Annual Assessment Report

College/School

Department

Programs  General Education
The General Education program is based on six student learning goals with defined learning objectives affiliated with each. The assessment program is based on measuring student learning and satisfaction related to these six goals.

1) The comprehensive assessment plan for the General Education program uses both direct and indirect assessments of student learning. The direct assessments include course-embedded assessments, student portfolio’s, and work samples scored using internally designed instruments and the AAC&U value rubrics. The external direct instrument used for measuring competencies for writing skills, writing essay, mathematics, and reading is the Collegiate Assessment of Academic Proficiency (CAAP). The ACT-CAAP linkage studies have been added to the assessment mix since 2013, but were discontinued in summer 2016 as the requirement for all graduates taking the CAAP was rescinded via Faculty Senate governance. The indirect instruments used in general education assessment include the internal Senior Survey and external instruments the National Survey of Student Engagement and Faculty Survey of Student Engagement. In the fall of 2016 a General Education Assessment Team was introduced as the entity responsible for coordinating cyclical assessment and review of the general education program. The GEAT consists of faculty from across the disciplines who engage in specific assessment projects annually to ensure that general education program goals are being met, and that a continuous cycle of improved student learning exists. Team charge and organizational documents are presented in the evidence files.

2) The most current assessments for written communication and critical thinking skills include rubrics scoring of student assignments. For written communication, the portfolio analysis of student works from both composition I and composition II courses evidence the transitions occurring in writing skills from the first to the second levels of the composition courses. This information informs curricular changes as well as improving the training for graduate teaching assistants who teach composition courses. The critical thinking rubrics evaluation began in the spring 2015 term. Student assignments were collected from History, Biology, and Business general education courses from both the fall and spring terms, while faculty from each of the representative disciplines score the student works and report the findings. Faculty continuously use course embedded assessments aligned with tests, research, papers, and surveys to measure those general education goals that are a part of their course curriculum. These individual assessments allow for faculty to make adjustments to their pedagogies, deliveries, and curriculum content at the course level as the data dictates.

3) All of these assessment data points align with both The Adaptive University strategic plan Goal #3: Enhancing the competitive role of Kansas by achieving the State's goals for public higher education and Kansas Board of Regents Foresight 2020 strategic plan Goal #2, performance of students on institutional assessments for core workplace skills.

Start: 7/1/2015
End: 6/30/2025
Rubrics are used to map courses with the General Education Goals and Objectives. An overall rubric measures the course distribution across the six goal general education program. In addition, there is a separate rubric for each of the learning goals where faculty identify the connection between their course(s), the overall goal, the specific objective(s) and the amount of their course curriculum that is dedicated to the particular general education goal. The links to the rubrics can be obtained from either the Director of General Education or Assistant Provost for Institutional Research and Assessment. These rubrics are intended to be shared with all faculty who teach general education courses while the curriculum mapping exercise is continuous, thus capturing adaptive changes as they occur within the general education program. A survey tool is used to capture course embedded assessments and provide for continuous sharing of data and strategies used to improve student learning. The survey tool link is available through the same request mechanism as the rubrics.

**Department Level Key Strategies and Adaptations and Next Steps**

1). Course embedded direct assessments show that progress is being made on impacting student learning at key contact points and that the general education goals and objectives are being measured as a part of the overall courses assessments. There were 36 faculty who shared their course embedded assessment plans and findings throughout the 2014-2015 academic time frame. These findings evidence approximately 50% of the general education courses were assessed and reported. The participation from faculty continues to gain momentum as 50 faculty members participated in the 2015-2016 academic year. The goal is for all general education courses to annually engage in assessment practices as a function of the overall assessment of the course whereas the general education goals are integrated into the overall evaluation. For the upcoming 2017 academic year, a policy for requiring all faculty to engage in the annual assessment for their courses is being proposed by the Provost to the Faculty Senate governance.

