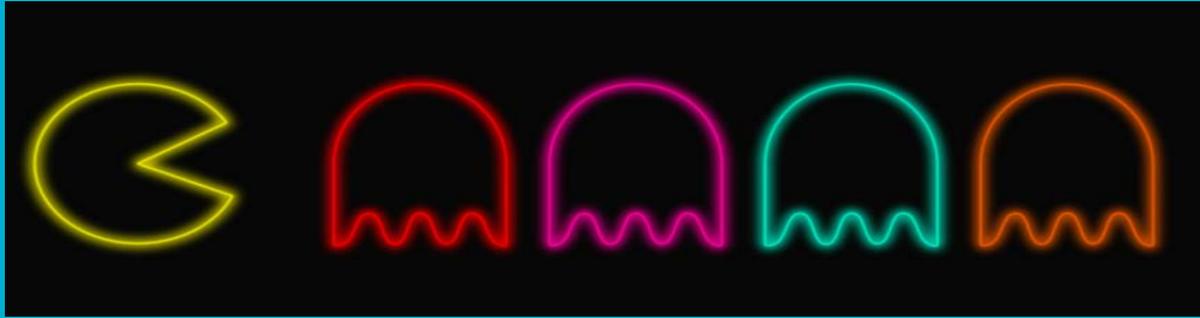


General Education Assessment



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

GELO

Vertical Transferability

Articulate a course's role within its program (degree/certificate)

Different list of outcomes for each course

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

UAA Revised GER Outcomes - LEAP Mapping / Written, Oral, Info Lit / Summer 2016

LEAP Categories	Capstone	Milestones			Benchmark	LEAP
Written Comm						
UAA GER Criteria	4 - Mastery	3 - Proficient	2 - Developing	1 - Beginning	0	
1. Responds effectively to assignment	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	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).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	(1) Context & Purpose	
2. Demonstrates effective organization	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.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.	(3) Genre & Disc Conv	
3. Develops content adequately	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	(2) Content Development	
4. Controls syntax & mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free .	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors .	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors .	Uses language that sometimes impedes meaning because of errors in usage.	(Grammatical Coherence)	

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.

Provost's Assessment Committee Quantitative Results (4/25/17)

PAC question	Yes Includes Somewhat (S) and Maybe (M)	NO or not well enough (NWE)	No response
Are you familiar with rubrics?	29 (includes 2 S's)	1 NWE	
Do you use rubrics in your courses?	29 (Includes 2 S's and 1 M)	1	
Are you familiar with the university vision statement, core values, and/or core competencies?	28	1	1
Do you actively incorporate these into your teaching, and if so, how?	28 (Several just use the core competencies or list them in the syllabus)	1	1

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 UASGELOs

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.