

## General Education Assessment Plan Working Draft 2/17/2012

Still need some assessment plans for the following:

- ANTH 1105, 1107, 2105, 2136
- ECON 2105, 2106
- ENGL 2136
- GEOG 1101
- HIST 1111, 1112
- ITDS 1146, 1156
- PHIL 2030
- SOCI 1101

See below for associated outcome area(s)

### AREA A1 COMMUNICATIONS

#### Courses: ENGL 1101 and ENGL 1102

<u>Outcomes</u>	<u>Methods of Assessment</u>
1. Write effectively in a variety of situations and for a variety of audiences.	Packet of Writing Assignments*
2. Use primary and secondary research to analyze and present information in rhetorically appropriate ways.	Research paper required with documentation**
3. Use a nationally recognized system of scholarly documentation, such as MLA or APA.	Research paper required with documentation**
4. Demonstrate understanding of what constitutes plagiarism and how to avoid it.	ENGL 1102 plagiarism quiz***

\*The Director of First-Year Composition will request a packet of writing assignments from ten ENGL 1101 and 1102 instructors, both full time and part time. The FYC Director will then verify that writing assignments involve a variety of situations and a variety of audiences. To determine whether students are writing effectively, the Director of First-Year Composition will request from all ENGL 1101 and ENGL 1102 instructors an ungraded electronic copy of the last essay written in the course. Student papers will be identified by the number in which the student appears on the course roster. (At the beginning of each semester, the FYC Director will communicate a new randomly selected number to all instructors. If that term's number corresponds to a student who has earned a nonproductive grade, then the instructor will submit sample work from the student numbered after the assigned number.) Once papers for all sections have been received, the FYC Director will randomly select 75% of those papers for in-depth review. The FYC Director will ask two faculty members in the department to evaluate the essays so that each essay is evaluated twice using a rubric designed for this assessment. The FYC director will be the 3<sup>rd</sup> reader if the first two readers have opposing assessments. This evaluation will occur during Fall and Spring semesters. Goal: 70% compliance

\*\* To obtain a cross-sectional sample, the Director of First-Year Composition will request from all ENGL 1102 instructors an ungraded electronic copy of one student's research paper for each section they teach. Student papers will be identified by the number in which the student appears on the course roster. (At the beginning of each semester, the FYC director will communicate a new randomly-selected number to all instructors. If that term's number corresponds to a student who has earned a nonproductive grade, then the instructor will submit sample work from the

student numbered after the assigned number.) Once papers for all sections have been received, the FYC Director will randomly select 75% of those papers for in-depth review. . The FYC Director will ask two faculty members in the department to evaluate the essays so that each essay is evaluated twice using a rubric designed for this assessment. The FYC director will be the 3<sup>rd</sup> reader if the first two readers have opposing assessments. This evaluation will occur during Fall and Spring semesters. Goal: 70% compliance

\*\*\* This data will be collected every term. The student must pass the quiz to pass ENGL 1102. Goal: 100% compliance.

## **AREA A2 QUANTITATIVE**

**Courses: MATH 1101, MATH 1111, MATH 1113, MATH 1125, MATH 1131**

Outcomes: Solve problems by analyzing:

1. A given dataset, formulating a representative model, and then using the model to predict additional related values of the variables; or
2. A given graph and identifying behaviors of one variable as influenced by changes in the other variable; or
3. A given equation and identifying fundamental characteristics of the corresponding graph.

Common problem descriptions will be developed in the Department of Mathematics & Philosophy for each Area A math course, each linked to at least one of the three bullets under the quantitative outcome. All sections of the course will list this outcome (and the same bullet items) in the Student Learning Outcomes section of the course syllabi.

For each Area A MATH course, faculty teaching the course will administer a problem for each description during the last two weeks of class or on the final exam. Copies of student work on these problems will be collected for Gen. Ed. assessment before any problems are marked or scored. Specimens will include the student ID and CRN in a uniform area where they can be removed prior to evaluation. The department chair will maintain custody of the samples until it is time for the assessment.

Every two years, 30 students will be randomly selected from the pool of students who earned productive grades in each course since the last general education assessment for that course. The corresponding specimens will then be retrieved and all identifying information removed prior to evaluation; all other specimens will be destroyed at that time.

