

Teamwork—Key to Success

<http://www.youtube.com/watch?v=SII1EU3huuE>





GENERAL EDUCATION ASSESSMENT THROUGH EDUCATED PERSPECTIVE SEMINARS

Wayne State
College

General Education Assessment through Educated Perspective Seminars

Presenters

Gwen Jensen, Associate Professor of Theatre

James O'Donnell, Dean, School of Arts and Humanities

Phyllis Spethman, Director of Field Experience and Teacher Certification

Sue Sydow, Director of Assessment

Tami Worner, Professor of Mathematics

Keith Willis, Professor of Counseling and Special Education



THE RESULTS FORUM
Academy for Assessment of Student Learning
November 3, 2011

Session Overview

- Share WSC's General Education Program Assessment Methods:
 - Indirect Measure
 - NSSE
 - Direct Measures of Assessment
 - Interdisciplinary Assessment through Educated Perspective Seminars (EPS)
 - CAAP Testing

Wayne State College Wayne, Nebraska

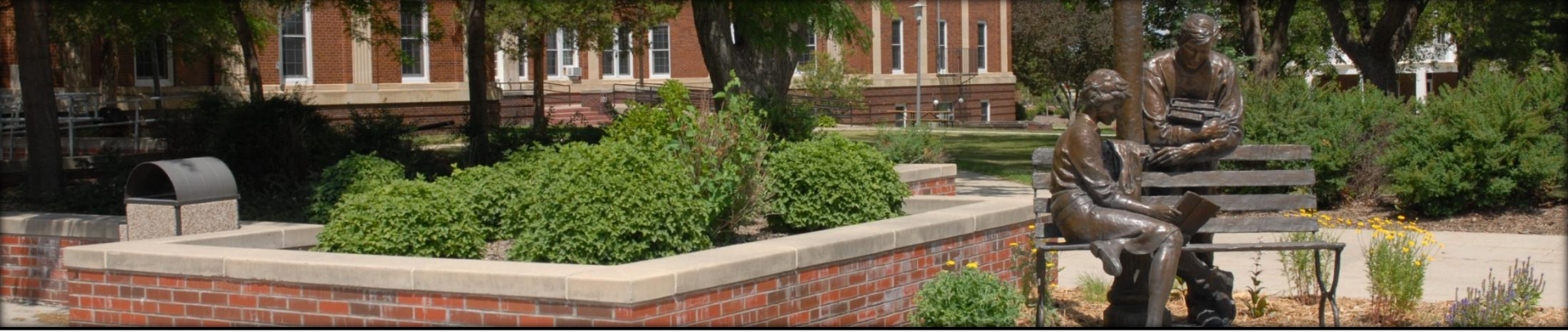


The top of the slide features a banner image. On the left, the text 'CITY OF Wayne NEBRASKA' is displayed in a green, stylized font. The background of the banner shows a suburban neighborhood with houses and trees, a blue water tower with 'WAYNE AMERICA' written on it, and a bronze statue of two people sitting on a bench in a park-like setting.

CITY OF Wayne NEBRASKA

Size

- City Population: 5,660
- College Enrollment: 3,571
 - **Undergraduate 80% and Graduate 20%**
 - 84% of students from Nebraska
 - 16% from 33 States and 21 Foreign Countries



Scope

- Average Class Size 21
- 124 Full-time Faculty/98 Part-time Faculty
- Degrees Granted: B.A., B.S., M.B.A., M.S., M.S.E., Ed.S.
- Student academic preparation (2010 Freshmen)
 - Average ACT score (composite) 21.6
 - Middle 50% of score range 18-25



2009-2010 Graduate Survey Results

- 100% of all WSC graduates responding to the survey are employed or are attending graduate school
 - 82% of these graduates remain in Nebraska for their employment or graduate school

WSC Mission

Wayne State College is a comprehensive institution of higher education dedicated to freedom of inquiry, excellence in teaching and learning, and regional service and development. Offering affordable undergraduate and graduate programs, the College prepares students for careers, advanced study, and civic involvement. The College is committed to faculty-staff-student interaction, public service, and diversity within a friendly and collegial campus community.

