

GENERAL EDUCATION ASSESSMENT 2013-14





Planning the assessment (2012-13):



During the school year 2012-2013, the GE assessment was planned during multiple meetings: all-faculty-invited GE events, Teaching and Learning Committee meetings, and many GE committee meetings.

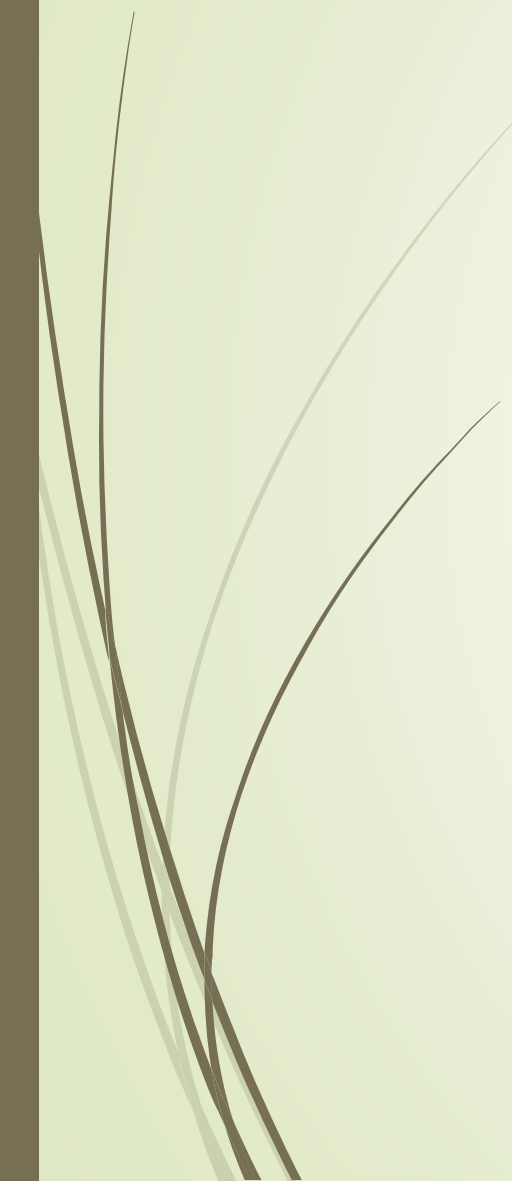


Research question:

How will students do on a course-embedded assessment that measures GE SLO 1 (writing/reading), GE SLO 3 (critical thinking), and GE SLO 4 (ethics) **relative to number of GE units taken?** Do experienced LMC students perform better than newcomers? In what ways do students' abilities develop over many courses?



Collecting student work to assess (Fall 2013):

- ▶ We collected over 300 student papers from GE courses in journalism, biology, philosophy, and political science.
 - ▶ Each student handed in a 2-page paper based on a short article about an ethical issue.
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Crafting the sample:

- ▶ Using the student ID numbers of all the students who did the assessment, the district research office made us a weighted random sample of 90 students with varying numbers of GE units successfully completed:
 - ▶ 30 students with a low number of GE units (0-9)
 - ▶ 30 students with a medium number of GE units (12-18)
 - ▶ 30 students with a high number of GE units (21+)

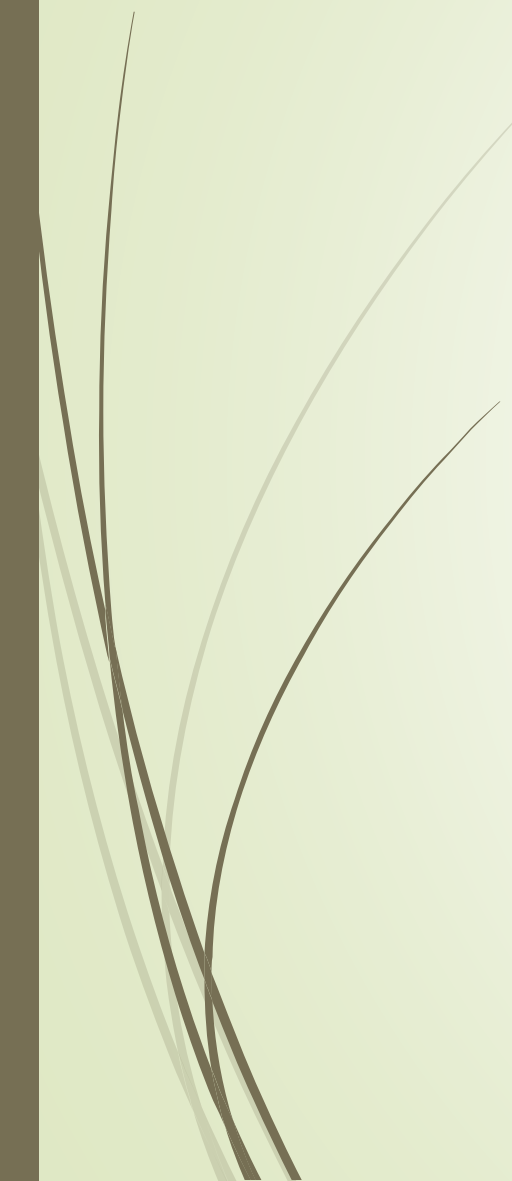


GE paper-scoring flex (January 2014):



