

Spring 2018 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 336 Quest 1, 3, WBIS, Comm 111, and Explore instructors. Responses were received from 49 instructors.
- 27 academic departments were represented, the most were from Art, Chemistry, Communication, German, Nursing, Philosophy, Writing-Based Inquiry Seminar, with 3 each. See Table 1 for a breakdown for each department.
- Each of the three signature questions were 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 (61.22%). 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 short paper 1-3 pages (14.29%).
- 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 28.5% choosing it as an ELO that fits the assignment. *Foundations and skills for lifelong learning development* and *Teamwork, leadership, problem-solving* were chosen only once as an ELO that fits the assignment.
- Tables 3, 4, 5, and 6 summarize the performance levels by Essential Learning Outcome (ELO). Overall students perform at proficiency with an average of 19.8 students for the first ELO and 15.54 students for the second ELO and 12.17 students for the third. Overall the ELO with the greatest percentage of students showing highly proficient was *Teamwork, leadership, problem-solving* (83.3%) and the greatest percentage of students showing proficiency was *Technology and Information Literacy* (56.56%). Special attention should be paid to the ELO *Quantitative literacy*, 18.06% 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 change was Using guided discussions in class (n=8).

Table 1. Responding Departments

Department	Sections Responding
Anthropology	2
Art	3
Chemistry	3
Communication	3
English	2
Engineering	1
French	1
Geography	2
Geology	1
German	3
History	2
Honors	1
Interdisciplinary Studies	1
Journalism	1
Math	1
Music	2
Nursing	3
Problem-Based Inquiry Seminar	1
Philosophy	3
Physics/Astronomy	2
Political Science	1
Public Administration	1
Radio/TV/Film	2
Spanish	1
Theatre	1
Writing-Based Inquiry Seminar	3
Women and Gender Studies	1
Total	48

Chart 1. Signature Question for this Course

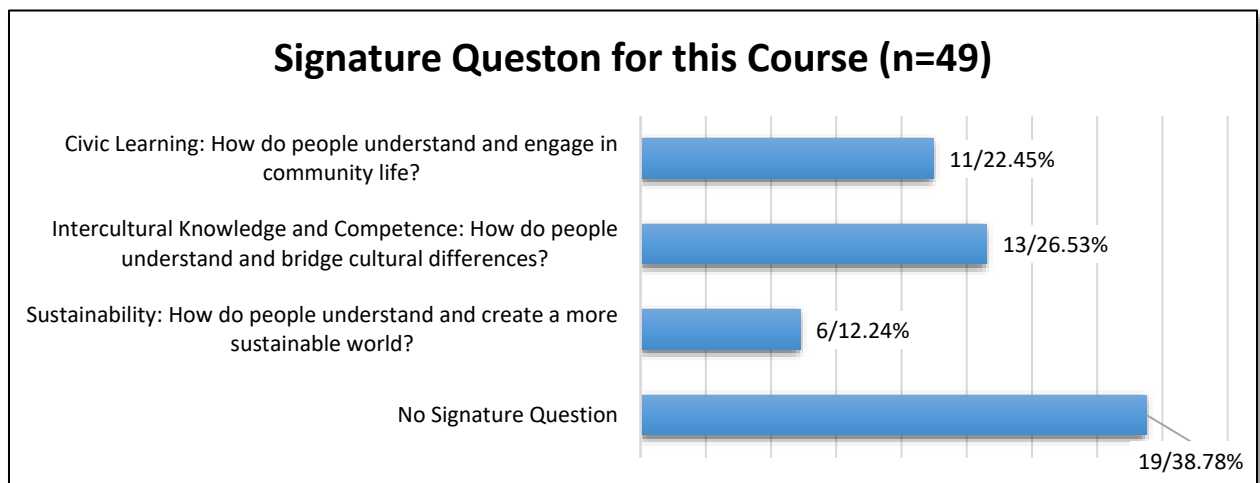


Table 2. For this survey, you will focus on one assignment or assessment activity from your course. Briefly describe the assignment/assessment activity. You may wish to copy/paste the description from you syllabus or other course materials in the box below.

Assignment Type	Number	Percent
Short paper 1-3 pages	7	14.29%
Analysis	6	12.24%
Essay	6	12.24%
Lab	6	12.24%
Extended paper 5 + pages	5	10.20%
Presentation	5	10.20%
Reflection	5	10.20%
Short answer-selected response	3	6.12%
Critique	2	4.08%
Performance (speech, fine & performing arts)	2	4.08%
Portfolio entry	1	2.04%
Simulations	1	2.04%
Demonstration	0	0.00%
Total	49	100.00%

