

**Tenth Annual Assessment Report
2003-2004
University of Wisconsin-Stevens Point**

2003-2004 Assessment Subcommittee

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Assessment Activities

Assessment Subcommittee

ACT Collegiate Assessment of Academic Proficiency (CAAP) Reading (eight classes) and Science Reasoning (seven classes) were administered, fall 2003. The ACT Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking tests were administered in five classes, spring of 2004.

Verbal and Writing Skills Assessment Surveys were administered to samples of graduating seniors fall 2003. Foreign Language, Social Science and Minority Studies and Non-Western Culture, History and Humanities GDR Assessment Surveys were administered to samples of graduating seniors spring 2004.

The Faculty Assessment Survey developed in 2003 was administered to evaluate UWSP's assessment program fall of 2003. The assessment website was finalized during the fall of 2003. Revisions to the UNIVERSITY HANDBOOK now include Assessment Information.

The UWSP Assessment Subcommittee and Academic Affairs announce the availability of up to five Assessment Fellowships carrying stipends of \$1,000. The fellowships enabled UWSP faculty and teaching academic staff to develop or enhance strategies to assess student learning that yield valid and reliable information which can be used to improve instruction and curriculum. Fellowship recipients presented assessment information at UWSP's eighth annual Teaching Conference.

All department program assessment reports and revised program assessment plans were reviewed and each department was provided with a written response.

Academic Departments

The subcommittee received thirty program assessment reports on 2003-04 activities. Departments used a variety of assessment methods including:

- Local tests
- Portfolio reviews
- Client feedback
- National exams

- Student satisfaction survey
- Faculty survey
- Student advisory forum
- Placement rates
- Senior exit interview and survey
- Performance appraisal, evaluation, jury
- Self-assessment
- Professional activities
- Employer survey
- Group meeting with teaching consultants
- External review
- Intern placement rates
- Competency exams
- Alumni survey

Student Affairs

A "Profile of the Freshman Class" and "Stated Wellness Needs of the Freshman Class" were completed for fall 2003 freshmen.

Participants in the Freshmen Interest Group program were surveyed regarding their opinions of various aspects of the program.

“ARC to Success” participants were surveyed regarding the helpfulness of topics covered in ARC sessions and other aspects of ARC.

What We Learned about UWSP Students

Assessment Subcommittee

ACT CAAP Reading test was administered to 118 students in Biology 355 (18), Communication 381 & 387 (10), Health Promotion 305 (21), Math Education 359 (8), English 349 & 351 (18), and Natural Resources 490 (45).

Performance Results

| | Seniors (118) |
|---|---------------|
| Total test score | |
| UWSP—mean (sd)* | 63.4 (4.6) |
| National—mean (sd)** | 62.5 (5.7) |
| Motivation-- %*** (mean) | |
| Tried their best | 65.5 (4.3) |
| Moderate effort | 62.4 (4.2) |
| Little effort | 61.5 (4.0) |
| | |
| Arts/Literature subscore | |
| UWSP—mean (sd)**** | 16.2 (2.3) |
| National—mean (sd)** | 15.8 (2.7) |
| | |
| Social Studies/Sciences subscore | |
| UWSP—mean (sd)**** | 16.9 (2.4) |
| National—mean (sd)** | 16.3 (2.8) |

*Total test scores may range from a low of 40 to a high of 80.

**National norms for seniors based on 4-year public and private college test takers.

***Based on those responding.

****Subscores may range from 5 to 25.

- UWSP seniors scored significantly higher on the Reading Test than the CAAP user norm mean, $t(117) = 2.155, p < .05$, 2-tailed test. They also scored significantly higher on each of the subtests.
- 58% scored above the CAAP user norm mean on the reading test. 60% scored above the mean on the Arts/Literature subtest and 58% scored above the mean on the Social Studies/Sciences subtest.
- Of the 93 seniors with ACT Reading scores, 38% have scores in the 4th or top quartile, 3rd quartile = 37%, 2nd quartile = 18%, and 1st or bottom quartile = 7%. Twenty eight percent have CAAP Reading scores in the 4th quartile, 3rd quartile = 32%, 2nd quartile = 29%, and 1st quartile = 11%. ACT claims the CAAP Reading test and the ACT Reading test are similar and can be compared but the CAAP test requires greater knowledge and more complex skills. Therefore, if the percentage of students in the upper quartiles of the CAAP distribution is higher than for the ACT distribution, a possible explanation is that students have increased their knowledge and cognitive skills. The percentage of seniors in the 4th quartile of the CAAP Reading distribution is lower than the percentage of students in the 4th quartile of the ACT Reading distribution (28% v. 38%). Eighteen percent of the seniors moved up at least one quartile from the ACT distribution to the CAAP distribution, 43% stayed at the same quartile, and 39% moved down at least one quartile. This suggests that on average seniors have not increased their reading skills. However, ACT cautions that “students may receive slightly different scores on the ACT Assessment and CAAP and still have increased their knowledge and skills... Additionally, students may have scored differently on CAAP than on the ACT Assessment because they were sick, more or less motivated, or not as prepared for one of the tests.”

Assessment Subcommittee

ACT CAAP Science Reasoning test was administered to 98 students in Communication 381 & 387 (10), Health Promotion 305 (20), Math Education 359 (7), English 349 & 351 (18), and Natural Resources 490 (41).

