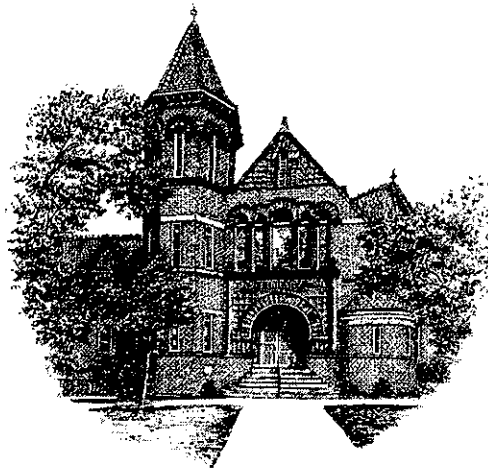


Encouraging Engagement: A Comprehensive Assessment of an Initiative for First-Year Students

**Thomas D. Burns, Frederick S. Foster-Clark, Laurie B. Hanich,
Linda L. McDowell, Daniel F. O'Neill, Carol Y. Phillips,
and Lisa R. Shibley**



Millersville University of Pennsylvania

**National Conference on First Year Assessment
San Antonio, Texas
October 13, 2008**

Qualitative Assessment: Civic Responsibility and Liberal Arts
Writing Prompts and Rubrics

Assessment Breakout Workshop
Assessing Students' Understanding of
Liberal Arts Education and Civic Responsibility

A. Purpose of the rubric

- FYI course learning objectives

B. Development of the rubric

- Content/elaboration
- Agreement on definition
- Description and examples
- Iterative process

C. Coding strategies

- Training
- Inter-rater reliability

D. Lessons learned

- Revisions
- Data collection embedded in course

Rubric for Liberal Arts Writing Prompt (Fall 2006)

	On Target (3)	Middle Category (2)	Off Target (1)
Description	The response indicates a well developed conceptualization and understanding of liberal arts. Responses focus on the notion of a liberal arts education providing broad exposure to different disciplines and ways of knowing across math and science, social science, and humanities.	The response indicates a more limited understanding of a liberal arts education. Responses focus on individual skills or dispositions that may be gained through a liberal arts education but fail to capture a larger conceptualization of the liberal arts.	The response is not clear with regard to conceptualizing or understanding liberal arts.
Examples of responses	<ul style="list-style-type: none"> • Exposure to different disciplines, courses, or subject areas • Well rounded • Other “on target responses” that fit the description above 	<ul style="list-style-type: none"> • Study of different cultures • Exposure to different perspectives • General education (or a basic education) • Reading, writing, thinking • Other “middle responses” that fit the description above. 	<ul style="list-style-type: none"> • Developing personal character • Required for graduation • Related to arts, music, performance • Related to politics or political ideology • I don’t know • Other “off target responses” that fit the description above.

Rubric for Liberal Arts Writing Prompt (Fall 2007)

	On Target (3)	Partial/Developing (2)	Off Target (1)
Description	<p>The response indicates a well developed conceptualization and understanding of liberal arts education. Responses focus on the purpose of liberal arts to foster skills and dispositions about ways of knowing across different disciplines (e.g., problem solving, critical reflection, communication, computation). Responses are stated within the context of multiple disciplines.</p>	<p>The response indicates a more limited understanding of liberal arts education. Responses may focus on skills or dispositions but are limited to one's professional study, rather than across different disciplines.</p>	<p>The response indicates a misconception, lack of understanding, or may be incorrect regarding liberal arts education.</p>
Examples of responses	<ul style="list-style-type: none"> • Exposure to different disciplines, courses, or subject areas (e.g., formal contents, rather than just viewpoints) • Ways of knowing about things from many different perspectives. • Designed to develop understanding, knowledge, and appreciation outside of one's area of expertise • Well rounded education 	<ul style="list-style-type: none"> • Study of different cultures • Exposure to different perspectives (e.g, not formal disciplines or subjects) • General education (e.g., basic education) • Reading, writing, thinking • Individual attributes (e.g., being smart, studious, etc). • Well rounded person 	<ul style="list-style-type: none"> • Required for graduation • Related to arts, music, performance • Related to politics or political ideology • Major course/vocation courses • I don't know

Rubric for Civic Responsibility Writing Prompt (Fall 2006)

	On Target (3)	Middle category (2)	Off Target (1)
description	The response indicates a well developed conceptualization and understanding of civic responsibility. Responses focus on the notion of civic responsibility in a broad sense, by identifying how collective members of society are affected or how the community in which one resides is impacted).	The response indicates a developing conceptualization or understanding of civic responsibility yet is limited in scope. Responses focus on individual characteristics or interpersonal traits/skills, but don't extend to how collective members of society are affected or how the community is impacted.	The response is not clear with regard to conceptualizing or understanding civic responsibility.
Examples of responses	<ul style="list-style-type: none"> • Being a good citizen • Giving back to the community • Helping others in need • Adhering to laws or standards of the community • Other "on target responses" that fit the description above. 	<ul style="list-style-type: none"> • Descriptive traits--- respectful, kind, nice, etc. • Personal/individual responsibilities • Other "middle responses" that fit the description above. 	<ul style="list-style-type: none"> • Doing well in school • I don't know

Rubric for Civic Responsibility Writing Prompt (Fall 2007)

	On Target (3)	Partial/Developing (2)	Off Target (1)
Description	<p>The response indicates a well developed conceptualization of civic engagement. Responses focus on the notion of civic engagement in a broad sense, by identifying how collective members of society are affected or how the community in which one resides is impacted. Responses are stated within the context of a community.</p>	<p>The response indicates a developing conceptualization or understanding of civic engagement yet is limited in scope. Responses focus on individual characteristics or interpersonal traits/skills, but don't extend to how collective members of society are affected or how the community in which one resides is impacted. Responses are not stated in the context of a community.</p>	<p>The response indicates a misconception, lack of understanding, or may be incorrect regarding civic engagement.</p>
Examples of responses	<ul style="list-style-type: none"> • Being a good citizen • Giving back to the community • Helping others/neighbors in need • Adhering to laws or standards of the community • Promoting common good • Actively engaged in a political process 	<ul style="list-style-type: none"> • Descriptive traits that are not within a community context (e.g., good, respectful, kind, nice, etc.) • Personal/individual/family responsibilities • A personal "duty" • Being a good person 	<ul style="list-style-type: none"> • Doing well in school • I don't know

Rubric for Coding Level of Elaboration for Open Ended Prompts (Fall 2007)

	Deep (3)	Partial/Developing (2)	Shallow (1)
Description	Response includes deep and complex ideas that are supported by rich details. Response includes evidence of reflection, insight, synthesis, or analysis.	Response includes minimal ideas that are supported with vague or simplistic details. Response is limited in critical reflection, insight, synthesis, or analysis.	Response includes shallow ideas with limited and unelaborated details. Response does not include evidence of critical reflection, insight, synthesis, or analysis.

Note. This rubric is designed for coding the level of elaboration in students' response to open ended writing prompts. It is not used to code the accuracy of students' knowledge to the prompts. Thus, it is possible for students' responses to be "off target" with regard to knowledge, but "deep" with regard to elaboration.

Encouraging Engagement: A Comprehensive Assessment of an Initiative for First-Year Students

Thomas D. Burns, Frederick S. Foster-Clark, Laurie B. Hanich,
Linda L. McDowell, Daniel F. O'Neill, Carol Y. Phillips, and
Lisa R. Shibley

Millersville University of Pennsylvania

National Conference on First-Year Assessment, San Antonio, TX
October 13, 2008

FYE Assessment Team

Dr. Thomas Burns, Associate Provost for Academic Administration
Dr. Fred Foster-Clark, General Education Coordinator
Dr. Laurie Hanich, Educational Foundations
Dr. Linda McDowell, First Year Experiences Coordinator
Dr. Dan O'Neill, Counseling and Human Development
Dr. Carol Phillips, Associate Provost Emerita
Dr. Lisa Shibley, Assistant Vice President for Assessment & Planning
Ms. Andrea Riffanacht, Graduate Assistant
Ms. Kylie Smith, Graduate Assistant
Ms. Lindsay Russell, Student Assistant

Overview of Presentation

- New FYE Program Model
 - Cornerstone of General Education revision plan
 - Three-credit, thematic seminars linked to a fundamentals course as part of a living-learning community
 - Student Affairs programming
 - Service learning
 - Peer Mentors
- Assessment Efforts & Findings



Overview of Presentation (cont.)

- Breakout Sessions
 - Qualitative Assessment: Civic Responsibility and Liberal Arts (writing prompts & rubrics)
 - Qualitative Assessment: Student and Faculty Perceptions (focus groups & interviews)
 - Developing the Overall Assessment Scheme
 - Common Reading Assessment
 - Coordinating Local and National Assessment Data
- Wrap-up: Lessons Learned and Future Directions

Profile of Millersville University

- Undergrad enrollment - 7259
 - 91% fulltime
 - 13% minority
 - 96% instate (Pennsylvania)
- Entering fall 2007 class of 1345 students (new freshman) –
 - Mean SATs = 1044;
 - Mean Percentile Rank = 68%
- 16th Ranked Public in US News & World Report's Master's Universities in the North
- Top Majors:
 - Undecided (881)
 - Business Administration (858)
 - Elementary Education (806)
 - Biology (542)
 - Industry & Technology (458)
 - Psychology (438)
 - Communications (416)



Section 1 Overview of the First Year Seminar/ Learning Community Initiatives

The Charge

- Started in Fall 2001: Outgrowth of the Student Alcohol Abuse Task Force recommendations
- Develop potential models for a holistic first-year program
 - Social engagement
 - Civic engagement
 - Intellectual engagement
- Components to be included:
 - Enhanced advisement
 - Seminar course, the integrating element
 - Living/learning community with related programming

The Residential Component

Components

- All freshman housing
- Special programming (WOW*)
- Peer mentors
- Team building experiences
- Community building
- Tutoring on-site

*"What's on Wednesday"

Outcomes

- Students make friends, congregate in groups
- Students form study groups with classmates
- Students like the residence hall experience
- Students involved in campus life

2003-2004 Residential Programs Assessment

- Almost 2000 students living in residence halls were surveyed about their satisfaction with staff performance and programming, in addition to security and facilities/maintenance.
- Students in a freshman living/learning dormitory rated several factors higher than students in general.

