



General Education Assessment

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2020 JANUARY ASSESSMENT DAY

What are GEAC's goals?

- ❖ To assess GenEd courses
- ❖ To keep SLOs and rubrics relevant and manageable
- ❖ To make recommendations to the General Education Committee and to the Provost

What is GenEd assessment?

- ❖ Gauging how much our courses are delivering on our GenEd promises (SLOs)
- ❖ Rating (*not* grading) student work products that are representative of what is being learned in the class as a whole
- ❖ Making recommendations for curriculum, resources, professional development, and extracurricular programming

GenEd assessment and teaching

- ❖ Teaching a GenEd course means working toward the related SLO
- ❖ The entire course should have this goal running throughout
- ❖ Rubrics should “inspire” course content
- ❖ One related assignment or lesson does not make a GenEd course
- ❖ Example
 - ❖ SLO #3 - Apply skills in critical analysis and reasoning for the interpretation of data.
 - ❖ Not just ONE lesson on what critical analysis is
 - ❖ Not just ONE project or assignment that asks for a critical analysis
 - ❖ Instead, throughout the course students learn what critical analysis is
 - ❖ They also critically analyze many artifacts/issues/events in a myriad of ways

COM 212 – Intro to Mass Comm

“In this course students apply skills in critical analysis and reasoning (SLO 3) to interpret mass media inventions and messages. Students learn about early mass media like books and newspapers, move into television and film, and end with learning about more contemporary mass communication methods and data. To understand each medium and its messages, as well as the larger arc of media environments, students critically analyze how their lives and the perceptions of others are sculpted by and through mass media, with particular attention paid to cultural norms regarding race, gender, socio-economic status, and sexuality.”

Some previous findings

❖ Fall 2018

- ❖ Assessed SLO #7 - Demonstrate an understanding of various models for the development of the whole person.
- ❖ FYS courses
- ❖ About 72% of students performed at or above Level 2

❖ Spring 2019

- ❖ Assessed SLO #2 - Apply scientific and quantitative reasoning to solve problems and increase knowledge.
- ❖ About 65% of students performed at or above Level 2 in scientific reasoning
- ❖ About 76% of students performed at or about Level 2 in quantitative reasoning
- ❖ Students with a higher incoming GPA were significantly more likely to perform better in scientific reasoning.
- ❖ Many work products were rated “X”

Fall 2019 Findings

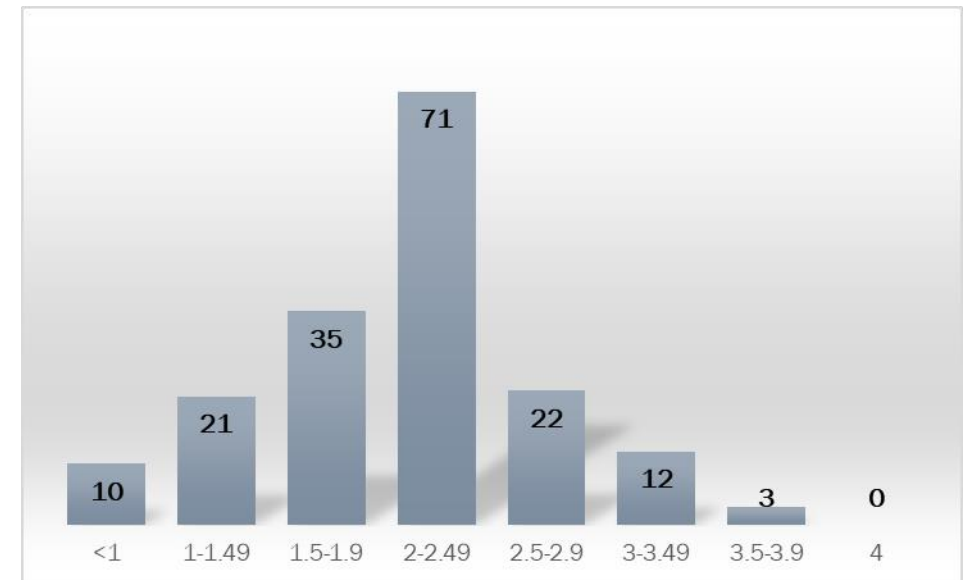
❖ Assessed SLO #1a - Communicate clearly and effectively **orally**.

