

Cluster Four Annual Report
2007-08 Academic Year

June 5, 2007

Cluster Four Annual Report

2007-08 Academic Year

A. Introduction

As evidenced below, in 2007-08 faculty in Cluster Four worked to fully engage the cluster committee in processes of curriculum development, assessment planning and faculty development. Curriculum planning has begun for the inclusion of a new American Experience course in fall 2009. A comprehensive syllabus review process was undertaken and completed in fall 2007. Based upon this review, it was determined that faculty in the cluster continue to offer courses that are designed to meet all of the cluster objectives and that include a variety of activities intended to reinforce Cluster One skills. Faculty in the cluster pursued a range of development opportunities related to their General Education courses.

B. Cluster Objectives

Students completing an American Experience course of Cluster Four will be able to identify, conceptualize and evaluate:

- Social and political processes and structures using quantitative and qualitative data
- Key primary sources relating to American history, political institutions and society
- The nature and development of the intellectual concepts that structure American political activity
- The history and operation of American democratic institutions
- The history and development of American society
- The history and development of American involvement in world affairs

Students completing a Global Experience course in Cluster Four will be able to identify, conceptualize and evaluate:

- Basic global problems
- Global political, social, cultural and economic systems
- The issues involved in analyzing societies different from one's own
- The global forces that shape societies
- Theoretical models used in studying global problems
- The strengths and limitations of alternative solutions to global problems across and within cultures

No changes have been made to the objectives since the last cluster review and currently there are no plans to make changes to these objectives.

C. Unit Accomplishments—Planned Cluster Activities

Faculty in Cluster Four accomplished the following in 2007-2008:

Objective: Collaborate with other faculty across campus and across clusters to further General Education program diversity and internationalization goals.

Results: Cluster Four faculty collaborated with Cluster One faculty and the Office of Residence Life to develop and introduce curriculum for a Madison International Learning Community that was implemented in fall 2007. International students residing in the Madison International dormitory enrolled in specially designed sections of GGEOG 200, GWRIT 103 and GCOM 121 during the 2007-08 academic year.

Objective: Expand students' range of options in the American Experience area of Cluster Four, via the consideration of an additional class to expand the number and range of courses available to students.

Results: The Cluster Four committee began planning for the addition of a new course, GJUST 225, to the American Experience offerings, to be developed by the Department of Justice Studies, in fall 2009. Faculty in this department made progress in curriculum development for this course and brought it forward for college and university C and I approval in fall 2007. JUST 225 was approved for inclusion in the fall 2008 catalog and the course was reviewed by Cluster Four committee for American Experience credit in spring 2008. The committee agreed to accept JUST 225 for American Experience credit on a substitution basis for the 2008-2009 academic year. The committee will re-consider the course for full approval as a Cluster Four general education course in spring 2009.

Objective: Initiate discussion of revisions to the Global Experience assessment instrument to more accurately measure the current Cluster objectives.

Results: The Cluster Four committee in fall 2007 engaged in a second full review of fall semester syllabi for all sections of cluster four Global Experience courses (this was a follow-up to an initial syllabi review project in Fall 2006). This review was intended to determine two things: 1) whether syllabi address cluster objectives, and 2) whether faculty were having students engage in activities in their courses that reinforced Cluster One skills. This review determined that faculty had made changes to their courses since fall 2006 in response to recommendations from the cluster committee.

The successful conclusion of the syllabi review process was followed by an initial foray into reconsideration of the Global Experience assessment instrument. In fall 2007, the Cluster Four global faculty reviewed the global assessment instrument to begin a reconsideration of the cluster's assessment approach. Following this review, the global faculty began a discussion of global assessment methodology and agreed that a full review of the global experience assessment process will begin in fall 2008.

Objective: Initiate discussion of refinement of the American Experience assessment instrument by shortening the instrument, paying particular attention to the balance of objectives desired for the test.

Results: The Cluster Four committee in fall 2007 engaged in a second full review of fall semester syllabi for all sections of cluster four American Experience courses (this was a follow-up to an initial syllabi review project in Fall 2006). This review was intended to determine two things: 1) whether syllabi address cluster objectives, and 2) whether faculty were having students engage in activities in their courses that reinforced Cluster One skills. This review determined that faculty had made changes to their courses since fall 2006 in response to recommendations from the cluster committee.

The successful conclusion of the syllabi review process was followed by an initial foray into reconsideration of the American Experience assessment instrument. In fall 2007, the Cluster Four American Experience faculty also reviewed the American Experience assessment instrument to begin a reconsideration of the cluster's assessment approach. In light of the potential inclusion of a third course to this portion of the cluster, faculty agreed that a full review of the American Experience assessment process will begin once a final decision has been made about JUST 225 in spring 2009.

D. Assessment Report

Assessment Progress Template

Mapping program objectives to curriculum: The American Experience

Objectives:

Courses/ Experiences
Where Objective is Addressed:

| | |
|---|------------------------|
| Students will be able to identify, conceptualize and evaluate social and political processes and structures using quantitative and qualitative data. | GHIST 225 or GPOSC 225 |
| Students will be able to identify, conceptualize and evaluate key primary sources relating to American history, political institutions and society. | GHIST 225 or GPOSC 225 |
| Students will be able to identify, conceptualize and evaluate the nature and development of the intellectual concepts that structure American political activity. | GHIST 225 or GPOSC 225 |
| Students will be able to identify, conceptualize and evaluate the history and operation of American democratic institutions. | GHIST 225 or GPOSC 225 |
| Students will be able to identify, conceptualize and evaluate the history and development of American society. | GHIST 225 or GPOSC 225 |
| Students will be able to identify, conceptualize and evaluate the history and development of American involvement in world affairs. | GHIST 225 or GPOSC 225 |

**Mapping program objectives to curriculum:
The Global Experience**

Objectives:

