

Examples of General Education Assessment at Other Institutions

Examples of General Education Assessment at Other Institutions Continued

Institution Name	Example Objective	Example Outcome	Example of Assessment of Example Outcome and Objective	URL For More Information
California State University-Bakersfield	Basic Conceptual Understanding	Define and explain basic principles, concepts, and theories of the natural sciences.	California State University-Bakersfield asks students to identify a scientific theory from the course that could be applied to a contemporary problem of national or international scope. Students are to explain the problem; describe and explain the relevant theory and its scientific evidence; and reach conclusions about the degree of scientific acceptance of the application of the theory to the problem. The assignments are scored using a rubric that assesses three learning outcomes (describe and explain a scientific concept, principle, or theory; explain scientific research; and apply scientific concepts to a contemporary problem) on a four-point scale.	www.csusb.edu/assessmentcenter/ScienceGERReport_6_00.htm see attachment A
James Madison University	Skills (Including Higher Order Thinking Skills as Integration)	To apply... scientific concepts to understand the natural world: Design and execute experiments to solve problems or test hypotheses. Obtain, organize, analyze, interpret, and present data. Interpret data and statistical arguments presented in tables and graphical displays. Discriminate between association and causation, and identify the types of evidence used to establish causation. Formulate an hypothesis and identify relevant variables necessary to test that hypothesis. Use mathematics as an abstract language to analyze natural phenomena. Use graphical, symbolic, and numerical methods to make mathematical and statistical arguments. Demonstrate an understanding of the theories and models that describe natural phenomena.	Course Embedded Assessments: James Madison University has two (copyrighted) performance instruments and a a (copyrighted) "selected response instrument."	www.jmu.edu/gened/cluster3.html
Fullerton	Attitudes and/or Values	Recognize the importance of scientific paradigms and methods in understanding scientific concepts. Understand the issues raised by science for contemporary society and to appreciate the relevance . . . and application of science in everyday life	Surveys of Students	www.calstate.edu/AcadAff/Sloa/CSUF_GENED.shtml
University of South Carolina	Basic Conceptual Understanding	Understand physical and/or life science phenomena and the uses of scientific methods and theories: Understand the role, nature, and value of scientific inquiry. Demonstrate their understanding of scientific theories and perspectives.	Course Embedded Assessments: Class Assignments - University of South Carolina uses a detailed rubric to assess student work	http://ku2u.ipr.sc.edu/assessment/science.htm see Attachment C
University of Wisconsin-Lacrosse	Skills (Including Higher Order Thinking Skills as Integration)	Show an understanding of the basic methods and thought processes (such as observation, experimentation, data presentation, and inferential reasoning) used in the development of the concepts, theories and principles of science.	Course Embedded Assessments: University of Wisconsin-Lacrosse has three essay questions.	www.uwlax.edu/provost/assessment/A_GEscience.html http://www.uwlax.edu/provost/assessment/uwassessment.html#Overview see Attachment D
US Air Force Academy	Skills	Critical Thinking Skills	Academic Profile and Tasks once every 4 years to measure academic growth over the 4 year academic program.	http://www.usafa.af.mil/dfe/assessment.htm
San Jose State University	Skills	Writing Skills	Writing Skills Test (WST) WST consists of a standardized American College Testing Service (ACT) multiple choice section, and a locally developed holistically read essay. Passing is defined by combination of multiple-choice and essay scores. There are three outcomes on the WST: Waive, Pass, Fail.	http://www.sjsu.edu/ugs/wstreport-ss99.html?displaymode=4_34
Arizona State University	Skills	Critical Thinking Abilities	Course Embedded Testing	http://www.asu.edu/oue/assessguide.pdf see Attachment E
University of Idaho	Skills	Student will become more proficient in proficient in critical thinking, methods of inquiry, ability to apply knowledge and to synthesize knowledge.	University Idaho uses its' Graduating Senior Surveys to assess these learning outcomes of its general education program.	http://www.its.uidaho.edu/ipb/tydf_files/studentoutcomes.pdf
Miami University	Basic Conceptual Understanding	Understanding of course content material	Miami University uses minute papers and reflective essays.	http://www.miami.muohio.edu/provost/reports/assess_expect.pdf
University	Student Achievement	Writing Skills	All entering freshmen take a holistically scored essay exam. Students are tested once again upon exiting the capstone English composition course with a two part essay exam. A third test of writing proficiency, also consisting of two parts, is required of all students after they complete seventy-five credit hours. Students must demonstrate competency on this test or, if they fail, on an approved portfolio option, in order to graduate. Part One calls for a personal essay. Part Two calls for a source-based analytic essay on a related topic.	http://www2.semo.edu/provost/assmt/ap6 see Attachment F
Southern Illinois University at Edwardsville	Analytic, Problem-solving, and Decision-making Skills	Such skills include the ability to understand and interpret written and oral texts, and to recognize, develop, evaluate, and defend or attack hypotheses and arguments. These skills are to be developed throughout all undergraduate programs in all courses.	Portfolio Assessment - consisting of all syllabi, papers handed back, exams handed back, a student satisfaction survey, and a focused essay on a question asked by the Assessment Office.	http://www.siuue.edu/~deder/assess/plan.html see Attachment G