

University of Wisconsin- GREEN BAY

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Assessing
Mission
Level
Learning
Outcomes



The MLLO Project
WWW.UWGB.EDU/MLLO

PURPOSE

The MLLO Project focuses on how the student experience at the University of Wisconsin – Green Bay accomplishes five key learning outcomes specified in our special, or “select”, mission. The project demonstrates how we strive to make continuous improvement in all aspects of the student experience that our mission says we provide.

University of Wisconsin- Green Bay Select Mission

The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a **multicultural** and evolving world. The University enriches the quality of life for students and the community **by embracing the educational value of diversity**, promoting environmental sustainability, encouraging engaged citizenship, and serving as an intellectual, cultural, and economic resource.

2010-11: FOCUS ON DIVERSITY

One of UW-Green Bay’s core learning objectives focuses on **diversity**. Like many schools, we aspire to prepare our students to function well in a **multicultural world by embracing the educational value of diversity**. But, how well are we teaching these skills? How would we know?

In the past year, UW-Green Bay has implemented several national assessments which inform our efforts related to diversity. Some of these projects are on-going. We will eventually select the most useful of these projects for periodic replication.

This poster describes how each of these five tools addresses student learning about **diversity**.

Project	Type of assessment	Population assessed	Organization	Link to instruments	Cost
Multi-Institutional Study of Leadership (MSL)	National survey providing comparison to institutional peers	Degree-seeking undergraduates	National Clearinghouse for Leadership Studies, housed at the University of Maryland	www.leadershipstudy.net/ir-instrument.html	\$3,600
National Survey of Student Engagement (NSSE)	Annual national survey providing comparison to institutional peers	Freshmen at end of first year; seniors prior to graduation	Center for Postsecondary Research, housed at Indiana University	nsse.iub.edu/pdf/USpaper_11.pdf	\$3,700 - \$7,800 depending on campus size
Campus Climate Survey	Survey conducted by Rankin & Associates; variants of the survey have been used with over 100 organizations	Faculty, staff and students	Rankin & Associates, a private consulting firm located in Howard, Pennsylvania	The instrument is not available on line. See http://rankin-consulting.com for more information.	Varies depending on the services purchased
Equity Scorecard	Secondary data analysis of institutionally held information	Students, primarily degree-seeking undergraduates	The Center for Urban Education, housed at the University of Southern California	See cue.usc.edu/tools for examples of different instruments used in equity analyses	Varies depending on the services purchased
Faculty Survey (HERI)	Triennial national survey providing comparisons with institutional peers	Faculty	Higher Education Research Institute, housed at the University of California-Los Angeles	www.heri.ucla.edu/researchers/instrument PDF	Approximately \$1,000 + \$3 per survey processed

Project	Treatment of diversity	Items and scales that measure and/or may impact student learning about diversity
Multi-Institutional Study of Leadership	Extensive	The extensive on-line survey produces several composite scales for each student, which are aggregated and benchmarked against scores from students at similar institutions. Scales with particular relevance for diversity include: Socio-cultural Discussions Scale; Public and Private Collective Racial Esteem Scales; Membership Collective Racial Esteem Scale; Discriminatory Climate; Controversy with Civility Scale; and Citizenship Scale.
National Survey of Student Engagement	Minimal	Item 1.e, including diverse perspectives in class work; Items 1.k and 7.b, service learning; Item 1. u and v, discussions with other students from different backgrounds; Item 6.e, understanding another’s perspective; Item 10.c, institution emphasizes contact among students from different backgrounds; Item 11.l, understanding people of other racial and ethnic backgrounds; Item 11.o, contributing to the welfare of the community. Similar items on the separate Beginning College Survey of Student Engagement enable one to measure changes in individual students since high school.
Campus Climate Survey	Extensive	The survey measures the campus climate for diversity and inclusiveness with regard to race, ethnicity, gender identity and sexual orientation, religious affiliation and veteran status. It focuses on experiences, which may have an impact on student learning about diversity.
Equity Scorecard	Extensive	Each campus completing a "scorecard" identifies outcome measures relating to access, retention, graduation, and performance. The scorecard documents how each racial/ethnic group performs on each of the selected measures. The campus develops strategies to reduce the largest gaps between white students and other racial/ethnic groups. Although outcome measure will vary somewhat between campuses, they typically include test scores, grades, retention and graduation rates, and participation in high impact practices. Achieving equitable educational outcomes may have an impact on student learning about diversity.
Faculty Survey	Minimal	Item 10, teaching and research on diversity issues; Item 20, promoting racial understanding; Item 21, teaching goals include racial and diversity knowledge; Item 27, stress from discrimination; Item 29, satisfaction with university’s approach to diversity issues; Item 30, university’s priorities about diversity issues; Item 31, agreement with importance of diversity.

Learn more and watch our
progress unfold at
www.uwgb.edu/MLLO

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Connecting learning to life