Courses/ Experiences
Where Objective is Addressed:

| | |
|---|---|
| Students will be able to identify, conceptualize and evaluate basic global problems. | Any Cluster Four Global Experience course |
| Students will be able to identify, conceptualize and evaluate Global political, social, cultural and economic systems. | Any Cluster Four Global Experience course |
| Students will be able to identify, conceptualize and evaluate the issues involved in analyzing societies different from one's own. | Any Cluster Four Global Experience course |
| Students will be able to identify, conceptualize and evaluate the global forces that shape societies. | Any Cluster Four Global Experience course |
| Students will be able to identify, conceptualize and evaluate theoretical models used in studying global problems. | Any Cluster Four Global Experience course |
| Students will be able to identify, conceptualize and evaluate the strengths and limitations of alternative solutions to global problems across and within cultures. | Any Cluster Four Global Experience course |

Mapping program objectives to assessment methods

| Objectives: | Method(s) to Assess Objective: |
|---|--|
| Students will be able to identify, conceptualize and evaluate social and political processes and structures using quantitative and qualitative data. | American Experience multiple choice test |
| Students will be able to identify, conceptualize and evaluate key primary sources relating to American history, political institutions and society. | American Experience multiple choice test |
| Students will be able to identify, conceptualize and evaluate the nature and development of the intellectual concepts that structure American political activity. | American Experience multiple choice test |
| Students will be able to identify, conceptualize and evaluate the history and operation of American democratic institutions. | American Experience multiple choice test |
| Students will be able to identify, conceptualize and evaluate the history and development of American society. | American Experience multiple choice test |
| Students will be able to identify, conceptualize and evaluate the history and development of American involvement in world affairs. | American Experience multiple choice test |

Mapping program objectives to assessment methods

| Objectives: | Method(s) to Assess Objective: |
|---|--|
| Students will be able to identify, conceptualize and evaluate basic global problems | Global Experience multiple choice test |
| Students will be able to identify, conceptualize and evaluate Global political, social, cultural and economic systems. | Global Experience multiple choice test |
| Students will be able to identify, conceptualize and evaluate the issues involved in analyzing societies different from one's own. | Global Experience multiple choice test |
| Students will be able to identify, conceptualize and evaluate the global forces that shape societies. | Global Experience multiple choice test |
| Students will be able to identify, conceptualize and evaluate theoretical models used in studying global problems. | Global Experience multiple choice test |
| Students will be able to identify, conceptualize and evaluate the history and development of American involvement in world affairs. | Global Experience multiple choice test |

The American Experience

| Objectives | Course/ Learning Experiences | Evaluation/ Assessment Methods | Results | Dissemination | Uses of Evaluation |
|---|---|---|--|--|-------------------------------|
| Students will be able to identify, conceptualize and evaluate social and political processes and structures using quantitative and qualitative data. | GHIST 225 or GPOSC 225 | American Experience multiple choice test | See the Cluster Four Assessment Report, Appendix A | Assessment results are distributed to Cluster Four committee members for review. | * See note below. |
| Students will be able to identify, conceptualize and evaluate key primary sources relating to American history, political institutions and society. | GHIST 225 or GPOSC 225 | American Experience multiple choice test | See the Cluster Four Assessment Report, Appendix A | Assessment results are distributed to Cluster Four committee members for review. | * See note below. |
| Students will be able to identify, conceptualize and evaluate the nature and development of the intellectual concepts that structure American political activity. | GHIST 225 or GPOSC 225 | American Experience multiple choice test | See the Cluster Four Assessment Report, Appendix A | Assessment results are distributed to Cluster Four committee members for review. | * See note below. |
| Students will be able to identify, conceptualize and evaluate the history and operation of American democratic institutions. | GHIST 225 or GPOSC 225 | American Experience multiple choice test | See the Cluster Four Assessment Report, Appendix A | Assessment results are distributed to Cluster Four committee members for review. | * See note below. |

| | | | | | |
|---|------------------------|--|--|--|-------------------|
| Students will be able to identify, conceptualize and evaluate the history and development of American society. | GHIST 225 or GPOSC 225 | American Experience multiple choice test | See the Cluster Four Assessment Report, Appendix A | Assessment results are distributed to Cluster Four committee members for review. | * See note below. |
| Students will be able to identify, conceptualize and evaluate the history and development of American involvement in world affairs. | GHIST 225 or GPOSC 225 | American Experience multiple choice test | See the Cluster Four Assessment Report, Appendix A | Assessment results are distributed to Cluster Four committee members for review. | * See note below. |

* With respect to the cluster learning objectives, the assessment test results indicate that it may be worthwhile to undertake a review of the match between test items and learning objectives. At present this is reported at a superficial level, making it difficult to fully determine the nature of the alignment between the assessment instrument and the cluster’s learning objectives. As a result, at present faculty have not used these results to engage in curriculum or course content revision.

The Global Experience

| Objectives | Course/ Learning Experiences | Evaluation/ Assessment Methods | Results | Dissemination | Uses of Evaluation |
|--|---|---|--|--|-------------------------------|
| Students will be able to identify, conceptualize and evaluate basic global problems | Any Cluster Four Global Experience course | Global Experience multiple choice test | See the Cluster Four Assessment Report, Appendix A | Assessment results are distributed to Cluster Four committee members for review. | * See note below |
| Students will be able to identify, conceptualize and evaluate Global political, social, cultural and economic systems. | Any Cluster Four Global Experience course | Global Experience multiple choice test | See the Cluster Four Assessment Report, Appendix A | Assessment results are distributed to Cluster Four committee members for review. | * See note below. |
| Students will be able to identify, conceptualize and evaluate the issues involved in analyzing societies different from one's own. | Any Cluster Four Global Experience course | Global Experience multiple choice test | See the Cluster Four Assessment Report, Appendix A | Assessment results are distributed to Cluster Four committee members for review. | * See note below. |
| Students will be able to identify, conceptualize and evaluate the global forces that shape societies. | Any Cluster Four Global Experience course | Global Experience multiple choice test | See the Cluster Four Assessment Report, Appendix A | Assessment results are distributed to Cluster Four committee members for review. | * See note below. |
| Students will be able to identify, conceptualize and evaluate theoretical models used in studying global problems. | Any Cluster Four Global Experience course | Global Experience multiple choice test | See the Cluster Four Assessment Report, Appendix A | Assessment results are distributed to Cluster Four committee members for review. | * See note below. |

| | | | | | |
|---|---|--|--|--|-------------------|
| Students will be able to identify, conceptualize and evaluate the history and development of American involvement in world affairs. | Any Cluster Four Global Experience course | Global Experience multiple choice test | See the Cluster Four Assessment Report, Appendix A | Assessment results are distributed to Cluster Four committee members for review. | * See note below. |
|---|---|--|--|--|-------------------|

* With respect to the cluster learning objectives, the assessment test results indicate that it may be worthwhile to undertake a review of the match between test items and learning objectives. At present this is reported at a superficial level, making it difficult to fully determine the nature of the alignment between the assessment instrument and the cluster's learning objectives. As a result, at present faculty have not used these results to engage in curriculum or course content revision.

