

Monitoring Report on Assessment  
University of Wisconsin – La Crosse  
January, 2009

*Team Concerns (Assurance Section): The last comprehensive visit identified the concern that, even though an assessment plan was well developed, its implementation across campus was inconsistent. Although tremendous effort has been made to assess and improve student learning during the past 10 years, UW-L has demonstrated highly uneven progress in this area as a result of using different models, i.e., a variety of centralized and decentralized approaches for the collection and evaluation of data. While assessment measurement and reporting tools remain strengths of the institution, implementation continues to be highly variable across campus. A campus culture that fully embraces a structure to support assessment activities is lacking; thus, assessment processes lack sustainability. Although improving, the Academic Program Review (APR) guidelines are not fully linked to student learning outcomes. The Academic Program Review process every seven years was not linked to the departments' biennial assessment and not all departments have been accountable in submitting their APR documentation. There is also lack of uniformity in the assessment of graduate programs.*

*The biennial assessment reports have not been integrated with the formal academic review process recently approved by the Faculty Senate. Until recently, the formal academic program review process has not explicitly included assessment of student learning.*

*Team Recommendations (Advancement Section): Until recently, the formal academic program review process has not explicitly focused on the assessment of student learning; although review of biennial assessment reports indicates that some departments are collecting assessment data. The team believes it is essential that the biennial assessment reports be integrated into the program review process approved by Faculty Senate on April 13, 2006.*

*Additionally, the team strongly recommends that UW-L devote some time to developing and implementing a plan for assuring that all academic units have solid and realistic assessment plans and that they have implemented those plans. The plans should include means and mechanisms to complete a given planning cycle, namely using the information gathered through the assessment process to improve programs, including the curriculum.*

*Likewise, the team recommends that the university implement a process for systematically using the excellent information it now gathers at the institutional level (e.g., through national surveys) to design and implement initiatives that result in institutional improvements.*

*Finally, UW-L could benefit from working with a consultant whose expertise is assessment (there are many individuals with such expertise now). This consultant could give the university very concrete and useful recommendations regarding successful assessment strategies.*

The three primary recommendations made by the NCA team included 1) the need to integrate biennial assessment reports into the Academic Program Review Process, 2) the need to implement a process to assure academic units have solid and realistic assessment plans and that they implement those plans, and 3) the need to develop a plan to use the excellent data already collected to make improvements.

Academic colleges oversee assessment in academic departments. Each department is required to submit an assessment report on a biennial basis to the College Dean who then summarizes the reports and forwards the summary on to the Provost. Beyond this general procedure, the academic colleges have slightly different methods of gathering, summarizing, and using the data.

The College of Business Administration (CBA) collects college-wide assessment data in addition to data collected by individual departments (see Appendix A for college biennial assessment reports). In some departments, committees have responsibility for creating assessment plans and collecting data, while in other departments an individual is identified to lead assessment efforts. All departments use direct measures to assess their programs. Furthermore, all departments use the results to improve curriculum, although the degree of use varies among departments. The CBA has been using the Educational Benchmarking Inc. (EBI) as part of its college-wide assessment strategy since 1999. The college also evaluates and uses data from the National Survey of Student Engagement.

The College of Liberal Studies (CLS) oversees department assessment activities through a College Assessment Committee. Membership on the committee consists of a representative from each department. The committee provides advice and recommendations on assessment issues to the dean. While all members of the CLS College Assessment Committee are involved in assessment efforts in their departments, many program assessment activities are supported by a committee, not solely the representative on the college committee. Like CBA, all departments use direct measures to evaluate student learning outcomes in the program. Also, like CBA, the larger challenge is in using assessment data to improve the curriculum, teaching, and learning in programs; about 90% of departments use the data to inform decisions at this time.

The College of Science and Health (CSAH) is in the process of enhancing their assessment efforts. Currently, individual representatives from each department report assessment results to the Dean. While all departments completed a biennial assessment report for the 2006-08 period, just over 71% identified an individual or committee responsible for assessment. About 80% use direct measures to evaluate student learning outcomes in the program, and 70% use assessment results to inform decisions.

