# Results of University 100 Assessment for Fall 2014: SLO 3

“Upon successful completion of your U100 class, you will be able to describe ways in which you are an agent in your own academic success.”

## Part 1. Read this section and you’ll have the gist of what we learned

Lesson 1: Keep reporting requirements simple and uniform. No more complicated rubrics. Less is more: more participation, and responses that can more readily be counted and compared.

Lesson 2: Student self-ratings are worth collecting. They may not be accurate but students learn from the experience.

Lesson 3: We could have used a clearer rubric (and/or more discussion) to figure out what would constitute a faculty rating at each of the levels.

Lesson 4: Given the invaluable faculty comments, students need to practice and implement the strategies and tools we’re working with in U100. Many of them may be able to talk the talk, but they’re not yet ready to walk the walk with respect to being agents in their own academic success.

## Part 2. Data: some numerical results

### Faculty ratings of student achievement with respect to SLO 3

In theory, faculty were to rate each student as Beginning, Satisfactory, or Advanced for each of two different “ways” they exhibited agency in their own academic success.

In practice, faculty sometimes provided a single rating for each student.

Beginner: 179, 121 Satisfactory: 426, 336 Advanced: 260, 238 Unable to determine 43, 39

Figure 1 Faculty ratings of student achievement

### Student self-ratings of student achievement with respect to SLO 3

In theory, students were to rate themselves as Beginning, Satisfactory, or Advanced for each of two different “ways” they exhibited agency in their own academic success.

In practice, students sometimes provided a single self-rating. In one instance, no student self-rating was reported.

Beginner: 142, 132 Satisfactory: 387, 347 Advanced: 200, 240

Figure 2 Student Self-Ratings

### Participation rates for faculty and students:

* **71%** of the sections (39 out of a total of 55) had faculty who sent in their assessment data.
* **77%** of the students enrolled in these 39 sections (730 out of 950 students) completed one or two self-ratings on SLO3.
* **54%** of the enrolled students (730 out of 1342 enrolled students) were represented in this study.

## Part 3. Data: faculty comments

We invited faculty to provide optional comments about the SLO in addition to the data. Here is a selection of those comments:

1. “…even the students that are not doing “well” recognize that they are being given tools and resources to be successful.”
2. “I found that the students could state the importance of being agents and could describe some of the tools and strategies… However, a number of them struggled with implementing those strategies… Overall, the information has caused me to think about adding more opportunities to practice and discuss the strategies learned in class.”
3. “Many of the topics, and especially goal-setting, motivation, and sleep habits, were extremely effective for my students… They even admitted that if they were left to explore the campus on their own, they never would have found out about all the fantastic resources available to them.”
4. “While I think that a few assignments could be tweaked or eliminated due to the high volume of work in this class, the foundational principles of U100 accomplish exactly what they are meant to do: help facilitate the transition towards becoming a college student while providing them with some tools to be agents of their own academic success.”
5. “I think the time management and self report card really help with end-of-semester reflection as we discuss what it means to be an agent in our own academic success.”
6. “But many of them continued to make excuses or whitewash the unhelpful habits that their time logs and spending logs revealed, making comments about how they thought their professors assigned too much busy work so they sometimes just decided not to do their assignments.”
7. “Through these [U 100] assignments, students recognize the role they must play in creating their successes in college and furthermore, that they need to be proactive, engaged and involved inside and outside of the classroom in order to thrive.”
8. “I tried to incorporate the ‘being your own agent’ idea into most of my assignments and the students liked the fact that they had more responsibility.”
9. “One student shared that part of succeeding is knowing what areas need improvement and that he was happy to recognize what his weaknesses were so that he could fix them.”
10. “… some of our students will understand theoretically but not empirically the ongoing nature of utilizing these activities and student services. Some students will have to learn the hard way. They will have to experience some form of failure in pursuit of their goals to go back to implementing the various success strategies they have been introduced to as part of U100.”
11. [Paraphrase:] “I measured whether students had become agents in their own academic success by my ability to see whether they had engaged in behaviors that demonstrated agency. In contrast, many students measured themselves by whether they had developed an ‘awareness’ over the course of their first semester as university students, not whether they had actually begun the process of taking action based on this awareness. Many students didn’t measure their roles as agents of their own academic success based on implementation of their newfound understanding of how to attain college success, but instead based on having developed an understanding of what to do to attain college success.”
12. “At the beginning of the semester, I think MOST of my students would have assessed themselves as beginners in both ways they described. I would have listed them that way, too. Really, many of the students wouldn't have been able to even ANSWER the question at the beginning of the semester!”

## Part 4. What we did to assess SLO 3: the instructions for faculty

In fall 2014, we’ll be assessing SLO 3 to find out how well the course supports students towards taking charge of (being responsible for) their own academic success.

The SLO aligns pretty clearly with the Student Self-Report Card assignment, but could also be matched with the time log exercise, StrengthsQuest results, the Technology Log, and various Moodle posts (depending on their content).

Here’s what I hope you will do for this assessment:

**First**, you will give students the following prompt:

**Describe two ways in which you are an agent in your own academic success. For each one, rate your own ability as beginning, or satisfactory, or advanced. Then for each one, explain why you rate your ability that way.**

You will need to help students understand what the prompt means, and you may want to suggest which U100 assignment(s) they might consider as they provide you with their brief written answer to the prompt. Please give them course credit (points)—not just extra credit—for this.

**Second**, you will collect and review their written answers and decide whether you agree with the student’s self-assessment, based on what you know of his or her work in your class.

**Third**, I am asking for the following information from you, via email, by the end of the fall 2014 semester:

1. How many students were on your class roster for this section of U100?
2. How did each student rate herself/himself for each of the two “ways”: beginning, satisfactory, advanced?
3. In your opinion, what overall rating has each student achieved as an agent in her/his own academic success: beginning, satisfactory, advanced? If you are “unable to determine” for some students—they disappeared, they didn’t complete enough work—add that rating category. You should provide a rating for each student on your class roster.

Optional: how well do you think U100 is doing in terms of helping students become agents in their own academic success?

Also optional: you can tally and report the assessment data for your class using the charts on the reverse of this page, but only if they make your task easier.