The Spring 2008 Cluster Four Assessment report is included in Appendix A.

E. SCHEV Report

Not applicable.

F. Other Significant Accomplishments

The cluster has no other significant accomplishments to report for the 2007-08 academic year.

G. Statistical Profile

CLUSTER FOUR: STATISTICAL PROFILE, 2007-2008

| | FALL 2007 | | | SPRING 2008 | | |
|---------------------|--|---|-------------------------|--|---|-------------------------|
| | # Enrolled Students (Total seats available) | Class Size (# sections) | | # Enrolled Students (Total seats available) | Class Size (# sections) | |
| American Experience | | | | | | |
| GHIST 225 | 1178 (1220) {+42} | 27(22), 28(22), 10 (1) | | 851 (1100) {+249} | 27(20), 28(20) | |
| GPOSC 225 | 745 (750) {+5} | 75 (10) | | 588 (580) {-8} | 170 (3), 70(1) | |
| TOTAL | 1923 (1970) {+47} | | | 1439 (1680) {+241} | | |
| Global Experience | | | | | | |
| GAFST 200 | 170 (190) {+20} | 110(1),40(2) | | 78 (150) {+72} | 40 (1), 110 (1) | |
| GANTH 195 | 432 (476) {+44} | 68 (7) | | 531 (528) {-3} | 150 (1), 63 (6) | |
| GECON 200 | 894 (885) {-9} | 28(1),29(1),30(1),31(1), 50(1),56(2),57(2),60(6), 64(1),67(1) | | 712 (714) {+2} | 32(2), 35(2), 40(1), 60(9) | |
| GGEOG 200 | 590 (595) {+5} | 70(1), 75(1), 150 (3) | | 319 (315) {-4} | 150 (2), 15 (1) | |
| GPOSC 200 | 348 (385) {+37} | 75 (1), 150(1), 160(1) | | 133 (150) {+17} | 15(1), 65(1), 70(1) | |
| GSOCI 210 | 408 (409) {+1} | 42(2), 63(3), 68(2) | | 412 (436) {+24} | 68 (2), 150(2) | |
| TOTAL | 2842 (2940) {+98} | | | 2185 (2293) {+108} | | |
| | # Sections taught by Full-time faculty | # Sections taught by Part- time faculty | # Graduate Assistant | # Sections taught by Full-time faculty | # Sections taught by Part- time faculty | # Graduate Assistant |
| GHIST 225 | 41 | 4 | 0 | 36 | 4 | 0 |
| GPOSC 225 | 10 | 0 | 0 | 4 | 0 | 0 |
| GAFST 200 | 3 | 0 | 0 | 2 | 0 | 0 |
| GANTH 195 | 1 | 6 | 0 | 3 | 4 | 0 |
| GECON 200 | 17 | 0 | 0 | 14 | 0 | 0 |
| GGEOG 200 | 5 | 0 | 0 | 3 | 0 | 0 |
| GPOSC 200 | 3 | 0 | 0 | 2 | 1 | 0 |

| | | | | | | |
|------------------|---|---|---|---|---|---|
| GSOCI 210 | 5 | 2 | 0 | 3 | 1 | 0 |
|------------------|---|---|---|---|---|---|

| | FALL 2007 | | | SPRING 2008 | | |
|------------------|---|---|-------------------------|--|---|-------------------------|
| | % Sections taught by Full-time faculty | % Sections taught by Part- time faculty | % Graduate Assistant | % Sections taught by Full-time faculty | % Sections taught by Part- time faculty | % Graduate Assistant |
| GHIST 225 | 91.11% | 8.89% | 0 | 90% | 10% | 0 |
| GPOSC 225 | 100% | 0% | 0 | 100% | 0% | 0 |
| GAFST 200 | 100% | 0% | 0 | 100% | 0% | 0 |
| GANTH 195 | 14.29% | 85.71% | 0 | 42.86% | 57.14% | 0 |
| GECON 200 | 100% | 0% | 0 | 100% | 0% | 0 |
| GGEOG 200 | 100% | 0% | 0 | 100% | 0% | 0 |
| GPOSC 200 | 100% | 0% | 0 | 66.67% | 33.33% | 0 |
| GSOCI 210 | 71.43% | 28.57% | 0 | 75% | 25% | 0 |
| | % Students taught by Full-time faculty | % Students taught by Part- time faculty | % Graduate Assistant | % Students taught by Full-time faculty | % Sections taught by Part- time faculty | % Graduate Assistant |
| GHIST 225 | 90.66% | 9.34% | 0 | 87.07% | 12.93% | 0 |
| GPOSC 225 | 100% | 0% | 0 | 100% | 0% | 0 |
| GAFST 200 | 100% | 0% | 0 | 100% | 0% | 0 |
| GANTH 195 | 15.74% | 84.26% | 0 | 52.17% | 47.83% | 0 |
| GECON 200 | 100% | 0% | 0 | 100% | 0% | 0 |
| GGEOG 200 | 100% | 0% | 0 | 100% | 0% | 0 |
| GPOSC 200 | 100% | 0% | 0 | 57.14% | 42.86% | 0 |
| GSOCI 210 | 68.87% | 31.13% | 0 | 64.56% | 35.44% | 0 |
| Other Factors | + Seats unused - Number of overrides given | | | | | |

H. Cluster Activities Planned for 2007-08 Academic Year

- Consider a revised proposal for JUST 225 to be included as a new American Experience course.
- Review fall 2008 course syllabi to assess the extent to which changes have been made based on recommendations from the cluster committee in fall 2007.
- Begin a bookmarking process for the Global Experience assessment instrument in fall 2008. With respect to the cluster learning objectives, the Global Experience test results indicate that it may be worthwhile to undertake a review of the match between test items and learning objectives. At present this is reported at a superficial level, making it difficult to fully determine the nature of the alignment between the assessment instrument and the cluster's learning objectives. Assessment results also suggest the utility of reviewing the assessment instruments based on item-total correlations. The full review processes will begin in fall 2008.
- Encourage greater participation by Cluster Four faculty in General Education professional development opportunities or opportunities to receive support for course development.
- Encourage greater participation by Cluster Four faculty in General Education student development opportunities.

