

ASSESSMENT FORM – GENERAL EDUCATION
Assessment Cycle – August 2014 – August 2015

(Steps #1 - #6 due October 1, 2014)

(Steps #7 - #8 due August 1, 2015)

Academic Unit	General Education Committee
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Step #1: Learning Outcome Map	Update Learning Outcome Map for 2014-15 through 2017-18 and <i>email</i> with this assessment form (Prepared map template provided by Office of Institutional Research for each major)
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Step #2: Linkage to Mission/Statement of Purpose Components (To which components do learning outcomes link?)	The university’s traditional undergraduate curricular programs focus on the liberal arts and sciences as reflected in the core curriculum (Statement of Purpose).
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Step #3: Linkage to University Education Goals (To which goals do learning outcomes link?)	The purpose and organization of the general education curriculum is linked to the Institutional Educational Goals. Therefore, it emphasizes Christian character; disciplined reflection; literary, artistic, mathematical, and scientific contributions that have shaped civilization; appreciation for diversity; writing, speaking, and use of technology; critical skills essential to a lifetime of intellectual growth; and a holistic understanding of life. The learning outcomes of the general education curriculum seek to link the Institutional Educational Goals through an emphasis upon skills, content, and constructive/integrative domains of understanding. The curriculum embraces the conception that the four tiers (foundations, human sciences, natural sciences, and contexts) are best understood as involving skills, content, and constructive/integrative domains. While the general education curriculum is organized into tiers, the horizon that informs the core involves these outcomes which run throughout the tiers. In other words, an educated person will possess certain skills and content as a basis of embracing the world through a constructive and integrative theological vision of life and learning. (Catalog Statement) Addresses Stated General Education Outcomes 1, 3, 6, 7
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Step #4: Student Learning Outcome (per outcome map Step #1)	Step #5: Means of Assessment (1 direct means per outcome)	Step #6: Criteria for Success (Shows outcome is met)	Step #7: Assessment Results (Specific results in terms used in “criteria for success”)	Step #8: Analysis and changes made to improve student learning
1. Students will demonstrate competency in oral and written communication exhibiting an awareness of content, purpose, and audience while accurately using Standard English. (Spoken) LEARNING OUTCOME 1	1a. 30 randomly selected students will be videotaped while delivering speeches in COM 1010, Speech Communication class. These speeches will be evaluated by a faculty panel using a rubric developed by the Communications faculty.	1a. The average score for each student will be at least 35 points on a scale of 1-50	1a. Average total points for all speeches (n=29) was 41.52. Persuasive speeches from late in the COM 1010 course were used. These speeches represent learning from 3 or 4 previous assignments in the course. Criterion was met.	Must use attached form for analysis and specific changes
	1b. 30 randomly selected students will be videotaped while delivering speeches in departmental capstone courses. These speeches will be evaluated by a faculty panel using a rubric developed by the Communications faculty.	1b. The average score for each student will be at least 35 points on a scale of 1-50	1b. Average total points for all speeches (n=30) was 43.65. Informative speeches from 2015 SOE capstone speeches and 2014/2015 Undergraduate Research Symposium were used. Speeches presented original research and creative projects conducted under the supervision of faculty sponsors. Criterion was met.	

