FY 2024-2025 / ANNUAL ASSESSMENT REPORTS

General Ed Outcome Results 2024-2025

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Template:

Outcome Results

Outcome Name:

General Ed Outcome Results 2024-2025

Start:

7/1/2024

End:

6/30/2025

Providing Department:

Institution

Responsible Users:

Benchmark Met?:

Some

Outcomes:

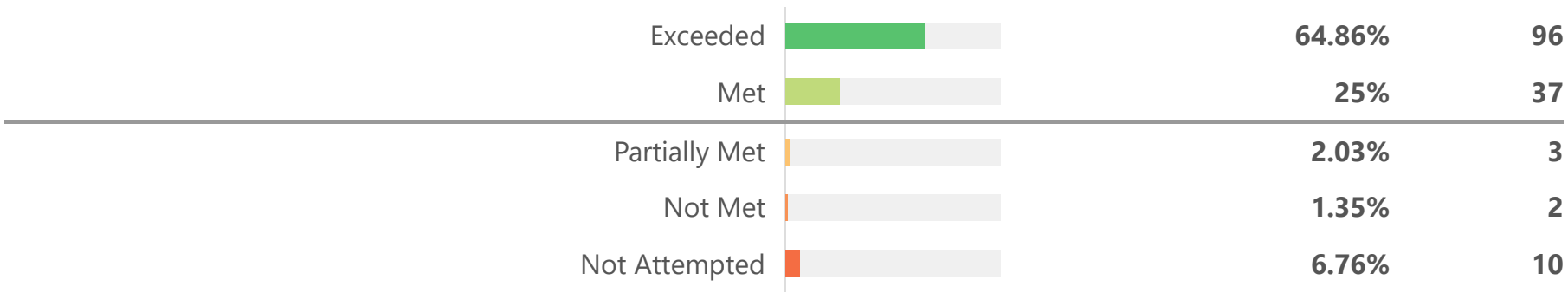
GESLO 1

Communication

Students will effectively analyze and express information and ideas in writing and speaking with clarity and coherence.

Academic Year 2024-2025: **General Education**

Term: **Overview**



Exceeded	64.86%	96
Met	25%	37
Partially Met	2.03%	3
Not Met	1.35%	2
Not Attempted	6.76%	10

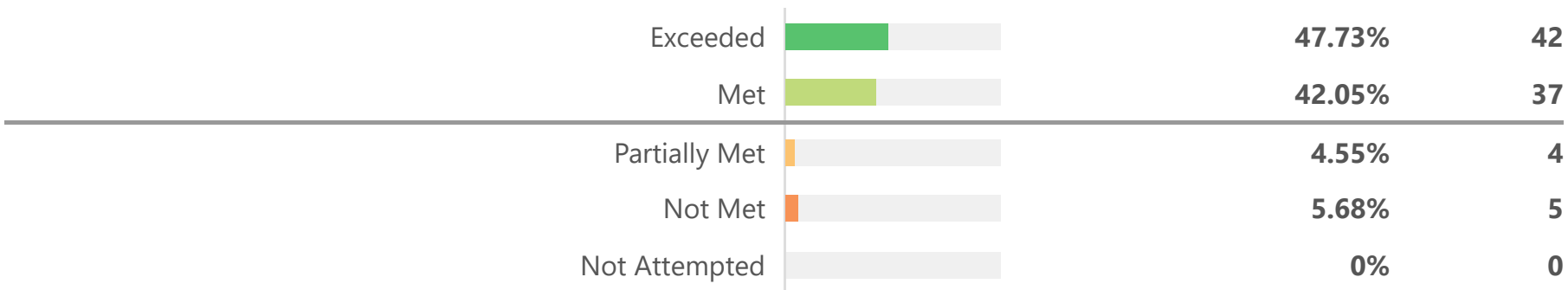
GESLO 2

Information Literacy

Students will develop the knowledge and skills needed to locate and evaluate diverse forms of information and use the information to solve problems and answer questions.

Academic Year 2024-2025: **General Education**

Term: **Overview**



Exceeded	47.73%	42
Met	42.05%	37
Partially Met	4.55%	4
Not Met	5.68%	5
Not Attempted	0%	0

GESLO 3

Bible and Christian Worldview

Students will articulate the knowledge of the Bible and Christian thought from a Pentecostal/Charismatic perspective.

