



**GENERAL EDUCATION COURSE-
BASED ASSESSMENT – IT'S EASIER
THAN YOU THINK!**

2024-2025

OVERVIEW

- Teach ALL of the knowledge and skills that we want our graduates to have
- Assess how well students learn it (every 4 years)
- Analyze and Report the results (CAR)
- Revise the course

TIP: Plan now to efficiently and effectively collect data.

RECENT CHANGES

- All Skills Rubrics
 - Slimmed down and revised.
- Collaboration
 - Rubric was changed to allow one longer or multiple shorter projects done over the course of the semester. The students, however, must remain in the same groups.
 - Peer evaluation and self evaluation are required.

TEACH, ASSESS, REPORT, REVISE

Faculty teach and assess both Knowledge and Skills Student Learning Outcomes (SLOs)

Knowledge SLO (1-3/class)

Skills SLOs (2/Foundations and Cultures, 3 for Issues):

- Collaboration
- Critical Thinking
- Ethical Reasoning
- Information Literacy
- Integration
- Oral Communication
- Problem Solving
- Quantitative Literacy
- Written Communication

1. Which SLOs do I teach and assess?

COURSE ASSESSMENT TIMELINE

Early in the Semester: Plan How to Teach and Assess the GE Student Learning Outcomes

- Use the search tool at General Education Courses by Category to identify your course's Student Learning Outcomes (SLOs) or see the master list. Each course in General Education has both Knowledge SLOs and Skill SLOs.
 - Knowledge SLOs are determined by the General Education Category (e.g., Foundations: Historical Analysis). Knowledge SLOs use the Knowledge Rubric.
 - Skills SLOs are assigned to individual courses during the application process (e.g., Critical Thinking). Each Skill SLO also has a rubric that is required for assessment.
- Plan how you will teach your course SLOs. Look at the previous Course Assessment Report for ideas and look at the teaching resources.
- Attend an Assessment Workshop, watch the Assessment Video, and/or download the Assessment PowerPoint for further help.
- Plan how you will assess your course SLOs. Please remember to design separate assessments for each SLO and all accompanying objectives.

During the Semester: Teach Student Learning Outcomes

- Review Course Assessment Reports (CARs) and feedback from the General Education Committee from previous assessments.
- Teach students the SLOs.
- Begin completing the sections on the CAR about how you taught the SLOs.

Towards the End of the Semester: Assess Student Learning

- Assess student learning using the Knowledge and Skills rubrics (do not use grades).
- Enter course data using the General Education Assessment Site.
- Review data graphs/tables received from GE once the data is submitted. If there are multiple sections, each instructor will receive graphs/tables for their section and summary data for all sections combined.

After Grades are Due: Submit Course Assessment Report (CAR)

- Review data graphs/tables received from GE once the data is submitted. If there are multiple sections, each instructor will receive graphs/tables for their section and summary data for all sections combined.
- Complete the CAR and email it to the General Education Program.

2. What is the definition of the SLO?

TEACH, ASSESS, REPORT, REVISE



OTHER TEACHING AND ASSESSMENT RESOURCES

- [Resources for Teaching and Assessing](#)
- [Course Assessment Reports \(CARs\)](#)
- [Exemplary CARs](#)
- [2024-2028 Assessment Schedule](#)
- [Course Recertification Policy](#)

KNOWLEDGE STUDENT LEARNING OUTCOMES

FOUNDATIONS | [TOP](#)

The Arts

1. Explain principles and questions that define the arts and analysis of formal elements of works of art.
2. Explain how meaning in the arts is created and interpreted.
3. Explain the historical and cultural contexts for artists and their works.

SKILLS STUDENT LEARNING OUTCOMES AND RUBRICS

Skills Student Learning Outcomes and Rubrics | [TOP](#)

Collaboration: *Effectively work on a team.*

[Collaboration Rubric \(PDF\)](#)

www.gvsu.edu/gened

Click on "Faculty" then "Course Assessment" at the top.