WSC Mission

*Wayne State College is a comprehensive institution of higher education dedicated to freedom of inquiry, **excellence in teaching and learning**, and **regional service** and development. Offering affordable undergraduate and graduate programs, the College prepares students for careers, advanced study, and civic involvement. The College is committed to faculty-staff-student interaction, **public service**, and diversity within a friendly and collegial campus community.*

Background

- 2007-2008 General Education Program Revised
- AQIP 2007 Quality Check-up Visit
 - WSC in beginning level on the continuum of assessment program implementation
 - Needed to expedite assessment on campus
 - Establish a campus-wide “Culture of Assessment”
- Need for General Education Assessment Plan

Background

- Academy for Assessment of Student Learning Team Cohort February 2008
 - One Dean, Two Directors, Four Faculty Members
 - Represents 4 Schools, General Education Committee, EDU Accreditation, a Dean/administration
 - Developed Assessment Plan
 - Became AQIP Action Project



Academy and AQIP Action Project

- One Indirect Measure
 - *National Survey of Student Engagement (NSSE)*
- Two Direct Measures
 - Educated Perspective Seminar (EPS) Courses
 - *Assess Goals of General Education Program*
 - ACT's Collegiate Assessment of Academic Achievement (CAAP)
 - *Critical Thinking and Essay Writing*
 - *Required for Voluntary System of Accountability (VSA)*

Lessons Learned

- Learned that centralized support was crucial
 - Director of Assessment
- Need to build a culture and foundation
 - Assessment Retreats
 - Administrative Support
 - Assessment Web site
 - Develop a common vocabulary/definition of terms
- Learned importance of keeping the process simple
- Need to nurture leadership from within

Lessons Learned

- Learned importance of keeping the process simple
- Need for a General Education Committee (Representative from each Department)
- Build Academy Team Comradeship
 - Have fun
 - Provide food
 - Attend HLC Annual Meeting
 - Share responsibilities

Stumbling Blocks

- Lack of campus-wide understanding of assessment practices
- Not complete buy-in from all departments
 - General Education Committee represented all departments with one person from each department
 - For better communications, no department or school was omitted
- No previous best practices had been established
 - Kept the assessment process simple
 - General Education Committee key to assessment

General Education Goals

- **Develop expression** – Foster communication skills that facilitate effective expression of ideas; (e.g. writing, speaking, reading, listening, and visualizing).
 - **Expand communication skills**
- **Participate in methods of inquiry** – Advance ideas and concepts through applied critical, logical, scientific, and creative thinking skills and processes.
 - **Develop further competence in investigative processes**
- **Expand knowledge** – Enhance awareness, understanding and appreciation of complex issues and diverse perspectives across a broad range of academic disciplines.
 - **Increase awareness in human understanding by examining topics from a variety of perspectives**
- **Encourage civic involvement** – Develop a sense of civic responsibility and involvement in a diverse society.
 - **Enhance awareness of one's role in a civic society**

General Education Baseline Assessment Data; 2009 NSSE Survey (Indirect Measure)

WSC Goal 1

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

NSSE: Made a class presentation.

	WSC	Plains Public
FY	2.48*	2.35
SR	3.13*	2.76



**WSC mean score exceeds the mean scores at Plains Public, Carnegie Class, and combined NSSE 2009 survey institutions.*

General Education Baseline Assessment Data; 2009 NSSE Survey (Indirect Measure)

Plains Public Peer Group:

[\[Web site data\]](#)

Bemidji State University	Missouri Southern State University
Chadron State College	Peru State College
Dickinson State University	Pittsburg State University
Emporia State University	Southern Arkansas University
Fort Hays State University	Southern Oregon University
Harris-Stowe State University	Southwestern Oklahoma State University
Minnesota State University-Mankato	St. Cloud State University
Minnesota State University-Moorhead	Winona State University
Minot State University	

General Education Baseline Assessment Data; 2009 NSSE Survey (Indirect Measure)

WSC Goal 1

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

NSSE: Number of written papers or reports of 20 pages or more.



