General Education Committee 2014-2015 Annual Report

I.   Goals and Objectives

Goal:

Develop a long-range plan for core assessment, including assessment, data collection and analysis, and review and feedback.

Objectives:

1.   Support the development of assessment assignments.
        a. Develop templates that are clear, consistent and congruent with the outcomes being measured.
        b. Provide training in assignment writing for trainers (paid)
2.   Calibrate assessments for communication, critical thinking, and teamwork
    a.   Procure samples of student assignments for calibration
    b.   Provide training in calibration for trainers (paid)
3.   Develop a procedure and timeline for data collection and monitoring compliance
4.   Determine elements to be analyzed and reported
5.   Implement review and feedback activities, such as
    a.   Evaluate and edit rubrics
    b.   Determine future training needs

II.   Actions and Outcomes

Actions:

1.   Support the development of assessment assignments.
    a.   Develop templates that are clear, consistent and congruent with the outcomes being measured
        i.   Core Outcomes were established in Canvas (LMS)
        ii.   Every Outcome was set up as a group, at the level of institutional learning outcomes.
        iii. Every criterion within each outcome was set up as a Canvas Outcome.
        iv.   Benchmarks for each criterion were assigned a value within a rubric.
        v.   Assignments for every course were created within a master Canvas course, with a rubric linked to the institutional outcomes, to be copied into a Canvas section for each course section.
        vi.   Faculty assessed individual student work on the assignment and recorded results using the rubric in Canvas
        vii. Results for all courses were collected after the end of each semester (fall 2014 and spring 2015), generating the data for reporting results.

b. Provide training in assignment writing for trainers (paid)
    i. Training was offered May 11-12, 2015.
        1. A planning meeting was held April 29 to determine the meeting activities and agendas.
        2. Seven members of the General Education Committee met for 2 hours May 11, 2015 for a training the trainer session for core curriculum assessment.
        3. May 12, 2015 sessions on calibration of rubrics were offered in both am and pm sessions. Faculty members were encouraged to bring their own student work to sharpen their assessment processes.
        4. Faculty earned MyPD credit and hourly pay for May 11-12 participation.
        5. Breakdown of session content and attendance:

Workshop Name	Attendees
Assessment of student work in critical thinking	16
Assessment of student work in written communication	10
Assessment of student work in social and personal responsibility	9
Assessment of student work in teamwork	3
Assessment of student work in empirical and quantitative skills	16
Assessment of student work in oral communication	0

    ii. Elements of training:
        1. Overview of purpose
        2. Practice assessments
        3. Discussion of calibration of standards
2. Calibrate assessments for communication, critical thinking, and teamwork – this was folded in to 1b.
3. Develop a procedure and timeline for data collection and monitoring compliance
    a. Procedure
        i. Template for reporting data was developed in cooperation with the Director of Institutional Research, Jacquelyn Messenger.
        ii. Data generation, with student results by item, linked to Student ID, required 3 steps
            1. Report was downloaded from Canvas
            2. Student A numbers were added to each data point
            3. Data were analyzed
        iii. Data were collated and graphs were generated
    b. Timeline
        i. Co-Chair attended School meetings to provide information and get feedback from department chairs.
        ii. Feedback indicated a need to delay data collection until dual-credit courses have ended.

   iii. Dates were set based on needs of department chairs, in tandem with benefits of reporting data analysis before the next semester is underway.
    1. Fall data was collected in early January.
    2. Spring data was collected after June 1.
  c. Compliance information can be derived from the reports and sent to department chairs. This data can be separated by department, course, and section number.

4. Determine elements to be analyzed and reported
  a. Elements based on College Student Learning Outcomes (broad view)
   i. Analysis by semester
   ii. By number of college hours completed
   iii. By percentage of students who meet/exceed, vs do not meet, expectations for each criterion (see below – b. ii.)
  b. Elements based on Objective/Criteria (specific view)
   i. Used only data from spring 2015, 20+ hours
    1. Most consistent
    2. Most recent
   ii. Generally, results show >85% of students meet or exceed expectations

5. Implement review and feedback activities
  a. Rubrics were evaluated in spring training; no need for editing was apparent at that time.
  b. Spring training was lightly attended; additional training will be offered in fall 2015.

