



Association of American Colleges & Universities
General Education & Outcomes That Matter in a Changing
World

Network for Academic Renewal Conference
Closing Plenary Break-out Session
Saturday, March 11, 2:30 to 3:30 pm

Using Student Learning to Assess General Education Courses

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Advance Organizer

- This session focuses on assessing student learning in general education courses (rather than the overall assessment of a general education program).
- Key questions:
 - What techniques are sustainable?
 - How can assessment at the course level feed into general education and degree level program assessment?
 - Are specific classroom practices --- pedagogical and assessment techniques --- that align with the overall mission of the program being encouraged?
- After participating in this session you will be able to:
 - Suggest approaches for getting started, revising or continuing course level assessment efforts
 - Describe various course level assessment techniques and sampling procedures
 - Consider how to align course level assessment with program level assessment efforts

Ice Breaker

Create a name card, then...

At your table, introduce yourself, the institution you are affiliated with, and the one question you have regarding assessment of general education courses.

NOTES:

Where do you start?

- Are the student learning outcomes for the skills, themes, distribution blocks, content areas, etc. (i.e., whatever you want to assess related to your general education curriculum) defined?
- NOTES:

- Has your institution conducted an Assessment Audit?
 - Think-Pair-Share (Clock Buddies) --- Discuss ideas related to what you have done, are planning to do, or could do in terms of conducting an Assessment Audit. Discuss specifically how you investigated (or could investigate) what is being done in terms of course level assessment.
 - NOTES:

- Coherent Curriculum
 - Think-Pair-Share (Clock Buddies) --- What (useful) policies and procedures are in place at your institution that establishes expectations for course level assessment?
 - NOTES:

What's next?

- What did your Assessment Audit tell you specifically related to course level assessment?
- Are your research/assessment questions related to course level assessment documented? (see Ross & Leskes (2005), Levels of Assessment: From Student to the Institution, pp. 7-8)
- How will course level assessment data be gathered and used for program level assessment?
- NOTES:

- Round Robin: What *sustainable* course level assessment techniques are being used, have been proposed, or could be employed at your institution? Discuss both the specific techniques as well as the logistics for implementing the assessment strategy.
- NOTES:

- Round Robin: What types of sampling techniques are you using or what would be appropriate sampling techniques?
- NOTES:

How do you *close* the assessment loop?

- Large group discussion: How is (or could) course level assessment data being gathered and used for general education assessment? degree level program assessment?
- NOTES: