



General Education @ SHIP

A proposal for program renewal.

EXECUTIVE SUMMARY

The Mission of General Education at Shippensburg University

A general education program is a university curriculum that is shared by all undergraduate students because it provides a framework for lifelong knowledge assimilation and development of skills necessary for career readiness and informed citizenship in a democratic society. The proposed program for general education at Shippensburg is intentional, with clearly-defined goals informed by the liberal arts tradition of Shippensburg University which emphasizes “critical thinking, critical analysis, quantitative reasoning, communication skills, an ability to form opinions, ideas, and concepts and an ability to argue and defend them” (AMP). Providing students with ample opportunities to develop competencies across multiple traditions and disciplines will foster knowledge integration, innovation, and adaptability necessary to solve complex interdisciplinary problems while at the same time “creating awareness of the interdependence among people and ideas and creating openness to differences.” (AMP)

Whether they know it or not, many of our students are preparing for careers and pathways that do not yet exist. Our alumni and regional employers have given us many reasons to expect that many emerging careers and pathways require highly developed reading, listening, reasoning, creative thinking, and problem solving skills. Such personal attributes cannot be turned on like a light switch or found using a search engine; rather, they must be carefully developed within us, practiced, and honed.

Our students have already witnessed rapid changes in the technologies we use, the labor markets we compete in, the ways families and social networks form, and the ways people pursue happiness. Our students are also learning that we are living amidst demographic, economic, and political changes, which were set in motion decades ago, and climatic changes, which were set in motion nearly a century ago. With change come disruptions - abrupt changes to the knowledge bases and skill sets that are prized in the marketplace. Therefore, it is reasonable to expect our students will rely increasingly on the core qualities which they developed in general education in order to react to and move with the disruptive forces that create, expand, or shrink highly specialized labor markets. Moreover, our nation will hold together to the degree to which we communicate respectfully, solve problems ethically, and place a premium on evidence, reasoned debate, and lifelong learning.

We have an opportunity to become a student-ready university

With so many needs for change comes an opportunity to boldly improve how we attract, engage, and retain students - by putting students first. Rather than continue asking ourselves, “Why aren’t more students ready for college?” and focusing on the things we cannot change, we could be asking “Why aren’t we more ready for students?” As a university, we can do a better job of demonstrating how our General Education Program and our other programs support each other. We can do a better job of demonstrating and marketing how students with strong general educations are better prepared to adapt and respond to change after graduation. And, most importantly, we must stop advising students to “get their Gen Eds out of the way”. Instead, we will be able to show students that their general education courses serve a vital function, helping them develop the capacity to think in an integrative way, and preparing them to effectively navigate the increasingly complex career pathways that they will face after graduation.

Purpose of this document

The General Education Council (GEC), through recommendations prepared by the Program Committee, proposes the following path forward for program renewal and reform, with the goal of enhancing the culture of General Education and assessment at Shippensburg University. The proposed program emphasizes the portability of skills by replacing subject boundaries with competencies that encourage “interdisciplinary collaborations” (AMP goal 4.6) and new courses that don’t fit neatly into the ‘categories of knowledge.’ Students will build core skills in the context of content from a more diverse combination of courses across the university, consistent with the AMP goals (1.3 and 1.4) that promote a “core program that works in concert with major programs”, and “students’ abilities to navigate the interconnectedness of knowledge.” Continual and consistent assessment of the program will be used to guide meaningful change, so that the program evolves to best meet the needs of our students now and in the future.

Summary of Recommendations

1. To better communicate what Shippensburg University will do for students, the GEC **recommends** adopting a set of clear General Education Program goals that can be used to direct intentional teaching practice and student learning. The proposed goals are aligned with the competency requirements listed in the new MSCHE (2014) standards and they will foster meaningful program assessment.
2. To better communicate what Shippensburg University expects students to accomplish or learn, the GEC **recommends** a set of intentional and clear student learning objectives. These learning objectives are aligned with the competency requirements listed in the new MSCHE (2014) standards and they will foster meaningful assessment of student learning outcomes.
3. To better communicate how student learning outcomes will be assessed, the GEC **recommends** adopting a set of rubrics, one for each learning objective, that describe what constitutes unsatisfactory, emerging, developing, proficient, or mastery levels of competency achieved by students.
4. The GEC **recommends** clearly linking courses with a particular program goal to help students and the faculty to recognize how courses will help them to achieve learning objectives.
5. To better communicate the major threads of our general education curriculum to students, parents, and the public at large, the GEC **recommends** that the program goals, objectives, and rubrics be organized further into five broad themes that present the major components of the program without academic jargon.

We want our students to:

develop solid **Foundations**

recognize **Interconnections**

consider the importance of **Citizenship and Responsibility**

understand the **Natural World and Technologies** that surround them

and to appreciate **Creativity & Expression**.

6. Nearly half of all students that enter our university do not immediately declare a major and, so, begin exploring potential majors via our General Education Program. Given the large number of entry-year

students in the Exploratory Studies Program, the GEC **recommends** the GEC amend its bylaws to create a seat for the Office for Exploratory Studies.

7. Last but not least, the GEC **recommends** opening its General Education Program to departments and programs outside the College of Arts and Sciences. Doing so can build capacity within the program to address new competency requirements and help students to see the interconnections that exist between their specific major programs and the general education program that all students share.

The needs for reform are clear and present

Shippensburg University maintains its General Education Program in accordance with its Mission, our regional accreditors' standards for accreditation, and several Pennsylvania State System of Higher Education (PASSHE) Board of Governor (BOG) policies. Our Mission states our university's commitment to student learning and personal development. The policies and standards provide our university with the required framework for accomplishing its mission.

Unfortunately, our present General Education Program does not clearly communicate the University's mission "... to have students develop to their utmost the intellectual, personal, and social capabilities they need to perform as competent citizens prepared to embark on a career immediately upon graduation or after advanced study." (Mission statement, Shippensburg University Strategic Plan) Nor does our present General Education Program reflect the complete list of competencies described in the Middle States Commission for Higher Education (MSCHE, 2014) *Standards for Accreditation and Requirements of Affiliation* and, soon, it will be out of compliance with two amended PASSHE BOG policies (1993-01-A, 1999-01-A). Clear and present needs exist to reform our General Education program.

Argument #1: The broader goals and mission of our program is not easily communicated to all stakeholders

We have the opportunity to realign our General Education Program to be more student-centered. This proposed program is focused on the skills and competencies that a student will develop (learning outcomes) and what the faculty will "guide and prompt the student" to learn (learning objectives). Instead of sorting classes into discipline-based categories of knowledge, they are aligned with the student-centered skills and outcomes. This allows the proposed program to more clearly "have students develop to their utmost the intellectual, personal, and social capabilities they need to perform as competent citizens prepared to embark on a career immediately upon graduation or after advanced study." (Mission statement, Shippensburg University Strategic Plan) The current program does develop these skills as well, but clear alignment of courses with learning objectives and outcomes will provide a ready answer when students ask "what will I get out of this course?"

Argument #2: Assessment is good reflective teaching practice

Program and course assessments are reflective processes that professional educators use to evaluate the strengths and weaknesses of their programs, teaching practices, and student learning. In the past, reflective assessments were conducted informally; rigor varied among programs, disciplines, and educators. In the present, program and course assessments are nationally recognized as formal peer-review processes that improve communication, normalize expectations across disciplines, and reveal strengths, weaknesses, and tacit assumptions (Berrett, 2015).

Assessments are earnest attempts to answer questions like:

- ⇒ Are we communicating clearly with students about what they are expected to learn and why they are expected learn it?

- ☞ Are we communicating clearly with students about how their work will be evaluated?
- ☞ Do our assignments, quizzes, exams, etc., that evaluate students on the material they are expected to learn or on other material that we tacitly assume they know or should know?
- ☞ Are we providing our students with ample and sufficient opportunities to learn what they are expected to learn?
- ☞ Are we providing our students with ample and sufficient opportunities to demonstrate that they've learned what they are expected to learn?
- ☞ What have our students learned and how well have they learned it?

The answers to such questions, if acted upon, can prompt and guide valuable improvements to student learning, teaching practice, student retention, and the institution as a whole. Participating in these reflective assessment practices is no longer optional – current higher education professional standards now demand it.

Argument #3: The structure of our program makes it impossible to assess student learning sustainably

The current structure of our General Education program reflects a list of recommended cross-disciplinary competencies in the deprecated PASSHE BOG policy on General Education (PASSHE BOG 1993-01), yet many of our program goals and learning objectives are not cross-disciplinary or expressed clearly. In fact, most of our learning objectives contain nested sets of objectives, which makes assessing student learning cumbersome or nearly impossible to do.

Since Shippensburg last tried to evaluate its program (2006-2008), it has become unavoidably clear that we are unable to conduct meaningful assessments of our program, nor can we demonstrate consistently and clearly which general education objectives our students are achieving. These fatal flaws stem not from the tremendous efforts that faculty members put into teaching and helping students to learn, but from the structure of the current program. The structure of our current program reflects “the pattern of university organization that creates vested interests in traditionally defined departments” (Boyer Commission, 1998). The proposed program is designed to serve entry-year and other students, intentionally reorganized around a set of clear goals and a small set of cross-disciplinary objectives that will foster better communication, better student learning, better assessment of student learning, and better program assessment.

