

6-24-2016

Gen Ed Data Review Meeting Handouts, June 24, 2016

UNO Office of Academic and Student Affairs
University of Nebraska at Omaha

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General Education Data Review and Discussion – 6.23.16

- What we are trying to achieve? Why we are doing this?
 - Assure Gen Ed quality
 - Facilitate on-going improvement of the Gen Ed program
 - Meet HLC Accreditation
 - Verify UNO meets the Gen Ed standards
 - Demonstrate use of Continuous Quality Improvement processes
 - Complete the Decision Support Log

- Data we have available for review
 - Sequential Learning Analysis
 - Gen Ed SLO Assessment
 - Survey items pertinent to Gen Ed
 - CLA+

- Questions we hope to be addressing (see matrix below):
 - What evidence do we have that Gen Ed SLO's are being met?
 - What evidence do we have that Gen Ed achievement has been enhanced (more generally?)
 - What evidence do we have that student perceptions/attitudes have been positively impacted?

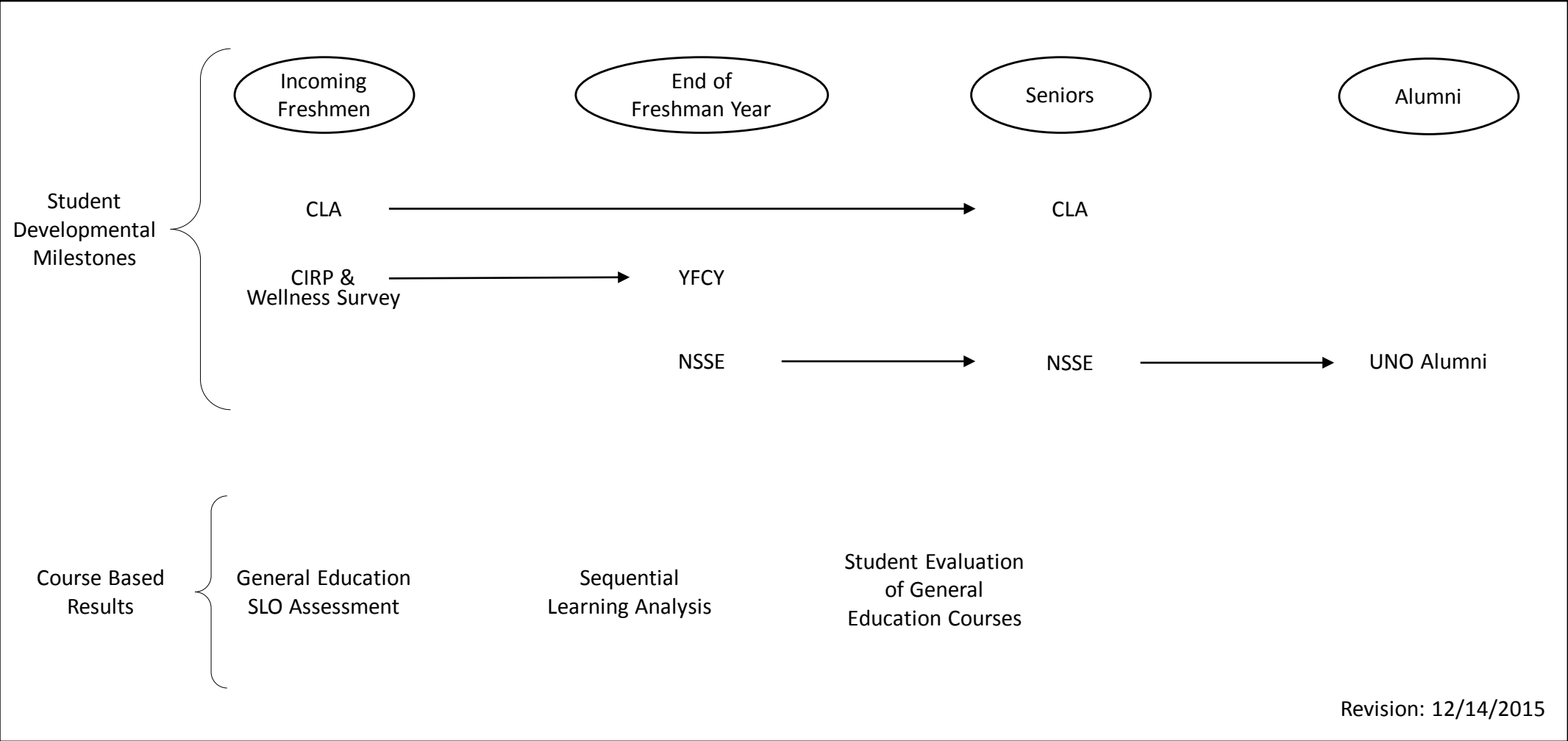
- Discussion Process
 - Review of the data, per se
 - Identify key findings/results
 - Suggest possible interpretations/conclusions
 - Propose recommendations for further consideration

- Discussion of our methodology, next steps, etc.

Matrix of Data Sources by Questions to be Addressed


Data Sources	What evidence that gen ed SLO's have been met?	What evidence that gen ed achievement has been enhanced?	What evidence that student perceptions or attitudes have been positively impacted?
SLO Assmnts	x		
CLA+	x	x	
Survey items, NSSE, etc.			x
Seq. Learning		x	

UNO Common Learning Outcome Assessment Model (Undergraduate)



Continuous Quality Improvement describes how we use data to improve our programs and services. Please make an effort to document how this concept is being applied at UNO by completing the Decision Support Log.

Model of Continuous Quality Improvement

 | UNIVERSITY OF NEBRASKA AT OMAHA

MODEL OF CONTINUOUS QUALITY IMPROVEMENT



PROCESSES/ PROGRAMS

- Policies
- Processes/Committees
- CQI Infrastructure



ASSESSMENTS

- Assessments/Sources of Evidence by AQIP Items
- CARE Academic Assessments Model
- Program Review/SLO Review Schedule



PROGRESS/ IMPROVEMENTS

- Strategic Plan Progress
- The 20x20 Strategic Enrollment Plan
- Institutional Actions Demonstrating Culture of Quality



RESULTS/DATA

- Key Indicators Over Time
- Program-Specific Student Learning Outcomes
- Program-Specific Accreditations

What It Means

Continuous Quality Improvement is a simple phrase that describes what we've been doing at UNO for quite some time, using data to uncover ways to improve our programs, services, and processes. This term is used in business, higher education, health care, and many other industries. At UNO, it describes the ongoing improvement process we're using to achieve and maximize our three over-arching goals – being student centered, academically excellent, and engaged with the community.

Why It's Important to Document

Standards for post-secondary institutional accreditation, as well as those for most program-specific accreditations, are placing greater emphasis on the institution's or program's ability to demonstrate use of Continuous Quality Improvement. Accrediting bodies want documentation that a college, university, or academic department uses effective and research-based processes in deliberations.

How to Document

We know data-driven decision making is happening all of the time at UNO, but it has not always been easy to document. To help with documentation, we are piloting the Decision Support Log. Departments and academic units are encouraged to fill out the Decision Support Log with an example in which they reviewed data, discussed it, and generated suggestions for improvement based on that data.

There are two ways to complete the Decision Support Log:

- Access and complete the form entirely online using [Google Forms](#), or
- Print a [PDF version](#) of the form, fill it out, and return it along with any supplemental materials to Jill Russell at atjfrussell@unomaha.edu.

[Samples of completed Decision Support Logs are available here.](#)

Google Forms

Having trouble viewing or submitting this form?

FILL OUT IN GOOGLE FORMS

I've invited you to fill out a form:

UNO Decision Support Log

The Decision Support Log tracks data-driven decision making at UNO.

Topic:

How would you categorize this topic?

- [] Student learning/successful completion
- [] Student support/co-curricular
- [] Community engagement
- [] Employee related
- [] Business/finance/operations
- [] Mission/planning/leadership
- [] Decision support/Continuous Quality Improvement
- [] Policy

Name of individual submitting information:

Committee/Department/Office(s) involved in the data review:

Name and brief description of the data that was reviewed:

Summary of key findings derived from the data:

Summary of key implications, recommendations, and considerations derived from the data:

Changes planned or implemented based on the review of the data:

Paste Box link to attachments and other supplemental materials:

Date:

Sequential Learning

Analysis: Math

Interpretation Guide - Sequential Learning Analysis (Pre-Intermediate Algebra as example)

The chart below displays enrollment and grade distribution for students taking Pre-Intermediate Algebra as their first Math course, in relationship to their success (C or better) in five subsequent Math courses

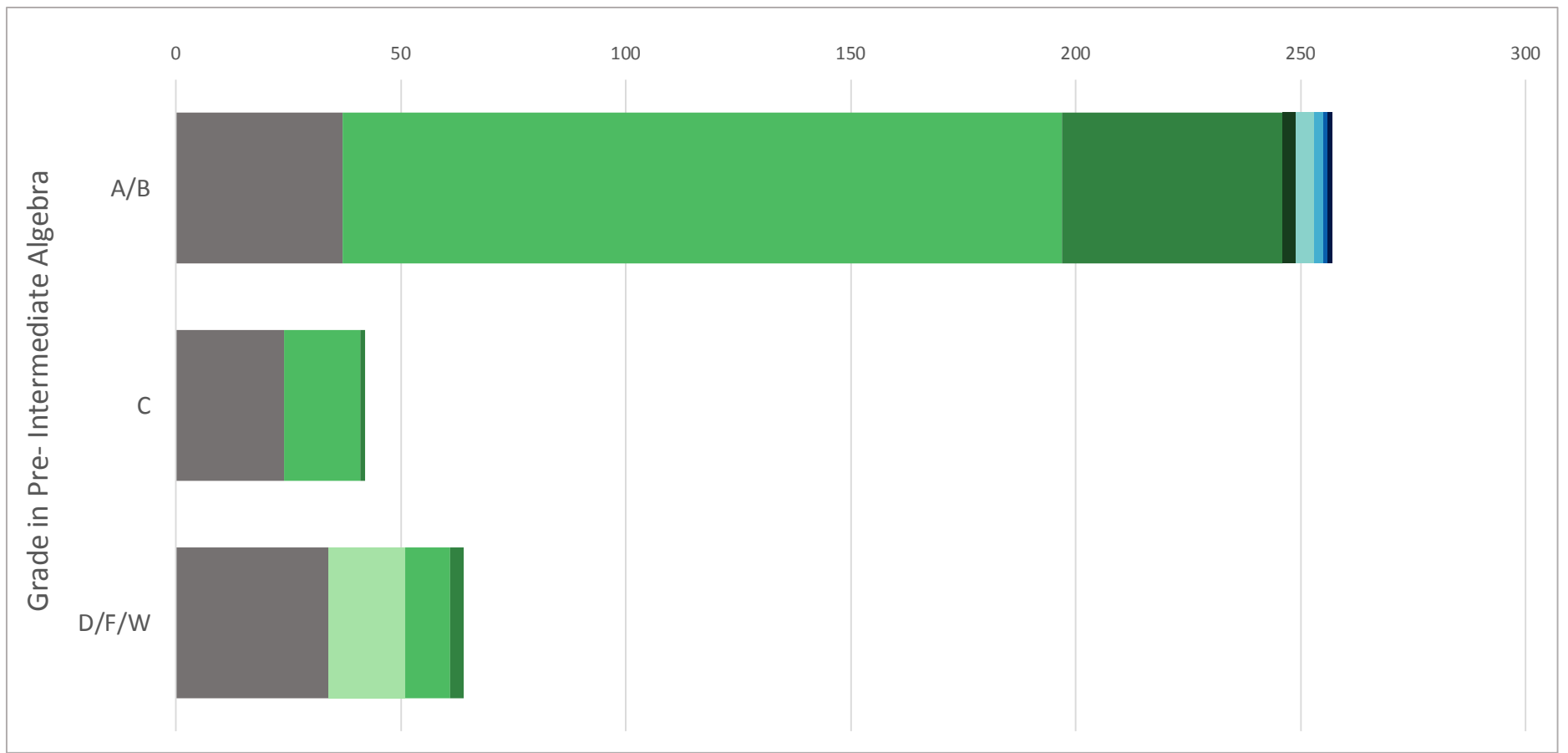
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						Number of Students who Earned a C or Better in Later Math Courses <small>(students can be counted in multiple courses, percentages will NOT add up to 100%)</small>																	
First Math Course	Grade in Pre-Intermed. Algebra	# Who Started Subject in this Course	# Who Earned A/B/C in Later Math Course(s) <small>(Unduplicated)</small>	Took No Later Math Courses		Pre-Intermediate Algebra <small>(w/abc)</small>		Intermediate Algebra <small>(w/abc)</small>		College Algebra <small>(w/abc)</small>		Trigonometry <small>(w/abc)</small>		Algebra & Trigonometry for Calc <small>(w/abc)</small>		Calculus - Managerial, Life & Soc Sc. <small>(w/abc)</small>		Calc 1 <small>(w/abc)</small>		Calc 2 <small>(w/abc)</small>		Gen Physics Calc <small>(w/abc)</small>	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
				Pre - Intermediate Algebra	A/B	197	160	37	18.8%		0.0%	160	81.2%	49	24.9%	3	1.5%		0.0%	4	2.0%	2	1.0%
	C	41	17	24	58.5%		0.0%	17	41.5%	1	2.4%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	D/F/W	51	17	34	66.7%	17	33.3%	10	19.6%	3	5.9%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%

- A** First Math course
- B** Grade received in first Math course (i.e., A/B, C, or D/F/W)
- C** Number of students who started their Math enrollment in this course (*unduplicated count*)
- D** Number of students who earned a C or better in subsequent Math Courses (e.g., Intermediate Algebra, College Algebra, Trigonometry, etc.) (*unduplicated count*)
- E** Number of students who ended their Math enrollment with this first course (*unduplicated count*)
- F** Number and percentage of students by subsequent course, who enrolled and received a C or better (*duplicated count*)

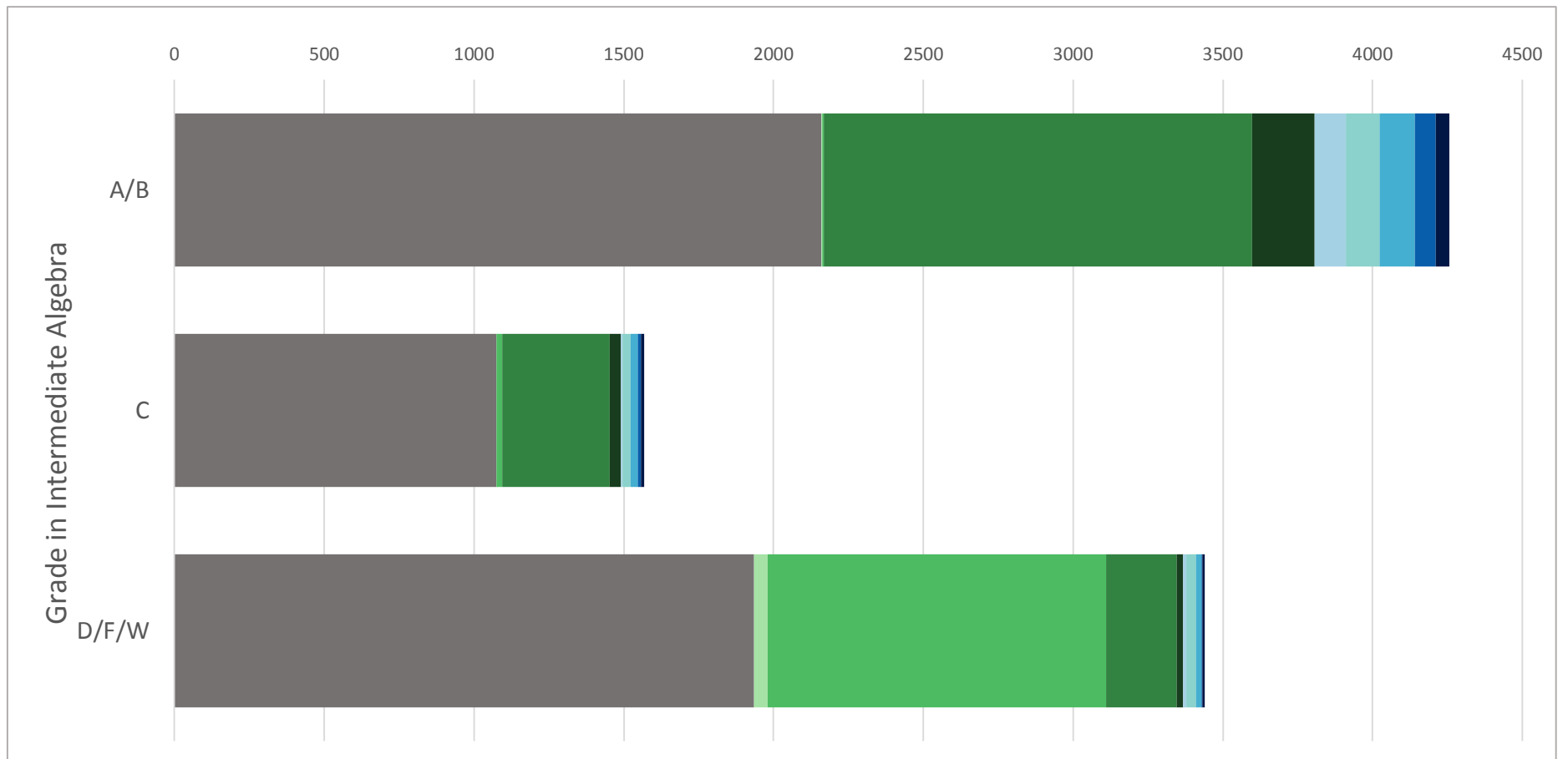
Sequential Learning Analysis – Pre-Intermediate Algebra

					Number of Students who Earned a C or Better in Later Math Courses																		
					(students can be counted in multiple courses, percentages will NOT add up to 100%)																		
First Math Course	Grade in Pre-Intermed. Algebra	# Who Started Subject in this Course	# Who Earned A/B/C in Later Math Course(s) (Unduplicated)	Took No Later Math Courses		Pre-Intermediate Algebra (w/abc)		Intermediate Algebra (w/abc)		College Algebra (w/abc)		Trigonometry (w/abc)		Algebra & Trigonometry for Calc (w/abc)		Calculus - Managerial, Life & Soc Sc. (w/abc)		Calc 1 (w/abc)		Calc 2 (w/abc)		Gen Physics Calc (w/abc)	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Pre - Intermediate Algebra	A/B	197	160	37	18.8%		0.0%	160	81.2%	49	24.9%	3	1.5%		0.0%	4	2.0%	2	1.0%	1	0.5%	1	0.5%
	C	41	17	24	58.5%		0.0%	17	41.5%	1	2.4%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	D/F/W	51	17	34	66.7%	17	33.3%	10	19.6%	3	5.9%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%



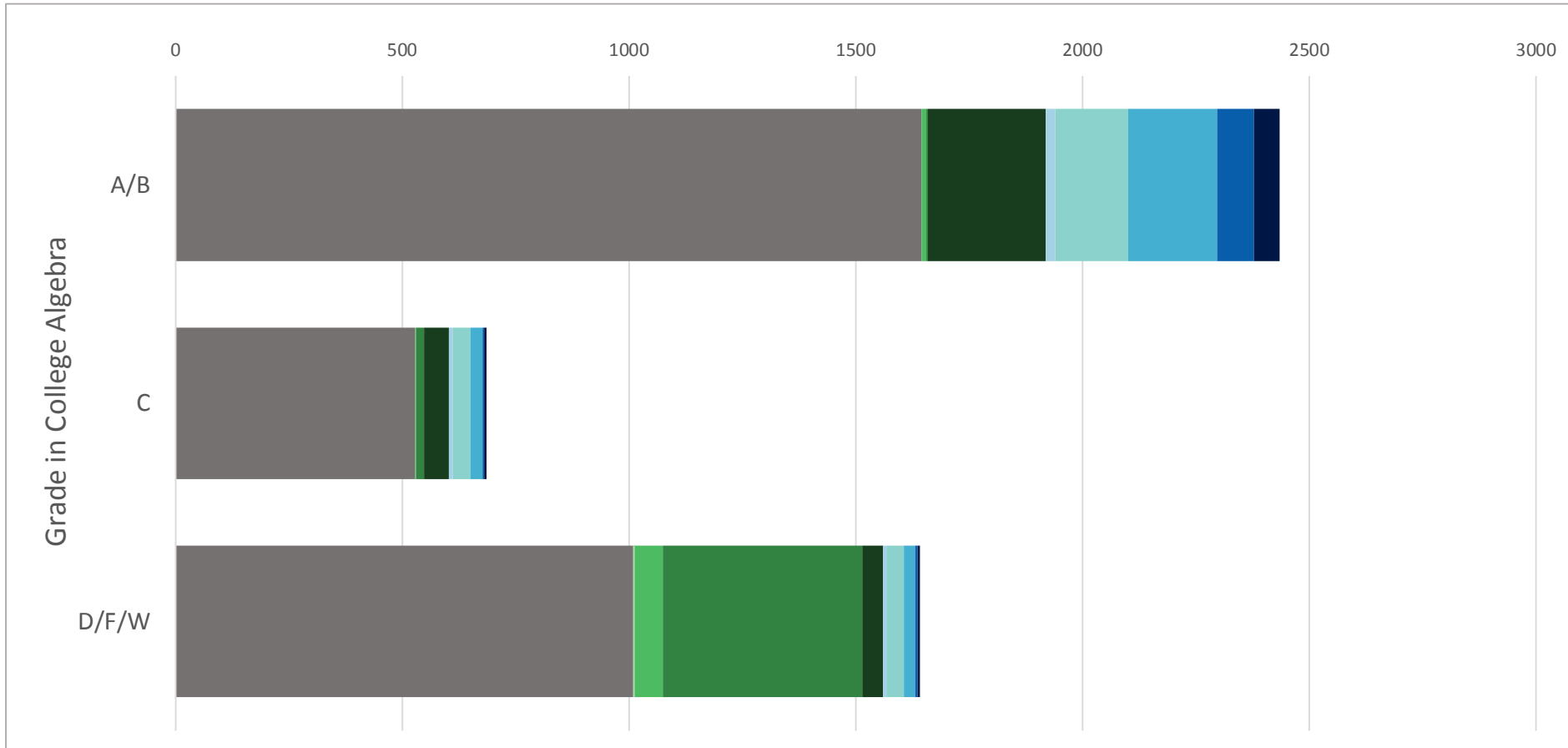
Sequential Learning Analysis – Intermediate Algebra

					Number of Students who Earned a C or Better in Later Math Courses (students can be counted in multiple courses, percentages will NOT add up to 100%)																		
First Math Course	Grade in Intermediate Algebra	# Who Started Subject in this Course	# Who Earned A/B/C in Later Math Course(s) (Unduplicated)	Took No Later Math Courses		Pre-Intermediate Algebra (w/abc)		Intermediate Algebra (w/abc)		College Algebra (w/abc)		Trigonometry (w/abc)		Algebra & Trigonometry for Calc (w/abc)		Calculus - Managerial, Life & Soc Sc. (w/abc)		Calc 1 (w/abc)		Calc 2 (w/abc)		Gen Physics Calc (w/abc)	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Intermediate Algebra	A/B	3733	1574	2159	57.8%	2	0.1%	7	0.2%	1428	38.3%	211	5.7%	104	2.8%	113	3.0%	117	3.1%	69	1.8%	46	1.2%
	C	1460	385	1075	73.6%	1	0.1%	18	1.2%	358	24.5%	38	2.6%	6	0.4%	26	1.8%	24	1.6%	10	0.7%	11	0.8%
	D/F/W	3113	1178	1935	62.2%	44	1.4%	1131	36.3%	235	7.5%	23	0.7%	11	0.4%	32	1.0%	17	0.5%	4	0.1%	6	0.2%



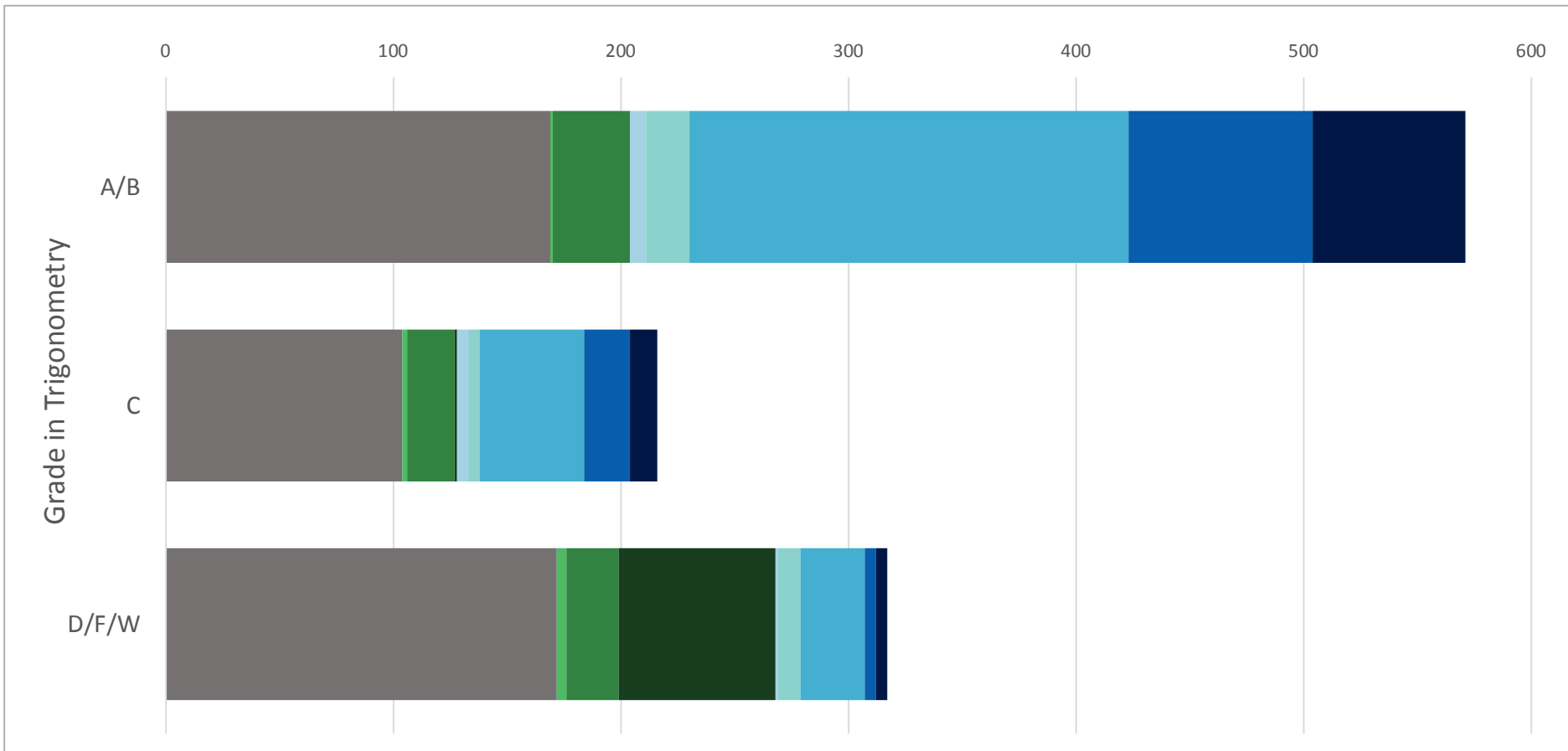
Sequential Learning Analysis – College Algebra

					Number of Students who Earned a C or Better in Later Math Courses <small>(students can be counted in multiple courses, percentages will NOT add up to 100%)</small>																		
First Math Course	Grade in College Algebra	# Who Started Subject in this Course	# Who Earned A/B/C in Later Math Course(s) <small>(Unduplicated)</small>	Took No Later Math Courses		Pre-Intermediate Algebra <small>(w/abc)</small>		Intermediate Algebra <small>(w/abc)</small>		College Algebra <small>(w/abc)</small>		Trigonometry <small>(w/abc)</small>		Algebra & Trigonometry for Calc <small>(w/abc)</small>		Calculus - Managerial, Life & Soc Sc. <small>(w/abc)</small>		Calc 1 <small>(w/abc)</small>		Calc 2 <small>(w/abc)</small>		Gen Physics Calc <small>(w/abc)</small>	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
College Algebra	A/B	2128	483	1645	77.3%		0.0%	11	0.5%	3	0.1%	260	12.2%	21	1.0%	160	7.5%	197	9.3%	81	3.8%	57	2.7%
	C	645	117	528	81.9%		0.0%	2	0.3%	17	2.6%	56	8.7%	8	1.2%	40	6.2%	25	3.9%	4	0.6%	6	0.9%
	D/F/W	1513	505	1008	66.6%	4	0.3%	63	4.2%	439	29.0%	46	3.0%	9	0.6%	37	2.4%	24	1.6%	6	0.4%	5	0.3%



