Student Learning and Growth: Devising Measures for Assessing the Development of Students

College and University Performance Summit 2005

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Wake Forest University
Overview

- Key Measures of Quality developed by Evaluation Committee assessing “Plan for the Class of 2000” - [http://www.wfu.edu/ir/strategic.html](http://www.wfu.edu/ir/strategic.html)
- Senior Survey results compared with “freshman year” to measure changes in students’ growth
- Academic departments’ assessment plans in response to institutional effectiveness requirements by Southern Association of Colleges and Schools (SACS) - [http://www.sacscoc.org/](http://www.sacscoc.org/)
Key Measures

I. Quality at the entrance door
II. Quality of activities while at Wake Forest University
III. Quality at the exit door
IV. Opinions concerning quality
ENTRANCE DOOR MEASURES

E1: Average SAT scores of entering freshmen
E2: Percentage of freshmen in top 10% of high school senior class
E3: Percentage of total applications accepted
E4: Percentage of accepted applicants enrolled
E5: Average GRE scores of entering Arts and Sciences graduate students
E6: Percentage of minority and international students
ACTIVITIES WHILE AT WAKE FOREST UNIVERSITY

A1: *U.S. News & World Report* rank of terminal degree graduate schools of new tenure track hires in both the College and the Calloway School of Business and Accountancy

A2: Average class size

A3: Percentage of classes in excess of fifty students

A4: Percentages of classes with fewer than 20 and fewer than 10 students

A5: Number of graduates by department of major
ACTIVITIES WHILE AT WAKE FOREST UNIVERSITY (continued)

A6: Percentage of graduates who received degree credits abroad

A7: Percentage of credits taught by full-time professors, associate professors and assistant professors

A8: Total dollars of research grants received

A9: Instructional dollars expended per undergraduate student

A10: Student/Faculty ratio

A11: Percentage of students participating in a volunteer activity
EXIT DOOR

ED1: Percentage of students who graduate after five years

ED2: Percentage of freshmen who continue after their first year

ED3: Percentage of graduates who attend graduate or professional school within one year of graduation

ED4: Alumni giving percentage

ED5: Total number of student winners of major competitive fellowships
OPINIONS AND COMPARATIVE MEASURES

O1: U.S. News & World Report -- "Academic Reputation" ranking

O2: Senior Survey -- Percentage of Seniors who "definitely would" and “probably would” choose to attend Wake Forest University again

O3: Faculty Survey -- Percentage of faculty indicating that Wake Forest University is enhancing "very well" the development of the reason/intellect of students

O4: Salary by rank
## Class Size

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Avg. Class Size</th>
<th>% Classes Enrollment &gt; 50</th>
<th>% Classes Enrollment &lt; 20</th>
<th>% Classes Enrollment &lt; 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>20</td>
<td>2%</td>
<td>59%</td>
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<td>2002-03</td>
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<td>61%</td>
<td>20%</td>
</tr>
<tr>
<td>2003-04</td>
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<td>2%</td>
<td>60%</td>
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</tr>
<tr>
<td>2004-05</td>
<td>19</td>
<td>3%</td>
<td>59%</td>
<td>18%</td>
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</table>
Percentage of Graduates Who Received Degree Credits Abroad

Year | Percentage
--- | ---
2000 | 37%
2001 | 52%
2002 | 47%
2003 | 48%
2004 | 44%
Credits Taught by Full-time Professors, Associate Professors and Assistant Professors

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
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<tr>
<td>2001-02</td>
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<td>2002-03</td>
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<tr>
<td>2003-04</td>
<td>78</td>
</tr>
<tr>
<td>2004-05</td>
<td>72</td>
</tr>
</tbody>
</table>

*Fall*
Instructional Dollars Expended per Undergraduate Student

- 1999-00: $10,074
- 2000-01: $10,550
- 2001-02: $10,898
- 2002-03: $10,975
- 2003-04: $11,285
Graduation Rates of Freshman Class
1990 - 1999

<table>
<thead>
<tr>
<th>Year</th>
<th>4-year Graduation Rate</th>
<th>5-year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>73</td>
<td>84</td>
</tr>
<tr>
<td>1991</td>
<td>75</td>
<td>83</td>
</tr>
<tr>
<td>1992</td>
<td>68</td>
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<td>85</td>
</tr>
<tr>
<td>1999</td>
<td>78</td>
<td>88</td>
</tr>
</tbody>
</table>
Graduate and Professional School Placement

Year: 2000 - 33%
Year: 2001 - 31%
Year: 2002 - 30%
Year: 2003 - 29%
Year: 2004 - 28%
"Academic Reputation" Ranking of Wake Forest University – US NEWS

<table>
<thead>
<tr>
<th>Year</th>
<th>Ranking</th>
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<tbody>
<tr>
<td>2000</td>
<td>59</td>
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<tr>
<td>2001</td>
<td>59</td>
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<td>2002</td>
<td>58</td>
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<tr>
<td>2003</td>
<td>58</td>
</tr>
<tr>
<td>2004</td>
<td>53</td>
</tr>
</tbody>
</table>
Senior Survey - Percentage of Seniors Who "Definitely Would" and "Probably Would" Choose to Attend WFU Again

