



Assessing General Education at NC State

Workshop 3



Purposes of GER Course-Based Assessment

- To provide faculty teaching GER courses with information they can use for improving their courses as GER courses
- To provide departments, colleges, and the university with information they can use to document the continuous improvement of general education



Goals of Workshop 3

- To review GER objectives, outcomes, and means of evaluating outcomes
- To outline an assessment process that can be used for moving from data to improvement of GER course
- To present a format for documenting GER assessment for teachers, departments, colleges, and the university
- To discuss future steps for GER pilot



I. Review of GER Assessment

- **OBJECTIVES:** general goals, created by the CUE, for each GER category
- **LEARNING OUTCOMES:** statements for each GER course of what students should learn to do in order to attain the GER category objectives
- **MEANS OF EVALUATION:** descriptions of specific student performances that allow teachers to judge how well their course enables students to achieve the learning outcomes



Using Rubric to Evaluate Course Action Forms

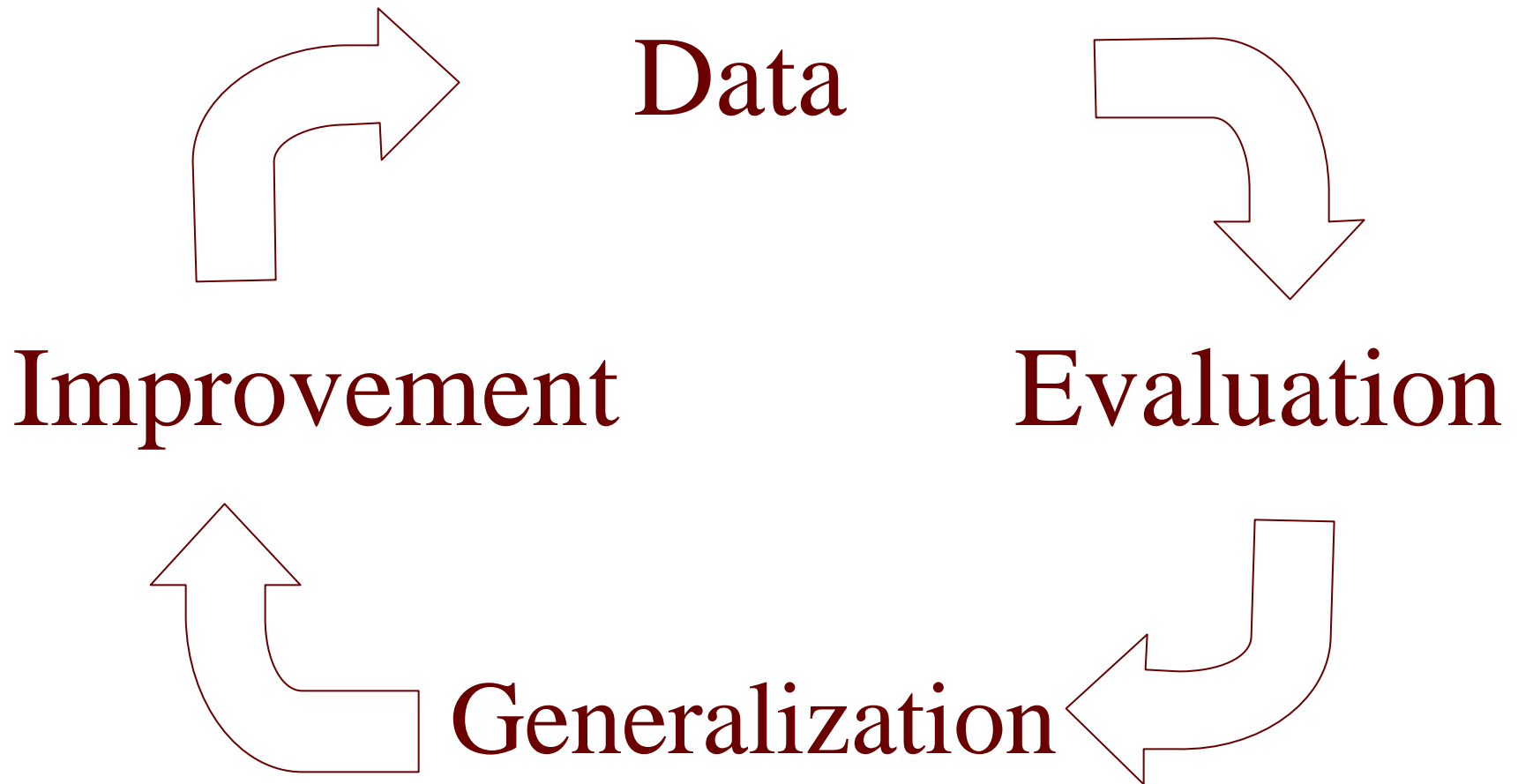


II. From Data to Improvement: An Assessment Process

Purpose #1 of GER Assessment:

To provide faculty teaching GER courses with information they can use for improving their courses as GER courses

Assessment Cycle





Data

- Sources of data have been identified in the means of evaluating learning outcomes: assignments and other designated student performances
- Data from these student performances are gathered during the semester

