

University of Wisconsin Oshkosh Assessment Plan

(Approved by Faculty Senate on May 15, 2013; Addendum 2016)

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The University of Wisconsin Oshkosh

The University of Wisconsin Oshkosh is a regional, public, comprehensive university governed by the Board of Regents of the University of Wisconsin System. UW Oshkosh offers 30 undergraduate and 16 graduate programs in the colleges of: 1) Business, 2) Education and Human Services, 3) Letters and Science, 4) Nursing, and 5) through the division of Online and Continuing Education.

I. The University of Wisconsin Oshkosh and Its Mission

The University of Wisconsin Oshkosh provides a wide array of quality educational opportunities to the people of northeastern Wisconsin and beyond through the discovery, synthesis, preservation and dissemination of knowledge. The interaction of our dedicated faculty, staff and students fosters an inclusive learning environment that prepares our graduates to meet the challenges of an increasingly global society.

II. Learning Outcomes

The University offers a wide range of academic programs at various levels (bachelor's, certificate programs, master's and professional doctorate) in many different areas of specialization including business, nursing, education and arts and sciences. Each program, department and college has formally adopted its own mission statement and learning outcomes. In addition, the University's broadly stated outcomes are essential for every graduate in their knowledge, skills, responsibility, and learning. Students achieve these essential learning outcomes throughout their educational experiences at UW Oshkosh. These learning outcomes are, however, an integral component of the University Studies Program, the general education program, and are addressed within an interdisciplinary and integrated framework. As an intentional effort to assist students to meet these learning outcomes, the University engages in ongoing assessment of student learning in a variety of contexts. Assessments take place at different levels, from an individual program, department, and college levels as well as the broader University Studies Program level.

UW Oshkosh Essential Learning Outcomes for Students

What follows is a listing of the Essential Learning Outcomes (approved by the Faculty Senate at its May 13, 2008, meeting) that includes a definition for each outcome drafted during Summer 2009 and revised and approved by the Liberal Education Reform Team in September 2009. It is the University Studies Program's intent to use these outcomes to assess students without regard to disciplinary boundaries; students currently have opportunities to develop each outcome.

KNOWLEDGE:

1. *Knowledge of Human Cultures* involves understanding and appreciating the customs, values, and beliefs of diverse groups of people.
2. *Knowledge of the Physical and Natural World* requires scientific study of living systems and/or the world in which they exist.

SKILLS:

3. *Critical Thinking* involves engaging in appropriate inquiry, evaluation, and analysis of arguments, premises, evidence, and the strength of any logical connection between these items to defend or reject a given conclusion or decision.
4. *Creative Thinking* is intentionally developing original and appropriate ideas and outcomes.
5. *Identification and Evaluation of Theories and Assumptions* requires first understanding and articulating hypotheses, policies, or principles as well as the beliefs on which they are based and then using appropriate modes of research and analysis to determine their relative utility and worth.

6. *Written Communication* is the presentation of information, an idea, or an arguable position through composed language tailored for a specific occasion and/or audience.
7. *Oral Communication* is the spoken presentation of information, an idea, or an arguable position that is organized for and tailored to both occasion and audience.
8. *Quantitative Literacy* is the ability a) to explain, interpret, and evaluate equations, graphs, diagrams, and tables within social and professional contexts, and b) to convert relevant information into various mathematical forms.
9. *Technical Literacy* is the ability to use, analyze, and evaluate computer and communication technology.
10. *Information Literacy* is the ability to recognize when information is needed and to effectively locate, evaluate, and apply the needed information.
11. *Teamwork* requires such communication skills as listening, questioning, persuading, and negotiating and such organizational skills as goal development, responsibility assignment, timeline development, decision making, and record keeping, which, taken together, facilitate a group's achievement of a common goal. Note: teamwork is not group work.
12. *Leadership Skills* include listening and teaching, planning, and directing group performance; evaluating the performance of the group and its members; counseling/coaching group members; and effectively representing the group.
13. *Problem Solving* requires applying to an unsettled question, an organized, systematic process consisting of appropriate tools and tactics that lead to a valid explanation.

