Closing the Loop in General Education Program

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- Established in 1871
- Comprehensive University
- Enrollment: about 12,000 in 2018
- Updated General Education Program following LEAP initiative in 2014
General Education Program

- 5 skill-based competencies
- 5 knowledge-based competencies
Purpose of the presentation

To share our experiences in closing the loop for the General Education Program
Steps Leading to Closing the Loop

01
Modify Value Rubric

02
Two Year Assessment Plan
Steps Leading to Closing the Loop

- Centralized Assessment Model in data collection
  - One assignment from the course aligned with Comp 1-5
  - 50% participation rate
Steps Leading to Closing the Loop

• Standardized Assessment report
2 YEAR TIMELINE

**FALL:** University collect data of Comp 1,2,3,4 and 5
**SPRING:** Communicate assessment results to stakeholders

MODIFIED VALUE RUBRIC RESPONSE RATE 2017-2018

<table>
<thead>
<tr>
<th># of Total</th>
<th>Managing Information</th>
<th>Oral Communication</th>
<th>Quantitative Literacy</th>
<th>Written Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>57%</td>
<td>63%</td>
<td>42%</td>
<td>76%</td>
<td>47%</td>
</tr>
</tbody>
</table>

MODIFIED VALUE RUBRIC BY COMPETENCY 2017-2018

<table>
<thead>
<tr>
<th>Competency</th>
<th>No of Freshman Students</th>
<th>% of Student Rating 4</th>
<th>% of Student Rating 3</th>
<th>% of Student Rating 2</th>
<th>% of Student Rating 1</th>
<th>% of Student Rating 0</th>
<th>Average Student Rating</th>
<th>Standard Deviation (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>534</td>
<td>5.3</td>
<td>10.8</td>
<td>35.7</td>
<td>46.8</td>
<td>1.2</td>
<td>1.7</td>
<td>0.87</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>297</td>
<td>18.8</td>
<td>20.6</td>
<td>43.1</td>
<td>13.3</td>
<td>2.4</td>
<td>2.4</td>
<td>1.0</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>603</td>
<td>10.1</td>
<td>36.8</td>
<td>36.4</td>
<td>13.7</td>
<td>3.0</td>
<td>2.4</td>
<td>0.85</td>
</tr>
<tr>
<td>Managing Information</td>
<td>494</td>
<td>8.6</td>
<td>15.3</td>
<td>53.1</td>
<td>22</td>
<td>0.9</td>
<td>2.1</td>
<td>0.85</td>
</tr>
</tbody>
</table>

NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

**FRESHMAN PERCEPTIONS**

**SENIOR PERCEPTIONS**

<table>
<thead>
<tr>
<th>Written Communication</th>
<th>Oral Communications</th>
<th>Critical Thinking</th>
<th>Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>2.9</td>
<td>2.7</td>
<td>2.5</td>
</tr>
<tr>
<td>3.2</td>
<td>3.1</td>
<td>2.9</td>
<td>2.5</td>
</tr>
</tbody>
</table>

GENERAL EDUCATION ASSESSMENT (GEA)

**UCM GEA Policy:** Earn **425**
**score (above 25th percentile)**

**Performance Indicator:** **60%**
**of students need to score above the 50th percentile on the GEA.**

**UCM GEA mean** (**448.92**) **is higher than National GEA**
**mean** (**440.1**)  

**97.03 % of students met 25th percentile.**

**Only 42.87%** **of students met 50th percentile in Math**
Close the Loop - First Year

01
One Assessment report for entire University

02
No actions made
1. One-page report for each competency
General Education Assessment Competency 4
Modified VALUE Critical/Creative Thinking - Fall 2018

- Number of Students
- Average Ratings
- Freshmen
- Sophomore
- Junior
- Senior

### Number of Students

- Freshman: 148
- Sophomore: 116
- Junior: 107
- Senior: 94

### Average Ratings

- Thinking
- Evidence Analysis and Interpretation
- Consideration of multiple perspectives
- Argumentation and Conclusions

### Freshmen

- Thinking: 4%
- Evidence Analysis and Interpretation: 5%
- Consideration of multiple perspectives: 4%
- Argumentation and Conclusions: 4%

### Sophomore

- Thinking: 19%
- Evidence Analysis and Interpretation: 19%
- Consideration of multiple perspectives: 19%
- Argumentation and Conclusions: 21%

### Junior

- Thinking: 17%
- Evidence Analysis and Interpretation: 13%
- Consideration of multiple perspectives: 12%
- Argumentation and Conclusions: 12%

### Senior

- Thinking: 13%
- Evidence Analysis and Interpretation: 12%
- Consideration of multiple perspectives: 14%
- Argumentation and Conclusions: 22%

### Observations

- This table showed student performance by year. There was not much score difference among the years. 15%-20% of student artifacts score N/A.
- Only 2% of freshmen score 0 but 36% of students score N/A in argumentation and conclusions and 12% in evidence analysis, interpretation and consideration of multiple perspectives and assumptions.
- Sophomores performed better in all dimensions than freshmen but still had the same high percentage of N/A in argumentation and conclusions (40%).
- There was not much difference of scores between juniors and sophomores.
- Seniors had the same challenge with argumentation and conclusions. Noticeably, seniors scored higher N/A in consideration of multiple perspectives and assumptions and argumentations and conclusions than freshmen.
Close the Loop - Second Year

2. Lead Gen Ed faculty

3. Actions
   - Revise the rubric
   - Assignment design
Challenges to close the loop

01 Part-time faculty engagement

02 Workload in grading

03 Regular budget for Gen Ed Assessment reliability
Challenges to close the loop

04
No external benchmark

05
No evidence for improving student learning.
Sustainability

1. Diverse groups, individuals’ engagement in assessment activities
   • Leaders
   • Committees
Sustainability

2. Continuous University Support
Sustainability

3. Consistent lead Gen Ed faculty for each competency
Sustainability

4. Annual professional development
   • Assignment design
   • Calibration
Sustainability

5. Embed assessment requirement into the current recertification process.
What’s Next?

Sample data collection (3 artifacts per course)

Have second rater to score the artifacts