

General Education Committee
Annual Assessment Reporting Form
(Upload to Moodle by End of Block 7 of each year)

MM/DD/YY of Completion: May 19, 2015

Person Preparing Form: Bill Janus (**name**); _____ (**signature**)

1) Attachments: Individual 2014-2015 Reports from the following General Education Categories are found below:

- a. Assessment Report for General Education Category: Behavioral and Social Sciences
- b. Assessment Report for General Education Category: Written & Oral Communications
- c. Assessment Report for General Education Category: Natural Sciences
- d. Assessment Report for General Education Category: Mathematics
- e. Assessment Report for General Education Category: Expressive Arts

2) Names of Faculty Actively Participating in Annual Assessment: Steve Mock, Bill Janus, Eric Wright, Judy Ulrich, Alan Weltzien, Laura Straus

3) LEAP Essential Learning Outcomes Assessed: They have remained the same as last year, in other words, all except Ethical Reasoning and Action.

4) Means of Assessment: Results of a survey developed by the assessment committee. The survey was administered at the end of Blocks 5 and 6. The survey was designed to establish a baseline record of SLOs and ELOs represented in the general education curriculum. The General Education committee understands additional survey results will be collected at the end of Blocks 7 and 8, those results will not be incorporated into this report. Faculty teaching in each general education category were asked to meet to review the survey results and prepare a report. Each report is attached to this report as listed under Item 1.

5) Brief Commentary, Area/s for Targeted Improvement and, Plan/s to Implement and Assess Targeted Improvements: After a brief discussion this academic year, the General Education Committee has unanimously agreed to designate a new new General Education Category for the next academic year, History. Currently, History general education classes have been assessed under the Behavioral and Social Sciences category. The discipline of History is not a Behavioral or Social Science. This change will more accurately reflect and represent the General Education curriculum at Western. There is also a broad consensus on the General Education committee and within catalog areas that our General Education assessment plan requires work in the area of mapping student learning outcomes to LEAP essential learning outcomes to successful attainment of the general education mission and then measuring this attainment in a rigorous, valid, and meaningful way. The general education program areas have identified, on an individual basis, LEAP essential learning outcomes that define courses within their own areas. Of the fifteen possible essential learning outcomes, only two were not chosen by any general education category area. We continue to not be concerned about these two outcomes since our focus is on the current thirteen essential learning outcomes identified with Gen Ed. The committee recommends that consistent assessment of essential learning outcomes should take priority over consistently mapping student learning outcomes to essential learning outcomes or finding a way to ensure that the two missing essential learning outcomes are adequately assessed. That said, the committee does believe that these two additional items-[1] mapping SLOs and [2] addressing the missing ELOs)- are still important.

8) Financial or Other Resources Necessary to Facilitate Planned Improvements:

The General Education committee suggests that some funding be made available for any Gen Ed catalog area who wishes to have some training for using the value rubrics or developing and using rubrics of their own design.

Individual Assessment Reports for General Education Categories

General Education Category: Behavioral and Social Sciences

Time & date of meeting: 3:30pm, April 27, 2015

Attendance: John Hajduk, Bill Janus, Heather Haas, Aaron Weinacht, Michael Francisconi, Elizabeth Borrowman

What are the primary LEAP essential learning outcomes (ELOs) that define courses that belong to your general education category?

Based on the available data and group consensus, the following primary LEAP ELOs have been identified for our category:

1. Critical Thinking
2. Inquiry and Analysis

To what degree were these ELOs attained by your program area?

Our group agreed that we lack the data needed to answer this question in an accurate or meaningful way. In addition to the issue of incomplete data (some faculty did not receive a link to complete the survey), the group also raised concerns about the validity and usefulness of the available data. For instance, values submitted by faculty for the percentage of students who achieved the ELO of Critical Thinking ranged from 0%-90%. Likewise, values for the ELO of Inquiry and Analysis ranged from 0%-90%.

