

# Fall 2017 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 tables which portray key items. The full survey results are available from University Studies Program or the Office of Institutional Research.

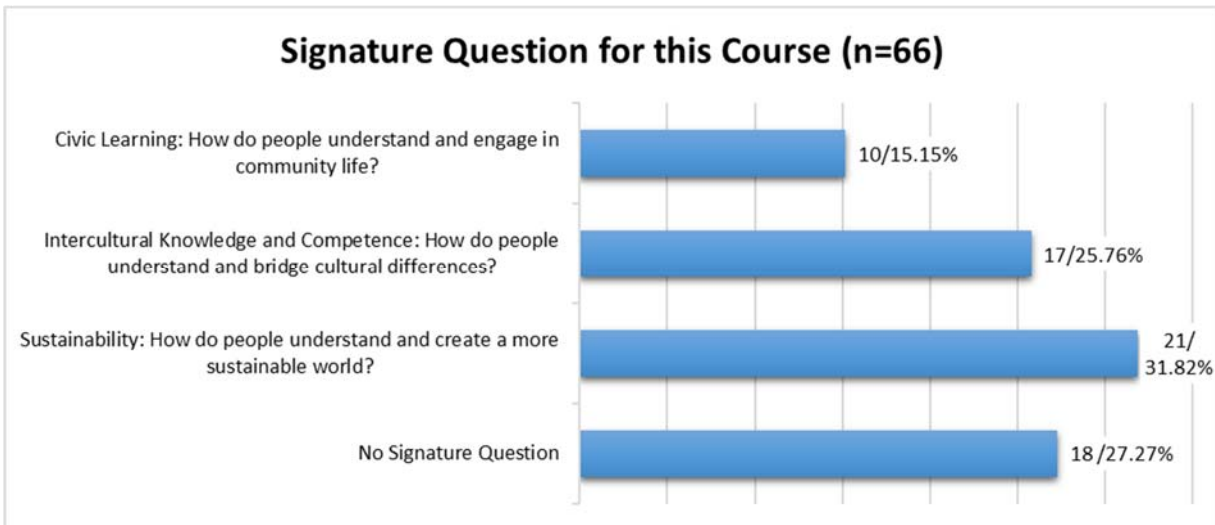
### Key Observations

- There were 369 Quest 1, 3, WBIS, Comm 111, and Explore instructors. Responses were received from 66 instructors.
- 31 academic departments were represented, the most were from Communications (n=6), English (n=5), Geology (n=5), and WBIS (n=5). 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. Most of the assignments had not changed since the last time the course was offered (69.2%). Table 2 is a summary of the types of assignments discussed in the syllabus descriptions. Most of the assignments were in the form of an Essay (19.40%).
- Chart 3 reveal that all of the 13 UW Oshkosh Essential Learning Outcomes (ELO) were represented by the responding courses. The most frequent was *Written and oral communication* with 27.1% choosing it as an ELO that fits the assignment. *Foundations and skills for lifelong learning development* was chosen only once an ELO that fits the assignment.
- Tables 3 summarize the performance levels by Essential Learning Outcome (ELO). Overall students perform at proficiency with an average of 16.45 students for the first ELO and 13.86 students for the second ELO and 5.65 students for the third. Overall the ELO with the greatest percentage of students showing highly proficient was *Knowledge of sustainability and its applications* (60.6%) and the greatest percentage of students showing proficiency was *Ethical reasoning and action* (56.3%). Special attention should be paid to the ELO *Identification and objective evaluation of theories and assumptions*, 17.0% showed no or limited proficiency.
- The survey inquired what future changes instructors expect to make to the assignment based on student results. Table 7 is a ranked summary showing the expected changes. The most expected changes were a) Elaborate the class expectations\Meet individually (n=11) and Using other instructional materials (n=9).

