ASSESSMENT PROCESS FOR COURSES IN GENERAL EDUCATION

This document was approved by the University of Tennessee General Education Committee on March 8, 2017.

Purpose of this document

In order to ensure that the University of Tennessee general education program delivers intended outcomes, classes that are designated as General Education classes must be assessed on a regular basis. This document describes the process for that assessment.

University of Tennessee General Education

General Education at UT consists of courses in the following categories:

- Building Basic Skills: Communicating through Writing, Communicating Orally, Quantitative Reasoning
- Developing Broadened Perspectives: Arts & Humanities, Cultures & Civilizations, Natural Sciences, Social Sciences

Descriptions and learning objectives for the categories are given in the UT Undergraduate catalog (http://catalog.utk.edu/preview_program.php?catoid=20&poid=8767) and are reprinted in **Appendix A**.

Some Definitions

See a description of the assessment process at UT at http://sacs.utk.edu/wp-content/uploads/sites/59/2014/10/Assessment-FAQs-FINAL.pdf
The following definitions are from this document.

Assessment -- the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning (*Learner-Centered Assessment on College Campuses: Shifting the Focus From Teaching to Learning* by Huba and Freed, 2000).

Assessment report - All reports should have the following:
- Student learning outcomes
- a description of the direct and indirect methods used to assess those learning outcomes
- an analysis and discussion of the results of the assessments
- a plan for use of the results to improve student learning (what the department will do, based on the assessment data, to improve the program).

Student learning outcome -- a statement that describes what a student should know once they complete a course or a program. SLOs for general education classes are listed in the catalog (and also in **Appendix A**).

Direct assessment -- used to determine the level of student learning achieved against established learning outcomes. Activities in this category usually have a direct impact on measures of student performance (e.g., grades in a course). Some examples of direct assessment may include, but are not limited to exams, quizzes, oral presentations, dissertations, theses, essays and portfolios. (More information: https://www.cte.cornell.edu/documents/Direct%20Indirect%20Measures.pdf)

Notes: If the sole purpose of a test is to measure one specific student learning outcome, the grade on the test can be used as a measure. If the test measures several outcomes, sub-scores for relevant questions should be used for each outcome.

Indirect assessment -- typically used to evaluate the quality of student learning experiences. Some examples of indirect assessments include self-efficacy surveys, end of course evaluations, focus groups and questionnaires for alumni regarding program effectiveness and retention. (More information: https://www.cte.cornell.edu/documents/Direct%20Indirect%20Measures.pdf)

Student work -- an exam, an essay, a lab report, a reaction paper, a set of homework problems, a short-answer response provided on a mid-term exam, selected multiple-choice questions from a quiz, etc. that will be used to collect data for the assessment.

The Assessment Process

All courses that are general education courses should be assessed regularly. Assessment usually takes place once per year in the spring semester. Courses are chosen on a rotating and random basis. The process for assessing a course for general education is as follows:

1. If your class is chosen for a general education assessment, read the following document and then respond to the General Education committee chair of your willingness to take part in the assessment process within a week of receiving the email.

2. Submit an assessment plan to the Gen Ed Chair. The plan should be submitted *before* the class starts and consist of:

    a. The class information. Note the department and course number, the teacher(s) for the course, the name of person(s) doing the assessment, the total number of sections and the total number of students registered for the course, a copy of the syllabus, document describing changes made to the course since the last assessment.

    b. The learning outcomes to be assessed. Assess all outcomes that fit the course. (See the descriptions for the general education categories given in the undergraduate catalog and reprinted in Appendix A.)

    c. A description of the student work that will be used to assess each learning objective.
- The student work may be an exam, an essay, a lab report, a reaction paper, a set of homework problems, a short-answer response provided on a mid-term exam, selected multiple-choice questions from a quiz, etc.

- More than one learning outcome can be assessed by the same student work.
- The assignment/exam/paper/etc. does not have to be made specifically for the purpose of this assessment. In fact, it is *preferable* that the student work be an assignment or test that is a normal part of the course.
- If there are multiple sections of the course and the different sections of the course don't share identical assignments, select student work for each section that as closely resemble each other as possible.
- Do not use an extra credit assignment; the work needs to be something that *all* students in the course or section complete.
- Do not assess rough drafts; use final versions only.

d. The estimated number of student work samples to be collected.
- Randomly collect at least 20% of the student work from *each section* of the course **or** work from *all students* in 20% of the sections of the class.
- If the 20% sample represents 50 or fewer students, at least 50 samples should be collected.
- If the course enrollment is below 50, student work from every student in the course should be collected.

e. The rubric to be used in the scoring of each student's work: the provided rubric for objective or subjective questions. If adaptation of an existing rubric is desired, consult with the Tennessee Teaching and Learning Center and General Education Committee to develop an approved alternative rubric.

There are two types of rubrics: a rubric for student work that is *objectively* or *subjectively* graded. Some areas may use only one type of rubric as the other type is not applicable to the area. For example, WC courses will not use the rubric for objective questions, while NS classes will not use a rubric for subjective questions.

Objective rubric (for multiple choice tests, etc.)
This type of rubric should be used with any assignment or test that can be graded as points or percentages. You should grade each student's work as you normally would, then turn each individual student's score into a rubric value (1-4) based on the following scale:

1 = Ineffective: the individual student scores below 60% on selected questions.
2 = Adequate: the individual student scores between 60-74% on selected questions.
3 = Effective: the individual student scores between 75-89% on selected questions.
4 = Outstanding: the individual student scores 90% or above on selected questions.

Subjective rubric (for essay questions, papers, etc.):
Each student's paper should be read and evaluated with the rubric appropriate to the general education objective (see **Appendix B**). Each individual student's paper will receive a score of 1 (ineffective) to 4 (outstanding).

f. The benchmark that represents satisfactory overall achievement of the learning objective(s). Individual student scores will be reported on a scale of 1-Ineffective, 2-Adequate, 3-Effective, 4-Outstanding as indicated above. The benchmark describes how the department offering the course determines whether the course meets the learning objectives based on the students' scores. For example:

- To meet learning objective 1, 80% or more of all the essays evaluated will be scored 3-Effective or higher in all dimensions assessed by the rubric.
- To meet learning objective 2, 70% or more of the short answer responses will have an average rating of 3-Effective or higher.
- To meet learning objective 3, 85% of all students will attain a score of 3-Effective on selected multiple-choice questions.

3. Give the assignment and collect student work. As stated above:
- Randomly collect at least 20% of the student work from *each section* of the course **or** work from *all students* in 20% of the sections of the class.
- If the 20% sample represents 50 or fewer students, at least 50 samples should be collected.
- If the course enrollment is below 50, student work from every student in the course should be collected.

