

# **Eleventh and Twelfth Annual Assessment Report 2004 - 2006 University of Wisconsin-Stevens Point**

## **2004 – 2005 Assessment Subcommittee**

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## **2005 – 2006 Assessment Subcommittee**

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## **Environmental Literacy Assessment Report – Spring 2005**

Graduates are expected to leave the University of Wisconsin-Stevens Point with a foundation of fourteen skills and knowledges. An understanding of the impact of their actions on the environment is one of these. In the Spring of 2005, an Environmental Literacy Survey was administered via the web to 287 UWSP Seniors, all but 7 of whom had taken at least one environmental education course.

### **Results**

#### **Environmentally Friendly Attitudes**

According to the Environmental Education in Wisconsin report, "This part of the assessment contains statements relating to students' attitudes towards the environment and environmental problems as well as statements related to their beliefs about their own ability and responsibility to make change relative to the environment. The students responded to each statement using a five-point Likert-type scale (strongly agree to strongly disagree)." A copy of the Environmental Survey and responses is available on request).

The following table displays the percentage of respondents demonstrating an environmentally friendly attitude according to the survey. Strongly agree and agree responses have been combined as well as strongly disagree and disagree responses. Items are written so that in some cases agree/strongly agree indicates a "more environmentally friendly attitude." In other cases disagree/strongly disagree indicates a "more environmentally friendly attitude." The higher the percentage, the "more environmentally friendly" the attitude. The table includes both 1998 and 2005 data. While there are differences in the way the surveys were administered (a web survey in 2005 versus a paper and pencil survey in 1998) and the make-up of the respondents (7 of the 2005 respondents had not taken an environmental education class before they completed the survey), the comparison was included for purposes of information.

	UWSP Seniors 1998 Data	2005 Data	Difference
6. I enjoy watching TV programs about nature.	84%	78%	-6%
7. When I am outside, I usually don't notice the natural things around me like flowers, trees, and clouds.	99%	95%	-4%
8. I'm not interested in reading about nature or the environment.	73%	75%	+2%
9. I like hearing the sound of animals such as birds and insects calling when I'm outside.	93%	91%	-2%
10. I think most of the concern about environmental problems has been exaggerated.	81%	74%	-7%
11. Knowing about environmental problems and issues is important to me.	85%	86%	+1%
12. A community's pollution regulations should not interfere with industrial growth and development.	86%	85%	-1%
13. I am concerned about the issue of deforestation.	86%	80%	-6%
14. I think that damage to the ozone layer is something that everyone should be concerned about.	95%	88%	-7%
15. More controls should be placed on industry and agriculture to protect the quality of the environment, even if it means that things that I purchase will cost more.	75%	71%	-4%
16. I am not concerned about the fact that the world's deserts are increasing in size.	75%	72%	-3%
17. There are already enough laws to protect the environment.	83%	85%	+2%
18. I believe that plants and animals exist to be used by humans.	65%	68%	+3%
19. I don't think that recycling is worth all the trouble it takes.	96%	93%	-3%
20. I would oppose any environmental regulations that would restrict my way of life.	84%	88%	+4%
21. More land should be set aside for wildlife habitats.	86%	82%	-4%
22. Environmental restrictions should be lifted so that exploration and production of fossil fuels can be increased.	82%	82%	0%
23. If a person's car exceeds certain standards for air pollution, he or she should not be allowed to drive it.	71%	67%	-4%
24. The government should provide financial support for research and development related to renewable energy, even if it means that taxes will be higher.	73%	78%	+5%
25. I am concerned about how much waste is produced in this country.	91%	87%	-4%
26. Laws should be passed and enforced that protect the quality of life in the future even if it means that individual freedoms are limited.	69%	67%	-2%
27. I am not concerned about the rate of species extinction in the world.	94%	81%	-12%
28. I am concerned about environmental health hazards such as those caused by air or water pollution.	95%	92%	-3%
29. I want to help solve environmental problems.	88%	76%	-12%
30. There is not much that I can do that will help solve environmental problems.	75%	78%	+3%
31. I believe that I can contribute to the solution of environmental issues by my actions.	84%	84%	0%
32. It's too hard to change my friends' minds about doing things to help the environment.	72%	75%	+3%
33. An individual, working on his or her own, can contribute to the solution of environmental problems and issues.	72%	79%	+7%
34. Things that I do don't have much effect on the quality of the environment	81%	79%	-2%
35. I feel that it is my responsibility to help solve environmental problems.	77%	67%	-10%

UWSP seniors generally have a "friendly attitude" towards the environment. With the exception of 4 items, over 70% of the responses are favorable to the environment. When compared to 1998 data there was a slightly less favorable response toward the environment with the two largest decreases in "friendly attitude" being the items related to wanting to help solve environmental problems, and feeling it is their responsibility to help solve the environmental problems. The average difference between UWSP seniors in 1998 and 2005 is a negative 2%. Differences range from -12 % to +7%. UWSP seniors from 1998 are most different from UWSP seniors from 2005 on the following items:

- ❖ I am not concerned about the rate of species extinction in the world.
- ❖ I want to help solve environmental problems.
- ❖ I feel that it is my responsibility to help solve environmental problems.

