



**Annual General Education Assessment Report**  
**2017-18 Academic Year**

## Contents

Executive Summary.....	4
Introduction .....	5
Division of General Education Mission Statement .....	5
General Education Learning Outcomes .....	5
2017-2018 Assessment Plan Findings.....	6
Curriculum Map .....	6
Written Communication Core Competency .....	6
<i>Summative Assessment in ENG 121: English Composition I</i> .....	7
<i>Summative Assessment in GEN 499: General Education Capstone</i> .....	7
<i>Summative Assessment in ENG 121 versus GEN 499</i> .....	8
<i>ETS Proficiency Profile: Writing Subsection</i> .....	9
Critical Thinking Core Competency.....	9
<i>Summative Assessment in PHI 103: Informal Logic</i> .....	10
<i>Summative Assessment in GEN 499: General Education Capstone</i> .....	11
<i>Summative Assessment in PHI 103 versus GEN 499</i> .....	11
<i>ETS Proficiency Profile: Critical Thinking Subsection</i> .....	12
Information Literacy Core Competency.....	13
<i>Summative Assessment in GEN 103: Information Literacy</i> .....	13
<i>Summative Assessment in GEN 499: General Education Capstone</i> .....	14
<i>Summative Assessment in GEN 103 versus GEN 499</i> .....	15
<i>Standardized Assessment of Information Literacy (SAILS)</i> .....	16
Quantitative Reasoning Core Competency.....	17
<i>Summative Assessment in MAT 222: Intermediate Algebra</i> .....	17
<i>Summative Assessment in GEN 499: General Education Capstone</i> .....	17
<i>Summative Assessment in MAT 222 versus GEN 499</i> .....	18
<i>ETS Proficiency Profile: Mathematics Subsection</i> .....	18
Oral & Interpersonal Communication Core Competency.....	19
<i>Summative Assessment in COM 200: Interpersonal Communication</i> .....	19
<i>Summative Assessment in SPE 103: Oral Communication</i> .....	20
Ethical Reasoning Core Competency .....	21
<i>Summative Assessment in PHI 208: Ethics &amp; Moral Reasoning</i> .....	21
<i>Summative Assessment in GEN 499: General Education Capstone</i> .....	22

<i>Summative Assessment in PHI 208 versus GEN 499</i> .....	23
Recommendations for the 2018-19 Academic Year .....	24
Recommendation 1: Reinforcement of General Education Core Competencies across Curriculum .....	24
Recommendation 2: Assessment of Oral & Interpersonal Communication at Mastery Level .....	24
Recommendation 3: Assessment of Quantitative Reasoning at Introduced Level .....	25
Recommendation 4: Replace SAILS Exam in GEN 103 and GEN 499 .....	25
Recommendation 5: Administer ETS in 2018-19 Academic Year .....	25
Recommendation 6: Rubric Calibration and Norming .....	25

## Executive Summary

This report provides a summary student achievement of General Education Core Competency learning outcomes on key measures. Learning outcomes data is analyzed according to the academic year, which is July 1, 2017 through June 30, 2018. Methods of analysis for these learning outcomes looked at the courses where these learning outcomes are introduced as well as capstone level student achievement in order to determine mastery. In addition to looking at student achievement at the introduced and mastery level individually, a comparison of student achievement at both levels was also done.

Results of the analyses in individual courses demonstrated student achievement of acceptable targets of proficiencies at the introduced level. However, with the exception of the Ethical Reasoning Core Competency, students at the capstone level did not meet the acceptable targets of proficiency. As many Ashford students transfer in credits for general education courses, this could be a result of not having taken the introductory core competency courses here at Ashford.

In an analysis of student achievement for introductory levels as compared to mastery levels of program learning outcomes, students saw a decline in performance. This could provide an opportunity to review scaffolding across curriculum in terms of reinforcement of general education learning outcomes within a student's major field of study and allow for more collaboration between the Division of General Education and the colleges.

Overall, it is recommended that each course undergo rubric calibration and norming activities. To support this initiative, analysis of assessment trends and variations between full-time and associate faculty would be beneficial. This could help determine areas of greatest need for calibration and drive a strategic approach to this initiative. Additionally, there are opportunities for reviewing general education curriculum to ensure that the assessment of the Core Competency learning outcomes is occurring at both the Introduced and Mastery levels.

## Introduction

Student learning is fundamental to the mission of Ashford University through clearly articulated learning outcomes occur at all levels and different points of the student experience and mission-driven assessment practices, essential to the achievement of the University's goals. The processes, measures, support systems, and activities related to the annual assessment of student learning at Ashford support a continuous cycle based on planning, implementing, assessing, analyzing the results, reporting, making institutional or instructional adjustments, and commencing the next cycle. The outlined assessment results for General Education in the 2017-18 academic year will be used to ensure that proposed and actual changes for the 2018-19 academic year are in clear alignment with Ashford's mission of providing high-quality, innovative educational programs.

### Division of General Education Mission Statement

The Division of General Education articulates its identity and goals with the institution through its mission statement. This is the foundation on which the outcomes for student learning are developed.

*The mission of the Division of General Education is to provide relevant, innovative, and engaging learning opportunities that foster the foundational content and competency knowledge necessary for academic success and personal growth.*

### General Education Learning Outcomes

At the core of Ashford's undergraduate curriculum, aligning with the ILOs, is the General Education cross-disciplinary framework which ensures students are provided a broad and balanced education. In crafting the General Education program, faculty believe that students graduating from the University should first of all possess certain competencies that define a college-educated person. In curricular terms, this takes the form of a core competency block in which students must demonstrate proficiency in written communication, critical thinking, information literacy, quantitative reasoning, oral and interpersonal communication, and ethical reasoning.

## 2017-2018 Assessment Plan Findings

### Curriculum Map

General Education Core Competency Learning Outcomes						
Core Courses	Written Communication	Critical Thinking	Information Literacy	Quantitative Reasoning	Oral & Interpersonal Communication	Ethical Reasoning
ENG 121	1, 2, 3, 4, 5, 6 - Introduced					
ENG 122	1, 2, 3, 4, 5, 6 - Reinforced					
GEN 103			1, 2, 3, 4, 5 - Introduced			
PHI 103		1, 2, 3, 4, 5 - Introduced				
SOC 120						1, 2, 3, 4, 5 - Introduced
MAT 222				1, 2, 3, 4, 5 - Introduced		
MAT 232				1, 2, 3, 4, 5 - Reinforced		
PHI 208						1, 2, 3, 4, 5 - Introduced
COM 200					1, 2, 3, 4, 5 - Introduced	
SPE 103					1, 2, 3, 5 - Introduced	
GEN 499	Mastered	Mastered	Mastered	Mastered		Mastered

### Written Communication Core Competency

Written communication is the use of texts to create and transmit meaning. Students will examine, analyze, and utilize different types of communication appropriate in professional and academic settings. They will also develop and assess communication strategies appropriate for certain audiences as well as determine and evaluate ethical issues that arise from communicating with others.

Ashford University students completing the General Education Written Communication Core Competency will be able to:

1. Interpret information from various sources.
2. Integrate information to effectively communicate a central message.
3. Employ successful processes for producing effective communication.

4. Use conventions of spelling, grammar, genre, and style appropriate to a specific purpose or context.
5. Practice principles of academic integrity in written communication.
6. Create cohesive and effective written work for a specific purpose.

