

# General Education Assessment

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184s, K1, K2, & K7

Test Run

# Need to Do Direct Assessment

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- Some indirect assessment had been done
  - Alignment reviews
- The gold standard – Direct assessment
  1. Set up a rubric with performance metrics
  2. Pull artifacts
  3. Check them against the rubric
  4. Measure the results
- How do we know if our students are achieving the outcomes?
- What changes should we make to improve student learning?

# Our First Pass

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- Change in responsibility for direct assessment of General Education
- Once that was done, we wanted to get at least one pass done
  - Check the process
  - Test the rubrics
  - Learn what we could
  - Apply that to a standard pass at Gen Ed assessment (to be done in AY 24)

# The Process of our Test Run

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- Assemble a team that met standards
  - Yoshiko Takahashi
  - Kurt Kirstein (CEPS)
  - Maura Valentino (Library)
  - Shawn Reichert (DHC)
  - Paul Martin (CAH)
- Identify artifacts:
  - PUBH 184 (3) & ADMG 184 (3)
  - K1: ADMG 285 (20)
  - K2: EFC 250 (5), PUBH 311 (2), PUBH 351 (5)
  - K7: EXSC 154 (3)

# The Process

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- Identify Rubrics – Already done for us
- Built a Canvas shell to house the artifacts, rubrics, and the tools we will use for the assessment
- Give two weeks for all members of the team to assess every artifact against its rubric and record the scores
- Aggregate the scores
- Discuss the results and the process
- Share with the General Education Committee

# 184 Rubric

<p>184 Outcomes</p> <p style="text-align: right;">Ratings →</p> 	(1) does not meet the outcome.	<b>(2) Average competency in completing the tasks to meet this outcome</b>	<b>(3) Above average competency in completing the tasks to meet this outcome.</b>
Explore methods of academic inquiry through engaging subject matter.			
Discuss concepts effectively with peers.			
Use writing-to-learn strategies to clarify ideas and understand new concepts.			
Communicate effectively through oral presentation.			
Recognize and apply critical thinking strategies used in a discipline.			
Engage in a library-led information literacy session and apply best practices for evaluating information sources in scholarly research.			

# 184 Results

Descriptor	Score	N	N/A
Explore methods of academic inquiry through engaging subject matter.	2.07	14	10
Discuss concepts effectively with peers.	1	8	16
Use writing-to-learn strategies to clarify ideas and understand new concepts.	1.9	22	0
Communicate effectively through oral presentation.	--	--	22
Recognize and apply critical thinking strategies used in a discipline.	1.8	19	3
Engage in a library-led information literacy session and apply best practices for evaluating information sources in scholarly research.	--	--	20

# K1 Results

Descriptor	Score	N	N/A
Analyze and critique an argument, evaluating its rhetorical effectiveness & identifying underlying assumptions.	1.93	68	7
Identify and synthesize high-quality sources & use them effectively in support of an argument.	1.97	74	1
Take a position on an issue by developing a focused assertion based on a shared assumption, presenting evidence in support of a line of reasoning, addressing divergent stances on the issue, & using a variety of rhetorical appeals.	1.97	75	0
Cite and document sources precisely & effectively according to the guidelines of a specific style manual.	1.93	75	0
Describe the interrelationship between style and meaning & make adjustments to style to enhance meaning.	--	--	66
Craft prose that conforms to academic conventions & to expectations regarding clarity, coherence, and unity.	2.07	75	0



# K2 Results

Descriptor	Score	N	N/A
Articulate the requirements of informed citizenship	2.08	50	0
Explain how social, psychological, and/or culturally diverse experiences create value in a community.	1.94	50	0
Analyze relationships between local, national, regional, and/or global cultures and community, citizenship, politics, and/or government.	2.00	50	0
Describe how historical, social, economic, and/or cultural developments have affected communities, citizenship, politics, and/or government.	2.16	50	0

# K7 Results

Descriptor	Score	N	N/A
Describe how scientific discovery and research in a particular discipline contribute to society.	1.67	9	3
Describe how scientists generate testable hypotheses that are grounded in theories that explain and predict natural phenomena.	1.33	6	6
Make inquiry-driven laboratory and/or field observations and interpret them.	1.75	12	0
Rigorously describe and analyze fundamental processes and components of one or more system within the physical or natural world.	1.00	9	3
Analyze and critique claims involving quantitative information	1.42	12	0

# Initial Discussion of Results

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- Process
  - Some rubrics were not good matches for the artifacts selected
  - We had too few artifacts from K7 to have valid results
  - K1 and K2 – Artifacts were a better match to the rubrics – Only one fully NA descriptor in K1 and none in K2
  - 184s – Mismatch of some descriptors to artifacts – Especially Descriptors 2, 4, and 6

# Using the Results

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- Improve the process
  - More artifacts
  - Broader sample
  - Better alignment between rubric and artifacts
  - Expand the team and the timeline
  - Broaden the selection process for artifacts
- Adjust the curriculum
  - Where there was good alignment and good results, what can we learn about how well our students are performing?
  - Improve alignment between rubric and curriculum by adjusting the curriculum
  - Adjust the rubrics to make sure they include what we care about

# Next Steps

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- AY 24 knowledge areas identified
  - Will run a full assessment using a broader collection of artifacts
  - From all colleges
  - Over a longer span of time
- Presenting these results to Gen Ed committee (again)
  - What changes do they recommend?
  - What about having outcomes for each knowledge area? Should we have just one set for all of General Education?

# To Be Assessed This Year

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- Academic Writing 1
- Knowledge areas 4, 5, & 6
- Culminating Experience