

Campus Assessment Coordinator Reporting Form 2006-2007

Campus	Baraboo/Sauk County
Campus Assessment Coordinator(s)	Laura Fernelius

Section 1: Articulate the area(s) to be assessed. What is the campus going to assess this year?

The UW Baraboo-Sauk County campus will assess two areas this year. The first assessment will be to determine how our new and revised LEC 100 course offered during the Fall 2006 semester worked towards providing students with a better First Year Experience. Given last year's assessment report which called for a change in the curriculum of the LEC 100 course, we need to close the loop on the assessment goal of 2005/2006.

The second assessment will be to determine how our campus is doing on attaining the four goals of the 2005-2010 Strategic Plan. Given that we are in the 2006/2007 academic year, we need to assess the activities of the stakeholders for each of the goals. We will assess the progress made towards fulfilling the goals of the plan.

Section 2: Detail the methodology you plan on using to obtain the necessary data. Who is doing what? How is assessment going to take place? Be as specific as possible.

LEC 100 Course Assessment:

Tom Neal, Chris Logterman and Laura Fernelius of the *Engaging Students in the First Year (ESFY) Advisory Council* on campus will design a survey to be administered to all students enrolled in LEC 100 this fall. Questions will be designed to provide the same type of feedback as collected last year from the Colleges First-Year Initiative (FYI) Survey. All LEC 100 instructors will use class time to administer the survey in the computer labs on Zoomerang software during one of the last class periods of the course. Results will be tabulated by the software. The ESFY Advisory Council will interpret the results and make comparisons with last year's data. We will focus on whether or not the revised curriculum and common reading indicate a greater satisfaction from the course.

2005-2010 Strategic Plan Status Assessment:

As Campus Assessment Coordinator, I have reviewed the action plans submitted for the 2005-2010 Strategic Plan. The status report (attached) shows which stakeholders have submitted their action plans for the various goals identified. I will share this information with the campus. The Dean, Tom Pleger and Steering Committee Chair, Christa James-Byrnes have both directed those interested parties to submit action plans if not done so already and to take steps this year towards putting those plans into action. Each stakeholder will report their progress to the Steering Committee through regular written email reports throughout the year. Those reports will be reviewed by the Dean and Steering Committee to assess our progress on the four goals identified in the Strategic Plan.

Section 3: Elaborate on the data generated. Who was involved in evaluating the information? Was the data useful to those involved? Please explain. You do not need to list all your findings, just the quality of them (i.e. will you need to change your methodology for future assessments?).

LEC 100 Course Assessment:

Meetings were held at the end of the fall semester with FYS instructors and Student Services to discuss the LEC 100 course just completed. A workshop held in January attended by ESFY Advisory Council members and FYS instructors looked at things we are doing well and areas that need improvement. Tasks were assigned to individuals to develop goals and plans to make those improvements with 6-month, 1-year and 2-year goals due in June.

I discussed the data generated in a meeting with Tom Pleger (Dean), Tom Neal (FYE Coordinator & ESFY Advisory Council), Marc Seals (2007/08 FYE Coordinator & ESFY Advisory Council), Ruth Joyce (Assistant Dean of Students & ESFY Advisory Council), and Debbie Cole (Director of Academic Success). The data was useful in helping to reinforce continued use of the current curriculum in LEC 100 as well as realizing the benefits of a common reading. We will most likely continue using the course evaluation developed last fall in future semesters with some changes. The ESFY Advisory Council will consider adding questions to the evaluation asking students for suggestions for a common reading and asking whether or not the reading applied to other courses they are taking.

2005-2010 Strategic Plan Status Assessment:

As CAC, I monitored the list of the action plans and progress reports that were filed. The status report (attached) shows that virtually all of the 31 stakeholders have now filed action plans and many have submitted progress reports. However, the data contained in those plans and reports was not evaluated. According to the plan filed in October, Steering and the Dean were to review reports submitted by stakeholders throughout the year. Two problems were encountered. Not only did many stakeholders fail to file the requested progress reports, Steering and the Dean did not regularly review those that were filed.

