

Campus Assessment Coordinator Reporting Form 2006-2007

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

The campus assesses many areas and activities. Results of many assessment activities are filed in an Assessment Folder in the Dean's office for reference by campus committees responsible for the various activities. Many assessment activities have occurred for several years and pre-date the CAC. For instance, opening Convocations and the Undergraduate Research and Performance Conference have been assessing these activities as a matter of course. I've not included these in my report.

As CAC I'll be tracking the campus Strategic Plan and will consult with staff about assessment activities. The Strategic Plan was developed in 2004-05 and was implemented last year. My responsibilities for 2006-07 will be to summarize the results of these activities in a way that will describe them and facilitate decision making regarding changing, improving, and/or continuing the activities.

The Strategic Plan includes the following initiatives and objectives:

A. Enhance Communication with the Community

Objectives:

1. Print and distribute campus information at regular intervals
2. Organize campus events to recur at regular dates/times each year.
3. Utilize campus website to showcase events.

B. Foster a Caring and Engaging Campus Environment

Objectives

1. Assess and/or enhance front-line customer service
2. Design and implement academic success labs (ASL)
3. Increase opportunities for non-curricular sports and activities

C. Promote Student Retention through New Developments & Strategies

Objectives:

1. Increase all campus personnel involvement with students
2. Do yearly survey of first-year students and evaluate data
3. Implementation of "best practices" strategies

D. Enhance the Image of the Campus through Targeted Marketing

Objectives:

1. Provide structured opportunities for current students to contact and/or meet prospective students to promote the campus.
2. Enhance opportunities for university faculty and/or staff to contact and engage high school faculty and/or staff.

3. Highlight (promote/publish/communicate) UW-Marquette faculty, staff, student and alumni accomplishments.

E. Increase Access/Flexibility/Curriculum Options

Objectives:

1. Survey current and potential students to determine the need for more flexible scheduling
2. Offer masters classes through Continuing Education
3. Increase course offerings

F. Establish and Strengthen Partnerships with Business, High Schools, and Community Organizations

Objectives:

1. Establish and enhance partnerships with businesses.
2. Establish and enhance partnerships with schools.
3. Establish and enhance partnerships with community, local government and not-for-profit organizations.

It should be noted that some of these objectives were accomplished during the past academic year and have been reviewed by the appropriate committees. Many will be continued during the 2006-07 year. For instance, the Academic Success Labs were instituted and assessed last year. As a result of the assessment results, they are being continued this year. We continue to assess them this year.

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.

Assessment is done by a variety of people and committees. Some of the data gathered is descriptive in nature (number of university/community activities, number of people attending). As the numerical descriptive data for each year is gathered it can be compared to earlier years, showing trends. Other assessment activities are evaluative in nature (degree of satisfaction, suggestions for improving, whether students' GPA's improved, etc.). Different committees and individuals have assumed responsibilities for objectives in the strategic plan, and in general, these individuals administer assessment instruments if such instruments are to be used. For instance, the Student Affairs Committee refined the Freshman Survey (Harvard Survey), senior staff did the interviews, and I'll compile the results. Most assessment activities involve a group of committees and individuals

I'll organize this section on methodologies by describing the methodologies used for the above goals in the strategic plan.

A. Enhance Communication with the Community

The data gathered on the three objectives in this goal is descriptive in nature. The Public Relations Director records the number of communications distributed to the community and the distribution pattern. She reports this to the campus dean and Collegium. When the Strategic Plan was first implemented the Public Relations Director and organizers of events made a concerted effort to plan events so they recur at regular times each year and this activity continues; a simple check of calendars of successive years documents this. The web site publicizes events regularly

and this is documented with a simple check of the web site; the number of web site pages and published events has increased each year.