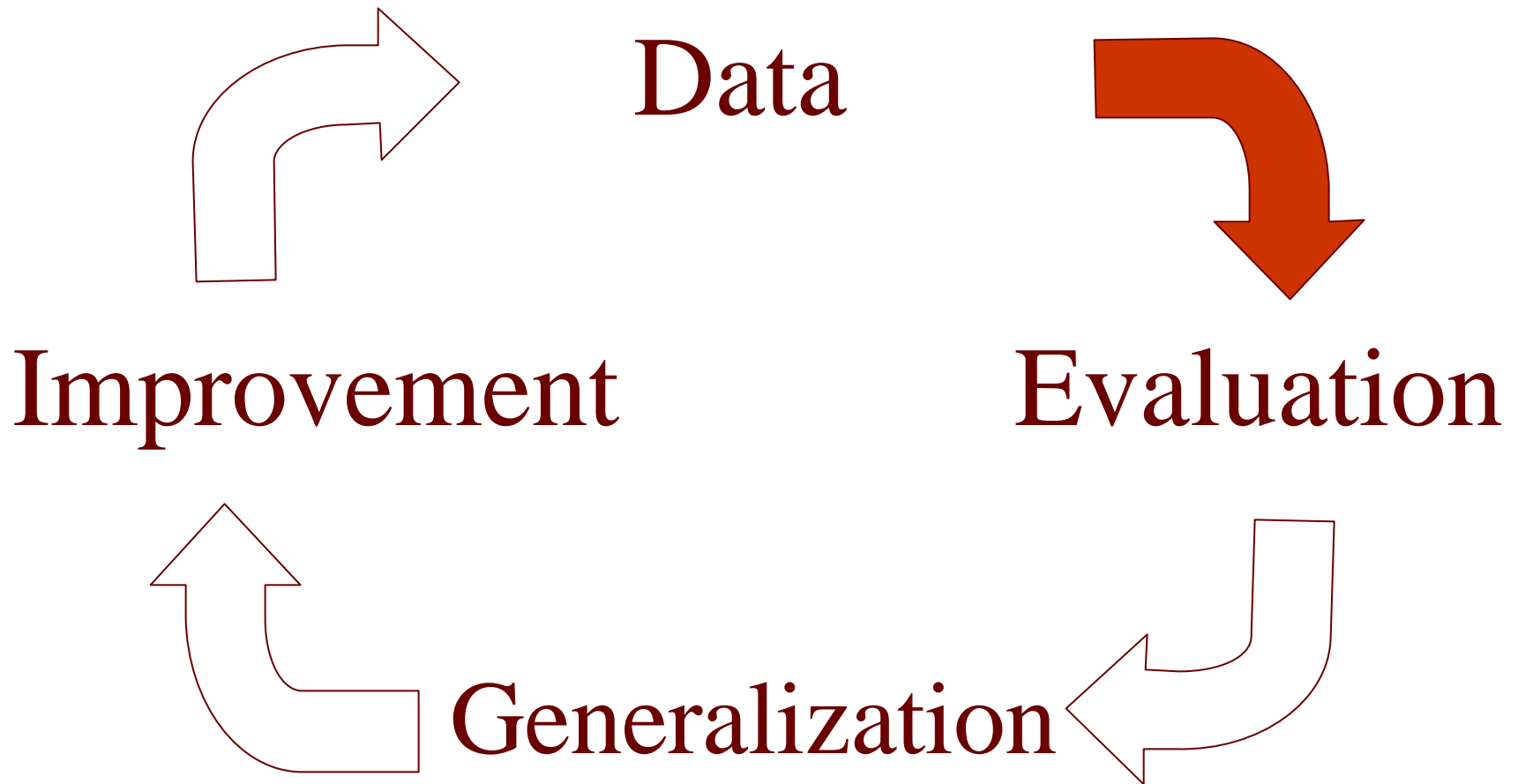


Data

How has the process of identifying, gathering, and managing data worked for you this semester?

What have you learned from the process?

Assessment Cycle





Evaluation

- All evaluation is based on criteria or standards by which we determine the value of something
- Criteria are often implicit, unstated, but in the classroom, it is often better to make criteria explicit, spelling out the standards for a good performance on an assignment
- Making criteria explicit can lead to more productive generalization and improvement



Evaluation: Making Criteria Explicit for GER Assessment

- Review learning outcome and assignment to identify general criteria
- Identify the standards you bring to evaluating the assignment
- Put these standards in language suitable for criteria
- Document criteria in a usable form, such as in a rubric



Example from COM 103, Introduction to Theater

- ***Objective*** To strengthen students' ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works
- ***Outcome*** To analyze and critique a play according to the elements of theatrical performance



Example from COM 103, Introduction to Theater

- ***Outcome*** To analyze and critique a play according to the elements of theatrical performance
- ***Evaluation*** Write a review of a live theater performance that includes, in addition to a synopsis of the plot, an analysis of the acting, direction, and technical arts of the performance. Based on your analysis, evaluate the quality of the play in terms of acting, direction, and technical performance



Making Criteria Explicit: Identify General Criteria

- A good review should
 - Include both analysis and critique
 - Have a plot synopsis
 - Analyze the performance in terms of acting, direction, and technical performance
 - Critique (evaluate) the performance based on criteria for good acting, direction, and technical performance



