

HIGHER LEARNING COMMISSION

Module 2

Assessing Student Learning in General Education

Fall 2021

67

Assessing Learning in General Education

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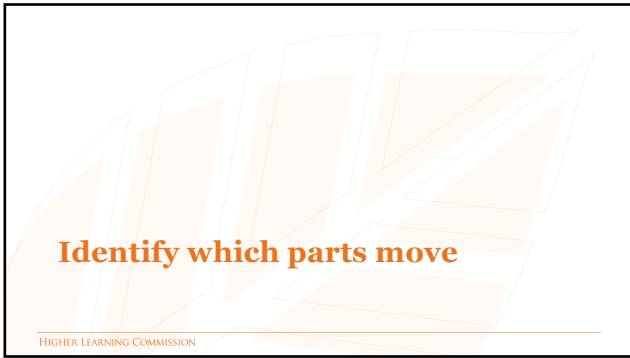
68

Assessing Learning in General Education

Using Information

- Evaluating Data
- Implementation Plan
- Assessment Measures
- Assessment Methods
- Performance Indicators
- Learning Outcomes

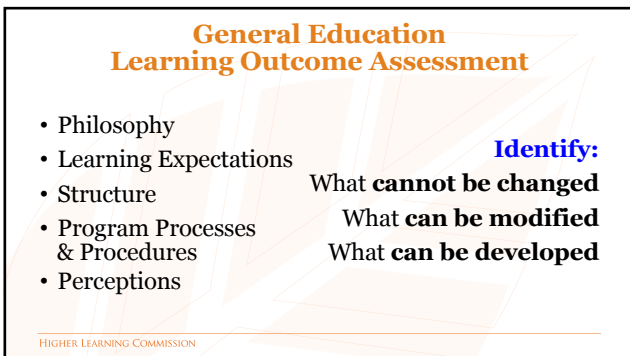
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Identify which parts move

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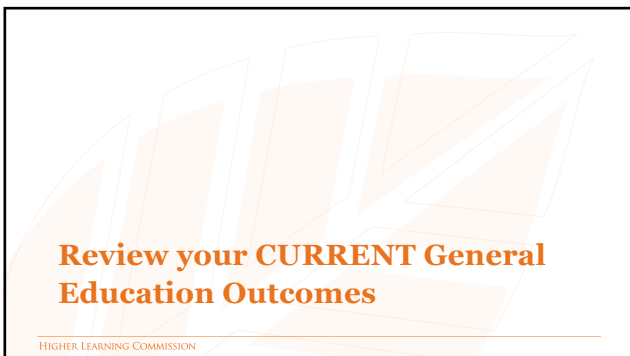
**General Education
Learning Outcome Assessment**

- Philosophy
- Learning Expectations
- Structure
- Program Processes & Procedures
- Perceptions

Identify:
What **cannot be changed**
What **can be modified**
What **can be developed**

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71



**Review your CURRENT General
Education Outcomes**

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72

Student Learning Outcomes

Format:

Students should be able to
<action verb> <something>

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73

Student Learning Outcomes

Format:

Students should be able to
<identify>, <describe>, <analyze>
the <social>, <political>and <environmental>
consequences of climate change

What would you do with this outcome?

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74

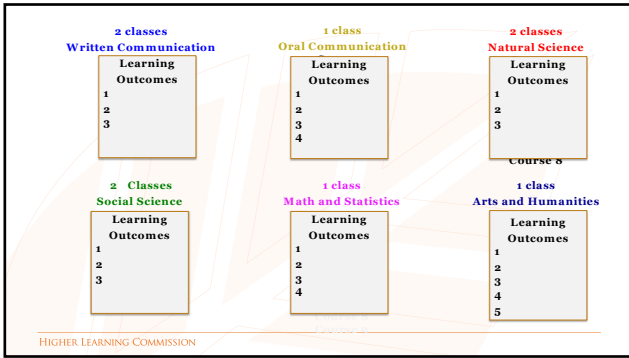
Student Learning Outcomes

REMEMBER.....

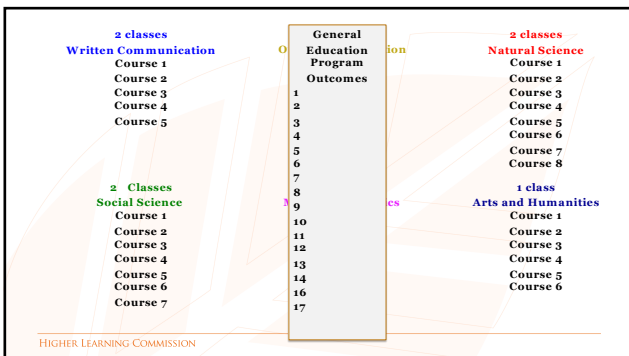
You will need to assess
all of your outcomes.