Academic Year 2024-2025: **General Education**

Term: **Overview**

Exceeded	70%	70

Met		13%	13
Partially Met		6%	6
Not Met		4%	4
Not Attempted		7%	7

GESLO 4

Fine Arts

In at least one area of the fine arts, students will better understand and appreciate the art form by participating in exhibitions, attending performances or practicing the art at the basic level and by identifying representative works in terms of their historical, political, or social contexts.

Academic Year 2024-2025: **General Education**

Term: **Overview**

Exceeded		76.04%	73
Met		8.33%	8
Partially Met		0%	0
Not Met		0%	0
Not Attempted		15.63%	15

GESLO 5

Health and Physical Activity

Students will implement a plan for healthy living that addresses diet, exercise, and other factors that promote good health.

Academic Year 2024-2025: **General Education**

Term: **Overview**

Exceeded		77.21%	105
Met		9.56%	13
Partially Met		4.41%	6
Not Met		3.68%	5
Not Attempted		5.15%	7

GESLO 6

History, Literature, Culture, Society, and Behavioral Sciences

Students will better understand themselves, their culture, and other cultures through critical reflection of history, literature, culture, and society that will contribute to their ability to be responsible global citizens.

Academic Year 2024-2025: **General Education**

Term: **Overview**

Exceeded		55.45%	61
Met		29.09%	32
Partially Met		3.64%	4
Not Met		3.64%	4
Not Attempted		8.18%	9

GESLO 7

Quantitative Reasoning Skills

Students will employ quantitative or symbolic reasoning to evaluate and solve real world problems.

Academic Year 2024-2025: **General Education**

Term: **Overview**

Exceeded		44.78%	30
Met		32.84%	22
Partially Met		11.94%	8
Not Met		2.99%	2
Not Attempted		7.46%	5

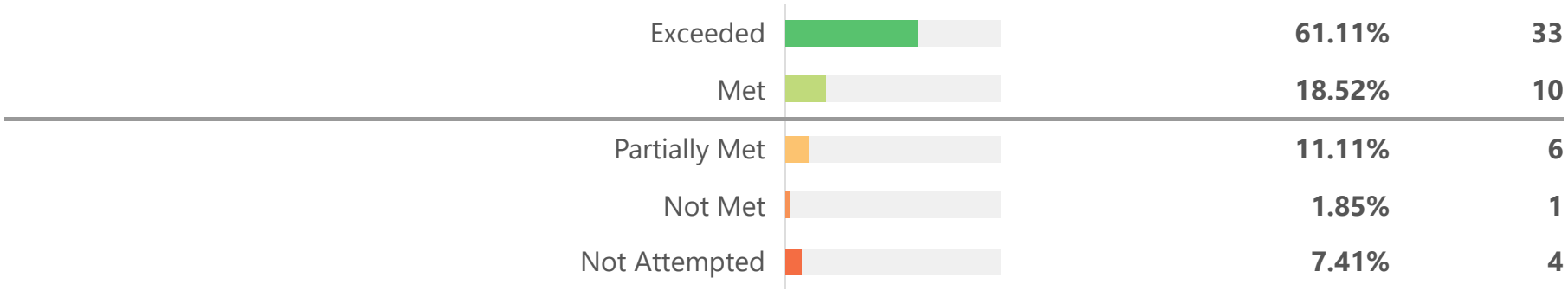
GESLO 8

Natural Science

Students will distinguish scientific inquiry from other ways of knowing and applying these methods to make informed judgments regarding contemporary issues in at least one field of science.

Academic Year 2024-2025: **General Education**

Term: **Overview**



Analysis/Interpretation (Consideration):

Overview

This report synthesizes findings from the GESLO Committee meeting held on May 19, 2025. The committee reviewed assessment data across all eight General Education Student Learning Outcomes (GESLOs), analyzing departmental performance, identifying institutional strengths and challenges, and developing actionable plans for improvement.

Analysis/Interpretation (Consideration)

GESLO 1: Oral and Written Communication

The oral communication benchmark was met with consistent results between fall and spring semesters. Data across ENG 123 and COM 123 courses showed relatively uniform performance. A notable finding was that dual enrollment students outperformed traditional university students, suggesting that the prerequisite College Writing and Research course in the fall effectively prepared students for COM 123. However, online sections (particularly the 7-week format) experienced challenges including lockout issues and lower engagement. Time management emerged as a significant concern, with Honors Rhetoric students particularly struggling to adhere to presentation time limits.

GESLO 2: Information Literacy

The Information Literacy Quiz performed well overall, though online students showed more difficulty compared to seated students. Project SAILS assessment met benchmarks in 4 out of 8 categories, with particular success in legality questions. The committee noted that many online students lack awareness of how to effectively communicate with librarians for research assistance. Additionally, there are concerns about senior participation rates in Project SAILS assessments, with the minimum threshold of 50 participants becoming harder to achieve. The committee is considering developing an internal assessment tool as an alternative.

GESLO 3: Critical Thinking (Agriculture/History)

Fall sections showed stronger performance, while spring seated courses (particularly Tuesday/Thursday sections from 11:30-12:45) did not meet benchmarks. The committee identified multiple contributing factors: student fatigue, disengagement (many students were athletes), and resistance to creating video assignments. The afternoon time slot appeared to correlate with lower energy and engagement levels. One instructor noted improved engagement in a History course after a time change. The committee raised questions about whether there are broader patterns related to class scheduling (T/TH vs. M/W/F) and room size that merit further investigation.

GESLO 4: Aesthetic Experience

The benchmark was met overall, though online students showed high rates of non-attempts. Students had multiple options including attending art museums, writing poetry, or attending concerts (excluding pop music). Honors students demonstrated strong engagement. Transportation emerged as a significant barrier for students seeking to attend off-campus cultural events. The committee noted that students not already participating in campus concerts could use attendance at these events to fulfill their fine arts experience requirement. The LIT 203 assessment criteria need refinement, and rubrics across the GESLO 4 assessments lack consistency and clear definition.

GESLO 5: Physical Education/Wellness

Non-varsity students nearly met the benchmark, with the primary challenge being non-attempts rather than poor performance. There is a growing trend toward students preferring online physical education courses. The committee discussed concerns about capping online enrollment and reserving online options primarily for distance learners. Student preference for online PE appears driven by both convenience and time management, with some students wanting to complete the requirement while home during breaks. The committee proposed surveying students to understand their needs better and working with Enrollment and Institutional Effectiveness to ensure course offerings serve student populations appropriately.

GESLO 6: Ethical Reasoning

86% of students scored 70 or better, meeting the benchmark. However, the emergence of AI as a tool in student work presents both opportunities and challenges. Students began incorporating AI into pre-writing stages (brainstorming and outlining), and while some misused AI, it also pushed students toward better performance. Critical thinking remains a concern, particularly as students used AI to generate written content that instructors then had to evaluate for originality. Students often don't perceive AI use as problematic and struggle to distinguish between formal and informal voice. The committee identified a connection between reading deficits and critical thinking skills. Students also showed difficulty recognizing the ethical boundaries of AI use.

GESLO 7: Quantitative Reasoning

The benchmark was met using geometry-focused assessments. Performance varied by modality: online students struggled most with measurement concepts, seated students had difficulty with rounding, and survey course students missed perimeter questions. No common error pattern emerged this year, with each student missing different concepts. Study guides and practice tests proved effective in improving student confidence. The assessment matrix requires updating to accurately reflect the focus on geometry and measurements. Students expressed a need for more real-world, practical applications to increase engagement with mathematical concepts.

GESLO 8: Scientific Literacy

The benchmark was met, though non-attempts remained an issue. Two assessments focused on evaluating scientific evidence, with faculty using AI to help students assess the quality of their sources. Students were encouraged to self-check their work before submission. The primary challenge is that students struggle to recognize source quality and distinguish between credible and unreliable scientific information. The committee explored using AI as a teaching tool to help prevent plagiarism by showing students how to properly evaluate and use sources. Embedded instructional videos were incorporated into assignments to clarify definitions and expectations, particularly emphasizing that student assumptions about scientific terms may differ from formal definitions.

Strengths

- **Benchmark Achievement:** Most GESLOs met or nearly met their benchmarks, demonstrating overall effective curriculum design and instruction across the general education program.
- **Dual Enrollment Success:** Dual enrollment students outperformed traditional university students in GESLO 1, indicating effective preparation through prerequisite coursework and successful program coordination with high school partners.
- **Honors Student Engagement:** Honors students demonstrated strong engagement and performance, particularly in GESLO 4 (Aesthetic Experience), suggesting that enrichment opportunities effectively motivate high-achieving students.
- **Assessment Refinement Culture:** Faculty actively refined rubrics for clarity (GESLO 1), modified assignment structures to improve learning outcomes (essay resubmission process), and demonstrated willingness to adapt pedagogical approaches based on data.
- **Proactive AI Integration:** Rather than resisting AI, faculty are exploring constructive ways to incorporate it as a teaching and learning tool, particularly for brainstorming, source evaluation, and developing critical thinking skills.
- **Support Resources:** Study guides, practice tests, and embedded instructional videos proved effective in improving student confidence and performance across multiple GESLOs.
- **Data-Driven Decision Making:** The committee's thorough analysis of performance differences by modality, time of day, and student population demonstrates sophisticated use of assessment data to inform practice.