2). The National Survey of Student Engagement and the Faculty Survey of Student Engagement provide data to ascertain whether Emporia State University is fulfilling its commitment in providing students the necessary foundational skills and transformative learning experiences expected in their general educations. These data serve to identify where ESU rates when benchmarked with other institutions. The NSSE and FSSE surveys are administered every three years. For the AY 2016 year, the NSSE was administered and results were obtained in August. Over the course of the 2017 AY, the results will be shared with units across the campus and used to inform student learning and to benchmark with plains peers and similar Carnegie classified institutions (Masters I).

3). The Senior Survey is administered twice a year for those students who are scheduled to graduate in either the fall or spring/summer terms. This instrument has a bank of questions dedicated to the general education learning experience while providing both quantitative and qualitative feedback. The senior survey data specific to the bank of general education items has been filtered from the overall results and is attached as an evidence document. This data will be combined and triangulated with the other data assessing core skills from the General Education Assessment Team as they complete the cycle of assessment for GE Goal 1 in AY 2017.

4). The externally normed standardized test used to measure students competencies in Reading, Writing, and Mathematics is the Collegiate Assessment of Academic Proficiency (CAAP). These tests are used to confirm student competencies and to benchmark with other peer and national institutions. CAAP and ACT linkage studies are also used to confirm students value added for the same skills and knowledge. The CAAP testing of all students as a graduation requirement was discontinued and the requirement made retroactive as of the spring 2016 term. This was the result of a Faculty Senate Bill rescinding the requirements. The bill is attached as an evidence document. However, students wishing to enter the Teacher Education program are required to take either the PRAXIS-CORE or the CAAP tests to meet competency requirements to be admitted into he program. This is a State of Kansas requirement. The data from the CAAP will still be used as an external direct measure source when assessing student learning in the reading, writing, and mathematics.
Program Name: Indirect External Assessments - NSSE/FSSE

Summary of Program Assessments
The general education assessment reports (attached as evidence files) show that faculty are being informed from course embedded assessments and are making both curricular and pedagogical changes to improve student learning. In 2014, thirty-six faculty reported course embedded assessments with planned student learning improvement strategies. Additionally, twenty-seven faculty participated in 2015 assessments. There is progress being made on the overall expectation that all general education faculty will engage in course embedded assessment of general education goals as mapped in the courses they teach. This is one of the main opportunities to enhance the amount of assessment work being done. In 2016, 50 faculty submitted course embedded assessment reports. Over the past three years, there have been a series of workshops both on and off campus where faculty members were provided professional development opportunities to hone assessment skills and knowledge. Workshop support materials and publications are attached as evidence files.
Summary of Program Assessments

The results from the NSSE and FSSE data show that overall ESU students are satisfied with their educational experiences and enjoy the learning opportunities available in ESU's integrative learning environment (the respective results files for these surveys are attached). The Faculty Survey of Student Engagement (FSSE) supports learning in the general education program by providing feedback related to perspectives on the importance of creating course curriculum that contributes to general education learning goals and the frequencies whereby such contributions occur. Comprehensively, the survey questions address the contexts of the six identified general education program goals. The curriculum structures relate to inclusion of the goal in the course content, discussion of various goal topics, and the extent to which the course is structured in facilitating student learning and development in general education goals. The survey results show conclusively that faculty embrace the inclusion of general education goals within their course curriculum. The National Survey of Student Engagement (NSSE) like the FSSE directly assesses the students perspectives of their educational experiences and benchmarks both freshmen and senior responses to other institutions (Public Plains, Carnegie class, and all participating Institutions). Question 17 asks respondents "how much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?" and goes on to identify those general education goals that are embedded in the ESU courses and co-curricular programming. Students selected significantly higher scores than public plains and Carnegie class institutions on many topics and this was congruent for both freshmen and senior students. There weren't any red flags in the data related to general education goal outcomes. These data can be informative when comparing the perceived educational experiences of ESU students to those of other institutions. This data is shared with the Council on General Education to inform dialogue for improving the program.
Program Name: Indirect Internal Assessments - Senior Survey

