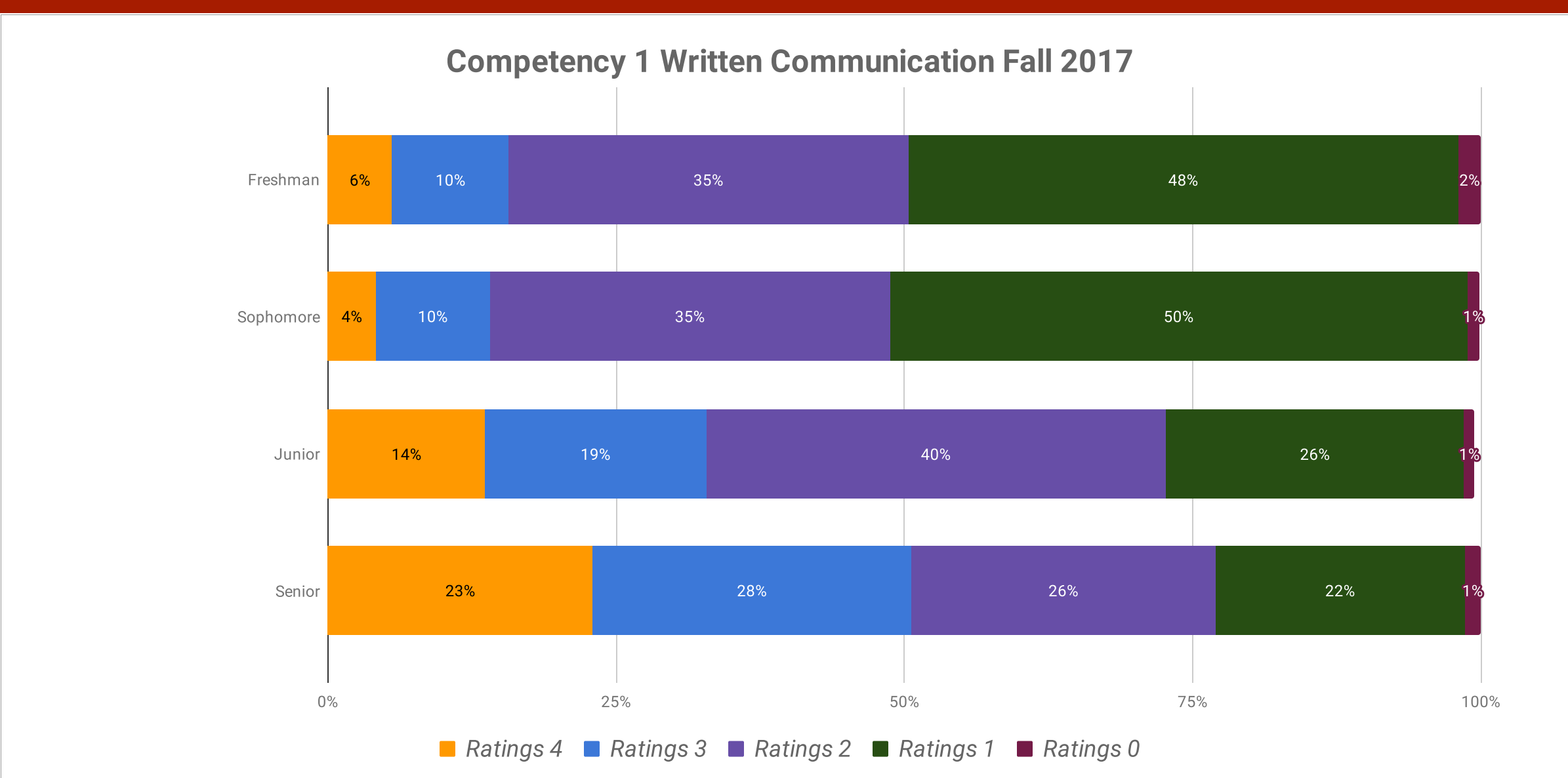
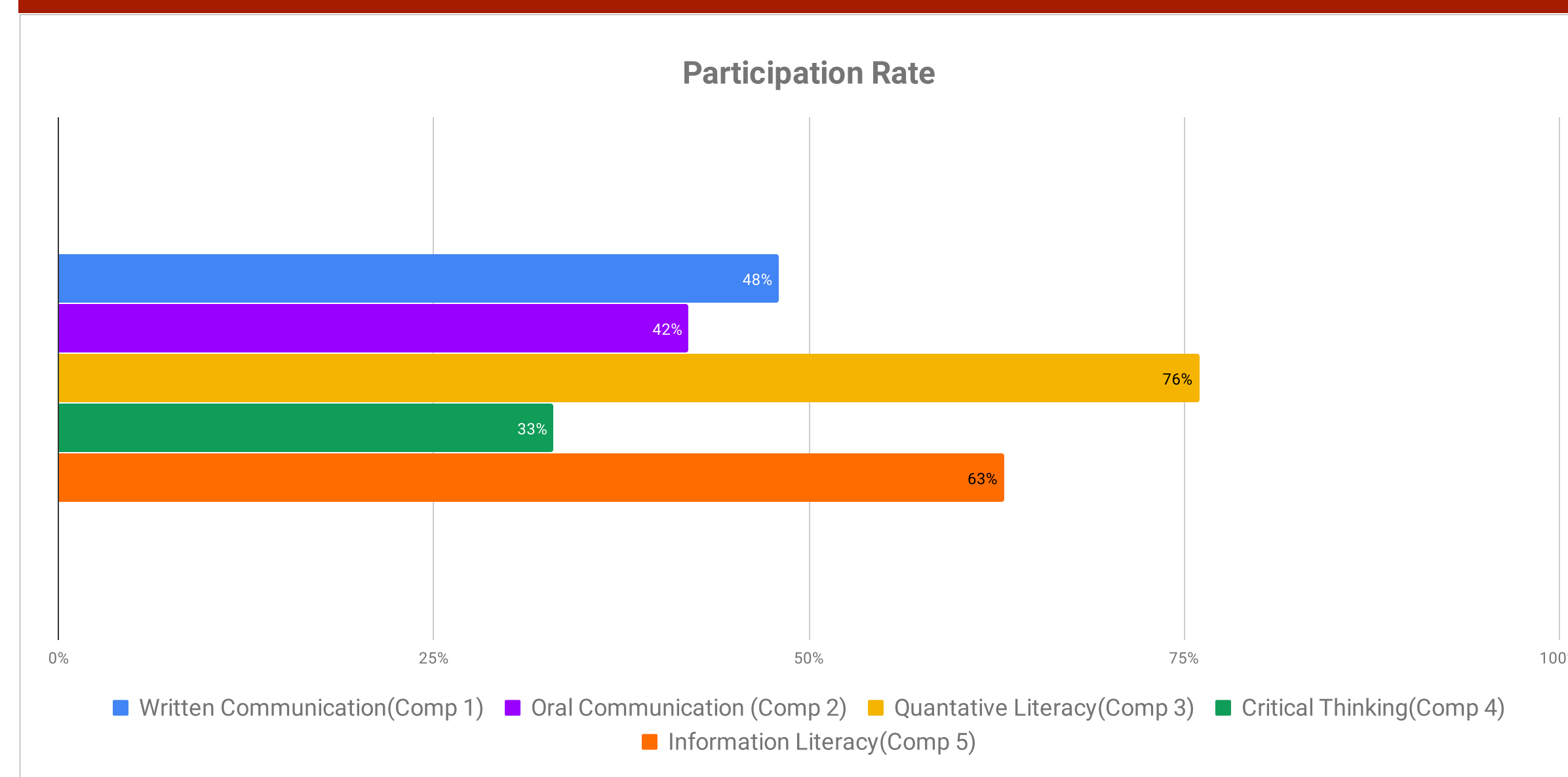


