USFSM QEP
DATA & LEARNING GAPS
QEP Steering Committee Presentation
October 9, 2014

Themes to Consider
• USFSM Core Curriculum –
  o “PILLARS OF INTELLECTUAL ENGAGEMENT”
    • Communication
    • Critical Thinking
    • Leadership
    • Ethics
    • Community Engagement
    • Diversity
### Data Collection Tools

<table>
<thead>
<tr>
<th>Program Assessment</th>
<th>Communication</th>
<th>Critical Thinking</th>
<th>Leadership</th>
<th>Ethics</th>
<th>Community Engagement</th>
<th>Diversity</th>
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<tr>
<td>• All Colleges</td>
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<td>• Hospitality</td>
<td>• All Colleges</td>
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<td>• CAS, COE, HTL</td>
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<table>
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<tr>
<th>Nationally Normed Surveys</th>
<th>Communication</th>
<th>Critical Thinking</th>
<th>Leadership</th>
<th>Ethics</th>
<th>Community Engagement</th>
<th>Diversity</th>
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<tbody>
<tr>
<td>• NSSE</td>
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<td>• CIRP</td>
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<th>Nationally Normed Exams</th>
<th>Communication</th>
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<th>Leadership</th>
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<td>• ETS</td>
<td>• ETS</td>
<td>• ETS Proficiency Profile</td>
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<td>• Co-curricular Transcripts</td>
<td>• SCA Orgsync</td>
<td>• Co-curricular Transcripts</td>
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**COMMUNICATION**

 Students will communicate effectively by means of written and/or oral modalities.
Academic Program Assessment

Rubric Scores on Written Communication from Capstone Courses

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
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<tbody>
<tr>
<td># of Rubric Scores</td>
<td>137</td>
<td>285</td>
<td>106</td>
</tr>
<tr>
<td>Mean Score</td>
<td>3.22</td>
<td>3.10</td>
<td>3.20</td>
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<tr>
<td>Median</td>
<td>3</td>
<td>3</td>
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</tr>
<tr>
<td>Min</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Max</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>% at Target or Above</td>
<td>78%</td>
<td>76%</td>
<td>75%</td>
</tr>
<tr>
<td>% below target</td>
<td>22%</td>
<td>24%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Scale: 1 (far from expectation) - 4 (exceeds expectation)
Target: 3 (meets expectations)

ETS Proficiency Profile - Writing

- Criterion-referenced Scoring (Proficiency Classifications)
  - Provides Three Levels of Writing Competency
    - competencies expected of students.
    - Students classified as within the Levels of Writing competency as
      - Proficient
      - Marginal (results do not provide enough evidence to classify a student either as proficient or not proficient)
      - Not Proficient
ETS Proficiency Profile – Writing Level 1

To be considered proficient at Level 1, students should be able to:

- recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions)
- recognize appropriate transition words
- recognize incorrect word choice
- order sentences in a paragraph
- order elements in an outline

ETS Proficiency Profile – Writing Level 2

To be considered proficient at Level 2, students should be able to:

- incorporate new material into a passage
- recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions) when these elements are complicated by intervening words or phrases
- combine simple clauses into single, more complex combinations
- recast existing sentences into new syntactic combinations
ETS Proficiency Profile – Writing Level 3

To be considered proficient at Level 3, students should be able to:

• discriminate between appropriate and inappropriate use of parallelism
• discriminate between appropriate and inappropriate use of idiomatic language
• recognize redundancy
• discriminate between correct and incorrect constructions
• recognize the most effective revision of a sentence

ETS Proficiency Profile – Norm-referenced Scores

• Compare the scores of a group of students to another, or the same group at different points in time.

  o Score Scale = 100-130

  o USFSM Score over the past three years compared to the results from 328 institutions from across the country.
ETC Proficiency Profile – Norm-referenced Scores

% of Institutions Below USFSM Mean Sub-score on Writing

<table>
<thead>
<tr>
<th>Year</th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>93</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>Below USFSM Mean</td>
<td>71%</td>
<td>51%</td>
<td>27%</td>
</tr>
</tbody>
</table>

CIRP

Question – “Rate yourself on each trait as compared with the average person your age”.

Public Speaking Ability

- USFSM Fall 2013 Freshman Class N=80
- Comparison Group

- Total 43%
- USFSM 29%
- Comparison 14%

Writing Ability

- USFSM Fall 2013 Freshman Class N=80
- Comparison Group

- Total 53%
- USFSM 30%
- Comparison 23%
NSSE

Question – “How much has your experience at this institution contributed to your knowledge, skills, and personal development in…?”

Speaking Clearly & Effectively

Writing Clearly & Effectively

Graduation Survey

Question – “To what extent do you feel your experiences at USF contributed to your growth and development in…?”

Your ability to communicate effectively (e.g. verbally, in writing, etc.)