Appendix A

Cluster 4 Spring 2008 Assessment Report

Spring 2008, Cluster 4 Assessment Report

This analysis of cluster four assessment data addresses three specific questions:

1. Do students learn or develop more if they have taken more cluster-related courses; 2. What is the relationship between course grades and outcomes; and 3. Do students change over time in school? The following summary highlights the findings for each inquiry.

Do students learn or develop more if they have taken more cluster-related courses?

Students who had taken at least one of the American Experience (AMEX) courses and students who had AP credits scored higher than students who had not taken an American Experience course. Students who had taken one or more of the Global Experience (GLEX) courses or who had transferred a Global course scored higher than students who had not taken a Global Experience course. This differs from last year, where students who had transfer credit did not score higher than students who had not taken a Global Experience course, but the number of students with transfer credits is small each year and year-to-year differences may be due to chance fluctuations.

What is the relationship between course grades and outcomes?

Overall, there appears to be a moderate relationship between course grades and outcomes. Students who score high on the assessments also do well in the courses.

Do students change over time in school?

We expect that students who have completed a package in the cluster will perform better on the assessment in their sophomore/junior year than they did in their freshman year. Students who completed an American Experience course at JMU scored 41 points higher on the standardized scale than they did as freshmen. Students who completed a Global Experience course at JMU scored 66 points higher on the standardized scale than they did as freshmen. Students who completed the American or Global requirement gained more than student who did not, though students who did not complete a Global course still had a sizeable increase in scores (39 standardized points).

Cluster Four Assessment Report Spring 2008

815 students participated in the Cluster 4 assessment on the spring 2008 assessment day. The responses from 13 students were deleted because the student id numbers were invalid and 1 student was deleted from the American Experience data for omitting 50% or more of the items.

The American Experience test has been administered 19 times: fall 1999 - spring 2008. Freshmen were tested in the fall administrations and sophomores in the spring administrations. There are now eight cohorts (fall 1999/spring 2001, fall 2000/spring 2002, fall 2001/spring 2003, fall 2002/spring 2004, and fall 2003/spring 2005, fall 2004/spring 2006, fall 2005/spring 2007, fall 2006/spring 2008); each includes students who were tested twice, once as freshmen and again as sophomores. The Global Experience test has been administered 17 times: from fall 2000 to spring 2008.

Learning goals

American Experience

Students completing this part of Cluster Four will be able to identify, conceptualize and evaluate:

- Social and political processes and structures using quantitative and qualitative data
- Key primary sources relating to American history, political institutions and society
- The nature and development of the intellectual concepts that structure American political activity
- The history and operation of American democratic institutions
- The history and development of American society
- The history and development of American involvement in world affairs

Global Experience

Students completing this part of Cluster Four will be able to identify, conceptualize and evaluate:

- Basic global problems
- Global political, social, cultural and economic systems
- The issues involved in analyzing societies different from one's own
- The global forces that shape societies
- Theoretical models used in studying global problems
- The strengths and limitations of alternative solutions to global problems across and within cultures

Assessment Results

The tables in the following sections list the assessment results for spring 2008. Scores are reported as number of items correct (or number of points on a rating scale), often called unstandardized scores, as well as standard scores that use a common scale for ease of interpretation. For example, SAT scores are reported as standard scores ranging from 200 to 800. Standard scores are also more useful because test lengths often change with the introduction of new test items. The unstandardized scores should be helpful to faculty who are familiar with the test content; these faculty members will have the necessary context to interpret what it means to score, for example, 45 correct out of 81 items. Other audiences, though, will not know enough about the test content to be able to meaningfully use the unstandardized scores because the meaning of the percent correct depends on the difficulty of each item on the test. For example, some may try to interpret percentages based on fixed grading scales they use in their courses, or the standard deviation may be ignored in comparing differences between scores. The standardized scores are independent of test difficulty. The standardized score scale was chosen to have a mean of 500 and a standard deviation of 100 for incoming freshmen tested in the fall of 1999 and 2000 combined for the American Experience and fall 2000 for the Global Experience. This is the same type of scale used to standardize SAT scores. Using this scale should help avoid misinterpretations of number correct or percentage scores. The standard scores must still be interpreted in the context of faculty expectations, though. Most faculty would agree that a 10-point difference in standardized scores is too small to be meaningful and a 100-point difference is large enough to be meaningful, but faculty judgment is needed to interpret many intermediate score differences.

The sections below summarize the data in a variety of ways. First, basic information is provided about test and subtest reliability and how students performed in general. Then, scores are summarized by number of cluster courses taken, the relationship between course grades and scores is explored, score differences over the first two years at JMU are compared, and the number of students meeting the faculty's expectations or standards is presented.

Scores & Reliability

The table below shows the number correct and standardized scores (as explained above) for spring 2007. It also shows a reliability estimate, Cronbach's coefficient alpha (α). Reliability refers to the degree to which the scores are free from random error. In general, reliabilities above .70 are considered adequate for program evaluation or research. For evaluation of individual students, reliabilities closer to .80 are desirable. Unlike some clusters, subscales have not been developed for these tests and thus there are no subscales to report.

