

**APPENDIX A**

**Faculty Senate Charge Letters to the General Education Committee**

August 25, 2006

TO: Emily Johnson, Director of General Education  
Chair of General Education Committee

FROM: Carmen Wilson, Chair  
Faculty Senate

RE: Committee Charge for 2006-2007 Academic Year

This memo is intended to serve as the initial charge letter to the General Education Committee for the 2006-07 academic year. Please share this memo with the committee members.

As the chair and convener of the General Education Committee it is your responsibility to arrange as soon as feasible an organizational meeting, the primary purpose of which is to elect a secretary.

Primary responsibilities of the chairperson include:

- promptly informing the Senate office (5-8018) the results of the election of officers and any changes in committee membership.\*
- organizing and conducting meetings.
- completing a year end report on the General Education Committee activities to be submitted to the Senate Office no later than May 31, 2007.

\*The committee chairperson should carefully review Faculty Senate Bylaw II, “Faculty Standing Committees” for information on committee attendance and the role of alternates.

Primary responsibilities of the secretary include:

- recording minutes of each meeting.
- promptly sending meeting minutes to Sibbie Weathers ([weathers.sylv@uwlax.edu](mailto:weathers.sylv@uwlax.edu)) so that the minutes can be posted on the faculty senate website.

In the event the committee chooses to rotate secretarial duties, please designate one person to be responsible for e-mailing the meeting minutes to Sibbie Weathers.

According to Faculty Senate Bylaw II. H. The General Education Committee, the duties and responsibilities of the committee shall include:

1. Coordinating general education curricula.
2. Conducting a systematic review of the General Education Program by examining existing courses on a regular, rotating basis, and recommending curricular changes.
3. Reviewing and approving proposals for curricular changes in general education, including changes resulting from revisions of existing courses and proposals for admitting additional courses into the program after these courses have been approved by the Undergraduate Curriculum Committee.

4. Evaluating general education proposals within the established program structure, taking into consideration the needs of students and of society, the mission of the university, the necessity for quality general education, and the goals of the program.
5. Consulting formally with the academic departments about coordination of the General Education Program by informing chairpersons in writing of proposals being considered that relate to their programs and by providing adequate opportunity for departments to be heard prior to committee and senate action on such proposals.
6. Approving existing specific foreign languages offered as appropriate to the General Education Program.
7. Studying different models of interdisciplinary courses, determining their appropriateness for general education, and encouraging faculty to develop such courses.
8. Monitoring the development and application of methods for assessing the proficiency of students' skills to ensure that waivers of required skills courses, with or without retroactive credit, are appropriately granted.
9. Encouraging the development of additional writing emphasis courses, monitoring their availability and systematically reviewing them according to established guidelines.
10. Studying the relationship between the General Education Program and the University Honors Program.

In addition to the committee's normal duties, I ask that the committee consider and report on the following special charges:

- Submit a proposal on revisions/changes to the general education program **by the end of the fall 2006 semester**. The proposal should include:
  1. a literature review about the rationale for the proposed revisions/changes, with examples of other institutions that have similar programs.
  2. an explanation of how current general education courses, or examples courses, will integrate into the revisions/changes.
  3. an explanation of how the student learning outcomes will be met by the revisions/changes.
- Discuss the possibility of changing the General Education bylaws such that the committee elects its chair.

If you have questions or concerns regarding these charges, please contact me at any time during the year.

Finally, if the Senate Executive Committee or I can assist your committee in any way during the year, please do not hesitate to ask.

saw

March 9, 2007

TO: Eric Kraemer, Chair  
General Education Committee

FROM: Carmen Wilson, Chair  
Faculty Senate

RE: Extra Committee Charge for 2006-2007 Academic Year

At its meeting on March 8, 2007, the faculty senate passed the following motion:

A timeline for a comprehensive and systematic plan of assessment should be submitted to faculty senate by the General Education committee no later than April 9, 2007.

As senators discussed, since the given revisions to the program do not change the overall content of (i.e., courses included in) the general education program, our expectation is that the assessment plan can be implemented even if the committee and senate approves modifications in the structure. If courses or other requirements are added or deleted in the future, the assessment plan can be modified at that time.

If you have questions or concerns regarding this charge please contact me.

saw

November 12, 2007

To: Anne Galbraith, Chair  
General Education Committee

From: Carmen Wilson, Chair  
Faculty Senate

As indicated in the initial charge letter to the General Education Committee (GEC), the Senate Executive Committee (SEC) conducted a survey of faculty and staff perceptions of the current university core program and GEC approved revisions. The results of that survey are attached.

As you are aware, while a majority of all respondents support the current program, results differed by college. Respondents in the College of Science and Health generally do not support the current program; respondents in the Colleges of Liberal Studies and Business administration generally do support the current program. Also, a minority of respondents support the GEC approved revisions as well as continued investigation of a Core III component. These results reflect global views and do not indicate any reasons behind the ratings. During the faculty senate listening session on November 8, 2007, a small group of faculty discussed the results. The general consensus among this group was that the any revisions to the university core program be based on analyses of assessment data and discussion among the faculty and be gradual. Several faculty believed that while the faculty and staff generally did not support the GEC approved revisions as a whole, that some of the revisions may, in fact, have support.

The general perception is that many faculty and staff are ready for some resolution to the long standing debate about revisions to the university core program. To that end, the SEC is requesting that the GEC present the GEC approved revisions to the university core program at the faculty senate meeting of February 16, 2008. We encourage the GEC to review the approved revisions to date. The GEC certainly can present the revisions as a package, if the members so choose, however that is not a requirement. The committee may choose to present revisions individually. The SEC is simply requesting that the GEC present whatever revisions it has approved at the February 16 meeting, recognizing that further work will likely be necessary.

We also are aware that given a more systematic and comprehensive assessment program, that the university core program is unlikely to remain static. We hope, in fact, that results of the assessment will be used to continuously improve the program.

Thanks to you and your committee for engaging in this challenging task. Clearly, achieving 100% agreement with a program serving all students in all majors is unlikely. Hopefully, however, faculty and staff can compromise such that everyone can find components they value and others that may not be ideal, but are satisfactory. If you have any questions, or if I or the SEC can assist you or the GEC in any way, please do not hesitate to contact us.

September 5, 2008

TO: Anne Galbraith, Convener  
General Education Committee

FROM: Joe Heim, Chair  
Faculty Senate

RE: Committee Charge for 2008-2009 Academic Year

This memo is intended to serve as the initial charge letter to the General Education Committee for the 2008-09 academic year.

In response to concerns that, frequently, committee member turnover each year tends to slow committee work, the senate executive committee is working to find better ways to orient new committee members. Additionally, we would like to improve the overall efficiency and effectiveness of committee work. To that end, we will be trying several new ideas.

1. The SEC will be holding a meeting of Chairs during the week before classes in January. The purpose of this meeting will be for committee chairs to report on progress on charges to date and discuss any problems committees may be experiencing.
2. I am including a copy of the 2007-2008 General Education Committee end-of-year report. The SEC strongly encourages you to review their work.
3. All members of your committee will receive an electronic copy of this letter.

Per Faculty Senate Bylaw II. (s): “Each faculty committee shall hold an organizational meeting and report the name of the chairperson to the senate office by **October 1**. (Joint Chairpersons are not permitted.)”

Therefore, as the convener of the General Education Committee it is your responsibility to arrange as soon as feasible an organizational meeting. In addition to a chairperson, please also elect a secretary.

Primary responsibilities of the chairperson include:

- o promptly informing the Senate office (5-8018) the results of the election of officers and any changes in committee membership.\*
- o organizing and conducting meetings.
- o completing a year end report on the General Education Committee activities to be submitted to the Senate Office no later than May 31, 2009.

\*The committee chairperson should carefully review Faculty Senate Bylaw II, “Faculty Standing Committees” for information on committee attendance and the role of alternates.

Primary responsibilities of the secretary include:

- o recording minutes of each meeting.
- o promptly sending meeting minutes to Sibbie Weathers ([weathers.sylv@uwlax.edu](mailto:weathers.sylv@uwlax.edu)) so that the minutes can be posted on the faculty senate website.

In the event the committee chooses to rotate secretarial duties, please designate one person to be responsible for e-mailing the meeting minutes to Sibbie Weathers.

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1. Coordinating general education curricula.
2. Conducting a systematic review of the General Education Program by examining existing courses on a regular, rotating basis, and recommending curricular changes.
3. Reviewing and approving proposals for curricular changes in general education, including changes resulting from revisions of existing courses and proposals for admitting additional courses into the program after these courses have been approved by the Undergraduate Curriculum Committee.
4. Evaluating general education proposals within the established program structure, taking into consideration the needs of students and of society, the mission of the university, the necessity for quality general education, and the goals of the program.
5. Consulting formally with the academic departments about coordination of the General Education Program by informing chairpersons in writing of proposals being considered that relate to their programs and by providing adequate opportunity for departments to be heard prior to committee and senate action on such proposals.
6. Approving existing specific foreign languages offered as appropriate to the General Education Program.
7. Studying different models of interdisciplinary courses, determining their appropriateness for general education, and encouraging faculty to develop such courses.
8. Monitoring the development and application of methods for assessing the proficiency of students' skills to ensure that waivers of required skills courses, with or without retroactive credit, are appropriately granted.
9. Encouraging the development of additional writing emphasis courses, monitoring their availability and systematically reviewing them according to established guidelines.
10. Studying the relationship between the General Education Program and the University Honors Program.
11. Authorizing substitutions or waivers for individual students in the General Education Program/University Core Curriculum.

In addition to the committee's normal duties, I ask that the committee consider and report on the following special charges:

- The committee should study and review the Writing in the Major program and make any recommendations regarding changes. It has been suggested that you explore the feasibility of having all majors participate in this program. Additionally, review the entire Writing Emphasis and Writing in the Major programs to determine if these are working effectively in implementing their stated or implied goals. Make any recommendations to the Faculty Senate as a result of these deliberations.
- The committee should remain in close contact with the ad hoc Assessment Committee and recommend steps to implement policies consistent with their assessment data. The committee might also consider a moratorium on changes to the General Education/University Core for the 2008-09 academic year until such assessment data is available.
- Review assessment plans that are submitted to the assessment committee to determine the degree to which they comply with stated objectives.
- Communicate and collaborate with the Provost to determine the exact nature of the need for a Director of the General Education/University Core program. Depending on the outcome of this review, make the appropriate recommendations.

Additionally, should the membership wish to bring any policy issues to the attention of the senate, it should certainly do so. Any recommendations that the committee would like to make to the senate should be submitted to our office in a timely fashion.

If you have any questions about the above charge and potential charges, or if the Senate Executive Committee or I can assist your committee in any way during the year, please do not hesitate to ask.

saw

Enclosure

cc: Members, General Education Committee

**APPENDIX B**

**General Education Revision Proposals**

UW-L Monitoring Report on General Education – Appendices  
Submitted to the HLC January 2009

Comparison of various University Core Proposals  
January 2007  
Draft

Current Gen Ed	Proposal as of Spring 06	Proposal as of end of Fall 06	Under discussion
<b>[No Tiers]</b>	<b>Core I 5-6 courses</b>	<b>Core I: 6-7 courses</b>	<b>Core I: 5-6 courses</b>
<b>Skills:13/14 credits</b>	<b>19 cr (fewer if one is FYE)</b>	<b>19-22 credits</b>	<b>16-19 credits</b>
6. Literacy: • Writing [3cr] • Oral Com [3cr] 7. Math [4cr] + • List 2 [3-4cr]	7. FYE course* [0-3] 8. College writing** [3] 9. Oral Comm [3] 10. Diversity [3] 11. Math [4] 12. Health & well-being [3]  * Taken in first semester of enrollment ** Taken in first 30 cr The rest taken within first 60 cr	1. FYE-[0-3]* taken first semester 2. Writing-3** 3. Oral Comm -3 4. Math-4 5. Diversity -3 6. Well-Being-3 7. Historical Foundation-3  ** in first 30 cr. [Rest taken within 1 <sup>st</sup> 60 credits]	1. FYE-[0-3]* taken first semester 2. Writing-3** 3. Oral Comm -3 4. Math-4 5. Diversity -3 6. Well-Being-3  ** Taken in first 30 cr The rest taken within first 60 cr
<b>Liberal Studies</b>	<b>Core II</b>	<b>Core II: 8 courses</b>	<b>Core II: 8 courses</b>
<b>26 + 9 = 35 credits</b>	<b>19-20 Cr. (fewer if one is FYE)</b>	<b>2324 Credits</b>	<b>26-27 Credits</b>
A. Minority: 3 min B. Intrnatl/MltClt-6 mn --World History-3 --List 2-3 min C. Science: 4 min D. Self & Society: 3 min E. Humanistic: 3 min, [Lit req] F. Arts: 4 min G. Health: 3 req  Total: 39/40 + 9 more credits	Science [4] Social Science [3] Log Sys/Lang/Mth [3-4] Humanities [6] Arts [3]  Courses in Core II can serve as a FYE course or fulfill the Diversity req., if appropriate; some 300400 level courses could satisfy 3 cr of Core III below	<ul style="list-style-type: none"> <li>• Arts [4 cr min]</li> <li>• Global Perspective [3]</li> <li>• Lab Science [4]</li> <li>• Logic/Language [3-4]</li> <li>• Social Science [3]</li> <li>• Humanities [6]</li> </ul>	<ul style="list-style-type: none"> <li>• Arts [4 cr min]</li> <li>• Global Perspective [6]: + Hist. Found + 2<sup>nd</sup> Global</li> <li>• Lab Science [4]♦</li> <li>• <i>Logic/Language [3-4]</i>♣</li> <li>• Social Science [3]</li> <li>• Humanities [6] (Lit required)</li> </ul> <p>+ Global subcom suggest infusion where students complete 9-12 cr focus on int'l or global ♦ SAH is recommending two sciences ♣ <i>Should language remain in this category?</i></p>
<b>Other</b>	<b>Core III: 3-6 cr (pre-req: completion of 45 cr)</b>	<b>Core III: 0-12 credits (pre-req: completion of 45 cr)</b>	<b>Core III: 0-12 credits(pre-req: completion of 45 cr)</b>
WE/WIMP [0-6]	1. Intern't or Civic Engagement [3] 2. 300/400 level with integration/application focus [3]-could be from Core II WE/WIMP [0-6] Nine credits of UC can double with major based on major prefix	<ul style="list-style-type: none"> <li>• Recommendation from subcommittee: Two courses/experiences, one of which falls within broad definition of Civic Responsibility</li> <li>• WE/WIMP [0-6]</li> <li>• Removed 9 credit limit on overlap with major</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendation from subcommittee: Two courses/experiences, one of which falls within broad definition of Civic Responsibility</li> <li>• WE/WIMP [0-6]</li> </ul>
<b>Total: 48/49-54/55</b>	<b>Total 41-45 (Min of 41) Does not count WE/WIMP</b>	<b>Total: 43-49/55 credits</b>	<b>Total: 42-58 credits</b>

**APPENDIX C**

**General Education Student Learning Outcomes**

## General Education Student Learning Outcomes

### I. Goal: Foundations of Knowledge

#### Students will be able to:

1. Express ideas, facts, opinions and beliefs in ways that are relevant and appropriate to the audience, context, purpose and genre
2. State an idea/argument and develop it in a logical, organized form using conventional grammar, punctuation and formatting
3. Formulate and support ideas with sufficient reasoning, evidence and persuasive appeals, and proper attribution
4. Accurately summarize and interpret the purposes and main ideas of texts and performances
5. Use a variety of resources and current technology to locate, retrieve and evaluate relevant sources and information
6. Construct and use models to analyze, explain or predict phenomena
7. Use mathematical and logical methods to solve problems
8. Identify fundamental principles, theories, concepts, methodologies, tools and issues from various disciplines
9. Synthesize information from different disciplines and perspectives to solve problems, gain new experiences, or create new things
10. Engage effectively in the process of collaborative work and identify factors that facilitate and impede effective communication