Performance Results

| | Seniors (98) |
|--------------------------|--------------|
| Total test score | |
| UWSP—mean (sd)* | 62.1 (3.9) |
| National—mean (sd)** | 60.6 (4.8) |
| Motivation-- %*** (mean) | |
| Tried their best | 62.8 (3.9) |
| Moderate effort | 61.9 (3.8) |
| Little effort | 60.5 (2.3) |

*Total test scores may range from a low of 40 to a high of 80.

**National norms for seniors based on 4-year public and private college test takers.

***Based on those responding.

- UWSP seniors scored significantly higher on the Science Reasoning Test than the CAAP user norm mean, $t(97) = 3.873$, $p < .05$, 2-tailed test.
- 63% scored above the CAAP user norm mean.
- The number of GDR course enrollments is not a significant predictor of test scores.
- Cumulative GPA is a significant predictor of test scores.
- Of the 93 seniors with ACT Science scores, 30% have scores in the 4th or top quartile, 3rd quartile = 27%, 2nd quartile = 30%, and 1st or bottom quartile = 14%. Thirty percent have CAAP Science Reasoning scores in the 4th quartile, 3rd quartile = 49%, 2nd quartile = 12%, and 1st quartile = 10%. ACT claims the CAAP Science Reasoning test and the ACT Science Reasoning test are similar and can be compared but the CAAP test requires greater knowledge and more complex skills. Therefore, if the percentage of students in the upper quartiles of the CAAP distribution is higher than for the ACT distribution, a possible explanation is that students have increased their knowledge and cognitive skills. The percentage of seniors in the 4th quartile of the CAAP science reasoning distribution is the same as the percentage of students in the 4th quartile of the ACT science reasoning distribution (30% v. 30%). But, 49% of the CAAP scores are in the 3rd quartile compared to 27% of the ACT scores. Thirty five percent of the seniors moved up at least one quartile from the ACT distribution to the CAAP distribution, 51% stayed at the same quartile (39% of these students could not move up because they were already in the top quartile of the ACT distribution), and 15% moved down at least one quartile. This suggests that on average seniors have increased their science reasoning skills. However, ACT cautions that “students may have scored differently on CAAP than on the ACT Assessment because they were sick, more or less motivated, or not as prepared for one of the tests.”

Assessment Subcommittee

The ACT CAAP Critical Thinking Test was administered to 129 seniors in Education 383 (37), Communication 386 (7), Communication 387 (14), Natural Resources 490 (56), and Paper Science 475 (16) during the spring semester 2004. According to information provided by ACT, the Critical Thinking test measures skills in clarifying, analyzing, evaluating, and extending arguments.

Performance Results

| | |
|--------------------------|------------|
| UWSP--mean (sd)* | 65.8 (4.3) |
| National--mean (sd)** | 63.1 (5.5) |
| Motivation-- %*** (mean) | |
| Tried their best | 43% (67.4) |
| Moderate effort | 47% (64.8) |
| Gave little effort | 10% (63.2) |

*Test scores may range from a low of 40 to a high of 80.

**Based on 10,174 four-year college seniors.

***Based on those responding.

- UWSP seniors scored significantly higher than the mean for four-year college senior test-takers; $t(128) = +6.93$, $p = .000$, two-tailed.
- Students who tried their best scored 2.6 points higher on average than those who gave moderate effort and 4.2 points higher than those who gave little effort.

- Seniors scored significantly higher than UWSP sophomores ($M = 63.0$; $t(128) = 7.19$, $p = .000$) and juniors ($M = 63.9$; $t(128) = 4.84$, $p = .000$) tested spring 2001.

General Degree Requirements Survey Results Fall 2003

Two hundred thirty four graduating seniors were surveyed via the web regarding the extent to which they developed their Verbal Skills as a result of their educational experiences at UWSP. There were 34 responses for a 15% response rate. The following table displays the percentage of responses in each category.

Survey Results

First, students were asked to indicate the extent their educational experiences at UWSP contributed to the development of their verbal skills. These items are based on the Communication GDR objectives. The following table presents the percentage of responses in each category. *[No opinion responses are excluded from all tables.]*

| | Very Much | Quite a Bit | Some | Very Little |
|---|-----------|-------------|------|-------------|
| Ability to make effective presentations before an audience. | 24 | 47 | 24 | 6 |
| Ability to effectively listen to the presentation of others. | 18 | 29 | 24 | 0 |
| Ability to effectively critique public discourse. | 9 | 53 | 35 | 3 |
| Reduce anxieties about public speaking. | 12 | 53 | 18 | 18 |
| Confidence in making public presentations. | 18 | 47 | 21 | 15 |
| Commitment to ethical advocacy. | 17 | 28 | 48 | 7 |
| Awareness of role public discourse plays in personal contexts. | 7 | 28 | 48 | 17 |
| Awareness of role public discourse plays in professional contexts. | 14 | 31 | 38 | 17 |
| Knowledge of what constitutes an effective presentation. | 29 | 50 | 12 | 9 |
| Knowledge of how to support an idea through the use of evidence. | 24 | 50 | 27 | 0 |
| Knowledge of how to support an idea through the use of reasoning | 21 | 41 | 29 | 9 |
| Knowledge of how to differentiate between fact and inference. | 18 | 47 | 21 | 15 |
| Knowledge of how to adapt messages to different audiences and situations. | 15 | 41 | 29 | 15 |
| Knowledge of how to effectively evaluate oral discourse. | 6 | 42 | 36 | 15 |
| Knowledge of role communication plays in construction of reality. | 15 | 32 | 41 | 12 |
| Overall | 16 | 44 | 30 | 10 |

- The majority (60%) of the responses indicate that respondents developed their verbal skills very much or quite a bit as a result of their educational experiences at UWSP. 85% of the responses indicate that they developed their abilities to at least some extent.