Argument #4: Middle States expects all of its institutions to assess student learning

The MSCHE issued new accreditation standards in 2014 that become effective for all affiliated institutions starting with those that have self-studies due during the 2017-18 academic year (e.g., Shippensburg). Notably, MSCHE eliminated its General Education standard (formerly Standard 12) and placed some former parts of it into *Standard 3: Design and Delivery of the Student Learning Experience*. According to Standard 3, an accredited institution possesses or demonstrates:

- A. a general education curriculum that helps students to develop competency in *at least*:
 - ☞ Oral communication
 - ☞ Written communication
 - ☞ Scientific and quantitative reasoning
 - ☞ Critical analysis and reasoning
 - ☞ Technological competency
 - ☞ Information literacy
 - ☞ Study of values, ethics, and diverse perspectives
- B. student learning experiences that are designed, delivered, and assessed by faculty ... who are rigorous and effective in: 1) teaching, 2) assessment of student learning, 3) scholarly inquiry, and 4) service;

- C. organized and systematic assessments, conducted by faculty or appropriate professionals using defined and meaningful curricular goals with defensible standards for evaluating whether [or not] students are achieving those goals.

It is clear that MSCHE expects Shippensburg to place assessment of student learning on par with teaching, service, and scholarly growth, and that it considers its core competencies to be cross-disciplinary. The new standards contain competencies that our current program does not address squarely or at all. Yes, MSCHE omitted competencies associated with reading and creative expression, which was surprising and short-sighted, but their list is not a complete checklist; rather, a list of minimum (“*at least*”) requirements that can be augmented. So, *at the very least*, our General Education program needs to be reorganized around these new required competencies.

Argument #5: The credit requirement of our program is too large

As of August 2018, the size of our program will be out of compliance with the amended PASSHE policy on General Education (1993-01-A), which recognizes that students are required to complete a minimum of 40 credits and states “the maximum shall not exceed 48 credits.” In contrast, our current program requires all students to complete a *minimum* of 48 credits and, because many students are directed by their major program to take the 4-credit versions of courses, many are required to complete more than 48 credits.

Shippensburg must reduce its minimum credit requirement (to 45 credits) so it can bring its program into compliance with the amended PASSHE BOG policy. Doing so will also provide Shippensburg students with much needed relief and flexibility to pursue depth via certificate, minor, or dual-major programs. Doing so could also help the university to compete better for transfer students (see SU, 2013: AMP Strategy B.4). Most other PASSHE institutions that have revised their general education programs since 2009 have reduced their credit requirements to 45 credits or fewer, and by doing so, they have made our program grow comparatively large (and old). While old is not in and of itself a bad thing, it does give the appearance of failing to reflect and revise to better serve our students.

The Academic Master Plan

Local leadership in the Association of Pennsylvania State College & University Faculties (APSCUF) and the Provost, in 2009 and in anticipation of changes to the MSCHE accreditation standards, collaboratively formed the Academic Master Plan Task Force to develop new visions for the division of Academic Affairs and the academic future of the University. The Academic Master Plan (SU, 2013: AMP Strategy E) describes these new visions and identifies desired General Education Program reforms:

- Establish a process and mechanism for the *periodic review and revision* of the general education curriculum to ensure it meets the needs of 21st-century students and workers
- Create and support a process to identify, develop, and implement *core experiences and cross-curricular initiatives*.
- Develop strategies for the *continual emphasis of core competencies* (writing, oral communication, quantitative reasoning, critical thinking, developing habits of the mind, and global understanding) *throughout the curriculum*.
- Explore the rationale and feasibility of including courses from all three academic colleges in the general education curriculum.
- Explore the incorporation of technology fluency in the curriculum in a systematic way.

The Roles of the General Education Council

The General Education Council (GEC) is the campus body of faculty members, deans, and students that is responsible for General Education Program. It includes the most comprehensive representation of faculty from each department in the three colleges of the university, along with guidance from the administration.

The GEC's Assessment Committee stays informed about the applicable assessment standards and policies and about how good reflective assessments are accomplished at other universities. It is also responsible for coordinating assessments of student learning within our current program and for advising the GEC on how the assessment process can be improved.

The GEC's Budget Committee manages the annual budget, reviews general education grant proposals and makes recommendations to the council.

The Entry Year Experience Committee is composed of faculty members and others that work primarily with first-year students (e.g., in our ENG, HCS, HIS, Residence Life, and Exploratory Studies programs) and it advises the GEC on how students' experiences in the all-important transition into college can be improved.

The GEC's Program Committee must stay informed about standard and policy changes and periodically surveys the landscape of changes being made at other institutions. It reviews and makes recommendations for nearly all UCC proposals that affect the program. It is also responsible for leading the effort to renew our current General Education Program.

The GEC takes direction from our Mission, the MSCHE standards, PASSHE policies, and Shippensburg University's Academic Master Plan (AMP). The GEC also recognizes the work accomplished by the Association of American Colleges and Universities (AAC&U). All are prompting our university to adopt new program goals and learning objectives that place *primary* emphasis on students' acquisition of the skills, values, awareness, understandings, perspectives and appreciations that are the foundation for informed citizenship in a democratic society and career readiness, and *secondary* emphasis on the mastery of disciplinary content.

Proposed General Education Program: 45 credits - themes and program goals

This proposal describes a program organized into five broad themes that are easy to remember and more clearly communicate general education goals to students, parents, and the public. Each theme organizes two or more goals, which provide the conspicuous basis for program assessment – *are we doing what we say we are doing?*

We want our students to develop solid Foundations – 15 credits

Foundational courses coupled with other experiences provide students with their core First Year Experience, providing opportunities to develop the requisite quantitative, analytical, written communication, and oral communication skills needed to succeed while in college and throughout life after college. Five program goals express the purpose of these foundational courses and how they support student success. Each goal has an associated rubric that outlines what we expect students to learn or accomplish. All students are required to earn 15 credits in this foundational curriculum.

At the core of this First Year Experience is a first year seminar (UNIV 101) that serves to develop scholarly and academic success, engage students with the university community, foster their personal development and well-being, and promote their understanding of diversity, the shared human experience, and social responsibility. Each section of UNIV 101 will be organized around an engaging topic or theme selected by the instructor with discussion as the primary form of pedagogy. UNIV 101 will be capped at a small class size (20 students or fewer) and students will be scheduled intentionally with sections of HCS 100, ENG 113, or ENG 114 to create cohorts. Ideally, learning objectives, class assignments, experiential learning, and extra-curricular components will be closely coordinated between foundational classes. A faculty program coordinator position will be created to guide the First Year Experience program and a cross-campus steering committee will be established to help coordinate teaching and learning activities.

Program Goals	Course(s)	Required Credits	Assessment Rubric	Assessment Cycle
Guide and prompt students to develop skills in support of scholarly and academic success, engage with the university community, foster personal development and wellness, and promote understanding of diversity and social responsibility through a first year seminar .	UNIV101	3	U	Semester 2 in 4-year cycle
Guide and prompt students to locate and organize information with appropriate evidence and language for clear written communication .	ENG 114	3	W	Semester 1 in 4-year cycle
Guide and prompt students to develop oral communication skills necessary to organize and deliver a clear message with appropriate supporting material.	HCS 100	3	O	Semester 2 in 4-year cycle
Guide and prompt students to understand major historical themes , applying critical analysis to generate arguments based on appropriate evidence.	HIS 105	3	H	Semester 1 in 4-year cycle

Guide and prompt students to interpret mathematical forms, analyze through calculations, and communicate quantitative reasoning .	MAT by placement	3	Q	Semester 3 in 4-year cycle
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We want our students to recognize Interconnections – 9 credits

This curriculum will provide students with opportunities to explore human behavior, social interactions, and global communities through humanities and the social and behavioral sciences. Open discourse about the causes and consequences of human behavior and thought, and the interconnectedness of societies revealed by examining traditions and structures, provides a pathway to mutual respect and tolerance in a diverse world. Three program goals express what we will do for students. Each goal has an associated rubric that outlines what we expect students to learn or accomplish. Students must complete three (3) courses in this curriculum, with at least one (1) course being a diversity course ('D' rubric) and at least one (1) course being a global perspectives course ('G' rubric).

Program Goals	Course(s)	Required Credits	Assessment Rubric	Assessment Cycle
Guide and prompt students to evaluate the diversity of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities.	TBD	at least 3	D	Semester 3 in 4-year cycle
Guide and prompt students to develop global perspectives by analyzing systems, and evaluating interrelationships.	TBD	at least 3	G	Semester 4 in 4-year cycle
Guide and prompt students to understand and demonstrate oral and written communication in a foreign language as well as awareness of a foreign culture.	TBD	-	F	Semester 4 in 4-year cycle

We want our students to consider the importance of Citizenship & Responsibility – 6 credits

This curriculum will provide students with opportunities to consider the function and development of institutions, as well as their own responsibilities in society. Tools for development of students as informed and responsible citizens can include study of principles and research in social science, analysis of the development of social and political systems and practices, application of critical analysis and reasoning, and contemplation of ethics and values. Each goal has an associated rubric that outlines what we expect students to learn or accomplish. Students are required to complete two (2) courses (or their equivalents) in this curriculum, with no more than one (1) course being attributed with the same program goal.

