

Opportunities to Participate:

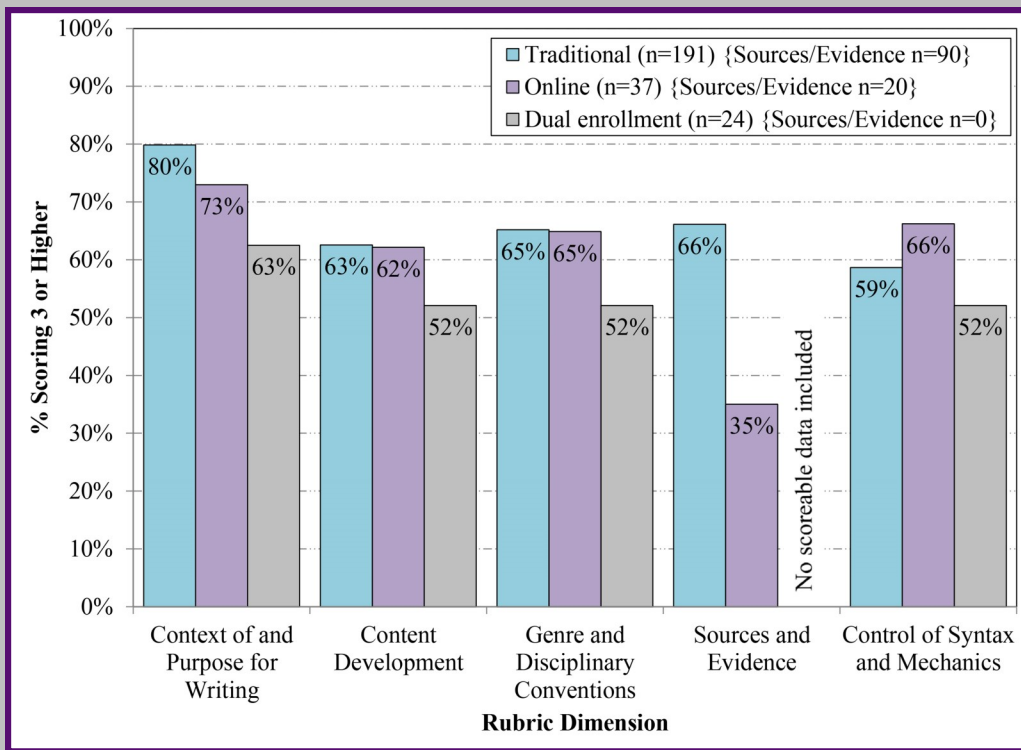
Based on a review of the 2015-2016 General Education assessment study, the Learning Assessment Committee identified “Critical Thinking” and “Quantitative Reasoning” as the focus for AY 2016-2017. We are asking all full-time and adjunct faculty to submit artifacts (either from new or existing assignments) that, in their opinion, best represents attainment of the “Critical Thinking” or “Quantitative Reasoning” General Education Competencies. Any assignment—from short-answer quizzes, to essays, projects, or videotaped presentations—will be acceptable. We ask that faculty send in their assignment guidelines to their Departmental Assessment Coordinators by Friday, October 21, to give the Learning Assessment Committee time to review them, create a program map, and ensure all disciplines are represented. The submission process is very time-efficient. Be sure to save the submission form before you try to copy and paste information into any of the fields. Faculty will then submit all the ungraded artifacts with student IDs only (no names) from the selected class sections to the Assessment Coordinators at the end of fall semester. Faculty who submit assignments and artifacts will receive a certificate for College Service.

Support for General Education Assessment and course-level assessment is provided by:

[Dr. Joseph van Gaalen](#), Director of Academic Assessment

[Allison Studer](#), Assessment Analyst

Click here to access the [General Education Assignment Submission Form](#).



One of the many studies completed in the annual General Education Assessment is a comparison of achievement across modalities (e.g., face-to-face, online, dual enrollment). Seen in this figure is a comparison of Written COM achievement at 3 or higher across all rubric dimensions for 252 artifacts from 56 volunteered submissions. In total, 191 artifacts originated from a traditional face-to-face classroom setting (shown here in teal), 37 artifacts originated from an online setting (shown here in purple), and 24 artifacts originated from an offsite dual enrollment setting (shown here in gray). In the case of the “Sources and Evidence” rubric dimension, the particular assignments volunteered by dual enrollment by virtue of the assignment type, did not require sources and evidence and so no scoreable data was collected.