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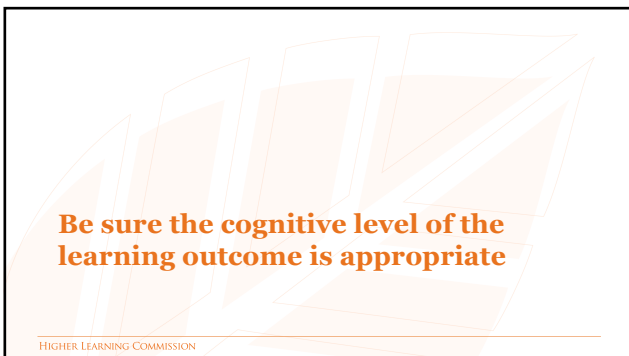
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76



77



78

Student Learning Outcomes

Format

Students should be able to
<action verb> <something>

Believe
Appreciate
Value
Respect
Embrace

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79

Student Learning Outcomes

Format

Students should be able to
<action verb> <something>

↑
Performance Level

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80

REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Count	Assess	Apply	Analyze	Appraise	Arrange
Define	Classify	Calculate	Appraise	Assess	Assemble
Draw	Compare	Classify	Calculate	Choose	Collect
Identify	Compute	Demonstrate	Categorize	Compare	Compose
List	Contrast	Determine	Classify	Criticize	Construct
Name	Discuss	Dramatize	Compare	Determine	Create
Point	Distinguish	Employ	Debate	Estimate	Design
Quote	Estimate	Examine	Diagram	Evaluate	Formulate
Read	Explain	Illustrate	Differentiate	Grade	Integrate
Recite	Express	Interpret	Distinguish	Judge	Manage
Record	Estrapolate	Locate	Examine	Measure	Organize
Repeat	Interpolate	Operate	Experiment	Rank	Plan
Select	Locate	Order	Inspect	Rate	Prepare
State	Predict	Practice	Inventory	Recommend	Prescribe
Tabulate	Report	Schedule	Question	Revise	Produce
Tell	Restate	Sketch	Separate	Score	Propose
Trace	Review	Solve	Summarize	Select	Specify
Underline	Tell	Translate	Test	Standardize	Synthesize
	Translate	Write		Test	Write

81

Performance Level

Which Verb?

- Choice related to the philosophy and structure of your Gen Ed Program:
Gen Ed as a stand-alone Program
Or
Foundation for Major

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82

Performance Level

Which Verb?

- Choice related to the philosophy and structure of your Gen Ed Program:
Gen Ed as a stand-alone Program
If Gen Ed Outcomes are by **distribution category**
Number of credits required to fulfill the General Education requirement

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83

2 classes Written Communication	1 class Oral Communication	2 classes Natural Science
Course 1	Course 1	Course 1
Course 2	Course 2	Course 2
Course 3	Course 3	Course 3
Course 4	Course 4	Course 4
Course 5	Course 5	Course 5
	Course 6	Course 6
	Course 7	Course 7
3 Classes Social Science	1 class Math and Statistics	1 class Arts and Humanities
Course 1	Course 1	Course 1
Course 2	Course 2	Course 2
Course 3	Course 3	Course 3
Course 4	Course 4	Course 4
Course 5	Course 5	Course 5
Course 6	Course 6	Course 6
Course 7	Course 7	Course 6
	Course 8	
	Course 9	

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84

Student Learning Outcomes

Format
Students should be able to
<action verb> <something>

↑
Performance Level

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85

REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Cite	Associate			Appraise	Arrange
Count	1 course		Analyze	Assess	Assemble
Define	Compare	Calculate	Appraise	Choose	Collect
Draw	Contrast	Classify	Calculate	Compare	Compose
Identify	Differentiate	Demonstrate	Categorize	Criticize	Construct
List	Discuss	Determine	Classify	Determine	Create
Name	Distinguish	Employ	Compare	Estimate	Design
Point	Estimate	Examine	Debate	Evaluate	Formulate
Quote	Explain	Illustrate	Diagram	Grade	Integrate
Read	Express	Interpret	Differentiate	Judge	Manage
Recite	Extrapolate	Order	Distinguish	Measure	Organize
Record	Interpolate	Organize	Examine	Rank	Plan
Repeat	Locate	Report	Experiment	Rate	Prepare
Select	Predict	Restructure	Inspect	Recommend	Prescribe
State	Report	Schedule	Inventory	Revise	Produce
Tabulate	Restate	Select	Question	Score	Propose
Tell	Review	Translate	Separate	Select	Specify
Trace	Tell	Use	Summarize	Standardize	Synthesize
Underline	Translate	Write	Test	Test	Write

