**UW-Green Bay Co-Curricular Assessment Plan and Report Form**

According to the HLC, Co-Curricular activities are defined as “learning activities, programs, and experiences that reinforce the institution’s mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services, etc.,” (hlccommission.org).

This information included in this completed report will demonstrate how your area meets the following HLC criteria:

3.E.1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

4.B.1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and co-curricular offerings.

4.B.2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

We would like the areas to consider how they help students to achieve the Institutional Learning Outcomes. The outcomes can be found here: <https://www.uwgb.edu/provost/mission-strategic-planning/institutional-learning-outcomes/>

In the course of their education at the University of Wisconsin-Green Bay, students will:

1. Demonstrate the **specialized knowledge, skills and perspectives** in their chosen field or fields of study.
2. Demonstrate **broad and integrative knowledge** across a variety of fields of study.
3. Develop a variety of practical and **intellectual skills**, including inquiry and analysis, critical and creative thinking, oral and written communication, quantitative literacy, information literacy, and teamwork and problem-solving
4. Be anchored in **personal and social responsibility skills**, as demonstrated by engaged citizenship with a commitment to equity and inclusion, knowledge of environmental and cultural sustainability, intercultural knowledge, global learning, ethical reasoning, interdisciplinary learning, and preparing foundations for lifelong learning.
5. Engage in **applied, collaborative and integrated learning** in both academic and non-academic settings.

All areas will complete a Co-Curricular/Curricular Support Assessment Plan during Year One. This will be due on TEAMS by September 1, 2023. They will complete a Status Update in Year Two, which is due September 1, 2024. The final year, they will complete the Final Report, which is due by September 1, 2025.

Program Name: UWGB Libraries

Area: Library

Director/Coordinator Name: Paula Ganyard

Division: Library

Date Submitted: August 1, 2023

Please complete the following for your Assessment Report:

Area Mission Statement (state here):

*The UWGB Libraries do not have a separate mission from the University’s mission. Instead, we see it as our job to work in support of that mission and vision. Instead, we utilize a set of guiding principles to help provide focus to our work.*

***UWGB Libraries: Guiding Principles***

*The following guiding principles are meant to be clear, concise, and forward-thinking statements that guide the work of UWGB Libraries as we plan for the future. The principles are intended to help us shape the narrative regarding who we are, what we offer, and the value we provide the greater University community.*

* *Provide library and archive services, programs, and collections that are informed by the needs of students, faculty, and staff.*
* *Offer easy and equitable access to collections that represent a variety of perspectives on subjects that support the academic curriculum.*
* *Create intentional collaborations across the university to support and improve student success.*
* *Promote diversity, equity, and inclusion through services, programs, and resources.*
* *Engage in continuous improvement, including comprehensive assessment.*

Highlight where area’s co-curricular assessment connects to UWGB’s mission statement (in at least one area) or explain here:

The University of Wisconsin-Green Bay is a multi-campus comprehensive university offering exemplary undergraduate, master’s and select doctoral programs and operating with a commitment to excellence in teaching, scholarship and research, and service to the community. The University provides a problem focused educational experience that promotes critical thinking and student success.

The culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels. Our core values embrace community-based partnerships, collaborative faculty scholarship and innovation.

Our commitment to a university that promotes access, career success, cross-discipline collaboration, cultural enrichment, economic development, entrepreneurship, and environmental sustainability is demonstrated through a wide array of programs and certifications offered in four colleges: College of Arts, Humanities and Social Sciences; College of Science, Engineering and Technology (including the Richard Resch School of Engineering); College of Health, Education and Social Welfare; and the Austin E. Cofrin School of Business, leading to a range of degrees, including AAS, BA, BAS, BBA, BM, BS, BSN, BSW, MS, MSW, MSN, and Ed.D.​

https://www.uwgb.edu/chancellor/university-mission/

Area Vision Statement (where would you like your Area to be in three to five years):

For an example, see here: https://lgbtq.umd.edu/vision-mission-objectives

*See answer given above.*

Area Goals/Objectives (state here. Note: goals should focus on increasing student success and be measurable):

**GOAL 1: Student Success**

*Support student success by ensuring students have opportunities to develop information literacy skills, have equity through access to resources, and have an enhanced learning environment through engaging programming, technology-rich spaces, and proactive services.*

