General Education Assessment

HIGHER LEARNING COMMISSION

The Plan

The Language of General Education

Variables Impacting General Education Assessment

Assessing General Education

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.

TERMS	DEFINITIONS
Goal	General aims or purposes of a program and its curriculum. Broad concepts or categories.
Competency/ Goal	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.
Learning Outcome	A very *specific* 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.
Performance Indicators	Specific, measurable statements identifying student performance(s) required to meet the outcome; confirmable through evidence.

Terminology

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

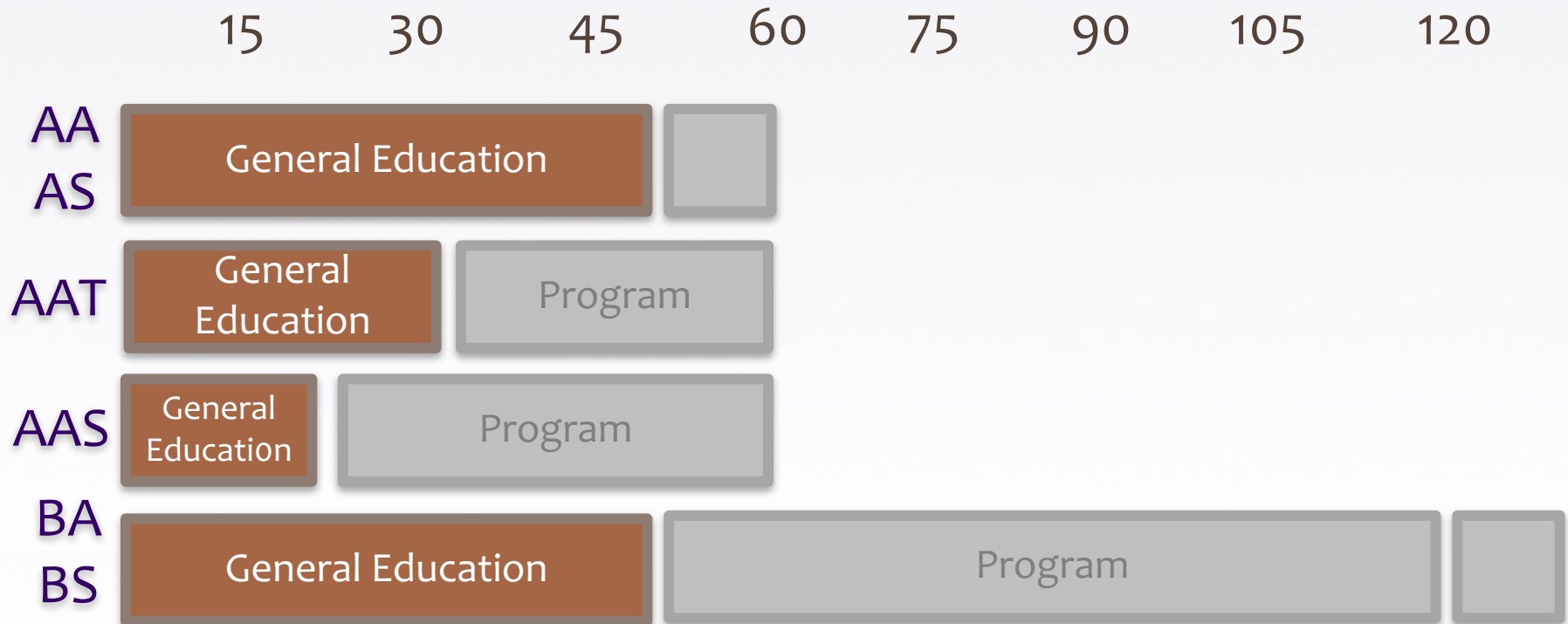# Characteristics of General Education Programs

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

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?