86

REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Cite	Associate			Appraise	Arrange
Count	3 Courses			Assess	Assemble
Define	Compare	Calculate		Choose	Collect
Draw	Contrast	Classify		Compare	Compose
Identify	Differentiate	Demonstrate	Categorize	Criticize	Construct
List	Discuss	Determine	Classify	Determine	Create
Name	Distinguish	Employ	Compare	Estimate	Design
Point	Estimate	Examine	Debate	Evaluate	Formulate
Quote	Explain	Illustrate	Diagram	Grade	Integrate
Read	Express	Interpret	Differentiate	Judge	Manage
Recite	Extrapolate	Order	Distinguish	Measure	Organize
Record	Interpolate	Organize	Examine	Rank	Plan
Repeat	Locate	Report	Experiment	Rate	Prepare
Select	Predict	Restructure	Inspect	Recommend	Prescribe
State	Report	Schedule	Inventory	Revise	Produce
Tabulate	Restate	Select	Question	Score	Propose
Tell	Review	Translate	Separate	Select	Specify
Trace	Tell	Use	Summarize	Standardize	Synthesize
Underline	Translate	Write	Test	Test	Write

87

	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
REMEMBER	Associate	Gen Ed Program Outcomes			Arrange
Cite	Classify	Demonstrate	Categorize	Compare	Assemble
Count	Compare	Determine	Classify	Criticize	Collect
Define	Compute	Dramatize	Compare	Determine	Compose
Draw	Contrast	Employ	Compare	Estimate	Construct
Identify	Differentiate	Examine	Debate	Examine	Create
List	Discuss	Illustrate	Diagram	Grade	Design
Name	Distinguish	Interpret	Differentiate	Judge	Formulate
Point	Estimate	Operate	Distinguish	Measure	Integrate
Quote	Explain	Order	Examine	Measure	Manage
Read	Express	Practice	Experiment	Rate	Organize
Recite	Extrapolate	Report	Inspect	Rate	Plan
Record	Interpolate	Restructure	Inventory	Recommend	Prepare
Repeat	Locate	Schedule	Inventory	Revise	Prescribe
Select	Predict	Report	Question	Revise	Produce
State	Report	Solve	Separate	Select	Propose
Tabulate	Restate	Translate	Summarize	Select	Specify
Tell	Review	Use	Summarize	Standardize	Synthesize
Trace	Tell	Write	Test	Test	Write
Underline	Translate				

88

Performance Level

Which Verb?

- Choice related to the philosophy and structure of your Gen Ed Program:

Gen Ed as Stand-Alone Program
Foundation for Major / Institutional Outcomes
GE outcomes contextualized in academic programs

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89

	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
REMEMBER	Associate	Academic Program			Arrange
Cite	Classify	Demonstrate	Categorize	Compare	Assemble
Count	Compare	Determine	Classify	Criticize	Collect
Define	Compute	Dramatize	Compare	Determine	Compose
Draw	Contrast	Employ	Compare	Estimate	Construct
Identify	Differentiate	Examine	Debate	Examine	Create
List	Discuss	Illustrate	Diagram	Grade	Design
Name	Distinguish	Interpret	Differentiate	Judge	Formulate
Point	Estimate	Locate	Distinguish	Measure	Integrate
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Read	Express	Practice	Experiment	Rate	Organize
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Record	Interpolate	Restructure	Inventory	Recommend	Prepare
Repeat	Locate	Schedule	Inventory	Revise	Prescribe
Select	Predict	Report	Question	Revise	Produce
State	Report	Solve	Separate	Select	Propose
Tabulate	Restate	Translate	Summarize	Select	Specify
Tell	Review	Use	Summarize	Standardize	Synthesize
Trace	Tell	Write	Test	Test	Write
Underline	Translate				

90

	REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
	Cite Count Define Draw Identify List Name Point Quote Read Recite Record Repeat Select State Tabulate Tell Trace Underline	Associate Classify Compare Compute Contrast Differentiate Discuss Distinguish Estimate Explain Express Extrapolate Interpolate Locate Predict Report Restate Review Tell Translate	Demonstrate Determine Dramatize Employ Examine Execute Interpret Locate Operate Practice Report Restructure Schedule Solve Translate Use Write	Classify Compare Debate Diagram Differentiate Distinguish Examine Experiment Inspect Inventory Question Separate Summarize Test	Compare Critique Determine Estimate Grade Judge Measure Rank Rate Recommend Revise Select Standardize Test	Construct Create Design Formulate Integrate Manage Organize Plan Prepare Prescribe Produce Propose Specify Synthesize Write

91

Establish agreement on what constitutes successful performance of the outcomes

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92

Performance Indicators

- Define student learning outcomes
- Provide a common language for describing expectations for student learning
- Shared across faculty (discipline or institution)

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Performance Indicators

Specific elements of student performance contributing to the achievement of the learning outcome

Essentially: Grading Criteria

Process or sequence steps

Critical elements or categories

Avoid action words, descriptors

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Performance Indicators

Specific elements of student performance contributing to the achievement of the learning outcome