**Table 1. Responding Departments**

Department	Responses	Department	Responses
Anthropology	1	Honors	1
Art	2	Math	3
Biology	2	Music	1
Business	1	Nursing	1
Chemistry	1	Philosophy	2
Communication	6	Physical Education	1
DFLL	2	Physical Science	2
Elementary Education	1	Physics/Astronomy	2
English	5	Political Science	4
Engineering	1	Psychology	1
Environmental Studies	1	Secondary Education	1
French	1	Theatre	1
Geography	3	Urban Planning	1
Geology	5	WBIS	5
German	2	Women and Gender Studies	2
History	4	<b>Total</b>	<b>66</b>

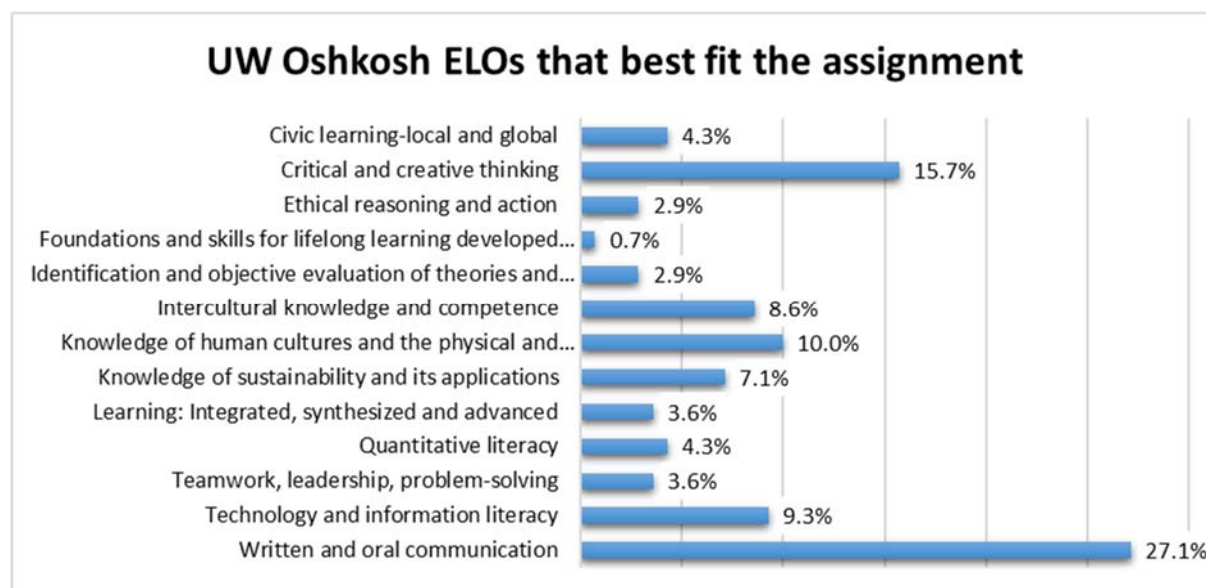
**Chart 1. Signature Question for this Course**



**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
Essay	13	19.40%
Extended paper 5 + pages	11	16.42%
Analysis	8	11.94%
Short paper 1-3 pages	8	11.94%
Lab	7	10.45%
Presentation	6	8.96%
Reflection	5	7.46%
Short answer-selected response	4	5.97%
Performance (speech, fine & performing arts)	3	4.48%
Demonstration	1	1.49%
Portfolio entry	1	1.49%
Critique	0	0.00%
Simulations	0	0.00%
Total	67	100.0%

