

END OF YEAR REPORT 2013-2014

OFFICE OF GENERAL EDUCATION

Ann Darling, Mark St. André, Dylan Mace, Katie Smedley, Stephen Goldsmith

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INTRODUCTION

The program of General Education (GE)¹ should be a reflection of the values of this institution and a celebration of our best research and teaching. Through GE students develop *core competencies* in critical thinking, quantitative literacy, visual fluency, and written and oral communication. They also come into contact with *significant issues* pertaining to the world and human nature, learning to explore those issues through a breadth of perspectives. In addressing core competencies and significant issues through knowledge discovery, application and dissemination, the GE program prepares students to become creative and collaborative problem solvers and to have an impact in their communities.

The 2011-13 Vice Presidential Task Force on General Education reported that, “We believe the current Gen Ed model is broken. The attribution and distribution of funds based on student contact hours (SCH) has led to a system that rewards enrollment but not teaching, learning outcomes, or community impact.” That group of faculty, after meeting for two years, advanced six recommendations for a revised GE program that highlights a diversity of intellectual approaches to exploring and addressing contemporary issues and takes advantage of national best practices for pedagogical excellence. Beginning this year, the Office of General Education has begun implementing these recommendations. Specifically, we have laid a foundation that will allow us to advance and manage a curriculum that invites students into learning communities early in their educational experience, entices students to take intellectual and creative risks by engaging seriously in fields beyond their areas of expertise, and enables them to make connections between their scholarly activity and their roles as creative and collaborative problem solvers.

In the 2013-14 academic year the Office of General Education had many noteworthy accomplishments that are reported in this document. We continue to move the agenda of the Undergraduate Council toward one of envisioning a better educational experience for all students. The General Education Curriculum Council was launched and began reviewing courses and assessing learning outcomes. Six BlockU Programs were implemented. The New University Scholars were created. Plans were made for launching a campus wide Learning Portfolio Initiative. Discussions about a capstone initiative were developed and a coordinator hired. Each of these accomplishments were driven by the goal of creating a curriculum and set of learning experiences that allows creative doers to thrive; we believe the “imagine then do” mantra should be central to the General Education experience.

¹ For the purposes of this document, the term “General Education” refers to all lower division General Education requirements, Intellectual Explorations requirements, and Bachelor Degree requirements.

UNDERGRADUATE COUNCIL

The Undergraduate Council is charged with the responsibility: (1) to coordinate and encourage the development of undergraduate studies across the University and (2) to oversee all University-wide undergraduate requirements. Members on the Undergraduate Council represent each academic unit on campus and include individuals from many areas of Student Affairs. Appendix A contains a list of individuals serving on the Undergraduate Council during the 2013-14 term.

Undergraduate Council Voting Actions for 2013-14

	Certificates		Majors		Minors		Emphases Area	
	Approval	Denied	Approval	Denied	Approval	Denied	Approval	Denied
9/5/13	2	1	0	0	0	1	0	0
10/3/13	0	0	0	0	0	0	1	0
11/7/13	1	0	0	0	0	0	0	0
12/5/13	<i>no meeting</i>							
2/6/14	0	0	1	0	0	0	0	0
3/6/14	0	0	2	0	2	0	0	0
4/3/14	1	<i>tabled</i>						
<i>Totals</i>	4	1	3	0	2	1	1	0

	Dept/Program Name Changes		Dept/Program Reviews		New Courses		Centers & Institutes	
	Approval	Denied	Approval	Denied	Approval	Denied	Approval	Denied
9/5/13	1	0	0	0	0	1	1	0
10/3/13	0	0	0	0	0	0	0	0
11/7/13	0	0	0	0	22	1	1	0
12/5/13	<i>no meeting</i>							
2/6/14	0	0	0	0	1	0	0	0
3/6/14	0	0	1	0	15	1	0	0
4/3/14								
<i>Totals</i>	1	0	1	0	38	3	2	0

Table 1

As demonstrated in Table 1, the Undergraduate Council had an active year. It approved 4 new undergraduate certificates, 3 new majors, 2 new minors, 1 new emphasis area, 1 department name change, 1 department review, 38 new applications for a General Education designation, and 2 new centers.

GENERAL EDUCATION CURRICULUM COUNCIL

We successfully launched the new *General Education Curriculum Council (GECC)*. The GECC is composed of 30 faculty, 2 University College Representatives, and 3 staff. Appendix C lists the GECC 2013-14 membership. It replaces the 9 area committees previously charged with reviewing courses for General Education and Bachelor Degree requirement designations. Membership also includes the Chairs of the Math Department, the Department of Writing and Rhetoric Studies, and one of the three departments responsible for the American Institutions requirement so that our conversations can include those related to lower division General Education requirements. The GECC is responsible for the vision and quality assurance of the General Education Curriculum, learning outcome assessment in General Education, and celebration of General Education teaching.

	AI	AS	BF	CW	DV	FF	HF	IR	QA	QB	QI	QR	
Initial Review Approval	0	4	4	4	3	4	6	4	0	1	2	0	32
Initial Review Return	0	0	6	3	1	2	3	5	0	0	0	0	20
5 Year Review Approval	0	0	2	13	2	9	11	15	0	11	7	0	70
5 Year Review Return	0	1	2	3	0	0	5	1	0	2	0	0	14
Returned by UGC	0	0	0	0	0	0	0	0	0	1	0	0	1
													<i>Total</i> 137

Table 2

Quality Assurance

The GECC engages in quality assurance of the curriculum by reviewing applications for first time designations and applications for renewal of a designation. As demonstrated in Table 2, this year the GECC reviewed 52 new designation proposals and conducted 85 five-year designation renewal reviews. Part of the course review process included a constant conversation about the quality and intelligibility of the criteria being used to conduct these reviews. As a result of these conversations, several revisions to the criteria are being made this summer and will be discussed for approval at the first meeting of the GECC in the Fall.