TEACH, ASSESS, REPORT, REVISE

TIP: Throughout the semester, fill out sections of the Course Assessment Report (CAR) – how you taught an SLO.

TEACH, **ASSESS**, REPORT, REVISE

- Assessment measure - something you grade (but you can't use grades)
- You must use the GE rubric to assign assessment ratings (1-4)
- Assess towards the end of the term
- Share the assessment results with students so they know where they need to focus their efforts

TEACH, **ASSESS**, REPORT, REVISE



You cannot use a grade to assign a rating (3 is not a B) because a grade on an exam/report/presentation assesses many things instead of a single thing.

TEACH, **ASSESS**, REPORT, REVISE

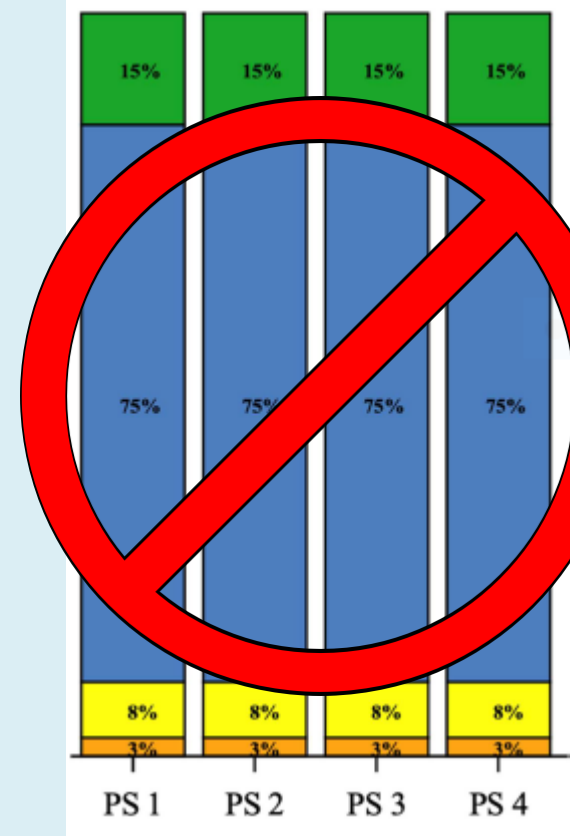
TIP: Assess different objectives . . . using different measures . . . at different times

- It helps balance your workload
- It helps you avoid a critical error

TEACH, ASSESS, REPORT, REVISE



One measure can be used to rate students for several SLOs or objectives, but you must evaluate each SLO or objective separately.



TEACH, ASSESS, REPORT, REVISE



You can't use a group project for assessment unless you can evaluate what EACH student did.

TEACH, **ASSESS**, REPORT, REVISE

TIP: Once you assess student learning, fill out the section of the Course Assessment Report (CAR) about how you assessed it (don't wait until the end of the semester).

Knowledge Rubric

“One exposure” model: Students have only one or two exposures to the Knowledge SLO; therefore, the goal is for students to achieve Level 3 after a single course.

A student – regardless of major – demonstrates:

4=advanced understanding

3=basic understanding

2=substantial progress toward a basic understanding

1=very limited understanding

0=no understanding

Blank=did not complete assignment, test, etc.

Assessing Knowledge SLOs

- Knowledge SLOs are broad (make sure the students “see the forest for the trees”)
- You can reword the Knowledge SLO and ask it as a test question or an assignment
- **Tip:** Do **not** use the same question to assess more than one Knowledge SLO

Skills Rubric (see the specific Skill rubric for more information)

“Tree ring” model - Students have multiple exposures to the Skills SLOs; therefore, we do not anticipate students receiving a Level 4 rating after a single course (but we do anticipate it by graduation).

Student Performance Levels

4 = Accomplished

3 = Satisfactory

2 = Progressing

1 = Emerging

0 = Below Emerging

Blank = did not complete assignment, test, etc.