2-Year General Education Assessment Modified Value Rubrics

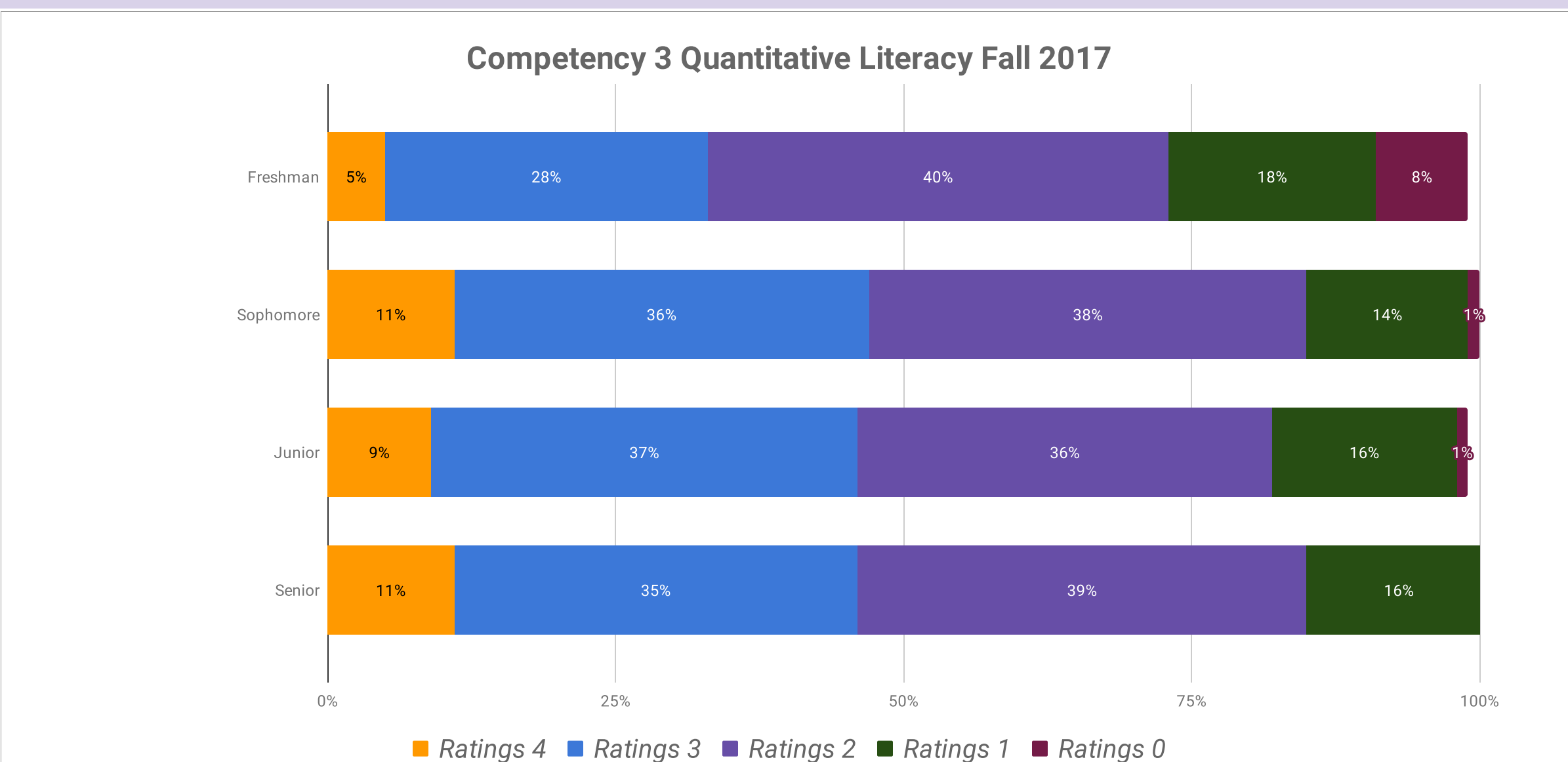
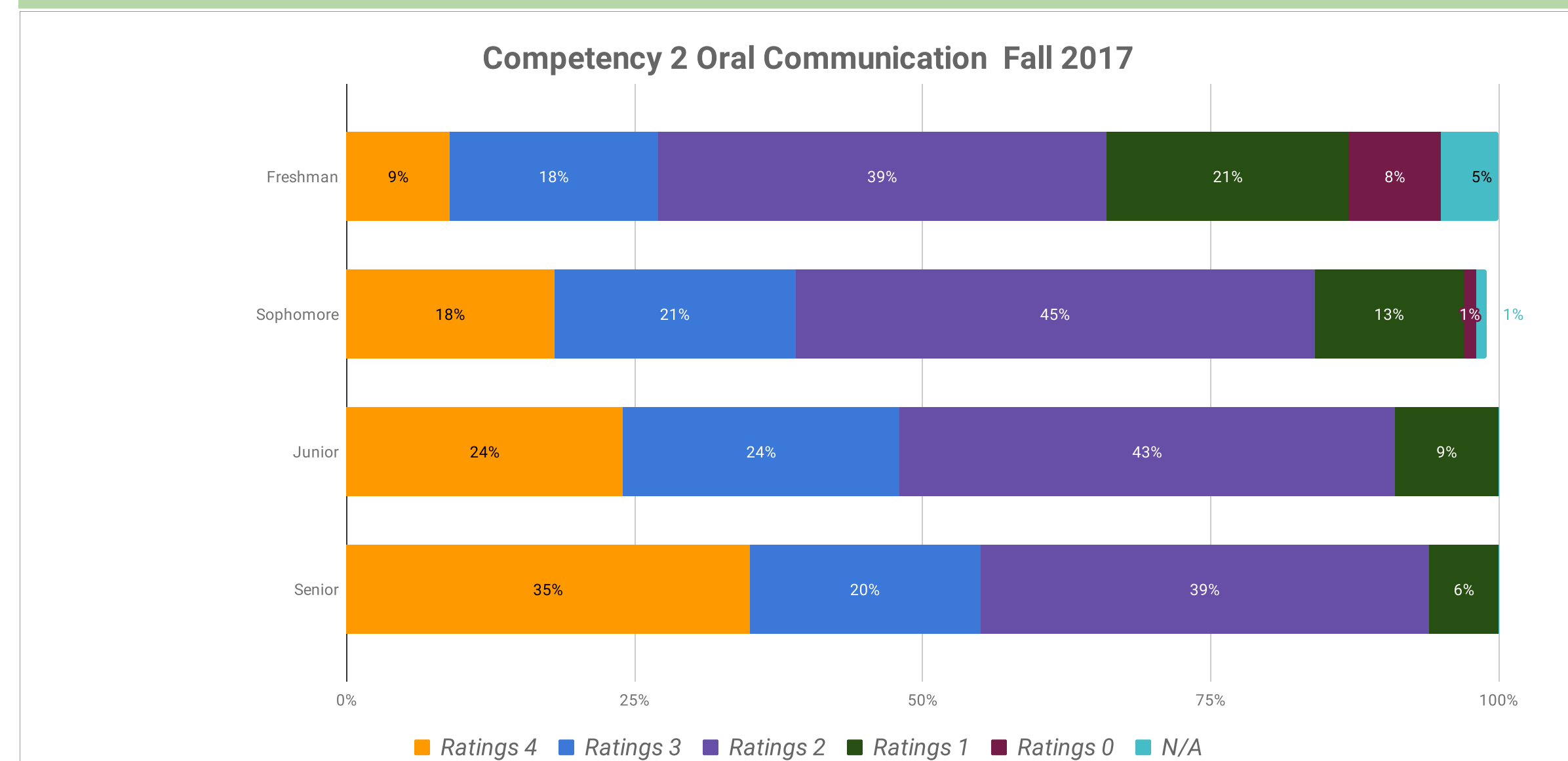


University started two-year Gen Ed assessment plan in 2017. Fall is the data collection time and Spring is closing the loop for all the competency groups. Data collected from freshmen class. In average, the participation rate was about 50% for all competencies but Competency 4 (creativ/critical thinking) had the lowest participation rate (33%).

