

APPENDIX A

College 2006-2008 Biennial Assessment Reports

**College Report of Assessment of Student Learning in Academic Programs
2006-2008
June 30, 2008**

College: College of Business Administration

I. *The process of reviewing program assessment in the college.*

Describe the process your college used to review and evaluate assessment of student outcomes in academic programs. Explain whether and how departments received feedback on their assessment work.

There are three general categories of learning outcomes that are reviewed and evaluated within academic programs in the CBA. They are course learning goals, program learning goals and CBA learning goals. The course learning outcomes are reviewed and evaluated by the instructors, the overall CBA learning outcomes are reviewed and evaluated by either the Undergraduate Curriculum Committee (UCC) or the Graduate Curriculum Committees (GCC), and the specific academic program outcomes are reviewed and evaluated by a combination of individuals, departmental and/or program committees depending on the program. Appendix A provides a summary of all assessment activities from 2000-2008.

The CBA uses a variety of mechanisms to review the different assessment activities and learning outcomes within the College. For example, the MBA director and the CBA Graduate Curriculum Committee review the assessment results that are derived from the MBA one-credit assessment course. In addition, information is disseminated to faculty through different mechanisms including workshops and college meetings during which the assessment procedures and results are discussed. The assessment activities for each undergraduate academic program are reviewed within the department through mechanisms such as departmental assessment committees and/or general department meetings. The Associate Dean also reviews the biennial assessment reports. College wide assessment results through mechanisms such as the EBI surveys are reviewed by each department and the dean's office and are available for individual faculty to review. Summary presentations of the results are presented at college meetings. The faculty members and departments make adjustments mandated from issues identified in the various assessment activity results.

II. *The nature and quality of program assessment.*

Based on departmental biennial assessment reports (2006-08) complete the table and answer the question below.

| | |
|---|---|
| Percentage of programs in your college that | |
| have someone responsible for program assessment | All (100%) programs have someone responsible. The breakdown is: |

| | |
|--|---|
| | <ul style="list-style-type: none"> -One person responsible (ACC, IS, MKT) -Committee Responsible (IB, MGT) -Committee and a faculty member are responsible (MBA) -All Department Faculty Responsible (ECO) -Department Chair and Capstone instructor (FIN) |
| use direct measures to evaluate student learning outcomes in the program | All programs use forms of direct measures to assess outcomes. |
| use assessment results to try to improve the curriculum, teaching, and learning in the program | All program use assessment results to improve curriculum. However the degree of use varies among departments. |

Summarize the “state” of assessment of student outcomes in academic programs in your college.

Assessment is generally the responsibility of the department in which the program is located. Departments report assessment activities in their annual reports which are reviewed by the Dean’s office. The use of the assessment fields in Digital Measures for collecting data on individual courses and for departments is being phased in. The annual reports indicate that all departments engage in some assessment activities. Each program, with the exception of International Business (I-B) and the MBA, is part of a department. The management department has three tracks, finance has two tracks, and the rest of the departments have one track. These tracks are likely to be phased out in 2008-2009. Assessment of the I-B program is the responsibility of the International Business Advisory Committee which is comprised of one member from each department. The IB program and the IS program had their five year academic reviews in 2006.

The MBA program is reviewed and evaluated by the GCC. A one credit assessment course (BUS 790) is required of all students. The results from the assessment are compiled and reviewed by the BUS 790 instructor. The evaluation of the outcomes is reviewed by graduate faculty members and the MBA Director but a single assessment method has not been implemented. In 2006, the graduate committee reviewed learning outcomes and the team teaching approach in the courses.

The CBA has processes for developing and reviewing CBA goals. They include creating and revising basic documents including the CBA undergraduate learning goals and the graduate learning outcomes. These criteria are reviewed periodically by CBA committees. Changes to either document must be approved by the CBA. In spring 2008, the CBA Objectives were reviewed and input was received from various stakeholders such as the Business Advisory Committee, Student Advisory Committee, and staff and

faculty. Input was sought through a variety of mechanisms including focus groups. The amended objectives a scheduled for faculty adoption at the end of the fall 2008 semester.

The MBA Internet Consortium Program is assessed by the consortium’s Academic Planning, Assessment and Standards Committee consisting of faculty and administrative representatives from the four member institutions. Twice yearly student evaluations and related quality survey information is reviewed and improvement decisions are made in instruction and curriculum.

The CBA also collects college-wide data. Since 1999 the CBA has been using EBI (Educational Benchmarking Inc.) as part of its assessment strategy. EBI is an organization that provides high quality benchmarking assessment tools to educational institutions in support of their assessment and continuous improvement efforts. The full EBI results are located the CBA Dean’s office.

The CBA uses EBI to perform surveys of exiting seniors and graduates. Examples of the part of the data from the 2006 survey are presented below:

Figure 1: Overall Program Effectiveness

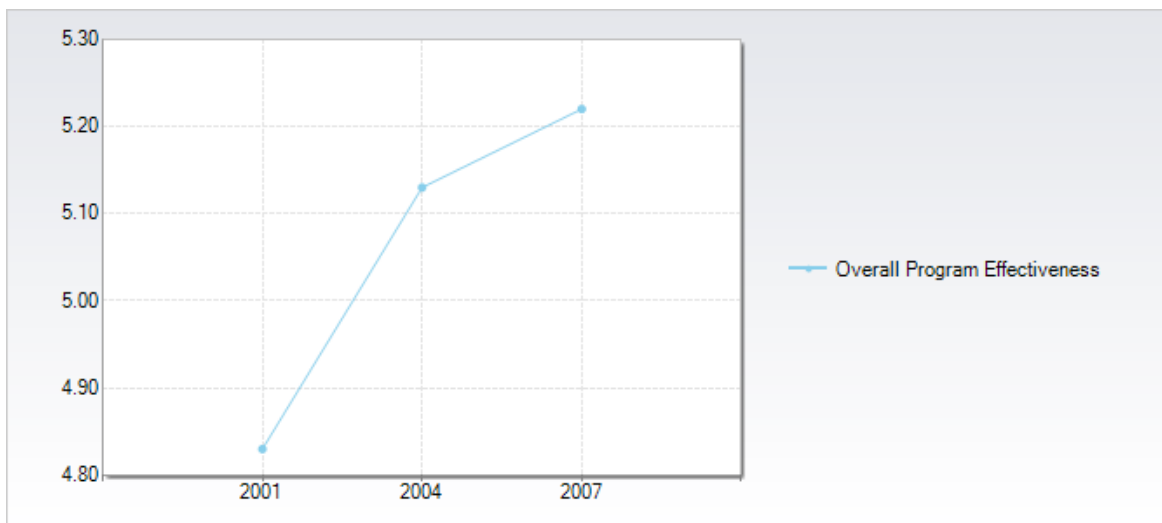


Figure 2: Longitudinal Comparisons

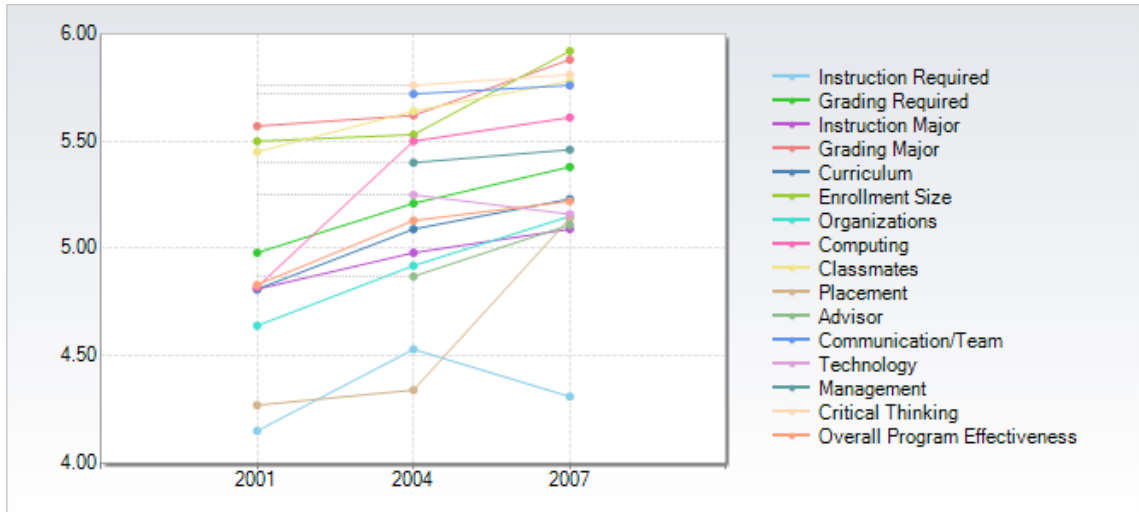
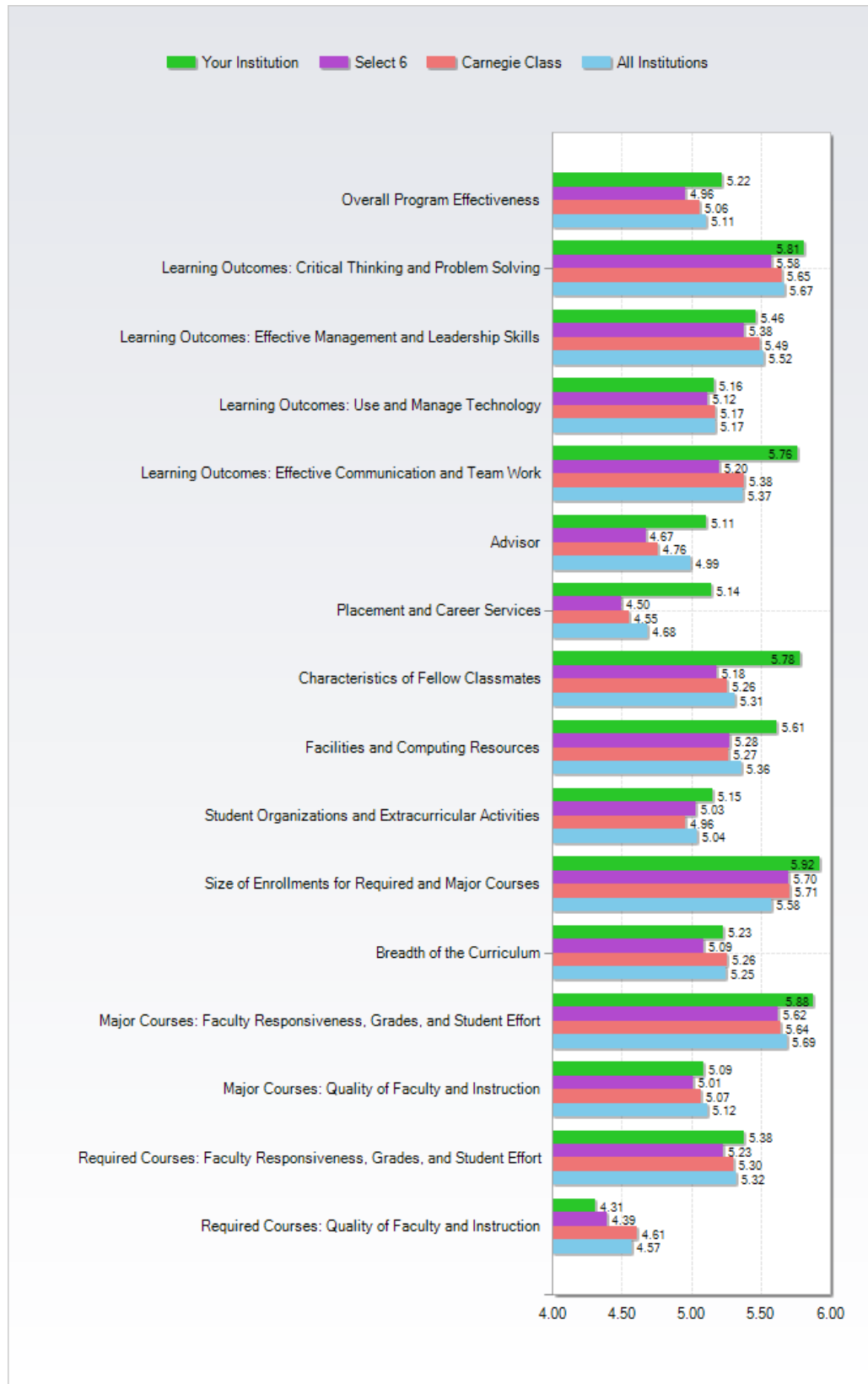


Figure 3: Benchmark Comparisons with Other Institutions



III. *Gaps in program assessment.*

Describe the two or three most significant weaknesses or problems in program assessment in the college.

Gap 1: A repeat factor is that the culture and climate for assessment needs improvement. Improvement has taken place since the last assessment report, but more emphasis needs to be placed in assessment especially as it relates to AACSB issues. Although departmental and college wide data is collected there is no college wide, and in some cases, department wide comprehensive plans for full evaluation of the assessment cycle and full discussion among faculty. Even though all programs engage in assessment activities, the programs tend to be uneven within and across some departments and programs. Initiatives to improve assessment continue to be negatively impacted by dwindling resources and loss of faculty positions. The addition of GQA positions should help provide some relief. Although assessment reports are completed and filed many faculty are not aware of what assessment is taking place beyond the courses they teach. Some of the lack of information is self-imposed while other aspects relate to instructor lack of assessment training, limited dissemination, and limited opportunities for discussion. There is no college wide committee or mechanism to focus on solely on assessment. There is also a tendency to focus on “good news” in reporting assessment efforts. Some individuals seem to be uncertain about the commitment of the department, college, or university to assessment.

Gap 2: Assessment of student learning in the MBA and IB programs and college wide learning outcomes needs improvement. The International Business (IB) major and the MBA program are not housed in departments and their learning goals and assessment are accomplished by committees. Although members of the committees engage in valuable dialogue, the dialogue tends not to result in implementations of cohesive assessment plans and efforts and evaluation. Because assessment issues are only part of their duties the amount of time devoted to assessment varies depending on other issues for action. This leads to incomplete assessment of the learning goals in those areas where the program is not housed in a department.

Gap 3: Completion of concluding steps of assessment cycle. The test and evaluate processes of the assessment cycle are generally completed, but the “change” and “retest” steps are not fully documented because they span a period that is greater than a year. Improvements have been made since the last report.

IV. *Examples of evidence-based decision-making.*

Describes several examples in which departments have used assessment results to make decisions intended to improve program quality, the curriculum, teaching and student learning.

Removal of Integrated Knowledge of Business as a Learning Outcome

The CBA UCC was charged with developing, implementing, and reviewing the assessment activities for the integrated knowledge of business learning outcomes. In 2004-05, the Dean's Office conducted exit interviews with a random sample of graduating seniors. Included in the conversation with students was discussion of their perceptions of whether the business core courses lead to an integrated knowledge of business. Again, generally students were strongly in agreement on that issue.

Under the guidance of the college's Undergraduate Curriculum Committee members, much discussion and research about achieving and assessing this learning outcome took place from 2004-2006. Faculty teaching the capstone core course administered an instrument in their classes in 2004-05 with mixed results.

Over the past six years, and after many hours of faculty meetings and discussion regarding definitions and proper assessment, the College's Undergraduate Curriculum Committee recommended to the faculty that "achieving an integrated knowledge of business" be removed as one of our undergraduate curriculum goals or learning outcomes. Although the faculty recognized that the goal was laudable, they were unable to arrive at an agreed upon definition of "integrated knowledge" and, in spite of their assessment results, they were not successful in determining and deciding upon an appropriate model to assess its achievement.

Changes and Initiatives Resulting From Assessment of Diversity Components

As a result of the NSSE and periodic assessments and analysis, the CBA developed a variety of initiatives and ongoing efforts to establish a climate in and out of the classroom that supports diversity, engages students and staff in a more diverse educational experience, and supports curriculum transformation and integration related to diversity and multiculturalism. These efforts and initiatives help faculty and staff support diverse learners.

- Periodic planning in departments. A statement has been added to the CBA Handbook that charges Department Chairpersons to encourage faculty to examine courses for integrating racial and ethnic diversity into teaching curricula during periodical planning statements.
- Faculty mentoring program. In 2001, the CBA began its faculty mentoring program for freshmen business students of color. The college was the first (and remain the only) college/school on campus to create this program which was mandated by the university's Joint Minority Affairs Committee in 2000.
- Multicultural lunch workshops. In 2004, the CBA began its first annual multicultural lunch workshops. This is an opportunity for all business faculty and staff to learn more about cultural issues for various ethnic groups and how these issues may affect the educational and university experience for students and staff

of color. The costs are covered by small grants from the university Affirmative Action and Diversity office.

- Diversity and Curriculum Infusion seminars. In the falls of 2005 and 2006 and in January 2008, the CBA sponsored diversity and curriculum infusion seminars for all faculty as steps in working toward formally and systematically integrating racial and ethnic diversity into teaching. Costs for these seminars were covered by professional development grants and the CBA.
- Student recruitment. Diversity in the classroom aids our students to function in a diverse workplace. Monthly, throughout the student recruitment period, the CBA sends personal letters to students who have been identified as diversity students who are interested in applying for admission at the university. In addition, some CBA departments emphasize diversity in recruiting students into majors. For example, the Information Systems Department obtained a university grant in 2006 and created a video aimed to specifically recruit women and minority students into that discipline.
- Faculty recruitment. In fall 2006, the CBA hosted a “recruiting for diversity” workshop for department chairs, and search and screen committee chairs, to not only learn more about how to recruit faculty and staff of color in particular, but also to obtain a more diverse applicant pool. Our faculty recruitment efforts have been successful in attracting a diverse pool of candidates.
- Participation in university initiatives. Staff in the college are active members, representatives and consultants on a number of university committees, councils and initiatives related to diversity issues, including gender, race, disability, and climate. These staff report on issues to the CBA members, disseminate information for use in the office and classroom (disability accommodation, mentoring, recruitment and retention of underrepresented groups of students and staff) and coordinate seminars, workshops, seminars, etc.
- Curriculum assessment. As was previously stated, the CBA’s Undergraduate Curriculum Committee (UCC) assessed coverage of ethics and social responsibility in 2006. This academic year (2007-08) faculty members of the CBA’s UCC are conducting a formal assessment of the core curriculum for coverage of diversity issues. The expectation was to have their report completed by the end of the fall semester. However, their work is not completed and the report deadline has been extended.

Appendix A

Table 1: College of Business Administration Assessment Activity Summary for 2000-2008 Academic Years. (Does not include individual department activities)

| Assessment Activities | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|--|------|------|------|------|------|------|------|------|------|
| EBI Undergraduate Business Alumni Survey | X | | | | | | | | X |
| EBI Undergraduate Business Exit Survey | | X | | | X | | | X | |
| EBI Part-Time MBA Alumni Study | X | | | | | | | | |
| Undergraduate Satisfaction Survey-Exit Survey (Dean's Office) | | X | X | | X | | | | X |
| Post-Graduation Employment Survey (Career Services) | X | X | X | | | | | | |
| Undergraduate Survey- Satisfaction with Course Scheduling, Availability & Size (Dean's Office) | | | | X | | | | | |
| Undergraduate Student Satisfaction with Advising Survey (Dean's Office) | | X | | X | | X | | | X |
| Faculty Satisfaction with Advising Process Survey (Dean's Office) | | X | | X | | X | | | |
| Assessment of Research Methodology Component of Curriculum (UCC) | | | | X | | | | | |
| All College Workplace Climate Survey | | | | | | | X | X | |
| AACSB Re-accreditation Self-Study Report (Dean's Office) | | X | X | | | | | | |
| Mission Evaluation and Review | | | | | | X | | | |
| Core curriculum coverage of ethics (UCC) | | | | | | | | | X |
| Learning Objectives Evaluation and Review | | X | | | | | | | X |
| AACSB Maintenance Report | | | | | | | | | X |
| AACSB Interim Report-Assessment, Scholarship | | | | | | X | | | X |
| AACSB On-Site Evaluation (AACSB Accreditation Team) | | | X | | | | | | |
| Academic Program Review-(Dean's Office & All Departments) | | | | | X | | | | |
| Information Systems five year review and follow-up report | | | | | | X | | X | |
| IB Major five year review | | | | | | | X | | |
| Departmental Biennial Assessment Reports (Departments) | | X | | | X | X | | | X |
| IB Major: Study abroad and language requirement. (Dean's Office) | | | | | X | | | | |
| IS Major five year review | | | | | | | X | | |
| Integrated Knowledge of Business (UCC) | | X | X | X | X | NA | NA | NA | NA |
| Department Annual Reports-Assessment Sections (Departments) | X | X | X | X | X | X | X | X | X |
| Senior exit survey: Review of core-quality of instruction, content commonality among instructors, quality of feedback from | | | | | | | | | X |

UW-L Monitoring Report on Assessment – Appendices
Submitted to the HLC January 2009

| | | | | | | | | | |
|---|--|--|--|---|---|---|---|---|---|
| instructors | | | | | | | | | |
| MBA Assessment (BUS 790) | | | | X | X | X | X | X | X |
| MBA Assessment of Team Taught Courses | | | | | | X | | | |
| Internet MBA-Student Satisfaction (Consortium Standards & Assessment Committee) | | | | X | X | X | X | X | |
| Internet MBA-Curriculum Review (Consortium Standards & Assessment Committee) | | | | X | X | X | X | X | |

College of Liberal Studies Biennial Assessment Report of Student Learning in Academic Programs 2006-2008



Submitted to Kathleen Enz Finken, Provost and Vice Chancellor

June 30, 2008

Summary of Assessment in Academic Programs 2006-2008

I. *The process of reviewing program assessment in the college.* Describe the process your college used to review and evaluate assessment of student outcomes in academic programs. Explain whether and how departments received feedback on their assessment work.

The College of Liberal Studies committee on assessment provides feedback to departments and programs at all stages of the assessment process. During the fall semester, the assessment plan for each academic program is presented to the committee for review. Committee members have an opportunity to provide feedback on each plan and obtain new ideas about assessment practices within the college. Feedback to departments is also provided internally through mechanisms such as departmental assessment committees and/or department meetings. In addition, the Associate Dean reviews assessment plans/reports and provides feedback to programs. The Dean or Associate Dean also meets individually with faculty and departments to discuss assessment issues.

II. *The nature and quality of program assessment.* Based on departmental biennial assessment reports (2006-2008) complete the table and answer the question below.

| Percentage of programs in your college that | |
|--|------|
| have someone responsible for program assessment | 100% |
| use direct measures to evaluate student learning outcomes in the program | 100% |
| use assessment results to try to improve the curriculum, teaching, and learning in the program | 90% |

Summarize the “state” of assessment of student outcomes in academic programs in your college.

In the College of Liberal Studies, assessment is a purposeful, systematic, and collaborative process driven by a desire to improve student learning. Departments in the college are committed to making expectations explicit and public; setting appropriate criteria and standards for learning quality; systematically collecting, analyzing, and interpreting data to determine how well student achievement matches those expectations and standards. Departments are also committed to using assessment data to document, explain, and improve student achievement. The ultimate goal of assessment in the college is to create the best environment for learning, encourage the best teaching practices, and inspire creativity and innovation.

The Deans continue to support the developing assessment culture in the college. However, the challenge is to develop effective strategies to sustain a culture of assessment. The 2006-2008 departmental biennial assessment reports provide substantial evidence that faculty in the college are analyzing assessment data and implementing curricular and program changes, leading to quality improvements in programs and student learning.

College Assessment Committee

The college continues to have an assessment committee comprised of a representative from each department. This committee provides advice and recommendations on assessment issues to the Dean. The activities of this committee since the last biennial assessment report include the following:

- providing assistance to departments in stating program outcomes in measurable terms and identifying appropriate methods to assess learning outcomes;
- monitoring the assessment process within the college to ensure that each program/department collects, analyzes, reports, and distributes assessment data;
- providing feedback to the programs/departments on their assessment activities; and
- serving as a resource for program/department assessment activities.

III. Gaps in program assessment. Describe the two or three most significant weaknesses or problems in program assessment in the college.

- More needs to be done to encourage faculty ownership of assessment to drive the process. Faculty resistance to assessment activity can defeat or undermine the best designed assessment programs. Assessment planning should originate from the fundamental questions the faculty have about how they can contribute to improving student learning.

- Additional outreach to departments is needed. Departments would benefit from more direct feedback on their assessment practices. In addition, there is a need for more resources and training to support department level assessment activities.
- Some departments have unclear methods of using, storing, and reporting student assessment results. Also, the feedback loop has not been defined for interpretation or sharing of assessment results for some departments.

IV. Examples of evidence-based decision-making. Describe several examples in which departments have used assessment results to make decisions intended to improve program quality, the curriculum, teaching and student learning.

- The 2004-2006 English department Assessment activities, coupled with the completion of the English department's Academic program Review (2005-2006) resulted in the Department's need for a coordinator or director of freshman writing, one of whose duties would be overseeing and coordinating the assessment of freshman writing courses (ENG 050, ENG 110, and related Gen Ed advanced writing courses, ENG 303-309). The department received authorization to hire a Freshman Writing Program Coordinator. This individual will assist the department with its ongoing assessment of ENG 110, develop an assessment plan for ENG 050, and work to implement curriculum revisions for ENG 110 and the 300-level Gen Ed writing courses (including the creation of an ENG 112, honors/advanced freshman writing course) that were established as priorities in the department's 2004-2006 Biennial Assessment Report.
- As a result of their assessment of His 490, the capstone seminar, the History department created a new, required course in historiography and research methods, to introduce majors and minors early in their undergraduate careers to the standards of the profession and to research methods, sources, and documentation.
- In response to assessment data, the Political Science/Public Administration department has restructured the research methods course to enhance the research and presentation skills of students. Also, two faculty members have received a \$3,000 grant to further explore assessment initiatives within the department.
- The Dean requires departments to use assessment data and other evidence to justify position requests. Each department provides assessment data as a part of the rationale for new or replacement positions.
- The Psychology department has experienced a fairly dramatic change in the make-up of the faculty in the last few years due to retirements and resignations. The department's assessment committee believes that the assessment of learning outcomes done by faculty

is not providing useful information. Therefore, in an effort to improve program quality and student learning, the department will be revising their assessment plan, beginning with an attempt to map American Psychological Association (APA) goals and outcomes onto their courses and categories of courses at the first department meeting in the fall of 2008.

- Based on assessment data, the School Psychology faculty believe students need more information on educational research and program evaluation. As a result, a new course (PSY 725, Research & Program Evaluation in the Schools) has been included in the curriculum. It is hoped that this course will positively impact the student's knowledge and practice as well as assist with the timely completion of the thesis requirement.
- The Communication Studies department will make changes in their general education course based on assessment data. They will discuss adding cultural, interpersonal, and small group units in the CST110 course that will be fully implemented in the 2009-2010 academic year.
- Women's, Gender, and Sexuality Studies faculty used assessment data to plan a major.
- Assessment data was the impetus for faculty in the Theatre department to work closely with the student theatre organization to develop mentoring opportunities.

College Report of Assessment of Student Learning in Academic Programs 2006-2008
Submit by email to the Provost by Monday, June 30, 2008

College: College of Science and Health

I. The process of reviewing program assessment in the college.

Describe the process your college used to review and evaluate assessment of student outcomes in academic programs. Explain whether and how departments received feedback on their assessment work.

The College received copies of all individual department/program assessment reports for the 2006-2008 biennium. Using a checklist on assessment practices, each report was reviewed for strengths, weaknesses, and concerns. From this review, feedback letters summarizing these findings were then sent to each program/department.

II. The nature and quality of program assessment.

Based on departmental biennial assessment reports (2006-08) complete the table and answer the question below.

| Percentage of programs in your college that | |
|--|----|
| have someone responsible for program assessment | 71 |
| use direct measures to evaluate student learning outcomes in the program | 81 |
| use assessment results to try to improve the curriculum, teaching, and learning in the program | 71 |

Summarize the “state” of assessment of student outcomes in academic programs in your college.

The college is still in transition. To some degree or another, programs still need to demonstrate one or more of the following relationships - learning outcomes to the curriculum, learning outcomes to direct and indirect measures, direct and indirect measures and use of assessment results

III. Gaps in program assessment.

Describe the two or three most significant weaknesses or problems in program assessment in the college.

1. Student outcomes are curricular outcomes, not program or performance outcomes
2. Lack of correlation between student outcomes and the curriculum – i.e. no curricular map
3. Lack of correlation between student outcomes and assessment measures

IV. *Examples of evidence-based decision-making.*

Describes several examples in which departments have used assessment results to make decisions intended to improve program quality, the curriculum, teaching and student learning.

1. Radiation Therapy uses a research/literature review paper to assess student proficiency in critical thinking skills. Evaluation of the assessment measure indicated the need to add a writing rubric to specifically score this direct measure.
2. Athletic training developed and implemented coursework in emergency medicine in order to address perceived deficiencies uncovered through indirect measures.

APPENDIX B

Assessment Coordinator Position Description

Assessment Coordinator Description

Provides assistance to academic departments and programs, campus committees and groups, and to faculty and staff to plan, implement and use assessment of student learning to improve educational quality. The coordinator will work with various campus groups to update and revise the university's plan to assess student learning in academic programs. Assessment of student learning outcomes in academic programs is faculty driven. In this aspect of the role, the coordinator will help departments and programs develop solid, realistic and streamlined assessment programs to improve student learning and educational quality. The coordinator may consult directly with departments and instructors in any phase of the assessment process (e.g., identify or develop assessment instruments, identify strategies to implement assessment, analysis of results, ways to use assessment results for improvement purposes). The assessment coordinator also

- consults with faculty groups and committees (e.g., Academic Program Review, General Education) on assessment
- develops resource materials and provides campus wide workshops and presentations to help faculty and staff streamline and improve their assessment practices
- coordinates and administers university wide assessment activities (e.g., Collegiate Learning Assessment, National Survey of Student Engagement, Beginning College Survey of Student Engagement)
- disseminates and communicates assessment results to internal and external audiences
- develops and promotes strategies to use university assessment results to foster educational improvement
- coordinates, tracks and projects needed actions related to assessment for accreditation from the Higher Education Commission (NCA). Assists departments and programs that need help with their accreditation studies.

Qualifications

Master's degree, doctorate preferred.

1. At least three (3) years of assessment experience in higher education.
2. Knowledge of quantitative and qualitative methods and practices to assess student learning in academic programs in higher education, including assessment of general education outcomes.
3. Familiarity with the forms and practices of assessment required for accreditation by the Higher Learning Commission.
4. First hand experience assessing student learning outcomes in an academic program.
5. Ability to work in a consultative role with individual faculty, departments and faculty committees across the disciplines.
6. Ability to communicate effectively about assessment processes and results to multiple audiences.

APPENDIX C

Center for Advancing Teaching and Learning Restructuring Proposal

Center for Advancing Teaching & Learning

A proposal to support instructional and course development, assessment and enhancement.

Introduction

This is a proposal to consolidate and expand the Center for Advancing Teaching & Learning (CATL). The overall aim is to provide more comprehensive, coordinated, and efficient support for instructional and curricular development at UW-La Crosse.

University support for teaching has been in existence at UW-L since 1991 when the Center for Effective Teaching & Learning (CETL) was founded to support campus wide initiatives in inquiry-based teaching and learning and writing emphasis. Since then there have been many campus wide projects and activities including, annual teaching conferences, new faculty orientation, the development of the Writing Emphasis and Writing-in-the-Major programs and a wide array of faculty seminars on critical thinking, teaching portfolios, assessment, lesson study, and instructional technology.

In 2003 the name Center for Advancing Teaching and Learning (www.uwlax.edu/catl) was adopted to give greater visibility to the wide array of campus instructional improvement activities. However, lack of funding, space and organizational structure has limited the kinds of support CATL can provide.

The current proposal is to bring together individuals who already work with faculty (e.g., CATL Director, Writing Programs Coordinator, Online Education Director), add additional forms of support (e.g., assessment, instructional design, multicultural infusion), and establish a physical place for the center.

Description of the proposed new structure

The mission of the Center for Advancing Teaching and Learning is to improve teaching effectiveness and student learning and to promote innovations in the creative and effective use of both new and traditional educational methods, tools, and technologies.

The expanded Center will:

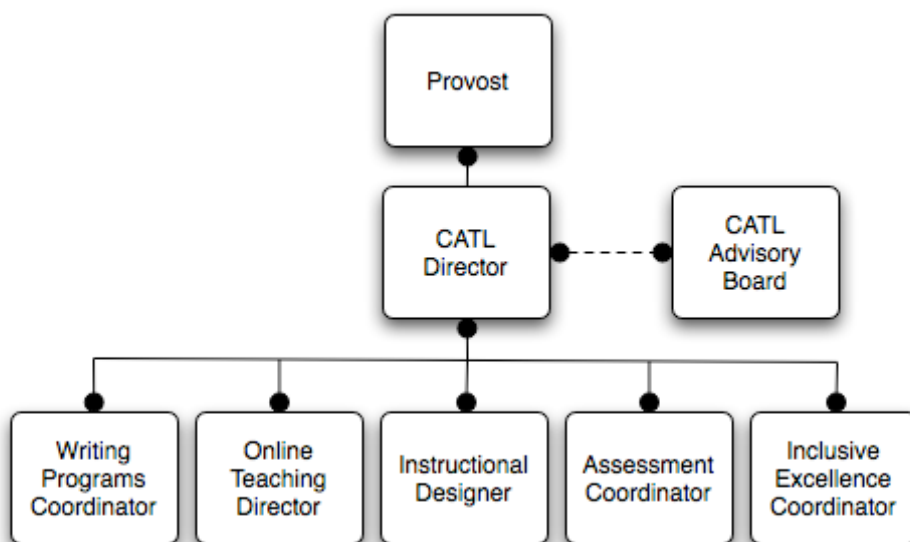
- Provide professional development opportunities, activities, events, consultation, and programs to support teaching and learning
- Coordinate support and services to provide "one-stop shopping" for instructional development
- Create a forum for faculty discussions, seminars and workshops on undergraduate education and teaching
- Assist faculty in the infusion of multi-cultural content into the curriculum
- Provide support for faculty to improve in all phases of the instructional process including course design, instructional materials, teaching practices, assessment and evaluation of student learning

- Promote and support cross-disciplinary innovations and cooperation across departments and colleges
- Support faculty to improve undergraduate education through the scholarship of teaching and learning
- Evaluate ongoing instructional technology efforts and provide examples of "best practices" in the use of technology to support student learning
- Assist faculty and departments in the development and use of tools, materials and practices for the assessment of student learning
- Assist faculty in the development and use of materials and practices intended to improve the quality of student writing and student learning through writing

The proposed Center is similar to other centers in the System. In fact, all of the comprehensive universities in the system have some form of teaching center, see <http://www.uwsa.edu/opid/centers.htm>. The Center will have an Advisory Board that will consist of faculty and instructional academic staff from each college and 1-2 undergraduate students. The Board will provide recommendations and suggestions about CATL programs, activities and services.

