Portland State University

PDXScholar

2018

University Studies Annual Assessment 2017-2018

Portland State University. University Studies Program

Rowanna L. Carpenter
Portland State University, carpenterr@pdx.edu

J. R. Estes
Portland State University, estesjr@pdx.edu

Seanna M. Kerrigan
Portland State University, kerrigs@pdx.edu

Dana Lundell
Portland State University, dlundell@pdx.edu

See next page for additional authors

Follow this and additional works at: https://pdxscholar.library.pdx.edu/unst_assessment_reports

Part of the Educational Assessment, Evaluation, and Research Commons, and the Higher Education Commons

Let us know how access to this document benefits you.

Authors

Portland State University. University Studies Program, Rowanna L. Carpenter, J. R. Estes, Seanna M. Kerrigan, Dana Lundell, Michael Mooradian Lupro, and Vicki Reitenauer

UNIVERSITY STUDIES
UNST

PORTLAND STATE UNIVERSITY
assessment report 2017 - 2018

Compiled by Rowanna Carpenter
Director of Assessment and Research
carpenterr@pdx.edu, (503) 725-3445

University Studies gathers information on students' learning and experiences in University Studies courses in order to improve our practice and our students' outcomes. We use surveys, small group discussions, and review of student and course portfolios in our assessment efforts. The tools and methods used to assess student learning are faculty driven and developed. The information gathered is used by individual faculty, faculty teams, program levels and the program as a whole to gauge program effectiveness and inform program decisions.

TABLE OF CONTENTS

UNST GOALS

COMMUNICATION

DIVERSITY, EQUITY & SOCIAL JUSTICE

ETHICS & SOCIAL RESPONSIBILTY

INQUIRY & CRITICAL THINKING

UNIVERSITY STUDIES
UNST
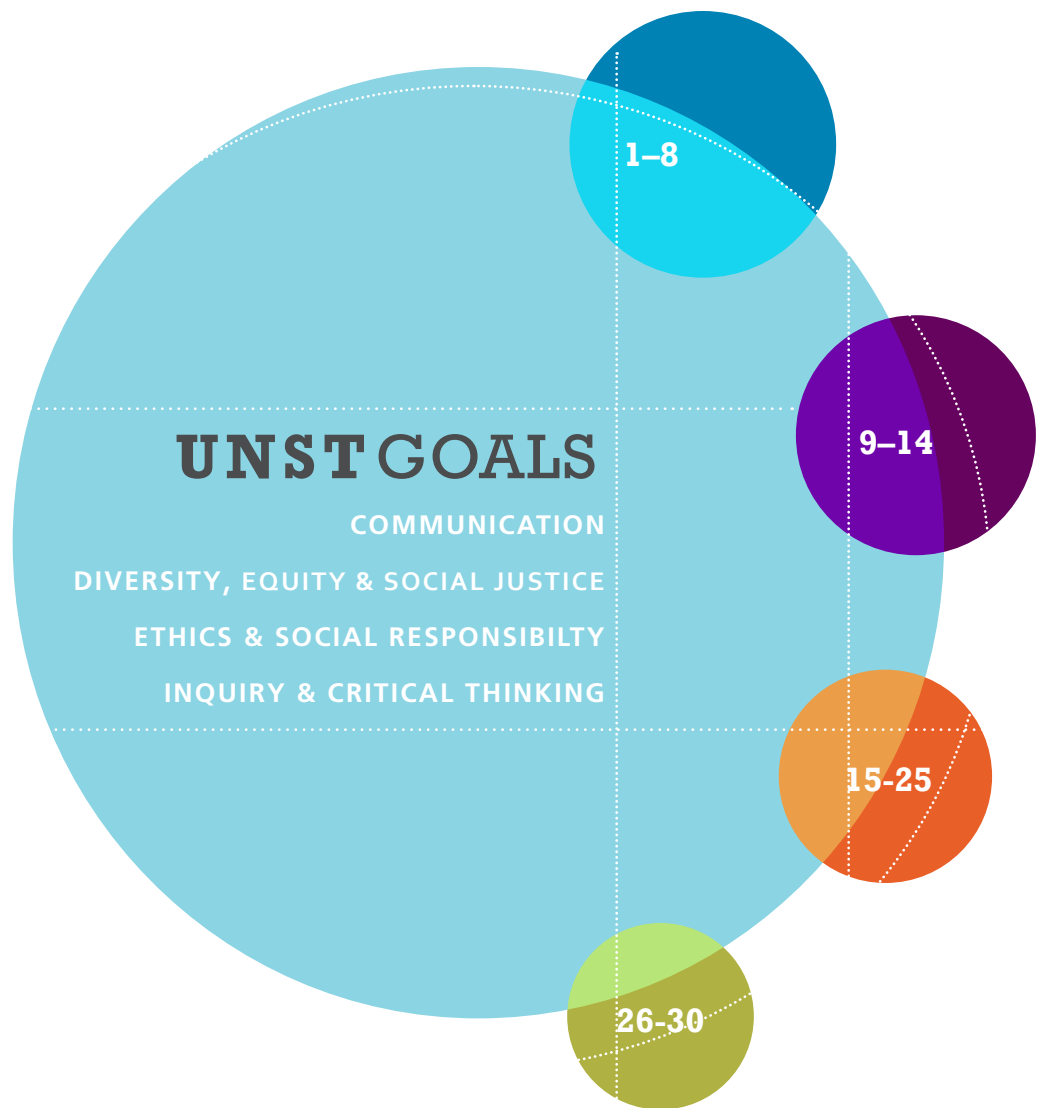
CONTRIBUTORS
CONTACT INFORMATION

Rowanna Carpenter
Director of Assessment and Research
carpenr@pdx.edu

J.R. "Jones" Estes
Director of the Freshman Year Experience
estesjr@pdx.edu

Seanna Kerrigan
Capstone Program Director
kerrigs@pdx.edu

Dana Lundell
Co-Director of Mentor Programs
dlundell@pdx.edu

Michael Lupro
Director of SINQs and Clusters
neeram@pdx.edu

Vicki Reitenauer
Faculty, Women's, Gender and Sexualities Studies
Gender and Sexualities Studies Cluster Coordinator
vicr@pdx.edu

FOCUS OF THE YEAR

The introduction and support for the curricular adoption of the University Studies Diversity, Equity, & Social Justice goal was a significant focus of the year. This goal, revised by the University Studies Council, shifts from an emphasis on respect for difference to a critical examination of power and privilege.

We expanded the student role at summer Orientation sessions through the creation of the University Studies Ambassadors program. These students completed all of their general education at Portland State University and use that experience to explain FRINQ and University Studies to incoming first-time, first-year students. We also rewrote the University Studies related material in the New Student Handbook provided by Orientation.

The implementation of the advising redesign planned for the 2017-18 academic year was delayed until fall 2018. However, collaborations; such as the Exploratory Studies curriculum, drop-in advising in the HUB, and FRINQ-theme Advising & Career Services Liaisons, were eliminated.

Within University Studies, we continued developing student support services offered through the HUB by continued funding of the Graduate Student Coordinator. With the withdrawal of drop-in advising in the HUB, a temporary, half-time Student Success Coordinator was hired for part of the year.

The first fully online FRINQ course was piloted. This work incorporated, and furthered, previous program work on incorporating Universal Design for Learning (UDL) by integrating UDL principles into both the online course delivery and the course content. Other significant artifacts created as part of the course, were a responsive student resource page and an online course-student success diagnostic that provides the student, faculty, and peer mentor information on which aspects of the online course delivery will be most challenging for the student.

We welcomed the second cohort of Think College Inclusion Oregon (TCIO) students into FRINQ (https://www.pdx.edu/career-and-community-studies/).

Pebble Pad was introduced to the entire faculty as the program platform of choice for the ePortfolio in 2016-17 with roughly half of the faculty using it. For 2017-18, that increased to all but a few faculty adopting the ePortfolio platform.

TOOLS AND METHODS

FRINQ End-of-year Survey

Purpose: The FRINQ End-of-year Survey asked students to rate their experiences in their FRINQ course. Students responded to questions about the course format, faculty pedagogical practices, and mentor contribution to the course. The results provide information to individual faculty about their course and to the program about students' overall experience in FRINQ. During spring 2018, two new open-ended questions were added that addressed the new UNST Diversity, Equity, & Social Justice learning goal.

Method: During the final three weeks of spring term 2018, FRINQ students completed the End-of-year Survey. This online survey was administered during mentor sessions. 872 students responded to the survey, representing a 68.5% response rate. While this report contains information aggregated at the overall FRINQ level, End-of-year Survey data are available at the theme and course level to help answer specific questions about curricular pilots. The new Diversity, Equity, & Social Justice questions were analyzed for qualitative themes that are shared with faculty and inform the activities at the fall 2019 faculty workshop.

FRINQ ePortfolio Review

Purpose: The FRINQ Portfolio Review process scores student portfolios against rubrics developed to measure student learning related to University Studies goals. The results provide information to faculty teams about student learning in FRINQ themes and students' overall learning in FRINQ.

Method: Over the year of a FRINQ course, students develop portfolios representing their work and reflection relating to the four University Studies goals. During spring 2018, students were asked for permission to evaluate their portfolios as part of program assessment for University Studies. 189 student portfolios were randomly selected for review. This year, the portfolio review process focused on the Quantitative Literacy goal, which was assessed using a 6-point rubric, where 6 is a score expected of a graduating senior. Interrater agreement for the rubric was 88%.

SUMMARY OF FINDINGS

FRINQ End-of-term Survey

The majority of students indicated that they had opportunities to develop skills in all four of the University Studies goals in their FRINQ courses. Up 10% from the year before, more than 80% of FRINQ students agreed or strongly agreed with all items related to UNST learning goals. Student agreement levels fluctuate somewhat year to year but remain fairly and consistently high.

Students also generally agreed with statements about their faculty members' teaching practices. Students were most likely to agree that faculty showed a personal interest in their learning, formed groups to facilitate learning, and used a variety of methods to evaluate student progress (all above 80%). Students were least likely to agree that their FRINQ faculty presented course material clearly, inspired them to achieve challenging goals, or provided helpful feedback (although each item showed a notable increase since last year; 6%, 6%, and 9%, respectively). It is interesting to note that over the past six years, the pattern of percentages for each variable remain relatively consistent. Meaning the variables, such as those mentioned above, where the program scores highest remain high and those where the program scores lower remain low. And within this pattern, almost without exception, all of the variables in the even years of data are lower than the previous year—ticking up and down in an alternating pattern.