Second, students were asked to indicate their level of satisfaction with the contributions their educational experiences at UWSP made to the development of their verbal skills. The following table presents the percentage of responses for each level of satisfaction.

| | Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied |
|---|----------------|-----------|---------|--------------|-------------------|
| Ability to make effective presentations before an audience. | 21 | 62 | 9 | 9 | 0 |
| Ability to effectively listen to the presentation of others. | 18 | 59 | 21 | 3 | 0 |
| Ability to effectively critique public discourse. | 12 | 53 | 24 | 9 | 3 |
| Reduce anxieties about public speaking. | 15 | 46 | 27 | 9 | 3 |
| Confidence in making public presentations. | 15 | 53 | 18 | 12 | 3 |
| Commitment to ethical advocacy. | 3 | 41 | 48 | 7 | 0 |
| Awareness of role public discourse plays in personal contexts. | 10 | 32 | 52 | 7 | 0 |
| Awareness of role public discourse plays in professional contexts. | 13 | 42 | 36 | 10 | 0 |
| Knowledge of what constitutes an effective presentation. | 24 | 64 | 3 | 6 | 3 |
| Knowledge of how to support an idea through the use of evidence. | 27 | 50 | 21 | 3 | 0 |
| Knowledge of how to support an idea through the use of reasoning | 24 | 41 | 24 | 9 | 3 |
| Knowledge of how to differentiate between fact and inference. | 27 | 35 | 21 | 15 | 3 |
| Knowledge of how to adapt messages to different audiences and situations. | 21 | 56 | 12 | 6 | 6 |
| Knowledge of how to effectively evaluate oral discourse. | 12 | 39 | 36 | 9 | 3 |
| Knowledge of role communication plays in construction of reality. | 16 | 44 | 34 | 6 | 0 |
| Overall | 17 | 48 | 25 | 8 | 2 |

- The majority of the responses (65%) indicate that respondents are satisfied or very satisfied with the contributions their experiences at UWSP made to the development of their verbal abilities. 10% of the responses indicate they are dissatisfied or very dissatisfied.

Two hundred thirty two graduating seniors were surveyed via the web regarding the extent to which they developed their Writing Skills as a result of their educational experiences at UWSP. There were 36 responses for a 16% response rate. The following table displays the percentage of responses in each category.

Survey Results

First, students were asked to indicate the extent their educational experiences at UWSP contributed to the development of their writing skills. These items are based on the Freshman English and Writing Emphasis GDR objectives.

The following table presents the percentage of responses in each category.

| | Very Much | Quite a Bit | Some | Very Little |
|---|-----------|-------------|------|-------------|
| Capacity for sustained complex thinking and writing. | 33 | 44 | 14 | 8 |
| Ability to document appropriately and accurately. | 31 | 40 | 26 | 3 |
| Ability to produce an articulate, readable text. | 42 | 42 | 11 | 6 |
| Ability to produce a text that includes a focused topic. | 39 | 39 | 14 | 8 |
| Ability to produce a text that includes a clearly defined purpose. | 37 | 43 | 14 | 6 |
| Ability to produce a text that includes a pattern of organization with appropriate transitions. | 34 | 46 | 17 | 3 |
| Ability to produce a text that includes a concern for audience. | 34 | 46 | 14 | 6 |
| Ability to produce a text that includes adequate and relevant support. | 34 | 57 | 6 | 3 |
| Ability to document appropriately and accurately. | 33 | 33 | 30 | 3 |
| Ability to recognize different writing situations with their different kinds of audiences and writing purposes. | 26 | 37 | 29 | 9 |
| Ability to identify what are the appropriate documents to use in different writing situations with their respective audiences. | 23 | 46 | 23 | 9 |
| Ability to organize ideas and use language in ways that are both clear and persuasive for different audiences and writing situations. | 29 | 46 | 17 | 9 |
| Overall | 33 | 43 | 18 | 6 |

- The majority of the responses (76%) responses indicate that respondents developed their writing skills very much or quite a bit as a result of their educational experiences at UWSP. 94% of the responses indicate that they developed their skills to at least some extent.

Second, students were asked to indicate their level of satisfaction with the contributions their educational experiences at UWSP made to the development of their writing skills. The following table presents the percentage of responses for each level of satisfaction.

| | Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied |
|--|----------------|-----------|---------|--------------|-------------------|
| Capacity for sustained complex thinking and writing. | 26 | 57 | 11 | 6 | 0 |
| Ability to document appropriately and accurately. | 32 | 41 | 21 | 3 | 3 |
| Ability to produce an articulate, readable text. | 34 | 51 | 14 | 0 | 0 |
| Ability to produce a text that includes a focused topic. | 40 | 49 | 9 | 3 | 0 |

| Writing Skills (continued) | | | | | |
|---|----------------|-----------|---------|--------------|-------------------|
| | Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied |
| Ability to produce a text that includes a clearly defined purpose. | 46 | 46 | 6 | 3 | 0 |
| Ability to produce a text that includes a pattern of organization with appropriate transitions. | 31 | 46 | 17 | 3 | 3 |
| Ability to produce a text that includes a concern for audience. | 31 | 40 | 23 | 6 | 0 |
| Ability to produce a text that includes adequate and relevant support. | 31 | 54 | 14 | 0 | 0 |
| Ability to document appropriately and accurately. | 24 | 47 | 27 | 3 | 0 |
| Ability to recognize different writing situations with their different kinds of audiences and writing purposes. | 29 | 40 | 20 | 11 | 0 |
| Ability to identify what are the appropriate documents to use in different writing situations with their respective audiences. | 29 | 34 | 29 | 9 | 0 |
| Ability to organize ideas and use language in ways that are both clear and persuasive for different audiences and writing situations. | 29 | 53 | 12 | 6 | 0 |
| Overall | 32 | 47 | 17 | 4 | 1 |

- The majority of the responses (79%) indicate that respondents are satisfied or very satisfied with the contributions their experiences at UWSP made to the development of their writing skills. 5% of the responses indicate they are dissatisfied or very dissatisfied.

General Degree Requirements Survey Results Spring 2004

Three hundred fifty eight graduating seniors were surveyed via the web regarding the extent to which they developed their foreign language skills as a result of their educational experiences at UWSP. There were 114 responses for a 32% response rate. The following table displays the percentage of responses in each category.

Survey Results

Students were asked to indicate the extent to which they have developed their knowledge and skills relating to the Foreign Language General Degree Requirement as a result of their educational experiences at UWSP. *[No opinion responses are excluded from all tables.]*

| | Very Much | Quite a Bit | Some | Very Little |
|--|-----------|-------------|------|-------------|
| Ability to engage in simple conversation with speakers of the target language. | 23 | 24 | 26 | 28 |
| Ability to exchange basic information with speakers of the target language. | 26 | 28 | 28 | 19 |
| Ability to share feelings and emotions with speakers of the target language. | 23 | 15 | 39 | 23 |

| Foreign Language (continued) | | | | |
|--|-----------|-------------|------|-------------|
| | Very Much | Quite a Bit | Some | Very Little |
| Ability to exchange opinions with speakers of the target language. | 17 | 14 | 33 | 36 |
| Ability to read basic materials on familiar topics in the target language (e.g., weather, family, personal experiences). | 31 | 26 | 28 | 15 |
| Ability to comprehend central concepts in selected authentic materials in the target language. | 25 | 21 | 31 | 24 |
| Ability to write short narratives and brief messages about personal experiences in the target language. | 24 | 14 | 24 | 38 |
| Ability to demonstrate creativity with set language forms in your writings in the target language. | 17 | 14 | 25 | 43 |
| Ability to identify and describe features of the culture(s) studied. | 25 | 32 | 26 | 18 |
| Ability to compare features of the culture(s) studied with your own. | 23 | 36 | 23 | 17 |
| Ability to analyze various elements of the target language (e.g., time, tense, sound systems, word formation, and syntax). | 24 | 23 | 28 | 27 |
| Ability to compare various elements of the target language with comparable elements in English. | 22 | 26 | 27 | 24 |
| Overall | 23 | 23 | 28 | 26 |

- Less than a majority of the responses (46%) indicate that respondents developed their foreign language knowledge and skills very much or quite a bit as a result of their educational experiences at UWSP. 74% of the responses indicate they developed their knowledge and skills to at least some extent.
- The majority of respondents (69%) are satisfied or very satisfied with the contributions their educational experiences at UWSP have made to the development of their foreign language knowledge and skills. 16% are dissatisfied or very dissatisfied.
- 91% of the responses indicating very much or quite a bit of growth were associated with being satisfied or very satisfied with the contributions of their educational experiences at UWSP compared to 52% of the responses indicating some or very little growth.
- There was little difference between the responses of students who initially enrolled at UWSP as new freshmen and transfers. 45% of the new freshmen responses indicated very much or quite a bit of growth compared to 47% for the transfers.
- 77% of the responses of foreign language majors indicate they developed their knowledge and skills quite a bit or very much compared to 42% for other majors.
- Foreign language majors are more likely to be satisfied or very satisfied with the contributions their educational experiences have made to their development of knowledge and skills in foreign language than other majors (92% v. 65%).
- 26% of the responses of students with only 101 or 102 classes indicate they developed their knowledge and skills quite a bit or very much compared to 72% of those with 200 level classes or higher.
- Students with 200 level classes or higher are more likely to be satisfied or very satisfied with the contributions their educational experiences have made to their development of knowledge and skills in foreign language than students with 101 or 102 classes (82% v. 65%).

Five hundred eighty graduating seniors were surveyed via the web regarding the extent to which they developed their abilities in social science and minority studies as a result of their educational experiences at UWSP. There were 104 responses for an 18% response rate. The following table displays the percentage of responses in each category.

