Gen Ed Assessment Project Application

1. Which General Education course and Educated Person sub-category would you like to have as the focus of your assessment project?

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Educated Person Outcome Sub-Category (Note: The outcome selected must be one of the outcomes selected when the course was approved as a General Education course.):

* 1a. Written Communication
* 1b. Oral Communication
* 2a. Critical Thinking
* 2b. Information Literacy
* 3a. Scientific Reasoning
* 3b. Quantitative Reasoning
* 4a. Cultural/Global/Historical Understanding
* 4b. Teamwork and Ethical Reasoning Skills

2. How do you plan to assess this General Education learning outcome?

* Using a rubric to assess student work
* Evaluating a test by matching learning outcomes to test questions
* Conducting a student focus group (please go to question 13 to continue)
* Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (please go to question 14 to continue)

3. Please describe the assignment (or portfolio of student work) that you would like to use as the basis for this assessment, addressing the following topics:

* The purpose of the assignment (what you expect students to learn)
* What should be included in a completed assignment
* How the assignment allows students to demonstrate the intended General Education learning outcomes
* Any expectations for format, length, citations, collaboration, etc.
* How the assignment is graded

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4. If you plan to assess the course using a test, does this test cover all of the material taught in the course (e.g., final examination or comprehensive test)?

* Yes
* No
* Not applicable

5. If you will be assessing Written Communication, does the assignment you plan to assess have any questions that address the following Written Communication key indicators:

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Demonstration of control of syntax and mechanics to communicate clearly (1) |  |  |
| Choices about content, organization, and structure accomplish the purpose of the writing task (2) |  |  |
| Response considers audience, purpose, and the circumstances surrounding the writing task (3) |  |  |
| Engagement with specific writing processes, strategies, and modes of textual production or publication related to the discipline or specialized context (4) |  |  |
| Demonstration of effective use of sources and evidence (5) |  |  |

* Not applicable

6. If you will be assessing Oral Communication, does the assignment you plan to assess have any questions that address the following Oral Communication key indicators:

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Presentation of an identifiable and compelling central idea (1) |  |  |
| Demonstrated control of delivery techniques that enhance the presentation (2) |  |  |
| Use of language that supports the effectiveness of a presentation (3) |  |  |
| Purposeful choice among possible alternatives that make them more likely to accomplish their purpose (4) |  |  |
| Delivery of presentations to increase knowledge, to foster understanding, or to promote change in an audience's attitudes, values, beliefs, or behaviors (5) |  |  |

* Not applicable

7. If you plan to assess Critical Thinking, does the assignment you plan to assess have any questions that address the following Critical Thinking key indicators:

|  |  |  |
| --- | --- | --- |
|  | Yes (1) | No (2) |
| Ability to explain issues and complex problems (1) |  |  |
| Selection and use of information to investigate a point of view or conclusion (2) |  |  |
| Completion of analyses of text, data, or issues (3) |  |  |
| Assessment of influence of context and assumptions (4) |  |  |
| Student takes a specific position in relation to an issue while acknowledging different perspectives (5) |  |  |
| Conclusions that reflect awareness of implications and consequences (6) |  |  |

* Not applicable

8. If you plan to assess Information Literacy, does the assignment you plan to assess have any questions that address the following Information Literacy key indicators:

|  |  |  |
| --- | --- | --- |
|  | Yes (1) | No (2) |
| Evidence of research and information gathering processes (1) |  |  |
| Determination of the extent of information needed (2) |  |  |
| Assessment of needed information (3) |  |  |
| Evaluation of information and its sources critically (4) |  |  |
| Student communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose (5) |  |  |
| Information is accessed and used ethically and legally (6) |  |  |

* Not applicable

9. If you plan to assess Scientific Reasoning, does the assignment you plan to assess have any questions that address the following Scientific Reasoning key indicators:

|  |  |  |
| --- | --- | --- |
|  | Yes (1) | No (2) |
| Empirically evidenced and logical arguments (1) |  |  |
| Scientific arguments distinguished from non-scientific arguments (2) |  |  |
| Recognition and application of methods of inquiry that lead to scientific knowledge (3) |  |  |
| Reasons by deduction, induction, and analogy (4) |  |  |
| Causal and correlational relationships distinguished (5) |  |  |