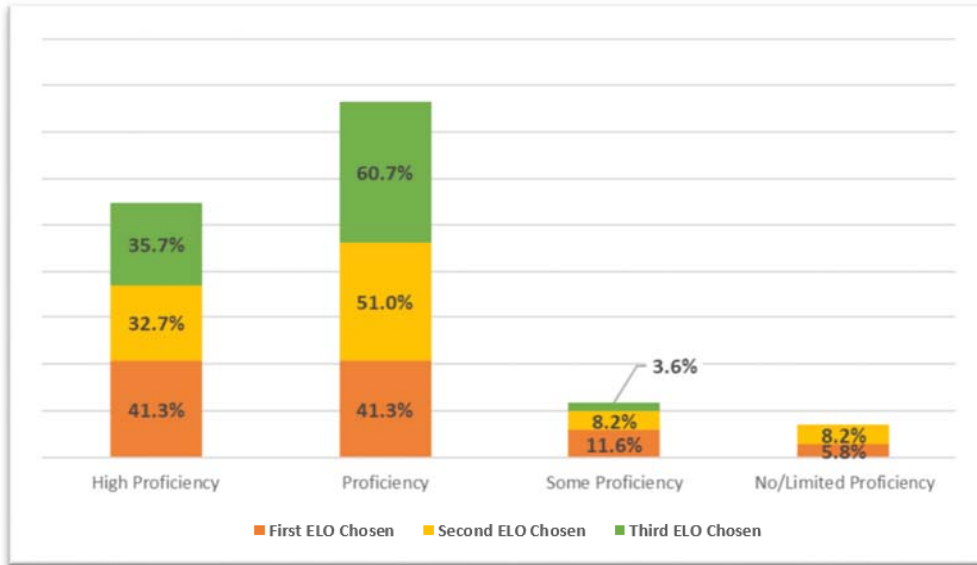
**Chart 3. Think about the Essential Learning Outcomes (ELO) that best fit with the assignment you described above.**



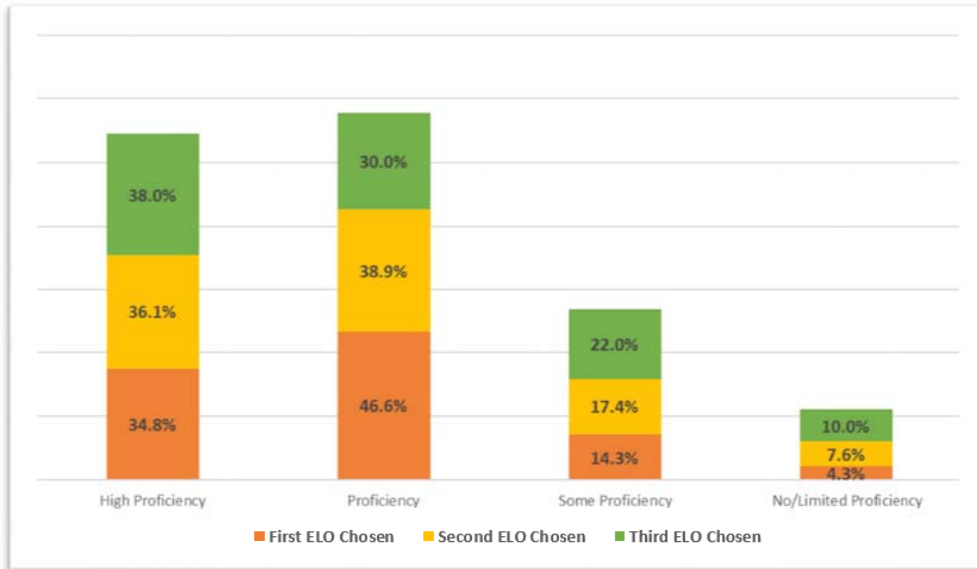
**Table 3. Summary of the distribution of performance level for all Essential Learning Outcome**

