General Education Assessment
The Plan

The Language of General Education

Variables Impacting General Education

Assessment

Assessing General Education
General Education
Core Curriculum
LEAP outcomes
Institutional Outcomes
Essential Skills
Core Values
Terminology

Use the language that already exists on campus - -but know what those words mean.
<table>
<thead>
<tr>
<th>TERMS</th>
<th>DEFINITIONS</th>
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</thead>
<tbody>
<tr>
<td>Goal</td>
<td>General aims or purposes of a program and its curriculum. Broad concepts or categories.</td>
</tr>
<tr>
<td>Competency/Goal</td>
<td>Describe the desired knowledge, skills, and behaviors of a graduating student. Competencies commonly define the applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts.</td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>A very <em>specific</em> statement that describes exactly what a student will be able to do in some measurable way. There may be more than one measurable outcome defined for a given competency.</td>
</tr>
<tr>
<td>Performance Indicators</td>
<td>Specific, <em>measurable</em> statements identifying student performance(s) required to meet the outcome; confirmable through evidence.</td>
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</tbody>
</table>
Inventory language used on campus

The key term to define:
What do you expect students to know and be able to do when they graduate? Skills, Knowledge and Behaviors
Variables Impacting General Education Assessment

HIGHER LEARNING COMMISSION
Characteristics of General Education Programs
Variables Impacting Gen Ed Assessment Planning

• Program Philosophy
• Program Structure
• Program Goals
• Program Policies and Procedures
Implications of GE Philosophy

1. General Education is a separate and self-contained program

<table>
<thead>
<tr>
<th>Level</th>
<th>General Education</th>
<th>Program</th>
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<tbody>
<tr>
<td>AA</td>
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</table>
Implications of GE Philosophy

2. General Education is the operationalization of institutional outcomes OR the foundation for study in the major

Consider: *All* outcomes in *every* major or *A number / percentage of outcomes in the major*?
Implications of GE Philosophy

2. General Education is the operationalization of institutional outcomes OR the foundation for study in the major program
Variables Impacting Gen Ed Assessment Planning

• Program Philosophy

• Program Structure
General Education
Program Structure

Distribution model

Requires courses distributed across multiple goals, themes, or skills

Multiple disciplines may be represented in each distribution category
<table>
<thead>
<tr>
<th>2 classes</th>
<th>1 class</th>
<th>2 classes</th>
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<tbody>
<tr>
<td>Written Communication</td>
<td>Oral Communication</td>
<td>Natural Science</td>
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<tr>
<td>Course 1</td>
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<td>Course 1</td>
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<td>Course 2</td>
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<thead>
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<th>3 Classes</th>
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<tr>
<td>Social Science</td>
<td>Math and Statistics</td>
<td>Arts and Humanities</td>
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<td>Course 8</td>
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<tr>
<td></td>
<td>Course 9</td>
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</table>
Critical Thinking
Course 1
Course 2
Course 3
Course 4
Course 5

Global Perspectives
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7

Information Literacy
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7
Course 8

Ethics
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7

Citizenship
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7

Research
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7
Course 8
Course 9
General Education Learning Outcome Assessment

Structure:
Distribution model

Matrix Model
Additional required courses that fulfill specific requirements
"Flags"
<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>Course 1, Course 2, Course 3, Course 4, Course 5</td>
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<tr>
<td>Oral Communication</td>
<td>Course 1, Course 2, Course 3, Course 4, Course 5, Course 6, Course 7</td>
</tr>
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<td>Natural Science</td>
<td>Course 1, Course 2, Course 3, Course 4, Course 5, Course 6, Course 7, Course 8</td>
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<td>Math and Statistics</td>
<td>Course 1, Course 2, Course 3, Course 4, Course 5, Course 6, Course 7, Course 8, Course 9</td>
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<tr>
<td>Arts and Humanities</td>
<td>Course 1, Course 2, Course 3, Course 4, Course 5, Course 6</td>
</tr>
</tbody>
</table>

Each category has a specified number of classes:
<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Global Perspectives</th>
<th>Information Literacy</th>
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</thead>
<tbody>
<tr>
<td>Think 1</td>
<td>Global 1</td>
<td>Info Lit 1</td>
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<td>Think 6</td>
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<td>Info Lit 6</td>
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<td>Think 7</td>
<td>Global 7</td>
<td>Info Lit 7</td>
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<tr>
<td>Think 8</td>
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</table>

<table>
<thead>
<tr>
<th>Ethics</th>
<th>Citizenship</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics 1</td>
<td>Citizen 1</td>
<td>Research 1</td>
</tr>
<tr>
<td>Ethics 2</td>
<td>Citizen 2</td>
<td>Research 2</td>
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<td>Ethics 5</td>
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<td>Research 6</td>
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<tr>
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<td></td>
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<td>Research 8</td>
</tr>
</tbody>
</table>
Variables Impacting Gen Ed Assessment Planning

- Program Philosophy
- Program Structure
- Program Goals
  - Student Competencies
  - Learning Outcomes
General Education Program Goals

Student Competency:

General statements of skill areas in which students should be competent.