Essentially: Grading Criteria

Process or sequence steps

Critical elements or categories

Avoid action words, descriptors

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95

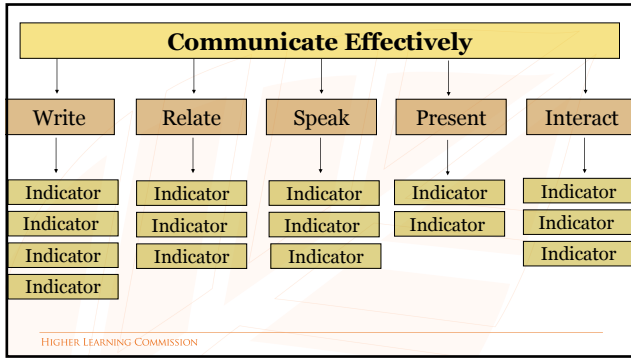
Performance Indicators

Consider:

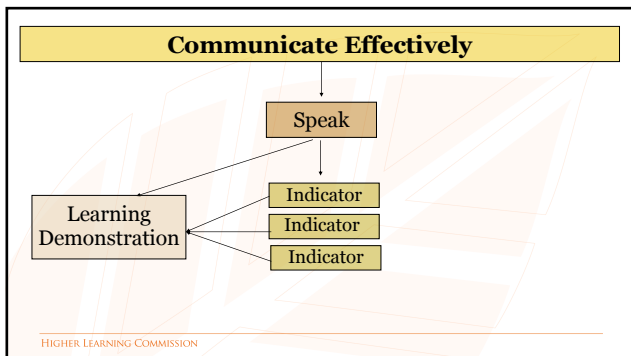
- The more performance indicators you have, the harder it may be to assess
 - Harder to gain support from disciplines
 - Potential training issues

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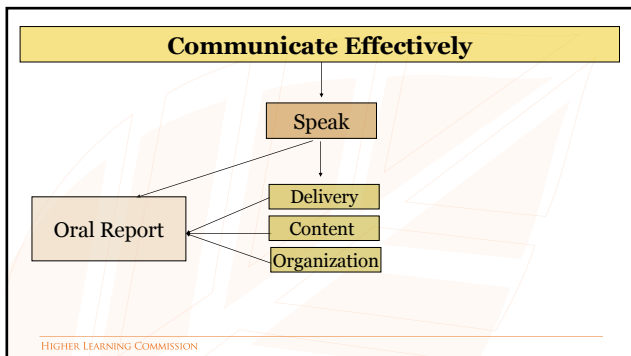
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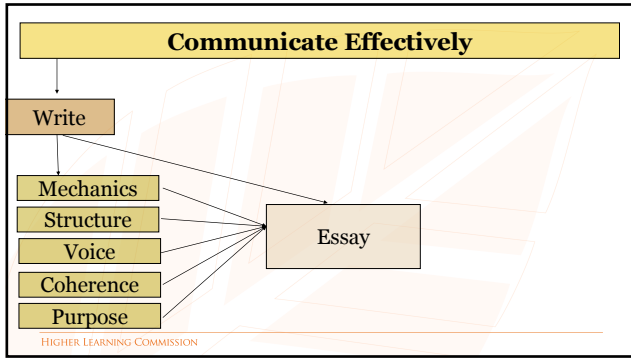
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98



99



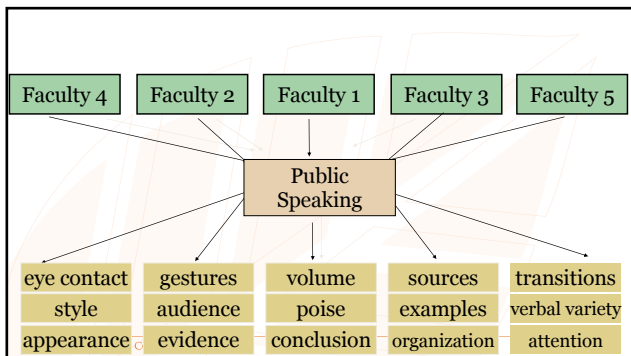
100

The Reality of Assessing Student Learning Outcomes

Why performance indicators are critical to assessment

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101



102

Can our students deliver an effective Public Speech?

eye contact	gestures	volume	sources	transitions
style	audience	poise	examples	verbal variety
appearance	evidence	conclusion	organization	attention

103

Performance Indicators

- What if you have competency statements, and departments and programs are writing their own outcomes related to those competency statements?
- You still need performance indicators, but they will be more general

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104

Potential Performance Indicators for the outcome:
Deliver a public presentation

Institutionally defined outcome

eye contact	gestures	volume	sources	transitions
style	audience	poise	examples	verbal variety
appearance	evidence	conclusion	organization	attention

105

Potential Performance Indicators for the outcome:
Communicate Effectively

eye contact	gestures	volume	sources	transitions
meaning	clarity	conventions	audience	flow
appearance	evidence	conclusion	organization	attention

106

Importance of well-stated Performance Indicators

- Provides faculty with clear direction for implementation in the classroom
- Makes expectations explicit to students (great pedagogy)
- Focuses data collection

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107

In Team Rooms

Develop performance indicators for the GE outcome you have been assigned.