Each individual instructor will decide if, and how, the problems are scored for the course grade. However, for assessing the general education outcome a common rubric will be developed and applied in the department. The department will review the ratings and issue a report of its findings to the General Education Committee. The department chair will be responsible for providing the report.

Goal: ???

## **AREA B COMMUNICATING IN A GLOBAL ENVIRONMENT**

**Courses: COMM 1110**

Outcome: Demonstrate an ability to communicate effectively verbally and non-verbally in various contexts.

Each student in COMM 1110 will give an extemporaneous speech near the end of the semester. All speeches should be digitally recorded for later review. Of the students who passed the course in the fall semester, thirty will be randomly selected by the Office of Institutional Research and Effectiveness. The presentations of those 30 students will be rated using an assessment rubric developed within the department. The department prefers that this review be conducted by outside reviewers.

Goal: ???

**AREA C HUMANITIES / FINE ARTS / ETHICS**

Outcome: Generate knowledgeable interpretations of texts, works of art, or music.

**Courses: ENGL 2111, ENGL 2112, ITDS 1145**

Method of Assessment: Sampling of final exams, assignments, or projects.

To obtain a cross-sectional sample, the Assessment Coordinator for English will request from all ENGL 2111, ENGL 2112, and ITDS 1145 instructors an ungraded electronic copy of one student's final exam, assignment, or project for each section they teach. Student exams/assignments/projects will be identified by the number in which the student appears on the course roster. . (At the beginning of each semester, the coordinator will communicate a new randomly-selected number to all instructors. If that term's number corresponds to a student who has earned a nonproductive grade, then the instructor will submit sample work from the student numbered after the assigned number.) Once exams/assignments/projects for all sections have been received, the coordinator will randomly select 75% of those exams/assignments/projects for in-depth review. The coordinator will ask two faculty members in the department to evaluate the essays so that each essay is evaluated twice using a rubric designed for this assessment. The coordinator will be the 3rd reader if the first two readers have opposing assessments. This evaluation will occur during Fall and Spring semesters. Goal: 70% compliance.

**Courses: PHIL 2010**

In spring semester of even-numbered years the Director of Institutional Research and Effectiveness will provide the Department Chair with a list of 40 students to serve as a sample of all the students enrolled in PHIL 2010 for that semester. Toward the end of the semester, instructors will either include an essay question on a regular test or assign a short paper that aims to assess whether students can generate a knowledgeable interpretation of a text. The Department Chair will then identify the instructors of the sampled students, collect the essays or papers of students from the sample and distribute them to a designated faculty evaluator other than the one who taught the course. The faculty evaluator will then assess the work according to a rubric to be determined by the Philosophy faculty. The designated faculty evaluator will then turn in the results to Department Chair.

Goal: 70% compliance among students earning at least a C in the course

**Courses: ARTH 1100**

This assessment seeks to measure the knowledge students have developed to make possible the generation of reasonably knowledgeable interpretations of works of art. Faculty responsible for teaching ARTH 1100 will recommend 5-10 questions that reflect knowledge of appropriate vocabulary to describe and discuss the visual arts, recognition of techniques of artistic production, and recognition of the concept of historical time and stylistic change to the Program Coordinator of Art History and the Department Chair. Selected questions will be embedded in the final examination process.

Every fall semester 10% of students completing the course will be randomly selected and their responses will be evaluated for attainment of this outcome. Questions will be scored electronically and the results will be sent to the Office of Institutional Research and Effectiveness.

Goal: ???.

**Courses: MUSC 1100**

Embed one or two long-answer questions in course exams. Instructors of MUSC 1100 will develop the rubric.

Frequency: ???

Who evaluates students' performance: ???

Goal: ???

**Courses: THEA 1100**

Each year pre- and post-test questions will be embedded in regular course exams. Question types will include multiple-choice and fill-in-the-blank type questions. Theatre faculty not teaching THEA 1100 at the time will evaluate student performance.

Sampling: ???

Goal: At least 70% of students whose work is sampled will attain a score of at least 50%.