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Implications of GE Philosophy

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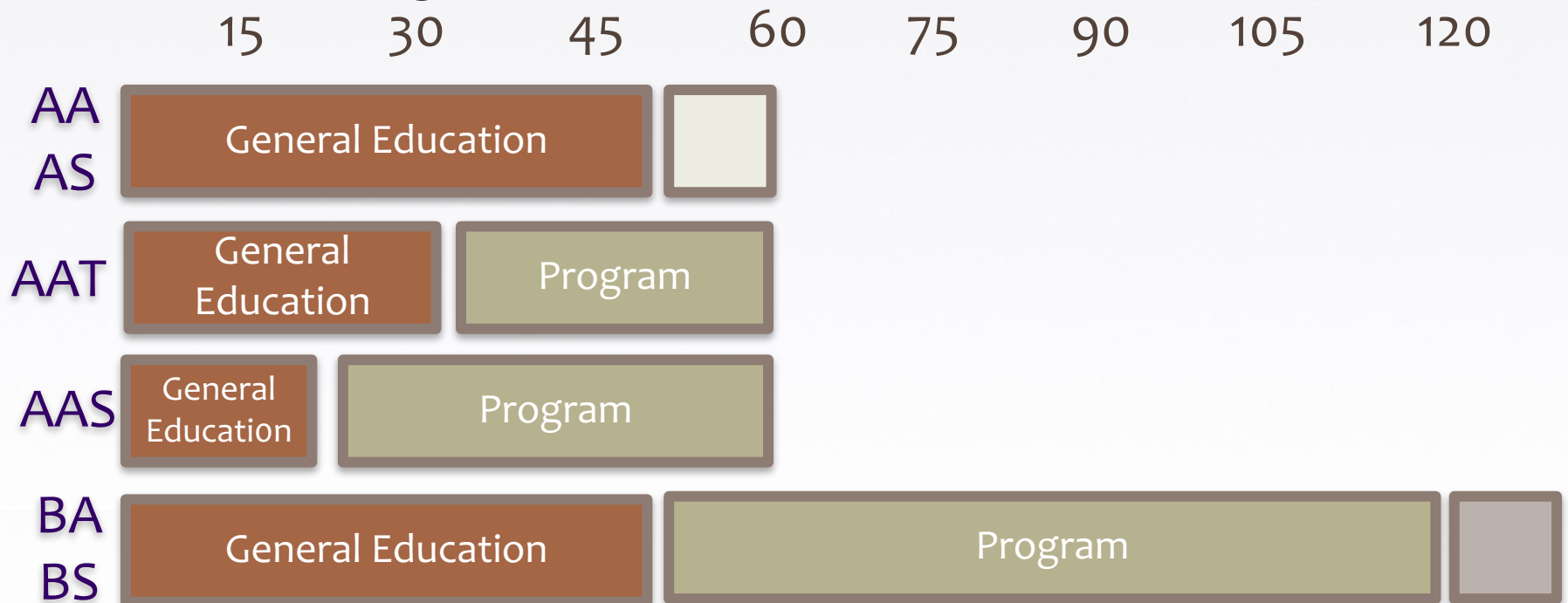
Gen Ed Outcomes

Oral Communication

Written Communication

Information Literacy

Quant Literacy

Critical Thinking

Program Outcomes

Research Methods

Written Communication

Theory

Information Literacy

Specific Skill Set

Ethics

Critical Thinking

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

2 classes
Written Communication
Course 1
Course 2
Course 3
Course 4
Course 5

1 class
Oral Communication
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7

2 classes
Natural Science
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7
Course 8

3 Classes
Social Science
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7

1 class
Math and Statistics
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7
Course 8
Course 9

2 classes
Arts and Humanities
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6

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

Course 8

Course 9

Research

Course 1

Course 2

Course 3

Course 4

Course 5

Course 6

General Education Learning Outcome Assessment

Structure:

Distribution model

Matrix Model

Additional required courses that fulfill specific requirements

"Flags"

2 classes	1 class	2 classes
Written Communication	**Oral Communication**	**Natural Science**
Course 1	Course 1	Course 1
Course 2	Course 2	Course 2
Course 3	Course 3	Course 3
Course 4	Course 4	Course 4
Course 5	Course 5	Course 5
	Course 6	Course 6
	Course 7	Course 7
		Course 8

