

Minot State University
Fall 2017 General Education Academic Assessment Survey Results

May 15, 2018

Academic Assessment Committee

At-large members:

Kathy Hintz, Chair
Lisa Borden-King

College-elected faculty:

Andrea Donovan, College of Arts and Sciences
Mark Singer, College of Arts and Sciences
Linda Cresap, College of Business
Kayla Fisher, College of Education and Health Sciences

Gideon Amponsah, Student Government Association representative (non-voting member)
Laurie Geller, Vice President of Academic Affairs (non-voting member)

Critical Capacities and Skills I: Problem Solving

Problem solving requires students to demonstrate the ability to raise vital questions and problems, formulating them clearly and precisely. To show this, students will demonstrate:

1. the ability to state a problem/question.
2. the ability to determine solutions associated with the problem/question.
3. the ability to evaluate evidence associated with the solutions.
4. the ability to select and defend the best solution for the problem/question.

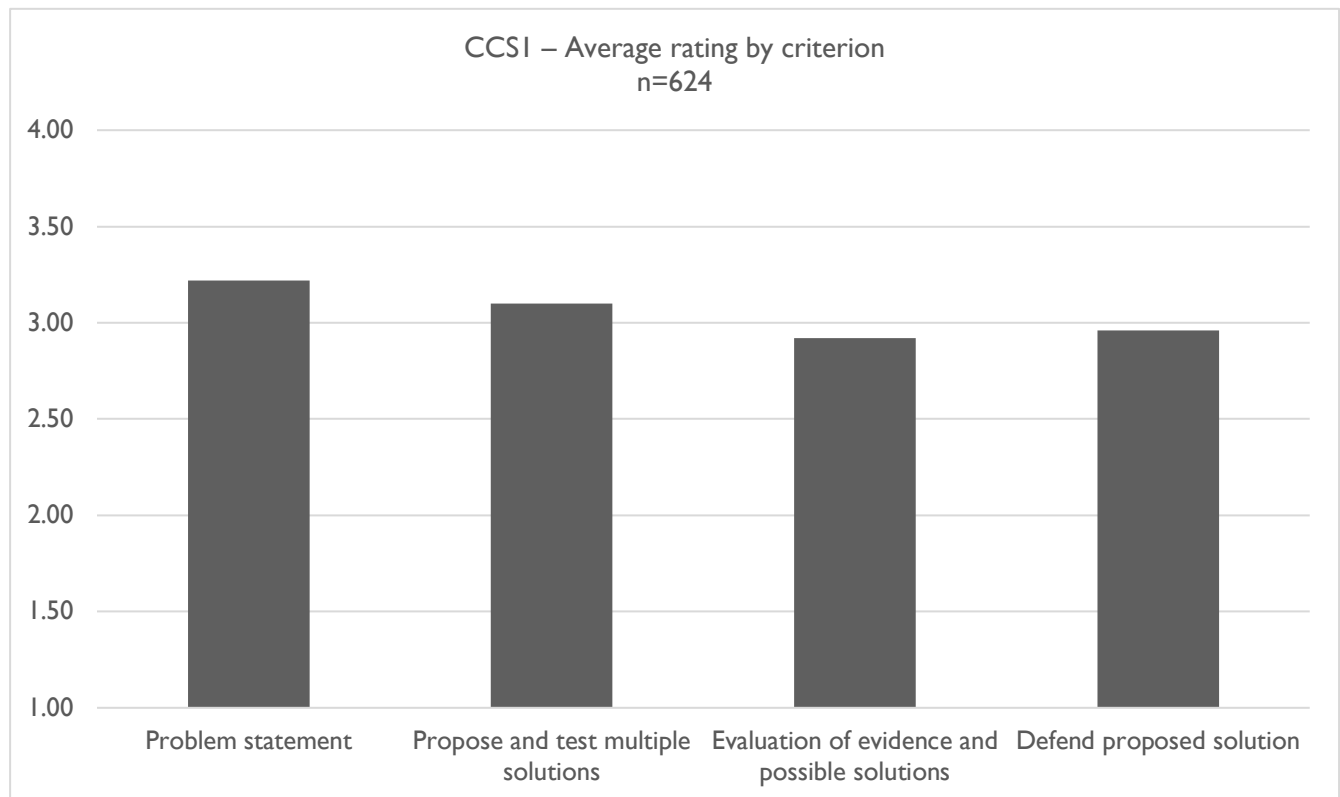
For more information and to view the CCSI rubric, please see http://www.minotstateu.edu/ge/documents/ge_app/ccs_1.pdf.

