

**EMPORIA STATE
UNIVERSITY**

A Multi-Lens Approach to Assessing General Education Program Goals

**Assessment Matters Conference – Regional Community
College Assessment Conference**

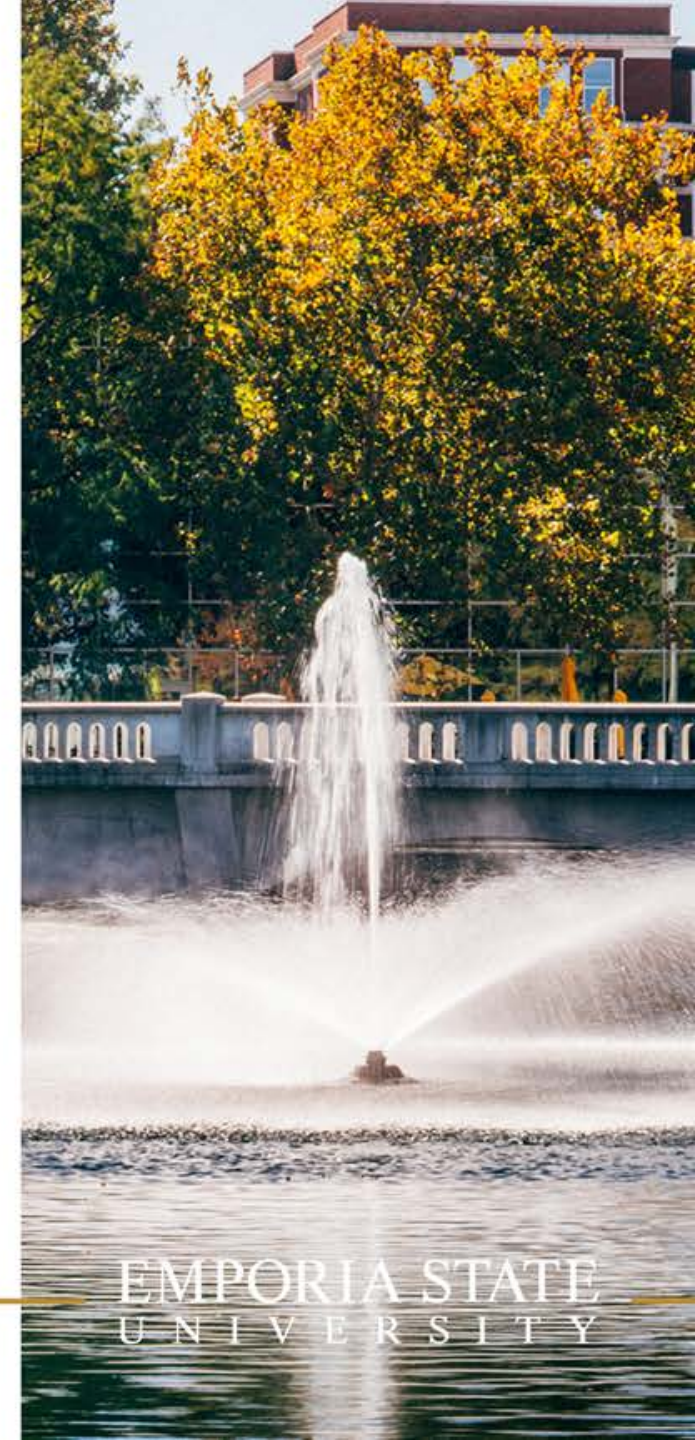
Johnson County Community College / April 26, 2019

**Presenters: Deborah Hann, Mallory Koci, JoLanna Kord &
Richard Sleezer**



Presenters

- ❖ **Deborah Hann, PhD** – Assistant Professor of Geography, Department of Social Sciences – General Education Goal 2
- ❖ **Mallory Koci, MA** – Clinical Instructor of Ethnic and Gender Studies and Interdisciplinary Studies, Department of Interdisciplinary Studies – General Education Goal 3
- ❖ **Richard Sleezer, PhD** – Professor of Earth Science, Department of Physical Sciences & Associate Dean - College of Liberal Arts and Sciences & Director of General Education
- ❖ **JoLanna Kord, PhD** – Assistant Provost for Institutional Effectiveness, Graduate Faculty in The Teachers College



General Education Assessment Steering Committee (GEAS)

➤ Membership:

- Provost and VP for Academic Affairs
- Assistant Provost for Institutional Effectiveness
- Dean of Liberal Arts & Sciences
- Associate Dean of Liberal Arts & Sciences – Director of General Education.

