



CCSU General Education Learning Outcomes 2008-09 Performance Report

Report prepared by Dr. Braden J. Hosch, Director of Institutional Research and Assessment, Feb. 2, 2010

Executive Summary

This document collects available evidence about undergraduate student performance on general education learning outcomes for undergraduate students at Central Connecticut State University (CCSU) to provide an overview of the extent to which students are meeting goals for learning approved by the faculty. Per the academic assessment policy adopted by the CCSU Faculty Senate in 2008, academic departments are responsible for assessing student learning outcomes in general education courses they offer in consultation with Academic Assessment Committee (AAC), which is responsible for coordinating the overall assessment program for general education.

Local measurements have been piloted throughout the past decade in most areas but such assessment practices have only become systematic in recent years, and for several outcomes, especially those added in 2008, local measurements have yet to be developed. Local measurements made by faculty appear to indicate highest levels of student performance in the areas of written communication and personal health, with 90% and 89% of students respectively performing at acceptable levels or higher. Lowest levels of performance were registered in the area of critical thinking and reading and in the area of scientific understanding, with 73% and 68% respectively performing at acceptable levels or higher.

In addition to local measures, CCSU also employs measurement instruments that compare the general education learning outcomes of CCSU students to other university students in the United States. These efforts are coordinated by the Office of Institutional Research and Assessment in consultation with the AAC. The Collegiate Learning Assessment (CLA) represents a direct external measure of student learning in selected outcomes. Indirect measures of student learning include the National Survey of Student Engagement (NSSE) and the Connecticut State University System (CSUS) Alumni Survey. In contrast to findings from some of the extant local measurements of general education outcomes, external instruments would appear to suggest that CCSU undergraduates exhibit strongest performance in the area of critical thinking and critical reading, while exhibiting lowest levels of performance or development in the area of social equity and justice in the U.S. and in the area of civic responsibility.

Because this report represents the first comprehensive attempt to aggregate measurements made by faculty across departments and because these measurement efforts are still incomplete, this initial summary of performance should likely be viewed as tentative and suggestive rather than definitive.

Recent efforts by departments and faculty who have participated in these more systematic assessment projects are to be commended for advancing this work, even as these efforts are extended to provide additional useful information. In addition to accelerating local measurement efforts in the areas of quantitative skills, social equity and justice in the U.S., and civic responsibility, the use of results from internal and external assessments to make adjustments deserves significant attention. Since the use of these results should be faculty-driven, the dissemination of this report and its supporting documents to CCSU faculty may prompt additional action based on data about student learning in general education.

Overall Summary of General Education Assessment Results

General Education Goals for Learning Outcomes	National Survey of Student Engagement ¹	CSU System Alumni Survey ²	Collegiate Learning Assessment	Direct Measurements by Faculty ³
To develop an appreciation for, and enhance understanding of, the arts and humanities	74% (no rank)	No information	Not applicable	73% acceptable or higher (Literary analysis only)
To develop global awareness, historical perspective, and appreciation of social and cultural diversity in the world	51% (13 out of 16)	66% (8 out of 10)	Not applicable	74% acceptable or higher (foreign language only)
To develop scientific understanding of the natural and social worlds	Not applicable	60% (9 out of 10)	Not applicable	68% acceptable or higher
To develop critical thinking and critical reading skills	86% (1 out of 16)	83% analytical thinking (3 out of 10) 79% critical thinking (4 out of 10)	Seniors adj. percentile: 63 (2008) 98 (2009)	73% acceptable or higher
To strengthen writing and communication skills	75% writing (6 out of 16) 74% speaking (8 out of 16)	72% writing (6 out of 10) 76% speaking (5 out of 10)	Seniors adj. percentile: 63 (2008) 98 (2009)	90% acceptable or higher (writing only)
To strengthen quantitative skills	77% (5 out of 16)	56% (10 out of 10)	Not applicable	No information
To develop information fluency and computer literacy	81% (3 out of 16)	65% (7 out of 10)	Not applicable	78% acceptable or higher
To foster personal health and fitness through a wellness model	50% (no rank)	Not applicable	Not applicable	89% acceptable or higher
To recognize issues of social equity and social justice in the United States	51% (13 out of 16)	66% (8 out of 10)	Not applicable	No information
To develop and encourage the practice of civic responsibility	39% comm.. welfare (15 out of 16) 40% voting (14 out of 16)	Not applicable	Not applicable	No information
General education overall	82% (2 out of 16)	Not applicable	Not applicable	Not applicable
Learning in the major / work-related skills	74% (8 out of 16)	86% (1 out of 10)	Not applicable	Not applicable

¹ Most NSSE items are from a block of questions that ask students to report the extent has their experience at the institution contributed to knowledge, skill and personal development in various areas. Percentages represent the sum of seniors responding "very much" and "quite a bit" in 2009; item rank refers to the 2009 rank in this block of items. For Arts& Humanities, the NSSE item is the percentage of seniors reading books for pleasure, and for personal health and development, the item is the percentage of seniors who report exercising very often and often.

² The CSU Alumni Survey presents a block of questions that ask respondents to indicate the extent to which ten abilities were enhanced by their CCSU education.

³ 2008-09 was a pilot year for measuring general education outcomes at the course level across the university. Percentages represent an aggregation of faculty evaluations about student performance at acceptable levels or higher. Data presented here include only measurements from 2008-09.

Summary of Local Assessment Points

Number	GE Objective	Current Measurements	Planned Measurements
AH1.	Engage in literary, philosophic, and artistic expression;	No measurements reported	TH 110, 111, 121
AH2.	Engage in literary, philosophic, and artistic response;	No measurements reported	TH 110, 111, 121
AH3.	Engage in literary, philosophic, and artistic analysis;	ENG 200-level	TH 110, 111, 121
AH4.	Engage in literary, philosophic, and artistic evaluation.	No measurements reported	TH 110, 111, 121
GHD1.	Analyze an issue from the perspective of another cultural tradition or historical period;	No measurements reported	ANTH 140
GHD2.	Understand and respect cultural differences;	No measurements reported	ANTH 140
GHD3.	Read, write, speak, and understand a foreign language at an enhanced level.	Language courses 112 (Chinese, French, German, Italian, Japanese, Spanish)	
SU1.	Explain how scientists think, work, and evaluate the natural and social world;	BMS 111, BMS 113* CHE 161, CHE 163 ESCI 121, 122, 128, 178, 179 PSY 112, 236	ANTH 140
SU2.	Use techniques such as controlled observation, experiment, mathematical analysis of data, and production and interpretation of graphical and tabular data presentation;	BIO 121 BMS 111, BMS 113* ESCI 129, 178, 179 CHE 161, CHE 163 PSY 281	--
SU3.	Demonstrate knowledge and appreciation of the natural and social world.	ESCI 121, 122, 128, 178, 179 CHE 161, CHE 163	--
CRT1.	Define a problem;	ENG 110 ENG 200-level	--
CRT2.	Assemble evidence to support a conclusion;	ENG 110 ENG 200-level	--
CRT3.	Assess the validity of a sustained argument;	ENG 110 ENG 200-level	--
CRT4.	Analyze information to uncover underlying meanings, structures, and patterns.	ENG 110 ENG 200-level	--
WC1.	Develop a chosen topic,	ENG 110	--
WC2.	Organize specifics to support a main idea,	ENG 110	--
WC3.	Use proper grammar,	ENG 110	--

