



Ashford
UNIVERSITY™

**CREATING A STRONG FOUNDATION
FOR STUDENTS:
*CONTINUAL IMPROVEMENT THROUGH GENERAL
EDUCATION ASSESSMENT PLANNING***

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ASHFORD UNIVERSITY

Ashford University Mission

The mission of Ashford University is to provide high-quality, accessible, affordable, and innovative, educational programs that meet the diverse needs of individuals pursuing advancement in their lives, professions, and communities.

Division of General Education Mission

The mission of the Division of General Education is to provide relevant, innovative, and engaging learning opportunities that foster the foundational content and competency knowledge necessary for academic success and personal growth.



GENERAL EDUCATION LEARNING OUTCOMES (GELOs)

- ❖ *Aligned to WSCUC Core Competencies*
- ❖ *Based on AAC&U LEAP initiative and VALUE rubrics*

- **Written Communication (6)**
- **Oral & Interpersonal Communication (5)**
- **Critical Thinking (5)**
- **Information Literacy (5)**
- **Quantitative Reasoning (5)**
- **Ethical Reasoning (5)**
- Digital Literacy (5)
- Scientific Reasoning (5)
- Civic Responsibility (5)
- Intercultural and Global Awareness (5)
- Aesthetic Awareness & Reasoning (4)
- Foundations and Skills for Lifelong Learning (4)
- General Education Capstone Requirement (5)

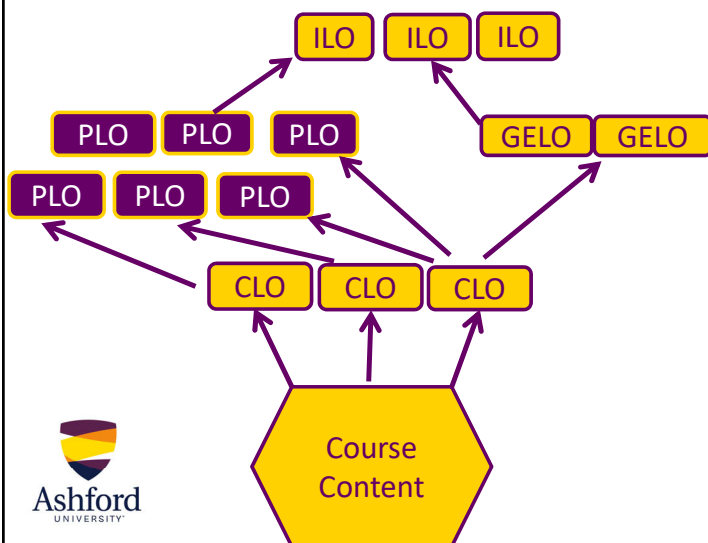


GENERAL EDUCATION LEARNING OUTCOMES (GELOs) CURRICULUM MAP

General Education Core Competency Learning Outcomes						
Core Courses	Written Communication	Critical Thinking	Information Literacy	Quantitative Reasoning	Oral & Interpersonal Communication	Ethical Reasoning
ENG 121	1, 2, 3, 4, 5, 6 - Introduced					
ENG 122	1, 2, 3, 4, 5, 6 - Reinforced					
GEN 103			1, 2, 3, 4, 5 - Introduced			
PHI 103		1, 2, 3, 4, 5 - Introduced				
SOC 120						1, 2, 3, 4, 5 - Introduced
MAT 222				1, 2, 3, 4, 5 - Introduced		
MAT 232				1, 2, 3, 4, 5 - Reinforced		
PHI 208						1, 2, 3, 4, 5 - Introduced
COM 200					1, 2, 3, 4, 5 - Introduced	
SPE 103					1, 2, 3, 5 - Introduced	
GEN 499	Mastered	Mastered	Mastered	Mastered		Mastered



CAREFUL ALIGNMENT



How do you know your students are learning?

How well are they doing?



