**UW-Green Bay Curricular Assessment Plan and Report Template**

**Please use this as your template for filling out your Assessment Plan/Report.**

**If your program is in the FIRST YEAR of your cycle of assessment:**

* **Please fill out the first part of the template (Plan) and submit to the University Assessment Council Canvas site by October 15th .**

**If your program is in the SECOND YEAR:**

* **Please ensure that both parts for Year One and Year Two are completed and submit to the UWGB Curricular Assessment TEAMS site by October 15th.**

**If your program is in the THIRD YEAR:**

* **Please fill out your Plan in the Year Three section by September 30th. After you have received your re-assessment results in June of the third year of your cycle, please fill out the Final Report (which includes the information from the previous two years as well) and submit it to the UWGB Curricular Assessment TEAMS site by August 1. UAC intends to provide results back by September 1.**

The information included in this completed report will demonstrate how your area meets the following HLC criteria:

**4.B.** The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

**4.C.** The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

https://www.hlcommission.org/Policies/criteria-and-core-components.html#

**YEAR ONE PLAN**

**Please complete the following for your Assessment Plan YEAR ONE:**

**Basic Information**

* Program Name: English
* Your name: Rebecca Nesvet
* College: CAHSS

**Learning Outcomes:**

* State your Learning Outcomes (outcomes should be measurable):

Students in the English major will:

* Critically read and interpret diverse literary texts using literary techniques, contextual information, scholarly research, and/or theoretical lenses.
* Create original works that demonstrate a unique voice, argument, and/or point of view and that reflect familiarity with key themes in the broader fields of literary studies and creative writing.
* Understand complex social and historical contexts that have shaped and continue to shape literature.
* Critique the systems of power and privilege that have shaped literature and our relationship to those systems.

In addition to the above-listed Outcomes for English majors, students in the Creative Writing emphasis in English will:

* Create, draft, and revise works in multiple genres and forms.
* Analyze the techniques and construction of various written expressions.
* Critique works by peers and published authors alike in various classroom settings, including the writing workshop.
* Situate their work within a larger audience of readers and publishing markets.
* Indicate if your curricular outcomes cohere with a National Standard (NCTE, etc.), and, if so, which ones. If no, simply leave this question blank.
* Please review your program’s Learning Outcomes. Do any of them need to be updated or clarified?

We updated them during the 2022-3 AY, so they do not need to be updated now.

**Curriculum Mapping**

* Please include a recent curriculum map that includes all courses and demonstrates how your Programmatic Learning Outcomes map with the General Education and Institutional Learning Outcomes.

Attached.

**General Education Learning Outcomes** (https://catalog.uwgb.edu/undergraduate/planning/general-education/)

Biological Sciences

· BS1. Explain central principles and theories of biological sciences.

· BS2. Describe the inquiry process through which the sciences approach the development of understanding of the natural/biological world.

Ethnic Studies Perspective

· ES1. Identify and describe ethnic, racial, and cultural contrasts from multiple perspectives.

· ES2. Articulate causes and effects of stereotyping and racism.

Fine Arts

· FA1. Demonstrate technical skills and knowledge necessary to create or perform artistic functions.

· FA2. Develop historical, stylistic, cultural or aesthetic knowledge necessary to create or evaluate quality of an art form.

First-Year Seminar

* *L.O.1 Students will gain Information Literacy.*
* Select information sources
* Search queries and analyze results
* Attend library sessions, implement library guides, and utilize embedded librarian.
* *L.O.2 Students will experience Interdisciplinary Learning.*
* Implement integrated learning
* Synthesize information across contexts
* *L.O.3 Students will learn Communication Skills.*
* Communicate orally and in writing
* Provide writing emphasis, rigor, and support
* *L.O.4 Students will on-ramp to the University.*
* Transition students from high school to college
* Mentor and coach students
* Decrease barriers via interventions

Global Cultures

· GC1. Demonstrate an understanding of and engage in informed judgments of global issues and individual and cultural differences outside the United States.

· GC2.Explore issues that cross geographic, political, economic and/or socio-cultural boundaries outside the United States.

Humanities

· H1. Describe the Humanities’ unique ways of understanding major events and movements in Western and world civilizations by critically examining a range of literary, philosophical, and other cultural texts produced by those movements.

· H2. Articulate individual and social values within cultures and the implications of decisions made on the basis of those values.

Natural Sciences

· NS1. Explain central principles and theories of physical sciences.

· NS2. Describe the inquiry process through which the sciences approach the development of understanding of the physical world.

