

HIGHER LEARNING COMMISSION

# Assessing Student Learning in General Education

Module 4  
Fall 2021

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The diagram consists of five vertical panels illustrating the progression of data processing:

- Data:** A collection of scattered, unconnected dots.
- Information:** Dots are grouped together, representing organized data.
- Knowledge:** Dots are connected by lines, forming a network or structure.
- Insight:** A specific path or connection within the network is highlighted in yellow.
- Wisdom:** The highlighted path is further emphasized, representing a deep understanding or application.

## Transforming data into information

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## Transforming data into information

Data + Interpretation = Information

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The opportunity to understand and improve learning

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### Share information in writing using Standard English

Provides significant details that reflect an excellent understanding of the topic

**Organizational pattern** is logical; conveys completeness & wholeness

Uses effective **language**; makes engaging, appropriate word choices for audience & purpose

Consistently follows the **rules** of Standard English

**Figures and charts** are appropriate, clear and communicate well to the audience

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No	Yes
<input type="checkbox"/>	<input type="checkbox"/>

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### Students who met performance proficiency

Student	Supporting Details	Organization	Language	Rules	Figures/Charts
1	✓	✓		✓	
2		✓			
3	✓	✓	✓		
4	✓				
5	✓	✓	✓	✓	✓
6		✓		✓	
7	✓	✓	✓	✓	
8	✓		✓	✓	
9			✓	✓	✓
10	✓	✓			
11	✓		✓	✓	✓
12		✓	✓	✓	
13	✓	✓	✓		
14		✓			
15	✓	✓		✓	✓
16			✓	✓	✓

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### Share information in writing using Standard English

Provides significant details that reflect an excellent understanding of the topic

**Organizational pattern** is logical; conveys completeness & wholeness

Uses effective **language**; makes engaging, appropriate word choices for audience & purpose

Consistently follows the **rules** of Standard English for Rules

**Figures and charts** are appropriate, clear and communicate well to the audience

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Beginning	Proficient		
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

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## Share information in writing using Standard English

	1- Beginning	2- Developing	3-Emerging	4- Proficient
<b>Details</b>	Includes inconsistent or few details which interfere with the meaning of the text	Includes some details, but may include extraneous or loosely related material	Provides relevant details which support the topic	Provides significant details that reflect an excellent understanding of the topic
<b>Organizational Pattern</b>	Little evidence of organization or any sense of wholeness & completeness	Achieves little completeness & wholeness though organization attempted	Organizational pattern is logical; conveys completeness & wholeness with few lapses	Organizational pattern is logical; conveys completeness & wholeness
<b>Language</b>	Limited & predictable vocabulary, not always appropriate for intended audience & purpose	Limited & predictable vocabulary, not always appropriate for intended audience & purpose	Uses effective language & appropriate word choices for intended audience & purpose	Uses effective language; makes engaging, appropriate word choices for audience & purpose
<b>Rules</b>	Does not follow the rules of Standard English	Inconsistent in following the rules of Standard English	Minimal deviations from the rules of Standard English	Consistently follows the rules of Standard English for Rules
<b>Figures and charts</b>	Figures and charts are missing or have deficiencies in formatting and style which detract from understanding.	Figures and charts are used to communicate but lack consistency in format and style detracting from audience understanding.	Figures and charts are clear and, with few exceptions, communicate clearly to the audience	Figures and charts are appropriate, clear and communicate well to the audience

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## Performance by Indicator

1- Beginning 2- Developing 3-Emerging 4- Proficient

Students	Supporting Details	Organization	Language	Rules	Graphics
1	4	4	4	4	3
2	3	4	4	3	4
3	3	4	3	4	2
4	4	4	2	2	2
5	4	4	2	3	2
6	4	4	4	4	4
7	2	4	2	3	2
8	3	4	2	4	2
9	4	2	2	2	2
10	4	4	4	4	4
11	4	2	3	2	2
12	4	4	4	4	4
13	3	2	2	4	2
14	4	4	3	4	3
15	4	4	4	4	3
16	2	3	2	2	4

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## Transforming data into information

- Overall Average
- Achievement by performance indicator
- Achievement by student

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## Transforming data into information