RESPONSIBILITIES:

14. *Knowledge of Sustainability and Its Applications* is the ability to understand local and global Earth systems, the qualities of ecological integrity and the means to restore and preserve it, the interconnectedness of ecological integrity, economic well-being, and social justice, in order to analyze complex environmental, economic, and social issues and to respond effectively to them.
15. *Civic Knowledge and Engagement* entails understanding political and non-political processes that influence a local, state, national, or global community and applying skills and strategies that can affect the life of a community in positive ways.
16. *Intercultural Knowledge and Competence* is the ability to interact with different groups across a wide variety of social and professional contexts that require adaptation or cultural sensitivity.
17. *Ethical Reasoning and Action* involves three steps: 1) recognizing and evaluating moral issues and principles from multiple perspectives in personal, professional, and social situations; 2) adopting a position on those issues and principles; and 3) acting in accordance with that position. A course addressing this learning outcome examines one or more of these steps.

LEARNING:

18. *Integrated, Synthesized, and Advanced Learning* draws upon a variety of skills and knowledge gained during the college career and demonstrates the ability to see connections and adapt knowledge across general and specialized studies.

Also an approved Essential Learning Outcome:

19. *Foundations and Skills for Lifelong Learning* are emergent properties of a liberal education that encompasses all the other Essential Learning Outcomes. It is not expected to be assessed independently.

III. Overview of the UW Oshkosh Assessment Plan

The UW Oshkosh Assessment Plan describes assessment of student learning in all undergraduate and graduate programs including the University Studies Program and University-wide data. The plan divides assessment processes and reporting into three major areas: 1) University Studies Program, the general education program at the University, 2) undergraduate and graduate academic programs, and 3) University-wide assessment. Each of these processes is a part of university governance processes. Several assessment methodologies are used to assess student learning. The Assessment Plan is developed in compliance with the UW System assessment guidelines and the criteria of the Higher Learning Commission.

IV. Purpose of Assessment

The general purpose of assessment is to improve student learning and to inform evaluations of the curriculum or programs through the collection of data about student learning and student experiences. This can be accomplished by 1) exploring the relationship of student learning and the educational experiences offered by the University; 2) gathering evidence about student learning so that we know what and how students are learning in our programs including the University Studies Program; and 3) using the results to create appropriate responses to our programs. The campus uses an inquiry approach to assessment that involves posing questions and analyzing data about the learning process. Assessment is grounded in the identification and definition of learning outcomes. Faculty members and academic staff plan educational experiences, identify methods for assessment, determine the timeline for data collection, analysis, and reporting and use the data to make informed program responses. Assessment is guided by the following practices:

1. Assessment of learning reflects the University mission, vision and strategic priorities.
2. Assessment includes a wide range of educational experiences, both inside and outside of the classroom, that influence student learning.
3. Assessments are developmental in nature and reflect learning over time.
4. Explicit learning outcomes are foundational to the assessment process.
5. The assessment process is collaborative and involves the entire university community.
6. The scholarship of teaching and learning is foundational to the assessment process.
7. Reports about assessment results are shared among the university community.

V. Assessment and Governance

Faculty governance and assistance provided by the Office of the Provost and Vice Chancellor of Academic Affairs guide activities to develop and implement the University Assessment Plan. Assessment processes include collecting, analyzing, interpreting, and reporting assessment results to the University community. The University provides administrative support through the Office of the Assistant Vice Chancellor for Curricular Affairs and Student Academic Achievement and the Office of Institutional Research. Each program is responsible for developing, implementing, and evaluating its own individual assessment plan. The following governance groups have responsibility for the assessment of student learning.

UW Oshkosh Faculty and Academic Staff Handbook: GOV 3.4 Faculty Senate Committee on the Assessment of Student Learning (FSCASL)

(A) Responsibilities: Coordinate assessment efforts including (but not limited to) assessment in verbal and quantitative areas; assessment of undergraduate major programs, assessment of graduate programs. Monitor assessment activity including publication of program goals in appropriate documents; integration of

assessment into program review; connecting assessment to program improvement. Plan, including the development of university assessment plan; the development of professional development opportunities related to assessment; and determining budget requirements and advocating budgetary support for assessment activities.