Quantitative Literacy

· QL1. Demonstrate competence in performing quantitative operations.

· QL2. Apply analytical concepts and operations to interpret models and aid in problem-solving, decision-making, and other real-world problems.

Social Sciences

· SS1. Explain how social scientists practice critical thinking.

· SS2. Demonstrate the ability to address problems using tools and methods exemplary of two different social sciences.

Sustainability Perspective

· SP1. Think critically regarding the array and implications of alternative sustainability definitions and describe why actions to achieve sustainability are complex and controversial.

· SP2. Discuss sustainability within the context of ethical decision-making and engage in informed judgments about environmental problems as socially responsible citizens.

Writing Emphasis

· WE1. Students will state important points and support them with illuminating details and examples.

· WE2. Students will demonstrate an ability to write in clear and lucid academic prose and to properly employ academic conventions (writing style, transitions, source integration, etc.).

· WE3. Students will demonstrate an advanced understanding of academic citation (if required by assignment).

· WE4. Students will demonstrate the ability to analyze logically and consistently and to draw meaningful implications.

**The Institutional Learning Outcomes**

(https://www.uwgb.edu/provost/mission-strategic-planning/institutional-learning-outcomes/)

In the course of their education at the University of Wisconsin-Green Bay, students will:

1. Demonstrate the **specialized knowledge, skills and perspectives** in their chosen field or fields of study.
2. Demonstrate **broad and integrative knowledge** across a variety of fields of study.
3. Develop a variety of practical and **intellectual skills**, including inquiry and analysis, critical and creative thinking, oral and written communication, quantitative literacy, information literacy, and teamwork and problem-solving
4. Be anchored in **personal and social responsibility skills**, as demonstrated by engaged citizenship with a commitment to equity and inclusion knowledge of environmental and cultural sustainability,
5. intercultural knowledge, global learning, ethical reasoning, interdisciplinary, and foundations for lifelong learning.
6. Engage in **applied, collaborative and integrated learning** in both academic and non-academic settings.

**Previous Data**

Please review the baseline assessment results for General Education Assessment and Institutional Assessment from the Assessment Dashboards (www.uwgb.edu/assessment). Please also consult your most recent Comprehensive Program Review document and Assessment Report. Then, discuss this information with the faculty in your program. Please post the results from the most recent General Education Learning Outcomes assessment, Institutional Learning Outcomes assessment and Programmatic Learning Outcomes assessment here. You may have to refer to PLO assessment from 2017 or 2018, which can be found on the UWGB Assessment Website: [www.uwgb.edu/assessment](http://www.uwgb.edu/assessment).

General Education:

|  |  |  |
| --- | --- | --- |
| Humanities 1  | 79% (249/314)  | 21% (65/314)  |
|   | Humanities 2  | HP: 65% (48/74)  | LP: 35% (26/74)  |
|   | Quantitative Literacy 2  | HP: 68% (34/50)  | LP: 32% (16/50 |
|  |  |  |  |
| Global Cultures 1  | HP: 90% (90/100)  | LP: 10% (10/100)  |
|   | Global Cultures 2  | HP: 84% (57/68)  | LP: 16% (11/68) |

Institutional Learning Outcomes:

|  |  |  |  |
| --- | --- | --- | --- |
| Undergraduate  | CAHSS  | HP: 80% (583/726)  | LP: 20% (143/726)  |

Programmatic Learning Outcomes:

Here is where it should be. I can’t locate it.

[English - Undergraduate Programs - Assessment - UW-Green Bay (uwgb.edu)](https://www.uwgb.edu/assessment/undergraduate-programs/english/)

What do you see as strengths of your program, based upon the above assessment results?

* The high scores on previous assessment in Global Cultures are likely are due to effective mentoring, relationship-rich teaching techniques, trauma-informed pedagogy (TIP), and personalized emotional support of our students. Also, evidently our World courses are taught better than our other General Education courses.

The English Program’s greatest strengths include facilitating student success in achieving the Humanities 2, Qualitative Literacy, Global Cultures 1, and Global Cultures 2 Learning Outcomes in the current General Education curriculum.

What do you see as challenges, based upon the above assessment results?

* We need to do better at teaching Qualitative Literacy. We are 2 points away from the acceptable metric of 70% High Performance. We should ask CATL to develop best practices for this and train our employees to be in compliance with them.
* We need to do better at teaching Humanities 1 and Humanities 2 outcomes, unless those General Education Requirements are abolished. They likely will be.

