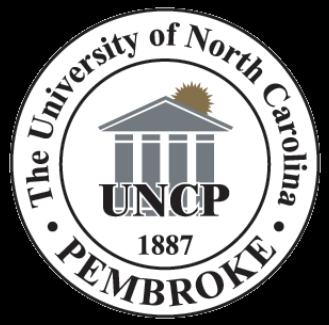


Accountability & Assessment at The University of North Carolina at Pembroke

Beverly R. King, PhD
Assistant Vice Chancellor
Office of Institutional Effectiveness

Accountability

- To the general public
  - VSA
- To the state
  - GA

(Student) Assessment

- Student Readiness
  - SRI
- Student Expectations
  - CSXQ
- Student Experiences
  - NSSE
  - FSSE
  - CSEQ
- Student Technology Use
  - ECAR
- Student Learning Outcomes
  - CLA
- Student Satisfaction
  - GA

Accountability

College Portrait
of Undergraduate Education
Voluntary System of Accountability
SM

College Portrait
of Undergraduate Education
Voluntary System of Accountability
SM
EARLY ADOPTER

Voluntary System of Accountability

- Initiative for 4-year public colleges & universities developed through partnership between AASCU & NASULGC

- Designed to help institutions:
  - Assemble information that is accessible, understandable, and comparable
  - Demonstrate accountability to public

Voluntary System of Accountability

- The VSA communicates information on undergraduate student experience through common web reporting template
  - **The College Portrait**

College Portrait

Five pages in length in three sections: consumer info (from CDS), student experiences/ perceptions (NSSE results), student learning outcomes (CLA results)

uncp_college_portrait.pdf (application/pdf Object) - Mozilla Firefox

http://www.uncp.edu/ie/vsa/uncp_college_portrait.pdf

The University of North Carolina at Pembroke

Pembroke, NC • 910-521-6000 http://www.uncp.edu

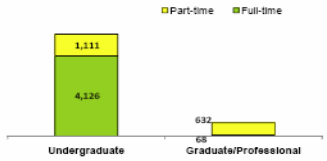
The University of North Carolina at Pembroke is one of 16 schools that comprise the University of North Carolina system. It has a total enrollment of 5,937 and offers 44 bachelors' and 17 masters' degrees. With a student-faculty ratio of 14:1, Pembroke occupies the enviable position of being able to treat each student as an individual. Because of the rigors of the curriculum and the personal attention students receive, graduates go on to create vibrant, interesting lives for themselves. Located in a small community, Pembroke is the safest campus among UNC schools, and, according to U.S. News and World Report, it is among the nation's most diverse.

Student Characteristics (Fall 2007)

More

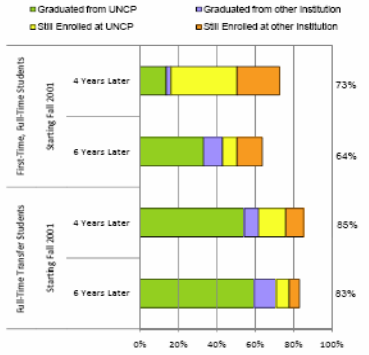
TOTAL NUMBER OF STUDENTS	5,937

Student Level and Enrollment Status



UNDERGRADUATE PROFILE		
Total		5,237
Gender		
Women	3,290	63%
Men	1,947	37%
Race/Ethnicity		
African American / Black	1,561	30%
American Indian / Alaskan Native	1,065	20%
Asian / Pacific Islander	100	2%
Hispanic	207	4%
International	56	1%
White	2,748	52%
Race/Ethnicity Unknown	200	4%
Geographic Distribution (Degree-Seeking)		
North Carolina		95%
Other US States & Territories		4%
Other Countries		1%
Age (Degree-Seeking)		
Average Age		25
Percent of Undergraduates Age 25 or Older		33%

Undergraduate Success and Progress Rate



A 73% four-year success and progress rate means that 73% of students starting in Fall 2001 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2001 entering class shown in the graph above.

- 688 First-Time, Full-Time Students
- 287 Full-Time Transfer Students

CLICK HERE for Detailed Success & Progress Rate Tables

Retention of Fall 2006 First-Time, Full-time Students

College Portrait of Undergraduate Education
Voluntary System of Accountability

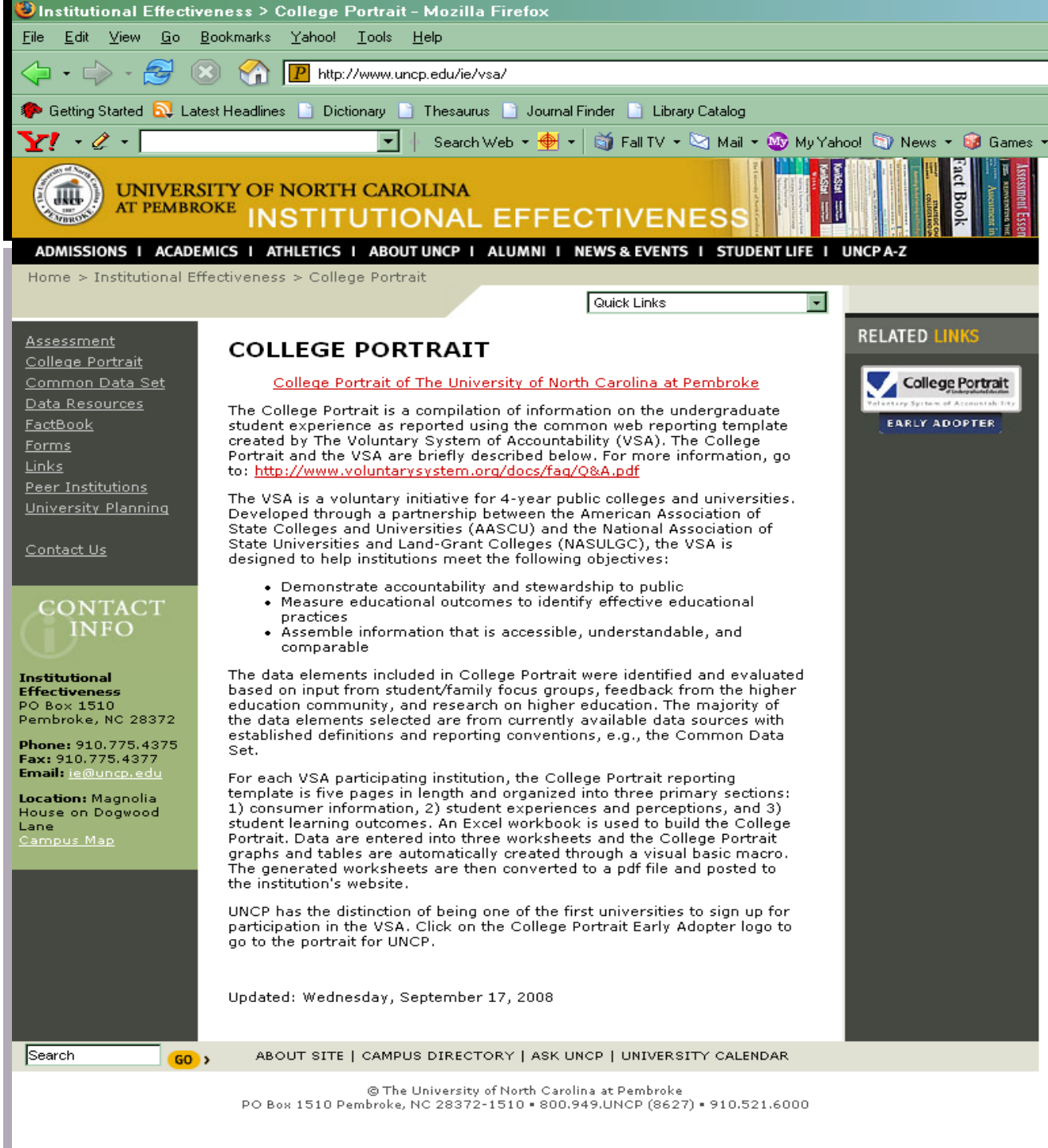
One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. We encourage you to check out college web sites and visit campuses to get a more complete picture of the opportunities available to you!

02/15/2008

Done

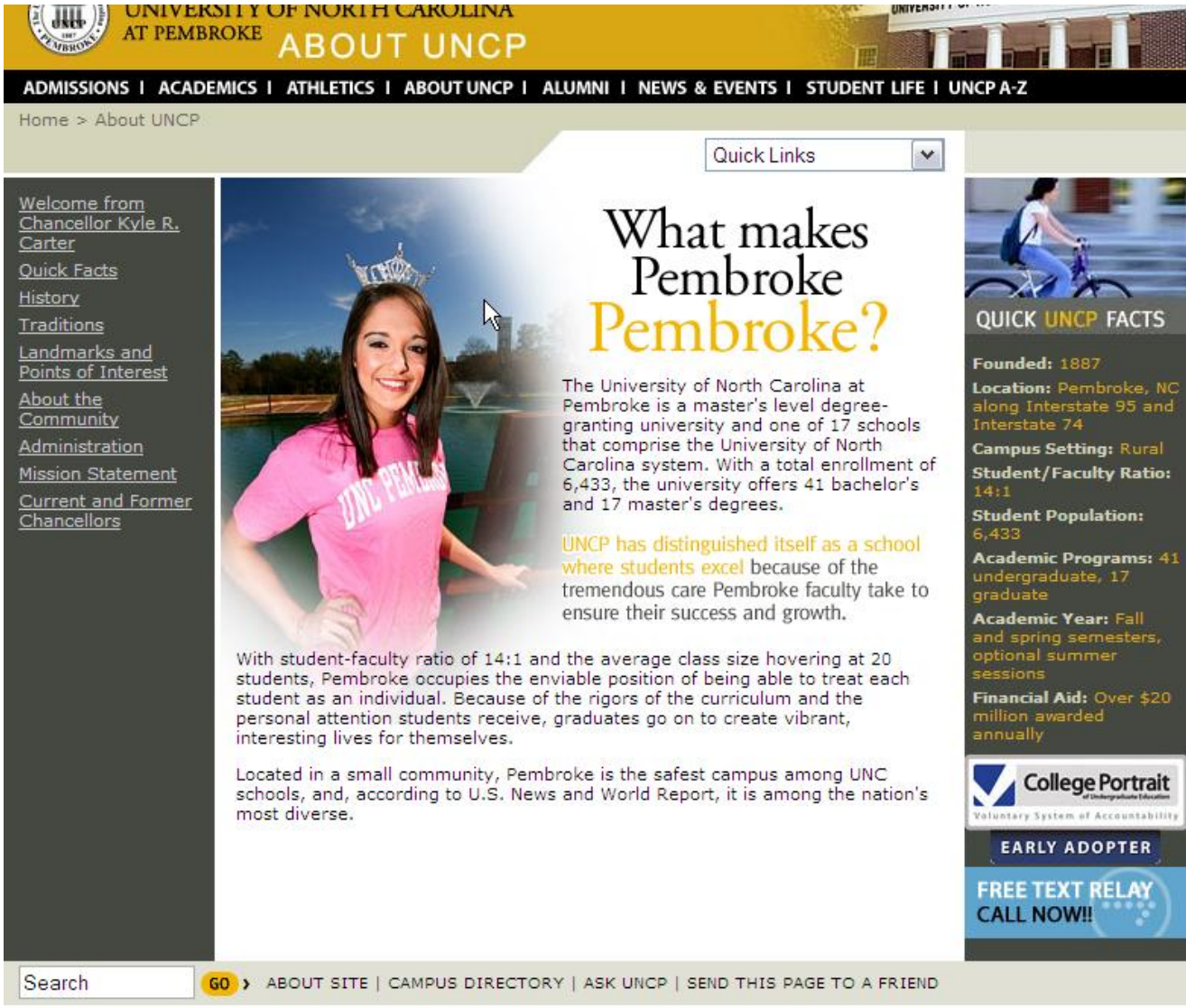
College Portrait

Link to UNCP's College Portrait on IE's website



College Portrait

Link also on "About UNCP" page



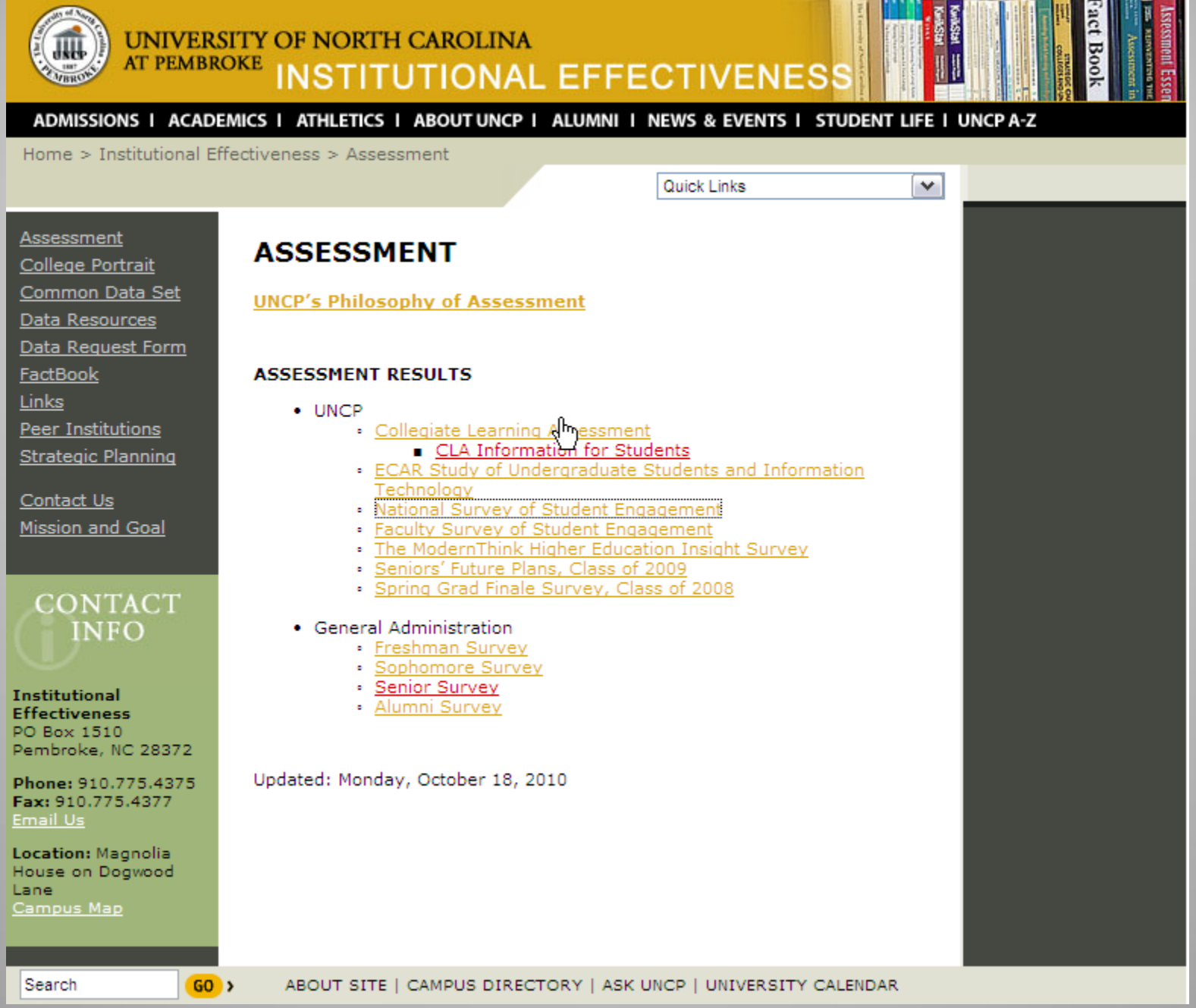
"Successful assessment is more than a collection of techniques, instruments and outcomes; it is a cultural issue that affects how a community of scholars defines its responsibilities to its students

(Magruder, McManis & Young, 1997)."
--cited in Ronco & Brown, 2002, p. 8

Assessment at UNCP

Assessment at UNCP

- 2007-2008
  - Collegiate Learning Assessment (CLA)
  - National Survey of Student Engagement (NSSE)
  - Faculty Survey of Student Engagement (FSSE)
  - EDUCAUSE Center for Applied Research (ECAR) Study of Students and Information Technology
  - System surveys



www.uncp.edu/ie/assessment

Assessment at UNCP

- 2010-2011
  - Student Readiness Inventory (SRI)
  - College Student Expectation Questionnaire (CSXQ)
  - College Student Experiences Questionnaire (CSEQ)
  - EDUCAUSE Center for Applied Research (ECAR) Study of Students and Information Technology
  - Collegiate Learning Assessment (CLA)
  - System surveys

