

Pittsburg State University Assessment Storyboards
November 2009 Assessment Academy Roundtable
Higher Learning Commission
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Between November 18 and 20, 2009 Drs. Winters, Smith, Murray and Wilkinson participated in the 2009 Higher Learning Commission Assessment Academy Roundtable. This was the first formal activity as part of Pittsburg State University's four year participation in the Assessment Academy. The focus of the roundtable was on refining the assessment project(s) the university will undertake and to layout a timeline to accomplish the projects. In essence, we were to develop an assessment plan to successfully complete the Assessment Academy (see Attachment I). Dr. Judd was not able to attend but sent the team detailed material focusing on the writing assessment activity (Attachment II).

While successfully completing the Assessment Academy is of great importance to the university, it takes on an even more onerous demand in that successful completion of the Assessment Academy is the key to the university's 10-year HLC reaccreditation as a "pioneer" institution under the Pathways Demonstration Project. In lieu of the traditional 10-year self-study, Pittsburg State, as a "pioneer" institution, will use its participation in the HLC Assessment Academy as its quality improvement project for reaccreditation.

What follows is a 10 storyboard presentation (Attachment I) of the work the assessment academy team accomplished over the 2 ½ days in Lisle, Illinois. While the storyboards, in and of themselves, may be rather confusing, the reader is directed to two specific storyboards.

Storyboard 3 (page 6) presents the four assessment projects and the timeline for accomplishing each. It is important to note that the four assessment projects are:

1. Writing
2. Math
3. Communication
4. Co-Curricular

This is the core of general education and student learning outside of the classroom. According to the storyboards, the intent is that Pittsburg State University will continue on the path it has already started traveling and focus on improving student writing. In years three and four of the Assessment Academy, Pittsburg State will start shifting its focus to the "Math" and "Communication" pieces of general education while the writing assessment will cycle on. Using the knowledge gleaned from the writing project, we will adapt the process to math and communication. However, while Math and Communication are not really supposed to start for two years, it is important to start the conversations now. The campus focus on writing did not occur overnight. The initial conversations started several years ago. Then in

2009, the CLA data provided the focal point for the conversations to lead to action. It is important to follow the same approach and start the Math and Communication conversations now.

While the three academic projects unfold, the assessment of student learning in the co-curricular areas will also build and implement its cycle. The idea is to develop an assessment/review cycle for the co-curricular areas with student learning components. The first to enter into this process are Career Services and First Year Programs. Based on their experiences, these offices will serve as mentors for the next set to enter the cycle and so on. Once all co-curricular offices have been through the cycle, it starts again. While not matching the program review cycle, learning in the co-curricular programs will then be reviewed on a regular basis.

Storyboard 5 (page 9) presents the overall project in graphical form and combines the working groups with the communication linkages. To be successful, there has to be more than just a few people or groups working. There also has to be a clear and operational communication plan. Storyboard 5 shows the Assessment Committee as the focal point. It is then divided into four subcommittees (Math, Communication, Writing and Co-curricular) to guide the work in each of the four areas. There are also boxes and heavier lines which show the channels of communication that are going to have to be continually worked – seeking both input and support for the activities.

In the process of working through the storyboards, several issues quickly surfaced that need to be addressed to ensure that Pittsburg State University successfully completes the Assessment Academy.

First, it is important to note that a general education task force is being proposed. It was accepted that the membership policy for the General Education Committee of the Faculty Senate does not provide the long term membership stability necessary to drive the types of conversations necessary to facilitate possible changes in the general education core. Therefore, the Assessment Academy team is recommending that a general education task force be appointed (by the Provost) that would be the focal point for discussions related to using the assessment data to change/improve student learning in the general education core.

Second, both the Center for Teaching, Learning and Technology and the Office of Analysis, Planning and Assessment were identified as critical components to the successful completion of the Assessment Academy. While Analysis, Planning and Assessment is already intimately involved, the Center for Teaching, Learning and Technology has not been. It is important to add the Director of the Center for Teaching, Learning and Technology to the Assessment Committee and the Pathways Demonstration Project leadership team. New faculty orientation and continual professional development continually surfaced as critical needs as the Assessment Academy storyboards were being developed.

Attachment I
Assessment Academy Storyboards

Storyboard 1: Needs Related to Assessment of Student Learning

1. No established mechanism for assessing student learning outside of the major. (Gen. Ed. – focus on core; co-curricular)
2. Lack of consensus regarding desired student learning outcomes outside of the major.
3. Concerns of various university constituents about student performance along with lack of assessment data in areas outside the major.

Results: Clear definition of priorities for deciding among potential Student Learning Projects.

1. Writing
2. Co-curricular
3. Math
4. Communication

Storyboard 2: Student Learning Project Questions and Outcomes

Clarifying Questions:

1. What are good mechanisms for assessing learning outside the major?
2. What do we want our students to know and be able to do?
3. How do we engage all relevant constituents and identify the appropriate data points?
4. How do we effectively use these data to improve student learning?

Defining Clear Outcomes:

1. Well-defined, measureable outcomes for gen ed. core plus co-curricular areas.
2. Review process for co-curricular areas.
3. Use of data to improve student learning.

Results: Questions that frame the institutional needs and clarify the focus of the Student Learning Project. A set of well-written SMART outcomes that make effective assessment and evaluation possible and that make clear the intended results of the Student Learning Project.

Storyboard 3: Project Implementation (Design & Process)

When	What	Who's Responsible	How/Details	Resources
Year 1	<p>Writing Assessment: -upper division -discipline-based -CLA, NSSE -constituent survey -development of task force</p> <p>Co-curricular -first year programs -career services -university counseling?</p>	<p>Assessment subcommittee (Don) Janet APA Writing Task Force</p> <p>Assessment subcommittee (Bill/Lynn) Heather Mindy Steve?</p>	<p>See text - writing (attachment 1)</p> <p>See text – 1st year & career (see attachment II)</p>	<p>CLA, NSSE (money) Task force Other – to be identified Live Text</p> <p>Full-time Assessment Coordinator in Analysis, Planning, and Assessment office</p>
Year 2	Continue above and add 3 more co-curricular	Same as above		
Year 3	<p>Start implementing writing changes/ ongoing assessment</p> <p>Add 3 more co-curricular</p> <p>Math assessment pilot -methods to be determined -conversations</p>	Assessment subcommittee (Bobby)		<p>Possibly cycle NSSE/CLA money and divert to other areas</p> <p>Assessment Academy</p>
Year 4	<p>Continue above</p> <p>Communication Assessment</p>	Assessment subcommittee (Jan)		<p>Live Text Provost Council Supportive President</p>

	Year 1	Year 2	Year 3	Year 4
Writing	<u>Writing Assessments:</u> upper division discipline-based CLA, NSSE constituent survey writing task force developed	Repeat	Begin to close the loop s implement changes as indicated by assessment s continue assessment	Repeat
Co-curricular	<u>Program Review:</u> First Year Programs Career Services University Counseling Services	Three additional	Three additional	Three additional
Math	--	--	Begin conversations Develop pilot assessment	Continue conversations and pilot assessment
Communicative	--	--	--	Begin conversations Develop pilot assessment

Results:

Storyboard 4: Evidence Collected for Each Project

Writing:

- CLA
- NSSE
- Senior writing samples
- Student/faculty attitudes toward writing survey
- Freshman (ENG 101) writing samples
- ENG 299 writing samples

Math and Communication:

- Embedded assessment – to be developed
- Search for instruments/rubrics at national level
- Conversations with Math/Comm departments

Co-curricular:

1st year programs

- Retention data
- Student surveys (home-grown based on objectives for each area)

Career Services

- Student surveys (home-grown)
- Internal data collection

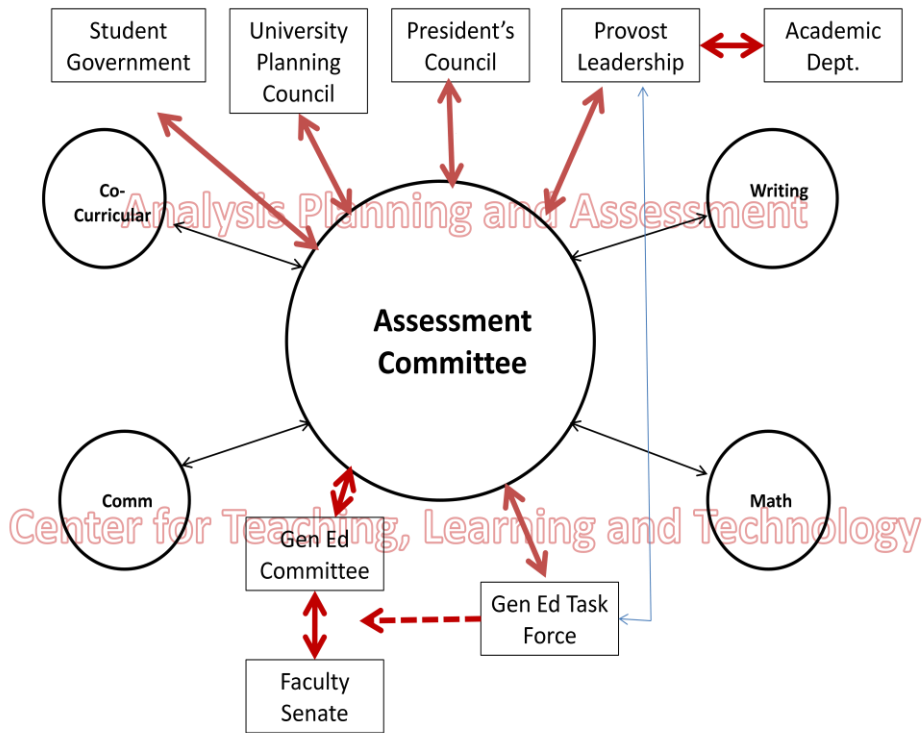
Results: Clear plan for what data/information will be collected, how, and when throughout the Student Learning Project.

