

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

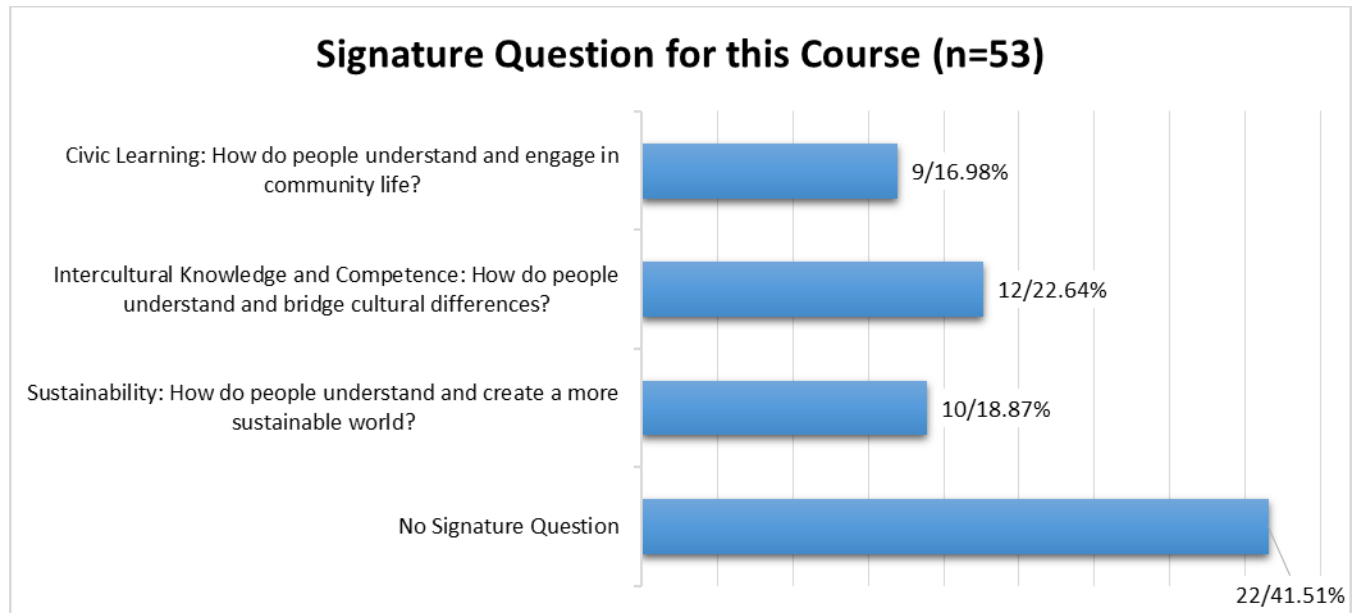
### Key Observations

- There were 175 possible Quest 1, 2, 3, WBIS, and Explore courses. Responses were received from 53 instructors of those courses.
- 25 academic departments were represented, the most were from Math (n=8) 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 select from a list of options that describe the assignment/assessment activity. Table 2 is a summary of the types of assignments/assessments. The most common kind of assignment was an analysis (15.1%).
- 34.6% of the faculty indicated that they had changed the assignment/assessment based on past student performance, but most (65.4%) had not. See Table 3 for how the assignments had changed.
- Charts 3, 4, and 5 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 27.7% choosing it overall of the three ELO's. It was chosen as the first ELO by 27.45% of the faculty, with 24.2% choosing it as the second ELO, and 40% choosing it as the third. All of the ELO's were represented in the first ELO choice.
- Tables 4, 5, 6 and 7 summarize the performance levels by Essential Learning Outcome (ELO). Overall students perform at proficiency with an average of 17.6 students for the first ELO, 14 students for the second ELO, and 3.5 students for the third ELO. Overall the ELO with the greatest percentage of students showing highly proficient was *Foundations and skills for lifelong learning* (53.3%) and the greatest percentage of students showing proficiency was *Civic learning-local and global* (65.6%). Special attention should be paid to the ELO *Quantitative literacy*, 22.9% of the students 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 8 is a ranked summary showing the expected changes. The most expected changes were a) Elaborate the class expectations\Meet individually (n=8) and Using other instructional materials, Using guided discussions in class, and Narrow assignment scope with 5 responses each.

**Table 1. Responding Departments**

<b>Department</b>	<b>Sections Responding</b>
ART	1
BIOLOGY	1
GEOLOGY	1
HISTORY	1
HNRS	1
JOURNAL	1
PBIS	1
PHIL	1
PHY ED	1
PUB ADM	1
RTF	1
SPANISH	1
WG STDS	1
GEOG	2
NURSING	2
PHYS SCI	2
PHYS/AST	2
RELSTDS	2
CHEM	3
COMM	3
GERMAN	3
ENGLISH	4
POLI SCI	4
WBIS	5
MATH	8
<b>Total</b>	<b>53</b>

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



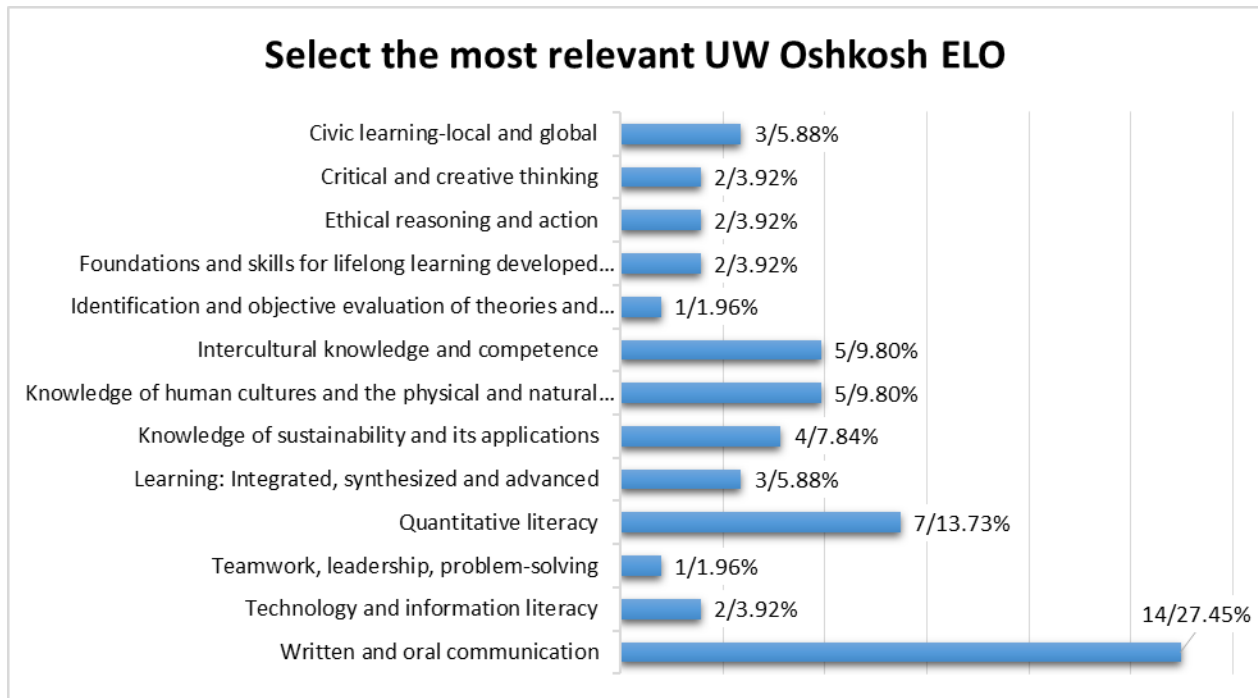
**Table 2.** For this survey, you will focus on one assignment or assessment activity from your course. Please select the option that best describes the assignment/assessment activity.

