

Assessment Plan for the University Core Curriculum

Report to the Faculty Senate and the University Community

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Prepared by the UCC Assessment Working Group

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Assessment Plan for the University Core Curriculum

Introduction

William Paterson University faculty approved a new general education model in November 2009 following two and a half years of extensive campus-wide discussions. Built on student learning-outcomes for the overall program, the new WPU University Core Curriculum provides a framework for student choice across six curricular areas. The first three core areas - Well-being, Expression, and Ways of Knowing - are intended to provide a foundational, academic experience for our students. In three upper-level core areas - Diversity and Justice, Community and Civic Engagement, and Global Awareness - the University Core Curriculum seeks to connect general education to the major through a shared vision of student learning outcomes with opportunities to integrate these three thematic areas within courses in the major. Our new model moves from a heavily discipline-based approach to one that seeks to combine a mix of knowledge, skills, and attitudes.

This assessment plan provides a structure for programmatic assessment of general education. Past efforts to assess the general education program were primarily built on course-based assessments combined with several indirect measures including surveys of student perceptions of GE outcomes. While course-based assessments of UCC Area Outcomes are an established principle of the new Core, this assessment plan looks at the broader student experience at the program and area levels.

Mission and Goals of the UCC

The William Paterson University Core Curriculum (WPUCC or the Core) is a general education curriculum that develops foundational skills, knowledge and literacies necessary for all students in an increasingly diverse, unequal and interdependent global age.

The six areas of the Core reflect the new challenges for a 21st century university foundational education posed by recent dramatic shifts in geopolitical and economic power, scientific and technological innovations, and increasingly complex cultural and ecological interdependence. By encouraging the opportunity for students to combine areas four, five and their majors where possible, the Core emphasizes the need to view general education as not simply an *added-on* requirement to more clearly vocational pursuits, but as a *core imperative* for student learners across the arts, sciences, humanities and professional fields. The WPUCC thus aims to develop graduates who are informed, critical thinkers empowered by the knowledge, skills and attitudes essential to intentional lifelong learning. It will enable students to be better able to recognize and act upon their individual and collective responsibilities as citizens.

The University Core Curriculum and Undergraduate Education at WPUNJ

The UCC seeks to build clear connections between the Core, the Academic Majors and University-wide student learning outcomes. The University Core Curriculum reaffirms a commitment to the five University Student Learning Outcomes through its program and area outcomes.

Upon completing a degree at William Paterson University students will be able to:

1. Effectively express themselves in written and oral form;
2. Demonstrate the ability to think critically;
3. Locate and use information;
4. Demonstrate the ability to integrate knowledge and ideas in a coherent and meaningful manner;
5. Work effectively with others.

UCC Program Outcomes

Upon completion of the University Core Curriculum, students will be able to

- 1) Communicate effectively through speaking and writing skills.
- 2) Use quantitative analytical skills to evaluate and process numerical data.
- 3) Demonstrate critical and analytical skills in addressing social, philosophical and historical issues.
- 4) Demonstrate understanding of scientific principles and methods.
- 5) Formulate strategies to locate, evaluate, and apply information.
- 6) Demonstrate knowledge of diverse cultures, including global and historical perspectives.
- 7) Identify activities that fulfill personal, civic, and social responsibilities.
- 8) Use computer and emerging digital technologies effectively.
- 9) Demonstrate an appreciation for aesthetics and creative activity.
- 10) Demonstrate an awareness of global connections and interdependencies.

Responsibility for Assessment of the University Core Curriculum

Role of the UCC Assessment Working Group

Under the guidance of the UCC Implementation Plan approved by the Faculty Senate in November 2009, a UCC Assessment Working Group comprised of members of both the UCC and Assessment Councils and representatives from the Administration including the Director of the UCC has developed this UCC Assessment Plan.

The UCC Assessment Working Group has identified several key tasks associated with the implementation of an assessment plan and an outline of these tasks can be found in Appendix I.

Recommendations concerning the organization and structure for UCC Assessment

1. Establish clear responsibility for UCC assessment activities

Assessment of the UCC is a shared responsibility integrating elements of course-level, program level and university level assessment. The goals of the UCC extend beyond the foundational knowledge, skills and attitudes that form the basis of the Core and are intended to be integrated with the major.

The Faculty Senate should work with the University Administration to structure a coordinating body similar to the composition of the UCC Assessment Working Group to serve as the general education assessment team. This coordinating body, working closely with the Office of Institutional Research and Assessment, would coordinate assessment activities for the UCC and be charged with implementing the UCC Assessment Plan. Collaboration between the UCC and Assessment Councils, College and Departmental Assessment Coordinators, Institutional Research and Assessment and the Administration will be a key factor in the development of a systematic process for UCC assessment. The Director of the UCC and the Director of Institutional Research and Assessment may provide the initial leadership for this team; however, the University should consider appointing a UCC Outcomes Assessment Coordinator to lead this effort.

The proposed new coordinating body would guide the assessment efforts and ensure that the results of any assessments are shared widely. The possible measures and the recommended time table detailed below are offered as starting points. It will take several years to establish a systematic assessment of the UCC.

The primary responsibilities of the general education assessment team should include

- a) Oversight of the data collection efforts concerning the UCC. This assessment team would identify research questions for UCC assessment and set both agenda and timeline for assessment activities.
- b) Collaboration with Department and College Assessment Coordinators to share aggregated data concerning UCC program and area outcomes.
- c) Preparation of an annual report on assessment activities related to the UCC to be shared throughout the University community.

The UCC Council with its responsibility to monitor general education should work with the Assessment Council to insure that data presented in this report are discussed at forums for both faculty and students and with all relevant stakeholders such as faculty teaching courses in specific areas.

