

FINAL REPORT- GENERAL EDUCATION ASSESSMENT COMMITTEE (5/3/2016)

General Education Assessment Results:

Students in 41 of 56 courses (73%) met faculty learning expectations with an additional 4 courses reporting student performance within 5% points of meeting target. In the cases of those courses where faculty response to unmet targets is essential, the faculty documented their analysis of the assessment results and their intentions for changes to help improve student learning in all but one case (under review by Office of Assessment and Evaluation).

2013-14 / 2014-15 Course Category Comparison

English Composition: -8%

Fine Arts: +6%

Humanities: -4%

Math: +10%

Nat/Phys Sciences: No change

Soc/Behav Sciences: -6%

Univ Sem: No change

General Education Assessment Plan Peer Review:

Most committee members completed their review assignments by the date discussed in the fall meeting. The vast majority of peer reviews denoted acceptability of the course assessment plans; for those courses where reviewers felt revision of documentation was needed, Assessment and Evaluation staff either 1) completed the suggested revision with the consent of the course's faculty assessment contact or 2) forwarded the reviewer's concern to the faculty contact.

Review of the General Education Core Curriculum:

Pursuant to its charge of ensuring the quality of the core curriculum, the committee conducted a thorough review of the core guided by the following principle: Any consideration or recommendation regarding the structure of the core should primarily consider what is best for the education of our students. The draft document that the committee produced was based largely on weekly deliberations by the ten members. The committee also scheduled two open meetings in late March to solicit faculty input. Work is ongoing and is expected to continue through the summer, with a final proposal expected to be presented to the University Core Curriculum Committee in the fall.

The working plan, as of May 3, appears below:

Step 1 (Work Completed). Identify core curriculum objectives

Rationale: The General Education Core Curriculum provides students with broad-based knowledge and transferrable skills applicable to all majors and careers, teaches students to understand and value learning, and encourages students to recognize their ability to affect change in their communities and a diverse world.

Learning domains:

Quantitative literacy and scientific reasoning (applying mathematical reasoning and problem solving skills; supporting arguments with quantitative evidence; understanding and applying statistical information; understanding the scientific method, lab techniques, and experimental design)

Communication (creating written, oral, and visual presentations of ideas to inform or persuade using text, data, and/or images as appropriate to audience and purpose)

Critical thinking (recognizing ambiguity, exploring assumptions, and understanding context to create a reasoned, logical analysis)

Independent and collaborative problem-solving (demonstrating personal effectiveness skills including managing time and resources, focusing through distractions, and contributing positively to team efforts where applicable)

Civic and ethical awareness (considering multiple perspectives and beliefs; evaluating various consequences of actions; and understanding the individual's role as a member of local, national, and global societies)

Step 2 (Work Completed). Determine the structure of the core

[The committee considered integrative and blended models but decided to adopt a distribution model similar to the one used at ULM from 2004-2011 and the one used from 2012 to the present.]

Step 3 (Future Work). Create the core

- a. Identify the courses to include
- b. Consider how learning in the core curriculum will be assessed
- c. Address logistical issues (transfer credit, eULM, etc.)