* 1. Champion information literacy
  2. Lead open scholarly communication
  3. Enhance the learning environment
  4. Support student scholarly and creative work

**GOAL 2:  The Contemporary Library**

*Embrace a culture of assessment and data-driven decision making, develop and utilize staff expertise, and enhance communications about the library.*

* 1. Develop purposeful assessment
  2. Encourage professional development
  3. Advocate for the Library

**Goal 3: Collections & Resources**

*Meet the research and scholarly information needs of the University community through a core book collection, a robust digital collection, and a regionally-focused archival collection.*

1. Provide access to equitable and relevant collection
2. Curate relevant digital collections
3. Build community-driven archival collections

**Goal 4: Collaboration & Outreach**

*Articulate the role of a contemporary academic library by sharing our expertise through collaborations and partnerships, programming and events, and advocacy and outreach.*

1. Build Collaborations & Partnerships
2. Deliver Programming & Events
3. Enhance communication and marketing

Performance Indicators (these demonstrate how the outcome is achieved):

Indicate if your co-curricular outcomes cohere with a National Standard (NACE, etc,):

*We have utilized the ACRL Standards for the base assessment project, which was the completion of a comprehensive program review.*

Indicate if/how your goals cohere with the strategic goals of the division and/or university:

*Yes our goals cohere with the strategic goals of the university and Academic Affairs.*

Cycle of Assessment:

Identify when each of these goals will be assessed during the cycle:

Please state the goals that you will be assessing in this cycle:

*See separate Library Assessment Plan for 2023-2024*

What are your targets for each of these outcomes?

Does your co-curricular assessment cohere to a National Standard? If so, please list.

Cycle of Assessment:

What is your assessment cycle? Please identify **when** each of these goals will be assessed during the cycle:

*See separate Library Assessment Plan for 2023-2024*

Discuss the metrics you will use for the assessment:

STATUS UPDATE: YEAR TWO

Please discuss any changes to your goals and assessments during this assessment cycle.

*For year two of our assessment cycle, we have created a three-year strategic plan and operational plan. It is the goal to complete this plan in 2025, which would coincide with the completing another program review, to see how many of the ACRL standards we are able to meet, and if any progress was made over the course of the assessment cycle.*

FINAL REPORT: TO BE COMPLETED IN YEAR THREE

Outcome Assessment Procedure:

Data Collection

Please detail **when** the data was collected for direct assessment for the assessed goals.

We recommend that you include both direct and indirect assessments.

Please detail **how** the data was collected for direct assessment of the goals.

Please discuss the instruments used. Include trend data.

Data Maintenance

Who is responsible for data collection?

How is the data maintained?

Who oversees and participates in your assessment process? What roles do they serve?

Data Analysis

Please discuss the process for reviewing, aggregating and analyzing the assessment results.

How are the results aligned to targets/benchmarks and goals?

Please discuss how you disseminated the direct and indirect assessment results to your unit. Who is in charge of this process?

How is your assessment information made available to the public?

Using Assessment Results for Continuous Improvement

Please provide assessment **results** (both direct and indirect, if possible) for all learning outcomes. What are your benchmarks/targets? Include trend data and identify specific artifacts for the outcomes assessed.

According to your assessment results, do you feel your program is meeting performance expectations?

What measures will your area take to maintain current performance and/or ensure continuous improvement? Please explain your action plan for each outcome.

Please include a table with the following information: action steps to be taken, implementation, time frames, accountability assignments, and review schedules.

How can you get from 3s to 4s on your Culture of Evidence Rubric?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Action Steps to Be Taken | Implementation | Time Frame | Accountability Assignments | Review Schedules |
| 2023-2024  *See separate Library Assessment Plan for 2023-2024* |  |  |  |  |
| 2024-2025 |  |  |  |  |
| 2025-2026 |  |  |  |  |

In what ways does your area encourage students to achieve the Institutional Learning Outcomes? If a skill does not apply, please put N/A next to it.

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**Please include any materials that may be pertinent to your plan as Appendices.**

Programs are encouraged to consult with the University Assessment Program.

Contact information: uac@uwgb.edu

Send copy of Assessment Plan to [uac@uwgb.edu](mailto:uac@uwgb.edu) and post to the TEAMS folder labeled Co-Curricular/Curricular Support Assessment

Update the Program Assessment Plan every 3 years; Year Two will be a Status Update.