

Multiple Measures:

**K-State First and
the Assessment of
First-Year Programs**

Multiple Measures

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ASSESSMENT AND THE HISTORY OF K-STATE FIRST

2004-05	NSSE data
2006-07	Two task forces
	# 1 st -year to 2 nd -year retention is at 77.76% (F2007)
2007-08	Task forces take different paths, first-year report sits on the shelf, but discussions continue and pilot study planned
2008-10	Pilot study of first-year seminars
2010-	K-State First
	# First-Year Seminars # CAT Communities
	# K-State Book Network # Guide to Personal Success

PILOT STUDY TO K-STATE FIRST: WHAT'S WORKED IN ASSESSMENT

- Tracking
 - retention/persistence
 - student performance/GPA
- Student evaluations: IDEA
- Engagement survey
- Discourse-based assessment

TRACKING OF PERSISTENCE & STUDENT PERFORMANCE DATA

Students in our FYS classes are more likely to persist.

- Of the FYS students who started in 2008, 75.8% of them returned for their junior year, compared to 70.8% for the non-FYS students.
- Of the 2009 cohort, 82.7% returned for their sophomore year, compared to 80.3% for the non-FYS students.
- Of the students who started in the fall of 2010, 95.1% returned this spring, compared to 92.5% of the non-FYS students.

In terms of cumulative first-year GPA, however, we've not yet seen a statistically significant difference among the students (FYS vs. non-FYS).

STUDENT EVALUATIONS: THE IDEA NUMBERS

Students report high levels of satisfaction with their classes.

- The percentage of FYS classes that had "excellent course" ratings at or above the national IDEA Database average was 73% (2008), 77% (2009), and 75% (2010)
- The percentage of the FYS classes that had "excellent teacher" ratings at or above the national IDEA Database average was 73% (2008), 82% (2009), and 82% (2010).

As the IDEA Group Summary Report explains, "When this percentage exceeds 60%, the inference is the Group's overall instructional effectiveness was unusually high."

STUDENT EVALUATIONS: THE IDEA COMMENTS 1

Very positive feedback in the comments:

For example:

“This class was incredible. [The instructor] was one of the best teachers I've ever had. I think the First-Year Seminar program is an amazing idea. This is a program that should become the norm. The atmosphere and style of the class were very conducive to learning.”

Or:

“Freshman seminar classes ... are the greatest idea ever.”

And so on ...

STUDENT EVALUATIONS: THE IDEA COMMENTS 2

An objective analysis of student comments from the IDEA Reports revealed that students valued their K-State First learning experiences for the following reasons:

- Small class size
- Thought-provoking discussion where it was safe to explore new ideas
- Personable, flexible, and accessible instructors who were very passionate about their subject
- Challenging learning environment with lively participation by all members of the learning community
- Multiple and varied assignments, so the final grade doesn't depend solely on large assignments
- Well-prepared instructors who got them to think outside the box

STUDENT ENGAGEMENT: SAENS

Disha Rupayana, doctoral student in psychology, devoted her dissertation work to studying and setting up a means of measuring student engagement in our first-year program. Her work revealed, among many other things:

- Elevated levels of student engagement
- The importance of collaborative learning to student engagement
- The importance of small classes or learning environments to collaborative learning
- A positive correlation between engagement and improved learning (contra Arum & Roska 2010)
- But no proof of FYS-related gains in critical thinking (in line with Terenzini et al. 2011)

DISCOURSE-BASED ASSESSMENT



OUR MAIN AREAS OF SUCCESS

- Creation of a comprehensive FYE, with
 - Four programs
 - 832 students (fall 2011 enrollment)
 - Outstanding, diverse faculty
 - A well-developed assessment plan
- Improved student engagement, student satisfaction
- Improved retention, persistence

AREAS WE IDENTIFIED AS IN NEED OF CHANGE OR IMPROVEMENT

- Student Learning Outcomes
 - Critical thinking
 - Communication skills
 - Community building
 - Application of learning
- Qualitative assessment
- Course-based assessment

K-State First

Student GPA and Persistence Rates for K-State First CAT and Non-CAT Students for Pre-Pt CAT Community

CAT Community	Courses	N	ACT Comp.	Course GPA		Term GPA		Persistence Fall to Spring	
				CAT students	Non-CAT students	CAT students	Non-CAT students	CAT students	Non-CAT students
Pre-Physical Therapy	KIN 220*	205	23.34	3.2500	2.4418	3.2174	2.6275	100.0%	91.7%
	BIOL 198*	733	24.49	2.6667	2.1567	3.2781	2.6754	100.0%	93.1%
	DAS 199	19	25.31	3.8750		3.2174		100.0%	

Notes:

Responses in **BOLD** indicate a statistically significant difference between courses/CAT vs. Non-CAT students

*Data does not include the students enrolled in the CAT course; CAT students are reported on their own for comparisons

Multiple Measures:

**New Qualitative
Assessment Efforts**

ADAPT AND OVERCOME

- Life Lessons from First Year Seminar Students:
A qualitative study



PROCESS

- Recruiting through current classes with instructor assistance and personal contact
- Preparing and training key personnel
- Building rapport
- Analyzing and interpreting



SAMPLE

- 12 participants
- 11 women, 1 man
- All Caucasian
- Majors
 - Mktg, Econ, Ag
Comm, PR, Family
Studies, Educ,
Advt,
- FYS classes
- Leadership, WS,
Entomology,
English, Natural
Disasters,
Education

THEMES

- FYS experience was a welcome change of pace.
- FYS students identified value-added elements.
- FYS students reported better management of college experience.
- FYS lesson: “Adapt and overcome.”

THE FYS EXPERIENCE WAS A WELCOME CHANGE OF PACE

- **Comfortability**

- Familiarity
- Informality

- **Engagement**

- Activities
- Extracurricular

- **Intimacy**

- Relationships
- Know thyself
- Courtney



DEAR ME...

- *Seems like only yesterday Mom and Dad were dropping you off at Boyd, and Johnny was chalking directions to classes on the sidewalk.*
- Camille

FYS STUDENTS IDENTIFIED VALUE-ADDED ELEMENTS

- **Study habits**

- Time management
- Study skills

- **Personal attention**

- Feedback
- Approachability

- **Accountability**

- Visibility
- Intrinsic motivation

DEAR ME...

- *It's important to remember that some of the most necessary life skills are taught outside the classroom.*
- Jennifer

FYS STUDENTS REPORTED THEY COULD BETTER MANAGE THEIR COLLEGE EXPERIENCE THROUGH RELATIONSHIPS WITH FACULTY

■ Learned university structure

- Office hours
- Online resources

■ Faculty responses to student issues

- Communicate your difficulties
- Communicate your needs

DEAR ME...


- *Hold on to the good things; let go of the bad ones; and always learn from it all.*
- Maggie

I RECOMMEND...

■ More visibility

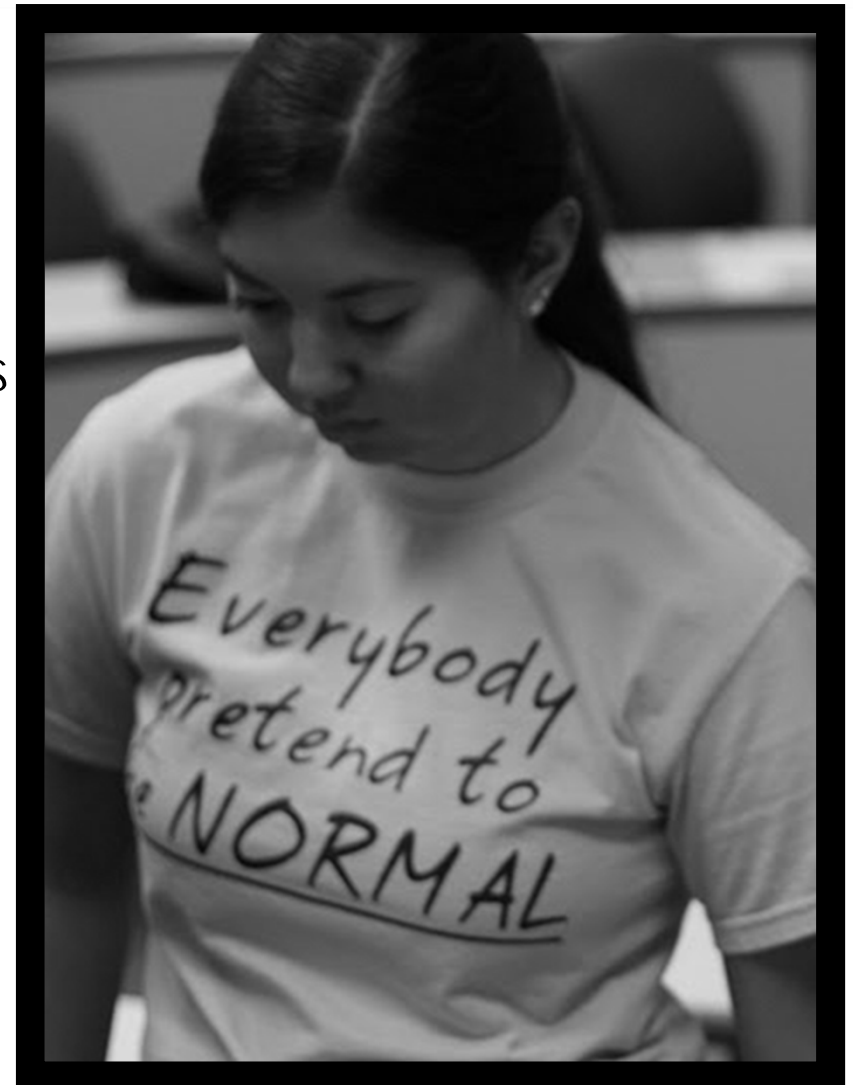
- *“I didn’t realize at first that I was in a first year seminar.”*
- *“... own a purple FYS shirt...”*
- *“... go to to a game together”*

■ Management skills

- Time challenges
- How to read, study
- How to join groups
- *“...that class is more than content.”*
- Brandon 

FYS LESSON: ADAPT AND OVERCOME

- **Academic**
 - College is different
- **Living**
 - Bedbugs and other distractions
- **Social**
 - Party time!



DEAR ME...

- *Don't be sad about all of the memories and people you now have to part with, but happy that they happened and that KSU provided you with all of the opportunities you dreamed of and more.*
- Pippa

WHAT IS SUCCESS?

- Success is not always reflected in numbers.
- The sum of FYS experiences facilitated finding their niche at KSU.
- Almost all would recommend a first year seminar.

Multiple Measures:

**Course-Based
Assessment Efforts**

CASE STUDY OF ASSESSMENT IN A CAT COMMUNITY COURSE

- *The Psychology of Prejudice*
- Bridges:
 - *General Psychology*
 - *Introduction to Women's Studies*
- Covers multiple theories and perspectives related to stereotypes, prejudice, and discrimination
- Focuses on gender roles, norms, and stereotypes

PSYCHOLOGY OF PREJUDICE

- General structure of assignments
- To achieve various learning objectives broadly categorized into two categories:
 - 1. Learning and mastery of content
 - 2. Acquisition and application of broader skills
- These latter objectives were pursued with the goal of increasing the students' skill set to improve their overall academic performance as college students

FOUR ASSESSMENT EXAMPLES

- 1. Office hour assignment report
 - Assessed mastery of broader skills
- 2. Capstone research project report
 - Assessed both mastery of broader skills and content
- 3. Self-reported learning assignment
 - Assessed their perceptions of mastery of broader skills and/or content
- 4. Overall academic performance in Psych 110
 - Assessed mastery of broader skills applied to learning content in another academic course

1. OFFICE HOUR ASSIGNMENT REPORT

- How did you prepare for the appointment?
 - Including a list of prepared questions/discussion topics
- How did you perceive the meeting?
- List three tips for how students should approach or behave during office hours

1. OFFICE HOUR ASSIGNMENT REPORT

- Fall 2010:
- All but three (of 18) students attended an office hour meeting
- All but one of them earned full credit on the assignment
- Fall 2011:
- All students attended an office hour meeting
- All students earned full credit on the assignment

1. OFFICE HOUR ASSIGNMENT REPORT

- Students were more likely to talk to me informally in both the *Psychology of Prejudice* and *General Psychology* courses
- Contact from the office hours assignment allowed me to establish rapport with them as individuals
- I was able to impart information they normally would not have received in class
- Both reinforcing and corrective

2. CAPSTONE RESEARCH PROJECT REPORT

- Design, conduct, and report an original research study
- Multiple assignments led up to the final report
- Designed to increase students' understanding of and skills needed for the research process:
 - Locating, retrieving, reading, and integrating primary literature
 - Creating, operationalizing, and testing hypotheses
 - Process of ethical review of human research
 - Reporting research

