



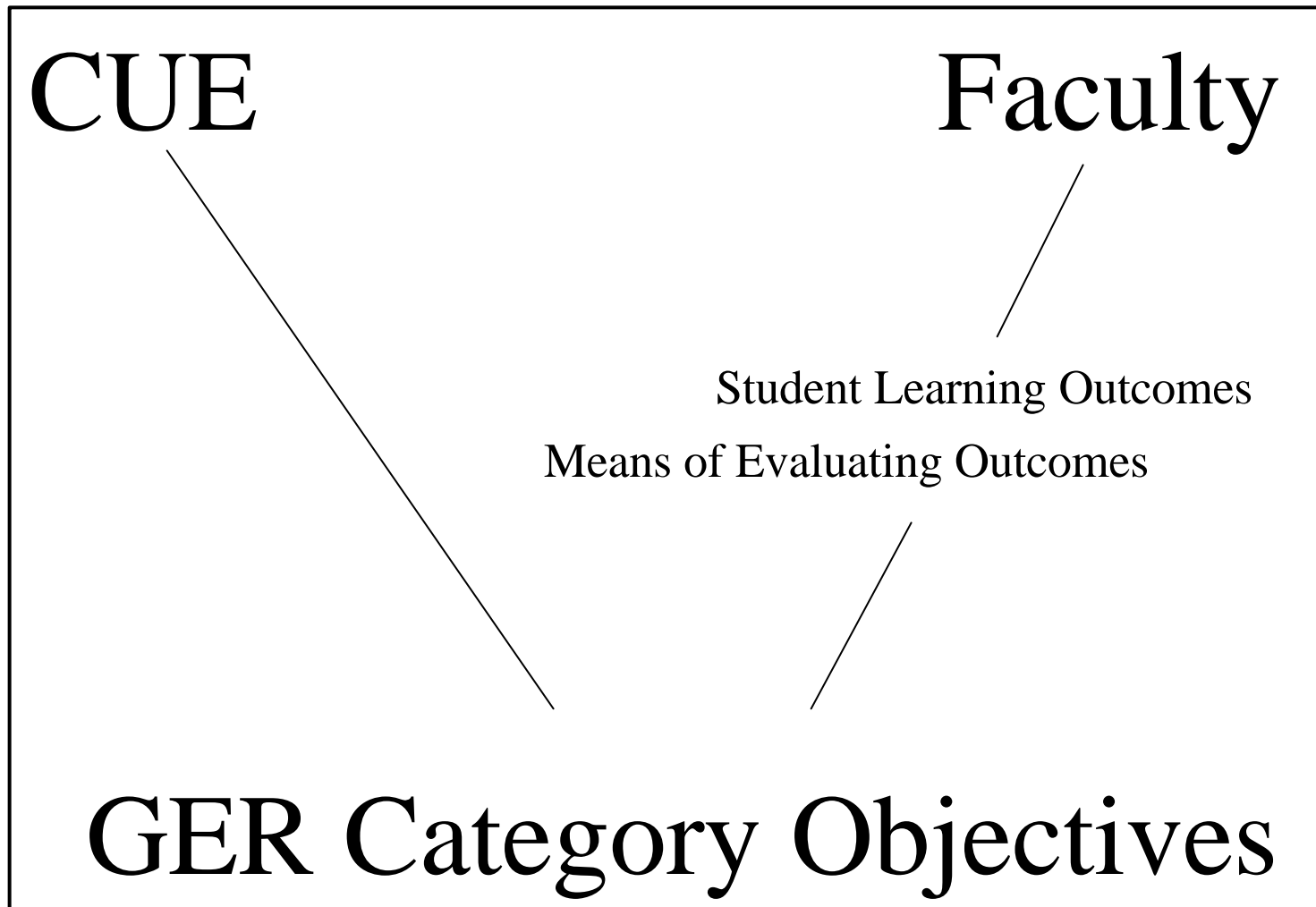
# Assessing General Education at NC State



# General Education Requirements

- Natural Sciences
- Mathematical Sciences
- Science, Technology & Society
- Physical Education
- Writing and Speaking
- Humanities
- Social Sciences
- Visual and Performing Arts

