

General Education Assessment
at the
University of Guam
2018

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I. General Education Framework

The UOG General Education Framework: Building programs through a solid foundation

Ina, Diskubre, Setbe,
To Enlighten, to Discover, to Serve

A primary mission of the University of Guam is to prepare students for life by providing educational opportunities to increase knowledge, develop skills, and strengthen values essential to living in our rapidly evolving world. General Education is commonly seen as providing the foundation for programs to fulfill their specific responsibilities. Recent reports indicate that the most successful institutions incorporate general education goals throughout all years of study even within major programs. Integrating the goals of general education across all years also meets Standard 2 of the WASC Senior College and University Commission (WSCUC)

A Three Tiered Structure

After extensive reviews and discussion the UOG Faculty Senate General Education Review Committee (GERC) recommends a three-tiered framework to the General Education curriculum. Tier I (called *Core Foundation*) provides a foundation of the five WSCUC core competencies. Tier II (called *Breadth through Diversity and Direction*) provides the breadth needed for successful and healthy living as well as direction toward and into a major. Tier III (called *Capstone Experience*) fosters mastery of the core competencies embedded within program objectives enhanced by the values of modern academia (creativity, innovation, diversity, ethical and civic responsibility, and civic engagement). The three tiers work together to meet the aspirations of academia while fulfilling the mission of the University of Guam and satisfying WASC expectations.

Tier I: Core Foundation

Components

The WSCUC core competencies include written and oral communication, quantitative reasoning skills, information literacy, and critical thinking. The proposal associates each competency with a required course. All students beginning college at UOG complete the same (or equivalent) core courses.

Rationale

The core competencies component provides a unifying foundation university wide by establishing common learning expectancies that can be satisfied by successful completion of select courses. It eases initial student learning assessment and fosters attaining the institutional learning outcomes. Program faculty can be confident that incoming majors have basic skills thereby facilitating course sequencing and planning. All campus units would have interest in student success

in the core component because it firms the foundation for the major course of study. Because Core Foundation courses are required for all students, they are excluded from major requirements (i.e., cannot fulfill general education and major; no double counting of core courses).

Practice

One course serves as the foundation for each core competency. A Core Foundation course explicitly addresses one core competency at a college foundation level via at least three student learning outcomes (SLOs). The SLOs are explicitly addressed and integrated through the course. The SLOs are assessed each semester with an annual report to the University Assessment Committee and the General Education Review Committee. The university and college/school provides sufficient administrative support to meet the assessment expectation. Advanced Placement (AP) exams may fulfill the foundation course requirement when expected competencies are demonstrated. Placement exams for math may allow for a higher-level course to fulfill this requirement.

Students enroll in at least two of these courses each semester until completing the requirement, and all courses must be completed with a 'C' or better by the end of their second year. Students may enroll in 300-level courses or higher after successfully satisfying all Core Foundation requirements.

Tier II: Breadth through Diversity & Direction

Components

Tier II of a UOG general education establishes the breadth of knowledge available at UOG by exposing students to diverse fields of study and providing direction toward a major. The diversity component (called *Diversity Foundation*) exposes students to the primary ways of being in our world and how that affects them personally while complimenting their major program of study. The Uniquely UOG component is composed of courses with local relevance drawn from diverse disciplines. The directional component (called *Direction Building*) guides students into a major program of study by reinforcing the Diversity Foundation and develops the skills of an educated person. All three components strengthen the core competencies developed in the primary level while satisfying foundational elements for major programs (i.e., program learning outcomes).

Rationale

The university is a cumulative repository of human learning and experience. A quality university education, instantiated by WSCUC Standard 2, enlightens students to the diversity of human knowledge, defined broadly as the humanities and the sciences, while providing pathways to discovering how they may improve themselves, serve their communities, and build humanity. Given our increasingly interconnected world, a solid understanding of both these perspectives is vital for the quality of all life on earth.

Practice

Tier II has two objectives. The first is to establish a diverse foundation exposing students to the various ways humans know and understand our world and ourselves. The second is to provide direction toward a major field of study. Both objectives work together preparing students for productive and fulfilling lives, thus meeting the primary goals of adult education and WASC expectations.

Diversity Foundation

The Diversity Foundation is made up of five themes. The themes are based on the broad groupings of the humanities and sciences as structured by the National Endowment for the Humanities and the National Science Foundation. The humanities themes are the *creative & expressive arts, human systems & organizations, and cultural perspectives*. The STEM (Science, Technology, Engineering, and Mathematics) themes are *science & math* and *human science*. Broadly conceived, these five themes include the knowledge base and related skills essential to thriving in a modern world.

