CLARK UNDERGRADUATE FIRST-YEAR STUDENTS’ SELF-ASSESSMENT OF THEIR SKILLS AS RELATED TO THE LEEP LEARNING OUTCOMES

August 2016

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Overview

• This survey report compares Clark undergraduate first-year students’ self-assessments of their skills as they relate to the LEEP Learning Outcomes, using survey data collected by The Higher Education Research Institute (HERI) Cooperative Institutional Research Program (CIRP) in 2013-2014.

• The analysis compares the Clark data to students from two kinds of institutions: 4-year, high-selectivity, nonsectarian schools and all U.S. baccalaureate schools in the CIRP sample.

• The analysis focuses on a series of questions that have been aligned to provide feedback on students’ self-assessments related to the five LEEP Learning Outcomes.

• Longitudinal data from 2006-2014 are examined to provide historical insight.
CIRP Respondents

<table>
<thead>
<tr>
<th></th>
<th>Clark</th>
<th>CIRP All nonsectarian 4-year institutions – high selectivity</th>
<th>CIRP All U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>518</td>
<td>48,379</td>
<td>271,444</td>
</tr>
<tr>
<td>2009</td>
<td>535</td>
<td>30,456</td>
<td>219,864</td>
</tr>
<tr>
<td>2011</td>
<td>529</td>
<td>15,188</td>
<td>203,967</td>
</tr>
<tr>
<td>2014</td>
<td>491</td>
<td>12,367</td>
<td>153,015</td>
</tr>
</tbody>
</table>

The information above provides insight into how many first-year students participated in the survey for the various categories (e.g., Clark; 4-year, nonsectarian, selective; all U.S.)
## Targeted Survey Questions (# and wording) by LEEP Learning Outcome

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Main Question</th>
<th>Sub-Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>39.</strong> Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas.</td>
<td>- General knowledge</td>
</tr>
<tr>
<td>2</td>
<td><strong>38.</strong> Rate yourself on each of the following traits as compared with the average person your age.</td>
<td>- Mathematical ability &lt;br&gt; - Public speaking ability &lt;br&gt; - Critical thinking skills &lt;br&gt; - Computer skills &lt;br&gt; - Writing ability</td>
</tr>
<tr>
<td>3</td>
<td><strong>38.</strong> Rate yourself on each of the following traits as compared with the average person your age.</td>
<td>- Knowledge of people from different races/cultures * &lt;br&gt; - Understanding of problems facing your community *</td>
</tr>
<tr>
<td>5</td>
<td><strong>39.</strong> Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas.</td>
<td>- Problem-solving skills &lt;br&gt; - Cooperativeness</td>
</tr>
</tbody>
</table>
Outcome 1: Knowledge of Human Cultures and the Natural World

First-year students entering Clark compared with students entering nonsectarian, 4-year and all U.S. baccalaureate institutions

Clark entering undergraduate first-year students rate themselves lower on general knowledge than students attending nonsectarian, 4-year, high selectivity schools.
Outcome 2: Intellectual and Practical Skills

First-year students entering Clark compared with students entering nonsectarian, 4-year and all U.S. baccalaureate institutions

Students entering Clark rate themselves lower on most intellectual skills than do students entering nonsectarian, four-year, high-selectivity schools.
Outcome 2: Intellectual and Practical Skills

*Longitudinal analysis of first-year students entering Clark compared with students entering nonsectarian, four-year and all U.S. baccalaureate institutions*

- Writing Ability
- Public Speaking
- Mathematical Ability
- Computer Skills

Despite some subtle changes over time, for the most part findings pertaining to Clark student ratings have remained consistent.

N=504
Outcome 3: Personal and Social Responsibility

First-year students entering Clark compared with students entering nonsectarian, four-year and all U.S. baccalaureate institutions

Clark incoming students rate themselves higher than do students enrolling at other schools in their understanding of problems facing their communities.
Outcome 5: Capacities of Effective Practice

First-year students entering Clark compared with students entering nonsectarian, four-year and all U.S. baccalaureate institutions

While Clark incoming students rated themselves lower than the other two cohorts on problem-solving and cooperativeness, they rated themselves slightly higher on creativity.
Outcome 5: Capacities of Effective Practice

Longitudinal analysis of first-year students entering Clark compared with students entering nonsectarian, four-year and all U.S. baccalaureate institutions

Over time, enrolling first-year undergraduate students across the nation rate themselves similarly on various capacities of effective practice.

N=504
2013–2014 CIRP Conclusions from the Analysis of First-Year Self-Assessments

• The CIPR survey of first-year students is administered before they start classes and provides information on students’ assessments of their own skills before they begin the LEEP curricular experience.
• For most of the learning outcomes, Clark students rated themselves lower than did incoming first-year students at other schools across the nation. However, Clark students did rate themselves higher in personal and social responsibility.
• These findings, despite some subtle changes, hold up over time.
• We will need to monitor whether first-year students taking the CIRP answer differently as the LEEP curricular framework becomes a greater draw. It also will be important to compare the first-year findings to what seniors report on NSSE surveys.