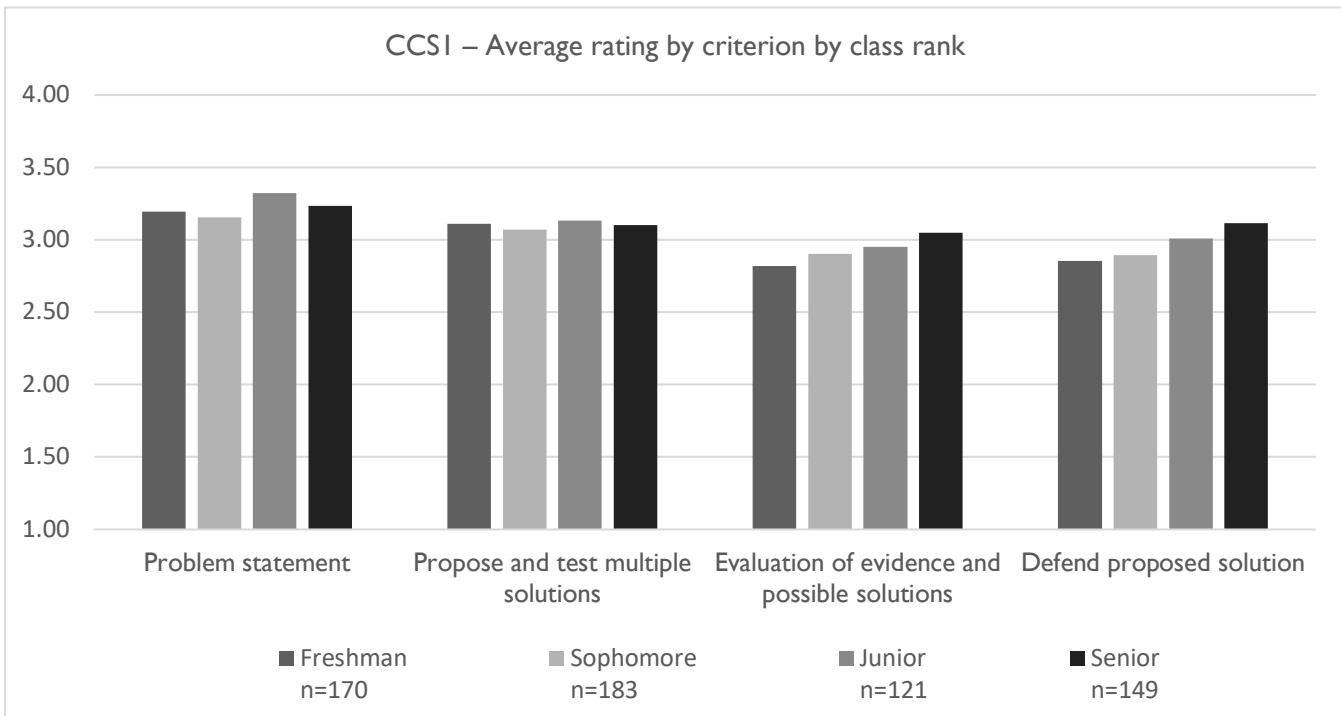
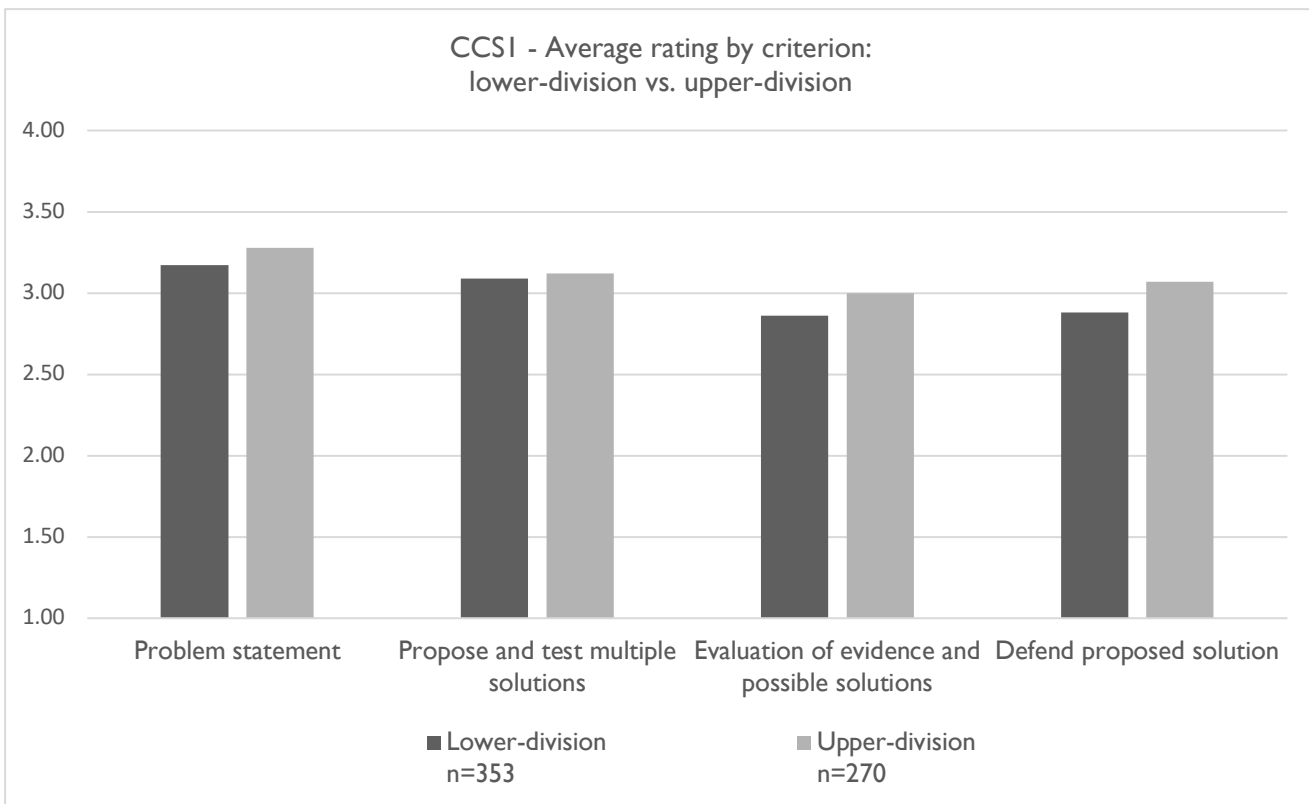
Assessments ratings are 4 (Advanced), 3 (Sufficient), 2 (Basic), 1 (Insufficient).

CCSI Assessment Results for Fall 2017
49 sections assessed

Year in school	# of items assessed	Problem statement		Propose and test multiple solutions		Evaluation of evidence and possible solutions		Defend proposed solution	
		\bar{X}	<i>s</i>	\bar{X}	<i>s</i>	\bar{X}	<i>s</i>	\bar{X}	<i>s</i>
Freshman	170	3.19	0.91	3.11	0.91	2.82	0.83	2.85	0.90
Sophomore	183	3.15	0.89	3.07	0.88	2.90	0.88	2.90	0.90
Junior	121	3.32	0.80	3.13	0.80	2.95	0.87	3.01	0.91
Senior	149	3.24	0.88	3.10	1.01	3.05	0.93	3.11	0.93
Total*	624	3.22	0.88	3.10	0.91	2.92	0.88	2.96	0.92

* Total includes one assessment with student year identified as "Other."





Seniors had significantly higher ratings than freshmen on “Evaluation of evidence and possible solutions” ($t = 2.30, p = 0.011$) and on “Defend proposed solution” ($t = 2.53, p = 0.006$).

Critical Capacities and Skills 4: Quantitative Literacy

Quantitative literacy requires students to demonstrate the ability to think open-mindedly within alternative systems of thought, recognizing and assessing their assumptions, implications, and practical consequences.

Students will demonstrate:

1. the ability to analyze and interpret quantitative information.
2. the capacity to critically analyze the limitations and bias of quantitative information.