Student Readiness Inventory (SRI)

- Measure of psychosocial & study skills factors
- Created by ACT based on meta-analysis; validated with sample of ~15,000 students
- Intended to assist schools in identifying & intervening with students at risk for difficulties in persistence or performance

Student Readiness Inventory (SRI)

- ACT provides university report, roster report, advisor report, & student report
- Student report contains recommended plan of action with referral to SRI student website
- Administered at UNCP, summer 2010, to >1143 potential students

Paper/ pencil exam

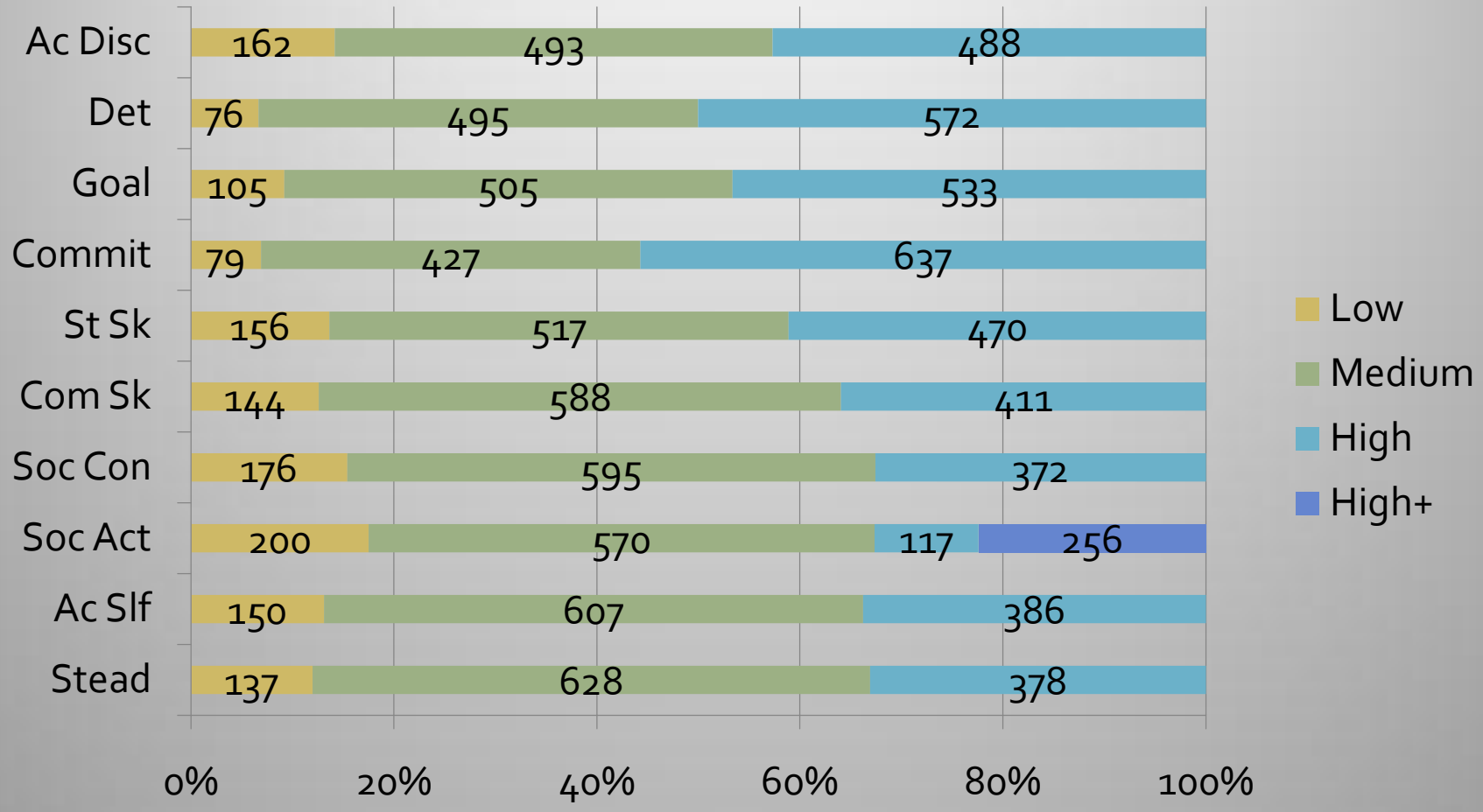
108 items

10 factor scales + 2 risk indices (retention & academic success)

SRI Scale Definitions and Sample Items

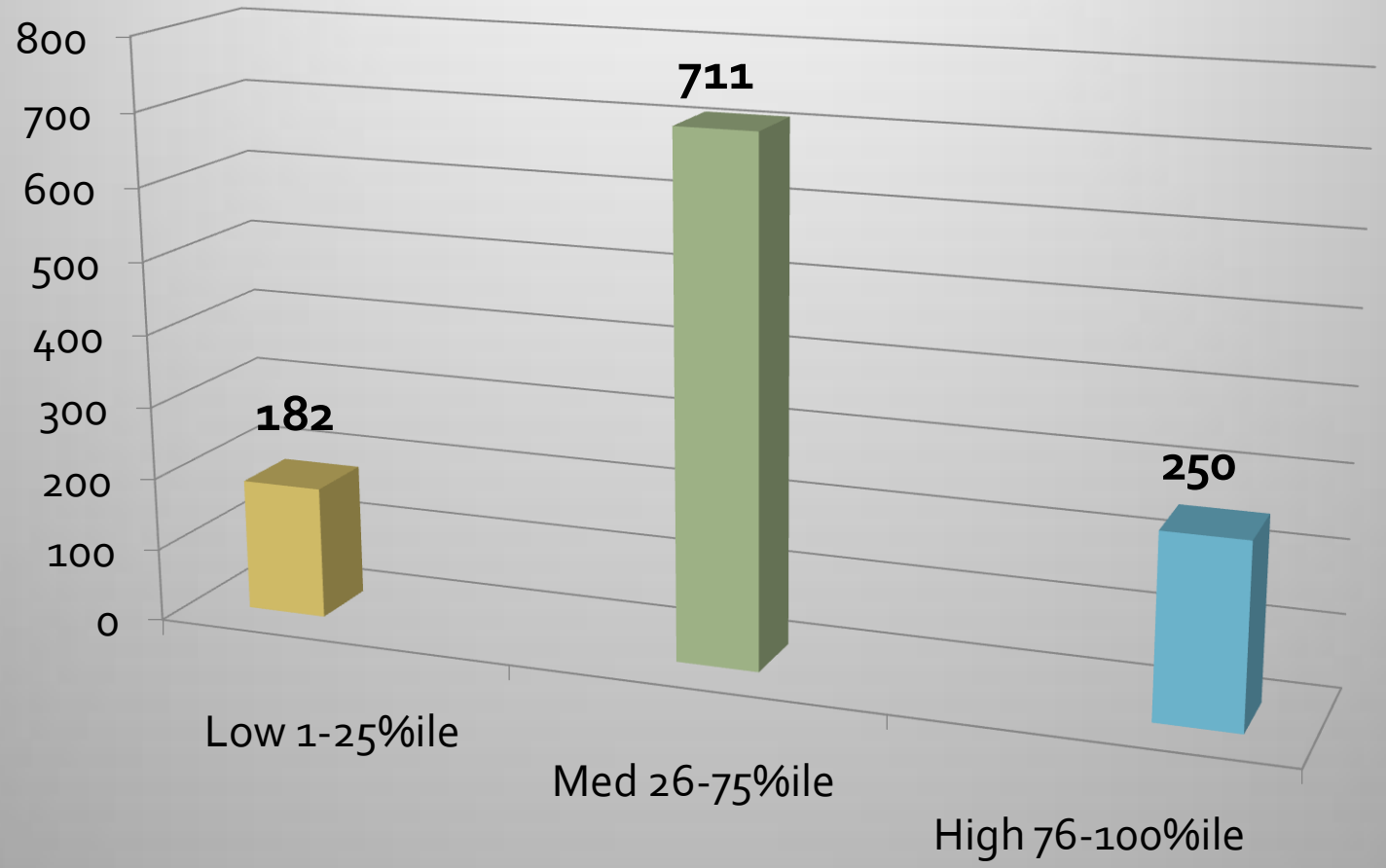
SRI Scale	Definition	Sample Item
Academic Discipline	The amount of effort a student puts into schoolwork and the degree to which a student is hardworking and conscientious.	I consistently do my school work well.
Academic Self-Confidence	The belief in one's ability to perform well in school.	I achieve little for the amount of time I spend studying.
Commitment to College	One's commitment to staying in college and getting a degree.	A college education will help me achieve my goals.
Communication Skills	Attentiveness to others' feelings and flexibility in resolving conflicts with others.	I'm willing to compromise when resolving a conflict.
General Determination	The extent to which one strives to follow through on commitments and obligations.	It is important for me to finish what I start.
Goal Striving	The strength of one's efforts to achieve objectives and end goals.	I bounce back after facing disappointment or failure.
Social Activity	One's comfort in meeting and interacting with other people.	I avoid activities that require meeting new people.
Social Connection	One's feelings of connection and involvement with the college community.	I feel part of this college.
Steadiness	One's responses to and management of strong feelings.	I have a bad temper.
Study Skills	The extent to which students believe they know how to assess an academic problem, organize a solution, and successfully complete academic assignments.	I summarize important information in diagrams, tables, or lists.

SRI at UNCP

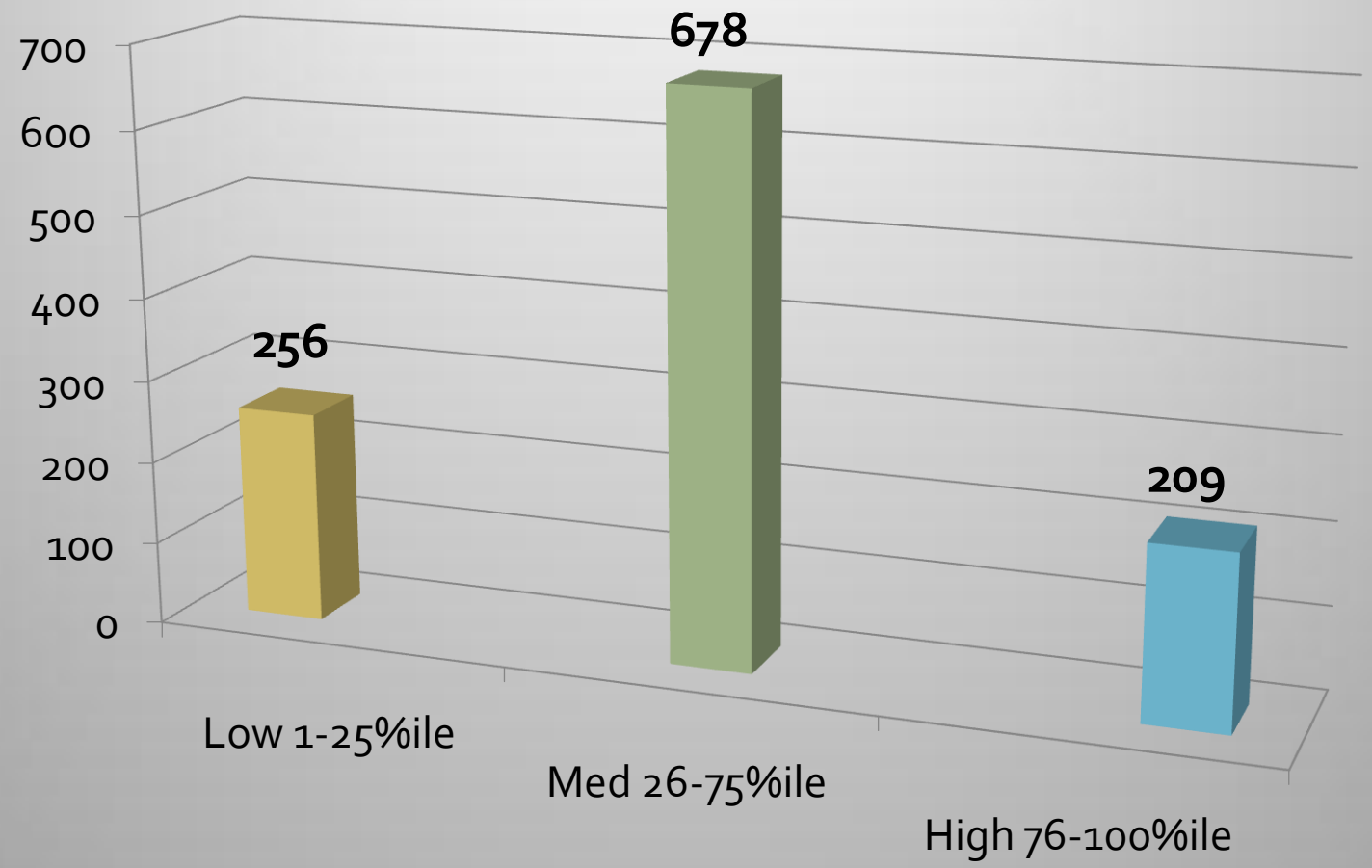


Low=1st to 25th %ile; Medium=26th to 75th %ile; High=76th to 100th %ile (except Soc Act with Very High, 86th to 100th %ile)

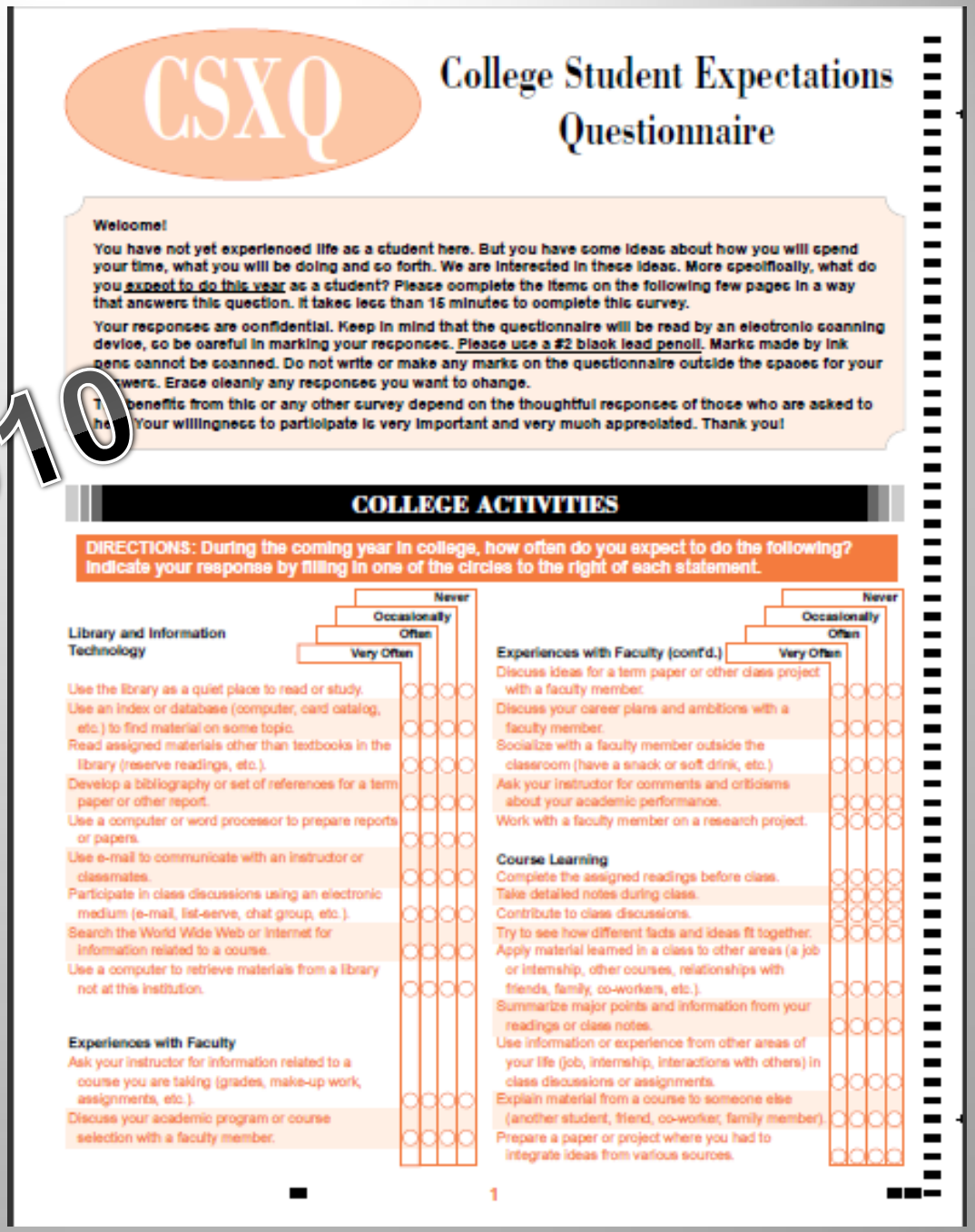
Retention Index Percentiles



Academic Performance Percentiles



New for 2010



CSXQ

College Student Expectations Questionnaire

Welcome!