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

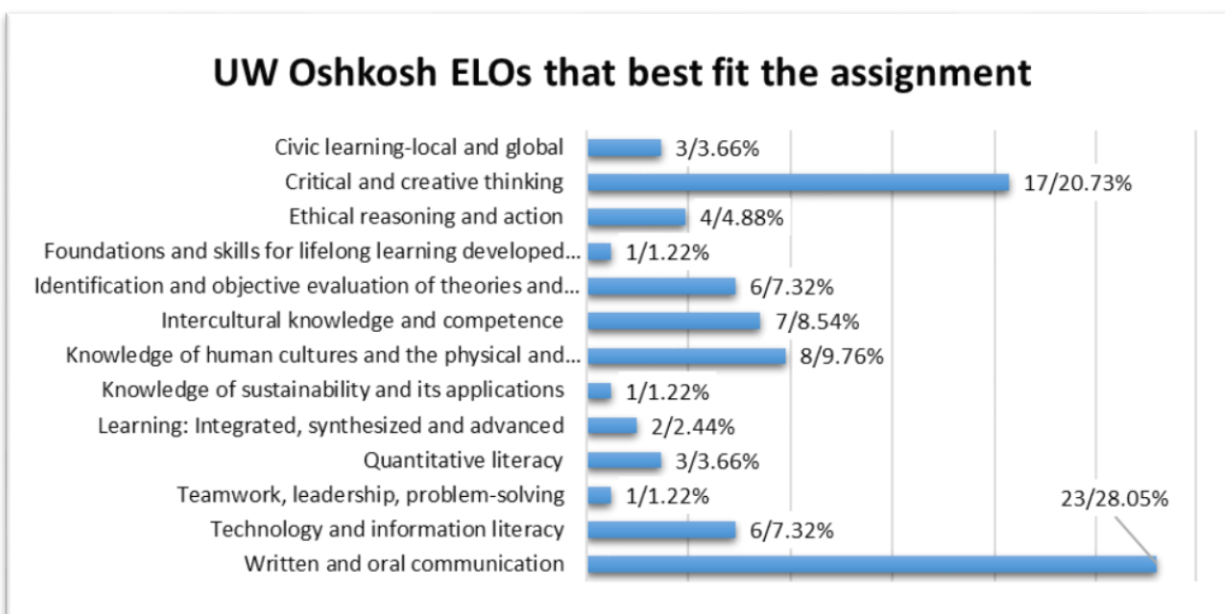


Table 3. Enter the number of students who performed at each of the following levels out of the total number of students in the course for the first ELO:

Answer	Min Value	Max Value	Average Value
Number of students performing at High Proficiency	0	64	11.96
Number of students performing at Proficiency	0	145	19.8
Number of students performing at Some Proficiency	0	69	10.02
Number of students performing at No/Limited Proficiency	0	34	3.06

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 second ELO:

Answer	Min Value	Max Value	Average Value
Number of students performing at High Proficiency	0	25	9.5
Number of students performing at Proficiency	0	70	15.54
Number of students performing at Some Proficiency	0	35	4.38
Number of students performing at No/Limited Proficiency	0	10	1.88

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 third ELO:

Answer	Min Value	Max Value	Average Value
Number of students performing at High Proficiency	0	12	8.17
Number of students performing at Proficiency	0	25	12.17
Number of students performing at Some Proficiency	0	10	5.33
Number of students performing at No/Limited Proficiency	0	3	1.83

Table 6. Summary of the distribution of performance level for all Essential Learning Outcome

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
ELO: Civic learning-local and global	26.04%	44.79%	21.88%	7.29%	96
ELO: Critical and creative thinking	27.31%	46.72%	19.40%	6.57%	670
ELO: Ethical reasoning and action	28.51%	24.90%	38.55%	8.03%	249
ELO: Foundations and skills for lifelong learning	40.00%	50.00%	6.00%	4.00%	50
ELO: Identification and objective evaluation of theories and assumptions	39.01%	47.53%	11.21%	2.24%	223
ELO: Intercultural knowledge and competence	45.81%	39.21%	11.01%	3.96%	227
ELO: Knowledge and human cultures and the physical and natural world	13.11%	55.27%	28.02%	3.60%	389
ELO: Knowledge of sustainability and its applications	0.00%	50.00%	39.13%	10.87%	46
ELO: Learning: Integrated, synthesized and advanced	50.00%	31.25%	12.50%	6.25%	80
ELO: Quantitative literacy	31.02%	29.17%	21.76%	18.06%	216
ELO: Teamwork, leadership, problem-solving	83.33%	16.67%	0.00%	0.00%	30
ELO: Technology and Information Literacy	19.26%	56.56%	15.98%	8.20%	244
ELO: Written and oral communication	25.19%	52.88%	16.17%	5.75%	643

Table 7. 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)	Percent	Responses
Using guided discussions in class	11.27%	8
Change of instructional methods	8.45%	6
Reorganizing course sequence of content	8.45%	6
Talking to other faculty who teach courses in the program	8.45%	6
Elaborate the class expectations\Meet individually	8.45%	6
More signature question discussion	8.45%	6
Giving more practice problems prior to the assessment	5.63%	4
Move assignments and\or final project earlier	5.63%	4
Using other instructional materials	4.23%	3
Adding other assignments	4.23%	3
Narrow assignment scope	4.23%	3
Additional reflective writing	4.23%	3
Creating a rubric or using a rubric for scoring	2.82%	2
Modify environment to assist students conceptualize material	2.82%	2
Selecting alternative assessment format	1.41%	1
Using an online discussion or blog entry system between classes	1.41%	1
More writing\additional targeted assignments	1.41%	1
Refer to Writing Ctr & Academic Support centers	1.41%	1
Move peer review out of class	1.41%	1
OTHER	5.63%	4
<ul style="list-style-type: none"> • Require individual task-management conferences with struggling students • I need to find/discover a more efficient approach to taking role...AND the amount of accounting in the class is extraordinary • I will no longer accept assignments that do not meet formal requirements (e.g. the format in which it is to be submitted) because about a third of the students did not follow all instructions associated with this assignment despite multiple reminders. Following instructions is also an important skill. • Rewrite the lab manual and connect it better to the lecture section by having slides focused on the lab topic 		