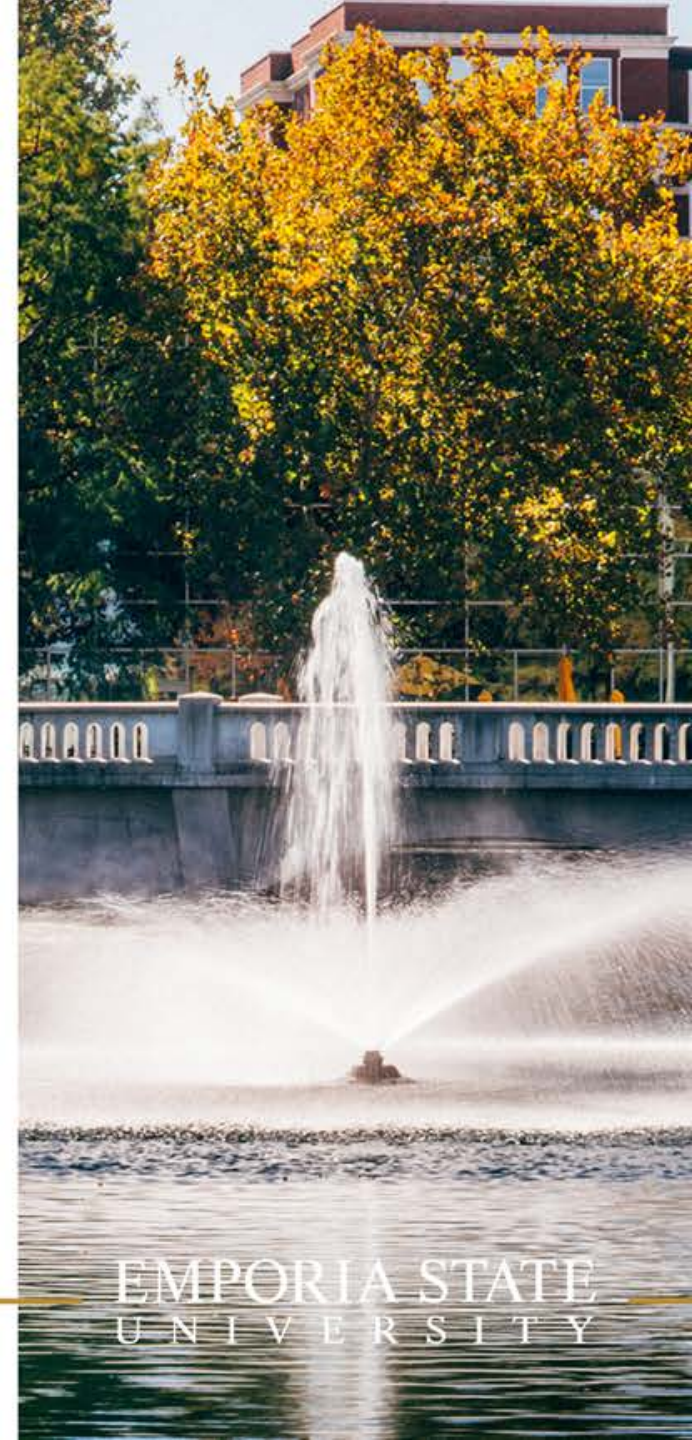
➤ Purpose – ongoing organizational and leadership support for general education program assessment practices.

