FALL 2023

General Education Area	Outcome	General Education Mapping	Assessment Measure (s)	Notes	Results	Next Steps
1. Essential Competencies	1.c Information Literacy		Information Literacy Test	ILT – 60 questions, developed by Madison Assessments LLC at James Madison University	~61% average score on the ILT; ~44% of SU students overall were "Proficient" (scoring 65% of questions or more correct)	Present results/analysis to UAAC
3. Personal, Social, Cultural Responsibility	3.d Environmental Sustainability		Environmental Sustainability Assessment	ESA (Assessment of Sustainability Knowledge & Graduate Attribute Attainment Test) – 16 questions total, 12 ASK by ESS Lab at Ohio State University, and 4 GAAT by RMIT University	For ASK portion of ESA, average SU student scored 6.56 out of 12, 52% of students scored higher than benchmark (7 of 12 correct); for GAAT, 85% of students met the benchmark (Responsibility Level 1 or above)	Present results/analysis to UAAC

FALL 2022

General Education Area	Outcome	General Education Mapping	Assessment Measure (s)	Notes	Results	Next Steps
1. Essential Competencies	1.d Oral Communication		Conversation Skills Rating Scale (CSRS)		See 2021-2022 GW report: https://www.salisbury.edu/administration/university-analysis-reporting-and-assessment/reporting/assessment-student-outcomes/general-education-outcome-assessment-reports.aspx	Analysis of measures' results
2. Foundational Knowledge	2.a Knowledge of the Human Experience		Global Perspectives Inventory (GPI)			
3. Personal, Social, and Cultural Responsibility	3.a Civic & Community Engagement		Global Perspectives Inventory (GPI)		https://www.salisbury.edu/administration/university-analysis-reporting-and-assessment/reporting/assessment-student-outcomes/general-education-outcome-assessment-reports.aspx	
	3.b Emerging & Enduring Global Issues					
	3.d Ethical Reasoning		Defining Issues Test v2 (DIT2)			

General Education Area	Outcome	General Education Mapping	Assessment Measure (s)	Notes	Results	Next Steps
	3.f Intellectual Curiosity		Intellectual Curiosity Assessment v2 (ICAv2)			
	3.g Personal Health & Wellness		Personal Health & Wellness Assessment v2 (PHWAv2)			

FALL 2021

General Education Area	Outcome	General Education Mapping	Assessment Measure (s)	Notes	Results	Next Steps
1. Essential Competencies	1.e Quantitative Reasoning;		HEIghten-Quantitative Learning(H-QL), Test of Scientific Literacy Skills (TOSLS)	PDF summaries are available to publish online, and full reports are partially completed (in MS Word, for the latter: O:\InstRes\GenEd\GenEd Assessment\GULL Week\Data\2021-09_FA21\HEIghten).	https://www.salisbury.edu/administration/university-analysis-reporting-and-assessment/reporting/assessment-student-outcomes/general-education-outcome-assessment-reports.aspx See "2020-2021" heading	
	1.f Scientific Reasoning,		Test of Scientific Literacy Skills (TOSLS)			
3. Personal, Social, Cultural Responsibility	3.a Civic & Community Engagement,		HEIghten-Civic Competency & Engagement (H-CCE)	PDF summaries are available to publish online, and full reports are partially completed (in MS Word, for the latter: O:\InstRes\GenEd\GenEd Assessment\GULL	https://www.salisbury.edu/administration/university-analysis-reporting-and-assessment/reporting/assessment-student-outcomes/general-education-outcome-assessment-reports.aspx See "2020-2021" heading	

General Education Area	Outcome	General Education Mapping	Assessment Measure (s)	Notes	Results	Next Steps
	3.c Environmental Sustainability		Environmental Sustainability Assessment (ESA-ASK & GAAT)	Week\Data\2021-09_FA21\HEIghten).		