FRINQ Diversity, Equity,& Social Justice Comment Analysis

What Activities in this Class Related to the New Goal?
Students named many different activities from their FRINQ courses that supported their learning related to our new learning goal. In particular, they identified the following:

- Course readings—Many students named specific readings, and some readings were named multiple times.
- In-class discussion—revealed new perspectives, clarified readings.
- Written assignments—e.g., research paper, book review, essay.
- "All of them"—Some students said their entire course addressed the goal and didn't name specific activities.
- Videos/films.

- Field trips/Community-based learning.

Less frequently, students indicated that their guest speakers, group work, and work on their ePortfolio contributed to their learning.

What Did You Learn from those Activities Related to the New Goal?
We approached the analysis of students' self-reported learning in two ways. First, we used the rubric categories as a guide to determine whether students' responses to this very open-ended question would align with our draft rubric. (As this rubric was not available until the end of the year, there was no expectation that courses were addressing the rubric yet). Then we looked for overall themes not bounded by the rubric.

We found evidence related to each of our five rubric categories, with the most evidence relating to context, multiple perspectives, and self-reflection. We provide representative quotes for each theme, including the student's exact words.

- Context: We want students to be able to name the context (geographic, historical, cultural, etc.) that frames an issue and make connections to historical inequities or marginalized groups. Many students named a specific context when they reported learning (e.g., popular culture, history, Portland, America, political systems, technology). We were pleased to note that many students were making connections to ways in which context may impact groups differently:
  - *I learned a lot about historical thinking and how to understand events and cultures from the past in a way that isn't simply black and white, but instead complex. I feel as though it's helped me look at understanding others in a better way.*
  - *Identity has been big in the past, and is an even bigger topic today. Power relations are changing what they appear as, but they are still the same kind of relationships. This goes for social justice as well; society is changing but there are still the same kinds of issues, whether or not they appear in the same forms or not.*

- Multiple Perspectives: We want students to be able to consider and "take on" other perspectives in order to understand the many way in which people experience the world. This was the most frequently articulated element of the rubric. Students named their peers in class discussion as well as readings and videos as critical to their understanding of new perspectives. Some

students identified a connection between the different lived experiences across groups and the ways in which those experiences shape perspectives:

- *People live extremely different lives even within the same society. We never really know the struggles people face in their daily lives, and our struggles might not be someone else's. People live lives we can't even imagine.*
- *It taught me to analyze more than just the context that's given to me, but to "question authority" and to look into other perspectives as well from history, challenging every thought and thinking for myself.*

Other students expressed how they learned about new perspectives which broadened their own views:

- *I learned about a variety of perspectives I never considered researching about beforehand. Also I learned a little more about myself and my community.*
- *I learned that I need to learn more about other people and their experience and not always trust the textbooks.*

- Critical Self-reflection: A part of our new rubric focuses on a student's examination of their own identity, power, and privilege and the ways in which those may influence their perspectives. Fewer students (about 1/6) reported what they learned about themselves. Some reflected on their own identity:

- *I believe it put a lot of things into perspective as a white, privileged American it is easy to not see some of these issues because they do not directly affect me on a daily basis, but it is still important for me to do my part everyday.*
- *That identity is something that is hard to find out with outside forces telling you otherwise and that social justice has too many variables to be black and white.*
- *That it sucked in the past, just not for anyone I'm descended from.*

Other students reported what they learned about themselves, but did not include reference to their identity:

- *What it means to be a part of a diverse community/environment and how to respect others in those situations.*
- *I learned about social responsibility and the responsibility I have as an individual to be involved in the discussion.*

Moving beyond rubric items, one theme that emerged that cuts across other themes is the idea of complexity. Some students stated this explicitly by writing that the issues they were looking at were very complex and others noted complexity by naming multiple identities or groups (intersectionality, listing groups, etc.) that they learned about:

- *Everything and everyone is connected in some way; from agricultural development to the history of human life there has been a great deal of diversity, power relationships, and social justices that have been challenged and debated.*

Only eight of the randomly selected comments said they did not learn about the new goal in their FRINQ course. In other cases (15 students), the student left the "learning" field blank, but by and large had filled in an answer that indicated the course had activities related to the new goal.

FRINQ ePortfolio Review

47% of FRINQ students scored a 2 or higher for Quantitative Literacy performance. Using the 6-point Quantitative Literacy (QL) rubric, a score of 6 represents program expectations for student achievement at the end of their senior year. The overall mean score for FRINQ ePortfolios was 1.82. Across the 11 FRINQ themes from which student portfolios were sampled, average rubric scores ranged from 1.3 to 3.1.

Some themes demonstrated low Quantitative Literacy performance. The themes of Work of Art, Human/Nature, and What are Great Books? averaged the lowest scores at 1.3, 1.4, and 1.5, respectively. At the high end, Sustainability averaged ePortfolio scores of 3.1.

This year, in order to supplement our rubric scores, we included an inventory of portfolios as part of our review process. We asked first readers to report on whether the portfolio had a dedicated QL section, where they found good evidence of QL and what kinds of assignments represented strong evidence of QL.

Given that the majority of students scored a 1 or 1.5, meaning there was minimal evidence of Quantitative Literacy, the analysis of the inventory data was limited to those 89 portfolios scoring a 2 or higher (i.e., those that had evidence of QL). A summary of the findings includes:

- Seven of the portfolios included a Quantitative Literacy Section.
- When asked about where they found the best evidence of QL, the most frequent responses were the

Communication (28) and Inquiry and Critical Thinking (21) sections.

- When documenting the types of assignments that provided evidence of QL, research papers were the most frequently cited (58), followed by presentations (33) and other (20), which included reflective writing, lab report, and debate preparation notes.
- About half (43) of the portfolios included charts or graphs, over 2/3 (63) included descriptive writing about quantitative data, and only 1/3 included the evaluation of quantitative reasoning by others.

FRINQ ePortfolio Process

This was our second year using the PebblePad ePortfolio platform. In general we are pleased with the adoption; all but a few FRINQ courses used the tool for their students to build ePortfolios (up from 54% the first year). However, not surprisingly given the size of our program, faculty have used the tool in different ways both with students and in the ways they have collected student work.

The high level of PebblePad adoption by faculty highlighted the need to revisit our process for making ePortoflio expectations clear to faculty and peer mentors at the point of having students produce portfolios with appropriate evidence, at the point of having portfolios submitted so that they are accessible for assessment review, and at the point of administering and encouraging student consent. In each area, there were challenges this year that could affect the representativeness of our sample.

Related to student work, while many faculty used the ePortfolio template that was provided, some did not. Even when the template was used, we discovered that it did not include enough explicit instruction to provide evidence of Quantitative Literacy. Among classes that did not use the template, students approached organization in a number of different ways, which were not always transparent to reviewers. We found some portfolios with robust reflective writing for each goal and no corresponding evidence.

PebblePad provides a feature called Atlas that faculty must use to collect student portfolios so that they are accessible for assessment later. Again, although a majority of faculty who used PebblePad used Atlas, some did not. Consequently, there were courses from which collecting student work samples was not possible.

Finally, the instructions for administering the student consent form were sent out later than usual. This delay reduced the time available to follow up with students who had not completed the form.
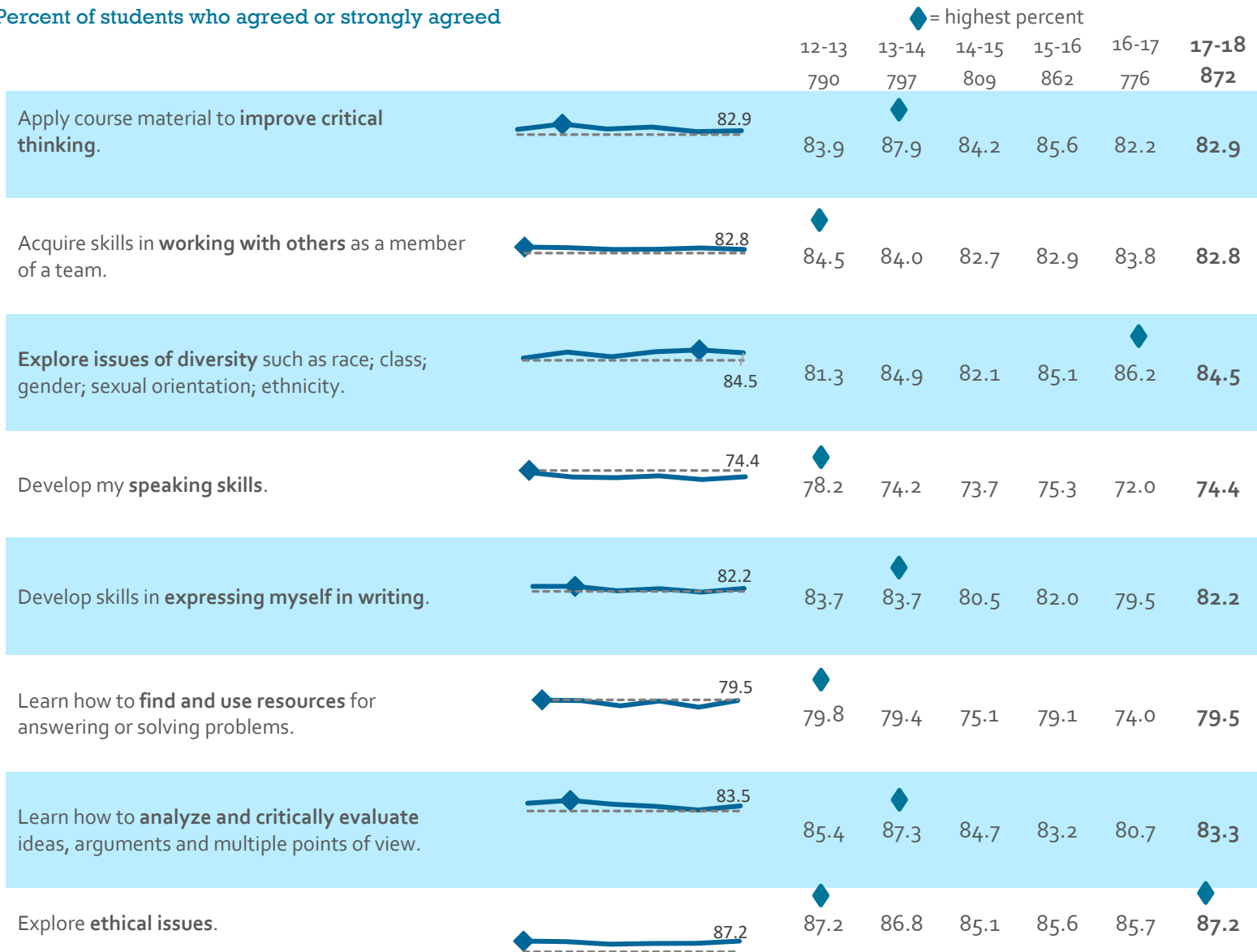
Although each problem affected a small number of students or courses, the total effect was a smaller number of student portfolios to sample from. We still had 189 portfolios to review when we typically review between 200 and 230 portfolios, but we want to address each of these issues in the coming year so that next year's portfolio review is as robust as possible.