Number	GE Objective	Current Measurements	Planned Measurements
WC4.	Address a particular audience,	ENG 110	--
WC5.	Revise and edit to produce focused and coherent texts.	ENG 110	--
QS1.	Apply mathematical and statistical techniques as a means of analysis within a variety of disciplines	No measurements reported	No plans reported
QS2.	Assess the strengths and weaknesses of these techniques of analysis.	No measurements reported	No plans reported
IFC1.	Locate, evaluate, and effectively use information from a variety of sources;	LSC 150	--
IFC2.	Use computers for research, analysis, and expression;	CS 113 LSC 150	--
IFC3.	Analyze the effects of information technology on society.	LSC 150	--
PHF1.	Develop and/or maintain a level of physical activity and nutrition that meets public health standards;	PE 144	--
PHF2.	Construct and implement a fitness/wellness program to improve quality of life and longevity;	PE 144	--
PHF3.	Apply behavior modification strategies to maintain healthy lifestyle habits and psychological well-being;	PE 144	--
PHF4.	Build a personal awareness of, and positive attitude towards, healthy living.	PE 144	--
SEJ1.	Recognize the diverse forms and effects of social and economic inequality;	No measurements reported	CRM 110
SEJ2.	Understand bias and discrimination based on individual and group factors such as race, color, religious creed, age, sex, national origin, ancestry, sexual orientation, and mental or physical disability.	No measurements reported	CRM 110
CR1.	Involve oneself in campus, local or other communities;	No measurements reported	CRM 110
CR2.	Take a public stance on a community issue (either in a classroom or public setting);	No measurements reported	No plans reported
CR3.	Understand and analyze public issues and public affairs from the perspective of the larger community.	No measurements reported	No plans reported

Departments that have reported some plans to measure general education outcomes in specific courses but have not linked courses to new general education outcomes: Art, Design (Graphic / Information), Music, Political Science, and Sociology.

Departments that have not reported measuring general education student learning outcomes in their courses: Communication, Economics, Geography, History, Mathematical Sciences, Philosophy, Physics (excluding Earth Sciences).

Summary of How Results Are Used

General Education Goals for Learning Outcomes	Notes about Objectives Covered	Reported Use of Results
To develop an appreciation for, and enhance understanding of, the arts and humanities	AH3. Literary analysis only	The English Department Assessment Committee plans to recommend to the English Department as whole a concentrated focus on the incorporation of quotation in analysis.
To develop global awareness, historical perspective, and appreciation of social and cultural diversity in the world	GHD3. Foreign language only	In an effort to improve teaching General Education courses, the Modern Languages Department has introduced online workbooks in French, Italian and Spanish. These workbooks expand the availability of online tutorials and trial tests which can be accessed from off campus over the internet. Future assessment of language outcomes will use a standardized, computer-mediated test developed by the department which will be used across languages.
To develop scientific understanding of the natural and social worlds	Relate primarily to natural science, not social science	Earth Sciences faculty are increasing the length of geology lab time from 2 to 3 hours and are moving away from commercial lab exercises, replacing them with their own; they are also re-examining how key concepts are presented by moving to more inquiry-based lab activities. The Biomolecular Sciences Department is adjusting its assessment instrument to align with new general education outcomes. Pilot projects in the Departments of Biology, Chemistry, and Psychology are being adjusted and continued.
To develop critical thinking and critical reading skills	Not specifically linked to objectives	For English 110, the English Department plans to develop a greater consensus regarding the nature of conventions and style as well as the most appropriate and effective pedagogical means of addressing those elements in the English 110 classroom.
To strengthen writing and communication skills	Not specifically linked to objectives None related to spoken communication	The Department Assessment Committee has recommended the following actions to the English Department: (1) Create exemplars to illustrate the various levels for all of the criteria in the rubric, but especially for conventions and style. (2) Conduct norming discussions and training on using the rubric and the exemplars. (3) Develop a greater consensus regarding the nature of conventions and style as well as the most appropriate and effective pedagogical means of addressing those elements in the English 110 classroom.
To strengthen quantitative skills	No objectives covered	No use of results reported
To develop information fluency and computer literacy	All objectives covered	Library instructors reflected upon LSC 150. Suggestions for adjustments included more assignments to practice citing sources correctly and additional reading assignments. Interactive course features and presentations were deemed effective at engaging students. Instructors also suggested increasing the number of assignments regarding plagiarism and intellectual property.
To foster personal health and fitness through a wellness model	All objectives covered	Instructors reflected on the results from their own PE 144 classes. Responses included pedagogical adjustments to emphasize lab activities, the addition of more post-testing, and introduction of the behavior modification process earlier in the semester.
To recognize issues of social equity and social justice in the United States	No objectives covered	No use of results reported
To develop and encourage the practice of civic responsibility	No objectives covered	No use of results reported

Arts & Humanities

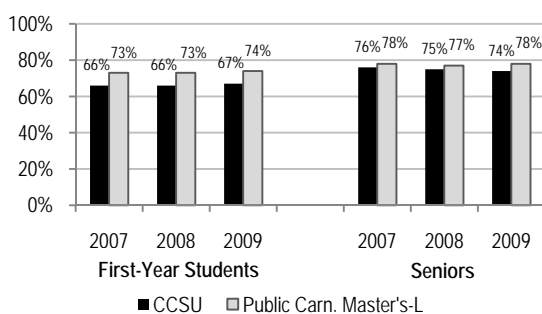
Goal: To develop an appreciation for, and enhance understanding of, the arts and humanities

Relevant outcomes include the ability to:

- AH1. Engage in literary, philosophic, and artistic expression;
- AH2. Engage in literary, philosophic, and artistic response;
- AH3. Engage in literary, philosophic, and artistic analysis;
- AH4. Engage in literary, philosophic, and artistic evaluation.