SPRING 2021 (no 2020 GW due to COVID; virtual GW pilot instead)

General Education Area	Outcome	General Education Mapping	Assessment Measure (s)	Notes	Results	Next Steps
3. Personal, Social, Cultural Responsibility	3.a Civic & Community Engagement		HEIghten – Civic Competency & Engagement (H-CCE)	Piloted a virtual administration of GULL Week in the Spring of 2021 due to COVID	Pilot Program - Piloted a virtual administration of GULL Week in the Spring of 2021 due to COVID	
	3.c Environmental Sustainability		Environmental Sustainability Assessment (ASK & GAAT)			

FALL 2019

General Education Area	Outcome	General Education Mapping	Assessment Measure (s)	Notes	Results	Next Steps
1. Essential Competencies	1.a Critical Thinking & Reasoning		HEIghten-Critical Thinking (H-CT)		https://www.salisbury.edu/administration/university-analysis-reporting-and-assessment/reporting/assessment-student-outcomes/general-education-outcome-assessment-reports.aspx	

General Education Area	Outcome	General Education Mapping	Assessment Measure (s)	Notes	Results	Next Steps
	1.c Information Literacy		Information Literacy Test (ILT)			
3. Personal, Social, and Cultural Responsibility	3.e Inclusion & Diversity		HEIghten-Intercultural Competency & Diversity (H-ICD		https://www.salisbury.edu/administration/university-analysis-reporting-and-assessment/reporting/assessment-student-outcomes/general-education-outcome-assessment-reports.aspx	
	3.f Intellectual Curiosity		Intellectual Curiosity Assessment v1 (ICAv1)			
	3.g Intercultural Competence		HEIghten-Intercultural Competency & Diversity (H-ICD)			
	3.h Personal Health & Wellness		Personal Health & Wellness Assessment v1 (PHWAv1)			

SPRING 2019

General Education Area	Outcome	General Education Mapping	Assessment Measure (s)	Notes	Results	Next Steps
1. Essential Competencies	1.b Effective Reading		HEIghten-Written Communication (H-WC)	No summary/analysis of Conversation Skills Rating Scale (CSRS)	SU average Overall scaled score (165.3) on the H-WC was above the average score of the comparison group (164.8, ETS sample of undergraduate students) as well as the 161-level proficiency benchmark	
	1.d Oral Communication		Conversation Skills Rating Scale (CSRS)			
	1.h Written Communication		HEIghten-Written Communication (H-WC)			
2. Foundational Knowledge	2.a Knowledge of the Human Experience		Global Perspectives Inventory (GPI)			
3. Personal, Social, & Cultural Responsibility	3. a Civic & Community Engagement		Global Perspectives Inventory (GPI)			
	3.b Emerging & Enduring Global Issues					
	3.d Ethical Reasoning		Defining Issues Test			

FALL 2018
GULL Week (September 2018)

General Education Area	Outcome	Gen Ed Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps
2.1a. Visual & Performing Arts Foundational Knowledge (revised)	a. Knowledge of the Human Experience	IIIA	James Madison University Arts and Humanities Questionnaire version 3 (AHQ3-SU)	42 Likert Items (~10 minutes) Question Sets: -Humanities Events & Activities -Academic Discipline -Coursework	TBD	TBD
1.1. Critical Thinking (current) Essential Competencies (revised)	a. Critical Thinking & Reasoning (revised)	IA, IB, IIA, IIB, IIA, IIB, IVA, IVB, IVC, V	ETS HEIghten – Critical Thinking (CT)	26 Items (20 - 50 minutes) See Test Design section of website for more details of items Item types include: "critical thinking sets, short arguments or informational passages, and sets that present conditions applicable to a fictional situation." -Total score (150 – 180) -Subscale scores (1 – 10) -Nationally administered valid and reliable instrument -2 valid and reliable subscales (1 - 10): 1. Analytic 2. Synthetic	**CT:** n~490 (only sophomores, self-reported as having 30-60 credits) SU Native=TBD **SU sophomore & National Norm undergraduate (NN) Scale Averages, Qualitative Category Interpretation** **Overall Score** SU=160.9; *Developing* NN=163.3; *Proficient* **Analytic** SU=3.8 NN~4.0 **Synthetic** SU=3.7 NN~4.0	TBD

General Education Area	Outcome	Gen Ed Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps

3.1. Social Responsibility (current)
 	
Personal, Social, and Cultural Responsibility (revised)
	a. Civic & Community Engagement (revised)	IIIA, IIIB	ETS HEIghten – Civic Competency & Engagement (CCE)	80 Items
				(15 - 35 minutes)
				See Test Design section of website for more details of items
				