- Overall Average
- Achievement by performance indicator
- Achievement by student

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## Performance by Indicator

1- Beginning 2- Developing 3- Emerging 4- Proficient

Students	Supporting Details	Organization	Language	Rules	Graphics	
1	4	4	4	4	3	
2	3	4	4	3	4	
3	3	4	3	4	2	
4	4	4	2	2	2	
5	4	4	2	3	2	
6	4	4	4	4	4	
7	2	4	2	3	2	
8	3	4	2	4	2	
9	4	2	2	2	2	
10	4	4	4	4	4	
11	4	2	3	2	2	
12	4	4	4	4	4	
13	3	2	2	4	2	
14	4	4	3	4	3	
15	4	4	4	4	3	
16	2	3	2	2	4	3.2

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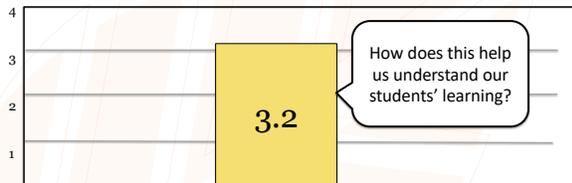
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## Students' ability to share information in writing using Standard English

Overall Performance:  
Average score: All Students on all Indicators



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1- Beginning 2- Developing 3- Emerging 4- Proficient

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## Transforming data into information

- Overall Average
- Achievement by performance indicator
- Achievement by student

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## Performance by Indicator

1- Beginning 2- Developing 3- Emerging 4- Proficient

Students	Supporting Details	Organization	Language	Rules	Graphics	
1	4	4	4	4	3	
2	3	4	4	3	4	
3	3	4	3	4	2	
4	4	4	2	2	2	
5	4	4	2	3	2	
6	4	4	4	4	4	
7	2	4	2	3	2	
8	3	4	2	4	2	
9	4	2	2	2	2	
10	4	4	4	4	4	
11	4	2	3	2	2	
12	4	4	4	4	4	
13	3	2	2	4	2	
14	4	4	3	4	3	
15	4	4	4	4	3	
16	2	3	2	2	4	
	<b>3.5</b>	<b>3.6</b>	<b>2.9</b>	<b>3.3</b>	<b>2.8</b>	

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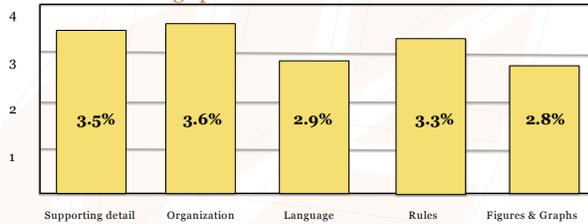
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## Share information in writing using Standard English

Average performance on each indicator



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1- Beginning 2- Developing 3- Emerging 4- Proficient

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### Percentage of Students Proficient on each Indicator

1- Beginning 2- Developing 3- Emerging 4- Proficient

Student#	Supporting Details	Organization	Language	Rules	Graphics	
1	4	4	4	4	3	
2	3	4	4	3	4	
3	3	4	3	4	2	
4	4	4	2	2	2	
5	4	4	2	3	2	
6	4	4	4	4	4	
7	2	4	2	3	2	
8	3	4	2	4	2	
9	4	2	2	2	2	
10	4	4	4	4	4	
11	4	2	3	2	2	
12	4	4	4	4	4	
13	3	2	2	4	2	
14	4	4	3	4	3	
15	4	4	4	4	3	
16	2	3	2	2	4	
	<b>62.5%</b>	<b>75%</b>	<b>37.6%</b>	<b>65.2%</b>	<b>31.25%</b>	

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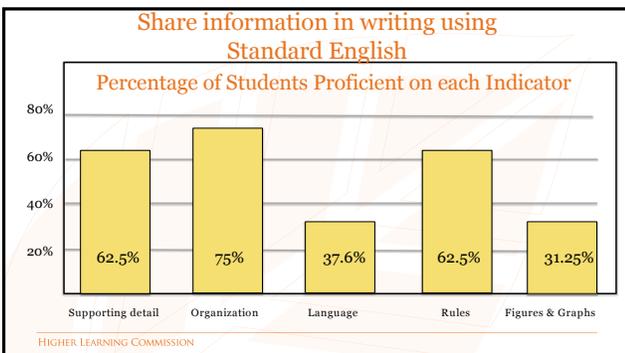
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## Transforming data into information