3 Classes	1 class	2 classes
Social Science	**Math and Statistics**	**Arts and Humanities**
Course 1	Course 1	Course 1
Course 2	Course 2	Course 2
Course 3	Course 3	Course 3
Course 4	Course 4	Course 4
Course 5	Course 5	Course 5
Course 6	Course 6	Course 6
Course 7	Course 7	
	Course 8	
	Course 9	

Critical Thinking	Global Perspectives	Information Literacy
Think 1	Global 1	Info Lit 1
Think 2	Global 2	Info Lit 2
Think 3	Global 3	Info Lit 3
Think 4	Global 4	Info Lit 4
Think 5	Global 6	Info Lit 5
Think 6	Global 7	Info Lit 6
Think 7		Info Lit 7
Think 8		

Ethics	Citizenship	Research
Ethics 1	Citizen 1	Research 1
Ethics 2	Citizen 2	Research2
Ethics 3	Citizen 3	Research 3
Ethics 4	Citizen 4	Research 4
Ethics 5	Citizen 5	Research 5
Ethisc 6	Citizen 6	Research 6
Ethics 7	Citizen 7	Research 7
		Research 8

Variables Impacting Gen Ed Assessment Planning

- Program Philosophy

- Program Structure

- Program Goals

  Student Competencies

  Learning Outcomes

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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 a 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

Institutional-level Goals	Programs and Program-level Goals				
	General Education	Residence Life	Business	History	Chemistry
Leadership	Function effectively as a team member to produce a scholarly product	Develop leadership skills Apply conflict resolution skills in a living-learning environment	Develop leadership potential in self and others	Analyze historical perspectives on individual and political leadership	
Global Citizens	Recognize and appreciate artistic and literary contributions of diverse cultures Exhibit engaged citizenry and value community service	Develop an appreciation for cultural and ethnic diversity	Value and exhibit comfort with cultural differences in business practices Function effectively as a team member to run a small business	Recognize and value culturally-diverse historical perspectives	Demonstrate an ability to work as a team with a diverse group of students
Technologically Sophisticated Individuals	Use technology effectively to communicate and analyze information		Use technology effectively to communicate and analyze information related to business	Use technology effectively to communicate and analyze information related to history	Use technology effectively to collect, analyze, and display data
Effective Communicators	Write and speak proficiently	Communicate effectively in social situations		Communicate effectively, orally, and in writing about historical topics	Cogently present research data and analyses in written, visual, and oral formats

General Education
Learning Outcome Assessment

- Program Philosophy
- Program Goals
- Learning Outcomes

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Critical Thinking

Learning Outcomes

1
2
3

Global Perspectives

Learning Outcomes

1
2
3
4

Information Literacy

Learning Outcomes

1
2
3

Course 8

Ethics

Learning Outcomes

1
2
3

Citizenship

Learning Outcomes

1
2
3
4

Course 8
Course 9

Research

Learning Outcomes

1
2
3
4
5

Variables Impacting Gen Ed Assessment Planning

- Program Philosophy

- Program Structure

- Program Goals

- Program Policies, Processes & Procedures

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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

Using Information

Evaluating Data

Collecting Data

Assessment Measures

Assessment Methods

Performance Indicators

Learning Outcomes

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

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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?

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Arts and Humanities Learning 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.

2 classes
Arts and Humanities

Learning Outcomes
1
2
3
4
5

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?

**2 classes
Arts and Humanities**

Learning Outcomes
1
2
3
4
5

HIGHER LEARNING COMMISSION

Approved Courses support ALL 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.

A & H Learning **Outcomes**	Approved A & H **Courses**					
	1	2	3	4	5	6
	100	100	100	200	200	200
1	X	X	X	X	X	X
2	X	X	X	X	X	X
3	X	X	X	X	X	X
4	X	X	X	X	X	X
5	X	X	X	X	X	X

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.