2013-14 Graduates

N=261

5 (Great Deal) 4 3 2 1 (None)
CRITICAL THINKING

Students will demonstrate the skills necessary to be proficient critical thinkers.

Academic Program Assessment

Rubric Scores on Critical Thinking from Capstone Courses

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Rubric Scores</td>
<td>151</td>
<td>178</td>
<td>62</td>
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<tr>
<td>Mean Score</td>
<td>3.17</td>
<td>3.08</td>
<td>2.66</td>
</tr>
<tr>
<td>Median</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Min</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Max</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>% at Target or Above</td>
<td>75%</td>
<td>72%</td>
<td>55%</td>
</tr>
<tr>
<td>% below target</td>
<td>25%</td>
<td>28%</td>
<td>45%</td>
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</table>

Scale: 1 (far from expectation) - 4 (exceeds expectation)

Target: 3 (meets expectations)
ETS Proficiency Profile – Critical Thinking

- Criterion-referenced Scoring (Proficiency Classifications)
  - Provides One Level of Critical Thinking Competency
    - competencies expected of students.
    - Students classified within Critical Thinking competency as
      - Proficient
      - Marginal (results do not provide enough evidence to classify a student either as proficient or not proficient)
      - Not Proficient

To be considered proficient in critical thinking, students should be able to:
- evaluate competing causal explanations
- evaluate hypotheses for consistency with known facts
- determine the relevance of information for evaluating an argument or conclusion
- determine whether an artistic interpretation is supported by evidence contained in a work
- evaluate the appropriateness of procedures for investigating a question of causation
- evaluate data for consistency with known facts, hypotheses or methods
- recognize flaws and inconsistencies in an argument

![Graph showing proficiency levels over years]

- 2013-14: Proficient 17% Marginal 20% Not Proficient 24%
- 2012-13: Proficient 4% Marginal 9% Not Proficient 5%
- 2011-12: Proficient 10% Marginal 20% Not Proficient 30%

N=93 N=60 N=65
ETS Proficiency Profile – Norm-referenced Scores

- Compare the scores of a group of students to another, or the same group at different points in time.
  - Score Scale = 100-130
  - USFSM Score over the past three years compared to the results from 328 institutions from across the country.

ETS Proficiency Profile – Norm-referenced Scores

% of Institutions Below USFSM Mean Sub-score on Critical Thinking

- 2013-14: 63% (N=93)
- 2012-13: 63% (N=60)
- 2011-12: 41% (N=65)
**CIRP**

Question – “Think about your current abilities and tell us how strong or weak you believe you are in your critical thinking and problem-solving skills.”

**Critical Thinking Skills**

![Chart showing critical thinking skills comparison]

**Problem-Solving Skills**

![Chart showing problem-solving skills comparison]

**NSSE**

Question – “How much has your experience at this institution contributed to your knowledge, skills, and personal development in…?”.  

**Thinking Critically & Analytically**

![Chart showing thinking critically & analytically comparison]

**Solving Complex Real-World Problems**

![Chart showing solving complex real-world problems comparison]
Graduation Survey

Question – “To what extent do you feel your experiences at USF contributed to your growth and development in...?”

Your ability to critically analyze ideas and information

2013-14 Graduates
N=261

- 5 (Great Deal)
- 4
- 3
- 2
- 1 (None)

Total 4 & 5 = 89%

LEADERSHIP

Students will apply and evaluate the effectiveness of leadership strategies in situations and justify the implications of their applications.
Academic Program Assessment

Rubric Scores on Leadership from Capstone Courses

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Rubric Scores</td>
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</tr>
<tr>
<td>Mean Score</td>
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<tr>
<td>Median</td>
<td>3</td>
</tr>
<tr>
<td>Min</td>
<td>1</td>
</tr>
<tr>
<td>Max</td>
<td>4</td>
</tr>
<tr>
<td>% at Target or Above</td>
<td>80%</td>
</tr>
<tr>
<td>% below target</td>
<td>20%</td>
</tr>
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</table>

2013-14 Hospitality Students Only
Scale: 1 (far from expectation) - 4 (exceeds expectation)
Target: 3 (meets expectations)

CIRP – Leadership Abilities

Question – “Think about your current abilities and tell us how strong or weak you believe you are in your leadership abilities.”

<table>
<thead>
<tr>
<th></th>
<th>USFSM 2013 Freshman Class</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>A major strength</td>
<td>24%</td>
<td>26%</td>
</tr>
<tr>
<td>Somewhat strong</td>
<td>41%</td>
<td>38%</td>
</tr>
</tbody>
</table>

Total 65%                Total 64%
Graduation Survey

Question – “To what extent do you feel your experiences at USF contributed to your growth and development in...?”