Assignment Type	Number	Percent
Analysis	8	15.1%
Critique	1	1.9%
Demonstration	2	3.8%
Essay	6	11.3%
Extended paper 5 + pages	5	9.4%
Lab	3	5.7%
Performance (speech, fine & performing arts)	2	3.8%
Presentation	6	11.3%
Reflection	6	11.3%
Short answer-selected response	7	13.2%
Short paper 1-3 pages	7	13.2%
Total	53	100.0%

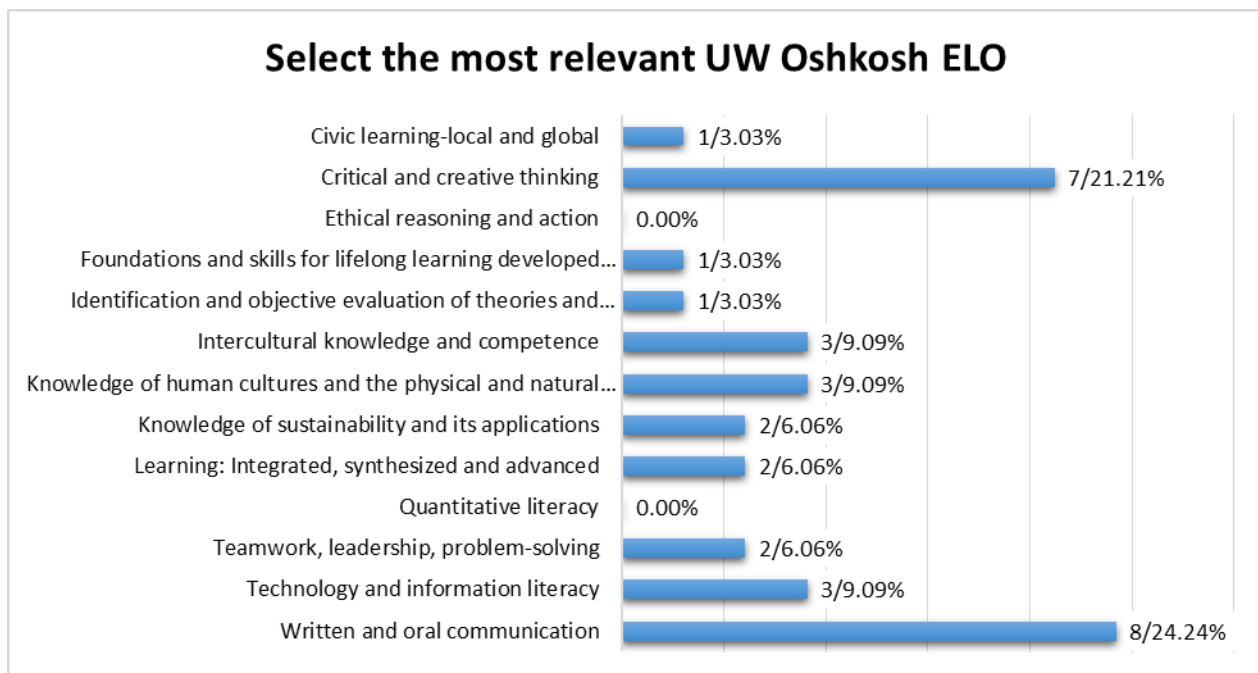
**Table 3.** Was this assignment/assessment changed in any way based on past student performance? If yes, how was it changed?

<ul style="list-style-type: none"> <li>• Assignment seeks to compel students to use research evidence to develop their opinions/views on important media effects/law issues -- impact on children, news delivery, etc. Earlier versions allowed for use of general articles from internet, newspapers, and magazines. Now students must use actual research studies.</li> </ul>
<ul style="list-style-type: none"> <li>• Course content was rearranged a little to enable the assignment to incorporate the signature question better.</li> </ul>
<ul style="list-style-type: none"> <li>• I had the students create a group presentation either about Athens or Sparta this semester. In the past, I had them stage a debate, but I didn't feel that they really learned enough from the sources during their debate preparation.</li> </ul>
<ul style="list-style-type: none"> <li>• I have shortened the assignment and changed the scoring rubric.</li> </ul>
<ul style="list-style-type: none"> <li>• I provided more specific grading rubric and examples.</li> </ul>
<ul style="list-style-type: none"> <li>• I used to use the D2L ePortfolio for this assignment, but students spent too much time learning the technology and not enough time on the research for the presentation.</li> </ul>
<ul style="list-style-type: none"> <li>• In the past, I have had my students switch collaborative groups between their first research presentation, which is a "mini-presentation" involving field research, source synthesis, and reflection and their in-depth research project that comprises their course work during the last four or five weeks of the semester. This semester I kept the research groups the same, and did not require groups to work with entirely different topics, but instead required them to mindfully revise their topics and write two rather than one project proposal, one at the end of their first project presentation and a revised version several weeks into the second. I wanted to see if continuity would build collaboration, critical thinking, and deepen academic engagement. It did.</li> </ul>
<ul style="list-style-type: none"> <li>• It focused more strongly on ethical reasoning and gave sustainability as a recommended option.</li> </ul>
<ul style="list-style-type: none"> <li>• It was an extension and modification of a previous quest II assignment - it focused all students on one country (more extensively) rather than giving them a choice and allowed us to examine the country more in-depth collectively.</li> </ul>
<ul style="list-style-type: none"> <li>• More accessible readings were chosen to support students' reading of more challenging theoretical readings. Assignment shifted focus from comparing types of genres to applying theoretical concepts to real-world examples.</li> </ul>
<ul style="list-style-type: none"> <li>• More explicit prompt, option to revise and to resubmit</li> </ul>
<ul style="list-style-type: none"> <li>• New assignment</li> </ul>
<ul style="list-style-type: none"> <li>• Questions for this final journal reflection were clearly identified for the students. The three issues this journal addressed was how the student's assessed their meeting the three learning outcomes of the course (listed below).</li> </ul>
<ul style="list-style-type: none"> <li>• Relatively minor changes in the questions or prompts.</li> </ul>
<ul style="list-style-type: none"> <li>• Students were asked to write a 2 page summary of the presentation. This was done to document the presentation better. Slides are also submitted.</li> </ul>
<ul style="list-style-type: none"> <li>• The assignment is changed year in reaction to current issues impacting public administration.</li> </ul>
<ul style="list-style-type: none"> <li>• This is my second semester teaching it with a more guided research process in order to facilitate better information literacy.</li> </ul>
<ul style="list-style-type: none"> <li>• Topics removed. Topics added.</li> </ul>

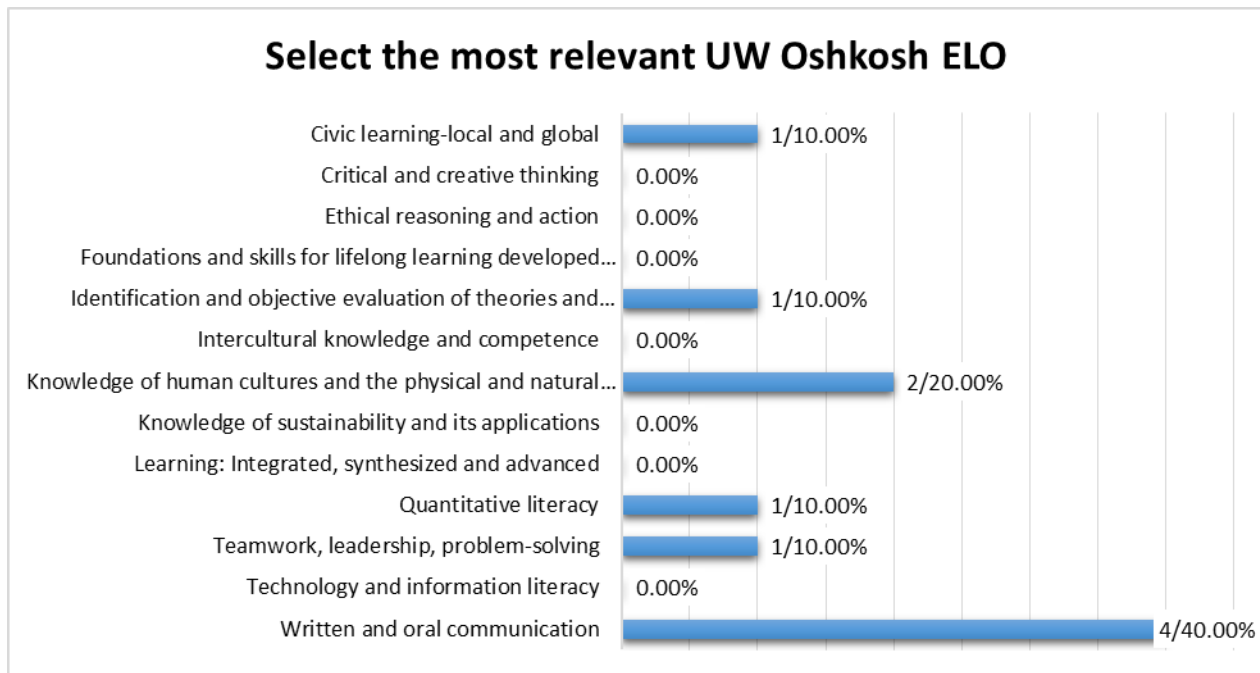
**Chart 3. Think about the first Essential Learning Outcome (ELO) that best fits with the assignment you described above.**



