

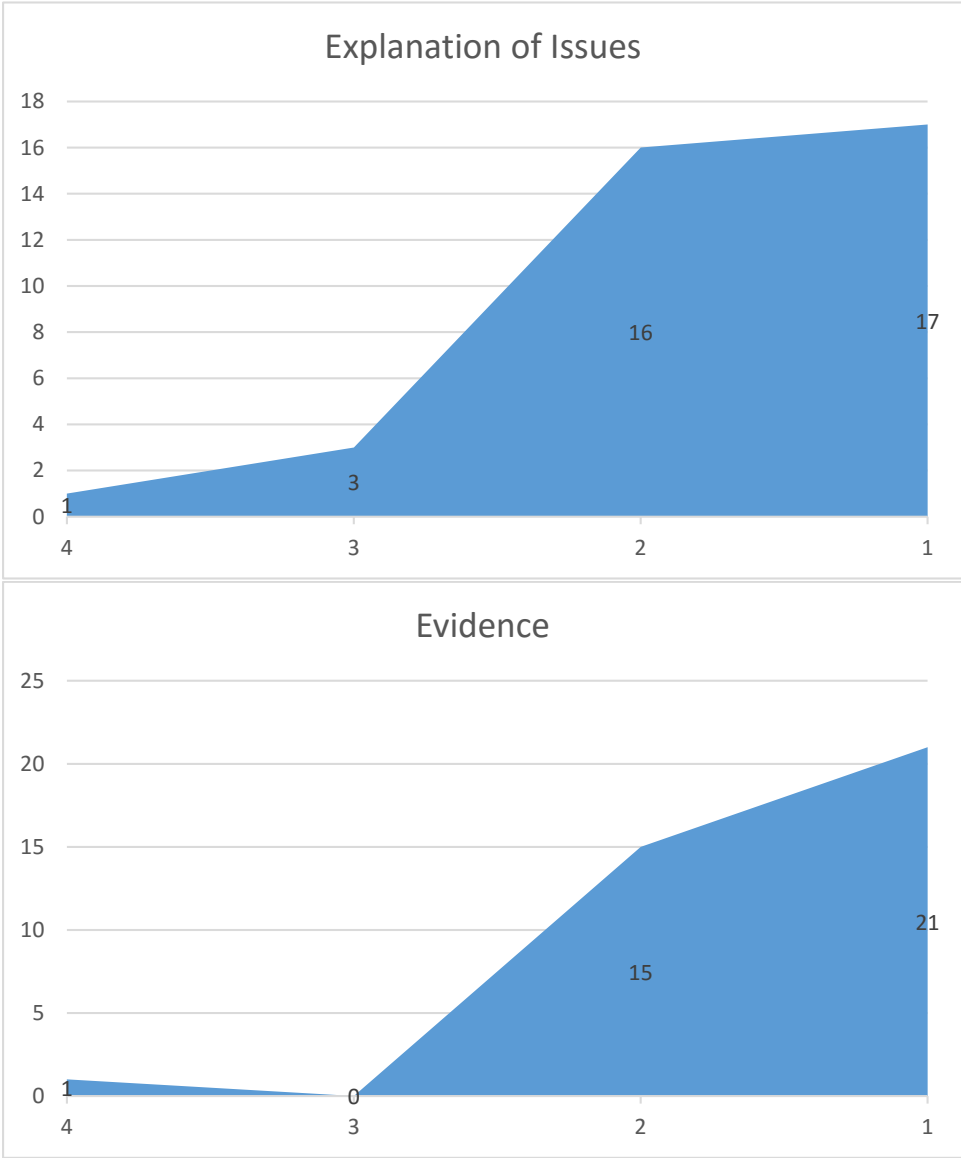
PSC Assessment Report

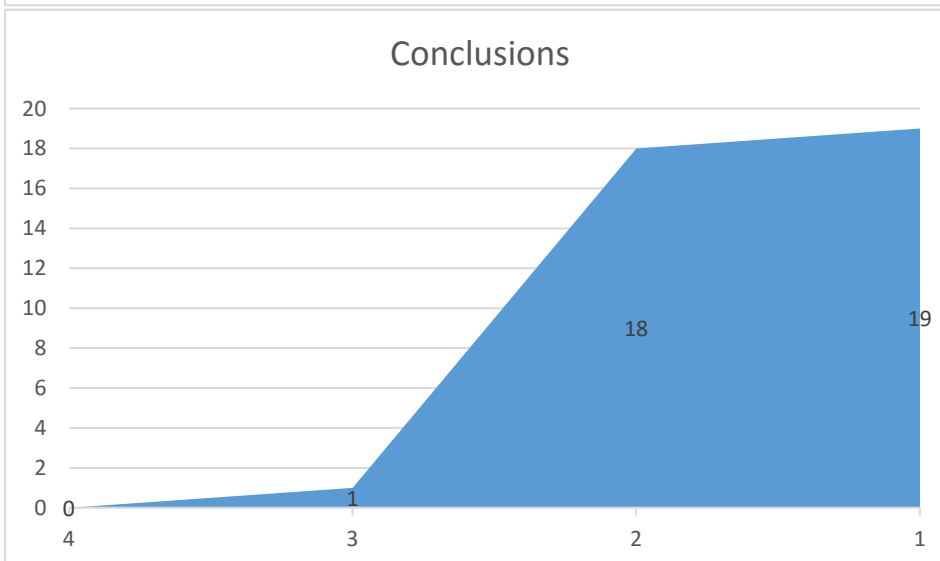
