

General Education Annual Assessment Report

Curriculum Committee

Fall 2014

Overview/History of General Education

Starting in 2007, the General Education program began collecting data on the performance of students in those classes listed as “General Education.”

Students in classes that satisfied each of the ten general education classes were assessed on a three year rotation: in the first year of rotation, three of the ten areas were assessed; in the next year, three other areas were assessed. In the third year, the remaining four areas were assessed, and the data collected through these methods was stored in our online portfolio system, tk20.

Students’ work in general education classes was assessed in the following way: if a student was enrolled in a general education class in an area scheduled for assessment, artifacts (essays, portfolios, etc) were collected of all students enrolled in the class. Those artifacts were then evaluated after the end of the semester using rubrics developed by faculty in those areas (in most cases, the assignments were evaluated by instructors before the end of the semester, and used in that manner as part of the grade for the class—the general education assessment, taking place after the end of the semester, had no direct effect on a student’s grade in the class, even in those cases where the assessors evaluation coincided with that of the instructor). It is the data collected by scoring with rubrics that was then stored. The data for the general education assessment is neutral to the course content, as it is assessed by a neutral member of the faculty.

Immediately below, you will find the areas assessed and how many students were assessed as part of that process. Below the raw numbers of students assessed, you will find the area-specific recommendations of the curriculum committee, based on our consideration of the data.

WWU CLA results are also included in this report for discussion. Results from communication, critical thinking and overall results and rankings are included to provide a complete picture of how WWU students compare to other students outside our institution in these areas.

Finally, the last section of this report contains our global recommendations as Curriculum Committee about how the data suggests the general education program should proceed in the future.

General Education Assessment Cycle

Outcome Area	Learning Outcomes	Assessment *Standardized Measures	Expected use for Assessment	Schedule for Analysis of Assessment Data
Communication (writing) (Oral)	Students will transmit information effectively in written or spoken form.	Communication Rubric revised by COM and ENG faculty spring 2012	CLA Writing: Value Added scores Assess sample work from English Composition General Education courses to determine if set benchmarks are met and to assess course/assessment changes in the future	Spring 2014 Spring 2017 Spring 2020
		Communication Rubric revised by COM and ENG faculty spring 2012	Assess sample work from oral communication courses to determine if benchmarks are met and to assess course/assessment changes in the future.	Spring 2014 Spring 2017 Spring 2020
Historical Perspective	Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present.	Rubric developed by History Faculty (reevaluated spring 2013)	Assess sample work from History general education courses to determine if the set benchmarks are met and to assess course/assessment changes in the future	Spring 2012 Spring 2015 Spring 2018
Fine Arts: Creative and Aesthetic Sensibility	Students will examine the products of human creativity in such endeavors as painting, sculpture, theatre, and music.	Rubric developed by Art Faculty and re-evaluated spring 2013.	Assess sample work from Art, Theatre, and Music general education courses to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2012 Spring 2015 Spring 2018
Diversity	Students will analyze the traditions and values of a variety of cultures	*NSSE Results Rubric Developed by Diversity Faculty. Revised spring 2013.	Results of NSSE dealing with Diversity Assess sample work Diversity general education courses to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2013 Spring 2016 Spring 2019
Natural Science	Students will understand the natural world through systematic observation, by analyzing data, and by forming, testing and revising hypotheses.	Rubric Developed by Science Faculty. Revised Spring 2013	Assess sample work Biology, Chemistry, Physics, and Science general education courses to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2012 Spring 2015 Spring 2018
Social Science	Students will study the behavior of people and employ the principles of science to explain both group and individual behavior.	Rubric Developed by Social Science Faculty. Revised Spring 2013	Assess sample work Social Work, Sociology, Economics, Psychology, and Legal Studies general education courses to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2014 Spring 2017 Spring 2020 2