Learning Outcome Assessment

In the Spring of 2014, the Office of General Education (OGE) conducted an assessment of 2 of the 15 General Education Learning Outcomes: Critical Thinking and Written Communication. These two outcomes were chosen because they were the most commonly identified ones on the applications of Gen Ed courses undergoing new or five-year reviews over the past two years. We received 305 artifacts from the departments of 75 courses that have these outcomes selected: 133 for Written Communication and 172 for Critical Thinking. From the

total number of artifacts we collected, 120 were randomly selected for review by the GECC. This gave the 30 members of the team each 8 artifacts to review in teams of 2.

The results of the review are included in Appendix B. Overall they show a normal distribution of performance across the five levels of achievement (0-4) for all of the criteria for each of the two learning outcomes. Because this is the first year we have done the learning outcomes assessment we do not have any historical information to compare this performance to. However, it does give us an indication of validity to know that we have a normal distribution on the different criteria of each rubric.

See Appendix B for more detail on the results of this assessment.

Celebrating Teaching in General Education

In the Spring of 2014, the General Education Curriculum Council inaugurated two teaching awards to recognize excellent and innovative instruction in the General Education Curriculum. Instructors of courses carrying any of the following designations are eligible for these awards: AI, FF, BF, HF, SF/AS, CW, DV, IR, QI as well as courses that meet the lower division Math or Writing requirements. Career-Line or Tenure-Line faculty who teach General Education courses are eligible for these awards. Each award carries a \$3,000 prize and will be given for the first time in the Spring of 2014.

The Faculty Teaching Award for Excellence in General Education recognizes teaching that makes a significant contribution to the U's mission to provide undergraduate students with an *exceptional* educational experience in General Education.

The Faculty Teaching Award for Innovation in General Education recognizes innovative approaches to general education. Innovative pedagogy is new, original or forward thinking and may entail: a student-centered or inquiry-based approach to pedagogy; integrated instructional practices that help students connect coursework to their life experiences, interests, passion, and aspirations; community-engaged learning to bridge the classroom and community; interesting uses of technology for engagement; cooperative and collaborative learning; creative incorporation of global issues or diversity into the curriculum.

Call for nominations were made to deans and chairs across the University of Utah. Four completed files were submitted for each award. A committee met to review the nominees and identify the two strongest candidates for each award. After the candidate field was narrowed, the General Education Curriculum Council met and voted for the winner of each award. The Award for Excellence was given to Aleksandra Jovanovic-Hacon, while Rosi Hayes won the Award for Innovation.

BLOCKU & NEW UNIVERSITY SCHOLARS

We successfully launched *six BlockU programs*. Launching these programs involved frequent meeting with 6 groups of faculty to conceptualize selecting courses for each program, attracting attention for and enrolling students in these programs, and tracking feedback data about their success. Appendix E lists the faculty involved in BlockU Programs. Twelve new learning community courses were created to serve as the core experience in each of the BlockU programs. We hosted two large luncheons for the entire group of faculty, advisors, librarians, peer mentors, and student success advocates.

We successfully launched the *New University Scholars Program*. This new scholarship program is designed to create a coherent involvement in the New University Student Experience Campaign and to guide students to success and leadership during their first two years at the University.

2013-14 BlockU Projects

Each BlockU program ended with a meaningful integrated and applied learning experience. The following provides a brief description of the projects that were completed in each of the programs:

Art & Science

Our students are working at a new model in K12 literacy education. That is, there is a drive to incorporate science content into language arts materials. Our students are creating science stories to be used in K-12 language classes. Each story teaches both grammar, vocabulary and narrative while at the same time telling students how their sensory systems work (e.g., the eye, ear, taste/smell, etc.).

Creativity & Community

- A student working in a senior living facility creating multi-layered cloth-based paintings using ink: He is working with participants to create dynamic lines and shapes representing thoughts and associations using large body movements. The finished fabric sheets are hung in front of one-another and lit from behind to create a complex layering of gesture, line and meaning. Funding would be used to buy fabric and ink.
- A student creating an ephemeral art piece on the grounds at Thanksgiving Point for the general public based on the concept of spider webs as symbols for community and connection: She helps participants create painted stakes labeled with concepts, events and life markers. The participants place these in the ground where they choose. Participants use multi-colored yarn to walk around the installation tying connections between the stakes based on their own life-experience. A complex web

emerges. The piece is documented and taken down. Funding would help by thin wooden stakes and yarn.

- A student working in a local middle school with students on creating highly personal and innovative interpretations of Shakespeare texts that fuse the symbolism and realities of their own lives with a traditional interpretations of Shakespeare. The piece will emerge as a video and sound collage. Funds would help print copies of texts.
- Students working on a community art project at the Sorenson Unity center using live digital collaging, painting and mapping techniques to create a group collage on site in the course of a few hours. Funds would help buy transparency paper, paint, a print of a large-scale map of Salt Lake City
- Students producing a showcase of projects and work at Art Hub in downtown Salt Lake could use funds to print promotional materials.

Entrepreneurship & Society

Here are short descriptions of the team prototypes:

- *Salt Lake Music Festival*: Music festival focused on emerging local artists to showcase Utah's musical talent and diversity.
- *Bear Country Cookies*: Healthier, wholegrain cookie dough in several form factors, including pre-cut and bulk. Kodiak Cakes owner (KodiakCakes.com) is financing the venture and has provided a production facility.
- *Smart Glove*: Ski and snowboarding glove that's integrated with technology that will improve accessibility of demanded features such as time/stop watch, accelerometer, and altimeter.
- *Travelo*: Mobile device app to facilitate planning, budgeting, and purchasing of group travel.
- *Avalanche*: Mobile device app that calculates and identifies avalanche risk of terrain.
- *BoardBudE*: Whiteboard eraser that integrates cleaning spray and marker attachment.

Global Citizenship

For their module on the human intercultural environment, we have worked on creating internships with populations that have come from the wider world to settle in SLC. Students are interning with local human rights organizations. This practicum is a crucial compliment to the book work they do in the Fall, where they learn about the role of language, for example, in intercultural encounter. As interns they will learn much about

the multiculturalism of the city and witness first-hand the struggle a person goes through to take on a new cultural identity, not as tourism or curiosity-seeking, but as a lifestyle whose advantages come at the price of change and often hard-earned language acquisition. We hope to inspire them to be globally-minded citizens in their own city.