B. Foster a Caring and Engaging Campus Environment

The first objective, “Assess and/or enhance front-line customer service” is a work in progress. Although suggestion boxes are evident in areas where front line services are delivered, they don’t have a high use rate. I’ve met with the Student Services staff on numerous occasions over the last couple of years to determine how we might assess front-line customer service in this area. One problem is that students’ responses to surveys and requests for information tends to be low and we’ve debated what methodology to use to get the best response rate. One method discussed is use of an exit survey form that is deposited in a receptacle in the waiting area immediately after appointments. We’ve not yet implemented that methodology although we continue to discuss it. However, during Spring Term we implemented a Freshman Survey that taps students’ satisfaction and use of Student Services, as well as many other activities. The Survey is an adaptation of a Freshman Survey conducted at Harvard. It was reviewed and adapted for UW-Marquette’s campus by the Student Affairs Committee, was administered by senior staff and faculty in a face-to-face interview, and I am compiling the results at this time. The survey form is in the appendix at the end of this report for reference. Forty seven students were selected so they would be representative of a variety of student characteristics include GPA, residence, participation in various student activities, traditional and non-traditional, number of credit hours enrolled in, and sex. The results will be reported back to the appropriate committees/departments for action. The survey questions tap information in a variety of areas and relate to the assessment of several goals and objectives. However several of the questions address Student Services. The questions are:

We know that students typically visit Student Services several times a semester. What was your primary reason for visiting Student Services last semester?

Do you feel academic advising helped when choosing your classes? If yes, why? If no, why not?

Are you satisfied with the level of academic advising you received? Were you able to make an appointment with your advisor in a timely manner? If no, why not?

Do you like the way our advising system is organized? If yes, please say why. If no, please say why not. And if you don’t like the current system what could UW-Marquette do to strengthen it?

Do you feel informed enough to choose a major wisely? Are there one or two key factors influencing your choice? What are they?

The second objective, “Design and implement academic success labs (ASL)” was implemented last year and continued this year. Last year’s satisfaction data was gathered by asking each student to fill out a short survey of their satisfaction with the tutoring activities. A smaller random sample was interviewed by phone to ascertain whether using the labs had resulted in passing tests, understanding information in classes, and/or improving their grades. We used the smaller sample to determine whether there was a link between satisfaction data and students’ perception of increased academic learning and success. The results of the latter indicated a strong perception by students that the success labs improved their performance and learning activities. The satisfaction data indicated a strong positive level of satisfaction. As a result of last year’s data, the Success Labs were continued this year with some changes that resulted from suggested improvements. This year we continued to collect satisfaction data and that data is presently being

compiled and summarized by the director of the Success Labs. This info will then go to the appropriate committees. Having demonstrated the link between satisfaction and learning last year, we didn't repeat the phone survey this year.

We used simple nominal and numerical data to assess the third objective, "Increase opportunities for non-curricular sports and activities." In other words, we were interested in whether new opportunities occurred and how many. A new intramural flag football program was developed and a soccer team was added to the athletic activities. Both had quite an enthusiastic following and a number of fund raising events helped raise money for soccer jerseys. The Building Scholars Program set up 3 lunch meetings between students and faculty so students could ask questions about careers in different disciplines/careers. (51 students attended the fall meeting, 41 the 3/14 meeting, and 32 attended the April meeting.) Faculty and staff who met with groups of students in the Building Scholars Program were also asked whether they thought the activity was sufficiently productive and worthwhile that they would be willing to do it again next year.

C. Promote Student Retention through New Developments & Strategies

No formal assessment method has been adopted for the first objective, "Increase all campus personnel involvement with students," although data from the last goal could be used to indicate new opportunities for interactions between students, faculty and staff.

The second objective, The Freshman Survey (also called the "Harvard Survey") was implemented. Forty-seven students who had completed 1 semester at UW-Marquette were selected; this is approximately ten percent of the student body and thirty percent of the first semester freshmen. A brief description of the sample is described in the previous goal and the interview questionnaire is in the appendix. Students were interviewed during March of the Spring term, although some interviews were just completed at the end of the semester. The results are currently being compiled. The categories of information tapped are:

- Influence of faculty or courses on students
- Student happiness both personal and academic
- Student interaction with faculty or staff
- Academic disappointment
- Academics pressure/amount of studying
- Curriculum questions
- Outside commitments
- Change of mind, growth
- Helpful Advice
- Introduction to College
- Student's perceived change in self
- Student Services
- Choosing a major
- Special sessions, choice of class time and format
- Student goals, plans
- Opinions/image of UW-Marquette
- Suggestions for constructive change for UW-Marquette
- Would student recommend UW-Marquette to others

We anticipate that interview data will provide information about a variety of goals and objectives and will enable UW-Marquette to adjust its activities to provide a more positive college experience and assist with recruitment and retention.

