

General Education Assessment Report

Fall 15–Spring 16
Prepared September 30, 2016

The first assignment the General Education Committee set out to accomplish was to continue the assessment schedule listed below:

2014-2015 year Category 4- Social Science/History
2015-2016 year Category 3- Natural Science, Cat. 5- Cultural Diversity, Cat. 7 – Technology
2016-2017 year Category 1- Communication and Category 2- Math
2017-2018 year Category 6- Fine Arts/ Humanities
2018-2019 year Category 4 again
2019-2020 year Categories 3, 5, and 7 again...

We succeeded in reviewing and establishing new objectives for Categories 3 and 5 that both the committee and the faculty teaching those categories decided were more easily measured. The old objectives for category 3 were:

1. Describe the processes of observation, problem identification, hypothesis formulation, experimentation and verification which underlie scientific advancement
2. Systematically develop principles for comprehension of the natural world
3. Demonstrate an appreciation for Laboratory Practice:
 - a. Demonstrate the ability to design an experiment
 - b. Identify a properly designed experiment
 - c. Study physical objects in a direct manner which yields verifiable knowledge
 - d. Utilize laboratory equipment in a way that helps one appreciate both the power of technology and the dependence of contemporary scientific insight on the technology

The new objectives are:

1. Demonstrate basic competence in the principles and theories used in the natural sciences.
2. Define, describe, and apply the scientific method.
3. Convey ideas using language and presentation skills specific to the natural sciences.
4. Use critical thinking to synthesize information, evaluate assumptions and claims, and draw evidence based conclusions.

The old objectives from category 5 were:

1. Describe and compare the political, socio-economic, philosophical-spiritual, historic, scientific and literary-creative perspectives of various ethnic groups or cultures
2. Analyze social problems, social structures and human behaviors of ethnic groups and cultures
3. Examine how generalizations are developed and how stereotyping and prejudice are being addressed currently and historically

The new objectives approved are:

1. Compare and contrast cultural worldviews.
2. Analyze social issues, social structures and/or behaviors of cultures and subcultures.
3. Examine how generalizations, stereotyping and prejudice develop, and how they impact culture.
4. Identify dimensions of culture.
5. Recognize and/or demonstrate an appreciation of different cultures through language and communication.

Category 7 objectives were reviewed by the committee with an invitation sent out to the faculty for their input, but no faculty members from those areas provided any input. The committee decided to table the discussion until next fall.

The other item on the agenda for this year was to review the General Education Core courses that were classified at the 300 level and above for their continued inclusion as General Education courses or their removal. Norton Pease indicated that he and Carol Reifschneider reviewed this topic a few years ago but that the committee needed to continue this review. Faculty were invited to attend these meetings, but most did not. Several discouraged the review because of perceived negative impact on several majors if the students could not satisfy both the 300 level credit requirements of their major and the General Education requirements of a baccalaureate degree. Other faculty made the point that a 300 level class (Junior level) is by definition not a General Education course anyway.

General Education Assessment

The faculty self-reported assessment of General Education courses was completed for 45 General Education classes offered in the fall and spring of the 2015–2016 academic year.

1. **The MSU-Northern instructor assessment.** This assessment method was implemented in the 2013-2014 Academic Year. The assessment plan calls for all instructors teaching General Education Courses to provide data for each outcome within the General Education Category covered by the class. Instructors are asked to provide the following information.
 - a. What percentage of students accomplished the outcome?
 - b. How was the outcome measured?