- Overall Average
- Achievement by performance indicator
- Achievement by student

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**Average Performance by Student**  
1- Beginning 2- Developing 3- Emerging 4- Proficient

Student	Supporting Details	Organization	Language	Rules	Graphics	
1	4	4	4	4	3	3.8
2	3	4	4	3	4	3.6
3	3	4	3	4	2	3.2
4	4	4	2	2	2	2.8
5	4	4	2	3	2	3.0
6	4	4	4	4	4	4.0
7	2	4	2	3	2	2.6
8	3	4	2	4	2	3.0
9	4	2	2	2	2	2.4
10	4	4	4	4	4	4.0
11	4	2	3	2	2	2.6
12	4	4	4	4	4	4.0
13	3	2	2	4	2	2.6
14	4	4	3	4	3	3.6
15	4	4	4	4	3	3.8
16	2	3	2	2	4	2.6

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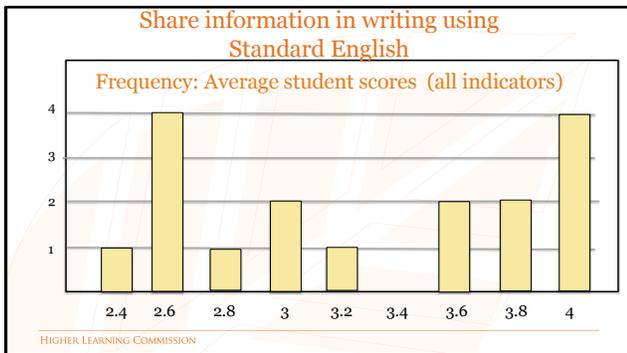
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**Indicators Met by Student**  
1- Beginning 2- Developing 3- Emerging 4- Proficient

Student	Supporting Details	Organization	Language	Rules	Graphics	
1	4	4	4	4	3	4
2	3	4	4	3	4	3
3	3	4	3	4	2	2
4	4	4	2	2	2	2
5	4	4	2	3	2	2
6	4	4	4	4	4	5
7	2	4	2	3	2	1
8	3	4	2	4	2	2
9	4	2	2	2	2	1
10	4	4	4	4	4	5
11	4	2	3	2	2	1
12	4	4	4	4	4	5
13	3	2	2	4	2	1
14	4	4	3	4	3	3
15	4	4	4	4	3	4
16	2	3	2	2	4	1

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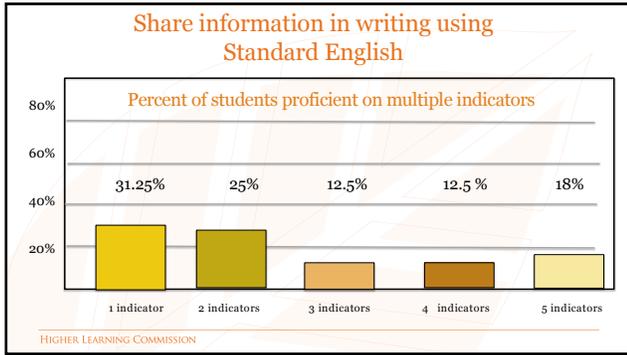
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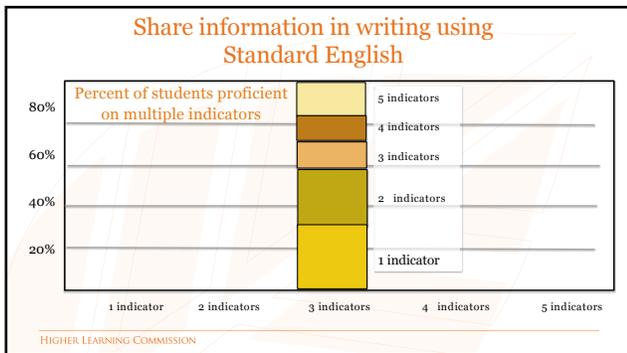
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## Interpreting the Data

Assessment is not a controlled experiment

Results are, at best, estimations of learning

Often the result of interpreting data is identifying more questions

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## Interpreting the Data

Who interprets the data?