Actions: University created lead Gen Ed faculty for each competency to facilitate the communication and gen ed assessment activities. Meetings with the chairs to share the data to improve participation rate.

98% of freshmen scored one or above in modified value rubric. Senior scored significantly higher in rating 4 (23%) than freshmen (6%).

Actions: Lead Gen Ed faculty discussed the results with the group. They agreed to keep the current rubric in Fall 2019 data collection. The group will attend the calibration training to improve data reliability.

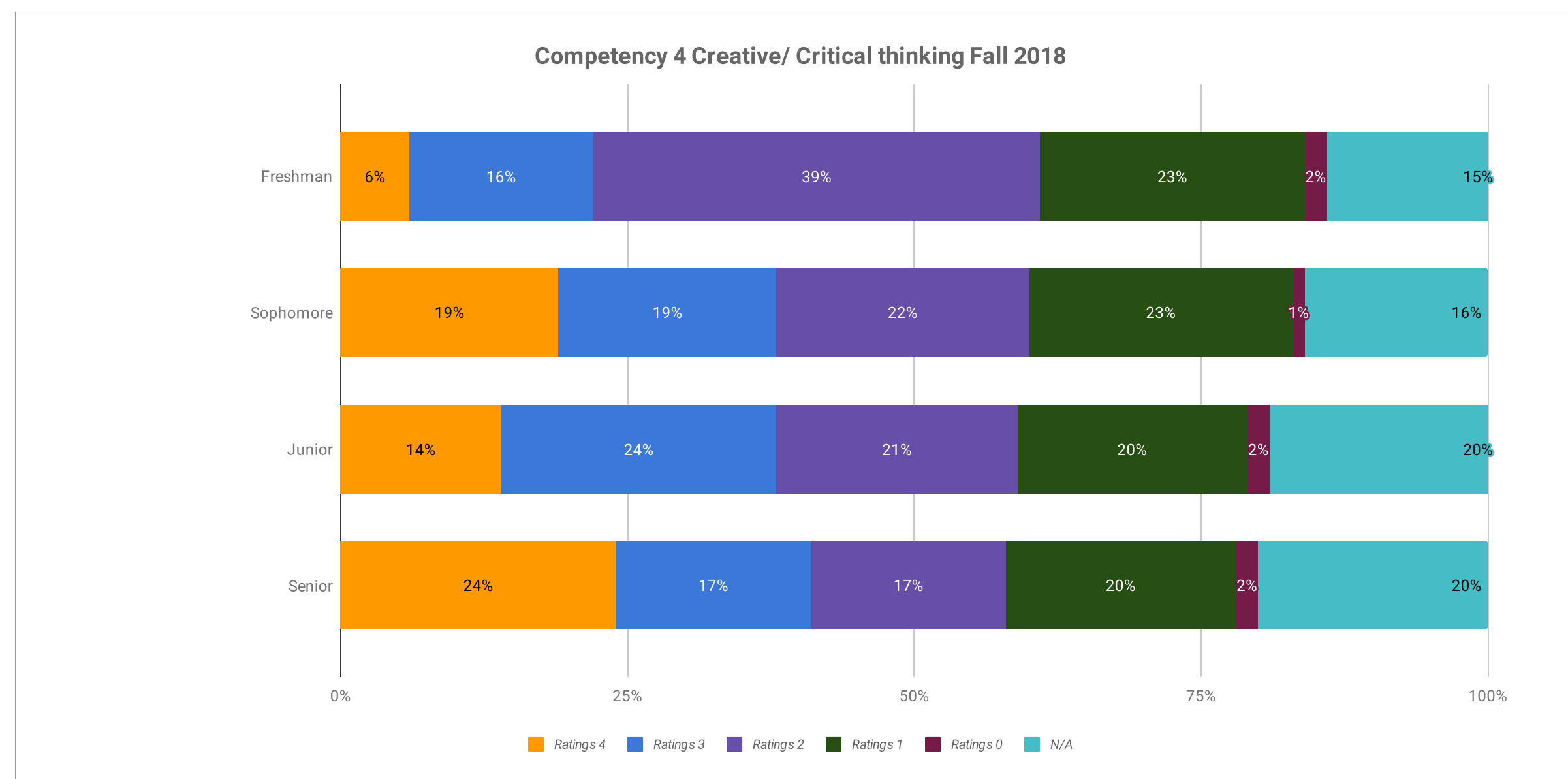


87% of freshmen scored one or above in the modified value rubric but 5% of freshmen did not address a dimension in the rubric (N/A). Senior scored significantly higher in rating 4 (35%) than freshmen (9%).

Actions: Lead Gen Ed faculty discussed the results and figured out each faculty emphasized a very different portion of the rubric. This group did the calibration and revised the language in the rubric to make it more meaningful to faculty. The revised rubrics are sent out to Gen Ed committee and FSUAC committee for feedback. The revised rubric will be used in Fall 2019.