Program Goals	Course(s)	Required Credits	Assessment Rubric	Assessment Cycle
Guide and prompt students to understand responsible citizenship through the development of ideas of citizenship and rights, how society protect or fails to protect basic rights, and avenues for individual or collective action.	TBD	-	S	Semester 5 in 4-year cycle
Guide and prompt students to identify ethical theories or guidelines and apply appropriate ethical reasoning to reach conclusions and support moral judgments.	TBD	-	E	Semester 5 in 4-year cycle
Guide and prompt students to use appropriate critical analysis and reasoning to explain and analyze concepts, and apply concepts to issues to determine significance or value.	TBD	-	R	Semester 5 in 4-year cycle

We want our students to better understand the Natural World and the Technologies that surround them – 9 credits

This curriculum will provide students the opportunity to learn how new knowledge is created by applying scientific principles and technology to address historical and contemporary questions. Two program goals express what we will do for students. Each goal has an associated rubric that outlines what we expect students to learn or accomplish. Students must complete 3 courses in this curriculum, with at least two (2) courses (or their equivalents) involving the natural world ('N' rubric).

Program Goals	Course(s)	Required Credits	Assessment Rubric	Assessment Cycle
Guide and prompt students to understand the scientific method and resulting principles and theories, critically evaluating data to answer questions about the natural world .	TBD	at least 6	N	Semester 6 in 4-year cycle
Guide and prompt students to acquire knowledge, skills, and competencies regarding a broad range of computer technologies and software, and to use them responsibly.	TBD	-	T	Semester 6 in 4-year cycle

We want our students to recognize and appreciate Creativity & Expression – 6 credits

This part of the curriculum will provide students with opportunities to explore artistic and literary disciplines and their modes of expression, considering the processes by which artistic works are imagined and created as well as the analytical tools for describing and appraising works of art and literature. Each goal has an associated rubric that outlines what we expect students to learn or accomplish. Students must complete two

(2) courses (or their equivalents) in this curriculum, with one (1) course being a literature course ('L' rubric) and one course in either the arts or creativity ('A' or 'C' rubrics).

Program Goals	Course(s)	Required Credits	Assessment Rubric	Assessment Cycle
Guide and prompt students to comprehend, analyze, and determine the significance for works of literature .	TBD	at least 3	L	Semester 7 in 4-year cycle
Guide and prompt students to describe, analyze, and respond to the scope of works in the arts .	TBD		A	Semester 7 in 4-year cycle
Guide and prompt students to demonstrate and apply creative competencies , problem solving and preparation in the realization of a creative work.	TBD	-	C	Semester 7 in 4-year cycle

To ensure breadth and provide for depth

To ensure that students develop a breadth of knowledge and skills across multiple traditions and disciplines, all students will be prohibited from counting more than two (2) courses from the same participating academic program toward their General Education Program requirements.

As described above, reducing the size of the General Education Program credit requirement will provide all students with more capacity to pursue depth of knowledge via the free electives or the certificate, minor, or dual-major program of their choosing.

Proposed General Education Program learning objectives and assessment rubrics

Each program goal is linked to a small set of student learning objectives via an assessment rubric (below). Each assessment rubric outlines clear expectations about what students are expected to learn or accomplish (rows) and an ordinal competency scale (columns) that describes how well students are accomplishing the objectives. The rubrics presented below were developed over two years by faculty volunteers in all three colleges and in all three divisions of the College of Arts & Sciences. The rubrics emphasize core competencies across the curriculum, and help remove barriers to interdisciplinary engagement. Rubrics like these will not only help us to assess student learning in the program, but they can be adopted by other programs and used to connect those programs with the General Education Program. Use of rubrics that focus on a small number (3) of key outcomes, and recognize the spectrum of accomplishment from freshmen to seniors, makes meaningful aggregation of results across disciplines possible as well as the capacity to follow student development over time. Such a system can help us realize and evaluate the continual emphasis of core competencies throughout the four-year curriculum.

ARTS CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to describe, analyze, and respond to the scope of works in the arts.

Learning objectives / Desired outcomes	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p>Descriptive Communication <i>The student writes or speaks clearly and precisely, with sufficient observational detail about the work of art.</i></p>	<p>Fails to demonstrate an ability to describe the artistic work.</p>	<p>Begins to demonstrate an organized approach to communication, but the description is vague or subjective with an absence of concrete detail or detailed language.</p>	<p>Demonstrates consistent application of organization and uses some details to describe the work of art through language choices that are accurate and mostly appropriate to the artistic discipline.</p>	<p>Demonstrates clear organization and disciplinary appropriate vocabulary that provides sufficient details to objectively describe the work of art.</p>	<p>Demonstrates skillful use of written or oral communication style, organization, detail and disciplinary vocabulary to concisely, thoroughly, and objectively describe the work of art.</p>
<p>Analysis and Context <i>The student uses appropriate and discipline specific vocabulary to identify and prioritize the significant artistic elements found in the work while also analyzing the context surrounding its creation.</i></p>	<p>Fails to identify the artistic elements of the work.</p>	<p>Employs some analytical tools to identify artistic elements, however some aspects of the analysis or citations are incorrect, incomplete or vague.</p>	<p>Employs some analytic tools to identify artistic elements, with clear and accurate use of disciplinary vocabulary and documentation of sources.</p>	<p>Employs analytical tools and source materials to successfully identify and prioritize artistic elements, as they provide accurate and discipline appropriate evaluation of the work's structure and genesis.</p>	<p>Employs analytical tools and diverse sources to masterfully identify and prioritize artistic elements, as they provide accurate and original evaluation of the work, cited according to the highest standards of the academic discipline.</p>
<p>Interpretation and Response <i>The student provides interpretation that expresses an articulate, thoughtful and personal response to the meaning of a work of art, considering the relevance of the work at a variety of levels [symbolic, metaphorical, emotional, cultural, artistic, historical, contemporary].</i></p>	<p>Fails to provide interpretation or expression of meaning.</p>	<p>Begins to assign a personal response to the work, although the interpretive expression is vague, generalized or clichéd.</p>	<p>Exhibits a clear and personal response to the work that conveys some meaning, or relevance of the work</p>	<p>Demonstrates a consistently clear, personal and confident response to the work while thoughtfully articulating the relevance of the work.</p>	<p>Demonstrates a personal response to the work that is thought provoking, perceptive, articulate and provides evidence to validate or to challenge existing interpretations or inferences about the work.</p>

A **competency** is the ability to do something successfully.

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

CREATIVE CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to demonstrate and apply **creative** competencies, problem solving and preparation in the realization of a creative work.

<i>Learning objectives / Desired outcomes</i>	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
Artistic/Creative Competencies <i>The student demonstrates competency that implies a commensurate level of technique and training appropriate for realizing the artistic work.</i>	Fails to demonstrate the discipline specific artistic or creative competencies appropriate for realization of the work.	Begins to demonstrate discipline specific artistic or creative competencies which are appropriate for the realization of the work.	Demonstrates satisfactory competencies necessary for realizing the work of art, however the work would benefit from further development of these competencies.	Demonstrates proficiency in discipline specific competencies appropriate for realizing the work.	Demonstrates consistency and mastery of those discipline specific competencies necessary for realizing the work.
Problem Solving and Process <i>The student demonstrates the ability to successfully imagine, plan and cultivate a work.</i>	Fails to apply a process or plan for exploration appropriate for the scope of the work.	Applies a process for exploration, however only a single approach is considered and the plan is not sufficiently thought out.	Applies multiple approaches of process and preparation, capable of predicting some potential problems presented by the project without the skill or experience to cope with unexpected challenges.	Applies multiple approaches to process and preparation, capable of predicting the potential problems presented by the project as well as the skill to cope with challenges and adjust work accordingly.	Applies multiple approaches to process and preparation, capable of predicting the potential problems presented by the project as well as flexibility in the face of change. Possesses the ability to articulate choices and recognize consequences to develop new and successful strategies.
Creativity and Transformation <i>The student exhibits a unique interpretive and conceptual approach to creating a work.</i>	Fails to exhibit any unique interpretive or conceptual approach.	Relies on a predictable collection of familiar and clichéd ideas or approaches.	Exhibits some examples of novel ideas or unique approaches, however ideas may lack coherence or need more development.	Creates a new and expressive approach that displays unity and coherence, and on an interpretive level these expressive touches make a familiar work appear new and vital.	Creates a new direction in the realization of the project that moves beyond clichés and constraints, exhibiting a degree of risk or tackling controversial topics. The final project is highly expressive, imaginative, coherent, and leaves a lasting impression.

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A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

DIVERSITY CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to evaluate the **diversity** of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities.

<i>Learning objectives / Desired outcomes</i>	Levels of competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
Human Diversity (Individual, Group, Institutional) and its Impact on Behavior <i>The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity.</i>	Fails to demonstrate knowledge of human diversity and does not recognize impact.	Demonstrates minimal knowledge of human diversity but cannot draw conclusions regarding impact.	Applies knowledge of human diversity but not enough to fully support conclusions or viewpoints about impact.	Analyzes the impact of human diversity on behavior, supporting relevant conclusions or viewpoints.	Synthesizes knowledge of human diversity and its impact on behavior that is broad-based with depth, fully supporting relevant conclusions or viewpoints.
Historical and Cultural Roots of Inequality <i>The student recognizes historical and cultural roots of inequality, and responds to the need for social justice.</i>	Fails to recognize roots of inequality and need for social justice.	Demonstrates minimal understanding of the roots of inequality and the need for social justice.	Illustrates some understanding of historical or cultural roots of inequality and expresses need for social justice.	Integrates multiple facets of historical and cultural roots of inequality and expresses need for social justice.	Reflects thoroughly on historical and cultural roots of inequality, responding to the need for social justice.
Attitudes, Beliefs, Behaviors Regarding Diversity <i>The student demonstrates awareness of and manages the influence of personal biases.</i>	Fails to express awareness of biases.	Identifies minimal awareness of own biases, even those shared with own cultural group.	Analyzes own biases, expresses preference for those shared with own cultural group.	Examines new perspectives about own biases; seeks out complexities that new perspectives offer.	Integrates insights into own biases; aware of how context shapes them, can recognize and respond to biases in self and others.

