

GENERAL EDUCATION PROGRAM EVALUATION

The following report provides (1) a flow chart of the IE Reporting Sequence for General Education and (2) a summary of the Departmental Assessments of the General Education Program during the 2015-2016 Academic Year, and recommendations for 2016-2017.

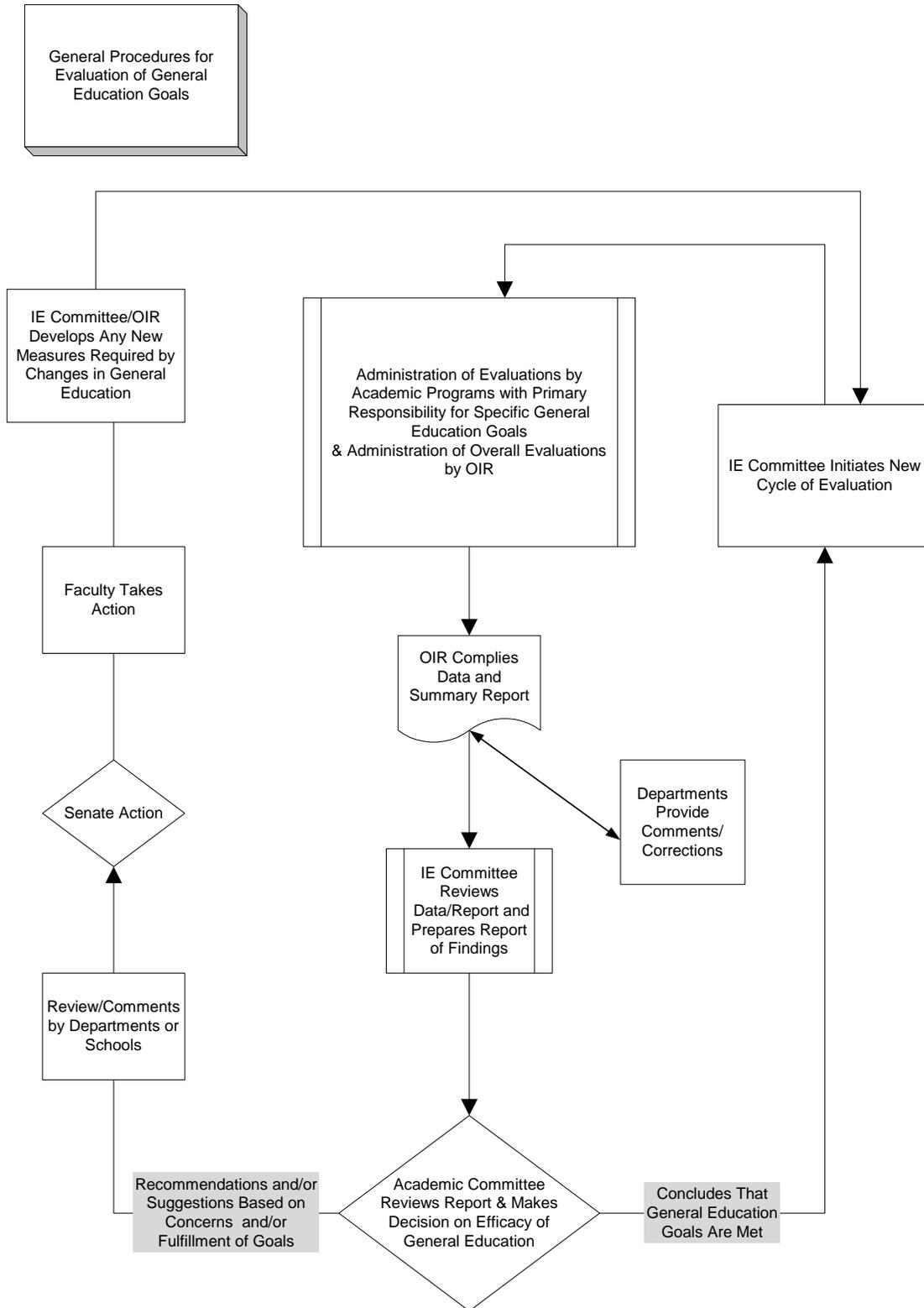
*IE Committee and IE
Office 4-13-2017*

General Education Program Evaluation 2015-2016
Assessment of Competency in specific General Education Goals

The General Education Program is required of all students at Francis Marion University and is designed to give students an introduction to the broad areas of knowledge essential to a successful life and career. Included in the general education program are choices in the humanities, the social sciences, the laboratory sciences, and basic communications. Through this program, students begin to acquire an awareness of the diverse cultures of the past and present. They also develop communication, conceptualization, and analytical and critical thinking skills. These general education courses provide the foundation for the student's declared major.