(B) Membership: Twelve members. One faculty member (nominated by Committee on Committees and appointed by the Faculty Senate) from each of these constituencies: Fine and Performing Arts, Social Science, Math/Science, Humanities, Business Administration, Nursing, Education (total (7) members); one Faculty Senator appointed by Senate to serve as liaison to the Senate; two students appointed by OSA; one member of instructional academic staff appointed by the Senate of Academic Staff; one member appointed by the Provost and Vice Chancellor. The seven (7) faculty will serve three-year staggered terms. The Senate liaison term will be the same as the term as senator. OSA will decide student terms. The Senate of Academic Staff will decide the academic staff term.

(C) Chair: The Faculty Senate Executive Committee will select the chair from the membership. The term of the chair shall be for one year. The chair may be reappointed for up to three years.

UW Oshkosh Faculty Handbook: GOV 3.2 University Studies Program Committee

(A) Responsibilities: The University Studies Committee is responsible for the management, review, assessment, and approval of courses for the University Studies Program. In carrying out this general charge, the committee will periodically review university studies requirements and curriculum and will formulate and recommend any policy changes it deems appropriate. The committee will develop criteria for approving courses that satisfy the University Studies requirements. The University Studies Committee will participate in any University-wide process to assess, plan or change the University Studies Program. Any proposals concerning the University Studies Program originating outside of the University Studies Committee will be received and considered by the committee. The committee may hold hearings on the University Studies Program or on any proposals concerning it and may submit proposals to a faculty referendum. All actions of the committee will be determined by a majority vote of the committee. All actions affecting the University Studies Program will be determined by recorded vote of the committee. The committee will forward its recommendations directly to the Faculty Senate. As it deems appropriate, the committee will send its recommendations to other governance groups, such as the Chair of the Academic Policies Committee (APC), the University Registrar, the President of the Faculty Senate, the Chair of the University Assessment committee and the Provost.

(B) Membership: The committee consists of thirteen (13) members: seven (7) faculty members appointed by the Faculty Senate (to ensure that all three Professional Colleges and all four divisions of COLS are represented); one (1) Director of the University Studies Program; one (1) academic staff appointed by the Senate of Academic Staff; one (1) Director of the First Year Experience; one (1) Chair of the Faculty Senate Committee on Assessment of Student Learning (FSCASL); one (1) non-voting Provost Administrative Representative; and one (1) undergraduate student appointed by the Oshkosh Student Association. The seven (7) faculty members will serve three-year staggered terms so that the terms of all seven (7) do not end at the close of the same academic year. On first implementing staggered terms four (4) faculty will serve for two (2) years. The Director of the University Studies Program, the Director of the First Year Experience, the Chair of the FSCASL; and the Provost's Administrative Representative will serve indefinite terms for the duration of their respective appointments. The student term will be for one (1) year. If a member does not attend meetings for a semester, that member's position will be deemed vacant and filled as specified above.

(C) Chair: The Chair of the University Studies Committee will be elected by the members of the committee at its first meeting in the new academic year. The Chair must be a faculty member. The term of the Chair will be for one (1) year renewable for a maximum of three (3) years. The Chair serves on the Academic Policies Committee (APC) and may serve on additional APC committees.

(D) Reporting: The Chair of the University Studies Committee will forward a copy of the minutes of meetings to the President of the Faculty Senate.

VI. Assessment of the University Studies Program

A. Description of the University Studies Program (USP):

The purpose of the University Studies Program at the University of Wisconsin Oshkosh is to inspire intellectual curiosity in our students, encourage them to understand their responsibilities as educated people, and lay the foundation for the skills and knowledge that will enable them to succeed not only as university students, but also as engaged local and global citizens. The 41-credit program is structured around three interconnected areas: 1) Question; 2) Exploration; and 3) Connection. The USP also reinforces the goal of assisting students in developing responsibility for their own learning while underscoring the fact that knowledge is driven by inquiry. The program consists of three signature themes: 1) Sustainability and its applications; 2) Civic knowledge and engagement; 3) Intercultural knowledge and competence interpreted through the lens of academic disciplines. To build intellectual curiosity among students, these broad themes have in turn been phrased as *Signature Questions*, which are embedded in the *Quest* portion of the USP.