The Freshman Inquiry Learning Experience

Ratings made on a scale of 1=Strongly Disagree to 5=Strongly Agree.

Percent of students who agreed or strongly agreed

◆ = highest percent

		12-13	13-14	14-15	15-16	16-17	**17-18**
		790	797	809	862	776	**872**
Apply course material to **improve critical thinking**.	82.9	83.9	◆ 87.9	84.2	85.6	82.2	**82.9**
Acquire skills in **working with others** as a member of a team.	82.8	◆ 84.5	84.0	82.7	82.9	83.8	**82.8**
Explore issues of diversity such as race; class; gender; sexual orientation; ethnicity.	84.5	81.3	84.9	82.1	85.1	◆ 86.2	**84.5**
Develop my **speaking skills**.	74.4	◆ 78.2	74.2	73.7	75.3	72.0	**74.4**
Develop skills in **expressing myself in writing**.	82.2	83.7	◆ 83.7	80.5	82.0	79.5	**82.2**
Learn how to **find and use resources** for answering or solving problems.	79.5	◆ 79.8	79.4	75.1	79.1	74.0	**79.5**
Learn how to **analyze and critically evaluate** ideas, arguments and multiple points of view.	83.5	85.4	◆ 87.3	84.7	83.2	80.7	**83.3**
Explore **ethical issues**.	87.2	◆ 87.2	86.8	85.1	85.6	85.7	◆ **87.2**

The Freshman Inquiry Faculty
Ratings made on a scale of 1=Strongly Disagree to 5=Strongly Agree.

Percent of students who agreed or strongly agreed

◆ = highest percent

	12-13	13-14	14-15	15-16	16-17	17-18
	790	797	809	862	776	872
Displayed a **personal interest in students** and their learning.	82.0	85.9	82.4	84.3	82.3	**86.1** ◆
Scheduled course work (class activities; tests; projects) in ways that **encouraged students to stay up to date** in their work.	70.6	74.6	73.0	75.7	66.7	**76.5** ◆
Formed teams or discussion groups to facilitate learning.	82.3	83.2	82.5	83.2	86.0	**86.2** ◆
Made it **clear how each topic fit** into the course.	66.2	72.3 ◆	67.6	70.2	66.3	**71.5**
Presents course material in a way that is **clear and understandable.**	61.6	68.8 ◆	64.0	67.8	62.2	**67.8**
Related course material to **real life situations**.	77.0	82.7 ◆	79.8	78.1	78.4	**79.2**
Inspired students to set and achieve goals which really challenged them**.**	66.4	69.5	65.5	67.8	61.8	**70.7** ◆
Asked students to **share ideas and experiences with others** whose backgrounds and viewpoints differ from their own.	80.4	82.2	80.3	82.6	79.6	**83.1** ◆
Provided helpful feedback on tests; reports; projects; etc. to help students improve.	70.5	73.4 ◆	70.0	69.5	65.0	**71.1**
Encouraged **student-faculty interaction outside of class**.	72.0	70.4	71.9	73.2	74.4	**77.3** ◆
Used variety of methods: presentations, class projects, exams, participation, papers, essays **to evaluate student progress**.	83.2	83.0	81.0	83.3	84.0	**84.9** ◆

Distribution of 2018 FRINQ ePortfolio Scores

Mean Quantitative Literacy rubric score: 1.82
Percent of portfolios scoring 2 or above: 47%

Portfolio Score (ratings made on a scale of 1 - 6)
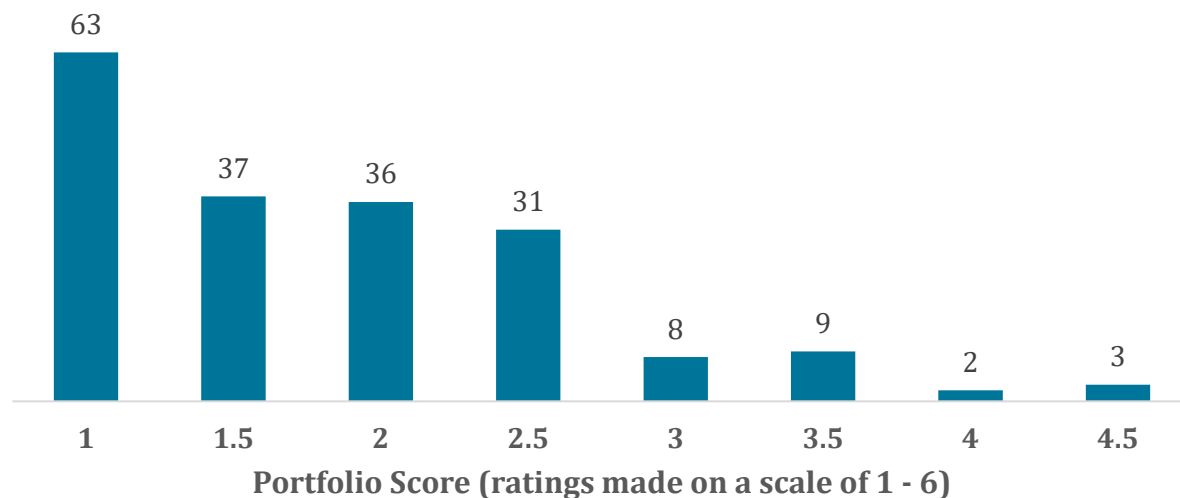
ePortfolio Quantitative Literacy Inventory

Includes all portfolios that scored 2 or higher (n=89)

Eportfolio includes:

	No	Yes
Distinct QL section	82	7
Charts or graphs	46	43
Descriptive writing about quant. Data.	26	63
Evaluates quant. Reasoning by others	62	23

Best evidence of QL Found in (eportfolio section)

Communication	28
Diversity, Equity, Social Justice	10
Ethics and Social Responsibility	19
Inquiry and Critical Thinking	21
Other	10

Type of assignment that provided evidence of QL

Research paper	58
Presentation (power point, etc.)	33
Video/audio (podcast, documentary, etc.)	1
Spreadsheet	0
Other*	20

*Other included: reflection, debate notes, outline, persuasive letter, energy audit, lab report with technical memo

REFLECTION

Program Focus

We will welcome and support the third cohort of Think College Inclusion students and continue working to open access for them to the Residential First-Year Experience sections of FRINQ. The University Studies Council has undertaken revision of the Ethics & Social Responsibility Goal. Once it is approved by the faculty, we will work on integrating it into the FRINQ curriculum.

The year will begin with a program review of the First-Year Experience in Residential Life (FYE). A collaboration between FRINQ and the office of Housing & Residential Life, we offered the first FYE FRINQ in 2008. These courses are distinguished from other FRINQ sections because the students live on the same dorm floor and attend the same FRINQ course, by smaller class sizes (32 rather than 36 students), the addition of a Learning Community Assistant (LCA), and students are required to attend additional educational events planned by the professor and the LCA.

Building on the success of the first fully online FRINQ in the Work of Art theme, we will offer two online sections of this course in the coming year as well as develop an online section in a second theme, Race & Social Justice that will be offered in the 2019-20 academic year. In general, underrepresented students struggle the most in online courses, and this project will include development of an online FRINQ support lab that focuses on inclusion and supporting student success in the online classroom.

Continuing to develop partnerships with units within Enrollment, Management, and Student Affairs (EMSA) will be a priority. Although presenting to new students at summer orientation continues to be a successful collaboration, the majority of students complete the orientation requirement through an online training module developed by Orientation. Evaluation of this training module found that significant revision is required and will be undertaken in 2018-19. We will be expanding our FRINQ program collaboration with the office of New Student Recruitment through participation in events, such as the Bridges and Viking Scholars while also looking for ways to revive the Exploratory Studies curriculum and find stable funding for an academic professional to coordinate the University Studies Student Success HUB.

FRINQ End-of-Year Survey

After noting the general downward trend over the past six years in all but one of the End-of-Year Survey questions regarding FRINQ faculty, 2017-18 saw an increase in all eleven areas with seven areas registering the highest percent. The lowest gains from the year before were "formed teams or discussion groups," up only 0.2% and "related course material to real life situations," up 0.8%. The most significant gains from the previous year are "inspired students to set and achieve goals" at an increase of 8.9%, and "scheduled course work in ways that encouraged students to stay up to date in their work," with an increase of 9.8%. When asked about their FRINQ learning experience, six out of the eight areas saw improvement over the year before with the largest gain, of 5.5%, for "learn how to find and use resources for answering or solving problems." The area with the largest decrease was "explore issues of diversity" with a decline of 1.7% from the high of the previous year. It will be interesting to see if this trend continues or if it is an artifact of the pattern observed in the data that in odd-even academic years, faculty generally score higher than in even-odd academic years.

FRINQ ePortfolio Review

As the assessment numbers indicate, Quantitative Literacy continues to be the most difficult area to improve. Embedded within the program goal of Communication that states "students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies," it remains unclear to faculty what, other than writing, should be prioritized. Because completion of the year of FRINQ meets the 100-level writing requirement, there has been significant program support for faculty to learn writing instruction through the efforts of a half-time Writing Coordinator whereas Quantitative Literacy, or numeracy, does not have the same support. In addition to regular support for faculty working to integrate quantitative literacy into their courses, faculty and program administrators need to clarify the Quantitative Literacy learning outcomes including revision of the rubric.

