

STUDENT LEARNING OUTCOMES

CSU, Chico – General Education Pathways



Report on Personal and Social Responsibility (2014-2015)

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Introduction

In Fall 2014 the assessment committee met to discuss methods to assess the Personal and Social Responsibility (P&SR) Student Learning Outcome (SLO), within the courses that are part of the CSU, Chico General Education Pathways.

The committee reviewed the Institutional Report on Personal and Social Responsibility Inventory compiled in June 2014 by The Research Institute for Studies in Education (RISE) at Iowa State University, in partnership with the Association of American Colleges & Universities (AAC&U). Chico State was one of the universities that participated in the Inventory's project "to assess students' perceptions of institutional support and opportunities for education in personal and social responsibility" (Institutional Report on Personal and Social Responsibility, i).

The committee looked for specific AAC&U's P&SR categories and questions that could be included in the survey at Chico State. After several meetings and working drafts during Fall 2014, the committee opted for a 12-question survey to be administered at the beginning and again at the end of the Spring 2015 semester. The post-test survey included two additional questions, for a total of 14 questions, which dealt specifically with the role CSU, Chico courses might play in the students' enhancement of knowledge of P&SR. Survey questions are described in the Data section of this report.

Instructors of P&SR courses were informed on December 11, 2014 about their selection and were sent instructions about how to voluntarily participate in the assessment project.

The committee maintained all data collected as aggregate and no analysis was performed to assess single courses or single instructors.

Overview

Given the timeline of the assessment plan, the assessment committee decided to select courses that were offered in Spring 2015, within the GE Pathways. There were a total of 87 courses offered in Spring 2015 that included, among their objectives, a P&SR SLO. The committee randomly selected 32 instructors among the ones teaching P&SR courses, and the following courses participated in the data collection:

PRE-TEST SURVEY	POST-TEST SURVEY
RELS 110 MCGS 155 POLS 250* PHIL 323* PHIL 341* POLS 365* PSYC 152 PHIL 104 INST 110* PSYC 101* BIOL 303 BIOL 322	RELS 100 MCGS 155 POLS 250* PHIL 323* PHIL 341 POLS 365* PSYC 152 PHIL 104 INST 110* MCGS/POLS 401
* multiple sections	



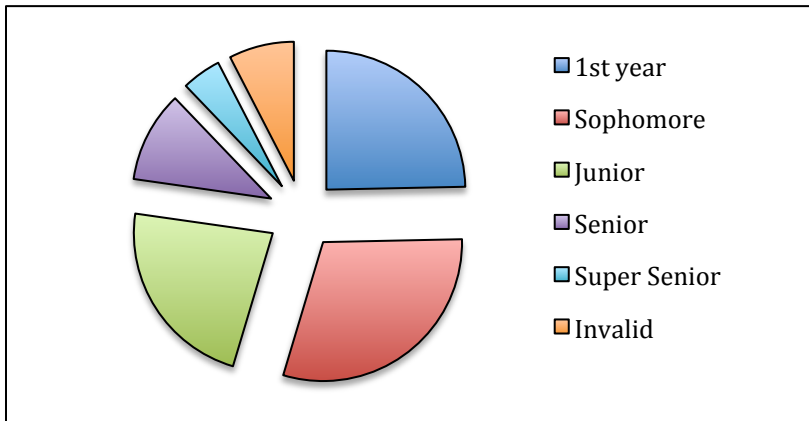
Data

Questions 1 to 12 were the same in both pre and post-test surveys.

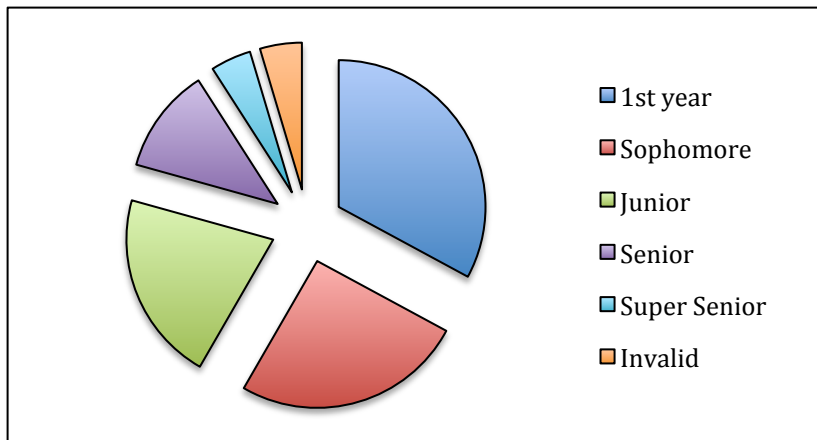
A. The first two questions referred to students' general information (standing and previous enrollment in other universities or colleges).