Rubric for a Skill SLO

Objectives

Student Ratings

ETHICAL REASONING RUBRIC				
Ethical Reasoning: Apply ethical principles and codes of conduct to decision making.				
OBJECTIVES <i>(Items in italics below are definitions or examples)</i>	ACCOMPLISHED (4)	SATISFACTORY (3)	PROGRESSING (2)	EMERGING (1)
Identify Ethical Issues	Recognizes ethical issues when presented in a complex, multilayered <i>(gray)</i> context <u>and</u> can recognize interrelationships among the issues.	Recognizes ethical issues when issues are presented in a complex, multilayered <i>(gray)</i> context <u>or</u> can recognize interrelationships among the issues.	Recognizes basic and obvious ethical issues but incompletely recognizes the interrelationships among the issues.	Recognizes basic and obvious ethical issues but does not recognize the interrelationships among the issues.
Apply Ethical Theories and Concepts	Applies ethical theories or concepts to a complex issue accurately and considers the full implications of the application.	Applies ethical theories or concepts to a complex issue accurately and considers most of the implications of the application.	Applies ethical theories or concepts to a complex issue inaccurately; some of the implications are discussed.	Applies ethical theories or concepts to a complex issue inaccurately; few of implications are discussed.
Take and Support an Ethical Position <i>includes assumptions, implications, objections</i>	States a position in-depth and effectively defends against other ethical perspectives.	States a position in-depth and partially defends against other ethical perspectives.	States a position in-depth but cannot defend against other ethical perspectives.	States a position briefly but cannot defend against other ethical perspectives.

TEACH, ASSESS, REPORT, REVISE

4. How do I assess the SLOs?

OTHER TEACHING AND ASSESSMENT RESOURCES

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TEACH, ASSESS, REPORT, REVISE

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- Plan how you will teach your course SLOs. Look at the previous [Course Assessment Report](#) for ideas and look at the [teaching resources](#).
- Attend an [Assessment Workshop](#), watch the [Assessment Video](#), and/or download the [Assessment PowerPoint](#) for further help.
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During the Semester: Teach Student Learning Outcomes

- Review Course Assessment Reports ([CARs](#)) and feedback from the General Education Committee from previous assessments.
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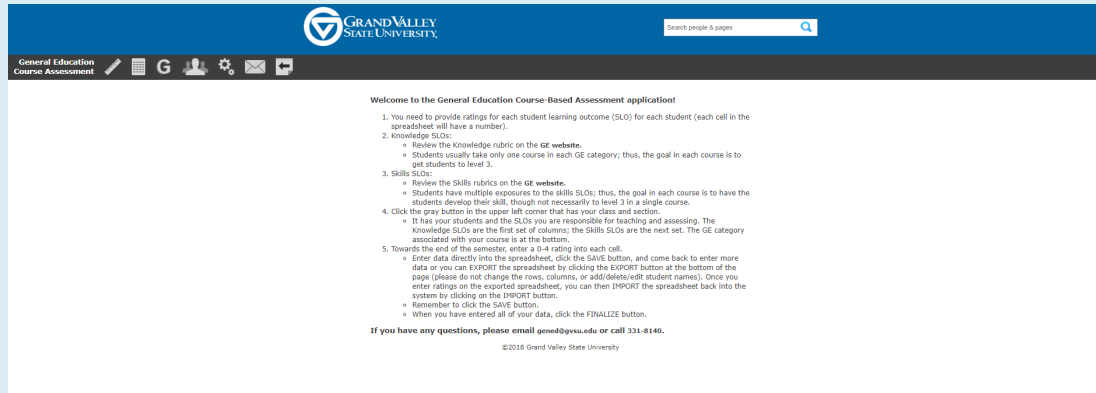
- Review data graphs/tables received from GE once the data is submitted. If there are multiple sections, each instructor will receive graphs/tables for their section and summary data for all sections combined.
- Complete the CAR and [email](#) it to the General Education Program.