Outcomes:

1. Assessments
  a. Results of all institutional outcomes assessments were entered in Canvas, allowing both feedback to students and institutional data collection.
   i. All sections of all courses have a Canvas course.
   ii. All student assignments assessments were set up in Canvas.
  b. All data were successfully exported from Canvas after fall 2014 and spring 2015.
   i. Data analysis was accomplished.
   ii. Data for in-school and intradepartmental use were made available to deans and department chairs.

2. Revisions
  a. Criteria and benchmarks were evaluated in May. No revisions were recommended.
  b. Benchmark levels were adjusted to differentiate between students who did not meet expectations and students who did not submit an assignment.

Ranking for 2014-2015	Ranking for 2015-2016 and beyond
2 = exceeds expectations	3 = exceeds expectations
1 = meets expectations	2 = meets expectations
0 = does not meet expectations	1 = does not meet expectations
	0 = did not submit

3. Documents and Training
   a. A student guide to general education was created and published as part of the Student Handbook.
   b. A faculty guide to general education was created and disseminated via the deans. The newly revised 2015-2016 version will be incorporated into an online document.
   c. Training documents and videos were created to help faculty develop Canvas course components. These will be updated to reflect the 2015-2016 benchmark levels.
   d. A report on the results of student assessments for 2014-2015 will be disseminated to faculty at the beginning of fall 2015.

Brief Analysis of Results:

1. Fall and Spring semester showed statistically significant differences in results, with qualified (20+ hours completed) spring students showing a higher level of achievement. The average percent of students meeting expectations in fall was 84%, and in spring 89%. All other analyses were completed solely with the spring data. See Appendix p. 1
2. Spring students with 20 or more hours of college completed had higher levels of achievement than spring students with fewer than 20 college hours that are statistically significant. Across all outcomes, approximately 75% of students with less than 20 hours met expectations, while more than 90% of students with 20+ hours met expectations. See Appendix p. 2
3. During spring semester, achievement of the criteria was reasonably consistent within each Core Objective. Overall, the percentage of students who met expectations averaged near 90%. The area with the lowest level of achievement was Empirical and Quantitative Skills 1 (EQS 1 - math). See Appendix p. 6