Mathematics	Students will solve problems through an analysis of quantitative relationships.	Rubric developed by Math faculty and revised spring 2013	Assess sample work in Mathematics general education courses to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2013 Spring 2016 Spring 2019
Meaning	Students will analyze texts (broadly defined) in order to identify central themes and interpret underlying meaning.	NSSE Rubric developed by English faculty. Re-evaluated in spring 2013.	Value added scores on Analytic Reasoning Assess sample work in Literature general education courses to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2013 Spring 2016 Spring 2019
Ethical Reasoning	Students will consider ethical problems in terms of competing interests, historical and cultural roots of conflict, and use various models or theories of ethical reasoning to resolve moral dilemmas.	CLA Rubric developed by Legal Studies, Sociology, Philosophy, and other designated faculty. Re-evaluated in spring 2013.	Value added scores on Analytic Reasoning Assess sample work in Legal Studies, Sociology, Philosophy, and other designated general education courses to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2013 Spring 2016 Spring 2019
Critical Thinking	Students will use the principles of logic to develop analytical and reasoning skills	CLA Rubric developed by Legal Studies, Sociology, Philosophy, and other designated faculty. Re-evaluated in spring 2013.	Value Added scores on Critical Thinking Assess sample work in Legal Studies, Sociology, Philosophy, and other designated general education courses to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2014 Spring 2017 Spring 2020

Demographic Data of Assessed Content

GE Area	Criterion	Artifacts Uploaded	Artifacts assessed
Critical Thinking	Identifies rhetorical features of an argument, including its logical principles, and common fallacies	120	95
	Evaluates the quality of an argument on the basis of its application of logic and evidence		
	Develops an argument that uses both logical principles and appropriate evidence		
Communication	Content	80	100
	Organization		
	Style		

Social Science	Examines the ways culture, social structures, institutions, and processes influence human behavior.	87	99
	Examines the ways culture, social institutions, and processes influence a person's beliefs, assumptions, and values		
	Uses social science theory to analyze reciprocal interactions among the individual, community, and society.		

*some student work was assessed by each evaluator creating a duplication of data. This is been noted as a weakness in the assessment.

Assessing the Process:

2013-2014 Academic Year	On Campus Courses	Uploaded Correctly	Uploaded Incorrect Rubric	% of courses completing GE task	On Line Courses	Artifact Present	% of on line courses completing GE task
Social Science	28	7	20	96%	13	3	23%
Critical Thinking	11	10	0	90.9%	4	0	0 %
Communication	26	7	14	80.1%	6	1	16.6%
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Enrollment 2013-2014	On campus enrollment	Percent filled	Number of Courses	On line enrollment	Percent filled	Number of Courses	
Social Science	416/787	52.8%	24	152/265	47.8%	13	
Critical Thinking	151/280	53.9%	10	61/85	71.7%	4	
Communication	418/500	83.6%	19	68/140	48.5%	6	

Note: The problems with low numbers uploading correctly have been addressed by training faculty, eliminating old rubrics off of Tk20 and online courses are being addressed through the graduate academic council. Please see final comments at the end of this report.

