

Program Assessment Report

Department Name | Years (e.g. 2020-2023)

Please use this template to report on your program assessment plan and results each reporting period. Labels (in bold) should be included in your report. Write your responses in the box provided.

I. Assessment of Syllabi

In order to be compliant with Higher Learning Commission criteria for Assumed Practices and Department of Education rules and guidelines, every syllabus for every course offered by UW Oshkosh should contain the following:

1. Meeting dates and times (to confirm that requirements for credit hours are being met).
 - For compressed or hybrid courses, syllabi must list meeting dates/times and address the question of how the course will meet the requirements for contact hours.
2. Measurable learning outcomes.
 - All sections of a course (including online, hybrid, and CAPP sections) should have the same core learning outcomes. (Individual sections may include additional outcomes beyond the shared core outcomes.) Course-level learning outcomes should clearly relate to the learning outcomes for the academic program(s) that they serve.
3. Course description copied verbatim from the UW Oshkosh Bulletin, including pre-requisites for the course.
4. The following disclosure statement:
“Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990:
<https://uwosh.edu/financialaid/consumer-information/>.”

As the first part of your assessment, check all of the syllabi in **the final semester of the period covered in your assessment report** to determine whether they contain all of these elements. For academic departments, this should include syllabi for all sections of all courses offered by the department, including USP courses and general electives. Based on your examination of the syllabi, please provide the following three pieces of information:

1. Number of syllabi that were examined.
2. Number of these syllabi that DID contain all of the required elements.
3. What steps you will take to reach 100% compliance on these HLC requirements.

II. Program’s Response to Previous Assessment

Describe and provide an evaluation of the program’s actions in response to the most recent previous outcomes assessment.

1. What change(s) did you propose in the previous assessment report in response to the data discussed in that report?
2. What additional changes, if any, did you later decide to make?

3. How did you evaluate the effectiveness of these changes?
4. What is the result of your evaluation of these changes? Were the changes effective? If so, how specifically did they improve students' performance on your program's measured outcomes?

III. Assessment of Program Student Learning Outcomes

A. Program Learning Outcomes

List your program's Student Learning Outcomes here.

Notes:

- All programs have full autonomy in selecting their discipline specific learning outcomes and assessments.
- The outcomes should be aligned with college, university, and, if relevant, a professional organization's stated outcomes (e.g. accrediting body).
- The learning outcomes should reflect student learning throughout the entire program.
- Learning outcomes should be specific enough to be measurable: "Students should be able to ... *analyze, apply, evaluate, synthesize.*"

B. Methodology:

Describe each of the **assessment tools/methods** that you used to assess your program learning outcomes.

- Align the assessment methods with the appropriate learning outcome.
- Use multiple methods of assessment, including both direct and indirect measurements.

Possible sources of assessment include:

1. Direct Assessment - embedded at the course level:

- Whenever possible, use embedded course assessments that address a few program learning outcomes. These assessments are already a part of the course and program.
- Collect assessments from defined **milestone points** in the program (beginning, midpoint, and endpoint) and assess how student work meets the program's learning outcomes.
- Do not report course grades; instead, use rubrics linked to specific learning outcomes for direct assessment.
- Collect student learning data with well-defined qualitative or quantitative measurements.

2. *Direct Assessment - program level:*

- Pre- and Post-tests can show how much students learned over time.
- Portfolios of student work are useful to demonstrate student learning over time. An assessment rubric should be developed and shared with students.
- Demonstrations or Performances allow students the opportunity to demonstrate knowledge and skills in a holistic assessment format.
- National exams may be used if they align with the program's learning outcomes.

3. *Indirect Assessment – surveys* (e.g., alumni surveys, focus groups, employers' surveys)

- May be qualitative or quantitative in format.
- Provides student, alumni, or employer's impressions of the program and experience.
- Informs program of strengths and concerns of graduates.
- May be administered at one, five, or ten-year intervals.
- Survey questions or sections should be directly linked to specific learning outcomes.
- Programs may consult the Office of Institutional Research (O.I.R.) for assistance.

C. Analysis and Results

Describe the processes or methods of analysis you used for each of your assessment measures and the results of the assessments.

- How was the data from the assessments collected and reported to program faculty members?
- What does the assessment data indicate are the program's strengths?
- What does the assessment data indicate are areas of concern that may require more monitoring in the future?
- What has been learned from alumni and external stakeholders about how graduates of the program apply the knowledge and skills they have acquired in the program?
- What components of the program do students perceive as useful or not useful for achieving program outcomes?