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ETHICAL REASONING CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to identify ethical theories or approaches and apply appropriate **ethical reasoning** to reach conclusions and support moral judgments.

<i>Learning objectives / Desired outcomes</i>	Levels of competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p>Conceptualization <i>The student identifies and explains the ethical theory's or approach's essential moral principle or value and its relation to the theory as a whole.</i></p>	Fails to identify the theory's or approach's essential moral principle or value.	Identifies the theory's or approach's essential moral principle or value, but cannot explain it or relate it to the theory or approach as a whole.	Identifies the theory's or approach's essential moral principle or value, but explains it incompletely and does not relate it to the theory or approach as a whole.	Identifies and explains the theory's or approach's essential moral principle or value, but does not relate it to the theory or approach as a whole.	Identifies and explains the theory's or approach's essential moral principle or value, and relates it correctly to the theory or approach as a whole.
<p>Application <i>The student applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment within a certain framework and its implications.</i></p>	Fails to apply the moral principle or value to an action, decision, or issue.	Applies the moral principle or value to an action, decision, or issue in an incomplete way and cannot generate the correct moral judgment within a certain framework or explain its implications.	Applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment within a certain framework but cannot explain the implications.	Applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment within a certain framework, but explains the implications incompletely.	Applies the moral principle or value to an action, decision, or issue, and generates the correct moral judgment within a certain framework, as well as explains the implications completely.
<p>Comparison and Evaluation <i>The student identifies, compares, and evaluates similarities and differences between ethical theories or approaches, as well as the strengths and weaknesses of the ethical theories or approaches.</i></p>	Fails to identify similarities and differences between the theories or approaches and fails to identify the strengths and weaknesses of the ethical theories or approaches.	Identifies either similarities or differences between the ethical theories or approaches or the strengths and weaknesses of the ethical theories or approaches.	Identifies both similarities and differences between the ethical theories or approaches and the strengths and weaknesses of the ethical theories or approaches.	Compares similarities and differences between the ethical theories or approaches and the strengths and weaknesses of the ethical theories or approaches.	Compares similarities and differences between the ethical theories or approaches and the strengths and weaknesses of the ethical theories or approaches and evaluates the ethical theories or approaches based upon their strengths and weaknesses.

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FOREIGN LANGUAGE CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to understand and demonstrate oral and written communication in a **foreign language** as well as awareness of a foreign culture.

<i>Learning objectives / Desired outcomes</i>	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p>Oral Communication</p> <p><i>The student communicates ideas and thoughts orally at the Intermediate-Low level minimum according to the ACTFL proficiency guidelines.</i></p>	<p>Fails to demonstrate attainment of oral achievement when engaged in a simple conversation. Most of the utterances are made in English, sometimes with a translation into L1.</p>	<p>Uses mainly memorized sentences and phrases. Uses basic vocabulary from the textbook. Uses memorized questions from the textbook. When having difficulty, negotiation of meaning is initiated, but not sustained. With difficulty, can handle simple transactions that were introduced in class.</p>	<p>Attempts to use sentences and phrases of his/her own although with some inaccuracies. Attempts to use varied vocabulary from across lessons. Attempts to ask both memorized questions and questions of his/her own. Negotiation of meaning is used. With relative easiness, can handle simple transactions that were introduced in class.</p>	<p>Demonstrates the ability to use complete sentences when dealing with some familiar topics. Uses mainly memorized words and phrases. Asks and answers simple questions although not always accurately. Can handle unknown simple transactions with some difficulty.</p>	<p>Skillful use of original sentence level text to express ideas and thoughts orally on familiar topics mainly in the present tense; excellent use of new vocabulary and verb forms. Creates with the language. Negotiates meaning effectively. Asks and answers simple questions accurately. Can handle an unknown simple transaction with accuracy.</p>
<p>Written Communication</p> <p><i>The student communicates ideas and thoughts in writing at the Intermediate-Low level minimum according to the ACTFL proficiency guidelines.</i></p>	<p>Fails to demonstrate attainment of writing achievement when engaged in a simple writing task. Most of the sentences are done in English, sometimes with a translation into L1.</p>	<p>Writes mainly memorized sentences and phrases. Uses basic vocabulary from the textbook. With difficulty, can handle simple writing tasks that were introduced in class.</p>	<p>Attempts to write sentences and phrases of his/her own although with some inaccuracies. Attempts to use varied vocabulary from across lessons. With relative easiness, can handle simple writing tasks that were introduced in class.</p>	<p>Demonstrates the ability to use complete sentences when writing about familiar topics. Uses mainly memorized words and phrases. Can handle unknown simple writing tasks with some difficulty.</p>	<p>Skillful use of original sentence level text to express ideas and thoughts in writing on familiar topics mainly in the present tense; excellent use of new vocabulary and verb forms. Creates with the language. Can handle an unknown simple writing task with accuracy.</p>
<p>Cultural Awareness</p> <p><i>The student demonstrates understanding of some basic elements of the target culture in terms of its products, its practices and its perspectives.</i></p>	<p>Fails to demonstrate target culture awareness. Unable to identify key products and the relationship with the practices and the perspectives of the target culture.</p>	<p>Identifies, but cannot explain the relationship of a few cultural products with the practices and the perspectives of the target culture.</p>	<p>Identifies and explains minimally the relationship of some cultural products with the practices and the perspectives of the target culture.</p>	<p>Identifies and explains the relationship of the most familiar cultural products with the practices and the perspectives of the target culture.</p>	<p>Identifies and explains in detail the relationship of well-known and less well-known cultural products with the practices and the perspectives of the target culture.</p>

See the other rubrics for definitions of competency, program goals, learning objectives, and student learning outcomes.

GLOBAL PERSPECTIVES CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to develop **global perspectives** by analyzing systems and evaluating interrelationships.

<i>Learning objectives / Desired outcomes</i>	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p>Factors and Interactions <i>The student understands, compares and contrasts the factors in human and/or natural systems that contribute to the range of interactions among/between groups, cultures, states, regions or nations.</i></p>	<p>Fails to understand the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.</p>	<p>Understands but is unable to compare and contrast the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.</p>	<p>Describes an understanding of the factors that allows them to compare and contrast the possible range of interactions among/between groups, cultures, states, regions or nations.</p>	<p>Analyzes and evaluates the relative contributions of the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.</p>	<p>Produces sophisticated and workable solutions to address complex social problems through analysis and synthesis of the study of such factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.</p>
<p>Representation and Sources <i>The student understands and/or uses appropriate quantitative data representations (e.g., graphs, maps, data sets, models, etc.) and/or qualitative sources relevant to the topic of study.</i></p>	<p>Fails to understand or use appropriate quantitative data representations or qualitative sources in even relatively simple cases.</p>	<p>Understands when quantitative data representations and/or qualitative sources in relatively simple cases are appropriate.</p>	<p>Explains which kind of quantitative data and/or qualitative sources are appropriate for relatively simple cases.</p>	<p>Evaluates the pros and cons of the appropriateness of quantitative data representations and/or qualitative sources in more complex cases.</p>	<p>Synthesizes across various quantitative data representations and/or qualitative sources to develop a conclusion.</p>
<p>Perspectives <i>The student has developed the capacity to understand the interrelationships among multiple perspectives (such as personal, social, cultural, disciplinary, environmental, local, and global) when exploring subjects within natural and/or human systems.</i></p>	<p>Fails to exhibit understanding of the interrelationships among multiple perspectives when exploring subjects within natural and/or human systems.</p>	<p>Identifies multiple perspectives while maintaining a value preference for own perspective when exploring subjects within natural and/or human systems.</p>	<p>Identifies and explains multiple perspectives in a neutral way when exploring subjects within natural and/or human systems.</p>	<p>Evaluates and applies multiple perspectives to complex subjects within natural and/or human systems in the face of multiple and even conflicting positions, acknowledging own.</p>	<p>Synthesizes multiple perspectives when exploring subjects within natural and/or human systems, including critique of own perspective.</p>

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HISTORICAL THEMES CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to understand major **historical themes**, applying critical analysis to generate arguments based on appropriate evidence.

<i>Learning objectives / Desired outcomes</i>	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p>Knowledge and Understanding <i>The student demonstrates knowledge and understanding of major historical themes or trends.</i></p>	Fails to demonstrate awareness of the major historical themes or trends.	Demonstrates a limited awareness of major historical themes or trends.	Describes some historical background support in discussion of major historical themes or trends.	Applies appropriate historical background that supports discussion of major historical themes or trends.	Incorporates appropriate and thorough historical background that supports discussion of major historical themes or trends.
<p>Sources and Evidence <i>The student uses persuasive evidence that demonstrates an awareness of historical chronology, causation, and context while employing disciplinary standards.</i></p>	Fails to use evidence of any kind; disciplinary standards not carefully followed.	Uses limited historical evidence to explain ideas with little to no understanding of the roles of chronology, causation, and context; disciplinary standards not carefully followed.	Uses some historical evidence to further explore ideas that are not fully integrated or coherent with respect to chronology, causation, and context; shows awareness of disciplinary standards.	Uses persuasive historical evidence that is well integrated with respect to chronology, causation, and context to support the development of ideas; disciplinary standards are followed.	Uses persuasive and appropriate historical evidence that is expertly drawn upon with respect to chronology, causation, and context to advance coherent ideas; disciplinary standards are carefully followed.
<p>Application of Language and Critical Thinking Skills in an Historical Context <i>The student uses language that is organized and clear, and demonstrates an ability to draw comparisons and/or construct historical arguments.</i></p>	Fails to establish historical comparisons or connections and meaning is lost by lack of language control.	Presents limited understanding of historical comparisons or connections and meaning is partially lost by lack of language control.	Illustrates language and analysis that are largely clear, but some gaps in syntax, analytical rigor, and/or historical knowledge are still a distraction.	Applies language that is readable and historical analysis is logical with few errors or conceptual gaps.	Incorporates language that is correct, edited, proofread, and contains no or very few errors; analysis incorporates an ability to make sophisticated comparisons and connections.

