

# General Education

 Program 216

## Identification Data

Please complete the entire data form. This form allows for assessment results from any or all program outcomes. In AEFIS, you can obtain assessment results if artifacts are linked to program outcomes. Please refer to your Program Assessment Plan to see which outcomes are to be included for this year's report. Your plan will also give you the courses, assessment protocols, and expected results for the selected outcomes. In this data form, you will be able to upload data tables and findings. Contact the OIAA office for additional support: [assessment@georgian.edu](mailto:assessment@georgian.edu). Data form is due June 30.

### 1 Program Name

General Education

### 2 Level of Program

- Undergraduate Major
- Graduate-Master's
- Graduate-Certificate Only
- Undergraduate-University Wide
- Other (Specify below)

Comments

### 3 Assessment Liaison Name (Last, First)

Wedlock, Kristen Park

### 4 Assessment Liaison Email

[kwedlock@georgian.edu](mailto:kwedlock@georgian.edu)

### 5 School or Department

- HMM School of Nursing and Wellness
- School of Arts and Sciences
- School of Business and Digital Media

- School of Education
- University-wide program (Gen Ed, Library Services, etc.)
- Other (Specify below)

Comments

**6 Dean/Supervisor Name (Last, First)**

Chinery, Mary

**7 Dean/Supervisor Email**

mchinery@georgian.edu

**8 Date of Submittal. (MM/DD/YYYY)**

07/25/2024

**9 What is the year of the assessment cycle for this report? (Refer to Assessment Plan.)**

- Year 1
- Year 2
- Year 3
- Year 4
- Year 5

Comments

## Assessment Report Information

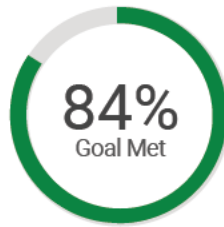
These questions follow the outline of the Assessment Report, found at the end of your Assessment Plan. You may find it helpful to complete the report as a Word document, save it for yourself, and upload it here.

**1 Assessment Data for Program**

BGE3C

### Bridge Gen Ed Outcome 3C

3c. Knowledge of the university's mission and Mercy charism



SHOW DETAILS

BGE01A

### Bridge Gen Ed Outcome 1A

1.a. Students will demonstrate the ability to apply foundational knowledge in the arts, humanities, languages, mathematics, natural sciences and social sciences.

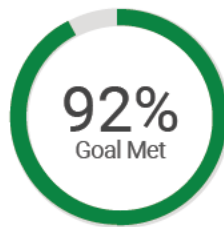


SHOW DETAILS

BGE02A

### Bridge Gen Ed Outcome 2A

2a. Critical and creative thinking, grounded in inquiry, analysis, and synthesis of information



SHOW DETAILS

BGE02B

### Bridge Gen Ed Outcome 2B

2b. Written and oral communication

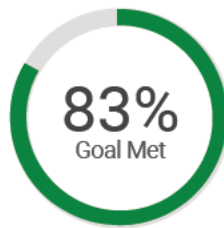


SHOW DETAILS

BGE02C

### Bridge Gen Ed Outcome 2C

2c. Quantitative literacy

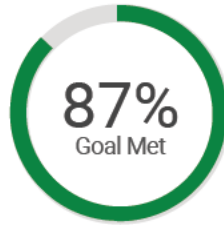


SHOW DETAILS

BGEO2D

**Bridge Gen Ed Outcome 2D**

2d. Information literacy



SHOW DETAILS

BGEO2E

**Bridge Gen Ed Outcome 2E**

2e. Teamwork and problem solving



SHOW DETAILS

BGEO3A

**Bridge Gen Ed Outcome 3A**

3a. Ethical reasoning

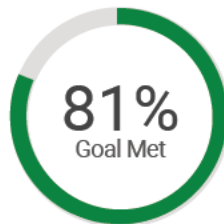


SHOW DETAILS

BGEO3B

**Bridge Gen Ed Outcome 3B**

3b. Global awareness and respect for diverse cultural perspectives



SHOW DETAILS

BGEO3D

**Bridge Gen Ed Outcome 3D**

3d. Civic knowledge—local/global



SHOW DETAILS

BGEO4A

**Bridge Gen Ed Outcome 4A**

4a. Students will demonstrate the ability to make connections among courses in multiple disciplines, as well as between their experiences inside and outside the classroom.