* Not applicable

10. If you plan to assess Quantitative Reasoning, does the assignment you plan to assess have any questions that address the following Quantitative Reasoning key indicators:

|  |  |  |
| --- | --- | --- |
|  | Yes (1) | No (2) |
| Explanation of information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words) (1) |  |  |
| Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words) (2) |  |  |
| Ability to perform calculations to solve quantitative problems (3) |  |  |
| Judgments and appropriate conclusions made based on quantitative analysis of data, recognizing the limits of this analysis (4) |  |  |
| Ability to make and evaluate important assumptions in estimation, modeling, and data analysis (5) |  |  |
| Quantitative evidence expressed in support of the argument or purpose of work (6) |  |  |

* Not applicable

11. If you plan to assess Cultural/Global/Historical Understanding, does the test have any questions that address the following Cultural/Global/Historical Understanding key indicators:

|  |  |  |
| --- | --- | --- |
|  | Yes (1) | No (2) |
| Awareness of the experiences of those in other cultures and historical contexts (1) |  |  |
| Understanding of diverse worldviews based in cultural and historical context (2) |  |  |
| Consideration of the experience of others through more than one worldview (3) |  |  |
| Identification of student's own cultural patters and ability to compare and contrast with others (4) |  |  |
| Articulation of an understanding of cultural variations in verbal and nonverbal communication (5) |  |  |

* Not applicable

12. If you plan to assess Teamwork/Ethical Reasoning, does the test have any questions that address the following Teamwork/Ethical Reasoning key indicators:

|  |  |  |
| --- | --- | --- |
|  | Yes (1) | No (2) |
| Understanding of social, cultural, or professional contexts (1) |  |  |
| Demonstration of personal self-awareness and responsibility to context (2) |  |  |
| Recognition and evaluation of ethical issues and situations (3) |  |  |
| Evaluation of ethical perspectives and concepts and application of them to engage in informed decision-making (4) |  |  |
| Demonstration of effective teamwork (5) |  |  |

* Not applicable (please go to question 15 to continue)

13. If you selected a student focus group as your assessment technique, please describe why a student focus group would be the best way to collect information on the General Education outcomes selected for this course. *You should include information on how you might conduct the focus group and the types of questions you might ask.*

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* Not applicable

14. If you selected some other assessment technique, please share more information about the method you envision for assessing the General Education outcome selected for this course:

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* Not applicable

15. Are you interested in conducting a comparative assessment project?

* Yes, comparing assessment results from a pre-pandemic course (e.g., Fall 2019 or earlier) to a semester impacted by the pandemic (Spring 2020 or later)
* Yes, comparing assessment results from an online section of the course to an on-campus section of the course
* Yes, comparing assessment results from a 15-week semester to an accelerated term (e.g., summer, late start, 7 week module, etc.)
* Yes, comparing assessment results from a day section of the course to an evening section
* No, I want to assess one section of a course
* Unsure

16. Do you use any of the following High Impact Practices (HIPs) in this course? Choose all that apply.

* Collaborative assignments or projects
* Service-learning or community-based learning activities
* Other forms of experiential learning, such as simulations, projects with industry partners, field experience, or student performances
* Problem-based inquiry (e.g., students demonstrate proficiency through inquiry into unscripted questions and problems)
* Other, please describe:

17. Faculty and students faced multiple challenges related to the COVID-19 pandemic. Discuss how you have addressed these challenges in your course. *For example, you may address topics such as changes to protect student health and safety, student mental health, access to CCRI student support services, changes to student work and family responsibilities, access for students with disabilities, technology skills, students entering the course with learning loss/deficits resulting from the pandemic, or changes to address developing a sense of community or social engagement in the course.*

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17. Your Information

Name: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address: (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_