National Survey of Student Engagement

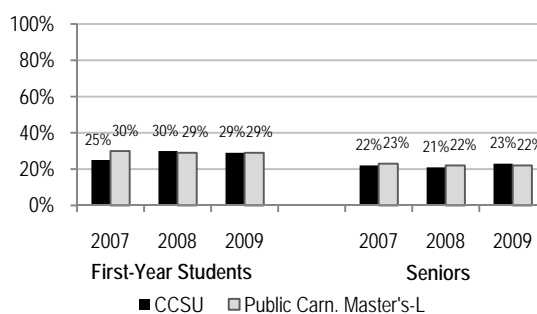
During the current school year, about how many books have you read on your own (not assigned) for personal enjoyment or academic enrichment? (Percent responding one or more)



Item ranking among learning outcomes unavailable

National Survey of Student Engagement

Attended an art exhibit, play, dance, music, theater, or other performance (Percent responding "very often" or "often")



Item ranking among learning outcomes unavailable

Local Results

Assessment Methods

The English Department has undertaken a broad-based assessment project of all students in literature courses. As final papers were graded, instructors also evaluated them for the quality of six criteria: thesis, reading of literature, use of quotations, argument, context, and secondary material. These criteria were aligned with general education outcomes for critical thinking (CR1 – 4) and one for Arts & Humanities (AH3. Engage in literary analysis). Results presented here are from 200-level English courses (excluding ENG 298) and include all majors because significant differences were not observed between English majors and other majors.

Findings

	Students Evaluated (N)	Performance Level					Pct Acceptable or above
		Exemplary	Good	Acceptable	Below Acceptable	Poor	
AH3. Engage in literary analysis	773	11%	24%	38%	19%	8%	73%

Use of Results

More than twice the proportion of students (8%) was rated at the lowest level for literary analysis than the proportion rated at the lowest level for analyzing information overall (4% -- see CRT 4 below under Critical Thinking). This seems to warrant further investigation as the two rubric components that are aligned with AH3 (Engage in literary analysis) are the use of quotations and the evaluation of the relationship between a literary work and its context. These are closely related elements of the analysis expected within literature courses and are likely to be improved by a concentrated focus on the incorporation of quotation in analysis. The English Department Assessment Committee plans to recommend to the English Department as whole just such a focus so it is likely that the General Education Outcomes will benefit from the efforts being proposed for the major level as well.

Global Awareness, Historical Perspective, & Diversity Awareness

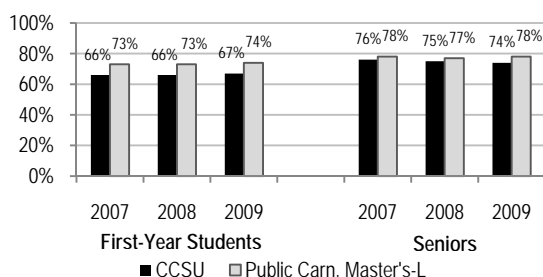
Goal: To develop global awareness, historical perspective, and appreciation of social and cultural diversity in the world

Relevant outcomes include the ability to:

- GHD1. Analyze an issue from the perspective of another cultural tradition or historical period;
- GHD2. Understand and respect cultural differences;
- GHD3. Read, write, speak, and understand a foreign language at an enhanced level.

National Survey of Student Engagement

To what extent has your experience at this institution contributed to your knowledge, skills and personal development in understanding people of other racial and ethnic backgrounds? (Percent responding "Very much" and "Quite a bit")

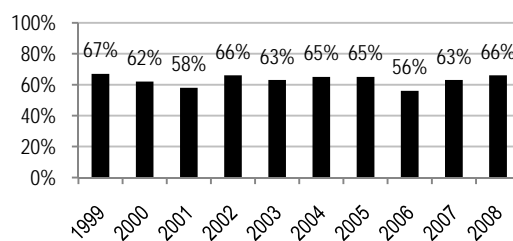


CCSU outcome rank by year: 2007: 11 out of 16
2008: 10 out of 16
2009: 13 out of 16

Public Carn. Master's-L outcome rank by year: 2007: 13 out of 16
2008: 13 out of 16
2009: 13 out of 16

CSU System Alumni Survey

Please indicate the extent to which each ability was enhanced by your CCSU education: Relating to people of different races and cultures (Percent "Greatly Enhanced" and "Moderately Enhanced")



Average outcome rank: 8 out of 10

Additional Findings

An analysis of NSSE results by the frequency with which writing assignments or class discussions included diverse perspectives (different races, religions, genders, political beliefs, etc.) indicated medium to large gains (+0.3 to +0.8 standard deviations) in learning, satisfaction, and many other areas for first-year students and for seniors.

Local Results

Assessment Methods

The Modern Languages Department evaluated student performance in six languages in 112 language courses (second semester language). The department expects students to perform at the Novice High level in speaking based on guidelines from the ACTFL. Students are also expected to acquire knowledge of products, practices and perspectives in the target culture, as defined by the national standards.

Findings - GHD3. Read, write, speak, and understand a foreign language at an enhanced level.

Language	N	Target	Acceptable	Did not meet	Pct Acceptable or above
German	7	14%	86%	0%	100%
Spanish	85	11%	64%	26%	74%
Italian	25	36%	36%	28%	72%
French	18	22%	72%	6%	94%
Japanese	29	0%	41%	59%	41%
Chinese	20	25%	75%	0%	100%
Total	184	15%	59%	26%	74%

Use of Results

In an effort to improve teaching General Education courses, the Modern Languages Department has introduced online workbooks in French, Italian and Spanish. These workbooks expand the availability of online tutorials and trial tests which can be accessed from off campus over the internet. Future assessment of language outcomes will use a standardized, computer-mediated test developed by the department which will in due course be used across languages.

Scientific Understanding

Goal: To develop scientific understanding of the natural and social worlds

Relevant outcomes include the ability to:

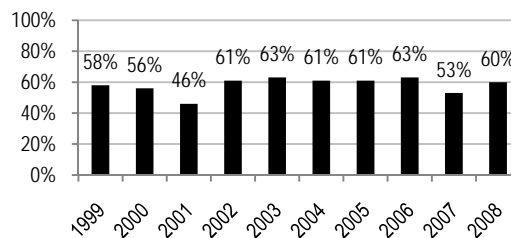
- SU1. Explain how scientists think, work, and evaluate the natural and social world;
- SU2. Use techniques such as controlled observation, experiment, mathematical analysis of data, and production and interpretation of graphical and tabular data presentation;
- SU3. Demonstrate knowledge and appreciation of the natural and social world.

