

General Education Assessment Report

East Stroudsburg University

Prepared at the Request of the ESU's University Wide General Education Committee

**Draft:** August 4, 2013

## Executive Summary

The General Education assessment report was created to evaluate the effectiveness of ESU's General Education Program on seven identified Student Learning Outcomes. The University Assessment Committee along with faculty in Fitness have identified nine measures reviewed in this report.

Measures Used to Evaluate the Effectiveness of ESU's General Education Program		
Measure	Implementation	Student Learning Outcome
<i>ESU's Graduating Senior Survey</i>	2010 & 2011	I, II, III, IV, V, VI
<i>National Survey of Student Engagement</i>	2011	I, II, III, V
Frequencies of Students Participating in Study Abroad Programs at ESU	2010-2011 & 2011-2012	I
<i>ETS Proficiency Profile</i>	2009-2010	II, III, IV, V
<i>James Madison Information Literacy Test</i>	2009	IV
General Fitness Content Exam	2010-2011	VII
Department of Movement and Lifetime Fitness Course Survey	2010-2011	VII
<i>ESU Faculty Views Regarding General Education: Open Ended Survey</i>	2012	I, II, III, IV, V, VI, VII
<i>ESU Faculty Views Regarding General Education: Likert Survey</i>	2013	I, II, III, IV, V, VI, VII

By going beyond just looking at the results of one measure at a time, and organizing the measures by student learning outcome, a fuller view of the effectiveness of ESU's General Education Program became possible. Through this exercise, the General Education Committee has identified several recommendations and actions to improve:

1. The assessment of the General Education Program.
2. Communication, processes, and procedures relating to assessing and improving general education.
3. Targeted areas for the next major revision for ESU's General Education Program.
4. The current implementation of ESU's General Education Program while we await the next revision.

Assessment Driven Improvement through General Education Program Assessment Report	
<i>Type</i>	<i>Count</i>
Assessment Improvement	12
Communication Improvement	8
Identification and Improvement for future changes to Gen Ed Program	18
Immediate Action	16

## **Background for Creation of ESU'S First General Education Assessment Report**

During the Fall semester 2012, the East Stroudsburg University General Education Committee voted to request a General Education Assessment report be generated for the purpose of helping the General Education Committee create a new General Education Program. During that time, it was determined that the following steps be taken:

- A summary of the results from previously administered assessment tools be synthesized into a single report following the current student learning outcomes.
- An open ended survey for faculty be constructed and administered to determine faculty members' idea of :
  - The ideal general education program for ESU;
  - What are the weaknesses of the current general education program;
  - What are the strengths of the current general education program.
- Data from the open ended survey was used to create a second survey to be administered to faculty members to evaluate the successfulness of the current General Education Program in reaching the articulated student learning outcomes.

## **ESU's General Education Student Learning Outcomes**

Briefly, the first five items of the current student learning outcomes were initially created by the East Stroudsburg University's Assessment Committee. They were adopted by the University Wide General Education Committee, who then added two more student learning outcomes. During the administration of the faculty survey regarding General Education in Spring 2013, the faculty members overwhelmingly supported the use of the seven student learning outcomes though there was a request for slight language modification to take place.

The following are “Student Learning Outcomes” adopted by the General Education Committee in collaboration with the University Assessment Committee. The assessment report is structured around the student learning outcomes.

- I. **Demonstrate an understanding of their role as citizens of a diverse, global society.**
- II. **Utilize critical thinking skills.**
- III. **Communicate orally, in writing, and through other formats.**
- IV. **Demonstrate information literacy and technological skills.**
- V. **Apply scientific reasoning to solve problems.**
- VI. **Create and/or Critique various forms of artistic expression.**
- VII. **Understand various models for the healthy development of the whole person.**

Details regarding the student learning outcomes have been established by both the Assessment Committee and the University Wide General Education Committee. A detailed description can be found in Appendix A.

### **I. Demonstrate an understanding of their role as citizens of a diverse, global society.**

Available measures at ESU: 5

Reported measures: 3

Direct Measures: 0

Validated measures: 100%

Current State of General Education:

Currently there is no requirement that students demonstrate their understanding of their role as a citizen of a diverse, global society with the General Education classes required of students. This student learning outcome might be satisfied through courses from the Social Sciences, but it is not specifically articulated at this time.

#### **Indirect Measures – Not Normed**

##### *ESU's Graduating Senior Survey*

Created and validated in 2009 for use at ESU, the *ESU's Graduating Senior Survey* provides a measure of students' perception on their growth and potential for success as a citizen of a diverse, global society. Administered yearly, it will be possible to track trends in students' perception. The measure asked the students the following.

<b>In thinking about your general education classes, please evaluate how well you feel prepared to do the following.</b>	<b>Prepared</b>	<b>Neutral</b>	<b>Not Prepared</b>
Understand your role as a citizen in a diverse, global society.	74.4%	17.5%	8.1%

<b>Rate the following statements.</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>
Student diversity is welcomed at ESU.	82%	14%	4%
At ESU students respect other students of different racial and ethnic groups.	80%	12%	8%
I believe my experiences at ESU have prepared me to deal with an ever-changing world.	80%	14%	6%
There is too much emphasis on diversity activities on campus.	53%	29%	18%

*ESU's Student Diversity Measure*

In 2007, ESU created and validated a measure to evaluate students' perception of diversity at ESU. A portion of this measure can provide an indication for this student learning outcome, though it's lacking in normative data. The UAC may want to consider this measure be re-administered on a regular basis for the purpose of evaluating this student learning outcome.

*ESU Faculty Views Regarding General Education: Likert Survey*  
 Faculty was asked to evaluate and rate the following statements.

<b>Is the current General Education doing an exceptional job assuring students develop the following competencies.</b>	<b>Agree</b>	<b>Disagree</b>
Citizenship Development	62.50%	37.50%
Global Awareness	58.52%	41.48%
Appreciation of Diversity	70.29%	29.71%

<b>The faculty was asked is it critical that ESU's new General Education Program directly addresses.</b>	<b>Agree</b>	<b>Disagree</b>
Citizenship Development	94.22%	5.78%
Global Awareness	97.14%	2.86%
Appreciation of Diversity	92.05%	7.95%

<b>I find it vitally important that changes to ESU's General Education Program include.</b>	<b>Agree</b>	<b>Disagree</b>
Requiring students take a class in a second language.	78.74%	21.26%

In looking at this data, ESU faculty feel this student learning outcome is critically valuable, though our current curriculum has room for improvement to assure students are meeting this outcome.

*Yearly Frequencies of Students Participating in Study Abroad Programs.* ESU's Office of International Programs has had over 200 students continue their studies abroad in 20 different countries. This number is clearly growing, involving more students in this important learning opportunity.

Year	Semester(s)	Number of Students
2009	Fall	5
2010	Fall/Spring/Summer	57
2011	Fall/Spring/Summer	95
2012	Fall/Spring/Summer	109

### Indirect Measures –Normed

#### *National Survey of Student Engagement (NSSE)*

Given every two to three years, the NSSE provides a measure of student's experiences and their perceptions with diverse/global experiences while a student. Results from the NSSE administered in 2011 demonstrated the following.

- Foreign languages – **above** peers' average (freshmen and seniors).
- Serious conversation with a student of a different race or ethnicity – **above** peers' average (freshmen and seniors).
- Understanding of people of another racial background – **below** peers' average (seniors).

Overall, ESU students are showing signs of greater experience with diverse populations and languages compared to their peers.

### Direct Measures

Currently, ESU is not employing a direct measure for this student learning outcome. An attempt should be made to determine if a direct measure of citizenship in a diverse and global society is possible.



If additional detail can be obtained from the Social Science component of the ETS Proficiency Profile, this measure might be direct measure for this student learning outcome. ESU seniors are performing at the eighth percentile on the ETS Proficiency Profile for Social Science.

## Recommendations & Actions

- **Assessment Improvement**
  - The University Assessment Committee should consider the regular administration of the *ESU Student Survey of Diversity*, first administered in 2007. This measure can be a means of understanding students' perception of this student learning outcome.
  - Additional detailed information should be obtained from the ETS Proficiency Profile to better understand how ESU students' percentile performance on Social Sciences (8<sup>th</sup> Percentile) relates to this student learning outcome.
- **Revising ESU's General Education Program**
  - The General Education Program needs to be revised to assure that students are completing classes that require they demonstrate this student learning outcome.
  - Consideration should be given to discipline specific attention to this area for all programs. This could be accomplished through major courses, directed general education classes, cognates, and academic advising.
- **Immediate Actions**
  - For the new campus wide initiative, "One Book, One Campus", the book *The Other Wes Moore: One Name, Two Fates*, has a strong diversity component to it. As this book will be the central topic of university wide discussion in and out of the classroom. It is expected to increase student understanding and awareness of issues of diversity.
  - Divisional areas beyond general education (e.g., Student Affairs) can be asked to help students develop in this area.