The personnel structure of the new center

The center will consist of a director and faculty and support staff who have appointments to support instructional development. Some of the faculty and staff are already serving the university (e.g., CATL Director, Writing Programs Coordinator, Online Education Director), and additional hires are planned. The goal is to provide the faculty with the resources (both personnel and funding) necessary to develop, assess and improve instruction, courses, programs and student learning.



- **CATL Director.** The Director works with CATL staff to coordinate opportunities for faculty and instructional academic staff to develop their teaching through conferences, workshops, colloquia, ongoing programs and consultation. The

Director is also a consultant to the UW-L Faculty Development Committee and the Administrative Representative to the UWS Office of Professional & Instructional Development (OPID). The Director supervises CATL staff members, conducts annual performance evaluations and documents the collective work of the Center. The Director reports to the Provost and Vice Chancellor for Academic Affairs.

- **Writing Programs Coordinator.** The Writing Programs Coordinator helps instructors develop teaching practices and materials intended to improve the quality of student writing and student learning through writing. The Coordinator provides instructor seminars and consultation, maintains online and multimedia resources and supports the Writing Emphasis Program and Writing in the Major Programs.
- **Online Teaching Director.** The Director of Online Education works with faculty who are interested in online education. The director oversees the online grant proposals and acts as a resource as the courses are developed. The Director also works closely with the UW-L online advisory group to determine priorities, policies and direction related to online programming.
- **Instructional Designer.** The Instructional Designer supports curricular development by providing individual consultations for faculty to help develop curricula and pedagogical strategies to enhance teaching and learning. Design and present faculty workshops focusing on best practices in instruction (including new technologies).
- **Assessment Coordinator.** The coordinator provides assistance to academic departments and programs, campus committees and groups, and to faculty and staff to plan, implement and use assessment of student learning to improve educational quality. Assessment of student learning outcomes in academic programs is faculty driven. The coordinator will help departments and programs develop solid, realistic and stream-lined assessment programs to improve student learning and educational quality. The coordinator may consult directly with departments and instructors in any phase of the assessment process (e.g., identify or develop assessment instruments, identify strategies to implement assessment, analysis of results, ways to use assessment results for improvement purposes). In addition, the coordinator will work with various campus groups to update and revise the university's plan to assess student learning in academic programs (accreditation, APR, NSSE, CLA, etc.).
- **Inclusive Excellence Coordinator.** The coordinator helps instructors improve their practice so that it is increasingly informed by diversity pedagogies and to infuse diversity content and perspectives into their courses. The coordinator organizes seminars and workshops events for instructors, consults with individuals, departments, curriculum committees, and project groups, and collaborates with other CATL staff to promote diversity in all aspects of teaching and learning in any venue.

Timeline for implementation

The Center for Advancing Teaching and Learning has been in existence on the UW-L campus since 2003. This proposal details a plan to increase the impact of this center by (1) bringing existing support people physically into one space (2) to increase the amount of curricular development support available to faculty.

Space will be identified for the Center and "centralized" operations will begin in Fall 2009. In preparation for this, the process of searching for the Instructional Designer and the Assessment Coordinator will begin in Spring 2009, with an expected employment start date of July 1, 2009. The Inclusive Excellence Coordinator will be selected from the existing faculty. The individual will be selected in Spring 2009 and will have release time to begin in Fall 2009. The other three positions (CATL Director, Writing Programs Director, and Online Teaching Director) currently exist. The planned increases in release time relating to these three positions will occur Summer and Fall of 2009, allowing for planning and for a smooth startup in the fall.

Committees that have endorsed proposed changes

- October 15, 2008: The Faculty Budget Review Committee passed a motion in support of the establishment of the Center for Advancing Teaching and Learning, inclusive of the proposed Assessment Coordinator position.
- October 29, 2008: The Faculty Development Committee passed a motion in support of establishing a teaching center at UW-La Crosse.
- November 10, 2008: The General Education Committee passed a motion in support of the proposed Assessment Coordinator position.
- November 11, 2008: The Senate Executive Committee passed a motion in support of the Assessment Coordinator position.
- December 4, 2008: The Faculty Senate supports the Assessment coordinator position.

Major reasons for initiating the proposed changes

UW-La Crosse provides a wide variety of faculty development activities intended to improve teaching and learning, but there has been little coordination among them. A major reason to establish a center is to bring staff and resources together in order to provide more efficient and better integrated support and services.

It is important to recognize that GQ&A which will bring new faculty to campus in the next two years. Many new faculty are inexperienced and can benefit from support for basic instructional practices.

Many faculty requests for assistance and for attention to specific teaching topics go unmet each year. Bringing staff together and adding staff in key areas such as inclusive excellence and assessment will result in broader and more comprehensive assistance. For example, cultural and ethnic diversity have been important areas of focus on campus. A resource expert in this area can help instructors modify and enhance their course activities and materials.

Many curricular changes would benefit from the expertise that would be provided by more than one individual in the center. Bringing together the people involved in the center will provide a “one-stop-shop” for faculty seeking help in developing or enhancing a course or program. Linking the skills of the various support personnel could enhance training and presentations.

Online course creation and development has grown in recent years and the technical support needs in this area require specialized skills.

Contributions to the Select Mission of the University

The campus is currently reviewing the Select Mission Statement, but teaching and learning will certainly remain at the heart of the mission. Currently, the select mission states that "The primary purpose of the University of Wisconsin-La Crosse is to provide education leading to baccalaureate and selected graduate degrees supplemented by appropriate research and public service activities as further detailed in the following set of goals:" and continues with a list of goals, the first of which is "The University shall emphasize excellence in educational programs and teaching."

Resource, staffing, and budgetary implications

The funding for CATL staff positions will come from several sources, but not from funds that support faculty and instructional academic staff positions.

- **CATL Director.** Currently, one half of Dr. Bill Cerbin's position deals with Center activities. Due to the increase in activities and added responsibilities, this position will be expanded to a full time position and will have a teaching component (one or two courses per year). The Provost will secure funding to expand the director position to full time.
- **Writing Programs Coordinator.** Until recently, the funding source and amount for this position was determined each year. The College of Liberal Studies or the Provost office would typically find replacement funding to support a one-course release. In the summer 2008, a budget line was established in the Provost office, making the funding more secure at the level of a quarter-time teaching release, providing replacement costs to the department. At this level of funding, the program can be continued at a "maintenance" level. A higher level of support is needed in this area, and the Provost has identified funds to increase the level to half-time. Currently, Dr. Bryan Kopp, English, is the Writing Programs Coordinator.
- **Online Teaching Director.** The number of courses and programs that are utilizing on-line components has been increasing on campus. The development and delivery of new online courses and programs requires logistical and technical support as well as a review of policies. Currently, the online director is supported by online fees, which provides a half-time teaching release for the director. The growth in online courses on campus has increased the workload of the director and will support the expansion of

the position to full time. The position will continue to have a teaching component (one to two courses per year). Currently, Dr. Brian Udermann, Exercise and Sport Science, is the Online Teaching Director.

- **Instructional Designer.** This is a new non-instructional position. The instructional designer will have the skills necessary to support the development of both traditional and on-line courses. Support for this position will come primarily from the online course fees.
- **Assessment Coordinator.** This is a new position. Currently, one half of Dr. Bill Cerbin's position consists of duties related to university assessment. Dr. Cerbin will no longer be directly involved in these duties. In addition to university assessment, the Assessment Coordinator will assist faculty and programs with the development of assessment tools and will coordinate university assessment in an attempt to integrate the various assessment activities. The Provost will work with the Vice Chancellor for Administration and Finance to secure funding to expand the position to full time.
- **Inclusive Excellence Coordinator.** This position will be modeled after the Writing Programs Coordinator. Replacement funds for the half-time teaching release will be funded by the Provost.

APPENDIX D

APR Cycles for Programs With and Without External Accreditation

ACADEMIC PROGRAM REVIEW PROCESS

Programs with Accreditation Review (cycles with external review)

[Self-Study report is due June 1 in year t, which is the year that follows completion of external review.]

[APR reviews to be completed in the fall semester, year t]

| [System report is prepared for submission in August, year (t+1)] Date | Task | Comments |
|---|---|---|
| January 1, year (t-1) | Unit/Department/Program (U/D/P) is notified that its program will be reviewed by APR in the upcoming year, with self-study report due on June 1, year t. | U/D/P is provided with all materials for the self-study report. U/D/P must respond by March 1 confirming the timing of the accreditation review, accepting the June 1, year t due date, and any special issues related to the review. |
| March 1, year (t-1) | U/D/P representative(s) meet with the APR committee. | Representatives will be invited to the APR committee for informational meetings in the spring of year (t-1) and year t. |
| March 1 year t | 1. U/D/P representative(s) meet with the APR committee. Institutional Research prepares the Unit Data Sheet | The APR committee will meet with representatives of programs to confer on the process, the Unit Data Sheet, and the self-study report. In most cases the accreditation self-study is used as the APR Self-Study Report so long as the U/D/P supplies: <ul style="list-style-type: none"> • a guide that relates the accreditation self-study to the Format for APR Self-Study Report. • the appendices required by the Format for APR Self-Study Report. |
| June 1, year t D-Day | (U/D/P) puts a final package together including APR Self-Study, accreditation agency's review report, and (U/D/P)'s response to the accreditation agency's review report. | In some cases the accreditation agency's report may not be completed on time to meet this deadline. It is important that the entire package, including the summary and recommendation by the dean be complete by the beginning of the fall semester when the APR committee reviews the program. |
| July 1 | Deans review the final package and prepare a summary including recommendations. | |
| September | APR meets to receive APR Self-Study reports from the deans and form sub-committees. | APR would complete the report for programs with an accreditation review in the fall semester. |
| October 1 | APR sub-committees review APR Self-Study reports, meet with (U/D/P) representative, and draft APR Report to the Faculty Senate. | |
| December 1 | APR Report to the Faculty Senate completed. | |
| January 1 year (t+1) | APR Report to the Faculty Senate approved. Copies submitted to Faculty Senate and (U/D/P). | |
| April – May | Faculty Senate receives reports and forwards to Provost/Vice Chancellor. | |
| June 1 | Provost/Vice Chancellor reports recommendation and/or decisions with copies to deans and (U/D/P). System report is prepared for submission in August. | |

ACADEMIC PROGRAM REVIEW PROCESS
Programs with Consultant Review (7 year cycle)

[Self-Study report is due June 1 in year t]

[Consultant reviews to be completed in the fall semester, year t]

[APR reviews to be completed in the spring semester, year (t+1)]

| [System report is prepared for submission in August, year (t+1)] Date | Task | Comments |
|---|---|---|
| January 1, t-1 | Unit/Department/Program (U/D/P) is notified that its program will be reviewed by APR in the upcoming year, with self-study report due on June 1, year t. | U/D/P is provided with all materials for the self-study report. U/D/P must respond by March 1 in year (t-1) identifying the self-study committee and any special issues related to the review. |
| March 1, year (t-1) | U/D/P representative(s) meet with APR committee. | Representatives will be invited to the APR committee for informational meetings in the spring of the year (t-1). |
| October 1, year (t-1) | U/D/P representative(s) meet with the APR committee. External consultant(s) are identified and submitted to the dean for approval. | Early in the fall semester the APR committee will meet with representatives of programs with APR Self-Study Reports due in year t, to confer on the process, the role of the external consultant and other pertinent matters. |
| December 1, year (t-1) | The dean approves the external consultant(s) | |
| Feb, year (t) | Institutional Research prepares the Unit Data Sheet and transmits to the U/D/P | |
| June 1, year t D-Day | U/D/P submits completed APR Self-Study to the Dean | |
| July 1 | Dean reviews APR Self-Study for completeness. | One month is allowed for reports identified as incomplete or insufficient to be completed. |
| September | External consultant visits campus. | The consultant campus visit is made after the start of the fall semester. |
| October 1 | External consultant completes consultant's report and makes recommendations. | |
| November 1 | (U/D/P) puts a final package together including the APR Self-Study, consultant's report, and the (U/D/P)'s response to the consultant's report and submits to the dean. | |
| December 1 | Deans review the final package and prepare a summary including recommendations. | |
| December | APR meets to receive completed APR Self-Study Report from the deans and form sub-committees. | |
| March 1, year (t+1) | APR sub-committees review completed APR Self-Study Reports, meet with (U/D/P) representative, and draft APR Report to the Faculty Senate. | |
| March 15 | APR Report to the Faculty Senate completed. | |
| April 1 | APR Report to the Faculty Senate approved. Copies submitted to Faculty Senate and (U/D/P). | |
| April – May | Faculty Senate receives reports and forwards to Provost/Vice Chancellor. | |
| June 1 | Provost/Vice Chancellor reports recommendation and/or decisions with copies to deans and (U/D/P). System report is prepared for submission in August. | |

APPENDIX E

APR Guidelines

APR Guidelines (Spring 2007)

This memo provides an overview of changes to the APR process adopted by Faculty Senate since 2001. The documents associated with APR linked on this page should reflect these changes.

In 2001 – the basic guidelines for APR review were developed and ratified. They varied from past guidelines in three key ways.

1. They recalibrated the review cycle to 7-years for programs without accreditation.
 - a. In addition, a new schedule of reviews was developed to help level out the number of programs being reviewed each year.
2. They provide for programs with accreditation to follow the accreditation cycle.
3. They endorsed the need for external reviewers. (A follow-up internal memo clarifies that colleges rather than programs bear the cost of external reviewers).

In Spring 2004 – Faculty Senate endorsed two significant modifications:

1. *Each major degree program and each free-standing minor degree program at UW-L should file a separate report to be reviewed by APR and the Faculty Senate.*

May 6, 2004 M/S/P while the Senate understands that program reviews can be time consuming, the intent of the review process is to discover how each degree program can be strengthened. As a collection of degree programs is not itself a degree program, it cannot be appropriately reviewed as such. The information provided by a college's self study and the accreditation review information should be reported in the context of each individual program in the college. While the departments may use the larger studies, each major degree program and each free-standing minor degree program at UW-L should file a separate report to be reviewed by APR and the Faculty Senate.

2. *Free-standing minors should not have to provide the full-format of the self-study and new guidelines for minors were developed (see attached).*

April 22, 2004 M/S/P to accept the format for the APR Self Study Report of Free-Standing Minors.

In Spring 2005, the following was ratified given a recommendation from UCC .

May 5, 2005 M/S/P to accept academic program review of extra-departmental courses
All courses being submitted to UCC identify a department or program that will be responsible for the APR of the course. A line would be added to LX forms asking which instructional unit has administrative and APR responsibilities for the course. *The normal APR of that instructional unit would trigger the review of the extra-departmental course, but the evaluation of that course should be done in consultation with or by those actually involved in teaching it.*

January 26, 2006 – Several changes were adopted:

1. M/S/P to adopt the format and content of the revised unit data sheets as recommended by APR.
2. M/S to adopt the following APR policy. Departments (or units or programs) wishing to request an official deferment of their review to the next academic year, need to request a deferment in writing to their Dean. Reasons for deferment need to be non-trivial and justifiable. If the Dean concurs, he/she will request an approval from the Provost. If the Provost concurs he/she will forward the request to the chair of APR. Deferments require the approval of the Dean and the

Provost. The APR chair will provide official notification of the decision to the department, the Dean, and the Provost. Only an official deferment will alter the timeline. Delays in the process do not alter the timeline.

3. M/S/P to amend the policy such that deferments will require the approval of the Dean, the Provost and the APR committee. The motion, as amended, to include APR committee approval of all APR deferments, was approved.
4. M/S/P to adopt the following APR policy. Starting in Fall of 2006, all departments (or units or programs) will submit the following materials in pdf format: the self report, the unit data sheets, the reviewer's recommendations and the Dean's letter. When the report is submitted to APR both the reviewer's recommendations and the Dean's letter also need to be submitted in hard copy with original signatures. Finally, the APR report to Faculty Senate will need to be submitted to the Faculty Senate in PDF format.

September 28, 2006 M/S/P to adopt a revision of APR summary format.

1. The three major format changes are as follows: a list method is used for the format; the external reviewer recommendations, department's response to the reviewer recommendations and the dean's letter have been moved to a place of more prominence; and a "mid-cycle follow-up" has been added as a committee recommendation choice.

APPENDIX F

APR Approved Schedule

Approved APR Schedule 5/27/2008

| Year APR Reviews College Next Review | College | Next Review |
|--|------------|--|
| ACCREDITED PROGRAMS IN BUFF COLOR | | |
| 2014-2015 | | |
| Chemistry (& Biochemistry) | SAH | (5-year accreditation cycle) next APR 2019 |
| ESS - Sports Administration Master's | SAH | (7-year accreditation cycle) next APR 2021 |
| Military Science Minor (free standing minor) | CLS | 2021 |
| Environmental Studies Minor (free standing minor) | CLS | 2021 |
| 2013-2014 | | |
| Rec Management & Therapeutic Rec (ug, grad & minor) | SAH | (5-year accreditation cycle) - next APR 2018 |
| Computer Science (Software Eng. MS) & Computational Science Minor | SAH | 2020 |
| Geography/Earth Science (Geoarchaeology minor & GIS Certificate) | SAH | 2020 |
| Ethnic & Racial Studies (free-standing minor) | CLS | 2020 |
| Nuclear Med Tech (Chemistry) | SAH | 2020 |
| University Honors (free standing minor) | CLS | 2020 |
| Political Science | CLS | 2020 |
| Women's, Gender & Sexuality Study (free standing minor) | CLS | 2020 |
| 2012-2013 | | |
| CBA - Business Administration** | CBA | (10-year accreditation cycle with AACSB) next APR 2022 |
| MpH and MS and undergraduate Community Health Education (CHE) | SAH | (5-year accred cycle) next APR 2017 |
| Communication Studies | CLS | 2019 |
| History | CLS | 2019 |
| Theatre Arts | CLS | 2019 |
| School Health Ed /Health Promotion (undergraduate) | SAH | 2019 |
| Physics | SAH | 2019 |
| 2011-2012 | | |
| Dosemity Certificate Program (Health Professions) | SAH | 2010 (3 year review) - may go to eight |
| International Studies (free standing minor) | CLS | 2018 |
| Psychology (+School Psych & SAA & CYCE & Gerontology) | CLS | 2018 |
| 2010-2011 | | |
| Physicians Assistant Studies (graduate) | SAH | (6-year accreditation cycle) 2016 for next APR |
| Radiation Therapy & Dosemity (Health Professions) | SAH | Radiation Therapy (8-year accreditation cycle) 2018 for next APR |
| Athletic Training (ESS) (undergrad) | SAH | (5-year accreditation cycle) 2015 for next APR |
| OT Master's (Health Professions) | SAH | (8-year accreditation cycle) 2018 for next APR |
| Music | CLS | (10 year accreditation cycle with NASM) 2009/2019 |
| Art (includes photography minor) CLS 2017 | CLS | 2017 |
| English CLS 2017 | CLS | 2017 |
| Philosophy CLS 2017 | CLS | 2017 |
| Feb. 1, 2011 THREE year follow-up APR reports due to Senate | | |
| <i>Ethnic & Racial Studies (free-standing minor)</i> | <i>CLS</i> | |
| <i>Political Science</i> | <i>CLS</i> | |

| 2009-2010 | | |
|---|-----|---|
| Chemistry (& Biochemistry) | SAH | (5-year accreditation cycle) 2014 for next APR |
| Educational Studies* - SOE | CLS | If DPI review is a 7-year cycle) next APR 2016 |
| ESS (phys ed teach cert & grad)* - SOE | SAH | cycles with SOE |
| School Health Education (undergrad and grad)* SHE part of HEHP - SOE | SAH | cycles with SOE |
| Mathematics (& Certificate Program in Middle School Mathematics) | | 2016 |
| Modern Languages (+ ESL & French Studies Certificate) | CLS | 2016 |
| Sociology/Archeology | CLS | 2016 |
| Feb. 1, 2010 THREE year follow-up APR reports due to Senate | | |
| Computer Science (Software Eng. MS) | SAH | |
| University Honors (reviewed as free-standing minor) | CLS | |
| 2008-2009 | | |
| PT - DPT (Health Professions) | SAH | (7-year accred cycle moving to 10 after next) next APR 2018 |
| Rec Management & Therapeutic Rec (ug, grad & minor) | SAH | (5-year accreditation cycle) - next APR 2013 |
| Biology (undergrad and grad) | | 2015 (Note: Nurse Ant. reviewed through St. Francis) |
| Microbiology (undergrad and grad and Clinical Lab Science) | SAH | 2015 |
| ESS: Fitness & Sports Management (undergraduate) | SAH | 2015 |
| ESS: Grad Adult Fitness/Cardiac Rehab & Human Perf | SAH | 2015 |
| Feb. 1, 2009 THREE year follow-up APR reports due to Senate | | |
| ESS (phys ed teach cert & grad) PETE | SAH | |
| IN-PROCESS | | |
| 2006-2007 MpH and MS and undergraduate Community Health Education (SHE) | SAH | with SAH Dean as of 5-2008 |
| 2006-2007 Athletic Training (ESS) (undergrad) | SAH | with SAH Dean as of 5-2008 |

NOTES:

*The School of Education programs that are reviewed according to the DPI cycle are: Early Childhood-Middle Childhood; Middle Childhood-Early Adolescence; Early-Adolescence (including: Biology, Broadfield Science, BF Social Studies, Chem, CS, Eng, Math, Physics). Grad: MEPD & Learning Comm; Reading; Special Ed + Physical Education (PETE - ESS) + School Health Education (undergrad and grad - HEHP)S. *OE programs that are reviewed at the time of their home department's or their own accreditation are Art, Music (NASM), German Studies, Spanish and School Psych (NASP).* UW-L dropped NCATE in 2004-2005.

** will include MBA, Accountancy, Finance, Marketing, Management, Economics, International Business & Information Systems, minor in Business Admin.

NOTE: Departmental APR report needs to comment on the extent to which the certificate programs have met their standands (Fac Senate endorsed 3-13-08).

NOTE: If Faculty Senate requests a three-year follow-up report, the report will be due in February - 3 calendar years after the senate decision.

5/27/2008

APPENDIX G

Format for APR Committee Reports to Faculty Senate

FORMAT FOR APR COMMITTEE REPORTS TO THE FACULTY SENATE

1. The Academic Program Review (APR) Committee makes recommendations about each program that it reviews in written reports to the Faculty Senate. The APR Committee Report to the Faculty Senate should provide constructive feedback that encourages program improvement. APR should provide a report to Faculty Senate using the reporting grid attached to this document. In addition, APR may choose to request a mid-review period follow-up (3 years) to concerns raised regarding the program.

2. All materials referenced by the APR Committee should be in electronic format and are received from the Deans' Office. The following materials comprise the report to APR:
 - The APR Self-Study Report provided by the departmental self-study committee (including the annual reports and other important departmental documents contained therein);
 - the unit data sheet provided by the Office of Institutional Research to the department under review
 - the report of the external consultant(s) or accreditation agency;
 - the departmental response to the aforementioned reports; and
 - the dean's summary report, which is prepared by the dean after reviewing the APR Self-Study Report, the external consultant's or accreditation agency's report, and the departmental response to this report.

Approved by Faculty Senate 9/28/06

Academic Program Review SUMMARY*

| |
|--|
| Department under review _____ |
| Date self-study received in Dean's office |
| Date of external consultant's review |
| Date APR received report |
| APR'S summary of self-study (first two boxes must be completed) |
| APR's summary of how the academic program attempts to reach its goals and objectives and the extent to which those goals and objectives have been achieved. |
| APR's comments including: Notable Strengths Notable Weaknesses |
| APR comments on any/all of the six specific components of the self-study (if applicable) |
| <i>Self Study: Purposes</i> |
| <i>Self Study: Curriculum</i> |
| <i>Self Study: Assessment of Student Learning & Degree of Program Success</i> |
| <i>Self Study: Previous Academic Program Review and New Program Initiatives</i> |
| <i>Self Study: Personnel</i> |
| <i>Self Study: Support for Achieving Academic Program Goals (Resources)</i> |
| External Reviewer Recommendations |
| APR's Comments on External Reviewer (if applicable) |
| Department's response to the Reviewer Recommendations |
| APR's Comments on the Department's Response (if applicable) |
| Dean's Letter |
| APR's Comments on Dean's Letter (if applicable) |
| APR's Recommendations (must be completed) |
| Recommendations: <input type="checkbox"/> No serious areas to address – review in 7 years <input type="checkbox"/> Some areas to address – review in 7 years <input type="checkbox"/> Some areas to address – department should submit short report on progress to Fac Senate/Provost's Office in 3 years |

* APR's report to faculty senate will consist of this completed form in electronic form.

APPENDIX H

Sample Letter of Invitation to External Consultant

Sample Letter of Invitation to External Consultants

Dear _____:

The Wisconsin Board of Regents policy requires a comprehensive program review of all academic programs. The University of Wisconsin – La Crosse requires that non-accredited programs be reviewed every seven years. Our _____ program is scheduled for program review during this academic year. The program is preparing its self-study and will be ready for external reviewer/consultants to visit during the Fall semester. We would like to invite you to participate as the external consultant for the _____ program.

The responsibilities of the outside consultant include reading the self-study report prior to the campus visit, visiting with various members of the university community during the visit, and preparing a final written report. The report is shared with college and department academic leadership, program faculty, a campus-wide faculty committee, faculty senate and campus and system administration. Program review is very important for college- and university-level planning.

Your consultation will influence the future directions of the program. We ask that you consider carefully the evidence of program quality, student learning, and service to stakeholders as is consistent with our institutional mission, the university strategic plan, and program mission. Information about University of Wisconsin La Crosse's mission and planning can be obtained from our website.

<http://www.uwlax.edu/hr/mission-uwl.htm>; <http://www.uwlax.edu/StrategicPlanning/>

Please focus on the following types of questions, as you review the self study, visit the program, and prepare the report.

- Are there external trends or conditions (academic, research, services) that present opportunities or threats to the unit's ability to achieve its vision, mission, goals, and objectives?*
- Is the unit prepared to meet the emerging needs of the field? Is the curriculum preparing the graduates to meet the emerging needs of the field?*
- Does the unit provide sufficient assessment evidence of student learning? Are the assessment plan and the assessment measures appropriate?*
- Did the unit adequately address concerns from the past program review?
[FOR the 5 year review post implementation, change question to read: Did the unit adequately meet the goals asserted in the implementation plan?]*
- From your perspective, is the unit's infrastructure (human, physical, and financial) sufficient to achieve its vision, mission, and goals?*
- What are your specific recommendations relevant to the program under consideration?*

The University of Wisconsin – La Crosse offers a \$1000 honorarium, all travel and lodging costs, and per diem for meals. The department will assist you with travel arrangements. The honorarium and per diem expenses will be paid upon receipt of the consultant's report.

I hope you will be able to serve as an external consultant for our program and will be available during the above-mentioned time frame. Please reply to me by mail, phone or email contact and I will work with you to arrange visit dates and a schedule.

*Sincerely,
DEPARTMENT CHAIR*

APPENDIX I

Proposed Revisions to Assessment and the APR Process

A Plan to Implement NCA Assessment Recommendations
DRAFT 02-19-07

OVERVIEW

UWL must implement changes in assessment of student learning in academic programs in response to recommendations from the North Central Association by January 2009. The following plan outlines a strategy to implement these changes and improve assessment practices at the university.

NCA recommends that:

1. Biennial assessment reports should be integrated into the APR process.
2. UW-L should develop and implement a process to assure academic units have solid, realistic assessment plans and that they implement those plans.
3. UW-L should develop a plan outlining how to use the excellent data already collected (e.g. NSSE) to make improvements.

Keys elements of the plan.

1. Integrate assessment of student learning in academic programs with the APR process.
 - Departments work with a UWL Assessment Consultant to develop “solid, realistic assessment plans” three (3) years before the department’s self study is due
 - The APR Committee uses assessment guidelines to evaluate and approve (or recommend changes in) the plan.
 - Departments implement the plan, use assessment results to improve educational quality and report on improvements in their self study
2. Colleges and the Provost support departments by aligning resources with appropriate improvement efforts.

Current assessment of student learning in academic programs. Since the UWL Assessment Plan was approved by the Faculty Senate in 1995, academic departments have been required to assess student learning outcomes in their programs (both undergraduate and graduate). The guidelines indicate that departments must have assessment plans that:

1. define the learning outcomes in their programs
2. describe the direct and indirect measures of student learning used to assess the outcomes
3. identify the occasions at which departmental faculty review the results of assessment
4. identify the departmental group(s) responsible for conducting assessment in the program
5. use assessment results to make decisions intended to improve educational quality, teaching and learning.

Academic departments submit a biennial assessment report to their College which includes

1. the outcomes they have assessed
2. the direct and indirect measures used to assess the outcomes
3. a summary of the assessment results
4. a summary of how the department used assessment results to make decisions/changes intended to improve educational quality.

Based on the departmental reports, the Deans submit a College Assessment Report to the Provost every two years.

Each College is responsible for monitoring assessment in its own programs.

In summary, the process for assessing student learning in academic programs at UWL includes three features:

1. Every undergraduate and graduate program is required to carry out assessment of programmatic student learning outcomes based on the assessment guidelines established in 1995.
2. Departments report on their assessment activities every two years. Each Dean submits a College Assessment Report to the Provost every two years.
3. Each College monitors assessment in its own programs.

NCA Concerns and Recommendations. As part of UWL's re-accreditation, the North Central Association identified a number of concerns and recommendations about assessment of student learning in academic programs at UWL.

NCA concerns about assessment. The NCA evaluators identified the following concerns:

- While UWL has processes to collect data about student performance at all levels (program, department, university), the processes are not "sufficiently rigorous," and they do not provide effective mechanisms to use assessment data for systematic improvement.
- Implementation of the assessment processes is variable; the campus culture does not fully embrace "a structure to support assessment activities."
- Assessment activities are tangentially linked to the APR process, biennial assessment reports are not integrated with the APR process, and departments have not been held accountable for submitting their APR documents.

NCA recommendations for changes in UW-L assessment. NCA recommends three broad changes:

- Biennial assessment reports should be integrated into the APR process.
- UW-L should develop and implement a process to assure academic units have solid, realistic assessment plans and that they implement those plans.
- UW-L should develop a plan outlining how to use the excellent data already collected (e.g. NSSE) to make improvements.

UWL must report to NCA by January 2009 on how it has implemented the recommendations.

Implementing NCA recommendations. It is possible to implement all three NCA recommendations in the context of the University's Academic Program Review process. Essentially, APR will become the focal point for program assessment. APR will be responsible for "approving" departmental assessment plans and promoting the use of assessment for improvement purposes. The basic parts of this plan are:

- As part of their self study process each department submits its assessment plan to the APR three (3) years before its self study is due. To assist in this process, a UWL Assessment Coordinator/Consultant helps departments (as needed) develop "solid and realistic" assessment plans, and "mechanisms to use assessment data for systematic improvement."
- Note that the consultation takes place prior to when the Department submits its assessment plan to APR, and provides sufficient time for departments to revise their assessment practices if needed and collect appropriate data for their self studies.

- The APR Committee reviews departmental assessment plans to determine whether the units have solid, realistic ways to assess student learning in their program(s) and to insure that assessment is oriented toward improving program quality. APR can recommend further revisions, but once approved, departments are obliged to use their plans to assess student learning outcomes in their programs.
- Departments incorporate assessment results in their self studies. Assessment plays a more important role in the self study because it provides evidence about the department’s efforts to improve educational quality.
- The APR evaluation of the self study should focus on how the department has improved educational quality. Improvement efforts should be weighted heavily in the APR process. APR can recommend further revisions in assessment practices and ask the department for a revised plan or follow up report.
- Based on the APR Committee evaluation of the self study, the administration should allocate resources to support departmental improvement efforts. And, resources should be withheld if the department does not conduct improvement-based assessment or does not complete the self-study.

Table 1: Integrating Assessment of Student Learning in Academic Programs with APR

| Three (3) Years Prior to APR --> | APR Review -----> | Follow-up |
|--|---|---|
| <p>Assessment Consultant assists Department in developing its assessment plan</p> <p>Dept submits an assessment plan to APR for review—all depts. already have something like this in the form of biennial assessment reports</p> <p>APR Committee approves plan with revisions if needed</p> <p>Assessment Consultant works with dept to help implement the assessment (<u>not do it for them</u>)</p> <p>APR will use university-approved guidelines for what constitutes solid, realistic assessment of student learning in academic programs.</p> <p>APR expectation is that dept would include AT LEAST 2 years of assessment data in their report, preferably more. Dept could also include past data if they have been collecting it.</p> | <p>APR Self Study must use assessment results to demonstrate need for improvement and efforts to address improvement</p> <p>APR should emphasize improvement (effort and actual) as a major criterion for evaluating the self study</p> <p>A major focus of APR should be on <u>improvement</u>. Dept should be able to define, monitor and document “progress” not just changes.</p> | <p>In addition to what APR already does as follow-up, dept must continue with assessment, revise assessment practices if necessary</p> <p>If APR determines that the self study is inadequate it can expect depts. to do follow up report at some pre-determined time in the future.</p> <p>Should be consequences for improvement of assessment plans an implementation? Or program improvement related to student learning?</p> <p>Resources should be aligned to foster improvement.</p> |

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| | | |
|---|--|--|
| <p>This sets up a process to build assessment capacity at a time when dept is motivated to focus on it. The role of the assessment consultant is to help depts. figure out effective, efficient ways to measure outcomes, collect data, etc. The goal is to train depts. to do this on their own. The consultant is a resource for depts. Some may need more help than others; some may need little if any.</p> | <p>The process should support, encourage, and reward improvement/progress.</p> | <p>Goal of follow-up should be to support efforts to make improvements, and get depts. on track if they are not engaged in an improvement-oriented review process.</p> <p>Additional goal is to establish ongoing improvement-oriented assessment.</p> |
|---|--|--|

Role of the Assessment Consultant in Assessment of Student Learning in Academic Programs.

- Updates and develops assessment resource materials for departments including assessment guidelines, examples of solid and realistic assessment practices, clarification of assessment nomenclature and practices. Materials would be consistent with NCA and would be approved by APR, senate and the Provost.
- Consults with departments to develop assessment plans (as needed) in the APR process.
- Orients new APR committee members to assessment evaluation procedures.