4. Score the student work. Using the rubric appropriate to the student work, score each student's work as a 1, 2, 3, or 4. Calculate the percentage of all students obtaining each score (1 to 4).

5. Analyze the results of the assessment and decide on what action needs to take place. Decide whether the benchmark was met by comparing the percentages for each score (Step 4) to the benchmark set in your plan (Step 2f). If the benchmark was not met, **decide on appropriate actions** to be taken for the class to achieve the benchmark in the future (e.g., course revision, faculty development).

6. Submit assessment reports by June 1. All assessment reports and associated information should be submitted via Compliance Assist. Information needed for the report includes:

- Course department and number
- Course title
- Course catalog description
- A syllabus for the course
- A description of all changes made to the course since the last assessment.
- Learning objective(s) that were assessed
- General education requirement area (e.g., SS, AH, WC)
- Assessment method – a clear description of your assessment process
- Copies of the assignment, test questions, etc. (i.e., the student work)
- Copy of the rubric used in the scoring the student work. (You may also upload a baseline resource such as an answer key.)
- Results of the assessment
- Action(s) taken based on the results.

Directions for entering your information can be found in **Appendix C** and at http://sacs.utdev4.wpengine.com/wp-content/uploads/sites/59/2015/05/Entering-General-Education-Course-Assessment-v1.pdf

If you have questions regarding the entering of your assessment data, contact the Tennessee Teaching and Learning Center or the Office of Institutional Research and Assessment (assessment@utk.edu) for assistance.

7. Notify the General Education committee chair of assessment completion.

Email the General Education committee chair to let them know that your assessment is complete. The General Education Committee chair and/or the sub-committee chair will review the assessment. You will receive any comments or suggestions, and can update or resubmit the form as needed.

If the **benchmark was not met (i.e., the benchmark in 2f)**, a follow-up meeting will be scheduled to discuss actions to be taken. The General Education Committee and the Undergraduate Council will be informed of classes not meeting the benchmark. The General Education committee and the Tennessee Teaching and Learning Center will offer assistance to the department in taking action to meet the learning objective, if needed. An update of actions taken will be submitted to General Education committee the following year. The course will be reassessed in the next year to determine if the changes made to the course resulted in the benchmark being met. Courses still unable to meet the benchmark will be re-evaluated again by the General Education committee.

Appendix A: 2016-2017 University General Education Requirement

Reprinted from the 2016-2017 Undergraduate catalog

Building Basic Skills

Communicating through Writing (WC): Good writing skills enable students to create and share ideas, investigate and describe values, and record and explain discoveries – all skills that are necessary not only for professional success but also for personal fulfillment. Students must be able to write correctly, and they must be able to locate relevant information, evaluate its usefulness and quality, and incorporate it logically and ethically to support ideas and claims.

Courses in this area are expected to produce the following outcomes for students:

1. Students will demonstrate the ability to write clearly and correctly, employing the conventions of standard American English.
2. Students will demonstrate the ability to write effectively for different audiences and purposes, shaping content, organization, and style to correspond with appropriate disciplinary expectations and rhetorical contexts.
3. Students will demonstrate the ability to locate and use relevant, credible evidence to support ideas.
4. Students will demonstrate the ability to cite and document sources in keeping with appropriate disciplinary conventions.

Communicating Orally (OC): Good oral communications skills enable students to interact successfully with others, share ideas, and present and explain discoveries – all skills that are necessary not only for professional success but also for personal fulfillment. Students should be able to speak in an informative and/or convincing manner to other individuals and to groups, both small and large. Students should be able to locate relevant information, evaluate its usefulness and quality, and incorporate the information logically and ethically in oral communication.

Courses in this area are expected to produce the following outcomes for students:

1. Students will demonstrate the ability to speak clearly and effectively.
2. Students will demonstrate the ability to locate and use relevant, credible evidence to support ideas.
3. Students will demonstrate the ability to present oral information effectively to different audiences, shaping message, organization, language choices, and delivery techniques to correspond with purpose and rhetorical context.

Quantitative Reasoning (QR): Quantitative and statistical evidence and mathematical and logical reasoning often play critical roles in building arguments and claims to support opinions and actions. Students should therefore possess the mathematical and quantitative skills needed to evaluate such arguments and claims. Students should be able to recognize the quantitative dimensions of questions and issues they will encounter in their professional and personal lives. They also should be able to use mathematical and logical reasoning to formulate and solve problems.

Courses in this area are expected to produce the following outcomes for students:

1. Students will demonstrate the ability to identify those aspects of arguments and claims that rely on quantitative evidence and on mathematical or logical reasoning.
2. Students will demonstrate the ability to evaluate the appropriateness of conclusions drawn from quantitative evidence and mathematical or logical reasoning techniques.
3. Students will demonstrate the ability to formulate and solve problems that rely on mathematical or logical reasoning.

Developing Broadened Perspectives

Arts and Humanities (AH): "What does it mean to be human?" In attempting to answer this question, people have produced—and continue to produce—culturally and historically significant works. The study and critical interpretation of such works and their creators not only enriches students' lives but also helps students understand their own and others' answers to this enduring question.

Courses in this area are expected to produce the following outcomes for students:

1. Students will demonstrate the ability to identify and describe prominent works, figures, and/or schools of thought in the arts and humanities.
2. Students will demonstrate the ability to describe the cultural and historical significance of prominent works, figures, and/or schools of thought in the arts and humanities.
3. Students will demonstrate the ability to critically interpret prominent works or accomplishments in artistic and humanistic fields.

Cultures and Civilizations (CC): Deepening understanding of one's own cultures and traditions requires stepping back to see how and why individuals and societies are both similar and different. Contextualizing beliefs about global events, ideas, and social practices provides students with the tools they need to understand historical, social, linguistic, and/or cultural similarities and differences.

Courses in this area are expected to produce the following outcome for students:

1. Students will demonstrate understanding of appropriate disciplinary vocabulary, or competency in reading and speaking a language other than English.
2. Students will demonstrate the ability to identify those aspects of social and cultural behaviors and ideas that change and those that stay the same across different times and places.

Natural Sciences (NS): Over time, advances in science and technology have shaped our understanding of the world and our place in it. All students should be familiar with the fundamental principles and chief discoveries of one or more scientific disciplines, the role and relevance of science in contemporary society, and should be able to use scientific knowledge and methods to answer questions about natural phenomena and analyze contemporary issues.

Courses in this area are expected to produce the following outcomes for students:

1. Students will demonstrate the ability to describe fundamental principles and chief discoveries through appropriate use of the basic vocabulary of a course's discipline.
2. Students will demonstrate the ability to identify the scientific dimensions of contemporary issues.
3. Students will demonstrate the ability to use experimental techniques to answer questions and test hypotheses.