Institution-wide assessment efforts are conducted primarily through the Office of the Provost. The UW System has chosen to participate in the College Portrait Voluntary System of Accountability, and UW-L has completed a profile for the current year based on assessment data. The university also participates in several nationally normed assessment activities, such as the National Survey of Student Engagement (NSSE) and the Collegiate Learning Assessment (CLA). Many other university wide assessment activities have focused on our diversity efforts. For example, UW System hired Sue Rankin and Associates to create and administer a campus climate survey for interested campuses. UW-L participated in that assessment in spring 2008. The UW-L community also participated in the UW System

supported Equity Score Card project, developed by Estella Bensimon with the Center for Urban Education at the University of Southern California.

### **Assessment Infrastructure**

Currently, assessment activities are supported primarily through the Office of the Provost by the Assistant to the Provost, although assessment support comprises only a portion (approximately .50 FTE) of that position. Efforts to enhance assessment activities on campus have been hindered by a lack of support and resources for those trying to develop assessment plans and use data to inform decisions. While the creation of a full-time Assessment Coordinator position has been discussed over the last two years, a variety of matters (including budgetary constraints) have prohibited such a position until the current year. During fall 2008, the Provost worked with stakeholders to create a description for a full-time Assessment Coordinator position (see Appendix B). After review by several groups, the Faculty Senate voted to support the creation of the position on December 4, 2008. The Chancellor approved the position on December 17, 2008. The university began searching for an assessment coordinator, but in late December, 2008, the Chancellor announced a hiring freeze due to severe budget cuts. The search was temporarily halted, but it is expected to resume in summer 2009 with an assessment coordinator starting at the beginning of fall 2009.

The Assessment Coordinator will be positioned in the Center for Advancing Teaching and Learning (CATL) (see Appendix C). While CATL does exist at the current time, it is staffed solely by the Assistant to the Provost. The mission of CATL 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. Beginning fall 2009, CATL will be expanded to include a Writing Coordinator (.50 FTE), Online Director (1.0 FTE), Instructional Designer (1.0 FTE), and Inclusive Excellence Coordinator (.50 FTE) in addition to the Assessment Coordinator. All positions will report to a Director for the Center for Advancing Teaching and Learning (1.0 FTE). In addition, an Advisory Board comprised of faculty, instructional staff, and students will provide recommendations and suggestions about CATL programs, activities and services.

The Assessment Coordinator will provide 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. The coordinator will help departments and programs develop solid, realistic and streamlined assessment programs to improve student learning and educational quality. The coordinator may, depending upon departmental needs, 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). Additionally, the Assessment Coordinator will consult with faculty groups and committees about assessment, develop resource materials and provide campus-wide workshops and presentations to help faculty and staff improve assessment practices, coordinate and administer university wide assessment activities, disseminate assessment results to internal and external groups, and develop and promote strategies to use assessment results to foster educational improvement. The Assessment Coordinator also will have responsibility for tracking and projecting needed actions related to assessment for accreditation from the Higher Learning Commission and assisting departments with other accreditation studies.

## Assessment Activities

### Academic Program Review

In their report, the NCA Evaluation team noted that student learning outcomes and departmental biennial assessment reports were not linked to the Academic Program Review (APR) process. Additionally, some departments had been accountable for submitting their APR reports in a timely manner.

The APR review process typically is on a seven year cycle; exceptions are made for departments or programs that are reviewed and/or accredited by an external body (see Appendix D for APR cycles). In those instances, departments or programs are allowed to link their APR to the external review process. In both cases, the department conducts a self-study and submits the self-study to the Dean for review. After the Dean has reviewed the self-study for completeness, the department hosts a visit from an external consultant. The self-study, external consultant report, and departmental response to the consultant report are then submitted to the Dean. The Dean includes a response and forwards the package to the APR committee. The APR committee, consisting of nine faculty and instructional staff, is a committee of the Faculty Senate. After review of the package, the APR committee writes a report which is submitted to the Faculty Senate for acceptance.