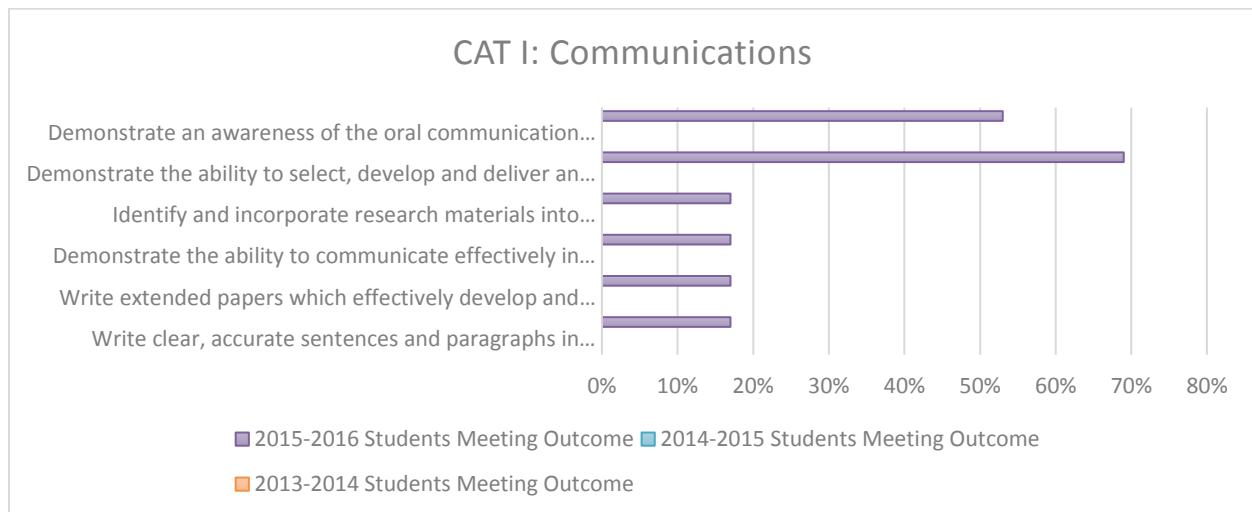
A goal was established for 70% of students to meet each general education outcome. The results of the instructor self-reporting are included in below.

	2015–2016 Data	Responses*	Gen. Ed. Courses offered**	Percentage of Students meeting Individual Outcomes					
				1	2	3	4	5	6
CAT 1	Communications	3	7	17	17	17	17	69	53
CAT 2	Mathematics	6	9	66	65	74	58	N/A	N/A
CAT 3	Natural Sciences	18	27***	73	66	59	N/A	N/A	N/A
CAT 4	Social Sciences/History	2	14	93	85	84	43	83	88
CAT 5	Cultural Diversity	11	11	80	77	69	N/A	N/A	N/A
CAT 6-A	Humanities	2	9	90	45	90	90	No Data	No Data
CAT 6-B	Creative Arts	0	5	No Data	No Data	No Data	No Data	No Data	No Data
CAT 7	Technology	3	7	82	88	82	85	92	
	Total	45	86						

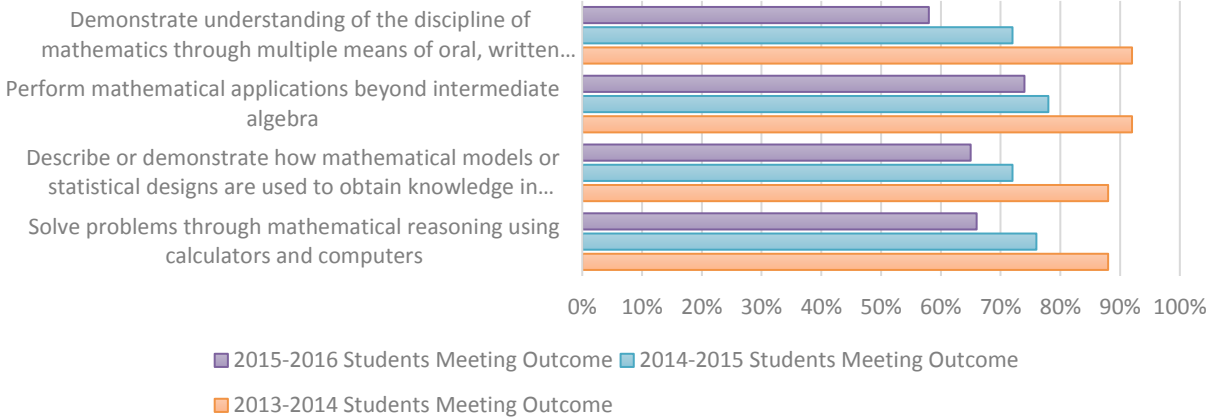
*Responses are the number of *different* courses evaluated, not the number of professors responding.

**The data was compiled from a manual count of general education courses offered as shown in MyInfo compared to the list on the MSUN website—the count was done one topic at a time, one semester at a time.