Students satisfy the Diversity Foundation component by successfully completing one course from each theme. These courses may count toward general education and program majors (i.e., double counting encouraged). GERC works with programs to finalize specific courses based on the relationship of SLOs to the identified thematic statement, the assessment plan, and extant evidence of student learning. The SLOs of approved courses reinforce the Tier I core competencies. Programs offering these courses report assessment outcomes for targeted course SLOs in the Annual Assessment Inventory with evidence included in the program self-study. Most will be 100-level courses and focus on building foundational skills. The Diversity Foundation thematic statements are as follows:

STEM

Science & Math

Demonstrate basic scientific methods by employing appropriate technological, mathematical, analytical, experimental and other tools commonly accepted in the scientific community. Reason and solve problems from a wide array of contexts; create logical arguments supported by quantitative evidence; and communicate those arguments in a variety of formats (e.g., words, tables, and mathematical equations) as appropriate.

Human Science

Investigate and interpret aspects of human life and activities in a systematic way that validates sensory and psychological experiences. Such inquiries can be subject to experimentation and includes quantitative scientific methodologies in its interpretation. These fields include, but are not limited to, biology, human nutrition and behavior, psychology, and agriculture.

HUMANITIES

Creative and Expressive Arts

Engage in creative expression through artistic activity and/or identify and analyze the impact of cultural and historical factors on the creation and reception of written or artistic works.

Human Systems and Organizations

Evaluate human systems and organizations from diverse viewpoints including cultural, ethical, political, economic, social and historical perspectives while explaining individual and/or institutional behavior and change.

Cultural Perspective

Create awareness of diverse cultural perspectives, intercultural diversity, including its ethical components, and the significance of tolerance, both regionally and globally.

Uniquely UOG

Students satisfy the Uniquely UOG by completing two courses, one of which must be a language other than English. This component is composed of courses with local relevance drawn from diverse disciplines. The thematic statement for this component is: Identify the unique cultural, linguistic, historical, political, and/or geographic features and discuss contemporary issues related to Guam and the region in order to recognize the importance of contributing their knowledge and skills to the local and/or regional community.

Direction Building

The Direction Building component provides options for students guided by program requirements. Students satisfy this component by taking three courses, each from a different Diversity Foundation theme. One of the three courses must have a Core Foundation, Diversity Foundation, or Uniquely UOG course as a prerequisite. This allows students to explore interests sparked in the foundation component while going deeper into a theme. However, students who have declared their major prior to completing this component may take two of the three courses within their major program. SLOs for the Direction Building component are closely related to PLOs that reinforce the Core and Diversity Foundation SLOs.

Tier III: Capstone Experience

Components

Tier III of the General Education framework is embedded wholly within program requirements. Programs keep full autonomy over the courses, but identify specific program/course SLOs that assist the goals of general education. Programs

likely would fulfill this requirement by using one or more high impact practice (HIP; i.e., capstone, thematic, research, etc.) to enhance the major experience and better prepare students for life after graduation, be it the workplace or graduate school. Most programs use some version of HIPs presently. Tier III formalizes the relationship between specific PLOs and General Education as defined by the major program.

Rationale

WASC standards assign programs the primary responsibility for student learning. The best general education curricula assist programs to more effectively fulfill their program goals. Programs have responsibility to assure that their graduates are prepared for life after graduation by, among other things, developing mastery-level skills of key program learning outcomes. Most PLOs embed within or are based on one or more of the core competencies. The Capstone Experience requirement formalizes fulfillment of WASC expectations for higher-order learning and the university's institutional learning outcomes. It also provides a vehicle to advance and assess the core competencies at advanced levels.