In January 2006, the Faculty Senate approved a policy designed to assure departments completed the APR on schedule (see Appendix E for APR Guidelines). Specifically, departments are now required to submit a written request for a deferment to the Dean. If the Dean approves, the request is forwarded to the Provost. If the Provost approves, the request is forwarded to the APR Committee. Deferments require the approval of the Dean, the Provost, and the APR Committee. Only an official deferment can alter the timeline. In the last two years, all departments with outstanding APR reports have completed the review process, and at this time, no departmental review is outside of the review timeline (see Appendix F for the APR approved schedule).

In April 2006, the Faculty Senate approved revisions to the format for the APR self-study report to require a section of the assessment of student learning (see Appendix G). Specifically, departments now must include:

1. a statement of the student learning outcomes for the department and all programs, including any graduate programs,
2. assessment data collected during the review period,
3. a discussion of changes made to the program as a result of assessment data,
4. a statement of the student learning outcomes for all general education courses taught through the department, assessment of those outcomes, and changes to the courses based on the changes,
5. a discussion of the advising processes,
6. any other indices of program success, and
7. a description of the single area most in need of improvement and plans to address the need.

Additionally, biennial assessment reports, as well as any assessment tools, instruments, surveys, etc., are to be attached as appendices to the self-study report. Finally, external consultants are asked, specifically, to comment on the department's assessment of student learning (see Appendix H).

In September 2006, the Faculty Senate approved a “mid-cycle follow-up” as an APR committee recommendation option. The APR committee uses this option when a self-study report indicates major challenges in the department. For example, a department might be required to file a mid-cycle follow-up if assessment data are absent or lacking in the self-study report. During the 2006-07 and 2007-08 academic years, 14 departments were reviewed by the APR committee. Of those, one was required to file a mid-cycle follow-up due to an inadequate assessment of student learning plan and a relative absence of assessment data. All other departments had sufficient assessment plans, data, and improvement plans. However, the APR committee frequently included recommendations to improve some aspect of the assessment plan (e.g., better define student learning outcomes, use data to inform decisions more consistently) in their response to the self-study reports.

In an effort to further enhance the assessment of student learning, the integration of assessment data into APR self-study reports, and evidenced based decision making, the Assistant to the Provost developed a plan modify the biennial assessment process (see Appendix I). According to the proposal, departments would develop an assessment plan and submit that plan to the APR committee three years prior to the next scheduled APR review. The APR committee would review and approve the plan, with revisions if necessary. The department would be expected to include at least two years of assessment data in the self-study report. Additionally, departments would be required to use assessment data to demonstrate a need for improvement and any efforts used to address those needs. The APR process would emphasize using data to inform decisions and to monitor progress toward goals. After the formal APR review, the department would be expected to continue with assessment and revise assessment practices as necessary to provide usable data. If the APR committee determined the self-study was inadequate, it could require a mid-cycle follow-up (this part of the proposal has already been implemented as noted above).

In spring 2007, the proposal was endorsed by the department chairs in all three academic colleges and the APR committee for implementation after the hiring of an Assessment Coordinator. For a variety of reasons, including budgetary constraints, the creation of the Assessment Coordinator position was delayed until fall 2008. While the search for the new position was frozen in December, 2008 due to severe budget cuts, it is expected to resume in summer 2009 with a fall 2009 start date.

#### University Wide Assessment Activities

UW-L collects university data in a wide variety of areas, such as student learning, student engagement, the equity of the educational experience among different racial and ethnic groups, perceptions of the campus climate, and the quality of the library services. Furthermore the data are used to inform a wide variety of decisions.

Over the last two years, the General Education Committee (GEC), a committee of the Faculty Senate, has focused on enhancing the assessment of student learning in the general education program. (The monitoring report on General Education filed with the HLC January, 2009 contains a more complete discussion of all general education assessment efforts.) To that end, the GEC has initiated a course-embedded assessment requirement for all general education courses. The process is overseen by a newly created General Education Assessment Committee. Departments are required to identify one General Education Student Learning Outcome for each general education course. Departments submit their assessment tool and scoring rubric to the GEC for review and approval. Once departments have an approved plan,

they collect data and submit results of the assessment. Additionally, departments are required to provide a brief description about how the data will be used and any curricular changes made based on the data. The first round of course-embedded assessment data were submitted in fall 2008. The General Education Assessment Committee is currently in the process of summarizing the data for review by the GEC.