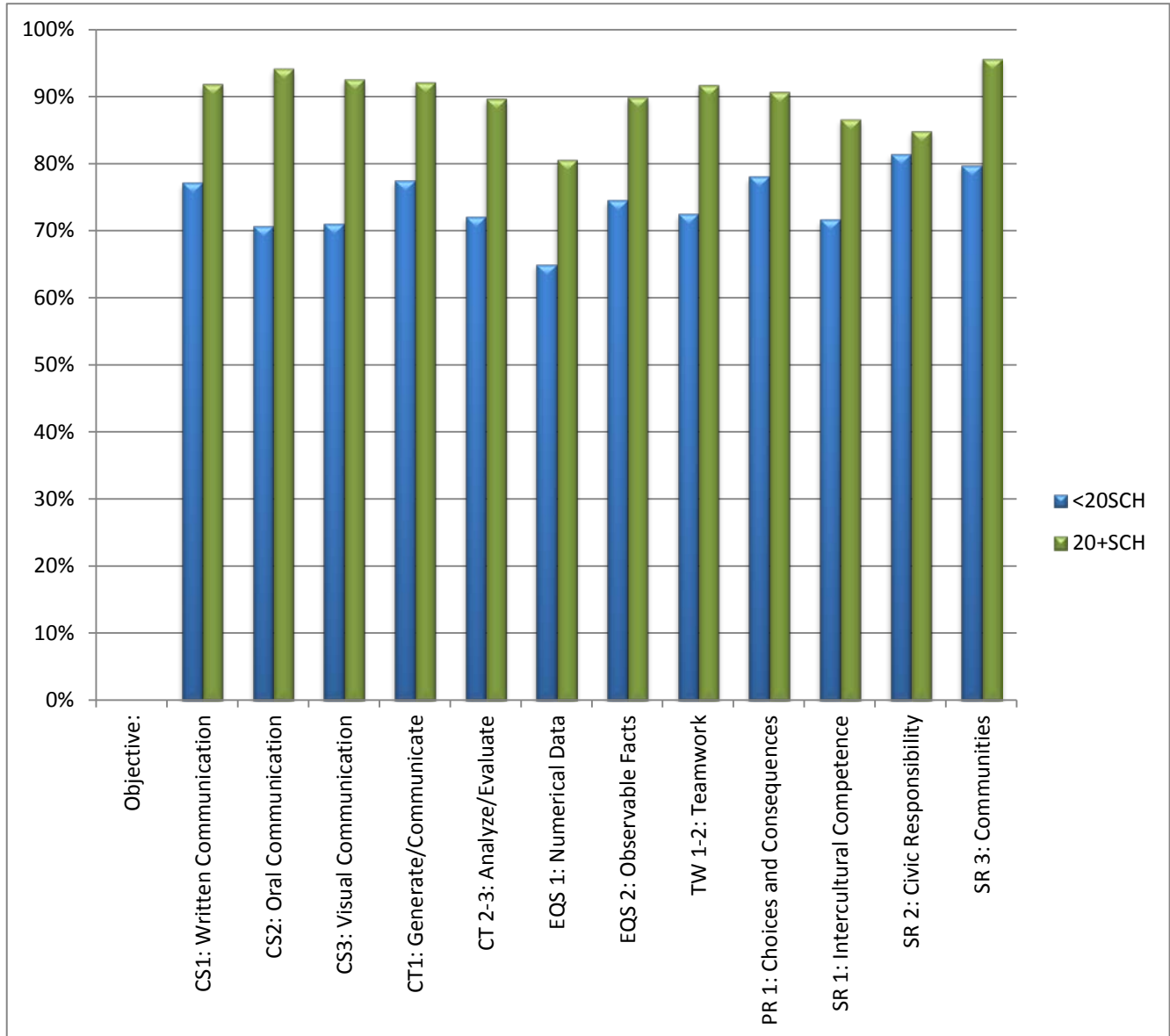# Appendix

General Education Outcomes Analysis

Comparison of Fall 2014 and Spring 2015: Students who met or exceeded expectations

Comparison of Fall, 2014 – Spring, 2015: statistically significantly different results; data will not be combined. Note that spring students out-performed fall students in every category.
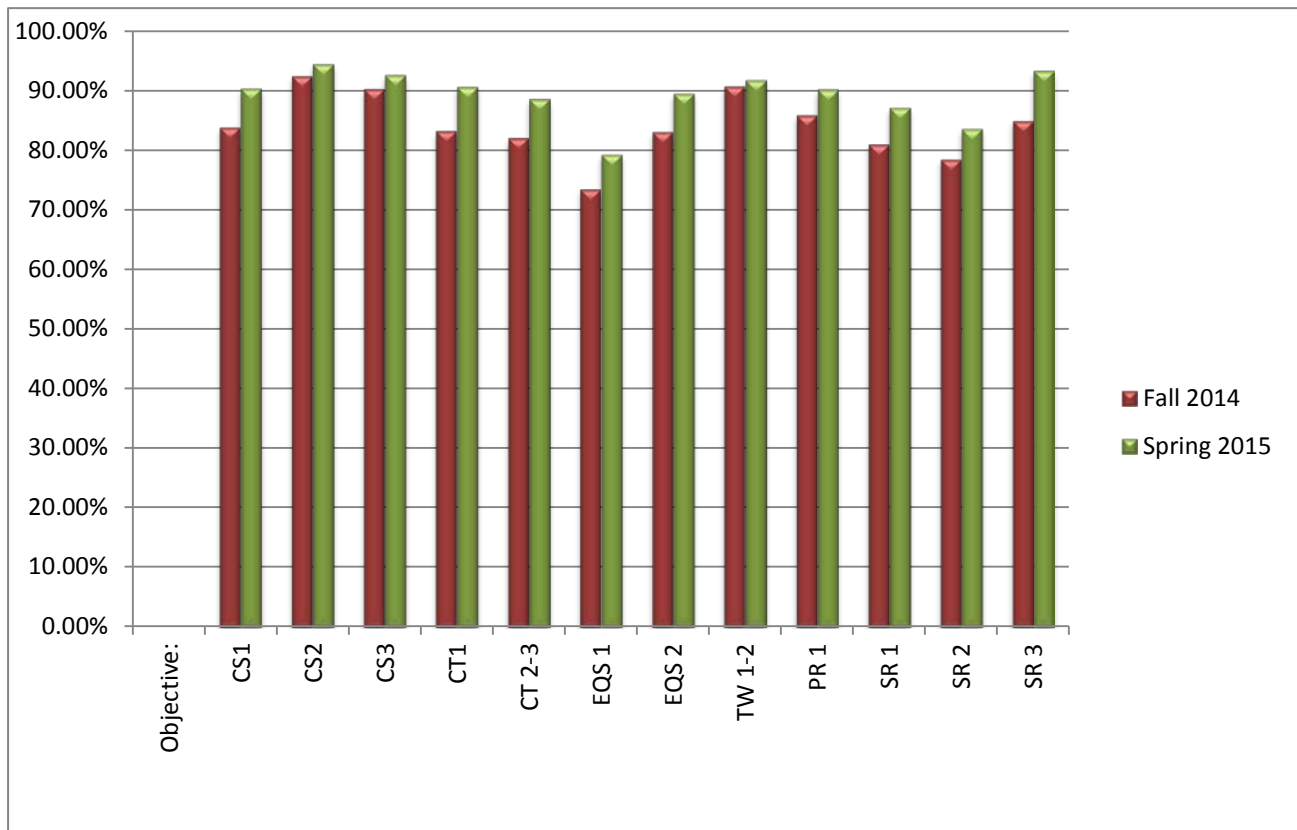
Comparison of <20 hours with 20+ hours, Spring 2015, Students who met or exceeded expectations

