Module 2
Assessing Student Learning in General Education
Fall 2021

Assessing Learning in General Education

Assessing Learning in General Education

Assessing Learning in General Education
Using Information
Evaluating Data
Implementation Plan
Assessment Measures
Assessment Methods
Performance Indicators
Learning Outcomes
Identify which parts move

General Education Learning Outcome Assessment
- Philosophy
- Learning Expectations
- Structure
- Program Processes & Procedures
- Perceptions

Identify:
- What cannot be changed
- What can be modified
- What can be developed

Review your CURRENT General Education Outcomes
Student Learning Outcomes

Format:

Students should be able to <action verb> <something>

Student Learning Outcomes

Format:

Students should be able to <identify>, <describe>, <analyze>

the <social>, <political> and <environmental> consequences of climate change

What would you do with this outcome?

Student Learning Outcomes

REMEMBER.....

You will need to assess all of your outcomes.
Be sure the cognitive level of the learning outcome is appropriate
Student Learning Outcomes

Format
Students should be able to

<action verb> <something>
Believe
Appreciate
Value
Respect
Embrace

Performance Level

Cite
Count
Define
Draw
Identify
List
Name
Point
Quote
Read
Recite
Record
Repeat
Select
State
Tabulate
Tell
Trace
Underline

Associate
Classify
Compare
Compute
Contrast
Differentiate
Discuss
Distinguish
Estimate
Explain
Express
Extrapolate
Interpolate
Locate
Predict
Report
Restate
Review
Tell
Translate

Apply
Calculate
Classify
Determine
Dramatize
Employ
Examine
Illustrate
Interpret
Locate
Operate
Order
Practice
Report
Restructure
Schedule
Sketch
Solve
Translate
Use
Write

Analyze
Appraise
Calculate
Classify
Compare
Critique
Determine
Evaluate
Judge
Measure
Rank
Rate
Revise
Score
Select
Standardize
Test

Appraise
Assess
Choose
Compare
Criticize
Determine
Estimate
Evaluate
Grade
Measure
Rank
Rate
Recommend
Review
Select
Specify
Synthesize
Write
Performance Level

Which Verb?
- Choice related to the philosophy and structure of your Gen Ed Program:
  - Gen Ed as a stand-alone Program
  - Foundation for Major

Number of credits required to fulfill the General Education requirement

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

1 class
- Oral Communication
  - Course 1

2 classes
- Natural Science
  - Course 2
  - Course 3
  - Course 4

3 Classes
- Social Science
  - Course 1
  - Course 2
  - Course 3
  - Course 4

1 class
- Math and Statistics
  - Course 1

1 class
- Arts and Humanities
  - Course 1
## Student Learning Outcomes

**Format**

Students should be able to

<action verb> <something>

---

### Performance Level

85

---

### 1 course

<table>
<thead>
<tr>
<th>REMEMBER</th>
<th>UNDERSTAND</th>
<th>APPLY</th>
<th>ANALYZE</th>
<th>EVALUATE</th>
<th>CREATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>86</td>
<td>1 course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Verb</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember</td>
<td></td>
</tr>
<tr>
<td>Understand</td>
<td></td>
</tr>
<tr>
<td>Apply</td>
<td></td>
</tr>
<tr>
<td>Analyze</td>
<td></td>
</tr>
<tr>
<td>Evaluate</td>
<td></td>
</tr>
<tr>
<td>Create</td>
<td></td>
</tr>
</tbody>
</table>

---

### 3 Courses

<table>
<thead>
<tr>
<th>REMEMBER</th>
<th>UNDERSTAND</th>
<th>APPLY</th>
<th>ANALYZE</th>
<th>EVALUATE</th>
<th>CREATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>87</td>
<td>3 Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Verb</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember</td>
<td></td>
</tr>
<tr>
<td>Understand</td>
<td></td>
</tr>
<tr>
<td>Apply</td>
<td></td>
</tr>
<tr>
<td>Analyze</td>
<td></td>
</tr>
<tr>
<td>Evaluate</td>
<td></td>
</tr>
<tr>
<td>Create</td>
<td></td>
</tr>
</tbody>
</table>