Specifically, continuing our discussions from last year, we still have the following concerns:

1. The current survey is an indirect qualitative measure of faculty perceptions of their instructional effectiveness.
2. The survey results are attitudinal, based primarily on faculty beliefs.
3. The survey does not seek to capture outcomes that faculty have been asked to measure for assessment.
4. The data generated by the existing survey does not provide needed evidence, as the survey instrument does not gather data required for outcomes assessment.
5. We currently lack adequate evidence in part because we have not adequately defined the types of data that are needed for outcomes-based assessment.
6. The range of students (year, age, experience, etc.) within Gen-Ed classes further complicates the accurate assessment of learning outcomes.

Are there any secondary LEAP ELOs you found that were addressed in a significant number of the courses from your general education category?

Based on the available data and group consensus, the following secondary LEAP ELOs have been

identified for our category:

1. Engagement with Big Questions
2. Intercultural Knowledge and Competence
3. Civic Knowledge and Engagement

We continue to encourage our students to embrace the Lifelong Learning ELO in our classes.

To what degree were these ELOs attained by your program area?

Issues of accuracy and usefulness of submitted data were again discussed by our group. The values submitted by faculty for the percentage of students who achieved the ELO of Engagement with Big Questions ranged from 0%-90%. The Intercultural Knowledge and Competence ELO ranged from 70-90%. The Civic Knowledge and Engagement ELO ranged from 70-90%.

What other data did you discuss and what conclusions did you reach regarding that data?

Our group discussed a number of additional issues that relate to the understanding and capture of relevant assessment data within Gen-Ed courses:

1. Some courses within our category group are currently utilizing effective assessment methods which are generating descriptive statistics that would be of value in Gen-Ed assessment.
2. The purpose and structure of our General Education program should be discussed in a meaningful way as a necessary step toward developing an effective assessment program.
3. Gen-Ed courses require a consistent, coherent system of measuring outcomes, capable of generating actionable data.
4. Effective programmatic assessment may require the introduction of pre/post tests at some level of student/course/program evaluation.

Based on data that you analyzed and conclusion you drew from this analysis, list all items that were chosen for action by your program area:

Not applicable.

Describe any follow-up on plans and actions from the previous assessment cycle in your program area.

We have added Civic Knowledge and Engagement as an ELO

Provide any recommendations for items that require resources outside the control of your general education program area or require action on behalf of another general education action area (or academic unit).

As mentioned above, our group identified some items that will likely require consideration and action from other Gen-Ed areas and/or academic units:

1. Inclusion of ELOs that have been dropped from the most recent survey, including Foundations and Skills for Lifelong Learning.
2. Consideration of pre/post tests at some level of student/course/program evaluation as a means of measuring student learning outcomes.
3. We strongly suggest that we have pre/post testing in courses as a means of measuring ELO percentages.
4. The General Education Survey portal should be kept open for a longer period than presently.
5. Conduct the General Education Survey once per semester, not at the end of each block as it is presently.

**General Education Committee
Annual Assessment Reporting Form
(Upload to Moodle by End of Block 7 of each year)**

MM/DD/YY of Completion: 05/08/2015

Person Preparing Form: Alan Weltzien (name);
_____ (signature)

1) Attachments:

2) Names of Faculty Actively Participating in Annual Assessment:

Shane Borrowman, Bethany Blankenship, Teresa Pletch, Francis Davis, Alan Weltzien, Jed Berry, Danielle Jones

3) LEAP Essential Learning Outcomes Assessed:

Written Communication, Inquiry and Analysis, Foundations and skill for literacy, Critical thinking

4) Means of Assessment:

Submitted papers, revised papers, research essay, (often via portfolios)

5) Brief Commentary:

The data reflects results from all 20 Writ 101 classes taught in 2014-15, and reflect success rates close to those from the preceding academic year. These classes took place in Blocks 1-2 and 4-7; no Writ 101 classes occurred in Blocks 3 or 8. Instructors invoked up to 4 LEAP outcomes: Written communication (8); Critical thinking (5); Inquiry and analyses (4); and finally, Foundations and skills for literacy (2). In no case was anything less than an 80% success rate reported. In 8 cases out of 20, instructors reported an 80% success rate in students fulfilling 1 or more LEAP outcomes; in 6 cases out of 20, a 90% success rate; and in the remainder, a 100% success rate.

6) Area/s for Targeted Improvement:

Unsure. The survey monkey needs further refinement. At least in this case, uncertainty persists as to what 80% reported success cf. 100% reported success really means in writing instruction and writing improvement.