**Chart 4. Think about the second Essential Learning Outcome (ELO) that best fits with the assignment you described above.**



**Chart 5. Think about the third Essential Learning Outcome (ELO) that best fits with the assignment you described above.**



**Table 4. Enter the number of students who performed at each of the following levels out of the total number of students in the course for the first ELO:**

Answer	Min Value	Max Value	Average Value
Number of students performing at High Proficiency	0	50	10.15
Number of students performing at Proficiency	0	82	17.60
Number of students performing at Some Proficiency	0	56	9.32
Number of students performing at No/Limited Proficiency	0	49	3.83

**Table 5. Enter the number of students who performed at each of the following levels out of the total number of students in the course for the second ELO:**

Answer	Min Value	Max Value	Average Value
Number of students performing at High Proficiency	0	66	8.66
Number of students performing at Proficiency	0	57	14.00
Number of students performing at Some Proficiency	0	25	4.60
Number of students performing at No/Limited Proficiency	0	15	1.71

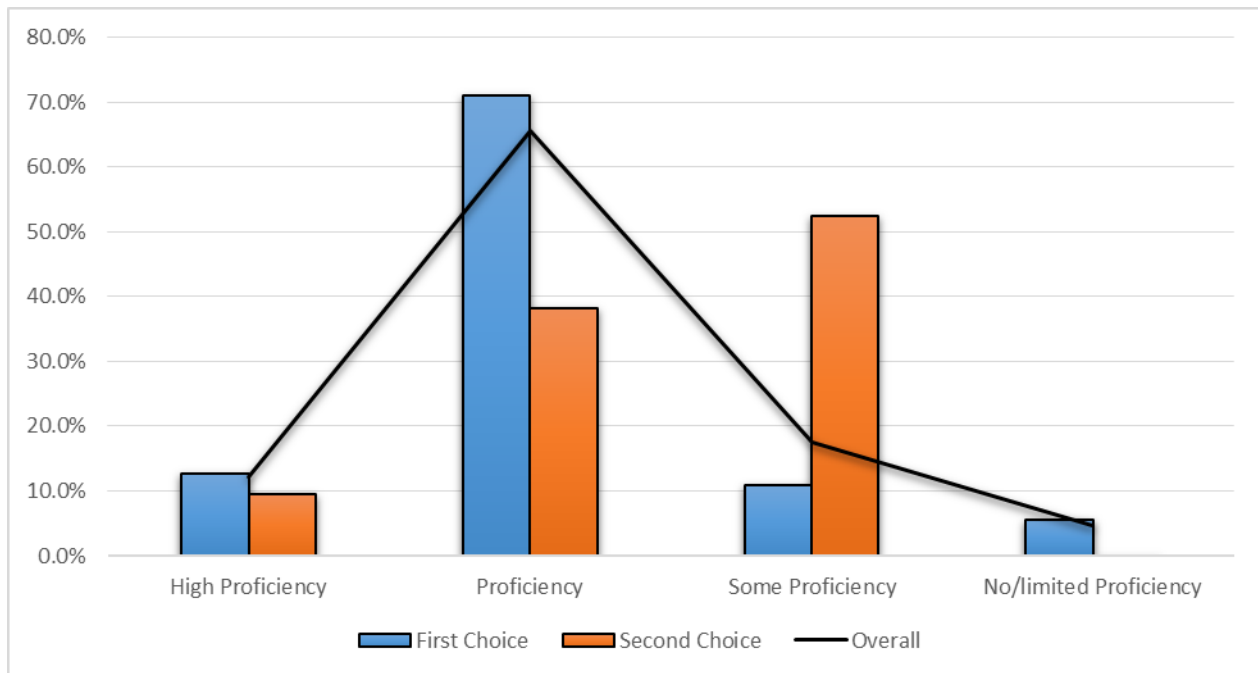
**Table 6. Enter the number of students who performed at each of the following levels out of the total number of students in the course for the third ELO:**

Answer	Min Value	Max Value	Average Value
Number of students performing at High Proficiency	0	26	2.00
Number of students performing at Proficiency	0	51	3.46
Number of students performing at Some Proficiency	0	37	2.37
Number of students performing at No/Limited Proficiency	0	6	0.57

**Table 7. Summary of the distribution of performance level for all three Essential Learning Outcome**

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
ELO: Civic learning-local and global	12.2%	65.6%	17.6%	4.6%	131
ELO: Critical and creative thinking	18.2%	58.6%	20.4%	2.9%	314
ELO: Ethical reasoning and action	22.3%	63.1%	13.1%	1.5%	130
ELO: Foundations and skills for lifelong learning	53.3%	36.3%	10.4%	0.0%	135
ELO: Identification and objective evaluation of theories and assumptions	26.0%	28.6%	27.3%	18.2%	77
ELO: Intercultural knowledge and competence	32.3%	49.4%	16.0%	2.3%	387
ELO: Knowledge and human cultures and the physical and natural world	29.9%	42.2%	23.0%	4.9%	469
ELO: Knowledge of sustainability and its applications	16.4%	36.2%	33.3%	14.0%	207
ELO: Learning: Integrated, synthesized and advanced	26.0%	33.6%	29.8%	10.7%	131
ELO: Quantitative literacy	23.7%	26.9%	26.5%	22.9%	476
ELO: Teamwork, leadership, problem-solving	38.3%	36.9%	16.8%	8.1%	149
ELO: Technology and Information Literacy	22.1%	39.9%	25.8%	12.3%	163
ELO: Written and oral communication	25.2%	51.6%	18.1%	5.1%	707

## Civic Learning - Local and Global

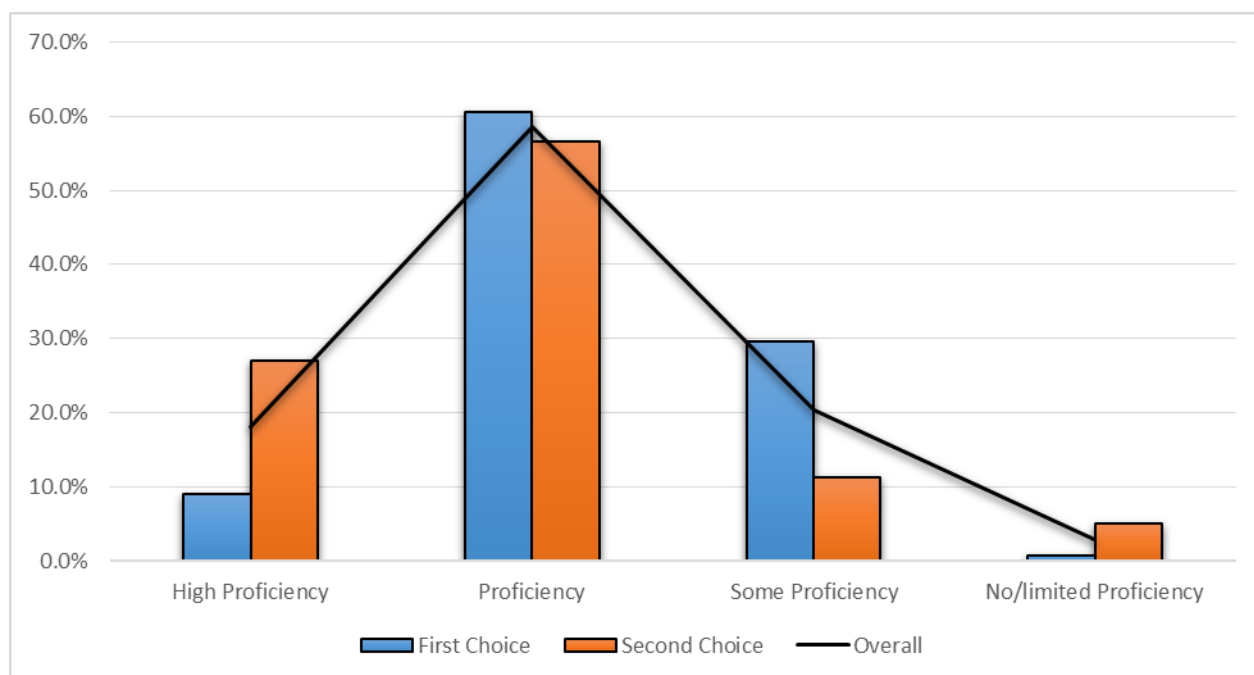


	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
First Chosen: Civic learning-local and global	12.7%	70.9%	10.9%	5.5%	110
Second Chosen: Civic learning-local and global	9.5%	38.1%	52.4%	0.0%	21
Third Chosen: Civic learning-local and global	0.00%	0.00%	0.00%	0.00%	0
Overall	12.2%	65.6%	17.6%	4.6%	131

Courses that chose this ELO.

