

## 2015-16 Statement on the Assessment of Student Learning

The Pittsburg State University *Mission Statement* focuses on the structures and processes that encourage students to **engage** in academic and co-curricular opportunities, to **learn** the knowledge, skills, and values within a broad liberal arts foundation and within a chosen discipline, and to **succeed** in preparing for a career or further higher education. The *Mission* stipulates a commitment to high quality structures and processes for student outcomes through fostering a campus culture of assessment and accountability that supports strategic planning and the continuous improvement of student learning.

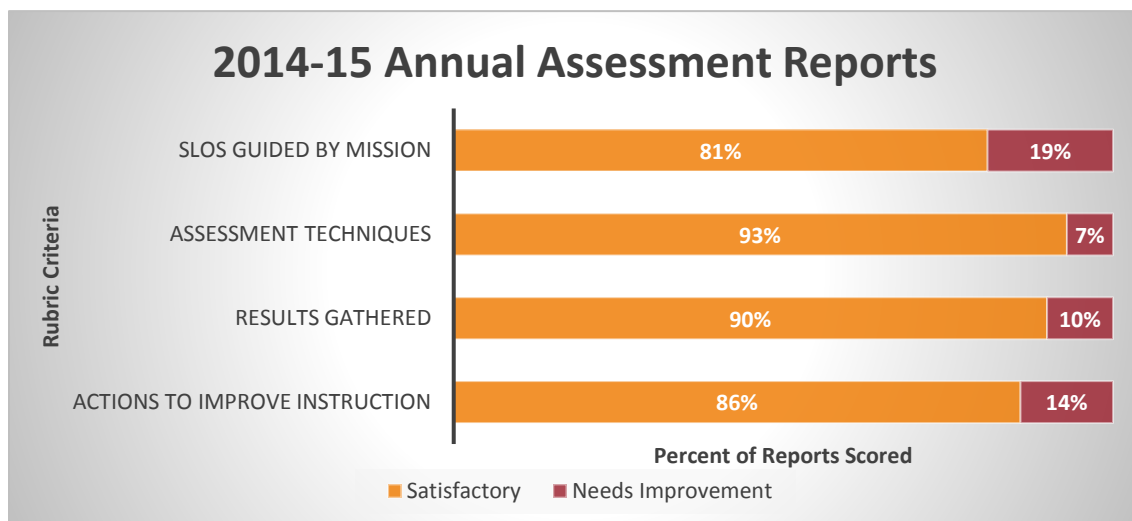
The Statement on the Assessment of Student Learning includes the most recent data available for each component reviewed as of the publication date. It is intended to serve as a panoramic view of assessment across campus during the stated academic year. For more specific data or analysis or assistance with assessment in relation to planning, please contact the Director of Assessment.

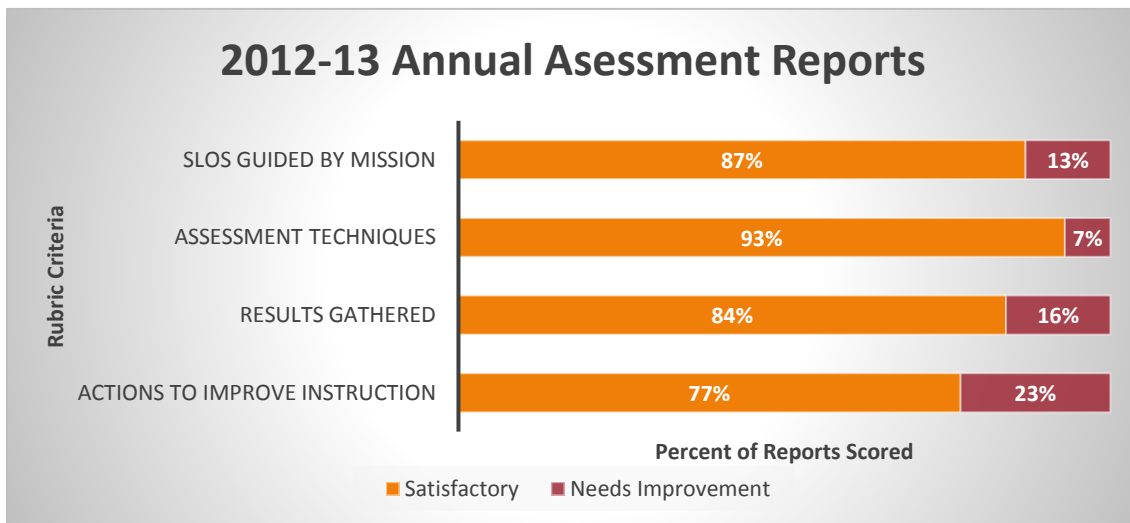
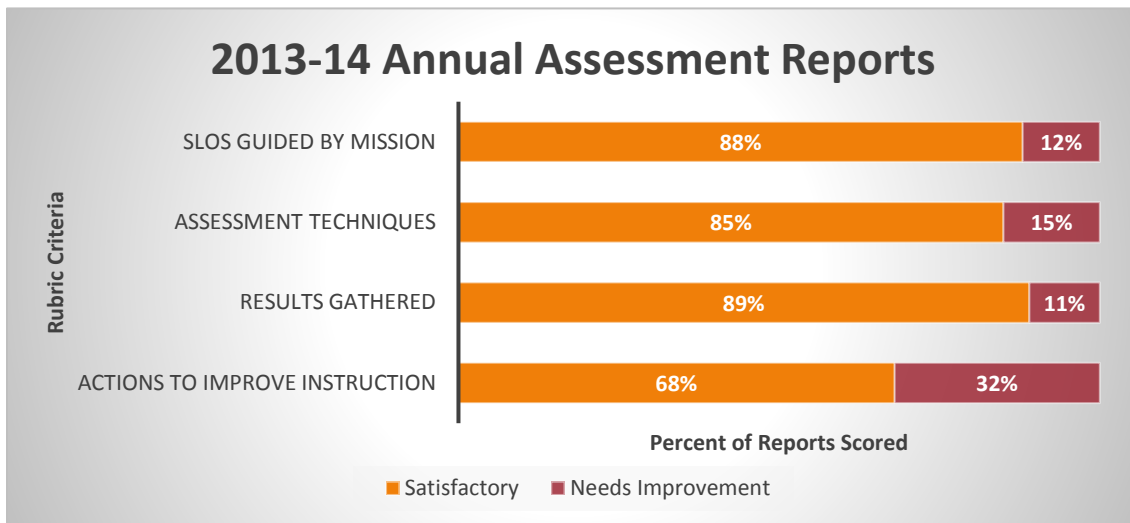
### Degree Program Assessment:

Eighty-one academic programs submitted annual degree program assessment reports reflecting student learning during the 2014-15 academic year. The Assessment Committee reviewed the annual assessment reports using the Sub-Committee Review Form adopted by the committee. The Review Form tasks sub-committee members with evaluation of whether program reports support a *Satisfactory* or *Unsatisfactory* scoring for each of the following four questions:

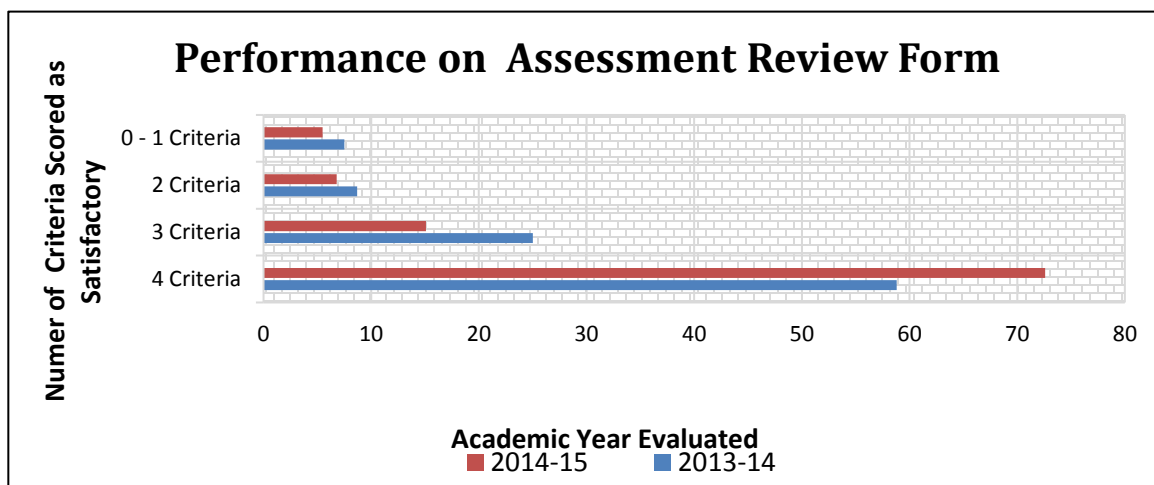
1. Is the assessment plan driven by student learning goals/objectives/outcomes as guided by the mission?
2. Are the assessment techniques to evaluate each objective identified and sufficient? Is there a specific technique linked to an objective or learning outcome?
3. Is a summary of the results gathered with each technique provided?
4. Are the actions taken to improve instruction and the program based on the analysis of results?

With 81 programs submitting annual assessment reports for review, the table below depicts performance for each question evaluated by the committee. For comparison, results for the 2013-14 and 2012-13 annual assessment reports appears directly below the most recent analysis. Progress is indicated in the effort of programs in gathering and reporting measurement results, however, the relationship between stated learning outcomes and identified assessment techniques needs improvement. It is noteworthy that 26 programs received feedback revealing the need for concerted effort in the area of planning and analysis. Follow-up and assistance will be provided.





Representing teaching and learning from the 2014-15 academic year, 81 programs submitted reports including assessment from 29 graduate and 51 undergraduate programs. Submitted reports represent 98% of academic programs. The table below compares the number of reports with 0 to 4 criteria evaluated as *Satisfactory*. The quality of the annual degree program assessment reports continues to increase.



Responses were aggregated by the Assessment Committee chair and forwarded to the Director of Assessment for review. To offer more detailed feedback the Director of Assessment provides a memorandum in conjunction with the committee's review. The goal for this fall's review was to complete the process more expeditiously to allow faculty and chairs time to adequately review the feedback prior to drafting their next annual assessment report.

### **2015-16 Membership of the Assessment Committee**

<i>Chair</i>	Dr. Maeve Cummings, Accounting/Computer Information Systems
<i>Faculty Members</i>	Dr. Eric Harris, Management & Marketing Dr. Brian Sandford, Technology & Workforce Learning Dr. Bruce Warner, Psychology & Counseling Dr. Bobby Winters, Mathematics Dr. Janet Zepernick, English
<i>Department Chairs</i>	Dr. Kevin Bracker, Economics, Finance & Banking Dr. John Oppliger, Health & Human Performance & Recreation Dr. Mary Carol Pomatto, Nursing Mr. Barry Wilson, Graphics & Imaging Technologies Dr. Duane Whitbeck, Family & Consumer sciences
<i>Dean</i>	Dr. Howard Smith, College of Education
<i>Campus Life</i>	Ms. Meagan Smejdir, Program Coordinator for Campus Activities
<i>Library Services</i>	Mr. Robert Lindsey, Instruction/Reference Librarian
<i>Enrollment Management &amp; Student Success</i>	Dr. Lee Young, Associate Vice President for Enrollment Management
<i>University Advancement Representative</i>	Ms. Kathleen Flannery, Interim Vice President for University Advancement
<i>Assessment</i>	Ms. Nora Hatton, Director of Assessment
<i>Ex-Officio</i>	Dr. Steve Scott, President Dr. Lynette Olson, Provost/Vice President for Academic Affairs Dr. Dai Li, Director of Institutional Research and Planning Dr. Jan Smith, Assistance Vice President for Institutional Effectiveness

#### General Education Assessment:

Pittsburg State University has adopted the following philosophy in regards to the General Education of students:

*General Education is the study of humans in their global setting. The general education curriculum, therefore, acts as the heart of a university education by developing the capacities that typify the educated person and providing a basis for life-long learning and intellectual, ethical, and aesthetic fulfillment. General education examines the world around us and fosters an understanding of our interactions with the world and our place in the universe. General education celebrates the creative capacities of humankind and helps to preserve and transmit to future generations the values, knowledge, wisdom, and sense of history that are our common heritage.*

The adopted curriculum accomplishes three specific goals:

1. Students should be able to communicate effectively,
2. Students should be able to think critically, and
3. Students should be able to function responsibly in the world in which they live.

