

CSU-Pueblo General Education Student Learning Outcome Assessment Results

August 2012

On October 11, 2011, the General Education Board hosted a campus-wide faculty discussion of general education, measures of the student learning outcomes, and the results of the Proficiency Profile. Faculty established the minimum expected student performance level on each of the student learning outcomes. **For all outcomes, the majority of faculty indicated that they expect students to perform “above average” or “far above average.”**

Student Learning Outcome	Score				Overall Results	Activity
	CAT 2009 (seniors/all institutions); range = 5 – 31; n = 110	NSSE 2010 (seniors/all institutions); n = 384	Proficiency Profile 2010-2011 (seniors/all institutions); range = 100 – 130; n = 146	Local essay 2010-2011 communication range = 1-4; wellness range = 0-3; n = 85		
Use the English language to communicate with clarity, coherence and persuasiveness, demonstrating critical analysis, logic, precision and rhetorical awareness. (Communication)		1.b 2.91/2.88 1.c 2.64/2.50* 1.d 3.42/3.46 1.e 2.83/2.95*	Seniors mean = 113.97; all institutions = 114.51	Seniors mean = 2.43 (Thesis/purpose = 2.48, Introduction = 2.32, Organization = 2.37, Conclusion = 2.13, Mechanics/Use = 2.84)	Needs improvement	Refine rubric (below) and essay, offer focused faculty professional development in 2012-2013
Identify, analyze and evaluate arguments and sources of information to make informed and logical judgments, to arrive at reasoned and meaningful arguments and positions, and to formulate and apply ideas to new contexts. (Critical Thinking)	Seniors (general education courses completed) = 16.85/18.65	1.d 3.42/3.46 1.i 2.95/3.02 6.e 2.83/2.95* 6.f 2.85/3.00** 11.e 3.38/3.49* 11.m 2.86/2.83	Seniors mean = 111.98; all institutions = 112.53		Needs improvement	Provided 2010-2011 <i>Year of Critical Thinking</i> , focused faculty professional development on critical thinking skills Scheduled for evaluation again in Fall 2013
Articulate the nature of a multicultural society and recognize the role of aesthetic awareness, foreign language skills, cultural and social perspectives or human and institutional systems of the past and present. (Diversity and Social Responsibility)		1.e 2.83/2.95* 1.k 1.79/1.77 1.u 2.85/2.70** 1.v 2.79/2.82 6.a 1.89/2.31*** 6.e 2.83/2.95* 7.b .56/.67*** 7.e .34/.59*** 7.f .06/.30*** 9.d 1.80/2.55*** 10.c 2.46/2.62** 11.i 1.92/2.19*** 11.l 2.62/2.70 11.o 2.41/2.64***	Seniors mean = 115.40; all institutions = 115.44 (humanities) Seniors mean = 114.66; all institutions = 114.26 (social sciences)		Monitor	Provided <i>Changing World, Changing Roles: Social Responsibility in the 21st Century</i> , faculty professional development on diversity and social responsibility

	Score					
Student Learning Outcome	CAT 2009 (seniors/all institutions); range = 5 – 31; n = 110	NSSE 2010 (seniors/all institutions); n = 384	Proficiency Profile 2010-2011 (seniors/all institutions); range = 100 – 130; n = 146	Local essay 2010-2011 communication range = 1-4; wellness range = 0-3; n = 85	Overall Results	Activity
Clarify and evaluate their own values and ethical conduct and analyze the values and ethical conduct of others. (Personal Values and Ethics)		6.d 2.63/2.80** 6.e 2.83/2.95* 11.k 2.72/2.99*** 11.n 2.68/2.85*			Collect more data	Consider developing direct measure in 2012-2013
Apply numeric, symbolic and geometric skills to formulate and solve quantitative problems. (Quantitative Reasoning)		11.f 3.23/3.07**	Seniors mean = 114.12; all institutions = 113.64		Monitor	Upcoming theme
Apply the scientific method, laboratory techniques, mathematical principles and/or experimental design. (Scientific Reasoning)			Seniors mean = 115.57; all institutions = 115.84 (natural sciences)		Needs improvement	Upcoming theme
Identify and evaluate wellness principles, including mental, emotional and physical health, needed to make informed choices. (Wellness and Well-Being)		6.b 2.66/2.92*** 6.c 2.14/2.07 11.p 1.74/2.02***		Seniors mean = 1.41; Y = 53 or 62%	Collect more data	Refine rubric (below) and essay, offer focused faculty professional development in 2012-2013