HISTORY 101	First
WBIS 188	First
WG STDS 201	First
COMM 111	Second
RELSTDS 221	Third

## Critical and Creative Thinking

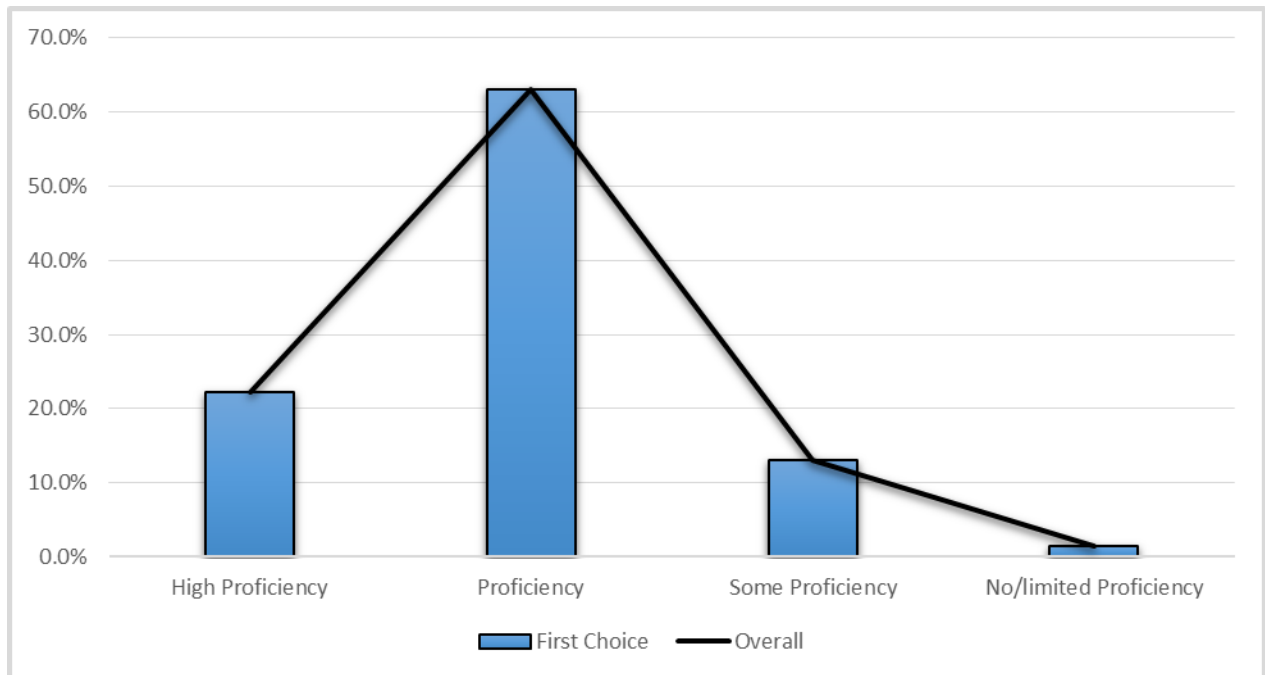


	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
FIRST CHOSEN: Critical and creative thinking	9.0%	60.6%	29.7%	0.6%	155
Second Chosen: Critical and creative thinking	27.0%	56.6%	11.3%	5.0%	159
THIRD CHOSEN: Critical and creative thinking	0.00%	0.00%	0.00%	0.00%	0
Overall	18.2%	58.6%	20.4%	2.9%	314

Courses that chose this ELO.

CHEM 102	First
ENGLISH 243	First
ENGLISH 226	Second
PHYS SCI 101	Second
POLI SCI 214	Second
COMM 111	Second
ENGLISH 212	Second
ENGLISH 226	Second
NURSING 200	Second

## Ethical Reasoning and Action

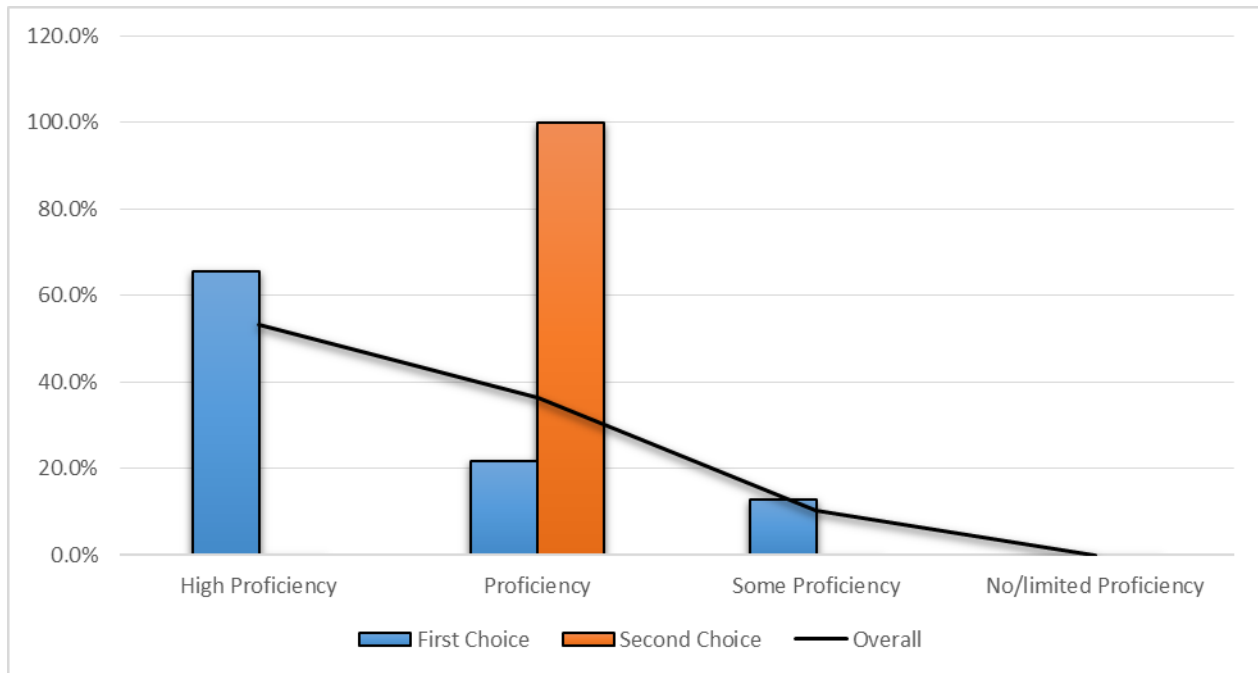


	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
FIRST CHOSEN: Ethical reasoning and action	22.3%	63.1%	13.1%	1.5%	130
Second Chosen: Ethical reasoning and action	0.00%	0.00%	0.00%	0.00%	0
THIRD CHOSEN: Ethical reasoning and action	0.00%	0.00%	0.00%	0.00%	0
Overall	22.3%	63.1%	13.1%	1.5%	130

Courses that chose this ELO.

