



**GENERAL EDUCATION COURSE-
BASED ASSESSMENT – IT'S EASIER
THAN YOU THINK!**

2023-2024

OVERVIEW

- Teach ALL of the knowledge and skills that we want our graduates to have
- Assess how well students learn it (every 4 years)
- Analyze and Report the results (CAR)
- Revise the course

TIP: Plan now to efficiently and effectively collect data.

RECENT CHANGES

- Collaboration
 - Rubric was changed to allow one longer or multiple shorter projects done over the course of the semester. The students, however, must remain in the same groups.
 - Peer evaluation is no longer a mandatory assessment measure; it is now optional.

TEACH, ASSESS, REPORT, REVISE

Faculty teach and assess both Knowledge and Skills Student Learning Outcomes (SLOs)

Knowledge SLO (1-3/class)

Skills SLOs (2/Foundations and Cultures, 3 for Issues – more if it double-dips):

- Collaboration
- Critical Thinking
- Ethical Reasoning
- Information Literacy
- Integration
- Oral Communication
- Problem Solving
- Quantitative Literacy
- Written Communication

1. Which SLOs do I teach and assess?

2. What is the definition of the SLO?

COURSE ASSESSMENT TIMELINE

Early in the Semester: Plan Course

- Use the search tool at [General Education Courses by Category](#) to identify your course's Student Learning Outcomes (SLOs). Each course in Gen Ed has both Knowledge SLOs and Skill SLOs.
 - Knowledge SLOs (also listed [below](#)) are determined by the Gen Ed Category (e.g., Foundations: Historical Analysis). Knowledge SLOs do not use rubrics.
 - Skills SLOs (also listed [below](#)) are assigned to individual courses during the application process (e.g., Critical Thinking). Each Skill SLO also has a rubric (below) that is required for assessment.
- Plan how you will *teach* your course SLOs
- Plan how you will *assess* your course SLOs. Please remember to design separate assessments for each SLO and all accompanying objectives.
- Attend an [Assessment Workshop](#) and/or watch the assessment video for further help.

During the Semester: Teach Student Learning Outcomes

- Review Course Assessment Reports ([CARs](#)) and feedback from previous assessments.
- Teach students the SLOs.
- Begin completing the sections on the CAR about *how* you taught the SLOs.

End of Semester: Assess Data and Submit Report

- Assess student learning of the SLOs using the rubrics, not grades (see below).
- Enter course data using the [Gen Ed Assessment Site](#)
- Review data graphs/tables received from GE once data is submitted. If there are multiple sections, each will receive graphs/tables, and all data will be compiled into summary graphs/tables
- Complete CAR and [email](#) to Gen Ed.

www.gvsu.edu/gened

Click on "Faculty" then "Course Assessment" at the top.

TEACH, ASSESS, REPORT, REVISE

Course Assessment



Following the Course Recertification Policy, all General Education courses are assessed on a four-year cycle by the General Education Committee. See:

- [Course Recertification Policy](#)
- [2019-2024 Assessment Schedule](#)
- [Course Assessment Reports \(CARs\)](#)
- [Exemplary CARs](#)

KNOWLEDGE STUDENT LEARNING OUTCOMES

FOUNDATIONS | [TOP](#)

The Arts

1. Explain principles and questions that define the arts and analysis of formal elements of works of art.
2. Explain how meaning in the arts is created and interpreted.
3. Explain the historical and cultural contexts for artists and their works.

SKILLS STUDENT LEARNING OUTCOMES AND RUBRICS

Skills Student Learning Outcomes and Rubrics | [TOP](#)

Collaboration: *Effectively work on a team.*

[Collaboration Rubric \(PDF\)](#)

www.gvsu.edu/gened

Click on "Faculty" then "Course Assessment" at the top.

TEACH, ASSESS, REPORT, REVISE

TIP: Throughout the semester, fill out sections of the Course Assessment Report (CAR) – how you taught an SLO.

