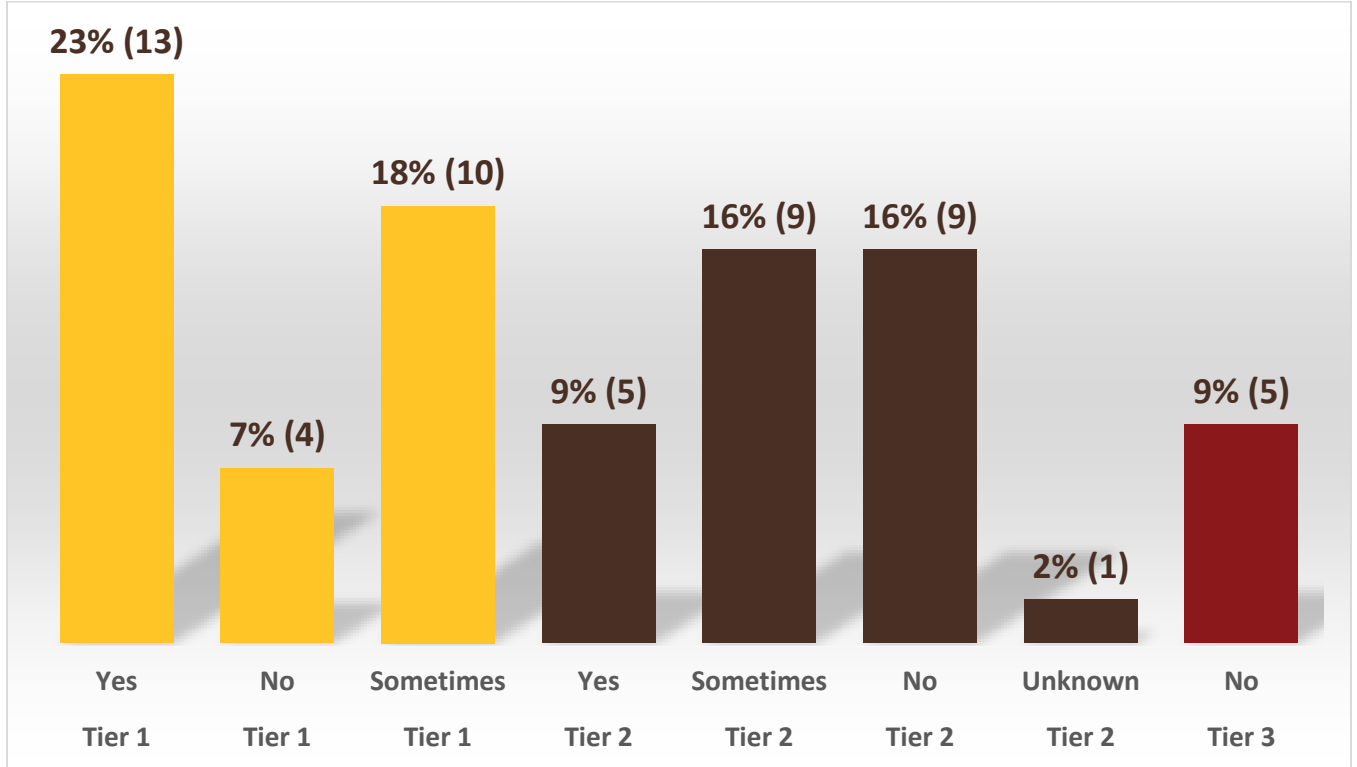


Question 7: In the tenure and review process, does your department or program value the labor of assessment?



Educational Development:

Question 8: Does your department/program offer, encourage participation in and/or incentivize faculty participation in educational development programs that support building an assessment culture?



# College of Business

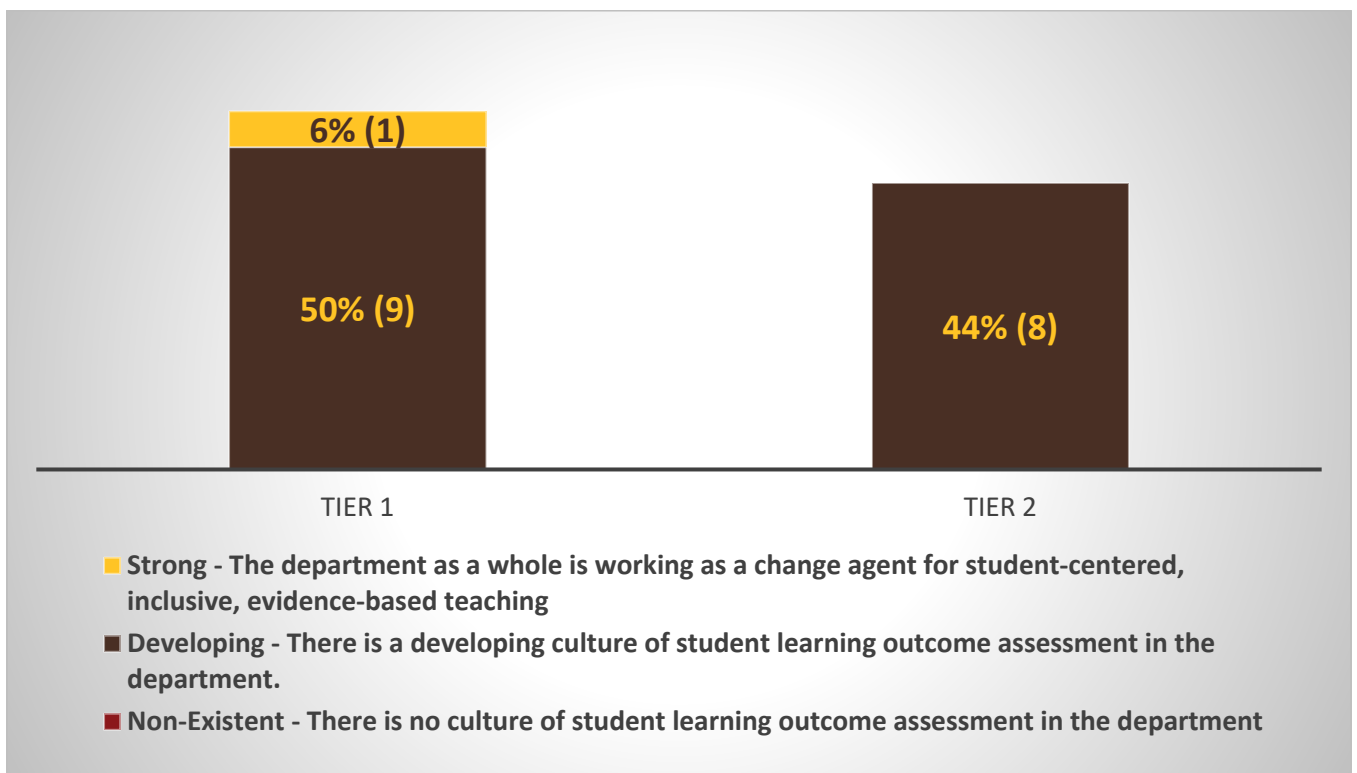
## Assessment Support & Culture Report

Please click [here](#) to review to review the Report Description.

Please click [here](#) to review the UW Assessment Tier Requirements.

### Culture:

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



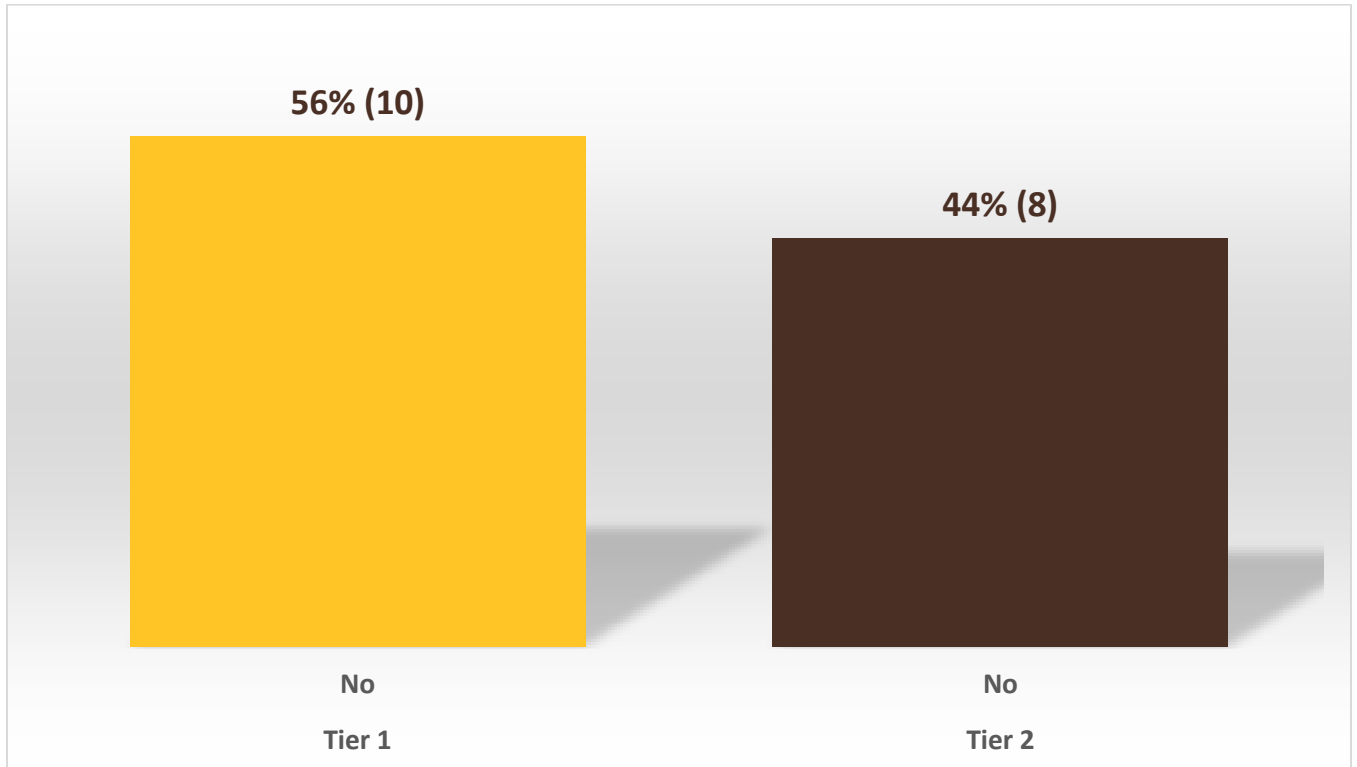
Question 10: Please briefly describe the assessment culture in your department or program:

- There is an expectation to engage in the assessment process but not yet a strong understanding of assessment.
- It is certainly improving but expectations to engage need to be formalized. Faculty now expect to be part of the assessment process, and most do so happily but only to a limited extent.