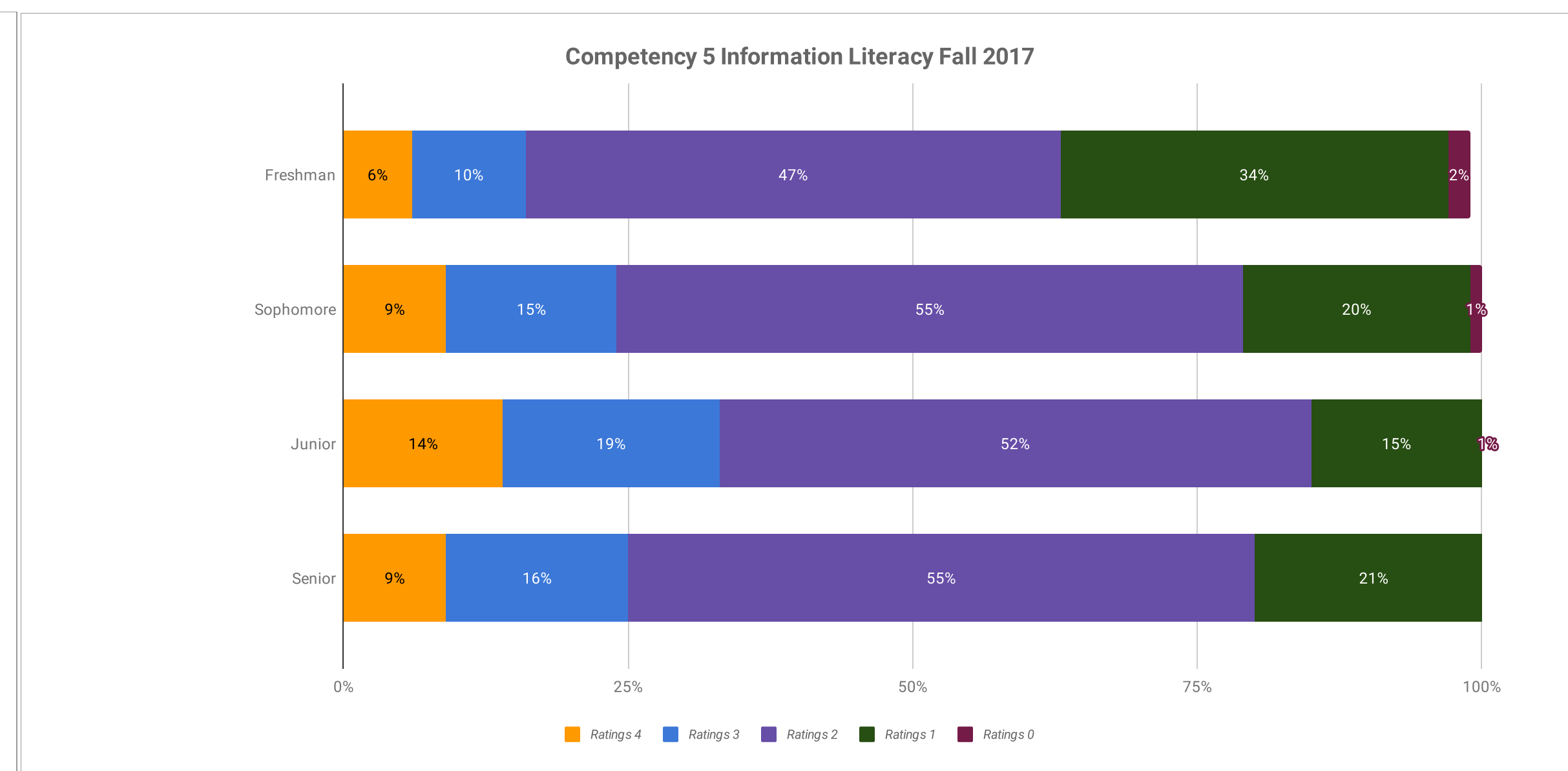
92% of freshmen scored one or above in modified value rubric. There was not much different rating from one to four from all levels of students.

Actions: Lead Gen Ed faculty discussed the results with the group, proposed good teaching practices such as positive learning environment, continuous feedback and more office hours for students to receive individualized support. This group will set up a norming section to ensure consistency and reliability. They agreed to keep the current rubric in Fall 2019 data collection.



