

School/College General Education
Department General Education

Program General Education
Completed By Dawson, Dana

Does this program have specialized accreditation?

No

Accreditation Activities:

If so, when is the next accreditation year?

Number of SLOs:

8

SLOs required by accrediting body:

SLOs:

SLO 1: 1: Think critically

SLO 2: 2: Understand historical and contemporary issues in context

SLO 3: 3: Understand and apply knowledge in and across disciplines

SLO 4: 4: Communicate effectively orally and in writing

SLO 5: 5: Use and apply quantitative and scientific reasoning to explain phenomena in the context of everyday life

SLO 6: 6: Function as an engaged citizen in a diverse and globalized world

SLO 7: 7: Identify, access and evaluate sources of information

SLO 8: 8: Promote lasting curiosity

Completed or Ongoing Assessment

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Number of Completed Assessment Activities:

9

Assessment Activities and Results

Describe the assessment. Provide enough detail that we understand the nature of the project. Assessment of Online GenEd Courses / / A rubric based on the Quality Matters rubric for the review of online courses, was developed to assess the effectiveness of the instructional design of online GenEd courses. This project involves indirect assessment of how courses in the GenEd online inventory address critical thinking, effective communication and information literacy insofar as those are components of the rubric. Reviews of courses are completed by peer review teams of two faculty members and may include one GenEd administrator. Reviewers review the faculty member's syllabus and Blackboard course. See attached review rubric, description of the review teams and description of the

Which program level SLOs were assessed using this assessment activity?

SLO 1 *	SLO 11	SLO 21	SLO 31
SLO 2	SLO 12	SLO 22	SLO 32
SLO 3	SLO 13	SLO 23	SLO 33
SLO 4 *	SLO 14	SLO 24	SLO 34
SLO 5	SLO 15	SLO 25	SLO 35
SLO 6	SLO 16	SLO 26	SLO 36
SLO 7 *	SLO 17	SLO 27	SLO 37
SLO 8	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment?

The first two courses are currently under review. By the next annual assessment report, every online course in the GenEd inventory will have been reviewed, and we will by that point be reviewing only newly added online courses.

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

If a course does not meet the required elements of the rubric, changes must be made to the design of the course. One element of the review is using a template for online GenEd courses, which will provide consistency in the navigation of online GenEd courses. Learning goals must be clearly articulated and activities and assessments aligned with the learning goals, so we anticipate that the review process for online GenEds will result in more successful fulfillment of program-wide and area specific learning goals.

With whom and how did you share the findings of this assessment?

Faculty Course developers will be given feedback from peer reviewers.
Department Chair Department chairs have seen the rubric and are involved in moving courses toward review.
School/College Dean This review process was presented to a meeting of Associate Deans.

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project. Ethical Reasoning Assessment in Intellectual Heritage / / Ethical reasoning is likely to be a more explicit learning outcome in a restructured GenEd, and in Mosaic I and II in coming years. For this reason, we launched an assessment of how ethical reasoning is currently being taught in Intellectual Heritage. We invited faculty members to participate in a process of developing a rubric based on how they are assessing ethical reasoning in the classroom already. Sixteen Intellectual Heritage faculty members participated in at least 3 of 4 meetings to develop the rubric. Here is a summary of the activities of the four meetings: / 1) The first meeting consisted of open discussion around the topic of the various ways in which ethical reasoning is currently addressed in faculty members' courses. / 2) We workshopped the resulting key topics in small groups. For each topic, a group discussed: 1) activities used to engage students in the

Which program level SLOs were assessed using this assessment activity?

SLO 1 *	SLO 11	SLO 21	SLO 31
SLO 2 *	SLO 12	SLO 22	SLO 32
SLO 3	SLO 13	SLO 23	SLO 33
SLO 4	SLO 14	SLO 24	SLO 34
SLO 5	SLO 15	SLO 25	SLO 35
SLO 6 *	SLO 16	SLO 26	SLO 36
SLO 7	SLO 17	SLO 27	SLO 37
SLO 8 *	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment? This project is on-going. We are now in the second stage of this project, which is validating the rubric. We will have a team of four faculty members review portfolios of student work from academic year 2015-2016 to ensure the rubric is sound. The final phase will be a larger assessment of student work using the rubric to assess the extent to which ethical reasoning is addressed in the two course Intellectual Heritage sequence.

