

6-23-2016

## General Education Assessment Committee Minutes 06/23/2016 (Data Review)

UNO General Education Assessment Committee University of Nebraska at Omaha

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## General Education Data Review 2016

June 23, 2016

### Minutes

**Present:** Deborah Smith-Howell, Denise Devney, Matt Tracy, Andrew Faltin, Cara Ortega, Jill Russell, Kath Henebry, Keristiena Shenouda, Melissa Berke, Lindsey Bandow, Hank Robinson, Katie Sup Rezac

#### Main Issues for Discussion:

- Key Findings
- Conclusions
- Recommendations

Jill Russell has prepared a breakdown of the information received – handouts attached

## MATH –

#### SLA -

- Higher Education is doing adequate job certifying student was prepared for the next course. Data indicates (with grade awarded) that students who are successful in Intermediate/College Algebra are likely to be successful in future courses.
- Observation – What is the rate of return for students that are successful in the higher math courses
  - 67% who received DFW took no additional math courses
  - 20% who received a DFW and continued to higher math received a C or higher
  - Is there a disconnect between courses
  - 4 out of 6 students do require additional math – however the students who do not and receive an A or B in Intermediate Algebra do not take additional math courses

Mary Dennison will be submitting another report to the Gen Ed Committee for review in the near future

#### SLO –

MATH 1310 – Intermediate Algebra

69% of students earn a grade of A, B or C

31% of students earn a DFW

Data indicated that approximately 70% of students pass the first time, those who re-took the course did better

Historically

45% of students start at MATH 1320

32 % Calc I

10% MATH 1310

\*\*\*Need to know the Percentage of students who test out of MATH 1310

\*\*\*Transfer credit students do about as well as students who took MATH at UNO

\*\*\*Is there a bridge between students who drop-out and repeat students

### **Survey Input –**

- The data indicated that majority of freshman have taken Algebra II – 91%, 68% of UNO freshman are shown to be Algebra proficient.
- Confidence level of students has increased – students feel their skills will improve over time

**Course Evaluation:** Overall – MATH is the lowest on the data evaluation data chart

### **CLA+ -**

Analysis and Problem Solving:

- Freshmen Distribution 1 = 1%; 2 = 18%; 3 = 45%; 4 = 30%; 5 = 6%; 6 = 0%
- Senior Distribution 1 = 1%; 2 = 11%; 3 = 49%; 4 = 34%; 5 = 3%; 6 = 3%

Scientific and Quantitative Reasoning:

- Freshman Mean Score - 517
- Senior Mean Score - 559

### **Discussion/Recommendations for future data review:**

- So many ways that students can get out of MATH 1310 – Test out, ACT Scores – need success data of these students
- Is progress enough
- Need to fold in more student success data in order to access
- Need to know transfer student math placement
- When did student take this course and what was their future success
- MATH LAB (2011) and MATH 1000 (2013) – need to know data for the student improvement/success

MATH Lab – this combines technology with traditional lectures and unlimited one-on-one tutoring to help students meet their individual needs. Includes MATH 1000, MATH 1310, MATH 1320, College Algebra and MATH1930.

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## **Writing/Composition**

### **SLA –**

If a student is successful in COMP I – data indicated that they are successful in COMP II

High number of students who are successful in COMP I do not take a higher English course and do not move on to COMP II

On-Line students are performing as well as classroom students – GPA's are about the same

\*\*Are students taking COMP II somewhere else to fulfill their requirement – need to get percentage of students and their success rate, further courses taken, transfer to dropout

## **SLO –**

- Fall 2015 – mean score 5.47 out of 10 – this is below where they want to be, scoring of papers does not correspond well with grades awarded
- The department has generated a number of recommendations – TAB 8 page 6
  - Need to do assessment more often
  - Have a disconnect in how grading is being done and who is doing the grading

## **Survey Input –**

Incoming Freshman to outgoing Freshman data show an increase in confidence

Students coming to UNO have a 76% proficiency in writing (NESAs)

**Course Evaluation** – Comp came in second – Skills ↑, Confidence ↑, and Good Performance ↑

## **CLA+ -**

They correspond very well to CLA report, only thing missing is Quantitative Analysis

Writing Effectiveness:

- Freshmen Distribution 1 = 1%; 2 = 17%; 3 = 43%; 4 = 31%; 5 = 8%; 6 = 0%
- Senior Distribution 1 = 0%; 2 = 9%; 3 = 45%; 4 = 42%; 5 = 1%; 6 = 3%

Writing Mechanics:

- Freshmen Distribution 1 = 0%; 2 = 8%; 3 = 42%; 4 = 45%; 5 = 6%; 6 = 0%
- Senior Distribution 1 = 0%; 2 = 5%; 3 = 20%; 4 = 68%; 5 = 5%; 6 = 1%

## **Discussion/Recommendations for future data review:**

Department is very aware that improvement is needed

Pre-Reqs – need to look closely at this

How do we support part-time faculty?

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## **Public Speaking –**

### **SLA -**

- 530 of the 183 DFW students went on to higher courses and earned a C or higher
- Data show that students take only one communication course (Public Speaking, Argument/Debate, and Advanced Pub Speaking)
- Public Speaking Fundamentals – students who had a good performance in the course did well in Argument/Debate

\*\*\*Managerial Communication requires COMP II and SPCH – need to do a comparison of student success

**SLO –**

Assessments are done every year

- 2009 student critique SPCH 1110 – students who received a “A” speech the mean rating was 4.1 out of (0—4.5 scale); C-D speeches mean rating was 1.7 – this data shows students did a good job of rating a good speech vs a poor speech
- 2013 assessment – based on eight seniors in capstone course – not enough data to be used
- 2015 – Gen Ed assessment CMST 1110 – did not deal with student achievement, more of an evaluation of e-textbook package, looked more at support services and materials

\*\*\*need to have reports on anxiety of students who have taken these courses

**Survey Input –**

Entering confidence level varies from 25.8% (CIRP) to 75% (NSSW)

Satisfaction with Uno impact on ability would appear to improve over time 61.4 to 64.0 % to 71.8%

**Course Evaluation** – This ranked first overall

**Discussion/Recommendations for future data review:**

- If a student gets a DFW – they would be flagged and put on probation
- what actions can be taken:
  - See advisor
  - Teachers communicate more with students
- Need data on how many students are repeating COMP I and COMP II – is there a limit on how many times they repeat course
- Are students taking courses somewhere else to fulfill their requirement – need to get percentage of students and their success rate