

Academic Program Name:	General Education: Competency A
Academic Program Assessment Coordinator:	General Education Committee
Submission Date of This Report:	August 29, 2008

PROGRAM GOAL: Provide a means of acquiring life skills that allows students to complete successfully any undergraduate program of study and to be intellectually prepared for the challenges of modern life.

COMPETENCY A: Acquire skills in communicating clearly

Communication has two basic components: acquiring information for an external source (ex: reading) and production of information for others (ex: writing).

The skills associated with college-level competency in reading are:

- synthesizing material from different sections of a passage
- recognizing valid inferences derived from material in the passage
- identifying accurate summaries of a passage or of significant sections of the passage
- understanding and interpreting figurative language
- discerning the main idea, purpose, or focus of a passage or a significant portion of the passage.

The skills associated with college-level competency in writing are:

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

Assessment Instruments and Frequency of Assessment	Expected Outcome	Summary of Data Collected	Review of Results and Actions Taken
Lander Competency Assessment (Competency A Sub-Test): Administration Schedule – each Spring	<ul style="list-style-type: none"> • Met: The average scores of both Junior and Senior students are at least 50%. • Partially Met: The average 	Scores were as follows: <ul style="list-style-type: none"> • Junior (n = 186): 53.6% • Senior (n =147): 53.5% 	Expected Outcome Met. Low average scores noted (below 50%) on items dealing

<p>Semester beginning Spring 2008</p>	<p>score of either the Junior or the Senior students is below 50%.</p> <ul style="list-style-type: none"> • Not Met: The average score of both Junior and Senior students are below 50%. 		<p>with literary terms and documentation.</p> <p>The General Education Committee reviewed the data and passed on information to faculty teaching courses within this Competency (August 2008).</p> <p>Upon review of this data, concerns were voiced about the validity and reliability of the test. The General Education Committee decided to 1) evaluate and revise test items, and 2) facilitate faculty development of a common rubric to assess communication skills across the curriculum.</p>
<p>Measure of Academic Proficiency and Progress (MAPP): Administered every Fall to Freshmen and every Fall and Spring to Seniors in major program capstone courses</p>	<p>Seniors classified as “Proficient” and “Marginally Proficient” as follows:</p> <ul style="list-style-type: none"> • Level 1: <u>Met</u>: at least 90%; <u>Partially Met</u>: 75% - 89%; <u>Not Met</u>: less than 75% • Level 2: <u>Met</u>: at least 50%; <u>Partially Met</u>: 40% - 49%; <u>Not Met</u>: less than 40% 	<p>Percentage of Seniors classified as “Proficient” or “Marginally Proficient”:</p> <ul style="list-style-type: none"> • Level 1 = 90% • Level 2 = 49% • Level 3 = 31% 	<p>Overall Expected Outcome Partially Met.</p> <ul style="list-style-type: none"> • Level 1: Expected Outcome Met • Level 2: Expected Outcome Partially Met • Level 3: Expected Outcome Met. <p>Results indicate Seniors perform well on Level 1 skills. The General Education</p>

	<ul style="list-style-type: none"> • Level 3: <u>Met</u>: at least 30%; <u>Partially Met</u>: 20% - 29%; <u>Not Met</u>: less than 20% 		Committee provided this data to faculty for use in examining current course content for appropriate revision to strengthen performance on Level 2 and Level 3 skills.
National Survey of Student Engagement (NSSE): Administered every three years (Spring 2007 and Spring 2010)	<ul style="list-style-type: none"> • <u>Met</u> = Benchmark comparison for Lander seniors is above all of the following - Selected Peers, Carnegie Peers and NSSE participants for the year; • <u>Partially Met</u> = Benchmark comparison for Lander seniors is above only one or two of the following - Selected Peers, Carnegie Peers and NSSE participants for the year; • <u>Not Met</u> = Benchmark comparison for Lander seniors is above none of the following - Selected Peers, Carnegie Peers and NSSE participants for the year. 	Data are provided on the NSSE summary data page.	Overall Expected Outcome Met. <ul style="list-style-type: none"> • <u>Question 1</u>: Expected Outcome Met • <u>Question 2</u>: Expected Outcome Met • <u>Question 3</u>: Expected Outcome Met • <u>Question 4</u>: Expected Outcome Met <p>Although expected outcome met for each question, question 2, dealing with drafting and editing written assignments, had the lowest response for both Lander students and all comparison groups.</p> <p>The General Education Committee has directed faculty to identify how students are taught to edit their own work and where this skill is practiced and reinforced. Changes will be made as needed.</p>
Student Opinion Survey :	<ul style="list-style-type: none"> • <u>Met</u> = Responses to all Items 	<ul style="list-style-type: none"> • <u>Item 1</u>: 84.9% 	Expected Outcome Partially