You have not yet experienced life as a student here. But you have some ideas about how you will spend your time, what you will be doing and so forth. We are interested in these ideas. More specifically, what do you expect to do this year as a student? Please complete the items on the following few pages in a way that answers this question. It takes less than 15 minutes to complete this survey.

Your responses are confidential. Keep in mind that the questionnaire will be read by an electronic scanning device, so be careful in marking your responses. Please use a #2 black lead pencil. Marks made by ink pens cannot be scanned. Do not write or make any marks on the questionnaire outside the spaces for your answers. Erase cleanly any responses you want to change.

The benefits from this or any other survey depend on the thoughtful responses of those who are asked to help. Your willingness to participate is very important and very much appreciated. Thank you!

COLLEGE ACTIVITIES

DIRECTIONS: During the coming year in college, how often do you expect to do the following? Indicate your response by filling in one of the circles to the right of each statement.

	Never	Occasionally	Often	Very Often
Library and Information Technology				
Use the library as a quiet place to read or study.	○	○	○	○
Use an index or database (computer, card catalog, etc.) to find material on some topic.	○	○	○	○
Read assigned materials other than textbooks in the library (reserve readings, etc.).	○	○	○	○
Develop a bibliography or set of references for a term paper or other report.	○	○	○	○
Use a computer or word processor to prepare reports or papers.	○	○	○	○
Use e-mail to communicate with an instructor or classmates.	○	○	○	○
Participate in class discussions using an electronic medium (e-mail, list-serve, chat group, etc.).	○	○	○	○
Search the World Wide Web or Internet for information related to a course.	○	○	○	○
Use a computer to retrieve materials from a library not at this institution.	○	○	○	○
Experiences with Faculty				
Ask your instructor for information related to a course you are taking (grades, make-up work, assignments, etc.).	○	○	○	○
Discuss your academic program or course selection with a faculty member.	○	○	○	○

	Never	Occasionally	Often	Very Often
Experiences with Faculty (cont'd.)				
Discuss ideas for a term paper or other class project with a faculty member.	○	○	○	○
Discuss your career plans and ambitions with a faculty member.	○	○	○	○
Socialize with a faculty member outside the classroom (have a snack or soft drink, etc.)	○	○	○	○
Ask your instructor for comments and criticisms about your academic performance.	○	○	○	○
Work with a faculty member on a research project.	○	○	○	○
Course Learning				
Complete the assigned readings before class.	○	○	○	○
Take detailed notes during class.	○	○	○	○
Contribute to class discussions.	○	○	○	○
Try to see how different facts and ideas fit together.	○	○	○	○
Apply material learned in a class to other areas (a job or internship, other courses, relationships with friends, family, co-workers, etc.).	○	○	○	○
Summarize major points and information from your readings or class notes.	○	○	○	○
Use information or experience from other areas of your life (job, internship, interactions with others) in class discussions or assignments.	○	○	○	○
Explain material from a course to someone else (another student, friend, co-worker, family member).	○	○	○	○
Prepare a paper or project where you had to integrate ideas from various sources.	○	○	○	○

College Students Expectations Questionnaire (CSXQ)

- Results can be used to inform:
  - Enrollment management, student recruitment and retention initiatives
  - Faculty development, advising and academic support services
  - First year experience programs.
  - Orientation, residence life, and student activities

During the coming year in college, how often do you expect to do the following?

- Library & Information Technology
- Experiences with Faculty
- Course Learning
- Writing
- Campus Facilities
- Clubs, Organizations, Service Projects
- Student Acquaintances
- Scientific & Quantitative Experiences

CSXQ: Other items

- Conversations
- Reading/writing
- Opinion about college
- The college environment
- Background information

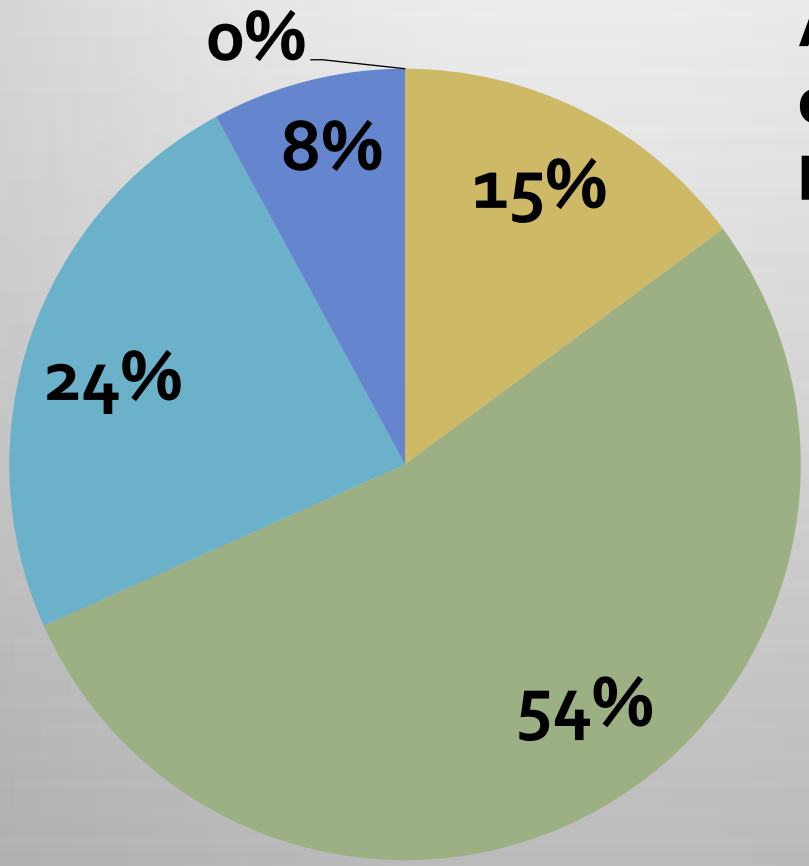
CSXQ: Administered Fall 2010 in FRS to 671 students

- 97% --19 or younger
- 54% --female
- 40% --neither parent graduated from college
- 71% --living in campus housing
- 74% --report taking 15 or more hours
- 84% --no on-campus job; 63% --no off-campus job
- Most popular expected majors: Business, Education, & Health-related fields

Results presented in areas of:

- GPA expectations
- How well students think they will like college
- Expectations of areas of emphasis at UNCP
- Expectations of academic engagement & engagement with faculty
- Expectations of participation in college environment & co-curricular involvement
- Expectations of social engagement

What do you expect your college GPA to be at the end of your first year?

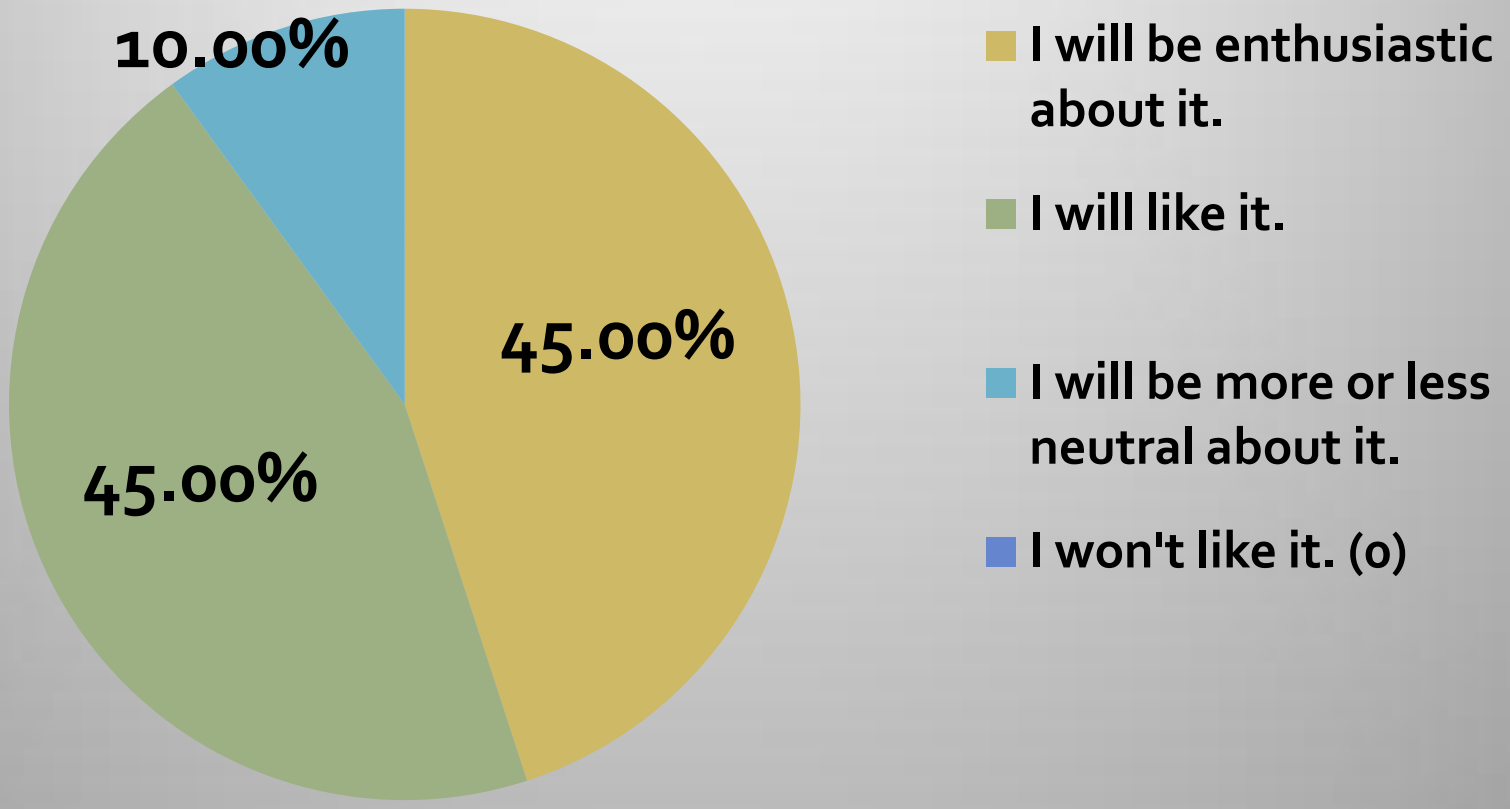


Average GPA at end of first semester FTFTFR at UNCP=2.27

- A
- A-, B+
- B
- B-,C+
- C, C-, or lower

80% expect to enroll for an advanced degree when they complete their undergraduate degrees

How well do you think you will like college?



Percentage of students who believe that UNCP emphasizes:

Developing academic, scholarly, intellectual qualities	80%
Developing aesthetic, expressive, creative qualities	81%
Developing critical, evaluative, analytical qualities	83%
Understanding/appreciation human diversity	81%
Developing information literacy skills	86%
Developing vocational & occupational competence	78%
Personal relevance & practical value of courses	84%
Relationships with other students or student groups	89%
Relationships with faculty members	81%
Relationships with administrative personnel & offices	74%

Academic Engagement--How often do you expect to:

Item	Very often + Often	Occ. + Never
Complete assigned readings before class.	88%	12%
Take detailed notes during class.	91%	8%
Contribute to class discussion.	77%	23%
Try to see how different facts/ideas fit together.	76%	24%
Apply material learned in a class to other areas.	77%	23%
Summarize major points from readings/class notes.	79%	21%
Use information/experience from other areas of your life in class readings/discussions.	78%	22%

Academic Engagement--How often do you expect to:

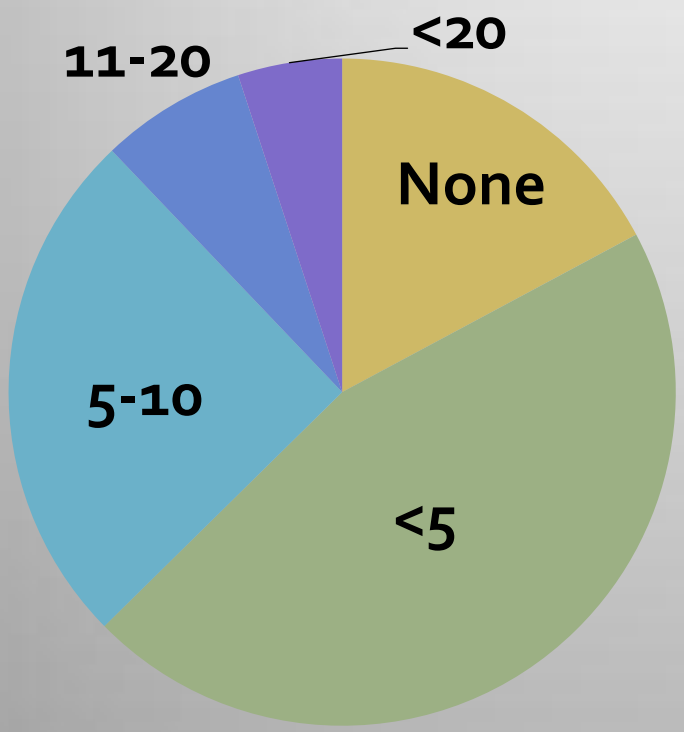
Item	Very often + Often	Occ + Never
Explain material from a course to someone else.	67%	33%
Prepare paper/project where have to integrate ideas from various sources.	79%	21%
Ask other people to read something you wrote to see if clear to them.	71%	29%
Refer to book /manual re writing style, grammar	55%	45%
Revise paper two or more times before satisfied.	71%	29%
Ask for advice/help to improve writing.	68%	32%
Write major report for a class (20 pp or more).	11%	88%

Academic Engagement--How often do you expect to:

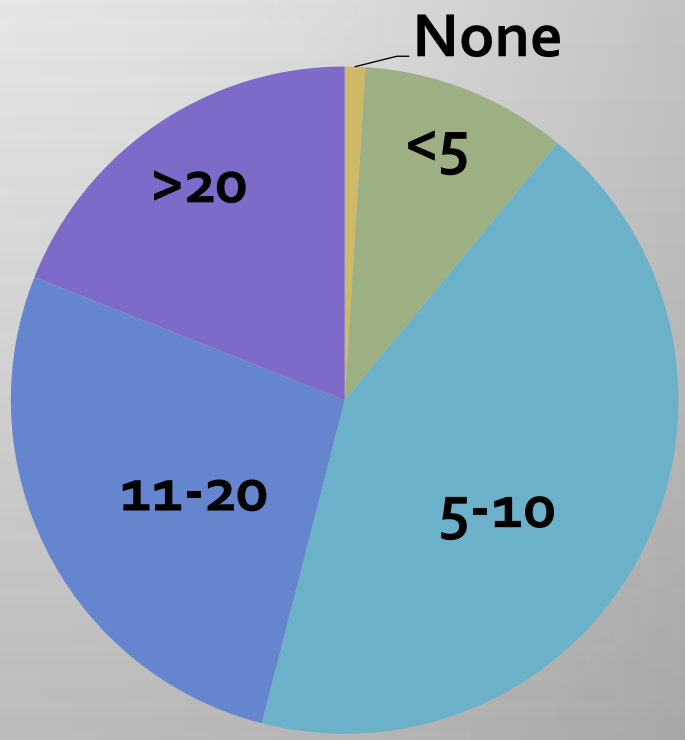
Item	Very often + Often	Occ. + Never
Memorize formulas, definitions, technical terms	75%	26%
Express relationships using mathematical terms.	58%	42%
Explain your understanding of some scientific or math. Theory, priniciple, concept to someone else.	52%	48%
Read articles about scientific or mathematical theories or concepts in addition to those assigned.	39%	60%
Complete an assignment or project using scientific methods.	9%	51%

How many do you expect to read in coming year?