Summary of Program Assessments

The Senior Survey has a bank of questions directly aligned with student learning outcomes for the general education program goals. There were 323 respondents for the undergraduate seniors from the summer 2014, fall 2014, and spring 2015 graduating classes, 206 of which responded to the general education section of the survey. The top 6 majors represented in the survey were Elementary Education (n=92), Secondary Education (n=22), Accounting (n=20), Communication (n=14), Psychology (n=13), Interdisciplinary Studies (n=12), and Biology (n=10). The survey asks about improvement in various skills and knowledge based on learning opportunities at Emporia State University. The topics covered are critical thinking skills, creative problem solving, professional competencies, team building skills, conflict resolution and negotiation skills, writing skills, verbal communication skills, both one-on-one communication and speaking in front of a group of people, ability to read and understand complex materials, understanding and use of mathematics, evaluate...
accuracy of information from a variety of different sources, critical decision making skills, and understanding and appreciation of academic disciplines other than major area of study. In addition, an understanding of the world in which one lives, understanding of connections from one academic discipline to another, a learned respect and appreciation of ideas, values, and lifestyles of people different from self, and a belief that one will have an enriched quality of life. Students consistently select agree or strongly agree on their personal growth and learning related to all of these topics. An open-ended comments section provides descriptive detail of students perceptions and insights into areas for improvement, either in course selection, content, and/or communication of the reasons to have a comprehensive general education program. These data are shared across the institution at many levels (academic, student affairs, general education council, provost's council, administration, faculty teaching general education courses, students, and other interested stakeholders). Many potential areas for improvement are presented in students open-ended comments, as well as continuing what we do well. The Council on General Education has spent quite a bit of time working on conveying the purpose of a general education and the benefits for graduates of these foundations skills. This is a separate topic than improving the actual learning occurring in these courses, but important as well. Survey results are attached as evidence files.

\[Reports\text{ and Other Evidence Documents}\]

\[
\begin{align*}
\text{2015 Academic Year} \\
\text{2014 Senior Survey Gen Eds - Open} \\
\text{2015 Senior Survey Gen Eds - Open} \\
\text{2016 Academic Year} \\
\text{Senior-UG-Survey-2016-Grads-General Education Questions}
\end{align*}
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**Program Name:** Direct External Assessments - Standardized Tests

**Summary of Program Assessments**
The ACT-CAAP Linkage studies show that higher percentages of students are scoring at expected and higher than expected levels of growth in Reading, Writing, and Mathematics skills. Since these studies are truly longitudinal and compare a student's performance on ACT tests prior to attendance with performance at a specific point in time during their undergraduate studies, the value added can be measured. As groups of students testing on the CAAP tests since 2004, the trend data shows that ESU students score at or better than those students from other peer institutions and nationally, more than 50% of the time. And, for most years ESU students score higher than 60% of these institutions. However, recent trends are showing some incremental declines in performance. These declines are on the radar and recent internal course embedded assessments have been added to the mix. Looking at the benchmarking scores and determining that ESU is doing adequate among peers is one thing, but assessing these skills at they are being measured in a course setting brings more depth to the assessment findings as well as carries a lot more leverage in the abilities of the faculty to make timely changes in pedagogy strategies and curriculum. ESU is currently extending course embedded assessment efforts in both written communication and analytical reasoning skills respective to Composition I and II courses and College Algebra courses.
**Progress:** Ongoing over Multiple Years

**Feedback on Assessments**

**Academic Year 2016**

The General Education assessment plan is comprehensive in nature; however it is now evident that additional efforts and resources are being employed to expand assessments to the program level where individual goals are being assessed by faculty groups (GEAT). The report from the Higher Learning Commission provided explicit directives related to expectations for general education program assessment. Over the course of the 2016 academic year, the general education program assessment steering committee engaged in operationalizing these directives. The strategies going forward include the creation of a General Education Assessment Team, a Cycle of Assessment whereby all GE Program Goals and Objectives are systemically assessed with recommendations to enhance the program being part of the annual assessment cycle. The documentation of this work is shown in the reports and evidence files folder. All of the changes related to General Education Program Assessments are being documented and tracked as a function of the General Education Assessment Team. Files for the AY 2017 will be uploaded in the file library accordingly.

