

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

QUANTITATIVE REASONING AND ANALYSIS RUBRIC

LEARNING OUTCOME: Demonstrates interpretation of quantitative data leading to conclusions

DIMENSION	WHAT IS BEING ASSESSED	Not Yet Proficient	Proficient	Exceeds Proficiency
Calculation	Ability to perform mathematical/numerical operations.	Not all calculations are attempted. The calculations attempted are mostly done incorrectly.	Calculations are mostly successful and sufficiently comprehensive to solve problem.	Calculations are completely correct. Calculations are presented in an elegant manner (clear, logical order, concise, etc.)
Analysis/Application	<p>Ability to manipulate quantitative data to produce new data.</p> <p>Ability to use data to make judgments and draw conclusions.</p>	<p>Manipulations of data are performed using invalid techniques or produce mostly invalid data.</p> <p>Judgments and conclusions drawn are inaccurate or not based on the data or the data analysis.</p>	<p>Manipulations of data use valid techniques and produce valid data most of the time.</p> <p>Judgments and conclusions drawn from data and any data analysis are competent and reasonable.</p>	<p>Manipulations of data use valid techniques and produce valid data. The analysis is presented in an elegant manner (clear, logical order, concise, etc.)</p> <p>Judgments and conclusions drawn from the data and any data analysis are insightful, carefully qualified and often provide new directions to pursue.</p>
Interpretation	Ability to explain information presented in mathematical forms (e.g. equations, graphs, diagrams, tables, and words)	Unable to present an explanation or presents an inaccurate explanation of information drawn from mathematical forms.	Presents accurate explanations of information drawn from mathematical forms. For example accurately explaining the trend of data presented in a graph or table.	Presents accurate explanations of information drawn from mathematical forms and provides appropriate inferences or deductions based on that information. For example produces additional data by interpolation or extrapolation.

SOCIAL RESPONSIBILITY IN A DIVERSE WORLD RUBRIC

LEARNING OUTCOME: Demonstrates engagement with cultural and ethnic diversity

DIMENSION	WHAT IS BEING ASSESSED	Not Yet Proficient	Proficient	Exceeds Proficiency
Knowledge of cultural worldview frameworks	Knowledge of elements important to members of another culture	Demonstrates superficial knowledge of the complexity of elements important to members of another culture.	Demonstrates knowledge of differences between members of different cultures in relation to history, ethical values, politics, communication styles, economy, or beliefs and practices.	Demonstrates sophisticated knowledge of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Intercultural Awareness	Awareness of multiple cultural perspectives	Views the experience of others, but does so through only one cultural worldview.	Recognizes intellectual, ethical and emotional dimensions of more than one worldview.	Interprets intercultural experience from the perspectives of own and more than one worldview.
Intercultural Engagement	Being willing to engage with cultures other than one's own	Does not sufficiently ask questions or investigate other cultures.	Asks questions about other cultures and investigates answers to these questions.	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.
Ethical Issue Recognition	Awareness of ethical issues as they relate to cultures	Recognizes basic and obvious ethical issues but fails to grasp complexity or interrelationships.	Recognizes ethical issues when issues are presented in a complex, multilayered (gray) context	Recognizes ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.

INTEGRATIVE THINKING RUBRIC

LEARNING OUTCOME: Demonstrates integrative thinking by synthesizing disciplinary knowledge and applying this synthesis to new contexts

DIMENSION	WHAT IS BEING ASSESSED	Not Yet Proficient	Proficient	Exceeds Proficiency
Connections to Experience <i>OR</i>	Connects academic knowledge to experiences	Connections between life experiences and academic texts and ideas are limited to resources perceived as similar and related to own interests.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), and connects experiences to concepts/theories/ texts and frameworks of fields of study.	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.
	Connections to Discipline	Makes connections across disciplines	Without prompting, is unable to present examples, facts, or theories from more than one field of study.	Independently connects examples, facts, or theories from more than one field of study.
Transfer	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations	Is unable to transfer basic skills, abilities, theories, or methodologies gained in one situation to a new situation.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Independently adapts and applies, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.
Integrated Communication	Communicates complex concepts by choosing appropriate content and form	Is unable to communicate (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form or of sufficient quality.	Communicates integrated thought by choosing an appropriate format, language, or graph (or other visual representation) to connect content and form, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.