How do you interpret the data?

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## Interpreting the Data

Who interprets the data?

Involving more people in the interpretation of the data can promote commitment to address issues

Consider providing guided opportunities for faculty, staff, students to explore the data

- Different perspectives, contexts, questions

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## Interpreting the Data

How do you interpret the data?

Look for patterns of performance

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## Data Patterns

- Consistency - over time
- Consensus - different populations
- Distinctiveness - different situations / variables

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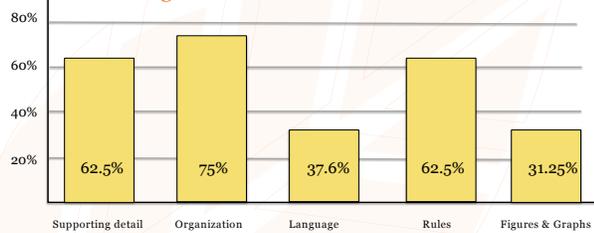
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## Share information in writing using Standard English

Percentage of Students Proficient on each Indicator



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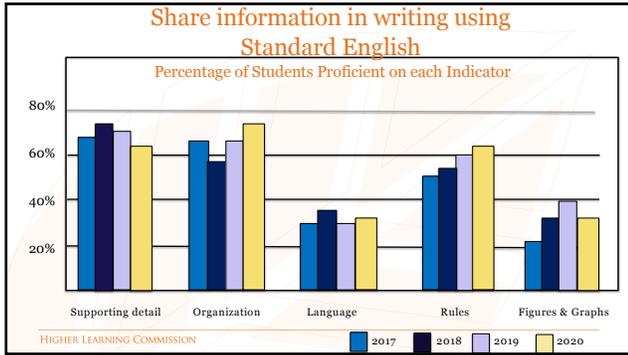
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### Consensus

- Comparison to or among groups of students

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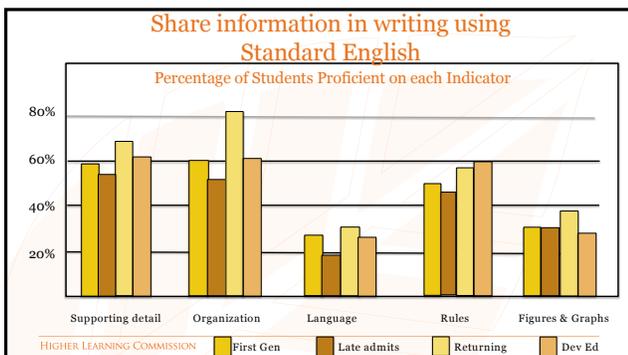
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## Distinctiveness

- Examines data across different situations

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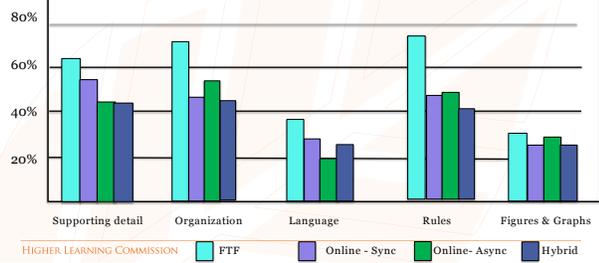
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## Share information in writing using Standard English

Percentage of Students Proficient on each Indicator



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## Discussing the Data

- Did we expect this result?
- What else do we want to know?
- What could explain this?
- What accounts for the differences we found?
- What contributes to this result?
- What have we already tried to address this?
- What else could we do to address this?

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Using Information to Improve Learning  
**Case Study**

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Consider the following when creating a list of suggestions to help TCOU improve its general education learning outcomes assessment

- The strengths of the college's current assessment process
- The weaknesses of the college's current approach
- The use of specific quantitative targets
- The assessment measure used

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**Case Study**

Review the case studies in team rooms  
(20 minutes)

Select a new spokesperson

Break  
(15 minutes)

Facilitation rooms for debriefing  
(15 minutes)

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Using Information to Improve Learning  
**Acting on Assessment Results**

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**Using Information to Improve Learning**

Who is responsible for improving learning?