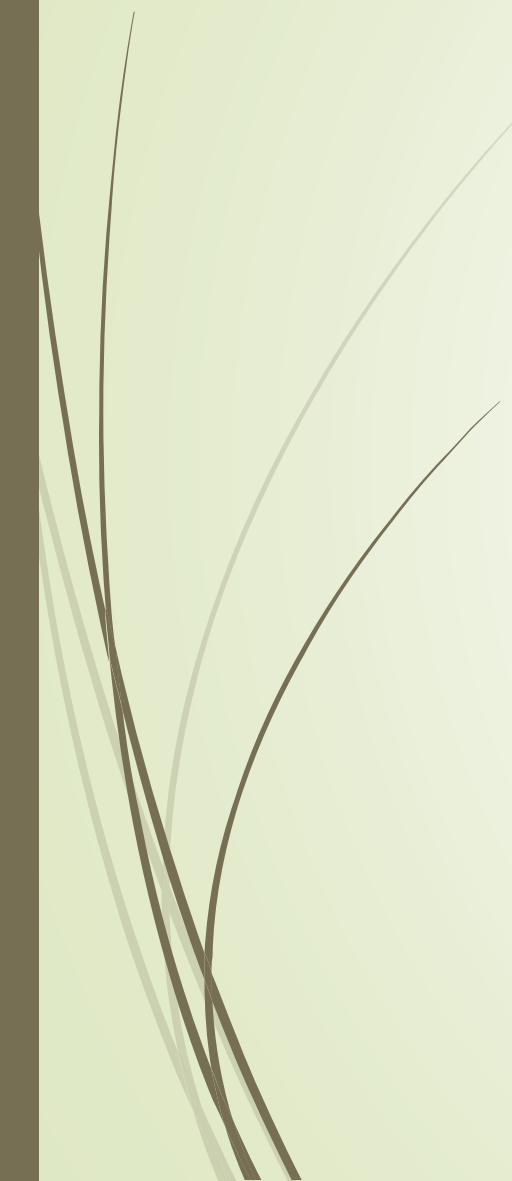


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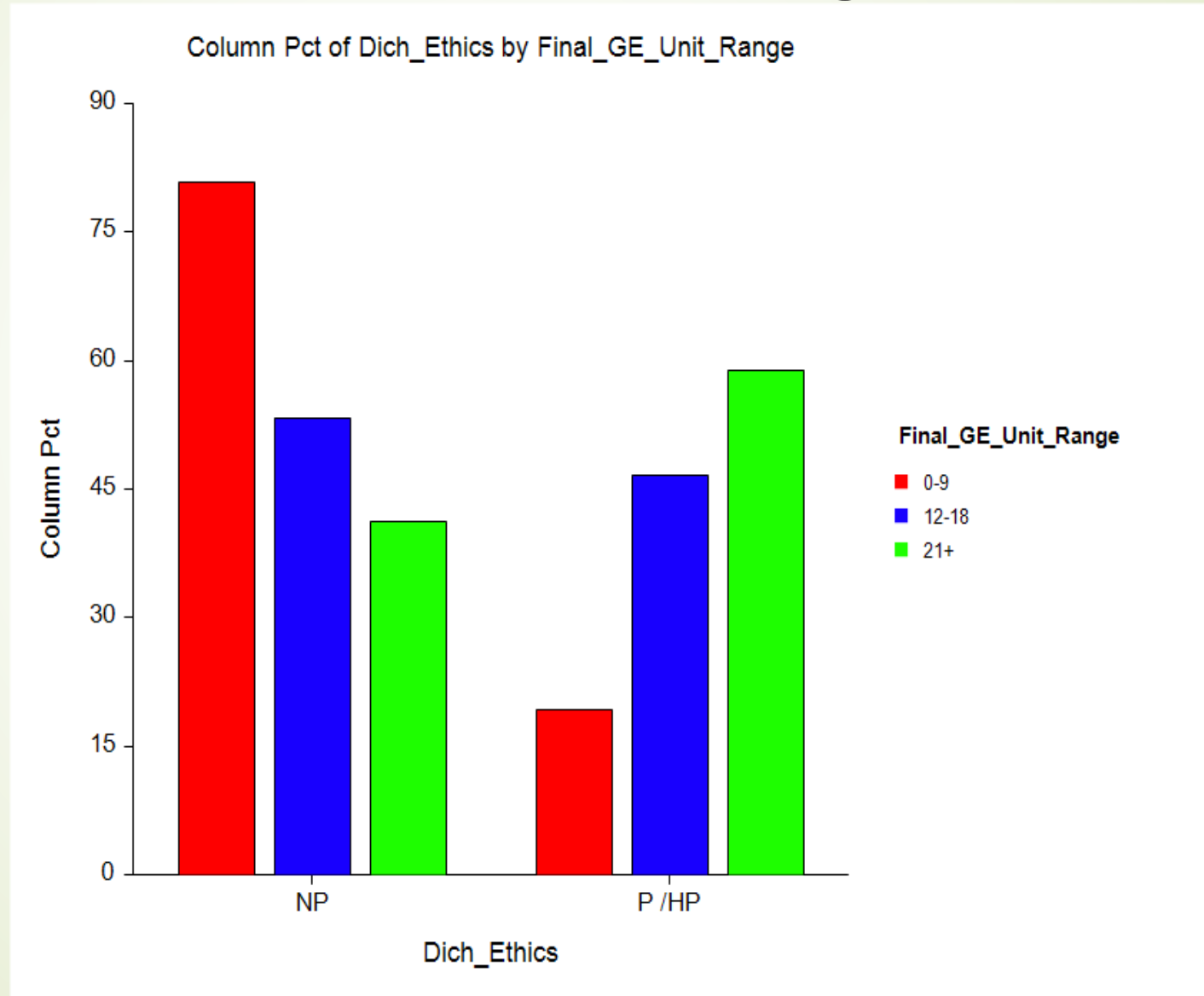
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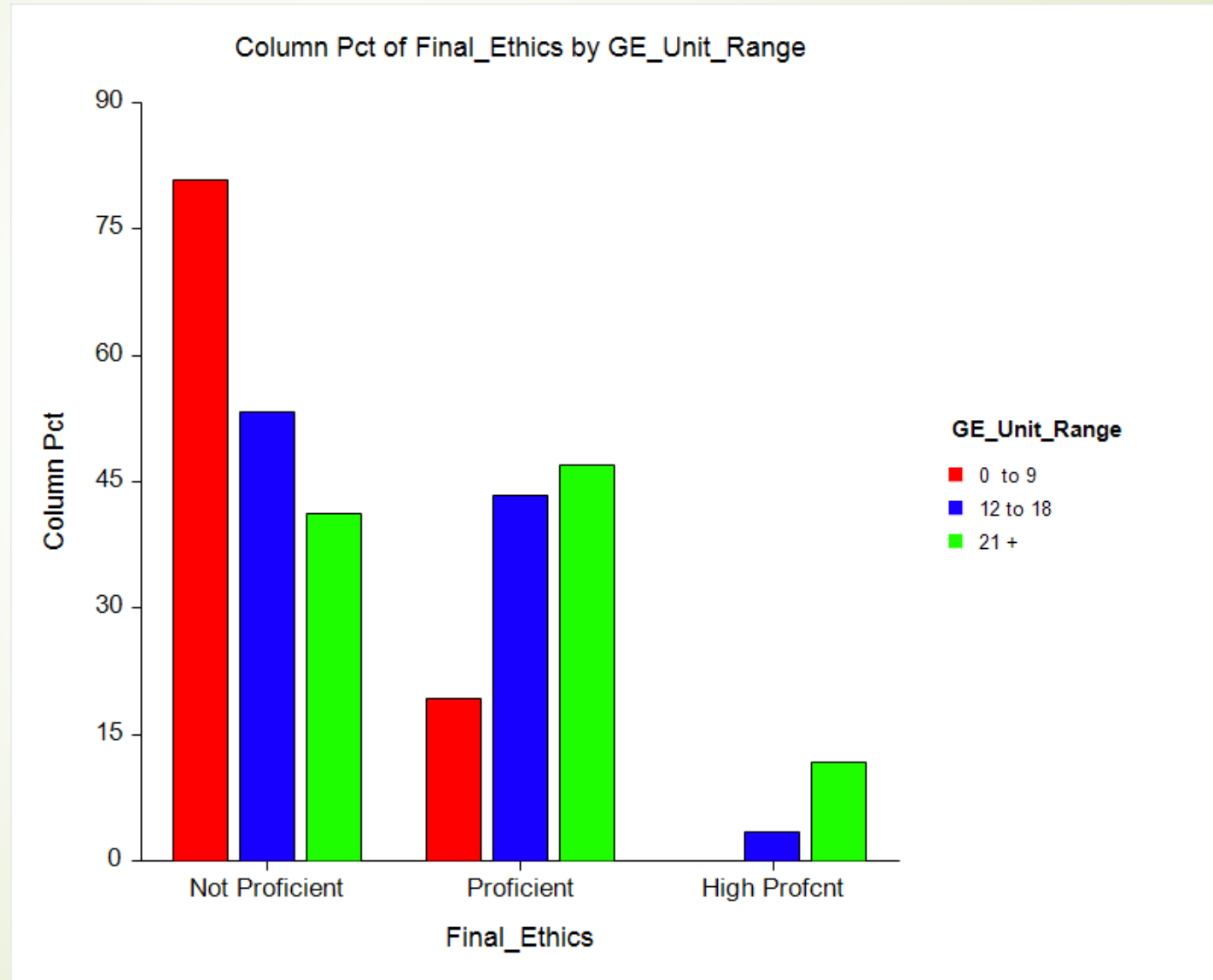
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- ▶ 12 LMC faculty met and scored the 90 papers. Faculty were from biology, physical sciences, art & humanities, political science, journalism, English, math, plus one dean.
- ▶ Norming: we examined sample student papers together.
- ▶ Using a rubric, each student paper was scored as high proficient (HP), proficient (P), or not proficient (NP) in ethical thinking, critical thinking, writing, and reading.
 - ▶ Proficient = meets our expectations for a student at or near completion of the AA/AS degree.
 - ▶ Two faculty had to agree on each score for each student, so most papers were scored by three readers.