Living in the residence halls has been a positive experience for me.

General Student Population	4.18
Living Learning Dormitory	4.26

There's a lot of community spirit in my hall

General Student Population	3.50
Living Learning Dormitory	3.91

Ranges: All scales based on 1 = strongly disagree to 5 = strongly agree

Seminar/Learning Community Models

UNIV 101

- 1-credit extended orientation Seminar with linked fundamentals course (i.e., ENGL 110 or COMM 100)
- Socratic format
- Problem-based learning
- Co-curricular/ extracurricular assignments
- Service-learning
- Faculty as advisor

UNIV 179/103

- 3-credit, content-rich passion Seminar linked with fundamentals course
- General education credit
- Co-curricular/ extracurricular assignments
- Service-learning
- Faculty may or may not serve as advisor

Evolution of FYE Program Models

Fall 2001 to Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
UNIV 101 → (one credit)	UNIV 179 → (three credits)	UNIV 179 → (three credits)	UNIV 179 → (three credits)	UNIV 103 → (three credits)

Freshman Year Mid-Term Survey – Fall 2005 Results

Students in the freshman seminar had more serious conversations with different students, worked more with classmates outside of class, researched for a paper more, contributed more to class, and came to class more prepared than students who were not in a freshman seminar.

Students who were involved in a freshman seminar . . .	Means (all differences $p < .05$) [Based on scale of 1 (Never) to 4 (Very Often)]
Had more serious conversations with students who were very different in terms of their religious beliefs, political opinions, or personal values than students who were not involved in a freshman seminar.	Seminar = 2.28 No Seminar = 2.02
Worked more with classmates outside of class to prepare class assignments than students who were not involved in a freshman seminar.	Seminar = 2.59 No Seminar = 2.32
Worked more on a paper or project that required researching ideas or information from various sources than students who were not involved in a freshman seminar.	Seminar = 2.71 No Seminar = 2.40
Asked more questions in class and contributed to class discussions than students who were not involved in a freshman seminar.	Seminar = 2.87 No Seminar = 2.63
Came to class without completing readings or assignments less than students who were not involved in a freshman seminar.	Seminar = 1.61 No Seminar = 1.83

Freshman Year Mid-Term Survey – Fall 2005 Results

The one-credit seminar was rated higher than the three-credit seminar for meeting with faculty outside of class and marginally higher for evaluation of the entire educational experience.

	Means
Students in the one-credit seminar met with faculty members outside of class for advising or to discuss assignments or grades more than students in the three-credit seminar.	One-Credit = 2.00 Three-Credit = 1.65 $p < .05$ [Based on scale of 1 (Never) to 4 (Very Often)]
Students in the one-credit seminar evaluate their entire educational experience received at Millersville higher than students in the three-credit seminar.	One-Credit = 3.93 Three-Credit = 3.59 $p < .10$ [Based on scale of 1 (Poor) to 5 (Excellent)]

Components of the First-Year Inquiry Seminar

- Paired with first-year fundamental course (Composition or Speech)
- Living-learning connection (Students live together in Freshman residence halls)
- Service Learning (15 hours recommended)
- Attentive advising by seminar instructors with support from Resident Life and Exploratory programs
- Peer mentors (live in residence halls; one assigned to each seminar)

Selected First-Year Inquiry Seminar Topics

- Why We Hate
- Facing Fear
- Homes and Homelessness
- The Amish and the Media
- Scientific Revolutions: An Exploration of Method
- Culture, Science and Mathematics in the Pre-Columbian Americas
- Liberty and Justice for All: The Promise of American Education
- The Deindustrialization of America: Jobs Today, Gone Tomorrow
- Biodiversity and the Sixth Great Extinction
- iPod, YouTube - Our Technological Choices
- The Perfect Beat: A Social History of Rock and Roll
- Public Health: Science and Art in Action
- What Turns You On? Minds, Motivation, and Learning
- The Great IQ Debate

Evolution of FYE Program Models

Fall 2001 to Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
UNIV 101 → (one credit)	UNIV 179 → (three credits)	UNIV 179 → (three credits)	UNIV 179 → (three credits)	UNIV 103 → (three credits)

Section 2 Assessment of the Program

Assessment Components (Fall 2006 & Fall 2007 Cohorts)

- Pretest-Posttest Survey
 - Higher Education Values Inventory (HEVI; selected scales only in 2007)
 - Openness to Diversity & Challenge
 - Quick Discrimination Index (2007)
- Pretest-Posttest Open-Ended Responses
 - Civic Responsibility
 - Liberal Arts
- Information Literacy Assessment (2006)
- NSSE (End of spring term)
- End-of-Semester Focus Groups (students, Peer Mentors)
- Faculty Survey
- Persistence/Retention data

Higher Education Values Inventory (HEVI)

Family Expectations**

- My family would be disappointed if I were just an average student.

Scholastic Focus

- I find it difficult to study when there are more interesting things to do. (R)

Achievement Value**

- High grades are important to me.

General Education Value

- General education requirements are a waste of my time. (R)

Achievement Obstacles

- I would do better in school if other obligation took less of my time.

Notes: ** only subscales used in Fall 2007
(R) indicates reverse scoring

Openness to Diversity & Challenge

- The courses I enjoy the most are those that make me think about things from a different perspective.
- Contact with individuals whose background (e.g., race, national origin, sexual orientation) is different from my own is an essential part of my college education.
- I enjoy courses that are intellectually challenging.

Comparison of Pre-Test/Post-Test Means (Fall 2006)

Scale	Pre-Test	Post-Test	<i>p</i> value
HEVI: Family Expectations	2.98 (.79)	2.98 (.86)	ns
HEVI: Scholastic Focus	3.03 (.74)	2.84 (.79)	<.001
HEVI: Achievement Value	3.39 (.66)	3.37 (.65)	ns
HEVI: General Education Value	3.45 (.59)	3.41 (.71)	ns
HEVI: Achievement Obstacles	2.35 (.64)	2.49 (.78)	.002
Openness to Diversity/Challenge	3.80 (.56)	3.94 (.68)	.002

Note: *N*'s ranged from 212 to 215; standard deviations in parentheses.
Ranges: All scales based on 1 = strongly disagree to 5 = strongly agree

Quick Discrimination Index (QDI)

Cognitive Racial

- I think affirmative action programs on college campuses constitute reverse discrimination. (R)

Affective Racial

- I feel I could develop an intimate relationship with someone from a different race.

Women's Equity

- I think it is more appropriate for the mother of the baby, rather than the father, to stay home with the baby during the first year. (R)

Total Scale

- Items from above subscales plus additional items
- All Americans should learn to speak two languages.

Note: (R) indicates reverse scoring

Comparison of Pre-Test/Post-Test Means (Fall 2007)

Scale	Pre-Test	Post-Test	<i>p</i> value
HEVI: Family Expectations	3.09 (.71)	3.17 (.75)	.011
* HEVI: Achievement Value	3.33 (.71)	3.33 (.70)	ns
Openness to Diversity/Challenge	3.72 (.50)	3.70 (.62)	ns
QDI: Cognitive Racial	3.20 (.33)	3.22 (.36)	ns
QDI: Affective Racial	3.61 (.42)	3.62 (.43)	ns
QDI: Women's Equity	3.00 (.38)	2.96 (.37)	ns

Note: *N*'s ranged from 238 to 244; standard deviations in parentheses. Based on paired samples *t* tests.

Ranges: All scales based on 1 = strongly disagree to 5 = strongly agree

Writing Prompts

Civic Responsibility

What is civic responsibility? [pre- & post-]

Liberal Arts

What is a liberal arts education?
[pre- & post-]

Responses to Liberal Arts Writing Prompt (Pretest - Fall 2007)

	Off Target (1)	Partial/Developing(2)	On Target (3)
Description	The response indicates a misconception, lack of understanding, or may be incorrect regarding liberal arts education.	The response indicates a more limited understanding of a liberal arts education. Responses may focus on skills or dispositions but may be limited to one's professional study, rather than across different disciplines.	The response indicates a well developed conceptualization and understanding of liberal arts education. Responses focus on the purpose of liberal arts to foster skills and dispositions about ways of knowing across different disciplines (e.g., problem solving, critical reflection, communication, computation). Responses are stated with context of multiple disciplines.
Examples of responses	<ul style="list-style-type: none"> Required for graduation Related to arts, music, performance Related to politics or political ideology Major course/vocation courses I don't know Incorrect answers 	<ul style="list-style-type: none"> Study of different cultures Exposure to different perspectives (e.g., not formal disciplines or subjects). General education (basic education) Reading, writing, thinking, science, math. Individual attributes (e.g., being smart, studious, etc.) Well rounded person 	<ul style="list-style-type: none"> Exposure to different disciplines, courses, or subject areas Ways of knowing about things from many different perspectives. Designed to develop understanding, knowledge, and appreciation outside of one's area of expertise. Well rounded education
Percentages (N)	49.0% (74)	41.7% (63)	9.3% (14)

Responses to Civic Responsibility Writing Prompt (Pretest-Fall 2007)