For more information and to view the CCS4 rubric, please see

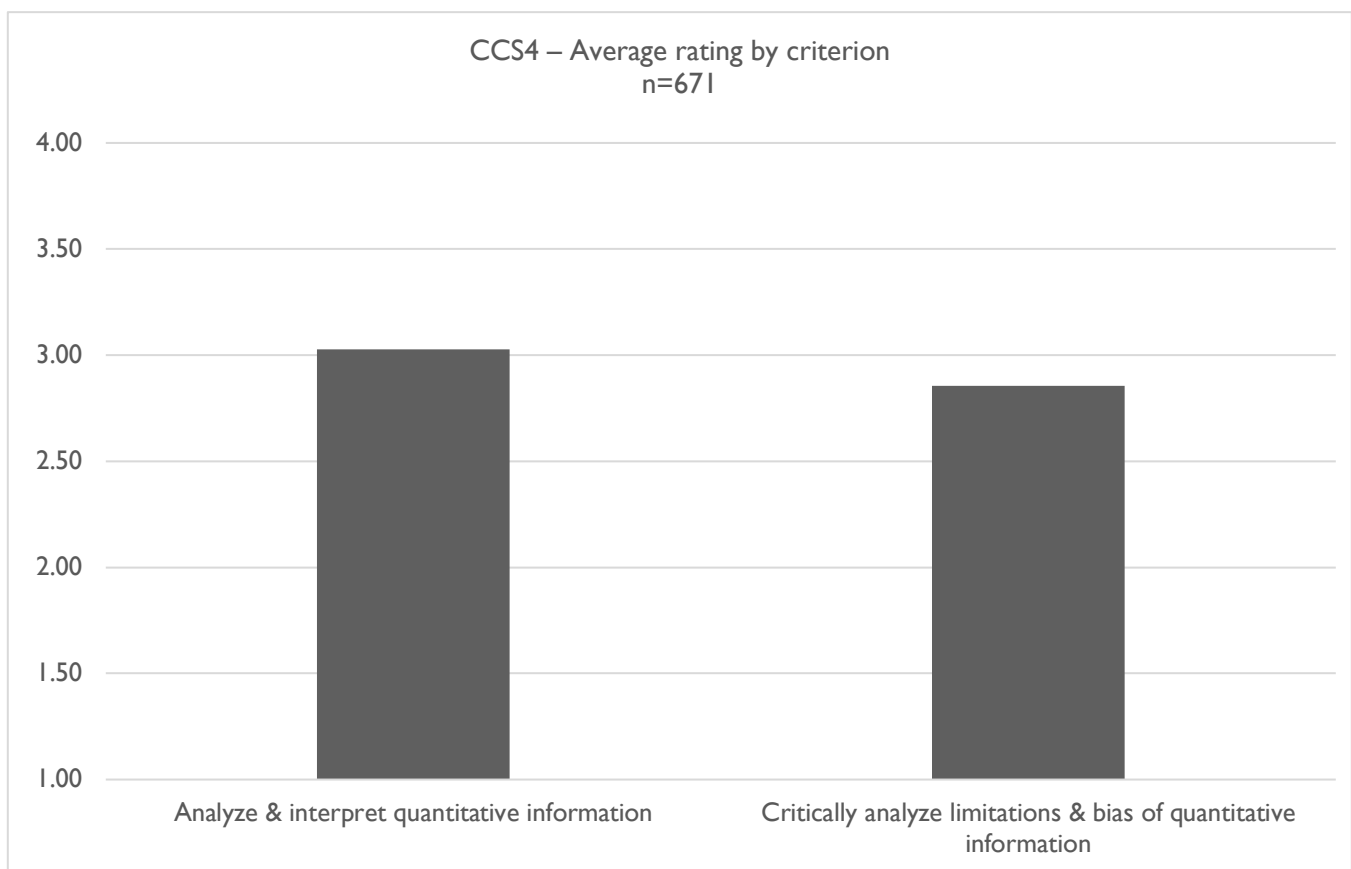
http://www.minotstateu.edu/ge/documents/ge_app/ccs_4.pdf.

Assessments ratings are 4 (Advanced), 3 (Sufficient), 2 (Basic), 1 (Insufficient).

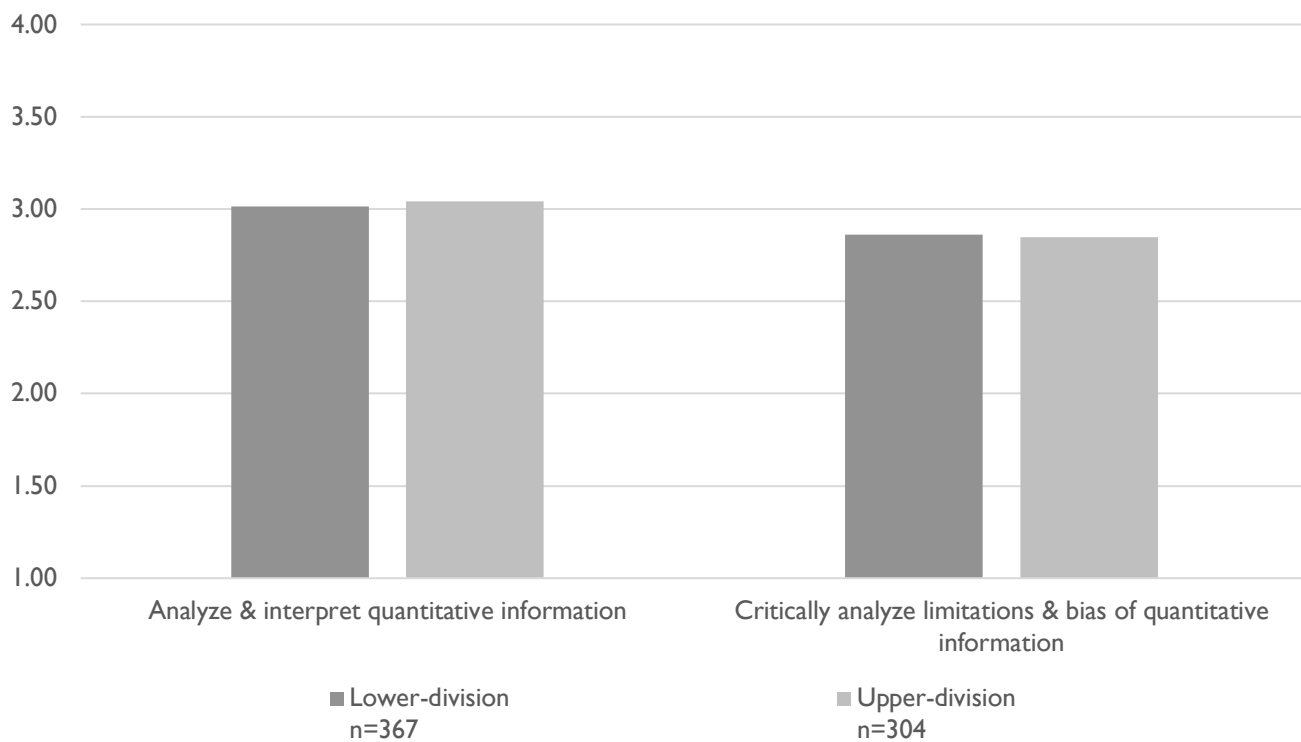
CCS4 Assessment results for Fall 2017 – Averages (means)

