



**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

General Education Course Assessment

Preparing to Assess a Course

2. What is the definition of the SLO?

ASSESSMENT TRAINING

Assessment Training

TRAINING VIDEO:
Due to increasing course loads, the assessment workshop previously scheduled for Fall semester, have been canceled. We are providing a video recording of the assessment workshop. Please see the video below and email gened@qvsu.edu with any questions. But you can't miss this!

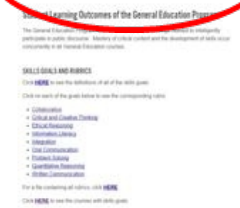
VIDEO DEMO ROOM:

LIVE TRAINING VIA ZOOM:
If you prefer to have a "live" Zoom session, please email gened@qvsu.edu at 419-239-5144 with a couple options and they'll get you set up. We are happy to find a mutual time that works for you and/or your group.

ASSESSMENT SITE LOGIN



RUBRICS AND SLOS



1. Which SLOs do I teach and assess?

COURSE ASSESSMENT REPORTS (CARS)

CARS and CARs

ASSESSMENT REPORT	COURSE	ASSESSMENT
AAA-001	ANT 101	ANTH 101
AAA-002	ANT 102	ANTH 102
AAA-003	ANT 103	ANTH 103
AAA-004	ANT 104	ANTH 104
AAA-005	ANT 105	ANTH 105
AAA-006	ANT 106	ANTH 106
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AAA-034	ANT 134	ANTH 134
AAA-035	ANT 135	ANTH 135
AAA-036	ANT 136	ANTH 136
AAA-037	ANT 137	ANTH 137
AAA-038	ANT 138	ANTH 138
AAA-039	ANT 139	ANTH 139
AAA-040	ANT 140	ANTH 140
AAA-041	ANT 141	ANTH 141
AAA-042	ANT 142	ANTH 142
AAA-043	ANT 143	ANTH 143
AAA-044	ANT 144	ANTH 144
AAA-045	ANT 145	ANTH 145
AAA-046	ANT 146	ANTH 146
AAA-047	ANT 147	ANTH 147
AAA-048	ANT 148	ANTH 148
AAA-049	ANT 149	ANTH 149
AAA-050	ANT 150	ANTH 150
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AAA-066	ANT 166	ANTH 166
AAA-067	ANT 167	ANTH 167
AAA-068	ANT 168	ANTH 168
AAA-069	ANT 169	ANTH 169
AAA-070	ANT 170	ANTH 170
AAA-071	ANT 171	ANTH 171
AAA-072	ANT 172	ANTH 172
AAA-073	ANT 173	ANTH 173
AAA-074	ANT 174	ANTH 174
AAA-075	ANT 175	ANTH 175
AAA-076	ANT 176	ANTH 176
AAA-077	ANT 177	ANTH 177
AAA-078	ANT 178	ANTH 178
AAA-079	ANT 179	ANTH 179
AAA-080	ANT 180	ANTH 180
AAA-081	ANT 181	ANTH 181
AAA-082	ANT 182	ANTH 182
AAA-083	ANT 183	ANTH 183
AAA-084	ANT 184	ANTH 184
AAA-085	ANT 185	ANTH 185
AAA-086	ANT 186	ANTH 186
AAA-087	ANT 187	ANTH 187
AAA-088	ANT 188	ANTH 188
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AAA-093	ANT 193	ANTH 193
AAA-094	ANT 194	ANTH 194
AAA-095	ANT 195	ANTH 195
AAA-096	ANT 196	ANTH 196
AAA-097	ANT 197	ANTH 197
AAA-098	ANT 198	ANTH 198
AAA-099	ANT 199	ANTH 199
AAA-100	ANT 200	ANTH 200

COURSE ASSESSMENT CYCLE

GRAND VALLEY STATE UNIVERSITY
GENERAL EDUCATION PROGRAM

ASSESSMENT CYCLE	ASSESSMENT CYCLE	ASSESSMENT CYCLE
2018-2019	2019-2020	2020-2021
ANT 101	AAA 101	AAA 101
ANT 102	AAA 102	AAA 102
ANT 103	AAA 103	AAA 103
ANT 104	AAA 104	AAA 104
ANT 105	AAA 105	AAA 105
ANT 106	AAA 106	AAA 106
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ANT 194	AAA 194	AAA 194
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ANT 196	AAA 196	AAA 196
ANT 197	AAA 197	AAA 197
ANT 198	AAA 198	AAA 198
ANT 199	AAA 199	AAA 199
ANT 200	AAA 200	AAA 200

