

# STUDENT LEARNING IN THE GVSU GENERAL EDUCATION PROGRAM: 2007-2010

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Dec. 8, 2010

## Overview

Faculty collected data on student learning in 204 General Education courses between 2007-2010. Faculty were asked to record student learning as a number between 0 and 4 by using a common rubric:

4 = Exceptional

- corresponds to the traditional "A"
- exceeds General Education Program expectations
- impressive work, excellent, outstanding
- high degree of creativity, originality, and/or professionalism

3 = Good

- corresponds to the traditional "B"
- clearly meets General Education Program expectations
- solid work, high quality, above average

2 = Acceptable

- corresponds to the traditional "C"
- generally meets General Education Program expectations
- competent work, satisfactory quality, adequate
- room for improvement, but acceptable nonetheless

1 = Unacceptable

- corresponds to the traditional "D" or "F"
- does not meet General Education Program expectations
- low quality, unsatisfactory

0=Assignment Not Completed

## Sample

Units identified one section that data would be collected from. Some units collected and reported data from more than one section.

Faculty in Foundation and Culture courses teach and assess learning in written or oral communication, information literacy, and critical and creative thinking. Faculty in Theme courses teach and assess learning in written communication, oral communication, information literacy, critical and creative thinking, and integration.

The goals are defined as following:

Oral communication: To engage in articulate expression through effective speaking

Written communication: To engage in articulate expression through effective writing

Critical and creative thinking: To think critically and creatively

Information literacy: To locate, evaluate, and use information effectively

Integration: To integrate different areas of knowledge and view ideas from multiple perspectives

**Results**

The results are reported for student learning across the entire General Education Program (a combination of Foundations, Cultures, and Themes) and aggregated by each of the three main categories (Foundations, Cultures, Themes). Zeros were treated as missing information.

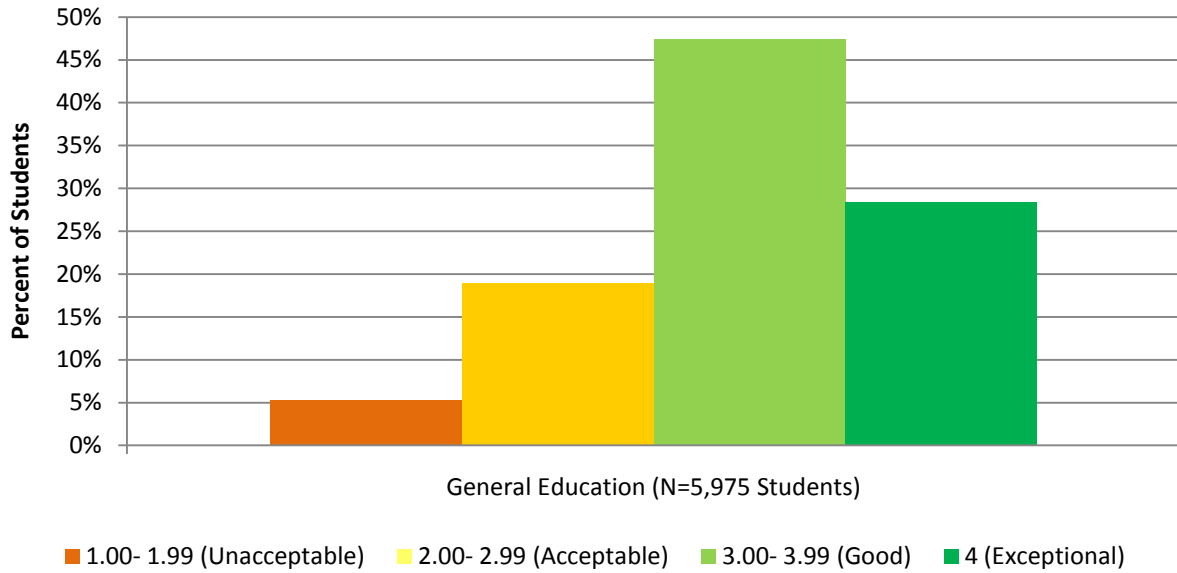
**Findings**

Students are performing at an acceptable level of learning in each of the five skills goals.

