Fall 2021-Spring 2022 General Education Assessment Report

Introduction and Context

SLO 3

The Fall 2021 assessment focused on Student Learning Outcome Three: Apply skills in critical analysis and reasoning for the interpretation of data. Prior to the start of the fall semester, faculty teaching relevant General Education Category B & C courses were informed about the assessment process via email. In addition, GEAC hosted two professional development sessions facilitated by Drs. Amber Pabon and Amy Lynch-Biniek in September of 2021 focused on using the rubric for SLO Three and how to appropriately rate their own students' work. The professional development sessions were not well attended, which could affect the faculty rating of the students' work. Faculty were instructed to rate a sample of approximately 30 student work samples ranging from one to four. Intervals of .5 were also acceptable. The committee agreed that the benchmark score was two. The faculty was reminded of the end-of-semester due date. Also, faculty were asked for recommendations and/or feedback on the GEAC process.

Assessment data were requested for 170 class sections, and data was submitted for 103 sections (60.6%). However, 2 faculty members created their own rubric rather than using the one provided by GEAC, resulting in unusable assessment data for 2 submitted sections. As a result, the compliance rate with usable data for Fall 2021 is 59.4%. We used Desire to Learn as a platform to submit assignments and ratings.

SLO 8

SLO Eight, "Explore concepts, ideas, and methods from a variety of disciplines," was assessed in Spring 2022. Institutional Research provided GEAC with a list of students intending to graduate in Spring 2022, along with the number of courses each student had taken of each course prefix (e.g., BIO, SOC, MUS). A total of 971 students were evaluated for this SLO.

Data Analysis Method

SLO 3

After faculty submitted ratings at the end of the Fall 2021 semester, data were prepared for analysis. First, all ratings were condensed into single point ratings in instances where faculty used half-point ratings. For example, ratings of 1.5 were added to rubric Level 1. The only statistics used in this report were frequencies of students scoring at each level.

Classes were then categorized into two additional variables; Subject Discipline and Pre-Requisite Required. First, classes were divided into one of the following broad subject areas: science, social science, humanities, language, business, math, education. As a second and

separate category, classes were also divided based on whether the course has Pre-Requisite conditions, resulting in categories of No Pre-Requisites required, and Pre-Requisites Required. Dr. Beougher, the GEAC Academic Dean representative, helped to make final decisions about where classes were best categorized in these dimensions.

After data were coded by Discipline and Pre-Requisite, frequencies were compiled in 3 ways. First, overall frequencies of performance level for all student ratings were compiled with a total of 2313 rated works across 102 class sections. Classes were then combined into subject discipline area and aggregate frequencies reported. Most commonly, classes were categorized as Social Science (38 sections and 957 rated works) or Science (30 sections and 613 rated works). The remaining sections were distributed among Humanities (13 sections and 305 rated works), Math (10 sections and 189 rated works), Language (5 sections and 100 rated works) and Business (3 sections and 84 rated works) and Education (3 sections and 65 rated works).

Finally, frequencies were separately aggregated into No Pre-Req, and Pre-Requisite required. Most courses assessed in Fall 2021 were categorized as No Pre-Requisite (85 class sections and 1841 rated works) compared to classes that required Pre-Requisites (17 sections and 472 rated works).

SLO 8

Course prefix, the 3-letter code used by KU, was used to determine the variety of disciplines. The number of unique course prefixes (e.g., PSY, ENG, HIS, etc.) taken by each individual student was calculated for the 971 students who applied to graduate in Spring 2022. The total number of course prefixes taken was then applied to a 4-point rubric. A score of 1 indicated the student took courses in 4 or fewer different course prefixes. A score of 2 indicated a student took courses in 5-7 different course prefixes, and a score of 3 indicated a student took courses in 8-10 different course prefixes. A score of 4 indicated the student took at least 11 different course prefixes.

Results

SLO 3

Artifacts were collected using D2L allowing faculty to supply scores, comments, and/or sample assignments. Faculty scored their own artifacts. Approximately 76% of students met the benchmark with a total of 2313 artifacts rated.

Table 1: Percent of Students Scoring at Each Level Overall

Percentage at rating 1 (n)	Percentage at rating 2 (n)	Percentage at rating 3 (n)	Percentage at rating 4 (n)	Total Rated
23.6% (547)	31.3% (724)	23.8% (550)	21.3% (492)	2313

Ratings by Discipline – All levels

Courses in SLO 3 are distributed mainly through the College of Liberal Arts and Sciences (92% of total artifacts rated – Graph 1). To provide more clarity within ratings, distributions were broken down by discipline versus college as previously assessed.

