Practical Guides for GE Assessment and Report

Six Steps for an effective GE assessment

1. It is useful to start with a mapping of the GE learning goals and objectives (GE learning outcomes) into specific course's student learning outcomes or SLOs. A simple table can be constructed with GE learning outcomes and SLOs along the rows and columns. (An example is shown at the end of this document)
2. Identify the GE learning outcomes that you want to assess. It may be useful to assess a small number of GE learning outcomes that can be assessed effectively by linking them to the course SLOs (see 1 above).
3. Determine the instrument that you want to use for assessment. They may include but not limited to specific assignments—essays or homework, or questions on an exam. Selection of appropriate assessment instrument is crucial for successful assessment. Any instrument that can be suitable for a course can be used.
4. Determine appropriate criteria and benchmarks to assess student submissions/performance. A rubric may be developed for effective assessment. It is a good idea to share the rubric with students before their submission of essays or other homework.
5. Collect student submissions and compile data by using the benchmarks.
6. Analyze the data and reflect on possible future steps for "closing the loop."

GE Assessment Report

There is no specific template for an assessment report. But ideally the assessment report should explain the above steps for assessment.

1. Present the mapping of GE learning outcomes and course SLOs.
2. Identify the GE learning outcomes and the course SLOs to be assessed. Describe the reasons, if any, for selection of the learning outcomes, such as a trend noticed in student performance, result of a previous assessment or specific curricular needs.
3. Describe the assessment instrument. Specific instrument, except exam questions, may be attached to the main report in an appendix.
4. Describe the rubric, if any, in detail--criteria and the benchmarks.
5. Describe how assessment data are collected.
6. Analyze the main findings from the data and explain the ideas and timetable for "closing the loop."

Example*

(Partial) Mapping of S Learning outcomes to course SLO

Primary GE Goal: Students will demonstrate analytic reasoning and critical thinking within and across disciplines.

General Education Goals and Objectives for Social/Behavioral Sciences (S)

Goal I: Students will demonstrate an understanding of the factors that shape human behavior in terms of the history and current state of a social/behavioral science discipline or subject area.

Objectives: All students will

Objectives	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
1. describe and differentiate between the major tenets of the discipline or subject area such as schools pf thought, models, theoretical systems, principles, laws, and/or primary persons both historic and current.	**X**		**X**		
2. recognize and explain current controversies of the discipline or subject area	**X**				
3. read and discuss readings of primary texts of the discipline or subject area where appropriate.					

***** This is an example of a partial mapping of the learning goals and objectives (learning outcomes) of GE S attribute to SLOs of an appropriate course. Note that S attribute has several other learning goals and objectives under Goals II and III. Their mappings are not shown in the above example.