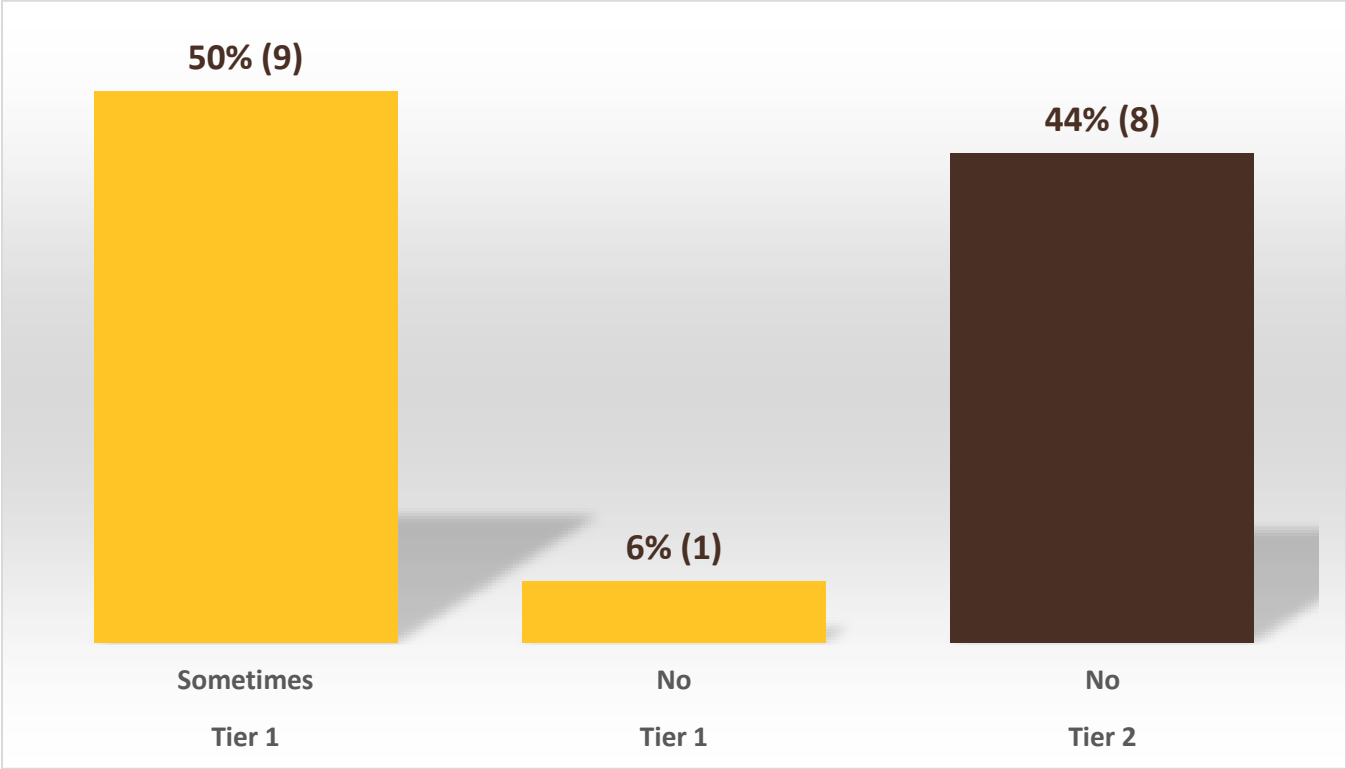
- The assessment culture has improved from the most recent accreditation process for the College of Business. However, we have always administered an exit exam for seniors and have hired a Director of Undergraduate Studies for the last 10 years or so.

Labor of Assessment:

Question 6: Do the job descriptions for faculty in your department or program formally list assessment work?

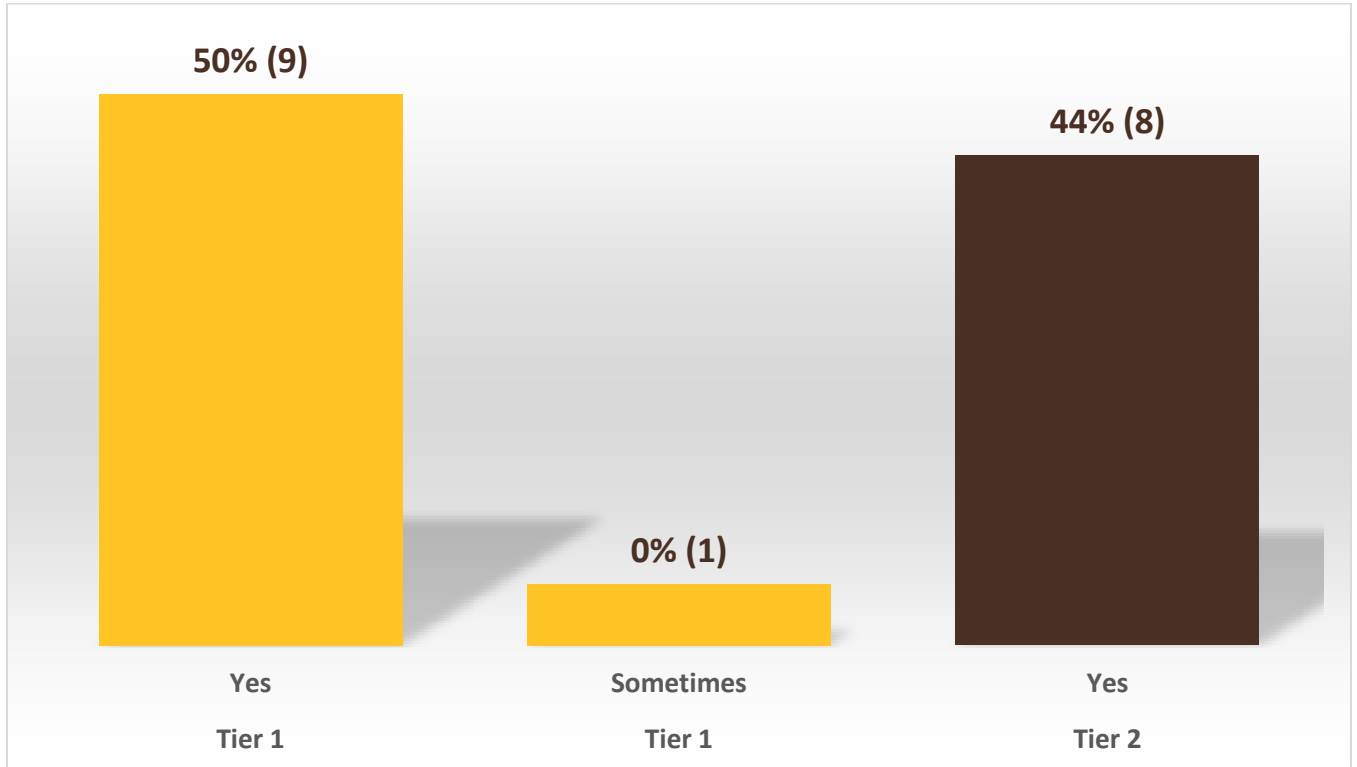


Question 7: In the tenure and review process, does your department or program value the labor of assessment?



Educational Development:

Question 8: Does your department/program offer, encourage participation in and/or incentivize faculty participation in educational development programs that support building an assessment culture?



# College of Education

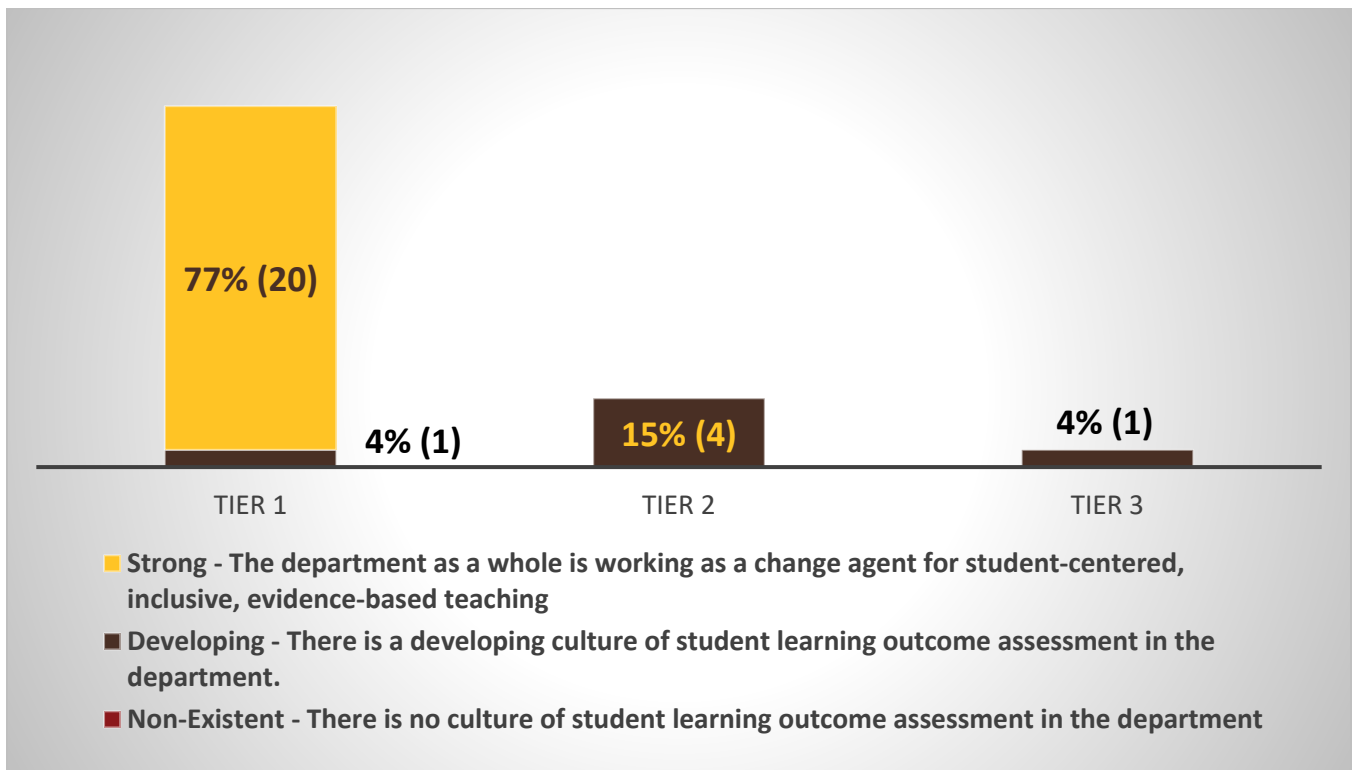
## Assessment Support & Culture Report

Please click [here](#) to review to review the Report Description.

Please click [here](#) to review the UW Assessment Tier Requirements.

### Culture:

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



Question 10: Please briefly describe the assessment culture in your department or program:

- The CoE has a lengthy history of data collection, sporadic analysis, and sporadic data driven program improvement implementation. We have continuously added and altered our data collection to include rich and relevant assessment data. The current leadership team has a focus on data analysis and data driven process change that they are building into the culture of standard college meetings.
- The agriculture education program is facilitated by faculty that is participatory in many assessment efforts and innovative events including Mursion teaching competitions that

have recently won national awards. The program continues to grow and garner a great deal of initial interest with students.