Survey Results

Students were asked to indicate the extent to which they have developed their knowledge and skills relating to the Minority Studies General Degree Requirement as a result of their educational experiences at UWSP.

| | Very Much | Quite a Bit | Some | Very Little |
|--|-----------|-------------|------|-------------|
| Understanding the pluralistic/diverse/multicultural nature of American society. | 15 | 34 | 41 | 11 |
| Becoming more respectful of the pluralistic/diverse/multicultural nature of American society. | 25 | 28 | 36 | 10 |
| Ability to interact with diverse peoples in the workplace. | 20 | 33 | 31 | 17 |
| Ability to interact with diverse peoples in the community. | 22 | 31 | 29 | 18 |
| Understanding diversity issues in the workplace. | 23 | 32 | 28 | 17 |
| Understanding diversity issues in the community. | 19 | 40 | 26 | 15 |
| Understanding the history of harassment, bigotry, prejudice, and discrimination in all settings. | 18 | 32 | 32 | 18 |
| Understanding the current circumstances of harassment, bigotry, prejudice, and discrimination in all settings. | 18 | 38 | 27 | 17 |
| Awareness of gender, race, class, ethnic, and religious issues. | 26 | 38 | 30 | 6 |
| Ability to think critically about gender, race, class, ethnic, and religious issues. | 25 | 43 | 25 | 8 |
| Ability to think with an open mind about gender, race, class, ethnic, and religious issues. | 33 | 37 | 22 | 9 |
| Awareness of the diversity of scholarly views on race, gender, class, ethnicity, and religious issues. | 21 | 33 | 33 | 13 |
| Awareness of the impact gender, race, class, ethnicity, and religion has on the lives of majority people. | 22 | 35 | 32 | 11 |
| Awareness of the impact gender, race, class, ethnicity, and religion has on the lives of minority people. | 22 | 38 | 27 | 14 |
| Knowledge of the cultural heritage of African Americans. | 6 | 22 | 44 | 29 |
| Knowledge of the cultural heritage of Hispanic Americans. | 2 | 7 | 43 | 48 |
| Knowledge of the cultural heritage of Asian Americans. | 4 | 11 | 53 | 32 |
| Knowledge of the cultural heritage of American Indians. | 13 | 30 | 31 | 26 |
| Overall knowledge of the distinctive cultural heritages of minority groups. | 5 | 19 | 53 | 22 |
| Overall | 18 | 31 | 34 | 18 |

- Less than a majority of the responses (48%) indicate that respondents developed their knowledge and skills relating to Minority Studies General Degree Requirement very much or quite a bit as a result of their educational experiences at UWSP. 82% of the responses indicate they developed their knowledge and skills to at least some extent.

- The majority of respondents are satisfied or very satisfied (58%) with the contributions their educational experiences at UWSP have made to the development of their knowledge and skills relating to minority studies. 15% are dissatisfied or very dissatisfied.
- 79% of the responses indicating very much or quite a bit of growth were associated with being satisfied or very satisfied with the contributions of their educational experiences at UWSP compared to 39% of the responses indicating some or very little growth.
- There was little difference between the responses of students who initially enrolled at UWSP as new freshmen and transfers. 48% of the new freshmen responses indicated very much or quite a bit of growth compared to 52% for the transfers.
- 63% of those who enrolled as new freshmen are satisfied or very satisfied with the contributions of their education experiences compared to 52% of transfers.

Students were asked to indicate the extent to which they have developed their knowledge and skills relating to the Social Science General Degree Requirement as a result of their educational experiences at UWSP.

| | Very Much | Quite a Bit | Some | Very Little |
|---|-----------|-------------|------|-------------|
| Ability to understand the fundamental concepts in at least two social science fields. | 21 | 43 | 32 | 5 |
| Ability to understand the fundamental theories in at least two social science fields. | 19 | 39 | 38 | 4 |
| Ability to understand the fundamental research in at least two social science fields. | 18 | 33 | 42 | 7 |
| Ability to understand the place of individuals in social structures. | 17 | 44 | 34 | 5 |
| Ability to understand the relationships among individuals, social groups, and institutions. | 26 | 38 | 33 | 4 |
| Ability to understand how individuals create, influence and are affected by social institutions, social structures and culture. | 28 | 40 | 30 | 3 |
| Ability to understand how groups create, influence and are affected by social institutions, social structures, and culture. | 21 | 43 | 32 | 4 |
| Ability to develop a framework for participating as an informed citizen of the nation. | 20 | 37 | 31 | 12 |
| Ability to develop a framework for participating as an informed citizen of the world. | 17 | 31 | 37 | 14 |
| Overall | 22 | 39 | 33 | 7 |

- A majority of the responses (60%) indicate that respondents developed their knowledge and skills relating to the Social Science General Degree Requirement very much or quite a bit as a result of their educational experiences at UWSP. 93% of the responses indicate they developed their knowledge and skills to at least some extent.
- The majority of respondents are satisfied or very satisfied (64%) with the contributions their educational experiences at UWSP have made to the development of their knowledge and skills relating to the social sciences. 7% are dissatisfied or very dissatisfied.
- 88% of the responses indicating very much or quite a bit of growth were associated with being satisfied or very satisfied with the contributions of their educational experiences at UWSP compared to 28% of the responses indicating some or very little growth.

- There was little difference between the responses of students who initially enrolled at UWSP as new freshmen and transfers. 59% of the new freshmen responses indicated very much or quite a bit of growth compared to 62% for the transfers.
- 66% of those who enrolled as new freshmen are satisfied or very satisfied with the contributions of their education experiences compared to 61% of transfers.
- 83% of those with majors in the social sciences, including psychology, are satisfied or very satisfied with the contributions of their educational experiences compared to 60% of other majors.
- 80% of the responses of those with majors in the social sciences, including psychology, indicate that respondents developed their knowledge and skills relating to the social sciences very much or quite a bit compared to 54% of other majors.