ENGLISH 226	First
PHIL 105	First

## Foundations and Skills for Lifelong Learning

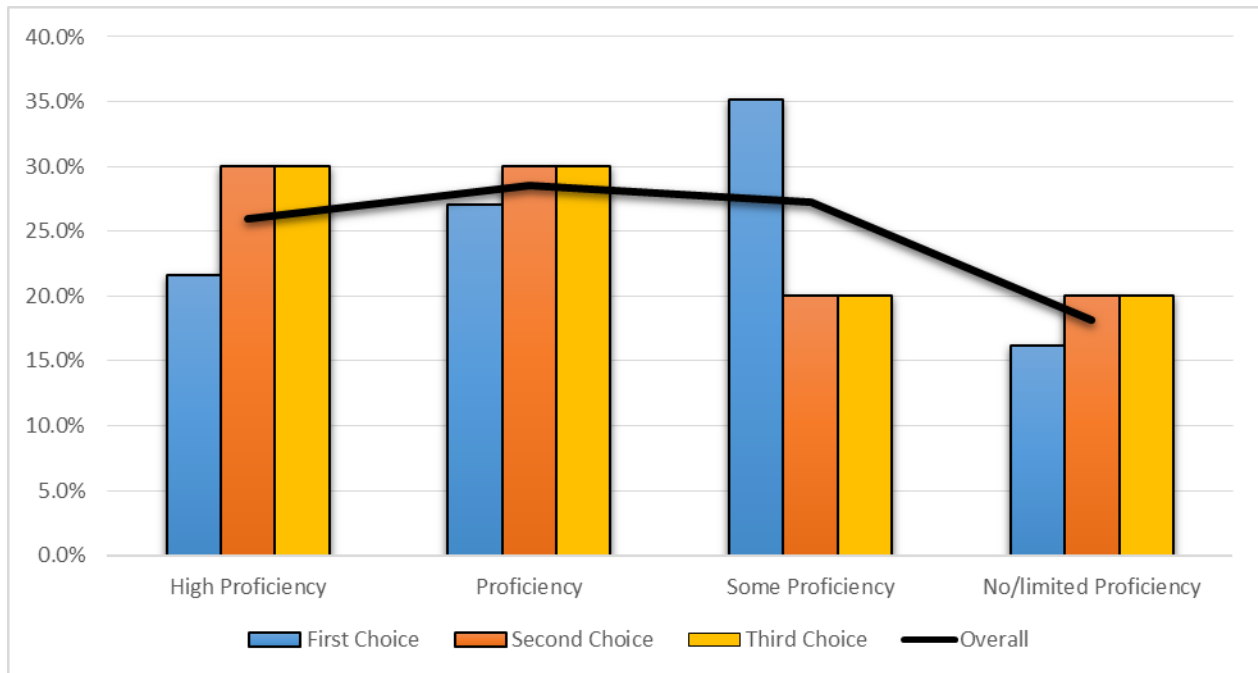


	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
FIRST CHOSEN: Foundations and skills for lifelong learning	65.5%	21.8%	12.7%	0.0%	110
Second Chosen: Foundations and skills for lifelong learning	0.0%	100.0%	0.0%	0.0%	25
THIRD CHOSEN: Foundations and skills for lifelong learning	0.00%	0.00%	0.00%	0.00%	0
Overall	53.3%	36.3%	10.4%	0.0%	135

Courses that chose this ELO.

PHY ED 208	First
PUB ADM 221	First
WG STDS 201	Second

## Identification and Objective Evaluation of Theories and Assumptions

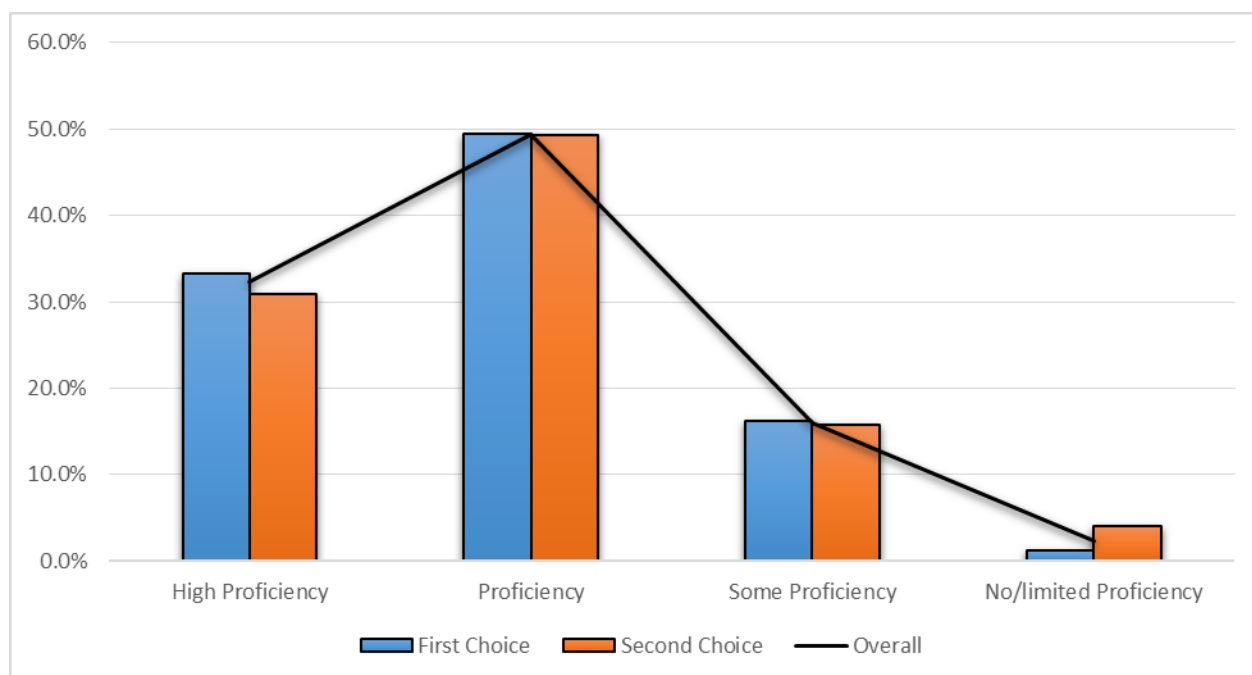


	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
FIRST CHOSEN: Identification and objective evaluation of theories and assumptions	21.6%	27.0%	35.1%	16.2%	37
Second Chosen: Identification and objective evaluation of theories and assumptions	30.0%	30.0%	20.0%	20.0%	20
THIRD CHOSEN: Identification and objective evaluation of theories and assumptions	30.0%	30.0%	20.0%	20.0%	20
Overall	26.0%	28.6%	27.3%	18.2%	77

Courses that chose this ELO.