### II. Goal: Aesthetic Perspective and Meaning

#### Students will be able to:

1. Identify appropriate methods for understanding and interpreting the aesthetics of various works
2. Evaluate artistic presentations using appropriate language and patterns of thought
3. Evaluate artistic presentations as commentary on society and the human experience
4. Identify diverse elements (artistic, scientific, religious, cultural) that can provide meaning for human existence
5. Explain factors that make their own lives meaningful

### III. Goal: Inquiry and Critical Thinking

#### Students will be able to:

1. Identify and use methods of inquiry appropriate to a given problem
2. Identify valid procedures for gathering empirical data to solve particular problems
3. Investigate and assess hypotheses using appropriate methods
4. Critically assess the reasoning and evidence supporting or refuting a thesis
5. Distinguish between fact, opinion, observation and inference
6. Detect patterns underlying phenomena and draw reasonable inferences from information
7. Reason logically, creatively and independently
8. Explain the impact of science and technology on the environment, human experience and social change
9. Explain how content is shaped by the context in which it was created

### IV. Goal: Personal, Social and Global Responsibility

#### Students will be able to:

1. Describe how cultural and individual differences have shaped perspectives and contributed to patterns of privilege and oppression
2. Explain how values and ideas of cultures have evolved and how patterns of globalization have shaped the modern world
3. Recognize and respect different ways of thinking and communicating
4. Explain the rationales for cultural behaviors different from one's own
5. Communicate effectively with members of another culture
6. Identify diverse moral and ethical perspectives, principles, and systems of evaluation
7. Articulate their moral values, the processes they use to make ethical decisions and their perspective on current ethical issues
8. Explain how knowledge from various disciplines is essential to individual and societal health and well-being
9. Identify their strategies for involvement, leadership and civic engagement
10. Analyze the impact their decisions and choices have on themselves and others
11. Practice and uphold standards of academic integrity and intellectual honesty
12. Articulate how their participation in campus and community events and in the democratic process has made a difference in their lives and the lives of others

**APPENDIX D**

**General Education Survey Results**

Faculty Senate Survey of Perceptions of General Education/University Core  
 October, 2007

In the fall 2007 semester, the Senate Executive Committee finalized three documents summarizing General Education Committee approved revisions to the current university core (general education) program as well as a GEC summary of a possible Core III component for the university core program. These documents were distributed to the campus community. In addition, the SEC created a 3 question survey (items anchored at 1 = strongly disagree and 5 = strongly agree) to assess global perceptions of the current university core (general education) program and the GEC approved revisions. The questions were as follows

- I support the current University Core (General Education) program.
- I support the proposed University Core (General Education) program as described in the University Core executive and detailed summaries.
- I support the continued investigation of a Core III component (as described in the Core III document created by the University Core III Subcommittee of the GEC) to be added to the University Core program.

Respondent Characteristics

	<b>Percent (N = 130)</b>
College	
CBA	10
CLS	52
SAH	38
Rank	
IAS – Lecturer Series	18
IAS – Clinical Professor Series	2
Assistant Professor	14
Associate Professor	32
Full Professor	31
Other	2
Length of Employment	
5 or fewer years	21
6 to 10 years	24
11 to 15 years	20
16 to 20 years	22
21 to 25 years	6
26 to 30 years	5
31 or more years	2
Gender	
Male	41
Female	38
Prefer not to answer	21

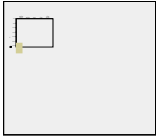
*Note:* Percentages are based on those respondents who answered the question. On each question, some respondents chose not to answer.

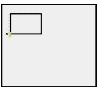
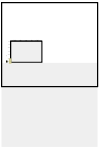
### Descriptive Statistics

	Mean <sup>a</sup> (SD)	% “agree” or “strongly agree”
I support the current University Core (General Education) program.	3.33 (1.42)	53.6
I support the proposed University Core (General Education) program as described in the University Core executive and detailed summaries	2.66 (1.37)	36.9
I support the continued investigation of a Core III component (as described in the Core III document created by the University Core III Subcommittee of the GEC) to be added to the University Core program.	2.85 (1.33)	38.3

<sup>a</sup> 1 = strongly disagree, 5 = strongly agree

Respondents from the College of Science and Health rated their support for the current University Core (General Education) program significantly lower ( $M = 2.71, SD = 1.22$ ) than respondents in either the College of Liberal Studies ( $M = 3.56, SD = 1.50$ ) or the College of Business Administration ( $M = 3.85, SD = .90$ ),  $F(2, 118) = 6.20, p = .003$ .





**APPENDIX E**

**General Education Assessment Timeline**

# GEC Assessment Time Table

(NOTE: After an assessment plan is complete, these details and information about a cyclical program of assessment will be more definitive.)

<b>Planning Phase I</b>	
March 28, 2007 @ 1:00	GEC Assessment Sub Committee Meets
April 2, 2007 @ 3:30	GEC Meets to Modify/Approve Time Table or send back to subcommittee
April 9, 2007 - <b>Deadline</b>	GEC approve timetable. Deliver Assessment Time Table to Faculty Senate
April 12, 2007	Faculty Senate Modifies/Approves Assessment Time Table
April 16, 2007	GEC Reviews Faculty Senate Action on Time Table
<b>Planning Phase II</b>	
Spring Semester 2007	<ol style="list-style-type: none"> <li>1. GEC requests Faculty Senate submit a budget request to appropriate parties to support required and necessary assessment efforts. The level of budget commitment will determine the scope and frequency the GEC will be able to perform assessment activities and support faculty in their assessment activities.</li> <li>2. GEC requests a select group of departments (e.g., some of those in Core I) for course review information. Review will include identification of outcomes, learning activities related to outcomes, and embedded assessment plans. These departments will engage in embedded assessment during academic year 2007-2008. Reports and review of courses to take place spring 2008.</li> <li>3. GEC asks selected Writing-in-the-Major programs for reports--to be submitted beginning of spring semester 2008.</li> <li>4. GEC subcommittee identifies a proprietary assessment tool to use in academic year 2007-2008 (Tool or topic 1). Seeks appropriate funding. <i>Recommendation from subcommittee is Collegiate Learning Assessment (CLA)</i><sup>1</sup>.</li> <li>5. GEC plan faculty development opportunities for summer and fall on using embedded assessment in courses (include information on using outcomes and learning activities for guiding assessment).</li> </ol>
Summer 2007 and Fall 2007	<ol style="list-style-type: none"> <li>1. Write comprehensive assessment plan, working with those responsible for NCA assessment progress report.</li> <li>2. Identify classes/students for wave 1 assessment.</li> </ol>
Summer and Fall 2007 (cont).	<ol style="list-style-type: none"> <li>3. Write <u>BoR</u> Progress Report, including progress on program</li> </ol>

<sup>1</sup> Designed to be given to freshmen and seniors to assess value-added growth in student achievement. Scores reflect critical thinking, analytical reasoning, and written communication skills; are questions are open-ended, rather than multiple choice. Students respond to relatively complex tasks set in the context of the sciences, social sciences, and the arts and humanities, such as analyzing an interview transcript or newspaper article. Students write essays in which they state and defend a position (Benjamin & Chun, 2003, in Allen, M. J. 2006).

	<p>revisions and assessment plan.</p> <ol style="list-style-type: none"> <li>4. Provide workshops or other faculty development on embedded assessment.</li> <li>5. Notify departments that are in mid-APR cycle that an embedded assessment plan will be due to GEC by April 2008.</li> </ol>
Fall 2007	<ol style="list-style-type: none"> <li>1. Collect assessment data using CLA or other assessment tool.</li> <li>2. Selected departments are using embedded assessment in classes.</li> <li>3. Complete BoR report. Include Preliminary Data from Assessment Topic Area (1) if possible.</li> <li>4. Complete comprehensive assessment plan. Plan will include the cycle of programmatic assessment (using standardized and/or home grown instruments), cycle for systematic course review that includes embedded assessment reports, cycle of APR reports that include General Education assessment information, reports from Writing in the Major Programs and from Writing Emphasis instructors. Indirect assessment through surveys and focus groups with students and faculty/staff will also be identified.</li> <li>5. Continue with workshops on assessment.</li> </ol>
December 2007	Deliver Assessment Plan/Progress Report to BOR
January 2008 - <b>Deadline</b>	BOR to Receive UW-L's Assessment Plan/Progress Report
Spring 2008	<ol style="list-style-type: none"> <li>1. Complete assessment using CLA or other measure. Complete analysis of results (company does analysis and send us the report).</li> <li>2. GEC receive reports from selected departments and selected WIM programs and "mid-cycle APR departments" provide assessment plans.</li> <li>3. GEC or subcommittee decide on Wave 2 assessment (topic and instruments)</li> <li>4. Second group of departments prepare for course reviews and embedded assessment. Contact "mid-cycle APR programs" regarding General Education assessment. Contact second set of WIM programs for assessment reports due to GEC in spring 2009.</li> <li>5. Begin writing report for NCA on progress in program revisions and with assessment.</li> </ol>
Summer 2008	<ol style="list-style-type: none"> <li>1. Review reports from departments (embedded assessment and WIMP). Provide feedback to departments.</li> <li>2. Review results from CLA. Provide feedback to GEC and university.</li> <li>3. Write report on all assessment activities and findings, to include recommendations for possible program revisions and/or further assessment.</li> <li>4. Prepare for Wave 2 assessment (instrument and implementation strategies).</li> <li>5. Continue workshops or other faculty development opportunities related to assessment.</li> <li>6. Complete draft of NCA report for first read by GEC, and</li> </ol>

	Provost and others.
Fall 2008	<ol style="list-style-type: none"> <li>1. Complete NCA report on General Education after receiving feedback on draft.</li> <li>2. Begin wave 2 (topic 2) assessment.</li> <li>3. Work with departments who will be going through course review and reporting on embedded assessment results.</li> <li>4. Possibly additional faculty development opportunities related to assessment.</li> <li>5. Submit NCA report.</li> </ol>
Spring 2009	<ol style="list-style-type: none"> <li>1. Complete wave 2 assessment and begin analysis.</li> <li>2. Receive reports from departments (course reviews, embedded assessment, WIMP reports, etc.).</li> <li>3. Notify next group of departments/programs entering mid-cycle APR about assessment plans.</li> <li>4. Select Wave 3 program assessment topic/instruments.</li> </ol>
<b>Assessment Cycle 1 (Assumes Sufficient Budget Support) (Overlaps Planning Phase II):</b>	
Spring Semester 2007	Determine Assessment Topic Area (1)
Summer 2007	Obtain Assessment Tool for Topic Area (1). Write BoR report.
Fall Semester 2007	Collect Assessment Data for Topic Area(1)
Spring Semester 2008	Begin Analysis of Assessment Data
Summer & Fall Semester 2008	Write Assessment Report for NCA & UWL.
Fall Semester 2008	GEC Reviews Cycle 1 Report to Guide Program Decisions
December 2008	Deliver Assessment Report to NCA
January 1, 2009 - <b>Deadline</b>	NCA to Receive UWL's Assessment Plan/Progress Report. Include Preliminary Data from Assessment Cycle 1
<b>Assessment Cycle 2: (Assumes Sufficient Budget Support) (Overlaps Cycle 1)</b>	
Spring Semester 2008	Determine Assessment Topic Area (2)
Summer 2008	Obtain Assessment Tool for Topic Area (2) & develop implementation strategies. Complete NCA report.
Fall 2008 & Spring Semester 2009	Collect Assessment Data for Topic Area (2). Departments continue with embedded assessment and course reviews.
Summer 2009	Analyze Assessment Data
Summer & Fall Semester 2009	Write Assessment Report. Review reports from departments.
Fall Semester 2009	GEC Reviews Cycle 1, & 2 Reports to Guide Program Decisions

**APPENDIX F**

**General Education Assessment Plan**

October, 2007

## University Core Assessment Plan General Education Assessment Task Force October, 2007

### INTRODUCTION

#### Rationale

Instructors assess their students routinely to measure their grasp of concepts covered in a course. If a teacher finds that most students are confused on a topic, they would naturally try to alter their instruction to better reach their students. This process is done in every classroom on campus, and most instructors would agree that it is an important part of being a good teacher. Institutional assessment builds on this by merely asking instructors to keep track of the assessment and revision process, so that trends can be followed across campus. Institutions of higher education face increasing external pressures for accountability on student learning. According to the Spellings report, “Colleges and universities must become more transparent about . . . student success outcomes. . . . Student achievement, which is inextricably connected to institutional success, must be measured by institutions on a ‘value-added’ basis . . . .” (p. 4, US Department of Education, 2006). Accrediting agencies, such as the North Central Association (NCA) of the Higher Learning Commission also have high expectations for institutional assessment of student learning. The final report of the 2006 NCA accreditation visit found UW-L’s assessment processes to be lacking, including assessment of the General Education Program. Specifically, the final report urges the faculty to “complete the revision of the General Education program, *including developing a plan for systematically assessing this program*, and then implement it.” (italics added). Therefore, NCA is requiring UW-L to submit a report in January of 2009 detailing how we are improving our assessment processes. Clearly, UW-L must adopt better assessment processes for our general education program; however, assessing simply to satisfy external bodies only creates busy-work. Rather, it is important that we create an environment in which we use information to inform decision making about our programs in a way that assures that we are serving students to the best of our, and our students’, abilities. The intention of this assessment plan is not to increase meaningless work, but to help us know what our students are learning and to stimulate thinking and conversations about how we might maximize that learning.

#### Executive Summary

##### Course-embedded Assessment:

The following structure is proposed to ensure that student learning outcomes are being assessed in university core courses and that the assessment results are being used to drive curricular reform. Departments will not be penalized for the results of their assessment of student learning outcomes. ***However, the General Education Committee has the option to revoke the university core status of any course if a department does not make a good faith effort to carry out any of steps 1-3 below.***

1. Instructors in each university core course will identify 1-3 university core student learning outcomes that their course meets, and design an assessment tool for each

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outcome. For courses with multiple sections, the same assessment tool will be used in all sections.

2. The assessment tools will be presented to the Assessment Advisory Committee, and then to the General Education Committee for approval, and finally administered in the appropriate courses.
3. The resulting assessment data will be collected by the departments and analyzed. A report containing the assessment data, and any curricular reforms the department decided to make in response to the data will be submitted to the General Education Committee.

### **Institutional Assessment**

The following assessment instruments will be administered by UWL to students, faculty or alumni. These include direct and indirect measures that will allow us to make external comparisons to similar sized schools nationally.

1. The Collegiate Learning Assessment
2. National Survey of Student Engagement (NSSE)
3. Faculty, Student and Alumni Surveys

### **Background**

The General Education Assessment Task Force began meeting on July 23, 2007, to prepare a response to the following charge from Interim Provost Bill Colclough:

The task force will develop a comprehensive plan to assess university core learning outcomes that describes:

1. University core learning outcomes.
2. Assessment methods, including the instruments that will be used and the types of data that will be collected.
3. How the assessment procedures will be implemented. Who will be responsible for administering the assessment plan, coordinating the assessment procedures, collecting and analyzing the data, and summarizing and reporting the results.
4. How assessment results will be used to make decisions intended to improve the program. Who will review the results? In NCA's terminology, what are the "mechanisms to use assessment data for systematic improvement?"
5. The rationale/reasons/justification for the various components of the plan (e.g. Why use course embedded assessment? Why use the Collegiate Learning Assessment? Why use surveys of students and faculty? What is the justification for how students will be selected for participation in standardized tests?).
6. Potential problems, challenges and implications for implementation and/or issues that need to be resolved in order to implement the plan (e.g. What types of materials, support and training might be needed to help instructors and departments learn to do course embedded assessment? How can the GEC promote university-wide buy in of the plan? What kind of incentives will be used to get good faith participation by students?).
7. The types of resources needed to implement the plan and estimate of costs.
8. A time table for implementation of the assessment procedures.

