

**GEAC**

**General  
Education  
Assessment  
Committee**

**2021**

# HISTORY



- Created in 2004 by Provost Larry Robinson in response to the new “Principles of Accreditation” adopted by SACS (Southern Association of Colleges & Schools).





SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSION ON COLLEGES

# HISTORY

SACS is now The Southern Association of Colleges and Schools Commission on Colleges (SACSOCS)

# GEAC'S CHARGES

1

Establishing and streamlining a systematic process for the assessment of the general education system.

2

Identifying college-level knowledge and competencies for the general education program that are linked to FAMU's mission and goals and Florida State accountability systems.

3

Developing an assessment plan for general education program.

4

Monitoring the implementation of the planned general education assessment activities.

# WHAT GEAC DOES FOR FAMU

- Assesses four competencies within GENED courses
  - Communication
  - Critical Thinking
  - Quantitative Reasoning
  - Social/Ethical Reasoning



## WHAT GEAC DOES FOR FAMU

- Collects data and prepares documentation for SACSCOC accreditation.
- **Core Requirement 2.7.3** In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. (*General education*)
- **Comprehensive Standard 3.5.1** The institution identifies college-level general education competencies and the extent to which students have attained them.

# HOW GEAC DOES WHAT IT DOES



Artifact Collection  
& Assessment



Focus Groups



Surveys



Critical Thinking  
Assessment Test  
(CAT)



ETS (Educational  
Testing Service)  
Proficiency Profile



Metadata analysis



# EXAMPLE ARTIFACT ASSESSMENT

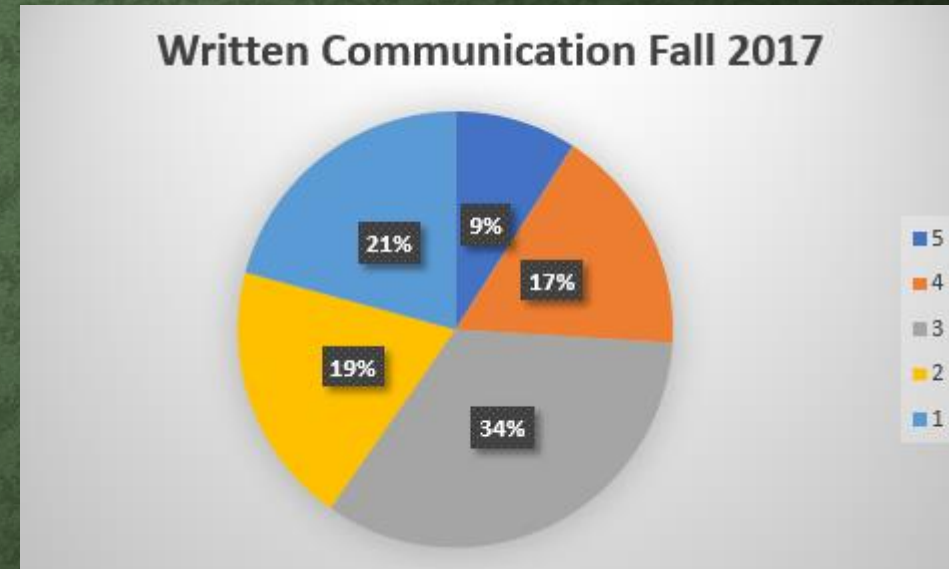
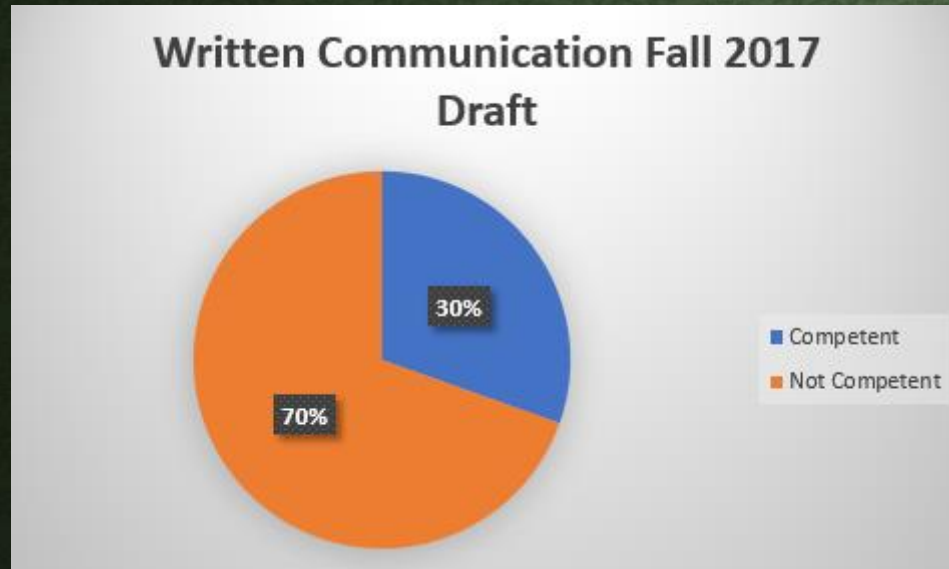