Translated into specific learning outcomes at the Institutional or Disciplinary level.
General Education Program Goals

Student Competency:
General statements of skill areas in which students should be competent.

Learning Outcome:
Specific statements of what students will know or do as the result of study in General Education or Programs
General Education Program Goals

Goal: Oral Communication

Institution Wide Student Competency: Students will communicate effectively.

Institution Wide Student Learning Outcome: Students will be able to deliver an effective oral presentation.
General Education Program Goals

Goal: Oral Communication

Institution Wide Student Competency:

Students will communicate effectively

Disciplines could interpret the competency in the context of the discipline

Public Speaking
Interpersonal Communication
Teamwork
Students will be able to communicate effectively

Students will be able to deliver an effective public presentation
Students will be able to communicate effectively

- Work effectively on a task oriented team
- Obtain needed information through an interview
- Explain technical procedures to a client
- Advocate for a position
- Facilitate group discussion to achieve a shared goal
<table>
<thead>
<tr>
<th>Institutional-level Goals</th>
<th>General Education</th>
<th>Residence Life</th>
<th>Business</th>
<th>History</th>
<th>Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>Function effectively as a team member to produce a scholarly product</td>
<td>Develop leadership skills</td>
<td>Develop leadership potential in self and others</td>
<td>Analyze historical perspectives on individual and political leadership</td>
<td></td>
</tr>
<tr>
<td>Global Citizens</td>
<td>Recognize and appreciate artistic and literary contributions of diverse cultures</td>
<td>Develop an appreciation for cultural and ethnic diversity</td>
<td>Value and exhibit comfort with cultural differences in business practices</td>
<td>Recognize and value culturally-diverse historical perspectives</td>
<td>Demonstrate an ability to work as a team with a diverse group of students</td>
</tr>
<tr>
<td>Technologically Sophisticated Individuals</td>
<td>Use technology effectively to communicate and analyze information</td>
<td>Use technology effectively to communicate and analyze information related to business</td>
<td>Use technology effectively to communicate and analyze information related to history</td>
<td>Use technology effectively to collect, analyze, and display data</td>
<td></td>
</tr>
<tr>
<td>Effective Communicators</td>
<td>Write and speak proficiently</td>
<td>Communicate effectively in social situations</td>
<td>Communicate effectively, orally, and in writing about historical topics</td>
<td>Cogently present research data and analyses in written, visual, and oral formats</td>
<td></td>
</tr>
</tbody>
</table>
General Education
Learning Outcome Assessment

• Program Philosophy
• Program Goals
• Learning Outcomes
Variables Impacting Gen Ed Assessment Planning

• Program Philosophy
• Program Structure
• Program Goals

• Program Policies, Processes & Procedures
Policies, Processes & Procedures

Course Approval Process
Policies and process for course acceptance in GE program

Sunset Clause
Renewal of courses in GE
Policies, Processes & Procedures

Reporting Expectations

Frequency

Structure

stand alone, program review, database
Assessing General Education
Assessing General Education

- Learning Outcomes
- Performance Indicators
- Assessment Methods
- Assessment Measures
- Collecting Data
- Evaluating Data
- Using Information
IDENTIFY WHICH PARTS MOVE
General Education Learning Outcome Assessment

- Philosophy
- Goals
- Outcomes
- Structure
- Program Processes & Procedures
- Perceptions

Consider:

- What cannot be changed
- What can be modified
- What can be developed
REVIEW YOUR CURRENT GENERAL EDUCATION OUTCOMES
Student Learning Outcomes

What would you do with this outcome?

Students should be able to
<identify>, <describe>, <analyze>, the <social>, <political>
and <environmental> consequences of climate change
CONFIRM OUTCOMES ARE SUPPORTED BY THE CURRICULUM
Connection between GE Courses and Outcomes

Understand your GE Program Policy and Procedures

Is EACH Gen Ed course assumed to support

• **ALL** of the identified outcomes?
• **MOST** of the identified Outcomes?
• **SOME** of the identified Outcomes?
• **ONE** of the identified Outcomes?
1. Explore global/cultural diversity.
2. Explain the ways in which humanistic and/or artistic expression throughout the ages expresses the culture and values of its time and place.
3. Frame a comparative context to critically assess the ideas, forces, and values that have created the modern world.
4. Evaluate the ways in which both change and continuity have affected human history.
5. Analyze significant primary texts and works of art, ancient, pre-modern, and modern, as forms of cultural and creative expression.
Connection between GE Courses and Outcomes

Is EACH course assumed to support

• **ALL** of the A & H Outcomes?
• **MOST** of the A & H Outcomes?
• **SOME** of the A & H Outcomes?
• **ONE** of the A & H Outcomes?
1. Explore global/cultural diversity.