	Off Target (1)	Partial/Developing(2)	On Target (3)
Description	The response indicates a misconception, lack of understanding, or may be incorrect regarding civic responsibility.	The response indicates a developing conceptualization or understanding of civic engagement yet is limited in scope. Responses focus on individual characteristics or interpersonal traits/skills, but don't extend to how collective members of society are affected or how the community in which one resides is impacted. Responses are not stated in the context of community.	The response indicates a well developed conceptualization and understanding of civic engagement. Responses focus on the notion of civic engagement in a broad sense, by identifying how collective members of society are affected or how the community in which one resides is impacted. Responses are stated within the context of a community.
Examples of responses	<ul style="list-style-type: none"> Doing well in school I don't know Incorrect answers 	<ul style="list-style-type: none"> Descriptive traits that are not within a community context (good, respectful, kind, nice, etc). Personal/individual /family responsibilities A personal "duty" Being a good person 	<ul style="list-style-type: none"> Being a good citizen Giving back to the community Helping others/neighbors in need Adhering to laws or standards of the community Promoting common good Actively engaged in political process
Percentages (N)	41.7% (63)	24.5% (37)	33.8% (51)

Levels of Elaboration in Writing Prompts (Pretest -- Fall 2007)

Level of Elaboration – Liberal Arts (Pretest)			
	Shallow (1)	Partial/Developing (2)	Deep (3)
Description	Response includes shallow ideas with limited and unelaborated details. Response does not include evidence of critical reflection, insight, synthesis, or analysis.	Response includes minimal ideas that are supported with vague or simplistic details. Response is limited in critical reflection, insight, synthesis, or analysis.	Response includes deep and complex ideas that are supported by rich details. Response includes evidence of reflection, insight, synthesis, or analysis.
Percentages (N)	28.5% (43)	55.6% (84)	15.9% (24)
Level of Elaboration – Civic Responsibility (Pretest)			
	Shallow (1)	Partial/Developing (2)	Deep (3)
Description	Response includes shallow ideas with limited and unelaborated details. Response does not include evidence of critical reflection, insight, synthesis, or analysis.	Response includes minimal ideas that are supported with vague or simplistic details. Response is limited in critical reflection, insight, synthesis, or analysis.	Response includes deep and complex ideas that are supported by rich details. Response includes evidence of reflection, insight, synthesis, or analysis.
Percentages (N)	23.2% (35)	49.0% (74)	27.8% (42)

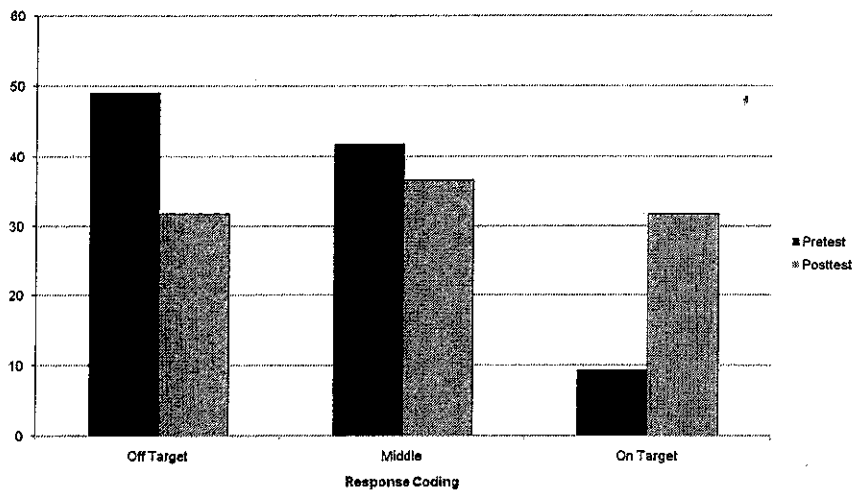
Comparison of Pre-Test/Post-Test Means (Fall 2007)

Scale	Pre-Test	Post-Test	p value
Liberal Arts Content	1.64 (.66)	1.99 (.80)	<.001
Liberal Arts Level of Elaboration	1.90 (.62)	1.82 (.58)	ns
Civic Responsibility Content	1.78 (.83)	2.32 (.71)	<.001
Civic Responsibility Level of Elaboration	2.01 (.70)	1.98 (.61)	ns

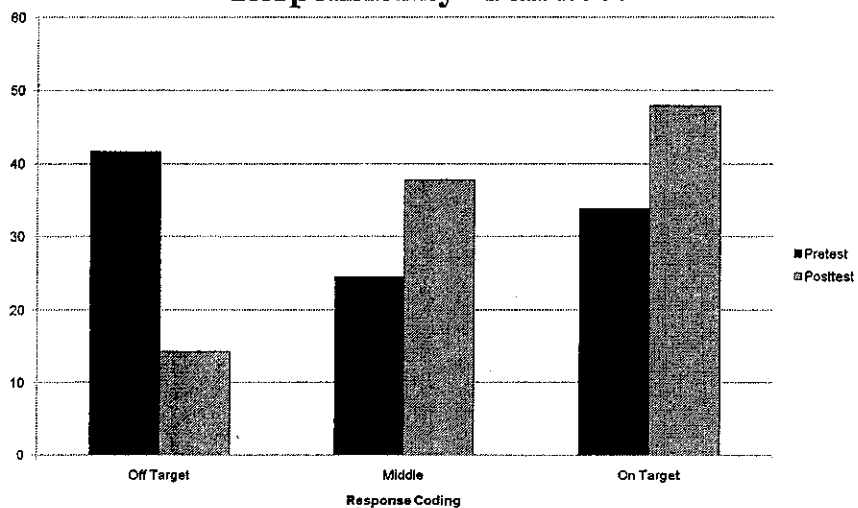
Note: N = 122 for Liberal Arts coding; N = 114 for Civic Responsibility coding; standard deviations in parentheses.

Range: All scales based on 1 = off target/shallow to 3 = on target/deep

Pretest and Posttest Responses – Conceptions of the Liberal Arts – Fall 2007



Pretest and Posttest Responses – Conceptions of Civic Responsibility – Fall 2007



Criteria for Information Literacy Competency – Fall 2006

The student...

- Identifies a variety of types and formats of potential sources.
- Summarizes the main ideas.
- Synthesizes main ideas to construct new concepts.
- Compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of information.
- Applies new and prior information to the planning and creation of the essay.

Assessed by Library faculty using a sample of 29* student papers drawn from four different sections of UNIV 179 in Fall 2006.

Note: * 12 additional papers from another section were initially identified for the sample but the nature of the assigned task was inconsistent with the application of the rubrics.

Assessment Rubric for Student Essays Based on “Criteria for Information Literacy Competency”

The student...	Novice	Developing	Proficient	Accomplished
2. Summarizes the main ideas	<input type="checkbox"/> In developing the essay, the student has not selected the main ideas from the information gathered	<input type="checkbox"/> In developing the essay, the student has selected data accurately	<input type="checkbox"/> Within the essay, the student has appropriately identified verbatim material and appropriately quoted it	<input type="checkbox"/> Within the essay, the student has summarized the main ideas from information sources and restated concepts in his/her own words
4. Compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of information	<input type="checkbox"/> Within the essay, the student does not express whether information gathered satisfies the information need	<input type="checkbox"/> Within the essay, the student tests theories with appropriate techniques	<input type="checkbox"/> Within the essay, the student appears to have consciously selected criteria to evaluate information from other sources and has drawn conclusions based upon information gathered	<input type="checkbox"/> Within the essay, the student has integrated new information with prior knowledge and selected information that provides evidence for the topic <input type="checkbox"/> The student has determined probably accuracy by questioning the source of information and the reasonableness of conclusions

Information Literacy Competency – Fall 2006

Competency	Aggregate Score*
Identifies a variety of types and formats of potential sources	1.81
Summarizes the main ideas	2.29
Synthesizes main ideas to construct new concepts	2.00
Compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of information	1.76
Applies new and prior information to the planning and creation of a the essay.	2.02

* Scale: 1 = Novice; 2 = Developing; 3 = Proficient; 4 = Accomplished

Assessed by Library faculty using a sample of 29 student papers drawn from four different sections of UNIV 179.

Common Reading Program

2007-2008: *The Color of Water*, James McBride

- Overview:
 - Fall orientation program
 - One component of first-year programming
- Academic Programming:
 - Book discussions during fall orientation with incoming students
 - Author lecture presentation in September
- Assessment:
 - Student feedback on surveys after book discussions (e.g., open-ended responses about perceptions of book).
 - Facilitator feedback on surveys after book discussions (e.g., open-ended responses about perceptions of book and perceptions of student behaviors).

Common Reading Program

2008-2009: *A Long Way Gone: Memoirs of a Boy Soldier*, Ishmael Beah

- **Activities:**
 - Book discussions during fall orientation with incoming students
 - Author lecture presentation in September
 - Writing Contest
 - Film series on children of war
 - Trick or Treat for UNICEF
 - Common text integrated into some ENGL and COMM courses
- **Assessment:**
 - Student feedback on surveys after book discussions (e.g., more close-ended items)
 - Facilitator feedback on surveys after book discussions (e.g., open and close-ended responses, program development)

Focus Group with FYI Students: Questions Asked

- One of the things I enjoyed most:
- One of the things I enjoyed least:
- How was living in the Freshman Hall?
- If you could help design the freshman seminar for next year's students, what would you insist on? Be specific. Location, format/structure, issues covered, activities?

Focus Group: One of the things I enjoyed most about the FYI seminar

- “It is helpful when your professor is also your advisor.”
- “I got to know a lot of people who have similar interests.”
- “It was easy to make friends.”
- “I received help with registration.”
- “I enjoyed the seminar format.”

The overall impression one gets when reading the student comments for this question is most of the freshmen that participate in these living/learning communities feel that they benefit from this experience both socially and academically.