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LITERATURE CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to comprehend, analyze, and determine the significance of works of literature.

<i>Learning objectives / Desired outcomes</i>	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
Comprehension <i>The student comprehends the author's message or purpose.</i>	Fails to comprehend the author's message or purpose.	Demonstrates minimal comprehension of the author's message or purpose.	Demonstrates incomplete comprehension of the author's message or purpose.	Demonstrates satisfactory comprehension of the author's message or purpose.	Demonstrates thorough comprehension of the author's message or purpose. Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences.
Analysis <i>The student identifies and explains relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.</i>	Fails to identify the elements of the work that contribute to understanding.	Identifies an element of the work that contributes to understanding.	Identifies several elements of the work that contribute to understanding.	Identifies and explains several elements of the work that contribute to understanding.	Goes beyond identification and explanation, evaluating strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.
Interpretation and Significance <i>The student articulates an understanding of the multiple ways of reading and the range of interpretive strategies, and uses texts in the context of scholarship to raise and explore important questions.</i>	Fails to interpret or consider significance of the work.	Begins to employ interpretive strategies, but does not use scholarship to address the significance of the work.	Employs some interpretive strategies and identifies relevant scholarship to address the significance of the work.	Exhibits clear interpretation and thoughtfully addresses significance through use of relevant scholarship.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies, and evaluates texts for scholarly significance considering relevant contributions and consequences.

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NATURAL WORLD CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to understand the scientific method and resulting principles and theories, critically evaluating data to answer questions about the **natural world**.

<i>Learning objectives / Desired outcomes</i>	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
Scientific Method <i>The student understands how the scientific method involves experimentation or empirical observations that are used for the development, testing, and application of models, theories, or laws.</i>	Fails to demonstrate understanding of the scientific method.	Recalls some steps of the scientific method but does not understand how experimentation or empirical observations are used for the development, testing, and application of models, theories, or laws.	Recalls all steps of the scientific method and begins to offer an explanation of how experimentation or empirical observations are used for the development, testing, and application of models, theories, or laws.	Accurately explains how experimentation or empirical observations associated with the scientific method are used for the development, testing, and application of models, theories, or laws.	Thoroughly explains and evaluates which results from experimentation or empirical observations are most significant in the development, testing, and application of models, theories, or laws.
Scientific Principles <i>The student demonstrates a broad understanding of scientific principles and theories specific to the discipline, and can explain their origins.</i>	Fails to demonstrate understanding of scientific principles and theories.	Defines some basic scientific principles and theories, with some errors in understanding.	Accurately describes basic scientific principles and theories and able to make some connections to their origins.	Explains more complex scientific principles and theories as well as their origins.	Goes beyond explanation and synthesizes complex scientific principles and theories with clear understanding of their origins.
Data and Problem-Solving <i>The student critically evaluates scientific information and/or solves problems using scientific data.</i>	Fails to critically evaluate scientific information and/or solve problems.	Begins to recognize when scientific information is either accurate or flawed or begins to identify the appropriate way to use scientific data to solve a problem.	Consistently recognizes when scientific information is either accurate or flawed and attempts to develop solutions to problems with some errors in logic or calculations.	Provides an accurate interpretation of scientific information or develops solutions to problems with few errors and draws reasonable conclusions from the solution.	Critically analyzes scientific information and thoughtfully solves problems using scientific data and makes intuitive conclusions from the solution. Generalizes patterns of data to larger systems.

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ORAL COMMUNICATION CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to develop **oral communication** skills necessary to organize and deliver a clear message with appropriate supporting material.

<i>Learning objectives / Desired outcomes</i>	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
Organization <i>The student clearly organizes text to convey a central message.</i>	Fails to demonstrate an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, central message not conveyed.	Employs some elements of organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, but central message not fully conveyed.	Employs consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, but central message not fully conveyed.	Employs clear and consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, and central message conveyed.	Employs clear and consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) with cohesive content and compelling central message.
Supporting Material <i>The student uses supporting material (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that is generally credible, relevant and derived from reliable and appropriate sources.</i>	Fails to use supporting materials or establish the presenter's credibility/authority on the topic.	Uses insufficient supporting materials to document information or analysis, and establish the presenter's credibility/authority on the topic.	Uses some appropriate supporting materials to document information or analysis, and begin to establish the presenter's credibility/authority on the topic.	Uses sufficient supporting materials to document information or analysis, and establish the presenter's credibility/authority on the topic.	Uses a variety of well-chosen supporting materials to document information or analysis, and convincingly establish the presenter's credibility/authority on the topic.
Delivery <i>The student delivers presentation with posture, gestures, eye contact, and use of the voice to enhance the effectiveness.</i>	Fails to use delivery techniques that minimize distraction and promote understanding of the presentation.	Uses delivery techniques that occasionally detract from the understandability of the presentation, speaker appears uncomfortable.	Uses delivery techniques that make the presentation understandable, but speaker appears tentative.	Uses delivery techniques that make the presentation understandable and interesting, and speaker appears comfortable.	Uses delivery techniques that make the presentation compelling, and speaker appears polished and confident.

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QUANTITATIVE REASONING CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to interpret mathematical forms, analyze through calculations, and communicate **quantitative reasoning**.

<i>Learning objectives / Desired outcomes</i>	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p>Interpretation <i>The student is able to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, and words).</i></p>	Fails to demonstrate ability to explain information presented in mathematical forms.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about the information.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Provides accurate explanation of information presented in mathematical forms.	Provides accurate explanation of information presented in mathematical forms and develops appropriate inferences based on that information.
<p>Analysis <i>The student is able to perform calculations and draw appropriate conclusions based on them.</i></p>	Fails to demonstrate the ability to perform appropriate calculations.	Calculations attempted are both unsuccessful and not comprehensive; tentative judgments are drawn from the calculations, but uncertain about drawing conclusions.	Calculations attempted are either unsuccessful or not comprehensive; commonsense judgments or plausible conclusions are drawn from the calculations.	Calculations attempted are essentially correct and comprehensive; competent judgments or reasonable conclusions are drawn from the calculations.	Calculations attempted are correct and comprehensive, and presented elegantly; thoughtful judgments or insightful conclusion are drawn from the calculations.
<p>Communication <i>The student can express quantitative evidence in support of an argument (considering what evidence is used, and how evidence is formatted, presented, and contextualized).</i></p>	Fails to demonstrate the ability to present an argument for which quantitative evidence is pertinent.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate numerical support.	Uses quantitative information, but does not effectively connect it to the argument.	Uses quantitative information in connection with the argument, though evidence may be presented in a less-than-completely effective format or some parts of the explication may be uneven.	Uses quantitative information in connection with the argument and presents it in an effective format; explicates with consistently high quality.

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CRITICAL ANALYSIS AND REASONING CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to use appropriate **critical analysis and reasoning** to explain and analyze concepts, and apply concepts to issues to determine significance or value.

<i>Learning objectives / Desired outcomes</i>	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
Conceptualization <i>The student identifies and explains an essential concept, as well as the relation to other relevant concepts.</i>	Fails to identify the concept.	Identifies the concept, but the explanation is inaccurate, incomplete, and not related correctly to other relevant concepts.	Identifies the concept and the explanation is accurate, but incomplete and not related correctly to other relevant concepts.	Identifies the concept and the explanation is accurate and complete, but it is not related correctly to other relevant concepts.	Identifies the concept and the explanation is accurate, complete, and related correctly to other relevant concepts.
Analysis <i>The student identifies the basic parts of the concept and their relation to each other, as well as demonstrating understanding of the concept based upon the analysis.</i>	Fails to identify the basic parts of the concept.	Identifies the basic parts of the concept, but cannot restate their relation to each other and cannot demonstrate understanding of the concept based upon the analysis.	Identifies the basic parts of the concept and restates their relation to each other in an incomplete way and cannot demonstrate understanding of the concept based upon the analysis.	Identifies the basic parts of the concept and summarizes their relation to each other completely, but cannot demonstrate understanding of the concept based upon the analysis.	Identifies the basic parts of the concept and establishes their relation to each other completely, and demonstrates understanding of the concept based upon the analysis.
Evaluation <i>The student applies the concept to a case or issue and determines the significance or value of the case or issue in relation to the concept, as well as its implications.</i>	Fails to apply the concept to a case or issue.	Applies the concept to the case or issue, but cannot demonstrate the significance or value of the case or issue in relation to the concept, and cannot analyze the implications.	Applies the concept to the case or issue and demonstrates the significance or value of the case or issue in relation to the concept accurately but incompletely, and cannot analyze the implications.	Applies the concept to the case or issue and demonstrates the significance or value of the case or issue in relation to the concept accurately and completely, but cannot analyze the implications completely.	Applies the concept to the case or issue and demonstrates the significance or value of the case or issue in relation to the concept accurately and completely, as well as distinguishes the implications accurately and completely.

