

UW Fox
Campus Involvement in Assessment Report
2005 - 2006

The following items have been undertaken to insure active campus involvement in assessment and the development of a culture of assessment throughout the UW Fox Valley during the 2005-2006 Academic Year.

1. Humanities, Social Sciences, and Mathematics/Natural Sciences assessment groups met individually to discuss assessment activities across the division in early November and again in April. These discussions would include issues as proposed by the Senate Assessment Committee and campus concerns.
2. The combined Humanities, Social Sciences, and Mathematics/Natural Sciences assessment groups were called together by the CAC in November and were polled individually again in April to discuss activities by division and department. The dean did not chair these meetings as suggested.
3. Divisional groups were encouraged to meet together additional times to discuss campus assessment issues and divisional assessment results and the Social Science Group did so.
4. LEC 100 / LEA 102 Proposed Assessment 2005-06 Academic Year may be the most meaningful of our campus assessment efforts. Here we will be assessing every new student enrolling in LEA 102 /LEC 100 courses. This encompasses most of the entering freshman class as a cohort. Most students were required to enroll in one or the other providing a realistic first year experience assessment.

Details are included below.

Assessment Statement

Lecture 100 strives to measure continuous improvement and impact through the use of practical longitudinal measurements. Lecture 100 will focus on providing verifiable and repeatable quantitative contributions toward the long-term goals of the University of Wisconsin-Fox Valley, the University of Wisconsin Colleges, the UW Colleges Engaging Students in the First Year Initiative and the University of Wisconsin System.

Assessment: Engaging Students in the First Year Survey

Source: Provided by University of Wisconsin Colleges Institutional Office

Purpose: To assess student-perceived course quality

Time: Administered by instructor of record during the semester in which LEC 100 is taken.

Data collected by: University of Wisconsin Colleges Institutional Office with end results distributed to campus in late spring.

Standard for improvement: LEC 100 seeks to see a general improvement over time.

Assessment: LEA 102/LEC 100 Quantitative Tracking Model (working name as of 10/25/05)

Source: UW Fox Valley Student Services

Purpose: To assess first to second semester retention, second to third semester retention and third to fourth semester retention

Time: Data gathered in the month after each semester has ended

Data collected by: UW Fox Valley Student Services culled from registration records

Standard for success: LEC 100 seeks to see an increase in retention in comparison to historical data.

Assessment: LEC 100 Graduation Impact

Source: Not yet identified

Purpose: To assess the six-year graduation rate of UW Fox Valley students who have completed LEC 100

Time: Data gathered as cohort moves toward graduation. First data set anticipated in May/June 2011

Data collected by: Not yet identified

Standard for success: LEC 100 seeks to see an increase in six-year graduation rates in comparison to non-LEC 100 students historically.

This effort is still a work in progress. No statistics have been provided to me by Gregg Nettesheim or Rhonda Uschan concerning results. I do suspect though that the results will be forthcoming and will tell us something about this effort. A similar LEC 100 cohort is being registered for next fall.

5. An assessment of student participation in student activities was undertaken by the Student Activities coordinator. This is likely to mirror the survey assessment done last year. A comparison of the year to year results will be made but the results from this year's survey has not been tallied as yet.
6. Those involved in learning communities on campus undertook an assessment of their activities but there was no consistent means of assessment or instrument for assessment. It would be helpful if a standardized assessment were developed for this purpose but we did not get to meet to explore this and other issues. This will have to be an item deferred to next year.
7. The following functional units will participate in assessment activities as developed institutionally by:
 - Student Services - no report received - report is being prepared but not yet done
 - Information Services – an extensive report and survey information provided
 - Libraries – report received
 - Business Offices – report received

- Continuing Education – no report received, no assessment is being done as far as I know.
 - University Relations – no report received, no assessment being done as far as I know.
8. A meeting was held in December in which representatives of the campus functional units met to discuss their assessment activities and the ways in which those activities can be combined to inform the campus on its overall provision of services for students and staff. We also discussed the functional unit contributions to the annual Campus Assessment Report. All units were represented except Continuing Education and University Relations. The Dean was not present. A similar meeting was planned for the end of the semester but we couldn't really do much business because so many of the results were not as yet finished. We will have this wrap up in early September which I think is a more realistic time for this.

Notes on the future.

It has been most difficult creating "buy-in" to this campus assessment endeavor at Fox. Most contributions have been provided grudgingly or with sort of a tongue in cheek view that a coordinated campus assessment really doesn't matter.

Campus assessment is also difficult when there is no overall thing to assess. The campuses that seem to have done the best on this are those that have developed a strategic plan. Even if this plan is just a modified version of the Colleges institutional plan there are then benchmarks to assess. Fox has no strategic plan.

There are a few things that might suggest positive change come fall. I will be Chair of the Campus Steering Committee in August. I was elected, at least partially for championing the development of a campus strategic plan. I will form a special committee immediately upon assuming the chair. I have had some positive indications from the Dean that he supports this and will assist with suggestions and resources. We have also had an interim Associate Dean appointed in the absence of the previous one who left for another interim appointment. The incoming Associate Dean is an active champion of Campus Assessment and has been an active divisional assessment leader. Fall will also bring the results from several of the departments that have undertaken significant assessment efforts but have just not had time to report. The most important of these is the LEC 100 assessment and the overall students services assessment. The Student Activities assessment also should provide insight.