---

### Table

<table>
<thead>
<tr>
<th>Action Verb</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember</td>
<td></td>
</tr>
<tr>
<td>Understand</td>
<td></td>
</tr>
<tr>
<td>Apply</td>
<td></td>
</tr>
<tr>
<td>Analyze</td>
<td></td>
</tr>
<tr>
<td>Evaluate</td>
<td></td>
</tr>
<tr>
<td>Create</td>
<td></td>
</tr>
</tbody>
</table>

---

### Diagram

- REMEMBER
- UNDERSTAND
- APPLY
- ANALYZE
- EVALUATE
- CREATE

---

### Key Terms

- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create

---

### Action Verbs

- Appraise
- Assess
- Choose
- Construct
- Create
- Design
- Classify
- Compare
- Criticize
- Differentiate
- Distinguish
- Describe
- Estimate
- Evaluate
- Grade
- Judge
- Measure
- Plan
- Produce
- Propose
- Specify
- Synthesize
- Write

---

### 86

- 1 course

### 87

- 3 Courses
### Performance Level

**Which Verb?**

- Choice related to the philosophy and structure of your Gen Ed Program:

**Gen Ed as Stand-Alone Program**

Foundation for Major / Institutional Outcomes

GE outcomes contextualized in academic programs

---

**Gen Ed Program Outcomes**

<table>
<thead>
<tr>
<th>UNDERSTAND</th>
<th>APPLY</th>
<th>ANALYZE</th>
<th>EVALUATE</th>
<th>CREATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>Classify</td>
<td>Compare</td>
<td>Construct</td>
<td>Design</td>
</tr>
<tr>
<td>Clue</td>
<td>Define</td>
<td>Choose</td>
<td>Complete</td>
<td>Create</td>
</tr>
<tr>
<td>Define</td>
<td>Compute</td>
<td>Combine</td>
<td>Context</td>
<td>Create</td>
</tr>
<tr>
<td>Draw</td>
<td>Differentiate</td>
<td>Estimate</td>
<td>Entertain</td>
<td>Create</td>
</tr>
<tr>
<td>Identify</td>
<td>Know</td>
<td>Locate</td>
<td>Manage</td>
<td>Create</td>
</tr>
<tr>
<td>List</td>
<td>Name</td>
<td>Point</td>
<td>Manage</td>
<td>Create</td>
</tr>
<tr>
<td>Name</td>
<td>Point</td>
<td>Quote</td>
<td>Manage</td>
<td>Create</td>
</tr>
<tr>
<td>Point</td>
<td>Quote</td>
<td>Read</td>
<td>Manage</td>
<td>Create</td>
</tr>
<tr>
<td>Quote</td>
<td>Read</td>
<td>Recall</td>
<td>Manage</td>
<td>Create</td>
</tr>
<tr>
<td>Recall</td>
<td>Record</td>
<td>Report</td>
<td>Manage</td>
<td>Create</td>
</tr>
<tr>
<td>Report</td>
<td>Select</td>
<td>State</td>
<td>Manage</td>
<td>Create</td>
</tr>
<tr>
<td>Select</td>
<td>Tabulate</td>
<td>Tell</td>
<td>Manage</td>
<td>Create</td>
</tr>
<tr>
<td>Tabulate</td>
<td>Tell</td>
<td>Trace</td>
<td>Manage</td>
<td>Create</td>
</tr>
<tr>
<td>Tell</td>
<td>Trace</td>
<td>Underline</td>
<td>Manage</td>
<td>Create</td>
</tr>
<tr>
<td>Underline</td>
<td>Associate</td>
<td>Classify</td>
<td>Compare</td>
<td>Plan</td>
</tr>
<tr>
<td>Associate</td>
<td>Classify</td>
<td>Compare</td>
<td>Construct</td>
<td>Plan</td>
</tr>
<tr>
<td>Clue</td>
<td>Define</td>
<td>Choose</td>
<td>Complete</td>
<td>Plan</td>
</tr>
<tr>
<td>Define</td>
<td>Compute</td>
<td>Combine</td>
<td>Context</td>
<td>Plan</td>
</tr>
<tr>
<td>Draw</td>
<td>Differentiate</td>
<td>Estimate</td>
<td>Entertain</td>
<td>Plan</td>
</tr>
<tr>
<td>Identify</td>
<td>Know</td>
<td>Locate</td>
<td>Manage</td>
<td>Plan</td>
</tr>
<tr>
<td>List</td>