Storyboard 5: Interpreting Evidence, Making it Usable Information

Evidence: _____ → Information:

Data synthesized and disseminated through Assessment committee

Membership Issues:
- Student inclusion
- Rapid change-over of Gen-Ed Faculty Senate Committee



Heavy (red) arrows depict lines of communication and input

Thin lines depict working groups and responsibility structures.

Storyboard 6: Using the Evidence to Improve Student Learning

1. Implement storyboard 5 structures
2. Wide representation on committees from all of campus
3. Recommend establishment of a general education task force to supplement the General Education Committee of the Faculty Senate – stability of focus for 4 years
4. Include students on Assessment Committees
5. Maintain/maximize senior leadership support
6. Develop methods (through TLT) for faculty development and student skills development

Results: A plan and a process for ensuring that the recommendations are heard and acted on. A process for integrating the recommendations into larger planning, evaluation, budgeting, and improvement processes.

Storyboard 7: Project Obstacles and Challenges

Obstacle Description	Proposed Solution
Lack of Resources	<ul style="list-style-type: none"> - Increased funding/staff - Student learning research linked to faculty scholarship (tenure/promotion) - Mentors in TLT linked to faculty support - Use of internal mentors for co-curricular - Explore external funding - Link with University Advancement - Leadership PSU
Resistance to formal assessment activities	<ul style="list-style-type: none"> - Openness and transparency in process – see graph above - Celebrate assessment activities - Frame around student learning and university values - Demonstrate benefits of assessment to faculty - Emphasize separation of assessment and accountability - Use current leadership structure - New faculty orientation
Over testing/assessment of students	<ul style="list-style-type: none"> - Use legitimate sampling techniques - Online data collection - Demonstrate benefits of assessment to students
Lack of understanding of assessment	<ul style="list-style-type: none"> - Use of bargaining unit - Faculty orientation - Leadership PSU - Take advantage of current structure

Storyboard 8 & 9: Measuring the Impact of Your Change and Keeping on Track

	Outcome/ Activities	How and when is this evaluated? Who does it?
Results and Impact on Improved Student Learning		
Intended Outcome	Improved performance in core	Writing: ongoing, see “Project Implementation”, WAC, writing subcommittee of Assessment committee Math/Communication: year 3 begin heavy lifting, learning from writing Co-curricular: ongoing, see “Project Implementation”, co-curricular subcommittee, particular area
Necessary Activities	Implement previous storyboards; learn from writing and co-curricular before beginning Math and Communication	
Results and Impact on Teaching, Learning Environments, Institution Processes		
Intended Outcome	More effective teaching, increased role of TLT, re-evaluation of Gen-Ed, improve co-curricular success to more directly support learning goals	Shifts in student learning data/measures Increased usage of TLT Gen-Ed task force formed in Faculty Senate Merging effectiveness and assessment committees
Necessary Activities		
Results and Impact on people/culture of the Institution		
Intended Outcome	Paradigm shift to one of faculty as stakeholders; embed culture of assessing as a focus on student learning and teaching rather than solely on teaching (aligning with university’s strategic plan)	General disposition of Faculty Senate regarding assessment More willing participation regarding assessment activities Consensus regarding what the PSU graduate looks like Automatic inclusion of quality assessment activities when designing or redesigning any initiative
Necessary Activities	Follow storyboards, particularly graph and “Evidence to Improve Student Learning”	
Sharable Products and Learning with Other Institutions		
Intended Outcome	Co-curricular; WAC; Math literacy; pathways experience/ HLC Academy as pathway; conference presentation and scholarly articles	Designation as an exemplary institution (Pathways, eg.) Reaffirmation Peer-review process for conference/ publications
Necessary Activities	Implement story boards, create/encourage/facilitate academic writing	
Evidence of Sustained Commitment to and Sustainable Processes for Improving Student Learning		
Intended Outcome	Co-curricular program review process implemented; structure; increased role for Center for Teaching, Learning and Technology; sustain culture through new faculty orientation; effective use of Live Text across campus; faculty as stakeholders culture	Openness, transparency, conversations regarding links between assessment and ideal Gorilla graduate
Necessary Activities	Implementation of graph; introduce LiveText in rolling waves across campus	

Results: Clear plan and credible methods for evaluating whether the changes made the difference intended.
Tolls/measures/processes for evaluating the benefit and impact of the change.

Results: Defined points in the process of the portfolio and Student Learning Project at which groups review and adjust the work. Process or method for reviewing and adjusting project and portfolio work to maximize results.

Storyboard 10: Communication and Shared Responsibility Plan

The communication we must accomplish within the next:

Two Weeks		Monthly		Quarterly		Annual	
What	Who	What	Who	What	Who	What	Who
Update, input, approval	President, Provost	Input, feedback	PLC	Update, feedback	President	Updates	SPC
Input	Brenda (TLT)	Input, feedback, work	Gen. Ed.	Assessment, Newsletter, Web	Campus	Updates	SGA
Update	SPC	Public Relations – Ron Womble HLC Pathways in February HLC Annual in April KBOR ?					
Input, Feedback, Work	Assessment Committee						
E-Port							

Attachment II
Writing Assessment Storyboards

Writing Assessment Storyboards

Storyboard 1: Needs Related to Assessment of Student Learning

1. Anecdotal evidence suggests that some of our graduates have poor writing skills.
2. The College of Business is concerned about student writing skills as this relates to their accreditation. In the near future, they will be implementing a plan to assess student writing skills.
3. Industry leaders who hire our graduates from the College of Technology continue to tell us that writing and communicating skills are in the top one or two skills necessary for the job and for advancement.
4. In 2007 PSU's administration chose the improvement of student writing as part of their three year (2008-10) Performance Agreement with the Board of Regents. University funding is tied to meeting goals identified in the Performance Agreement, so there is potentially a fiduciary as well as an educational need to improve student writing skills.

Storyboard 2: Student Learning Project Question(s) and Outcomes

Upper Division Writing Assessment

With the support of the Provost, the Writing Across the Curriculum (WAC) staff and a group of English faculty who teach the core writing courses on a regular basis designed a rubric for evaluating student writing. The rubric consists of four criteria (Focus, Development & Support, Organization, and Audience Awareness) and three overall assessment levels: High (Proficient for Senior Level Writing), Middle (Competent for Senior Level Writing), and Low (Unsatisfactory for Senior Level Writing). To establish our base line, 101 randomly selected papers from English 299, the final core writing course, were assessed by the WAC staff and the same team of English faculty. Of those papers, 44% (44) scored in the Unsatisfactory range for senior level writing, 53% (54) scored in the Competent range for senior level writing, and 3% (3) scored in the Proficient range for senior level writing. At the end of 2008, the first year of our current Performance Agreement, the same team of English faculty assessed 164 randomly selected upper division papers from across the university and from all four colleges. Of the 164 papers, 19% (31) scored in the Unsatisfactory range, 53% (87) scored in the Competent range, and 28% (46) scored in the Proficient range.

While this information tells us that a majority of students are Competent writers, there is still room for improvement with 19% in the Unsatisfactory range.

Discipline-based Writing Assessment

In the spring of 2006 Drs. Paul Morris and Donald Judd proposed to the Dean of the College of Arts and Sciences a discipline-based writing assessment, which she elected to support. The plan was to work with a department or program (select faculty on a volunteer basis) over a two year period 1) to establish their discipline specific values for writing, 2) to develop a scoring rubric for assessing the writing of students in that major (first semester), 3) to fine tune the rubric through application to student writing samples (second and third semester), and 4) finally to assess the body of written work (collected in portfolios) from randomly selected students to determine whether majors were writing at an acceptable level by the

time they graduated (fourth semester). In terms of work load, the goal is to work with two departments or programs simultaneously in staggered years. Assessment participants would meet four times during the first semester, four to five times each during the second and third semesters, and five to six times during the final semester. Each meeting was recorded so that a transcript could be produced at a later date. The purpose of recording the meetings and producing a transcript is to provide further raw data about the assessment process and the discoveries that participants might make as they begin to make connections between the design of a writing assignment, the expectation of faculty, and the written work of students responding to those assignments and expectations.