RUBRIC DEVELOPMENT

- Align with grading criteria from the assignment prompt.
- Utilize one action verb per criterion using Bloom's taxonomy.
- Align with course learning outcome(s), as appropriate
- Specific, measurable, and observable rubric criterion



PERFORMANCE LEVELS

- Concise, present tense language
- Clear delineation between performance levels
- Natural evolution of performance from Distinguished to Below Expectations

Interprets Statistical Evidence	Total: 3.00
Distinguished - Accurately and thoroughly interprets statistical evidence/data of at least three peer-reviewed scholarly sources on the selected global societal issue. The interpretation includes a discussion of the validity, reliability, strengths, and weaknesses of the sources.	
Proficient - Interprets statistical evidence/data of at least three peer-reviewed scholarly sources on the selected global societal issue. The interpretation of the statistical data is slightly underdeveloped or inaccurate.	
Basic - Minimally interprets statistical evidence/data of at least three sources on the selected global societal issue. The interpretation is underdeveloped and/or inaccurate.	
Below Expectations - Attempts to interpret statistical evidence/data of at least three sources on the selected global societal issue; however, some sources may not be scholarly, and the interpretation is significantly underdeveloped and inaccurate.	
Non-Performance - The interpretation of statistical evidence/data of at least three peer-reviewed scholarly sources on the selected global societal issue is either nonexistent or lacks the components described in the assignment instructions.	



MAPPING OUTCOMES

- Explicit Alignment:
 - Course Learning Outcomes
 - Program Learning Outcomes – Mastery Level

- Implicit Alignment:
 - Program Learning Outcomes – Introduced or Reinforced
 - Institutional Learning Outcomes



Note: The more specific the mapping for a rubric is, the more useful assessment data will be in course revision, program review, and annual assessment planning.

MAPPING OUTCOMES

Rubric Content Criterion	Mapping
Interprets Statistical Evidence	GEN 499 Course Learning Outcome 2: Utilize principles of critical thinking in problem-solving.
	GEN 499 Course Learning Outcome 4: Utilize information technology skills appropriate to interdisciplinary studies.
	GEN 499 Course Learning Outcome 5: Articulate the responsibility of global citizenship and multicultural understanding with regards to academic and professional pursuits.
	Written Communication GELO 1: Interpret information from various sources.
	Written Communication GELO 2: Integrate information to effectively communicate a central message.
	Written Communication GELO 5: Practice principles of academic integrity in written communication.
	Written Communication GELO 6: Create cohesive and effective written work for a specific purpose.
	Critical Thinking GELO 1: Describe the issues or problems in a manner appropriate to the academic field of study.
	Critical Thinking GELO 2: Interpret evidence that is used to support positions in relation to a specific topic.
	Critical Thinking GELO 3: Evaluate evidence based on specific criteria.
Critical Thinking GELO 4: Compare and contrast various positions, arguments, or theses related to the examined issues.	
Information Literacy GELO 2: Use relevant and credible information sources that are appropriate to the field and purpose.	
Information Literacy GELO 3: Evaluate information and its sources critically.	
Information Literacy GELO 5: Use information legally and ethically.	
Quantitative Reasoning GELO 2: Interpret quantitative data.	
Quantitative Reasoning GELO 4: Evaluate quantitative evidence used to support a claim.	
Quantitative Reasoning GELO 5: Support a position using quantitative evidence.	
Institutional Learning Outcome 1b: Frame problems and construct solutions through reasoned analysis, including consideration of diverse views.	
Institutional Learning Outcome 1e: Demonstrate critical thinking and problem solving skills using adaptable, flexible, creative, and innovative approaches.	
Institutional Learning Outcome 2a: Integrate skills from the general education competencies when interpreting ideas and arguments in order to respond to civic, societal, environmental, and economic challenges.	
Institutional Learning Outcome 2b: Exhibit clear, sustained, and coherent arguments and narratives in written and oral communication.	
Institutional Learning Outcome 2c: Utilize information, media, and technology literacy skills appropriate for an associates or bachelor degree level, by recognizing when information is needed and effectively locating, evaluating, and using the information.	
Institutional Learning Outcome 2d: Construct solutions to problems through qualitative or quantitative analysis and/or computational skills and practices.	
Institutional Learning Outcome 3b: Evaluate complex problems or challenges related to the field by applying field specific concepts, theories, and	