<td>Name</td>
<td>Point</td>
<td>Manage</td>
<td>Plan</td>
</tr>
<tr>
<td>Name</td>
<td>Point</td>
<td>Quote</td>
<td>Manage</td>
<td>Plan</td>
</tr>
<tr>
<td>Point</td>
<td>Quote</td>
<td>Read</td>
<td>Manage</td>
<td>Plan</td>
</tr>
<tr>
<td>Quote</td>
<td>Read</td>
<td>Recall</td>
<td>Manage</td>
<td>Plan</td>
</tr>
<tr>
<td>Recall</td>
<td>Record</td>
<td>Report</td>
<td>Manage</td>
<td>Plan</td>
</tr>
<tr>
<td>Report</td>
<td>Select</td>
<td>State</td>
<td>Manage</td>
<td>Plan</td>
</tr>
<tr>
<td>Select</td>
<td>Tabulate</td>
<td>Tell</td>
<td>Manage</td>
<td>Plan</td>
</tr>
<tr>
<td>Tabulate</td>
<td>Tell</td>
<td>Trace</td>
<td>Manage</td>
<td>Plan</td>
</tr>
<tr>
<td>Tell</td>
<td>Trace</td>
<td>Underline</td>
<td>Manage</td>
<td>Plan</td>
</tr>
<tr>
<td>Underline</td>
<td>Associate</td>
<td>Classify</td>
<td>Compare</td>
<td>Prepare</td>
</tr>
<tr>
<td>Associate</td>
<td>Classify</td>
<td>Compare</td>
<td>Construct</td>
<td>Prepare</td>
</tr>
<tr>
<td>Clue</td>
<td>Define</td>
<td>Choose</td>
<td>Complete</td>
<td>Prepare</td>
</tr>
<tr>
<td>Define</td>
<td>Compute</td>
<td>Combine</td>
<td>Context</td>
<td>Prepare</td>
</tr>
<tr>
<td>Draw</td>
<td>Differentiate</td>
<td>Estimate</td>
<td>Entertain</td>
<td>Prepare</td>
</tr>
<tr>
<td>Identify</td>
<td>Know</td>
<td>Locate</td>
<td>Manage</td>
<td>Prepare</td>
</tr>
<tr>
<td>List</td>
<td>Name</td>
<td>Point</td>
<td>Manage</td>
<td>Prepare</td>
</tr>
<tr>
<td>Name</td>
<td>Point</td>
<td>Quote</td>
<td>Manage</td>
<td>Prepare</td>
</tr>
<tr>
<td>Point</td>
<td>Quote</td>
<td>Read</td>
<td>Manage</td>
<td>Prepare</td>
</tr>
<tr>
<td>Quote</td>
<td>Read</td>
<td>Recall</td>
<td>Manage</td>
<td>Prepare</td>
</tr>
<tr>
<td>Recall</td>
<td>Record</td>
<td>Report</td>
<td>Manage</td>
<td>Prepare</td>
</tr>
<tr>
<td>Report</td>
<td>Select</td>
<td>State</td>
<td>Manage</td>
<td>Prepare</td>
</tr>
<tr>
<td>Select</td>
<td>Tabulate</td>
<td>Tell</td>
<td>Manage</td>
<td>Prepare</td>
</tr>
<tr>
<td>Tabulate</td>
<td>Tell</td>
<td>Trace</td>
<td>Manage</td>
<td>Prepare</td>
</tr>
<tr>
<td>Tell</td>
<td>Trace</td>
<td>Underline</td>
<td>Manage</td>
<td>Prepare</td>
</tr>
<tr>
<td>Underline</td>
<td>Associate</td>
<td>Classify</td>
<td>Compare</td>
<td>Produce</td>
</tr>
<tr>
<td>Associate</td>
<td>Classify</td>
<td>Compare</td>
<td>Construct</td>
<td>Produce</td>
</tr>
<tr>
<td>Clue</td>
<td>Define</td>
<td>Choose</td>
<td>Complete</td>
<td>Produce</td>
</tr>
<tr>
<td>Define</td>
<td>Compute</td>
<td>Combine</td>
<td>Context</td>
<td>Produce</td>
</tr>
<tr>
<td>Draw</td>
<td>Differentiate</td>
<td>Estimate</td>
<td>Entertain</td>
<td>Produce</td>
</tr>
<tr>
<td>Identify</td>
<td>Know</td>
<td>Locate</td>
<td>Manage</td>
<td>Produce</td>
</tr>
<tr>
<td>List</td>
<td>Name</td>
<td>Point</td>
<td>Manage</td>
<td>Produce</td>
</tr>
<tr>
<td>Name</td>
<td>Point</td>
<td>Quote</td>
<td>Manage</td>
<td>Produce</td>
</tr>
<tr>
<td>Point</td>
<td>Quote</td>
<td>Read</td>
<td>Manage</td>
<td>Produce</td>
</tr>
<tr>
<td>Quote</td>
<td>Read</td>
<td>Recall</td>
<td>Manage</td>
<td>Produce</td>