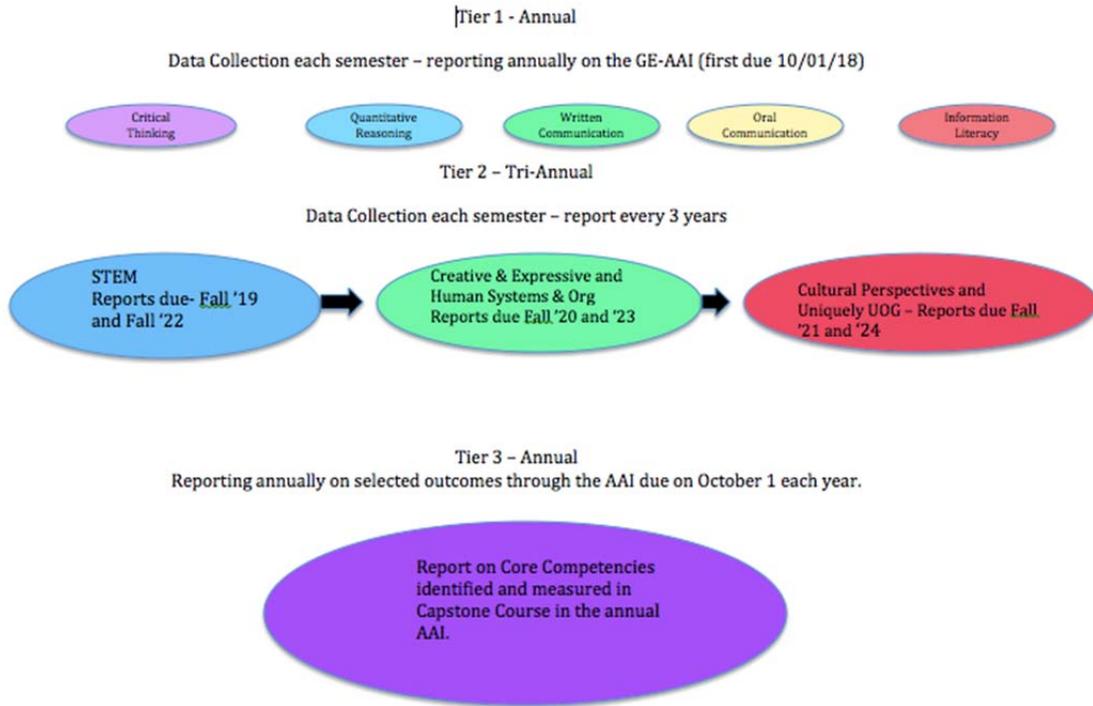
Practice

Programs identify a course or a few courses that address at least two Core Foundation and one educational value (i.e., foster diversity, civic responsibility, the ability to work with others, and the capability to engage in lifelong learning," see WASC 2.2.a.). The Core Foundation SLOs are benchmarked at the undergraduate mastery level from the perspective of the major program. All credit hours fulfill major program requirements. Programs include assessment activity of the identified PLOs in the Annual Assessment Inventory (submitted to UAC) with evidence included in the program self study.

II. General Education Assessment

Responsibility for oversight of the assessment of the general education program at UOG resides with the University Assessment Committee (UAC). Currently this process serves two distinct purposes; to assess the extent to which our students demonstrate the traits identified by the UOG faculty as defining a UOG graduate; and to assess the extent to which our students have attained the core foundation learning outcomes. These are a series of outcomes reflecting five general areas of the core foundation that were developed by a number of faculty working in conjunction with the General Education Review Committee of the University of Guam's Faculty Senate. All instructors of courses in the Tier I general education framework are asked to submit assessment data at the beginning of each October. The data-collection system is based in TracDat or with use of the attached template and is analogous to the system for entering data for Annual Assessment Inventory at the program level. Instructors are asked to indicate which two of the five or six CF-SLOs in the specific category are addressed in their classes, and to identify an assignment, exam, or some combination of those, which they would use to assess each student's mastery of those objectives. In Tier II, the diversity foundation courses, the course data is to be collected each semester and submitted on a three year cycle. These courses have identified two core foundation skills to emphasize alongside the content of the course.

III. General Education Timeline



IV. General Education Core Foundation Student Learning Outcomes

Critical Thinking

UOG students will be able to analyze information and ideas carefully and logically from diverse perspectives and develop reasoned solutions to problems by:

1. Applying the concepts essential to examination and evaluation of argumentative discourse;
2. Using investigative and analytical skills to explore complex questions and solve challenging problems;
3. Synthesizing information in order to examine alternatives and arrive at reasoned conclusions;
4. Comprehending and explaining the logic and validity of arguments, and the relevance of data and information;
5. Identifying and avoiding common logical errors; and
6. Differentiating and prioritizing elements of complex real-world experiences.

Quantitative Reasoning (WSCUC ; UOG ILO: Quantitative *Analysis*)

UOG students will be able to apply analytical and quantitative reasoning (including statistical) to address complex challenges and everyday problems by:

1. Interpreting quantitative information presented in various forms including numerical, symbolic, and graphical;
2. Representing information in numerical, symbolic, and graphical forms;
3. Accurately calculating quantitative terms;
4. Evaluating quantitative information to draw appropriate conclusions;
5. Identifying the assumptions of quantitative data; and
6. Using quantitative information during argumentation (including experimentally derived data).