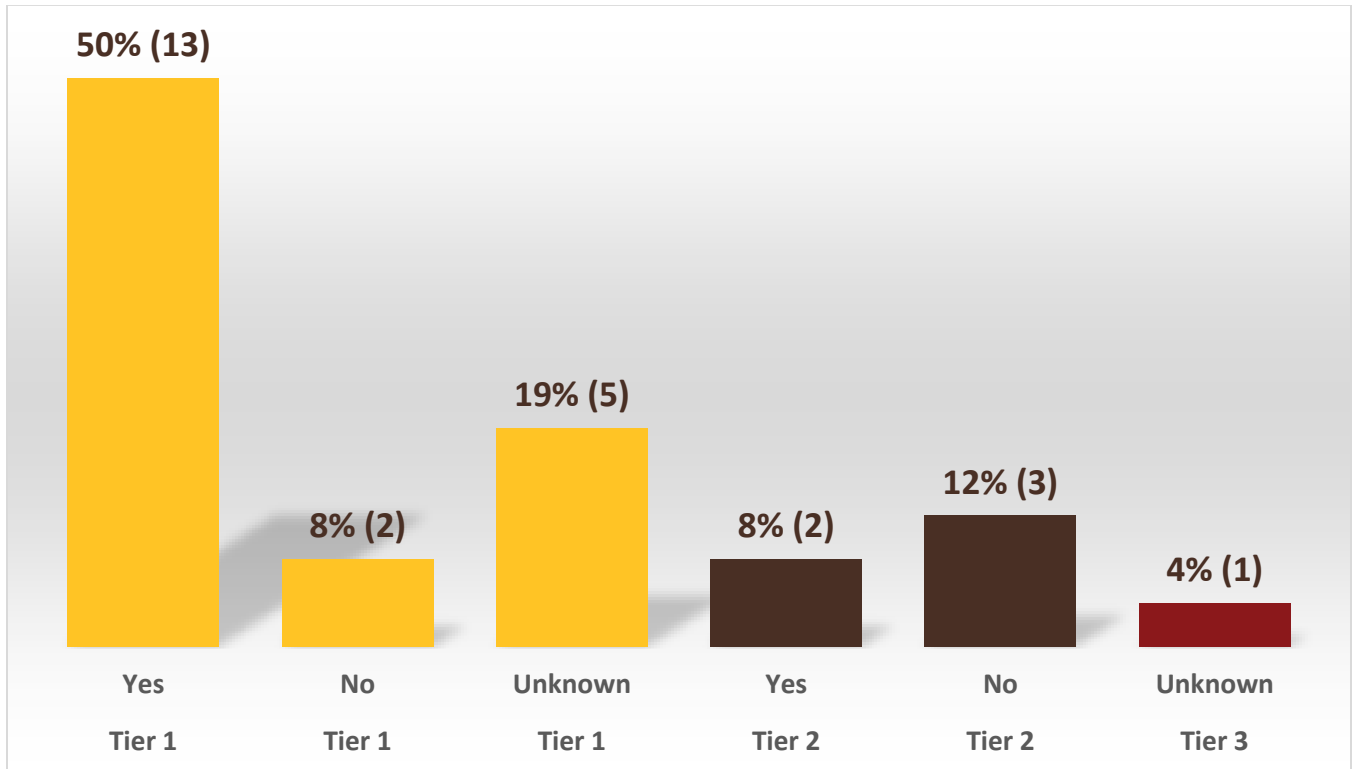
- The CTE program has recently went through extensive analysis and revision and will continue to make programmatic adjustments as needed based on future data collections.
- We have regular meetings and working groups in the College of Education for assessment and iterative improvement of programs.
- It has always centered on accreditation cycles, but we are moving to a model that will involve all faculty in reviewing student data as part of an ongoing improvement cycle.
- Given that our program is in Education, faculty are well-versed on the importance of clearly communicating their learning objectives on their syllabi and in rubrics developed for assignments.
- The secondary English education program has enjoyed a history of strong enrollment and high achievement amongst its students. English education faculty are well versed and participate at a high level in college assessment efforts.
- The modern languages programs in the college have been scrutinized over the years for low student enrollment, which has led to numerous opportunities for us to look at the assessment data heavily.
- The secondary social studies program has seen a great deal of fluctuation, especially in praxis scores in the last 5 years. The program has experienced repeated faculty turnover for the past 10 years, which contributes to a lack of continuity around these efforts. The program continues to be the leader in enrollment within the secondary programs.
- The special education faculty are well versed in college wide common assessments and specific program standard assessments. They are highly participatory in assessment and accreditation meetings as well.
- Faculty consistently and regularly assess student learning and the effectiveness of their courses to meet learning objectives. However, programmatic assessment has been relegated to accreditation pushes, rather than seen as an ongoing process. The College has been working for three years now to change the culture by participating in Deans for Impact, a project that brings colleges of education together to share data and work on program development. The focus thus far has been on undergraduate programs, but we are planning to include graduate program evaluation starting in Fall 2021.
- We, as a literacy faculty, engage in annual assessment of each doctoral student in literacy. We have written an email message to literacy faculty explaining what involvement in work with the literacy doctoral program entails. One component of this is helping with annual assessment. We asked faculty to let us know if they \*want\* to be involved in this work. So, faculty can decide whether they want to participate, but this is not written into folks' job descriptions.
- It becomes important when we seek accreditation. The previous Dean switched accreditors as our previous CAEP experiences were becoming too intense under the TEI-desired new programs. They were not easy to change under the previous CAEP standards. I imagine this changed our assessment focus as we are still developing programs.



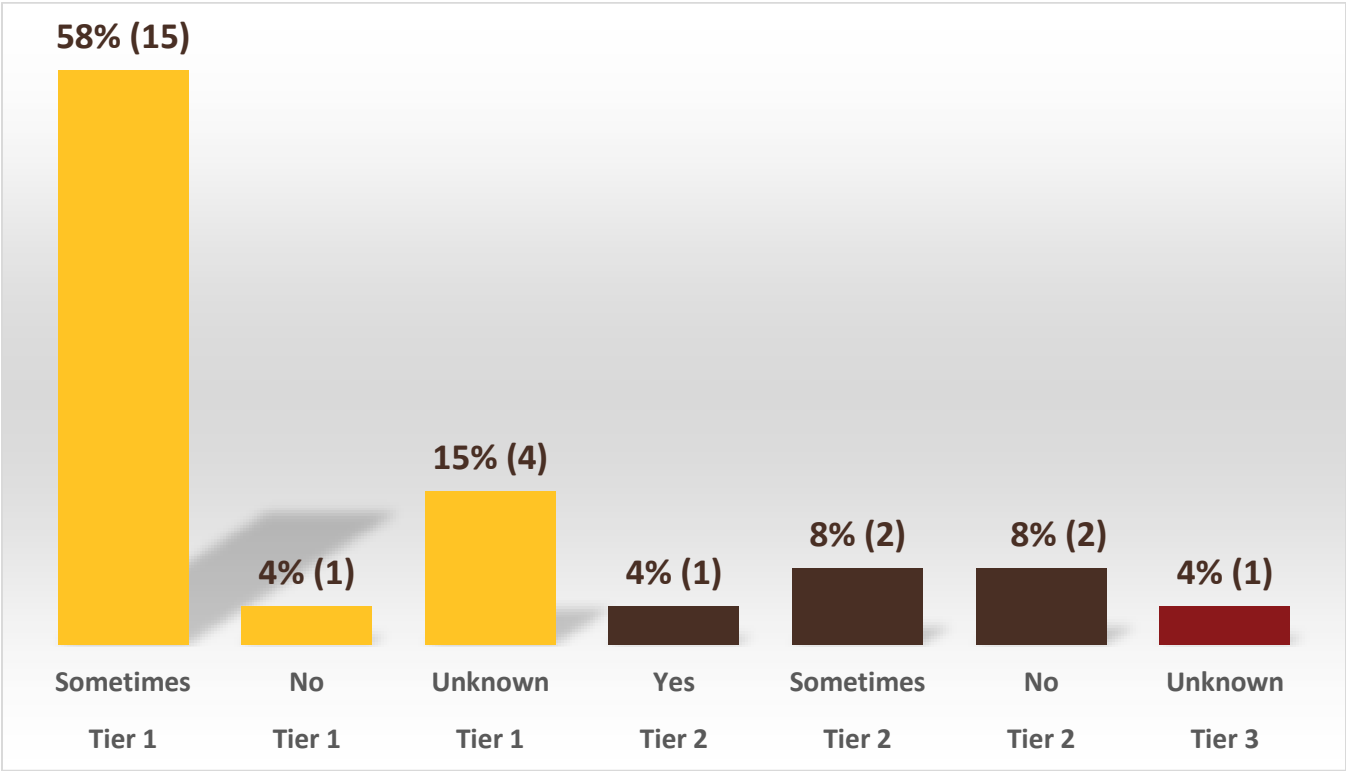
- We are CACREP accredited which means it is required to engage in this practice
- It is very individual, so I do not know that answer to that. There is not a unified culture at all.

Labor of Assessment:

Question 6: Do the job descriptions for faculty in your department or program formally list assessment work?

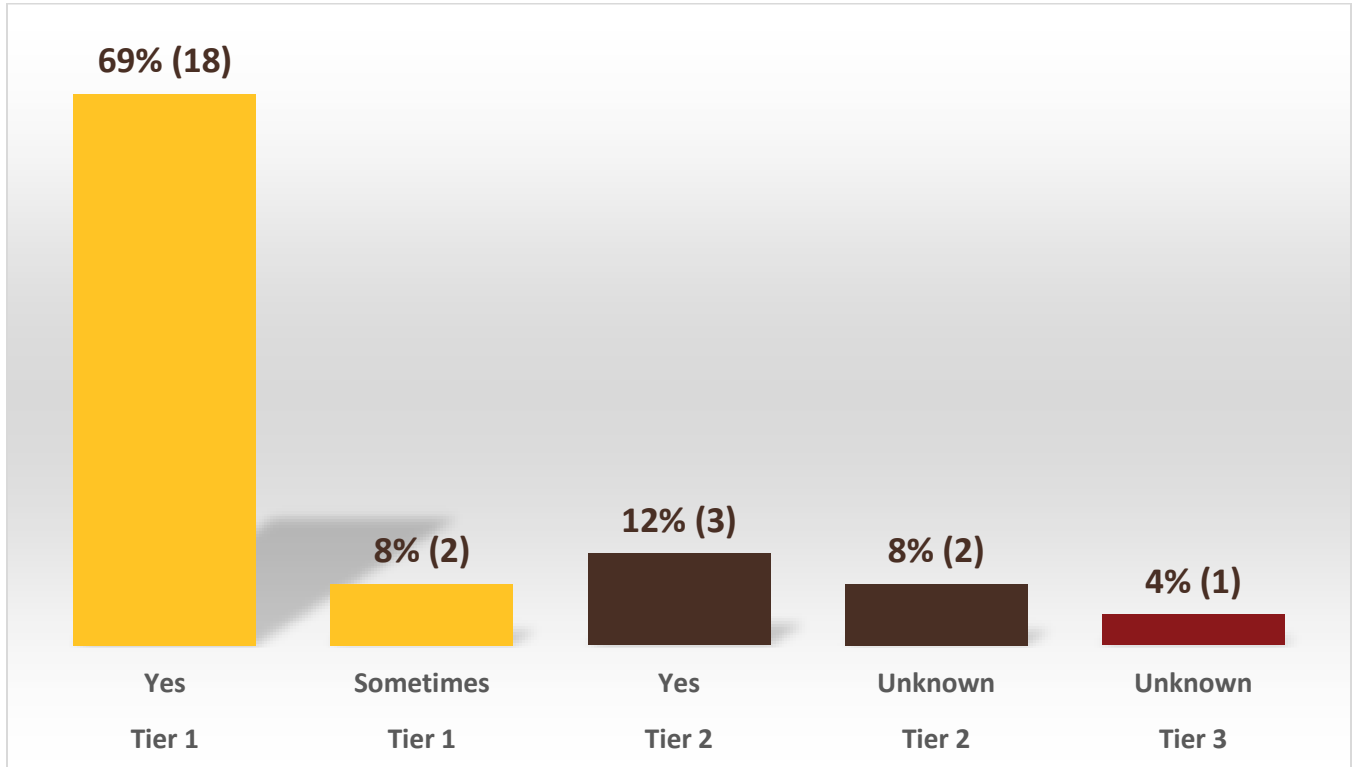


Question 7: In the tenure and review process, does your department or program value the labor of assessment?



Educational Development:

Question 8: Does your department/program offer, encourage participation in and/or incentivize faculty participation in educational development programs that support building an assessment culture?