**Academic Year 2015**

The general education program assessment plan has both depth and breadth in its reach to ensure that student learning of key core skills is achieved. The strength of the program is in the triangulation of data coming from both internal and external, direct and indirect assessments. The data clearly shows that the program is perceived as successful by students and the direct evidence shows that student learning outcomes are being met. Although, there are some data showing that performances are steadily declining, albeit minimal, there is a decline. It is critical that each faculty member who teaches general education courses participate in assessment of the general education goal(s) taught in their course(s) on an annual basis. The faculty should select an assignment or project from each course and use this as a measurement of student learning success. This will provide directional improvement in one specific area per course. Since assessment is an ongoing process, selecting one specific area to assess per course should be manageable. Over time all parts of the course can be assessed, once one area is good, then move on to another. Communication of this expectation should be widespread including Provost's Council, Council on General Education, Department Chairs, and Faculty. If we are to consider a course to be continuously included in the general education curriculum, it must be confirmed that the course has curriculum dedicated to general education goals and that student learning of these goals is continuously assessed and improved upon. Collaborative across-discipline assessment efforts linked to a specific general education learning goal(s) is a best practices next step. Progress has been made on these assessments, but efforts are in the infancy and inclusiveness of all disciplines is necessary for assessing those goals where skills are developed over multiple courses such as critical thinking skills and communication (both written and spoken). Those courses having a large number of instructional graduate teaching assistants are vulnerable to inconsistent instruction. These GTA appointments are important contributors to student instruction and to continuing the pipeline of faculty members to the discipline. These appointments can be problematic due to lack of teaching experience and the knowledge of how to manage a classroom setting. There are strong programs in place for ongoing training and learning opportunities for GTA students and it is very important that these mentoring programs and affiliated coursework are consistently assessed and improved
upon. All win from a good situation, likewise all lose from a bad one. We must remain proactive and adaptive in GTA mentoring and training. Spending adequate time triangulating the assessment data from the four quadrants (direct/indirect/internal/external) is one of the areas of greatest opportunity. Bringing the assessment data together in this fashion will provide a clear direction of where to prioritize change. Intentionally sharing this information (data findings) with the Council on General Education, with the expectation that direction and expertise will be contributed to addressing and solving problems that arise related to the general education program is essential. The Council on General Education may play a more critical role in the future and take a more proactive approach in perpetuating improvements in the general education program. There is still much work to do, however positive changes in assessment practices and data sharing has improved since spring 2014.

2015 Academic Year

- General Education Assessment Report - Shanna Eggers Spring 2015

2016 Academic Year

- Meeting Docs
  - GEAS Committee Agenda 3-9-2016
  - GEAS Committee Agenda 4-22-2016
  - GEAS Committee Agenda 4-29-2016
  - GEAS Committee Agenda 4-8-2016
  - GEAS Committee Agenda 5-13-2016
  - GEAS Committee Agenda 5-25-2016
  - GEAS Committee Agenda 6-10-2016
  - GEAS Committee Agenda 7-20-2016
  - GEAS Committee Agenda 8-5-2016
  - GEAS Committee Charge Spring 2016
  - GEAS Committee Minutes 3-9-2016
  - GEAS Committee Minutes 4-22-2016
  - GEAS Committee Minutes 4-29-2016
  - GEAS Committee Minutes 4-8-2016
  - GEAS Committee Minutes 5-13-2016
  - GEAS Committee Minutes 5-25-2016
  - GEAS Committee Minutes 6-10-2016
  - GEAS Committee Minutes 7-20-2016
  - GEAS Committee Minutes 8-5-2016

- Assessment of the Institutional Processes for GE Assessment
- Curriculum Map from Dept Chair Meetings as of April 2016
- Gen Ed Assessment Meeting Agenda 07-07-2016 Provost
- General Education Assessment Committee and Coordinated Efforts 5-9-2016
- General Education Assessment Planning Review Cycles Summer 2016
- Memorandum for HLC Directives for Assessing Gen Ed 3-10-2016

**Providing Department:** General Education  
**Responsible Roles:** Associate Dean (Sleezer, Richard)
Describe Annual Assessment Plans
The General Education program is based on six student learning goals with defined learning objectives affiliated with each. The assessment program is based on measuring student learning and satisfaction related to these six goals.