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CITIZENSHIP AND SOCIETY CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to understand responsible citizenship, how society protects or fails to protect basic rights, and the avenues for individual or collective action.

<i>Learning objectives / Desired outcomes</i>	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
Civil Rights and Civil Liberties <i>The student understands the ways societies protect or fail to protect the basic rights of individuals and groups.</i>	Fails to demonstrate understanding of the ways societies protect individual rights.	Defines the ways societies protect individual rights, but with errors or gaps.	Consistently defines and recognizes concepts of individual rights, with some errors and attempts to apply these concepts to address contemporary problems.	Explains civil rights and civil liberties with few to no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues.	Clearly explains and applies concepts of civil rights and civil liberties to evaluate and address ethical and practical issues.
Individual and Collective Action <i>The student understands how societies and communities address collective issues.</i>	Fails to demonstrate understanding of how societies and communities address collective action problems.	Defines how societies address collective action problems, but with errors or gaps.	Consistently defines and recognizes concepts of collective action problems, with some errors and attempts to apply these concepts to address contemporary problems.	Explains individual and collective action with few to no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues of society.	Clearly explains individual and collective action and applies them to evaluate and address ethical and practical issues.
Responsibilities of Citizenship <i>The student understands that individuals and societies have responsibilities to each other and to the common good.</i>	Fails to demonstrate understanding of the responsibilities for individuals and societies toward the common good.	Defines responsibilities for individuals and societies toward the common good, but with errors or gaps.	Consistently defines and recognizes responsibilities for individuals and societies toward the common good, with some errors and attempts to apply these concepts to address contemporary problems.	Explains responsibilities for individuals and societies toward the common good, with few to no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues of society.	Clearly explains responsibilities for individuals and societies toward the common good, and applies them to evaluate and address ethical and practical issues.

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TECHNOLOGICAL COMPETENCY CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to acquire knowledge, skills, and competencies regarding a broad range of computer technologies and software, and to use them responsibly.

<i>Learning objectives / Desired outcomes</i>	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
Information Technology <i>The student is able to apply knowledge of a range of computer technologies to complete projects and tasks (including, but not limited to web/mobile technology)</i>	Fails to demonstrate knowledge of a range of computer technologies to complete projects and tasks	Demonstrates minimal knowledge of a range of computer technologies to complete projects and tasks	Applies general knowledge of a range of computer technologies to complete projects and tasks	Applies specific knowledge of a range of computer technologies to complete projects and tasks	Applies advanced features of computer technologies to complete projects and tasks
Software and Systems <i>The student is able to use software and systems to collect, gather and analyze data for projects and tasks</i>	Fails to demonstrate the use of software and systems to collect, gather and analyze data for projects and tasks	Demonstrates minimal use of software and systems to collect, gather and analyze data for projects and tasks	Applies general use of software and systems to collect, gather and analyze data for projects and tasks	Applies specific use of software and systems to collect, gather and analyze data for projects and tasks	Applies advanced features of software and systems to collect, gather and analyze data for projects and tasks
Appropriate Use <i>The student is able to apply an awareness of ethics and/or security standards while using information technology</i>	Fails to demonstrate an awareness of ethical and/or security standards when using technology	Demonstrates an awareness of ethical and/or security standards when using technology	Applies general awareness of ethical and/or security standards when using technology	Applies specific awareness of ethical and/or security standards when using technology	Evaluates ethical and/or security dilemmas and makes informed decisions when using technology

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A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

UNIVERSITY 101 CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to develop skills in support of scholarly and academic success, engage with the university community, foster personal development and wellness, and promote understanding of diversity and social responsibility through a **first year seminar**.

Due to the complexity of UNIV101, the following rubric both frames the broader purpose and many critical components of UNIV101, in addition to outlining potential areas of assessment.

Learning objectives / Desired outcomes	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
Cultivate Scholarly and Academic Success <i>The student engages in academic exploration and adapts and applies the metacognitive and academic skills to be a successful student-scholar.</i>	Fails to develop metacognitive skills through academic engagement; fails to develop appropriate achievement strategies or college-level skills in reading and writing, critical thinking, analytical reasoning and information literacy.	Defines different metacognitive skills, lists appropriate achievement strategies, and defines college-level skills in reading and writing, critical thinking, analytical reasoning and information literacy.	Explains how metacognitive skills effect their learning and academic success, begins to implement appropriate achievement strategies and college-level skills in reading and writing, critical thinking, analytical reasoning and information literacy.	Interprets how academic exploration shapes their identity as a student-scholar, implements appropriate achievement strategies, and demonstrates college-level skills in reading and writing, critical thinking, analytical reasoning and information literacy.	Constructs their identity as a student-scholar, adapts academic skills to support their academic achievement, and consistently demonstrates college-level skills in reading and writing, critical thinking, analytical reasoning and information literacy.
Engagement with the University Community <i>The student engages in opportunities for learning beyond the classroom.</i>	Fails to create relationships with peers, staff, and faculty; fails to use appropriate campus resources, participate in academic and co-curricular activities, or recognize the purpose and traditions of Shippensburg University and higher education.	Describes how relationships with peers, staff, and faculty are important to their student experience, lists appropriate campus resources important to their success, attends campus academic and co-curricular activities, and defines the purpose and traditions of Shippensburg University and higher education.	Identifies peers, staff, and faculty with whom to build relationships, identifies appropriate campus resources and begins to use them, attends academic and co-curricular activities on campus and in the community, and interprets the purpose and traditions of Shippensburg University and higher education for Shippensburg University students.	Initiates relationships with peers, staff, and faculty, explores how to use campus resources appropriately; attends and interprets how academic and co-curricular activities on campus and in the community apply to their class themes, and distinguishes how the purpose and traditions of Shippensburg University and higher education apply to their experience as a Shippensburg University student.	Develops relationships with peers, staff, and faculty, evaluates and assembles appropriate campus resources for specific needs; attends and examines how academic and co-curricular activities on campus and in the community positively impact their success, and incorporates the purpose and traditions of Shippensburg University and higher education into their identity as a Shippensburg University student.

(Continued on the next page)

<p>Foster Personal Development and Wellness <i>The student develops strategies and goals to support their personal wellness and academic and professional success.</i></p>	<p>Fails to identify appropriate time-management strategies or relevant academic policies and resources; fails to develop professional goals, or recognize how personal wellness contributes to their academic success and professional goals.</p>	<p>Defines time-management strategies, and relevant academic policies and resources related to their academic success; identifies potential professional goals, and recognizes that personal wellness contributes to their academic success and professional goals.</p>	<p>Identifies time-management strategies, relevant academic policies and resources related to their academic success; examines their interest in different professional goals, and explains how personal wellness contributes to academic success and professional goals.</p>	<p>Implements time-management strategies, connects how relevant academic policies and resources relate to their academic success; develops professional goals, and interprets how personal wellness contributes to their academic success and professional goals.</p>	<p>Uses time-management strategies consistently, applies relevant academic policies and resources to support their academic success; explores means to achieve professional goals, and uses their academic and wellness skills to attain those goals.</p>
<p>Promote Understanding of Diversity and Social Responsibility <i>The student engages with core concepts of diversity and universality, and demonstrate principles of responsible citizenship within and beyond the campus community.</i></p>	<p>Fails to define concepts of diversity, inequality, privilege, and diverse perspectives; does not examine aspects of the shared human experience, nor demonstrate principles of responsible citizenship within and beyond the campus community.</p>	<p>Defines concepts of diversity, inequality, privilege, and diverse perspectives; defines aspects of the shared human experience, and recognizes principles of responsible citizenship within and beyond the campus community.</p>	<p>Explains concepts of diversity, inequality, privilege, and diverse perspectives, examines aspects of the shared human experience and define their relevant values, assumptions and relationships with others, identifies strategies to act upon principles of responsible citizenship within and beyond the campus community.</p>	<p>Interprets concepts of diversity, inequality, privilege, and diverse perspectives, compares and contrasts how their experience connects to a shared human experience, and interprets how that impacts their values, assumptions and relationships with others, and demonstrates responsible citizenship within and beyond the campus community.</p>	<p>Evaluates concepts of diversity, inequality, privilege, and diverse perspectives; assesses how their values, assumptions and relationships with others changes based on their understanding of a shared human experience, and consistently demonstrates responsible citizenship within and beyond the campus community.</p>

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A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

WRITTEN COMMUNICATION CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to locate and organize information with appropriate evidence and language for clear **written communication** of ideas.

<i>Learning objectives / Desired outcomes</i>	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p>Logic and Order <i>The student employs disciplinary expectations to produce clearly worded and organized text that makes a valid assertion.</i></p>	Fails to demonstrate awareness of the correct form or structure for this discipline.	Begins to develop a sense of order to convey an idea; an emerging structure is apparent.	Shows awareness of the disciplinary expectations of form; uses some elements of structure and language appropriate to support assertion.	Adheres to disciplinary conventions, terms, and methods, and demonstrates the ability to develop a clear and succinct assertion for the reader.	Skillfully uses field-specific conventions, terms, and methods to make a clear assertion that contributes to the discipline in an innovative way.
<p>Sources and Evidence <i>The student uses appropriate evidence to support assertions, with documentation of sources in accordance with disciplinary conventions.</i></p>	Fails to use evidence to support assertions.	Uses scarce support to explain or substantiate assertions; attempts to document sources.	Provides some support for assertions but ideas not fully integrated with the argument; documents sources but may not fully adhere to disciplinary conventions.	Provides support for assertions with credible evidence that it is well integrated into the argument; shows an awareness of the standards for documentation in the discipline.	Uses advanced reasoning and engaging scholarly evidence to support original argument; carefully documents evidence in accordance with disciplinary conventions.
<p>Control of Language and Syntax <i>The student uses language that is controlled, readable, clear, proofread, and suitable for the discipline.</i></p>	Fails to convey meaning due to lack of control.	Attempts to control language but meaning impeded because of weak syntax and consistent errors in usage.	Controls language to convey meaning clearly, but syntax and grammar are still a distraction.	Controls language such that it is readable with few exceptions, but contains some errors in usage and grammar.	Thoughtfully controls language that is correct, edited, proofread, and contains very few errors.