After having successfully expanded the number of FRINQ sections using PebblePad as the ePortfolio platform, as noted above, we will work to improve the continuity of how students, peer mentors, and faculty utilize the platform. We will also work with the Director of Research & Assessment to assess the new Diversity, Equity, & Social Justice goal utilizing the rubric developed by a faculty working group.

FOCUS OF THE YEAR

The primary focus for the year was implementing the Diversity, Equity, and Social Justice goal. Equity and social justice present challenges that the former goal's focus on mere appreciation did not. It will take a long concerted effort to fully make the shifts the revised goal asks of us, first in terms of understanding these differences, secondly, in developing and adopting appropriate curricular opportunities for engagement of the new goal, and thirdly in creating effective instruments to assess them. For year one of the revised goal, the focus has primarily been on informing the relevant parties that there is a new goal (this is the first ever revision of one of the four original UNST goals). A survey of winter term syllabi showed minimal adoption of the new goal, even among UNST core faculty, resulting in a redoubling of efforts to communicate the importance of adopting the new goal. During AY 17-18, faculty drawn broadly from UNST stakeholders across campus, developed a rubric for the revised Diversity, Equity, and Social Justice goal to be implemented AY 18-19.

TOOLS AND METHODS

SINQ End-of-Term Survey

Purpose: The SINQ End-of-Term Survey asked students to rate their experiences in their SINQ courses related to course format, faculty pedagogical practices, and mentor contribution to the course. The results provide information to individual faculty about their course and to the program about students' overall experience in SINQ. During 2017-2018, two new open-ended questions were added that addressed the new UNST Diversity, Equity, Social Justice learning goal, which was operative in AY 2017-18 after being adopted through an inclusive process led by the UNST Council in AY 2016-17.

Method: During the final three weeks of each term during the 2017-2018 academic year, SINQ students completed the End-of-Term Survey. This online survey was administered during mentor sessions. 2868 students responded to the survey. The new Diversity, Equity, Social Justice questions were analyzed for qualitative themes which will be reported back to faculty at the beginning-of-year gathering. A set of 200 comments were randomly selected for analysis. The Director of Assessment and the Faculty Support Coordinator each reviewed the comments separately and then met to discuss their findings and agree on emergent themes. As a point of reference, we used the elements of the new Diversity, Equity, Social Justice rubric (context, frameworks, multiple perspectives, self-reflection, and social justice vision), developed during AY 2017-18.

SUMMARY OF FINDINGS
SINQ End-of-Term Survey

In general, students agreed that they had the opportunities to address all four of the University Studies goals in their SINQ courses. With the exception of the item related to oral communication, more than 80% of SINQ students agreed or strongly agreed with all other items related to UNST learning goals. Related to the UNST learning goals of Diversity, Written Communication and Ethics & Social Responsibility, SINQ students showed the strongest level of agreement (81.5%, 84.6%, and 84.8%, respectively) when compared with the last six years. When looking at other aspects of SINQ courses, students showed the least agreement that their course helped them build skills working as a member of a team (73.7%), they felt a sense of community with their classmates (64.1%), and that they understood how the course fit into their general education requirements (74.3%). Notably, almost 20% more students agreed that their SINQ course provided opportunities to develop skills in oral communication in 2018 (74.7%) than in 2017 (51.4%).

Students also generally agreed with statements about their faculty members' teaching practices. All items related to faculty pedagogy had agreement rates at or above 75%, with one exception, which came in at 74% (faculty provided timely feedback). Students were most likely to agree that faculty created an atmosphere that encouraged active participation (82.8%), clearly stated the learning objectives for the course (82.1%), displayed a personal interest in their learning, and scheduled coursework in ways that encouraged students to stay up-to-date on their work (80.3%). Across most items, students continued with consistently high rates of agreement or slight decreases. Students' overall satisfaction with SINQ courses has remained above 75% over the last 5 years, but dipped to 74% in 2018.

Analysis of Diversity, Equity, Social Justice student comments

What Activities In This Class Related to the New Goal?

Students named many different activities from their SINQ course that supported their learning related to our new learning goal. In particular they identified the following:

- Course readings – many students named specific readings
- In-class discussion or activities
- Written assignments (research paper, book review, blog post, reflection)
- "All of them" – some students said their entire course addressed the goal and didn't name specific activities
- Videos/films
- Mentor session –students specifically mentioned that their mentor session supported their learning

Less frequently, students indicated that their guest speakers or group work contributed to their learning. It is worth noting, however, that when guests were listed, the Queer Resource Center or Queeries panel was named by multiple students as helpful to their learning.

What Did You Learn From Those Activities Related to the New Goal?

We approached the analysis of students' self-reported learning in two ways. First, we used the rubric categories as a guide to see whether students' responses to this very open ended question would align with the rubric we have been developing (this rubric was not available until the end of the year, so there was no expectation that the courses were addressing the rubric yet). Then we looked for overall themes not bounded by the rubric.

We found evidence related to each of our five rubric categories, but found the most evidence related to context, multiple perspectives, and self reflection. Representative quotes are provided including the students' exact words.

Context: perspectives, and self-reflection.

- Context: We want students to be able to name the context (geographic, historical, cultural, etc.) that frames an issue and make connections to historical inequities or marginalized groups. Many students named a context as part of their report of their learning (e.g., popular culture, history, Portland, America, political systems, technology, etc.). Not surprisingly the context often echoed the topic of the course (e.g., Popular Culture, Global Perspectives, Families, History, Health systems, etc.).
  - o *I learned about diverse families in America (interracial, same-sex relationships, adoptees, divorced famiIes, etc.) and how the great recession technically switched the roles of men and women.*
  - o *Too much to write about in this box but a couples examples would be the uniqueness of each middle east country, and the relationships these countries have with the big dog countries like England, France, Russia, and the US.*
  - o *I learned that certain minority groups have disadvantaged in accessing quality healthcare and healthy options. We can't always blame the individual for "choosing" an unhealthy lifestyle because there are many complex factors that play a role together.*

- Multiple Perspectives: We want students to be able to consider and "take on" other perspectives in order to understand the many way in which people experience the world. This was the most-often articulated element of the rubric. Some students articulated a connection between the different lived experiences across groups and the ways in which that shapes perspectives.
  - o *That women who aren't white have a different perspective of feminism and feel left out in a way since feminism has always had white figures speaking for the female experience.*
  - o *I learned that I don't have to accept someone's differing point of view, but to allow myself to see and learn from their perspective and the differing morals they may have, can allow me to better move forward in life.*
  - o *I know I specifically looked at poverty from multiple perspectives which could be related to identity.*
  - o *We also discussed at length the power dynamic between those who are oppressive while believing they speak for others and the oppressed themselves.*

- Critical Self-reflection: A part of our new rubric focuses on a student's examination of their own identity, power, and privilege and the ways in which those may influence their perspectives. SINQ students were less likely than FRINQ students to name specific aspects of their identity

in their report of learning. SINQ students' self-reflection tended toward articulating what they had learned about themselves.

- o *I learned to appreciate everyone's past and find the beauty in your own, even if you are not proud of it!*
- o *I learned about what I consider important and why it is important to me, and the power relationships within that topic.*
- o *I learned that it is important to understand others perspectives before expressing my own.*
- o *I learned that I'm not alone in how I feel. This was eye opening for me.*

The Sophomore Inquiry Learning Experience
Ratings made on a scale of 1=Strongly Disagree to 5=Strongly Agree.

Percent of students who agreed or strongly agreed

◆ = highest percent

			12-13 3406	13-14 2794	14-15 2650	15-16 2905	16-17 2868	17-18 2812
The course provided opportunities to learn to **analyze and critically evaluate** ideas, arguments and multiple points of view.		86.3	86.0	87.70 ◆	85.8	85.8	86.0	**86.3**
The course provided opportunities to develop skills in **working with others as a member of a team**.		73.7	80.1 ◆	77.6	74.9	78.2	76.2	**73.7**
The course provided opportunities to **explore issues of diversity** such as race; class; gender; sexual orientation; ethnicity.		81.5	78.5	77.5	80.6	80.3	78.9	**81. 5** ◆
The course provided opportunities to develop skills in **expressing myself orally**.			74.5	73.0	68.5	53.0	51.4	**74.7** ◆
The course provided opportunities to develop skills in **expressing myself in writing**.			83.0	83.1	81.3	80.8	79.9	**84. 6** ◆
The course provided opportunities to **explore ethical issues and dilemmas**.			83.1	83.4	82.4	83.3	83.7	**84.8** ◆
I **understand** how this course fits into my **PSU general education** requirements.			73.7	75.1	74.3	75.5 ◆	75.0	**74.3**
It was clear how the work from the **mentor session connected to the overall course**.			77.4	81.5 ◆	78.7	79.1	79.6	**77.5**
I felt a **sense of community** with my classmates in this course.			66.5	66.8 ◆	65.9	65.8	65.1	**64.1**
Overall, I was **satisfied with my experience** in this class.			75.6	76.9 ◆	76.1	75.3	76.3	**74.2**

SOPHOMORE INQUIRY
ASSESSMENT

The Sophomore Inquiry Faculty

Ratings made on a scale of 1=Strongly Disagree to 5=Strongly Agree.

Percent of students who agreed or strongly agreed

◆ = highest percent

		12-13	13-14	14-15	15-16	16-17	17-18
		3406	2794	2650	2905	2868	**2812**
Displayed a **personal interest in students** and their learning.		81. 4	80.0	78.9	79.9	81.0	**80.4**
Scheduled course work (class activities; tests; projects) in ways which **encouraged students to stay up to date** in their work.		80.7	80.4	79.6	82.1	80.5	**80.3**
Provided **timely and frequent feedback** on test; reports; projects; etc. to help students improve.		77.1	76.2	74.8	75.9	75.1	**74.3**
Used a variety of methods: papers; presentations; class projects; exams; etc. **to evaluate student progress**.		79. 3	77.5	75.0	77.4	76.6	**76.3**
Clearly stated the learning objectives for the overall course.		80.8	80.4	78.4	81.6	78.5	**82.1**
Clearly stated the **criteria for grading.**		77.6	78.6	75.4	78.0	75.0	**78.2**
Created an atmosphere that encouraged **active student participation**.		82.6	81.1	80.1	82.2	81.1	**82.8**
Used activities and assignments that allowed me to feel **personally engaged in my learning**.		77.5	77.6	76.5	77.9	78. 7	**76.8**

REFLECTION

I look forward to having more data on the revised Diversity, Equity, and Social Justice goal. With the new rubric in place, I am interested to see a) if pushing out the rubric will aid in more thorough adoption and engagement and b) what ways the new goal will show up in student portfolios and end of year survey data that are different from how they engaged the old goal. It is likely that our second goal revision (Ethics and Social Responsibility) will be completed this year and I will be looking at the data from the first two years of the DESJ goal for lessons in effective implementation. In other words, what can we learn from our first roll out of a revised goal that will aid roll out of the second revised goal.