1. What is your class standing?

Student standing in the pre-test survey included the following:	Student standing in the post-test survey included the following:
First year students (25%), sophomores (30%), juniors (23%), seniors (11%), super seniors (5%), invalid answers (8%). [N=768 valid answers]	First year students (33%), sophomores (25%), juniors (21%), seniors (12%), super seniors (4%), invalid answers (5%). [N=641 valid answers]



PRE- TEST SURVEY

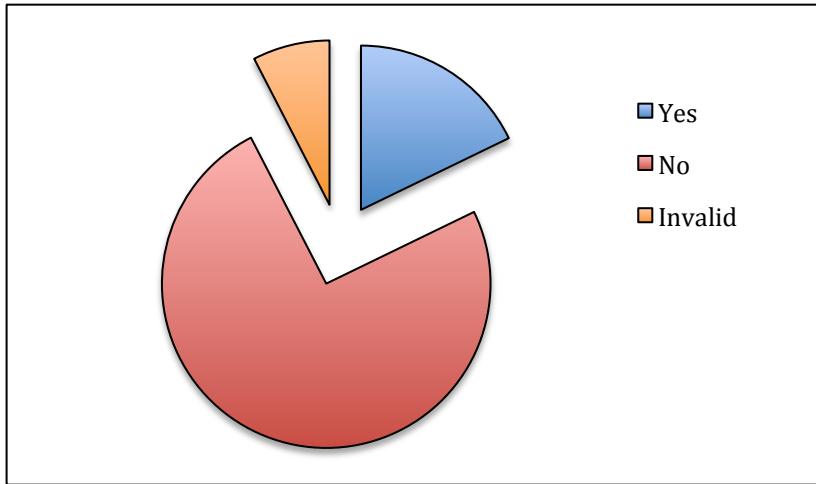


POST-TEST SURVEY

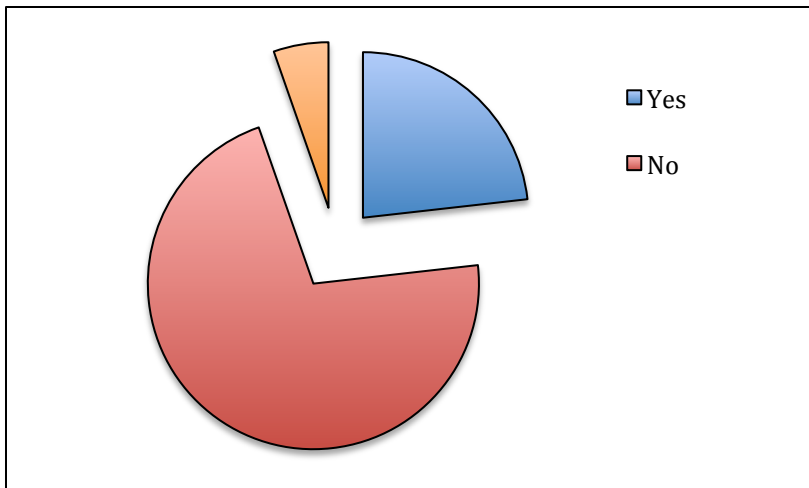


2. Have you ever enrolled as a full-time student at another college or university?

Pre-test survey [N=768 valid answers]	Post-test survey [N=636 valid answers]
Yes (18%), No (75%), invalid answers (8%).	Yes (23%), No (71%), invalid answers (5%).