</tr>
<tr>
<td>Recall</td>
<td>Record</td>
<td>Report</td>
<td>Manage</td>
<td>Produce</td>
</tr>
<tr>
<td>Report</td>
<td>Select</td>
<td>State</td>
<td>Manage</td>
<td>Produce</td>
</tr>
<tr>
<td>Select</td>
<td>Tabulate</td>
<td>Tell</td>
<td>Manage</td>
<td>Produce</td>
</tr>
<tr>
<td>Tabulate</td>
<td>Tell</td>
<td>Trace</td>
<td>Manage</td>
<td>Produce</td>
</tr>
<tr>
<td>Tell</td>
<td>Trace</td>
<td>Underline</td>
<td>Manage</td>
<td>Produce</td>
</tr>
<tr>
<td>Underline</td>
<td>Associate</td>
<td>Classify</td>
<td>Compare</td>
<td>Propose</td>
</tr>
<tr>
<td>Associate</td>
<td>Classify</td>
<td>Compare</td>
<td>Construct</td>
<td>Propose</td>
</tr>
<tr>
<td>Clue</td>
<td>Define</td>
<td>Choose</td>
<td>Complete</td>
<td>Propose</td>
</tr>
<tr>
<td>Define</td>
<td>Compute</td>
<td>Combine</td>
<td>Context</td>
<td>Propose</td>
</tr>
<tr>
<td>Draw</td>
<td>Differentiate</td>
<td>Estimate</td>
<td>Entertain</td>
<td>Propose</td>
</tr>
<tr>
<td>Identify</td>
<td>Know</td>
<td>Locate</td>
<td>Manage</td>
<td>Propose</td>
</tr>
<tr>
<td>List</td>
<td>Name</td>
<td>Point</td>
<td>Manage</td>
<td>Propose</td>
</tr>
<tr>
<td>Name</td>
<td>Point</td>
<td>Quote</td>
<td>Manage</td>
<td>Propose</td>
</tr>
<tr>
<td>Point</td>
<td>Quote</td>
<td>Read</td>
<td>Manage</td>
<td>Propose</td>
</tr>
<tr>
<td>Quote</td>
<td>Read</td>
<td>Recall</td>
<td>Manage</td>
<td>Propose</td>
</tr>
<tr>
<td>Recall</td>
<td>Record</td>
<td>Report</td>
<td>Manage</td>
<td>Propose</td>
</tr>
<tr>
<td>Report</td>
<td>Select</td>
<td>State</td>
<td>Manage</td>
<td>Propose</td>
</tr>
<tr>
<td>Select</td>
<td>Tabulate</td>
<td>Tell</td>
<td>Manage</td>
<td>Propose</td>
</tr>
<tr>
<td>Tabulate</td>
<td>Tell</td>
<td>Trace</td>
<td>Manage</td>
<td>Propose</td>
</tr>
<tr>
<td>Tell</td>
<td>Trace</td>
<td>Underline</td>
<td>Manage</td>
<td>Propose</td>
</tr>
<tr>
<td>Underline</td>
<td>Associate</td>
<td>Classify</td>
<td>Compare</td>
<td>Specify</td>
</tr>
<tr>
<td>Associate</td>
<td>Classify</td>
<td>Compare</td>
<td>Construct</td>
<td>Specify</td>
</tr>
<tr>
<td>Clue</td>
<td>Define</td>
<td>Choose</td>
<td>Complete</td>
<td>Specify</td>
</tr>
<tr>
<td>Define</td>
<td>Compute</td>
<td>Combine</td>
<td>Context</td>
<td>Specify</td>
</tr>
<tr>
<td>Draw</td>
<td>Differentiate</td>
<td>Estimate</td>
<td>Entertain</td>
<td>Specify</td>
</tr>
<tr>
<td>Identify</td>
<td>Know</td>
<td>Locate</td>
<td>Manage</td>
<td>Specify</td>
</tr>
<tr>
<td>List</td>
<td>Name</td>
<td>Point</td>
<td>Manage</td>
<td>Specify</td>
</tr>
<tr>
<td>Name</td>
<td>Point</td>
<td>Quote</td>
<td>Manage</td>
<td>Specify</td>
</tr>
<tr>
<td>Point</td>
<td>Quote</td>
<td>Read</td>
<td>Manage</td>
<td>Specify</td>
</tr>
<tr>
<td>Quote</td>
<td>Read</td>
<td>Recall</td>
<td>Manage</td>
<td>Specify</td>
</tr>
<tr>
<td>Recall</td>
<td>Record</td>
<td>Report</td>
<td>Manage</td>
<td>Specify</td>
</tr>
<tr>
<td>Report</td>
<td>Select</td>
<td>State</td>
<td>Manage</td>
<td>Specify</td>
</tr>
<tr>
<td>Select</td>
<td>Tabulate</td>
<td>Tell</td>
<td>Manage</td>
<td>Specify</td>
</tr>
<tr>