	<b>High Proficiency</b>	<b>Proficiency</b>	<b>Some Proficiency</b>	<b>No/Limited Proficiency</b>	<b>Total Students</b>
ELO: Civic learning-local and global	38.4%	46.5%	9.6%	5.6%	198
ELO: Critical and creative thinking	36.1%	39.4%	17.3%	7.2%	629
ELO: Ethical reasoning and action	16.9%	56.3%	24.0%	2.7%	183
ELO: Foundations and skills for lifelong learning	36.2%	53.2%	10.6%	0.0%	47
ELO: Identification and objective evaluation of theories and assumptions	27.9%	35.4%	19.7%	17.0%	305
ELO: Intercultural knowledge and competence	34.8%	40.8%	17.2%	7.2%	348
ELO: Knowledge and human cultures and the physical and natural world	33.9%	43.5%	16.1%	6.6%	641
ELO: Knowledge of sustainability and its applications	60.6%	25.4%	7.7%	6.3%	350
ELO: Learning: Integrated, synthesized and advanced	25.0%	52.4%	15.5%	7.1%	84
ELO: Quantitative literacy	32.3%	33.6%	19.1%	15.0%	461
ELO: Teamwork, leadership, problem-solving	52.6%	29.9%	16.9%	0.6%	154
ELO: Technology and Information Literacy	40.6%	44.4%	11.8%	3.3%	399
ELO: Written and oral communication	28.4%	45.6%	18.6%	7.4%	1207