SLO BY COURSE

GRAND VALLEY STATE UNIVERSITY
GENERAL EDUCATION PROGRAM

COURSE	SLO	ASSESSMENT	ASSESSMENT	ASSESSMENT
ANT 101	AAA 101	AAA 101	AAA 101	AAA 101
ANT 102	AAA 102	AAA 102	AAA 102	AAA 102
ANT 103	AAA 103	AAA 103	AAA 103	AAA 103
ANT 104	AAA 104	AAA 104	AAA 104	AAA 104
ANT 105	AAA 105	AAA 105	AAA 105	AAA 105
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ANT 170	AAA 170	AAA 170	AAA 170	AAA 170
ANT 171	AAA 171	AAA 171	AAA 171	AAA 171
ANT 172	AAA 172	AAA 172	AAA 172	AAA 172
ANT 173	AAA 173	AAA 173	AAA 173	AAA 173
ANT 174	AAA			

General Education Course Assessment

Preparing to Assess a Course

3. How do I teach the SLOs?

ASSESSMENT TRAINING

Assessment Training

TRAINING VIDEO
Due to technical difficulties, the Assessment Training previously scheduled for Fall semester, has been canceled. We are providing a recording of the assessment training. Please see the video below and email gened@gvsu.edu with any questions that you have.

VIDEO TRAINING SCREEN

LIVE TRAINING VIA ZOOM

For more information, contact the Assessment Training at gened@gvsu.edu or call 419-239-7444. We will provide you with a Zoom link and a password to join the training. We will also provide you with a Zoom link and a password to join the training.

ASSESSMENT SITE LOGIN



RUBRICS AND SLOS

General Learning Outcomes of the General Education Program

The General Learning Outcomes of the General Education Program are designed to provide a common foundation of knowledge and skills for all students. These outcomes are the result of a collaborative effort by faculty and administrators to ensure that all students receive a high-quality general education.

SKILLS, SLOs, AND RUBRICS

Click on each of the tabs below to see the corresponding rubric.

- Communication
- Critical and Creative Thinking
- Cultural Awareness
- Information Literacy
- Integration
- Quantitative Reasoning
- Science Inquiry
- Self-Discovery
- Global Competence

Click on the tab to see the corresponding rubric.

COURSE ASSESSMENT REPORTS (CARS)

CARS and CARs

Course Assessment Reports (CARS) and Course Assessment Reports (CARs)

Course	Assessment Method	Assessment Date
GEN 101	Self-Reflection	2018-2019
GEN 102	Self-Reflection	2018-2019
GEN 103	Self-Reflection	2018-2019
GEN 104	Self-Reflection	2018-2019
GEN 105	Self-Reflection	2018-2019
GEN 106	Self-Reflection	2018-2019
GEN 107	Self-Reflection	2018-2019
GEN 108	Self-Reflection	2018-2019
GEN 109	Self-Reflection	2018-2019
GEN 110	Self-Reflection	2018-2019
GEN 111	Self-Reflection	2018-2019
GEN 112	Self-Reflection	2018-2019
GEN 113	Self-Reflection	2018-2019
GEN 114	Self-Reflection	2018-2019
GEN 115	Self-Reflection	2018-2019
GEN 116	Self-Reflection	2018-2019
GEN 117	Self-Reflection	2018-2019
GEN 118	Self-Reflection	2018-2019
GEN 119	Self-Reflection	2018-2019
GEN 120	Self-Reflection	2018-2019

COURSE ASSESSMENT CYCLE

Assessment Cycle	2018-2019	2019-2020	2020-2021
ART 101	ART 101	ART 101	ART 101
ART 102	ART 102	ART 102	ART 102
ART 103	ART 103	ART 103	ART 103
ART 104	ART 104	ART 104	ART 104
ART 105	ART 105	ART 105	ART 105
ART 106	ART 106	ART 106	ART 106
ART 107	ART 107	ART 107	ART 107
ART 108	ART 108	ART 108	ART 108
ART 109	ART 109	ART 109	ART 109
ART 110	ART 110	ART 110	ART 110
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ART 118	ART 118	ART 118	ART 118
ART 119	ART 119	ART 119	ART 119
ART 120	ART 120	ART 120	ART 120