The Association for General and Liberal Studies (AGLS) publication, *Improving Learning in General Education: An AGLS Guide to Assessment and Program Review* (hereafter *AGLS Guide*), provides a systems analysis process to guide ongoing program improvement, the most

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difficult to achieve of the current accreditation standards related to assessment. A team from AGLS combined best practices for quality improvement through program assessment with best practices and current standards in general education to produce the *AGLS Guide*. It consists of a set of questions in four categories (Institutional Choices, Action Steps, Informed Judgments, and Further Improvements). Repeated analyses can identify weaknesses in each system that can help generate improvements.

Our development of a GE assessment plan has been structured by the *AGLS Guide* because it addresses all the issues in the charge systematically and structures our analysis according to current best practices. We recommend that university core assessment teams, coordinators, and the General Education Committee adopt it as a regular feature of their oversight of the university core program.

The Task Force chose to focus on the following four questions for the immediate future, as they seemed to capture our charge and reflect where UW-L is at the current time. We expect that as assessment data are gathered and reviewed future assessments will address other questions posed in the *AGLS Guide*.

**Action Steps**

- A1. How do planning and operational processes for GE produce a “purposeful, coherent, engaging, rigorous, and cumulative” curriculum?
- A8. How do our faculty use the GE learning objectives as standards for grading and otherwise evaluating student work?

**Informed Judgments**

- J1. What measures of student success do we regularly collect and study?

**Further Improvements**

- I1. To what extent does our faculty examine assessment results, discuss their implications, and use them to make improvements in the program?

### ASSESSMENT INFRASTRUCTURE

To instigate successful assessment processes for our university core program, that leads to the use of assessment results to improve student learning, we will need to implement several changes to our assessment infrastructure. These changes would not only support assessment of the university core program, but other campus assessment as well, such as annual departmental academic program reviews.

First, the Task Force recommends that UW-L hire an *Assessment Coordinator* who is supported by an *Assessment Advisory Committee*. We further recommend that each academic department name a *Departmental Assessment Liaison*.

- **The Assessment Coordinator** will be responsible for collecting, analyzing, and disseminating university-wide assessment data, as well as providing support to departments who might request it. The Assessment Coordinator will be coordinating the flow of information from various committees and departments, and will not be making recommendations, but rather ensuring proper communications. The assessment coordination will work in conjunction with the assessment advisory committee and General Education Committee to develop processes for facilitating the discussion of the larger scale implications of the general education assessment work.

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- **The Assessment Advisory Committee** will consist of five faculty or instructional academic staff, one from CBA, two from CLS, two from SAH, with some expertise in the area of assessment. The Assessment Coordinator will invite faculty and instructional academic staff to apply (see Appendix A). The Senate Executive committee will review the applications and appoint members to the committee in consultation with the Assessment Coordinator. Terms will be five years, with the goal of having one member term expire each year. During the first year, the following terms will be created: SAH 2-year term, CLS 3-year term, CBA 4-year term, SAH 5-year term, and CLS 6-year term. The primary responsibility of the Assessment Advisory Committee will be to assist the assessment coordinator to review assessment processes and make recommendations for changes such that assessment results will be maximally useful in informing decision making. The Assessment Advisory Committee will receive and review assessment plans for university core courses from departments. The committee will make recommendations about the quality of the plan to the General Education Committee. The committee also will review assessment data and make recommendations based on those changes. Given the large number of proposals and reports to be reviewed (there are X general education courses), and the importance of the recommendation to the General Education Committee, this responsibility should not be given to a single individual, but rather to a committee. In addition, this will give an independent assessment of General Education courses, and allow the General Education Committee to focus on other duties in addition to reviewing assessment reports. Quite likely, much of the work will be accomplished outside of the academic year.
- **The General Education Committee** will be responsible for holding departments accountable for engaging in the assessment process and using the assessment results in decision making. The General Education Committee will have the authority to revoke the university core status for courses if departments fail to make a good faith effort in executing the assessment plan. The General Education Committee will be responsible for reviewing the data and recommendations received from the assessment coordinator and assessment advisory committee and propose any needed revisions to the university core program based on those data and recommendations.
- **Departmental Assessment Liaisons** will relay information between the Assessment Coordinator and their own department.

Second, the Task Force recommends that UW-L institutionalize processes to review and discuss assessment results for decision making purposes. As will be described later in this report, the Task Force is recommending that we collect data about the university core program that are both course-specific (course embedded) and university-wide. Again, to best utilize the data for decision making purposes, we recommend that UW-L institutionalize an *Assessment Results Discussion Day*. Specifically, we recommend that time be set aside, such as a morning or afternoon during pre-semester week activities in January for faculty and staff to discuss assessment results. This event would be organized by the Assessment Coordinator. Additionally, we are proposing a feedback loop for course-specific assessment plans and data as illustrated in Figure 1.

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# Course Embedded Assessment of Learning Outcome Plans and Data Analysis

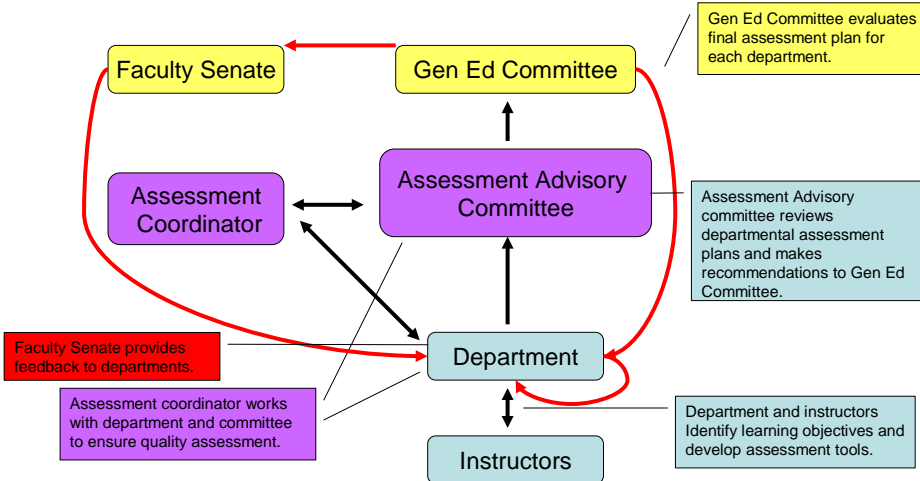


Figure 1.

## ASSESSMENT PROCESSES

Assessment processes will include both direct and indirect assessments of student learning. Direct assessments include measures of actual student learning, such as all or part of an evaluation instrument (e.g., assignments and exam questions) already used in courses to evaluate student learning, as well as standardized measures (e.g., Collegiate Learning Assessment).

## DIRECT MEASURES

### Course-Embedded Assessment

#### Summary of Course-Embedded Assessment and Rationale

Course-embedded assessment will be used as a direct measure of student learning within the university core program. This method has been deemed one of the best forms of general education assessment by assessment experts (Walwood, 2004). Furthermore this model fits well with recently approved changes to UW-L's Format for APR Self-Study Report (approved by APR April 2006, approved by Faculty Senate April 2006). In Section III of the APR report, programs are to "State the learning outcomes for all University Core courses taught through the department and the assessment of these outcomes and any important changes made to the courses due to assessment data." This change makes departments accountable for assessment in their university core courses. Results of assessments are only used to facilitate student

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proficiency in the learning outcomes at the programmatic level. Assessment results in individual courses cannot and will not be used in the evaluation of individual instructors in any way<sup>2</sup>, although failure to *participate* in assessment can be held against both individual instructors and departments. The General Education Committee has the option to revoke the university core status of any course if a department does not make a good faith effort to collect information and use the information to make decisions about how to maximize student learning.

Course-embedded data collection and reporting procedures:

1. Instructors of university core courses must identify at least one, but no more than three, student learning outcomes that are a major focus of that course. The outcomes must be selected from the University Core Program Student Learning Outcomes that were approved in Fall 2005 by Faculty Senate (<http://www.uwlax.edu/generaled/GE%20Outcomes.doc>). For courses with multiple sections, instructors must agree on a common outcome(s).
2. At least one assessment instrument that measures student performance of at least one of the identified student learning outcomes must be developed. This assessment exercise may take the form of an essay question on a mid-term or final exam, a selection of multiple choice questions on a quiz or exam, a course assignment, essay, oral presentation, or other measure. For courses with multiple sections, the same instrument must be used by all instructors. We realize that different instructors often do not use common measures and that choosing such measures may be challenging. However, as we need to assess our university core at the *programmatic level*, as opposed to the individual course level, it is important to have such commonly identified learning outcomes and measures of those outcomes.
3. The assessment instrument must include a 5-point scoring scheme for the *student learning outcome(s)*. It is important to note that the students' grades for class purposes might be quite different than the results of the assessment of the learning outcome, as often assignments, etc., are used by instructors to evaluate many aspects of student knowledge and abilities. This scoring scheme is specific to the learning outcome. The scoring scheme, whether it is a rubric or other evaluation mechanism, must use the following anchor terms and explain the rationale for scoring student work at each level:
  1. None
  2. Limited
  3. Proficient
  4. Advanced
  5. Exemplary

The instrument and scoring scheme will then be submitted, with rationale of why the exercise is appropriate in measuring the selected outcome, for departmental approval. The exercise, rationale, and scoring scheme will then be presented to the Assessment Advisory Committee for review and recommendation and then to the General Education Committee for approval.

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<sup>2</sup> The Task Force recommends that departments add language to departmental bylaws stating that assessment results will not be used to evaluate individual instructors in any way.

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4. Departments may collect data at any time and will submit results of course-embedded assessments to the Assessment Coordinator on a biennial basis, in the spring of odd-numbered years.
5. The Assessment Coordinator will use the analysis to present a university core assessment report to the General Education Committee and Faculty Senate. Furthermore, the statistical analysis results will be reported to the appropriate departments. Data from multiple sections of a course will be reported as an aggregate for each outcome.
6. To ensure systematic improvement in General Education courses, it is essential that departments discuss the results of their course embedded assessment, and identify ways to improve student learning. Departments will use the results of the analysis of the assessment exercise to develop an action plan that identifies strategies for addressing student challenges in learning. The departmental action plan will then be submitted to the Assessment Advisory Committee, and then to the General Education Committee. In subsequent years, departments should specifically address in their report whether or not the changes they made improved student learning outcomes.
7. *The General Education Committee has the option to revoke the university core status of any course if a department does not make a good faith effort to; 1) develop a common assessment instrument for a student learning outcome, 2) administer the instrument in all sections of the course, and 3) analyze and discuss the results to develop a departmental action plan .*

See Appendix B for guidelines and helpful hints for developing course embedded assessment tools.

See Appendix C for examples of course embedded assessment.

See Appendix D for examples of rubrics for evaluating university core student learning outcomes.

## **The Collegiate Learning Assessment (CLA)**

### Summary of the CLA and Rationale

The CLA measures critical thinking, analytic reasoning, problem solving, and written communication. It uses “direct measures of ability in which students actually perform cognitively demanding tasks from which quality of performance is scored.”

Some of the CLA measures emphasize written communication skills whereas others involve realistic performance tasks. The CLA measures a student’s ability to articulate complex ideas, examine claims and evidence, support ideas with relevant reasons and examples, sustain a coherent discussion, and use standard written English.

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All the tasks are appropriate for college students across a wide range of undergraduate academic majors and university core programs. All CLA measures are administered online using open-ended prompts that require constructed responses: there are no multiple choice items.

Because the test is given to freshmen and seniors, the results will indicate the *value added* to the abilities of UW-L students. The test will also help us assess the impact of changes in the curricula and teaching and compare the performance of UWL with the national sample of several hundred institutions.

The CLA measures the types of complex abilities at the heart of university core—critical thinking, analytic reasoning, problem solving, written communication. Of course there is no single test that measures all UW-L university core learning outcomes; however, there is significant overlap between what the CLA measures and what we teach in the university core. Moreover, the CLA is a validated and reliable instrument that will allow us to monitor student performance and progress over time. In 2006-07 the General Education Committee presented an assessment timeline to the faculty senate and indicated the need to use a standardized test as one aspect of university core assessment. The GEC examined several tests for possible use and selected the CLA. The General Education Assessment Task Force has incorporated the CLA into the comprehensive plan to assess university core outcomes.

#### Administration and Reporting Procedures:

The CLA is administered to first-year students in fall semesters and to seniors in spring semesters. Samples will consist of approximately 100 first-year students and 100 seniors, to produce statistically valid results. It is important that samples are representative of the larger student body. First-year students will be recruited from classes that many first-year students take during their first semester, for example CST 110, Eng 110, or UWL 100. Gathering a representative sample of senior students proves more difficult, as most capstone courses are major specific. Therefore, a random sample of seniors will be recruited and offered some incentive for participation. The assessment coordinator will be responsible for generating samples and administering the test. The CLA will be administered every two years<sup>3</sup>, alternate to the NSSE (see below for a description of the NSSE). Resources to cover cost of the CLA, \$6500 per year, will be provided by the Provost's Office.

The Assessment Coordinator will be responsible for administering the survey, analyzing results, and writing reports to various constituencies. A special university core assessment report will be generated. This report will be forwarded to the General Education Committee and posted on the university core website. The results of the CLA will be discussed during the Assessment Results Discussion Day.

### **INDIRECT MEASURES**

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<sup>3</sup> In April, 2007, the Faculty Senate approved the administration of the CLA during the 2007-2008 academic year as recommended by the General Education Committee. As such, the CLA will be administered during the 2007-2008 AY. To schedule future administrations of the CLA in years alternate to the NSSE, UW-L will administer the CLA again in 2008-2009 and then every two years thereafter.

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Indirect measures provide information about student, faculty, and alumni perceptions of the program, as well as indicating the extent to which students encounter experiences that research indicates predicts learning.

### **National Survey of Student Engagement (NSSE)**

#### Summary of the Test and Rationale

The National Survey of Student Engagement (NSSE) assesses college students' involvement in curricular activities that are associated with academic achievement. The NSSE is based on extensive research that shows that "the time and energy college students devote to educationally purposeful activities is the single best predictor of their learning and personal development." The survey includes items "that are known to be related to important college outcomes" and encompasses a broad range of activities from such things as the number of papers student write and participation in class discussions to their involvement in experiential learning and extracurricular activities. The NSSE is a national survey, therefore UW-L can compare performance of its students to comparable institutions.

The NSSE comprises approximately 80 items about college life, plus several demographic information items. One item, in particular, asks students specifically about general education: To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in acquiring a broad general education? In addition, many additional items relate to the University Core Student Learning Outcomes (see Appendix E for a list of items by student learning outcome category).

UW-L has been participating in the NSSE regularly since 1999 and will continue to participate as part of UW System requirements. Many of the questions provide indirect evidence of the effectiveness of several University Core Student Learning Outcomes. As UW-L has and will continue to have these data, it makes sense to use the data as we assess the university core curriculum.

#### Administration and Reporting Procedures

The NSSE is administered in the spring semester. First-year students and seniors comprise the sample. UW-L currently participates in the NSSE in even numbered years as required by UW System. As it is a System requirement, UW System funds are used to pay for the administration, therefore no additional resources are needed to administer the test. For the past several years, UW-L has used the web-based survey. During the most recent administration (2006), undergraduate student public relations interns from the Communication Studies department helped to advertise the NSSE, and we achieved a response rate of over 50%.

The assessment coordinator has been, and will continue to be responsible for administering the survey, analyzing results, and writing reports to various constituencies. A special university core assessment report will be generated based on related questions. This report will be forwarded to the General Education Committee and posted on the university core website. The results of the NSSE also will be discussed during the Assessment Results Discussion Day.