The third objective, “Implementation of “best practices” strategies,” was fleshed out by the Recruitment and Retention Committee over the past two years. Two “best practices” (mentoring and Building Scholars) were added this year and one activity from last year was continued. Last year the committee decided to implement an “Early Alert Program” designed to notify students receiving a C- or less of their relatively poor performance and encouraging them to meet with the professor to design a way to improve their performance. Although students receive a midterm grade, the committee felt that by the time the midterm grade was assigned there was too little time left in the term to substantially change their grade. Therefore, professors were encouraged to notify them at about 5 weeks. Staff participation is voluntary. The following data was gathered for each student notified: whether or not student contacted/met with instructor, final grade received. From this data the following information was calculated: number and percentage of students who received a grade of C or above (indicating improvement), number and percentage of students who contacted the professor when notified, and number of instructors who participated in the program. Since professors were not required to send an early notification letter and not all did, the sample was neither random nor representative. Neither could we assume that being notified in this way “caused” any improvement in grade received. However it was decided that knowing the number and percentage of students whose grades improved would provide helpful information when deciding whether to continue the program. On the basis of last year’s data, the program was continued this year. The same data was gathered for the Fall and Spring terms. The Fall data was given to the R&R committee and the Spring data will be calculated when final grades are available. It will then be forwarded to the committee for consideration next year.

After reviewing retention research the R&R Committee decided to implement a Mentoring Program for students on academic probation. It was begun in the Spring ’07 term. Students on probation were notified of their eligibility after the Fall term. Students were paired with faculty/staff mentors. The following assessment data is being gathered: student grades, whether a student returns in succeeding terms, mentor’s assessment of the program using a Mentor Questionnaire (in Appendixes), and students’ feedback via a Student Questionnaire. Some Mentors also participated in a brown bag lunch meeting to discuss how the program could be improved. This data will be compiled, compared to results of other college mentoring programs reported in the literature, and passed on to the R&R Committee for consideration when deciding whether to continue the program.

The Building Scholars Program, discussed above, was also launched by the R&R Committee to increase involvement of faculty/staff with students with the expectation that it would contribute to student retention. Assessment of this is discussed above, but in the future we may look to see what percent of students involved are retained to the following term/year.

The R&R Committee will use the retention rate data provided by the colleges as it reviews its activities and formulates its plans.

D. Enhance the Image of the Campus through Targeted Marketing

Assessment of the objectives in this goal uses nominal descriptive data that identifies whether and what type or category of events/activities occurred. For instance, with respect to the first objective, “Provide structured opportunities for current students to contact and/or meet prospective students to promote the campus,” we’ll be identifying the type of structured opportunities that occur. For example, current students accompany Student Services staff to high

schools, send letters to prospective students, and serve as guides to parents and students who visit campus. The campus also used the “Ask Amanda” program, where prospective students could ask questions on the campus web site and a current student replies.

E. Increase Access/Flexibility/Curriculum Options

The first objective, “Survey current and potential students to determine the need for more flexible scheduling” is addressed by using the Freshman Survey, question 15. Student answers to the question will be compiled and passed on to the appropriate committees. The second and third objectives will be assessed by identifying and categorizing and counting the specific events/activities that occurred.

F. Establish and Strengthen Partnerships with Business, High Schools, and Community Organizations

Assessment of the objectives in this goal uses nominal descriptive data that identifies whether and what type or category of named activities occurred. These can be counted and the numbers can be compared from year to year. The data is supplied by a variety of committees, divisions, the Dean, and the Public Relations Director.