NON-ASSIGNED BOOKS

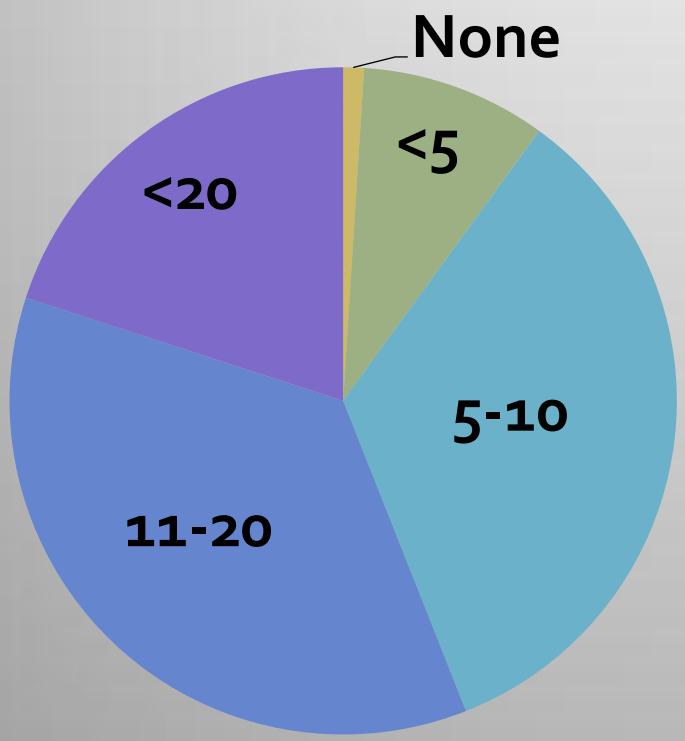


TEXTBOOKS/ASSIGNED BOOKS

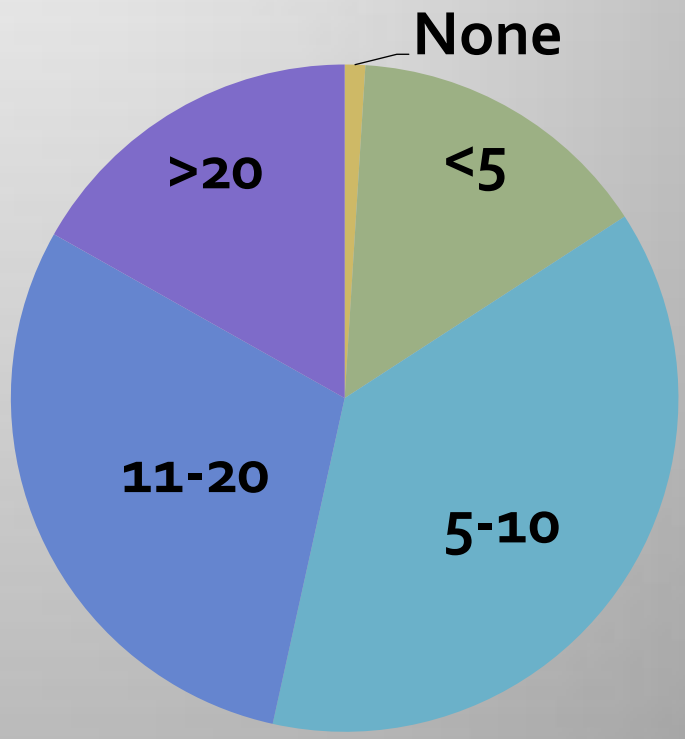


How many do you expect to write in coming year?

TERM PAPERS/OTHER WRITTEN REPORTS

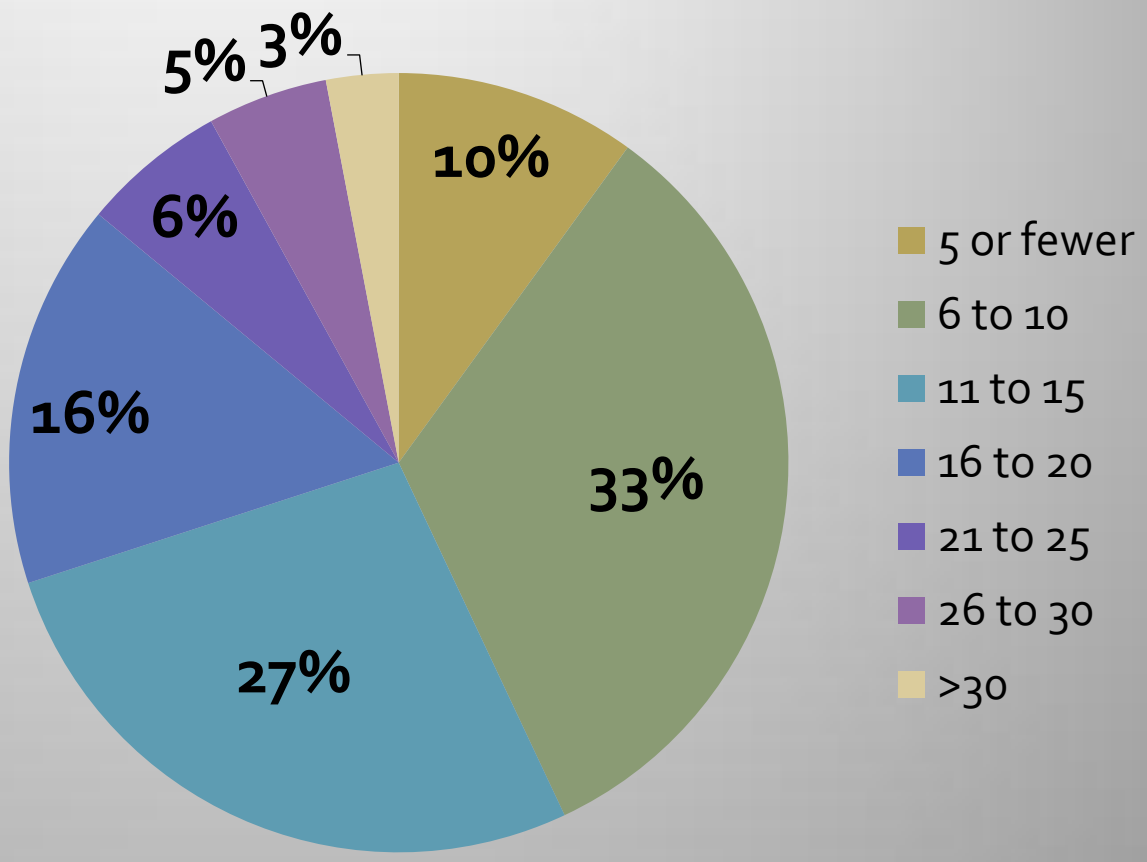


ESSAY EXAMS



During the school year,

about how many hours a week do you plan to spend outside of class on activities related to your academic program, such as studying, writing, reading, lab work, rehearsing, etc.?



Engagement with faculty: How often do you expect to…?

Item	Very often + often	Occasionally + Never
Ask instructor for information related to a course.	75%	25%
Discuss course selection with a faculty member.	51%	49%
Discuss ideas for paper/project with faculty.	52%	48%
Discuss career plans/ambitions with faculty.	44%	56%
Socialize with faculty outside classroom.	12%	88%
Ask instructor for comments on your academic performance.	48%	52%
Work with a faculty member on a research project.	22%	78%

Expectations re participation/co-curricular involvement

Item	Very often + Often	Occ. + Never
Go to art exhibit, play, dance, theater	36%	64%
Attend concert/music event	40%	60%
Use campus lounge to relax or study alone	45%	55%
Meet other students at campus location for discussion	55%	45%
Attend a lecture/panel discussion	28%	72%
Use learning lab/center to improve study/academic skills	46%	54%
Use recreational facilities	69%	31%

Expectations re participation/co-curricular involvement

Item	Very often + Often	Occasionally + Never
Play a team sport	39%	61%
Follow regular schedule of exercise or practice for some rec/sport activity	56%	44%
Attend meeting of campus club, organization, student government group	34%	66%
Work on campus committee or service project	23%	77%
Work on off-campus org/service project	22%	78%
Meet with faculty/staff to discuss group/org	20%	80%
Provide leadership for org/service project	22%	78%

Social Engagement--How often do you expect to:

Item	Very often + Often	Occasionally + Never
Make friends with students whose interests are different from yours	70%	29%
Make friends with students whose family background is different from yours	79%	21%
Make friends with students whose race/ethnic background is different from yours	85%	15%
Have serious conversations with students whose philosophy of life or personal values are very different from yours	61%	39%

Social Engagement--How often do you expect to:

Item	Very often + Often	Occasionally + Never
Have serious discussion with students whose religious beliefs are very different from yours	48%	52%
Have serious discussions with students whose political opinions are very different from yours	48%	52%
Have serious discussions withy students whose race/ethnicity background is very different from yours	67%	33%

Social engagement: Expectations re conversation topics

Item	Very often + Often	Occasionally + Never
Current events	54%	46%
Social issues (e.g., peace, justice, human rights, equality, race relations)	48%	52%
Different lifestyles, customs, religions	58%	42%
Ideas/views of writers, philosophers, historians	35%	64%
The arts	41%	59%

Social engagement: Expectations re conversation topics

Item	Very often + Often	Occasionally + Never
Social/ethical issues related to science & technology (e.g., pollution, energy, genetics)	40%	60%
The economy	52%	48%
International relations	42%	57%
Science	30%	70%
Computers/technology	55%	46%

In conversations, how often do you expect to do the following?

Item	Very often + Often	Occ. + Never
Refer to knowledge acquired in reading/classes	67%	33%
Explore different ways of thinking about a topic/issue	71%	29%
Refer to something one of your instructors said	68%	32%
Subsequently read something related to the topic or issue	57%	43%
Change your opinion as a result of the knowledge or arguments presented by others	40%	60%
Persuade others to change their minds as a result of knowledge or arguments you cited	40%	51%

"The amount, scope, and quality of student effort is an indication of the quality of the educational process, and a key to identifying the quality of the educational product."
C. Robert Pace UCLA Professor Emeritus

CSXQ, Quality of effort (from high to low based on standardized means)

- Course learning (31.81)
- Student acquaintances (29.04)
- Library/IT (27.64)
- Information in conversations (27.42)
- Writing (26.46)
- Scientific/quantitative experiences (26.44)
- Campus facilities (25.03)
- Conversation topics (24.79)
- Experiences with faculty (23.90)
- Clubs, organizations, service projects (19.42)

College Student Experiences Questionnaire (CSEQ)

- The CSEQ measures the quality of student experiences, perceptions of the campus environment, and progress toward important educational goals. When paired with the CSEQ it can assess the degree to which those expectations were met.

- CSEQ shares 87 items with CSXQ (not including background information)

Collegiate Learning Assessment (CLA)

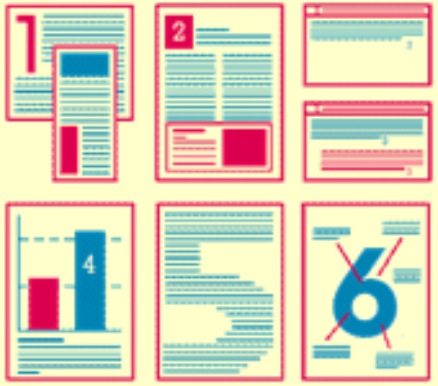
- Assesses critical thinking, analytic reasoning, written communication, problem solving
- In first-year & senior students
- By means of performance tasks & analytic writing tasks
- With a focus on "value added"

Sample CLA tasks

Sample Performance Task

You are the assistant to Pat Williams, the president of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech's sales force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. Pat was about to approve the purchase when there was an accident involving a SwiftAir 235. You are provided with the following documentation:

1: Newspaper articles about the accident
2: Federal Accident Report on in-flight breakups in single engine planes
3: Pat's e-mail to you & Sally's e-mail to Pat
4: Charts on SwiftAir's performance characteristics
5: Amateur Pilot article comparing SwiftAir 235 to similar planes
6: Pictures and description of SwiftAir Models 180 and 235



Please prepare a memo that addresses several questions, including what data support or refute the claim that the type of wing on the SwiftAir 235 leads to more in-flight breakups, what other factors might have contributed to the accident and should be taken into account, and your overall recommendation about whether or not DynaTech should purchase the plane.

Sample CLA tasks

Sample Writing Prompts

The Make-an-Argument prompt presents an opinion on an issue and asks the students to address the issue from any perspective they wish, so long as they provide relevant reasons and examples to explain and support their views on topics such as: *Government funding would be better spent on preventing crime than in dealing with criminals after the fact.*

The Critique-an-Argument prompt requires students to critique an argument by discussing how well reasoned they find it; they must do so by considering the soundness of the argument's logic (rather than agree or disagree with the position presented). An example prompt is: *The number of marriages that end in separation or divorce is growing steadily. A disproportional number of them are from June weddings. Because June weddings are so culturally desirable, they are often preceded by long engagements as the couples wait until the summer months. The number of divorces increases with each passing year, and the latest statistics indicate that more than 1 out of 3 marriages will end in divorce. With the deck stacked against "forever more" it is best to take every step possible from joining the pool of divorcees. Therefore, it is sage advice to young couples to shorten their engagements and choose a month other than June for a wedding.*

CLA: Issues

- Recruitment
- Performance
- Is CLA the appropriate assessment for UNCP's general education goals/objectives?
  - Other alternatives
    - CAPP (College Assessment of Academic Proficiency)
    - MAPP (Measure of Academic Proficiency & Progress)

Educause Center for Applied Research (ECAR) study of students' use of technology

- National study conducted every spring
- Invitations sent to first-year & senior students at UNCP
- Total of 106 students responded, 2010

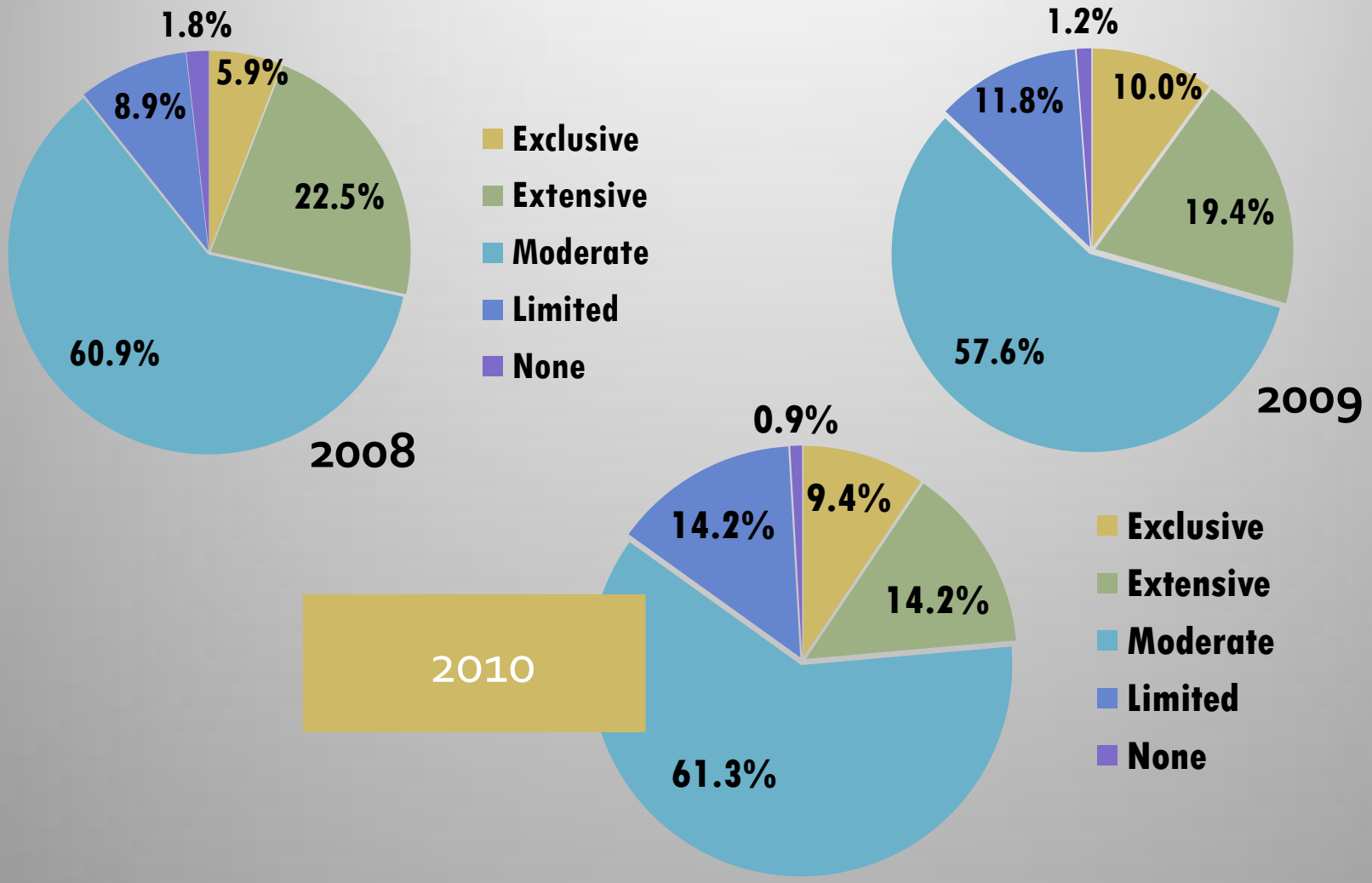
Participant characteristics

	2008 (170)	2009 (171)	2010 (106)
Under 25	64.7%	66.1%	84.9%
Female	71.6%	69.2%	77.4%
Full-time students	82.7%	85.4%	85.4%
GPA =/>3.0	70.5%	~90%	56.6%
Living off-campus	67.6%	64.1%	52.4%

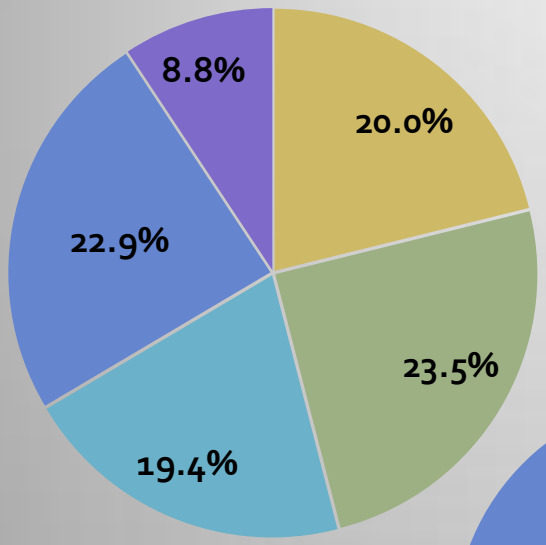
"Which of the following best describes you?"