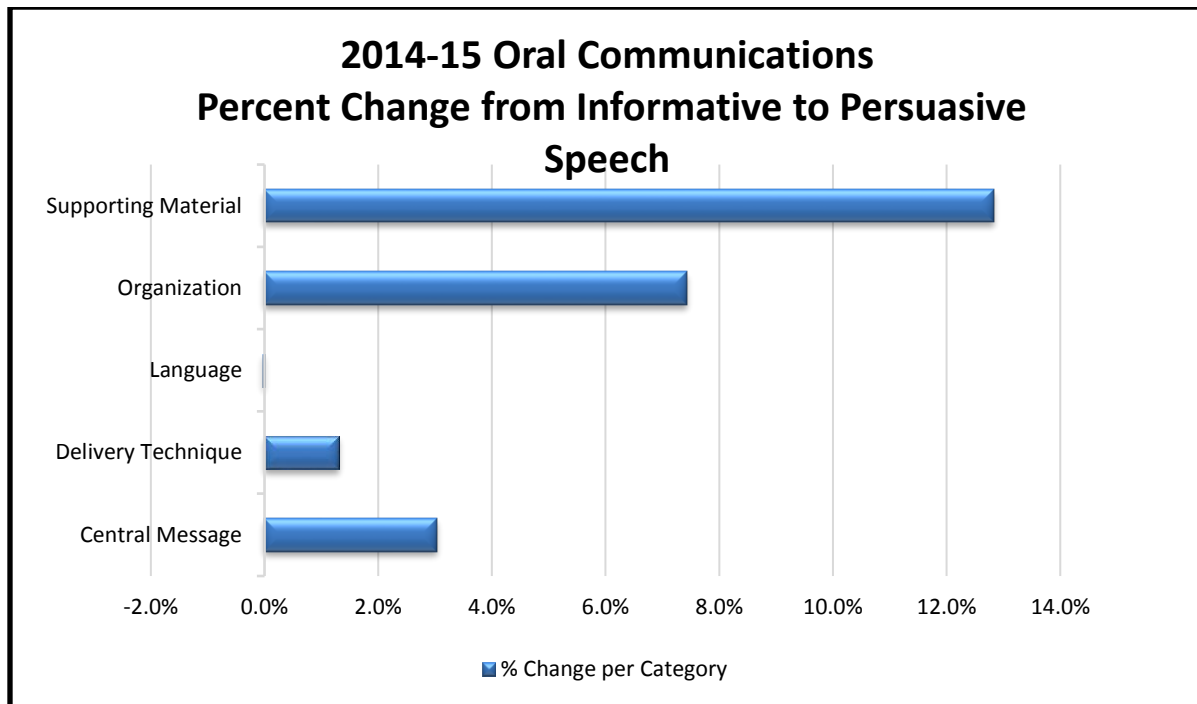
## Goal 1: Communicate Effectively

Academic achievement of General Education Goal 1 is measured by three objectives. They are:

1. Apply the principles of effective oral communication either in-group or individual presentations.
2. Apply the principles of effective writing and other forms of communication.
3. Demonstrate the ability to formulate and solve problems using the tools of mathematics.

### Goal 1.1 Oral Communication

The purposes of the Oral Communications assessment were to repeat the process for sampling the two student speeches in COMM 207, evaluate the use of the rubric for generating a total score for the two speeches, and calculate the change in the students' total score from the first (informative) speech to the second (persuasive) speech. The 2014-15 assessment of oral communication involved a random sample of students from twelve COMM 207 sections. The sample consisted of 108 students with each student receiving scores on two speeches. The rubric measures performance in five areas—language, delivery technique, central message, organization, and the use of supporting materials—at four levels of achievement. Average improvement in each area of measurement is shown in the table below.



Faculty hypothesize that students' performances on the two individual speeches would improve between the first speech (informative) and the second speech (persuasive). Students receive targeted feedback from the faculty following the first speech before preparing and delivering the second speech.

The 2014-15 results showed improvement between the Informative and Persuasive speeches in 9 of the 12 course sections. While it is encouraging to see improvement from the first to the second speech, participating faculty identified the use of supporting material relevant to the argument being the area where student initially score the lowest and are adding an in-class skill development exercise to supplement the lecture.

Based on an analysis of student performance in the first three years of refining the assessment process, faculty plan for the five areas of the PSU Oral Communication Rubric to be scored on a 1-5 rating scale for Informative Speeches and a 1-10 rating scale—with two points for each criteria—for Persuasive Speeches. Data will be continue to be collected for the total score and scores for each of the five criteria on the rubric.

Data will continue to be shared with faculty in the Communications department for improvement of learning relative to the learning outcome. Plans also include collaborating with other departments to discuss use of the rubric, or adaptation of the rubric, in upper-division courses in major.

### Goal 1.2 Writing

To evaluate student writing, the PSU Writing Rubric consists of six criteria—Focus, Development, Organization, Use of Sources, Style, and Editing—with four levels of achievement—Exceeds Expectations, Meets Expectations, Falls Below Expectations, and No Credit. In order to provide value-added data, both ENGL 101 and 299 students were given the same writing task and source materials for that task. ENGL 101 students were given this assignment during the first two weeks of the term and ENGL 299 students were given this assignment during the final week of class. The writing prompt and source materials were made available to students prior to the administration of the assessment task so students could familiarize themselves with the task and the sources. All students completed the assignment in class in order to preserve a comparable testing environment.

All face-to-face sections of ENGL 101 and ENGL 299 participated in the assessment administration. Of those sections, papers were randomly selected from 38 sections of ENGL 101 and 36 sections of ENGL 299. A total of one hundred seventeen papers were selected from ENGL 101 and one hundred twenty-one papers from ENGL 299 for a grand total of two hundred and thirty-eight papers. While the percentage of ENGL 299 papers that earned *Meets Expectations* is considerably higher than ENGL 101 papers ( $\approx 11\%$  vs  $1\%$ ), the percentage of ENGL 299 papers scoring *Falls Below Expectations* or at *No Credit* was disappointing to faculty reviewers. Especially disappointing was that no students in ENG 299 scored at *Exceeds Expectations*. There was deemed to be some value added from ENGL 101 to ENGL 299, however, the overall performance of ENGL 299 students' left considerable room for improvement.

<b>PSU Writing Rubric Value-Added (2014-15)</b>				
Course	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Falls Below Expectations</i>	<i>No Credit</i>
<b>ENGL 101</b>	--	0.85%	62.63%	31.31%
<b>ENGL 299</b>	--	10.74%	58.59%	27.27%
<b>Change</b>	= No change	↑ 9.89%	↓ 4.39%	↓ 5.49%

While ENGL 101 students need to develop their writing skills in all six criteria, learning to use sources properly and to development of their claims with appropriate reasoning and evidence are the two skill areas that most negatively affected their overall scores. In addition, students need to develop a rhetorical understanding of any writing situation: they need to consider the task and the audience. Faculty will encourage English 101 students pay greater attention to these issues to improve their scores on Use of Sources and Development. The table below details their rubric scores.

<b>ENGL 101 PSU Writing Rubric Performance (2014-15)</b>				
Criteria	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Falls Below Expectations</i>	<i>No Credit</i>

<b>Focus</b>	3.41%	74.34%	17.09%	5.12%
<b>Development</b>	--	8.54%	60.68%	30.76%
<b>Organization</b>	5.12%	69.23%	23.07%	2.56%
<b>Use of Sources</b>	--	0.85%	5.12%	94.01%
<b>Style</b>	3.41%	29.05%	61.53%	5.98%
<b>Editing</b>	4.27%	42.73%	48.71%	4.27%

As is reflected in the table below, Use of Sources, was the greatest weakness for ENGL 299 students. A majority (84%) simply did not attempt to cite sources in any way. This demonstrates that students lack a rhetorical awareness of the writing situation, but it also shows that students completing the core writing sequence still have not formed the habit of routinely citing the sources they use in their writing. Additionally, the problem may stem from inadequate preparation for the writing task. Greater emphasis will be placed on encouraging students to bring in a hard copy of their Works Cited page and re-enter that information into the electronic document, since it appears the vast majority do not bother to take advantage of this option.