Results from May 2014 WWU Assessment – Critical Thinking

Report Title: Planning 021: Aggregate Report on Juried Assessments

Assessment Tool 2012 CS Common Studies Critical Thinking Rubric

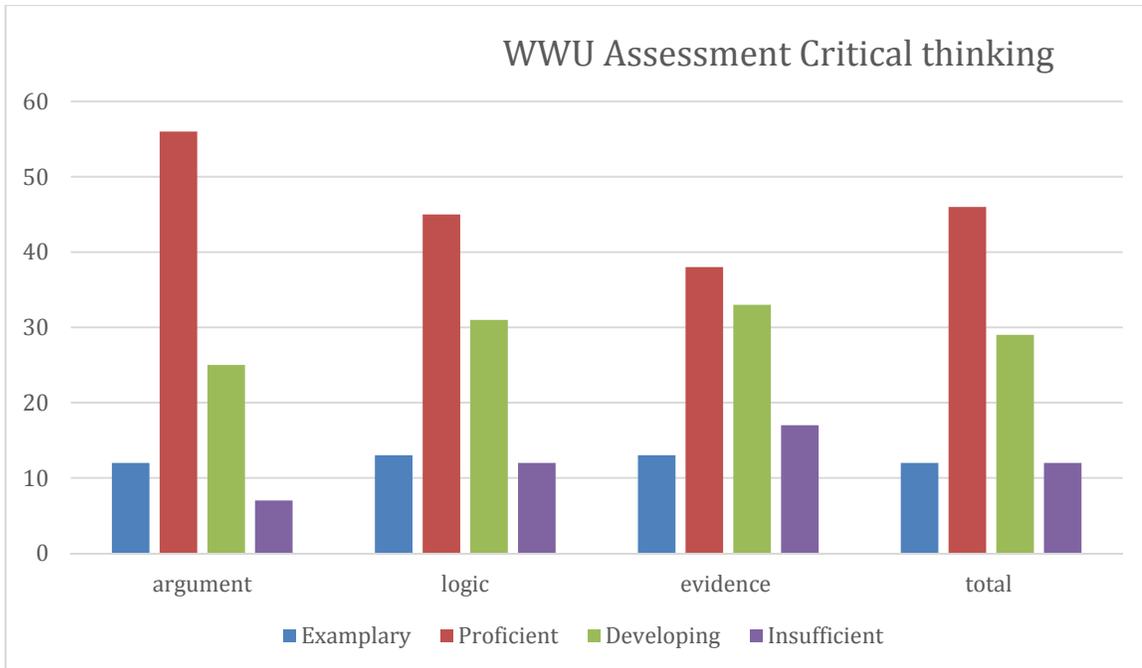
From Date (Update date) 05/01/2014

To Date (Update date) 05/31/2014

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE ASSESSMENT TOOL: 2012 CS Common Studies Critical Thinking Rubric

2012 Common Studies Critical Thinking Rubric

Students will use the principles of logic to develop analytical and reasoning skills. (CS Objective 3)	# Exemplary	% Exemplary	# Proficient	% Proficient	# Developing	% Developing	# Insufficient	% Insufficient	# No Response	% No Response	Total Response
1) Identifies the rhetorical features of an argument, including its logical principles (inference, argumentation, reasoning) and common fallacies.	11	11.58%	53	55.79%	24	25.26%	7	7.37%	5	5%	95
2) Evaluates the quality of an argument on the basis of its application of logic and evidence.	12	12.63%	43	45.26%	29	30.53%	11	11.58%	5	5%	95
3) Develops an argument that uses both logical principles and appropriate evidence.	12	12.63%	36	37.89%	31	32.63%	16	16.84%	5	5%	95
Total/Percentage	35	12.28%	132	46.32%	84	29.47%	34	11.93%	15	5%	285



WWU General Education Assessment results- Critical Thinking:

The recommended benchmark(s): 20% Exemplary, 40% Proficient, 30% developing, 10% insufficient

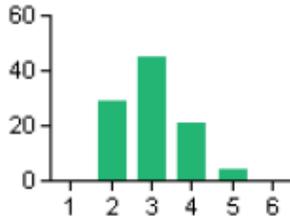
Results from WWU assessment indicate that students performed:

12% Exemplary, 46% Proficient, 29% Developing, 12% Insufficient, **meeting the established faculty determined benchmark.**

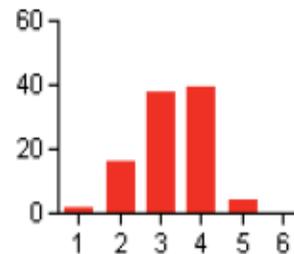
CLA Critical Thinking:

ANALYSIS & PROBLEM SOLVING

FRESHMEN



SENIORS

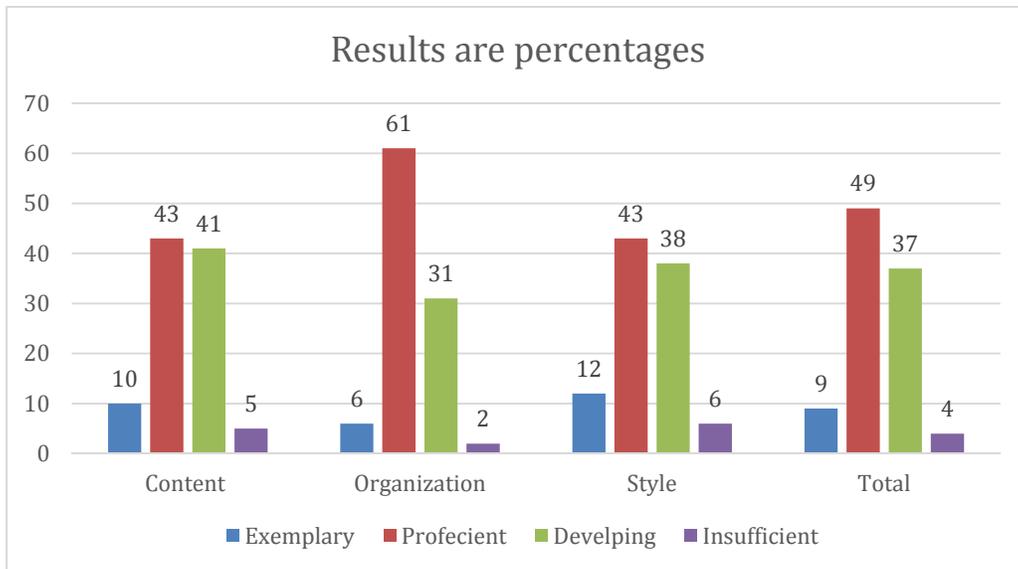


CLA Assessment results - CLA results indicate that while more seniors are performing at an average range (3-4) on analysis and problem solving, there is room for improvement within the scores of senior level students.

Feedback to/from Critical Thinking faculty

Results from May 2014 – Communication

Assessment Tool	2013 CS Common Studies Communication Rubric										
From Date (Update date)	05/01/2014										
To Date (Update date)	05/31/2014										
THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE ASSESSMENT TOOL: 2013 CS Common Studies Communication Rubric											
CS Communication Rubric											
Common Studies Communication Objective: Students transmit information effectively in written or spoken form. (CS Objective 1)	# Exemplary	% Exemplary	# Proficient	% Proficient	# Developing	% Developing	# Insufficient	% Insufficient	# No Response	% No Response	Total Response
1. Content	10	10.1%	43	43.43%	41	41.41%	5	5.05%	1	1%	99
2. Organization	6	6%	61	61%	31	31%	2	2%	0	0%	100
3. Style	12	12.12%	43	43.43%	38	38.38%	6	6.06%	1	1%	99
Total/Percentage	28	9.4%	147	49.33%	110	36.91%	13	4.36%	2	0.67%	298



The recommended benchmark(s) developed by the Communications faculty: 80% of the students will perform at “developing” or higher

WWU General Education Assessment results- Communication:

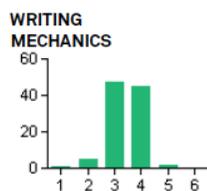
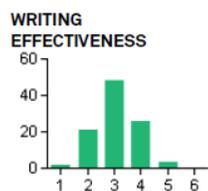
The WWU faculty determined **benchmark(s)** for student performance in Communication general education courses: 80% of the students will perform at “developing” or higher **Results** from WWU assessment indicate that 95% of the students performed at developing or higher, thus **meeting the established faculty determined benchmark.**

Feedback from Communication Faculty on the WWU assessment:

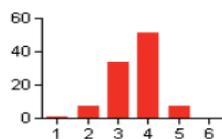
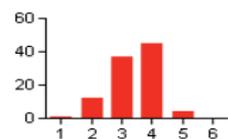
The Curriculum Committee met with Matt Dube, the General Education Representative to discuss the results of the WWU assessment. Prior to this meeting, the results were sent to him to ask for feedback. Dr. Dube offered the following comments during our discussion: We would expect a distribution like this with the wide range of students that enroll in these courses and with the assessment artifact that extensively revised in class. This also reflects long-term collaboration with faculty.

Limitations – Old rubrics were used for some classes and those have since been renamed. Only one online course was used out of six possible courses. Low numbers caused artifacts to be assessed by multiple reviewers.

CLA Results: CLA Writing Value Added Score



Freshmen



Seniors

CLA Assessment results

The value added scores on both the performance task and the selected –response questions were not high enough to meet the expected score for the university.

Performance task predicted 1124 WWU seniors scored 1100.

Selective Response predicted score 1151 WWU seniors scored 1111.

Writing Effectiveness: students in writing effectiveness did show added value as the majority of student scores rotated from the Freshman year 2-3 level scores to the Senior year 3-4 level scores.