National Survey of Student Engagement

NSSE survey items are not applicable to this outcome.

CSU System Alumni Survey

Please indicate the extent to which each ability was enhanced by your CCSU education: Understanding scientific concepts and methods (Percent "Greatly Enhanced" and "Moderately Enhanced")



Average outcome rank: 9 out of 10

Local Results

Assessment Methods

All of the available findings about student learning in the area of scientific understanding relate to natural sciences. The Biology Department rated student performance on laboratory skills in BIO 121. Since 2007, the Biomolecular Science Department has measured student competencies in scientific method on a multiple choice test. The Chemistry Department began measuring student learning on common test questions in CHEM 161 and 163. Earth science courses have adopted a number of course-based assessments including tests, quizzes, and laboratory exercises. Psychology faculty measured student learning on research assignments in PSY 112 and 236 and on a laboratory report in PSY 281.

Findings

	Students evaluated	Percent acceptable, passing, or correct
Unduplicated total	796	68%
SU 1. Explain how scientists work	577	78%
BMS 111 and 113 Scientific Method Test	152	64%
ESCI 121, 122, 129, 178, 179 various tests, lab activities	200	76%
PSY 121, 236 research assignments	225	88%
SU2. Use scientific / experimental techniques	324	68%
BIO 121 Lab report evaluation	58	51%
CHEM 161, 163 Exam questions	126	43%
ESCI 129, 178, 179 lab activities	105	98%
PSY 281 laboratory report	35	97%
SU3. Demonstrate knowledge and appreciation of natural / social world	274	57%
CHEM 161, 163 Exam questions	126	59%
ESCI 121, 122, 178, 179 various tests	148	56%

Use of Results

Earth Sciences faculty are increasing the length of geology lab time from 2 to 3 hours and are moving away from commercial lab exercises and replacing them with their own; they are also re-examining how key concepts are presented by moving to more inquiry-based lab activities. The Biomolecular Sciences Department is adjusting its assessment instrument to align with new general education outcomes. Pilot projects in the Departments of Biology, Chemistry, and Psychology departments are being adjusted and continued.

Critical Thinking and Critical Reading

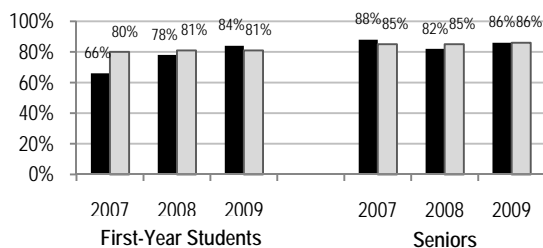
Goal: To develop critical thinking and critical reading skills

Relevant outcomes include the ability to:

- CRT1. Define a problem;
- CRT2. Assemble evidence to support a conclusion;
- CRT3. Assess the validity of a sustained argument;
- CRT4. Analyze information to uncover underlying meanings, structures, and patterns.

National Survey of Student Engagement

To what extent has your experience at this institution contributed to your knowledge, skills and personal development in thinking critically and analytically? (Percent responding "Very much" and "Quite a bit")

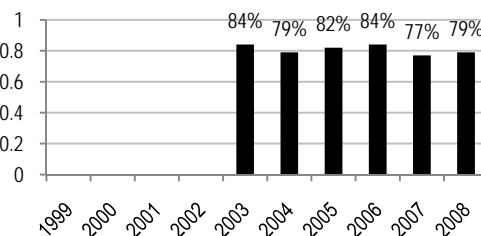


CCSU outcome rank by year:
 2007: 3 out of 16
 2008: 4 out of 16
 2009: 2 out of 16

CCSU outcome rank by year:
 2007: 8 out of 16
 2008: 8 out of 16
 2009: 6 out of 16

CSU System Alumni Survey

Please indicate the extent to which each ability was enhanced by your CCSU education: Thinking critically (Percent "Greatly Enhanced" and "Moderately Enhanced")



Average outcome rank: 4 out of 10

Collegiate Learning Assessment

The Collegiate Learning Assessment provides a holistic score of student performance in the areas of critical thinking, analytical reasoning, problem solving, and writing. [This score is also used as an indicator for Writing and Communication].

Performance results for graduating seniors

Unadjusted percentile	Adjusted percentile
2008: 37th percentile	2008: 63rd percentile
2009: 70th percentile	2009: 98th percentile

Institutional Value Added

Relative to expected performance:
 2008: At expected performance level
 2009: Well above expected performance level

Local Results

Assessment Methods

Critical thinking competencies were measured by faculty in both 200-level literature courses as well as in English 110 Freshman composition (see Arts & Humanities and Writing & Communication for separate descriptions).

Findings

General Education Objective for Student Learning	N	Performance Level					Pct Acceptable or above
		Exemplary	Good	Acceptable	Below Acceptable	Poor	
Unduplicated total	1,281	13%	28%	33%	22%	6%	73%
CRT1. Define a problem.	814	12%	28%	31%	25%	5%	70%
CRT2. Assemble evidence to support a conclusion	811	11%	28%	32%	23%	6%	71%
CRT3. Assess the validity of a sustained argument	813	11%	27%	33%	21%	8%	71%
CRT4. Analyze information to uncover underlying meanings, structures and patterns.	1,281	16%	30%	35%	17%	3%	80%
200-level English literature courses	869	12%	28%	35%	22%	4%	73%
English 110 Freshman Composition	412	23%	35%	35%	6%	1%	93%

Use of Results

For English 200-level courses, faculty will further investigate literary analysis outcomes (AH3 Engage in literary analysis was also measured on this instrument and registered slightly lower performance than the critical thinking outcomes; see Arts & Humanities above). For English 110, the English Department plans to develop a greater consensus regarding the nature of conventions and style as well as the most appropriate and effective pedagogical means of addressing those elements in the English 110 classroom.