Focus Groups with Peer Mentors

- Learned “life long skills”:
 - Communication
 - Time management
 - Problem solving
 - Crisis management
- Increased personal engagement with the university community through Peer Mentor experience
- Gratified by helping students with difficulties and “giving back” for help they received as freshmen
- Saw faculty as their mentors

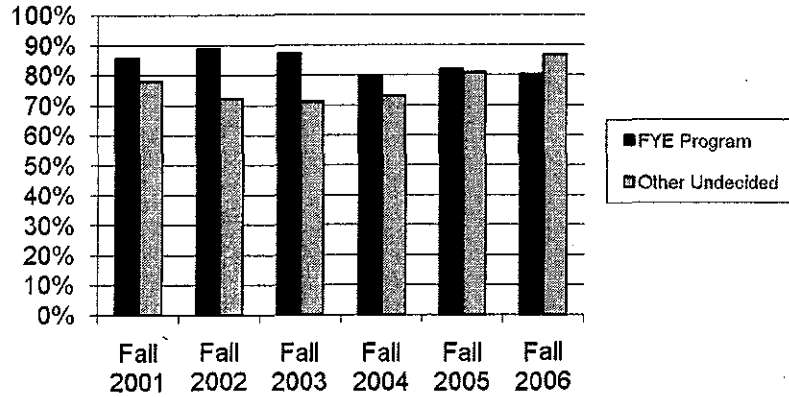
Faculty Reactions: Rewards

- “Energizing--got me out of a teaching rut!”
- “I enjoyed a chance to spread my wings after a steady diet of required courses.”
- “Camaraderie with other faculty”
- “Got to know students well—both academically and personally.”
- “Being both teacher and advisor made me better at both!”
- “I could convey to students that college involves a high level of intellectual rigor...students rose to my high expectations.”
- “I enjoyed seeing the students blossom. They came in quiet and reserved and by the end of the semester they were engaging in discussion and debate.”
- “Students were ‘incredible’...attendance was phenomenal, the students were engaged, they participated, and they asked questions routinely. It was like teaching seniors.”
- “The students knew each other very well, and they often worked on course material or discussed that material in the dorms.”

Faculty Reactions: Challenges

- Developing a brand new course involves a tremendous amount of work and preparation.
- Choosing the course topic well. The ideal topic “has clear impact on students’ personal lives...and can be treated with academic integrity.”
- Balancing course content and goals with attention to students’ general academic and personal progress
- Service Learning component is often the most difficult part of the course to administer. Identifying service opportunities, arranging transportation and other logistics etc. requires considerable advance planning and coordination with other campus offices.
- “Students didn’t get the seminar concept. At the beginning of the semester they were frustrated I wasn’t lecturing. I need to better prepare them for what a seminar is.”

Persistence into Sophomore Year for Exploratory Students at Millersville – Fall 2001 to Fall 2006



Section 3 Breakout Sessions

Breakout Sessions

First Breakout Period

- Qualitative Assessment: Liberal Arts and Civic Responsibility (writing prompts & rubrics) – green handouts
- Qualitative Assessment: Student and Faculty Perceptions (focus groups & interviews) – yellow handouts
- Developing the Overall Assessment Scheme – blue handouts

Second Breakout Period

- Qualitative Assessment: Civic Responsibility and Liberal Arts (writing prompts & rubrics) – green handouts
- Common Reading Assessment – pink handouts
- Coordinating Local and National Assessment Data – lavender handouts

Section 4 Lessons Learned and Future Directions

Conclusion: Lessons Learned

- Assessment is needed to “sell” the program
- Seek efficiency through use of existing processes & data collection opportunities
- Embed assessment into courses & programs
- Avoid over-testing and survey burnout
- Collect data in seminar/other courses to enhance participation rates
- Stay flexible: Learn how to do assessment better as you go along

Conclusion: Future Directions

- Ongoing refinement of rubrics to enhance reliability & validity
- Continued assessment of students as juniors/seniors (longitudinal analysis)
- Looking at graduation rates & retention beyond the second year
- Linkage to the Wabash National Study of Liberal Arts Education

Wrapping Up: Q & A

Are there any remaining questions or comments?

Thanks for attending our presentation. We hope our work is helpful to you in your own program development and assessment efforts.

Further information is available from our website:
<http://muweb.millersville.edu/~fye>

Contact information follows on the next slide.



Contact Information

Thomas D. Burns, Associate Provost for Academic Administration
Email: Thomas.Burns@millersville.edu
Phone: 717-872-3703

Lisa R. Shibley, Assistant Vice President for Assessment & Planning
Email: Lisa.Shibley@millersville.edu
Phone: 717-871-2390

Frederick S. Foster-Clark, Department of Psychology and Coordinator of
General Education
Email: Frederick.Foster-Clark@millersville.edu
Phone: 717-872-3933

Linda L. McDowell, Department of Educational Foundations and Coordinator
of First Year Experiences
Email: Linda.McDowell@millersville.edu
Phone: 717-871-2388

Contact Information (continued)

Laurie B. Hanich, Department of Educational Foundations
Email: Laurie.Hanich@millersville.edu
Phone: 717-871-2231

Daniel F. O'Neill, Department of Counseling and Human Development
Email: Daniel.O'Neill@millersville.edu
Phone: 717-872-3122

Carol Y. Phillips, Associate Provost Emerita
Email: mcharons1@dejazzd.com
Phone: 717-872-3703

Go to <http://muweb.millersville.edu/~fye> for information about our FYE program.

Qualitative Assessment: Student and Faculty Perceptions
Focus Groups and Interviews

Freshman Year Experience

FOCUS GROUP WITH FYI STUDENTS

One of the things I enjoyed most:

One of the things I enjoyed least:

How was living in the Freshman Hall?

If you could help design the freshman seminar for next year's students, what would you insist on? Be specific. Location, format/structure, issues covered, activities?

How was your experience with having peer mentors this semester?

FACULTY ASSESSMENT

What was the most rewarding aspect of teaching a "passion" course/seminar?

What was the most challenging aspect of teaching a "passion" course/seminar?

Given these challenges, do you have suggestions for improvement?

If you included a service-learning component in your "passion" course/seminar, how do you think this experience affected student learning?

Did you notice any differences in student engagement between your "passion" course/seminar and other courses/seminars you've taught for first-year students?

Freshman Year Experience

FOCUS GROUP SUMMARY

One of the things I enjoyed most about the FYI seminar?

- “It is helpful when your professor is also your advisor”
- “I got to know a lot of people who have similar interests”
- “It was easy to make friends”
- “I received help with registration”
- “I enjoyed the seminar format”

The overall impression one gets when reading the student comments for this question is most of the freshmen that participate in these living/learning communities feel that they benefit from this experience both socially and academically. Students found the seminars “opened [their] minds” to new perspectives on their topic. They enjoyed many of the relational benefits of the seminar, relishing the opportunity to make new friends, and get to know their professor more personally. The peer mentor was unanimously seen as a good resource for information about the University.

One of the things I enjoyed least about the FYI seminar?

- “Group work”
- “It’s a lot of work”
- “Class was all over the place. I didn’t know what was expected of me. The book wasn’t really a text.”
- “The final was based on a presentation.”

When looking at the comments about what students enjoy least, many of the issues center around the seminar structure and the differences between high school and college expectations. Adjusting to a seminar style class presented a challenge to some students who felt uneasy about what they perceived to be a lack of clear structure and grading guidelines. Sometimes the seminar did not meet their social needs. Students who felt they didn’t “fit in” with their learning community said this intensified their sense of isolation.

How was living in the Freshman Hall?

- “I liked meeting people that were similar to me”
- “I don’t like sharing bathrooms etc.”
- “I liked living with my classmates”
- “They baby you and treat you like you are younger. They are too strict.”

Living in an all freshmen dorm always gets mixed reviews. Many students enjoy the familial aspect while others want to break out and be on their own. It is difficult for many to room with a stranger. The living/learning community is a new idea for most. Generally students responded positively. Of course, by semester's end, some students felt some frustration and were eager to meet students outside the learning community. Though many in the all freshman dormitory enjoyed the lack of a social hierarchy, others felt it was easy to get "off track" and wished there were upperclassmen available to model good study habits etc.

If you could help design the freshman seminar for next year's students, what would you insist on? Be specific. Location, format/structure, issues covered, activities?

- "Put all freshmen at the same end of campus"
- "In the literature in the spring tell us more about the course and the professors"
- "More organized."
- "Needed more of a class on orientation."
- "Only a few people participated in class."
- "It would be a good idea to have a seminar for everyone."

Many of these comments typically focus on transition issues or a desire for more clarity. Recently, however, students have begun to voice their desire to be "taken care of". They see the seminar as a resource and guide in the first semester and are eager for the support the seminar provides. With the increase in the offering of freshmen seminars across college campuses nationally students appear to be coming to the university with specific expectations about what a seminar program should and should not be. Students have unanimous praise for the system wherein their seminar professor serves as their academic adviser. Some students wish there were clearer links between the seminars and majors. Though the seminars are multi-disciplinary students are often interested in more overt links to major areas of study.

How was your experience with having peer mentors this semester?

- "She was there but did not hover. She was good."
- "I liked my peer mentor. I liked that they lived on the same floor."
- "She set up out of class activities and gave us her cell phone #."
- "Came to class but didn't do much there."
- "Help with registration. Gave good advice."

The students always appreciate the role the peer mentor plays in the first year experience. The peer mentor's presence in the residence hall and the ways s/he supports the students' transition into university life is always recognized as a positive. Evaluation of the peer mentor is directly related to the amount of time s/he was available to them in and out of class.

Anything else you would like us to know?

- “FYE made me feel a lot more comfortable”
- “Living together and having the same classes made it easier to study etc.”
- “The instructor really wanted us to learn.”
- “He definitely cared about us. He made time to talk with us and took initiative to help us to succeed.”