Social Sciences (SS): Why do people – individually and collectively – do what they do? Answering this question allows us to better understand ourselves, make better decisions, and promote the health and success of individuals and groups. The ability to answer this question requires gaining knowledge about individual and group behavior and political and social systems, as well as understanding the methods by which social scientists collect, create, and evaluate such knowledge.

Courses in this area are expected to produce the following outcomes for students:

1. Students will identify and critique claims about human behavior and the dynamics of individual, political, and social issues.
2. Students will demonstrate knowledge of appropriate and ethical methods, technologies, and data that social scientists use to investigate and describe the human condition.

Appendix B: Rubrics for subjective questions

Communicating through Writing (WC) Rubric

WC Outcome 1	1-Ineffective	2-Adequate	3- Effective	4-Outstanding
1: Students will demonstrate the ability to write clearly and correctly, employing the conventions of Standard American English.	• Little or no material is focused to convey a main point or effect. • Provides little or no connection within and between the paragraphs and from beginning to end. • Uses language (syntax and/or style) that often confuses readers. • Many errors in grammar, usage, or mechanics.	• Some material is focused, but the overall point or effect is somewhat unclear. • Provides connections within and between some paragraphs and/or from beginning to end, though some are either unclear or awkward. • Uses language (syntax and style) that generally communicates meaning to readers. • Some errors in grammar, usage, or mechanics.	• Most material is focused to convey a generally clear point or effect. • Provides clear connections within and between most paragraphs and from beginning to end. • Uses language (syntax and style) that effectively communicates meaning to readers. • Few errors in grammar, usage, or mechanics.	• All material is focused to convey a clear, unified point or effect, perhaps using an integrative device (e.g., metaphor) to bring insights together. • Provides consistent, coherent connections within and between all paragraphs and from beginning to end. • Uses language (syntax and style) that skillfully communicates meaning to readers with clarity, grace, and fluency. • Virtually no errors in grammar, usage, or mechanics.
WC Outcome 2	**1-Ineffective**	**2-Adequate**	**3- Effective**	**4-Outstanding**
Students will demonstrate the ability to write effectively for different audiences and purposes, shaping content, organization, and style to correspond with appropriate disciplinary expectations and	• The work does not adhere to a genre or common disciplinary framework appropriate for the rhetorical situation, preventing it from communicating with an audience familiar with the genre or discipline. • The work demonstrates misunderstanding or misapplication of	• The work generally adheres to an appropriate genre or rhetorical framework, but multiple violations of genre conventions (e.g., organization, tone, vocabulary, etc.) limit its ability to communicate with an audience familiar with the genre or discipline.	• The work effectively adheres to an appropriate genre or rhetorical framework, and any minor convention violations do not impede its ability to communicate with an audience familiar with the genre or discipline. • The work demonstrates	• The work skillfully adheres to an appropriate genre or rhetorical framework and reads like an experienced disciplinary insider could have written it. • The work demonstrates insightful understanding of disciplinary concepts, theories, perspectives, findings, and/or examples and connects those

rhetorical contexts.	disciplinary concepts, theories, perspectives, findings, and/or examples.	• The work demonstrates general, though simplistic, understanding of disciplinary concepts, theories, findings, and/or examples.	consistent understanding of disciplinary concepts, theories, findings, and/or examples.	skillfully to the purpose of the work.
WC Outcome 3	**1-Ineffective**	**2-Adequate**	**3- Effective**	**4-Outstanding**
Students will demonstrate the ability to locate and use relevant, credible evidence to support ideas.	• None of the key claims or points are supported with relevant or credible evidence. • If present, sources are not explained or integrated into the argument or discussion and are misused in a major way—e.g., there are misunderstandings of the meaning of the sources used, too heavy a reliance on one source, etc.	• Some but not all key claims or points are supported with relevant, credible evidence. • Some sources are explained or integrated into the argument or discussion, but some are used without explanation or integration.	• Most key claims or points are supported using sufficient relevant and credible sources. • Most sources are effectively explained or integrated with the argument or discussion.	• All key claims or points are supported by extensive use of relevant, credible evidence. • All source material is integrated skillfully into the argument or discussion, and the work demonstrates understanding of the boundaries of disciplinary knowledge, referring to the provisional nature of insights, the limits of generalizations, the multiplicity of interpretations, etc.
WC Outcome 4	**1-Ineffective**	**2-Adequate**	**3- Effective**	**4-Outstanding**
Students will demonstrate the ability to cite and document sources in keeping with appropriate disciplinary conventions.	Most sources are not cited or documented correctly.	Some sources are cited and documented correctly according to specified style sheet. (Some errors in works cited/references page and/or in-text citations.)	Most sources are cited and documented correctly according to specified style sheet. (Few errors in works cited/references page and/or in-text citations.)	All sources are cited and documented correctly according to specified style sheet.

Communicating Orally (OC) Rubric

OC Outcome 1	1-Ineffective	2-Adequate	3-Effective	4-Outstanding
Students will demonstrate the ability to speak clearly and effectively.	Does not present information, arguments, ideas, or evidence clearly, concisely, and logically.	Presents with minimal organization – a clear purpose supported by main ideas that are easily identified.	Demonstrates above average skill in using language, organization, supporting evidence to engage and challenge the thinking of audience members.	Constitutes a genuinely individual contribution to the audience's thinking. Demonstrates exceptional skill in using the communication elements to create audience understanding and acceptance of a complex viewpoint.
OC Outcome 2	**1-Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students will demonstrate the ability to locate and use relevant, credible evidence to support ideas.	Selects information and makes use of sources that are inappropriate to the purpose and the audience.	Selects some information appropriate for the purpose and the audience but does not make full use of relevant sources.	Selects information and evidence that are appropriate for the purpose, audience, and setting.	Selects full range of information and evidence that clearly addresses alternatives or opposing perspectives and makes use this information to fully support claims.
OC Outcome 3	**1-Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students will demonstrate the ability to present oral information effectively to different audiences, shaping message, organization, language choices, and delivery techniques to correspond with purpose and rhetorical context.	Reads presentation; frequently uses filler words ((uh, um, so, and, like, etc.); cannot be heard by all members of the audience, does not use hand gestures appropriately; wears clothing inappropriate for the occasion.	Uses extemporaneous style of delivery occasionally during the presentation; projects voice adequately but speaks in a monotone; occasionally uses filler words; makes inconsistent eye contact with the audience; attempts to wear attire appropriate to the occasion and purpose.	Uses extemporaneous style delivery during most of presentation; projects voice well; makes use of natural body gestures; makes frequent use of changes in tone and pace of delivery to maintain audience interest; makes appropriate use of visual aids; wears appropriate attire.	Makes use of a truly extemporaneous style of delivery; the delivery is fully adapted to the audience and the occasion; adapts the delivery during the presentation based on audience response; makes use of outstanding eye contact with all audience members; makes use of natural body gestures and movements; makes effective, innovative use visual aids; establishes genuine rapport with the audience.