Writing and Communication (Writing only)

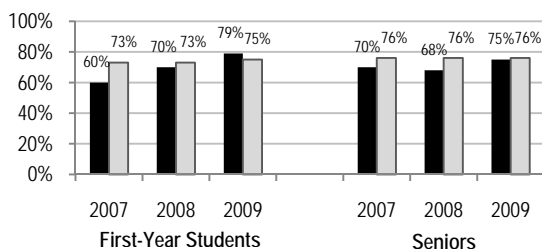
Goal: To strengthen writing and communication skills

Relevant outcomes include the ability to:

- | | |
|-------------------------------------------------|-------------------------------------------------------------|
| WC1. Develop a chosen topic, | WC4. Address a particular audience, |
| WC2. Organize specifics to support a main idea, | WC5. Revise and edit to produce focused and coherent texts. |
| WC3. Use proper grammar, | |

National Survey of Student Engagement

To what extent has your experience at this institution contributed to your knowledge, skills and personal development in writing clearly and effectively? (Percent responding "Very much" and "Quite a bit")

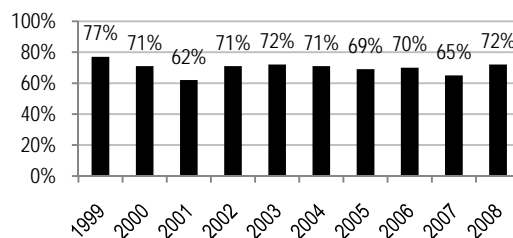


CCSU outcome rank by year:
 2007: 3 out of 16
 2008: 4 out of 16
 2009: 2 out of 16

CCSU outcome rank by year:
 2007: 8 out of 16
 2008: 8 out of 16
 2009: 6 out of 16

CSU System Alumni Survey

Please indicate the extent to which each ability was enhanced by your CCSU education: Writing effectively (Percent "Greatly Enhanced" and "Moderately Enhanced")



Average outcome rank: 8 out of 10

Collegiate Learning Assessment

The Collegiate Learning Assessment provides a holistic score of student performance in the areas of critical thinking, analytical reasoning, problem solving, and writing. [This score is also used as an indicator for Writing and Communication].

Performance results for graduating seniors

Unadjusted percentile	Adjusted percentile
2008: 37th percentile	2008: 63rd percentile
2009: 70th percentile	2009: 98th percentile

Institutional Value Added

Relative to expected performance:
 2008: At expected performance level
 2009: Well above expected performance level

Local Results

Assessment Methods

In spring 2009, the English Department piloted an assessment of 413 final papers in English 110 Freshman Composition. Faculty rated each paper on a rubric that measured the quality of the thoughtful ideas, controlling idea, demonstration of controlling idea, effective organization, mature and effective style, and attention to conventions, readability, and manuscript preparation; these items were aligned post hoc with 2008 general education outcomes.

Findings

General Education Objective for Student Learning	N	Exemplary	Good	Acceptable	Below Acceptable	Poor	Pct Acceptable or above
Unduplicated Total	413	17%	36%	37%	9%	1%	90%
WC1. Develop a chosen topic	411	19%	38%	36%	7%	1%	92%
WC2. Organize specifics to support a main idea	413	15%	38%	38%	8%	1%	91%
WC3. Use proper grammar	412	21%	30%	36%	12%	1%	87%
WC4. Address a particular audience	412	12%	35%	39%	14%	1%	85%
WC5. Revise and edit to produce coherent texts	412	20%	39%	36%	6%	0%	94%

Use of Results

The Department Assessment Committee has recommended the following actions to the English Department:

1. Create exemplars to illustrate the various levels for all of the criteria in the rubric, but especially for conventions and style.
2. Conduct norming discussions and training on using the rubric and the exemplars.
3. Develop a greater consensus regarding the nature of conventions and style as well as the most appropriate and effective pedagogical means of addressing those elements in the English 110 classroom.

Writing and Communication (Speaking only)

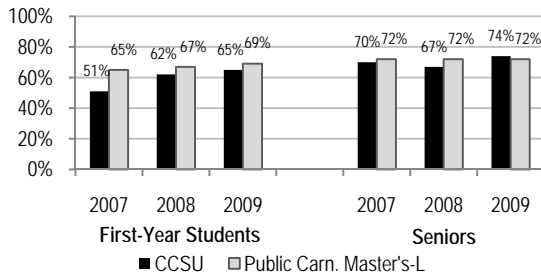
Goal: To strengthen writing and communication skills

Relevant outcomes include the ability to:

- WC1. Develop a chosen topic,
- WC2. Organize specifics to support a main idea,
- WC3. Use proper grammar,
- WC4. Address a particular audience,
- WC5. Revise and edit to produce focused and coherent texts.

National Survey of Student Engagement

To what extent has your experience at this institution contributed to your knowledge, skills and personal development in speaking clearly and effectively? (Percent responding "Very much" and "Quite a bit")

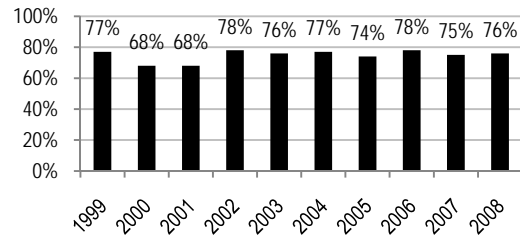


CCSU outcome rank by year:
 2007: 9 out of 16
 2008: 8 out of 16
 2009: 9 out of 16

CCSU outcome rank by year:
 2007: 9 out of 16
 2008: 9 out of 16
 2009: 8 out of 16

CSU System Alumni Survey

Please indicate the extent to which each ability was enhanced by your CCSU education: Communicating well orally (Percent "Greatly Enhanced" and "Moderately Enhanced")



Average outcome rank: 5 out of 10

Local Results

Assessment Methods

None reported

Findings

None reported

Use of Results

None reported

Quantitative Skills

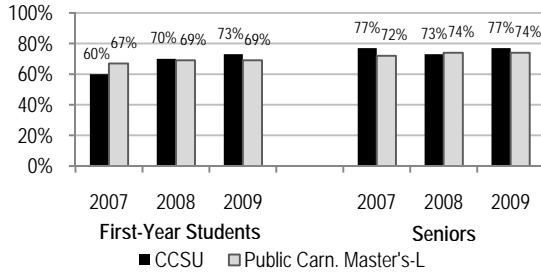
Goal: To strengthen quantitative skills

Relevant outcomes include the ability to:

- QS1. Apply mathematical and statistical techniques as a means of analysis within a variety of disciplines
- QS2. Assess the strengths and weaknesses of these techniques of analysis.