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A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

Participating Courses

General education course proposals may be submitted by any academic program to the University Curriculum Committee (UCC) for peer review and approval. As part of its normal review of general education-related course proposals, the UCC seeks and receives a recommendation from the General Education Council (GEC). All departments across campus have a representative on the General Education Council (GEC). The GEC's recommendation to the UCC will reflect: 1) whether or not students taking the course, as it has been proposed, will have ample opportunities to develop the competencies associated with the proposed learning objective; and 2) whether or not the sponsoring program has agreed to foster assessment of student learning outcomes and help the GEC to periodically assess the General Education Program.

The process for review of courses will be expedited for those courses that are already an approved component of the current general education program. A short application form (shown below) will be used for GEC review. For existing courses that are not currently in the general education program, the regular UCC course revision process will be used after approval of the new program. Entirely new courses could either go through the regular UCC course proposal process or a General Education "190" Special Topics proposal can be submitted directly to the General Education Council. The "190" Special Topics option was created to promote creativity, flexibility, and timely topics within the General Education Program. The GEC's decision to approve (or not approve) will reflect the same criteria detailed above. Like all special topic courses at Shippensburg, each may be offered up to a maximum of four times. Should a participating program find reason to continue offering the special topic, then it must apply to the UCC for regular course status and approval.

Academic programs may offer different courses that support different program goals (and assessment via the attendant assessment rubrics), but all sections of the same course must support the same program goal and work toward the same level of competency. Academic programs may propose to offer courses at any undergraduate level (100, 200, 300, or 400), but they should be aware of PASSHE's (2016) directed general education course policy and its effect on courses that are cross-listed in both the General Education and a major program. Finally, each General Education course may be used to meet requirements for one program learning goal only. There will be ample opportunity in the future for GEC to consider the case for allowing courses to participate in more than one goal as long as the sponsoring program demonstrates the course has the capability of meeting the criteria and expectations associated with those objectives.

Expedited Application for Existing General Education Courses

College:

Department or Program:

Sponsor:

Sponsor Phone:

Sponsor email:

Course Title:

Course Number:

Catalog Course Description:

Proposed Program Goal:

Please describe how the course addresses the learning objectives associated with the requested program goal, outlining multiple opportunities for students to meet learning outcomes.

Please discuss the assessment plan for the course, including brief description of assignments that could be assessed with the associated rubric.

Please attach an example syllabus.

Program Assessment

The GEC (via its Assessment Committee) will look for answers to four questions: 1) Are we doing what we say we are doing? 2) Are students learning what we want them to learn? 3) Do students have ample opportunities to demonstrate that they have learned what we want them to learn? 4) If no to any question above, then how can we better allocate resources to improve the program?

- 16 Program Level Learning Goals
- A course in the program would be expected to address at least one of these learning goals
- Each course is likely to cover different topical material, but still must do so in a way that addresses the learning goal
- Courses that address the same learning goal may come from different departments

Considerations:

When multiple courses assess a particular learning goal using different tools and measures, even if all courses meet their expected targets, it is difficult to analyze the data across those courses to determine how well learning goals are being met for all students.

Proposed Plan:

Each program goal will be assessed with a rubric that measures outcomes for 3 specific learning objectives. Specialized versions of the assessment tool can be developed, but to ensure consistency in assessment across all courses, faculty teaching courses associated with that goal will need to define appropriate assignments and benchmarks such that difficulty levels are on par.

Through trainings and meetings coordinated by the GEC, some faculty members from each department teaching within a given program goal will work together to develop the assignments and process they plan to use for assessment based on the common rubric. Assessment coordination meetings will be held for each program goal at the beginning of the assessment cycle to make plans, compare assignments, and establish benchmarks. These meetings could include scoring of some artifacts together, to share ideas about how to use the rubrics meaningfully and consistently. Feedback meetings will also be held at the end of assessment cycles.

Departments should collect and submit assessment data every year. Assessment data should be samples from all faculty teaching the course, and the data should reflect the range of student achievement with examples that are good, bad, and in the middle.

The GEC Assessment Committee will only review the data for each program goal once during a 4-year assessment cycle. If assessments for 2-3 program goals are reviewed each semester, then all 16 goals can be reviewed in 7 semesters, with the 8th semester reserved for overall program assessment. This 4-year cycle will match the Middle States review cycle. Because data should be gathered regularly, after the initial 4-year assessment cycle there should be four years' worth of data available during the review process.

A common assessment form, similar to the attached five column model, will be submitted by departments to summarize data collected and how results are being used. The GEC Assessment Committee would use the attached report form for providing feedback to both the departments teaching the courses as well as the GEC Program Committee. These reports will be kept on file in order to document if changes were implemented and if those changes had the desired effect. Assuming that the assignments related to each learning objective are scored in a common way across all courses, it will be easy for the GEC Assessment Committee to combine that data together for overall program assessment.

It is important to note that the results of assessing student learning outcomes must be used to improve programs and satisfy mandatory reporting requirements and **will not** be used to evaluate any student, any faculty member or staff member, or to make high stakes decisions about individuals.

Each and every faculty member that leads students through a general education course has the academic freedom to prompt and guide students to:

1. achieve general education learning objectives in accordance with the best practices of their discipline or academic program; and
2. develop discipline-specific knowledge or skills in accordance with the best practices of their discipline or academic program.

Each faculty member also has the attendant professional responsibilities to:

3. tell students what they are expected to learn or accomplish;
4. provide students with ample opportunities to achieve the desired learning outcomes associated with the student learning objective (see the rubric for guidance).

Assessment Timeline:

The program assessment cycle will dovetail with MSCHE's new 8-year reaccreditation cycle (Figure 1), which requires annual reporting and a mid-point review (i.e., every 4th year).

At the beginning of each 4-year assessment cycle for a given program goal, Goal-specific **calibration meetings** will be held the week before classes begin in **August or January**. Faculty representatives from all departments teaching courses associated with each program goal will jointly determine the assessment process and tools to be used for assessment throughout the four year cycle. Any faculty member teaching general education courses would be encouraged to participate, but each department with courses in the program must send at least one representative to the meetings. It may be helpful for departments to designate a general education assessment team to aid the department throughout the assessment cycle. The purpose of calibration meetings is to agree on a common rubric, types of assignments, level of difficulty, percentage of students included, mechanism for determining which student work to include (to accurately show range of accomplishment), and benchmarks for success. These initial meetings will help prepare departments to collect data throughout the 4-year cycle.

During each semester, assessment of 2-3 program goals will be reviewed by the GEC Assessment Committee (see assessment cycle below). At the beginning (**September or February**) of the designated assessment semester, an **assessment preparation meeting** will be held with the GEC assessment committee and faculty representatives from each participating department to discuss formal report format and any concerns associated with preparing and submitting the assessment review. Departments will provide review of assessment data collected over the previous four years (recognizing that four years of data will only be available after the assessment cycle has been in place for four years). Departmental assessment should address all the components shown in the attached five column model, including percentage of students at each competency level on the rubric rather than just whether benchmarks were met. **Each department should deliver their completed five column model to the GEC assessment committee before the end of October for fall or the end of March for spring. The GEC Assessment Committee will complete feedback reports by the end of November for fall, or the end of April for spring.** At the completion of the designated assessment semester (last week of classes in **December or May**), an **assessment feedback meeting** will be held to review the GEC Assessment Committee reports.

For the last semester of each 4-year cycle, the GEC Assessment Committee will compile information provided by departments for overall program level assessment.

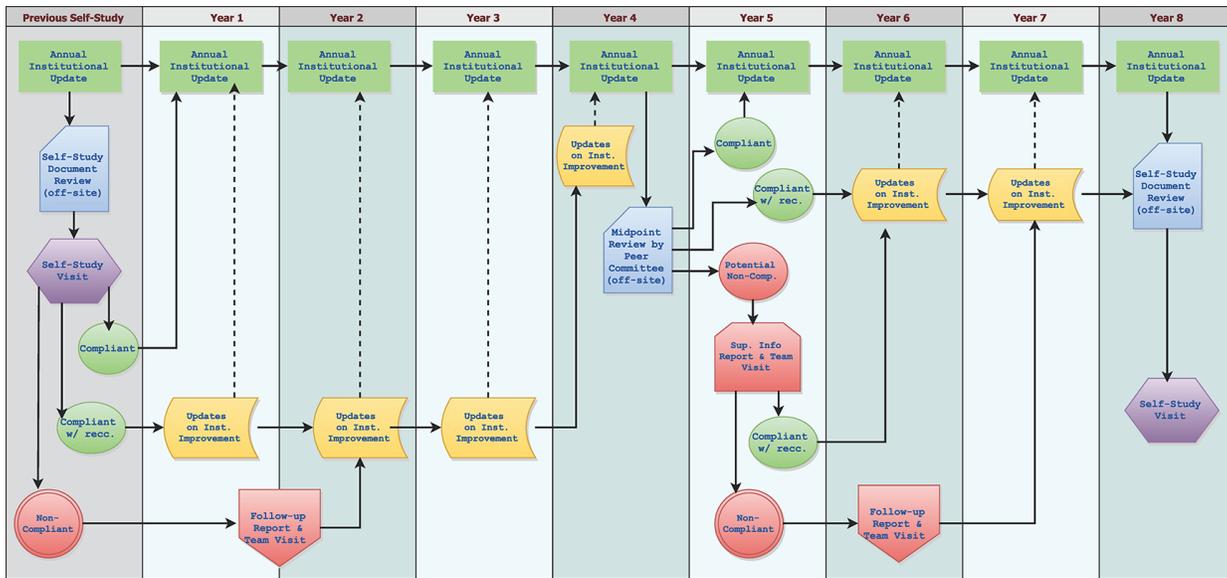


Figure 1. The new MSCHE cycle for reaccreditation is an 8-year cycle with a “mid-point” review.