I am particularly concerned about what inevitable changes will arise in graduate mentor performance from the new labor agreement that necessitated every grad mentor to work in two sections of SINQ. It is early in this new reality but there are already some unintended negative impacts in terms of their scheduling (not just of fitting their job around their own class schedules but in coordinating with their two different faculty partners), training, and professional development. I am particularly concerned about how contingent faculty and doubled mentors will be able to effectively collaborate given the realities of their contracts and schedules. I don't know yet how to shift the economic equation that necessitated these doubled contracts (and the increased use of adjuncts), but I will be keeping a keen eye on the curricular impacts in Sophomore Inquiry.

I am deeply concerned that any further erosion of full time faculty engagement and/or mentor capacity will seriously jeopardize the strengths of our program. That said, I think the data does not paint a clear picture of the relationship between type of faculty employment category and assessment performance. Moving forward, I want to learn more about the particular challenges and opportunities presented to faculty of different status.

SENIOR CAPSTONE
ASSESSMENT

FOCUS OF THE YEAR

Our primary inquiry for the 2017-18 academic year was determining how students were experiencing and describing their learnings regarding the new University Studies' learning goal of Diversity, Equity, and Social Justice. Therefore, we added two qualitative questions to our end of term course evaluations. Furthermore, we specifically asked students in our mid-quarter feedback sessions how they were experiencing this new complex learning goal. Both of these qualitative assessment strategies yielded data that confirmed students were experiencing the new goal in Capstone courses, could provide language describing how the goal was implemented in the course, and were capable of provided examples of important learnings regarding this goal. One challenge that was exposed (but not surprising based on previous data trends) was that Capstones that were designed as discipline-specific application courses didn't address this goal at the same level of depth as our interdisciplinary UNST 421 Capstone courses.

TOOLS AND METHODS

Summative End-of-Term Course Evaluations

Purpose: The Capstone Student Experience Survey asked about students' experiences in UNST Capstone courses as well as instructor pedagogical approaches and course topics. The survey results provide information to individual faculty about their courses and to the program about the overall student experience in Capstones. During 2017-2018, two new open-ended questions were added that addressed the new UNST Diversity, Equity, Social Justice learning goal, which was operative in AY 2017-18 after being adopted through an inclusive process led by the UNST Council in AY 2016-17.

Method: Students enrolled in Capstone courses complete paper-based course evaluations in class at the end of their course. During the 2017 -2018 academic year, 2559 students completed surveys.

Small Group Instructional Diagnostic (SGID)

Purpose: Each term, an SGID is conducted in 20% of Capstone courses. These small group feedback sessions are conducted during the middle of the term in order to provide formative feedback to the Capstone faculty.

Method: For our face-to-face Capstones an experienced Capstone faculty member goes into a Capstone course taught by a different faculty member and conducts a focus-group like discussion. In our fully on-line Capstones a faculty member with extensive on-line teaching experience poses the same SGID questions in a digital format and receives written feedback from our on-line students. The SGID assessment process typically seeks student input on the students' perception of the course, community work, suggestions for improvement and the UNST learning goals. This year the SGID assessment process and especially the analysis focused on students' learning regarding the new Diversity, Equity and Social Justice goal. Data were analyzed by an experienced faculty development coordinator with significant professional expertise in diversity and equity issues.

Capstone Course Portfolio Review

Capstone Course Portfolio Assessment: Ethics and Social Responsibility

Purpose: Capstone course portfolios were developed as a method to assess student learning at the Senior Capstone level of the University Studies program. We developed course-based portfolios for Capstones which include syllabi, assignment instructions, and examples of student work produced in the course, as a way to capture and display the complexity of student learning in a community-based group-focused course. This year's process reflects our dual purposes of engaging participating faculty in a summative programmatic assessment that also served as a formative faculty development experience.

Method: Capstone instructors were invited to create course portfolios during the 2017-2018 academic year. Thirteen course portfolios were constructed for assessment. We held initial meetings where faculty shared with each other the ways in which they incorporate a focus on Ethics and Social Responsibility in their capstones. They also discussed the assignments they would be submitting. The artifacts submitted by the faculty included their course syllabus, the assignment they had chosen to illustrate learning around the diversity goal, and student work samples from that assignment. These portfolios were uploaded to a secure password-protected site for viewing only by participants on the day of review. To assess the course portfolios a group consisting of the Capstone Director, the Director of Assessment and a Capstone faculty member constructed a framework for evaluating the goal in these course portfolios. This framework included a list of the types of learning related to Ethics and Social Responsibility that occur in Capstone courses and a

scoring guide that included information on scoring portfolios as providing minimal evidence, meeting expectations, or exemplary. On the portfolio review day, nine Capstone faculty members, a Faculty Support Specialist and the Director of Assessment reviewed the portfolios, with each portfolio being scored at least twice. During the review process, faculty provided a quantitative score and brief qualitative responses indicating the strength of the portfolio's evidence of student engagement with the Ethics and Social Responsibility goal, data which are reviewed only by the Director of Assessment and the Capstone Program Director (and which, in aggregate form, are commented on elsewhere in this report). Further, faculty reviewers offered their colleagues formative feedback through responses to the questions "What stood out to you as a reviewer of this portfolio, relative to the UNST goal of 'Ethics and Social Responsibility'?" and "From your knowledge of this Capstone and your reading of this portfolio, what possibilities do you envision for even greater student engagement with the "Ethics and Social Responsibility" goal in future offerings of this course?"

Following an explanation of the process, faculty performed a calibration on a sample portfolio from a prior year's assessment, discussing their responses to the sample in the large group. When sufficient discussion of the sample work had occurred, 3-4 person groups of faculty were formed, with the Director of Assessment and the Faculty Support Specialist each serving as a facilitator of one group's process. In these small groups, each faculty member described their course and contextualized student engagement around the goal in the course generally and as evidenced in their selected assignment in particular. After a lunch break, faculty reviewed the portfolios of each of their group members, completing both the summative and formative assessment documents identified above. Portfolios were also reviewed by a faculty member from another group. Following the review of portfolios, the small groups reconvened for the sharing of the formative responses with each faculty member of the group. A large group discussion of the themes revealed in the feedback, debrief of the process, and the completion of evaluations on the day's activities rounded out the agenda.

ASSESSMENT FINDINGS

Capstone Student Experience Questionnaire: Quantitative

Capstone courses receive remarkably stable and consistently high scores on course evaluations –especially on items related to the University Studies goals and the quality of instruction. In the 2017-2018 academic year, Capstone students were most likely to

agree or strongly agree that they had the opportunity to engage with students from different fields of specialization (92.8%),their community work helped them better understand Capstone course content (88.8%), and they were able to connect course content to real life situations (87.8%). When asked about their faculty, students agreed the most that faculty related materials to real life situations (90.2%), created an atmosphere that encouraged active participation (91.6%) and showed a personal interest in students' learning (89.8%). Students were least likely to agree that faculty provided clear grading criteria (80.8%) or provided clear instructions for assignments (80.2%) which provides areas of improvement for our faculty support programming.

We have remarked in past assessment reports that discipline application Capstones are statistically lower than UNST 421 Capstones in addressing the University Studies goals and in the instructor ratings. In 2014-15, 20% of the course evaluations submitted were from discipline application Capstones (557 out of the 2861). In 2017-18, 31% of the surveys submitted were from discipline specific Capstones (670/2513). Therefore the data reminds us and reinforces our concerns that PSU discipline-application Capstones don't provide the depth of learning of the University Studies goals nor the quality of instruction that we see demonstrated in our UNST 421 courses. It should be noted that the number of students allowed to enroll in the sections of the discipline-application Capstones is double that of UNST 421 Capstone courses. Therefore, issues of class size may be impacting the lower instructional scores of the discipline application Capstone faculty. The Capstone Program Director and the Executive Director of University Studies are both deeply committed to working with the School of Business to continuously improve the student experience in SBA 495. This will be critically important as UNST implements our new Diversity, Equity, and Social Responsibility goal which will require deeper levels of reflection on deeply rooted issues inherent in equity and justice.

Capstone Student Experience Questionnaire: Qualitative

Overall Student Learning and Suggestions

Four primary questions were presented to students in the Capstone final course evaluation: (1) "What stands out as most important to your learning in this Capstone experience?" (2) "Are there elements of this course design you would change, and why?" (3) "What were your most significant learnings in this Capstone related to the UNST Diversity, Equity and Social Justice

SENIOR CAPSTONE
ASSESSMENT

Learning Goal?" and (4) "What assignments, discussions, readings and/or course activities were most impactful in deepening your learning about the UNST Diversity, Equity and Social Justice Learning Goal?"

For this qualitative analysis, 200 comments were randomly selected from courses in Summer 2017, Fall 2017, Winter 2018, and Spring 2018 to assess students' learning and suggestions for future Capstones. The Creswell (1994) method was used to analyze the qualitative data and to draw conclusions and confirm findings.

From the random sample of 200 responses to the question **"What stands out as most important to your learning in this Capstone experience?"** several themes emerged:

1. Engagement in community-based learning, with emphasis on hands-on and direct service (59)
2. Group work and a sense of community in the classroom (39)
3. Deep learning related to the theme/content of the Capstone (29)
4. Transferable skills (24)
5. Instructor expertise and/or approachability (20)

In addition to these themes, analysis revealed other themes embedded in students' responses--all of which were represented in fewer than 10 evaluations. These included:
- Class discussions
- Lectures and Guest Speakers
- Field Trips
- Student Presentations
- Reflective Writing
- Readings
- UNST Goals

In this year's responses, students continue to identify the importance of the hands-on, community-based learning that is the heart of Capstone courses. The kinds of group work and community building that take place as part of the scaffolding of these courses, in addition to the thematic learning and skills that are transferable to spaces outside of the classroom, are all key. This shows that techniques embedded within the unique pedagogy of UNST Capstones are resonating with students now as they have for years. Importantly, students also recognized the significance of their relationship with and learning from the instructor as key to their learning.