Response	Senior (N=38)	Freshmen (N=52)
I am skeptical of new technologies and use them only when I have to.	0%	8%
I am usually one of the last people I now to use new technologies.	5%	14%
I usually use new technologies when most people I know do.	45%	46%
I like new technologies and use them before most people I know.	34%	23%
I love new technologies and am among the first to experiment with and use them.	16%	10%

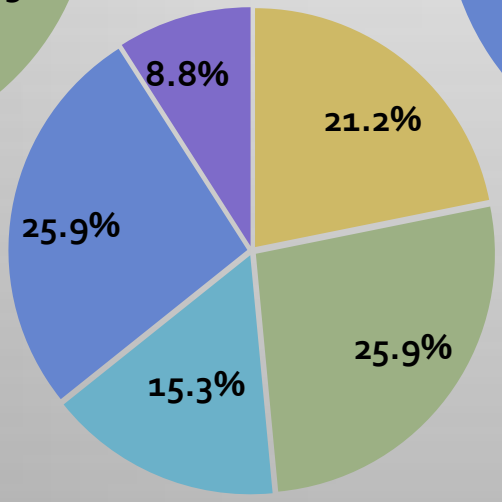
How much IT do you prefer in courses?



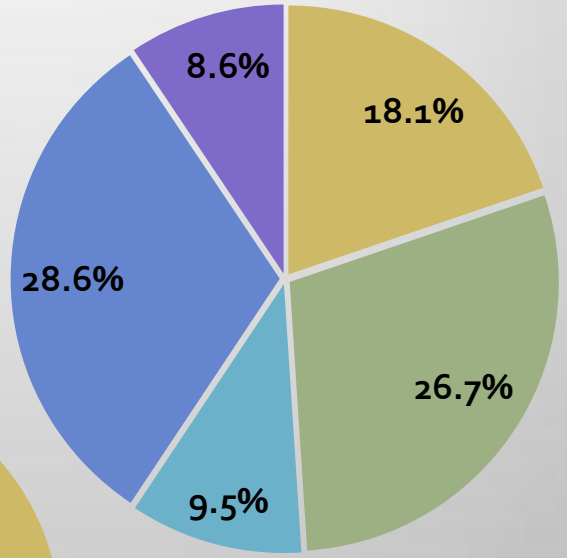
Instructor use of IT in courses: Instructors use IT effectively



2008



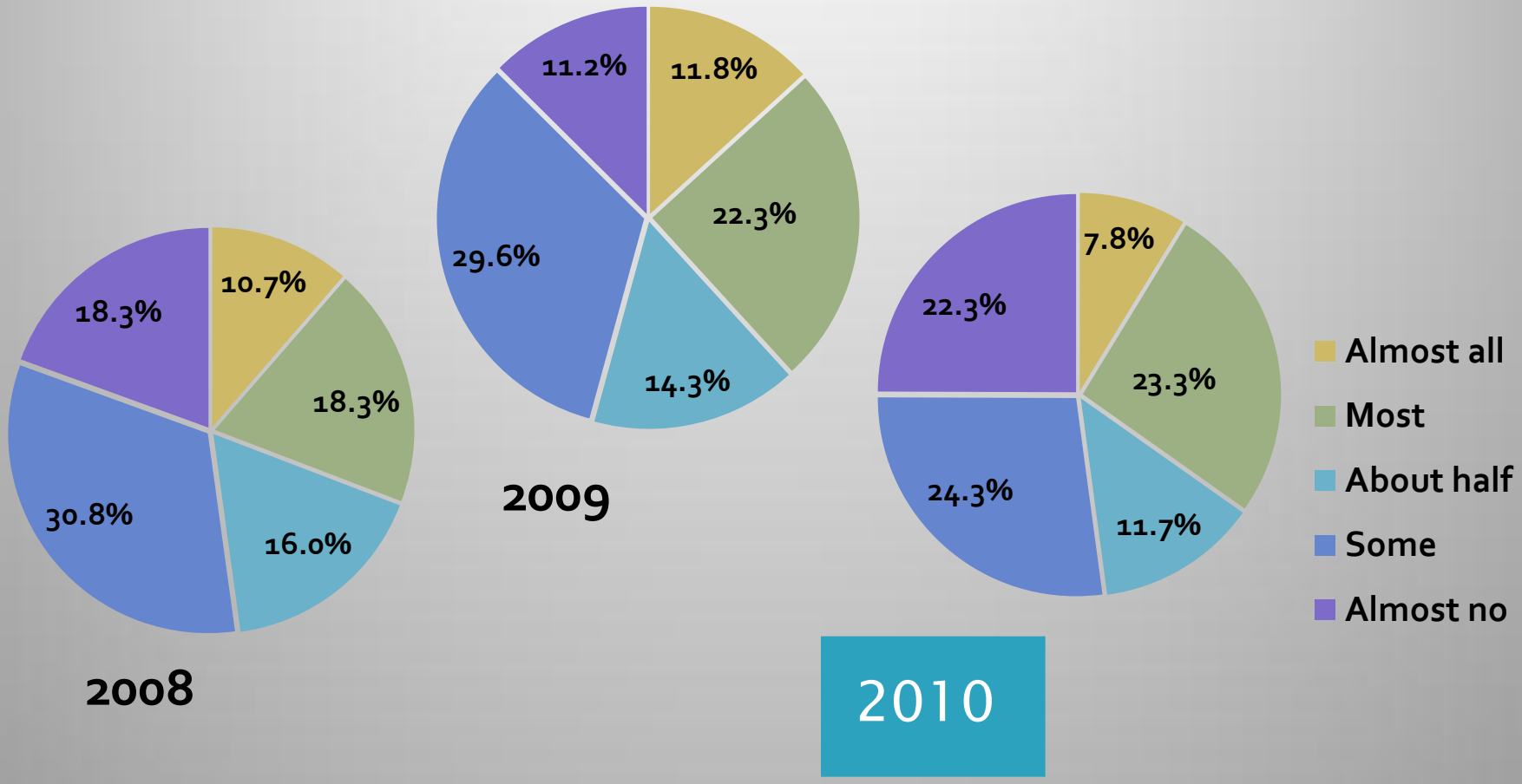
2009



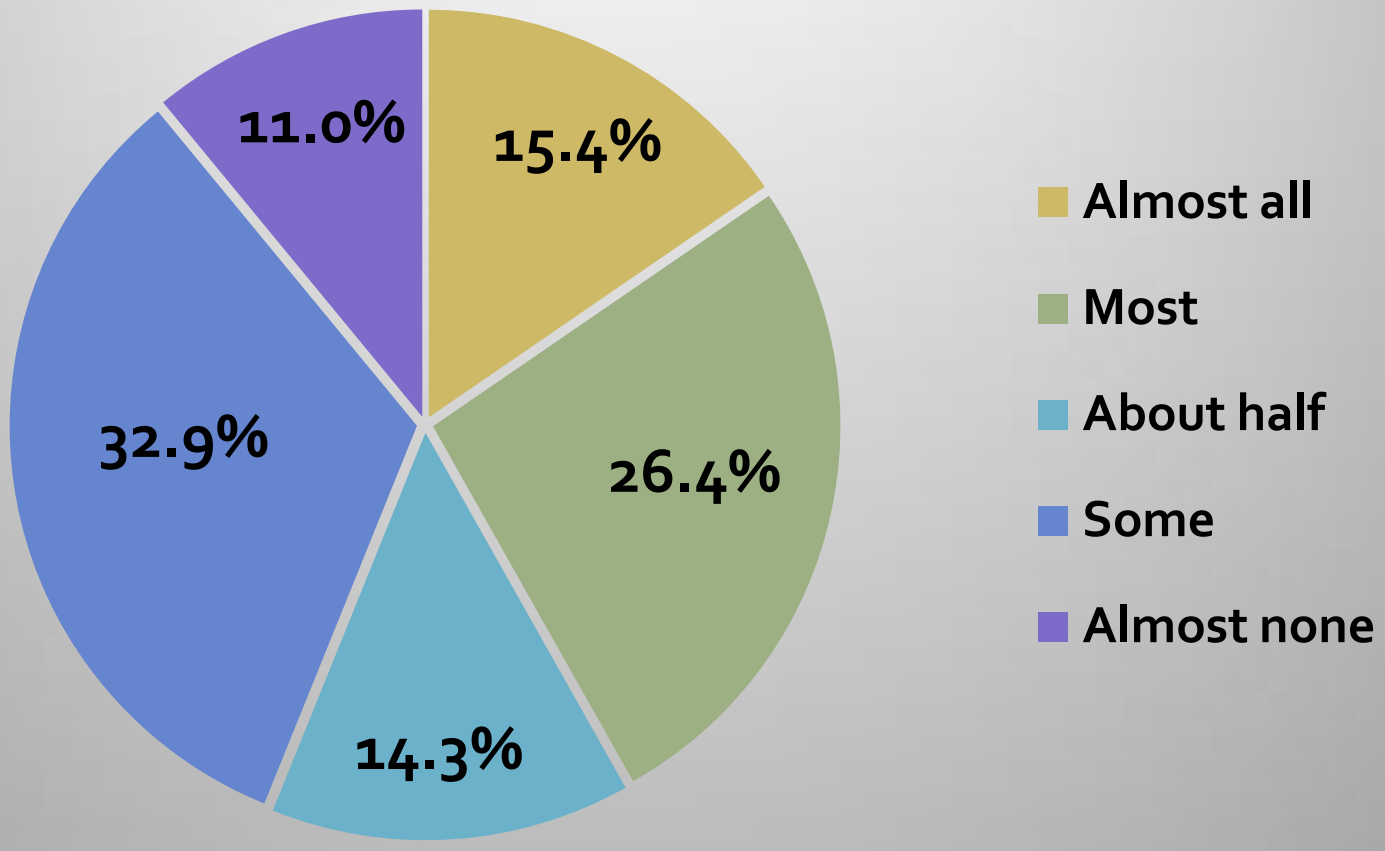
2010

Almost all
Most
About half
Some
Almost none

Instructor use of IT in courses: Provide adequate training for IT used in courses



2010 addition: Instructor use of IT in courses: Instructors have adequate IT skills for carrying out course instruction



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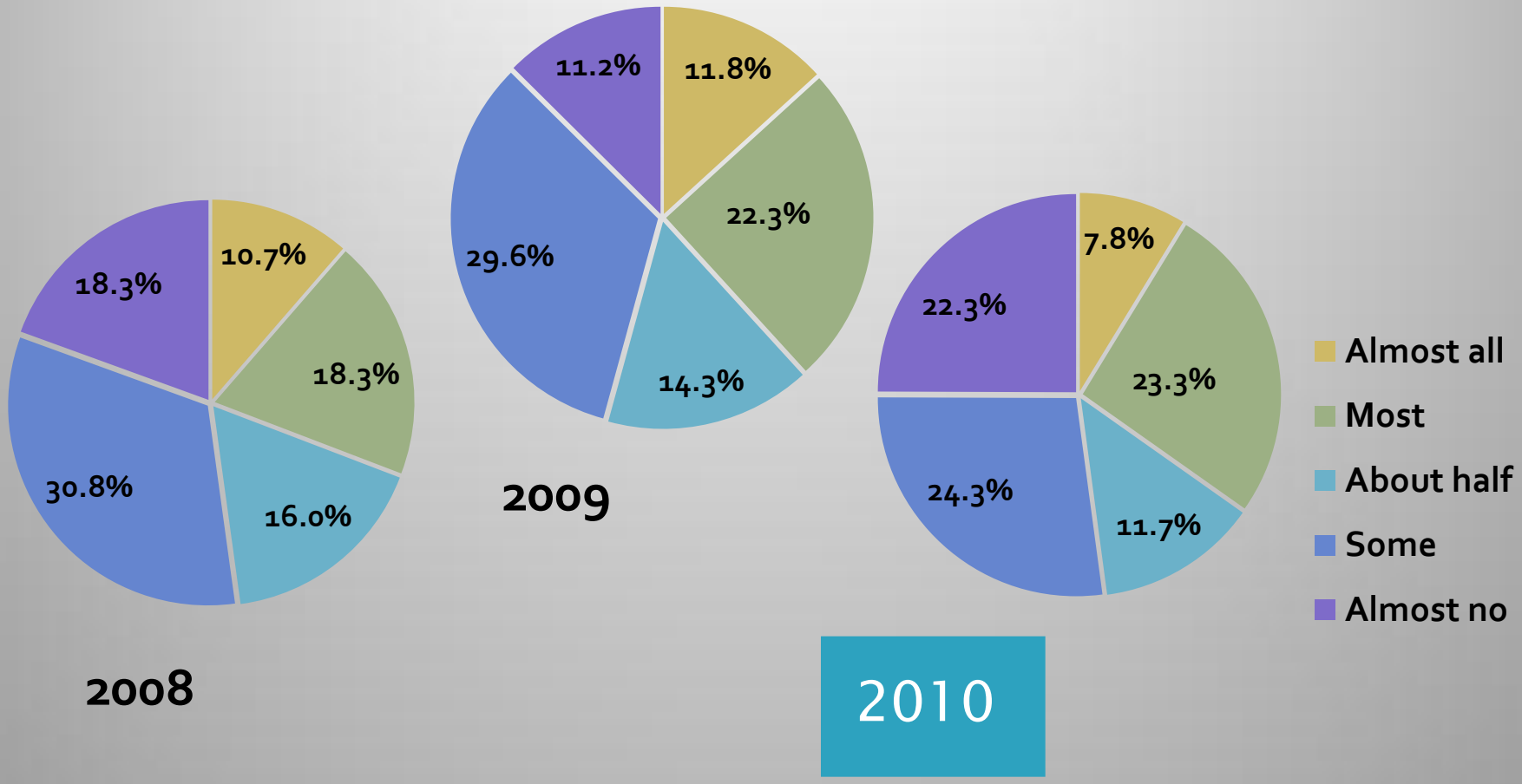