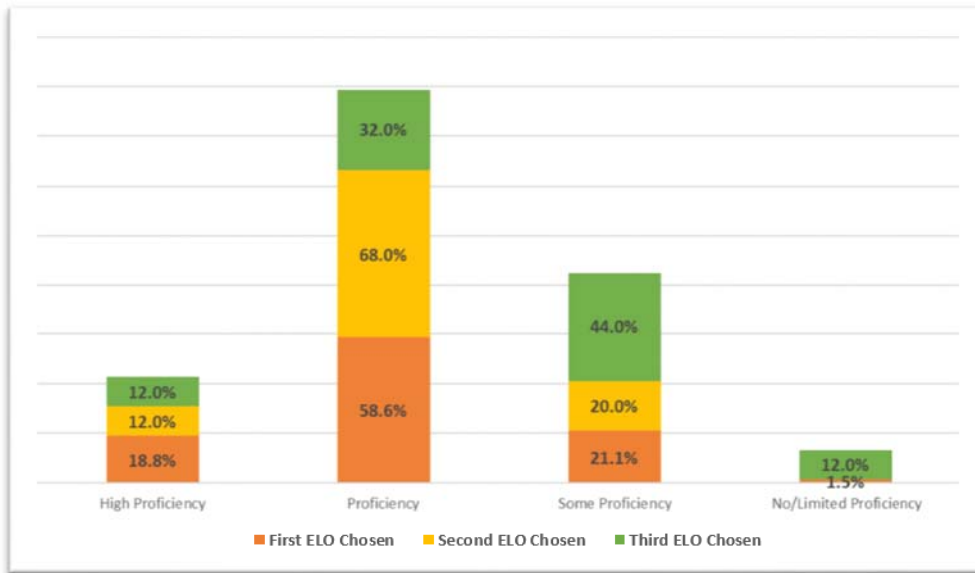
### Civic Learning - Local and Global



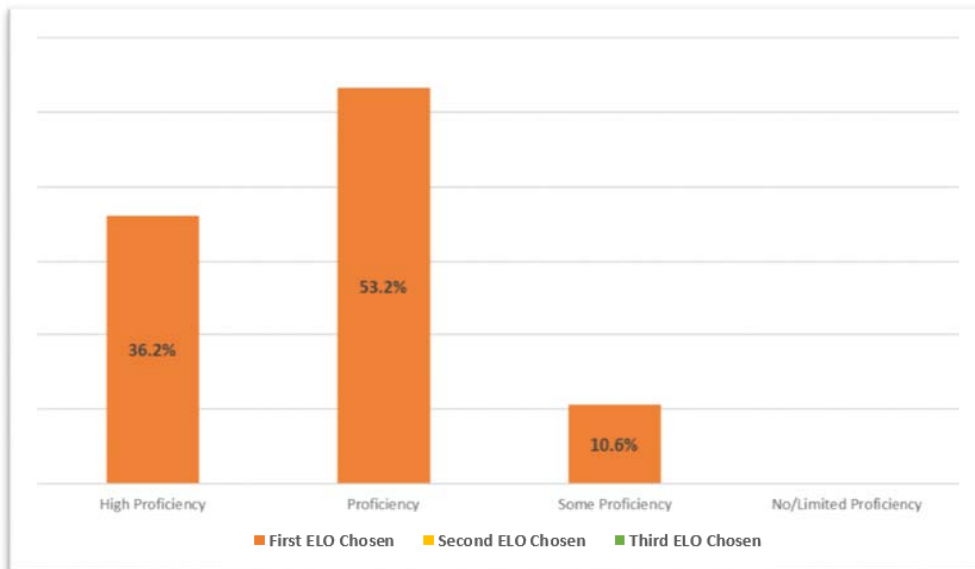
### Critical and Creative Thinking



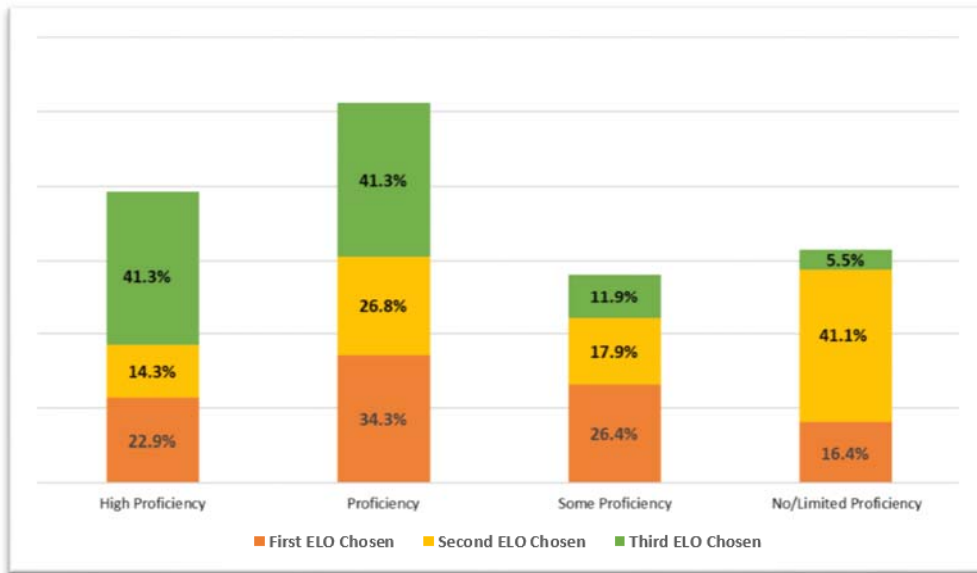
## Ethical Reasoning and Action



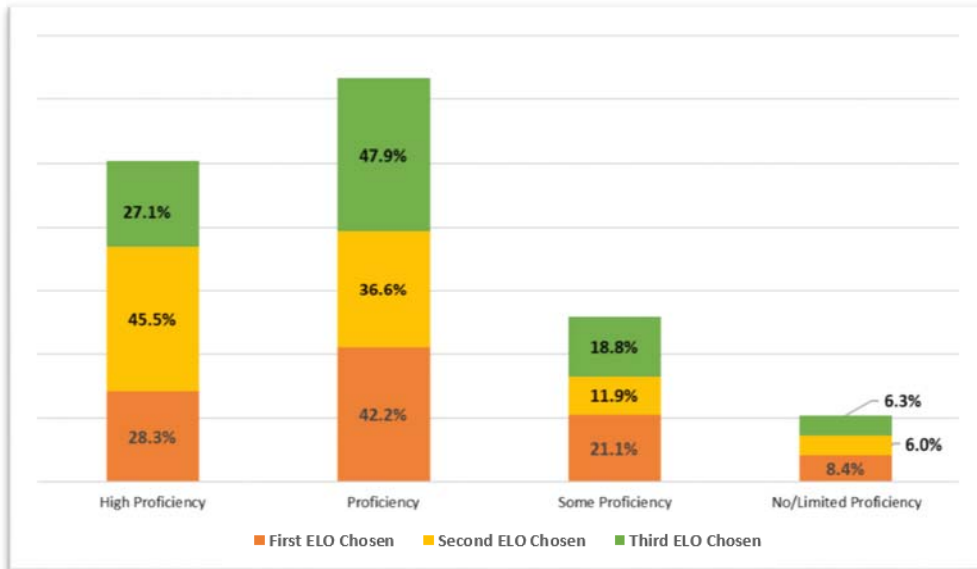
## Foundations and Skills for Lifelong Learning