7) Plan/s to Implement and Assess Targeted Improvements:

The English Department must address these results and determine what particular steps might be taken: Unsure about "targeted improvements"

8) Financial or Other Resources Necessary to Facilitate Planned Improvements:

The Assessment Committee or whomever must create consistency regards the selection of ELOs. It's likely that 4 ELOs reflected in Writ 101 constitutes too broad an agenda.

This Committee or some other entity must refine the survey monkey—which the General Education Committee, after all, has understood, in the past two years, as an initial step or phase only. Raw percentages seem a slippery indicator for substantive assessment about written communications.

(Upload to Moodle by May 31 of each year)

Annual Assessment Reporting Form SAMPLE

MM/DD/YY of Completion: _____ **Department:** _____
Person Preparing Form: _____ (name); _____ (signature)

1) Attachments: Annual assessment plan, syllabi of courses assessed, a few examples of student work in each achievement category.

2) Names of Faculty Actively Participating in Annual Assessment:

3) Essential Learning Outcomes Assessed: (e.g., “Numbers, 1, 4, 5”; or “All”)

4) Means of Assessment: (e.g., “Final Essay for BIO 472”; “Comprehensive exam for ISSS 394”)

5) Brief Commentary: (e.g., “Outcomes assessment demonstrates acceptable to excellent performance on Outcomes 1, 4, and 5, but need to improve on Outcomes 2 and 3.”)

6) Area/s for Targeted Improvement: (e.g., “Better integrate content of BIO 472 with that of BIO 354 so that student learning of critical content is reinforced prior to BIO 472 final essay.” “Rewrite Outcome 3 rubric to better highlight performance elements vital for BIO 472 essay”).

7) Plan/s to Implement and Assess Targeted Improvements: (e.g., Fall departmental meetings will refine Outcome 3. Faculty teaching BIO 472 and BIO 354 will meet in Fall to plan on greater integration of critical content in the two classes. Proposed changes will be discussed and approved by the department by mid-December, 2013. BIO 472 final essay will be assessed again in Spring 2014 to determine success of course content changes.”).

8) Financial or Other Resources Necessary to Facilitate Planned Improvements: (e.g., “To enable students to be better prepared for BIO 472 final essay, we would like to improve library holdings in this content area [estimated cost: \$500].” “We would like to visit colleagues in the MSU Bozeman Biology department to discuss how the department facilitates the ability of faculty to reinforce critical concepts across more than one course in their curriculum [estimated cost for UMW van, gas, lunch, etc.: \$250].”

frequently. Conversely, determine what does not work, we can attempt to correct any problems.

8) Financial or Other Resources Necessary to Facilitate Planned Improvements:

No significant resources are necessary but we would like to see that whoever creates and maintains the assessment surveys tailor the surveys to each Gen Ed area (i.e., Natural Sciences) to help insure consistent selection of ELOs. We would also like to receive back the results of specific course surveys to each instructor.

General Education Category: Mathematics

Time & date of meeting: 4:00 pm, Wednesday April 15th.

Attendance: Eric Wright, Eric Dyreson, Tyler Seacrest, Elizabeth Covington, Debbie Seacrest

What are the primary LEAP essential learning outcomes (ELOs) that define courses that belong to your general education category? Quantitative Literacy, Inquiry and Analysis, and Problem Solving.

To what degree were these ELOs attained by your program area?

QL: ~82%

IA: ~72%

PS: ~82%

Are there any secondary LEAP ELOs you found that were addressed in a significant number of the courses from your general education category?

Not at this time. We prefer to focus on developing a more uniform understanding of what we mean by Quantitative Literacy, Inquiry and Analysis, and Problem Solving (and how we can measure student attainment of these outcomes more accurately).

To what degree were these ELOs attained by your program area?

N/A.

What other data did you discuss and what conclusions did you reach regarding that data?

We did not see that there was any more data that was collected.