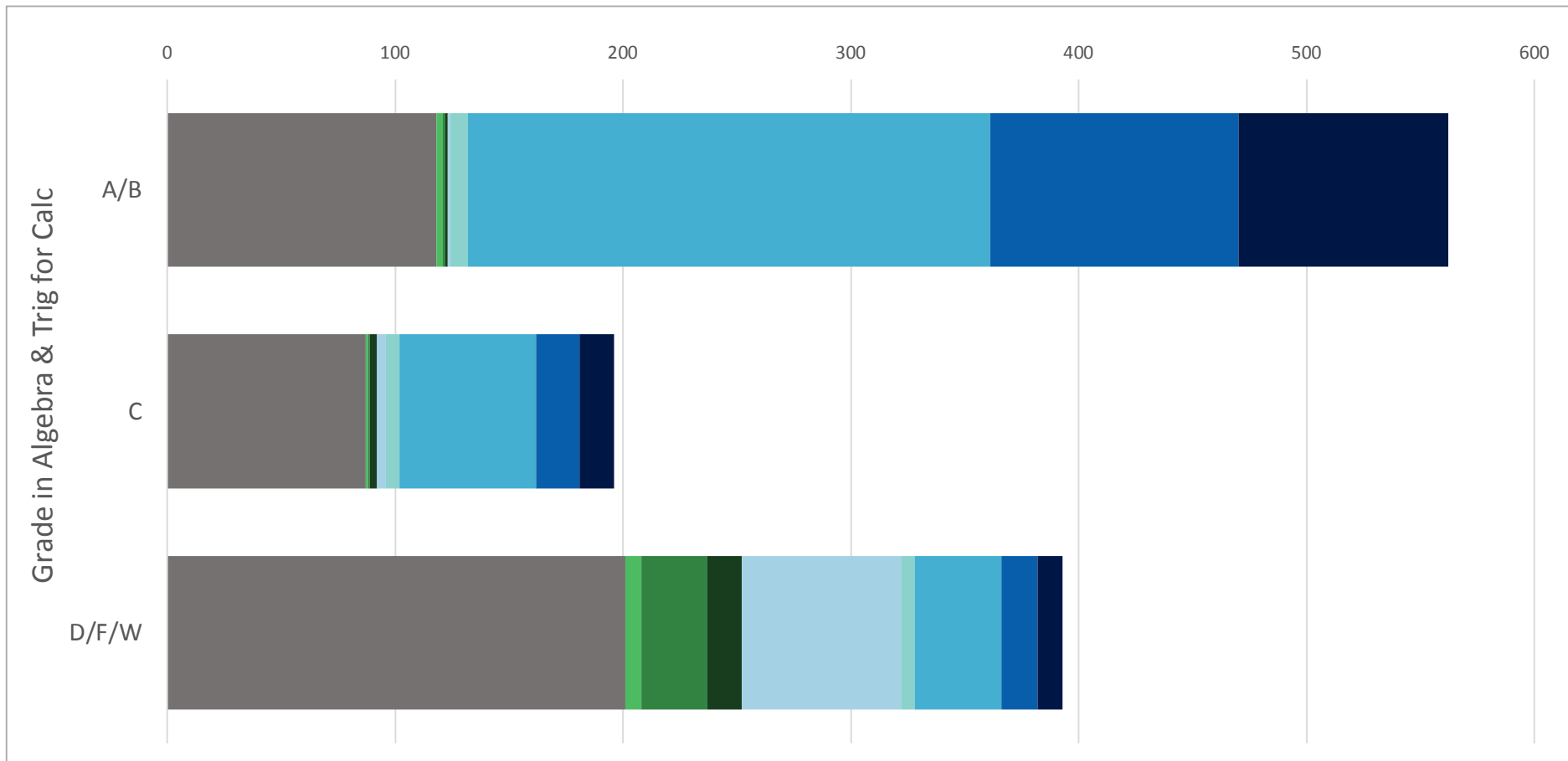
Sequential Learning Analysis – Trigonometry

						Number of Students who Earned a C or Better in Later Math Courses <small>(students can be counted in multiple courses, percentages will NOT add up to 100%)</small>																	
First Math Course	Grade in Trigonometry	# Who Started Subject in this Course	# Who Earned A/B/C in Later Math Course(s) <small>(Unduplicated)</small>	Took No Later Math Courses		Pre-Intermediate Algebra (w/abc)		Intermediate Algebra (w/abc)		College Algebra (w/abc)		Trigonometry (w/abc)		Algebra & Trigonometry for Calc (w/abc)		Calculus - Managerial, Life & Soc Sc. (w/abc)		Calc 1 (w/abc)		Calc 2 (w/abc)		Gen Physics Calc (w/abc)	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Trigonometry	A/B	397	228	169	42.6%		0.0%	1	0.3%	34	8.6%		0.0%	7	1.8%	19	4.8%	193	48.6%	81	20.4%	67	16.9%
	C	172	68	104	60.5%		0.0%	2	1.2%	21	12.2%	1	0.6%	5	2.9%	5	2.9%	46	26.7%	20	11.6%	12	7.0%
	D/F/W	271	99	172	63.5%		0.0%	4	1.5%	23	8.5%	69	25.5%	1	0.4%	10	3.7%	28	10.3%	5	1.8%	5	1.8%



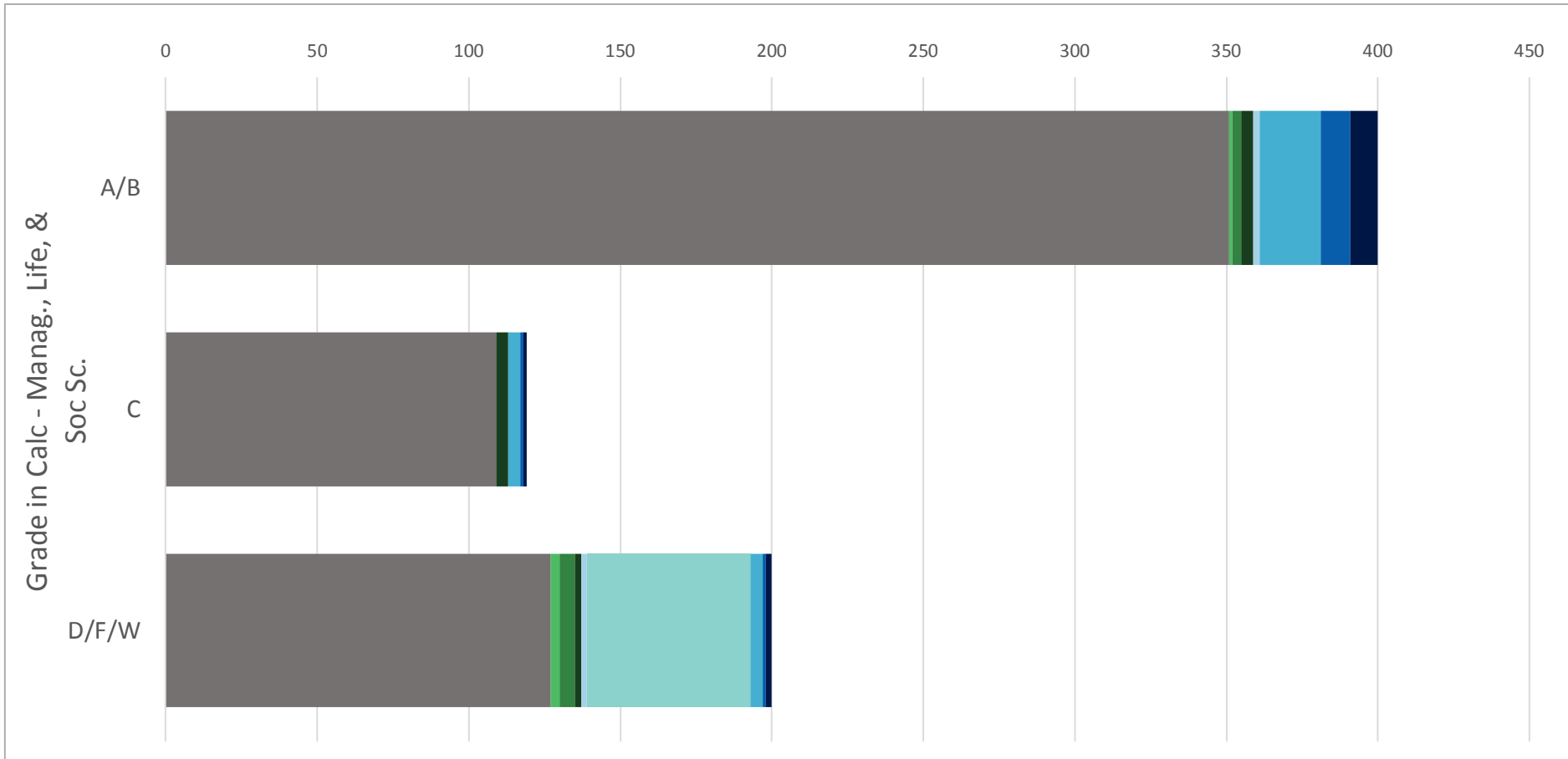
Sequential Learning Analysis – Algebra & Trigonometry for Calculus

					Number of Students who Earned a C or Better in Later Math Courses <small>(students can be counted in multiple courses, percentages will NOT add up to 100%)</small>																		
First Math Course	Grade in Algebra & Trig for Calc	# Who Started Subject in this Course	# Who Earned A/B/C in Later Math Course(s) <small>(Unduplicated)</small>	Took No Later Math Courses		Pre-Intermediate Algebra (w/abc)		Intermediate Algebra (w/abc)		College Algebra (w/abc)		Trigonometry (w/abc)		Algebra & Trigonometry for Calc (w/abc)		Calculus - Managerial, Life & Soc Sc. (w/abc)		Calc 1 (w/abc)		Calc 2 (w/abc)		Gen Physics Calc (w/abc)	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Algebra & Trig for Calc	A/B	357	239	118	33.1%		0.0%	3	0.8%	1	0.3%	1	0.3%	1	0.3%	8	2.2%	229	64.1%	109	30.5%	92	25.8%
	C	155	68	87	56.1%		0.0%	1	0.6%	1	0.6%	3	1.9%	4	2.6%	6	3.9%	60	38.7%	19	12.3%	15	9.7%
	D/F/W	313	112	201	64.2%		0.0%	7	2.2%	29	9.3%	15	4.8%	70	22.4%	6	1.9%	38	12.1%	16	5.1%	11	3.5%



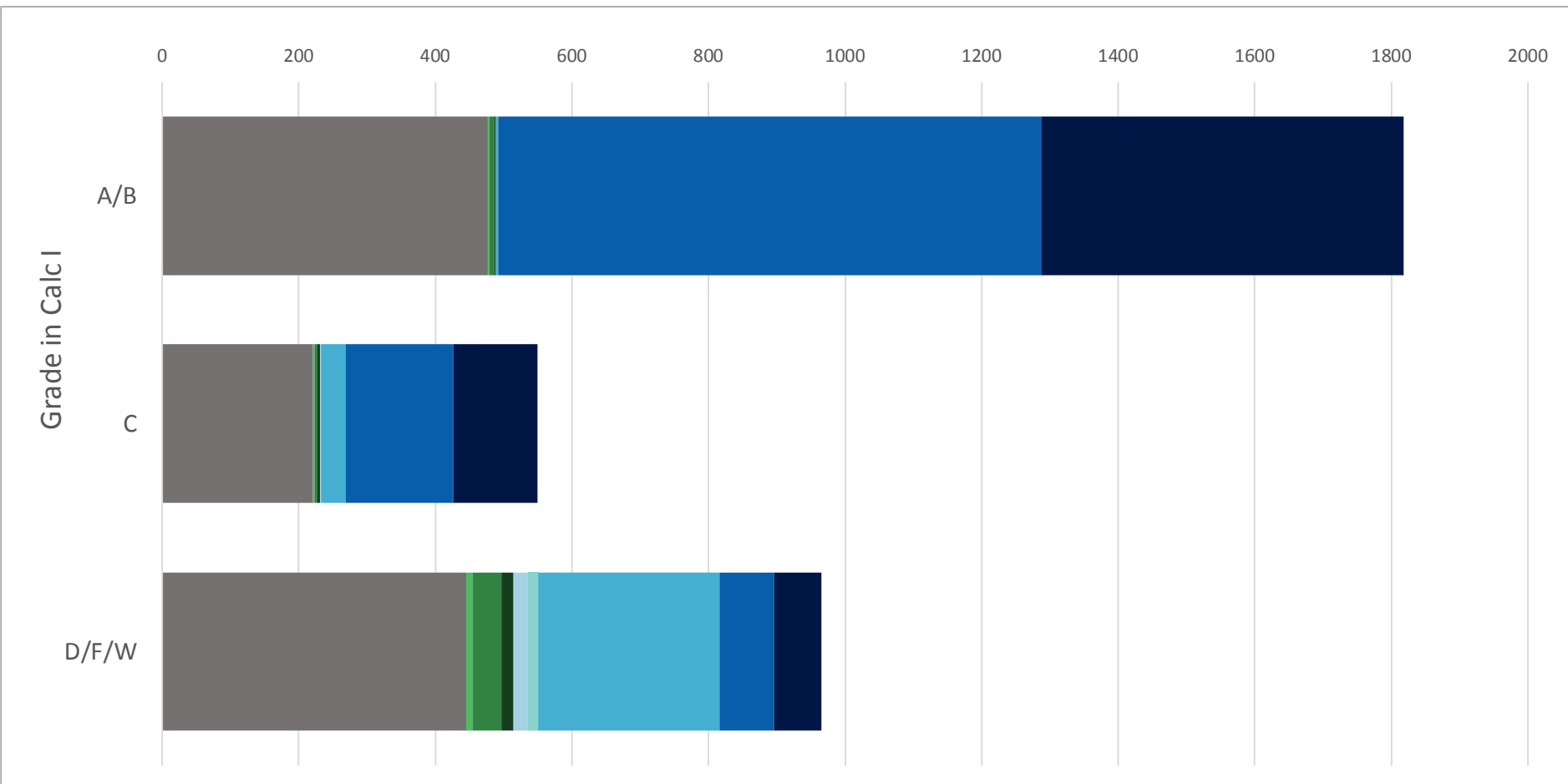
Sequential Learning Analysis – Calculus for Managerial, Life, and Social Sciences

					Number of Students who Earned a C or Better in Later Math Courses <small>(students can be counted in multiple courses, percentages will NOT add up to 100%)</small>																		
First Math Course	Grade in Calc - Manag., Life, & Soc Sc.	# Who Started Subject in this Course	# Who Earned A/B/C in Later Math Course(s) <small>(Unduplicated)</small>	Took No Later Math Courses		Pre-Intermediate Algebra (w/abc)		Intermediate Algebra (w/abc)		College Algebra (w/abc)		Trigonometry (w/abc)		Algebra & Trigonometry for Calc (w/abc)		Calculus - Managerial, Life & Soc Sc. (w/abc)		Calc 1 (w/abc)		Calc 2 (w/abc)		Gen Physics Calc (w/abc)	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Calculus - Managerial, Life & Soc	A/B	385	34	351	91.2%		0.0%	1	0.3%	3	0.8%	4	1.0%	2	0.5%		0.0%	20	5.2%	10	2.6%	9	2.3%
	C	115	6	109	94.8%		0.0%		0.0%		0.0%	4	3.5%		0.0%		0.0%	4	3.5%	1	0.9%	1	0.9%
	D/F/W	192	65	127	66.1%		0.0%	3	1.6%	5	2.6%	2	1.0%	2	1.0%	54	28.1%	4	2.1%	1	0.5%	2	1.0%



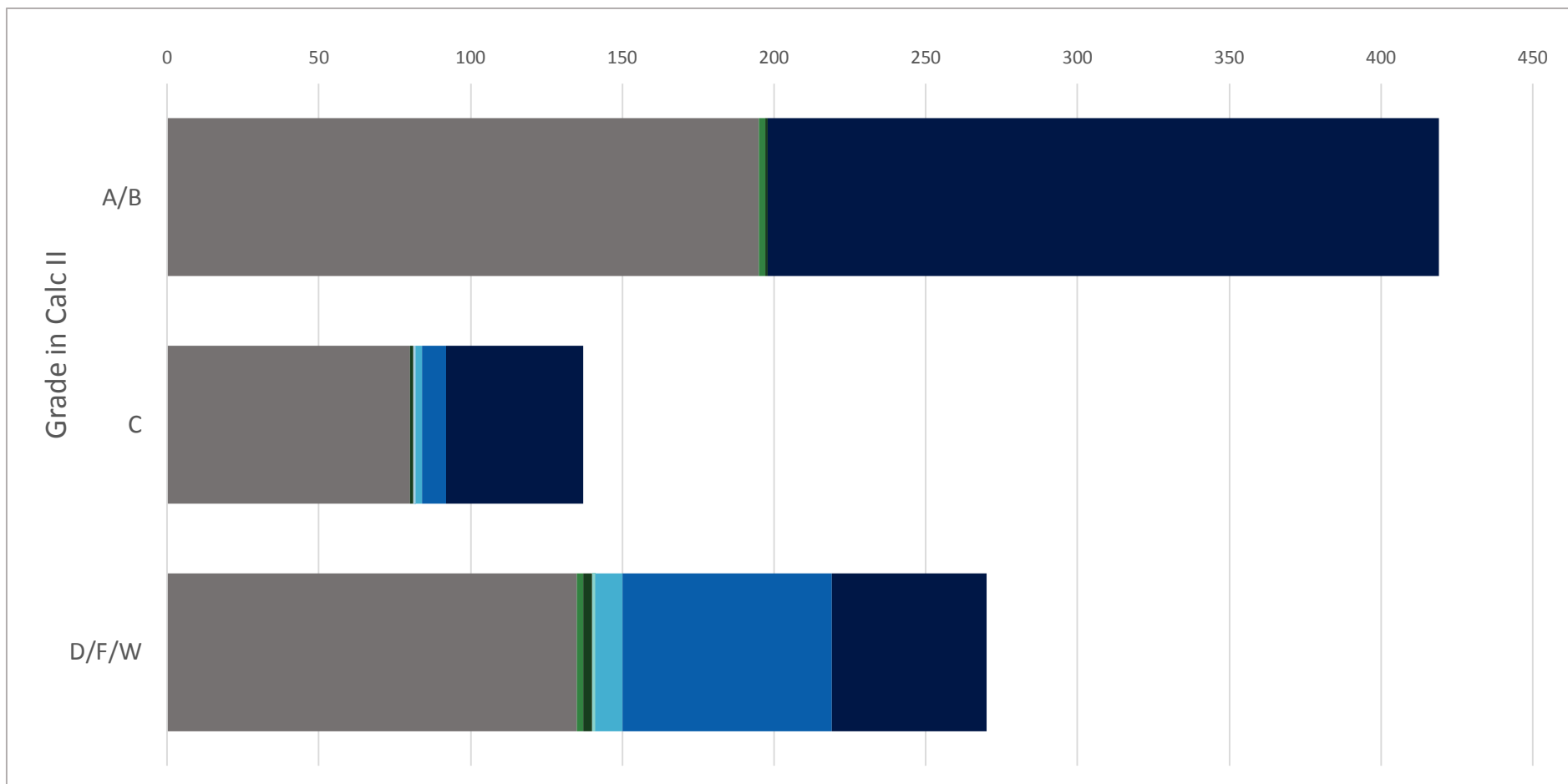
Sequential Learning Analysis – Calculus I

					Number of Students who Earned a C or Better in Later Math Courses																		
					(students can be counted in multiple courses, percentages will NOT add up to 100%)																		
First Math Course	Grade in Calc I	# Who Started Subject in this Course	# Who Earned A/B/C in Later Math Course(s) (Unduplicated)	Took No Later Math Courses		Pre-Intermediate Algebra (w/abc)		Intermediate Algebra (w/abc)		College Algebra (w/abc)		Trigonometry (w/abc)		Algebra & Trigonometry for Calc (w/abc)		Calculus - Managerial, Life & Soc Sc. (w/abc)		Calc 1 (w/abc)		Calc 2 (w/abc)		Gen Physics Calc (w/abc)	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Calc I	A/B	1308	831	477	36.5%		0.0%	2	0.2%	7	0.5%	2	0.2%		0.0%		0.0%	4	0.3%	795	60.8%	531	40.6%
	C	408	187	221	54.2%		0.0%	2	0.5%	4	1.0%	4	1.0%	1	0.2%		0.0%	37	9.1%	157	38.5%	123	30.1%
	D/F/W	769	324	445	57.9%		0.0%	10	1.3%	42	5.5%	17	2.2%	22	2.9%	15	2.0%	265	34.5%	80	10.4%	69	9.0%



Sequential Learning Analysis – Calculus II

					Number of Students who Earned a C or Better in Later Math Courses <small>(students can be counted in multiple courses, percentages will NOT add up to 100%)</small>																		
First Math Course	Grade in Calc II	# Who Started Subject in this Course	# Who Earned A/B/C in Later Math Course(s) <small>(Unduplicated)</small>	Took No Later Math Courses		Pre-Intermediate Algebra <small>(w/abc)</small>		Intermediate Algebra <small>(w/abc)</small>		College Algebra <small>(w/abc)</small>		Trigonometry <small>(w/abc)</small>		Algebra & Trigonometry for Calc <small>(w/abc)</small>		Calculus - Managerial, Life & Soc Sc. <small>(w/abc)</small>		Calc 1 <small>(w/abc)</small>		Calc 2 <small>(w/abc)</small>		Gen Physics Calc <small>(w/abc)</small>	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Calc II	A/B	415	220	195	47.0%		0.0%		0.0%	2	0.5%	1	0.2%		0.0%		0.0%		0.0%		0.0%	221	53.3%
	C	128	48	80	62.5%		0.0%		0.0%		0.0%	1	0.8%	1	0.8%		0.0%	2	1.6%	8	6.3%	45	35.2%
	D/F/W	226	91	135	59.7%		0.0%		0.0%	2	0.9%	3	1.3%		0.0%	1	0.4%	9	4.0%	69	30.5%	51	22.6%

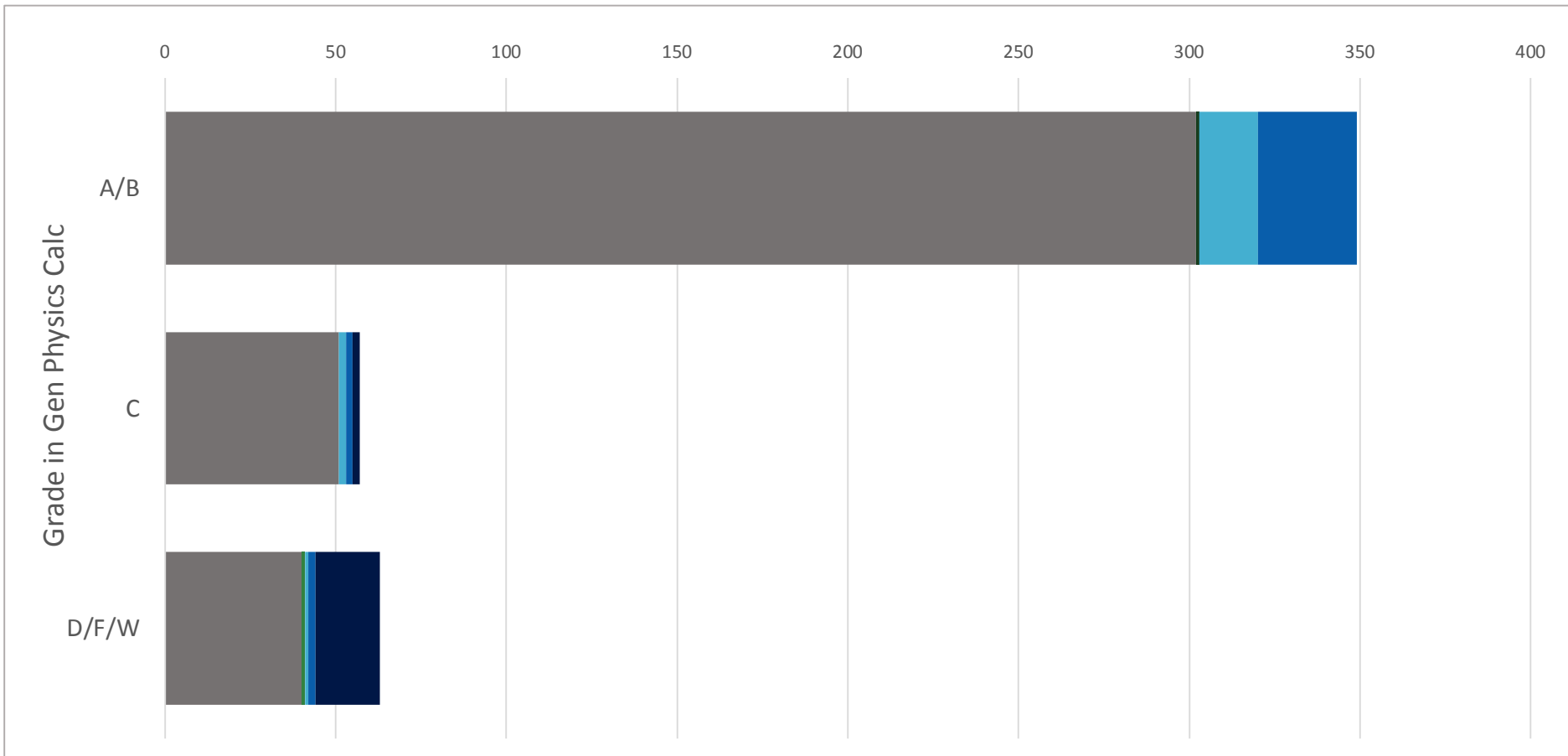


Sequential Learning Analysis – General Physics Calculus

Number of Students who Earned a C or Better in Later Math Courses

(students can be counted in multiple courses, percentages will NOT add up to 100%)

First Math Course	Grade in Gen Physics Calc	# Who Started Subject in this Course	# Who Earned A/B/C in Later Math Course(s) (Unduplicated)	Took No Later Math Courses		Pre-Intermediate Algebra (w/abc)		Intermediate Algebra (w/abc)		College Algebra (w/abc)		Trigonometry (w/abc)		Algebra & Trigonometry for Calc (w/abc)		Calculus - Managerial, Life & Soc Sc. (w/abc)		Calc 1 (w/abc)		Calc 2 (w/abc)		Gen Physics Calc (w/abc)	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
				Gen Physics Calc	A/B	342	40	302	88.3%		0.0%		0.0%		0.0%	1	0.3%		0.0%		0.0%	17	5.0%
	C	56	5	51	91.1%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	2	3.6%	2	3.6%	2	3.6%
	D/F/W	61	21	40	65.6%		0.0%		0.0%	1	1.6%		0.0%		0.0%		0.0%	1	1.6%	2	3.3%	19	31.1%



Summary of Head Count, Enrollment, and Repeat Rates by Math Course Path

First Math Course	Pre-Intermediate Algebra			Intermediate Algebra			College Algebra			Trigonometry			Algebra & Trigonometry for Calc			Calculus - Managerial, Life & Social Science			Calc I			Calc II			General Physics Calc		
	Head Count	Total Enrollments	Repeat Rate	Head Count	Total Enrollments	Repeat Rate	Head Count	Total Enrollments	Repeat Rate	Head Count	Total Enrollments	Repeat Rate	Head Count	Total Enrollments	Repeat Rate	Head Count	Total Enrollments	Repeat Rate	Head Count	Total Enrollments	Repeat Rate	Head Count	Total Enrollments	Repeat Rate	Head Count	Total Enrollments	Repeat Rate
Pre- Intermediate Algebra	289	321	11.07%	244	342	40.16%	73	83	13.70%	6	7	16.67%	4	5	25.00%	5	5	0.00%	2	2	0.00%	2	3	50.00%	1	1	0.00%
Intermediate Algebra	54	57	5.56%	8306	10821	30.28%	2731	3657	33.91%	372	479	28.76%	181	207	14.36%	230	301	30.87%	297	446	50.17%	116	145	25.00%	77	94	22.08%
College Algebra	4	4	0.00%	110	123	11.82%	4286	5363	25.13%	468	528	12.82%	62	71	14.52%	297	379	27.61%	321	422	31.46%	114	147	28.95%	76	84	10.53%
Trigonometry				9	10	11.11%	97	113	16.49%	840	982	16.90%	19	20	5.26%	48	63	31.25%	351	493	40.46%	143	181	26.57%	92	101	9.78%
Algebra & Trig for Calc				15	15	0.00%	53	61	15.09%	38	44	15.79%	825	996	20.73%	29	35	20.69%	440	592	34.55%	174	228	31.03%	127	144	13.39%
Calculus - Managerial, Life & Social Science				6	6	0.00%	14	14	0.00%	11	16	45.45%	6	7	16.67%	692	806	16.47%	36	42	16.67%	16	23	43.75%	14	14	0.00%
Calc I				20	21	5.00%	77	91	18.18%	33	38	15.15%	33	38	15.15%	20	25	25.00%	2485	3064	23.30%	1187	1471	23.93%	807	886	9.79%
Calc II							5	5	0.00%	6	6	0.00%	2	2	0.00%	2	2	0.00%	25	32	28.00%	769	923	20.03%	341	379	11.14%
General Physics Calc							1	1	0.00%	1	1	0.00%	1	1	0.00%				26	29	11.54%	43	52	20.93%	459	489	6.54%

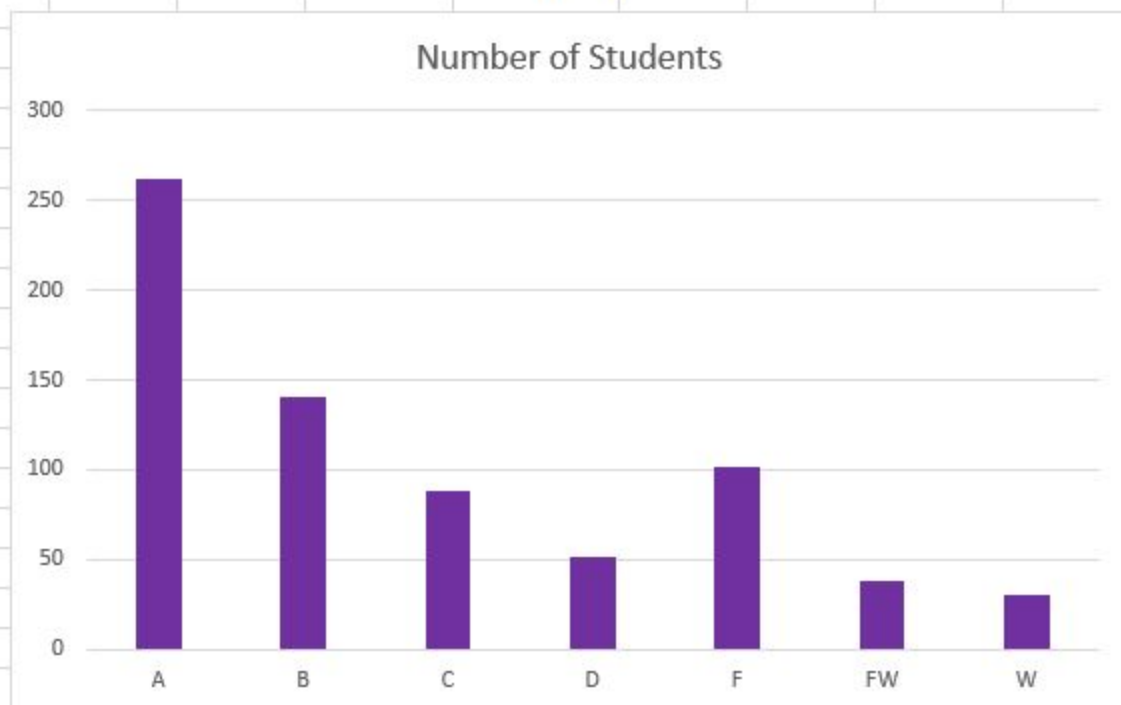
SLO Assessment: Math

Math 1310 Fall 2015

Final Grades

Grade	Number	Percentage
A	262	36.80%
B	141	19.80%
C	88	12.36%
D	51	7.16%
F	102	14.33%
FW	38	5.34%
W	30	4.21%
TOTAL	712	100.00%