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108

Brainstorming

Individually –
Without talking to anyone from your school, write as many performance indicators as possible for the outcome chosen by your team (5 minutes)

(If your team is together, you might want to use post-it notes, putting each indicator on a separate post-it.)

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109

Affinity Process

Still in your team rooms:
Share your individual lists of performance indicators with your team members.

Because your team was working on the same outcome, many of the performance indicators will be similar

-Group all the performance indicators that are similar (Each grouping should represent one performance indicator) Label each group (15 minutes)

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110

Affinity Process

Appoint a spokesperson for your school

When your team has identified your performance indicator groups, you can take a break (15 minutes)

After break, you will be in your facilitator rooms to share your ideas (10 Minutes)

And then -- Back to big group!

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111

GE Issues that will Impact Assessment

- Course Approval Policy
- The array of degrees that you offer

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112

Course Approval Process

- What is the process for courses be included in the general education program ?
 - Institution level approval
 - State level approval
- Focus of approval process (one or more of these:)
 1. Course characteristics
 2. Learning expectations
 3. Assessment of outcomes

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113

Course Approval Process

1. Approval requires **specific course characteristics**
 - Course must address or require
 - specific content
 - specific (types of) assignments
 - specific learning processes

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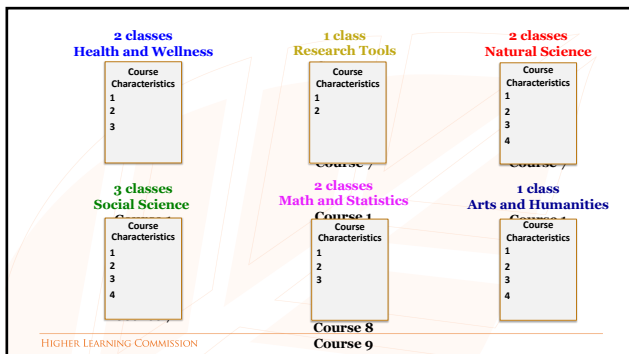
114

Course Expectations

- Characteristics of the courses included in the General Education program
 - Structure
 - Format
 - Assignments
 - Support

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115



116

Course Expectations

- EXAMPLE: Oral Communication**
- Courses in this category must require students to complete 4 individual speeches
- Speeches must be at least 6 minutes long
 - Two of the speeches should persuade the audience
 - Require significant audience analysis

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117

Course Expectations

EXAMPLE: Critical Thinking

Courses in this category must have students analyze multiple positions on an issue

- Analysis must specify the premises of different arguments
- Must identify any weaknesses in logic and evaluate arguments
- Students defend a position on a current disciplinary issue in a written paper

118

Gen Education Course Proposal

Proposed Course: _____

Category/ Outcome / Skill / Theme : _____

Required Course Characteristic	Course Requirements

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119

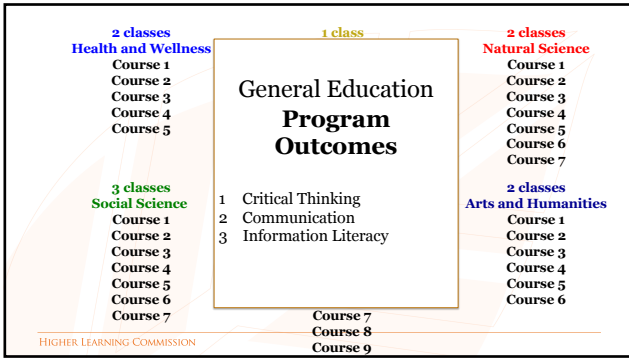
Course Approval Process

2. Approval requires support for the General Education **learning outcomes**

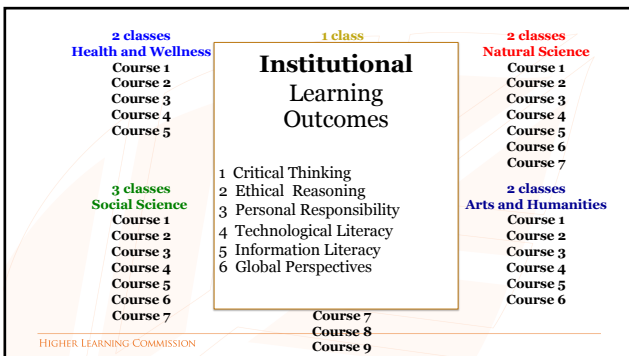
- Distribution category
- General Education program outcomes
- Institutional Outcomes