Additionally at the recommendation of the GEC, UW-L participated in the Collegiate Learning Assessment (CLA) during the 2007-08 academic year. UW-L received the final CLA report late summer 2008. In general, the results were encouraging. Results of the CLA suggest UW-L is providing students with an education that help them develop their writing and critical thinking skills (see Appendix J for an Executive Summary of CLA Results). First year students' Total CLA score was "at" the expected performance level, while the seniors' was "well above." As a result, the *value added*, or the learning gains made by UW-L students was greater than 96 percent of institutions that participated in the CLA (see Table 1 for CLA subtest scores).

While CLA scores are related to a student's entire educational experience, not just general education, results can be used as part of the assessment of the general education program. The GEC will discuss both the CLA and the initial course embedded assessment data and potential implications for the general education program in spring 2009.

Table 1. *Percentage Ranks of Deviation Scores of UW-L Students*

<b>Percentile Ranks for Deviation Scores</b> (Deviation Score = Difference between Actual Score and Expected Score)				
<b>Task</b>	<b>Freshmen Percentile Rank</b>	<b>Performance Level</b>	<b>Senior Percentile Rank</b>	<b>Performance Level</b>
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

Source: Assessment of Student Learning at UW-L website (<http://www.uwlax.edu/provost/assessment/assess.htm>)

While UW-L's participation in the CLA is a new activity, UW-L has participated in the National Survey of Student Engagement regularly since 1999. Overall, students rate their general satisfaction with the university favorably as measured by the following items (see Appendix K for an Executive Summary of 2008 NSSE results):

- 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?

Both UW-L first-year students and seniors score significantly above average on all three of the general satisfaction questions in comparison to their peers at other Master's level institutions (see Table 2).

Table 2. *Student Satisfaction with UW-L*

<b>Question</b>	<b>UW-L Mean<sup>a</sup></b>	<b>Carnegie Peers Mean</b>	<b>Effect Size<sup>b</sup></b>
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Satisfaction with advising			
First-year	3.04	2.96**	.09
Senior	2.94	2.81***	.14
Evaluation of entire educational experience			
First-year	3.31	3.14**	.24
Senior	3.42	3.14***	.37
Would attend the same institution			
First-year	3.35	3.17***	.21
Senior	3.45	3.14***	.35

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

<sup>b</sup> 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. Source: Assessment of Student Learning at UW-L website (<http://www.uwlax.edu/provost/assessment/assess.htm>)

Over the last two years, UW-L has emphasized the use of the NSSE data to inform decisions (see Appendix L). One example includes decisions about how monies generated from a differential tuition program are spent. In 2003, UW-L students approved a differential tuition program, referred to as Academic Initiatives, to increase their tuition by approximately \$40.00 per year to fund a number of initiatives including an Academic Advising Center, an Office for Campus Climate and Diversity, student research, and study abroad. The added tuition has increased each year to the current rate of approximately \$60.00 per year. An Academic Initiatives Oversight Committee monitors the program. The program was scheduled for review during the current academic year. A task force was created to review the effectiveness of the program initiatives and make recommendations to the Academic Initiatives Oversight committee about the continuation of the program, the level of the differential tuition, and the distribution of funds. The task force reviewed the NSSE data relevant to each of the initiatives as part of their evaluation. In fact, student satisfaction with advising has increased fairly steadily since the creation of the Academic Advising Center. Additionally, student participation in research and study abroad experiences also have increased since a portion of the Academic Initiative funds were used to help students fund both of these activities (see Tables 3 and 4).

Table 3. *Student Satisfaction with Academic Advising Since the Creation of the Academic Advising Center*

Overall, how would you evaluate the quality of academic advising you have received?	2008		2006		2003	
	UW-L Mean <sup>a</sup>	Effect Size <sup>b</sup>	UW-L Mean	Effect Size	UW-L Mean	Effect Size
First-Year	3.04**	.09	2.95		2.87*	-.07
Senior	2.94***	.14	2.75		2.81***	-.20

<sup>a</sup> Scores are averages based on a 4 point scale on which higher scores indicate higher levels of endorsement. \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$  as compared to Carnegie Peers.