PRE-TEST SURVEY



POST-TEST SURVEY

B. Questions 3 to 12 referred to student perception about their understanding and commitment towards personal and social responsibility. The possible responses to each question varied from *Strongly Agree* (5 points assigned in the report's data analysis), *Agree* (4 points), *Neutral* (3 points), *Disagree* (2 points), *Strongly Disagree* (1 point). The questions' mean, variance, standard deviation, and differences (t-test results) are reported in the table included in the following page:

Questions	PRE-TEST Survey Mean (N=valid answers)	PRE-TEST Survey Variance	PRE-TEST Survey Std Dev.	POST-T Survey Mean (N= valid answers)	POST-T Survey Variance	POST-T Survey Std Dev.	t-test results
3. I consider how well I do in school or life to be mainly up to me.	4.47 (N=768)	0.40	0.63	4.44 (N=640)	0.42	0.64	-0.88
4. I recognize how some of the choices people make shape their life prospects.	4.55 (N=768)	0.28	0.53	4.48 (N=640)	0.33	0.58	-2.36
5. I recognize how the cultural and economic environment affects the life prospects of others.	4.34 (N=768)	0.39	0.62	4.35 (N=641)	0.45	0.67	0.29
6. I am able to take responsibility for my actions when I succeed and when I fail.	4.51 (N=768)	0.35	0.60	4.45 (N=641)	0.37	0.61	-1.85
7. It is important for me to be actively involved in my community.	3.63 (N=768)	0.62	0.79	3.78 (N=641)	0.62	0.79	3.55
8. I have an understanding of some of the challenging social, political, and economic issues of our time.	3.98 (N=768)	0.51	0.71	4.02 (N=642)	0.47	0.69	1.07
9. I understand strategies I can use to help shape civic life and social institutions.	3.59 (N=768)	0.66	0.81	3.69 (N=641)	0.58	0.76	2.37
10. I can set aside my personal goals to help with community projects.	3.27 (N=767)	0.69	0.83	3.61 (N=642)	0.72	0.85	3.12
11. I am able to consider the moral/ethical dimensions of issues.	4.29 (N=760)	0.43	0.65	4.31 (N=638)	0.42	0.65	0.57
12. I am able to take seriously the perspectives of others, including those with whom I disagree.	4.23 (N=759)	0.46	0.68	4.21 (N=638)	0.43	0.66	0.55

The row highlighted in **blue**, corresponding to question 4 in the survey, shows a significant *negative* difference between post and pre survey.

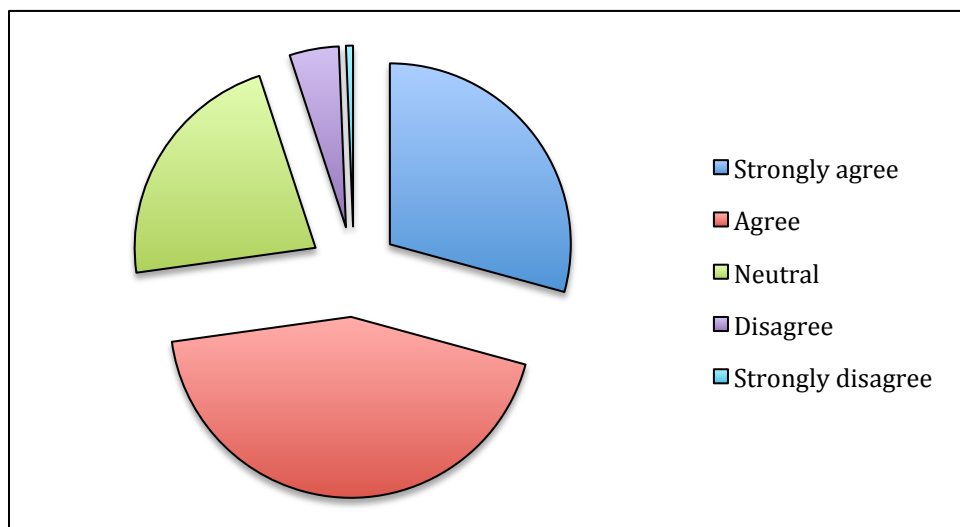
The rows highlighted in **pink** corresponding to questions 7, 9, and 10 in the survey, show a significant *positive* difference between post and pre survey.

C. Questions 13 and 14 were included in the post-test survey only and referred specifically to the P&SR course in which the students were enrolled in Spring 2015 (the courses where the survey was administered). Even in these two cases, the possible responses to each question varied from *Strongly Agree* (5 points assigned in the report's data analysis), *Agree* (4 points), *Neutral* (3 points), *Disagree* (2 points), *Strongly Disagree* (1 point).