- Planning – definition of annual General Education Assessment Team (GEAT) tasks
- Recruitment – faculty participation
- Funding – participation incentives and travel for GEAT projects



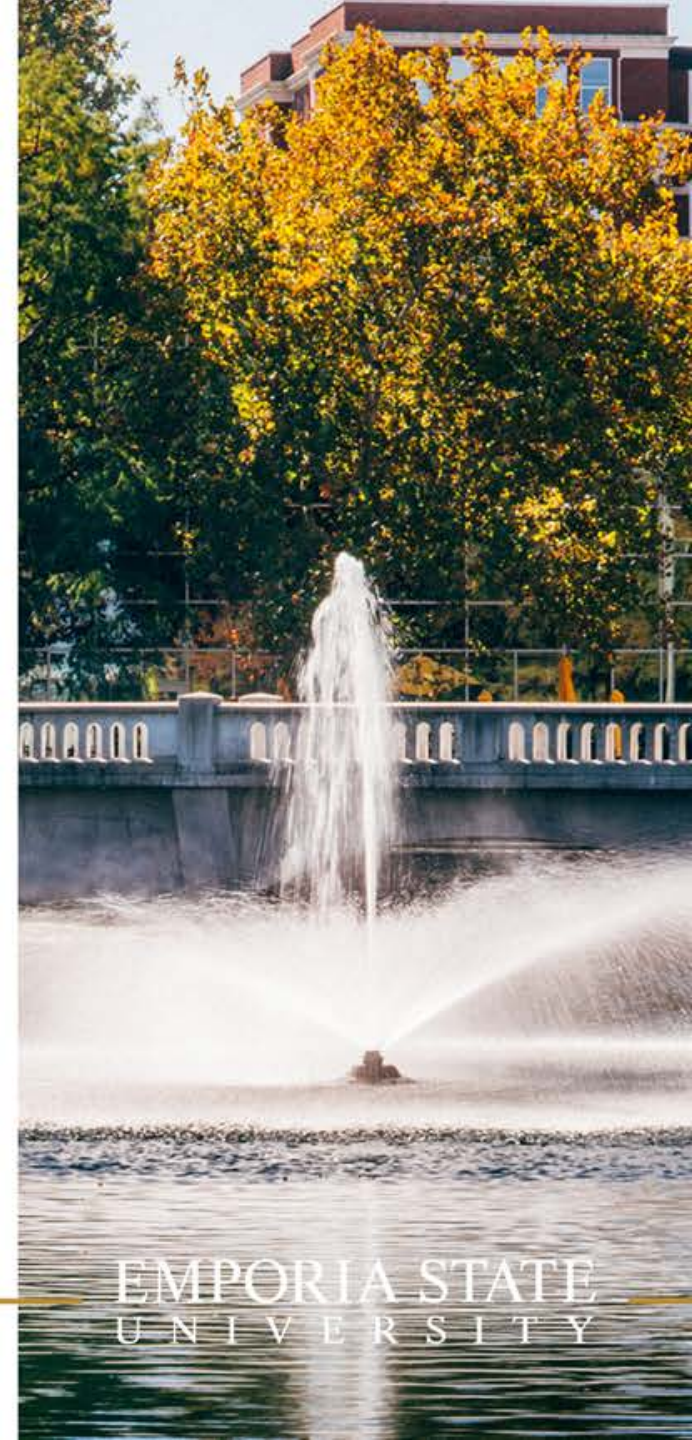
General Education Assessment Team - GEAT

- Annually organized team of faculty recruited by GEAS
- Focus on goal level assessment of general education
- Annual Charge - focused assessment, usually on an individual general education goal or pair of goals.
 - Not a substitute for Faculty assessment of student learning outcomes (SLO) in their assigned courses
 - Intentional group of faculty dedicated to improvement or enhancement of the general educational program.
- The GEAT provides data analysis and recommendations to the Council on General Education in support of the Council's agendas.