**AREA D NATURAL SCIENCES**

Outcomes:

1. Demonstrate knowledge and understanding of key principles, theories, facts and current hypotheses in one or more areas of natural science.
2. Demonstrate knowledge and understanding of scientific reasoning and how new knowledge is acquired in one or more areas of science, including the selection and use of appropriate methods, tools, and technology for answering questions and solving problems.
3. Relate scientific principles and methods to problems that are important to individuals and societies.

**Courses: BIOL 1125, BIOL 1215, and BIOL 1225**

Student mastery of learning outcomes in each course will be assessed at least once every two years.

An Assessment Committee will be formed to oversee assessment of Area D Learning Outcomes in Biology.

A committee of instructors of each course will develop a bank of assessment items that can be applied uniformly across sections of each course. Each assessment item will be keyed to one or more learning outcomes. Each item will include a goal (% of students that achieve a certain score) and a method for measuring success (a key or a rubric). Assessment items will have to be approved by the Assessment Committee. Course instructors will know in advance which items are in the bank, but they will not know which items will be presented to their students.

The Assessment Committee will oversee development of each course assessment. Assessments items will be drawn from the appropriate course assessment bank and will include at least one item for each part of every outcome. Random sampling of sections and students can be used to minimize that burden as long as there are enough students in the sample to allow for meaningful results. Students who do not pass the course will be excluded from the analysis because the goal is to assess mastery of learning outcomes by students who successfully complete the course. The effort can be distributed over more than one semester during the two-year evaluation cycle.

The goal of these assessments will be to assess student mastery of Area D Learning Outcomes. The goal will not be to assess the course as whole or individual instructors. Therefore, data from different sections of the courses will be combined so that results and conclusions will apply to the course as a whole and not to individual sections of the course.

**Courses: CHEM 1151/1151L, CHEM 1152/1152L, CHEM 1211/1211L, CHEM 1212/1212L**

The Department of Chemistry will assess student mastery of the General Education Learning Outcomes for Learning Goal D (Natural Sciences) and Learning Goal III (Critical Thinking) for the following courses: Survey of Chemistry (CHEM 1151 and CHEM 1152) and Principles of Chemistry (CHEM 1211 and CHEM 1212) courses.

A Departmental Assessment Committee (DAC) will be formed from tenure and/or tenure track faculty with members rotating every three years. The DAC will oversee the assessment of student mastery of the General Education Learning Outcomes once a year.

The DAC will develop and collect a bank of assessment items. Each assessment item will be keyed to one or more learning outcomes and will include a goal with an appropriate rubric for measuring the success/validity of the evaluation. The DAC will notify course instructors in advance that their section will be used to assess the learning outcomes, but they will not know which questions will be used until after the last day of class.

The DAC will provide the instructor with a select number of assessment items after the last day of class. The assessment items will be administered uniformly across sections of each course where appropriate. The assessment items will be incorporated into the final exam and administered to the entire class for each section so as to minimize error due to demographics. However, if multiple sections are taught during the same working hour, only one section will be selected for assessment. After the instructor has determined the final grades for the course, the results of the assessment items will be collected by the DAC only for those students who course with a passing grade.

**Courses: ANTH 1145, ASTR 1105/1305, ASTR 1106/1305, ENVS 1105, 1110, GEOL 1112/1112L, GEOL 1121/1121L, GEOL 1122/1322, GEOL 2225, PHYS 1111/1311, PHYS 1112/1312, PHYS 1125/1325, PHYS 2211/2311, PHYS 2212/2312**

The instructor of each core course taught by the Department of Earth and Space Science will devise a proposal describing an assessment tool for use in his or her own class. This proposal will clearly state: 1) a set of questions designed to address each of the learning objectives; 2) an answer guide; 3) the timeframe describing when the assessment will be incorporated into the course; 4) how the assessment will be conducted (e.g. as questions on a final exam or test near the end of the semester, or as a separate written assignment); 5) a plan designating the proportion of students randomly chosen for the assessment; and 6) guidelines defining how success will be measured (e.g., proportion of required correct answers).

The Department Chair in EASS will form an Assessment Committee to review the proposals. The Committee will consist of one faculty member from each of the disciplines involved in General Education core. This Committee will review and approve assessment proposals, suggest improvements if appropriate, and collate/integrate the final results for all associated courses.