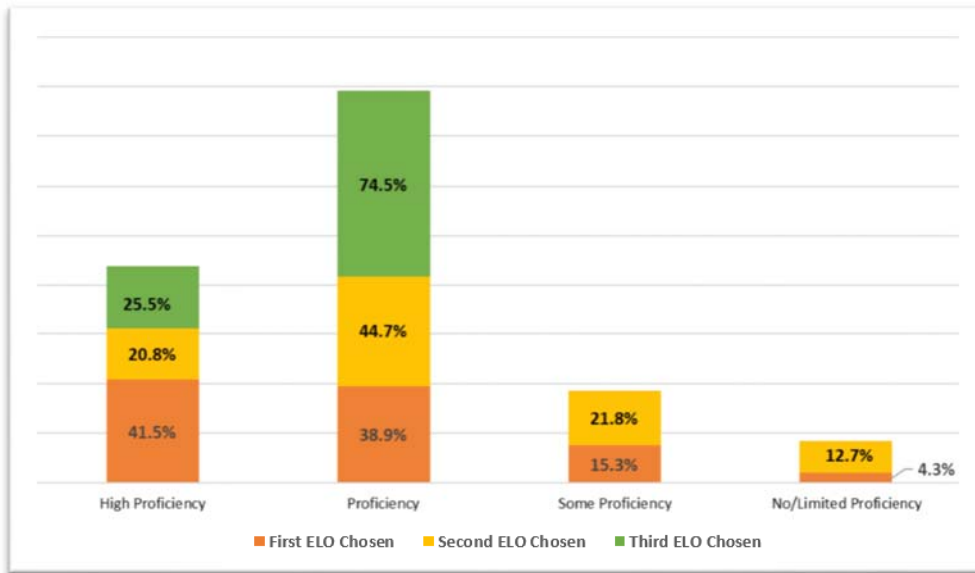
## Identification and Objective Evaluation of Theories and Assumptions



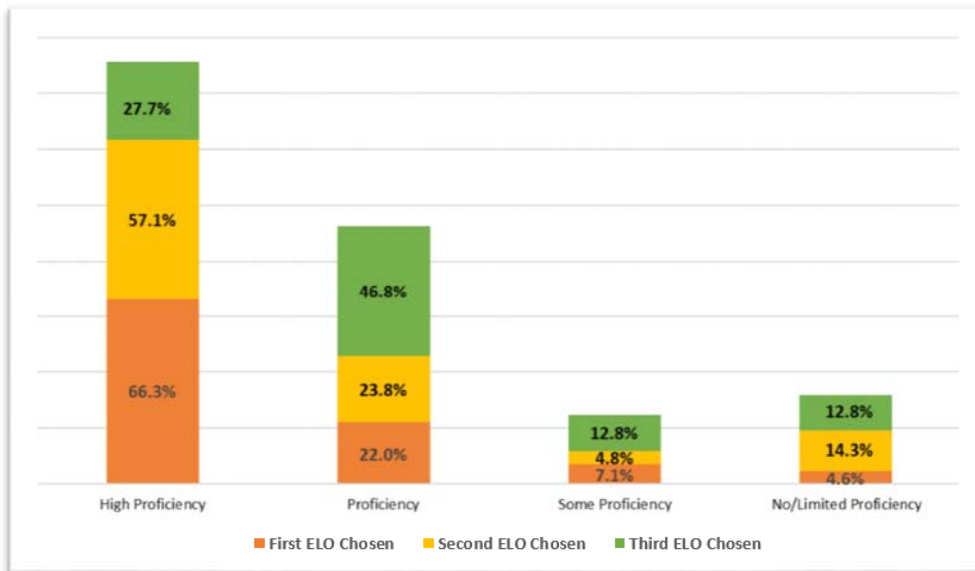
## Intercultural Knowledge and Competence