2. Provide an infrastructure to support assessment activities.

The development of a systematic process for UCC assessment requires a technological infrastructure to assist in the aggregation, sharing and archiving of data. Such an infrastructure could benefit not only the UCC but other departmental and college assessment efforts.

3. Establish a budget process to insure the allocation of resources for UCC assessment.

Examples of the types of resources necessary for assessment of general education

- Release time for a UCC Assessment Coordinator
- Resources for faculty development including support for conferences and workshops on assessment of general education
- Resources including programming support to provide the necessary infrastructure, Banner reports
- On-campus workshops and programs
- Start-up grants or seed money for innovative projects related to UCC assessment

4. Establish a systematic process for reviewing courses in the UCC.

The review of existing and new UCC courses is the responsibility of the UCC Council. The UCC Council should develop a process for the systematic review of courses with UCC designation. The Council should set up a cycle so that courses with UCC designation may be recertified, modified or withdrawn based on departmental decisions and curriculum needs. As part of this review, the UCC Council should consider items such as

- Examination of sample syllabi to analyze alignment with UCC outcomes
- Monitoring the frequency of course offerings for the UCC to insure that all approved courses are offered at a minimum on an annual basis
- Analyze the alignment of UCC program outcomes with course offerings to insure that students have sufficient opportunities to achieve the desired outcomes
- Incorporating the findings from assessment efforts

5. Establish a systematic process for “closing the loop”

The Assessment Council in collaboration with the assessment team and the UCC Council should provide opportunities for campus-wide discussion of the results of assessment activities. This could include items such as

- Forums to review results of assessments of UCC program outcomes
- Opportunities for faculty teaching courses in the same areas or in technology/writing intensive courses to discuss and reflect on UCC SLOS , the extent to which our students are meeting the desired outcomes and suggestions for enhancing or improving the UCC.

UCC Assessment Plan

The focus of assessment of our general education program is student learning. Are our students achieving the learning goals set by the Core Curriculum? Are our students being given sufficient opportunity to achieve these learning goals and the skills we have identified as essential to 21st century learning? How do we know if our UCC program is successful in preparing students for their roles in “an increasingly complex yet interdependent world”?¹ What are we doing well and where do we need to focus our efforts. “The purpose of assessment is to improve the

general education program by identifying what is working well and what requires improvement. Assessment should have impact.”² (Allen, p. 121)

1. Guiding Principles for Assessment of the UCC

The UCC Assessment Plan incorporates the principles of assessment as outlined in the University’s Assessment Plan. “Thus, the core of assessment, within the framework of University governance, is guided self study and inquiry, originating in the determination of desired outcomes and culminating in an understanding of what we do best and where and how we can and should seek to improve programs and practices. Assessment provides us with the means to respond to our own questions about our effectiveness and to those of others and to guide program development and improvement.” (William Paterson University Assessment Plan, 2008³)

- Assessment of the UCC should be viewed in a broad context.
“The focus of assessment is to improve student learning and development which must be viewed in a broad context including at least the following four areas: General Education, Faculty and Staff Development, Majors and Student Services. In order to enhance our educational environment methods will be designed that:
 - a) Better articulate the educational goals,
 - b) Provide means for collecting information on the progress toward the goals, and
 - c) Use results to modify aspects of each educational program to ensure that the goals are being achieved.” (William Paterson College, Assessment Committee, 1997)⁴
- Assessment of student learning outcomes for the UCC requires the involvement of the entire University community; “it is a mutual responsibility shared among faculty, staff, students and administrators” (Assessment Committee, 1997)
- Assessment should incorporate a diverse array of assessment measures; assessment should be practical and should seek to integrate direct and indirect measures of student learning
- Assessment of the University Core Curriculum is a dynamic, long- range process. It will take several years to develop a systematic approach for the assessment of the UCC.
- Faculty teaching courses in the UCC will be expected to assist in assessment activities related to the outcomes associated with the course. This could include providing syllabi, samples of student work, embedded assessments or other measures as developed through a collaborative process.
- Communication of the results of the assessment of the UCC should be shared with students, faculty and staff on a regular basis.
- Anonymity of students and faculty is a shared concern to be addressed as specific assessment measures are developed and implemented

Possible Methods of Assessment

Assessment of the UCC can be approached from a variety of perspectives and could include assessments based on UCC Program Outcomes, UCC Area Outcomes, course-based assessments and UCC Effectiveness Measures. The following is a list of possible assessment measures for the UCC. A more detailed discussion of possible assessment measures is included in Appendix I, “Detailed Discussion of Suggested Assessment Measures by UCC Program Outcome” and Appendix II, Summary Timetable of Possible Assessment Measures”.

UCC Program SLOs

Direct

- Portfolio assessments in selected areas using rubrics with samples of student work
- Student scores on standardized tests such as the CLA for writing and critical thinking
- Comparisons of student work at beginning level and capstones (based on the process developed by the Learning Literacies Strategies Team⁵)
- Inclusion of UCC courses within departmental program review (Program Review Handbook Part I, 1b(3) and Part II, 1a)
- Embedded questions on exams especially in mathematics and the sciences
- Aggregated data from assessments could be used to analyze student learning across the UCC curriculum (Example: Samples of student work in Area One could be linked to assessment of UCC Program Outcome 7- “Identify activities that fulfill personal, civic, and social responsibilities”)

Indirect

- Mapping UCC Area Outcomes to UCC Program Outcomes
- Mapping UCC Program Outcomes to University Outcomes and the Student Success Plan
- NSSE data mapped to UCC goals (levels of student engagement related to outcomes)
- Alumni surveys and follow-up studies tied to the UCC program outcomes
- Student surveys: Development of survey instrument similar to one previously administered in the 1990s by COHSS and the General Education Committee
- Student participation in Student Services programs tied to UCC outcomes
- Employer surveys or employer focus groups addressing the UCC program outcomes

UCC Measures of Effectiveness/Process Outcomes/Operational Effectiveness

Are our students progressing through the Core in a timely manner? Are students completing 18 credits of UCC foundations prior to enrolling in an Area Four course?

Examples of operational measures may include

- Student Progress through the UCC – Native students
- Student Progress through the UCC – Transfer students without AA/AS

- Course alignment with UCC Program Outcomes
- Curriculum maps by major indicating opportunities for students to meet the UCC program outcomes.
- Grades on courses aligned with UCC program outcomes
- Tracking Integration of Areas Four, Five and Six with the Academic Major
- Alignment of UCC Courses with Area Outcomes during Recertification of UCC Courses
- Examination of UCC course syllabi for integration of UCC outcomes
- Evidence of Integration of UCC outcomes within Student Services
- Analysis of course offerings in support of student choice
- Are there sufficient sections in each area to accommodate the needs of students?
- Number of credits completed for students taking Area 4 course
- Are there sufficient courses and sections for Areas Four and Five?
- Course-taking patterns for writing and technology intensive courses
- Integration of writing and technology intensive courses with the major
- Transfer student course-taking patterns
- Analysis of adjunct and full-time faculty teaching UCC courses in the foundational areas 1-2-3 and the themed areas 4-5-6

How will results be communicated and shared?

Data collected will be aggregated, analyzed and summarized by the coordinating body such that discussion about the results can take place in a variety of venues to provide opportunities to “close the loop”. The assessment team will also produce an annual report on UCC assessment that can be shared with the University community. Assessment of student learning in the UCC is formative- meaning that our findings are intended to help improve student learning and our general education program.

Depending on the nature of the assessment, there may be an opportunity for faculty teaching courses in a specific UCC Area including Writing Intensive or Technology Intensive courses to discuss findings in addition to sharing ideas for evaluating the student learning outcomes in a particular UCC Area. The Assessment Council in collaboration with the UCC Council and the Director of the UCC are responsible for insuring that opportunities for discussion of assessment results are provided. The Assessment Council should explore opportunities for mini-grants or other incentives to encourage faculty with expertise in specific UCC areas or outcomes to provide leadership in assessment of specific student learning outcomes.

Challenges/Opportunities

The UCC has many sets of outcomes some of which may be best be assessed at the course level. The UCC Areas include courses from a variety of disciplines all focusing on the same set of outcomes. Faculty teaching courses in the same Area may find opportunities to work together to determine how to best assess the Area student learning outcomes. For example, all courses in Area One, Personal Well-Being, require a student to develop a personal plan. Faculty teaching in Area One may find it useful to develop a common approach to assessment perhaps with the use of a rubric based on the SLOs. While it is impossible to assess all student learning outcomes at once, there may be opportunities to assess more than one outcome using a common set of examples of student work.

The University community should consider the feasibility of adopting some form of portfolio assessment either within the UCC itself or at the University level –perhaps with capstone courses. With the use of portfolios, there may be a need to develop or adopt rubrics to use as assessment tools. With the development of a rubric, we must also consider standards and the ability of the rubric to distinguish between different levels of student learning. Examples of rubrics used for assessment of general education include VALUE (Valid Assessment of Learning in Undergraduate Education) developed by the American Association of Colleges and Universities (AACU). VALUE is a set of fifteen rubrics designed by teams from colleges and universities for the assessment of common student learning outcomes. Other sources of rubrics can be found on the website of NILOA (National Institute for Learning Outcomes Assessment) and similar organizations.

Portfolio assessments can be based on common assessment assignments. For example, faculty teaching courses in Area Four, Diversity and Justice, could design a rubric for assessing a common assignment shared by all courses in the Area. There are different types of portfolios including collective portfolios in which collections of student work are used by faculty for assessment purposes. Depending on the type of portfolio, there are issues related to access and anonymity that need to be addressed. Some electronic portfolios are oriented around a student's academic growth and development allowing the student to select and to reflect on their achievement of learning goals.

With so many outcomes, the frequency of assessment is also an issue. Some outcomes may need to be assessed more frequently than others. For example, assessment of written and oral communication may take place on a shorter cycle such as every 3 years instead of every 7 years. Once a systematic method of assessment is developed for a particular outcome, this could be a fairly straightforward process.

Facilitating the process of assessment and the assessment workload is another challenge. How can we develop an assessment process that is not overly burdensome or cumbersome but at the same time provides us with a meaningful assessment of student learning? This leads to many questions that will only be resolved through pilot assessments and plenty of discussion among the various stakeholders. We need to develop processes for using samples of student work to insure that direct assessment of student work is incorporated as frequently as possible.

For each outcome, several possible measures are suggested. The general education assessment team will need to determine which assessments are feasible based on the research questions they develop for each year.

How can we develop an assessment model that is systematic and sustainable? Typically outcomes assessment might look at baseline data followed by assessments at different intervals. This will be very difficult to accomplish with an integrated program where the alignment of the UCC program outcomes with those of the major will be a key factor. How can we best link UCC assessment efforts to College and Departmental assessment? Clearly each assessment tool will need to be piloted so that the University community sees the value in the process.

¹ University Core Curriculum Homepage (www.wpunj.edu/ucc)

² Allen, M.J. (2006). Assessing general education programs. Bolton, Ma.: Anker Publishing company, Inc.

³ William Paterson University Assessment Plan (2008). Part 1: University Academic Assessment Plans.

⁴ Assessment Committee (1997). Annual report of the Assessment Committee of the Faculty Senate, 1996-1997.

⁵ Proposed Plan for Assessing Student Mastery of Learning Literacies in General Education and Capstone Courses at William Paterson University, July 2006.

