

# SLO: GEV1: Personal Responsibility - Introductory

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## GE 1000 – Transition to Kean

Semester: FALL 2013

REPORT DATE: 1/8/2014

Number of students: 294

Number of sections: 37

Personal responsibility is measured through the CSFI - The College Success Factors Index (CSFI) online, standardized instrument. This instrument is used to measure student performance on 10 student success criteria. The first criterion assesses "Responsibility/Control" where personal responsibility and ownership are assessed. For more information about this instrument, please visit: <http://www.cengage.com/tlconnect/client/product/findProduct.do?productId=515>

Number of students: 294

Number of sections: 37

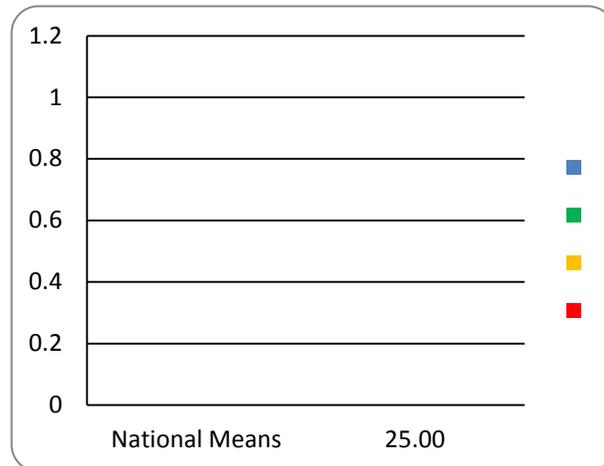
Factor	Good	Average	Watchline
Responsibility / Control	17	21	25
Competition	16	20	24
Task Planning	16	20	24
Expectations	17	21	25
Wellness	20	24	28
Time Management	18	22	26
College Involvement	19	23	27
Family Involvement	14	18	22
Precision	16	20	24
Persistence	19	23	27

**Figure 1. CSFI Instrument Breakpoints**  
(Lower numbers = greater proficiency)

**Table 1. Mean Scores for Responsibility/ Control**

	Fall 2012	Fall 2013
	Post-test	Post-test
<b>Kean Means</b>	<b>16.2</b>	<b>16.3</b>
CSFI "Good"	17.0	17.0
CSFI "Average"	21.0	21.0
CSFI "Watchline"	25.0	25.0

**Figure 2. Mean Scores for Responsibility/ Control**



## **Discussion/Action/Closing the Loop:**

Based on the comparative data, it is evident that students are exceeding what the instrument indicator defines as “good” performance in both student cohorts. The scores also indicate that “responsibility and control” yielded the highest results among all 10 criteria assessed.

Assessment of all Criteria: Consistently, Responsibility/Control and Expectations have been the strongest factors and Competition and Precision have been the weakest factors for this population. With the restructuring of the GE 1000 course the embedded course content with its emphasis on personal development will focus on cultivating competition and precision. But we need to be more coherent in our definition of ‘cultivating competition’ and then ‘precision’. So according to the CSFI assessment, Competition for successful students becomes internalized-they compete with themselves. So we are not trying to promote competition between, but internal standards and a sense of exceeding one’s own expectations. We think first that understanding this definition in more detail will help both T2K instructors and students to embrace competition more. The new T2K focuses on personal development in the new college context and therefore provides time for teacher and student to consider ‘Competition’. With regard to Precision, successful students approach their education by being exact, careful with details and specific with assignments.

Actions: Students enrolled in the new GE 1000 course will be required to demonstrate their abilities with a collection of works through an e-portfolio (components of the portfolio will be assessed via two AAC&U VALUE rubrics – Civic Engagement and Lifelong Learning). This portfolio will also be used as a platform for self-expression to be maintained over time. As the emphasis of the course is personal development, students will have the opportunity to use their strengths, such as personal responsibility, as reported via the CSFI results to develop their weaker areas.



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Factor scores in red italic indicate that the score is below the watchline for that factor.