Quantitative Reasoning (QR) Rubric

QR Outcome 1	1- Ineffective	2-Adequate	3-Effective	4-Outstanding
Students will demonstrate the ability to identify those aspects of arguments and claims that rely on quantitative evidence and on mathematical or logical reasoning.	Missing or incomplete work; doesn't show any connection between the original problem or argument and the work provided.	Work shows connections to the given problem or argument and takes at least one correct step towards a solution or re-statement of the problem.	Work draws from the given information and takes multiple correct steps towards the solution or re-statement of the problem. May still show several small misunderstandings, but nothing critical.	Clear work that connects the given problem or argument with a solution or effective restatement of the original statement. The work has multiple steps that show mastery of mathematical or logical reasoning.

QR Outcome 2	1- Ineffective	2-Adequate	3-Effective	4-Outstanding
Students will demonstrate the ability to evaluate the appropriateness of conclusions drawn from quantitative evidence and mathematical or logical reasoning techniques.	Missing or incomplete or completely unsupported argument. No connection shown between given information and the results.	Connections between the parts of the problem are provided but they are not necessarily complete or presented with the expected precise language. The results are evaluated correctly or at least consistently with the support given.	Work or argument uses the given information correctly and makes the proper conclusions based on that data. The evaluation is correct, but may still show some small errors in reasoning or language.	Work evaluates the situation correctly, using proper language and methods, and provides proper support for any arguments or conclusions.

QR Outcome 3	1- Ineffective	2-Adequate	3-Effective	4-Outstanding
Students will demonstrate the ability to formulate and solve problems that rely on mathematical or logical reasoning.	Missing or incomplete or completely unsupported answer (e.g. Missing or incomplete solution)	Solution and some support are provided, but there is no precision in the language or statements used, no quantitative elements in the support, or the solution does not logically follow from the support. (e.g. Solution given, but major errors with respect to the solution key.)	Solutions and support are provided and correct, but there are misuses of terminology or data, or there are some missing elements in the support. (e.g. Correct and matches most but not all of the solution key; differences are not significant.)	Solution is stated precisely using appropriate quantitative or logical notation and terminology, and is supported correctly using specific data references from the problem. (e.g. Match the wording and elements of the solution key.)

Arts & Humanities (AH) Rubric

AH Outcome 1	1-Ineffective	2-Adequate	3-Effective	4-Outstanding
Students will demonstrate the ability to identify and describe prominent works, figures, and/or schools of thought in the arts and humanities.	Demonstrates little knowledge of the works, figures, and/or schools of thought in the area of study. Does not understand or is unable to adequately articulate the cultural or historical importance of the works, figures, or schools of thought. Comments usually lack direct reference to or detail about specific features of the works, figures, or schools of thought, and explanations, when offered, lack detail, relevance, and/or accuracy.	Demonstrates some knowledge of major works, figures, and/or schools of thought in the area of study. Provides only a few general or implied reasons why the works, figures, and/or schools of thought are culturally or historically important. Provides occasional direct reference to the works, figures, and/or schools of thought and their features, through explanations and information may be lacking in detail, accuracy, and/or relevance.	Demonstrates good knowledge of major works, figures, and/or schools of thought in the area of study. States clear yet general reasons why the works, figures, and/or schools of thought are culturally or historically important. Usually makes direct reference to the works, figures, and/or schools of thought and provides some information about the important features, though at times lacking in detail, accuracy, or relevance.	Demonstrates extensive knowledge of major works, figures, and/or schools of thought in the area of study. Articulates insightful, specific reasons why the works, figures, and/or schools of thought are important within their cultural/historical context. Makes frequent direct references to the features of the works, figures, and/or schools of thought and provides well-detailed explanations about their importance.
AH Outcome 2	**1-Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students will demonstrate the ability to describe the cultural and historical significance of prominent works, figures, and/or schools of thought in the arts and humanities.	Demonstrates a lack of knowledge of the major historical/cultural significance of the works, figures, and/or schools of thought under study. Cannot articulate the cultural/historical importance of the works, figures, and/or	Demonstrates some knowledge of some of the major historical/cultural significance of the works, figures, and/or schools of thought in the area of study. Provides only a few general or implied statements about the surrounding cultural/	Demonstrates some knowledge of the major historical/cultural significance of works, figures, and/or schools of thought and patterns of cultural/historical development in the area of study. Articulates general observations about the surrounding cultural/historical	Demonstrates extensive knowledge of major works, figures, and/or schools of thought, chronologies, and patterns of cultural/historical development in the area of study. Articulates insightful, specific observations or analyses of the surrounding cultural/historical context(s). Provides well- detailed, accurate, and relevant

	schools of thought or place them in a cultural or historical perspective. Perceives works, figures, and/or schools of thought as isolated and does not draw conclusions between them. Provides little detail, explanation, and/or makes inaccurate statements.	historical context. Provides occasional direct information about the significance of the works, figures, and/or schools of thought, though often lacking in detail, accuracy, or relevance.	context(s). Provides clear information about the significance of the works, figures, and/or schools of thought, though at times it may be lacking in detail, supporting explanation, accuracy, or relevance.	information about the works, figures, and/or schools of thought.
AH Outcome 3	**1-Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students will demonstrate the ability to critically interpret prominent works or accomplishments in artistic and humanistic fields.	Student is not able to put together a coherent critique or evaluation of a work or accomplishment in the area studied. Usually does not use or does not apply appropriate terminology or concepts. Does not place the work or accomplishment in an evaluative context and does not provide direct detail or evidence to support claims. Includes multiple irrelevant and/or inaccurate statements. Argument does not present a unified focus and is often confusing or difficult to follow.	Provides a clear summary of a work or accomplishment in the area studied, but offers little analysis or evaluation, or offers unsupported opinion. May refer to some terminology from the discipline, though some misconceptions may be present. Makes occasional direct reference to the work or accomplishment and about other relevant works, cultural/historical contexts, or concepts (as appropriate to the assignment). Argument often lacks detail and supporting explanation, and the information	Provides a coherent discussion of a work or accomplishment in the area studied. Makes valid points about the work or accomplishment, yet provides more summary than analysis. Uses and applies some terminology appropriate to the area studied. Provides clear and direct statements about the work or accomplishment, and about its relationship to some relevant works or accomplishments, cultural/historical contexts, and/or concepts (as appropriate to the assignment). At times, claims or	Offers an insightful critical evaluation of a work or accomplishment in the area studied. Accurately uses and applies terminology or concepts appropriate to the area studied. Provides extensive specific, relevant, and accurate analysis and details about the work or accomplishment and about its relationship to other works or accomplishments, cultural/historical contexts, and/or concepts (as appropriate to the assignment). Accurately refers to relevant external sources (if applicable to the assignment). Argument is well organized and conveys a unified point throughout.

		offered may lack accuracy or relevance. Argument demonstrates some organizational flaws or is sometimes confusing and hard to follow.	explanations are lacking in supporting detail, reference to relevant external sources (if applicable), accuracy, or relevance. Argument is logically structured and focused.	