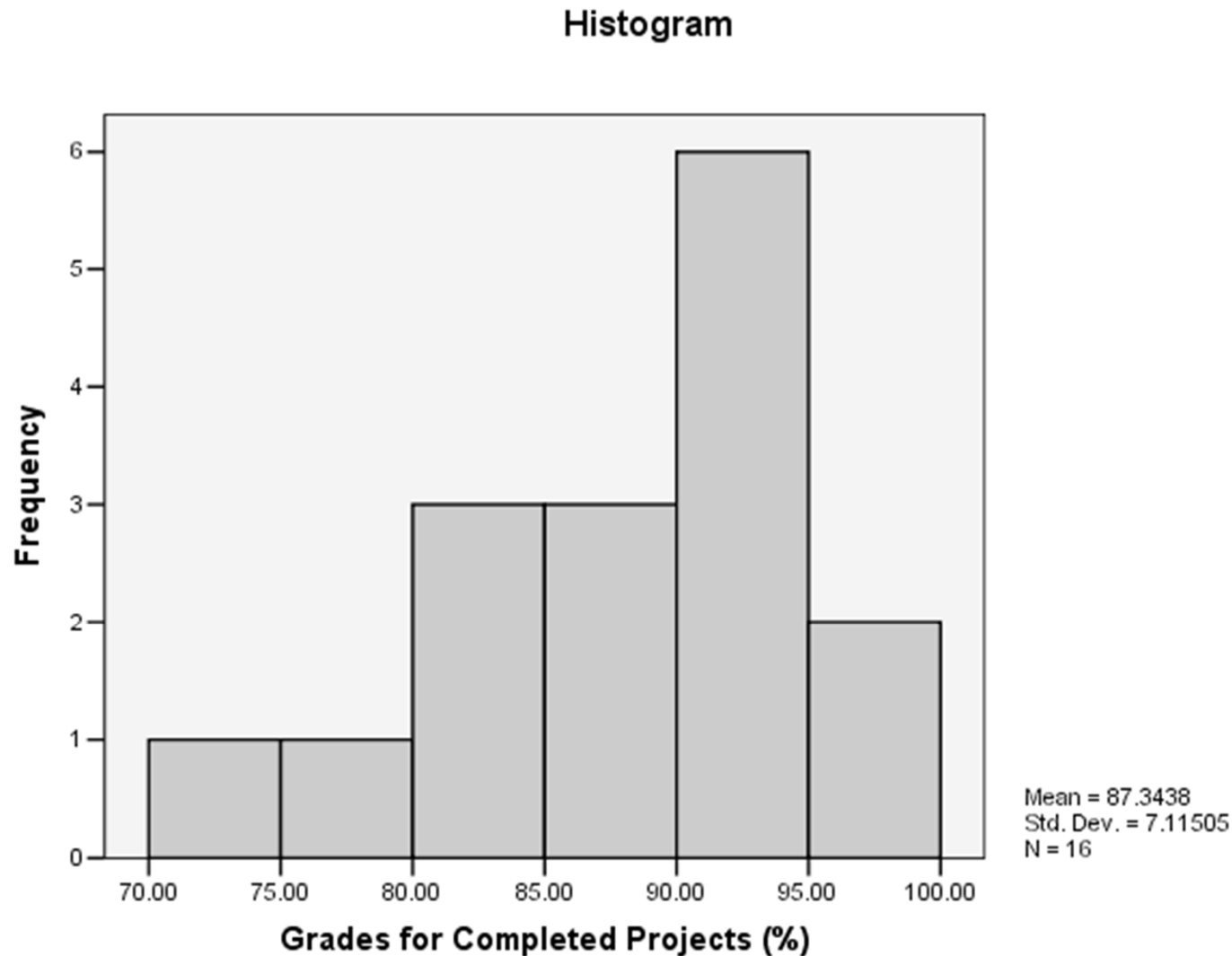
RESEARCH PROJECTS

- Gender role attitudes and perceptions of gender equality in the household and workplace
- Effects of prejudice on self-esteem and future social choices in multiracial individuals
- Views of spouse income
- The relation between admittance to prejudice acts and victimization of prejudice
- Black students' perceptions of White professors
- Aversive prejudice by mall-goers toward Black people
- Study of attitudes towards homosexuality
- Gender bias in the workforce
- Recognition of stereotypes in the media
- Discrimination towards women in the workplace
- Stigma toward pregnant teenagers
- Attitudes of American students toward foreign students at K-State
- Prejudice across political parties
- Outside the "norm": How bias affects individuals who are over and underweight
- Prejudice against fat people by students at Kansas State University
- Prejudice against women in engineering, math, and science majors

GRADING RUBRIC

<u>Component</u>	<u>Percent of Grade</u>
• Research Question	5
• Introduction	15
• Data Collection Methods	15
• Results	20
• Ethical Considerations	5
• Discussion	10
• Conclusion	10
• APA format	5
• Data Summary	5
• Quality	10

GRADES ON COMPLETED PROJECTS

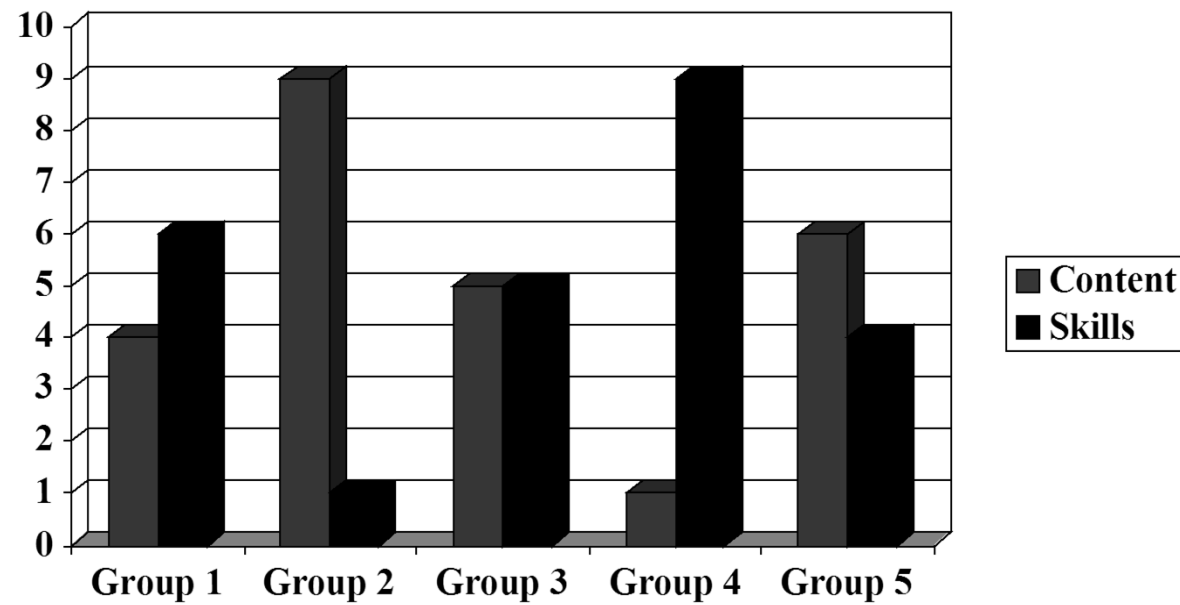


- *Note:* Two students failed to submit a completed project. Their grades of zero changed the statistics to: $M = 77.64$, $SD = 29.03$.

3. SELF-REPORTED LEARNING ASSIGNMENT

- Final class assignment
- *What are the top ten things that you learned in this class this semester? Think broadly and creatively. These may be facts, concepts, skills, trivia, etc.*
- Students completed the assignment in small groups

WHAT THEY REPORTED LEARNING



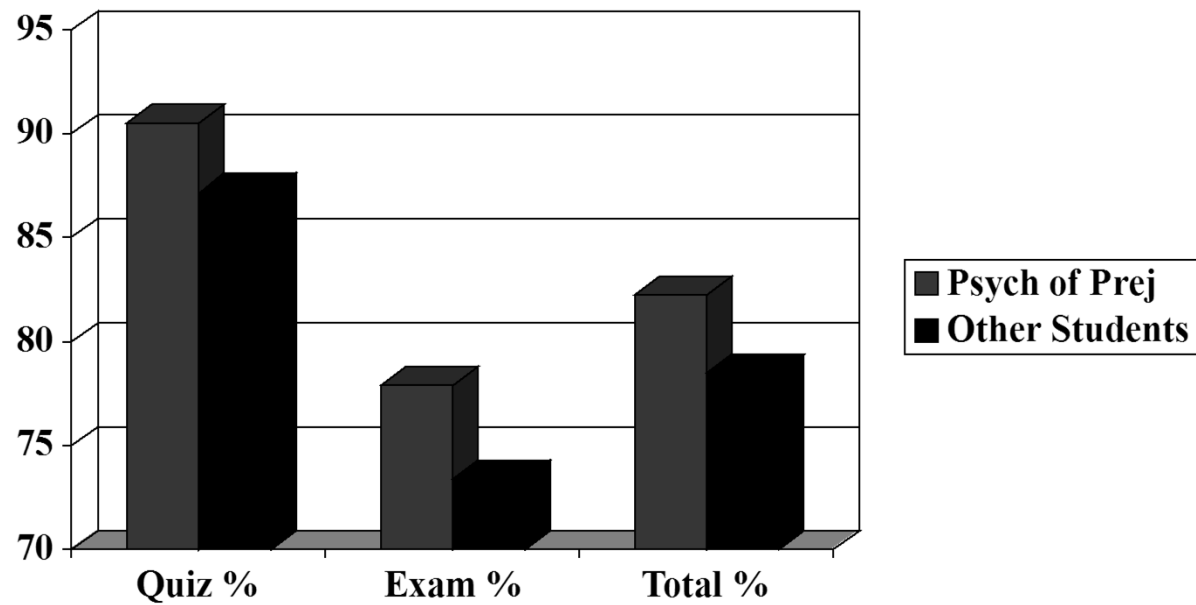
WHAT THEY REPORTED LEARNING

- The students reported skills that reflected the objectives of the course:
 - Research process, including library skills
 - How to be successful on exams and assignments
 - How to approach instructors
 - How to be a college student