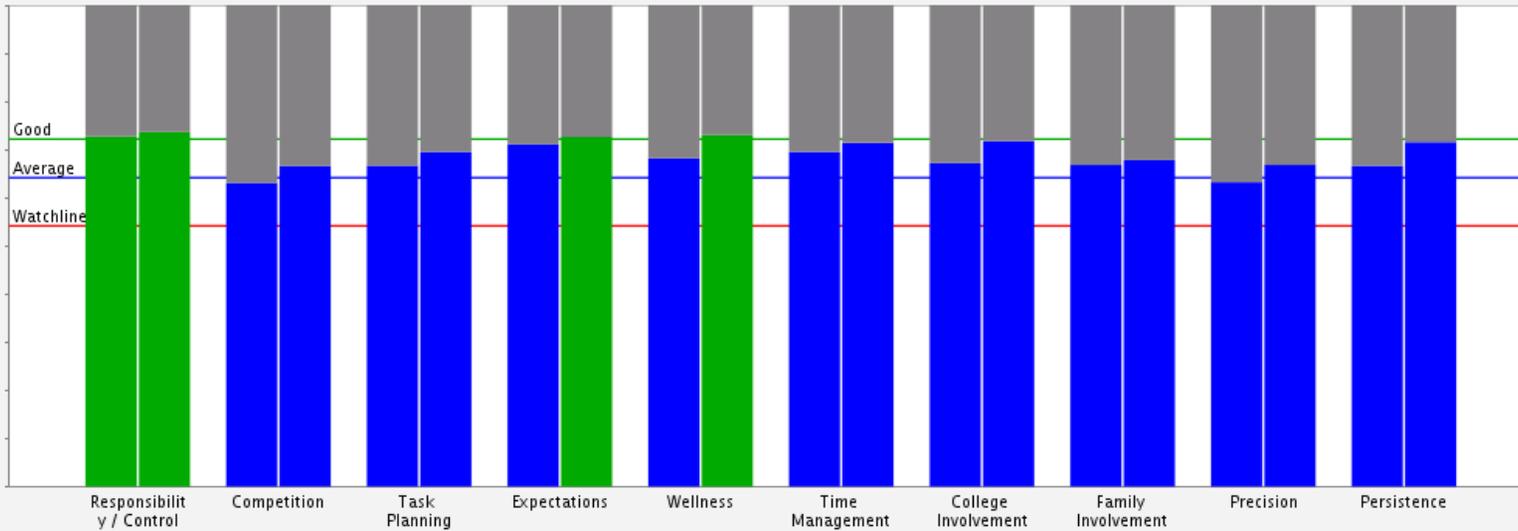
**Cross-Instructor Analysis**

*Student Participation*

667 of 699 students have taken the pre-test.

309 of 699 students have taken the post-test.

