

## Fall 2013 University Studies Program Quest I 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 six tables which portray key items. The full survey results are available from University Studies Program or the Office of Institutional Research.

### Key Observations

- 44 of 72 sections responded (61%)
- 17 academic departments were represented as shown in table 1.
- Table 2 shows the three signature questions were generally evenly represented (27%-41%).
- A range of writing and analysis assignments were used but common themes were action-learning and reflection activities. Typical requirements across disciplines include attending multiple events related to the course theme then analyzing and reflecting on their relation to the signature question. Other prevalent examples include attending artistic performances representing a range of cultural identities, creating digital and poster presentations on common objects/artifacts depicting sustainability or intercultural knowledge topics.
- Nearly all sections both required the key assignment to be uploaded to the student's e-portfolio(77%) and connected it to the signature question of the course (93%).
- Table 3 reveals 8 UW Oshkosh Essential Learning Outcomes (ELO) were represented by the responding courses. The most frequent were Critical and creative thinking (25%), Intercultural knowledge and competence (20%) and knowledge of sustainability and applications (18%). The five ELOs not addressed were Quantitative literacy, Technology and information literacy, Teamwork & leadership across the curriculum, Ethical reasoning and action, and Foundation skills for lifelong learning through real-world challenges.
- Table 4 summarizes the performance levels by signature question. Sections addressing the sustainability signature question had greater proportions of students scoring in the some and limited proficiency categories than the other two signature question sections.
- Table 5 summarizes the performance levels by Essential Learning Outcome (ELO). The ELO with the greatest percentage of students showing proficient or highly proficient is *Learning - Integrated, synthesized and advanced*, with 80% combined. The ELO with the broadest distribution is *Identification and objective evaluation of theories and assumptions*, which has at least 20% in each performance level category.
- The survey inquired what future changes faculty expect to make to the assignment based on student results. Table 6 is a ranked summary showing the most common expected actions are a) elaborate course expectations continuously and b) require more writing and additional targeted assignments.

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Table 1. Responding Departments

Dept	Sections Responding
Art	3
Business	1
Communication	3
Foreign Lang	1
English	6
Education	1
Env Studies	2
Geography	4
History	3
Philosophy	1
Physical Science	1
Poli Science	4
Psych	4
Rel Studies	2
Social Science	3
Theatre	3
Women's Studies	2
Total	44

Table 2. Signature Question for this Course:












#	Answer	Response	%	
1	Sustainability: How do people understand and create a more sustainable world?		14	32%
2	Intercultural Knowledge and Competence: How do people understand and bridge cultural differences?		18	41%
3	Civic Learning: How do people understand and engage in community life?		12	27%
	Total		44	100%

Table 3. Select the most relevant UW Oshkosh Essential Learning Outcome [ELO] aligned with the assignment/assessment activity. (Please select ONE ELO.)

#	Answer	Response	%	
1	Knowledge of human cultures and the physical and natural world		5	11%
2	Identification and objective evaluation of theories and assumptions		1	2%
3	Critical and creative thinking		11	25%
4	Written and oral communication		1	2%
5	Quantitative literacy		0	0%
6	Technology and information literacy		0	0%
7	Teamwork, leadership, problem-solving		0	0%
8	Knowledge of sustainability and its applications		8	18%
9	Civic learning-local and global		6	14%
10	Intercultural knowledge and competence		9	20%
11	Ethical reasoning and action		0	0%
12	Foundations and skills for lifelong learning developed through real-world challenges and active involvement with diverse communities		0	0%
13	Learning: Integrated, synthesized and advanced		3	7%
	Total		44	100%

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Table 4. Mean class distribution by performance level

Signature Question	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	n
Sustainability	34.5%	30.0%	25.0%	10.5%	13
Intercultural Knowledge and Communication	33.2%	39.7%	21.1%	6.0%	18
Civic Learning	23.9%	49.6%	20.3%	6.0%	12
Total	31.0%	39.5%	22.1%	7.3%	43

Table 5. Mean class distribution of performance level by Essential Learning Outcome

Essential Learning Outcome (ELO)	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	n
Knowledge of human cultures and the physical and natural world	20.7%	42.4%	29.2%	7.8%	5
Identification and objective evaluation of theories and assumptions	24.0%	36.0%	20.0%	20.0%	1
Critical and creative thinking	30.2%	42.2%	18.9%	8.7%	11
Written and oral communication	39.1%	30.4%	26.1%	4.3%	1
Quantitative literacy					0
Technology and information literacy					0
Teamwork, leadership, problem-solving					0
Knowledge of sustainability and its applications	32.1%	32.3%	26.2%	9.4%	7
Civic learning-local and global	25.3%	47.2%	21.9%	5.3%	6
Intercultural knowledge and competence	35.5%	38.4%	20.9%	5.1%	9
Ethical reasoning and action					0
Foundations and skills for lifelong learning developed through real-world challenges and active involvement with diverse communities					0
Learning: Integrated, synthesized and advanced	46.1%	34.2%	15.4%	4.3%	3
Total	31.0%	39.5%	22.1%	7.3%	43

Table 6. Describe any changes you are planning to make to this assignment/activity based on the students' results. (If you are not planning to make changes at this time, please skip this item.)

Future Expected action(s)	n
Elaborate class expectations/Meet individually	7
More writing/additional targeted assignments	5
Move assignments and/or final project earlier	4
More signature question discussion	3
Modify environment to assist students conceptualize material	2
Narrow Assignment scope	1
No change	1
Refer to WC & Academic Spt centers	1
Move peer review out of class	1
add'l reflective writing	1
Total	26