*Summative Assessment in ENG 121: English Composition I*

**Expected Level(s) of Achievement:**

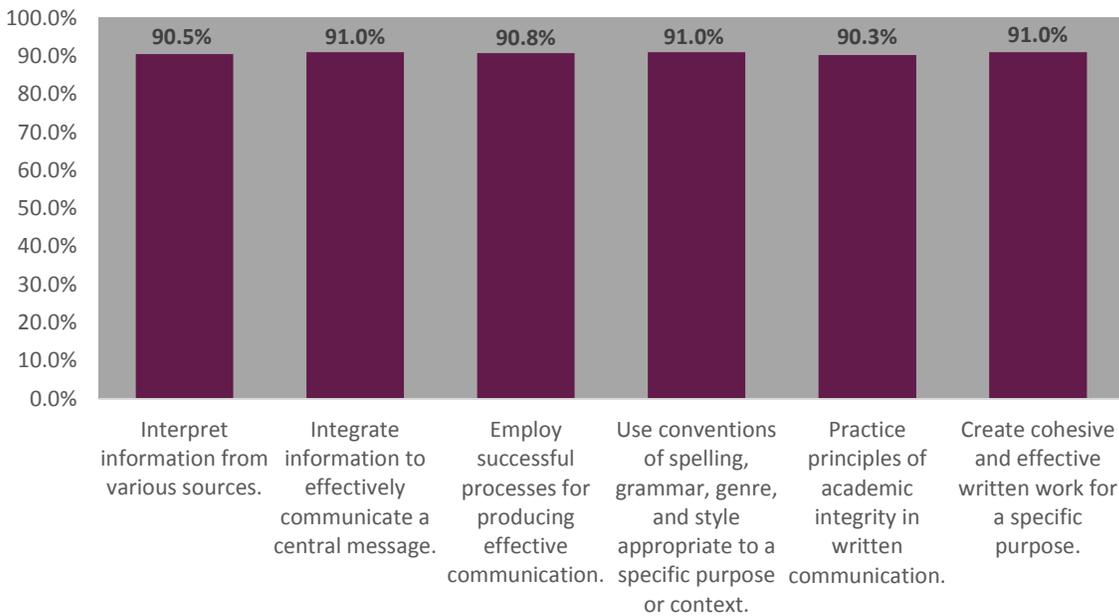
- *Acceptable Target:* 70% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.
- *Ideal Target:* 85% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

**Level of Achievement (Figure 1):**

90.8% (269,674 out of 297,107) of student records received a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- *Acceptable Target:* Exceeded
- *Ideal Target:* Exceeded

**FIGURE 1: SUMMATIVE ASSESSMENT IN ENG 121: ENGLISH COMPOSITION I**



*Summative Assessment in GEN 499: General Education Capstone*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* 70% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

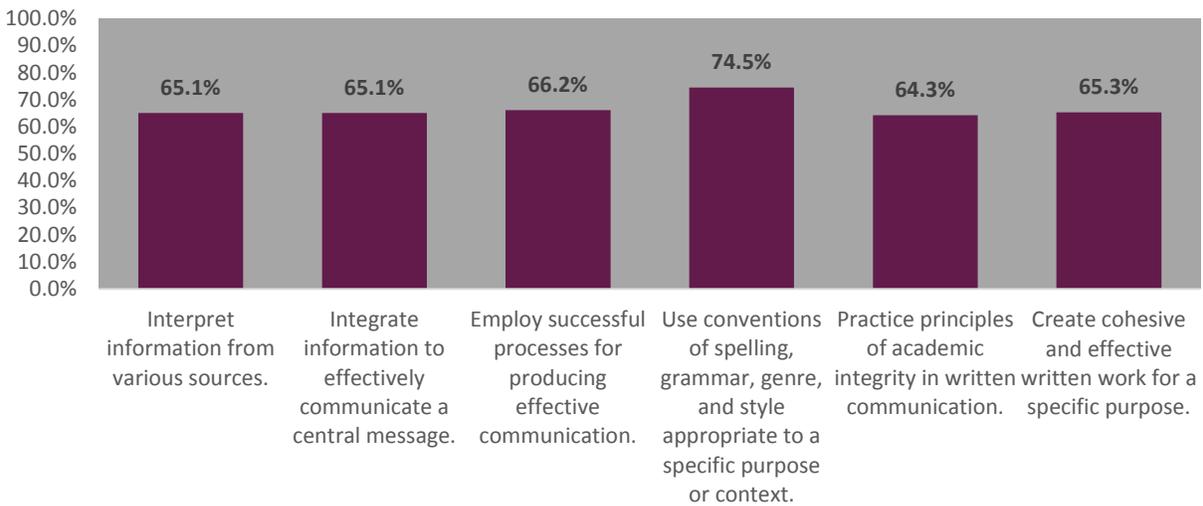
- *Ideal Target:* 85% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

**Level of Achievement (Figure 2):**

65.4% (16,460 out of 25,171) of student records received a proficient or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- *Acceptable Target:* Not Met
- *Ideal Target:* Moving Away

**FIGURE 2: SUMMATIVE ASSESSMENT IN GEN 499: GENERAL EDUCATION CAPSTONE**



*Summative Assessment in ENG 121 versus GEN 499*

**Expected Level(s) of Achievement:**

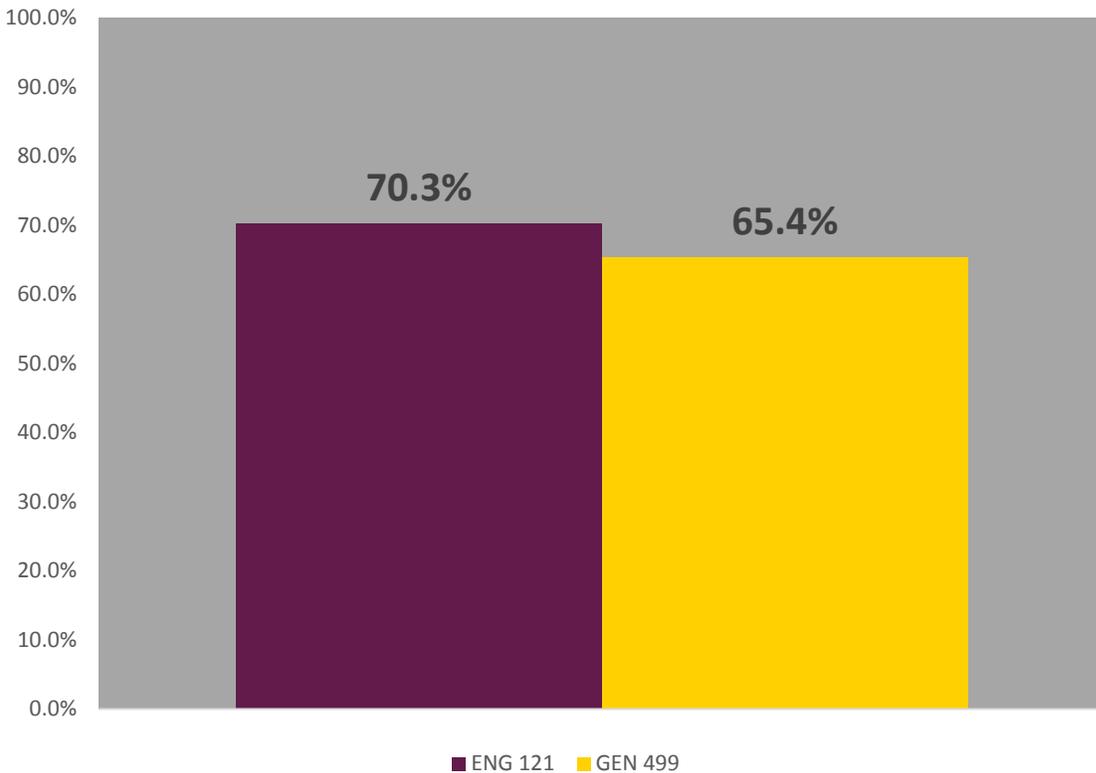
- *Acceptable Target:* The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO will be three percentage points or greater, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.
- *Ideal Target:* The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO will be five percentage points or greater, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