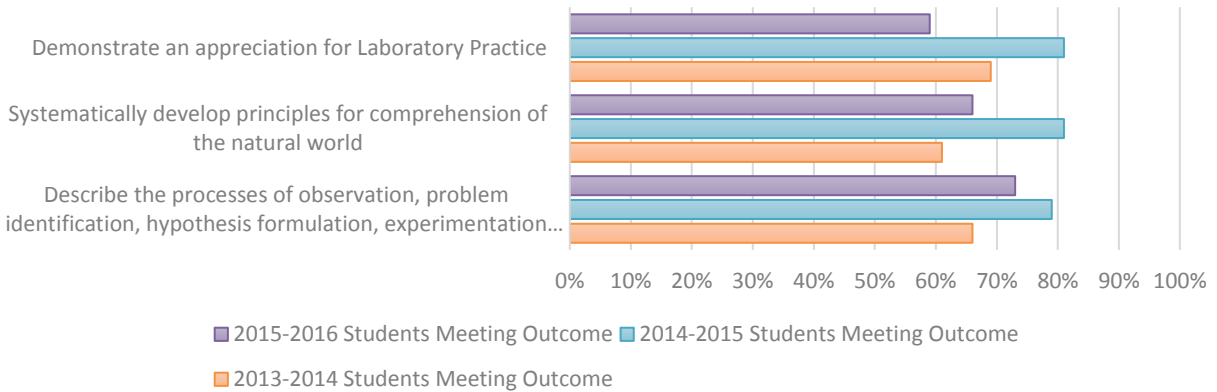
***This relatively high number results from most laboratories being offered as separate courses from the corresponding lectures. In most cases the laboratories are required to be taken concurrently.