2. Explain the ways in which humanistic and/or artistic expression throughout the ages expresses the culture and values of its time and place.

3. Frame a comparative context to critically assess the ideas, forces, and values that have created the modern world.

4. Evaluate the ways in which both change and continuity have affected human history.

5. Analyze significant primary texts and works of art, ancient, pre-modern, and modern, as forms of cultural and creative expression.

<table>
<thead>
<tr>
<th>Approved Courses support ALL Outcomes</th>
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<tbody>
<tr>
<td>A &amp; H Learning Outcomes</td>
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<tr>
<td>1</td>
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<td>5</td>
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<tr>
<td>Approved A &amp; H Courses</td>
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</tbody>
</table>
1. Explore global/cultural diversity.
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### A & H Learning Outcomes

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### Approved A & H Courses

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Approved Courses Support SOME Outcomes
1. Explore global/cultural diversity.
2. Explain the ways in which humanistic and/or artistic expression throughout the ages expresses the culture and values of its time and place.
3. Frame a comparative context to critically assess the ideas, forces, and values that have created the modern world.
4. Evaluate the ways in which both change and continuity have affected human history.
5. Analyze significant primary texts and works of art, ancient, pre-modern, and modern, as forms of cultural and creative expression.
REVIEW YOUR ASSESSMENT METHODS
Assessment Methods

Standardized Exam
Locally developed exams
Oral Exam
Performance / Recital
Clinical / Practicum
Presentation
Portfolios
Simulations
Assignment
Assessment Methods

Indirect Methods

- Written surveys and questionnaires
- Exit and other interviews
- Focus groups
Think ahead before identifying assessment methods.

Consider the process of evaluating whether learning as occurred.

Cost
Time
Complexity
Credibility
DEVELOP ASSESSMENT MEASURES THAT PROVIDE ACTIONABLE INFORMATION
Assessment Measures

Scoring Systems

Designed to assess the performance indicators of the learning outcome.

Distinguish between levels of student performance
Assessment Measures

Scoring Systems
- Identify strengths and gaps in performance
- Provide direction for improvement
- Utility across multiple disciplines and Assessment Methods
Assessment Measures

Remember:

Outcomes drive measures.

Measures should not drive outcomes.
Assessment Measures

How will measure students’ learning?

Number Correct (tests)

Average Scores (surveys)

Rubrics

Checklists

Scales / ratings

Detailed rating scales

Holistic rating scales
DETERMINE WHAT WILL HAPPEN TO THE DATA AFTER IT IS COLLECTED
Data Collection & Evaluation: Who does What?

Student
- Collects data
- Aggregates data
- Evaluates data
- Reports data
- Responds to data

Faculty member
- Collects data
- Aggregates data
- Evaluates data
- Reports data
- Responds to data

Faculty committee (discipline / outside)
- Collects data
- Aggregates data
- Evaluates data
- Reports data
- Responds to data

Department chair
- Collects data
- Aggregates data
- Evaluates data
- Reports data
- Responds to data

Advisor
- Collects data
- Aggregates data
- Evaluates data
- Reports data
- Responds to data

Dean
- Collects data
- Aggregates data
- Evaluates data
- Reports data
- Responds to data

Assessment committee
- Collects data
- Aggregates data
- Evaluates data
- Reports data
- Responds to data

IR office
- Collects data
- Aggregates data
- Evaluates data
- Reports data
- Responds to data
Potential Options for Data Collection & Evaluation

Option 1:

- **Student:**
  Takes a test at an assigned time

- **Assessment Office:**
  Scores (local) or submits (commercial) exam
  Summarizes results
  Presents results at Faculty Development Worksho
Potential Options for Data Collection & Evaluation

Option 2:

- Course instructor
  Collects, assesses, and provides aggregate data

- Assessment committee (discipline or college)
  Consolidates and reports data

- Campus Community
  Discusses data, implications, priorities and (if necessary) plans for improvement
Potential Options for Data Collection & Evaluation

Option 3:
• Course instructor Collects assignments

• Departmental Colleague Samples, assesses, aggregates data

• Assessment committee (discipline or college) Consolidates and reports data

• Campus Community Discusses data, implications, priorities and (if necessary) plans for improvement
Option 4:
• Course instructor
  Collects student work and submits it to the assessment committee

