

# General Education Assessment

## Develop expression -

Foster communication skills that facilitate effective expression of ideas; (e.g. writing, speaking, reading, listening, and visualizing).

## Participate in methods of inquiry -

Advance ideas and concepts through applied critical, logical, scientific, and creative thinking skills and processes.

## Expand knowledge -

Enhance awareness, understanding and appreciation of complex issues and diverse perspectives across a broad range of academic disciplines.

## Encourage civic involvement -

Develop a sense of civic responsibility and involvement in a diverse society.



### Objective:

Assess the four goals of the General Education Program.

### Assessment Plan:

Measure at least one direct and one indirect measure, following the guidelines developed for all institutional departments and programs.



### Background:

General Education is the foundation for learning at Wayne State College (WSC). Drawing from disciplines across the campus, the General Education program fosters intellectual inquiry, personal and professional development, and responsible citizenship as lifetime endeavors. The program represents a vital, diverse liberal arts approach to the student's undergraduate experience, creating a common framework for more specialized study within a student's major.

### Measurement:

Each EPS course instructor assesses student's achievement of each goal on a rubric using a five-point scale. Students also self-rate their achievement on each goal using the same process. In addition, faculty and students are provided an opportunity to reflect on their experiences with the four general education goals evaluated.

### Indirect Measure:

Use information gathered from the National Survey of Student Engagement (NSSE) and locally created surveys.

### Direct Measures:

Two direct measures are being used. One utilizes ACT's Collegiate Assessment of Academic Achievement (CAAP). The other direct measure uses an innovative assessment process using innovative, culminating courses of the General Education Program, called Educated Perspective Seminar (EPS) courses.

### Findings:

All three methods of assessment selected to evaluate the General Education Program seem to be telling the same story, which indicates that the tools are accurately reflecting the outcomes being measured. These initial baseline assessment findings (CAAP and NSSE) suggest students are slightly below the targeted level of meeting the communication writing goals. The EPS course assessment data from the first four academic terms indicates that students are performing slightly below faculty expectations for each of the four General Education Program goals.

### Expansion:

Collect and measure data to determine if all general education course outcomes are addressing at least one of the four General Education Program goals.

### EPS Course Assessment:

Developed to provide an opportunity for students to conceptualize the integration of disciplines within the liberal arts program and to utilize the knowledge and skills emphasized in the General Education Program. All EPS courses incorporate knowledge, concepts, and philosophies from various disciplines by examining a topic of interest relevant to today's citizens. Students from a variety of majors come together in each course, bringing to their assignments and classroom discussions the perspectives advanced in their respective majors. All students, including transfer students, graduating from WSC must complete at least one EPS course and which cannot count toward a student's major or endorsement.

### Improvement:

The institution is targeting ways to improve the writing skills of its students. The institution has completed a full Plan-Do-Study-Act cycle of ongoing, continuous, improvement using this process of outcomes assessment. The process will be continually monitored, assessed and revised to improve student learning.



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