Summary of GEAT Activities to Date

- GEAT I – General Education Goal 1: Core skills
 - How are core skills being taught and assessed in courses designated as Core Skills general education courses?
 - To what degree are core skills also being taught and assessed in general education courses tasked to other general education goals?
- **GEAT II – General Education Goals 2 & 3: Breadth and Multicultural**
 - **Goal 2 – Knowledge of concepts and principles in a wide range of disciplines**
 - **Goal 3 – Similarities and differences among cultures past and present**
- GEAT III – Ongoing this academic year Goals 4 & 6:
 - Goal 4 – Personal and Social Well-being
 - Goal 6 – Multi-disciplinary Ideas and Perspectives
- GEAT IV – AY2019-20
 - Goal 5 – Critical Thinking
 - Environmental Scan – Preparing to modify our general education program



GE Goal 2: Demonstrate knowledge of concepts and principles in a wide range of academic disciplines.

Overview & Summary of Key Findings

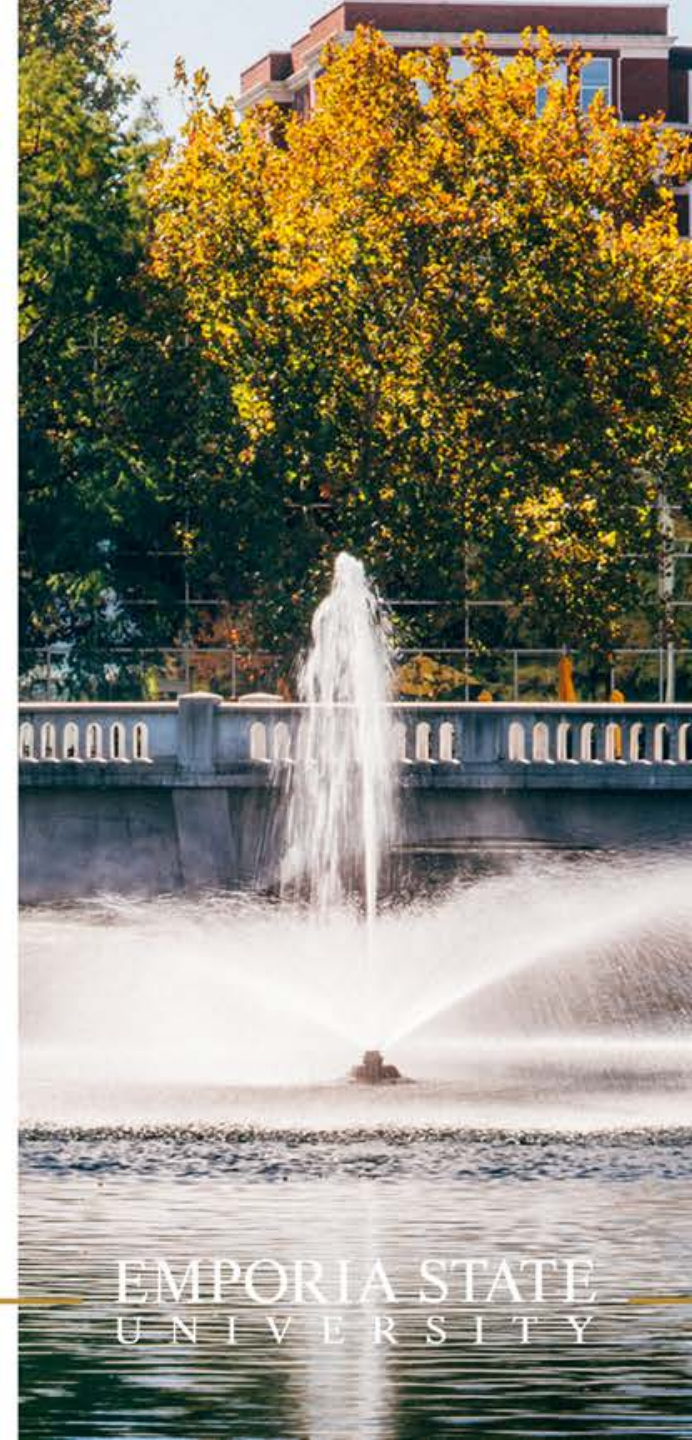
- Conducted a series of analyses to assess how:
 - Faculty approach & engage with this goal
 - Faculty perceptions of how their courses address this goal
 - How students are required to demonstrate these skills & learning
 - Students view their own skills & learning as they complete their degrees and graduate
 - Guiding question: “When our students walk across the stage at graduation, what should they know from their Goal 2 courses?”
(GEAT II report, pg. 7)

