

## General Education Committee Meeting Minutes

October, 4, 2021

### 1. Call the meeting to order

The meeting was called to order, and minutes were previously reviewed via email.

### 2. English assessment amendment

The committee accepted the amended assignment for SLOs 1.2 and 2.2 to read:

Assessment Description:

Composition II/Argumentative Essay

1.2 Students will complete a 3-4 page argumentative essay on a teacher-approved topic. The paper should effectively argue the topic, include a counter argument, and must include a works cited page and in-text citations.

2.2 Students will gather information on the topic, including facts on both sides of the argument, and effectively organize the information for use in a paper that allows them to argue and counter-argue the topic.

### 3. Data from ETS and Gen Ed

- Review gen ed data as committee every year
  - Dr. Clark provided an overview of the General Education Mission
  - Dr. Clark reviewed the Student Learning Outcomes
  - Dr. Clark reviewed the general education data
    - Gains were made in every SLO, except L2, (-33%), C2 (-2%), and L6 (no change).
    - Discussion was held in regard to L2, and the representative from the department in which that assessment is administered was going to discuss clarifying the questions with the department.
- COVID-19 still affected participation
  - Discussion was held about how Covid-19 affected the participation rates.
- Findings from most recent round of collection
  - NWOSU's strongest areas lie in Reading, Level 1, Mathematics, Level 1, and Writing, Level 1. The areas with more room for improvement are Critical Thinking, Mathematics, Level 3, and Writing, Level 3.
  - Critical thinking continues to be low
    - How do we improve this?
    - Discussion was held about using similar language.
    - Why the disconnect between higher order thinking skills in general education assessments vs. standardized assessments?
    - Discussion was held about how the instructors present in a variety of ways and the students often don't even realize it is framed for critical thinking.
    - How are we already doing this, and how do we make students aware?

- Same discussion as above.
  - Need to increase participation for ETS
  - The committee discussed ways to improve participation, and they liked the idea of Kaylyn Hansen reaching out to the advisors.
  - What processes need to change as a result of data?
  - We would like to go back to our departments and discuss vocabulary used to help students with critical thinking. Utilizing similar vocabulary may help students better approach their assessment.
  - Any need for assessment modifications?
  - Due to the data being lower from L2, the representative from that department was going to discuss rewording the questions for clarification.
4. Consider moving toward a goal for percentage of students meeting acceptable or higher.

Discussion was held in regard to this point.

5. Discuss SLOs and how they're being reinforced in the classes that are not collecting data
- a. Are they identified in the syllabus for the class, etc.  
The committee agreed the syllabi should be addressing this and most believed it was in their syllabus.
6. Do we like where we are and where we are going? What actions need to be taken?  
The committee felt general education assessment scores and standardized assessment results were stable or improving. Critical thinking was comparable to other institutions, but it is essential to improve in this area. Committee members planned to take the information back to their departments and discuss ways to help improve in weak areas. Specifically, discussion was held about how we can utilize vocabulary from critical thinking questions on ETS and incorporate into our own classes, so it is familiar.
7. Adjourn  
With no further business, the meeting adjourned at 4:48 p.m.

## General Education Data Observations – 10/4/21

### General Education Course Data Snapshot

L1 – 68.2% acceptable ↑1.2%

L2 – 60% acceptable or above ↓33%

L3 – 84.6% acceptable ↑1.6%

L4 – pre-test/post-test showed good gains with 95% at acceptable or target ↑3%

L5 – Questions 1 and 2 were at 81% acceptable ↑ over 20% for each; question 3 carried a 84% acceptable or above

L6 – 93% acceptable or above *no change*

L7 – 93% acceptable or above ↑4%

C1 – 76.8% acceptable or above ↑0.8%

C2 – 90% acceptable or above ↓2%

C3 – 71.2% acceptable ↑3%

E1 91% acceptable or above ↑10%

E2 91% acceptable or above ↑12%

E3 89% acceptable or above ↑10%

### NSSE

Was not given in 2021 (every three years) – below is the information from the previous NSSE

Speaks to engagement. Are students participating in learning activities that relate to SLOs?

First year students: Significantly lower in Higher-Order Learning and Effective Teaching Practices than comparative Oklahoma schools and Carnegie Class and significantly lower in Reflective and Integrative Learning with the Carnegie Class. There were no significant differences in Learning Strategies, Discussions with Diverse Others, and Quality of Interactions. NWOSU students reported significantly higher than other Oklahoma schools in Student-Faculty Interaction.

Seniors: Significantly higher compared to Oklahoma schools in Student-Faculty Interaction; significantly higher compared to the Carnegie Class in Quality of Interaction; and significantly lower compared to the Carnegie Class in Collaborative Learning. Gains made among seniors, improving data.

Time spent for preparing for class is lower than comparative data.

### ETS

2021 showed gains in all areas from previous years. Participation increased from 32 to 65 and overall mean from 431.5 to 444.6.

Data reported students were not proficient in Critical Thinking, Writing Level 2 and 3, and Mathematics Level 3. Reading Level 2 was low also. Although low in these areas, data were similar to the Carnegie Class for comparison. Compared to the Carnegie Class, NWOSU scored lower in all areas except for Mathematics Level 1.