

## Campus Assessment Coordinator Reporting Form 2006-2007

Email your reports to [SAC@uwc.edu](mailto:SAC@uwc.edu)

For the PLAN which is due October 15, please complete Sections 1 and 2.

Campus	Rock
Campus Assessment Coordinator(s)	Linda Reinhardt

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

In consultation with the campus steering committee and the dean, we have determined that the campus will focus our campus assessment for 2006-2007 on Goal 3 of our campus strategic plan, **“Sustain and enhance the quality of student life by providing a comprehensive program for students that addresses their academic, social, and professional development.”**

The table below identifies the focus areas and stakeholders that we will review this year in our assessment.

<b>Focus Areas</b>	<b>Stakeholders</b>
Curriculum Review (with specific focus on Goal 3)	Faculty/Staff, particularly Curriculum Committee Students
Learning Support Center	Student clients Faculty/Staff/Student tutors
TRIO Program	Student TRIO clients TRIO staff Faculty
Student Clubs and Organizations	Club officers and members Club advisors Student Activities Coordinator SGA & SAFC Students NOT members of campus clubs Student Services Staff
Health, Fitness, and Sports Activities	Students Athletic Director and Coaches Faculty
Theatrical and Music Performance Groups	Students Music and CTA Faculty
Campus Theme Activities	Students Faculty/Staff Campus Theme Committee
Campus Café	Students Assistant Campus Dean for Business Services Cafeteria Staff

**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.

During the fall semester I will organize a Campus Assessment Committee to help me plan and conduct our assessment. This group will plan and schedule town meetings and/or focus groups that we will conduct during the spring semester. We will hold a combination of town meetings open to all members of the campus community, and focus groups for particular faculty/staff and students that we would like to hear from. At these meetings we will ask stakeholders to conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) to evaluate how well the campus is meeting Goal 3 of the campus strategic plan. We will use our campus assessment budget for refreshments at these meetings.

Before we conduct the town hall meetings, I will to meet with particular campus committees/groups, e.g., Curriculum Committee, Student Services Staff, who have special information and insight for assessing the focus areas.

Toward the end of the spring semester, we will compile the results of our meetings, and share them with the campus community for final comments and reactions before we submit our report to the Senate Assessment Committee.

**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?).

As part of last year's assessment activities, faculty/staff identified of the programs/activities on campus that we believed enhance the quality of student life in terms of promoting their academic, social, and professional development. This year's assessment activities focused on obtaining the students' perceptions of how well the campus was meeting these goals.

The data for assessment was collected in the spring semester:

- a) Survey of students and community members involved in the spring theatre production
- b) Student focus group on the quality of student life (April 18). I extended an email invitation to all UW-Rock County students for a session during the noon hour (with the enticement of refreshments), and sent a targeted email to students who had been identified as "active students" by the SGA president. Six students attended, and while they were a lively and engaged group, it was a disappointing turn out. During our session they suggested that a better way to get student input would be through an online survey, so I mounted the
- c) End-of-the-year Student Survey on the Quality of Student Life at UW-Rock County. In my email message to students, I indicated that while the surveys would be anonymous, if

they would send me an email to indicate they had completed the survey, I would enter their name in a drawing for a \$25 gift certificate for the campus bookstore. Sixty-five students completed the survey; 17 of them participated in the drawing.

I received the data from the online survey on May 18 (see Appendix) and I have not yet been able to share the results with faculty and staff. I will present the information to the Dean and her council during the summer, and will present it to the faculty and staff at our retreat before the beginning of the semester.

I am disappointed that so few students participated in the focus group, but those who attended were correct in suggesting that an online survey would reach more students. Even so, the participation rate in the survey was low. While we need to be very cautious in interpreting the data from such a small, and probably non-representative, sample, the students who did respond indicated that the most common reasons for not participating in extracurricular activities were being “just too busy,” followed by “meeting times/events were at times that conflicted with work, classes, or other commitments.” I think this information will come as no surprise to our faculty/staff. Even so, nearly  $\frac{3}{4}$  of the students who responded to the survey stated that they believed that extracurricular activities, organizations, and events were either “very important” or “important” to the quality of student life at UW-Rock County.

When asked to identify the three services, programs, and facilities they believe are most important to the quality of student life on campus, they selected instruction (52%), advising (38%), library (34%), courtesy of campus faculty and staff (32%), study areas on campus (30%), and extracurricular activities (27%). All other choices were endorsed by less than 25% of the respondents.