## II. Utilize critical thinking skills.

Available measures at ESU: 5

Reported measures: 2

Direct Measures: 1

Validated measures: 100%

Current State of General Education:

Currently there is no explicitly articulated critical thinking component/requirement for the General Education Program.

**Indirect Measures – Not Normed**

*ESU's Graduating Senior Survey*

Created and validated in 2009 for use at ESU, the ESU's Graduating Senior Survey provides a measure of students' perception on their growth and potential for success at solving problems and addressing issues in ways that are responsive to their needs, those of the community, and those of the citizens of the world.

<b>In thinking about your ESU education, please evaluate how well you feel prepared to do each of the following components of critical thinking.</b>	<b>Prepared</b>	<b>Neutral</b>	<b>Not Prepared</b>
Accurately identify a problem or an issue.	93%	6%	1%
Gather information to address a problem or an issue.	93%	5%	2%
Analyze information that has been gathered for addressing a problem or an issue.	93%	6%	1%
Draw conclusions that are based on an analysis of information.	92%	6%	2%
Clearly communicate resulting conclusions.	94%	5%	2%

<b>In thinking about your general education classes, please evaluate how well you feel prepared to do the following.</b>	<b>Prepared</b>	<b>Neutral</b>	<b>Not Prepared</b>

Utilize critical thinking skills	86.2%	9.5%	4.3%
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*ESU Faculty Views Regarding General Education: Likert Survey*  
Faculty were asked to evaluate and rate the following statements.

<b>ESU's Current General Education Program is doing an exceptional job assuring students develop critical thinking.</b>	<b>Agree</b>	<b>Disagree</b>
Critical Thinking	52.87%	47.13%

<b>It is critical that ESU's new General Education Program directly address the competency listed.</b>	<b>Agree</b>	<b>Disagree</b>
Critical Thinking	98.86%	0.57%

### Indirect Measures –Normed

#### *National Survey of Student Engagement (NSSE)*

Given every two to three years, the NSSE provides a measure of students' perception on topics like Utilize Critical Thinking Skills. The following results related to critical thinking were found in the 2011 Administration of the NSSE.

- Applying Theories or Concepts – **above** peers' average (freshmen and seniors)
- Synthesizing and Organizing Ideas – **below** peers' average (freshmen and seniors)
- Asked to think critically and analytically – **above** peers' average (freshmen) **below** peers' average (seniors)
- Solving real world problems – **below** peers' average (freshmen and seniors)

In general, ESU students, particularly the seniors, view themselves as having lower levels of critical thinking skills when compared to their peers, and their views seem to decrease while at ESU.

## Direct Measures

### *ETS's Proficiency Profile*

Data from the 2010 administration of the Proficiency Profile is available for analysis from freshmen and seniors.

#### “Proficient” Percentages for Reading/Critical Thinking

	<b>Reading Level 1</b>	<b>Reading Level 2</b>	<b>Reading Level 3</b>
Freshmen	51	16	0
Seniors	65	30	2
% Improvement	27.5	87.5	

\*Reading Level 3 is Critical Thinking

#### “Not Proficient” Percentages for Reading/Critical Thinking

	<b>Reading Level 1</b>	<b>Reading Level 2</b>	<b>Reading Level 3</b>
Freshmen	23	59	94
Seniors	14	45	86
% Improvement	39.1	23.7	8.5

\*Reading Level 3 is Critical Thinking

Though freshmen students enter ESU with similar levels of proficiency in reading/critical thinking compared to writing skills, they show less growth in this area during their time at ESU compared to their peers from similar institutions.

A similar pattern is observed in examining ETS Proficiency Profile’s “Learning Gains Reporting.” Seniors are graduating from ESU with critical thinking skills “below expected” levels even though ESU freshmen are entering at “expected” levels.

## Recommendations & Actions

- **Assessment Improvement**
  - The General Education Committee is satisfied with the forms of assessment that are currently being implemented for this student learning outcome. The NSSE has gone through major revisions, and, as such, future analyses of those results for this student learning outcome are expected to be slightly different.

- **Revising General Education Program**

- Currently there is no requirement in the General Education Program addressing the areas of reading comprehension and critical thinking. Adjustments to the General Education Program requiring the addition of reading and critical thinking requirements are supported through these results.
- Implement a reading comprehension remediation program to maximize growth in students entering ESU with the lowest level of reading/critical thinking.
- Require all academic programs to address reading or critical thinking deficiencies seen in their major through their curriculum. As a sizeable portion of a students' course credits, particularly those at the highest levels, come from outside of general education, to address deficiencies of this kind in reading and critical thinking, upper level courses within each major should be examined. Academic programs are also encouraged to consider the use of directed general education classes and/or cognates to aid their students in assuring the development of reading comprehension and critical thinking.

- **Immediate Action**

- Departments, like Philosophy, were encouraged to create courses geared toward maximizing students' performance in critical thinking that can be used by other departments as directed general education classes, cognates, or can be recommended by academic advising to target students in most need of development. Two such one credit classes were created and proposed to the University Wide Curriculum Committee.

### **III. Communicate orally, in writing, and through other formats.**

Available measures at ESU: 4

Reported measures: 2

Direct Measures: 1

Validated measures: 100%

Current state of General Education:

All students are required to successfully complete English 103. Students failing to demonstrate writing proficiency at a level that permits entry into ENG 103 are required to take and pass ENG 090.

**Indirect Measures – Not Normed**

*ESU's Graduating Senior Survey*

Created and validated in 2009 for use at ESU, the ESU's Graduating Senior Survey provides a measure of students' perception on their growth and potential for success with the communication skills they developed at ESU.

Graduating students were asked:

<b>In thinking about your general education classes, please evaluate how well you feel prepared to do each of the following.</b>	<b>Prepared</b>	<b>Neutral</b>	<b>Not Prepared</b>
Communicate Orally.	90%	5.5%	4.5%
Communicate through writing.	88.9%	6.5%	4.6%
Communicate through other formats.	83.4%	11.6%	5%

*ESU Faculty Views Regarding General Education: Likert Survey*

Faculty was asked to evaluate and rate the following statements.

<b>ESU's Current General Education Program is doing an exceptional job assuring students develop in the following competencies.</b>	<b>Agree</b>	<b>Disagree</b>
English Language Skills	54.91%	45.09%
Language Skills (Beyond English)	38.51%	61.49%
Speech Communication	67.82%	32.18%
Writing Skills	42.05%	57.95%

<b>It is critical that ESU’s new General Education Program directly address the competencies listed.</b>	<b>Agree</b>	<b>Disagree</b>
English Language Skills	99.43%	0.57%
Language Skills (Beyond English)	90.86%	9.14%
Speech Communication	97.16%	2.84%
Writing Skills	98.86%	1.14%

<b>I find it vitally important that changes to ESU’s General Education Program include.</b>	<b>Agree</b>	<b>Disagree</b>
Requiring students complete two classes in English Composition	85.23%	14.77%

Students seem to be rating their learning in the area of communication much higher than their faculty. This disparity should be of concern, as students who fail to recognize their need to improve their communication skills will be at a disadvantage.

**Indirect Measures –Normed**

*National Survey of Student Engagement*

Given every two to three years, the NSSE provides a measure of students’ perception of communication activities.

- Writing Papers (5 pages or less) – **above** peers’ average (freshmen and seniors)
- Writing Papers (20 pages or more) – **below** peers’ average (freshmen and seniors)
- Making Presentations – **below** peers’ average (freshmen)

- Making Presentations – **above** peers’ average (seniors)
- Number of books read on your own (not assigned) for personal enjoyment or academic enrichment- **below** peers’ average (freshmen)

In general, with regard to the NSSE results, there is a mixed report from students on communication.

### Direct Measures

#### *ETS’s Proficiency Profile*

Data from the 2010 administration of the Proficiency Profile is available for analysis from freshmen and seniors. The ETS Proficiency Profile has been employed as a direct measure of students’ reading and critical thinking skills. Information obtained from the Proficiency profile includes the percentage of students performing at criteria specified levels. Please see Appendix B for additional detailed information on the Criteria Level for the Proficiency Profile. (Data from 2010).

“Proficient” Percentages for Writing

	Level 1	Level 2	Level 3
Freshmen	51	8	3
Seniors	71	22	9
% Improvement	39.2	175.0	200.0

“Not Proficient” Percentages for Writing

	Level 1	Level 2	Level 3
Freshmen	8	58	84
Seniors	7	44	74
% improvement	12.5	24.1	11.9

In examining the pattern for the percentage of students scoring at the “Proficient” and “Not Proficient” levels for their Freshmen and Senior years, it appears that there is



improvement for a portion of the student population, yet, the students who enter as “Not Proficient” may not be making the kind of improvement that we see in other students.