In response to the question **"Are there elements of this course design you would change, and why?,"** by far the greatest number of respondents, again, indicated that the course needed

no improvement. Additional noteworthy themes that emerged from the responses to this question included:

1. No suggestion for improvements to this course (85)
2. Improve the design of the syllabus and D2L site with particular attention to assignment guidelines, deadlines and grading criteria (32)
3. Improve course delivery through better organization, pacing and content (15)
4. Change class hours and room set up (11)

In addition to these themes, analysis revealed other themes embedded in students' responses--all of which were represented in fewer than 10 evaluations. These included:

- Strengthen the community partnership
- Place less focus on content and more focus on community-based learning activities
- Place less focus on the UNST goals
- Reduce the number of readings, discussions, group work assignments, discussions , books, TED talks, and assignments in general
- Consider the effectiveness of online or hybrid courses for CBL

A large number of students give us the feedback that Capstones do not necessarily need improvement; while this kind of glowing feedback does show us that many of our Capstones are working, taking a look at the suggestions for improvement gives us even more to work with in terms of goals for the upcoming academic year. The 2nd and 3rd most mentioned areas for improvement are related to course structure and communication of course goals and expectations. Syllabus and D2L course content design in addition to pacing and organization of content are issues in the set-up of each class. These comments reflect previous assessment data that suggests that these dynamic courses with complex moving parts do necessitate a high level of planning for communication and course delivery, both online and in person.

Faculty support efforts in response to these student needs may include the following in addition to other faculty development efforts forthcoming:
- Syllabus exchange and peer review
- Course content peer review
- Design for Learning Group through OAI

Faculty support specialists working with Capstone faculty will communicate opportunities for Capstone faculty to develop their skills through events that are already planned for the upcoming academic year. Support around these areas identified by students for improvement will also happen in 1:1 meetings with

faculty support specialists and seasoned Capstone faculty members throughout the year.

Diversity, Equity, & Social Justice Activities and Learning

The newly reconceptualized UNST Diversity, Equity and Social Justice Learning Goal is at the heart of our efforts around equity and inclusion in teaching and learning. Learning framed as addressing diversity, equity, and social justice helped students to understand course themes in deep ways. This deeper learning and understanding of social and environmental justice also led students to understand their positionality and to activate themselves around these issues. Other outcomes of learning related to this goal includes increased learning around structural oppression and racism and inequity in our history.

This year's evaluation form included two questions exploring the impact of the new Diversity, Equity and Social Justice Learning Goal on students' learning experience. The first question related to this goal was: "**What were your most significant learnings in this Capstone related to the UNST Diversity, Equity and Social Justice Learning Goal?**" The responses to this question highlighted a number of themes including:

1. Deepened understanding of course themes (30)
2. A sense of personal agency to make change related to these issues (18)
3. Deepened understanding of social & environmental justice (18)
4. Diversity in the classroom and final project groups (15)
5. Enhanced understanding of equity, structural oppression and racist history (13)
6. Enhanced communication skills (10)
7. Exposure to diverse perspectives (10)

In addition to these themes, analysis revealed other themes embedded in students' responses--all of which were represented in fewer than 10 evaluations. These included:
- understanding of the experience of immigrants and refugees in the US
- Knowledge gained from readings
- Knowledge gained from class presentations
- Enhanced critical thinking skills
- Greater reflection on individual power and privilege

The final question on the course evaluation form also related to the new Diversity, Equity and Social Justice Learning goal was: "**What assignments, discussions, readings and/or course**

activities were most impactful in deepening your learning about the UNST Diversity, Equity and Social Justice Learning Goal?" For the most part, student responses to this question focused on broader themes or teaching and learning approaches rather than specific readings or resources. These included:

1. Course Readings & Videos (52)
2. Final projects and ongoing interactions with the community partner (45)
3. In-class Discussions (26)
4. Reflective Writing Assignments (16)
5. In-class Presentations (with many reference to the "Cause" presentations") (12)
6. Specific classroom activities and assignments (18)

In addition to these themes, analysis revealed other themes embedded in students' responses--all of which were represented in fewer than 10 evaluations. These included:
- Guest Speakers
- Conversations with the Instructor
- Field Trips
- Reflections on the UNST Goals

Some of the specific resources cited by students in response to this question included the following:

1. A Patagonia Corporation business case study. Without a specific reference, it is difficult to ascertain which study students were referring to but here is a link to a prominent study about Patagonia's business practices: https://www.hbs.edu/faculty/Pages/item.aspx?num=393 12
2. Books:
   a. The New Jim Crow by Michelle Alexander
   b. Hungry for Change (NW Earth Institute Reader)
   c. Books by Berstein, Ayer, & Winograd
3. Articles:
   . In Need of a Long Welcome by Ann Curry-Stevens
   a. Fixing, Helping, Serving by Rachel Naomi-Remen
   b. Bleed Albina by Karen Gibson
   c. Class in America (handout)
4. Plays:
   . The Christians
5. Films:
   . The Color of Fear
6. Type of Resource Unknown:
   . Wherever they go
   a. Stonewall Riots
   b. Burning the House Down

SENIOR CAPSTONE
ASSESSMENT

It is clear that a wide variety of assignments, readings, activities, and discussions provide powerful learning experiences around diversity, equity, and social justice in Capstone courses. While multiple genres of primary and secondary sources did support strong student learning, relationship building, student-to-student conversation, and direct engagement with the community partner are almost equally as impactful. In addition, reflective learning and classroom presentations, two different formats that allow students to process multiple dimensions of their learning, are also effective.

Small Group Instructional Diagnostic (SGID)

During 2017-18, formative mid-term assessment processes ("small-group instructional diagnostics," or SGIDs) were again conducted by seasoned Capstone-related faculty in approximately 20% of Capstone courses. In the SGID process, students offer anonymous feedback generated through small group discussion to their faculty member about what's working to support their learning in their course, what could change to improve their learning opportunities, and how the course addresses the UNST learning goals. This analysis of data from 19 SGIDs focuses on responses to the question that asks students to report on the aspects of their Capstone that engaged them around the goal of "Diversity, Equity, and Social Justice" (DESJ).

The data show that, for the most part, students are engaging meaningfully with the DESJ goal through both course activities/processes and course content. In their feedback, students said the following about their courses and instructors relative to the goal:

- Examining and recognizing the intersectionality of gender violence—intersections of race, gender, sexual orientations, etc.
- This course has taught us about how race, socioeconomic status, assets, etc. affect homelessness. That social justice is lacking and still needed. Course content is heavily focused in this area.
- This class sparks conversation with friends for the first time. We see more sides now.
- This class is about educating us on the experience of Native Americans. We are urged to confront history and explore the different feelings that come with that.
- [The instructor] brings a comprehensive approach to understanding/teaching about all of these factors. Most of the discussion has been about aging and equity.
- [The course provides a] more holistic view of social justice, beyond humans.

Across most courses, students report that their Capstone course has addressed the DESJ goal in ways that are particular to that course's focus (e.g., "aging and equity") and that reflect the theoretical and conceptual underpinnings of the revised goal (e.g., in expressing the insight that diversity, equity and social justice are based in intersecting social and political forces).

The courses that emerge as exceptions relative to these data are BA 495/Business Strategies. Despite continued intervention on the part of BA 495 faculty and UNST faculty support specialists on the content and activities/processes employed in BA 495, student responses to the DESJ goal continue to reflect, at most, an "appreciation of diversity" understanding. Typical and consistent comments include that "working with diverse backgrounds/identities/majors, members who are good at one area are willing to help others," and "equity = team members with different capacities can contribute to one project" are the ways that courses engage students around the DESJ goal. Students occasionally extend their comments beyond their classroom, occasionally expressing that "we have to make sure that our client is catering to a diverse market." Given the structural barriers in this course (including class size and the amount of content covered) and issues related to departmental culture around faculty support, UNST faculty support specialists remain concerned about student learning relative to DESJ (in concert with the ethics and social responsibility goal) in these courses, as no meaningful shift in these data has yet occurred.

Capstone Course Portfolio Process

A review of faculty evaluation of the course portfolio process reveal that faculty found their time reviewing each other's work and giving and receiving feedback on portfolios to be deeply valuable and meaningful, with all participants affirming that the process felt both supportive of their work as Capstone instructors and inspiring through the fresh ideas and approaches that their colleagues' sharing provided. In response to the question "What are you taking away from today's session?" one participant said "good feedback to frame and structure current assignment in a different way," and a second wrote "a sense of gratitude for the many ways we show up for our students" One participant, in response to the question "How will you use your takeaway(s) in future settings?" wrote "I will update my syllabus to make assignments clearer and more rewarding for my students!" with a second similarly (and simply) stating "I am going straight to my office to update my summer syllabus and assignments!"; another indicated that that they will "challenge myself to be reflective in everything I do."

Additional questions asked participants what worked best about the day's process and what recommendations they had for shifts to the assessment structure and/or process for future assessments. To the former question, participants consistently reported on the value of the intentional small- and large-group discussions. One participant reflected that they felt a "sense of ease and comfort in discussing highlights and areas for improvement." Several participants, in response to the question asking for suggested changes to the structure and/or process, explicitly requested a longer timeframe for the assessment session, in order to spend more time with each portfolio and in small-group discussion. Reflecting the value participants find in seeing others' work, two reviewers wished they could have access to the portfolios after the review day so they could get even more insight and ideas. Another faculty member suggested that we build in time for faculty to make a "revision plan" based on the feedback.

All of the qualitative feedback submitted by faculty confirmed that participants found that the process was helpful to them as practitioners and that it inspired them to spend more time relating to their colleagues for the purposes of both mutual support and inspiration for course improvement.

Capstone Course Portfolio Ratings
Ethics and Social Responsibility

- The course portfolios demonstrated that by and large students are given opportunities to engage in and demonstrate learning related to Ethics and Social Responsibility. All but one course were rated as meeting our expectations and three out of the thirteen were rated exemplary.
- Reviewers rated assignment instructions as exemplary more often (4 courses) than they rated syllabi, student work samples, or the overall course as exemplary (3 each).
- Courses that were rated exemplary provided students with experiences that deepened their engagement with and understanding of the Ethics and Social Responsibility. These courses provided students many ways in which to explore Ethics and Social Responsibility and challenged students to reflect on their own potential for action.