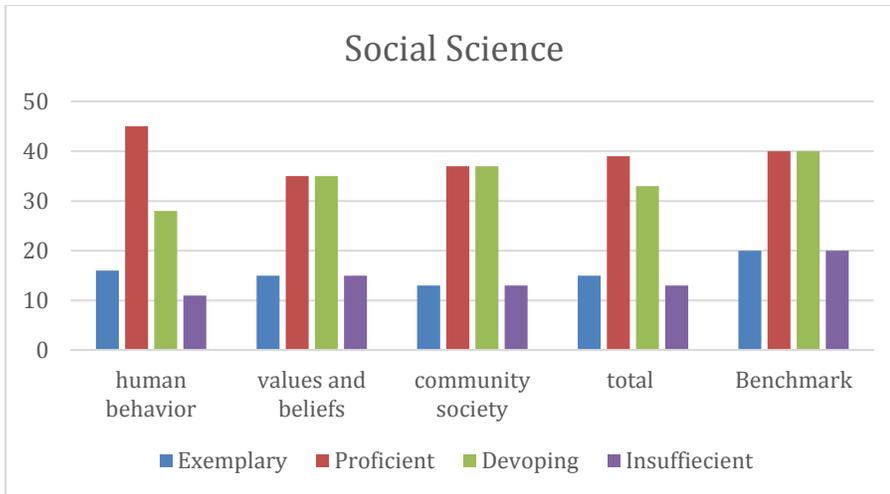
Writing Mechanics: did not show as much improvement but did show some growth in the number of students who moved into the level 5 category. There was growth in the level 4 category as from freshman to senior year.

Feedback from Communication Faculty on the CLA results:

With a better understanding of the CLA and the results within, the communication faculty need to discuss how to better incorporate writing mechanics and effectiveness into our curriculum. By better examining these elements within our coursework we can be more effective in improving these skills in our students.

Results from May 2014 – Social Science

Assessment Tool	2013 Social Science Rubric										
From Date (Update date)	05/01/2014										
To Date (Update date)	05/31/2014										
THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE ASSESSMENT TOOL: 2013 Social Science Rubric											
2013 Social Science Rubric											
2013 Social Science Rubric	# Exemplary	% Exemplary	# Proficient	% Proficient	# Developing	% Developing	# Insufficient	% Insufficient	# No Response	% No Response	Total Response
Examines the ways culture, social structures, institutions, and processes influence human behavior.	16	16.16%	45	45.45%	28	28.28%	10	10.1%	2	1.98%	99
Examines the ways culture, social institutions, and processes influence a person's beliefs, assumptions, and values	15	15.31%	34	34.69%	34	34.69%	15	15.31%	3	2.97%	98
Uses social science theory to analyze reciprocal interactions among the individual, community, and society.	13	13.27%	36	36.73%	36	36.73%	13	13.27%	3	2.97%	98
Total/Percentage	44	14.92%	115	38.98%	98	33.22%	38	12.88%	8	2.64%	295



WWU General Education Assessment results- Social Science:

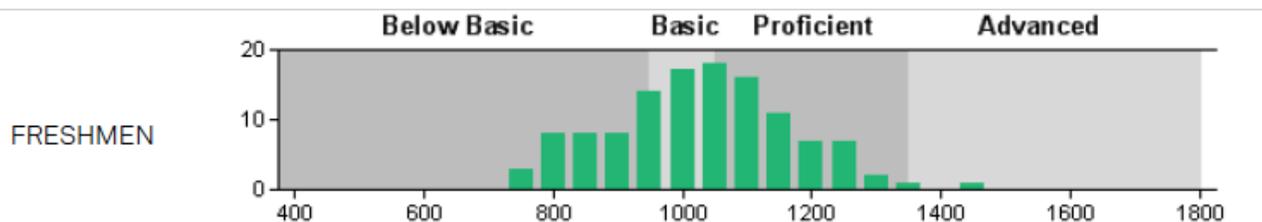
The WWU Social Science faculty determined benchmark(s) for student performance in Communication general education courses: 20% Exemplary, 40% Proficient, & 20% Developing 20% Insufficient. Results from WWU assessment indicate that 15% of students performed exemplary, 39% were proficient, 33% were developing and 13% were insufficient, thus meeting the established faculty determined benchmark.