Comparison of students with less than 20 college hours to students with 20 or more: statistically significantly different results. Note that students with 20 or more hours of college credit out-performed students with fewer than 20 hours in every category.

Comparison of <20 hours with 20+ hours, Fall 2014, Students who met or exceeded expectations

Comparison of students with less than 20 college hours to students with 20 or more: statistically significantly different results. Note that students with 20 or more hours of college credit clearly out-performed students with fewer than 20 hours in six of the twelve categories.
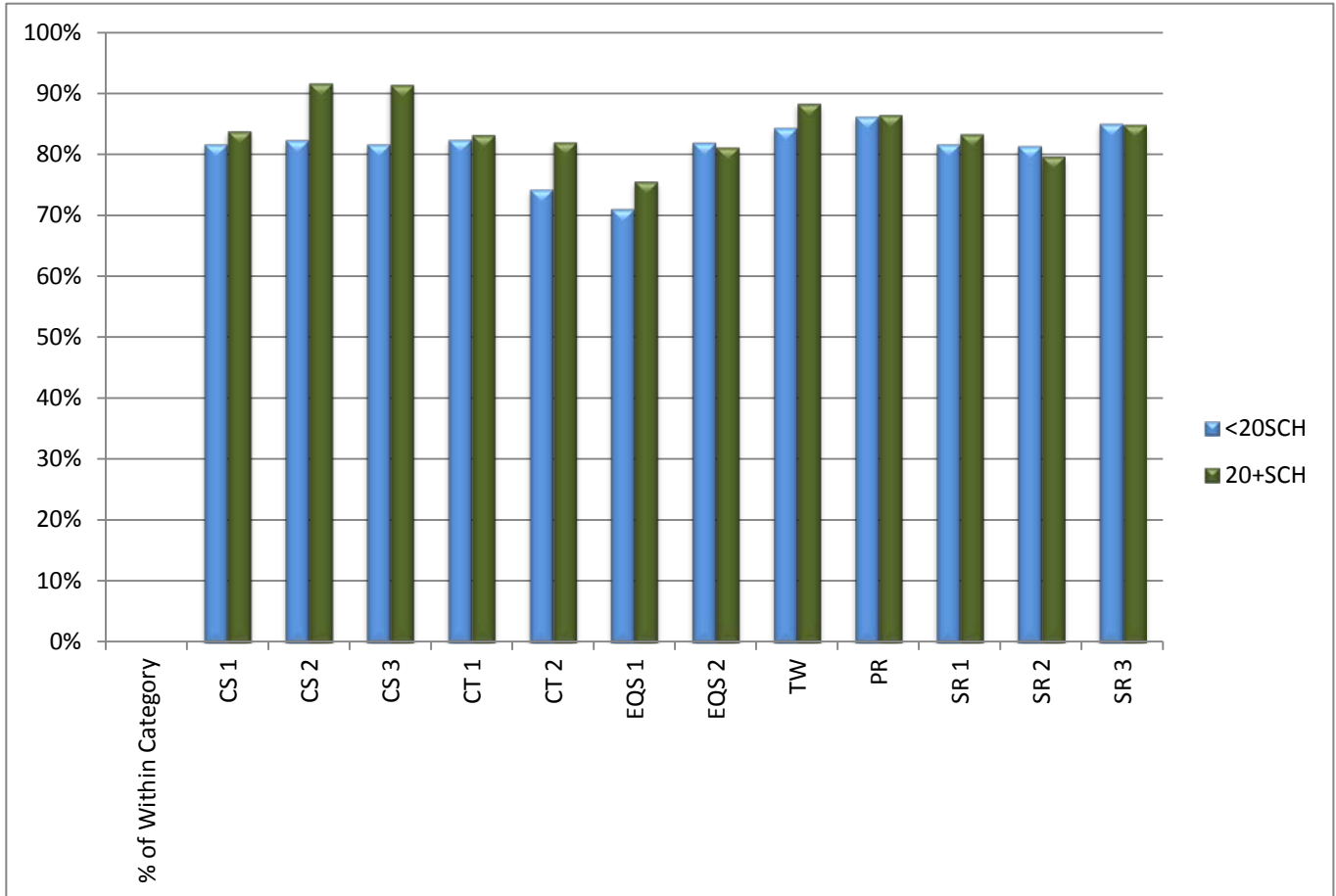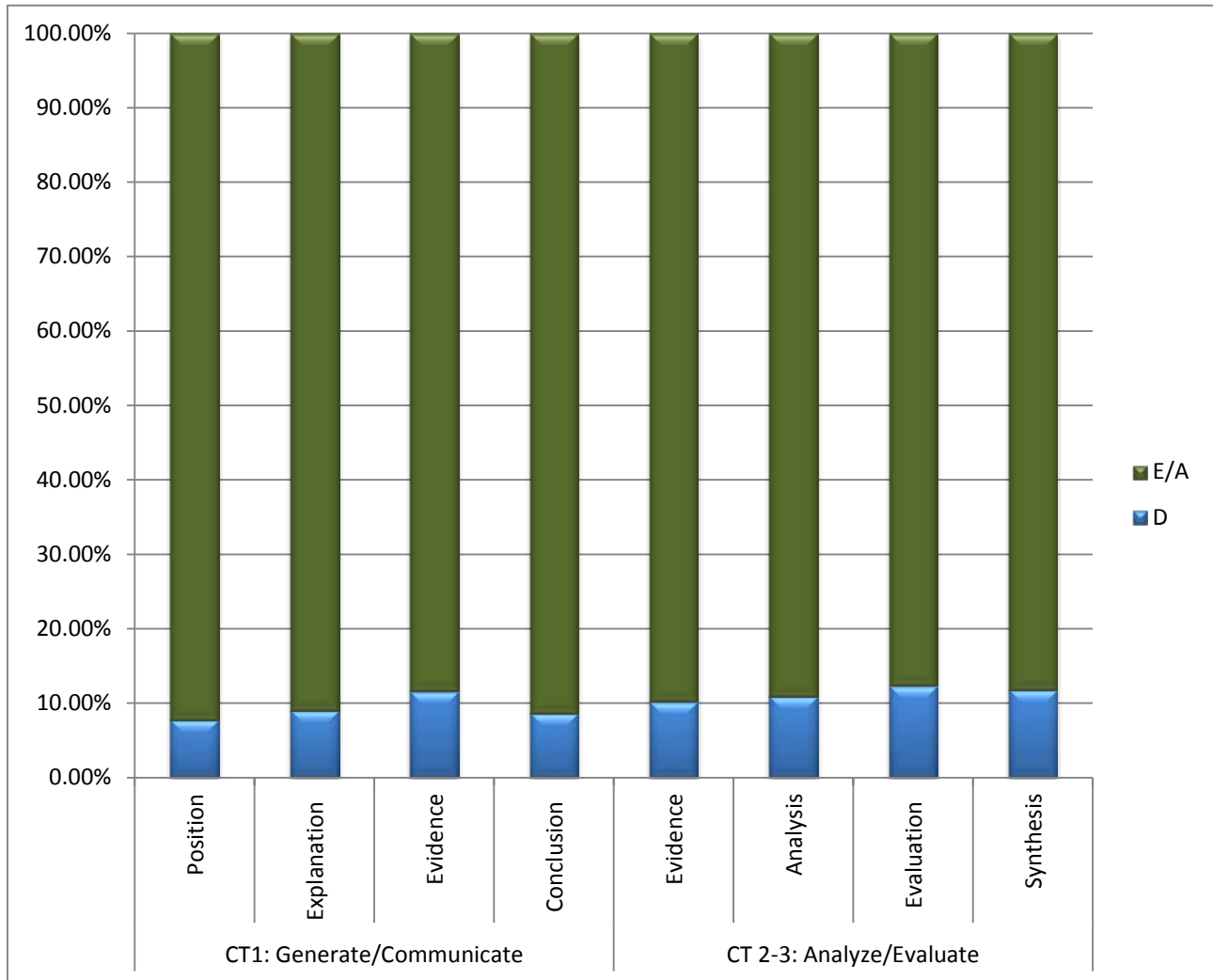
Analysis of Core Objectives: Communication (Spring 2015, students with 20+ college hours)