5. Where do I enter my data?

TEACH, ASSESS, REPORT, REVISE

Main Page of the Assessment Site



The screenshot shows the main page of the General Education Course Assessment application. At the top, there is a blue header with the Grand Valley State University logo and a search bar. Below the header is a dark gray navigation bar with the text "General Education Course Assessment" and several icons. The main content area is white and contains a welcome message and a list of instructions for users. The instructions are numbered 1 through 5 and provide detailed steps for entering ratings, exporting spreadsheets, and finalizing data. A copyright notice for 2018 Grand Valley State University is at the bottom.

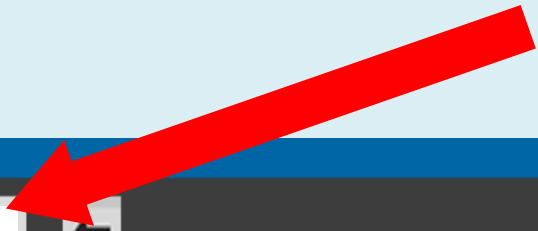
Welcome to the General Education Course-Based Assessment application!

1. You need to provide ratings for each student learning outcome (SLO) for each student (each cell in the spreadsheet will have a number).
2. Knowledge SLOs:
 - Review the Knowledge rubric on the [GE website](#).
 - Students usually take only one course in each GE category; thus, the goal in each course is to get students to level 3.
3. Skills SLOs:
 - Review the Skills rubrics on the [GE website](#).
 - Students have multiple exposures to the skills SLOs; thus, the goal in each course is to have the students develop their skill, though not necessarily to level 3 in a single course.
4. Click the gray button in the upper left corner that has your class and section.
 - It has your students and the SLOs you are responsible for teaching and assessing. The Knowledge SLOs are the first set of columns; the Skills SLOs are the next set. The GE category associated with your course is at the bottom.
5. Towards the end of the semester, enter a 0-4 rating into each cell.
 - Enter data directly into the spreadsheet, click the SAVE button, and come back to enter more data or you can EXPORT the spreadsheet by clicking the EXPORT button at the bottom of the page (please do not change the rows, columns, or add/delete/edit student names). Once you enter ratings on the exported spreadsheet, you can then IMPORT the spreadsheet back into the system by clicking on the IMPORT button.
 - Remember to click the SAVE button.
 - When you have entered all of your data, click the FINALIZE button.

If you have any questions, please email gened@gvsu.edu or call 331-8140.

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Click here for your course and section



General Education
Course Assessment

NRM 140



Welcome to the General Education Course-Based Assessment application!

TEACH, ASSESS, REPORT, REVISE


Export the spreadsheet or enter your data online

	Knowledge SLO	Knowledge SLO	Knowledge SLO	Knowledge SLO	Knowledge SLO	Knowledge SLO	Ethical Reasoning	Ethical Reasoning	Ethical Reasoning	Information Literacy	Information Literacy	Information Literacy	Information Literacy
Knowledge Outcome	Explain how causation, change, continuity, chronological	Evaluate a range of primary sources (textual, material, or both) as	Recognize and evaluate historical analysis and interpretation in a	Explain historical trajectories and consequences, worldviews.	Explain how social constructions of ethnicity/race and at least one of the	Explain how individual and systemic racism affect those who	Ethical Reasoning: Apply ethical principles and codes of conduct to	Ethical Reasoning: Apply ethical principles and codes of conduct to	Ethical Reasoning: Apply ethical principles and codes of conduct to	Information Literacy: Identify the need for information:	Information Literacy: Identify the need for information:	Information Literacy: Identify the need for information:	Information Literacy: Identify the need for information:
Objective							Recognizes ethical issues when presented in a complex.	Applies ethical theories to a complex issue accurately and	States a position in-depth and effectively defends against other	Defines the scope of the research question or thesis with clarity and	Accesses information by using effective, well-designed	Chooses a variety of quality sources appropriate to the scope and	Organizes and synthesizes information from sources to fully
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TEACH, ASSESS, REPORT, REVISE


