

Due to COVID-19, General Education Outcome some of the spring 2020 assessment data collection was delayed. In consequence, this committee's report was also delayed until all of the spring 2020 evaluations could be completed.

General Education Committee

Annual Assessment Report 2019-2020

Published October, 2020

The General Education Committee met biweekly throughout academic year 2019-2020.

Assessment evaluations completed by the Committee in spring 2020 (*Addresses Strategic Plan Strategy 1.1.6.*):

- Fall 2019 assessment data for all seven general education outcomes
- Spring 2020 assessment data for all seven general education outcomes
- Partial Summer 2020 assessment data for one general education outcome

For the academic year 2020, the General Education Committee and general education faculty also achieved the following:

- Full adoption of the general education assessment reporting forms for all seven outcomes.
- Nearly 100% of general education faculty completed their assessment report forms.
- The committee evaluated the subcommittees' outcome assessment summary reports for each specific outcome. Subcommittee recommendations were discussed by the larger committee and future actions were determined and approved by the committee based on those data. Action plans and recommendations follow.

Based on its evaluation of assessment data, the General Education Committee makes the following recommendations:

Diversity Outcome:

Assessment Goal - 80% of students will achieve or exceed Level 2 competency (partially meets) for this outcome.

Goal achievement – yes.

DIVERSITY outcome: LSSU graduates will be able to view the world from cultural perspectives other than their own.			
	Fall 2019 N = 322	Sp + Su 2020 N = 192	Annual Totals N = 514
Score of 3 - Fully Meets Assessment Criteria: a). Student effectively describes or responds to a scenario from the perspective of a culture* other than their own. b). The perspective is culturally appropriate and values the uniqueness of the individual.	180	105	285 = 55%
Score of 2 - Partially Meets Assessment Criteria: Student describes or responds to a scenario as an outside perspective describing another culture; or - Student describes or responds to a scenario from a different perspective but comes from a position of common stereotypes.	120	69	189 = 37%
Score of 1 - Does Not Yet Meet Assessment Criteria: Student is unable to describe or respond to a scenario relating to a perspective other than their own; or - Student responds in a derogatory way.	22	18	40 = 8%

Summary of Diversity subcommittee action plans:

1. The diversity subcommittee argues that the data is low and potentially misleading because there is currently no common assessment question or instrument appropriate for all courses. While the Form A rubric is effective for the physical reporting of data, the broad range of disciplines and courses also require development of a common valid assessment question or instrument that can be used effectively across all those varied disciplines and courses. The subcommittee met with faculty teaching courses for the diversity outcome, and is working with those faculty in “norming sessions” to accomplish that. Diversity faculty are charged to share their assessment strategies in a Google Doc by October 30, 2020 for inclusion in discussions at the norming sessions. The subcommittee expects to have normed assessment models ready for the 2021 summer and fall semesters.
✓ **Committee approved this action.**
2. Include winter term assessment data with fall assessment data, and include summer term assessment data with spring assessment data. *Rationale:* the committee only meets during the academic year, but data from the two shorter terms is needed to ensure accuracy and validity of our assessments.
✓ **Committee approved.**
3. Only two general education faculty did not complete their assessment reporting form (Form A). Requested committee discussion for resolution to non-completion of the assessment form.
✓ Committee is considering revocation of faculty permission to teach a general education course if Form A is not completed at the end of each term. This issue will be decided after further consideration.

Mathematics Outcome:

Assessment Goals:

Quantitative - 80% of students will achieve or exceed Level 2 competency (partially meets) for this outcome.

Symbolic - 80% of students will achieve or exceed Level 2 competency (partially meets) for this outcome

Goal achievement Quantitative – yes.

Goal achievement Symbolic – no. 72% of students achieved or exceeded Level 2 for this outcome.