POLI SCI 253	First
MATH 172	Second and Third

## Intercultural Knowledge and Competence

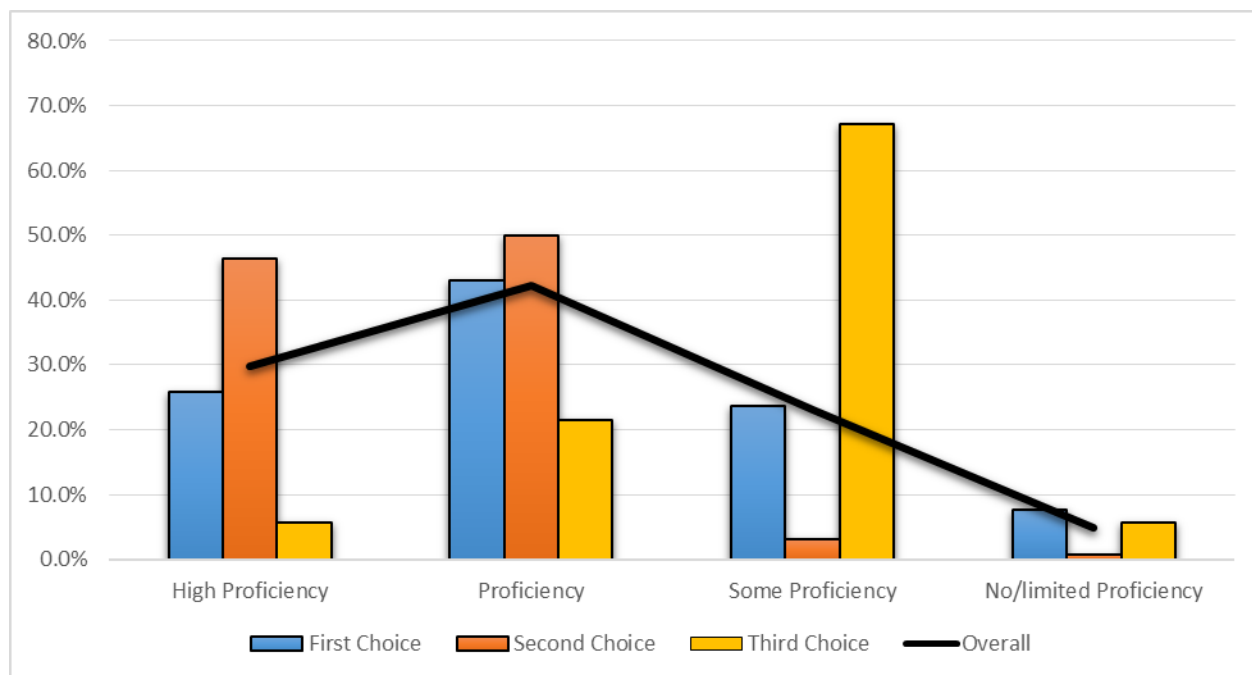


	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
FIRST CHOSEN: Intercultural knowledge and competence	33.2%	49.4%	16.2%	1.2%	241
Second Chosen: Intercultural knowledge and competence	30.8%	49.3%	15.8%	4.1%	146
THIRD CHOSEN: Intercultural knowledge and competence	0.00%	0.00%	0.00%	0.00%	0
Overall	32.3%	49.4%	16.0%	2.3%	387

Courses that chose this ELO.

ART 203	First
JOURNAL 141	First
NURSING 215	First
RELSTDS 102	First
WBIS 188	First
PHIL 105	Second
RELSTDS 221	Second
GERMAN 110	Second

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

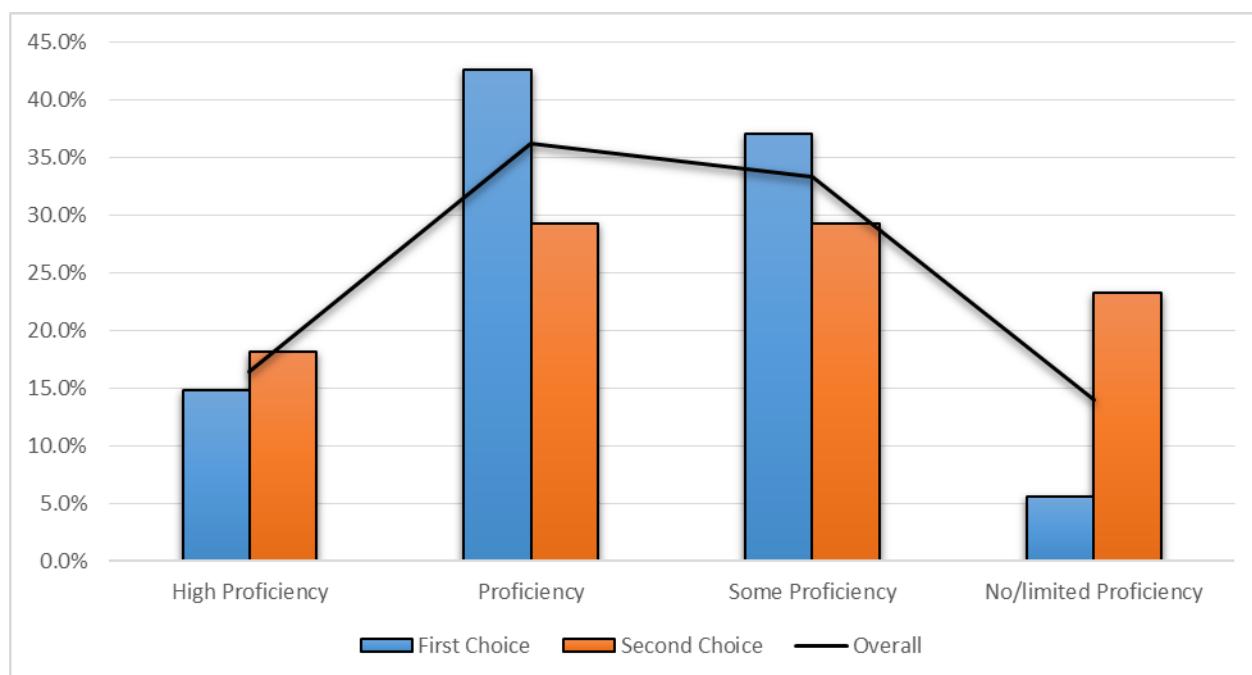


	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
FIRST CHOSEN: Knowledge and human cultures and the physical and natural world	25.7%	43.0%	23.6%	7.6%	237
Second Chosen: Knowledge and human cultures and the physical and natural world	46.3%	50.0%	3.1%	0.6%	162
THIRD CHOSEN: Knowledge and human cultures and the physical and natural world	5.7%	21.4%	67.1%	5.7%	70
Overall	29.9%	42.2%	23.0%	4.9%	469

Courses that chose this ELO.

BIOLOGY 104	First		CHEM 103	Third
GEOG 221	First			
HNRS 275	First			
POLI SCI 101	First			
RELSTDS 221	First			
HISTORY 101	Second			
ART 203	Second			
GEOG 202	Second			
ENGLISH 243	Third			

## Knowledge of Sustainability and its Applications

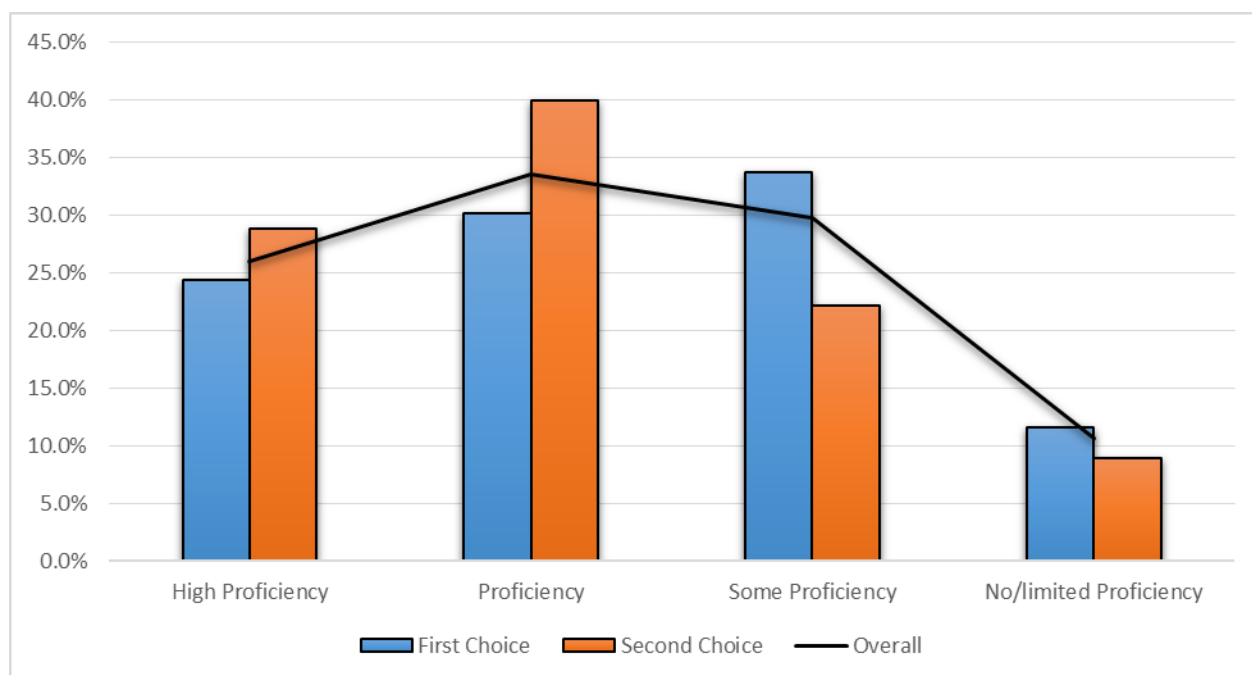


	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
FIRST CHOSEN: Knowledge of sustainability and its applications	14.8%	42.6%	37.0%	5.6%	108
Second Chosen: Knowledge of sustainability and its applications	18.2%	29.3%	29.3%	23.2%	99
THIRD CHOSEN: Knowledge of sustainability and its applications	0.00%	0.00%	0.00%	0.00%	0
Overall	16.4%	36.2%	33.3%	14.0%	207

Courses that chose this ELO.

