

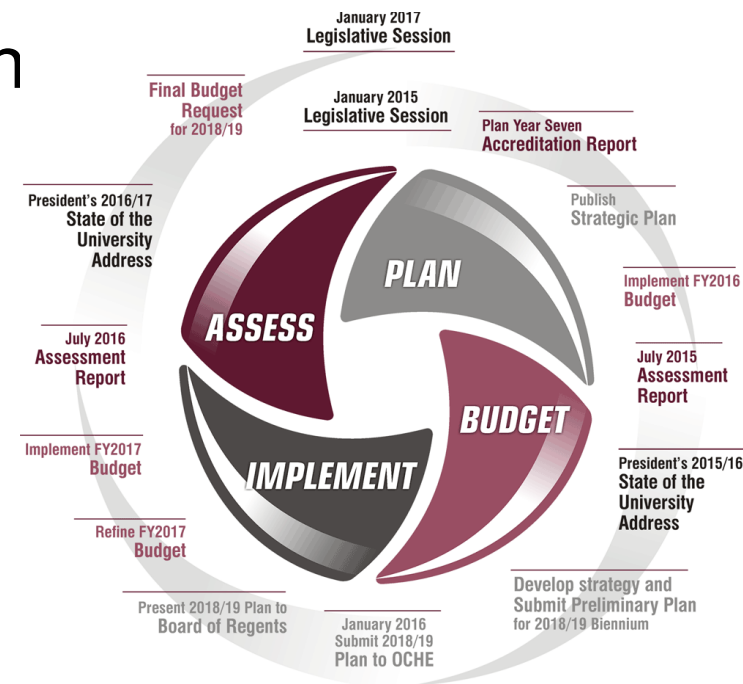


A Toolbox of General Education Assessments

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September 13, 2019

How UM is Defining Mission Fulfillment

- Focusing on the core themes in our Strategic Plan
 - “Partnering for Student Success”
 - “Education for the Global Century”
 - Creating a “Dynamic Learning Environment”
- Using our “Planning-Assessment Continuum”



How UM is Defining Mission Fulfillment

- UM's General Education assessment initiatives are grounded in the learning outcomes for our 11 "Groups" or domains of General Education
- Each General Education area has specific and measurable outcomes
- See <http://www.umt.edu/general-education/>

Unique Aspects of UM Mission Fulfillment

- Liberal Arts Emphasis
- Global Leadership
- Environmental Aspects
- Entrepreneurship and Innovation



Weaving a Tapestry of Assessments



- To evaluate General Education, UM has employed a multifaceted approach that involves:
 - Formative assessments
 - Summative assessments
 - Direct methods
 - Indirect methods
- Assessing students' writing has been a key focus.

How UM is Assessing Gen Ed

1. Embedded assessments in Gen Ed courses
 - Examining courses in the Natural sciences, Ethics, and Mathematics
2. Collegiate Learning Assessment (CLA)
 - This fall, 102 first-year students and 68 seniors participated in the survey to assess writing and critical thinking
3. Information literacy assessment in the library
 - Learning outcomes have been mapped for 100, 200, 300, and 400 level courses

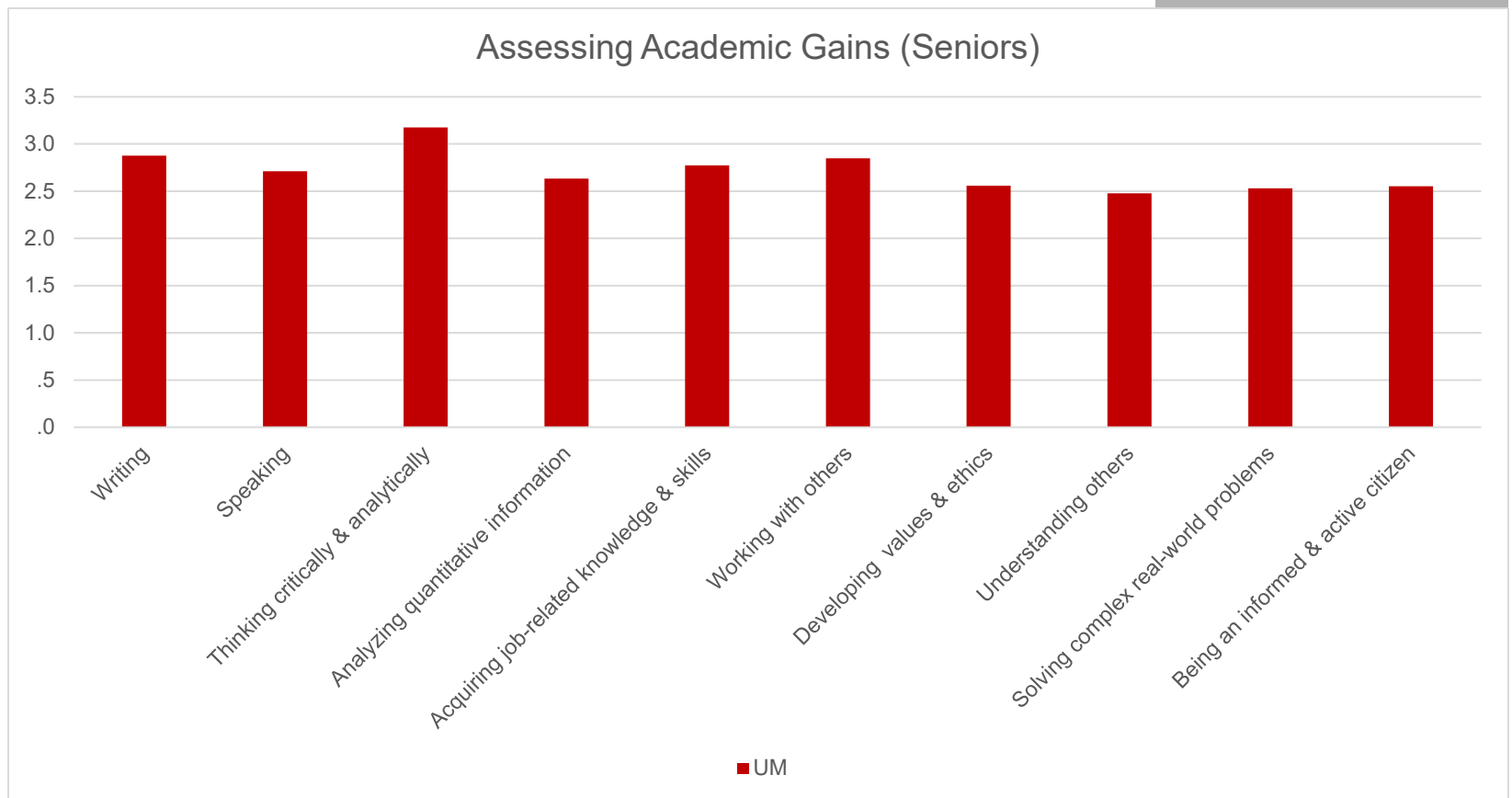
How UM is Assessing Gen Ed (cont.)

