



Quest III Community Experience Assessment

**University Studies Program
Fall 2017-Spring 2018 Results**

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University Studies Program
General Education, **done better.**

Methods

Participating # of Courses:

9 Quest III courses participated in the Fall 2017 semester
3 courses chose not to participate in the Fall 2017 semester
8 Quest III courses participated in the Spring 2018 semester
4 courses chose not to participate in the Spring 2018 semester

17 total courses participated throughout the 2017-2018 academic year

Number of students:

	Fall	Spring	Combined
Pre Test:	378	338	716
Post Test:	330	281	611
Total Quest III Enrollment from participating courses:	393	355	748
Total Quest III Enrollment:	543	433	976

% of Quest III students that participated in the survey:

	Fall	Spring	Combined
Pre Test:	69.6% (378/543)	78.1% (338/433)	73.3% (716/976)
Post Test:	60.7% (330/543)	64.9% (281/433)	62.6% (611/976)

Response Rate:

	Fall	Spring	Combined
Pre Test:	96.2% (378/393)	95.2% (338/355)	95.7% (716/748)
Post Test:	83.9% (330/393)	79.2% (281/355)	81.7% (611/748)

Pre/Post Test Survey Summary

The questions chosen for the Pre/Post Test were chosen because they have been part of other UW Oshkosh Civic Engagement assessments in the past. These 11 questions have been used in the springs of 2011, 2014, and 2017 as an all campus assessment. They have also been used by Reeve Union to assess their Volunteerism programming, including Hands on Oshkosh, Alternative Breaks, and Volunteers on the Move. For our first survey attempt we wanted the option to compare our results with other UW Oshkosh results that had been collected. In the past assessments these questions were mapped to the UW Oshkosh Learning Outcomes.

Pre/Post Test Survey: see **Attachment #1**

Faculty and Instructional Academic Staff for Quest III during the 2017-2018 academic year include:

- Cathy Bryan, DFLL 230: Migration, Culture, and Human Rights in the Americas
- Laura Carnahan, Urban Planning 250: Urban Sustainability

- Stewart Cole, English 294: Literary Landscapes
- Shannon Davis-Foust, Biology 104: Ecosphere in Crisis
- Stephanie de Montigny, Anthropology 225: Celebrating Culture through the Arts
- Steve Dunn, Business 275: Sustainability: The 21 Century Business Strategy
- Alicia Johnson, WAGS 204: Global Perspectives on Women and Gender
- James Krueger, Political Science 108: Essentials of Civic Engagement
- Jordan Landry, WAGS 226: Saving Seeds, Saving Community
- Grace Lim, IS 270: Telling Stories for Fun, Profit, and World Peace
- Kathy Lynch, Computer Science 125: World Wide Web Site Development
- Pascale Manning, English 294: Literary Landscapes
- Alex Mueller, Phy Ed 208: Effective Leadership in Action, Outdoor, and Recreation Education
- Jeff Pickron, History 210: Topics in the Modern History of the United States
- Kim Rivers, History 215: Charity and Memory in England and Early America
- Emmet Sandberg, IS 224: Conflict and Memorial
- Jim Simmons, Political Science 105: American Government
- Tracy Slagter, Political Science 214: The Politics of Food
- Stephanie Spehar, Anthropology 220: Culture and Health

Community Partners for Quest III during the 2017-2018 academic year include:

***denotes Community Partners who worked with more than one course.**

- Area Farmers
- BurrenBeo Trust (Ireland)
- Carl Traeger Elementary School
- Christine Ann Domestic Abuse Services
- Compas de Nicaragua (Nicaragua)
- Greater Winnebago Mobility Council
- Habitat for Humanity of Oshkosh
- Historic Graves (Ireland)
- Hmong Women, Farmers, and their families
- Lighted Schoolhouse After School Program*
- Merrill Middle School
- ONE Oshkosh
- Oshkosh City Council
- Oshkosh Area Community Pantry*
- Oshkosh Humans at Work*
- Polk Library and UW Oshkosh Alumni
- Project Curb
- reTh!nk, Winnebago County Health Department*
- SEPO Zambia
- St. John's Lutheran Youth and Family Ministries
- St. Vincent DePaul Store
- UW Oshkosh Women's Center*
- Veteran's Resource Center*
- Winnebago County Literacy Council
- World Relief - Job Club

Notes for future surveys:

1. The statements were all listed in past tense. It was noted that the wording was awkward for a Pre Test. It was suggested to change the wording for the Pre Test.
2. It was recommended to change the opening statement on the Pre/Post Test to be inclusive of any community engagement projects that students have participated in at any point in their past.
3. Meet with Quest III faculty and academic instructional staff to discuss the results and have them provide input into the questions and/or future questions.
4. Add answer "F" for "Have not participated."
5. Replace the word "test" with "survey."