Departments at Francis Marion University provide a broad range of entry-level courses in order to meet the needs of students with widely varying backgrounds. These entry-level courses provide them with the knowledge and skills appropriate for their selected major. Departments measure student achievement of general education goals (e.g. knowledge of discipline related GEP goals; knowledge of the scientific method, quantitative skills, computer skills, and communication abilities). The following report provides (1) a flow chart of the IE Reporting Sequence for General Education and (2) a summary of the Departmental Assessments of the General Education Program during the 2015-2016 Academic Year.

Flowchart of the Process of General Education Assessment



An Institutional Effectiveness Report for the General Education Program is compiled each summer based on the most recent school and departmental reports. Results from the report are summarized along with other program data for the South Carolina Commission on Higher Education.

General Education Goals 2015-2016

Goal 1. The ability to write and speak English clearly, logically, creatively, and effectively.

Goal 2. The ability to read and listen with understanding and comprehension.

Goal 3. The ability to use technology to locate, organize, document, present, and analyze information and ideas.

Goal 4. The ability to explain artistic processes and evaluate artistic product.

Goal 5. The ability to use fundamental mathematical skills and principles in various applications.

Goal 6. The ability to demonstrate an understanding of the natural world and apply scientific principles to reach conclusions.

Goal 7. The ability to recognize the diverse cultural heritages and other influences which have shaped civilization and how they affect individual and collective human behavior.

Goal 8. The ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.

Goal 9. The ability to reason logically and think critically in order to develop problem-solving skills and to make informed and responsible choices.

GENERAL EDUCATION COMPETENCIES

Column 1: Competency	Column 2: Courses or components	Column 3: Assessment	Column 4: Evidence
<p>1.0 The ability to write and speak English clearly, logically, creatively, and effectively.</p>	<p>ENG 200</p>	<p>Performed a portfolio-based direct assessment by collecting writing portfolios from 12 randomly selected students out of 4 sections of the Spring 2016 course. The total number of portfolios assessed was 46</p>	<p>Measure 2: The portfolio demonstrates that student can create a reasoned and well-supported ARGUMENT.</p> <p>RESULTS: 59% of the portfolios successfully met this measure. Specifically, 27 of the 46 had an average score of greater than two on the 4-point scale.</p> <p>Measure 3: The portfolio demonstrates that student can produce writing for a specific AUDIENCE.</p> <p>RESULTS: 63% of the portfolios successfully met this measure. Specifically, 29 of the 46 had an average score of greater than two on the 4-point scale.</p>

			<p>Measure 4: The portfolio demonstrates that student can INTEGRATE SOURCES from primary and secondary sources as appropriate.</p> <p>RESULTS: 74% of the portfolios successfully met this measure. Specifically, 34 of the 46 had an average score of greater than two on the 4-point scale.</p>
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Column 1: Competency	Column 2: Courses or components	Column 3: Assessment	Column 4: Evidence
	Speech 101	Instructors used the <i>Competent Speaker</i> evaluation form to assess students. Designed by the <i>National Communication Association</i> , the <i>Competent Speaker</i> form includes eight measures related to audience and occasion, thesis/purpose, supporting materials, organizational patterns, use of language appropriate for the audience and occasion, use of vocal variety in rate, pitch, and intensity, pronunciation, grammar, and articulation appropriate for the audience and occasion and the use of physical behaviors that support the verbal message.	During the Spring 2016 semester, 71 students were evaluated. The results are as follows: Improved: 73.1% Stayed the same: 14.1% Went down: 12.7% Total for the 2015-20126 year: Improved: 73.1% Stayed the same: 12.7% Went down: 14.1% During the Fall 2015 semester, 78 students were evaluated. The results are as follows: Improved: 73.0% Stayed the same: 11.5% Went down: 15.3%