Appendix: The Bases for Improving Assessment Practices

The plan to integrate assessment in academic programs with the APR process is based on three broad strategies intended to improve assessment: 1) build assessment capacity, 2) emphasize improvement of educational quality as the goal of assessment, and 3) establish consequences for improvement efforts.

Build assessment capacity. Since the last NCA visit in 1995-96 UWL has devoted considerable time and resources to help faculty implement assessment in their academic programs. These efforts have included: 1) the UWL Assessment Coordinator gave extensive feedback (written and face-to-face) on each program assessment plan in the mid 1990's, 2) campus presentations and workshops by nationally known assessment leaders (e.g., Barbara Wright, then Director of the Assessment Initiative at the American Association for Higher Education, two workshops by faculty from Alverno College, three campus workshops by Barbara Walvoord), 3) participation by faculty members in the national assessment conferences held at IUPUI, 4) participation by about 40 UWL faculty and staff in assessment workshops held by UW System in 2005-2006, and 5) Colleges have established committees to review assessment plans and practices in their respective departments.

While attendance at a workshop may help participants better understand assessment practices, these opportunities tend to be introductory, episodic and not grounded in the actual assessment plan of the academic program or unit. Many UWL instructors have participated in an introductory level workshop on assessment over the past 10 years, yet we are far from the kind of assessment expertise needed on campus (See *A Summary of Assessment of Student Learning in Academic Programs at UW-La Crosse 1998-2005*).

An alternative way to develop assessment capacity is to create a process in which academic departments review and improve their assessment practices. One way to accomplish this is to integrate assessment of student learning in academic programs with Academic Program Review. If assessment was integrated with APR, there would be incentive for departments to develop "solid, realistic assessment plans," and implement them. Then, to increase local assessment expertise UWL should implement a process in which: 1) the expectations for program assessment are clearly defined, 2) faculty have access to consultation if they need help developing assessment practices, and 3) they are held accountable for doing assessment as an integral part of APR.

Emphasize improvement of educational quality as the goal of assessment. The NCA evaluation team noted that UWL assessment processes do not provide effective mechanisms to use assessment data for systematic improvement. Departments may collect data but not use it for improvement purposes. Similarly, at the university-wide level we have accumulated seven years of NSSE data. We disseminate the results and even provide customized reports to academic units. However, there is little evidence that the results become part of decision making intended to improve educational quality. A third example is the general education program. In the past 15 years there have been multiple efforts to assess student learning in general education. Yet the results of assessment have not been used to improve the program.

The dilemma is paradoxical—faculty care deeply about the quality of their courses and programs yet, assessment has not become a popular tool for improvement. Why is "assessment as improvement" such a hard sell? Assessment experts point to several reasons.

- *Institutional processes focus on quality assurance rather than improvement.* There is more emphasis on quality assurance (“being good enough”) than on improvement (“striving to get better”). For example, curriculum committees scrutinize new courses and programs one time—before the curriculum is implemented and taught. Similarly, prior to the adoption of the new APR self-study format, Academic Program Review was a quality assurance process in which departments depict their efforts in the best possible light; it did not focus on how the department is working to achieve specific goals. The new guidelines do require departments to “Identify and describe the single area most in need of improvement in the department's academic program(s). Discuss your plans for accomplishing this improvement.” Accountability, however, remains a challenge. Again, new APR procedures allow the APR committee to recommend a mid-cycle review for departments whose self-studies suggest some concerns (including assessment). As these policies are new as of Fall 2006, we have not been able to evaluate their effectiveness. Further accountability would be useful. For example, the College of Liberal Studies has a policy in which department must have adequate assessment plans before they are permitted to search for new faculty.
- *Improvement is not sufficiently valued or rewarded.* There are few meaningful incentives for improvement.
- *Assessment for improvement is difficult.* Assessment is not easy; improvement is not easy. There are multiple reasons that assessment for improvement breaks down:
 - assessment data do not bear directly on issues or problems that instructors care about;
 - there is an expertise problem—faculty don't know how to collect the “right” data;
 - there are internal disagreements about program goals, the curriculum, the direction of the department, etc. that derail assessment efforts;
 - the department lacks the resources to implement needed changes;
 - the assessment results aren't sufficiently helpful for deciding how to improve.

Strategies to foster improvement-based assessment:

- Change the assessment rhetoric. The generic term “assessment” ought to be replaced by “improvement-based or improvement-oriented assessment” or “data informed decision making.” The point is to emphasize the end (improvement) rather than the tool (assessment practices).
- Showcase examples. Senior administrators can help by citing examples of programs that have used assessment to help bring about improvements in educational quality.
- Create university-wide guidelines and resources for improvement-oriented assessment.
- Re-focus the APR process to include a significant improvement orientation.
- Reward for improvement and improvement effort and withhold rewards for lack of improvement effort.

Establish consequences for improvement. If the goal of assessment is to improve educational quality then there ought to be consequences associated with it. Some departments have done a relatively good job of assessing student learning in their programs. Often these are programs that have some type of external evaluation for accreditation—programs where something is at stake—their accreditation (See *A Summary of Assessment of Student Learning in Academic Programs at UW-La Crosse 1998-2005*). Some departments have never done assessment of student learning in their academic programs; some claim to do assessment but don't (e.g., a department that uses student

evaluations as their sole source of assessment data). There do not seem to be clear consequences for doing assessment well, poorly or not at all.

Past efforts have focused on getting programs to “do assessment.” This has contributed to the view that assessment is an end in itself rather than a tool or a means to an end. In order to put the emphasis where it belongs there ought to be consequences for improvement—which is, after all, the intended goal of assessment. Consequences (i.e., rewards, incentives, withholding of rewards) ought to be used to support:

1. efforts to improve educational quality based on *data-informed decision making*.
2. actual improvements (i.e., changes in teaching, learning and the program based on or informed by assessment data)

To summarize, a plan to improve assessment practices at UWL must take into account three major factors that will influence whether and how faculty, departments, units and groups engage in improvement-based assessment (i.e., data-informed decision-making). The university needs to: 1) build assessment capacity so that more faculty and staff are able to do assessment effectively, 2) develop improvement-based assessment processes throughout the university, and 3) align resources to support data-informed decision making and improvements in educational quality.

Appendix: Sample Assessment Guidelines

Assessment of Student Learning in Academic Programs

Assessment of student learning in academic programs entails four essential parts:

1. Intended student outcomes. Each program must have clearly defined student learning outcomes for majors. Learning outcomes are the skills, types of knowledge, and dispositions faculty want students to acquire as a result of study in the program.
2. Direct and indirect measures of student learning. Assessment must use direct and indirect measures to evaluate student outcomes. **Direct Measures** determine actual student progress or performance with respect to the program's outcomes. Direct measures include comprehensive tests, portfolio reviews, standardized tests, and collective evaluations of student work used to measure student progress toward the program's learning outcomes. **Indirect Measures** are proxies of student achievement such as job placement data, or opinions expressed at exit interviews, or on surveys of students, alumni, and/or employers.
3. Collective analysis of assessment results. Faculty should collectively analyze the results of assessment. The analysis can be done by a subset of the department's faculty such as an assessment committee, but it should not be left to a single individual.
4. Results-driven action intended to improve student learning in the program. The results of assessment should be used to make changes or adjustments intended to improve student learning in the program.

The following example illustrates a complete assessment cycle for one learning outcome in a department.

1. Student learning outcome. The outcome statement is, "Students will be able to write with clarity and precision using stylistic conventions appropriate to the discipline."
2. Direct measure of student learning. The direct measure of student writing is an evaluation of written projects from a capstone course.
3. Collective analysis. An assessment committee, using shared criteria, evaluates students' ability to write with clarity, precision and use appropriate stylistic conventions. They summarize the results, identify patterns of strengths and weaknesses, and develop recommendations about how to improve student writing.
4. Results-driven action. Based on the results of student writing performance, faculty decide to alter the types of writing assignments in upper division courses. They develop a handbook describing the types and forms of writing students should learn in the program in order to convey faculty expectations more clearly. They also discuss ways to coach the writing process, and decide to give more feedback on early drafts of student work rather than just comment on finished projects.

The assessment cycle consists of four parts: 1) a learning outcome expected of students, 2) a direct measure used to assess student progress with respect to the outcome, 3) collective

analysis of the results of the direct measure, and 4) use of the results to make changes, decisions, and adjustments intended to improve student learning.

The Critical Importance of Using Direct Measures

An essential part of assessment is the use of DIRECT MEASURES. Direct measures reveal what students learned in the program. Examples of direct measures include portfolio reviews, comprehensive examinations, work completed in a capstone experience, juried reviews of senior projects, evaluations of students in internships, and any work students do that is evaluated by faculty collectively to judge students' progress with respect to program outcomes (in contrast to outcomes of individual instructors).

Course work can be used as a direct measure of student learning in a program as long as the work (papers, projects, answers to exam questions) is

1. clearly linked to program outcomes and not just individual instructors' course goals.
2. evaluated against clearly established criteria related to the program outcomes.
3. reviewed collectively by faculty.
4. used to make decisions and changes intended to improve student learning in the program.

Work that is evaluated by an instructor for purposes of assigning a grade and fulfilling a course requirement does NOT constitute a Direct measure of student learning in the program.

Grades and GPA are **non-measures of student learning** for purposes of program assessment. Grades and GPA are not “adequate or reliable measures of student learning” across a program. Further, grades and GPA “tell us very little about what a student has actually learned in a course and very little about what a student actually knows or what that student's competencies or talents really are.” Another reason is that grades are based upon judgments that include more than an evaluation of what a student learned (e.g., whether work was handed in on time, attendance, etc.).

The following examples illustrate how coursework could be used to assess student learning in an academic program.

1. Coursework in a capstone course. Two learning outcomes in a program are:
 - A. Students can use appropriate research strategies to study a question in the discipline.
 - B. Students can communicate the results of research effectively using the conventions appropriate to the discipline.

Faculty decide that projects and student presentations in a capstone course are good representations of students' cumulative knowledge and skills related to the two outcomes. They develop criteria for evaluating the quality of the projects and presentations. The capstone course instructor uses the departmental criteria to evaluate student performance vis 'a vis the two outcomes. The instructor summarizes student performance and presents the results in a department assessment meeting. Based upon the results faculty decide to increase the number of research opportunities for students and require research projects earlier in the program.

2. Course embedded questions. Faculty decide that graduates of their program should have a thorough understanding of certain concepts. Their learning outcome statement is, “Students will understand a set of core concepts in the discipline.” The faculty identify core concepts they want students to master, and decide that students must demonstrate understanding by explaining the concepts in their own language and by using the ideas appropriately in various contexts. Rather than give a comprehensive test at the end of the program, faculty measure students’ understanding of the core concepts in five different courses. The instructors agree to include several core questions on their examinations. The instructors evaluate student performance on the questions and summarize the findings for their colleagues. At an assessment committee meeting, the faculty pool their results and examine the extent to which students have mastered the core concepts. They discover that the concepts are being covered in the courses but only at a superficial level. Dissatisfied with students’ depth of understanding, the faculty decide to introduce a series of assignments that require increasingly more sophisticated use of the concepts, and also provide students with more practice and feedback.

3. Existing coursework. A learning outcome in a program is, “Students can think critically about the subject matter and material in the discipline.” Faculty decide to focus on students’ ability to analyze and evaluate information and use appropriate evidence to create sound arguments. An assessment committee determines criteria that define critical thinking, and instructors use these to evaluate student performance on one assignment or exercise in their classes during the semester. Each instructor summarizes student performance and the committee pools the information into an overall summary of students’ critical thinking ability. The results reveal that juniors and seniors perform better than freshmen. Also students tend to analyze and evaluate information adequately, but even seniors have difficulty creating sound arguments. This prompts faculty to examine how they can teach students to use evidence more effectively. Faculty agree to use more assignments in which students develop their own perspectives and to make sure that they focus more explicitly on the elements of a good argument in the discipline.

These examples illustrate how course work can be used as a direct measure of student learning in the program. In each case:

1. the coursework involves students in demonstrating their achievement related to a specific learning outcome.
2. faculty use a set of agreed-upon criteria to evaluate student performance.
3. faculty collectively analyze the results.
4. faculty use the results to modify courses, materials, or teaching in order to improve student learning.

Appendix: Examples of Assessment of Student Learning

Assessment of Student Learning in Three Fictitious Programs

This handout depicts assessment of student learning in three fictitious programs—Art, Biology and English. These represent well focused, streamlined attempts to use assessment of student learning outcomes for improvement of program quality, the curriculum, teaching and student learning.

Art Department

Description of the program assessment procedures (including the direct and indirect measures used to assess student learning). The Art Department focused on two major program learning outcomes this year. First, we assessed students' technical skills in various art media using a checklist developed last year by the faculty. The checklist contains a set of skills we want all of our graduates to possess, and is used by instructors in all studio courses. The instructor observes students during the semester and then judges each student's level of proficiency with respect to technical skills related to the course. The judgments fall into three categories: 1) highly skilled, 2) adequately skilled and 3) under-skilled. Second, we assessed seniors' creative development based upon a juried review of their senior exhibit. All seniors are required to give a senior show, displaying their best work. The show is judged by three faculty members. In addition, each student is required to give an oral presentation to the jury explaining their work.

Summary of the assessment results. The skills checklist enables the department to identify gaps in the skill development of individual students, and we examine them collectively to identify areas where the department may not be bringing students up to acceptable levels. Among our 10 graduating seniors we found that 7 are underdeveloped in at least one skill area. Of these, two students are seriously weak in several areas. The faculty juried 8 senior shows (two students were unable to prepare their shows). This is the first year that all seniors were required to give a show. We discovered a serious split in talent development. Six of the shows were excellent. Students worked very hard and presented very creative, interesting work. Two shows were substandard. It was evident that two students were not adequately prepared to present work. The oral presentations varied in quality. Three students gave reflective commentary on the nature and quality of their work. Five students focused on technical or superficial aspects of their work, tending to discuss how they made something rather than its status as a work of art.

How the department used the results of assessment to improve student learning, teaching and program quality. Based upon the results of the skills assessment, faculty decided to institute a requirement that all majors must demonstrate adequate technical proficiency in 5 out of 8 skill areas. Students may choose the 5 areas in which to focus their effort. If a student does not meet this standard in the first semester of the senior year, she must take a class or classes to improve their skill deficits. This is the first year we required all seniors to give a show. We were favorably impressed by the work of 6 students. We found serious problems with the performance of two students. To deal more effectively with the long term development of our students we have decided to require a program portfolio that students will start in their sophomore year. The

intent is to use the portfolio as a way to help students collect and organize their creative works, and to develop their skills in evaluating the nature and quality of their own works. Students will take a two credit class in their junior year designed to build useful portfolios and prepare them for the senior show. The major goal of the portfolio is to cultivate each student's sense of himself or herself as a creative and reflective artist.

Biology Department

Description of the program assessment procedures (including the direct and indirect measures used to assess student learning). The Biology Department used both direct and indirect measures to assess student learning outcomes in the program. The direct measures were: 1) a science process skills test administered in fall semester to a group of freshmen in biology 101 and to a group of juniors in spring semester, and 2) a collaborative research project designed to assess students' teamwork skills and attitudes. Indirect measures were: 1) student performance on the GRE Advanced test in Biology and 2) an employer survey.

Summary of the assessment results. The direct measures produced useful information about student learning in the program. We found marked differences between freshmen and juniors in their knowledge of and skill in science processes. The findings confirm our beliefs about freshmen majors; they know how to follow directions in the laboratory but have little ability to direct their own investigations or explain the reasons for certain laboratory techniques. Juniors have a larger repertoire of laboratory skills and a more highly developed understanding of how to conduct a systematic scientific investigation. The collaborative research projects enabled us to assess students' ability to work as a team—to divide responsibilities, contribute to group goals and work collaboratively. Although the quality of the projects tends to be quite good, we found that many students prefer working by themselves and not in teams. A significant number of students view the collaborative experience as inefficient and frustrating. We now have five consecutive years of GRE data on our seniors (who take the GRE voluntarily). The results are very positive. The mean GRE score on the Advanced Test in Biology was at the 87th percentile. This standardized test is used widely as a predictor of students' potential for advanced study in biology. We surveyed employers to ascertain their evaluation of our graduates. This year 16 of 19 employers completed the survey. The results indicate a high level of overall satisfaction with our graduates' the job performance. Employers indicated two areas in need of improvement; writing skills and teamwork skills.

How the department used the results of assessment to improve student learning, teaching and program quality. Instructors now use the results of the science process skills test to plan senior level courses. The test indicates where students have weaknesses and our laboratory instructors build special assignments to help improve students' skills in these areas. The results of the employer survey and the collaborative research projects indicate that the program needs to place more emphasis on teamwork and collaborative skills. We find this especially challenging given the individual grading system at the university. However, we also realize that we have not done a good job actually teaching students how to work together. This year we intend to bring in an outside presenter who specializes in collaborative learning to help faculty develop additional expertise in this area. We are also concerned about student's level of writing. We have adopted a writing-in-the-major approach, and expect writing skills to improve in the next several years. We

will monitor writing development more closely in order to identify specific types of writing problems.

English Department

Description of the program assessment procedures (including the direct and indirect measures used to assess student learning). The English Department used writing assignments in introductory and senior level classes as direct measures of student learning in the program. The assignments were designed to measure student performance with respect to each of the three major program outcomes. A group of three faculty members evaluated the work of 20 freshmen/sophomores and 20 seniors according to evaluative criteria approved by the department.

Summary of the assessment results. Our analysis of student performance on the assignments produced three major findings:

1. The overall quality of seniors' writing was superior to that of freshmen in several important ways (i.e., seniors had greater control of mechanical aspects of language, their ideas were better developed, and they were better able to write appropriately to a variety of audiences).
2. Freshmen analyses of literature were based on personal preferences and unsupported opinions rather than on literary principles and analytical techniques. In contrast, seniors were able to use appropriate methods in a rudimentary way to analyze literary works.
3. The assignments did not effectively measure student learning with respect to the third program outcome—explaining the role and value of literature in society.

How the department used the results of assessment to improve student learning, teaching and program quality. Although students do become more highly skilled in the program, we are not fully satisfied with the level of seniors' performance. The department took the following action to improve student learning in the program.

1. The assessment showed us that our departmental expectations and standards are not sufficiently clear. Students move from course to course without an overarching idea of the knowledge and skills they should acquire by the end of their studies. We decided to develop a handout for majors that explains program goals and objectives, and clarifies the criteria used to judge student performance in the program. In conjunction with the handout students will have access to senior level work that exemplifies satisfactory performance.
2. We decided to institute a new requirement for graduating seniors—a senior demonstration of competence. Students will be required to provide evidence, based on a collection of their best work, that they meet the departmental performance standards.
3. The assessment results suggest that seniors' ability to assess their own writing is underdeveloped. We will include a self-evaluation component in the senior demonstration of competence. However, to help students develop better skills in self-assessment, all faculty agree to put more emphasis on self-analytical skills in courses throughout the program.
4. We decided to add a new program outcome, "Students should be able to evaluate the quality of their written work according to clearly defined criteria and standards."
5. Faculty decided not to develop new courses or alter the current structure of the major.

APPENDIX J

Collegiate Learning Assessment, 2008 Executive Summary

Executive Summary 2007-2008 Collegiate Learning Assessment at UW-La Crosse

In 2006-07 the UWL General Education Committee selected the Collegiate Learning Assessment (CLA) to assess general education student learning outcomes. UW-La Crosse administered the test in 2007-08. This summary describes the test and results for UW-La Crosse.

The CLA is designed to measure an institution's contribution, or *valued added*, to the development of students' critical thinking, analytic reasoning, problem solving and written communication skills.

The CLA includes two types of testing tasks:

1. *Performance Tasks* place students in a "real-life" activity (such as preparing a memo or policy recommendation) in which they must review and evaluate information in a document library to answer questions or solve problems. Completion of a Performance Task measures students' demonstrated ability to interpret, analyze and synthesize information.
2. *Analytic Writing Tasks* present students with a topic or issue. They must either evaluate the issue or develop a position on the issue. These tasks evaluate students' ability to articulate complex ideas, examine claims and evidence, support ideas with relevant reasons and examples, sustain a coherent discussion, and use standard written English.

The tasks are designed to be appropriate for college students across a wide range of undergraduate academic majors and general education programs (see Appendix A: CLA Task Types).

Who took the test at UWL? One hundred twelve (112) new freshmen took the test in fall 2007 and 101 native seniors (i.e., seniors who started as freshmen at UWL) in spring 2008. The groups are representative of the freshmen and senior classes, with two exceptions. Both groups were slightly overrepresented by females (freshmen CLA group = 71% female and the senior CLA group = 68% female) compared to the percentage of eligible non-participating freshmen females (61%), and senior females (64%). In addition, the GPA's of both CLA groups are slightly higher than the GPA for eligible non-participating students: CLA freshmen first year mean GPA = 3.18 compared to 3.05 for eligible nonparticipants; CLA seniors GPA = 3.42 compared to 3.27 for the eligible non-participating seniors.

Results. Table 1 reports the mean Actual Scores for each CLA task and the percentile ranks for UWL freshmen and seniors. As shown the scores vary from the 59th to the 90th percentile indicating that UWL students scored well above the mean on all the CLA tasks compared to students at other institutions.

Table 1: Percentile Rank for Mean CLA Scores of UWL Students

| Task | Freshmen CLA Score | Freshmen Percentile Rank | Senior CLA Score | Senior Percentile Rank |
|------------------------|--------------------|--------------------------|------------------|------------------------|
| Total CLA Score | 1103 | 67 | 1269 | 86 |
| Performance Task | 1076 | 59 | 1276 | 85 |
| Analytic Writing Tasks | 1129 | 78 | 1262 | 84 |
| Make-an-Argument | 1156 | 82 | 1233 | 74 |
| Critique-an-Argument | 1103 | 69 | 1291 | 90 |

The CLA estimates the magnitude of growth or *value added* between freshmen and senior year. To do this, students' Actual Scores are first adjusted to take into account their academic ability as measured by ACT scores. For example, although the mean Actual CLA Score for UWL freshmen was 1103, the Expected Score, based on ACT scores, is 1116. The mean Actual CLA Score for seniors was 1276 but the Expected Score was 1218. In other words, UWL freshmen scored below and seniors scored above where they were expected to score given their ability levels.

Table 2 shows the results of computing Deviation Scores for freshmen and seniors. A Deviation Score is the difference between a student's Actual Score and the Expected Score based on ability. The table shows the percentile ranks for Deviation Scores and the performance levels. The performance level indicates whether students scored below, at, or above the expected level of performance based on their academic ability. For example, freshmen (39th percentile) were at the expected level on the test and seniors (92nd percentile) scored well above their expected level.

Table 2: Percentile Ranks for *Deviation Scores* of UWL Students

| Percentile Ranks for Deviation Scores (Deviation Score = Difference between Actual Score and Expected Score) | | | | |
|--|--------------------------|-------------------|------------------------|-------------------|
| Task | Freshmen Percentile Rank | Performance Level | Senior Percentile Rank | Performance Level |
| Total CLA Score | 39 | At | 92 | Well above |
| Performance Task | 35 | At | 86 | Well above |
| Analytic Writing Tasks | 51 | At | 89 | Above |
| Make-an-Argument | 71 | Above | 70 | At |
| Critique-an-Argument | 27 | Below | 97 | Well above |

To compute *value added* Freshmen Deviation Scores are subtracted from Senior Deviation Scores. These Difference Scores are a measure of the gains students make from freshmen to senior year. Table 3 contains the percentile ranks of the Difference Scores. The gains made by UWL students as measured by the total CLA score are in the 96th percentile. This means that the learning gains of UWL students exceeded the gains of students at 96 percent of the institutions that participated in the CLA. The gains of UWL students are in the 94th and 86th percentiles for the Performance and Analytic Writing Tasks, respectively. The only area in which the gains are not above expected levels is for the Make-an-Argument Task where the gains are at the 50th percentile.

Table 3: Valued-Added Estimate for UWL

| Value-Added Estimate | | |
|------------------------|------------|---------------------|
| Task | Percentile | Performance Level |
| Total CLA Score | 96 | Well Above Expected |
| Performance Task | 64 | Well Above Expected |
| Analytic Writing Tasks | 86 | Above Expected |
| Make-an-Argument | 50 | At Expected |
| Critique-an-Argument | 68 | Well Above Expected |

Overall, the learning gains of UWL students are quite substantial compared to those of students from other institutions that participated in the 2007-08 CLA. The CLA Institutional Report indicates that:

The University of Wisconsin La Crosse contributes more to the learning gains made by students than 96 percent of the 176 four-year undergraduate institutions participating in the 2007–2008 CLA. University of Wisconsin La Crosse performed Well Above Expected.

Analyzing and Using CLA Results. The CLA measures the types of complex abilities at the heart of general education—critical thinking, analytic reasoning, problem solving, written communication. No single test measures all UWL General Education learning outcomes; however, there is significant overlap between what the CLA measures and what we purport to teach in general education. The test can help us assess the impact of changes in the curricula and allows us to compare the performance of UWL to other institutions.

While the General Education Committee has not had an opportunity to analyze the CLA, one way to examine results is to compare differences across the different CLA tasks. The gains on Performance and Critique-an-Argument tasks are both above the 90th percentile. The Make-an-Argument Task gains are at the 50th percentile, a respectable achievement but substantially below the other tasks. What accounts for this difference? It might be useful to examine the different types of skills used for the tasks (e.g., see Appendix B: Combinations of Skills Used on CLA Tasks) and how these are taught across the general education curriculum. Another question to explore is why freshmen scored so much higher on the Make-an-Argument than on the other tasks, and why seniors scored lower on this task compared to the other tasks.

Used in combination with other forms of assessment the CLA can be part of a comprehensive plan to evaluate and improve student learning in general education. For example, CLA results could be compared with the results of the 2008-09 course embedded assessment which will provide evidence about student achievement of specific general education learning outcomes. In addition, UWL administers the National Survey of Student Engagement (NSSE) on a regular basis, which can provide information about student involvement in academic and co-curricular activities that may be linked to achievement of general education outcomes.

For additional information about the CLA and UW-La Crosse Results go to <http://www.uwlax.edu/provost/assessment/assess.htm> and see the following:

- [What is the CLA?](#) Brief overview of UWL participation in the 2007-08 CLA
- [2007-2008 CLA Institutional Report for UW-La Crosse](#)
- [2007-2008 CLA Technical Appendices for UW-La Crosse](#)
- [The CLA website at the Council for Aid to Education](#)

Appendix A: CLA Task Types*

Performance Tasks

Each task requires students to use an integrated set of critical thinking, analytic reasoning, problem solving, and written communication skills to answer several open-ended questions about a hypothetical yet realistic situation. Students have access to a document library that includes material such as newspaper articles, photographs, memos, summaries of research reports, maps, tables, diagrams and interview transcripts. Students are instructed to use these materials in preparing their answers to the questions. They are given 90 minutes for the task.

Example: Introductory Material: You advise Pat Williams, the president of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech's sales force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. Pat was about to approve the purchase when there was an accident involving a SwiftAir 235. Your document library contains the following materials:

1. Newspaper article about the accident
2. Federal Accident Report on in-flight breakups in single-engine planes
3. Internal Correspondence (Pat's e-mail to you & Sally's e-mail to Pat)
4. Charts relating to SwiftAir's performance characteristics
5. Excerpt from magazine article comparing SwiftAir 235 to similar planes
6. Pictures and descriptions of SwiftAir Models 180 and 235

Sample Questions: Do the available data tend to support or refute the claim that the type of wing on the SwiftAir 235 leads to more in-flight breakups? What is the basis for your conclusion? What other factors might have contributed to the accident and should be taken into account? What is your preliminary recommendation about whether or not DynaTech should buy the plane and what is the basis for this recommendation?

Make an Argument

Presents an opinion on an issue and asks students to address this issue from any perspective they wish, so long as they provide relevant reasons and examples to explain and support their views. Students have 45 minutes to complete this essay.

Example: There is no such thing as "truth" in the media. The one true thing about the media is that it exists to entertain.

Critique an Argument

Asks students to evaluate an argument by discussing how well reasoned they find it to be (rather than simply agreeing or disagreeing with the position stated). Students have 30 minutes to complete this essay.

Example: A well respected professional journal with a readership that includes elementary school principals recently published the results of a two-year study on childhood obesity. (Obese individuals are usually considered to be those who are 20 percent above their recommended weight for their height and age.) This study sampled 50 schoolchildren, ages 5-11, from Smith Elementary School. A fast food restaurant opened near the school just before the study began. After two years, students who remained in the sample group were more likely to be overweight—relative to the national average. Based on this study, the principal of Jones Elementary School decided to confront her school's obesity problem by opposing any fast food restaurant openings near her school.

* From 2007-2008 CLA Technical Appendices, Appendix D: Description of CLA Tasks and Scores

Appendix B: Combinations of Skills Used on CLA Tasks*

CLA results operate as a signaling tool of overall institutional performance on tasks that measure higher order skills holistically. However, the three types of CLA tasks—Performance, Make-an-Argument and Critique-an-Argument—differ slightly in the combination of skills necessary to perform well. Indeed, some schools score significantly lower on one type than on another. Examining performance across CLA task types can serve as an initial diagnostic exercise. Specifically, cases of performance Well Below Expected or Below Expected on a particular task type indicate that students are not demonstrating the expected level of skill (given their SAT scores) at:

Performance Tasks: Analyzing complex, realistic scenarios. Synthesizing information from multiple sources; recognizing conflicting evidence, weighing the credibility of different sources of evidence; identifying logical fallacies, interpreting data, tables, and figures correctly; drawing reasonable and logical inferences from the available information; developing sound conclusions based on all available evidence; and utilizing the most relevant and credible evidence available to justify their conclusion.

Make-an-Argument: Writing a persuasive, analytic essay to support a position on an issue.

Establishing a thesis or a position on an issue; maintaining the thesis throughout the essay; supporting the thesis with relevant and persuasive examples (e.g., from personal experience, history, art, literature, pop culture, or current events); anticipating and countering opposing arguments to the position, fully developing ideas, examples, and arguments; crafting an overall response that generates interest, provokes thought, and persuades the reader; organizing the structure of the essay (e.g., paragraphing, ordering of ideas and sentences within paragraphs); employing transitions and varied sentence structure to maintain the flow of the argument; and utilizing sophisticated grammar and vocabulary.

Critique-an-Argument: Critiquing written arguments. Identifying a variety of logical flaws or fallacies in a specific argument; explaining how or why the logical flaws affect the conclusions in that argument; and presenting their critique in a written response that is a grammatically correct, organized, welldeveloped, logically sound, and neutral in tone.

* From *2007-2008 CLA Technical Appendices*, Appendix C: Examining Performance across Task Types

APPENDIX K

National Survey of Student Engagement, 2008 Executive Summary

SUMMARY OF THE 2008 NATIONAL SURVEYS OF STUDENT ENGAGEMENT FOR UW-LA CROSSE

The National Survey of Student Engagement (NSSE) assesses college students' involvement in curricular activities that are associated with academic achievement. The NSSE is based on extensive research that shows that "the time and energy college students devote to educationally purposeful activities is the single best predictor of their learning and personal development." The survey includes items "that are known to be related to important college outcomes" and encompasses a broad range of activities from such things as the number of papers student write and participation in class discussions to their involvement in experiential learning and extracurricular activities. The [NSSE](#) is a national survey; therefore UW-L can compare performance of its students to comparable institutions. Additionally, in 2004, the UW System required participation by all campuses and included some additional questions. Therefore, we can compare responses of students here at UW-L with other UW System schools.

WHAT KIND OF INFORMATION DOES THE NSSE PROVIDE?

The NSSE comprises approximately 80 items about college life, plus several demographic information items. In general, items tend to form a smaller number of clusters. The NSSE identifies five clusters, or *benchmarks*.

- **Level of Academic Challenge:** time spent preparing for class; amount of reading and writing; institutional expectations for academic performance
- **Active and Collaborative Learning:** participation in class; working collaboratively with other students inside and outside of class; tutoring; participating in a community-based project
- **Student-Faculty Interaction:** talking with a faculty member about class material, career plans, ideas; working with a faculty member on a committee or research; receiving prompt feedback from an instructor
- **Enriching Educational Experiences:** participation in co-curricular activities, practica, internships, community service, volunteer work, independent study, international education; engaging in conversations with students with different ethnicities, religious beliefs, values, and a campus environment encouraging such contact
- **Supportive Campus Environment:** the extent to which students feel the university is supportive of their academic, personal, and social needs; quality of relationships with other students, faculty members, and administration

In addition to the five benchmarks, three items measure *general satisfaction* with experiences at the university.

- Overall, how would you evaluate the quality of academic advising you have received at your institution?
- How would you evaluate your entire educational experience at this institution?
- If you could start over again, would you go to the *same institution* you are now attending?

HOW DOES UW-L COMPARE TO OTHER INSTITUTIONS?

Benchmark Scores:

Both UW-L first-year students and seniors tend to score similarly to their peers at other UW System schools, as well as to students attending other Master's level institutions on most of the benchmark scores. Even amongst means that are statistically significantly different, the practical significance is small enough to suggest the actual difference is does result in a real impact in student experience. The exceptions among first-year students are Level of Academic Challenge and Student-Faculty Interaction scores. UW-L First-year students rate the Level of Academic Challenge significantly higher than students at other UW System schools. Additionally, consistent with previous years, UW-L first-year students score significantly lower on Student-Faculty Interaction than their peers at other Master's level institutions. UW-L Seniors score significantly higher than their peers at other Master's level institutions

on Enriching Educational Experiences. Additionally, UW-L students score higher on Supportive Campus Environment than their peers at other UW System schools as well as their peers at other Master’s level institutions.