A & H Learning Outcomes → / Approved A & H **Courses**

A & H Learning Outcomes	1 (100)	2 (100)	3 (100)	4 (200)	5 (200)	6 (200)
1	X	X	X	X	X	X
2		X	X	X		X
3	X				X	
4						
5						

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.

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A & H Learning **Outcomes**	Approved A & H **Courses**					
	1	2	3	4	5	6
	100	100	100	200	200	200
1	X	X	X	X	X	X
2		X	X	X		X
3	X				X	
4						
5						

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.

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A & H Learning **Outcomes**

Approved A & H **Courses**

A & H Learning Outcomes	1 (100)	2 (100)	3 (100)	4 (200)	5 (200)	6 (200)
1	X	X	X	X	X	X
2		X	X	X		X
3	X				X	
4						
5						

REVIEW YOUR ASSESSMENT METHODS

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Assessment Methods

Standardized Exam

Locally developed exams

Oral Exam

Performance / Recital

Clinical / Practicum

Presentation

Portfolios

Simulations

Assignment

Direct Methods

Assessment Methods

Indirect Methods

Written surveys and questionnaires

Exit and other interviews

Focus groups

Assessment Methods

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

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Assessment Measures

Remember:

Outcomes drive measures.

Measures *should not* drive outcomes.

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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?

Collects data

Aggregates data

Evaluates data

Reports data

Responds to data

Student

Faculty member

Faculty committee
(discipline / outside)

Department chair

Advisor

Dean

Assessment committee

IR office

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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

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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

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Potential Options for Data Collection & Evaluation