				-Scale (varies) and subscale scores (1 – 10)
				-Nationally administered valid and reliable instrument
				-3 valid and reliable scales:
				1. Civic Competency (150 – 180) with 2 valid and reliable subscales (1 – 10):
				  a. Civic Knowledge
				  b. Civic Skills
				2. Civic Attitudes (90 – 150)
				3. Civic Participation (percent response)
					CCE:
					n=2050
					SU Native=TBD
					
					SU & National Norm (NN) Scale Averages, Qualitative Category Interpretation
					
					Civic Competency Scale Score
					SU=162.8; *Proficient*
					NN=163.3; *Proficient*
					
					Civic Knowledge Subscale Score
					SU=4.2
					NN=4.4
					
					Civic Skills Subscale Score
					SU=4.5
					NN=4.5
					
					Civic Attitudes Scale Score
					SU=119.5; *Medium*
					NN=119.5; *Medium*
					
					Civic Participation (in at least one civic-related activity)
					SU=49%
					NN=51%
						TBD

SPRING 2018
GULL Week (February 2018)

General Education Area	Outcome	Gen Ed Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps
1.3. Quantitative Literacy (current); Essential Competencies (revised) And 2.1.1f. Mathematics (current); Foundational Knowledge (revised)	e. Quantitative Reasoning (revised)	IVA, IVB, IVC, V	ETS HEIghten – Quantitative Literacy (QL)	25 Items (20 - 50 minutes) See Test Design section of website for more details of items Item types include: single-selection and multiple-selection multiple choice; numeric/fraction entry; table/grid cell selection -Total score (150 – 180) -Subscale scores (1 – 10) -Nationally administered valid and reliable instrument -4 valid and reliable subscales (1 – 10): 3. Number & Operations (30%) 4. Algebra (25%) 5. Geometry & Measurement (20%) 6. Statistics & Probability (25%)	**QL:** n~980 SU Native=TBD **SU & National Norm (NN) Scale Averages, Qualitative Category Interpretation** **Overall Score** SU=160.8; *Proficient* NN=164.0; *Proficient* **Number & Operations** SU=3.8 NN~3.9 **Algebra** SU=3.8 NN~4.1 **Geometry & Measurement** SU=3.8 NN~4.0 **Statistics & Probability** SU=4.0 NN~3.7	TBD
	--	IVA, IVB, IVC, V				
1.3. Quantitative Literacy (current); Essential Competencies (revised)	e. Quantitative Reasoning (revised)	IVA, IVB, IVC, V	Test of Scientific Literacy Skills (TOSLS)	28 multiple choice Items (15 - 45 minutes) -Total score -Potentially, 2 scales and 9 subscale scores (if supported as valid and reliable for administration):	**TOSLS:** **Overall Reliability (α)=.752** n=1092 SU Native=70% **Overall Score=14.3/28 (51.1%); *Needs improvement***	-Evaluate TOSLS benchmarks WRT SU expectations -Align TOSLS scientific literacy skills, skill categories, and items with the

General Education Area	Outcome	Gen Ed Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps
2.1.1h. Biological and Physical Sciences; Essential Competencies (revised)	f. Scientific Reasoning (revised)	IVA, IVB, V		I. Understand methods of scientific inquiry that lead to scientific knowledge II. Organize, analyze, and interpret quantitative data and scientific information -Published valid and reliable instrument		revised SU Gen Ed student learning outcomes. -Consider results to develop interventions or review and update curriculum to align with areas that need improvement

FALL 2017
GULL Week (September 2017)

General Education Area	Outcome	Gen Ed Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps
1.4. Information Literacy (current) Essential Competencies (revised)	d. Information Literacy (revised)	IA, IB, IIA, IIB, IIIA, IIIB	Madison Assessment Information Literacy Test (ILT)	60 Multiple Choice Items (15 - 30 minutes) -Total score -Item scores -Aligned with 4 of the 5 ACRL Standards	**ILT:** **Overall Reliability (α)=.853** n=1342 SU Native=68% **Overall Score=37.3/60 (62.2%); *Needs improvement***	-Evaluate ILT benchmarks WRT SU expectations -Align ACRL Standards, ILT items, or newly-revised SU Information Literacy Matrix with the revised SU Gen Ed student learning outcomes. -Consider results to develop interventions or review and update curriculum to align with areas that need improvement