1) The comprehensive assessment plan for the General Education program uses both direct and indirect assessments of student learning. The direct assessments include course-embedded assessments, student portfolio's, and work samples scored using internally designed instruments and the AAC&U value rubrics. The external direct instrument used for measuring competencies for writing skills, writing essay, mathematics, and reading is the Collegiate Assessment of Academic Proficiency (CAAP). The ACT-CAAP linkage studies have been added to the assessment mix since 2013. The indirect instruments used in general education assessment include the internal Senior Survey and external instruments the National Survey of Student Engagement and Faculty Survey of Student Engagement.

2) The most current assessments for written communication and critical thinking skills include rubrics scoring of student assignments. For written communication, the portfolio analysis of student works from both composition I and composition II courses evidence the transitions occurring in writing skills from the first to the second levels of the composition courses. This information informs curricular changes as well as improving the training for graduate teaching assistants who teach composition courses. The critical thinking rubrics evaluation will begin in the spring 2015 term. Student assignments were collected from History, Biology, and Business general education courses from both the fall and spring terms, while faculty from each of the representative disciplines score the student works and report the findings. Faculty continuously use course embedded assessments aligned with tests, research, papers, and surveys to measure those general education goals that are a part of their course curriculum. These individual assessments allow for faculty to make adjustments to their pedagogies, deliveries, and curriculum content at the course level as the data dictates.

3) All of these assessment data points align with both *The Adaptive University* strategic plan Goal #3: Enhancing the competitive role of Kansas by achieving the State's goals for public higher education and Kansas Board of Regents *Foresight 2020* strategic plan Goal #2, performance of students on institutional assessments for core workplace skills.

**Start:** 7/1/2014  
**End:** 6/30/2015

Survey - Data Collection Links
Rubrics are used to map courses with the General Education Goals and Objectives. An overall rubric measures the course distribution across the six goal general education program. In addition, there is a separate rubric for each of the learning goals where faculty identify the connection between their course(s), the overall goal, the specific objective(s) and the amount of their course curriculum that is dedicated to the particular general education goal. The links to the rubrics can be obtained from either the Director of General Education or Assistant Provost for Institutional Research and Assessment. These rubrics are intended to be shared with all faculty who teach general education courses while the curriculum mapping exercise is continuous, thus capturing adaptive changes as they occur within the general education program.

A survey tool is used to capture course embedded assessments and provide for continuous sharing of data and strategies used to improve student learning. The survey tool link is available through the same request mechanism as the rubrics.

Department Level Key Strategies and Adaptations and Next Steps
1). Course embedded direct assessments show that progress is being made on impacting student learning at key contact points and that the general education goals and objectives are being measured as a part of the overall
courses assessments. There were 36 faculty who shared their course embedded assessment plans and findings throughout the 2014-2015 academic time frame. These findings evidence approximately 50% of the general education courses were assessed and reported. The goal is for all general education courses to annually engage in assessment practices as a function of the overall assessment of the course whereas the general education goals are integrated into the overall evaluation.

2). The National Survey of Student Engagement and the Faculty Survey of Student Engagement provide data to ascertain whether Emporia State University is fulfilling its commitment in providing students the necessary foundational skills and transformative learning experiences expected in their general educations. These data serve to identify where ESU rates when benchmarked with other institutions. The NSSE and FSSE surveys are administered every three years.

3). The Senior Survey is administered twice a year for those students who are scheduled to graduate in either the fall or spring/summer terms. This instrument has a bank of questions dedicated to the general education learning experience while providing both quantitative and qualitative feedback.

