



Introduction to University Life Learning Outcomes

Here is a “snapshot” of what we know about what our students learned.

This fall, the Comprehensive Learning Center developed a matrix based on a learning outcome question from The College Student Report to assist the department with identifying learning outcomes associated with each program. An evaluation form was drafted to capture this information. Nine hundred seven students enrolled in the Introduction to University Life Course were administered this evaluation at the end of the course. One hundred ninety-eight of these students responded. In the future, we hope to exceed this 22% response rate. The results provide an insight to learning outcomes associated with this course.

Sample Characteristics:

Year in college: 95.9% freshmen

Intention (receive a degree from CSU): 85.9%

Gender: 69.6% female, 30.4% male

Race/Ethnicity: 23.3% African American, 2.3% Asian, 1.5% Hispanic, 1.15% Native American, 64.7% White, 6.8% Other

Question

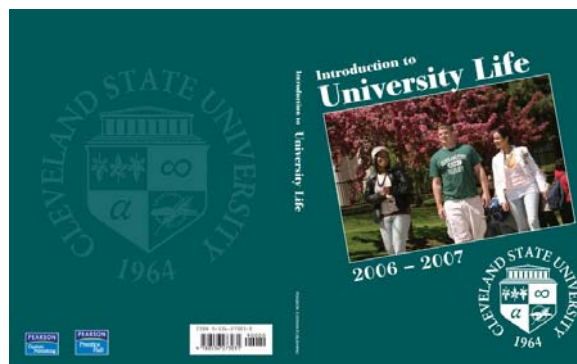
To what extent did the course or staff contributed to your knowledge skills, learning and development in the following areas?

Learning Outcome	Mean Response
Understanding college expectations	4.00
Understanding general education requirements	3.82
Developing new strategies for studying, learning, etc. .	3.86
Understanding University organizational structure and policies	3.9
Increased awareness of academic majors and career interest	3.73
Setting goals and taking responsibility for them	3.83
Using computer and information technology	3.38
Thinking critically	3.62
Writing clearly and effectively	3.25
Understanding myself	3.55
Learning effectively on my own	3.61
Increase connections with faculty	3.52
Increased cultural competency and appreciation for diversity	3.59
Helping me locate campus resources	3.91
Supporting me to succeed academically	3.72

Students had the following rating options to each learning outcome listed in the table:

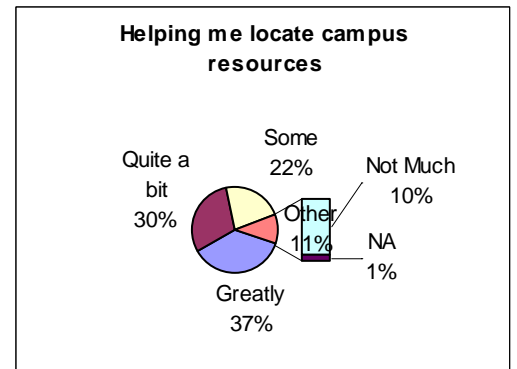
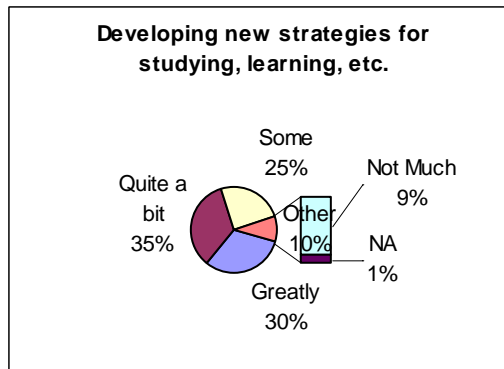
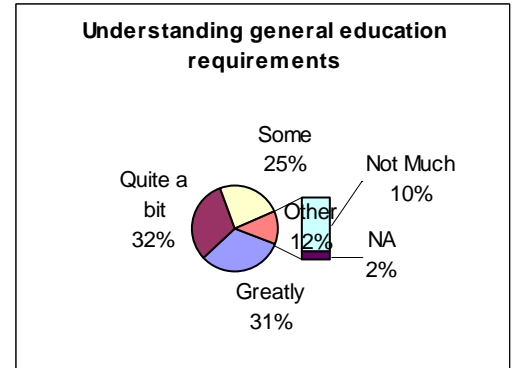
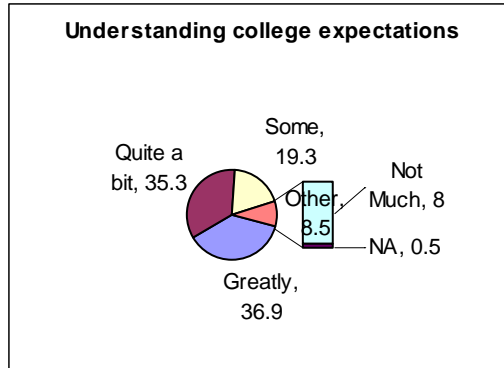
- 5 = Greatly
- 4 = Quite a bit
- 3 = Some
- 2 = Not much
- 1 = Not applicable (NA)

For the most part, students’ assessment of the course's contribution to their college learning experience as “greatly” or “quite a bit” ranged from 41.9 to 72.2 percent. The pie charts on the following page provide a of students’ response.