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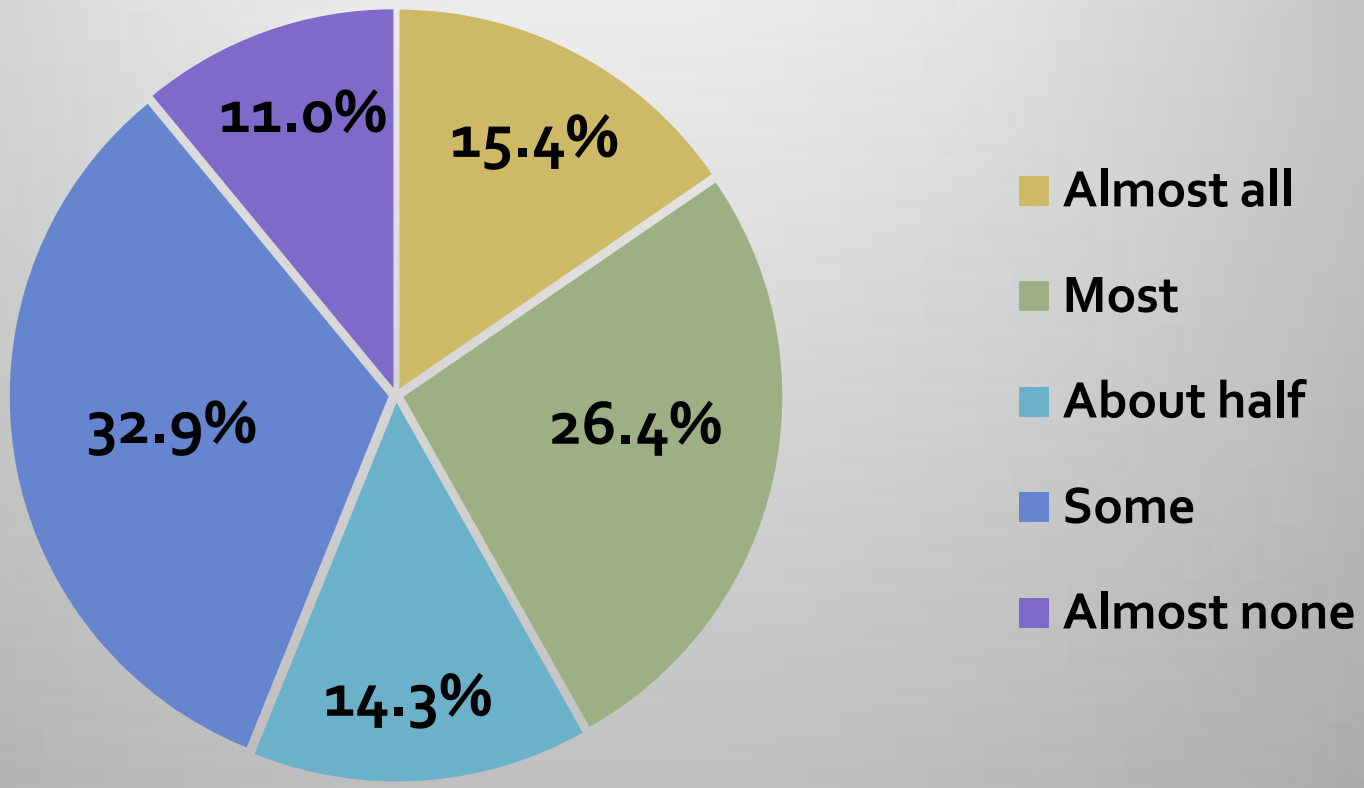
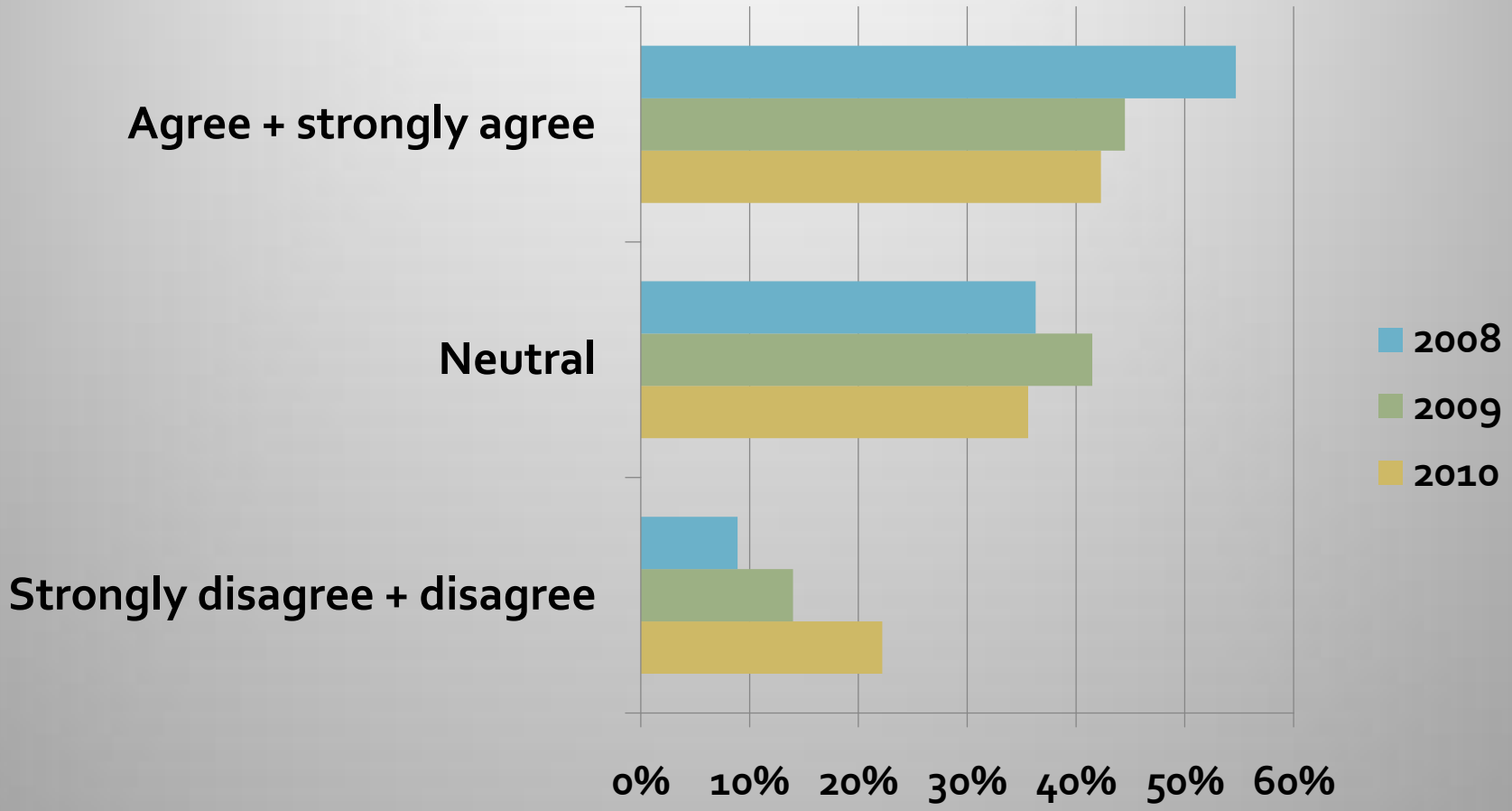
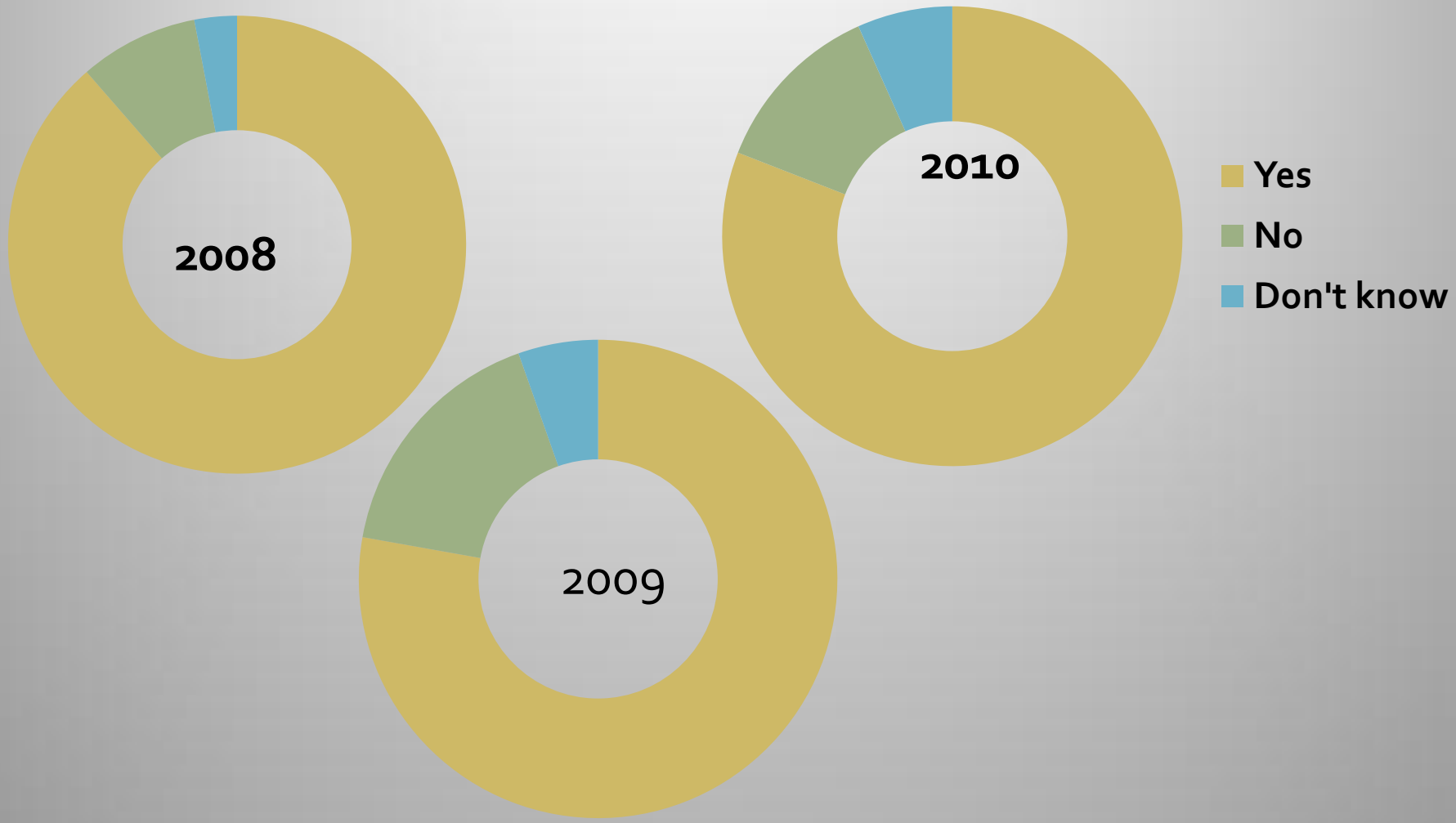


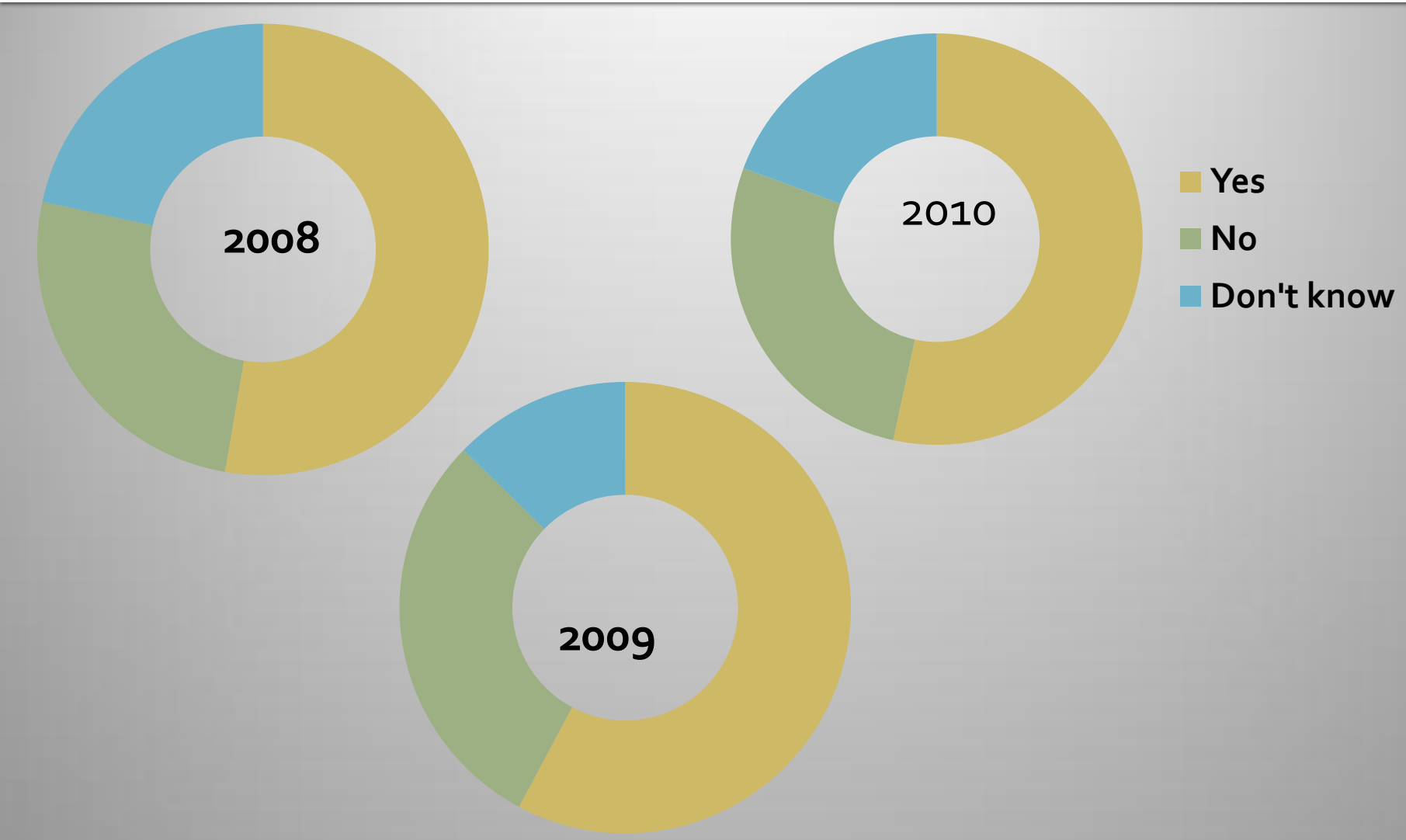
"The use of IT in my courses improves my learning."



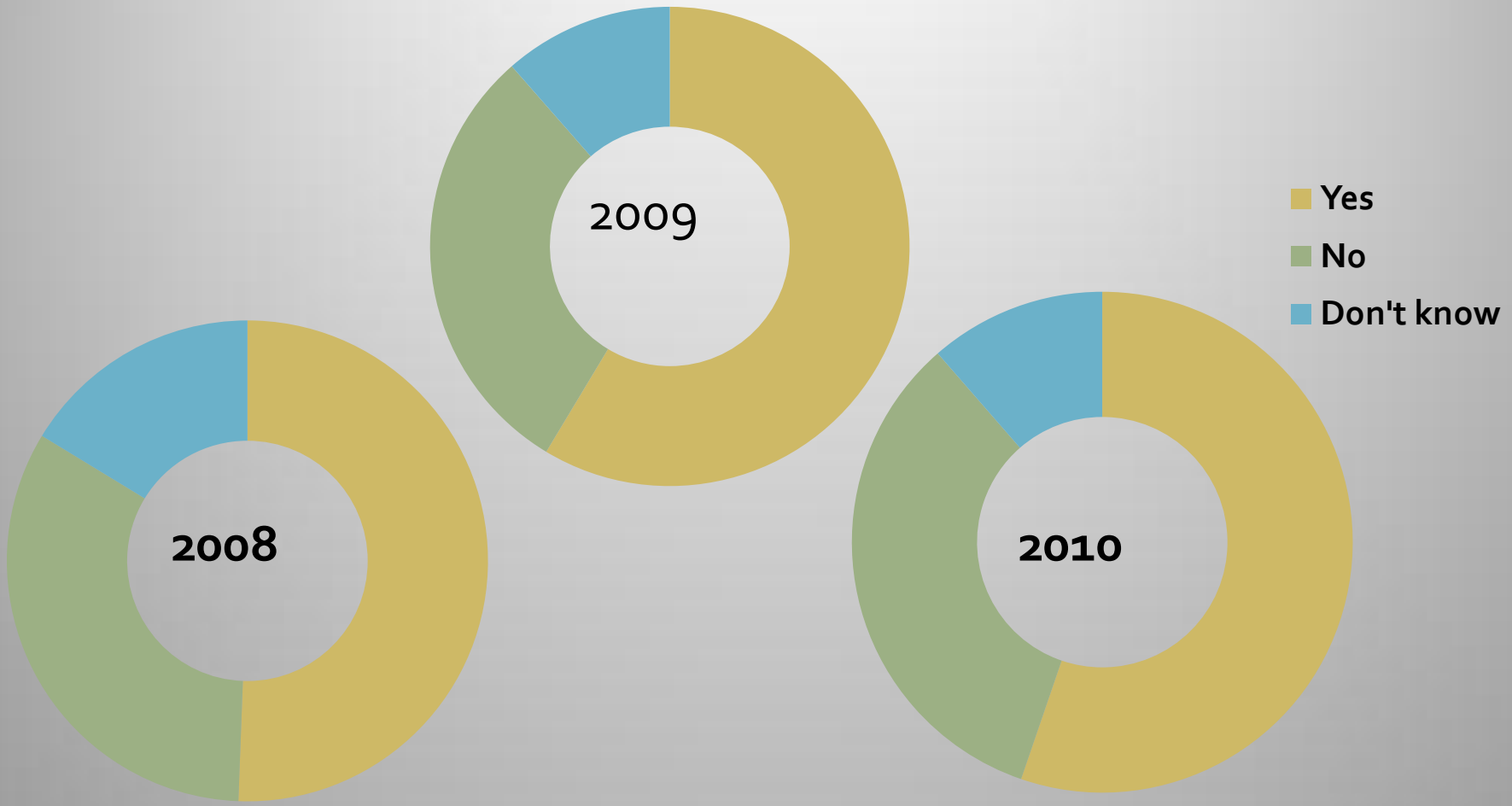
How students like to learn with technology: Internet searches