Faculty Assessment Summary

1. What was the most rewarding aspect of teaching a “passion” course/seminar?

- “Working with a Peer Mentor”
- “Positive relationship with faculty learning community partner.”
- “This course has given me the boost that I needed”
- “Service Learning—seeing students recognize the benefits of civic engagement from personal contributions.”
- “I never dreamed it would be this enjoyable. Freshmen are capable of far more than I had anticipated.”

Faculty often identify the ways in which teaching a Freshman Seminar enriches and energizes their teaching. The relational aspects of the course—the closer relationship with students, the collaborative work with a colleague in a different discipline, and the connection with the upperclass peer mentor—are consistently identified as a reward of teaching in the program.

2. What was the most challenging aspect of teaching a “passion” course/seminar?

- “Integrating courses”
- “Scheduling”
- “Creeping class size”

Faculty found integrating the seminar with a fundamentals course (e.g., English Composition) posed the greatest challenge, especially if scheduling did not facilitate group meetings and class overlap. Assisting faculty in identifying learning community partners well before the semester, and supporting efforts to better integrate courses have been identified as possible remedies.

3. If you included a service-learning component in your “passion” course/seminar, how do you think this experience affected student learning?

- “When it worked I think students too away some valuable lessons about people, diversity, service, and organizations.”
- “Most students seemed to learn something valuable about themselves as revealed in their journal reflections, even if it wasn’t an ideal placement.”

Logistical issues often presented challenges to service learning opportunities. For example, it was time consuming to obtain state clearances for students to volunteer in schools. Commuter students often found it difficult to schedule service learning hours around their other obligations (e.g., part time work, family responsibilities).

4. Did you notice any difference in student engagement between your “passion” course/seminar and other courses/seminars you’ve taught for first-year students?

- “Night and Day” differences
- “Students became a more cohesive group”
- “Better opportunity for faculty to get to know students and vice versa

Faculty perceive improved quality of learning and student engagement in passion courses, and feel they are able to engage students at a high level in the content of the seminar. Some faculty linked this to the increased level of support they offered the students.

Developing the Overall Assessment Scheme

Developing the Overall Assessment Scheme

“Walkaways”

- Lessons learned – strengths and challenges
- Determining how wanted to use assessment information to inform changes (issues and outcomes)
- Engagement of faculty in the process
- Selecting assessment strategies

Use of Assessment Strategies to inform Major Changes

Fall 2001 to Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
UNIV 101→	UNIV 179 →	UNIV 179 →	UNIV 179 →	UNIV 103
Assessments	Assessments	Assessments	Assessments	Assessments
Result of recommendations of MU Alcohol Task Force in late 1990s.	Retention (Evidence some type of FYS Needed) -Track student academic progress (GPA) and 2 nd yr persistence -Half of first time, full time students were randomly assigned to an FYE course	Track student academic progress (GPA) and 2 nd yr persistence	Track student academic progress (GPA) and 2 nd yr persistence	Track student academic progress (GPA) and 2 nd yr persistence
NSSE used in 2002, 2003, 2004 -Residence Life Survey	FYE Survey – Engagement style (NSSE-type) questions	FYE Survey - Pre and posttests of HEVI, ODC, combined with homegrown instrument, appx. 50 questions	FYE Survey - Pre and posttests of HEVI, ODC, combined with homegrown instrument, appx. 50 questions with Diversity items added (QDI)	-Wabash Study of Liberal Arts Education participation -Residence Life Survey
Mixed method survey on student goals and engagement based upon CIRP items (pre/post) (2001,2002)		Free write regarding liberal arts and civic responsibility	Free write regarding liberal arts and civic e responsibility	Free write regarding liberal arts and civic responsibility
Focus Groups of Students	Focus Groups of Students	Focus Groups of Students	Focus Groups of Students	Focus Groups of Students
Faculty feedback via survey	Faculty feedback via survey	Faculty feedback via interviews or survey	Faculty feedback interviews	
		Information Literacy (course embedded), librarians serve as expert panel	Common Reading assessment	Common Reading assessment

What we learned Tips –

- Established as experimental course first so could collect evidence via rigorous methodology.
- In fall 2005, the assessment design included the use of control and experimental groups. Assessment during the experimental semester involved randomly assigning students to the FYE courses as an experimental group. Program was mandatory with few exceptions and faculty understood the mandatory nature of the assignment to the course.
- Gained support from faculty leaders for the initiative.
- Faculty leaders that taught course shared anecdotal evidence of benefits from their and other faculty comments and participating student comments.
- Some informal or word of mouth conversations among faculty.
- Conveyed assessment data that curriculum committee level and Faculty Senate to help address some of the political issues.
- Responded quickly to Faculty Senate request for additional data to inform decision to continue or expand.
- Included quantitative and qualitative results in the proposals to the curriculum committee and Faculty Senate.
- Shared with Faculty Senate that the program was being assessed was key to success moving the course from experimental to official.

Discussion Questions

1. How are learning outcomes identified for the course?
2. How are assessment strategies identified – homegrown or national instruments?
3. How is assessment information used to create change?
4. How is quantitative or qualitative data used collaboratively to inform change?
5. How is faculty support gained?

For each question, follow the format to guide the discussion:

- A. Discuss or share examples that are best practices at Millersville, participant institutions or other institutions.
- B. Identify what you would like to know more about the question. Consider issues or concerns based upon your own institution.
- C. What could be done or what have others done to address the concerns or develop their FYE programs?
- D. Suggest processes or solutions that might be implemented to improve programs or curriculum or to address the issue.

Common Reading Assessment

Assessment Breakout Workshop Assessing Common Readings

A. Common Reading Objectives:

- stimulate discussion and critical thinking around a common book's themes,
- to help students recognize and appreciate diverse perspectives,
- and to enhance a sense of community among students, faculty, and staff.

B. Purpose of Assessments:

- guide program development

C. Outcomes to be measured

- Academic (skill development)
- Personal (growth/change in opinions)

D. Assessment measures:

- Student perspectives
- Faculty perspectives

Discussion questions:

1. How is your institution assessing your common reading programs?
2. How is the data from the assessment being used?
3. How did you develop your assessment measures?

Common Reading Program---Facilitator Feedback 2007

This is the first year that students have been required to participate in a common reading program at Millersville University. To guide future endeavors in this area, please respond to several short questions. All responses are confidential and anonymous. Please complete these questions **after** you have facilitated the discussion with your students during orientation. You may return this form to your orientation leader or send it to Laurie B. Hanich (163 Stayer Educ. Center) by September 1, 2007. Thank you for your participation!

1. Briefly summarize what you liked or disliked about the book.

2. What stood out for you most in terms of what you learned from reading this book?

3. List two or three benefits that you believe new students gained from participating in this reading program:

- A. _____
- B. _____
- C. _____

4. What stood out for you as a facilitator of the book discussion group?

5. Estimate the percentage (0% to 100%) of new students in your group discussion that demonstrated the following behaviors: (Do not include orientation leaders in your calculations)

	Percentage of new students (0% to 100%)	
Actively participated in the discussion	_____	%
Actively listened to the discussion	_____	%
Demonstrated critical thinking	_____	%
Showed respect for others' ideas	_____	%
Appeared interested in the discussion	_____	%
Appeared to have read the book	_____	%

6. Number of students in your discussion group (do not include the orientation leaders): _____ new students

7. List one or two suggestions (e.g., titles, topics, genres, etc) for next year's book selection: _____

8. Will you participate as a facilitator in future common reading programs? ____ Yes ____ No ____ Not Sure
Explain your response. _____

9. How could we improve the common reading program? (Please use the back of this page if more space is needed.)

Common Reading Program---Facilitator Feedback 2008

This is the second year that incoming students have been required to participate in a common reading program at Millersville University. To guide future endeavors in this area, please respond to several short questions. Please complete these questions after you have facilitated the discussion with your students during orientation. You may return this form to your orientation leader or send it to Laurie B. Hanich (417 Stayer Hall). Thank you for your participation!

1. What did you like about the book? (please check all that apply)

- a) The message in the book
- b) The genre of the book
- c) The length of the book
- d) The level of challenge in reading the book
- e) The intellectual stimulation from reading the book
- f) The book dealt with issues that are present in today's society
- g) The book introduced individuals to events that were new to them
- h) The book was about someone similar in age to many MU students
- i) Other _____

2. What did you dislike about the book? (please check all that apply)

- a) The message in the book
- b) The genre of the book
- c) The length of the book
- d) The level of challenge in reading the book
- e) The intellectual stimulation from reading the book
- f) The book dealt with issues that are present in today's society
- g) The book introduced individuals to events that were new to them
- h) The book was about someone similar in age to many MU students
- i) Other _____

3. Identify benefits that you believe students gained from participating in The Common Reading Program: (Please check all that apply)

- a) Exposure to a notable piece of literature
- b) Awareness of different cultures
- c) Exposure to different perspectives
- d) Opportunity for a shared experience with other incoming students
- e) Opportunity to interact with the author during his lecture and presentation
- f) Opportunity to participate in small group discussions with faculty, staff, and other students
- g) Opportunity to engage in critical thinking
- h) Exposure to college level reading material
- i) other (Please specify) _____

4. Estimate the percentage of students in your group discussion that demonstrated the following behaviors: (Do not include orientation leaders in your calculations)

Actively participated in the discussion	_____	%
Actively listened to the discussion	_____	%
Demonstrated critical thinking	_____	%
Showed respect for others' ideas	_____	%
Appeared interested in the discussion	_____	%
Appeared to have read the book	_____	%

Common Reading Program---Facilitator Feedback 2008

5. Did anything stand out for you in your experiences as a facilitator of a discussion group? If so, what? _____

6. Did you learn anything from reading this book? What? _____

7. Will you participate as a facilitator in future Common Reading Programs? _____ Yes _____ No
Explain your response. _____

8. Do you have suggestions for ways to improve The Common Reading Program?

9. Number of students in your discussion group _____ students

10. Do you have any suggestions (e.g., titles, topics, genres, etc) for next year's book selection? Check as many as apply

- ___ a) Fiction
- ___ b) Memoir
- ___ c) Science Fiction
- ___ d) Adventure
- ___ e) Social/Political Issues
- ___ f) Local and Regional Issues
- ___ g) National Issues
- ___ h) International Issues
- ___ i) About young people
- ___ j) Other _____

Specific titles: _____

Common Reading Program---Student Feedback 2007

This is the first year that students have been required to participate in a common reading program at Millersville University. Your help is needed to guide future endeavors in this area. Please take a few moments to respond to several short questions. All responses are confidential and anonymous, and in no way influence your academic standing. Complete this form only after you have completed your book discussion activity. You may return your completed form to your orientation leader. Thank you for your participation!