<td>Tabulate</td>
<td>Tell</td>
<td>Trace</td>
<td>Manage</td>
<td>Specify</td>
</tr>
<tr>
<td>Tell</td>
<td>Trace</td>
<td>Underline</td>
<td>Manage</td>
<td>Specify</td>
</tr>
<tr>
<td>Underline</td>
<td>Associate</td>
<td>Classify</td>
<td>Compare</td>
<td>Synthesize</td>
</tr>
<tr>
<td>Associate</td>
<td>Classify</td>
<td>Compare</td>
<td>Construct</td>
<td>Synthesize</td>
</tr>
<tr>
<td>Clue</td>
<td>Define</td>
<td>Choose</td>
<td>Complete</td>
<td>Synthesize</td>
</tr>
<tr>
<td>Define</td>
<td>Compute</td>
<td>Combine</td>
<td>Context</td>
<td>Synthesize</td>
</tr>
<tr>
<td>Draw</td>
<td>Differentiate</td>
<td>Estimate</td>
<td>Entertain</td>
<td>Synthesize</td>
</tr>
<tr>
<td>Identify</td>
<td>Know</td>
<td>Locate</td>
<td>Manage</td>
<td>Synthesize</td>
</tr>
<tr>
<td>List</td>
<td>Name</td>
<td>Point</td>
<td>Manage</td>
<td>Synthesize</td>
</tr>
<tr>
<td>Name</td>
<td>Point</td>
<td>Quote</td>
<td>Manage</td>
<td>Synthesize</td>
</tr>
<tr>
<td>Point</td>
<td>Quote</td>
<td>Read</td>
<td>Manage</td>
<td>Synthesize</td>
</tr>
<tr>
<td>Quote</td>
<td>Read</td>
<td>Recall</td>
<td>Manage</td>
<td>Synthesize</td>
</tr>
<tr>
<td>Recall</td>
<td>Record</td>
<td>Report</td>
<td>Manage</td>
<td>Synthesize</td>
</tr>
<tr>
<td>Report</td>
<td>Select</td>
<td>State</td>
<td>Manage</td>
<td>Synthesize</td>
</tr>
<tr>
<td>Select</td>
<td>Tabulate</td>
<td>Tell</td>
<td>Manage</td>
<td>Synthesize</td>
</tr>
<tr>
<td>Tabulate</td>
<td>Tell</td>
<td>Trace</td>
<td>Manage</td>
<td>Synthesize</td>
</tr>
<tr>
<td>Tell</td>
<td>Trace</td>
<td>Underline</td>
<td>Manage</td>
<td>Synthesize</td>
</tr>
<tr>
<td>Underline</td>
<td>Associate</td>
<td>Classify</td>
<td>Compare</td>
<td>Write</td>
</tr>
<tr>
<td>Associate</td>
<td>Classify</td>
<td>Compare</td>
<td>Construct</td>
<td>Write</td>
</tr>
<tr>
<td>Clue</td>
<td>Define</td>
<td>Choose</td>
<td>Complete</td>
<td>Write</td>
</tr>
<tr>
<td>Define</td>
<td>Compute</td>
<td>Combine</td>
<td>Context</td>
<td>Write</td>
</tr>
<tr>
<td>Draw</td>
<td>Differentiate</td>
<td>Estimate</td>
<td>Entertain</td>
<td>Write</td>
</tr>
<tr>
<td>Identify</td>
<td>Know</td>
<td>Locate</td>
<td>Manage</td>
<td>Write</td>
</tr>
<tr>
<td>List</td>
<td>Name</td>
<td>Point</td>
<td>Manage</td>
<td>Write</td>
</tr>
<tr>
<td>Name</td>
<td>Point</td>
<td>Quote</td>
<td>Manage</td>
<td>Write</td>
</tr>
<tr>
<td>Point</td>
<td>Quote</td>
<td>Read</td>
<td>Manage</td>
<td>Write</td>
</tr>
<tr>
<td>Quote</td>
<td>Read</td>
<td>Recall</td>
<td>Manage</td>
<td>Write</td>
</tr>
<tr>
<td>Recall</td>
<td>Record</td>
<td>Report</td>
<td>Manage</td>
<td>Write</td>
</tr>
<tr>
<td>Report</td>
<td>Select</td>
<td>State</td>
<td>Manage</td>
<td>Write</td>
</tr>
<tr>
<td>Select</td>
<td>Tabulate</td>
<td>Tell</td>
<td>Manage</td>
<td>Write</td>
</tr>
<tr>
<td>Tabulate</td>
<td>Tell</td>
<td>Trace</td>
<td>Manage</td>
<td>Write</td>
</tr>
<tr>
<td>Tell</td>
<td>Trace</td>
<td>Underline</td>
<td>Manage</td>
<td>Write</td>
</tr>
</tbody>
</table>
### Establish agreement on what constitutes successful performance of the outcomes

