

GENERAL EDUCATION PROGRAM Assessment Plan and Rubrics

Principles of General Education Assessment and attainment of the program learning outcomes

1. A significant portion of the class must be dedicated to the two learning outcomes for its respective component, and the majority of the coursework should be linked to these outcomes. Since each component of the program will have two learning outcomes, they both must be represented in a reasonable manner. All dimensions of a learning outcome must be substantively addressed by a course, with the understanding that some dimensions of a learning outcome may be more fully explored than others. Departments will develop, with the GEC, a proficiency standard for each dimension that is justified based on the course. It is understood that these standards may not be met in every case, but that they will provide a reasonable benchmark for the course.
2. The General Education Program will undergo a process of continual assessment. During each year other than those designated for an overall program review, one group of participating courses will undergo review so that over three years all courses in the program will be assessed. See groups below. This cycle will be conducted twice and then the entire program would be reviewed. This process will ensure continual evaluation.
 - **Assessment Group A: Effective Communication and Scientific Inquiry – Assessment fall 2019, 2022, etc.**
 - **Assessment Group B: Quantitative Reasoning and Perspectives in Society – Assessment fall 2020, 2023, etc.**
 - **Assessment Group C: Social Responsibility in a Diverse World, Integrative Thinking, Human Expression – Assessment fall 2021, 2024, etc.**
 - **Overall program assessment: Assessment fall 2025, etc.**
3. For each course, the home department must submit a report based on materials from all sections offered in the semester that the course is being assessed, including all students who completed the course.

4. The GEC allows concurrent review by CUP and GEC for courses seeking to be added to the General Education Program; however, complete CUP, Senate, and Academic Affairs approvals must be acquired prior to the official addition of a course to the General Education program.
5. The GEC will begin accepting courses for review Fall 2014. The Program will go into effect in the Fall 2017 NMU Bulletin. Assessment will begin in Fall 2019 with Group A courses that have been approved for the new program.
6. The assessment process will follow a series of events (see timeline) where the Department will complete an assessment form (provided by GEC) and collect appropriate documentation of student achievement in the most recent offering(s) of the course prior to the Assessment Call that is related to the learning outcomes for the component. The form and supporting materials will constitute the assessment report which will be submitted electronically to GEC (through SHARE). This assessment report will serve as the application for the course to remain in the General Education Program. Only courses for which materials are submitted will be considered for retention in the program. The GEC will review these materials based on the original approved application for the course to the General Education Program and the rubrics for the learning outcomes.
7. **GEC reviews COURSES for inclusion to the General Education Program, not specific instructors nor different sections of the same course.** If different sections cover different content, they still must meet the same component standards (and associated learning outcomes) and be included in the same assessment plan.

Standard timetable for assessment of General Education Courses and Program

- Assessment Reminder call: Aug 1 (starting with group A in 2019)
- Assessment Reports due to GEC : Oct 1 (starting with Group A in 2019)
- Assessment review sent from GEC to the Department: Dec 1 (starting with Group A in 2019)
- Assessment: Department response to review sent to GEC by Jan 15 (starting with Group A in 2020)
- Approved courses selected for inclusion in program for next bulletin: Feb 1 (starting with Group A in 2020)

CRITICAL THINKING RUBRIC

LEARNING OUTCOME: Demonstrates critical thinking

DIMENSION	WHAT IS BEING ASSESSED	Not Yet Proficient	Proficient	Exceeds Proficiency
Evidence	Assesses quality of information that may be integrated into an argument	Information is incomplete and/or not reputable.	Information is credible and appropriate to support development of a coherent analysis.	High quality, credible information directly related to topic is selected in order to develop a comprehensive analysis.
Integrate	Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding	Synthesis is incomplete, inappropriate, and/or lacking sufficient information for purpose.	Synthesizes ideas and information appropriate for purpose.	Synthesizes ideas and information appropriate for purpose and clearly articulates either the thought process leading to the synthesis of or relationship between ideas and information
Evaluate	Evaluates information, ideas, and activities according to established principles and guidelines	Conclusion is inconsistently tied to information; related outcomes (consequences and implications), are incorrect and/or insufficiently identified.	Conclusion and/or opinion is logically tied to an appropriate range of information and insight. Related Outcomes (consequences and implications) are identified clearly.	Conclusions, opinions, and related outcomes (consequences and implications) are logical and reflect informed evaluation and ability to utilize evidence, perspective and/or insight.

EFFECTIVE COMMUNICATION RUBRIC

LEARNING OUTCOME: Demonstrates communication skills that express and convey ideas clearly and effectively

DIMENSION	WHAT IS BEING ASSESSED	Not Yet Proficient	Proficient	Exceeds Proficiency
Central Message and Structure:	Central message is the primary focus (main idea or thesis) of the work. Structure is the arrangement of the parts or elements of the work that aids in understanding which includes being coherent, logical, and complete.	Central message is unclear or inconsistent. Structure is not consistent or discernable throughout the work.	Central message is evident and understandable. Structure of the work follows a coherent, consistent and logical form for the whole work; uses disciplinary or task conventions appropriately and consistently.	Central message is clearly evident, understandable and eloquently conveyed. Creates organizational pattern that enhances flow and cohesiveness through the whole work; demonstrates detailed attention to and successful execution of disciplinary or task conventions.
Substantiation	Substantiation includes solid reasoning and valid evidence supports conclusions; sources are documented in accordance with disciplinary conventions	Some support is used to explain and/or substantiate ideas, but are underdeveloped or unconnected to central message; evidence used lacks variety, quantity or quality and/or proper documentation	Credible evidence is fully integrated to support the development of the central message; shows an awareness of the standards of evidence and documentation for the discipline	Central message is clearly evident and entire work follows a logical pattern of development; compelling scholarly evidence also supports central message; evidence is carefully incorporated and conscientiously documented
Delivery-Written	Text (clear, readable, consistent with disciplinary and standard written conventions including proofreading and proper syntax etc.) appropriate to the purpose and audience.	Text sometimes obscures meaning because of failure to follow standard written conventions and may include convoluted syntax, errors in usage, misspellings etc.	Text observes standard written conventions and shows solid control over mechanical conventions, is correct, edited, proofread, and contains very few errors. Work uses diction appropriate for the audience.	Text is sophisticated, precise, appropriate to context, professional and/or scholarly, and shows complete control of mechanics; virtually error free.
Delivery-Oral	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) and audio/visual aids appropriate to the purpose and audience.	Delivery detracts from the understandability of the presentation; audio/visual aids do not support main points and/or detract from or overwhelm the presentation	Delivery makes the presentation interesting. Audio/visual aids enhance the effectiveness of the presentation.	Delivery makes the presentation compelling; audio/visual aids increase the effectiveness of the presentation, add insight to main points, and augment speaker's credibility