<b>ENGL 299 PSU Writing Rubric Performance (2014-15)</b>				
Criteria	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Falls Below Expectations</i>	<i>No Credit</i>
<b>Focus</b>	9.91%	73.55%	13.22%	3.30%
<b>Development</b>	3.30%	20.66%	59.50%	16.52%
<b>Organization</b>	15.70%	67.76%	15.70%	0.82%
<b>Use of Sources</b>	1.65%	1.65%	12.39%	84.29%
<b>Style</b>	9.09%	39.66%	47.10%	4.13%
<b>Editing</b>	17.35%	35.53%	45.45%	1.65%

In 2013-14, the Writing Across the Curriculum (WAC) directors developed a grid to list all the advantages and disadvantages to the various stakeholders for each proposal and used this grid to train faculty raters. This is the second year using the grid and the exercise gave us a clearer sense of the specifics that needed to be addressed in this assignment. Because this exercise was so beneficial to raters, it was decided that students would also benefit from a similar exercise when preparing to write this paper. And as the data show, student scores in Development and Focus improved markedly. However, the declining scores in Use of Sources and Editing are disturbing. Despite the fact that students could complete a draft of their final paper before the timed writing exercise and simply use their fifty minutes to transcribe their papers, evidence suggests that few took advantage of this opportunity. Nevertheless, more time to address these issues might improve students' scores. But the timeframe cannot be expanded for a timed writing exercise because of the limited number of computer labs available. Moreover, the Core Writing Program does not teach students to write under such time constraints. Therefore, the WAC directors are recommending this be a take-home assignment next year, rather than a timed writing assignment. This change, however, will not necessarily motivate students to take this exercise more seriously, especially if this assignment carries so little weight that it will not affect their final grade. Therefore, the WAC directors will also recommend that this assignment be given more weight to encourage students to take it seriously.

### Goal 1.3 Math

Assessment of student learning for the general education Math objective involves a three-year frequency cycle with three courses: MATH 133 Quantitative Reasoning in year 1; MATH 143 Elementary Statistics in year 2; and MATH 113 College Algebra in year 3. For each course, a team of faculty developed specific examination items to measure students' performance.

To gather and evaluate baseline data, each of three general education math courses (Math 133: Quantitative Reasoning, Math 143: Elementary Statistics and Math 113: College Algebra) will be assessed for three consecutive years, with each being assessed every third year thereafter for a three-year frequency cycle. To date, Quantitative Reasoning and Elementary Statistics have been included in the annual reports provided by the department. The most recent data is tabled below.

<b>MATH 133 Quantitative Reasoning</b> Student Achievement for Each Criteria					
	<i>Interpretation</i>	<i>Representation/ Application</i>	<i>Calculation</i>	<i>Analysis/ Synthesis</i>	<i>Communication</i>
<b>Range</b>	3	3	3	3	3
<b>Mode</b>	3	3	3	3	3
<b>Median</b>	3	3	2	3	3
<b>Mean</b>	2.41	2.51	2.16	2.43	2.62
<b>St Dev</b>	0.93	0.80	0.96	0.90	0.82
<b># times measured</b>	92	138	92	138	138

<b>MATH 143 Elementary Statistics</b> Student Achievement for Each Criteria					
	<i>Interpretation</i>	<i>Representation/ Application</i>	<i>Calculation</i>	<i>Analysis/ Synthesis</i>	<i>Communication</i>
<b>Range</b>	3	3	3	3	3
<b>Mode</b>	3	3	3	3	3
<b>Median</b>	3	3	3	3	3
<b>Mean</b>	2.50	2.42	2.52	2.62	2.67
<b>St Dev</b>	0.77	0.93	0.89	0.65	0.67
<b># times measured</b>	230	230	345	230	230

<b>MATH 113 College Algebra</b> Student Achievement for Each Criteria					
	<i>Interpretation</i>	<i>Representation/ Application</i>	<i>Calculation</i>	<i>Analysis/ Synthesis</i>	<i>Communication</i>
<b>Range</b>	3	3	3	3	3
<b>Mode</b>	3	3	3	3	3
<b>Median</b>	2	2	3	3	2
<b>Mean</b>	1.87	1.94	2.06	2.17	1.84
<b>St Dev</b>	1.17	1.06	1.30	1.10	1.24
<b># times measured</b>	116	116	116	116	116

Each tested item was mapped to the PSU Math Rubric. The PSU Math Rubric is designed to assess student knowledge and skills in five criteria: interpretation, representation/application, calculation, analysis/synthesis and communication of numerical information. The range of scores designated on the rubric is 0 (no credit) to 3 (exceeds expectations). The averages reflect evaluation of student work on course embedded assessments in the three courses that are commonly taken for general education Math credit. Mean rubric scores indicate that student performance in quantitative reasoning has steadily increased over the years assessed, with the mean score being well above the level equivalent to meets expectations.

Quantitative Reasoning (QR) completed its 3-year assessment cycle in AY 2013-14 and the data shown above was collected at that time. Interpretation and Calculation were the greatest weaknesses. There is not an emphasis on Calculation in the QR and students use calculators. Instructional strategies that call for attention to precision when making calculations as well as spending more time demonstrating checking solutions to see if they make sense and for accuracy should improve student outcomes in Calculation. The assessment items that measure Interpretation are both statistical graphs that students may or may not have been exposed to during the course. An important outcome of our discussions was the need for an articulated set of core outcomes for Quantitative Reasoning because it is taught by a wide variety of math faculty. This will ensure that all students in QR are exposed to a common set of mathematics topics.

In assessing Elementary Statistics, the same test items were used this year as were used in years 1 and 2. The pilot evaluation process indicated that careful analysis of possible student answers before scoring was necessary for consistency. Scoring a sample of student responses and then discussing the results revealed issues that needed clarification. The committee's careful attention to writing explicit directions in order to elicit student responses that aligned with the goals in the rubric paid off. The time spent in year one to make rubric notes for the open-ended questions made scoring easier than expected. During the second and third years of assessment one "trained" grader from the original committee scored the items. We will also establish a committee to examine and analyze the results in Elementary Statistics. The committee will start the discussion of acceptable scores now that the 3-year cycle of data collection is complete and report the findings in next year's narrative. Results will continue to be analyzed on an ongoing basis to inform the Math Department and the university about actions to improve student learning.