Culture & Civilizations (CC) Rubric

CC Outcome 1	1-Ineffective	2-Adequate	3-Effective	4-Outstanding
Demonstrate understanding of appropriate disciplinary vocabulary, or competency in reading and speaking a language other than English.	Demonstrates little to no understanding of appropriate disciplinary vocabulary, or little to no competency in reading and speaking a language other than English.	Demonstrates a basic understanding of appropriate disciplinary vocabulary by using the vocabulary in ways that are sometimes correct, or basic competency in reading and speaking a language other than English.	Demonstrates understanding of appropriate disciplinary vocabulary by using the vocabulary correctly and relevantly, or competency in reading and speaking a language other than English.	Demonstrates a subtle understanding of appropriate disciplinary vocabulary by using the vocabulary with nuance and mastery, or advanced competency in reading and speaking a language other than English.
CC Outcome 2	**1-Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Demonstrate the ability to identify those aspects of social and cultural behaviors and ideas that change and those that stay the same across different times and places.	Demonstrates little to no ability to identify aspects of social and cultural behaviors and ideas that change and those that stay the same across different times and places.	Demonstrates an ability to identify a few aspects of social and cultural behaviors and ideas that change and those that stay the same across different times and places, though without much detail or complexity.	Demonstrates the ability to identify in detail several aspects of social and cultural behaviors and ideas that change and those that stay the same across different times and places.	Demonstrates the ability to identify in extensive detail, without sacrificing complexity, several aspects of social and cultural behaviors and ideas that change and those that stay the same across different times and places.

Natural Sciences (NS) Rubric

Note: Courses in the area should only use the rubric for objective questions as given in Section 2.e. (page 5).

Social Sciences (SS) Rubric

SS Outcome 1	1-Ineffective	2-Adequate	3-Effective	4-Outstanding
Students will identify and critique claims about individual and group behavior and political and social systems.	Demonstrates little to no understanding of individual and group behavior and how such behavior is embedded within political and social systems. The work is (1) not focused on such behavior, and/or (2) does not provide support for positions with scholarly sources (as opposed to informal personal opinion) or relevant, detailed examples.	Attempts to demonstrate an understanding of individual and group behavior and how such behavior is embedded within political and social systems. The work states reasonably clear positions and attempts to support them with scholarly sources and/or relevant examples, though often lacking in detail.	Demonstrates understanding of individual and group behavior and how such behavior is embedded within political and social systems by successfully taking a scholarly approach to discuss such behavior. The author generally supports positions with scholarly sources and/or relevant, detailed examples.	Demonstrates a subtle understanding of individual and group behavior and how such behavior is embedded within political and social systems by providing detailed examples analyzed at a high level of complexity. The author uses scholarly sources and/or relevant examples effectively to support positions/claims.
SS Outcome 2	**1-Ineffective**	**2-Adequate**	**3-Effective**	**4-Outstanding**
Students will demonstrate knowledge of appropriate and ethical methods, technologies, and data that social scientists use to investigate and describe the human condition.	Demonstrates little to no knowledge of the methods social scientists use to investigate the human condition. The work demonstrates little understanding of the methods themselves, let alone when or why they are useful.	Attempts to demonstrate knowledge of the methods social scientists use to investigate the human condition, but does not demonstrate a solid grasp on the methods, when they are useful, and/or why they are useful.	Demonstrates knowledge of the methods social scientists use to investigate the human condition. Understands the methods themselves as well as when and why they are useful.	Demonstrates extensive knowledge of the methods social scientists use to investigate the human condition. Demonstrates a nuanced understanding of these methods as well as when and why they are useful. May also demonstrate understanding of the various methods' relative strengths and weaknesses.

Appendix C: Entering General Education Course Assessments in Compliance Assist

Directions for entering general education course assessment in Compliance Assist are given on the following pages.
This document is also available at http://sacs.utk.edu/general-education-assessment/ .

Entering General Education Course Assessment
(Created May 2015; revised March 2017)

Purpose

Each year, instructors of general education courses conduct assessment of the general education student learning outcomes for each of the Basic Skills and Broadened Perspectives distribution requirements. Rubrics developed by the UT General Education Committee are available at http://sacs.utk.edu/general-education-assessment/ (alternatively, go to sacs.utk.edu, select General Education Assessment from the navigation menu on the left-hand side of the webpage). Instructors are asked to use these rubrics and report through the Planning Module of Compliance Assist. This document is a guide on how to enter the findings in the Planning Module of Compliance Assist. This document is not a guide on how to conduct assessment. For assistance on how to conduct general education assessment and how to use the general education rubrics, contact the chair of the General Education Committee and the Tennessee Teaching and Learning Center.

Step #1: Entering the Planning Module of Compliance Assist

Go to sacs.utk.edu; on the right-hand side, look under the heading **Quick Links** for Login for Compliance Assist. Click on this link.

QUICK LINKS

SACSCOC

SACSCOC accrediting standards

SACSCOC policies and publications

SACSCOC handbooks, including the Resource Manual for the Principles of Accreditation

Login for Compliance Assist

Enter your UT NetID and password in the appropriate fields.

On the Compliance Assist "landing site", you should see the link for **Planning**. Click on the link to enter the Planning Module.

If you do not see the link for **Planning**, contact the Office of Accreditation (865-974-3635) to request access.

