**General Education Course Outcomes Reporting Template**

**Course ID** \_\_\_\_\_\_ **Title** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**General Education Outcomes Components:** Critical Thinking and ­­­­­­­­­­­­­­­­­­­­[the Associated Component]

**Person Completing this Report** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Phone** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Department** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date of Report** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Course History since Fall Semester, 2017** *(data provided by Office of Institutional Research)*

Total Number of Sections Taught \_\_\_\_\_ Total Number of Students \_\_\_\_\_\_\_

Last Semester Course was Taught \_\_\_\_ Number of Sections \_\_\_\_\_ Number of Students \_\_\_\_\_

**Course Assessment Information** *(data and responses provided by department)*

To Assess General Education Outcomes in this Course, the Department Used:

1. The Plan Originally Approved by the General Education Council (GEC) Yes \_\_\_ No \_\_\_\_
2. An Alternate Plan (describe the protocol and indicate how each component dimension for Critical Thinking and the second approved component was included in the assessment; all assessments *must* use rubrics provided by the GEC)

Number of Students Assessed \_\_\_\_\_\_ Number of Separate Sections Assessed \_\_\_\_\_\_\_\_

If the Number of Students and/or Sections Assessed is Less Than what was Reported for the Last Semester the Course was Taught (specified above), Indicate the Reason(s):

1. Assessment(s) Not Completed by Instructing Faculty or Designee \_\_\_
2. Course Section Size(s) Exceeded 30 Students and Work from Randomly Selected Students was Chosen for Assessment (must be ≥ 10% *for each section taught* and minimum number of students assessed must be at least 30) \_\_\_
3. Other (describe) \_\_\_

***Upload a Copy of the Syllabus for this Course***

**Course Outcomes Information** *(data and analysis provided by department)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Critical**  **Thinking**  (Expected % of Students at Proficiency = **xx%**)\* | **(Number) & Percent of Students At or Above Proficiency Level** | **(Number) & Percent of Students Below Proficiency Level** | **Associated**  **Component**  (Expected % of Students at Proficiency = **xx%**)\* | **(Number) & Percent of Students At or Above Proficiency Level** | **(Number) & Percent of Students Below Proficiency Level** |
| **Evidence** | (#) % | (#) % | **Dimension 1** | (#) % | (#) % |
| **Integrate** | (#) % | (#) % | **Dimension 2** | (#) % | (#) % |
| **Evaluate** | (#) % | (#) % | **Dimension 3** | (#) % | (#) % |
|  |  |  | **Dimension n** | (#) % | (#) % |

\*Taken from the plan originally approved by the GEC.

**Sample Artifacts and Scoring Rubrics** *(documents provided by department)*

Upload to this report two (2) samples of student work that demonstrate at least proficiency *and* two (2) samples of student work do not demonstrate at least proficiency for *each* dimension of the Critical Thinking and Associated Component tied to this course. For *each* dimension assessed for Critical Thinking and Associated Component, attach a completed GEC-approved scoring rubric for *all* assessments, and include separate rationales given for each of the selected artifacts. If multiple assignments were used to demonstrate proficiency for different dimensions, upload as many different samples, rubrics, and rationales as were needed to conduct any given assessment.

***Upload Artifacts, Associated Scoring Rubrics, & Assessment Rationales***

**Interpretation of Assessment Data** *(provided by department)*

Briefly tell the GEC what your department concludes given the pattern of outcomes associated with this General Education course. Just because the percentage of students meeting proficiency thresholds failed to meet or exceed a target value, it does not necessarily mean that a course should be dropped from the General Education program. Please help the GEC understand what the data means to you and your colleagues.

**Plan for Assessment-Warranted Actions** *(action plan provided by department)*

Briefly tell the GEC what your department intends to do given the current round of outcomes for this course. What might you do differently to increase the number of students who meet proficiency thresholds? In particular, if you plan to change the way you will be assessing General Education outcomes in the future, please outline the future direction.

**General Education Outcomes Reporting Process Feedback** *(provided by department)*

Briefly provide the GEC feedback regarding the process we are using to obtain General Education outcomes information. What did you find easy or difficult about the process? How might we improve the way in which departments report outcomes that are relevant to NMU’s accreditation status.