Members of the UCC Assessment Working Group

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Suggested Assessment Time Table

As we begin our new general education program it is critical that we examine operational outcomes as well as student learning. We need to be able to answer questions concerning student progress through the UCC, sufficient choice and sections, advisement for general education – in other words, is the structure of the UCC functioning as intended?

The following timeline sets up a suggested 7-year cycle for the assessment of the UCC focusing on two or 3 program outcomes each year.

In addition, all UCC courses will go through a renewal process coordinated by the UCC Council. The UCC Council should establish a time-table for this re-certification on a rotating basis. It is recommended that the UCC Council analyze sample syllabi in addition to the course outline.

Objectives	Methods
AY 2011-2012	
<p><u>Fall 2011</u></p> <ul style="list-style-type: none"> • Pilot assessment of College Writing • Analyze alignment of UCC Program and Area Outcomes to the University Outcomes and the student success plan • Develop outcomes for oral communication • Appoint a UCC assessment team to begin work in Spring 2012 <p><u>Spring 2012</u></p> <ul style="list-style-type: none"> • Collect data based on operational outcomes- “operational effectiveness measures” 	<p>Suggested Methods:</p> <ul style="list-style-type: none"> • The UCC Assessment Working Group will develop a UCC alignment document to determine the extent to which UCC program outcomes are addressed throughout the curriculum. • The Assessment Council will engage various stakeholders in developing student learning outcomes for oral communications and make recommendations for assessment of this component of UCC Program Outcome 1. • The Assessment Working Group will work with IRA to develop standard reports using data from Banner to use as measures of operational effectiveness. The reports will be shared with the UCC Council.
AY 2012-2013	
<p>1. Assess UCC Program Outcomes 1 and 5</p> <ul style="list-style-type: none"> • Communicate effectively through 	Suggested Methods

<p>speaking and writing skills (1)</p> <ul style="list-style-type: none"> • Formulate strategies to locate, evaluate, and apply information (5) <p>2. Pilot Assessment of Oral Communication</p>	<ul style="list-style-type: none"> • The UCC assessment team should design a process that would allow both Program Outcomes 1 and 5 to be assessed using the same samples of student work. • Develop and pilot a writing rubric with proficiency standards that can be used to compare student writing abilities at beginning courses (such as 1000-2000 level writing intensive courses) and upper level writing intensive courses (such as Capstones and/or 3000-4000 level writing intensive courses). Consider use of VALUE writing rubric or adapting the assessment tool adopted by the English Department for assessment of College Writing. • Adapt the existing Information Literacy Rubric developed by the Learning Literacies Strategies Team to assess Outcome 5. • Work with IR &A to include Experimental Writing Questions developed by the Writing Practices Consortium for use in NSSE Surveys • Develop a rubric that could be used by faculty in different departments to assess student oral communication skills. Are there departments that already assess oral communication skills among their majors? Start with the VALUE rubric for oral communication • Collect digital samples of student work if available and score against the oral communication rubric
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	<ul style="list-style-type: none"> • Explore potential use of student self-assessment of oral communication proficiencies and opportunities to develop these skills <p>Where</p> <ul style="list-style-type: none"> • Samples of student work from selected sections in Area 2 courses, courses indicating program outcomes 1 and 5 and Writing Intensive Courses • Courses with focus on oral communications and presentations. Identify programs where interest in oral communication is strong and where the department might benefit from such a rubric in assessing their major outcomes. • Student participation and performance at University events such as Research and Scholarship Day, presentations at professional events; student poster sessions and presentations sponsored by departments and colleges • NSSE National Study of Student Engagement Surveys Questions 1b,1c, 1d, 3c, 3d, 3e, 11c,11d plus Experimental Writing Questions (note these include questions about presentations)
AY 2013 -2014	
<p>1. UCC Program Outcomes 2, 4 and 8</p> <ul style="list-style-type: none"> • Use quantitative analytical skills to evaluate and process numerical data. (2) • Demonstrate understanding of scientific principles and methods. (4) 	<p>Suggested Methods:</p> <ul style="list-style-type: none"> • Work with the Assessment Coordinators in COSH to embed assessment at the course level. • Design a survey for the self-assessment of students enrolled in Technology Intensive Courses

<ul style="list-style-type: none"> • Use computer and emerging digital technologies effectively. (8) <p>2. Present findings of the initial assessment of UCC Program Outcomes 1 and 5 to faculty, staff and students.</p> <p>3. Determine cycle for assessment of Outcomes 1 and 5.</p>	<ul style="list-style-type: none"> • Assess student work (papers, lab reports, etc.) <p>Where:</p> <ul style="list-style-type: none"> • Sample courses/sections in UCC Areas 3d (scientific perspectives), 3e (quantitative thinking) • Sample other UCC courses indicating these UCC program outcomes • Analyze samples of syllabi in 3d, 3e and technology intensive courses for alignment with UCC program outcomes • Technology Intensive Courses at all course levels • Major courses (such as research methods courses) indicating alignment with UCC Program Outcomes 2, 4, 8, where the scientific method is applied and/or where quantitative analysis is an essential component of the course • NSSE Questions 1i, 11f, 11g
AY 2015-2016	
<p>1. UCC Program Outcomes 3, 7, 9</p> <ul style="list-style-type: none"> • Demonstrate critical and analytical skills in addressing social, philosophical and historical issues. • Identify activities that fulfill personal, civic, and social responsibilities. • Demonstrate an appreciation for aesthetics and creative activity <p>2. Present findings of the initial assessment</p>	<p>Suggested Methods</p> <ul style="list-style-type: none"> • Work with department assessment coordinators to embed assessments in specific courses such as courses in Areas 3a (Philosophical Perspectives), 3b (Historical Perspectives) and 3c (Social and Behavioral Sciences) • Work with faculty teaching in specified areas to develop additional assessment tools for outcomes 3, 7, 9

