

CMU General Education Five-Year Assessment Plan (2003-2008)

Program: General Education

Assessment Coordinator: Melinda Kreth

Department(s) or Interdisciplinary Council Responsible for the Program: General Education Council

Five-Year Implementation Dates: 2003-04 to 2007-08

1. **Student learning outcomes for the program:** Overall Student Learning Outcomes for General Education (as stipulated by the master syllabi of university competency courses, the *2003-04 Undergraduate Bulletin* and “The University Program: A Basic Documents Set”).
 - A. Students will demonstrate competence in
 1. reading comprehension
 2. written communication
 3. oral communication
 4. quantitative reasoning and interpretation.
 - B. Students will examine and solve problems through intellectual process skills, such as comprehension, translation, interpretation, extrapolation, application, analysis, syntheses, and evaluation.
 - C. Students will demonstrate competence in library research skills.
 - D. Students will be able to describe and critically evaluate
 1. contributions of the fine arts to society and culture.
 2. a broad range of personal and cultural values.
 3. the logic and substance of the scientific method.
 4. American society and culture.
 5. a cross-cultural perspective.
 6. differing theoretical points of view regarding human nature.
 7. the perspectives of global cultures, either through study abroad, or by participation in global cultural events, and be able to describe and critically evaluate the significant outcomes of such participation.
 8. the significance of a liberal arts education.

2. Curriculum alignment of student learning outcomes. Where is the information introduced, emphasized and/or reinforced in the courses required in the program? (I = outcome is introduced, E = outcome is emphasized, R = outcome is reinforced)*

| Learning Outcomes | | Writing comp. | Speech comp. | Math comp. | IA | IB | IIA | IIB | IIIA | IIIB | IVA | IVB | IVC |
|-------------------|--|---------------|--------------|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| A1 | Students will demonstrate competence in reading comprehension. | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R |
| A2 | Students will demonstrate competence in written communication. | I, E, R | | | E, R | E, R | | | E, R | E, R | E, R | E, R | E, R |
| A3 | Students will demonstrate competence in oral communication. | | I, E, R | | | | | | | | | | |
| A4 | Students will demonstrate competence in quantitative reasoning and interpretation. | | | I, E, R | | | E, R | E, R | | | | | |
| B | Students will examine and solve problems through intellectual process skills, such as comprehension, translation, interpretation, extrapolation, application, analysis, syntheses, and evaluation. | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R |
| C | Students will demonstrate competence in library and research skills. | I, E, R | I, E, R | | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R |
| D1 | Students will be able to describe and critically evaluate contributions of the fine arts to society and culture. | | | | | I, E, R | | | | | | | |
| D2 | Students will be able to describe and critically evaluate a broad range of personal and cultural values. | | | | | | | | | | | | |
| D3 | Students will be able to describe and critically evaluate the logic and substance of the scientific method. | | | I, E | | | I, E, R | I, E, R | I, E, R | I, E, R | | | |
| D4 | Students will be able to describe and critically evaluate American and other societies and cultures. | | | | | | | | I, E, R | I, E, R | | I, E, R | I, E, R |
| D5 | Students will be able to describe and critically evaluate a cross-cultural perspective. | | | | | | | | I, E, R | I, E, R | | I, E, R | I, E, R |
| D6 | Students will be able to describe and critically evaluate differing theoretical points of view regarding human nature. | I, E, R | | | | | | | I, E, R | | | | |
| D7 | Students will be able to describe and critically evaluate the perspectives of global cultures, either through study abroad, or by participation in global cultural events, and be able to describe and critically evaluate the significant outcomes of such participation. | | | | | | | | | I, E, R | | I, E, R | |
| D8 | Students will be able to describe and critically evaluate the significance of a liberal arts education. | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R | I, E, R |

*Due to the variety of course levels in each subgroup, learning outcomes may be introduced in some course, and reinforced or emphasized in others.

3. Evidence/artifacts used to assess student learning outcomes over the five year period of this plan.

| Academic Year | Outcome(s) to be Assessed | Instrument(s) to be used | Expected Measures from the Instrument(s) |
|---------------|---------------------------|---|--|
| 2003-2004 | A1, A2, A4, D1-D8 | Standardized instrument (e.g., The Academic Profile® or College-BASE) and faculty and student focus groups. The sample size for this assessment has not yet been determined, but this will likely be a pilot study and consist of a relatively small number of students. | Quantitative data (percentages, ranks, comparisons with comparable institutions, etc.) and qualitative data (analysis of focus group discussions). |
| 2004-2005 | A2 | <p>The assessment methods are currently being developed by the Gen. Ed. Coordinator and the English Dept. but will likely take the form of one or more of the following:</p> <ul style="list-style-type: none"> • Outside or inside assessment of student essays written in response to a prompt given as part of The Academic Profile® or College-BASE. • Outside or inside evaluation of student essays written in response to an in-house prompt. • Outside or inside assessment of student writing portfolios (e.g., ask student to keep track of all their writing in all classes over a one year period). • Exit essays at the end of English 101 and English 201 and again at graduation. • Student and faculty focus groups. | Quantitative data (percentages, ranks, comparisons with comparable institutions, etc.) and qualitative data (analysis of focus group discussions). |
| 2005-2006 | A3 | Still need to work with Speech to develop an assessment plan here. They have in the past conducted their own assessment and reported the results to the Gen. Ed. Council. | Forthcoming |
| 2006-2007 | C | The Gen. Ed. Council will need to work with the Park Library to determine how best to assess this outcome. | Forthcoming |
| 2007-2008 | A4, D1-D8 | Standardized instrument (either The Academic Profile® or College-BASE) and faculty and student focus groups. This time around, we'd like to administer the test to a representative sample of students, not just a pilot sample. | Quantitative data (percentages, ranks, comparisons with comparable institutions, etc.) and qualitative data (analysis of focus group discussions). |

4. Transmittal of information over the five year period of the plan.

| Years | Outcome Assessed | Expected Measures | Affected Stakeholders | Dates and Locations for Transmittal of Results |
|-----------|------------------|--|--|---|
| 2003-2004 | A1, A4, D1-D8 | Quantitative data (percentages, ranks, comparisons with comparable institutions, etc.) and qualitative data (analysis of focus group discussions). | Current and future students, faculty, administrators, parents, legislators, employers. | May 2004, Academic Senate, Assessment Council, Provost, all Colleges. |
| 2004-2005 | A2 | Quantitative data (percentages, ranks, comparisons with comparable institutions, etc.) and qualitative data (analysis of focus group discussions). | Current and future students, faculty, administrators, parents, legislators, employers. | May 2005, Academic Senate, Assessment Council, Provost, English Dept. Composition Program, all Colleges |
| 2005-2006 | A3 | Forthcoming | Current and future students, faculty, administrators, parents, legislators, employers. | May 2006, Academic Senate, Assessment Council, Provost, all Colleges. |
| 2006-2007 | C | Forthcoming | Current and future students, faculty, administrators, parents, legislators, employers. | May 2007, Academic Senate, Assessment Council, Provost, all Colleges. |
| 2007-2008 | A4, D1-D8 | Quantitative data (percentages, ranks, comparisons with comparable institutions, etc.) and qualitative data (analysis of focus group discussions). | Current and future students, faculty, administrators, parents, legislators, employers. | May 2008, Academic Senate, Assessment Council, Provost, all Colleges. |