- Faculty
- Administrators
- Advisors
- Support Staff
- Students

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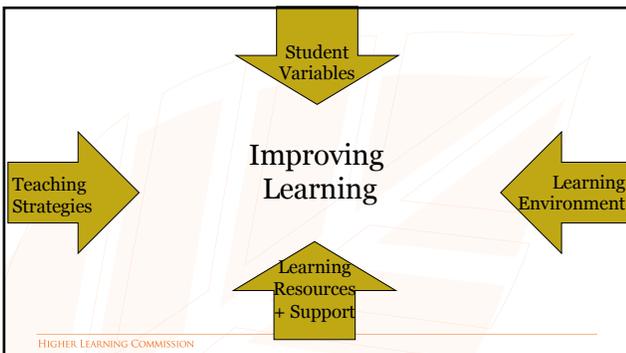
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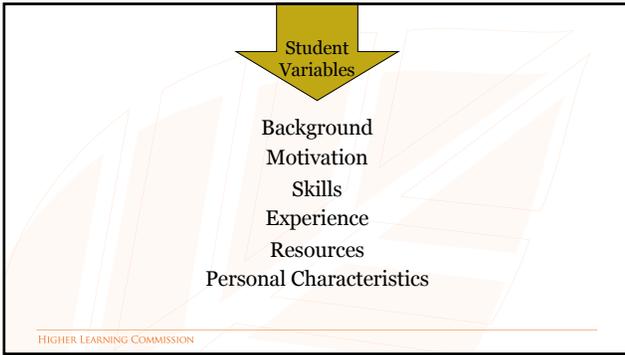
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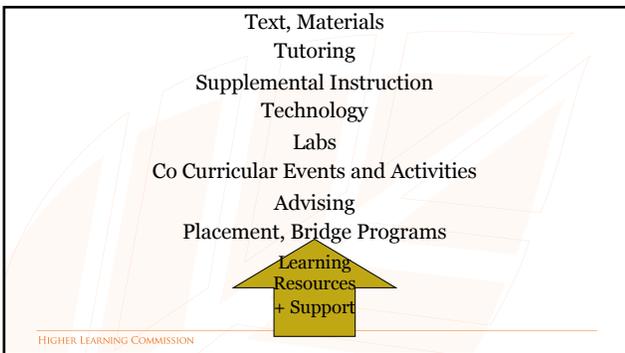
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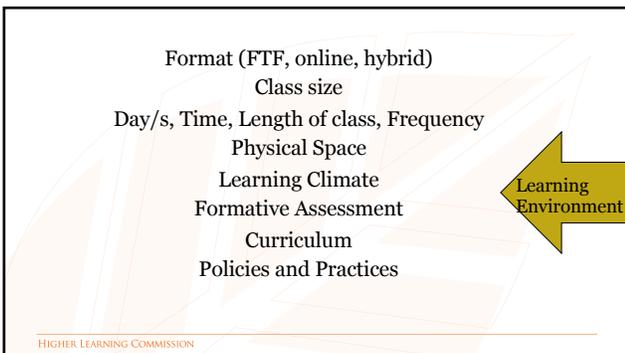
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**The Seven Principles for Good Practice in Undergraduate Education**

Teaching Strategies

1. Student-Faculty Contact
2. Cooperative Learning
3. Active Learning
4. (Prompt) Feedback
5. Time on Task
6. High Expectations
7. Respect for Diverse Talents and Ways of Learning

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Z. Gamson & A. Chickering (1987) The Seven Principles in Practice - Wingspread Journal

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**Communicating Gen Ed Assessment**

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**Communicating Gen Ed Student Learning Assessment**

Support moving from compliance to commitment

Internal Audiences  
External Audiences

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**Communicating  
Gen Ed Student Learning Assessment**

Support moving from compliance to commitment

Internal Audiences  
External Audiences

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**Building Engagement**

Develop a communication plan to build engagement

Remember: Most important resource above all is  
**PEOPLE.**

Don't squander anyone's time

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**Building Engagement**

Who do you need to engage?