Collegiate Learning Assessment and NSSE

The university participated in the Collegiate Learning Assessment (CLA) project to assess student writing at the freshman and senior level. The CLA creates four tasks for assessment: Performance Task, Analytic Writing Task, Make-an-Argument Task, and Critique-an-Argument Task. Results are compared to student outcomes at “comparison institutions.” The results for freshmen were as follows:

Total CLA Score	15 percentile rank
Performance Task	17 percentile rank
Analytic Writing Task	16 percentile rank
Make-an-Argument	21 percentile rank
Critique-an-Argument	17 percentile rank

The results for seniors were as follows:

Total CLA Score	11 percentile rank
Performance Task	17 percentile rank
Analytic Writing Task	6 percentile rank
Make-an-Argument	4 percentile rank
Critique-an-Argument	14 percentile rank

All scores are Below or Well Below scores from “comparison institutions,” suggesting that our graduating seniors have very poor writing skills compared to their counterparts at similar schools.

The university has participated in the National Survey of Student Engagement for the last three years. There are several items in the general survey that address student writing and then there are a block of questions added to the survey for institutions participating in the writing consortium. Last year, 2009 Pittsburg State started in the writing consortium. The data are attached.

The Survey of Student and Faculty Attitudes toward Writing

Dr. Janet Zepernick, Assistant WAC Director, is in the process of developing surveys for current and past students and alumni regarding their attitudes toward writing. While these surveys will only give us faculty and student perceptions, they will still be useful in helping us identify where and when students learn to write, how well PSU prepares students’ writing skills for the workplace, and what hinders the teaching of writing within the disciplines, to name a few. The plan is to solicit survey responses to all constituents by the end of the fall 2009 semester so that information would be available for the spring 2010 semester. Faculty will take the survey on-line, using Survey Monkey (which is free to use). It is hoped that Alumni will also take the survey on-line, but it has not been determined yet whether students

will take the survey on-line or will take a paper version. The mechanism for insuring student participation has also not been determined yet, but this is being discussed.

Storyboard 3: Project Implementation (Design & Process)

Upper Division Writing Assessment

Papers are collected throughout each semester by the Office of Analysis, Planning & Assessment; a random sampling is then turned over to the WAC staff, who organizes a day long assessment session with the team of English faculty. At the beginning of each calendar year, a report on assessment outcomes is written by the WAC director and presented to the Office of Analysis, Planning & Assessment and to the Provost. Funding to pay the assessment team and to cover some copying costs comes out of the WAC budget; funding for other copying costs comes out the Analysis, Planning & Assessment budget.

Discipline-based Writing Assessment

In fall 2006 we began the project with the two faculty from the Biology department (picking up a third professor the second semester) and completed it in spring semester 2008. We had hoped to get another department or program involved in fall 2007, but we were unable to find any that were interested at the time. In fall 2008, we began working with five faculty from the Family & Consumer Sciences department, and beginning fall semester 2009, we also began working with three faculty from the Geography program, carrying out the same two year assessment project with the same goals. In each specific project, a random representative sample of students in their junior year are identified, and all their professors in their major are contacted and informed about the project so we could collect writing samples as they were turned in and before they were graded. Papers were copied, names removed, and then copies were distributed to the project participants a week before an assessment session. This procedure was done every semester for two years, with all papers collected in portfolios for each student and a random selection of papers used for practicing assessment during the second and third semesters.

During the first three years of this project, the English department was able to appoint a graduate assistant to work part time with us, contacting faculty, collecting and distributing papers, and participating in assessment sessions. Because of budget constraints beginning in fall 2009, we lost our graduate assistant, but we were able to get funds through the English department to pay for a student worker. The student worker contacts faculty, collects and distributes papers, but does not participate in assessment sessions.

Also during the first two years, the Dean's office provided funds for two course off loads (for Drs. Morris and Judd) and paid a \$300 per semester stipend for the other faculty participants. However, budget constraints beginning fall 2008, Dean's office could no longer support this project, so the English department began funding the course off loads, and the WAC program began paying the \$300 per semester stipends.

Collegiate Learning Assessment and NSSE

[The Office of Analysis, Planning & Assessment oversees the implementation of these projects. Funding comes from the Provost's office (?).]

The Survey of Student and Faculty Attitudes toward Writing

Once the surveys are ready, Dr. Zepernick plans to use student surveys every year (presumably at the end of the calendar year) and faculty and alumni surveys every 4-5 years. If there are incidental costs, these will be covered by the WAC budget.

Storyboard 4: Evidence Collected for Each Project

Upper Division Writing Assessment

The writing assessment rubric consists of four criteria (Focus, Development & Support, Organization, and Audience Awareness) and three overall assessment levels: Proficient for Senior Level Writing, Competent for Senior Level Writing, and Unsatisfactory for Senior Level Writing. (See rubric for full descriptions of each criteria). Additionally, each level is further divided into high and low, with a numerical value attached to each in the following fashion:

High Proficient	6
Low Proficient	5
High Competent	4
Low Competent	3
High Unsatisfactory	2
Low Unsatisfactory	1

For each paper, readers give a number rating for each category and a holistic score of 1 to 6 based on those interior numbers. Holistic scores are informed by the internal scores, but the holistic score is not a numerical average as the criteria categories are weighted differently, with Focus and Development & Support weighted slightly more than Organization, and Organization weighted slightly more than Audience Awareness. Each paper is also assessed twice, and holistic scores are compared. If holistic scores are within 1 point of each other, an average holistic score is accepted for that paper and the assessment process is complete. If holistic scores are off by more than 1 point, then the paper is scored by a third reader to break the tie. Also if any internal criteria score is 2 or less, the holistic score cannot be greater than 2. Individual scores from each reader and their averages are recorded for both holistic and internal criteria.

At the beginning of each assessment session, the WAC directors and assessment team begin with a norming session in preparation for scoring papers for assessment. The team of evaluators reads and evaluates a number of essays, comparing their internal numbers and holistic scores. Differences are discussed, focusing on the rationales the evaluators used in arriving at their scores, using the rubric to ground their opinions. This process is repeated until the group begins to successfully score papers within one number of each other. This process typically requires reading and scoring three to four papers before the group's scores fall within acceptable parameters.

This process gives us a broad overview of writing skills as well as specific information broken down by criteria. For example, we can see if there is a trend toward weaker scores in Development & Support or in Audience Awareness.

Discipline-based Writing Assessment

The data collected from Biology was in the form of portfolio assessment. The Biology faculty elected to assess writing on a pass/fail basis, and all students received a pass. Drs. Morris and Judd met with the Biology department faculty to report the outcomes and to report significant discoveries that were made by the Biology faculty throughout the two year process. For example, participants recognized a connection

between poor writing and poorly designed writing assignments. They also recognized that while mechanical correctness is important to them, it was not their most important writing value. Rather quality of content and reasoning were more important. Finally they recognized that many Biology faculty did not assign formal writing assignments. We continue to have informal conversations with those participants, and 1 ½ years later they are still thinking about how they use writing in their courses and how they go about preparing their students to write.

Collegiate Learning Assessment and NSSE

[See literature from CLA and NSSE on assessment criteria and reliability]

The Survey of Student and Faculty Attitudes toward Writing

A wide variety of questions are designed to ascertain attitudes about writing instruction, student preparation for writing in the work place, faculty concerns about when and how writing instruction is provided, etc. (See survey questions for a complete list of issues addressed).

Storyboard 5: Interpreting Evidence, Making It Usable Information

Upper Division Writing Assessment

A team of veteran English instructors who regularly teach the core writing courses assess the papers, and the WAC staff analyzes the results and reports their findings to the Office of Analysis, Planning & Assessment and to the Provost's Office (along with the spreadsheet of raw data). The main focus of the report is the percentages of holistic scores ranging from Proficient to Unsatisfactory, but the percentages of internal criteria scores ranging from Proficient to Unsatisfactory are also reported. For example, in 2008 the area of weakness for Proficient scores was in Audience Awareness, while the greatest area of weakness for Unsatisfactory scores was in Development & Support. The problem of Audience Awareness in Proficient scores might be addressed by faculty 1) creating clearer assignments regarding who the students should consider as the audience of their papers and 2) providing opportunities for students to practice addressing specific needs of different audiences. The problem of Development & Support for Unsatisfactory scores likely stems from students not fully understanding course content, which can be addressed in a number of ways depending on the discipline.