For College Algebra, faculty moved the assessment questions to the first two pages of the final exam to eliminate a perceived weakness in the assessment design. It is worth noting that across the board, average scores for every goal were higher and percentages of items scored at either Exceeds or Meets Expectations for every goal were higher in the spring than they were in the fall, prior to this format change. Data from this first year are not sufficient to make valid conclusions about student learning outcomes over time. The committee will start the discussion of acceptable scores as more data is collected. Results will be analyzed on an ongoing basis to inform the Math Department and the university about actions to improve student learning.

## Goal 2: Think Critically

In 2012, the Critical Thinking Task Force responded to the charge given by the Provost and Vice President of Academic Affairs. As the culmination of two years of researching best practices and benchmarking peer institutions, they developed this working definition of critical thinking for general education at PSU.

The proposed and adopted definition designated six critical thinking categories. The Task Force further explicated their definition with cognitive skills classified for each category as detailed in the table below.

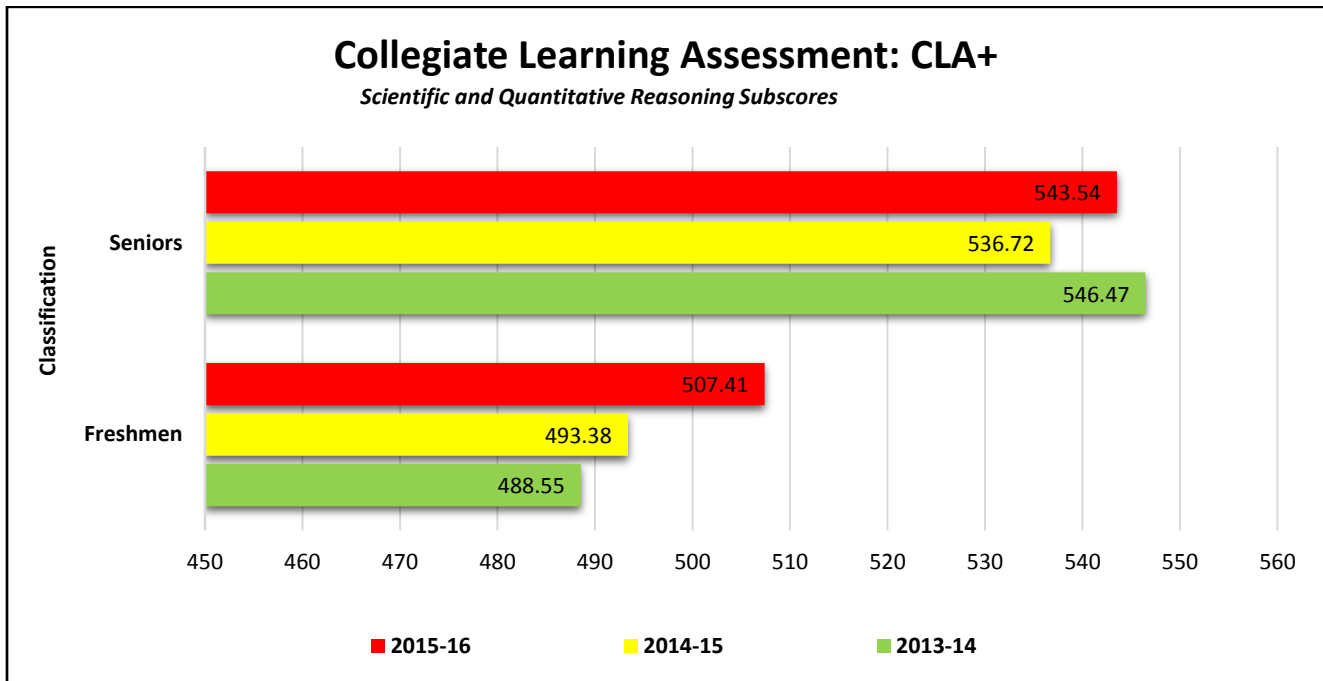
1. Interpretation – the specifying of the meaning of experiences, judgments, conventions, data, situations, procedures, criteria, rules, or beliefs. This can be sub-divided into:
  - a. Categorization – The apprehension of and formulation of categories, distinctions, or frameworks.
  - b. Identification of Significance -- The detection, identification, and description of content including, but not exclusively limited to, informational, intentional, affective, normative, inferential, etc.
  - c. Clarification of Meaning – The reconstruction of content to make explicit through paraphrasing, stipulation, description, analogy, etc.