UWSP seniors from 1998 and UWSP seniors from 2005 are least different on the following items:

- ❖ Knowing about environmental problems and issues is important to me.
- ❖ A community's pollution regulations should not interfere with industrial growth and development.
- ❖ Environmental restrictions should be lifted so that exploration and production of fossil fuels can be increased.
- ❖ I believe that I can contribute to the solution of environmental issues by my actions.

### **Environmentally Responsible Behaviors**

According to the Environmental Education in Wisconsin report, "...students were asked to respond to statements about their personal environmental actions or behavior. The students responded to each statement using a five-point Likert-type scale ranging from "never" to "almost always.""

The following table displays the percentages of "environmentally responsible behaviors" by category of respondent. Almost always/often/sometimes responses have been combined. Again, the table includes both 1998 and 2005 data and a comparison between the two.

	UWSP Seniors 1998 Data	2005 Data	Difference
36. I turn off lights and appliances when they're not being used in order to conserve electricity.	100%	99%	-1%
37. I avoid purchasing products that are over-packaged.	72%	65%	-7%
38. I talk to people that I notice doing something that harms the environment in an effort to persuade that person to stop the activity.	83%	77%	-6%
39. I walk, take public transportation, or ride a bike instead of using a car in order to help protect the environment.	79%	77%	-2%
40. I make an effort to reduce the amount of goods I consume.	77%	82%	+5%
41. I set a positive environmental example for my friends to follow.	98%	94%	-4%
42. I support candidates for school offices who are concerned about environmental problems and issues in our school.	89%	83%	-6%
43. If I see aluminum can on the ground when I'm out walking, I pick it up and take it with me.	66%	70%	+4%
44. I recycle paper, glass, and/or metal waste products at home or at school.	98%	99%	+1%
45. I avoid purchasing products that have a negative impact on the environment.	87%	78%	-9%
46. I talk to my family and friends about what they can do to help solve environmental problems.	66%	60%	-6%

47. I write or call politicians to express my views about environmental issues.	44%	18%	-26%
48. I make a point of reading newspaper and magazine articles about the environment.	80%	65%	-15%
49. I purchase one product over another product because it is packaged in reusable, returnable, or recyclable containers or packages.	83%	58%	-25%
50. I send letters to the newspaper about environmental problems or issues.	7%	8%	+1%
51. I have reported environmental problems or violations that I have noticed to the proper authorities.	17%	19%	+2%

UWSP seniors generally behave friendly towards the environment. With the exception of 7 items, over 70% of the seniors report emitting environmentally responsible behaviors. Differences range from -26% to +25%. UWSP seniors from 2005 are most different from UWSP seniors from 1998 on the following items:

- ❖ I write or call politicians to express my views about environmental issues.
- ❖ I purchase one product over another product because it is packaged in reusable, returnable, or recyclable containers or packages

UWSP seniors from 2005 are least different from UWSP Seniors from 1998 on the following items:

- ❖ I turn off lights and appliances when they're not being used in order to conserve electricity.
- ❖ I recycle paper, glass, and/or metal waste products at home or at school.
- ❖ I send letters to the newspaper about environmental problems or issues.
- ❖ I have reported environmental problems or violations that I have noticed to the proper authorities.

## **Environmental Knowledge**

According to the Environmental Education in Wisconsin report, "This part contained objective multiple choice questions that were intended to test student knowledge and awareness about ecology and environmental problems." The following table displays the percentages of respondents correctly responding to each item and the differences in the percentages of respondents correctly responding to the item by category of respondent.

	UWSP Seniors 1998 Data	2005 Data	Difference
52. A food web consists of:	64%	60%	-4%
53. When two or more species attempt to use the same limited resource in an ecosystem, their interaction is called	85%	85%	0%
54. Having sharp thorns can help a plant by keeping animals from eating it. This is an example of	90%	90%	0%
55. All the individual organisms that live on the ground in a particular forest share the same	69%	78%	+9%
56. The reason dead leaves and twigs don't build up in a forest from year to year is because	89%	92%	+3%
57. Wolves often eat deer. Does this interaction have any beneficial effects on the deer population as a whole?	77%	77%	0%
58. The energy currently present	45%	53%	+8%
59. Based upon major ecological principles, we should conclude that	90%	89%	-1%
60. The process of photosynthesis in green plants	73%	67%	-6%
61. Which of the following terms is used to describe all of the natural living and nonliving interacting features of a given area	68%	73%	+5%