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

This assessment would hopefully be of use to Intellectual Heritage should revisions to the curriculum be considered to more effectively develop this skill among Temple students.

With whom and how did you share the findings of this assessment?

Faculty Participated in development.
Department Chair Rubric shared with Program Director.

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project. Scientific Literacy Assessment / / Whether scientific reasoning can be taught as effectively in descriptive as opposed to hands-on courses has been a longstanding question in GenEd courses. To begin to explore this, we started by developing a rubric to assess the teaching of scientific reasoning in GenEd classes. I solicited participation from all full-time faculty members teaching a GenEd Science and Technology course and four faculty members responded. We met three times. The following is a description of the / 1) The first meeting consisted of open discussion around the topic of the various ways in which scientific reasoning is currently addressed in faculty members' courses. / 2) Using the

Which program level SLOs were assessed using this assessment activity?

SLO 1 *	SLO 11	SLO 21	SLO 31
SLO 2	SLO 12	SLO 22	SLO 32
SLO 3 *	SLO 13	SLO 23	SLO 33
SLO 4	SLO 14	SLO 24	SLO 34
SLO 5 *	SLO 15	SLO 25	SLO 35
SLO 6 *	SLO 16	SLO 26	SLO 36
SLO 7 *	SLO 17	SLO 27	SLO 37
SLO 8 *	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment? This project is on-going. We are now in the second stage of this project, which is validating the rubric. We will have a team of four faculty members review portfolios of student work from academic year 2015-2016 to ensure the rubric is sound. The final phase will be a larger assessment of student work using the rubric to assess the extent to which scientific literacy is addressed in Science and Technology courses, and whether there is any discernible difference in

How are you using or planning to use the findings from this assessment for program improvement?

Where applicable, give specific examples of changes you are making to the program as a result of your findings.

This information will be used as GenEd considers restructuring, and how competencies are defined in a restructured GenEd program.

With whom and how did you share the findings of this assessment?

Faculty Participated in development. Draft rubric was also shared with faculty members of GenEd Executive Committee Assessment Sub-committee.

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project.

GenEd Course Recertifications / / For AY 2015-2016, courses in the inventory that have been taught for four years were required to submit a course portfolio which includes: a collaborative narrative describing how the course has changed and how it meets the overarching program goals of critical thinking, communication and information literacy, as well as goals for the Gen Ed breadth area in which the course is situated; syllabi for all sections taught in the current academic year; and student work at the above-, below- and average levels that demonstrate overarching program goals. Evaluation of courses includes a rubric designed for each General Education Area.

Which program level SLOs were assessed using this assessment activity?

SLO 1 *	SLO 11	SLO 21	SLO 31
SLO 2 *	SLO 12	SLO 22	SLO 32
SLO 3 *	SLO 13	SLO 23	SLO 33
SLO 4 *	SLO 14	SLO 24	SLO 34
SLO 5 *	SLO 15	SLO 25	SLO 35
SLO 6 *	SLO 16	SLO 26	SLO 36
SLO 7 *	SLO 17	SLO 27	SLO 37
SLO 8 *	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment?

Four courses were reviewed by the recertification committee, and two were put on probation as a result of issues including: increases to course size without related adjustments to instruction or course design; assessments do not assess stated learning goals; unclear learning goals; absence of assessments or activities that address information literacy or other learning goals stated for the course; and GenEd learning goals not being clearly stated anywhere in syllabi.

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

Courses put on probation were asked to submit a plan for ameliorating the issues that were found to warrant putting the course on probation and a sample syllabus to demonstrate consideration of criticisms in the course designs. At the end of the spring semester, a follow-up portfolio will be submitted that will include samples of student work and actual syllabi from each section of the course taught in the semester. If these artifacts do not demonstrate that the issues warranting probation have been addressed, the course may be removed from the GenEd inventory.

With whom and how did you share the findings of this assessment?