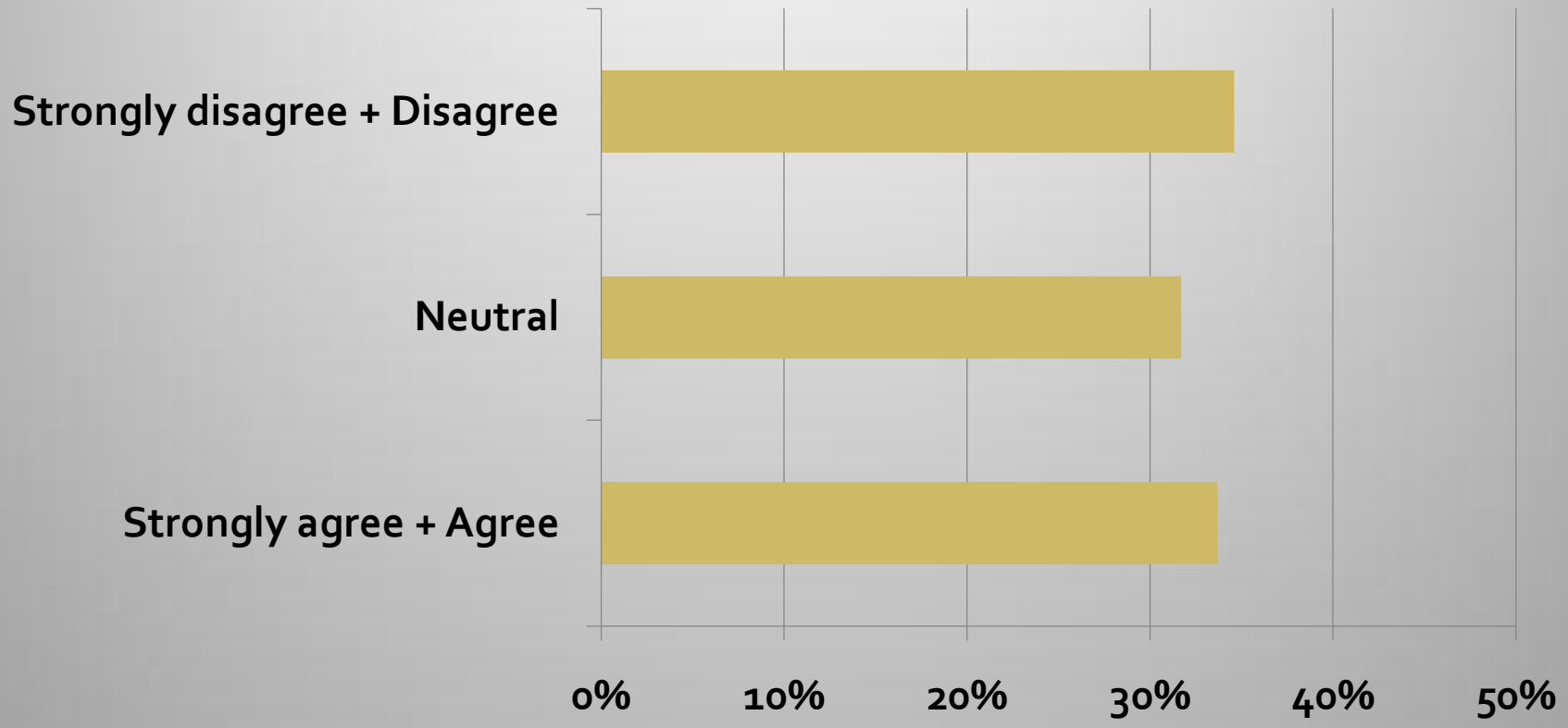
How students like to learn with technology: Programs I can control such as video games, simulations, etc.



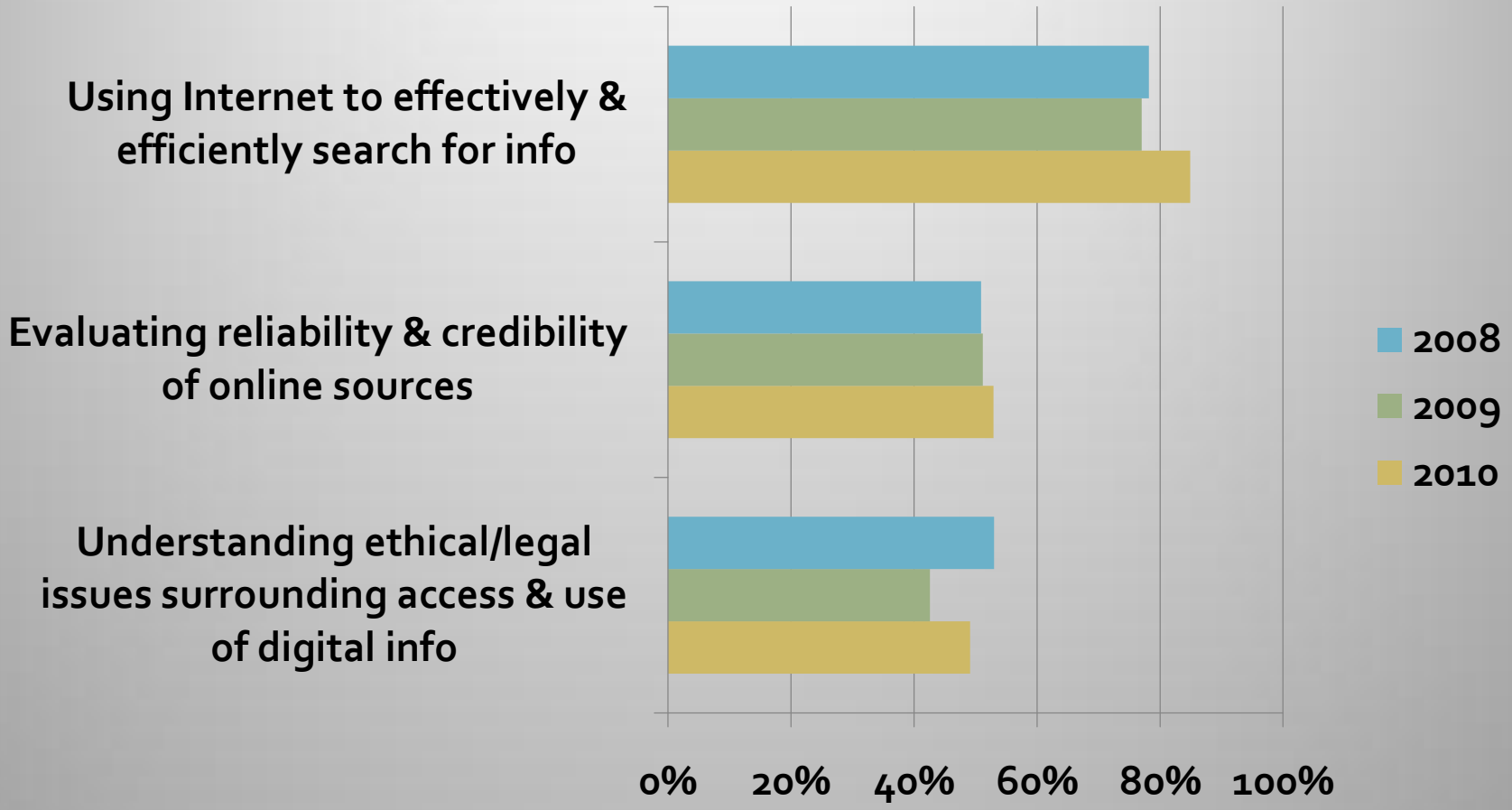
How students like to learn with technology: Text-based conversations over email, IM, & text messaging



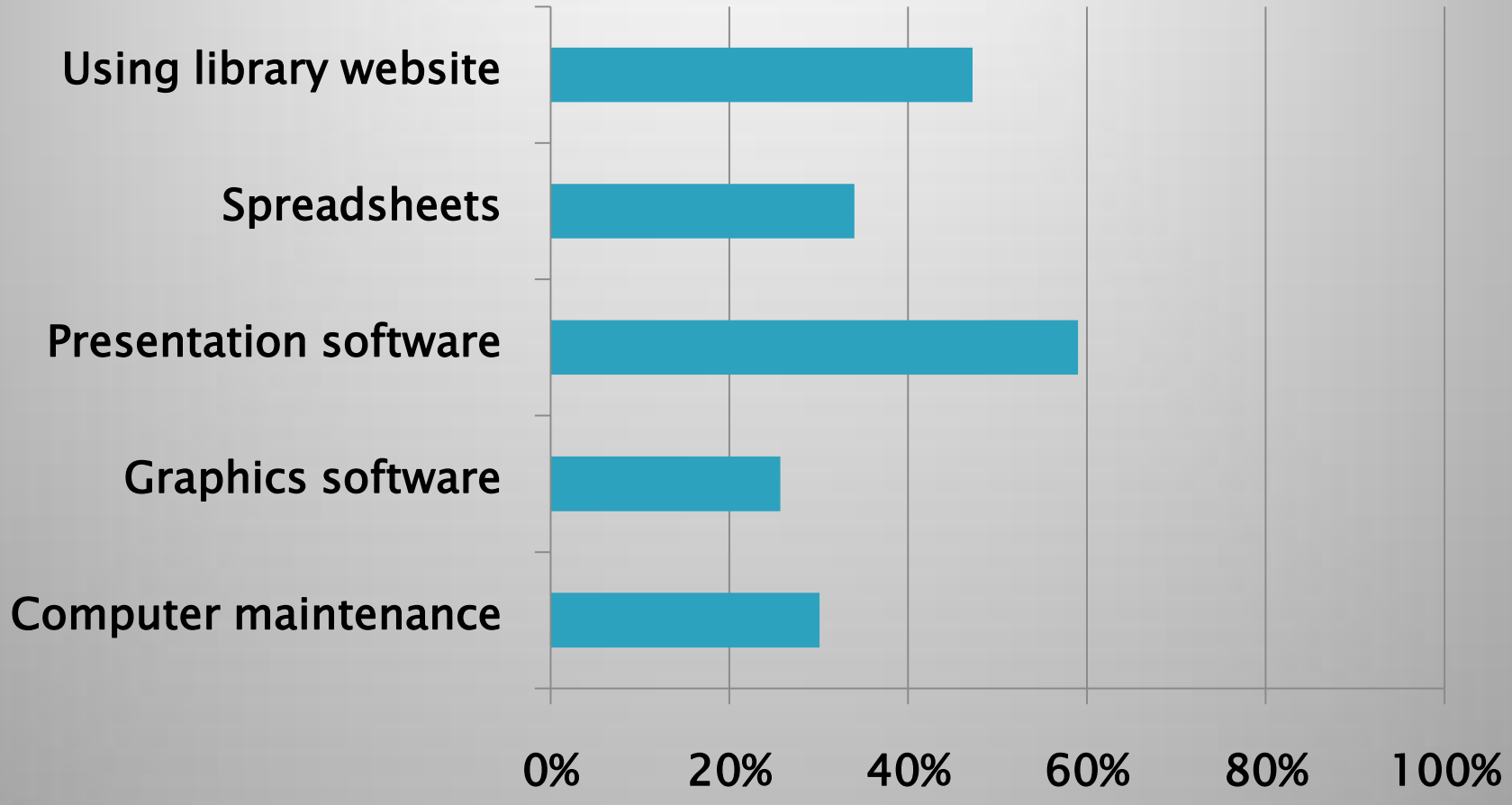
New 2010 item: "When I entered college, I was adequately prepared to use IT as needed in courses."



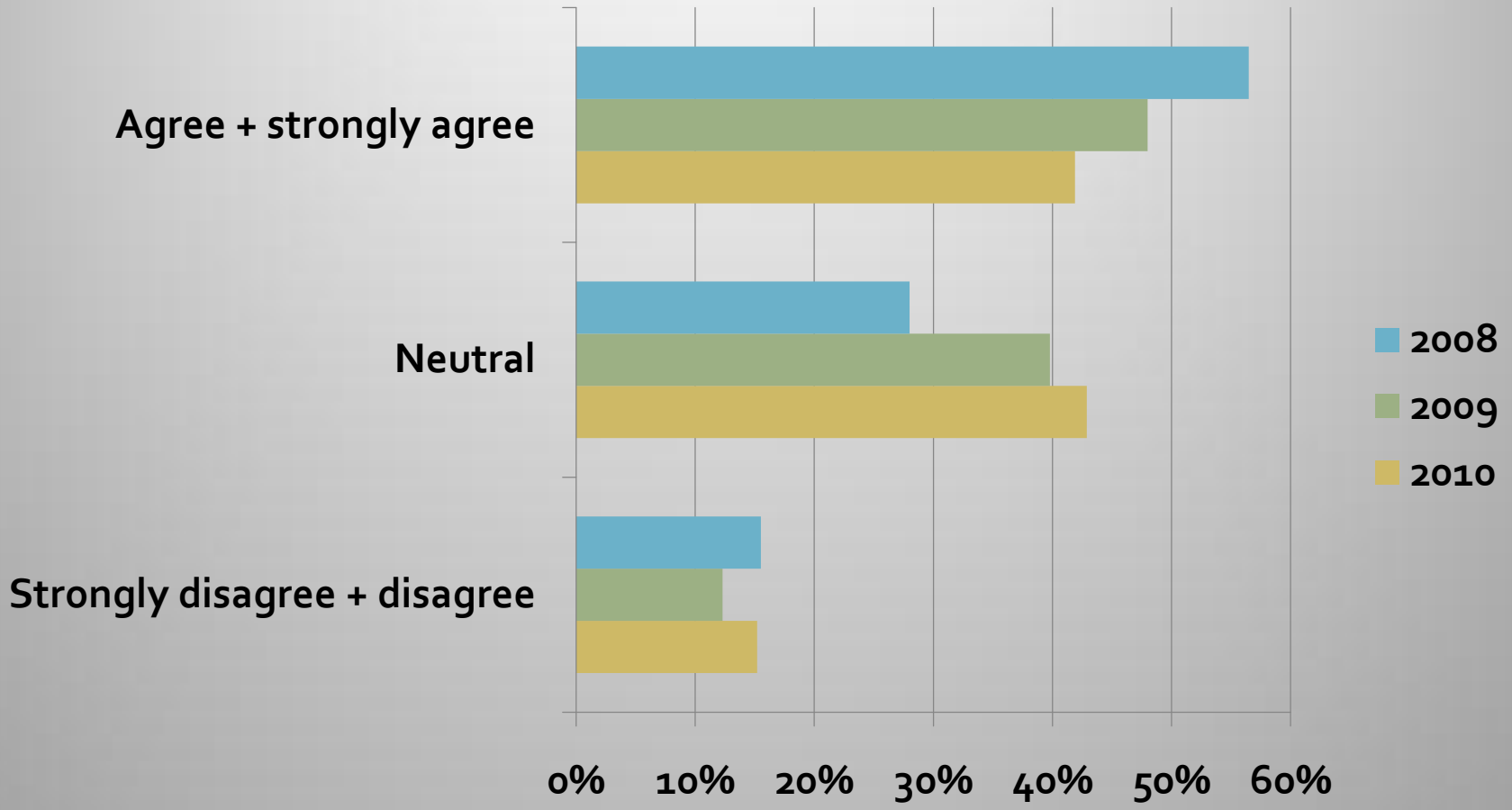
Percent who view themselves as "very skilled" or "expert"



Additional 2010 information on percent who view themselves as "very skilled" or "expert"



Student success: "By the time I graduate, the IT I have used in my courses will have adequately prepared me for the workplace."