Medical Humanities

A cohort of students is collaborating with experts at the Genetic Science Learning Center to compose instructional modules that will introduce the science, ethics, and personal/familial/social side of pre-implantation genetic diagnosis--a module that can be accessed and used by students, educators, and interested readers anywhere in the world.

Sustainability

This project has students working on the design and implementation of an information/outreach walk/tour, complete with signage/brochure, for current students/prospective students/alumni of some of the sustainability water projects that are going on campus. They are talking to Facilities Management, ground, building managers, researchers and post-docs, etc., and gaining valuable skills ranging from project management to marketing and communication.

New University Scholar Events

Fall 2013 Events

Wednesday, September 11 th	New U Scholars Opening Dinner (16)
Thursday, October 3 rd	<i>Optional.</i> U of U vs. UCLA Football Game(5)
Tuesday, October 8 th	Labyrinth Experience & Dinner (14)
Monday, November 4 th	<i>Optional.</i> Andrew Soloman: "Love, Acceptance, Celebration" (7)
Tuesday, November 12 th	Hitchcock Lab Tour & Dinner (13)
Friday, November 15 th	<i>Optional.</i> Avenue Q at Babcock Theatre (5)
Tuesday, December 3 rd	End of Semester Party/Dinner (11)

Spring 2014 Events

Tuesday, January 14 th	Financial Aid/UROP (11)
Tuesday, January 28 th	<i>Optional.</i> Salt 9: Jillian Mayer (4)
Tuesday, February 11 th	How to Choose a Major (13)
Friday, February 28 th	<i>Optional.</i> U of U Gymnastics vs. Washington (4)
Tuesday, March 18 th	Nursing Simulation Lab (11)
Tuesday, April 8 th	End of Semester Party/Dinner (13)

Event attendance is recorded in parentheses.

LEARNING PORTFOLIOS

The 2014-15 academic year will be an exciting one for the Learning Portfolio project. We have refined our approach over the past year, based primarily on the experience we had in trying to launch the portfolio initiative through voluntary student participation.

Although students expressed interest in learning portfolios and seemed to understand the value in them, finding the time and motivation to create and develop a portfolio outside of their courses, jobs, and other obligations was difficult for many students.

As a result, we have reworked our planning for implementation of the project. Our goal is to include portfolio work as a regular part of a course, rather than as an “extra” project for students to complete. An outline of our plan follows:

- **Identify campus partners:** Identifying support units (such as CTLE and TLT) who can partner with us to develop the LP project; identifying departments and instructors on campus who may already be using portfolios in some iteration in their courses; and identifying courses, programs, and departments who may be willing to implement portfolios as a new course component. This will help us build learning portfolios into the course planning process prior to the Fall 2014 semester beginning.
- **Create a cohesive technology plan:** One of the tensions we faced in our discussions on implementing portfolios was that between student creativity and the ability to collect data for assessment purposes. With the help of Cory Stokes and TLT, we have identified an excellent possibility in the Pathbrite system – Pathbrite will connect directly to Canvas, giving the University assessment potential, while simultaneously allowing students to draw on outside content to create a personalized portfolio. We are hopeful that this Canvas-Pathbrite integration will be a seamless and easy-to-navigate tool for students, faculty, and administration.
- **Partner with other USHE institutions:** While many of the courses we have identified for testing involve native first-year U of U students, we also realize that, as the program grows, transfer students will need to be accommodated. Toward that end, we have initiated discussions with Salt Lake Community College and Utah Valley University for testing the Pathbrite system as well. Ideally, using a single portfolio platform would allow students to transfer their portfolios seamlessly, as well as give us more leverage when seeking a contract with Pathbrite. Cory Stokes is working with the other USHE technology experts to include portfolio planning as part of the overall system-wide technology plan as well.
- **Train campus partners:** While we have had preliminary discussions with the instructors who will be using portfolios in their courses for Fall 2014, we need to provide more comprehensive training both on course design and on the Pathbrite

system. Planning for these trainings is underway and will take place beginning in August.

- **Develop assessment metrics:** Prior to the pilot testing period, we will need to develop metrics for assessing the pilot. The issues we will need to assess include: student use of portfolios; faculty use of portfolios; efficacy of the Pathbrite system; and efficacy of training and support throughout the year.
- **Pilot the LP program:** We plan to test the learning portfolio program using Pathbrite throughout the 2014-15 academic year, hopefully in conjunction with SLCC and UVU. If the pilot is successful, we will look toward expanding on campus and potentially with transfer students coming from other USHE institutions.

In our *learning portfolio initiative* we plan to launch a wider pilot in cooperation with Salt Lake Community College in the next few months, with the goal of eventually achieving state-wide cooperation and integration. Two BlockU faculty teams have already committed to integrating learning portfolios in the learning community courses next year. In addition, working with individual colleges and departments to implement portfolios and with the Center for Teaching and Learning Excellence on faculty development are key long-term goals for our program. Pedagogical training and development will be one of the most critical components of the program's success, and we will need additional resources to implement this aspect of the portfolio project.

CAPSTONE PROGRAM

Beginning in July, the Office of Undergraduate studies will embark upon a university-wide program named The Capstone Initiatives. These initiatives will provide opportunities for undergraduate students to assemble meaningful projects that express a culmination of the knowledge and skills they have developed during their university experience.

Coordinated by a newly appointed Director of Capstone Initiatives, these projects will allow students to work both independently or as part of collaborative teams. Students will be encouraged to develop interdisciplinary teams whenever possible, and the program director will work with college deans, department chairs and individual faculty to cultivate interdisciplinary opportunities for student engagement.

Examples of capstone projects, already required as part of several department curriculum, include exhibitions and performances, design proposals in architecture, engineering and planning, and individual research projects carried out in conjunction with our Undergraduate Research Opportunities Program (UROP). A sampling of new, collaborative capstone initiatives imagined for the 2014-2015 year includes:

- computer science and urban ecology majors developing web-based portals for community planning efforts;
- civil engineering, biology and environmental science majors developing healthy, restorative storm water management techniques, and;
- geography, chemistry, history, and health, society and policy majors conducting research on the epidemiological impacts of automobiles.

GOALS

Heading into 2014-15 the Office of General Education has identified several specific goals. These are listed here.