# College of Engineering and Applied Science

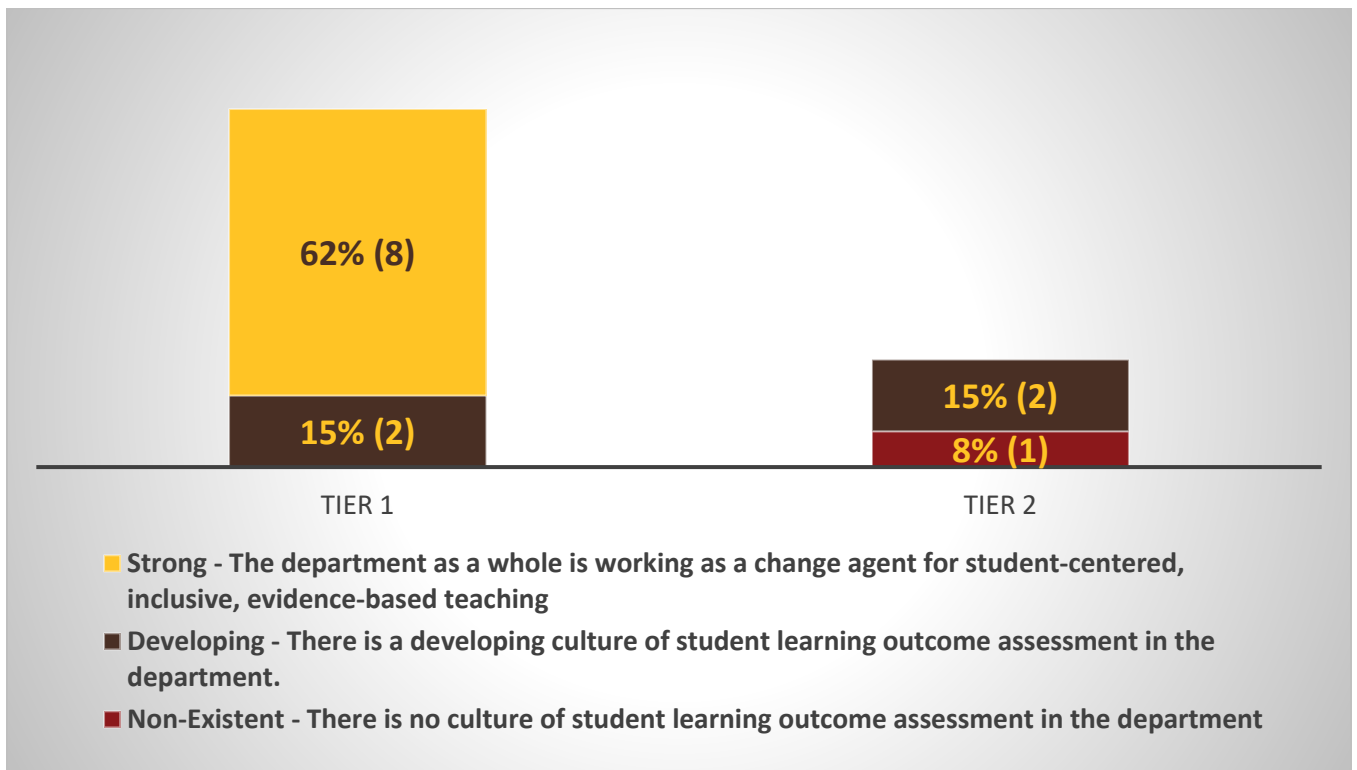
## Assessment Support & Culture Report

Please click [here](#) to review to review the Report Description.

Please click [here](#) to review the UW Assessment Tier Requirements.

### Culture:

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



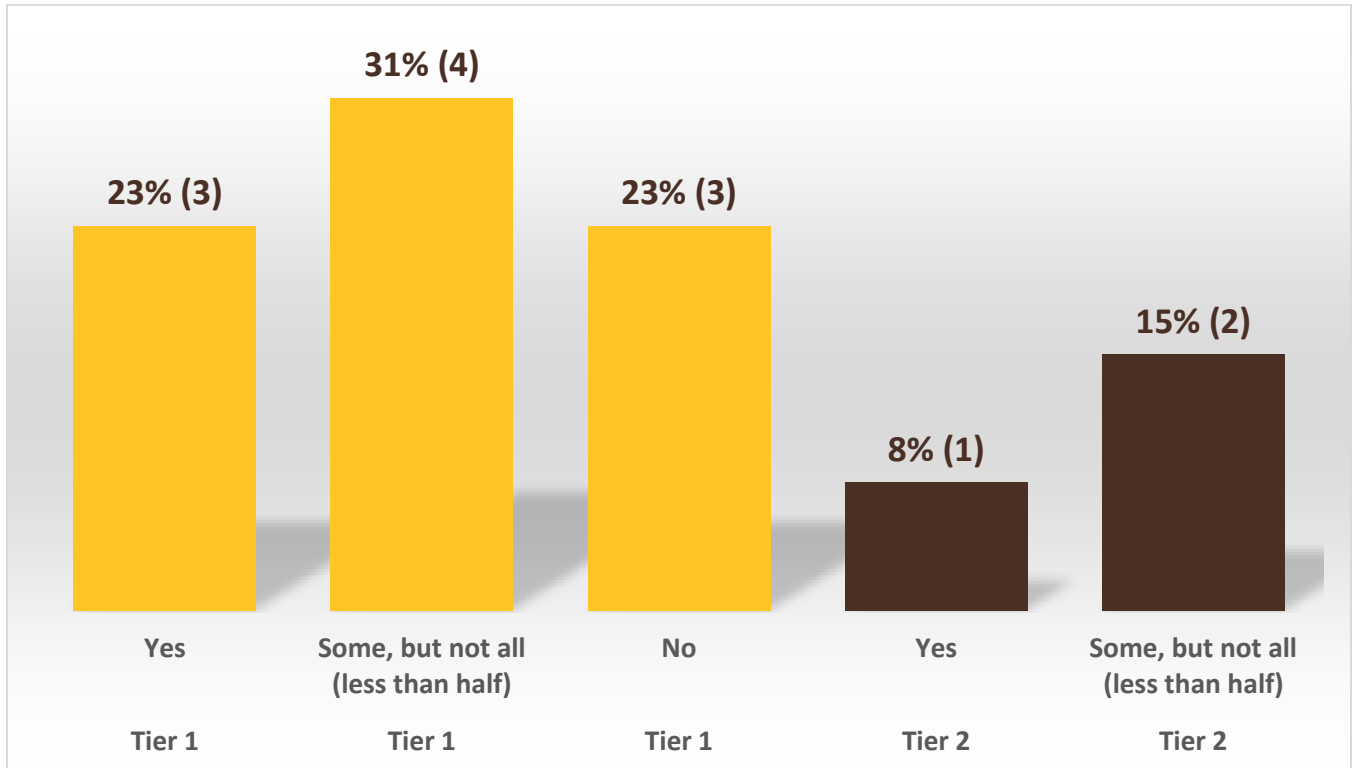
Question 10: Please briefly describe the assessment culture in your department or program:

- As mentioned above, all faculty are involved in student assessment. Service to the department is 10% in everyone's job description. We have an ABET Coordinator who checks up on these processes and faculty participation
- We have an assessment committee consisting of three faculty (out of 7) and two graduate student representatives. Faculty are charged with this (although there is no formal credit release) and are recognized for their service in their annual evaluation.
- We have an official ABET champion who regularly educates the faculty on assessment needs. We do a data collation year and one of assessment.

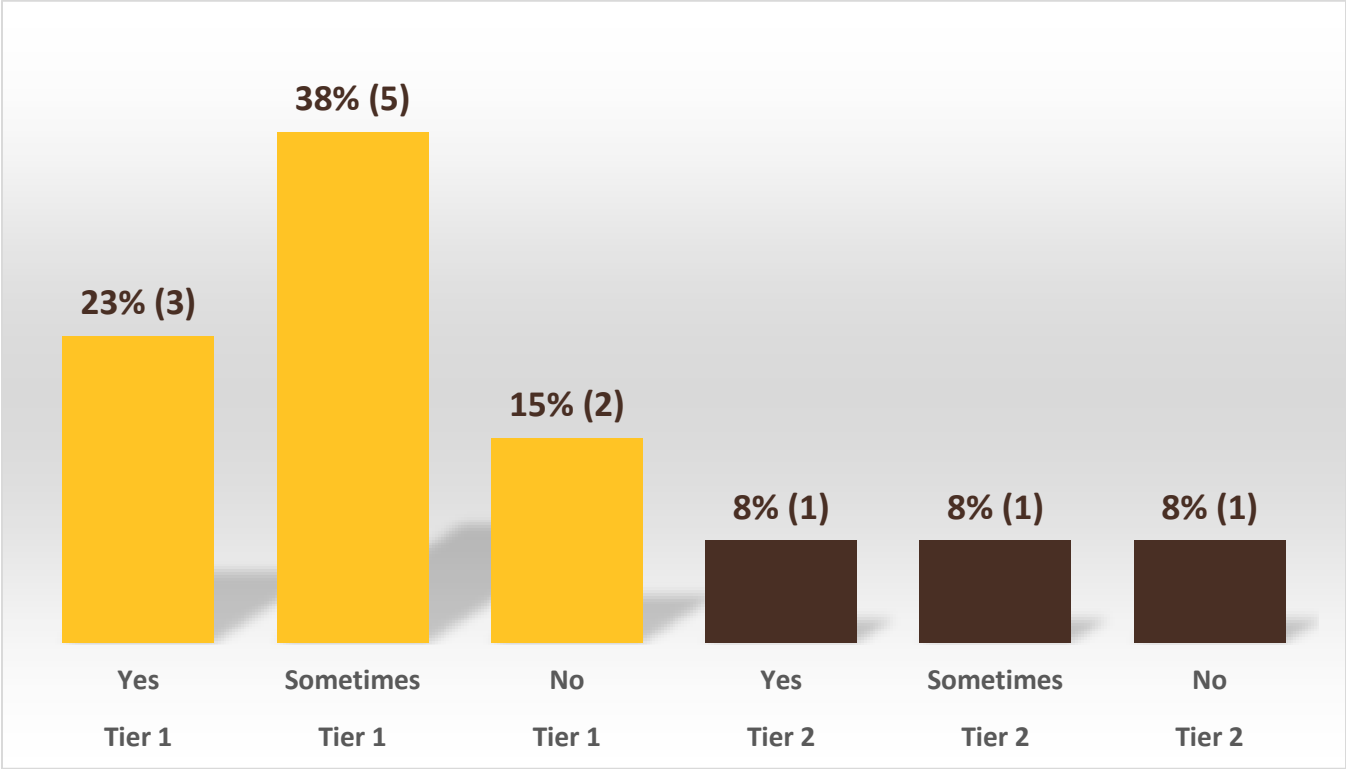
- Accreditation through ABET requires a systematic approach to assessment. Any efforts by UW to do more of this are redundant.
- We have two levels of assessment. The student learning outcomes are mandated by our accreditation body (ABET), and we have a very formal process for assessing those, since the result of assessment is used to create reports for ABET. Each learning outcome is measured by one or more Key Performance Indicators (KPIs) which are assessed by specific courses. This runs on a two-year cycle, so each KPI is assessed at least that often. The results from this assessment are gathered by the ABET Coordinator and discussed in the Undergraduate Committee and the entire faculty. All courses also have their own learning outcomes, and these are assessed informally by each instructor, and the results are also discussed at the Undergraduate Committee and at a faculty meeting. These assessments are summarized in course "notebooks", which are also available to ABET.
- A mandatory requirement for all CM faculty; however, adjunct faculty are not engaged at the same level.
- The entire department participates in and supports our assessment activities.
- The UG program is ABET accredited so there are strict rules about that. I am the graduate program coordinator, and I am working on the assessment for our MS and PhD program
- The Department has defined an assessment coordinator that works directly with faculty assigned to required courses. As faculty teaching assignments rotate, all faculty will be involved in the assessment of student learning. This is a work in progress and will take time to fully implement.
- To participate in assessment is "required" for all, but all faculty members regard it as a chore or nuisance and do the least amount of work they can. This is impossible to manage.
- The entire department participates in and supports our assessment activities.
- We have an assessment coordinator that works with individual faculty to implement assessment of student learning outcomes in courses each semester.

Labor of Assessment:

Question 6: Do the job descriptions for faculty in your department or program formally list assessment work?

