

Fall 2015 University Studies Program Direct Assessment Results

Executive Summary

Background

This report is a part of our University Assessment plan, approved by Faculty Senate. These data will be part of the Oshkosh Student Achievement Report and the documentation for our Higher Learning Commission (HLC) visit. The following is a brief summary of key survey observations. It is followed by several tables and charts which portray key items. The full survey results are available from University Studies Program or the Office of Institutional Research.

Key Observations

- There were 263 possible Quest 1, 2, 3, WIBIS, and Explore courses. Responses were received from instructors of 111 of those courses.
- 34 academic departments were represented, the most were from English (n=11). See Table 1 for a breakdown for each department.
- Each of the three signature questions was covered, see Chart 1 for the number of courses that covered each signature question.
- The faculty were asked to focus on one assignment then copy and paste the description of the assignment from their syllabus into the survey instrument. Table 2 is a summary of the types of assignments discussed in the syllabus descriptions. Most of the assignments were in the form of a written paper (54%). A few assignment what output the assignment was asking for could not be determined, so these were categorized as unknown (4.0%).
- Nearly all sections required either the key assignment to be uploaded to the student's e-portfolio (45%) or connected it to the signature question of the course (33%). See Chart 2.
- Chart 3 reveals that all 13 UW Oshkosh Essential Learning Outcomes (ELO) were represented by the responding courses. The most frequent were *Critical and creative thinking* (22.2%), *Written and oral communication* (14.8%) and *Intercultural knowledge and competence* (13.9%).
- Tables 3 and 4 summarize the performance levels by Essential Learning Outcome (ELO). Overall students perform at proficiency with an average of 18 students. The ELO with the greatest percentage of students showing highly proficient was *Civic learning-local and global* (47.7%) and the greatest percentage of students showing proficiency was *Foundations and skills for lifelong learning* (54.1%). Special attention should be paid to the ELO *Quantitative literacy*, a majority of the students (31.0%) showed no or limited proficiency. These tables are followed by charts with each ELO broken down individually to show proficiency levels.
- The survey inquired what future changes instructors expect to make to the assignment based on student results. Table 5 is a ranked summary showing the expected changes. The most expected changes were a) more signature question discussion (n=17) and a tie between b) change of instructional methods (n=16) and c) reorganizing course sequence of content (n=16).

Table 1. Responding Departments

Department	Sections Responding
Anthropology	4
Art	3
Business	1
Biology	7
Chemistry	3
Communication	9
DFL	1
Economics	3
Elementary Education	4
English	11
Environmental Studies	1
Geography	7
Geology	1
German	1
History	3
Honors	2
Interdisciplinary Studies	2
Math	5
Nursing	2
PBIS	1
Philosophy	4
Physical Education	2
Physical Science	1
Physics/Astronomy	3
Political Science	5
Psychology	2
Public Administration	1
Religious Studies	3
Social Justice	3
Sociology	1
Spanish	2
Theatre	4
Women and Gender Studies	2
Writing-Based Inquiry Seminar	7
Total	111