4-Year Assessment Cycle: All initial calibration meetings held during Fall 2018 - Spring 2019, then on a 4-year cycle beginning the semester after review.

Semester 1, Goals W and H (Fall 2018)

Semester 2, Goals U and O (Spring 2019)

Semester 3, Goals Q and D (Fall 2019)

Semester 4, Goals G and F (Spring 2020)

Semester 5, Goals S, E, R (Fall 2020)

Semester 6, Goals N and T (Spring 2021)

Semester 7, Goals L, A, C (Fall 2021)

Semester 8, Program Assessment (Spring 2022)

Continual program revision:

Program assessment is only meaningful if it is used to guide revisions that allow us to better reach our goals and meet the needs of our students. It is essential that this general education program continue to evolve in response to regular and thoughtful program assessment. In addition to feedback meetings with individual departments throughout the assessment cycle to promote discussion of assessment driven change at the course and department level, the GEC Assessment Committee will use assessment results to suggest changes at the program level. As part of every round of program assessment (last semester of each 4-year cycle), the GEC Assessment Committee will work with the GEC Program Committee to consider additional revisions to the program proposal. The GEC Program Committee will draft a revised proposal and bring the recommendations to the GEC for a vote, before moving the revision proposal to College Councils and UCC (see Proposal Approval Process in Figure 2 below). Certainly, any member of the faculty at any time can also bring suggestions for change to the GEC Program Committee for review, and a decision will be made whether to draft a proposal at that time or hold for consideration with the next round of program assessment.

Department:		Representative:	
Academic Year:		College:	

<u>Mission Statement – Program Goal</u>	<u>Category Intended Educational Outcomes</u>	<u>Assessment Methods and Criteria for Success</u> (Determined at calibration meetings)	<u>Summary of Data Collected</u> (Describe sample selection and show % of students at each competency level on rubric)	<u>Use of Results</u>
Guide and prompt students to describe, analyze, and respond to the scope of works in the arts .	<p>A. <i>The student writes or speaks clearly and precisely, with sufficient observational detail about the work of art.</i></p> <p>B. <i>The student uses appropriate and discipline specific vocabulary to identify and prioritize the significant artistic elements found in the work while also analyzing the context surrounding its creation.</i></p> <p>C. <i>The student provides interpretation that expresses an articulate, thoughtful and personal response to the meaning of a work of art, considering the relevance of the work at a variety of levels [symbolic, metaphorical, emotional, cultural, artistic, historical, contemporary].</i></p>	<p>A. TBD</p> <p>B. TBD</p> <p>C. TBD</p>	<p>A. TBD</p> <p>B. TBD</p> <p>C. TBD</p>	<p>A. TBD</p> <p>B. TBD</p> <p>C. TBD</p>

Category Course Assessment Report Feedback

Directions for reviewers: Use this template for each Learning Outcome.

COLUMN 3: ASSESSMENT METHOD & CRITERIA FOR SUCCESS

1. Describe the assignment(s) that were used to measure this outcome?
2. Do the assignment(s) provide the opportunity for students to demonstrate their progress on the learning outcome?

COLUMN 4: SUMMARY OF DATA COLLECTED

3. How were samples selected for data collection? Is there sufficient data to meaningfully assess?
4. Based on suggested criteria for success, are program goals being met?

COLUMN 5: USE OF RESULTS

5. How were the results used?
6. What changes are planned in response to the results? Are resources necessary to address goals not met?

Strengths of the assessment report:

Constructive feedback and opportunities for growth for your assessment report:

Notes from Meeting with Department:

Proposal approval process

On October 24, 2013, the GEC approved a workflow (Figure 2) for moving a proposal to revise the General Education Program out of committee and onto the UCC for consideration.

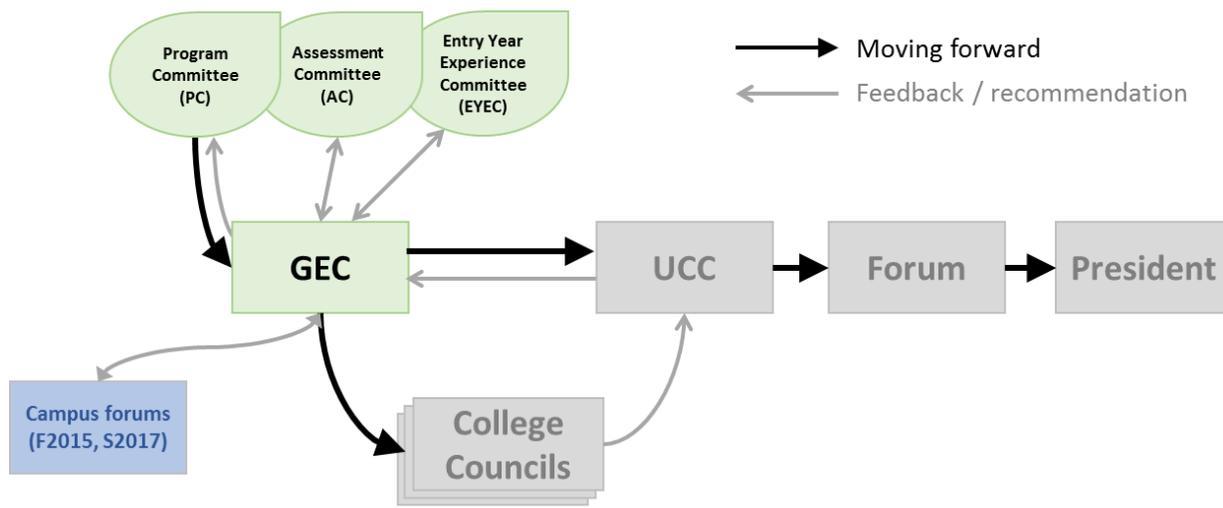


Figure 2. The approved plan for moving forward with this proposal.

Feedback

A proposal of this size and scope requires multiple rounds of public discussion, so revisions have been made in response to feedback from open forums, GEC representatives, and meetings with department chairs and program directors. Additional opportunities for feedback will be offered with each revision.

Implementation

Because many standards and policy changes will be in effect by the 2017-2018 academic year, this proposal seeks to implement a renewed General Education Program by **August 2018** for entry year students (current students will likely have to complete the old program). By **August 2021**, all students would be enrolled in the new Program.

Student Transfer and Articulation

The amended PASSHE BOG *Student Transfer Policy* (PASSHE BOG, 2016) goes into effect in August 2017. The amended policy operates on the principle that competencies and learning outcomes developed and documented through prior learning are the basis for recognizing transfer credit, not course matching. The General Education Program revisions proposed above will create no foreseeable conflict with this amended policy because all PASSHE institutions are subject to the same MSCHE (2014) *Standards for Accreditation and Affiliation*, which list the competencies that are required, and all are subject to the same PASSHE BOG policies regarding Academic Degrees, General Education, and Student Transfers.

Glossary

A **competency** is the ability to do something successfully.

A **general education course** is an approved undergraduate-level course (or its equivalent) that 1) prompts and guides students to achieve general education learning objectives; 2) is used to foster assessment of student learning outcomes; and 3) prompts and guides students to develop knowledge, values, or skills that are associated with a specific field of study. General education courses are organized by program goal.

A **foundational general education course** is a required general education course (or its equivalent) that all undergraduate students must complete and pass before graduation, for they prompt and guide students to develop foundational competencies that are needed for success in college and life after college. Required foundational courses typically comprise the academic components of the university's Entry Year Experience Program.

An **elective general education course** is a general education course (or its equivalent) that undergraduate students can choose to take to achieve one or more general education learning objectives.

A **directed general education course** is a general education course that is prescribed or required by a major program. Directed general education courses may be used by students to satisfy the major or cognate requirements of major programs, but any credits associated with such courses must be counted toward the general education credit requirement and not counted toward the major credit requirement. This PASSHE policy took effect August 15, 2015 and was clarified on October 6, 2016.

A **participating program** is an academic program that offers one or more general education courses, fosters assessment of student learning outcomes, and helps the GEC to periodically assess the General Education Program.

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired result or outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual result. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

A general education **theme** is an organizational device that is used to describe a set of related general education program goals without academic jargon. Each theme is easy to express to students, parents, faculty members, and the public. A theme does not guide program assessment or assessments of student learning outcomes.

NOTE: We found the terms 'learning objective' and 'learning outcome' defined differently and applied inconsistently throughout the body of literature that describes assessment of student learning and how to assess student learning. Therefore, we adopted the plain English meanings of the words outcome (i.e., a result) and objective (i.e., a desired result) in this document.

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