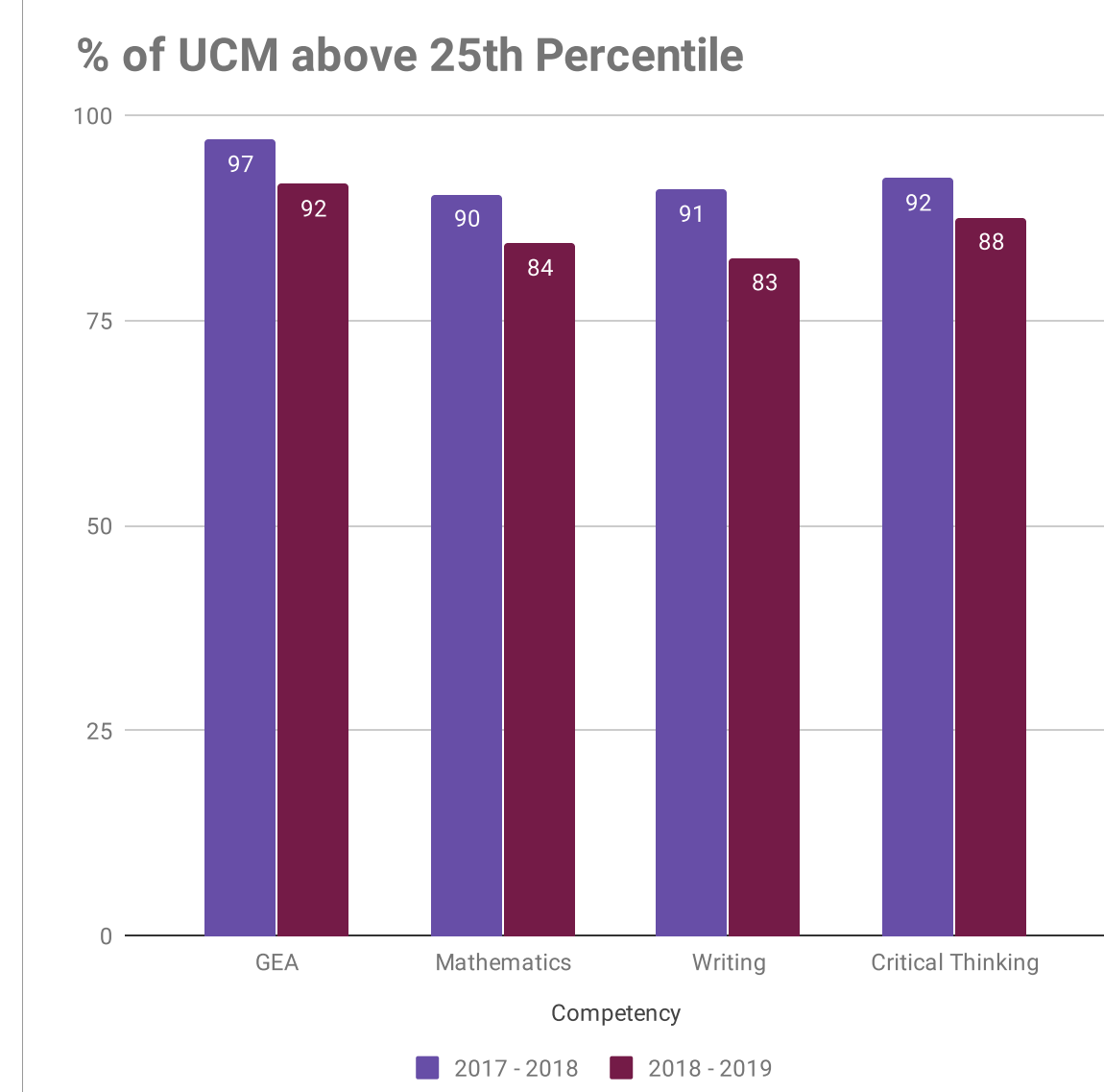
83% of freshmen scored one or above in modified value rubric. 15% of freshmen did not address argumentation and conclusion dimension in the rubric. Senior scored significantly higher in rating 4 (24%) than freshmen (6%).

Actions: Gen Ed coordinator and university assessment coordinator