Scores for All Tested Students Spring 2008 for AMEX (N=801) and Scores for All Tested Students Spring 2008 for GLEX (N=802)

| | reliability (α) | Number Correct Average | Number Correct SD | Standard Score Average | Standard Score SD |
|---|-----------------------------|------------------------------|-------------------------|------------------------------|-------------------------|
| American Experience Total (81 items) | 0.87 | 44.16 | 10.64 | 535.86 | 104.42 |
| Global Experience Total (32 items) | 0.71 | 22.14 | 4.20 | 564.34 | 102.50 |

I. Average scores for students taking 0 or 1 or more courses. *Do students learn or develop more if they have taken more cluster-related courses?*

Students who have completed the relevant course in the cluster should score or perform higher than students who have not taken the course. Students were classified based on courses recorded in the university records. Students who took the course as AP or transfer credit are reported separately. To show that the mean scores fluctuate somewhat each year, scores are shown in the tables below for the previous two years as well.

American Experience Scores by Number of Courses Taken, Spring 2008

| #of Courses | N | Mean | SD | Standard Score Mean | Standard Score SD |
|------------------------------------|-----|-------|-------|---------------------|-------------------|
| no AMEX course | 181 | 40.45 | 9.98 | 499.40 | 97.95 |
| Enrolled in an AMEX course | 115 | 42.71 | 9.42 | 521.65 | 92.44 |
| AMEX requirement complete at JMU | 370 | 44.26 | 9.56 | 536.81 | 93.83 |
| requirement met by AP credit | 84 | 57.40 | 8.03 | 665.89 | 78.77 |
| requirement met by Transfer credit | 78 | 41.54 | 11.10 | 510.10 | 108.94 |
| Total | 801 | 44.16 | 10.64 | 535.86 | 104.42 |

Global Experience Scores by Number of Courses Taken, Spring 2008

| #of Courses | N | Mean | SD | Standard Score Mean | Standard Score SD |
|------------------------------------|-----|-------|------|---------------------|-------------------|
| no GLEX course | 104 | 20.63 | 4.47 | 527.68 | 109.14 |
| Enrolled in an GLEX course | 70 | 21.64 | 4.46 | 551.57 | 108.85 |
| GLEX requirement complete at JMU | 593 | 22.47 | 4.11 | 572.36 | 100.21 |
| requirement met by Transfer credit | 33 | 22.09 | 3.42 | 563.06 | 83.37 |
| Total* | 802 | 22.14 | 4.20 | 564.34 | 102.50 |

*Note: 2 students had AP credit that counted for GLEX course credit. The mean for a group this small would not be meaningful.

American Experience Scores by Number of Courses Taken, Spring 2007

| #of Courses | N | Mean | SD | Standard Score Mean | Standard Score SD |
|------------------------------------|-----|-------|-------|---------------------|-------------------|
| no AMEX course | 275 | 41.01 | 10.59 | 504.92 | 103.89 |
| Enrolled in an AMEX course | 112 | 40.96 | 10.11 | 504.37 | 99.24 |
| AMEX requirement complete at JMU | 365 | 43.61 | 10.81 | 530.43 | 106.05 |
| requirement met by AP credit | 70 | 53.13 | 8.36 | 623.83 | 82.02 |
| requirement met by Transfer credit | 43 | 41.37 | 11.05 | 508.46 | 108.46 |
| Total | 753 | 43.30 | 11.03 | 527.37 | 102.20 |

Global Experience Scores by Number of Courses Taken, Spring 2007

| #of Courses | N | Mean | SD | Standard Score Mean | Standard Score SD |
|------------------------------------|-----|-------|------|---------------------|-------------------|
| no GLEX course | 181 | 20.75 | 5.12 | 530.57 | 124.88 |
| Enrolled in an GLEX course | 53 | 21.08 | 4.78 | 538.49 | 116.49 |
| GLEX requirement complete at JMU | 529 | 21.83 | 4.47 | 556.97 | 109.04 |
| requirement met by Transfer credit | 40 | 19.68 | 4.95 | 504.25 | 120.75 |
| Total | 751 | 21.46 | 4.69 | 547.74 | 114.41 |

American Experience Scores by Number of Courses Taken, Spring 2006

| #of Courses | N | Mean | SD | Standard Score Mean | Standard Score SD |
|------------------------------------|-----|-------|-------|---------------------|-------------------|
| no AMEX course | 101 | 39.69 | 8.55 | 491.99 | 83.91 |
| AMEX requirement complete at JMU | 507 | 43.42 | 10.35 | 528.57 | 101.64 |
| requirement met by AP credit | 148 | 49.60 | 11.73 | 589.25 | 115.17 |
| requirement met by Transfer credit | 119 | 40.66 | 10.02 | 501.53 | 98.37 |
| Total** | 902 | 43.55 | 10.49 | 529.86 | 102.97 |

** the total adds up to more than the sums above because some students did not provide enough information to be classified on number of courses.

Global Experience Scores by Number of Courses Taken, Spring 2006

| #of Courses | N | Mean | SD | Standard Score Mean | Standard Score SD |
|------------------------------------|-----|-------|------|---------------------|-------------------|
| no GLEX course | 114 | 21.18 | 3.82 | 541.11 | 93.22 |
| GLEX requirement complete at JMU | 730 | 21.04 | 5.27 | 537.58 | 128.56 |
| requirement met by Transfer credit | 39 | 21.41 | 4.78 | 546.64 | 116.75 |
| Total** | 902 | 20.91 | 5.38 | 534.52 | 131.25 |

** more students are in the total than in the sum of the other categories because some students did not provide adequate info. to be classified.

II. Correlations between test and course grades

What is the relationship between course grades and outcomes?

A moderate positive relationship should exist between course grades and cluster scores/ratings if both course grades and the cluster test assess the objectives of the cluster.