A meeting held in May was attended by Tom Pleger (Dean), Christa James-Byrnes (Steering Chair), Nancy Soma (2007/08 Steering Chair), Ruth Joyce (Assistant Dean of Student Services), Carolyn Davis (Assistant Dean of Administrative Services) and other Collegium members. It was noted that the volume of reports generated and submitted might be too much for Steering to handle. It was also noted that perhaps the Strategic Plan is too broad with no provisions for measurable, specific and observable activities related to a goal and no timeline for completion of those activities.

Section 4: Was the campus satisfied with the results? If not, what suggestions or recommendations do you have to improve campus assessment of student academic experiences? Based on the data gathered, what suggestions did individuals or groups generate? These do not necessarily have to be enacted upon (section 5). Keeping a list of potential changes may be useful for further activities.

LEC 100 Course Assessment:

The consensus among the ESFY Advisory Board and LEC 100 instructors is that including a common reading is a good idea but we need to find a different book. Students indicated

favorable responses on related assignments and class discussions but negative responses to the chosen book. Suggestions for future assessment of not only LEC 100 but the college experience in general included:

- assessing students in their second year of college
- exit assessments
- finding a common reading that relates a student's college education and experience to changes in his/her world
- assessing what college does for a person not only for the economic impact but also in changing their view of the world
- assessing the students' and community's perception of UW Baraboo-Sauk County
- integrating section peer mentors into the class activities
- diversifying the FYS sections by linking them with another course
- holding regular meetings of FYS instructors
- increasing connections with the common reading and other courses
- clarifying what we are trying to achieve by a common reading

2005-2010 Strategic Plan Status Assessment:

Several suggestions were made regarding not only the Action Plans and Progress Reports but also the Strategic Plan itself. Suggestions related to the Action Plans were:

- reviewing of reports done on a regular basis
- reviewing of reports by Steering and a summary sent out to campus
- reviewing handled elsewhere than Steering
- reporting Strategic Plan progress in the committee annual reports
- having stakeholders for each of the 4 goals meet and write a few paragraphs summarizing the year's activities for that goal instead of individual reports from each stakeholder
- asking for specific activities for a stakeholder to accomplish during the next year
- including such reports in the campus annual report on assessment
- reviewing the Action Plans and decide on a subset of them to concentrate on next year

Suggestions made related to the Strategic Plan itself were:

- holding meetings for each goal, or maybe 1 or 2 of the goals on the Fall semester start-up day to discuss the goals and progress made
- making the Strategic Plan a living document by taking the data we have collected and look at the Strategic Plan again to decide if there is anything we want to add, delete or change from the current plan
- reducing the number of stakeholders listed in the plan since several instances of redundancy were noted thereby reducing the volume of data and information collected
- revising our Strategic Plan to be in line with the Colleges/Extension Strategic Plan that is now in progress
- adding goals/activities to expand our course deliveries and B.S. degree offerings
- assessing services to our non-traditional students

Section 5: Use of Results

What has the campus **decided to do, change, or reinforce** student academic experiences based on the information?

LEC 100 Course Assessment:

The campus will assess students in LEC 100 courses again in the Fall of 2007 semester using the assessment tool developed last fall with minor changes. The campus will keep the current curriculum consisting of the 4 main goals of co-curricular involvement, academic success, career planning and academic planning. A section of LEC 100 will be linked to ENG 098 and a section of LEC 100 will be offered at Oxford. A common reading will once again be used in LEC 100. The ESFY Advisory Board will use the next academic year to find a more suitable book for the common reading. Input will be sought from all interested parties.

2005-2010 Strategic Plan Status Assessment:

Tom Pleger (Dean), Nancy Soma (2007-08 Steering Chair) and I will meet this summer to decide what portion(s) of the current Strategic Plan and/or additions the campus will assess next year and the format for the discussion regarding the Strategic Plan on the Fall Start-up Day.