General Education Area	Outcome	Gen Ed Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps
1.1. Critical Thinking (current) Essential Competencies (revised)	a. Critical Thinking & Reasoning (revised)	IA, IB, IIA, IIB, IIA, IIB, IVA, IVB, IVC, V	ETS HEIghten – Critical Thinking (CT)	26 Items (20 - 50 minutes) See Test Design section of website for more details of items Item types include: "critical thinking sets, short arguments or informational passages, and sets that present conditions applicable to a fictional situation." -Total score (150 – 180) -Subscale scores (1 – 10) -Nationally administered valid and reliable instrument -2 valid and reliable subscales (1 – 10): 1. Analytic 2. Synthetic	**CT:** n~250 (only incoming freshmen with no credits transferred) SU Native=All **SU freshmen & National Norm undergraduate (NN) Scale Averages, Qualitative Category Interpretation** **Overall Score** SU=159.7; *Developing* NN=163.3; *Proficient* **Analytic** SU=3.4 NN~4.0 **Synthetic** SU=3.4 NN~4.0	TBD

General Education Area	Outcome	Gen Ed Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps

3.1. Social Responsibility (current)
 	
Personal, Social, and Cultural Responsibility (revised)
	a. Civic & Community Engagement (revised)	IIIA, IIIB	ETS HEIghten – Civic Competency & Engagement (CCE)	80 Items
				(15 - 35 minutes)
				See Test Design section of website for more details of items
				
				-Scale (varies) and subscale scores (1 – 10)
				-Nationally administered valid and reliable instrument
				-3 valid and reliable scales:
				4. Civic Competency (150 – 180) with 2 valid and reliable subscales (1 – 10):
				  a. Civic Knowledge
				  b. Civic Skills
				5. Civic Attitudes (90 – 150)
				6. Civic Participation (percentage)
					CCE (ETS Pilot Test):
					n=120
					SU Native=TBD
					
					SU & National Norm (NN) Scale Averages, Qualitative Category Interpretation
					
					Civic Competency Scale Score
					SU=162.9; *Proficient*
					NN=163.3; *Proficient*
					
					Civic Knowledge Subscale Score
					SU=4.3
					NN=4.4
					
					Civic Skills Subscale Score
					SU=4.5
					NN=4.5
					
					Civic Attitudes Scale Score
					SU=118.0; *Medium*
					NN=119.5; *Medium*
					
					Civic Participation (in at least one civic-related activity)
					SU=49%
					NN=51%
						TBD

General Education Area	Outcome	Gen Ed Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps

2.1c. Civilization & 2.1d. Contemporary Global Issues & 2.1e. Second Language or Culture & 3.1. Social Responsibility (current)
 	
Personal, Social, and Cultural Responsibility (revised)
	e. Inclusion & Diversity (revised)
	g. Intercultural Competency (revised)
		IA, IB, IIA, IIB, IIIA, IIIB	ETS HEIghten – Intercultural Competency & Diversity (ICD)	74 Items
				(15 - 35 minutes)
				See Test Design section of website for more details of items
				
				-Scale (varies) and subscale (varies) scores
				-Nationally administered valid and reliable instrument
				-2 valid and reliable scales:
				1. Approach (90 – 150) with 2 valid and reliable subscales (9 – 15):
				  a. Positive Cultural Orientation
				  b. Cultural Self-Efficacy
				2. Analyze & Act (150 – 180) with 6 valid and reliable subscales (1 – 10):
				  a. Self-awareness
				  b. Cultural Knowledge Application
				  c. Suspending Judgment/Perspective Taking
				  d. Social Monitoring
				  e. Emotion Regulation
				  f. Behavior Regulation
					ICD (ETS Pilot Test):
					n=120
					SU Native=TBD
					SU & National Norm (NN) Scale Averages, Qualitative Category Interpretation
					Approach Scale Score
					SU=119.8; *Neutral*
					NN=119.9; *Neutral*
					Positive Cultural Orientation Subscale Score
					SU=12.0
					NN=12.0
					Cultural Self-Efficacy Subscale Score
					SU=11.9
					NN=12.0
					Analyze & Act Scale Score
					SU=166.4; *Proficient*
					NN=166.3; *Proficient*
					Self-awareness Subscale Score
					SU=6.1
					NN=5.7
					Cultural Knowledge Application Subscale Score
					SU=5.4
					NN=5.5
					Suspending Judgment/Perspective Taking Subscale Score
					SU=5.7
					NN=5.6
					Social Monitoring Subscale Score
					SU=5.6
					NN=5.5
					Emotion Regulation Subscale Score
					SU=5.6
					NN=5.5
					Behavior Regulation Subscale Score
					SU=5.4
					NN=5.5
						TBD