• Assessment committee (discipline or college)
  Samples, assesses, reports data

• Campus Community
  Discusses data, implications, priorities and (if necessary) plans for improvement
Potential Options for Data Collection & Evaluation

Option 5:
• Student:
  Creates portfolio with evidence of student learning

• Advisor:
  Collects portfolio

• Assessment committee (discipline or college)
  Samples, assesses, reports data

• Campus Community
  Discusses data, implications, priorities and (if necessary) plans for improvement
DEVELOP THE IMPLEMENTATION PLAN
Assessment Cycle

Stages of Implementation

Design
Pilot
Revise
Train
Assess
Analyze
Intervene
Re-Assess
Revise  
Train  
Assess  
Analyze  
Intervene  
Pilot  
Design  
Outcome 1  
Assess  
Pilot  
Design  
Train  
Assess  
Outcome 2  
Assess  
Pilot  
Design  
Revise  
Train  
Assess  
Outcome 3  
Assess  
Intervene
Implementation Strategy

✓ What you are going to assess (Methods)
✓ How you are going to evaluate (Measures)
✓ Where are you going to start? (Cycle)
✓ From where are you going to collect your data?
  Out of class (add-on)
  In class (embedded)
  Middle of program (formative)
  End of Gen Ed program (summative)
  End of the Major program (summative)
Implementation Strategy

**Choices**
- Out of class (add on)
- In class (embedded)
- Formative
- Summative

**Challenges**
- Relevance
- Student Motivation
- Training
- Faculty Engagement
Implementation Strategy

Assessment Methods

- Standardized Exam
- Locally developed Exam
- Oral Exam
- Performance / Recital
- Clinical / Practicum
- Presentation
- Portfolios
- Simulations
- Assignment

Add-on:
Students complete work to be assessed outside of course

In class:
Students complete work to be assessed as an assignment within a course
Implementation Strategy

Assessment Methods
- Standardized Exam
- Locally developed Exam
- Oral Exam
- Performance / Recital
- Clinical / Practicum
- Presentation
- Portfolios
- Simulations
- Assignment

Formative
Assessment to monitor progress toward achieving outcomes

Summative:
Assessment of student achievement of learning outcomes
<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Class</strong></td>
<td><strong>Add-on</strong></td>
</tr>
<tr>
<td>- Assignments or tests monitor progress</td>
<td>- Students at specific credit threshold take exam or submit evidence of learning</td>
</tr>
<tr>
<td>- Assignments, tests, portfolios, or experiences measure achievement of learning outcomes (individual or integrated)</td>
<td>- Graduation requirement to participate in GE exam or submit learning portfolio</td>
</tr>
<tr>
<td></td>
<td>Advantages</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>In Class</td>
<td>Potential to use for grading and assessment.</td>
</tr>
<tr>
<td></td>
<td>Student motivation.</td>
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<tr>
<td></td>
<td>Method relevant to course</td>
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<tr>
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<tr>
<td>Add-On</td>
<td>Doesn't require class time.</td>
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<td>Centralized assessment.</td>
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<td>Specific sample</td>
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<td>Does not require significant faculty commitment.</td>
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### Formative

**Advantages**
- Identify students who are struggling early in their career.
- Potential for value added assessment.

**Disadvantages**
- Additional Data Collection. Data is often presented as summative data.

### Summative

**Advantages**
- Provide data for Course and program Improvement. Reporting function.

**Disadvantages**
- Requires careful consideration of courses and identification of which students to assess.
Implementation Strategy

✓ What you are going to assess (Methods)
✓ How you are going to evaluate (Measures)
✓ Where are you going to start? (Cycle)
✓ Where are you going to collect your data?

Which Students?
Out of class (add-on)
In class (embedded)
Middle of program (formative)

Which Courses?
End of Gen Ed program (summative)
End of the Major program (summative)
Implementation Strategy

Which:
Students? Courses?

NOT
EVERY Student
EVERY Course
EVERY Outcome
EVERY Semester
Implementation Strategy

Focus on the question you are trying to answer:

To what degree have our students achieved the learning outcome/s?
Discussion

What criteria would you use to select the sample that would provide the most reliable evidence of student achievement of your General Education outcomes?
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DEVELOPING SUCCESSFUL ASSESSMENT PROCESSES
Developing successful assessment processes

• Address faculty concerns
  ▪ Reduce workload of massive data collection processes
  ▪ Increase confidence in the process (produce credible evidence)
Developing successful assessment processes

- Develop a shared understanding of best practice for program assessment
  - Tension between desire to be autonomous and yet wanting someone to tell us what to do
- Move from focus on individual courses to cumulative effect of learning at the general education level
General Education Assessment