UGC

1. Increase student attendance and involvement.

GECC

1. Identify an efficient plan for providing meaningful 5 year reviews so that the GECC can devote some time to envisioning and improving the whole of the General Education and Bachelor Degree Requirement experience for faculty and students using recommendations from the Vice-Presidential Task Force and the analysis of enrollment patterns conducted by Mark St. Andre and Mike Martineau
2. Partner with CTLE to hold 5 different faculty events focused on the following topics: Excellence and Innovation in General Education (celebrate the teaching award recipients), 2 events on Learning Outcomes, Active Learning, Integrated and Applied Learning.
3. Conduct an assessment of student learning associated with new Essential Learning Outcomes.

BlockU/New University Scholars

1. In the BlockU programs we will be focused on both higher enrollment and retention from the first to second semester and with polishing and enhancing the capstone projects for each program. Appendix E shows enrollment patterns for the 2013-14 programs.
2. In the New University Scholars we will be focused on enhancing the sense of community built among these students.

Learning Portfolio

1. In partnership with TLT, CTLE, SLCC and UVU we will launch a pilot of the Learning Portfolio initiative. To prepare for that initiative we will run two faculty boot camps this summer, one in July and one in August. Our goal is to have 1000 students posting at least one assignment on a learning portfolio during the academic year.
2. In celebration of our launch year we will host a Learning Portfolio Showcase in the Spring.

Capstone Initiative

1. With the formal launch of the Capstone Initiative we will polish and refine capstone projects in the BlockU programs.
2. Develop a comprehensive inventory of the capstone experiences currently active on campus.

APPENDICES

APPENDIX A

Undergraduate Council Membership: 2013-2014

Ann Darling	Undergraduate Studies
Fred Adler	Mathematics
Soheila Amirsoleimani	Languages & Literature
Gerrie Barnett	Nursing
Lyda Bigelow	Strategy Department
Alla Borisyuk	Mathematics
Matt Brownlee	Parks, Recreation & Tourism
Tony Ekdale	Geology & Geophysics
Ole Fischer	Architecture & Planning
Dale Larsen	Marriott Library
Lauren Liang	Educational Psychology
Debra Mascaro	Mechanical Engineering
Heather Melton	Sociology
Susan Neimoyer	Music
Richard Paine	Anthropology
Sylvia Torti	Honors/Biology
Michelle Wolfe	History
Sharon Aiken-Wisniewski	University College
Ed Barbanell	UGS/Philosophy
Martha Bradley	UGS/Academic Affairs/Arch
Mary Parker	Student Affairs
Anne O'Brien	Continuing Education
Steven Roens	UGS/Music
Patrick Tripeny	CTLE/Architecture
Seetha Veeraghanta	LEAP Program
Donna White	Graduate School
Nancy Winemiller-Basinger	Bennion Center
Alison Shimko	Student
Ann Blanchard	Undergraduate Studies
Mark St. André	Undergraduate Studies

Learning Outcomes Assessment – Spring 2014

Summary and Findings: Critical Thinking and Written Communication

In the Spring of 2014, the Office of General Education (OGE) conducted an assessment of 2 of the 15 General Education Learning Outcomes: Critical Thinking and Written Communication. This document summarizes the details of this assessment, reports findings, discusses outcomes, and discusses process recommendations. Benchmarking

Assessment Framework and Design

This assessment was the first comprehensive attempt to study the achievement of the U's General Education Learning Outcomes using examples of student work from General Education classes as evidence.

Over the past four years academic departments have been asked, as part of their General Education designation applications or renewal applications, to indicate which of the learning outcomes their courses meet, with the understanding that at some point in the future OGE would be asking for evidence of the achievement of those outcomes for assessment purposes.

In the Fall of 2013 a request was sent to the departments of all courses that had chosen either the Critical Thinking or Written Communication learning outcome for their course over the past two years. This request asked departments to ask the instructors of these courses to submit, through a web link, four examples of student work: one of high quality, two of average quality, and one of low quality. This distribution of assignments was requested so that the whole range of achievement in each course was represented in the analysis.

The assessment tool that was used to score the artifacts was the set of rubrics that were designed by the American Association of Colleges & Universities (AACU) for these outcomes. Each outcome rubric has 5 criteria that describe the outcome, and scores that can be assigned to each of those criteria, including:

- 1: Baseline achievement
- 2-3: Milestone Achievements
- 4: Capstone Level Achievement

Reviewers were also told to give artifacts a score of 0 if they thought there was no evidence of the achievement of the criterion or an "NA" if they thought that the application of this particular criterion was not appropriate for this artifact.

The General Education Curriculum Council (GECC) members served as the reviewers. The Senior Associate Dean and Assistant Dean of Undergraduate Studies trained the Council members on the use of the rubrics. Two council members were assigned to score each artifact.

Results

The departments of 75 courses submitted 305 artifacts to OGE: 133 for Written Communication and 172 for Critical Thinking. Artifacts were pre-screened by OGE to remove any identifying information about courses, instructors, and student names. A number of these artifacts were eliminated from use because they had grading marks on the documents or because there was identifying information on the document that could not be removed.

From the remaining artifacts, 120 were randomly selected for review – 60 for each outcome. This subset was selected so that each Council member was assigned to review eight artifacts and each artifact was reviewed by two Council members. Of the 120 artifacts assigned, 86 (43 for each outcome) were reviewed by the two assigned Council members by the end of the evaluation period. The scores for those 86 artifacts are reflected in the results tables below.

Interrater Reliability (IRR) - IRR was calculated using Spearman rank correlation (because the rating scale in the rubrics is ordinal level). After removing NA scores from the analysis the Spearman rank correlation for Critical Thinking was .42 and for Written Communication was .34. These estimates are lower than generally acceptable for IRR. However, there are several reasons why we are not surprised by these rates and expect them to improve in the future.