MATHEMATICS outcome: LSSU graduates will be able to analyze situations symbolically and quantitatively in order to make decisions and solve problems.			
	Fall 2019 N = 291	Sp + Su 2020 N = 184	Annual Totals N = 475
Score of 3 - Fully Meets Assessment Criteria:			
a). Quantitative - Student completed the problem correctly and drew the appropriate conclusion.	135	83	218 = 46%
b). Symbolic - Student completed the problem correctly and drew the appropriate conclusion.	102	87	189 = 40%
Score of 2 - Partially Meets Assessment Criteria:			
a). Quantitative - Student set up the problem correctly and made minor mathematical errors, but drew an appropriate conclusion based on their answer OR student derived the correct answer mathematically, but drew an inappropriate conclusion	93	68	161 = 34%
b). Symbolic - Student set up the problem correctly and made minor mathematical errors, but drew an appropriate conclusion based on their answer OR student derived the correct answer mathematically, but drew an inappropriate conclusion.	76	46	122 = 26%

Score of 1 - Progressing:			
a). Quantitative - Student set up the problem correctly but made minor mathematical errors AND an inappropriate conclusion was drawn based on their answer.	36	28	64 = 13%
b). Symbolic - Student set up the problem correctly but made minor mathematical errors AND an inappropriate conclusion was drawn based on their answer.	50	37	87 = 18%
Score of 0 - Does Not Meet:			
a). Quantitative - Student's work was incorrect and no progress was made toward drawing a conclusion.	27	5	32 = 7%
b). Symbolic - Student's work was incorrect and no progress was made toward drawing a conclusion.	63	14	77 = 16%

Summary of Mathematics subcommittee action plans:

1. When multiple sections of the same course are taught by different instructors, it is recommended that the instructors either grade the problems collaboratively or confer with each other to ensure consistency.
✓ **Committee approved.**
2. When there are significant differences in success rates between two or more sections, it is suggested that the faculty discuss possible reasons for the disparity.
✓ **Committee approved.**
3. For the symbolic portion, it is recommended that instructors of general education mathematics courses place more emphasis on student understanding of symbolic manipulation through one of the following techniques: just-in-time remediation of algebraic misconceptions, formative assessments with feedback during the course of the semester specifically targeted to symbolic understanding, use the rubric on earlier assessments providing more opportunities for feedback (to both students and faculty).
✓ **Committee approved.**
4. It is also recommended that the general education mathematics outcome not be assessed on a problem that requires the memorization of a formula.
✓ **Committee approved.**
5. Instructors of general education mathematics courses should:
 - continue putting more attention to symbolic manipulation and to collect mid-semester formative assessment of student understanding targeting symbolic mathematics.
 - collaborate within the department and revise the assessment questionnaire.
 - report students overall class performance/grades in symbolic questions including homework/exams/etc and results from the assessment questionnaire to better understand their ability/knowledge.
 ✓ **Committee approved.**

Social Science Outcome:

Assessment Goal - 80% of students will achieve or exceed Level 2 competency (partially meets) for this outcome.

Goal achievement – yes.

SOCIAL SCIENCE outcome: LSSU graduates will be able to think critically and analytically about the causes and consequences of hu			
	Fall 2019 N = 413 / 415	Spring 2020 N = 305	Annual Totals N = 718 / 720
Score of 3 - Fully Meets Assessment Criteria:			
a). Comprehension/Interpretation - The student appropriately understands/interprets the majority of data / evidence/information.	234 = 57%	205 = 67%	439 = 62%
b). Reasoning- The student uses relevant data/evidence/information to justify results, explain reasons, test their previously held beliefs, or generate new insights. .	230 = 55%	221 = 72%	451 = 63%
Score of 2 - Partially Meets Assessment Criteria:			
a). Comprehension/Interpretation - The student appropriately understands/interprets some data / evidence / information but misunderstands / misinterprets some data/evidence/ information.	136 = 33%	74 = 24%	210 = 28.5%
b). Reasoning- The student sometimes or partially uses relevant data/evidence / information to justify results, explain reasons, test their previously held beliefs, or generate new insights.	143 = 34%	57 = 19%	200 = 27%
Score of 1 - Progressing:			
a). Comprehension/Interpretation - The student misunderstands / misinterprets the majority of data / evidence/information or does not use data/ evidence/information.	43 = 10%	26 = 9%	69 = 9.5%
b). Reasoning- The student uses irrelevant data / evidence/information to justify results or explain reasons, or fails to justify results or explain reasons. Student maintains views based on preconceptions regardless of the data / evidence / information. Student does not generate new	42 = 11%	27 = 9%	69 = 10%