GE Goal 2: Methods

- Steps to gather data & conduct this analysis:
 - Syllabi Review – divided by disciplines and commonality
 - SLOs
 - Alignment to GE Goal(s)
 - Review of annual assessment data from faculty
 - Faculty perceptions survey
 - Senior survey - Students perceptions of their own skills & learning as degree completers
 - Not included: other course/syllabus content

GE Goal 2: Findings – Syllabi Review

- All syllabi had learning objectives or outcomes that generally align with general education Goal 2
 - Much variation in the explicitness of connections between SLOs and General Education Goal 2.
- All had SLOs
 - Verbs in SLOs need to be strengthened
- Some courses listed under Goal 2 explicitly address other general education goals
- Some courses listed under other goals explicitly address Goal 2

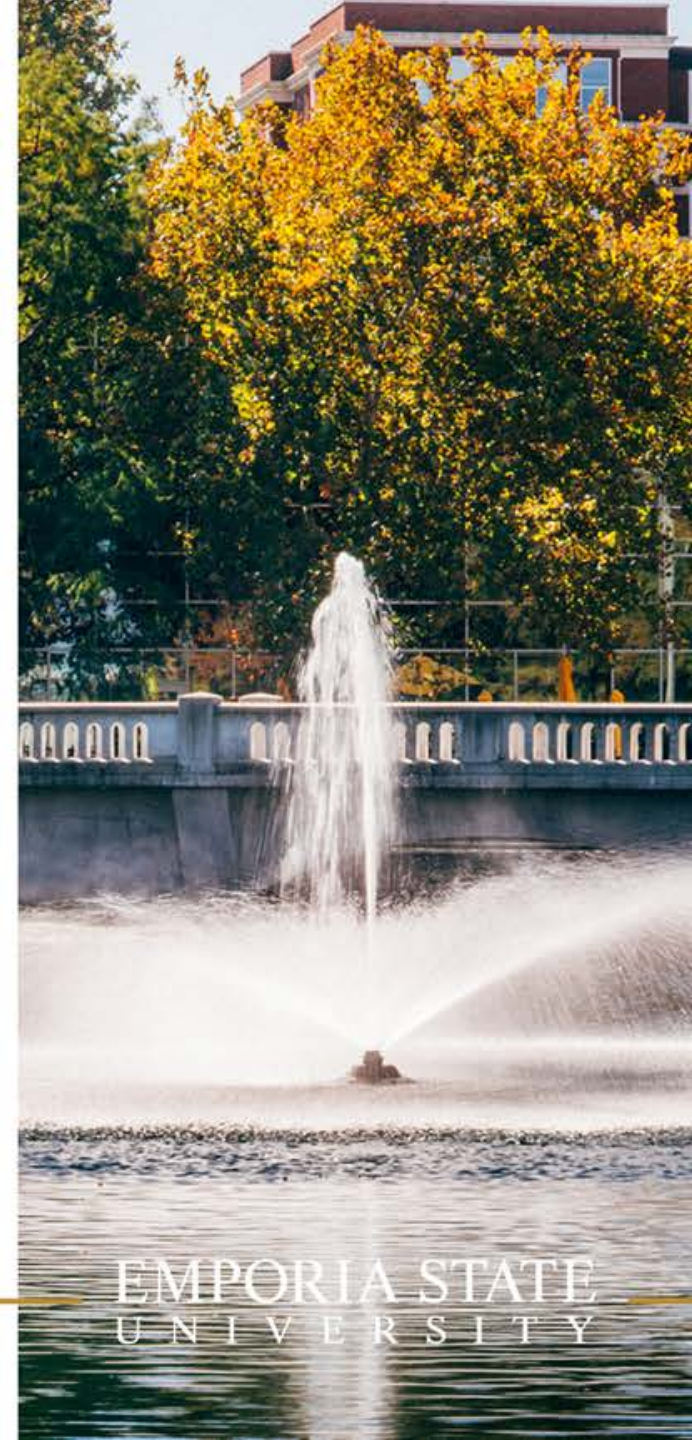


GE Goal 2: Findings – Syllabi Review

Recommendations

➤ Needs work –

- Need for more concrete links between SLOs and general education goals
- Strength of verbs used in SLOs needs improvement
- Parsimonious use of SLOs
- Measurability of Student Learning Outcomes is not consistent



GE Goal 2: Findings – Faculty Survey

- Good - 97% of faculty consistently & mindfully addressing Goal 2 and breadth of knowledge
 - Just one of 39 respondents reported they “seldom” included connections between their course and Goal 2
 - Faculty were aware they were exposing students to a range of academic disciplines
 - Students may not have been aware of faculty intent or focus of assessment
 - e.g. Exams, Graded Discussions, Reflective Reports, etc.



GE Goal 2: Findings – Faculty Survey

- Interesting – Many faculty would link their course to other General Education Goals
- Recommendations – faculty asked for more training/workshops