TOTAL DFW's: 221
31.04%



Data Current as of:	12/17/2015 16:32
1310 Final	
Date Due:	None
Total points:	100
# of students enrolled:	688
# of students submitted:	571
# Course Sections:	16

#	Question ID	Objective	# Points	# Correct	# Partial Credit	# Incorrect	Not Attempted	Difficulty	Median Time	Correct on first try
1	1.1.17	Solve linear equations in one variable. Identify contradictions and identities.	4	83	0	38	0	Moderate	0:01:32	0.688
1	1.1.22	Solve linear equations in one variable. Identify contradictions and identities.	4	84	0	34	0	Moderate	0:00:52	0.7
1	1.1.24	Solve linear equations in one variable. Identify contradictions and identities.	4	101	0	18	1	Moderate	0:01:32	0.823
1	2.3.12	Evaluate functions.	4	96	0	13	0	Moderate	0:01:00	0.821
1	2.3.14	Evaluate functions.	4	95	0	8	0	Moderate	0:00:56	0.803
2	1.3.11	Solve compound linear inequalities in one variable.	4	157	0	111	2	Hard	0:02:22	0.45
2	1.3.15	Solve compound linear inequalities in one variable.	4	130	0	170	1	Hard	0:02:11	0.173
3	1.3.26	Solve absolute value inequalities.	4	130	0	160	0	Hard	0:01:31	0.494
3	1.3.31	Solve absolute value inequalities.	4	136	0	145	0	Hard	0:01:50	0.388
4	2.1.9	Graph equations by plotting points.	4	253	0	29	1	Moderate	0:01:37	0.712
4	2.1.11	Graph equations by plotting points.	4	237	0	49	2	Moderate	0:01:30	0.74
5	+ (2.5) 1310Final#5a	Write equations of parallel and perpendicular lines.	4	95	0	93	15			
5	+ (2.5) 1310Final#5b	Write equations of parallel and perpendicular lines.	4	90	0	70	12			
5	+ (2.5) 1310Final#5c	Write equations of parallel and perpendicular lines.	4	67	0	116	13			
6	2.6.9	Graph a linear inequality in two variables.	4	391	0	173	7	Hard	0:01:26	0.627
7	3.1.9	Solve a system of linear equations in two variables by substitution.	4	232	0	61	5	Moderate	0:02:28	0.706
7	3.1.13	Solve a system of linear equations in two variables by elimination.	4	202	0	70	1	Moderate	0:01:22	0.718
8	+ (3.3) 3.3.12mix (6)	Use systems of linear equations to solve mixture problems.	4	121	44	35	1			
8	+ (3.3) 3.3.mix13 (6)	Use systems of linear equations to solve mixture problems.	4	128	35	36	3			
8	+ (3.3) 3.3.mix14 (6)	Use systems of linear equations to solve mixture problems.	4	105	36	27	0			
9	4.1.27	Use the product-to-power and quotient-to-power rules.	4	245	0	38	1	Moderate	0:00:52	0.809
9	4.1.29	Simplify exponential expressions using a combination of rules.	4	236	0	50	1	Moderate	0:01:13	0.644
10	4.4.5	Divide polynomials using long division.	4	520	0	46	5	Moderate	0:01:11	0.835
11	+ (5.2) 5.2.22* (6)	Factor trinomials of the form ax^2+bx+c using trial-and-error.	4	69	0	47	2			
11	+ (5.2) 5.2.23* (6)	Factor trinomials of the form ax^2+bx+c using trial-and-error.	4	59	0	40	2			
11	5.3.1	Factor the difference of two squares.	4	116	0	6	1	Easy	0:00:35	0.905
11	5.3.3	Factor the difference of two squares.	4	96	0	21	2	Moderate	0:00:50	0.851
11	5.3.7	Factor the difference of two squares.	4	76	0	28	6	Moderate	0:01:23	0.79
12	+ (5.3) 5.3.18mc (6)	Factor the sum or difference of two cubes.	4	127	0	13	0			
12	+ (5.3) 5.3.21mc (6)	Factor the sum or difference of two cubes.	4	131	0	10	1			
12	+ (5.3) 5.3.22mc (6)	Factor the sum or difference of two cubes.	4	117	0	28	0			
12	+ (5.3) 5.3.mc2 (3)	Factor the sum or difference of two cubes.	4	131	0	12	1			
13	5.4.6	Solve polynomial equations by factoring.	4	201	0	52	5	Moderate	0:01:08	0.881
13	5.4.9	Solve polynomial equations by factoring.	4	228	0	75	10	Moderate	0:01:06	0.788
14	6.4.16	Simplify complex rational expressions by multiplying by a common denominator.	4	449	0	109	13	Moderate	0:01:20	0.647
15	6.5.11	Solve rational equations.	4	349	0	217	5	Moderate	0:01:27	0.604
16	+ (6.5) 6.5.29edited (3)	Use rational equations and functions to solve application problems.	4	52	170	60	1			
16	+ (6.5) 6.5.31edited (3)	Use rational equations and functions to solve application problems.	4	148	68	68	4			
17	+ (6.5) 5.5.chart23 (3)	Use rational equations and functions to solve application problems.	4	77	35	21	1			
17	+ (6.5) 6.5.22chart (3)	Use rational equations and functions to solve application problems.	4	82	34	40	1			
17	+ (6.5) 6.5.27chart (3)	Use rational equations and functions to solve application problems.	4	27	58	41	1			
17	+ (8.3) 8.3.11chart (3)	Solve applications involving distance, rate, and time.	4	42	61	49	1			
18	7.3.38	Simplify radical expressions using the product rule.	4	195	0	69	6	Moderate	0:01:57	0.648
18	7.3.42	Simplify radical expressions using the product rule.	4	181	0	119	1	Moderate	0:01:00	0.583
19	7.5.1	Solve equations involving one radical expression.	4	256	0	25	0	Moderate	0:00:39	0.736
19	7.5.2	Solve equations involving one radical expression.	4	257	0	30	3	Moderate	0:00:39	0.797
20	7.4.38	Rationalize denominators of radical expressions.	4	512	0	56	3	Moderate	0:00:37	0.713
21	7.6.1	Simplify powers of i.	4	88	0	49	0	Moderate	0:00:35	0.613
21	7.6.2	Simplify powers of i.	4	92	0	38	0	Moderate	0:00:28	0.673
21	7.6.14	Multiply complex numbers.	4	109	0	30	3	Moderate	0:00:29	0.93
21	7.6.15	Multiply complex numbers.	4	114	0	47	1	Moderate	0:00:51	0.911
22	+ (8.1) 1310Final#22a	Solve quadratic equations using the quadratic formula.	4	113	0	23	0			
22	+ (8.1) 1310Final#22b	Solve quadratic equations using the quadratic formula.	4	110	0	25	2			
22	+ (8.1) 1310Final#22c	Solve quadratic equations using the quadratic formula.	4	109	0	31	1			
22	+ (8.1) 1310Final#22d	Solve quadratic equations using the quadratic formula.	4	131	0	26	0			
23	8.1.28	Use the discriminant to determine the number and type of solutions to a quadratic equation.	4	214	0	70	1	Moderate	0:00:52	0.673
23	8.1.29	Use the discriminant to determine the number and type of solutions to a quadratic equation.	4	242	23	20	1	Moderate	0:00:59	0.713
24	9.3.21	Solve exponential equations by relating the bases.	4	258	0	33	2	Moderate	0:00:22	0.796
24	9.5.1	Use the definition of a logarithmic function.	4	181	0	94	3	Moderate	0:00:53	0.84
25	9.6.11	Expand and condense logarithmic expressions.	4	196	0	74	6	Hard	0:01:54	0.278
25	9.6.23	Expand and condense logarithmic expressions.	4	194	0	86	15	Moderate	0:01:10	0.586

1310 Test 4 Fall 2015

1310-001

Number Taking Retake: 4
Percentage Taking Retake: 25.00%
Improvement: 14.90
Overall Test Average: 86.54

Total Number of Students Taking Test 4: 560
Total Number of Students Taking Retake: 176
Percentage Taking Retake: 31.43%
Weighted Improvement: 18.04%

1310-002

Number Taking Retake: 12
Percentage Taking Retake: 30.00%
Improvement: 20.21
Overall Test Average: 80.94

Overall Test Average Before Retake: 76.00%
Overall Test Average After Retake: 86.46%

Number of students who scored <70% on first take: 170
Number of students who failed and retook test: 98
% Of students who failed and retook: 57.65%

1310-003

Number Taking Retake: 6
Percentage Taking Retake: 27.27%
Improvement: 25.11
Overall Test Average: 70.64

Total number of students in 1310: 687
Number of Students who did not take Test: 127
% of Students who have not taken test: 18.49%

1310-004

Number Taking Retake: 9
Percentage Taking Retake: 22.50%
Improvement: 20.46
Overall Test Average: 81.58

1310-005

Number Taking Retake: 10
Percentage Taking Retake: 27.78%
Improvement: 16.46
Overall Test Average: 79.51

1310-006

Number Taking Retake: 13
Percentage Taking Retake: 35.14%
Improvement: 14.17
Overall Test Average: 78.20

1310-007

Number Taking Retake: 9
Percentage Taking Retake: 23.68%
Improvement: 15.89
Overall Test Average: 81.98

1310-008

Number Taking Retake: 8
Percentage Taking Retake: 30.77%
Improvement: 5.21
Overall Test Average: 81.68

1310-009

Number Taking Retake:	6
Percentage Taking Retake:	18.18%
Improvement:	27.50
Overall Test Average:	79.49

1310-011

Number Taking Retake:	14
Percentage Taking Retake:	35.00%
Improvement:	16.84
Overall Test Average:	85.80

1310-012

Number Taking Retake:	16
Percentage Taking Retake:	37.21%
Improvement:	22.58
Overall Test Average:	81.64

1310-013

Number Taking Retake:	9
Percentage Taking Retake:	23.08%
Improvement:	15.16
Overall Test Average:	82.23

1310-014

Number Taking Retake:	20
Percentage Taking Retake:	52.63%
Improvement:	18.65
Overall Test Average:	82.62

1310-015

Number Taking Retake:	16
Percentage Taking Retake:	43.24%
Improvement:	20.00
Overall Test Average:	75.59

1310-016

Number Taking Retake:	15
Percentage Taking Retake:	38.46%
Improvement:	18.75
Overall Test Average:	79.55

1310-017

Number Taking Retake:	9
Percentage Taking Retake:	25.00%
Improvement:	14.58
Overall Test Average:	78.56

Mathematics

Algebra is a foundational branch of mathematics that involves operations and relations, and which emphasizes the process of formulating, solving, interpreting, and applying equations of many different types to solve many different real-world problems, using systems of abstract symbols. It is a branch of mathematics with significant applications across a wide variety of disciplines. Fluent skills in algebra are required for success in any field that uses mathematical analysis.

Successful students shall be able to do the following:

- demonstrate competency in quantitative reasoning that applies algebra;

Students demonstrate competency in quantitative reasoning that applies algebra by acquiring the ability to take complex mathematical problems and approach them in a straight forward step-by-step method. They translate word problems into algebraic expressions and equations. They use logic and deduction to create a proper mathematical statement to solve a given real-world scenario. They review the basic algebraic principles of number lines, fractions, percentages, order of operations, absolute values, radicals, the laws of exponents and properties of logarithms in order to solve and interpret problems.

- demonstrate competency in symbolic reasoning in the solution to real-world problems;

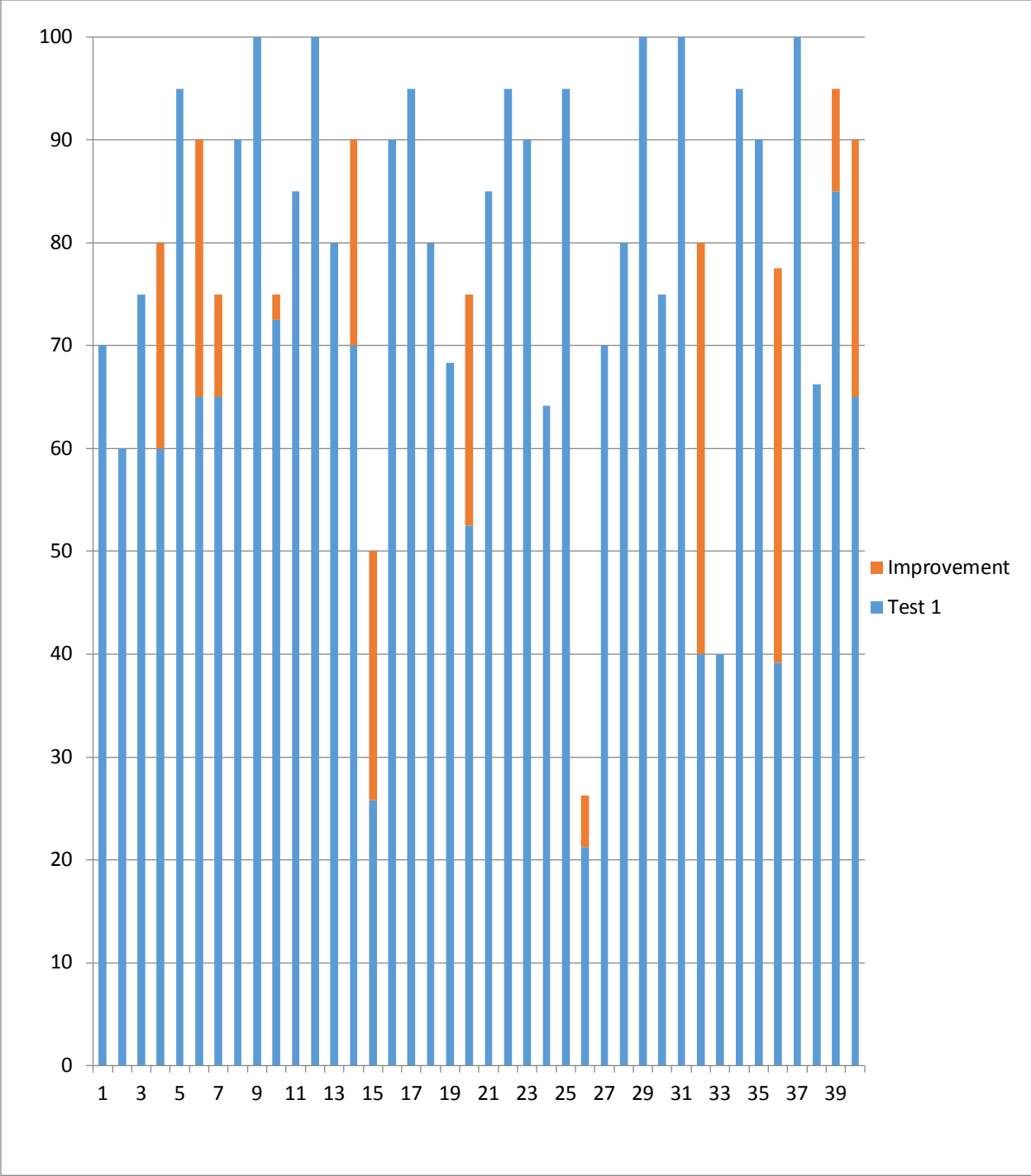
Students demonstrate competency in symbolic reasoning in the solution to real-world problems by comprehending mathematical language and being able to formulate and construct models of real-world problems. They solve and graph linear equations. They understand what the variable must represent when reading a real-world problem. They understand the use of formulas, how to interpret symbols as in inequalities, intersections and unions, and to correctly use functions in their solutions to problems of slope and instantaneous rates of change, mixtures, distances, rates, time and work by constructing systems of linear equations or inequalities with one or two unknowns.

- demonstrate competency in computational reasoning as it relates to the application of algebraic processes and concepts; and

Students demonstrate competency in computational reasoning as it relates to the application of algebraic processes and concepts by solving algebraic problems and analyzing their solutions to verify the reasonableness and correctness of their solutions. They perform mathematical operations on mathematical expressions involving roots, radicals, or logarithms and understand that under certain conditions the problems may not have an answer. They evaluate and simplify rational expressions and again understand that under certain conditions the problems may not have an answer. They recognize how mathematical relationships and patterns can be used to identify alternate models or more appropriate methods of finding solutions.

- demonstrate an ability to solve real-world problems using quantitative, logical, or computational approaches that are typical of mathematical thinking.

Students demonstrate an ability to solve real-world problems using quantitative, logical, or computational approaches that are typical of mathematical thinking by choosing the best algebraic model, method, formula, interpretation of graphical information or most logical process that will most efficiently lead to the correct solution of the real-world issue. They learn to evaluate functions and understand that a given input value will yield a specific output value. They solve and graph linear equations, inequalities and absolute value problems and understand that by following a series of steps in the correct order will give the correct answer for each problem at hand. They can express the quantitative results in an effective manner, both orally and written, in order to predict solutions to more complicated real-world problems across a wide variety of disciplines.

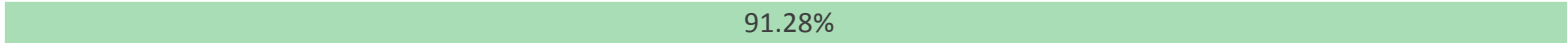


Survey Data: Math

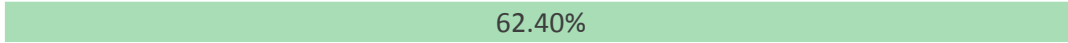
History/Experience/Activity in Math

Percent of incoming freshman who report having completed the following courses:

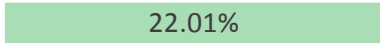
Algebra II (CIRP, 2014; Responses: 413, Response Rate: 95.38%)



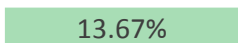
Pre-Calculus/Trigonometry (CIRP, 2014; Responses: 359, Response Rate: 82.91%)



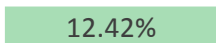
Probability (CIRP, 2014; Responses: 318, Response Rate: 73.44%)



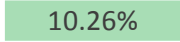
AP Calculus (CIRP, 2014; Responses: 300, Response Rate: 69.28%)



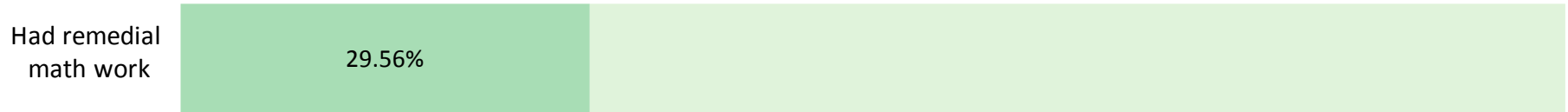
Calculus (CIRP, 2014; Responses: 298, Response Rate: 68.82%)



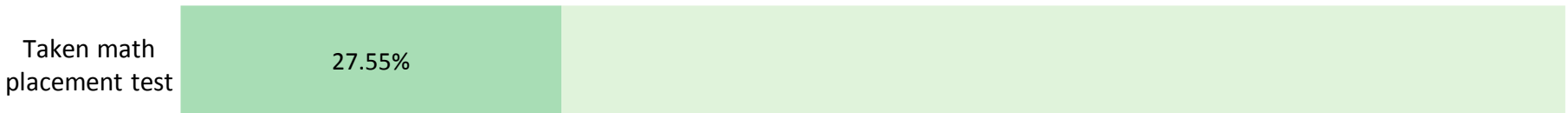
AP Probability & Statistics (CIRP, 2014; Responses: 302, Response Rate: 69.75%)



Percent of incoming freshman who report that they have...



(CIRP, 2014; Responses: 433, Response Rate: 100%)

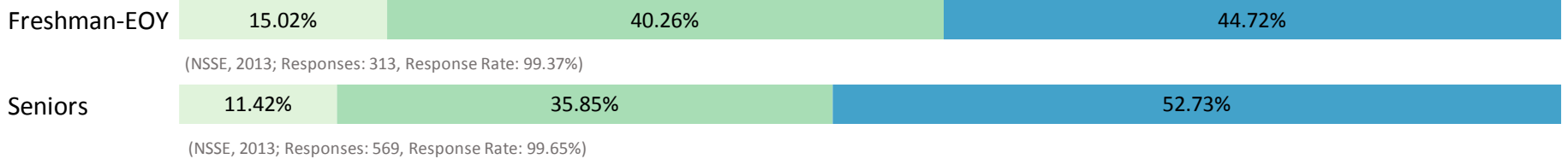


(CIRP, 2014; Responses: 363, Response Rate: 83.83%)

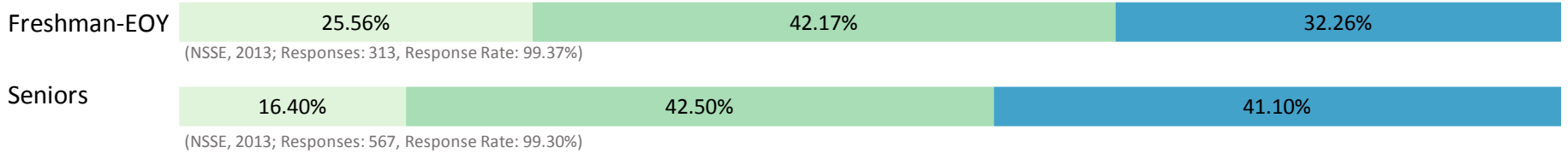
History/Experience/Activity in Math

In the current school year, how often have you...

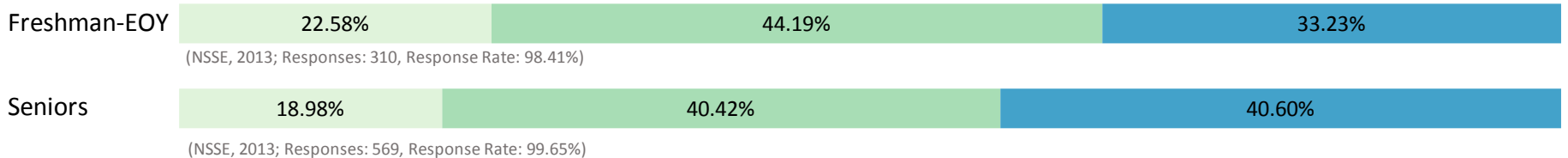
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)?



Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)?



Evaluated what others have concluded from numerical information?



Not at All Occasionally Frequently

Confidence in Math

30.48% of incoming freshman reported that they need remedial math (CIRP, 2014; Responses: 433, Response Rate: 100%)

Percent of new students who report confidence that their math skills will allow success in college

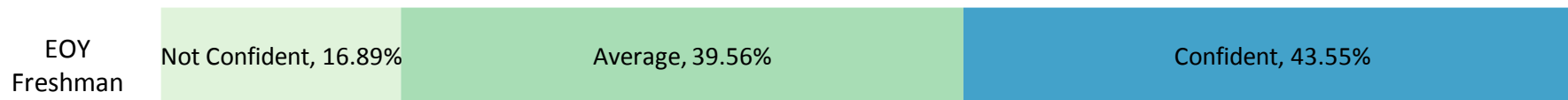


(NSWS, 2014; Responses: 3225, Response Rate: 63.50%)

Percent of freshman who report confidence in their math ability



(CIRP: Incoming Freshman 2014; Responses: 423, Response Rate: 97.69%)



(YFCY: EOY Freshman 2015; Responses: 450, Response Rate: 86.37%)

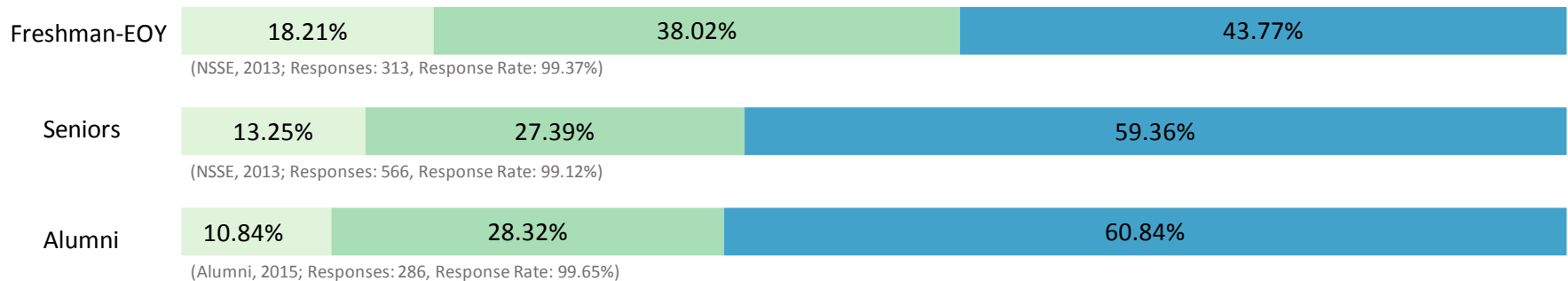
Satisfaction with Math

Satisfaction with UNO's impact on the ability to...

Think critically and analytically



Analyze numerical and statistical information



Not Satisfied Somewhat Satisfied Satisfied

Proficiency in Math

Percent of 11th grade students in Nebraska who are proficient in the following NeSA Math domains:

Math - Overall 61%

Algebraic 68%

Data Analysis/Probability 62%

Geometric/Measurement 61%

Number Sense 59%

(NeSA, 2014-2015; Responses: 21426, Response Rate: 99.24%)

Sequential Learning Analysis: Writing/ Composition

Interpretation Guide - Sequential Learning Analysis (Comp I as example)

The chart below displays enrollment and grade distribution for students taking Comp I as their first English course, in relationship to their success (C or better) in five subsequent English courses

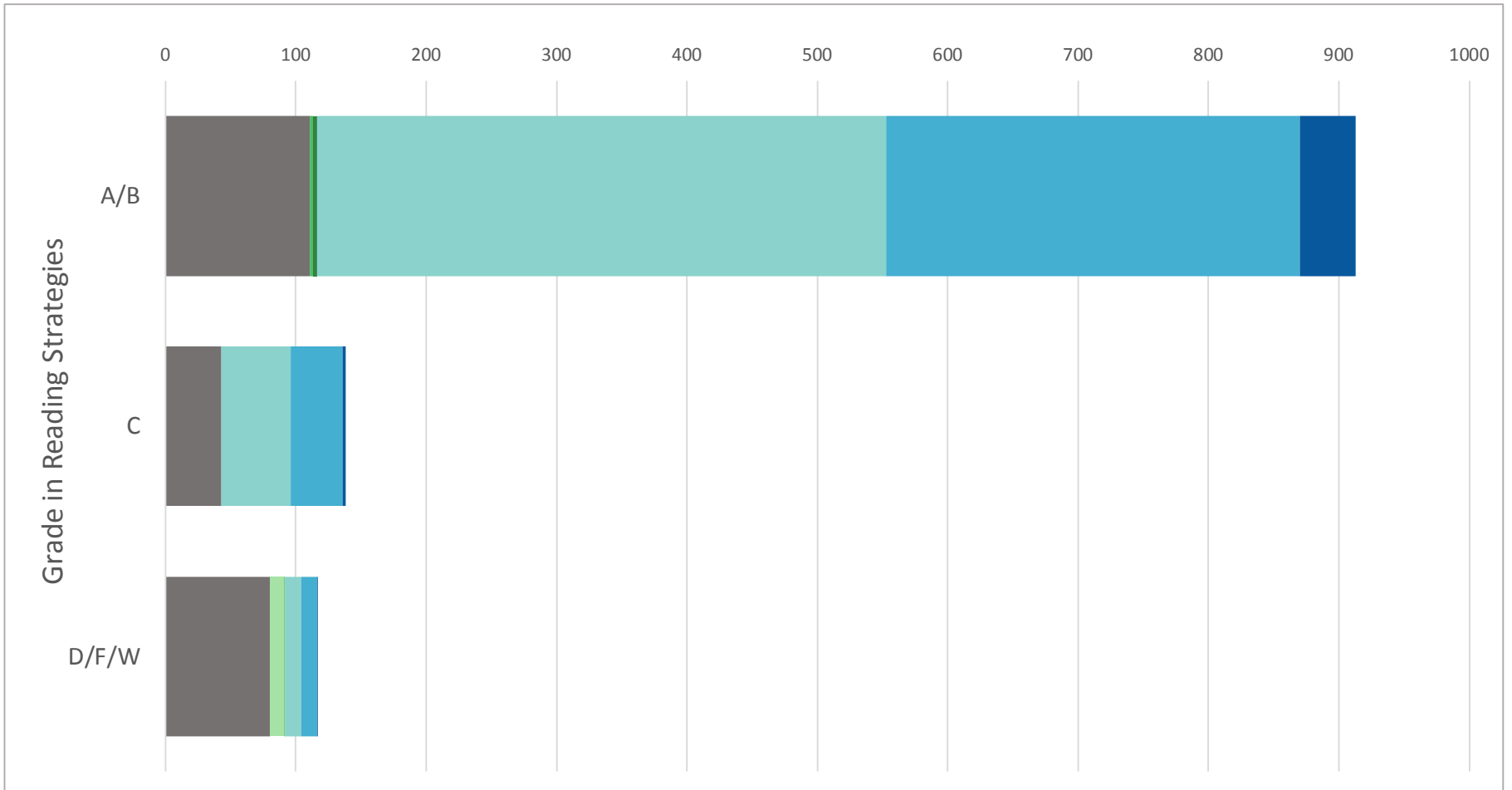
F

					Number of Students who Earned a C or Better in Later English Courses (students can be counted in multiple courses, percentages will NOT add up to 100%)													
A	B	C	D	E	Reading Strategies (w/abc)		ESL I (w/abc)		ESL II (w/abc)		Comp I (w/abc)		Comp II (w/abc)		Autobio Read/ Write (w/abc)			
First English Course	Grade in Comp I	# Who Started Subject in this Course	# Who Earned A/B/C in Later ENGL Course(s) (Unduplicated)	Took No Later English Courses		#	%	#	%	#	%	#	%	#	%	#	%	
				#	%													
Comp I	A/B	4348	3325	1023	23.5%	3	0.1%		0.0%	2	0.0%	1	0.0%	3325	76.5%	210	4.8%	
	C	844	523	321	38.0%	1	0.1%		0.0%		0.0%	12	1.4%	505	59.8%	26	3.1%	
	D/F/W	996	311	685	68.8%		0.0%		0.0%	1	0.1%	292	29.3%	177	17.8%	4	0.4%	