<p>Administered every second and third Spring Semester (Spring 2008 and Spring 2009)</p>	<p>indicate that 70% or more of the students Strongly Agree or Agree</p> <ul style="list-style-type: none"> • <u>Partially Met</u> = Responses to only two Items indicate that 70% or more of the students Strongly Agree or Agree • <u>Not Met</u> = Responses to no more than one Item indicates that 70% or more of the students Strongly Agree or Agree 	<ul style="list-style-type: none"> • <u>Item 2</u>: 69.7% • <u>Item 3</u>: 72.3% 	<p>Met</p> <p>Students believe that communicating clearly is necessary for a complete college education. The lower percentage on Item 2 supports the data collected in the MAPP instrument relative to Level 3 skills.</p> <p>Recommend continuation of this measure</p>
<p>PRAXIS I, administered multiple times throughout the year; data aggregated annually for assessment purposes</p>	<ul style="list-style-type: none"> • <u>Met</u>: The average percentage correct is greater than or equal to both the national and the state average percentage correct. • <u>Partially Met</u>: The average percentage correct is greater than or equal to either the national or the state average percentage correct. • <u>Not Met</u>: The average percentage correct is less than both the national and the state average percentage correct. 	<p>2006-2007 n=56</p> <p>Test category I: Grammatical Relationships</p> <p>Institutional=55 State=53 National=58</p> <p>Test category II: Structural Relationships</p> <p>Institutional=50 State=49 National=55</p> <p>Test Category III: Idiom and Word Choices: Mechanics: No Error</p> <p>Institutional=56</p>	<p>Overall Expected Outcome Partially Met</p> <p>Test category I: Partially Met</p> <p>Test category II: Partially Met</p> <p>Test category III: Partially Met</p> <p>Test category IV Partially Met</p> <p>2006-2007 is the first year that each of the test categories were partially met (exceeded the state average percentage correct). By contrast, in 2003-2004, the expected outcome of each test category was not met.</p> <p>This may be partially explained</p>

		<p>State=54 National=60</p> <p>Test category IV: Essay Institutional=63 State=61 National=66</p>	<p>by a decrease in state-wide performance; however, in response to poor performance on the writing test, the University has implemented the following in the last six years 1) PRAXIS I preparation for students which includes diagnostic testing and remediation; 2) in-class writing practice in EDUC 202 that include writing, scoring and editing; and 3) PRAXIS I preparation guides have been purchased and placed in the library and the curriculum laboratory for student use.</p>
<p>IDEA (student evaluation of instruction and courses); administered each fall and spring semester</p>	<ul style="list-style-type: none"> • <u>Met</u>: Mean is 4.0 or above (substantial progress) • <u>Partially Met</u>: Mean 3-3.9 (moderate progress) • <u>Not Met</u>: Mean below 3 (Slight or no apparent progress) 	<p>English 101: n=119</p> <p>Item 6 (Progress on developing creative capacities [writing])=3.96 English 101</p> <p>Item 8 (Progress on developing skill in expressing myself in writing)=4.03</p> <p>English 102: n=159</p> <p>Item 6 (Progress on developing creative capacities [writing])=4.23</p>	<p>Overall Expected Outcome Met</p> <p>Student perceptions of progress made suggests that the English 101 and 102 sequence provides students opportunities to improve the skills associated with this competency.</p> <p>While the students perceive that overall progress is being made, the General Education Committee will charge the faculty with examining current course content for appropriate revision to provide additional</p>

		Item 8 (Progress on developing skill in expressing myself in writing)=4.20	opportunities to practice higher-level communication skills as defined by MAPP level 3 skills.
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