Rather than sharing this information with only the Office of Analysis, Planning & Assessment and the Provost's Office, this could also be shared with all faculty in a more summarized way that pinpoints trends in weak writing skills and connects those weaknesses to general strategies that address those weaknesses. This could be the focus of the WAC newsletter, and it could be further disseminated in smaller chunks through the monthly First Thoughts on Writing (an electronic memo sent out the first of each month to all teaching faculty from the WAC program). Identified trends in writing skill weaknesses could also pinpoint workshop topics the WAC program offers every semester.

Discipline-based Writing Assessment

The assessment rubric was distributed to Biology department faculty, and many of them use this in their courses 1) by providing it to students so they have a clearer understanding of teacher expectations, and 2) by using it for grading students' written work. But dissemination of what is learned in this assessment project is weak. Those who are involved, are intimately involved, and the results for them tend to be

powerful, yet it is unclear if this has any impact on other faculty. The Biology department is large for PSU, so only three participants is less than a quarter of the faculty. However, in Family & Consumer Sciences, most of the faculty (five) participated in the project the first year. The second year, two faculty members had taken jobs elsewhere, so now we are down to three faculty, which is about half the department. In Geography, we have full participation with full time faculty. One thing we learned with Biology was that using a pass/fail assessment of portfolios limits what we can say about writing strengths and weaknesses. In the future, we will encourage others to evaluate portfolios using both internal criteria scores and a holistic score. This will provide us with specific information to present to the departments in our final report. Moreover, this will provide an opportunity to address how specific weaknesses can be handled, thus, providing strategies that are specific to the writing done by their majors rather than generic advice. Hopefully, this specific information will be seen as relevant to their needs, and they will be more willing to act upon it.

Collegiate Learning Assessment and NSSE

Already, a discussion with the Director of the Core Writing Program, the Chair of the English department and the WAC staff is underway to see if weaknesses identified by the CLA results can be addressed in the core writing program. Moreover, the WAC program is also shifting the focus of its Writing to Learn courses to critical thinking.

The Survey of Student and Faculty Attitudes toward Writing

Results from these surveys can be tailored to address colleges and departments or programs. This kind of tailored feedback will be provided to appropriate administrators and faculty.

Storyboard 6: Using the Evidence to Improve Student Learning

Upper Division Writing Assessment

When yearly analyses are completed, data will be examined for trends in weaknesses in student writing skills. Once weaknesses are identified, the WAC staff will suggest strategies to address these weaknesses through faculty workshops, the WAC newsletter, and the monthly First Thoughts series. Assessment the following year will provide feedback as to the effectiveness of these strategies. Additionally, faculty surveys (about implementing suggested strategies) from the WAC program will reveal whether or not a significant percentage of faculty made suggested changes in their courses and whether or not faculty perceived improvements. There are six likely results that could be revealed by comparing survey results with assessment results:

1. Faculty made changes, and student writing improved. Response: none needed.
2. Faculty made changes, but student writing did not improve. Response: explore other strategies to address weaknesses.
3. Faculty did not make changes, but writing skills improved. Response: none needed.
4. Faculty did not make changes, and writing skills did not improve. Response: raise faculty awareness about the weaknesses and recommended strategies.
5. Some faculty made changes, and writing skill improved some. Response: raise faculty awareness about the weaknesses and recommended strategies.
6. Some faculty made changes, and writing skills did not improve: Response: explore other strategies to address weaknesses.

Discipline-based Writing Assessment

Since this revolving assessment project will not likely be repeated within a department or program (at least not for many years), results from this project will only provide a snapshot of writing skills. But the more important work that occurs in this project is the education of the participants as they begin to make connections between assignment design, student access to the assessment rubric, teacher intervention in the writing process, and students' written work. Armed with this understanding, faculty will be able to gauge their students' performance on a course by course basis, and they will be better prepared to understand the writing weaknesses revealed by other assessment tools (upper division assessment, CLA, NSSE, and surveys) and to address those weaknesses.

Collegiate Learning Assessment and NSSE

The Core Writing and the WAC programs will receive results from the CLA and NSSE and consider how to make adjustments in Core Writing courses, Writing to Learn courses, and Writing in the Discipline courses, and pass suggestions to appropriate faculty. Future assessment will provide feedback as to the effectiveness of these strategies.

The Survey of Student and Faculty Attitudes toward Writing

Results from these surveys can be tailored to address colleges and departments or programs. This kind of tailored feedback will be provided to appropriate administrators and faculty.

Storyboard 7: Project Obstacles and Challenges

Upper Division Writing Assessment

Obstacle One: Once the three year Performance Agreement has expired, there may be a lack of interest from the administration in developing a writing assessment project that expands to cover all students.

Proposed Solution: Work closely with the Provost and Deans to encourage an atmosphere of formative assessment at PSU. This can be done first of all by getting the Provost to convene a Task Force on Writing (for three semesters) to study where and how writing instruction should be provided throughout the undergraduate curriculum, from freshman to senior level courses. Then regular updates and routine reports from the Task Force will keep the Provost and Deans informed about the progress and eventual proposals of the task force.

Obstacle Two: Funding may become an issue as budgets are already stretched thin.

Proposed Solution: When the task force has completed its task and recommended an assessment program, a feature of that program should be a student fee that will cover the cost of assessment. Moreover, the university has already made a financial commitment to Live Text, an electronic portfolio system that all students will have access to. The assessment program can utilize Live Text for collecting writing samples for assessment, and this will provide further legitimacy to the financial costs of Live Text.

Obstacle Three: Keeping a pool of trained writing assessors.

Proposed Solution: Student fees collected for the assessment program will be used to pay faculty to become university writing assessors.

Discipline-based Writing Assessment

Obstacle One: Funding is the biggest obstacle to this project. It is unclear how long the English department can provide course off loads or pay for student workers. Currently the WAC budget can accommodate the faculty stipends, but further budget cuts could end this support.

Proposed Solution: An appeal has already been made to the Provost and to the Office of University Advancement (with access to alumni funds), but both turned us down. Therefore, we will need to look outside the University for funding if we experience deeper budget cuts. So Drs. Morris and Judd will seek grant money as a way to support this program.

Obstacle Two: Enticing faculty to participate in this project has proved difficult as the work load is moderate and faculty feel overstretched already.

Proposed Solution: We must be able to continue paying the stipend. Some faculty will respond to extra professional development money, especially as budget cuts shrink other revenue sources. A grant would secure this ability for a time. But the program is also relatively unknown on campus, so another partial solution is to better promote and advertize the project. This can be done through the WAC newsletter and through promotion at the Provost's Leadership Council and Chairs' meetings. If administrators understand the program and how it supports the larger goal of improving student writing, they may be more positive in passing the word down to faculty. When faculty realize that administrators see this as an important part of professional development, they may be more inclined to participate.

Collegiate Learning Assessment and NSSE

Obstacle One: The Core Writing Director and/or the WAC Director may feel that the CLA and the NSSE are not legitimate assessment tools or that they assess things that are not central to their concerns or missions.

Proposed Solution: The Core Writing Director and the WAC Director can work closely with the Office of Analysis, Planning & Assessment, the University Assessment Committee and the WAC Committee to discuss concerns they may have. If legitimate concerns are identified, then parts of CLA or NSSE might be set aside for university assessment purposes. For example, one component of NSSE is the number of papers 20 pages or longer that students write. Yet both the College of Business and the College of Technology tend to use shorter writing assignments because this is more representative of the kinds of writing their students will do after graduation. These groups may decide that it is not in our interest to push for an increase in papers of 20 pages or more. Allowing this kind of flexibility will allow stakeholders to participate in making decisions that fit with our institutional goals and missions and avoid the alienation that could result from allowing outside entities imposing standards and goals on our university.

The Survey of Student and Faculty Attitudes toward Writing

Obstacle One: Faculty may tire of taking surveys.

Proposed Solution: Frequency of faculty surveys can be limited, for example, once every 4-5 years. Faculty could also receive a certificate of appreciation for participating in the survey, and certificates can be presented in annual performance appraisals and in promotion dossiers. The Office of Teaching, Learning & Technology is already working with various programs to provide certificates (for appreciation, for completing workshops, etc.), and the director, Dr. Brenda Friedan is willing to use her office for such services. Moreover, the Center for Teaching, Learning & Technology is a relatively new center that was established by the past Provost, who is the current President, and this further integration of this office into the university's goals will create further legitimacy for the establishment of this center.

Obstacle Two: Since we anticipate using the student survey yearly, faculty may tire of using class time for their students to take surveys.

Proposed Solution: ??? Completion of an online survey could be required before students can enroll for spring courses; the problem with this might be student resentment which could unduly skew results.