62. Humans grow crops for food. Many species of these plants need certain species of insects to pollinate them. The pollinating insects often rely on the nectar they obtain from the plants for food. This is a good example of	75%	56%	-19%
63. A particular aquatic ecosystem is contaminated by a chemical which tends to remain stored in body fat. The highest concentration of this chemical would most likely be found in which group of organisms in the ecosystem.	68%	54%	-14%
64. Which of the following phrases refers to the potential ability of a system to support population growth without harming the environment?	74%	74%	0%
65. In a small lake, a food chain was as follows: sun-->green algae-->small crustaceans-->fish. After many months of heavy snow covering the ice, most of the small crustaceans died. What is the best explanation of this?	92%	85%	-7%
66. If carbon dioxide disappeared from the atmosphere, which of the following would be affected first?	88%	88%	0%
67. Each of the following food chains starts with the same amount of green plants. Assuming that the green plants are digestible by humans, which of the food chains would supply the most energy to humans?	60%	81%	0%
68. Some insecticides that were once effective in killing insects no longer work very well. This is because	90%	81%	-9%
69. Which of the food webs below would be affected the most if all of the mice were removed?	65%	62%	-3%
70. Which of the following contributes to air pollution at the surface of the earth, and acts as a shield against ultraviolet rays in the upper atmosphere?	78%	73%	-5%
71. The main source (s) of emissions that have been identified as contributing to acid deposition (acid rain) in the United States are	88%	75%	-13%
72. Which of the following is not true of the world's human population?	72%	54%	-18%
73. The future of food production as it is currently practiced in this country is in question because	94%	88%	-6%
74. Which of the following would be most likely to cause groundwater pollution?	81%	76%	-5%
75. The rate of species' extinction is higher now than at any time since the period of the dinosaurs' extinction. The main cause of this rapid decline in biodiversity is	81%	71%	-10%
76. Which of the following do scientists feel is the least important contributor to the greenhouse effect?	75%	71%	-4%
77. Most municipal solid waste in the United States is presently disposed of by what method?	79%	80%	+1%
78. Which of the following is NOT a major water pollutant?	47%	54%	+7%
79. One suggested advantage of using nuclear power plants for energy production is that	79%	81%	+2%
80. Which of the following results in the most serious waste or loss of our usable water?	60%	57%	-3%
81. Which of the following would be most likely to result in soil erosion?	87%	82%	-5%
82. Which of the following is considered to be a non-renewable energy source?	84%	79%	-5%
83. Which of the following is a naturally occurring, invisible gas which can seep out of the ground into people's homes and cause serious health problems?	81%	65%	-16%
84. A major nuclear accident occurred in 1986 at the _____ nuclear power plant.	70%	70%	0%
85. Which of the following offers the most potential for reducing our immediate energy problems?	83%	75%	-8%
86. Having your household water tested is important if	97%	92%	-5%
87. Which of the following is most likely to help endangered species?	80%	67%	-13%

88. In the long term, which of the following would be the best way to lessen the problem of solid waste?	57%	56%	-1%
89. Which of the following would be the most effective method to influence a large number of people to take action about an environmental problem?	92%	89%	-3%
90. If you student environmental club was concerned about an environmental issue, which of the following would be the best thing to do first?	86%	75%	11%

UWSP seniors are generally knowledgeable about the environment. Over 70% of the seniors selected the correct response to 27 of the 39 items. UWSP seniors from 2005 are most different from UWSP seniors from 1998 on the following items:

- ❖ Humans grow crops for food. Many species of these plants need certain species of insects to pollinate them. The pollinating insects often rely on the nectar they obtain from the plants for food. This is a good example of?
- ❖ Which of the following is not true of the world's human population?
- ❖ Which of the following is a naturally occurring, invisible gas which can seep out of the ground into people's homes and cause serious health problems?

UWSP seniors from 2005 are least different from UWSP seniors from 1998 on the following items:

- ❖ Having sharp thorns can help a plant by keeping animals from eating it. This is an example of?
- ❖ Wolves often eat deer. Does this interaction have any beneficial effects on the deer population as a whole?
- ❖ Which of the following phrases refers to the potential ability of a system to support population growth without harming the environment?
- ❖ If carbon dioxide disappeared from the atmosphere, which of the following would be affected first?
- ❖ Each of the following food chains starts with the same amount of green plants. Assuming that the green plants are digestible by humans, which of the food chains would supply the most energy to humans?

Reference:

Wisconsin Center for Environmental Education, Environmental Education in Wisconsin: Are we walking the talk? 1997.