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## Faculty, Student and Alumni Surveys

### Summary of the Tests and Rationale

The Task Force created three parallel surveys to be used with faculty, students and alumni. Questions were drawn from previous student, faculty, and alumni surveys, and *Assessing General Education: A Questionnaire to Initiate Campus Conversations (AAC&U)*, and wrapped around the 2005 University Core Student Learning Outcomes (see Appendix F for faculty, student and alumni surveys). Perceptions inform the General Education Committee about the effectiveness with which University Core program is addressing community and societal needs, and whether students perceive the program as a “purposeful, coherent, engaging, rigorous, and cumulative” experience.

### Administration and Reporting Procedures

The Assessment Coordinator will administer surveys to faculty, students and alumni on a biennial basis. The Coordinator will then analyze and summarize the results and report the results to the General Education Committee for review. Again, results will be posted on the university core website and discussed during the Assessment Results Discussion day.

## EVALUATION OF THE ASSESSMENT PROCESS

The Task Force recommends that assessment processes be reviewed by both internal and external bodies. First, on a biennial basis, the Assessment Advisory Committee will review the assessment data and processes and make recommendations to improve the process (e.g., are the data useful, is the timeline appropriate, are samples representative, are rubric guidelines helpful, are departments getting information that they find useful). Second, the Task Force recommends UW-L’s university core assessment procedures be reviewed by external bodies every five years. Every 10 years, NCA reviews our assessment processes and plans. The Task Force recommends that, between-accreditation reviews, UW-L hire an assessment consultant external to the university (e.g., from the Carnegie Foundation; estimated cost \$1,000) to review our processes and plans.

## TIMETABLE

Semester	Activity
Fall 2007	<ul style="list-style-type: none"> <li>• Administration of the CLA to first-year students.</li> </ul>
Spring 2008	<ul style="list-style-type: none"> <li>• Instructors select course specific student learning outcomes and submit to the Assessment Coordinator and General Education Committee.</li> <li>• Administration of the CLA to seniors.</li> <li>• Administration of the NSSE.</li> </ul>
Fall 2008	<ul style="list-style-type: none"> <li>• Instructors develop course-embedded assessment instruments and submit instruments, scoring schemes, and rationales to Assessment Advisory Committee and General Education Committee for approval (Training will be provided at the annual Conference on Teaching and Learning)</li> <li>• Trial run of course-embedded data collection.<sup>a</sup></li> </ul>

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	<ul style="list-style-type: none"> <li>• Assessment Coordinator summarizes 2007-2008 CLA and NSSE data and reports results to the General Education Committee.</li> <li>• Administration of student, faculty and alumni surveys.</li> <li>• Administration of the CLA to first-year students.</li> </ul>
Spring 2009	<ul style="list-style-type: none"> <li>• Second trial run of course-embedded data collection.<sup>a</sup></li> <li>• Assessment Coordinator analyzes and summarizes data from faculty, student, and alumni surveys and reports results to the General Education Committee.</li> <li>• Campus-wide discussion of 2007-2008 CLA and NSSE results. (January).</li> <li>• Administration of the CLA to seniors.</li> </ul>
Fall 2009	<ul style="list-style-type: none"> <li>• Course-Embedded data collection.<sup>a</sup></li> <li>• Assessment Coordinator submits course-embedded assessment data to the General Education Committee for review.</li> <li>• Assessment Coordinator summarizes 2008-2009 CLA data and reports results to the General Education Committee.</li> </ul>
Spring 2010	<ul style="list-style-type: none"> <li>• Course-Embedded data collection.<sup>a</sup></li> <li>• General Education Committee reviews all data and submits a report to faculty senate.</li> <li>• Campus-wide discussion of 2008-2009 CLA results (January)</li> <li>• Assessment Advisory Committee reviews assessment processes and makes recommendations for revisions.</li> <li>• Administration of the NSSE.</li> <li>• Departments submit results of course embedded assessment to the Assessment Coordinator.</li> </ul>

<sup>a</sup> Data can be collected multiples times during this two year period and submitted for analysis. Departments are encouraged to collect data on an annual basis and use data accordingly. For courses with large numbers of sections or students, departments may submit data for a representative sample of students in the course. The sample should consist of no fewer than 20% of students enrolled.

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## **Appendix A**

### **Application for Assessment Advisory Committee**

Assessment of student learning is becoming increasingly important. Institutions of higher education are facing external accountability pressures. More importantly, understanding what and how students are learning is critical in our attempts to continuously improve our programs. As the Assessment Advisory Committee is designed to serve as a resource for several constituents on campus (e.g., General Education Committee, Academic Program Review, Departments), it is important that members have some experience and expertise in techniques and tools used to assess student learning as well as in using assessment results to guide decision making. Much of the work of the Assessment Advisory committee likely will occur outside of the traditional academic year (i.e., during January or summer months).

In no more than 2 pages, please describe your qualifications to serve on the Assessment Advisory Committee, including (but not limited to) such experiences as the following:

- Scholarship of Teaching and Learning grants, projects, presentations, publications
- Assessment workshops or conferences attended
- Awards related to teaching & learning or assessment
- Experiences as a Wisconsin Teaching Fellow or Scholar
- Participation in Lesson Study
- Experience on department or college assessment committee
- Experience as a department assessment liaison

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## Appendix B

### Guidelines and Helpful Hints for Developing Course Embedded Assessment Tools

#### Types of Assessment Instruments

These two sources can help faculty determine what type of instrument to use:

1. "Evaluating Assessment Strategies" for classroom and course data, on The American Psychological Association's Assessment division's website: [http://www.apa.org/ed/eval\\_strategies.html](http://www.apa.org/ed/eval_strategies.html). This website evaluates both qualitative and quantitative assessment strategies.
  - The site includes both traditional methods of evaluating students (ie, objective or essay tests) and newer methods designed specifically for assessment.
  - The introduction explains the difference between evaluating students (grading) and assessment, and explains how assessment can be embedded into graded exams and assignments.
  - Each entry identifies the advantages and disadvantages of each method.
2. Thomas A Angelo and K. Patricia Cross, *Classroom Assessment Techniques: A Handbook for College Teachers* 2<sup>nd</sup> ed. (San Francisco: Jossey-Bass, 1993). At least 30 copies are floating around UW-L. Newer faculty may own a copy of this book, as do the organizers of the CoTL conference; faculty who have been a Wisconsin Teaching Scholar or Fellow might own a copy; a copy is also on 3-day reserve in Murphy Library in the Faculty Development Collection ([LB2822.75 .A54 1993](#)).
  - This book provides generalized designs for assessment instruments and illustrates several adaptations of each design to particular courses and disciplines. Each entry starts with an estimate of the time and energy necessary for faculty to design it, students to take it, and faculty to evaluate data from it. Each entry explains the pros and cons of each instrument and a step-by-step process for adapting the design to a specific course. The book includes fifty assessment designs.
  - Note that some of these techniques merely provide instructors with a quick check on student understanding in the midst of a class session or with a check-in on how students think the course is going, and are thus not adequate for assessing program-level outcomes.
  - To locate the instrument designs most likely to serve well for GE or department assessment, use the Teaching Goals Inventory in the book, or online with automated scoring at <http://www.uiowa.edu/~centeach/tgi/index.html>. The inventory will identify the relevant "cluster" of outcomes for your course. You can conduct an extensive inventory of a course, or focus simply on the main priorities (ie, the GE or program outcomes reflected in the work you assign students to do to demonstrate their understanding). The inventory will identify the types of learning ("Teaching Goal Inventory clusters") you are emphasizing in that course. Then use the chart on p. 113 in the book to identify which CATs might work for you.

#### Assessment Instruments

1. Don't reinvent the wheel. See Angelo and Cross as described above for general designs for instruments.
2. Graded work you already assign can function for assessment purposes.
3. Determine which outcome each item of your exam or assignment addresses. Extract those that measure the GE or program outcome you are measuring.
4. One instrument can measure three outcomes. This is particularly true of qualitative instruments. Each outcome would be scored with a rubric designed for that outcome.

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Evaluating Qualitative Assignments

1. Evaluate qualitative instruments with rubrics. The Academy of Art University provides a clear explanation of the value of rubrics and some guidelines for creating and using them at <http://faculty.academyart.edu/resources/rubrics.asp>
2. A 5-point rubric allows you to use the assessment evaluation for grading as well. It also provides sufficient variation to be useful for guiding program improvement.
3. A rubric is well-designed when it is clear, specific, and simple enough that different raters score the same student work similarly.
4. Define levels clearly and specifically (ie, not just “unsatisfactory” to “superlative” or “F” to “A”). Think of it as explaining the difference between an A and a B and a C . . .
5. Break out the components of the outcome in your rubric.
6. Rubrics programmed as quizzes on D2L or SurveySelect provide electronic data; analysis can then be automated. They can also be make available to multiple instructors of the same course or to assessment committees.
7. Don't reinvent the wheel, but choose or alter a rubric that fits the *outcome*, not just the *content*. See the chart below for a variety of online sources by GE outcome. If what you need is not included below, try a meta-site like NC State's "Internet Resources for Higher Education Outcomes Assessment:" <http://www2.acs.ncsu.edu/UPA/assmt/resource.htm#area> This site includes resources by discipline as well as for General Education.
8. Many of the rubrics available online indicate only 3 or 4 levels. These are less valuable both for assessment and for grading. You can adapt them, often by adding a higher level that indicates more advanced levels of thinking. Remember that the prompts for GE rubric levels are:
  1. None
  2. Limited
  3. Proficient
  4. Advanced
  5. Exemplary

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## Appendix C

### Examples of Course Embedded Assessment tools

#### Example 1

Student Learning Outcome:

III.6. Detect patterns underlying phenomena and draw reasonable inferences from information

Question:

Filene's Basement, a local Boston discount department store, sells a wide selection of household goods and clothing. The manager of household linens is facing an oversupply of queen size sheets and must decide whether or not to put them on sale during the month of November. While reading the Boston Globe over coffee this past Sunday, she saw that Mattress Discounters, a local mattress shop located down the street from Filenes, is having a gigantic sale on its queen size mattresses starting this weekend and continuing throughout the month. Explain in words what effect, if any, this should have on her decision about a sale on sheets.

Answer:

Because queen size mattresses and queen size sheets are complement goods and the mattress seller is having a sale (which will result in an increased quantity of mattresses purchased), the household linens manager should expect to sell more sheets holding her price constant. Therefore, she may be able to reduce her stock of sheets without reducing the price.

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**Example 2**

Student Learning Outcome:

- I.2. State an idea/argument and develop it in a logical, organized form using conventional grammar, punctuation and formatting
- I.3. Formulate and support ideas with sufficient reasoning, evidence and persuasive appeals, and proper attribution
- IV.6. Identify diverse moral and ethical perspectives, principles, and systems of evaluation

Students read a text that contains an ethical issue that originates in cultural differences, such as *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures* by Anne Fadiman. They write a 5-6 page essay in response to this prompt prior to any discussion of the book in class:

Why did this conflict develop? Why were the two principal parties to the issue unable to avert the collision of cultures?

October, 2007

Student responses are assessed using the following rubric:

**Writing Assessment Rubric**

	<b>Critical Questions</b>	<b>1. Naïve</b>	<b>2. Weak</b>	<b>3 Competent</b>	<b>4. Proficient</b>	<b>5. Sophisticated</b>
<b>Rhetorical Qualities</b>	<i>Is the writing cast appropriately to its purposes? Does it make a transaction with its intended audience? Does the writer present her/himself appropriately and effectively?</i>	The purposes are unclear, trite, or inappropriate. The writing is inappropriate for its audience. The writer's persona is inappropriate and/or ineffective.	The purposes are weak or inconsistent. Rhetorical strategies are inappropriate or inadequate to purposes (e.g., anecdotes instead of analysis). Some audience needs & attitudes are addressed, others ignored. The writer's persona is marginally acceptable.	Scores Proficient on at least three of the five criteria.	The purposes are consistent, appropriate, & interesting. The writing anticipates & meets most audience needs & attitudes and is appropriate to the context and situation. The writer's persona is appropriate.	The purposes are compelling & carried out in intriguing ways. The writing is sensitive to the context and situation and to the needs & attitudes of the audience, guiding their understanding very well. The writer's persona is effective.
<b>Argument</b>	<i>Is there a strong focus? A clear train of thought for consistent thesis development or a purposeful narrative?</i>	The thesis is not stated or difficult to find. The train of thought is difficult to follow. Transitions are missing.	The thesis is weak. The train of thought is mechanical or fails to emphasize important ideas. Transitions are weak or mechanical.		The thesis is clear. The train of thought is easily followed. Most transitions are smooth.	The thesis is clear & strong, commanding reader attention. The train of thought is intriguing. Transitions are insightful.
<b>Development of Content &amp; Reasoning</b>	<i>Are relevant contexts considered and explored? (Contexts may be historical, theoretical/conceptual, philosophical, situational, etc.) Are claims supported with adequate evidence and reasoning? Has adequate research been done to support the purpose?</i>	No contexts for the purpose and subject are established. Very little support is given for claims. Reasoning is missing, weak, or confused. There is little interesting or relevant detail or imagery. Relevant sources are not used.	Very little context is established or explored. Weak support supplied for claims. Reasoning is undeveloped. The descriptive texture is thin: few details or images. Sources are not well introduced or integrated.		Significant contexts are established for both subject & purposes. Solid support is given for claims. Clear reasoning. Detail & imagery are adequate. Sources are used to give meaningful support..	The writer establishes a rich set of contexts. Supporting evidence is well chosen and abundant. Reasoning is compelling. Detail and imagery are rich and engaging. The writer has excellent command of relevant sources and integrates them effectively.
<b>Prose Style</b>	<i>Prose refers to the techniques and patterns the writer uses to cast her ideas and purposes into language. Effective prose is concise, clear, coherent, emphatic, and—above all—interesting to read.</i>	Sentence structure is awkward, wordy, or painful to read. Vocabulary is poorly chosen. Coherence gaps are frequent. The style is inappropriate.	Sentence structures are bland; clichés abound. Vocabulary is awkward in places. Coherence gaps occur. The style is inconsistent.		Sentence structure is clear and concise. Vocabulary is precise. The writing is coherent. The style is appropriate to the genre & purpose.	Sentence structure and vocabulary are lively and interesting. The style is completely suited to the genre & purpose.
<b>Conventions &amp; Format</b>	<i>This category refers both to the correctness of the grammar, spelling, and punctuation and to the quality of the format: its consistency and appropriateness to the genre and the rhetorical situation.</i>	Errors in conventions &/or format make reading difficult. Punctuation is often missing or incorrect. Spelling errors are frequent. Citations &/or documentation are incorrect, incomplete, or missing.	Control over conventions & format is inconsistent and/or distracting. Spelling problems are recurring. Some punctuation is wrong or awkward. Errors occur in citation &/or documentation.		Appropriate genre conventions & format are used. Spelling & typographical errors are quite minimal. Punctuation is clear & conventional. Citations & documentation are mostly conventional & complete.	Conventions and format are used for interesting effects. Punctuation is clear & effective. All elements of format and mechanics are handled well. Citations & documentation are conventional & complete.

from the Gen Ed Assessment Team: 8/31/04 Terry Beck with Linda Dickmeyer, Mike Durnin, and Brad Seebach – Adapted by Deb Hoskins DRAFT

October, 2007

**Example 3**

Student Learning Outcome:

II.3. Formulate and support ideas with sufficient reasoning, evidence and persuasive appeals, and proper attribution

**CRITICAL THINKING WORKSHEET #6:  
SYNTHESIS TASK—"The nature/nurture issue"**

SCORE \_\_\_\_\_

NAME \_\_\_\_\_

ID# \_\_\_\_\_

=====

One of the enduring issues in psychology is the question over the contributions of "nature" vs. "nurture" in determining human functioning (e.g., behavior or mental states). For your essay:

- Explain what is meant by the nature/nurture issue (your text can help)
  
- Currently, most psychologists say that the question "Is it nature OR nurture?" is not a useful way to frame the discussion about human functioning. How should we frame the discussion --and WHY?
  