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120



121



122

Gen Education Course Proposal

Proposed Course: _____

Category/ Outcome / Skill / Theme : _____

General Education Learning Outcome/s	Supporting course content

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123

Course Approval Process

3. Approval requires **plan for assessment** of learning outcomes

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124

Gen Education Course Proposal

Proposed Course: _____

Category/ Outcome / Skill / Theme : _____

Learning Outcome	Assessment Process

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125

Implications of Course Approval Policy

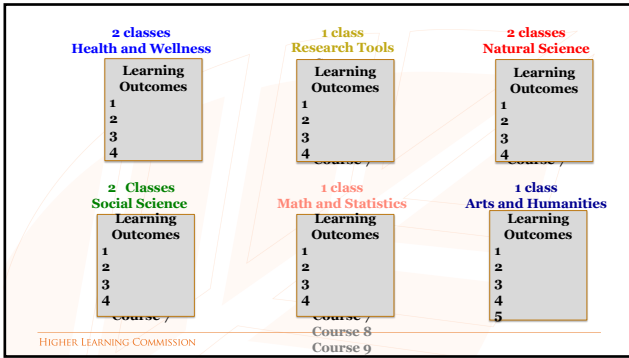
Are the learning outcomes adequately supported by the curriculum?

Does EACH Gen Ed course support

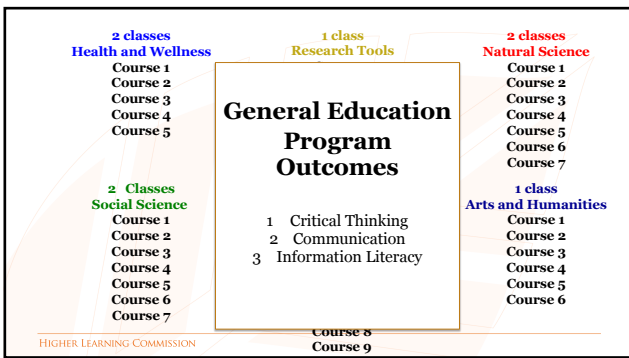
- ALL* the identified outcomes?
- MOST* of the identified Outcomes?
- SOME* of the identified Outcomes?
- ONE* of the identified Outcomes?

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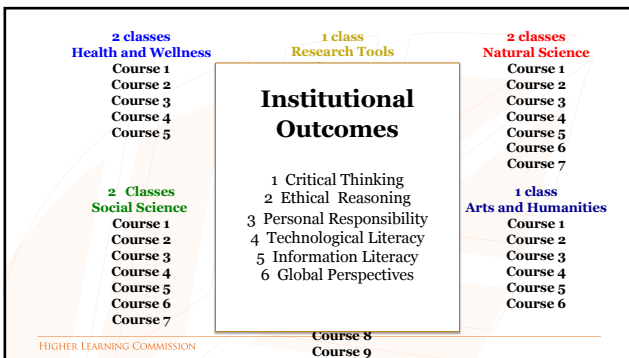
126



127



128



129

<p>2 classes Health and Wellness Course 1 (1, 2, 4,6) Course 2 (2, 4, 6) Course 3 (3, 5) Course 4 (1, 4, 5) Course 5 (1, 2, 4, 6)</p>	<p>1 class Research Tools Course 1 (2, 4, 5,6) Course 2 (1, 4, 5) Course 3 (1, 2, 4,6) Course 4 (4, 5) Course 5 (1, 5, 6) Course 6 (3, 5) Course 7 (1, 2, 4,6)</p>	<p>2 classes Natural Science Course 1 (1, 4, 5) Course 2 (1, 2, 4,6) Course 3 (1, 4, 5) Course 4 (1, 3, 5) Course 5 (2, 4, 5,6) Course 6 (1, 2, 4,6) Course 7 (1, 5, 6)</p>
<p>3 classes Social Science Course 1 (1, 5, 6) Course 2 (1, 2, 4,6) Course 3 (1, 2, 5) Course 4 (1, 5, 6) Course 5 (2, 4, 5, 6) Course 6 (2, 4, 5) Course 7 (1, 4, 5)</p>	<p>1 class Math and Statistics Course 1 (2, 4, 6) Course 2 (1, 2, 4,6) Course 3 (1, 4, 5) Course 4 (2, 4, 6) Course 5 (3, 4, 5) Course 6 (1, 2, 4,6) Course 7 (1, 5, 6) Course 8 (2, 4, 5, 6) Course 9 (1, 2, 4, 5)</p>	<p>1 class Arts and Humanities Course 1 (1, 2, 4,6) Course 2 (2, 4, 5, 6) Course 3 (1, 4, 5) Course 4 (3, 5) Course 5 (1, 2, 4, 6) Course 6 (1, 4, 5)</p>

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130

Implications of Course Approval Policy

(You many have fewer outcomes than you think you have)

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131

1. Explore global/cultural diversity.
2. Explain the ways in which humanistic and/or artistic expression throughout the ages expresses the culture and values of its time and place.
3. Frame a comparative context to critically assess the ideas, forces, and values that have created the modern world.
4. Evaluate the ways in which both change and continuity have affected human history.
5. Analyze significant primary texts and works of art, ancient, pre-modern, and modern, as forms of cultural and creative expression.

