

SHOWCASE ON ASSESSMENT |

Session 3, Seminar D: General Education Assessment, January 23, 2013, 2:50-3:35

GENERAL EDUCATION STRUCTURE (Total Credits = 45-50)

I. Foundations (14-16 credits)

- One course, 2 credits, 100 level: First-year seminar*
 - Must be taken during first semester on campus
 - General Learning Goals (GG): Public Affairs (12, 13 & 14), Information Literacy (6), & Collaboration (7)
*This course is only required to address one Specific Learning Outcome for each of the General Learning Goals listed
- One course, 3 credits, 100 level: Focus on Written Communication & Information Literacy
 - Should be taken during first year
 - GG: Written Communication (3) & Information Literacy (6)
- One course, 3 credits, 100 level: Focus on Oral Communication
 - Should be taken during first year
 - GG: Oral Communication (4) & Information Literacy (6)
- One course, 3-5 credits, 100 level or above: Focus on Quantitative Literacy
 - GG: Quantitative Literacy (5)
- One course, 3 credits, 200 level or above: Focus on Written Communication & Integrative and Applied Learning
 - GG: Written Communication (3) & Integrative and Applied Learning (15)

II. Breadth of Knowledge (31-34 credits; all courses at 100- or 200-level)

A. Knowledge of Human Cultures (12 credits, at least 4 different prefixes)

- Two courses, 6 credits: Focus on Social and Behavioral Sciences
 - GG: Social and Behavioral Sciences (8)
- One course, 3 credits: Focus on Humanities
 - GG: Humanities and the Arts (9)
- One course, 3 credits: Focus on the Arts
 - GG: Humanities and the Arts (9) & Collaboration (7)

B. Knowledge of the Natural World (7-10 credits with one course in each category, with different prefixes; at least one course must have a lab.)

- One course, 3-5 credits: Focus on Life Sciences
 - GG: Life Sciences (10)
- One course, 3-5 credits: Focus on Physical Sciences
 - GG: Physical Sciences (11)

C. Public Affairs (12 credits)

- Two course, 6 credits: Focus on Constitutions of US & Missouri and American History and Institutions (Senate Bill #4 requirement)
 - GG: Cultural Competence (13) & either Community Engagement (12) or Ethical Leadership (14)
- One course, 3 credits: Focus on Cultural Competence
 - GG: Cultural Competence (13) & either Community Engagement (12) or Ethical Leadership (14)
- One course, 3 credits: Focus on Public Issues
 - Prerequisite: minimum of 12 credit hours completed
 - GG: Critical Inquiry (1), Creative Thinking & Expression (2), & Public Affairs (12, 13 or 14)

GEN ED GENERAL LEARNING GOALS & SPECIFIC LEARNING OUTCOMES

General Goal (1): Students will be able to develop the disposition and skills to gather, organize, refine, analyze, and evaluate critically information and ideas.

- Identify and follow through on personally and socially relevant problems and reasonable solutions to those problems.
- Identify relevant information sources, make reasoned choices among those sources, and open-mindedly follow where those sources lead.
- Justify conclusions reached in the analysis of information.
- Analyze evidence, statements, alternative viewpoints, graphics, and other forms of information.

General Goal (2): Students will be able to develop new ideas, products, or solutions and explore novel perspectives and approaches.

- Develop creative and novel solutions to personally and socially relevant problems.
- Take account of novel, alternative, contradictory, and even radical viewpoints in creating new ideas, products, or solutions appropriate to the domain or subject matter.

General Goal (3): Students will be able to develop and express themselves clearly and appropriately in writing for a range of social, academic, and professional contexts and use appropriate writing technologies.

- Demonstrate consideration of context, audience, and purpose with a clear focus on the assigned tasks (e.g., the writing aligns with audience, purpose, and context).
- Demonstrate consistent use of important conventions particular to specific disciplines and writing tasks, including organization, content, presentation, and stylistic choices.
- Correctly use language that conveys meaning to readers.

General Goal (4): Students will be able to listen critically and speak thoughtfully, clearly, and appropriately to a variety of social, academic, and professional audiences."

1. Convey the central message clearly and consistently, using supporting material.
2. Demonstrate clearly and consistently an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation.
3. Demonstrate language choices that support the effectiveness of the communication and are appropriate to the intended audience(s).
4. Employ interesting and effective delivery techniques (e.g., posture, gesture, eye contact, and vocal expressiveness).
5. Employ supporting materials (e.g., explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities) in a manner that establishes the speaker's credibility/authority on the topic.