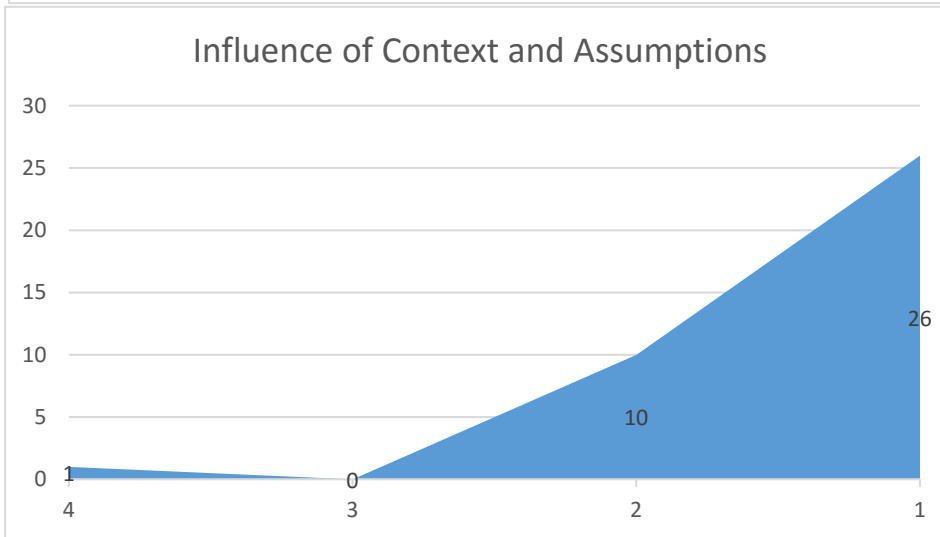
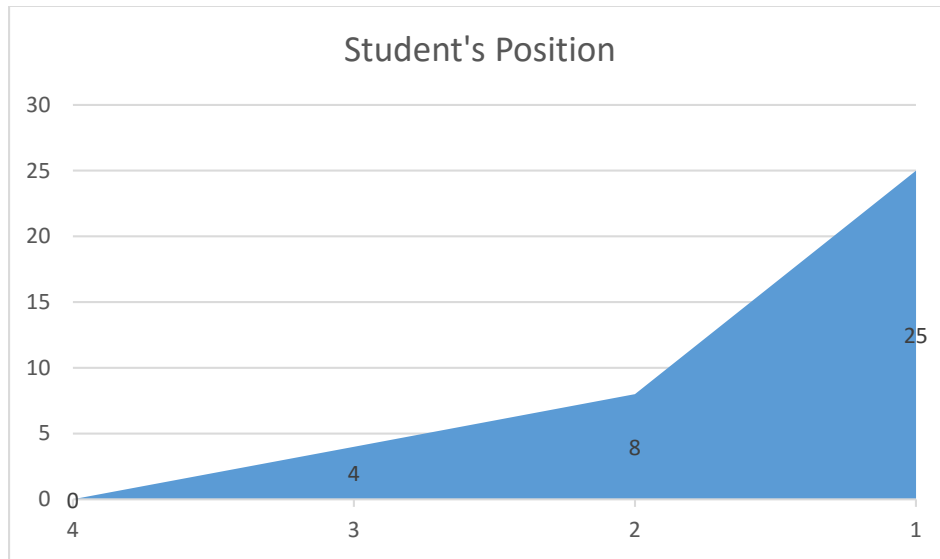
AY 16-17

