

**General Education Assessment Subcommittee Report
May 1, 2015**

Modifications to General Education Student Learning Outcomes

The GE website now reflects the GE SLOs as approved by the GEC. It was subsequently noted that the Institutional Definition states "Content is knowledge of the concepts, principles, terminology...", which is the only reference to "principles"; elsewhere "theories" is used. The SLOs below substitutes "principles" with "theories" in the Content category and aligns the order of terms between the institutional definition and SLO.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES

Category	INSTITUTIONAL DEFINITION	INSTITUTIONAL SLO
CONTENT	Content is knowledge of the concepts, principles, terminology, concepts, methodologies and theories used within the program area.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the program area.
COMMUNICATION	Communication is the development and expression of ideas in written and oral forms.	Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the program area.
CRITICAL THINKING	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems.

Change SLO Rubrics to Student Performance Indicators

The subcommittee reevaluated the challenges faced by GE course instructors in aligning the GE SLO rubrics with specific course assignments intended to be used for assessing the GE SLOs. As a test case, the subcommittee considered the proposed course assessment plan created by Dr. Miller for his People and Data course.

Rather than use the SLO rubrics to prescribe the specific criteria to be evaluated within each category, the subcommittee recommends providing performance indicators. These can be used by instructors to develop rubrics appropriate for each specific assignment. The subcommittee created the recommended performance indicators below by merging key components of the existing SLO rubrics and institutional SLOs.

GENERAL EDUCATION STUDENT PERFORMANCE INDICATORS

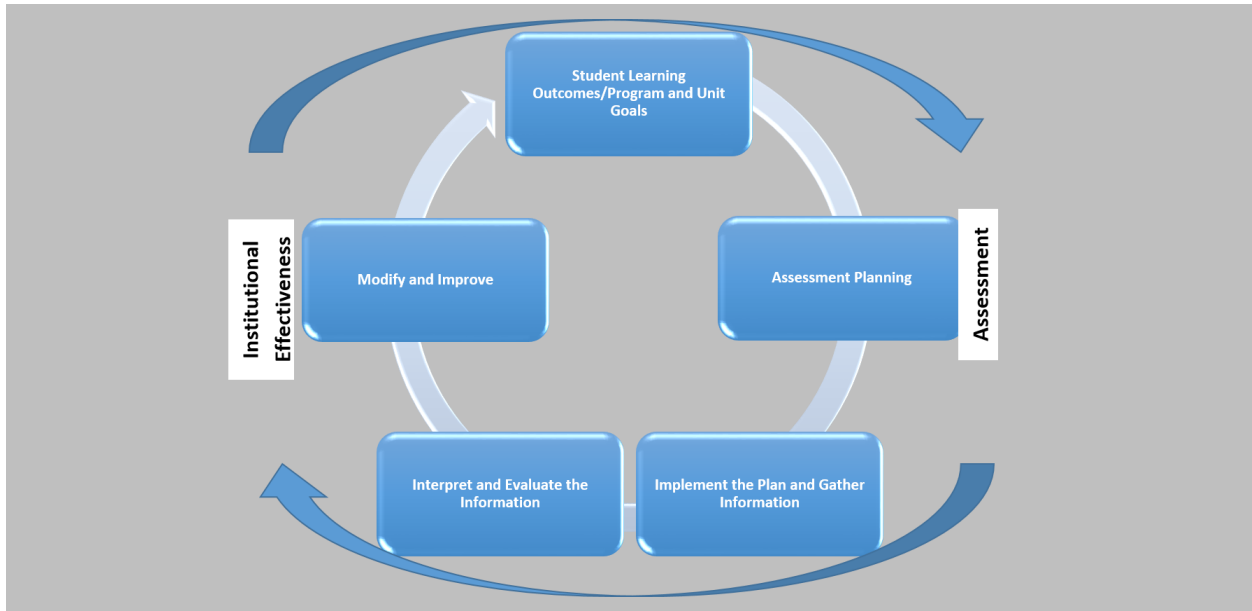
Category	MASTERY	NON-MASTERY
CONTENT	The student interprets and applies the terminology, concepts, methodologies and theories used within the program area.	The student does not interpret or apply the terminology, concepts, methodologies or theories used within the program area.
COMMUNICATION	The student expresses ideas in a convincing, organized, clear, coherent manner that is nearly error free and uses a style and language appropriate to the program area.	The student does not express ideas in a convincing, organized, clear, coherent manner that is nearly error free, or uses a style and language that is not appropriate to the program area.
CRITICAL THINKING	The student considers the issues from multiple perspectives, logically analyzes evidence from credible, relevant sources, and develops reasoned conclusions.	The student does not consider the issues from multiple perspectives, does not logically analyze evidence from credible, relevant sources, or does not develop reasoned conclusions.