Firstly, this study represents the first time all of these 30 raters have used the instrument, and OGE expects that reliability will improve with use. In addition, the design used in the current study utilized multiple raters and almost never the same raters for more than one artifact. Studies reporting higher IRR rates (.70 and higher) tend to use only two or three raters who score a common subset of assignments. This method accomplishes two things: it allows for increased reliability of scorers but is also more efficient and cost-effective because all assignments are not read. The current study was more concerned with all individuals on the Curriculum Council getting a chance to use the rubrics and the review process so that they could provide informed feedback about the process. In the future, fewer reviewers may be used on a subset of assignments which will likely result in higher IRR.

Figure 1 shows the overall distribution of ratings across all the criteria of both learning outcomes rubrics. This figure shows that the distribution of scores was normal with Written Communication (mean=2.0) receiving slightly higher scores on average than Critical Thinking (mean=1.94), although this difference was not significant.

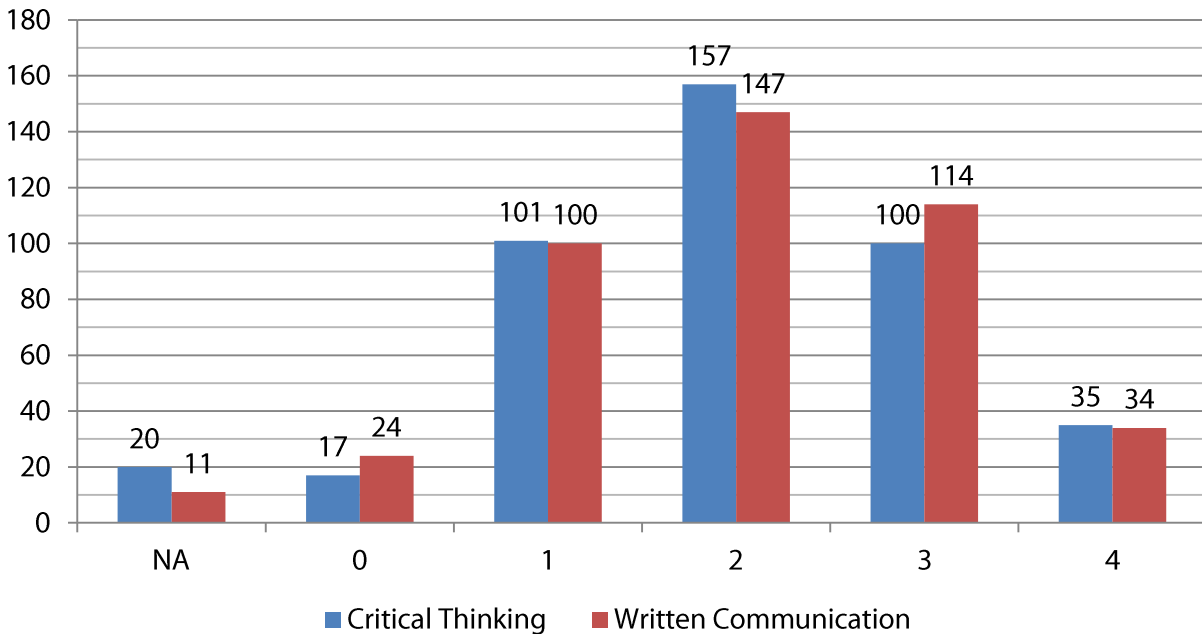


Figure 1: Overall Distribution of Learning Outcome Criteria Ratings: Written Communication and Critical Thinking.

Figures 2-5 show the frequency of ratings on each of the individual criteria on the Critical Thinking and Written Communication rubrics. The criteria for each rubric are split into two figures to avoid having figures that are overly busy. As the reader will note, the distribution of frequencies across the different rating levels (0-4) is quite normal and consistent across criteria.

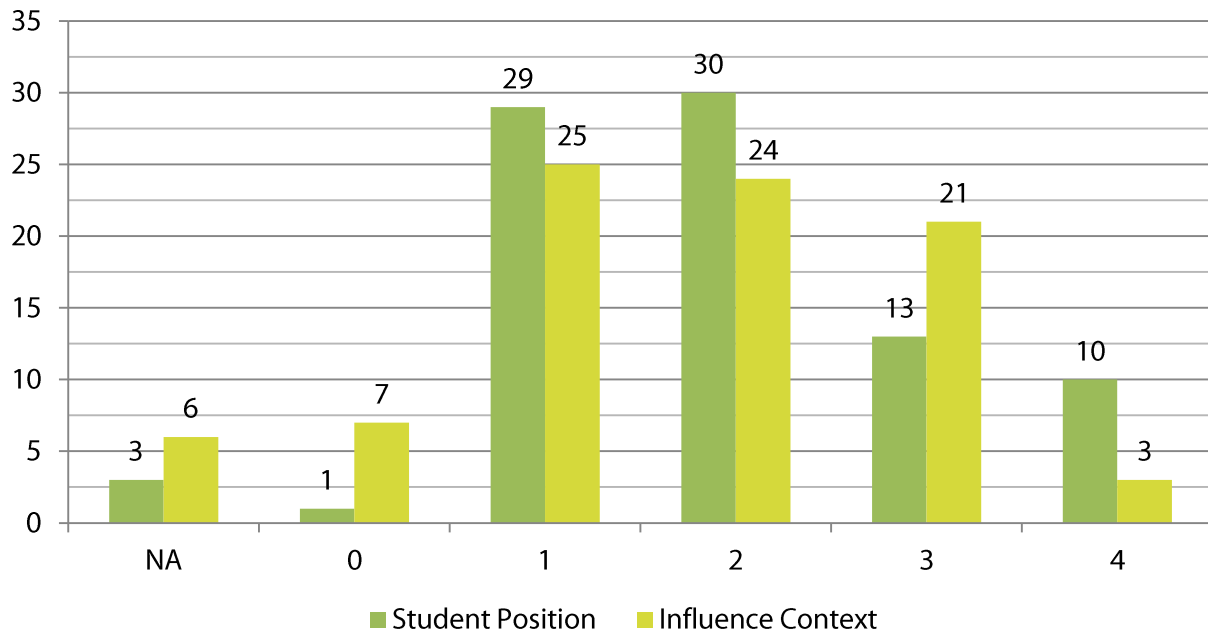


Figure 2: Distribution of Ratings on Critical Thinking Criteria of Student Position and Influence of Context