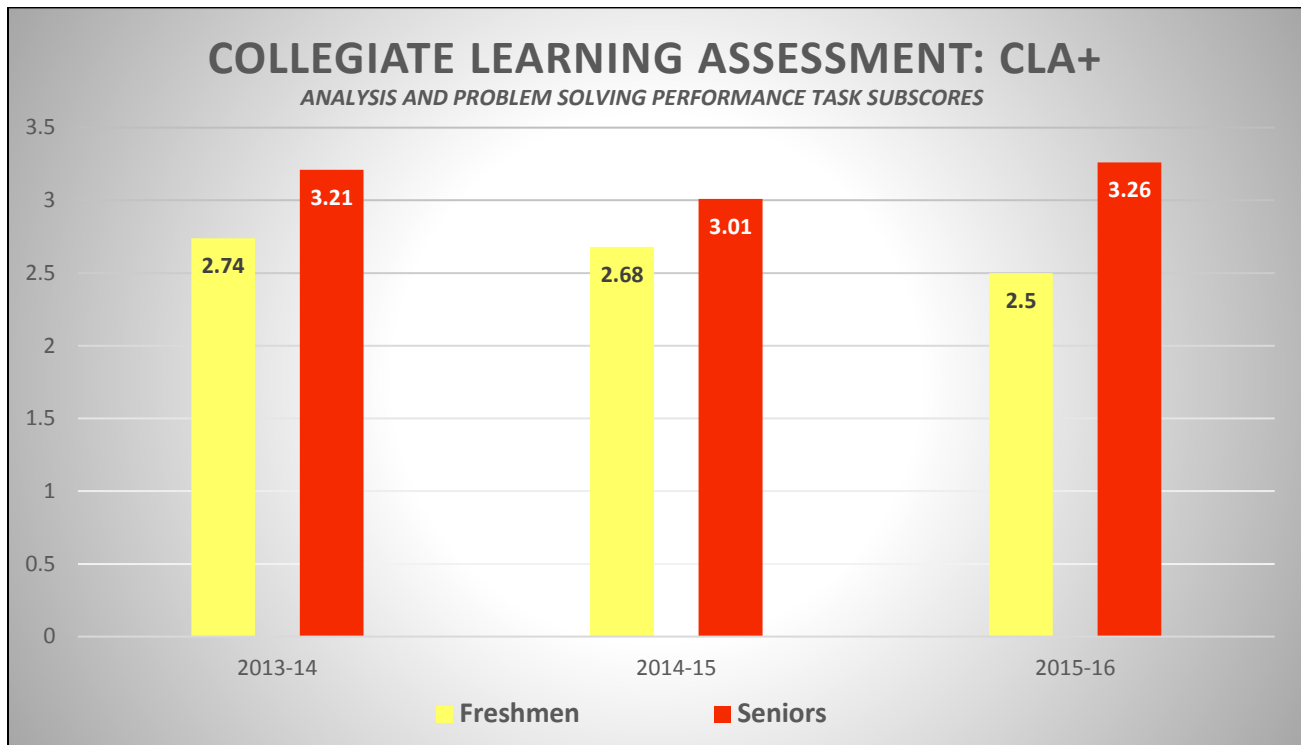
2. Analysis – the identification of the actual and intentional inferential relationships between the elements of lines of reasoning. This can be sub-divided into:
  - a. Examination of Ideas – Activities include determination of the roles of expressions used, definition of terms, conceptual comparison, identification of issues/problems and their component parts.
  - b. Detection of Arguments – The identification of the statements which are to function as premises and those which are conclusions.
  - c. Analyzing Arguments – The ability to differentiate implicit and explicit premises, conclusions, structure of arguments, type of argument being used, and the validity and soundness, or strength or weakness of arguments.
3. Evaluation – the assessment of the credence of statements or the logical strength of arguments. This can be divided in two ways:
  - a. Assessment of Claims –
    - i. Assessment of the warrant as a source of information.
    - ii. Assessment of the contextual relevance of the information.
    - iii. Assessment of the confidence level able to be attached to the information.
    - iv. Assessment of the truth or falsity of the claim.
  - b. Assessment of Arguments –
    - i. Determination as to whether the argument is inductive, deductive, or abductive.
    - ii. Assessment of the truth of the premises.
    - iii. Assessment of the type of argument and the inferences being made in terms of validity, soundness, and/or strength.
    - iv. Assessment of any formal or informal fallacies in the argument.
4. Inference – the ability to identify the elements needed and the draw reasonable conclusions. This can be sub-divided into:
  - a. Evidential Inquiry –
    - i. Judgment of informational relevancy.
    - ii. Identification of premises which require further support and the development of a strategy to acquire that support.
  - b. Identification of Alternatives –
    - i. Formulation of multiple strategies for problem solving.
    - ii. The projection of alternative hypotheses.
    - iii. The identification of presuppositions and the possible consequences of a line of reasoning.
  - c. Drawing Conclusions –
    - i. Given a set of premises and their support, to draw forth with proper logical strength (given the type of argument it is) the conclusion which is entailed.
5. Explanation – the statement of the results for one’s reasoning. This may include the justification of considerations that went into the reasoning. This can be sub-divided into:
  - a. Statement of Results –
    - i. The accurate production of the results of one’s reasoning.
  - b. Justification of Purposes –
    - i. The presentation of the methodological, conceptual, evidential, criteriological, and contextual considerations in the reasoning.
  - c. Presentation of Arguments –
    - i. The ability to give reasons for one’s reasoning and why others are to accept that reasoning.
      1. This may include responding to possible objections to that reasoning.
6. Self-Regulation – the ability to monitor one’s own cognitive activity. This self-monitoring includes, but is not limited to, the ability to correct ones’ previous mistaken reasoning, evaluation of one’s own inferences, and the reformulation of the reasoning in light of new information. This can be sub-divided into:
  - a. Self-Examination –

- i. Reflection on the cognitive skills used, the methods one used, and the application of the previous elements of critical thinking in one's reasoning.
  - ii. Reflection on one's own beliefs and reasons for holding those beliefs and reasons.
  - iii. Identification of one's own epistemic deficiencies.
  - iv. Identification of one's own biases, prejudices, emotions, etc., which may affect reasoning.
  - v. Reflection on the motivation, intentions, and interests underlying the reasoning.
  - vi. Reflection as to whether critical thinking was necessary to the issue.
- b. Self-Correction –
- i. The ability to correct any errors or deficiencies in one's reasoning.
  - ii. The ability to design ways of correcting those errors or deficiencies.

As a means of assessing PSU student achievement of the General Education goal for Critical Thinking, data from the Collegiate Learning Assessment (CLA+), *Scientific and Quantitative Reasoning Skills* is reviewed. The Collegiate Learning Assessment (CLA+) tests students in a series of workplace critical skills such as analysis and problem solving, writing effectiveness, and quantitative reasoning. Each academic year, the CLA+ is administered to a sample of entering freshman and graduating senior students. This allows for comparison in scores to determine gains in abilities from freshman to senior students. The table below shows the value added data for the Scientific and Quantitative subsection of the CLA+, with scores indicating significant gains in Quantitative Reasoning skills in seniors compared to freshmen. During the 2015-16 academic year, seniors scored 36.13 qualitative points higher than their freshmen peers.



Critical Thinking will be the focus of the General Education report due to the Kansas Board of Regents in August, 2016. Each year a specific content area from the General Education curriculum is closely examined to evaluate achievement of student learning and the process which PSU utilizes for assessing this learning. Reporting will include data from the Performance Task component of the CLA+ exam, specifically examining freshmen to senior achievement in the area of Analysis and Problem Solving. The data tabled below depicts the increases during each of the last three years.



### Goal 3: Function Responsibly in the World

The Faculty Senate General Education Committee plan for assessing Goal 3 includes courses being reviewed using a three-year rotating cycle so that annually, one-third of courses will be documented. The FSGEC process for reviewing general education courses operated in a manner similar to the Assessment Committee review of degree program assessment reports. The FSGEC approved a checklist, seen below, for evaluating how a course meets the objectives of one or more parts of Goal 3 in 2014. At that same time, a format for the documentation that faculty and Departments use for reporting was created. A pilot assessment involving courses from three departments was conducted in the spring of 2014.

The Provost's Leadership Council approved a sampling approach to begin in 2015-16. Department chairs were provided a list of courses and asked to identify faculty who would submit one report for one section of one class. The report was broken into categories reflecting the four questions on the FSGEC checklist (see above). The Director of Assessment met with individual faculty and conducted trainings in collaboration with the Center for Teaching, Learning, and Technology to support the assessment efforts of the identified faculty. Faculty were encouraged to be very candid and use a snapshot approach to reporting data as the intention was to capture feedback that would over the course of the three-year rotation create a baseline. They were asked to emphasize three elements in their reports: student learning outcomes intentionally connecting the General Education goals to their course objectives, authentic data gathered from in-course embedded assessment, and an analysis of how the data might be used to improve student achievement toward the stated learning outcomes.