In examining the “Learning Gains Report” provided to ESU from ETS, in the area of writing, ESU was deemed to be performing “at expected” level for writing, as many students showed writing improvement.

## Recommendations & Actions

- **Assessment Improvement**
  - The General Education Committee is satisfied with the forms of assessment that are currently being implemented, though having a random sample of students take the long version of the ETS Proficiency Profile would help in getting a clear sense of how students are doing over the four years at ESU. It is also important to note that the NSSE has gone through major revisions, and, as such, future analyses of those results for this student learning outcome are expected to be slightly different.
- **Revising General Education Program**
  - The current General Education Program, requiring students to take ENG 103, appears to be working in that ESU students are making the kind of writing gains that would be expected at a school like ESU. However, as there are data indicating that a sizeable portion of students are not performing at a level of proficiency in the highest levels of writing skills, there is support to revise General Education program to increase writing skills of students, particularly those with the weakest initial skills.
  - Revise writing remediation program to maximize growth in students entering ESU with the lowest level of writing skill.
  - A 200 level writing class should be required of all students.
  - Each major should develop at least one significant writing experience for graduating seniors.
  - Require all academic programs to address writing deficiencies seen in their major through their curriculum, both within their major requirements and through the use of directed general education classes and/or cognates. Special attention should be given to course requirements for papers of 20 pages or longer.
- **Immediate Action**
  - Center for Excellence in Teaching and Learning (CETL) will implement workshops for faculty during the 2013-2014 AY regarding reading.

- Implemented a pilot program whereby a group of freshmen with low reading SAT scores are assigned to take a course that focuses on strategic reading skills.
- The General Education Committee will send out bi-monthly emails with journal articles regarding teaching practices.

#### **IV. Demonstrate information literacy and technological skills.**

Available measures at ESU: 4

Reported measures: 1

Direct Measures: 1

Validated measures: 100%

Current State of General Education:

Currently there is no explicitly articulated information literacy/technological skills component/requirement in the General Education Program.

#### **Indirect Measures Information Literacy – Not Normed**

##### *ESU's Graduating Senior Survey*

Created and validated in 2009 for use at ESU, the ESU's Graduating Senior Survey provides a measure of students' perception on their growth and potential for success. Students were asked the following.

<b>In thinking about your general education classes, please evaluate how well you feel prepared for the following.</b>	<b>Prepared</b>	<b>Neutral</b>	<b>Not Prepared</b>
Demonstrate information literacy.	82%	12.4%	5.6%

*ESU Faculty Views Regarding General Education: Likert Survey*  
Faculty was asked to evaluate and rate the following statements.

<b>ESU’s Current General Education Program is doing an exceptional job assuring students develop the following competency.</b>	<b>Agree</b>	<b>Disagree</b>
Information Literacy	62.64%	37.36%

<b>It is critical that ESU’s new General Education Program directly address the competency listed.</b>	<b>Agree</b>	<b>Disagree</b>
Information Literacy	98.30%	1.70%

**Direct Measures of Information Literacy**

*Information Literacy Test*

During the summer of 2009, freshmen were administered the James Madison Information Literacy Test (now called the Information Seeking Skills Test). Seniors completed the same measure in the Spring of 2010. Though there was improvement seen in students, no graduating senior achieved the level of “advanced” in Information Literacy.

ILT Performance Levels 2009/2010

	<b>Below Proficient</b>	<b>Proficient</b>	<b>Advanced</b>
Freshmen	84	16	0
Seniors	58	42	0

**Indirect Measures Technology Skills – Not Normed**

*ESU's Graduating Senior Survey*

Created and validated in 2009 for use at ESU, the ESU's Graduating Senior Survey provides a measure of students' perception on their growth and potential for success. Students were asked the following.

<b>In thinking about your general education classes, please evaluate how well you feel prepared for the following.</b>	<b>Prepared</b>	<b>Neutral</b>	<b>Not Prepared</b>
Apply technological skills.	84.1%	7.5%	8.3%

*ESU Faculty Views Regarding General Education: Likert Survey*  
Faculty was asked to evaluate and rate the following statements

<b>ESU's Current General Education Program is doing an exceptional job assuring students develop the following competency.</b>	<b>Agree</b>	<b>Disagree</b>
Technological Literacy	60.92%	39.08%

<b>It is critical that ESU's new General Education Program directly address the competency listed.</b>	<b>Agree</b>	<b>Disagree</b>
Technological Literacy	97.13%	2.87%

Though less than 10% of ESU students believe there is room for improvement in the area of technology, almost 40% of ESU faculty believe this is an area for improvement.

## Direct Measures of Technology Skills

There is no indication of any direct forms of assessment taking place with technological skills at ESU.

Thus, it makes sense that if this is going to remain on the list of student learning outcomes for general education that a direct measure of technology skills be used and the data reported for the sake of evaluating the general education curriculum.

## Recommendations & Actions

- **Assessment Improvement**
  - The General Education Committee will request that the University Assessment committee identify and implement measures of information literacy and technological skills. As the Student Learning Outcomes are operationally defined by the selection of a measure, consideration to faculty (at large and in Gen Ed) expectations should be considered when identifying appropriate measures.
- **Revising General Education Program**
  - Determination regarding where, if at all, in the general education curriculum this student outcome should be located is required. (e.g., Freshmen Experience class, Writing class, or if it should be a requirement of the program through major classes, directed general education classes, or cognates.)
  - Require all academic programs to address information literacy and technology skills deficiencies seen in their major through their curriculum. There is indication that students are developing information technology knowledge and skill at a “proficient” level, but no students are achieving an “advanced” level ratings on testing. As the general education program is geared toward under-classman, to help students achieve a level of “advanced” skill in information literacy, this should be addressed in classes for upper-classman, typically taken within one’s major. Academic programs are also encouraged to consider the use of directed general education classes and/or cognates to aid their students in assuring the development of information literacy and technology skills.

- **Immediate Action**

- The General Education Committee has decided at this time to not focus on this student learning outcome, while attention is focused on improving other student learning outcomes. Thus, there are no recommendations for immediate actions.

**V. Apply scientific reasoning to solve problems.**

Available measures at ESU: 4

Reported measures: 1

Direct Measures: 1

Validated measures: 100%

Current State of General Education:

Currently there is no requirement that students demonstrate their understanding of their ability to apply scientific reasoning to solve problems with the General Education Program. This student learning outcome might be satisfied through courses from the Sciences, but it is not specifically articulated at this time.

**Indirect Measures – Not Normed**

*ESU’s Graduating Senior Survey*

Created and validated in 2009 for use at ESU, the ESU’s Graduating Senior Survey provides a measure of students’ perception on their growth and potential for success. Students were asked the following.

<b>In thinking about your general education classes, please evaluate how well you feel prepared for the following.</b>	<b>Prepared</b>	<b>Neutral</b>	<b>Not Prepared</b>
Apply scientific reasoning to solve problems.	73.9%	14.7%	11.4%

*ESU Faculty Views Regarding General Education: Likert Survey*  
Faculty was asked to evaluate and rate the following statements.

<b>ESU's Current General Education Program is doing an exceptional job assuring students develop the following competencies.</b>	<b>Agree</b>	<b>Disagree</b>
Analytical Reasoning	56.57%	43.34%
Scientific Thinking	64.33%	35.67%
Quantitative Reasoning	52.30%	47.70%

<b>It is critical that ESU's new General Education Program directly address the competencies listed:</b>	<b>Agree</b>	<b>Disagree</b>
Analytical Reasoning	98.85%	1.15%
Scientific Thinking	98.86%	1.14%
Quantitative Reasoning	97.73%	2.27%

<b>Student benefit from having to take classes</b>	<b>Agree</b>	<b>Disagree</b>
In the sciences	96.00%	4.00%
In the social sciences	95.43%	4.57%

ESU faculty believe that analytical reasoning, scientific thinking, and quantitative reasoning are all critically important competencies that should be addressed in ESU's General Education Program but they do not believe the current General Education program is doing an exceptional job in this area.

### **Indirect Measures –Normed**

#### *National Survey of Student Engagement (NSSE)*

Given every two to three years, the NSSE provides a measure of students' ability to apply scientific reasoning.

- Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships- **Below** peers 'averages (freshmen).

### Direct Measures

#### *ETS's Proficiency Profile*

- In these results, for which additional details are not available, ESU students scored at the 11<sup>th</sup> percentile for Natural Science.