Faculty Read portfolios; results were shared with faculty members who coordinated submission.
Department Chair Results were shared with chairs.
School/College Dean Results were shared with Deans and Associate Deans.
School/College Administrator

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project.

GenEd Focus Groups / In spring 2016, we ran a total of seventeen focus groups with students, faculty, associate deans, chairs, directors of advising and student academic support centers, and advisors. Six focus groups centered on students; three were for any student and three specifically targeted ESL students, juniors and seniors, and Honors students.

Which program level SLOs were assessed using this assessment activity?

SLO 1 *	SLO 11	SLO 21	SLO 31
SLO 2 *	SLO 12	SLO 22	SLO 32
SLO 3 *	SLO 13	SLO 23	SLO 33
SLO 4 *	SLO 14	SLO 24	SLO 34
SLO 5 *	SLO 15	SLO 25	SLO 35
SLO 6 *	SLO 16	SLO 26	SLO 36
SLO 7 *	SLO 17	SLO 27	SLO 37
SLO 8 *	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment?

Key findings from student focus groups were that: / - well-roundedness, exploration of possible majors and breadth of knowledge were the three purposes students most frequently identified for GenEd; / - most students saw a connection between their majors and GenEd courses, with the most commonly indicated being academic skills, foundational knowledge or cross-over with content covered in major courses; / - students identified a variety of skills

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

These focus groups have guided the development of a current assessment on the impact of class size on student learning. The reports attached were made available to the GENEd Executive Committee to guide restructuring discussions, and a less detailed summary of the Associate Deans and Chairs report was included in a package of information presented to Provost Epps.

With whom and how did you share the findings of this assessment?

Faculty Report shared with GenEd Executive Committee.

School/College Administrator Summary of findings were shared with the Provost.

Students in the Program There is an Honors student representative and a TUSG student representative on the GenEd Executive Committee.

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project. As Science and Technology area coordinator Vallorie Peridier was collecting syllabi, she asked faculty to report on the following question: / Would you indicate which (if any) of the following GenEd ST-area "goals" are most relevant to your class: / (a) Understand and describe the scientific process / (b) Understand the sequential nature of science and technology / (c) Use scientific and/or technological thinking in everyday life / (d) Communicate how technology encourages discoveries in science and related disciplines / (e) Retrieve, organize and analyze data associated with a scientific/technological model /

Which program level SLOs were assessed using this assessment activity?

SLO 1	SLO 11	SLO 21	SLO 31
SLO 2	SLO 12	SLO 22	SLO 32
SLO 3	SLO 13	SLO 23	SLO 33
SLO 4	SLO 14	SLO 24	SLO 34
SLO 5 *	SLO 15	SLO 25	SLO 35
SLO 6	SLO 16	SLO 26	SLO 36
SLO 7	SLO 17	SLO 27	SLO 37
SLO 8	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment? Thirty-nine faculty members responded. The learning goals for the area are listed below in order of those most relevant to their classes: / (e) Retrieve, organize and analyze data associated with a scientific/technological model: 77% / (c) Use scientific and/or technological thinking in everyday life: 38% / (b) Understand the sequential nature of science and technology: 38% / (a) Understand and describe the scientific process: 28% / (d) Communicate how technology

How are you using or planning to use the findings from this assessment for program improvement?

Where applicable, give specific examples of changes you are making to the program as a result of your findings.

This information will be among the inputs considered in rethinking the GenEd competencies.

With whom and how did you share the findings of this assessment?

School/College General Education
 Department General Education
 Program General Education
 Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project. As Quantitative Literacy area coordinator Vallorie Peridier was collecting syllabi, she asked faculty to report on the following question: / Would you indicate which (if any) of the following GenEd GQ-area "goals" are most relevant to your class: / a) Understand models of phenomena and the limits of these models / b) Perform simple math computations based on these models / c) Use mathematical thinking in everyday life / d) Understand sources of uncertainty and error in empirical data / e) Retrieve, organize and analyze data associated with a quantitative model /

Which program level SLOs were assessed using this assessment activity?

