

**UW-Baraboo/Sauk County (Christa James – Byrnes)**  
**Final Campus Assessment Report**  
**2005-2006**

Background:

The beginning of the 05-06 academic year the UW-B/SC campus community decided to assess the first year experience of UW-Baraboo/Sauk County freshman. This decision was made based on the fact that both the UW-Colleges and UW-B/SC strategic plans both contain goals of student success. At the onset of the project the UW-B/SC campus community was going to use the 11 methodologies of increasing student success as defined in our strategic plan as the yard stick of measure. We would then close the loop and modify its existing First Year Experience program. After the submission of the Campus Assessment Plan to the Senate Assessment Committee, the Dean of our campus came to me and asked me (as campus assessment coordinator) to answer two questions, and develop a plan of action based upon the answers to the questions.

The questions were:

1. How do we define student success?
2. What data do we have to determine our success?

Most of the fall and January was spent attaining Fall 05 data and answering the questions. The First Year Experience Coordinator worked with me in developing the answers to the questions.

In order to respond to the two questions it was determined that success would be defined using three methods of analysis. The methods are outlined below:

1. Grade Point Average:
  - a. 1<sup>st</sup> Semester GPA  $\geq$  2.0
  - b. Cumulative GPA  $\geq$  2.0
2. Retention
  - a. Traditional Age Students retained from Semester 1 to Semester 2  $\geq$  85% at UW-B/SC
  - b. Traditional Age Students retained from Semester 2 to Semester 3  $\geq$  80% at either:
    - i. UW-B/SC
    - ii. 4-Year Institution
    - iii. Technical School
3. Are we reaching our Strategic Plan #1 Goal (Student Success)

Answering the Questions

We used institutional data, Noel-Levitz data, the First Year Initiative data and determined that UW-B/SC did not achieve student success in any of our 3 success strategies.

The questions, the data used to determine the answers to the questions as well as conclusions and proposals to move us forward were presented to collegium in February.

The entire PPT presentation is attached which outlines the questions, the data, the answers, the conclusions and proposals.

### Next Steps

In response to the analysis of data and the fact that UW-B/SC is not meeting any of our student success goals (as defined by the CAC) two recommendations were put forth to the collegium. The two recommendations are outlined below:

1. Revisit the LEC 100 (Freshman Seminar) course based on the data that was used in the analysis. Change the format to better match the course to the needs of our students.
2. UW-B/SC should have a more integrated approach to the entire First Year Experience program across all campus and collegiate activities. The LEC 100 should only be one part of the entire first year experience program.

I then presented the proposal of reorganizing our current First Year Experience Advisory board and change the mission of the board from working solely on the First Year Seminar to the entire First Year Experience of the student. I also recommended that this new advisory board begin their duties immediately, and start by revamping the current LEC 100 course for Fall of 2006.

The Dean organized a new First Year Experience Advisory Board based on the above recommendations and put them into action in late March. The original advisory board was composed of 2 faculty members, the First Year Experience Coordinator, and the Director of the Academic Success Center. The restructured advisory board is composed of 3 faculty and instructional academic staff members, the First Year Experience Coordinator, the Director of the Academic Success Center, the Student Activities Coordinator for the campus, and a librarian. As you can see by the composition of the committee the advisory board is composed of faculty and staff who are in contact with the students in all aspects of their education. The remainder of the semester was spent focusing on the LEC 100 course and changing the current format.

I am proud to report that the entire curriculum of the LEC 100 course has changed to a thematic approach looking at a new theme every two weeks, and it has integrated a common read among all sections. The themes were chosen based upon data that was received as well as the instructors' views. We have moved away from the one size fits all course to a more tailored course for different students. The proposed syllabus for the LEC 100 course is attached for your convenience.

### Concluding Thoughts

As the Campus Assessment Coordinator I was very pleased with the UW-B/SC campus this year with regards to assessment. We decided to assess our student success, we determined we were not doing a good job, and we formulated a solution and are trying to better serve our students. I think we should be proud of what we have accomplished in a very short amount of time.

Closing the Loop

I would propose next year that the campus have a two pronged approach to assessment. First, we must close the loop on our student success goal of the strategic plan. We must assess whether our students are having a better First Year Experience and assess how our new and revised LEC 100 course worked. Also, we must move on to assessing the 2005-2010 Strategic Plan and how we are doing on attaining the four goals of the Strategic Plan. Therefore, we must close one loop, but also begin a new one.

Respectfully submitted,

Christa R. James-Byrnes  
Campus Assessment Coordinator  
UW-Baraboo/Sauk County

Draft - subject to minor changes

## **Lec 100: First Year Seminar UW-Baraboo/Sauk County Fall 20xx or Spring 20xx**

LEC 100: 1 credit  
Lecture: 11:00-11:50 am  
Lecturer:  
Office:  
Telephone:  
email:  
Office hours:

**Course Description:** Through the use of the readings for the course, First Year Seminar will explore five key areas for success in college: College Life, Involvement, Academic Success, Career Planning, and Academic Planning.