Results Summary

In determining what to consider as compelling or notable, we chose to examine the Relative Change in the Top 2 category. It was determined that the Top 2 category gave the best comprehensive examination of student growth. While looking at the numerical responses, we saw that students tended to move out of “Neither Agree or Disagree” into either the “Strongly Agree or Somewhat Agree” categories, therefore, looking at Relative Change in the Top 2 category appeared as the most comprehensive result.

Additionally, while the percent change is high in the Bottom 2 category, the numerical data does not show a great change. The highest numerical change is 15 people within the Bottom 2.

Greatest Change

1. Question #5. provided me with “real-life” experience using the skills I have learned in the classroom.
 - a. 37.52% positive change
2. Question #7. made me realize my own role in providing solutions to various issues and challenges impacting my community (local, state, national, global)
 - a. 32.42% positive change

Notable Change

1. Question #10: helped me to take initiative.
 - a. 24.64% positive change
2. Question #11: shown me how I can take on a larger role in helping communities face challenges.
 - a. 23.25% positive change
3. Question #6: helped me to formulate my own thoughts and ideas related to a particular topic or issue.
 - a. 22.55% positive change
4. Question #4. made it easier for me to see things from other people’s perspectives.
 - a. 21.08% positive change

All of the other questions, #1, 2, 3, 8, and 9 also had positive change results. Those results were just lower than the ones noted above.

Additionally, these questions have been mapped to the University Learning Outcomes (see Chart #1). This shows that Quest III students, through their community engagement projects, are learning in significant ways. The six questions above cover three of the University Learning Outcome categories:

- Knowledge of Human Cultures and the Physical and Natural World
- Skills, both Intellectual and Practical
- Responsibility as Individuals, and Communities

When the University Studies Program was created and Quest III began one of the goals was to incorporate High Impact Practices into general education courses. It is my belief that these results show that Quest III is achieving that outcome.

Chart #1

Question Mapping to University of Wisconsin Learning Outcomes

Pre/Post Test Question	University of Wisconsin Learning Outcomes
#1. Learn about people with different learning backgrounds/perspectives	Knowledge of Human Cultures and the Physical and Natural World
#2. Learn to tailor communication style to effectively express, listen and adapt to others	Skills, both Intellectual and Practical Learning: Integrated, Synthesized, and Advanced
#3. Taught how to collaborate with others	Skills, both Intellectual and Practical
#4. Made it easier to see things from other people's perspectives	Knowledge of Human Cultures and the Physical and Natural World
#5. Provided real-life experiences from the skills learned in the classroom	Responsibility as Individuals, and Communities
#6 . Helped to formulate own thoughts and ideas related to an issue or topic	Skills, both Intellectual and Practical
#7. Helped me to realize own role in providing solutions to various issues impacting the community	Responsibility as Individuals, and Communities
#8. Contributed to sense of who I am as a person	Responsibility as Individuals, and Communities
#9. Helped me improve leadership skills	Skills, both Intellectual and Practical
#10. Helped me take initiative	Responsibility as Individuals, and Communities
#11. Showed me to take a larger role in helping communities face challenges	Skills, both Intellectual and Practical Responsibility as Individuals, and Communities

Attachment #1

Quest III Community Experience Pre- and Post- Test

This short test is designed to measure your understanding of community-based learning before and after you take this class. Your performance on this test is **NOT** part of your grade. Data from students completing this test will be used for program improvement and assessment purposes only.

For each question below use the following scale:

- A) Strongly agree
- B) Somewhat agree
- C) Neither agree nor disagree
- D) Somewhat disagree
- E) Strongly disagree

**Please indicate your level of agreement with the following
Participating in community experiences, volunteer and/or service work affiliated
with UW Oshkosh has . . .**

1. helped me to learn about people with different backgrounds and perspectives.
2. helped me learn to tailor my communication style to effectively express, listen, and adapt to others.
3. taught me how to work collaboratively with others.
4. made it easier for me to see things from other people's perspective.
5. provided me with "real-life" experience using the skills I have learned in the classroom.
6. helped me to formulate my own thoughts and ideas related to a particular topic or issue.
7. made me realize my own role in providing solutions to various issues and challenges impacting my community (local, state, national, global).
8. contributed to my sense of who I am as a person.
9. helped me to improve my leadership skills.
10. helped me to take initiative.
11. shown me how I can take on a larger role in helping communities face challenges.