

Foundations for Learning/GSD 101 Assessment Plan A Quality Enhancement Plan Initiative

Student Learning Assessment

Student learning assessment for GSD 101 will take place at both the program and course levels. Assessment of GSD 101 will be the responsibility of the GSD 101 Assessment Team made up of instructors who teach the course, members of the Co-Curricular Advisory Group, and the QEP Assessment Coordinator.

Program-Level Assessment

Program-level assessment will include the evaluation of critical thinking skills of students, evaluation of the professional development components, and instructor evaluation of the GSD pilot implementation.

Student Critical Thinking Skills Evaluation:

Critical thinking skills of students taking GSD 101 will be assessed in two ways:

1. The CAT (Critical Thinking Assessment Test) will be given at the beginning of the course (between week two and three) for the purposes of assessing baseline freshmen's critical thinking skills for the University's QEP assessment plan. A comparable control group of students selected from non-GSD 101 (the GSO 100) orientation courses in the same semester will also take the CAT at the beginning for comparison purposes. Due to budget considerations, this method of assessment will not be conducted on an annual basis. Those students will then be tracked and given the CAT again when the students are ready to graduate for both groups. Students completing both baseline and four years later will then be scored for both groups. At this point, students could also be evaluated on the types of courses they took that focus more on critical thinking and communication throughout their academic years. The CAT test will be given between the second and third week of classes for both the GSD 101 and GSO 100 classes.
2. GSD 101 assessment items will be scored using the University Critical and Creative Thinking Rubric to assess student skills. An end-of-course assignment (the course term paper) will be scored, by the GSD 101 Assessment Team, using the University Critical & Creative Thinking Rubric with the following performance targets:
 - At least 60% of students will achieve a developing rating for the *Comprehension and Identification of Evidence* criteria.
 - At least 60% of students will achieve a developing rating for the *Recognition of Perspectives and the Application and Analysis* criteria.
 - At least 60% of students will achieve a developing rating for the *Interpretation and Evaluation* criterion.
 - At least 60% of students will achieve a developing rating for the *Synthesis* criterion criteria.The end of course assignment will be used to get an overall evaluation of student performance in critical thinking.
3. A pre and post in-class assignment will be given to the GSD 101 classes and to available full semester GSO 100 classes. The assignment will be a short essay assignment asking students to answer "What do I need to know and do to be successful in college and life?" The GSD 101 Assessment Team will use the University Critical & Creative thinking Rubric to evaluate students' growth within the course by comparing the pre essay with the post essay assignment. Having non-GSD 101 students complete the assignment the Assessment team can compare the pre and post assignment to gain insight of the GSD 101 program's performance. The pre assignment will be given some time during the second and third week of classes for both the GSD and GSO 100 classes, with the post assignment given the last two weeks of classes.

Course-Level Assessment

The pilot course will be continually assessed utilizing multiple types of assessment to ensure it is meeting specific programmatic goals and to provide information for fine-tuning the course and for determining its overall value-added impact. Annual assessment results will be used to determine how to improve the course.

The GSD101 Assessment Team will review and score a representative sample of student work produced in the course. Student-learning focused assessment methods will fit seamlessly into the proposed curriculum. In fact, teaching/learning activities created for the course will be used not only to assign grades to students but to also generate assessment information that speaks to the achievement of the course-learning objectives. Individual faculty will use the student work products to fine tune their teaching as the semester progresses, while the assessment team will use the aggregated assessment information to ascertain the effectiveness of the course as a whole. A variety of assessment tools will be used to measure student learning, including: quizzes, tests, journals, reaction papers, essays, term papers, oral/visual presentations, reflective writing assignments and a final portfolio.

Possible Assessment Measures for GSD 101 Course-Level Student Learning Objectives

Following is a list of potential assessment measures taken from the draft course assignment list. Final determination of the assignments to be used as assessment measures will be made in conjunction with the curriculum design team. Where possible, assignments will be used as measures for multiple course-level student learning objectives and the number of assignments used as assessment measures will be kept to the smallest number possible. Please note, that this is a draft list of all possible assessment measures which should not be construed as the list of assessment measures. When finalized this list should be greatly reduced.

Objective 1: The Foundations for Learning course will enable the students to articulate how EKU's General Education Program contributes to being a liberally-educated person.

Assessment Measure: The second test given

Assessment Measure: Journal assignments in blackboard

Objective 2: Students in the Foundations for Learning course will demonstrate the ability to apply the Elder & Paul Elements of Thought and Intellectual Standards of critical thinking.

Assessment Measure: Term paper

Assessment Measure: The first test given

Assessment Measure: The second test given

Objective 3: Students in the Foundations for Learning course will be able to demonstrate the ability to find, evaluate and use information, utilizing technology and library resources.

Assessment Measure: Term paper

Assessment Measure: The first test given

Assessment Measure: The second test given

Objective 4: Students in the Foundations for Learning course will be able to identify academic resources and support services important for academic success.

Assessment Measure: Completion of CARES quiz

Assessment Measure: The first test given using the assessing the areas for academic resources and support services.

Assessment Measure: The second test given

Assessment Measure: The third test given

Objective 5: Students in the Foundations for Learning course will be able to identify and articulate individual learning style and abilities.

Assessment Measure: Completion of "Do What You Are"

Assessment Measure: The first test given using the assessing the areas for identifying and articulating individual learning styles.

Assessment Measure: The third test given

Objective 6: Students in the Foundations for Learning course will be able to engage in activities that promote connection to the university.

Assessment Measure: Attendance at 6 New Student Days events

Assessment Measure: The second test given

Assessment Measure: The third test given

Objective 7: Students in the Foundations for Learning course will be able to develop and articulate academic and life goals.

Assessment Measure: Term paper

Assessment Measure: The second test given

Assessment Measure: The third test given

Objective 8: Students in the Foundations for Learning course will be able to articulate the value of diverse perspectives.

Assessment Measure: Journal assignments in blackboard

Assessment Measure: The third test given

Retention Rate Evaluation

With the expectation that the course will improve first-to-second year retention rates a comparison of retention rates between participants and non-participants will be conducted. It is anticipated that *GSD 101* students will persist to the second year at higher rates than will non-participants.

Instructor Professional Development Evaluation

The effectiveness of the training activities for the GSD instructors will be evaluated in several different ways. The use of "one-minute reaction papers" will be used to gather immediate information and feedback from instructors after each session. Possible questions for the "one-minute reaction paper" are:

- "What was the most memorable or useful thing you learned today?"
- "What would you like to learn more about in the future?"
- "In what ways might you draw on your strengths to further [develop expand upon, contribute to, etc.] the [topics, strategies, challenges, etc.] discussed, today?"

Instructor Evaluation

Teaching effectiveness will be evaluated in the following ways:

IDEA: The IDEA evaluation tools will be administered to students at the end of the semester. Standardized objectives that relate to all sections of GSD 101 will be determined by the Foundations for Learning Instructor Team (FIT). An overall IDEA summary of the instructors teaching the GSD 101 course will be provided. In addition to individual evaluations will be provided and adjuncts/part-time instructor's results will be compared to other groups.

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The IDEA would also be used to look at the impact on teaching effectiveness beyond the GSD course, based on the instructor's student rating on courses taught after teaching the GSD 101 course.