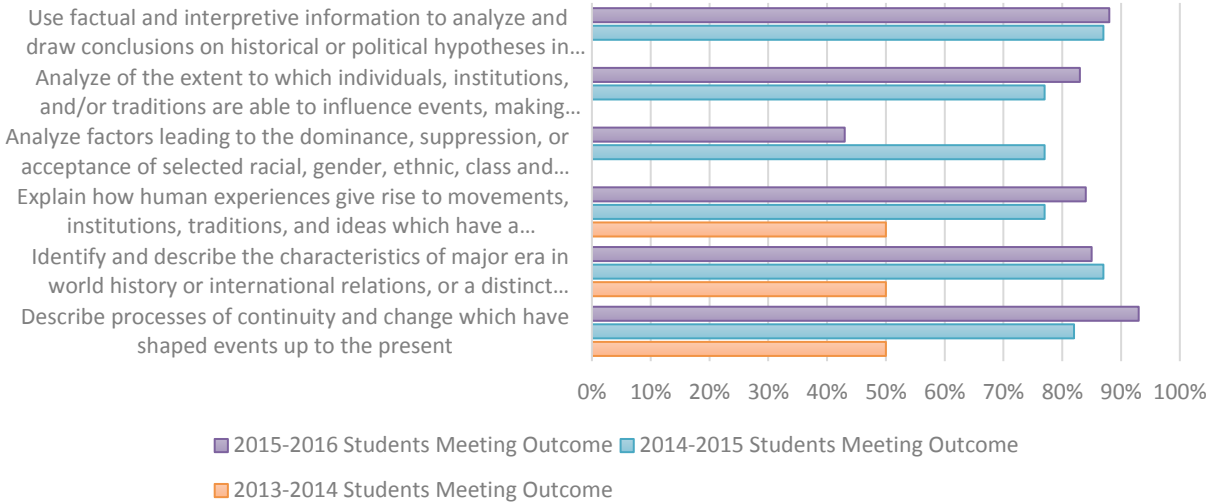
CAT II: Mathematics



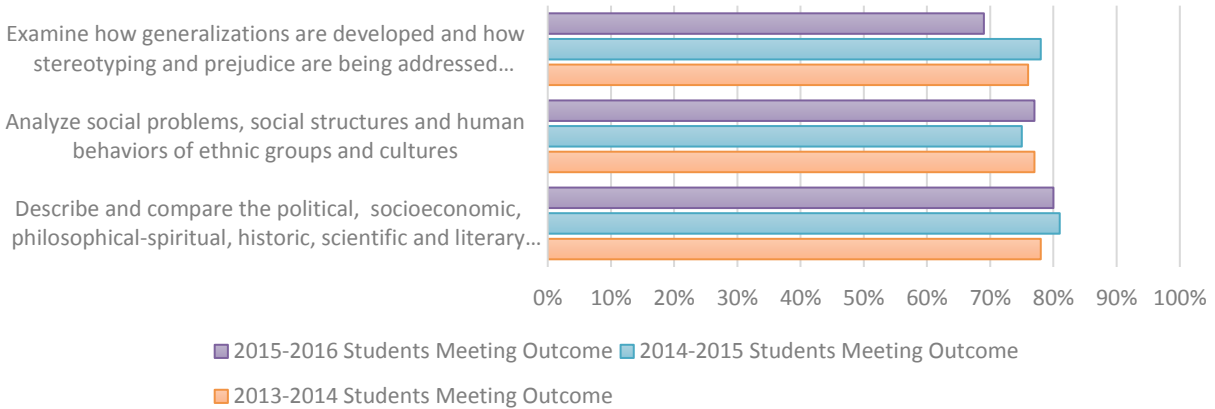
CAT III: Natural Sciences



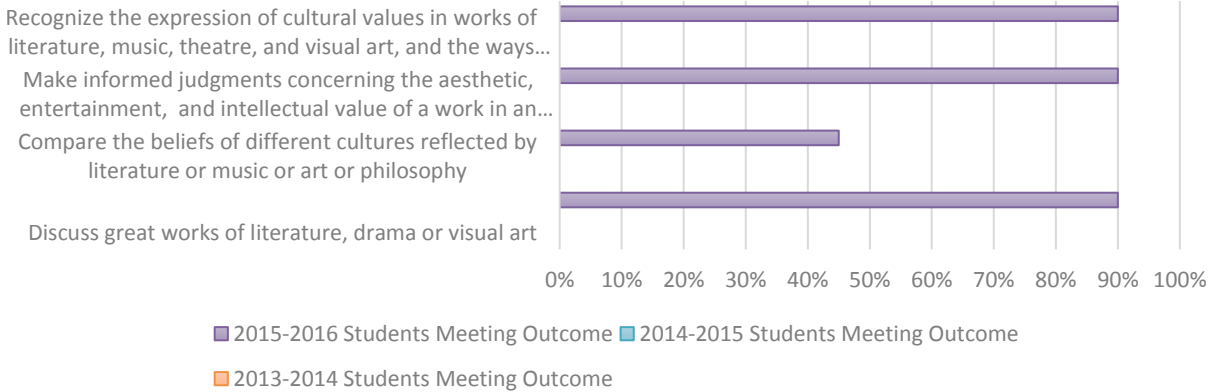
CAT IV: Social Sciences / History



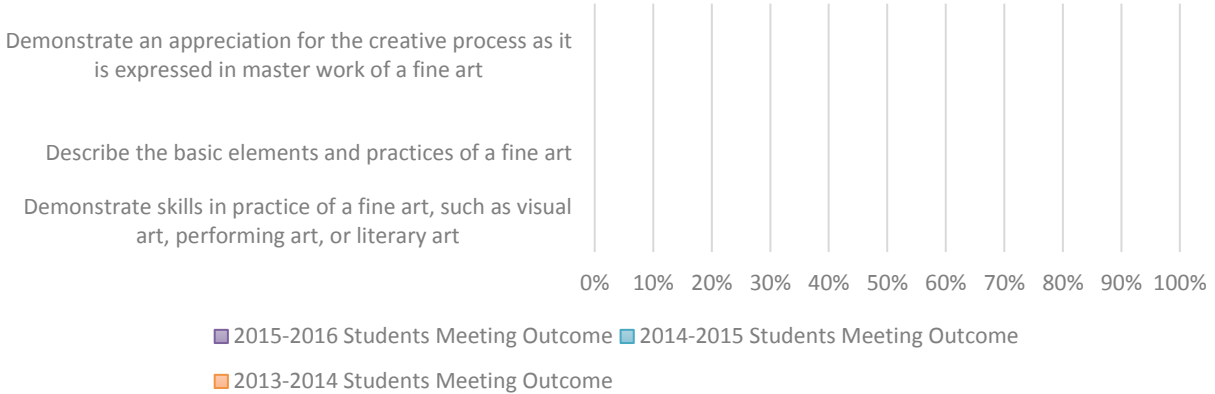
CAT V: Cultural Diversity



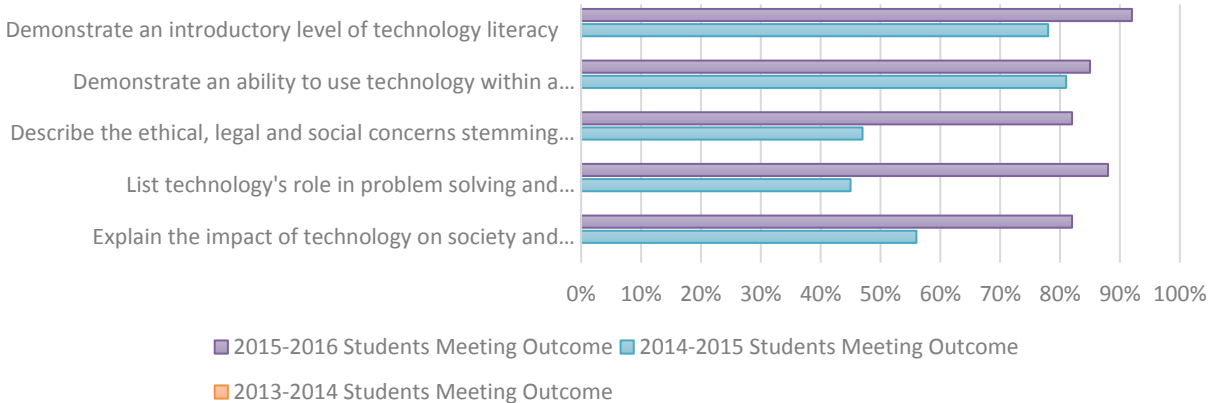
CAT VI – A: Humanities



CAT VI – B: Creative Arts



CAT VII: Technology



Observations.