**Level of Achievement (Figure 3):**

Capstone students saw a 4.9 percentage point decline in performance on relevant content criteria mapped to this GELO where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- *Acceptable Target:* Not Met
- *Ideal Target:* Moving Away

**FIGURE 3: SUMMATIVE ASSESSMENT IN ENG 121 VERSUS GEN 499**



*ETS Proficiency Profile: Writing Subsection*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* Students in capstone courses will achieve a mean total score of at least 110 on the ETS Proficiency Profile Writing Subsection, where the Proficiency Profile subscore range is 100 to 130.
- *Ideal Target:* Students in capstone courses will achieve a mean total score of at least 120 on the ETS Proficiency Profile Writing Subsection, where the Proficiency Profile sub score range is 100 to 130.

**Level of Achievement:**

The ETS Proficiency Profile exam was not administered to students during the 2017-18 academic year. This exam will be administered during the 2018-19 academic year with results available for the assessment plan at the end of that academic year.

*Critical Thinking Core Competency*

Critical Thinking is a set of skills and strategies for making decisions about what people ought to do and believe. Students will analyze thought processes and language, identify logically fallacious thinking, and use the essential skills of deductive and inductive argument in analysis and evaluation. Students will also learn to objectively identify problems, gather information from varied and appropriate sources, and utilize methods of decision-making to provide solutions to those problems.

Ashford University students completing the General Education Critical Thinking Core Competency will be able to:

1. Describe the issues or problems in a manner appropriate to the academic field of study.
2. Interpret evidence that is used to support positions in relation to a specific topic.
3. Evaluate evidence based on specific criteria.
4. Compare and contrast various positions, arguments, or theses related to the examined issues.
5. Create arguments to support positions on issues or in relation to theses.

*Summative Assessment in PHI 103: Informal Logic*

**Expected Level(s) of Achievement:**

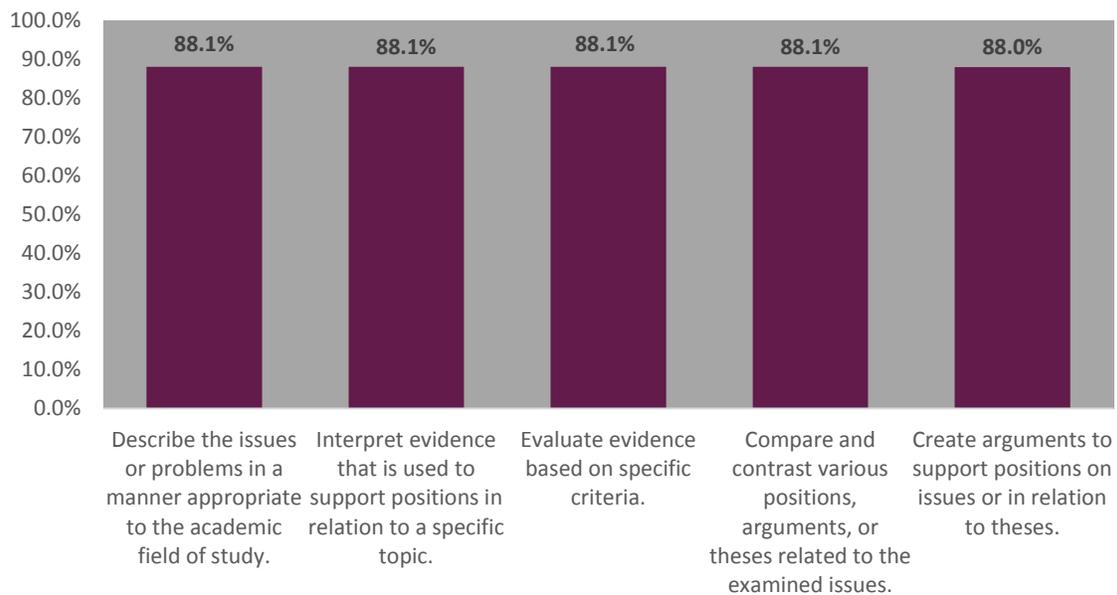
- *Acceptable Target:* 70% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.
- *Ideal Target:* 85% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

**Level of Achievement (Figure 4):**

88.9% (106,757 out of 120,053) of student records received a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- *Acceptable Target:* Exceeded
- *Ideal Target:* Exceeded

**FIGURE 4: SUMMATIVE ASSESSMENT IN PHI 103: INFORMAL LOGIC**



## Summative Assessment in GEN 499: General Education Capstone

### Expected Level(s) of Achievement:

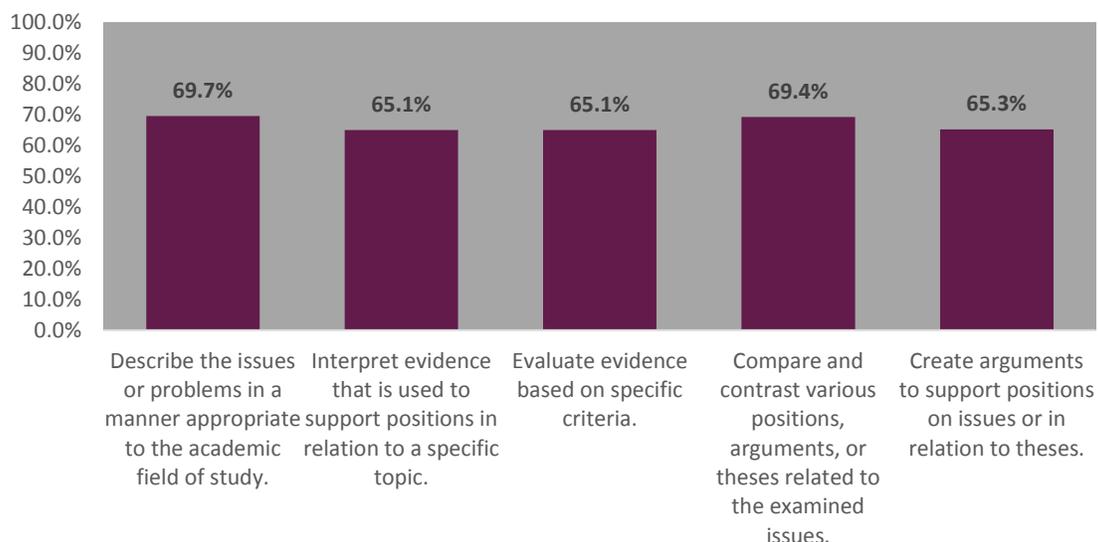
- *Acceptable Target:* 70% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.
- *Ideal Target:* 85% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

