General Education Assessment

Provost’s Assessment Committee (PAC)
Convocation 2017-2018
GELOs

General Education Learning Outcomes

Describe knowledge and skills applicable across the entire institution, particularly related to General Education courses.
SLO

Vertical Transferability
Articulate a course’s role within its program (degree/certificate)
Different list of outcomes for each course

GELO

Horizontal Transferability
Articulate a course’s role within the entire institution
Same list of outcomes for all GER courses
UAS Core Competencies

1. Communication
2. Quantitative Skills
3. Information Literacy
4. Information Technology
5. Professional Behavior
6. Critical Thinking
UAS Mission Statement

The mission of the University of Alaska Southeast is student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska.
UAA’s process

UAA started a new assessment process for GERs in AY 16. This included workshops for all faculty on curriculum mapping, rubrics, learning outcomes, assessment, etc. They developed a plan for assessing the student learning outcomes of the GERs that is ongoing (AY16 written communication, oral communication, information literacy; AY17 social sciences, humanities, arts and AY18 quantitative skills, natural sciences and capstone).

Similarly, the Associate of Arts degree assessment plan is spread over a 3 year period, addressing 1-2 of the 4 outcomes each year. In AY16-17 they assessed the learning outcome “Communicate effectively”
UAA’s program SLOs for the AA

1) Communicate effectively
2) Think critically
3) Evaluate analytically
4) Reason empirically
### Sample assessment rubric from UAA

<table>
<thead>
<tr>
<th>LEAP Categories</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
<th>LEAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Comm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UAA GER Criteria</strong></td>
<td><strong>4 - Mastery</strong></td>
<td><strong>3 - Proficient</strong></td>
<td><strong>2 - Developing</strong></td>
<td><strong>1 - Beginning</strong></td>
</tr>
<tr>
<td>1. Responds effectively to assignment</td>
<td>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</td>
<td>Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, context).</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience’s perceptions and assumptions).</td>
<td>Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).</td>
</tr>
<tr>
<td>2. Demonstrates effective organization</td>
<td>Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.</td>
<td>Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.</td>
<td>Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.</td>
<td>Attempts to use a consistent system for basic organization and presentation.</td>
</tr>
<tr>
<td>3. Develops content adequately</td>
<td>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.</td>
<td>Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the work.</td>
<td>Uses appropriate and relevant content to develop simple ideas in some parts of the work.</td>
</tr>
<tr>
<td>4. Controls syntax &amp; mechanics</td>
<td>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</td>
<td>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</td>
<td>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</td>
<td>Uses language that sometimes impedes meaning because of errors in usage.</td>
</tr>
<tr>
<td>(1) Context &amp; Purpose</td>
<td>(2) Content Development</td>
<td>(3) Genre &amp; Disc Conv</td>
<td>(Grammatical Coherence)</td>
<td></td>
</tr>
</tbody>
</table>
Task 1: Assessment Plan

Define GELOs

Develop rubrics to assess Student Learning in GER courses according to GELOs

Create assessment templates
Task 2: Assessment Report

The Assessment Team, comprised of faculty from a variety of departments, will examine artifacts from a variety of GER courses.

Not every course will necessarily address all GELOs.

Not every GELO will be assessed across the board at once.

The Assessment Team will continue to develop the Assessment Plan and the GELOs.
<table>
<thead>
<tr>
<th>PAC question</th>
<th>Yes Includes Somewhat (S) and Maybe (M)</th>
<th>NO or not well enough (NWE)</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you familiar with rubrics?</td>
<td>29 (includes 2 S’s)</td>
<td>1 NWE</td>
<td></td>
</tr>
<tr>
<td>Do you use rubrics in your courses?</td>
<td>29 (Includes 2 S’s and 1 M)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Are you familiar with the university vision statement, core values, and/or core competencies?</td>
<td>28</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Do you actively incorporate these into your teaching, and if so, how?</td>
<td>28 (Several just use the core competencies or list them in the syllabus)</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

27% of 110 faculty members participated in the survey.
How to Assess

- Student Artifact: student-created object, such as a written assignment, recorded oral presentation, film, major test
- Specific artifact should be based on specific GELOs
- Artifacts are then rated
- How they are rated depends on the specific assessment approach
Artifact Examples

- Written assignment
- Exam
- Performance/Media
- Portfolios
- Outside-of-class work
- Grades
UAS Example: BASS Student Assessment Portfolio

a. Transcript
b. Registrar’s Degree Audit
c. Major Checklist (if applicable)
d. Program Evaluation Essays
e. Diversity Awareness Essays

f. Social Science Competency Requirements
g. One-credit portfolio class (SSCI 210)
h. Declaration of Graduation
i. Resume/Vita
j. Formal Oral Presentation of Portfolio
Draft Timeline

Now - September 15, 2017
Work with faculty to define UAS GELOs
Submit GELOs to Faculty Senate for vote at 10/1 meeting*

September 15 – October 15, 2017
Create draft rubrics for assessing GELOs (based on VALUE rubrics)
Enlist appropriate faculty to test/norm draft rubrics
Select student artifacts to use for testing/norming draft rubrics

* If GELOs don’t pass, use October to revise and push all dates back by one month.
Draft Timeline - continued

October 15 – November 15, 2017
Faculty group (with PAC team) tests and norms rubrics

November 15 – December 23, 2017
Finalize rubrics
Select artifacts to use for actual assessment
Enlist appropriate faculty to perform assessment and to write assessment report (call them the “Assessment Group”, or AG for now)

January – May 2018
Faculty group (AG) performs actual assessment and writes assessment report.