## Knowledge of Human Cultures and the Physical and Natural World

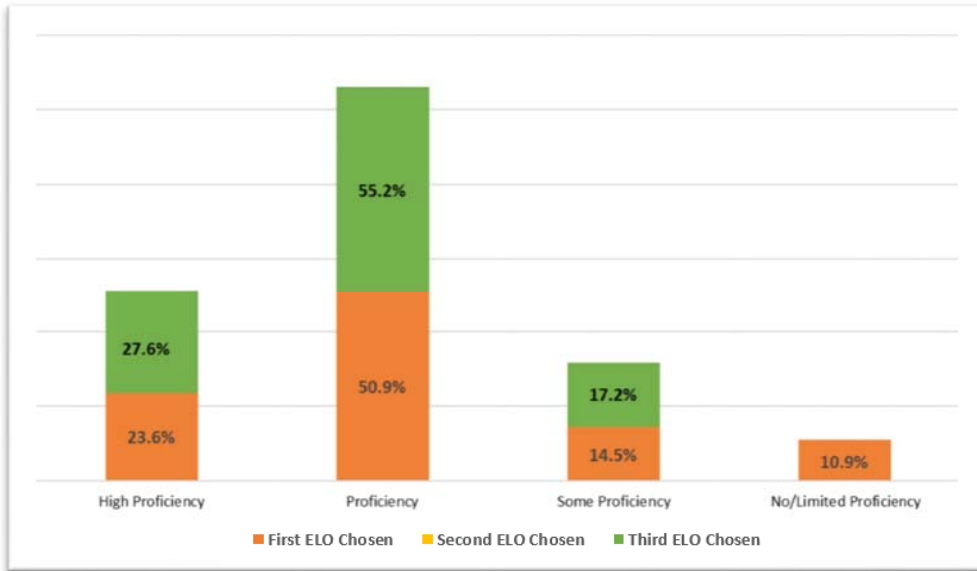


## Knowledge of Sustainability and its Applications

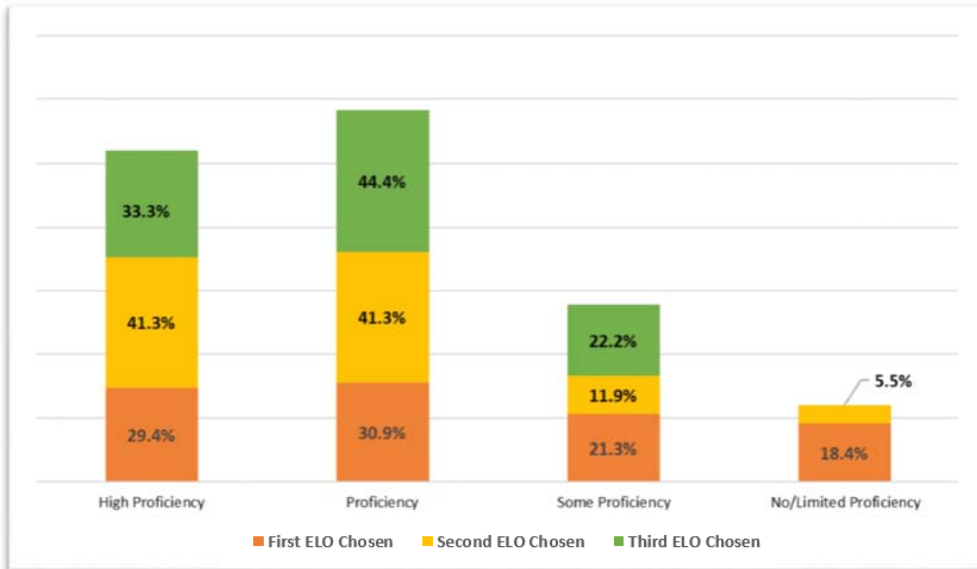




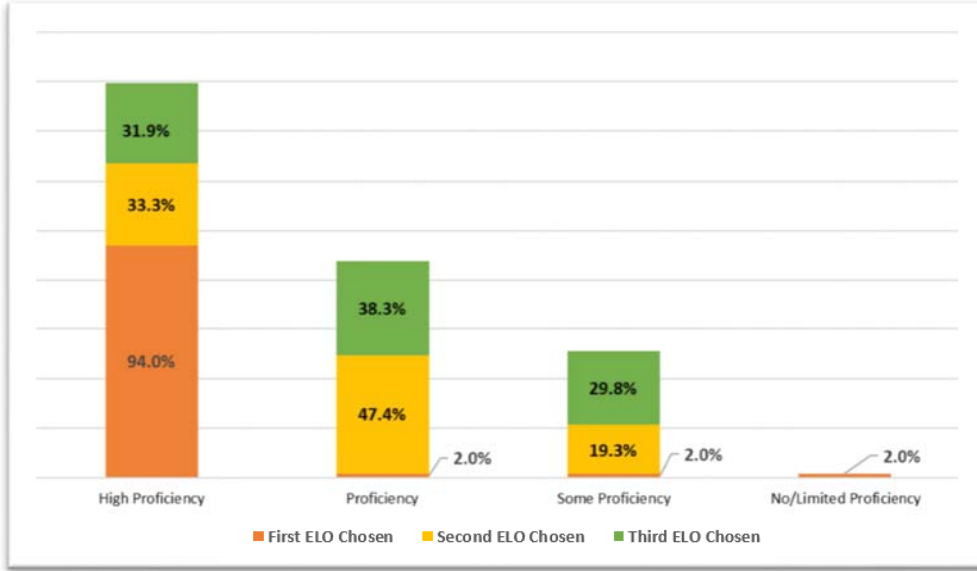