### Level of Achievement (Figure 5):

66.6% (15,155 out of 22,773) of student records received a proficient or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- *Acceptable Target:* Not Met
- *Ideal Target:* Moving Away

**FIGURE 5: SUMMATIVE ASSESSMENT IN GEN 499: GENERAL EDUCATION CAPSTONE**



## Summative Assessment in PHI 103 versus GEN 499

### Expected Level(s) of Achievement:

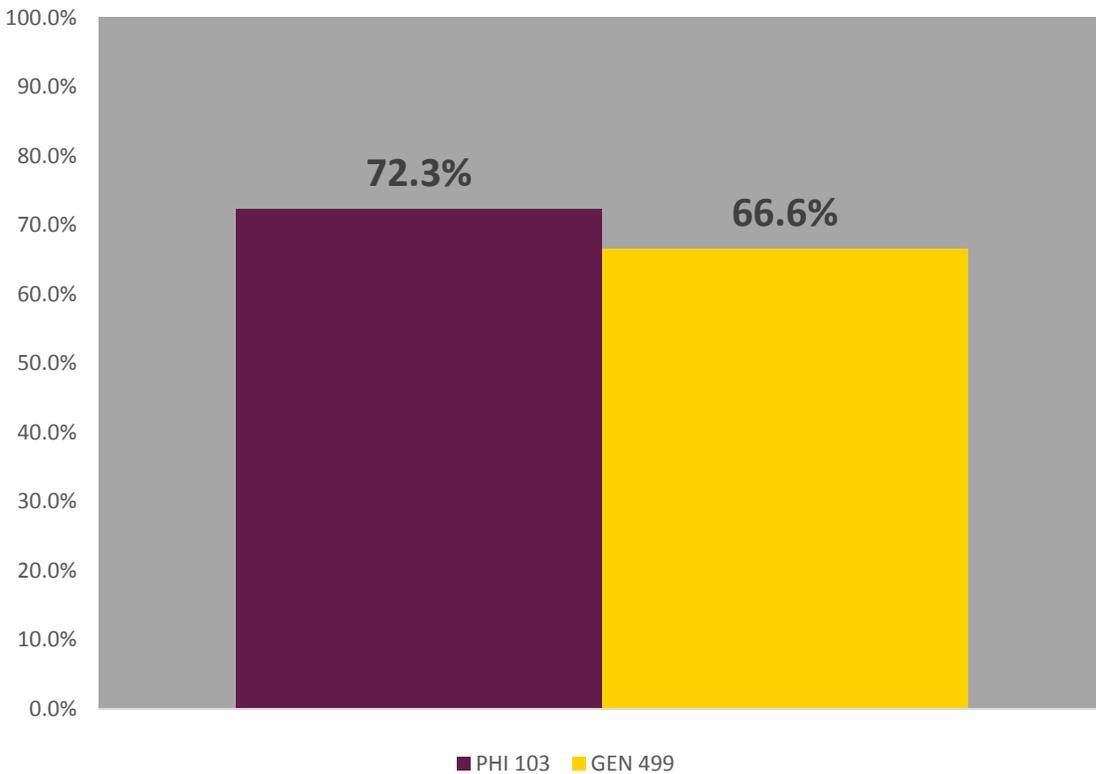
- *Acceptable Target:* The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO will be three percentage points or greater, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.
- *Ideal Target:* The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO will be five percentage points or greater, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

**Level of Achievement (Figure 6):**

Capstone students saw a 5.6 percentage point decline in performance on relevant content criteria mapped to this GELO where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- *Acceptable Target:* Not Met
- *Ideal Target:* Not Met

**FIGURE 6: SUMMATIVE ASSESSMENT IN PHI 103 VERSUS GEN 499**



*ETS Proficiency Profile: Critical Thinking Subsection*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* Students in capstone courses will achieve a mean total score of at least 110 on the ETS Proficiency Profile Critical Thinking Subsection, where the Proficiency Profile sub score range is 100 to 130.
- *Ideal Target:* Students in capstone courses will achieve a mean total score of at least 120 on the ETS Proficiency Profile Critical Thinking Subsection, where the Proficiency Profile sub score range is 100 to 130.

**Level of Achievement:**

The ETS Proficiency Profile exam was not administered to students during the 2017-18 academic year. This exam will be administered during the 2018-19 academic year with results available for the assessment plan at the end of that academic year.

## Information Literacy Core Competency

Information literacy is the set of research skills that allow individuals to recognize when information is needed, to locate it, evaluate it, and effectively use it to communicate a message or support a claim. Students will develop the skills necessary to critically evaluate sources and communicate information appropriately, effectively, and ethically.

Ashford University students completing the General Education Information Literacy Core Competency will be able to:

1. Identify nature and extent of information needed to support a specific purpose.
2. Use relevant and credible information sources that are appropriate to the field and purpose.
3. Evaluate information and its sources critically.
4. Communicate information using appropriate tools and technology to accomplish a specific purpose.
5. Use information legally and ethically.

### *Summative Assessment in GEN 103: Information Literacy*

#### **Expected Level(s) of Achievement:**

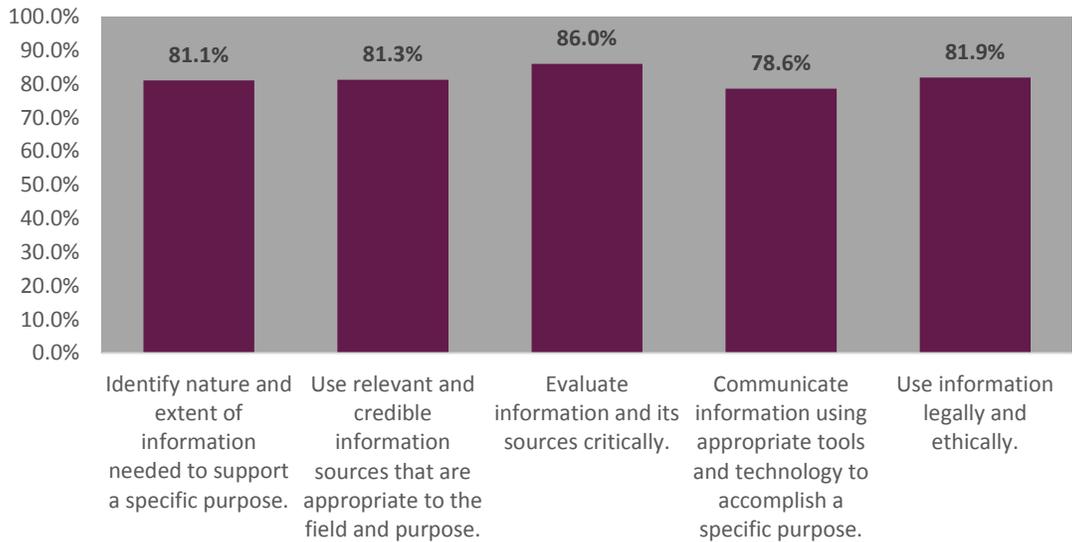
- *Acceptable Target:* 70% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.
- *Ideal Target:* 85% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

#### **Level of Achievement (Figure 7):**

81.3% (98,452 out of 121,169) of student records received a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- *Acceptable Target:* Exceeded
- *Ideal Target:* Approaching