I believe we can meet these challenges because we are nimbly able and willing to adapt to change, and also have the humility to recognize our failings and limitations.

Cycle of Assessment:

* Detail **which** outcomes will be assessed during this cycle. It is acceptable to choose all to be assessed or for some courses to assess a certain amount while others do the rest or for your program to focus on a few this cycle and the rest the next cycle. List all outcomes to be assessed this cycle.

Due to the imminent abolition of the Humanities outcome, we choose Global Cultures 1.

* What questions will the assessment of these outcomes address for you about your program, curriculum or student base?

Whether we deliver teaching that facilitates student mastery as part of Gen Ed of the Global Cultures 1 outcomes. Mastery of this outcome will help our alumni to interact with people from beyond their community and thereby lead their workplaces and industries and earn more money. Ultimately, that will generate more tax revenue for NE Wisconsin.

* Identify **when** each of these outcomes will be assessed during the cycle. Note that you need not assess all outcomes during a cycle, but all outcomes should be assessed within two cycles.

We will assess this outcome at the earliest opportunity.

* Please provide brief indications of the **kinds** of assessment (e.g. course exams, term papers, course projects, senior seminar, senior interview, etc.) that might be used to assess each outcome. (The purpose here is to see that your program has considered different ways it might measure each outcome.)

Assignments submitted to Canvas. In keeping with Dr. Pilmaier’s guidance, we will *not* assess Final Projects or Final Exams because they are less likely to demonstrate student mastery of outcomes. We will assess assignments from low in the scaffold.

* If you are not using Qualtrics or Canvas assessment, which technique will you use to assess this/these outcomes? If you are using Qualtrics or Canvas for PLO assessment, indicate that here.

We WILL use Qualtrics or Canvas. Ideally, we will use Qualtrics.

**Note: Year One is a baseline assessment. Please ask your instructors to assess the courses that are most strategic for your program.**

**Outcome Assessment Procedure:**

* Detail **when** the data will be collected for assessment of the learning outcomes that will be assessed this year. If you are using Qualtrics or Canvas, it will be at the end of each term.

End of Fall 2023 term.

* Detail **how** the data will be collected. Include specific activities if you are not using Qualtrics or Canvas.

We will use Qualtrics or Canvas, ideally Qualtrics.

* Describe the benchmarks/targets for the outcomes assessed. For example, the UWGB Assessment Program finds it acceptable for 70% of our current students to chart in the proficient/high proficiency level, but we aim to increase that to an 80% or higher percentage in proficiency/high proficiency in each skill within the next ten years.

70% or higher. We’d like to assess for 80% or higher, but the reality is that many of our students have a very large achievement gap due to the pandemic, particularly if they lived in an internet-poor area while attending K-12 from home. We want to be kind to ourselves and them and to thank our teachers for perhaps devoting more time and effort to TIC of these extremely traumatized students than to draconian approaches to content and skills mastery.

* Indicate if you have a signature assignment/s in relation to outcome assessment. If not, write N/A. If so, provide copies as appendices. This is not necessary for a baseline assessment.

N/A

* Which specific artifacts will be collected for the outcomes assessed?

Assignments from Canvas, early in the scaffold

* How are the artifacts maintained?

Archived on Canvas

* If you are not engaging in Qualtrics assessment, how and by whom is the data maintained?

N/A

**Participation in the Assessment Process**

* Who oversees your assessment process?

Dr. Pilmaier (Assessment Coordinator)

* How do you determine which outcomes are being assessed?

We assess the relevant Gen Ed outcomes most likely to survive Gen Ed reform, which will not be finalized until early 2024.

* Which courses are the most strategic for you to assess this year?

Gen Ed courses

* How does norming for assessment take place in your program?

We do a quant study of the course assessed and average the results

* How is information about your assessment results currently disseminated to your faculty?

Via email

* When did you last discuss assessment results with them?

I forwarded Dr. Pilmaier’s email some time ago. We have also invited Dr. Pilmaier to discuss Assessment at our program meeting in August. We will again in 2024.

* How are you currently sharing your assessment results with the public?

Indirectly, via the success of our students in the workforce. Our workforce development reveals their mastery of the Learning Outcomes.

* How is this helping you to tell the story of your program?

We are showing that English can contribute meaningly, especially via General Education, Grades 6-12 training, and support of the BFA, to workforce development in NE Wisconsin.

This is the end of the Assessment Plan for Year One. Please complete the information above and post in the UWGB Curricular Assessment site under your program’s folder. This is due by October 15.

urricular Assessment TEAMS site.