**2015-2016 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 2015 – 2016 assessment cycle. This outcome was selected from the Knowledge category of general education outcomes based upon three 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, 3) the outcome had been used the previous year, allowing for departments to measure progress from year to year.

A review of the 2015 – 2016 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 75% of Departments**
   1. Art – 80% of all non-art majors enrolled in ART 101 - Fundamentals of Art earned 80% or higher on the elements of art and principles of design assessment.
   2. Business - The students exceeded the 80% benchmark on each of the five questions regarding the concept of money. They were best able to use a negative rule to state what money is not (a factor of production) and what organization (The US Federal Reserve Bank) issues US Dollar paper currency. Only 3 or 4 students out of a class of 107 failed to correctly answer questions regarding these two concepts.

Another 10 or 11 students (13 to 15 total) failed to answer questions regarding the technical nature of what money is in the US banking system context. Our conclusion is that ECON 101 students at Concordia learn and understand what money is in ECON 101.

* 1. Education - The average overall score consistently at 85% or higher 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. While correlations linking program persistence with test scores do not show a statistical relationship, student comments also collected in the assessment indicate that the class is a strong positive influence for many students either in helping them make a decision to teach or not, or in confirming the decision that they have already made before the start of the class
  2. ECTA - Almost 93% of students scored a 3 or higher on the assessed question. Overwhelmingly, this data demonstrates that students are successful at citations in ECTA general education courses.
  3. HHP - Success for assessment was defined as 80% of the participants receiving a score of 80% or better. Analysis shows that 90.48% of 105 participants scored 80% or better, while 9.52% scored below the 80% marker.
  4. History, Geography, and Criminal Justice - 95% of students improved on their ability to locate places, therefore achieving our goal of 80% showing improvement.
  5. Music - The mean score on the exam was 78 percent; the median was 79 percent. Of the 35 students in the class, 28 scored a 70% or higher and 7 scored lower than a 70%. Of the students who earned less than a C, five of them earned a D, which is still a passable grade and was consistent with the rest of their exam scores throughout the semester.
  6. Natural Science - In the discussion following the assessment, several points were made: (1) Intentionally focusing on these (worthwhile) concepts did lead to general understanding, but (2) this should not be (and did not appear to be) at the expense of other topics or with a feel of "teaching to the test". We also felt that though we met our goal, we wanted to see if it was an abberation or sustainable, so decided to continue this set of questions for one more year.
  7. 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. Intercultural Studies and Modern Languages - We are going to repeat our data gathering method, but this time with the SPAN 102 test being a purposeful reflection of mastery of ACTFL proficiency benchmarks, while still measuring student mastery of concepts presented in SPAN 102.
   2. Mathematics - Several section of Math 122 will use competency based grading. This will provide us with a greater amount of data and should foster more uniformity across the section taught by different instructors. The competency based approach also more clearly delineates for students the desired outcomes. This is also leading to greater collaboration amongst the faculty involved in teaching the course.
   3. Social Science - The 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. General data on topics will be shared with both CUNE and Dual Credit istructors seeking feed back about commn text books and shared material.
2. **Results were used for the confirmation or improvement of teaching**.
   1. Art – Group critiques will be more informative, student-to-student, in feedback provided and in understanding gained.
   2. Business – The results reinforce that the current approach to teaching about money is working.
   3. ECTA – By identifying more specific issues and struggles students have in citations, we can plan our courses and information literacy delivery more intentionally.
   4. Education - 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. This is an impact that will not be noticed by the students in the course and is part of the routine for professors teaching the class.
   5. History, Geography and Criminal Justice - Instructors need to realize that when they mention or teach about geographic features many students will not be able to mentally place them in the correct position on earth. Discussion and analysis of geography, biogeography, foreign relations, history, politics, economics and many other disciplines is difficult if students don't know basic geography. Our goal is to make an intentional and concerted effort to use more maps during class instruction and also to include map tests in courses other than geography (i.e. history, political science).
   6. Music – In the department’s analysis, the course material is appropriately rigorous, and out observations indicate that the course is well taught.
   7. Natural Science – We determined that we will be more intentional about identifying truly pivotal concepts in our courses and making sure that those are reinforced in lectures, activities, homework, and on multiple exams.
   8. 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.
   9. Theology - The results will be shared with all adjuncts to affirm that instruction in the area of Messiah is meeting the objectives of the department.
3. **Several departments revised their data collection tools, and or assessment process.** 
   1. ECTA – For our next assessment cycle, we’d like to more clearly distinguish which of these four components are more problematic for students. Out plan is to create a rubric that will identify this idea more specifically.
   2. Intercultrual Studies and Modern Languages – We are going to repeat our data gathering method, but this time with the SPAN 102 test being a purposefule reflection of mastery of ACTFL proficiency benchmarks, while still measuring student master of concepts presented in SPAN 102.
   3. Math – Several sections of Math 122 will use competency based grading. This will provide us with a greater amount of data and should foster more uniformity across the section taught by different instructors. The competency based approach also more clearly delineates for students the desired outcomes.
4. **No departments utilized the addition of the BUDGET IMPLICATIONS section on the executive summary form**.