	WSC	Plains Public
FY	1.20	1.30
SR	1.55	1.60

General Education Baseline Assessment data; 2009 NSSE Survey (Indirect Measure)

WSC Goal 1

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

NSSE: Number of written papers or reports of fewer than 5 pages.

	WSC	Plains Public
FY	3.10	3.15
SR	3.49*	3.18



General Education Baseline Assessment Data; 2009 NSSE Survey (Indirect Measure)

WSC Goal 2

Participate in Methods of Inquiry: Advance ideas and concepts through applied critical, logical, scientific, and creative thinking skills and processes.

NSSE: Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components.

	WSC	Plains Public
FY	2.96	2.99
SR	3.12	3.20



General Education Baseline Assessment Data; 2009 NSSE Survey (Indirect Measure)

WSC Goal 3

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

NSSE: Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments.



	WSC	Plains Public
FY	2.78	2.75
SR	2.73	2.81

General Education Baseline Assessment Data; 2009 NSSE Survey (Indirect Measure)

WSC Goal 4

Encourage Civic Involvement: Develop a sense of civic responsibility and involvement in a diverse society.

NSSE: Voting in local, state, or national elections.

	WSC	Plains Public
FY	2.44	2.57
SR	2.43*	2.32



General Education Baseline Assessment data; 2009 NSSE Survey (Indirect Measure)

WSC Goal 4

Encourage Civic Involvement: Develop a sense of civic responsibility and involvement in a diverse society.

NSSE: Contributing to the welfare of your community.

	WSC	Plains Public
FY	2.33	2.39
SR	2.65 *	2.45



General Education Baseline Assessment Data; Educated Perspective Seminar (EPS) (Direct Measure)

- **EPS Catalog Description (From the 2008–09 General and Graduate Catalog)**
- EPS 300 Educated Perspective Seminar (3) Prerequisite: Junior Standing, 60 or more hours completed, 30 hours in General Education. The course incorporates knowledge, concepts, and philosophies across various disciplines by examining a topic of interest pertinent to today's citizens. Students from a variety of majors will come together bringing the perspectives advanced in their majors to the discussions and assignments. When no duplication of topic exists, this course may be repeated for additional credit.

General Education Baseline Assessment Data; Educated Perspective Seminar (EPS) (Direct Measure)

- Purpose:
 - Conceptualize the integration of disciplines
 - Utilize the knowledge and skills emphasized in the general education program
 - Examine a topic of interest pertinent to today's citizens

General Education Baseline Assessment Data; Educated Perspective Seminar (EPS) (Direct Measure)

- Guidelines:
 - Required for all students – including those who transfer with an AA or AS
 - Before taking EPS 300, students must complete 60 hours, including at least 30 hours of General Education courses
 - An EPS 300 course cannot count towards a student's major or endorsement

General Education Baseline Assessment Data; Educated Perspective Seminar (EPS) (Direct Measure)

• EPS Course Proposal

[[Signature Page](#)], [[Matrix](#)] [[Web based](#)]

**EDUCATED PERSPECTIVE SEMINAR
EPS 300 COURSE SUBMISSION FORM**

Proposed General Education Block 4—Block 4—Educated Perspective Seminar

Date Submitted: _____ Proposal Number: _____

General Information: ([click to activate a check box](#))

New Course submitted as EPS topic - New Course Title _____

Existing Catalog Course submitted as an EPS topic - Existing Course Title _____

Contact Person (submitting proposal): _____

School/Department offering course: _____

To be offered: Each Semester Fall only Spring only Summer Sessions

Embodied/flat text as required: _____

Reviewers' Signatures:

Faculty Member: _____ Date: _____ School/Department: _____

Submitting Department Chair: _____ Submitting Department: _____
 Recommend Recommend with concerns (attach concerns-rationale) Not recommended (attach rationale)

Submitting School Dean: _____ Submitting School: _____
 Recommend Recommend with concerns (attach concerns-rationale) Not recommended (attach rationale)

Advance to General Education Committee:

To be completed by General Education Committee:

First Reading: Approved Approved NOT Approved (reasons attached)

Second Reading: Approved Approved NOT Approved (reasons attached)

Signatures below indicate course approval

General Education Chair: _____ Date: _____

VCA President for Academic Affairs: _____ Date: _____

Directions: Please complete the matrix for the Block 4—Educated Perspective Seminar on this page.

- Courses proposed for General Education must meet all learning objectives for that program category. However, each objective may not necessarily receive equal attention.
- Signatories of this proposal will review the course objectives and assessment process to insure that the course adheres to this requirement.
- **Online EPS Course Assessment is required by faculty and students. Contact the Office of Assessment for details.**

Block 4: EDUCATED PERSPECTIVE SEMINAR

In order for students to conceptualize the integration of disciplines within the liberal arts perspective and to utilize the knowledge and skills emphasized in the General Education program, courses in this category will incorporate knowledge, concepts, and philosophies across various disciplines by examining a topic of interest pertinent to today's citizens. Students from a variety of majors will come together in each course bringing the perspectives advanced in their majors to the discussions and assignments.

General Education Goal	Learning Objectives	Course Objectives	Activities and/or Projects	Assessment Process
Develop expression - Acquire communication skills that facilitate effective expression of ideas, (eg. writing, reading, listening, inferring, and evaluating).	Expand communication skills			
Participate in methods of inquiry - Science (class and seminar) through applied critical, logical, scientific, and creative thinking skills and processes.	Develop further competence in investigative processes			
Expand knowledge - Enhance awareness, understanding and appreciation of complex issues and diverse perspectives across a broad range of academic disciplines.	Increase awareness in human understanding by examining topics from a variety of perspectives			
Encourage civic involvement - Develop a sense of civic responsibility and involvement in a diverse society.	Enhance awareness of one's role in civic society			

EPS 300: Leadership Styles

[\[Syllabus\]](#)

- **Course Development**
 - Develop project(s) to measure General Education Program Goals
 - Develop Assessment and Content simultaneously

SAMPLE SYLLABUS TEMPLATE:

EDUCATED PERSPECTIVE SEMINAR (EPS) 300

TOPIC: _____

Instructor:

EPS Catalog Description (From the 2008-09 General and Graduate Catalog, p. 83)

EPS 300 Educated Perspective Seminar (3) Prerequisite: Junior Standing, 60 or more hours completed, 30 hours in General Education. The course incorporates knowledge, concepts, and philosophies across various disciplines by examining a topic of interest pertinent to today's citizens. Students from a variety of majors will come together bringing the perspectives advanced in their majors to the discussions and assignments. When no duplication of topic exists, this course may be repeated for additional credit.

General Education Goals (Assessed in all EPS Courses) and EPS Course Objectives

- **Develop expression** – Foster communication skills that facilitate effective expression of ideas; (e.g. writing, speaking, reading, listening, and visualizing).
 - Expand communication skills
- **Participate in methods of inquiry** – Advance ideas and concepts through applied critical, logical, scientific, and creative thinking skills and processes.
 - **Develop further competence in investigative processes**
- **Expand knowledge** – Enhance awareness, understanding and appreciation of complex issues and diverse perspectives across a broad range of academic disciplines.
 - Increase awareness in human understanding by examining topics from a variety of perspectives
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EPS (Specific Topic) 300 Course Description

EPS 300 Abbreviated Description for General Education Web site

(See examples at: http://www.wsc.edu/academio/general_education/eps_course_descriptions/index.php)

