

# General Education Assessment: What, How and Why?

October 25, 2019

# Let's start with Why?

## General Education Assessment and SACS

- ▶ Student Achievement and SACS
  - ▶ Programs
  - ▶ General Education
  - ▶ Academic and Student Services

# General Education Assessment and SACS

## SECTION 8: Student Achievement

2. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. Student learning outcomes for each of its educational programs.  
(Student outcomes: educational programs)
- b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.  
(Student outcomes: general education)

# General Education and Stetson

## What do we expect?

- ▶ Writing
- ▶ Information Literacy
- ▶ Speaking
- ▶ Critical Thinking
- ▶ Quantitative Reasoning
- ▶ Knowledge of Human Cultures and the Natural World
- ▶ Values (Personal and Social Responsibility)
- ▶ Integration of Learning

# Knowledge of Cultures and The Natural World

- ▶ A Creative Arts
- ▶ B Culture and Belief
- ▶ H Historical Inquiry
- ▶ S Individual, Societies, and Social Systems
- ▶ L Modern Languages
- ▶ P The Physical and Natural World

# How Do We Assess?

## History and results

- ▶ Authentic Assessment - Collect artifacts from students in course with the appropriate general education designation
- ▶ Scored by faculty with knowledge of area using rubrics developed by faculty

# The Assessment Cycle

- ▶ What is the cycle?
  - ▶ Education (of students and faculty)
    - ▶ What is the general learning outcome? (GLO)
    - ▶ How do we measure it? (rubric)
  - ▶ Collection of artifacts (student samples from appropriate courses)
  - ▶ Scoring of artifacts by faculty in area
  - ▶ Analysis and reporting on results by Director of Assessment and other faculty
  - ▶ Use the results for improvement (“continuous improvement”)

Semester	Learning Outcome*	Artifact	Number of Samples	% Acceptable or above	Percentile Rank†
Fall 2009	Q	Exam questions	64	55	
	WR	Senior capstone writing samples	38	76	
Spring 2010	Speaking	Recorded samples of oral presentations	51	67	
Fall 2010	L	102-level of French, German, Russian, Spanish	61 (written) 51 (oral)	64 (written) 58 (oral)	
	P	Exam questions	69	59	
	S	Exam questions	52	60	
Spring 2011	A	Variety of creative products	64	60	
	B	Exam questions	44	45	
	H	Exam questions or journal entries	55	69	
Spring 2012	Integration of Learning	JSEM artifacts	48	60	
Spring 2013	P&SR	End-of-semester essays, term papers, journal entries	58	61	



Semester	Learning Outcome	Artifact	Number of Samples	% Acceptable or Above	Percentile Rank
Spring 2014	Q	End of Semester Exam Questions	71	56	
	Critical Thinking	Collegiate Learning Assessment Standardized Exam - Seniors	61		86
	WR	Senior Capstone Writing Samples	Insufficient Sample		
	P	Exam Questions		64	
Spring 2015	S	Writing Samples less than 2 pages in length	194	50.5	

Semester	Learning Outcome*	Artifact	Number of Samples	% Acceptable or above	Percentile Rank†
Fall 2008	Critical Thinking	Collegiate Learning Assessment standardized exam	64		80
Fall 2009	WR	ENGL 101/FSEM writing samples	54	72	
Spring 2013	Speaking	FSEM videotaped presentation	74	53	
Spring 2014	WR	FSEM writing sample (data from ENGL 101 are incomplete)	86	62.5	
	Information Literacy	Standardized Assessment of Information Literacy (SAILS) - ENGL 101 students	199		14
	Critical Thinking	CLA standardized exam - Freshmen	94		86

# General Education Assessment over the last year

- ▶ Spring 2018 - updated B and H GLO's and rubrics; collected artifacts in B and H courses
- ▶ Fall 2018 -
  - ▶ scored B and H samples
  - ▶ Scored Writing samples collected from JSEMs and FSEMs
  - ▶ reviewed and updated Q GLO and rubric
  - ▶ collected samples from Q courses
  - ▶ collected Writing samples from FSEMs.
  - ▶ Updated Information Literacy GLO and rubric

# General Education Assessment over the last year

## ▶ Spring 2019

- ▶ Scored samples for Writing; made plans to send samples to AAC&U for scoring
- ▶ Updated Critical Thinking GLO and rubric
- ▶ Updated S rubric
- ▶ Updated P GLO and rubric
- ▶ Made plans for assessment of “A” courses in Fall 2019
- ▶ Collected samples for Speaking and Critical Thinking GLO’s
  - ▶ Arts and Sciences - Senior Projects
  - ▶ SOBA - MGMT 495

Semester Collected	Learning Outcome	Artifact	Number of Samples	% Acceptable or Above	Comments
Spring 2018	B	Exam questions and essays	27	55% at 2.5 or higher	Sample is very small
Spring 2018	H	Exam questions and essays	49	55% at 2.5 or higher	
Fall 2018	WR	Samples from Fall 2018 FSEM	60	46.6% at level 2 or higher (Developing)	Awaiting results from AAC&U
2016-2018	Information Literacy	FSEM 2016 to JSEM 2018	60 FSEM; 42 JSEM		Many artifacts unsuitable for scoring

# General Education Assessment for AY 2019-20

- ▶ Summer and Fall 2019
  - ▶ Score samples and complete assessment cycle for Information Literacy, Q, Speaking, and Critical Thinking
  - ▶ Collect samples for assessment of P and A
  - ▶ Collect samples for formative assessment of Critical Thinking from FSEM's.
- ▶ Spring 2020-
  - ▶ Do assessment of S and L courses
  - ▶ Score collected artifacts from Fall 2019; report on results and complete cycle

# General Education Assessment for AY 2019-20

- ▶ Fall 2019/ Spring 2020
  - ▶ Collect samples for Integration of Learning from JSEMs
  - ▶ Review Values GLO and rubric; collect samples from Values courses
  - ▶ In School of Music - collect samples and assess Speaking (sophomore decision); critical thinking and integration of learning (discussion ongoing about courses - perhaps senior recital and / or Music History 11)

# The Assessment Cycle

- ▶ <https://www.stetson.edu/administration/provost/reports-and-responses-2018-2019.php>
- ▶ We should be completing the cycle for all general education learning outcomes every 3 - 4 years



# The Assessment Cycle - Who??

- ▶ Assessment Coordinators
- ▶ UGEC committee members
- ▶ Faculty who write and revise GLOs and rubrics
- ▶ Faculty who teach courses and collect samples
- ▶ Faculty who help score samples
- ▶ Faculty who help draft reports and use results for “continuous improvement.”

Thank you to everyone for all your  
hard work this year!!!