4. PERFORMANCE IN PSYCH 110

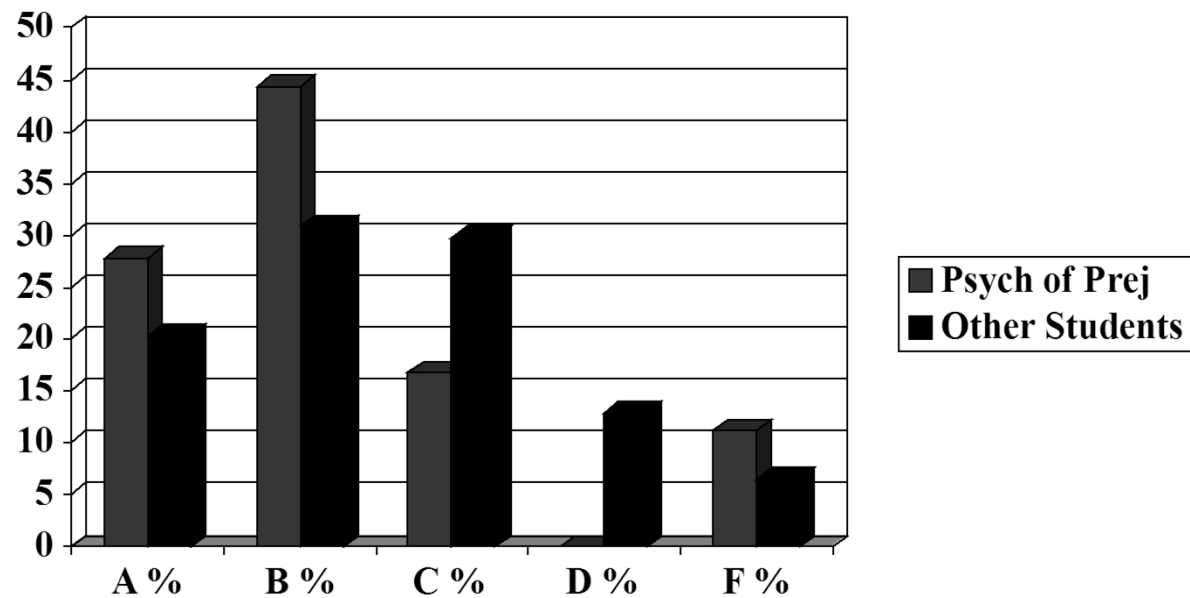
- Compared the performance of the *Psychology of Prejudice* students to the other students
- There was no subjective grading in the *General Psychology* course
- The content of the *General Psychology* exams and quizzes did not overlap with the assignments of the *Psychology of Prejudice* course

GENERAL PSYCHOLOGY PERFORMANCE



GENERAL PSYCHOLOGY

PERFORMANCE



CONCLUSIONS FROM THE ASSESSMENTS

- This CAT Community course has demonstrated the ability to produce:
 - 1. Learning and mastery of content
 - 2. Acquisition and application of broader skills
- It is hoped that this will promote better engagement, performance, and retention in first year students
- Our intention is that all of the courses in the K-State First Program do so in a similar fashion

Multiple Measures:

**Future Directions
and Efforts**

THANK YOU!

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Multiple Measures:

Questions & Discussion

NEXT STEPS

- Continuation of quantitative tracking, of student evaluations and engagement questions, of faculty development
- Development of initial qualitative assessment efforts and maintain contact
- Expansion of course-based assessments
- Revision of program SLO's, movement from SLO areas to specific, measurable student learning outcomes
- Distinguish FYS experience
- Refine plan and further loop closing
- Future assessment and research efforts ...

STUDENT LEARNING AND SOCIAL INTEGRATION

- Project to map relationship of student learning to social integration