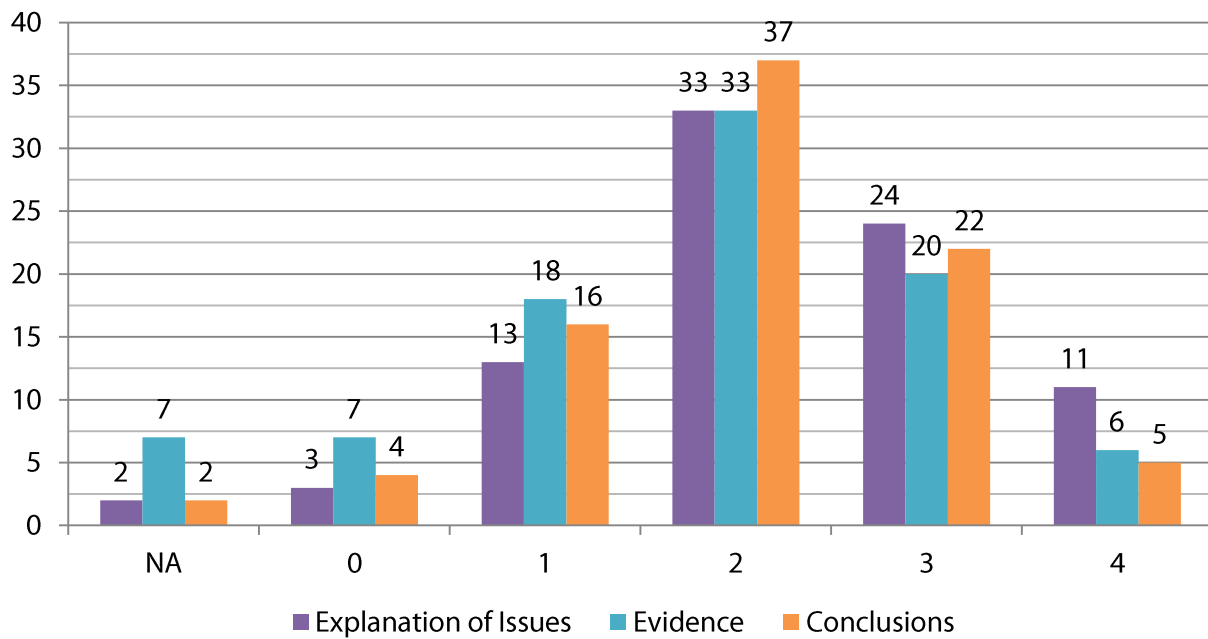


Figure 3: Distribution of Ratings on Critical Thinking Criteria of Explanation of Issues, Evidence, and Conclusions

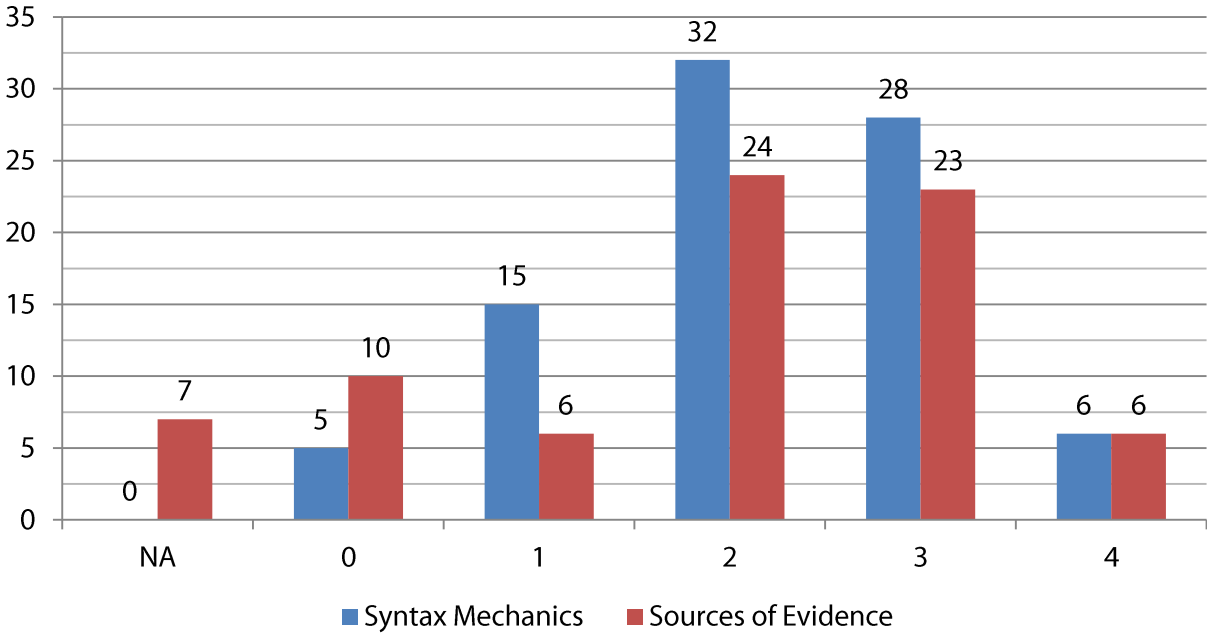


Figure 4: Distribution of Ratings on Written Communication Criteria of Control of Syntax Mechanics and Sources of Evidence