TEACH, **ASSESS**, REPORT, REVISE

- Assessment measure-something you grade
- You must use the GE rubric to assign assessment ratings (1-4)
- Assess towards the end of the term
- Measure student learning only 1 time/outcome
- Share the assessment results with students so they know where they need to focus their efforts

TEACH, **ASSESS**, REPORT, REVISE

TIP: Assess different objectives using different measures at different times

- It helps balance your workload
- It helps you avoid a critical error

TEACH, **ASSESS**, REPORT, REVISE



You cannot use a grade to assign a rating (3 is not a B) because a grade on an exam/report/presentation assesses many things instead of a single thing.

TEACH, ASSESS, REPORT, REVISE

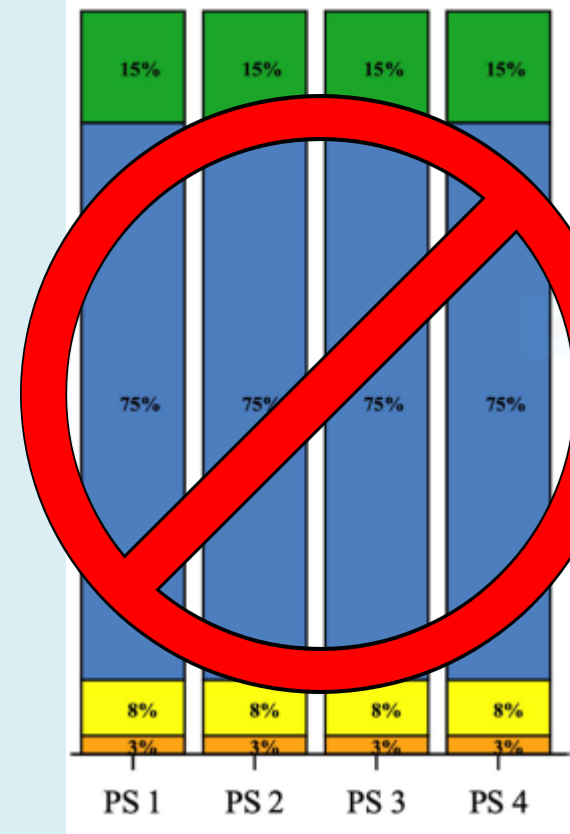


You can't use a group project for assessment unless you can evaluate what EACH student did.

TEACH, ASSESS, REPORT, REVISE



One measure can be used to rate students for several SLOs or objectives, but you must evaluate each SLO or objective separately.



TEACH, **ASSESS**, REPORT, REVISE

TIP: Once you assess student learning, fill out the section of the Course Assessment Report (CAR) about how you assessed it (don't wait until the end of the semester).

Knowledge Rubric

“One exposure” model: Students have only one or two exposures to the Knowledge SLO; therefore, the goal is for students to achieve Level 3 after a single course.

A student – regardless of major – demonstrates:

4=advanced understanding

3=basic understanding

2=substantial progress toward a basic understanding

1=very limited understanding

0=no understanding

Blank=did not complete assignment, test, etc.

Assessing Knowledge SLOs

- Knowledge SLOs are broad (make sure the students “see the forest for the trees”)
- You can reword the Knowledge SLO and ask it as a test question
- **Tip:** Do **not** use the same question to assess more than one Knowledge SLO

Skills Rubric (see the specific Skill rubric for more information)

“Tree ring” model - Students have multiple exposures to the Skills SLOs; therefore, we do not anticipate students receiving a Level 4 rating after a single course (but we do anticipate it by graduation).

Student Performance Levels

4 = Accomplished

3 = Satisfactory

2 = Progressing

1 = Emerging

0 = Below Emerging

Blank = did not complete assignment, test, etc.

