

Frequently Asked Questions About Assessment at UWGB:

What is done with the assessment data?

The General Education Council will review the General Education Assessment Dashboards each semester in order to evaluate the degree to which benchmarks are met. This information will inform continual revision of the General Education Program, and may take the form of expanding or changing the courses offered, providing targeted faculty development through the Center for the Advancement of Teaching and Learning or other revisions suggested by the results of the assessment.

Each program will review its own Institutional and Programmatic Learning Outcome Assessment data via the Assessment Dashboards in order to evaluate the degree to which benchmarks are met. This information will inform continual revision of their programs, and may take the form of curricular changes, interventions in teaching methods, targeted faculty development through the Center for the Advancement of Teaching and Learning or other revisions suggested by the results of the assessment.

What will the assessment data tell us?

The data will tell us if students are meeting benchmarks that are set for each of the student learning outcomes. The data will also tell us if the student learning outcomes are appropriately written. Additionally, it will reflect whether a given course is covering content or skills necessary to be included in the curriculum.

What are the benchmarks for the Student Learning Outcomes?

We have set an overall benchmark goal of 75% or above for each learning outcome. A student whose skills are deemed "proficient" or "highly proficient" in an outcome achieves that learning outcome. This means that our goal is for

at least 75% of our students to meet the standard benchmark on each learning outcome.

How can we assure the data is meaningful and useful?

From 2021-2024, the University Assessment Council oversaw the revision of Institutional Learning Outcomes, as well as the creation of assessment surveys and feedback materials. The Assessment Coordinator worked with individual programs to norm for assessment. The General Education Learning Outcomes remained unchanged. Starting in fall of 2024, the Assessment Committees for each college will norm assessment tools and methods to ensure that they both provide reliable data, and that they are appropriately written for use by faculty. These committees will ask for faculty feedback on the assessment tools and methods so they may fine - tuned to best meet the needs of both the faculty who are doing the assessment and the students engaging in the learning process.

All General Education, Programmatic, and Institutional Learning Outcomes will be continually assessed. The Committees will ask for faculty feedback on the assessment tools and methods so they may fine - tuned to best meet the needs of both the faculty who are doing the assessment and the accreditation requirements of the HLC.

Which courses and how many will be assessed each year?

Prior to 2018, the Director of Institutional Research selected courses in each of the areas being assessed in a given year. For areas in which students needed to fulfill 3 Gen Ed credits, we assessed three courses per semester (180 students per year), while in those areas that required 6 Gen Ed credits, we assessed five courses per semester (300 students per year). The courses were selected to include different delivery types and sizes.

No courses were assessed from 2018-2020 due to the merger with UW-Sheboygan, UW-Marinette and UW-Manitowoc. In the spring of 2021, all courses were assessed to provide a baseline.

Starting in 2021-2022, all courses are now assessed on a rotating basis

according to college, with assessment occurring in a three-year cycle of assessment. The first year is a baseline assessment. The second year is a fallow year to consider potential interventions and the third year is a re-assessment year. Each instructor in a college undergoing assessment is asked to assess a total of one course per semester. It is preferred that instructors choose General Education courses to assess, but they may choose to pick a non-General Education course to assess.

How will faculty be involved in the process and why is it important?

The faculty will be involved in two ways. First, all faculty are asked to engage in assessment each semester, unless they are in a fallow year. At the beginning of each semester, faculty receive an email with all of the details of the assessment they're being asked to perform, including information about the expectations. Second, faculty have the opportunity to be a part of the Assessment Committees of each college, which will be comprised of faculty from different disciplines. The Assessment Committees work throughout the academic year on issues of assessment that pertain to their college, including assessment tools, norming, data analysis and working toward continuous improvement.