- Need to make students more aware of how this goal is being met in these classes



GE Goal 2: Findings – Senior Survey

- Completed by out-going Seniors (n=273, AY2017)
- 92% of respondents agreed that the General Education experience helped them develop an awareness of a wide range of academic disciplines.
 - Greater breadth of knowledge outside their major
 - Better understanding of connections between ideas and disciplines
- Next survey should include more qualitative, open-ended questions?



Goal 3: Demonstrate knowledge of similarities and differences among the world's cultures, past and present.

Cultural Competency Confusion:

- Issues of Assessing Diversity and Culture in General Education Goal 3
- Cultural competencies as outlined by the University Diversity and Inclusion Alliance
- Faculty definitions for "multicultural" and "cultural competency"

GE Goal 3: Driving Questions

- Given recent events with respect to campus climate and the work of the University Diversity and Inclusion Alliance related to cultural competency, ***is the current focus of General Education Goal 3 appropriate or should it be different*** in respect to cultural competency, multicultural understanding, and global awareness?
- Does the ***existing curriculum and courses fulfill the learning outcomes*** for increasing the cultural competency and cultural awareness of our students?
- When students complete their graduation requirements, ***what cultural competencies, cultural awareness, and global understanding*** are necessary to be ***successful*** in today's society and in their chosen careers?

GE Goal 3 – Demonstrate knowledge of similarities and differences among the world's cultures, past and present.



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Faculty Survey: Alignment of Courses with GE Goal 3