Summary of Social Science subcommittee action plans:

1. Faculty in the Social Science Gen Ed. Courses should meet once a year to share and discuss their findings, and to discuss best-practice assessment methods for this outcome.
✓ **Committee approved.**
2. Deans should follow up with adjuncts and faculty who did not submit Form A, and follow up to ensure that they understand the requirement to complete form A when they first accept assignment of the course. Continue to have a process in place as suggested by the Gen Ed.
✓ **Committee approved.**
3. Recommendation that a grade component be added to the assessment method, as self-identified by Social Science Gen Ed Faculty.
✓ **Committee approved.**
4. Post-COVID - faculty should meet to discuss adaptive assessment methods of this outcome suitable to the delivery modality.
✓ **Committee approved.**

Humanities Outcome:

Assessment Goals:

Explain - 90% of students will achieve or exceed Level 2 competency (partially meets) for this outcome.

Evaluate - 80% of students will achieve or exceed Level 2 competency (partially meets) for this outcome

Analyze - 70% of students will achieve or exceed Level 2 competency (partially meets) for this outcome

Goal achievement Explain – yes. 90% of students achieved or exceeded Level 2 for this outcome.

Goal achievement Evaluate – yes. 90% of students achieved or exceeded Level 2 for this outcome.

Goal achievement Analyze – yes. 83% of students achieved or exceeded Level 2 for this outcome.

HUMANITIES outcome: LSSU graduates will be able to incorporate empirical evidence in the analysis of the causes and consequences of natural phenomena.			
EXPLAIN	Fall 2019 N = 339	Spring 2020 N = 201	Annual Totals N = 540
Score of 3 - Fully Meets Assessment Criteria: Uses empirical evidence as the basis for conclusions about a natural phenomenon that are nuanced, complex, and/or apply knowledge from outside the system at hand.	204 (60%)	140 (70%)	344 (64%)
Score of 2 - Mostly Meets Assessment Criteria: Uses empirical evidence as the basis for conclusions about a natural phenomenon requiring simple deductive, inductive, or abductive reasoning.	92 (27%)	41 (20%)	133 (25%)
Score of 1 - Partially Meets Assessment Criteria: Uses empirical evidence as the basis for conclusions about a natural phenomenon requiring simple fact recall.	43 (13%)	20 (10%)	63 (11%)
EVALUATE	Fall 2019 N = 339	Spring 2020 N = 201	Annual Totals N = 540
Score of 3 - Fully Meets Assessment Criteria: Uses empirical evidence as the basis for conclusions about a natural phenomenon that are nuanced, complex, and/or apply knowledge from outside the system at hand.	163 (48%)	122 (61%)	285 (53%)
Score of 2 - Mostly Meets Assessment Criteria: Uses empirical evidence as the basis for conclusions about a natural phenomenon requiring simple deductive, inductive, or abductive reasoning.	121 (36%)	58 (29%)	179 (33%)
Score of 1 - Partially Meets Assessment Criteria: Uses empirical evidence as the basis for conclusions about a natural phenomenon requiring simple fact recall.	55 (16%)	21 (10%)	76 (14%)
ANALYZE	Fall 2019 N = 339	Spring 2020 N = 201	Annual Totals N = 540
Score of 3 - Fully Meets Assessment Criteria: Uses empirical evidence as the basis for conclusions about a natural phenomenon that are nuanced, complex, and/or apply knowledge from outside the system at hand.	147 (43%)	108 (54%)	255 (47%)
Score of 2 - Mostly Meets Assessment Criteria: Uses empirical evidence as the basis for conclusions about a natural phenomenon requiring simple deductive, inductive, or abductive reasoning.	115 (34%)	59 (29%)	174 (32%)
Score of 1 - Partially Meets Assessment Criteria: Uses empirical evidence as the basis for conclusions about a natural phenomenon requiring simple fact recall.	77 (23%)	34 (17%)	111 (21%)

Summary of Humanities subcommittee action plans:

Courses assessing the Humanities outcome are diverse and cross many disciplines. The data is useful only in a very broad way unless this committee and the general education faculty teaching these courses find assessment methods that integrate smoothly into the course delivery methods. We need to establish better consistency for comparison purposes across such varied courses.