Making Criteria Explicit: Identify Standards of Evaluation

- A good introduction should
 - Provide necessary background for the review, including title of play, author, director, where it was performed, theater group that performed it, where it was given, and when student saw it
 - Provide an overall statement of the critique of the play
 - Give the reader a forecast of the structure of the review



Making Criteria Explicit: Identify Standards of Evaluation

- A good plot synopsis should
 - Provide an act by act summary of the play
- A good analysis should
 - Contain clearly differentiated sections for each of the analytical elements
 - Acting: a detailed treatment of style of acting, voice, use of eyes, movement, characterization
 - Direction: blocking, pacing, and narrative movement
 - Technical performance: lighting, sound, stagecraft



Making Criteria Explicit: Identify Standards of Evaluation

- A good critique should
 - Begin with a statement of the general critique of the performance
 - Provide support for the general statement, citing quality of acting, direction, and technical performance
 - Refer specifically to details from the analysis



Making Criteria Explicit: Document Criteria in Usable Form

- Form depends on how the criteria will be used
- If they are strictly for the teacher's use, they can be written down informally and perhaps included with reflection on student learning
- If they are to be used as a teaching tool, they can be put in the form of a rubric

Review of Theatrical Performance

Writer: _____

Introduction

the writer...

poor fair excellent

• establishes the context for the review: title, author, director, company, time and place of performance			
• provides an overall statement of the critical judgment of the performance			
• forecasts the structure of the review			

Plot synopsis

the writer...