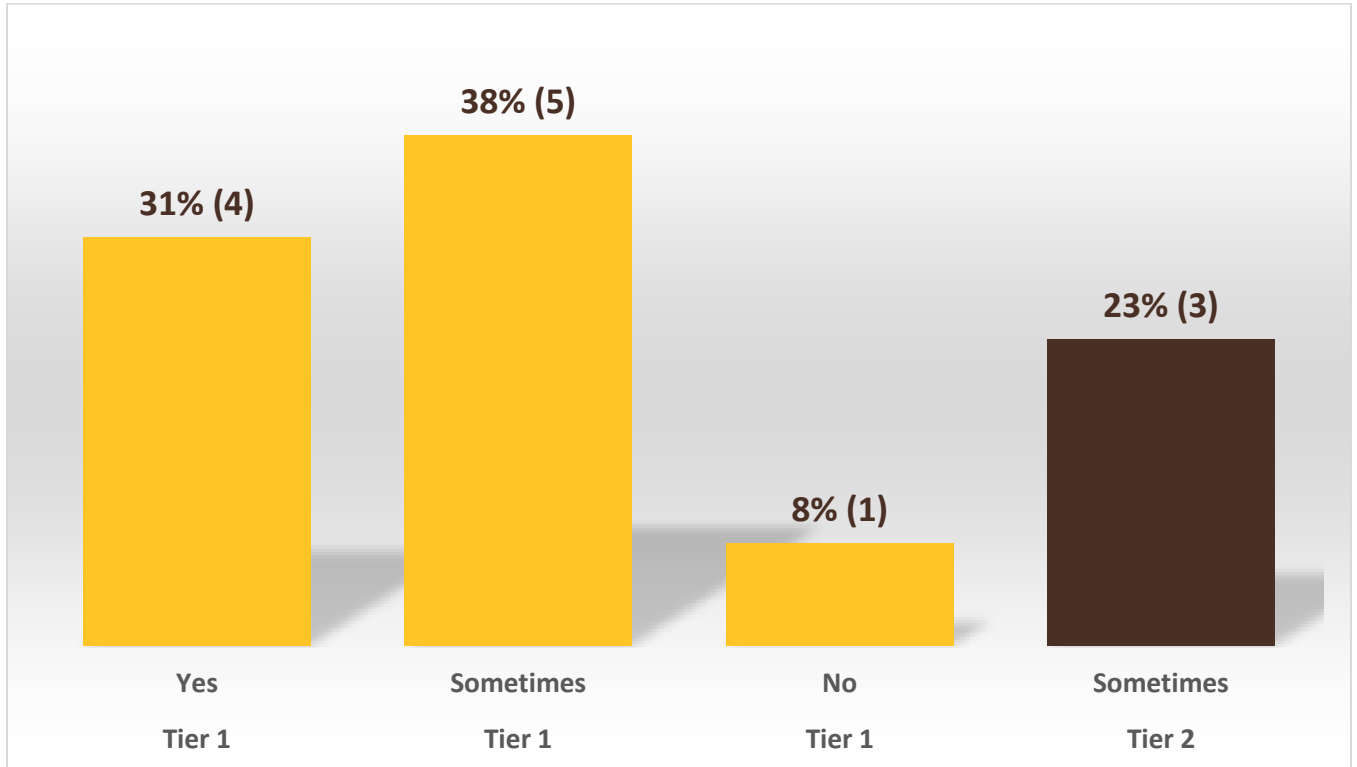


Question 7: In the tenure and review process, does your department or program value the labor of assessment?



Educational Development:

Question 8: Does your department/program offer, encourage participation in and/or incentivize faculty participation in educational development programs that support building an assessment culture?





# College of Health Sciences

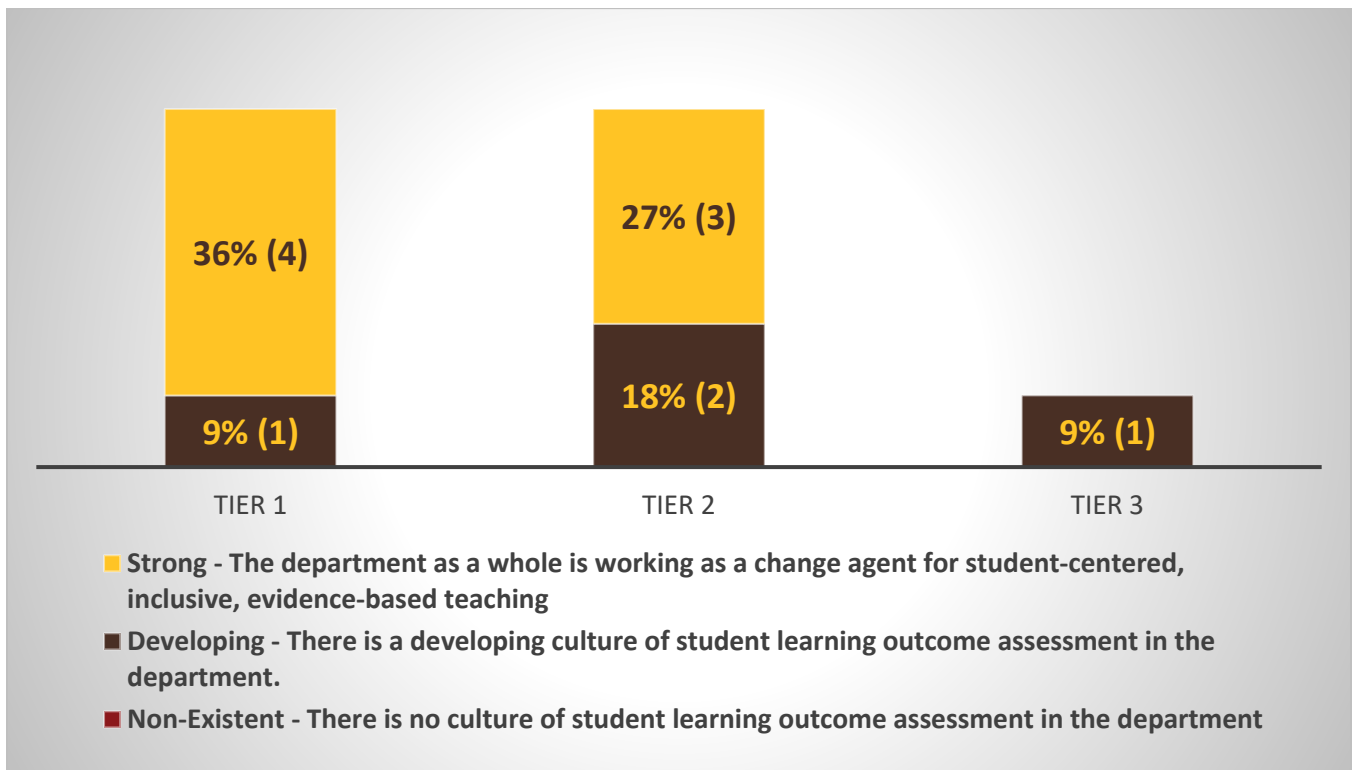
## Assessment Support & Culture Report

Please click [here](#) to review to review the Report Description.

Please click [here](#) to review the UW Assessment Tier Requirements.

### Culture:

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



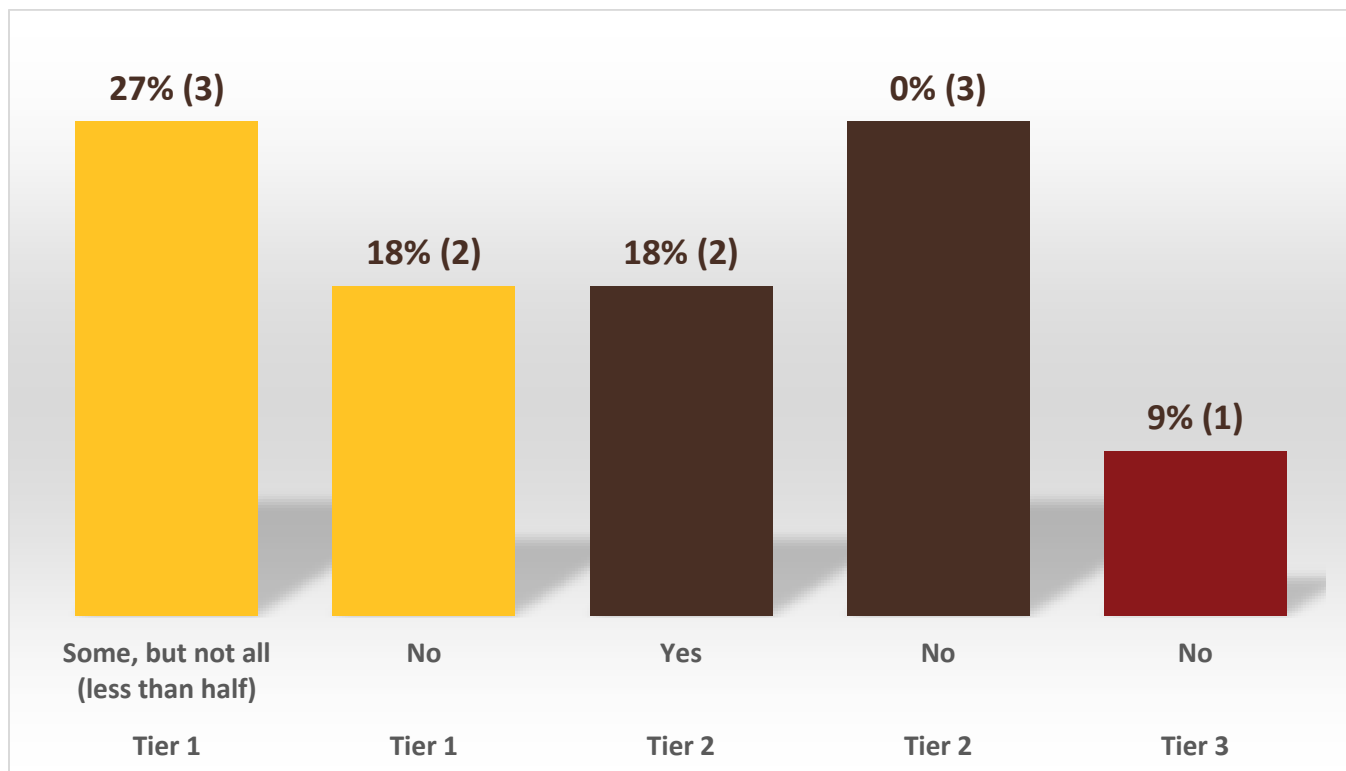
Question 10: Please briefly describe the assessment culture in your department or program:

- We work hard to ensure that students are meeting and/or exceeding the program/student outcomes. Some faculty struggle with understanding assessment, especially if their master's/doctorate program did not prepare them for this. Time is always a hindrance in ensuring that all this work gets completed during the school year. Once it is summer, good luck getting faculty to complete assessment information. IF it was part of their contract or if they were paid for additional days, that might help.