**FIGURE 7: SUMMATIVE ASSESSMENT IN GEN 103: INFORMATION LITERACY**



*Summative Assessment in GEN 499: General Education Capstone*

**Expected Level(s) of Achievement:**

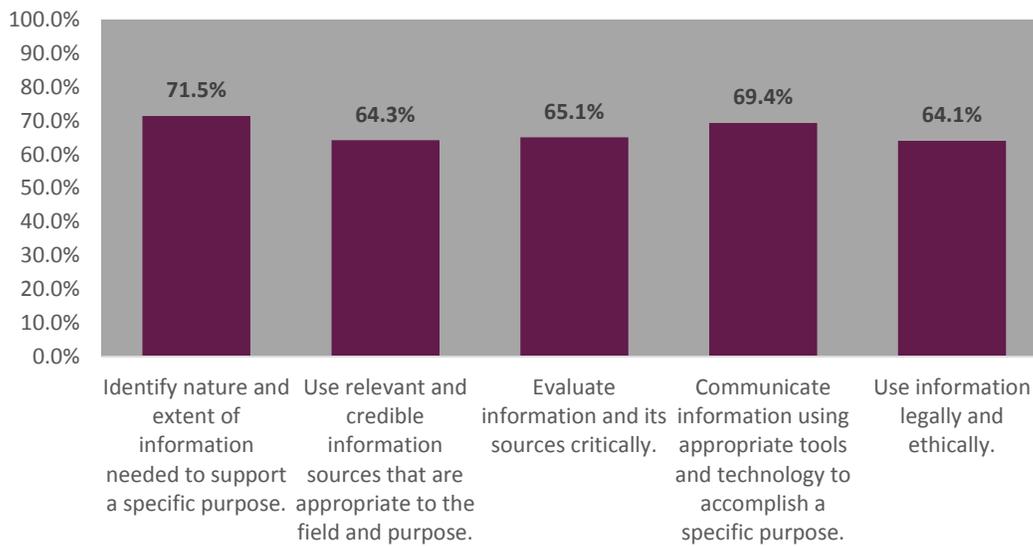
- *Acceptable Target:* 70% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.
- *Ideal Target:* 85% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

**Level of Achievement (Figure 8):**

65.9% (15,791 out of 23,974) of student records received a proficient or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- *Acceptable Target:* Not Met
- *Ideal Target:* Moving Away

**FIGURE 8: SUMMATIVE ASSESSMENT IN GEN 499: GENERAL EDUCATION CAPSTONE**



*Summative Assessment in GEN 103 versus GEN 499*

**Expected Level(s) of Achievement:**

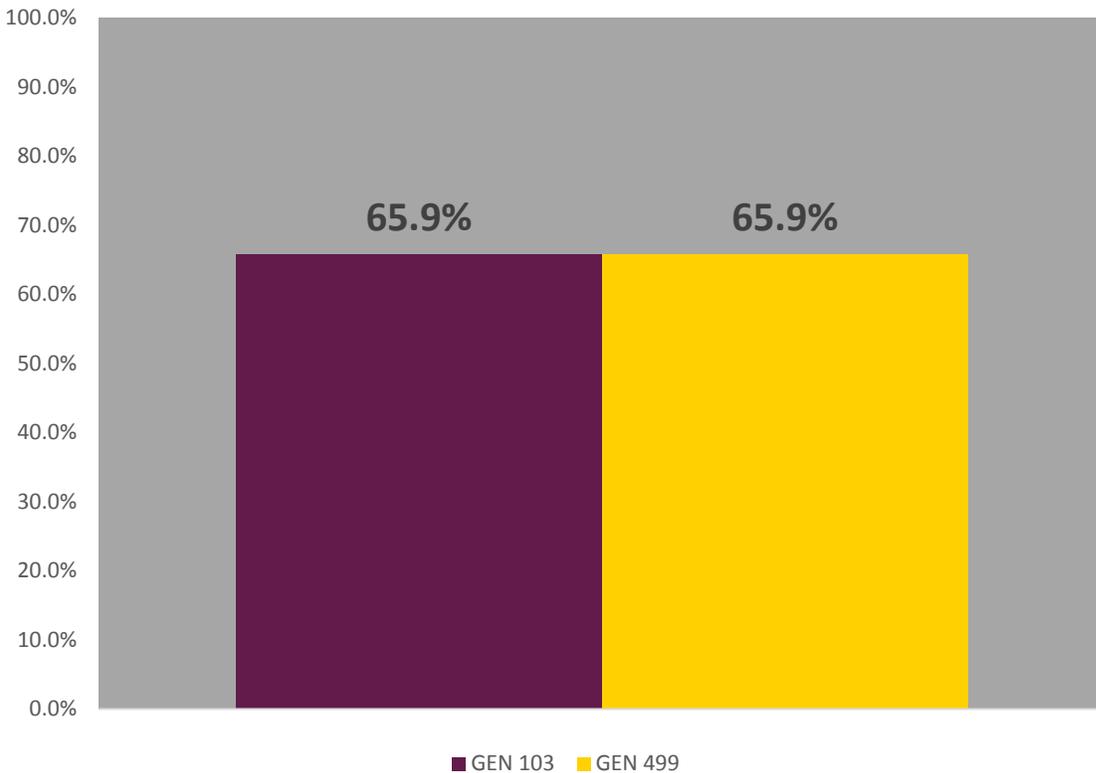
- **Acceptable Target:** The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO will be three percentage points or greater, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.
- **Ideal Target:** The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO will be five percentage points or greater, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

**Level of Achievement (Figure 9):**

Capstone students saw no change in performance on relevant content criteria mapped to this GELO where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- **Acceptable Target:** Not Met
- **Ideal Target:** Not Met

**FIGURE 9: SUMMATIVE ASSESSMENT IN GEN 103 VERSUS GEN 499**



*Standardized Assessment of Information Literacy (SAILS)*

**Expected Level(s) of Achievement:**

- *Acceptable Target:* Students in GEN 499 will score better than other institutions Type: Baccalaureate General on at least six out of the eight sections of the SAILS exam, where the eight sections are: 1. Understanding Economic, Legal, and Social Issues; 2. Searching; 3. Retrieving Sources; 4. Evaluating Sources; 5. Developing a Research Strategy; 6. Selecting Finding Tools; 7. Using Finding Tool Features; and 8. Documenting Sources.
- *Ideal Target:* Students in GEN 499 will score better than other institutions Type: Baccalaureate General on at least seven out of the eight sections of the SAILS exam, where the eight sections are: 1. Understanding Economic, Legal, and Social Issues; 2. Searching; 3. Retrieving Sources; 4. Evaluating Sources; 5. Developing a Research Strategy; 6. Selecting Finding Tools; 7. Using Finding Tool Features; and 8. Documenting Sources.

**Level of Achievement:**

Students in GEN 499 scored better than other institutions Type: Baccalaureate General on seven out of the eight sections of the SAILS exam during the Fall 2017 administration and eight out of eight sections of SAILS exam during the Spring 2018 administration, where the eight sections are: 1. Understanding Economic, Legal, and Social Issues; 2. Searching; 3. Retrieving Sources; 4. Evaluating Sources; 5. Developing a Research Strategy; 6. Selecting Finding Tools; 7. Using Finding Tool Features; and 8. Documenting Sources.