<p>of outcomes 2, 4, and 8 to faculty, staff and students</p> <p>3. Determine cycle of assessment for Outcomes 2, 4 and 8</p>	<p>including using samples of student work. Examples: Assess a sample of Personal Plans from students in Personal Well-Being courses</p> <ul style="list-style-type: none"> • Work with faculty in Area 5 to develop a process for assessment of SLOS. This could include direct assessment by exam or review of samples of student work. • Participate in National surveys of student participation such as the NASPA (Student Affairs in Higher Education) Civic Engagement Survey • Surveys of employers and participating organizations where student engage in experiential learning and, if applicable, internships • Analyze samples of syllabi in Area 1 (Personal Well-Being) and Area 5 (Community & Civic Engagement) for alignment with UCC program outcomes. • Monitor student participation in campus events and activities related to the arts • Monitor student participation in University clubs and events; Student-led initiatives • Assessment of samples of creative work or descriptions of creative work using a rubric • Student scores on NSSE 1i, 2f, 11e,11h, 11m, 6a
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	<p>Where:</p> <ul style="list-style-type: none"> • Courses in Area 1, 2a, 3a, 3b, 3c, 5, 6 and courses indicating these program outcomes • University events, programs and workshops
AY 2016-2017	
<p>1. Outcomes 6 and 10</p> <ul style="list-style-type: none"> • Demonstrate knowledge of diverse cultures, including global and historical perspectives. • Demonstrate an awareness of global connections and interdependencies. <p>2. Present findings of the initial assessment of outcomes 3, 7, and 9 to faculty, staff and students</p> <p>3. Determine cycle of assessment for outcomes 3, 7 and 9</p>	<p>Suggested Methods:</p> <ul style="list-style-type: none"> • Analyze samples of syllabi in Areas 4 and 6 for alignment with program outcomes • Area 4 courses are at a midpoint between the foundational UCC courses and the Areas 5 and 6 courses. Design and administer a student survey to students in the Area 4 courses similar to the student surveys of GE conducted in the 1990s. This survey could focus on student self-assessment of their progress in meeting the UCC outcomes. • Area 4 courses share the same outcomes. Faculty teaching courses in this area could work together to develop an assessment tool/process that could be used in all courses in this area. <p>Where:</p> <ul style="list-style-type: none"> • Courses in Areas 4 and 6 indicating program outcomes 6 and 10 • Other UCC courses with program outcomes 6 and 10

	<ul style="list-style-type: none"> • Capstone courses
AY 2017-2018	
<p>1. UCC Assessment Forum/Discussion “Closing the Loop” The UCC began in Fall 2011. Are we satisfied both with the program and are our students graduating with the knowledge, skills and attitudes we identified in our program outcomes? How can we do better? Are there things we need to improve and/or change?</p>	<p>University-wide discussion of UCC student learning outcomes</p>

Appendix I

Detailed Discussion of Tasks and Suggested Assessment Measures by Outcome

The following section provides suggested assessment measures for each of the UCC program outcomes. The proposed Council will have to select and pilot the precise methodologies.

Outcome 1

Communicate effectively through speaking and writing skills.

(Area 2a, 2b, Area 3, writing intensive courses, capstones, courses indicating alignment with Program Outcome 1)

Suggested Tasks and Possible Assessment Measures

1. Develop definitions of and standards for written and oral communication based on the outcomes expressed in Areas Two and in writing intensive courses. AACU rubrics for written and oral communication provide examples of definitions and framing language.
2. Identify existing assessments of student writing such as the COE Writing Assessment that could be used as indicators of student progress. Investigate use of SAT writing component as a source of baseline data. Consider the use of one rubric to assess student writing at various points including College Writing, Writing Intensive Courses in the major and other courses identifying this program outcome. It may be helpful to appoint a faculty leader with experience and interest in the assessment of student writing to spearhead this effort.
3. Based on standards and outcomes for oral communication and presentation skills. Could the use of a rubric assist faculty in grading speaking assignments? Is there a way to aggregate data from the use of such a rubric in a meaningful way?
4. Apply a rubric such as the VALUE Oral communication Rubric to samples of student work in foundational courses. Conduct portfolio assessment using samples of student work in College Writing (ENG 1100) or Expression-Literature. Pilot assessment of English 1100 to be conducted Fall 2011.
5. With the use of a writing rubric, conduct a portfolio assessment using samples of student work from writing intensive courses and compare with findings from ENG 1110 and ENG 1500
6. With the use of a writing and or communication rubric, conduct a portfolio assessment using samples of student work in communication courses in Expression- Arts & Communication or courses indicating alignment with this UCC Program Outcome.
7. With the use of a rubric, conduct a portfolio assessment of writing samples from capstone courses using the VALUE rubrics or adaptation of the rubric for written and oral communication. <http://www.aacu.org/value/rubrics/pdf/WrittenCommunication.pdf>
<http://www.aacu.org/value/rubrics/pdf/OralCommunication.pdf>
8. Compare performance of students taking the Collegiate Learning Assessment – students take during 1st and 3rd or 4th year
9. Examine student responses to NSSE Questions 1b, 1c, 1d, 3c, 3d, 3e, 11c, 11d and compare with national scores. Compare student responses on these NSSE questions with previous survey

results. To view the Writing Practices Consortium Questions, see

<http://comppile.org/wpa+nsse/>

NSSE questions

1b -Made a class presentation

1c –Prepared two or more drafts of a paper or assignment before turning it in

1d –Worked on a paper or project that required integrating ideas of information from various sources

3c –Number of written papers or reports of 20 pages or more

3d –Number of written papers or reports between 5 and 19 pages

3e – Number of written papers or reports of fewer than 5 pages

11c –Writing clearly and effectively

11d –Speaking clearly and effectively

10. Participate in the Writing Practices Consortium project and compare student responses on the experimental writing questions in NSSE to national results.