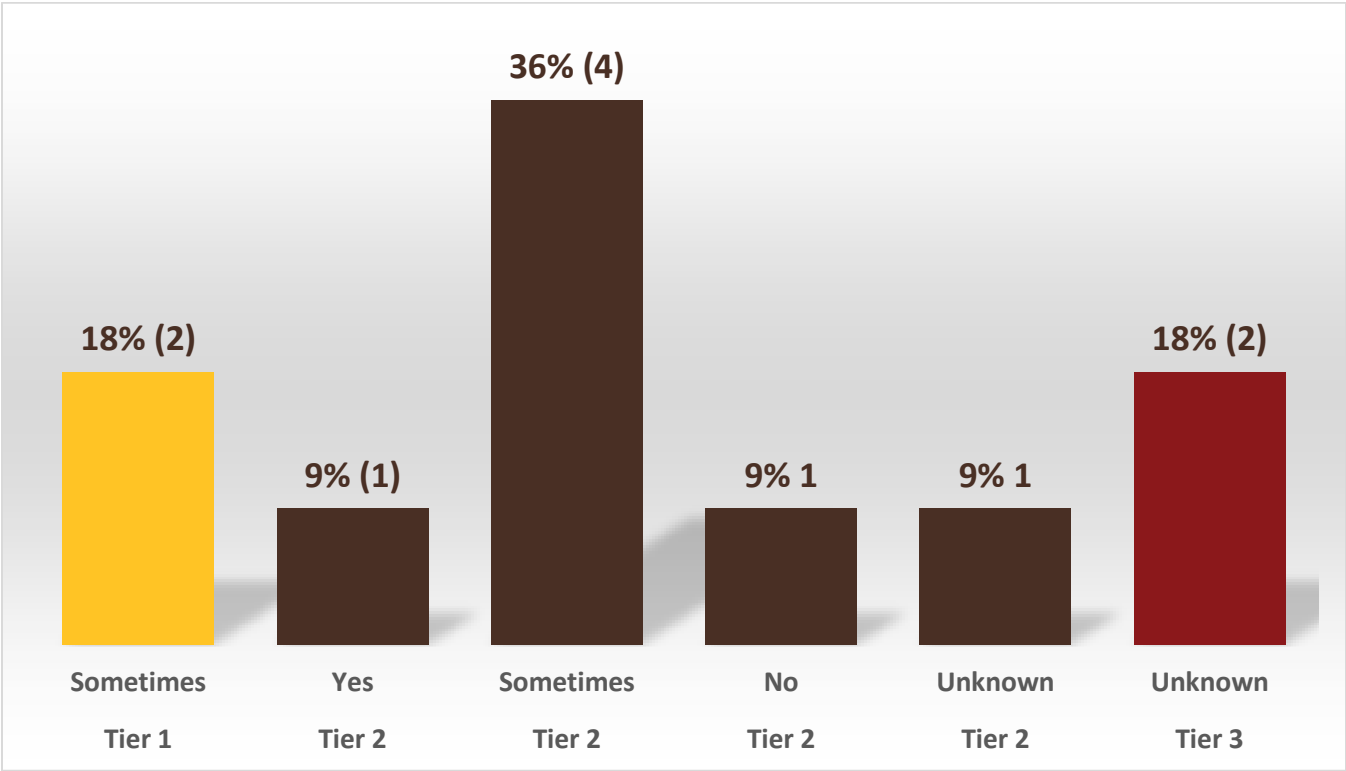
- First, 90% of the faculty are temporary lecturers - matter subject experts. As a department we support a culture to provide a safe environment for all students. Students are asked to send any concerns to the director of the program at any time. In addition, in the initial orientation we discuss the importance of diverse opinions and that all are given the opportunity to participate in any discussions. Our faculty are diverse as well and we highlight this with our students that these are professionals in multiple areas of the healthcare professions and that they fully support an equity system across the board.
- Assessment is emphasized by our accrediting body, so it is an integral part of measuring the School's performance against the standards. Each course is tied to multiple SLO/Competencies. I will provide overview documents in a separate email.
- First, assessment and evaluation are key components of our profession as social work is based on evidence-based practice. So, all faculty are already trained to value and utilize assessment in professional social work practice. This is further re-enforced in doctoral programs. Second our continued accreditation requires that we continually assess and evaluate our program and make changes in the program based on those assessments. We are required to do annual assessments, post those results on our web page and those assessments are reviewed every seven years by the Council on Social Work Education.
- Due to accreditation requirements, we continuously work on programmatic assessment in the department. This is done collectively at faculty meetings, workdays, etc.
- Given that the university has been inconsistent in assessing graduate programs, we have also become somewhat 'relaxed' in our culture. In many ways, we developed our student outcomes and began assessment to improve from Tier II to Tier I. However, without that incentive, the responsibility for consistent assessment has fallen to individual faculty members. As graduate program coordinator, I have also not 'enforced' our assessment requirements with faculty members.
- Given our nursing accreditation standards, we are required to have a program evaluation plan. Given recent changes in accreditation standards and a number of new faculty, we are continually developing our knowledge and implementation of program assessment.
- One department committee, Curriculum and Evaluation, is devoted to program evaluation and assessment. Undergraduate program teams assess and review the program annually.
- Most of our faculty are temporary lecturers and subject matter experts. We review the syllabus they submit each time the course is offered and provide suggestions. As they are not full-time employees, we do not have them go through assessment, culture, or other training as we do that through an umbrella for all students in the program vis the director of the program who is a full-time employee and has a background in evaluation, culture, and other areas or assessment.
- Assessment and student learning are very well supported, but the T&P process across the university is unclear on assessment. In many ways, it is simply seen as part of my and other faculty members' responsibility, which it is.
- We understand the need and the benefit and there is enthusiasm for beginning a program. However, with the current faculty workloads it is difficult to justify the time required in place of research or delivering courses.

Labor of Assessment:

Question 6: Do the job descriptions for faculty in your department or program formally list assessment work?

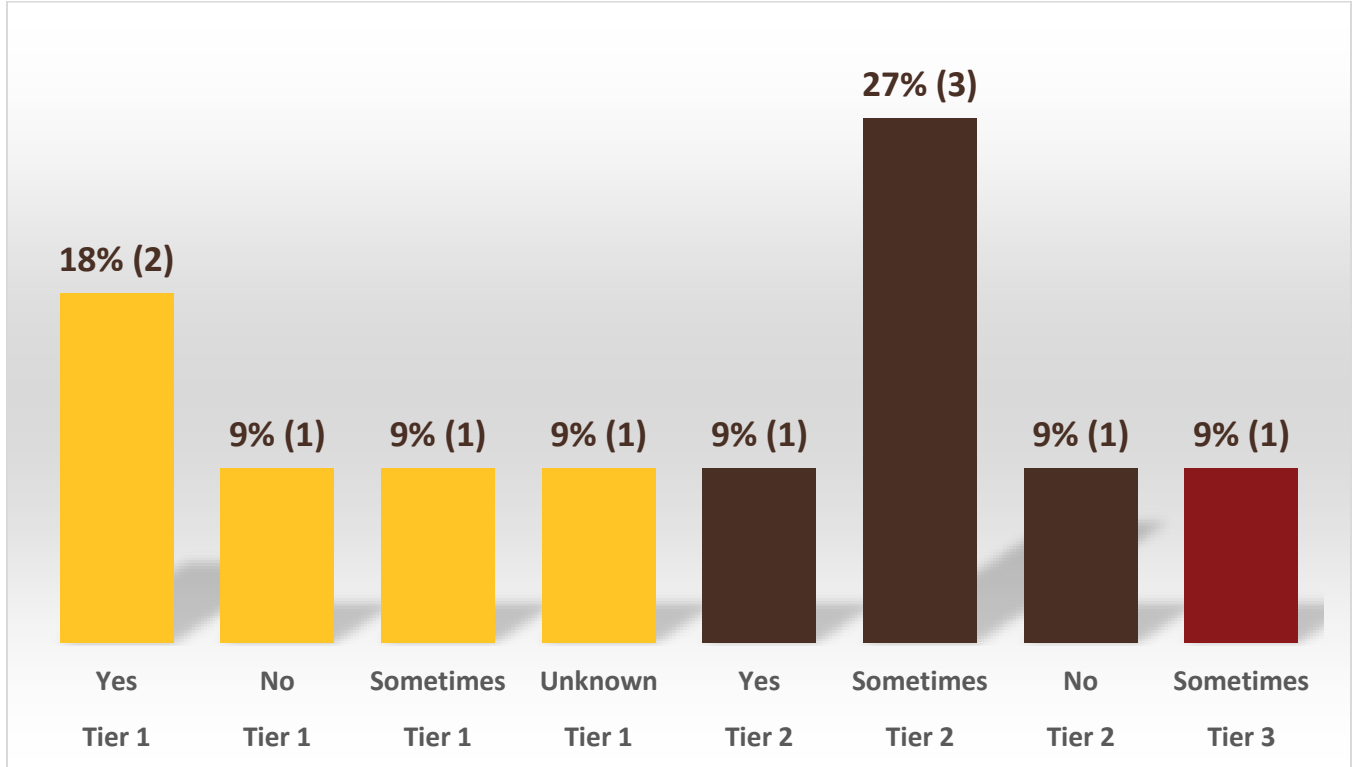


Question 7: In the tenure and review process, does your department or program value the labor of assessment?



Educational Development:

Question 8: Does your department/program offer, encourage participation in and/or incentivize faculty participation in educational development programs that support building an assessment culture?



# College of Law

## Assessment Culture Report

Please click [here](#) to review to review the Report Description.

Please click [here](#) to review the UW Assessment Tier Requirements.

### Culture:

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

- Again, see comments before. We strongly encourage assessment - but the law school program has different ways of assessing learning outcomes, and they could differ from course to course, and they do differ between the first year and the second and third years.

### Labor of Assessment:

Question 6: Do the job descriptions for faculty in your department or program formally list assessment work?

- Unknown

Question 7: In the tenure and review process, does your department or program value the labor of assessment?

- Yes

### Educational Development:

Question 8: Does your department/program offer, encourage participation in and/or incentivize faculty participation in educational development programs that support building an assessment culture?

- Yes

# Honors College

## Assessment Culture Report

Please click [here](#) to review to review the Report Description.

Please click [here](#) to review the UW Assessment Tier Requirements.

### Culture:

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

- New hire will focus on assessment

### Labor of Assessment:

Question 6: Do the job descriptions for faculty in your department or program formally list assessment work?

- Unknown

Question 7: In the tenure and review process, does your department or program value the labor of assessment?

- Unknown

### Educational Development:

Question 8: Does your department/program offer, encourage participation in and/or incentivize faculty participation in educational development programs that support building an assessment culture?

- Yes

# UW Casper

## Assessment Culture Report

Please click [here](#) to review to review the Report Description.

Please click [here](#) to review the UW Assessment Tier Requirements.

### Culture:

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

- New.

### Labor of Assessment:

Question 6: Do the job descriptions for faculty in your department or program formally list assessment work?

- Unknown

Question 7: In the tenure and review process, does your department or program value the labor of assessment?

- Unknown

### Educational Development:

Question 8: Does your department/program offer, encourage participation in and/or incentivize faculty participation in educational development programs that support building an assessment culture?

- Unknown



# UW Haub School of Environmental and Natural Resources

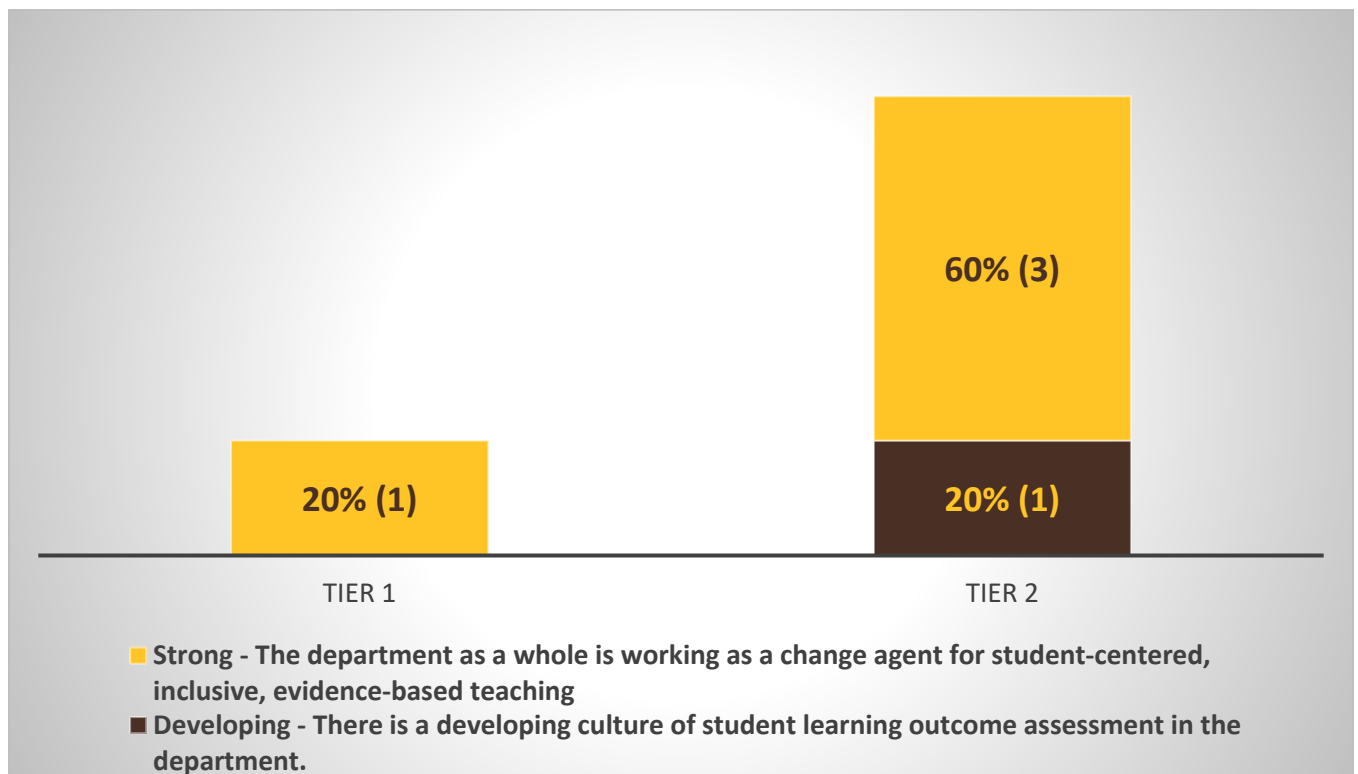
## Assessment Culture Report

Please click [here](#) to review to review the Report Description.