46 sections assessed

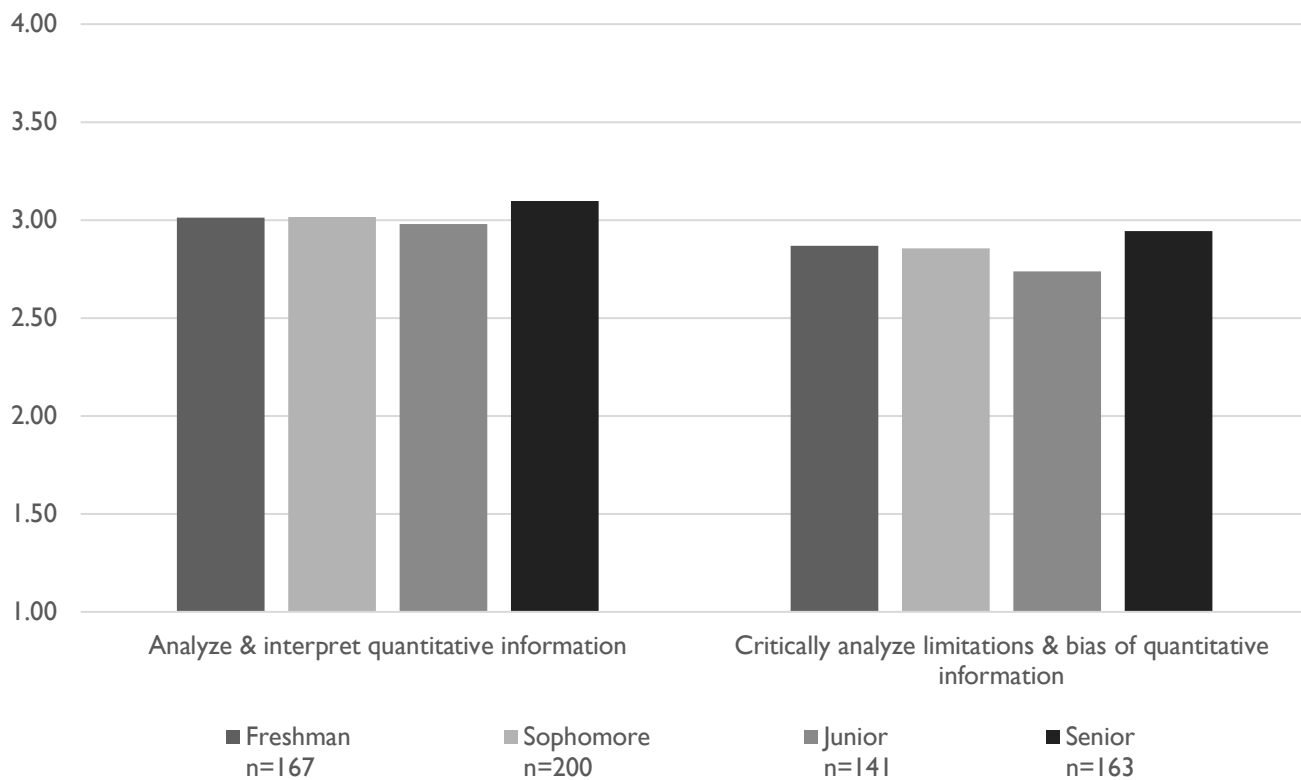
Year in school	# of items assessed	Analyze & interpret quantitative information		Critically analyze limitations & bias of quantitative information	
		\bar{X}	<i>s</i>	\bar{X}	<i>s</i>
Freshman	167	3.01	0.98	2.87	0.97
Sophomore	200	3.02	0.89	2.86	0.93
Junior	141	2.98	0.84	2.74	0.88
Senior	163	3.10	0.87	2.94	0.91
Total	671	3.03	0.90	2.86	0.92



CCS4 - Average rating by criterion:
lower-division vs. upper-division



CCS4 – Average rating by criterion by class rank



Personal and Social Responsibility I: Relationships and Value Systems

Relationships and value systems requires students recognize their relationships to communities and evaluate different value systems associated with community issues.

A. Relationships – Students will demonstrate:

I. The ability to recognize their relationships to communities.

B. Value Systems – Students will demonstrate:

I. The ability to evaluate different value systems associated with community issues.

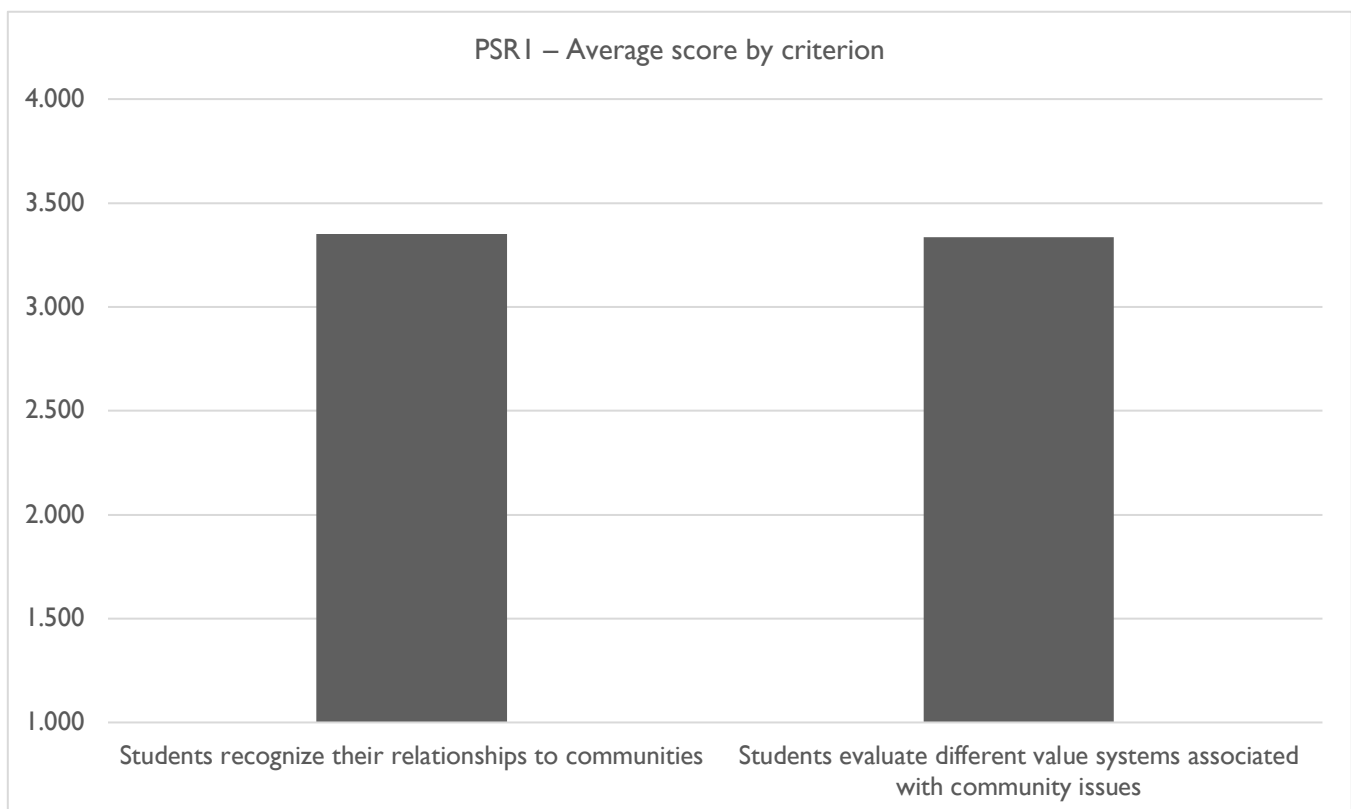
For more information and to view the PSR I rubric, please see http://www.minotstateu.edu/ge/documents/ge_app/psr_1.pdf.

