

# General Education Committee

## Annual Assessment Report 2021-2022

The General Education Committee met biweekly throughout academic year 2021-2022.

Assessment evaluations completed by the committee address Strategic Plan Goal 1.1.6: *Enhance a culture of cyclical and systematic assessment to drive continuous improvement and innovation in curricular, co-curricular, and extracurricular programs and services.*

- Fall 2021 assessment data for all seven general education outcomes
- Spring 2022 assessment data for all seven general education outcomes

**Based on its evaluation of assessment data, the General Education Committee makes the following recommendations to improve student learning across the General Education curriculum:**

**Diversity Outcome:** LSSU graduates will be able to view the world from cultural perspectives other than their own.

### **Academic Year 2021-2022**

Assessment Goal - 94% of students assessed achieved or exceeded the performance level required for this outcome. The committee's review of assessment data determined:

Students are able to identify barriers that faced by marginalized populations and demonstrated awareness and understanding toward cultural perspectives other than their own. Students recognized challenges in contrasting instances of institutional and structural level discrimination.

### **Committee Recommendations:**

- Diversity General Education courses are spread throughout multiple Schools and Colleges, which poses challenges to assessment; however, faculty across these many disciplines have done well in assessing the diversity outcome, and the committee recommends continuing with current assessment measures at this time.
- The Diversity Outcome Subcommittee will explore options for standardized assessment tool options for faculty teaching General Education Diversity courses.

**Humanities Outcome:** LSSU graduates will be able to analyze, evaluate, and explain human aesthetics and its historical development.

### **Academic Year 2021-2022**

Assessment Goal, Explain – 94% of students assessed achieved or exceeded the performance level required for this outcome.

Assessment Goal, Evaluate – 93% of students assessed achieved or exceeded the performance level required for this outcome.

Assessment Goal, Analyze - 92% of students assessed achieved or exceeded the performance level required for

this outcome.

**Committee Recommendations:**

- The General Education Humanities courses are spread throughout multiple Schools and Colleges, which poses challenges to assessment. It is therefore our recommendation that when faculty use “all-or-nothing” type questions (multiple choice, true or false, etc.), they should include a sufficient range of questions in order to appropriately rate (3,2,1) students’ ability to demonstrate all three components of this outcome: explain, evaluate and analyze.

**Mathematics Outcome:** LSSU graduates will be able to analyze situations symbolically and quantitatively in order to make decisions and solve problems.

**Academic Year 2021-2022**

Assessment Goal, Symbolic – 80% of students assessed achieved or exceeded the performance level required for this outcome.

Assessment Goal, Quantitative – 86% of students assessed achieved or exceeded the performance level required for this outcome.

Mathematics faculty teaching the General Education Math courses have worked well with this committee to establish appropriate assessment methods to ensure that this outcome is assessed at the appropriate level and complexity for the specific course.

**Committee Recommendations:**

The General Education Mathematics Outcome subcommittee discussed the assessment results with Math faculty following the fall 2021 semester, and encouraged them to put more emphasis on symbolic skills, especially in MATH 110/111 where the lower scores for symbolic analysis were reported. The spring 2022 semester showed an immediate improvement in symbolic reasoning scores for students, raising the achievement scores from fall 2021 at 78.35% to spring 2022 at 83.06%. (Annual average score for symbolic reasoning was 80.5%)

**Natural Science Outcome:** LSSU graduates will be able to incorporate empirical evidence in the analysis of the causes and consequences of natural phenomena.

**Academic Year 2021-2022**

Assessment Goal – 94% of students assessed achieved or exceeded the minimum performance level required for this outcome.

Science faculty who teach the courses with the Natural Science General Education outcome met this year to discuss assessment and challenges to assessing the outcome. Discussion focused on math-related challenges to student learning and performance.

**Committee Recommendations:**

The General Education Natural Science subcommittee identified specific classes that were sometimes slow to report their assessment data. Assessment methods were also discussed; one faculty member effectively used “dual assessments,” with one in which the students analyze their own data; one in which students analyze instructor-

provided data. For those courses in which students' mathematical skills significantly affect their ability to correctly answer the questions, the General Education committee, its faculty representative to the College of Science and the Environment, and other science faculty suggested ongoing efforts to find ways to refresh students' memories pertaining to those skills. Faculty were also encouraged to continue helping their students improve in skills that include the use of statistics, basic math skills, graph interpretation, and appropriate use of external sources, all of which are often cited by science faculty as skills that need improvement.

**Social Science Outcome:** LSSU graduates will be able to think critically and analytically about the causes and consequences of human behavior.

#### **Academic Year 2021-2022**

Assessment Goal, Comprehension and Interpretation – 91% of students assessed achieved or exceeded the performance level required for this outcome.

Assessment Goal, Reasoning – 91% of students assessed achieved or exceeded the performance level required for this outcome.

#### **Committee Recommendations:**

Since several faculty members indicated students did not follow instructions or provide sufficient content on the assessments, this committee recommends that faculty discuss the requirements and expectations of the assessments early in the semester in addition to providing written instructions, templates, and/or rubrics when the assessments are delivered. After implementing this approach for spring 2022, several faculty members noticed improvement in students' performance. Therefore, it is further recommended that faculty continue using their current assessment methods.

**Oral Communication Outcome:** LSSU graduates will be able to communicate competently in a variety of contexts.

#### **Academic Year 2021-2022**

Assessment Goal, Communication Competence – 89% of students assessed achieved or exceeded the performance level required for this outcome.

Assessment Goal, Contextual Analysis – 92% of students assessed achieved or exceeded the performance level required for this outcome.

The *N* for this years' assessments was extremely small, coming from a single class. Due to difficulties experienced by a Communications faculty member, those assessment data are not included in this year's report.

#### **Committee Recommendations:**

An Oral Communication subcommittee is tasked with resolving the COMM 101 General Education assessment challenges.

**Written Communication Outcome:** LSSU graduates will be able to analyze, develop, and produce rhetorically complex texts.

Assessment Goal, Analyze – 75% of students assessed achieved or exceeded the performance level required for this outcome.

Assessment Goal, Develop – 81% of students assessed achieved or exceeded the performance level required for this outcome.

Assessment Goal, Produce – 81% of students assessed achieved or exceeded the performance level required for this outcome.

**Committee Recommendations:**

The committee recommendation from the previous year was to address students' performance gaps in citing sources appropriately. In view of notable progress, the committee recommends continuing focus on scholarly use of sources and citing of sources.

The committee also recommends that English faculty work to develop a method for increasing their sample size for this General Education outcome assessment. The committee believes that a 7% sampling of final papers drawn from the large cohort of students enrolled in composition courses each semester is quite small, and a larger sample size would increase the confidence level of the data.