Section 6: Closing the Loop. Based on **last year's** assessment activities, did the changes proposed affect student academic experiences? Please reiterate the use of results from last year's report and the changes noticed this academic year.

LEC 100 Course Assessment:

The 2005-06 campus assessment called for creating a better First Year Experience and a revised LEC 100 course utilizing a common reading. The Fall 05 Colleges First-Year Initiative (FYI) Survey asked students to what degree they found the course readings to be relevant, interesting and helpful. On a scale of 1 to 7, the averages were 3.62, 3.91 and 3.55 respectively for UW Baraboo-Sauk County students. The Fall 06 Course Evaluation referred to these same questions. On a scale of 1 to 5, the averages were 3.31, 3.31 and 3 respectively. These numbers indicate an increased satisfaction with the course readings. Anecdotal comments from LEC 100 instructors indicate a greater satisfaction with the revised course curriculum.

2005-2010 Strategic Plan Status Assessment:

The 2005-06 campus assessment concentrated on the Student Success goal of the Strategic Plan. The 2005-06 Final Campus Assessment Report called for assessing the Strategic Plan and our progress towards attaining all four of the goals outlined in the Plan. We made huge strides in completing action plans for the individual activities identified under each goal and strategy. Many committees/groups spent time on formulating their action plans. Some followed through and reported their progress made in the fall semester and identified planned activities for the Spring 06 and Fall 07 semesters. The campus now needs to focus on utilizing the material generated to effectively implement the Strategic Plan.

STRATEGIC PLAN ACTION PLAN PROGRESS (as of 5/16/2007)

STAKEHOLDER GOAL/STRATEGY/ACTIVITY	GOAL/STRATEGY/ACTIVITY	ACTION PLANS FILED	ACTION PLANS TO BE
FILED			
Academic Actions (Zhang)		1A2	
Academic Success program (Joyce)		1A4, 1C3	
Appointments Committee (Drennan)			1C2
Assistant Dean for Student Services (Joyce)		1C5, 1E2, 4A2	
Assistant Dean for Admin Services (Davis)		1E2, 2C, 3A1, 4A2	
Associate Dean (Duckworth)		1C5	
Athletics (Yanke)		2B	3B1
Budget Committee (Soma)		3E	
CCCC (Reilly)		3A2/1D2, 3B3/3E	
Campus Scholarship Committee (Gerlach)		1E1	
Continuing Education (Reilly)		2B3, 2D, 3E	
Curriculum Committee (Neal)		1B1, 1C1, 1C4, 1C5, 2B, 3D	
Dean (Pleger)		1B, 2A, 3B, 4B, 1E2, 4A2	
Dining Services (Davis)			2C
English Department (Drennan)			1C4
ESFY Advisory Council (Neal)		1A1, 1A2, 1A3, 1A4, 3A2, 3E	
Evaluation Committee		3A	
FYE Coordinator (Neal)		1A	
Friends of the Campus (Paschen)		1E1	
Honors Program Director (Jacobs)		3A2	
IITC (Weittenhiller)		1F, 2D, 3A1	
Library (Vogl)		1F1-9, 2E, 3F	
Mathematics Department (Solomon)		1C4	
Professional Dev. Committee (Boettcher)		4B3A, 4B3C, 4B5	
Residence Life Committee (Davis)			3B2
Social Coordinator (Reilly)		4B1, 4B3C	
Steering Committee (James-Byrnes)		3A3, 3D, 4A1, 4B3B, 4B4A, 4C	
SGA (Henze)		1D2, 1D3, 3B1	
SLIC (Henze)		3A2, 3B1	
Student Services (Joyce)		1A3, 1B2, 1D2, 1D3, 2B, 2D, 3A1, 3B1, 3B3, 3C1	
University Relations (Thompson)		2D, 3C1, 3E	