General Goal (5): Students will be able to reason and solve quantitative problems from a wide array of contexts and everyday life situations; understand and create logical arguments supported by quantitative evidence; and clearly communicate those arguments in a variety of formats (e.g., words, tables, and mathematical equations) as appropriate.

1. Interpret and communicate information presented in mathematical forms (e.g., equations, functions, graphs, diagrams, tables, or words).

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2. Convert relevant information into various mathematical forms (e.g., equations, functions, graphs, diagrams, tables, or words).
3. Calculate numerically and symbolically to solve a problem.
4. Analyze data quantitatively as the basis for competent, valid, and reliable inferences in order to draw reasonable and appropriate conclusions.
5. Use appropriate mathematical tools to explicitly describe assumptions, mathematical relationships, and conclusions.
6. Express evidence in support of an argument by employing an appropriate form of presentation (e.g., equations, functions, graphs, diagrams, tables, or words).

General Goal (6): Students will be able to know when there is a need for information and then be able to identify, locate, evaluate, and effectively and responsibly use and share that information for a particular problem.

1. Completely define the scope of research questions or theses. Select information sources needed to answer these research questions.
2. Access information using a variety of search strategies and relevant sources.
3. Evaluate critically the accuracy and validity of information sources and the relevant contexts in which they are presented.
4. Organize, synthesize, and communicate information from sources so the intended purpose is achieved.
5. Distinguish between common knowledge and ideas requiring attribution. Correctly choose between paraphrasing, summarizing, or quoting when incorporating citations.
6. Demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

General Goal (7): Students will be able to understand the collaborative process and work collaboratively with others to solve problems and make informed decisions.

1. Demonstrate understanding of the roles, skills, and behaviors required for effective teamwork and goal attainment.
2. Demonstrate values, knowledge, and skills, such as building upon the ideas of others and treating team members with respect, which support a collaborative culture.
3. Understand conflict and employ responses that strengthen collaboration; formulate productive responses to criticism and conflict.
4. Appraise alternative solutions or courses of action that build on the ideas of others.

General Goal (8): Students will be able to understand various institutions (e.g., cultural, political, economic, religious, and educational) and their historical backgrounds, as well as principles of human behavior and social interaction.

1. Explain and compare social institutions, structures, and processes across a range of historical periods and cultures around the globe.
2. Understand the past and how it influences present world societies and contemporary problems.
3. Use social science methods to explain or predict individual and collective human behavior and decision-making.
4. Articulate interdependence of people and places around the globe.
5. Understand and differentiate biological, cognitive, and social environmental factors that influence human behavior.
6. Understand and apply behavioral science principles to personal, social, and organizational issues.

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General Goal (9): Students will cultivate their intellect, imagination, and creativity as they develop an understanding of how social, cultural, linguistic, artistic, religious, philosophical, and historical contexts have shaped the thoughts and actions of people worldwide.

1. Understand how various forms of written, oral, musical, visual, and bodily expression contribute to human knowledge and experience.
2. Utilize knowledge of various critical and theoretical frameworks to analyze and respond to works in humanities and the arts.
3. Develop creative capabilities.
4. Interpret texts and other cultural products in ways that reflect informed understanding of relevant contextual factors, including socio-cultural influence and cultural traditions, perspectives, and behavioral patterns.
5. Analytically compare the influences of community, institutions, and other constructions such as class, gender, and race on the ways of thinking, believing, and acting in cultural and historical settings other than one's own.

General Goal (10): Students will understand basic concepts of living things, the nature of scientific knowledge, and relevance of biological knowledge to human affairs.

1. Understand living systems by describing their nature, organization, and evolution.
2. Understand and use the processes by which scientific knowledge of living things is generated.
3. Develop knowledge of living things through hypothesis testing and gain the ability to draw defensible conclusions regarding living things.
4. Make logical connections between key concepts in the life sciences and describe the interaction between human lives and other living things.
5. Understanding the human species as a biological organism.
6. Understand the ways the environment impacts humanity and how human actions affect the environment.

General Goal (11): Students will understand and actively explore fundamental principles in physical sciences and methods of developing and testing hypotheses used in the analysis of the physical universe.