Written Communication

UOG students will be able to formulate ideas, perspectives, and values clearly and persuasively in writing by:

1. Developing themes with appropriate consideration of the audience and purpose;
2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing;
3. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English;
4. Utilizing various formats, lengths, and citation styles as appropriate for the task; and
5. Using writing to analyze complex events and foster intellectual discovery

Oral Communication

UOG students will be able to articulate ideas, perspectives, and values clearly and persuasively in oral form by:

1. Developing and presenting material around a central theme;
2. Using organization and language to effectively present material to an audience;
3. Considering contexts and cultures when crafting and delivering messages for different audiences;
4. Identifying, evaluating, and applying different styles and modes of presentation in public speaking and listening;
5. Demonstrating appropriate ethical standards and properly citing sources while researching and presenting materials;

Information Literacy

UOG students will be able to know when there is a need for information and identify, locate, evaluate, and effectively use that information for the issue or problem at hand by:

1. Determining the nature and extent of the information needed;
2. Accessing needed information;
3. Accurately identifying the source of information to critically evaluate the veracity;
4. Synthesizing and applying relevant information to create a quality product; and
5. Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use.

V. Creating the Assessment Plan

Core Foundation Courses:

Year 1

1. CF-SLOs were identified in CF Course Inclusion Proposal
2. By asking how students will demonstrate what they have learned, you are helping determine what the means of assessment will be. Determine for courses, not classes, what this common assessment will be and when it will be administered.
3. Collect data in Fañomnakan and Fanuchånan.
4. In Aug. and Sept of the next academic year, complete analysis of the raw data and determine what needs to happen next, the closing the loop aspect.

Year 2

1. Determine if the same CF-SLOs will be assessed. There are five or six CF-SLOs per core foundation competency. If the five or six CF-SLOs were determined necessary to begin with, there needs to be a means of eventually capturing data on all five or six and rotate through such data collection.
2. Again, determine how students will demonstrate what they have learned.
3. Collect data in Fañomnakan and Fanuchånan.
4. In Aug. and Sept of the next academic year, complete analysis of the raw data and determine what needs to happen next, the closing the loop aspect

Diversity Foundation Courses

Year 1

1. Two core foundation skills were identified as skills to emphasize in the diversity foundation course.
2. By asking how students will demonstrate what they have learned, you are helping determine what the means of assessment will be. Determine for courses, not classes, what this common assessment will be, particular to the core foundation skills, and when it will be administered.
3. Collect data each Fañomnakan and Fanuchånan.
4. Although reporting is done every three years, what is the data telling you? Are there things that you could do the next semester that will help your students achieve the learning you desire?
5. Report on the student learning achieved relative to the core foundation skills identified as focus skills.

Year 4

1. Determine if the same core foundation competencies will be assessed.
2. Again, determine how students will demonstrate what they have learned.
3. Collect data each Fañomnakan and Fanuchånan.
4. Report on the student learning achieved relative to the core foundation skills identified as focus skills.

VI. General Education Template Instructions

Directions for Completing the General Education Annual Assessment Inventory (this should be after data has been gathered because the assessment plan has been implemented).

Step 1

Determine if your course is a Tier 1 or Tier 2 course. If Tier 1, it is clear what core foundation student-learning outcomes (CF-SLOs) are measured in your course (EN110 – written communication, EN111 – Information Literacy, CO210 – oral communication, CT101 – critical thinking, MA110+- quantitative reasoning). However, you must still determine which two of the five CF-SLOs were selected by your school to measure. If your course is a Tier II course, you need to clarify which two CF-SLOs were selected by your school or college to measure, in addition to the content specific SLOs.

Step 2

Identify which of the seven Institutional Learning Outcomes are linked to the CF-SLOs and write it out completely in the template provided.

Step 3

Explain the manner in which you gathered data on the students' ability to demonstrate their competency on the identified CF-SLO. (Example learning activity, presentation, test). How was this assessed (rubric, item analysis)? See the UOG Assessment Guidebook

Step 4

Define what success was for the assessment given. What was the appropriate criteria for success for this assessment? Was it a score on the rubric? Was it a certain percentage on the test? Notice it isn't a percentage of the students scoring something...it is the students' scoring a certain percentage.

Step 5

Provide the results. What are the raw data? Provide both the raw figures and a summary of such.

Step 6

What does the raw data tell you? Analyze the information and describe your findings.

Step 7

Identify what needs to happen next. What does the data show that needs to be changed? If the criteria was met, how can you continue to improve in the course, in the assessment, status quo is not closing the loop.