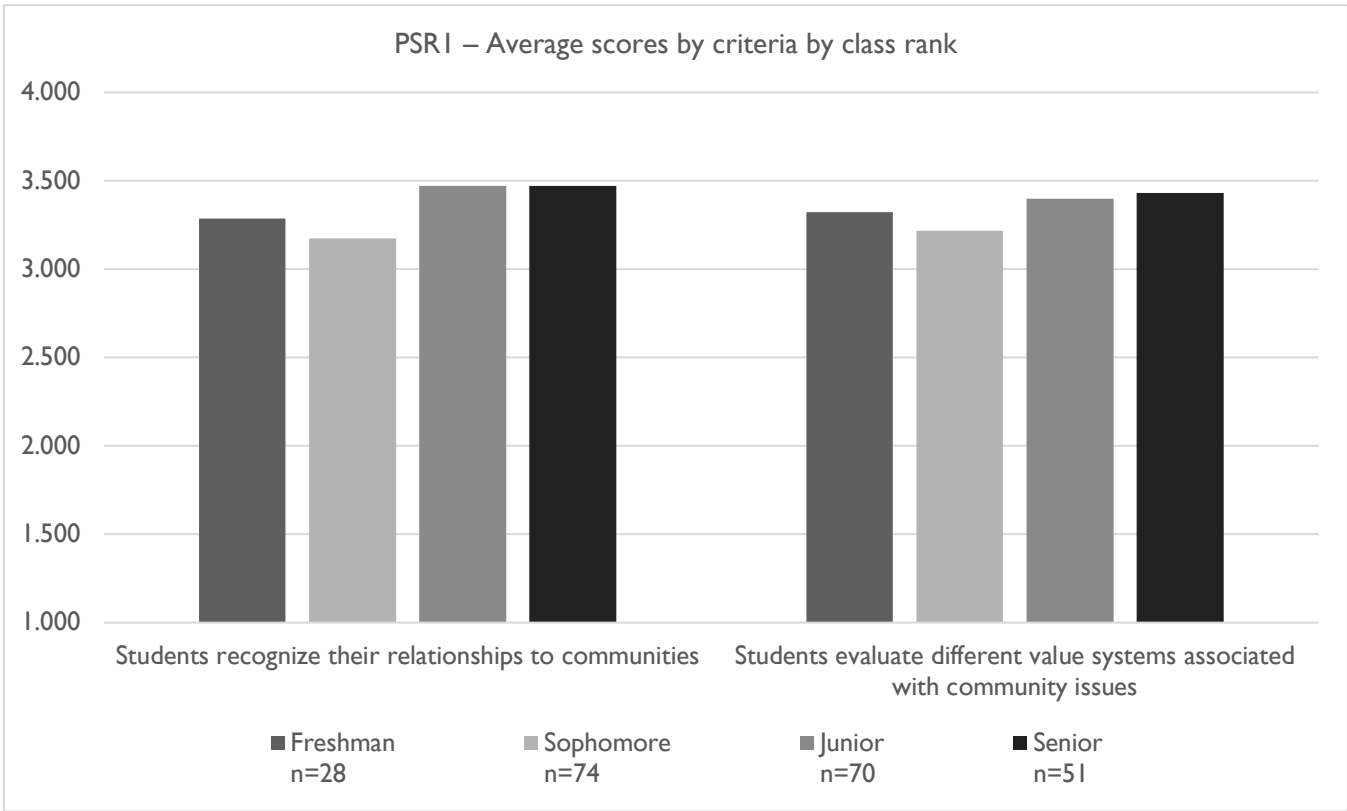
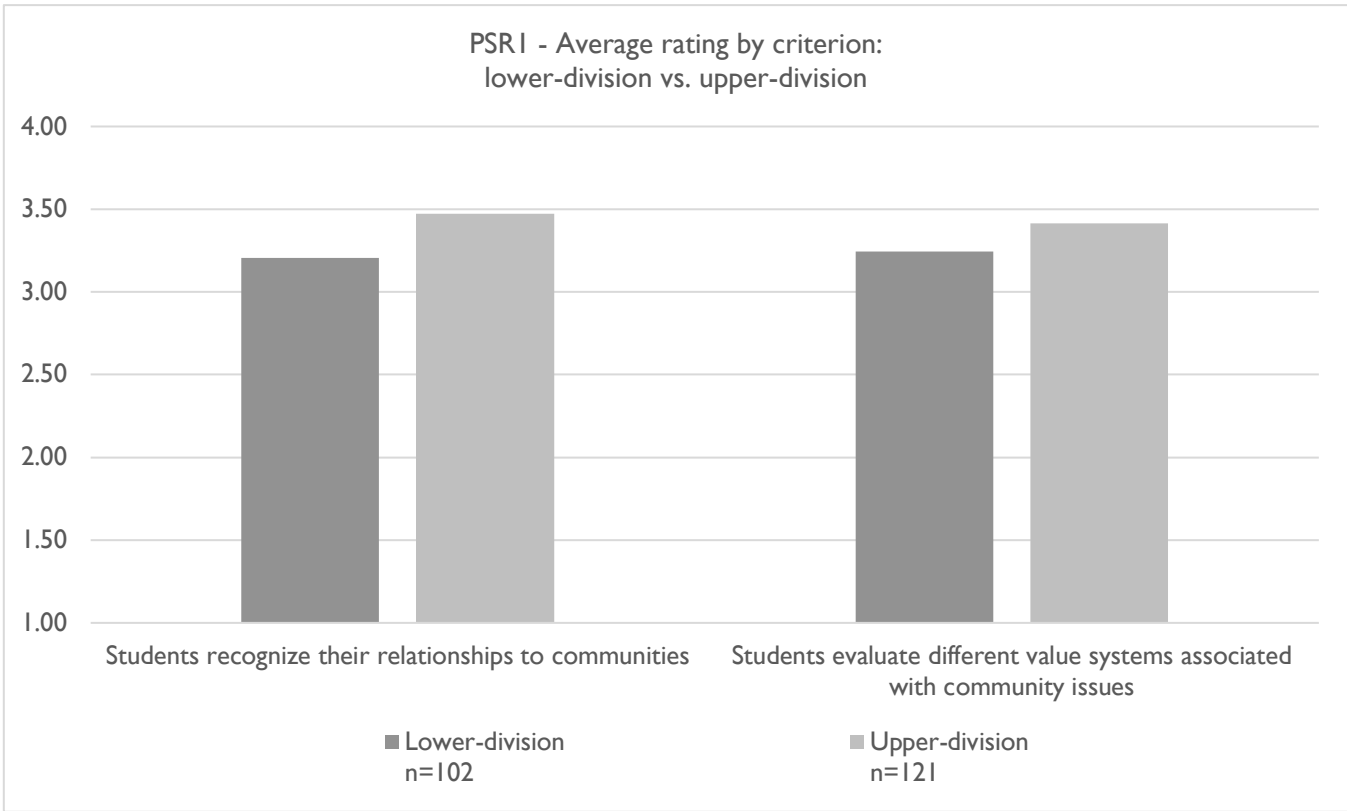
Assessments ratings are 4 (Advanced), 3 (Sufficient), 2 (Basic), 1 (Insufficient).