Following the end of the semester, the instructor will evaluate their assessment questions and determine whether they meet the proposed guidelines for “Satisfactory” or “Unsatisfactory” achievement. The results will be forwarded to the assessment committee. In those cases where different instructors teach the same course, results of the assessment will be combined so that the results will apply as a whole and not to individual instructors.

Assessments will be conducted on a rotating, annual basis such that each course will be analyzed once during a 2 year cycle. The results of individual instructors will remain anonymous in the reporting process. Students failing a course under evaluation will be omitted from all analyses, since the goal of the assessment is measure achievement for students who have successfully completed the course requirements.

## **AREA E SOCIAL SCIENCES**

Outcomes:

1. Articulate how factors such as culture, society, environment, human behavior, decision-making, and diversity shape the role of the individual within society, human relations or human experience across time, space, or cultures.
2. Identify and apply major theories and methods of inquiry, evaluate arguments, and draw conclusions in the social sciences.

**Courses: HIST 1111, HIST 1112, HIST 2111, HIST 2112**

Instructors of HIST 2111 and HIST 2112 will develop a 40-question objective test to be approved by the department. This test will be administered each semester during the last week of classes. Students must take the test in order to pass the class. Goal: 70% pass rate on this exam.

**Courses: POLS 1101**

Political Science will use multiple-choice pre- and post-tests to gauge students' attainment of the learning outcomes.

Frequency: ???

Goal: ???

**Courses: ECON 2105, ECON 2106**

Plan: ???

**Courses: PHIL 2030**

Plan: ???

**Courses: PSYC 1101**

The Dept of Psychology contributes one course to AREA E of the core (PSYC 1101 Introduction to General Psychology). Each section of PSYC 1101 will include the two AREA E outcomes as part of the learning outcomes for the course, and all course outcomes will be clearly listed in the course syllabus.

Beginning in Fall 2012, the tenure-track faculty in the department will collaboratively develop a set of multiple-choice question items specific to each outcome which will be administered as two pre-tests (first week of the term) and two post-tests (last week of the term) in each section of PSYC 1101 taught during the year.

Assessment will be conducted at the end of each spring term using data from the pre-and post-tests administered in every section of PSYC 1101 taught that year (currently 12-14 sections annually, N = 700-800 students). A score of 70% correct or higher by a student on each of the two post-tests will be considered sufficient to demonstrate acceptable achievement of the outcomes by the student. Students' scores on the pre-and post-tests will not be used in calculation of the students' final course grades.

Our initial goal is for at least half of the students assessed in the first year to demonstrate acceptable achievement of the two AREA E outcomes (70% correct on the post-test). Improvement in subsequent years will be measured by increases in both the mean score and the number of students meeting the acceptable achievement criterion (70% correct).

**Courses: SOCI 1101**

Plan: ???

**Courses: ANTH 1105, ANTH 1107, ANTH 2105, ANTH 2136**

The instructor of each core course taught by the Department of Earth and Space Science will devise a proposal describing an assessment tool for use in his or her own class. This proposal will clearly state: 1) a set of questions designed to address each of the learning objectives; 2) an answer guide; 3) the timeframe describing when the assessment will be incorporated into the course; 4) how the assessment will be conducted (e.g, as questions on a final exam or test near the end of the semester, or as a separate written assignment); 5) a plan designating the proportion of students randomly chosen for the assessment; and 6) guidelines defining how success will be measured (e.g., proportion of required correct answers).

The Department Chair in EASS will form an Assessment Committee to review the proposals. The Committee will consist of one faculty member from each of the disciplines involved in General Education core. This Committee will review and approve assessment proposals, suggest improvements if appropriate, and collate/integrate the final results for all associated courses.

Following the end of the semester, the instructor will evaluate their assessment questions and determine whether they meet the proposed guidelines for “Satisfactory” or “Unsatisfactory” achievement. The results will be forwarded to the assessment committee. In those cases where different instructors teach the same course, results of the assessment will be combined so that the results will apply as a whole and not to individual instructors.

Assessments will be conducted on a rotating, annual basis such that each course will be analyzed once during a 2 year cycle. The results of individual instructors will remain anonymous in the reporting process. Students failing a course under evaluation will be omitted from all analyses, since the goal of the assessment is measure achievement for students who have successfully completed the course requirements.