HUMAN EXPRESSION RUBRIC

LEARNING OUTCOME: Demonstrates analysis and evaluation of artistic, literary or rhetorical expression

DIMENSION	WHAT IS BEING ASSESSED	Not Yet Proficient	Proficient	Exceeds Proficiency
Knowledge of the role of the aesthetic	Demonstrate comprehension of the role of aesthetic in the human experience including artistic, literary, and rhetorical expression.	Acknowledges only shallowly the role of the aesthetic in the human experience.	Demonstrates comprehension of the role of aesthetic in the human experience including artistic, literary, and rhetorical expression.	Demonstrates comprehension of the role of aesthetic and integrates new human experience examples
Innovative Thinking	Create or adapt activities, ideas, or questions expressing both creativity and experience	Reformulates a collection of available ideas without introduction of creative ideas.	Creates or adapts activities, ideas, or questions expressing both creativity and experience.	Demonstrates understanding others' perspectives when creating or adapting activities, ideas, or questions expressing both creativity and experience.
Acknowledging contradictions	Integrates alternate interpretations or contradictory perspectives or ideas.	Mentions only in passing alternate, divergent, or contradictory perspectives or ideas.	Incorporates alternate interpretations or contradictory perspectives or ideas.	Integrates alternative perspectives or ideas and ability to integrate and evaluate

PERSPECTIVES ON SOCIETY RUBRIC

LEARNING OUTCOME: Demonstrates synthesis and analysis of major social issues, structures and processes or events.

DIMENSION	WHAT IS BEING ASSESSED	Not Yet Proficient	Proficient	Exceeds Proficiency
Analysis of society	Analysis of social issues, structures and processes or events	Fails to demonstrate ability to analyze major social issues, structures and processes or events	Demonstrates ability to analyze major social issues, structures and processes or events	Develops a methodology for engaging as an individual or in a collaboration to address societal issues
Ethical Issues	Addressing ethical issues in society	Fails to identify ethical issues facing society	Identifies ethical issues and their origins within society	Explains the impact of ethical issues within society
Development and context of society	Explore themes in the development of human society	Fails to identify basic historical and contemporary themes pertaining to human development and human organizations and their effect within human society and the natural world.	Identifies and examines historical and contemporary themes pertaining to human development and human organizations and their effect with the human society and the natural world.	Utilizes knowledge of historical and contemporary themes pertaining to human development and human organizations in order to analyze their effects within human society and the natural world.

SCIENTIFIC INQUIRY RUBRIC

LEARNING OUTCOME: Demonstrates use of scientific processes to investigate and report knowledge about natural or social phenomena

DIMENSION	WHAT IS BEING ASSESSED	Not Yet Proficient	Proficient	Exceeds Proficiency
Research Question	Develop, distinguish or identify a manageable and appropriate research question that is tied to testable hypotheses.	Identifies a topic that is unmanageable for the purposes of scientific inquiry; or hypothesis and research questions are not testable or not logically connected to identified topic or problem.	Identifies a manageable topic suitable for the purposes of scientific inquiry. States a testable hypothesis or research question logically connected to identified topic or problem.	Identifies a creative, focused and manageable topic. States a testable hypothesis or research question capable of generating new or replicating existing knowledge in a given field.
Methodology/Data Collection	Select and/or develop appropriate scientific methodologies	Methodology results in the collection of unreliable or irrelevant data.	Methodology results in the collection of reliable and relevant data.	Methodology results in the collection of reliable and relevant data with exceptional precision or novel approaches.
Analysis, Results and Presentation	Collected data is appropriately analyzed and presented	Data is presented, but does not reveal clear patterns, differences or similarities.	Evaluation and presentation of data is adequate and connects to the hypotheses and research questions; Evidence reveals some patterns, differences or similarities.	Evaluation and presentation of data reveals insightful patterns, differences and similarities related to hypotheses and research questions including an explanation of error.
Discussion/Conclusions	Conclusions are linked to evidence and are in the context of scientific limitations and implications.	States an ambiguous conclusion not clearly supported by evidence.	States a conclusion related to the evidence produced from the inquiry. Discusses results related to the hypotheses.	States a conclusion that is a logical extrapolation from the evidence produced in the inquiry. Discusses relevant and supported limitations and implications.