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

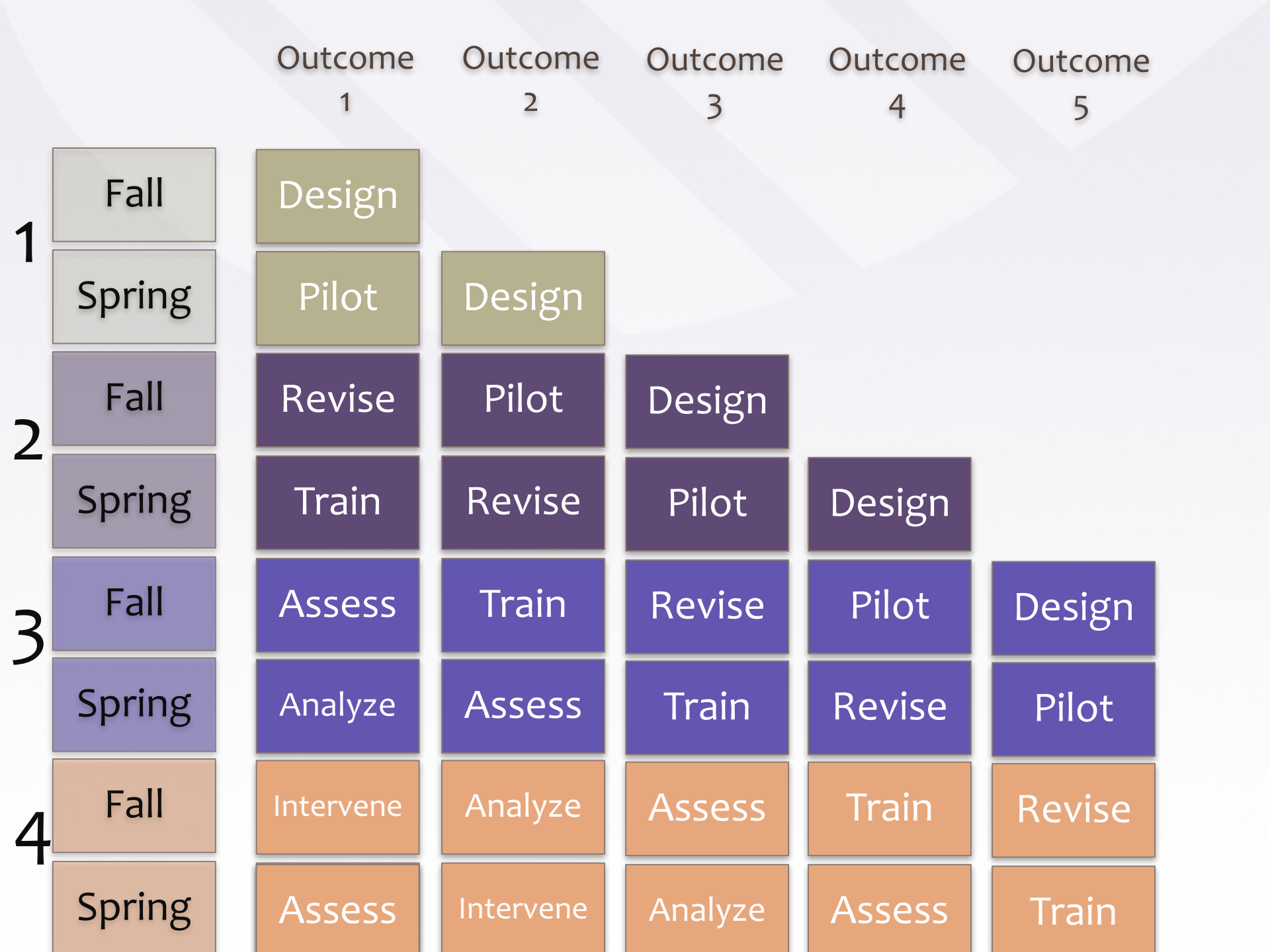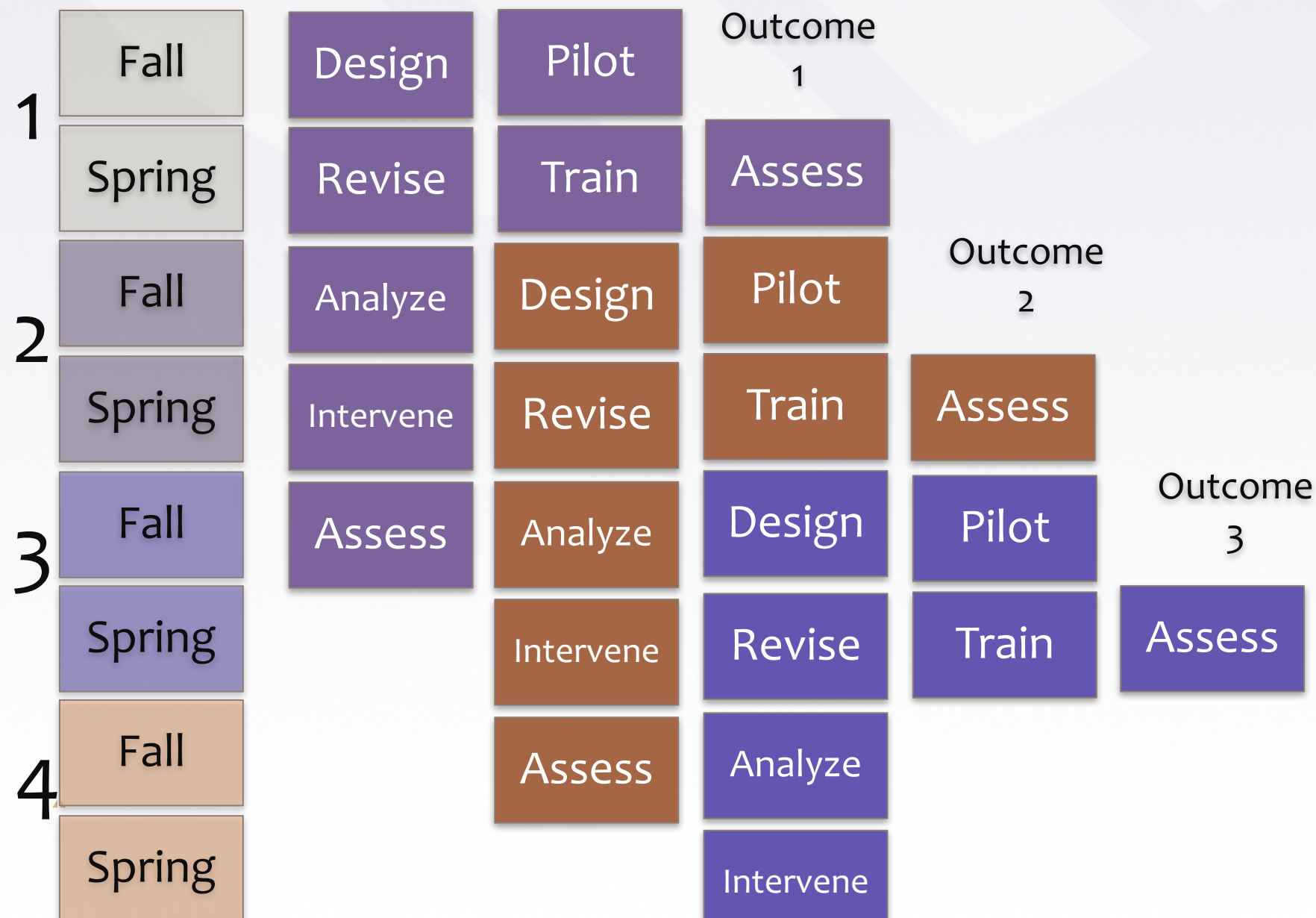Stages of Implementation

