Best Practices

• In the best practices for assessing GE SLOs, there are two dominant modes being used:
  – Common assessments
  – Common evaluation
Common Assessment

• In a “common assessment” practice, instructors within the GE SLO area create an assessment that will be used by all of the instructors in all of the classes that fall within the area. Having a “common assessment” naturally leads to some common evaluation.
Common Graded Assignments are assessments designed by teams of faculty representing each General Education discipline. The discipline teams have become known as GREATs, which stands for GeneRal Education Assessment Teams. The GREATs have developed a faculty-approved list of assignments and scoring rubrics for each discipline area, and these assignments will be incorporated into designated sections of designated courses each semester. At the end of the fall and spring semesters, a random sample of these assignments will be collected and scored by trained faculty. The feedback from these assignments will provide valuable information about the degree to which students are achieving the General Education Program Outcomes.
Explanation

• CC of Baltimore County assesses all of the GE SLOs within a particular GE Area.

• What this would look like on our campus: the Natural Sciences Area would create an assessment to be used in all of the Natural Science courses that tests all 6 of the GE SLOs. So, the assessment would not only test the Natural Science SLO, but also the Humanities SLO, the Social Science SLO, etc.
Capital Community College (CT)

• CCC does “common assignments” in all classes, each based on a specific GE SLO or ILO. Two major examples:
CCC – Common Writing

- Process: Instructors across disciplines were given a selection of articles to choose from to have their students read. Then, all students were given the same 2-page writing assignment.
- Students in all classes received the same assignment sheet, which asked them to read the article their teacher selected and compose a response to it. Regardless of the range of topics and varying difficulty of the readings, the common conceptual task was to find a balance between objective and subjective discourse—a balance which had been identified as troublesome for students in a preliminary writing scan.
- Students were given a week and a half to prepare the paper, and no formal revision guidance was offered. Students prepared one copy of the paper to be read by their own teacher as part of required class work. They made a second, anonymous, copy to submit to the pool from which samples would be randomly selected for the assessment scoring.
- Link to “Results” report: http://www.ccc.commnet.edu/slat/cwa_summary.htm
Process: The Common Math Assignment is based on data included in a front-page Hartford Courant article entitled "Poverty's Web Widens" (by Mike Swift, May 22, 2002). Participating teachers embedded the assignment into the course syllabi of courses across a wide curricular range. Students were asked to read the text of the article, which described changes in income distribution throughout Connecticut, and then to study an accompanying data table, (see CMA Article and CMA Data Table), which was the basis for several increasingly complex math questions. A brief interpretive paragraph question asked students to explicate how the numbers clarify the larger discussion of poverty in Connecticut, and teachers were invited to tailor the paragraph assignment to fit with a topic of importance to the course in which the CMA was embedded.

Link to “Results” report: http://www.ccc.commnet.edu/slat/cma/cma_intro.htm
Common Evaluation

• In a “common evaluation” practice, instructors do 2 things:
  – Create an assessment to be used within their discipline
  – Create – with all of the other instructors within that GE SLO area – a common rubric that will be used to evaluate the assessments
• Departmental faculty within the GE SLO area select an assignment that meets the SLO.
• Anonymous copies of the assignment are gathered and at least 30% are evaluated.
• Evaluation is done by two instructors (not to include the faculty who gave the assignment) using the common rubric.
## SUNY HUMANITIES RUBRIC

Attainment in each area is reported on a scale of 1-4, with 4 being the best. A score of 3 in each area indicates competence (meeting the standard) in that area. A total score of 12 or more for all areas indicates competence (meeting the standard) for humanities.

<table>
<thead>
<tr>
<th>Human Condition Over Time</th>
<th>Culture, Creative Expression, and Humankind</th>
<th>Introspection and Transformation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds</strong></td>
<td>(4) Student exhibits discerning knowledge of the extent to which the human condition has changed over time in response to artistic, literary, religious, philosophical, and historical forces.</td>
<td>(4) Student exhibits discerning comprehension of the relationship among culture, creative expression, and humankind.</td>
</tr>
<tr>
<td><strong>Meets</strong></td>
<td>(3) Student exhibits an adequate knowledge of the extent to which the human condition has changed over time in response to artistic, literary, religious, philosophical, and historical forces.</td>
<td>(3) Student exhibits an adequate comprehension of the relationship among culture, creative expression, and humankind.</td>
</tr>
<tr>
<td><strong>Approaches</strong></td>
<td>(2) Student exhibits a marginally adequate knowledge of the extent to which the human condition has changed over time in response to artistic, literary, religious, philosophical, and historical forces.</td>
<td>(2) Student exhibits a marginal comprehension of the relationship among culture, creative expression, and humankind.</td>
</tr>
<tr>
<td><strong>Does not meet</strong></td>
<td>(1) Student does not exhibit even basic knowledge of the extent to which the human condition has changed over time in response to artistic, literary, religious, philosophical, and historical forces.</td>
<td>(1) Student does not exhibit even basic comprehension of the relationship among culture, creative expression, and humankind.</td>
</tr>
</tbody>
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SUNY Info, con’t

• SUNY is using this method of assessment for all of their GE SLOs (which are remarkably similar to ours); however, they have password-protected their results so that only faculty/staff within the SUNY system have access to the reports, which are developed through their OIE office.
Ohlone College, CA

- Ohlone College is currently attempting this model in conjunction with CSU East Bay (Hayward). They are using rubrics designed by faculty at East Bay, and then will be doing comparative analysis between the two schools in order to see if Ohlone students are “on the same page” as students at their nearest CSU. Based on the SLOA minutes, their process is going well, but results will not be released until Spring.
What Goes Into the Report?

- The following are a list of common questions that make-up the final reports for these assessments:
  1. What assessment is being used?
  2. Why is this assessment being used? In other words, how does this assessment fit the SLO?
  3. Who will be assessed?
  4. When will the assessment be given?
  5. How will the assessment be evaluated?
  6. Who will do the evaluation?
  7. What are the results of the evaluation?
  8. Based on the results:
     1. What can be said about how well students meet this SLO?
     2. Where are the areas that need improvement?
  9. Based on the results, what the implications for best practices or policies?
 10. How will the results be used to further teaching improvements in the classroom?
Additional Information

• Every school doing this type of assessment effectively keeps samples of the work that has been evaluated. This idea needs to be taken into consideration as East develops this process.