1. Quest

Incoming students will begin to question in a discipline-based first-year experience (FYE) course while concurrently enrolling in a second course focused upon the skills employers repeatedly name as the most crucial to success in the 21st century. Among them is the ability to solve complex problems, to locate and evaluate information, to write and speak effectively, and to collaborate successfully with others. By enrolling in these paired courses in their first two semesters on campus, students will be placed in learning communities and will begin to examine the campus' Signature Questions.

Quest I (1st semester paired courses): First-Year Experience (FYE) Quest I course + Writing (WBIS) or Speaking (COMM 111)

Quest II (2nd semester co-requisite courses): Quest II course + Writing or Speaking

Quest III (3rd or 4th semester): The course has a community engagement project documented through an assessment.

2. Explore

While they question, students will also be engaged in the exploration of disciplinary ways of knowing. Students will explore the question of knowledge itself by engaging in the critical examination of disciplinary content, modeling skills and strategies used to explore that content, cultivating a methodological approach to accumulating, processing, and applying knowledge. Students will explore knowledge of Nature, Culture, and Society as delineated in the learning outcomes. All Quest courses are also Explore courses. Some Explore courses have signature questions.

3. Connect

After students have completed the question components of the USP, they will enroll in a Connect course, an advanced writing course. Connect will further develop writing competence while synthesizing content related to all three of the signature questions. The connect course will also provide culminating opportunities for student reflection on the purpose and value of Liberal Education.

B. University Studies Program Outcomes

USP Program Outcomes-First Year (Quest I, Quest II and Explore only courses):

- Students will be able to describe the value of a Liberal Education.
- Students will become familiar with the expectations of a college-level education, the UW Oshkosh Essential Learning Outcomes, and the University Studies Program.
- Students will begin their acculturation to life at this university, developing familiarity with the academic resources and community engagement opportunities at UW Oshkosh.
- Students will engage in learning communities to enhance their connections to the class, the university, and one another.
- Students will participate in campus and community life through co-curricular activities.
- Students will explore and question as they progress toward the knowledge, skills, and responsibilities of the Essential Learning Outcomes.

USP Program Outcomes-Second Year (Quest III Course and Explore only Courses):

- Students will develop further connections to the university and/or the local community through a community-engagement project (the "Community Experience") embedded in their Quest III course.
- Students will be able to reflect upon the relationship between their educational experiences and their actions within communities.
- Students will increase their awareness of the civic engagement responsibility of college-educated citizens.
- Students will continue to explore and question as they progress toward the knowledge, skills, and responsibilities of the Essential Learning Outcomes.

USP Program Outcome-Connect Course (end of fourth or fifth semester):

- Students will be able to demonstrate progress toward the knowledge, skills, and responsibilities of the Essential Learning Outcomes during their University Studies Program coursework through a guided reflection.

C. Direct Assessments of University Studies Program

Students upload artifacts in an electronic portfolio to demonstrate their learning across the University Studies Program. A faculty member assesses individual student artifacts at the course level. USP courses will be assessed on a rotation by learning outcome and course type. Faculty submit assessment reports for USP courses when the course appears on the assessment cycle. The USP Committee reviews the aggregate ELO assessment data as a part of program assessment for the USP. Results of the University Studies Program direct assessments are a part of the Oshkosh Student Achievement Report (OSAR) that is published on an annual basis.

Direct Assessments:

USP Program Component	Outcomes
Writing Assessment (QUEST Writing: WBIS)	Written Communication and Information Literacy
Communication Assessment (QUEST Speaking: COMM 111)	Oral Communication and Information Literacy
Quest I	Select learning outcomes and Knowledge of Sustainability or Civic Knowledge and Engagement or Intercultural Knowledge and Competence
Quest II	Select learning outcomes, Ethical Reasoning, and Knowledge of Sustainability or Civic Knowledge and Engagement or Intercultural Knowledge and Competence
Quest III	Select learning outcomes and Knowledge of Sustainability or Civic Knowledge and Engagement or Intercultural Knowledge and Competence
Explore	Select learning outcomes and Knowledge of Human Cultures/Society or Knowledge of Physical and Natural World
Connect	Integrated, Synthesized and Advanced Learning; Written Communication

Each of the Quest I, Quest II, Quest II, and Connect components will be assessed using direct surveys once every four years. The order of the cyclic rotation will go from Quest I to Connect, to Quest III, and, finally, to Quest II before starting over with Quest I again.