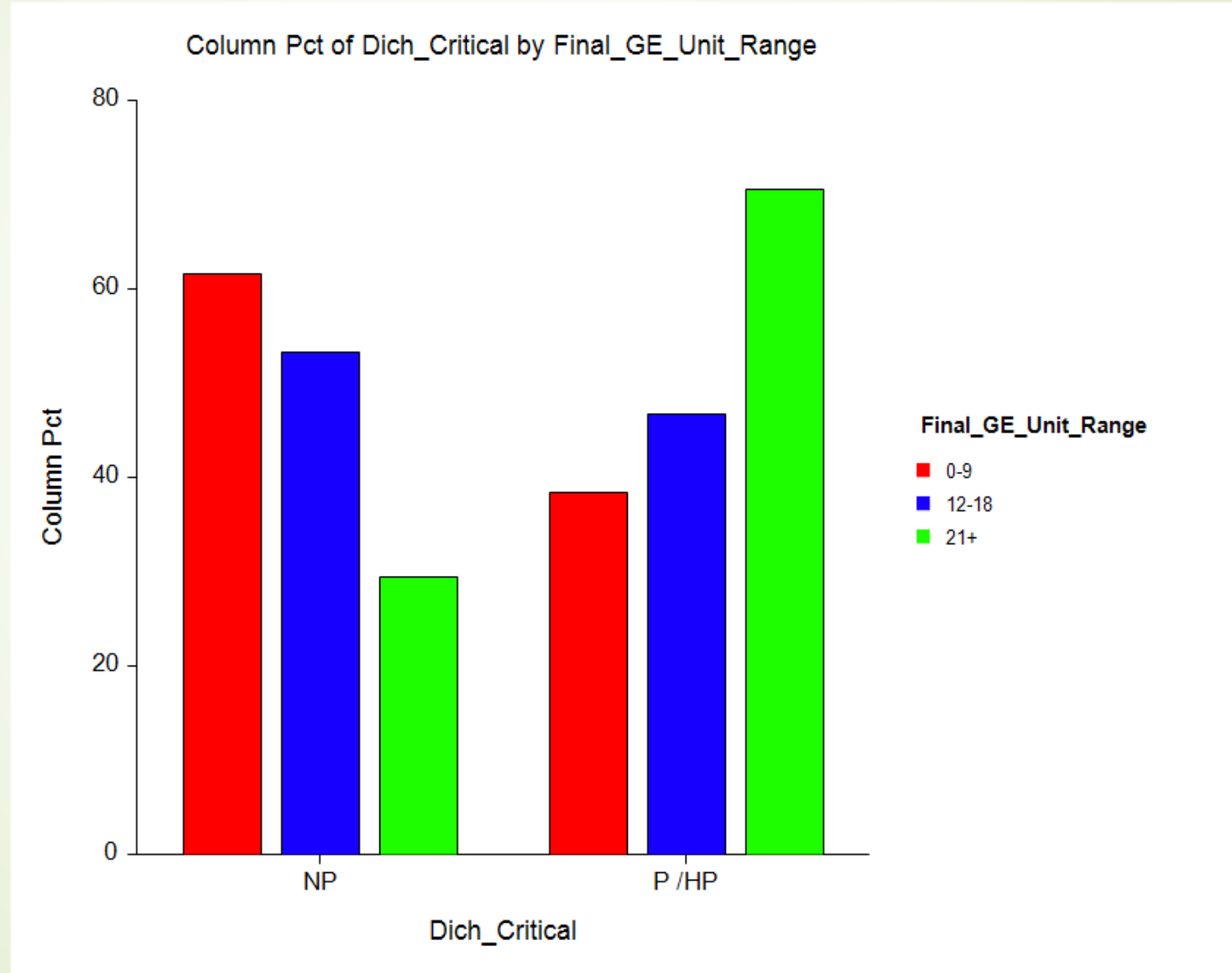
Results for ethical thinking:



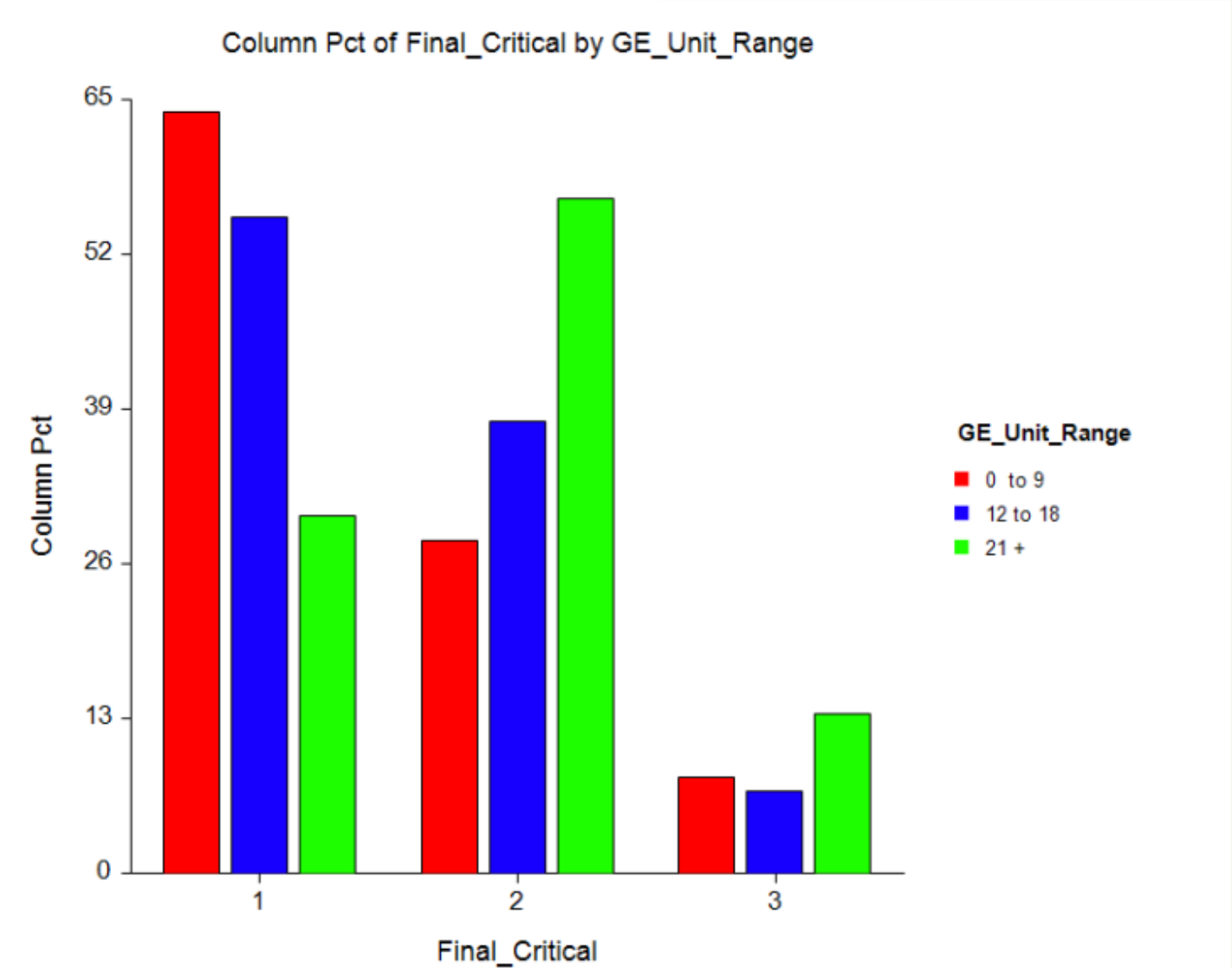
Results for ethical thinking (with HP shown):



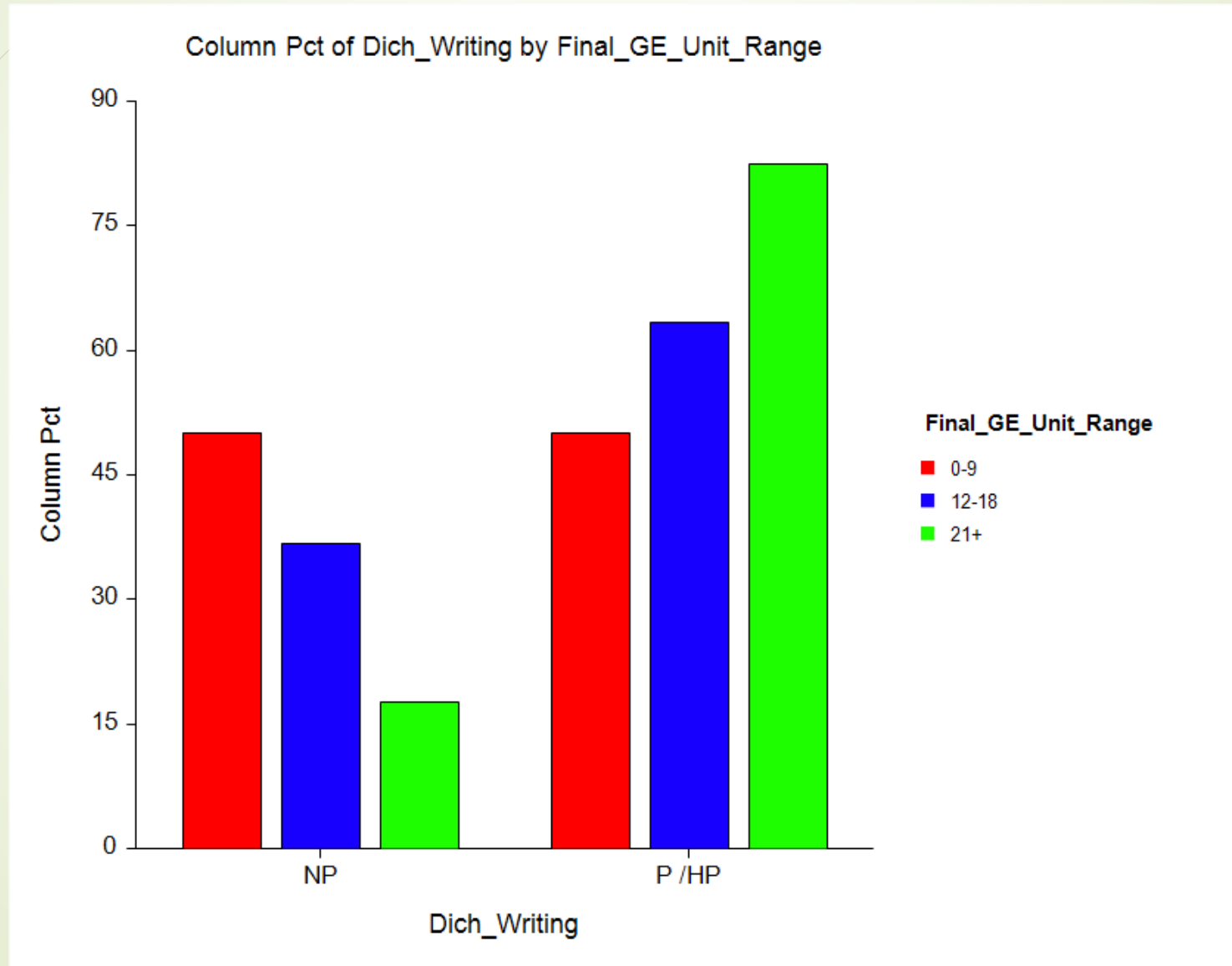
Results for critical thinking:



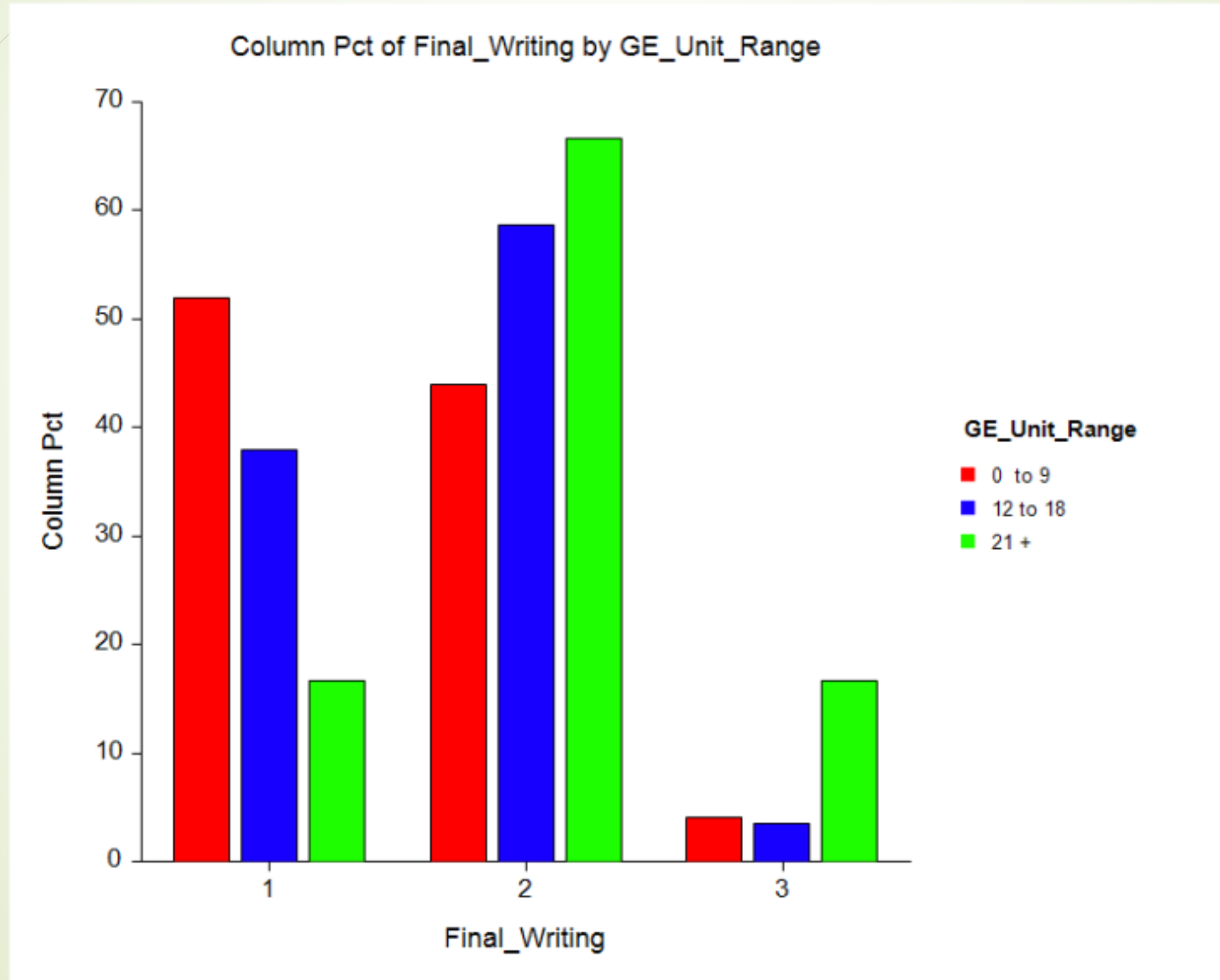
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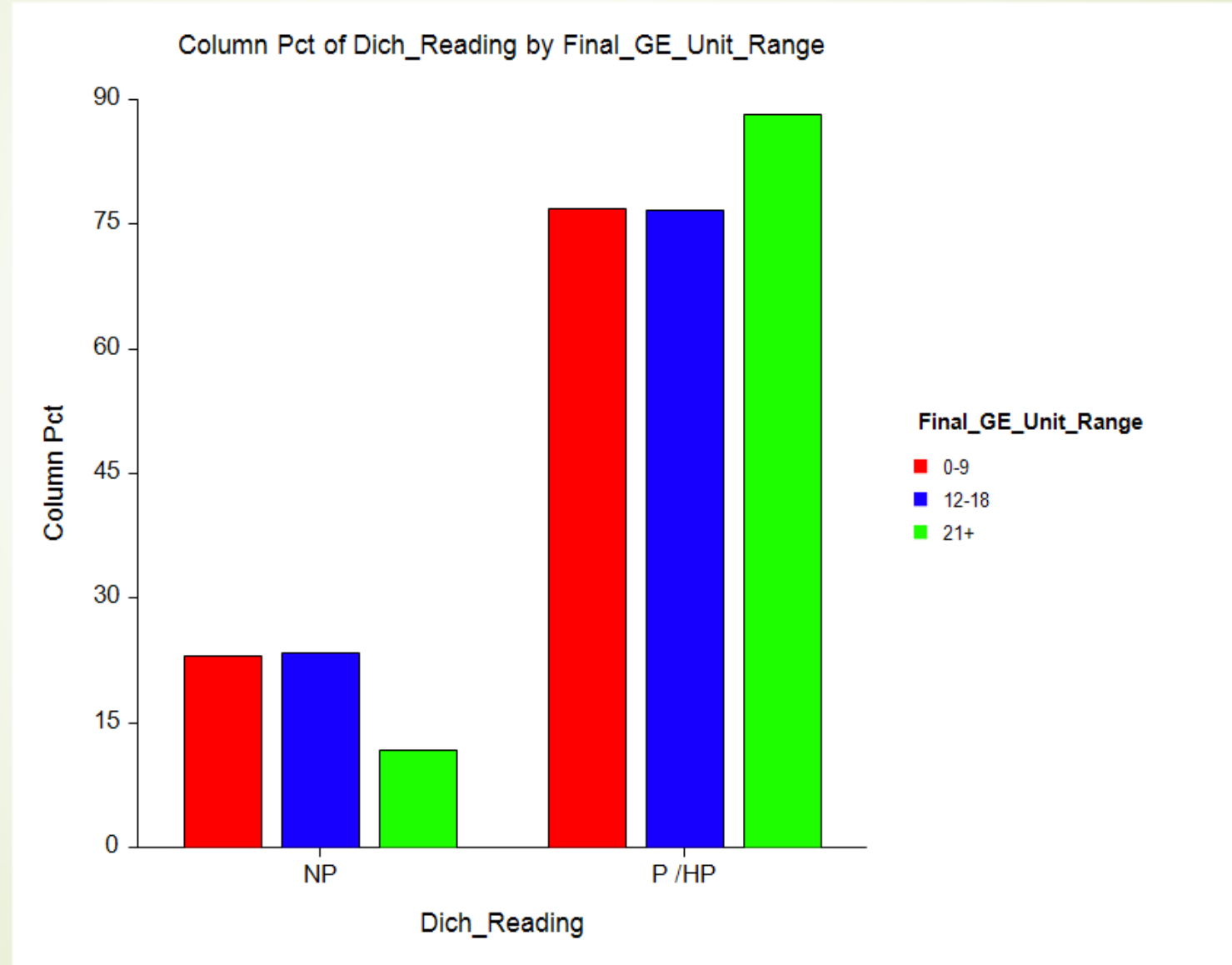
Results for writing:



Results for writing (with HP shown):

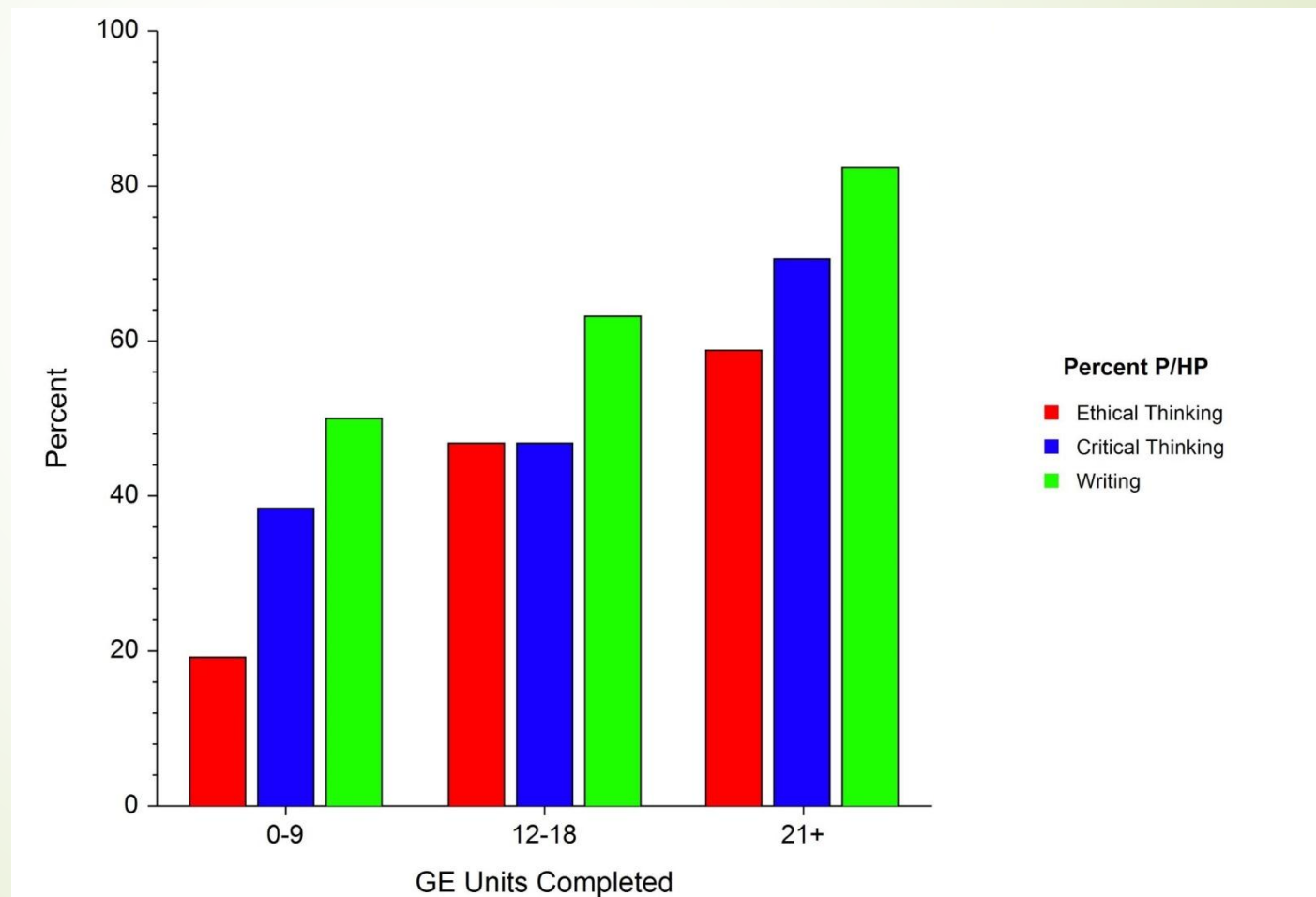


Results for reading:



Major finding: GE works! (or appears to)

The data strongly suggest that as students pass more GE courses, their proficiency in ethical thinking, critical thinking, and writing increases.





However...