SHOW DETAILS

GOAL 1.A

**GOAL 1.A**

Students will demonstrate the ability to apply foundational knowledge in the arts, humanities, languages, mathematics, natural sciences and social sciences.



SHOW DETAILS

GOAL 2.A

**GOAL 2.A**

Critical and creative thinking, grounded in inquiry, analysis, and synthesis of information



SHOW DETAILS

GOAL 2.B

**GOAL 2.B**

Written and Oral Communication

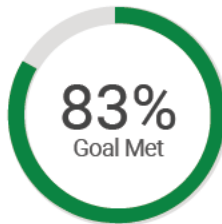


SHOW DETAILS

GOAL 2.C

**GOAL 2.C**

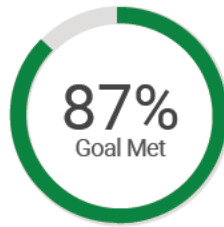
Quantitative literacy



SHOW DETAILS

**GOAL 2.D** **GOAL 2.D**

Information literacy



SHOW DETAILS

**GOAL 2.E** **GOAL 2.E**

Teamwork and problem solving



SHOW DETAILS

**GOAL 3.A** **GOAL 3.A**

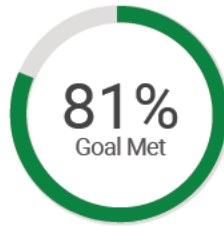
Ethical Reasoning



SHOW DETAILS

**GOAL 3.B** **GOAL 3.B**

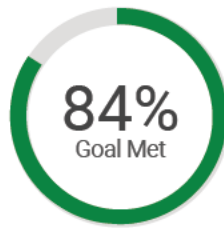
Global awareness and respect for diverse cultural perspectives



SHOW DETAILS

**GOAL 3.C** **GOAL 3.C**

Knowledge of the university's mission and Mercy charism



SHOW DETAILS

**GOAL 3.D GOAL 3.D**

Civic knowledge - local/global



SHOW DETAILS

**GOAL 4.A GOAL 4.A**

Students will demonstrate the ability to make connections among courses in multiple disciplines, as well as between their experiences inside and outside the classroom.



SHOW DETAILS

2

**2 BGEN1 - Bridge Gen Ed Goal 1**

Goal 1: Foundational Knowledge of Human Cultures and the Physical and Natural World

### Assessment Report Information

**1** Which program courses or information were used for **DIRECT** assessment of the chosen outcome?

Courses in Literature, Visual & Performing Arts (Survey Courses), Mathematics (Content), Natural Sciences (Content), Social Sciences (2), and World Languages (Content) are mapped to Bridge Gen Ed LO #1A. The courses that provided data for assessment this year included: Literature (EN114, EN190), Visual & Performing Arts (DA201, AR220, CM217), Mathematics (Not Available), Natural Sciences (BI109, BU111, BI212, BI219, PH111, PH116, PH334), Social Sciences (AN112, EC180, EC181, EC182, PO211, PS111, PS113, PS221, SO101), and World Languages (SP105, ITA101).

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Discipline specific content and knowledge application were evaluated by using a rubric or content analysis of cumulative exam that includes application and problem solving. Data was collected using HelioCampus assignment linking to course Blackboard pages.

- 3 What was used for **INDIRECT** assessment of the chosen outcome? Describe the protocol used.

NSSE FY results: Academic Challenge: Higher Order Learning; Grading results in general education courses: (A-D), F, W

## Assessment Data and Findings

- 1 Describe your results from the **DIRECT** assessment of the chosen outcome. State results for both formative and summative data if applicable. You will be able to upload data in the next question.

The benchmark for meeting BRIDGE Goal 1A Foundational Knowledge of Human Cultures and the Physical and Natural World required that 85% of students enrolled in General Education courses listed would meet accomplished standards as determined by the discipline. Assessing 894 artifacts in 27 courses, we found that on average 87.5% of the students achieved the criteria for "meets" and/or "exceeds expectations." In examining the results at the level of requirement category, the following averages have been calculated: Literature 86% (EN114, EN190), Visual & Performing Arts 85% (DA201, AR220, CM217), Mathematics (Not Available), Natural Sciences 81% (BI109, BU111, BI121, BI219, PH111, PH116, PH334), Social Sciences 94% (AN112, EC180, EC181, EC182, PO211, PS111, PS113, PS221, SO101), and World Languages 85% (SP105, ITA101).