# New GER Assessment Plan





# Advantages for New GER Assessment Model

- Creates greater consistency among GER category courses
- Generates greater awareness among faculty and students of their courses AS GER courses
- Provides faculty information they need to improve their courses AS GER courses
- Enhances students' learning experience in general education



# Goals for Workshop 1

- To understand GER assessment: rationale and procedure
- To understand the key terms of GER assessment
- To be able to find appropriate GER objectives for course
- To create student learning outcomes for Fall 2003 course
- To identify specific means of evaluating learning outcomes



# Goals for Workshop 2

- To understand changes in GER documentation in course action form and attached syllabus
- To revise course action forms and syllabi for pilot course
- To understand criteria to be applied to course action forms by departmental and college curriculum committees
- To understand what to expect of the pilot in Fall 2003



# Participant Agreement for GER Assessment Pilot

# GER Objectives: Definition

Broad statements of the goals of each of the GER categories

## Example

Each course in the **natural sciences** category of the General Education Requirements will provide instruction and guidance that help students to:

- use the methods and processes of science in testing hypotheses, solving problems, and making decisions; and
- articulate, make inferences from, and apply to solving problems, scientific concepts, principles, laws, and theories.



# GER Objectives: Example

Each course in the **visual and performing arts** category of the General Education Requirements will provide instruction and guidance that help students to:

- deepen their understanding of aesthetic traditions and strengthen their ability to interpret the arts through the analysis of structure, form, and style of specific works in the fine and applied arts; and
- understand and evaluate other people's interpretations of works in the fine and applied arts; and
- make critical judgments about works in the fine and applied arts based on criteria appropriate to the particular form of the arts; and
- develop an awareness of the cultural and historical dimensions of the fine or applied art that is the focus of study.



# GER Student Learning Outcomes: Definition

Outcomes statements are descriptions of what students are expected to learn to do in a course.

GER student learning outcomes translate the general GER objectives into ways of doing specific to a course. They describe what students are expected to learn to do that will enable them to meet each of the GER objectives.



# GER Objective and Outcome

## Natural Sciences

**Objective:** to articulate, make inferences from, and apply to solving problems, scientific concepts, principles, laws, and theories.

**Outcome:** in Chemistry 100, students should be able to *describe* a basic chemical principle, to *apply* that principle to a specific chemical process, and to *state* what the chemical process tells the students about the principle.



# GER Objective and Outcome

## Visual and Performing Arts

**Objective:** to deepen students' understanding of aesthetic traditions and strengthen their ability to interpret the arts through the analysis of structure, form, and style of specific works in the fine and applied arts.

**Outcome:** in Introduction to Theatre students should be able to *analyze* a theatrical performance, according to the major analytical elements of the theatrical arts.



# Creating GER Outcomes

- **Step 1:** Determine the way(s) of doing (what students are expected to learn how to do) stated or implied in the objective (see Bloom's taxonomy).



# Step 1 Example: Social Sciences

**Objective:** understand at least one of the following: human behavior, mental processes, organizational processes, or institutional processes.

## **SOC 202: Principles of Sociology**

This objective is asking students to be able to *explain* human behavior in social contexts.



# Creating GER Outcomes

- **Step 1:** Determine the way(s) of doing (what students are expected to learn how to do) stated or implied in the objective (see Bloom's taxonomy).
- **Step 2:** Identify how the way(s) of doing can be translated meaningfully to your course.



## Step 2 Example: Social Sciences

**Objective:** understand at least one of the following: human behavior, mental processes, organizational processes, or institutional processes.

### **SOC 202: Principles of Sociology**

In this course I expect students to learn to *use* certain key concepts from the course to *explain* the relationship between individual human behavior and social context.

# Creating GER Outcomes

- **Step 1:** Determine the way(s) of doing (what students are expected to learn how to do) stated or implied in the objective (see Bloom's taxonomy).
- **Step 2:** Identify how the way(s) of doing can be translated meaningfully to your course.
- **Step 3:** Write an outcome using verbs associated with the way(s) of doing, starting with, "Students should be able to ...."



