

TO: Kelly Evans, Chair, Undergraduate Affairs Council
FROM: Natalia Ruiz-Rubio, Chair, General Education Coordinating Committee
DATE: October 28, 2014
RE: General Education Curriculum Assessment 2011-2012 Summary Report

The General Education Coordinating Committee (GECC) has organized its assessment activities around three annual cycles that cover assessment of (1) university competency courses in English, Math, and Computer Sciences, (2) core subject areas in Humanities/Fine Arts, Social Sciences, and Natural Sciences, and (3) graduation requirements in Senior Capstone, International Studies, and Cultural and Gender Diversity.

In 2011-2012, GECC assessed the classes taught for core subjects areas: Humanities/Fine Arts, Social Science, and Natural Science. GECC asked for course assessment either in Winter 2012 and/or Spring 2012. Also to assist in evaluating the assessment reports in a consistent manner, GECC used a tailored rubric. Members of the committee were assigned individual reports to evaluate and provide feedback on them. Then, members discussed them with the whole committee. Rubric is attached in this report.

The following objectives for the core subject areas were selected for assessment during this cycle. GECC called for assessing Goal 1 Objective 1 in all three areas.

HUMANITIES/FINE ARTS: Students will read a variety of materials (discursive and artistic) at the conceptual as well as factual levels. [Older language: Students should be able to read a variety of materials (discursive and artistic) at the conceptual as well as factual levels.]

NATURAL SCIENCES: Students will understand and correctly use these general scientific terms: observation, data, hypothesis, and theory. [Older language: Students will demonstrate understanding of the problems of observing and measuring scientific data.]

SOCIAL SCIENCES: Students will demonstrate knowledge of basic theories appropriate to a social science. [Older language: Students will demonstrate knowledge of the basic theories and/or methods of interpretation of each discipline.]

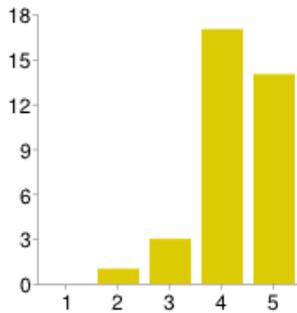
Overall findings: GECC assessed a total of 37 reports. 16 assessment reports submitted were Humanities/Fine Arts, 7 assessment reports submitted were Natural Sciences, and 14 assessment reports submitted were Social Sciences.

- 89% assessed the objective GECC requested, and 97% included the instrument they used to assess the objective.



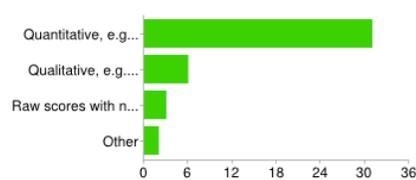
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- On a scale of 1 to 5 on how well the instrument assessed the objective, 84% were given a 4 or a 5, 8% were given a 3, and 3% were given a 2 or 1.



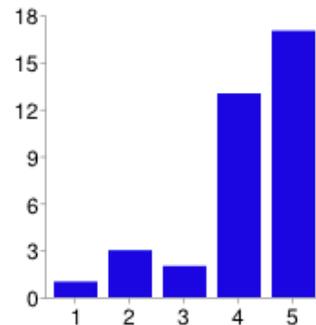
1	0	0%
2	1	3%
3	3	8%
4	17	46%
5	14	38%

- 84% of reports summarized results quantitatively, and 16% summarized results qualitatively. 13% of reports provided raw scores with no synthesis.



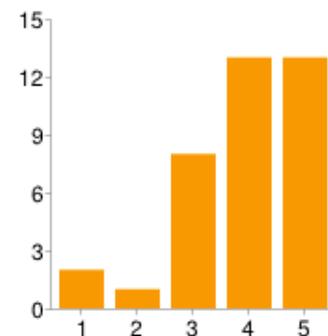
Quantitative, e.g. "86% of the students met the objective..."	31	84%
Qualitative, e.g. "most of my students did well, but I sense that..."	6	16%
Raw scores with no synthesis	3	8%
Other	2	5%

- On a scale of 1 to 5 on how well reports summarized the results, 83% of reports were given a 4 or 5, 5% were given a 3, and 11% were given a 2 or 1.