- 2 Upload any data documents related to the **DIRECT** assessment of the chosen learning outcome.

Please select the add a new document link to upload your files. Once uploaded, please select the files within the dropdown menu.

[Gen Ed Assessment Results\\_BGE01A\\_2023\\_2024.docx](#)

- 3 Describe your results from the **INDIRECT** assessment of the chosen learning outcome.



The BRIDGE General Education Plan benchmarks achievement through indirect assessment using the NSSE survey as well as reporting the Pass Rate Scores: Academic Challenge in the NSSE Survey is aligned with "Higher Ordered Learning" and must be at or above national norms; 85% pass rate for general education courses. In coordination with the Office of Institutional Assessment, we found that NSSE Student Engagement Survey, Under Quality of Academic Experiences - Higher Ordered Learning" that First-year responders rated their experience significantly lower than the Mid-East peer group whereas Senior-year responders rated their experiences at the same level as the Mid-East peer group. In formative assessment of "Higher Ordered Learning," we do not meet our benchmark, however in summative assessment of "Higher Ordered Learning" we do meet our benchmark. Additionally, the benchmark of an 85% pass rate in general education courses was exceeded: 91% (Fall) and 90% (Spring) of students pass their general education courses on the first enrollment.

- 4 Upload any data files related to the **INDIRECT** assessment of the chosen learning outcome.

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## Analysis of data

- 1 What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.

By using the data generated through course and assignment mapping in Helio Campus, we were able to collect a significant number of artifacts across the disciplines to evaluate BRIDGE General Education Goal 1a. Students will demonstrate the ability to apply foundational knowledge in the arts, humanities, languages, mathematics, natural sciences, and social sciences. While the data from direct assessment reports whether or not students meet expectations for demonstrating foundational knowledge, the indirect assessment report take into consideration the students' perception of learning. Additionally, the indirect assessment data explores pass rates within and across the general education program which adds complexity to addressing Goal 1a. in the context of the other UGSL. Unfortunately, some

departments are still not using their Blackboard LMS to record assignment grades and so this hinders the mapping and collection process. Missing a whole category like Math gives us an incomplete picture of student progress in their general education program.

**2** Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)

- Exceeded expectations/benchmarks
- Met all expectations/benchmarks
- Met most expectations/benchmarks
- Did not meet expectations/benchmarks
- No data available to judge

**3** Describe why or why not in the comment box below.

Across the breadth of knowledge courses in the general education program, we meet expectations at 87.5% (compared to 85%). The outliers in the sample include Natural Science coming in under and Social Science trending high. The discrepancy in courses across each of these categories is also far reaching, however a notable trend is that students in the 100 level courses in both categories scored lower than their counterparts in the 200 and 300 level classes. Coupling this information with first-year students reporting that they are not engaging "higher order learning" (feeling "Academically Challenged") on the NSSE survey (our indirect assessment tool) whereas our senior-year students meet the benchmark of peer institutions, raises questions about how "foundations" of knowledge are presented and assessed within the general education program. The 100 level course is structured as a survey and the criteria for course inclusion emphasizes a breadth of knowledge and skills: does this model serve our current student body both in their performance (direct assessment) and experience (indirect assessment)? While our indirect assessment of course pass rates in the general education program was met (91% Fall; 90% Spring), both of these numbers are lower than the overall pass rates for all undergraduate courses (95% Fall; 93% Spring). How can the general education program continue to provide students with the foundational knowledge and skills they need across the disciplines while also improving the scholar experience, particularly the need to be "Academically Challenged" while using "Higher Order Learning"?

## Actions

**1**

## What actions will be taken based on these results?

As we revise the current general education program and develop the criteria for course inclusion in the new program, we need to revisit this data to determine in which foundational knowledge and skills our student population needs introduction, reinforcement, and emphasis. The information can be used to help with staffing courses, building schedules and rotations, and distributing resources.

## 2 When, where, and how will the actions be implemented?

In the fall, Director of General Education, Kristen Wedlock will meet with Dean of Arts, Sciences, and Education, Mary Chinery and Associate Vice President for University Assessment, Janet Thiel to discuss course offerings and sequences. Additionally, Wedlock will meet with the GECC and full faculty to continue to develop the criteria for Distributive Competencies (our new Breadth of Knowledge model).