E/A: students who Exceeded or Achieved expectations; D: students who Did not meet expectations
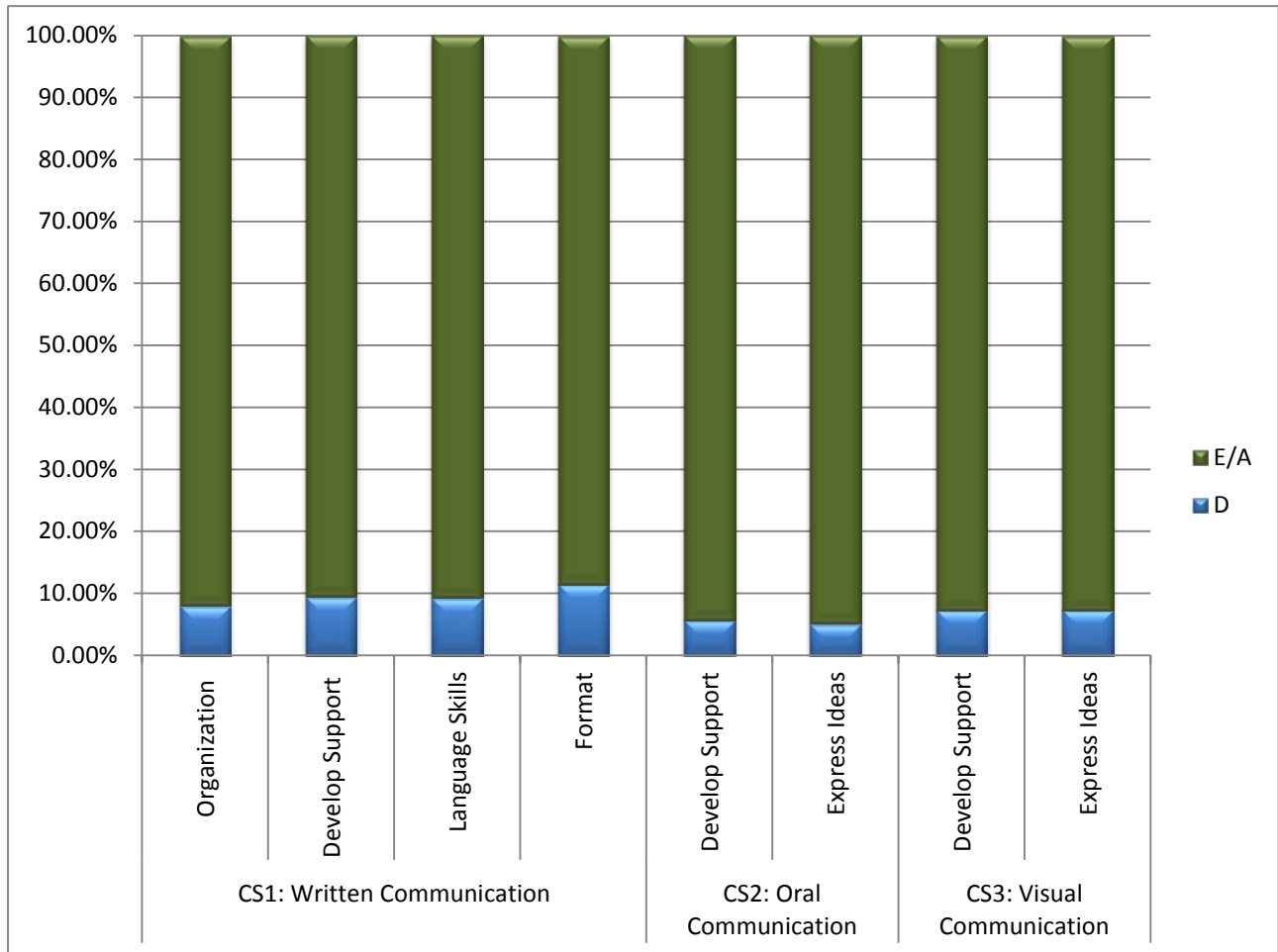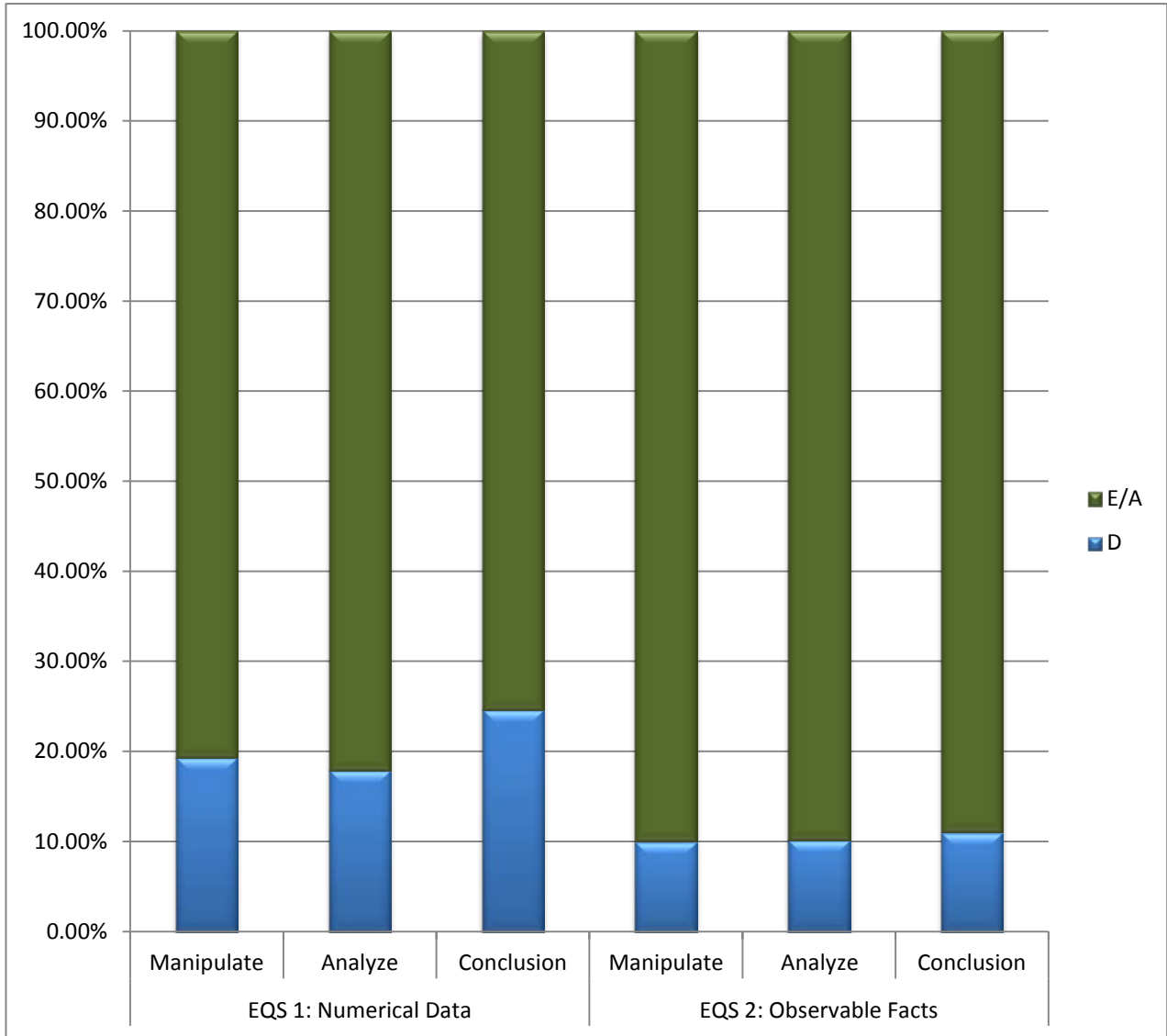
Analysis of Core Objectives: Critical Thinking (Spring 2015, students with 20+ college hours)
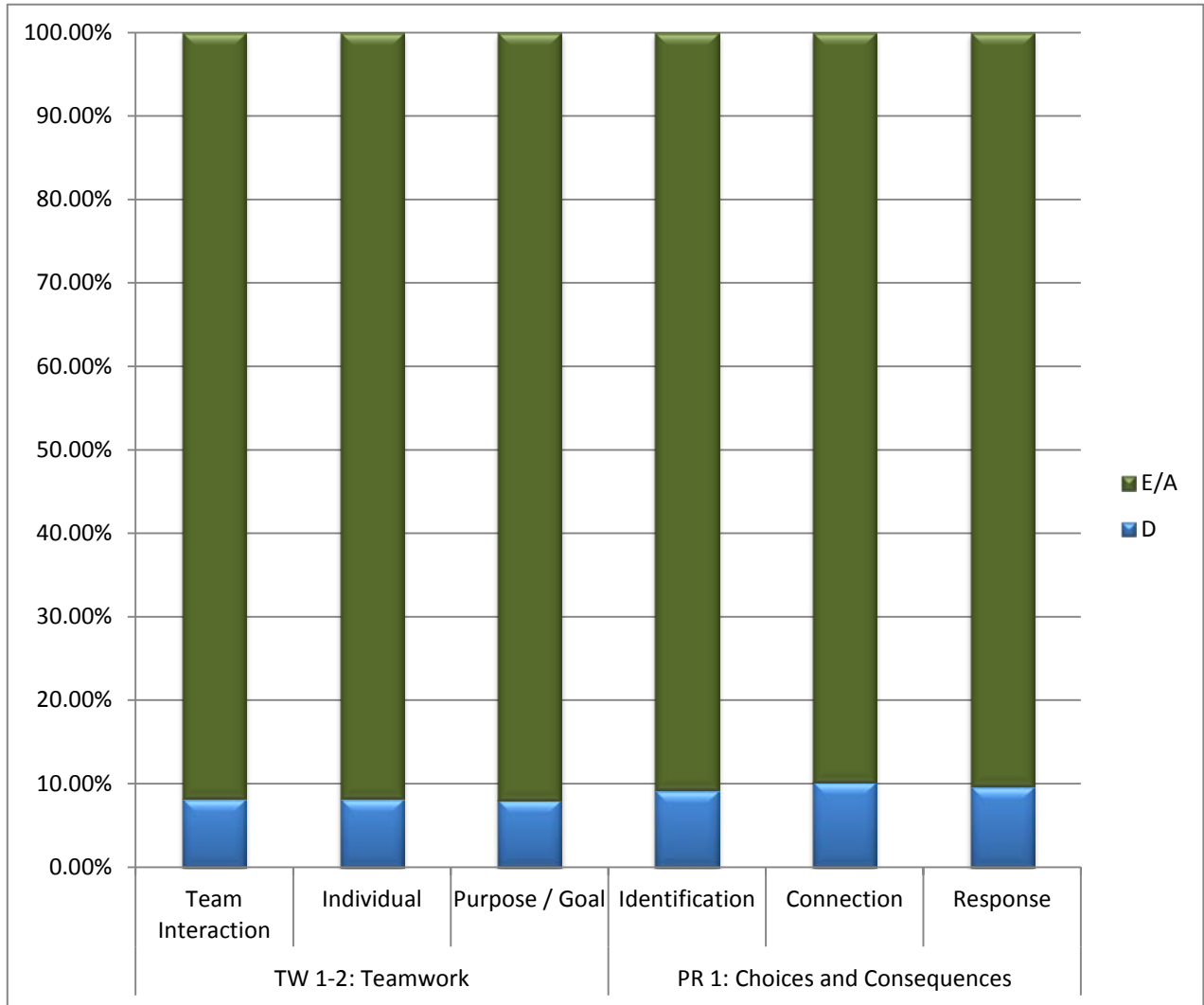E/A: students who Exceeded or Achieved expectations; D: students who Did not meet expectations

Analysis of Core Objectives: Empirical and Quantitative Skills (Spring 2015, students with 20+ college hours)

E/A: students who Exceeded or Achieved expectations; D: students who Did not meet expectations

Analysis of Core Objectives: Teamwork and Personal Responsibility (Spring 2015, students with 20+ college hours)

E/A: students who Exceeded or Achieved expectations; D: students who Did not meet expectations

Analysis of Core Objectives: Social Responsibility (Spring 2015, students with 20+ college hours)

E/A: students who Exceeded or Achieved expectations; D: students who Did not meet expectations