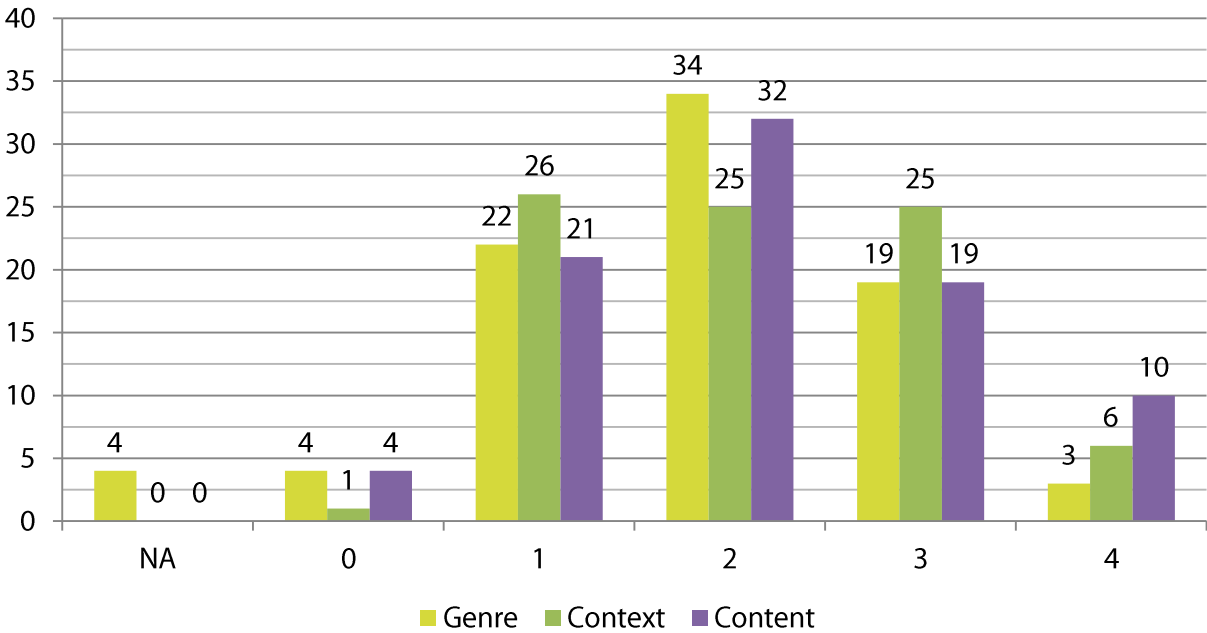


Figure 5: Distribution of Ratings on Written Communication Criteria of Genre and Disciplinary Conventions, Context of and Purpose for Writing, and Content Development

Comparison of Teacher and Reviewer Ratings

Another way in which OGE assessed the validity of reviewer ratings was to compare them to the overall quality category that instructors labeled their students' work with upon submission to the study. As a reminder, faculty were asked to submit one high, two medium, and one low quality example of student work for the selected outcome.

The overall correlation (again using the Spearman rank correlation) between teacher and reviewer ratings was .187, which is, again, quite low. However, when the analysis is done separately for Critical Thinking and Written Communication, differences arise. In Critical Thinking, the correlation is .339, which is statistically significant. There is virtually no relationship between teacher and reviewer rating for Written Communication (.026). See Figure 6.

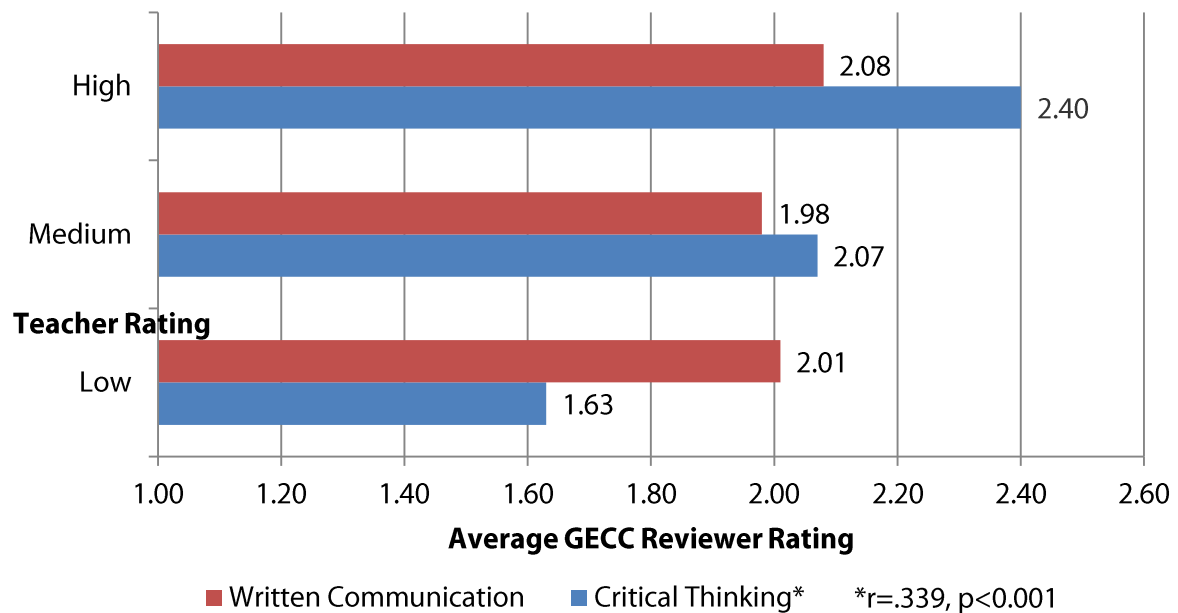


Figure 6: Spearman Rank Correlation Between Teacher and Reviewer Rating: Written Communication and Critical Thinking

One very likely reason for the lack of relationship between teacher and reviewer ratings for the Written Communication learning outcome was the absence of any artifacts that were submitted for the Upper Division Communication and Writing requirement. The distribution of designations for the courses from which the artifacts were submitted shows that the code for Upper Division Communication and Writing (CW) does not appear (see Figure 7). This fact is the result of the voluntary process that was used to solicit examples of student work. OGE asked for submissions of student work to complete this process but did not require it.

GEDesig

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AS	20	2.3	2.3	2.3
	BF	450	52.3	52.3	54.7
	DV	60	7.0	7.0	61.6
	FF	100	11.6	11.6	73.3
	HF	30	3.5	3.5	76.7
	IR	20	2.3	2.3	79.1
	SF	180	20.9	20.9	100.0
<i>Total</i>		860	100.0	100.0	

Figure 7: General Education Designations of Courses from Which Learning Outcomes Artifacts Were Submitted

Outcomes

Assessing overall student achievement of the Written Communication and Critical Thinking outcomes based on voluntary pilot is somewhat difficult. Because the process was voluntary it is likely that we received student work from faculty who are proactive, engaged, and willing to have others look at their students' work through another lens. Also, faculty were asked to submit four examples of student work: one of low quality, two of medium, and one of high quality. This request forced a normal distribution in the responses. This normal distribution is fairly well represented in the tables above. What those tables would look like without that forced distribution is unknown. In the next round of assessment an attempt should be made to work with fewer classes and read all of their assignments so that a truly representative assessment can be conducted.