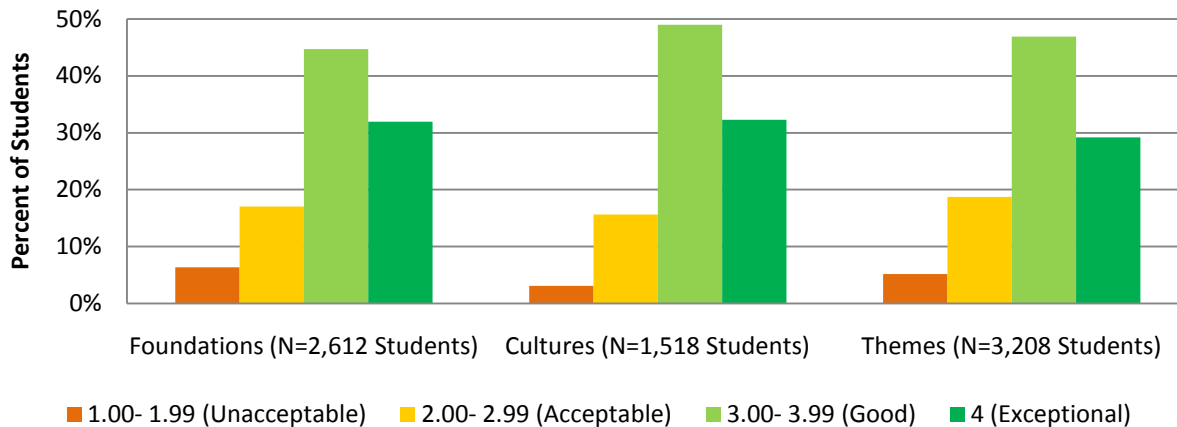
**Future Reports**

Results of student learning for the content goals and skills goals will be reported by each of the subcategories (i.e., Foundation –Arts, Theme 1).

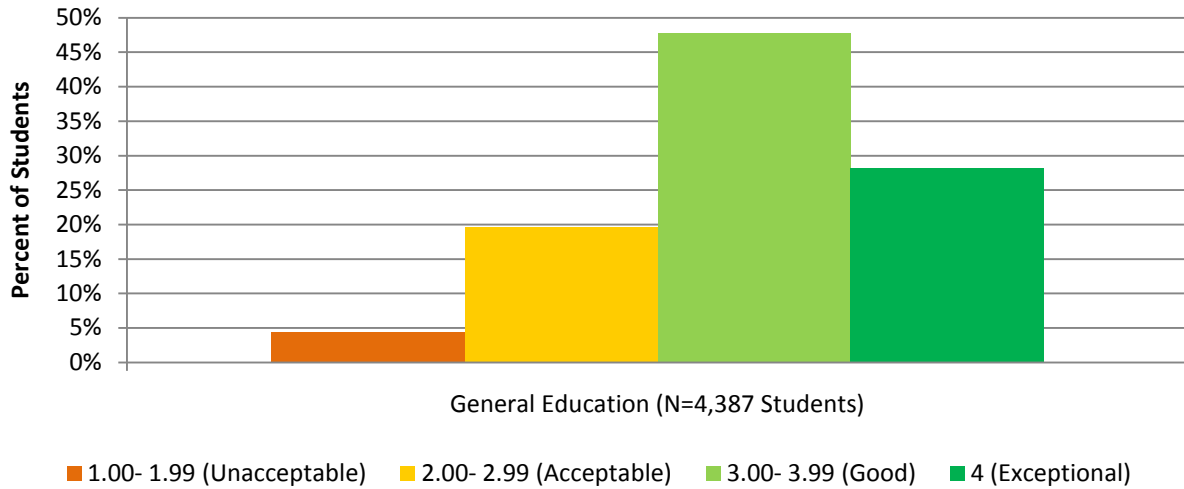
## Assessment of Student Learning in the General Education Program: Written Communication