- Use not more than 2 additional sheets of paper (one side only) and provide at least 3 (THREE) different examples, each from a different chapter in the Myers text, which are evidence of the complexity of the nature/nurture relationship. Provide examples (be sure to cite the chapter, page numbers and names) that argue that BOTH types of factors should be considered, and their relationship. Be sure to identify the behavior or psychological condition chosen for each example.

DO NOT USE THE EXAMPLE GIVEN IN GROUP-but it should provide clues of what to look for.

Typed or computer-printed responses of ½ page for each example should be plenty. If hand-written, please write legibly.

**Bring this, uncompleted, and your TEXT to your small group meeting Either NOV 30<sup>TH</sup> or DEC 7<sup>TH</sup>**

**Due DEC 12<sup>TH</sup> in class**

#### Example 4

- b. Asian Elephants
- c. African Elephants

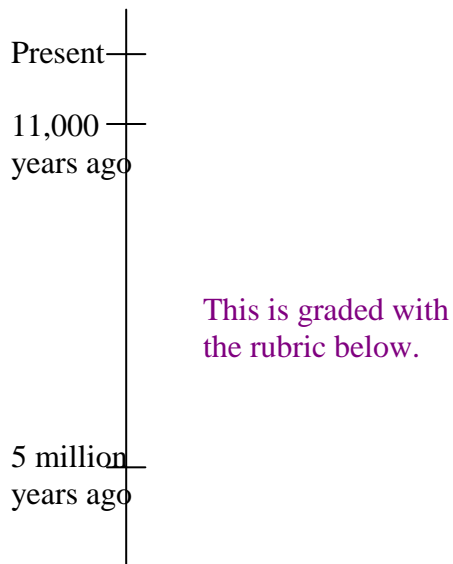
#### Student Learning Outcome

I.6. Construct and use models to analyze, explain or predict phenomena

#### ***Multiple choice and problem solving.***

Five million years ago an ancestral elephant species, *Primelephas*, roamed much of Africa. Over time they evolved into the modern African Elephant. Some of these *Primelephas*, also migrated to Asia where they evolved into ancestors of modern Asian Elephants (Southeast Asia) and Woolly Mammoths (Siberia). Eventually the Woolly Mammoths crossed the Bering Straits and entered North America. Modern Asian and African elephants are the only species of elephants still alive today.

Diagram an evolutionary tree that includes all four species of elephant mentioned in the passage above.



- 
1. You would find the most sequence similarity between Woolly Mammoth DNA and the DNA from...
    - a. *Primelephas*

2. If we took a modern Asian elephant and tried to breed it with a Woolly mammoth they could not produce viable offspring. Woolly mammoths and modern Asian elephants
  - a. Do not have a common ancestor
  - b. Are different species
  - c. Would look the same
  - d. Would be adapted to similar environments
  - e. Are both extinct
  
3. If Asian and African Elephants are the only surviving species mentioned in the text, what happened to the Woolly Mammoths and *Primeelephas*?
  - a. They became modern elephants
  - b. They became other species
  - c. They moved to other parts of the world
  - d. They became extinct
  - e. They wouldn't fit on Noah's Ark
  
4. Elephants and penguins both have hind legs, while leeches do not. This can be explained because
  - a. Elephants evolved from penguins
  - b. Elephants and penguins are adapted to the same environment
  - c. Elephants and penguins have a more recent common ancestor
  - d. Elephants and penguins can't swim
  
5. A branch point in an evolutionary tree represents
  - a. A modern species that gave rise to a new species
  - b. An extinct common ancestor to species found on the branches
  - c. An extinct ancestor to just one of the species found on the branches
  - d. A specific mating between two different species
  - e. A time when natural selection did not occur

Demonstration Of SLO	None	Limited	Proficient	Advanced	Exemplary
Score	1	2	3	4	5
Timing	No indication of the relative time periods specific species existed.	No distinction made between extinct and modern species.	2 or more species not present during the times indicated in the question.	1 species not present during the times indicated in the question.	All species present during the times indicated in the question.
Ancestry	No branch points, and modern species shown giving rise to other modern species	No branch points, or modern species appear where ancestral species should appear.	No common ancestors correctly indicated at branch points.	Some common ancestors correctly indicated at branch points.	All common ancestors correctly indicated at branch points.

## Appendix D

### Examples of Rubrics for Evaluating University Core Student Learning Outcomes

#### I Goal: Foundations of Knowledge

Students will be able to:

1. Express ideas, facts, opinions and beliefs in ways that are relevant and appropriate to the audience, context, purpose and genre
  - Winona State's website includes a variety of writing rubrics specific to particular disciplines. Look under "Essays" or search the page by discipline or topic: <http://www.winona.edu/AIR/rubrics.htm>
2. State an idea/argument and develop it in a logical, organized form using conventional grammar, punctuation and formatting
  - [http://www.uwc.ucf.edu/Faculty\\_Resources/fac\\_assessing\\_writing\\_pages/fac\\_rubric\\_analysis.htm](http://www.uwc.ucf.edu/Faculty_Resources/fac_assessing_writing_pages/fac_rubric_analysis.htm)
3. Formulate and support ideas with sufficient reasoning, evidence and persuasive appeals, and proper attribution
  - <http://www.winona.edu/AIR/documents/usdsocialintegration.pdf>
4. Accurately summarize and interpret the purposes and main ideas of texts and performances
  - The assignment behind this adaptable rubric is to analyze a primary source (historical): [http://www.phschool.com/professional\\_development/assessment/rub\\_analyzing\\_prim\\_src.html](http://www.phschool.com/professional_development/assessment/rub_analyzing_prim_src.html)
5. Use a variety of resources and current technology to locate, retrieve and evaluate relevant sources and information
  - These standards for information literacy could serve as a rubric: <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.cfm#stan>
  - This rubric assesses a bibliographical assignment for a global studies course: [http://www.uwgb.edu/assessment/assessment/gea\\_scales\\_examples.html#Everingham](http://www.uwgb.edu/assessment/assessment/gea_scales_examples.html#Everingham)
6. Construct and use models to analyze, explain or predict phenomena
  - This rubric could work for a variety of student-designed research or problem-solving projects: <http://www.csufresno.edu/ir/assessment/documents/CSBProjectRubric.pdf>
7. Use mathematical and logical methods to solve problems
  - <http://www.csufresno.edu/ir/assessment/documents/QuantRubric.pdf>
  - These rubrics could work for a variety problem-solving projects: <http://www.csufresno.edu/ir/assessment/documents/CSBProjectRubric.pdf> ; <http://www.bgsu.edu/offices/assessment/CreativeProblemSolving.htm>
8. Identify fundamental principles, theories, concepts, methodologies, tools and issues from various disciplines
  - Here's one that integrates science with society: [http://www.csufresno.edu/ir/assessment/documents/1B\\_integrative\\_science\\_022006.pdf](http://www.csufresno.edu/ir/assessment/documents/1B_integrative_science_022006.pdf)
9. Synthesize information from different disciplines and perspectives to solve problems, gain new experiences, or create new things
  - To date, rubrics to assess synthesis are too basic to be very useful. A group of instructors could collaborate to develop a useful rubric.
10. Engage effectively in the process of collaborative work and identify factors that facilitate and impede effective communication
  - Here's a rubric that evaluates participation and leadership: <http://www.bgsu.edu/offices/assessment/ParticipateAndLead.htm>

- This simple rubric evaluates online discussions and could be used for face-to-face discussions too: [http://ipc1.clpccd.cc.ca.us/ipc/blackboard/discussions/discuss\\_rubrics.htm](http://ipc1.clpccd.cc.ca.us/ipc/blackboard/discussions/discuss_rubrics.htm)
- This extensive rubric for evaluating online discussion in history courses could be adapted to other fields: <http://history.boisestate.edu/westciv/admin/rubricdiscussion.shtml>
- Here's a simple rubric you could use in class for evaluating discussions: [http://www.landmark-project.com/classweb/tools/printable.php?rbrc\\_id=64683](http://www.landmark-project.com/classweb/tools/printable.php?rbrc_id=64683)

## II. Goal: Aesthetic Perspective and Meaning

Students will be able to:

1. Identify appropriate methods for understanding and interpreting the aesthetics of various works
  -
2. Evaluate artistic presentations using appropriate language and patterns of thought
  - This rubric on the use of values in decision-making could be adapted for a range of purposes, from ethical decision-making to analyzing the aesthetics of a work of art: <http://www.bgsu.edu/offices/assessment/DecisionMaking.htm>
3. Evaluate artistic presentations as commentary on society and the human experience
  - This rubric on the use of values in decision-making could be adapted for a range of purposes, from ethical decision-making to analyzing the aesthetics of a work of art: <http://www.bgsu.edu/offices/assessment/DecisionMaking.htm>
4. Identify diverse elements (artistic, scientific, religious, cultural) that can provide meaning for human existence
  -
5. Explain factors that make their own lives meaningful
  -

## III. Goal: Inquiry and Critical Thinking

Students will be able to:

1. Identify and use methods of inquiry appropriate to a given problem
  - This rubric comes from business: <http://academic.scranton.edu/department/assessment/ksom/Case-Analysis-Rubric.pdf> It might be combined with this decision-making rubric from the same department: <http://academic.scranton.edu/department/assessment/ksom/Decision-Making-Rubric.pdf>
  -
2. Identify valid procedures for gathering empirical data to solve particular problems
  -
3. Investigate and assess hypotheses using appropriate methods
  -
4. Critically assess the reasoning and evidence supporting or refuting a thesis
  -
5. Distinguish between fact, opinion, observation and inference
  -
6. Detect patterns underlying phenomena and draw reasonable inferences from information
  -
7. Reason logically, creatively and independently
  - Here's a rubric for assessing creative work: <http://www.zimmerworks.com/rubric.htm> Several of the elements here could be used to assess creative thinking.
  - This rubric assesses the stages of inquiry: <http://www.bgsu.edu/offices/assessment/Inquiry.htm>
8. Explain the impact of science and technology on the environment, human experience and social change

- 
- 9. Explain how content is shaped by the context in which it was created
  - The assignment behind this adaptable rubric is to analyze a primary source (historical):  
[http://www.phschool.com/professional\\_development/assessment/rub\\_analyzing\\_prim\\_src.html](http://www.phschool.com/professional_development/assessment/rub_analyzing_prim_src.html)

#### IV. Goal: Personal, Social and Global Responsibility

Students will be able to:

1. Describe how cultural and individual differences have shaped perspectives and contributed to patterns of privilege and oppression
  -
2. Explain how values and ideas of cultures have evolved and how patterns of globalization have shaped the modern world
  -
3. Recognize and respect different ways of thinking and communicating
  -
4. Explain the rationales for cultural behaviors different from one's own
  -
5. Communicate effectively with members of another culture
  - A very comprehensive rubric: <http://www.metiri.com/WebInvestigation/Stuff/rubric.doc>
6. Identify diverse moral and ethical perspectives, principles, and systems of evaluation
  -
7. Articulate their moral values, the processes they use to make ethical decisions and their perspective on current ethical issues
  - This would be based on a case study:  
[http://www.personal.psu.edu/faculty/d/x/dxm12/n458/sample\\_case\\_rubric.htm](http://www.personal.psu.edu/faculty/d/x/dxm12/n458/sample_case_rubric.htm)
  - This rubric on the use of values in decision-making could be adapted for a range of purposes, from ethical decision-making to analyzing the aesthetics of a work of art:  
<http://www.bgsu.edu/offices/assessment/DecisionMaking.htm>
8. Explain how knowledge from various disciplines is essential to individual and societal health and well-being
  - This rubric assesses a student's creation and implementation of a wellness plan:  
<http://www.winona.edu/AIR/documents/wellnesslogskwtch.pdf>
9. Identify their strategies for involvement, leadership and civic engagement
  - Here's a rubric that evaluates participation and leadership:  
<http://www.bgsu.edu/offices/assessment/ParticipateAndLead.htm>
10. Analyze the impact their decisions and choices have on themselves and others
  - This rubric on the use of values in decision-making could be adapted for a range of purposes, from ethical decision-making to analyzing the aesthetics of a work of art:  
<http://www.bgsu.edu/offices/assessment/DecisionMaking.htm>
11. Practice and uphold standards of academic integrity and intellectual honesty
  - See "Standard Five:" <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.cfm#stan>
12. Articulate how their participation in campus and community events and in the democratic process has made a difference in their lives and the lives of others

- This rubric assesses student writing on service-learning projects:  
<http://www.winona.edu/AIR/documents/reflectionrubric-1.pdf>
- This document includes rubrics to assess both individual students and groups working in community/campus projects as well as a rubric to assess the project itself:  
<http://www.winona.edu/AIR/documents/Community-SchoolPartnershipservicelearning.pdf>

## Appendix E

### **NSSSE items by General Education Student Learning Outcome Category**

#### Foundations of Knowledge

- Made a class presentation
- Worked on a paper or project that required integrating ideas or information from various sources
- Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- Number of problem sets that take you more than an hour to complete (in a typical week)
- Number of problem sets that take you less than an hour to complete (in a typical week)
- Number of written papers or reports of 20 pages or more
- Number of written papers or reports between 5 and 19 pages
- Number of written papers or reports of fewer than 5 pages
- Contributed to: Writing clearly and effectively
- Contributed to: Speaking clearly and effectively
- Contributed to: analyzing quantitative problems
- Contributed to: using computing and information technology
- Put together ideas or concepts from different courses when completing assignments or during class discussions
- Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)

#### Inquiry and Critical Thinking

- Contributed to: Thinking critically and analytically
- Coursework emphasized: Memorizing facts, ideas or methods from your courses and readings so you can repeat them in pretty much the same form
- Coursework emphasized: Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth
- Coursework emphasized: Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasized: Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data
- Coursework emphasized: Applying theories or concepts to practical problems or in new situations

#### Aesthetic Perspective and Meaning

- Attended an art exhibit, gallery, play, dance, or other theater performance.