Chart 1. Signature Question for this Course

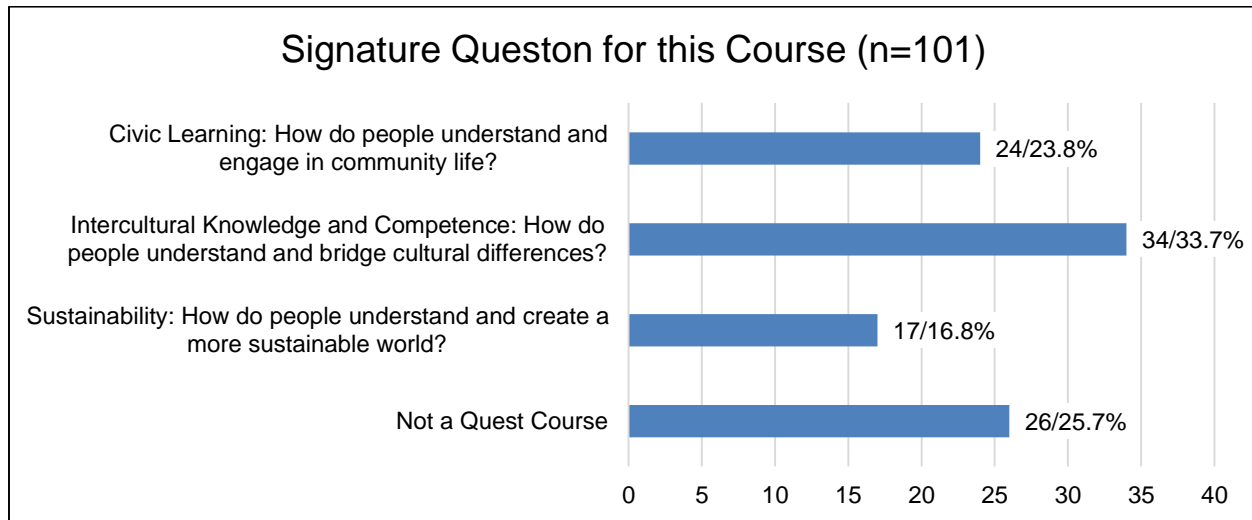


Table 2. For this survey, you will focus on one assignment or assessment activity from your course. Briefly describe the assignment/assessment activity. You may wish to copy/paste the description from you syllabus or other course materials in the box below.

Assignment Type	Number	Percent
Discussion	2	2.0%
Exam	9	9.0%
Field Study	1	1.0%
Group Project	3	3.0%
Lab Assignment	4	4.0%
Paper	54	54.0%
Paper And Presentation	2	2.0%
Portfolio	2	2.0%
Presentation	5	5.0%
Quiz	2	2.0%
Simulation	1	1.0%
Speech	4	4.0%
Other	7	7.0%
Unknown	4	4.0%
Total	100	100.0%

Chart 2. This assignment was:

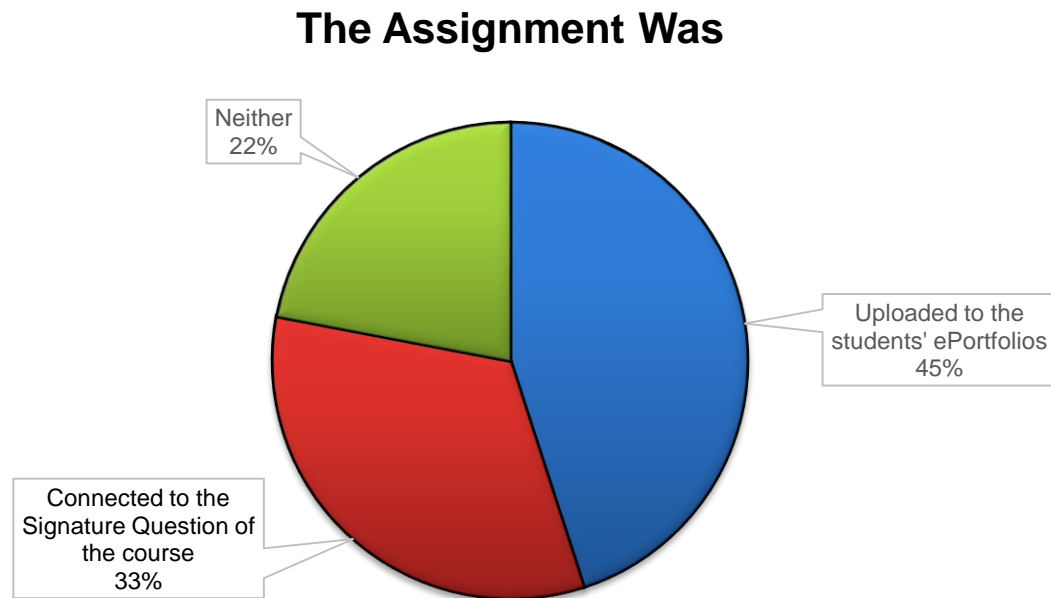


Chart 3. Identify the student learning outcome (SLO) from your course syllabus that relate best to the assignment/assessment you described in question 3 above.