SLO 1	SLO 11	SLO 21	SLO 31
SLO 2	SLO 12	SLO 22	SLO 32
SLO 3	SLO 13	SLO 23	SLO 33
SLO 4	SLO 14	SLO 24	SLO 34
SLO 5 *	SLO 15	SLO 25	SLO 35
SLO 6	SLO 16	SLO 26	SLO 36
SLO 7	SLO 17	SLO 27	SLO 37
SLO 8	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment? Fifteen faculty members responded. The learning goals for the area are listed below in order of those most relevant to their classes: / c) Use mathematical thinking in everyday life (67%) / d) Perform simple math computations based on these models (53%) / e) Retrieve, organize and analyze data associated with a quantitative model (47%) / a) Understand models of phenomena and the limits of these models (33%) / d) Understand sources of uncertainty and error in empirical data (33%) /

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

This information will be among the inputs considered in rethinking the GenEd competencies.

With whom and how did you share the findings of this assessment?

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project.

Technological Literacy Assessment / Demystifying Technology and Technological Horizons were introduced in the fall of 2016. Because of the unusual, modular nature of Demystifying Technology, it will be subject to direct assessment, and direct assessments of student learning in Technological Horizons will be used to compare student outcomes in the two courses. Dana Dawson met with faculty members teaching Demystifying Technology and Tech Horizons to develop a rubric. A portfolio of student work from each microcourse and from Tech Horizons will be collected, using randomly selected students, and assessed using the rubric following the conclusion of the course. See the draft rubric in the appendices.

Which program level SLOs were assessed using this assessment activity?

SLO 1 *	SLO 11	SLO 21	SLO 31
SLO 2 *	SLO 12	SLO 22	SLO 32
SLO 3	SLO 13	SLO 23	SLO 33
SLO 4	SLO 14	SLO 24	SLO 34
SLO 5	SLO 15	SLO 25	SLO 35
SLO 6 *	SLO 16	SLO 26	SLO 36
SLO 7 *	SLO 17	SLO 27	SLO 37
SLO 8 *	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment?

This assessment is on-going.

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

The GenEd Executive Committee will revisit the course Demystifying Technology in the new year to determine whether it will remain part of the GenEd inventory. This assessment of student learning will be included in the information used to assess the success and feasibility of the course.

With whom and how did you share the findings of this assessment?

Faculty The GenEd Executive Committee will be presented with the resulting information.

School/College Administrator The Vice Provost for Undergraduate Studies will be presented with this information.

Students in the Program There is an Honors student representative and a TUSG student representative on the GenEd Executive Committee.

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project. ENGLISH 802 / Research Question: / How do English 802 Instructor comments relate to student outcomes in some essential component of the course? / Background/Rationale: / FYW's portfolio system requires significant Instructor involvement in student learning in various forms: written comments on student drafts, structured in-class workshops, electronic comments and responses to student drafts and revisions, and several required one-on-one conferences throughout the semester. While all these modes of feedback contribute to student learning, the 2016-2017 study will focus on the role of Instructor comments on drafts in developing student proficiency in one key area of academic

Which program level SLOs were assessed using this assessment activity?

SLO 1 *	SLO 11	SLO 21	SLO 31
SLO 2	SLO 12	SLO 22	SLO 32
SLO 3	SLO 13	SLO 23	SLO 33
SLO 4 *	SLO 14	SLO 24	SLO 34
SLO 5	SLO 15	SLO 25	SLO 35
SLO 6	SLO 16	SLO 26	SLO 36
SLO 7 *	SLO 17	SLO 27	SLO 37
SLO 8	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment?

This assessment is on-going.

How are you using or planning to use the findings from this assessment for program improvement?

Where applicable, give specific examples of changes you are making to the program as a result of your findings.

This assessment will contribute to providing feedback on student work in a manner that best promotes the meeting of key GenEd objectives.

With whom and how did you share the findings of this assessment?

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project.

Which program level SLOs were assessed using this assessment activity?

SLO 1	SLO 11	SLO 21	SLO 31
SLO 2	SLO 12	SLO 22	SLO 32
SLO 3	SLO 13	SLO 23	SLO 33
SLO 4	SLO 14	SLO 24	SLO 34
SLO 5	SLO 15	SLO 25	SLO 35
SLO 6	SLO 16	SLO 26	SLO 36
SLO 7	SLO 17	SLO 27	SLO 37
SLO 8	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment?