1. **How much of the book did you read?** (Indicate number of pages) _____ pages. In two or three sentences, explain why you read or did not read any of the book. _____

2. **Approximately how many hours did it take you to read the amount you read?** _____ hours

3. **In a few sentences, explain what you liked or did not like about the book:** _____

4. **Describe in three or four sentences what you learned from reading this book or discussing the book during orientation:**

5. **How does this book compare to other assigned readings that you have completed in high school? Use three or four sentences for your explanation.**

6. **Do you have any suggestions (e.g., titles, topics, genres, etc) for next year's book selection?** _____

7. **What is your gender?** (Check one.) _____ male _____ female

Common Reading Program---Student Feedback 2008

This is the second year that students have been required to participate in a common reading program at Millersville University. Your help is needed to guide future endeavors in this area. Please take a few moments to respond to several short questions. All responses are confidential and anonymous, and in no way influence your academic standing. Complete this form only after you have completed your book discussion activity. You may return your completed form to your orientation leader. Thank you for your participation!

1. How much of the book did you read?

- a) 0-50 pages
- b) 51-100 pages
- c) 101-150 pages
- d) 151-200 pages
- e) 201 to end of the book

2. Which reasons contributed to your decision to read the book?

- a) Read it because it was assigned by Millersville.
- b) Started reading it because it was required and found it very interesting so I continued reading.
- c) Read it because it caught my interest
- d) Read it because I was curious about what college reading was like
- e) Other _____

3. Which reasons contributed to your decision to not finish the book? Check as many as apply

- a) Didn't finish the book because I found it boring.
- b) Didn't really have time to read/finish the book.
- c) Didn't know about the assigned reading
- d) The book was too long
- e) The book was too difficult
- f) Other _____

4. Approximately how many hours did you spend reading the book?

- a) 0-2
- b) 2.1-4
- c) 4.1-6
- d) 6.1-8
- e) 8.1-10
- f) 10.1-12
- g) 12.1-14
- h) 14.1-16
- i) 16+
- j) Unsure

5. What did you like about the book? Check as many as apply

- a) The message the book gave.
- b) The book was inspirational
- c) It wasn't like any kind of book that I've read.
- d) The book was non-fiction
- e) It was an easy read.
- f) It dealt with issues that are still present in today's society
- g) It dealt with experiences unlike any I have ever had
- h) The book was exciting
- i) The book kept my interest
- j) It was autobiographical
- k) Other _____

6. What did you not like about the book? Check as many as apply.

- a) The message the book gave.
- b) I did not like that the book was inspirational
- c) It wasn't like any kind of book that I've read.
- d) The book was non-fiction/an autobiography.
- e) It was difficult to read.
- f) The issues dealt with in the book
- g) It dealt with experiences unlike any I have ever had
- h) The book was boring.
- i) It was autobiographical
- j) Other _____

7. Describe in three or four sentences what you learned from reading this book or discussing the book during orientation.

8. How does this book compare to other assigned readings that you have completed in high school?

- a) It was about the same as the books we read in high school.
- b) I liked this book a lot more than the ones I read in high school.
- c) It was different since it was an auto-biography.
- d) The theme was the same as most of the books we read in high school.
- e) It was a lot easier to understand and follow than the ones from high school.
- f) The theme was different from that of most of the book I read in high school
- g) In high school we usually had to do a report or a paper after reading an assigned book
- h) There was not group discussions in high school.
- i) Never had assigned readings in high school.
- j) Other _____

7. Do you have any suggestions (e.g., titles, topics, genres, etc) for next year's book selection? Check as many as apply.

- a) Fiction
- b) Biography
- c) Autobiography
- d) Science Fiction
- e) Adventure
- f) Social Issues
- g) Political Issues
- h) Local and Regional Issues
- i) National Issues
- j) International Issues
- k) About young people
- l) Other _____

Specific titles:

Thank you for your participation. Please return this form to your orientation leader.

Coordinating Local and National Assessment Data

“Coordinating Homegrown and National Assessment Data”

“Walkaways”

- Investigate the use of a variety of assessment strategies to explore learning outcomes
- Identify characteristics of local, published, and standardized instruments or surveys
- Share examples of “homegrown” or local assessment strategies
- Explore use of NSSE, nationally-normed survey of college student engagement as it relates to first-year experience initiatives

What we learned Tips –

- Prioritize what you want to assess when selecting a published or nationally standardized instrument. Use those goals or outcomes to determine appropriate instrument to use.
- Acceptable to use portions of the published surveys that relate specifically to outcomes being assessed. Seek permission from nationally standardized instruments or published instruments to use sections or specific items, if you do not plan to use the entire instrument.
- Continue to improve “homegrown” instruments to triangulate results from nationally standardized or published instruments.
- Add richness to the information learned from published or nationally standardized instruments by complementing it with qualitative findings from “homegrown” assessment tools.
- Think about how you plan to use the information and what you expect to learn. This may include establishing benchmarks or targets.

Discussion Questions

1. What are types of assessment instruments available? What are some examples of “homegrown”, published, and nationally standardized instruments?

Homegrown Examples	Published Examples	Nationally Standardized Examples

Discussion Questions, continued

2. What are the pros or cons of using the three types of instruments in assessment initiatives?

Instrument Type	Pro's	Con's
Homegrown		
Published		
Standardized Nationally		

3. What needs to occur to have a successful implementation of homegrown and published or nationally standardized instruments? Consider some of the challenges in using these three types of instruments and how they may be addressed.

**Higher Education Values Inventory (HEVI)
Openness to Diversity & Challenge (ODC)
Quick Discrimination Index (QDI)**

Note: (α) refers to Pre/Post-test reliability, (M) refers to Pre/Post-test Mean, (SD) refers to Pre-Post-test Standard Deviation, (R) indicates reverse scoring. Items based on 1-5 scale.

HEVI – Family Expectations ($\alpha = .73/.79$, M = 3.12/3.19, SD = .69/.73)

- I must do well in school to satisfy my family.
- I receive a lot of pressure from family members to do well in school.
- My family's expectations about my academic achievement are unrealistically high.
- My family would be disappointed if I were just an average student.
- My family's expectations of my academic achievement are higher than my own.
- It is important for me to meet the expectation of my family members.

HEVI – Achievement Value ($\alpha = .76/.75$, M = 3.39/3.30, SD = .71/.67)

- High grades are important to me.
- I almost always get one of the top grades in my class.
- I place a lot of pressure on myself to do well in school.
- If someone were to say I was an average student, I would be upset.
- If I do not receive an "A" on an exam, I am disappointed.
- I'm a perfectionist.

Openness to Diversity & Challenge ($\alpha = .79/.85$, M = 3.83/3.68, SD = .55/.62)

- I enjoy having discussions with people whose ideas and values are different from my own.
- The real value of a college education lies in being introduced to different values.
- I enjoy talking with people who have values different from mine because it helps me understand myself and my values better.
- Learning about people from different cultures is a very important part of my college education.
- I enjoy taking courses that challenge my beliefs and values.
- The courses I enjoy the most are those that make me think about things from a different perspective.
- Contact with individuals whose background is different from my own is an essential part of my college education.
- I enjoy courses that are intellectually challenging.

QDI – Cognitive Racial ($\alpha = .70/.76$, M = 3.21/3.20, SD = .36/.38)

- I think affirmative action programs on college campuses constitute reverse discrimination. (R)
- I am against affirmative action programs in business. (R)
- In the past few years there has been too much attention directed toward multicultural issues in education. (R)
- In the past few years there has been too much attention directed toward multicultural issues in business. (R)
- Overall, I think racial minorities in America complain too much about racial discrimination. (R)
- I think that White people's racism toward racial minority groups still constitutes a major problem in America.
- I think the school system should encourage minority and immigrant children to learn and adopt American values. (R)
- I think the school system should promote values representative of diverse cultures.
- I believe that reading the autobiography of Malcolm X would be of value.

QDI – Affective Racial ($\alpha = .78/.78$, $M = 3.67/3.60$, $SD = .44/.46$)

- I feel I could develop an intimate relationship with someone from a different race.
- My friendship network is very racially mixed.
- I would feel ok about my son or daughter dating someone from a different race.
- Most of my close friends are from my own racial group. (R)
- I think that it is (or would be) important for my children to attend schools that are racially mixed.
- If I were to adopt a child, I would be happy to adopt a child of any race.
- I think it is better if people marry within their own race. (R)

QDI – Women's Equity ($\alpha = .68/.57$, $M = 3.02/2.99$, $SD = .37/.37$)

- I think it is more appropriate for the mother of the baby, rather than the father, to stay home with the baby during the first year. (R)
- I look forward to the day when a woman is president of the United States.
- Generally speaking, men work harder than women. (R)
- I think feminist perspectives should be an integral part of the higher education curriculum.
- I feel somewhat more secure that a man, rather than a woman, is currently president of the United States. (R)
- I feel (or would feel) very comfortable having a women as my primary physician.
- Women make too big a deal out of sexual harassment issues in the workplace. (R)

QDI – Total ($\alpha = .84/.85$, $M = 3.28/3.24$, $SD = .24/.25$)

Note: These items in addition to the above QDI scales complete the Total QDI.