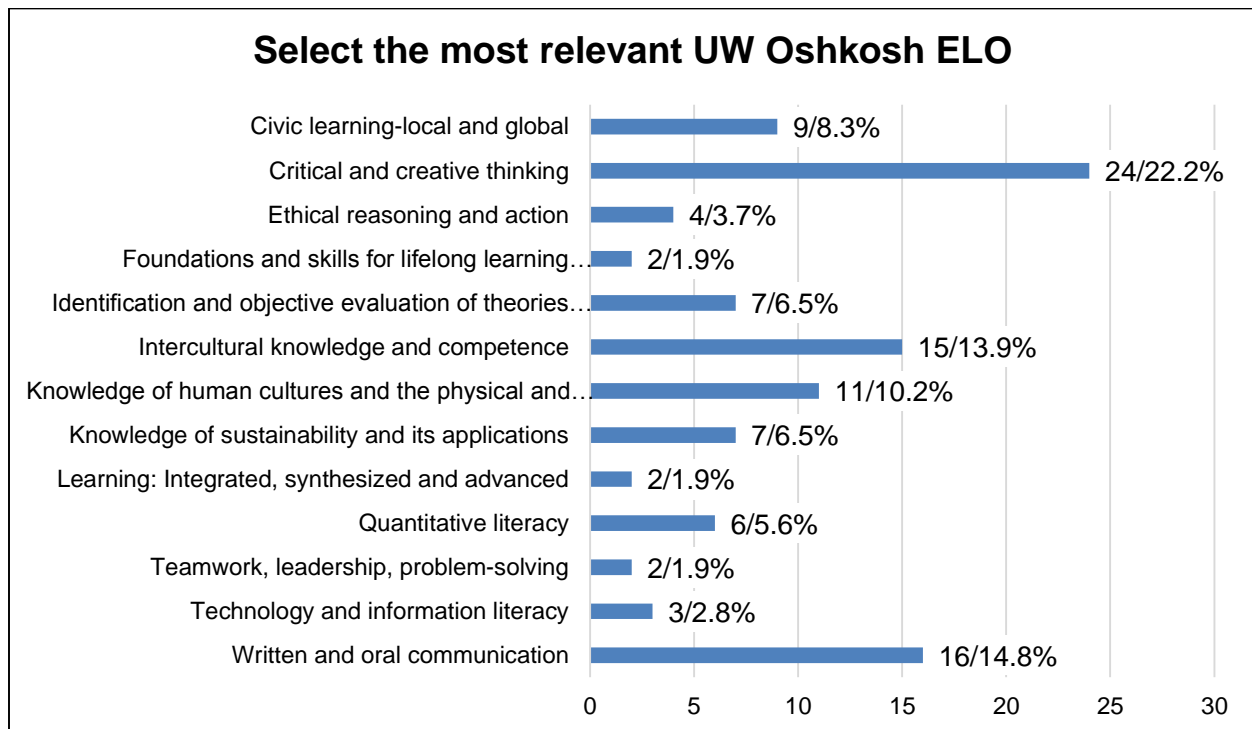


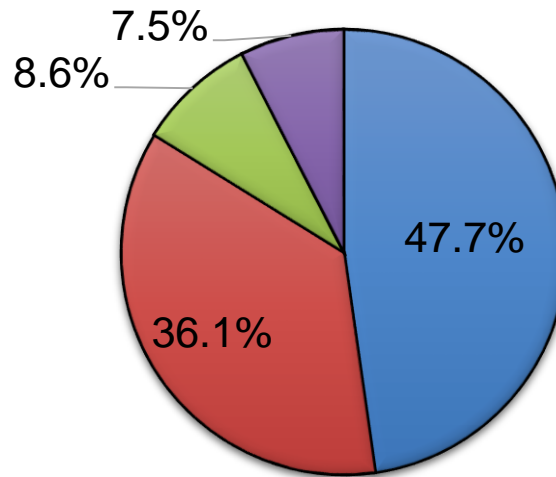
Table 3. Enter the number of students who performed at each of the following levels out of the total number of students in the course:

Answer	Min Value	Max Value	Average Value
Number of students performing at High Proficiency	0	138	13.08
Number of students performing at Proficiency	0	163	18.07
Number of students performing at Some Proficiency	0	75	9.23
Number of students performing at No/Limited Proficiency	0	68	5.4

Table 4. Summary of the distribution of performance level by Essential Learning Outcome

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
ELO: Civic learning-local and global	47.7%	36.1%	8.6%	7.5%	266
ELO: Critical and creative thinking	25.5%	37.1%	23.1%	14.4%	1477
ELO: Ethical reasoning and action	37.5%	40.3%	14.8%	7.4%	176
ELO: Foundations and skills for lifelong learning	16.2%	54.1%	20.0%	9.7%	185
ELO: Identification and objective evaluation of theories and assumptions	41.0%	37.1%	15.1%	6.8%	205
ELO: Intercultural knowledge and competence	42.0%	37.2%	14.5%	6.4%	519
ELO: Knowledge and human cultures and the physical and natural world	19.8%	41.8%	24.1%	14.3%	1171
ELO: Knowledge of sustainability and its applications	34.4%	37.0%	21.9%	6.8%	192
ELO: Learning: Integrated, synthesized and advanced	31.6%	28.9%	31.6%	7.9%	38
ELO: Quantitative literacy	26.9%	24.0%	18.1%	31.0%	171
ELO: Teamwork, leadership, problem-solving	29.7%	51.4%	12.2%	6.8%	74
ELO: Technology and Information Literacy	38.7%	48.0%	8.0%	5.3%	75
ELO: Written and oral communication	27.1%	44.2%	20.5%	8.3%	532

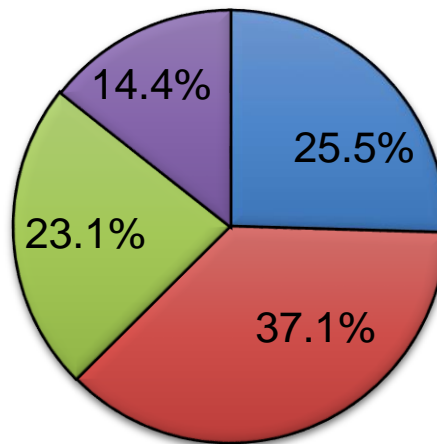
ELO: Civic Learning-local and Global



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Civic learning-local and global	47.7%	36.1%	8.6%	7.5%	266

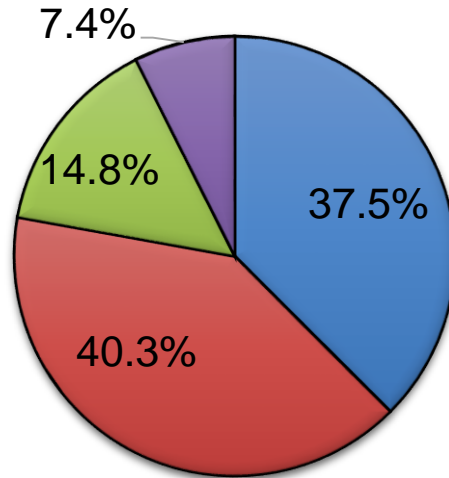
ELO: Critical and Creative Thinking



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Critical and creative thinking	25.5%	37.1%	23.1%	14.4%	1477