*Cross-Instructor Summary*



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Cross-Instructor Details

	 RESPONSIBILITY / CONTROL	 COMPETITION	 TASK PLANNING	 EXPECTATIONS	 WELLNESS	 TIME MANAGEMENT	 COLLEGE INVOLVEMENT	 FAMILY INVOLVEMENT	 PRECISION	 PERSISTENCE
<a href="#">Bailey, Billie J</a>	16.8/10.5	20.2/10.0	19.6/13.0	18.5/14.0	22.7/17.5	19.7/11.0	20.0/13.5	17.4/12.5	20.4/14.0	22.0/14.5
<a href="#">Bances, Jessica</a>	15.1/15.0	21.6/24.0	17.3/18.0	15.2/18.0	19.0/25.0	15.4/19.0	21.5/19.0	14.7/16.0	21.8/22.0	21.5/20.0
<a href="#">Banner, Lilliam</a>	15.9	20.7	19.3	15.7	22.9	19.1	20.6	17.1	18.3	18.6
<a href="#">Bathelus, Charlene</a>	14.5/17.2	18.1/21.2	17.6/18.0	16.8/17.8	21.4/19.5	20.4/19.8	20.8/20.0	15.3/16.5	19.7/17.5	21.4/21.2
<a href="#">Boseman, Katrina</a>	17.0/15.4	19.3/15.0	19.8/16.6	18.8/17.4	24.6/21.6	21.0/17.4	21.4/17.8	20.3/17.2	19.4/15.6	20.4/15.6
<a href="#">Brown, Alfred</a>	18.1/15.7	21.8/18.2	20.7/17.7	19.8/17.4	23.0/20.1	21.6/18.1	22.8/20.2	18.0/15.6	22.5/19.2	24.8/22.8
<a href="#">Brown, Charline</a>	16.8/17.3	21.4/19.6	18.4/18.1	17.8/17.4	22.9/19.3	19.3/18.6	22.6/19.6	16.9/16.6	20.6/19.2	22.2/18.8
<a href="#">Dobosiewicz, John</a>	17.0/13.2	20.5/16.2	18.2/13.2	18.7/14.0	21.0/16.0	18.4/15.2	20.9/16.2	16.7/13.2	20.2/16.5	21.6/18.5
<a href="#">Donelson, Manuel K</a>	18.1/13.7	21.7/20.3	19.5/16.3	18.2/16.7	23.7/17.0	21.1/14.3	22.1/16.3	16.8/17.3	20.2/18.7	22.4/15.7
<a href="#">Dowd, Dawn Marie</a>	14.0/15.5	14.3/19.5	15.0/16.0	12.7/14.5	20.0/23.0	15.0/22.0	16.0/16.0	15.0/16.5	15.7/18.5	14.7/18.5
<a href="#">Espinal, Sandra</a>	16.5/15.4	19.7/17.6	17.6/16.0	17.1/16.0	21.6/19.6	18.6/16.6	19.7/17.7	15.4/15.0	20.8/18.4	21.1/18.0
<a href="#">Gaines, LaTysha</a>	17.8/16.6	20.7/21.8	19.6/18.5	18.4/16.5	22.1/19.6	20.7/18.2	21.9/19.8	16.5/16.7	21.4/22.1	22.8/22.4
<a href="#">Grant, Coretta</a>	16.7/14.0	20.4/21.5	19.7/15.0	17.6/18.0	20.8/17.0	19.0/16.5	21.8/18.0	17.0/17.0	20.7/18.0	21.8/16.5
<a href="#">Harnett, Janette</a>	16.0/16.7	20.0/18.0	18.5/16.8	17.4/17.5	22.0/19.0	19.0/18.4	21.2/19.2	17.5/17.8	21.2/16.6	21.1/17.8
<a href="#">Isiwele, Michael E</a>	15.6/15.6	19.2/19.0	17.8/17.0	16.5/16.7	21.3/21.4	19.1/18.7	20.5/19.1	15.4/14.6	19.8/19.3	21.2/20.7
<a href="#">Jackson, Veronica</a>	14.7	19.6	17.7	16.1	20.2	17.9	21.1	14.5	20.1	22.0
<a href="#">Kikot, Erinda</a>	17.1/18.0	20.7/18.6	19.0/18.0	18.0/17.2	22.0/18.8	19.6/19.5	21.9/19.6	16.8/15.8	20.6/18.5	22.4/19.3
<a href="#">Lawhorn, Kiana</a>	16.8/13.2	21.5/19.0	19.6/14.5	17.6/14.8	21.2/15.8	18.6/14.0	21.9/16.8	16.6/12.5	20.6/15.2	23.0/17.2
<a href="#">McNeil, Jan</a>	23.2	21.3	22.2	20.5	24.7	23.3	23.8	20.3	22.0	20.2
<a href="#">Mesonas, Leonard</a>	15.9/16.0	20.6/19.3	17.8/17.0	17.0/16.0	22.0/18.7	18.3/17.7	20.5/18.9	15.6/15.0	20.3/18.2	21.3/19.1
<a href="#">Omukoba, Deckillah</a>	16.8/16.9	19.6/18.7	18.5/17.7	16.3/17.1	22.0/19.3	19.8/20.1	21.8/19.8	16.1/15.4	19.6/20.6	22.0/20.4
<a href="#">Rivera, Maximina</a>	17.3/21.0	22.1/21.8	19.3/20.2	16.6/21.2	23.4/27.5	19.9/25.5	21.9/23.8	16.3/22.2	20.3/22.0	22.3/21.5
<a href="#">Rosa, Andrea</a>	17.6	20.3	18.3	17.3	21.9	19.8	23.2	16.6	19.7	22.0