### Learning: Integrated, Synthesized and Advanced



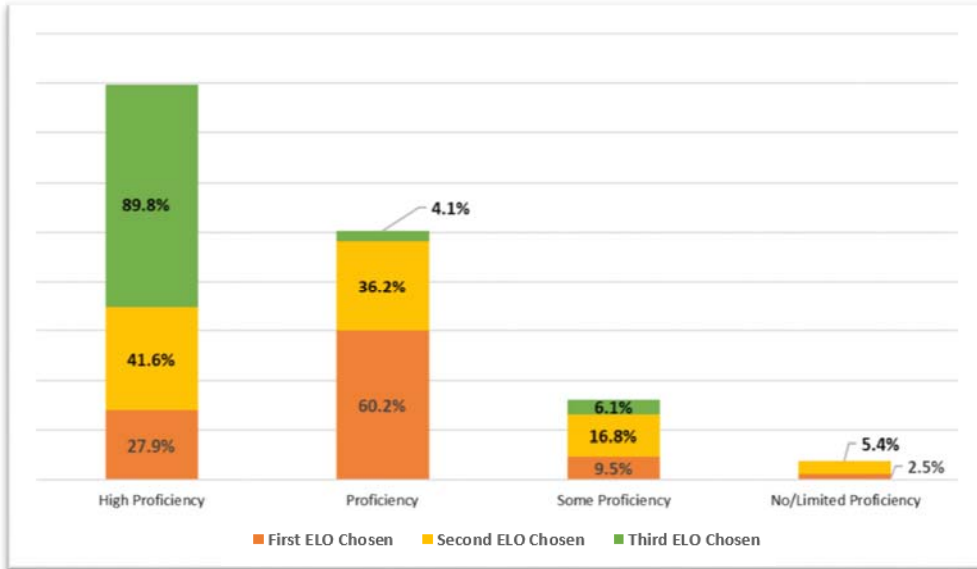
### Quantitative Literacy



### Teamwork, Leadership, Problem-solving



### Technology and Information Literacy



## Written and Oral Communication