EPS (Specific Topic) 300 Course Learning Objectives

*Continue with faculty syllabus items

EPS 300 Topics

[\[Descriptions\]](#)

Appreciating Diversity	Global Health: Right, Responsibility and Privilege
Capitalism and Morality	Global Issues: Let's Trace the Spice Trade
Colonizing Space	Language, Identity and Race
Communication and Ethics	Leadership Styles
Critical Thinking Concepts and Skills	Literary Ghosts and Vampires
Culture and Literature of the Great Plains	Nature and Culture of the Great Plains
Economic Perspectives of Social Issues	Outlaws in American Culture
Endangered Languages: Issues and Solutions	Peace Studies
Environmental Ethics	Technology and Society


EPS 300: Leadership Styles




- Teaching Attributes
 - Smaller class size
 - Student perspectives from multiple disciplines
- Assessment
 - Integral part of course

Process


- Electronic Assessment Program Development
 - WSC Network and Technology Service

Student to be assessed:
Select a student... 

Develop Expression: [Click to Show/Hide Criteria](#) 


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

0 Deficient 1 Emerging 2 Acceptable 3 Competent 4 Exceptional

Participate in Methods of Inquiry: [Click to Show/Hide Criteria](#) 


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

0 Deficient 1 Emerging 2 Acceptable 3 Competent 4 Exceptional

Expand Knowledge: [Click to Show/Hide Criteria](#) 


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

0 Deficient 1 Emerging 2 Acceptable 3 Competent 4 Exceptional

Develop Civic Involvement: [Click to Show/Hide Criteria](#) 

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

0 Deficient 1 Emerging 2 Acceptable 3 Competent 4 Exceptional



Assessment Indicators

0 = Deficient

(Failed to demonstrate progress toward goal)

1 = Emerging

(Demonstrates limited progress toward goal)

2 = Acceptable

(Demonstrates satisfactory progress toward goal)

3 = Competent

(Demonstrates proficient progress toward goal)

4 = Exceptional

(Demonstrates mastery of goal)

Process

- Self-Reflection for faculty and students

The image shows a software interface for adding form reflections. The main window is titled "Add FormReflections" and contains a large text area labeled "Reflection:". Overlaid on this is a smaller dialog box for selecting a student and rating their performance.

Add FormReflections

Reflection:

Student: Select a student... Next Previous Results

0 Deficient 1 Emerging 2 Acceptable 3 Competent 4 Exceptional

Expand Knowledge

0 Deficient 1 Emerging 2 Acceptable 3 Competent 4 Exceptional

Develop Civic Involvement

0 Deficient 1 Emerging 2 Acceptable 3 Competent 4 Exceptional

Explain how your general education courses have helped prepare you to accomplish the four WSC general education goals.

Save Cancel Delete Close

Save Cancel

Versatility

[[Electronic Assessment](#)]

Assessment

WSC Assessment Term 20101 Theme Select a Theme Sue Sydow Logout

Assessments Types Courses Projects Criterias Forms

Assessments

+ Add Update - Delete Refresh

Name	Type	Instructions
Block 4: Educated Perspective	All Blocks	In order for students to conceptualize the integration of disciplines within the liberal arts perspective and to utilize the knowledge and skills emphasize
Block 1: Communication	Block1	Effective communication skills are foundational to success in all academic disciplines and, more broadly, to effective participation in contemporary soc
Block 2: Mathematics	Block2	The mathematical sciences provide opportunities to gain understanding and deeper insight of mathematics and its influences in all aspects of life. Und
Block 2: Wellness	Block2	Wellness provides opportunities to assess physical fitness, nutrition, and health information with the aim to develop programs and foster lifestyle char
Block 2: Natural Sciences	Block2	The natural sciences provide opportunities to gain a broader understanding of the world and universe from the perspective of factual observation and
Block 3: Literacy, Performing &	Block3	A study of the literary, performing and visual arts is integral to understanding and appreciating the aesthetic aspects of the human experience. The ar
Block 3: History & Social Scier	Block3	History and the Social Sciences are devoted to the study of humans and their societies and cultures. Each of the disciplines provides content, concep