National Survey of Student Engagement

To what extent has your experience at this institution contributed to your knowledge, skills and personal development in analyzing quantitative problems? (Percent responding "Very much" and "Quite a bit")

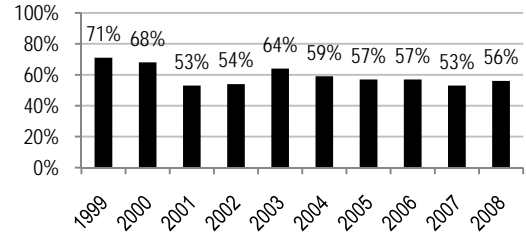


CCSU outcome rank by year: 2007: 4 out of 16
2008: 5 out of 16
2009: 6 out of 16

CCSU outcome rank by year: 2007: 4 out of 16
2008: 5 out of 16
2009: 5 out of 16

CSU System Alumni Survey

Please indicate the extent to which each ability was enhanced by your CCSU education: Using quantitative skills (numerical analysis) (Percent "Greatly Enhanced" and "Moderately Enhanced")



Average outcome rank: 10 out of 10

Local Results

Assessment Methods

None reported

Findings

None reported

Use of Results

None reported

Information Fluency and Computer Literacy

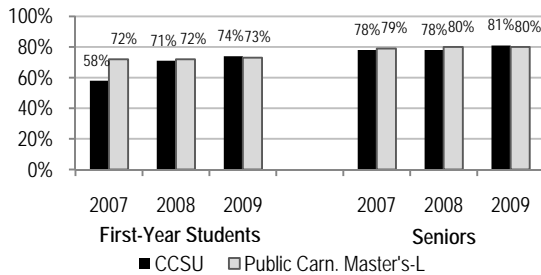
Goal: To develop information fluency and computer literacy

Relevant outcomes include the ability to:

- IFC1. Locate, evaluate, and effectively use information from a variety of sources;
- IFC2. Use computers for research, analysis, and expression;
- IFC3. Analyze the effects of information technology on society.

National Survey of Student Engagement

To what extent has your experience at this institution contributed to your knowledge, skills and personal development in using computing and information technology? (Percent responding "Very much" and "Quite a bit")

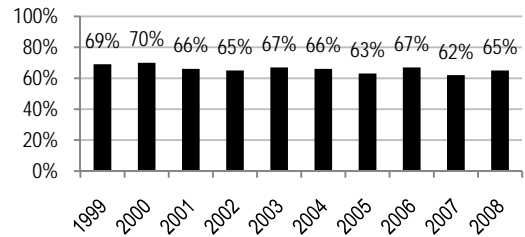


CCSU outcome rank by year: 2007: 6 out of 16
2008: 3 out of 16
2009: 5 out of 16

CCSU outcome rank by year: 2007: 3 out of 16
2008: 3 out of 16
2009: 3 out of 16

CSU System Alumni Survey

Please indicate the extent to which each ability was enhanced by your CCSU education: Using a computer for more than word processing and email (Percent "Greatly Enhanced" and "Moderately Enhanced")



Average outcome rank: 7 out of 10

Local Results

Assessment Methods

Student competencies in information fluency and computer literacy were evaluated by faculty teaching LSC 150 Library Resources and Skills Fall 2006-Spring 2009. Measurement instruments included a bibliography project, a database searching project, a web content evaluation project, and several related quizzes. Findings were compiled at the end of spring 2009 after receiving the request from the Academic Assessment Committee about measurements of learning outcomes.

Findings

General Education Objective for Student Learning	N	Exemplary	Good	Acceptable	Below Acceptable	Poor	Pct Acceptable or above
Unduplicated Total	250	43%	18%	18%	11%	10%	78%
IFC1. Locate, evaluate, and effectively use information from a variety of information sources (LSC 150)	51	73%	16%	8%	0%	4%	96%
IFC2. Use computers for research, analysis, and expression	250	31%	19%	22%	15%	13%	71%
CS 113	154	16%	18%	23%	23%	20%	57%
CS 207	45	33%	27%	33%	4%	2%	93%
LSC 150	51	73%	16%	8%	0%	4%	96%
IFC3. Analyze the effects of information technology on society	51	73%	16%	8%	0%	4%	96%

Note: Some assessment data were reconstructed based on recollection and grade books, and so only data from 2008-09 are presented here.

Use of Results

Library instructors reflected upon results from the course. Suggestions for adjustments included more assignments to practice citing sources correctly and additional reading assignments. Interactive course features and presentations were deemed effective at engaging students. Instructors also suggested increasing the number of assignments regarding plagiarism and intellectual property.

Personal Health and Fitness

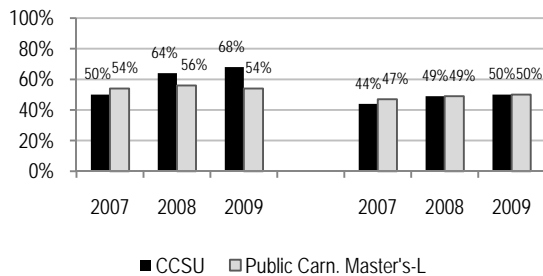
Goal: To foster personal health and fitness through a wellness model

Relevant outcomes include the ability to:

- PHF1. Develop and/or maintain a level of physical activity and nutrition that meets public health standards;
- PHF2. Construct and implement a fitness/wellness program to improve quality of life and longevity;
- PHF3. Apply behavior modification strategies to maintain healthy lifestyle habits and psychological well-being;
- PHF4. Build a personal awareness of, and positive attitude towards, healthy living.

National Survey of Student Engagement

During the current school year, about how often have you exercised or participated in physical fitness activities? (Percent responding "Very often" and "Often")



Item ranking among learning outcomes unavailable

CSU System Alumni Survey

CSUS Alumni Survey items are not applicable to this outcome.

Local Results

Assessment Methods

In spring 2009, student learning was measured in PE 144 Fitness / Wellness Ventures, a course required of most first-time students by faculty using course embedded journal assignments, tests, and projects, including 4-week use of a pedometer to monitor physical activity. Faculty evaluated student performance on these assignments on a five point scale (exemplary, good, acceptable, below acceptable, poor).

Findings

General Education Objective for Student Learning	N	Exemplary	Good	Acceptable	Below Acceptable	Poor	Pct Acceptable or above
Unduplicated Total	510	39%	36%	14%	7%	3%	89%
PHF1. Develop and/or maintain a level of physical activity and nutrition that meets public health standards	506	43%	30%	14%	10%	2%	87%
PHF1a. Physical activity	510	58%	23%	6%	12%	1%	87%
PHF1b. Nutrition	501	28%	37%	22%	9%	4%	87%
PHF2. Construct and implement a fitness/wellness program to improve quality of life and longevity	474	32%	42%	15%	7%	4%	89%
PHF3. Apply behavior modification strategies to maintain healthy lifestyle habits and psychological well-being	508	39%	41%	11%	4%	5%	91%
PHF4. Build a personal awareness of, and positive attitude towards, healthy living	506	40%	39%	15%	4%	3%	93%

Use of Results

Instructors reflected on the results from their own classes. Responses included pedagogical adjustments to emphasize lab activities, the addition of more post-testing, and introduction of the behavior modification process earlier in the semester. One instructor observed that the assessment process itself of evaluating the breakdown of student performance results helped to guide in the balance of teaching methods.