• gives an act by act summary of the performance			
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Analysis

the writer...

• provides a detailed treatment of acting: style of acting, voice, use of eyes, movement, characterization			
• provides a detailed treatment of direction: blocking, pacing, narrative movement			
• provides a detailed treatment of technical performance: lighting, sound, stagecraft			
• analyzes the performance in such a way that there is a clear and distinct treatment of each of the analytical elements			

Critique

the writer...

• begins with a general statement of the critical judgment of the performance			
• supports the general statement by addressing the quality of acting, direction, and technical performance			
• specifically cites details from the analysis to back up discussion of quality of performance			

Presentation

• style is clear and readable			
• grammar is correct			
• spelling is correct			

Comments:



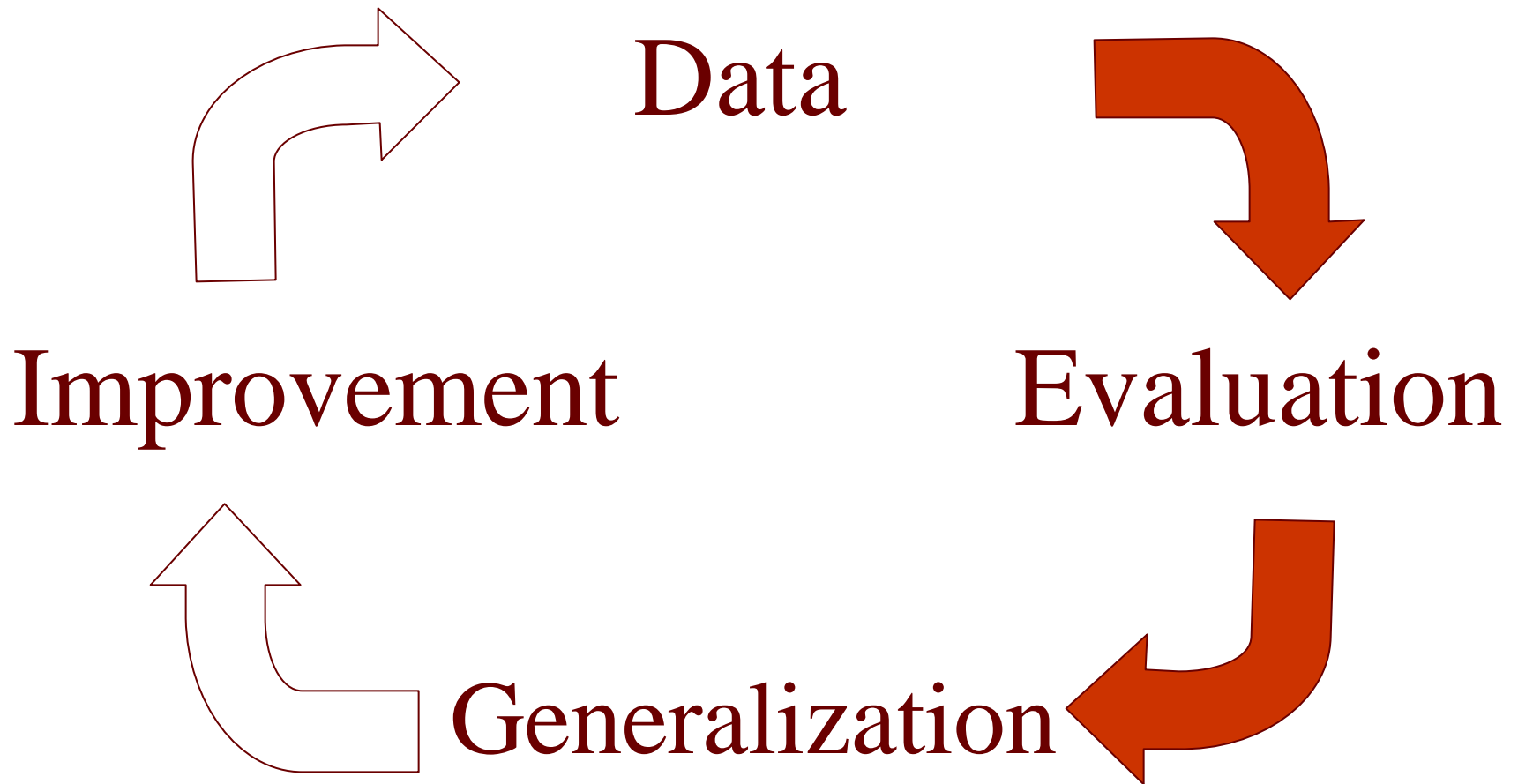
Evaluation

How has the process of evaluation worked for you this semester?

What have you learned from the process?

Would a rubric have helped you to evaluate your students' performance more effectively?

Assessment Cycle



Generalization

- A generalization marks the shift from evaluating student performances to evaluating the effectiveness of the course as a GER course
- It means using the evaluation to come to an understanding of how well the course has enabled students to meet the learning outcomes
- It is typically based on expectations a teacher brings to a student performance, quantitative or qualitative
- It may use evaluative criteria to identify areas that meet expectations and areas that could be improved