System surveys
First-year students

- Given to all first-year students at orientation asking about
  - Parental income
  - Dependents in college
  - Parental education
  - Whether first-generation college

http://www.uncp.edu/ie/assessment/freshman/index.htm

System surveys Sophomores

- Administered every two years in spring
- Includes items on
  - Faculty contributions
  - Help outside the classroom
  - Campus safety, class size, spoken English of instructors
  - Other offices that serve students
  - Entire educational experience

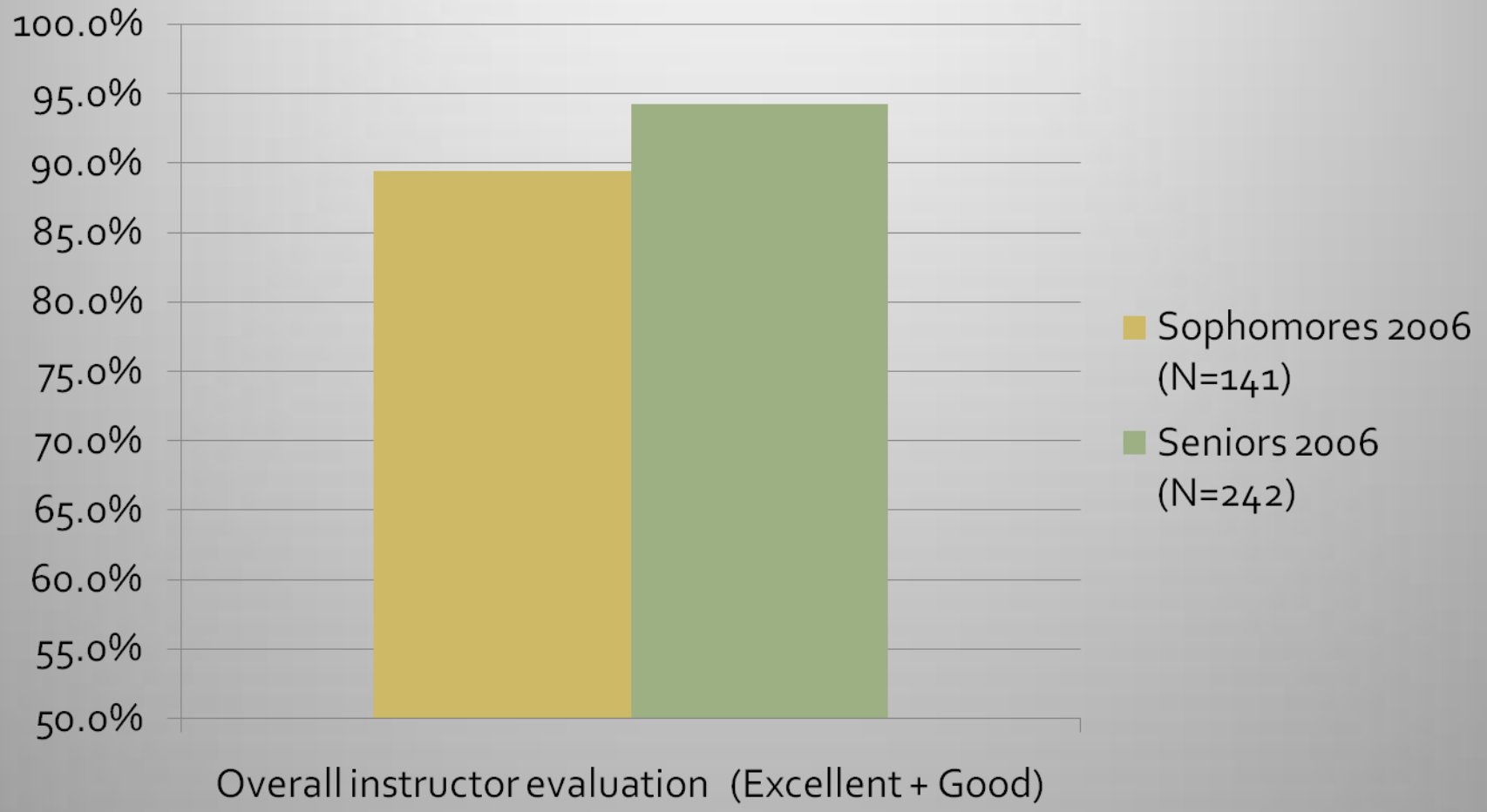
Other offices that serve students

- Registration process
- Financial aid services
- Campus food services
- Campus health services
- Campus counseling
- Business services/cashier/student accounts
- Residence life programs
- Opportunities to participate in campus activities, community service projects, & leadership skill training

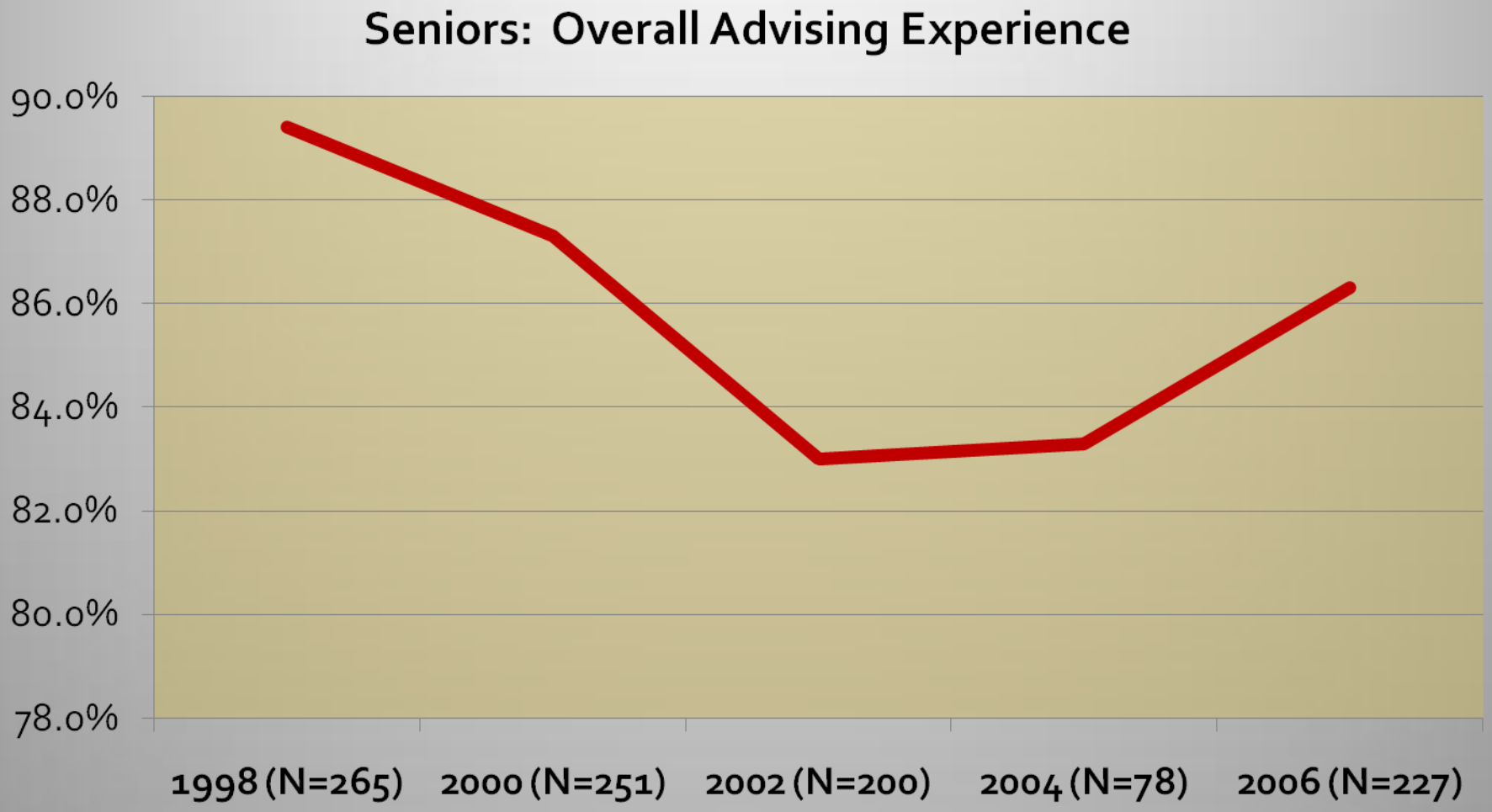
System surveys
Seniors

- Every two years in spring (at grad finale)
- Includes similar items to sophomore survey PLUS
  - Knowledge, skills, & personal growth
  - Plans following graduation

Sample uses: Comparing sophomores & seniors



Samples uses: Comparing responses over time within a class

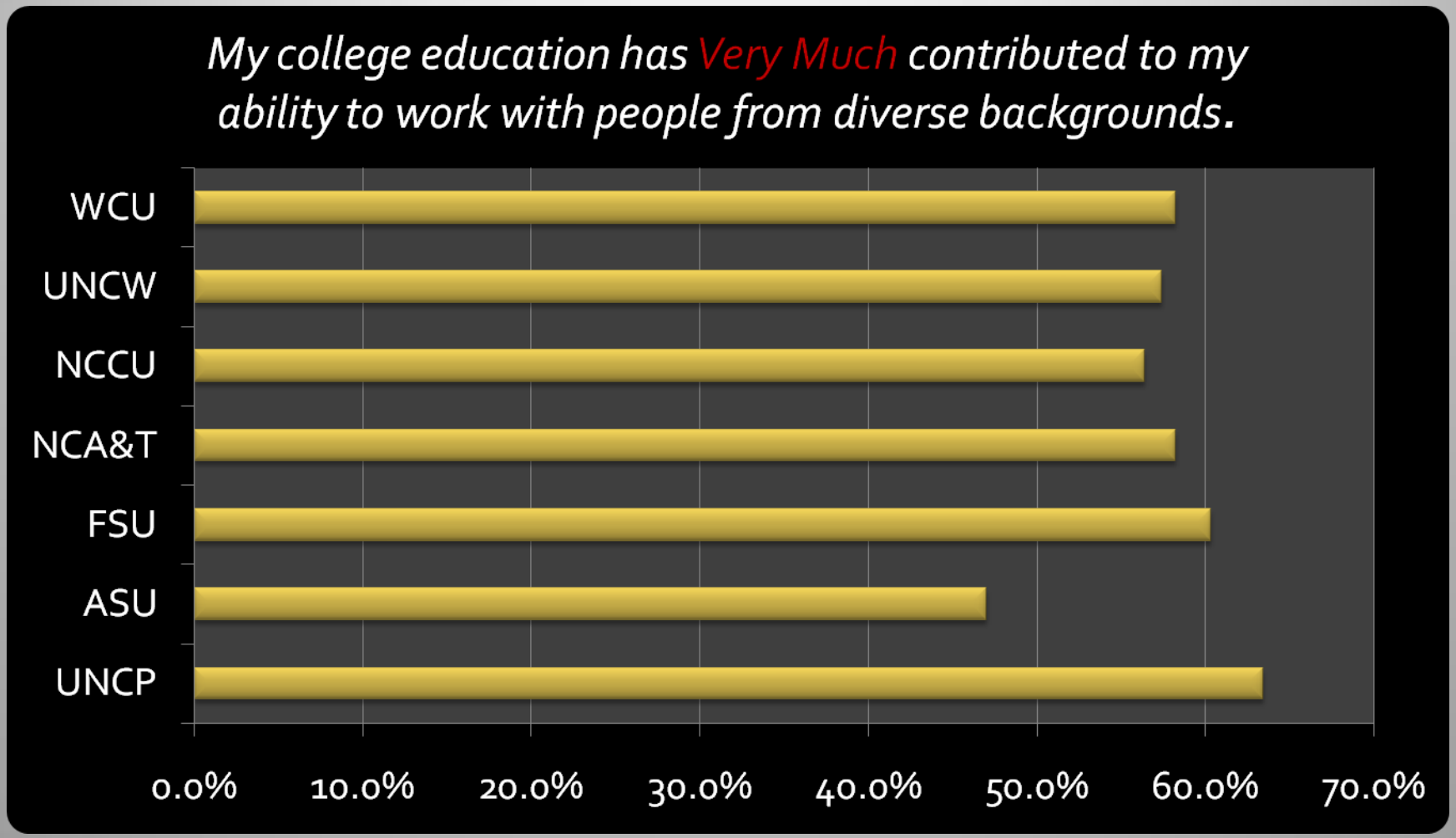


Sample uses: Assessing General Education skills

Seniors 2006	Very much	Somewhat	Very Little	Not at all
Writing	56.4%	34.6%	4.9%	.4%
Comprehension	59.7%	35.4%	2.1%	.4%
Applying scientific methods	47.3%	38.3%	9.5%	.4%
Analytic skills	54.7%	34.2%	5.8%	.4%
Computer skills	55.6%	32.5%	4.9%	2.5%
Team skills	56.4%	30.5%	7.0%	1.6%

To what extent to you think your college education contributed to your knowledge, skills, and personal development in each of these areas?

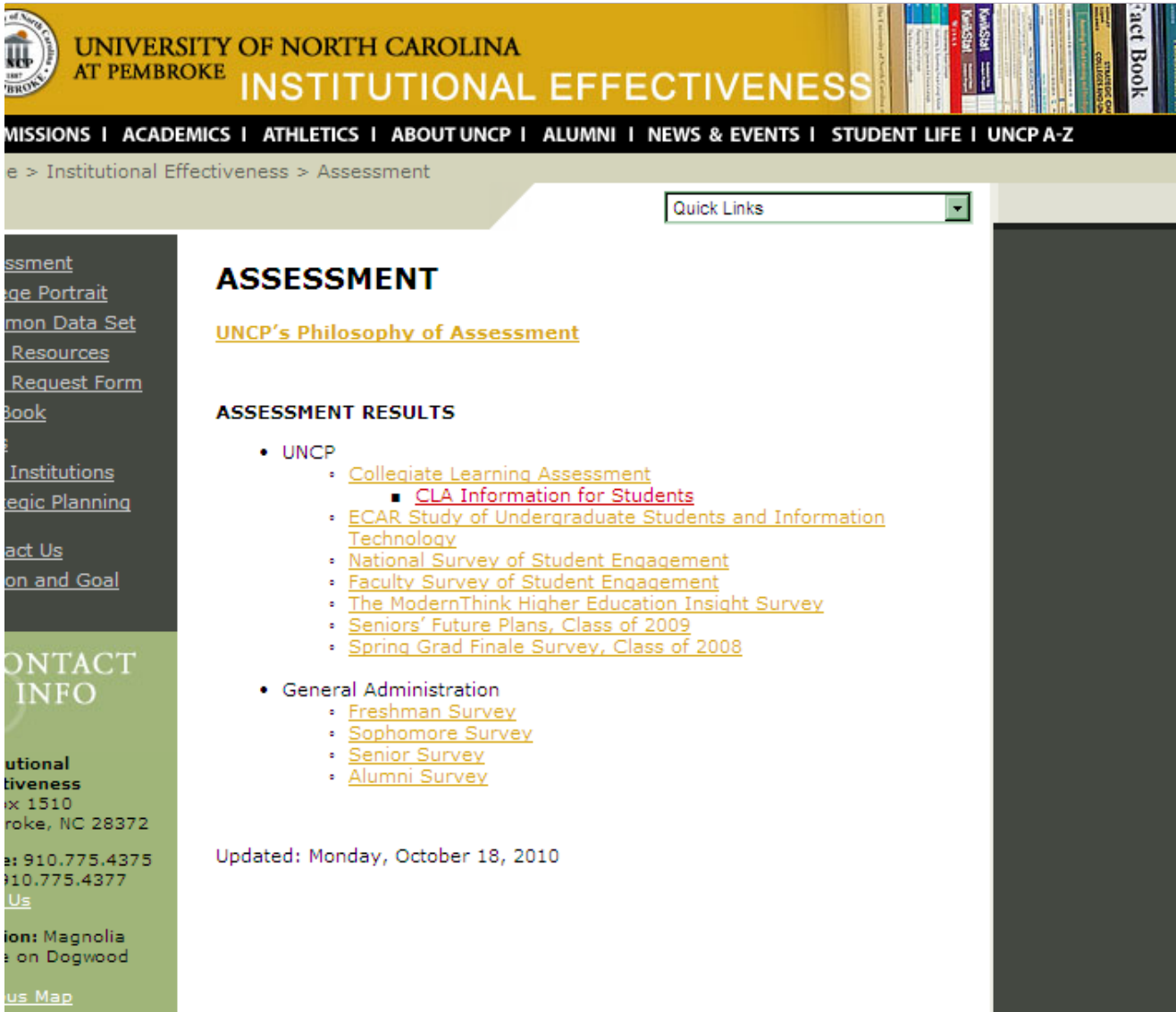
Sample uses: Comparing to peers



FOR MORE INFORMATION

www.uncp.edu/ie/assessment

UNCP Office of Institutional Effectiveness

Questions? Comments?

Assessment at UNCP