CHEM 103	First
GEOLOGY 110	First
PHYS SCI 101	First
BIOLOGY 104	Second
MATH 172	Second

## Learning: Integrated, Synthesized and Advanced

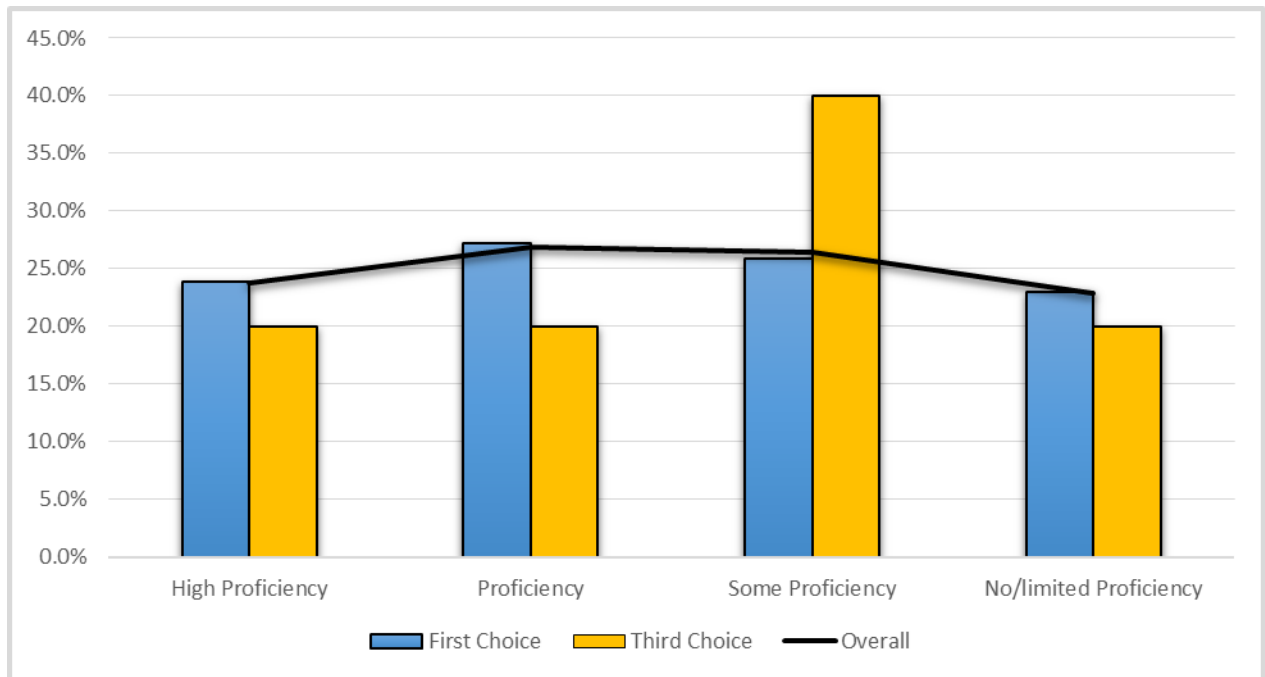


	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
FIRST CHOSEN: Learning: Integrated, synthesized and advanced	24.4%	30.2%	33.7%	11.6%	86
Second Chosen: Learning: Integrated, synthesized and advanced	28.9%	40.0%	22.2%	8.9%	45
THIRD CHOSEN: Learning: Integrated, synthesized and advanced	0.00%	0.00%	0.00%	0.00%	0
Overall	26.0%	33.6%	29.8%	10.7%	131

Courses that chose this ELO.

PBIS 188	First
POLI SCI 214	First
WBIS 188	First and Second
RTF 101	Second

## Quantitative Literacy

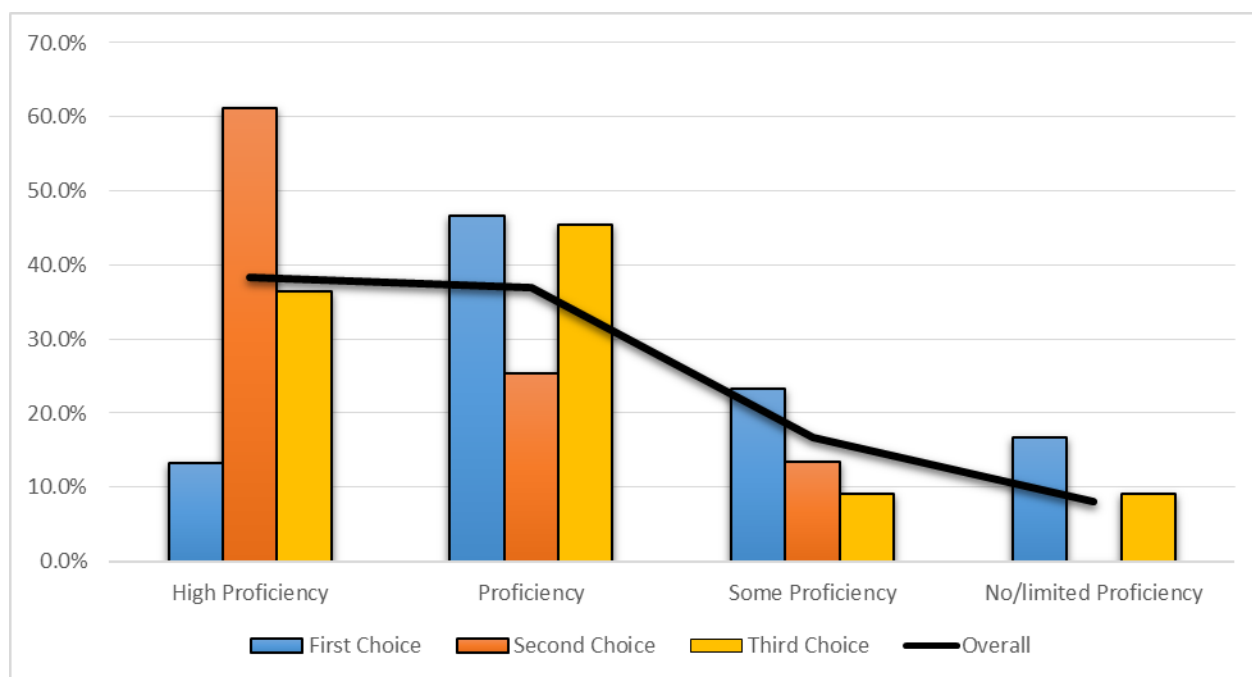


	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
FIRST CHOSEN: Quantitative literacy	23.9%	27.2%	25.9%	23.0%	456
Second Chosen: Quantitative literacy	0.00%	0.00%	0.00%	0.00%	0
THIRD CHOSEN: Quantitative literacy	20.0%	20.0%	40.0%	20.0%	20
Overall	23.7%	26.9%	26.5%	22.9%	476

Courses that chose this ELO.