PSR I Assessment results for Fall 2017 – Averages (means)

14 sections assessed

Year in school	# of items assessed	Students recognize their relationships to communities		Students evaluate different value systems associated with community issues	
		\bar{X}	<i>s</i>	\bar{X}	<i>s</i>
Freshman	28	3.29	1.08	3.32	1.06
Sophomore	70	3.18	0.78	3.22	0.80
Junior	74	3.47	0.79	3.40	0.81
Senior	51	3.47	0.79	3.43	0.80
Total	223	3.35	0.83	3.34	0.83





Interconnecting Perspectives I: Knowledge

Interconnecting perspectives: knowledge requires students demonstrate through coursework an understanding of diversity both globally and within the United States. The work product must serve to assess student knowledge of classifications of diverse groups and populations. In addition the product must serve to assess the student's knowledge of the characteristics of at least one diverse population or group within the global community. Students will demonstrate:

1. knowledge of cultural self-awareness;
2. knowledge of cultural worldview frameworks;
3. curiosity about other cultures.

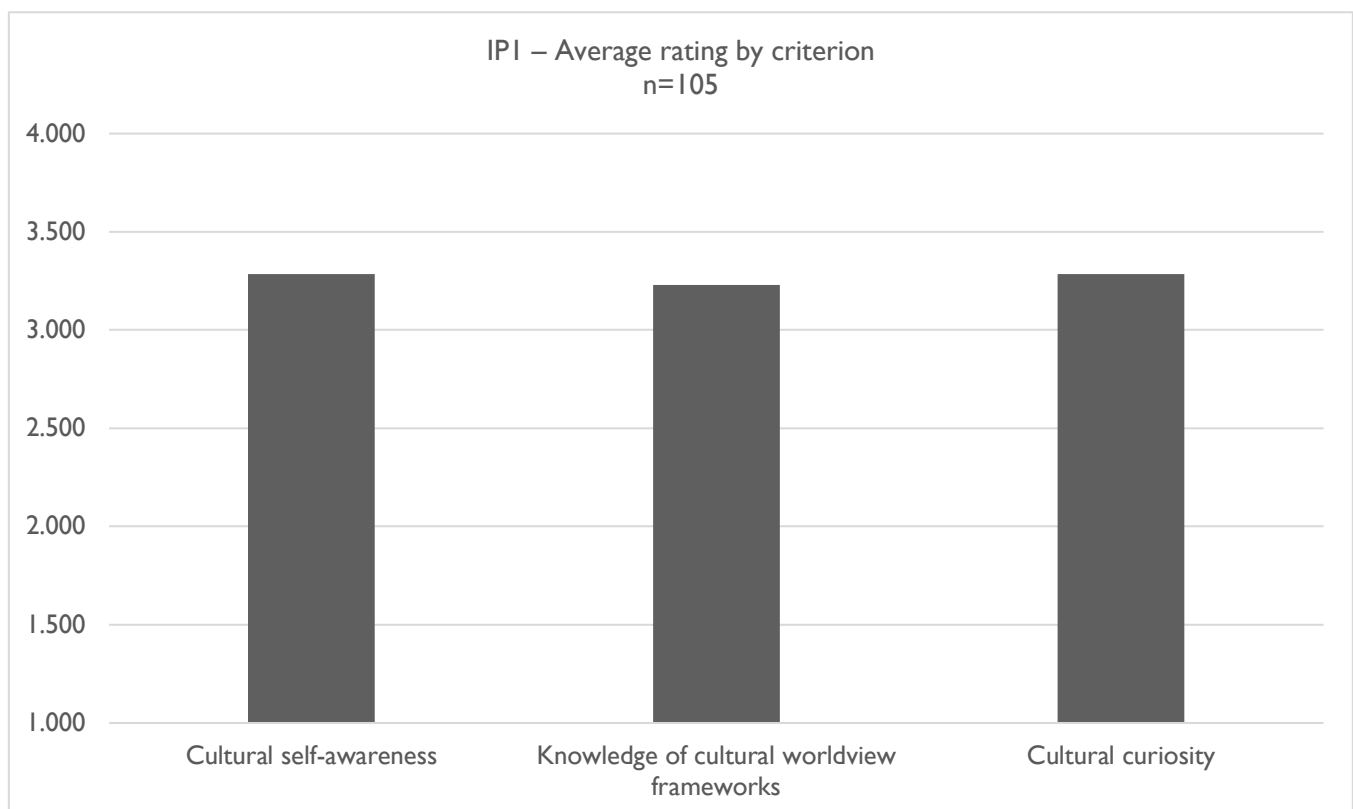
For more information and to view the IPI rubric, please see http://www.minotstateu.edu/ge/documents/ge_app/ip_1.pdf.