#### Personal, Social and Global Responsibility

- Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
- Had serious conversations with students of a different race or ethnicity than your own
- Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values

- Foreign language coursework
- Study abroad
- Emphasize: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Contributed to: Understanding people of other racial and ethnic backgrounds
- Participated in a community-based project as part of a regular course
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Contributed to: Working effectively with others
- Contributed to: Voting in local, state, or national elections
- Contributed to: Learning effectively on your own
- Contributed to: Understanding yourself
- Contributed to: Understanding people of other racial or ethnic backgrounds
- Contributed to: Solving complex real-world problems
- Contributed to: Developing a personal code of values and ethics
- Contributed to: Contributing to the welfare of your community
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept

## Appendix F

### Student, Faculty and Alumni Surveys

#### UW-L Student Survey on University Core (General Education)

1. Which class are you in?  
 Freshman       Sophomore       Junior       Senior       Other
  
2. In which college is your major located?  
 College of Business Administration  
 College of Liberal Studies  
 College of Science and Health
  
3. In which college is your minor located?  
 College of Business Administration  
 College of Liberal Studies  
 College of Science and Health
  
4. What is your gender?  
 Male     Female
  
5. Did you transfer to UWL from another campus?  
 Yes     No (skip to #7)
  
6. What percent of your University Core (General Education) courses did you take at UWL?  
 more than 75%    50-75%     25-50%     less than 25%
  
7. After graduation, what are your plans?  
 Get a job                       Go to graduate school                       Go to professional school                       Other (please describe)  
 Other \_\_\_\_\_

**How would you evaluate the University Core (General Education) Program at UWL in the following areas:**

	Excellent	Good	Average	Fair	Poor
The overall value of the University Core (General Education) program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The effectiveness of the University Core (General Education) program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The number of credits required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The flexibility of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The overall quality of the courses offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For most categories, the large array of courses from which I can choose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructors of University Core (General Education) courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The foundation that University Core (General Education) courses provided for courses in my major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**How well do you think University Core (General Education) courses help to improve your performance in the following areas:**

	Excellent	Good	Average	Fair	Poor
Ability to write effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to speak effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurately summarize and interpret written information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-confidence in expressing ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to apply math concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defining and solving problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use resources and technology to locate, retrieve and evaluate information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase interest in global issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain the rationales for different cultural behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain patterns of privilege and oppression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate artistic presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientifically evaluate evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize and articulate my personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify diverse moral and ethical perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adopt a healthy life style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain how patterns of globalization have shaped the modern world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(continued on next page)

**Chose the rating that best reflects your perceptions of the University Core (General Education) Program:**

The university core (general education) program is expressed primarily as a list of courses I must take.	1	2	3	4	5	The university core (general education) program is expressed primarily as a set of goals for my learning and development.
The university core (general education) program is fragmented. Separate courses and academic disciplines stress particular content and approaches. It is up to me to search for commonalities and make connections.	1	2	3	4	5	The university core (general education) program strives for a coherent educational experience through required core courses, interdisciplinary courses, capstone courses, emphasis on the acquisition of intellectual and communication skills, focus on the development of personal qualities in students, or similar means.
The faculty who teach university core (general education) courses consider students to be similar and interchangeable. They strive to teach at a level that all students can readily grasp.	1	2	3	4	5	The faculty who teach university core (general education) courses are responsive to students at different levels, with different high school preparations, and with different learning styles.
Faculty teach university core (general education) classes primarily as a service to students majoring in other disciplines and view this as an academic chore or burden.	1	2	3	4	5	Faculty and department chairs regard teaching in our university core (general education) program as an opportunity for investigating new ways of teaching one's discipline and engaging all students in their discipline.
The university core (general education) requirements are an obstacle that stands in the way of taking more important courses in my major.	1	2	3	4	5	The university core (general education) requirements helped me become a better educated person.
The courses for my major are not grounded in the coursework and perspectives that I encountered in my university core (general education) courses.	1	2	3	4	5	My university core (general education) courses provided me with an important foundation for the coursework and perspectives I encountered in my major. Faculty teaching my major courses were familiar with and built upon the content and perspectives provided in university core (general education) courses.

UW-L Alumni Survey on University Core General Education

1. What is your age?
  
2. In which college was your major located?  
 College of Business Administration  
 College of Liberal Studies  
 College of Science and Health (now includes departments formerly in the College of Health, Physical Education, Recreation and Teacher Education)
  
3. In which college was your minor located?  
 College of Business Administration  
 College of Liberal Studies  
 College of Science and Health (now includes departments formerly in the College of Health, Physical Education, Recreation and Teacher Education)
  
4. What is your gender?  
 Male     Female
  
5. Did you transfer to UWL from another campus?  
 Yes     No (skip to #7)
  
6. What percent of your General Education courses did you take at UWL?  
 more than 75%    50-75%     25-50%     less than 25%
  
7. After graduation, what did you do?  
 Got a job                       Went to graduate school             Went to professional school             Other (please describe)  
 Other \_\_\_\_\_
  
8. Looking back on the courses you took at UW-La Crosse, which course(s) have you found most useful since graduation? Why?
  
9. Which General Education course had the greatest impact on you? How or why?
  
10. Are there any other comments that you would like to make about your General Education experience at UW-La Crosse and/or how it relates to your work experience?

**How would you evaluate the General Education Program at UWL in the following areas:**

	Excellent	Good	Average	Fair	Poor
The overall value of the General Education program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The effectiveness of the General Education program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The number of credits required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The flexibility of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The overall quality of the courses offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For most categories, the large array of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

courses from which I could choose					
The instructors of General Education courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The foundation that General Education courses provided for courses in my major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How well do you think General Education courses helped to improve your performance in the following areas:**

	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Fair</b>	<b>Poor</b>
Ability to write effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to speak effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurately summarize and interpret written information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-confidence in expressing ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to apply math concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defining and solving problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use resources and technology to locate, retrieve and evaluate information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase interest in global issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain the rationales for different cultural behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain patterns of privilege and oppression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate artistic presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientifically evaluate evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize and articulate my personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify diverse moral and ethical perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adopt a healthy life style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain how patterns of globalization have shaped the modern world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(continued on next page)

**Chose the rating that best reflects your perceptions of the General Education Program:**

The general education program was expressed primarily as a list of courses I had to take.	1	2	3	4	5	The general education program was expressed primarily as a set of goals for my learning and development.
The general education program was fragmented. Separate courses and academic disciplines stressed particular content and approaches. It was up to me to search for commonalities and make connections.	1	2	3	4	5	The general education program strived for a coherent educational experience through required core courses, interdisciplinary courses, capstone courses, emphasis on the acquisition of intellectual and communication skills, focus on the development of personal qualities in students, or similar means.
The faculty who taught general education courses considered students to be similar and interchangeable. They strived to teach at a level that all students could readily grasp.	1	2	3	4	5	The faculty who taught general education courses were responsive to students at different levels, with different high school preparations, and with different learning styles.
Faculty taught general education classes primarily as a service to students majoring in other disciplines and saw this as an academic chore or burden.	1	2	3	4	5	Faculty and department chairs regarded teaching in our general education program as an opportunity for investigating new ways of teaching one's discipline and engaging all students in their discipline.
The general education requirements helped me become a better educated person	1	2	3	4	5	The general education requirements were an obstacle that stood in the way of taking more important courses in my major.
The courses for my major were not grounded in the coursework and perspectives that I encountered in my general education courses.	1	2	3	4	5	My general education courses provided me with an important foundation for the coursework and perspectives I encountered in my major. Faculty who taught my major courses were familiar with and built upon the content and perspectives provided in general education courses.

UW-L Faculty Survey on General Education

1. What is your position at UW-L?

- Faculty                       Instructional Academic Staff    Administrator            Other

2. What is your college affiliation?

- College of Business Administration  
 College of Liberal Studies  
 College of Science and Health

3. What is your rank?

- Full Professor                       Associate Professor  
 Assistant Professor                       Instructional Academic Staff  
 Other \_\_\_\_\_

**How would you evaluate the General Education Program at UWL in the following areas:**

	Excellent	Good	Average	Fair	Poor
The overall value of the General Education program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The effectiveness of the General Education program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The number of credits required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The flexibility of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The overall quality of the courses offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For most categories, the large array of courses from which students can choose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructors of General Education courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The foundation that General Education courses provide for students' majors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How well do you think General Education courses help student performance in the following areas:**

	Excellent	Good	Average	Fair	Poor
Ability to write effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to speak effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurately summarize and interpret written information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-confidence in expressing ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to apply math concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defining and solving problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use resources and technology to locate, retrieve and evaluate information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase interest in global issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain the rationales for different cultural behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Explain patterns of privilege and oppression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate artistic presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientifically evaluate evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize and articulate personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify diverse moral and ethical perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adopt a healthy life style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain how patterns of globalization have shaped the modern world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Chose the rating that best reflects your perceptions of the General Education Program:**

The general education program is expressed primarily as a list of courses students must take	1	2	3	4	5	The general education program is expressed primarily as a set of goals for student learning and development.
The general education program is fragmented. Separate courses and academic disciplines stress particular content and approaches. It is up to students to search for commonalities and make connections.	1	2	3	4	5	The general education program strives for a coherent educational experience through required core courses, interdisciplinary courses, capstone courses, emphasis on the acquisition of intellectual and communication skills, focus on the development of personal qualities in students, or similar means.
The faculty who teach general education courses consider students to be similar and interchangeable. They strive to teach at a level that all students can readily grasp.	1	2	3	4	5	The faculty who teach general education courses are responsive to students at different levels, with different high school preparations, and with different learning styles.
Faculty teaching general education classes primarily as a service to students majoring in other disciplines and as an academic chore or burden.	1	2	3	4	5	Faculty and department chairs regard teaching in our general education program as an opportunity for investigating new ways of teaching one's discipline and engaging all students in their discipline.
The general education requirements are an obstacle that stands in the way of students taking more important courses.	1	2	3	4	5	The general education requirements help students become better educated people.
The courses in most majors are not grounded in the coursework and perspectives that are encountered in general education courses	1	2	3	4	5	General education courses provided students with an important foundation for the coursework and perspectives encountered in their major. Faculty teaching courses in a major are familiar with and build upon the content and perspectives provided in general education courses.
Our general education program lacks clarity about the purposes of the program, includes too many purposes, or represents too many compromises in the design of the program	1	2	3	4	5	The purposes of our general education program are explicit and clear both for the faculty and for the students. Our general education program is based on a coherent rationale and reflects the central educational values and commitments of our institution.
Our general education curriculum committee suffers from the lack of a clear mission, chronic paralysis, and a sense of helplessness.	1	2	3	4	5	Our general education curriculum committee is the most intellectually exciting and challenging committee on our campus.
Our general education program was formulated, approved, and implemented several years ago. Since that time it has remained relatively static.	1	2	3	4	5	Our general education program Is continually being improved in response to reactions of students, observations of faculty who teach in the program, periodic evaluations, and renewed visions of our institution's mission.

## **APPENDIX G**

### **Charges to the General Education Assessment Committee**

April 18, 2008

TO: Scott Cooper, Convener  
General Education/University Core Ad Hoc Assessment Committee

FROM: Carmen Wilson, Chair  
Faculty Senate

RE: Committee Charge

This memo is intended to serve as the initial charge letter to the General Education/University Core Ad Hoc Committee.

As the convener of the committee it is your responsibility to arrange as soon as feasible an organizational meeting. In addition to a chairperson, please also elect a secretary.

Primary responsibilities of the chairperson include:

- o promptly informing the Senate office (5-8018) the results of the election of officers and any changes in committee membership.
- o organizing and conducting meetings.

Primary responsibilities of the secretary include:

- o recording minutes of each meeting.
- o promptly sending meeting minutes to Sibbie Weathers ([weathers.sylv@uwlax.edu](mailto:weathers.sylv@uwlax.edu)) so that the minutes can be posted on the faculty senate website.

In the event the committee chooses to rotate secretarial duties, please designate one person to be responsible for e-mailing the meeting minutes to Sibbie Weathers.

The General Education Committee recommended, and senate approved the following charges for the Assessment Committee.

- Assist the General Education Committee (GEC) in communicating to departments no later than April 2008 that course embedded assessment of the Student Learning Outcomes (SLOs) identified for each of the General Education courses during the GEC SLO mapping exercise must be ready to be conducted in fall 2008 (spring 2009 if the course is spring-only).
- Develop a simple form for departments to use to report assessment results by a reasonable and specified due date in the '08-'09 academic year. The form should be based on the LX140 form and should include the primary general education SLO, relevant class activities, evaluation tool, results, and an assessment plan for the following year.
- Provide assessment learning opportunities including a workshop(s) to be held in May 2008 and/or August 2008.
- Serve as a resource for assessment so that departments know who to contact if they have questions about assessing their courses.

- Collect the assessment data submitted and prepare a report for the GEC by a reasonable and specified due date in the '08-'09 academic year. This report should include an analysis and discussion of the results to help clarify the meaning of the results so that the GEC can use the data to modify the program in positive ways.

*Note:* For further information the AC should consult *The University Core Assessment Plan* prepared by the General Education Assessment Task Force on October 2007 available on the Faculty Senate web site <http://www.uwlax.edu/FacultySenate/42%20index.htm> with the January 31, 2008 Faculty Senate meeting material, or using the direct link at <http://www.uwlax.edu/FacultySenate/42nd/FS%20Mtgs/11-15-07/GEd%20Assessment%20Plan%2010-07.htm>

If you have any questions about the above charge and potential charges, or if the Senate Executive Committee or I can assist your committee in any way, please do not hesitate to ask.

saw

**Charge for the General Education Assessment Committee (GEAC) for AY 09-10:**

The *ad hoc* GEAC was established in Spring 2008 to coordinate annual assessment for General Education courses through AY 10-11, including *serving as a continued resource in the coordination, development, and implementation of assessment tools by departments.*

For GEAC's second year (09-10), the GEC (with faculty Senate approval) charges them with the following:

- ensuring that all General Education courses being taught during the academic year are assessed. For courses already assessed in AY 08-09, the same SLO could be assessed for a second time or the department could offer a rationale for changing SLOs.
- continuing to ensure that appropriate assessment tools are developed for each SLO.
- aiding departments in the revision and improvement of assessment tools, perhaps by arranging workshops.
- modifying the web site and/or reporting forms as necessary based on experiences in AY 08-09.
- collecting assessment results from departments at the end of the academic year.
- preparing a report for the GEC by the end of the 09-10 academic year, including a summary of the departmental analyses and discussions of assessment results, and a spreadsheet that includes a list of the SLOs that have been addressed in the 2-year assessment of General Education.
- gathering any additional information that is deemed necessary by GEC.

Note: For further information the GEAC should consult *The University Core Assessment Plan* prepared by the General Education Assessment Task Force on October 2007 available at <http://www.uwlax.edu/FacultySenate/42nd/FS%20Mtg/11-15-07/GE%20Assessment%20Plan%2010-07.htm>

## APPENDIX H

### General Education Student Learning Outcomes Mapped by Course

SLO_VALUE	SLO_COUNT	SLO_VALUE	SLO_COUNT
1.1	0	4.5	15
1.2	0	2.3	11
1.3	1	1.6	9
1.4	5	1.8	7
1.5	1	4.1	6
1.6	9	1.4	5
1.7	5	1.7	5
1.8	7	4.4	5
1.9	1	3.6	4
2.1	0	3.3	3
2.2	2	4.12	3
2.3	11	2.2	2
2.4	2	2.4	2
2.5	0	3.1	2
3.1	2	4.2	2
3.2	1	4.10	2
3.3	3	1.3	1
3.4	1	1.5	1
3.5	0	1.9	1
3.6	4	3.2	1
3.7	1	3.4	1
3.8	1	3.7	1
3.9	1	3.8	1
4.1	6	3.9	1
4.2	2	4.6	1
4.3	0	4.8	1
4.4	5	1.1	0
4.5	15	1.2	0
4.6	1	2.1	0
4.7	0	2.5	0
4.8	1	3.5	0
4.9	0	4.3	0
4.10	2	4.7	0
4.11	0	4.9	0
4.12	3	4.11	0

Total 93  
as of 10/3/08

**APPENDIX I**

**General Education Assessment General Procedures and Deadlines**

## Annual Assessment of the General Education Program

**Introduction.** The General Education/University Core Faculty Senate Ad Hoc Assessment Committee (GEAC) coordinates the development and implementation of tools to assess general education student learning outcomes (SLO). As charged by the faculty senate, all general education courses must be assessed no later than spring 2009. **The charge given to the GEAC is to establish an annual program-wide process in which faculty collectively measure, analyze and try to improve student learning with respect to the program outcomes.** The General Education Committee will not use the results of the assessment to evaluate individual courses or instructors.

To accomplish this goal, the committee has established a process to guide departmental assessment of student learning outcomes in their general education courses during fall 2008 and spring 2009. The following table outlines the tasks and timeline.