SLO BY COURSE

Course	Communication	Critical and Creative Thinking	Cultural Awareness	Information Literacy	Integration	Quantitative Reasoning	Science Inquiry	Self-Discovery	Global Competence
GEN 101	1	1	1	1	1	1	1	1	1
GEN 102	1	1	1	1	1	1	1	1	1
GEN 103	1	1	1	1	1	1	1	1	1
GEN 104	1	1	1	1	1	1	1	1	1
GEN 105	1	1	1	1	1	1	1	1	1
GEN 106	1	1	1	1	1	1	1	1	1
GEN 107	1	1	1	1	1	1	1	1	1
GEN 108	1	1	1	1	1	1	1	1	1
GEN 109	1	1	1	1	1	1	1	1	1
GEN 110	1	1	1	1	1	1	1	1	1
GEN 111	1	1	1	1	1	1	1	1	1
GEN 112	1	1	1	1	1	1	1	1	1
GEN 113	1	1	1	1	1	1	1	1	1
GEN 114	1	1	1	1	1	1	1	1	1
GEN 115	1	1	1	1	1	1	1	1	1
GEN 116	1	1	1	1	1	1	1	1	1
GEN 117	1	1	1	1	1	1	1	1	1
GEN 118	1	1	1	1	1	1	1	1	1
GEN 119	1	1	1	1	1	1	1	1	1
GEN 120	1	1	1	1	1	1	1	1	1

ABBREVIATION KEY

Abbreviation	Meaning
ART	Art
GEN	General Education
INFO	Information Literacy
INT	Integration
QNT	Quantitative Reasoning
SC	Science Inquiry
SD	Self-Discovery
GC	Global Competence
CC	Critical and Creative Thinking
CA	Cultural Awareness
COM	Communication
IR	Information Literacy
IN	Integration
QR	Quantitative Reasoning
SI	Science Inquiry
SD	Self-Discovery
GC	Global Competence
CC	Critical and Creative Thinking
CA	Cultural Awareness
COM	Communication

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

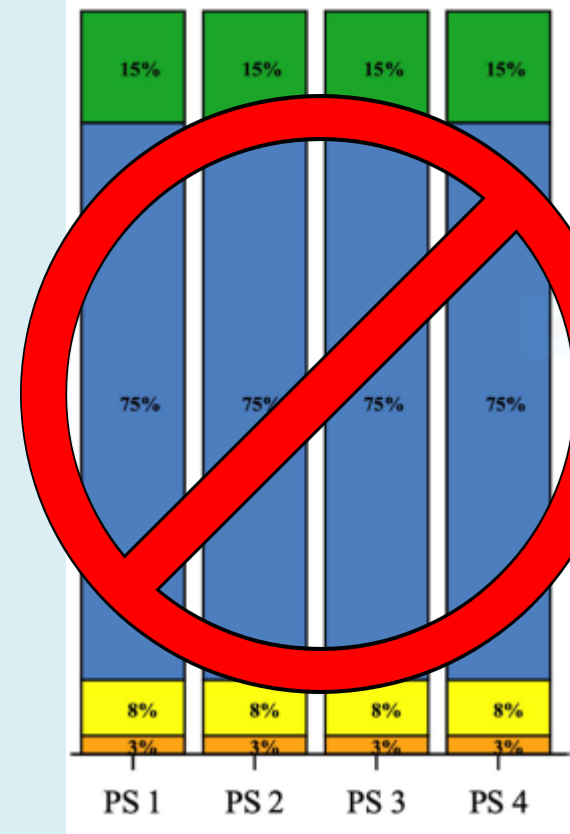


You can't use a group project for assessment unless you can evaluate what EACH student did.

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

General Education Course Assessment

5. Where do I enter my data?

4. How do I assess the SLOs?

Preparing to Assess a Course

TRAINING

ASSESSMENT SITE LOGIN

RUBRICS AND SLOS

Assessment Training
 TRAINING VIDEO
 This is an overview of Grand Valley's General Education Program assessment initiative. Please see the video for more information on how we assess the program.
 VIDEO DEMO VIDEO
 This video provides an overview of the assessment process and how to use the assessment system.
 LIVE TRAINING SESSION
 Participants will have a full hour of live training on the assessment system. This session will include a Q&A period and a chance for you to meet with the assessment team. Please see the video for more information on how to register for this session.



Student Learning Outcomes of the General Education Program
 The General Education Program teaches the skills and knowledge needed to intelligently participate in civic discourse. Mastery of these outcomes is the responsibility of each individual university in the General Education system.
 SKILLS GOALS AND RUBRICS
 Click HERE to view the list of all the skills goals.
 Click on each of the goals below to view the corresponding rubric.
 • Communication
 • Critical and Creative Thinking
 • Civic Responsibility
 • Information Literacy
 • Leadership
 • Global Competence
 • Problem Solving
 • Quantitative Reasoning
 • Writing Competence
 For a complete listing of rubrics, click HERE.
 Click HERE to view the content with skills goals.

