

General Education Assessment Faculty Kickoff



Welcome, and thank you for participating in RIT's General Education assessment process!

Agenda

- GE @ RIT Overview
- Faculty Role
- Faculty Resources and Support
- Next Steps
- Benefits of Faculty Participation

Gen Ed @ RIT Overview

- RIT's Gen Ed Framework is focused on student learning outcomes rather than disciplines.
- Interdisciplinary faculty teams operationalize student learning outcomes and develop rubrics.
- Course embedded assessment is led by faculty; faculty engagement throughout the assessment process is essential for success.

Gen Ed @ RIT Overview

- The General Education Committee planned a schedule for assessing RIT's sixteen General Education Student Learning Outcomes (Gen Ed SLOs).
- Approved General Education courses provide assessment opportunities.
- Assessment results are not used to evaluate individual faculty or students.

Faculty Role Overview

- Step 1: **Review the rubric** and select a course assignment that provides the best opportunity for students to demonstrate the outcome.
- Step 2: **Apply the rubric** to the selected assignment and score the students' work.
- Step 3: **Submit your findings** using the Data Collection Form.

Step 1: Review the Rubric (example RIT Rubric)

Student Learning Outcome: Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information				
Criteria	Insufficient (1)	Developing (2)	Competent (3)	Exemplary (4)
Identify Problem Scope and Evaluate Information	Unable to define the scope of the problem or question. Unable to determine key concepts. Information selected is not related to question or problem.	Partially defines the scope of the problem or question. Can determine most key concepts. Information selected partially relates to question or problem.	Defines the scope of the problem or question. Can determine key concepts. Information selected relates to question or problem.	Fully defines the scope of the problem or question. Effectively determines all key concepts. Information selected directly relates to question or problem. Evaluates information: strength, quality, credibility, importance, or amount.
Identify Assumptions and Contexts of Information	Lacks awareness of relevant assumptions, does not identify contexts when answering a question or addressing a problem.	Demonstrates an awareness of relevant assumptions, though sometimes may label assertions as assumptions. Begins to identify some contexts when answering a question or addressing a problem.	Identifies relevant assumptions and contexts when answering a question or addressing a problem.	Comprehensively analyzes relevant assumptions and contexts when answering a question or addressing a problem.
Utilize Information to Answer a Question or Address a Problem	Unable to utilize information from sources to answer a question or address a problem.	Utilizes information from sources, although information is used inappropriately (e.g., misquoted, taken out of context, or incorrectly paraphrased.) The question or problem is not clearly addressed.	Utilizes and organizes information from sources. The information is not yet synthesized, so the problem or question is partially addressed.	Utilizes, organizes, and synthesizes information from sources. The problem or question is clearly addressed.
Integrate Sources	Sources are not integrated or acknowledged.	Sources are inconsistently integrated and acknowledged.	Sources are appropriately acknowledged though not fully integrated.	Sources are consistently and comprehensively integrated. All sources are appropriately acknowledged.
				Average Rating



Benchmark: 70% of students will achieve a rubric score of Competent (3) or higher.

Student Learning Outcome: Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information

Essential Element – Critical Thinking

Critical thinking is essential to the success of every RIT student, and as such, every general education course must be aligned to at least one of the four associated Critical Thinking student learning outcomes. In this context, critical thinking is understood as the ability to gather and evaluate information in order to develop an opinion, solve a problem, and reach reliable conclusions or effective solutions.

Framing Language

This rubric is intended to measure a student's ability to use evidence gathered through accepted scholarly methods and properly acknowledge sources within a variety of disciplines. The rubric language is designed to be broadly applicable to a variety of disciplines by focusing on the essential components of the identification, analysis, evaluation, and use of information to answer a question or address a problem.

Assignment Design / Evaluation of Student Learning

Assessment of this outcome could be completed using a variety of assignments (e.g., lab report, research paper, project), but each assignment must ask students to demonstrate the following competencies:

- Identify the scope of information needed to answer the research question or achieve the purpose of the task
- Articulate and analyze relevant contexts and assumptions (e.g., historical, methodological, political, personal, disciplinary) synthesized into the final product
- Integrate and cite sources throughout their work per disciplinary standards

Glossary of Key Terms

Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are taken for granted or accepted as true without proof (AACU Value Rubric)

Assertions: declarations made as a statement of fact or belief

Information: for the purpose of this rubric, information signifies all of the following- data, documents, and people

Context: the historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events (AACU Value Rubric)

Step 2: Apply the Rubric

- Align the rubric to a course assignment(s)
- Use the rubric to score students' achievement on the selected course assignment(s); determine how many students scored in each category [Insufficient (1) through Exemplary (4)].
- Review the benchmark: For example, 70% of students will achieve a rubric score of Competent (3) or higher—did the students meet the benchmark?

Step 3: Submit your Findings

- Submit your findings using the Data Collection Form.
- The form asks for assessment results, faculty feedback, and reflections.
 - Tell us how you will use assessment results to improve curriculum, instruction, academic support and/or the assessment process.
 - Share your recommendations - what can RIT do to improve student learning for this outcome?

Resources and Support (continued)

- Visit the “For Faculty” section of EEA’s General Education Assessment website.
- Check out the [General Education Assignment Library](#) which includes samples of assignments developed and used by RIT faculty.
- Contact the Office of Educational Effectiveness Assessment for a consultation.

Resources and Support (continued)

RIT's Center for Teaching and Learning (CTL) offers help with myCourses, course design/redesign, using academic technology, and developing media

- Faculty may schedule meetings with an instructional designer, technologist or other classroom specialist by following this link:

<https://www.rit.edu/teaching/requests/consultation-request>



Next Steps

- Results and recommendations will be shared with participating faculty and departments after Data Collection Forms are submitted.

Benefits of Participation

Results from the General Education Faculty Survey (2018-19) affirm the value of participation:

- *79% of respondents agree participation clarifies alignment between courses and institutional learning outcomes.*
- *67% of respondents agree participation provided opportunity to reflect with colleagues.*
- *64% of respondents agree participation enhanced instructional strategies or teaching methods.*
- *59% of respondents agree participation led to improvements in course curriculum.*

Results represent the percentage of respondents who “strongly agree” or “agree” with the statements above.



Thank You For Your Participation!

Questions?

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