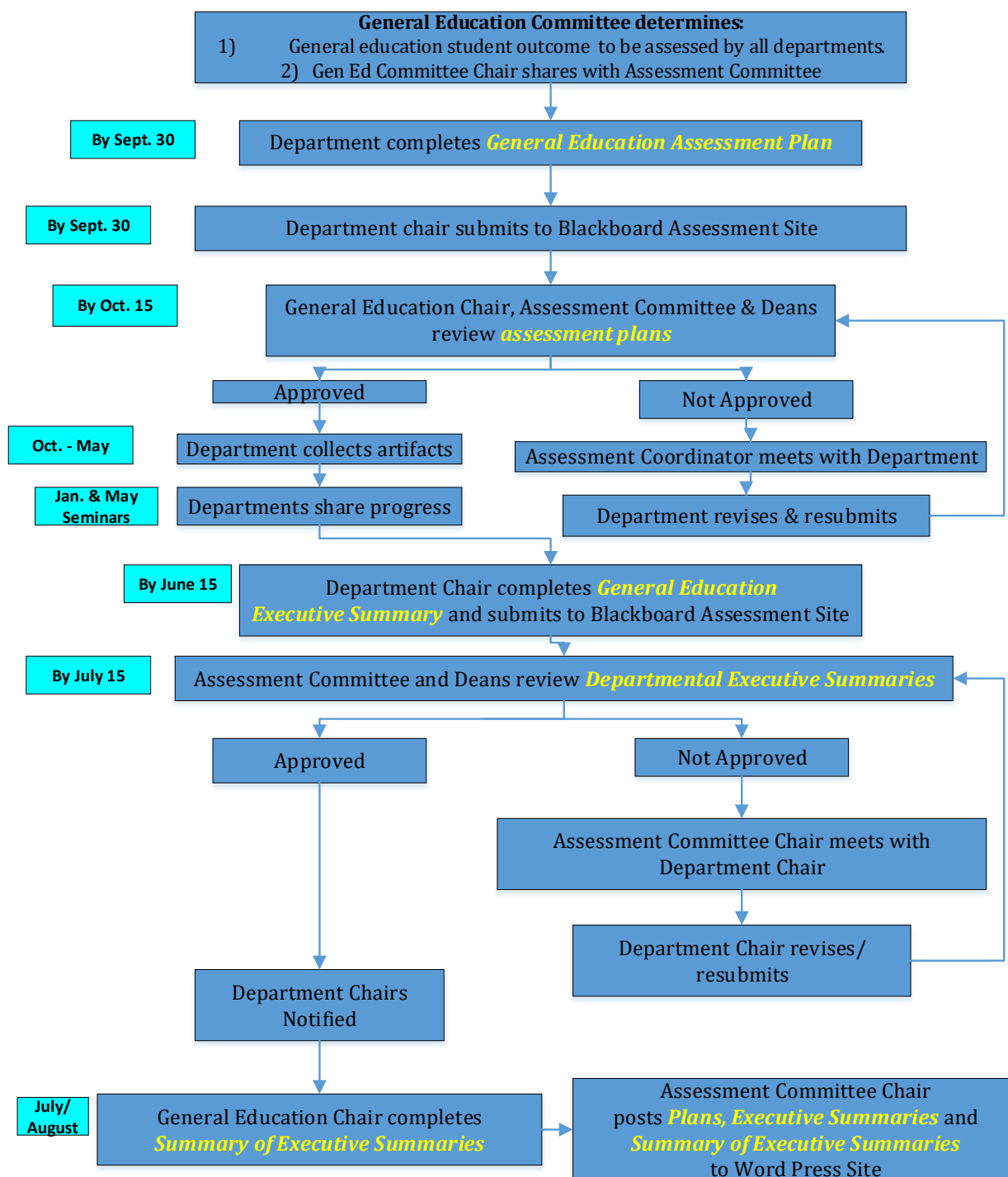


## 2024 - 2025 GENERAL EDUCATION Assessment

### Process Chart



## Summary of Executive Summaries

The revised General Education requirements were the focus of General Education assessment for the 2024 – 2025 academic year. The following enduring questions were addressed:

1. What does the study of creation tell me about God, myself, and how I should care for it?  
(Natural Sciences, Computer Science & Math, HHP)
2. Who are my neighbors and how should I love them?  
(Business, HSS, Hist/Geog/IS & MFL, ECTA)
3. How has God Designed humankind to be creators in service to God and neighbor?  
(ECTA, Art, Music)

| Department | Outcome Goal   | Improve Assessment  | Improve Instruction   |
|------------|--|---|---|
| Art        | The rubric was inadequate to fully assess the students' presentation.  | Suggestions to add a criteria for verbal and visual communication   |   |
| Business   | students did not achieve the minimum standars on one of the five questions. Students misinperpreted God's role in social outcomes. The result is based on Fall Semester only.  |   | The Winter/Spring Semester students actually passed the minimum criteria, perhaps because of improvements in instruction  |
| HGISML     | students' average performance in the "Awareness of History as a tool for understanding one's neighbor" category were lower than one might assume, showing that they struggled some to articulate how history could help them to know their "neighbors." would assume it should be. | The artifact, in this case the final exam, needs to align more closely with the terms used throughout the course. | Professors need to continue to emphasize the enduring question itself and help students to understand the concepts behind it even when discussed in different ways. |

| Department              | Outcome<br>Goal   | Improve<br>Assessment   | Improve Instruction  |
|-------------------------|---|---|--|
| HHP                     | 92% of the students met the standard, which is over the 85% established for success. However, the scores that were submitted by the instructors did not adequately reflect or discriminate as to the two different parts of the project and/or each dimension of health as was stipulated by the benchmark for success. That needs to be corrected going forward. | A standardized scoring tool that assesses the “photo essay” and the “looking forward – reflection” separately including each of the 9 wellness dimensions should be developed for use by all instructors to more accurately assess level of understanding and attainment of standard. | During Summer 25 – current HHP 100 instructors will meet to better align/unify HHP 100 course content among the different sections and modes of delivery. The delivery of this assignment may be part of this discussion and process. In this next year, we are offering multiple sections online, as well as well as once a week, in addition to the typical 2x a week format. Clear, specific instructions and expectations for presenting and assessing of the project will be provided to the instructors. |
| Human & Social Sciences | With 88% of students scoring 80% or higher it is evident that students can apply course content to address the enduring question of Who are my neighbors and how should I love them.  |   |  |
| Math & Computer Science | Overall, students demonstrate maturity in their understanding of the integration of faith and mathematics.  |   |  |

| Department   | Outcome Goal  | Improve Assessment   | Improve Instruction   |
|--|---|--|---|
| <b>Natural Science</b>                               | Overall the department succeeded in its aspirational goal of having 90% of students achieve a score of 3 or better, and over 50% of students achieve a score of 4 or better. The students overall did a good job of applying specific content from each course to the enduring question and connecting the course content to their own lives. We were pleased with how freely students shared what studying each subject taught them about God, even in courses where that was not a requirement explicitly stated in the assignment description. | We may modify the rubric used to assess the Enduring Questions assignments, or use a slightly different rubric for Life Science versus Physical Science courses.   | We will continue to emphasize to students the connection between the course content and their lives, and what it tells them about God and themselves. |
| <b>Theology, Philosophy &amp; Biblical Languages</b> | The analysis demonstrated that the performance criteria were met for the 2024-25 academic year for Rel 131. Students demonstrated the understanding of the Bible which informs their faith as well as how they should live out their lives according to the Bible.  | Continue to maintain the performance criteria as it demonstrates the level of competency re: the student skills in evaluation and summarizing in Biblical studies. | Continue to encourage the department to review course objectives of Rel 131.  |