Step #2: Navigating to the General Education Program Data Entry Area
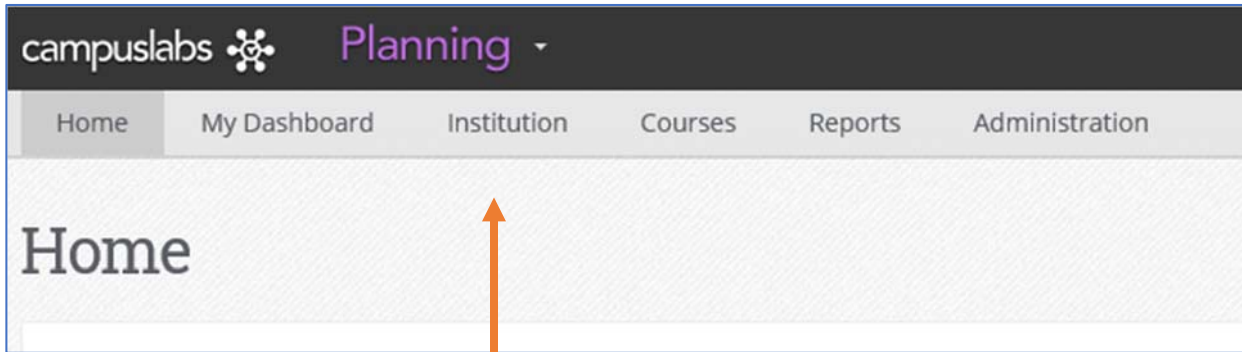
Once in the Planning Module, select **Institution** from the tabs along the top of the screen.

Using the organizational listing on the left-hand side of the screen, click on the box with the plus sign next to **Provost's Office**

then scroll down the list until you see **General Education** (this appears after the list of colleges). Expand General Education

and then select the appropriate general education distribution requirement, in this case, Arts and Humanities (AH) is selected.

Some courses are already in the system. To edit a course that is already in the list, click on the title of the course to open the General Education Course Assessment form. See Step #4 for more detailed information relating to editing the information.
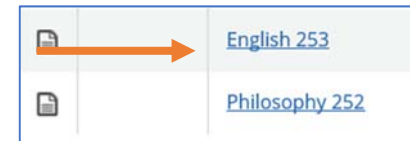
Once in the form, as seen below, click on the "Edit" tab to enter edit mode.
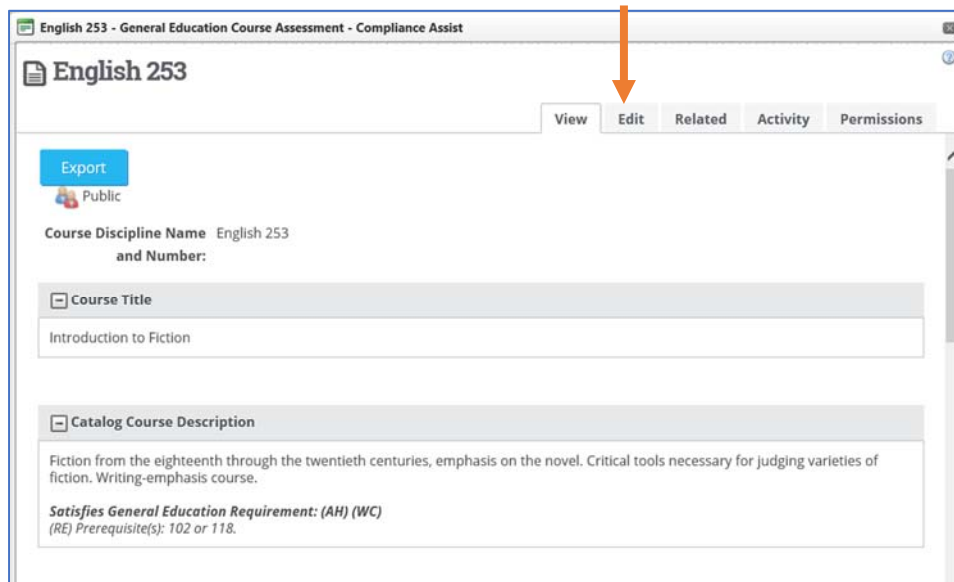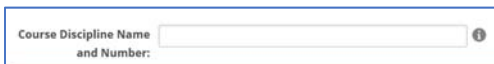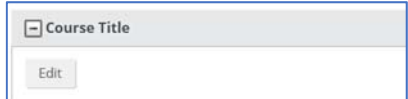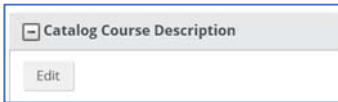
Step #3: Create a New Report

To create a report for a course that is not listed, click on New Item to open a selection menu and select General Education Course Assessment at the end of the list.
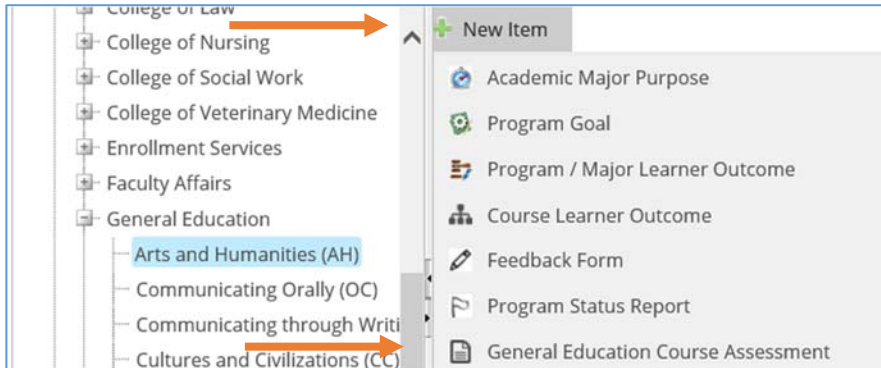
Step #4: Entering the Assessment Report
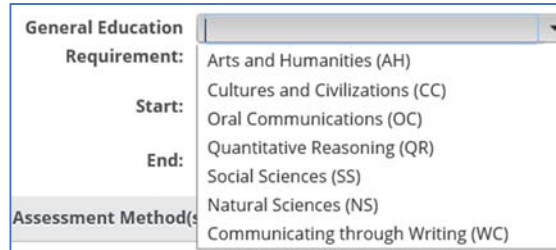
Fields in the General Education Course Assessment Form and the information that is entered into each field are given in the following table.

Field	Description
Course Discipline Name and Number	Enter the information without any abbreviations, e.g., English 101
Course Title	Click on the Edit button and in the edit screen enter the title as it appears in the undergraduate catalog. Do not use any abbreviations.
Catalog Course Description	Click on the Edit button and in the edit screen enter the course description. Using the online undergraduate catalog, simply copy and paste the catalog description and course notes into the field. This is only done once. The information will be rolled forward to following years. Verify the description and provide any edits should the course be revised and approved through the curriculum process.