<p>2. Students will articulate the parameters of the Wesleyan-Holiness tradition, doctrinal and moral convictions of the Church of the Nazarene and the connection with intellectual, emotional, spiritual, and physical life individually and collectively.</p>	<p>2a. The PROFICIENCY PROFILE was given with additional self-generated questions. Students indicated their level of agreement with this statement: “Trevecca Nazarene University provides an understanding of what it means to live a holy life and relates this explanation to many aspects of my life.”</p>	<p>2a. 80% of students completing the PP additional items will respond to this statement with strongly agree (4) or agree (3) on a 4-point Likert scale</p>	<p>2a. 144 students responded. 81% (117) responded with agree or strongly agree. Criterion was met.</p>	<p>Must use attached form for analysis and specific changes</p>
<p>LEARNING OUTCOME 3</p>	<p>2b. Five questions about the Wesleyan-Holiness tradition, designed by the School of Religion, will be included in the self-developed portion of the PROFICIENCY PROFILE Test. This test will be given to a selection of students enrolled in REL4000/4100.</p>	<p>2b. Students will answer 70% of all questions correctly</p>	<p>2b. 144 students responded with 440 correct out of 720 questions for a total of 61% correct. Criterion was not met.</p>	
	<p>2c. Five questions about central Christian convictions, designed by the School of Religion, will be included in the self-generated section of the PROFICIENCY PROFILE Test. This test will be given to a selection of enrolled in REL4000/4100.</p>	<p>2c. 70% of the answers to the five questions will be correct.</p>	<p>2c. 144 students responded with 521 correct out of 720 questions for a total of 72% correct. Criterion was met.</p>	
<p>3. Students will demonstrate an understanding and practice of various intellectual modes of thinking.</p> <p>LEARNING OUTCOME 6</p>	<p>3. The criterion-referenced score of the PROFICIENCY PROFILE Test entitled Critical Thinking will be used to assess this outcome. This test will be given to a selection of students enrolled in REL4000/4100.</p>	<p>3. 25% of tested students will score as “marginally proficient” and 15% of tested students will score as “proficient” in the Critical Thinking sub-score.</p>	<p>3. 159 combined traditional and non-traditional students were tested using ETS PP. On Critical Thinking context 6% measured Proficient and 29% measured Marginally Proficient. Criterion was not met.</p>	<p>Must use attached form for analysis and specific changes</p>
<p>4. Students will integrate the fundamental doctrinal/moral tenets of the Christian faith with the basic liberal arts and academic major, forming them for Christian leadership and service in the global community.</p> <p>LEARNING OUTCOME 7</p>	<p>4a. Students completing PROFICIENCY PROFILE additional questions will indicate level of agreement with these statements: Item 1: “Trevecca’s general education program enriched my understanding of my academic Major.” And Item 2: “Trevecca’s Christian emphasis enriched my understanding of my academic Major.”</p>	<p>4a. 80% of students completing the PP additional Items will respond to these two statements with strongly agree (4) or agree (3) on a 4-point Likert scale</p>	<p>4a. On Item 1, 88 of 144 responded with agree or strongly agree for 61%. On Item 2, 102 of 144 responded with agree or strongly agree for 71%. Criterion was not met.</p>	<p>Must use attached form for analysis and specific changes</p>

	<p>4b. Students completing PROFICIENCY PROFILE additional items will indicate their level of agreement with three statements:</p> <ol style="list-style-type: none"> 1. Trevecca's general education program prepared me for Christian leadership. 2. Trevecca's general education program prepared me for Christian service. 3. Trevecca's general education program prepared me to live in a global community. 	<p>4b. 80% of students completing the PP additional questions will respond to each of the three statements with strongly agree (4) or agree (3) on a 4-point Likert scale.</p>	<p>4b. On Item 1, 98 of 144 responded with agree or strongly agree for 68%.</p> <p>On Item 2, 105 of 144 responded with agree or strongly agree for 73%.</p> <p>On Item 3, 108 of 144 responded with agree or strongly agree for 80%.</p> <p>Criterion was not met on Items 1 and 2. Criterion was met on Item 3.</p>	
<p>5. Students will value the general education curriculum of their degree program.</p>	<p>5. A final multiple choice question was given with the PP. Students chose only one option that corresponded best to their understanding of General Education and their major.</p> <ol style="list-style-type: none"> 1. General Education appears to be a necessary evil that I must complete to get a degree at TNU. 2. General Education gives me an appreciation of different aspects of intellectual life but does not directly apply to my major. 3. General Education prepares me to better understand my academic major even if they are not directly related. 4. My major directly utilizes what I learn in General Education classes. 5. My major is an extension of General Education. 	<p>5. A total of 75% of the responses will be 2 through 5. And, 60% of responses will be 3 through 5.*</p>	<p>5. 144 students responded to the question.</p> <p>80% (116) responded with 2 through 5 Criterion was met.</p> <p>40% (55) responded with 3 through 5 Criterion was not met.</p>	<p>Must use attached form for analysis and specific changes</p>