## Wellness Assessment Report – Spring 2005

An online survey was administered in the Spring of 2005

### Wellness Survey Data Analysis

Question	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion
1. As a result of WL courses, I have a better understanding of the importance of physical activity to a healthy life style.	10%	50%	60%	22%	5%	27%	12%
2. As a result of WL, I am more active on a regular basis than before I took the activity course.	7%	28%	35%	41%	11%	52%	12%
3. As a result of WL, I have a greater understanding of the role of exercise in reducing preventable disease.	8%	52%	60%	23%	7%	30%	10%
4. As a result of WL, I learned new information or skills that will last a lifetime.	14%	53%	67%	18%	5%	23%	8%
5. As a result of WL, I was exposed to or learned a new activity or hobby.	16%	48%	64%	21%	6%	27%	8%
6. As a result of WL, I am more committed to the concept of wellness across the lifespan.	8%	47%	55%	28%	5%	33%	12%
7. My WL courses were worthwhile, positive experiences.	21%	61%	82%	6%	6%	12%	6%
8. I learned new skills, habits, appreciations, and techniques as a result of my WL course.	15%	54%	69%	17%	4%	21%	10%
9. As a result of the WL courses, I am more apt to be physically active for the remainder of my life.	10%	42%	52%	29%	8%	37%	10%
10. As a result of the WL courses, I am better able to provide and explain healthy activities to someone else.	7%	50%	57%	27%	5%	32%	11%
11. As a result of the WL courses, I have increased confidence in my abilities and skills.	9%	49%	58%	23%	6%	29%	11%
12. I feel that there are an adequate number of choices available to meet the WL requirements.	10%	49%	59%	23%	6%	29%	9%
13. As a result of WL, I apply wellness concepts to my own life.	8%	48%	56%	27%	3%	30%	12%
14. The WL courses had a positive impact on my individual development.	11%	57%	68%	15%	4%	19%	13%
15. Overall, I view the WL courses as a worthwhile aspect of my academic coursework.	17%	51%	68%	14%	7%	21%	10%

UWSP seniors generally feel positive about their wellness learning courses. With the exception of 1 item, over 50% of the seniors report the wellness learning courses have benefited their education. UWSP seniors feel the most positive about the following items:

- ❖ My WL courses were worthwhile, positive experiences.
- ❖ I learned new skills, habits, appreciations, and techniques as a result of my WL course.
- ❖ The WL courses had a positive impact on my individual development.
- ❖ Overall, I view the WL courses as a worthwhile aspect of my academic coursework.

UWSP seniors feel the least positive about the following items:

- ❖ As a result of WL, I am more active on a regular basis than before I took the activity course.
- ❖ As a result of the WL courses, I am more apt to be physically active for the remainder of my life.
- ❖ As a result of WL, I am more committed to the concept of wellness across the lifespan.

Questions	Dance	Physical Education	Wellness	Food & Nutrition	Health Education	Health Promotion/ wellness	Human Development	Psychology	Wellness
19. Which course(s) did you take or are you currently taking to satisfy the wellness general degree requirement?	38%	10%	6%	63%	12%	7%	40%	5%	35%

Most UWSP seniors (63%) took a food and nutrition course to satisfy the wellness general degree requirement. The next most popular course was Human Development (40%). The two least popular course to take to satisfy the wellness general degree requirement were Psychology (5%) and Wellness (6%).

Question	Have not	Very Satisfied	Satisfied	Total	Neutral	Dissatisfied	Very Dissatisfied	Total
20. Indicate your overall level of satisfaction with your aerobics/activity course(s).	.8%	10%	35%	45%	37%	11%	3%	14%
21. Indicate your overall level of satisfaction with your health enhancement course(s).	2%	6%	24%	30%	44%	18%	3%	21%

Overall more UWSP seniors (45%) have been satisfied with their aerobics/activity course than dissatisfied (14%). These results are also true for UWSP senior’s level of satisfaction with their health enhancement courses. The data shows that 30% of UWSP seniors have been satisfied with their health enhancement course while 21% have been dissatisfied.

Question	Strongly Disagree	Disagree	Total	Agree	Strongly Agree	Total
23. Helped broaden view	2%	11%	13%	65%	14%	89%
24. Opportunity to integrate ideas	2%	9%	11%	68%	13%	82%
25. Helped develop solving skills	3%	20%	23%	57%	8%	65%
26. Helped apply information	4%	16%	20%	58%	11%	69%
27. Helped develop general skills	4%	10%	14%	63%	11%	74%
28. Helped acquire information	1%	11%	12%	68%	13%	81%
29. Were essentially unrelated introductory courses	3%	26%	29%	45%	14%	59%

Overall UWSP seniors feel the health enhancement courses are beneficial. Over 65% of UWSP seniors feel the courses helped them broaden their views, integrate ideas, develop solving skills, apply information, develop general skills, and acquire information.