## 3 Who will be responsible?

Director of General Education, Kristen Park Wedlock

## 4 What is the time frame for the above actions? Designate actions for each year of your assessment cycle.

Fall 2024: meet with GECC and Dean of A,S,&E  
Spring 2025: integrate results into new Distributive Competencies BRIDGE model  
Summer 2025: create assessment plan for new model

### 3 BGEG4 - Bridge Gen Ed Goal 4

Goal 4: Integrative Learning

## Assessment Report Information

1

Which program courses or information were used for **DIRECT** assessment of the chosen outcome?

To directly assess integrative learning, we used artifacts from the cornerstone course GEN199 and the capstone course GEN400.

2 Describe the assessment protocol used for **DIRECT** assessment of the chosen outcome.

FORMATIVE: The GEN199 Midterm paper focused on mercy core issues that require students to draw upon various course materials and approach an issue from different perspectives. SUMMATIVE: The GEN400 final synthesis paper requires students to explore a critical concern through the lens of their general education experience. These assignments have been evaluated by a rubric that contains the criteria of the outcome. Both of these course assignments require students to demonstrate the ability to make connections among courses in multiple disciplines, as well as between their experiences inside and outside the classroom.

3 What was used for **INDIRECT** assessment of the chosen outcome? Describe the protocol used.

Indirect assessment is determined by the hours of Service Learning completed in Gen Ed Service Learning courses as well as the number of Service Learning courses running. Service Learning at GCU connects the critical concerns and mercy core values (what students are studying) with the practice and application of these knowledge and skills: contemplation in action.

## Assessment Data and Findings

1 Describe your results from the **DIRECT** assessment of the chosen outcome. State results for both formative and summative data if applicable. You will be able to upload data in the next question.

FORMATIVE Benchmark: GEN199: 80% of students will meet the Developing (1) or Milestone (2) level in rubric criteria related to the outcome. Of the 220 artifacts assessed, 82.3% "meet" or "exceed expectations."

SUMMATIVE Benchmark: GEN400: 80% of students will meet the Accomplished (3) or Capstone (4) level in rubric criteria related to the outcome.  
Of the 194 artifacts assessed, 94.8% "meet" or "exceed expectations."

- 2 Upload any data documents related to the **DIRECT** assessment of the chosen learning outcome.

Please select the add a new document link to upload your files. Once uploaded, please select the files within the dropdown menu.

[Gen Ed Assessment Results\\_BGEO4A\\_2023\\_2024.docx](#)

- 3 Describe your results from the **INDIRECT** assessment of the chosen learning outcome.

This year, Career Services reported students logging 3,080 total hours of service learning across 16 sections of GEN400, 3 SL 100 courses, and 2 non SL100 courses. Because the reporting process is new, we do not yet have data for comparison.

- 4 Upload any data files related to the **INDIRECT** assessment of the chosen learning outcome.

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## Analysis of data

- 1 What did the data tell you about the student achievement of the outcome? Do you consider the data valid? Was the data sufficient to address the program outcome? Distinguish between formative and summative data, direct and indirect results.

Both direct and indirect evidence of artifacts analyzed in the cornerstone (GEN199), capstone (GEN400), and Service Learning courses confirm that GCU students exceed expectations in integrative learning. The data is valid and significant.

**2 Are the assessment results for this outcome satisfactory? Did they meet your stated expectations? (See Assessment Plan)**

- Exceeded expectations/benchmarks
- Met all expectations/benchmarks
- Met most expectations/benchmarks
- Did not meet expectations/benchmarks
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**3 Describe why or why not in the comment box below.**

Through formative assessment of the midterm assignment in GEN199 and summative assessment of the final synthesis paper in GEN400, data provided by instructors indicates that students have demonstrated the ability to make connections among courses in multiple disciplines, as well as between their experiences inside and outside the classroom. Additionally, the increase in reporting of Service Learning hours and opportunities through the Career Services Department helps us to establish a benchmark as well as maintain standards for service learning.

