

## EXAMPLE #1

### **Council on General Education Assessment of Student Learning in General Education**

#### ***Measureable Learning Outcome Statement Measurement Techniques***

Department: Chemistry

Course Number(s): 101, 102, 150, 201, 202

Goal Number: 1 (broad knowledge and understanding of the natural sciences)

Learning Outcome Statement: students will demonstrate mastery of basic concepts and ability to apply those concepts to solve problems

Measurement Technique:

- a) Method of collecting student performance data (e.g., write a paragraph during the last week of the semester, take a 15 item test as part of Test 2, etc.)

The ACS Standardized Exam for General Chemistry (national exam) will be administered within the first two weeks of the general education chemistry classes. It will be administered again as part of the final exam in each class.

- b) Method to evaluate student learning artifacts into 4 performance levels (e.g., rubric of primary traits)

The Chemistry general education assessment committee members will compare pre-test, post-test, and difference scores and rate each student into one of the four performance categories. Generally, the better the standardized test post-score, the higher the rating; though difference scores will be taken into consideration. (E.g., if a student has a negative difference scores, s/he will be ranked lower within the four performance levels.)

## EXAMPLE #2

### **Council on General Education Assessment of Student Learning in General Education**

#### **Measureable Learning Outcome Statement Measurement Techniques**

Department: Communication

Course Number(s): 130

Goal Number: 2

Learning Outcome Statement: students will be able to critically analyze an instance of conversation

Measurement Technique:

a) Method of collecting student performance data (e.g., write a paragraph during the last week of the semester, take a 15 item test as part of Test 2, etc.)

As part of one of the tests given for the class, one essay item will be included that will present a short conversation, and student will analyze it in terms of the content and relational level of meaning of each speaker's message and the influence of the context (specific example attached);

---- each faculty may choose which test to include the question on; they may choose how much the question will count for in the test; and they may alter the specific example provided

b) Method to evaluate student learning artifacts into 4 performance levels (e.g., rubric of primary traits)

Answers to this test question will be evaluated according to the following rubric for assessment purposes (faculty may use any method for grading purposes that they choose)

Rubric and point system:

For each of the two areas of analysis, assign points for the following four levels

	Content/Relational Distinction (for A)	Content/Relational Distinction (for B)	Impact of Context
Superior analysis level	4	4	4
Analysis quality as expected	3	3	3
Minimal analysis	2	2	2
Sub-standard analysis	1	1	1

Report to CGE: number and percentage of Comm 130 students (across all classes) in each category:

Exceeds Expectations (12)  
Meets as Expected (9-11)  
Meets minimally (6-8)  
Fails to meet (3-5)

Test Question:

Read the following excerpt of conversation. Describe the distinction between the content and relational level of the messages for each participant (Symon and Megan). Give an example of a different context (physical or psychological) that this conversation may have occurred in and explain how the conversation would have been different.

This conversation occurred as Symon and Megan were talking after walking out of their Communication 130 Class in Sallee Hall:

Symon: Hey Megan! Want to go get a cuppa coffee?

Megan: Why? Are you hungry?

Symon: Does that mean you don't want to go?

Megan: Did I say that?

Symon: Shall we go or not?

Megan: How long do you want to stay?

### **EXAMPLE #3**

#### **Council on General Education Assessment of Student Learning in General Education**

#### **Measurable Learning Outcome Statement Measurement Techniques**

Department: Women's Studies

Course Number(s): WS 190

Goal Number: 5) an understanding of differences and relative power among peoples, both in the United States and across the globe

Learning Outcome Statement:

Students will demonstrate attitudes that reflect value for diversity and an understanding of the ways that peoples lived experiences are affected by the intersections of race, class, and gender.

Measurement Technique:

a) Method of collecting student performance data (e.g., write a paragraph during the last week of the semester, take a 15 item test as part of Test 2, etc.)

Students will answer two multiple choice questions at two points in the semester: The first day of the second week of classes and Friday before finals week. Each question will be graded as an in-class writing, for the degree to which they clearly thought about their answers, and for the degree to which they utilize knowledge from the course (particularly the end-of-semester writing). The grade will not, however, reflect ideological opinions or attitudes towards the subject matter (as this is what we intend to capture- change of time

of attitudes directly related to student learning in a ideologically-based course).

The questions are as follows:

Please respond to the following statements with supporting arguments for your response:

1) What is the value of a diverse population? In what ways is diversity embraced in our social group? Are current measures to encourage acceptance of diversity working?

2) In what ways are hierarchical values placed based upon individuals as a result of race, class, and/or gender? What are the connections? How does this mesh with your view of the United States as a meritocracy (individuals gain success by their own individual merit)?

b) Method to evaluate student learning artifacts into performance levels (rubric of primary traits)

Rubrics:

1) responses to essay #1 are categorized as: can articulate value for diversity, moderately articulates value for diversity, clearly articulates a devaluation of diversity.

2) responses to essay #2 are categorized as: clearly recognizes discrimination, moderately recognizes discrimination, does not recognize discrimination.

Essays will be compared over the two points of evaluation and will be translated into: students 1) exceed expectations 2) meets expectations 3) meets minimally 4) does not meet expectations.

If students respond highly in the pre-test and in post-test, no change will be reflected.