

Minutes – Recruitment, Admissions, and Retention Committee
November 17, 2006

Attendees: D. Leake, N. Shonoiki, N. Hagberg, D. Trechter, L. Schneider-Rebozzo, A. Olson,
K. Tjournehoj, A Tuchtenhagen

1. Review/Approve Minutes from November 10, 2006
2. NSSE Summary – Blake Fry

Measure of student engagement in the learning process (curricular and extracurricular) activities on campus. Research has been done to id best practices.

Started in 2001 with 321 schools, now have 557 participating schools

Offered to all freshmen and seniors. Administered by UW-System. Standard questions plus additional questions added by campuses.

34% response rate at UWRF, which is pretty good sample size; allows for some good analysis

UWRF Strengths/Weaknesses (comparing UWRF comments with other UW comprehensives – statistically significance at 5% or greater)

Freshmen

- **Strengths:** serious conversations with people unlike themselves, more likely to have read on their own for pleasure, more likely to have assigned papers of 5-19 pages; more likely to study abroad; class size
- **Weaknesses:** fewer paper revisions; don't use email with faculty; not pushed too hard in class; less likely to exercise; less time preparing for class; less use of computers; less exposed to other race/ethnic; less satisfied with gen ed class availability; less sense of spirituality; more off-campus employment; less satisfied with academic advisor

Seniors

- **Strengths:** have had capstone experience; high level of satisfaction with advisor; like campus feel; satisfied with course size; liked gen ed availability; fewer dependents.
- **Weaknesses:** less work outside class with other students; less multidisciplinary work; less use of email with faculty; less volunteer work; not difficult to meet faculty expectations; to not spend much time studying; faculty to state clear expectations.

Continuing strengths and weaknesses between 2004 and 2006

- **Strengths:** capstone course experiences, academic advising (senior)
- **Weaknesses:** lack use email with faculty (F/S); less time studying/preparing (F/S); less physically fit (F); less knowledge/experience with different ethnic groups (F); more likely to work off-campus (F); less use of computers in class (F); don't work with other students outside of class (S); less likely to volunteer (S); less interdisciplinary work (S)
- **Improvements from 2004:** had serious conversation with someone diff than self; books read for pleasure; wrote 5-19 page paper; study abroad; less likely to vote (F); multiple drafts of papers (S)
- **Deterioration from 2004:** not having to work very hard for profs (F/S); less spiritually developed (F); multiple drafts of paper (F); advising (F); not attending cultural events (S); seniors working on campus for pay (S); seniors reading books for pleasure (S); social support on campus inadequate (S)

Dean of students will identify target goals for improvements in specific assessment measures. Need to also identify other sources of data needed, what sorts of extensions of the analysis might be done.

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