❖ $N=174$

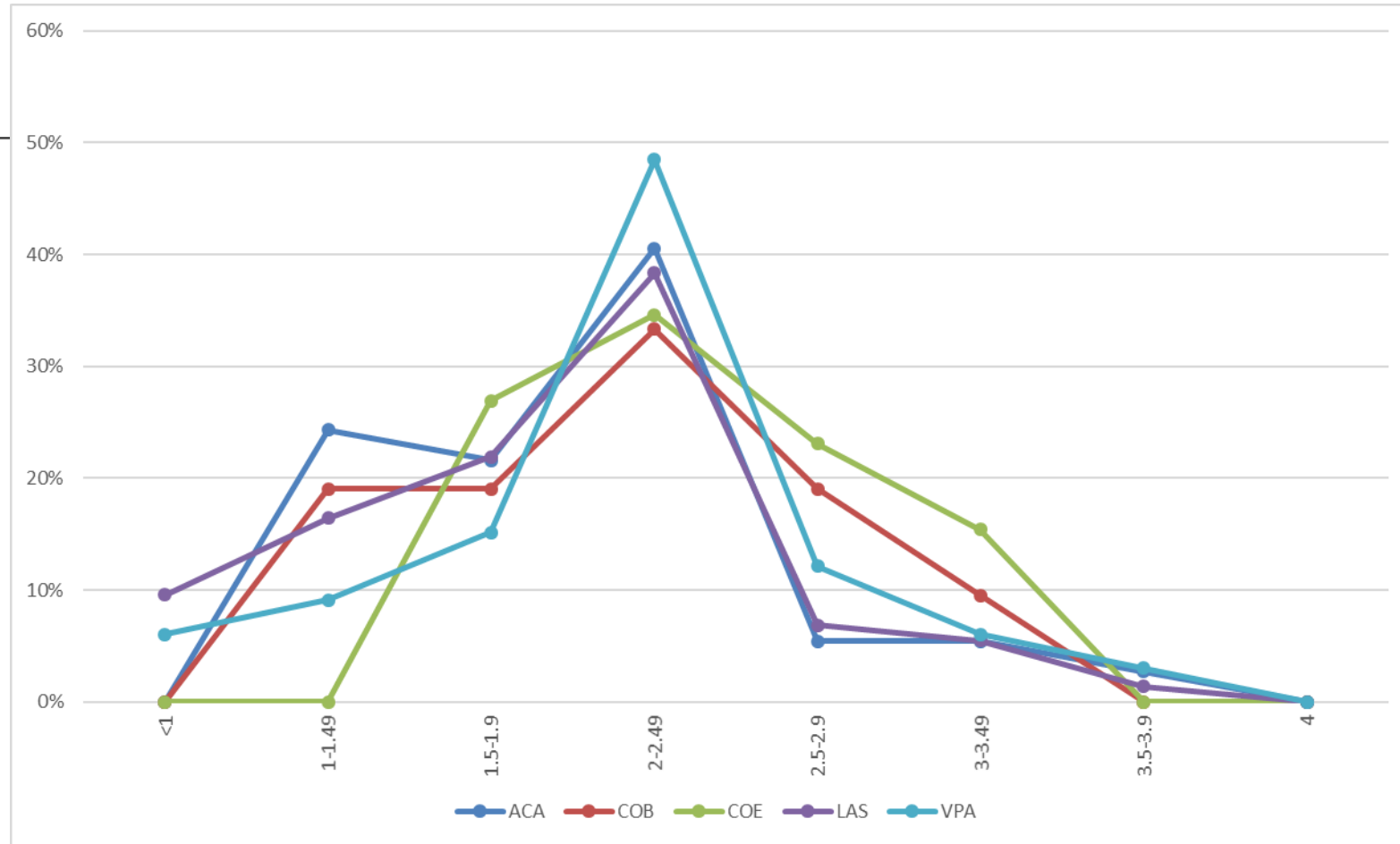
❖ Avg=1.97

❖ 62% of students performed at or above Level 2

❖ Assessed SLO #1b - Communicate clearly and effectively in **writing**.



Speaking by College



Fall 2019 Findings

❖ Assessed SLO #1a - Communicate clearly and effectively **orally**.

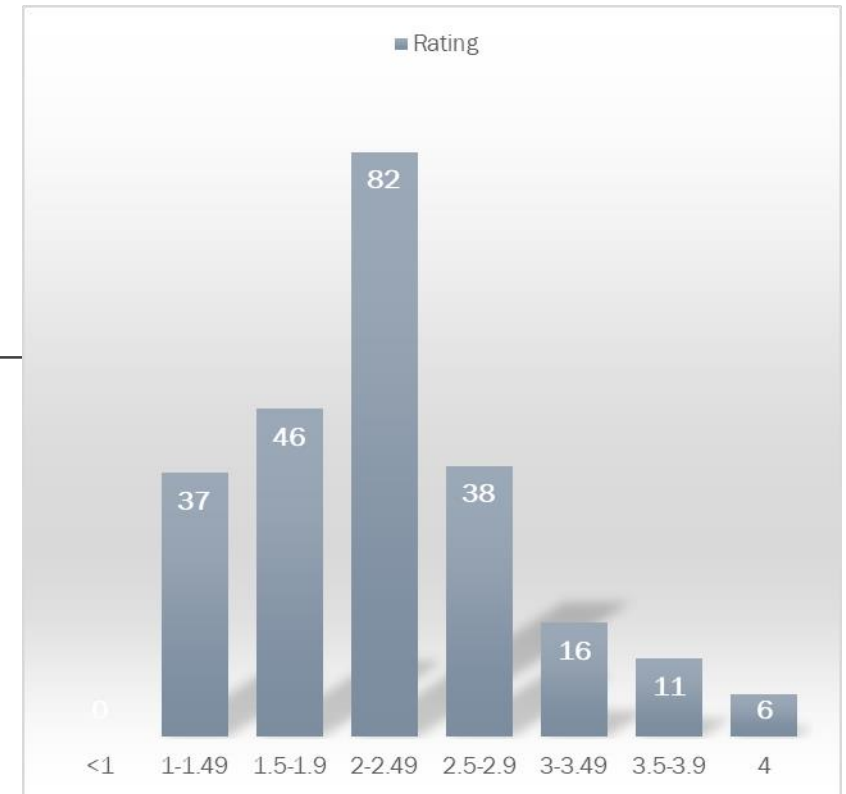
❖ Assessed SLO #1b - Communicate clearly and effectively in **writing**.