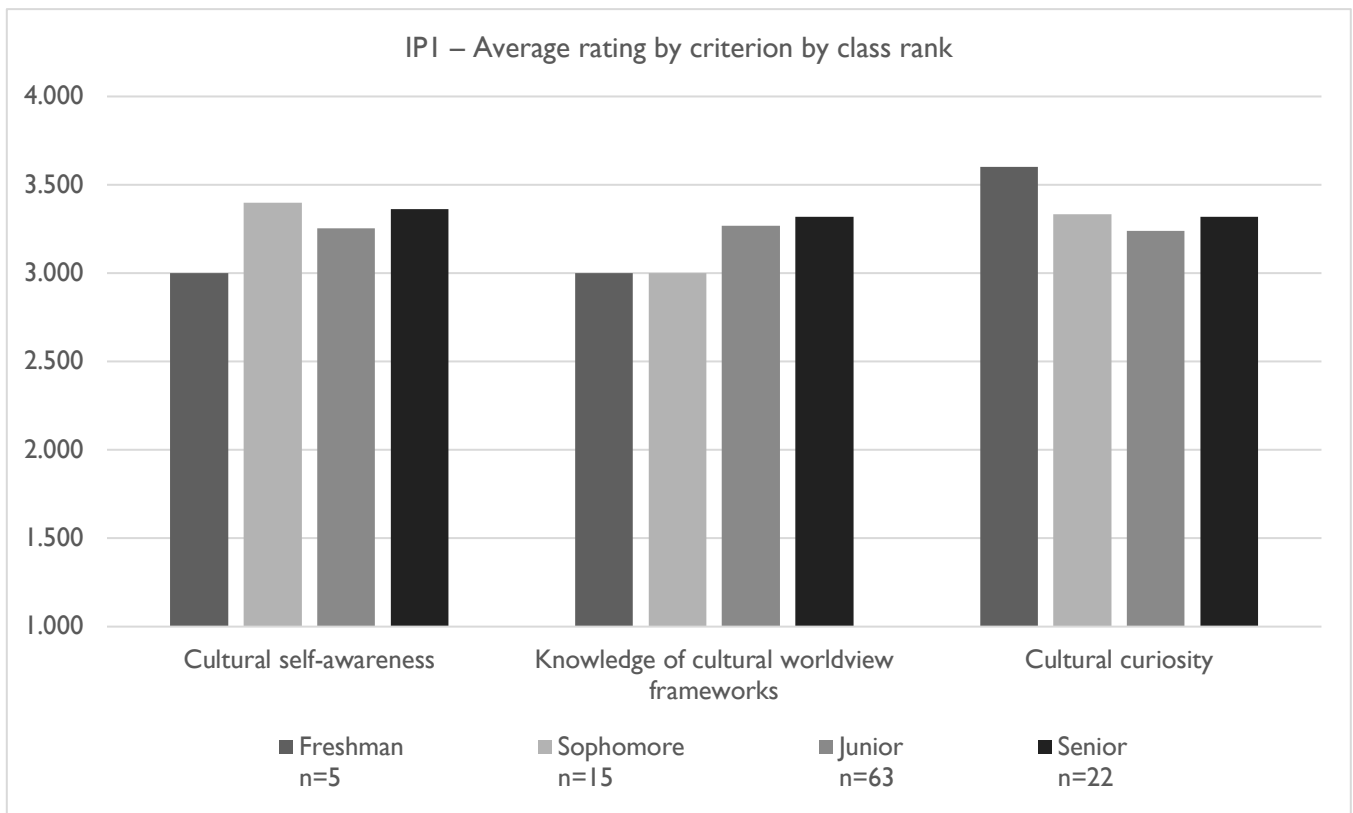
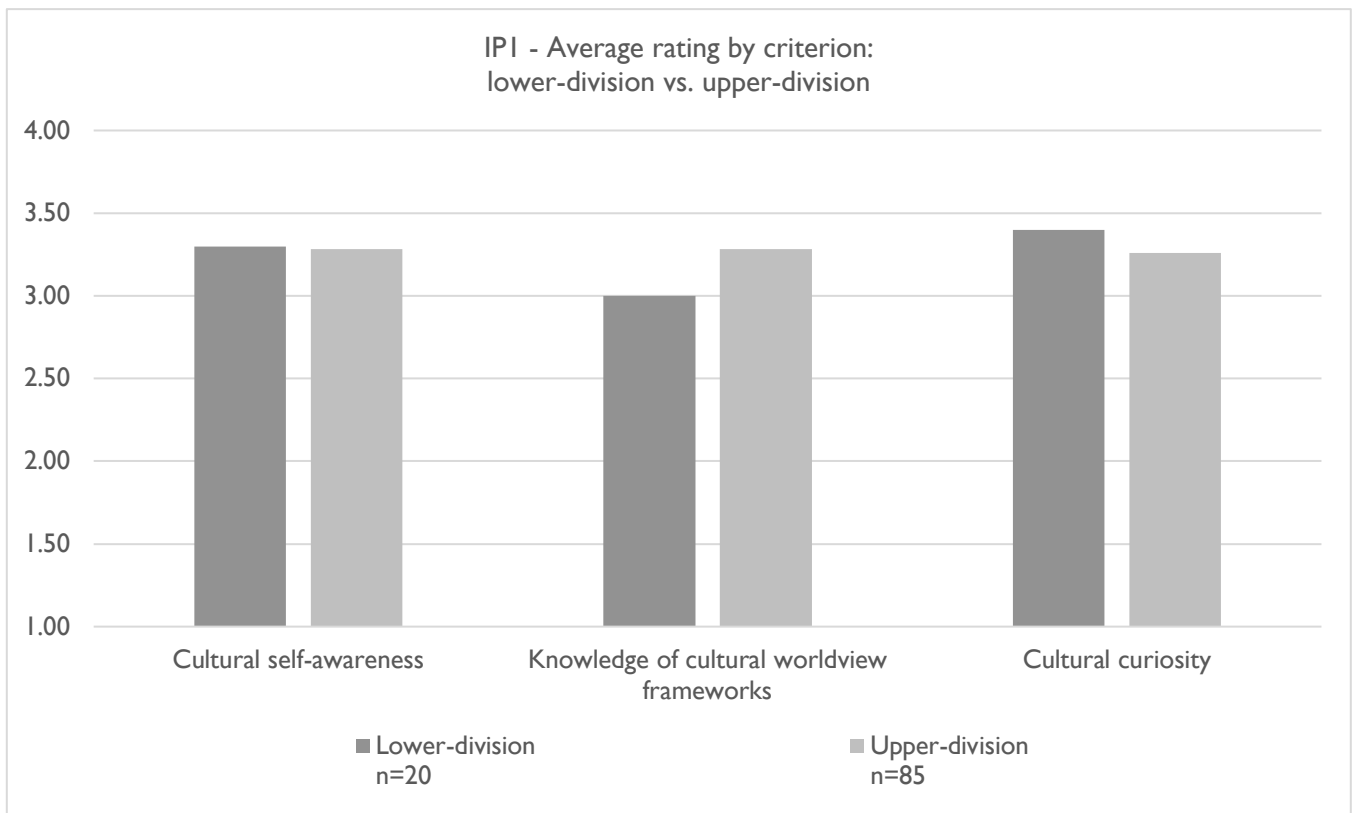
Assessments ratings are 4 (Advanced), 3 (Sufficient), 2 (Basic), 1 (Insufficient).