- A First English course
- B Grade received in first English course (i.e., A/B, C, or D/F/W)
- C Number of students who started their English enrollment in this course (*unduplicated count*)
- D Number of students who earned a C or better in the following subsequent English Courses: Reading Strategies, ESL I, ESL II, Comp I, Comp II, and Autobio R/W (*unduplicated count*)
- E Number of students who ended their English enrollment with this first course (*unduplicated count*)
- F Number and percentage of students by subsequent course, who enrolled and received a C or better (*duplicated count*)

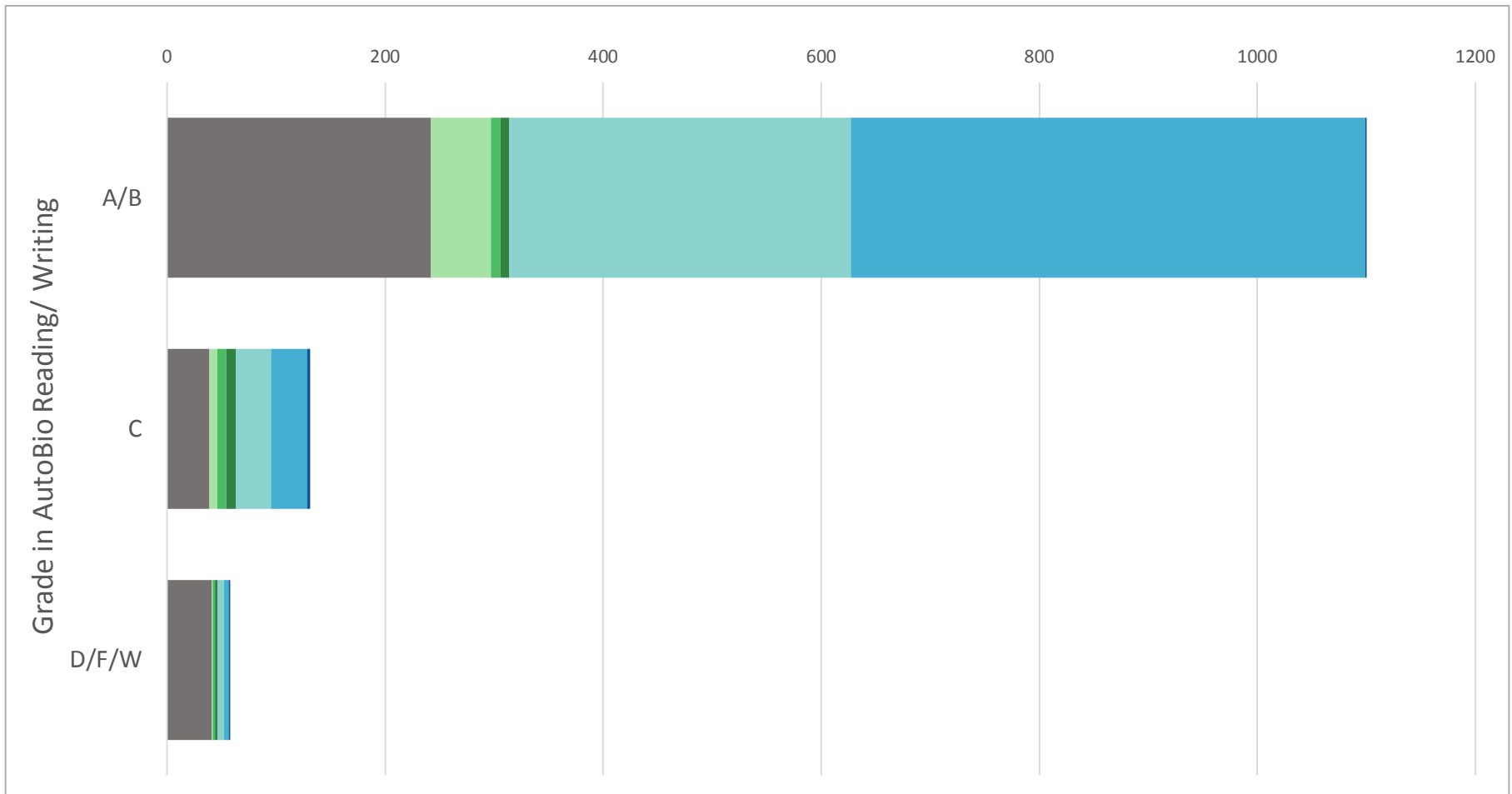
Sequential Learning Analysis – Reading Strategies

						Number of Students who Earned a C or Better in Later English Courses <small>(students can be counted in multiple courses, percentages will NOT add up to 100%)</small>											
First English Course	Grade in Reading Strategies	# Who Started Subject in this Course	# Who Earned A/B/C in Later ENGL Course(s) <small>(Unduplicated)</small>	Took No Later English Courses		Reading Strategies <small>(w/abc)</small>		ESL I <small>(w/abc)</small>		ESL II <small>(w/abc)</small>		Comp I <small>(w/abc)</small>		Comp II <small>(w/abc)</small>		Autobio Read/ Write <small>(w/abc)</small>	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
Reading Strategies	A/B	558	447	111	19.9%		0.0%	2	0.4%	3	0.5%	437	78.3%	317	56.8%	43	7.7%
	C	97	54	43	44.3%		0.0%		0.0%		0.0%	53	54.6%	40	41.2%	2	2.1%
	D/F/W	103	23	80	77.7%	11	10.7%	1	1.0%		0.0%	12	11.7%	12	11.7%	1	1.0%



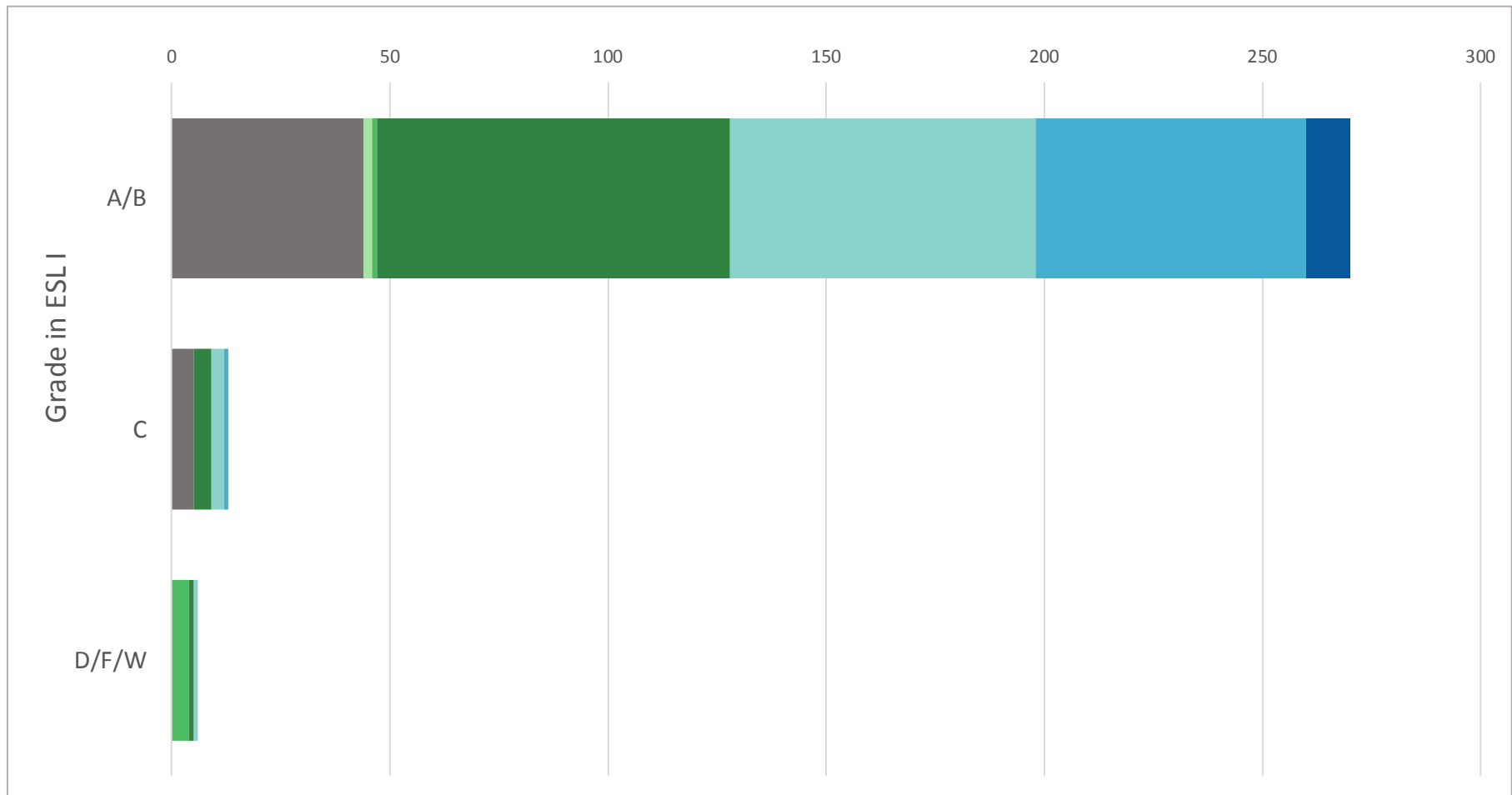
Sequential Learning Analysis – Autobiographical Reading and Writing

						Number of Students who Earned a C or Better in Later English Courses (students can be counted in multiple courses, percentages will NOT add up to 100%)											
First English Course	Grade in AutoBio Reading/ Writing	# Who Started Subject in this Course	# Who Earned A/B/C in Later ENGL Course(s) (Unduplicated)	Took No Later English Courses		Reading Strategies (w/abc)		ESL I (w/abc)		ESL II (w/abc)		Comp I (w/abc)		Comp II (w/abc)		Autobio Read/ Write (w/abc)	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
AutoBio Reading/ Writing	A/B	776	534	242	31.2%	55	7.1%	9	1.2%	8	1.0%	313	40.3%	472	60.8%	1	0.1%
	C	84	45	39	46.4%	7	8.3%	8	9.5%	9	10.7%	32	38.1%	33	39.3%	3	3.6%
	D/F/W	49	8	41	83.7%	1	2.0%	2	4.1%	2	4.1%	6	12.2%	4	8.2%	2	4.1%



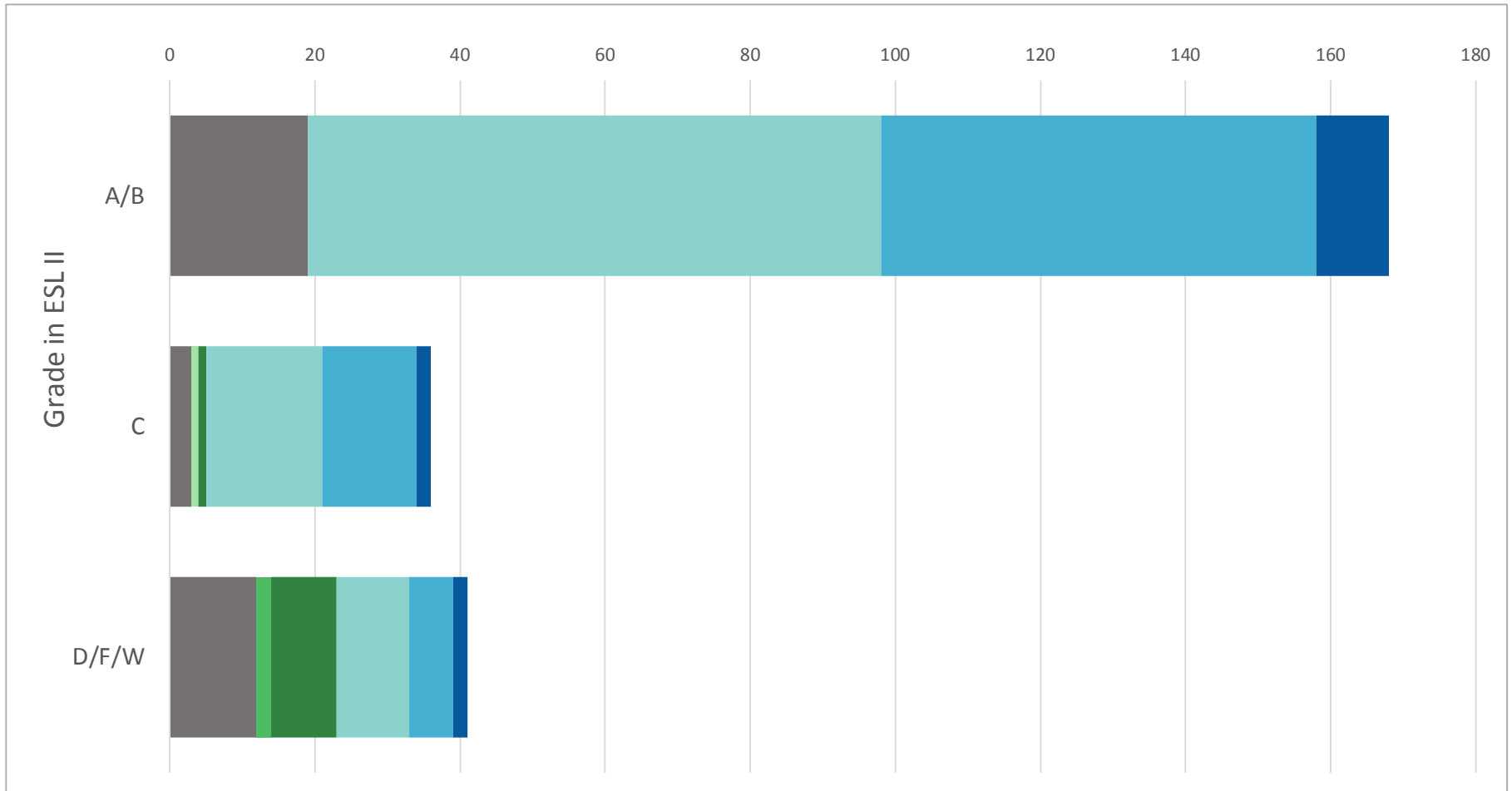
Sequential Learning Analysis – ESL I

					Number of Students who Earned a C or Better in Later English Courses (students can be counted in multiple courses, percentages will NOT add up to 100%)												
First English Course	Grade in ESL I	# Who Started Subject in this Course	# Who Earned A/B/C in Later ENGL Course(s) (Unduplicated)	Took No Later English Courses		Reading Strategies (w/abc)		ESL I (w/abc)		ESL II (w/abc)		Comp I (w/abc)		Comp II (w/abc)		Autobio Read/ Write (w/abc)	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
ESL I	A/B	140	96	44	31.4%	2	1.4%	1	0.7%	81	57.9%	70	50.0%	62	44.3%	10	7.1%
	C	10	5	5	50.0%		0.0%		0.0%	4	40.0%	3	30.0%	1	10.0%		0.0%
	D/F/W	8	4		0.0%		0.0%	4	50.0%	1	12.5%	1	12.5%		0.0%		0.0%



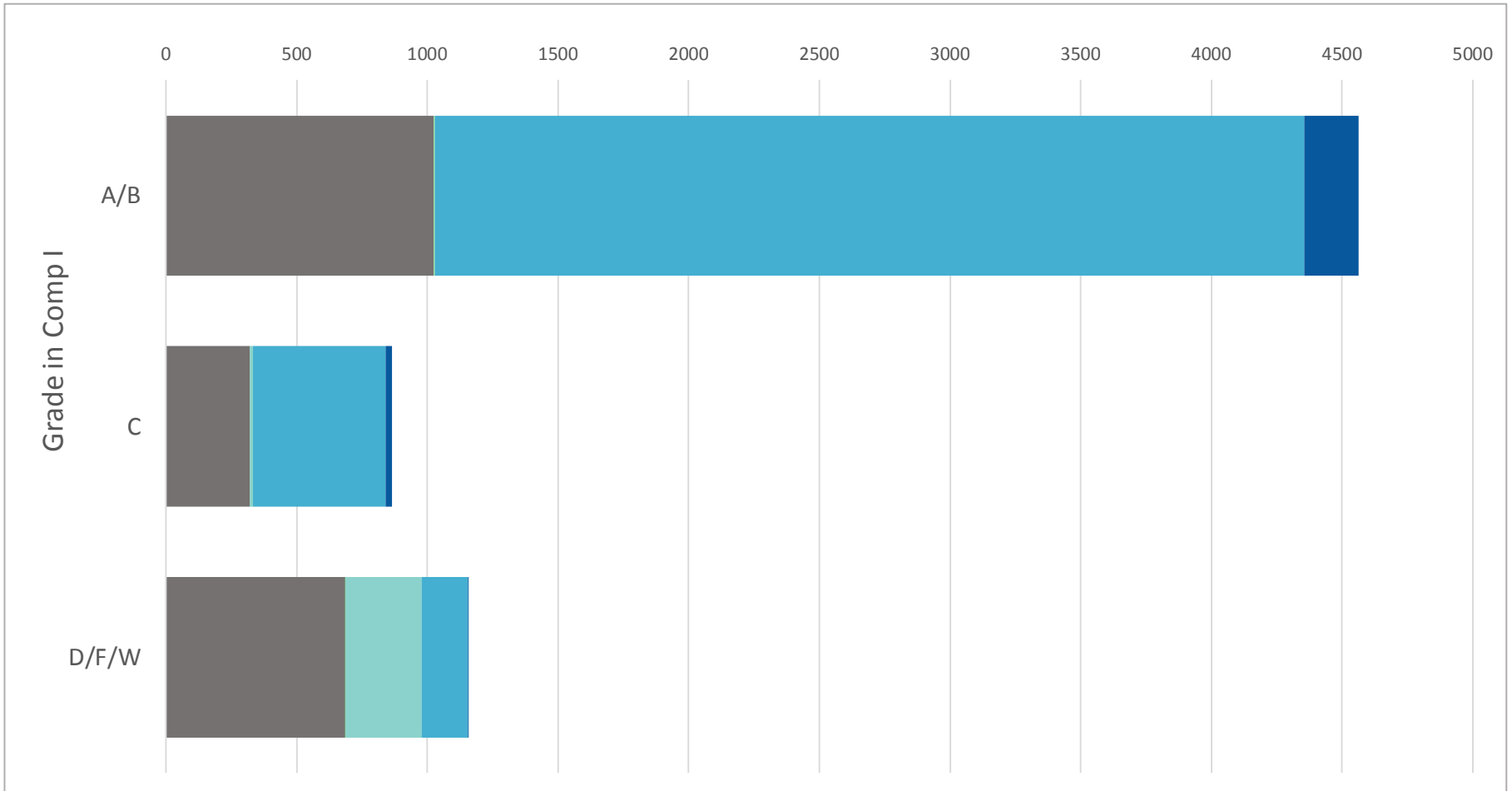
Sequential Learning Analysis – ESL II

						Number of Students who Earned a C or Better in Later English Courses (students can be counted in multiple courses, percentages will NOT add up to 100%)											
First English Course	Grade in ESL II	# Who Started Subject in this Course	# Who Earned A/B/C in Later ENGL Course(s) (Unduplicated)	Took No Later English Courses		Reading Strategies (w/abc)		ESL I (w/abc)		ESL II (w/abc)		Comp I (w/abc)		Comp II (w/abc)		Autobio Read/ Write (w/abc)	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
ESL II	A/B	100	81	19	19.0%		0.0%		0.0%		0.0%	79	79.0%	60	60.0%	10	10.0%
	C	20	17	3	15.0%	1	5.0%		0.0%	1	5.0%	16	80.0%	13	65.0%	2	10.0%
	D/F/W	26	14	12	46.2%		0.0%	2	7.7%	9	34.6%	10	38.5%	6	23.1%	2	7.7%



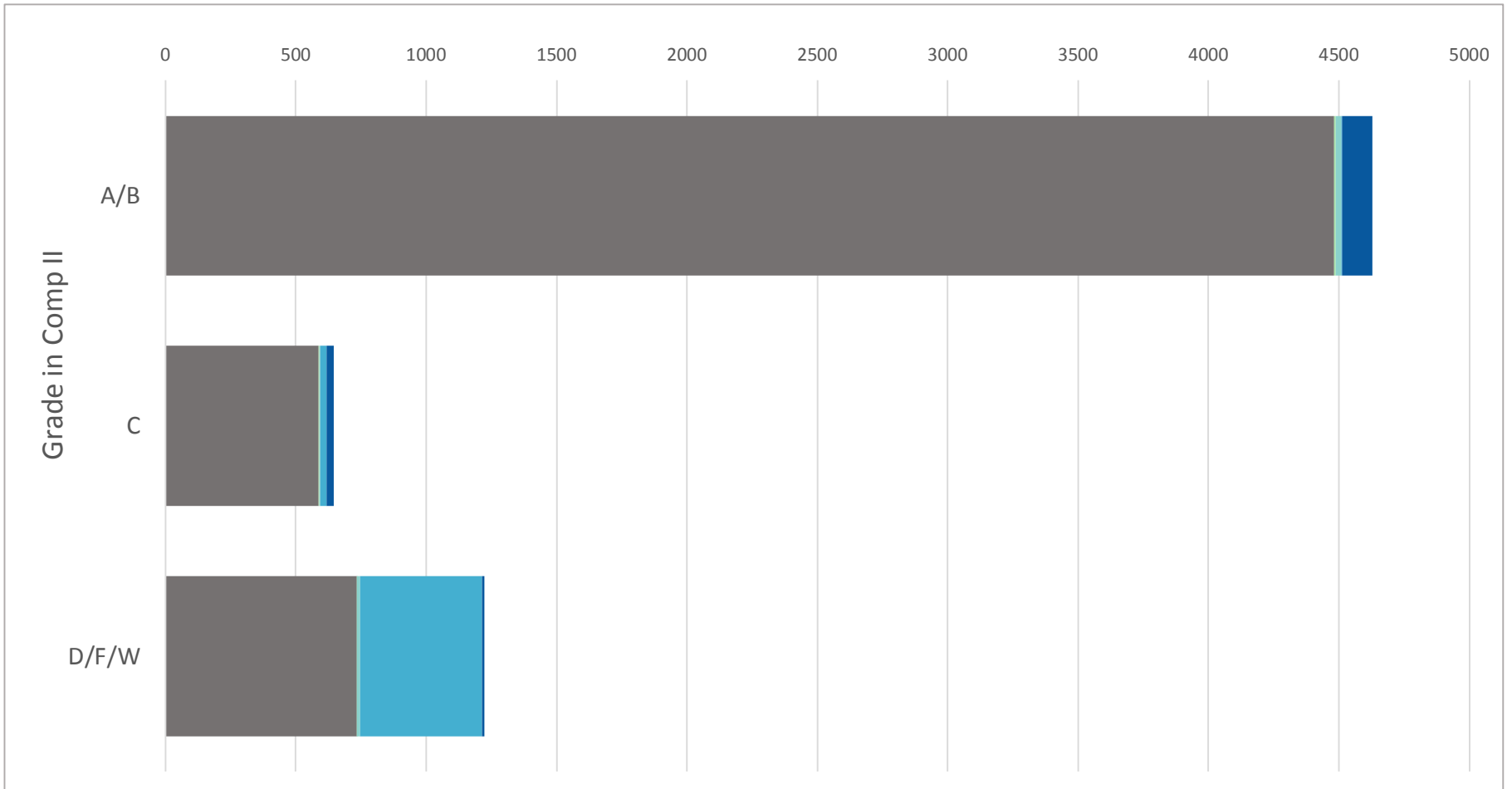
Sequential Learning Analysis – Composition I

					Number of Students who Earned a C or Better in Later English Courses (students can be counted in multiple courses, percentages will NOT add up to 100%)												
First English Course	Grade in Comp I	# Who Started Subject in this Course	# Who Earned A/B/C in Later ENGL Course(s) (Unduplicated)	Took No Later English Courses		Reading Strategies (w/abc)		ESL I (w/abc)		ESL II (w/abc)		Comp I (w/abc)		Comp II (w/abc)		Autobio Read/ Write (w/abc)	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
Comp I	A/B	4348	3325	1023	23.5%	3	0.1%		0.0%	2	0.0%	1	0.0%	3325	76.5%	210	4.8%
	C	844	523	321	38.0%	1	0.1%		0.0%		0.0%	12	1.4%	505	59.8%	26	3.1%
	D/F/W	996	311	685	68.8%		0.0%		0.0%	1	0.1%	292	29.3%	177	17.8%	4	0.4%



Sequential Learning Analysis – Composition II

					Number of Students who Earned a C or Better in Later English Courses (students can be counted in multiple courses, percentages will NOT add up to 100%)												
First English Course	Grade in Comp II	# Who Started Subject in this Course	# Who Earned A/B/C in Later ENGL Course(s) (Unduplicated)	Took No Later English Courses		Reading Strategies (w/abc)		ESL I (w/abc)		ESL II (w/abc)		Comp I (w/abc)		Comp II (w/abc)		Autobio Read/ Write (w/abc)	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
Comp II	A/B	4625	143	4482	96.9%	7	0.2%		0.0%		0.0%	21	0.5%	2	0.0%	115	2.5%
	C	819	231	588	71.8%	1	0.1%		0.0%		0.0%	4	0.5%	25	3.1%	28	3.4%
	D/F/W	1204	471	733	60.9%	2	0.2%		0.0%		0.0%	12	1.0%	468	38.9%	7	0.6%



Summary of Head Count, Enrollment, and Repeat Rates by English Course Path

First English Course	Reading Strategies			ESL I			ESL II			Comp I			Comp II			AutoBio Read/Write		
	Head Count	Total Enrollments	Repeat Rate	Head Count	Total Enrollments	Repeat Rate	Head Count	Total Enrollments	Repeat Rate	Head Count	Total Enrollments	Repeat Rate	Head Count	Total Enrollments	Repeat Rate	Head Count	Total Enrollments	Repeat Rate
Reading Strategies	758	779	2.77%	3	4	33.33%	3	3	0.00%	557	618	10.95%	414	474	14.49%	47	48	2.13%
ESL I	3	3	0.00%	158	164	3.80%	100	125	25.00%	76	80	5.26%	67	74	10.45%	10	10	0.00%
ESL II	1	1	0.00%	3	3	0.00%	146	164	12.33%	109	119	9.17%	85	93	9.41%	15	15	0.00%
Comp I	5	5	0.00%				3	3	0.00%	6188	6719	8.58%	4429	5016	13.25%	250	250	0.00%
Comp II	10	10	0.00%	1	1	0.00%				41	46	12.20%	6648	7469	12.35%	158	158	0.00%
AutoBio Read/Write	66	69	4.55%	20	20	0.00%	32	36	12.50%	391	440	12.53%	557	623	11.85%	909	916	0.77%

SLO Assessment: Writing/ Composition

Assessment Report **DRAFT** 2016

Reporting Unit: English

Program First-Year Writing Program

The English Department's First-Year Writing program serves over 3,000 students each year in seven courses:

English 1050	College Reading Strategies
English 1090	Composition for ESL Students (ESL I)
English 1100	Composition for ESL Students (ESL II)
English 1150/54	Composition I
English 1160/64	Composition II
English 2160	Honors Composition
English 2400	Advanced Composition

The English Proficiency Placement Exam places the vast majority of incoming freshmen into Composition I and Composition II. Therefore, our assessment focuses on the outcomes of this two-course sequence.

I. Program Goals

At the end of Composition II, students should have acquired the following:

Improved proficiency in these skills –

- Close reading
- Active listening
- Summarizing a text
- Critically interpreting and evaluating texts
- Integrating (paraphrasing, quoting, and acknowledging) materials from other texts
- Evaluating other writers' drafts, giving feedback in appropriate ways
- Timed writing
- Sentence-level editing and proofreading

The ability to write papers with these characteristics –

- A clear thesis
- A clear, reader-friendly structure
- Thorough, honest exploration of ideas
- Clear, varied, well-constructed sentences
- Usage and mechanics conforming with standard edited English

A generative conception of writing –

- Understanding of writing as a complex, recursive process involving prewriting, drafting, substantive revision, and editing
- Understanding of writing as a process whereby ideas are developed, explored, and evaluated
- Understanding of writing as communication addressed to a particular audience and governed by a particular set of purposes.

II. Methods of Assessment

The first-year writing program periodically collects and assesses a sampling of student papers in order to determine how well students are meeting our course objectives. In addition to measuring outcomes, the assessment functions as a faculty-development opportunity, giving teachers in the program a chance to read, evaluate, and discuss student papers and to see how their grading standards and criteria compare to those of their colleagues. We had a well-established schedule of conducting assessment every three years: 2003, 2006, 2009, 2012. Note: we did not complete our assessment as scheduled in 2015 due to turnover in the WPA position. Furthermore, in our 2012 assessment, in an attempt to obtain more precise information, we employed a different rubric from previous years (analytic instead of holistic), which produced unacceptable inter-rater reliability, therefore deeming the results unusable to support any analysis.

This assessment is organized by the Writing Program Administrator Maggie Christensen and the previous WPA Nora Bacon, along with a subcommittee of the First-Year Writing Committee. This year, subcommittee members were Maria Knudtson, Kim Schwab, Amber Rogers, Kyle Simonsen, Dustin Pendley, Annie Johnson, and Michael Healy.

Data Collection

In the fall 2015 semester, we collected essays from 12 randomly-selected sections of Composition II. Teachers were asked to submit papers that would represent outcomes – that is, final drafts of papers written during the last half of the semester. We asked for papers that could be evaluated in terms of the objectives listed above; teachers were instructed to submit arguments demonstrating library and/or online research. From each set of papers, the department coordinator randomly selected 10, covered the students' and teachers' names, and then made photocopies.