Summary

Four learning outcomes were assessed this year: Critical and Creative Thinking, Inquiry and Analysis, Quantitative Literacy, and Written and Oral Communication. Sample size for each outcome except Quantitative Literacy was approximately 50 unique student learning artifacts per outcome; Quantitative Literacy had about 30, all of which came from one instructor – due to the small sample size and the inability to compare scores across raters, the final Quantitative Literacy data was not included in this report. All student artifacts were taken from 100 level courses.

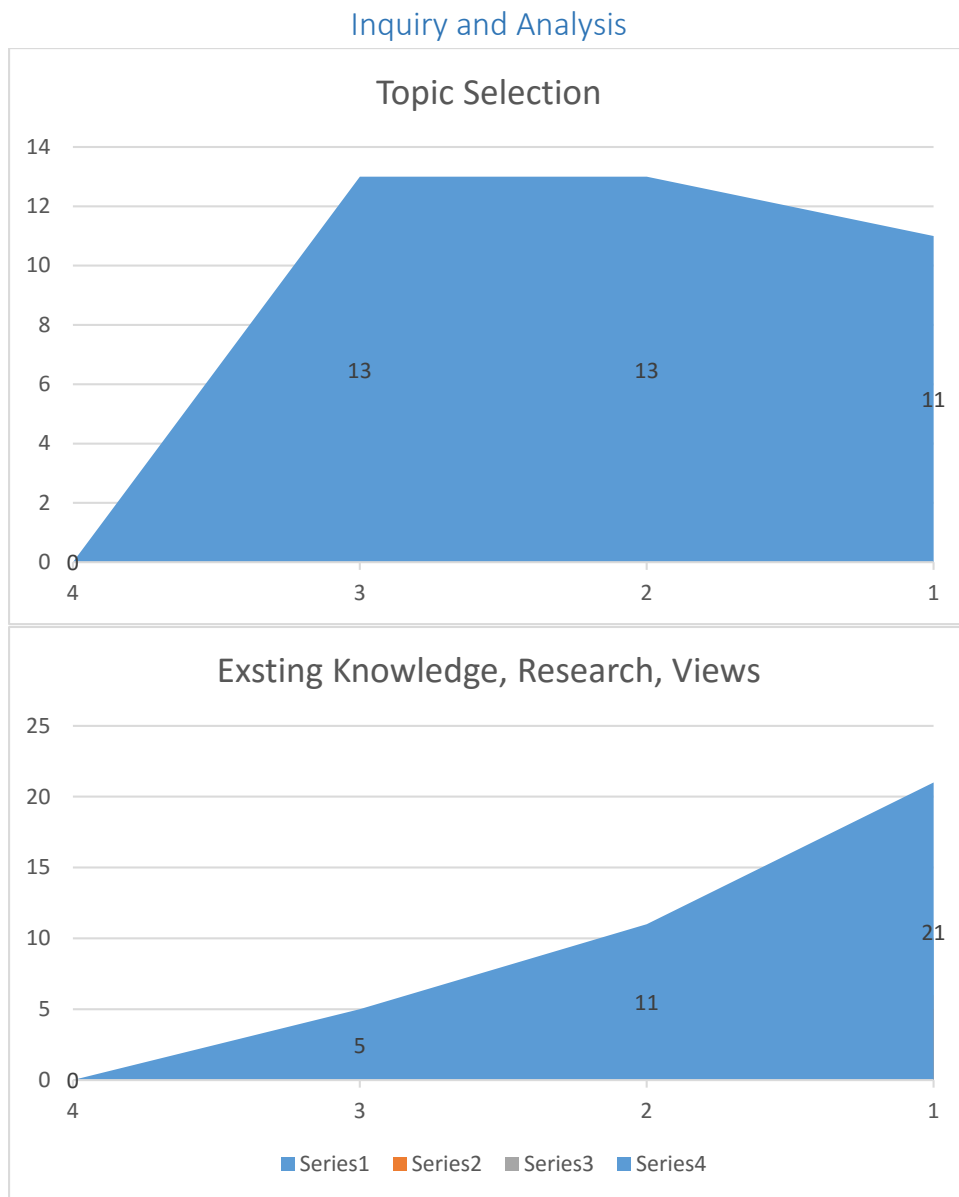
Critical Thinking

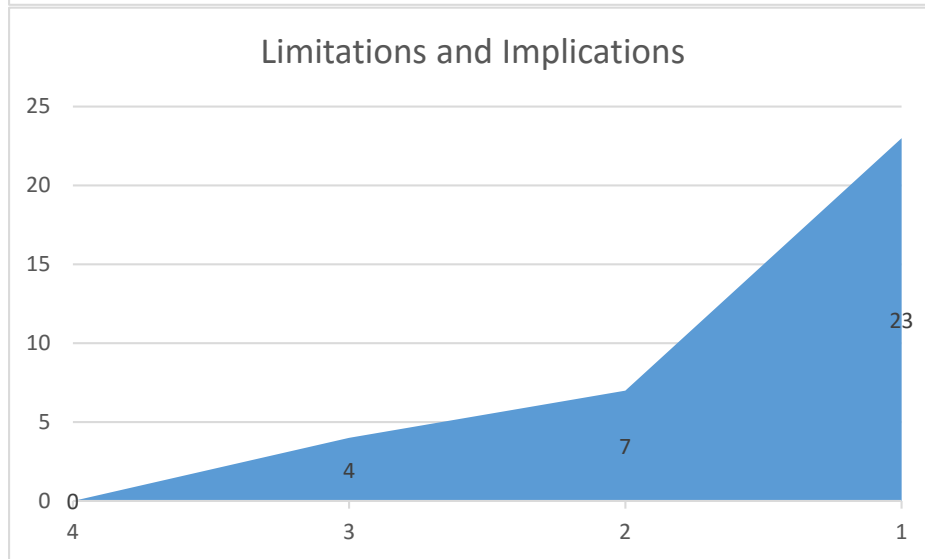
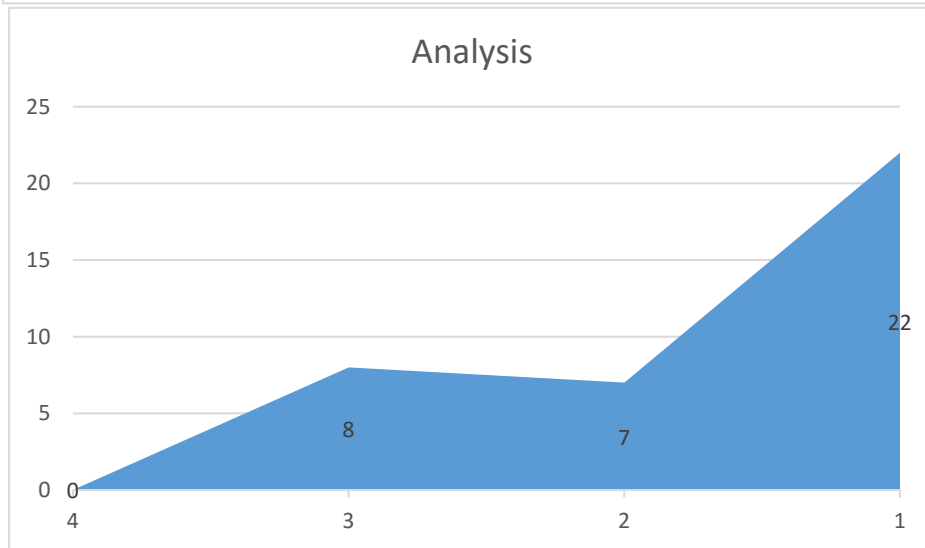
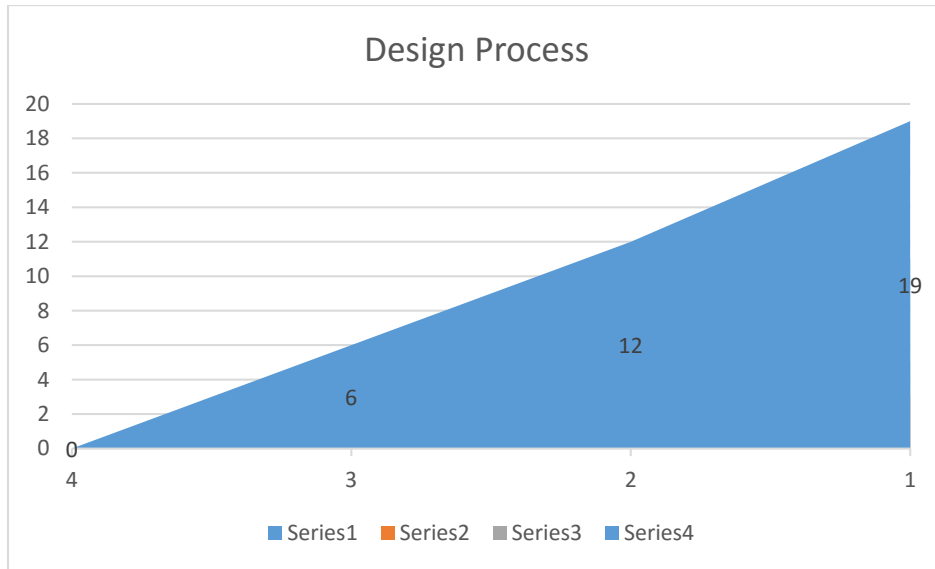