Table 3.5.1-3: Results for Communication [1]

	2013-2014	2014-2015	2015-2016	2016-2017
<b>Number of Artifacts Evaluated</b>	101	152	157	130
<b>Target Performance Level</b>	70%	70%	70%	70%
<b>Actual Performance Level</b>	84%	76%	85%	82%



# EXAMPLE SURVEY ASSESSMENT

**Table 3.5.1-24 Gen Ed Survey Results for Quantitative Reasoning**

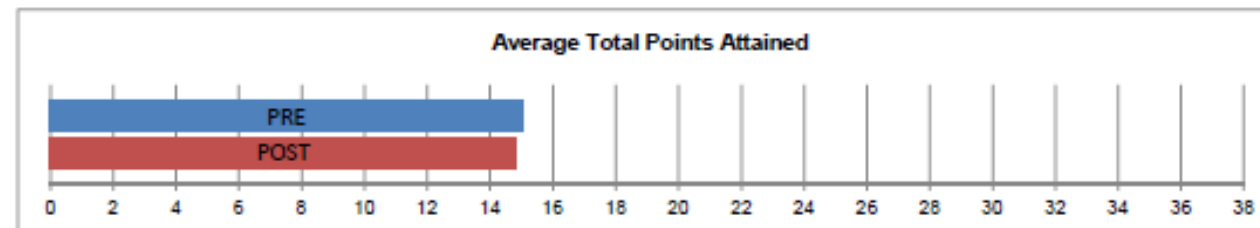
*How would you rate your ability to use quantitative reasoning (i.e. the ability to apply numerical concepts to resolve real world problems)?*

<b>Answer</b>	<b>Percent</b>	<b>Count</b>
Excellent	35.19%	76
Good	42.59%	92
Average	16.20%	35
Poor	3.70%	8
None	2.31%	5
Total	100%	216

# CAT EXAMPLE

CAT Overview: Descriptive Statistics for CAT Total Score  
Florida A&M University: Spring 2015 - (2125) - PHY2048

		N	Min.	Max.	Mean	Std. Dev
CAT Total Score	PRE	13	7.00	25.00	15.03	4.94
	POST	13	9.00	23.00	14.82	4.45





# ETS EXAMPLE

**Table 3.5.1-15 FAMU Graduating Seniors Average Scaled Scores for 2016**

	Possible Range of Scores	FAMU 2016		National Mean & Standard Deviation		Difference Indicator
		M	SD	M	SD	
<b>Critical Thinking</b>	100 to 130	107.49	5.36	112.10	6.60	↓
<b>Reading</b>	100 to 130	113.27	6.96	118.40	7.20	↓
<b>Writing</b>	100 to 130	110.99	5.33	114.50	5.20	↓
<b>Mathematics</b>	100 to 130	111.38	5.47	113.70	6.30	↓

↓ FAMU Mean Performance below National Average

↑ FAMU Mean Performance above National Average

# FOCUS GROUP EXAMPLE

## **Critical Thinking:**

- Students believe that critical thinking is commonly associated with classes that teach them to solve problems and to think outside of the box.
- Students believe courses associated with critical thinking need to have more constructive dialogue that forces them to critically think about subjects relevant to their academic study.
- Over students perceive the general education curriculum as being very effective in teaching critical thinking skills.

## **Communication:**

- Students believe that writing and speaking are skills that should be taught in general education courses.
- More students are coming to FAMU with sub-standard communication skills and may need more support that lends itself teaching communication skills in the classroom.
- FAMU's "remediation program" needs some improvement in preparing students to communicate more effectively



# GEAC WEBSITE



<http://www.famu.edu/index.cfm?geac>



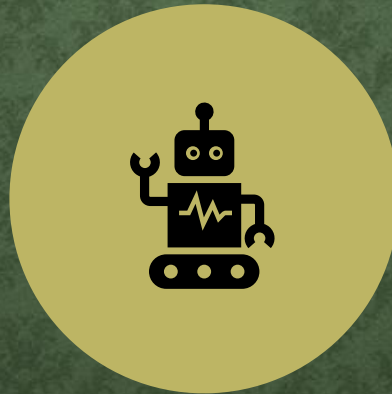
## Features

Links to faculty and student surveys.  
GENED data collection guide.  
GENED data collection form.  
GENED data collection online form.

# DATA IMPROVEMENT PLAN



**SIMPLIFICATION**



**AUTOMATION**



**MOTIVATION**



# WHAT GEAC CAN DO FOR YOU



**Help maintain FAMU's  
accreditation.**



**Provide data about students and  
courses.**

# WHAT YOU CAN DO FOR GEAC

1

Allow GEAC to acquire artifacts and data from your courses on Blackboard (and Canvas LMS soon).

2

Inform your students of GEAC surveys and share the links with them.

3

Provide artifacts to GEAC for analysis.

4

Assess artifacts for GEAC.

5

Join GEAC.