Storyboard 8: Measuring the Impact of Your Change

Results and Impact on Improving Student Learning

Intended Outcome: All students should be able to write at the competent level or higher by the time they graduate.

Necessary Activities: Formative writing instruction will occur in both lower level and upper level courses. To insure writing instruction takes place in lower and upper level courses will likely require the implementation of a vertically integrated writing program. Formative writing instruction requires intervention in the writing process by someone conversant in the writing values associated with the discipline for which the writing is being done. This may mean smaller class sizes or other support (graduate assistants, writing center tutors from the discipline or a related discipline, etc.).

Results and Impact on Teaching, Learning Environments, Institutional Processes

Intended Outcome: Writing instruction will not only take place in core writing and WL courses, but writing instruction will also take place in upper level courses in all disciplines. This will contribute to a learning environment where students see writing as a normal part of the education process (not something restricted to WL or English courses). Students will also become more cognizant of the need to write well as writing assessment may be one of the hurdles they must get over to graduate. And faculty will begin to recognize the importance of student writing in their own classes and their department as at least some writing samples for the assessment portfolio will come from those courses. Thus, any faculty who assigns writing will become aware of the institutional process of writing assessment and the values associated with competent college level writing. In addition, since writing assessment (it is hoped) will be tied to graduation, there must be adequate time between portfolio assessment and graduation—a year most likely. This provides time for students who receive an unsatisfactory rating to seek some form of remediation. So in terms of institutional processes, the assessment program must work closely with the registrar's office to identify when portfolios should be assessed.

Necessary Activities: Writing instruction will need to take place in upper level courses in all disciplines. Whether a college or a discipline decides to identify specific courses for writing instruction or decides that all or most upper level courses must attend to writing instruction, faculty and administrators will have to embrace responsibility for writing instruction that occurs at all levels. For faculty who do not feel prepared to provide writing instruction in their courses, workshops by the WAC program will be offered to help prepare faculty. For faculty who want to better understand student writing in their disciplines, the discipline-based writing assessment project hopes to add one new department or program each academic year. As faculty and administrators embrace this responsibility, this will enhance the learning environment, not only within courses, but also within the entire university.

Faculty and administrators will need to be stakeholders in the new writing assessment program that replaces the current assessment project connected to the three year performance agreement. Participation in developing and learning about that new program will help inform faculty and administrators about the

process of assessment. One part of the assessment portfolio will be that teachers must sign off on papers that students want to place in their portfolios. In other words, when a student selects a paper for the portfolio, she or he must first get permission from the professor for whom she or he wrote that paper. The professor will sign off on that paper if she or he feels the paper is acceptable for the assessment portfolio. This process will involve teachers more closely with the assigning of papers and their supporting writing instruction for students. This level of involvement will make faculty and students more familiar not only with the process of writing assessment, but with the university values for college level writing.

At another level, the assessment process itself will impact the institutional process as more faculty are involved in assessment. Likely, the assessment process will require two levels of raters: first level raters will decide if papers are unsatisfactory (low), competent (middle), or proficient (high); second level raters will read all papers identified as unsatisfactory or proficient to confirm or deny those initial designations.

Initially, the WAC staff and the current team of writing assessors will probably serve as second level raters, and first level raters will be drawn from a variety of disciplines. To qualify as a first level rater, faculty will attend a workshop (provided by the WAC program) where they learn how to apply the assessment rubric to a variety of papers. As first level raters gain more experience and reliability (determined by their percentage of unsatisfactory and proficient ratings that are confirmed by second level raters) they will be identified and asked if they would be interested in working as second level raters. This will further increase the number of faculty who are intimately familiar with the writing assessment process.

Those who run the assessment program (WAC and Office of Analysis, Planning & Assessment) will have to develop a system with the registrar's office to identify when portfolios should be assessed—for example, one year from the anticipated date of graduation. They will also have to coordinate with OIS (or whoever manages LiveText) in order to insure raters have access to portfolios during assessment sessions.

Results and Impact on People/Culture of the Institution

Intended Outcome: Faculty will understand that 1) writing is a skill that takes several years, not a couple of courses, to develop to a competent level; 2) effective writing instruction must take place within the student's major; and 3) effective writing instruction involves intervention in the writing process by someone conversant with the writing values of the discipline.

Students will understand that writing is not something only related to English courses, but is a skill that is an essential part of all disciplines and is highly valued outside the academy.

Necessary Activities: Faculty will be involved as stakeholders in the development and implementation of a vertically integrated writing program and a university writing assessment program. This process will contribute to the conversation about writing and writing assessment that is already taking place on campus, but as people become more informed (workshops if needed) and more involved (teaching and assessing writing), current attitudes and beliefs that are the result of lore will slowly be replaced with current best understandings of what writing is and how it is best taught.

As students experience multiple courses in a variety of disciplines where faculty demonstrate the value they place on writing by actually helping students become better writers, students will begin to recognize that all disciplines use writing as a fundamental part of doing the work of those disciplines. Moreover, as the survey project begins to confirm that those who hire our students value writing, faculty will be better prepared to impress upon students that writing is a skill that is necessary for their careers and future

advancement. We have preliminary evidence to support this expectation. The survey project may also reveal that the experiences of alumni also supports what industry leaders and others who hire our graduates have to say about the importance of writing.

Sharable Products and Learning with Other Institutions

Intended Outcome: Conference presentations, scholarly articles, university writing assessment reports, survey results, etc., will serve as venues for producing sharable products and learning with others. Not only do we anticipate that such information as yearly writing assessment reports and survey results will be published on the university WAC site and thus made available to the public, but we expect that faculty from a variety of disciplines will have access to data that would allow them to write scholarly articles or conference presentations about writing within their disciplines.

Necessary Activities: Yearly writing assessment reports, discipline-based writing assessment reports, improved CLA and NSSE scores, and improved survey results over the years, will provide the raw data about our efforts to improve student writing. The WAC staff will certainly use some of this information for articles and conference presentations, but they are eager to work with faculty from other disciplines to help them craft similar works that address writing within their disciplines. The WAC office currently has a number of general resources about writing in the disciplines, and will continue to add to their library. Thus, the WAC program will also serve as a facilitator for helping other faculty with these endeavors.

Evidence of Sustained Commitment to and Sustainable Processes for Improving Student Learning

Intended Outcome: In order to create sustained and sustainable commitment to improving student writing, institutional changes will need to be made that provide 1) a structure for improved delivery of writing instruction, 2) a serious incentive for students to take writing seriously, and 3) the funds to pay for the assessment program.

Necessary Activities: Two components will serve as the motor to sustain a commitment to the improvement of student writing: 1) A vertically integrated writing program will provide the institutional structure for the delivery of writing instruction through all four years of undergraduate education; 2) A university wide writing assessment program that assesses all students and involves many faculty as raters in the assessment process will develop a momentum of its own, especially if this assessment is tied to graduation. A third necessary activity will be securing a reliable form of funds to pay for the assessment program, and a student assessment fee of \$20 at the beginning of the freshman year (or when students transfer from another institution) should provide adequate funds to pay for the assessment program. All of these coupled with the continued work of the WAC program to provide training, workshops, etc., will link improvement strategies with assessment that links back to further improvement strategies.

Storyboard 9: Keeping on Track

Results and Impact on Improved Student Learning

Student portfolios will need to be assessed within approximately a month of the end of a semester (for spring semester this would be during the month following graduation; for fall semester this could be over winter break or during the first few weeks of the spring semester) to accommodate spring and winter graduations (a student's portfolio should be assessed one year before the projected date of graduation). Portfolios will be assessed by a team of faculty raters over a weekend or two, and these sessions will be organized by the WAC staff. Since evaluation will be on LiveText, raters will need access to computers.

This can be accomplished by faculty bringing their own laptops, or by gaining access to one of the computer labs (preferably the laptop computer labs, such as the one in Grubbs Hall 304).

Raters will use the rubric developed by the Writing Task Force, and in order to become a rater, faculty will attend a training workshop with the WAC staff to become familiar with using the rubric. Once faculty have attended a workshop, they will be qualified to serve as a level one rater. At the beginning of each assessment session, raters will participate in a norming session. This will involve reading and rating several papers, comparing scores, and discussing differences. This will be done until raters are scoring within one point of each other on holistic and internal criteria scores.

A yearly report on spring and fall assessment outcomes will be prepared by the WAC office, and information will be distributed to various outlets as described above. Every second year, raters, WAC staff and the Director of the Office of Analysis, Planning & Assessment will meet to discuss the rating process to see if there are problems or how it could be improved.

Results and Impact on Teaching, Learning Environment, Institutional Processes

We need the ability to put all data—assessment scores (holistic and internal criteria), major, college—into a program that can generate information for specific departments or programs as well as for colleges. This will allow us to provide specific information about writing strengths and weakness back to various units. This will allow faculty in departments/programs to see what needs to be addressed. If they want assistance in strategizing how to address particular weakness, the WAC staff can meet with them for that discussion.