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<a href="#">Rosario, Wilfredo</a>	16.2/15.0	19.3/17.1	18.0/16.1	16.3/15.3	20.7/19.3	18.0/17.7	19.9/17.7	16.2/16.5	19.9/17.8	21.4/18.9
<a href="#">Samms, Kimika</a>	16.3/15.3	21.3/18.6	18.3/16.7	17.8/16.9	21.7/18.9	18.8/17.4	21.2/19.3	16.5/15.7	20.4/18.4	21.5/18.7
<a href="#">Sanchez, Grace</a>	15.1/16.8	19.3/20.9	16.3/19.8	15.7/18.2	19.5/20.2	18.2/20.7	19.9/20.4	16.2/15.6	19.2/21.1	20.8/22.6
<a href="#">Santos Cedeno, Omar</a>	14.8/16.2	19.5/16.8	20.2/17.2	16.2/14.2	23.5/18.0	17.8/16.2	17.7/17.8	18.8/14.8	19.8/15.8	19.5/14.8
<a href="#">Satchell, Elizabeth</a>	17.4/16.8	20.2/19.6	19.7/18.7	18.4/17.6	21.3/20.5	19.9/19.9	23.6/22.3	17.3/19.1	20.8/19.7	22.0/19.9
<a href="#">White, Mary Bridget</a>	16.1/15.1	22.0/18.8	18.7/17.0	17.5/14.6	22.5/22.2	19.0/19.4	21.5/18.0	16.7/15.2	19.9/17.6	20.9/20.9
<a href="#">Wilson, Stephen</a>	17.6/21.0	20.2/22.0	20.8/22.0	18.9/22.0	21.6/25.0	20.6/21.0	22.2/22.0	17.4/20.0	21.7/21.0	21.0/21.0
Mean	16.6/16.2	20.4/18.7	18.7/17.2	17.5/16.7	21.9/19.5	19.2/18.3	21.4/19.1	16.6/16.1	20.4/18.6	21.7/19.2
Mean as Percent National Mean	66.5/64.7	85.2/77.8	77.7/71.8	69.8/66.7	78.2/69.6	74.0/70.3	79.2/70.8	75.4/73.1	84.9/77.4	80.2/71.1
National Mean	25.0/25.0	24.0/24.0	24.0/24.0	25.0/25.0	28.0/28.0	26.0/26.0	27.0/27.0	22.0/22.0	24.0/24.0	27.0/27.0

### Cross-Instructor Strongest Factors

- Responsibility / Control
- Expectations
- Time Management

### Cross-Instructor Weakest Factors

- Competition
- Precision
- Persistence

### How to interpret the Graph

Student performance against each factor is judged according to the following breakpoints.

Factor	Good	Average	Watchline
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Competition	16	20	24
Task Planning	16	20	24
Expectations	17	21	25
Wellness	20	24	28
Time Management	18	22	26
College Involvement	19	23	27
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Persistence	19	23	27

Note that the better a student performed, the lower his or her score. For instance, a student who scored 15 on the "Responsibility / Control" factor earned a "Good" score. In contrast, a student who scored 27 on the "Expectations" factor falls below the Watchline.

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### CSFI Report for Administrators

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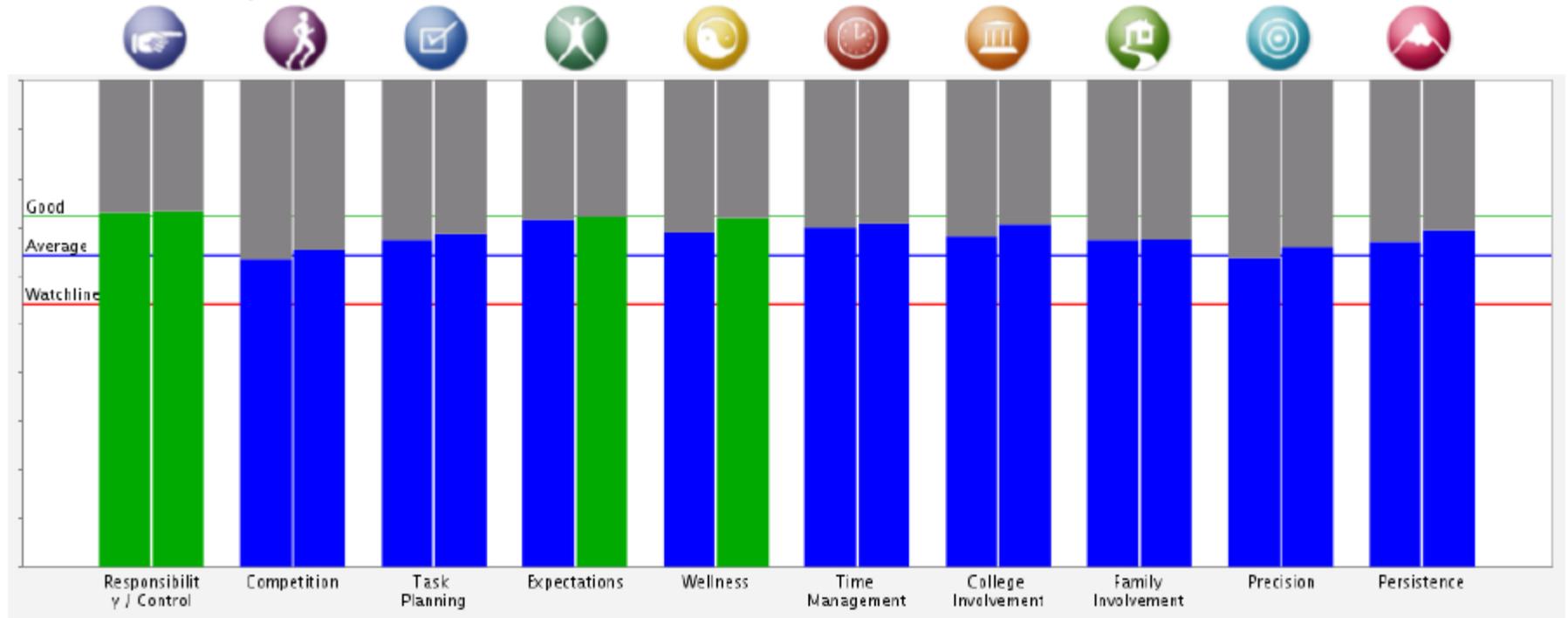
Factor scores in red italic indicate that the score is below the watchline for that factor.