Disciplines/Courses – shown in Course Catalog

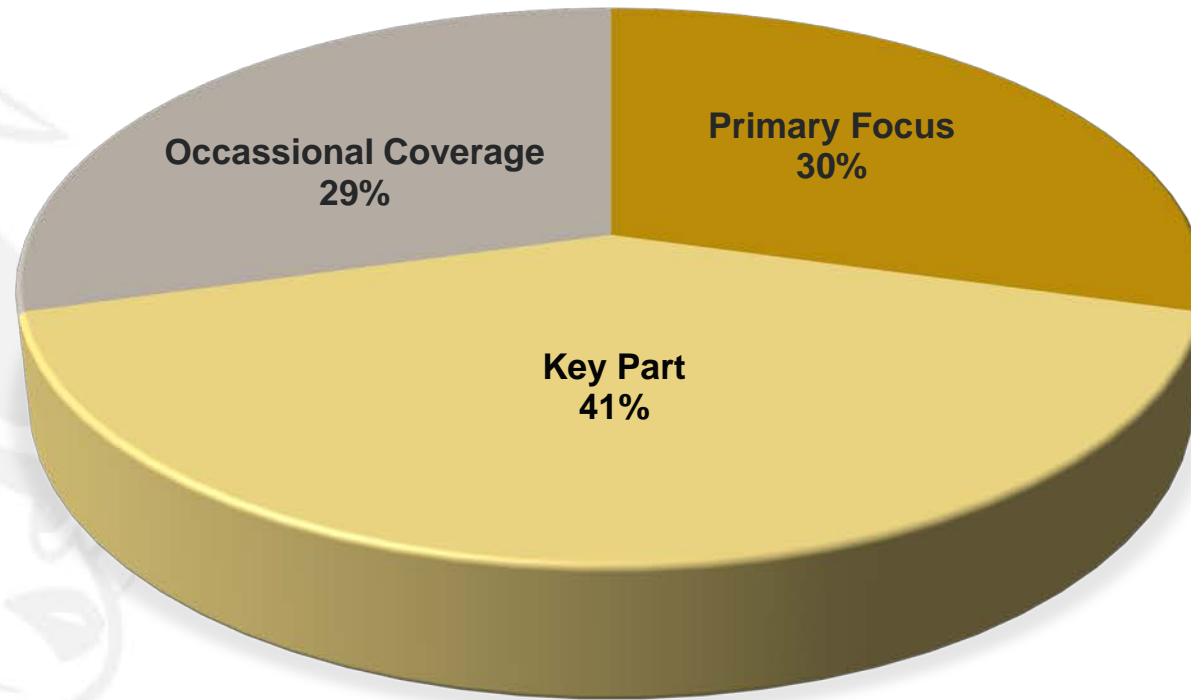
- ✓ Anthropology (Contemporary Cultures)
- ✓ Ethnic and Gender Studies (Issues in Ethnic and Gender Studies)
- ✓ Geography (World Regional Geography and Cultural Geography)
- ✓ Leadership (Leadership in a Diverse Society)
- ✓ Music (World Music)
- ✓ Political Science (International Relations)
- ✓ Modern Languages
 - Arabic Language and Culture
 - Chinese Language and Culture
 - French Language and Culture
 - German Language and Culture
 - Spanish Language and Culture

35% of faculty aligned their courses with Goal 3 (self-selected)

- ✓ Anthropology (Contemporary Cultures)
- Art (Art History)
- Economics (Principles of Economics I and Basic Economics)
- English (Composition II and Literary Perspectives)
- ✓ Ethnic and Gender Studies (Issues in Ethnic and Gender Studies)
- ✓ Geography (World Regional Geography and Cultural Geography)
- History (World Cultures to 1500)
- Journalism (Mass Communication)
- Modern Languages
 - Arabic Language and Culture
 - Chinese Language and Culture
 - French Language and Culture
 - German Language and Culture
 - ✓ Spanish Language and Culture
- ✓ Political Science (International Relations)
- Sociology (Introduction to Sociology)
- Theater (Theater Appreciation)

GE Goal 3 Faculty Survey: Extent of Course Focus on Culture

PERCENTAGE



Faculty Survey: Alignment with GE Goal 3 Objectives

A) critically examine the characteristics of one's own culture and other cultures

➤ 36.1%

B) critically examine how one's own culture and other cultures shape one's attitudes and opinion