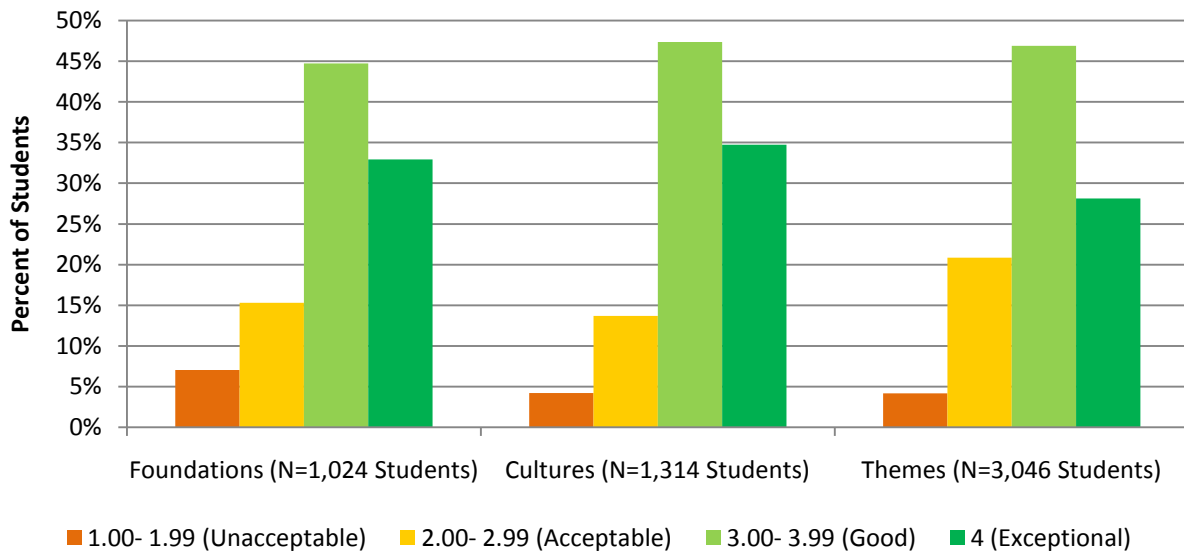
## Assessment of Student Learning in the General Education Categories: Written Communication



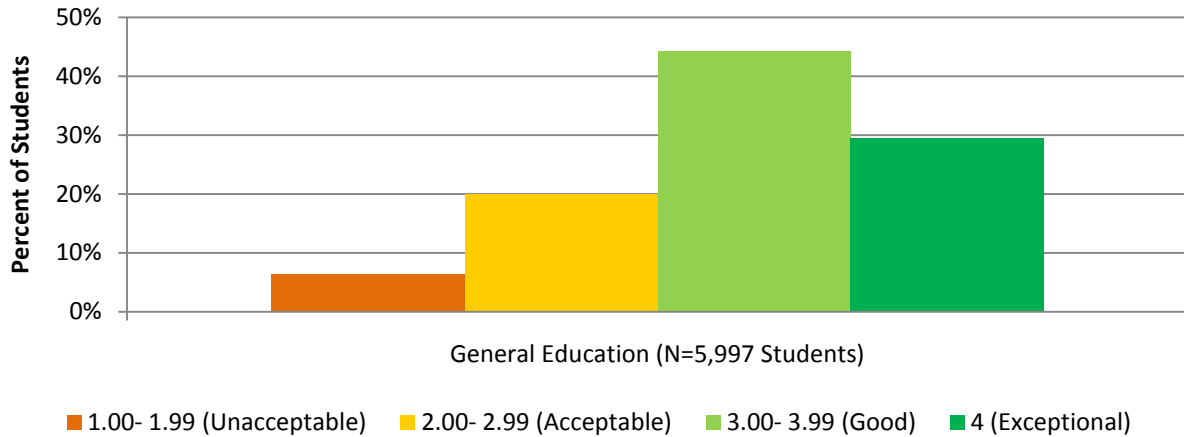
## Assessment of Student Learning in the General Education Program: Oral Communication