1. Demonstrate knowledge of the physical universe and planet earth, including its origin and physical processes.
2. Understand and use the processes by which knowledge of the physical world is generated.
3. Develop knowledge and principles of the physical world through hypothesis testing and gain the ability to draw defensible conclusions regarding the physical world.
4. Make logical connections between key concepts in the physical sciences and describe the interaction between human lives and the physical world.
5. Understand the ways the environment impacts humanity and how human actions affect the environment.

General Goal (12): Students will be able to recognize the importance of contributing their knowledge and experiences to their own communities and the broader society.

1. Identify the rights and responsibilities they have in their own communities and the broader society.
2. Recognize the ways in which they can exercise their rights and responsibilities.
3. Utilize knowledge from academic fields, making relevant connections to civic and political participation.

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4. Recognize the needs of the communities to which they belong and understand how to address those needs.

General Goal (13): Students will be able to recognize and consider multiple perspectives and cultures.

1. Examine and articulate perspectives and behaviors they acquire in their homes, schools, and communities.
2. Understand, critically examine, and articulate key similarities and differences between their own cultural practices and perspectives and those of other cultures, past and present.
3. Identify the importance and best practices of developing skills for working/interacting with others.
4. Analyze the role that different languages, cultures, institutions, and beliefs have in shaping individual and collective behavior.

General Goal (14): Students will be able to articulate their value systems, understand the ethical implications of their actions based on those values, and develop skills consistent with having a positive impact on individuals, groups, or communities.

1. Engage in self-evaluation of their personal values and the degree to which their ethical values and behaviors are congruent.
2. Understand the foundations for ethical thought and action.
3. Identify areas of difficulty in responding to situations demanding ethical inquiry.
4. Analyze complex ethical dilemmas facing the world.
5. Understand and evaluate the causes of societal problems and potential solutions.
6. Understand the importance of actions related to personal health, well-being, and self-awareness to the effective leadership of others.

General goal (15): Students will be able to synthesize information and integrate material from a variety of courses, as they apply their knowledge, abilities, and skills to specific situations.

1. Utilize academic knowledge to develop solutions to complex problems.
2. Integrate knowledge, abilities and skills across disciplines to understand real life experiences and/or social situations.
3. Evaluate and integrate issues from multiple perspectives in order to develop creative solutions.
4. Adapt and apply knowledge gained in one situation to subsequent situations.

GENERAL EDUCATION PROPOSAL TIPS: OBSERVATIONS, ASSESSMENT, & BENEFITS

Mike Wood, Director of First Year Programs

General observations/suggestions

- Preparing a good proposal *takes time*—more than you might think.
- Carefully review your required general education goals; sometimes the language/expectations are somewhat unclear.
- Review your current (or new) course goals, and determine which general education goals are already met by course goals.
 - Select Student Learning Outcomes (SLOs) *that most closely align* with your course goals/objectives--no need to reinvent the wheel!
- Think about typical assignments you already require--which of these lend themselves to meeting general education and course goals?
- Be sure all assignments/learning activities either meet a course or general education goal. If it doesn't, do you really need the assignment?

Choosing methods of assessment to report

- Be sure what you choose to assess/report is realistic. Don't overcommit what you intend to report and check too many boxes on the proposal. This is especially important for large enrollment courses with many sections.
- Ensure the general education goal and SLO selected "maps" back to your course goals, and that you have an appropriate graded assignment/learning activity. E.g., a tool to assess the SLO might be a research paper/oral presentation, and an end-of-semester self-report survey.
- Assessment data instructors will track and report: E.g., Percent of items correct, score on common rubric developed in cooperation with faculty work group.

Benefits of the course proposal process

- Keeps the focus on student learning, and intentionally designing our courses and learning activities to achieve both course and general education goals.
- Helps students make connections between your course and the "big picture", i.e., importance of the general education program as part of earning a degree.
- Provides an opportunity for faculty collaboration in designing assignments/learning activities, and grading rubrics.
- Encourages continual course improvement.

SELECTION OF ASSESSMENT TOOLS: EXAMPLES FROM GEP 101 COURSE PROPOSAL

General Education Goal 7: Collaboration

- **GG7:** Students will be able to understand the collaborative process and work collaboratively with others to solve problems and make informed decisions.
- **SLO1:** Demonstrate understanding of the roles, skills, and behaviors required for effective teamwork and goal attainment.