The Senior Capstone Learning Experience

Ratings made on a scale of 1=Strongly Disagree to 5=Strongly Agree.

Percent of students who agreed or strongly agreed   ◆ = highest percent

		12-13	13-14	14-15	15-16	16-17	17-18
		2267	2661	2862	2513	2274	2559
The community work I did helped me to **better understand the course content** in this Capstone.		87.1	90.8	89.9	89.2	90.2	88.8
I feel that the community work I did through this course **benefited the community**.		80.8	87.3	87.3	86.1	87.7	83.3
I felt a personal responsibility to **meet the needs of the community partner** of this course.		85.1	88.6	87.5	88.4	88.3	86.8
I was **already volunteering in the community** before taking this course.		44.5	46.3	47.3	44.9	43.1	43.6
I improved **my ability to solve problems** in this course.		73.7	76.3	76.4	76.7	77.7	77.6
This course helped me **understand others who are different from me.**		80.9	84.8	84.0	84.5	85.6	85.5
My participation in this Capstone helped me to **connect what I learned to real life situations**.		85.6	89.0	88.1	88.5	88.4	87.8
This course **enhanced my communication skills** (writing, public speaking, etc.).		76.4	77.5	76.2	75.7	78.1	77.4
I will **continue to volunteer or participate in the community** after this course.		71.6	75.2	74.5	71.4	71.3	70.9
This course **enhanced my ability to work with others** in a team.		81.0	82.5	81.6	81.5	79.9	82.6

Percent of students who agreed or strongly agreed

◆ = highest percent

		12-13	13-14	14-15	15-16	16-17	17-18
		2267	2661	2862	2513	2274	**2559**
In this course **I improved my ability to analyze views from multiple viewpoints.**		82.8	85.6	84.9	84.4	85.5	**84.4**
This course **explored issues of diversity** (such as race, class, gender, sexual orientation).		73.7	79.9	77.0	77.1	80.6	**76.8**
I believe this course **deepened my understanding of political issues.**		58.2	66.9	63.4	64.9	69.8	**64.4**
The syllabus clearly described how the **course content connected to the community work.**		82.2	86.8	84.3	84.1	84.8	**82.0**
I believe this course **deepened my understanding of local social issues.**		78.3	83.7	82.4	81.3	84.6	**79.7**
I now have a better understanding of how to **make a difference in my community.**		75.5	80.7	80.3	78.9	81.3	**79.3**
I had the opportunity to apply skills and knowledge gained from my major.		77.5	80.6	77.8	79.7	78.6	**81.0**
I had the opportunity to engage **with students from different fields of specialization.**		93.4	93.4	90.5	92.9	90.6	**92.8**

SENIOR CAPSTONE
ASSESSMENT

The Senior Capstone Faculty

Ratings made on a scale of 1=Strongly Disagree to 5=Strongly Agree.

Percent of students who agreed or strongly agreed   ◆ = highest percent

		12-13	13-14	14-15	15-16	16-17	17-18
		2267	2661	2862	2513	2274	**2559**
Showed a personal **interest in my learning**.		90.6	92.2	93.0	91.4	89.3	**89.8**
Scheduled work at an **appropriate pace**.		87.1	89.3	90.9	88.6	88.0	**85.8**
Provide **clear instructions** for assignments.		83.9	86.3	86.6	84.2	82.0	**80.2**
Created an atmosphere **that encouraged active participation**.		91.7	93.9	94.2	92.7	89.3	**91.6**
Presented **course material clearly**.		87.3	88.9	90.0	86.9	84.9	**84.0**
Created an atmosphere that helped me feel **personally engaged** in my learning.		87.3	90.0	89.9	87.6	86.1	**86.5**
Provided **helpful feedback**.		82.9	86.5	85.2	83.7	82.6	**82.1**
Related course material **to real-life situations**.		92.8	93.5	93.5	91.5	89.1	**90.2**
Encouraged **interaction outside of class**.		82.6	88.1	86.0	84.6	82.2	**84.7**
Provided **clear grading criteria**.		80.7	86.4	82.8	83.7	81.6	**80.8**

Capstone Course Portfolio Ratings
Ethics and Social Responsibiltiy

Portfolio Rating	Number of Portfolios
Minimal (the portfolio did not show that the course provided students with clear opportunities to demonstrate their learning related to ethics and social responsibility)	1
Adequate (the portfolio showed that the course provided opportunities for students to demonstrate their learning related to ethics and social responsibility)	9
Exemplary (the course syllabi, assignments, and activities consistently and clearly provided opportunities for students to demonstrate learning related to ethics and social responsibility. This course is an example for others)	3

Portfolio element	Number exemplary
Syllabus	3
Assignment instructions	4
Student work samples	3

REFLECTION

Given the breadth of topics, projects, community partners and faculty involved, the Capstone Program has shown remarkably stable scores in our course evaluations as they consistently address the University Studies goals and reflect the best practices in the field of community based learning by engaging students in meaningful work that benefits the community while deepening students' understanding of course content. We are still confronted by the significant gaps in results when we compare our interdisciplinary UNST 421 Capstones with our discipline-application Capstones. The Capstone Office has shared these results with our Vice Provost as we have made numerous attempts to improve discipline-application Capstones (which engage 900 students per year) primarily through faculty development support which have not resulted in significant improvements to the student learning experience. The course size and the structure of our discipline-applications are not ideal for addressing the learning goals in Capstones which are difficult challenges to fix due to the structural and funding issues involved.

Through three qualitative analyses on new questions posed in our mid-quarter and end of quarter assessments students in UNST 421 Capstones have reported that these courses are addressing the new UNST Diversity, Equity and Social justice learning goal. Students affirmed that they are engaging with this goal through course readings, videos, final projects, interactions with their community partner, in-class discussions, reflective writing assignments, student presentations, and course assignments. We will continue to prioritize faculty development on Diversity, Equity, Social Justice and deconstructing white privilege to expand the teaching tools and facilitation skills of our faculty and staff to address this critical aspect of our curriculum.

This year faculty in University Studies experimented with implementing a faculty development series on Engaging Whiteness as a process to deconstruct power and privilege. The series was met with an overwhelming positive response from faculty who participated and we had far more faculty wanting to participate than we could accommodate. This was an important aspect of our faculty development offerings as we grappled with how to better address our new Diversity, Equity and Social Responsibility learning goal.

SENIOR CAPSTONE
ASSESSMENT

25

ACTION STEPS

The Capstone Office will continue to work with diversity and equity experts within PSU and our broader community to further support faculty's capacity to improve our students' experience addressing diversity, equity and social justice in our communities. This work will be the collective focus of all 4-levels of UNST this year so ideally faculty will share insights and resources across all levels of our program. The Capstone Office will advocate for continuing the Engage Whiteness (deconstructing privilege) Faculty Development Series. In addition, the Capstone Office plans to work extensively with Oregon Humanities (a local non-profit) who has trained facilitators with expertise to help people communicate across difference and transform communities through dialogues and deep listening. We will begin the academic year with Oregon Humanities leading our Fall Training and hope to work with them on a robust year-long faculty development series with the intent to improve our capacity to address the Diversity, Equity, and Social Justice learning goal.

The Capstone Office will utilize the qualitative data gathered this year to develop and revise quantitative questions that students will answer in our end of the term course evaluations in future years. This will allow us to gather quantitative data related to our new Diversity, Equity, and Social Justice goal. It will position us in the future to see which Capstone courses are excelling at addressing this goal in-depth and perhaps provide exemplars in our program to inspire and support courses that have this goal less fully integrated.

Research on peer mentoring in University Studies shows that mentors provide academic, social, and personal support to their students.

- Student evaluations of mentor sessions collected via end-of-term learning surveys show that students find mentors and mentor sessions to be beneficial to increasing their understanding of their classes and campus resources.

Percent of students who agreed or strongly agreed with these statements about mentoring

		2009-2010	2013-2014	2017-2018
Mentors establish personal connections with students and help students connect with each other and PSU.				
	Displayed a personal interest in students and their learning.	83.4%	87.9%	84.6%
	Created an atmosphere where students felt personally engaged in their learning	77.7%	83.9%	77.1%
	Help students learn about resources at PSU.	75.6%	83.9%	77.7%
	Encouraged active participation in mentor session.	85.4%	90.2%	87.1%
Mentors challenge and support students to succeed academically				
	Provided clear learning objectives for mentor session.	81.0%	87.2%	83.1%
	Provided opportunities to help students complete assignments successfully.	84.4%	89.2%	84.6%
	Clearly stated expectations of students in mentor session.	81.5%	88.3%	84.8%

In an effort to gain a deeper understanding of the impact that students perceive their SINQ mentors to have, we undertook two qualitative projects during the 17-18 academic year.

First, a student researcher analyzed student comments from surveys collected during the 2010-2011 academic year. We asked students to name something their mentor did that helped them succeed, to share a specific story, and what they learned from their mentor that they would not have learned from their professor. The student researcher coded 150 randomly selected comments of which 60 were from SINQ courses. We organized the comments into larger thematic groupings.

Academic Skills – The largest number of comments indicated that mentors helped students build academic skills. Students reported that mentors supported their writing, group work, time management, and public speaking. The bulk of the comments related to writing support, a critical role for mentors in these writing intensive SINQ courses.

- *she taught me how to critically analyze articles we read and how to express my thoughts in a clear academic manner that yielded top notch results.*
- *She discussed how to outline our papers and flesh out our outlines in a way that made it easier to write our paper.*

Mentor Qualities – The second most cited group of comments related to the mentors themselves including the fact that the mentor took a personal interest in the student, that they served as a role model, and that they created a safe learning environment. The largest number of comments reflected that students valued the interest that mentors showed in them as individuals.

- *i was going through a bad time and when i was in mentor session i found myself happiest and laughing and leaning on [mentor] to brighten my day*
- *She always remembered our names, and asked us how were days were going. That in itself showed us she cares, which made me want to come to mentor session and do well in class.*
- *she took time to get to know me.*

Relating to Professor – A key role for mentors is to help students navigate the expectations in an academic environment. This was reflected in student commetns about the way mentors translated what was expected and encouraged students to talk to the professor for the course. Translation was the largest group of comments in this category.