## Recommendations & Actions

- **Assessment Improvement**
  - Further identification of testing may be needed. When faculty voted to accept the ETS Proficiency Profile (at that time called the MAPP), they were not presented with information regarding the Science, Social Science, and Humanities components of the test. If the ETS Proficiency Profile is to be used as a direct measure of scientific literacy, it should be vetted through the larger faculty or at least through the University Assessment Committee or General Education Committees.
  - Additional detailed information should be obtained from the ETS Proficiency Profile to better understand how ESU students' percentile performance on Natural Sciences (11<sup>th</sup> Percentile) relates to this student learning outcome.
- **Revising General Education Program**
  - The General Education Program needs to be revised to assure that students are completing classes that require they demonstrate this student learning outcome.
- **Immediate Action**
  - The General Education Committee has decided at this time to not focus on this student learning outcome at this time, while attention is focused on improving other student learning outcomes. Thus, there are no recommendations for immediate actions.

## VI. Create and/or Critique various forms of artistic expression.

Available measures at ESU: 2

Reported measures: 2

Direct Measures: 1

Validated measures: 100%



Current State of General Education:

Currently there is no requirement that students demonstrate their ability to create and/or Critique various forms of artistic expression through the General Education classes required of students. This student learning outcome might be satisfied through courses within the category of Arts and Letters, but it is not specifically articulated at this time.

**Indirect Measures – Not Normed**

*ESU's Graduating Senior Survey*

Created and validated in 2009 for use at ESU, the ESU's Graduating Senior Survey provides a measure of students' perception on their growth and potential for success. Students were asked the following.

<b>In thinking about your general education classes, please evaluate how well you feel prepared for the following.</b>	<b>Prepared</b>	<b>Neutral</b>	<b>Not Prepared</b>
Apply creative reasoning to solve problems.	82.9%	10.3%	6.8%
My experiences while at ESU enhanced my ability to think creatively.	86%	9%	5%

*ESU Faculty Views Regarding General Education: Likert Survey*

Faculty was asked to evaluate and rate the following statements

<b>Students benefit from having to take classes in.</b>	<b>Agree</b>	<b>Disagree</b>
In the Arts and Letters	96%	4%

Faculty was asked “I find it vitally important that changes to ESU’s General Education Program include.	Agree	Disagree
Assuring Liberal Arts Knowledge	93.71%	6.29%

This measure is not counted toward assessing the student learning outcome of artistic expression as it is not formally aligned. Though given the wording of these items, it is reasonable to conclude faculty support students’ learning of the arts through the General Education Program at ESU.

### Direct Measures

#### *ETS’s Proficiency Profile*

In these results, for which additional details are not available, ESU students scored at the 7<sup>th</sup> percentile for Humanities, this may include information on Art.

## Recommendations & Actions

- **Assessment Improvement**
  - Additional detailed information should be obtained from the ETS Proficiency Profile to better understand how ESU students’ percentile performance on Humanities (7<sup>th</sup> Percentile) relates to this student learning outcome. Consideration should be given to providing a full length measure of the ESU Proficiency Profile to a random sample of students to provide a fuller indication of student performance.
  - When faculty voted to accept the ETS Proficiency Profile (at that time called the MAPP), they were not presented with information regarding the Science, Social Science, and Humanities, as such if the ETS Proficiency Profile is to be used as a direct measure of artistic creation and critique, it should be vetted through the larger faculty or at least through the University Assessment Committee or University Wide General Education committee.
  - Further identification of testing may be needed.

- **Revising General Education Program**
  - The General Education Program needs to be revised to assure that students are completing classes that require they demonstrate this student learning outcome.
- **Immediate Actions**
  - The General Education Committee has decided at this time to not focus on this student learning outcome at this time, while attention is focused on improving other student learning outcomes. Thus, there are no recommendations for immediate actions.

## VII. Understand various models for the healthy development of the whole person.

Available measures at ESU: 3

Reported measures: 1

Direct Measures: 0

Validated measures: 33.3%

Current State of General Education:

Students are required to complete two credits in Fitness classes prior to graduation.

Specifically, within this student learning outcome, is the “Fitness Requirement” for which the Fitness department has begun to assess their students.

### Indirect Measures – Not Normed

*ESU Faculty Views Regarding General Education: Likert Survey*  
Faculty was asked to evaluate and rate the following statements.

<b>ESU's Current General Education Program is doing an exceptional job assuring students develop the following competency:</b>	<b>Agree</b>	<b>Disagree</b>
Physical Fitness	83.82%	16.18%

<b>Students benefit from having to take classes:</b>	<b>Agree</b>	<b>Disagree</b>
In Fitness	83.91%	16.09%

<b>I find it vitally important that changes to ESU's General Education Program include.</b>	<b>Agree</b>	<b>Disagree</b>
Requiring students complete fitness classes	71.59%	28.41%

<b>It is critical that ESU's new General Education Program directly address the competency listed</b>	<b>Agree</b>	<b>Disagree</b>
Physical Fitness	74.86%	25.14%

*Department of Movement and Lifetime Fitness Course Survey*

Created to enhance the understanding and efficiency of the department in determining its class offerings, as well as receiving feedback regarding the proposal of changing the pass/fail grading system to a traditional one (ABC grading system). This survey provided some indication to the Fitness Faculty of students' preferences, though it did not capture this student learning outcome.

*General Fitness Content Exam*

This exam was created to evaluate students' understanding of course content and knowledge of the components of fitness related to the courses. This exam has the potential to become a direct measure of this student learning outcome with revision.

## Recommendations & Actions

- **Assessment Improvement**
  - Questions on fitness need to be added to the Graduating Senior Survey to assess this student learning outcome.

- Revision and validation of current tools should occur to help assure the capture of this student learning outcome.
- The University Assessment Committee will be notified to review appropriate measures and the schedule for assessment as it relates to this student learning outcome.
- **Revising General Education Program**
  - There continues to be support from the faculty to include two fitness courses in the General Education Program.
- **Immediate Actions**
  - The Fitness department has used these assessments to determine course offering and scheduling.

### **Omnibus Evaluation: *Total ETS Proficiency Profile Score***

The Total ETS Proficiency Profile Score combines information from reading/critical thinking, writing, and mathematics. ESU seniors in May of 2010 scored at the ***seventeenth percentile***. In examining the percentile ranks for the subcomponents for the test, there is room for academic improvement.

	<b>Percentile</b>
Reading	10
Critical Thinking	12
Writing	15
Mathematics	24

Though the faculty voted to approve the Proficiency Profile as a measure of academic performance for ESU students in the areas of reading, critical thinking, writing, and mathematics, no such approval was given for the Humanities, Social Sciences, and Natural Sciences sub scores. However, as these divisions align with the General Education divisions, their results are being reported.

	<b>Percentile</b>
Humanities	7
Social Sciences	8
Natural Sciences	11

## Proposed General Education Changes from Assessment

- There will be an addition of a Gardner-style First Year Experience Course (1 credit).
- The addition of a Second Year Experience Course will help students to develop experience through the application of Critical Thinking (1 credit).
- Maintain ENG 103 for all students.
- Require all majors to specify a sophomore level and senior level writing course/assignment.
- All Students will take one Science General Education Course for which Math 090 or its equivalent is a prerequisite.
- Students will obtain liberal arts knowledge and breadth through taking 12 credits, each, across four different disciplines in Science, Social Science, and Arts and Letters.
- Recertification of all GE Courses will occur. Evaluation of courses must demonstrate that students are required to achieve a specified minimum level of critical thinking. (Note: Fitness courses will have to demonstrate they are meeting the student learning outcome on health and fitness.)
- All students will be required to take a three credit course addressing Global Awareness/Diversity. This course could be from a listing of approved General Education Courses or an approved course outside of the General Education Program.

## Anticipated Cost of Proposed General Education Changes

- 75.4 is the average of student enrollment in the top 30 General Education classes.
- 26.9 is the average of student enrollment in all classes.
- For every required General Education class we eliminate, we will need to offer approximately 2.8 non-general education classes to take its place.
- Benefits from First Year Experience courses range from 0% to 50 % in the literature.
- 78 % is the Current Freshmen to Sophomore retention rate.
- 15% is the Estimated Retention Benefit with First Year Experience.
- \$66,825: Estimated Yearly Savings, by adding a First Year Experience Class designed to increase student retention.

### Overall General Education.

Available measures at ESU: 3

Reported measures: 3

Direct Measures: 0

Validated measures: 100%

As there are component of the General Education Program that are broad, covering multiple student learning outcomes, this section was added to the report.

**Indirect Measures – Not Normed**

*Graduating Senior Survey*

Students were asked to rate the following.