Higher Learning Commission

### Performance Indicators

- Define student learning outcomes
- Provide a common language for describing expectations for student learning
- Shared across faculty (discipline or institution)
Performance Indicators
Specific elements of student performance contributing to the achievement of the learning outcome
Essentially: Grading Criteria
Process or sequence steps
Critical elements or categories
Avoid action words, descriptors

Performance Indicators
Specific elements of student performance contributing to the achievement of the learning outcome
Essentially: Grading Criteria
Process or sequence steps
Critical elements or categories
Avoid action words, descriptors

Consider:
• The more performance indicators you have, the harder it may be to assess
  - Harder to gain support from disciplines
  - Potential training issues
Communicate Effectively

- Write
- Relate
- Speak
- Present
- Interact

Indicator
Indicator
Indicator
Indicator
Indicator

Communicate Effectively

- Speak

Learning Demonstration

Indicator
Indicator
Indicator

Communicate Effectively

- Speak
- Oral Report
- Delivery
- Content
- Organization
Communicate Effectively

- Write
  - Mechanics
  - Structure
  - Voice
  - Coherence
  - Purpose

---

The Reality of Assessing Student Learning Outcomes

Why performance indicators are critical to assessment

---

Public Speaking

- eye contact
- style
- appearance
- gestures
- audience
- evidence
- volume
- poise
- conclusion
- sources
- examples
- organization
- transitions
- verbal variety
- attention
Can our students deliver an effective Public Speech?