- It is as easy for women to succeed in business as it is for men. (R)
- All Americans should learn to speak two languages.
- Generally, men seem less concerned with building relationships than women do. (R)
- I look forward to the day when a racial minority person is president of the United States.
- I think the president should make a concerted effort to appoint more women and racial minorities to the Supreme Court.
- I think there is as much female physical violence toward men as there is male physical violence toward women. (R)
- I would enjoy living in a neighborhood consisting of a racially diverse population.

Higher Education Values Inventory (HEVI) and Openness to Diversity/Challenge Scales (Fall 2006)

Notes: First (α) refers to Pre-test, second (α) refers to Post-test
(R) indicates reverse scoring.

Family Expectations ($\alpha = .78, .83$)

- I must do well in school to satisfy my family.
- I receive a lot of pressure from family members to do well in school.
- My family's expectations about my academic achievement are unrealistically high.
- My family would be disappointed if I were just an average student.
- My family's own expectations of my academic achievement are higher than my own.
- It is important for me to meet the expectation of my family members.

Scholastic Focus ($\alpha = .80, .81$)

- I only study when it is absolutely necessary. (R)
- I usually put off studying until the day before a test. (R)
- I find other things to do instead of studying. (R)
- I find it difficult to study when there are more interesting things to do. (R)
- I rarely study on the weekends. (R)
- I party more than I study. (R)

Achievement Value ($\alpha = .75, .76$)

- High grades are important to me.
- I almost always get one of the top grades in my class.
- I place a lot of pressure on myself to do well in school.
- If someone were to say I was an average student, I would be upset.
- If I do not receive an "A" on an exam, I am disappointed.
- I'm a perfectionist.

General Education Value ($\alpha = .68, .78$)

- I should only have to take courses in my major. (R)
- General education requirements are a waste of my time. (R)
- I understand why I am required to take a variety of courses to graduate.
- Taking classes outside my area(s) of interest is a valuable experience.
- Most of what I learn in school is not useful. (R)
- I love school.

Achievement Obstacles ($\alpha = .71, .80$)

- I would do better in school if other obligation took less of my time.
- Work-related activities interfere with my schoolwork.
- It's hard to focus on school when I have so much else to do.
- My family or friends make it hard for me to succeed in school.
- Family responsibilities make it difficult for me to do well in school.
- Someone close to me (for example, boyfriend, girlfriend, husband, wife) makes it difficult to do well in school.

Openness to Diversity & Challenge ($\alpha = .80, .89$)

- I enjoy having discussions with people whose ideas and values are different from my own.
- The real value of a college education lies in being introduced to different values.
- I enjoy talking with people who have values different from mine because it helps me understand myself and my values better.
- Learning about people from different cultures is a very important part of my college education.
- I enjoy taking courses that challenge my beliefs and values.
- The courses I enjoy the most are those that make me think about things from a different perspective.
- Contact with individuals whose background (e.g., race, national origin, sexual orientation) is different from my own is an essential part of my college education.
- I enjoy courses that are intellectually challenging.

Freshman Seminar Courses Taught at Millesville University

Year Offered	Learning Community	Description of Freshman Seminar Course
08-09 07-08 06-07	A Different View: How Can We Change the World?	Students will participate in a United Nations Simulation with teams from other universities throughout the world, each representing a different country. Millersville's team will represent Spain. The semester begins with an in-depth study of Spain, its history and its culture; past civilization and how it informs its present-day civilization; its politics and foreign policy. Students, working in teams, will investigate some of the major problems facing the United Nations, such as world health, the global environment, terrorism, conflict resolution, the refugee problem, and world trade. Students will then enter the negotiation and decision-making phase through interactions with teams from other universities using the ICONSnet online communication system via messaging, conferences, writing and considering proposals. At the conclusion, time will be spent debriefing, discussing achievements and what we learned about Spain and the other countries involved in the debate, especially the US.
08-09	Cultural Understandings, Cultural Misunderstandings?	Ever since it's founding in 1776, and even before then, the United States has attracted immigrants from all over the world. With the Statue of Liberty greeting Europeans entering Ellis Island and The Golden Gate Bridge greeting Chinese and other Asians into San Francisco, the United States has become a mosaic of people, cultures and hope. Through a study of French culture, students will build an awareness of how cultural differences can profoundly impact people and identify global diversity issues which should be addressed.
08-09	The Great IQ Debate	In recent years, social scientists have made considerable advances in the areas of learning and intelligence. Yet, much remains unknown and that which is known is often debated. For example, how do we adequately measure IQ?, How relevant is IQ in determining success? Do educational products really facilitate intellectual growth? This seminar will explore these questions as we take an interdisciplinary approach to examine human intelligence. Using problem based learning, large and small group discussions, and service learning activities, we'll explore historical conceptualizations of intelligence, measurement issues, group and individual differences in intelligence, and cultural and commercial products aimed to augment intelligence. Our discussions will focus on why Einstein never used flashcards and how play is a critical element in learning and intelligence.
08-09 07-08 06-07	The Amish and the Media	Explore the intersections of the Amish and the media by studying both the representations of the Amish in the media as well as Amish efforts to represent themselves. After an introduction to Amish history and culture, the seminar will explore ways in which the Old Order Amish have been represented in a variety of mainstream media (feature and documentary films, television programs, poetry, non-fiction narratives, tourism) for non-Amish audiences. The course will then move beyond the Amish as mediated images to the Amish as actors—that is, as agents who produce and consume their own media, create and transmit their own representations of Amish life (newspapers, magazines and other publishing enterprises). These texts will provide a useful window for exploring larger issues about culture and identity in the mediated landscape of contemporary American life.
08-09 07-08	Biodiversity and the Sixth Great Extinction	This seminar will introduce students to biodiversity, an exciting current global issue, by providing the biological and geological background to understand it, introducing the actions that humans are taking to prevent losses of biodiversity, and to allow freedom to choose examples of different concepts to present to the class. Human actions are reducing biodiversity which includes species diversity (number of species), genetic diversity and ecosystem diversity. Scientists have coined the accelerating loss of biodiversity as the "sixth great extinction," since the present estimated extinction rate is similar to the five previous great extinctions know from fossil records. The fifth resulted in the extinction of the dinosaurs. This course will provide background on biodiversity, analyze how humans impact biodiversity and consider how humans can restore and prevent biodiversity losses.

<p>08-09 07-08 06-07</p>	<p>Liberty and Justice for All: The Promise of American Education</p>	<p>This seminar explores questions of fairness, justice, and equity in education. What should all children know and be able to do and who gets to make that decision? Should education be considered a civil right? Whose responsibility is it to insure quality education? What is your responsibility as a citizen for students in your own community? What is your responsibility to all students, especially in communities where schools have failed to provide students with equal opportunity for success in society? We will seek answers to these questions by examining the familiar (schools) from different and often challenging perspectives. Students will read, research, discuss and present various aspects of education inequity framed within the social issues of race, class, gender, ethnicity, and socioeconomic status. By analyzing their findings, students will develop their own understanding of American education helping them to become more informed and involved citizens.</p>
<p>08-09 07-08 06-07 05-06</p>	<p>Homes and Homelessness</p>	<p>What is a "home?" What elements—both physical and psychological – make up the experience of home? How does one come to feel "at home" in a new place? In contrast...what are the social/emotional, economic and psychological consequences of being without a home? Who are the homeless? Why are people homeless? In this course we will attempt to answer these and other questions by studying the concepts and realities of "home" and "homelessness." The course will also offer a service learning opportunity as students investigate the problem of homelessness here in Lancaster County.</p>
<p>08-09 07-08 06-07</p>	<p>The Deindustrialization of the United States: Jobs Today, Gone Tomorrow</p>	<p>During the early 1980s a debate on deindustrialization began in the United States. Was America losing its industrial base to other nations? If so, why, and what would that mean to America and its citizens? With the collapse of the Soviet Union, the disappearance of a bipolar world, the emergence of the Indian and Chinese economies, and a federal government trapped by an obsolete trade ideology and preoccupied with the War on Terrorism, America's national economy has been radically transformed in less than a decade. U.S. Bureau of Labor Statistics new results indicate the United States currently has the new jobs-created profile of a third world nation as a result of outsourcing. Outsourcing has also contributed to the explosion of the U.S. trade deficit over the past decade. If these trends are not altered in the near future, what will the future of America be? What will the future of the middle class be? What type of world might emerge from such a pattern of economic activity? What do these trends mean for Western civilization? If you are interested in exploring these and similar questions, this seminar is the one to choose.</p>
<p>08-09</p>	<p>What turns you on? Minds, Motivation, and Learning</p>	<p>The purpose of this seminar is to engage in an examination of the complex concept of motivation and how it is related to success in our academic, professional and personal lives. Through an exploration of theoretical and practical approaches to motivation, students will engage in a critical analysis of their own motivational profile and develop an understanding about how to best respond to their characterizations in order to succeed.</p>
<p>08-09</p>	<p>Public Health: Science and Art in Action</p>	<p>This seminar will encourage students to consider a real-world public health issues as they apply to themselves as individuals, peer groups, communities, national and global issues. Through the lens of history, philosophy, literature, culture, law, ethics, informatics, applied health and mathematics students will examine disease prevention and health promotion. Throughout the class, students will be challenged to evaluate personal views on health in terms of population health and public policy.</p>
<p>08-09 07-08 06-07</p>	<p>Culture, Science and Mathematics in the Pre-Columbian Americas</p>	<p>An introduction to the study of the Pre-Columbian Americas, part of the broad interdisciplinary field of Native American Studies. The emphasis will be on the role that science and mathematics played in the culture of these indigenous groups (including the Aztec, Incan, Mayan and other Native American groups). The course will explore the Pre-Columbian world through the eyes of our ancestors, as well as through our classmates. Special attention to the science of archaeoastronomy and mathematics in which all of the great cultures of antiquity have left a mark.</p>