## Actions

**1 What actions will be taken based on these results?**

As we revise the current BRIDGE General Education program, we will continue to map, emphasize, and value integrative learning. We are developing a course proposal process for the GECC that requires all sections submit to being assessed on LO4A. At the heart of general education is the ability for students to make connections among courses in multiple disciplines, as well as between their experiences inside and

outside the classroom. By practicing and reflecting on integrative learning, students can answer the question: what is my liberal arts education (thus, my general education program) for and how can I articulate, transfer, and apply these skills?

2 When, where, and how will the actions be implemented?

GECC will meet in fall to finalize course proposal process and LO4A will be required of all sections admitted to the new general education program.

3 Who will be responsible?

Director and GECC.

4 What is the time frame for the above actions? Designate actions for each year of your assessment cycle.

2024: Fall - Propose process to GECC  
2025: Spring - Implement process in GECC  
2025: Summer - Integrate into new Assessment Plan

4 **BGE01A - Bridge Gen Ed Outcome 1A**

1.a. Students will demonstrate the ability to apply foundational knowledge in the arts, humanities, languages, mathematics, natural sciences and social sciences.

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5 **BGE04A - Bridge Gen Ed Outcome 4A**

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Through formative assessment of the midterm assignment in GEN199 and summative assessment of the final synthesis paper in GEN400, data provided by instructors indicates that students have demonstrated the ability to make connections among courses in multiple disciplines, as well as between their experiences inside and outside the classroom. Additionally, the increase in reporting of Service Learning hours and opportunities through the Career Services Department helps us to establish a benchmark as well as maintain standards for service learning.

## Actions

### 1 What actions will be taken based on these results?

As we revise the current BRIDGE General Education program, we will continue to map, emphasize, and value integrative learning. We are developing a course proposal process for the GECC that requires all sections submit to being assessed on LO4A. At the heart of general education is the ability for students to make connections among courses in multiple disciplines, as well as between their experiences inside and outside the classroom. By practicing and reflecting on integrative learning, students can answer the question: what is my liberal arts education (thus, my general education program) for and how can I articulate, transfer, and apply these skills?

### 2 When, where, and how will the actions be implemented?

GECC will meet in fall to finalize course proposal process and LO4A will be required of all sections admitted to the new general education program.

### 3 Who will be responsible?

Director and GECC

### 4 What is the time frame for the above actions? Designate actions for each year of your assessment cycle.

2024: Fall - Propose process to GECC  
2025: Spring - Implement process in GECC  
2025: Summer - Integrate into new Assessment Plan

## Executive Summary

- 1 Write a short executive summary of the assessment results and planned action based on your program assessment for the current year. Be sure to include your program name. Note that this information will be used for an overall report that will be read by both internal and external audiences. Do not use data from individual students that can be identified. Write the report in the third person or first person plural. Here is a sample: The (program name) assessed its learning outcome(s) (name outcomes) for the academic year (?). Key findings were that students .... The program (exceeded, met, did not meet) its achievement/benchmark goals for this/these outcomes. Future action for continuous improvement will include.....

The BRIDGE General Education Program assessed both (BGE1) Foundational Knowledge of Human Cultures and the Physical and Natural World as well as (BGE4) Integrative Learning for the 2023-2024 academic year. Key findings were that students are 1.) Learning the foundational knowledge and skills through their breadth of study courses (BGE1) AND they are also drawing connections between and among those learning experiences (BGE4) and 2.) Logging 3,080 total hours of service learning across 16 sections of GEN400, 3 SL 100 courses, and 2 non SL100 courses engaging mercy charism through contemplation in action. The program met its achievement goals for these outcomes. Future action for continuous improvement will include integrating assessment data into the General Education Program revision process to make evidence-based decisions about the foundational knowledge and skills in which our student population needs introduction, reinforcement, and emphasis. The information can be used to develop criteria for breadth of knowledge courses, build schedules and section rotations to meet student demand, and distribute resources. Additionally, we will continue to map, emphasize, and value integrative learning by developing a course proposal process for the General Education Curriculum Committee that requires all sections submit to being assessed on LO4A. At the heart of general education is the ability for students to make connections among courses in multiple disciplines, as well as between their experiences inside and outside the classroom. By practicing and reflecting on integrative learning, students can answer the question: what is my liberal arts education (thus, my general education program) for and how can I articulate, transfer, and apply these skills?

- 2 Is there anything else you would like to add to this report?

Not at this time.

