

2019 – 20 GEN ED Summary of Executive Summaries

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Question	Outcome/ Goal	Results	Improve Assessment	Improve Instruction
Art	<p>Are students accurately summarizing content.</p> <p>Are they classifying the content into fact/. opinion.</p> <p>Are they able to provide strengths and weaknesses of the content they classified.</p>	85 % of students scored 85% or higher	<p>We rewrote the rubric to clarify components of analytical writing. The rubric was introduced with the assignment and examples were provided to help students with expectations</p> <p>Working with rubrics can be effective, but also using clearly defined questions.</p>	<p>Providing examples of what is expected is helpful for students.</p> <p>When students are provided with specific questions they tend to do better as opposed to a more general assignment; ie. analyze the similarities and differences of two articles.</p>
Business & Math	No data was collected due to COVID required course revisions.			
ECTA	No data was collected due to COVID required course revisions.			
HGIS & ML	Can students in SPAN 204: Intensive Spanish Composition critically analyze a short story in Spanish and effectively organize their thoughts in a well-constructed essay?"	<p>The departmental goal was that all students would earn a score of 85 (out of 100) or higher.</p> <p>The class had a total of twelve students.</p> <p>Overall Results: Achieved Goal: 12 Missed Goal: 0 Average Overall Score: 92.6 (out of 100)</p>		<p>Continue to incorporate a large variety of readings into the course in order to increase students' language acquisition.</p> <p>Continue to focus on skills of interpretation and expression.</p> <p>It would be interesting to continue to compare writing abilities of students from year to year, to track trends in progress and growth.</p>
HHP	Can students identify key components of a "fad diet"? Can students evaluate components of a "fad diet" as to safety and congruence with weight reduction and dietary guidelines and recommendations?	100% (13/13) of the students scored better than the 80% threshold both for the analysis criteria and the for the overall assessment.	A revised rubric was developed that addressed the perceived lack of discrimination and level of detail available from the 2018-2019 rubric. The new rubric incorporates 3 criteria, four categories/levels of scores as well as a range of scores within each category. The revised rubric provided better discrimination of the quality of the analysis and work among students, as well as assessment results that were more reflective	Assignment will continue with detailed instructions and expectations provided to the students, including the revised rubric.

Question	Outcome/ Goal	Results	Improve Assessment	Improve Instruction
Human & Social Sciences	<p>1. What proportion of students across psychology, behavioral science, criminal justice, and DCE courses MEET the benchmark requirements for:</p> <ol style="list-style-type: none"> 1. recognizing an ethical issue; 2. evaluating differing ethical perspectives or concepts; 3. maintaining ethical self-awareness; 4. applying ethical perspectives or concepts; and 5. applying Biblical values, perspectives, or concepts? <p>Question 2: What proportion of students across psychology, behavioral science, criminal justice, and DCE courses EXCEED the benchmark requirements for:</p> <ol style="list-style-type: none"> 1. recognizing an ethical issue; 2. evaluating differing ethical perspectives or concepts; 3. maintaining ethical self-awareness; 4. applying ethical perspectives or concepts; and 5. applying Biblical values, perspectives, or concepts? 	<p>To answer Question 1, 100% of students across the DCE and behavioral sciences courses meet all benchmark requirements if students need only mention a Biblical concept but not necessarily reference that this concept is Biblical. If, however, students must also mention the Bible, Scripture, or specific doctrinal concept, then only 53% of students met this benchmark (91% of DCE students and 0% of behavioral science students).</p> <p>To answer Question 2, 63% exceeded the benchmark requirements for maintaining ethical self-awareness, 89% exceeded the benchmark for recognizing an ethical issue, 100% exceeded the benchmark for applying ethical perspectives or concepts, and 84% exceeded the benchmark for evaluating different ethical perspectives or concepts. If only mentioning a Biblical concept without reference to the Bible, then 42% exceeded the benchmark for understanding and applying Biblical concepts. If, however, students must also reference the Bible itself when referencing Biblical concepts, then only 32% exceeded the benchmark.</p>		
Music	<p>We would like to find out whether students can analyze a piece of music using commonly accepted analytical techniques.</p>	<p>Our goal was that 80 percent of students meet the standard in each category. This was the case in the first two categories, but not in the third. We determined that the piece of music analyzed was atypical of sonata form movements, especially in its development, and the rubric devised for "other characteristics" did not work well because of that. It was also unclear to some of the readers whether all of the "other characteristics" had to be identified in order to meet the standard, or simply most of them. In the end, we determined through a more subjective evaluation that the analysis of other characteristics was</p>		<p>The teaching of musical analysis appears to be adequate for second-year music students.</p> <p>The assignment is a good measure of the learning outcome.</p> <p>We are ready to evaluate another goal or assignment next year</p>

		reasonable in most of the students' papers, and that in any case the answers do not show cause for concern		
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Natural and Computer Science	Can students apply scientific analysis to "real world" situations to arrive at an appropriate response? (Specifically: can students identify the key idea or concept underlying a problem? Can students correctly identify the knowns and unknowns of the problem? Can students apply appropriate methods to solve a problem?)	As an average over the department, we achieved our goal of 80% of the artifacts scoring at least a 9, and we achieved that standard in each class we were able to assess. We interpret this to mean that generally our students are able to correctly apply scientific analyses to real world problems. However there are some qualifications. The CS course assignment explicitly told the students what concept to apply in solving the problem (and even then not all students were able to identify the correct concept). The Phys course had extensively drilled the idea of writing the knowns and unknowns explicitly when solving the problem and still almost 20% of students did not do so. We also did not have an artifact from Biology or Chemistry, due to circumstances surrounding the move to online instruction.	We will attempt to do a better job of reminding faculty regularly of what courses will be providing artifacts. We will attempt to finally stay in our building for a spring term and obtain all the artifacts we plan on	Because we met our goal, we are not going to change our teaching significantly, however, in some classes we will evaluate how to better emphasize the underlying concept involved in solving standard problems. We will make sure that we have a number of similar problems in a variety of assignments throughout the semester, so students have adequate practice.
Theology, Philosophy & Biblical Languages	1. Can the student recognize various Biblical viewpoints? 2. Can the student critically evaluate differing Biblical viewpoints? 3. Can the student synthesize differing Biblical viewpoints?	The expected outcomes of achieving a 3 for all four statements were met. A few observations: 1. The content of the assignments reflected a strong understanding of the academic debates re: the Messiah. 2. There were a variety of writing abilities across the artifacts. 3. The analysis within the assignments was to be expected, given that most students in the course are first and second year students at the university. The skill of analysis will be developed more as students become more knowledgeable of the content and the various approaches in Biblical studies	Continue to maintain the performance criteria as it demonstrates the level of analysis for the Biblical literacy course in the General Education curriculum.	. Continue to keep this course objective in the course syllabus. Continue to incorporate this assignment in the course.