

FRESHMAN ORIENTATION COURSE  
 NARRATIVE SUPPLEMENT to  
 ASSESSMENT REPORT 5-14-07  
 Paula Bloch

**Introduction:**

The attached assessment goals for the Introduction of University Life Course have changed from those of the previous years. The focus of these goals is on student learning opposed to course teaching goals. The Introduction of University Life course outcome goals are being centrally monitored and analyzed through the Comprehensive Learning Center in conjunction with the Division of Student Affairs and Institutional Diversity to assure that each course section accomplishes a core set of learning outcomes and educational experiences for all students in accordance with: The Policy Center of the First Year of College and the National Resource Center of The First-Year Experience and Students in Transition standards of best practices; the Association of American Colleges and Universities (AAC&U) Liberal Education goals pertaining to the acquisition of practical skills; and the expectations of the North Central Association Commission on Accreditation and School Improvement (NCA CASI)

These learning outcomes reflect what students should know or do better resulting from exposure to materials, activities, and instructional strategies associated with the course. They are:

1. Students will demonstrate their knowledge of how and where to access information and services that promote student learning at the university
2. Students will demonstrate knowledge of the university's internal structure, policies, and procedures that impact student degree attainment (e.g., knowledge of general education requirements, course grading policy, university grading system, college requirements, etc.)
3. Students will demonstrate ability to access information and use technology in a manner that supports their ability to meet course assignment requirements (i.e., how to collect and evaluate information; ability to use campus net, navigate CSU website, e-mail, and WebCT/Blackboard; compose a paper in Microsoft Word and send it as an attachment to instructor, etc.)
4. Students will demonstrate satisfactory levels of oral communication and written competency through written course assignments and presentations.
5. Students will learn important academic learning strategies and personal, intellectual, social development skills that will enhance their academic success and human potential

Accordingly, some uniformity in structure and content must exist with explicit and measurable learning outcomes in order to assess properly these outcomes associated with the course. The following assessment protocol and instruments listed in the table below were adapted for collecting data on student learning outcomes associated with the course's objectives.

ASSESSMENT ACTIVITY <sup>1</sup>	INDIRECT/DIRECT MEASURES	MODE OF COLLECTION	SOURCE
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<sup>1</sup> See attached assessment documents

Oral and Information Literacy Skills Competency <sup>2</sup> Assessment	Direct: This instrument was chosen because it provides a scoring rubric that specify standards to base instructors assessment of student learning in this area	Instructor assessment of each individual student	Summer Institute on First-Year Assessment
Electronic Course Reflection Prompts <sup>3</sup>	Indirect	E-mail (Qualitative Data)	Summer Institute on First-Year Assessment
Comprehensive Learning Center Program Evaluation Form <sup>4</sup>	Indirect	Student Evaluation	Adopted from the College Student Report/ Summer Institute on First-Year Assessment

To date only one of two of these instruments were piloted this year: the Comprehensive Learning Center Program Evaluation and the Electronic Course Reflection Prompts. The percentages reported in the assessment report are based on rating responses from the Comprehensive Learning Center Program Evaluation. The Electronic Course Reflection Prompts were only administered once this semester. The planned data collection method for this assessment was to randomly select students from the population of students enrolled in the Introduction to University Life Course and send questions about their course experience throughout the semester. A timetable for this data collection process is now in place for fall 2007.

The Oral and Information Literacy Skills Competency Assessment was not used across all sections this year. In hindsight, additional instructor training was needed in using this assessment. The Director for the Comprehensive Learning Center is consulting and working with the Rosemary Sutton, Director of Assessment on these assessment instrumentation and administration issues. The current data reported in this document is based on both fall 2006 and spring 2007. There were many more respondents in spring 2007 (c. 60% of enrolled students) than in fall 2006 (c. 22%). In most cases, the percentages were significantly higher in spring. It is unclear why the disparities exist. It will be more appropriate to judge at the end of Fall 2007 when the response rate should be higher.

#### **Status of Previous Year Assessment Plans:**

- Cleveland State University did not participate in the First Year Initiative Study as scheduled
- The pre/post test questionnaire developed by the Coordinator of the Freshmen Orientation Course was not administered this year in order to pilot and assess the viability of other assessment instruments
- The Myers Briggs Type Inventory (MBTI) was mentioned along with several other course assignments (goal two, outcome number one). Its individual contribution to the outcome's findings was not clear. Additionally, the center's director had concerns about the qualifications of instructors beyond the Coordinator of the Freshmen Orientation Course to interpret the assessment results to students (This is a psychological assessment). The director made the decision to suspend the use of this instrument until we were able to develop a strategy for properly administering this instrument to all students and clearly identify this inventory's contribution to the overall reporting of student learning outcomes.