### Cross-Instructor Analysis

#### Student Participation

625 of 640 students have taken the pre-test.  
294 of 640 students have taken the post-test.

#### Cross-Instructor Summary



#### Cross-Instructor Details

	 RESPONSIBILITY / CONTROL	 COMPETITION	 TASK PLANNING	 EXPECTATIONS	 WELLNESS	 TIME MANAGEMENT	 COLLEGE INVOLVEMENT	 FAMILY INVOLVEMENT	 PRECISION	 PERSISTENCE
<a href="#">Bathelus, Charlene</a>	15.9/14.0	20.6/18.0	19.2/16.0	18.1/14.5	22.3/17.8	16.2/13.2	21.2/18.0	16.9/17.2	21.4/21.5	22.6/18.0
<a href="#">Boseman, Katrina</a>	16.6/18.2	21.9/20.0	18.1/19.0	17.4/17.3	23.2/21.5	18.6/20.3	23.1/21.0	16.3/18.7	19.4/19.8	21.8/20.5
<a href="#">Brown, Alfred</a>	16.7/13.8	20.6/21.0	19.2/18.5	17.7/15.5	21.2/18.2	19.4/19.2	21.1/20.5	16.4/12.0	20.6/20.0	23.2/23.8

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<a href="#">Brown, Charline</a>	15.7/18.7	19.6/20.2	17.4/19.2	16.3/18.6	21.5/22.0	18.4/21.5	19.4/20.5	16.0/16.8	18.6/19.5	20.3/21.4
<a href="#">Daro, Jennifer</a>	16.6/15.7	19.1/17.3	17.9/16.5	16.4/14.7	20.0/18.9	18.4/18.0	19.9/18.7	16.3/14.7	20.1/17.7	20.1/18.7
<a href="#">Di Michelle, Joe</a>	16.5/16.7	19.7/19.0	18.0/18.0	17.0/17.2	20.6/20.2	19.2/18.8	20.8/20.1	16.2/17.6	21.0/19.3	20.8/18.9
<a href="#">Donelson, Manuel K</a>	17.0/15.8	20.2/18.4	18.1/16.9	17.6/17.1	19.4/18.4	18.0/16.5	21.0/19.8	16.0/15.2	18.4/18.4	20.4/20.3
<a href="#">Dowd, Dawn Marie</a>	18.1/17.4	18.9/21.5	19.0/18.9	17.7/18.5	22.3/22.9	20.1/19.0	22.0/19.9	17.2/16.7	19.9/20.2	19.3/21.4
<a href="#">Espinal, Sandra</a>	16.2/14.8	19.6/18.2	19.6/17.8	17.6/16.1	22.5/19.4	19.7/18.8	19.2/16.0	15.4/16.2	22.8/20.1	22.6/21.8
<a href="#">Freeland, Marilyn</a>	17.0/20.2	19.0/19.2	18.1/20.2	16.8/19.4	22.8/21.8	19.5/19.4	19.9/19.4	17.3/18.0	19.2/17.6	20.3/20.4
<a href="#">Gaines, LaTysha</a>	15.0/13.6	20.6/18.2	17.2/15.0	16.7/14.6	22.2/18.6	19.4/15.3	20.2/17.7	14.8/14.8	19.3/18.8	21.4/19.9
<a href="#">Green, Tramanisha</a>	18.7/15.2	21.6/19.2	20.9/16.5	18.8/17.3	21.9/17.5	21.9/17.2	24.3/20.0	15.8/15.3	22.0/19.8	23.8/20.5
<a href="#">Harnett, Janette</a>	13.2	15.4	15.4	14.8	20.2	14.2	20.8	16.8	16.2	17.8
<a href="#">Jackson, Veronica</a>	14.6/11.0	19.4/16.0	16.8/19.0	14.0/13.0	19.6/17.0	16.4/14.0	19.0/17.0	14.8/11.0	19.0/15.0	20.0/15.0
<a href="#">Lawhorn, Kiana C</a>	16.5/15.0	18.9/22.9	17.9/18.0	17.3/17.6	21.4/22.1	18.8/18.0	18.8/19.1	16.4/16.3	19.2/19.7	21.3/21.1
<a href="#">Marano, Gina</a>	12.8	18.8	14.8	16.0	20.8	16.8	18.6	13.2	21.6	20.4