07-08 06-07 05-06	The Dream of America	This course introduces students to various interpretations, conceptions, and manifestations of the concept, promise, failure, and myths associated with the dream of America. Students will read fiction, drama, and non-fiction prose depicting various American writers' perspectives of the dream and myths of America. By analyzing these readings, students will develop their own interpretations of the dream of America and its efficacy for a generation uncertain of its relevance in their lives.
07-08 06-07 05-06	Facing Fear	Students in this seminar will explore – through literature, philosophy, social science, religious/wisdom traditions, and personal experience – the various faces and facets of fear as a near-ubiquitous human experience. “Facing fear” also suggests a personal challenge – to understand fear and to respond to it constructively, especially with regard to one’s own education and growth.
07-08 06-07	Our Bodies/Ourselves: Sexuality and Gender in the Global Village	Centered on the investigation of body politics in international perspective, this seminar will emphasize core competencies of critical reading, problem-based research, and genre-based writing. Students will employ varied methods and sources in their examinations of gender and sexuality in various contexts, sequenced as a set of concentric circles: self, family, neighborhood, community, nation, and world.
07-08	I Pod, You Tube: Our Technological Choices	This seminar is an examination of technology and its role in our society. It reflects the personal element of technology yet calls attention to the fact that individual technological choices, though often based on personal wants and needs, have consequences that impact us all. “I” choose this, “You” choose that, but they are ultimately “Our” choices in that technology and its consequences are far-reaching. Students will develop insights into how technological choices and decisions create opportunities that forever change the weave of our social fabric.
07-08	The Perfect Beat: A Social History of Rock & Roll	This seminar follows Rock & Roll’s development and makes the connections between the music and the movements that changed the face of American society in the second half of the 20 th century. It traces the musical lineage from the black R&B artists of the post-war era, through Elvis, Spector, the Beatles, Dylan, Gordy, Mayall, Garcia, Bowie, Brown, Clinton, Camble & Huff, the Clash, Marelly, Nirvana, Bambaataa, Jackson, Run DMC, and Madonna. At the same time it shows how this most adaptive of art-forms not only provided the sound-track for, but also contributed to the impetus for the social revolution that occurred in the post-war years. More specifically, the focus of the Seminar is four-fold: (1) the genesis and evolution of R&R from a mysterious sound heard only on a few late-night American radio stations to the global phenomenon it is today; (2) the hereditary relationship between one incarnation of R&R and the next; (3) the connections between the music and issues of race, poverty, sex, gender, drugs, technology, war, and population growth in American society; and (4) the reaction of society to the music and the changes that influenced, and were influenced by it.
07-08 06-07	Scientific Revolutions: An Exploration of Method	Every person, scientist and non-scientist alike, on a daily basis uses an objective process to answer questions or problems. Scientists also use an objective process to inquire about natural phenomena and have described this as the scientific method. Most scientists realize that this process is not always as simple as the scientific method would indicate. This course explores the development of four scientific revolutions that transformed the way we think about our world: the heliocentric solar system, evolution, plate tectonics, and the big bang theory. During this course students will have the opportunity to explore multiple disciplines, interact with varied faculty in the sciences, and participate in an ongoing research project that benefits the Lancaster County community. If you enjoy the sciences but are still unsure as to what you want to pursue, this seminar is the one for you.

07-08	Finding the Child in Childhood	Through this seminar students will explore concepts such as the individual child in psychology, the programmed child in education, the child at risk in sociology, the price of the priceless child in the family, the developmental child in early childhood education, the child as consumer in business, the absence of the child's childhood in history, and worldwide, the concepts of child-centered societies and child-supported societies in anthropology. This first year seminar will develop students' analytical, research, and writing skills through exploring the juxtaposition of concepts about childhood on the "real" situation of a child in today's world. Views of childhood across cultures will be examined, compared and contrasted.
06-07 05-06	Why We Hate	This seminar will investigate the darker side of human emotions and behavior by examining hatred: its causes, its manifestations in contemporary society and historically, and what can be done to lessen its incidence and impact. A recent book by Rush Dozier, <i>Why We Hate</i> , forms the backbone of this seminar. Through critical reading and discussion, participants will gain a better understanding of the intra-psychic, interpersonal, and inter-group dimensions of hate. Students will investigate and report upon some of the many manifestations of hate through independent research supported by both this seminar and the linked course (ENGL 110). The last portion of the course will look at how we can respond to hate in our world and to the conditions that breed it, both as individuals and as a society. A service-learning activity will be linked to this portion of the course.
06-07	Witchcraft in 17th Century England and New England	Focusing on the famous witchcraft trials centered in Salem, Massachusetts in 1692, students will examine primary sources and read secondary sources that draw upon a variety of disciplines to offer insight into the events, including anthropology, medicine, law, sociology, psychology, and geography. Students will develop analytical and writing skills, and will see how historians find and evaluate evidence and use the insights of other disciplines to interpret the events of the past.
06-07	Food or Free Speech? Human Rights and You	This seminar will explore one of the most central issues of our time, the quest for international human rights. This team-taught course will provide students with multiple perspectives, beginning with conceptualizing human rights and a survey of the more familiar American approach to personal freedoms. Then we will delve into the "eastern" perspective with case studies from China and North and South Korea. Students will conclude the semester by exploring the global community's efforts to establish international rights standards, balancing personal liberty with societal equality along with challenges of enforcement, including forums for redress and reparations. Seminar students will gain an appreciation for the difficulties of guaranteeing human rights for citizens of all countries as well as insight into their personal beliefs on what exactly constitutes fundamental rights for all.
06-07	The Monsters Under Our Beds	Throughout the course of human history, there has been a fascination, almost an obsession, with monsters – creatures of the night wandering the forests, ghosts lurking in old houses, vampires stalking unsuspecting children and adults. This fascination is evident in literary works, chronicles, myths, religious texts, and more recently, television and film. Clearly, humankind fulfills a basic need through the creation of and belief in monsters. This course will examine, through poetry, novels, history, art history, religion, and film and television, the basis for this fascination and the reasons why humans continue to need these monsters. Why are monsters the subjects of such concern for humans in all time periods and in all cultures? What role do monsters play in society and what niche do they fill for people?
05-06	"Why Don't They Speak English?"	Although the majority of immigrants to the U.S. did not speak English when they came here, their children and grandchildren in many cases no longer speak a language other than English. How hard is it for Americans to learn a second language? What does it take to be or become bilingual? We will explore our own linguistic family history, learn about current immigrants to the U.S. who speak other languages, and discuss language policy issues in the U.S. and in other countries.

<p>04-05 03-04</p>	<p>Risky Business</p>	<p>Plan on entering the workforce after graduation? Or, while in school? Have you given any thought to potential hazards at work, such as violence in the workplace? Hazardous materials? Toxic waste? Students who select this option will explore health, safety and environmental movements in industry and society. Evaluate your personal risk and risks to others. We will explore the social and financial impacts of work-related accidents, illnesses, and incidents as well as the safety, health and environmental legislation passed to protect the public. Join this LC and begin your preparation for the world of work.</p>
<p>04-05</p>	<p>Serving the Community</p>	<p>Have you been active in your community? Have you found community service to be rewarding and enriching to your life and your learning? And, didn't you feel great when you knew you made a positive difference in someone else's life? Service-learning is an integral part of many MU courses. Within the context of learning essential information about wellness lifestyles that consider your individual interests, goals and life situations, you'll participate in integrated service-learning experiences in these LC courses and reflect on the importance of civic responsibility in our lives. Join this LC and make a difference.</p>
<p>04-05 03-04</p>	<p>Earth, Wind, and Fire</p>	<p>Can we predict earthquakes? How do hurricanes form? How does an ecosystem recover from a forest fire? How do volcanoes result in the novel <i>Frankenstein</i>? This LC explores the science of natural disaster. We will discuss the chemistry, physics, and biology behind the formation, occurrence, and aftermath of natural disasters and the societal impacts of these disasters that collectively result in thousands of deaths and billions of dollars of damages each year. We will explore these issues through current events (e.g. the latest earthquake, landslide), film (e.g. Dante's Peak, Twister), and literature (e.g. The Perfect Storm, Life on the Mississippi). Be prepared for the next disaster and join us.</p>
<p>04-05</p>	<p>School Days- It's Elementary</p>	<p>Do you have an interest in molding the next generation, by becoming an elementary teacher? This LC will be led by an elementary education faculty member who will guide discussions of major sociological questions and approaches to studying them, with an emphasis on the role that education plays when exploring the similarities and differences among human groups, organizations and societies. If you have an interest in elementary education, this LC is for you.</p>
<p>04-05 03-04</p>	<p>Culture, Class and Change</p>	<p>What is "culture?" How does culture impact our lives and how many world problems result from cultural differences and lack of understanding about these differences? Basics about culture, including communication, sex roles, social organizations, politics, economics, belief systems, etc., will begin our exploration. Learn more about yourself and gain a greater appreciation for the cultural uniqueness of others as we look at these issues through a lens of current events. Events such as 9-11, the Iraq War, Arab-Israeli disputes, even the challenges of the Amish in Lancaster County may be better understood when examined through the lens of the anthropologist. Select this option to enter the world of cultural uniqueness and change.</p>