COURSE ASSESSMENT REPORTS (CARS)

COURSE ASSESSMENT CYCLE

SLO BY COURSE

CARS and SLOs

CARS	SLOs	ASSESS
GEN-001	GEN-001	GEN-001
GEN-002	GEN-002	GEN-002
GEN-003	GEN-003	GEN-003
GEN-004	GEN-004	GEN-004
GEN-005	GEN-005	GEN-005
GEN-006	GEN-006	GEN-006
GEN-007	GEN-007	GEN-007
GEN-008	GEN-008	GEN-008
GEN-009	GEN-009	GEN-009
GEN-010	GEN-010	GEN-010
GEN-011	GEN-011	GEN-011
GEN-012	GEN-012	GEN-012
GEN-013	GEN-013	GEN-013
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GEN-015	GEN-015	GEN-015
GEN-016	GEN-016	GEN-016
GEN-017	GEN-017	GEN-017
GEN-018	GEN-018	GEN-018
GEN-019	GEN-019	GEN-019
GEN-020	GEN-020	GEN-020

GRAND VALLEY STATE UNIVERSITY
 GENERAL EDUCATION PROGRAM
 ASSESSMENT CYCLE

ASSESSMENT CYCLE	ASSESSMENT CYCLE	ASSESSMENT CYCLE
GEN-001	GEN-001	GEN-001
GEN-002	GEN-002	GEN-002
GEN-003	GEN-003	GEN-003
GEN-004	GEN-004	GEN-004
GEN-005	GEN-005	GEN-005
GEN-006	GEN-006	GEN-006
GEN-007	GEN-007	GEN-007
GEN-008	GEN-008	GEN-008
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GEN-010	GEN-010	GEN-010
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GEN-018	GEN-018	GEN-018
GEN-019	GEN-019	GEN-019
GEN-020	GEN-020	GEN-020

GRAND VALLEY STATE UNIVERSITY
 SLO BY COURSE

COURSE	SLO	ASSESS
GEN-001	GEN-001	GEN-001
GEN-002	GEN-002	GEN-002
GEN-003	GEN-003	GEN-003
GEN-004	GEN-004	GEN-004
GEN-005	GEN-005	GEN-005
GEN-006	GEN-006	GEN-006
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GEN-015	GEN-015	GEN-015
GEN-016	GEN-016	GEN-016
GEN-017	GEN-017	GEN-017
GEN-018	GEN-018	GEN-018
GEN-019	GEN-019	GEN-019
GEN-020	GEN-020	GEN-020

ABBREVIATION KEY

Abbreviation Key
GEN-001
GEN-002
GEN-003
GEN-004
GEN-005
GEN-006
GEN-007
GEN-008
GEN-009
GEN-010
GEN-011
GEN-012
GEN-013
GEN-014
GEN-015
GEN-016
GEN-017
GEN-018
GEN-019
GEN-020

TEACH, ASSESS, REPORT, REVISE

Main Page of the Assessment Site

The screenshot shows the main page of the 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 on how to use the application, including how to enter ratings, export data, and import data. At the bottom of the instructions, there is a note about contacting support via email or phone.

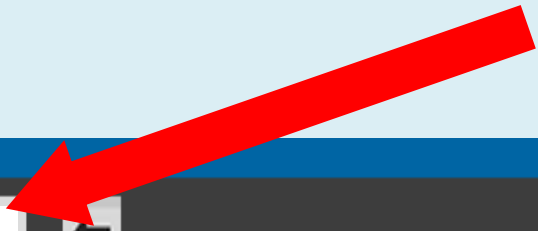
Welcome to the General Education Course-Based Assessment application!

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 portion	Explain how culture affects peoples efforts to understand, use	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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184																		
193																		
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	Philosophy and Literature Foundation	Philosophy and Literature Foundation	Philosophy and Literature Foundation	Global Perspectives Culture	Global Perspectives Culture	Global Perspectives Culture	Global Perspectives Culture	Global Perspectives Culture	Global Perspectives Culture	Global Perspectives Culture	Global Perspectives Culture	Global Perspectives Culture	Global Perspectives Culture	Philosophy and Literature Foundation	Philosophy and Literature Foundation	Philosophy and Literature Foundation	Philosophy and Literature Foundation	

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
	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 demonstrated 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, presents the role of	Applies ethical theories to a complex issue	States a position in-depth and effectively defends
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148																	
139																	
137																	
127																	
119																	
118																	
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Philosophy and Literature Foundation	Philosophy and Literature Foundation	Philosophy and Literature Foundation	Global Perspectives Culture	Global Perspectives Culture	Global Perspectives Culture	Global Perspectives Culture	Global Perspectives Culture	Global Perspectives Culture	Global Perspectives Culture	Global Perspectives Culture	Global Perspectives Culture	Global Perspectives Culture	Global Perspectives Culture	Philosophy and Literature Foundation	Philosophy and Literature Foundation	Philosophy and Literature Foundation	Philosophy and Literature Foundation

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 December 22 for Fall and 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 January 19 for Fall and May 17 for Winter**
- **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!!