- eye contact
- gestures
- volume
- sources
- transitions
- style
- audience
- poise
- examples
- verbal variety
- appearance
- evidence
- conclusion
- organization
- attention

Performance Indicators

- What if you have competency statements, and departments and programs are writing their own outcomes related to those competency statements?
- You still need performance indicators, but they will be more general

Potential Performance Indicators for the outcome:

Deliver a public presentation

Institutionally defined outcome
Potential Performance Indicators for the outcome: Communicate Effectively

- meaning
- clarity
- conventions
- audience
- flow
- transitions

106

Importance of well-stated Performance Indicators

- Provides faculty with clear direction for implementation in the classroom
- Makes expectations explicit to students (great pedagogy)
- Focuses data collection

107

In Team Rooms

Develop performance indicators for the GE outcome you have been assigned.
**Brainstorming**

Individually – Without talking to anyone from your school, write as many performance indicators as possible for the outcome chosen by your team (5 minutes)

(If your team is together, you might want to use post-it notes, putting each indicator on a separate post-it.)

---

**Affinity Process**

Still in your team rooms:
Share your individual lists of performance indicators with your team members.
Because your team was working on the same outcome, many of the performance indicators will be similar

-Group all the performance indicators that are similar (Each grouping should represent one performance indicator) Label each group (15 minutes)

---

**Affinity Process**

Appoint a spokesperson for your school

When your team has identified your performance indicator groups, you can take a break (15 minutes)

**After break**, you will be in your facilitator rooms to share your ideas (10 Minutes)

And then -- Back to big group!
GE Issues that will Impact Assessment

- Course Approval Policy
- The array of degrees that you offer

Course Approval Process

- What is the process for courses be included in the general education program?
  - Institution level approval
  - State level approval
  - Focus of approval process (one or more of these):
    1. Course characteristics
    2. Learning expectations
    3. Assessment of outcomes

Course Approval Process

1. Approval requires specific course characteristics
   Course must address or require
   specific content
   specific (types of) assignments
   specific learning processes
Course Expectations

- Characteristics of the courses included in the General Education program
  - Structure
  - Format
  - Assignments
  - Support

EXAMPLE: Oral Communication
Courses in this category must require students to complete 4 individual speeches
  - Speeches must be at least 6 minutes long
  - Two of the speeches should persuade the audience
  - Require significant audience analysis
Course Expectations
EXAMPLE: Critical Thinking
Courses in this category must have students analyze multiple positions on an issue
• Analysis must specify the premises of different arguments
• Must identify any weaknesses in logic and evaluate arguments
• Students defend a position on a current disciplinary issue in a written paper

Gen Education Course Proposal
Proposed Course: ________________________________
Category/Outcome/Skill/Theme: ____________________

Course Approval Process
2. Approval requires support for the General Education learning outcomes
   • Distribution category
   • General Education program outcomes
   • Institutional Outcomes
**General Education Program Outcomes**

1. Critical Thinking
2. Communication
3. Information Literacy

**Institutional Learning Outcomes**

1. Critical Thinking
2. Ethical Reasoning
3. Personal Responsibility
4. Technological Literacy
5. Information Literacy
6. Global Perspectives

**Gen Education Course Proposal**

Proposed Course: ________________________

Category / Outcome / Skill / Theme: ________________________

<table>
<thead>
<tr>
<th>General Education Learning Outcome/s</th>
<th>Supporting course content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Approval Process

3. Approval requires **plan for assessment** of learning outcomes

---

Gen Education Course Proposal

Proposed Course: ____________________________
Category/Outcome/Skill/Theme: ____________________________

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Process</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Implications of Course Approval Policy

Are the learning outcomes adequately supported by the curriculum?