The assessment subcommittee met to review our criteria and scale (Attachment A). In order to enable comparisons across time, we used the same criteria and scale as were used in 2006 and 2009. The criteria are derived from the program objectives; they include the learning goals for which we can reasonably expect to find visible evidence in papers (so, for example, “ability to

write a paper with a clear thesis” appears among the criteria as “clear thesis,” while “understanding of writing as a recursive process” does not appear). Since one purpose of the group reading is to encourage consistent grading standards within the program, we use a five-point scale with numbers corresponding to the A-F grading scale. A score of 1 is low, and 5 is high. The subcommittee also selected benchmark papers illustrating each point on the scale.

Reading Day

On March 12, 2016, 13 writing instructors gathered for a day-long reading. The readers included five full-time faculty members, six adjunct faculty members, and two Teaching Assistants with experience teaching composition. We spent about two hours reading, scoring, and discussing the benchmark essays in order to norm the group. Then the remaining papers – 103 in all – were divided into two sets, with a stack for each table.

The papers were assessed holistically. That is, while readers kept the criteria in mind, they did not evaluate papers separately for each trait (thesis, development, sentence clarity, etc.). Instead, they gave a single score reflecting their overall impression of the paper’s quality. Amber Rogers and Kyle Simonsen served as table leaders, available for consultation on difficult papers. Readers were provided the Reading Day Agenda and Reminders (Attachment B).

When all the papers had been read and marked on the back, readers covered the scores with post-its. After a lunch break, the tables traded papers for a second reading. When all papers had been scored a second time, we removed the cover on the first score and added the two numbers. When readers’ scores disagreed by more than a single point, the papers were read a third time (this was necessary for 14 of the 103 papers). In that case, the total score was either the midpoint of the scores doubled or, if the third reader’s score matched one of the others, the third reader’s score doubled.

As readers identified patterns in the papers, they kept notes so that, at the end of the morning and afternoon sessions, we were able to debrief, listing the specific strengths and weaknesses we had observed throughout the course of the day.

Reliability

Our assessment method uses authentic data – papers written and revised by students in our classes – rather than timed essays written in response to a single prompt. Consequently, we can be confident about the validity of the assessment; we are measuring the skills we value and teach as opposed to skills such as writing quickly or staying cool under pressure. But the more varied the papers, the more difficult it is to achieve a high rate of agreement between readers. This year’s set was made up mostly of 8-12 page research papers but also included some 4-6 page papers responding to a “rhetorical analysis” assignment.

Counting exact matches and one-point differences as agreement, our rate of agreement was .864. This is a bit lower than the reliability achieved in 2006 (.895) and in 2009 (.883) but well above the rate of .80 generally considered acceptable for writing assessments. The match rate for each reader is shown in Attachment C.

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III. Results

Each paper had a total score from 2 to 10. Scores of 2, 3, and 4 indicate papers that do not demonstrate competency; both readers judged them to be failing. Papers with a score of 5 are borderline; one reader assigned a passing score and the other a failing score. Scores of 6-10 indicate passing papers.

Of the 103 papers assessed, 50 received a passing score, 30 received a failing score, and 23 were borderline. The mean score was **5.47**.

Score	N	Rf
2	2	.019
3	6	.058
4	22	.214
5	23	.223
6	31	.301
7	7	.068
8	8	.078
9	4	.039
10	0	.000
	103	1.000

Figure 1: 2016 Score Distribution

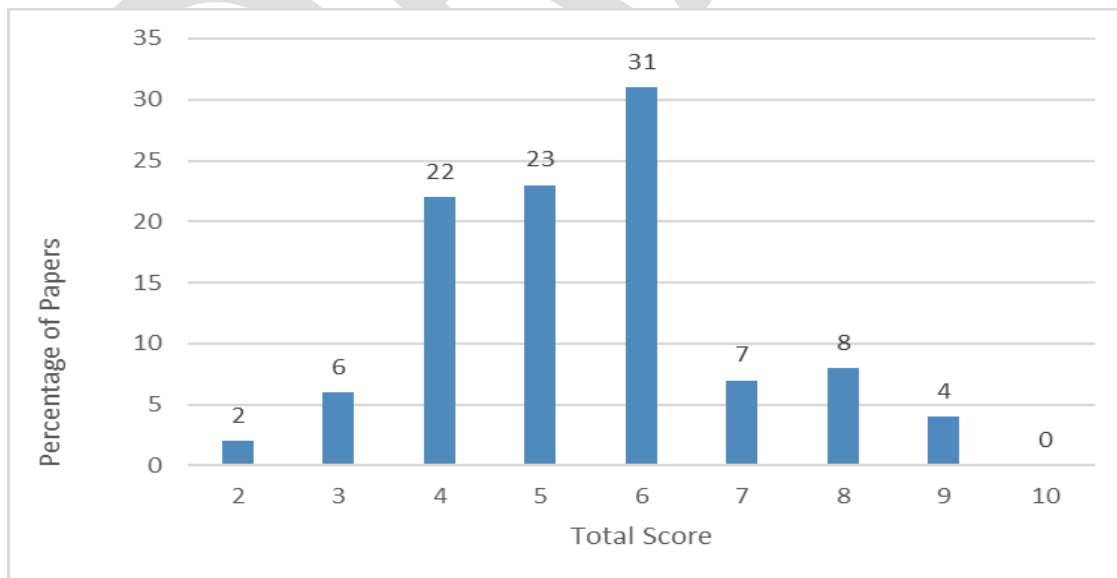


Figure 2: 2016 Score Distribution

In our de-briefings, readers noted the following strengths and concerns in the papers:

Strengths:

- In most of the papers, the writer presented a thesis that anchored the paper.
- Writers used research to inform arguments [In virtually all papers, the writers attempted to incorporate evidence from sources, and many of the sources are high-quality.]
- Writers attempted to address opposing views or perspectives
- Writers attempted to design and follow a clear organizational path for the paper

Concerns:

- While most of the writers presented a thesis that seemed to anchor or direct the paper, there was some disagreement among readers as to what exactly a thesis (or claim) should entail [purpose of paper or genre of argument; for example, must all argument papers solve a problem]. We saw a variety in the quality of theses, but more important, significant variances between teachers' expectations about thesis.
- Many readers perceived a lack of or ill-defined purpose in the papers
- While the papers incorporated evidence from sources, many readers perceived the evidence as driving the paper rather than supporting the writer's own argument.

The students' success in using library research is gratifying because we've collaborated closely and intentionally with the library faculty over the past several years to develop a meaningful curriculum of finding and evaluating sources. Still, we need to continue pressing on issues of attribution as well as synthesis of sources.

Note: Readers' notes (those written while reading papers) were uneven and often incomplete, making generalizations difficult and unreliable beyond what is listed here; furthermore, during the de-briefing conversations, there was not always a consensus of opinion.

IV. Analysis

The results of the 2016 assessment have been analyzed to answer four questions:

1. How do papers in this year's sample compare to those collected in the past?
2. How do scores in the assessment compare to grades assigned in Composition II?
3. Is there any relationship between the quality of the papers and the status of the teachers (full-timers, part-timers, Teaching Assistants)?
4. Is there any relationship between the quality of the papers and the method of course delivery (face-to-face vs. online)?

1. ***The scores this year were lower than in the last two assessments, with a lower percentage of papers in the passing range.***

	<i>Rf</i> in 2006	<i>Rf</i> in 2009	<i>Rf</i> in 2016
Failing (2-4)	.260	.243	.291
Marginal (5)	.170	.153	.223
Passing (6-10)	.570	.604	.485

Figure 3: Distribution of scores in 2006, 2009, and 2016

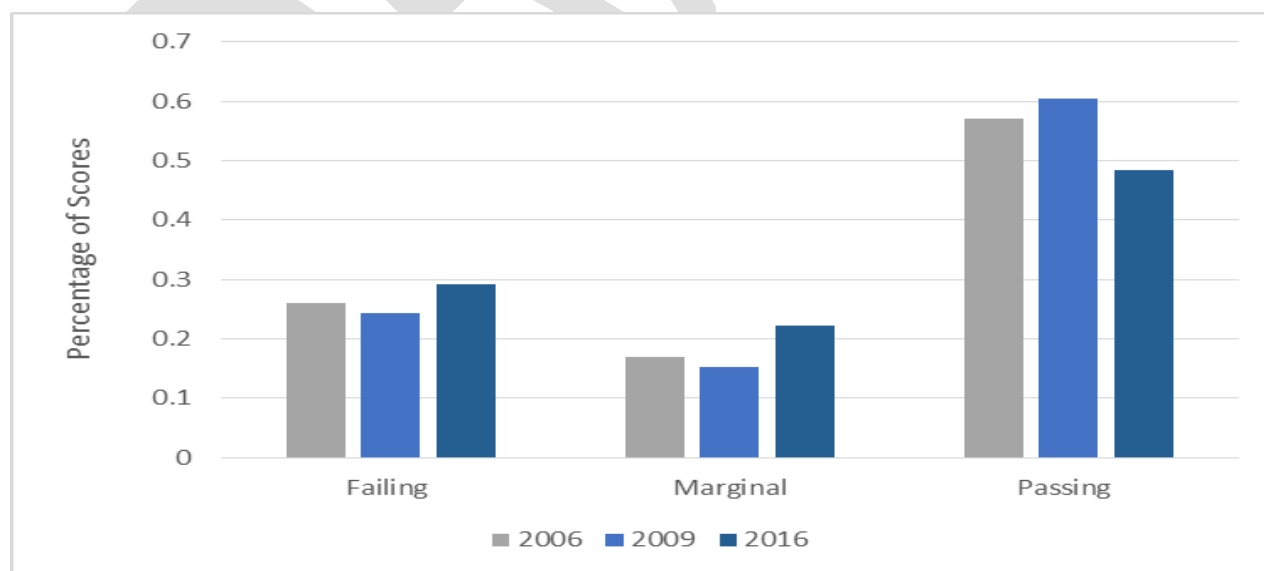


Figure 4: Distribution of scores in 2006, 2009, and 2016

An assessment like this is based on the premise that the sample represents the work of our students; a comparison across years is meaningful only if we assume that readers are holding the papers to a consistent standard. Either of these assumptions might be questioned: many readers came away from Reading Day saying that this seemed like a surprisingly weak set of papers, and members of the assessment committee noted that we seemed to have a particularly tough group of readers.

However, the conclusion arising most naturally from these results has to be acknowledged. It appears that we have not achieved course goals as successfully as in the past.

2. Assessment scores and course grades differ; course grades are considerably higher.

The papers collected for the assessment are representative of students' best work in Composition II, and our scoring system is indexed to grading standards. The high inter-rater reliability indicates that teachers in the program have a shared understanding of grading standards. Therefore, one would expect a strong correlation between scores and grades. In fact, we note the same difference that appeared in 2006 and 2009: **Although the success/failure rates are similar, the number of high grades, especially As, does not correspond to the number of high-scoring papers in our sample.**

When this disparity was noted in 2006 (and even before that in 2003), it was interpreted as evidence of grade inflation. The first-year writing program took steps to rectify the problem by recommending that at least 80% of a student's grade should depend on the quality of written work (as opposed to effort or class participation). However, grades still surpass assessment scores by a large margin. One reason for this difference may be that the classroom instructor notes – and rewards – improvements between drafts, while the assessment readers view only the final product.

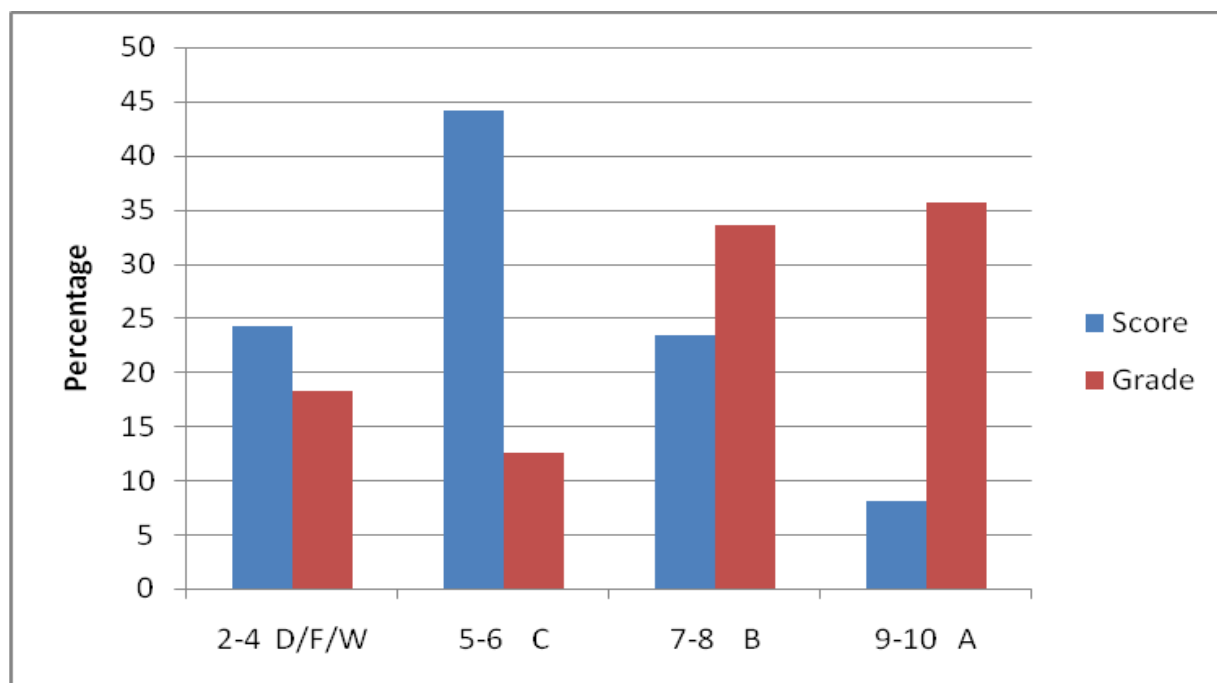


Figure 5: Assessment Scores and Grades in English 1160/64.

Grading patterns vary with instructor status. While 6 is the modal grade for the assessed papers, the percentage of C grades assigned is only 7.8 for our adjunct faculty, 10.9 for Teaching Assistants, and 17.9 for full-time instructors. By contrast, the percentage of A grades is 41.2 for adjunct faculty, 34.9 for Teaching Assistants, and 27.7 for full-time instructors. In short, grade inflation persists, most markedly among the most vulnerable sectors of the teaching staff.

3. ***The relationship between scores and faculty status is not significant.***

We were careful to examine the differences between scores on papers from full-time and part-time faculty because in past assessments, scores were lower among part-time faculty. We have worked to address this discrepancy by bringing more coherence to the writing program in a number of ways, which appear to be helping: first, through development of our custom textbook used by all Comp I sections and monitoring of Comp II textbook use and assignments; in addition, through our active First-year Writing Committee that welcomes part-time participation; and finally, through faculty development activities when funding is available.

Of the 11 teachers who contributed papers to the sample, 3 were full-time faculty, 6 were part-time faculty, and 2 were Graduate Teaching Assistants. This spread roughly matches the staffing in Composition II. When scores are sorted by instructor status, we find virtually no difference between the mean scores for full-time faculty ($X=5.58$, $n=28$) and part-time faculty

($X=5.50$, $n=58$). The papers from TAs' sections have a lower mean score ($X=5.15$, $n=17$), but the difference is too slight and the number of papers too small to warrant concern.

4. The relationship between scores and method of course delivery does not appear significant.

As the pressure to offer online courses continues to increase, it is important that we examine any differences based on method of delivery. In this year's sample, 2 of the 11 sections were completely online courses. Papers from the face-to-face sections have a mean score of 5.44 ($n=85$); those from the online sections have a mean score of 5.57 ($n=18$). The difference in scores does not appear to be significant, although the number of papers is too small to draw meaningful conclusions.

V. Recommendations

Given these results and analyses, we find several areas of focus for our first-year writing curriculum and pedagogy, along with a call to re-think our process for assessment.

- Continue emphasis on analyzing and integrating sources effectively, including using those sources to support a student's argument. Build from current successful partnerships with the library on finding and evaluating sources to include emphasis on documentation. All of the skills in question develop over time. While critical thinking and use of sources are central to the curriculum in Composition I and II, we recognize that nobody masters "critical thinking" or "research" in sixteen weeks. The Collegiate Learning Assessment suggests that the UNO faculty successfully builds on the foundation laid in composition courses, improving students' critical thinking skills throughout the undergraduate years. It would be worth exploring whether and how students' skills in shaping their writing for particular audiences, conducting research, and controlling prose style are reinforced across the curriculum, particularly in third writing courses throughout UNO.
- As a program, we need to focus on the idea of what exactly we mean by a "claim" in academic writing, and how that relates to a "thesis." For example, when we ask students to craft "a clear thesis" in Comp II, some of our readers appear to be limiting that expectation to a strong [agonistic] claim on a contested issue, when our students may benefit from a broadening the idea of a claim to include the type of analytic thinking that would produce, for example, an informative, researched call to action or an alert about a serious problem for which no simple solution exists (often categorized negatively by our readers in this assessment as more of an "informative" claim). This leads to work with argument theory, discussion of rhetorical situation, and genre. Our 2012 assessment derailed precisely on this point; readers could not agree on what an acceptable thesis is using the analytic rubric.

- This assessment shows that a large number of our students are not making through FYW courses, whether by scores or grades. This finding raises the issue of what happens to students whose writing skills are not up to passing level. Currently, options for these students are limited: they must sign-up to retake the course and simply try again (or, more disturbingly, they elect to enroll in a section offered by a different institution and then transfer that credit to UNO), or they drop out.

In the next year, a priority for our program is to study the reasons for student failure (Lack of attendance? Sentence-level issues? Reading problems? Needs more practice? Lack of understanding of argument/rhetorical situations? and so on) and consider and develop various types of interventions based on these reasons. With more options in place, we can more effectively set students up to succeed.

- The 2012 assessment (using an analytic rubric) attempted to provide the level of detail that previous assessments could not give; nonetheless, it was unreliable because readers could not reach agreement (unacceptable inter-rater reliability). Our current assessment does well at providing overall numbers (for example, we know that our numbers have declined since 2009), but it does not provide the level of detail to understand *why* we have the numbers we do. The informal “notes” of readers cannot produce consensus, clarity, or reliability.

Therefore, we recommend moving to a model of continuous assessment. Instead of reading 120 papers every 3 years, we propose reading 40 papers a year, or 20 per semester. By collecting data continuously, our program can be more responsive to curricular changes or gaps and address them more quickly (such as the conversation about thesis, above). In addition, this new model takes full advantage of the faculty development potential because the emphasis becomes the rich conversation and working on consensus about programmatic values and grades, rather than trying to whip through a large stack of papers. Teachers who participate in assessment frequently comment on the value of the experience for examining their expectations for student writing and for coming to consensus with other writing teachers. In addition, in this new model we could more reasonably rotate all faculty through the process, further connecting them with our program and engaging them in meaningful conversation about the work we do.

VI. Next Steps

- Share Assessment results with all stake-holders
- Work on Pedagogical Concerns – develop ongoing conversations among faculty about thesis, integration of sources, sentence style, and so on
- Rethink our Assessment – move toward continuous (every semester) assessment
- Continue to monitor method of course delivery, including online and hybrid sections.

Attachment A

**UNO First-Year Writing Program
Outcomes Assessment
Spring, 2016**

Criteria for evaluating papers:

- Clear thesis
- Sensible structure - orderly, easy to follow
- Well-reasoned argument
- Thorough, specific evidence
- Clear, varied, well-constructed sentences
- Effective introduction and integration of sources
- Appropriate citation of sources
- Usage and mechanics conforming to the conventions of standard edited English

Rating Scale:

5
4
3 competent
2
1

Attachment B

Writing Program Assessment – Spring, 2016
Reading Day Agenda & Reminders

Our process to date

FYW assessment subcommittee:

Nora, Maggie, Maria, Kim, Kyle, Amber, Annie, Michael H, and Dustin

The papers:

Contributed by teachers in 11 sections

Researched arguments from Comp II, last half of the semester

We don't know the teacher's specific assignment or requirements

Readers:

Mix of full-time, part-time, TA

Two tables, each with a table leader (Amber, Kyle)

Today's plan

9:00 overview of the process, norming

11:00 first reading & de-briefing

12:30 lunch

1:30 norming

2:00 second reading & de-briefing

3:30 third reading

Next steps

Payment to readers

Report to FYWC, department, university assessment committee, FYW faculty (range of scores, inter-rater reliability, observed strengths & weaknesses, recommendations)

IMPORTANT REMINDERS

- Keep the criteria and scoring scale in mind as you work.
- If a paper is from your own class, return it to the stack for someone else to score.
- Read quickly. Do not read every paragraph; do pause to check the thesis or the criteria sheet if necessary; do not re-read, stew, or second-guess.
- Write your score lightly on the back of the paper, add your initials, and cover it with a post-it.
- Take notes on any patterns you see (recurring problems or strengths).
- Work quietly; do not distract the other readers at your table. If you have a question, consult with the table leader.

Attachment C

First-Year Writing Program Assessment

Spring, 2016

Reader agreement rates

Reader	Papers read	Matching scores	Adjacent scores	Discrepant scores	Higher score	Lower score	Agreement rate
A	16	5	11	0	6	5	100
B	11	4	7	0	2	5	100
C	16	4	11	1	7	5	94
D	12	2	9	1	8	2	92
E	22	9	11	2	5	8	91
F	18	3	13	2	8	7	89
G	16	4	10	2	3	9	88
H	10	3	5	2	5	2	80
I	13	2	8	3	5	6	77
J	12	0	9	3	3	9	75
K	10	0	7	3	6	4	70
L	12	2	5	5	7	3	58
M	7	1	3	3	1	5	57
N	2	0	1	1	2	0	50

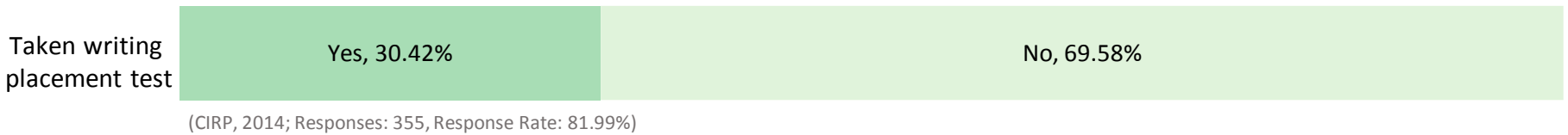
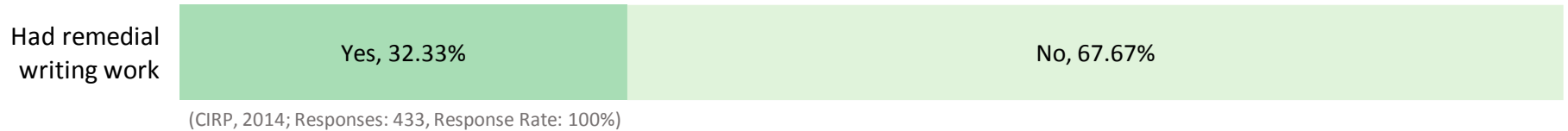
As a group, we read 103 papers; 12 were scored ahead of time by the assessment subcommittee and 91 were scored on Reading Day. Of those, 78 had matching or adjacent scores and 13 required a third read. Our agreement rate was 78/91, or 86%.

Note: The total number of papers or the overall rate of agreement cannot be derived from the chart above because “anon” – who scored several papers – is not represented here.

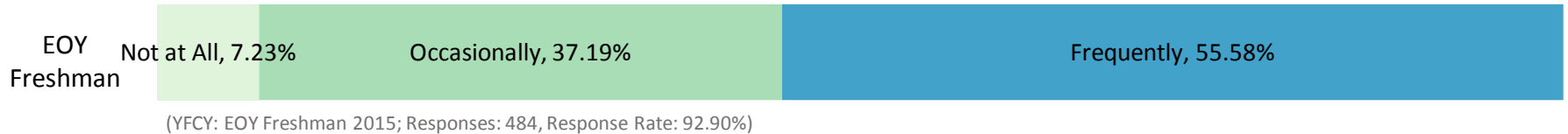
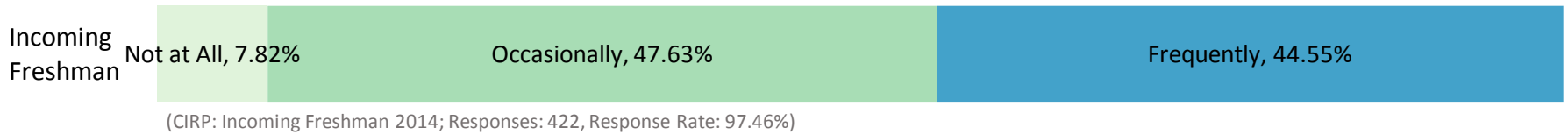
Survey Data: Writing/ Composition

History/Experience/Activity in Writing

Percent of incoming freshman who report that they have...



In the past year, how often did you revise your papers to improve your writing?



Confidence in Writing

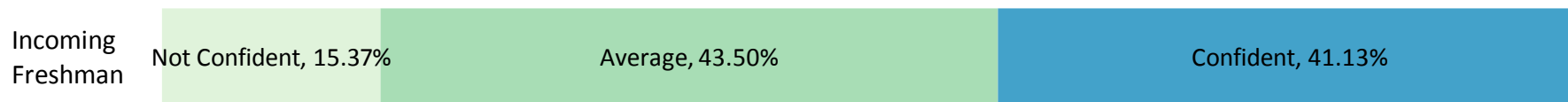
15.24% of incoming freshman reported that they need remedial writing (CIRP, 2014; Responses: 433, Response Rate: 100%)

Percent of new students who report confidence that their writing skills will allow success in college



(NSWS, 2014; Responses: 3225, Response Rate: 63.50%)

Percent of freshman who report confidence in their writing ability



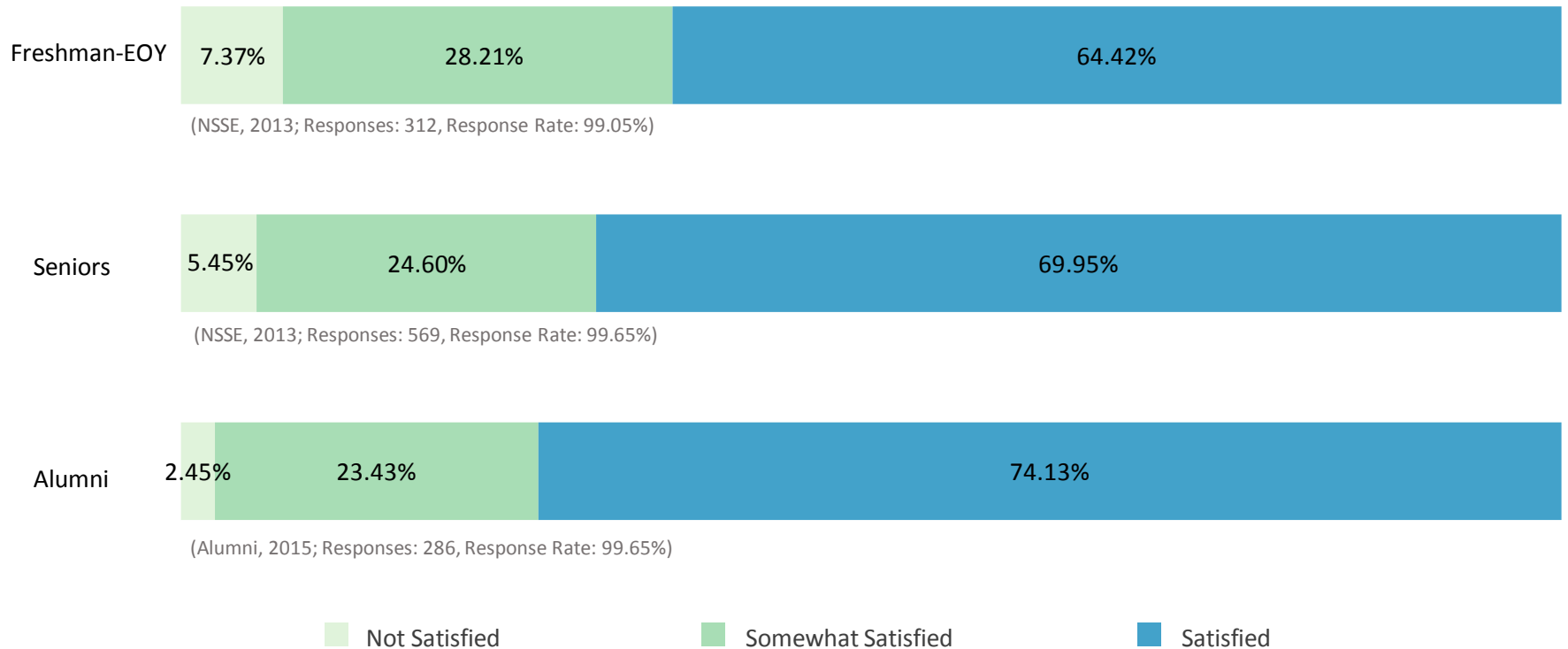
(CIRP: Incoming Freshman 2014; Responses: 423, Response Rate: 97.69%)



(YFCY: EOY Freshman 2015; Responses: 449, Response Rate: 86.18%)