Scales		Goals		
Scale	Name	Name	Type	Description
0	0 Deficient	Develop Expression		Foster communication skills that facilitate effective expression of ideas; (e.g. writing, spea
1	1 Emerging	Participate in Methods of Inquir		Advance ideas and concept through applied critical, logical, scientific, and creative thinking
2	2 Acceptable	Expand Knowledge		Enhance awareness, understanding and appreciation of complex issues and diverse pers
3	3 Competent	Develop Civic Involvement		Develop a sense of civic responsibility and involvement in a diverse society.
4	4 Exceptional			

WebFocus

Wayne State College

General Assessment Reporting

Term

ALL
20089
20091
20097
20099

Course Titles

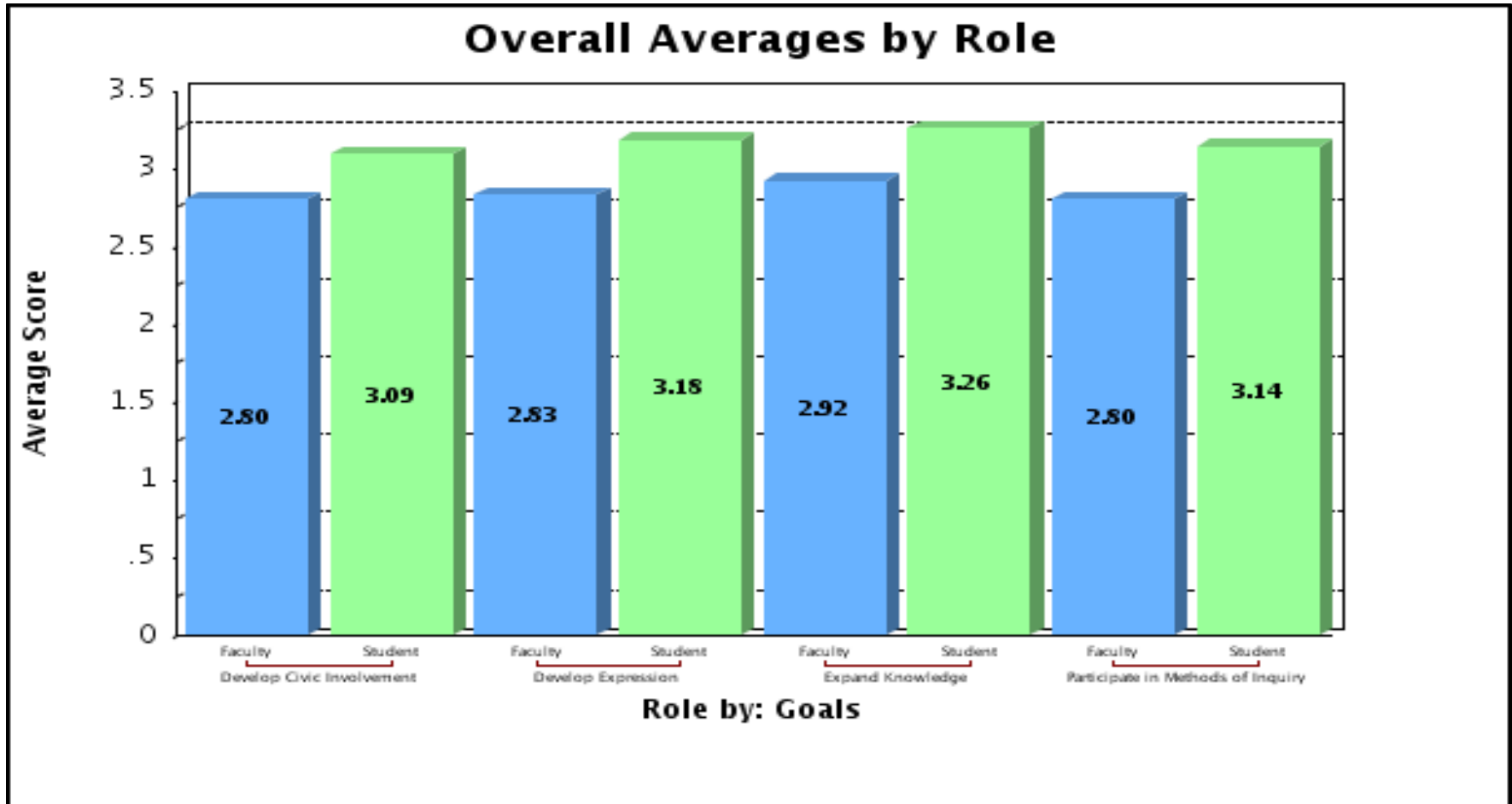
ALL
Ed_Persp_Sem_Tech_And_Society
Ed_Persp_Sem_Wrld_Hlth_Iss
Ed_Prsp_Sem_Colonizng_Space
Ed_Prsp_Sem_Critcl_Think
Ed_Prsp_Sem_Lrdshp_Examples
Eps_Critical_Thinking
Eps_Environmental_Ethics