Rubric for a Skill SLO

Objectives

Student Ratings

ETHICAL REASONING RUBRIC

Ethical Reasoning: Apply ethical principles and codes of conduct to decision making.				
OBJECTIVES <i>(Items in italics below are definitions or examples)</i>	ACCOMPLISHED (4)	SATISFACTORY (3)	PROGRESSING (2)	EMERGING (1)
Identify Ethical Issues	Recognizes ethical issues when presented in a complex, multilayered (gray) context <u>and</u> can recognize interrelationships among the issues.	Recognizes ethical issues when issues are presented in a complex, multilayered (gray) context <u>or</u> can recognize interrelationships among the issues.	Recognizes basic and obvious ethical issues but incompletely recognizes the interrelationships among the issues.	Recognizes basic and obvious ethical issues but does not recognize the interrelationships among the issues.
Identify Ethical Theories	Names the major ethical theory or theories used, presents the gist of said theory or theories, and thoroughly and accurately explains the details of the theory or theories used.	Names the major ethical theory or theories used, presents the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Names the major ethical theory used, presents the gist of the named theory, but important details are missing or inaccurate.	Names the major ethical theory used.
Apply Ethical Theories	Applies ethical theories to a complex issue accurately and considers the full implications of the application.	Applies ethical theories to a complex issue accurately and considers most of the implications of the application.	Applies ethical theories to a complex issue inaccurately; some of the implications are discussed.	Applies ethical theories to a complex issue inaccurately; few of implications are discussed.
Take and Support an Ethical Position <i>includes assumptions, implications, objections</i>	States a position in-depth and effectively defends against other ethical perspectives.	States a position in-depth and partially defends against other ethical perspectives.	States a position in-depth but cannot defend against other ethical perspectives.	States a position briefly but cannot defend against other ethical perspectives.

This rubric was inspired by the AAC&U VALUE rubric.

6/21/2019

TEACH, ASSESS, REPORT, REVISE

Course Assessment

4. How do I assess the SLOs?

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SKILLS STUDENT LEARNING OUTCOMES AND RUBRICS

Skills Student Learning Outcomes and Rubrics | [TOP](#)

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[Collaboration Rubric \(PDF\)](#)

www.qvsu.edu/gened

Click on "Faculty" then "Course Assessment" at the top.

TEACH, ASSESS, REPORT, REVISE

5. Where
do I
enter my
data?

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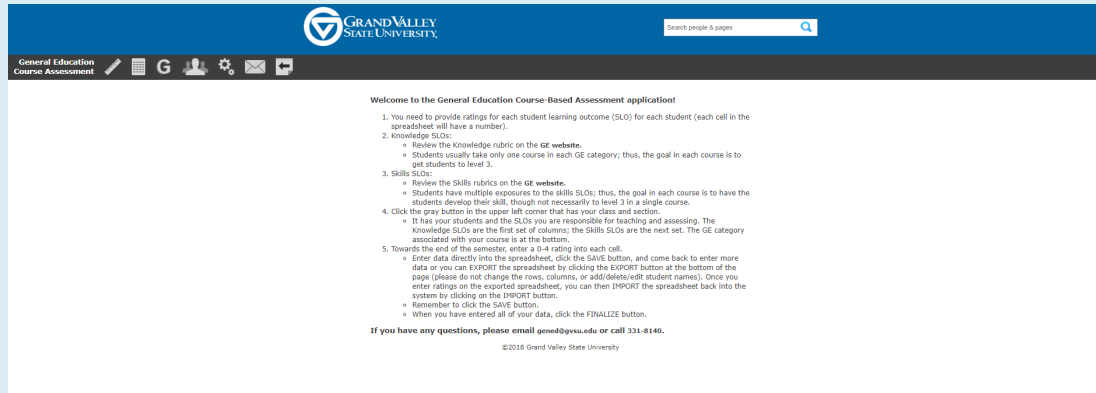
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TEACH, ASSESS, REPORT, REVISE

Main Page of the Assessment Site



The screenshot shows the main page of the General Education Course Assessment application. At the top, there is a blue header with the Grand Valley State University logo and a search bar. Below the header is a dark gray navigation bar with the text "General Education Course Assessment" and several icons. The main content area is white and contains a welcome message and a list of instructions for users. The instructions are numbered 1 through 5 and provide detailed steps for entering ratings, exporting data, and finalizing the assessment. A copyright notice for 2018 Grand Valley State University is at the bottom.

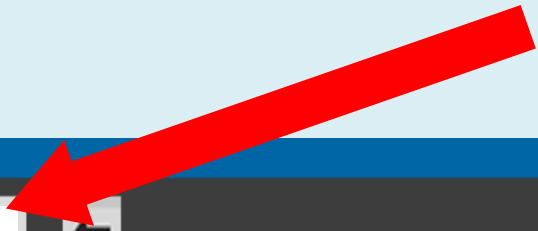
Welcome to the General Education Course-Based Assessment application!