- *Acceptable Target:* Exceeded
- *Ideal Target:* Met

## Quantitative Reasoning Core Competency

Quantitative Reasoning is the ability to efficiently process data, interpret it, represent it using mathematical forms, and solve numerical and applied mathematical problems. . Students will use mathematical forms, logical reasoning, and valid techniques to solve problems related to their fields of study as well as their personal lives.

Ashford University students completing the General Education Quantitative Reasoning Core Competency will be able to:

1. Represent the given information using mathematical models and forms.
2. Interpret quantitative data.
3. Perform calculations that relate to specific topics and fields of study.
4. Evaluate quantitative evidence used to support a claim.
5. Support a position using quantitative evidence.

### *Summative Assessment in MAT 222: Intermediate Algebra*

#### **Expected Level(s) of Achievement:**

- *Acceptable Target:* 70% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.
- *Ideal Target:* 85% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

#### **Level of Achievement:**

Data was not collected via a summative assessment in this course during the 2017-18 academic year.

### *Summative Assessment in GEN 499: General Education Capstone*

#### **Expected Level(s) of Achievement:**

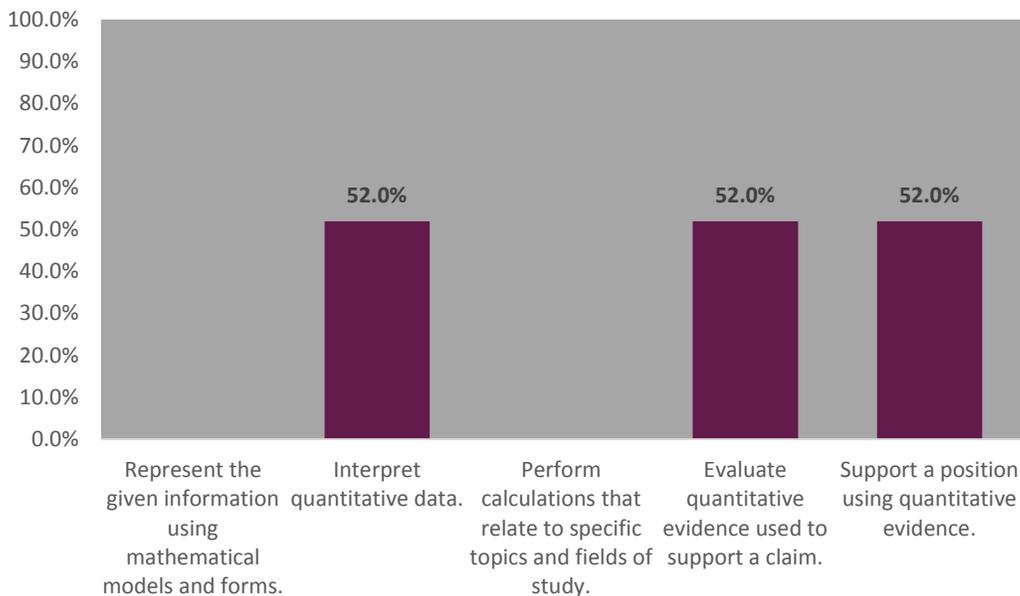
- *Acceptable Target:* 70% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.
- *Ideal Target:* 85% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

#### **Level of Achievement (Figure 10):**

52.0% (1,869 out of 3,597) of student records received a proficient or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- *Acceptable Target:* Not Met
- *Ideal Target:* Moving Away

**FIGURE 10: SUMMATIVE ASSESSMENT IN GEN 499: GENERAL EDUCATION CAPSTONE**



*Summative Assessment in MAT 222 versus GEN 499*

**Expected Level(s) of Achievement:**

- **Acceptable Target:** The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO will be three percentage points or greater, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.
- **Ideal Target:** The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO will be five percentage points or greater, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

**Level of Achievement:**

As data was not collected for MAT 222 during the 2017-18 academic year, there is no data for comparison.

*ETS Proficiency Profile: Mathematics Subsection*

**Expected Level(s) of Achievement:**

- **Acceptable Target:** Students in capstone courses will achieve a mean total score of at least 110 on the ETS Proficiency Profile Mathematics Subsection, where the Proficiency Profile sub score range is 100 to 130.
- **Ideal Target:** Students in capstone courses will achieve a mean total score of at least 120 on the ETS Proficiency Profile Mathematics Subsection, where the Proficiency Profile sub score range is 100 to 130.

**Level of Achievement:**

The ETS Proficiency Profile exam was not administered to students during the 2017-18 academic year. This exam will be administered during the 2018-19 academic year with results available for the assessment plan at the end of that academic year.

**Oral & Interpersonal Communication Core Competency**

Oral and interpersonal communication is the use of language, speech, and affect to transmit messages. Students will examine the encoding of messages for different audiences and decoding of messages to reconstruct meaning. Students will assess appropriate communication strategies for various audiences and evaluate ethical issues that arise from communicating with others as well as utilize effective oral and interpersonal presentation strategies and methods.

Ashford University students completing the General Education Oral & Interpersonal Communication Core Competency will be able to:

1. Integrate a variety of message encoding techniques based on information about audiences.
2. Integrate a variety of message decoding techniques to reconstruct meaning of an incoming message.
3. Utilize communication strategies appropriate for different rhetorical purposes.
4. Apply principles of ethical communication.
5. Examine the impact of communication in personal and professional contexts.

**Summative Assessment in COM 200: Interpersonal Communication****Expected Level(s) of Achievement:**

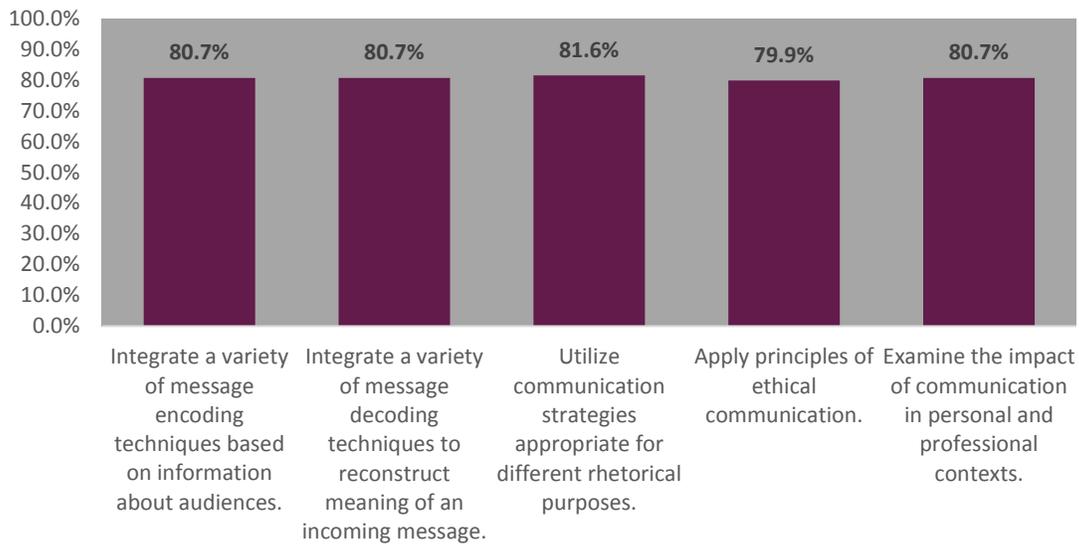
- *Acceptable Target:* 70% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.
- *Ideal Target:* 85% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