<b>Faculty Senate General Education Committee Goal 3 Checklist</b>		
<u>Question</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>
<p><b>1. Do student learning outcomes (SLOs), which are linked to PSU general education objectives, drive course assessment plan?</b>  <i>--May be written as goals with objectives, goals only, competencies, or outcomes  --Start with "Students will..."</i></p>	<p>Explicit, clear, relevant SLOs for the course with consistency across all sections <b>AND</b> appropriate, substantive knowledge, skills, and/or values are addressed sufficiently in measureable SLOs <b>AND</b> SLOs clearly linked to PSU general education objectives</p>	<p>SLOs do not lend themselves to measurement <b>OR</b> focus on process rather than outcome <b>OR</b> focus on course, not student <b>OR</b> no connection to PSU general education objectives</p>
<p><b>2. Does the assessment plan describe specific direct measures for the SLOs in the course?</b>  <i>--Includes an achievement level (e.g., % students to score 70% or higher or % students to score Proficient or higher on measure)</i></p>	<p>Clear, specific description of at least <u>one</u> direct measure for <u>each</u> SLO <b>AND</b> measurement for each SLO was sufficient with good likelihood to yield valid, reliable, useful data <b>AND</b> there was a specified targeted level of achievement</p>	<p>No direct measures were identified <b>OR</b> links between SLOs and their measures were vague <b>OR</b> questionable likelihood of measure yielding quality data</p>
<p><b>3. Does assessment report present results for all the SLOs?</b>  <i>--May use figures, graphs, and/or tables instead of narrative</i></p>	<p>Clear, concise, objective presentation of results, each measure linked to its SLO for the academic year of the report <b>AND</b> for at least a three-year trend (or state why unable to trend) <b>AND</b> differentiated traditional from online results</p>	<p>Results for some or all SLOs missing for academic year of report <b>OR</b> trending of results missing without explanation <b>OR</b> there was no attention to online versus traditional results</p>
<p><b>4. Does the assessment report present the faculty's analysis and interpretation of the results for the SLOs and use those results to direct their plan for improving student learning in the course?</b></p>	<p>Clear, concise narrative of the faculty's analysis and interpretation of the results of all the SLOs <b>AND</b> of faculty's evaluation of traditional versus online learning <b>AND</b> of faculty's decision making about the results <b>AND</b> of faculty's detailed plan to improve student learning in the course (if decision was improvement was needed based on the results)</p>	<p>Unclear or no faculty analysis and interpretation of results for all SLOs <b>OR</b> unclear or no faculty decision <b>OR</b> unclear or no improvement plan when results indicate needed action</p>

With more than 100 classes and a collective enrollment of more than 8,000 students each year, the scope of this work is wide, reaching across the four colleges teaching undergraduate students. Anecdotally, feedback from faculty indicated this was a positive experience that gave them to opportunity to be very purposeful in pausing to reflect on how their course supports student learning relative to the General Education curriculum. Though they were advised this first cycle was to gather data, many reported adding outcome statements or targeted assignments to their syllabi. In addition to the aggregated data provided below, individual faculty were provided feedback regarding their course's report.

<b>Faculty Senate General Education Committee Checklist Questions</b>	<b>Percent of Courses Scored as Satisfactory</b>	<b>Percent of Courses Scored as Needs Improvement</b>
1. Do student learning outcomes (SLOs), which are linked to PSU general education objectives, drive course assessment plan?	100%	0%
2. Does the assessment plan describe specific direct measures for the SLOs in the course?	74%	26%
3. Does assessment report present results for all the SLOs?	53%	47%
4. Does the assessment report present the faculty's analysis and interpretation of the results for the SLOs and use those results to direct their plan for improving student learning in the course?	32%	68%
n = 19 course reports submitted and reviewed		

Faculty Senate General Education Committee members for 2015-16 included:

- Dr. Mark Johnson, Technology & Workforce Learning
- Dr. Mark Peterson, Political Science
- Dr. Jonathan Dresner, History
- Dr. Kristi Stuck, Teaching & Leadership
- Mr. Troy Anderson, Family and Consumer Sciences
- Dr. Shipra Paul, Management & Marketing
- Nora Hatton, Director of Assessment

With the implementation of the new PSU strategic plan, *Pathway to Prominence*, the intent for review and revision of our General Education curriculum is reinforced. Faculty support and involvement is being garnered, with a team formed to address the challenge to “transform the general education curriculum.” A thorough understanding of where we are will serve as a foundation for the discussion of where we would like to be. The effort of faculty participating in the assessment of our current Gen Ed curriculum along with the contributions of the Faculty Senate General Education committee continue to inform this process.

Co-Curricular Program Assessment:

The term cocurricular refers to “activities, programs, and learning experiences that complement, in some way, what students are learning in school i.e., experiences that are connected to or mirror the academic curriculum” (Great Schools Partnership, 2013). Common “life enriching” learning objectives focus on enhancing students’ holistic well-being and their knowledge and skill acquisition in areas such as adaptability, decision making, problem-solving, teamwork, intrapersonal development, interpersonal competence, practical competence, leadership, cognitive complexity, ethics, humanitarianism and civic virtue (Kuh, 2001).

The internal Assessment Academy continued to provide training for that staff of co-curricular units as they developed learning outcomes and assessment plans. Programs entering the academy during this academic year included Greek Life, represented by Meagan Smejdir, and the Honors College, represented by the director, Craig Fuchs. Six other programs built on their academy experience to

complete the first cycle of implementation of their assessment plans. Meeting as a group, each presented key elements of their plan and its implementation, focusing on success and challenges. This provided the group with a peer review component for the process. In addition, another four co-curricular units provided updates to their ongoing assessment plans and reports.

The Director of Assessment met personally with each co-curricular team that has completed the academy to allow for a one-on-one exchange. Following these conversations, three units made significant changes to their plans to better align with assessment measures with refined student learning outcomes.

# Co-Curricular Programs (Unofficial)	33 programs	
# Programs Completed Co-Curricular Academy (CASL)	21 programs	(64% of programs)
# Programs Reporting/Revising in 2015-16	15 programs	(71% of CASL completers)
Admissions	Greek Life*	Prevention & Wellness
Axe Library	Honors College	Registrar*
Bryant Student Health Services	Intensive English Program	Student Diversity Program
Career Services	International Programs	Student Financial Assistance
<i>Enactus</i>	Kansas City Metro Center	Student Success Program

### University-Wide Assessment Measures:

With a desire for PSU graduates to perform well in comparison to their peers nationally, an overview of CLA+ scores and NSSE is presented to the Faculty Senate and academic administration. A detailed breakdown is provided annually to the Senate’s General Education Committee. The College Learning Assessment (CLA+), designed by the Council for Aid to Education, is a nationally normed, standardized test that provides a value added measurement for assessing students’ higher-order thinking skills. Students are asked to respond to performance based test questions that provide short narratives and real-world examples of graphs, maps, and reports in either a multiple choice or short-answer essays.