Explore, writing, and communication components will be assessed using direct surveys once every three years. The order of the cyclic rotation will go from Explore Culture to Explore Nature to Explore Society and, finally, to writing and communication in the same academic year, before starting over with Explore Culture again in the following academic year. The writing and communication assessment should be during the same academic year as Connect.

D. Indirect Assessments of University Studies Program

Students complete program surveys at the completion of the Quest courses and an Essential Learning Outcomes Reflection as part of the Connect course. The Office of Institutional Research will summarize the results of these assessments and prepare a report. Results of the University Studies Program indirect assessments are a part of the Oshkosh Student Achievement Report (OSAR) that is published on an annual basis. The Office of Institutional Research administers and analyzes results of the national surveys related to student satisfaction with campus experiences focusing on civic engagement, leadership development opportunities and the development of personal and social responsibility. All survey results will be a part of the OSAR report.

USP Program Component	Outcomes
Quest I Survey	USP Program Outcomes: First Year
Quest II Survey	USP Program Outcomes: First Year
Quest III Survey	USP Program Outcomes: Second Year
Connect Reflection	USP Program Outcome #12

Each component will be assessed using indirect surveys once every four years. The order of the cyclic rotation will go from Quest I to Connect, to Quest III, and, finally, to Quest II, before starting over with Quest I again.

VII. Assessment of Undergraduate and Graduate Programs

All academic programs are required to develop, implement, and evaluate assessment plans to assess learning outcomes in their programs. It is the responsibility of the academic program to ensure implementation of their assessment plan. Programs submit assessment reports to a committee of the Faculty Senate every three years. The University Faculty Senate Committee for the Assessment of Student Learning collects and periodically reviews these individual assessment plans, offering support to the individual departments, college, and programs in their ongoing assessment plan development and implementation. The Assistant Vice Chancellor for Curricular Affairs and Student Academic Achievement will summarize the committee feedback and share the feedback with the chairperson of the program. The Assessment Plans are on file in the Provost and Vice Chancellor's Office. Assessment of academic programs is described in the UW Oshkosh Faculty Handbook (Appendix C) as follows: "Academic program assessment will occur every three years. The program assessment report will have five sections: 1) program goals and intended student learning outcomes; 2) assessment methods/tools appropriate for learning outcomes; 3) analysis of results feedback mechanisms; 4) interpretation of assessment results; and 5) assessment results used to inform change or improvement. These reports are to be summarized and included in the evaluation portion of the program review self-study document".

A. Evaluation Criteria for Program Assessment Plans:

Assessment plans must meet the following expectations to be considered "well established":

1. Student learning outcomes are well developed and reflect the uniqueness of the program

2. Systematic assessment of student learning using multiple measures is implemented and reflects the uniqueness of the academic program and discipline.
3. Assessment data is gathered from 3 or more direct measures (e.g., exams, portfolios, student papers) and feedback is gathered from several key stakeholders (e.g., current students, faculty, alumni, employers of graduates, graduate schools, etc.) using indirect measures.
4. The review process includes engagement with students/stakeholders on a consistent schedule.
5. The program provides evidence of a formal and effective feedback mechanism using data; data analysis is used to improve curriculum or instruction, or learning. Consistent monitoring is in place to track the effectiveness of any program changes.

B. Assessment of Integrated Learning in Programs

All undergraduate students at UW Oshkosh are required to complete a “capstone” or culminating experience within their major. The culminating experience should either include or consist of an assessment of Integrated Learning, defined as

synthesis and advanced accomplishment across general and specialized studies demonstrated through the application of knowledge, skills and responsibilities to new settings and complex problems.

As part of the assessment process, each academic program will identify an embedded assessment in their major that they will designate as the capstone or culminating assessment for integrated learning and submit, as part of their outcomes assessment report, an identification of program-specific learning outcomes for the program’s culminating experience and an analysis of its successes and of opportunities for improvement.