However, with the data available, it appears as though all of the criteria of both the Written Communication and Critical Thinking outcomes are being performed at the first of the two "milestone" levels, which is represented by a "2" in the tables above. This is to be expected, as most of the artifacts used in this assessment were from 2000 level courses. Whether this level of achievement can be considered a baseline depends on what sampling strategies are used in the future.

Process

Because this was the first large scale assessment of learning outcomes in General Education, the Council also discussed the process that was used to derive these data and observations. This discussion focused on ways to improve the assessment process. These are discussed below.

Improve IRR

If teams of reviewers are assigned to the same series of artifacts it will improve the integrity of our assessments and enhance our IRR. Where possible, make reviewer teams based on subject matter alignment with the artifacts of student work. For example, rather than have an English Professor evaluate a piece of critical thinking from a nuclear engineering course, assign that task to someone from Engineering.

Enhance Communication about Rubrics

The GECC observed that many of the student artifacts submitted to provide evidence of Critical Thinking were not well suited to review using the AAC&U rubric. Several recommendations were made about how to help faculty access and use the rubric to make decisions about which student artifacts to submit as evidence for the Critical Thinking learning outcome. Suggestions included giving the ELOs and VALUE Rubrics a more prominent placement on the UGS website, attaching the rubrics to our call for student artifacts, and offering faculty workshops about the rubrics. Each of these suggestions will be explored over the Summer and targeted actions will be taken in the Fall.

Strategize Sampling

Faculty were asked to submit four artifacts of student work, one representing low level work, two representing middle range work, and one representing high level work. The GECC discussed this sampling strategy at length. Ultimately, we would like to get to a place that would allow us to randomly sample a pool of archived student artifacts and we believe that increased use of Canvas will allow us to achieve that ultimate goal at some point in the future. In the meantime, the discussion focused on several options including asking for the top 20% of student work, or asking for only three samples of work, and looking into a purposeful stratified sampling technique.

APPENDIX C

General Education Curriculum Council Membership: 2013-2014

Ann Darling	Undergraduate Studies
Alison Elizabeth Regan	Library/Communication
Bill Schulze	Business
Claudia Geist	Sociology
Dan Evans	Art & Art History
Don Wardell	Business
Ed Munoz	Sociology/Ethnic Studies
Erin Carraher	Architecture + Planning
Geoffrey Silcox	Engineering
Jennifer Shumaker-Parry	Chemistry
Jessica Napoles	Music
Jingyi Zhu	Math
Johanna Watzinger-Tharpe	Languages & Literature
Joseph Metz	Languages & Literature
Karen Paisley	Health
Kevin Perry	Atmospheric Sciences
Kim Hackford-Peer	Gender Studies
Kimberley Mangun	Communication
Maureen Mathison	Writing
Paolo Gondolo	Physics & Astronomy
Peter Trapa	Mathematics
Robert Nelson	Theatre
Sandra Negley	Health
Sean Lawson	Communication
Stacy Bamberg	Mechanical Engineering
Stuart Culver	English
Thomas Maloney	Economics
Thomas Richmond	Chemistry
Wade Cole	Sociology
Pam Hardin	Nursing

APPENDIX D

BlockU Faculty

Fall 2013

Art & Science

BLOCK Instructor	Sylvia Torti
BLOCK Instructor	Sarah Hollenberg
GNDR Instructor	R.J. Gutierrez
COMM Instructor	Mary Strine

Creativity & Community

BLOCK Instructor	Rosi Hayes
BLOCK Instructor	Heather Paulsen
FCS Instructor	A. Solarzano
	S. Brunvand
FILM Instructor	C.B. Caldwell

Entrepreneurship & Society

BLOCK Instructor	Barclay Burns
BIOL Instructor	T.M. Vickers
DES Instructor	E.D. Tsoutsounakis

Global Citizenship

BLOCK Instructor	Ye Sun
BLOCK Instructor	Jay Jordan
BIOL Instructor	Vickers
LING Instructor	Rachel Hayes-Harb

Medical Humanities

BLOCK Instructor	Jim Tabery
BLOCK Instructor	Gretchen Case
FCS Instructor	Cynthia Christopherson
BIOL Instructor	David Temme

Sustainability

BLOCK Instructor	Ed Barbanell
BIOL Instructor	Sibul
CMP Instructor	Goldsmith

Spring 2014

Art & Science

BLOCK Instructor	Sylvia Torti
BLOCK Instructor	Franz Goller
ARTH Instructor	Sarah Hollenberg
BIOL Instructor	Matt Linton

Creativity & Community

BLOCK Instructor	Rosi Hayes
BLOCK Instructor	Heather Paulsen
GEOG Instructor	Ingrid Weinbauer
ENGL Instructor	Paisley Rekdal

Entrepreneurship & Society

BLOCK Instructor	Barclay Burns
ECON Instructor	Stephen Bannister
COMM Instructor	Kathleen Hunt

Global Citizenship

BLOCK Instructor	Ye Sun
BLOCK Instructor	Christine Jones
GEOG Instructor	Ingrid Weinbauer
ARTH Instructor	Lauren Deherrera

Medical Humanities

BLOCK Instructor	Jim Tabery
BLOCK Instructor	Gretchen Case
THEA Instructor	Xan Johnson
GNDR Instructor	Ricky Gutierrez

Sustainability

BLOCK Instructor	Ed Barbanell
BLOCK Instructor	Stephen Goldsmith
BLOCK Instructor	Andrea Brunelle
ART Instructor	Rosi Hayes
GEO Instructor	Kip Solomon

APPENDIX E

Students enrolled in and completing Block U classes

	Started in the fall	Completed full program
Art & Science	10	6
Creativity & Community	12	3
Entrepreneurship & Society	25	4
Global Citizenship	11	7
Medical Humanities	21	7 (+3 pending)
Sustainability	9	2
Total	88	29 (+3 pending)