All disciplines had at least seventy percent of students scoring a two or higher on the SLO with Humanities, Business, and Education having the highest percent of students reaching the benchmark.

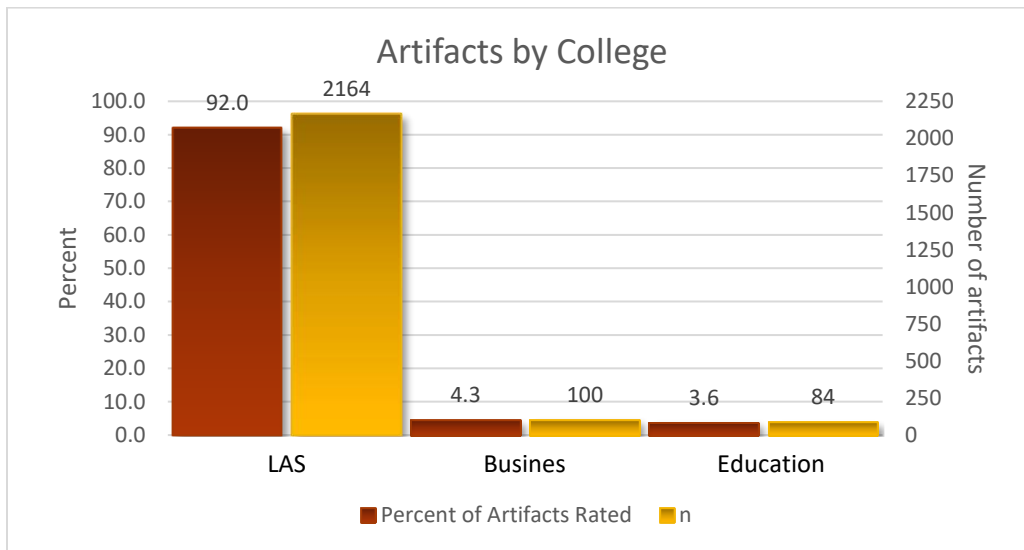**Graph 1: Artifacts by College Based on Percent and n**

Table 2: Percent of Students Scoring at Each Level by Discipline

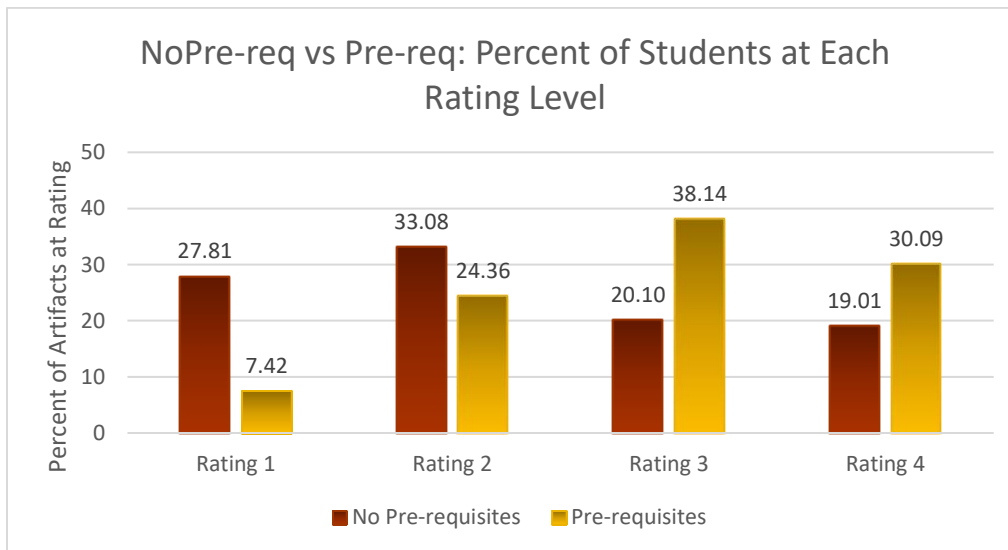| Discipline	Percentage at rating 1 (n)	Percentage at rating 2 (n)	Percentage at rating 3 (n)	Percentage at rating 4 (n)	Total Rated
Social Sciences	27.8% (266)	30.8% (295)	22.4% (214)	19.0% (182)	957
Sciences	27.4% (168)	33.3% (204)	19.3% (118)	20.1% (123)	613
Humanities	12.7% (39)	32.1% (98)	27.5% (84)	27.5% (84)	305
Math	25.9% (49)	27.5% (52)	22.8% (43)	23.8% (45)	189
Education	4.0% (4)	20.0% (20)	39.0% (39)	37.0% (37)	100
Business	9.5% (8)	16.7% (14)	48.8% (41)	25.0% (21)	84
Language	20.0% (13)	63.1% (41)	16.9% (11)	0.0% (0)	65

Ratings by Level

While most courses assessed were considered courses which contained no Pre-Requisites (1841 artifacts versus 472), data can be normalized to percentage of artifacts in each category to compare the two levels. Table 3 and Graph 2 illustrate that a higher percentage of students reached the benchmark for courses with Pre-Requisites (92.6%) than without (72.2%).