First-year students

| Benchmark | UW-L | UW System | | Carnegie Peers | |
|-----------------------------------|-------------------|-----------|--------------------------|----------------|-------------|
| | Mean ^a | Mean | Effect Size ^b | Mean | Effect Size |
| Level of Academic Challenge | 52.2 | 49.3** | .24 | 51.8 | |
| Active and Collaborative Learning | 40.5 | 38.9** | .11 | 42.3*** | -.11 |
| Student-Faculty Interaction | 28.3 | 31.3*** | -.18 | 34.1*** | -.31 |
| Enriching Educational Experiences | 24.8 | 22.9*** | .16 | 26.4*** | -.12 |
| Supportive Campus Environment | 61.0 | 59.4* | .09 | 60.3 | |

Seniors

| Benchmark | UW-L | UW System | | Carnegie Peers | |
|-----------------------------------|------|-----------|-------------|----------------|-------------|
| | Mean | Mean | Effect Size | Mean | Effect Size |
| Level of Academic Challenge | 56.9 | 54.6*** | .16 | 56.1 | |
| Active and Collaborative Learning | 53.0 | 51.9* | .07 | 51.3*** | .10 |
| Student-Faculty Interaction | 43.1 | 41.7* | .07 | 41.4** | .10 |
| Enriching Educational Experiences | 41.3 | 39.0*** | .14 | 37.7*** | .20 |
| Supportive Campus Environment | 63.0 | 57.6*** | .30 | 57.3*** | .29 |

^a Scores are averages based on a 100 point scale on which higher scores indicate higher levels of endorsement. * = $p < .05$, ** = $p < .01$, *** = $p < .001$

^b Effect size indicates “practical significance” of the mean difference. In practice, an effect size of .2 is considered small, .5 moderate, and .8 large. Effect sizes below .2 generally do not suggest means are practically significant.

General Satisfaction:

Both UW-L first-year students and seniors score significantly above average on two of the three general satisfaction questions in comparison to their peers both at UW System and at other Master’s level institutions.

First-year students

| Question | UW-L | UW System | | Carnegie Peers | |
|---|-------------------|-----------|--------------------------|----------------|-------------|
| | Mean ^a | Mean | Effect Size ^b | Mean | Effect Size |
| Satisfaction with advising | 3.04 | 3.04 | | 2.96** | .09 |
| Evaluation of entire educational experience | 3.31 | 3.14*** | .27 | 3.14** | .24 |
| Would attend the same institution | 3.35 | 3.20*** | .18 | 3.17*** | .21 |

Seniors

| Question | UW-L | UW System | | Carnegie Peers | |
|---|------|-----------|-------------|----------------|-------------|
| | Mean | Mean | Effect Size | Mean | Effect Size |
| Satisfaction with advising | 2.94 | 2.81*** | .15 | 2.81*** | .14 |
| Evaluation of entire educational experience | 3.42 | 3.19*** | .32 | 3.14*** | .37 |
| Would attend the same institution | 3.45 | 3.20*** | .31 | 3.14*** | .35 |

^a Scores are averages based on a 4 point scale on which higher scores indicate higher levels of endorsement. * = $p < .05$, ** = $p < .01$, *** = $p < .001$

^b Effect size indicates “practical significance” of the mean difference. In practice, an effect size of .2 is considered small, .5 moderate, and .8 large. Effect sizes below .2 generally do not suggest means are practically significant.

HOW DO SUBGROUPS OF UW-L STUDENTS COMPARE TO EACH OTHER?

In general, student gender, transfer status, enrollment status (full time vs. less than full time) and declared major (declared vs. undeclared major) have little to no relationship with any of the five benchmark scores or the three general satisfaction questions. Classification (first-year students vs. seniors) relates to the benchmark scores, as well as the general satisfaction questions. Specifically, first-year students have lower scores than seniors on Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, and Enriching Educational Experiences. Enriching Educational Experiences and Student-Faculty Interaction show the greatest differences. Classification does not relate to scores on Supportive Campus Environment (see table below). First-year students actually report higher levels of satisfaction with academic advising than do seniors, although the practical significance of the difference is very small. Seniors report higher levels of satisfaction with their entire educational experience and are more likely to indicate they would attend the same institution than first-year students. While the difference in the evaluation of the entire educational experience is practically significant, the difference in likelihood of attending the same institution is very small.

| Benchmark | First-year students ^a | Seniors | Significance ^b | Effect Size ^c |
|-----------------------------------|----------------------------------|---------|---------------------------|--------------------------|
| Level of Academic Challenge | 52.2 | 56.9 | *** | .19 |
| Active and Collaborative Learning | 40.5 | 53.0 | *** | .40 |
| Student-Faculty Interaction | 28.3 | 43.1 | *** | .40 |
| Enriching Educational Experiences | 24.8 | 41.3 | *** | .51 |
| Supportive Campus Environment | 61.0 | 63.0 | ** | .07 |

^a Scores are averages based on a 100 point scale on which higher scores indicate higher levels of endorsement.

^b * = $p < .05$, ** = $p < .01$, *** = $p < .001$.

^c Effect size is a measure of the *practical* significance of the differences in benchmark scores dependent upon classification. In general, an effect size of .20 is considered small, .50 is medium, and .80 is large.

| Question | First-year students ^a | Seniors | Significance ^b | Effect Size ^c |
|---|----------------------------------|---------|---------------------------|--------------------------|
| Satisfaction with advising | 3.04 | 2.94 | * | .05 |
| Evaluation of entire educational experience | 3.31 | 3.42 | *** | .10 |
| Would attend the same institution | 3.35 | 3.45 | ** | .08 |

^a Scores are averages based on a 4 point scale on which higher scores indicate higher levels of endorsement.

^b * = $p < .05$, ** = $p < .01$, *** = $p < .001$

^c Effect size indicates “practical significance” of the mean difference. In practice, an effect size of .2 is considered small, .5 moderate, and .8 large. Effect sizes below .2 generally do not suggest means are practically significant.

HOW CAN THE NSSE RESULTS BE USED?

The NSSE assesses educational quality in terms of how student engage in educationally purposeful activities and how the university allocates its resources, organizes curricula and other learning

opportunities to get students to participate in educationally meaningful activities. In addition to the type of information presented in this *preliminary* report, results could be

- useful in preparing for accreditation reviews.
- reported for particular colleges, or majors.
- used to identify relative strengths and weaknesses at UW-L.
- used to assess student growth and development from the first year to the senior year.
- used to monitor campus progress over time.
- used to help faculty, staff, administrators and students better understand and improve the quality of education.

APPENDIX L

Examples of Uses of National Survey of Student Engagement Data

Using the NSSE at UW-La Crosse 2000-2007

UW-L has participated in the NSSE seven times since 2000. Our goal has been to develop a stable, credible database. Over the long term we plan to use the NSSE periodically to monitor changes in students' experiences at the university.

General dissemination of results.

- Distribute two-page summaries of results to all faculty and staff.
- Post summaries on the university website.
- Provide College Deans with customized reports for their respective colleges.
- Discuss the NSSE results at Dean's Council and Provost's Council.
- Deans have used results in discussions with their faculty and academic department chairpersons.
- Discussed results with the Assessment Work Group.
- Presented results to the Faculty Senate.

Focused use of results.

- Customized Departmental Reports. We provide customized reports to individual academic departments at their request. These break out their majors and compare them as a group to other students in the same college and to all UWL students. Departments that have requested reports: Chemistry, Communication Studies, Psychology, and Sociology/Archaeology
- Customized Reports Programs/Units. We provide customized reports for programs or other units on campus (e.g., Academic Advising center which compared declared and undeclared majors; the Director of General Education, University Centers Staff (BCSSE & NSSE), Equity Score Card, Retention Committee)
- Include NSSE results in the UWS annual accountability report, "Achieving Excellence at UWL (see <http://www.uwsa.edu/opar/account/index.htm>)
- Established the UWL Student Learning Project (2001-2003) consisting of 12 faculty and student affairs staff to analyze the NSSE results. This group
 - gave a presentation about the NSSE results at the annual UWL Teaching Conference
 - met with the General Education Committee to discuss the results
 - undertook several follow up studies to explore the results in greater depth.
- Used the NSSE Accreditation Resource Kit to include NSSE data in the UWL Self Study for NCA in 2006.
- As part of our 2007 OPID Conference Follow up Action Plan, a *First Year Student Success Interest Group* will use NSSE results to examine student success in the first year.

Follow up studies stimulated by NSSE results

- *Freshmen Focus Groups* to explore students' first year experiences.
- *Study of Faculty-Student Interaction*. Surveyed first semester freshmen about their interactions with faculty.
- *First Year Students' Study Skills*. Administered the LASSI (Learning & Study Skills Inventory) to a sample of first year students to determine patterns of academic skills.
- *Peer Tutoring Project*. Established a peer tutoring project in a first year student residence hall.
- *Faculty Survey of Student Engagement*. Participated in the pilot FSSE in 2003 and again in 2004.

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Submitted to the HLC January 2009

- *Longitudinal Analysis of NSSE.* NSSE provided us with a longitudinal analysis comparing results of students who took the NSSE as freshmen in 2000 and then again as seniors in 2003.
- *BCSSE pilot in 2005 in 2007.*

APPENDIX M

College of Business Administration Report to AACSB International

UNIVERSITY of WISCONSIN
LA CROSSE

January 14, 2008

Business Accreditation Committee Chair
AACSB International
777 South Harbour Island Boulevard, Suite 750
Tampa, FL 33602-5730 USA

Dear Chair:

In fall 2002 the College of Business Administration (CBA) successfully underwent a team accreditation visit review and our accreditation was reaffirmed. As detailed in the Team Visit Report of November 25, 2002, an update report was due by January 15, 2006 and this was filed on a timely basis. The response to that report asked for additional information by January 15, 2008. We were instructed to submit the report electronically to the Business Accreditation Committee Chair. (bac@aacsb.edu).

The purpose of the 2008 report was to provide information on the following areas:

1. Enhancement of the new Information Systems Department's faculty intellectual contributions portfolio.
2. Continued efforts by faculty to develop an integrated business education in the undergraduate curriculum for all students (Standard 15: Management of Curricula).
3. Faculty assessment of whether there is appropriate coverage of diversity issues in the core curriculum (Eligibility Procedure D: Diversity and Standard 15: Management of Curricula).
4. Inclusion of more input from various stakeholders, students, business community in the assessment process (Assurance of Learning Standards 15, 16, 18, 19)

Our update report is contained in this letter and the accompanying appendices.

Introduction

The College of Business Administration (CBA) is undergoing solid program and enrollment growth at both the undergraduate and graduate levels. High quality students continue to be attracted to the University of Wisconsin-La Crosse (UW-L) and to the CBA. UW-L has been ranked as No. 3 for public universities offering master's degrees among the Midwest universities in U.S. News & World Report's 2008 "America's Best Colleges" publication. Our undergraduate business program has grown in popularity. Undergraduate enrollments are up 12% from last year. The College enrollments now make up 21% of overall university undergraduate enrollments. In addition, the MBA program is experiencing growth through international relationships with universities in Taiwan, Poland, and China. The college is increasing the number of its faculty and instructors to meet student demand and is hiring replacement faculty for a growing number of retirements. The retirements have provided the opportunity to bring in new and fresh faculty to contribute to a current and vibrant curriculum. Although there are challenges in hiring terminally qualified faculty, the college is being successful in meeting this challenge.

High quality of faculty and programs are the hallmark of growth. Since 1999, the college has used EBI surveys as a component of our assessment procedures. As indicated by the graphs below, program effectiveness continues to grow not only in overall effectiveness but also in most of the key areas surveyed.

Figure 4: Overall Business Program Effectiveness

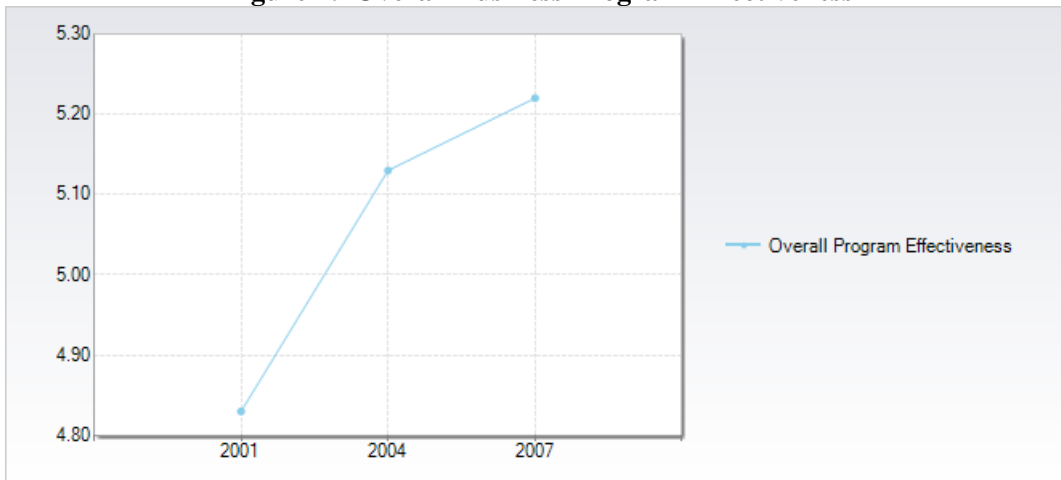
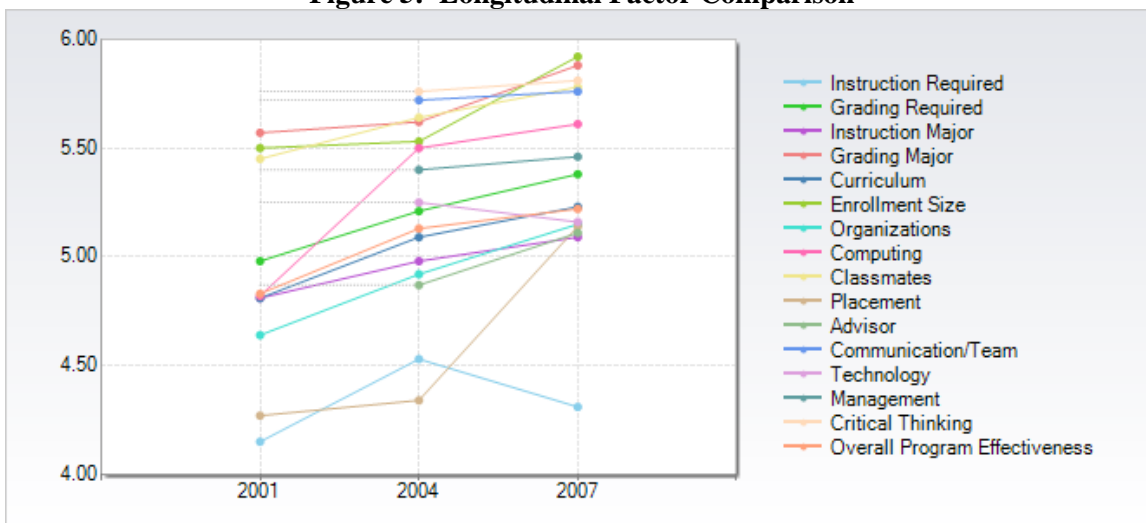


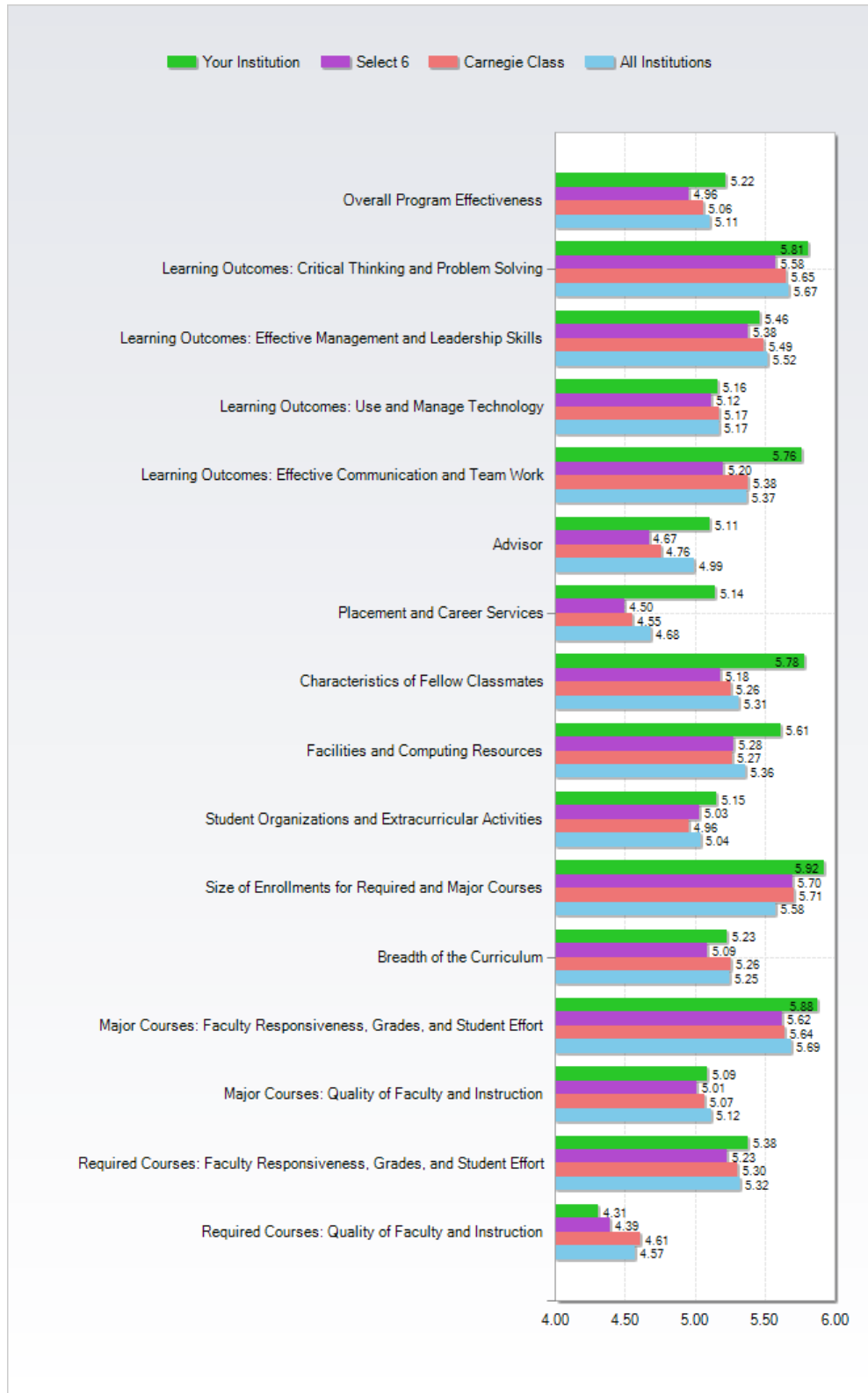
Figure 5: Longitudinal Factor Comparison



As indicated in Figure 3, external benchmark comparisons show that we are doing well when compared with other institutions.

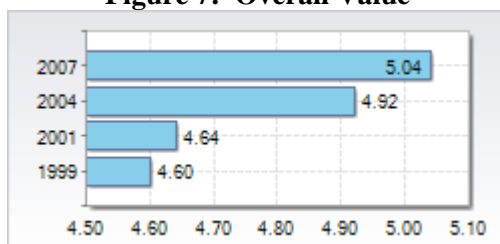
Figure 6: External Benchmark Comparisons

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Submitted to the HLC January 2009



A particularly pleasing assessment result indicates our students believe they are receiving very good overall value and rate of return on their investment in our education.

Figure 7: Overall Value



(Overall Value: Comparing the expense to the quality of education, rate the value of the investment made in the Undergraduate Business degree Scale: (1) Very poor, (2) Poor, (3) Fair, (4) Good, (5) Very good, (6) Excellent, (7) Exceptional)

Intellectual Contributions of I-S Faculty

Information Systems (I-S) was implemented in fall 1999 as a major within the College of Business Administration. In 2003, the I-S program overhauled its curriculum to coincide more closely with national model curricula developed by the Association for Information Systems (AIS). In 2006, the I-S major underwent an extensive program review by the UW-L Joint Program Review Committee. The committee consisted of members from the Provost’s office; the I-S department, and UW System Academic and Student Services, representing UW System Administration. The committee reviewed Information System’s self-study, the original authorization document and executive summary, and reports from two outside reviewers one of which was the accreditation report for the college. The Committee noted much strength in the program in spite of lower enrollments that have plagued I-S departments nationwide. The program made adjustments in light of changing resources, the national trends and regional needs. The most notable strength is the fact that the curriculum was based on the model I-S curriculum suggested by AIS. In addition, the assessment of the program included both direct and indirect assessment of student learning. The use of the I-S capstone course to refine and improve curriculum was a model use of assessment for continuous improvement.

The I-S Department consists of four terminally qualified faculty members. During the fall 2007 semester, the Department initiated a new tenure track search for an academically qualified, tenure track faculty member to replace Dr. Yang Park, who will be departing at the end of the Spring 2008 semester. Additionally, in December 2007, Dr. William Wehrs submitted his letter of retirement and will retire in July 2008. A search is currently underway with a strong pool of candidates. These vacancies present an opportunity to the department to bring in fresh and new faculty to contribute to curriculum development and enrich the scholarship base within the department.

The CBA objectives state that appropriate pedagogic, scholarly and service activities are instrumental in supporting the mission of the institution and that the CBA supports all forms of research. In support of this, the faculty adopted new “Scholarly Productivity Guidelines” in September 2003. Faculty can utilize many different avenues and combinations of activities to meet the scholarly productivity guidelines, which focus on discipline-based scholarship, contributions to practice, or learning and pedagogical research. However, the core of the guidelines is refereed publications. Table 1 provides an updated summary of Intellectual Contributions for the I-S Department. The number of intellectual contributions has increased significantly from 2002 which were five (5) peer reviewed journals and twenty-nine (29) other intellectual contributions.

Table 1: Updated Intellectual Contributions 2002-2007

| <u>Last</u> | <u>First</u> | <u>Rank/Degree</u> | <u>Tenured</u> | <u>PRJ*</u> | <u>OIC**</u> |
|-------------|--------------|--------------------|-------------------|-------------|--------------|
| Park | Yang-il | Assistant/PhD | No | 7 | 11 |
| Wehrs | William | Associate/PhD | Yes (Retiring) | 1 | 3 |
| Wen | Kuang | Full/PhD | Yes | 6 | 6 |
| Yang | Brian | Assistant/PhD | No | 8 | 9 |
| Total | | | | 22 | 29 |

*Peer Reviewed Journal ** Other Intellectual Contributions

Developing an Integrated Undergraduate Business Education Curriculum for All Students

The college obtained indirect assessment of achievement of integrated knowledge of business through senior exit surveys conducted in 2001-02 and again in 2004-05. The perception of graduating students in both survey years indicated they had indeed obtained this knowledge.

In the 2001-02 survey they indicated the usefulness of each of the core course requirements in helping to achieve that integration. The common core courses in accounting, marketing, finance, information systems and strategy received the highest scores for usefulness in reaching integration.

In 2004-05, the Dean’s Office conducted exit interviews with a random sample of graduating seniors. Included in the conversation with students was discussion of their perceptions of whether the business core courses lead to an integrated knowledge of business. Again, generally students were strongly in agreement on that issue.

Under the guidance of the college’s Undergraduate Curriculum Committee members, much discussion and research about achieving and assessing this learning outcome took place from 2004-2006. Faculty teaching the capstone core course administered an instrument in their classes in 2004-05 with mixed results.

Over the past six years, and after many hours of faculty meetings and discussion regarding definitions and proper assessment, the College’s Undergraduate Curriculum Committee recommended to the faculty that “achieving an integrated knowledge of business” be removed as one of our undergraduate curriculum goals or learning outcomes. Although the faculty recognized that the goal was laudable, they were unable to arrive at an agreed upon definition of “integrated knowledge” and, in spite of their assessment results, they were not successful in determining and deciding upon an appropriate model to assess its achievement.

Faculty Assessment of Coverage of Diversity Issues In the Core Curriculum

The College wide-learning outcomes reflect the college’s and the institution’s commitment to diversity. Appendix A provides a visual of the University Diversity initiatives including the CBA.

CBA Statement on Diversity

As is stated in the CBA Handbook, and in practice, we are committed to supporting diversity and equal opportunity in education, services, and administration. Diversity of students, faculty, and curriculum enhance the ability of the college to accomplish its academic mission. It enriches the educational experience and the scholarly environment, preparing students to participate in an increasingly complex and multi-cultural society. Ways in which the diversity can enrich education include providing a curriculum that instills in students a greater willingness to consider a wide range of ideas, attitudes, and

behaviors different from their own and providing them with perspectives that will help them to understand and function in an integrated and diverse world.

Specific Diversity College Learning Goals

The College curriculum learning goals reflect CBA's perspective on diversity. The CBA's undergraduate curriculum objectives specify four curriculum goals: effective communication skills, behavioral skills, mastery of the major and problem solving skills. Three "enablers" cut across all goal areas: global awareness, technology and practical experience. Specific objectives, aimed at providing students with the necessary knowledge and skills to function in a diverse world are incorporated into the learning objectives as follows:

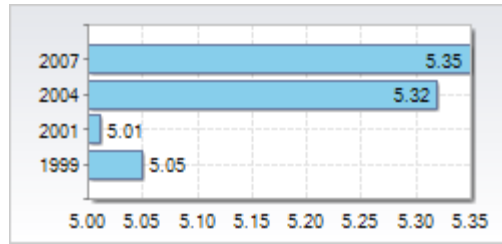
- Curriculum Goal: Effective Communication Skills
 - Diversity Related Learning Goal: Global Awareness: To enable our graduates to communicate with sensitivity to cultural differences, national prejudices and geographic boundaries.
 - Objectives:
 - be able to understand how to communicate in other cultures.
- Curriculum Goal: Behavioral Skills
 - Diversity Related Learning Goal: Global Awareness: To familiarize our graduates with individual behavior, group behavior, cultural norms and diversity, values and ethics and their interaction in a multi-cultural setting to improve organizational effectiveness.
 - Diversity Related Learning Goal: Practical Experience: To provide our graduates with opportunities to develop interpersonal skills, leadership skills, organizational and team-building skills to arrive at decisions based on consensus.
 - Objectives:
 - understand the role of cultural diversity in domestic and global business and be able and willing to interact with culturally and intellectually diverse people.
 - understand the impact of legal, ethical and ecological issues in business decision-making.
 - understand the concept of social responsibility and be able to act ethically and with integrity, both individually and as a member of societal and business organizations.
 - be able to function effectively as a member of a team by understanding group dynamics and the value of negotiation, keeping an open mind, and compromise in successful teamwork.
 - be able to serve as effective team leaders who can provide vision, inspiration and motivation so that the team allocates work equitably while completing projects on time.

College Wide Assessments of Diversity Components

As indicated above, the diversity learning objectives attempt to provide students with the knowledge, skills, and perspectives to work and live in a multicultural world as socially responsible citizens. The EBI survey of undergraduate seniors was used as one method of assessing the real world, multi-cultural, and socially responsible skills. Representative measures over an eight year period show continuous improvement as follows:

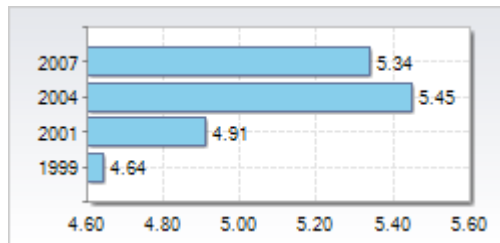
Satisfaction with: Business curriculum instructors presenting a global perspective

Scale: (1) Very dissatisfied, (2) Moderately dissatisfied, (3) Slightly dissatisfied, (4) Neutral, (5) Slightly satisfied, (6) Moderately satisfied, (7) Very satisfied, Not applicable



Satisfaction with: Required course instructors relating concepts to the real world

Scale: (1) Very dissatisfied, (2) Moderately dissatisfied, (3) Slightly dissatisfied, (4) Neutral, (5) Slightly satisfied, (6) Moderately satisfied, (7) Very satisfied, Not applicable

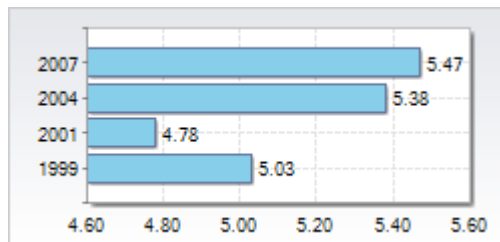


As was mentioned, ethics and social responsibility are considered part of the diversity components in our learning objectives. In the spring 2006, the faculty Undergraduate Curriculum Committee surveyed core courses within the undergraduate curriculum as to the extent of ethics coverage. The survey inquired as to the types of materials utilized, the number of hours spent in classroom discussion, specific course learning objectives related to ethics, and how these learning objectives are assessed. Faculty reported twenty-nine courses as containing ethics components. These courses included the entire core and many key electives. Fourteen of the twenty courses indicated they assess their ethics learning objectives.

In addition to the survey completed by the UCC, the EBI surveys are used to assess student perceptions of coverage of the social responsibility and ethical issues in the curriculum. The graphs below present longitudinal data as the coverage.

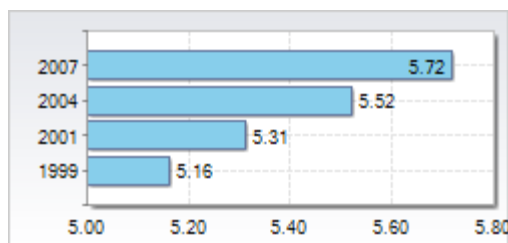
Satisfaction with: Business curriculum instructors presenting social responsibility issues

Scale: (1) Very dissatisfied, (2) Moderately dissatisfied, (3) Slightly dissatisfied, (4) Neutral, (5) Slightly satisfied, (6) Moderately satisfied, (7) Very satisfied, Not applicable



Satisfaction with: Business curriculum instructors presenting ethical issues

Scale: (1) Very dissatisfied, (2) Moderately dissatisfied, (3) Slightly dissatisfied, (4) Neutral, (5) Slightly satisfied, (6) Moderately satisfied, (7) Very satisfied, Not applicable



In addition to the improved progress shown on the graphs, the college ranked first in the select six comparisons on the 2007 EBI survey.

NSSE Diversity Assessment

Another method of assessing diversity in the core is the use of the National Survey of Student Engagement (NSSE). NSSE obtains, on an annual basis, information from hundreds of four-year colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development. Survey items on NSSE represent empirically confirmed "good practices" in undergraduate education. Since 2003, the university has been using the survey to assess all students, including business students, on whether the curriculum provides diverse perspectives. The overall results are stated in the following Table.

Table 2: NSSE Respondents (Spring 2003, 2004, and 2006) Indicating if They Thought the Curriculum at UW-L (i.e., Classes/Assignments) Provided Diverse Perspectives

| | African American | Hispanic | Native American | Asian / Pacific Islander | All Others |
|---|------------------|-------------|-----------------|--------------------------|------------|
| Total Responding "often" & "very often" | 14 | 19 | 7 | 56 | 2070 |
| "often" & "very often" Share | 0.6% | 0.9% | 0.3% | 2.6% | 95.6% |
| Total Responding | 21 | 52 | 21 | 105 | 3757 |
| Total Share | 0.5% | 1.3% | 0.5% | 2.7% | 95.0% |
| Equity Indicator ("often" & "very often" / Total Share) | 1.22 | 0.67 | 0.61 | 0.97 | 1.01 |

In addition to the overall results reported above, CBA students were asked more specific NSSE questions related to diversity. These questions related to academic and intellectual experiences, educational and personal growth, and institutional environment. These questions were:

- Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
- Had serious conversations with students of a different race or ethnicity than your own
- Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Understanding people of other racial and ethnic backgrounds

Reponses from CBA students were compared with responses from other students in the university, University of Wisconsin System, and Carnegie Peers. As seen in Table 3 below, CBA students responded similarly to slightly below students from other institutions.

Table 3: NSSE Comparison of Student Reponses for 2006

| | | CBA | UW La Crosse | UW System | | Carnegie Peers | | |
|--|---|-----|--------------|-----------|------|----------------|------|---------------|
| Academic and Intellectual Experiences | | | | | | | | |
| <i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i> | | | | | | | | |
| e. | Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments | FY | 2.63 | 2.76 | 2.62 | ** | .17 | 2.76 |
| | | SR | 2.68 | 2.64 | 2.74 | * | -.12 | 2.82 *** -.19 |
| u. | Had serious conversations with students of a different race or ethnicity than your own | FY | 2.19 | 2.26 | 2.17 | | | 2.53 *** -.26 |
| | | SR | 2.27 | 2.29 | 2.30 | | | 2.63 *** -.34 |
| v. | Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values | FY | 2.56 | 2.59 | 2.55 | | | 2.64 |
| | | SR | 2.56 | 2.62 | 2.61 | | | 2.68 |
| Institutional Environment | | | | | | | | |
| <i>To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much</i> | | | | | | | | |
| c. | Encouraging contact among students from different economic, social, and racial or ethnic | FY | 2.50 | 2.46 | 2.44 | | | 2.53 |
| | | SR | 2.19 | 2.15 | 2.29 | ** | -.15 | 2.41 *** -.26 |
| Educational and Personal Growth | | | | | | | | |
| <i>and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i> | | | | | | | | |
| i. | Understanding people of other racial and ethnic backgrounds | FY | 2.40 | 2.59 | 2.44 | ** | .16 | 2.57 |
| | | SR | 2.49 | 2.49 | 2.49 | | | 2.59 |
| | Number of respondents | FY | 126 | 974 | 5283 | | | 34918 |
| | | SR | 131 | 846 | 5230 | | | 37724 |

As seen in Table 4 below, the responses from CBA freshmen and seniors were compared in 2004, 2004, and 2006. The means indicate some improvement from 2003 to 2006. However, comparisons of the means between freshmen and seniors each year indicate minimal improvement.

Table 4: Longitudinal Comparison of NSSE Diversity Responses

| NSSE | | 2006 | 2004 | 2003 |
|---|-------|------|------|------|
| | | CBA | CBA | CBA |
| Questions | Class | Mean | Mean | Mean |
| Academic and Intellectual Experiences | | | | |
| Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments | FY | 2.63 | 2.45 | 2.35 |
| | SR | 2.68 | 2.77 | 2.51 |
| Had serious conversations with students of a different race or ethnicity than your own | FY | 2.19 | 2.02 | 2.05 |
| | SR | 2.27 | 2.32 | 2.37 |
| Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values | FY | 2.56 | 2.50 | 2.36 |
| | SR | 2.56 | 2.46 | 2.65 |
| Institutional Environment | | | | |
| Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | FY | 2.50 | 2.33 | 2.17 |
| | SR | 2.19 | 2.14 | 2.02 |
| Educational and Personal Growth | | | | |
| Understanding people of other racial and ethnic backgrounds | FY | 2.40 | 2.48 | 2.24 |
| | SR | 2.49 | 2.39 | 2.24 |
| Number of respondents | FY | 126 | 58 | 130 |
| | SR | 131 | 57 | 113 |

Changes and Initiatives Resulting From Assessment

As a result of the NSSE and periodic assessments and analysis, the CBA developed a variety of initiatives and ongoing efforts to establish a climate in and out of the classroom that supports diversity, engages students and staff in a more diverse educational experience, and supports curriculum transformation and integration related to diversity and multiculturalism. These efforts and initiatives help faculty and staff support diverse learners.