Step #8: Analysis and Change Narrative (Submit by August 1, 2015)

Section 2, GenEd Outcome #3:

1. Provide reasonable analysis of the assessment results as noted in Step #7:
Three assessment measures were gathered to provide evidence for this outcome. Two of the three measures, 2a and 2c, met the criteria and one measure, 2b, did not meet the target criterion. Item analysis was examined.
2. Provide specific change(s) made based on analysis of assessment results which could lead to improved student learning.
School of Religion (SOR) faculty is responsible for teaching this content. The five questions and item analysis were forwarded to the SOR so content adjustments can be made in relevant courses. Five question and item analysis for measure 2b were also returned to SOR for review.
3. ***If no specific changes were considered necessary***, please answer the following questions:
 - a. Is the means of assessment adequate to determine that outcome is being met?
 - b. Is the criterion for success reasonable to determine that outcome is being met?

Section 3, GenEd Outcome #6:

1. Provide reasonable analysis of the assessment results as noted in Step #7:
Criteria for Outcome #6 should be considered a desired target. TNU proficient and marginally proficient percentages (35%) were compared to the national population percentages (29%). TNU compares favorably to the national population of Seniors in four-year colleges/universities but below our desired target.
2. Provide specific change(s) made based on analysis of assessment results which could lead to improved student learning.
Implementation of the Undergraduate Research Quality Enhancement Plan is in its second year at TNU. Monitor changes in Outcome #6 to see how the QEP affects critical thinking skills over the next few years.
3. ***If no specific changes were considered necessary***, please answer the following questions:
 - a. Is the means of assessment adequate to determine that outcome is being met?
 - b. Is the criterion for success reasonable to determine that outcome is being met?

Section 4, GenEd Outcome #7:

1. Provide reasonable analysis of the assessment results as noted in Step #7:
Students self-reported agreement/disagreement about perceived results of the General Education program. Responses were strong (between 61% and 80% agreement) but did not meet the desired target on four of the five questions. Students are missing the connection between skills and foundational knowledge acquired in General Education courses and the content and processes of their academic majors. Faculty in General Education and academic major can be enlisted to help students make these connections.
 2. Provide specific change(s) made based on analysis of assessment results which could lead to improved student learning.
Report assessment results in a faculty-administrator meeting. Ask faculty to provide in-class examples of connections between General Education courses, academic major, and other disciplines.
 3. ***If no specific changes were considered necessary***, please answer the following questions:
 - a. Is the means of assessment adequate to determine that outcome is being met?
 - b. Is the criterion for success reasonable to determine that outcome is being met?
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Section 5, GenEd Outcome Misc.:

1. Provide reasonable analysis of the assessment results as noted in Step #7:
Are faculty attitudes about General Education courses affecting student attitudes? Is there a hierarchy in the assessment responses?
 2. Provide specific change(s) made based on analysis of assessment results which could lead to improved student learning.
A survey was developed and administered to faculty teaching in General Education and academic majors. The purpose of the survey was to provide data about faculty attitudes about General Education. Faculty were asked to rank the responses to this assessment item to determine if there is a hierarchy of desirability for the responses.
 3. ***If no specific changes were considered necessary***, please answer the following questions:
 - a. Is the means of assessment adequate to determine that outcome is being met?
 - b. Is the criterion for success reasonable to determine that outcome is being met?
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IMPORTANT: If no specific changes are noted in this report, an additional report will be required. The template will be provided by the Office of Institutional Research as a part of the review/feedback process.