Modifications to the UC Core Course Assessment Plan

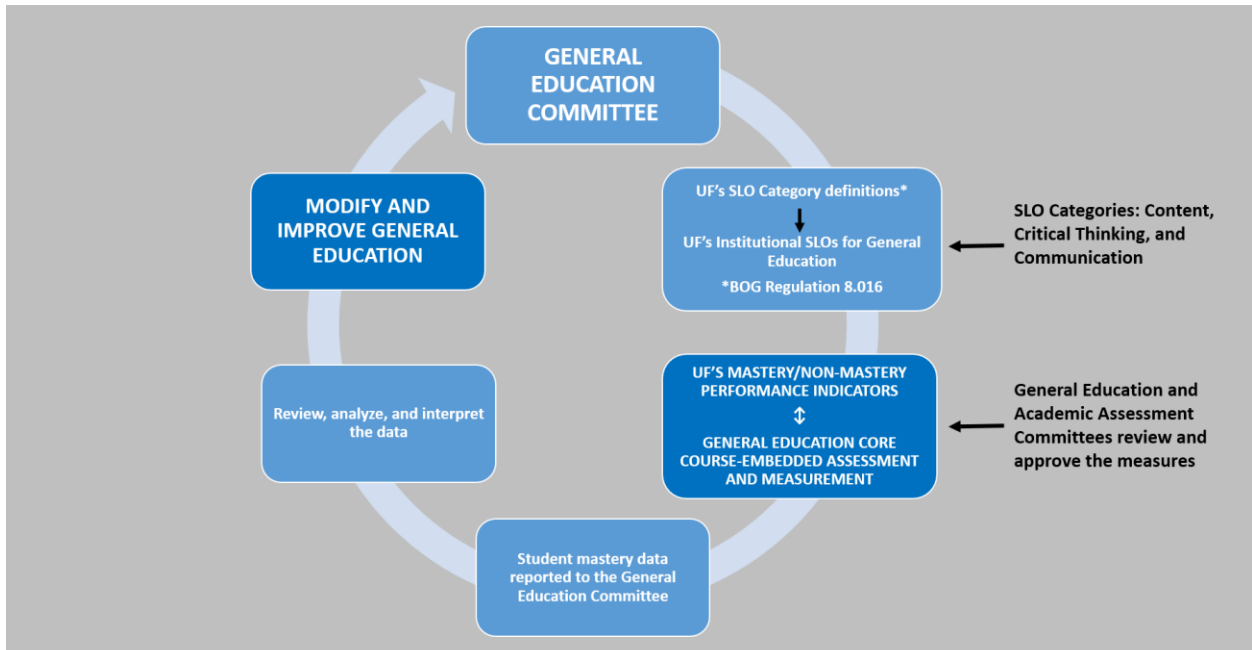
The paragraph below was approved by the GEC. The proposed modifications are indicated.

Each UF Core course will identify at least one assignment to be used for assessing the GE SLOs. If a single assignment is selected, it must allow all three SLO categories to be assessed. The course instructors will create appropriate rubrics to score the assignment(s). These rubrics should be coherent with the GE SLO rubrics, and can even be identical to them **Student Performance Indicators, and must be reviewed and approved by the General Education Committee.** If any rubric has more than two levels (i.e., more than mastery and non-mastery), the course director (or the instructors of the sections being assessed) will identify to the GEC the cutoff level (or score) that indicates mastery. For example, if a multiple choice test is used to assess content knowledge, and it is scored from 0-100, the director may indicate that a cutoff of 60 indicates mastery of content knowledge.

Overview of UF Institutional Assessment and Effectiveness Cycle



Overview of 2015 General Education Assessment Model



General Education Assessment Example: IDS 4930 – People and Data

GENERAL EDUCATION STUDENT PERFORMANCE INDICATORS

Category	MASTERY	NON-MASTERY
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COMMUNICATION	The student expresses ideas in a convincing, organized, clear, coherent manner that is nearly error free and uses a style and language appropriate to the program area.	The student does not express ideas in a convincing, organized, clear, coherent manner that is nearly error free, or uses a style and language that is not appropriate to the program area.
CRITICAL THINKING	The student considers the issues from multiple perspectives, logically analyzes evidence from credible, relevant sources, and develops reasoned conclusions.	The student does not consider the issues from multiple perspectives, does not logically analyze evidence from credible, relevant sources, or does not develop reasoned conclusions.