When asked to evaluate the quality of services, programs, and facilities provided at UW-Rock County, students were generally quite positive about the areas they identified as most important, with the majority of them rating the services as either “excellent” or “good” on all of them except extracurricular activities: instruction (84%), advising (69%), library (75%), courtesy of campus faculty and staff (87%), study areas on campus (60%), and extracurricular activities (47%).

No service was rated as fair or poor by more than 20% of the respondents.

I believe that the open-ended responses of the students to questions asking them for suggestions for improvement will be informative and helpful to the faculty and staff. Some of the responses were very thoughtful.

**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.

I have not yet been able to share the results with faculty and staff, but received several suggestions from the student respondents.

For improving the program of extracurricular activities, some suggestions were:

- have multiple meetings for students who have classes during meeting times
- too many clubs met at same times; students had to pick and choose
- need for more specific interest-related clubs
- a couple of “club days” during the year help so that knowledge and visibility of clubs are enhanced
- better publicity for clubs
- clubs could have themed activities that would involve more students that just club members (like Earth Day, Fall Fest, and May Fest do)

For improving the quality of life for students on campus, some suggestions were:

- make health and fitness facilities more visible and accessible
- clean the classrooms, study areas, and bathrooms more frequently
- improve the computers on campus
- smoking areas farther away from buildings; umbrellas for outdoor tables; use theatre for local bands/comedians on Friday nights; shade trees in parking lot;
- more/better study areas; need for quieter study areas; more tables, fewer couches and chairs in library
- healthier food in vending machines and cafeteria
- more activities over more hours (not just at noon)

### **Section 5: Use of Results**

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

The campus is already addressing some of the issues that students brought up in their survey responses. The new building project will provide a new library and more study areas on campus. I am confident that when the campus faculty and staff see the results of the survey, they may be able to think of other changes we can implement.

**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.

Last year’s assessment activities focused the campus reviewing our progress toward meeting the five goals of the campus strategic plan. We noted activities we had accomplished and/or were currently engaged in and identified additional opportunities that could move us toward our goals.

We have maintained many of the activities that we evaluated as accomplishments last year, and of the opportunities we identified, we have made progress on the following:

- Green Scene student organization—environmental education in the community (We had a very successful Earth Day led by the Green Scene.)
- Junior High School Girls Science Program (STEM program offered in Fall 2006 & Summer 2007)
- Expand scope of Continuing Education classes
- Increase size & scope of College for Kids
- Use engineering program as a means to build more connections with the business community (Forward Janesville and Greater Beloit Chamber of Commerce were very involved in developing this program)
  - New Library (under construction)

- Space for student study, group work (under construction)
- Art Gallery back–new building plan (when construction is completed, Art Gallery will no longer be Foundation office)
- Women’s basketball
- New building will help create spaces for students to remain on campus (under construction)
- Create a Student Commons space (under construction)
- Library improvement -- Bigger & better library in campus building plan (under construction)
- Upgrades & new technology (wireless network, and some upgrades will come with construction project)
- Better survey instrument to determine student needs (online surveys)
- Professional development at local unions, businesses, companies (campus involved in Janesville leadership development academy; Dean Pillard is the facilitator of this year’s program)
- Lending faculty expertise to the news media
- More coverage in media for athletics
- Engineering lab addition (under construction)
- More technology classrooms (under construction)

Many of these changes do not directly affect students’ academic experience because this was not the entire scope of the campus strategic plan. Several of the changes have been directed to off-campus stake holders such as area businesses and children in the K-12 school districts. Of the changes that more directly affect our students, a number of them have been targeted more broadly toward improving the quality of student life, e.g., varsity women’s basketball and planning for a student commons area. However, several of the changes have at least an indirect impact on students’ academic experience, e.g., upgrade of the wireless network, activities of student organizations such as the Green Scene. The engineering program has already enrolled more than thirty students, and the new engineering lab will be completed this summer.

As attested to by some comments in the student survey, noise created by two construction projects (engineering lab and library addition with renovation of existing space) may have some negative impact on students’ academic experience during the construction period (Spring 2007-Fall 2008), but we believe that the new facilities (library, additional classroom space, study areas, and student commons area) and the opportunities they provide for academic and extracurricular activities will have long-term benefits.