General Education Core Foundation Assessment Inventory Rubric

Criteria		Initial (1)	Developing (2)	Highly Developed (3)
SUBMISSION STATUS	A. Timeliness B. Quality of completion	A. Document submitted late. B. Document is incomplete OR completed with non-cohesive information	A. Document submitted on time. B. Document missing minor elements, but we can still assess inventory and/or is completed in a later template format.	A. Document consistently submitted on time (at least 2 times in a row) B. Document is complete (with related links) using the most updated format.
Core Foundation SLO and ILO linked to CF SLO	A. SLO identified (identified and written out) B. Alignment of SLO to ILO.	A. SLO not identified or is identified, but are too broad and lacks clarity. B. No evident alignment between SLO and ILO.	A. SLO identified and articulates competencies with an action verb B. Implied or loose alignment to ILO.	A. SLO identified and articulates competencies with an action verb that clearly demonstrates the skill or behavior to be observed and measured B. Clear alignment between SLO and ILO.
Means of Assessment	A. Assessment tool (learning activity, assignment, or test) B. Description/Quality of assessment tool (appropriateness of data tool, variability of tool) C. Faculty participation/collaboration/engagement (if applicable)	A. Assessment tool not identified B. No clear description of assessment tool and/or does not assess SLO. C. One faculty or one course assessing the PLO (if more should be involved).	A. Assessment tool is identified B. Assessment tool assesses SLO at some level. C. Evidence of faculty collaboration is present. (if applicable – i.e. multiple sections)	A. More than 1 assessment tool identified. B. Assessment tool assesses SLO comprehensively. C. Faculty collaboration is strongly evident (ex: multiple faculty from different sections of same course).
Criteria of Success	A. Clearly stated (what defines success and is of appropriate rigor)	A. No criteria stated	A. Criteria is present, but needs refining (clarity, level)	A. Criteria is clearly stated and explained relative to purpose of degree (i.e. 80% pass rate).
RESULTS OF ASSESSMENT AND ANALYSIS	A. Raw data reported B. Summarizes the results (related links) C. Analysis of data	A. Few to no raw data are reported. B. Summary of findings are not reported C. No analysis of data OR analysis is not supported by the data	A. Raw data are generally reported from most assessment activities B. Summary of findings are reported on some outcomes. C. Some analysis of data is provided.	A. Raw data are reported on all assessment activities B. Summary of findings on all outcomes are reported with comparing/ contrasting of findings from multiple measures. C. Clearly developed and well thought out analyses are reported and supported by the data.
Actions and Follow up (Closing the loop)	A. Follow up actions identified B. Follow up actions alignment with the analysis	A. No follow up action identified, or only an action to maintain status quo is identified B. Follow up action does not align with the analysis of data.	A. Follow up action/s is identified. B. Follow up action/s have influenced some actions to change or maintain program outcomes and is grounded in the analysis of appropriate data.	A. Follow up action/s for all assessment tools are extensively described. B. All follow up actions reflect the thoughtful use of the analyses with overt evidence that present data have influenced meaningful, programmatic changes (learning experiences, course map, test design, etc).

University of Guam
 General Education Core Foundation Annual Assessment Inventory
 Reporting Period: AY _____

GE Mission Statement:	<i>General Education at the University of Guam provides a framework that guides students through the acquisition of foundational knowledge leading to higher order intellectual skills and in-depth study in a major degree program. Throughout this process General Education is committed to a well-rounded, student-centered educational experience that incorporates indigenous, local, regional, and global knowledge.</i>	
Identify Tier, course, and semester offered	TIER 1 Course: Fanuchånan <input type="checkbox"/> Fañomnåkan <input type="checkbox"/>	TIER 2 Course: Fanuchånan <input type="checkbox"/> Fañomnåkan <input type="checkbox"/>
Where are the CF-SLOs published? <i>(e.g., catalog, web, TracDat)</i>		
	Core Foundation SLO # _____	
Core Foundation SLO <i>(identified, written out, link to ILO)</i>		
ILO <i>(linked to GE-CF-SLO)</i>		
Means of Assessment <i>(learning activity, assignment, or test along with a description and how the activity was assessed)</i>		
Criteria of Success <i>(what defines success and is of appropriate rigor)</i>		

Results of Assessment <i>(Raw data and summary)</i>	
Analysis <i>(well thought out and supported by data)</i>	
Actions and Follow-Up – <i>closing the loop (follow-up identified, described and related to data – how have the results been used to improve student learning?)</i>	