*p<.05 **p<.01 ***p<.001 (2-tailed)

Source: CSU-Pueblo's Institutional Research & Analysis Website

Section II. CSU-P General Education Experience	2011	2010	2009	2007	2006	2005	2004
16. Satisfaction with the general education at CSU-Pueblo							
Very satisfied	191 (33%)	115 (29%)	61 (21%)	52 (20%)	44 (15%)	34 (17%)	29 (15%)
Satisfied	284 (49%)	210 (53%)	180 (63%)	150 (57%)	150 (50%)	122 (60%)	115 (59%)
No opinion	69 (12%)	56 (14%)	37 (13%)	49 (18%)	51 (17%)	31 (15%)	34 (17%)
Dissatisfied	24 (4%)	12 (3%)	3 (1%)	11 (4%)	12 (4%)	11 (5%)	17 (9%)
Very dissatisfied	14 (2%)	3 (1%)	3 (1%)	3 (1%)	3 (1%)	5 (2%)	0
17. Extent gen ed assisted in improving reading skills							
Significantly	234 (40%)	156 (39%)	83 (30%)	63 (24%)	75 (25%)	47 (23%)	47 (24%)
Moderately	215 (37%)	146 (37%)	118 (42%)	105 (41%)	105 (35%)	78 (38%)	78 (40%)
Slightly	69 (12%)	54 (14%)	42 (15%)	42 (16%)	47 (16%)	48 (24%)	32 (17%)
Insignificantly	64 (11%)	37 (9%)	35 (13%)	49 (19%)	33 (11%)	31 (15%)	36 (19%)
18. Extent gen ed assisted in improving writing skills							
Significantly	294 (51%)	186 (47%)	103 (37%)	91 (35%)	103 (34%)	74 (36%)	68 (35%)
Moderately	188 (32%)	149 (38%)	115 (41%)	114 (44%)	111 (37%)	76 (37%)	78 (40%)
Slightly	62 (11%)	36 (9%)	34 (12%)	28 (11%)	27 (9%)	40 (20%)	25 (13%)
Insignificantly	38 (6%)	22 (6%)	27 (10%)	26 (10%)	19 (6%)	13 (6%)	22 (11%)
19. Extent gen ed assisted in improving speaking skills							
Significantly	292 (50%)	198 (50%)	102 (40%)	99 (38%)	110 (37%)	70 (34%)	72 (38%)
Moderately	200 (34%)	131 (33%)	109 (39%)	101 (39%)	104 (35%)	83 (40%)	78 (41%)
Slightly	57 (10%)	37 (9%)	41 (15%)	38 (15%)	27 (9%)	41 (20%)	23 (12%)
Insignificantly	33 (6%)	27 (7%)	15 (5%)	21 (8%)	19 (6%)	11 (5%)	19 (10%)
20. Extent gen ed assisted in improving computing skills							
Significantly	252 (43%)	175 (44%)	94 (34%)	90 (35%)	85 (28%)	74 (36%)	64 (33%)
Moderately	196 (34%)	131 (33%)	115 (42%)	102 (39%)	118 (39%)	78 (38%)	79 (41%)
Slightly	85 (15%)	54 (14%)	36 (13%)	38 (15%)	34 (11%)	32 (16%)	34 (18%)
Insignificantly	49 (8%)	33 (8%)	29 (11%)	30 (12%)	22 (7%)	20 (10%)	15 (8%)
21. Extent gen ed assisted in improving research skills							
Significantly	302 (52%)	205 (52%)	123 (45%)	114 (44%)	112 (37%)	94 (46%)	79 (41%)
Moderately	188 (33%)	133 (34%)	103 (37%)	94 (36%)	103 (34%)	68 (33%)	80 (42%)
Slightly	57 (10%)	41 (10%)	31 (11%)	36 (14%)	32 (11%)	32 (16%)	18 (9%)
Insignificantly	35 (6%)	14 (4%)	18 (7%)	16 (6%)	13 (4%)	11 (5%)	15 (8%)