At what level do you need their engagement?  
Everyone doesn't need to do everything

When do you need it?

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## Engaging Students

Avoid a “stealth” assessment process

Students should be knowledgeable about:

- Why you are assessing learning
- Student learning outcomes
- Level of performance that is expected of them.
- How the data will be used

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## Engaging Faculty

Some faculty should be involved in:

- Assessment committee work
- Data collection
- Data analysis
- Outcome “champion”

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## Engaging Faculty

All faculty should be involved in:

- Affirming performance indicators for outcomes
- Mapping curriculum to performance indicators
- Reviewing results—at some level
- Implementing recommendations—at some level

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## Engaging Faculty

- Balance structure with flexibility
- Nurture sparks of interest
- Provide ongoing faculty development
- Showcasing examples of assessment “working” at the course or program level

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## Remember...

If you force it  
They will fake it-



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Level of Engagement

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## Reporting on Gen Ed Learning Assessment

- What is the purpose of reporting? (honestly)
- Use GE learning reports to promote good practice
- Use existing reporting structures whenever possible (Program Review, LMS)
- Provide timely, meaningful feedback
- Allow flexibility to tackle challenging problems
- Pay attention to frequency and timeline
- Acknowledge (and reward) effort and progress

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## Communicating Gen Ed Student Learning Assessment

Support moving from compliance to commitment

- Internal Audiences
- External Audiences

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## Reporting on Gen Ed Learning Assessment

**Big Picture:** How have we designed our General Education program to promote learning?

- Program Philosophy
- Program Structure
- Learning Expectations
- Policies and Procedures

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## Reporting on Gen Ed Learning Assessment

**By Outcome:** What do we know about student learning as the result of our GE program?  
How students demonstrated learning  
How we measured learning  
What we found (results)  
How we interpreted the data, and what we think it means  
How we used the data  
What happened next

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## Reporting on Gen Ed Learning Assessment

**By Outcome:** What do we know about student learning as the result of our GE program?

Everyone has an assessment story at the classroom level.  
Tap into that at the GE level

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## Reporting on Gen Ed Learning Assessment

Consider:  
Gen Ed Learning Outcome  
Assessment Process  
Data  
Discussion  
Specific example

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**Your Role in The Process**

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**Your Message**

Be careful not to:

- Apologize when you ask your colleagues to do something for gen ed assessment
- Make promises that you can't keep  
This won't take any time!
- Blame HLC for the workload that has been created
- Express doubts about the value of the process

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**Creating your AGenda**

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## Building your AGenda

Overall goal for the year

Action plan for Fall and Spring

Touch base with Admin about what you learned  
and what you are are thinking about

Meet formally or informally with relevant committees

Identify potential resources (time, experience,  
expertise)

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## Building your AGenda

What can your team do to get started "behind the scenes"?

Desk review

Assure outcomes are supported by the curriculum

Understand what is currently being done to assess GE on  
your campus

Review outcomes and indicators

domesticate as needed

Draft assessment measure, implementation plan

Quiet pilot

HIGHER LEARNING COMMISSION

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## Team Time

- Identify any additional ideas/ questions/ issues that have emerged from the discussion this morning.
- Review your planning notes. What do you need to Start doing? Stop doing? Modify? Create?
- Which tasks are most critical? Identify your top three priorities for this academic year
  - What are your actions steps – this fall? Next Spring?

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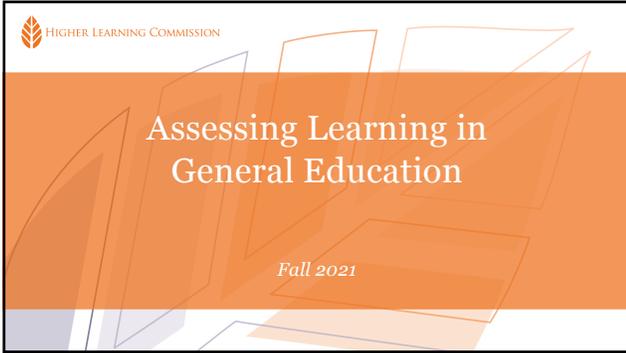
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