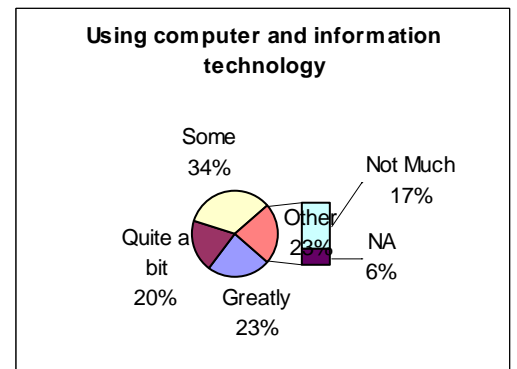
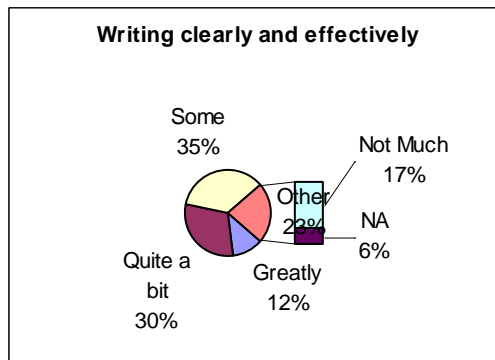
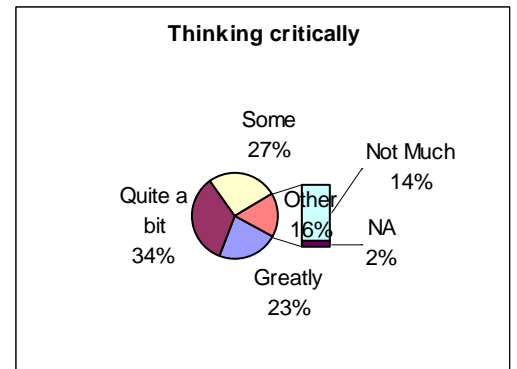
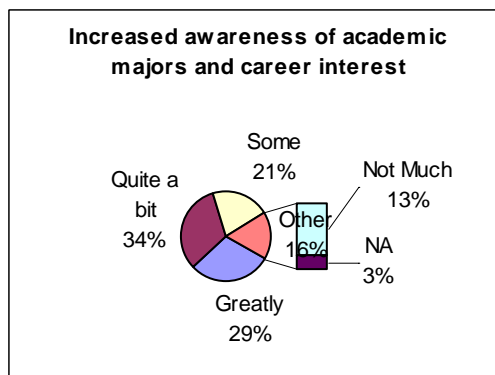


Introduction to University Life Learning Outcomes Continue

“Retention rates improve, grades improve, students’ locus of control increases, participation in extracurricular activities and the use of campus services both increase, and students begin to clarify their short- and long-term goals. Most importantly, graduation rates increase” (Barefoot, 1998, p. XI).