Question	ON
30A. Very Valuable part of my college program	17%
30B. More than half worthwhile	53%
30C. Less than half worth while	27%
30D. Generally a waste of time	5%

Overall UWSP seniors feel the health enhancement courses were a worthwhile part of their college program, with 70% saying that the courses were very valuable or more than half worthwhile.

## UWSP Alumni Outcomes Survey, 2005

This report is based on a UW System survey of UW undergraduate alumni who graduated during the years 2000-01, 2001-02, and 2002-03. The ACT Alumni Outcomes Survey was mailed to a sample of 1012 UWSP alumni summer 2005—182 surveys were returned.

### Background Information

- 49.2% of the respondents are under the age of 27; 27-34, 38.1%; 35-45, 5.5%; over age 45, 7.2%
- 96.1% are white; African American, .6%; Native American, .6%; Asian American, .1.7%
- 75.1% female
- 75.6% are employed full-time
- 11.7% are continuing their education either full- or part-time
- 98.9% have a Bachelor's degree and 6.1% have a Master's degree from UWSP
- 12.6% have majors in agriculture; business, 8.8%; education, 17.6%; health sciences, 8.2%; sciences, 11.5%; social sciences, 20.3%
- 27.6% reported they had no student loan debt. 19.3% indicated their largest student loan debt was less than \$10,000; \$10,001-\$20,000, 30.4%; \$20,001 or more, 22.7%.
- 41.2% had an overall GPA of A- to A; B to A-, 43.4%; B- to B, 11.5%
- 45.3% did not attempt to transfer any credits to UWSP. 20.4% transferred 1-15 credits; 16-30, 9.9%; 31-60, 14.9%; over 60, 6.6%
- 62.2% report their current job is highly related to their most recent degree; slightly to moderately related, 26.8%; not at all related, 11.0%
- 18.9% report their experiences at UWSP prepared them exceptionally well for their current job; more than adequately, 27.4%; adequately, 43.3%; less than adequately, 4.9%; very poorly, 3.0%; not at all 3.0%
- 19.9% report an annual income/salary of less than \$20,000; \$20,000-\$29,999, 24.7%; \$30,000-\$49,999, 45.7%; \$50,000 or more, 9.9%

### Impact of College Experiences

Respondents were provided with “a list of abilities or skills one might expect to develop while pursuing a postsecondary education” and asked to “indicate the impact of your experiences at this school on your attainment of each skill.” The response categories are major, moderate, minor, or no impact.

#### Impact of College Experiences on Development of Abilities and Skills

(percent indicating a major or moderate impact)

1. Working cooperatively in groups; working as a team member	90
2. Recognizing and using effective verbal communication skills	86
3. Accessing and using a variety of information sources	93
4. Recognizing and using effective written communication skills	87
5. Defining and solving problems	87
6. Making and exercising a lifelong commitment to learning	81
7. Analyzing and drawing conclusions from various types of data	78
8. Thinking objectively about beliefs, attitudes, and values	85
9. Developing original ideas and/or products	79
10. Getting along with people whose attitudes and opinions are different from mine	83
11. Developing and using effective leadership skills	72
12. Understanding the interaction of human beings and the environment	79
13. Getting along with people from various cultures, races, backgrounds, etc.	73
14. Living my personal and professional life according to my own standard/ethic	71

15. Understanding and appreciating cultural and ethnic differences between people	69
16. Understanding and appreciating art, music, literature, etc.	56
17. Learning about existing and emerging career options	54
18. Appreciating and exercising my rights, responsibilities, and privileges as a citizen	61
19. Understanding international issues (political, economic. etc.)	51

UWSP alumni generally indicate their experience at UWSP had a moderate or major impact on their skill development. Respondents report their experience at UWSP had the most impact on working cooperatively in groups; recognizing and using effective verbal and written communication skills; accessing and using a variety of information sources; defining and solving problems; thinking objectively about belief, attitudes, and values; and, getting along with people whose attitudes and opinions are different from theirs. They report less impact on understanding and appreciating the arts; learning about career options; and, understanding international issues. UWSP alumni indicate their experience at UWSP had a greater impact on eleven of the nineteen abilities and skills than alumni from other four year public institutions.

### Educational Experiences

Alumni were asked to rate or express their agreement or satisfaction with a variety of items “in light of your overall experiences at this college.”