Table 3: Percent of Students Scoring at Each Level by Pre-Requisite

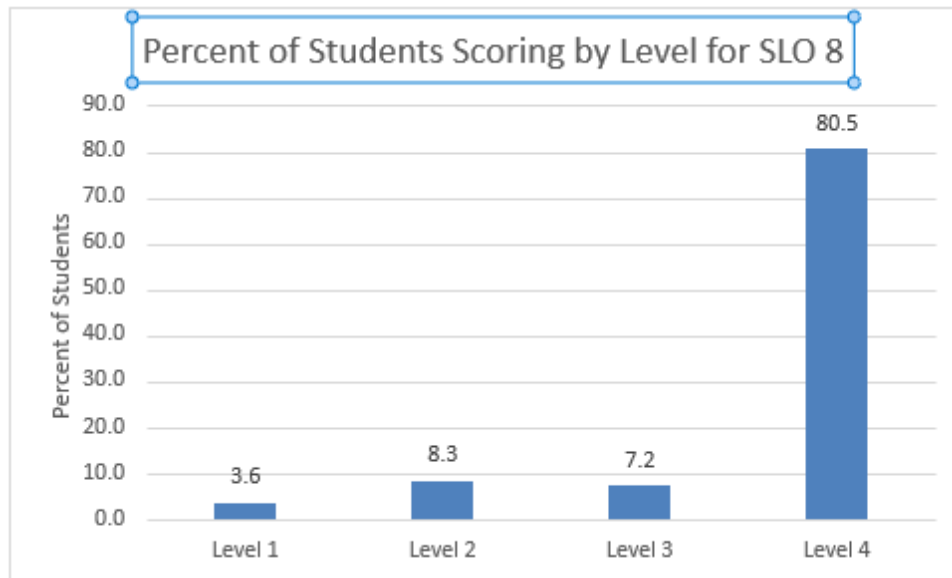| Discipline	Percentage at rating 1 (n)	Percentage at rating 2 (n)	Percentage at rating 3 (n)	Percentage at rating 4 (n)	Total Rated
No Pre-Requisites	27.8% (512)	33.1% (609)	20.1% (370)	19.0% (350)	1841
Pre-Requisites	7.4% (35)	24.4% (115)	38.1% (180)	30.1% (142)	472

Graph 2: Percent of Students Scoring at Each Level by Pre-Requisite

SLO 8

Most students (80.5%) scored a level 4, indicating they took courses in at least 11 different subjects.

Graph 3: Percent of Students Scoring at Each Level for SLO 8

Percent of Students Scoring by Level for SLO 8

A bar chart titled "Percent of Students Scoring by Level for SLO 8" with the y-axis labeled "Percent of Students" ranging from 0.0 to 90.0. The bars show:
- Level 1: 3.6
- Level 2: 8.3
- Level 3: 7.2
- Level 4: 80.5

Recommendations

Based on the Fall 2021 assessment, our recommendations include:

- Making online resources available for the faculty evaluating student work samples to facilitate the assessment process. For example, GEAC may record professional development sessions on using rubrics for evaluation and upload them to D2L or other locations. Faculty who doesn't attend the sessions or would like to use them as references will have access to these resources.
- Providing feedback to departments after evaluation of their General Education courses is completed to help student work progress towards the learning goals.
- Soliciting faculty's feedback on the rubric and assessment methods for future revision and continuous improvement of GEAC.
- Faculty rated their own students' artifacts. The scores were higher than previous semesters. Future investigation into best practices of who/whom will rate the artifacts.

Addendum to the Report

During Assessment Day, faculty and staff mentioned that breaking SLO 8 down by college would be useful. The results of SLO 8 by college can be found below.

Table 4: Percent of Students Scoring at Each Level by College on SLO 8

	Level 1	Level 2	Level 3	Level 4
CLAS (N = 380)	6.3%	10.5%	7.1%	76.1%
COB (N= 199)	0.5%	4.0%	8.5%	86.9%
COE (N=179)	1.7%	12.3%	5.6%	80.4%
VPA (N=213)	3.3%	5.2%	7.0%	84.5%

Graph 4: Student Performance on SLO 8 by College