D. Program's Response to Assessment Result

Describe the program's response to the analysis and interpretation of the data that you reported in the previous section.

1. How will the assessment data be used to make changes in your curriculum, instruction, student learning, or your program assessment plan? Have any changes already been made based on this data?
2. Who is involved in making decisions about these changes?
3. How will the changes be communicated to faculty and other stakeholders?
4. How will the effectiveness of any changes made be tracked and reported in the next reporting cycle?

***** Sections IV and V are required ONLY for undergraduate programs. *****

IV. Assessment of Learning in Capstone or Culminating Experience

All undergraduate students at UW Oshkosh are required to complete a “capstone” or culminating experience. Every undergraduate major should have one or more courses and/or learning experiences that are considered to be culminating experiences.

One goal of these culminating experiences is to promote and direct Integrated Learning. Integrated Learning can be defined as “synthesis and advanced accomplishment demonstrated through the application of knowledge, skills and responsibilities to new settings and complex problems.”

- A. Describe the program’s culminating experience.
- B. List program-specific integrated learning outcomes that can be measured and assessed as part of your program’s culminating experience. (These can be included in the Program Learning Outcomes listed under Part II,A.)
- C. Describe the process used to measure these learning outcomes in your program.
- D. What were the results of your analysis of this data? Which of your program’s Integrated Learning outcomes were achieved by an acceptable number of your students?
- E. What changes will you make based on this assessment?

V. Advising Outcomes

In addition to assessing program learning outcomes, each undergraduate program is required to submit regular assessments of its advising practices. Please submit an assessment of your advising practices using the outline below as a template.

Submit your advising report to FSCASL along with your learning outcomes report. Your advising report will be forwarded to the Advisory Council for Comprehensive Academic Advising (ACCAA), whose members will review your advising report and provide feedback.

The ACCAA recommends that faculty advisors or an ad hoc committee of faculty advisors in the department be involved in writing this portion of the report.

Additional information about the assessment of academic advising at UW Oshkosh can be found here: <https://www.uwosh.edu/accaa/advising-assessment>

1. Assessment Report Information

- a. Name of Department/Program:
- b. Name(s) of Department/Program members completing Advising portion of Assessment Report:
- c. Date report submitted to Provost Office:

2. Basic Description of Department/Program Advising

- a. When and how do students get assigned a faculty advisor?
- b. Is faculty advising mandatory for students?
 - If so, how often is it mandated?
 - If so, by what mechanism is this enforced?
- c. Is advising built into your curriculum in any way (e.g. in a course for majors)?
- d. Is there large-group advising? If so, please describe the form that takes.
- e. What advising resources do you provide for students (e.g. department handbook, course catalog, four-year plan, etc.)?
- f. Do faculty advisors use Navigate (formerly Student Success Gateway)?
 - If so, for what purposes?
- g. Do faculty advisors use the Advisement Report (formerly STAR)?
 - If so, for what purposes?
- h. What do advisors discuss with their advisees?
 - Major or minor requirements?
 - General Education and degree requirements?
 - Career and graduate school plans?
 - Other?
- i. What is the purpose/goal of advising in your department?
- j. What are faculty/IAS advisors expected to know and do?
- k. What are students expected to know and do?

3. Questions about Faculty/IAS advising load

- a. How many faculty advisors and student advisees are there in your department and program this semester?
- b. What is the mean advisor load and the standard of deviation in advisor loads?
- c. Is there any compensation to faculty for advising or for uneven advising loads?
- d. What happens if faculty advisors do not advise students assigned to them?
- e. What happens if a student is unsatisfied with their faculty advisor?

4. **Questions about Assessment of Advising Learning Outcomes**

- a. What are the objectives of advising in your department? You may use these common objectives and/or define your own:
 - 1) Students are able to locate and use academic information and campus resources.
 - 2) Students are able to understand and describe graduation requirements.
 - 3) Students are able to select and plan an academic program based on research, interests, skills, values and career goals.
- b. How do you assess if students are meeting the Advising Learning Outcomes?
- c. If you have any assessment evidence, please attach, without student, faculty, or staff identifying information.

5. **Reflection on Advising**

Please reflect on your department/program advising model. What works well? What would you like to improve? Is there anything you need help with?

Notes:

1. Please do not append any information here that is not specifically related to advising.
2. Do not mention any student, faculty, or IAS member by name in this report.