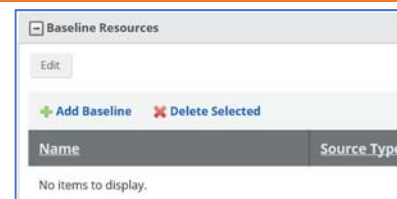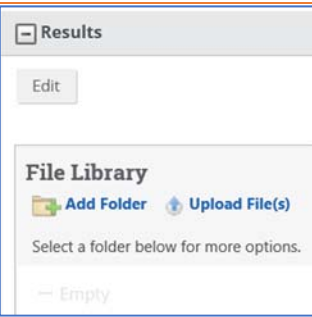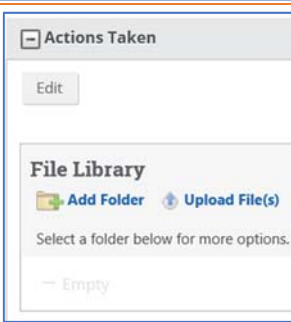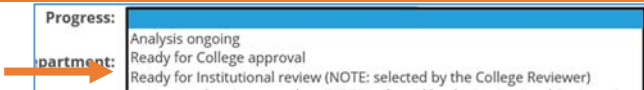|		
General Education Requirement	This is a pull-down menu categories of general the one choice that is You can only make one	that contains the different education courses. Select appropriate to this courses. choice.
	General Education Requirement: _____ ▼ Arts and Humanities (AH) Cultures and Civilizations (CC) **Start:** Oral Communications (OC) Quantitative Reasoning (QR) **End:** Social Sciences (SS) Natural Sciences (NS) **Assessment Method(s** Communicating through Writing (WC)	
Assessment Method(s) (Required)	Use this field to methods used. so others will assessment was	describe the assessment Provide a clear description understand exactly how the done. Click the Edit button
	⊟ Assessment Method(s) (Required) Edit ⓘ Sources can be added to this field after this new general education course assessment has been saved. Edit and enter information directly into the box. **NOTE**: You must first save the general education course assessment form; once saved, you will see the File Library. To save, you will scroll to the bottom of the form and click on the green "Save" button Save . You may want to upload a copy of the or other documentation of the type of student assessment. You should upload a copy of the rubric, scoring sheet, set of test questions, etc.). also upload examples of student work that levels of achievement (**always** redact any identify the student).	assignment, test questions, work used for the assessment tool used (i.e., If a rubric is used, you can represent the different information that would
	⊟ Assessment Method(s) (Required) Edit **File Library** 📁+ Add Folder ↟ Upload File(s) Select a folder below for more options. — Empty	
Baseline Resources	If you used a Baseline survey or rubric to import that into the report. This tool will future.	score the work, you can be rolled out in the near
	⊟ Baseline Resources Edit ➕ Add Baseline ✖ Delete Selected **Name** **Source Type** No items to display.	
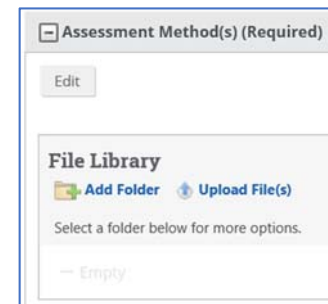
| Field	Description	
Results	Enter a discussion of the assessment results directly in the box. The field has a File Library. You may want to upload any additional documentation of the results.	☐ Results Edit **File Library** 🗀 Add Folder ⬆ Upload File(s) Select a folder below for more options. — Empty
Actions Taken	Provide a discussion of the actions taken based on the assessment results. For example, if the faculty reviewed the results and decided that an assignment needs to be added to help build competency for one of the general education learning outcome, then provide a synopsis of the discussion, what will happen, and when the revisions will be implemented. If no actions are needed because students are performing at an acceptable level, you needed to provide evidence that students are performing at a satisfactory level in the Results field and in this field, provide a statement the faculty met, discussed the results and decided no changes were needed at this point in time and the outcome will be reassessed and provide the term when it will occur. Enter all information directly into the box. This field has a File Library. If you have minutes from a faculty meeting, they can be attached as evidence of the discussion.	☐ Actions Taken Edit **File Library** 🗀 Add Folder ⬆ Upload File(s) Select a folder below for more options. — Empty
Progress	When the report is complete, select from the pull-down menu "Ready for Institutional Review" and also email the chair of the General Education Committee (gened@utk.edu) that your report is complete.	Progress: Analysis ongoing Ready for College approval Ready for Institutional review (NOTE: selected by the College Reviewer)

When done and before leaving the Edit tab, click the green "Save" button [Save] at the bottom of the form. **If you do not SAVE and then close the form from any other tab, you will lose all your work.**

To upload files into the File Library, follow the on-screen instructions that will appear after you click Upload File(s). [⬆ Upload File(s)] If you need assistance, contact the Office of Accreditation or Office of Institutional Research and Assessment.

NOTE: The Planning Module resides on servers located in Buffalo, NY. Save your work frequently in case there is any connectivity interruption.