C. Advising Outcomes

In addition to assessing program learning outcomes, each undergraduate program is required to submit regular assessments of its advising practices. These advising reports will be forwarded to the Advisory Council for Comprehensive Academic Advising (ACCAA), whose members will review the advising reports 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>

VIII. University-wide Assessment

In addition to reviewing program assessment plans, the Faculty Senate Committee for the Assessment of Student Learning monitors results of the broader assessment tools used at the University, and regularly evaluates these tools for effectiveness in measuring student learning and development. A table of the assessment tools used for university-wide assessment is included below, along with details for the administration of each assessment. Assessment results are published and reported by the Office of Institutional Research.

Description and Administration of University-wide Assessments

Assessment	Focus	Cycle/Target Population
National Survey of Student Engagement (NSSE)	Engagement; general learning experiences; interaction	Every three years /Freshman/Seniors
First Destination	Career plans; general satisfaction	Every semester/Seniors
Civic Engagement Survey	Civic Knowledge and Engagement	Alternate years/All students
Leadership Survey	Leadership Skills	Alternate years/All students
New Student Survey	Retention factors	Annually at the start of the Fall semester for all new first time and transfer students
Educational Benchmark Instrument	Student Satisfaction in residence halls, dining	All residential students
NIRSA/NASPA Benchmarking	Student Recreation	Every three years
UW System Impact Study	Counseling Center	Annually

- National Survey of Student Engagement (NSSE) is a norm -referenced survey that examines the student experience of freshman and senior students in five areas: level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment. The Office of Institutional Research will prepare an executive summary of the results of the NSSE survey. The report will be distributed to the Colleges and the Provost Administrative Staff and the Office of Student Affairs for sharing with faculty and staff. These reports are also reported as a part of the Institutional Accountability Report and the Voluntary System of Accountability Report.
- First Destination Survey: Each semester graduating seniors participate in a survey related to career prospects, satisfaction with the UW Oshkosh experience and other selected campus inquiry questions. The survey is administered to all seniors after graduation ceremonies. Career Services consults with the Office of Institutional Research to design and report these data.
- Civic Engagement Survey: This survey is administered in collaboration with the Division of Student Affairs. The survey focuses on student participation in campus and community activities as well as self-efficacy concepts.
- Leadership Survey: This survey is administered in collaboration with the Division of Student Affairs. The survey focuses on key leadership skills, abilities and perceptions of students.
- New Student Survey: This survey is administered in collaboration with the Division of Student Affairs. The survey focuses on risk factors and retention as reported from the student perspective.
- Educational Benchmark Survey: This survey is administered with the Division of Student Affairs and the Administrative Services Division and focuses on student satisfaction with residence halls and dining services.
- NIRSA/NASPA Benchmarking: This survey is administered within the Division of Student Affairs and focuses on student recreation facilities and services.
- UW System Impact Study: This assessment is offered to all students engaged in counseling at the Counseling Center. The focus is on student wellness, retention, mental health trends and benchmarking with UW System Counseling Centers.

IX. Summary: Review of Assessment Plan

The Faculty Senate Committee on the Assessment of Student Learning, the USP Committee and the Office of Institutional Research will review the UW Oshkosh Overall Assessment Plan on a three-year cycle. Updates, editions, or other changes to the plan will be reported to governance and the Office of the Provost on an annual basis. The plan will be reviewed for the following criteria: a) currency; b) identification of appropriate assessment tools and practices; c) efficacy to produce meaningful data; d) efficiency of use and implementation; e) alignment with accreditation standards; and d) alignment to the mission and learning outcomes of the University.

X. Appendix: Program Assessment Report

Program Assessment Report **Department Name | Years (e.g. 2017-2020)**

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.

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 plan to 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? What additional changes, if any, did you later decide to make?
2. How did you evaluate the effectiveness of these changes?

3. 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.

- 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.*"
- Please mark or label any learning outcomes that are new or that have been revised since your most recent Assessment Report.

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.

Questions to consider include:

- How was the data from the assessments collected and reported to program faculty members?
- What are the program's strengths as indicated by the assessment data?
- What 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 are most useful to students 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 III and IV are required ONLY for undergraduate programs.*****

IV. Assessment of Integrated Learning

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

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

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