

# General Education Assessment 2015-2016

## EXECUTIVE SUMMARY

The report provides the results of the General Education Assessment efforts for the academic year 2015-2016. Three learning goals were assessed using 2,167 work products from eight University Studies components.

### Foundational Knowledge

In Fall 2015, 1,512 work products were sampled from CHM 101, MAT 111, and HST 101, representing the Historical and Philosophical Perspectives, Mathematics and Statistics, Quantitative and Logical Reasoning, and Scientific Approaches to the Natural World components of University Studies. For CHM 101 final-exam questions, there were higher percentages of correct responses of Structure/Function questions than on Stoichiometry and Energy Change questions. For two MAT 111 final exam questions, 85.9% of students solved a linear equation correctly; 59.7% solved an exponential equation correctly. For HST 101 final-exam essay questions, 71.2% of papers demonstrated strong content knowledge; 47.5% demonstrated strong analysis and interpretation.

### Spanish Reading and Writing

In Fall 2015, 311 work products were sampled from SPN 102, SPN 120, and SPN 201, all in the World Languages and Cultures component of University Studies. The majority of papers scored a three or higher on all dimensions of the writing rubric, with SPN 5 Grammar as the lowest-scoring dimension. Spanish reading was assessed by summing the number of correct answers on a suite of exam questions. The majority (87.7%) of students got at least 80% of the questions correct.

### Information Literacy

During the 2015-2016 academic year, 108 work products were scored from EVSL 195, EDN 334, ARH 476, INT 490, RTH 459, SWK 321, and SOC 490. These courses represent these University Studies components: Capstone Course and Information Literacy. For both lower- and upper-division courses, scores were highest on IL 2 Access Needed Information and lowest on IL 3 Evaluation Information Critically. Scores from the upper-division courses were higher than for lower-division courses for all dimensions. Lower-division papers were done in groups. Scores tended to be lowest (for both lower- and upper-division courses) for dimension IL 3 Evaluate Information Critically.

### Inquiry and Analysis

During Fall 2015 and Spring 2016, 88 work products were sampled from EVSL 195, ARTH 476, INT 490, and SOC 490 for assessing Inquiry and Analysis. The University Studies components represented in this sample are: Capstone Course and Scientific Approaches to the Natural World. While scores were higher for the upper-division courses, they rose only slightly for IN 1 Topic Selection and IN 2 Existing Knowledge, Research, and/or Views. IN 6 Limitations and Implications was not scored for the sampled papers.

### Inquiry and Analysis: Data Analysis

During Fall 2015, 210 work products were sampled from two courses in the Quantitative and Logical Reasoning and Mathematics and Statistics components of University Studies: MAT 151 and STT 215. Work from these courses was scored using a specialized Inquiry: Data Analysis rubric. The majority of work products scored at a level two or higher in all dimensions. Scores were highest on DA 3 Reasoning, although it was only applicable for one assignment. Score distribution on DA 2 Explanation of Results were flat, with almost as many papers scored a zero as a three or four.