WAYPOINT OUTCOMES

- Web-based Rubric Tool
 - Allows for assessment and grading to take place simultaneously
 - Provides students with specific feedback on performance
 - Allows for specific guidance to improve student work



The screenshot displays the Waypoint software interface for a 'Final Paper' assignment. The top navigation bar includes 'Student Preview', 'End Grading', and 'Re-grade' buttons. The main area shows a rubric for the 'Interprets Statistical Evidence' criterion. The rubric is divided into five levels: Distinguished, Proficient, Student Feedback, Basic, and Below Expectations. The 'Proficient' level is currently selected and highlighted in green. The 'Student Feedback' section provides specific feedback: 'Proficient - Interprets statistical evidenceldata of at least three peer-reviewed scholarly sources on the selected global societal issue. The interpretation of the statistical data is slightly undeveloped or inaccurate. edit'. The interface also shows a 'Trend' column for other criteria like 'Introduction, Thesis', 'Describes Background', and 'Constructs Argument with'.

GENERAL EDUCATION ASSESSMENT PLAN

Written Communication Core Competency

- 4 measures

Critical Thinking Core Competency

- 4 measures

Information Literacy Core Competency

- 4 measures

Quantitative Reasoning Core Competency

- 4 measures

Oral & Interpersonal Communication Core Competency

- 2 measures

Ethical Reasoning Core Competency

- 3 measures



GENERAL EDUCATION ASSESSMENT PLAN RESULTS

Written Communication Core Competency

- 4 measures: 1 Exceeded, 2 Not Met, 1 Not Assessed in Academic Year

Critical Thinking Core Competency

- 4 measures: 1 Exceeded, 2 Not Met, 1 Not Assessed in Academic Year

Information Literacy Core Competency

- 4 measures: 2 Exceeded, 2 Not Met

Quantitative Reasoning Core Competency

- 4 measures: 1 Not Met, 3 Not Assessed in Academic Year

Oral & Interpersonal Communication Core Competency

- 2 measures: 2 Exceeded

Ethical Reasoning Core Competency

- 3 measures: 2 Exceeded, 1 Not Met



ACTIVITY/DISCUSSION

- What does the data tell you?
- What other data might be useful?
- What actions can be created as a result of the data provided?
 - Areas of Opportunity
 - Areas of Improvement
- What happens next?



General Education Core Competency with Learning Outcomes	Means of Assessment and Expected Levels of Achievement	Student Records Meeting Acceptable Target	Target Achievement
<p>Written Communication Core Competency</p> <ol style="list-style-type: none"> 1. Interpret information from various sources. 2. Integrate information to effectively communicate a central message. 3. Employ successful processes for producing effective communication. 4. Use conventions of spelling, grammar, genre, and style appropriate to a specific purpose or context. 5. Practice principles of academic integrity in written communication. 6. Create cohesive and effective written work for a specific purpose. 	<p>Direct Measure: Summative Assessment in ENG 121: English Composition I. <i>Acceptable Target:</i> 70% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>	90.8% (269,674 out of 297,107) of student records	Exceeded
	<p>Direct Measure: Summative Assessment in the GEN 499: General Education Capstone. <i>Acceptable Target:</i> 70% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>	65.4% (16,460 out of 25,171) of student records	Not Met
	<p>Direct Measure: Summative Assessment in ENG 121 versus the GEN 499 course. <i>Acceptable Target:</i> The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO will be three percentage points or greater, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>	Capstone students saw a 4.9 percentage point decline in performance on relevant content criteria	Not Met
	<p>Direct Measure: ETS Proficiency Profile, Writing Subsection <i>Acceptable Target:</i> Students in capstone courses will achieve a mean total score of at least 110 on the ETS Proficiency Profile Writing Subsection, where the Proficiency Profile subscore range is 100 to 130.</p>	N/A	Not Administered in this Academic Year