❖ $N=236$

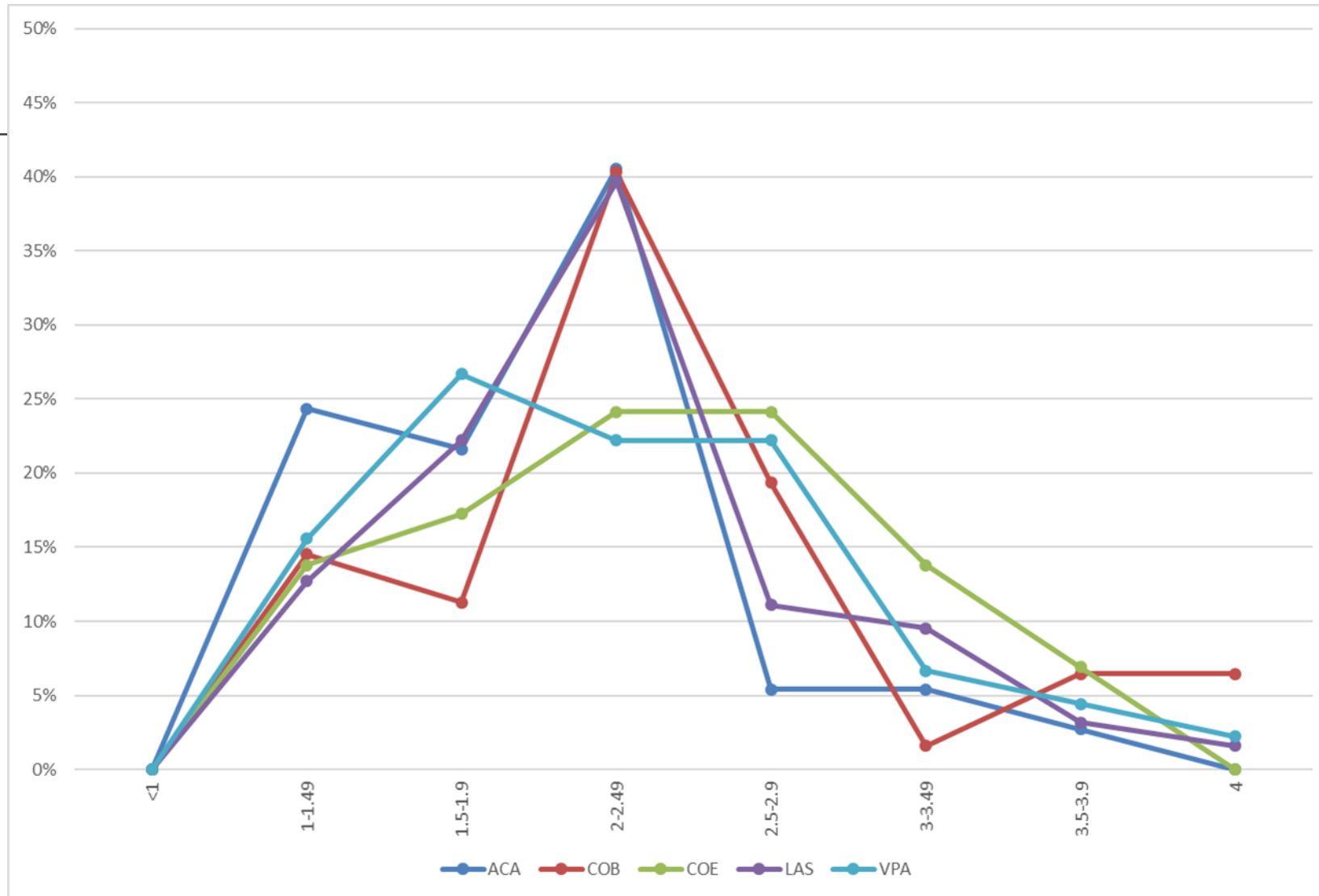
❖ Avg=2.1

❖ Double Rated=28

❖ 65% of students performed at or above Level 2



Writing by College



Thank you!