13. *This course has enhanced my knowledge and skills to take personal responsibility for my actions.*

Students' answers in the **post-test survey** included the following [N=636 valid answers]:

Strongly agree (29%), agree (44%), neutral (22%), disagree (4%), strongly disagree (1%).
Mean value: 3.96



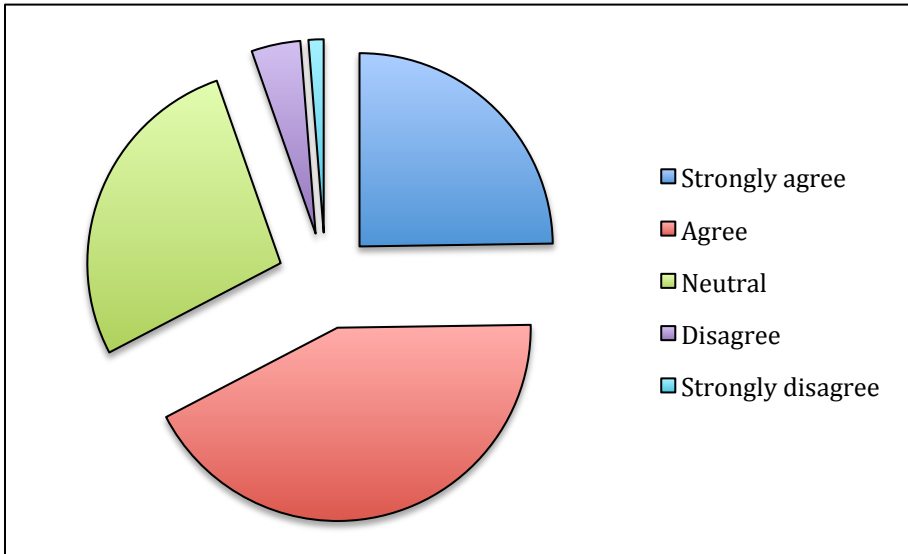
POST-TEST SURVEY



14. This course has enhanced my ability to recognize opportunities and responsibilities to become engaged in various communities.

Students' answers in the [post-test survey](#) included the following [N=636 valid answers]:

Strongly agree (25%), agree (43%), neutral (27%), disagree (4%), strongly disagree (1%).
[Mean value: 3.85](#)



POST-TEST SURVEY

Conclusion

Answers to question 4 reveal **significant negative difference values** between post and pre-test survey in understanding the way “choices people make shape their life prospects.” The overall mean of those answers, however, is **higher** than any other question in the survey. The data seem to suggest that Chico State courses might have a lower impact on values that are already well established (or are perceived to be) among students.

As Bill Loker and Kate McCarthy suggest, however, It is also possible that, having explored in these courses the ways in which individual choices are often bounded and complicated by structural social factors they may not previously have considered, students may actually have less confidence in the power of individual choices to determine future life prospects. If this is true, we see it as a positive outcome in that it reflects a more complex understanding of the role of individual responsibility within social systems.

On the contrary, answers to questions 7, 9, and 10 reveal **significant positive difference values** between post and pre-test survey in areas that primarily concern **community and civic engagement**. The overall mean of those answers, however, is systematically and significantly **lower** than all other questions in the survey. The data seem to suggest that Chico State courses might have a stronger impact on values that are not as well established (or are perceived to be) among students.

Questions 13 and 14 suggest that the majority of students enrolled in the P&SR courses considered in this survey either strongly agree or agree (**question 13: 73%, question 14: 68%**) that such **courses have enhanced their knowledge and skills about both personal responsibility and responsibilities and involvement in the community**.

The committee would like to propose additional approaches for the future assessment of the P&SR SLO. Given the highly subjective, but also extremely complex nature of Personal and Social Responsibility, it can be difficult to significantly and correctly “measure” the impact CSU, Chico courses can have on students within one semester. The committee suggests considering ways in which CSU, Chico and CAB can trace students’ knowledge and commitment towards P&SR across their entire college career, from freshmen to graduating seniors. Spanning across 4 years or longer, this type of assessment can provide more significant and multi-layered data for the analysis of CSU, Chico’s impact in the students’ understanding of the implications of P&SR.