The following are our goals for First-Year Seminar:

- Helping to make a comfortable academic transition to the university
- Helping to make a connection with the faculty, other students, and the campus life
- Becoming acquainted with the campus resources
- Learning different approaches to cope with the rigors of college life
- Discovering individual learning styles
- Understanding college expectations of the classroom, homework, and overall learning
- Helping to make future goals and school plans
- Discussing effective time management

### **Required materials:**

1. Book: *Nickel and Dimed* by Barbara Ehrenreich
2. A large three-ring binder

**Attendance, Assignments, and Grading:** Your grade will be based on completion of assignments, your level of participation in the class' capstone project, class attendance and participation (including knowledge of the course readings), and completion of the Passport.

Assignments:	
Reflection papers	xx %
Other minor assignments	xx %
Capstone project	xx %
Passport	xx %
Class Attendance & participation	<u>xx %</u>
Total	100 %

**Reflection papers / journal entries:** After each section (College Life, Involvement, Academic Success, Career Planning, and Academic Planning) of the course you will be assigned to write a reflective paper (or journal entry) that discusses the relevance of the course readings and course discussion to your own academic and career plans.

**Other assignments:** You may be assigned other minor assignments throughout the course. One example is that you are expected to complete the WisCareers and Strong's Inventories shortly after they are assigned.

**Capstone Project:** As the semester progresses, we will work on this project as a class. On the last day of class, we will present our findings to the other LEC 100 sections. Our project will stem from our book readings, and classroom discussions. You'll be given more information on the particulars of our project in a few weeks. Your grade on this portion of the course will be based on your participation level in the project.

**Passport:**

1. Students must attend (at least) 3 Skills Clinics and have their passports stamped in order to receive credit for this portion of the seminar. Each Clinic topic will be offered two or three times on a rotating schedule throughout the ten-week class (see attached schedule). Each Skills Clinic is worth 20 points. You'll receive the full 60 points if you attend and receive stamps for 3 Skills Clinics.
2. Students must complete a variety of Campus Involvement (both co-curricular and extracurricular) Activities. Full credit can be earned by completing 60 points of these activities. Different activities have different point values. See your Passport for point assignments.

**Class attendance and participation:** You are expected to attend class each day. When in class, you are expected to be an active participant in discussion of the class material. In order to do that, you should have read the assigned reading before attending class that day.

**Three-ring binder:** You are expected to keep all relevant course materials within a binder. This binder should be organized in such a way that you can easily access materials for future reference.

**Assessment:** A UW Colleges-wide assessment program has been put into place to enhance the quality and effectiveness of the curriculum, programs and services of the institution. The following areas of proficiency will be assessed because they are of primary importance in the education of our students: Analytical Skills, Quantitative Skills, Communication Skills, and the Aesthetic Engagement. For more information go to [www.uwc.edu/resources/assess/](http://www.uwc.edu/resources/assess/).

**Grades:**

Percent	Course Grade
100 – 93	A
92 – 90	A-
89 – 88	B+
87 – 83	B
82 – 80	B-
79 – 78	C+
77 – 73	C
72 – 70	C-
69 – 68	D+
67 – 63	D
62 – 60	D-
59 & below	F

Monday / Wednesday LEC 100 schedule (subject to minor modifications)

Date	Monday	Tuesday	Wednesday	Thursday	Theme
Week 1 9/5 - 9/8			Intro/Syllabus Ice-Breakers		College Life
Week 2 9/11 - 9/15	College/101		Noel Levitz		College Life / Involvement
Week 3 9/18 - 9/22	Discussion of <i>Nickel and Dimed</i>		Critical Thinking		Involvement / Academic Success
Week 4 9/25 - 9/29	Noel Levitz Results <b>Assignment:</b> WISCareers / Strong's		Goal & Values		Academic Success
Week 5 10/2 - 10/6	Time Management		Learning Styles Study Skills 101		Academic Success
Week 6 10/9 - 10/13	Discussion of <i>Nickel and Dimed</i>		Why have a Liberal Arts Education?		Academic Success/ Career Planning
Week 7 10/16 - 10/20	Interpreting the Strong's Inventory w/ Bobbie Boettcher		Educational Planning		Career Planning
Week 8 10/23 - 10/27	Money Management w/ Bruce Duckworth		Career Planning		Career Planning
Week 9 10/30 - 11/3	Planning for Spring w/ new Student Services Director		Narrowing Your Choices		Academic Planning <i>Advising Appointments</i>
Week 10 11/6 - 11/10	What should I take in the spring?		Project presentations		Academic Planning <i>Advising Appointments</i>

Tuesday / Thursday LEC 100 schedule (subject to minor modifications)

Date	Monday	Tuesday	Wednesday	Thursday	Theme
Week 1 9/5 - 9/8		Intro/Syllabus Ice-Breakers		College 101	College Life
Week 2 9/11 - 9/15		Noel Levitz		Activities Fair	College Life / Involvement
Week 3 9/18 - 9/22		Discussion of <i>Nickel and Dime</i>		Critical Thinking	Involvement / Academic Success
Week 4 9/25 - 9/29		Noel Levitz Results <b>Assignment:</b> WISCareers/Stron gs		Goal Setting	Academic Success
Week 5 10/2 - 10/6		Time Management		Learning Styles Study Skills 101	Academic Success
Week 6 10/9 - 10/13		Discussion of <i>Nickel and Dime</i>		Why have a Liberal Arts Education?	Academic Success/ Career Planning
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