

Yearly Program Assessment Executive Summary: General Education

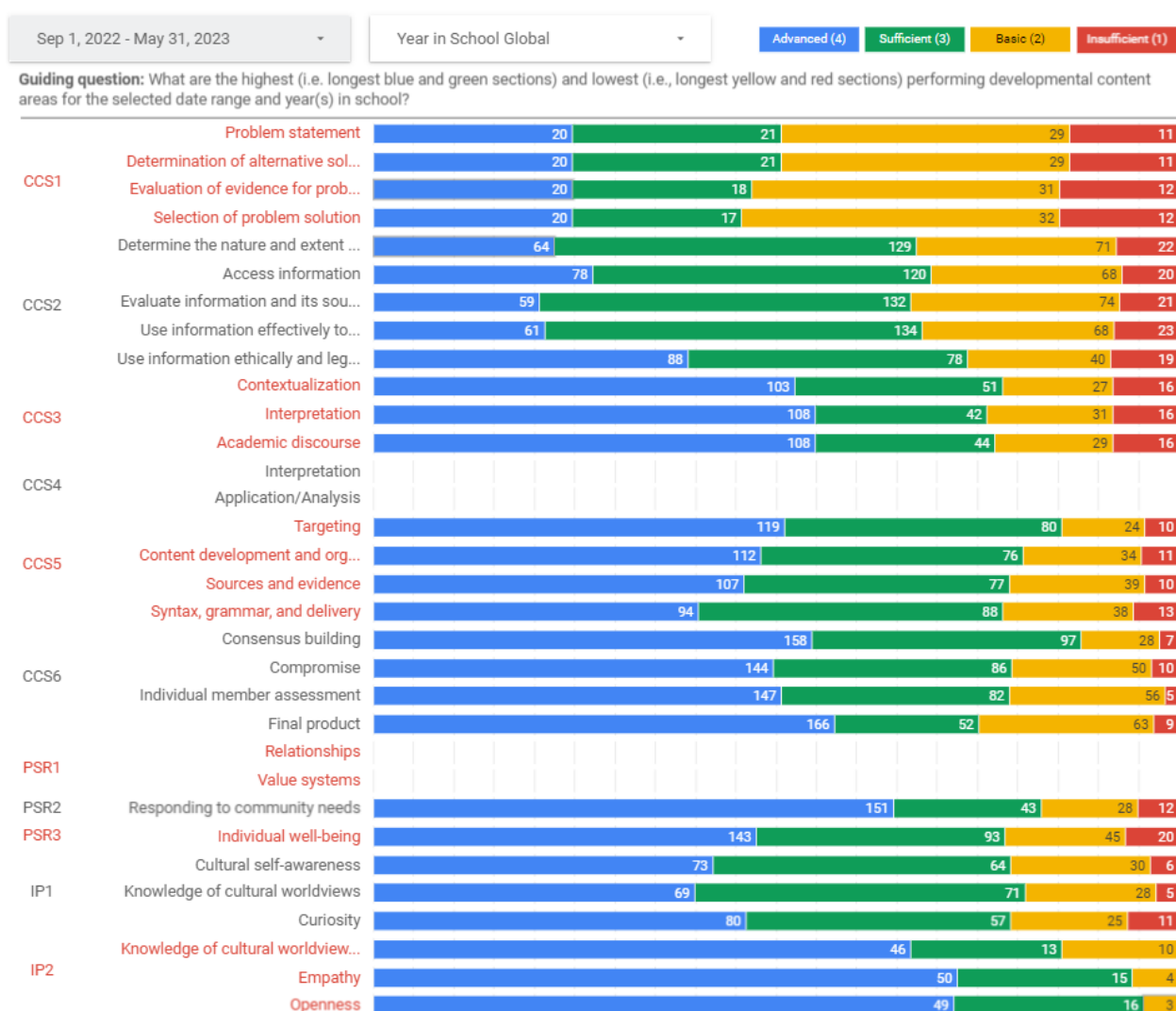
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This executive summary provides an overview of key findings and next steps reported in the General Education (GE) Yearly Program Assessment (YPA) 2022-2023 report and 2023-2024 plan. Figure 1 summarizes all the data that were collected using the Gen Ed assessment Google Forms during the 2022-2023 academic year.

Figure 1. 2022-2023 Gen Ed Assessment Data



The highest levels of performance were identified based on the highest percentages of students scoring sufficient (3) or advanced (4) on a four-point rubric. The highest levels of performance overall included:

- CCS5 Targeting (85%)
- CCS6 Consensus building (88%)
- IP2 Empathy (94%)
- IP2 Openness (96%)

The lowest levels of performance were identified based on the lowest percentages of students scoring sufficient (3) or advanced (4) on a four-point rubric. The lowest levels of performance overall included:

- CCS1 Problem statement (51%)
- CCS1 Determination of alternative problem solutions (51%)
- CCS1 Evaluation of evidence for problem solution alternatives (47%)
- CCS1 Selection of problem solution (46%)
- CCS2 Evaluate information and its sources critically (67%)
- CCS2 Use information effectively to accomplish a planned objective (68%)

Limitations of these results include:

- Each student is assessed at a single point in time.
- Different faculty utilize different assignments.
- The same students were not assessed on all outcomes.
- Some students may be duplicated in the results.
- Different courses assess the same outcome.
- Faculty may feel assessment fatigue.
- Potential exists for data entry error.

Given these and other limitations, faculty expressed concerns with the validity and reliability of the data and hesitations with making decisions based on the results. There seems to be a widespread belief that the Gen Ed model and assessment strategy could be improved. The campus will explore possibilities for improving the assessment model and assessment strategy.