Knowledge SLOs: Enter a rating for each Knowledge SLO.

me	Knowledge SLO	Knowledge SLO	Knowledge SLO	Knowledge SLO	Knowledge SLO	Knowledge SLO	Ethical Reasoning	Ethical Reasoning	Ethical Reasoning	Information Literacy	Information Literacy	Information Literacy	Information Literacy
J)							Ethical Reasoning: Apply ethical principles and codes of conduct to	Ethical Reasoning: Apply ethical principles and codes of conduct to	Ethical Reasoning: Apply ethical principles and codes of conduct to	Information Literacy: Identify the need for information:	Information Literacy: Identify the need for information:	Information Literacy: Identify the need for information:	Information Literacy: Identify the need for information:
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 Enter a 1, 2, 3, 4 in every cell (or a blank if they did not submit it or 0 if they are below Level 1)

TEACH, ASSESS, REPORT, REVISE

Skills SLOs: Enter a rating for each objective for each SLO (there are 3-5 objectives for each SLO).



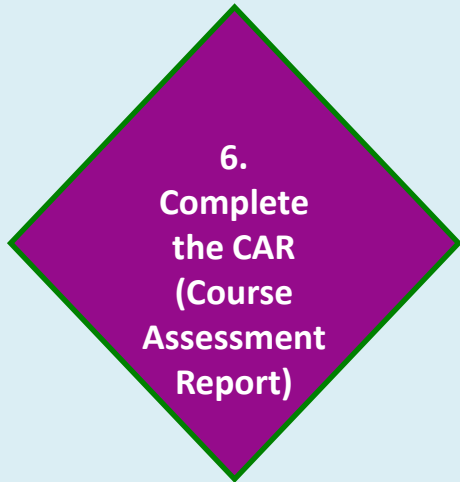
Knowledge SLO	Knowledge SLO	Knowledge SLO	Knowledge SLO	Knowledge SLO	Knowledge SLO	Ethical Reasoning	Ethical Reasoning	Ethical Reasoning	Information Literacy	Information Literacy	Information Literacy	Information Literacy	
Describe the relationship between historical events and the present.	Explain how causation, change, continuity, chronological	Evaluate a range of primary sources (textual, material, or both) as	Recognize and evaluate historical analysis and interpretation in a	Explain historical trajectories and consequences, worldviews.	Explain how social constructions of ethnicity/race and at least one of the	Explain how individual and systemic racism affect those who	Ethical Reasoning: Apply ethical principles and codes of conduct to	Ethical Reasoning: Apply ethical principles and codes of conduct to	Ethical Reasoning: Apply ethical principles and codes of conduct to	Information Literacy: Identify the need for information:	Information Literacy: Identify the need for information:	Information Literacy: Identify the need for information:	Information Literacy: Identify the need for information:
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 Enter a 1, 2, 3, 4 in every cell (or a blank if they did not submit it or 0 if they are below Level 1)

Submit data to the Assessment site by December 20 for Fall.

We'll email you tables and figures of your results.

TEACH, ASSESS, **REPORT**, REVISE



- **In the CAR, describe:**
 - How you taught the SLOs
 - How you assessed the SLOs
 - Context (anything we should know)
 - What you learned
 - How you plan to revise the course (teaching and/or assessing)
- **Write 1 CAR** – jointly – for all sections that collected data
- **Submit the CAR by January 17**
- **Email the CAR to:** gened@gvsu.edu

TEACH, ASSESS, REPORT, **REVISE**

- **GEC will review your Course Assessment Report and send you comments.**
- **Next time you teach the course, revise how you teach and/or assess the course based on what you learned and GEC's feedback on your report!!**

Call or email gened@gvsu.edu if you have questions!!