Who can make this program? OIS? Faculty in Computer Science? Is this simply an Excel spreadsheet issue?

Results and Impact on People/Culture of the Institution

Sharable Products and Learning with Other Institutions

Evidence of Sustained Commitment and Process

Storyboard 10: Communication & Shared Responsibility Plan

A Task Force on Writing is currently being formed so that work can begin next semester. The Task Force will consist of the WAC Director and Assistant Director, the Director of the Office of Analysis, Planning & Assessment, and representatives from all four colleges, included a Chair and a Dean. Moreover, representatives from each college will also head a focus group from their respective colleges to provide information, perspectives, and concerns back to the Task Force. The general charge to the Task Force is to examine the existing structure of writing instruction at PSU and propose effective changes that are in keeping with our institutional goals of quality education linked to effective, formative assessment.

The Task Force will have four objectives:

- Objective 1: Study vertical models of writing programs at other institutions.
- Objective 2: Develop a vertical model of writing instruction that is workable for PSU.
- Objective 3: Examine definitions or explanations of college writing and developing a definition for PSU.

Objective 4: Examine writing assessment programs at other institutions, and develop a program for PSU.

These objectives will be achieved according to the following calendar:

Task Force Calendar (tentative)

Spring Semester 2010 (planning)

Seven meetings spring semester (1/19-22; 2/1-5; 2/15-19; 3/1-5; 3/22-26; 4/5-9; 4/19-23)

- First meeting: Presentation of writing programs at PSU (Core Writing Director, WAC Directors, Technical Writing Program Director).
- Second, third, fourth: Examining vertical writing programs at other institutions.
- Fifth, sixth, seventh: Developing PSU's vertical writing program.

Fall Semester 2010 (researching and developing)

Five to seven meetings

- Two to three meetings researching definitions or explanations of college writing and developing a definition and assessment rubric for PSU.
- Three to four meetings researching writing assessment programs, and developing a program for PSU.

Spring Semester 2011 (explaining/promoting)

Four to five meetings fall semester for presentations to the following: Provost's Leadership Council, other university administrators, Faculty Senate, and PSU faculty.

Reports to the Provost at the end of each semester will keep the Provost apprised of our progress. We hope to have a plan that can be implemented by the end of spring semester 2011 and operational by the beginning of fall semester 2011. However, faculty resistance may put off implementation for another year as it may take time to work these changes through Faculty Senate.

**Attachment III
Career Services**

Assessment Goals, Objectives and Techniques
Office of Career Services
FY2010 – Year I

Mission Statement: The mission of the Office of Career Services is to proactively educate students and alumni to make informed career decisions and provide them with assessment, counseling, career courses, resources, along with consultation and employment-related services necessary to optimize their lifespan career development; to network with employers to generate leads; and to support institutional outcomes through employment data collection.

Co-curricular Goals & Objectives – Career Services

Goal 1: Students will identify a career direction.

Objective: Students will take career assessment inventories, particularly the *Do What You Are*.

Objective: Students will meet one on one with a career counselor for interpretation of assessment results and career planning.

Objective: Students and academic advisors will be aware of the Career Exploration course, PSYCH-230, and its particular relevance to students in the Exploratory Studies Program.

Objective: Students will know how to utilize a university catalog and identify academic degree plans.

Objective: Students will participate in an informational interview or job shadowing experience.

Objective: Student athletes will participate in *Career Fit*, a career development program for athletes. (Pending discussion with Intercollegiate Athletics.)

Objective: Students will select a major or be able to articulate a career direction.

Goal 1 Assessment Techniques:

- Freshmen Experience instructors will require completion of the *Do What You Are* and require attendance at the results interpretation session.
- Survey students about how interests, personality and values match academic majors.
- Survey students about participation in informational interviews or job shadowing experiences.
- Intercollegiate Athletics will require participation by all student athletes in *Career Fit*.

Outcomes:

- 95% of freshmen surveyed will be able to identify how their personality type impacts major and career choice.
- 25% of all students surveyed will be able to match their interests, personality and values to academic majors.

- 70% of students surveyed who have met with a career counselor will be able to match their interests, personality and values to academic majors.
- 25% of students surveyed will have participated in an informational interview or job shadow experience.
- 80% of student athletes will be able to articulate a career direction.

Goal 2: Students will have the knowledge to create a resume which meets industry standards.

Objective: Students will construct a well-organized, professional, error-free resume.

Objective: Students will successfully upload a resume into *Gorillas4Hire*.

Objective: Students will know appropriate resume formats.

Objective: Students will be able to successfully write an appropriate job objective.

Objective: Students will be able to write concise, meaningful job descriptions.

Objective: Students will have knowledge of the peer advising resume service.

Goal 2 Assessment Techniques:

- Collect pre- and post- peer advisor resume critiques.
- Survey students about knowledge of resume formats, job objectives and job descriptions.
- Survey students about knowledge of peer advising service.
- Survey students about knowledge of *Gorillas4Hire*.

Outcomes:

- 80% of surveyed students who have met with a peer advisor will have a well-organized, professional, error-free resume.
- 20% of all students surveyed will have a well-organized, professional, error-free resume.
- 20% of all students will have a resume uploaded in *Gorillas4Hire*.

Goal 3: Students will have the skills needed to conduct an effective job search.

Objective: Students will be able to successfully navigate job postings in *Gorillas4Hire*.

Objective: Students will know how to write a concise, targeted cover letter.

Objective: Students will participate in a mock interview.

Objective: Students will have knowledge of effective job search strategies.

Objective: Students will be familiar with the resources available in the Career Resource Center.

Objective: Students will attend career events on campus.

Objective: Students will have appropriate work references.

Objective: Students will attend company information sessions.

Goal 3 Assessment Techniques:

- Survey students on the use of Gorillas4Hire.
- Before and after cover letter and mock interview critiques.
- Pre- and post-survey at job search strategies presentations.
- Exit survey in Career Resource Center.

Outcomes:

- 80% of students surveyed will be able to successfully navigate job postings in *Gorillas4Hire*.
- 25% of students surveyed who have met with a peer advisor will have a concise, targeted cover letter.
- 75% of students surveyed who have participated in a mock interview will demonstrative effective interview skills.
- 50% of students surveyed will be familiar with the resources available in the Career Resource Center.

Other areas to be assessed in Career Services:

Employer Relations

Needs Assessment

Internships

Credentials

Student Employment

Employment Data Report (EDR)

Timeline for Assessment Plan Implementation for Career Services:

Year 1: Goals 1, 2, and 3

Year 2: Goals 1, 2, and 3; Add Needs Assessment

Year 3: Goals 1, 2, and 3; Add Internships and Employer Relations

Year 4: Goals 1, 2, and 3; Add Student Employment and Credentials

Year 5: Goals 1, 2, and 3; Add Employment

Attachment IV
First Year Programs

First Year Programs Assessment Plan 2009 – 2013

Mission Statement: First Year Programs provides programs and services to promote the successful transition of new students into a university environment.

Goals, Objectives and Techniques

Curricular Goals & Objectives – Freshman Experience

Goal 1: (Increase or Maintain – need data) the retention of freshmen enrolled in Freshman Experience to the third semester

Goal 1 Assessment Technique: Retention data to the third semester of students who complete FE available from OIS (as requested by Bob Wilkinson, but not yet completed)

Outcome: PSU will retain a percentage of students taking FE at a rate equal to or above the national average for retention of freshmen to the third semester for institutions of our type.

Outcome: PSU will retain a percentage of students taking FE at a rate equal to or above the retention rate of all PSU freshmen to the third semester.

Goal 2: Students will have the skills and knowledge of resources that will support the student's academic success

Objective: Students will be familiar with the physical campus (buildings, office locations)

Objective: Students will be able to successfully navigate the Angel system

Objective: Students will be able to successfully use the library's online research resources

Objective: Students will have the study skills necessary to be successful in a university course (note taking, reading comprehension, etc)

Objective: Students will be able to effectively use time management strategies

Objective: Students will understand university policies related to academic conduct

Objective: Students will understand and be able to apply appropriate means of communicating with instructors/faculty members

Objective: Students will establish that they have the technological literacy to be successful in the collegiate environment

Goal 2 Assessment Techniques:

- Student surveys inquiry about familiarity with/understanding of: the physical campus, study skills, time management, university policies, appropriate instructor communication
- Scores on the Angel assessment
- Scores on the Library assessment
- Proficiency scores on the CAT-1 assessment

Outcome: Students will show a 75% proficiency related to each of the assessment techniques.

Goal 3: Students will have knowledge of the co-curricular opportunities and resources available to support their academic success.