- 1993: 36 Definitely, 36 Probably, 72 Definitely and Probably Combined
- 1994: 38 Definitely, 35 Probably, 73 Definitely and Probably Combined
- 1995: 42 Definitely, 32 Probably, 74 Definitely and Probably Combined
- 1996: 33 Definitely, 38 Probably, 71 Definitely and Probably Combined
- 1997: 40 Definitely, 31 Probably, 71 Definitely and Probably Combined
- 1998: 37 Definitely, 31 Probably, 68 Definitely and Probably Combined
- 2000: 27 Definitely, 32 Probably, 59 Definitely and Probably Combined
- 2001: 33 Possibly, 45 Probably, 78 Definitely and Probably Combined
- 2003: 43 Definitely, 41 Probably, 84 Definitely and Probably Combined

Legend:
- Definitely
- Probably
- Definitely and Probably Combined
Faculty Survey - Percentage of faculty indicating that Wake Forest University is enhancing “very well” the development of the reason/intellect of students

- 199525%
- 199823%
- 200131%
Senior Survey - College Student Survey (CSS)

- CSS administered in April, 2001 to remaining 620 graduating seniors not asked to complete senior essays with a resulting response rate of 33%
- The Higher Education Research Institute (HERI) at UCLA provided results for all Wake Forest respondents and two norm groups, “Private Universities” and “All 4+ Year Institutions”
- HERI also provided CSS and CIRP Freshman Survey results on similar items for Wake Forest cohort taking both surveys
CSS – During The Past Year, How Many Hours Did You Spend During A Typical Week Studying/Doing Homework?

![Bar Chart]

- **Wake Forest University**
- **Private Universities**
- **All 4+ Year Institutions**

Bars for the following time ranges:
- 0-5 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours
- Over 20 hours
CSS/CIRP – Actual Events Occurring During College vs. Expected Events (before college)

- Satisfied with current college: 87% (WFU Senior), 74% (WFU Freshman)
- B or better college GPA: 93% (WFU Senior), 61% (WFU Freshman)
- Failed one or more courses: 12% (WFU Senior), 1% (WFU Freshman)

Legend:
- WFU Senior
- WFU Freshman
CSS – Students Reporting Much Stronger Abilities & Skills Compared To When They First Started College In:

- Knowledge of particular discipline
- General knowledge
- Computer skills
- Writing skills
- Foreign language ability
- Mathematical skills

All 4+ Year Institutions  Private Universities  Wake Forest University
CSS – What Do You Plan To Be Doing Six Months From Now?

Attending Graduate/Professional School
- Wake Forest University: 32%
- Private Universities: 26%
- All 4+ Year Institutions: 22%

Working Full Time
- Wake Forest University: 60%
- Private Universities: 57%
- All 4+ Year Institutions: 56%
Percentage of Seniors Who Collaborated with Faculty on One or More Research Projects

- 1998: 36%
- 2000: 38%
- 2001: 46%
- 2003: 51%
How Satisfied Have You Been with Social Life on Campus?

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
<td>9</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>Generally Dissatisfied</td>
<td>12</td>
<td>34</td>
<td>26</td>
</tr>
<tr>
<td>Generally Satisfied</td>
<td>54</td>
<td>42</td>
<td>45</td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>14</td>
<td>6</td>
<td>18</td>
</tr>
</tbody>
</table>
Institutional Effectiveness
Requirements by SACS –

*Principles of Accreditation*

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement, and (b) demonstrates that the institution is effectively accomplishing its mission.
3.3.1 The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.
Summarize any relevant results from your Institutional Effectiveness process (setting goals, evaluating, acting on results, etc.) as required by SACS.

What changes have taken place this year as a consequence of these results?

What other changes do you propose as a consequence of these results?
Examples of Departmental Assessment Processes and Outcomes

Physics

- **Process** – Physics majors asked to evaluate preparation of physics curriculum for careers, quality of instruction and advising in addition to normal course evaluations.

- **Outcome** – Physics alumni presented seminars on employment, graduate degree program with computer science instituted, Teaching Apprenticeship Program for graduate students instituted and members of department helping students with finding graduate schools and jobs.
Examples (Continued)

Romance Languages

- **Process** – Student and peer evaluations, survey of alumni and Program Review.

- **Outcome** – Strengthened coordination system for 111-153x sequence, offering Spanish in intensive Summer Language Institute on campus and abroad while considering same for Italian and French, post-tenure evaluation process instituted, annual workshop on teaching for tenured faculty, developing student internships and conducted departmental retreats.
Summary

- Measures of Student Learning and Growth can be developed by thorough strategic planning, global assessment using freshman, senior and faculty surveys as well as departmental goal setting and assessment processes for academic improvement.
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