1. You need to provide ratings for each student learning outcome (SLO) for each student (each cell in the spreadsheet will have a number).
2. Knowledge SLOs:
 - Review the Knowledge rubric on the [GE website](#).
 - Students usually take only one course in each GE category; thus, the goal in each course is to get students to level 3.
3. Skills SLOs:
 - Review the Skills rubrics on the [GE website](#).
 - Students have multiple exposures to the skills SLOs; thus, the goal in each course is to have the students develop their skill, though not necessarily to level 3 in a single course.
4. Click the gray button in the upper left corner that has your class and section.
 - It has your students and the SLOs you are responsible for teaching and assessing. The Knowledge SLOs are the first set of columns; the Skills SLOs are the next set. The GE category associated with your course is at the bottom.
5. Towards the end of the semester, enter a 0-4 rating into each cell.
 - Enter data directly into the spreadsheet, click the **SAVE** button, and come back to enter more data or you can **EXPORT** the spreadsheet by clicking the **EXPORT** button at the bottom of the page (please do not change the rows, columns, or add/delete/edit student names). Once you enter ratings on the exported spreadsheet, you can then **IMPORT** the spreadsheet back into the system by clicking on the **IMPORT** button.
 - Remember to click the **SAVE** button.
 - When you have entered all of your data, click the **FINALIZE** button.

If you have any questions, please email gened@gvsu.edu or call 331-8140.

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Click here for your course and section



General Education
Course Assessment

NRM 140



Welcome to the General Education Course-Based Assessment application!

TEACH, ASSESS, REPORT, REVISE

Export the spreadsheet or enter your data online

Line	Knowledge SLO	Knowledge SLO	Knowledge SLO	Knowledge SLO	Knowledge SLO	Collaboration	Collaboration	Collaboration	Collaboration	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Ethical Reasoning	Ethical Reasoning	Ethical Reasoning	Ethical Reasoning	
						Collaboration: Effectively work on a team.	Collaboration: Effectively work on a team.	Collaboration: Effectively work on a team.	Collaboration: Effectively work on a team.	Critical Thinking: Comprehensively evaluate issues, <i>Identify artifacts or</i>	Critical Thinking: Comprehensively evaluate issues, <i>Identify artifacts or</i>	Critical Thinking: Comprehensively evaluate issues, <i>Identify artifacts or</i>	Critical Thinking: Comprehensively evaluate issues, <i>Identify artifacts or</i>	Ethical Reasoning: Apply ethical principles and <i>codes of conduct to</i>	Ethical Reasoning: Apply ethical principles and <i>codes of conduct to</i>	Ethical Reasoning: Apply ethical principles and <i>codes of conduct to</i>	Ethical Reasoning: Apply ethical principles and <i>codes of conduct to</i>	
Edge	Explain principles and questions that define philosophy in literature and its	Explain the relationship between the works	Analyze and interpret one or more primary texts as a major criterion	Explain how culture affects peoples efforts to understand, use, transmit, or create	Explain within a cultural context the worldviews, language, or ways													
ive						Helps the team move forward by articulating the merits of	Engages team members in ways that facilitate their contributions to	Completes all assigned tasks by the deadline; work accomplished is	Actively promotes a constructive team climate.	States an issue clearly and describes it comprehensively	Uses appropriate evidence that includes relevant context(s) which	Develops a position that thoroughly takes into account the complexities of	Develops conclusions, implications, and	Recognizes ethical issues when presented in a complex	Names the major ethical theory or theories used, presents the rest of	Applies ethical theories to a complex issue accurately and	States a position in-depth and effectively defends against other	
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TEACH, ASSESS, REPORT, REVISE

Knowledge SLOs: Enter a rating for each Knowledge SLO.