### Rating of College on Selected Factors

(percent rating the item 4 or 5)

1. Quality academic programs (low = 1; high = 5)	88
2. Opportunities for student involvement in campus activities (few = 1; many = 5)	83
3. Opportunities for student/faculty interaction (few = 1; many = 5)	74
4. Sense of individual belonging on this campus (weak = 1; strong = 5)	67
5. Computer system, services, equipment, labs, etc. (limited = 1; extensive = 5)	77
6. Number of cultural/fine arts/speaker programs (few = 1; many = 5)	55
7. Flexibility of degree requirements (rigid = 1; flexible = 5)	44
8. Cultural/ethnic diversity in student body (little = 1; much = 5)	39
9. Cost for attendance (low = 5; high = 1. This item is reverse scored)	43

UWSP alumni are most positive about the quality of academic programs and opportunities for student involvement. They are less positive about the flexibility of degree requirements, diversity, and cost for attendance. The ratings of UWSP alumni were more positive on seven of the nine factors than alumni from other four year public institutions.

### Satisfaction with Selected Aspects of College

	% Very Satisfied/ Satisfied	% Neutral	% Very Dissatisfied/ Dissatisfied
1. General condition of buildings and grounds	86	11	4
2. Class size relative to the type of course	92	6	2
3. Overall quality of instruction	89	7	5
4. Variety of course offered	86	10	4
5. Quality of the program in my major/field	85	5	11
6. Variety of instructional approaches used in the classroom	77	16	7
7. Preparation for further academic study	70	20	10
8. Transfer of course credits from other colleges to this college	73	16	11
9. Concern for me as an individual	68	25	8

10. Campus acceptance of individuals regardless of their sexual orientation	71	26	4
11. College response to older/nontraditional students	70	26	4
12. Campus response to needs of physically challenged	44	41	15
13. Multicultural content of courses	53	39	8

UWSP alumni are generally satisfied with these aspects of college. They are most satisfied with the general condition of buildings and grounds; class size; quality of instruction; variety of courses; and, quality of programs. They are less satisfied with the multicultural content of courses (39% are neutral) and the campus response to the needs of physically challenged individuals (41% are neutral). UWSP alumni were more satisfied on ten of the thirteen aspects of college than alumni from other four year public institutions.

#### **Agreement with Selected Statements about College**

	% Strongly Agree/ Agree	% Neutral	% Strongly Disagree/ Disagree
1. There was a sense of personal safety/security on the campus	91	7	2
2. Academic success was encouraged and supported at this school	87	11	2
3. Most faculty were readily available to students outside of class time	80	15	5
4. Overall, the school had an intellectually stimulating atmosphere	85	10	4
5. The campus was, generally, free from harassment (e.g., sexual, racial, etc.)	76	21	3
6. Overall, there was a campus atmosphere of ethnic, political, and religious understanding and acceptance	73	23	4
7. I encountered few course scheduling or course availability problems	63	12	24
8. The General Education or core requirements at this school were a valuable component of my education	60	25	15
9. Administrators at the campus respected and were responsive to student input	61	35	4
10. The financial aid available to me was adequate for my needs	63	28	9
11. School policies and practices provided adequate and appropriate support for victims of harassment, crime, etc.	39	58	3

UWSP alumni generally agree with these statements about college. They expressed their highest level of agreement with a sense of personal safety on campus; encouragement and support of academic success; intellectually stimulating atmosphere; and, the availability of faculty outside the classroom. They are less likely to agree that school policies and practices provided adequate and appropriate support for victims of harassment, crime, etc. (58% are neutral). UWSP alumni expressed higher levels of agreement on all of the statements than alumni from other four year public institutions.

#### **Satisfaction with Student Services/Programs**

	% Very Satisfied/ Satisfied	% Neutral	% Very Dissatisfied/ Dissatisfied
1. Library services and materials	92	4	3
2. Health and wellness programs/services for students	82	13	4
3. Registration procedures	73	15	11
4. Academic advising	73	12	15
5. Academic support services (e.g. tutoring, study skills)	70	26	3
6. Financial aid counseling and related services	57	31	12

7. Orientation to and instruction in use of campus computer system	71	20	9
8. Career planning and placement services	52	24	24
9. Personal counseling services	47	44	9

UWSP alumni are generally satisfied with student services/programs. They tend to be more satisfied with library services and materials and health and wellness programs/services. They tend to be less satisfied with financial aid counseling (31% are neutral), career planning and placement services; and, personal counseling (44% are neutral). UWSP alumni expressed higher levels of satisfaction with eight of the nine services/programs than alumni from other four year public institutions.

### Overall Opinion of UWSP

#### Would Attend UWSP Again (percent indicating each choice)

If you could begin again, would you attend this school?	
Definitely yes	59
Probably yes	32
Uncertain	4
Probably no	4
Definitely no	1

The vast majority of UWSP alumni would attend UWSP if they could begin again. Ninety-one percent of UWSP alumni would definitely or probably attend UWSP if they could begin again compared to 83% of alumni from other four year public institutions.