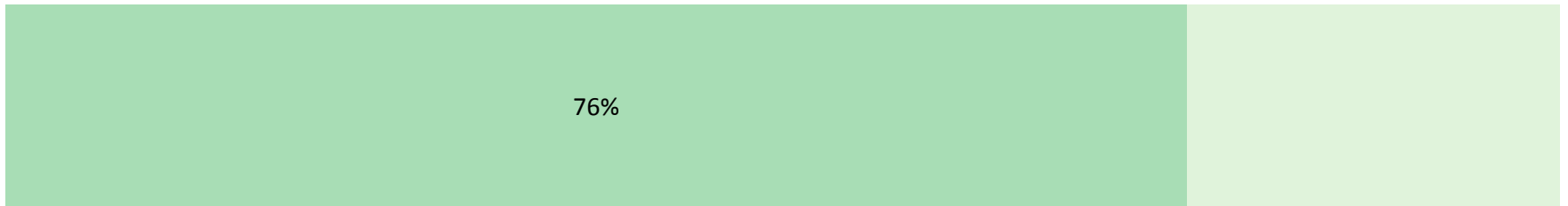
Satisfaction with Writing

Satisfaction with UNO's impact on the ability to write clearly and effectively



Proficiency in Writing

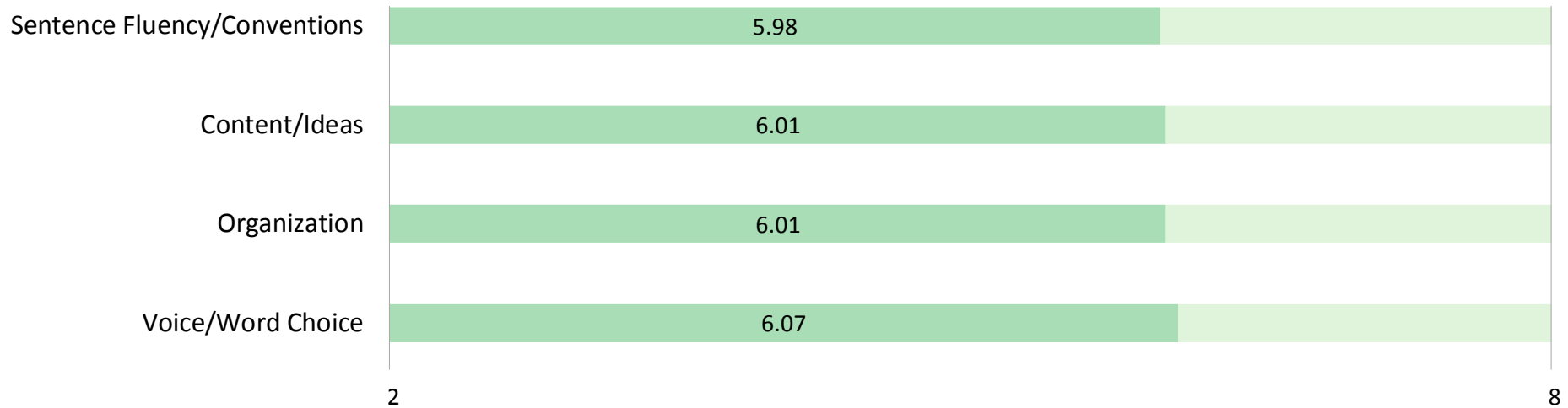
Percent of 11th grade students in Nebraska who are proficient in writing



(NeSA, 2014-2015; Responses: 21178, Response Rate: 98.97%)

Average Scores (2 - 8) of 11th grade students in Nebraska in the following NeSA Writing domains:

(NeSA, 2014-2015; Responses: 21178, Response Rate: 98.97%)



Sequential Learning

Analysis:

Communication/

Public Speaking

Interpretation Guide - Sequential Learning Analysis (Public Speaking Fundamentals as example)

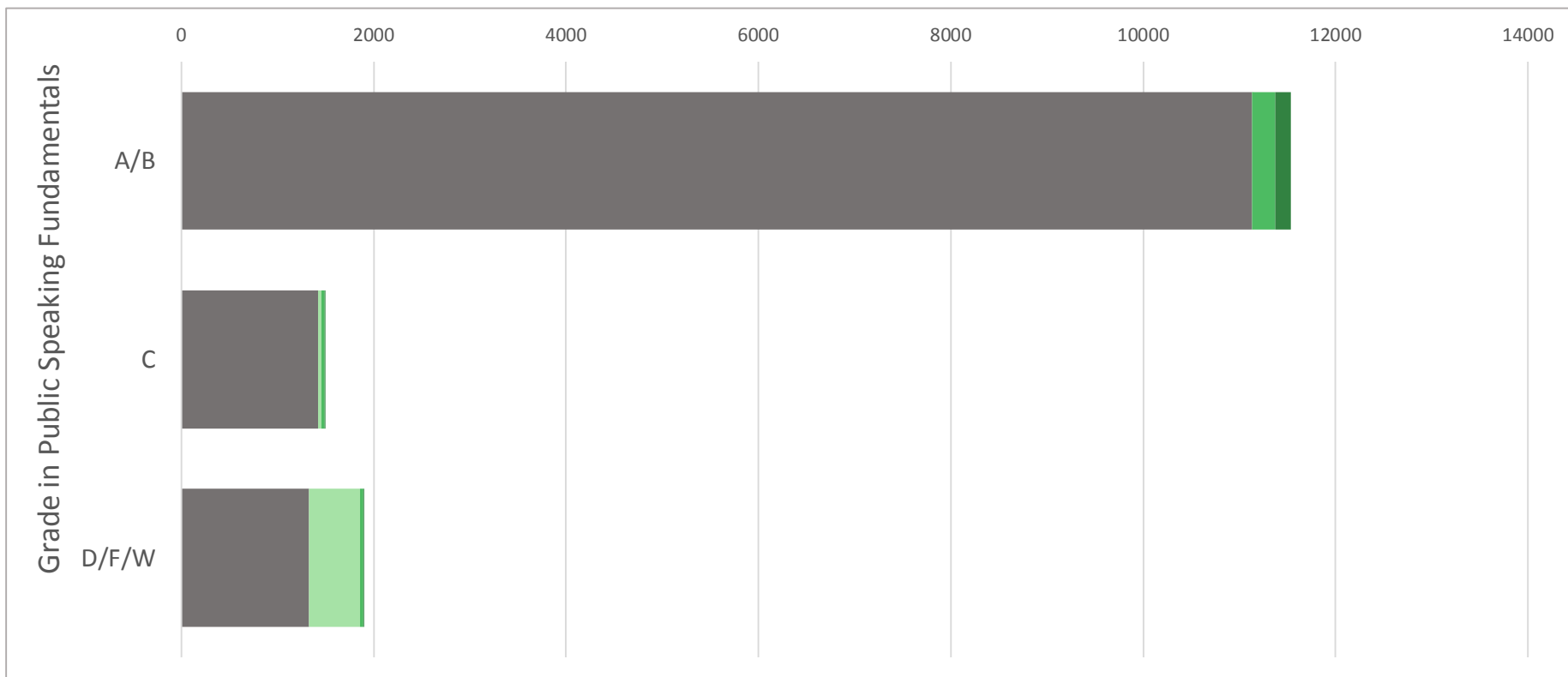
The chart below displays enrollment and grade distribution for students taking Public Speaking Fundamentals as their first CMST course, in relationship to their success (C or better) in five subsequent CMST courses

						F Number of Students who Earned a C or Better in Later Communication Courses (students can be counted in multiple courses, percentages will NOT add up to 100%)					
A		B		C		D		E			
First Communication Course	Grade in Public Speaking Fundamentals	# Who Started Subject in this Class	# Who Earned A/B/C in Later CMST Course(s) (Unduplicated)	Took No Later Communication Courses		Public Speaking Fundamentals (w/abc)		Argumentation and Debate (w/abc)		Advanced Public Speaking (w/abc)	
				#	%	#	%	#	%	#	%
Public Speaking Fundamentals	A/B	11520	392	11128	96.6%	1	0.0%	242	2.1%	164	1.4%
	C	1496	74	1422	95.1%	35	2.3%	31	2.1%	11	0.7%
	D/F/W	1873	548	1325	70.7%	530	28.3%	32	1.7%	5	0.3%

- A** First CMST course
- B** Grade received in first CMST course (i.e., A/B, C, or D/F/W)
- C** Number of students who started their CMST enrollment in this course (*unduplicated count*)
- D** Number of students who earned a C or better in the following subsequent CMST Courses: Public Speaking Fundamentals, Argumentation & Debate, and Advanced Public Speaking (*unduplicated count*)
- E** Number of students who ended their CMST enrollment with this first course (*unduplicated count*)
- F** Number and percentage of students by subsequent course, who enrolled and received a C or better (*duplicated count*)

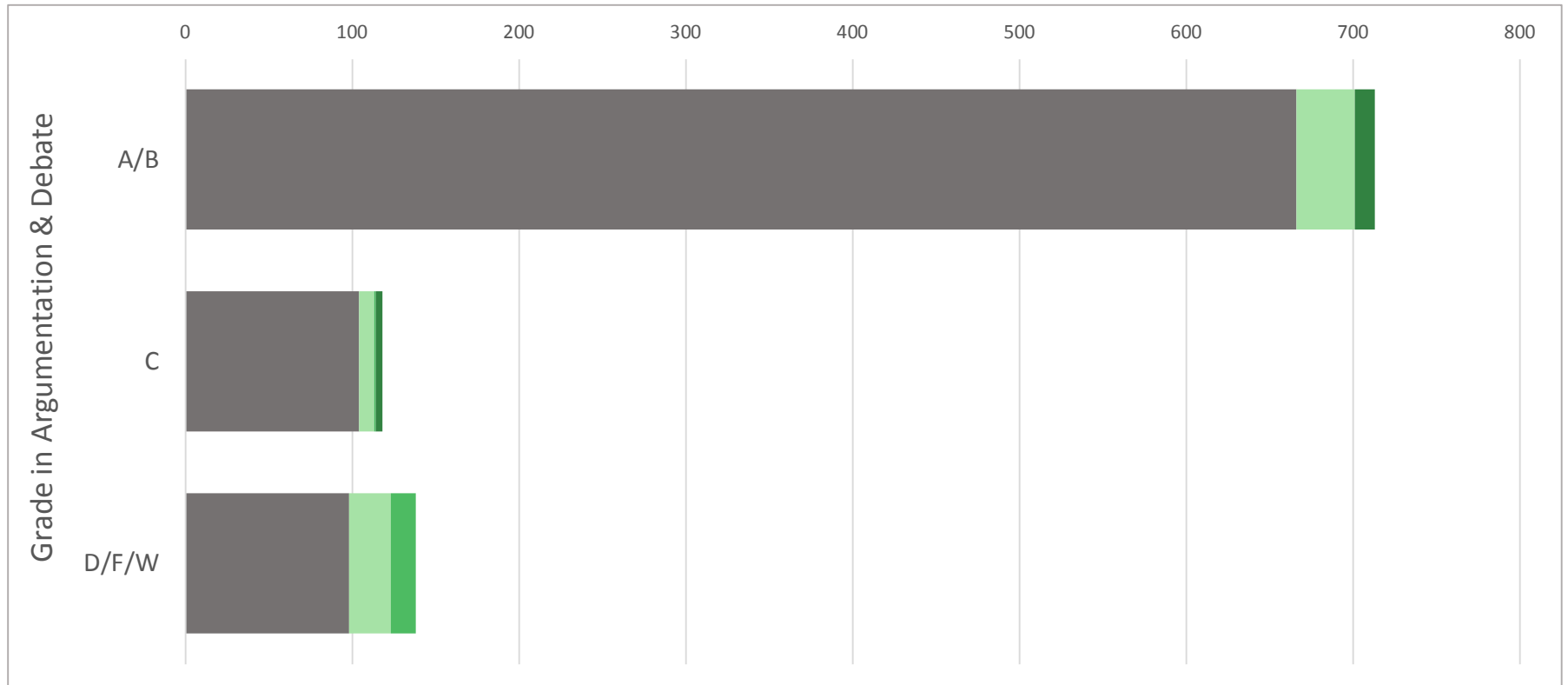
Sequential Learning Analysis – Public Speaking Fundamentals

						Number of Students who Earned a C or Better in Later Communication Courses (students can be counted in multiple courses, percentages will NOT add up to 100%)					
First Communication Course	Grade in Public Speaking Fundamentals	# Who Started Subject in this Class	# Who Earned A/B/C in Later CMST Course(s) (Unduplicated)	Took No Later Communication Courses		Public Speaking Fundamentals (w/abc)		Argumentation and Debate (w/abc)		Advanced Public Speaking (w/abc)	
				#	%	#	%	#	%	#	%
Public Speaking Fundamentals	A/B	11520	392	11128	96.6%	1	0.0%	242	2.1%	164	1.4%
	C	1496	74	1422	95.1%	35	2.3%	31	2.1%	11	0.7%
	D/F/W	1873	548	1325	70.7%	530	28.3%	32	1.7%	5	0.3%



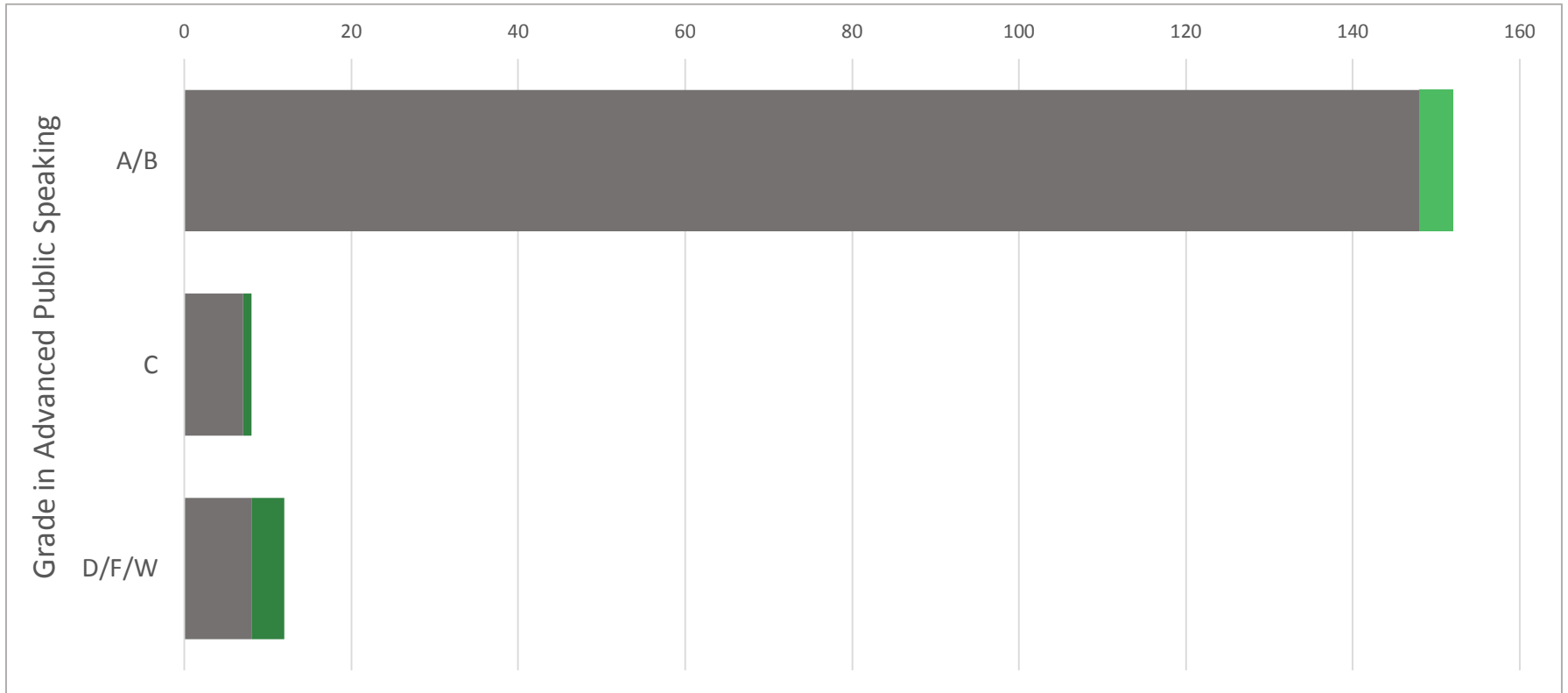
Sequential Learning Analysis – Argumentation & Debate

						Number of Students who Earned a C or Better in Later Communication Courses (students can be counted in multiple courses, percentages will NOT add up to 100%)					
First Communication Course	Grade in Argumentation & Debate	# Who Started Subject in this Class	# Who Earned A/B/C in Later CMST Course(s) (Unduplicated)	Took No Later Communication Courses		Public Speaking Fundamentals (w/abc)		Argumentation and Debate (w/abc)		Advanced Public Speaking (w/abc)	
				#	%	#	%	#	%	#	%
Argumentation & Debate	A/B	712	46	666	93.5%	35	4.9%		0.0%	12	1.7%
	C	116	12	104	89.7%	9	7.8%	1	0.9%	4	3.4%
	D/F/W	136	38	98	72.1%	25	18.4%	15	11.0%		0.0%



Sequential Learning Analysis – Advanced Public Speaking

						Number of Students who Earned a C or Better in Later Communication Courses <small>(students can be counted in multiple courses, percentages will NOT add up to 100%)</small>					
First Communication Course	Grade in Advanced Public Speaking	# Who Started Subject in this Class	# Who Earned A/B/C in Later CMST Course(s) <small>(Unduplicated)</small>	Took No Later Communication Courses		Public Speaking Fundamentals <small>(w/abc)</small>		Argumentation and Debate <small>(w/abc)</small>		Advanced Public Speaking <small>(w/abc)</small>	
				#	%	#	%	#	%	#	%
Advanced Public Speaking	A/B	152	4	148	97.4%		0.0%	4	2.6%		0.0%
	C	8	1	7	87.5%		0.0%		0.0%	1	12.5%
	D/F/W	12	4	8	66.7%		0.0%		0.0%	4	33.3%



Summary of Head Count, Enrollment, and Repeat Rates by CMST Course Path

First Communication Course	Public Speaking Fundamentals			Argumentation & Debate			Advanced Public Speaking		
	Head Count	Total Enrollments	Repeat Rate	Head Count	Total Enrollments	Repeat Rate	Head Count	Total Enrollments	Repeat Rate
Public Speaking Fundamentals	14889	15769	5.91%	339	342	0.88%	191	191	0.00%
Argumentation & Debate	76	86	13.16%	964	988	2.49%	17	17	0.00%
Advanced Public Speaking				5	5	0.00%	172	178	3.49%

SLO Assessment: Communication/ Public Speaking

2009-2010 Assessment Report of General Education

Category: Oral Communication 2009-2010 Assessment Goals in Red

I. **Goals:** (Identify the all major goals the students need to be able to do upon graduation.

A. **Public Speaking Competency: Students will be able to create and deliver effective oral presentations (speeches) that demonstrate:**

- clear purpose and statement of central idea/thesis
- clear structure with introduction, body, and conclusion
- engaging introduction—attention getting strategy, credibility statement, preview of body
- easy-to-follow organizational pattern with smooth transitions between points
- well developed argument supported with specific, relevant evidence
- integration of information from credible sources with appropriate source citations and effective interpretation of information used
- effective use of appropriate technology to enhance communication, if used
- effective nonverbal delivery-- sustained eye contact with audience, gesturing, facial expression, and few distracting mannerisms
- effective vocal delivery—conversational style, inflections, projection, rate, pauses,
- expressive and audience-appropriate language--correct pronunciation, clear articulation, sincerity, enthusiasm, or passion
- audience engagement and adaptation to specific audience needs

B. **Speech Anxiety Level Change: Students will be able to show through self-report:**

- a decrease in speech anxiety over the semester
- an anxiety level that does not inhibit their ability to communicate in front of others

C. **Critical Analysis of Public Communication: Students will be able to demonstrate through critical evaluation:**

- a differentiation between effective and ineffective oral communication
- an evaluation based on solid organization and development with sound evidence, effective delivery skills, focused introduction and a memorable conclusion

D. **Support Services and Materials: Students will be able to use the support services provided through the Speech Center and course materials and report:**

- self-evaluation of in-class speeches, recorded and viewed at the speech center, was helpful in increasing their public speaking competence--decreasing anxiety and increasing confidence and skills
- speech center resources and instructors helped support speech preparation—especially outlining and development, researching supporting material, using presentational software, and practicing speeches
- speech center resources overall were helpful in decreasing speech anxiety and increasing confidence in public speaking
- course materials reinforce course content and are useful, helpful and financially assessable

II. Methods/ Measures of Assessment with Attached Rubrics (Examples may include Instruments designed internally or externally, Capstone papers/projects, Portfolios, Demonstration of Performance Skills, etc.) Include table when possible.

Assessment Method & Evaluators	Date & cycle	Criteria/ Rubric Used	Goal(s) Addressed	Course & Students	Entry or Exit Level & Artifacts
Student Evaluation of Speeches Students completed critical analysis - evaluation forms of speeches. Then evaluations were compared to the same evaluation forms completed by instructors	2009-2010 Cycle 2 (B)	See attached Instrument--Criteria Based on National Communication (NCA) Assessment Form Rubrics: Excellent Above Average Average/Competent Poor Incompetent	Goal C Critical Analysis of Public Communication	Public Speaking Fundamentals Course (SPCH 1110)—most UNO students take to fulfill their Gen Ed Oral Comm. course Total student Population/ semester N= 1000 n=408/410 students n-18 instructors	Entry Level— In-class evaluation forms of peer A & C-/D+ Speeches

III. Results (Include the most pertinent data and whenever possible use an aggregate form).

Assessment of Students' Skills to Critically Analyze Public Communication

See Tables 1 and 2 with charts 1a and 1b and 2a and sb for further presentation of results.

Table 1: Critical Analysis of an "A" Speech

	Instructor	Students	Grade Key For Speech Elements	Grade Key For Overall Speech
Introduction	3.9	3.8	A=4	A+=4.5
Organization	3.8	3.7	B=3	A=4
Delivery	4	3.9	C=2	B+=3.5
Conclusion	3.9	3.7	D=1	B=3
Overall Grade	4.3	4.1	F=0	C+=2.5
	n=18	n=408		C=2
				D+=1.5
				D=1
				F=0

Chart 1a: Critical Analysis of an "A" Speech

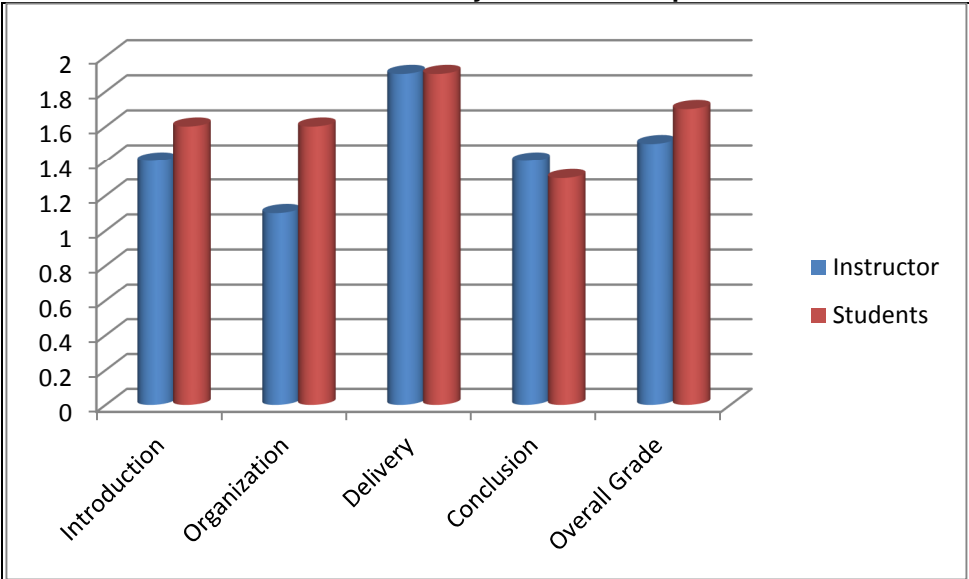
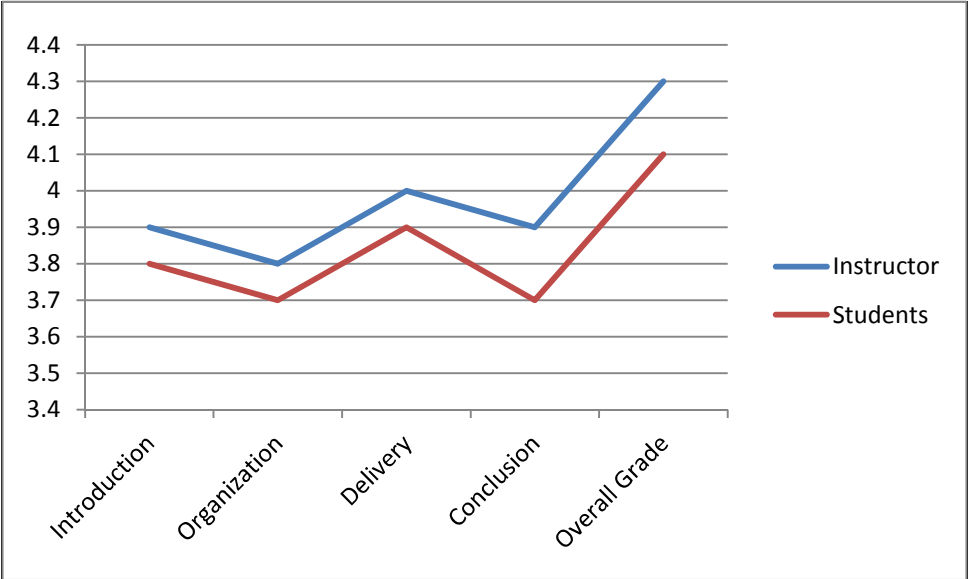


Chart 1b: Critical Analysis of an "A" Speech



Critical Analysis of an "C-/D+" Speech

	Instructor	Students
Introduction	1.4	1.6
Organization	1.1	1.6
Delivery	1	1.9
Conclusion	1.4	1.3
Overall Grade	1.5	1.7

n=18

n=410

Grade Key For Speech Elements

A=4
B=3
C=2
D=1
F=0

Grade Key For Overall Speech

A+=4.5
A=4
B+=3.5
B=3
C+=2.5
C=2
D+=1.5
D=1
F=0

Chart 2 a: Critical Analysis of a C-/D+ Speech

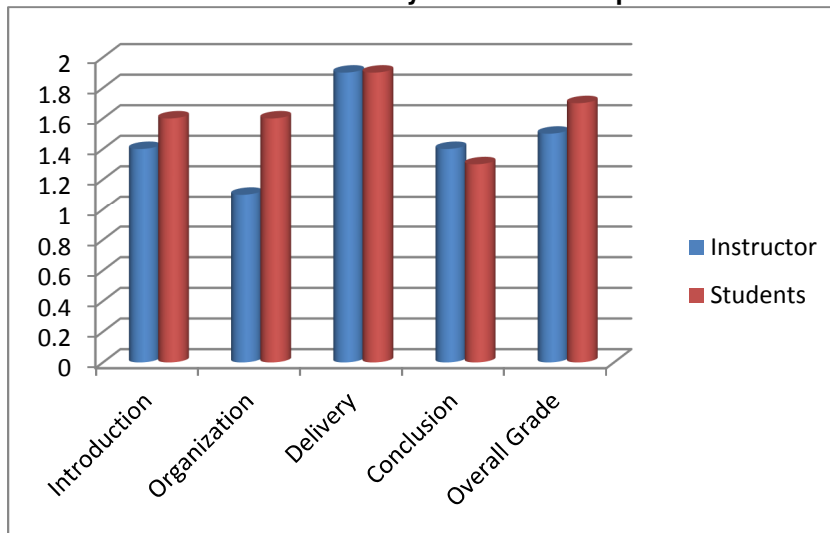
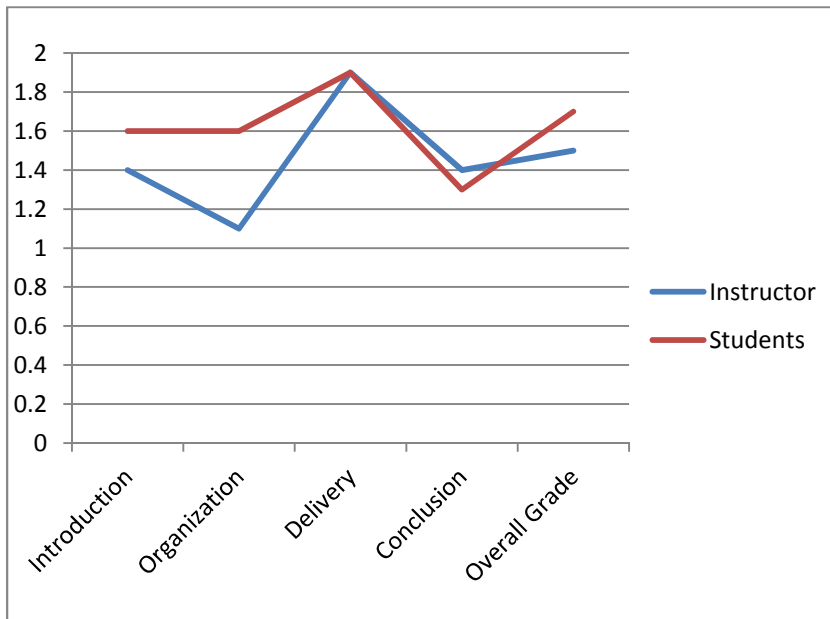


Chart 2 b: Critical Analysis of a C-/D+ Speech



IV. Analysis (Include a brief analysis of the data you have collected above and note any prevailing trends or concerns your unit may have with this information.)

The assessment process for analysis of student ability to critically analyze public communication involved collecting data from a sample of 410 Speech 1110—Public Speaking Fundamentals students and 18 instructors (comprised of GTAs and instructors). The procedure involved an in-class assignment in which students watched DVD recorded sample “A” and “C=/D+” speeches approximately one month before the end of the course. After watching each speech, the students and instructors used the peer evaluation rubric based on the recommended criteria from the National Communication Association (NCA) Assessment Form (see attachment). The evaluations were collected, students were awarded 5 points for class participation and the instructor placed all forms in an envelope and returned the envelope the Public Speaking Fundamentals course coordinator.

The data was entered into the SPSS for Windows 14.0 for analysis. Means scores for students and instructors were computed for the categories of Introduction, Organization and Development, Delivery, Conclusion, and Overall Grade. ANOVAs for both the “A” and “C=/D+” speech evaluation showed no significant difference between among ratings of speeches and, the GTAs who taught the course, and the instructors (see Tables 3 & 4 below). The results were presented at the monthly meeting of Speech 1110 instructors and discussion with recommendations followed. Overall, the instructors were pleased to find that the Speech 1110 students can differentiate between an ‘A’ and a ‘C-/D+’ speech in all categories of analysis. Thus, students could recognize the strengths and weaknesses of each speech. The trends remained consistent for both speeches.

Table 3 ANOVA: Differences between student, GTA, and instructor overall grade “A” speech evaluation

OVERALL GRADE DIFF	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.348	2	.174	.952	p = .387
Within Groups	77.307	423	.183		no significant difference
Total	77.655	425			

One way ANOVA: (2, 425) F= .952, p = .387.