Five hundred eighty graduating seniors were surveyed via the web regarding the extent to which they developed their abilities in non-western culture, history, and humanities as a result of their educational experiences at UWSP. There were 96 responses for a 17% response rate. The following table displays the percentage of responses in each category.

Survey Results

Students were asked to indicate the extent to which they have developed their knowledge and skills relating to the Non-Western General Degree Requirement as a result of their educational experiences at UWSP.

| | Very Much | Quite a Bit | Some | Very Little |
|--|-----------|-------------|------|-------------|
| Ability to identify the components of at least one Non-Western culture. | 25 | 23 | 41 | 11 |
| Ability to understand and analyze the political characteristics of at least one Non-Western culture. | 10 | 23 | 47 | 21 |
| Ability to understand and analyze the economic characteristics of at least one Non-Western culture. | 10 | 31 | 38 | 22 |
| Ability to understand and analyze the cultural characteristics of a least one Non-Western culture. | 19 | 36 | 38 | 7 |
| Ability to understand and analyze the intellectual characteristics of at least one Non-Western culture. | 13 | 28 | 45 | 14 |
| Ability to understand that people in Non-Western societies make choices within political, economic, cultural, and ethical frameworks different from Western societies. | 29 | 30 | 32 | 9 |
| Ability to clearly express your understanding and interpretation of at least one Non-Western culture in forms appropriate to a particular discipline. | 14 | 24 | 47 | 16 |
| Overall | 17 | 28 | 21 | 14 |

- Less than a majority of the responses (45%) indicate that respondents developed their knowledge and skills relating to the Non-Western General Degree Requirement very much or quite a bit as a result of their educational experiences at UWSP. 86% of the responses indicate they developed their knowledge and skills to at least some extent.

- Less than a majority of respondents are satisfied or very satisfied (45%) with the contributions their educational experiences at UWSP have made to the development of their knowledge and skills. 13% are dissatisfied or very dissatisfied.
- 74% of the responses indicating very much or quite a bit of growth were associated with being satisfied or very satisfied with the contributions of their educational experiences at UWSP compared to 29% of the responses indicating some or very little growth.
- There is no difference between the responses of students who initially enrolled at UWSP as new freshmen and transfers. 45% of the new freshmen responses indicated very much or quite a bit of growth compared to 45% for the transfers.
- 68% of those who enrolled as new freshmen are satisfied or very satisfied with the contributions of their education experiences compared to 63% of transfers.

Students were asked to indicate the extent to which they have developed their knowledge and skills relating to the History General Degree Requirement as a result of their educational experiences at UWSP.

| | Very Much | Quite a Bit | Some | Very Little |
|--|-----------|-------------|------|-------------|
| Ability to demonstrate an understanding of the history of at least one relatively large cultural area, society, or civilization over an extended period of time. | 20 | 42 | 33 | 5 |
| Ability to demonstrate an understanding of the unifying theme of a particular history course (e.g., topical, national, regional). | 21 | 40 | 33 | 6 |
| Ability to demonstrate an understanding of historical perspective. | 22 | 42 | 28 | 7 |
| Ability to demonstrate an understanding of the development of a culture, society, or civilization over time. | 24 | 42 | 31 | 4 |
| Ability to demonstrate awareness of historical causality and consequences. | 20 | 43 | 33 | 4 |
| Ability to demonstrate an understanding of important social, cultural, economic, and political concepts. | 24 | 42 | 32 | 3 |
| Ability to demonstrate an understanding of important social, cultural, economic, and political events. | 22 | 43 | 32 | 3 |
| Ability to demonstrate awareness of the historical antecedents of current social, cultural, and political trends. | 16 | 43 | 35 | 6 |
| Overall | 21 | 42 | 32 | 5 |

- A majority of the responses (63%) indicate that respondents developed their knowledge and skills relating to the History General Degree Requirement very much or quite a bit as a result of their educational experiences at UWSP. 95% of the responses indicate they developed their knowledge and skills to at least some extent.
- A majority of respondents are satisfied or very satisfied (56%) with the contributions their educational experiences at UWSP have made to the development of their knowledge and skills. 12% are dissatisfied or very dissatisfied.
- 82% of the responses indicating very much or quite a bit of growth were associated with being satisfied or very satisfied with the contributions of their educational experiences at UWSP compared to 35% of the responses indicating some or very little growth.

- There is little difference between the responses of students who initially enrolled at UWSP as new freshmen and transfers. 65% of the new freshmen responses indicated very much or quite a bit of growth compared to 58% for the transfers.
- 60% of those who enrolled as new freshmen are satisfied or very satisfied with the contributions of their education experiences compared to 44% of transfers.