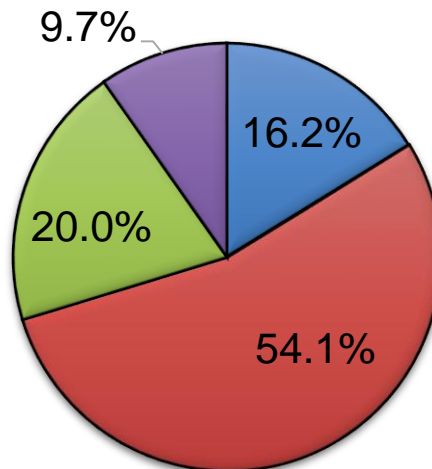
ELO: Ethical Reasoning and Action



■ High Proficiency
 ■ Proficiency
 ■ Some Proficiency
 ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Ethical reasoning and action	37.5%	40.3%	14.8%	7.4%	176

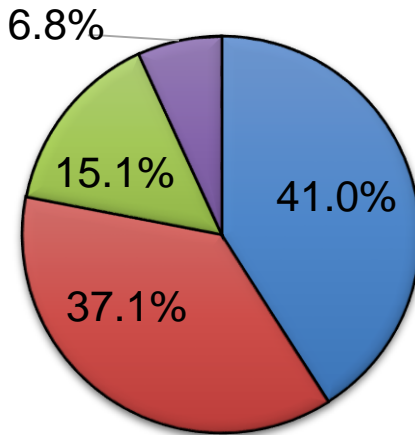
ELO: Foundations and Skills for Lifelong Learning



■ High Proficiency
 ■ Proficiency
 ■ Some Proficiency
 ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Foundations and skills for lifelong learning	16.2%	54.1%	20.0%	9.7%	185

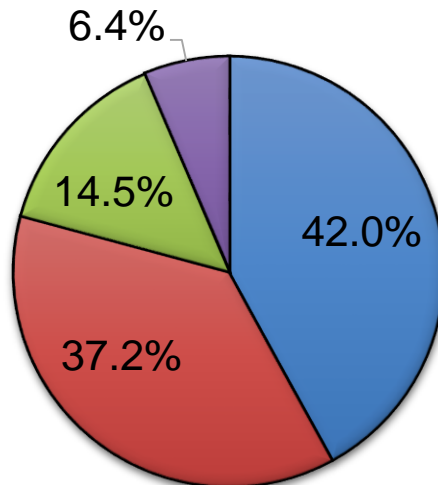
ELO: Identification and Objective Evaluation of Theories and Assumptions



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Identification and objective evaluation of theories and assumptions	41.0%	37.1%	15.1%	6.8%	205

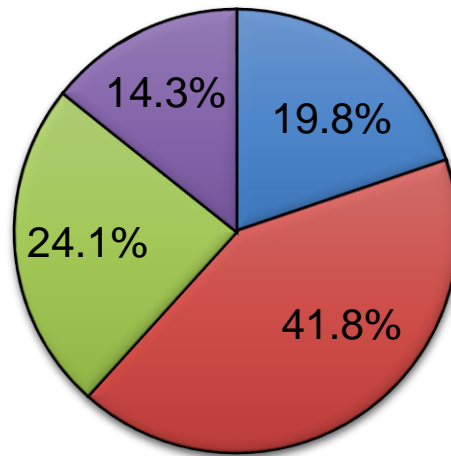
ELO: Intercultural Knowledge and Competence



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Intercultural knowledge and competence	42.0%	37.2%	14.5%	6.4%	519