**Level of Achievement (Figure 11):**

80.7% (152,042 out of 188,361) of student records received a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- *Acceptable Target:* Exceeded
- *Ideal Target:* Approaching

**FIGURE 11: SUMMATIVE ASSESSMENT IN COM 200: INTERPERSONAL COMMUNICATION**



*Summative Assessment in SPE 103: Oral Communication*

**Expected Level(s) of Achievement:**

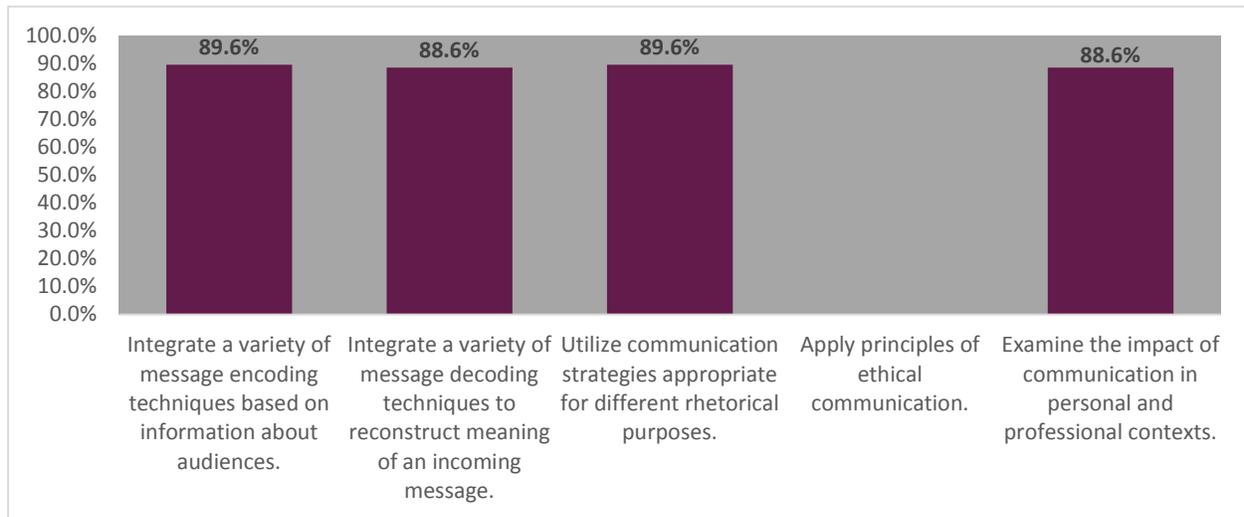
- *Acceptable Target:* 70% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.
- *Ideal Target:* 85% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

**Level of Achievement (Figure 12):**

89.2% (13,016 out of 14,588) of student records received a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- *Acceptable Target:* Exceeded
- *Ideal Target:* Exceeded

**FIGURE 12: SUMMATIVE ASSESSMENT IN SPE 103: ORAL COMMUNICATION**



### Ethical Reasoning Core Competency

Ethical Reasoning is the examination of principles of normative and non-normative ethical theories and the application of these principles in decision-making activities including case studies and contemporary social issues. Students will explore moral character: virtues and vices, commitments and attitudes, personal relationships, and community involvement, in addition to right and wrong conduct.

Ashford University students completing the General Education Ethical Reasoning Core Competency will be able to:

1. Identify ethical issues within current events, society, or one or more fields of study.
2. Present one's own ethical position in relation to problems, issues, norms, or values.
3. Compare different ethical positions in relation to problems, issues, norms, or values.
4. Apply ethical theory or appropriate professional ethical codes to social and moral issues in the field of study.
5. Evaluate the application of ethical theories and codes in relation to problems, issues, norms, or values.

### *Summative Assessment in PHI 208: Ethics & Moral Reasoning*

#### **Expected Level(s) of Achievement:**

- *Acceptable Target:* 70% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.
- *Ideal Target:* 85% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

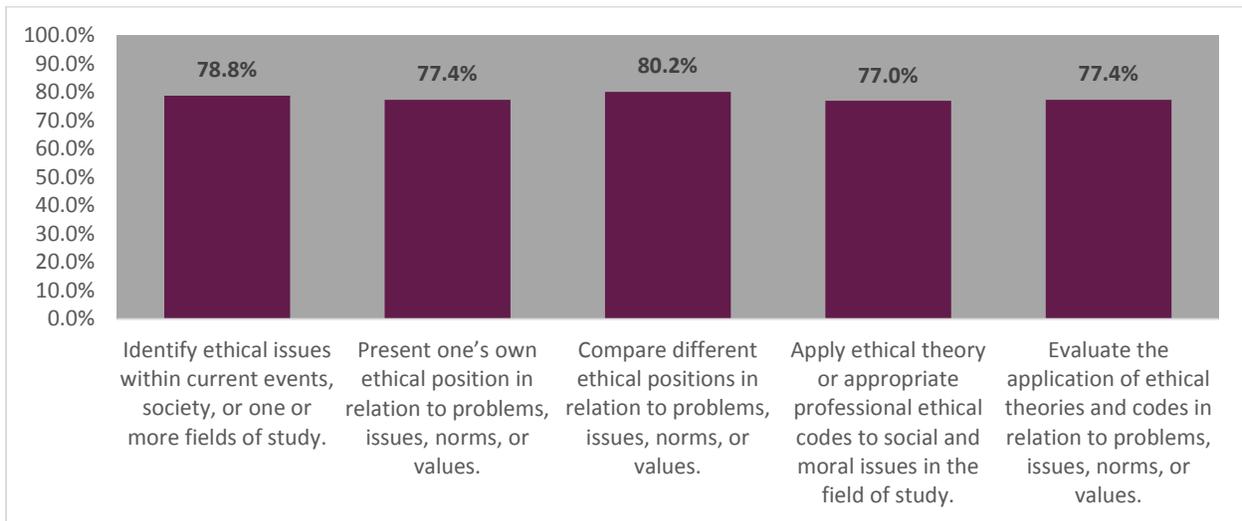
#### **Level of Achievement (Figure 13):**

78.2% (117,068 out of 149,629) of student records received a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- *Acceptable Target:* Exceeded