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

With whom and how did you share the findings of this assessment?

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project.

Which program level SLOs were assessed using this assessment activity?

SLO 1	SLO 11	SLO 21	SLO 31
SLO 2	SLO 12	SLO 22	SLO 32
SLO 3	SLO 13	SLO 23	SLO 33
SLO 4	SLO 14	SLO 24	SLO 34
SLO 5	SLO 15	SLO 25	SLO 35
SLO 6	SLO 16	SLO 26	SLO 36
SLO 7	SLO 17	SLO 27	SLO 37
SLO 8	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment?

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

With whom and how did you share the findings of this assessment?

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project.

Which program level SLOs were assessed using this assessment activity?

SLO 1	SLO 11	SLO 21	SLO 31
SLO 2	SLO 12	SLO 22	SLO 32
SLO 3	SLO 13	SLO 23	SLO 33
SLO 4	SLO 14	SLO 24	SLO 34
SLO 5	SLO 15	SLO 25	SLO 35
SLO 6	SLO 16	SLO 26	SLO 36
SLO 7	SLO 17	SLO 27	SLO 37
SLO 8	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment?

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

With whom and how did you share the findings of this assessment?

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project.

Which program level SLOs were assessed using this assessment activity?

SLO 1	SLO 11	SLO 21	SLO 31
SLO 2	SLO 12	SLO 22	SLO 32
SLO 3	SLO 13	SLO 23	SLO 33
SLO 4	SLO 14	SLO 24	SLO 34
SLO 5	SLO 15	SLO 25	SLO 35
SLO 6	SLO 16	SLO 26	SLO 36
SLO 7	SLO 17	SLO 27	SLO 37
SLO 8	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment?

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

With whom and how did you share the findings of this assessment?

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project.

Which program level SLOs were assessed using this assessment activity?

SLO 1	SLO 11	SLO 21	SLO 31
SLO 2	SLO 12	SLO 22	SLO 32
SLO 3	SLO 13	SLO 23	SLO 33
SLO 4	SLO 14	SLO 24	SLO 34
SLO 5	SLO 15	SLO 25	SLO 35
SLO 6	SLO 16	SLO 26	SLO 36
SLO 7	SLO 17	SLO 27	SLO 37
SLO 8	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment?

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

With whom and how did you share the findings of this assessment?

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project.

Which program level SLOs were assessed using this assessment activity?

SLO 1	SLO 11	SLO 21	SLO 31
SLO 2	SLO 12	SLO 22	SLO 32
SLO 3	SLO 13	SLO 23	SLO 33
SLO 4	SLO 14	SLO 24	SLO 34
SLO 5	SLO 15	SLO 25	SLO 35
SLO 6	SLO 16	SLO 26	SLO 36
SLO 7	SLO 17	SLO 27	SLO 37
SLO 8	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment?

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

With whom and how did you share the findings of this assessment?

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project.

Which program level SLOs were assessed using this assessment activity?

SLO 1	SLO 11	SLO 21	SLO 31
SLO 2	SLO 12	SLO 22	SLO 32
SLO 3	SLO 13	SLO 23	SLO 33
SLO 4	SLO 14	SLO 24	SLO 34
SLO 5	SLO 15	SLO 25	SLO 35
SLO 6	SLO 16	SLO 26	SLO 36
SLO 7	SLO 17	SLO 27	SLO 37
SLO 8	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment?

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

With whom and how did you share the findings of this assessment?

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project.

Which program level SLOs were assessed using this assessment activity?

SLO 1	SLO 11	SLO 21	SLO 31
SLO 2	SLO 12	SLO 22	SLO 32
SLO 3	SLO 13	SLO 23	SLO 33
SLO 4	SLO 14	SLO 24	SLO 34
SLO 5	SLO 15	SLO 25	SLO 35
SLO 6	SLO 16	SLO 26	SLO 36
SLO 7	SLO 17	SLO 27	SLO 37
SLO 8	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment?