Analysis

- 1) Expected distribution: In general, the expected distribution is found in all competencies.
- 2) Area(s) with most opportunity for improvement: Conclusions, Evidence, Influence of Context and Assumptions (and all others): Unsurprisingly, as the samples came from 100 level courses, students struggled with just about every competency within Critical Thinking. While drawing conclusions, consequences, and implications in an order of logical priority was the area students struggled most, this 'negative' data mostly establishes a baseline to compare students' progress to as they leave the program and or institution.
- 3) Area(s) with least opportunity for improvement: Explanation of Issues was the one competency where students struggled a bit less than the others which is also logical as it is the foundational competency upon which Critical Thinking is built.

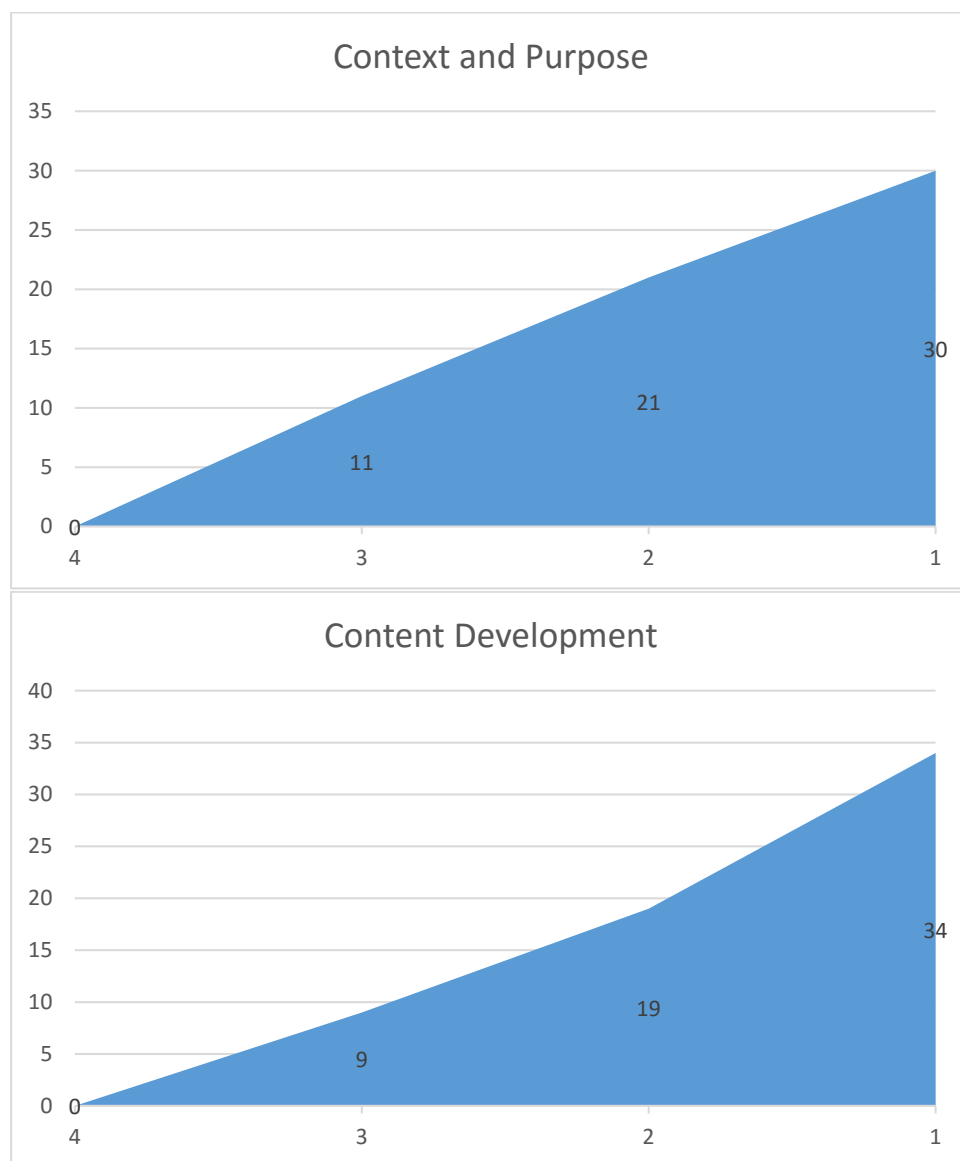


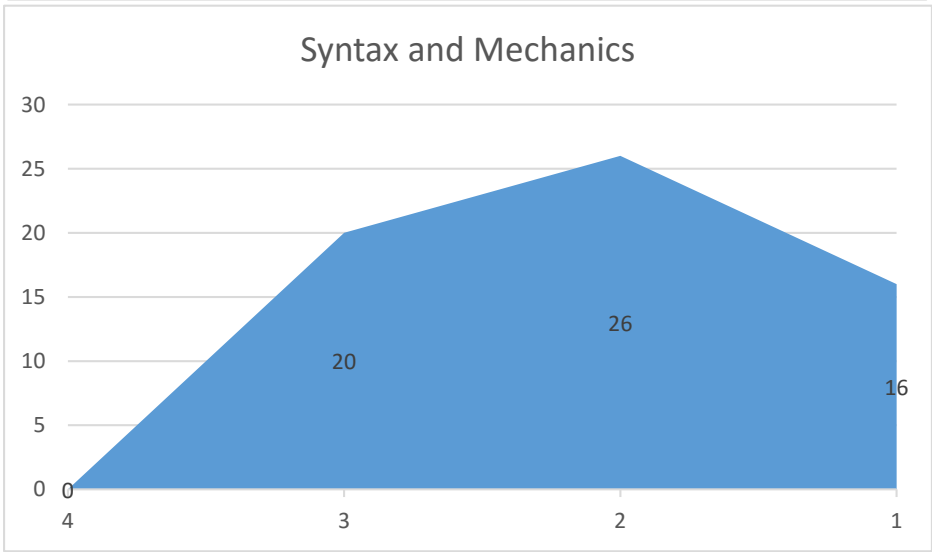
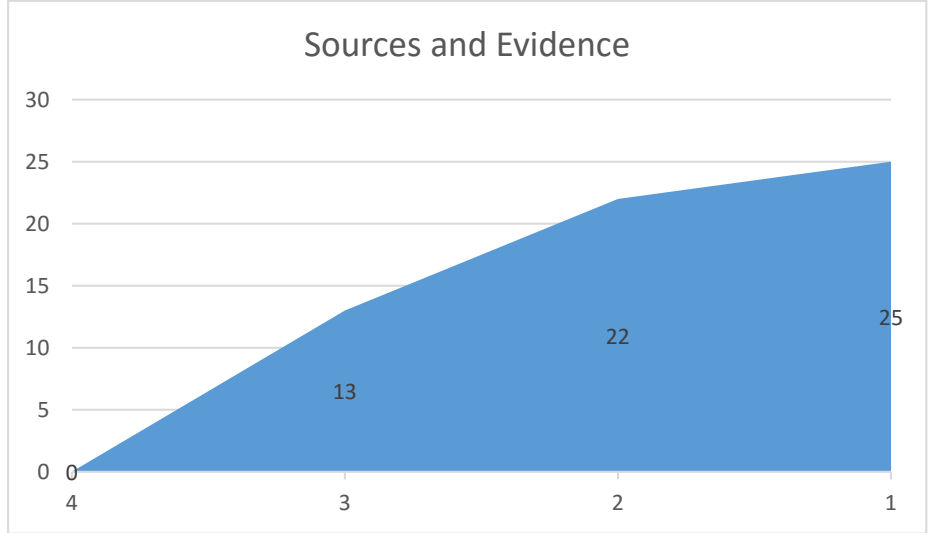
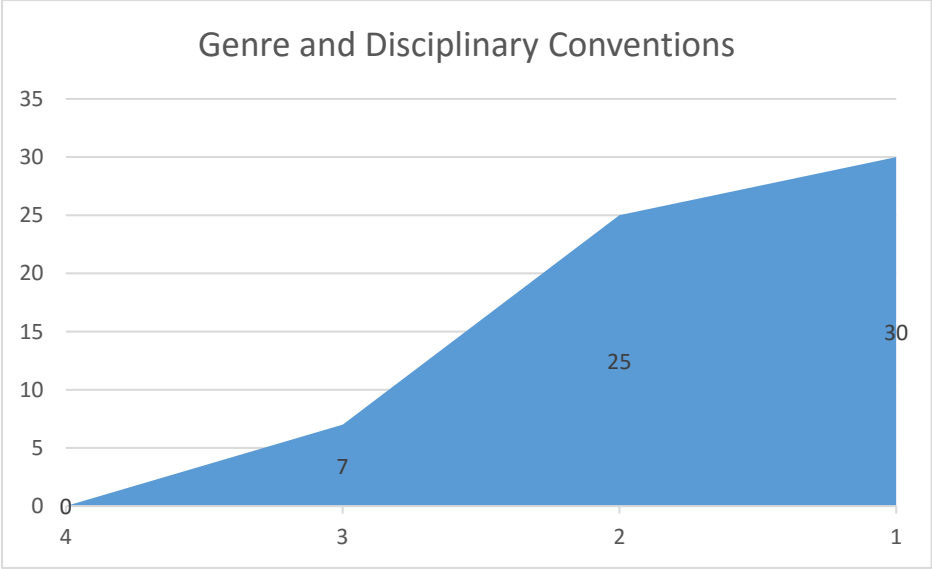