discussed the results, addressing high percentage of N/A and senior in data. Additional training to support are assignment design and calibration.



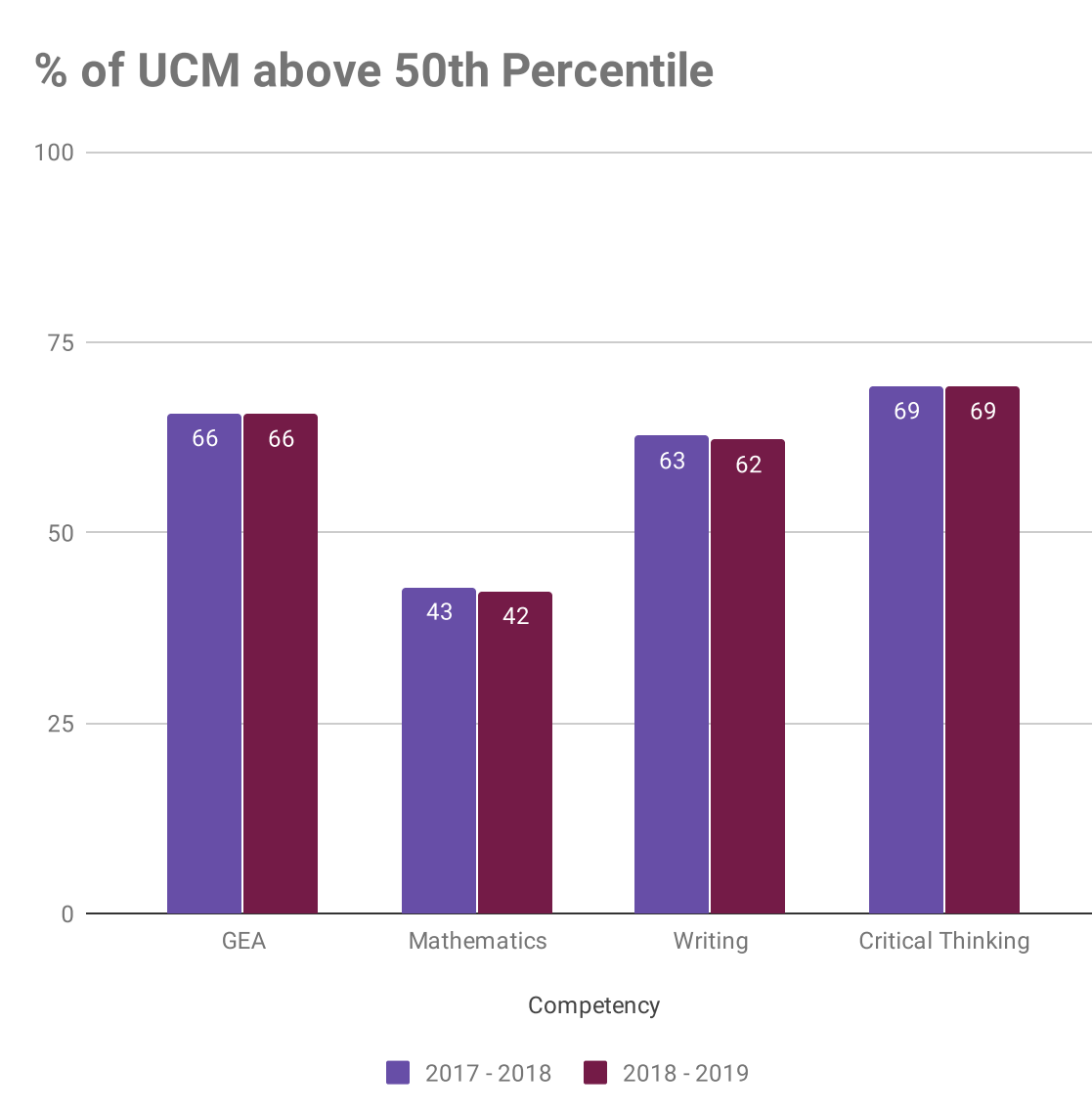
98% of freshmen scored one or above in modified value rubric. There was not much different rating from one to four from all levels of students.