### **Courses: ENGL 2136**

<u>Outcome</u>	<u>Method of Assessment</u>
1. Articulate how factors such as culture, society, environment, human behavior, decision-making, and diversity shape the role of the individual within society, human relations or human experience across time, space, or cultures.	Sampling of final exams, assignments, or projects*
2. Identify and apply major theories and methods of inquiry, evaluate arguments, and draw conclusions in the social sciences.	Sampling of final exams, assignments, or projects*

\* To obtain a cross-sectional sample, the Assessment Coordinator for English will request from all ENGL 2136 instructors an ungraded electronic copy of one student's final exam, assignment, or project for each section they teach. Student exams/assignments/projects will be identified by the number in which the student appears on the course roster. (At the beginning of each semester, the coordinator will communicate a new randomly-selected number to all instructors. If that term's number corresponds to a student who has earned a nonproductive grade, then the instructor will submit sample work from the student numbered after the assigned number.) Once exams/assignments/projects for all sections have been received, the coordinator will randomly select 75% of those exams/assignments/projects for in-depth review. The coordinator will ask two faculty members in the department to evaluate the essays so that each essay is evaluated twice using a rubric designed for this assessment. The coordinator will be the 3<sup>rd</sup> reader if the first two readers have opposing assessments. This evaluation will occur during Fall and Spring semesters. Goal: 70% compliance.

### **Courses: ITDS 1146, ITDS 1156**

Plan: ???

## **OVERLAY I: U.S. PERSPECTIVES**



Outcome: Demonstrate an understanding of the interactions of cultural, historical, social, economic and political processes, issues and events in the United States.

**Courses: HIST 2111, HIST 2112**

Instructors of HIST 2111 and HIST 2112 will develop a 40-question objective test to be approved by the department (same as Area E test?). This test will be administered each semester during the last week of classes. Students must take the test in order to pass the class. Goal: 70% pass rate on this exam.

**Courses: POLS 1101**

Political Science will use multiple-choice pre- and post-tests to gauge students' attainment of the learning outcomes (same as Area E test?).

Frequency: ???

Goal: ???

## **OVERLAY II: GLOBAL PERSPECTIVES**

Outcomes:

1. Analyze the range of diversity and universality in human history, societies and ways of life;
2. Describe the interdependence of peoples and communities across time and place.

**Courses: ANTH 1105, ANTH 1107, ANTH 2105, ANTH 2136, ENGL 2136, GEOG 1101, HIST 1111, HIST 1112, ITDS 1146, ITDS 1156**

Plan: ???

## **OVERLAY III: CRITICAL THINKING**

Outcomes:

1. Integrate and synthesize knowledge to answer questions and solve problems;
2. Assess the accuracy and validity of findings and conclusions taking into account ambiguity and uncertainty;
3. Defend a viewpoint or a value judgment using sound reasoning.

**Courses:**

**Outcome 1 – ENGL 1102**

**Outcome 2 – Natural Science courses BIOL 1125, BIOL 1215, and BIOL 1225; CHEM 1151/1151L, CHEM 1152/1152L, CHEM 1211/1211L, CHEM 1212/1212L; ANTH 1145, ASTR 1105/1305, ASTR 1106/1305, ENVS 1105, GEOL 2225, PHYS 1111/1311, PHYS 1112/1312, PHYS 1125/1325, PHYS 2211/2311, PHYS 2212/2312; GEOL 1110, GEOL 1112/1112L, GEOL 1121/1121L, GEOL 1122/1322**

**Outcome 3 – ENGL 1102**

Because this is an overlay area that spans numerous courses, members expressed skepticism that course level assessment can fully address the outcomes. We have used CAAP for years and committee members view it favorably for this purpose, but there was some concern that critical

thinking domains addressed by CAAP don't directly address outcome 3: "Defend a viewpoint or a value judgment using sound reasoning."

The group agreed that the best approach is to use CAAP to address the first two critical thinking outcomes and to embed assessment of the third outcome within ENGL 1102 since it is the only course approved to address that particular outcome.

The assessment of critical thinking outcome 3 will be concurrent with the assessment of Area A1 Communications outcomes 1-3 (each spring semester). The evaluation rubric will include an item for this outcome. If 70% or more of the selected students are rated as satisfactory or better on this outcome, the conclusion will be that the outcome has been attained.