➤ 38.9%

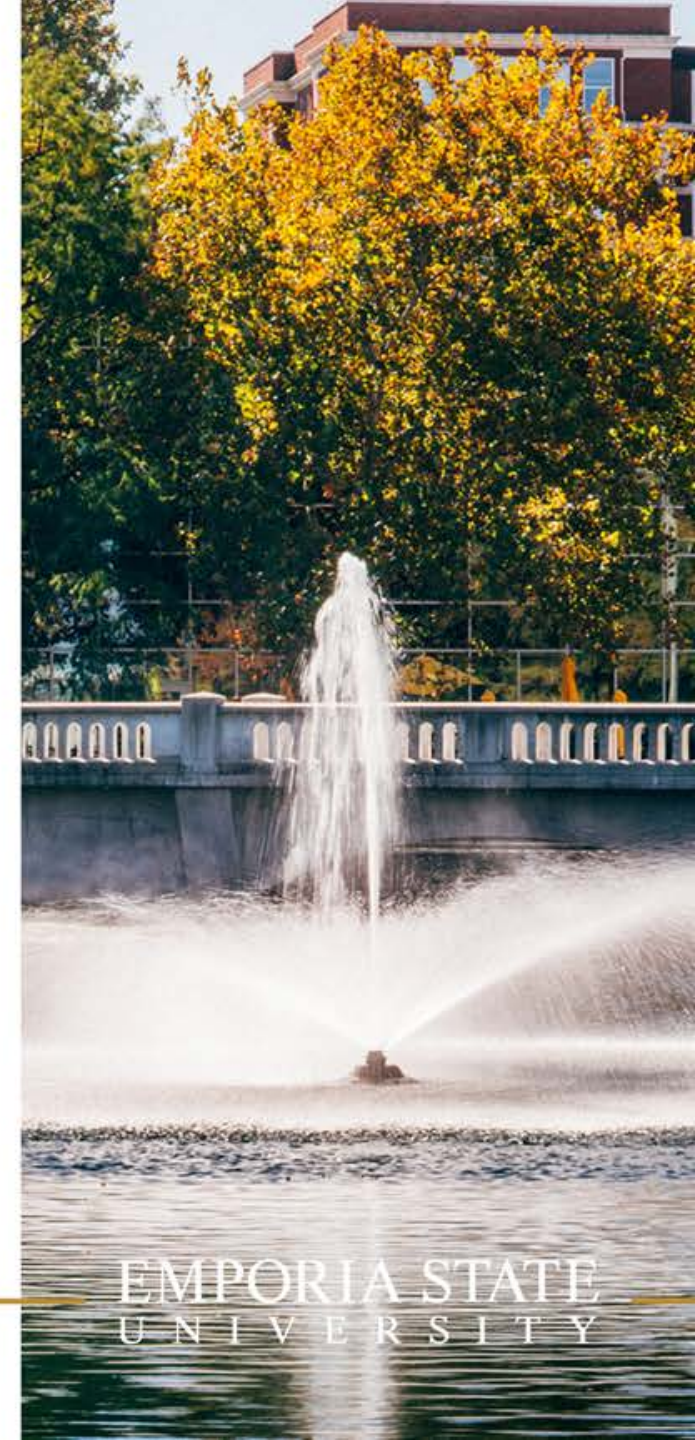
C) demonstrate knowledge of the importance of tolerance and respect towards people of diverse cultures

➤ 25.0%



GE Goal 3 Faculty Survey: Terminology

- Lack of consistency or varied understanding in language terminology used:
 - ✓ Culture
 - ✓ Multicultural
 - ✓ Diversity
 - ✓ Global Awareness
 - ✓ Cultural Competency



Recommendations for Goal 3

- Adding courses to General Education program that do align with goal 3 (expand options)
- Provide opportunities for faculty to gain more knowledge/skills in writing SLOs
- Conversations about terminology/understanding of the language of Goal 3: *cultural competency*
 - Shift toward emphasis on the inclusion of culture in the broadest sense even in the foreign language courses
- Further analyze how diversity and inclusiveness are integrated into the general education curriculum
 - Work in conjunction with the new Chief Diversity Officer and the University Diversity and Inclusion Alliance



Closing the Loop: 2019 Changes Resulting from GEAT Recommendations

- Enhancements to the Canvas Course Module – Guidelines for Writing SLO's
- Revision to the General Education Program Mission Statement
“The Mission of the General Education program is “...to enhance major programs of study through broadly shared educational experiences and academic preparation to become knowledgeable, civic-minded, culturally competent, lifelong learners, and adaptive leaders in a diverse global society.”
- New Faculty Orientation – Survival Kit for Student Outcomes Assessment

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Questions?

Thank you for your attendance!