IPI Assessment results for Fall 2017 – Averages (means)

6 sections assessed (1/3 of IPI courses are assessed each semester)

Year in school	# of items assessed	Cultural self-awareness		Knowledge of cultural worldview frameworks		Cultural curiosity	
		\bar{X}	<i>s</i>	\bar{X}	<i>s</i>	\bar{X}	<i>s</i>
Freshman	5	3.00	1.00	3.00	1.00	3.60	0.89
Sophomore	15	3.40	0.74	3.00	0.76	3.33	0.82
Junior	63	3.25	0.97	3.27	0.97	3.24	1.01
Senior	22	3.36	1.00	3.32	1.00	3.32	1.34
Total	105	3.29	0.88	3.23	0.90	3.29	0.92





Interconnecting Perspectives 2: Experience

Interconnecting perspectives: experience requires students demonstrate through an applied experience an understanding of diversity both globally and within the United States. The work product must serve to assess students' understanding of diversity related to complex social issues, decisions and consequences. They should be able to draw upon and consider an increasingly diverse set of scientific, historical, cultural, and social perspectives to frame their arguments and should employ multiple ways of thinking about problems to both evaluate and respond to alternative viewpoints. Students will demonstrate:

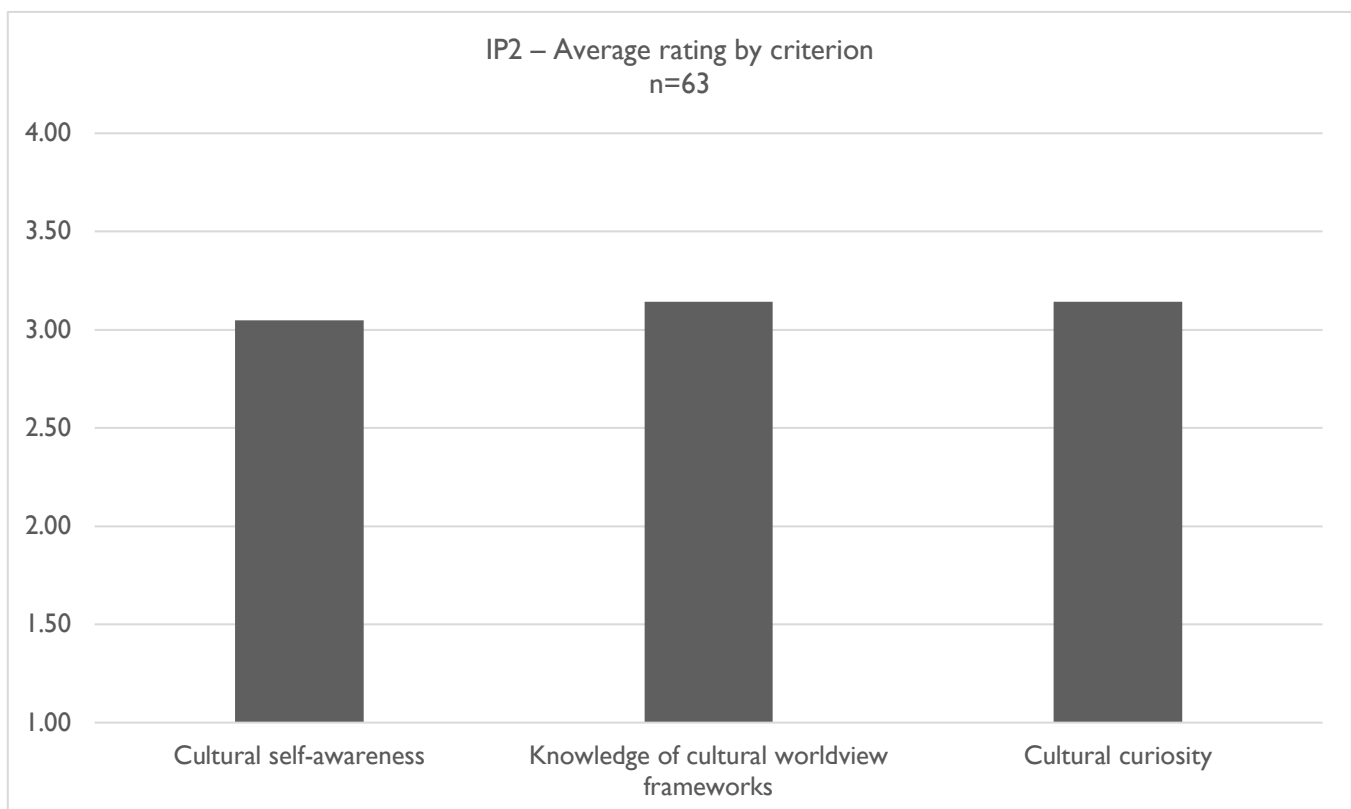
1. knowledge of cultural self-awareness;
2. empathy and will recognize intellectual and emotional dimensions of more than one worldview;
3. openness in their interactions with other cultures.

Assessments ratings are 4 (Advanced), 3 (Sufficient), 2 (Basic), 1 (Insufficient).

IPI Assessment results for Fall 2017 – Averages (means)

7 sections assessed (1/3 of IP2 courses are assessed each semester)

Year in school	# of items assessed	Cultural self-awareness		Knowledge of cultural worldview frameworks		Cultural curiosity	
		\bar{X}	<i>s</i>	\bar{X}	<i>s</i>	\bar{X}	<i>s</i>
Freshman	0	–	–	–	–	–	–
Sophomore	2	4.00	0.00	4.00	0.00	4.00	0.00
Junior	3	4.00	0.00	4.00	0.00	4.00	0.00
Senior	58	2.97	1.11	3.07	1.02	3.07	0.98
Total	63	3.05	1.10	3.14	1.00	3.14	0.96



IP2 – Average rating by criterion by class rank