Tools used to assess this SLO:

- Presentation, research paper, self-reports survey.

Assessment data instructors will track and report:

- Percent of items correct, score on common rubric.

General Education Goal 6: Information Literacy

- **GG6:** Students will be able to know when there is a need for more information and then be able to identify, locate, evaluate, and effectively and responsibly use and share that information for a particular problem.
- **SLO2:** Access information using a variety of search strategies and relevant resources.

Tools used to assess this SLO:

- Pre/post-test (standardized instrument)
- Self-report survey

Assessment data instructors will track and report:

- Percent of items correct, score on common rubric.

Tip: Consider every assignment/learning activity in your course—what might also serve as part of assessment reporting for the course?

GENERAL EDUCATION GOALS AND GEP 101

GEP 101 is a required foundational course that fulfills several general goals (GG) and specific learning outcomes (SLO) in the new general education program. Several GEP 101 course goals also meet the general education goals as indicated below.

¹ Meets general goal (GG) 6, specific learning outcome (SLO) 2: Information Literacy

- **GG6:** Students will be able to know when there is a need for more information and then be able to identify, locate, evaluate, and effectively and responsibly use and share that information for a particular problem.
- **SLO2:** Access information using a variety of search strategies and relevant resources.

² Meets GG7, SLO1: Collaboration

- **GG7:** Students will be able to understand the collaborative process and work collaboratively with others to solve problems and make informed decisions.
- **SLO1:** Demonstrate understanding of the roles, skills, and behaviors required for effective teamwork and goal attainment.

³ Meets GG12, SLO4: Public Affairs/Community Engagement

- **GG12:** Students will be able to recognize the importance of contributing their knowledge and experiences to their own communities and the broader society.
- **SLO4:** Recognize the needs of the communities to which they belong and understand how to address those needs.

⁴ Meets GG13, SLO3: Public Affairs/Cultural Competence

- **GG13:** Students will be able to recognize and consider multiple perspectives and cultures.
- **SLO3:** Identify the importance and best practices of developing skills for working/interacting with others.

⁵ Meets GG14, SLO1: Public Affairs/Ethical Leadership

- **GG14:** Students will be able to articulate their value systems, understand the ethical implications of their actions based on those values, and develop skills consistent with having a positive impact on individuals, groups, or communities.
- **SLO1:** Engage in self-evaluation of their personal values and the degree to which their ethical values and behavior are congruent.

GEN ED LEARNING GOALS & SPECIFIC LEARNING OUTCOMES: GEP 101

This section describes the General Education learning goals and specific learning outcomes, in addition to the GEP 101 course goals and objectives. *Note: GEP 101 course goals designated with superscripts (E.g., ^{1,2,3,4,5}) address General Education goals as indicated on the previous page.*

GEP 101 Course Goals & Objectives

^{1,2,5} **Goal 1: Students will develop the necessary skills to be academically successful and will understand the role of scholarship in the University and in larger society.**

¹ Objective A1: Students will develop information literacy, critical thinking, and communication skills in an academic area by successfully completing a research project or scholarly paper and orally presenting a summary of findings.

Objective B1: Students will develop knowledge and skills related to student success. (e.g., Goal Setting, Learning Styles, Study Skills, Time Management, Personal Finance, 4-year plans, etc.)

⁵ Objective C1: Students will follow policies and practices of academic integrity and ethical behavior expected in the academic community.

^{2,3,4, 5} **Goal 2: Students will comprehend the importance of the University's Public Affairs Mission, which includes community engagement, cultural competence and ethical leadership.**

^{2,3,4,5} Objective A2: Students will be able to articulate and apply the University's Public Affairs Mission through a critical analysis of a common reader.

^{2, 3,4,5} Objective B2: Students will create a collaborative group project, presentation, or participate in a service activity that illustrates the connection of the Public Affairs Mission to an academic course topic.

^{3,4} Objective C2: Students will be exposed to divergent perspectives in order to build an understanding of how diverse ideas strengthen a community.

² **Goal 3: Students will establish campus connections and a supportive network of faculty, staff, and other students to facilitate a successful transition to the university.**

Objective A3: Students will identify avenues for participation in student organizations and co-curricular activities.

² Objective B3: Students will establish effective working relationships with their instructors, academic advisor, and other campus personnel as necessary.