Students were asked to indicate the extent to which they have developed their knowledge and skills relating to the Humanities General Degree Requirement as a result of their educational experiences at UWSP.

| | Very Much | Quite a Bit | Some | Very Little |
|--|-----------|-------------|------|-------------|
| Ability to formulate ethical judgments about human conduct in life. | 31 | 38 | 25 | 6 |
| Ability to formulate ethical judgments about human conduct as represented in art. | 19 | 28 | 38 | 16 |
| Ability to render judgments about the merits of artistic expression. | 18 | 26 | 39 | 18 |
| Ability to grasp particular intellectual, cultural, and aesthetic concepts. | 21 | 34 | 38 | 7 |
| Ability to see the relationships between particular concepts and larger, more universal, and more enduring concepts. | 30 | 41 | 26 | 4 |
| Ability to make an imaginative leap outside your own particular perspective, and, for example, empathize with a character in literature or with a historical figure. | 35 | 37 | 23 | 5 |
| Ability to understand intellectual, cultural, and aesthetic concepts. | 32 | 37 | 26 | 6 |
| Ability to challenge intellectual, cultural, and aesthetic concepts. | 32 | 31 | 30 | 7 |
| Ability to envision possibilities beyond the known and established. | 28 | 38 | 29 | 5 |
| Ability to clearly express your understanding and interpretation of humanistic studies in forms appropriate to a particular discipline. | 25 | 38 | 32 | 5 |
| Overall | 27 | 35 | 30 | 8 |

- A majority of the responses (62%) indicate that respondents developed their knowledge and skills relating to the Humanities General Degree Requirement very much or quite a bit as a result of their educational experiences at UWSP. 92% of the responses indicate they developed their knowledge and skills to at least some extent.
- A majority of respondents are satisfied or very satisfied (64%) with the contributions their educational experiences at UWSP have made to the development of their knowledge and skills. 6% are dissatisfied or very dissatisfied.
- 89% of the responses indicating very much or quite a bit of growth were associated with being satisfied or very satisfied with the contributions of their educational experiences at UWSP compared to 38% of the responses indicating some or very little growth.
- There is little difference between the responses of students who initially enrolled at UWSP as new freshmen and transfers. 63% of the new freshmen responses indicated very much or quite a bit of growth compared to 58% for the transfers.

- 64% of those who enrolled as new freshmen are satisfied or very satisfied with the contributions of their education experiences compared to 63% of transfers.

Faculty Assessment Survey

One hundred faculty members were surveyed via the web regarding their experience and involvement with assessment at UWSP.

Table 1: Satisfaction with Assessment (percentage of responses in each category)

| | Satisfied | Neutral | Dissatisfied |
|---|-----------|---------|--------------|
| UWSP's approach to student assessment (content and methods). | 32 | 36 | 32 |
| UWSP's assessment plan and policy. | 33 | 37 | 30 |
| Opportunities to participate in policymaking about student assessment. | 47 | 30 | 23 |
| Administrative leadership support for student assessment. | 36 | 37 | 27 |
| Faculty leadership support for student assessment. | 36 | 28 | 36 |
| Awards and public recognition for student assessment efforts. | 23 | 29 | 48 |
| Opportunities for professional development related to student assessment. | 20 | 29 | 51 |
| Student support for student assessment. | 20 | 27 | 53 |
| Use of student assessment data in making academic decisions. | 25 | 26 | 49 |
| Use of student assessment data in making student affairs decisions. | 14 | 42 | 44 |
| Overall | 29 | 32 | 39 |

Table 2: Involvement in Assessment (percentage of responses in each category)

| | Highly Involved | Somewhat Involved | Not Involved |
|--|-----------------|-------------------|--------------|
| Revision of courses based on student assessment results. | 36 | 36 | 29 |
| Revision of instructional methods based on student assessment results. | 30 | 42 | 28 |
| Using student assessment in instruction. | 22 | 38 | 40 |
| Evaluating the success of classroom assessment activities. | 19 | 43 | 38 |
| Developing syllabi with measurable course objectives for student learning that are consonant with GDR or program objectives. | 40 | 37 | 23 |
| Becoming knowledgeable about assessment. | 43 | 41 | 16 |
| Contributing to assessment discussions and activities. | 37 | 43 | 20 |
| Educating other faculty and students about the value of assessment. | 20 | 40 | 40 |
| Using active assessment techniques in the classroom. | 27 | 29 | 44 |
| Interpreting and discussing assessment results. | 27 | 40 | 32 |
| Recommending program changes based on assessment results. | 23 | 53 | 23 |

| | Highly Involved | Somewhat Involved | Not Involved |
|--|-----------------|-------------------|--------------|
| Participating in program review, curricular evaluation, or planning activities using student assessment results. | 38 | 33 | 28 |
| Participating in UWSP workshops or seminars to learn about student assessment. | 16 | 23 | 61 |
| Creating new assessment techniques. | 17 | 46 | 37 |
| Engaging in the scholarship of assessment. | 8 | 28 | 65 |
| Participating in departmental activities related to student assessment. | 43 | 31 | 26 |
| Participating in sessions at state, regional, or national workshops or conferences on student assessment. | 6 | 17 | 77 |
| Presenting papers or publishing articles, reports, or other writings on student assessment. | 6 | 8 | 86 |
| Overall | 26 | 35 | 39 |