Social Equity and Social Justice

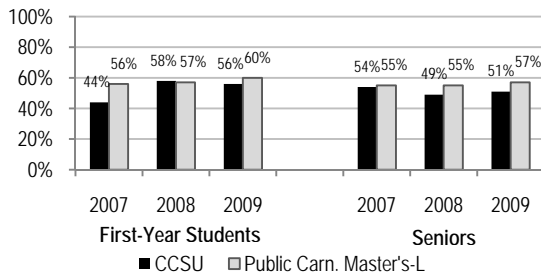
Goal: To recognize issues of social equity and social justice in the United States

Relevant outcomes include the ability to:

- SEJ1. Recognize the diverse forms and effects of social and economic inequality;
- SEJ2. Understand bias and discrimination based on individual and group factors such as race, color, religious creed, age, sex, national origin, ancestry, sexual orientation, and mental or physical disability.

National Survey of Student Engagement

To what extent has your experience at this institution contributed to your knowledge, skills and personal development in understanding people of other racial and ethnic backgrounds? (Percent responding "Very much" and "Quite a bit")



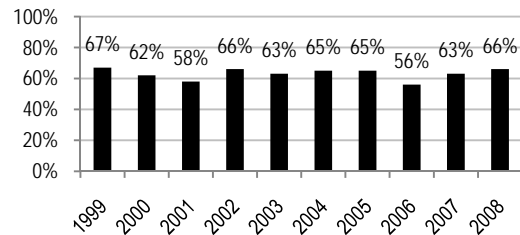
■ CCSU □ Public Carn. Master's-L

CCSU outcome rank by year:
 2007: 11 out of 16
 2008: 10 out of 16
 2009: 13 out of 16

CCSU outcome rank by year:
 2007: 13 out of 16
 2008: 13 out of 16
 2009: 13 out of 16

CSU System Alumni Survey

Please indicate the extent to which each ability was enhanced by your CCSU education: Relating to people of different races and cultures (Percent "Greatly Enhanced" and "Moderately Enhanced")



Average outcome rank: 8 out of 10

Additional Findings

An analysis of NSSE results by the frequency with which writing assignments or class discussions included diverse perspectives (different races, religions, genders, political beliefs, etc.) indicated medium to large gains (+0.3 to +0.8 standard deviations) in learning, satisfaction, and many other areas for first-year students and for seniors. See appendix.

Local Results

Assessment Methods

None reported

Findings

None reported

Use of Results

None reported

Civic Responsibility

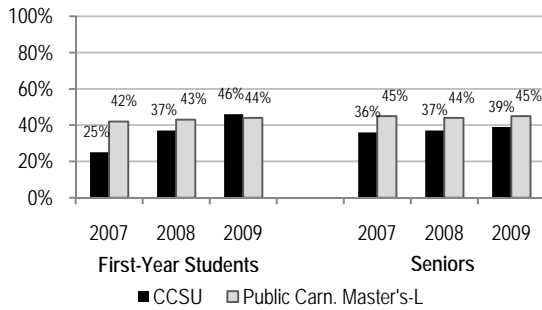
Goal: To develop and encourage the practice of civic responsibility

Relevant outcomes include the ability to:

- CR1. Involve oneself in campus, local or other communities;
- CR2. Take a public stance on a community issue (either in a classroom or public setting);
- CR3. Understand and analyze public issues and public affairs from the perspective of the larger community.

National Survey of Student Engagement

To what extent has your experience at this institution contributed to your knowledge, skills and personal development in contributing to the welfare of your community? (Percent responding "Very much" and "Quite a bit")

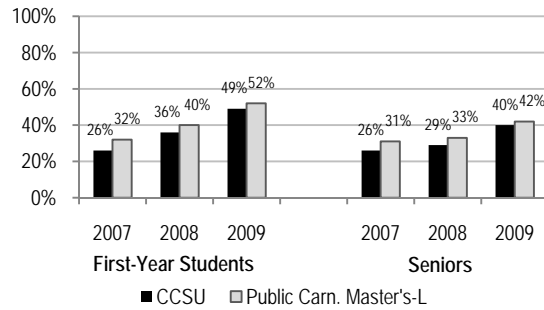


CCSU outcome rank by year:
 2007: 15 out of 16
 2008: 14 out of 16
 2009: 15 out of 16

CCSU outcome rank by year:
 2007: 14 out of 16
 2008: 14 out of 16
 2009: 15 out of 16

National Survey of Student Engagement

To what extent has your experience at this institution contributed to your knowledge, skills and personal development in voting in local, state, or national elections? (Percent responding "Very much" and "Quite a bit")



CCSU outcome rank by year:
 2007: 14 out of 16
 2008: 15 out of 16
 2009: 14 out of 16

CCSU outcome rank by year:
 2007: 15 out of 16
 2008: 15 out of 16
 2009: 14 out of 16

Local Results

Assessment Methods

None reported

Findings

None reported

Use of Results

None reported

Local Measurements of General Education Outcomes (Rank Ordered)

Ref.	General education outcome	Where measured	Pct acceptable or above	
			N	
IFC1.	Locate, evaluate, and effectively use information from a variety of sources;	LSC 150	51	96%
IFC3.	Analyze the effects of information technology on society.	LSC 150	51	96%
WC5.	Revise and edit to produce focused and coherent texts.	ENG 110	412	94%
PHF4.	Build a personal awareness of, and positive attitude towards, healthy living.	PE 144	506	93%
WC1.	Develop a chosen topic,	ENG 110	411	92%
WC2.	Organize specifics to support a main idea,	ENG 110	413	91%
PHF3.	Apply behavior modification strategies to maintain healthy lifestyle habits and psychological well-being;	PE 144	508	91%
PHF2.	Construct and implement a fitness/wellness program to improve quality of life and longevity;	PE 144	474	89%
WC3.	Use proper grammar,	ENG 110	412	87%
PHF1.	Develop and/or maintain a level of physical activity and nutrition that meets public health standards;	PE 144	506	87%
WC4.	Address a particular audience,	ENG 110	412	85%
CRT4.	Analyze information to uncover underlying meanings, structures, and patterns.	ENG 110, 200-level classes	1281	80%
SU1.	Explain how scientists think, work, and evaluate the natural and social world;	BMS 111 and 113 ESCI 121, 122, 129, 178, 179 PSY 121, 236	577	78%
GHD3.	Read, write, speak, and understand a foreign language at an enhanced level.	112-level Language classes	184	74%
AH3.	Engage in literary, philosophic, and artistic analysis;	200-level English classes	773	73%
CRT2.	Assemble evidence to support a conclusion;	ENG 110, 200-level classes	811	71%
CRT3.	Assess the validity of a sustained argument;	ENG 110, 200-level classes	813	71%
IFC2.	Use computers for research, analysis, and expression;	CS 113, 207 LSC 150	250	71%
CRT1.	Define a problem;	ENG 110, 200-level classes	814	70%
SU2.	Use techniques such as controlled observation, experiment, mathematical analysis of data, and production and interpretation of graphical and tabular data presentation;	BIO 121 CHEM 161, 163 ESCI 129, 178, 179 PSY 281	324	68%
SU3.	Demonstrate knowledge and appreciation of the natural and social world.	CHEM 161, 163 ESCI 121, 122, 178, 179	274	57%