1. Deans work with adjuncts at the beginning and end of each semester to ensure compliance and perhaps assign a faculty member in that discipline to provide guidance during the semester as well.
✓ **Committee approved.**
2. Deans will meet with faculty from these areas where goals were not met to discern the reasons for these discrepancies and find potential solutions.
✓ **Committee approved.**

Natural Science Outcome:

Assessment Goals:

80% of students will achieve or exceed Level 1 competency (progressing) for this outcome.

60% of students will achieve or exceed Level 2 competency (partially meets) for this outcome

Goal achievement Quantitative – yes.

NATURAL SCIENCE outcome: LSSU graduates will be able to incorporate empirical evidence in the analysis of the causes and consequences of natural phenomena.			
	Fall 2019 N = 486	Spring 2020 N = 429	Annual Totals N = 915
Score of 3 - Fully Meets Assessment Criteria: Uses empirical evidence as the basis for conclusions about a natural phenomenon that are nuanced, complex, and/or apply knowledge from outside the system at hand.	65 (13%)	83 (19%)	148 (16%)
Score of 2 - Partially Meets Assessment Criteria: Uses empirical evidence as the basis for conclusions about a natural phenomenon requiring simple deductive, inductive, or abductive reasoning.	309 (64%)	210 (49%)	519 (57%)
Score of 1 - Progressing toward Meeting Assessment Criteria: Uses empirical evidence as the basis for conclusions about a natural phenomenon requiring simple fact recall.	83 (17%)	109 (25%)	192 (21%)
Score of 0 - Unacceptable: States a conclusion that is ambiguous, illogical, or unsupported by the available empirical evidence.	29 (6%)	27 (6%)	56 (6%)

Summary of Natural Science action plans:

1. Based upon the 2019-2020 assessment data for this outcome, faculty are instructed to continue emphasizing the importance of graphical data interpretation and demonstrate how to use external resources to inform better conclusions.
✓ **Committee approved.**
2. In BIOL132, provide additional instruction in the use of statistical tests prior to their end-of-semester project.
✓ **Committee approved.**
3. Instructors continue to improve course-based assessment tools in order to portray students' overall understanding.
✓ **Committee approved.**

Oral Communication Outcome:

Assessment Goals:

90% of students will achieve or exceed Level 1 competency (partially meets) for this outcome.

Goal achievement Quantitative – yes.

ORAL COMMUNICATION outcome: LSSU graduates will be able to communicate competently in a variety of contexts.			
	Fall 2019 N = 116	Spring 2020 N = 111	Annual Totals N = 227
Score of 2 - Fully Meets Assessment Criteria:			
a). Communication Competence - The receiver(s) easily understand the information because the student used perception, research, verbal, and nonverbal strategies effectively.	93	94 = 85%	187 = 82%
b). Contextual Analysis - When presented with five different contexts for communication, the student correctly analyzes at least four correctly.	NA	100 = 90%	NA
Score of 1 - Partially Meets Assessment Criteria:			
a). Communication Competence - The receiver(s) understand the information because the student used perception, research, verbal, or nonverbal strategies somewhat effectively.	14	16 = 14%	30 = 13%
b). Contextual Analysis - When presented with five different contexts for communication, the student correctly analyzes two or three correctly.	NA	11 = 10%	NA
Score of 0 - Does Not Meet:			
a). Communication Competence - The receiver(s) did not understand the information because the student did not use perception, research, verbal, or nonverbal strategies effectively.	9	1 = < 1%	1 = < 5%
b). Contextual Analysis - When presented with five different contexts for communication, the student correctly analyzes no more than one correctly.	NA	0	NA