Does EACH Gen Ed course support **ALL** the identified outcomes? **MOST** of the identified Outcomes? **SOME** of the identified Outcomes? **ONE** of the identified Outcomes?
Implications of Course Approval Policy

(You may have fewer outcomes than you think you have)

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.
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.

**Arts and Humanities Learning Outcomes**

- 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?

<table>
<thead>
<tr>
<th>Course</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 2</td>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 3</td>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 4</td>
<td></td>
<td></td>
<td></td>
<td>200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 5</td>
<td></td>
<td></td>
<td></td>
<td>200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 6</td>
<td></td>
<td></td>
<td></td>
<td>200</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Approved Courses**

- Support **SOME** Outcomes

<table>
<thead>
<tr>
<th>A &amp; H Learning Outcomes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Issues with GE Learning Outcomes**

- The implications of your GE Course Policies and Procedures on Assessment
- The array of degrees that you offer
Size of Gen Ed for each Degree

Your programs may have different gen ed requirements (this will become very important when you interpret your data)

<table>
<thead>
<tr>
<th>GE</th>
<th>15 cr</th>
<th>30 cr</th>
<th>45 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Education</th>
<th>15 cr</th>
<th>30 cr</th>
<th>45 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>3 - 4</td>
<td>6 - 7</td>
<td>6 - 7</td>
</tr>
<tr>
<td>Speech</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
<td>3 - 4</td>
<td>6 - 7</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
<td>3 - 4</td>
<td>6 - 7</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>0</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Info Literacy</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>General Education</td>
<td>15 cr</td>
<td>30 cr</td>
<td>45 cr</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Writing</td>
<td>3-4</td>
<td>6-7</td>
<td>6-7</td>
</tr>
<tr>
<td>Speech</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
<td>3-4</td>
<td>6-7</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
<td>3-4</td>
<td>6-7</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Info Literacy</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Check for Understanding
Develop Assessment Methods

Assessing Learning in General Education

Learning Outcomes

Performance Indicators

Assessment Methods

Assessment Measures

Implementation Plan

Evaluating Data

Using Information

142

143

144

Assessment Methods

Selecting assessment methods

Methods should be

Direct – show not tell

Relevant – authentic /contextual
Assessment Methods

How are we going to know if the outcomes are being achieved?

• Surveys
• Questionnaires
• Interviews
• Focus Groups
Assessment Methods

- Standardized Exam
- Locally developed exams
- Oral Exam
- Essay/Report / (Document)
- Performance / Recital
- Clinical / Practicum
- Presentation
- Portfolio
- Simulation

Direct Methods

Students demonstrate their learning

Think ahead to the next steps in the assessment process **before** identifying assessment methods.

Collecting data
Interpreting data
Using data

Consider:

Level of Standardization

--Will students demonstrate learning the same way across all courses and programs?

OR

--Will faculty / departments / programs determine what students will do to demonstrate learning?
Assessment Methods

Consider:
Complexity of Processes
Will assessment method require selecting responses (e.g., multiple choice exam)
OR
Constructing responses (performance, essay)

Assessment Methods

Think ahead to the next steps in the assessment process before identifying assessment methods. Collecting data, interpreting data, using data

It is a lot easier to collect student work than to assess student work

Assessment Methods

Standardized Exam
Gen Ed Portfolio

Cost
Time
Complexity
Credibility
Assessment Methods

Different GE Outcomes: Different Methods

Outcome 1: Nationally normed standardized exam
Outcome 2: Locally developed exam questions
Outcome 3: Reflection
Outcome 4: Short essay

In your Small Groups

10 minutes: Identify potential assessment methods for the GE outcome you have been assigned.
**Team Time: Reviewing Outcomes**

Begin to review your General Education Outcomes...

- **Check for format** (action verb, something)
- **Action Verb** (alignment with philosophy, appropriate level)
- **Coverage** (Number of courses supporting outcomes -- you won’t be able to do this here, but do you know how many classes support each outcome?)
- **Performance Indicators** (have they been identified?)
- **Assessment Method** What can students do to demonstrate their learning?

---

**Team Time Questions**

What did you notice about your GE Learning Outcomes? Are they ready to be assessed?

If your outcomes need a bit of work, by what process will you undertake that task?