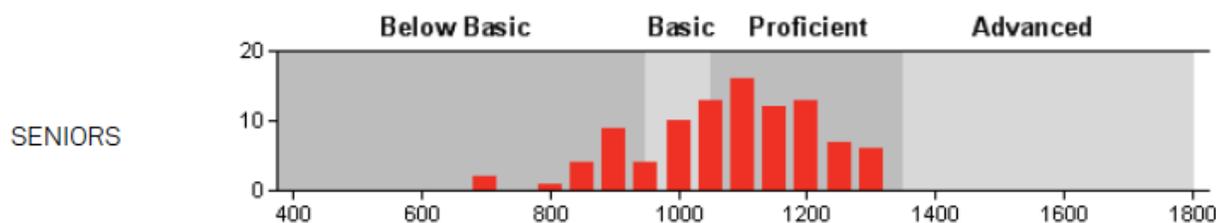
Feedback from Social Science Faculty:

The Curriculum Committee met with Dr. Caroline Boyer, to discuss the results and determined that these results should be considered in the context of uploading errors (wrong rubric, low number of artifacts, data only pulled from one year versus three years). In light of all of this students performed at or close to the set benchmarks.

Overall General Education Performance:

CLA Scores by Mastery Level, All CLA scores:





	EXPECTED SENIOR MEAN CLA+ SCORE	ACTUAL SENIOR MEAN CLA+ SCORE
Total CLA+ Score	1141	1105
Performance Task	1124	1100
Selected-Response Questions	1151	1111

	VALUE-ADDED SCORE	PERFORMANCE LEVEL	PERCENTILE RANK	CONFIDENCE INTERVAL BOUNDS LOWER	CONFIDENCE INTERVAL BOUNDS UPPER
Total CLA+ Score	-0.83	Near	13	-1.36	-0.3
Performance Task	-0.46	Near	29	-1.03	0.11
Selected-Response Questions	-0.92	Near	10	-1.54	-0.3

Feedback from the Curriculum Committee

Changes to WWU General Education Assessment Process based on Assessment:

After examining the results of the general education assessment process, several changes and improvements were proposed. The curriculum committee clarified assessment process as to the collection and selection of artifacts from Tk20. The process was clearly articulated in how sample work was to be pulled for the juried assessors. The curriculum committee chair went back to previous minutes and emails to determine that the intended number of years, and the process was clarified in writing to show that artifacts will be randomly pulled from the past 3 years to use for juried assessment purposes.

The Curriculum Committee stressed that all general education classes need to upload artifacts during the semester EVERY time the course is offered so that an appropriate sample is available for the juried assessment. The committee clarified this in the general education process report and spoke to this at a faculty meeting.

The committee realized that the use of faculty representative for the general education areas was not working as effectively as possible. The discussion of maintaining the current structure or eliminating the representatives is noted in committee minutes. Use of the representative and discussion of the roles and responsibilities of the representative if maintained needs to be better articulated and advertised so those faculties are able to meet the expectations of the position.

Future Action Items: As the number of students who take online general education online courses grow, we recommend having two separate general education juried assessments to

allow for a comparison of the on line and on campus general education courses. If all on line general education courses provided artifacts for assessment the committee could fall short of the 100 minimum artifacts in many of the content areas. This could be an issue in the areas of meaning, mathematics, and diversity.

Recommended Action Items for General Education Assessment:

- Clean up the labels of rubrics and re-train faculty on TK20.
- Communicate with Adjunct faculty on the use of TK20.
- Verify the list of courses that are traditionally taught as general education.
- Focus on the lack of assessment for on line General Education courses.
- Work on a comprehensive Program review for the General Education Assessment
- Formalize the Gen Ed Rep position to improve communication with faculty and to assist with assessment results
- Develop a communication plan for dissemination of national assessment results and improve opportunities for discussion and feedback from faculty
- Discuss the discrepancy in CLA results and WWU assessment results on a campus faculty level
 - Low CLA overall results and what do we recommend?