#### Overall Rating of UWSP (percent indicating each choice)

Overall, how would you rate this school (for the time during which you were attending it)?	
Excellent	55
Good	40
Average	5
Poor	0

Alumni assign a very high overall rating to UWSP. Ninety-five percent of UWSP alumni rated UWSP as good to excellent compared to 89% of alumni from other four year public institutions.

#### Would Recommend UWSP to Friend (percent indicating each choice)

Would you recommend this school to a friend or acquaintance who asked your opinion?	
Yes, without reservation	79
Yes, with some reservation	20
No	1

Alumni are highly likely to recommend UWSP to a friend or acquaintance. Seventy-nine percent of UWSP alumni would recommend UWSP to a friend or acquaintance without reservation compared to 65% of alumni from other four year public institutions.

Prepared by: Kirby L. Throckmorton  
UWSP Office of Institutional Research  
June 2006 (revisions made January 2007)

Assessment Sub-Committee Response

**University of Wisconsin-Stevens Point  
NSSE Educational and Personal Growth Items, 2006**

Students were asked, “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?” in the 2006 NSSE survey. The response categories are very much, quite a bit, some, and very little and are coded 4, 3, 2, and 1 respectively. The following table displays the mean first-year and senior responses for UWSP and its peers. Peers are other master’s degree granting institutions. Two plus signs after the mean indicate that UWSP is significantly higher than its peers. Two minus signs indicate that it is significantly lower.

	First-Year		Seniors	
	UWSP	Peers	UWSP	Peers
Acquiring a broad general education	3.07	3.10	3.23	3.23
Acquiring job or work-related knowledge and skills	2.70	2.68	3.17 <sup>++</sup>	3.05
Writing clearly and effectively	2.87 <sup>--</sup>	2.96	3.04	3.08
Speaking clearly and effectively	2.78	2.80	3.01	3.01
Thinking critically and analytically	2.96 <sup>--</sup>	3.13	3.27	3.31
Analyzing quantitative problems	2.76	2.82	2.92	3.01
Using computing and information technology	2.92	2.98	3.29 <sup>++</sup>	3.21
Working effectively with others	2.84 <sup>--</sup>	2.94	3.25	3.17
Voting in local, state, or national elections	2.01	1.94	2.39 <sup>++</sup>	2.10
Learning effectively on your own	2.72 <sup>--</sup>	2.82	2.98	2.98
Understanding yourself	2.60 <sup>--</sup>	2.71	2.84	2.78
Understanding people of other racial and ethnic backgrounds	2.45 <sup>--</sup>	2.58	2.37 <sup>--</sup>	2.61
Developing a personal code of values and ethics	2.45 <sup>--</sup>	2.58	2.54 <sup>--</sup>	2.65
Contributing to the welfare of your community	2.28	2.31	2.37	2.41
Solving complex real-world problems	2.47 <sup>--</sup>	2.56	2.70	2.70
Developing a deepened sense of spirituality	1.99	2.06	1.88	1.93

UWSP first-year students are similar to their peers on eight of the sixteen items. They score significantly lower on the remaining items. Compared to their peers UWSP first-year students feel that their experience at UWSP has contributed significantly less to their knowledge, skills, and personal development in writing clearly and effectively; thinking critically and analytically; working effectively with others; learning effectively on their own; understanding themselves; understanding people of other racial and ethnic backgrounds; developing a personal code of values and ethics; and, solving complex real-world problems.

UWSP seniors are similar to their peers on eleven of the items. They score significantly higher on three items and lower on two items. Compared to their peers UWSP seniors feel that their experience at UWSP has contributed significantly more to their knowledge, skills, and personal development in acquiring job related knowledge and skills; using computing and information technology; and, voting in elections. They feel their experience has contributed significantly less to their development in understanding people of other racial and ethnic backgrounds and developing a personal code of values and ethics.

UWSP first-year and senior students are in agreement that their experience at UWSP has contributed significantly less to their development in understanding people of other racial and ethnic backgrounds and developing a personal code of values and ethics than their peers.

Prepared by: Kirby L. Throckmorton, UWSP Office of Institutional Research, January 2007

### University of Wisconsin-Stevens Point Senior Assessment of Undergraduate Experiences, 2006

The Senior Survey administered by The Student Involvement and Employment Office asked graduating seniors to assess their undergraduate experiences by rating how much—not at all, slightly, some, much, very much—their experience at UWSP benefited them in terms of twenty learning outcomes. Second, they were asked to rate the importance—very important, moderately important, slightly important, or no importance—of their job, coursework, and extracurricular activities in achieving each of the outcomes. Percentages are based on 692 respondents—Ns vary due to missing responses. [Contact Susan LeBow, Student Involvement & Employment, for additional information about this survey.]