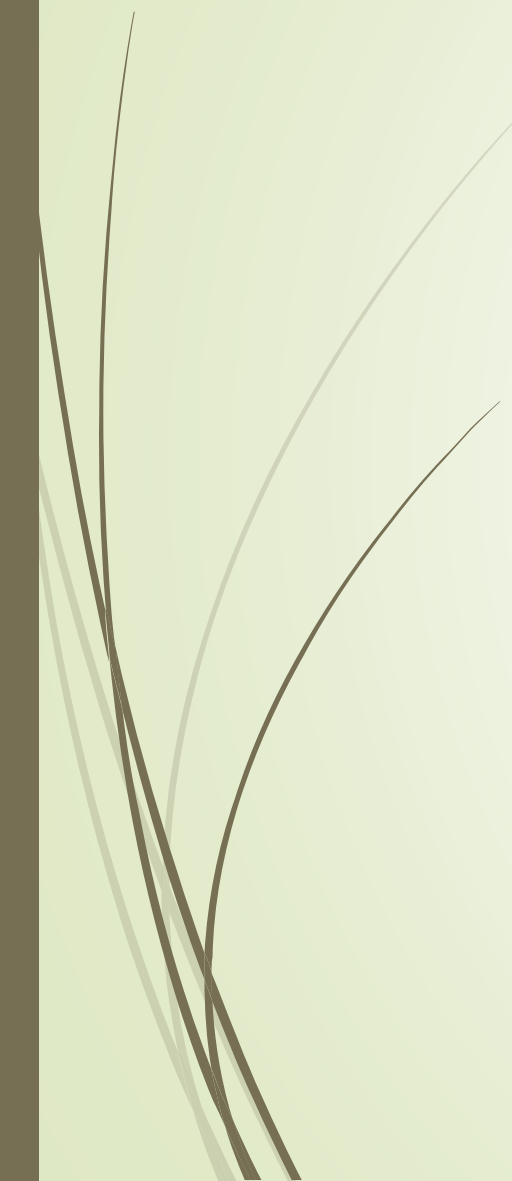


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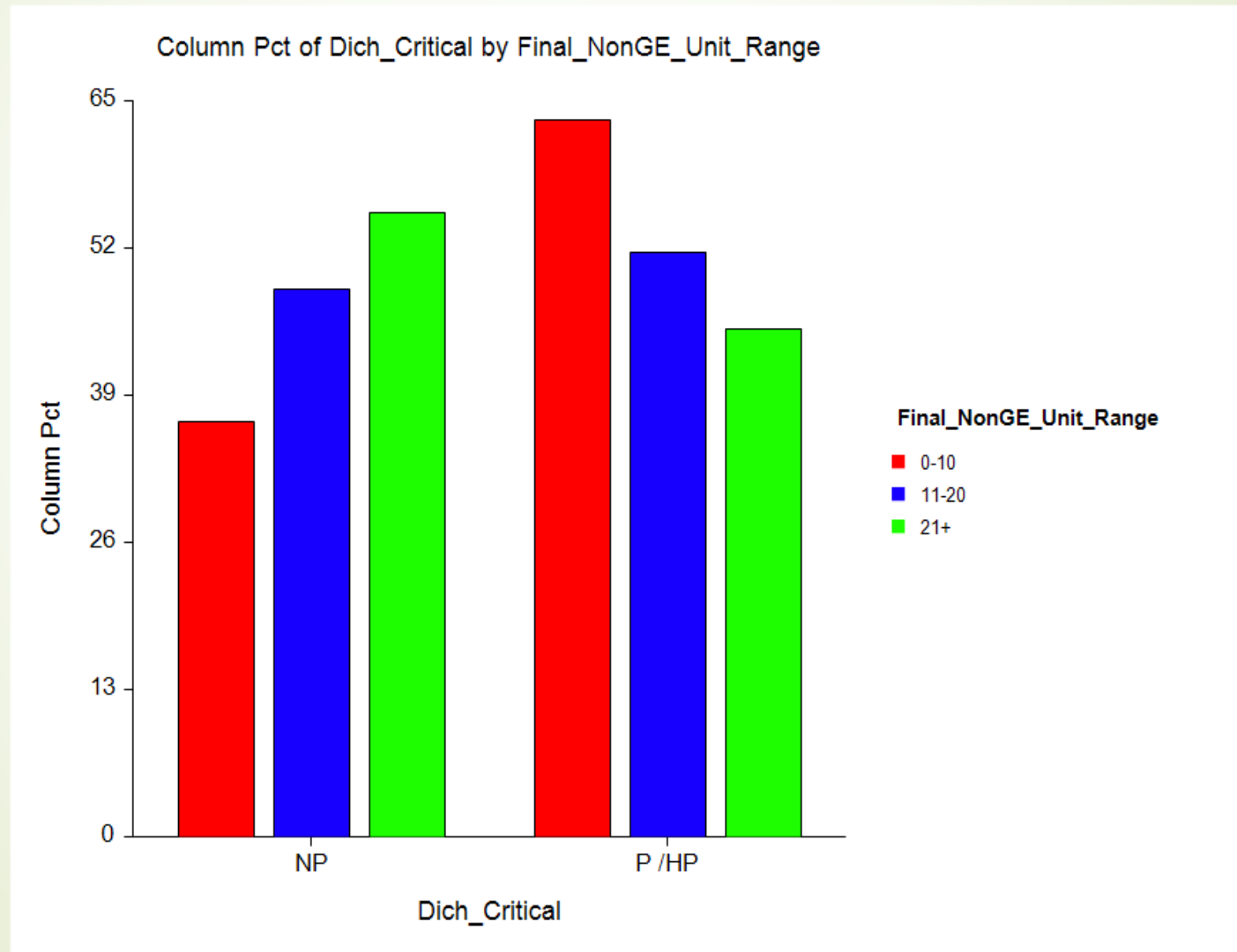
- At the at the 12-18 unit range, which is the GE requirement for a non-transfer associates degree (12 units GE + English and math), less than 50% of students are proficient in ethical and critical thinking, and only 63% are proficient in writing.



