

Part II Instructions: This part of the report includes a information on the approved assessment measure used. Approved measures are those in the proposal approved by the GEC. This part was included because too few courses completed the Decision Form requested when GenEd moved from two to one measure per student learning outcome (SLO). It asks for information pertaining to the approved measure used to assess each SLO. **A measure is a tool or instrument, usually a test or rubric, used to assess the SLO;** it is not an assignment; it is not the SLO. The terms measure and instrument are being used interchangeably. The assignment, such as a project, paper or lab problem, may be described as part of the “Procedures” used to administer the measure in assessing the SLO that follows the “Description”.

Three tables comprise part two, each with five rows; three to be filled-in and two with directions. Each table is used to provide information about one measure. (Since only one measure is required to assess each SLO, there should be no need for more than two boxes.) For each table, complete the following rows. **Row 1:** Identify the “SLO(s) Assessed”. It is possible for a measure to assess more than one SLO, so include all those assessed by this measure. Next, in the box following the heading “Measure Title,” give a title for the measure. This should not be a statement of the SLO. **Row 2:** The second row contains directions under the heading labeled “**Description.**” This is the description of the content to be provided in Row 3. **Row 3:** Briefly describe the instrument (test or rubric) that will be used to measure whether the SLO is attained. Some features that may be helpful to provide include the number and type of items, categories of performance indicators (PIs), scale used including factor(s) assessed, scale intervals and range of scores are listed in the directions. If the rubric assesses more than one SLO, be sure to indicate which PIs assess which SLOs and what the total possible score is per SLO. If the measure is a rubric, remember to insert a copy at the end of the report. **Row 4:** This row provides directions labeled “**Procedures**” for completing row 5. **Row 5:** Describe how the instrument (measure) was administered. Some questions that may be helpful to answer such as how the instrument was administered, what it was applied to, and who administered it, are listed in the directions. This is the most appropriate place to include information about the assignment used to elicit the response being measured.

Part III: Data Summaries

Please Use the following forms.

Gen Ed SLO Attainment Table					
Course Prefix & No. :		FYS 101	Sections reported:	001-004, 095, 301	
SLO # Reported	Measure Title*	# Students Assessed	Students Attaining [#] SLO		
			Count (# Attained)	Percent (Attained/Assessed)	
1b	Pretest-Posttest	25	22	88%	
2d	Consequences Rubric	25	21	84%	
2e	New Settings Rubric	24	21	87.5%	

*Examples of Measures: Essay rubric, Exam, Quiz, Discussion rubric, Presentation rubric, Test items
 #Reaching the **70% criterion level** of attainment

Part III Instructions: This part of the report summarizes student attainment of each SLO based on the measures applied. It is comprised of two Tables, one labeled **Gen Ed SLO Attainment Table** (shown above) and a second labeled **Gen Ed SLO Rubric Attainment Table** (shown below). The **SLO Attainment Table**, for short, has four rows to be filled in and three rows with headings.

Row 2: In this row to be filled in, the “Course Prefix & No.” (number) refer to the abbreviation of the course, e.g., FYS 101. Type this information or copy it from Part 1. Next, type the numbers of all sections being reported in the box to the right of the “Sections reported” label or copy them from Part I. Ranges of sections may be designated using a hyphen. Be sure to include all sections taught during the semester in one report. This should include off campus and early college course sections.

Rows 5, 6 & 7: These rows to be filled in contain five boxes to provide the summary data for each SLO; only one row per SLO. Headings in rows 3 & 4 above designate the contents to be entered in each box below. In the 1st box, type the number of the SLO being reported (“**SLO # Reported**”). In the 2nd box, type the title of the measure (“**Measure Title**”) used to assess the SLO or copy it from Part II, row 1. In the 3rd box, type the number of students assessed (“**# Students Assessed**”). This would be the total number of students across all sections that were assessed using the defined measure. In the next box, type the number of students who attained or achieved the SLO [**Count** (# Attained)]. Attainment is defined as achieving at least 70% of the total possible score. For the Consequences Rubric described, this would be 70% of 32 possible points or a score of at least 22. In the last box, type the percentage of students who attained the SLO [**Percent** (Attained/Assessed)]. In the example above, the percentage is calculated by dividing the **Count** of students that attained the SLO by the **# Students Assessed** ($22/25=0.88$), multiplying by 100 or moving the decimal two places to the right (88.0), and adding the % symbol (88%).

The **Rubric Attainment Table**, for short, shown below has several rows to be filled in and three rows with headings. **Row 2:** In this row, the “Course Prefix & No.” refer to the abbreviation of the course, e.g., FYS 101. Type this information or copy it from Part 1. Next, type the numbers of all sections being reported in the box to the right of the “Sections reported” label or copy them from Part I. Ranges of sections may be designated using a hyphen. Be sure to include all sections taught during the semester in one report. This should include off campus and early college course sections.

Row 5 on: Subsequent rows to fill in contain five boxes to provide the summary data for each performance indicator (PI) in the rubric; only one row per PI. Headings above designate the contents to be entered in each box below. In the 1st box, type the number of the SLO being reported (“**SLO # Reported**”) by the PI. In the 2nd box, type the PI (“**Performance Indicator**”) used to assess achievement of the SLO. In the 3rd box, type the number of students assessed (“**# Students Assessed**”). This would be the total number of students across all sections that were assessed using the PI. In the 4th box, type the number of students who attained or achieved the PI [**Count** (# Attained)]. Attainment is defined as achieving at least 70% of the total possible score. In the example, this would be a score of at least 3 of a possible 4. In the 5th box, type the percentage of students who attained the PI [**Percent** (Attained/Assessed)]. See the example in the SLO Attainment Table description for how to calculate a percentage.

Gen Ed SLO Rubric Attainment Table (optional – an adaptation of the actual rubric may better serve this purpose)				
Course Prefix & No. :		FYS 101	Sections reported:	001-004, 095, 301
			Students Attaining# SLO	
SLO # Reported	Performance Indicator	# Students Assessed	Count (# Attained)	Percent (Attaining/Assessed)
2d	Self-awareness			
	Identifies the issues	25	24	96%
	States their belief	25	24	96%
	States the origin of the belief	25	20	68%
	Analyzes alternatives and consequences			
	Explains alternative courses of action	25	23	92%
	Identifies effects on people, places, and things	25	21	84%
	Evaluates alternative courses of action based on consequences to those affected	25	22	88%
	Decision making			
	Explains a specific course of action	25	18	72%
	Outlines concepts used in reaching the decision	25	17	68%

Features of the Example: In the example above, two features may be distinguished. First, the boxes for all the PIs relating to SLO 2d have been merged. This saves copying the SLO down. Second, the Dimensions of the rubric have been included and the boxes greyed out to designate summary data not needed. This made copying from the rubric easier.

Part IV: Written Assignment Samples

Written Samples: **If prior samples are not on file, or if current samples show levels of student achievement meaningfully different from those already submitted**, include 3 samples of student written work that shows three levels of SLO attainment; one each of exceeds, meets, and fails to meet criteria. Be sure to omit student names throughout the sample.

Part IV Instructions: Most general education courses already have samples of written assignments on file. Once there are samples on file, new samples only need to be submitted if the quality of the samples changes appreciably. Only those levels that changed need to be resubmitted. So, if the top level improves substantially, but the other two levels do not, only a new sample of the top level needs to be submitted. When providing samples remember, **do not include names anywhere** on any samples submitted.