Periodic planning in departments. A statement has been added to the CBA Handbook that charges Department Chairpersons to encourage faculty to examine courses for integrating racial and ethnic diversity into teaching curricula during periodical planning statements.

Faculty mentoring program. In 2001, the CBA began its faculty mentoring program for freshmen business students of color. The college was the first (and remain the only) college/school on campus to create this program which was mandated by the university’s Joint Minority Affairs Committee in 2000.

Multicultural lunch workshops. In 2004, the CBA began its first annual multicultural lunch workshops. This is an opportunity for all business faculty and staff to learn more about cultural issues for various ethnic groups and how these issues may affect the educational and university experience for students and

staff of color. The costs are covered by small grants from the university Affirmative Action and Diversity office.

Diversity and Curriculum Infusion seminars. In the falls of 2005 and 2006 and in January 2008, the CBA sponsored diversity and curriculum infusion seminars for all faculty as steps in working toward formally and systematically integrating racial and ethnic diversity into teaching. Costs for these seminars were covered by professional development grants and the CBA.

Student recruitment. Diversity in the classroom aids our students to function in a diverse workplace. Monthly, throughout the student recruitment period, the CBA sends personal letters to students who have been identified as diversity students who are interested in applying for admission at the university. In addition, some CBA departments emphasize diversity in recruiting students into majors. For example, the Information Systems Department obtained a university grant in 2006 and created a video aimed to specifically recruit women and minority students into that discipline.

Faculty recruitment. In fall 2006, the CBA hosted a “recruiting for diversity” workshop for department chairs, and search and screen committee chairs, to not only learn more about how to recruit faculty and staff of color in particular, but also to obtain a more diverse applicant pool. Our faculty recruitment efforts have been successful in attracting a diverse pool of candidates.

Participation in university initiatives. Staff in the college are active members, representatives and consultants on a number of university committees, councils and initiatives related to diversity issues, including gender, race, disability, and climate. These staff report on issues to the CBA members, disseminate information for use in the office and classroom (disability accommodation, mentoring, recruitment and retention of underrepresented groups of students and staff) and coordinate seminars, workshops, seminars, etc.

Curriculum assessment. As was previously stated, the CBA’s Undergraduate Curriculum Committee (UCC) assessed coverage of ethics and social responsibility in 2006. This academic year (2007-08) faculty members of the CBA’s UCC are conducting a formal assessment of the core curriculum for coverage of diversity issues. The expectation was to have their report completed by the end of the fall semester. However, their work is not completed and the report deadline has been changed to the end of the spring 2008 semester.

Input From Stakeholders in the Assessment Process

The CBA has long solicited input from various constituents to help guide curriculum and program development. This input includes students, the business community, faculty, alumni, and employers. Below are some examples for each group:

CBA Board of Advisors. The CBA’s Board of Advisors consists of thirty-five members of the business community. Members represent a variety of businesses including businesses outside the region. The Board of Advisors provides advice and guidance in a variety of matters including evaluation of our mission and learning objectives. In fall 2005, the Board provided analysis and input into the assessment of the CBA mission statement. In the fall 2007, the Board of Advisors met, reviewed, and provided input as to the relevance of the CBA curriculum goals and learning objectives.

International Board of Advisors. In 2005, an International Board of Advisors was formed. The Board consisted of twelve representatives from regional businesses engaged internationally. The purpose of the board was to provide input into the needs of the regional businesses for services and also to provide input

into the skills needed by our students. The committee met twice a year from 2005-2007. Several roundtables were also held during this period.

Student Advisory Committee. The CBA Student Advisory Committee (SAC) consists of student representatives from each of the CBA academic departments and student organizations. SAC was used in assessing and evaluating our mission statement in 2005 and our learning objectives in 2007. This year it has been actively working with the college in re-evaluating our curriculum goals and learning objectives.

Student involvement through surveys. Students also provide input through several assessment processes conducted by the Dean's office and Career Services. These processes include: Undergraduate Satisfaction Survey-Exit Survey (Dean's Office); Post-Graduation Employment Survey (Career Services); Undergraduate Survey- Satisfaction with Course Scheduling, Availability & Size (Dean's Office); and Undergraduate Student and Faculty Academic Advising Survey (Dean's Office).

Employers. Input from employers is accomplished through a variety of mechanisms. During career fairs, recruiters are contacted regarding the performance of business students they have hired and what are the present and future needs and skills of students. In addition, some departments are involved with extensive and direct contact with employers. For example, the Department of Accountancy (DOA) has a very active internship program. The DOA internship coordinator and a Career Services representative visit as many of the internship sites as physically possible each spring. Because many sites have multiple placements, visiting a dozen sites in Madison, Milwaukee, Minneapolis, and La Crosse provides a good picture of the market. These site visits allow the DOA and Career Services to keep their finger on the pulse of the market for internship and career placement, trends in the profession, and skills required to make our graduates successful. Each visit includes time with the internship candidate alone, the supervisor and the candidate, and, time permitting, the supervisor. These meetings allow the identification of occasional problems and provide feedback to the DOA and Career Services.

Faculty. Faculty provide input through a variety of mechanisms including assessment results in individual courses and assessment results in departments. Departments report their results in Biennial Assessment Reports. In addition, faculty give input and analysis as part of the committee structure within the college. For example, the Undergraduate Curriculum Committee assessed coverage of ethics in the curriculum and is studying the diversity component. The International Business Advisory Committee assessed the study abroad, language, and area studies requirements for the International Business major. The Graduate Committee evaluated the worth of the team taught courses, evaluated and changed the MBA learning objectives, and evaluated the BUS 790 assessment course for the MBA program.

Educational Benchmarking Surveys. The College has been using EBI surveys as a form of assessment since 1999. The following EBI surveys have been used: Undergraduate Business Alumni Survey; Undergraduate Business Exit Survey; and MBA Alumni Study. We continue to use Educational Benchmarking Institute to survey our seniors and alumni. The results in 2004 graduating senior survey were positive for all the factors measured, and we ranked first or second in all but one of them in comparison to our "select six" institutions. This was also true in the 2007 survey. (See Appendix B for a summary).

In our 2007 EBI results we happily noted that satisfaction with our Career Services increased from 2004. This improvement of placement and career services may be attributed to interactions of the CBA staff and Career Services, at a centralized office at UW-L. Unfortunately, Career Services staff have advised us about the difficulty of continuing the one-on-one staff and student meetings that have been so important to satisfying our students. To help deal with this issue, this year we are piloting an experimental, one-

credit course designed by CBA administration and Career Services staff which is aimed to aid students in preparing for and exploring career choices.

An area of concern with the 2007 EBI senior survey was a reduction in the satisfaction of “quality of faculty and instruction in required courses” and other individual questions on required courses. The CBA has charged the Undergraduate Curriculum Committee to examine these responses and to report its findings on the core curriculum in the spring of 2008.

Review of effectiveness of assessment activities. The CBA uses a variety of mechanisms to review the different assessment activities within the college. For example, the MBA director and the CBA Graduate Curriculum Committee review the assessment results that are derived from the MBA one-credit assessment course. In addition, information is disseminated to faculty through different mechanisms including workshops convened to discuss the assessment procedures and results. The CBA Undergraduate Curriculum Committee was charged with developing, implementing, and reviewing the assessment activities for the integrated knowledge of the business learning goal. This resulted in the decision to eliminate integrated knowledge as a specific learning goal. The assessment activities for each undergraduate academic program are reviewed within the department through mechanisms such as departmental assessment committees and/or general department meetings. The Dean’s office also reviews the biennial assessment reports. College wide assessment results through mechanisms such as the EBI surveys are reviewed by each department and the dean’s office. Summary presentations of the results are presented at college-wide faculty meetings. The faculty members and departments make adjustments mandated from issues identified in the various assessment activity results.

If you should have any questions regarding this interim report, please do not hesitate in contacting me.

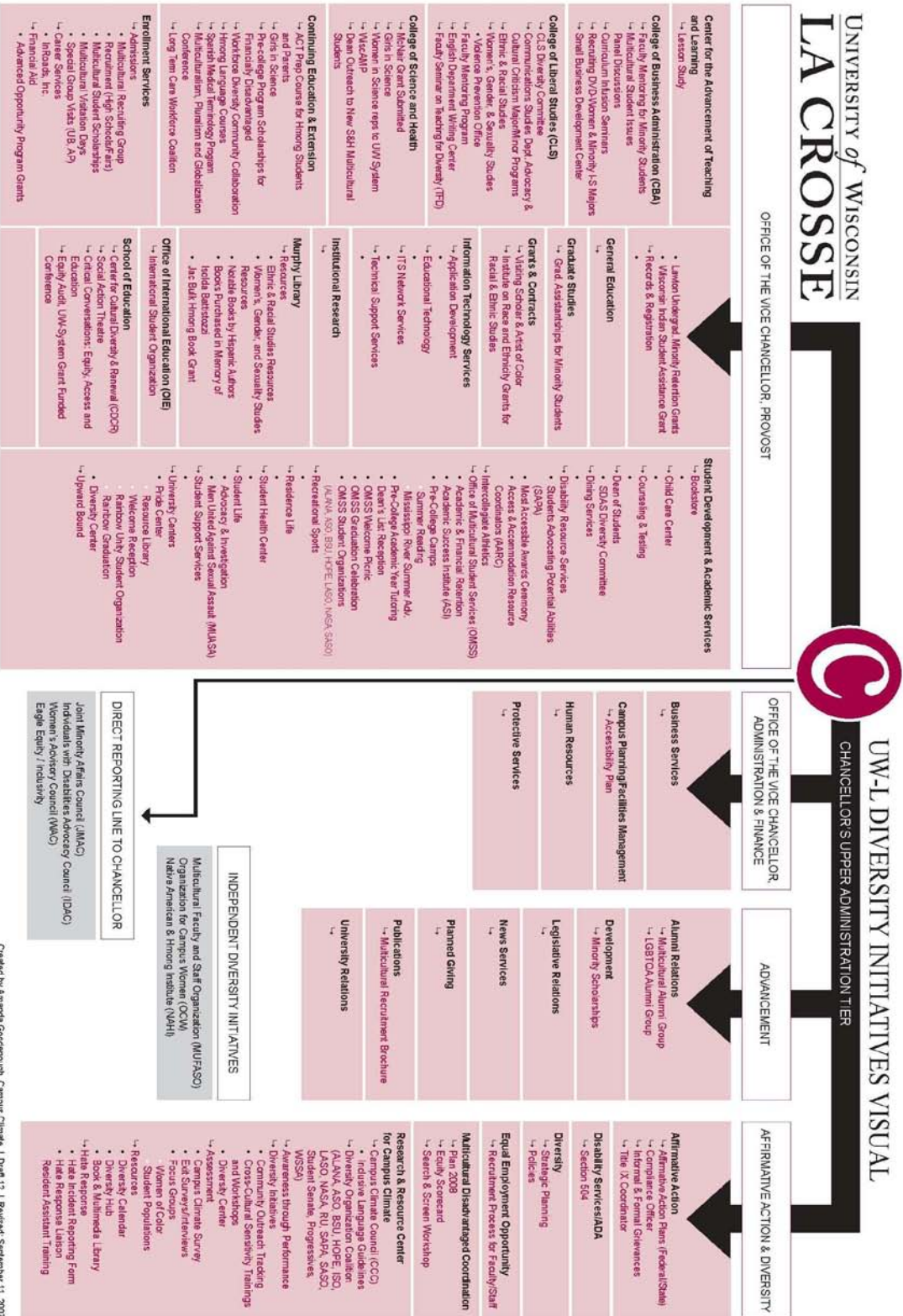
Sincerely,



Bruce E. May
Interim Dean

Encl: Appendix A
Appendix B

Appendix A



Appendix B

EBI 2006-07 SENIOR SURVEY DETAILED ANALYSIS 8/1/07

I encourage you to do your own analysis but here is how I see the EBI results

- Longitudinal changes were generally positive but very small.
- Placement and Career Services was the positive exception.
- The CBA finished first or second in the select six in 15 of 16 factors
- Core curriculum is a concern longitudinally and comparatively. Next steps?
- Overall program effectiveness: 1/8, 13/42, 47/150, up from '01 and '04

The Executive Summary has been provided to all faculty and staff.

EBI BACKGROUND

About every three years (1999, 2001, 2004, 2007) the CBA gives the EBI exit survey to graduating seniors. The EBI survey is currently entirely objective questions with 13 categorical questions (mostly demographics) and 66 scaled questions. The scaled questions are all on a seven-point scale. We could have added up to 10 questions but chose not to. The EBI survey allows comparisons with a select six schools that we choose, schools our Carnegie classification, all schools and longitudinal comparisons with our earlier surveys. EBI currently divides most of the scaled questions into sixteen factors (see Table 1). The factor score is just the average of the two to six questions in the factor. The new technology allows cross-tabulations between questions.

We have the results for the students enrolled in the summer, fall, and spring 449 classes. In 2007 students were contacted by email and respond to the survey electronically. In previous years it was distributed by faculty members. For the summer and fall there were 116 responses or about an 82% response rate. There were 136 responses out of 187 in the spring or 73%. We have a good sampling of the students in 449 and can conclude that the online survey is representative of our graduating seniors.

The CBA is allowed to pick six schools that are conducting the survey in the same year for comparison purposes. These schools are referred to as the select six and are Central Michigan, Northern Iowa, Grand Valley State, UW-River Falls, Minnesota State-Mankato, and Western Michigan. The select six is strictly confidential and cannot be identified in any external communication. The Carnegie Classification for UW-L is larger programs of Master's Colleges and Universities. The list of schools in our Carnegie classification is in an appendix.

One unusual part of the report is that EBI treats the class average as an observation. Thus, there are eight items in the select six: UW-L, the select six, and the average of the select six. Obviously the CBA needs to consider these responses in the light of other evidence. Some is already available in the EBI data bank while other evidence will be gathered elsewhere.

ANALYSIS OF TEACHING IN REQUIRED COURSES

Factor 1 is "Required Courses: the Quality of Faculty and Instruction." Required courses are defined as what we call Core Courses in the CBA. All the evidence from EBI suggests that our core courses are the weakest point in our portfolio. See Table 2 for longitudinal comparisons of factor means. The factor is made up of two questions: Quality of teaching in your required courses and Quality of feedback on assignments (other than grades) received from instructors in required courses. Both questions are down from 2004 and 2001. Our factor mean is the only one below the select six mean. These results do not vary much by major or academic record. Factor 1 is the lowest mean for every grade classification. It is the first or second lowest for every major in the CBA.

Factor 1 does not include the responses to the individual courses in the core curriculum. Questions 18-29 cover satisfaction on the quality of teaching in required subject matter: ACC, policy, business law, economics, FIN, HR, I-S, I-B, Management/OB, MKT, operations, and statistics. Table 3 shows the results. Seven of the twelve are under the select six mean for that area and five are 0.20 or more below the select six averages. In fact question 14, from factor 1, and these five observations are the only observations where UW-L is more that 0.10 below the select six mean.

One possibility is that the stronger students had a very different outlook than all students. One way to evaluate that is to compare the responses of the students with a GPA of 3.75 or over to all students. Just over ten percent of the respondents (29 of 253) reported their GPA as 3.75 or over. Between 24 and 28 of such individuals responded to all the questions below.

TABLE X
EBI RESPONSES FOR CORE COURSES

| | <u>GPA</u> <u>≥3.75</u> | <u>All</u> | <u>Diff</u> | <u>Select Six</u> <u>Rank</u> |
|---------|----------------------------|------------|-------------|----------------------------------|
| ACC | 5.81 | 5.08 | 0.73 | 2 |
| FIN | 6.21 | 5.43 | 0.78 | 1 |
| I-S | 4.00 | 4.22 | (0.22) | 7 |
| OPS | 3.40 | 4.57 | (1.17) | 6 |
| B-Law | 5.39 | 4.92 | 0.47 | 7 |
| B-Strat | 5.29 | 5.14 | 0.15 | 5 |
| ECO | 5.68 | 5.08 | 0.60 | 4 |
| Stat | 5.54 | 5.03 | 0.51 | 2 |
| MKT | 5.71 | 5.79 | (0.08) | 1 |
| MGT/OB | 4.46 | 5.00 | (0.54) | 5 |

HR and I-B were left out because they don't relate directly to one or two courses in our core. Probably for that reason, HR (174) and I-B (145) also had much lower response rates than the other ten.

The results provide no succor for I-S, MGT/OB, and especially operations. B-Law, ECO, and Stat look better. ACC and FIN responses look substantially better but might be biased upwards because 72 percent of the high GPA students report ACC or FIN as a first major. Strategy and MKT are pretty much the same.

Recommendation: The CBA UCC review the core as a whole including departmental responses and personal interviews and report to the dean by April 1, 2008. I-S, Operations, HR, and business law should be directly addressed.

ANALYSIS OF FACTOR 10: PLACEMENT AND CAREER SERVICES

The results on Factor 10, Placement and Career Services, were very positive. Relatively speaking, it was our best of the sixteen factors by select six rank (tie), difference with select six mean, Carnegie Classification rank, and difference with Carnegie Classification mean. It was second best for all institutions rank (by one) and difference between all institutions mean (by 0.01). Factor 10 also had the biggest increase in mean since 2004. The question, "Assistance in the preparation for permanent job search" produced the biggest differences between the UW-L mean and the select six mean (1.14), Carnegie Classification mean (0.88), and all institution mean (0.80) for any question.

There is reason to believe that the CBA can build on this momentum. There is considerable variation among majors and a high variance. If the CBA can find the support to bring information to students on a

timely basis we can continue to improve. The professional development (PD) at the junior level would be a systematic process. Eau Claire and Oshkosh have recently added such programs. Whitewater has long had one. The CBA should have an optional program in the spring of 2008.

ANALYSIS: OTHER LONGITUDINAL

Table 1 list the sixteen mean factor scores. Table 2 identifies the factors. Overall the evidence is positive without absolving us of all sin. Fourteen of the sixteen factors trended up. On the other hand, most of the changes are of a small amount. Specifically fourteen of the sixteen factors change by less than a quarter of a point.

Besides factor 10 above, the other change over a quarter of a point is the improved perception on the size of classes (factor 6). This change reflects the reality that overall CBA enrollments are down from earlier. To be precise, there were more CBA seniors in 2004 than 2007 and many more CBA students in 2003 versus 2006 and 2002 versus 2005. So the students and faculty should agree on this result.

Besides the mean, the other data point of interest is the standard deviation (SD), especially on the advising factor. The SD for advising is by far the largest of all the factors suggesting that lots of students are getting good advising but some students are not. The large SD in Career Placement suggests a similar pattern. Is there a way to miss fewer of these students?

In looking at the questions with the highest mean responses, there wasn't much change from the previous survey. One piece of good news is that the top five mean scores in 2007 survey are higher than the highest score in 2004. Almost all of the responses with high means in 2004 had high means in 2007. All of the top ten questions in 2007 were in the top fourteen in 2004.

On the questions with lower individual means in 2004, the questions about career services went up in mean or ranking substantially as discussed earlier.

The remaining bottom ten suggest three areas for improvement

1. Core Courses (I-S, feedback, required, OPS, HR, Law, I-B)
2. Practical Experiences (interaction, access to alumni)
3. Advisors (interest)

Core courses are covered above.

In addition, I think we should consider advising and practical experience. We tout practical experience in our learning (outcomes, objectives?) but we don't seem to be reaching our goals. We should also look at the select six and Carnegie comparisons because there does seem to be some systematic differences.

ANALYSIS: EXTERNAL BENCHMARK COMPARISONS

There are three possible external comparisons: select six, Carnegie Classification, and all institutions. The schools in the select six and our Carnegie Classification are indicated the comparisons appendix. The select six should be the emphasis of comparison as they are the schools most similar to UW-L. The criteria was public, not urban, Midwestern schools with AACSB accreditation, and the same Carnegie classification. Schools in previous UW-L select sixes were given preference. It was not possible to meet all criteria from the available choices. All six are AACSB accredited. All six are Midwestern. None are truly urban environment. AACSB lists River Falls as Masters I but not EBI. Both agree that Central and Western Michigan are Doctorial. The select six isn't perfect but it looks to be a much better match than the Carnegie classification. The level of competition of the 2007 list seems similar to 2004.

The concerns over Factor 1 have been discussed in depth above. In all other factors UW-L is first (eight) or second (seven). In overall program effectiveness, factor 16, the CBA was first in the select six, 13th (of 42) in the Carnegie, and 47th (of 150) overall. One of the questions was, “How inclined are you to recommend your Undergraduate Business program to a close friend?” Zero percent answered 1 (not at all) or 2. Other than confirming the concerns on factor one, the benchmarks leave us with a warm fuzzy feeling but not much else. That is, there is lots of room for improvement but, relatively, the CBA looks in good shape.

APPENDIX N

Equity Scorecard Final Report

UNIVERSITY OF WISCONSIN SYSTEM

Equity Scorecard Project

*A Collaborative Action Research Project with the
University of Wisconsin System Office of Academic Diversity and Development
and the
USC Center for Urban Education*

*Funded by
The University of Wisconsin System*



Report to the Chancellor Submitted by the University of Wisconsin-La Crosse Equity Scorecard Team

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December 2005 – October 2007

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Section I: Introduction

The importance of diversity in higher education is driven by a number of factors, including persistent inequities, shifting demographics, workforce imperatives, and legal imperatives. The under-representation and the persistent achievement gap for students of color in the University of Wisconsin System (UWS) demand strategic action that will result in equity and education for all. Greater access to all UWS institutions for Wisconsin students, especially students of color and disadvantaged students, is and must remain high on the UWS's educational agenda.

With the proportion of Wisconsin high school graduates of color projected to increase as the total number of graduates decreases, the UWS developed strategic plans to articulate its institutional values for diversity. *Plan 2008* is the second 10-year System-wide plan designed to increase both the number of U.S. students of color and improve the academic outcomes of U.S. students of color. *Plan 2008* is consistent with the University of Wisconsin-La Crosse's (UW-L) institutional values as articulated throughout our strategic planning document, *Building our Academic Community of Learning and Inquiry*, which was approved by Chancellor Doug Hastad in 2004.

History of EqS Development at UW-La Crosse

In the fall of 2004, UW-L's Joint Minority Affairs Council (JMAC) met weekly to complete the drafting of *Phase II of Plan 2008*. Members of JMAC attended the UWS sponsored conference, *Reflections on Best Practices: Closing the Gap*. From this conference, the members of JMAC heard about the Equity Scorecard Project as presented by Dr. Estela Mara Bensimon. After the presentation, JMAC, under the leadership of Dr. Enilda Delgado and Dr. Roger Haro, completed an equity scorecard focused on student enrollment at UW-L relative to the larger Wisconsin population and enrollment in each of UW-L's four colleges during the spring of 2005.

The actions of the Drs. Delgado and Haro led the UWS in introducing a pilot Equity Scorecard project in Fall 2005 to be conducted in collaboration with Dr. Bensimon and her colleagues from the Center for Urban Education (CUE) at the University of Southern California. Five four year UWS campuses volunteered to participate in the pilot project: University of Wisconsin-Whitewater, University of Wisconsin-Parkside, University of Wisconsin-Oshkosh, University of Wisconsin-Milwaukee, and University of Wisconsin-La Crosse. The thirteen 2-year University of Wisconsin Colleges are also participating in the pilot.

The Equity Scorecard (EqS) project is an 18-month pilot study that aims to assess progress toward the diversity goals stated in *Plan 2008* at the pilot institutions. The EqS process emphasizes the use of data in achieving goals. Existing data, disaggregated by ethnicity, was compiled and used to evaluate equity throughout the campus community. The purpose of the project is to identify where equity gaps exist and to understand the problems and obstacles that face the campus in bridging those gaps. Input and observations from the campus and the broader community was sought throughout the process to garner insights from multiple points of view.

Consistent with UW La Crosse *Plan 2008*, UW-L's Equity Scorecard Project addresses issues related to the following historically underrepresented racial/ethnic (synonymous to "minority") populations: African American, Native American, Hispanic/Latino(a) and Asian American (with an emphasis on Southeast Asian). These groups are often referred to as the "underrepresented populations" in this document

The purpose of this report is to describe the activities and findings of the University of Wisconsin-La Crosse's EqS campus evidence team. This report describes the formation of UWL's EqS campus evidence team and sets the institutional context at the time the EqS was created. The four primary EqS perspectives, Access, Retention, Excellence, and Institutional Receptivity, are reviewed and discussed. Data outcomes included in each perspective report are measured through "vital signs." The vital signs are organized sets of data serving as starting points from which to measure the status of equity for a given perspective. After discussing vital signs used to measure equity in academic pathways, we highlight significant gaps in performance that the vital signs revealed. The narrative of gaps is accompanied by charts and graphs, illustrating areas the team identified as needing further investigation. The report concludes with the team members' initial recommendations for future action.

Goals and Background of the University of Wisconsin Equity Scorecard Project*

**This section is largely reproduced from the University of Southern California's Center for Urban Education report.*

Higher education decision makers traditionally have favored interventions that look to *change the student* so that they are better able to adapt to the processes and structures that govern postsecondary institutions. The *Equity Scorecard* project (Bensimon, 2004) developed by researchers at the University of Southern California's Center for Urban Education seeks to reframe the discussion from *student responsibility* to *institutional accountability* and place the processes of higher education center-stage to bring about change at the institutional level. This is accomplished through the in-depth examination of existing institutional data, disaggregated by race and ethnicity. The purpose of such an examination is to investigate the effectiveness of individual institutions in promoting equity and excellence in the educational outcomes of historically underrepresented students.

The key principle of the *Equity Scorecard* project is that individuals at all levels of leadership, responsibility, and power are the ones who can illicit change and bring about equitable educational outcomes. The capacity of individuals to become agents of change can be facilitated by engagement in a collaborative process. This principle is implemented by the formation of teams of *practitioner-researchers* who convene on a regular basis to examine data on student outcomes and develop a scorecard that represents the "state of equity" for their campus. These teams are comprised of faculty, administrators and students who come together to critically examine and discuss collected data in order to reach a measure of understanding about what leads inequities to persist on their campuses. Participants in the *Equity Scorecard* teams enable various members of the college community to transform raw data (usually seen only by institutional researchers and stored in obscure reports) into simplified, yet compelling "stories"

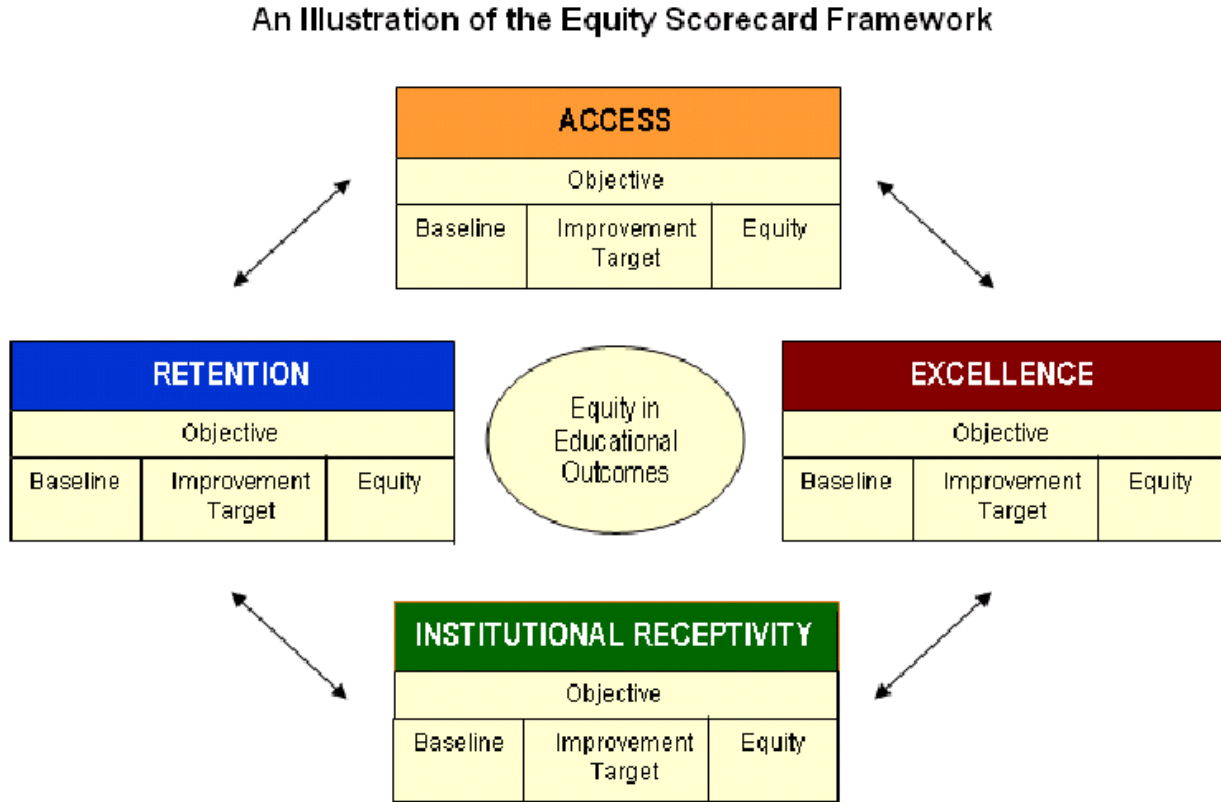
that are accessible to a wider audience. Organizational learning occurs when new knowledge is constructed by *Equity Scorecard* team members and is used to induce institutional change for the improvement of educational outcomes for underrepresented student groups.

Equity Scorecard team members begin by analyzing available data, disaggregated by race and ethnicity, across four perspectives: access, retention, excellence, and institutional receptivity. The initial analysis of the data leads *Equity Scorecard* team members to question and focus on specific educational outcomes by student groups for further analysis. These questions in turn become the goals and indicators by which institutional effectiveness will be evaluated by the *Equity Scorecard* team. The result is the creation of an “Equity Scorecard,” a self-assessment framework that evaluates the current status of equity within the institution. The scorecard highlights areas in need for further attention and establishes performance goals in the four perspectives as a means to attain equity.

The Equity Scorecard Framework

The Scorecard is a “living” accountability framework that needs to be monitored to assess to what extent inequalities are being eliminated for four perspectives. The Equity Scorecard contains a set of indicators that provides an institution’s leadership with a comprehensive view of how well historically underrepresented students are performing. As such, an institution’s Equity Scorecard should be modified and updated on a routine basis. Four perspectives make up the structure of the Scorecard (see Figure 1):

Figure 1. Equity Scorecard Framework



Access Perspective: This perspective refers to programs and resources that can significantly improve life opportunities for underserved students.

Retention Perspective: This perspective refers to continued attendance from one year to the next and/or to completion of degrees. Retention can also refer to continued progress toward degrees in competitive majors.

Excellence Perspective: While measures of retention may represent the fulfillment of minimal requirements for “academic survival”, excellence measures represent higher level academic accomplishments that can lead to majors in STEM fields, transfer to selective institutions, winning academic scholarships, etc. The excellence perspective calls attention to the importance of institutions focusing on producing “leaders” and not just “survivors” (Gandara & Maxwell-Jolly, 1999).

Institutional Receptivity Perspective: This perspective refers to goals and measures of institutional support that have been found to be influential in the creation of affirming campus environments for historically unrepresented students.

Section II: Institutional Context

The UW-L Equity Scorecard Campus Evidence Team

UW-L Equity Scorecard campus evidence team is comprised of four faculty members, four staff members and several students appointed by Al Thompson, the Assistant to the Chancellor for Affirmative Action and Diversity, who also serves as the team leader.

- Al Thompson, Assistant to the Chancellor, Affirmative Action and Diversity, Team Leader
- Enilda Delgado. Associate Professor, Sociology
- Amanda Goodenough, Communications and Assessment, Campus Climate Resource Center
- Roger Haro, Professor, Biology
- Beth Hartung, Campus Climate Coordinator
- Fred Ludwig, Student
- Sara Johnson, Student
- Carolyn Olson, Student
- Bruce Riley, Professor, Mathematics
- Jacob Sciammas, Student
- Barbara Stewart, Director, Multicultural Student Services
- Teri Thill, Institutional Researcher
- Carmen Wilson, Professor, Psychology, and Faculty Senate Chair

In addition to the EqS campus evidence team members, students, faculty and staff from across the UW-L campus were invited to participate in team meetings as observers. Observers provide valuable insight and perspective as the team examines and explores campus data. Dr. Elsa Macias from the Center for Urban Education and Christa Bruhn from UWS Office of Academic Diversity and Development have worked as consultants to the team throughout the EqS process.

The EqS campus evidence team met at least once, and most often twice, a month from March 2006 to August 2007, starting with a two-day orientation to the EqS process held in Madison, Wisconsin, and led by Dr. Estela Bensimon and her team from the Center for Urban Education at the University of Southern California. Following the orientation, the UW-L EqS campus evidence team began exploring available data related to the Access dimension, with the draft report being completed in July 2006.

Over the remaining summer months and into the fall, the EqS campus evidence team examined data related to student retention and progress toward degree completion. The draft Retention report was completed in January 2007. After exploring vital signs related to the Excellence perspective, the EqS campus evidence team completed the draft Excellence report in early February 2007, and the draft report for the final perspective – Institutional Receptivity - was completed by July 2007.

Defining Equity: The Equity Indicator

The EqS project is driven by disaggregated student data and determines equity on given measures by calculating a comparative ratio where the proportion of the target population in the numerator is divided by the proportion of the target population in the denominator. For instance, if we wanted to determine whether African American new freshmen at UW-L were equitably represented relative to Wisconsin high school graduates, the proportion of the target population – African American students - among UW-L new

freshmen is divided by the proportion of the target population among Wisconsin high school graduates. This complex bit of math is diagramed below:

| Description | # | Proportion | Equity Indicator |
|---|-------|------------|------------------|
| # of African American UW-L new freshmen – Fall 2005 | 17 | .010 | |
| # of UW-L new freshmen – Fall 2005 | 1715 | | |
| # of African American Wisconsin high school graduates – graduating class 2005 | 3814 | .063 | .159 |
| # of Wisconsin high school graduates – graduating class 2005 | 60998 | | |

Interpreting the equity indicator can be a bit tricky; it’s not accurate to say that an equity indicator of 0.40 is “twice as equitable” as an indicator of 0.20. The indicator does not give a straight measure of magnitude, but rather one of proportional representation. The farther the indicator value is from 1.00, the more skewed the representation of the target population. Values below 1.00 indicate under-representation and values above 1.00 indicate over-representation. Generally speaking for the purposes of this report, equity indicators that are below .80 or above 1.20 are considered inequitable and those between .80 and .90 or 1.10 and 1.20 are considered approaching equity.