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

With whom and how did you share the findings of this assessment?

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project.

Which program level SLOs were assessed using this assessment activity?

SLO 1	SLO 11	SLO 21	SLO 31
SLO 2	SLO 12	SLO 22	SLO 32
SLO 3	SLO 13	SLO 23	SLO 33
SLO 4	SLO 14	SLO 24	SLO 34
SLO 5	SLO 15	SLO 25	SLO 35
SLO 6	SLO 16	SLO 26	SLO 36
SLO 7	SLO 17	SLO 27	SLO 37
SLO 8	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment?

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

With whom and how did you share the findings of this assessment?

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project.

Which program level SLOs were assessed using this assessment activity?

SLO 1	SLO 11	SLO 21	SLO 31
SLO 2	SLO 12	SLO 22	SLO 32
SLO 3	SLO 13	SLO 23	SLO 33
SLO 4	SLO 14	SLO 24	SLO 34
SLO 5	SLO 15	SLO 25	SLO 35
SLO 6	SLO 16	SLO 26	SLO 36
SLO 7	SLO 17	SLO 27	SLO 37
SLO 8	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment?

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

With whom and how did you share the findings of this assessment?

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project.

Which program level SLOs were assessed using this assessment activity?

SLO 1	SLO 11	SLO 21	SLO 31
SLO 2	SLO 12	SLO 22	SLO 32
SLO 3	SLO 13	SLO 23	SLO 33
SLO 4	SLO 14	SLO 24	SLO 34
SLO 5	SLO 15	SLO 25	SLO 35
SLO 6	SLO 16	SLO 26	SLO 36
SLO 7	SLO 17	SLO 27	SLO 37
SLO 8	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment?

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

With whom and how did you share the findings of this assessment?

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project.

Which program level SLOs were assessed using this assessment activity?

SLO 1	SLO 11	SLO 21	SLO 31
SLO 2	SLO 12	SLO 22	SLO 32
SLO 3	SLO 13	SLO 23	SLO 33
SLO 4	SLO 14	SLO 24	SLO 34
SLO 5	SLO 15	SLO 25	SLO 35
SLO 6	SLO 16	SLO 26	SLO 36
SLO 7	SLO 17	SLO 27	SLO 37
SLO 8	SLO 18	SLO 28	SLO 38
SLO 9	SLO 19	SLO 29	SLO 39
SLO 10	SLO 20	SLO 30	SLO 40

What were the findings from this assessment?

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

With whom and how did you share the findings of this assessment?

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project.

What were the findings from this assessment?

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

With whom and how did you share the findings of this assessment?

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project.

What were the findings from this assessment?

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

With whom and how did you share the findings of this assessment?

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project.

What were the findings from this assessment?

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

With whom and how did you share the findings of this assessment?

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Describe the assessment. Provide enough detail that we understand the nature of the project.

What were the findings from this assessment?

How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.

With whom and how did you share the findings of this assessment?

School/College	General Education
Department	General Education
Program	General Education
Completed By	Dawson, Dana

Direct Assessment Activities

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

General Education

Measure	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10	SLO 11	SLO 12	SLO 13	SLO 14	SLO 15	SLO 16	SLO 17	SLO 18	SLO 19	SLO 20	SLO 21	SLO 22	SLO 23	SLO 24	SLO 25	SLO 26	SLO 27	SLO 28	SLO 29	SLO 30	SLO 31	SLO 32	SLO 33	SLO 34	SLO 35	SLO 36	SLO 37	SLO 38	SLO 39	SLO 40				
Portfolio	*	*	*	*	*	*	*	*																																				
Internship, or Other Field Placement																																												
Clinical Evaluations																																												
Capstone Course WITH a Rubric																																												
Capstone Course WITHOUT a Rubric																																												
WITH a Rubric in 1 or More Courses	*	*		*	*		*																																					
WITHOUT a Rubric in 1 or More																																												
Thesis/ Dissertation																																												
National/ Board Exam	*	*		*		*																																						
Local Test/ Exam																																												
Juried Show, Performance, or																																												
Oral Presentation																																												
Design Project																																												
Group Project/ Demonstration																																												
Journal																																												
Discussion Boards																																												
Other (Specify Below)																																												
Other (Specify Below)																																												
Other (Specify Below)																																												
None Planned																																												