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?).

I'll provide a general answer to this, since addressing each assessment activity would be lengthy due to the fact that there are many. In general, the committee responsible for the activity works with the CAC in developing an assessment format and/or instrument. The committee then reviews the assessment results when planning future same or similar events and makes adjustments to the activity and or assessment. The Steering Committee then reviews it as part of their review of the Strategic Plan. Assessment results are made a part of the minutes, etc. of each committee and all this information is passed on to future committee members in a notebook. This assures continuity from year to year.

The Early Alert assessment data is a specific example. It generated considerable debate in the R&R Committee because the committee was uncertain about whether the Early Alert Program should be continued. The Committee collectively generated ideas about how to respond and the process of the program was altered somewhat and the program was continued. The Mentoring Program was new this past semester and some of the data won't be available until after grades are reported. I decided to use the present data collection activities on the basis of reviewing what other universities developed and refined. Therefore, when we review our data we can compare it to results reported in the literature as well as evaluating how it speaks to our needs.

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.

Generally, the campus was satisfied with the results of various assessment activities. There was a desire for additional information about students' perceptions and the Freshman Survey will assist with this need. In general, suggested changes are usually reviewed by the respective committees, but a list of changes could be filed in the Assessment folder for easy reference.

One area of consternation is how to get students to respond at a higher rate to requests for information, including but not limited to assessment opportunities. Many students don't pick up mail from their student mailboxes, frequently don't respond to emails, and frequently don't return surveys. We are attempting to make personal, face-to-face contacts to get requests for information into students' hands. We purchased a Zoomerang license with the Campus Assessment funds and will use it for surveys in the future, although we may need to increase student awareness of the importance of responding to the University's requests for information.

Section 5: Use of Results

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

The Early Alert program was continued this semester, with some revisions. The Success Labs were continued, with some additions that resulted from students' suggestions and comments. The same is true of the Convocation and URPC. The Building Scholars Program was enthusiastically attended by students and faculty alike and will therefore be continued next year. Recognizing students' desire for career information, the Fall Convocation topic will involve aspects of this.

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.

Examples: URPC: As a result of assessment/suggestions made about the Spring 2005 URPC, classes were cancelled during the hours of the Spring 2006 URPC so more students would be free to attend. That will continue this year.

Early Alert: Based on assessment info, the Early Alert Program was continued this year, with some modifications. However we moved to personal contacts to increase response rate. We'll see what the data tells us about the change.

Success Labs: As a result of positive assessment results last year, the Success Labs were continued this year with some modifications. In addition to having students complete an evaluation of how helpful the tutoring was, a telephone survey asked students whether the visit to the Success lab helped them understand a process or concept and/or pass a test. The data from the telephone survey compared favorably with the student evaluation. Therefore it appears that students' completion of their evaluation for the tutoring session is an adequate measure of student learning. We didn't use the telephone survey this year, since last year's data helped us validate our assumption that their satisfaction evaluations were also a measure of student

learning. Students will continue to complete a short evaluation of their tutoring session and lab activities. There were minor changes in how these forms were completed.

Building Scholars Program: Note Fall Convocation topic.

Appendices

- A. Freshman Survey Interview Schedule**
- B. Mentor Student Questionnaire**
- C. Mentee Questionnaire**