Challenges

- **Non-Attempts/Student Resilience:** A significant number of students are choosing not to attempt assessments rather than risk failure, indicating a broader issue with academic resilience and fear of failure that affects multiple GESLOs.
- **Online Course Challenges:** Online students consistently underperform compared to seated students across multiple GESLOs. Technical issues (lockouts), reduced engagement, limited librarian interaction, and higher non-attempt rates suggest online delivery requires significant attention and possible redesign.
- **AI Ethical Use and Academic Integrity:** Students lack understanding of ethical AI use, struggle to distinguish between appropriate and inappropriate applications, and often fail to recognize when they're crossing academic integrity boundaries. This challenge affects critical thinking development and authentic assessment of student learning.

- **Critical Thinking and Reading Deficits:** Students demonstrate weak critical thinking skills that appear connected to reading comprehension deficits. They struggle to evaluate source quality, distinguish formal from informal voice, and engage deeply with complex material.
- **Time Management:** Students across multiple courses struggle with time management, affecting presentation delivery (GESLO 1), assignment completion, and overall engagement. This appears to be a cross-cutting skill deficit.
- **Scheduling and Environmental Factors:** Late afternoon time slots (particularly T/TH 11:30-12:45) correlate with student fatigue and disengagement. Room size and course scheduling patterns may significantly impact learning outcomes but require further investigation.
- **Rubric Inconsistency:** Assessment rubrics lack consistency and clear definition across multiple GESLOs (particularly GESLO 4), making it difficult to ensure valid and reliable measurement of student learning.
- **Assessment Matrix Accuracy:** The GESLO assessment matrix requires updating to accurately reflect current assessments and course changes, creating potential confusion about what is being measured and in which courses.
- **Transportation Barriers:** Students face physical barriers to accessing off-campus cultural experiences required for GESLO 4, limiting their ability to complete requirements and engage with community arts resources.
- **Faculty Awareness and Communication:** Changes in faculty teaching assignments lead to lack of awareness about GESLO assessments. Syllabi don't consistently note when courses include GESLO assessments, creating inconsistency in student experience and data collection.
- **Pedagogical Paradigm Shift:** The committee raised fundamental questions about whether current teaching methods (described as "20th century school in a 21st century world") remain appropriate for contemporary students and technological realities, suggesting potential need for revolutionary rather than evolutionary changes.

Action Plan (Use):

Action Plan (Use)

Immediate Actions (2025-2026 Academic Year)

Assessment Systems

- **Update GESLO Matrix:** Revise the matrix to reflect current assessments, including: (1) Update GESLO 7 to specify "Geometry and Measurement Quiz", (2) Replace DIG 272 with CMS 107 (Fundamentals of AI and Machinery), (3) Remove SPT 123, (4) Consistently assess online sections with 15 or more students, 7-week courses, and Honors sections.
- **Standardize Rubrics:** Develop and implement consistent, clearly-defined rubrics across all GESLO 4 assessments. Update the poetry rubric for language clarity. Ensure all rubrics clearly articulate performance criteria and expectations.
- **Syllabus Compliance:** Gadiel and Kristie will audit all syllabi against the GESLO matrix to ensure courses requiring assessment clearly note this in their syllabi, improving faculty awareness and student preparedness.

AI Integration and Academic Integrity

- **Faculty Training on AI:** Develop and deliver comprehensive training for faculty on: (1) How to teach students ethical AI use, (2) How to recognize AI-generated content, (3) How to edit and improve AI-generated text, (4) How to incorporate AI productively into assignments. Extend this training to on-campus adjunct faculty.
- **Update Course Materials:** Revise final exams and assessments to reflect both AI realities and current MLA guidelines (GESLO 1). Embed instructional videos clarifying ethical AI use and proper citation practices.
- **Implement Chunking Strategies:** Break large assignments into smaller checkpoints throughout the semester (annotated bibliographies, outlines, drafts) to reduce AI misuse and increase authentic engagement with material. This addresses issues in GESLO 1 and GESLO 6.
- **Source Evaluation Training:** For GESLO 8, use AI as a teaching tool to help students learn how to evaluate source quality, demonstrating the difference between credible and unreliable scientific information.