Table 3: Perceptions of Assessment (percentage of responses in each category)

| | Agree | Neutral | Disagree |
|---|-------|---------|----------|
| Student assessment has improved the quality of education at UWSP. | 29 | 39 | 32 |
| Assessment is an institutional priority. | 53 | 22 | 25 |
| Faculty support the assessment program. | 21 | 33 | 47 |
| Faculty use student assessment information to modify how or what they teach. | 38 | 22 | 40 |
| Faculty use more student assessment techniques now than they did 5 years ago. | 50 | 28 | 22 |
| Faculty communicate with colleagues on how to improve their student assessment practices. | 40 | 25 | 35 |
| Faculty enjoy participating in student assessment activities. | 11 | 13 | 76 |
| Administrators promote the use of assessment results in making improvements. | 34 | 26 | 40 |
| Faculty frequently communicate with colleagues on how to improve their student assessment practices | 28 | 19 | 53 |
| Faculty update their in-class assessment techniques on a regular basis. | 34 | 27 | 39 |
| Faculty and administrators agree on the value of assessing student learning. | 32 | 18 | 50 |
| The effectiveness of teaching is enhanced when faculty regularly engage in student assessment. | 63 | 25 | 12 |
| Student assessment techniques accurately measure student learning. | 25 | 32 | 42 |
| Faculty and administrators share a common understanding of the meaning of student assessment. | 10 | 27 | 63 |
| Faculty are reluctant to engage in student assessment for fear that student assessment results will be used in evaluations. | 46 | 29 | 25 |
| Student learning and assessment are valued across the institution, departments, and programs. | 30 | 30 | 39 |

| Table 3: Perceptions of Assessment (continued) | | | |
|---|-------|---------|----------|
| | Agree | Neutral | Disagree |
| The UWSP Assessment Subcommittee works effectively with individuals and departments to develop or improve their assessment programs and activities. | 26 | 28 | 45 |
| The UWSP Assessment Subcommittee adequately shares institutional assessment results with faculty and students. | 31 | 37 | 33 |
| Knowledgeable staff or faculty members are available to assist with assessment. | 41 | 31 | 29 |
| Sufficient resources are available to support a quality assessment program. | 22 | 22 | 57 |
| Adequate resources are available for faculty seeking to develop their assessment skills. | 27 | 22 | 51 |
| Department/unit chairs have sufficient authority and resources to conduct an effective assessment program. | 39 | 10 | 52 |
| Faculty participation in student assessment activities is considered in personnel decisions. | 25 | 29 | 46 |
| Overall | 32 | 26 | 42 |

Academic Departments

In general, departments continue to find strengths in their programs. National, state, and local procedures generally show that students are succeeding in their majors. Surveys of student, alumni and employer satisfaction with programs are generally very positive.

Student Affairs

In general, Residential Living continues to find that their programs meet students' expectations and the students find them helpful. Students are generally satisfied with the programs and residential living.

How We Responded to the Assessment Information

Assessment Subcommittee

The assessment subcommittee continues to conduct workshops and distribute information 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.

Academic Departments

Departments have used or plan to use assessment results to make the following changes:

- Change introductory course sequence
- Changed course requirements

- Added more information on global issues in courses
- Added a new course
- Reexamine prerequisites for a course
- Reexamine pace at which material is addressed in course
- Explore strategies for introducing computer software packages into program
- Reinstated graduate orientation program
- Increased emphasis on particular course content
- Changed program structure
- Integrate computer software into program
- Created an instructor manual
- Add instructor orientation
- Revise assessment instrument

Student Affairs

Residential Living plans to continue to use student feedback to refine their programs in support of the academic mission of the university.

What We Learned about the Assessment Process

Previously identified weaknesses in our assessment process continue to exist. 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 budget.

Recommendations

It is recommended that a committee composed of English and other faculty review the ACT CAAP Reading Test in terms of its appropriateness as a measure of reading skills developed by students as a result of their educational experiences at UWSP.

- Is the test a valid measure of verbal and quantitative GDR objectives?
- Is the test a valid measure of reading skills?
- How important is it for UWSP students to be able to derive meaning from texts by “(1) referring to what is explicitly stated; (2) reasoning to determine implicit meanings; and (3) drawing conclusions, comparisons, and generalizations beyond the text”?
- What are the expected levels of performance on the Reading Test for seniors?
- Should more instruction be devoted to increasing students reading skills? If yes, are there ways of infusing more instruction related to reading skills into the curriculum in general?

It is recommended that a committee composed of Science and other faculty review the ACT CAAP Science Reasoning Test in terms of its appropriateness as a measure of science reasoning skills developed by students as a result of their educational experiences at UWSP.

- Is the test a valid measure of the natural science GDR objectives?
- Is the test a valid measure of science reasoning skills?

- How important is it for UWSP students to maintain or improve their science reasoning skills?
- What are the expected levels of performance for seniors?
- Should more instruction be devoted to increasing/maintaining students' science reasoning skills? If yes, are there ways of infusing more instruction related to science reasoning into the curriculum in general?

It is recommended that a committee composed of faculty who teach GDR Critical Thinking courses review the ACT CAAP Critical Thinking Test in terms of its appropriateness as a measure of critical thinking skills developed by students as a result of their educational experiences at UWSP.

- Is the test a valid measure of the critical thinking skills students are expected to develop at UWSP?
- How important is it for UWSP students to develop critical thinking skills as operationalized by the ACT CAAP Critical Thinking Test?
- What should be the expected level of performance on the Critical Thinking Test for UWSP seniors?
- Should more instruction be devoted to increasing students' critical thinking skills in GDR critical thinking courses?
- Should more critical thinking instruction be infused into the curriculum in general?

It is recommended that departments, that have not done so, develop undergraduate and graduate program assessment plans that adhere to UNIVERSITY HANDBOOK policy:

“Every unit/department on campus shall have a program assessment plan, stating mission, goals, objectives, outcomes, and expectations of the major, means of assessment, methods of analysis, how results will be disseminated, and process for curricular reform.”