Freshman Survey

Interviewer's Name _____

Name of your interviewee. _____

Gender _____ Hometown _____

Major _____ High School _____

Living Arrangements

On Own Family (spouse &/or kids)
 With Parent(s) Roommate

1. Is there a single course that you would say "profoundly affected you" in your first semester here? If yes, what was it, and more important, why was it so profoundly effective? Please focus on substance of a course, or its organization, or the way it was taught, or the instructor's teaching style, rather than just "the instructor was a nice guy."
2. Do you find that the faculty at UW-Marquette welcome a diverse set of views about the topics they teach? In other words, are faculty members happy to entertain and discuss views from many different perspectives, for example, from the political left or right, from religious or secular students, etc.?
3. Some faculty members make it entirely clear, throughout their course, especially in the science, social sciences and humanities courses what their politics and personal opinions are and they pretty much wear their personal views on their sleeve, publicly. Other faculty members cover material and never reveal their personal views about the material. Which of these two strategies do you believe is more effective in engaging you in classes? Which teaching strategy do you think leads to your learning more?
4. Do you ever feel inhibited, in any way, about discussing religion or religious perspectives "out loud" in any of your classes? If yes, is that because you feel the professor would not welcome it, or is it just personally uncomfortable for you?
5. Think of the courses you have taken so far. In the process of taking them, can you think of an example where taking a class has led you to change your mind about something? If you believe that a goal of college is to encourage students to think and "re-think" their views about many topics, what do you believe are the most effective ways for faculty to make this happen?
6. On a scale of 1 to 10, where 10 is really great, how would you rate your overall academic happiness here as we get into your second semester? And—slightly different question—on that 1-10 scale, how would you rate your personal happiness during your first semester? (If the numbers are very different, ask WHY?)
7. How many times have you met for a chat with a faculty member one-on-one, face-to-face during fall semester? How about in spring semester so far?
8. If you needed a recommendation from a faculty or staff member, do you have a specific person you could ask and who you believe knows you well enough? (IF YES) – is it a faculty or staff member?
9. Was there an academic experience that disappointed you during the first semester? What was it?
10. Did this experience give you any ideas for avoiding disappointment in the future?
11. Do you have any clear sense of how hard you work compared with friends or acquaintances you might have at other colleges?

12. In general, do you believe the academic pressures and your sheer academic workload here at UW-Marquette is more than, less than, or pretty much the same as what your friends at other colleges are experiencing? ANY EXAMPLES?
13. Approximately how many hours a week would you honestly estimate that you study outside of your classes?
14. In retrospect, looking back on your first semester, what IF ANYTHING, regardless of advice from others, would you have done differently ACADEMICALLY?
15. Are there courses missing from the UW-Marquette curriculum that you would like to see added in the future?
 - a. Are the courses at UW-Marquette offered in the timeframe that works for you?
 - b. Would you like to see more courses offered in the evening? Weekends?
16. Have you made any campus connections at UW-Marquette with other students, staff or faculty members? If yes, what are they?
17. Have you been involved in the extracurricular activity(ies) that you had planned on before you arrived at UW-Marquette? If no, why? If yes, has it been a positive experience for you?
18. Do you believe extracurricular activities are a critical ingredient in making you feel "part of this campus?"
19. Have you done any volunteer work? If yes, what impact has that had on you academically? Personally?
20. Do you have any major, outside-of-class commitments right now? If yes, what impact have they had on you academically? Personally?
21. Have you had any particular interactions with your fellow students OUTSIDE OF CLASS that have led you to CHANGE YOUR MIND about something? Could you briefly say what it was and what led you to change?
22. One of the goals of college, for all students, is to grow and mature personally, to learn more about yourself and to see new ways. Do you believe that in your first semester here you have grown in any such ways? If your answer is yes, could you give just one specific example of a new perspective, a kind of personal growth, that you believe you have experienced here at UW-Marquette?
23. What is the biggest surprise that you have experienced since you arrived on campus? (Ideally you will not need to help with any "prompts." If your interviewee looks completely stuck, perhaps give an illustrative example to help get them started, such as "for example, the students here all work much harder than I ever imagined they would." Or, "I find myself questioning certain basic assumptions I had when I first arrived," or "the coursework is not as difficult" or "the coursework is more difficult" than I expected," or "I find that I need time management skills," or "wish I had gotten more involved," or "wish I had gotten to meet more people.")
24. What is the single best bit of advice you got during your first semester here? Who gave it to you? Why was it so helpful?
25. What advice do you wish you had received at the beginning of your freshman year that you didn't get?
26. If you took Intro to College, was it a good experience? Can you be specific about why yes, or why no? We don't need to know names of instructors, just about your experience, and why it was good or not so good.