4. University-wide Program-level Writing Assessment (UPWA)
 - We are in our fourth year of this committee-level approach to assessment
 - In April 2017, 48 faculty and staff participated in a Writing Retreat and assessed 166 papers
5. Assessment of the Global Leadership Initiative (GLI)
6. Assessment of Student Affairs Experiences

Data from the Writing Assessment

Score	2014 Results (160 total papers)	2015 Results (159 total papers)	2016 Results (146 total papers)
4	5%	5%	5%
3.5	11%	3%	4%
3	27%	31%	25%
2.5	19%	15%	15%
2	31%	35%	35%
1.5	5%	5%	7%
1	2%	6%	9%

NSSE Data



How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (1 (very little), 2 (some), 3 (quite a bit), 4 (very much)).

Program Assessments

- Departments report on their assessment efforts biennially
 - The biennial reports include the department's assessment plan and communicates the assessment results from the previous year
 - The Assessment Advisory Committee reviews each report and provides timely feedback
 - These reports provided extensive information about efforts to assess students' writing

Indirect Data on Mission Fulfillment

1. Project Innovation Cultivation
 - 406 first-year students responded to the survey in September, and seniors will complete the survey in the spring.
2. National Study of Student Engagement
 - Conducted in Spring 2016
3. Institutional Assessment Report
 - For quality assurance, examining data related to each of the core themes (see the next slide)

STRATEGIC ACHIEVEMENT REPORT CARD

MEASURE

2016 STATUS*

2020 TARGET

PARTNERING FOR STUDENT SUCCESS

Average High School GPA of Entering Freshmen	3.33 (↑.02)	3.50
Annual Retention Rate	73% (↔0%)	83%
Six-year Graduation Rate	46% (↓4%)	60%
Fall to Spring Main Campus Retention Rate	87.4% (↓.3%)	93%
Undergraduate Degrees Awarded	2,109 (↑224)	2,100
Missoula College Degrees Awarded	488 (↓18)	500

EDUCATION FOR THE GLOBAL CENTURY

Graduate/Advanced Degrees Awarded	830 (↑ 45)	850
Study Abroad Experiences	339 (↓ 44)	600
Participation in Service Learning	3,214 (↑ 144)	2,000
Underrepresented Student Body Ethnic Groups	12.7% (↑.6%)	10%
Ranking of Peace Corps Volunteers	2nd (↑4)	2nd
International Students	648 (↓67)	600

DISCOVERY AND CREATIVITY

Volume of Grant and Contract Expenditures	\$78.6M (↑\$14M)	\$100M
Number of Publications (ISI Web of Knowledge)	603 (↑3)	750
Patent Applications, Licenses, Inventions, Spin-Offs, Start-Ups	66 (↑24)	40

DYNAMIC LEARNING ENVIRONMENT

Student:Faculty Ratio	17.2:1 (↓.8)	18:1
Dual-Credit Enrollment	456 (↓12)	
Montana Digital Academy Enrollment	6,946 (↓165)	15,000
Online Student Credit Hours	28,797 (↑681)	Top quartile of peer institutions

PLANNING-ASSESSMENT CONTINUUM

Instructional Expenditures	51.2% (↑.2%)	50%
UM Foundation Endowment	\$167.3M (↑\$1.3M)	\$220M

*Most recent fiscal/academic year data ↑ improved from last year, ↓ declined, ↔ no change

Committees in Place to Formalize the Feedback Loop

- The University Assessment & Accreditation Committee
- The Assessment Advisory Committee
- The General Education Committee
- The Writing Committee

Summary: Evaluating Our Mission Fulfillment

- Evaluating the data from our measures as a integrated framework or tapestry, we are pleased with our collective outcomes. For example:
 - Data from the Institutional Report Card suggest that the Core Themes are being met
 - General Education pilot data indicate that we are fulfilling our core learning outcomes
 - We are seeing continuous improvement in the way that students' writing is being taught and evaluated

References

- Association of American Colleges and Universities. (2015). General Education Maps and Markers: Designing Meaningful Pathways to Student Achievement.
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