Outcome 2

Use quantitative analytical skills to evaluate and process numerical data.

(Area 3e, Area 3d, Courses indicating alignment with this UCC Program Outcome)

Suggested Tasks and Possible Assessment Measures

1. Define “quantitative analytical skills” based on the outcomes for Area 3e as expressed in both foundational mathematics courses and courses in other disciplines with the strong elements of quantitative thinking.

2. Embedded questions in final exams of classes that satisfy UCC student learning outcome #2 (select sections of courses most frequently taken for UCC credit). Professors who teach courses that satisfy Outcome #2 would be encouraged to include a certain number of questions on their final exam which evaluate their students’ application of quantitative skills. Professors teaching UCC courses with a quantitative component could meet on a semiannual basis to share ideas about the test questions they had developed for their respective courses.

3. Use a rubric such as Quantitative Literacy rubric developed as part of the AACU VALUE Project to sample student work in courses where quantitative skills have been checked off in the UCC Program outcomes and consider adding non-UCC courses to the sample.

<http://www.aacu.org/value/rubrics/pdf/QuantitativeLiteracy.pdf>

4. Tracking student progress through math courses and courses with quantitative outcomes. How often do students have the opportunity to develop their quantitative skills?

5. Identify courses at the 3000 and 4000 level in both the UCC and the major, where quantitative thinking is an essential student learning outcome. Chart opportunities for students in all majors to build upon the quantitative skills addressed in their foundational Area 3 D course.

6. Alumni surveys

7. NSSE Questions

11f – Analyze quantitative problems

Outcome 3

Demonstrate critical and analytical skills in addressing social, philosophical and historical issues
Area 3A, 3B, 3C, Area 4, Area 5, Area 6, Writing Intensive courses indicating alignment with UCC Program Outcome 3.

Suggested Tasks and Possible Assessment Measures

1. Consider use of critical thinking rubrics as an assessment tool. Identify courses in both the UCC and the major where critical thinking is applied to social, philosophical and historical issues. Use a rubric with examples of student work from a sample of courses meeting this outcome to assess students' critical and analytical skills.

- Critical Thinking Rubric
<http://www.aacu.org/value/rubrics/pdf/CriticalThinking.pdf>
- William Paterson University, Learning Literacies Strategies Team, LLST Combined Summaries and Surveys (posted in Blackboard, UCC Faculty Development, under Assessment folder). This report includes rubrics for Critical Thinking as well as Information Literacy and Technology Literacy.
- Other resources can be found at the Foundation and Center for Critical Thinking
<http://www.criticalthinking.org//>

2. Contribution of courses in Area 3A (Philosophical Perspectives) to this outcome

- Most courses in Area 3a will have multiple sections. These courses could be sampled on a rotating basis. Work with the Philosophy Department to develop embedded questions that could be used in all of the courses. A department assessment committee could share the results of a course-based assessment
- Use a rubric such as the VALUE – Ethical reasoning rubric to assess student projects in courses identifying outcome 3a as an important component of student learning. <http://www.aacu.org/value/rubrics/pdf/ethicalreasoning.pdf>

3. Contribution of courses in Area 3B (Historical Perspectives) to this outcome

- Courses in Area 3b will have multiple sections. These courses could be sampled on a rotating basis. Work with the History Department to develop embedded questions that could be used in all of the courses. A department assessment committee could share the results of a course-based assessment

- Embedded questions in selected Courses in Areas 4, 5 and 6 as appropriate.

4. Contribution of courses in Areas Area 3C (Social and Behavioral Sciences) to this outcome Social & Behavioral Sciences:

- Courses in Area 3b will have multiple sections. These courses could be sampled on a rotating basis by department. Work with the relevant departments to develop embedded questions that could be used in all of the courses. A department assessment committee could share the results of a course-based assessment
- Embedded questions across the area based on the student learning outcomes
- Develop a rubric based on the area outcomes that could be used by readers of student work
- Embedded questions in selected Courses in Areas 4, 5 and 6 as appropriate.

6. NSSE questions

1i –Put together ideas or concepts from different courses when completing assignments or during class discussions

2b –Coursework emphasizes: analyzing basic elements of an idea, experience, or theory

2c –Coursework emphasizes: synthesizing and organizing ideas, information, or experiences

2d –Coursework emphasizes: Making judgments about the value of information, arguments, or methods

2e –Coursework emphasizes: Applying theories or concepts to practical problems or in new situations

Outcome 4

Demonstrate understanding of scientific principles and methods.

Courses in Area 3d and other courses indicating alignment with UCC Program Outcome 4

Possible assessment measures:

1. Embedded questions across the UCC Area

Most courses in Area 3d will have multiple sections. A department assessment committee could share the results of a course-based assessment with the relevant UCC councils.

2. Portfolio assessment of sample of lab reports using a rubric developed by faculty teaching courses addressing this outcome

3. Sample student work in courses where the scientific method is applied such as research methods classes in the social sciences

4. NSSE Questions

2b –Coursework emphasizes: analyzing basic elements of an idea, experience, or theory

2c –Coursework emphasizes: synthesizing and organizing ideas, information, or experiences

2d –Coursework emphasizes: Making judgments about the value of information, arguments, or methods

2e –Coursework emphasizes: Applying theories or concepts to practical problems or in new situations

11f Analyzing quantitative problems

Outcome 5

Formulate strategies to locate, evaluate, and apply information.