General Education Assessment (GEA)



Data showed that 25th percentile of all skills in Math, writing and critical thinking scored lower in 2018-2019.

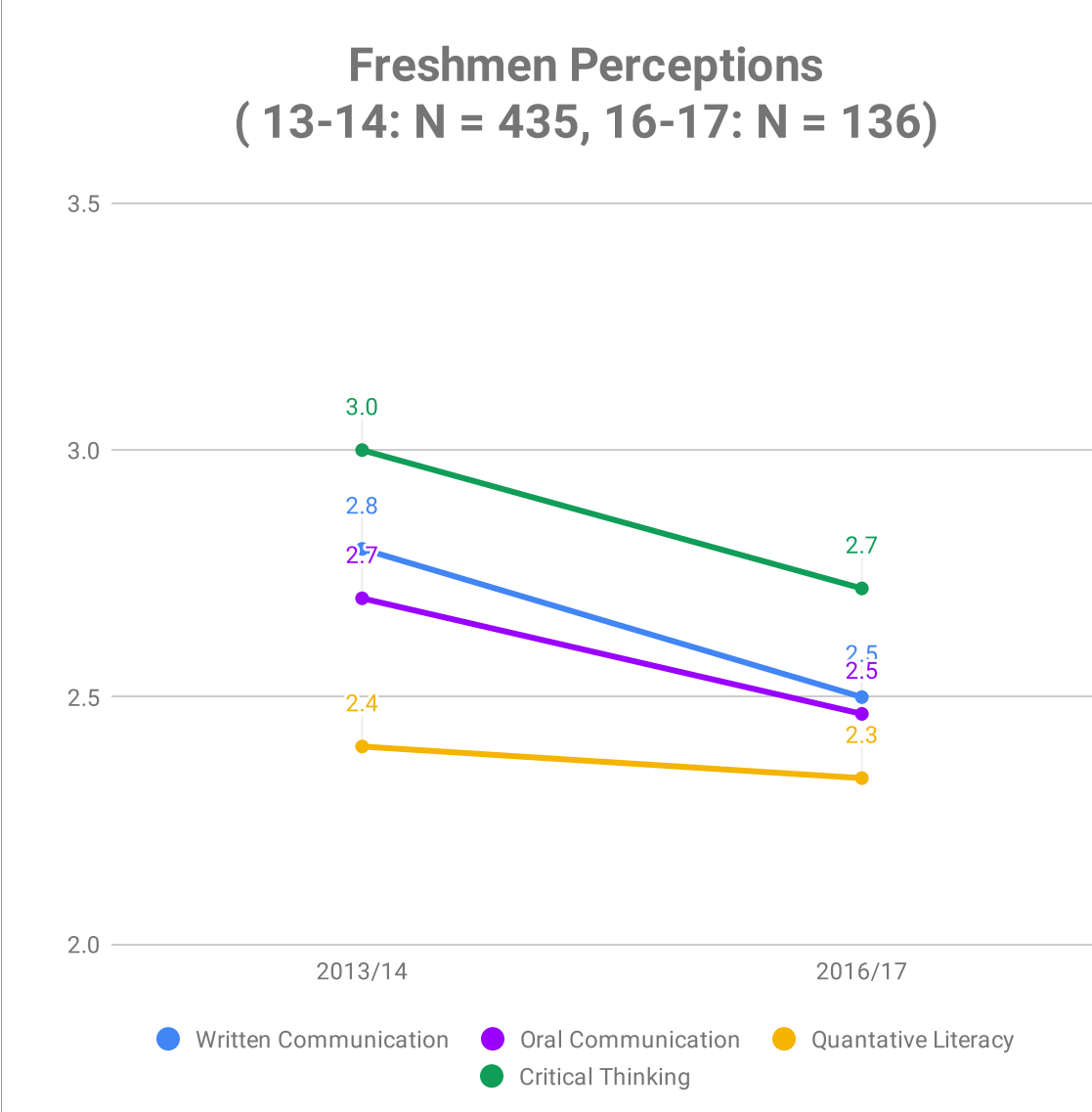
Actions: FSUAC has a review process to ensure all students score one or above in the rubric if they do not pass the GEA exam in the third attempt.