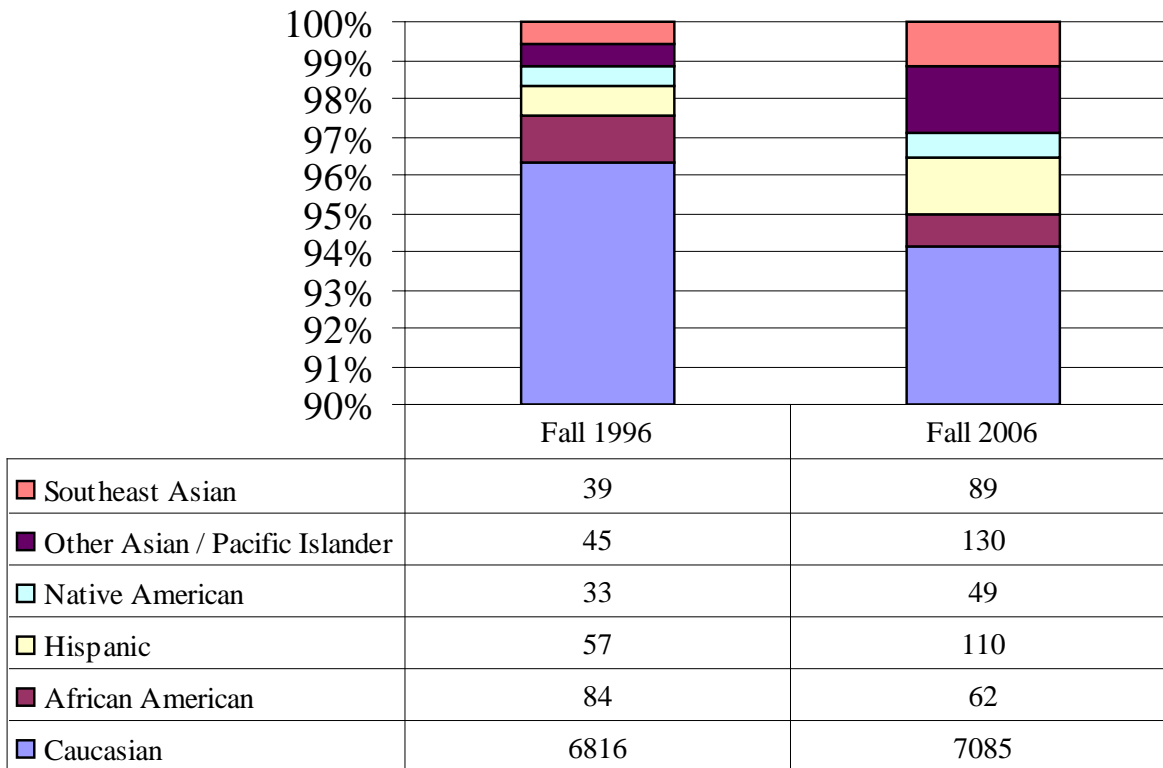
Past and Current Demographic Composition of UW-L

While the EqS project is forward-looking by design, the UW-L EqS campus evidence team has prepared some historical context regarding enrollment at UW-L that may help frame the discussion more clearly.

Total Undergraduate Enrollment by Race/Ethnicity

In Fall 1996, 7161 full-time undergraduate students were enrolled at UW-L, 87 of whom were either international students or students who elected not to disclose their race or ethnicity. Of the remaining 7074, 96% (6816 students) were Caucasian. In contrast, in Fall 2006, 7700 full-time undergraduate students were enrolled at UW-L. Of these, 175 were either international students or students who elected not to disclose their race or ethnicity and 94% (7085) of the remaining 7525 were Caucasian. See Figure 2.

Figure 2. Full-time Enrollment by Race



On the surface, the past ten years have resulted in little change in U.S. students of color representation within the full-time undergraduate student body at UW-L; however, in looking at the data disaggregated by individual racial categories, a different picture emerges. The number of students of Hispanic, Southeast Asian, Other Asian or Pacific Islander, and Native American increased by between 148% to 289% since 1996. African American students, in sharp contrast to this trend, have decreased by 26%.

This shift in representation within the underrepresented student population is precisely what the EqS process is designed to bring into focus. The UW-L EqS team started with this basic observation to begin exploring equity with a focus on examining institutional processes and systems which might be hindering efforts to build a more diverse environment.

A recurring theme through the EqS project at UW-L will be the initially low representation of racially diverse students. Because the number of students from underrepresented groups is small in aggregate, disaggregating the data by race and then further by various measures identified in each of the four EqS dimensions will often result in just a small handful of students occupying each category or cell. It is irresponsible to draw conclusions for an entire population based on only a small number of the population's members; we are, after all, looking at people – individuals – who each exist in their own personal set of circumstances, and it is unfair to expect an entire group to behave, on average, the same as only a small number of representatives. For this reason, many of the recommendations made through the EqS process may by necessity focus on an initial goal of increasing overall U.S. students of color representation with subsequent goals to be monitored and addressed as the total population of students from underrepresented groups increases.

First Generation Students by Race/Ethnicity

Familiarity with the college process is often associated with better higher educational outcomes. Students who come from families where at least one parent has earned a baccalaureate degree may be better prepared to work within the system and to understand the importance of particular milestones (e.g., completing the Free Application for Federal Student Aid in the spring before attending college, registering for classes early, etc.). It is often the case that U.S. students of color are believed to be first-generation college students in higher proportion than Caucasian students, and in some cases, it may be tempting to believe it is this co-linearity that drives certain areas of inequity.

As illustrated in Table 1, Native American and Southeast Asian students attending UW-L are more likely to also be first generation college students when compared to Caucasian students, but Other Asian or Pacific Islander students are less likely to also be first generation college students. African American and Hispanic students are about as likely as Caucasian students to be first generation. These data, when combined with data within each perspective report, may highlight areas where UW-L needs to be more proactive in approaching first generation students of color to ensure any potential lack of familiarity with the system is not adversely affecting their educational progress.

Table 1. UW-L Undergraduate First Generation Enrollment by Race/Ethnicity

| | African American | Hispanic | Native American | Other Asian / Pacific Islander | Southeast Asian | Caucasian | Unknown | Total |
|--------------------------|------------------|-------------|-----------------|--------------------------------|-----------------|-------------|-------------|-------------|
| Total | 71 | 125 | 55 | 171 | 124 | 7593 | 140 | 8279 |
| % of Total | 0.9% | 1.5% | 0.7% | 2.1% | 1.5% | 91.7% | 1.7% | 100.0% |
| First Generation | 20 | 38 | 21 | 39 | 45 | 2128 | 42 | 2333 |
| % of First Generation | 0.9% | 1.6% | 0.9% | 1.7% | 1.9% | 91.2% | 1.8% | 100.0% |
| % of Race | 28.2% | 30.4% | 38.2% | 22.8% | 36.3% | 28.0% | 30.0% | 28.2% |
| Equity Indicator* | 1.00 | 1.08 | 1.35 | 0.81 | 1.29 | 0.99 | 1.06 | 1.00 |

*In Table 1., the Equity Indicator should be inversely interpreted as higher proportional representation for first generation status is a risk factor. Therefore, values above 1.20 should be considered inequitable and values between 1.20 and 1.10 are approaching equity.

New Freshmen Profile by Race/Ethnicity

The following tables provide both descriptive and equity measures for new freshmen entering in Fall 2003, Fall 2004, and Fall 2005 for high school percentile rank, ACT Composite, ACT English, and ACT Math. The descriptives provide a median and interquartile range (25th percentile score and 75th percentile score) while the equity measures look at students with high school percentile rank in the top 25 percent of their class and ACT scores of 23 or higher.

Table 2: New Freshmen Profile - High School Percentile Rank & ACT Scores

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| Fall 2003, Fall 2004, Fall 2005 | | African American | Hispanic | Native American | Other Asian / Pacific Islander | Southeast Asian | All Others | Total |
|------------------------------------|-----------|------------------|----------|-----------------|--------------------------------|-----------------|------------|-------|
| Cohort Total | | 43 | 82 | 29 | 91 | 63 | 4500 | 4808 |
| High School Percentile Rank | Median | 62.3% | 69.0% | 71.1% | 73.2% | 73.4% | 84.8% | 84.4% |
| | 25th %ile | 49.0% | 54.1% | 55.9% | 63.1% | 59.9% | 77.9% | 77.1% |
| | 75th %ile | 74.6% | 80.9% | 80.5% | 85.2% | 78.3% | 91.8% | 91.6% |
| ACT Composite Score | Median | 22 | 22 | 23.5 | 23 | 19 | 25 | 25 |
| | 25th %ile | 20 | 20 | 22 | 22 | 17 | 23 | 23 |
| | 75th %ile | 24.5 | 24 | 25 | 26 | 21 | 27 | 27 |
| ACT Math Score | Median | 21 | 22 | 23 | 24 | 20 | 25 | 25 |
| | 25th %ile | 19 | 19 | 20.5 | 22 | 17 | 23 | 23 |
| | 75th %ile | 24 | 25 | 25 | 27 | 23 | 27 | 27 |
| ACT English Score | Median | 22 | 21 | 22.5 | 22 | 17 | 24 | 24 |
| | 25th %ile | 20 | 19 | 20 | 21 | 15 | 22 | 22 |
| | 75th %ile | 25 | 25 | 26 | 25 | 19 | 27 | 26 |

Table 3: New Freshmen ACT Scores

| Fall 2003, Fall 2004, Fall 2005 | African American | Hispanic | Native American | Other Asian / Pacific Islander | Southeast Asian | All Others | Total |
|---------------------------------|------------------|----------|-----------------|--------------------------------|-----------------|------------|--------|
| Cohort Total | 43 | 81 | 30 | 88 | 64 | 4463 | 4769 |
| Share | 0.9% | 1.7% | 0.6% | 1.8% | 1.3% | 93.6% | 100.0% |
| ACT Composite 23 and above | 19 | 36 | 18 | 57 | 9 | 3679 | 3818 |
| Share | 0.5% | 0.9% | 0.5% | 1.5% | 0.2% | 96.4% | 100.0% |
| Equity Indicator | 0.55 | 0.56 | 0.75 | 0.81 | 0.18 | 1.03 | 1.00 |
| ACT Math 23 and above | 15 | 38 | 18 | 60 | 20 | 3469 | 3620 |
| Share | 0.4% | 1.0% | 0.5% | 1.7% | 0.6% | 95.8% | 100.0% |
| Equity Indicator | 0.46 | 0.62 | 0.79 | 0.90 | 0.41 | 1.02 | 1.00 |
| ACT English 23 and above | 18 | 27 | 16 | 36 | 2 | 2996 | 3095 |
| Share | 0.6% | 0.9% | 0.5% | 1.2% | 0.1% | 96.8% | 100.0% |
| Equity Indicator | 0.65 | 0.51 | 0.82 | 0.63 | 0.05 | 1.03 | 1.00 |

Note: Cohort total includes students for which no ACT scores were reported.

Table 4: New Freshmen High School Percentile Rank

| Fall 2003, Fall 2004, Fall 2005 | African American | Hispanic | Native American | Other Asian / Pacific Islander | Southeast Asian | All Others | Total |
|---------------------------------|------------------|----------|-----------------|--------------------------------|-----------------|------------|--------|
| Cohort Total | 43 | 81 | 30 | 88 | 64 | 4463 | 4769 |
| Share | 0.9% | 1.7% | 0.6% | 1.8% | 1.3% | 93.6% | 100.0% |
| Top 25% | 9 | 23 | 13 | 39 | 26 | 3548 | 3658 |
| Share | 0.2% | 0.6% | 0.4% | 1.1% | 0.7% | 97.0% | 100.0% |
| Equity Indicator | 0.27 | 0.37 | 0.56 | 0.58 | 0.53 | 1.04 | 1.00 |

Note: Cohort total includes students for which no high school rank was reported.

Section III: Access

Access Defined

Access to higher education encompasses not only admissions and matriculation to a higher education institution, but also access to resources, majors and programs within the institution that support students in achieving success in their chosen field. The UW-L EqS team was interested in examining, to the extent feasible, both kinds of access; however, as previously mentioned, the low initial populations of non-majority students leads to an initial focus on admissions and matriculation.

The EqS team at UW-L examined a significant amount of data related to access to the University and within the University and decided for this initial report to focus on 6 equity measures, each of which is disaggregated by race / ethnicity:

- 1) The composition of UW-L new freshmen (Fall 2005) relative to the composition of Wisconsin high school graduates (graduating class 2005);
- 2) The composition of UW-L applicants (Fall 2005) relative to the Wisconsin ACT takers (graduating class 2005);
- 3) The composition of UW-L admitted students (Fall 2005) relative to all UW-L applicants
- 4) The composition of UW-L admitted students (Fall 2005) relative to UW-L completed applicants (Fall 2005);
- 5) The composition of incomplete applications to UW-L (Fall 2005) relative to all applications to UW-L (Fall 2005); and
- 6) The composition of enrolled students at UW-L (Fall 2005) relative to admitted students to UW-L (Fall 2005).

Academic Pathways Vital Signs

Prior to the first team meeting, Teri Thill, Director of Institutional Research, completed the “vital signs” worksheet for the Access perspective (see Appendix A) as recommended by the OADD team working in conjunction with David Blough, UW System Office of Policy Analysis and Research (OPAR). The purpose of the vital signs data is to provide a starting point for the team to begin a focused dialogue on a given perspective and a basis from which to ask additional questions pertaining to that perspective. The completed vital signs provided the team with the baseline data disaggregated into six racial/ethnic categories, plus international students and students who choose not to disclose their racial/ethnic background:

- 1) African American;
- 2) Southeast Asian;
- 3) Other Asian / Pacific Islander;
- 4) Hispanic;
- 5) Native American; and
- 6) White non-Hispanic.

From this initial data, the UW-L EqS team posed numerous additional questions and examined data that might help shed some light on those questions. After much discussion, the team decided on the following elements as the most important to focus on for the initial Access dimension report:

- 1) How many students graduated from Wisconsin schools in the 2005 graduating class disaggregated by race/ethnicity?
- 2) How many Wisconsin high school students in the 2005 graduating class took the ACT exam by race/ethnicity?
- 3) In Fall 2005, how many students submitted admission applications to UW-La Crosse by race/ethnicity?
- 4) In Fall 2005, how many applicants were admitted, among those who applied and among those with completed applications by race/ethnicity?
- 5) In Fall 2005, how many new students enrolled at UW-La Crosse by race/ethnicity?

Admissions and Matriculation

In 2004, the state of Wisconsin graduated nearly 61,000 students¹. Of these graduates, roughly 86% were non-Hispanic Caucasian. A 2003 University of Wisconsin System report showed that while the “overall number of Wisconsin high school graduates is projected to decrease by 8%” over the next 15 years there are “projected increases in the number of Hispanic and Asian high school graduates” (Huhn, 2004:1). Due primarily to the “projected rapid growth in the number of Hispanic high school graduates, the class of 2018 will be more racially diverse than the class of 2003. By 2018, projections show that more than 1 in 5 Wisconsin high school graduates will be non-White” (p. 1).

The number of students of color at UW-L has not been representative of state demographics, nor has it kept up with shifts in demographics across the state. For example, while African Americans represent 6.3% of HS graduates, they represent 1% of the 2005 UW-L freshmen class. Likewise Native Americans, Latinos, and Asians² represent 1.1%, 3.3%, and 3.4% of Wisconsin high school graduates and .8%, 1.6%, and 3% of the 2005 UW-L freshmen class, respectively (See Table 5).

Table 5: Wisconsin Educational Pipeline from High School Graduation to enrollment at UW-L

| | | African American | Asian American / Pacific Islander | Native American | Hispanic / Latinos(as) | Caucasian | Other* | Total |
|---|---|------------------|-----------------------------------|-----------------|------------------------|-----------|--------|--------|
| WI HS Graduates, graduating class 2005 | # | 3814 | 2063 | 688 | 2024 | 52409 | 0 | 60998 |
| | % | 6.3% | 3.4% | 1.1% | 3.3% | 85.9% | 0.0% | 100.0% |
| WI ACT Takers, | # | 1876 | 1409 | 318 | 1061 | 37867 | 0 | 42531 |

¹ Our analysis begins with WI HS graduates and those who take the ACT test. We are not addressing a critical mass of Wisconsin youth who drop out prior to attaining a high school diploma. While we believe the UW-System is a key stakeholder in finding solutions to improve retention and graduation of all PK-12 students in the state, this report will not address access from this perspective.

² One must exercise caution when interpreting these numbers, since the state of Wisconsin does not disaggregate Asian origin as is mandated for Plan 2008. Thus the Asian numbers represent all Asians, and not just post-1975 Southeast Asians, which is the targeted Plan 2008 population.

| | | | | | | | | |
|---|---|------|------|------|------|-------|------|--------|
| graduating class 2005 | % | 4.4% | 3.3% | 0.7% | 2.5% | 89.0% | 0.0% | 100.0% |
| # of Applications to UW-L, Fall 2005 | # | 83 | 123 | 35 | 90 | 5790 | 127 | 6248 |
| | % | 1.3% | 2.0% | 0.6% | 1.4% | 92.7% | 2.0% | 100.0% |
| # of Completed Applications to UW-L, Fall 2005 | # | 43 | 103 | 29 | 73 | 5559 | 110 | 5917 |
| | % | 0.7% | 1.7% | 0.5% | 1.2% | 93.9% | 1.9% | 100.0% |
| # Admitted to UW-L, Fall 2005 | # | 31 | 98 | 29 | 71 | 3920 | 83 | 4232 |
| | % | 0.7% | 2.3% | 0.7% | 1.7% | 92.6% | 2.0% | 100.0% |
| # New Freshmen Enrolled, Fall 2005 | # | 17 | 51 | 13 | 27 | 1580 | 27 | 1715 |
| | % | 1.0% | 3.0% | 0.8% | 1.6% | 92.1% | 1.6% | 100.0% |

*Other category includes international students and students who have chosen not to identify their race or ethnicity.

Not surprisingly, the equity measure comparing UW-L new freshmen to WI high school graduates reflects this inequity. See Table 6.

Table 6: The composition of UW-L new freshmen (Fall 2005) relative to the composition of Wisconsin high school graduates (graduating class 2005)

| | African American | Native American | Asian / Pacific Islander | Hispanic | Caucasian |
|------------------------------------|------------------|-----------------|--------------------------|----------|-----------|
| UWL New Freshmen / WI HS Graduates | 0.16 | 0.67 | 0.53 | 0.47 | 1.07 |

These data led the EqS Team to take a step back and look at the “pipeline” of students applying to UW-L in order to determine if there were possible institutional processes that may be acting as barriers to enrollment for students from underrepresented groups. Since the completion of a standardized test is required for admission as a new freshman at UW-L, we compared Wisconsin high school graduates who took the ACT to UW-L new freshmen. These students have a wide range of higher education choices both within the state of Wisconsin, in neighboring states, and across the nation.

Our comparison revealed that the popularity of UW-L varies by racial/ethnic group. Over 15 percent of all non-Hispanic White ACT takers in the state of Wisconsin applied for admissions to the University of Wisconsin-La Crosse.³ This figure is significantly lower among Native Americans (11.0%), Asians (8.72%), Hispanics (8.48%), and African Americans (4.42%). Again, it is unsurprising given the above data that the equity measure comparing UW-L applicants to WI ACT takers shows inequity. See Table 7.

Table 7: The composition of UW-L applicants (Fall 2005) relative to the Wisconsin ACT takers (graduating class 2005)

| | African American | Native American | Asian / Pacific Islander | Hispanic | Caucasian |
|-------------------------|------------------|-----------------|--------------------------|----------|-----------|
| UWL Applicants / WI ACT | 0.30 | 0.75 | 0.38 | 0.58 | 1.04 |

³ This is assuming that all applicants to UW-L come from the state of Wisconsin.

Takers

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Because there is inequity in the number of applicants relative to the eligible pool, as defined by ACT takers, it is not surprising that there is further inequity in the enrollment of new freshmen relative to the same available pool. This raises a concern as to why eligible, as defined by taking of the ACT, high school graduates of color are not applying to UW-L in equal proportion to White students. Are we recruiting students from high schools that serve large numbers of African Americans, Hispanics, Asians, and Native Americans?

While there is a clear under-representation of racial and ethnic applicants and new freshmen relative to the pool of ACT takers, there is further disturbing news in that a disproportionate number of applications among students of color are incomplete. On average, 4 % of non-Hispanic White applications are considered incomplete. The percentage of all applications that were considered incomplete for African Americans, Asians, Native Americans and Hispanics were 48%, 16% 17% and 19%, respectively. These numbers are of grave concern and further investigation into determining the barriers that prevent potential students from completing the application process need to be considered.

It is important to recognize the patterns of inequity found in the educational pipeline from high school graduation through submission of application at UW-L. However, the data reflects that once an application is determined to be complete, there is equitable or above equitable likelihood of admissions. See Tables 8 and 9.

Table 8: The composition of UW-L admitted students (Fall 2005) relative to UW-L applicants (Fall 2005)

| | African American | Native American | Southeast Asian | Other Asian / Pacific Islander | Hispanic | Caucasian |
|-------------------------------|------------------|-----------------|-----------------|--------------------------------|----------|-----------|
| UWL Admitted / UWL Applicants | 0.55 | 1.22 | 0.97 | 1.29 | 1.16 | 1.00 |

Table 9: The composition of UW-L admitted students (Fall 2005) relative to UW-L completed applicants (Fall 2005)

| | African American | Native American | Southeast Asian | Other Asian / Pacific Islander | Hispanic | Caucasian |
|-------------------------------|------------------|-----------------|-----------------|--------------------------------|----------|-----------|
| UWL Admitted / UWL Applicants | 1.01 | 1.40 | 1.23 | 1.38 | 1.36 | 0.99 |

Furthermore, this pattern persists with matriculation. See Table 10.

Table 10: The composition of enrolled students at UW-L (Fall 2005) relative to admitted students to UW-L (Fall 2005)

| | African American | Native American | Southeast Asian | Other Asian / Pacific Islander | Hispanic | Caucasian |
|-----------------------------|------------------|-----------------|-----------------|--------------------------------|----------|-----------|
| UWL Enrolled / UWL Admitted | 1.35 | 1.11 | 1.70 | 1.11 | 0.94 | 0.99 |

There is a proportional representation of White and Hispanic students that will enroll at UW-L relative to those who were admitted within that specific population. Moreover, African Americans, Asians, and Native Americans are disproportionately more likely to enroll at UW-L based on being admitted.

It is important to focus for a moment on the good news found in this data. Upon completion of the application, students of color are likely to be successful in the admissions and matriculation process at UW-L. However, one needs to be mindful of the caveat here, which is that UW-L does not appear to attract a proportionate number of non-White high school students or ACT takers. Further investigations needs to occur.

Internal Access to UW-L Colleges

As previously noted, UW-L has a low representation of racially diverse students. While the intent of the EqS project is to measure both external and internal access, this report will not look at internal access because disaggregating the data by race and then further by college results in only four of 24 cells with 5 or more students, thus making it statistically impossible to draw conclusions for this data.

Summary

- Relative to the high school graduates from Wisconsin, African American, Native American, Asian American and Hispanic UW-L new freshman are underrepresented.
- High school graduates of color who have taken the ACT are not applying in equal proportion to White students.
- A disproportionate number of applications among students of color are incomplete.
- Students of color are likely to be successful in the admissions and matriculation process at UW-L once an application is completed.
- Initial findings indicate alignment to recommendations found in the University’s Strategic Plan and Plan 2008.

- The EqS team will be holding open forums with internal and external constituencies to receive feedback and develop recommendations for action.

References:

Bensimon, E.M., Hao,L, & Bustillos, L.T. 2003. “The State of Equity in California’s Postsecondary Educational System.”

Huhn, Clare. 2004. “Wisconsin’s High School Graduating Class: Projections by Race to 2018.” Academic Planning and Analysis Office of the Provost University of Wisconsin-Madison.

Section IV: Retention

Retention Defined

Retention refers to continued attendance from one year to the next and/or to completion of degrees. Retention can also refer to other measures of continued progress toward degrees (for example, completion rates for students in foundational/general education courses, retention rates for students according to program type, and profile of non-returning students).

The EqS team at UW-L began exploring the Retention perspective by examining first-to-second year retention and six-year graduation rate data. This led to further exploration to try to uncover what happens between the first year and graduation, which resulted in five equity measures, each disaggregated by race/ethnicity:

- 1) The composition of students returning in the Fall of their second year who started at UW-L as new freshmen (three groups of three cohorts combined, spanning cohorts starting Fall 1997/Fall 1998/Fall 1999, Fall 2000/Fall 2001/Fall 2002, and Fall 2003/Fall 2004/Fall 2005) relative to the starting cohort composition;
- 2) The composition of students graduating from UW-L within six years of their first term who started as new freshmen at UW-L (two groups of three cohorts combined, spanning cohorts starting Fall 1994/Fall 1995/Fall 1996 and Fall 1997/Fall 1998/Fall 1999) relative to the starting cohort composition;
- 3) The pre-college preparation (as measured by ACT Composite score) of students who are retained at UW-L from their first to second year of undergraduate study;
- 4) The pre-college preparation (as measured by ACT Composite score) of students who start their undergraduate study at UW-L and receive their degree within six years of their first term;
- 5) The composition of students receiving passing grades in several groupings of General Education (now University Core Curriculum) courses (Academic years 2003-04/2004-05/2005-06) relative to the composition of students who register for the courses (Academic years 2003-04/2004-05/2005-06);

Due to the low actual number of students of color who are enrolled at UW-L, it was necessary for the EqS team to combine data from multiple cohorts of students in order to maintain student confidentiality and privacy. Where there are significant trends in the data in the combined years, they will be noted in the text.

Retention Vital Signs

As with the Access Perspective, “vital signs” relative to the Retention perspective were completed according to the recommendations of the OADD team and David Blough. From this initial data, the UW-L EqS team posed numerous additional questions and examined data that might help bring out the story behind the data. After much discussion, the team decided on the following key elements related to the Retention perspective:

- 1) How many students started in several fall terms at UW-L as new freshmen disaggregated by race/ethnicity?
- 2) How many of those beginning new freshmen returned to UW-L the fall after their first fall disaggregated by race/ethnicity?
- 3) How many of those beginning new freshmen received their baccalaureate degree from UW-L within 6 years of their first fall term disaggregated by race/ethnicity?
- 4) Are students of similar pre-college preparation (as measured by ACT Composite score) as likely to be retained from their first to second year?
- 5) Are students of similar pre-college preparation (as measured by ACT Composite score) as likely to graduate from UW-L within 6 years of their first term?
- 6) Do students who are retained from their first to their second year receive better grades in General Education (now University Core Curriculum) courses than students of the same race/ethnicity who are not retained?
- 7) Do students who graduate from UW-L within 6 years of their first term receive better grades in General Education (now University Core Curriculum) courses than students of the same race/ethnicity who do not graduate from UW-L?

First-to-Second Year Retention

The University of Wisconsin-La Crosse enjoys high overall first-to-second year retention, but the EqS team was curious to see if students of color enjoyed the same high rates as their Caucasian counterparts. Table 11 displays average first-to-second year retention data for new freshmen first enrolling at the university during the falls of three three-year periods (Fall 1997, Fall 1998, & Fall 1999; Fall 2000, Fall 2001, & Fall 2002; Fall 2003, Fall 2004, & Fall 2005).

Table 11. Freshman to Sophomore Year Retention Rates

| Cohorts Starting | African American | Hispanic | Native American | Other Asian / Pacific Islander | Southeast Asian | All Others | Total |
|---|------------------|-------------|-----------------|--------------------------------|-----------------|-------------|-------------|
| Fall 1997, Fall 1998, Fall 1999 | 49 | 57 | 35 | 66 | 51 | 4885 | 5143 |
| Original Share | 1.0% | 1.1% | 0.7% | 1.3% | 1.0% | 95.0% | 100.0% |
| Retained | 31 | 42 | 23 | 47 | 39 | 3973 | 4155 |
| Retained Share | 0.7% | 1.0% | 0.6% | 1.1% | 0.9% | 95.6% | 100.0% |
| Equity Indicator (Retained Share / Original Share) | 0.78 | 0.91 | 0.81 | 0.88 | 0.95 | 1.01 | 1.00 |
| Retention Rate | 63.3% | 73.7% | 65.7% | 71.2% | 76.5% | 81.3% | 80.8% |
| Fall 2000, Fall 2001, Fall 2002 | 42 | 77 | 29 | 77 | 65 | 4514 | 4804 |
| Original Share | 0.9% | 1.6% | 0.6% | 1.6% | 1.4% | 94.0% | 100.0% |
| Retained | 30 | 58 | 20 | 60 | 54 | 3788 | 4010 |
| Retained Share | 0.7% | 1.4% | 0.5% | 1.5% | 1.3% | 94.5% | 100.0% |
| Equity Indicator (Retained Share / Original Share) | 0.86 | 0.90 | 0.83 | 0.93 | 1.00 | 1.01 | 1.00 |
| Retention Rate | 71.4% | 75.3% | 69.0% | 77.9% | 83.1% | 83.9% | 83.5% |
| Fall 2003, Fall 2004, Fall 2005 | 46 | 83 | 30 | 93 | 63 | 4581 | 4896 |
| Original Share | 0.9% | 1.7% | 0.6% | 1.9% | 1.3% | 93.6% | 100.0% |
| Retained | 34 | 67 | 23 | 69 | 46 | 3882 | 4121 |
| Retained Share | 0.8% | 1.6% | 0.6% | 1.7% | 1.1% | 94.2% | 100.0% |
| Equity Indicator (Retained Share / Original Share) | 0.88 | 0.96 | 0.91 | 0.88 | 0.87 | 1.01 | 1.00 |
| Retention Rate | 73.9% | 80.7% | 76.7% | 74.2% | 73.0% | 84.7% | 84.2% |

Retention rates increased for all student groups over the three time periods except for Asian American students, and all students groups were either approaching or at equity in all three time frames. The increase in retention rates might be partially attributed to the increased academic profile of incoming freshman students during the nine-year period. In addition, academic support services for students have increased, especially for multicultural students, during the nine-year period.

It is heartening to note that the retention rate from the middle group of years to the most recent years for African American, Hispanic and Native American students increased more than the rate for Caucasian students (5.4, 5.4, 8.3, and 2.0 percentage points respectively), indicating a closing of the retention gap for those student groups. The dramatic drop in retention rate for Southeast Asian and Other Asian/Pacific Islander students (8.4 and 3.9 percentage points), however, is particularly troublesome as these two racial groups comprise a growing proportion of the area UW-L serves. All the same, this first piece of evidence shows promise for students of color who enroll at UW-L as they appear to be no more likely to leave within their first year of college than Caucasian students.

6-Year Graduation

Graduation from the institution a student started at within 150% of expected degree completion time is often considered the industry standard measure for student success. For example, UW-L undergraduates have an expected degree completion time of four years, therefore 150% of expected degree completion is six years. As with first-to-second year retention, UW-L enjoys relatively high overall six-year graduation rates. Table 12 displays average six-year graduation information for students first enrolling at the university during the falls of two three-year periods (Fall 1994, Fall 1995, & 1996 and Fall 1997, Fall 1998, & Fall 1999).

Table 12. 6-Year Graduation Rates

| Cohorts Starting | African American | Hispanic | Native American | Other Asian / Pacific Islander | Southeast Asian | All Others | Total |
|---|------------------|-------------|-----------------|--------------------------------|-----------------|-------------|-------------|
| Fall 1994, Fall 1995, Fall 1996 | 74 | 57 | 27 | 54 | 33 | 4973 | 5218 |
| Original Share | 1.4% | 1.1% | 0.5% | 1.0% | 0.6% | 95.3% | 100.0% |
| 6-Year Graduates | 21 | 13 | 10 | 18 | 9 | 2631 | 2702 |
| Graduation Share | 0.8% | 0.5% | 0.4% | 0.7% | 0.3% | 97.4% | 100.0% |
| Equity Indicator (Graduation Share / Original Share) | 0.55 | 0.44 | 0.72 | 0.64 | 0.53 | 1.02 | 1.00 |
| Graduation Rate | 28.4% | 22.8% | 37.0% | 33.3% | 27.3% | 52.9% | 51.8% |
| Fall 1997, Fall 1998, Fall 1999 | 49 | 57 | 35 | 66 | 51 | 4885 | 5143 |
| Original Share | 1.0% | 1.1% | 0.7% | 1.3% | 1.0% | 95.0% | 100.0% |
| 6-Year Graduates | 19 | 26 | 15 | 25 | 25 | 2998 | 3108 |
| Graduation Share | 0.6% | 0.8% | 0.5% | 0.8% | 0.8% | 96.5% | 100.0% |
| Equity Indicator (Graduation Share / Original Share) | 0.64 | 0.75 | 0.71 | 0.63 | 0.81 | 1.02 | 1.00 |
| Graduation Rate | 38.8% | 45.6% | 42.9% | 37.9% | 49.0% | 61.4% | 60.4% |

Graduation rates for all student groups increased between the two time periods with the exception of the graduation rate for Asian/Pacific Islander students, however, all student of color groups are below equity. While the large increase in graduation rates for Hispanic students (24.8 percentage points), Southeast Asian students (21.3 percentage points), and African American students (10.4 percentage points) indicate movement in the right direction, there is very clearly something happening after a student’s second year at UW-L that is causing students of color to leave – either for another institution or to drop out entirely – before completing their baccalaureate degree.

The EqS team began brainstorming potential areas to explore which might explain the sudden shift from equity in first-to-second year retention to inequity in graduation rates. The team postulated a variety of possible causes – many of which we were unable to locate existing data that could be used to measure⁴ – before deciding to focus on how students are advised. This direction is not meant to imply that academic advisors are the cause for student non-completion, but rather reflects an area where sufficient data is available to examine for potentially inequitable results.