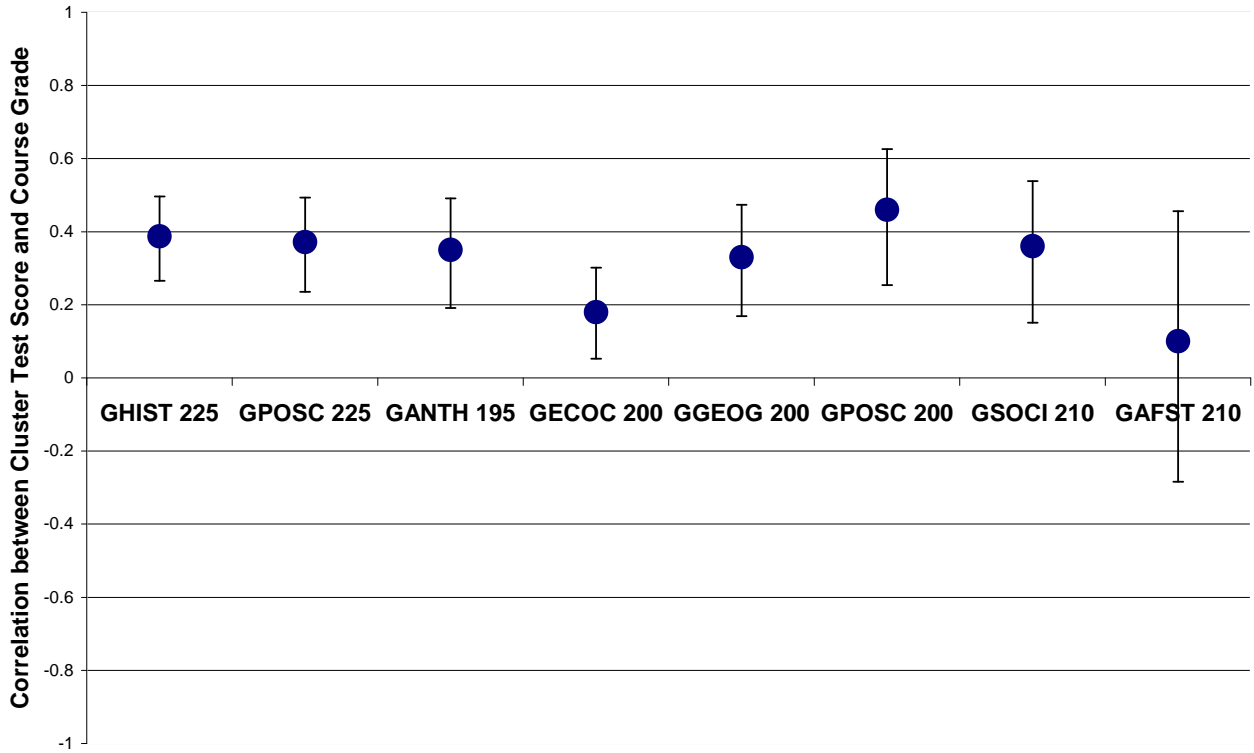
These correlations give an idea of how much each course has in common with the cluster objectives measured on the test. Correlations can range from -1 to 1. Correlations close to 0 indicate no relationship, while correlations closer to 1 indicate a very high relationship between test scores and course grades (negative numbers would indicate those who scored high on the test had lower grades). In this context, correlations of about .3 seem good and correlations of .4 seem fairly high.

Correlations between Grades and Assessment Scores

| Course | 2008 | | 2007 | | 2006 | | 2005 | |
|-----------|------|-------------|------|-------------|------|-------------|------|-------------|
| | n | correlation | n | correlation | n | correlation | n | correlation |
| GHIST 225 | 210 | .40 | 256 | .24 | 325 | .30 | 428 | .36 |
| GPOSC 225 | 174 | .43 | 85 | .41 | 113 | .29 | 160 | .33 |
| GANTH 195 | 133 | .35 | 130 | .36 | 200 | .35 | 245 | .32 |
| GECON 200 | 233 | .18 | 242 | .14 | 305 | .19 | 338 | .25 |
| GGEOG 200 | 133 | .33 | 107 | .26 | 159 | .25 | 204 | .34 |
| GPOSC 200 | 71 | .46 | 46 | .45 | 24 | -0.18* | 49 | .36 |
| GSOCI 210 | 79 | .36 | 74 | .16* | 112 | .25 | 127 | .19 |
| GAFST 200 | 28 | .10* | | | | | | |

*correlation is not significantly different from zero, $p > .05$.

The graph below illustrates instability in the correlations due to sampling error. The error bands show the 95% confidence band around the correlation estimates.



III. Pre-post Comparisons

Do students change over time in school? (value added or longitudinal change)

Students who have completed a package in the cluster by their sophomore/junior year should show marked improvement on the cluster test as compared to their freshmen year.

Below is a table revealing the same group of students' (standardized and unstandardized) averages and standard deviations on the Cluster Four test at the beginning of their freshmen year and at the midpoint of their sophomore year. Only students who had taken the test as both freshmen and sophomore/juniors were included.

American Experience Change over Time, Spring 2008

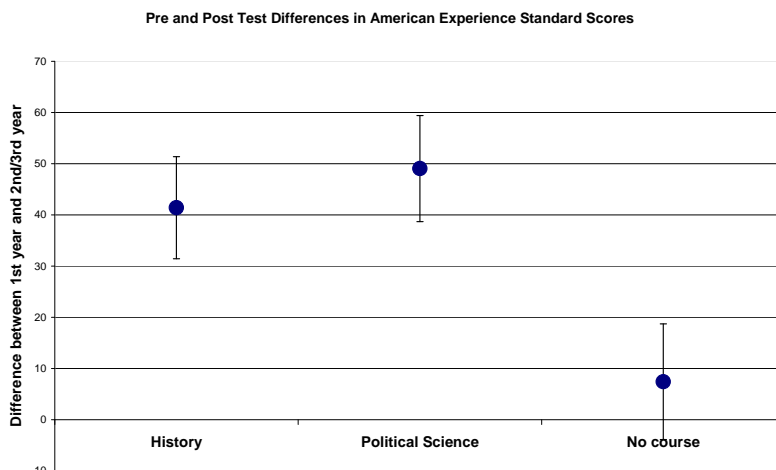
| Level of Analysis | N | Fall Group (Pre) Raw Score and SD | Spring Group (Post) Raw Score and SD | Fall Group (Pre) Standard Score and SD | Spring Group (Post) Standard Score and SD | Difference in Standard Score** |
|------------------------|-----|-----------------------------------|--------------------------------------|--|---|--------------------------------|
| JMU Course completers* | 305 | 40.61 (9.36) | 44.74 (9.13) | 500.95 (91.86) | 541.53 (89.64) | 40.58 |
| GHIST 225 | 168 | 39.87 (9.50) | 43.83 (9.68) | 493.69 (93.21) | 532.63 (95.00) | 38.94 |
| GPOS 225 | 150 | 41.29 (9.29) | 45.96 (8.57) | 507.66 (91.19) | 553.49 (84.08) | 45.83 |
| No courses | 120 | 40.62 (9.23) | 41.10 (10.55) | 501.08 (90.64) | 505.80 (103.57) | 4.92 |

*13 students have credit for both AMEX courses, so the number of course completers is 13 less than the sum of the rows below.