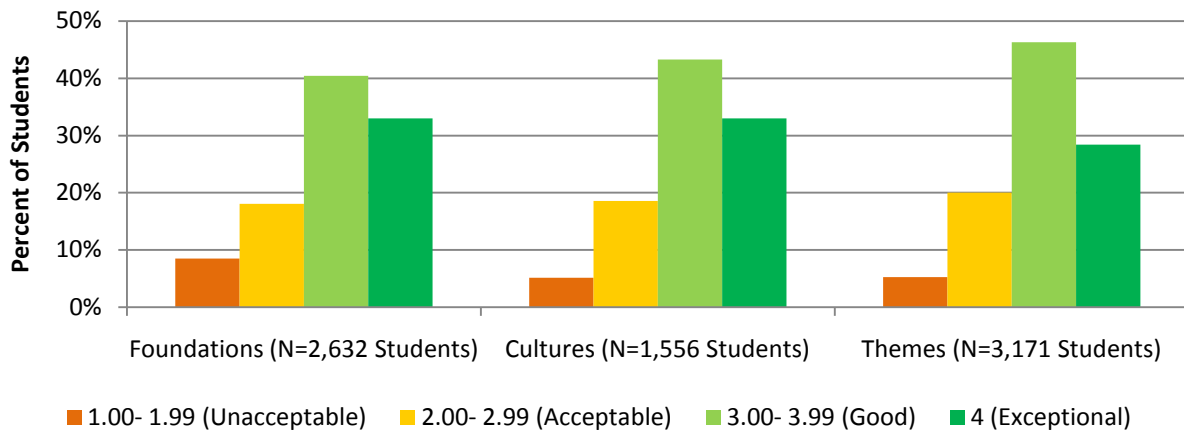
## Assessment of Student Learning in the General Education Categories: Oral Communication



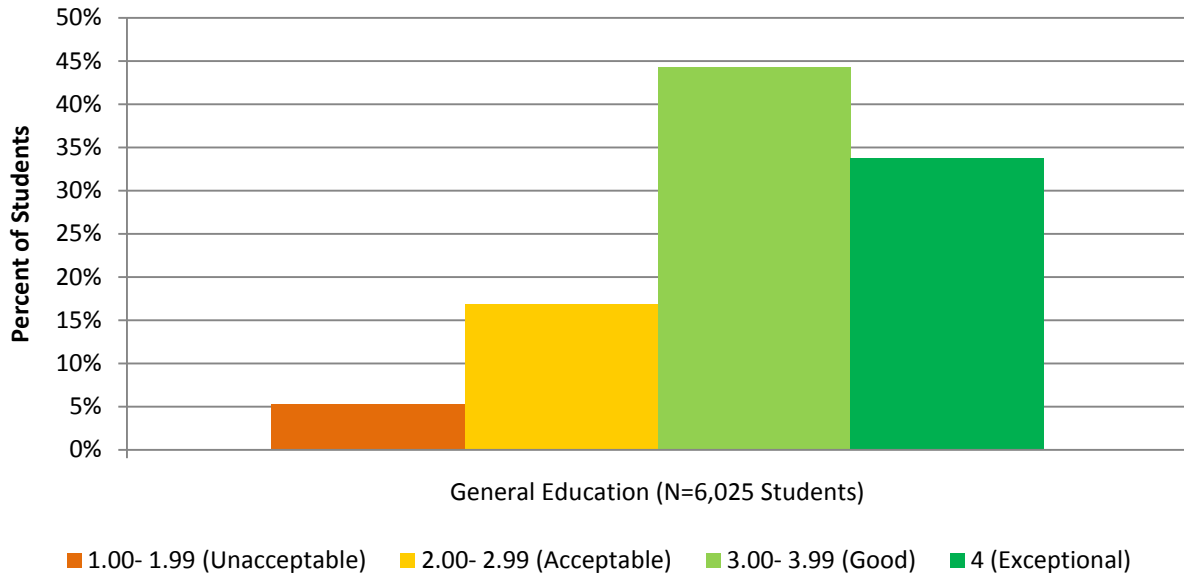
## Assessment of Student Learning in the General Education Program: Critical and Creative Thinking