Courses indicating alignment with UCC Program Outcome 5

Possible assessment measures:

1. Survey of students in technology intensive courses

a. Develop a survey of students similar to one designed by HSS for the GE program to include this and other program outcomes.

b. incorporate a question or questions into the NSSE concerning this outcome, NSSE 1d, 11g

2. Faculty assessment of student work

The Learning Literacies Assessment consisted of faculty review of student work based on an information literacy rubric developed by the Learning Literacies Strategies Team. This rubric could be adopted for UCC assessment or revised. The rubric is based on five information literacy competencies. <http://www.wpunj.edu/cte/learning-literacies/information-literacy-competencies.dot>

There is also a VALUE rubric for information literacy that could be considered.

<http://www.aacu.org/value/rubrics/pdf/InformationLiteracy.pdf>

Faculty in a sample of 100- level UCC courses and capstone courses may be asked to review work of a sample of students selected randomly based on student ID numbers (previous surveys used a sample of 3 students in each course). The assessment instrument can be set up as a survey in a separate BB Information literacy course in which faculty are enrolled as students. They can then complete the anonymous survey for each of the students in the sample. The results of the survey for can be exported to Excel or SPSS for additional analysis.

3. Faculty assessment of student work using portfolios

Assessment could also be designed to coincide with another assessment project. For example, samples of student work collected from another UCC assessment project such as assessment of

student writing in writing intensive courses and/or capstones could also be used to assess this program outcome.

4. Work with the Library User Education Program to design a pre/post self-assessment component for students in research intensive courses.

5. NSSE Questions

1d – Worked on a paper or project that required integrating ideas or information from various sources

2c – Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences

2d – Coursework emphasizes: Making judgments about the value of information, arguments or methods

11g – Using computing and information technology

Outcome 6

Demonstrate knowledge of diverse cultures, including global and historical perspectives.

Area 3 B, Area 3C, Area 4, Area 6, Courses indicating alignment with UCC Program Outcome 6

Possible assessment measures

1. VALUE Rubric for intercultural knowledge and competence

<http://www.aacu.org/value/rubrics/pdf/InterculturalKnowledge.pdf>

2. Student Surveys in Diversity & Justice Courses as a midpoint

See Assessing Diversity Courses on the Diversity Website. – short article by Jack Meacham/SUNY Buffalo <http://www.diversityweb.org/digest/Sp.Sm00/courses.html>

3. NSSE Questions

1e – Included diverse perspectives in class discussions or writing assignments

1u – Had serious conversations with students of a different race or ethnicity than your own

1v – Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions or personal values

6e – Tried to better understand someone else's views by imagining how an issue looks from his or her perspective

6f – Learned something that changed the way you understand an issue or concept

7e – Foreign language coursework

7f- Study abroad

11l- Working effectively with others

Outcome 7

Identify activities that fulfill personal, civic, and social responsibilities.

Area 1, Area 5, Courses indicating alignment with UCC Program Outcome 7

The wording of this outcome may need additional clarification both on the possible meanings of “identify” and also what is meant by “fulfill”.

Possible assessment measures

1. Development of a rubric to be used in the assessment of the student’s personal plan in Area 1 courses
2. Work with faculty in Area Five courses to develop assessment tools for this outcome. The diverse array of courses in Area Five will make this challenging. For those courses based on case studies, it might be possible to sample student projects related to the case studies. Investigate assessment tools identified by service learning organizations such as Campus Contact. Since many of the courses in Area Five will incorporate reflective practices into specific projects, it may be possible to use portfolio assessment using samples of student work from the variety of courses. There is also a Civic Engagement Rubric from VALUE <http://assessment.aas.duke.edu/documents/civicengagement.pdf>
3. Student participation in civic activities; Student participation in University clubs and events
4. Student surveys
Student response to surveys such as the NASPA (Student Affairs in Higher Education) Civic Engagement Survey
5. NSSE Questions
 - 2e- Coursework emphasizes: Applying theories or concepts to practical problems or in new situations
 - 6b – Exercise, participated in physical fitness
 - 7a – Practicum, internship, field experience, co-op experience, or clinical assignment
 - 11e – Thinking critically and analytically
 - 11h- Working effectively with others
 - 11m-Solving complex world problems
 - 11n – Developing a personal code of values and ethics

Outcome 8

Use computer and emerging digital technologies effectively.

Technology intensive courses; Courses indicating alignment with UCC Program Outcome 8

Possible Assessment Measures

Indirect

1. Survey of students in technology intensive courses

A survey of information, communication technology skills (*ICT*) can be designed. This survey can be administered to all students in courses with technology intensive designation through their Blackboard course and ask for a self- assessment of their ICT skills. Student responses to the survey can be compiled using software such Waypoint. Results of the surveys will be anonymous but can be displayed so that student perspective can be examined at different

points such as course level or status. Faculty in courses without technology intensive designation may also incorporate this survey into their Blackboard courses.

2. TAC, the Technology Intensive Review Panel and the Senate Technology Council could assist in developing the survey instrument. Results of the survey can be shared among instructors in technology intensive courses as well as with TAC and Senate technology committees for discussion and setting objectives.

3. Many of the technology intensive courses will be major courses. Work with departmental/college assessment coordinators to design course-based assessments.

4. Faculty assessment of student work

Faculty in technology -intensive courses may be asked to review work of three students selected randomly based on student ID numbers. The assessment instrument can be set up as a survey in a separate BB Technology course in which faculty are enrolled as students. Faculty can then complete the anonymous survey for each of the three students in the sample. The results of the survey for all technology intensive courses can be exported to Excel for additional analysis.

5. Faculty assessment of student work using portfolios

Based on the two assessments described above, additional assessment could be designed using samples of student work; “technology –generated products” could be collected as portfolios to be reviewed by a committee of faculty. The use of portfolios would require permission of student and faculty.