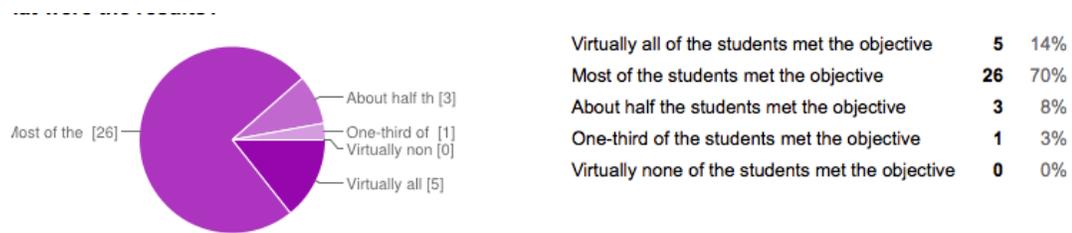
1	1	3%
2	3	8%
3	2	5%
4	13	35%
5	17	46%

- On a scale of 1 to 5 on how well reports interpreted the results, 70% of reports were given a 4 or 5, 22% were given a 3, and 8% were given a 2 or 1.

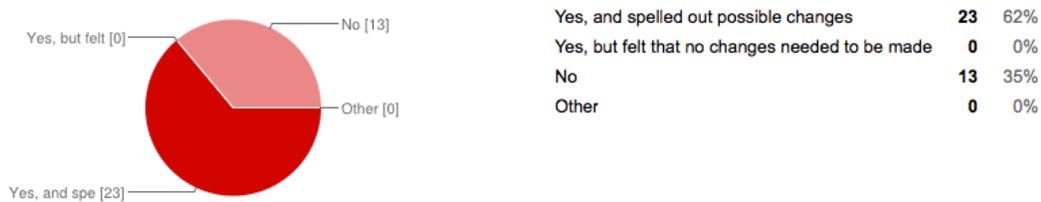


1	2	5%
2	1	3%
3	8	22%
4	13	35%
5	13	35%

- 14% of reports stated that virtually all of their students met the objective, and another 70% said that most of the students met the objective.



- 65% of the reports specifically discussed changes to course delivery that ought to be made in light of the assessment results, and 35% did not mention any possible changes.



Examples of findings:

Feedback on the use of Instrument

- “Very well developed and based in different assignment to assess student’s comprehension of readings through summaries, class discussion and writing”.
- “Did a pretest/posttest of true/false questions and 3 short answer questions relating to major mainstream & critical theoretical approaches to mass media research”.
- “The instructor's rubric was very clear making the work for the student and this evaluator the easier”.
- “It does seem to be a very simplistic set of multiple choice questions. Perhaps questions requiring a short answer/description might be used, and ones decoupling the geology content from the nature of the scientific process. In fairness, I am now assessing the assessors in view of my own experience in science classes with a similar nonscientific audience”.

On the interpretation of the results

- "It seems like a reasonable distribution of grades." The instructor apparently believes that students are adequately learning these concepts. However, the information loss in the data summary and the brevity of the data analysis leads me wonder whether the instructor really has a good grasp on the extent to which students are mastering them”.



start something **big**

- “Report point out that there was 32% improvement of student performance from pretest to posttest. Report notices that questions related to everyday life seem to be easier than the more specialized questions related to psychology field”.
- “The strengths were mentioned, but the focus was on weaknesses within the class. The source of those weaknesses was explained clearly, and there seemed to be a good understanding of the implications of the results”
- “I would recommend more details on the interpretation of result to highlight student learning”.

On the changes to improve student learning

- Based on the interpretation of result, instructors highlight the need to make the class information relevant to student by connecting questions and materials to student’s lives.
- Nice discussion of improving the class by adopting new textbooks with critical essays for students to rise above passive attitudes about film.
- On the whole, the course appears well designed to achieve the stated learning outcomes, the objectives appear to be achieved, and the instructor is aware of possible directions for improvement.
- The assessment was clearly written and has specific action items that will help improve the course. Also, the assessment demonstrates that most students are doing well and are able to understand and apply central topics from their readings to the course.

Overall recommendations: The following recommendations are draw from feedback from reports, and discussions with the whole committee.

- Reports should specify goals being assessed in the course in relation with the discipline/course content along with the General Education goal and Objective.
- More training opportunities could address the use of an effective instrument and assessment design to measure student learning.
- Summaries should provide with quantitative results as well qualitative comments and highlight areas of s
- Reports should include changes to improve student learning that ough to



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