2014 – 2015 Summary of General Education Summaries

The General Education Committee selected “The student will be able to gain a broad understanding of key concepts” as the general education outcome to be assessed by departments in the 2014 – 2015 assessment cycle. This outcome was selected from the Knowledge category of general education outcomes based upon two criteria, 1) it is broad enough that each department can collect artifacts for direct assessment, and 2) students acquiring knowledge across numerous disciplines is a key goal of our general education curriculum.

A review of the 2014 – 2015 Executive Summaries – General Education submitted by CUNE Department chairs support that the goal of the assessment process is first and foremost the improvement of student learning. Each report exemplifies the involvement of entire departments in careful consideration of assessment outcomes and analysis and interpretation of results.

Important points noted in the General Education Executive summaries include:

1. **Students performed at or higher than the anticipated level in 67% of Departments**
	1. Art - Performance was far greater than expected. The department determined that 100% of freshmen art majors should score at least 83% on the test. 100% of freshmen art majors scored 91% or higher. The test consisted of short answer, multiple choice, true or false, and matching.
	2. ECTA - Only 8% of the analyzed ECTA students underperformed.
	3. Education - The average overall score of 94% clearly indicates that students complete EDUC 101 with substantial accurate information about the teaching profession and Concordia’s potential role in helping the student develop into a professional educator.
	4. HHP - Success for assessment was defined as 80% of the participants receiving a score of 80% or better. Analysis shows that 88.37% of 129 participants scored 80% or better, while 11.63% scored below the 80% marker….. Therefore, based on the summary of the assessment results, we conclude that the transfer of content knowledge is successful and the student outcomes are successful.

e. Theology From this assessment, the department believes that the program's student learning outcomes, the mission of the department, and the department's commitment to the task of achieving both the student learning outcomes and mission have been achieved in this assessment.

1. **Action plans were developed by departments to address outcomes that were below anticipated levels.**
	1. Math - More time in class will be spent discussing and practicing these two skills.
	2. Social Science - Evaluating the curriculum for PSY 101 will result in a prioritization of topic coverage for both CUNE and DC courses resulting in adequate coverage of all topics. It is anticipated that knowledge retention will improve especially in areas of low achievement.
2. **Results were used for the confirmation or improvement of teaching**.
	1. Art - The results of the test confirm what our department presumed - we are teaching these foundational aspects and our students understand and are able to apply them.
	2. Education - The information gained in this project gives direct evidence that ED101 is doing what we expect it to do.
		1. Operating under the basic assumption that the changes in our student body’s collective attitudes and advance knowledge are incremental, continuing the current course with incremental adjustments will mean that professors need to use their judgment in adjusting topics and pedagogy to meet the needs of the students, as they have done in the past.
	3. Math - We as a department will also discuss the issue of uniformity of expectations across all sections of the course.
3. **Several departments revised their data collection tools, and or assessment process.**
	1. ECTA - We need to ensure the scoring tool and normalized procedures are circulated earlier in order to include more variety of classes to be analyzed. We need to consider that all students who underperform might not be represented by the data, since we do not score assignments not turned in. We also need to clarify that "ECTA students" refers to students in select ECTA courses.
	2. Intercultrual Studies and Modern Languages - they deemed that the analysis of student performance for imperatives—a more difficult task since it involves the use of verbs in a different mood—would be more appropriate for assessing communicative competence in general education students.]
	3. Math - Different instructors required different levels of interpretation of the results from the hypotheses tests.
	4. Science – our goal should be to strive for understanding and not rote answers.
	5. Social Science - A review of the assessment tool along with a follow up methodology will also be considered in the curricular review process. The newly developed department of Human and Social Sciences will complete a program review and curriculum map for all psychology courses (including PSY 101) during the 2015-16 school year and the assessment used for Dual Credit will be evaluated at this time.
4. **Two departments utilized the addition of the BUDGET IMPLICATIONS section on the executive summary form**.
	1. ECTA - request a book budget for an ongoing and current departmental library. …. About $3000 and, if possible, a reading room, preferably in Jesse, for the development of this library.
	2. HHP - To enhance the fitness testing component, new lab equipment could be purchased. New equipment for general activity days is necessary as well. To enhance the nutritional component, guest speakers such as a RD could be brought into the classroom. Nutritional equipment (plates, portion sizes, etc.) would be a welcome addition.