- *When we were all frusterated about our projects she would email the teacher right away and come back to us with an answer very fast*

- *By making expectations clear*
- *She walked me through the entire paper 2. I was completely confused at the end of main session and would have got a F on the paper with out her sitting down with me and telling me exactly what she assumed was required.*

Supporting Success – Beyond specific academic skills, students also named several ways in which mentors supported their academic success. Specifically, they mentioned learning about PSU resources, the time provided to work on course projects, the feedback on projects, and on the support for research.

- *Scavenger hunt around campus - helped me learn about campus resources!*
- *Use the writing center and take advantage of it and other resources their there to help you.*
- *Provide extra time to peer review my essay and provide me with helpful feedback.*
- *When asked about different internships or jobs, XXX was the first to point us in the direction of the career center. This was also true for technology issues that would occur in the section.*

In an attempt to triangulate and update our findings, UNST had its student research team (undergraduate researches) conduct focus groups with SINQ students during the 17-18 academic year. Seven focus groups were conducted covering topics such as the best use of mentor session, the advantages of having a graduate student as a mentor, and advice they would offer new SINQ students.

Translation clarification: Students in the focus group echoed many of the themes raised in student comments from 2011. They appreciated that the mentored offered clarification of assignments and expectations. This was facilitated by students feeling that the mentor was more approachable than the instructor.

- *I mean, it's nice just so during class if we have questions we can ask. The mentor session is a time when we can ask our mentor for more clarity or what not with the assignment or with group projects.*
- *Really don't understand something, you can be prepared to ask instead of kind of fumbling you way through class and no really understand what's going on and then at the very end being like, 'can you repeat that all of what to me?*

Comfort/Relationship/Safe Space: Students also described how the mentor felt relatable and how they felt comfortable speaking to the mentor and in mentor session.

- *there is a lot of discussion, there is a lot of engagement and a lot of ideas being thrown around everywhere. I feel like it's a really safe space, so I'm able to easily just share my own opinions too.*
- *You can go in there and not feel nervous about asking them to look at your stuff"*
- *"Yeah I feel like I'm more comfortable than I was last year."*
- *And she let us know in the beginning of the mentor session, like hey if you guys need to talk i'm available after because I don't have anything going on, so I took advantage of that.*

Mentor's experience: When asked about the benefits of having a graduate student for a mentor, students appreciated that the mentor had been in the students' place recently. Several students also named writing as something that graduate students are in a particular position to support.

- *we have someone who has been doing this for awhile. And as a graduate student you are expected to have that experience and know how to do things like writing a paper.*
- *i'm a senior this year and i'm actually looking into going to grad schools for public health and [M] in OHSU's grad program for public health so she's a great resource for me just to ask questions about the program there and like i don't know, i feel really comfortable talking with her too.*
- *i think having a senior, i mean a graduate student is helpful because they can relate.they've been through what we're going through.*
- *Yeah they just got done with that we're going through right now so if anybody knows like how to mentor us, it would be a graduate student.*
- *Yeah it's definitely helpful for things like citations with paper or organizing a paper. I think his advice was useful on that and also how to make the most out of like articles and reading them that, sometimes, teachers aren't always as transparent about.*
- *They've been exactly where you've been. I trust that a lot.*

Success in the class. Students named several ways in which the mentor supported success in the class more specifically than the translation theme named above. The mentioned group work, writing,

- *Group work would probably be the most productive of all time. [inaudible] suggestion is because you have the time to meet with people in your classes that you are not usually going to get outside of class.*
- *We've had a lot of changes to the syllabus and being able to come to mentor session and clarifying it was really useful.*

- *I like reviewing the class content we've been discussing but then branching into a more Global sense*

REFLECTION

While confirming many overt aspects of the work of UNST peer mentors, a number of other important themes emerged that reveal the ways UNST mentors made students feel comfortable, such as in the "Comfort/Relationship/Safe Space" theme. In effect, while "student success" and "academic skills" are always important themes evident in these comments, the notion of students' reporting that they find a *personal* way to connect, engage, and belong somehow in a UNST course via a mentor session is a powerful confirmation of the importance of the peer relationship itself in providing a supportive presence in a student's course work. This is more evidence that mentors play this important role in UNST. This is a strength of the UNST brought about by the existence of the Peer Mentor Program that should be highlighted. This also continues to confirm through qualitative data that peer mentoring in the UNST curriculum does related directly to ongoing national research on the benefits of peer mentoring in college.

Areas that need work emerged in terms of negative comments that were coded as "negative" in nature. These included students unclear about the mentor or purpose of mentor session. Sometimes the students just offered a negative remark for which the attribution was not clear (e.g., "it did nothing"), or a statement seemed to be targeted toward a specific mentor but was unclear who that might be or what the origin of that sentiment was on the part of the student. However, it was obvious the student was expressing some kind of frustration via the outlet of the focus group opportunity. It is important to continue to listen to where any negative feedback emerges, especially related to students' understanding of the purpose of UNST courses as well as the concept of mentor sessions, and continue to bring it into the center of Peer Mentor training opportunities.

ACTION STEPS

We continue in the Peer Mentor Programs to improve our training opportunities for mentors. One action we take each spring is to have the Director of Assessment visit the spring mentor training course and present end-of-term data, and we can also begin to include the results of these qualitative studies as well. They also suggest we need to continue to make the purpose of mentors and mentor sessions, as well as SINQ courses, clear to our incoming students (transfer or others who started at PSU). Mentors are one important part of "translation," which was a theme of one of the qualitative studies, for students to continue piecing together the meaning of general education and its relevance in their lives and course work at PSU.

I wonder how we could further assess the role of the graduate mentor in our UNST SINQs. I would like to continue to explore the role of the "graduate" peer mentor in the SINQ as unique from the "undergraduate mentor" model we have in FRINQ. It is difficult to undertake that as a research question, but I believe this focus group model using UG researchers could be expanded to include focus groups that explore the experiences of Graduate Students as mentors, as well as faculty understanding of and experiences with Graduate mentors in their SINQs (especially those who teach both FRINQ and SINQ).

Another study I would like to do is a pre-, mid-, and post-mentoring survey (with focus groups) on the experiences of our UNST peer mentors, assessing their understanding of the four goals and even their own role (and personal development) via their embodiment of peer mentoring. This would be a longitudinal study, but we could then gather data every year from our Mentor Finalists beginning spring training to Fall Conference, and then finally the end of their year(s) as a mentor. What is the impact of peer mentoring on the identities of our peer mentors?

Cultivating Your Professional Identity

During AY 2017-18, UNST piloted "Cultivating Your Professional Identity" (CYPI), a faculty support program intended to provide space and collegial support for faculty across institutional ranks and departmental affiliations to hone their professional aspirations, intentionally pursue formative professional development, and curate and communicate their professional identities through the creation of an e-portfolio. Faculty applied to participate in the year-long program; engaged in large-group, small group, and 1:1 meetings with other participants and with program co-facilitators; and reflected throughout the year on their experience in the program.

In all, 13 faculty were initially accepted into the program, representing adjunct (4), fixed term (2), non-tenure track (5), and tenure-related shared-line (2) faculty. Of these original 13, one shared line faculty member left the group at the end of Fall term due to competing departmental pressures and College-level commitments. The remaining 12 participants completed the program.

FINDINGS

The co-facilitators designed written reflections, administered through PebblePad, at the end of both Fall and Winter term. These reflections served as mechanisms for both individual critical reflection on engagement with the program and as sources of vital feedback to facilitators for making continual real-time improvements. At the end of Spring term, participants were invited to engage in a short (20-30 minute) in-person or phone conversation with one of the facilitators to share their takeaways and suggestions for the future. Nine of 12 participants (75%) chose to engage in this final reflection.

Themes that emerged from those conversations included the following:
- Participants described the deep benefits they experienced through the program, and the ways these benefits extended through many aspects of their work.
  - Participants identified how the program assisted them to look deeply into the breadth and depth of their scholarly practice, and that and how this deep reflexive appreciation for their expertise contributed to greater confidence and sense of professional purpose. This increased confidence led a number of participants to start developing writing for scholarly publication, including the special issue

of the *Journal of General Education* dedicated to UNST; in fact, of the 12 participants in the group, 7 (58%) proposed articles for the journal (along with all 5 of the co-facilitators). Other participants drafted articles for other journals and proposed conference sessions for the first time, in both higher education and in community-based fields in which they operate.
- Participants expressed great appreciation for the "buddy" aspect of the program, in which they were partnered with another participant for quarterly check-ins. These pairings were tremendously fruitful, all told, with many duos going far beyond the expected one meeting per term to create solid collegial relationships.
- Participants overwhelmingly articulated a desire to see the program continue, and to include, if possible, a way for program "graduates" to engage in a second-level cohort, and/or to serve in leadership roles both in CYPI and in UNST more generally.
- Participants offered ideas for a number of improvements to the program, including a desire from some for more large-group gatherings. Interestingly, even though it was a requirement of the program for participants to meet at least once each term with at least one of the co-facilitators, several participants expressed reluctance to request these meetings, saying that they didn't want to ask for the time of colleagues they perceive to be overly busy already.

Following these 1:1 conversations, the co-facilitators who led them met to discuss these themes and ideas for the program going forward. They noted the following in that conversation:
- Should the program continue in AY 18-19, organizers must determine a stipend structure that both reflects the current budgetary challenges at the University and rewards full participation and completion of the program. The organizers recognized that non-tenure-related faculty were far and away the most participatory, productive, and collegial participants. While UNST will retain a commitment to include faculty across ranks, the organizers also perceive the relative inequity in benefits available to non-tenure-related faculty, especially adjuncts, and the challenges in rewarding their participation in faculty support efforts due to structural issues related to the collective-bargaining agreements.
- The organizers discussed possibilities for focusing the program slightly differently in the upcoming year, perhaps around the UNST learning goal of Diversity, Equity, and Social Justice (DESJ). This would both allow continuing participation by faculty associated with this

past year's group and align with UNST's commitment to addressing the DESJ goal in all of our faculty support programming this year.

- The organizers were surprised by the final theme listed above—that participants were hesitant to ask facilitators to share time outside the group meetings. This seems to reflect the culture of scarcity that permeates the University, a culture that UNST intentionally tries to disrupt. Should we offer this program again, the organizers will work more directly to name this challenge and embed strategies for participants to get the full range of collegial support to which they are entitled.