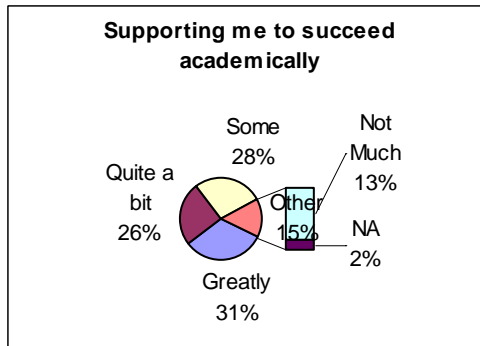
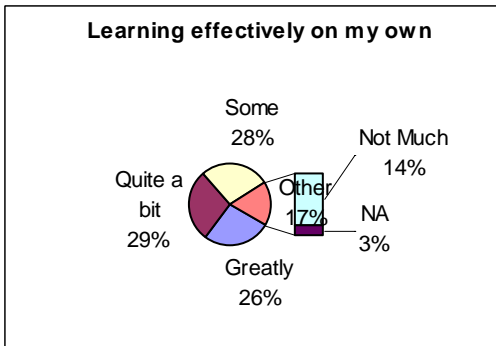
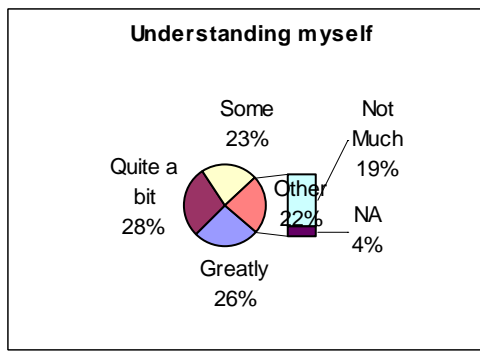
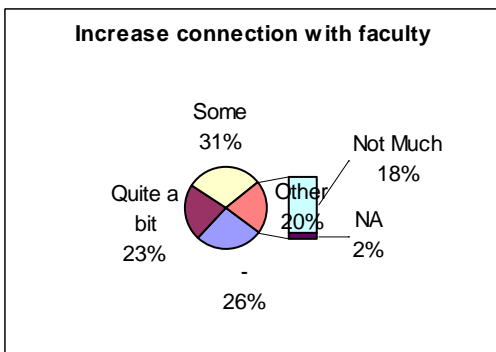
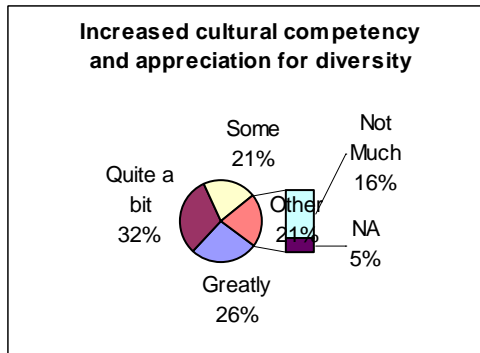
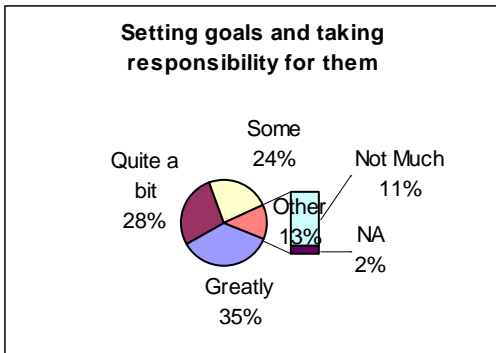


Introduction to University Life instructors appear to have the greatest impact on those aspects of student learning that increase students’ understanding of CSU’s expectations of them.





Higher education has a vital role to play, both as a force of social justice and in producing an educated and productive citizenry. To this end, educators must ensure that students are taught to competently work in diverse environments and value diverse cultures (Stayhorn, T. L. 2006, p.51).



The good news is that our “not much and NA” ratings in relationship to assisting students with navigating college (CSU) as well as supporting their learning and academic success are low. The course is addressing student transitional issues. The “alerting” news is that our “not much and NA” ratings in areas that contribute the most to students’ personal development (developing strong interpersonal skills and connection to others, understanding of oneself, and increasing ones cultural competency) are slightly higher than we expected. Students’ understanding of themselves and their role in a community of learners is essential to their personal and educational growth. According to the Council for the Advancement of Standards in Higher Education (CAS), learning outcomes that support students’ development of meaningful interpersonal relationships with their peers, faculty and staff “should be a priority alongside other outcomes such as developing critical thinking and leadership skills” (Frameworks for Assessing Learning and Development Outcomes, 2006, p. 107)

Comprehensive Learning Center

Cleveland State University
Division of Student Affairs and Minority Affairs
2121 Euclid Ave. UC 303
Cleveland, Ohio

Phone: 216-687-2282
Fax: 216-687-9320
E-mail: clc@csuohio.edu

Visit Us on the Web!

<http://www.csuohio.edu/clc>

"Educational Commitment, Support, and Great Expectations"

The purpose of the Comprehensive Learning Center is to promote greater integration among Cleveland State University's academic and co-curricular student learning experiences, particularly at the first and second-year level. The Center will facilitate and provide opportunities for: Increased student to student and faculty/staff to student interaction through freshmen orientation course and mentoring activities; engagement in opportunities that link students' curricular and co-curricular experience; and increased student engagement and academic success through tutoring services, workshops, educational resources, learning accommodations and other activities. Lastly, the Center encourages high academic expectations and educational fortitude for all students regardless of level of academic preparation for college level work, career aspirations, and social classification.

Introduction to University Life instructors are needed for the 2007-08 academic year for teaching one of the three types of course sections:

College transition (transition to the university)

Special academic themes (interdisciplinary learning experience/problem-focused/selected topic)

Fall 2007 and Spring 2008 Learning Communities

University Scholars Program

Veterans Sections

Discipline-based orientation (introduction to a major/department /discipline)

Business 101

Our goal is to diversify our section offerings to include special academic theme and/or discipline-based sections in collaboration with the University Curriculum Committee, academic departments, and student retention programs.

Interested?

Applications are available at <http://www.csuohio.edu/clc/asc101> or call the Comprehensive Learning Center at 216-687-2282.