General Education Core Competency with Learning Outcomes	Means of Assessment and Expected Levels of Achievement	Student Records Meeting Acceptable Target	Target Achievement
<p>Critical Thinking Core Competency</p> <ol style="list-style-type: none"> Describe the issues or problems in a manner appropriate to the academic field of study. Interpret evidence that is used to support positions in relation to a specific topic. Evaluate evidence based on specific criteria. Compare and contrast various positions, arguments, or theses related to the examined issues. Create arguments to support positions on issues or in relation to theses. 	<p>Direct Measure: Summative Assessment in PHI 103: Informal Logic. <i>Acceptable Target:</i> 70% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>	88.9% (106,757 out of 120,053) of student records	Exceeded
	<p>Direct Measure: Summative Assessment in the GEN 499: General Education Capstone. <i>Acceptable Target:</i> 70% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>	66.6% (15,155 out of 22,773) of student records	Not Met
	<p>Direct Measure: Summative Assessment in PHI 103 versus the GEN 499 course. <i>Acceptable Target:</i> The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO will be three percentage points or greater, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>	Capstone students saw a 5.6 percentage point decline in performance on relevant content criteria	Not Met
	<p>Direct Measure: ETS Proficiency Profile, Critical Thinking Subsection <i>Acceptable Target:</i> Students in capstone courses will achieve a mean total score of at least 110 on the ETS Proficiency Profile Critical Thinking Subsection, where the Proficiency Profile sub score range is 100 to 130.</p>	N/A	Not Administered in this Academic Year

General Education Core Competency with Learning Outcomes	Means of Assessment and Expected Levels of Achievement	Student Records Meeting Acceptable Target	Target Achievement
<p>Information Literacy Core Competency</p> <ol style="list-style-type: none"> 1. Identify nature and extent of information needed to support a specific purpose. 2. Use relevant and credible information sources that are appropriate to the field and purpose. 3. Evaluate information and its sources critically. 4. Communicate information using appropriate tools and technology to accomplish a specific purpose. 5. Use information legally and ethically. 	<p>Direct Measure: Summative Assessment in GEN 103: Information Literacy. <i>Acceptable Target:</i> 70% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>	81.3% (98,452 out of 121,169) of student records	Exceeded
	<p>Direct Measure: Summative Assessment in the GEN 499: General Education Capstone. <i>Acceptable Target:</i> 70% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>	65.9% (15,791 out of 23,974) of student records	Not Met
	<p>Direct Measure: Summative Assessment in GEN 103 versus the GEN 499 course. <i>Acceptable Target:</i> The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO will be three percentage points or greater, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>	Capstone students saw no change in performance on relevant content criteria	Not Met
	<p>Direct Measure: Standardized Assessment of Information Literacy (SAILS) <i>Acceptable Target:</i> Students in GEN 499 will score better than other institutions Type: Baccalaureate General on at least six out of the eight sections of the SAILS exam, where the eight sections are: 1. Understanding Economic, Legal, and Social Issues; 2. Searching; 3. Retrieving Sources; 4. Evaluating Sources; 5. Developing a Research Strategy; 6. Selecting Finding Tools; 7. Using Finding Tool Features; and 8. Documenting Sources.</p>	<i>Fall 2017:</i> Seven out of the eight sections <i>Spring 2018:</i> Eight out of eight sections	Exceeded