Objective: Students will be familiar with and participate in activities, organizations and events coordinated or supported by the Campus Activities Center

Objective: Students will be familiar with the services available through Career Services

Objective: Students will be familiar with the services available through the Student Health Center

Objective: Students will be familiar with the issues and challenges impacting college students including personal safety, wellness issues, alcohol use and abuse, and acquaintance rape

Objective: Students will have an appreciation of multicultural communication and its importance in the university, and greater, community

Objective: Students will have financial literacy

Goal 3 Assessment Techniques:

- Survey students about their participation in campus co-curricular activities and organizations
- Survey students about their knowledge of/use of campus resources available to them in Career Services and the Student Health Center
- Survey students about their knowledge of college student issues pertaining to personal safety, wellness, alcohol use and rape
- Survey students about their participation in campus events and organizations that increase multicultural knowledge

Outcomes:

- 75% of students will indicate they have participated in at least one co-curricular activity or event during the first semester.
- 90 % of students will indicate a knowledge and/or use of the services offered by Career Services and the Student Health Center.
- 90% of students will indicate a familiarity with the college student issues indicated above.
- 25% of students will indicate they have participated in at least one multicultural event during the first semester.

Goal 4: Students will understand the factors involved in effective major and career choice

Objective: Students will be able to apply decision making tools

Objective: Students will be able to identify how their own values impact major and career decisions

Objective: Students will understand personality type as a factor in major and career choice

Objective: Students in the Exploratory Studies plan will be able to identify programs that they are considering for future study, as well as the ways to explore these interest areas

Goal 4 Assessment Techniques:

- Collection of a sample of the decision making assignment
- Survey students about knowledge of how values and personality type can impact major selection and career decisions
- Survey ESP students for a list of areas of study being considered

Outcomes:

- 95% of students in FE sections sampled will have successfully completed the decision making assignment demonstrating the use of one of the decision making models introduced.
- 95% of students surveyed will be able to identify how their values and personality type impact major and career choice.
- 95% of ESP students will be able to list 2-5 areas of academic interest.

Goal 5: Students will be knowledgeable of the university's academic policies, coursework and enrollment procedures.

Objective: Students will be able to successfully use the university catalog to identify policies and procedures related to their academic progress

Objective: Students will understand the university general education coursework as it related to their intended major area of study

Objective: Students will have a 4-year enrollment plan (in the case of students in the Exploratory Studies Program, a 2-year plan with exploration plans will be sufficient)

Objective: Students will be able to successfully enroll using the Gorilla User System (GUS)

Goal 5 Assessment Techniques:

- Assessment questions on student survey that indicate familiarity with university catalog and academic policies and procedures
- Survey students understanding of the purpose, value and successful completion of the general education requirements
- Collection of a sample of the 4-year enrollment plan assignment from FE instructors; collection of same 2-year enrollment plan from ESP sections

Outcomes:

- 90% of students surveyed will be familiar with university policy as it relates to academic policies and procedures located in the university catalog.
- 80% of students surveyed will be able to identify the purpose of the general education program.
- 90% of students will have a 2 or four year enrollment plan as appropriate.

Goal 6: Students will see their Freshman Experience instructor as a mentor who cares about their success

Goal 6 Assessment Technique: Student survey asking how they feel about their FE instructor

Outcome: No less than 95% of students will indicate that their FE instructor treated them with respect and courtesy, was available to talk to about personal matters, and that they would have felt comfortable going to the instructor with a personal problem.

Other Areas to be Assessed in First Year Programs:

Transitions

Exploratory Studies Program

Academic Advisor Training and Development

Pitt Encouragement and Educational Resource Specialist (PEERS) Program

Timeline for Assessment Plan Implementation for First Year Programs

Year 1: Freshman Experience Goals 1, 2 and 6

Year 2: Freshman Experience Goals 1, 2, 3 and 6; Add Transitions and PEERS Program

Year 3: Freshman Experience Goals 1, 2, 4, and 6; Add Exploratory Studies Program

Year 4: Freshman Experience Goals 1, 2, 5 and 6; Add Advisor Development Program

Attachment V
NSSE Data



NSSE 2009 Mean Comparisons^a
Consortium for the Study of Writing in College
Pittsburg State University

Pitt State

Pitt State compared with
CSWC

Consortium for the Study of Writing in College Questions

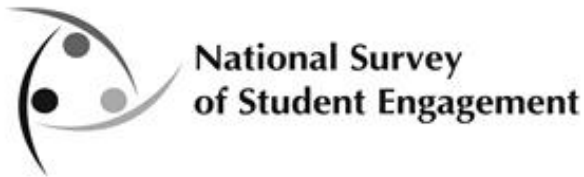
Refer to the CSWC consortium codebook for response option values.

	Variable	Class	Mean	Mean	Sig. ^b	Effect size ^c
During the current school year, for how many of your writing assignments						
1. have you done each of the following?						
1a.	Brainstormed (listed ideas, mapped concepts, prepared an outline, etc.) to develop your ideas before you started drafting your assignment	SWC0901A	FY	3.42		
			SR	3.13		
1b.	Talked with your instructor to develop your ideas before you started drafting your assignment	SWC0901B	FY	2.96		-.06
			SR	2.98		
1c.	Talked with a classmate, friend, or family member to develop your ideas before you started drafting your assignment	SWC0901C	FY	3.27		-.04
			SR	3.30		
1d.	Received feedback from your instructor about a draft before turning in your final assignment	SWC0901D	FY	3.31		-.05
			SR	3.07		
1e.	Received feedback from a classmate, friend, or family member about a draft before turning in your final assignment	SWC0901E	FY	3.10		-.12
			SR	3.05		
1f.	Visited a campus-based writing or tutoring center to get help with your writing assignment before turning it in	SWC0901F	FY	2.06		.02
			SR	1.82		
1g.	Used an on-line tutoring service to get help with your writing assignment before turning it in	SWC0901G	FY	1.73		.05
			SR	1.50		
1h.	Proofread your final draft for errors before turning it in	SWC0901H	FY	4.38		.11
			SR	4.32		

^a Weighted by gender, enrollment status, and institution size.

^b * p<.05, ** p<.01, ***p<.001

^c Mean difference divided by the pooled s.d.



NSSE 2009 Mean Comparisons^a
Consortium for the Study of Writing in College
Pittsburg State University

			Pitt State	<i>Pitt State compared with</i> CSWC		
Consortium for the Study of Writing in College Questions						
<i>Refer to the CSWC consortium codebook for response option values.</i>						
	<i>Variable</i>	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig.^b</i>	<i>Effect size^c</i>
2. During the current school year, in how many of your writing assignments did you:						
2a. Narrate or describe one of your own experiences	SWC0902A	FY	2.80	2.75		.05
		SR	2.60	2.50		.10
2b. Summarize something you read, such as articles, books, or on-line publications	SWC0902B	FY	3.16	3.24		-.08
		SR	3.17	3.18		.00
2c. Analyze or evaluate something you read, researched, or observed	SWC0902C	FY	3.36	3.59		-.26
		SR	3.50	3.62		-.13
2d. Describe your methods or findings related to data you collected in lab or field work, a survey project, etc.	SWC0902D	FY	2.82	2.84		-.02
		SR	3.00	2.90		.08
2e. Argue a position using evidence and reasoning	SWC0902E	FY	2.92	3.35		-.41
		SR	2.78	3.12		-.29
2f. Explain in writing the meaning of numerical or statistical data	SWC0902F	FY	2.30	2.36		-.05
		SR	2.52	2.50		.02
2g. Write in the style and format of a specific field (engineering, history, psychology, etc.)	SWC0902G	FY	2.57	2.77	*	-.16
		SR	3.10	3.20		-.07
2h. Include drawings, tables, photos, screen shots, or other visual content into your written assignment	SWC0902H	FY	2.36	2.40		-.04
		SR	2.84	2.80		.03
2i. Create the project with multimedia (web page, poster, slide presentation such as PowerPoint, etc.)	SWC0902I	FY	2.46	2.43		.03
		SR	3.06	2.89	*	.15

^a Weighted by gender, enrollment status, and institution size.

^b * p<.05, ** p<.01, ***p<.001

^c Mean difference divided by the pooled s.d.



NSSE 2009 Mean Comparisons^a
Consortium for the Study of Writing in College
Pittsburg State University

Consortium for the Study of Writing in College Questions

Refer to the CSWC consortium codebook for response option values.

