

Summary of GE Assessment Projects

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GE Program	Assessment Conducted	Results	What Was the Project's Impact?
Diversity [December 1998]	Reflective essays to assess campus diversity--116 students in upper division theme classes wrote reflective essays about diversity, which were then coded to determine what experiences taught them about diversity, what they learned, and what they considered to be diversity.	Students overwhelmingly reported having had a positive experience with diversity. Learning about diversity is primarily a consequence of opportunities for students to interact in and out of the classroom with those who are different from themselves. In general, students value the opportunity to be a part of a campus with a diverse student body. Finally, when asked to describe incidents related to diversity, students most often talked about those ethnically different, and least often about those physically challenged or of a different sexual orientation.	Results were shared with other campuses at assessment conferences. The results suggest that, to promote learning about diversity, instructors might consider providing additional opportunities to interact with others in classroom situations.
GE Assessment Retreat [December 1999]	Retreat for faculty to develop goals and objectives for the GE program.	Process was established for developing goals and objectives.	Goals and objectives were established and circulated for the GE program.
Critical Thinking Goals 1.1, 1.3, 4.3 [June 2000]	Ten faculty used a 4-point rubric to assess critical thinking skills using GVAR essays.	Critical thinking should be infused throughout the curriculum. Faculty (and students) vary in their understanding of concept of evidence. Students need to improve their ability to write papers with strong internal organization, clear thesis statements, appropriate use of examples, and ability to recognize the implications of statements.	Results shared with critical thinking faculty and with Department Chairs. GVAR format revised as a result of success with the Critical Thinking model. Participating faculty gained a better appreciation of CT across the curriculum.

<p>GE Science Goals 1.2, 2.3, 4.2</p> <p>[June 2000]</p>	<p>Ten faculty assessed an assignment from an upper-division GE science class using a 4-point rubric.</p>	<p>Students generally did well describing and explaining biological concepts, but they may have done so by regurgitating facts. Students demonstrated relatively weak understanding of the scientific method, and they may not understand what a theory is and how a theory differs from a principle or concept. Many failed to present the requested evidence for scientific concepts described.</p>	<p>Results shared with GE Science faculty.</p>
<p>GE Social Science Alignment Project</p> <p>[Spring 2001]</p>	<p>Four faculty conducted interviews with social science GE faculty and analyzed syllabi to determine the extent to which social science GE courses provide opportunities to develop or master each of the social science objectives.</p>	<p>Many of the interviewed faculty were not aware of GE learning objectives. GE courses provide wide exposure to the GE objectives. Embedded assessment exists in a number of courses. Goal 1 objectives (methodology) and objective 2c (domains) receive the least coverage.</p>	<p>Results shared with departments and with GE faculty with suggestions to emphasize neglected objectives in upper division courses.</p>
<p>Arts & Humanities Goals 5.1, 5.3.</p> <p>[June 2001]</p>	<p>Six faculty applied scoring rubrics to student papers from two upper-division GE arts and humanities courses.</p>	<p>Students could effectively describe and summarize, but were much less proficient in providing a historical/cultural context and in critically analyzing material. Numerous writing problems led to a desire to increase attention to writing in GE classes. Participants also recommended a greater alignment between assignments, assessment artifacts, and GE objectives.</p>	<p>Results shared with departments and with GE faculty. Writing Across the Curriculum Workshops were reinstated for the Dec. 2001 break with an expected impact on Winter & Spring quarters 2002. Assessment of writing changes will take place in selected GE classes.</p>