Items	Agree	Neutral	Disagree
My experiences with my General Education coursework have prepared me to excel.	65%	19%	16%
In general, I DO NOT FEEL that my general education courses were a beneficial use of my time.	57%	18%	43%

Students were asked regarding their general education classes, to

Please evaluate how well you feel prepared to do the following:	Prepared	Neutral	Not Prepared
Answer Complex Questions	82.7%	10.6%	6.8%

*ESU Faculty Views Regarding General Education: Likert Survey*

Faculty was asked to evaluate and rate the following statements

Students Benefit from having to take classes	Agree	Disagree
That assure breadth of knowledge	93.68%	6.32%
That assure they meet specified competencies as determined by ESU faculty (e.g., writing, critical thinking, etc.)	93.02%	6.98%
Taught by experts in their fields	96.53%	3.47%

That assure academic rigor	92.53%	7.47%
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<b>I find it vitally important that changes to ESU's General Education Program include the following.</b>	<b>Agree</b>	<b>Disagree</b>
Increasing academic rigor	98.29%	1.71%
Decreasing the number of required credits in the General Education Program	56.82%	43.18%
Becoming solely competency based	50.57%	49.43%
Assuring that regardless of who is teaching a specific class, students are able to experience the same outcomes/learning for that specific class	78.86%	21.14%
Adding a First Year Experience/Freshmen Seminar	84.57%	15.43%
Assuring students are developing specified competencies	92.57%	7.43%
Providing students with some flexibility of choice	90.91%	9.09%
Decreasing the number of classes that classify as General Education classes	54.86%	45.14%
Specifying a set of core classes all students must take	80.11%	19.89%
Eliminating class choice/menu options	32.76%	67.24%

*ESU Faculty Views Regarding General Education: Open Ended Survey*  
During the Fall of 2012 ESU faculty were asked to answer three open ended questions about their opinion on General Education, in general, and ESU's program. The most common categories of responses for the seventy-eight participants are included in the tables below.



Ideal General Education Program

<b>Comment</b>	<b>Percent</b>
Writing Skills	22
Breadth of Knowledge	22
Critical Thinking	21
Quantitative Reasoning	16
Liberal Arts Foundation	14
Core Competencies	14
Natural Science Knowledge	12
Arts and Letters	11
Cultural Awareness	11

Like In Current Version

<b>Comment</b>	<b>Percent</b>
Variety	22
Breadth of Knowledge	20
College of Arts and Sciences	14
Three Categories	13
Keep as is	12
Liberal Arts	12
Fitness	11

What should be Revised

Comment	Percent
Competencies	15
Improve Writing	16
Decrease Options	17

**Indirect Measures – Normed**

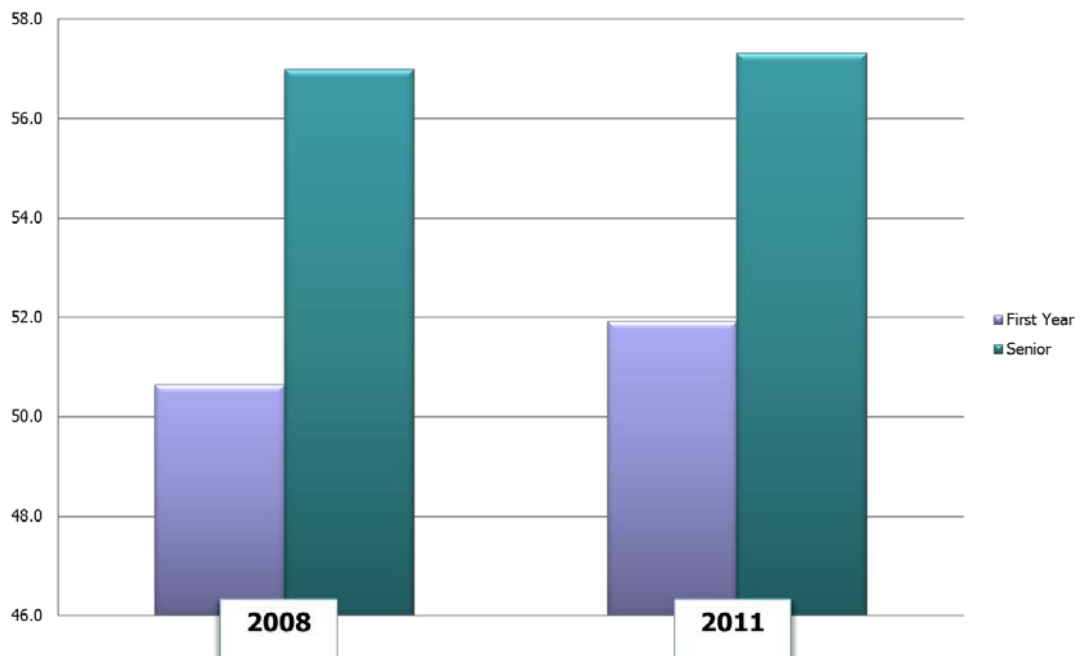
*National Survey of Student Engagement*

Given every two to three years, the NSSE provides a measure of students' Active and Collaborative Learning and Level of Academic Challenge.

Level of Academic Challenge

- Preparing for class- **below** peers' average (freshmen)
- Spending a significant amounts of time studying and on academic work- **below** peers' averages from Carnegie Public school and NSSE Public Schools (seniors)

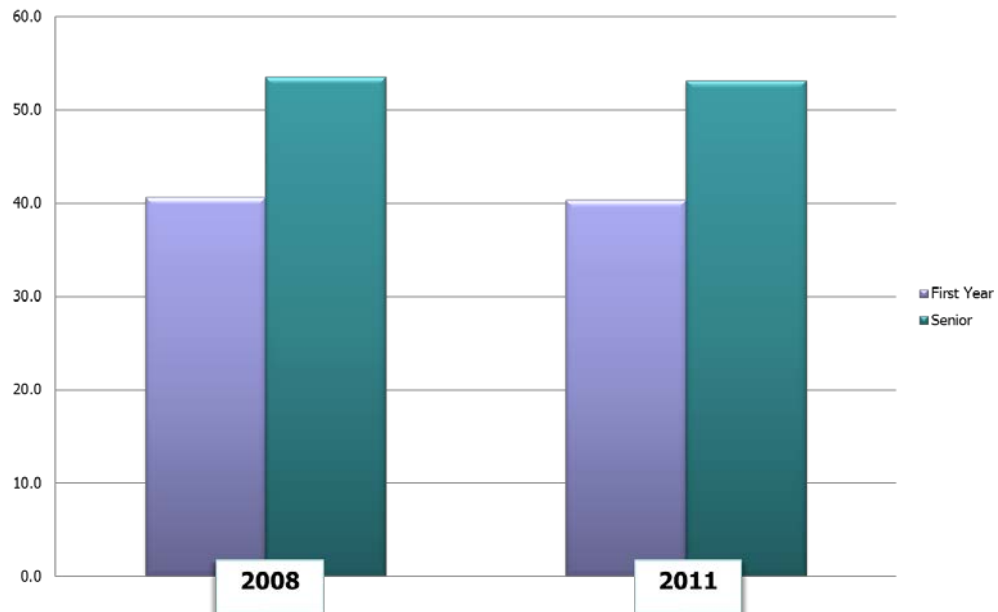
How challenging is your institution's intellectual and creative work?



### Active and Collaborative Learning

- Students actively involved in their learning- **lower** than Carnegie Class Public Schools (freshmen).
- **Higher** than NSSE Public Schools (seniors).

Are students actively involved in their learning?



Results from the NSSE administered in 2011 include:

- Acquiring Broad Education- **above** peers' average (freshmen).
- Work Effectively with Others- **above** peers' average from PASSHE and NSSE schools (freshmen).
- Extent to which your examinations have challenged you to do your best- **above** peers' average from PASSHE schools (freshmen).
- Number of Problem Sets that take you more than an hour to complete- **below** peers' average from Carnegie Class and NSSE Public schools (freshmen and seniors).
- Number of Problem Sets that take you less than an hour to complete- **below** peers' average from Carnegie Class and NSSE Public schools (seniors).