			<p>Measure 4: The portfolio demonstrates that student can INTEGRATE SOURCES from primary and secondary sources as appropriate.</p> <p>RESULTS: 74% of the portfolios successfully met this measure. Specifically, 34 of the 46 had an average score of greater than two on the 4-point scale.</p>
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Column 1: Competency	Column 2: Courses or components	Column 3: Assessment	Column 4: Evidence
<p>3.0 The ability to use technology to locate, organize, document, present, and analyze information and ideas.</p>	<p>ENG 200</p>	<p>Performed a portfolio-based direct assessment by collecting writing portfolios from 12 randomly selected students out of 4 sections of the Spring 2016 course. The total number of portfolios assessed was 46.</p>	<p>Measure 4: The portfolio demonstrates that student can INTEGRATE SOURCES from primary and secondary sources as appropriate.</p> <p style="padding-left: 40px;">RESULTS: 74% of the portfolios successfully met this measure. Specifically, 34 of the 46 had an average score of greater than two on the 4-point scale.</p> <p>Measure 5: The portfolio demonstrates that student can DOCUMENT appropriate SOURCES correctly and effectively.</p> <p style="padding-left: 40px;">RESULTS: 76% of the portfolios successfully met this measure. Specifically, 35 of the 46 had an average score of greater than two on the 4-point scale.</p>

	English 496	Faculty read revised papers using a four-point scale to look for evidence that students could “demonstrate an ability to synthesize external sources in documented writing” and “demonstrate the ability to use conventions of documentation and integrate borrowed ideas and quotations into their own writing...”	Students demonstrated these skills at the level of 67% (or a score of 2.69 on a 4.0 scale)
4.0 The ability to explain artistic processes and evaluate artistic product.	ARTH 221	Students completed a short visual ID test covering artists, subject matter, style, technique, and terminology. Students also completed a departmentally developed vocabulary/conceptual-perspective information recognition task.	Data collected in ARTH 221 indicated that 79% of the students achieved mastery level on the art history identification test. Students in identified Visual Arts courses achieved mastery on reading comprehension/critical thinking at a rating of 90% overall.

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<p>5.0 The ability to use fundamental mathematical skills and principles in various applications.</p>	<p>College Algebra II (Math 111)</p>	<p>Instructors provided samples of solutions that called for students to demonstrate proficiency of basic computational techniques. Student solutions were evaluated based on an algebra performance rubric on a scale from 0 – 100 for each outcome.</p> <p>For Outcome 4 of each goal, students had the opportunity to complete an online survey on which they stated their confidence (1 = not confident, 2 = confident, and 3 = very confident) in their ability to solve the listed equation.</p>	<p>Goal 2: Every student will be proficient in the techniques for solving polynomial equations.</p> <p>Outcome 3: Students will demonstrate competence to solve a geometric word problem leading to a quadratic equation.</p> <p>Spring 2016 Fall 2016 60.3 58.9</p> <p>Outcome 4: Students will respond to a statement concerning their confidence in their ability to solve polynomial equations.</p> <p>Spring 2016 Fall 2016 2.19 2.47</p> <p>Goal 3: Every student will be proficient in the techniques for solving rational equations.</p> <p>Spring 2016 Fall 2016 56.3 53.2</p>

			<p>Outcome 3: Students will demonstrate competence to solve a word problem involving distance, rate, and time.</p> <p>Spring 2016 Fall 2016 56.3 53.2</p> <p>Outcome 4: Students will respond to a statement concerning their confidence in their ability to solve rational equations.</p> <p>Spring 2016 Fall 2016 2.10 2.25</p>
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Column 1: Competency	Column 2: Courses or components	Column 3: Assessment	Column 4: Evidence
<p>7.0 The ability to recognize the diverse cultural heritages and other influences which have shaped civilization and how they affect individual and collective human behavior</p>	<p>HIST 201 – US Hist to 1877</p> <p>HIST 202 – US Hist since 1877</p> <p>HIST 203 – Europe pre-French Revolution</p> <p>HIST 204 – Europe post-French Revolution</p> <p>HIST 205 – Modern World Hist</p>	<p>In-class essays</p> <p>Assigned papers</p> <p>On-line anonymous survey given each semester</p>	<p>Of the exams given in History classes, the following percentage of students was able to discern a link between diverse cultural heritages and other influences which have shaped civilization and how they affect individual and collective human behavior”:</p> <ul style="list-style-type: none"> ○ HIST 201: 81.2% ○ HIST 202: 68% ○ HIST 203: 75.5% ○ HIST 204: 85% ○ HIST 205: 75.4% ○ Average for all Gen Ed History courses: 78% <p>Of the papers given in History classes, the following percentage of students was able to discern a link between diverse cultural heritages and other influences which have shaped civilization and how they affect individual and collective human behavior”:</p> <ul style="list-style-type: none"> ○ HIST 201: 83.3% ○ HIST 202: 83.3% ○ HIST 203: 80.8% ○ HIST 205: 70.5% ○ Average for all Gen Ed History courses: 79.5%