Please click [here](#) to review the UW Assessment Tier Requirements.

### Culture:

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



Question 10: Please briefly describe the assessment culture in your department or program:

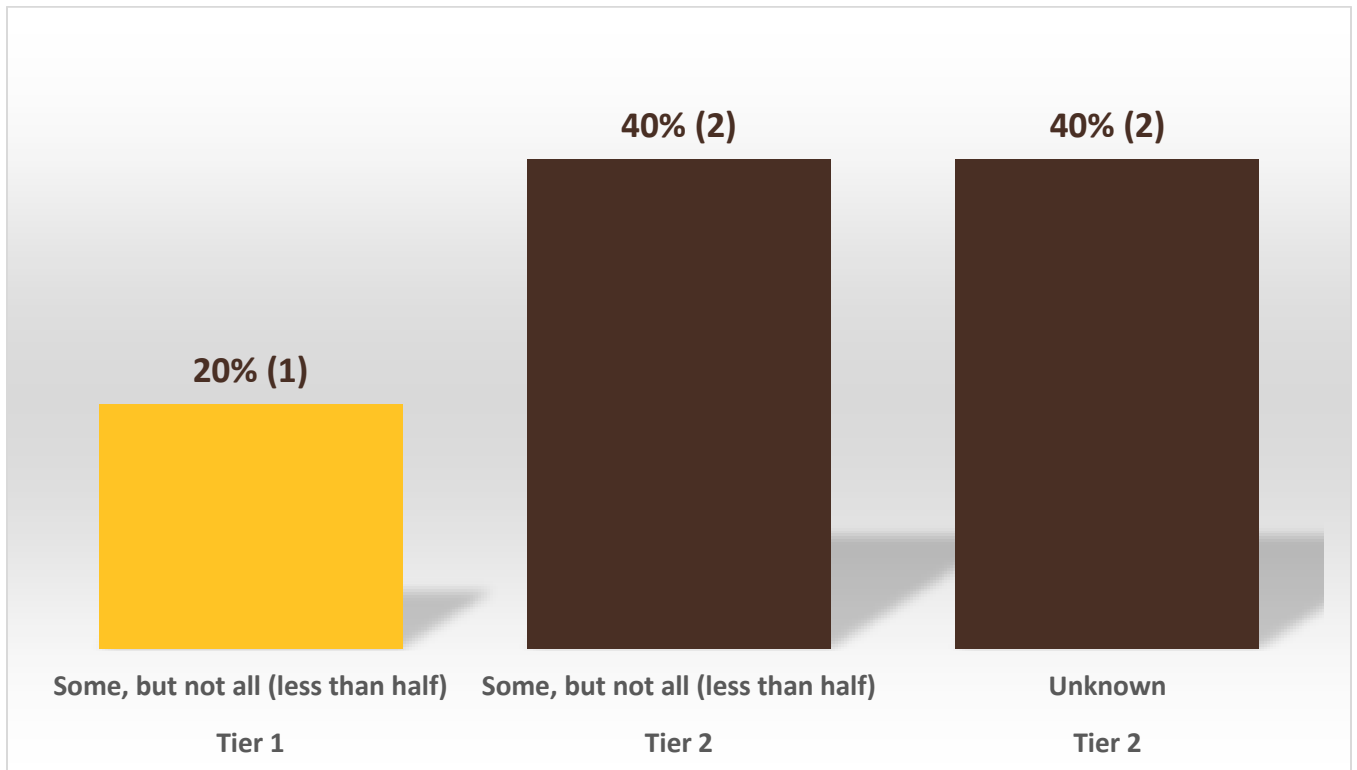
- The Haub School has a strong commitment and culture amongst our faculty that values student learning, reflective practice, and excellence in pedagogy overall. As our "touchstone" person on assessment, my personal/professional framework approaches assessment as inclusive of student LOs and direct assessment of student products, but my preference is to include more qualitative and narrative practices beyond LO evaluation as part of valuable assessment practices. Our broader culture supports pedagogical development, instructional differentiation, and formative/summative assessment

alongside other best practices, including reflective practice, communities of practice/peer-to-peer observation discussions, professional development sessions and workshops, toolkits, SOTL discussions, and other forms of student-focused and instructor-focused qualitative assessment, including self-reporting and narrative evaluation. The Haub School has 10 years of consistent and facilitated qualitative mid-semester evaluations in each core course and we (faculty and student services/advising personnel) conduct live exit interviews and online surveys with all graduating students, inquiring into student experiences in a holistic way. Each year we share thematic summaries of exit interviews and mid-semester evals to inform faculty discussions and curricular reviews.

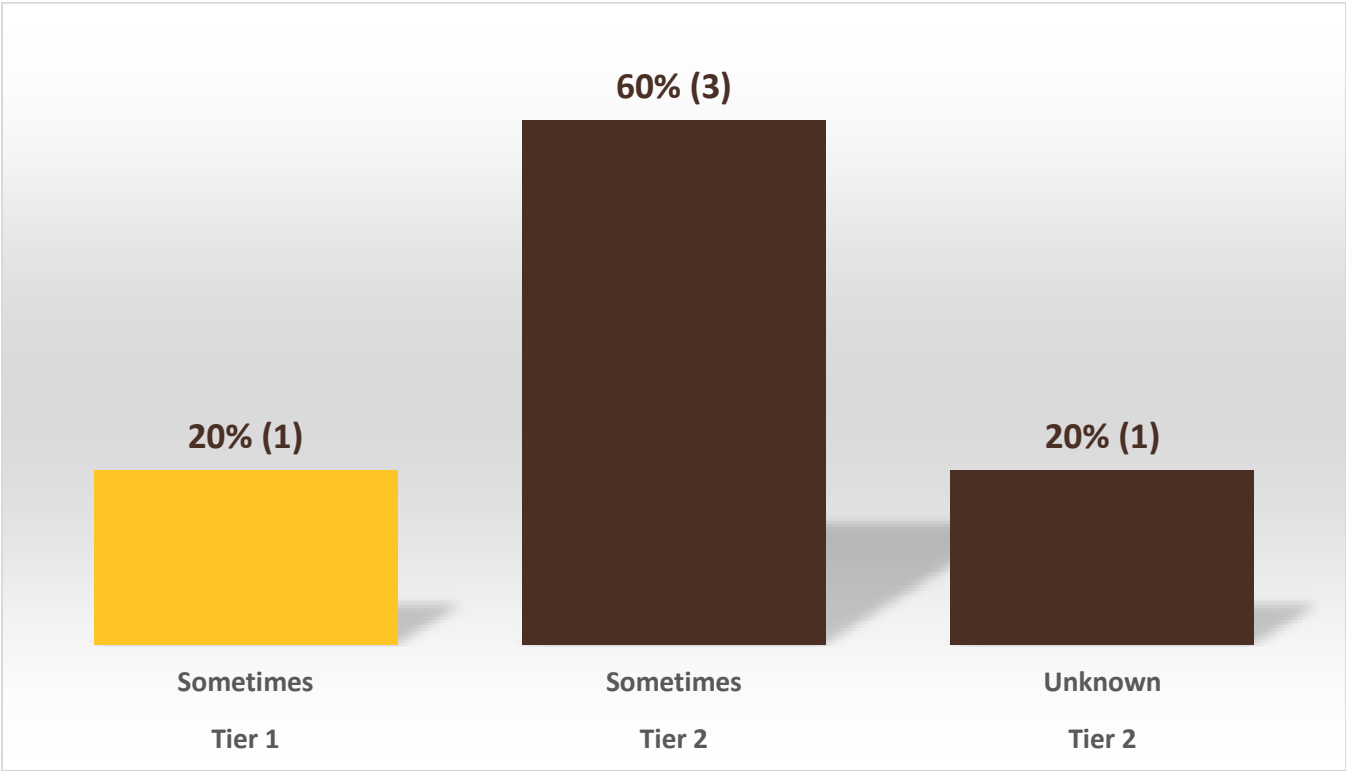
- The Haub School assessment culture is strong at the undergraduate level, and due to the student-centered, pedagogical excellence characteristics of the Haub School, much of that has carried over to graduate student programming. I echo Maggie Bourque in sharing that the Haub School has "over 10 years of consistent and facilitated qualitative mid-semester evaluations in each core course", which is true at the graduate level. There are some ways assessment of graduate learning outcomes for the concurrent major could be more robust. An assessment plan was created in 2016, which has been partially implemented. Our graduate committee is new and could take the lead on matters of assessment.
- The Haub School is supportive of the assessment of learning objectives - particularly at the undergraduate level. I would say we have work to do at the graduate level, but this is partially a function of not having our own graduate degree (we currently only have a joint degree (the JD/MA degree) and a concurrent master's degree program. We do exit interviews of our graduate students and the information from those exit interviews is certainly reflected upon and used to tweak aspects of the program. A more formal/regular assessment process could certainly be helpful.
- We work closely together as a faculty to talk about classes, how they align and scaffold, and occasionally move learning outcomes from one class to another to better distribute those outcomes.

Labor of Assessment:

Question 6: Do the job descriptions for faculty in your department or program formally list assessment work?