<sup>2</sup> Some of the terminology used in several of the oral and information literacy items were edited slightly for use at Cleveland State University

<sup>3</sup> Some of the terminology used in the course reflection prompts were edited slightly for use at Cleveland State University

<sup>4</sup> Several outcomes were developed and added to capture goals specific to Cleveland State University



<b>Program:</b> Freshman Orientation Course	<b>Completed By:</b> Paula Bloch
<b>Department:</b> Comprehensive Learning Center	<b>Date:</b> May 14, 2007

<b>Goal 1: Students will demonstrate their knowledge of how and where to access information and services that promote student learning at the university.</b>				
<b>Outcomes</b>	<b>Research Methods</b>	<b>Findings<sup>i</sup></b>	<b>Review</b>	<b>Actions</b>
Goal will be met when 80% of students can locate campus resources.	Each section is quizzed on locations or has to have evidence of visiting various locations.	<b>Fall 2006: 67% mastery *</b> <b>Spring 2007: 86.41%</b>	The coordinator and instructors review results on a semester by semester basis, as well as yearly review.	More deliberate instruction in Spring 2007 yielded higher rate of completion.
Goal will be met when 70% report an increased connection to faculty.	Students' rating responses to the faculty connection question on the CLC program evaluation concerning the course's contribution to increasing their connection with faculty are analyzed.	<b>Fall 2006: 49%</b> <b>Spring 2007: 69.12%</b>	Coordinator and Director of CLC review students' responses to faculty connection question. Based on the review, the coordinator further analyzes the composition of the course's instructional teach (faculty, staff, graduate assistant) and course activities.	Students and course instructors Are developing additional activities that allow for more interaction. For Fall 2007, the size of sections has been reduced to 25 (rather than 30+) to ensure more student/instructor contact.
Goal will be met when 90% of students understand faculty and university expectations.	Students' rating responses on course's contribution to their understanding of faculty and university expectations questions on the CLC program evaluation are analyzed. Note: Some sections have students interview professors on topic (data not available for reporting).	<b>Fall 2006: 72.2%</b> <b>Spring 2007: 86.41%</b>	The coordinator and instructors review results on a semester by semester basis as well as yearly review. The Director of the Comprehensive Learning Center reviews this information as well.	Adjustments in course delivery will be made accordingly. The CLC evaluation will be used Fall 2007 as pre/post test.



<b>Goal 2: Students will demonstrate knowledge of the University's internal structure, policies, and procedures that impact student degree attainment.</b>				
<b>Outcomes</b>	<b>Research Methods</b>	<b>Findings</b>	<b>Review</b>	<b>Actions</b>
Goal will be met when 90% of students understand the General Education requirements.	Each student is asked to fill out a personal check sheet of his/her requirements. Students' rating responses on course's contribution to their understanding the General Education requirements question on the CLC program evaluation are analyzed.	<b>Fall 2006: 63%</b> <b>Spring 2007: 86.41%</b>	Instructors and advisors review students' mastery.	Instructors and advisors (some overlap of personnel here) collaborate in assuring student awareness on requirements.
Goal will be met when 90% of students understand the structure and policies of the university.	Each section reviews those policies that most often affect freshmen. Each student is asked to fill out a personal check sheet of his/her requirements. Students' rating responses on the course's contribution to their understanding of the structure and policies of the university question on the CLC program evaluation are analyzed.	<b>Fall 2006: 53.1%</b> <b>Spring 2007: 86.41%</b>	Instructors review students' level of mastery.	The mid-term assessment review of GPA of students in sections (added to Fall 2006) has helped clarify the policies and procedures needed for students' to improve their GPAs.



**Goal 3: Students will demonstrate ability to access information and use technology.**

Outcomes	Research Methods	Findings	Review	Actions
Goal will be met when 90% of the students are able to navigate the Library website and are able to produce a well-formatted paper and use email and WebCT.	Students complete a Library assignment that measures ability to navigate Scholar and OhioLink and a formal paper written outside of class on a topic to be determined by the instructor. Students' rating responses on course's contribution to their ability to use computer and information technology question on the CLC program evaluation are analyzed.	<b>Fall 2006: 43%</b> <b>Spring 2007: 60.49</b>	Students were surveyed by the Library and results are reviewed by Library instruction and coordinator. Papers are reviewed by instructors and coordinator.	More emphasis has been placed on formatting academic papers and sending them as attachments. More is to be done on WebCT.



**Goal 4: Students will demonstrate satisfactory levels of oral communication and written competency.**

Outcomes	Research Methods	Findings	Review	Actions
Goal will be met when 80% of students can communicate clearly in writing and speaking.	Each section requires written and oral projects. Students' rating responses on the course's contribution to their ability to write clearly and effectively question are analyzed.	<b>Fall 2006: 42%</b> <b>Spring 2007: 60.48%</b>	The coordinator and instructors review results on a semester by semester basis, as well as a yearly basis.	More deliberate instruction in Spring 2007 yielded higher rate of completion. More oral reports are required.
Goal will be met when 80% of students demonstrate critical thinking skills.	Students are required to complete textbook exercises and write papers exhibiting college-level thinking skills. Students' rating responses on the course's contribution to their ability to developing critical thinking skills question are analyzed.	<b>Fall 2006: 57%</b> <b>Spring 2007: 67.89%</b>	The coordinator and instructors review.	More specific assignments will be developed for Fall 2007.

<sup>i</sup> Percentages are based on students' responses to related questions on the CLC program evaluation form. Rating scale ranges from 5 to 1 (5 = greatly, 4 = quite a bit, 3 = some, 2 = not much, and 1 = not applicable).

## INTRODUCTION TO UNIVERSITY LIFE ASSESSMENTS

### INTRODUCTION TO UNIVERSITY LIFE ELECTRONIC COURSE REFLECTION PROMPTS

Send to students via email throughout the semester include:

Timeline:

Month/Date	Prompt	Sent (Y=yes, N=no	% of Response Received	Date
October/February	❖ What was the most useful or meaningful thing you learned in this course thus far?			
October/March	❖ What was one of your greatest achievements in this course?			
November/April	❖ In what area did you improve the most? What improvement(s) did you make?			
December/May	❖ Describe something major that you've learned about yourself in this course?			
January/June	❖ List three ways you think you have grown or developed personally and academically as a result of this course.			