Student Support and Engagement

- **Tutor Training and Support:** Provide additional training and resources for tutors who report feeling depleted. Focus on strategies for supporting students with critical thinking, AI literacy, and time management.
- **Address Non-Attempts:** Develop strategies to improve student resilience and willingness to attempt challenging work. Review the EDU 413 assessment tool discussed for addressing student fear of failure.

- **Librarian Outreach:** For GESLO 2, create proactive communication strategies to help online students understand how to access librarian support for research assistance. Consider embedded librarian participation in online courses.

- **Transportation Solutions:** For GESLO 4, expand virtual museum options and one-hour concert alternatives. Promote on-campus concerts as valid fine arts experiences for students not already involved in music programs.

Short-Term Investigations (Fall 2025)

- **Student Survey on Physical Education:** Work with Enrollment and Institutional Effectiveness to survey students about their physical education preferences, needs, and barriers to completing requirements. Use findings to inform appropriate online enrollment caps and course offerings.

- **Scheduling Impact Study:** Investigate whether research supports differential student performance based on class meeting patterns (T/TH vs. M/W/F) and time of day. Specifically examine the 11:30-12:45 Tuesday/Thursday time slot identified in GESLO 3 results.

- **Room Size and Environment Analysis:** Review whether classroom size and physical environment correlate with student engagement and performance, particularly for courses showing unexpected performance patterns.

- **Project SAILS Alternatives:** Evaluate the viability of developing an internal information literacy assessment tool as participation in Project SAILS continues to decline. Set timeline for decision point on maintaining SAILS participation.

Medium-Term Strategic Actions (2025-2027)

- **Online Course Redesign:** Comprehensively review and redesign online course delivery to address persistent underperformance. Consider: (1) Improved technical infrastructure to prevent lockouts, (2) Enhanced student engagement strategies, (3) Better integration of synchronous and asynchronous elements, (4) Mandatory training for online instructors, (5) Clear policies on online course enrollment prioritization.

- **Critical Thinking and Reading Initiative:** Develop a coordinated, cross-curricular approach to improving student critical thinking and reading comprehension. Explore connections between reading deficits and critical thinking performance. Consider whether first-year experience or embedded support courses could address these foundational skills.

- **Implement Discussion Board Tracking:** Explore using discussion boards as research tracking tools and "exit tickets" for seated courses, helping document student thinking processes and providing early intervention opportunities.

- **Real-World Application Enhancement:** For GESLO 7, incorporate more practical, real-world data and applications to increase student engagement with quantitative reasoning concepts.

- **Embedded C.S. Lewis Course:** Implement the C.S. Lewis course as discussed for GESLO 8, using it to strengthen scientific literacy and critical evaluation skills.

Long-Term Strategic Review (2026-2027)

- **General Education Paradigm Evaluation:** Conduct a comprehensive review of the General Education program and GESLO framework in light of technological advances, changing student needs, and 21st-century learning requirements. Consider fundamental questions raised by the committee: (1) Are current pedagogical methods appropriate for contemporary students? (2) Should lecture content be recorded to allow more class time for critical thinking and active learning? (3) Do the current GESLOs and assessment methods prepare students for the world they will enter? (4) Is evolutionary change sufficient, or is revolutionary restructuring needed?

- **Technology Integration Philosophy:** Develop an institutional philosophy and framework for technology integration, particularly regarding AI. Balance innovation with academic integrity, efficiency with deep learning, and student preference with educational effectiveness.

- **Assessment of Past Methods:** Evaluate which traditional learning methods remain valuable and which should be retired or transformed. Question whether past methods adequately prepare students for future challenges.

Conclusion

The GESLO assessment data reveals an institution in transition, successfully meeting most benchmarks while grappling with fundamental questions about the future of higher education in a rapidly changing technological and social landscape. Immediate actions should focus on assessment system improvements, AI integration strategies, and student support enhancements. Simultaneously, the institution must engage in deeper strategic thinking about whether current educational paradigms serve contemporary student needs. The challenges identified—particularly around student resilience, online learning effectiveness, AI ethics, and critical thinking development—are not unique to this institution but reflect broader higher education trends requiring innovative, bold responses.

The action plan outlined above provides a roadmap from immediate tactical improvements through medium-term strategic initiatives to long-term transformational review. Success will require sustained commitment, resource allocation, faculty development, and willingness to question assumptions about teaching and learning that may have served well in the past but require adaptation for the future.

Progress:

Completed

Related Items

No connections made

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