<sup>b</sup> Effect size indicates “practical significance” of the mean difference between UW-L and Carnegie Peers. 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.

Source: Assessment of Student Learning at UW-L website (<http://www.uwlax.edu/provost/assessment/assess.htm>)

Table 4. *Proportion of Seniors Participating in Study Abroad and Undergraduate Research Since the Initiation of the Academic Initiatives Program*

	2008	2006	2003

	UW-L <sup>a</sup>	Effect Size <sup>b</sup>	UW-L	Effect Size	UW-L	Effect Size
Worked on a research project with a faculty member	.21***	.15	.23***	.22	.26	
Studied abroad	.23***	.44	.21***	.36	.20***	.19

<sup>a</sup> Scores represent the proportion of students who have completed the activity. \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$  as compared to Carnegie Peers.

<sup>b</sup> Effect size indicates “practical significance” of the difference between UW-L and Carnegie Peers. 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.

Source: Assessment of Student Learning at UW-L website (<http://www.uwlax.edu/provost/assessment/assess.htm>)

In part based on the NSSE results, the Academic Initiatives Oversight Committee recommended an increase to the differential tuition and continued funding of the original initiatives. The recommendation was approved by the Student Association and will be forwarded to the Wisconsin Board of Regents for final approval.

The College of Business Administration (CBA) provides a second example of how NSSE data have been used to inform recent decisions. The CBA is accredited by the AACSB International. As part of their accreditation, the CBA was asked to submit a progress report in January 2008 in a number of areas including the coverage of diversity issues in the core curriculum. The CBA included the NSSE data in their report (see Appendix M). In part as a result of the NSSE results, 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. For example, 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. 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. These efforts were successful in attracting a diverse pool of candidates.

A third example of how NSSE data have been used is to support the Equity Score Card (EqS) project UW-L began in spring 2006. The Equity Scorecard was developed by Dr. Estela Bensimon at the Center for Urban Education, University of Southern California in order to foster institutional effectiveness using disaggregated institutional data, expand institutional knowledge about factors leading to inequities for students of color or other underrepresented students, and to conduct “fine-grained” analysis to develop equity oriented goals and benchmarks. Indicators such as retention and graduation rates, as well as anecdotal evidence have suggested that students of color seem to have different educational experiences than white students. UW-L has long been interested in improving the educational experience for students of color and participated in the EqS project as a way to identify specific areas for improvement such that efforts could be targeted to those areas.

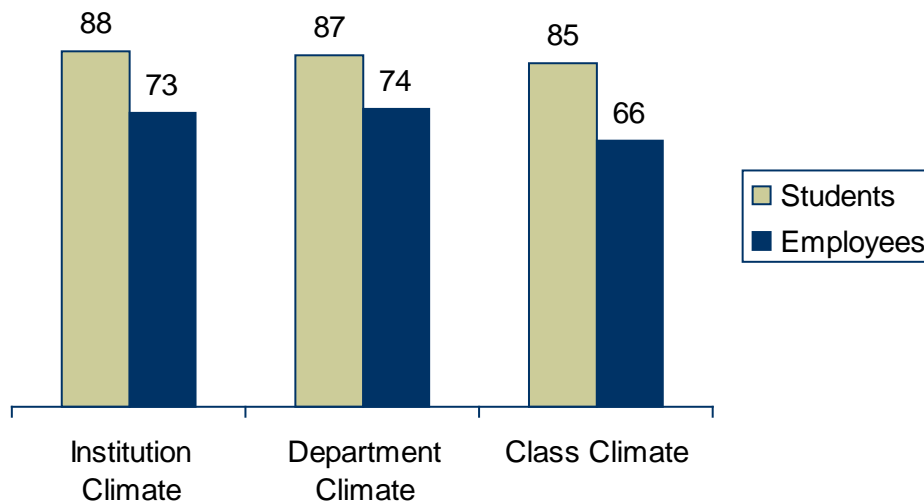
The EqS process is extensive, requiring about 18 months to complete. During the process, institutions evaluate the equity of educational experiences among racial and ethnic groups in four areas: access, retention, excellence and institutional receptivity. Institutions choose relevant indicators to monitor progress in the areas. For example, equity in access to the university might involve a comparison of the proportion of students among different racial and ethnic groups who graduate High School to the proportion who enroll at UW-L. If 20 percent of

all High School graduates in Wisconsin are African American, then UW-L will achieve “equity” in access when 20 percent of enrolled first-year students from Wisconsin are African American. NSSE data were used extensively as the EqS team evaluated the excellence indicators for the different groups (see Appendix N). Results indicated that:

- 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, and
- all students of color, except Asian/Pacific Islander students are at least as likely to complete an international education experience as Caucasian students.

In addition to the EqS project, UW-L conducted a Campus Climate Survey in spring 2008 to evaluate student, faculty and staff perceptions of the diversity climate. UW System contracted with Rankin and Associates, Inc. to develop a Campus Climate Survey for five institutions, including UW-L. Rankin and Associates administered the survey, analyzed the data, and provided a report to UW-L in October, 2008 (see Appendix O). While a large majority of students, faculty and staff were satisfied with the campus climate at UW-L (see Figure 1), a substantial minority of students (14%) and employees (30%) indicated they had experienced some kind of exclusionary, intimidating, offensive and/or hostile conduct while at UW-L.

Figure 1. *Student and Employee Satisfaction with Campus Climate*



Percent of respondents answering “comfortable” or “very comfortable”

Source: Special Assistant and Advisor to the Chancellor

After Rankin and Associates, Inc. presented the results to the UW-L community, the Campus Climate Office collected campus feedback about the results and their implications. A task force has been created that will examine the results and the campus feedback during spring 2009. The task force is charged with identifying two or three top priorities and action steps to address these priorities.

The staff at UW-L's Murphy Library assessed the campus community's satisfaction with the library with the LibQUAL+ survey and have used the results to inform decisions. The LibQUAL+ survey 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. Results suggested five areas for improvement: 1) add print and e-resources, 2) increase library hours, 3) add more library computers, 4) improve the library website, and 5) add more study spaces. The Library staff have worked with students and UW System to increase funding of the library to provide more resources, staffing, and computers. They also have worked with the Director of Facilities Planning and Management to secure more study areas (see Appendix P for the LibQUAL+ 2008 report).

Finally, all UW System institutions, including UW-L, are participating in the College Portrait Voluntary System of Accountability. Like other voluntary systems of accountability, the College Portrait is designed for prospective students and their parents to be able to compare institutions on similar educational experience markers. As the HLC recognizes, voluntary systems of accountability are far from a panacea, but they do provide useful information students and parents can consider, among a wide variety of other factors, as they choose the school that will best meet the family's needs. Much of the university-wide data UW-L collects is included in the College Portrait, including data from the NSSE and the CLA (see [http://www.uwlax.edu/provost/universitydata/VSA\\_portrait.pdf](http://www.uwlax.edu/provost/universitydata/VSA_portrait.pdf)).

## Conclusions

UW-L has made steady progress in improving assessment efforts across the university over the last two years. First, the assessment of student learning outcomes has been better integrated with the APR process. Departments are being held responsible for developing and implementing assessment of student learning in their programs and are required to demonstrate changes made based on assessment data. Second, UW-L has enhanced its efforts to use the university wide assessment data that are collected. For example, many committees, departments, and others on campus frequently request NSSE data relevant to their programs and use the data to help inform decisions. Opportunities remain, however, for continued improvement. Many of the efforts (e.g., course-embedded assessment of student learning outcomes in general education courses, CLA participation) have been implemented relatively recently. It will be incumbent on the responsible parties to monitor such efforts and revise as necessary to ensure results are used to their maximum potential. In addition, some plans and proposals (e.g., the new APR plan described earlier in the document) are dependent upon the new Assessment Coordinator position. The position has been approved by the Faculty Senate, the Provost, and the Chancellor as of December 2008, however given severe budget cuts, UW-L is under a hiring freeze. The search for the assessment coordinator is expected to resume in summer 2009. It is expected that assessment efforts will continue to improve with the addition of that position.