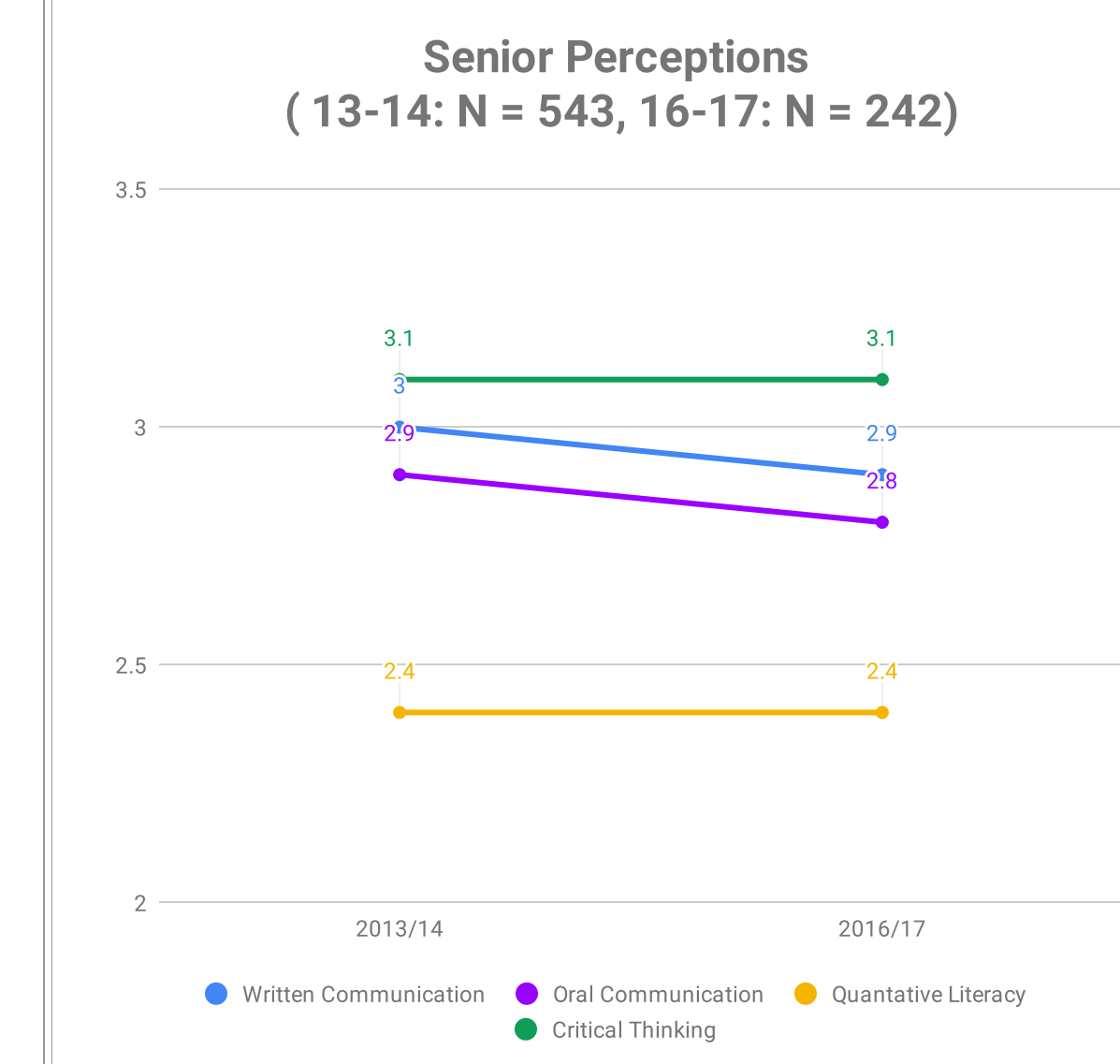
The results of GEA in 50th percentile was consistent for two years. Overall, UCM is above the state performance indicator that 60% of students score 50% percentile or above. However, the Mathematics is still below state requirement.

Actions: University continues to follow up with 17-18 actions (online tutorials to prepare for GEA and national math pathway) to see if the actions have any impact or need additional actions.

National Survey of Student Engagement (NSSE)



NSSE survey asked freshmen perceptions about their written communication, oral communication, quantitative literacy and critical thinking skills. 2016-2017 freshmen cohort perceived these skills lower than that of 2013-2014. The data were shared with university committees and department to facilitate the close the loop discussion.



NSSE survey asked senior perceptions about their written communication, oral communication, quantitative literacy and critical thinking skills. 2016-2017 freshmen cohort perceived these skills consistent with that of 2013-2014. The data were shared with university committees and department to facilitate the close the loop discussion.