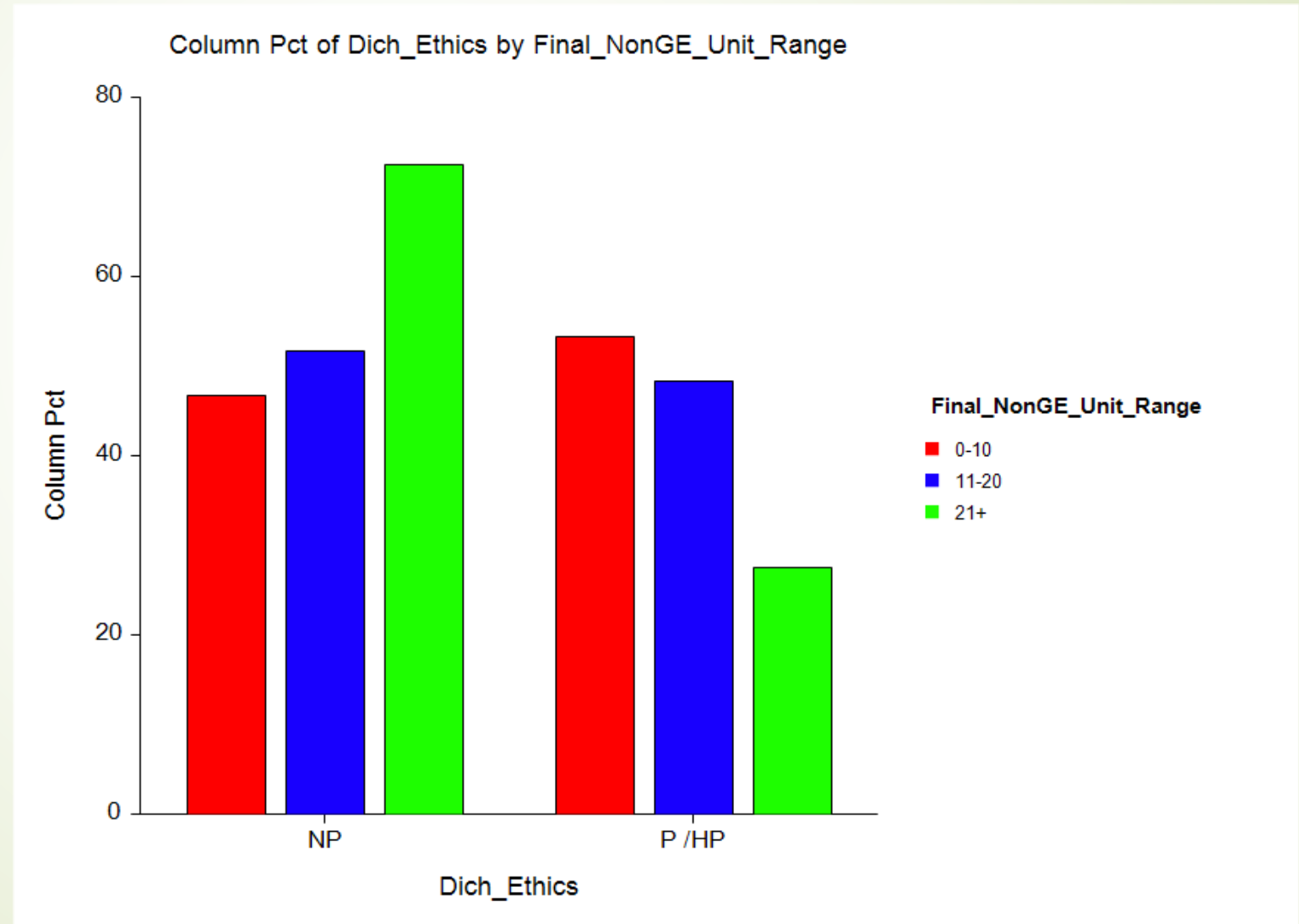
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 - **Are we satisfied with this result?**
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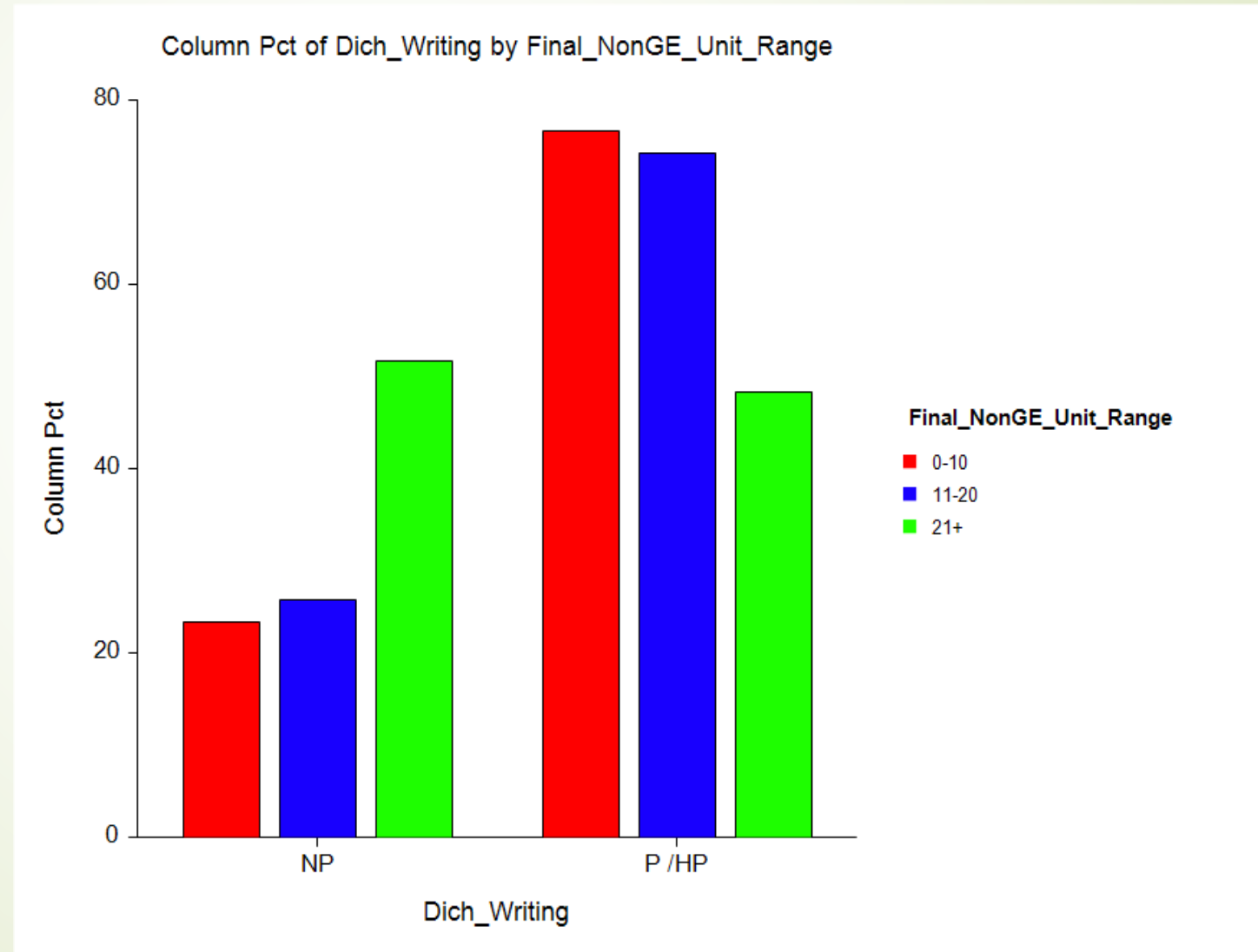
Do *non-GE* courses have the same effect? Student performance and non-GE course completion: *critical thinking*



Do *non-GE* courses have the same effect? Student performance and non-GE course completion: *ethical thinking*



Do *non-GE* courses have the same effect? Student performance and non-GE course completion: *writing*



Results for ethical thinking:

	GE Unit Range			
	0-9	12-18	21+	Total
NP	21 80.8	16 53.3	14 41.2	51 56.7
P /HP	5 19.2	14 46.7	20 58.8	39 43.3
Total	26 100.0	30 100.0	34 100.0	90 100.0

Results for critical thinking:

	GE Unit Range			
	0-9	12-18	21+	Total
NP	16	16	10	42
	61.5	53.3	29.4	46.7
P /HP	10	14	24	48
	38.5	46.7	70.6	53.3
Total	26	30	34	90
	100.0	100.0	100.0	100.0

Results for writing:

	GE Unit Range			
	0-9	12-18	21+	Total
NP	13	11	6	30
	50.0	36.7	17.6	33.3
P /HP	13	19	28	60
	50.0	63.3	82.4	66.7
Total	26	30	34	90
	100.0	100.0	100.0	100.0