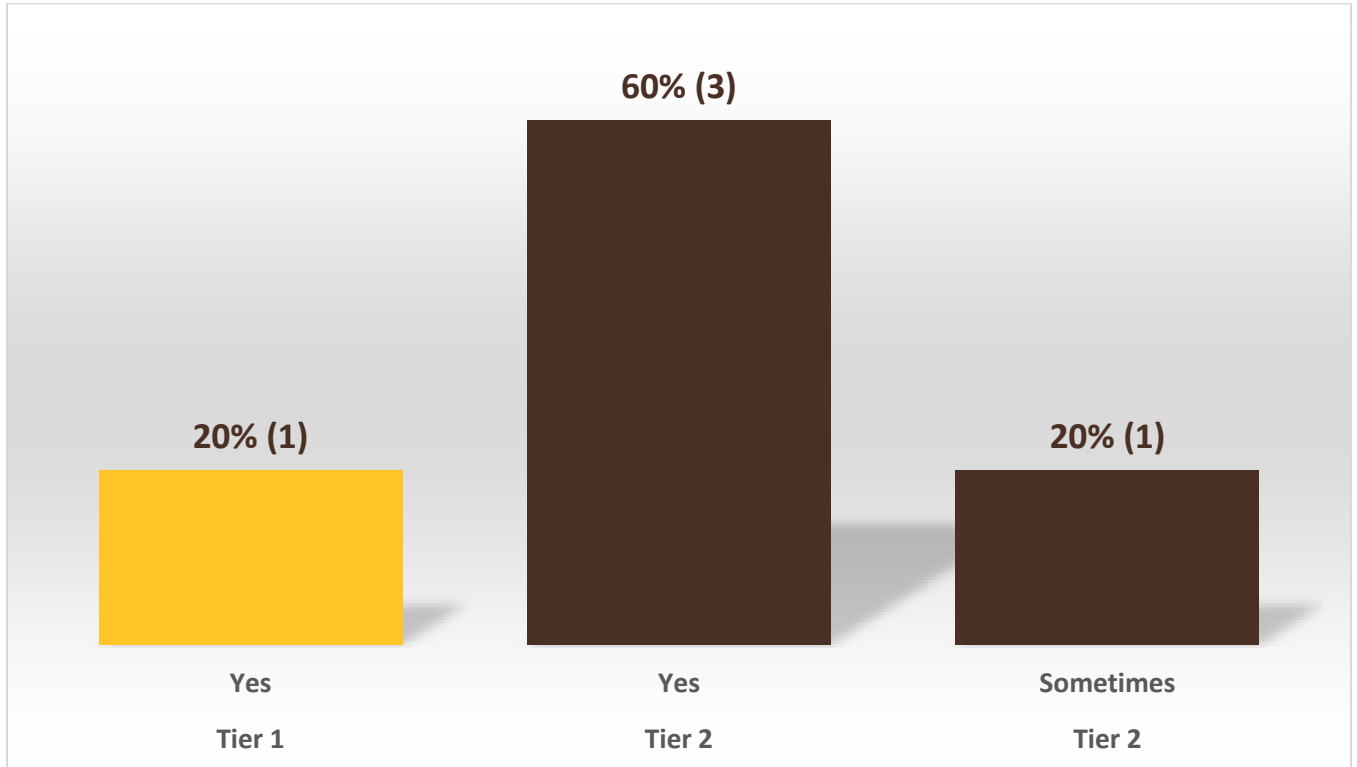


Question 7: In the tenure and review process, does your department or program value the labor of assessment?



Educational Development:

Question 8: Does your department/program offer, encourage participation in and/or incentivize faculty participation in educational development programs that support building an assessment culture?



# Wyoming Geographic Information Science Center (WyGISC)

## Assessment Culture Report

Please click [here](#) to review to review the Report Description.

Please click [here](#) to review the UW Assessment Tier Requirements.

### Culture:

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

- Our program is new (we launched two new M.S. degrees, three graduate certificates, and two undergraduate certificates during this academic year). We are currently developing our assessment plan from the ground up at the course, credential, and program level. This work will be ongoing in the next year+.

### Labor of Assessment:

Question 6: Do the job descriptions for faculty in your department or program formally list assessment work?

- Some, but not all (less than half)

Question 7: In the tenure and review process, does your department or program value the labor of assessment?

- Sometimes

### Educational Development:

Question 8: Does your department/program offer, encourage participation in and/or incentivize faculty participation in educational development programs that support building an assessment culture?

- Sometimes

## Appendix A

### College of Arts & Sciences Q10 Responses

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

- It is a pain in the rear, so I am the only one to volunteer to do it.
- Department leadership takes assessment seriously and encourages involvement in assessment from faculty. There are differing views in the department about the effectiveness or importance of assessment, broken across generational and/or sub-disciplinary lines. Overall, the department is very supportive of assessment.
- Our mathematics instructors are devoted to enhancing their instruction and generating meaningful mathematics learning for UW students. The degree to which individual instructors are familiar with and incorporating student-centered instruction varies, but many of our instructors are dedicated to increasing their instructional efforts in these areas. Not all faculty and instructors are directly involved in departmental assessment activities, most of that work is completed by a smaller committee, but all faculty receive at least yearly updates about our departmental assessment efforts and every year all faculty participate in assisting with data collection efforts for departmental assessment.
- It is primarily driven by the program director, at least explicit programmatic assessment. On the other hand, conversations about intentions and content (learning goals, assessment thereof) in all our courses is frequent and routine.
- We are committed to meaningful assessment, for the strength of the program and the best professional development for our MA students.
- We are committed to meaningful reflexive assessment. We have not had a chance recently to revisit our approaches but curricular changes and developments in media and digital production among other things mean it is time to renovate our assessment process.
- A majority of our faculty have now participated in the UW LAMP workshop and are working to include clearly defined student learning outcomes and their assessment in their courses. While we still rely on student course performance and evaluations in making much of this assessment, some of our colleagues are incorporating tools like critical thinking tests, value rubrics, etc., to better evaluate the impact of our teaching.
- It is a team effort for English 1010, the undergraduate major, and the graduate program, though assessment of English 1010 and the graduate program is generally the responsibility of those program directors, who receive course release for their directorial work. The undergraduate major is assessment by our Curriculum and Assessment Committee, which is a standing committee in the department. The rhetoric and composition faculty by-and-large have the most expertise in this area, and we are confident that we have established a rigorous and on-going assessment system that closes the assessment loop.
- In addition to the new course designs for online mentioned above, we are super-aware of our discipline-specific assessment for proficiency in oral and written work. The OPI and WPI are our industry standard. We have made specific budget lines and available and

launched a pilot project to offer the OPI and WPI proficiency assessments at multiple levels of our coursework, not just before students are ready to do student teaching. Last year, the pilot project for Chinese evaluated the OPI after first year 1010 and second year 2040 classes. It was very successful, and we are launching the same process for all languages.

- In the past, the assessment culture in GWST has been strong and regular assessments and attendant curricular changes happened regularly and intentionally. In the last couple of years due to significant turnover in personnel, the formation of the SCGSJ, and the lack of support from great UW for assessment, the assessment work in GWST has not been quite as robust. However, the culture and commitment to engage in strong assessment remains strong.
- In addition to the new course designs for online mentioned above, we are super-aware of our discipline-specific assessment for proficiency in oral and written work. The OPI and WPI are our industry standard. We have made specific budget lines available and launched a pilot project to offer the OPI and WPI proficiency assessments at multiple levels of our coursework, not just before students are ready to do student teaching. Last year, the pilot project for Chinese evaluated the OPI after first year 1010 and second year 2040 classes. It was very successful, and we are launching the same process for all languages.
- We pride ourselves on expecting a lot from our students but also giving them the tools, they need to meet those standards. As a department, we update our MA handbook (which touches upon matters of assessment, among other things) once a year. We have discussed in the past whether our current assessment for student learning (i.e., an MA thesis, grades, etc.) are sufficient, and if there might be other ways to assess the MA students. Although we have not made significant changes in the last couple of years, we do regularly have conversations about what we think students should get out of the program, and how to measure learning.
- The Department of History was both affirmed of our curricular direction and led to make changes to bolster our ability to successfully teach our Learning Outcomes and matriculate students in four years. The department does a very good job of teaching to our profession's recommended Learning Outcomes and producing students who have learned the skills required by our major. However, one area in need of more attention was the direct focus on historical theory in one or more classes, as noted by last year's assessment committee. Thus, we added an eighth Learning Outcome to our list, "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," and tested the results of our efforts this past year.
- The entire department works together on the assessment every year, though obviously not in recent years due to covid.
- Every member of the faculty in our department contributes to the assessment process.
- Every year, we get together and assess all the programs at different times in different ways. It is part of our yearly schedule. We spent a year with committees trying to come



up with ways to improve the assessment. In the end, we decided we liked what we were doing. We are Tier 1 with every program.

- We have a strong assessment culture. We regularly assess the learning outcome of most of our programs.
- The entire department participates in student assessment each year.
- Every member of the faculty contributes to the assessment process.
- Assessment of our programs is part of our calendar. All faculty participate.
- For the PhD programs, there is considerable attention to assessment as part of APA accreditation. We have also instituted assessment into the major milestones of thesis and dissertation defenses and comprehensive exams.
- We have many faculty actively working with ECTL and Wiley in course development and teaching strategies. We have a faculty committee for assessment. We discuss assessment at articulation meetings with Wyoming CCs.
- It is informal, triggered by observations of the performance of our students. When we see dimensions where they are underperforming (in our view), we adjust. We also keep abreast of changes in statistical practice, and include modern methods as they come along...
- In general, our program is supportive of assessment and sees its value. However, we have very few full-time tenure track or permanent faculty, several degrees we offer, and huge amounts of service we regularly provide to the university. All of which makes it hard for us to do assessment as robustly as we would like due to limited human resources to do so. Additionally, in the past the university has required us to perform separate assessments for each of our four programs (and sometimes multiple degrees within a program), further burdening significantly our very limited human resources that are available for assessment.
- We take the results of the exercise seriously when we undertake it, but we do not have a culture of doing this regularly.
- Yearly assessment is ongoing. Accreditation with NASAD has helped to define area needs and refine assessment of each degree including learning outcomes.
- Still getting there. Not everyone has bought in.
- We need to do more. Not all faculty have 'bought in' to doing assessment or truly valuing. Sadly, too many faculty still see it as a necessary evil. We can change that though.
- I think our faculty are focused on their individual courses and how to assess student learning outcomes in their courses. However, going past individual courses to a program or departmental level assessment is much more complicated. There is a lot of room for improvement there. I would like assistance in developing student learning outcomes for our master's in communication program. That would be wonderful. I am too overburdened with work to really give much attention to the bigger picture student learning outcomes of the entire MA in communication program.
- We have some assessment background that has developed in the last five years. We were a Tier 2 program that orally was a Tier 1, but that paperwork was not filed under the last assessment coordinator. We met with him, and he told us that upgrade, but we did not get

formally recognized. Since then, we have developed formalized outcomes that are on our website. Most faculty have taken ECTL training and have learned how to formalize outcomes on their own syllabi that match the overarching goals of each program. We are developing, but we are not there yet.

- We will continue being cooperative and working with our colleagues across campus on this.
- This is a difficult question to answer. I would say that we have a strong and shared commitment to the learning objectives, and this is reflected in the content and delivery of our classes.
- Those of us in music education are focused on assessment practices in a more traditional sense, but I would guess that others are more focused on assessment purely through student success on juries, recitals, and other performances.
- We understand the basic foundations of assessment, but the culture is developing.
- As musicians, and artist/teachers we always assess, in every class, rehearsal, performance, end-of-semester juries, applied lessons, etc. It is, indeed, part of our culture. There is no aversion to assessment, at all, but we do not incentivize participation in the process.
- Those of us in music education are reasonable focused on assessment practices in a more traditional sense, but I would guess that others are more focused on assessment purely through student success on juries, recitals, and other performances.
- In general, our program is supportive of assessment and sees its value. However, we have very few full-time tenure track or permanent faculty, several degrees we offer, and huge amounts of service we regularly provide to the university. All of which makes it hard for us to do assessment as robustly as we would like due to limited human resources to do so. Additionally, in the past the university has required us to perform separate assessments for each of our four programs (and sometimes multiple degrees within a program), further burdening significantly our very limited human resources that are available for assessment.
- It is begrudging developing, in which we all feel like we have better things to do but realize not only that we must do assessment but that it can have a positive impact on student learning in philosophy when done in a disciplinary appropriate manner.
- The assessment culture is evolving. We sometimes struggle with appropriate assessment tools, and this sometimes becomes a challenge.
- Skeptical.
- We routinely review assessment results and consider whether curricular changes may be in order.
- The whole assessment effort has been the project of only two people. Now it is completely my responsibility. The rest of the department will participate in a discussion and make changes if prompted--usually once a year when the report is completed. We have six majors (a few are new), but we only assess the BA in studio art. I am not an instructor of studio art.

- Yearly assessment is ongoing. Upcoming meeting with National Association of Schools of Art and Design (NASAD) with evaluators will happen this fall 2021. Assessment of each degree is part of this lengthy and detailed process.
- For UG great, graduate has stopped due to misunderstandings and the fact no one has needed a report for a while.
- At the UG level it is fine, at the graduate level it has disappeared, due to misunderstandings on who was doing it and the lack of interest from above for the last couple of years.
- 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 an inactive curriculum committee, and of course, everyone is happy if \*someone else\* deals with assessment. :) So, while folks are invested in students, we have not scrutinized our assumptions about curricular and pedagogical efficacy in a while.