** Cohen's *d* effect size can be approximated by dividing the difference by 100 because the standard deviation is approximately 100 in the pre-test group

** pre-post correlations (for calculating CI) were: JMU completers = .74, GHIST = .74, GPOS = .71, No courses = .79

The graph below illustrates instability in the pre-post differences due to sampling error. The error bands show the 95% confidence band around the estimates of the pre-post differences.



note: the Cohen's *d* effect size can be approximated by dividing the mean difference by 100 because the within-group standard deviation is approximately 100.

Global Experience Change over Time, Spring 2008

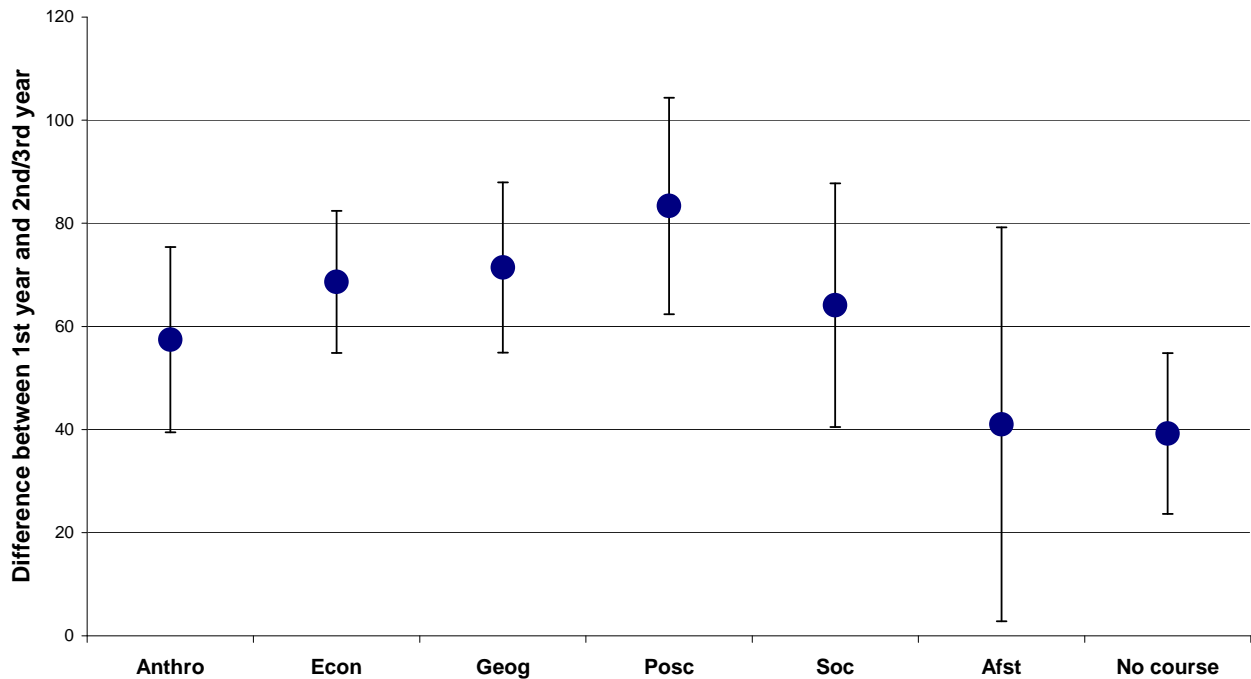
| Level of Analysis | N | Fall Group (Pre) Raw Score and SD | Spring Group (Post) Raw Score and SD | Fall Group (Pre) Standard Score and SD | Spring Group (Post) Standard Score and SD | Difference in Standard Score* |
|-----------------------|-----|---|---|--|--|-------------------------------------|
| JMU Course Completers | 473 | 19.81 (4.39) | 22.53 (4.03) | 507.60 (107.16) | 573.95 (98.25) | 66.35 |
| GANTH 195 | 104 | 19.86 (4.67) | 22.21 (3.74) | 508.67 (114.06) | 566.10 (91.20) | 57.43 |
| GECON 200 | 187 | 19.86 (4.64) | 22.67 (4.21) | 508.67 (113.27) | 577.32 (102.80) | 68.65 |
| GGEOG 200 | 105 | 19.22 (4.31) | 22.14 (4.30) | 493.13 (105.02) | 564.55 (91.93) | 71.42 |
| GPOSC 200 | 53 | 20.84 (4.30) | 24.26 (3.93) | 532.85 (104.99) | 616.23 (95.86) | 83.37 |
| GSOCI 210 | 67 | 20.28 (4.71) | 22.91 (4.29) | 519.13 (115.01) | 583.24 (104.70) | 64.11 |
| GAFST 200 | 25 | 19.48 (3.00) | 21.16 (3.83) | 499.48 (73.25) | 540.48 (93.24) | 41.00 |
| No courses | 122 | 19.83 (4.02) | 21.43 (4.17) | 507.98 (98.07) | 547.21 (101.71) | 39.23 |

* Cohen's *d* effect size can be approximated by dividing the difference by 100 because the standard deviation is approximately 100 in the pre-test group.

