



SUMMARY OF USE OF RESULTS

DEGREE PROGRAM: GENERAL EDUCATION

ASSESSMENT CYCLE: 2020-2021

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** exceeded our goal of 2.98 with a 3.01. This increase mainly came from our dual enrollment students. The rubric data did not show a single area of student ability that stood out as being statistically higher or lower; the scores all ranged from 3.00 to 3.06. All three questions on the Student Impressions Survey regarding written communication showed significant improvement over last year but were not to the level they were prior to last year.

To improve student writing next year, the English faculty will emphasize for students the importance of establishing purpose and employing logic in argumentation and literary analysis. We will also develop a plan for ensuring that our online and dual enrollment off-campus instructors employ these same techniques for improving our students' written communication skills.

The overall scores for **Analytic Critical Thinking** exceeded our goals moving from a 2.94 to a 3.10. The sub-area in which students performed best was proposing and stating their perspective or hypothesis. The sub-area in which they need the most attention is on understating how context and assumptions shaped their arguments. On three of four questions related to critical thinking on the Student Impressions Survey, our students' impression of their achievement went up. The faculty in the courses focusing on critical

thinking are attempting to raise critical thinking in their individual courses through the various means indicated in the Weave report.

The overall scores for the **Christian Worldview** Rubric exceeded our goal by going from 3.01 to 3.15. The sub-area that our students did best in was demonstration and application of their worldview. Two of three questions on the Student Impressions Survey also showed improvement this year but still did not rise to the level of the year before last. The Christian studies program also made significant changes to align its on campus and online courses to the same standards in the last cycle and will monitor it for an additional cycle to see if the changes already made are effective.

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.

The overall target for **Oral Communication** fell below our goal of 3.39 to 3.05. This resulted from a slight dip in our on-campus student scores (2.95 to 2.92) and from some faculty not reporting data. We would like to engage more online and dual enrollment faculty in submitting data regarding oral communication. This will be done by sending out additional reminders. Having reports of those scores may have changed the overall outcome of this year's evaluation. The rubric shows that our students' best sub-skill of oral communication is the effective use of diction and language. The subskill needing the most work is effective communication of a central message.

The overall target for **Quantitative Critical Thinking** fell slightly below our goal this year by 0.05 points. The sub-area that needs the most work is application and analysis.

Most concerning for student achievement are our **CAT test scores**. Both scores fell this year. The upper division students fell by 0.01 points and the lower division students fell by 0.1 points from the previous year. While these are not significant drops, both upper division and lower division student averages are below the national average. While

individual professors have proposed ways they can improve their individual classes, we need a university-wide emphasis to raise our students' critical thinking abilities.