## Recommendations & Actions

- **Assessment Improvement**
  - Though many of the student learning outcomes are being well evaluated, it is necessary that additional measures be selected for some of the student learning outcomes. This will be determined by the University Assessment Committee.
- **Communication and Process Improvements**
  - During the 2012-2013 academic year, three meetings of the leadership of the University Assessment Committee and General Education Committee were held to aid in improving communication and processes between the two committees.
  - A clear protocol for future assessment plans has been created and agreed upon by the University Assessment Committee and General Education Committee.
  - The Provosts Leadership Team created a process flow chart to clearly articulate the process for evaluating and making improvements to ESU's General Education Program. (See Appendix E).
  - Starting in Spring 2013, the General Education representative provided monthly assessment updates to the University Assessment Committee. This monthly presentation will be made by the General Education representative on the University Assessment Committee.
  - General Assessment Report will be reviewed and possibly revised by the General Education Committee in September. The final version will be posted by October 1, 2013 on the ESU "S" drive. A university announcement of its posting will occur.
  - A schedule for the creation of a General Education Assessment Report has been established for yearly assessment through communication between the General Education Committee and the University Assessment Committee.
  - The General Education Committee will recommend that data used in the General Education Assessment Report be readily made available in a usable format so programs, departments, and faculty can conduct desired analyses.
  - Information on measures involved in this assessment report was shared in numerous ways. Examples include:
    - Two University Wide Faculty Open Fora
    - A summary of the results were provided to the University Senate.

- General Education Committee Members received a copy of all of the results.
  - Selected Department Chairs were provided with results from the faculty survey.
  - Results were shared with Deans of Colleges where General Education is currently housed (i.e., College of Arts and Sciences and College of Health Sciences).
  - Chairs of the University Assessment Committee were provided with the results they did not already have access to.
  - The General Education Committee met with the University Wide Curriculum Committee and discussed assessment results and future General Education Program changes.
  - Leadership from the General Education Committee met with the President and Provost on multiple occasions. Information from this report was shared with them at those times.
- **Revising ESU's General Education Program**
    - The current General Education Program and the current Student Learning Outcomes do not align. An overarching adjustment is required in one or both of these areas.
    - During this past semester, students have been administered several assessment tools useful in evaluating ESU's General Education Program. This includes the NSSE, ETS Proficiency Profile, and ESU Graduating Senior Survey. Thus, there is a path toward continuous improvement, as this new data will be analyzed and reported to the General Education Committee in the future. Thus assuring contemporary information for future decisions.
    - 1 credit "First-Year Experience" course.
    - Revised General Education Program needs to contain both a focus on improving Student Learning Outcomes while providing students with the foundational knowledge in the liberal arts.
    - The Center for Excellence in Teaching and Learning can be used to help train academic advisors to identify students who may benefit from additional, targeted electives in areas like reading, critical thinking, art creation, etc. to help with individual students' development.
    - In addition to making improvements to ESU's General Education Program, we, as a university, should use information from this report to revise and improve ESU's Remediation program, possibly adding a reading component. The Center for Excellence in Teaching and Learning can offer workshops and training sessions to help professors in helping students to

meet (and exceed) the stated student learning outcomes. Programs should also be called upon to evaluate their curriculum and possibly add directed general education classes, cognates, and academic advising practices that could aid their majors.

- The administration and faculty recognize the disconnect between the General Education program and the Student Learning Outcomes, and the need to rectify that situation through changes to the General Education program. A major goal of 2013-2014 academic year is finalizing on the changes of the General Education program.

- **Immediate Action**

- Student Learning Outcomes were approved by the faculty during the *ESU Faculty Views Regarding General Education: Likert Survey*. Faculty requested wording modifications on a couple of the Student Learning Outcomes. These modifications to the Student Learning Outcomes will be made during changes made to the General Education learning program.
- Establishment of an Early Start Program that includes reading classes to assist students with the lowest levels of reading proficiency. Early Start also includes a one credit First Year Experience class.
- General Education committee made recommendation to Department of Academic Enrichment learning to investigate the re-implementation of 090 Reading/Studying skills, as many of our students need direct assistance with study skills.
- The University Assessment Committee is implementing a schedule of selecting instruments, implementing instruments, and using information that will aid future General Education Assessment Reports.
- Data from the NSSE and the ETS Proficiency Profile has already been gathered during the 2012-2013 Academic Year for the next General Education Assessment Report.

Questions or comments regarding this report should be directed to the authors of this report: Bonnie A. Green and John Darsinos

## Appendix A: ESU's Student Learning Outcomes Report from the UAC and the UWGE Committees.

Upon earning an undergraduate degree from East Stroudsburg University, students will value creativity, diversity, ethical behavior, and professionalism. They will have achieved college-level proficiency in the following university-wide student learning outcomes:

### I. Demonstrate an understanding of their role as citizens of a diverse, global society.

**Expanded Definition and Key Skills:** By the time an ESU student has graduated, a student, will understand the concept "citizen" as a civic and legal term; a sense of identification with a community; and, as a participant in political/social institutions and processes. The student will have an understanding of the roles and responsibilities of a citizen on all levels of the global society, including local, regional, national, and international levels. The student will develop an understanding of diverse views and perspectives and will demonstrate a tolerance for the multicultural beliefs and practices of various domestic and global cultures, which are common in our interconnected world. Specifically, students will be able to:

- Develop an understanding of local, state, national, and international political institutions and processes, and how they can engage in active civic participation in governmental, non-profit, or private organization to improve the quality of life.
- Develop a familiarity of world cultures by learning about historical, social, political, and economic institutions and processes.
- Demonstrate an awareness of their role and responsibilities as citizens of a global community and an understanding of global interconnectedness.
- Demonstrate tolerance for diverse views and perspectives.
- Promote human equality at the personal and societal level through participation in active methods.

### II. Utilize critical thinking skills.

**Expanded Definition and Key Skills:** Critical thinking should be a hallmark of ESU graduates in order for them to be prepared to function in the quickly-changing, increasingly knowledge-based global society of the 21<sup>st</sup> century. It is a purposeful, creative, intellectual process that enables graduates to solve problems and address issues in ways that are responsive to their needs, those of the community, and those of the citizens of the world. Developing our students' critical thinking skills will involve an intentional effort on the part of the ESU community to address the objectives below. Specifically, students will be able to:

- **Accurately identify a problem or an issue.**  
Identification of a problem or an issue requires that students can sort through information, understand overall themes, and recognize an issue or a problem. They will be able to verbalize

or represent the problem/issue in an appropriate and concise manner, including expressing it in several ways.

- **Gather information for addressing a problem or an issue.**  
Gathering information includes collecting enough data from multiple perspectives and sources to address the problem/issue. It is important to include data that can support or alter current thinking and the thinker should be able to identify key elements and themes.
- **Analyze the information that has been gathered for addressing a problem or an issue.**  
At the core of critical thinking is the ability to think abstractly and to interpret, analyze and synthesize the gathered information. It is important for the thinker to be able to determine the credibility of the information and identify inconsistencies in reasoning. Understanding one's own perspectives and beliefs as well as those of others is essential.
- **Draw conclusions that are based on an analysis of the information.**  
Conclusions should be well-reasoned, creative, innovative, ethical, coherent, and consistent with the information. Multiple solutions should be offered and always be evaluated according to relevant criteria and standards.
- **Clearly communicate resulting conclusions.**  
The resulting solutions/arguments/positions, along with the theoretical bases (ethical, pragmatic, aesthetic) and thinking processes used, should be communicated using multiple formats that target a variety of audiences.

### III. Communicate orally, in writing, and through other formats.

**Expanded Definition and Key Skills:** Students will communicate effectively via oral, written, visual, and other formats in a clear and organized fashion with the target audience in mind. Students will communicate with others, through a variety of in-person, written, spoken, and technology-based methods, in order to effectively exchange thoughts and information. Students will develop skills in communicating through or about contributions in the arts. Specifically, students will be able to:

- Acquire relevant information from a variety of printed materials through active reading comprehension and accurate application of concepts.
- Use oral, written, visual, and other forms of communication to address a variety of audiences and effectively accomplish a variety of purposes.
- Use oral and written forms of communication to demonstrate the ability to engage in higher-order thinking skills such as evaluation, synthesis, and critique.
- Use logical argument, supported by data or theory, to advance ideas and propose solutions to problems.
- Employ a variety of organizational strategies before communicating, such as pre-writing or brainstorming, in order to effectively craft and convey a clear message.
- Present organized information effectively using pertinent facts, visual aids, and clear language for support.
- Engage in effective communication through various formats such as in-person, written, spoken, aesthetic, kinesthetic, and technology-based methods.
- Communicate effectively in interpersonal, small group, and public communication situations.
- Participate effectively in discussion by actively and openly listening to others, developing thoughtful questions and responses when appropriate, and explaining when necessary.



- Continually analyze and critique communication between yourself and others to maintain and increase effective communication.

