

## Guidance and Suggestions for Completing the Assessment of PIEs Expectations 1 and 2

1. **Review and analyze the summary scoring results** for each dimension of the rubric, noting similarities and differences between the Areas, Interdisciplinary Programs, and Business.
2. **Reflect on the results** (overall, your Area, other Areas/Interdisciplinary/Business), compared to your program's COLL 400 experiences. For Interdisciplinary programs, you may compare your program to the Interdisciplinary scores and/or the Area(s) scores most applicable to your program. What are your comparative **strengths and weaknesses**?
3. **Share and analyze the results** with your COLL 400 or all program faculty. Analyze results with respect to students in your program and discuss what these results might mean for your program's curriculum. How can these results inform enhancements and improvements to student learning? **What enhancements and improvements will you implement and when?**
4. If you find these results are not as informative/applicable to your program as you'd like, the Assessment Steering Committee (ASC) suggests **convening a group of your faculty to review a few student work artifacts** using the rubric(s) to inform conversations about your curriculum and enhancing student learning. Key considerations are variances in skill levels and how you can strengthen skills of students who do not demonstrate the level of achievement described in the rubric dimensions that you would hope to see in COLL 400 work. This strategy can reflect changes at the course and/or the curricular level.
5. **Based on the above analysis and conversations, complete** these PIE fields in Planning ([wm.campuslabs.com/planning](http://wm.campuslabs.com/planning)) for Expectations 1 and 2. (See the PIE item "COVID-19 Notes for Expectations 1-3" for further explanation of changes to the COLL 400 assessment.)

a. **Analysis of Assessment Results – Required field**

*Based on assessment results, describe the strengths and weaknesses in your program curriculum and courses. Also, describe here the results of any other data/evidence collected and analyzed to assess this expectation (e.g., additional student work, syllabi, etc.).*

This section should describe your analysis of the scoring results and conversations with your faculty (items 1-3 above), detailing how these rubric results might reflect student learning in your program and inform improvements to courses and the curriculum. Also describe here any other data collected and reviewed (e.g., additional student work as outlined in item 4 above, course syllabi, etc.) to assess the extent to which your students are meeting Expectations 1 and 2 in your curriculum. This can be as long as you need to detail your analysis, but should *not* be just a few short paragraphs.

b. **Use of Assessment Results to Enhance Student Learning – Required field**

*Based on the above analysis of assessment results, list and discuss use of these results to seek improvement in student learning/experiences at the course and program levels. Include the evidence used for identifying these changes and when the changes were/are being implemented.*

This can be a bulleted list of actions items (see item 3 above), but **must clearly include the evidence** used from the analysis above, **along with when** the enhancements/improvements were/are being implemented.

c. **Additional Department/Program Comments – Optional**

*Use this section for additional comments about the assessment of this Expectation that might be helpful to ASC reviewers.*