Appendix NSSE Results – First-Year Students

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

NSSE Items	Respondents Indicating "Very much" or "Quite a bit"											
	2007				2008				2009			
	CCSU		Publ Masters-L		CCSU		Publ Masters-L		CCSU		Publ Masters-L	
	Pct	Rank	Pct	Rank	Pct	Rank	Pct	Rank	Pct	Rank	Pct	Rank
11a. Acquiring a broad general education	67%	1	80%	2	79%	1	82%	1	79%	3	80%	2
11b. Acquiring job or work-related knowledge and skills	52%	8	58%	10	60%	9	59%	10	64%	10	61%	10
11c. Writing clearly and effectively	60%	3	73%	3	70%	4	73%	3	79%	2	75%	3
11d. Speaking clearly and effectively	51%	9	65%	8	62%	8	67%	8	65%	9	69%	8
11e. Thinking critically and analytically	67%	2	80%	1	78%	2	81%	2	84%	1	81%	1
11f. Analyzing quantitative problems	60%	4	67%	7	70%	5	69%	7	73%	6	69%	7
11g. Using computing and information technology	58%	6	72%	4	71%	3	72%	4	74%	5	73%	4
11h. Working effectively with others	53%	7	70%	5	64%	7	71%	5	73%	7	71%	6
11i. Voting in local, state, or national elections	26%	14	32%	16	36%	15	40%	15	49%	14	52%	14
11j. Learning effectively on your own	59%	5	68%	6	66%	6	70%	6	75%	4	72%	5
11k. Understanding yourself	43%	12	61%	9	57%	11	62%	9	70%	8	64%	9
11l. Understanding people of other racial and ethnic backgrounds	44%	11	56%	11	58%	10	57%	11	56%	13	60%	11
11m. Solving complex real-world problems	44%	10	54%	13	56%	12	56%	13	61%	11	58%	13
11n. Developing a personal code of values and ethics	42%	13	55%	12	50%	13	56%	12	59%	12	58%	12
11o. Contributing to the welfare of your community	25%	15	42%	14	37%	14	43%	14	46%	15	44%	15
11p. Developing a deepened sense of spirituality	19%	16	33%	15	24%	16	33%	16	32%	16	35%	16

Appendix: NSSE Results – Seniors

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

NSSE Items	Respondents Indicating "Very much" or "Quite a bit"											
	2007				2008				2009			
	CCSU		Publ Masters-L		CCSU		Publ Masters-L		CCSU		Publ Masters-L	
	Pct	Rank	Pct	Rank	Pct	Rank	Pct	Rank	Pct	Rank	Pct	Rank
11a. Acquiring a broad general education	67%	1	80%	2	79%	1	82%	1	79%	3	80%	2
11b. Acquiring job or work-related knowledge and skills	52%	8	58%	10	60%	9	59%	10	64%	10	61%	10
11c. Writing clearly and effectively	60%	3	73%	3	70%	4	73%	3	79%	2	75%	3
11d. Speaking clearly and effectively	51%	9	65%	8	62%	8	67%	8	65%	9	69%	8
11e. Thinking critically and analytically	67%	2	80%	1	78%	2	81%	2	84%	1	81%	1
11f. Analyzing quantitative problems	60%	4	67%	7	70%	5	69%	7	73%	6	69%	7
11g. Using computing and information technology	58%	6	72%	4	71%	3	72%	4	74%	5	73%	4
11h. Working effectively with others	53%	7	70%	5	64%	7	71%	5	73%	7	71%	6
11i. Voting in local, state, or national elections	26%	14	32%	16	36%	15	40%	15	49%	14	52%	14
11j. Learning effectively on your own	59%	5	68%	6	66%	6	70%	6	75%	4	72%	5
11k. Understanding yourself	43%	12	61%	9	57%	11	62%	9	70%	8	64%	9
11l. Understanding people of other racial and ethnic backgrounds	44%	11	56%	11	58%	10	57%	11	56%	13	60%	11
11m. Solving complex real-world problems	44%	10	54%	13	56%	12	56%	13	61%	11	58%	13
11n. Developing a personal code of values and ethics	42%	13	55%	12	50%	13	56%	12	59%	12	58%	12
11o. Contributing to the welfare of your community	25%	15	42%	14	37%	14	43%	14	46%	15	44%	15
11p. Developing a deepened sense of spirituality	19%	16	33%	15	24%	16	33%	16	32%	16	35%	16

Appendix: CSU System Alumni Survey

Please indicate the extent to which each ability was enhanced by your CSU education:
(Percent "Greatly Enhanced" and "Moderately Enhanced")

	Year of Graduation										5-year Avg.
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	
Number of respondents	--	--	--	--	--	368	439	413	403	447	Total N 2,070
Gaining In-Depth Knowledge of a Field of Study	89%	83%	75%	89%	86%	85%	88%	86%	85%	87%	86%
Acquiring New Skills and Knowledge	82%	78%	79%	--	87%	84%	83%	89%	84%	84%	85%
Thinking Logically and Analytically	81%	79%	72%	82%	84%	81%	84%	85%	82%	83%	83%
Thinking Critically	--	--	--	--	84%	79%	82%	84%	77%	79%	80%
Communicating Well Orally	77%	68%	68%	78%	76%	77%	74%	78%	75%	76%	76%
Writing Effectively	77%	71%	62%	71%	72%	71%	69%	70%	65%	72%	69%
Using a Computer for More Than Word Processing and Email	69%	70%	66%	65%	67%	66%	63%	67%	62%	65%	65%
Relating to People of Different Races and Cultures	67%	62%	58%	66%	63%	65%	65%	56%	63%	66%	63%
Understanding Scientific Concepts and Methods	58%	56%	46%	61%	63%	61%	61%	63%	53%	60%	60%
Using Quantitative Skills (Numerical Analysis)	71%	68%	52%	54%	64%	59%	57%	57%	53%	56%	56%