    Design

    Pilot

    Revise

    Train

    Assess

    Analyze

    Intervene

    Re-Assess

N

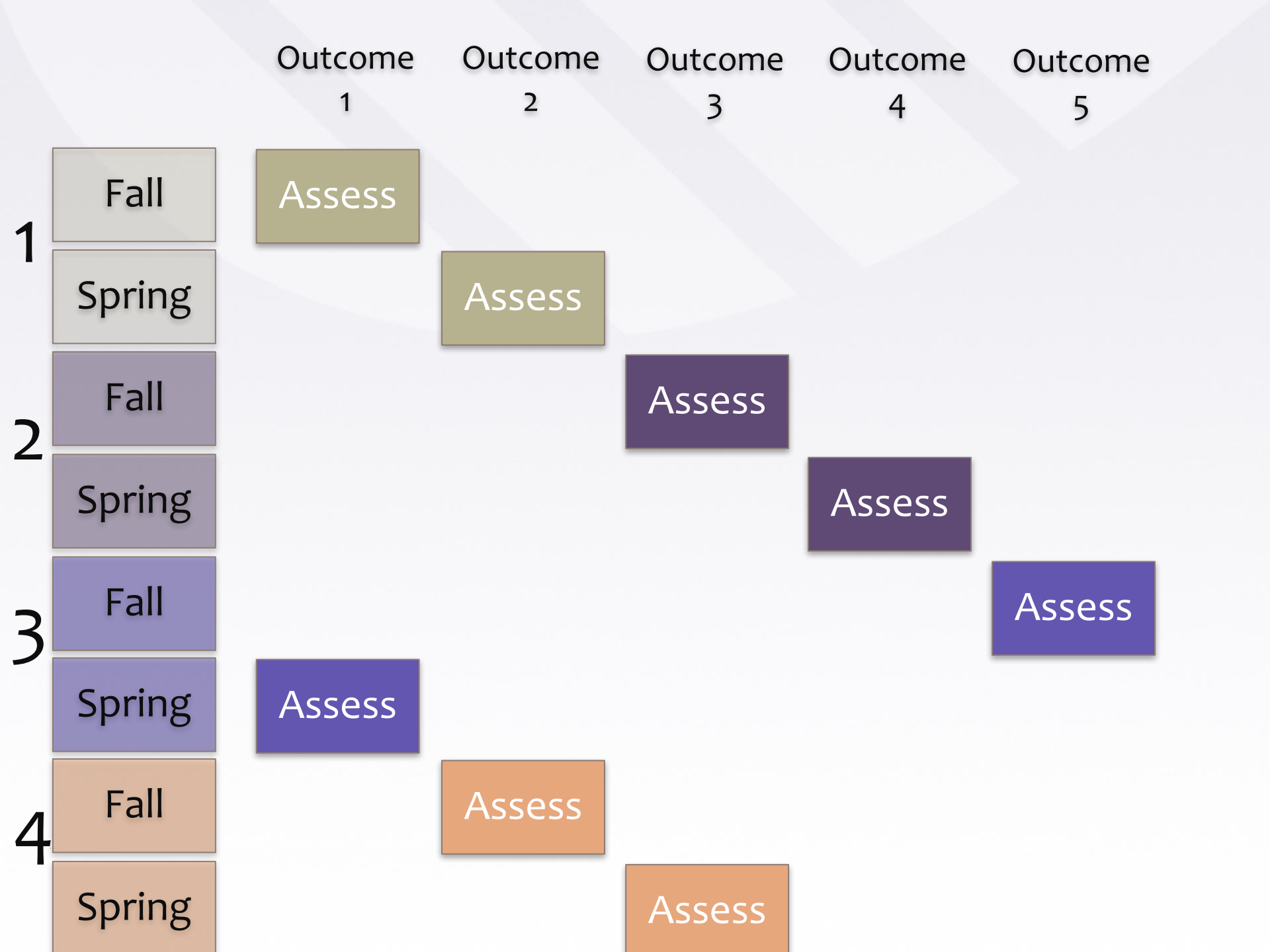|		Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
1	Fall	Design				
	Spring	Pilot	Design			
2	Fall	Revise	Pilot	Design		
	Spring	Train	Revise	Pilot	Design	
3	Fall	Assess	Train	Revise	Pilot	Design
	Spring	Analyze	Assess	Train	Revise	Pilot
4	Fall	Intervene	Analyze	Assess	Train	Revise
	Spring	Assess	Intervene	Analyze	Assess	Train