CHEM 105	First
MATH 172	First
MATH 109	First
MATH 211	First
MATH 172	First
PHYS/AST 104	First
RTF 101	Third

## Teamwork, Leadership, Problem-solving

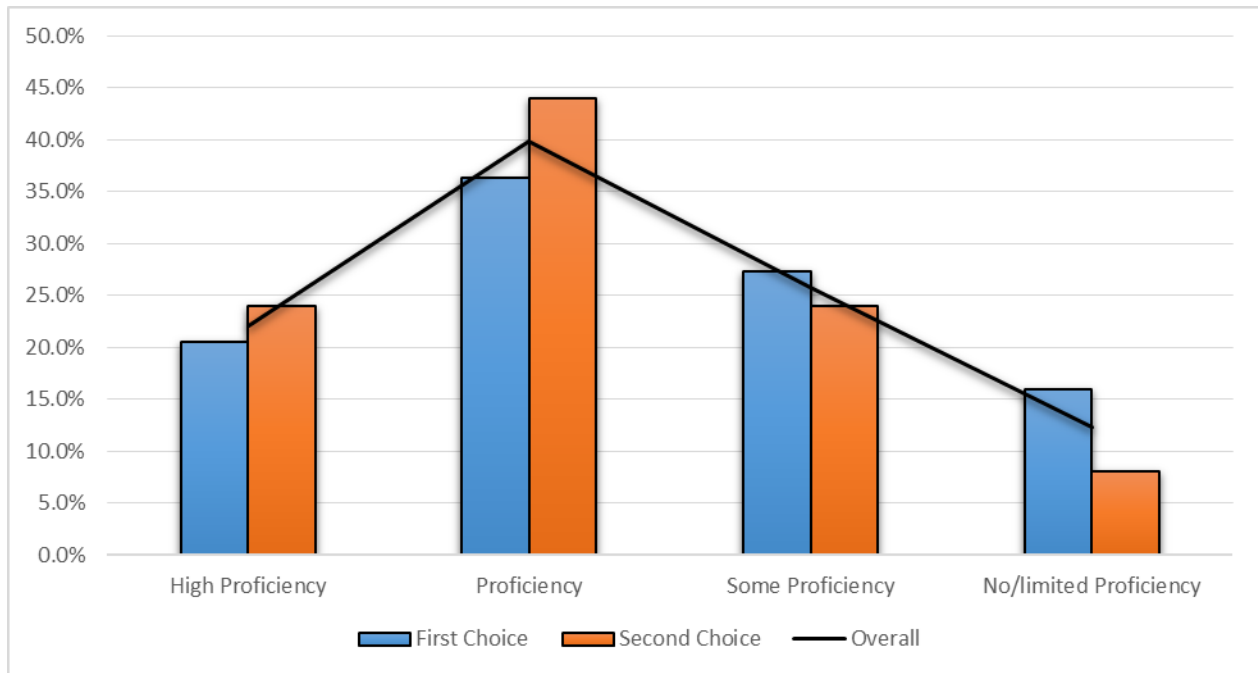


	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
FIRST CHOSEN: Teamwork, leadership, problem-solving	13.3%	46.7%	23.3%	16.7%	60
Second Chosen: Teamwork, leadership, problem-solving	61.2%	25.4%	13.4%	0.0%	67
THIRD CHOSEN: Teamwork, leadership, problem-solving	36.4%	45.5%	9.1%	9.1%	22
Overall	38.3%	36.9%	16.8%	8.1%	149

Courses that chose this ELO.

MATH 204	First
PHYS/AST 108	First
PHY ED 208	Second
PHYS SCI 101	Third

## Technology and Information Literacy

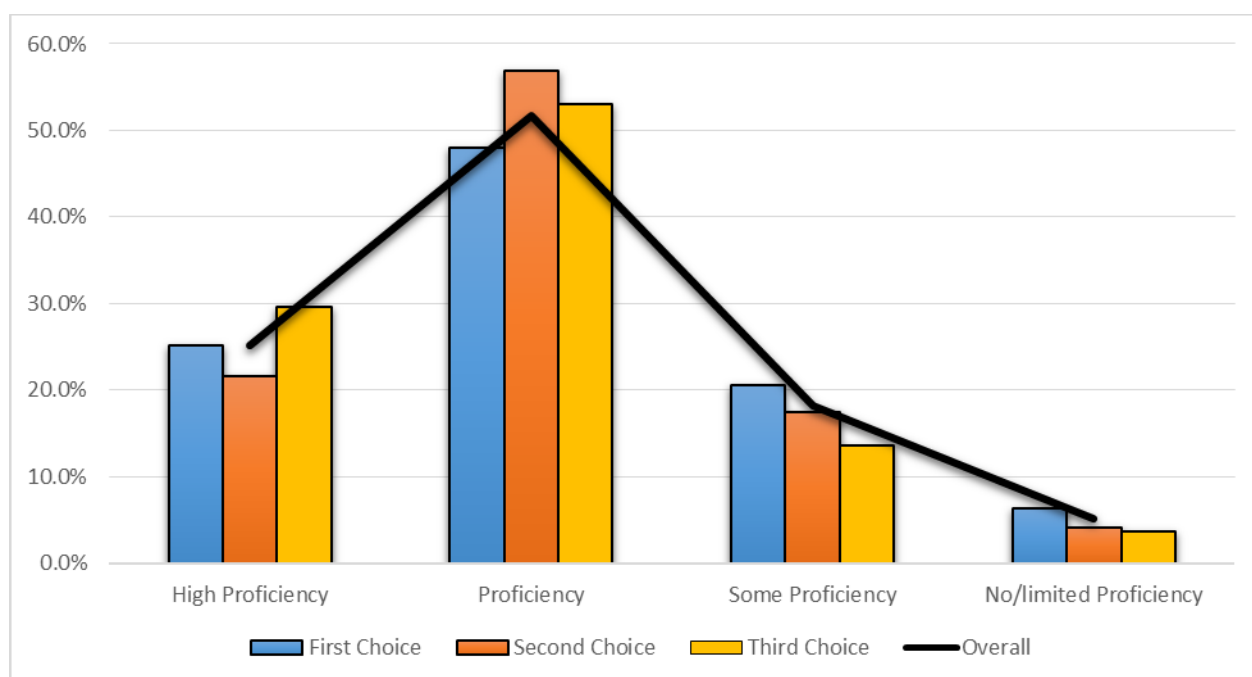


	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
FIRST CHOSEN: Technology and Information Literacy	20.5%	36.4%	27.3%	15.9%	88
Second Chosen: Technology and Information Literacy	24.0%	44.0%	24.0%	8.0%	75
THIRD CHOSEN: Technology and Information Literacy	0.00%	0.00%	0.00%	0.00%	0
Overall	22.1%	39.9%	25.8%	12.3%	163

Courses that chose this ELO.

MATH 206	First
RTF 101	First
COMM 111	Second
WBIS 188	Second

## Written and Oral Communication



	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
FIRST CHOSEN: Written and oral communication	25.1%	48.0%	20.6%	6.3%	350
Second Chosen: Written and oral communication	21.5%	56.9%	17.4%	4.1%	195
THIRD CHOSEN: Written and oral communication	29.6%	53.1%	13.6%	3.7%	162
Overall	25.2%	51.6%	18.1%	5.1%	707

Courses that chose this ELO.

COMM 111	First		HNRS 275	Second
ENGLISH 212	First		CHEM 103	Second
ENGLISH 226	First		GEOLOGY 110	Second
GEOG 202	First		PHYS SCI 101	Second
GERMAN 110	First		MATH 109	Second
GERMAN 203	First		SPANISH 111	Second
GERMAN 111	First		ENGLISH 226	Third
NURSING 200	First		PHIL 105	Third
POLI SCI 105	First		WBIS 188	Third
SPANISH 111	First		SPANISH 111	Third
WBIS 188	First			
ENGLISH 243	Second			

**Table 8. Describe any changes you are planning to make to this assignment/activity based on the students' results (choose all that apply).**

<b>Future Expected action(s)</b>	<b>Percent</b>	<b>Responses</b>
Elaborate the class expectations\Meet individually	13.3%	8
Using other instructional materials	8.3%	5
Using guided discussions in class	8.3%	5
Narrow assignment scope	8.3%	5
Change of instructional methods	6.7%	4
Reorganizing course sequence of content	6.7%	4
Giving more practice problems prior to the assessment	6.7%	4
Talking to other faculty who teach courses in the program	6.7%	4
More signature question discussion	6.7%	4
Adding other assignments	5.0%	3
Creating a rubric or using a rubric for scoring	5.0%	3
Modify environment to assist students conceptualize material	5.0%	3
Using an online discussion or blog entry system between classes	3.3%	2
Additional reflective writing	3.3%	2
Selecting alternative assessment format	1.7%	1
Refer to Writing Ctr & Academic Support centers	1.7%	1
More writing\additional targeted assignments	0.0%	0
Move assignments and\or final project earlier	0.0%	0
Move peer review out of class	0.0%	0
Other	3.3%	2
<ul style="list-style-type: none"> <li>• I am happy with the way my assignment sequence is developing as I tweak things. The above possible changes are things I am always working on.</li> <li>• More organized out of class time for discussion.</li> </ul>		