### Tasks and Timeline for Assessing General Education SLO's in 2008-09.

Task	Description	Deadline
Identify one SLO for each general education course offered by the department.	Select the SLO based on the list of outcomes the department submitted to the General Education Committee in the 2007/8 academic year	Departments already identified outcomes for general education courses.
Develop one assessment task and rubric for the SLO selected.	The assessment task can be based on a new or existing assignment, test questions, class exercises, lab reports, in-class performance, etc. A pre-post test can also be used. A rubric must also be developed using the standard score levels to indicate how student performance will be measured.	Submit the assessment task and scoring rubric electronically (Form A) to the GEAC by October 1, 2008 for approval.
The GEAC reviews and approves assessment tools.	To ensure a consistent, streamlined assessment process, the GEAC will review and approve each task and rubric before it is used by the department. The GEAC will try to complete this review within two weeks of the date of submission.	Allow enough time for review of GEAC prior to data collection
Instructors use the assessment task <b>in all sections</b> of the general education course.	Each general education course that is currently being taught needs to be assessed at least once during the 2008-9 academic year.	Fall 2008 or Spring 2009
Departments collect and analyze the results.	Instructors collectively score and analyze student performance based on the scoring rubric, and discuss the results of the assessment with their department.	
Department submits annual assessment report.	The final report (250 word limit) should summarize the assessment results and what actions will be taken by the department to improve student learning with respect to the SLO.	Submit the results electronically (Form B) to the GEAC for review by June 1, 2009.

The assessment process is intended to promote improvement of teaching and learning by collecting and analyzing systematic evidence of student learning. We have tried to develop a process that is not overly complicated and is streamlined and useful. All information will be submitted by the department chair (or designee) at the following site:

<http://honesty.cs.uwlax.edu/GEA>

**General Education Student Learning Outcomes.** In 2007 the General Education Committee asked departments to identify which SLO's are addressed by their general education courses

(**Appendix A** contains the General Education Program Student Learning Outcomes). To make this assessment process manageable, departments will:

1. Identify only **ONE** (1) SLO to evaluate for each general education course offered. The SLO must be selected from the list of outcomes the department identified in 2007. A department that offers more than one general education course will need to identify one SLO for each course.
2. The GEAC prefers that the work of **ALL** students be **INDIVIDUALLY** evaluated with the rubric. If the department wishes to sample a subset of student work to evaluate, the department needs to explain and justify the method in the comments box of the submission form. If an assessment task includes a group component, each student should complete work which could be individually evaluated.

**Assessment Task.** Departments will develop one assessment task for the selected SLO. The task can be based on a new or existing assignment, set of test or quiz questions, in- or out-of-class exercise, student presentations, journals, class discussions, systematic observation of students, etc. The most important feature of the assessment task is that it measures the student learning outcome directly, and does not merely ask students their perception of what they learned.

**Standard Scoring Rubric for Assessment of General Education SLO's.**

In order to track campus-wide trends in student learning over time, we have adopted a standard scoring rubric that uses five (5) levels of student performance, from unsatisfactory to exemplary. Each department will use the rubric when it evaluates and reports student performance on its assessment task. To use the rubric, the department will need to define and describe the qualities for each level of performance and report the number of students in the course at each score level.

Score Level	Descriptors of Student Performance	Number of Students
Exemplary	Descriptors of exemplary performance	
Proficient/ More than satisfactory	Descriptors of proficient performance	
Competent/Satisfactory	Descriptors of competent performance	
Underdeveloped/ Less than satisfactory	Descriptors of underdeveloped performance	
Unsatisfactory	Descriptors of unsatisfactory performance	

**Review and Approval of Assessment Tools.** The GEAC committee will review and approve the assessment task and rubric before it is administered in courses. The review verifies that the tools will produce useful, credible data about the SLO identified. We will provide constructive feedback wherever we can to help departments develop effective tools before collecting data. Our aim is to notify departments about approval of their assessment tools within two weeks from the date of submission.

**Administer the Assessment Task and Score Student Performance.** The department decides when and how to use the assessment task and who will score the results. Departments may elect to have each instructor score the results for his or her sections of the course, or assign all of the scoring to a small group. If your department chooses to use a pre and post test, report the results of the post-test in the rubric. The change in performance could be discussed in a text format.

Note: An important feature of effective assessment is that instructors use the criteria consistently when they evaluate student learning. Large variations in the use of criteria can damage the credibility of the results.

**Collective analysis and discussion of the results.** Instructors will collectively analyze the assessment results, and use these results to discuss and decide how to improve student learning in the course. The department will report proposed changes intended to improve student learning outcomes in the course.

- a. If most of the students could not meet the SLO, then identify changes in the course to improve student learning of that SLO. If students perform poorly on an assessment task, this is not necessarily a poor reflection on that department as long as the department shows that it is taking actions to try to improve student understanding of that topic.
- b. In the event that most students score at the proficient and exemplary levels, your report should include how you plan to modify your assessment task to measure the SLO in a more challenging way, or how you plan to measure a different SLO for the course in the upcoming year.

### **Submit Assessment Report**

The last step in the process is to submit a brief description of assessment results by June 1, 2009 (250 word limit). We will already have a copy of the SLO and assessment task and rubric, so the report should focus on what results were observed, any observations from the discussion by the instructors, and any future actions to be taken to improve student learning.

### **Conclusion**

As a university, we need to clearly demonstrate that we are consistently accomplishing two things: the evaluation of how well our students are meeting the general education SLOs, and the modification of our courses to challenge our students and help them meet these goals.

For this reason, the GEAC will be examining the quality of the questions being asked in the assessment task, and the resulting discussion and actions taken by the department as a result of the data. This information will be collected and analyzed by the GEAC and passed on to the General Education committee and Faculty Senate.

**APPENDIX J**

**General Education Overview of Assessment Tasks and Rubrics**

## **Overview of Course Embedded Assessment Tasks and Rubrics Characteristics of Assessment Tasks**

**Course embedded.** *Course embedded* simply means the task is included in the course and may be an existing assignment, test items, class exercise, project, class observation, lab report, etc. You can develop a new task.

### **Direct measure of student learning.**

Use a *direct measure* in which students demonstrate their learning with respect to the outcome, such as a writing assignment, class presentation, exercise, exam questions, lab report, project, etc.

Do not use *indirect measures* such as student evaluation of instruction or questionnaires that ask students their opinions or perceptions of their learning. See attached examples of tasks that are direct measures of student learning.

### **Measure the student learning outcome you have identified.**

At the risk of stating the obvious—the task should measure the outcome you have identified. This is not always easy with abstract outcomes (e.g., analysis, integration, synthesis).

**Measure the outcome in a *representative* and *substantive* way.** The assessment task will produce a snapshot of student performance. It will not reveal everything the student knows or can do with respect to the outcome. But to the extent possible, the task should be a representative and substantive measure of the outcome. Two commonsense ways to look at this:

Does the task yield results you *care* about?

Does the task yield results you can use to improve the course?

**Tasks can address more than one outcome, but you report on one.** Tasks such as papers and projects are likely to address more than one outcome. For example, a writing assignment in a course might expect students to

1. Express ideas, facts, opinions and beliefs in ways that are relevant and appropriate to the audience, context, purpose and genre
2. State an idea/argument and develop it in a logical, organized form using conventional grammar, punctuation and formatting
3. Formulate and support ideas with sufficient reasoning, evidence and persuasive appeals, and proper attribution
4. Accurately summarize and interpret the purposes and main ideas of texts and performances

If your task addresses multiple outcomes, you should decide which one to report on for general education assessment.

**No need for pre and post comparisons.** Your department may decide to use a pre and post test, but you do not need to do a pre and post comparison for general education assessment purposes. The GEAC asks for assessment of the outcome at the end of the course, unit, or class where it is taught or addressed. Assessment of General Education Learning Outcomes Workshop Handouts August 25 & 29, 2008

## Rubrics and Procedures to Evaluate Student Performance

The GEAC framework uses five levels of student performance: 1) unsatisfactory, 2) underdeveloped/less than satisfactory, 3) competent/satisfactory, 4) proficient/more than satisfactory, and 5) exemplary. You must use these levels when you evaluate and report student performance. Each department will define what constitutes different levels of performance for their task. When completed, your department will have a common rubric with shared criteria and standards that instructors will use to evaluate students on the assessment task.

**How to define levels of performance.** Many of you have done this before but if not . . .

1. Establish anchor points for exemplary and unsatisfactory performance. List the qualities/characteristics that typify exemplary and unsatisfactory performance.
2. Once you define the lowest and highest levels of performance use these as anchor points to define the qualities of the remaining three levels.
3. It's useful to look at examples of actual student work to help distinguish qualitative differences. Sort work into 5 performance levels. Describe the shared qualities of work within each level. Describe the shared qualities for each level and identify what distinguishes the work at one level from the next level.

**Using the rubric to evaluate student performance.** It is important to determine whether instructors can use the rubric consistently to evaluate student performance. Large variations in evaluation diminish the usefulness of your results. Some ways to increase the scoring consistency among evaluators.

**Discuss the criteria used to evaluate student work.** Instructors sometimes arrive at different judgments because they interpret the criteria different than one another. Instructors should discuss and compare their interpretations of the criteria used to evaluate student learning. The goal is to develop a shared understanding of the criteria.

**Simplify.** By using too many or overly complex criteria you run the risk of making it more difficult for instructors to agree on the quality of student work. Certainly you want the criteria to reflect the substance of the learning outcome. But if instructors have to split hairs or make complex inferences when they evaluate student work, it is likely their judgments will differ. A good rule of thumb is to develop criteria related to the essence of the outcome and not use criteria that are tangential or of minimal importance.

**Practice(s) to discuss and compare how you evaluate student performance on the assessment task.** It can be very helpful to hold your own practice session in which instructors individually evaluate some examples of student performance and then compare and discuss how you applied the criteria and decided on overall scores for student performance. This can help identify problems in the rubric or major differences among instructors before you evaluate all the student work. A goal of a practice session is to work towards greater agreement about the criteria and standards. Assessment of General Education Learning Outcomes Workshop Handouts August 25 & 29, 2008

### Assessment Task Worksheet (1 of 3)

If your group is just getting started you may want to use this worksheet. It includes questions and topics to consider as you create the task and rubric.

State the student learning outcome:

What are some tasks instructors already use to measure the outcome?

Whether you revise a current task or develop a new one be sure that you consider whether it

1. measures something significant, central, important, substantive about the outcome
2. will yield useful information you can use to improve the course, teaching, learning.

Discuss the criteria and standards you will use to evaluate student performance. Create a draft of the rubric—use the attached rubric template.

How do you plan to insure scoring consistency among instructors?

Discuss the logistics of the assessment.

1. At what point in the course will the task be given?
2. How will you collect and aggregate the results?

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**Assessment Task Worksheet (2 of 3)**  
**Rubric Template**

Strategy 1: Start listing the qualities and characteristics of student performance typical of each level. Often it is easier to define the anchor points first (i.e., exemplary and unsatisfactory) and then the adjoining levels.

Strategy 2: Collect examples of student work and sort it into 5 performance levels. Describe the shared qualities of work within each level. Describe the shared qualities for each level and identify what distinguishes the work at one level from the next level. During the process you may need to re-sort until you are satisfied that the work is categorized appropriately.

<p>Strategy 3: Combine 1 and 2. List some qualities and test them out against examples of student work. Add characteristics based on what you find in actual work. Keep at it until you are satisfied that each level is clearly defined and is distinguishable from adjoining levels.</p> <p align="center"><b>Performance Level</b></p>	<p align="center"><b>Criteria and Standards</b></p>
<p align="center">Exemplary</p>	
<p align="center">Proficient</p>	
<p align="center">Competent</p>	
<p align="center">Underdeveloped</p>	
<p align="center">Unsatisfactory</p>	

**APPENDIX K**

**Collegiate Learning Assessment, 2008 Executive Summary**

## Executive Summary 2007-2008 Collegiate Learning Assessment at UW-La Crosse

In 2006-07 the UWL General Education Committee selected the Collegiate Learning Assessment (CLA) to assess general education student learning outcomes. UW-La Crosse administered the test in 2007-08. This summary describes the test and results for UW-La Crosse.

The CLA is designed to measure an institution's contribution, or *valued added*, to the development of students' critical thinking, analytic reasoning, problem solving and written communication skills.

The CLA includes two types of testing tasks:

1. *Performance Tasks* place students in a "real-life" activity (such as preparing a memo or policy recommendation) in which they must review and evaluate information in a document library to answer questions or solve problems. Completion of a Performance Task measures students' demonstrated ability to interpret, analyze and synthesize information.
2. *Analytic Writing Tasks* present students with a topic or issue. They must either evaluate the issue or develop a position on the issue. These tasks evaluate students' ability to articulate complex ideas, examine claims and evidence, support ideas with relevant reasons and examples, sustain a coherent discussion, and use standard written English.

The tasks are designed to be appropriate for college students across a wide range of undergraduate academic majors and general education programs (see Appendix A: CLA Task Types).

**Who took the test at UWL?** One hundred twelve (112) new freshmen took the test in fall 2007 and 101 native seniors (i.e., seniors who started as freshmen at UWL) in spring 2008. The groups are representative of the freshmen and senior classes, with two exceptions. Both groups were slightly overrepresented by females (freshmen CLA group = 71% female and the senior CLA group = 68% female) compared to the percentage of eligible non-participating freshmen females (61%), and senior females (64%). In addition, the GPA's of both CLA groups are slightly higher than the GPA for eligible non-participating students: CLA freshmen first year mean GPA = 3.18 compared to 3.05 for eligible nonparticipants; CLA seniors GPA = 3.42 compared to 3.27 for the eligible non-participating seniors.

**Results.** Table 1 reports the mean Actual Scores for each CLA task and the percentile ranks for UWL freshmen and seniors. As shown the scores vary from the 59th to the 90th percentile indicating that UWL students scored well above the mean on all the CLA tasks compared to students at other institutions.

Table 1: Percentile Rank for Mean CLA Scores of UWL Students

<b>Task</b>	<b>Freshmen CLA Score</b>	<b>Freshmen Percentile Rank</b>	<b>Senior CLA Score</b>	<b>Senior Percentile Rank</b>
Total CLA Score	1103	67	1269	86
Performance Task	1076	59	1276	85
Analytic Writing Tasks	1129	78	1262	84
Make-an-Argument	1156	82	1233	74
Critique-an-Argument	1103	69	1291	90

The CLA estimates the magnitude of growth or *value added* between freshmen and senior year. To do this, students' Actual Scores are first adjusted to take into account their academic ability as measured by ACT scores. For example, although the mean Actual CLA Score for UWL freshmen was 1103, the Expected Score, based on ACT scores, is 1116. The mean Actual CLA Score for seniors was 1276 but the Expected Score was 1218. In other words, UWL freshmen scored below and seniors scored above where they were expected to score given their ability levels.

Table 2 shows the results of computing Deviation Scores for freshmen and seniors. A Deviation Score is the difference between a student's Actual Score and the Expected Score based on ability. The table shows the percentile ranks for Deviation Scores and the performance levels. The performance level indicates whether students scored below, at, or above the expected level of performance based on their academic ability. For example, freshmen (39th percentile) were at the expected level on the test and seniors (92nd percentile) scored well above their expected level.

Table 2: Percentile Ranks for *Deviation Scores* of UWL Students

<b>Percentile Ranks for Deviation Scores</b> (Deviation Score = Difference between Actual Score and Expected Score)				
<b>Task</b>	<b>Freshmen Percentile Rank</b>	<b>Performance Level</b>	<b>Senior Percentile Rank</b>	<b>Performance Level</b>
Total CLA Score	39	At	92	Well above
Performance Task	35	At	86	Well above
Analytic Writing Tasks	51	At	89	Above
Make-an-Argument	71	Above	70	At
Critique-an-Argument	27	Below	97	Well above

To compute *value added* Freshmen Deviation Scores are subtracted from Senior Deviation Scores. These Difference Scores are a measure of the gains students make from freshmen to senior year. Table 3 contains the percentile ranks of the Difference Scores. The gains made by UWL students as measured by the total CLA score are in the 96th percentile. This means that the learning gains of UWL students exceeded the gains of students at 96 percent of the institutions that participated in the CLA. The gains of UWL students are in the 94th and 86th percentiles for the Performance and Analytic Writing Tasks, respectively. The only area in which the gains are not above expected levels is for the Make-an-Argument Task where the gains are at the 50th percentile.