4). The externally normed standardized test used to measure students competencies in Reading, Writing, and Mathematics is the Collegiate Assessment of Academic Proficiency (CAAP). These tests are used to confirm student competencies and to benchmark with other peer and national institutions. CAAP and ACT linkage studies are also used to confirm students value added for the same skills and knowledge.

Reports and Other Evidence Documents

2015 Academic Year
- Assessment Report for Composition Program - 5-16-14 UAC1883
- CAAP Multi-Year Analysis Trend and Stats Worksheet 4-2014 UAC1648
- ESU General Education Goals and LEAP Essential Learning Outcomes Alignments 3-5-2015
- General Education Goals and Outcomes - Crosswalk to 2015 Catalog Numbers 3B.2 UAC1305
- General Education Goals and Outcomes Curriculum Mapped to Courses 10-2-14
- Student Learning Assessment Report - KBOR - 5-23-2014

2016 Academic Year

Program Name: Indirect External Assessments - NSSE/FSSE

Summary of Program Assessments

The general education assessment reports (attached as evidence files) show that faculty are being informed from course embedded assessments and are making both curricular and pedagogical changes to improve student learning. In 2014, thirty-six faculty reported course embedded assessments with planned student learning improvement strategies. Additionally, twenty-seven faculty participated in 2015 assessments. There is progress being made on the overall expectation that all general education faculty will engage in course embedded assessment of general education goals as mapped in the courses they teach. This is one of the main opportunities to enhance the amount of assessment work being done.
Program Name: Direct Assessments - Course Embedded/Rubrics Scoring

Summary of Program Assessments
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Progress: Ongoing over Multiple Years

Feedback on Assessments
Academic Year 2015
The general education program assessment plan has both depth and breadth in its reach to insure that student learning of key foundational skills is achieved. The strength of the program is in the triangulation of data coming from both internal and external, direct and indirect assessments. The data clearly shows that the program is perceived as successful by students and the direct evidence shows that student learning outcomes are being met. Although, there are some data showing that performances are steadily declining, albeit minimal, there is a decline.

It is critical that each faculty member who teaches general education courses participate in assessment of the general education goal(s) taught in their course(s) on an annual basis. The faculty should select an assignment or project from each course and use this as a measurement of student learning success. This will provide directional improvement in one specific area per course. Since assessment is an ongoing process, selecting one specific area to assess per course should be manageable. Over time all parts of the course can be assessed, once one area is good, then move on to another. Communication of this expectation should be widespread including Provost's Council, Council on General Education, Department Chairs, and Faculty. If we are to consider a course to be continuously included in the general education curriculum, it must be confirmed that
the course has curriculum dedicated to general education goals and that student learning of these goals is continuously assessed and improved upon. Collaborative across-discipline assessment efforts linked to a specific general education learning goal(s) is a best practices next step. Progress has been made on these assessments, but efforts are in the infancy and inclusiveness of all disciplines is necessary for assessing those goals where skills are developed over multiple courses such as critical thinking skills and communication (both written and spoken). Those courses having a large number of instructional graduate teaching assistants are vulnerable to inconsistent instruction. These GTA appointments are important contributors to student instruction and to continuing the pipeline of faculty members to the discipline. These appointments can be problematic due to lack of teaching experience and the knowledge of how to manage a classroom setting. There are strong programs in place for ongoing training and learning opportunities for GTA students and it is very important that these mentoring programs and affiliated coursework are consistently assessed and improved upon. All win from a good situation, likewise all lose from a bad one. We must remain proactive and adaptive in GTA mentoring and training.

Spending adequate time triangulating the assessment data from the four quadrants (direct/indirect/internal/external) is one of the areas of greatest opportunity. Bringing the assessment data together in this fashion will provide a clear direction of where to prioritize change. Intentionally sharing this information (data findings) with the Council on General Education, with the expectation that direction and expertise will be contributed to addressing and solving problems that arise related to the general education program is essential. The Council on General Education may play a more critical role in the future and take a more proactive approach in perpetuating improvements in the general education program. There is still much work to do, however positive changes in assessment practices and data sharing has improved since spring 2014.