- *Ideal Target:* Approaching

**FIGURE 13: SUMMATIVE ASSESSMENT IN PHI 208: ETHICS & MORAL REASONING**



*Summative Assessment in GEN 499: General Education Capstone*

***Expected Level(s) of Achievement:***

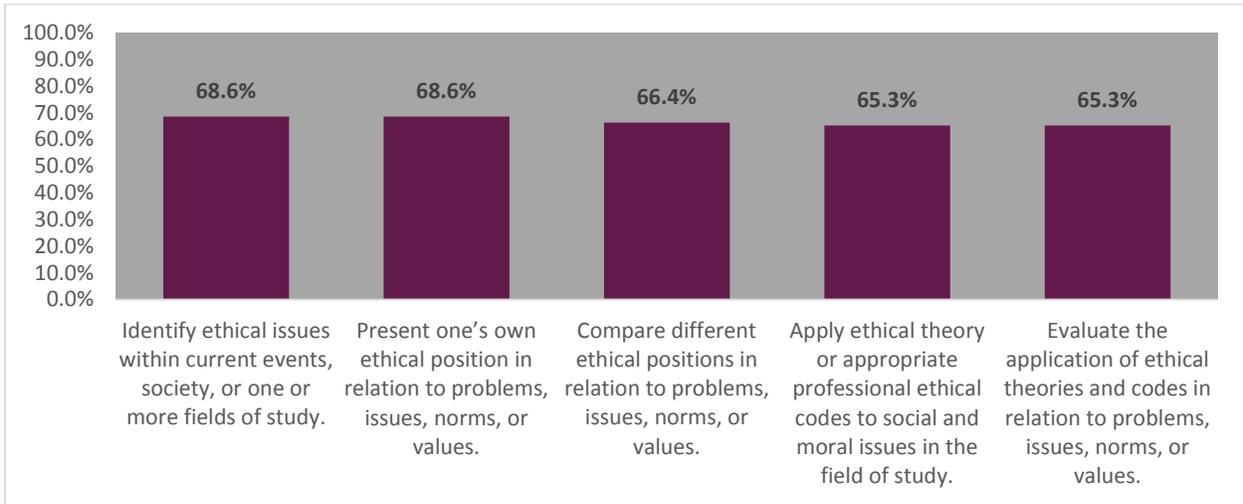
- *Acceptable Target:* 70% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.
- *Ideal Target:* 85% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

***Level of Achievement (Figure 14):***

67.7% (9,734 out of 14,378) of student records received a proficient or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- *Acceptable Target:* Not Met
- *Ideal Target:* Moving Away

**FIGURE 14: SUMMATIVE ASSESSMENT IN GEN 499: GENERAL EDUCATION CAPSTONE**



*Summative Assessment in PHI 208 versus GEN 499*

**Expected Level(s) of Achievement:**

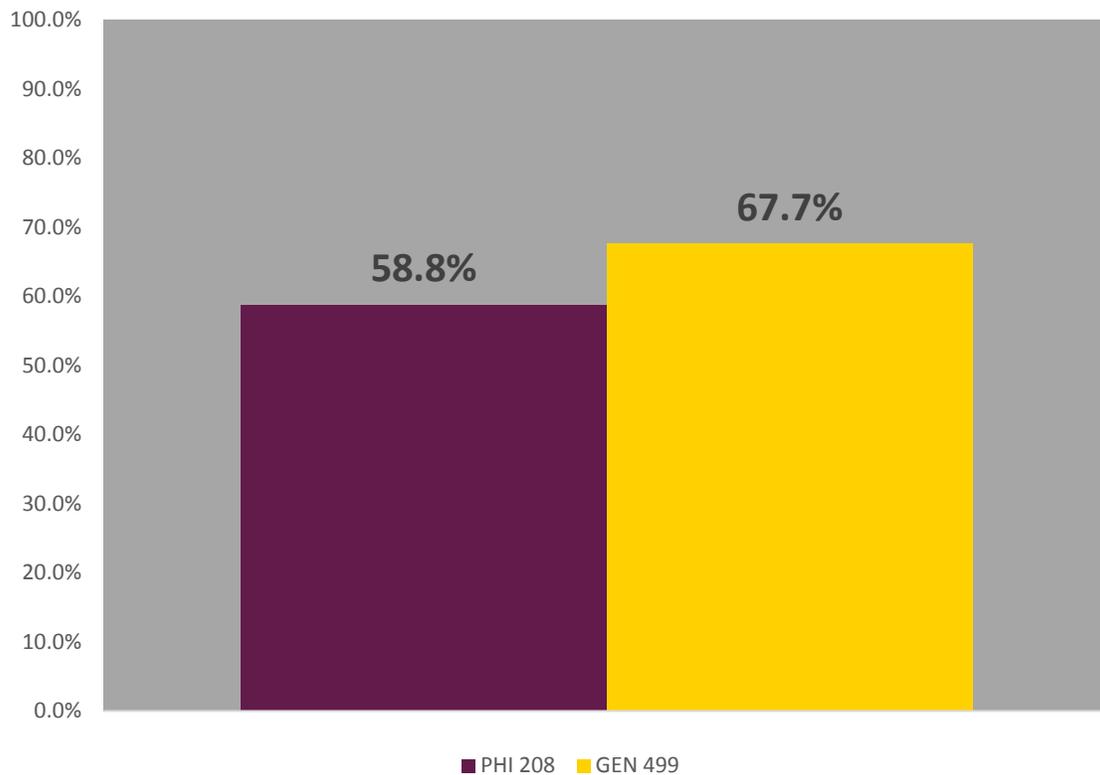
- **Acceptable Target:** The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO will be three percentage points or greater, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.
- **Ideal Target:** The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO will be five percentage points or greater, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

**Level of Achievement (Figure 15):**

Capstone students saw an 8.9 percentage point increase in performance on relevant content criteria mapped to this GELO where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.

- **Acceptable Target:** Exceeded
- **Ideal Target:** Exceeded

**FIGURE 15: SUMMATIVE ASSESSMENT IN PHI 208 VERSUS GEN 499**



## Recommendations for the 2018-19 Academic Year

### Recommendation 1: Reinforcement of General Education Core Competencies across Curriculum

Because Ashford students tend to transfer in general education credit, it is increasingly important to ensure that Core Competency learning outcomes are being reinforced across curriculum within a student's major field of study. This provides an opportunity for increased collaboration between the Division of General Education and the colleges. A first step towards this scaffolding of learning could be presenting to program chairs at the undergraduate level in each of the colleges about the General Education Core Competencies and how they might be integrated into existing curriculum or during the curriculum revision process.

### Recommendation 2: Assessment of Oral & Interpersonal Communication at Mastery Level

Currently, Oral & Interpersonal Communication is only assessed at the Introduced level. There could be an opportunity for revision in GEN 499: General Education Capstone to incorporate a presentation component which would allow for the assessment of this core competency at the Mastery level.

### Recommendation 3: Assessment of Quantitative Reasoning at Introduced Level

The current mathematics course (MAT 222) where Quantitative Reasoning is introduced does not utilize a Waypoint assignment which would allow for the capturing of learning outcomes data to determine student achievement at the Introduced level. There was a recent course development of MAT 205: Quantitative Explorations in Everyday Life which may be a better choice to assess Quantitative Reasoning at this level.

### Recommendation 4: Investigate Alternative to SAILS Exam in GEN 103 and GEN 499

While traditionally Ashford students do well on the SAILS exam in GEN 499, demonstrating growth in their information literacy skills from GEN 103, this exam is not being used as much by other similar institutions. It would be beneficial to research and find an alternative exam that can be administered to provide for some more accurate benchmarking of our students against those from other colleges and universities.

### Recommendation 5: Administer ETS in 2018-19 Academic Year

The ETS Proficiency Profile is a national standardized exam that assesses student learning relative to three out of its six General Education Core Competencies (Critical Thinking, Communication – through Reading and Writing – and Mathematics). Administration of this exam would allow the Division of General Education to compare Ashford student performance against other institutions as well as compare our own student performance at the freshman and senior level.

### Recommendation 6: Rubric Calibration and Norming

It is recommended that each course undergo rubric calibration and norming activities. To support this initiative, analysis of assessment trends and variations between full-time and associate faculty would be beneficial. This could help determine areas of greatest need for calibration and drive a strategic approach to this initiative.