Based on data that you analyzed and conclusion you drew from this analysis, list all items that were chosen for action by your program area:

As already stated, we hope to focus primarily on developing a more uniform understanding of what we mean by Quantitative Literacy, Inquiry and Analysis, and Problem Solving. Furthermore, we hope to develop a way to more accurately and meaningfully measure student attainment of these outcomes than what we are using now. Guessing at percentages of students who have achieved the outcomes has become less than satisfying. We were somewhat under the impression that the general education committee was going to show some leadership in developing a better set of tools for assessing program attainment of general education outcomes. This does not seem to have happened. In the next year, the mathematics general education group will dedicate time at department meetings during which instructors of general education courses (one at a time) will have the opportunity to share what it is that they are doing in order to teach to the ELOs adopted for their classes. Once we have all had an opportunity to do this, we will begin to see if we can agree upon a more uniform understanding of what each of our three primary ELOs mean. We will then try to adopt or develop some sort of way to measure student attainment of these outcomes. Hopefully we can share this with the general education committee in the following year.

Describe any follow-up on plans and actions from the previous assessment cycle in your program area.
See above.

Provide any recommendations for items that require resources outside the control of your general education program area or require action on behalf of another general education action area (or academic unit).

Assessment Report for General Education EXPRESSIVE ARTS category

Time and Date of meeting: 3:30 April 8, 2014

Attendees: J. Ulrich, A. Johnson, G. Bodish; B .McCabe; E. Mastandrea and Shane Borrowman representing the English faculty who teach creative writing

1. What are the primary LEAP essential learning outcomes (ELOs) that you propose to define courses that belong to the EXPRESSIVE ARTS category?

Creative thinking

Secondary is critical thinking

(And, depending on the professor & the class, may include intercultural knowledge and competencies, critical thinking, group work, oral communication.) *

2. During 2013-14, to what degree were these ELOs attained by your program area

Creative thinking

Anthony & Judy (theatre)	5	5	90
Eva & Glenn (visual arts)	0	10	90
Shane (creative writing)	10	20	70
Brent (music)	0	5	95

3. Are there secondary LEAP ELOs that you found to be addressed in a significant number of courses that belong to the EXPRESSIVE ARTS category? If so, what are these, and to what degree were these ELSOs attained by your program area?

Critical thinking

Anthony & Judy (theatre)	5	5	90
Eva & Glenn (visual arts)	0	20	80
Shane (creative writing)	10	20	70
Brent (music)	0	1	99

*We did not attempt to assess these outcomes.

4. What other data did you discuss and what conclusions did you reach?

Survey Monkey -- There continues to be confusion about the difference between SLO, LEAP outcomes, and ELO

5. List the action items for your program area:

Eva and Glenn --student art show – possibly require submission, but issue might be who is to supervise, and implications for storage.

Brent – more diverse choral and instrumental repertoire, and programming for professional musicians' events

Eva – each of us take one class and have an end-of-class open house?

Judy - require more performance participation and/or attendance; bring in diverse (including ethnic; including dance) guest artists' performances and workshops

Bodish – help students understand the doing aspect of the courses, and rigor understand what plagiarism in the arts mean

Eva - put prerequisites on some of the visual arts courses

Brent – help students understand the content of the course before they stay in it Needs to be common understanding institutional mission, the baccalaureate philosophy

Student attendance can't be the grade criteria, but participation. Very straightforward about attendance on syllabus and first days of class announcements. Vets, non-trads, athletes, double-blockers, sick students/protracted illness, parents of sick children, appts with doctors or advisors, etc. asking to leave before end of block – can't make exceptions. Same with repeated tardiness to start of class or after class “coffee breaks”.

Trio -- more needed

Assign students to learning center, and get signatures. Alert the program director of the specific needs. Need specific information about disabilities prior to the first day of class; more effective screening for IEPs

Borrowman – integrating TWISTED INK into all of creative writing classes – mandatory submission

Problematic students – e.g. challenging and correcting prof; questioning content of course and assignments -- need a more straightforward policy

6. Describe any follow up plans and actions from the previous assessment cycle in your program area:

7. Do you have any recommendations for items that need action above or outside of your general education program area?

Could there be more cross-pollination with other areas – such as integrate creativity with math?

Institute “presidential lectures” like Missoula has – philosophers, futurists

Bring one person here instead of sending a few people to conference

8. Were there any other issues and concerns you discussed?