Goal Name

ALL
Develop Civic Involvement
Develop Expression
Expand Knowledge
Participate in Methods of Inquiry

Run

WebFocus Reporting



General Education Baseline Assessment Data; CAAP Results (Direct Measure)

Average Mean CAAP Scores (Fall 2009 and Spring 2010)

Critical Thinking

	Freshmen Scores	Senior Scores
CAAP score range: 40 to 80	60.1	62.8
Percent at or above the National Norm	40%	59%

Essay Writing

	Freshmen Scores	Senior Scores
CAAP score range: 1 to 6	3.0	3.2
Percent at or above the National Norm	36%	46%

Institutional Implications

- Compare new data with baseline data on an annual basis
- Expand the emerging campus-wide “Culture of Assessment”
 - Fall and Spring Assessment Retreat Days
 - Bi-Annual Departmental Program Assessment Reporting
- Review and analyze data
 - Office of Assessment
 - Assessment Oversight Committee
 - General Education Committee
 - Academy for Assessment of Student Learning Team

Sustainability Measures

- Maintain focus
 - Centralized Office of Assessment with Director
- Maintain a visible process
 - Postings on Web site
- Expand internal public relations
 - Various faculty members sharing assessment endeavors during Assessment Retreats
 - Faculty Conversations workshop
- Partner with General Education Committee
 - Key to collaborative assessment efforts

Closing the Loop

- Need for longitudinal data
 - Compare baseline data against longitudinal data
- Continue discussions using NSSE data using 2006, 2009, and upcoming 2012 data
- Discuss trends in student performance
 - Engage all EPS course faculty, Academy Team, and General Education Committee members to develop strategies to yield stronger performance
- Analyze CAAP Scores
 - Compare benchmark data from 2009-2010 with upcoming 2012-2013 results

Final Thoughts

- Assessment needs a continual, visual presence on campus
- Continue collaborative work with General Education Committee to review goals and assessments
 - Receive feedback on goals
 - Define “Civic Involvement” for better understanding
- Articulate EPS outcomes better
- Discuss the impact of writing
 - Recommend to VPAA and General Education Committee outcomes to be assessed
 - Adopt a writing rubric

Contact Information

Sue Sydow, Director of Assessment

susydw1@wsc.edu

Wayne State College Web site: www.wsc.edu

WSC Assessment Web site:

www.wsc.edu/assessment

WSC General Education EPS Course Web site:

http://www.wsc.edu/academic/general_education/eps_course_descriptions/index.php

Contact John Dunning, Network and Technology

Systems: jodunni1@wsc.edu



Questions???