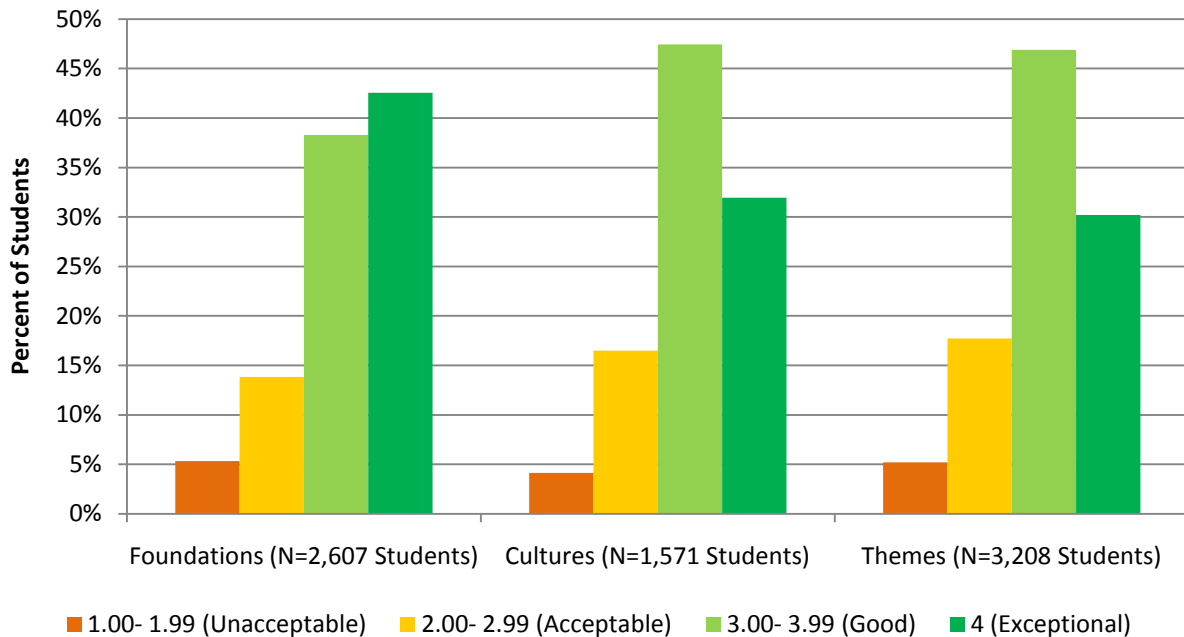
## Assessment of Student Learning in the General Education Categories: Critical and Creative Thinking



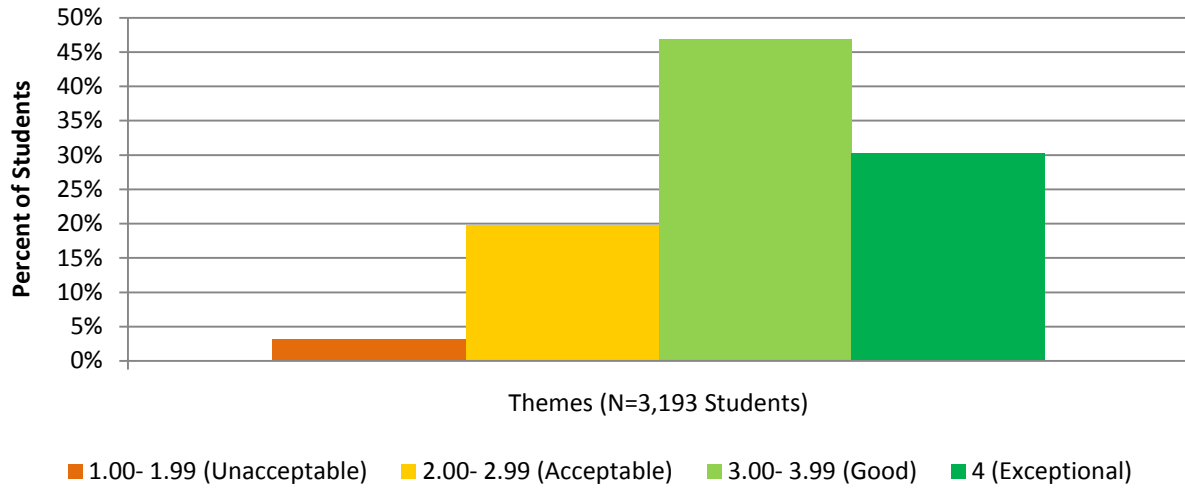
## Assessment of Student Learning in the General Education Program: Information Literacy



## Assessment of Student Learning in the General Education Categories: Information Literacy



## Assessment of Student Learning in the General Education Themes: Integration



Note: Themes are the only category that teach and assess integration; therefore, there is only one graph.