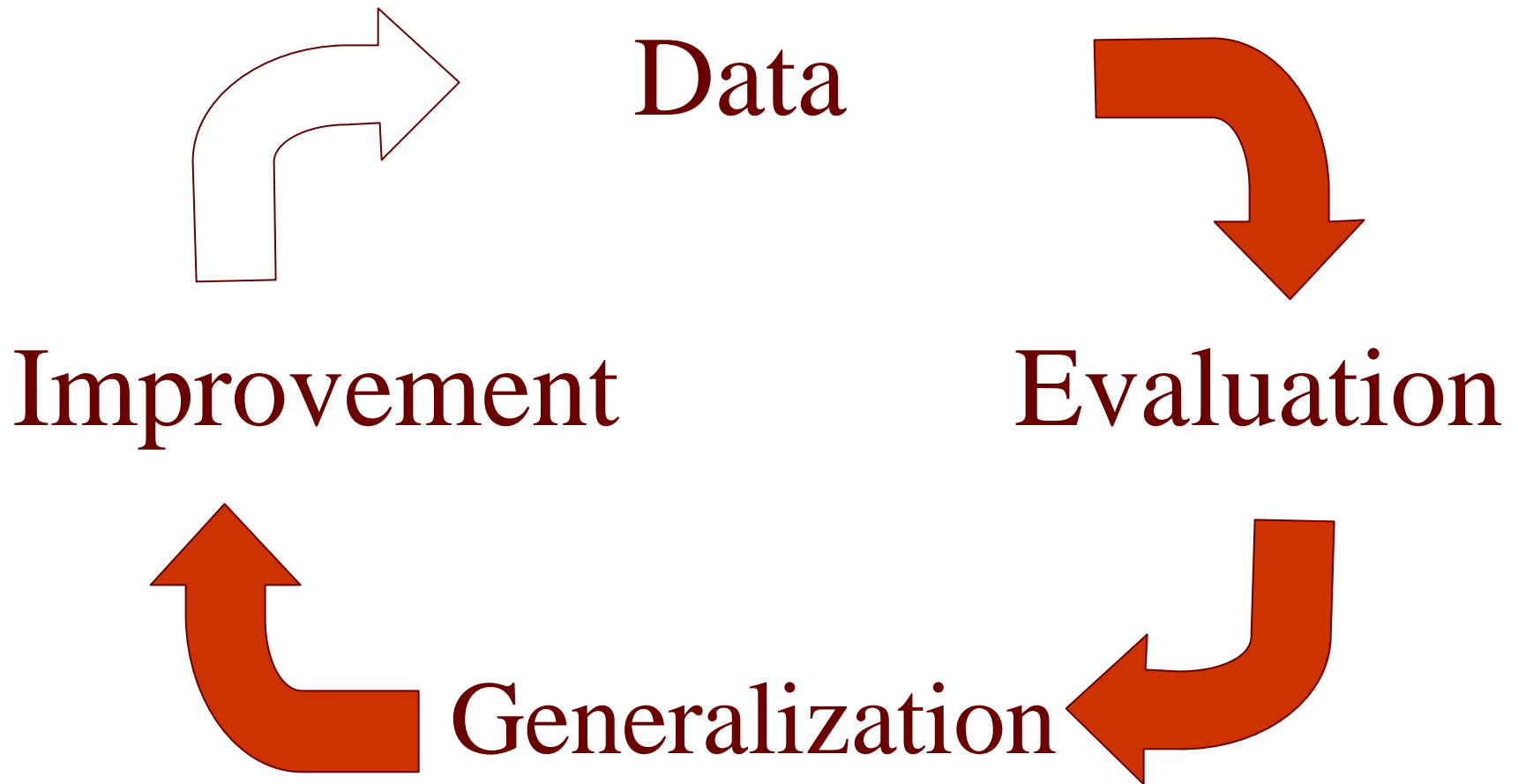
Generalization

Have you come to a generalization about how well your course has enabled students to meet a learning outcome?

How did you come that generalization?

What have you learned from the process of making an evaluative generalization about your GER course?

Assessment Cycle





Improvement

- Generalization identifies areas for improvement; the next step is to outline a plan for improvement
- You can improve aspects of the course to better enable students to meet a learning outcome
- You can improve the assessment of the course to enable you to gather more appropriate data and evaluate the data more productively



Improvement: The Course

- Preparing students for the assignment: examples, modeling ways of doing, providing more exercises, revising lectures, etc.
- Rewriting the assignment sheet so students understand more clearly what they should do
- Using the rubric as a teaching tool
- Giving more class time to a critical topic



Improvement: The Assessment

- Revising a learning outcome to better reflect what students should be able to do
- Finding a more efficient way of collecting and evaluating data
- Identifying a different or additional means of evaluating the outcome
- Changing the evaluation procedure

