



SUMMARY OF USE OF RESULTS

DEGREE PROGRAM: GENERAL EDUCATION

ASSESSMENT CYCLE: 2018-2019

QUESTION 1

As a result of data analysis and program evaluation, discuss where students are performing at the highest and what this means for the program.

The overall Target for Written Communication was Met for 2018-2019 (.61 increase over the previous academic year). Of the rubric criteria for assessing written communication, strengths were noted in the students' abilities to Organize (addresses the topic directly and shows highly organized structure) and Communicate their thoughts with clear meaning.

The overall Target for Oral Communication was Met for 2018-2019. (0.1 increase over the previous academic year). Of the rubric criteria for assessing oral communication, strengths were noted in the students' abilities to cover the Content (appropriately focus on topic and purpose), provide Support (clear and convincing command of facts and information with insightful explanations), as well as to appropriately Organize the information.

The overall Target for Analytical Critical Thinking was Met for 2018-2019 (.37 increase over the previous academic year). Of the rubric criteria for assessing analytical critical thinking, strengths were noted in the students' abilities in the following areas: Objectivity (recognizes personal bias/identifies assumptions), Use of Evidence (accurately and thoroughly examines evidence and sources/evidence is insightful and comprehensive), Valid Argumentation (draws valid or reasonable conclusions/evidences cogent thinking), and Organization (exceptionally clear and directive focus/connects ideas with clarity).

Every year TMU offers the CAT test (Critical Thinking Assessment Test) to freshmen and graduating seniors. The CAT test is a national standardized test produced by Tennessee Tech that assesses the critical thinking abilities of college students. The questions on the exam address real-world situations that involve both short answer and essay responses. To evaluate the test, TMU faculty apply a rubric that measures the level of critical thinking in each response. For the 2018-2019 academic year, TMU lower division students scored 14.26 (.60 above the national average). TMU lower division students scored significantly better than average in the

area of “Evaluate how strongly correlational-type data supports a hypothesis” with a score of 1.03 above that of the national average of .69.

The overall Target for Christian Worldview was Met for 2018-2019 (.01 increase over the previous academic year). Of the criteria for assessing Christian Worldview, strengths were noted in the students’ abilities to Assess and Analyze both their own worldview and that of others; and to effectively Apply and Demonstrate the Christian worldview in a variety of situations.

QUESTION 2

As a result of data analysis and program evaluation, discuss opportunities for improvement and describe the planned changes that will be implemented in an effort to improve the program.

Critical Thinking:

Critical thinking among the seniors as shown on the CAT has shown a decline from years. To help improve critical thinking the following measures will be implemented:

- 1) This year to help with creative thinking which is a component of 5 of 6 questions where the seniors performed below the national average on the CAT, the Introduction to Logic class will add several lectures on finding alternative explanations, and interpretations of data, as well as identifying additional information needed to evaluate a hypothesis.
- 2) While students who are currently in the core are scoring above the national average, senior students are scoring lower. Therefore, since the problem in critical thinking appears to be more among the upper level students, deans of the various schools will be encouraged to develop creative thinking skills that involve their disciplines. Examples will be given at the faculty workshop at the beginning of the semester.

Delivery Method Comparisons:

Some of the rubrics show a significant difference between Student Learning Outcomes based on delivery method. To help facilitate better inter-rater reliability and communication with online and adjunct faculty members, an online classroom will be created that will have training videos and other assessment documents. All completed documents will also be submitted through the online classroom.

Quantitative Critical Thinking:

Because Quantitative Critical Thinking has shown a decline, we will begin the process of revising the core to include more math education.

Analysis of the Student Perceptions Survey:

Because all measures of the core curriculum on the Student Perceptions Survey fell dramatically and simultaneously while the core faculty and classes essentially remained the same, the general perception is that some outside factors other than the material in the core classes may have contributed to the decline in the perception of student learning. To understand the reasoning behind those responses, a group of faculty and staff will hold focus groups to gain understanding as to why students responded the way they did.