** pre-post correlations (for calculating CI) were: all completers = .60, GANTH = .60, GECON = .61, GGEOG = .62, GPOSC = .70 GSOCI = .60, GAFST = .33, no course = .61

The graph below illustrates instability in the pre-post differences due to sampling error. The error bands show the 95% confidence band around the estimates of the pre-post differences.

Pre and Post Test Differences in Global Experience Standard Scores



note: the Cohen's d effect size can be approximated by dividing the mean difference by 100 because the within-group standard deviation is approximately 100.

IV. Meeting a standard (expectation)

Do students meet faculty expectations?

A substantial number of students who have completed the Cluster should meet the competency or academic standard.

This analytical strategy is not applicable to Cluster 4

Appendix A: Item total correlations and Item Difficulty

Global Experience Spring 2008

| <u>Item</u> | <u>Item Total Correlation</u> | <u>Item Difficulty</u> |
|-------------|-------------------------------|------------------------|
| item1 | 0.10 | 0.86 |
| item2 | 0.20 | 0.89 |
| item3 | 0.09 | 0.81 |
| item4 | 0.31 | 0.83 |
| item5 | 0.21 | 0.67 |
| item6 | 0.15 | 0.66 |
| item7 | 0.26 | 0.82 |
| item8 | 0.25 | 0.84 |
| item9 | 0.10 | 0.84 |
| item10 | 0.21 | 0.82 |
| item11 | 0.14 | 0.92 |
| item12 | 0.26 | 0.70 |
| item13 | 0.17 | 0.75 |
| item14 | 0.09 | 0.90 |
| item15 | 0.30 | 0.51 |
| item16 | 0.14 | 0.17 |
| item17 | 0.00 | 0.32 |
| item18 | 0.20 | 0.88 |
| item19 | 0.21 | 0.95 |
| item20 | 0.34 | 0.64 |
| item21 | 0.24 | 0.33 |
| item22 | 0.37 | 0.89 |
| item23 | 0.32 | 0.85 |
| item24 | 0.35 | 0.74 |
| item25 | 0.27 | 0.62 |
| item26 | 0.33 | 0.72 |
| item27 | 0.27 | 0.55 |
| item28 | 0.33 | 0.66 |
| item29 | 0.35 | 0.71 |
| item30 | 0.10 | 0.32 |
| item31 | 0.21 | 0.47 |
| item32 | 0.25 | 0.51 |

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| <u>Item</u> | <u>Item Difficulty</u> | <u>Item total correlation</u> | <u>Item</u> | <u>Item Difficulty</u> | <u>Item total correlation</u> |
|-------------|------------------------|-------------------------------|-------------|------------------------|-------------------------------|
| item1 | 0.65 | 0.26 | item46 | 0.67 | 0.36 |
| item2 | 0.87 | 0.32 | item47 | 0.11 | 0.07 |
| item3 | 0.65 | 0.26 | item48 | 0.05 | -0.02 |
| item4 | 0.77 | 0.38 | item49 | 0.62 | 0.23 |
| item5 | 0.37 | 0.25 | item50 | 0.58 | 0.12 |
| item6 | 0.36 | 0.18 | item51 | 0.26 | 0.27 |
| item7 | 0.57 | 0.35 | item52 | 0.49 | 0.23 |
| item8 | 0.81 | 0.41 | item53 | 0.68 | 0.11 |
| item9 | 0.66 | 0.40 | item54 | 0.42 | 0.30 |
| item10 | 0.65 | 0.46 | item55 | 0.89 | 0.25 |
| item11 | 0.91 | 0.30 | item56 | 0.58 | 0.34 |
| item12 | 0.13 | 0.18 | item57 | 0.20 | 0.22 |
| item13 | 0.50 | 0.29 | item58 | 0.41 | -0.04 |
| item14 | 0.45 | 0.36 | item59 | 0.53 | 0.40 |
| item15 | 0.78 | 0.24 | item60 | 0.20 | 0.18 |
| item16 | 0.44 | 0.46 | item61 | 0.18 | -0.06 |
| item17 | 0.57 | 0.27 | item62 | 0.60 | 0.21 |
| item18 | 0.90 | 0.21 | item63 | 0.39 | 0.28 |
| item19 | 0.76 | 0.36 | item64 | 0.62 | 0.22 |
| item20 | 0.77 | 0.34 | item65 | 0.56 | 0.36 |
| item21 | 0.38 | 0.10 | item66 | 0.55 | 0.28 |
| item22 | 0.61 | 0.37 | item67 | 0.27 | 0.32 |
| item23 | 0.52 | 0.38 | item68 | 0.37 | 0.35 |
| item24 | 0.74 | 0.34 | item69 | 0.36 | 0.20 |
| item25 | 0.53 | 0.35 | item70 | 0.32 | 0.27 |
| item26 | 0.63 | 0.32 | item71 | 0.34 | -0.03 |
| item27 | 0.35 | 0.02 | item72 | 0.57 | 0.30 |
| item28 | 0.93 | 0.23 | item73 | 0.12 | 0.06 |
| item29 | 0.89 | 0.25 | item74 | 0.37 | 0.18 |
| item30 | 0.63 | 0.38 | item75 | 0.68 | 0.20 |
| item31 | 0.46 | 0.23 | item76 | 0.25 | -0.03 |
| item32 | 0.81 | 0.30 | item77 | 0.84 | 0.20 |
| item33 | 0.72 | 0.40 | item78 | 0.46 | 0.29 |
| item34 | 0.61 | 0.41 | item79 | 0.55 | 0.22 |
| item35 | 0.71 | 0.22 | item80 | 0.59 | 0.18 |
| item36 | 0.61 | 0.33 | item81 | 0.57 | 0.28 |
| item37 | 0.16 | 0.02 | | | |
| item38 | 0.55 | 0.39 | | | |
| item39 | 0.80 | 0.33 | | | |
| item40 | 0.51 | 0.18 | | | |
| item41 | 0.91 | 0.17 | | | |
| item42 | 0.63 | 0.39 | | | |
| item43 | 0.40 | 0.23 | | | |
| item44 | 0.43 | 0.03 | | | |
| item45 | 0.88 | 0.40 | | | |

