

Conclusions from 2004-2009 use of EEI's for GE Assessment

This assessment process was developed over a number of years and at each stage things were learned from the giving and grading of exams. The university has approximately 525 graduating seniors each year. During the initial development of the exams, the sample sizes were small (43 and 97 respectively). The sample was not random because the tests were given in senior capstone courses and the administration of the exam required that the faculty member be willing to sacrifice one class session for the exam. Over time the number of faculty members and departments participating has increased.

Though disaggregation of the data by major and by transfer/non-transfer student does not have much statistical significance because of the sample size, the data did indicate that some of the prompts for evaluating various of the EEI's were biased towards particular disciplines. For example the diversity question was asked in a way that is much more similar to the day to day academic work of a student in the humanities than the day to day work of a student in the sciences. In addition, after scoring exams it became clear that some of the prompts needed a greater level of specificity about the type of answer expected.

On conclusion that was drawn from the review of the data was that students could were not articulating some of the core values of the university. EEI#2 and EEI#8 particularly highlighted that.

In the 2010-11 and 2011-12 academic years, the General Education Committee focused gathering information and developing a proposal to address that deficiency.