DEVELOPING RUBRICS TO ASSESS GENERAL EDUCATION GOALS

Lanya Lamouria, Assistant Professor, English

BASIC INFORMATION¹

Rubric: a scoring tool linked to learning objectives. A rubric can be used for grading or assessment or both. What is the benefit of a rubric for assessment? It allows you to standardize your evaluation of a class, especially across sections.

Dimension/Criterion: an aspect of student work that you want to assess.

Scale: the scoring system, numerical or otherwise

Holistic Rubric: allows you to evaluate the different dimensions in combination

Sample rubric for a generic writing assignment

A	Interesting argument, clearly stated Evidence appropriate; analysis insightful Sentence-level writing elegant and clear, with no errors	(ARGUMENT) (EVIDENCE) (SENTENCES)
B	Competent argument Evidence appropriate; analysis adequate Sentence-level writing clear and free of major errors	
C	Argument not clearly stated Some missing evidence and analysis Sentence-level writing often unclear and incorrect	
D	No identifiable argument Poor use of evidence and little analysis Sentence-level writing unclear and incorrect	

**The scale could also read "4, 3, 2, 1" OR "Excellent, Good, Acceptable, Unacceptable."*

Analytic Rubric: allows you to evaluate the dimensions separately

	4	3	2	1
argument	Interesting argument, clearly stated	Competent argument	Argument not clearly stated	No identifiable argument
evidence	Evidence appropriate; analysis insightful	Evidence appropriate; analysis adequate	Some missing evidence and analysis	Poor use of evidence and little analysis
sentences	Sentence-level writing elegant and clear, with no errors	Sentence-level writing clear and free of major errors	Sentence-level writing often unclear and incorrect	Sentence-level writing unclear and incorrect

**A scale with 4 options means you must decide whether the student is above or below average.*

¹ I've borrowed much of this information from Debra Dunlap Runshe's webinar, "Best Practices in College Teaching: Developing Effective Rubrics" (2012).

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Help making rubrics:

<http://rubistar.4teachers.org/>

<http://www.rcampus.com/indexrubric.cfm>

<http://www.aacu.org/resources/assessment/index.cfm>

ASSESSING CLEAR VERSUS FUZZY LEARNING OUTCOMES

When you look at the General and Specific Learning Outcomes for our General Education classes, some say, “Make a rubric out of me!,” and others, not so much.

Example I:

General Goal (4) Students will be able to listen critically and speak thoughtfully, clearly, and appropriately to a variety of social, academic, and professional audiences.

1. Convey the central message clearly and consistently, using supporting material.
2. Demonstrate clearly and consistently an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation.
3. Demonstrate language choices that support the effectiveness of the communication and are appropriate to the intended audience(s).
4. Employ interesting and effective delivery techniques (e.g., posture, gesture, eye contact, and vocal expressiveness).
5. Employ supporting materials (e.g., explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities) in a manner that establishes the speaker’s credibility/authority on the topic.

**It’s quite easy to imagine how you could turn these SLO’s into an analytic rubric that you could use to evaluate a student*

Example II:

General Goal (9): Students will cultivate their intellect, imagination, and creativity as they develop an understanding of how social, cultural, linguistic, artistic, religious, philosophical, and historical contexts have shaped the thoughts and actions of people worldwide.

1. Understand how various forms of written, oral, musical, visual, and bodily expression contribute to human knowledge and experience.
2. Utilize knowledge of various critical and theoretical frameworks to analyze and respond to works in humanities and the arts.
3. Develop creative capabilities.
4. **Interpret texts and other cultural products in ways that reflect informed understanding of relevant contextual factors, including socio-cultural influence and cultural traditions, perspectives, and behavioral patterns.**
5. Analytically compare the influences of community, institutions, and other constructions such as class, gender, and race on the ways of thinking, believing, and acting in cultural and historical settings other than one’s own.

**Question: Let’s say you wanted to use a final exam question to assess how well a class teaches SLO #4. You then wanted to assess answers using a rubric. What might the question look like? What about the rubric?*

Practice!

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Rubric Template*

(Describe here the task or performance that this rubric is designed to evaluate.)

Criteria	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Stated Objectives or Performances	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	

* Adapted from Innovative Educators presentation by Debra Dunlap Runshe, Indiana University-Purdue University Indianapolis