1. Instructor Self Evaluations – Goal of 70% of Students meeting Outcomes

- a. Areas with no Data Response
 - i. Category I Communications
 - ii. Category VI Humanities/Fine Arts
- b. Areas with low Data Response
 - i. All categories have low responses
- c. Areas with performance below 70%
 - i. Category II Mathematics
 - 1. All outcomes below 70%

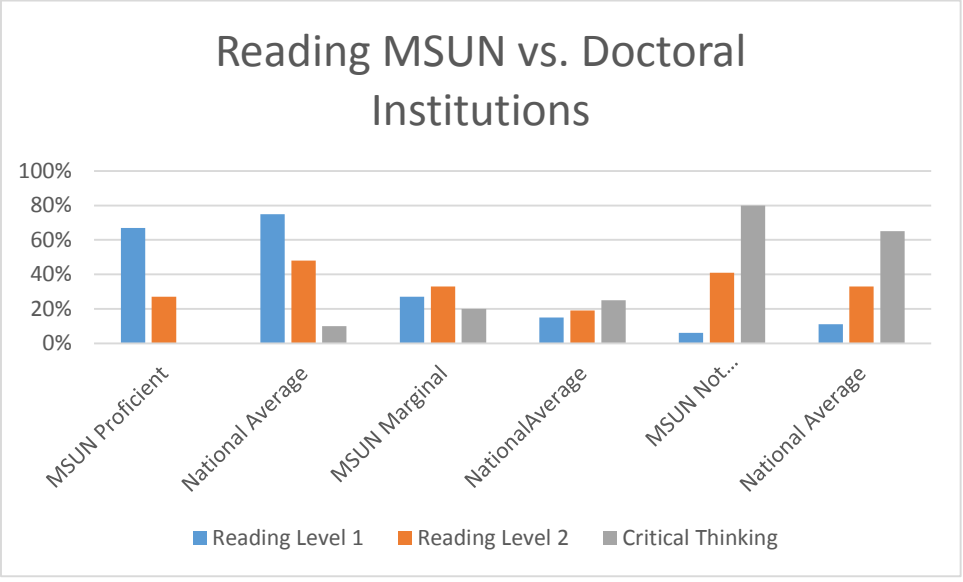
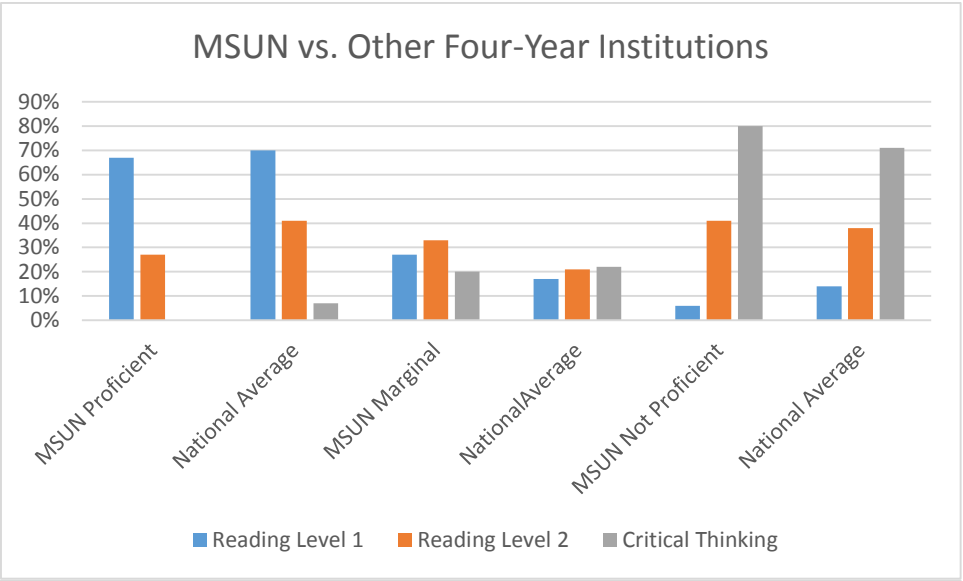
Recommendations:

- 1. Improve response rates of Instructor Self Evaluations. Incentives for participation may be required.
 - a. Improve by inviting instructors to a meeting where we help them evaluate their courses (suggested last year, but implemented in 2015–2016 with limited participation). Also, the new web assessment program created by the chair collected data in a much more user friendly format and ease of access allowed for increased participation.
- 2. Increase number of students taking ETS Proficiency Exam. Initial data indicates need for improvement in Reading Level II and Critical Thinking.
 - a. Improve by adding more capstone courses.
 - b. Get the ETS to the instructors earlier so that it can be added as an assignment (suggested last year, but no data sent to the chair as of this writing).

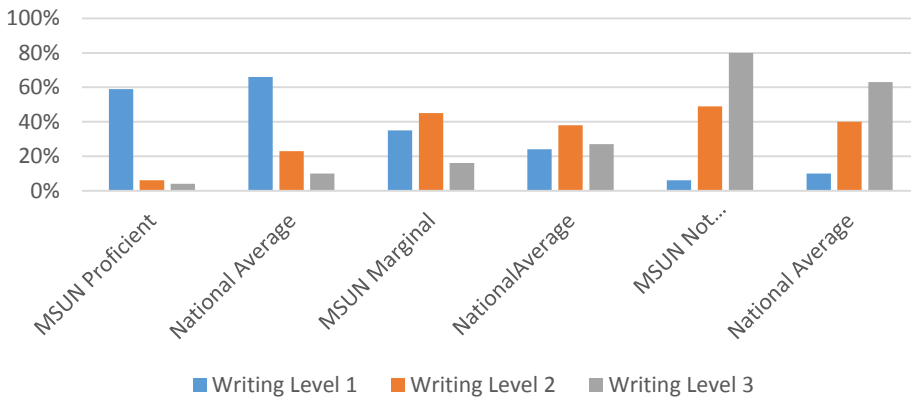
2. **An ETS Proficiency Profile Exam** was administered to Senior Students in Capstone Courses. The 2015-2016 Academic. The number of students who students completed the exam was 49. The results were then compared to the National Data for Senior Students enrolled in four year colleges (2008-2013).
- a. Results and Comparisons to National Averages are shown below.