## Step 3 Example: Social Sciences

**Objective:** understand at least one of the following: human behavior, mental processes, organizational processes, or institutional processes.

SOC 202: Principles of Sociology

**Outcome:** Students should be able to *use* certain key concepts learned in the course to *explain* the complex relationship between the individual and society, presenting an understanding of human behavior and the social context.



# Means of Evaluating Outcomes: Definition

Student products, such as writing assignments, homework, oral presentations, essay questions on tests, or other opportunities by which students can demonstrate and teachers can evaluate how well students have achieved the GER learning outcomes. The various assignments may be specific to individual teachers. Each assignment is carefully designed to provide the teacher with information that will allow him or her to judge the effectiveness of the course in enabling students to meet a particular learning outcome and thus the associated GER objective.

# Evaluating Outcomes: Example

**Outcome:** in Chemistry 100, students should be able to *describe* a basic chemical principle, to *apply* that principle to a specific chemical process, and to *state* what the chemical process tells the students about the principle.

**Means of Evaluation:** Students will demonstrate their achievement of the outcome through a lab exercise: The principle of quantization of energy provides an explanation of why certain materials burn in flames of certain colors. State the principle of quantization of energy. Then, apply the concept of quantization of energy to the burning of wood. What color is the flame of wood? Explain why it is that color. What does the color of wood flame tell you about the nature of reacting materials? Finally, explain how you used the principle of quantization of energy to reach your conclusion.



# Evaluating Outcomes: Example

**Outcome:** in Introduction to Theatre students should be able to *analyze* a theatrical performance according to the major analytical elements of the theatrical arts.

**Means of Evaluation:** Students will demonstrate their achievement of the outcome through a writing assignment: Write a review of a live theatre performance that includes, in addition to a synopsis of the plot, an analysis of the acting, direction, and technical arts of the performance.



# Evaluating GER Outcomes

- **Step 1:** Note the key way(s) of doing defined in the outcome.



# Step 1 Example: Social Sciences

SOC 202: Principles of Sociology

**Outcome:** Students should be able to *use* certain key concepts learned in the course to *explain* the complex relationship between the individual and society, presenting an understanding of human behavior and the social context.

**Key Ways of Doing:** Using certain key concepts and Explaining relationship between individual and society.



# Evaluating GER Outcomes

- **Step 1:** Note the key way(s) of doing defined in the outcome.
- **Step 2:** Create or identify an activity specific to your course that would: (1) help students reinforce what they've learned about the way(s) of doing and (2) enable you to evaluate how well they've learned the way(s) of doing.



# Step 2 Example: Social Sciences

SOC 202: Principles of Sociology

**Outcome:** Students should be able to *use* certain key concepts learned in the course to *explain* the complex relationship between the individual and society, presenting an understanding of human behavior and the social context.

**Course Activity:** *A final exam essay question* in which students apply key concepts from the course to their understanding of human behavior in social contexts.

# Evaluating GER Outcomes

- **Step 1:** Note the key way(s) of doing defined in the outcome.
- **Step 2:** Create or identify an activity specific to your course that would: (1) help students reinforce what they've learned about the way(s) of doing and (2) enable you to evaluate how well they've learned the way(s) of doing.
- **Step 3:** Describe the specific course activity, starting with, “Students will demonstrate their achievement of the outcome through....”

# Step 3 Example: Social Sciences

SOC 202: Principles of Sociology

**Means of Evaluation:** Students will demonstrate their achievement of the outcome through an essay question on the final exam: In this course we have been focusing on the concepts of *value* and *norms*. Use those concepts to explain the complex relationship between individuals and society in one of the topics we discussed this semester, such as family, religion, and criminology. Show how *value* and *norms* provide a way of understanding human behavior in the topic you have chosen.



## Workshop 2

- Please bring completed outcomes and means of evaluating outcomes.
- Please bring a syllabus or, if you are working on a new course, a draft of the new syllabus without the course schedule.
- We will provide recent course action forms.