Analysis

- 1) Expected distribution: In general, the expected distribution is found in four of the five competencies; topic selection shows a slightly more advanced performance.
- 2) Area(s) with most opportunity for improvement: Existing Knowledge, Research, and Views, Design Process, Analysis, and Limitations and Implications all show that students struggle in those competencies. Again, as all samples came from 100 level courses, this is not unexpected and can serve as a solid baseline for future assessment.
- 3) Area(s) with least opportunity for improvement: Topic Selection was fairly advanced but, as with Explanation of Issues in Critical Thinking, it serves as the foundational competency and is thus less surprising than were it a more advanced competency.

Written Communication





Analysis

- 1) Expected distribution: In general, the expected distribution is found in all competencies excepting Syntax and Mechanics which shows a slightly more advanced performance.
- 2) Area(s) with most opportunity for improvement: Genre and Disciplinary conventions showed the worst performance of any of the competencies and, interestingly, it is unlike the other competencies in this outcome. While the other competencies are mainly skill-based and judged, Genre and Disciplinary Conventions are knowledge-based. Improvement in this area could begin to be addressed by adding more explicit instruction as to how genre and disciplinary conventions both structure written communication as well as what specific conventions are for a particular genre or discipline and how they impact writing within that context. As with the other learning outcomes assessed this year, this data can serve as an effective baseline for comparison as more data is collected.
- 3) Area(s) with least opportunity for improvement: Syntax and Mechanics was rated a bit more advanced than the other competencies. It would be worth exploring whether faculty felt that student performance actually reflected this rating or whether the rating was a result of lower standards in this area as opposed to other competencies within the learning outcome.

Suggested Plan of Action

As all of WVU's GEF will be assessing "Written and Oral Communication" in AY 17-18, it is recommended that all of the programs that have a communication-centered learning outcome take the year to perform assessment around that learning outcome, in both 100 and 200 level courses. This will not only help to refine the baseline but also give a first look at the progress students make within learning outcome over the course of their time at PSC.