	Knowledge SLO	Knowledge SLO	Knowledge SLO	Knowledge SLO	Knowledge SLO	Collaboration: Effectively work on a team.	Collaboration: Effectively work on a team.	Collaboration: Effectively work on a team.	Collaboration: Effectively work on a team.	Critical Thinking: Comprehensively evaluate issues, ideas, artifacts or modes of conduct to produce knowledge or understanding.	Critical Thinking: Comprehensively evaluate issues, ideas, artifacts or modes of conduct to produce knowledge or understanding.	Critical Thinking: Comprehensively evaluate issues, ideas, artifacts or modes of conduct to produce knowledge or understanding.	Critical Thinking: Comprehensively evaluate issues, ideas, artifacts or modes of conduct to produce knowledge or understanding.	Ethical Reasoning: Apply ethical principles and modes of conduct to produce knowledge or understanding.	Ethical Reasoning: Apply ethical principles and modes of conduct to produce knowledge or understanding.	Ethical Reasoning: Apply ethical principles and modes of conduct to produce knowledge or understanding.	Ethical Reasoning: Apply ethical principles and modes of conduct to produce knowledge or understanding.
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Enter a 1, 2, 3, 4 in every cell (or a blank if they did not submit it or 0 if they are below Level 1)

TEACH, ASSESS, REPORT, REVISE

Skills SLOs: Enter a rating for each objective for each SLO (there are 3-5 objectives for each SLO).

	Knowledge SLO	Knowledge SLO	Knowledge SLO	Knowledge SLO	Knowledge SLO	Collaboration	Collaboration	Collaboration	Collaboration	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Ethical Reasoning	Ethical Reasoning	Ethical Reasoning	Ethical Reasoning
Objective	Explain principles and questions that define philosophy or literature and its	Explain the relationship between the works discussed the	Analyze and interpret one or more primary texts as a major notion	Explain how culture affects peoples efforts to understand	Explain within a cultural context the worldviews, traditions, or issues	Effectively work on a team.	Effectively work on a team.	Effectively work on a team.	Effectively work on a team.	Comprehensively evaluate issues, ideas, artifacts, or	Comprehensively evaluate issues, ideas, artifacts, or	Comprehensively evaluate issues, ideas, artifacts, or	Comprehensively evaluate issues, ideas, artifacts, or	Apply ethical principles and	Apply ethical principles and	Apply ethical principles and	Apply ethical principles and
Objective						Helps the team move forward by articulating the needs of	Engages team members in ways that facilitate their contributions to	Completes all assigned tasks by deadline; work prioritized to	Actively promotes a constructive team climate.	States an issue clearly and describes it	Uses appropriate evidence that includes relevant	Develops a position that thoroughly takes into account the complexities of	Develops conclusions, implications, and	Recognizes ethical issues when presented in a	Names the major ethical theory or theories used, present the role of	Applies ethical theories to a complex issue	States a position in-depth and effectively defends
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Objectives



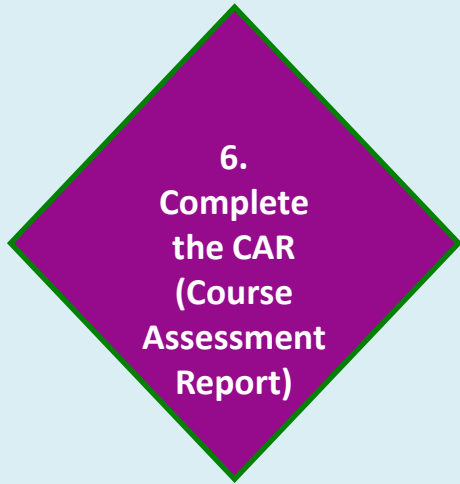
Enter a 1, 2, 3, 4 in every cell (or a blank if they did not submit it or 0 if they are below Level 1)

TEACH, **ASSESS**, REPORT, REVISE

Submit data to the Assessment site by May 3 for Winter.

We'll email you tables and figures of your results.

TEACH, ASSESS, **REPORT**, REVISE



- **In the CAR, describe:**
 - How you taught the SLOs
 - How you assessed the SLOs
 - What you learned
 - How you plan to revise the course (teaching and/or assessing)
- **Write 1 CAR** – jointly – for all sections that collected data
- **Submit the CAR by May 17**
- **Email the CAR to:** gened@gvsu.edu

TEACH, ASSESS, REPORT, REVISE

- **GEC will review your report and send you comments.**
- **Next time you teach the course, revise how you teach and/or assess the course based on what you learned and GEC's feedback on your report !!**

Call or email gened@gvsu.edu if you have questions!!