Table 3: Valued-Added Estimate for UWL

Value-Added Estimate		
Task	Percentile	Performance Level
Total CLA Score	96	Well Above Expected
Performance Task	64	Well Above Expected
Analytic Writing Tasks	86	Above Expected
Make-an-Argument	50	At Expected
Critique-an-Argument	68	Well Above Expected

Overall, the learning gains of UWL students are quite substantial compared to those of students from other institutions that participated in the 2007-08 CLA. The CLA Institutional Report indicates that:

*The University of Wisconsin La Crosse contributes more to the learning gains made by students than 96 percent of the 176 four-year undergraduate institutions participating in the 2007–2008 CLA. University of Wisconsin La Crosse performed Well Above Expected.*

**Analyzing and Using CLA Results.** The CLA measures the types of complex abilities at the heart of general education—critical thinking, analytic reasoning, problem solving, written communication. No single test measures all UWL General Education learning outcomes; however, there is significant overlap between what the CLA measures and what we purport to teach in general education. The test can help us assess the impact of changes in the curricula and allows us to compare the performance of UWL to other institutions.

While the General Education Committee has not had an opportunity to analyze the CLA, one way to examine results is to compare differences across the different CLA tasks. The gains on Performance and Critique-an-Argument tasks are both above the 90th percentile. The Make-an-Argument Task gains are at the 50th percentile, a respectable achievement but substantially below the other tasks. What accounts for this difference? It might be useful to examine the different types of skills used for the tasks (e.g., see Appendix B: Combinations of Skills Used on CLA Tasks) and how these are taught across the general education curriculum. Another question to explore is why freshmen scored so much higher on the Make-an-Argument than on the other tasks, and why seniors scored lower on this task compared to the other tasks.

Used in combination with other forms of assessment the CLA can be part of a comprehensive plan to evaluate and improve student learning in general education. For example, CLA results could be compared with the results of the 2008-09 course embedded assessment which will provide evidence about student achievement of specific general education learning outcomes. In addition, UWL administers the National Survey of Student Engagement (NSSE) on a regular basis, which can provide information about student involvement in academic and co-curricular activities that may be linked to achievement of general education outcomes.

**For additional information about the CLA and UW -La Crosse Results** go to <http://www.uwlax.edu/provost/assessment/assess.htm> and see the following:

- [What is the CLA?](#) Brief overview of UWL participation in the 2007-08 CLA
- [2007-2008 CLA Institutional Report for UW-La Crosse](#)
- [2007-2008 CLA Technical Appendices for UW-La Crosse](#)
- [The CLA website at the Council for Aid to Education](#)

## **Appendix A: CLA Task Types\***

### **Performance Tasks**

Each task requires students to use an integrated set of critical thinking, analytic reasoning, problem solving, and written communication skills to answer several open-ended questions about a hypothetical yet realistic situation. Students have access to a document library that includes material such as newspaper articles, photographs, memos, summaries of research reports, maps, tables, diagrams and interview transcripts. Students are instructed to use these materials in preparing their answers to the questions. They are given 90 minutes for the task.

Example: Introductory Material: You advise Pat Williams, the president of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech's sales force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. Pat was about to approve the purchase when there was an accident involving a SwiftAir 235. Your document library contains the following materials:

1. Newspaper article about the accident
2. Federal Accident Report on in-flight breakups in single-engine planes
3. Internal Correspondence (Pat's e-mail to you & Sally's e-mail to Pat)
4. Charts relating to SwiftAir's performance characteristics
5. Excerpt from magazine article comparing SwiftAir 235 to similar planes
6. Pictures and descriptions of SwiftAir Models 180 and 235

Sample Questions: Do the available data tend to support or refute the claim that the type of wing on the SwiftAir 235 leads to more in-flight breakups? What is the basis for your conclusion? What other factors might have contributed to the accident and should be taken into account? What is your preliminary recommendation about whether or not DynaTech should buy the plane and what is the basis for this recommendation?

### **Make an Argument**

Presents an opinion on an issue and asks students to address this issue from any perspective they wish, so long as they provide relevant reasons and examples to explain and support their views. Students have 45 minutes to complete this essay.

Example: There is no such thing as "truth" in the media. The one true thing about the media is that it exists to entertain.

### **Critique an Argument**

Asks students to evaluate an argument by discussing how well reasoned they find it to be (rather than simply agreeing or disagreeing with the position stated). Students have 30 minutes to complete this essay.

Example: A well respected professional journal with a readership that includes elementary school principals recently published the results of a two-year study on childhood obesity. (Obese individuals are usually considered to be those who are 20 percent above their recommended weight for their height and age.) This study sampled 50 schoolchildren, ages 5-11, from Smith Elementary School. A fast food restaurant opened near the school just before the study began. After two years, students who remained in the sample group were more likely to be overweight—relative to the national average. Based on this study, the principal of Jones Elementary School decided to confront her school's obesity problem by opposing any fast food restaurant openings near her school.

\* From *2007-2008 CLA Technical Appendices*, Appendix D: Description of CLA Tasks and Scores

## **Appendix B: Combinations of Skills Used on CLA Tasks\***

CLA results operate as a signaling tool of overall institutional performance on tasks that measure higher order skills holistically. However, the three types of CLA tasks—Performance, Make-an-Argument and Critique-an-Argument—differ slightly in the combination of skills necessary to perform well. Indeed, some schools score significantly lower on one type than on another. Examining performance across CLA task types can serve as an initial diagnostic exercise. Specifically, cases of performance Well Below Expected or Below Expected on a particular task type indicate that students are not demonstrating the expected level of skill (given their SAT scores) at:

**Performance Tasks: Analyzing complex, realistic scenarios.** Synthesizing information from multiple sources; recognizing conflicting evidence, weighing the credibility of different sources of evidence; identifying logical fallacies, interpreting data, tables, and figures correctly; drawing reasonable and logical inferences from the available information; developing sound conclusions based on all available evidence; and utilizing the most relevant and credible evidence available to justify their conclusion.

### **Make-an-Argument: Writing a persuasive, analytic essay to support a position on an issue.**

Establishing a thesis or a position on an issue; maintaining the thesis throughout the essay; supporting the thesis with relevant and persuasive examples (e.g., from personal experience, history, art, literature, pop culture, or current events); anticipating and countering opposing arguments to the position, fully developing ideas, examples, and arguments; crafting an overall response that generates interest, provokes thought, and persuades the reader; organizing the structure of the essay (e.g., paragraphing, ordering of ideas and sentences within paragraphs); employing transitions and varied sentence structure to maintain the flow of the argument; and utilizing sophisticated grammar and vocabulary.

**Critique-an-Argument: Critiquing written arguments.** Identifying a variety of logical flaws or fallacies in a specific argument; explaining how or why the logical flaws affect the conclusions in that argument; and presenting their critique in a written response that is a grammatically correct, organized, welldeveloped, logically sound, and neutral in tone.

\* From *2007-2008 CLA Technical Appendices*, Appendix C: Examining Performance across Task Types

**APPENDIX L**

**National Survey of Student Engagement, 2008 Executive Summary**

## SUMMARY OF THE 2008 NATIONAL SURVEYS OF STUDENT ENGAGEMENT FOR UW-LA CROSSE<sup>i</sup>

The National Survey of Student Engagement (NSSE) assesses college students' involvement in curricular activities that are associated with academic achievement. The NSSE is based on extensive research that shows that "the time and energy college students devote to educationally purposeful activities is the single best predictor of their learning and personal development." The survey includes items "that are known to be related to important college outcomes" and encompasses a broad range of activities from such things as the number of papers student write and participation in class discussions to their involvement in experiential learning and extracurricular activities. The [NSSE](#)<sup>ii</sup> is a national survey; therefore UW-L can compare performance of its students to comparable institutions. Additionally, in 2004, the UW System required participation by all campuses and included some additional questions. Therefore, we can compare responses of students here at UW-L with other UW System schools.

### WHAT KIND OF INFORMATION DOES THE NSSE PROVIDE?

The NSSE comprises approximately 80 items about college life, plus several demographic information items. In general, items tend to form a smaller number of clusters. The NSSE identifies five clusters, or *benchmarks*.

- **Level of Academic Challenge**: time spent preparing for class; amount of reading and writing; institutional expectations for academic performance
- **Active and Collaborative Learning**: participation in class; working collaboratively with other students inside and outside of class; tutoring; participating in a community-based project
- **Student-Faculty Interaction**: talking with a faculty member about class material, career plans, ideas; working with a faculty member on a committee or research; receiving prompt feedback from an instructor
- **Enriching Educational Experiences**: participation in co-curricular activities, practica, internships, community service, volunteer work, independent study, international education; engaging in conversations with students with different ethnicities, religious beliefs, values, and a campus environment encouraging such contact
- **Supportive Campus Environment**: the extent to which students feel the university is supportive of their academic, personal, and social needs; quality of relationships with other students, faculty members, and administration

In addition to the five benchmarks, three items measure *general satisfaction* with experiences at the university.

- Overall, how would you evaluate the quality of academic advising you have received at your institution?
- How would you evaluate your entire educational experience at this institution?
- If you could start over again, would you go to the *same institution* you are now attending?

### HOW DOES UW-L COMPARE TO OTHER INSTITUTIONS?

#### **Benchmark Scores:**

Both UW-L first-year students and seniors tend to score similarly to their peers at other UW System schools, as well as to students attending other Master's level institutions on most of the benchmark scores. Even amongst means that are statistically significantly different, the practical significance is small enough to suggest the actual difference does result in a real impact in student experience. The exceptions among first-year students are Level of Academic Challenge and Student-Faculty Interaction scores. UW-L First-year students rate the Level of Academic Challenge significantly higher than students at other UW System schools. Additionally, consistent with previous years, UW-L first-year students score significantly lower on Student-Faculty Interaction than their peers at other Master's level institutions. UW-L Seniors score significantly higher than their peers at other Master's level institutions

on Enriching Educational Experiences. Additionally, UW-L students score higher on Supportive Campus Environment than their peers at other UW System schools as well as their peers at other Master's level institutions.

**First-year students**

Benchmark	UW-L	UW System		Carnegie Peers	
	Mean <sup>a</sup>	Mean	Effect Size <sup>b</sup>	Mean	Effect Size
Level of Academic Challenge	52.2	49.3**	.24	51.8	
Active and Collaborative Learning	40.5	38.9**	.11	42.3***	-.11
Student-Faculty Interaction	28.3	31.3***	-.18	34.1***	-.31
Enriching Educational Experiences	24.8	22.9***	.16	26.4***	-.12
Supportive Campus Environment	61.0	59.4*	.09	60.3	

**Seniors**

Benchmark	UW-L	UW System		Carnegie Peers	
	Mean	Mean	Effect Size	Mean	Effect Size
Level of Academic Challenge	56.9	54.6***	.16	56.1	
Active and Collaborative Learning	53.0	51.9*	.07	51.3***	.10
Student-Faculty Interaction	43.1	41.7*	.07	41.4**	.10
Enriching Educational Experiences	41.3	39.0***	.14	37.7***	.20
Supportive Campus Environment	63.0	57.6***	.30	57.3***	.29

<sup>a</sup> Scores are averages based on a 100 point scale on which higher scores indicate higher levels of endorsement. \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$

<sup>b</sup> Effect size indicates “practical significance” of the mean difference. In practice, an effect size of .2 is considered small, .5 moderate, and .8 large. Effect sizes below .2 generally do not suggest means are practically significant.

**General Satisfaction:**

Both UW-L first-year students and seniors score significantly above average on two of the three general satisfaction questions in comparison to their peers both at UW System and at other Master's level institutions.

**First-year students**

Question	UW-L	UW System		Carnegie Peers	
	Mean <sup>a</sup>	Mean	Effect Size <sup>b</sup>	Mean	Effect Size
Satisfaction with advising	3.04	3.04		2.96**	.09
Evaluation of entire educational experience	3.31	3.14***	.27	3.14**	.24
Would attend the same institution	3.35	3.20***	.18	3.17***	.21

**Seniors**

Question	UW-L	UW System		Carnegie Peers	
	Mean	Mean	Effect Size	Mean	Effect Size
Satisfaction with advising	2.94	2.81***	.15	2.81***	.14
Evaluation of entire educational experience	3.42	3.19***	.32	3.14***	.37
Would attend the same institution	3.45	3.20***	.31	3.14***	.35

<sup>a</sup> Scores are averages based on a 4 point scale on which higher scores indicate higher levels of endorsement. \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$

<sup>b</sup> Effect size indicates “practical significance” of the mean difference. In practice, an effect size of .2 is considered small, .5 moderate, and .8 large. Effect sizes below .2 generally do not suggest means are practically significant.

### HOW DO SUBGROUPS OF UW-L STUDENTS COMPARE TO EACH OTHER?

In general, student gender, transfer status, enrollment status (full time vs. less than full time) and declared major (declared vs. undeclared major) have little to no relationship with any of the five benchmark scores or the three general satisfaction questions. Classification (first-year students vs. seniors) relates to the benchmark scores, as well as the general satisfaction questions. Specifically, first-year students have lower scores than seniors on Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, and Enriching Educational Experiences. Enriching Educational Experiences and Student-Faculty Interaction show the greatest differences. Classification does not relate to scores on Supportive Campus Environment (see table below). First-year students actually report higher levels of satisfaction with academic advising than do seniors, although the practical significance of the difference is very small. Seniors report higher levels of satisfaction with their entire educational experience and are more likely to indicate they would attend the same institution than first-year students. While the difference in the evaluation of the entire educational experience is practically significant, the difference in likelihood of attending the same institution is very small.

Benchmark	First-year students <sup>a</sup>	Seniors	Significance <sup>b</sup>	Effect Size <sup>c</sup>
Level of Academic Challenge	52.2	56.9	***	.19
Active and Collaborative Learning	40.5	53.0	***	.40
Student-Faculty Interaction	28.3	43.1	***	.40
Enriching Educational Experiences	24.8	41.3	***	.51
Supportive Campus Environment	61.0	63.0	**	.07

<sup>a</sup> Scores are averages based on a 100 point scale on which higher scores indicate higher levels of endorsement.

<sup>b</sup> \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

<sup>c</sup> Effect size is a measure of the *practical* significance of the differences in benchmark scores dependent upon classification. In general, an effect size of .20 is considered small, .50 is medium, and .80 is large.

Question	First-year students <sup>a</sup>	Seniors	Significance <sup>b</sup>	Effect Size <sup>c</sup>
Satisfaction with advising	3.04	2.94	*	.05
Evaluation of entire educational experience	3.31	3.42	***	.10
Would attend the same institution	3.35	3.45	**	.08

<sup>a</sup> Scores are averages based on a 4 point scale on which higher scores indicate higher levels of endorsement.

<sup>b</sup> \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$

<sup>c</sup> Effect size indicates “practical significance” of the mean difference. In practice, an effect size of .2 is considered small, .5 moderate, and .8 large. Effect sizes below .2 generally do not suggest means are practically significant.

### **HOW CAN THE NSSE RESULTS BE USED?**

The NSSE assesses educational quality in terms of how student engage in educationally purposeful activities and how the university allocates its resources, organizes curricula and other learning opportunities to get students to participate in educationally meaningful activities. In addition to the type of information presented in this *preliminary* report, results could be

- useful in preparing for accreditation reviews.
- reported for particular colleges, or majors.
- used to identify relative strengths and weaknesses at UW-L.
- used to assess student growth and development form the first year to the senior year.
- used to monitor campus progress over time.
- used to help faculty, staff, administrators and students better understand and improve the quality of education.

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<sup>i</sup> Questions or comments about this reports should be addressed to Carmen R. Wilson, Ph.D. at [wilson.carm@uwlax.edu](mailto:wilson.carm@uwlax.edu) or 785-8043.

<sup>ii</sup> For more information about the College Student Report and the NSSE, visit the NSSE web page at <http://nsse.iub.edu/index.cfm>