Summary of Oral Communication subcommittee action plans:

Preliminary discussion preceding action plan approval: one instructor noted that the term “competence” has a Communications discipline-specific definition that does not line up with the way that term is being used on the assessment rubric. This created a problem when he applied all six dimensions of that discipline-specific definition to his assessments. The committee agreed to gather data from across campus to determine each discipline’s definition of “competence,” which will be used by the committee to develop a standardized general education definition of the term (or adoption of an alternate term) to use in the assessment rubrics.

1. Faculty in teaching oral communication courses will develop an assessment question or method to address fidelity of assessment across courses.
✓ **Committee approved.**

Written Communication Outcome:

Assessment Goals:

80% of students will achieve or exceed Level 2 competency (meets) by the end of ENGL111 for this outcome.

Goal achievement Quantitative – yes.

WRITTEN COMMUNICATIONS outcome: LSSU graduates will be able to analyze, develop, and produce rhetorically complex texts.			
	Fall 2019 Comp. I N sample size = 39 (15%)	Spring 2020 Comp. II N sample size = 21 (10%)	
<u>ANALYZE</u>			
Score of 3 - Meets Assessment Criteria: The student is able to read critically; apply sound logic in research; find, evaluate and synthesize reliable scholarly sources.	2.5%	71%	
Score of 2 - Partially Meets Assessment Criteria: The student demonstrates some ability to read critically; apply sound logic in research; find, evaluate and synthesize reliable scholarly sources.	79.5%	24%	
Score of 1 - Does Not Meet Assessment Criteria: The student is unable to read critically; apply sound logic in research; find, evaluate and synthesize reliable scholarly sources.	18%	5%	
<u>DEVELOP</u>	Fall 2019 Comp. I N sample size = 39 (15%)	Spring 2020 Comp. II N sample size = 21 (10%)	
Score of 3 - Meets Assessment Criteria: The student demonstrates the ability to develop and organize research papers effectively; uses recursive strategies for prewriting, drafting, revising, editing, and proofreading including collaborative revision and multiple drafts.	2.5%	81%	
Score of 2 - Partially Meets Assessment Criteria: The student demonstrates some ability to develop and organize research papers effectively; uses recursive strategies for prewriting, drafting, revising, editing, and proofreading including collaborative revision and multiple drafts.	84.5%	14%	
Score of 1 - Does Not Meet Assessment Criteria: The student is unable to develop and organize research papers effectively; unable to use recursive strategies for prewriting, drafting, revising, editing, and proofreading including collaborative revision and multiple drafts.	13%	5%	
<u>PRODUCE</u>	Fall 2019 Comp. I N sample size = 39 (15%)	Spring 2020 Comp. II N sample size = 21 (10%)	
Score of 3 - Meets Assessment Criteria: The student clearly demonstrates the ability to cite sources according to a chosen academic style (e.g. APA) with academic integrity; the ability to adapt tone and formality to complex purposes and audiences; the ability to control surface features in order to clearly communicate meaning.	10%	81%	
Score of 2 - Partially Meets Assessment Criteria: The student clearly demonstrates some ability to cite sources according to a chosen academic style (e.g. APA) with academic integrity; some ability to adapt tone and formality to complex purposes and audiences; some ability to control surface features in order to clearly communicate meaning.	80%	10%	
Score of 1 - Does Not Meet Assessment Criteria: The student is unable to cite sources according to a chosen academic style (e.g. APA) with academic integrity; to adapt tone and formality to complex purposes and audiences; to control surface features in order to clearly communicate meaning.	10%	5%	

Summary of Written Communication subcommittee action plans:

Assessment identified weakness in finding, evaluating, using, and citing resources with appropriate citations. Faculty teaching ENGL110 and ENGL111 will create learning modules for the first-year writing courses to address that weakness.

✓ **Committee approved.**