

**Academic Affairs Assessment of Student Learning**

**Report for Academic Year 2021-2022**

**Department/Program: General Education**

**Assessment Coordinator’s Name: Barbara Ladner**

**Assessment Coordinator’s Email Address: ladnerbe@wvstateu.edu**

1. **Which learning outcomes did you measure this past year**All graduation competencies were assessed.
2. **Knowledge of Human Cultures and the Physical and Natural World**
3. Demonstrate knowledge of the sciences and mathematics, wellness, social sciences, humanities, histories, international perspectives, and the arts in the context of both contemporary and enduring questions
4. **Intellectual and Practical Skills Needed to Engage in 21st Century Challenges**
5. Practice Inquiry and analysis
6. Employ critical and creative thinking
7. Communicate effectively
8. Apply both quantitative and qualitative approaches to problem solving and evaluation
9. Practice effective collaboration/teamwork
10. **Personal and Social Responsibility**
11. Model civic knowledge and engagement
12. Demonstrate understanding of multiculturalism and sensitivity to issues of diversity
13. Practice professional ethics in reasoning and action
14. **Integrative and Applied Learning**
15. Demonstrate synthesis of knowledge both within a specialization and between disciplines
16. **In which course(s) were assessments conducted?**

All that were offered. See [https://www.wvstateu.edu/academics/general-education.aspx#](https://www.wvstateu.edu/academics/general-education.aspx) and scroll down to the curriculum item.

1. **How did you assess the selected program learning outcomes?**

Since we sample students from each section, we assess all competencies every semester.

1. **How many students were included in the assessment(s) of each PLO in a course?**

10 per section, for 100-125 sections per semester

1. **How were students selected to participate in the assessment of each outcome**

Instructors were asked to select a representative cross-section of 10 students per section, since number are too small for real ‘randomization.’

1. **In general, describe how each assessment tool (measure) was constructed**

Rubrics were either directly adapted from AAC&U VALUE rubrics or adapted from adaptations done by other colleges/universities, except for the mathematics assessment test, which was developed in-house.

1. **Who analyzed results and how were they analyzed**

The General Education Committee discussed the scores, but we could do little beyond note that outcomes overall were achieved at levels appropriate to students at the beginning of their studies.

1. **Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome.**

Scores were generally in the ‘developing’ range, with some ‘beginning’ and some ‘accomplished’ scores. For most rubrics, this meant mostly scores of ‘2’ (with some scores of ‘1’ or ‘3’), but history has a five-column rubric….

1. **What are next steps?**

We hope to get programs to interpret their data before forwarding it on for discussion by the GE committee and to work with aligning program learning outcomes with graduation competencies. This should help us learn more from GE data and gain new insight from program assessment data.

1. **Please attach an example of the assessment tool used to measure your PLO(s).**
Oral Communication rubric is attached.