Learning Outcomes	Benefit of Experience at UWSP—% Much or Very Much	Job Influence—% Very or Moderately Important	Coursework Influence—% Very or Moderately Important	Extra Curricular Influence—% Very or Moderately Important
Ability to put ideas together and see relationships, similarities, and differences among ideas	78	84	88	64
Skills and techniques directly applicable to a job	76	86	87	57
Background and preparation for further education in a professional, technical, or scholarly field	73	83	86	57
Broadened acquaintance with important literature	47	42	65	31
Awareness of different cultures and ways of life	59	68	73	61
Experience and skill in relating to others	81	92	83	77
Understanding abilities, limitations, interests and values	81	87	85	74
Recognizing assumptions, making logical inferences, and reaching conclusions	76	81	88	61
Understanding the nature of scientific theory and experimentation	55	51	66	35
Ability to withhold judgment, raise questions, and examine contrary views	75	80	85	66
Understanding major concepts of mathematics and quantitative analysis	43	53	62	32
Appreciation and enjoyment of art, music, and drama	45	41	46	48
Ability to think and act independently	84	90	89	75
Development of close friendships	75	77	73	77
Vocabulary, terminology, and facts in variety of fields of knowledge	79	80	84	59
Ability to speak clearly, correctly and effectively	81	87	90	72
Understanding of other people and their values	53	86	83	76
Ability to make decisions	82	90	87	76
Leadership abilities	83	89	84	78
Ability to express yourself effectively in writing	74	74	86	51

The majority of seniors reported large benefits from their experiences at UWSP. They reported the greatest benefits with respect to experience and skill in relating to others; understanding abilities and values; ability to think and act independently; ability to speak clearly, correctly and effectively; ability to make decisions; and, leadership abilities. Lesser benefits were reported in the areas of broadened acquaintance with literature; understanding major concepts of mathematics and quantitative analysis; and, appreciation and enjoyment of art, music, and drama. They generally perceive their coursework, job and extracurricular activities to be at least moderately important in causing the benefits.

Prepared by: Kirby L. Throckmorton, UWSP Office of Institutional Research, November 2006

## **How We Responded to the Assessment Information**

The assessment subcommittee continues to distribute information and provide feedback to help departments better understand assessment and how it fits with department, college, university, and UW System missions. The subcommittee continues to work with departments and the institution to develop ways to use assessment results to improve programs.

## **What We Learned about the Assessment Process**

A difficulty faced by the Assessment Sub-Committee in this two-year period was the multiple changes in leadership (there were three different chairs), which resulted in a disruption in assessment activities and a delay in assessment reporting. The combining of these two annual reports is one result of that delay. As far as departmental assessment reports, many of the same problems identified in the Tenth Annual Assessment Report continue to exist in the current combined report. These include missing mission statements; inadequately defined objectives; lack of valid and reliable testing procedures; difficulty in using assessment results to improve teaching and student learning in programs or specific courses; lack of standards to evaluate assessment results; inadequate dissemination of results and, inadequate use of assessment results in planning and budgeting. Of particular note was the lack of direct measures of student learning in the assessment reports.

## **Recommendations**

The Assessment Sub-Committee makes the following recommendations about the survey data collected during this two-year time period:

- Faculty in the area of environmental education should review the results of the Environmental Education Survey and determine what actions should be taken, if any, related to the results.
- Faculty in the area of Health and Wellness should review the results of the Wellness Survey to determine what actions should be taken, if any, related to the results.
- Audiences across campus should review the results from the Alumni Outcomes Survey, the NSSE Educational and Personal Growth Assessment Survey, and the UWSP Senior Assessment of Undergraduate Experience Survey to determine what actions should be taken, if any, related to the results.

Based on the review of the overall assessment process and results of the departmental assessment reports for this two-year assessment period, the Assessment Sub-Committee agreed that a primary focus of the 2006 – 2007 academic year should be reviewing and revising the assessment process to improve overall assessment on the UWSP campus. Some possibilities for the committee to explore include the following:

- Encourage departments to devote a department meeting, or half-day to day-long examination of assessment and assessment results

- Have the university articulate how strategic planning is done, who is involved, and what kind of assessment information would be beneficial and how it would be used
- Add a section to the current assessment report that asks for data/recommendations from the assessment data the department would like shared with the strategic planning committee
- Look at the data/information already generated for program review and see how that might be used for strategic planning
- Increase the communication of NSSSE data to departments and faculty
- Communicate what assessment data is gathered on campus and where it is available
- Increase the visibility of assessment on campus through the following
  - Assessment data made available on the UWSP website
  - Assessment day on campus devoted to examining assessment procedures and data
  - Increase membership on the assessment committee from one to two members per college so more people are involved in looking at the big picture
  - Half to fulltime position devoted to assessment
- Have departments present their reports to the assessment committee at a committee meeting (two departments per meeting), so there would be more dialogue about and sharing of assessment procedures and data