⁴ One of the tenets of the UWSA EqS Pilot Project is that participating institutions use only existing sources of data. While this tenet limits the ability of the existing campus evidence team to begin new data collection initiatives, the EqS process can – and has – brought to light areas where we as University may need to focus more attention on collecting comparable assessment data for all students.

Academic Preparation of Retained Students

One plausible explanation for why some students complete their baccalaureate studies at UW-L and others don't may be related to their pre-college academic preparation. In order to isolate the effect of different levels of pre-college preparation, the EqS team divided students into groups based on their ACT Composite score and compared outcomes by student race and ethnicity within each group. Table 13 contains data on the first-to-second year retention of students who started at UW-L as new freshmen in Fall 2003, Fall 2004, and Fall 2005 by ACT Composite score range and race/ethnicity.

Table 13. Retained Students by ACT Composite Range

| Fall 2003, Fall 2004, Fall 2005 | | African American | Native American | Southeast Asian | Other Asian / Pacific Islander | Hispanic | All Others | Total |
|---------------------------------|--|------------------|-----------------|-----------------|--------------------------------|-------------|-------------|-------------|
| 23 and above | Group Cohort | 19 | 18 | 9 | 57 | 36 | 3679 | 3818 |
| | Group Share | 0.5% | 0.5% | 0.2% | 1.5% | 0.9% | 96.4% | 100.0% |
| | Retained | 15 | 15 | 6 | 40 | 28 | 3194 | 3298 |
| | Retention Rate | 78.9% | 83.3% | 66.7% | 70.2% | 77.8% | 86.8% | 86.4% |
| | Retained Share | 0.5% | 0.5% | 0.2% | 1.2% | 0.8% | 96.8% | 100.0% |
| | Equity Indicator (Retained Share / Group Share) | 0.91 | 0.96 | 0.77 | 0.81 | 0.90 | 1.01 | 1.00 |
| 22 and below | Group Cohort | 21 | 12 | 55 | 25 | 42 | 716 | 871 |
| | Group Share | 2.4% | 1.4% | 6.3% | 2.9% | 4.8% | 82.2% | 100.0% |
| | Retained | 17 | 8 | 41 | 22 | 37 | 623 | 748 |
| | Retention Rate | 81.0% | 66.7% | 74.5% | 88.0% | 88.1% | 87.0% | 85.9% |
| | Retained Share | 2.3% | 1.1% | 5.5% | 2.9% | 4.9% | 83.3% | 100.0% |
| | Equity Indicator (Retained Share / Group Share) | 0.94 | 0.78 | 0.87 | 1.02 | 1.03 | 1.01 | 1.00 |

Note: Students with no reported ACT Composite score are not included.

Even with the imbalance mentioned in the Introduction in terms of enrolled students within each ACT Composite score group, students of color admitted with lower ACT Composite scores are almost all at or approaching equity in terms of first-to-second year retention. In fact, the retention rate for all U.S. students of color except Native Americans is higher for students enrolling with lower ACT Composite scores, which would seem to indicate that services and advising available to these students are successfully aiding their transition to college.

As the data above indicates, however, first-to-second year retention is only part of the story. Table 14 contains 6-year graduation data for students who started as new freshmen in Fall 1997, Fall 1998, or Fall 1999, again broken out by ACT Composite score.

Table 14. Graduation Rate by ACT Composite Range

| Fall 1997, Fall 1998, Fall 1999 | | African American | Native American | Southeast Asian | Other Asian / Pacific Islander | Hispanic | All Others | Total |
|---------------------------------|--------------|------------------|-----------------|-----------------|--------------------------------|----------|------------|--------|
| 23 and above | Group Cohort | 12 | 13 | 4 | 27 | 18 | 3067 | 3141 |
| | Group Share | 0.4% | 0.4% | 0.1% | 0.9% | 0.6% | 97.6% | 100.0% |
| | Graduated | 6 | 8 | 2 | 11 | 7 | 1994 | 2028 |

| | | | | | | | | |
|--------------------|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Graduation Rate | 50.0% | 61.5% | 50.0% | 40.7% | 38.9% | 65.0% | 64.6% |
| | Graduation Share | 0.3% | 0.4% | 0.1% | 0.5% | 0.3% | 98.3% | 100.0% |
| | Equity Indicator (Graduation Share / Group Share) | 0.77 | 0.95 | 0.77 | 0.63 | 0.60 | 1.01 | 1.00 |
| 22 and below | Group Cohort | 33 | 16 | 44 | 34 | 32 | 1618 | 1777 |
| | Group Share | 1.9% | 0.9% | 2.5% | 1.9% | 1.8% | 91.1% | 100.0% |
| | Graduated | 12 | 7 | 21 | 13 | 17 | 999 | 1069 |
| | Graduation Rate | 36.4% | 43.8% | 47.7% | 38.2% | 53.1% | 61.7% | 60.2% |
| | Graduation Share | 1.1% | 0.7% | 2.0% | 1.2% | 1.6% | 93.5% | 100.0% |
| | Equity Indicator (Graduation Share / Group Share) | 0.60 | 0.73 | 0.79 | 0.64 | 0.88 | 1.03 | 1.00 |

Note: Students with no reported ACT Composite score are not included..

Even when students of color have ACT Composite scores above 23, they still are not graduating at same rates as White students. The impact of decreasing financial aid, a campus climate that may or may not be supportive of multicultural students (as evidenced by the student response to the campus climate survey), and lack of intensive academic support may explain the gap between White students and students of color in regard to their respective graduation rates. In addition, students of color that have a higher ACT Composite score may be less inclined to seek academic support and assistance which may ultimately affect graduation rates for students of color.

Grade Distributions for General Education Courses

Successful completion of the general education program is required for graduation, so poor student performance in or non-completion of general education courses at best delays student progress towards graduation and at worst stops it altogether. The strong retention and graduation rates at UW-L suggest that students are successfully completing their general education requirements. The disproportionate graduation rates for students of color, however, may be due to poor grades received in their general education courses.

Tables 15a and 15b display equity indicators for students who received a grade of C or higher in any of several courses included in six areas of general education compared to all students who enrolled for the same courses during academic years 2003-04, 2004-05, or 2005-06. Students who register for a course, but withdraw from the course after the first week are included in the total as the course is indicated on the student transcript as attempted but withdrawn. Areas of inequity indicate clusters of courses where students of color are underrepresented in the group of students successfully completing the course.

Table 15a. Grade Distributions for Social Science & Humanities General Education Courses

| English Literature ¹ | African American | Hispanic | Native American | Other Asian / Pacific Islander | Southeast Asian | All Others | Total |
|---------------------------------|------------------|-------------|-----------------|--------------------------------|-----------------|-------------|-------------|
| Total | 13 | 34 | 16 | 30 | 26 | 2510 | 2629 |
| Share of Total | 0.5% | 1.3% | 0.6% | 1.1% | 1.0% | 95.5% | 100.0% |
| ABC | 12 | 30 | 14 | 24 | 23 | 2346 | 2449 |
| Share of ABC | 0.5% | 1.2% | 0.6% | 1.0% | 0.9% | 95.8% | 100.0% |
| Equity Indicator | 0.99 | 0.95 | 0.94 | 0.86 | 0.95 | 1.00 | 1.00 |
| History ² | African American | Hispanic | Native American | Other Asian / Pacific Islander | Southeast Asian | All Others | Total |
| Total | 42 | 82 | 41 | 84 | 90 | 5193 | 5532 |

| | | | | | | | |
|------------------------------|------------------|-------------|-----------------|--------------------------------|-----------------|-------------|-------------|
| Share of Total | 0.8% | 1.5% | 0.7% | 1.5% | 1.6% | 93.9% | 100.0% |
| ABC | 33 | 70 | 34 | 71 | 66 | 4638 | 4912 |
| Share of ABC | 0.7% | 1.4% | 0.7% | 1.4% | 1.3% | 94.4% | 100.0% |
| Equity Indicator | 0.88 | 0.96 | 0.93 | 0.95 | 0.83 | 1.01 | 1.00 |
| Social Sciences ³ | African American | Hispanic | Native American | Other Asian / Pacific Islander | Southeast Asian | All Others | Total |
| Total | 50 | 80 | 43 | 79 | 75 | 4710 | 5037 |
| Share of Total | 1.0% | 1.6% | 0.9% | 1.6% | 1.5% | 93.5% | 100.0% |
| ABC | 30 | 60 | 27 | 53 | 40 | 4057 | 4267 |
| Share of ABC | 0.7% | 1.4% | 0.6% | 1.2% | 0.9% | 95.1% | 100.0% |
| Equity Indicator | 0.71 | 0.89 | 0.74 | 0.79 | 0.63 | 1.02 | 1.00 |

¹ Includes UW-L Courses ENG 201, 202, 203, 204, 205, & 206

² Includes UW-L Courses HIS 101, & 102.

³ Includes UW-L Courses SOC 110, ECO 110, & PSY 100.

Table 15b. Grade Distributions for Science & Math General Education Courses

| | | | | | | | |
|---------------------------|------------------|-------------|-----------------|--------------------------------|-----------------|-------------|-------------|
| Lab Sciences ¹ | African American | Hispanic | Native American | Other Asian / Pacific Islander | Southeast Asian | All Others | Total |
| Total | 52 | 91 | 58 | 98 | 81 | 5479 | 5859 |
| Share of Total | 0.9% | 1.6% | 1.0% | 1.7% | 1.4% | 93.5% | 100.0% |
| ABC | 31 | 63 | 36 | 68 | 43 | 4574 | 4815 |
| Share of ABC | 0.6% | 1.3% | 0.7% | 1.4% | 0.9% | 95.0% | 100.0% |
| Equity Indicator | 0.73 | 0.84 | 0.76 | 0.84 | 0.65 | 1.02 | 1.00 |
| Math ² | African American | Hispanic | Native American | Other Asian / Pacific Islander | Southeast Asian | All Others | Total |
| Total | 54 | 114 | 59 | 89 | 94 | 5485 | 5895 |
| Share of Total | 0.9% | 1.9% | 1.0% | 1.5% | 1.6% | 93.0% | 100.0% |
| ABC | 22 | 54 | 21 | 55 | 47 | 3993 | 4192 |
| Share of ABC | 0.5% | 1.3% | 0.5% | 1.3% | 1.1% | 95.3% | 100.0% |
| Equity Indicator | 0.57 | 0.67 | 0.50 | 0.87 | 0.70 | 1.02 | 1.00 |

¹ Includes UW-L Courses BIO 101, 105; CHM 103; PHY 103, 155; GEO 110; ANT 101; & MIC 100.

² Includes UW-L Courses MTH 145, 150, & 151.

While students of color are performing equally well to white students in literature and history, students of color do not perform as well in the social sciences, lab sciences, and math courses.

The data for the lab sciences seems sufficiently consistent to suspect something systemic may be preventing students of color from succeeding in these courses. The inequities shown in the lab sciences may be somewhat linked to similar inequities in mathematics courses, which are often pre-requisites or co-requisites for lab science courses. It may be the case that students, especially those students who are non-majors, are attempting to take multiple lab science and math courses at the same time. This rigorous course load may lead to poor performance or to students withdrawing from a course after the first week, both of which might be avoided with careful academic advising and proper course placement.

For students that have majors in the College of Science & Health, the curriculum is rigorous and students are expected to take the requisite courses each semester to matriculate through the major successfully. Perhaps some type of pre-evaluation of students (other than the ACT) regarding their aptitude in science would assist with the advising and academic support of science majors at UW-La Crosse.

It is in the best interest of the university to investigate ways to help all students be more successful in general education courses the first time they enroll in a course. Advising and proper course placements are two areas in which the university might most easily and effectively influence student success in

general education courses. University faculty members have built (and continuously revise) their curricula with student success in mind. Advising for student success should be the standard at the university as well.

An example of how one department is working to ensure equitable results for all students comes from recent analysis completed by the Mathematics Department, where student performance in general education mathematics courses was explored. The results of this analysis identified three advising related issues that negatively impact student success in the courses:

- 1) Advising and placement information provided to students is sometimes is taken as just a recommendation when in fact, placement information should be given top priority by students and advisors as they make course selections
- 2) Enrollment in a required math can sometimes be delayed; and
- 3) Transfer students sometimes lack the appropriate guidance and advising as to which math course to take when they transfer to UW-La Crosse.

In light of these findings, the department is making several changes to student advising that they hope will result in better outcomes for all students.

Summary

- First to second year retention rates increased for ALL student groups except for Asian American students and all students were either at or approaching equity during the most recent three three-year time frames.
- While graduation rates increased during the two most recent three-year time frames for ALL groups, with the exception of Asian/Pacific Islander students, the graduation rates for students of color groups are BELOW equity.
- Students of color admitted with ACT Composite scores less than 23 are all at or approaching equity in terms of first to second retention. In fact, students of color with lower ACT scores appear to be more likely to return to UW-L for their second year of instruction than students of color with higher ACT Composite scores.
- Students of color admitted with ACT Composite scores of 23 or above are still not graduating at the same rate as White students.
- In regard to General Education courses, students of color are performing equally well to white students in literature and history; students of color do not perform as well in the social sciences, lab sciences, and math courses.

Section V: Excellence

Excellence Defined

Where Access refers to entrance into the University and Retention refers to progress toward and attainment of degrees, Excellence shifts the focus toward measuring how well the University is helping students not just attain their degree but experience and participate in additional educational experiences that add depth and value to their classroom experiences. Excellence exists in a myriad of programs through a variety of opportunities, however in order to assess how well the University as a whole is doing to promote excellence for all students, this report will focus on measures that can be considered, at least to some extent, to be available to all students regardless of their major field of study.

The EqS team at UW-L began exploring the Excellence perspective by examining student GPA, participation in University and program-based Honors programs, and participation in international opportunities provided through the University. Additionally, the team explored data available from the Spring 2003, 2004 and 2006 administrations of the National Survey of Student Engagement to capture student experiences that are too difficult to quantify through the use of central data systems.

National Survey of Student Engagement Data

The National Survey of Student Engagement (NSSE) assesses college students' involvement in curricular activities that are associated with academic achievement. The NSSE is based on extensive research that shows that the time and energy college students devote to educationally purposeful activities is an excellent predictor of learning and personal development. The survey includes items known to be related to important college outcomes and encompasses a broad range of activities from such things as the number of papers student write and participation in class discussions to their involvement in experiential learning and extracurricular activities. Since its development, over 1100 colleges and universities have participated in the NSSE; each year hundreds of thousands of undergraduate students complete the NSSE. Respondents are freshmen and seniors.

UW-L has participated in the NSSE every year since 1999, with the exception of 2005. During the most recent three years, response rates have ranged between 38% and 56%, yielding samples of between 774 and 1820 students. Research suggests that, contrary to intuition, non-responders actually tend to be more engaged than responders. Possibly, students who choose not to respond are busier than those who do respond. Due to limited numbers of students of color responding in any given year, we have combined NSSE data from the three most recent years that UW-L has participated in the survey (2003, 2004, and 2006); Table 16 displays the total eligible student population at UW-L for those three spring terms, as well as the distribution of UW-L respondents. Overall analyses from each year suggest that general results have remained relatively stable over those years.

Table 16: Spring 2003, Spring 2004, & Spring 2006 Enrolled Freshmen & Seniors and NSSE Respondents

| | | African American | Hispanic | Native American | Other Asian / Pacific Islander | All Others | Grand Total |
|-----------------------------|-------|------------------|----------|-----------------|--------------------------------|------------|-------------|
| Enrolled Freshmen & Seniors | # | 99 | 171 | 93 | 312 | 11396 | 12071 |
| | Share | 0.8% | 1.4% | 0.8% | 2.6% | 94.4% | 100.0% |
| NSSE Respondents | # | 21 | 52 | 21 | 105 | 3757 | 3956 |
| | Share | 0.5% | 1.3% | 0.5% | 2.7% | 95.0% | 100.0% |

Excellence Vital Signs

After reviewing data from both the central student data warehouse and the NSSE respondents, the team decided on 5 equity measures, each disaggregated by race/ethnicity:

- 1) The composition of students enrolled in Fall 2006 who have officially declared either the University or a department-level Honors emphasis;
- 2) The composition of students enrolled in Fall 2006 who achieved Dean’s List;
- 3) The composition of students enrolled in Fall 2006 who earned a term GPA of 3.0 or greater, between 2.0 and 3.0, and 2.0 and below;
- 4) The composition of NSSE respondents from Spring 2003, 2004, & 2006 who reported that they completed a practicum, internship, field experience, co-op, clinical experience, completed an independent study or self-designed major, and/or worked on a research project with a faculty member outside of the classroom; and
- 5) The composition of students enrolled in Fall 2006 who had completed an international education experience at any point up to and including that term.

Academic Achievement

Honors Programs

Table 17 displays student participation in University or department-level honors programs for all undergraduates enrolled in Fall 2006.

Table 17: Undergraduate Participation in Honors Programs, Fall 2006

| | | African American | Hispanic | Native American | Other Asian / Pacific Islander | Southeast Asian | All Others | Grand Total |
|------------------|-------------------------|------------------|-------------|-----------------|--------------------------------|-----------------|-------------|-------------|
| Students | # | 64 | 119 | 54 | 137 | 107 | 7400 | 7881 |
| | Share | 0.8% | 1.5% | 0.7% | 1.7% | 1.4% | 93.9% | 100.0% |
| Fall 2006 Honors | # | 0 | * | 0 | * | 0 | 141 | 144 |
| | Share | 0.0% | 0.7% | 0.0% | 1.4% | 0.0% | 97.9% | 100.0% |
| | Equity Indicator | 0.00 | 0.46 | 0.00 | 0.80 | 0.00 | 1.04 | 1.00 |

* Cell sizes less than five have been blanked out to protect student anonymity.

UW-L offers a University Honors program, as well as departmental based honors programs. Overall participation in formal Honors programs, both at the university and departmental levels, is low (1.8% of undergraduate students); participation for students of color is even lower. For both the University and departmental programs, low levels of participation could result from a lack of awareness about honors programs. Additionally, there is an increased expectation of work, but no linked scholarships to support students in the program. An additional challenge specific to the University Honors program is course scheduling. Currently, 75% of University Honors students are science majors. Science majors, especially, have to adhere to a fairly rigid schedule to graduate on time. The University Honors program can only offer three classes each semester, and students must fit those courses into their already demanding course schedules around their other requirements.

While many departments offer some type of honors program, participation varies widely across departments. Of the department-based honors programs, the Psychology Honors Program routinely enrolls the largest number of students. All eligible students receive information about the program during the pre-registration advising period in the fall semester of their junior year. Students apply for and are admitted to the program during the fall semester of their junior year. In the spring semester, students take both an honors seminar and an advanced research methods class to specifically prepare them to conduct a program-required research project. During the seminar, students write a grant proposal which they submit for funding from the Undergraduate Research Committee. Grants provide students with money for supplies and equipment, as well as a small stipend. Students collect data during the following year, and present their research both at the UW-L Celebration of Student Research, as well as at the Midwestern Psychological Association Conference. Approximately 33% of UW-L psychology students attend graduate school, and many choose to participate in the honors program as a way to be more competitive graduate school applicants.

Dean's List & Term GPA

Dean's list for all colleges is based on term GPA; students with term GPA of 3.5 or higher are recognized as being on Dean's list. Table 18 displays student academic achievement as measured by term GPA for all undergraduates enrolled in Fall 2006.

Table 18: Undergraduate Participation in Dean’s List, and Term GPA, Fall 2006

| | | African American | Hispanic | Native American | Other Asian / Pacific Islander | Southeast Asian | All Others | Grand Total | |
|-----------------------|-------------------------|-------------------------|-------------|-----------------|--------------------------------|-----------------|-------------|-------------|-------------|
| Students | # | 64 | 119 | 54 | 137 | 107 | 7400 | 7881 | |
| | Share | 0.8% | 1.5% | 0.7% | 1.7% | 1.4% | 93.9% | 100.0% | |
| Fall 2006 Dean's List | # | 6 | 21 | 8 | 20 | 10 | 2561 | 2626 | |
| | Share | 0.2% | 0.8% | 0.3% | 0.8% | 0.4% | 97.5% | 100.0% | |
| | Equity Indicator | 0.28 | 0.53 | 0.44 | 0.44 | 0.28 | 1.04 | 1.00 | |
| Fall 2006 Term GPA | 3.00 and above | # | 23 | 51 | 25 | 60 | 31 | 4987 | 5177 |
| | | Share | 0.4% | 1.0% | 0.5% | 1.2% | 0.6% | 96.3% | 100.0% |
| | | Equity Indicator | 0.55 | 0.65 | 0.70 | 0.67 | 0.44 | 1.03 | 1.00 |
| | Between 2.00 & 3.00 | # | 26 | 47 | 22 | 51 | 37 | 1879 | 2062 |
| | | Share | 1.3% | 2.3% | 1.1% | 2.5% | 1.8% | 91.1% | 100.0% |
| | | Equity Indicator | 1.55 | 1.51 | 1.56 | 1.42 | 1.32 | 0.97 | 1.00 |
| | 2.00 and below | # | 15 | 21 | 7 | 26 | 39 | 534 | 642 |
| | | Share | 2.3% | 3.3% | 1.1% | 4.0% | 6.1% | 83.2% | 100.0% |
| | | Equity Indicator | 2.88 | 2.17 | 1.59 | 2.33 | 4.47 | 0.89 | 1.00 |

Even when controlling for ACT scores all student of color groups are under equity for Dean’s list. This inequity continues across all GPA ranges. Students of color with equally high ACT scores are under-represented at higher GPA ranges and over-represented at lower GPA ranges.

When combined with data from the Retention Perspective report showing inequity in student grades in several University Core Curriculum groupings, these data point to significant concerns regarding the support available to students of color to enable them not only to succeed but to excel as students at UW-L. UW-L is admitting these students and thereby conveying to them that we believe they can be successful at UW-L; however these data show that we are not doing enough to live up to that promise.

In order to rule out the possibility that student motivation to succeed is negatively impacting student GPA, the team explored items on the NSSE related to student reported level of academic challenge. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance. Table 19 reports data on NSSE respondents from Spring 2003, 2004, and 2006 who reported that they often or very often worked harder than they thought they could to meet an instructor’s standards or expectations.

Table 19: NSSE Respondents from Spring 2003, 2004, and 2006 Indicating They Often or Very Often Worked Harder than They Thought They Could to Meet an Instructor’s Standards or Expectations

| | African American | Hispanic | Native American | Asian / Pacific Islander | All Others | Grand Total |
|---|------------------|-------------|-----------------|--------------------------|-------------|-------------|
| NSSE Respondents, Spring 2003, 2004 & 2006 | 21 | 52 | 21 | 105 | 3757 | 3956 |
| Respondent Share | 0.5% | 1.3% | 0.5% | 2.7% | 95.0% | 100.0% |
| Students indicating they often or very often worked harder than they thought they could to meet an instructor’s standards or expectations | 15 | 19 | 11 | 46 | 1882 | 1973 |
| Share | 0.8% | 1.0% | 0.6% | 2.3% | 95.4% | 100.0% |
| Equity Indicator | 1.43 | 0.73 | 1.05 | 0.88 | 1.00 | 1.00 |

Generally students of color report that they are challenged to work at or beyond their expectations in completing class assignments. The exception to this is Hispanic students, however additional research may be needed to determine how much of this is a cultural tendency to underreport effort.

Participation in enriching educational experiences

There are several more or less optional academic opportunities in which students can participate in to enhance or enrich their educational experience at UW-L. Many departments and programs on campus encourage students to complete field work, independent study courses, and/or undergraduate research projects in conjunction with faculty. See Table 20.

Table 20: NSSE Respondents from Spring 2003, 2004, and 2006 Reporting Participation in Extra-Curricular Academic Opportunities

| | African American | Hispanic | Native American | Asian / Pacific Islander | All Others | Grand Total |
|--|------------------|-------------|-----------------|--------------------------|-------------|-------------|
| NSSE Respondents, Spring 2003, 2004 & 2006 | 21 | 52 | 21 | 105 | 3757 | 3956 |
| Respondent Share | 0.5% | 1.3% | 0.5% | 2.7% | 95.0% | 100.0% |
| Completed a practicum, internship, field experience, co-op, clinical | 9 | 25 | 15 | 46 | 1974 | 2069 |
| Share | 0.4% | 1.2% | 0.7% | 2.2% | 95.4% | 100.0% |
| Equity Indicator | 0.82 | 0.92 | 1.37 | 0.84 | 1.00 | 1.00 |
| Completed independent study or self-designed major | * | 6 | * | 14 | 426 | 453 |
| Share | 0.7% | 1.3% | 0.9% | 3.1% | 94.0% | 100.0% |
| Equity Indicator | 1.25 | 1.01 | 1.66 | 1.16 | 0.99 | 1.00 |
| Worked on a research project with a faculty member outside course | 5 | 12 | 5 | 18 | 613 | 653 |
| Share | 0.8% | 1.8% | 0.8% | 2.8% | 93.9% | 100.0% |
| Equity Indicator | 1.44 | 1.40 | 1.44 | 1.04 | 0.99 | 1.00 |

* Cell sizes less than five have been blanked out to protect student anonymity.

The data show that students of color are usually at or above equity in terms of participation in enhanced educational opportunities. Specifically, Native American students are more likely to complete a practicum, or some similar field experience, to complete an independent study, or to engage in research with a faculty member than Caucasian students. African American students are more likely to complete an independent study or to engage in research with a faculty member than Caucasian students. Finally, Hispanic students also are more likely to engage in research with faculty than Caucasian students. This may point to a difference in cultural values for some student of color groups, such as Native American students, who may be more focused on the quality of their experiences and how they contribute to their growth and enrichment as students as opposed to the potential for current activities to enhance their future job prospects. These data support the data from the previous section regarding student motivation, and the need for additional institutional support to bring the measures of academic quality in line with a broader student experience and expectations.

In general, UW-L students participate in enriching educational experiences at equal or higher rates than students attending similar institutions, in part, perhaps, because UW-L emphasizes such activities more and offers more opportunities. For example, UW-L offers undergraduate students grants to complete research. UW-L also has the largest centralized internship program in the UW System, which allows those students in academic programs not requiring a fieldwork experience to obtain real-world experience in their area of study. Approximately 600 students participate in the program annually. Student Activities and Centers also provides students with many opportunities to become involved in the local and national community. One example is the Involvement Center, created over 10 years ago to promote on-campus and off-campus involvement of students. The Center is designed to help students find volunteer opportunities in the community in addition to encouraging on-campus involvement. UW-L continues as an active member in Seven Rivers Region Volunteer Coordinators.

Table 21: Enrolled Undergraduate Participation in International Experiences (a.k.a., Study Abroad) To-Date, Fall 2006

| | | African American | Hispanic | Native American | Other Asian / Pacific Islander | Southeast Asian | All Others | Grand Total |
|--------------------------------------|------------------|------------------|----------|-----------------|--------------------------------|-----------------|------------|-------------|
| Students | # | 64 | 119 | 54 | 137 | 107 | 7400 | 7881 |
| | Share | 0.8% | 1.5% | 0.7% | 1.7% | 1.4% | 93.9% | 100.0% |
| Study Abroad (at all thru Fall 2006) | # | 5 | 9 | 5 | 5 | * | 520 | 547 |
| | Share | 0.9% | 1.6% | 0.9% | 0.9% | 0.5% | 95.1% | 100.0% |
| | Rate | 7.8% | 7.6% | 9.3% | 3.6% | 2.8% | 7.0% | 6.9% |
| | Equity Indicator | 1.13 | 1.09 | 1.33 | 0.53 | 0.40 | 1.01 | 1.00 |

* Cell sizes less than five have been blanked out to protect student anonymity.

International education has been the focus of significant promotion at UW-L for the past several years. UW-L students value international education to such an extent, that they voted in 2004 to included money for international education in the Academic Initiatives, which resulted in an increase in academic fees for all students. Specifically, any student who studies abroad is eligible for a \$750 scholarship for each semester they are abroad. The goal is to provide all students who study abroad with enough money to purchase a plane ticket to their international site, thereby offsetting some of the financial burden. Generally, most student of color groups appear to participate in international education at or above equity, however, Asian students are under equity on this measure.

Additional data from the NSSE shows that Asian, Native American, and African American students are more likely to have additional family care responsibilities. Table 22 below shows students who report spending at least some time each week caring for dependents (children, parents, other relatives).

Table 22: NSSE Respondents from Spring 2003, 2004, and 2006 Reporting Some Hours-per-Week Caring for Dependents (Children, Parents, Other Relatives)

| | African American | Hispanic | Native American | Asian / Pacific Islander | All Others | Grand Total |
|---|------------------|----------|-----------------|--------------------------|------------|-------------|
| NSSE Respondents, Spring 2003, 2004 & 2006 | 21 | 52 | 21 | 105 | 3757 | 3956 |
| Respondent Share | 0.5% | 1.3% | 0.5% | 2.7% | 95.0% | 100.0% |
| Students reporting some hours per week providing care for dependents (children, parents, other relatives) | 5 | 6 | 4 | 43 | 507 | 565 |
| Share | 0.5% | 1.3% | 0.5% | 2.7% | 95.0% | 100.0% |
| Equity Indicator | 1.67 | .81 | 1.33 | 2.87 | .94 | 1.00 |

Summary

Generally, the data related to the Excellence perspective is somewhat mixed. While UW-L students of color are under-represented in University Honors and other GPA-based distinctions, they appear to participate at or above equity in what may be more substantive or career-progressing academically enriching programs. It may be that the University could explore using criteria other than GPA for recognition of high achieving students.

- Students of color who are equally well prepared for college, as measured by ACT scores, do not earn the same GPA's as Caucasian students.
- Students of color are underrepresented in both University and departmental Honors programs.
- All students of color, except Asian/Pacific Islander students, work with a faculty member on a research project more frequently than Caucasian students.
- Native American and African American students are more likely to complete an independent study than Caucasian students.
- Native American students are more likely to complete an internship, practicum, or clinical-type experience than Caucasian students.
- All students of color, except Asian/Pacific Islander students are at least as likely to complete an international education experience as Caucasian students.

Section VI: Institutional Receptivity

Institutional Receptivity Defined

Institutional receptivity refers to goals and measures of institutional support that have been found to be influential in the creation of affirming campus environments for historically underrepresented students. Institutional receptivity measures how comfortable underrepresented students feel during their academic experiences at University of Wisconsin–La Crosse.

The measures of institutional receptivity are generally less quantitative than other measures included in earlier preliminary reports. While some hard data are available this bears on the question of campus climate, including the demographic make up of the faculty and results from specific items on the NSSE, and the voices or viewpoints from students of color.

The Equity Scorecard (EqS) team at UW-L began exploring the institutional receptivity perspective by examining diversity of faculty, staff, and administrators, evidence of campus climate from the NSSE, and the viewpoints of students participating in open forums at the beginning of the EqS process. The sources of data used for the institutional receptivity perspective are:

- 1) The racial and ethnic diversity of full time faculty, staff, and administrators who were employed at UW-L during Fall 2005. Data for these analyses came from the Integrated Postsecondary Education Data System (IPEDS) in which Southeast Asians are not disaggregated from other Asian Americans;
- 2) The campus climate as measured by the National Survey of Student Engagement (NSSE) in which students respond to questions regarding faculty receptivity, and the university’s perceived support for value of diversity initiatives; and
- 3) The tabulation and summation of student voices and thoughts about diversity issues and initiatives at UW-L, as collected at the beginning of the Equity Scorecard Project process on February 21, 2006.

As previously mentioned, the equity measure consists of a comparative ratio where the proportion of the target population in the numerator is divided by the proportion of the target population in the denominator. For instance, the proportion of Hispanic employees at UW-L is divided by the proportion of Hispanic employees working in our Peer Institution group for Fall 2005. This complex bit of math is diagramed below:

| Description | # | Ratio | Equity Measure |
|--|------|-------|----------------|
| # of Hispanic employees at UW-L | 14 | 0.017 | 0.75 |
| # of total employees at UW-L | 804 | | |
| # of Hispanic employees at all Peer Institutions | 664 | 0.023 | |
| # of total employees at all Peer Institutions | 4550 | | |

Generally speaking, equity measures that are below .80 are considered inequitable and those between .80 and .90 are considered approaching equity.

Institutional Receptivity Vital Signs

As with the previous perspectives, “vital signs” relative to institutional receptivity perspective were completed after discussions by the UW-L Equity Scorecard Team. From the discussions, the team decided on the following key elements related to the Institutional Receptivity perspective:

- 1) Composition of UW-L Employees compared to our 24 Peer Institutions
 - a) Total Full-time Employees

- b) Non-instructional Executives & Professionals
 - c) Full-time Faculty with 9 month Contracts
 - d) Part-time Instructional/Research Assistants
 - e) Skilled Crafts, Service & Maintenance Personnel
 - f) Full-time Clerical and Secretarial Personnel
- 2) Composition of NSSE respondents from Spring 2003, 2004, & 2006 evaluating on the following:
- a) The Diversity of Perspectives in the Curriculum
 - b) Relationships with Faculty, Advisors, Administrative Offices, & Other Students
 - c) Overall Support Received from the University
- 3) Open responses to major concerns, issues, fears, and anticipated problems associated with UW-L by our students of color

UW-L's Performance Peers

In early summer 2005, prompted by increasing requests for peer comparison data by campus leaders, a working group consisting of the Provost, three academic deans, the Dean of Student Development and Academic Services, one out-going interim academic dean, the Chief Information Officer and former Director of Institutional Research, the Special Assistant to the Provost on Assessment, and the Director of Institutional Research was convened for the purpose of compiling a list of preliminary performance peers.

The working group identified 15 factors on which they would like to select an initial list of potential peers, however due to time constraints and data limitations, only 12 of the initial factors were available for comparison. From an initial list of over 600 institutions, initial review of the data narrowed consideration to only a small handful of institutions (< 75) who were deemed to be most likely peers. The working group discussed each of the institutions on the “short list” in turn, gathering information on mission, reputation, size of the student body, program array and accreditation status. Additionally, some members brought in peer group lists from institutions they felt were similar to the University and the institutions on those lists were also discussed. The top regional institutions in the U.S. News rankings for the University’s Carnegie Classification were also included. From this discussion, 40 institutions were identified as those worthy of further investigation.

Detailed information, including full data on each of the 12 initial factors plus 3 additional factors identified during the second discussion, was prepared from IPEDS data and routed to the working group members for additional review and comment. Sixteen institutions were, upon closer inspection, considered too dissimilar from the University on at least one key factor to be considered a peer by the working group; the remaining 24 institutions were established as UW-L’s performance peer group. The 24 institutions are listed below, with those peers located in the upper Midwest bolded.