Arts and Humanities Learning Outcomes

1 class
Arts and Humanities Learning Outcomes
1
2
3
4
5

132

1. Explore global/cultural diversity.

2. Explain the ways in which humanistic and/or artistic expression throughout the ages expresses the culture and values of its time.

3. Frame a comparative context to critically assess the ideas, forces, and values that have created the modern world.

4. Evaluate the ways in which both change and continuity have affected human history.

5. Analyze significant primary texts and works of art, ancient, pre-modern, and modern, as forms of cultural and creative expression.

Arts and Humanities Learning Outcomes

Is EACH Gen Ed course assumed to support

- ALL of the identified outcomes?
- MOST of the identified Outcomes?
- SOME of the identified Outcomes?
- ONE of the identified Outcomes?

1 class
Arts and Humanities
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6

133

1. Explore global/cultural diversity.

2. Explain the ways in which humanistic and/or artistic expression throughout the ages expresses the culture and values of its time and place.

3. Frame a comparative context to critically assess the ideas, forces, and values that have created the modern world.

4. Evaluate the ways in which both change and continuity have affected human history.

5. Analyze significant primary texts and works of art, ancient, pre-modern, and modern, as forms of cultural and creative expression.

Approved Courses Support SOME Outcomes

A & H Learning Outcomes	Approved A & H Courses					
	1	2	3	4	5	6
1	X	X	X	X	X	X
2		X	X	X		X
3	X				X	
4						
5						

134

Issues with GE Learning Outcomes

- The implications of your GE Course Policies and Procedures on Assessment
- The array of degrees that you offer

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135

Size of Gen Ed for each Degree

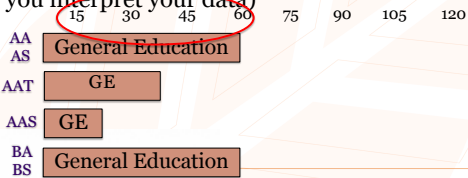
Your programs may have different gen ed requirements (this will become very important when you interpret your data)

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136

Size of Gen Ed for each Degree

Your programs may have different gen ed requirements (this will become very important when you interpret your data)



137

General Education	15 cr	30 cr	45 cr
Writing	3 - 4	6 - 7	6 - 7
Speech	0	3	3
Math	3	3 - 4	6 - 7
Natural Science	3	3 - 4	6 - 7
Social Science	3	3	9
Arts and Humanities	0	3	6
Critical Thinking	0	3	3
Info Literacy	3	3	3

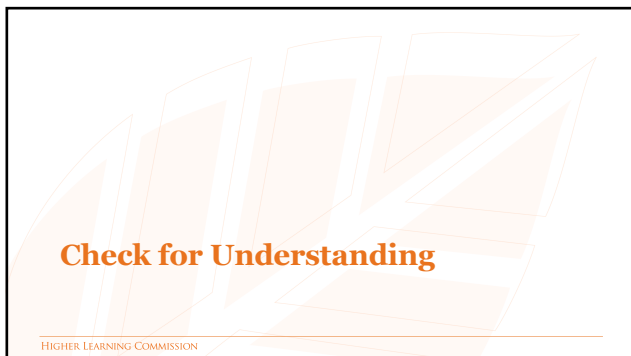
138

General Education	15 cr	30 cr	45 cr
Writing	3 - 4	6 - 7	6 - 7
Speech	0	3	3
Math	3	3 - 4	6 - 7
Natural Science	3	3 - 4	6 - 7
Social Science	3	3	9
Arts and Humanities	0	3	6
Critical Thinking	0	3	3
Info Literacy	3	3	3

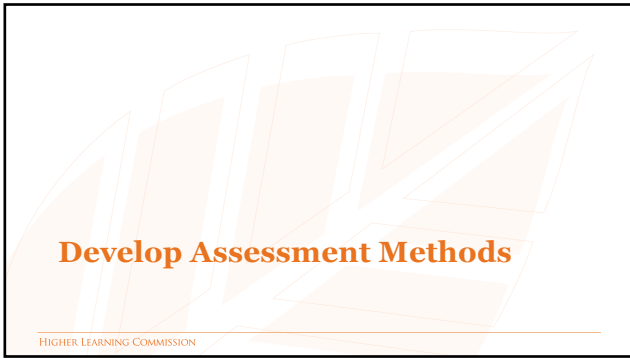
139

General Education	15 cr	30 cr	45 cr
Writing	Define	Analyze	
Speech	0	Explain	
Math	Identify		Interpret
Natural Science	Describe		Examine
Social Science	List		Design
Arts and Humanities	0	Contrast	Reflect
Critical Thinking	0	Identify	
Info Literacy		Locate	