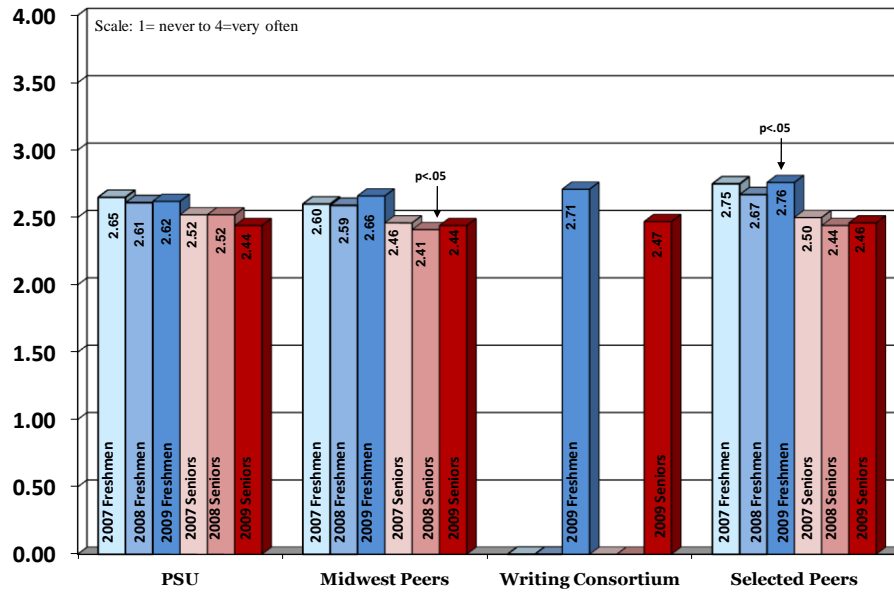
	Variable	Class	Pitt State compared with CSWC		
			Pitt State Mean	Mean	Sig ^b Effect size ^c
During the current school year, for how many of your writing assignments					
3. has your instructor done each of the following?					
3a. Provided clear instructions describing what he or she wanted you to do	SWC0903A	FY	4.00	3.93	.09
		SR	3.87	3.91	-.05
3b. Explained in advance what he or she wanted you to learn	SWC0903B	FY	3.83	3.71	.12
		SR	3.58	3.69	-.11
3c. Explained in advance the criteria he or she would use to grade your assignment	SWC0903C	FY	3.89	3.86	.03
		SR	3.80	3.86	-.06
3d. Provided a sample of a completed assignment written by the instructor or a student	SWC0903D	FY	3.15	2.91	**
		SR	2.77	2.68	.07
3e. Asked you to do short pieces of writing that he or she did not grade	SWC0903E	FY	2.42	2.71	-.25
		SR	2.15	2.19	-.03
3f. Asked you to give feedback to a classmate about a draft or outline the classmate had written	SWC0903F	FY	2.87	3.04	*
		SR	2.16	2.22	-.05
3g. Asked you to write with classmates to complete a group project	SWC0903G	FY	2.64	2.66	-.02
		SR	2.77	2.69	.07
3h. Asked you to address a real or imagined audience such as your classmates, a politician, non-experts, etc.	SWC0903H	FY	2.70	2.83	-.10
		SR	2.66	2.52	.12
Which of the following have you done or do you plan to do before you					
4. graduate from your institution?					
4a. Prepare a portfolio that collects written work from more than one class	SWC0904A	FY	.12	.14	-.05
		SR	.26	.19	*
4b. Submit work you wrote or co-wrote to a student or professional publication (magazine, journal, newspaper, collection of student work, etc.)	SWC0904B	FY	.08	.05	.14
		SR	.10	.09	.04

^a Weighted by gender, enrollment status, and institution size.

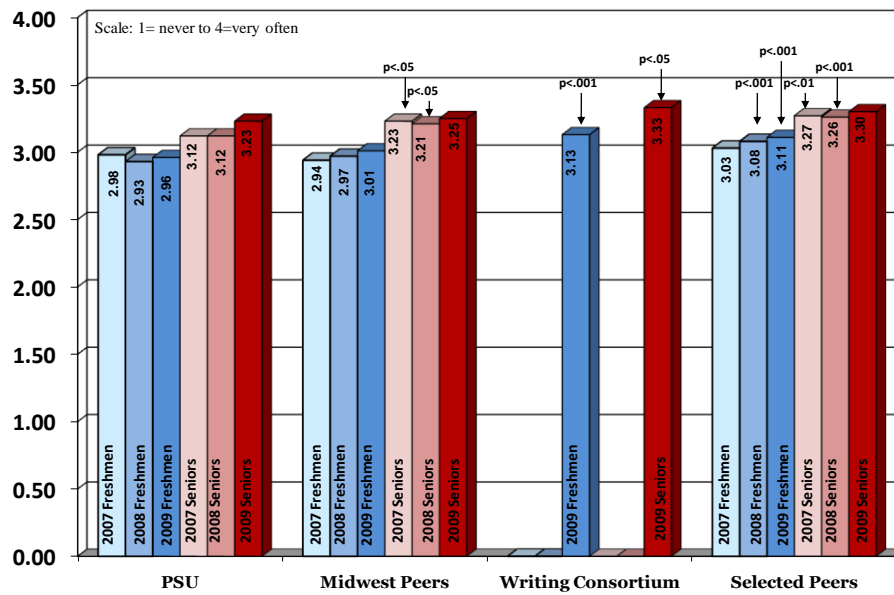
^b * p<.05, ** p<.01, ***p<.001

^c Mean difference divided by the pooled s.d.

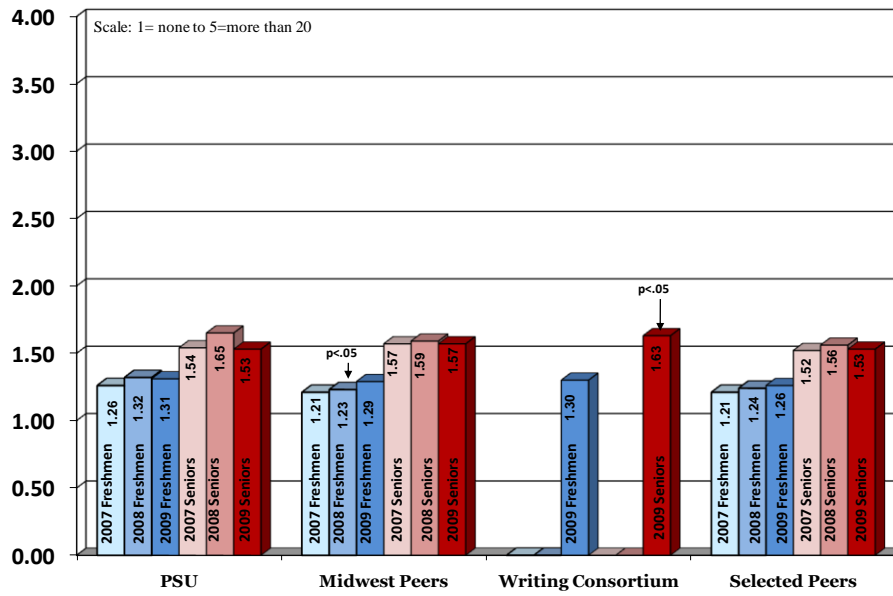
Prepared two or more drafts of a paper before turning it in



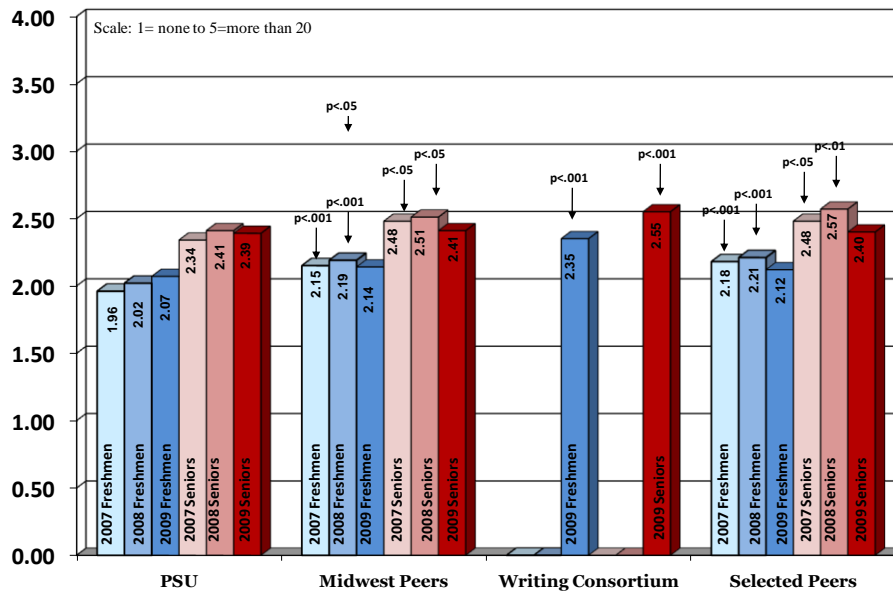
Worked on a paper or project that required integrating ideas or information from various sources



Number of written papers/reports of 20 pages or more



Number of written papers/reports between 5 and 19 pages



Number of written papers/reports of fewer than 5 pages