#### IV. Demonstrate information literacy and technological skills

**Expanded Definition and Key Skills:** ESU students will be equipped with the appropriate information literacy and technology skills necessary to become more active participants in their learning and will be able to apply these skills to form the basis of self-directed, lifelong learning. Specifically, students will be able to:

- Recognize, define, articulate, and reevaluate the nature and extent of the information needed. This involves identifying the type(s) and scope of information needed from potentially multiple sources, locations, and formats as well as considering the benefits, feasibility, and costs of acquiring and applying the information needed.
- Select and implement appropriate research methods effectively and efficiently to extract information needed. This involves the ability to evaluate research results critically, implementing new or modified strategies to compile/extract information needed and utilizing appropriate mechanisms to extract, record, manipulate, and manage results.
- Read and understand factual/literal information to extract ideas and concepts, make inferences, and evaluate information critically. This involves identifying the accuracy, comprehensiveness, bias, currency, and context of information so that prior knowledge can be evaluated, challenged, reconciled, and expanded to construct new concepts while respecting the viewpoints of others.
- Identify, select, adapt, and apply prior or newly learned information, technology, and other tools to accomplish a variety of tasks and communicate the finished product effectively in an appropriate format to a given audience.
- Recognize the economic, legal, ethical, and social issues surrounding the production and use of information and technology.

\*East Stroudsburg University's core information literacy and technology skills are restatements of the Information Literacy Competency Standards for Higher Education (2000) as defined by the Association of College and Research Libraries.

#### V. Apply scientific reasoning to solve problems

Students will understand and be able to utilize discipline-specific methods and approaches to furthering academic knowledge, including inductive and deductive reasoning, qualitative and quantitative methodologies, experimentation, theory testing and building, critical evaluation of research reports, and other methods of inquiry when appropriate.

Students will be knowledgeable about the scientific method as one specific approach to a systematic inquiry, and will demonstrate the following abilities appropriate to their discipline:

- Recognize how research problems are identified, defined, and designed to test hypotheses.
- Formulate hypotheses based on observation.
- Utilize the appropriate tools and techniques for collecting, analyzing, and evaluating data.

- Apply the statistical methods and mathematical principles by which hypothesis are tested.
- Effectively communicate the results of scientific investigations in an appropriate format.
- Recognize the ethical implications of research on society.

**VI. Create and Critique various forms of artistic expression. The student will:**

- Critique forms of artistic expression in visual arts, music, dance, literature or theater using universal standards of excellence germane to that form of artistic expression.
- Create or develop a work in the visual arts, music, dance, poetry or theater, which expresses an original idea, theory, and aesthetic/humanitarian values.
- Communicate artistic/aesthetic values to an audience through the performance of music, dance, poetry, or theater productions.

**VII. Understand various models for the healthy development of the whole person. The student will:**

- Define health to encompass physical, mental, emotional, social and spiritual well being.
- Demonstrate a relationship between health and intentional (purposeful) choices in: nutrition, physical activity, rest and leisure activities, social support, safe environments, and lifelong education.
- Communicate or teach the values of healthy life choices to an audience through presentation, performance or publication.
- Identify the influence of developmental theories and various cultures on perceptions and expectations of healthy development.

## Appendix B: Detailed information for ETS's Proficiency Profile

The following information was copied directly ETS's web site (<http://www.ets.org/proficiencyprofile/about/content/>) , here are the specified criteria for each level:

### Reading/Critical Thinking

#### Level 1

Students who are proficient can:

- recognize factual material explicitly presented in a reading passage
- understand the meaning of particular words or phrases in the context of a reading passage

#### Level 2

Students who are proficient can:

- synthesize material from different sections of a passage
- recognize valid inferences derived from material in the passage
- identify accurate summaries of a passage or of significant sections of the passage
- understand and interpret figurative language
- discern the main idea, purpose or focus of a passage or a significant portion of the passage

#### Level 3/Critical Thinking

Students who are proficient can:

- evaluate competing causal explanations
- evaluate hypotheses for consistency with known facts
- determine the relevance of information for evaluating an argument or conclusion
- determine whether an artistic interpretation is supported by evidence contained in a work
- recognize the salient features or themes in a work of art
- evaluate the appropriateness of procedures for investigating a question of causation
- evaluate data for consistency with known facts, hypotheses or methods
- recognize flaws and inconsistencies in an argument

## Writing Skills

### Level 1

Students who are proficient can:

- recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions)
- recognize appropriate transition words
- recognize incorrect word choice
- order sentences in a paragraph
- order elements in an outline

### Level 2

Students who are proficient can:

- incorporate new material into a passage
- recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions) when these elements are complicated by intervening words or phrases
- combine simple clauses into single, more complex combinations
- recast existing sentences into new syntactic combinations

### Level 3

Students who are proficient can:

- discriminate between appropriate and inappropriate use of parallelism
- discriminate between appropriate and inappropriate use of idiomatic language
- recognize redundancy
- discriminate between correct and incorrect constructions
- recognize the most effective revision of a sentence

## Mathematics

### Level 1

Students who are proficient can:

- solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality. These problems can be multistep if the steps are repeated rather than embedded
- solve problems involving the informal properties of numbers and operations, often involving the Number Line, including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to percent, such as converting "1/4" to 25%)

- solve problems requiring a general understanding of square roots and the squares of numbers
- solve a simple equation or substitute numbers into an algebraic expression
- find information from a graph. This task may involve finding a specified piece of information in a graph that also contains other information

## Level 2

Students who are proficient can:

- solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing, and embedded ratios. These problems include algebra problems that can be solved by arithmetic (the answer choices are numeric)
- simplify algebraic expressions, perform basic translations, and draw conclusions from algebraic equations and inequalities. These tasks are more complicated than solving a simple equation, though they may be approached arithmetically by substituting numbers
- interpret a trend represented in a graph, or choose a graph that reflects a trend
- solve problems involving sets; problems have numeric answer choices

## Level 3

Students who are proficient can:

- solve word problems that would be unlikely to be solved by arithmetic; the answer choices are either algebraic expressions or numbers that do not lend themselves to back-solving
- solve problems involving difficult arithmetic concepts, such as exponents and roots other than squares and square roots, and percent of increase or decrease
- generalize about numbers (e.g., identify the values of  $x$  for which an expression increases as  $x$  increases)
- solve problems requiring an understanding of the properties of integers, rational numbers, etc.
- interpret a graph in which the trends are to be expressed algebraically or one of the following is involved: exponents and roots other than squares and square roots, percent of increase or decrease
- solve problems requiring insight or logical reasoning

## Appendix C: Summary of Results from Qualitative November Study

Of N ~78 faculty members completed an open ended survey assessing the General Education. Three items were asked.

### Ideal General Education

Comment	Percent
Writing Skills	22
Breadth of Knowledge	22
Critical Thinking	21
Quantitative Reasoning	16
Liberal Arts Foundation	14
Core Competencies	14
Natural Science Knowledge	12
Arts and Letters	11
Cultural Awareness	11

### What to keep from the current version

Comment	Percent
Variety	22
Breadth of Knowledge	20
College of Arts and Sciences	14
Three Categories	13
Keep as is	12
Liberal Arts	12
Fitness	11

**What should be revised?**

<b>Comment</b>	<b>Percent</b>
Competencies	15
Improve Writing	16
Decrease Options	17

## Appendix D: ESU Faculty Views Regarding General Education: Likert Scale

The following is a 69 item Likert scale survey of ~180 faculty members

ESU's Current General Education Program is doing an exceptional job assuring students develop the following competencies (Part 1)							
Answer Options	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	Response Count
Cultural Awareness	13	51	57	20	20	15	176
Critical Thinking	10	34	48	29	32	21	174
Core Competencies	10	51	48	27	24	13	173
Writing Skills	9	28	37	36	40	26	176
Reading Comprehension/Skills	7	36	51	26	33	23	176
Citizenship Development	8	45	57	36	18	12	176
Analytical Reasoning	9	33	57	24	36	16	175
Global Awareness	9	45	49	30	25	18	176
<i>answered question</i>							<b>177</b>
<i>skipped question</i>							<b>2</b>

ESU's Current General Education Program is doing an exceptional job assuring students develop the following competencies (Part 2)							
Answer Options	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	Response Count
Appreciation of Diversity	8	59	56	28	9	15	175
Information Literacy	8	39	62	27	25	13	174
English Language Skills	6	40	49	41	21	16	173
Language Skills (Beyond English)	6	22	39	37	40	30	174
Technological Literacy	7	43	56	32	20	16	174
Scientific Thinking	7	43	60	30	22	9	171
Speech Communication	8	51	59	27	18	11	174
Physical Fitness	20	78	47	12	8	8	173
Quantitative Reasoning	6	35	50	32	34	17	174
<i>answered question</i>							<b>176</b>
<i>skipped question</i>							<b>3</b>