Table 4 ANOVA: Differences between student, GTA, and instructor overall grade “C-/D+” speech evaluation

OVERALL GRADE DIFF	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.654	2	.327	.668	p=.513
Within Groups	207.921	425	.489		no significant difference
Total	208.575	427			

One way ANOVA: (2, 425) F= .668, p = .513.

V. Response *(Include a brief description of what action, if any, your unit has taken or will take in response to the assessment data included above.)*

Speech 1110 instructors recommended that future assessment should compare student grades in the SPCH 1110 class to how students evaluated the 'A' and 'C-/D+' speeches and compare their evaluations to their instructor's evaluation for the section. Thus, they asked if the students' grades reflected their evaluations or if their evaluation reflected their instructor's evaluation. Instructors also recommended that the Speech 1110 program continue to emphasize the importance of critical analysis of public communication. All instructors should teach and assign peer evaluation analysis for all speeches and sample speeches. The peer evaluation forms for student speeches have recently been updated in the Public Speaking Student Workbook that all UNO students use in class and these peer evaluation forms reflect the assessment rubrics recommended by the National Communication Association. Also, instructors recommended that peer evaluations should be added to the Course Blackboard Instructor site and sent to all instructors so that students always have access to the forms. Both of these recommendations have been implemented.

Finally, instructors noted that our last speech competencies assessment revealed that students needed to learn and increase effective delivery skills. This assessment of critical evaluation skills revealed that students can identify effective delivery. This is somewhat enlightening and may indicate that students don't use effective delivery skills for reasons other than not knowing what they are. It likely indicates that effective delivery skills need practice and students don't find the time to practice the skills at the end of the semester because of time constraints related to end-of semester pressures from other assignments and classes.

Report submitted by Dr. Karen Kangas Dwyer, PhD, *Public Speaking Fundamentals* Program Coordinator and Assistant Director, School of Communication)

Assessment of General Education Report 2013

Category: Oral Communication

Submitted by Karen Kangas Dwyer, PhD, Coordinator of the Public Speaking Fundamentals Program

I. Goals: (Identify the all major goals the students need to be able to do upon graduation.

A. Cycle One—Public Speaking Competency: Students will be able to create and deliver effective oral presentations (speeches) that demonstrate:

- clear purpose and statement of central idea/thesis
- clear structure with introduction, body, and conclusion
- engaging introduction—attention getting strategy, credibility statement, preview of body
- easy-to-follow organizational pattern with smooth transitions between points
- well-developed argument supported with specific, relevant evidence
- integration of information from credible sources with appropriate source citations and effective interpretation of information used
- effective use of appropriate technology to enhance communication, if used
- effective nonverbal delivery-- sustained eye contact with audience, gesturing, facial expression, and few distracting mannerisms
- effective vocal delivery—conversational style, inflections, projection, rate, pauses,
- expressive and audience-appropriate language--correct pronunciation, clear articulation, sincerity, enthusiasm, or passion
- audience engagement and adaptation to specific audience needs

B. Cycle Two—Speech Anxiety Level Change: Students will be able to show through self-report:

- a decrease in speech anxiety over the semester (except for the initially low CAs)
- an anxiety level that does not inhibit their ability to communicate in front of others

C. Cycle Three—Critical Analysis of Public Communication: Students will be able to demonstrate through critical evaluation:

- a differentiation between effective and ineffective oral communication
- an evaluation based on sound evidence, solid reasoning, and effective delivery skills

D. Cycle Four—Support Services and Materials: Students will be able to use the support services provided through the Speech Center and course materials and report:

- self-evaluation of in-class speeches, recorded and viewed at the speech center, was helpful in increasing their public speaking competence--decreasing anxiety and increasing confidence and skills
- speech center resources and instructors helped support speech preparation—especially outlining and development, researching supporting material, using presentational software, and practicing speeches
- speech center resources overall were helpful in decreasing speech anxiety and increasing confidence in public speaking
- course materials reinforce course content and are useful, helpful and financially assessable

II. Methods/ Measures of Assessment with Attached Rubrics (*Examples may include Instruments designed internally or externally, Capstone papers/projects, Portfolios, Demonstration of Performance Skills, etc.*) Include table when possible.

Assessment Method & Evaluators	Date & cycle	Criteria/ Rubric Used	Goal(s) Addressed	Course & Students	Entry or Exit Level & Artifacts
Evaluation of Student Speeches Evaluators were Communication faculty who did not teach the students	2012-13 Cycle 1	See attachment-- Criteria Based on National Communication (NCA) Assessment Form (Outstanding/ Accomplished Above Average Average/Competent Not Competent/Beginning)	Goal A Public Speaking Competency	Public Speaking Fundamentals Course (SPCH 1110)	Entry Level— DVD Recording of Students Final in-class Persuasive Speeches & Student Reflections/ evaluation

III. Procedures:

- A. We collected a sample of speeches that represented several a different sections and instructors—some from GTA and others from an MA instructor.
- B. The speeches assessed were the final persuasive speech from each course.
- C. Each college exchanged sample speeches with the other college so that speech instructors from another college assessed all speeches for competency level in public speaking skills.
- D. The rubrics for assessment purposes were based on established rubrics in the field of communication. On February 1, 2012, the Public Speaking Fundamentals GTAs, Adjuncts, and full-time faculty met to review the rubrics and the procedures. The Speech 1110 faculty changed the assessment form from 2007 to reflect the categories used in grading speeches in 2011-2012.

IV. Results (Include the most pertinent data and whenever possible use an aggregate form). See table.

Assessment of Students' Public Speaking Competency

Mean & SD N=82	Excellent	Above Average	Competent/ Average	Incompetent	Overall Competency
Introduction (M=3.14;SD=.78)	25 (30.5%)	37 (45.1%)	17 (20.7%)	3 (3.6%)	79 (96.4%)
Body Organization & Development (M=2.90;SD=.77)	13 (15.9%)	42 (51.2%)	21 (25.6%)	6 (7.4%)	76 (92.7%)
Delivery/ Presentation (M=2.51;SD=.63)	1 (1.2%)	32 (39.1%)	43 (52.4%)	6 (7.4%)	76 (92.7%)
Conclusion & Timing (M=3.09;SD=.67)	19 (23.2%)	41 (50%)	21 (25.6%)	1 (1.2%)	81 (92.7%)
Audience Adaptation (M=3.23;SD=.69)	26 (31.7%)	39 (47.6%)	16 (19.5%)	1 (1.2%)	81 (92.7%)
Overall M=3.25;SD=.69)	16 (19.5%)	43 (60.8%)	19 (23.1%)	4 (4.9%)	78 (95.5%)

NOTE: Sample of 82 student speeches from Fall 2011 Speech 1110 classes. The speech evaluated was the final persuasive speech for the semester. Up to two evaluators (not the instructor) evaluated each recorded speech.

For Comparison from Spring 2006 (N=90)

(Rated by Metro Faculty)

Mean Score N-90	Excellent	Above Average	Competent/ Average	Incompetent	Overall Competency
Organization (2.6)	5	35	45	15%	85%
Development (2.3)	0	0	50	50%	50%
Delivery (2.2)	5	15	45	35%	65%
Audience (4.9)	0	25	50	25%	75%
Invention (2.4)	5	20	50	25%	75%
Overall (3.4)*	5	30	55	10%	90%

V. Analysis (Include a brief analysis of the data you have collected above and note any prevailing trends or concerns your unit may have with this information.)

The assessment process for public speaking competency involves faculty judges (not the participants' instructors) rating recorded final persuasive speeches with a predetermined criterion of judging "at least 80%" as competent speakers. We were happy to meet the assessment criteria of 80% competency in all categories. In 2006-2007, we targeted development/citations/references as the place for instructional improvement.

VI. Response (Include a brief description of what action, if any, your unit has taken or will take in response to the assessment data included above.)

The *Public Speaking Fundamentals* faculty met at a faculty assessment meeting to further review the findings and to make recommendations on how to respond to any needs for improvement. In 2007, when we last evaluated Public Speaking Competency--Cycle One of Oral Communication Assessment and based on the results of the UNO-Metro Assessment Exchange project, we found the need to focus on how to enhance instruction and improve development of ideas in student speeches. Our response was to develop a *Critical Thinking & Information Literacy* Project to help students learn how to more effectively use supporting material to develop their ideas. It is based on American Library Association's report on teaching *Critical Thinking & Information Literacy* as well as on the Hunt, Simonds, and Simonds oral citation guide. We developed assignments for the student workbook that included guidelines for 1) Choosing sources that must be evaluated on timeliness, credibility, and bias, 2) Creating citation paragraphs that show how sources relate to main points—including, author, credibility statement, date of publication, source information, and related proof for argument, 3) using vivid language that incorporates vivid language techniques, and 4) completing a persuasive appeals project to practice and understand how to use appeals.

In this 2012 assessment, we found that our sample of students was rated at 96.4% competent in development of ideas, use of supporting material, and body organization. This was a gigantic improvement from the 2007 assessment when only 50% of our students were judged competent in development of ideas. Thus, it appears that we met our goals from the last Public Speaking Competency Cycle One Assessment.

For the 2012 assessment, we were happy to report that we met the assessment criteria of judging at least 80% of all speakers as competent overall and in all categories. When we reviewed the frequency data, the instructors noted that many of our students were rated only "average" in delivery (52.4%). Thus, the speech instructors decided to target delivery as a place for instructional improvement. In discussion, we made the following recommendations: 1) Add a folding screen to the Basic Course Room or School of Communication Student Organizations meeting room to provide a place where students can practice speech delivery and get feedback before they are presented, 2) Encourage students to schedule times with their own instructors during his or her office hours to review and practice speech delivery, 3) Assign an extra credit Workbook assignment to encourage students get help on their speeches by delivering them to the GTAs in the Speech Center, and 4) Require students to watch their recorded speeches and set specific delivery goals for each speech.

2015 Assessment Report of Oral Communication General Education

Data Collected Based on **2014 Assessment Goals—in Red: Course Materials**

I. **Goals:** (Identify the all major goals the students need to be able to do upon graduation.

A. **Public Speaking Competency: Students will be able to create and deliver effective oral presentations (speeches) that demonstrate:**

- clear purpose and statement of central idea/thesis
- clear structure with introduction, body, and conclusion
- engaging introduction—attention getting strategy, credibility statement, preview of body
- easy-to-follow organizational pattern with smooth transitions between points
- well developed argument supported with specific, relevant evidence
- integration of information from credible sources with appropriate source citations and effective interpretation of information used
- effective use of appropriate technology to enhance communication, if used
- effective nonverbal delivery-- sustained eye contact with audience, gesturing, facial expression, and few distracting mannerisms
- effective vocal delivery—conversational style, inflections, projection, rate, pauses,
- expressive and audience-appropriate language--correct pronunciation, clear articulation, sincerity, enthusiasm, or passion
- audience engagement and adaptation to specific audience needs

B. **Speech Anxiety Level Change: Students will be able to show through self-report:**

- a decrease in speech anxiety over the semester
- an anxiety level that does not inhibit their ability to communicate in front of others

C. **Critical Analysis of Public Communication: Students will be able to demonstrate through critical evaluation:**

- a differentiation between effective and ineffective oral communication
- an evaluation based on sound evidence, solid reasoning, and effective delivery skills

D. **Support Services and Materials: Students will be able to use the support services provided through the Speech Center and course materials and report:**

- **self-evaluation of in-class speeches, recorded and viewed at the speech center, was helpful in increasing their public speaking competence--decreasing anxiety and increasing confidence and skills**
- speech center resources and instructors helped support speech preparation—especially outlining and development, researching supporting material, using presentational software, and practicing speeches
- speech center resources overall were helpful in decreasing speech anxiety and increasing confidence in public speaking
- **course materials reinforce course content and are useful, helpful and financially assessable**

II. **Methods/ Measures of Assessment with Attached Rubrics** (*Examples may include Instruments designed internally or externally, Capstone papers/projects, Portfolios, Demonstration of Performance Skills, etc.*) *Include table when possible.*

The 2014 Spring Public Speaking Fundamentals Assessment was an assessment of Goal D with the question: Do course materials- eBook, eBook quizzes, Course Blackboard site, Textbook and Workbook- reinforce course content and are they useful, helpful and financially assessable to the

Speech 1110 students? For this assessment, the Speech 1110 program used the online survey tool (Survey Monkey) during the last month of the Spring 2014 semester.

Assessment Method & Evaluators	Date & cycle	Criteria/ Rubric Used	Goal(s) Addressed	Course & Students	Entry or Exit Level & Artifacts
<p>On-line survey of students in Speech 1110 for Spring 2014. In order to meet the learning needs of all students and save the cost of textbooks, the Speech1110 program adopted an textbook-EBook-Workbook package at a substantial savings (save over \$50 when purchased as a package)</p>	<p>2014 Cycle 4 (D)—This assessment focused on class materials as the 2014 assessment focused on the Speech Center Basic Course Room student support service.</p>	<p>See Results III below for assessment questions developed by faculty to assess the new EBook, EBook quizzes. Course Blackboard Site, Textbook & Workbook.</p> <p>Scale for Rubrics:</p> <p>Always 5 Frequently 4 Occasionally 3 Rarely 2 Never 1</p>	<p>Goal D- Course Materials reinforce course content and are useful, helpful and financially assessable: e-text, e-text quizzes, Blackboard site, textbook workbook</p>	<p>Public Speaking Fundamentals Course (SPCH 1110)—most UNO students take to fulfill their Gen Ed Oral Comm. course</p> <p>Total student Population per semester N= 900 to 1000</p> <p>n=447 students</p>	<p>Entry Level— Online Survey completed by students. Students were sent a link to the online assessment survey in Survey Monkey.</p>

III. Results (Include the most pertinent data and whenever possible use an aggregate form).

Students were invited to complete an online survey about their speech course. Those who completed the survey would receive five extra credit points. Students were assured of anonymity, but the names of students who completed the survey were emailed to their instructors so they could receive the extra credit points. Before any analysis or report all identifiers were removed.

Results of the 2014 Assessment of Course Materials, including usefulness of the EBook, EBook quizzes, Course Blackboard site, Textbook, Workbook are reported below:

n=447

Key: 1 = Yes 2 = No

- Does your instructor require you to read the hard-copy textbook?
Yes = 79.6% No = 20.8%
- Does your instructor require you to read your e-textbook?
Yes = 13.4% No = 87.6%
- Do you have internet access at home to read your e-textbook?
Yes = 92.4% No = 7.6%
- Did you instructor demonstrate in class how to access your e-textbook and the online materials available with the e-textbook?
Yes = 61.1% No = 39.6%
- Have you ever read an e-book for any other reason that this class?
Yes = 50.2% No = 49.8%
- Have you ever used an e-textbook in a previous this class?
Yes = 52.9% No = 47.1%
- Do you ever read the e-textbook on a mobile device (e.g., iPad, Kindle, etc.)?
Yes = 26.0% No = 74.10%

Key: 1 = Computer 2= Tablet (e.g., iPad, Kindle Fire) 3 = Smartphone (e.g., iPhone, Android) 4 = E-reader (e.g., Nook, Kindle)

8. I prefer to read an e-textbook using the following.
80.3% = Computer 25.8% = Tablet 15.3% = Smartphone 7.2% E-reader
9. Do you own or have access to read your e-textbook on one or more of the following? Check all that apply.
95.9% = Computer 37.4% = Tablet 32.4.3% = Smartphone 10.1% E-reader
10. Approximately, how much time Each Week do you spend on the following: **For Key: SEE CHART.**
- Doing your homework on the computer?
 - Reading the e-textbook for you speech course?
 - Reading the hard copy textbook for your speech course?

Key:	Less than 1 hr per wk	1 hr per wk	2 hrs per wk	3 hrs per wk	4 hrs per wk	5 hrs per wk	6 hrs per wk	7 to 10 hrs per wk	More than 10 hrs per wk
Doing homework on computer	9% 40	11.2% 50	17.3% 77	17.5% 78	12.6% 56	11% 49	8.3% 37	7.9% 35	5.4% 24
Reading e-text for speech class	80% 351	9.1% 40	3.6% 16	3.0% 13	1.8% 8	1.1% 5	0.5% 2	0.5% 2	0.5% 2
Reading hard-copy text?	32.7% 144	24.5% 108	19.7% 87	11.3% 50	6.8% 30	2.7% 12	1.4% 6	0.5% 2	0.5% 2

11. Please use the following scale to answer these questions. **See Key in Chart.**

KEY:	5=Always	4=Frequently	3=Occasionally	2=Rarely	1=Never	Mean
I often look up information online while studying.	27.1% 121	42.5% 190	23.0% 103	6.0% 27	1.3% 6	3.9
I often complete assignments using a computer.	31.1% 138	53.6% 238	14.2% 63	0.7% 3	0.2% 2	4.1
I often complete assignments using a electronic tablet.	4.3% 19	11.3% 50	19.0% 84	16.7% 74	48.8% 216	2.1
I am comfortable using computers.	72.0% 321	20.6% 92	6.1% 27	0.9% 4	0.5% 2	4.6
In general, I often read in preparation for my classes.	14.4% 64	35.2% 157	33.4% 149	14.8% 66	2.2% 10	3.5
In general, I found the e-textbook to be useful.	7.6% 34	10.5% 47	30.0% 134	21.6% 96	30.3% 135	2.4
If assigned to read an e-textbook, I usually read it.	14.0% 62	24.1% 107	26.8% 119	19.4% 86	15.7% 70	3
I am satisfied with my experience of reading the e-textbook.	12.1% 54	19.1% 85	29.6% 132	18.4% 82	20.7% 92	2.8
I am satisfied with my experience of reading the hard-copy textbook.	23.3% 104	37.6% 168	24.4% 109	10.3% 46	4.5% 20	3.7
I would recommend using an e-textbook for a class to or fellow students.	12.6% 56	19.8% 88	32.4% 44	18.4% 82	16.9% 75	2.9
I found the e-textbook helpful in preparing for exams.	10.6% 47	19.4% 86	27.3% 121	19.8% 88	23.0% 102	2.6
I am satisfied with using the workbook.	29.2% 130	43.8% 195	20.9% 93	3.8% 17	2.3% 10	3.9
I wish other courses offered the e-textbook options.	16.5% 73	18.3% 81	31.2% 138	16.9% 75	17.2% 76	3.0

Please use the following scale to answer these questions.

12. In your opinion, how do e-books in general compare to hard-copy (print) books on the following items?

Answer Options	5=Much better	4=Some-what better	3=The same	2=Some-what worse	1=Much worse	Mean
Ease of use	14.8% 66	23.8% 106	32.7% 146	21.0% 94	7.6% 34	3.2
Ease of reading	11.0% 49	13.5% 60	38.7% 172	24.3% 108	12.6% 56	2.9
Pleasure of reading	10.6% 47	11.7% 52	45.9% 191	21.1% 94	13.7% 61	2.8
24/7 accessibility	24.7% 110	24.9% 111	34.8% 155	10.3% 46	5.2% 23	3.5
Everywhere availability	28.9% 133	25.4% 113	25.4% 113	12.1% 54	7.2% 32	3.6

13. What do you consider advantages of an e-textbook over a paper (print) textbook? Check all that apply.

Answer Options	Response Percent	Response Count
Cost	64.6%	276
Ease of reading	23.9%	102
Weight	69.6%	297
Convenience	59.5%	254
Ability to highlight and take notes	23.7%	101
Ability to quickly find topics	51.1%	218
Keep it as a reference book for future use	24.4%	104
Other (please specify)		21
<i>answered question</i>		427

14. What do you consider advantages of a hard-copy textbook? Check all that apply.

Answer Options	Response Percent	Response Count
Cost	13.6%	58
Ease of reading	63.3%	271
Weight	7.9%	34
Convenience	34.1%	146
Ability to highlight and take notes	68.5%	293
Ability to quickly find topics	33.6%	144
Keep it as a reference book for future use	57.0%	244
Other (please specify)		16
<i>answered question</i>		428

15. If you had a choice to purchase the textbook again, would you purchase a paper (print) or electronic version (e-textbook)?

Answer Options	Response Percent	Response Count
Hard-copy Version (print)	65.0%	290
Electronic Version (e-textbook)	35.0%	156
<i>answered question</i>		446

16. Would an e-textbook option ever affect your selection of a course? (Would you ever be more inclined to take a particular section if it offered an e-textbook option?)

Answer Options	Response Percent	Response Count
I would be more likely to take a particular class or section if it offered an e-textbook option	43.4%	191
I would be more likely to take a particular class or section if it offered only a hard-copy (print) version of the textbook	56.6%	249
<i>answered question</i>		440

17. I own the following electronic devices (check all that apply):

Answer Options	Response Percent	Response Count
Computer or Laptop	94.9%	424
iPhone	57.5%	257
Android phone	34.7%	155
Nook e-reader	4.5%	20
Kindle e-reader	8.3%	37
iPad (regular or mini)	27.5%	123
Kindle Fire	6.3%	28
Other (please specify)		24
<i>answered question</i>		447

18. Gender: Male 49%, 211; Female 51%, 222

19. Age: M=21

20. Year in College: Freshman 59.5%, 259; Sophomore 22.3%, 97; Junior 12.2%, 53; Senior 5.8%, 24; Graduate 0.2%, 1

21. Please answer these questions about public speaking experiences in high school.

Answer Options	Yes	No	Response Count
Did you take a speech course in high school?	38.4% 168	61.6% 270	438
Was a public speaking course required in high school?	34.9% 153	65.1% 285	438
Did you learn public speaking skills in any other high school course?	62.3% 273	37.7% 165	438
<i>answered question</i>			438

22. Not counting the speeches given in this course, how many speeches have you given in your life (e.g., for school or other classes, work, clubs, etc.)?

Answer Options	Response Percent	Response Count
0	2.3 %	10
1	2.1 %	9
2	4.8 %	21
3	8.7 %	38
4	13.3 %	58
5	10.1 %	44
6	7.3 %	32
7	6.4 %	28
8	5.3 %	23
9	2.3 %	10
10	3.0 %	13
more than 10	34.4 %	150
<i>answered Q.</i>		436

IV. Analysis (Include a brief analysis of the data you have collected above and note any prevailing trends or concerns your unit may have with this information.)

The assessment process focused on course materials and related student perception of learning. It was especially pertinent to the CMST 1110 program because we have been using a textbook package with an e-textbook. The results of the online assessment showed that students reported “occasionally ” reading the e-textbook when assigned and “frequently” - “occasionally” reading the print textbook.

V. Response (Include a brief description of what action, if any, your unit has taken or will take in response to the assessment data included above.)

The results were presented at the April 2015 monthly meeting of the Public Speaking Fundamentals (Speech1110) Instructors and discussion with recommendations followed. Instructors recommended

The results were presented at the April 2015 monthly meeting of the Public Speaking Fundamentals (CMST 1110) Instructors and discussion with recommendations followed.

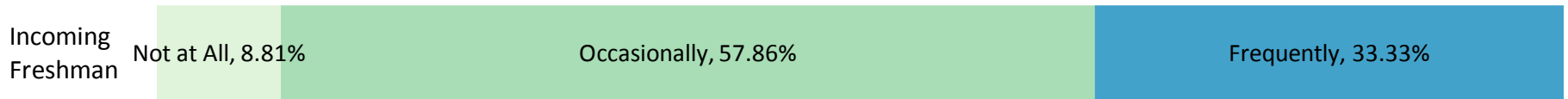
- GTAs help with demonstrating how to access the e-textbook and the online materials available through the e-textbook in the Speech Center Basic Course Room. This is often addressed during the “BCR Orientation Lecture” & “E-Textbook Registration” demonstrated by the GTAs and will continue to be provided and emphasized.
- The Speech Center staff creates an online tutorial-video of how to use the e-textbook resources for those who miss the speech center e-text orientation.
- CMST 1110 instructors need to stress the option and accessibility and availability of the e-textbook audio option (e.g., students can listen to audio of their textbook while driving).
- Instructors should continue to encourage students to read the book – hard cover or e-textbook and to give students options for textbook purchases.
- When compared with the 2010 oral communication assessment report that focused on course materials, it appears that students are slowly becoming more comfortable with e-textbooks and technology.
- Finally, public speaking instructors are assigning more e-learning activities (e.g., e-quizzes) which is a response to the 2010 assessment report indicating that the more we introduce students and faculty to technology, the more open they will be to using new e-textbook materials.
- See: Davidson, M. M., & Dwyer, K. K. (2013). Assessment of e-textbook usage in a large public speaking program. *Basic Communication Course Annual*, 25, 126-160.
- See: Dwyer, K. K., & Davidson, M. M. (2013). General Education Oral Communication Assessment and Student Preferences for Learning: E-textbook versus Paper Textbook. *Communication Teacher*, 27(2), 111-125.

Now that the e-books are available on many platforms such as smartphones, Kindle, Nook, and IPAD, students can highlight, take notes, and avoid eye strain with the enhanced technology. So giving students multiple options, as the CMST 1110 program does, is important because students learn in many and different ways.

Survey Data:
Communication/Public
Speaking

History/Experience/Activity in Public Speaking

In the past year, how often did you evaluate the quality and reliability of information you received?

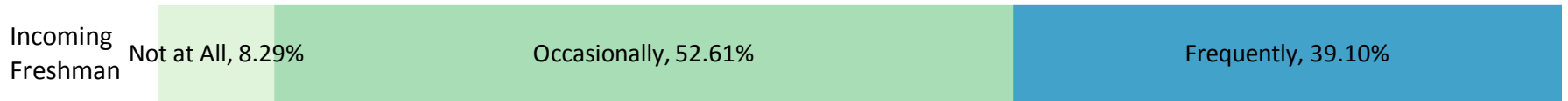


(CIRP: Incoming Freshman 2014; Responses: 420, Response Rate: 97.00%)



(YFCY: EOY Freshman 2015; Responses: 482, Response Rate: 92.51%)

In the past year, how often did you support your opinions with a logical argument?



(CIRP: Incoming Freshman 2014; Responses: 422, Response Rate: 97.46%)



(YFCY: EOY Freshman 2015; Responses: 483, Response Rate: 92.71%)

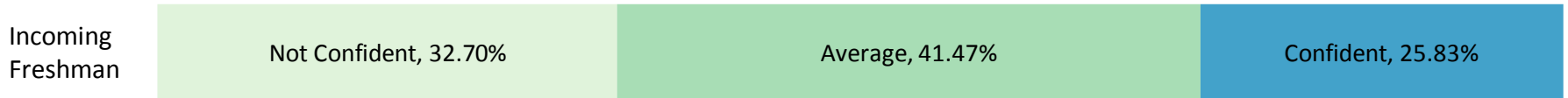
Confidence in Public Speaking

Percent of new students who report confidence that their public speaking skills will allow success in college



(NSWS, 2014; Responses: 3225, Response Rate: 63.50%)

Percent of freshman who report confidence in their public speaking ability



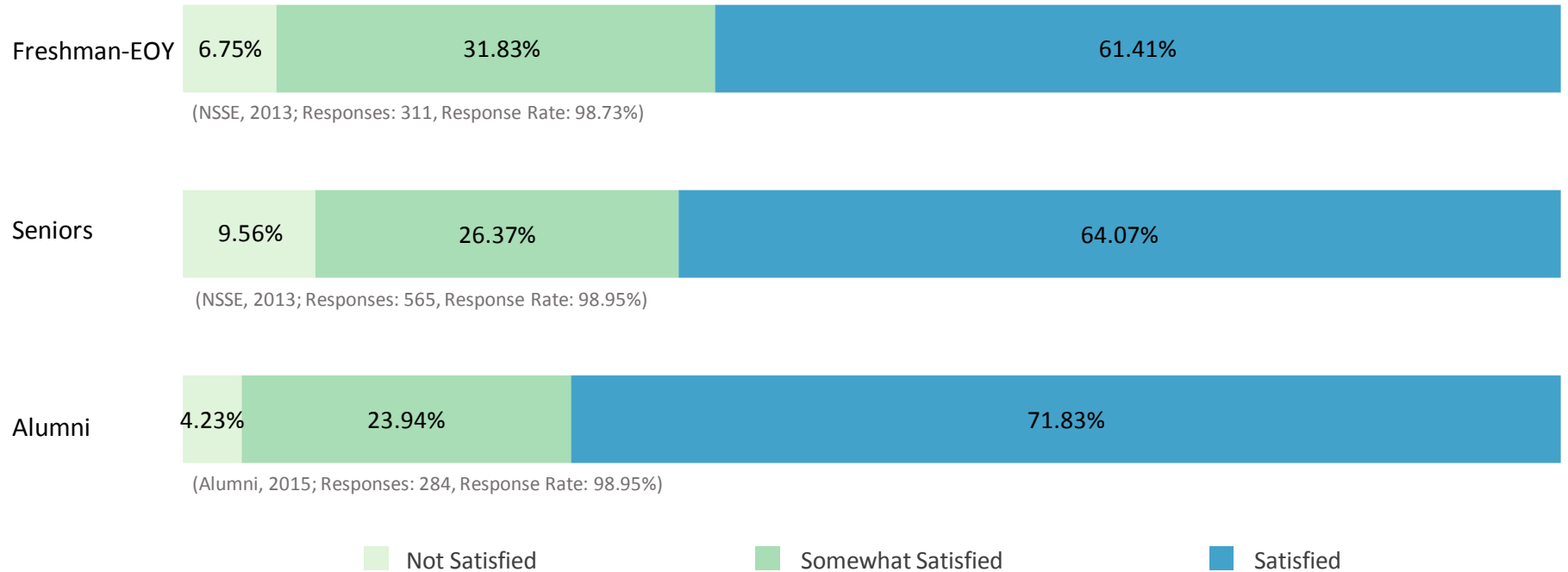
(CIRP: Incoming Freshman 2014; Responses: 422, Response Rate: 97.46%)



(YFCY: EOY Freshman 2015; Responses: 447, Response Rate: 85.80%)

Satisfaction with Public Speaking

Satisfaction with UNO's impact on the ability to speak clearly and effectively



Course Evaluation Data: Gen Ed Areas

Course Evaluation Questions by Domain

Learning

- Q1. I found this course intellectually challenging and stimulating.
- Q2. I learned something that I consider valuable.
- Q3. My interest in the subject increased as a consequence of this course.
- Q4. I learned and understood the subject materials of this course.