General Education SLO	Assignments – Calculation of Score	Total Points Possible	Standard for Satisfactory Performance
Content	Midterm + Final	300	210
Critical Thinking	Sum of Relevant Rubric Components from Collaborative Project: <ol style="list-style-type: none"> 1. Topic and Framing (10 points) 2. Lit Review Analysis and Synthesis (10 points) 3. Data Critique (10 points) 4. Grand Challenge Solution (10 points) 5. Future Research (10 points) 	50	35
Communication	Sum of Relevant Rubric Components from Collaborative Project: <ol style="list-style-type: none"> 1. Data Charts (10 points) 2. Mechanics (10 points) 3. Visual Clarity (10 points) 4. Oral Presentation (10 points) 	40	28



COLLABORATIVE PROJECT RUBRIC (100 points possible * 3 for grade)

	Outstanding (A)	Very Good (B)	Satisfactory (C)	Unsatisfactory (D/E)
Topic and framing	RQ evokes compelling grand challenge through multivariate perspective of a social scientist (10-9 pts)	RQ evokes compelling grand challenge while addressing much of its social complexity (8 pts)	RQ draws from a grand challenge while addressing some of its social complexity (7 pts)	RQ unclear, or evokes a peripheral social challenge, or fails to address its social complexity (6-0 pts)
Annotated bibliography	5 timely empirical research articles used and summarized accurately (10-9 pts)	4 timely empirical research articles used and summarized accurately (8 pts)	3 timely empirical research articles used and summarized accurately (7 pts)	Fewer than 3 empirical timely articles used or are summarized inaccurately (6-0 pts)
Lit review analysis and synthesis	Findings synthesized to offer significant insight (10-9 pts)	Findings synthesized to offer some insight (8 pts)	Findings summarized with little synthesis (7 pts)	Findings merely summarized (6-0 pts)
Data critique	Data expertly critiqued for: 1) sampling, 2) measurements, 3) data collection design and 4) analysis (10-9 pts)	Data critiqued for: 1) sampling, 2) measurements, 3) data collection design and 4) analysis (8 pts)	Data critiqued for 3 of 4 criteria (7 pts)	Data critiqued for less than 3 of 4 criteria (6-0 pts)
Grand Challenge solution	Findings used to offer a fresh, compelling, and realistic solution to RQ (10-9 pts)	Findings used to offer a compelling and realistic solution to RQ (8 pts)	Findings used to offer a realistic solution to the RQ (7 pts)	No realistic solution to the RQ offered (6-0 pts)
Future research	Study proposed to better answer RQ with data collection design and limitations described (10-9 pts)	Study proposed to better answer RQ with data collection design described (8 pts)	Study proposed to better answer RQ but data collection design inadequate (7 pts)	Any suggested study would not better answer RQ (6-0 pts)
Data charts	Findings conveyed through 3 clear, fair and interesting data charts (10-9 pts)	Findings conveyed through 2 clear, fair and interesting data charts (8 pts)	Findings conveyed through 1 clear, fair and interesting data chart (7 pts)	Chart missing, or is unclear, unfair or uninteresting (6-0 pts)
Mechanics	All sources cited per APA or MLA style; all charts labeled: axes, title, legend (10-9 pts)	All sources cited; all charts labeled: axes, title, legend (8 pts)	No more than one error or omission in attributing sources or labeling charts (7 pts)	More than one error or omission in attributing sources or labeling charts (6-0 pts)
Visual clarity	Meaning of research enhanced through compelling visual design (10-9 pts)	Meaning of research conveyed through competent visual design (8 pts)	Design conveys meaning of research if a little cluttered or boring (7 pts)	Design clashes with meaning of research or impairs readership (6-0 pts)
Oral presentation	Subject mastery shown in concise presentation and in answering questions (10-9 pts)	Subject familiarity shown in presentation and in answering questions (8 pts)	Subject familiarity shown in presentation (7 pts)	Little subject knowledge shown beyond written presentation (6-0 pts)