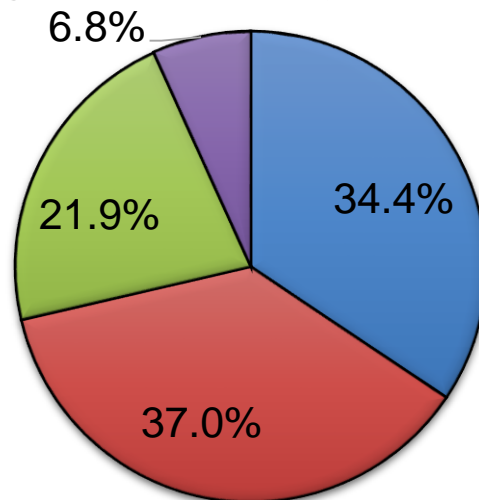
ELO: Knowledge and Human Cultures and the Physical and Natural World



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Knowledge and human cultures and the physical and natural world	19.8%	41.8%	24.1%	14.3%	1171

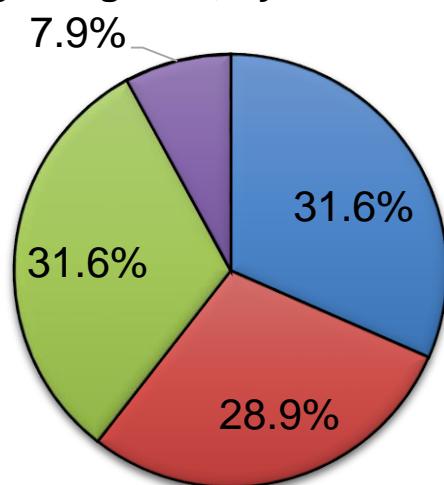
ELO: Knowledge of Sustainability and its Applications



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Knowledge of sustainability and its applications	34.4%	37.0%	21.9%	6.8%	192

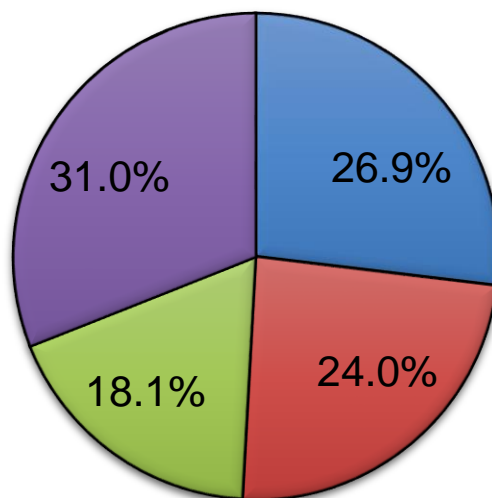
ELO: Learning: Integrated, Synthesized and Advanced



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Learning: Integrated, synthesized and advanced	31.6%	28.9%	31.6%	7.9%	38

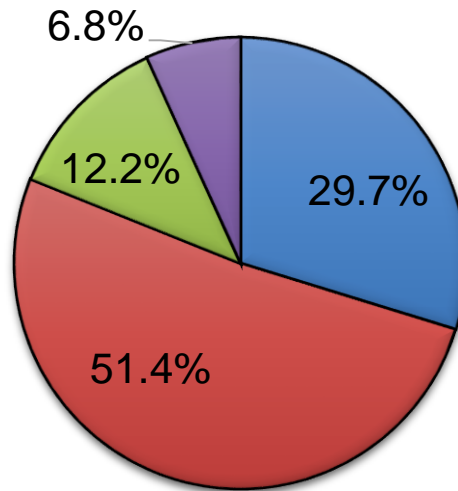
ELO: Quantitative Literacy



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	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Quantitative literacy	26.9%	24.0%	18.1%	31.0%	171

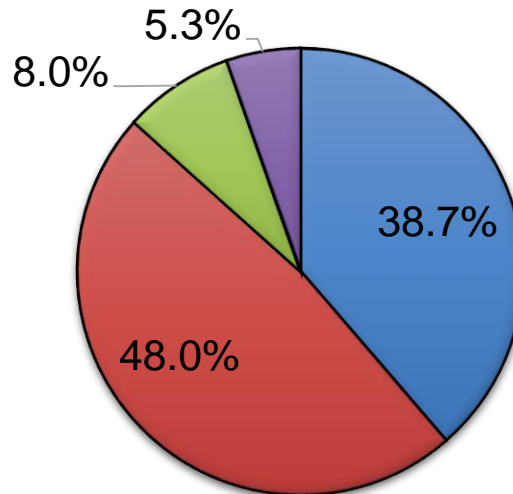
ELO: Teamwork, Leadership, Problem-solving