Other:

Survey (Indirect) Assessment Activities

School/College General Education
Department General Education
Program General Education
Completed By Dawson, Dana

Measure	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10	SLO 11	SLO 12	SLO 13	SLO 14	SLO 15	SLO 16	SLO 17	SLO 18	SLO 19	SLO 20	SLO 21	SLO 22	SLO 23	SLO 24	SLO 25	SLO 26	SLO 27	SLO 28	SLO 29	SLO 30	SLO 31	SLO 32	SLO 33	SLO 34	SLO 35	SLO 36	SLO 37	SLO 38	SLO 39	SLO 40				
Current Student Survey																																												
Graduating Student Survey																																												
Alumni Survey																																												
Employer Survey	*	*			*	*	*	*																																				
Focus Groups		*				*	*																																					
SFFs																																												
Other (Specify Below)																																												
Other (Specify Below)																																												
Other (Specify Below)																																												
None Planned																																												

Other

Other Outcome Measures

- Retention Rate
- GPA *
- Post Graduate Admission
- Graduation Rate
- Job Placement
- Board Scores
- Publications
- Research Activity
- None Planned

Other

Other

Describe below any other assessment activity you have planned for the upcoming year and/or an assessment activity you would like to explain in more detail.

1) Class size assessment / Conducted in conjunction with Ethan Ake, graduate assistant and PhD student in Urban Education, and Nate von der Embse, faculty in Educational Psychology. / / Research Question(s) / Research relating to the University's General Education program during the Fall 2016 semester is focused upon examining those variables which have a significant impact (both in terms of

Uploaded documents?

*

Document Links

9

http://az1.qualtrics.com/WRQualtricsControlPanel/File.php?Filename=Draft+Ethical+Reasoning+Rubric+August+22%2C+2016+%28%29.pdf&Size=110686&Type=application%2Fpdf&F=F_3JKp1pURtz1WpX

http://az1.qualtrics.com/WRQualtricsControlPanel/File.php?Filename=GenEd+Course+Review+COD+Feb+3+2016.pptx&Size=1219649&Type=application%2Fvnd.openxmlformats-officedocument.presentationml.presentation&F=F_80qqWvMhEBoCZz

http://az1.qualtrics.com/WRQualtricsControlPanel/File.php?Filename=Peer+Review+of+Online+Courses+%C2%AB+The+General+Education+Program.pdf&Size=95787&Type=application%2Fpdf&F=F_2y4nC0fT7s1yVfK

http://az1.qualtrics.com/WRQualtricsControlPanel/File.php?Filename=Peer+Review+Process+of+Online+GenEd+Courses.pdf&Size=192554&Type=application%2Fpdf&F=F_2cuO77UEfrVuAw

http://az1.qualtrics.com/WRQualtricsControlPanel/File.php?Filename=Report+from+Associate+Deans+and+Chairs+Focus+Groups.pdf&Size=223643&Type=application%2Fpdf&F=F_3nAX10PpEGXuCVV

http://az1.qualtrics.com/WRQualtricsControlPanel/File.php?Filename=Report+from+Student+Focus+Groups.pdf&Size=332602&Type=application%2Fpdf&F=F_3nPkLczdUV9HBIs

http://az1.qualtrics.com/WRQualtricsControlPanel/File.php?Filename=Scientific+Literacy+Rubric+8-1-2016.pdf&Size=106358&Type=application%2Fpdf&F=F_Z8XCwda8ICDG7V7

http://az1.qualtrics.com/WRQualtricsControlPanel/File.php?Filename=Tech+Course+Rubric+Filled+In+Nov+2+2016.pdf&Size=105215&Type=application%2Fpdf&F=F_3dExMYuSarGptO

http://az1.qualtrics.com/WRQualtricsControlPanel/File.php?Filename=Temple+University+Online+GenEd+Rubric+9-30-2016.pdf&Size=358104&Type=application%2Fpdf&F=F_3Gk9XLH8aM4CrPL