6. William Paterson University, Learning Literacies Strategies Team, LLST Combined Summaries and Surveys (posted in Blackboard, UCC Faculty Development, under Assessment folder). This report includes rubrics for Critical Thinking as well as Information Literacy and Technology Literacy.

7. NSSE Questions

1l –Used an electronic medium to discuss or complete and assignment

11g – Using computing and information technology

Outcome 9

Demonstrate an appreciation for aesthetics and creative activity.

Area 2A, 2B, Area 3A, Courses indicating alignment with UCC Program Outcome 9, Writing intensive courses in Area 2A

From the perspective of general education, an appreciation for aesthetics and creative activity is demonstrated in two ways 1) as an understanding based on knowledge of and/or ability in one form of art and the aesthetics of that form of art and 2) an interest in the arts or aesthetics in general.

Possible assessment measures:

1. Explore the use of a rubric with samples of student creative work or descriptions of creative work such as the general education arts rubric used at Buffalo State
<http://www.buffalostate.edu/offices/assessment/assessment/arts.htm>
2. Student Surveys measuring interest in and attitudes toward the arts
3. Student participation in arts-related campus events
4. NSSE Questions
 - 6a- Attended an art exhibit, play, dance, performance

Outcome 10

Demonstrate an awareness of global connections and interdependencies

Area 3, Area 6

Possible assessment measures:

1. Student Surveys
 1. Assess student projects using a global awareness rubric
2. Student participation in study abroad and other university sponsored travel programs
3. Student progress in foreign language study
4. Investigate the use of national tests/inventories in use at other institutions such as the Global Perspective Inventory <https://gpi.central.edu/index.cfm?myAction=Information> The GPI is sometimes administered to students in their freshman seminar and then again to a group of seniors. This methodology might be considered for other outcomes where attitudes are one component of the outcome.
5. Use VALUE Rubric for intercultural knowledge and competence in Area 6 courses and in major courses with a global focus.
<http://www.aacu.org/value/rubrics/pdf/InterculturalKnowledge.pdf>
6. NSSE:
 - 7e – Foreign language coursework
 - 7f – Study abroad
 - 11m – Solving complex real-world problems

Program Outcomes	Possible Assessment Measures	Suggested timeline once process is established
Outcome 1 Written and oral communication	Portfolio Assessment of English 1100 Portfolio Assessment of writing intensive courses Course-based assessment of oral communication skills CLA NSSE	Pilot 2011 Different samples could be taken every 1-2 years
Outcome 2 Quantitative Skills	Embedded Exam Questions Quantitative Literacy Rubric NSSE	Sample different courses Area 1-2 years based on departmental assessment
Outcome 3 Philosophical Perspectives	Embedded Exam Questions Examination of Student Work NSSE	Based on departmental and program assessment of courses in AREA 3b
Outcome 3 Historical Perspectives	Embedded Exam Questions Examination of Student Work NSSE	Every 3-4 years alternating courses (only 3 at this point) Based on departmental program assessment
Outcome 3 Social & Behavioral Sciences	Embedded Exam Questions Examination of Student Work NSSE	Based on departmental program assessment
Outcome 4 Scientific Perspectives	Examination of Student Lab Reports Embedded Exam Questions NSSE	Based on departmental program assessment. Select different department each year.
Outcome 5 Locate, evaluate and apply information	Portfolio assessment of samples of student work in courses where Goal 5 is listed as a program outcome NSSE	Coincides with Assessment of Goal 1
Outcome 6 Diverse cultures, global and historical perspectives	Student Survey/Self Assessment Analysis of student work using a rubric NSSE	Coordinate with any assessments of Areas 4 and 6
Outcome 7 Personal, civic and social responsibilities	Analysis of student personal plan for alignment with Area 1 outcomes Analysis of student projects in Area 5 Student Survey/Self Assessment NSSE	Coordinate with Assessments of Areas 1 and 5
Outcome 8	Student Self-Assessment	Every 1-2 years

Use computer and emerging digital technologies effectively	NSSE	
Outcome 9 Appreciation for aesthetics and creative activity	Course-based assessment or examination of student work NSSE	Coordinate with assessment for courses in Areas 2a
Outcome 10 Awareness of global connections and interdependencies	Student Self-Assessment Analysis of samples of student work for alignment with area outcomes Use of inventory such as Global Perspective Inventory NSSE	Coordinate with assessment for courses in Area 6

Assessment Glossary

Source: Allen, M. J. (2006), *Assessing General Education Programs*. Bolton, MA: Anker Publishing Company.

Additional resources including several glossaries can be found at Internet Resources for Higher Education Assessment <http://www2.acs.ncsu.edu/upa/assmt/resource.htm>

Alignment: How well two systems converge for a common purpose; for example, how well the curriculum corresponds with program learning outcomes

Anonymity: Data elements cannot be associated with individual respondents.

Assessment: The collection and use of evidence to monitor and improve product or process.

Close the Loop: Professionals discuss assessment results, reach conclusions about their meaning, determine implications for change, and implement them.

Course recertification: A process for renewing approval of courses for the general education program,

Direct Measure: Students demonstrate that they have achieved a learning outcome.

Embedded assessment: Assessment activities occur in courses. Students are generally graded on this work and some or all of it is also used to assess program learning outcomes.

Indirect measure: Students (or others) report opinions.

National Survey of Student Engagement (NSSE): Based on decades of research on the importance of student engagement, these surveys ask students to report their engagement in a number of activities. <http://nsse.iub.edu>

Portfolio: Compilations of student work. Students are often required to reflect on their achievement of learning outcomes and how the presented evidence supports their conclusions.

Rubric: An explicit scheme for classifying products or behaviors into categories that are steps along a continuum.