	<p>SOCI 201</p>	<p>Embedded Assessment items #1 & #3</p>	<p>Data from an on-line survey conducted in the fall of 2016 and spring of 2017 of all History General Education courses indicated 73.5% of students believe History had strengthened their ability to understand other cultures.</p> <p>Students performed on average at the 72.93% level on this measure. Since our goal was 72%, the target was achieved.</p>
	<p>SOCI 201</p>	<p>Embedded Assessment items #2 & #5</p>	<p>Students performed on average at the 78.45% level on this measure. Since our goal was 72%, the target was achieved.</p>

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<p>8.0 The ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.</p>	<p>POL 101</p> <p>POL 103</p>	<p>Cumulative departmental examinations were used.</p> <p>Cumulative departmental examinations were used.</p>	<p>The data indicated that students in POL 101 and 103, on average, performed at the 57% level when describing and explaining content areas in political science, specifically explaining and describing the United States Constitution and Federalist Papers.</p>
<p>9.0 The ability to reason logically and think critically in order to develop problem-solving skills and to make informed and responsible choices.</p>	<p>SOCI 201</p> <p>ENG 200</p>	<p>Embedded Assessment items #2 & #4</p> <p>Performed a portfolio-based direct assessment by collecting writing portfolios from 12 randomly selected students out of 4 sections of the Spring 2016 course. The total number of portfolios assessed was 46.</p>	<p>Students performed on average at the 72.65% level on this measure. Since our goal was 72%, the target was achieved.</p> <p>Measure 2: The portfolio demonstrates that student can create a reasoned and well-supported ARGUMENT.</p> <p>RESULTS: 59% of the portfolios successfully met this measure. Specifically, 27 of the 46 had an average score of greater than two on the 4-point scale.</p>

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Recommendations:

01. As you consider this report, please note that the Institutional Effectiveness Committee considers the addition of a standardized assessment of general education competencies to be crucial.

- **It is recommended that University use the Standard form of the *ETS Proficiency Profile* to assess outcomes from the General Education Core.** The *ETS*[®] Proficiency Profile assesses four core skill areas — critical thinking, reading, writing and mathematics. The Standard form of the ETS Proficiency Profile test consists of 108 questions, divided into two sections of 54 questions each.
- The **cost** of the online version of the *ETS Proficiency Profile* is **\$16.50 per test**. The [2013 FMU Fact Book](#) indicated that there were 750 students classified as juniors at the beginning of the fall 2013 Semester. After accounting for transfer and those who were classified as juniors but had not completed the General Education Core students (they would not take the test), the sampling frame would contain approximately 543 students.
- According to the [ETS Proficiency Profile User Guide](#) (Page 23), a representative sample from a population of 500 students would contain 307 students. Testing a sample of 307 students at \$16.50 per test would cost \$5065.50. The estimate answers the question, “If exactly 50 percent of the students in the population are proficient, how many students would the sample have to include, for a probability of .95 that the sample percentage will be within five percentage points (45% to 55%) of 50%?”

02. As you consider this report, please note that the Institutional Effectiveness Committee considers a modification to the General Education Assessment process to be crucial.

- **It is recommended that University** establish an Ad Hoc Committee to periodically review the relevancy of each General Education Goals.
- This Ad Hoc Committee on General Education and Student Learning would be populated with staff from academic programs with primary responsibility for the general education goals.
- It would meet periodically review the goals of the general education core to insure that they help students to acquire an awareness of diverse cultures of the past and present” and begin to “develop communication, conceptualization, and analytical and critical thinking skills.”