

Core Competencies Learning Outcomes – An Analysis

Analysis of Results

In Written and Oral Communication, the second year students have relatively low success rates. HE252 skews the success rate for both groups downward, warranting a discussion on the standard for success. With the disparities, this outcome requires norming of standards.

For Critical Thinking, the percentages are very high for both the under 45 and over 44 groups, except where math sections were assessed. Due to this disparity, the aggregated number for the outcome is unusable. Serious discussion will be required here, with perhaps the split of critical thinking from problem solving. The success rates over all for students above is extremely high, with those below at a more expected level.

It would seem that our students already have a college-level education in the outcomes associated with Diversity. This is likely due to the sections assessed, which do not provide a comprehensive look at student accomplishment. As more sections are included, it is likely that discussion of standards needs to happen.

The Information Literacy outcome has a high success rate for both the first year and second year students. So much so that this area requires attention to the standard even though there is a nice diversity of sections assessed. Either this area may be the least understood for instructors, or the mix of courses happens to breed high success rates due to the importance and attention information literacy is given in those sections. The exception seems to be CS120, which show a more expected success gap. Over all, the results of this outcome show predictable success rates that fall into expected rates of student success.

For the outcome of Wellness and Responsibility, the outcome, “Can a student complete work for the course?” was the favorite of the instructors. This was likely due to the concrete nature of the student result and success. The findings however, do not yield a definitive result of learning and this may be a pre-college expectation. The outcome should be reviewed and discussed.

Conclusion

For the number of assessments, the difference in the overall success rate may be significant between the two groups. It clearly shows that students nearing completion have a higher success rate on the general education learning outcomes. By examining the assessment program more deeply, a number of changes can be identified with the results being more meaningful and better guiding improvement.

Data Findings

For the period in question, 1,971 assessments were conducted. Students were disaggregated into two groups - 1,143 students under 45 credits (presumably first-year), and 828 over 44 credits (second year students). The pass rate for second year students was 81%, having not set a meaningful benchmark, the analysis cannot state that this is an acceptable mark. For first year students, the overall pass rate was 74%.

In each of the five general education learning outcomes, the following characteristics are found:

Written and Oral Communication: 217 students were over 44 credits with a 67% success rate, to 119 under 45 with a 61% success rate. GPA between the groups were similar. Students over 44 credits have earned on average 78 credits.

Critical Thinking: 156 students were over 44 credits with a 92% success rate, to 128 under 45 with a 79% success rate. GPA between the groups were similar. Students over 44 credits have earned on average 84 credits.

Diversity Awareness: 150 students were over 44 credits with a 88% success rate, to 128 under 45 with a 85% success rate. GPA between the groups were slightly more divergent with the over group's gpa being consistently higher than those less than 45. Students over 44 credits have earned on average 101 credits.

Information Literacy: 281 students were over 44 credits with an 88% success rate, to 243 under 45 with a 83% success rate. GPA between the groups were slightly more divergent with the over group's gpa being consistently higher than those less than 45. Students over 44 credits have earned on average 99 credits.

Wellness and Responsibility: 339 students were over 44 credits with an 75% success rate, to 246 under 45 with a 74% success rate. GPA between the groups were slightly more divergent with the over group's gpa being consistently higher than those less than 45. Students over 44 credits have earned on average 93 credits.

Assessment Design and Parameters

This analysis covers five terms of General Education learning outcomes (a.k.a. Core Competencies) from Fall 2013 through Fall 2014. The system's initial design was completed by the end of Fall term, 2006. The design team consisted of the following members:

Cindy Lenhart - Education instructor

Doug Radke - Communication instructor

Cathy Muller - Math instructor

Gregg Berlie - English instructor

Margaret Mayer - Music instructor

Linc Debunce - Geography/Anthropology instructor

Jim Tomlinson - Criminal Justice coordinator

Alison Timmons - English instructor

Salient features include: Five outcomes, assessment across the curriculum, and instruction most closely aligned to the outcome would NOT assess that outcome. The idea being that assessment of learning applied to varying contexts is more valuable than single class performance.

In 2009, data acquisition transitioned from a home-grown system to the Learning Outcomes Manager. In 2014, a connection to student data was developed per the report design of the first design team.