Students benefit from having to take classes							
Answer Options	strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree	Response Count
In the sciences	84	65	19	3	4	0	175
In the social sciences	81	65	21	5	3	0	175
In the Arts and Letters	76	67	25	4	3	0	175
In fitness	46	65	35	9	13	6	174
That assure breadth of knowledge	72	69	22	7	3	1	174
That assure they meet specified competencies as determined by ESU faculty (e.g., writing, critical thinking, etc.)	86	52	22	4	4	4	172
Taught by experts in their fields	96	54	17	3	3	0	173
That assure academic rigor	96	52	13	7	3	3	174
Other (please specify)							26
<i>answered question</i>							<b>176</b>
<i>skipped question</i>							<b>3</b>

I find it vitally important that changes to ESU's General Education Program include: (Part 1)							
Answer Options	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strong Disagree	Response Count
Increasing academic rigor	92	57	23	3	0	0	175
Decreasing the number of required credits in the General Education Program	50	27	23	26	25	25	176
Becoming solely competency based	14	29	45	34	27	25	174
Assuring Liberal Arts Knowledge	74	61	29	7	3	1	175
Assuring that regardless of who is teaching a specific class, students are able to experience the same outcomes/learning for that specific class	63	54	21	18	9	10	175
Adding a First Year Experience/Freshmen Seminar	79	43	26	18	5	4	175
Assuring students are developing specified competencies	67	74	21	5	5	3	175
Providing students with some flexibility of choice	60	72	28	7	3	6	176
<i>answered question</i>							<b>176</b>
<i>skipped question</i>							<b>3</b>

I find it vitally important that changes to ESU's General Education Program include: (Part 2)							
Answer Options	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strong Disagree	Response Count
Requiring students take a class in a second language	51	51	35	16	17	4	174
Requiring students complete two classes in English Composition	82	47	21	15	7	4	176
Requiring students complete a math class	92	55	17	8	3	1	176
Requiring students complete fitness classes	53	42	31	18	19	13	176
Requiring students take a health class	31	41	40	36	15	11	174
Decreasing the number of classes that classify as General Education classes	39	30	27	32	18	29	175
Specifying a set of core classes all students must take	47	62	32	19	11	5	176
Eliminating class choice/menu options	12	11	34	52	31	34	174
Other (please specify)							28
<b>answered question</b>							<b>176</b>
<b>skipped question</b>							<b>3</b>

Look at each of the follow competencies ESU faculty have stated are important for students. Now answer this question for each competency. It is critical that ESU's new General Education Program directly address the competency listed. (Part 1)							
Answer Options	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	Response Count
Information Literacy	75	77	21	2	1	0	176
English Language Skills	124	45	5	0	1	0	175
Language Skills (Beyond English)	50	64	45	7	8	1	175
Technological Literacy	69	72	28	4	1	0	174
Scientific Thinking	81	71	22	1	1	0	176
Speech Communication	64	81	26	3	1	1	176
Physical Fitness	40	51	40	18	14	12	175
Quantitative Reasoning	89	63	20	2	2	0	176
Appreciation for Diversity	74	58	30	8	3	3	176
<b>answered question</b>							<b>176</b>
<b>skipped question</b>							<b>3</b>

**Look at each of the follow competencies ESU faculty have stated are important for students. Now answer this question for each competency. It is critical that ESU's new General Education Program directly address the competency listed. (Part 2)**

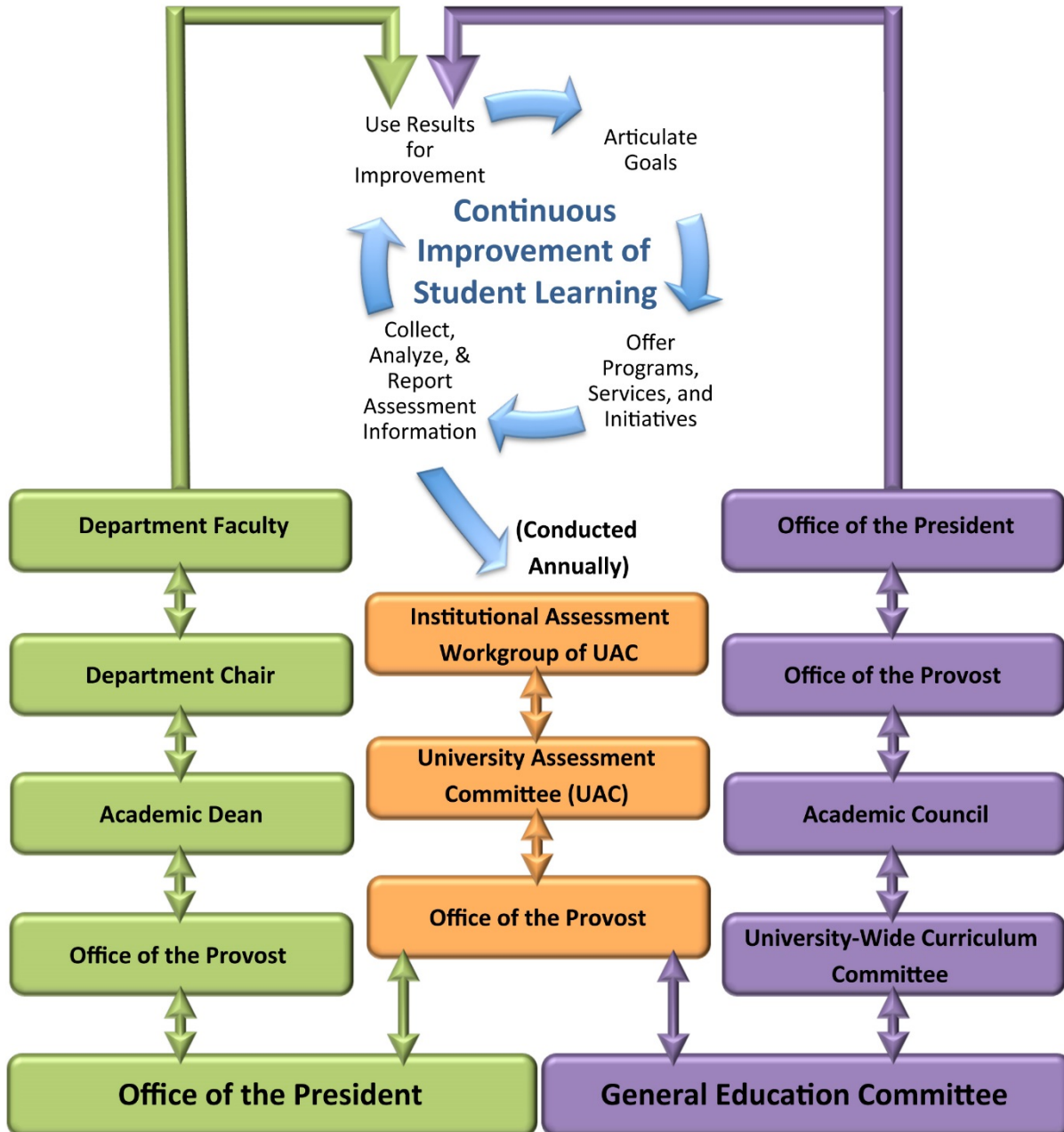
Answer Options	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	Response Count
Cultural Awareness	85	58	21	9	2	1	176
Critical Thinking	138	30	6	1	1	0	176
Writing Skills	139	35	0	1	1	0	176
Reading Comprehension/Skills	129	39	4	2	1	0	175
Citizenship Development	74	54	35	8	1	1	173
Analytical Reasoning	122	43	7	1	1	0	174
Global Awareness	88	55	27	2	2	1	175
Other (please specify)							16
<b>answered question</b>							<b>176</b>
<b>skipped question</b>							<b>3</b>

**In thinking about the current 7 student learning outcomes, please select the statement that most accurately fits your experiences with the development of the 7 student learning outcomes.**

Answer Options	Response Percent	Response Count
I actively participated in the creation of these seven student learning outcomes	8.6%	15
I participated in some component of the formation of the seven student learning outcomes	22.4%	39
I did not actively participate in the formation of the seven student learning outcomes, but was aware of them since their inception (prior to 2010)	13.8%	24
I did not actively participate in the formation of the seven student learning outcomes, but was aware of them previously (between 2010 and 2012)	20.1%	35
I just found out about them this semester	25.3%	44
I do not know what you mean by the seven student learning outcomes	3.4%	6
Other (please specify)	6.3%	11
<b>answered question</b>		<b>174</b>
<b>skipped question</b>		<b>5</b>

**Appendix E: Flow Chart**

**Student Learning Outcomes Assessment:  
Seven University Undergraduate Student Learning Outcomes**



**ORANGE:** Assessing Levels of Achievement  
**GREEN:** Evidence-Based Resource Allocation  
**PURPLE:** Evidence-Based General Education Program Curriculum Improvement