

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 Mathematics and Statistics, Quantitative and Logical Reasoning, Scientific Approaches to the Natural World components of University Studies. For 10 CHM 101 final-exam questions, an average of 59.3% of responses were correct. For two MAT 111 final-exam questions, an average 72.8% of responses were fully correct. HST 101 papers are currently being scored and will be reported in the final draft of the annual report.

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 a number of University Studies components: Capstone Course, Information Literacy, Living in our Global Society, Quantitative and Logical Reasoning, Scientific Approaches to the Natural World, and Writing Intensive. Both the lower-division and upper-division courses had a minimum of 40% of papers scoring at least a two across all dimensions, though upper-division courses had higher percentages of papers scoring above a two and above a three for all dimensions. 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, Information Literacy, Living in our Global Society, and Scientific Approaches to the Natural World. Scores were highest for IN 6 Limitations and Implications, but scorers found this dimension to be applicable for only six of the 88 work products, all of which were from upper-division courses. Most of the lower-division work products (95.5%) were group projects.

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 of DA 3 Reasoning and lowest on DA 2 Explanation of Results.