The CLA+ measures student learning in three primary skill sets: Scientific & Quantitative Reasoning, Critical Reading & Evaluation, and Critiquing and Argument, as are reflected in the table below. The mean scores for each skill demonstrate an average 26 to 42 point gain from the freshman to senior year.

## Selected-Response Questions: Mean Subscores

Extracted from the Spring 2016 CLA+ Results—Institutional Report

	SCIENTIFIC & QUANTITATIVE REASONING			CRITICAL READING & EVALUATION			CRITIQUE AN ARGUMENT		
	Mean Score	25 <sup>th</sup> Percentile Score	75 <sup>th</sup> Percentile Score	Mean Score	25 <sup>th</sup> Percentile Score	75 <sup>th</sup> Percentile Score	Mean Score	25 <sup>th</sup> Percentile Score	75 <sup>th</sup> Percentile Score
FRESHMEN	521	464	567	495	411	572	528	448	581
SOPHOMORES	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
JUNIORS	530	498	538	480	456	499	527	437	644
SENIORS	560	501	619	537	456	600	554	448	644

*NOTE: The selected-response section subscores are reported on a scale ranging approximately from 200 to 800.*

The Value Added component of the CLA+ scores are reported to the Kansas Board of Regents as a Performance Indicator supporting Foresight 2020, Goal 2, “...achieve participation in the state’s higher education system that better reflects the state’s demography and more fully engages adult

learners.” The calculation compares the projected performance of PSU seniors, based on an academic index calculated from individual entering ACT scores, with their actual scores on completion of the examination. Figures tabled below show that, overall, seniors scored 17 points above the expected mean. This indicates students are outperforming expectations and, by percentile, outscored 70% of their peers nationally.

## Value Added Comparisons

Extracted from the Spring 2016 CLA+ Results—Institutional Report

	EXPECTED SENIOR MEAN CLA+ SCORE	ACTUAL SENIOR MEAN CLA+ SCORE
<b>Total CLA+ Score</b>	1117	1134
Performance Task	1082	1110
Selected-Response Questions	1135	1157

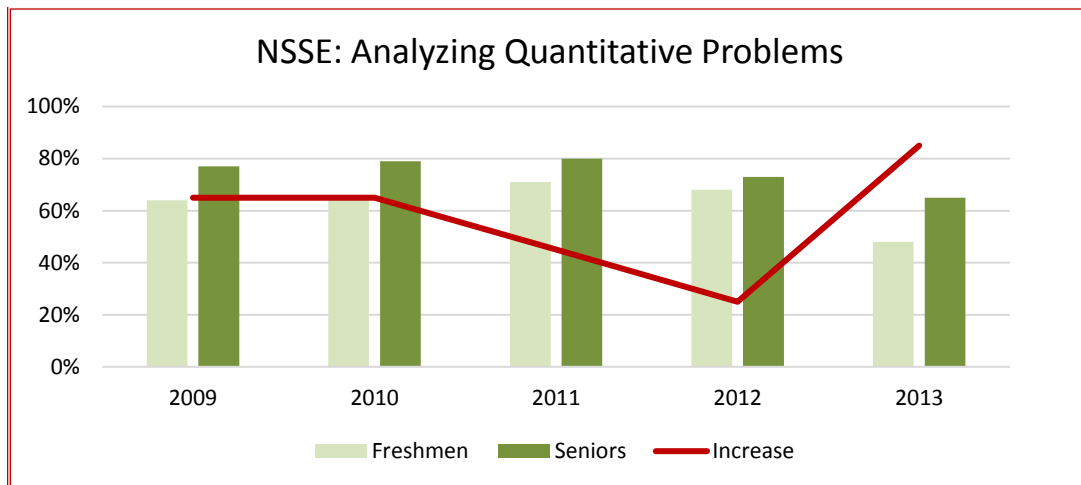
The National Survey of Student Engagement (NSSE) is a national, standardized inventory of students’ perceptions of their engagement in and satisfaction with their educational experiences. Biennial administration of the NSSE at PSU allows for comparison to student feedback from chosen peer institutions (public, four-year universities in the geographic plains region for PSU peers) and to national results. PSU solicits feedback from a random sampling of freshmen and seniors on a biennial basis.

Highlighted results from the NSSE are provided to academic and co-curricular units to inform decision making. Data is also reported to the Kansas Board of Regents as indirect evidence of student learning. The table below compares feedback from PSU students to peer institutions when students were asked if their experience had an impact on their abilities related to Quantitative Reasoning. Pitt State students indicated an increase that was more than double the national norm, reflecting a perception that their academic experience actively engaged them in improving their reasoning skills.

NSSE 2013 Results on Quantitative Reasoning Indicator				
<b>● Engagement Indicators</b>				
<b>2013</b>	Other Plains Public Institutions	Other Institutions in Carnegie Classification	All Institutions Administering NSSE	<b>Pittsburg State University</b>
Freshmen	27.2	27.0	27.3	<b>25.3</b>
Seniors	29.4	28.9	29.7	<b>30.9</b>
Increase	↑ 2.2	↑ 1.9	↑ 2.4	↑ <b>5.6</b>

*Engagement Indicators* represent the aggregated mean from survey items  
 “...expanded to focus on distinct dimensions of academic effort...”  
 NSSE *From Benchmarks to Engagement Indicators and High Impact Practices*, 2013.

To measure their perception of numerical information skills, freshmen and seniors were asked to respond to the survey item: *How much has your experience at this institution contributed to your knowledge, skills and personal development in the following areas: Analyzing quantitative problems or analyzing numerical and statistical information?* Charted below is the percentage of students responding as either "Very much" or "Quite a bit."



#### Recommendations and Planning:

Pittsburg State University has adopted routine practices of assessment that focus on measuring, teaching and learning and serve as information to guide decision makers, especially in the area of curriculum design.

To address the goals and objectives identified in the new PSU strategic plan: Pathway to Prominence, the Assessment Office will continue with or undertake the following actions.

- Continued implementation of the General Education Goal 3 assessment plan as adopted by the Faculty Senate General Education Committee.
- Represent assessment needs and practices in campus decision making as PSU moves forward transforming the General Education curriculum to be more cohesive and flexible.
- Pilot the use of the adopted assessment practices in the area of Critical Thinking, making recommendations as needed.
- Working with the academic administration and faculty to develop the newly created Student Learning Committee and to actively support its charge.
- Planning for a revitalization of the internal Assessment Academy model to support the ongoing assessment activities of Co-Curricular and Academic programs.
- More intentional sharing of assessment data, such as NSSE and CLA+ results with department level decision makers.