Section II. CSU-P General Education Experience	2011	2010	2009	2007	2006	2005	2004
22. Extent gen ed assisted in improving basic math skills							
Significantly	213 (37%)	145 (37%)	70 (25%)	66 (26%)	70 (23%)	49 (24%)	46 (24%)
Moderately	198 (34%)	135 (34%)	102 (37%)	100 (39%)	103 (34%)	75 (37%)	76 (40%)
Slightly	86 (15%)	61 (15%)	56 (20%)	46 (18%)	50 (17%)	55 (27%)	36 (19%)
Insignificantly	83 (14%)	52 (13%)	47 (17%)	46 (18%)	36 (12%)	25 (12%)	33 (17%)
23. Extent gen ed assisted in improving ability to solve complex problems							
Significantly	266 (46%)	183 (46%)	90 (33%)	78 (30%)	88 (29%)	63 (13%)	56 (29%)
Moderately	210 (36%)	152 (38%)	124 (45%)	119 (46%)	117 (39%)	89 (43%)	84 (44%)
Slightly	65 (11%)	40 (10%)	42 (15%)	41 (16%)	35 (12%)	41 (20%)	31 (16%)
Insignificantly	41 (7%)	18 (5%)	17 (6%)	22 (8%)	20 (7%)	12 (6%)	19 (10%)
24. Extent gen ed assisted in improving ability to interpret numerical & graphical data							
Significantly	240 (41%)	165 (42%)	79 (29%)	72 (28%)	78 (26%)	60 (29%)	51 (27%)
Moderately	200 (34%)	145 (37%)	123 (45%)	106 (41%)	111 (37%)	80 (39%)	71 (37%)
Slightly	83 (14%)	45 (11%)	46 (17%)	52 (20%)	48 (16%)	47 (23%)	46 (24%)
Insignificantly	58 (10%)	38 (10%)	26 (9%)	30 (12%)	23 (8%)	17 (8%)	23 (12%)
25. Extent gen ed experience enhanced appreciation of aesthetics							
Significantly	160 (28%)	94 (24%)	49 (18%)	53 (21%)	43 (14%)	36 (18%)	30 (16%)
Moderately	211 (36%)	162 (41%)	137 (51%)	115 (45%)	120 (40%)	84 (41%)	99 (53%)
Slightly	109 (19%)	75 (19%)	52 (19%)	60 (23%)	59 (20%)	59 (29%)	32 (17%)
Insignificantly	101 (17%)	63 (16%)	33 (12%)	29 (11%)	35 (12%)	25 (12%)	26 (14%)
26. Extent gen ed experience enhanced appreciation of ethical values & social/civic responsibilities							
Significantly	217 (37%)	145 (37%)	94 (34%)	88 (34%)	94 (31%)	54 (26%)	57 (30%)
Moderately	240 (41%)	143 (36%)	116 (42%)	97 (38%)	103 (34%)	85 (41%)	81 (43%)
Slightly	74 (13%)	66 (17%)	41 (15%)	42 (16%)	43 (14%)	42 (20%)	25 (13%)
Insignificantly	50 (9%)	40 (10%)	23 (8%)	31 (12%)	18 (6%)	24 (12%)	24 (13%)
27. Extent gen ed experience enhanced appreciation of cultural diversity							
Significantly	249 (43%)	144 (36%)	115 (42%)	91 (35%)	91 (30%)	61 (30%)	56 (30%)
Moderately	214 (37%)	156 (39%)	100 (36%)	94 (36%)	107 (36%)	82 (40%)	82 (44%)
Slightly	66 (11%)	61 (15%)	39 (14%)	43 (17%)	37 (12%)	38 (18%)	26 (14%)
Insignificantly	52 (9%)	33 (8%)	22 (8%)	31 (12%)	25 (8%)	25 (12%)	24 (13%)