2015 Comparative Data Guide						
Summary of Proficiency Classifications— Senior (More than 90 semester hours or more than 145 quarter hours), Baccalaureate/(Liberal Arts) Colleges I and II						
July 2010 through June 2015.						
	MSUN	National	MSUN	National	MSUN	National
Skill Dimension	Proficient	Average	Marginal	Average	Not Proficient	Average
Reading Level 1	67%	70%	27%	17%	6%	14%
Reading Level 2	27%	41%	33%	21%	41%	38%
Critical Thinking	0%	7%	20%	22%	80%	71%
Writing Level 1	59%	66%	35%	24%	6%	10%
Writing Level 2	6%	23%	45%	38%	49%	40%
Writing Level 3	4%	10%	16%	27%	80%	63%
Math Level 1	69%	67%	18%	19%	12%	13%
Math Level 2	24%	32%	41%	25%	35%	42%
Math Level 3	6%	9%	14%	18%	80%	73%

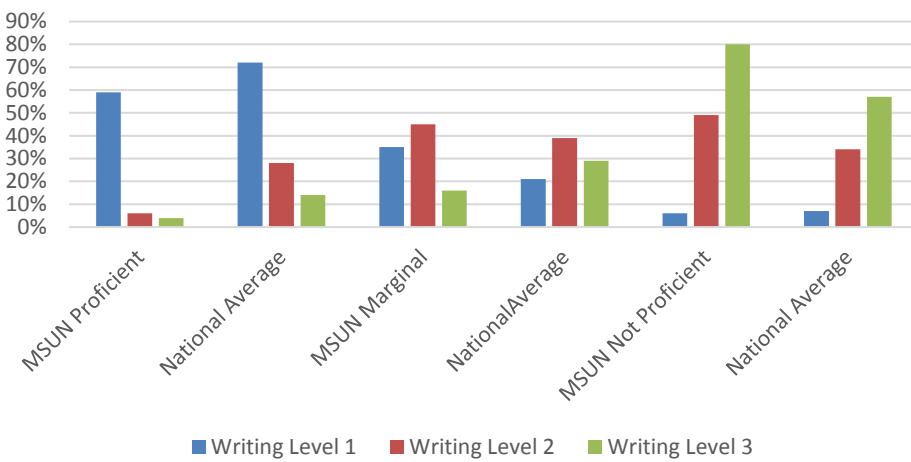
2015 Comparative Data Guide						
Summary of Proficiency Classifications— Senior (More than 90 semester hours or more than 145 quarter hours), Doctoral/Research Universities I and II						
July 2010 through June 2015.						
	MSUN	National	MSUN	National	MSUN	National
Skill Dimension	Proficient	Average	Marginal	Average	Not Proficient	Average
Reading Level 1	67%	75%	27%	15%	6%	11%
Reading Level 2	27%	48%	33%	19%	41%	33%
Critical Thinking	0%	10%	20%	25%	80%	65%
Writing Level 1	59%	72%	35%	21%	6%	7%
Writing Level 2	6%	28%	45%	39%	49%	34%
Writing Level 3	4%	14%	16%	29%	80%	57%
Math Level 1	69%	67%	18%	19%	12%	13%
Math Level 2	24%	43%	41%	24%	35%	33%
Math Level 3	6%	15%	14%	22%	80%	64%



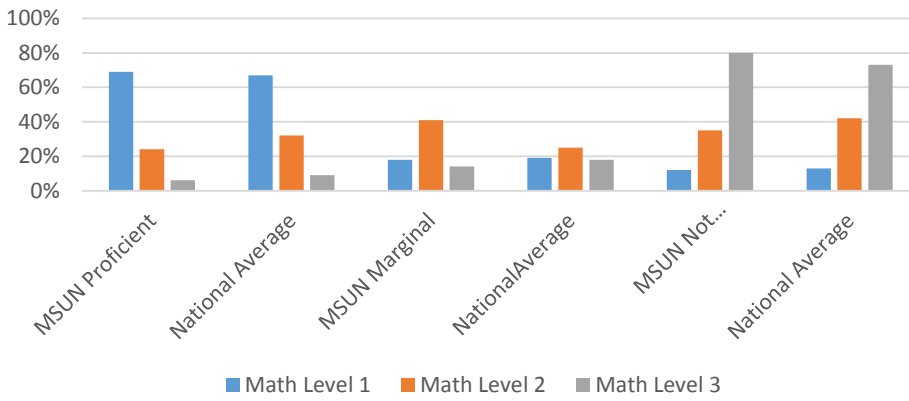
Writing MSUN vs. Other Four-Year Institutions



Writing MSUN vs. Doctoral Institutions



Math MSUN vs. Other Four-Year Institutions



Math MSUN vs. Doctoral Institutions