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)

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Implementation Strategy

Choices

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

Challenges

- Relevance
- Student Motivation
- Training
- Faculty Engagement

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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

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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

	In Class	**Add-on**
Formative	In selected courses: Assignments or tests monitor progress	Students at specific credit threshold take exam or submit evidence of learning
Summative	In selected courses: Assignments, tests, portfolios, or experiences measure achievement of learning outcomes (individual or integrated)	Graduation requirement to participate in GE exam or submit learning portfolio

	Advantages	**Disadvantages**
In Class	Potential to use for grading and assessment. Student motivation. Method relevant to course	Time away from class. Training / commitment of faculty. Fear of faculty evaluation. Potential motivation issue.
Add-On	Doesn't require class time. Centralized assessment. Specific sample Does not require significant faculty commitment	Student participation, motivation, incentives and consequences. Relevance of method. Logistics / organization. Potentially expensive.

	Advantages	**Disadvantages**
Formative	Identify students who are struggling early in their career. Potential for value added assessment.	Additional Data Collection. Data is often presented as summative data.
Summative	Provide data for Course and program Improvement. Reporting function.	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

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Implementation Strategy

Focus on the question you are trying to answer:

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

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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?

2 classes **Written Communication**	**2 classes** **Oral Communication**	**2 classes** **Natural Science**
Course 1	Course 1	Course 1
Course 2	Course 2	Course 2
Course 3	Course 3	Course 3
Course 4	Course 4	Course 4
Course 5	Course 5	Course 5
	Course 6	Course 6
	Course 7	Course 7
		Course 8

3 Classes **Social Science**	**2 classes** **Math and Statistics**	**2 classes** **Arts and Humanities**
Course 1	Course 1	Course 1
Course 2	Course 2	Course 2
Course 3	Course 3	Course 3
Course 4	Course 4	Course 4
Course 5	Course 5	Course 5
Course 6	Course 6	Course 6
Course 7	Course 7	
	Course 8	
	Course 9	

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DEVELOPING SUCCESSFUL ASSESSMENT PROCESSES

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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

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General Education Assessment

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