Your ability to lead or guide others.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>5 (Great Deal)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1 (None)</th>
</tr>
</thead>
<tbody>
<tr>
<td>33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

Total 4 & 5 = 82%

2013-14 Graduates
N=261

ETHICS

Students will apply ethical perspectives and concepts to situations and justify their implications of their applications.
Academic Program Assessment

Rubric Scores on Ethics from Capstone Courses

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Rubric Scores</td>
<td>59</td>
<td>61</td>
<td>54</td>
</tr>
<tr>
<td>Mean Score</td>
<td>3.29</td>
<td>3.39</td>
<td>3.22</td>
</tr>
<tr>
<td>Median</td>
<td>3</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td>Min</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Max</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>% at Target or Above</td>
<td>83%</td>
<td>84%</td>
<td>76%</td>
</tr>
<tr>
<td>% below target</td>
<td>17%</td>
<td>16%</td>
<td>24%</td>
</tr>
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Scale: 1 (far from expectation) - 4 (exceeds expectation)
Target: 3 (meets expectations)

NSSE

Question – “How much has your experience at this institution contributed to your knowledge, skills, and personal development in...?”.

Developing or Clarifying a Personal Code of Values and Ethics

<table>
<thead>
<tr>
<th></th>
<th>USFSM Spr 2013 Seniors</th>
<th>Comparison Group</th>
</tr>
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<tbody>
<tr>
<td>Very much</td>
<td>28% (30%)</td>
<td>32% (31%)</td>
</tr>
<tr>
<td>Quite a Bit</td>
<td>72% (70%)</td>
<td>68% (69%)</td>
</tr>
</tbody>
</table>

% N=218
COMMUNITY ENGAGEMENT

Students will demonstrate and integrate understanding of a societal issue as the result of engagement outside of the classroom.

CIRP – Civic Engagement

The construct measures the extent to which students are motivated and involved in civic, electoral, and political activities.

- Survey Items Included
  - Publicly communicated your opinion about a cause
  - I am interested in seeking information about current social and political issues
  - Worked on a local, state, or national political campaign
  - Demonstrated for a cause
  - Keeping up to date with political affairs
  - Influencing social values
  - Helped raise money for a cause or campaign
  - Performed volunteer work

USFSM
N=80
Graduation Survey

Question – “To what extent do you feel your experiences at USF contributed to your growth and development in…?”

Your sense of obligation to positively impact society

![Bar chart showing the distribution of responses to the question on sense of obligation to positively impact society.]

2013-14 Graduates
N=261

- 5 (Great Deal) 28%
- 4 33%
- 3 20%
- 2 5%
- 1 (None) 2%

Total 4 & 5 = 87%

Community Engagement/Service Learning Coursework

- In 2013-14 by the numbers:
  - 68 course sections offered students an opportunity to work in either an internship or to engage with the community through course-based projects. This represents 8% of the total course section offered in 2013-14.
  - 29 faculty members were involved with these courses or 17% of the 2013-14 faculty.
  - 369 or 15% of students were enrolled in one or more of these course sections.
**DIVERSITY**

Students will demonstrate and integrate an understanding of the complexity of elements important to various cultures, groups, beliefs, and/or practices.

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**Academic Program Assessment**

Rubric Scores on Diversity from Capstone Courses

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Rubric Scores</td>
<td>55</td>
<td>60</td>
<td>16</td>
</tr>
<tr>
<td>Mean Score</td>
<td>3.44</td>
<td>3.57</td>
<td>3.38</td>
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<tr>
<td>Median</td>
<td>4</td>
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<td>4</td>
</tr>
<tr>
<td>Min</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Max</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>% at Target or Above</td>
<td>82%</td>
<td>93%</td>
<td>81%</td>
</tr>
<tr>
<td>% below target</td>
<td>18%</td>
<td>7%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Scale: 1 (far from expectation) - 4 (exceeds expectation)

Target: 3 (meets expectations)
CIRP –
Pluralistic Orientation

The construct measures skills and dispositions appropriate for living and working in a diverse society.

- **Survey Items Included**
  - Ability to work cooperatively with diverse people.
  - Tolerance of others with different beliefs.
  - Openness to having my views challenged.
  - Ability to discuss and negotiate controversial issues.
  - Ability to see the world from someone else’s perspectives.

![Graph showing Pluralistic Orientation Mean across different groups](image)

USFSM
N=80

NSSE

Question – “How much has your experience at this institution contributed to your knowledge, skills, and personal development in…?”.

Understanding of People from Other Backgrounds
(economic, racial/ethnic, political, religious, nationality, etc)

![Bar chart showing understanding of people from other backgrounds](image)

USFSM Spr 2013 Seniors
Comparison Group

N=218
Very much
Quite a Bit
Graduation Survey

Question – “To what extent do you feel your experiences at USF contributed to your growth and development in …?”

Your understanding of people from diverse cultures and backgrounds

2013-14 Graduates
N=261

- 5 (Great Deal) 31%
- 4 45%
- 3 0%
- 2 20%
- 1 (None) 0%

Total 4 & 5 = 76%

Total N=261