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Teamwork, leadership, problem-solving	29.7%	51.4%	12.2%	6.8%	74

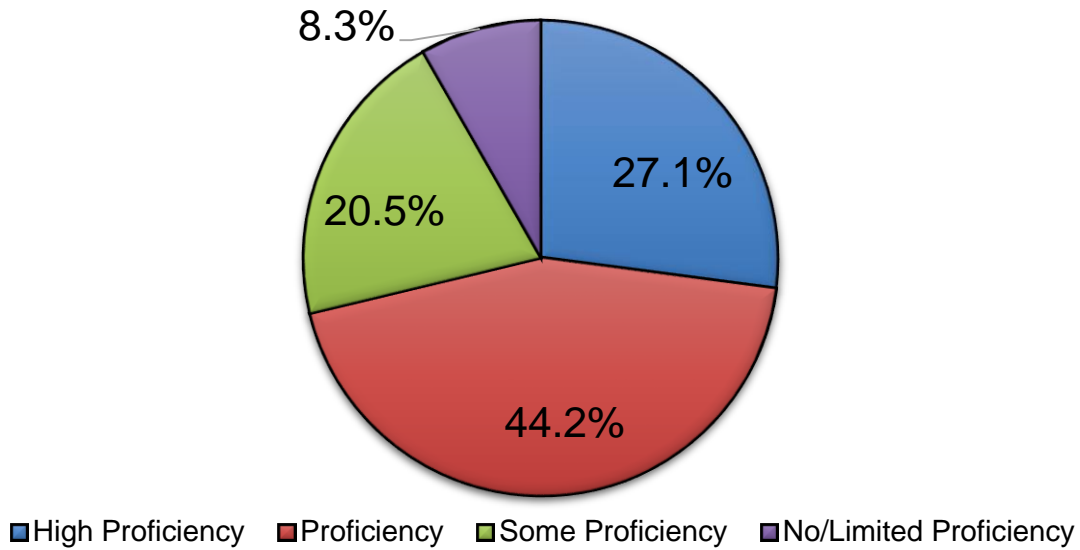
ELO: Technology and Information Literacy



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Technology and Information Literacy	38.7%	48.0%	8.0%	5.3%	75

ELO: Written and Oral Communication



	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Written and oral communication	27.1%	44.2%	20.5%	8.3%	532

Table 5. Describe any changes you are planning to make to this assignment/activity based on the students' results (choose all that apply).

Future Expected action(s)	Responses	Percent
More signature question discussion	17	10.0%
Change of instructional methods	16	9.4%
Reorganizing course sequence of content	16	9.4%
Creating a rubric or using a rubric for scoring	14	8.2%
OTHER	14	8.2%
Using other instructional materials	13	7.6%
Elaborate the class expectations\Meet individually	11	6.5%
Talking to other faculty who teach courses in the program	11	6.5%
Using guided discussions in class	9	5.3%
Adding other assignments	8	4.7%
Giving more practice problems prior to the assessment	8	4.7%
More writing\additional targeted assignments	6	3.5%
Move assignments and\or final project earlier	6	3.5%
Additional reflective writing	5	2.9%
Modify environment to assist students conceptualize material	4	2.4%
Selecting alternative assessment format	4	2.4%
Narrow assignment scope	3	1.8%
Refer to Writing Ctr & Academic Support centers	3	1.8%
Move peer review out of class	2	1.2%
Using an online discussion or blog entry system between classes	0	0.0%