Enthusiasm

- Q5. Instructor was enthusiastic about teaching this course.
- Q6. Instructor was dynamic and energetic in conducting the course.
- Q7. Instructor enhanced presentations with use of humor.
- Q8. Instructor's style of presentation held my interest during course.

Organization

- Q9. Instructor's explanations were clear.
- Q10. Instructor's materials were well prepared and carefully explained.
- Q11. Proposed objectives agreed with those actually taught so I knew where the course was going.
- Q12. Instructor's presentation facilitated my organization of content.

Group Interaction

- Q13. Students were encouraged to participate in course discussions.
- Q14. Students were invited to share their ideas and knowledge.
- Q15. Students were encouraged to ask questions and were given meaningful answers.
- Q16. Students were encouraged to express their own ideas and/or question the instructor.

Individual Rapport

- Q17. Instructor was friendly towards individual students.
- Q18. Instructor made students feel welcome in seeking help/advice.
- Q19. Instructor had a genuine interest in individual students.
- Q20. Instructor was adequately accessible to students.

Breadth

- Q21. Instructor contrasted the implications of various theories.
- Q22. Instructor presented the background or origin of ideas/concepts developed.
- Q23. Instructor presented points of view other than his/her own when appropriate.
- Q24. Instructor adequately discussed current developments in the field.

Assessment & Evaluation

- Q25. Feedback on examinations/graded material was valuable.
- Q26. Methods of evaluating student work were fair and appropriate.
- Q27. Examinations/graded materials tested course content as emphasized by the instructor.

Assignments

- Q28. Required reading/texts were valuable.
- Q29. Readings, homework, laboratories contributed to appreciation and understanding of the subject.

Overall

- Q30. Compared with other courses I have taken at UNO, this course is:
- Q31. Compared with other instructors I have had at UNO, this instructor is:

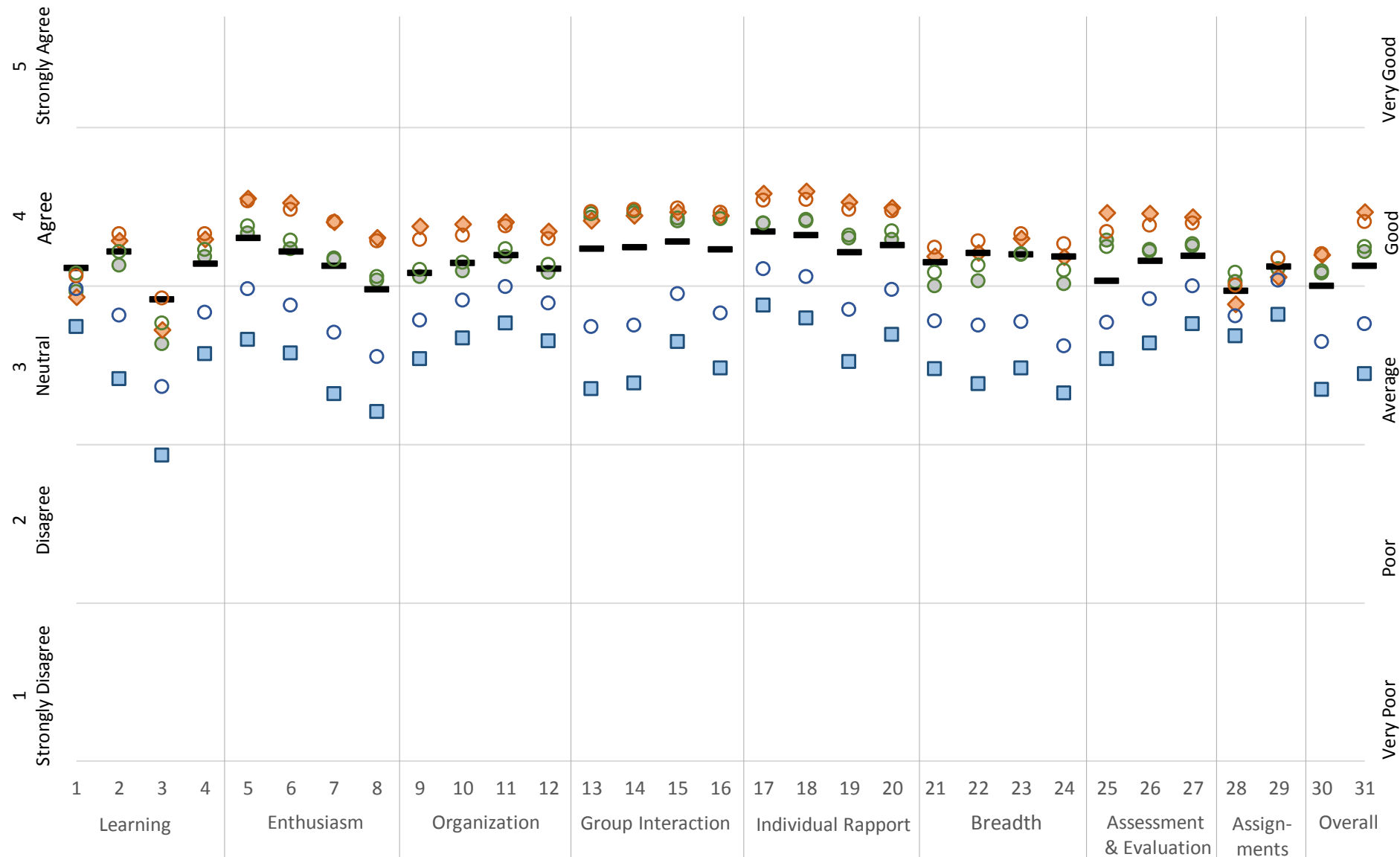
Response Scales:

Strongly Disagree – Strongly Agree (Questions 1-29)

Very Poor – Very Good (Questions 30 & 31)

2015 Course Evaluation – All Terms

Differences in Evaluation Answers by Gen Ed Courses



- English Composition I
- Intermediate Algebra
- ◆ Public Speaking Fundamentals
- All UG Courses
- English Dept. (UG Courses)
- Math Dept. (UG Courses)
- Communication Dept. (UG Courses)

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

Very Good

Good

Average

Poor

Very Poor

CLA+

Spring 2015 CLA+ Results

Institutional Report

University of Nebraska at Omaha



cla+

EXECUTIVE SUMMARY

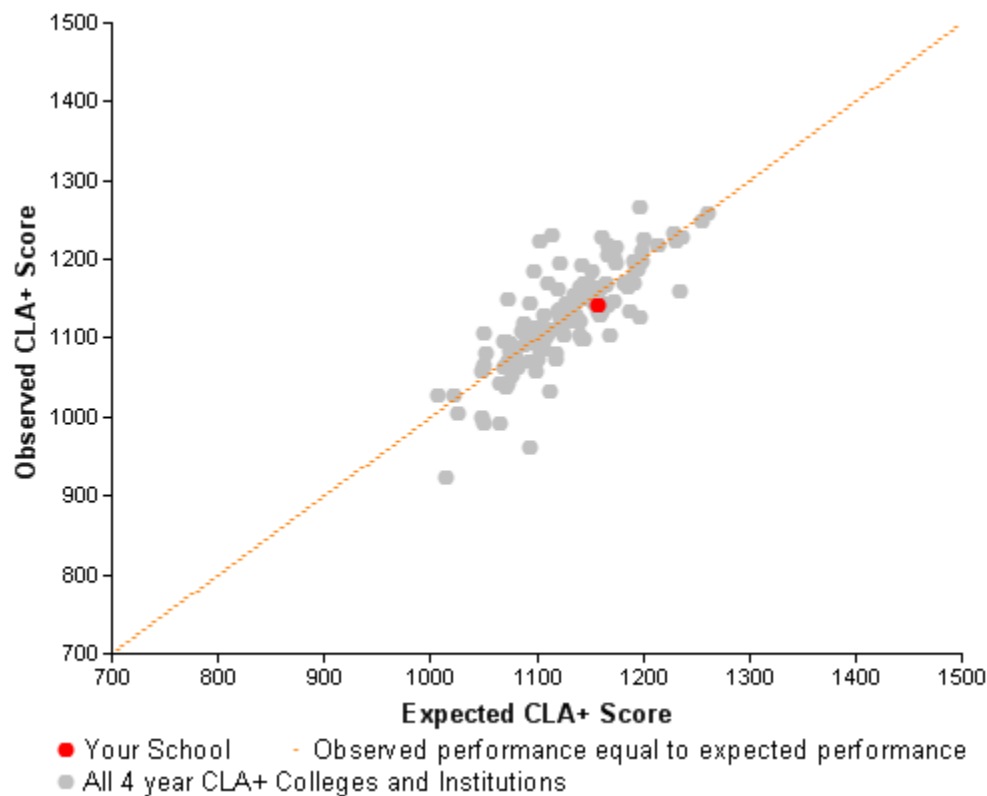
CLA+ has two primary uses. The first use—helping institutions estimate their contributions to the development of students' higher-order thinking skills—is achieved through growth estimates, as well as overall evidence of students' competency in critical-thinking and written communication. The second use highlights these skills for individual students; CLA+ results provide a valuable tool for potential employers and graduate schools to ascertain the depth of a student's critical-thinking and written-communication skills. With CLA+ Career Connect, those results become accessible and actionable. CLA+ Career Connect gives students a leg up in today's competitive job market, enabling them to: post electronic badges verifying their performance to LinkedIn or other social networking profiles; attend exclusive career fairs with prominent employers; and feature their results on digital credential profiles.

CLA+ results are a powerful tool for assessing students' critical-thinking and written communication skills, measuring growth on these skills, and determining how your institution compares to other colleges and universities using CLA+.

University of Nebraska at Omaha has a freshman Total CLA+ score of **1083**; this score is greater than or equal to the average freshman score at **70%** of CLA+ schools. A score of 1083 demonstrates **Basic** mastery of the critical-thinking and written-communication skills measured by CLA+.

University of Nebraska at Omaha's senior Total CLA+ score is **1142**, which is better than or equal to the average senior score at **53%** of CLA+ schools. A score of 1142 signifies **Proficient** mastery of the skills measured by CLA+.

Given the mean CLA+ performance of University of Nebraska at Omaha's freshmen and the entering academic ability of its seniors University of Nebraska at Omaha's value added is **Near** what would be expected relative to schools testing similar populations of students.



In addition to the information provided here, key metrics contained in this report include Mastery Levels, subscores, growth estimates, and percentile rankings:

Mastery Levels

CLA+ Mastery Levels allow distinctions in student performance relative to students' proficiency in critical thinking and written communication. These levels contextualize CLA+ scores by interpreting test results in relation to the qualities exhibited by examinees. Each Mastery Level—Below Basic, Basic, Proficient, Accomplished, and Advanced—corresponds to specific evidence of critical-thinking and written-communication skills.

CLA+ Subscores

In addition to total scores, there are six subscores reported across CLA+. The Performance Task—an essay-based section of the exam—is scored in three skill areas: Analysis and Problem Solving, Writing Effectiveness, and Writing Mechanics. Students receive criterion-referenced subscores for each skill category based on key characteristics of their written responses. Selected-Response Questions are also scored in three areas: Scientific and Quantitative Reasoning, Critical Reading and Evaluation, and Critique an Argument. These subscores are scored based on the number of correct responses that students provide.

Growth Estimates

The institutional report contains two types of growth estimates: effect sizes and value-added scores.

Effect sizes characterize the amount of growth shown across classes, and are reported in standard deviation units. (Standard deviation is a measure of the distance between the mean, or average, and all other values in a score set.) Effect sizes are calculated by subtracting the mean scores of the freshmen from the mean scores of each subsequent class and dividing these amounts by the standard deviation of the freshman scores.

Value-added scores provide estimates of growth relative to other CLA+ schools. Specifically, value-added scores—also reported in standard deviation units—indicate the degree to which observed senior mean CLA+ scores meet, exceed, or fall below expectations as established by two factors: the seniors' entering academic ability (EAA) and the mean CLA+ performance of freshmen at the school, which serves as a control for any selection effects not addressed by EAA.

Percentile Rankings

Percentile rankings allow for normative interpretations of your students' performance. These rankings are provided for your students' CLA+ scores, as well as for your institutional value-added scores, and indicate how well your institution performed relative to other CLA+ colleges and universities. Percentile rankings indicate the percentage of CLA+ institutions whose scores are equal to or less than your own.

Please see Sections 1–6 for a full set of institutional results.

In addition to your institutional results, your CLA+ institutional report includes a wide variety of information related to the measurement of higher-order thinking skills. Each section and appendix builds on the next to provide you with a full appreciation of how the CLA+ can support the educational mission at your school. The CLA+ institutional report's appendices include information to help you learn about CLA+ measurement, understand relevant statistical concepts, interpret your school's data, examine your performance in relation to performance at other CLA+ schools, and use CLA+ data to enhance student learning at your school.

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SECTION 1: SUMMARY RESULTS, BY CLASS**Number of Students Tested, by Class**

Freshmen: 106 Sophomores: N/A Juniors: N/A Seniors: 74

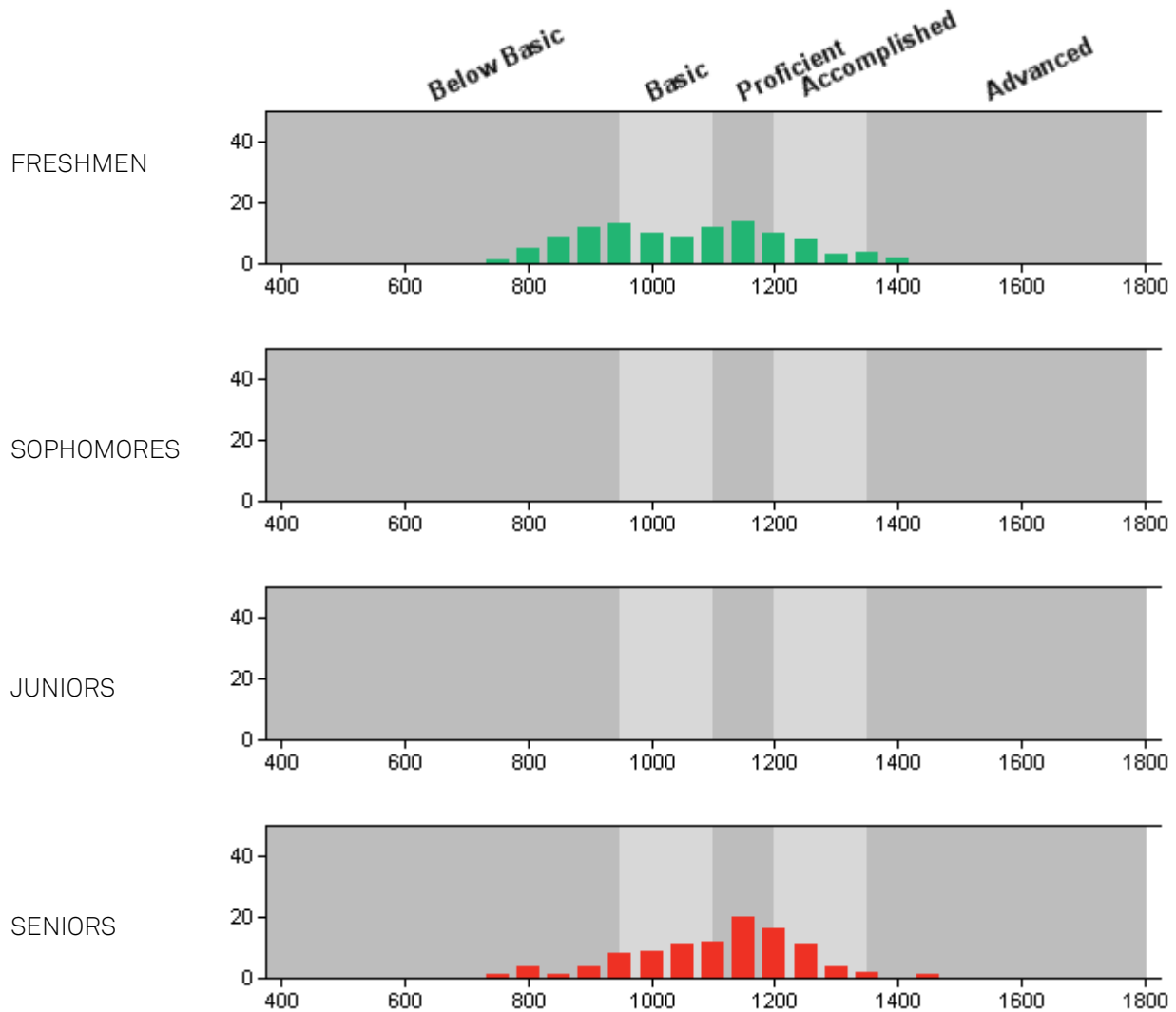
Summary CLA+ Results, by Class

		MEAN SCORE	STANDARD DEVIATION	25 TH PERCENTILE SCORE	75 TH PERCENTILE SCORE	MEAN SCORE PERCENTILE RANK	EFFECT SIZE V. FRESHMEN
TOTAL CLA+ SCORE	Freshmen	1083	154	958	1187	70	--
	Sophomores	N/A	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A	N/A
	Seniors	1142	131	1076	1230	53	0.38
PERFORMANCE TASK	Freshmen	1082	171	976	1207	70	--
	Sophomores	N/A	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A	N/A
	Seniors	1105	145	1044	1193	38	0.13
SELECTED-RESPONSE QUESTIONS	Freshmen	1084	187	954	1204	72	--
	Sophomores	N/A	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A	N/A
	Seniors	1179	179	1067	1294	73	0.51
ENTERING ACADEMIC ABILITY	Freshmen	1090	214	950	1260	70	--
	Sophomores	N/A	N/A	N/A	N/A	N/A	--
	Juniors	N/A	N/A	N/A	N/A	N/A	--
	Seniors	1116	186	950	1260	71	--

University of Nebraska at Omaha has a senior Total CLA+ score of **1142** and percentile rank of **53**. The corresponding Mastery Level for this score is **Proficient**.

SECTION 2: DISTRIBUTION OF MASTERY LEVELS

Distribution of CLA+ Scores, by Mastery Level



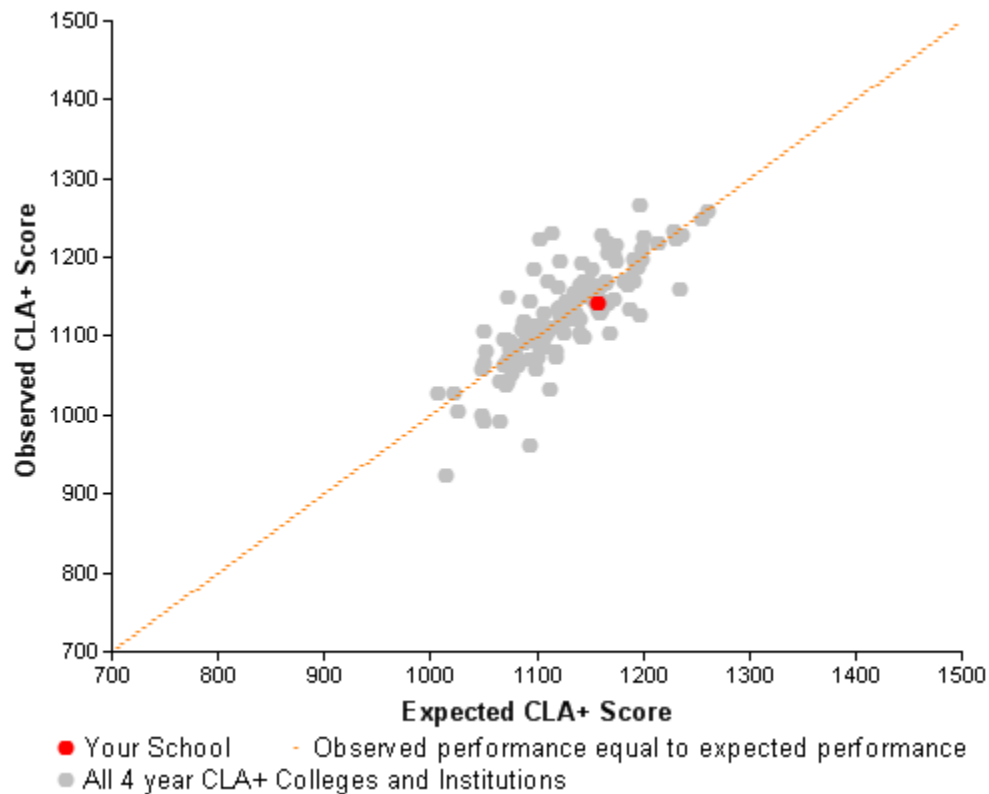
Mastery Levels, by Class

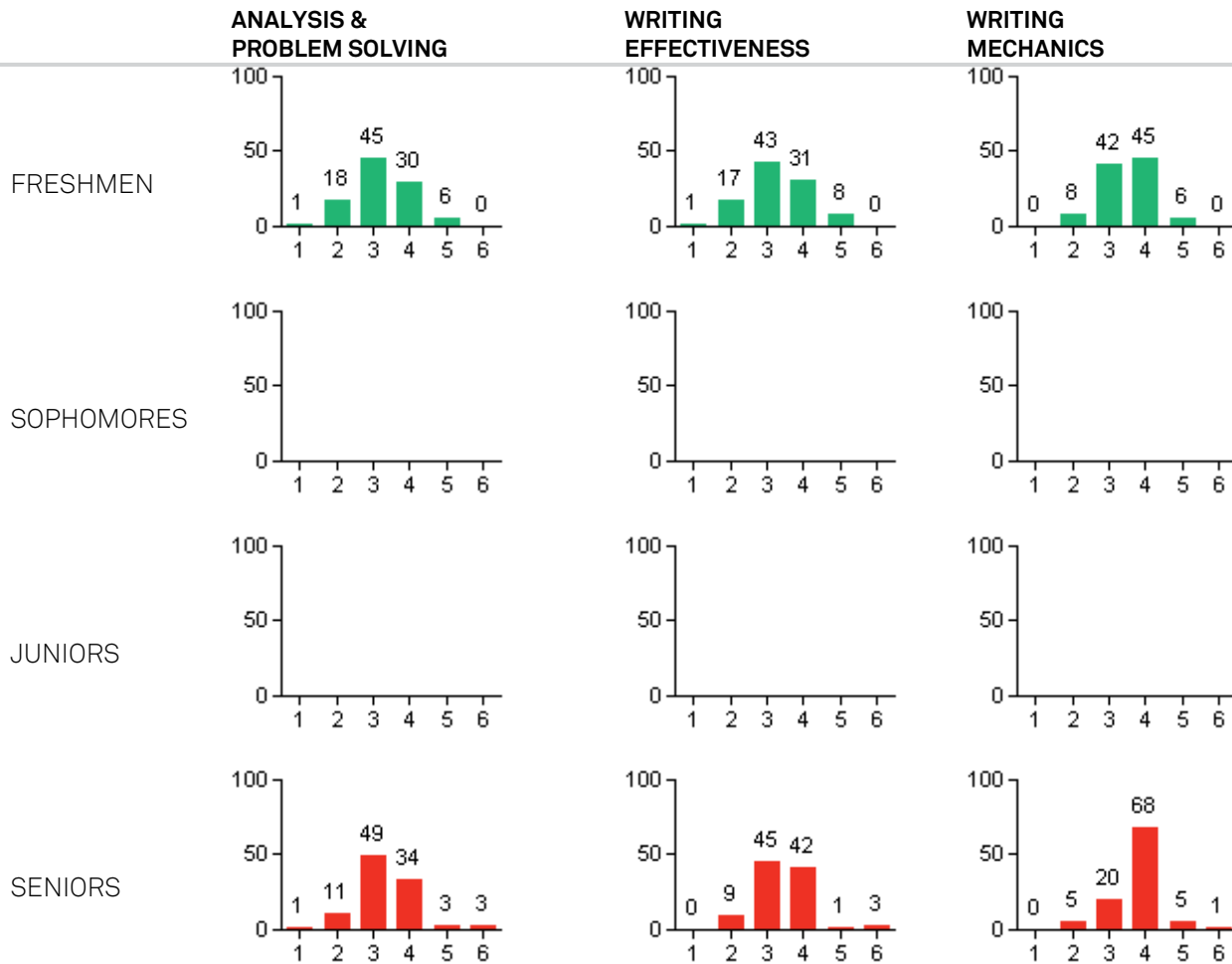
	MEAN TOTAL CLA+ SCORE	MEAN MASTERY LEVEL	PERCENT BELOW BASIC	PERCENT BASIC	PERCENT PROFICIENT	PERCENT ACCOMPLISHED	PERCENT ADVANCED
Freshmen	1083	Basic	26	26	29	14	4
Sophomores	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Juniors	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Seniors	1142	Proficient	9	23	41	26	1

SECTION 3: VALUE-ADDED ESTIMATES

	EXPECTED SENIOR MEAN CLA+ SCORE	ACTUAL SENIOR MEAN CLA+ SCORE
Total CLA+ Score	1158	1142
Performance Task	1147	1105
Selected-Response Questions	1164	1179

	VALUE-ADDED SCORE	PERFORMANCE LEVEL	PERCENTILE RANK	CONFIDENCE INTERVAL BOUNDS	
				LOWER	UPPER
Total CLA+ Score	-0.37	Near	31	-0.98	0.24
Performance Task	-0.80	Near	18	-1.45	-0.15
Selected-Response Questions	0.34	Near	59	-0.35	1.03

Expected vs. Observed CLA+ Scores

SECTION 4: CLA+ SUBSCORES**Performance Task: Distribution of Subscores (in percentages)**

NOTE: The Performance Task subscore categories are scored on a scale of 1 through 6.

Selected-Response Questions: Mean Subscores

	SCIENTIFIC & QUANTITATIVE REASONING			CRITICAL READING & EVALUATION			CRITIQUE AN ARGUMENT		
	Mean Score	25 th Percentile Score	75 th Percentile Score	Mean Score	25 th Percentile Score	75 th Percentile Score	Mean Score	25 th Percentile Score	75 th Percentile Score
FRESHMEN	517	451	572	512	433	608	535	451	599
SOPHOMORES	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
JUNIORS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SENIORS	559	477	620	556	508	608	564	474	627

NOTE: The selected-response section subscores are reported on a scale ranging approximately from 200 to 800.

SECTION 5: STUDENT EFFORT AND ENGAGEMENT**Student Effort and Engagement Survey Responses**

How much effort did you put into the written-response task/ selected-response questions?

		NO EFFORT AT ALL	A LITTLE EFFORT	A MODERATE AMOUNT OF EFFORT	A LOT OF EFFORT	MY BEST EFFORT
PERFORMANCE TASK	Freshmen	0%	4%	32%	37%	27%
	Sophomores	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A
	Seniors	0%	4%	35%	28%	32%
SELECTED-RESPONSE QUESTIONS	Freshmen	1%	17%	40%	32%	10%
	Sophomores	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A
	Seniors	3%	9%	36%	28%	23%

How engaging did you find the written-response task/ selected-response questions?

		NOT AT ALL ENGAGING	SLIGHTLY ENGAGING	MODERATELY ENGAGING	VERY ENGAGING	EXTREMELY ENGAGING
PERFORMANCE TASK	Freshmen	7%	9%	49%	32%	3%
	Sophomores	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A
	Seniors	5%	14%	23%	50%	8%
SELECTED-RESPONSE QUESTIONS	Freshmen	21%	27%	35%	14%	3%
	Sophomores	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A
	Seniors	5%	35%	36%	19%	4%

SECTION 6: STUDENT SAMPLE SUMMARY**Student Sample Summary**

DEMOGRAPHIC CHARACTERISTIC		FRESHMEN		SOPHOMORES		JUNIORS		SENIORS	
		N	%	N	%	N	%	N	%
TRANSFER	Transfer Students	--	--	N/A	N/A	N/A	N/A	0	0%
	Non-Transfer Students	--	--	N/A	N/A	N/A	N/A	74	100%
GENDER	Male	44	42%	N/A	N/A	N/A	N/A	25	34%
	Female	61	58%	N/A	N/A	N/A	N/A	47	64%
	Decline to State	1	1%	N/A	N/A	N/A	N/A	2	3%
PRIMARY LANGUAGE	English	86	81%	N/A	N/A	N/A	N/A	67	91%
	Other	20	19%	N/A	N/A	N/A	N/A	7	9%
FIELD OF STUDY	Sciences & Engineering	23	22%	N/A	N/A	N/A	N/A	18	24%
	Social Sciences	11	10%	N/A	N/A	N/A	N/A	10	14%
	Humanities & Languages	12	11%	N/A	N/A	N/A	N/A	14	19%
	Business	17	16%	N/A	N/A	N/A	N/A	8	11%
	Helping / Services	30	28%	N/A	N/A	N/A	N/A	19	26%
	Undecided / Other / N/A	13	12%	N/A	N/A	N/A	N/A	5	7%
FIELD/ ETHNICITY	American Indian / Alaska Native / Indigenous	0	0%	N/A	N/A	N/A	N/A	0	0%
	Asian (including Indian subcontinent and Philippines)	9	8%	N/A	N/A	N/A	N/A	2	3%
	Native Hawaiian or other Pacific Islander	1	1%	N/A	N/A	N/A	N/A	0	0%
	African-American / Black (including African and Caribbean), non-Hispanic	5	5%	N/A	N/A	N/A	N/A	3	4%
	Hispanic or Latino	15	14%	N/A	N/A	N/A	N/A	7	9%
	White (including Middle Eastern), non-Hispanic	69	65%	N/A	N/A	N/A	N/A	56	76%
	Other	4	4%	N/A	N/A	N/A	N/A	2	3%
	Decline to State	3	3%	N/A	N/A	N/A	N/A	4	5%
	PARENT EDUCATION	Less than High School	9	8%	N/A	N/A	N/A	N/A	6
High School	21	20%	N/A	N/A	N/A	N/A	8	11%	
Some College	26	25%	N/A	N/A	N/A	N/A	14	19%	
Bachelor's Degree	29	27%	N/A	N/A	N/A	N/A	24	32%	
Graduate or Post-Graduate Degree	21	20%	N/A	N/A	N/A	N/A	22	30%	
Don't Know / N/A	0	0%	N/A	N/A	N/A	N/A	0	0%	