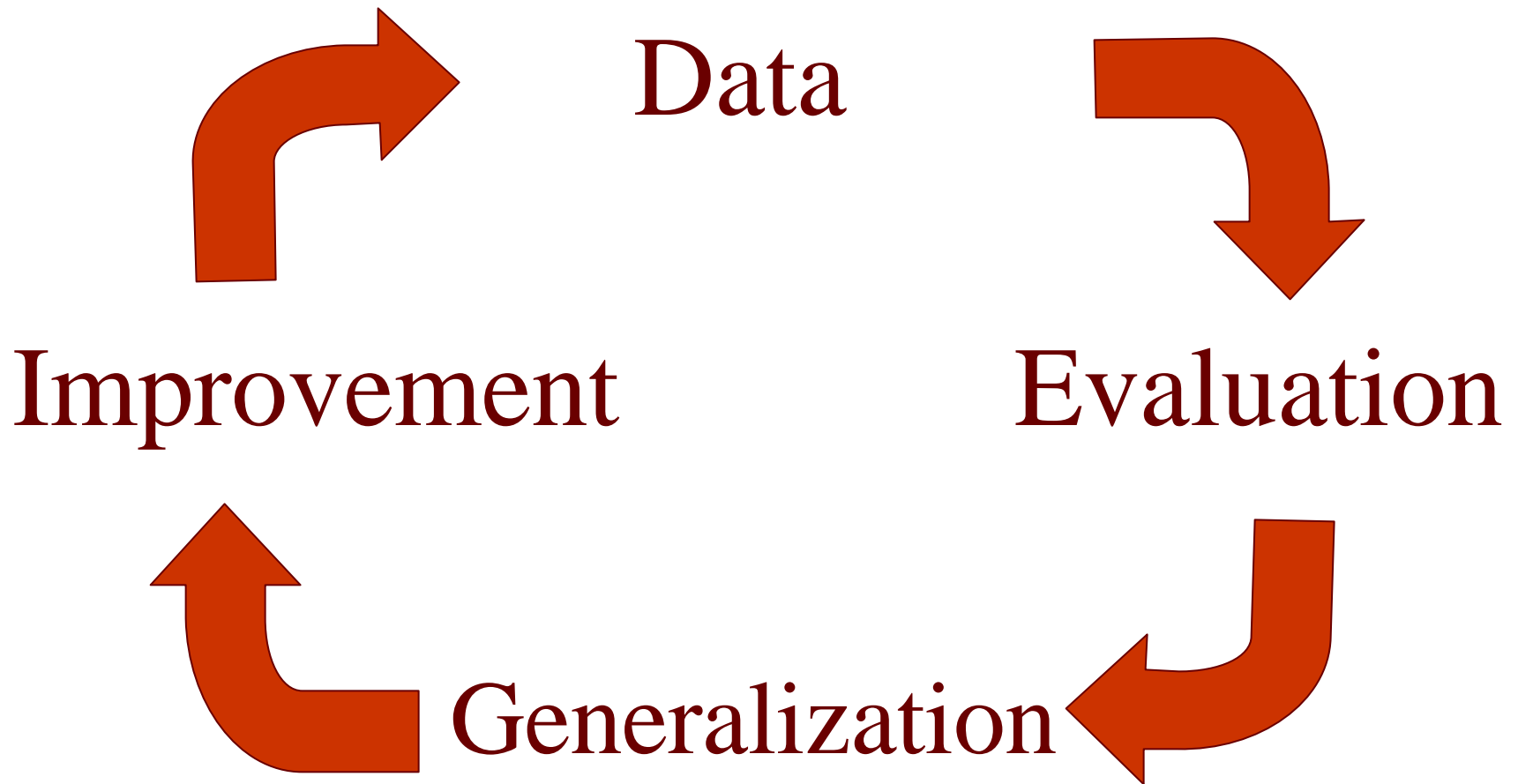


Improvement

What have you learned from your assessment so far that would help you to improve your course?

What have you learned that would lead you to improve the way you assess your course?

Assessment Cycle





Data: Starting a New Assessment Cycle

- Gathering more data allows you to see how well your improvements help students meet the learning outcomes of the course
- A new assessment cycle provides an opportunity for further improvement in the course



III. Documenting GER Assessment

Purpose #2 of GER Assessment:

To provide departments, colleges, and the university with information they can use to document the continuous improvement of general education



Two Goals for Documentation

- To provide faculty teaching GER courses a format for guided reflection on evaluating and improving their courses as GER courses (purpose #1 of GER assessment)
- To provide administrative units information they can use to document the continuous improvement of general education



GER Guided Reflection on Student Learning

1. GER category objectives
2. GER student learning outcomes
3. Means of evaluating the outcomes
4. A brief summary of evaluation results for each outcome
5. Generalization of effectiveness of GER course
6. Any improvements made in the course or its assessment method as a result of the assessment



GER Guided Reflection on Student Learning

Does the Guided Reflection meet its two goals: (1) to provide a format that can be used by faculty to productively think through the evaluation and improvement of their courses as GER courses and (2) to provide information that can be used by administrators to document the continuous improvement of general education?

What suggestions do you have for revising the format of the Guided Reflection?



IV. Future Steps for Pilot

- To continue teaching GER course this semester and carry out assessment of course
- To submit an assessment report on GER course by January 12, 2004
- To allow the report to be used in training sessions