Step #5: Linking the Report to a Specific General Education Learning Outcome

Each report can be linked to one or more of the learning outcomes for the general education distribution requirement. This is done through the "Related" tab and following these steps.
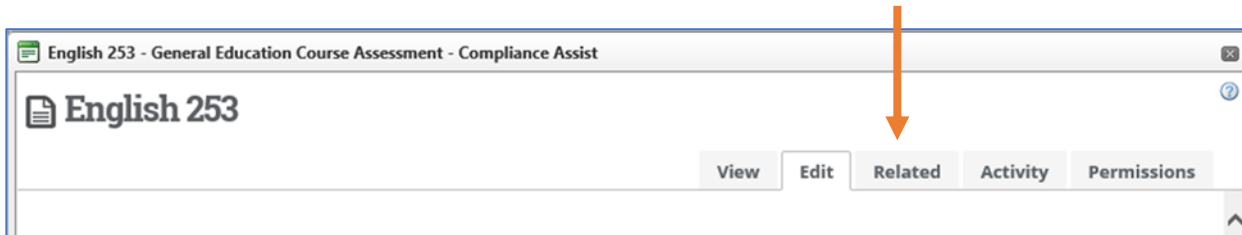
By clicking on the "Related" tab, you will arrive at the following screen. Click on "Add" button **+ Add** .
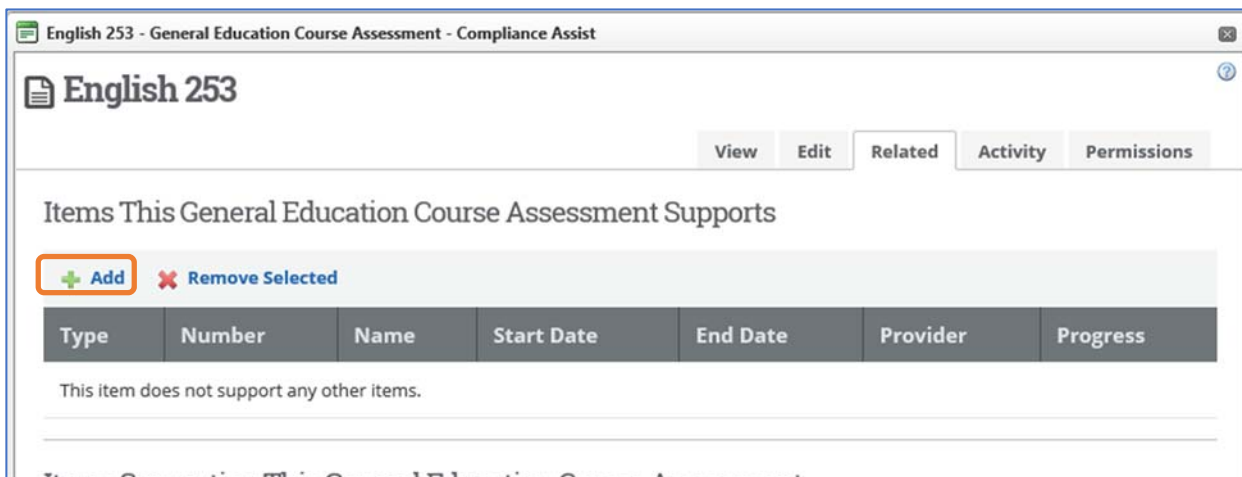
After clicking "Add" you will to get to the list of learner outcomes in the specific area of general education.
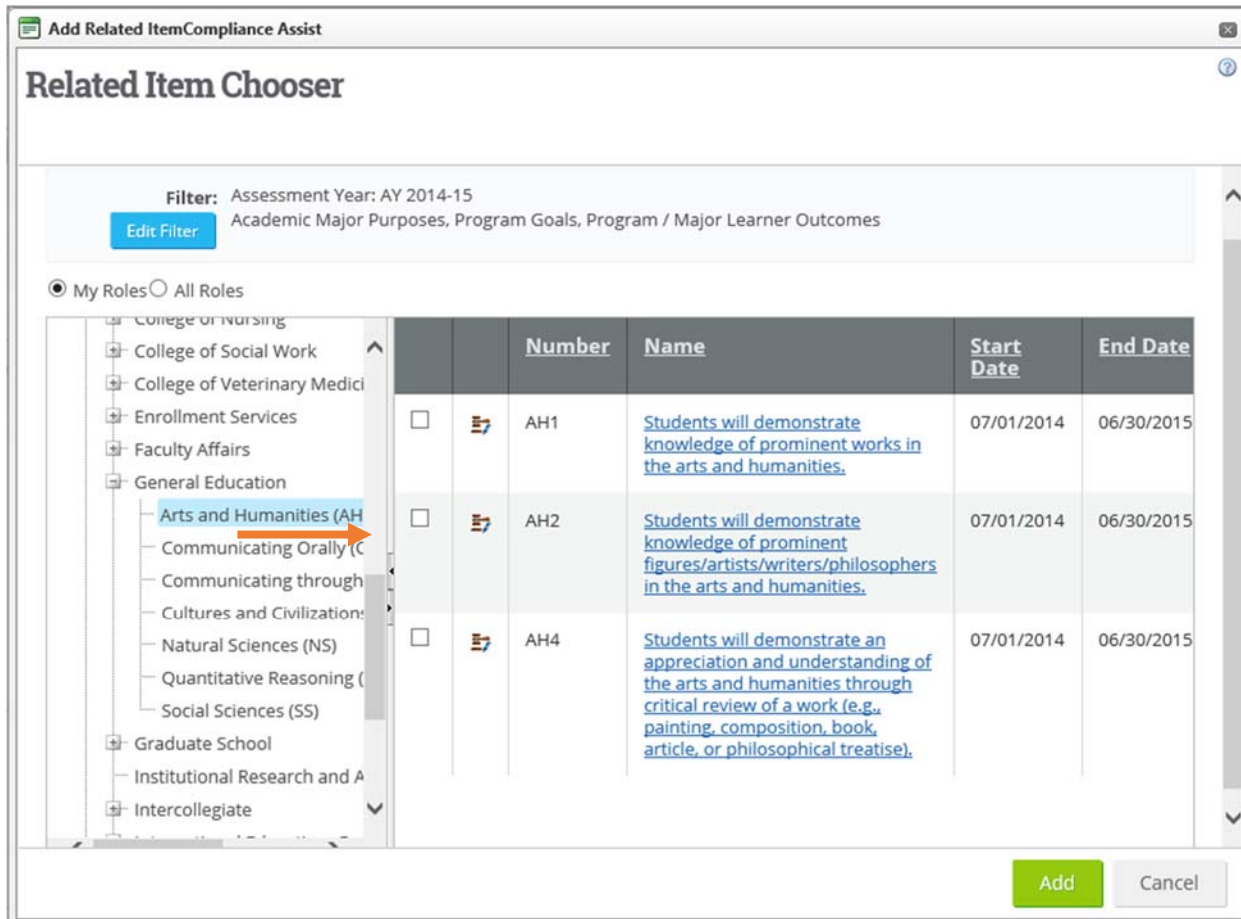
In the above image, the distribution requirement of Arts and Humanities is already highlighted in blue, indicating that is where you are within the institutional listing. You would then select the appropriate learner outcome from the list by clicking on the box to the left of the outcome number.

If the assessment also supports a learning outcome in the academic home of the course, you can also scroll through the institution list, select the appropriate undergraduate program and then select another outcome. When done selecting all related outcomes, scroll down to the bottom of the screen and click on the green Add button [Add] on the bottom of this screen.

You will be taken back to the Related screen and be able to see which outcomes you selected and in the column titled "Provider" you will see the unit "providing" the outcome as shown on the next page.

When completely done, click on the Edit tab at the top of this screen. Scroll down and click the green "Save" button (to continue working in the form) or the Save & Close button (to finish and exit the form).

English 253 - General Education Course Assessment - Compliance Assist

English 253

View   Edit   Related   Activity   Permissions

Export
Public

Course Discipline Name and Number: English 253

Course Title

Edit
Introduction to Fiction

Catalog Course Description

Edit
Fiction from the eighteenth through the twentieth centuries, emphasis on the novel. Critical tools necessary for judging varieties of fiction. Writing-emphasis course.

Satisfies General Education Requirement: (AH) (WC)
(RE) Prerequisite(s): 102 or 118.

Save   Save & Close   Delete   Close