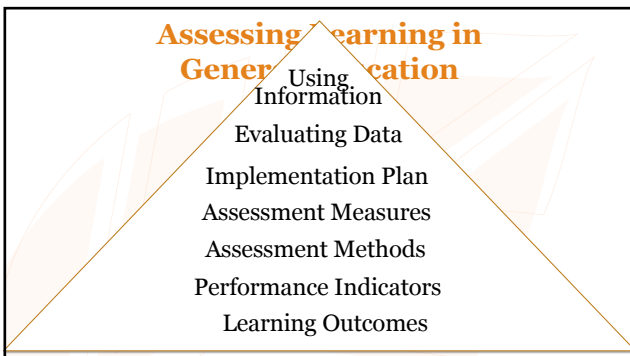
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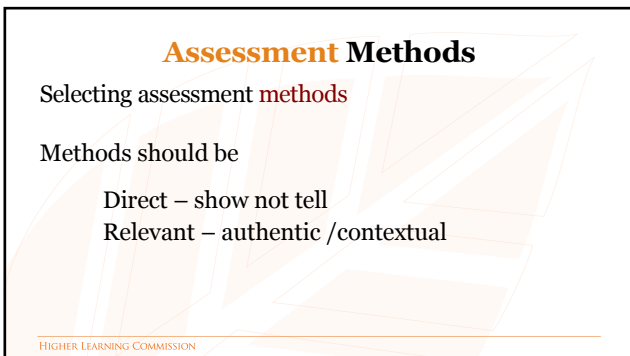
141



142



143



144

Assessment Methods

How are we going to know if the outcomes are being achieved?

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145

Communicate Effectively

Write Relate Speak Present Interact



Assessment Method

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146

Assessment Methods

Indirect Methods

Students report, describe, or reflect on their learning

- Surveys
- Questionnaires
- Interviews
- Focus Groups

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147

Assessment Methods

- Standardized Exam
- Locally developed exams
- Oral Exam
- Essay/ Report / (Document)
- Performance / Recital
- Clinical / Practicum
- Presentation
- Portfolio
- Simulation

Direct Methods
Students demonstrate their learning

148

Assessment Methods

Think ahead to the next steps in the assessment process **before** identifying assessment methods.

- Collecting data
- Interpreting data
- Using data

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149

Assessment Methods

Consider:

Level of Standardization

- Will students demonstrate learning the same way across all courses and programs?

OR

- Will faculty / departments / programs determine what students will do to demonstrate learning?

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150

Assessment Methods

Consider:

Complexity of Processes

Will assessment method require selecting responses (e.g., multiple choice exam)

OR

Constructing responses (performance, essay)

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Assessment Methods

Think ahead to the next steps in the assessment process **before** identifying assessment methods.
Collecting data, interpreting data, using data

It is a lot easier to collect student work than to assess student work

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152

Assessment Methods

Standardized Exam

Gen Ed Portfolio

Cost
Time
Complexity
Credibility

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153

Comparison of Selected and Constructed Response Measures

Dimension of Feasibility	Selected Response	Constructed Response
Cost	Relatively inexpensive to develop, administer, and score	More expensive to develop, administer, and score Teachers benefit from participation in scoring
Time	Efficient use of class time Few demands on teacher preparation time	Additional class time consumed More teacher preparation time needed If embedded, may not consume class time
Complexity	Relatively easy for developers and users	May require special skills to develop May need special materials to administer Difficult judgments make scoring difficult
Credibility	Familiar and well known Higher reliability leads to greater confidence	Growing popularity among educators Unfamiliar to community members Credibility with employers

https://www.rand.org/content/dam/rand/pubs/monograph_reports/MR836/MR836.chap4.pdf

154

Assessment Methods

Different GE Outcomes: Different Methods

- Outcome 1: Nationally normed standardized exam
- Outcome 2: Locally developed exam questions
- Outcome 3: Reflection
- Outcome 4: Short essay

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In your Small Groups

10 minutes: Identify potential assessment methods for the GE outcome you have been assigned.

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Team Time: Reviewing Outcomes

Begin to review your your General Education Outcomes....

Check for **format** (action verb, something)

Action Verb (alignment with philosophy, *appropriate level*)

Coverage (Number of courses supporting outcomes -- you won't be able to do this here, but do you know how many classes support each outcome?)

Performance Indicators (have they been identified?)

Assessment Method What can students do to demonstrate their learning?

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Team Time Questions

What did you notice about your GE Learning Outcomes? Are they ready to be assessed?

If your outcomes need a bit of work, by what process will you undertake that task?

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160