Section II. CSU-P General Education Experience	2011	2010	2009	2007	2006	2005	2004
28. Extent gen ed experience enhanced appreciation of interrelatedness of countries across the world							
Significantly	207 (36%)	121 (31%)	88 (32%)	68 (26%)	67 (22%)	54 (26%)	35 (19%)
Moderately	210 (36%)	157 (40%)	105 (38%)	100 (39%)	102 (34%)	74 (36%)	74 (40%)
Slightly	99 (17%)	64 (16%)	52 (19%)	45 (17%)	45 (15%)	42 (20%)	35 (19%)
Insignificantly	65 (11%)	52(13%)	31 (11%)	45 (17%)	46 (15%)	35 (17%)	40 (22%)
29. Extent gen ed experience enhanced appreciation of the social, economic & political systems							
Significantly	216 (37%)	123 (31%)	70 (26%)	61 (24%)	59 (20%)	55 (27%)	47 (25%)
Moderately	224 (39%)	156 (39%)	129 (47%)	107 (42%)	132 (44%)	81 (40%)	74 (40%)
Slightly	85 (15%)	74 (19%)	44 (16%)	57 (22%)	45 (15%)	40 (20%)	35 (19%)
Insignificantly	56 (10%)	41 (10%)	29 (11%)	31 (12%)	23 (8%)	27 (13%)	31 (17%)
30. Extent gen ed experience enhanced appreciation of the principles of physical & mental health							
Significantly	205 (35%)	127 (32%)	78 (28%)	69 (27%)	71 (29%)	52 (26%)	51 (27%)
Moderately	211 (36%)	170 (43%)	118 (43%)	105 (40%)	115 (38%)	79 (39%)	82 (43%)
Slightly	92 (16%)	60 (15%)	48 (18%)	58 (22%)	45 (15%)	49 (24%)	38 (20%)
Insignificantly	73 (13%)	37 (9%)	30 (11%)	28 (11%)	27 (9%)	22 (11%)	18 (10%)
31. Extent gen ed experience enhanced appreciation of natural resources							
Significantly	168 (29%)	105 (26%)	57 (21%)	55 (21%)	45 (15%)	40 (20%)	29 (15%)
Moderately	220 (38%)	156 (39%)	133 (49%)	103 (40%)	120 (40%)	77 (38%)	94 (50%)
Slightly	113 (19%)	77 (19%)	54 (20%)	65 (25%)	60 (20%)	56 (28%)	43 (23%)
Insignificantly	79 (14%)	56 (14%)	30 (11%)	37 (14%)	33 (11%)	29 (14%)	22 (12%)
32. Extent gen ed experience enhanced appreciation of the process associated with scientific inquiry							
Significantly	191 (33%)	121 (31%)	61 (22%)	62 (24%)	53 (18%)	47 (23%)	38 (20%)
Moderately	224 (39%)	163 (41%)	139 (51%)	106 (41%)	123 (41%)	77 (38%)	89 (48%)
Slightly	96 (17%)	67 (17%)	49 (18%)	58 (22%)	58 (19%)	55 (27%)	37 (20%)
Insignificantly	69 (12%)	43 (11%)	26 (9%)	33 (13%)	24 (8%)	23 (11%)	23 (12%)

**CSU-Pueblo General Education Communication/Wellbeing
Essay January 2012**

Artifact Number:		Reviewer Initials:		
Writing Quality	Exceeds Standard	Meets Standard	Just Below Standard	Far From Standard
	4	3	2	1
Thesis/Purpose Statement	Clearly and concisely states the paper's purpose in a single sentence, which is engaging and thought provoking.	Clearly and concisely states the paper's purpose in a single sentence.	States the paper's purpose in a single sentence.	Incomplete and/or unfocused. Thesis/purpose statement is absent.
Introduction	Introduction is engaging and states the main position; previews the structure (key points) of the paper.	Introduction states the main position and previews the structure (key points) of the paper.	The introduction states the main position but does not adequately preview the structure (key points) of the paper.	There is no clear introduction or main position and the structure of the paper is missing.
Essay Organization	Each paragraph has thoughtful supporting detail sentences, which develop the main position.	Each paragraph has sufficient supporting detail sentences, which develop the main position.	Each paragraph lacks supporting detail sentences, or essay is not written utilizing paragraph structure.	Each paragraph fails to support the main position, and essay is not written utilizing paragraph structure.
Conclusion	The conclusion is engaging, restates the main position, and summarizes the supporting evidence.	The conclusion is engaging and restates the main position.	The conclusion restates the main position.	Incomplete and/or unfocused. Does not restate the main position.
Mechanics/Usage	Almost no errors in punctuation, capitalization, spelling, sentence structure and word usage; transitions are used consistently.	Some errors in punctuation, capitalization, spelling, sentence structure and word usage; transitions are used inconsistently.	Many errors in punctuation, capitalization, spelling, sentence structure and word usage; transitions are used minimally.	Incomplete and/or unfocused; transitions are used inappropriately (e.g., mid-paragraph).
Dimensions of Wellness	Exceeds Standard	Meets Standard	Just Below Standard	Far From Standard
	3	2	1	0
Development of Idea	Includes many relevant and specific points related to health and wellness, which demonstrate the student's ability to elaborate on his/her position regarding the worth, or insignificance, or a required wellness/well-being class.	Includes some relevant points related to health and wellness which demonstrate the student's ability to elaborate on his/her position regarding the worth, or insignificance, or a required wellness/well-being class.	Includes few relevant points related to health and wellness, but does not demonstrate the student's ability to elaborate on his/her position regarding the worth, or insignificance, or a required wellness/well-being class.	Does not include any relevant statements related to health and wellness in his/her position regarding the worth, or insignificance, of a required wellness/well-being class.
Supports Required Class?:	Yes	No		