27. As you think ahead to next year, can you identify one specific thing you will do differently on campus because of what you learned from your experience as a freshman? WHY? Please explain.
28. You have now been on campus one full semester. If your best friend who is a year behind you in high school learns that he or she has been admitted and is planning to attend UW-Marquette next year, what would you tell him or her to do in the next six months that would enhance his or her overall happiness and success here?
29. We know that students typically visit Student Services several times a semester. What was your primary reason for visiting Student Services last semester?
30. Do you feel academic advising helped when choosing your classes? If yes, why? If no, why not?
31. Are you satisfied with the level of academic advising you received? Were you able to make an appointment with your advisor in a timely manner? If no, why not?
32. Do you like the way our advising system is organized? If yes, please say why. If no, please say why not. And if you don't like the current system what could UW-Marquette do to strengthen it?
33. Do you feel informed enough to choose a major wisely? Are there one or two key factors influencing your choice? What are they?
34. Have you spoken with anyone in your major? Did that conversation influence you? If yes, how?
35. We all know some students who are very smart and thoughtful yet are shy or hesitant to speak up in class. If voluntary sessions were offered to help them develop more comfort and to offer some specific suggestions on class involvement—do you think such sessions would be helpful?
36. Would you attend such a session?
37. If UW-Marquette were to offer a voluntary two or three session workshop on how to study productively together in small groups, outside of classes, would you sign up to participate in the workshop?
38. Are you the sort of person who sets goals for yourself as you look forward to the coming weeks and months? In the context of being at UW-Marquette, do you have one or two specific goals? Please share them if you are comfortable, together with why they are important to you.
39. What are your plans for next year? Were these your original plans when you began at UW-Marquette?
40. Before attending UW-Marquette, when hearing about the campus, what came to mind?
41. After attending UW-Marquette, has your opinion changed?
42. Why did you choose to come to UW-Marquette?
43. Was UW-Marquette your first choice for higher education?
a. If yes, why?
b. If no, why?
44. If you were advising the Campus Dean about a single constructive change she could make—even if you are very happy here now—what would that change be?
45. How likely is it that you would recommend UW-Marquette to a friend, neighbor or relative?
a. Why?
b. Why not?

Topics addressed by Freshman Survey

Questions

1-5	Influence of faculty or courses on students
6	Student happiness both personal and academic
7-8	Student interaction with faculty or staff
9-10	Academic disappointment
11-14	Academics pressure/amount of studying
15	Curriculum questions
16-19	Outside commitments
20-23	Change of mind, growth
24-25	Advice
26	Introduction to College
27-28	Change
29-32	Student Services
33-34	Choosing a major
35-37	Special sessions
38-39	Goals, plans
40-43	Opinions of UW-Marinette
44	Constructive change for UW-Marinette
45	Recommend UW-Marinette

Student Questionnaire

Approximately how many times have you met with your mentor this semester?

- weekly/almost weekly
- once or twice a month
- 2-3 times total
- once
- never

Has your mentor provided practical advice or aid that helped you to improve your grades?

- yes, definitely
- yes, probably
- no, probably
- no, definitely
- unknown

Has your mentor been helpful in providing support and encouragement?

- yes, definitely
- yes, probably
- no, probably
- no, definitely
- unknown

Overall, how effective do you think the mentoring experience has been in improving your academic performance?

- very effective
- moderately effective
- somewhat effective
- not effective

Would you recommend that other students in academic difficulty participate in this program?

- definitely yes
- probably yes
- probably not
- definitely not

Mentor Questionnaire

Approximately how many times have you met with your student this past semester?

- Weekly/almost weekly
- Once or twice a month
- 2-3 times total
- Once
- Never

Overall, how effective do you think the mentoring experience has been in improving your student's academic performance?

- Very Effective
- Moderately Effective
- Somewhat Effective
- Not Effective

Would you recommend the mentor program to other faculty who might be interested in assisting individual students on a one-on-one basis?

- Definitely yes
- Probably yes
- Probably not
- Definitely not