UW-L’s Peer Institution Group

- | | |
|--|-----------------------|
| 1. College of Charleston | Charleston, SC |
| 2. Kutztown University of Pennsylvania | Kutztown, PA |
| 3. Radford University | Radford, VA |
| 4. University of Wisconsin-Eau Claire | Eau Claire, WI |
| 5. University of Wisconsin-Oshkosh | Oshkosh, WI |

6. **University of Wisconsin-Stevens Point**
7. Western Washington University
8. Appalachian State University
9. Central Connecticut State University
10. Eastern Illinois University
11. Humboldt State University
12. Murray State University
13. Northern Michigan University
14. Rowan University
15. Salisbury University
16. Sonoma State University
17. SUNY College at Cortland
18. SUNY College at Oswego
19. The College of New Jersey
20. **Truman State University**
21. **University of Minnesota-Duluth**
22. **University of Northern Iowa**
23. **Western Illinois University**
24. **Winona State University**

- Stevens Point, WI**
 Bellingham, WA
 Boone, NC
 New Britain, CT
 Charleston, IL
 Arcata, CA
 Murray, KY
 Marquette, MI
 Glassboro, NJ
 Salisbury, MD
 Rohnert Park, CA
 Cortland, NY
 Oswego, NY
 Ewing, NJ
Kirksville, MO
Duluth, MN
Cedar Falls, IA
Macomb, IL
Winona, MN

Comparison of UW-L Employees to Peer Institutions' Employees

According to data maintained by the National Center for Education Statistics (NCES) in the Integrated Postsecondary Educational Data System (IPEDS), the University of Wisconsin-La Crosse had 1,185 total full-time and part-time employees as of October 31, 2005, an increase of 16 employees from the prior year. Males make up 49.11 % of the workforce at UW-L, an increase from 48.93% on October 31, 2004. Of the 1,185 UW-employees, 1,072 (90.46%) are white and 113 (9.54%) are employees of color, a proportional increase from 8.30% a year earlier.

Table 23 displays total full-time employees at University of Wisconsin-La Crosse and the twenty-four peer institution group. The “All Others” category consists primarily of Caucasians, but also includes Non-Resident Aliens. The United States Department of Education does not disaggregate Southeast Asian Americans from others of Asian descent.

When comparing University of Wisconsin-La Crosse with our peer institutions, equity indicators (UW-L share/Total Share) shows that African American and Hispanic employees are underrepresented or underutilized within the UW-L workforce while Native American and Asian/Pacific Islander employees at UW-L were equitably represented within the workforce.

Table 23. Total Full-time Employees Fall 2005

| | African American | Hispanic | Native American | Asian / Pacific Islander | All Others |
|--|------------------|----------|-----------------|--------------------------|------------|
| Total Full-time Employees (UW-L + Peers) | 1467 | 664 | 205 | 831 | 25027 |
| Total Share | 5.1% | 2.3% | 0.7% | 2.9% | 87.8% |
| UW-L Total Full-time Employees | 13 | 14 | 12 | 37 | 728 |

| | | | | | |
|---|-------------|-------------|------|------|-------|
| UW-L Share | 1.6% | 1.7% | 1.5% | 4.6% | 90.5% |
| Equity Indicator (UW-L Share / Total Share) | 0.31 | 0.75 | 2.07 | 1.58 | 1.03 |

The EqS team also investigated the racial and ethnic composition of employees within major employee categories in order to better understand UW-L hiring patterns compared to the campuses within the peer institution group. As shown in Table 24, inequities exist for African American employees in every employee category except for part-time instructional positions. Additionally, there weren't any non-instructional executives and professionals or clerical support employees who were of Hispanic descent, although Hispanic employees were equitably represented within the full-time faculty and part time instructional academic staff categories. Native American and Asian/Pacific Islanders were above equity levels for all employee categories.

Table 24. Equity Indices for Major Employee Categories at UW-L Relative to Our Peer-Institution Group Fall 2005

| Employee category | African American | Hispanic | Native American | Asian / Pacific Islander | All Others |
|--|------------------|-------------|-----------------|--------------------------|------------|
| Non-instructional Executives & Professionals | 0.43 | 0.00 | 1.26 | 1.27 | 1.06 |
| Full-time Faculty with 9 mo. Contracts | 0.55 | 1.52 | 1.46 | 1.42 | 1.01 |
| Part-Time Instructional/ Research Assistants | 0.93 | 0.85 | 2.70 | 3.17 | 0.96 |
| Skilled Crafts, Service & Maintenance | 0.31 | 0.36 | 4.56 | 1.91 | 1.02 |
| Full-time Clerical and Secretarial | 0.00 | 0.00 | 4.02 | 1.56 | 1.05 |

Because there is a long standing “chicken and egg” discussion regarding whether a multicultural campus starts with a diverse faculty and staff population, or a diverse student population, the Equity Scorecard Team was curious about how the ratio of undergraduate students of color to full-time faculty of color at UW-L compares to our peer institutions. Table 25 indicates that undergraduate student-to-full-time faculty ratios for African American, Hispanic, Native American and Asian students and faculty were below equity. The limited number of faculty of color multiplies the responsibilities for those faculty beyond academic scholarship and teaching by adding extended service expectations for advising and mentoring students of color and serving on diversity related committees.

Table 25. Undergraduate Student to Full-time Faculty Ratios Fall 2005

| | African American | Hispanic | Native American | Asian / Pacific Islander | All Others |
|---|------------------|-------------|-----------------|--------------------------|------------|
| Total Undergraduates | 83 | 90 | 35 | 123 | 5790 |
| Undergraduate Share | 1.4% | 1.5% | 0.6% | 2.0% | 93.9% |
| UW-L Full-time Faculty with 9 mo. Contracts | 6 | 13 | 4 | 25 | 305 |
| Faculty Share | 1.7% | 3.7% | 1.1% | 7.1% | 86.2% |
| Equity Indicator (UW-L Share / Total Share) | 0.79 | 0.40 | 0.50 | 0.28 | 1.09 |

National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) assesses college students’ involvement in curricular activities that are associated with academic achievement. Respondents are only freshmen and seniors. Additional information about the NSSE can be found in the Excellence Report. Due to the limited numbers of students of color responding in any given year, we have combined the NSSE data from the three most recent years. General results have remained relatively stable over those years.

In exploring student responses to several NSSE items that the team felt may be related to student perceptions of the receptivity of the campus climate, the EqS Team uncovered some results that challenged the practical experience and wisdom of many student services personnel on campus. It is impossible to explain this contradiction by simply examining existing data sources, however, which led to the Team to interpret equity measures from NSSE with some caution. That said, the EqS team believes that the NSSE data, in that they reflect the attitudes and experiences of at least a sub-set of UW-L students, are important to consider as one voice in what is undoubtedly a complex campus conversation regarding institutional receptivity.

Table 26 indicates that Hispanic and Native American NSSE respondents felt that the UW-L curriculum as a whole did not provide diverse perspectives, though in contrast African American respondents were more likely to respond that the UW-L curriculum often or very often represented diverse perspectives. This finding may point to questions of perspective in that what is considered “diverse perspective” differs among students. It should also be noted that the question does not specify diverse *racial and/or ethnic* perspectives, and that some students may be responding considering a broader definition of diversity than others.

Table 26. NSSE Respondents (Spring 2003, 2004, and 2006) Indicating if They Thought the Curriculum at UW-L (i.e., Classes/Assignments) Provided Diverse Perspectives

| | African American | Hispanic | Native American | Asian / Pacific Islander | All Others |
|---|------------------|-------------|-----------------|--------------------------|------------|
| Total Responding “often” & “very often” | 14 | 19 | 7 | 56 | 2070 |
| “often” & “very often” Share | 0.6% | 0.9% | 0.3% | 2.6% | 95.6% |
| Total Responding | 21 | 52 | 21 | 105 | 3757 |
| Total Share | 0.5% | 1.3% | 0.5% | 2.7% | 95.0% |
| Equity Indicator (“often” & “very often” / Total Share) | 1.22 | 0.67 | 0.61 | 0.97 | 1.01 |

When it comes to interactions with UW-L faculty, staff and administrative offices, and other UW-L students, students of color responses are similar to responses of Caucasian students.

Table 27: NSSE Items Relating to Respondent Interactions with UW-L Faculty, Staff & Other Students

| | | African American | Hispanic | Native American | Asian / Pacific Islander | All Others |
|--|------------------|------------------|----------|-----------------|--------------------------|------------|
| Total Responding | | 21 | 52 | 21 | 105 | 3757 |
| Total Share | | 0.5% | 1.3% | 0.5% | 2.7% | 95.0% |
| “Often” or “Very Often” Discussed Ideas From Their Readings/Classes with Faculty Outside of Class | Total Responding | 6 | 6 | 4 | 17 | 506 |
| | Total Share | 1.1% | 1.1% | 0.7% | 3.2% | 93.9% |
| | Equity Indicator | 2.10 | 0.85 | 1.40 | 1.19 | 0.99 |
| Established “Quality” – “Friendly, Supportive, Belonging” Relationships with Other UW-L Students | Total Responding | 15 | 43 | 17 | 74 | 3252 |
| | Total Share | 0.4% | 1.3% | 0.5% | 2.2% | 95.6% |
| | Equity Indicator | 0.83 | 0.96 | 0.94 | 0.82 | 1.01 |
| Established “Quality” – “Friendly, Supportive, Belonging” Relationships with UW-L Faculty | Total Responding | 15 | 41 | 19 | 78 | 2923 |
| | Total Share | 0.5% | 1.3% | 0.6% | 2.5% | 95.0% |
| | Equity Indicator | 0.92 | 1.01 | 1.16 | 0.96 | 1.00 |
| Established “Quality” – “Friendly, Supportive, Belonging” Relationships with UW-L Administrative Personnel & Offices | Total Responding | 13 | 31 | 12 | 60 | 2174 |
| | Total Share | 0.6% | 1.4% | 0.5% | 2.6% | 94.9% |
| | Equity Indicator | 1.07 | 1.03 | 0.99 | 0.99 | 1.00 |

Similarly, as shown in Table 28, students of color satisfaction with academic support and advising were comparable to their Caucasian counterparts. Native American students, however, rated the quality of academic advising they received at UW-L more highly than other students.

Table 28: NSSE Items Relating to Respondent Academic Support & Advising

| | | African American | Hispanic | Native American | Asian / Pacific Islander | All Others |
|---|------------------|------------------|----------|-----------------|--------------------------|------------|
| Total Responding | | 21 | 52 | 21 | 105 | 3757 |
| Total Share | | 0.5% | 1.3% | 0.5% | 2.7% | 95.0% |
| UW-L Provided the Support Respondents Needed to Succeed Academically “Quite a Bit” or “Very Much” | Total Responding | 16 | 35 | 15 | 68 | 2614 |
| | Total Share | 0.6% | 1.3% | 0.5% | 2.5% | 95.1% |
| | Equity Indicator | 1.10 | 0.97 | 1.03 | 0.93 | 1.00 |
| “Good” or “Excellent” Quality Academic Advising | Total Responding | 15 | 38 | 18 | 74 | 2508 |
| | Total Share | 0.6% | 1.4% | 0.7% | 2.8% | 94.5% |
| | Equity Indicator | 1.07 | 1.09 | 1.28 | 1.05 | 1.00 |

With these results, it is not surprising then that when it came to rating the quality of their entire undergraduate experience at UW-L, students of color again responded similarly to Caucasian students (Table 29).

Table 29: NSSE Items Relating to Respondent Satisfaction with Entire Undergrad Experience at UW-L

| | | African American | Hispanic | Native American | Asian / Pacific Islander | All Others |
|--|------------------|------------------|----------|-----------------|--------------------------|------------|
| Total Responding | | 21 | 52 | 21 | 105 | 3757 |
| Total Share | | 0.5% | 1.3% | 0.5% | 2.7% | 95.0% |
| Entire Educational Experience at UW-L “good” or “excellent” | Total Responding | 15 | 42 | 19 | 83 | 3316 |
| | Total Share | 0.4% | 1.2% | 0.5% | 2.4% | 95.4% |
| | Equity Indicator | 0.81 | 0.92 | 1.03 | 0.90 | 1.00 |
| “Probably” or “definitely” would go to UW-L again if they could start over | Total Responding | 16 | 42 | 19 | 86 | 3201 |
| | Total Share | 0.5% | 1.2% | 0.6% | 2.6% | 95.2% |
| | Equity Indicator | 0.90 | 0.95 | 1.06 | 0.96 | 1.00 |

The Voices of UW-L Students of Color

The Equity Scorecard Team heard the voices of the UW-L students in an open forum on February 21, 2006 in which there were viewpoints of hope and concerns about the university’s diversity efforts overall. Students were cautiously optimistic about whether the EqS Project would insure accountability. Students had seen the same pattern of initial celebration and lauding of diversity initiatives before with Plan 2008,

only to see the project reduced to a hefty report that eventually lands on a bookshelf, unread. The following outline provides an overview of the students' voices:

- Assessment and Improvement of Plan 2008
 - Outcomes of Equity Scorecard will produce tangible realistic results
 - Equity Scorecard will give the UWL administration, faculty, staff a solid perspective on specific issues/areas where they need to improve upon and also where they are doing well
 - Better understanding of where we are as a campus and identify strategies for achieving the goals of Plan 2008
- Accountability
 - Holding the university accountable for diversity in faculty and staff along with students
 - Increase visibility to equity/lack of equity to LAX community and campus
- Leadership
 - Continuity of leadership – both at the highest level and at the team level
 - Also expanding expectation of “leadership” to include governance group leaders, deans, dept. chairs, and student leaders
- General reluctance
 - General reluctance to put effort behind “yet another initiative” – initial push will be hard; people are tired of working on initiatives that don't result in any change
 - Stop talking and act. ACTION!!!

As the students continued to voice their concerns about the project, the EqS team recognized the magnitude the students' concerns. Throughout the following months of reviewing data and drafting reports, these concerns repeatedly resurfaced to remind us of the importance of insuring the actionability of our findings.

Summary of Institutional Receptivity Findings

- African American and Hispanic/Latino(a) individuals are underrepresented among employees at UW-L, especially among administration, faculty, skilled crafts/service/maintenance, and clerical and secretarial staff.
- Hispanic/Latino(a) and Native American students do not perceive the curriculum to provide diverse perspectives at the same rate as other groups of students.
- African American and Native American students are more likely to discuss ideas from classes with faculty than other groups of students.
- Native American students tend to be more satisfied with advising than other groups of students.
- Students of color rate relationships with other students, faculty, and administration at levels equal to white students.
- Students of color report that UW-L provides the support they need to succeed academically at the same rate as white students.
- Students of color are as likely as white students to report that, if they could start over, they would still choose to attend UW-L.

Section VII: Summary

The University of Wisconsin-La Crosse's Equity Scorecard Team started to meet in February 2006. Throughout the process, the team's main focus was to honor the students' request to have the Equity Scorecard Project make a positive and significant change within the University's academic culture. The last thing the team wanted was to create another lengthy report only to reside on someone's shelf or computer desktop. After eighteen months of deliberations on the four perspectives: Access, Retention, Excellence, and Institutional Receptivity, the Equity Scorecard Team is forwarding its findings to Chancellor Gow and the University of Wisconsin –La Crosse's community.

The report will be disseminated by informing the campus community through *Campus Connections* and the *Racquet*. Other possible avenues of communication will be attending departmental, college and divisional meetings to discuss the Equity Scorecard Project's findings. The findings should assist the university community to determine through dialogue how to proceed with ensuring UW-L is an inviting community for all students.

The next steps are (1) a team meeting with Chancellor Gow, (2) sending the team report out to the campus, (3) starting the process of meetings with offices and departments to review findings, (4) creating an accountability structure that will continue the Equity Scorecard Project, and (5) partnering with Joint Minority Affairs Council (JMAC) to implement the goals and objectives of *Plan 2008*.

APPENDIX O

Campus Climate Survey Executive Summary

Executive Summary

College campuses are complex social systems. They are defined by relationships between faculty, staff, students, and alumni; bureaucratic procedures embodied by institutional policies; structural frameworks; institutional missions, visions, and core values; institutional history and traditions; and larger social contexts (Hurtado, Milem, Clayton-Pederson, Alma, & Allen, 1998). Institutional missions suggest that higher education values multicultural awareness and understanding within an environment of mutual respect and cooperation. Academic communities expend a great deal of effort fostering a climate to nurture their missions with the understanding that climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship. Institutional strategic plans advocate creating welcoming and inclusive climates that are grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

The climate on college campuses not only affects the creation of knowledge, but also affects members of the academic community who, in turn, contribute to the creation of the campus climate. Several national education association reports and higher education researchers advocate creating a more inclusive, welcoming climate on college campuses (AAC&U, 1995; Boyer, 1990; Harper & Hurtado, 2007; Ingle, 2005; Milem, Chang, & Antonio, 2005). Because of the inherent complexity of the topic of diversity, it is crucial to examine the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002). The University of Wisconsin System (UWS) has a long history of supporting diversity initiatives as evidenced by the system's support and commitment to this climate assessment project. In 2005 a taskforce committee was formed to search for consulting firms who conduct climate assessments in higher education and Rankin & Associates (R&A) was identified as a leader in conducting multiple identity studies in higher education. In 2006, R&A presented a proposal to the UWS Provosts and various constituent groups which resulted in the formation of the *Climate Study Working Group* (CSWG) by UWS administrators and subsequent contracting with R&A to facilitate a system-wide climate assessment. Fact-finding groups were held in September 2007 to discuss with University of Wisconsin System students, staff, and faculty their perceptions of the system climate. Informed by these fact-finding groups and by previous R&A work, the CSWG developed the final survey instrument template that was administered to the five participating UW campuses in spring 2008.

UW-La Crosse was one of the five UWS institutions that participated in the initial climate project in 2007-2008. A Diversity Leadership Committee (DLC) was created at UW-La Crosse to assist in coordinating the survey effort on campus. The DLC reviewed the survey template and revised the instrument to better match the context at UW-La Crosse. The final survey contained 91 questions including several open-ended questions for respondents to provide commentary. This report provides an overview of the findings of the internal assessment, including the results of the campus-wide survey and a thematic analysis of comments provided by survey respondents. All members of the campus community (e.g., students, faculty, academic staff, and classified staff) were invited to participate in the survey. The survey was designed for respondents to provide information about their personal experiences with regard to climate issues, their perceptions of the campus climate, employees' work-life issues, and respondents' perceptions of institutional actions, including administrative policies and academic initiatives regarding climate issues and concerns on campus. A summary of the findings, presented in bullet form below,

suggests that while the UW-La Crosse has several challenges with regard to diversity issues, these challenges are found in many other institutions of higher education across the country.

Sample Demographics

2,576 surveys were returned representing the following:

- 23 percent response rate
- 1,877 undergraduate students, 152 graduate students, 200 faculty, 172 academic staff, and 132 classified staff
- 228 people of color; 2,297 White respondents
- 42 people who identified as having a physical disability
- 24 people who identified as having a learning disability
- 71 people who identified as having a psychological condition
- 115 people who identified as lesbian, gay, bisexual, or queer; and 30 who were questioning their sexuality
- 1,790 women; 770 men; 4 transgender persons
- 754 people who identified their spiritual affiliation as other than Christian (including those with no affiliation)

Quantitative Findings

Personal Experiences with Campus Climate⁴

• **A percentage of respondents reported that they personally experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus on campus (hereafter referred to as harassment). Gender was most often cited as the reason given for the perceived harassment. People of color and sexual minorities⁶ perceived such harassment more often than White people, and many of them felt it was due to their race or sexual orientation. Perceived harassment largely went unreported.**

- 17 percent of respondents believed that they had personally experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus.
- The perceived conduct was most often based on the respondents' gender (36%), UW-L status (22%), age (21%), political views (17%), and religious/spiritual status (17%).
- Compared with 15 percent of White people, 34 percent of people of color believed they had personally experienced such conduct.
- Of respondents of color who reported experiencing this conduct, 56 percent stated it was because of their race.
- Compared with 18 percent of men, 17 percent of women believed they had personally experienced such conduct.
- Of the women who experienced this conduct, 45 percent stated it was because of their gender.
- Compared with 16 percent of heterosexual respondents, 38 percent of sexual minority respondents believed they had personally experienced such conduct.
- Of sexual minority respondents who experienced this conduct, 61 percent stated it was because of their sexual orientation.
- 19 percent of participants made complaints to UW-L officials, while 13 percent did not know who to go to, and 13 percent did not report the incident for fear of retaliation.

- **A small percentage of respondents believed that they had been sexually harassed or sexually assaulted.**

- 12 percent believed that they had been touched in a sexual manner that made them feel uncomfortable or fearful while at UW-La Crosse.
- 96 respondents believed that they had been sexually assaulted during their time at UW-La Crosse.
- Women, lesbians, and people who identified as queer were more likely than other groups to believe that they had been sexually assaulted.
- Most of the respondents who believed that they had been sexually assaulted were students (86 people), female (91 people), heterosexual (84 people), and White (86 people).
- The alleged perpetrator of the perceived sexual assault was most often a student, an acquaintance, a friend, or a stranger.

Perceptions of Campus Climate

- **Most respondents indicated that they were “comfortable” or “very comfortable” with the overall climate at UW-La Crosse (85%), in their departments or work units (84%), and in their classes (85%). The figures in the narrative demonstrate some disparities based on race.**

- Compared with 86 percent of White people, 74 percent of people of color were “comfortable” or “very comfortable” with the overall climate at UW-L.
- Compared with 86 percent of White people, 77 percent of people of color were “comfortable” or “very comfortable” with the climate in their departments or work units.
- Compared with 97 percent of White people, 69 percent of people of color were “comfortable” or “very comfortable” with the climate in their classes.

- **Slightly more than one-third of all respondents indicated that they were aware of or believed they had observed harassment on campus. The perceived harassment was most often based on sexual orientation, ethnicity, gender, and race. People of color and sexual minorities were more aware of perceived harassment.**

- 34 percent of the participants believed that they had observed or personally been made aware of conduct on campus that created an offensive, hostile, or intimidating working or learning environment.
- Most of the observed harassment was based on sexual orientation (48%), ethnicity (37%), gender (37%), or race (36%).
- Compared with 32 percent of White respondents, 45 percent of respondents of color believed they had observed or personally been made aware of such conduct.
- Compared with 32 percent of heterosexuals, 64 percent of sexual minorities believed they had observed or personally been made aware of such conduct.
- Compared with 32 percent of students and 33 percent of classified staff, 49 percent of faculty and 42 percent of academic staff believed they had observed such conduct.
- These incidences were reported to an employer or official only 10 percent of the time.

- **Some employee respondents believed that they had observed discriminatory employment practices, and indicated that these practices were most often based on gender.**

- 31 percent of employee respondents believed that they had observed discriminatory hiring.

- 13 percent believed that they had observed discriminatory employment-related disciplinary actions at UW-L (up to and including dismissal).
- 29 percent believed that they had observed discriminatory promotion practices.

• **With regard to campus accessibility for people with mobility and visual impairment, campus walkways/pathways (66%), and University websites (60%), were considered the most accessible (rated “very accessible” or “accessible”) areas of campus.**

- 25 percent ranked the residence halls as “very inaccessible.”

Satisfaction with UW-La Crosse

• **79 percent of UW-L employees were “highly satisfied” or “satisfied” with their jobs at UW-L. 62 percent were “highly satisfied” or “satisfied” with the way their careers have progressed at UW-La Crosse.**

- Faculty were slightly less satisfied with their jobs than were other employees.
- Men were most satisfied with the way their careers have progressed at UW-La Crosse.

• **89 percent of percent of students were “highly satisfied” or “satisfied” with their education at UW-L, while 77 percent were “highly satisfied” or “satisfied” with the way their academic careers have progressed at UW-La Crosse.**

- A slightly lower percentage of students of color were satisfied with their educations and with the way their academic careers have progressed at UW-La Crosse than were other students.
- Higher percentages of women students, White students, and heterosexual students were satisfied with the way their academic careers have progressed than were men students, students of color, and sexual minority students.

• **39 percent of all respondents have seriously considered leaving UW-La Crosse.**

- Among employees, 65 percent of men and 62 percent of women thought of leaving UW-L.
- 61 percent of employees of color, in comparison with 63 percent of White employees, have seriously considered leaving UW-L. Additionally, 68 percent of sexual minority employees, compared to 63 percent of heterosexual respondents, have seriously thought of leaving the institution.
- Among students, 33 percent of women and 34 percent of men considered leaving the University.
- 47 percent of students of color and 32 percent of White students thought of leaving UW-L, as did 36 percent of LGB students and 33 percent of heterosexual students.

Institutional Actions

- More than half of the respondents “strongly agreed” or “agreed” that the Chancellor, Deans and Directors, and Campus Climate Coordinator provided visible leadership that fosters inclusion of diverse members of the campus community.
- 90 percent of all respondents believed the Chancellor’s Office has visible leadership that fosters inclusion of diverse members of the campus community.
- 41 percent of all respondents believed the Provost’s Office has visible leadership that fosters inclusion of diverse members of the campus community.
- 58 percent of all respondents believed that diversity initiatives are relevant to their work.

- 67 percent felt welcome at campus diversity events.
- 53 percent of employee respondents thought providing tenure clock options with more flexibility for promotion/tenure for faculty/staff with families would positively affect the climate.
- 70 percent thought it would be a good idea to train mentors and leaders within departments to model positive climate behavior.
- 63 percent thought offering diversity training/programs as community outreach would positively affect the climate.
- Less than half of all employees thought providing recognition and rewards for including diversity in course objectives throughout the curriculum and rewarding research efforts that evaluate outcomes of diversity training would positively affect the climate.
- 74 percent of employees felt providing on-campus child care services would positively affect the climate.
- More than three-quarters of all employees thought the following initiatives would also positively affect the climate on campus: improving, and promoting access to quality services for those individuals who experience sexual abuse (79%), providing mentors for minority faculty/students/staff new to campus (75%), and providing a clear protocol for responding to hate/hostile incidents at the campus level (83%) and departmental level (83%).

Qualitative Findings

Out of the 2,576 surveys received at UW-La Crosse, 1,840 respondents contributed remarks to the four open-ended questions. Respondents included undergraduate and graduate students, as well as faculty, academic staff, and classified staff. The four open-ended questions asked whether their campus experiences differed from experiences in the surrounding community, for general elaboration of personal experiences and thoughts,⁷ and to name three things the respondent would like to see changed on campus and three things they would like to see remain the same. The qualitative comments give “voice” to the quantitative findings and also parallel those findings.

Of the 756 respondents who commented on whether their experiences on campus differed from their experiences in the surrounding community, most of the remarks indicated that the campus climate was more diverse, more accepting of difference, and felt to students more comfortable and safe. Some individuals said there was little difference between the community and the campus, and some commented that the surrounding community was more accepting of people regardless of their educational background and more respectful of those in the military than were people on campus. In addition, people of color and sexual minority respondents felt more comfortable on campus than off campus.

Eight hundred forty-seven respondents provided examples of things they would like to see changed at UW-L and things they would like to see the same. Several respondents wanted to see more diversity and more diversity-related events on campus, while others were content with the number and frequency of diversity-related events and exchanges. Those respondents that wanted to see more diversity suggested the University create additional programs, integrated course offerings, and readily accessible information about ethnic issues, sexual orientation, and sexual assault. Respondents wanted ethnic issues to focus not just on Black-White issues, but issues faced by Asians, Native Americans, and Latinos. They advised the University to recruit more inner-city minority students, and hire more RAs of color and women leaders. Several respondents said UW-L ought to focus some attention on making buildings (especially residence

halls) and grounds more accessible for people with disabilities. A number of students wanted to see the cost reduced for dining at Whitney, tuition reduced, and increased financial aid. Staff wanted their salaries to be comparable to private sector, and classified staff wanted more respect, more formal opportunities for professional growth, responsibility, and pay raises. Several respondents wanted to end the disparate system that exists among faculty and staff.

Respondents liked the size of UW-L campus community, felt the community was very friendly, and wanted it to remain the same. In addition, several respondents commented that they wanted the Chancellor and the relationships Dr. Gow has with campus community members to stay the same. Respondents believed in the excellence of the UW-L education and hope the University would continue to attract quality teachers and scholars. Some respondents wanted to keep the EFN classes, and suggested the structure of the classes change. Several individuals liked the Campus Climate Office and the Chancellor's Open Forums.

Two hundred seventy-eight (278) respondents offered suggestions for how to improve the climate at UW-La Crosse. A number of respondents praised Chancellor Gow's efforts in regard to diversity and asked for continued attention to and leadership on the issues. Some respondents wanted to see more people from underrepresented populations in the faculty and administrative ranks. Others despised minority quotas and wanted to make sure that jobs always go to the most qualified applicants. Likewise, a few respondents asked that the University divert dollars away from diversity initiatives and spend money only on educating students. Several respondents described bullying that goes on in their departments and asked for ways to monitor/reprimand co-workers and supervisors who are known bullies. Many people asked that UW-L continue to communicate with all constituents, employees, and students about all aspects of University life.

Lastly, a few respondents commented on the survey and process itself. Some applauded the University's participation in the study and wanted to make certain that the results of the survey were made public and used to better UW-L. Others had suggestions for wording certain survey items.

APPENDIX P

LibQUAL+ Survey Report

NCA Report and the Library LibQUAL+ Survey
December 2008

What is the LibQUAL+ Survey?

One tool the Murphy Library has used to assess student, faculty and staff satisfaction levels with various services is the LibQUAL+ survey which measures user perceptions about three dimensions: library content (paper, digital, media, etc.), personnel, and facilities. The LibQUAL+ survey, administered in the spring of 2008 is based upon SERVQUAL, a business instrument adapted by Association of Research Libraries, partnering with Texas A&M University Libraries, to the academic library setting. Approximately 2,100 faculty, students, and staff from UW – La Crosse responded to the online survey in spring 2008, with a total 1,963 valid responses. Murphy Library was one of 210 worldwide institutions participating in the 2008 survey, including all but 2 comprehensive and doctoral UW System institutions. Murphy Library also administered the LibQUAL+ survey in 2004.

What were some of the key findings that pointed to problem areas?

The red flag areas were those individual questions where users indicated adequacy means close to or below zero. A negative rating translates into users saying that service, collections or facility fell short of their minimum expectations. For “IC-8 Print and/or electronic journal collections I require for my work,” graduate students had an adequacy mean of 0.04 and faculty, -0.18. This finding was supported by a similar local/consortium question, “Collections of online full-text articles sufficient to meet my needs,” where faculty indicated an adequacy means of -0.24 and graduate students, -0.10. Another question where there was a negative adequacy mean was IC-2 “A library Web site enabling me to locate information on my own.” The faculty adequacy mean score was -0.01. Overall for the library content dimension (formally the “Information Control” dimension which is content and how that content is accessed), respondents said this is the most important category, but ranked the library lowest in performance. Most faculty comments describing library inadequacies also pertained to collections/electronic resources, for example: *“I know that the library is terribly underfunded and that electronic data bases are very expensive. I do not have access to some data bases that I need and that is problematic for me.”*

While undergraduate students did not have any negative adequacy mean scores, there were clear indications of dissatisfaction in some of the clustering of comments. Over 70 comments related to the lack of group study rooms. More than 40 undergraduate students commented on the difficulty of locating open computers, e.g. *“I would invest in more computers. The lab in Murphy and the PCs in the library are scarce compared to other libraries I've seen.”* Another frequently mentioned deficit was library hours.

How has the Library responded?

1. Add print and e-resources

The Library has been engaged with other UW campus libraries and UW System in proposing a UW System request for more legislative funding for the Shared Electronic Collection (system-wide databases). This \$6 million request was supported by the university administration, UW System and the Regents voted in favor of the proposal in August. The initiative will be reviewed by the Governor/DOA and, at the next stage, by the legislature for inclusion in the next biennial budget. The Library with the Faculty Senate Library Committee has worked with university administration and student leadership to request an increase in the student differential tuition fee. The Academic Initiatives Oversight Committee crafted a resolution which included a piece to increase the Library budget by \$170,000. The majority of the request was for e-resources. The Student Senate voted 30 to 1 in favor of the resolution. However, the UW Regents and System administration will not put forward any new UW campus differential tuition initiatives due to the current economic and political climate.

The Library has used Library Endowment Funding to fund e-resources. All the funding available in FY09, over \$11,000, was spent on e-resources.

2. Increase Library Hours

Part of the differential tuition funding mentioned above was targeted to increase library hours by 10-14 hours/week. A measure of demand of building use beyond the LibQUAL+ survey is the gate count which has increase from just over 300,000 just a few years ago to a half million in FY08. Again, increasing library hours will be on hold because the differential is not moving forward. The current plan is to submit the request again next year.

3. Add more Library Computers

For fall 2008, the Library added 8 laptop computers to be checked out at the circulation desk. This was funded through lab/classroom modernization funding.

4. Improve the Library Website

The Library Web Team did a complete revision of the library website using the university standard templates which was launched at the beginning of Fall Semester 2008. As of late fall, the team is meeting with College of Business Administration faculty to set up usability testing/focus groups.

5. Add more group study space.

The Library Director met with the Director of Facilities Planning and Management and a representative from Administration and Finance in December 2008 to review possible scenarios to add group study rooms to the Library space. the Director of Facilities Planning and Management will develop proposals that will be discussed in spring 2009.

With the loss of one office building (Wilder Hall) and the need for more faculty offices, there are special space pressures on the Library which will be especially acute until Centennial Hall is completed in 2011. A room in the basement now housing three group study spaces will be converted to a geography map room when that collection is moved from Cowley Hall spring term.

The Library is still reviewing the survey results and scheduled for spring term is a closer look at a comparison of the 2004 with the 2008 data.

LibQUAL+ Documentation

Fine Print Article:

<http://www.uwlax.edu/murphylibrary/fp/08fall.html>

LibQUAL+ Survey Results webpage:

<http://www.uwlax.edu/murphylibrary/libqual/index.html>

Among items on this page are

- a PowerPoint presentation and handout:
(<http://www.uwlax.edu/murphylibrary/libqual/2008/FacSenateHandout.pdf>) by John Jax and Stefan Smith for the November Faculty Senate Library Committee meeting
- Official LibQUAL+ results:
<http://www.uwlax.edu/murphylibrary/libqual/2008/ResultsPortfolio2008.pdf>
- Report for Provost's Retreat, August 5, 2008:
<http://www.uwlax.edu/murphylibrary/libqual/2008/LibQUALSurvey-Provost-Retreat8-5-08.pdf>

AE 12/23/08