General Education Core Competency with Learning Outcomes	Means of Assessment and Expected Levels of Achievement	Student Records Meeting Acceptable Target	Target Achievement
<p>Quantitative Reasoning Core Competency</p> <ol style="list-style-type: none"> 1. Represent the given information using mathematical models and forms. 2. Interpret quantitative data. 3. Perform calculations that relate to specific topics and fields of study. 4. Evaluate quantitative evidence used to support a claim. 5. Support a position using quantitative evidence. 	<p>Direct Measure: Summative Assessment in MAT 222: Intermediate Algebra. <i>Acceptable Target:</i> 70% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>	N/A	Data not collected for this measure
	<p>Direct Measure: Summative Assessment in the GEN 499: General Education Capstone. <i>Acceptable Target:</i> 70% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>	52.0% (1,869 out of 3,597) of student records	Not Met
	<p>Direct Measure: Summative Assessment in MAT 222 versus the GEN 499 course. <i>Acceptable Target:</i> The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO will be three percentage points or greater, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>	N/A	No data for comparison
	<p>Direct Measure: ETS Proficiency Profile, Mathematics Subsection <i>Acceptable Target:</i> Students in capstone courses will achieve a mean total score of at least 110 on the ETS Proficiency Profile Mathematics Subsection, where the Proficiency Profile sub score range is 100 to 130.</p>	N/A	Not Administered in this Academic Year

General Education Core Competency with Learning Outcomes	Means of Assessment and Expected Levels of Achievement	Student Records Meeting Acceptable Target	Target Achievement
<p>Oral & Interpersonal Communication Core Competency</p> <ol style="list-style-type: none"> 1. Integrate a variety of message encoding techniques based on information about audiences. 2. Integrate a variety of message decoding techniques to reconstruct meaning of an incoming message. 3. Utilize communication strategies appropriate for different rhetorical purposes. 4. Apply principles of ethical communication. 5. Examine the impact of communication in personal and professional contexts. 	<p>Direct Measure: Summative Assessment in COM 200: Interpersonal Communication.</p> <p><i>Acceptable Target:</i> 70% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>	80.7% (152,042 out of 188,361) of student records	Exceeded
	<p>Direct Measure: Summative Assessment in SPE 103: Oral Communication.</p> <p><i>Acceptable Target:</i> 70% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>	89.2% (13,016 out of 14,588) of student records	Exceeded

General Education Core Competency with Learning Outcomes	Means of Assessment and Expected Levels of Achievement	Student Records Meeting Acceptable Target	Target Achievement
<p>Ethical Reasoning Core Competency</p> <ol style="list-style-type: none"> 1. Identify ethical issues within current events, society, or one or more fields of study. 2. Present one's own ethical position in relation to problems, issues, norms, or values. 3. Compare different ethical positions in relation to problems, issues, norms, or values. 4. Apply ethical theory or appropriate professional ethical codes to social and moral issues in the field of study. 5. Evaluate the application of ethical theories and codes in relation to problems, issues, norms, or values. 	<p>Direct Measure: Summative Assessment in PHI 208: Ethics & Moral Reasoning.</p> <p><i>Acceptable Target:</i> 70% of student records will receive a basic, proficient, or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>	78.2% (117,068 out of 149,629) of student records	Exceeded
	<p>Direct Measure: Summative Assessment in the GEN 499: General Education Capstone.</p> <p><i>Acceptable Target:</i> 70% of student records will receive a proficient or distinguished evaluation on relevant content criteria mapped to this GELO, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>	67.7% (9,734 out of 14,378) of student records	Not Met
	<p>Direct Measure: Summative Assessment in PHI 208 versus the GEN 499 course.</p> <p><i>Acceptable Target:</i> The difference between the percent of capstone student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO and entry-level student records receiving a proficient or distinguished evaluation on relevant content criteria mapped to this GELO will be three percentage points or greater, where the performance levels are Non-Performance, Below Expectations, Basic, Proficient, or Distinguished.</p>	Capstone students saw an 8.9 percentage point increase in performance on relevant content criteria	Exceeded