<a href="#">Mesonas, Leonard</a>	16.2/13.0	20.4/18.0	18.2/16.5	17.1/15.5	21.2/22.5	18.9/18.5	20.8/18.0	15.1/14.0	20.0/18.5	20.8/20.5
<a href="#">Rivera, Maximina</a>	17.1/21.3	20.7/21.0	19.3/21.0	17.7/21.7	23.1/23.7	20.5/19.7	21.3/22.3	17.7/21.0	19.2/20.3	21.9/22.0
<a href="#">Rosa, Andrea</a>	16.1/14.8	20.1/17.4	17.7/15.9	17.3/15.7	21.9/20.3	18.9/16.1	21.3/18.3	17.6/15.2	20.2/17.6	22.0/19.0
<a href="#">Samms, Kimika</a>	15.9/15.9	20.6/20.9	18.4/17.9	17.2/17.3	21.1/19.6	18.3/18.9	21.6/21.6	15.2/15.9	20.4/19.2	22.3/21.9
<a href="#">Satchell, Elizabeth</a>	16.9/16.3	20.3/19.5	18.4/18.2	17.6/17.1	21.9/19.5	19.6/19.0	21.3/20.4	16.5/16.6	20.2/19.2	21.7/19.7
<a href="#">Schwedt, Karla</a>	16.7/15.8	21.7/20.3	19.3/18.1	18.2/17.6	21.9/19.7	20.1/18.8	22.1/21.5	17.8/17.0	21.2/20.3	22.5/21.4
<a href="#">Sjoquist, Richard J</a>										
<a href="#">Snowden, Scott</a>	17.6/18.0	22.4/21.8	19.2/17.8	19.1/17.5	22.6/23.0	20.2/21.0	21.8/19.7	16.2/18.5	21.3/19.5	23.2/20.5
<a href="#">White, Mary Bridget</a>	16.4/14.8	21.9/17.3	17.2/15.8	16.2/14.4	21.2/17.9	18.4/16.7	21.1/17.0	16.6/15.3	19.8/16.1	21.6/16.9
<a href="#">Wilson, Stephen</a>	17.9	21.1	19.1	17.8	22.9	18.3	24.1	18.9	21.1	22.9
Mean	16.4/16.3	20.2/19.4	18.3/17.7	17.2/17.0	21.6/20.1	19.0/18.6	21.0/19.7	16.3/16.3	20.1/19.0	21.5/20.2
Mean as Percent National Mean	65.7/65.3	84.3/80.7	76.2/73.9	69.0/67.9	77.1/71.8	73.0/71.6	77.6/72.9	74.1/73.9	83.8/79.2	79.5/74.9
National Mean	25.0/25.0	24.0/24.0	24.0/24.0	25.0/25.0	28.0/28.0	26.0/26.0	27.0/27.0	22.0/22.0	24.0/24.0	27.0/27.0

*Cross-Instructor Strongest Factors*

- Responsibility / Control
- Expectations
- Time Management

*Cross-Instructor Weakest Factors*

## Kean University CSFI report 2013

- Competition
- Precision
- Persistence

### How to interpret the Graph

Student performance against each factor is judged according to the following breakpoints.

Factor	Good	Average	Watchline
Responsibility / Control	17	21	25
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College Involvement	19	23	27
Family Involvement	14	18	22
Precision	16	20	24
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Note that the better a student performed, the lower his or her score. For instance, a student who scored 15 on the "Responsibility / Control" factor earned a "Good" score. In contrast, a student who scored 27 on the "Expectations" factor falls below the Watchline.

### Options on Exporting your Report

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