FALL 2016
GULL Week (September 2016)

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps
1.2. Command of Language (1.2a. Reading & 1.2b. Writing) and 1.4. Information Literacy	1.2a.1. Engage in active reading strategies to interpret and summarize content of written works.	IA, IB, IIA, IIB, IIIA, IIIB, IVA, V	ETS HEIghten – Written Communication (WC)	-Total score (150 – 180) -Subscale scores (1 – 10) -Direct Writing Measure (constructed response scored via computers and people with aligned rubric; 0 – 12) -Passage-based Sets (2 sets with 12 multiple choice items each; n = 24 total) -Nationally administered valid and reliable instrument -3 valid and reliable subscales (1 – 10): 1. Knowledge of Social and Rhetorical Situations (20%) 2. Knowledge of Conceptual Strategies (40%) 3. Knowledge of Language Use and Conventions (40%) -Another dimension throughout the three valid subscales is Procedural Knowledge (aka drafting and revision)	**WC:** n~1380 SU Native=TBD **SU & National Norm (NN) Scale Averages, Qualitative Category Interpretation** **Overall Score** SU=164.9; *Proficient* NN=164.8; *Proficient* **Direct Writing Measure** SU=6.7; *Limited* to *Adequate* NN=6.2; *Limited* to *Adequate* **Knowledge of Social and Rhetorical Situations** SU=4.7 NN~4.5 **Knowledge of Conceptual Strategies** SU=4.7 NN~4.6 **Knowledge of Language Use and Conventions** SU=4.7 NN~4.6	-Report out results to SU Schools. -Faculty need to identify strengths and weaknesses of student performance and strategize for improvement in student learning outcomes.
	1.2a.2. Solve a problem by analyzing the question being asked and identifying the relevant information.	IVA, IVB, IVC				
	1.2b.1 Synthesize and apply information and ideas in discipline-specific forms of writing.	IA, IIA, IIB, IIIA, IVA, IVB, IVC				
	1.2b.2. Use appropriate evidence, organizational patterns, and styles for specific writing tasks.	IA, IIA, IIB				
	1.2b.3. Construct thesis-driven arguments that marshal appropriate evidence and counter-arguments.	IA, IB, IIA, IIB, IIIB				
	1.2b.4., 1.4a.2, 1.4b.2. Select, evaluate, and cite reputable and appropriate sources.	IA, IB, IIA, IIB, IIIA, IIIB				

SPRING 2016
GULL Week (February 2016)

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps
1.1. Critical Thinking	1.1.1. Analyze, synthesize, and/or evaluate ideas, concepts, and/or evidence.	IA, IIA, IIB, IIIA, IVA, IVB, IVC, V	California Critical Thinking Skills Test (CCTST)	-Total score -Subscale scores -Multiple choice (n = 34) -Nationally administered valid and reliable instrument -7 valid and reliable subscales: 1. Analysis 2. Evaluation 3. Inference 4. Deduction 5. Induction 6. Interpretation 7. Explanation	**CCTST:** n=831 SU Native=61% **SU Averages & Qualitative Category Interpretation** **Overall Score**=72.2 *Moderate* **Analysis**=73.3 *Moderate* **Inference**=74.9 *Moderate* **Evaluation**=70.5 *Moderate* **Deduction**=71.8 *Moderate* **Induction**=76.6 *Moderate* **Interpretation**=78.8 *Moderate* **Explanation**=72.0 *Moderate*	-Compare and evaluate critical thinking disposition (CCTDI) and skills (CCTST) data. -Report out results to SU Schools. -Faculty need to identify strengths (e.g., Interpretation) and weaknesses (i.e., Evaluation, Deduction, and Explanation) of student performance and strategize for improvement in student learning outcomes. -Increase student participation in future GULL Weeks.
	1.1.2. Describe diverse aspects of a discipline using discipline-specific concepts.	IB, IIA, IIB				
	1.1.3. Apply appropriate problem-solving strategies to discipline-specific issues	IIA, IIB, IIIA, IIIB, IVA, IVB, IVC				
	1.1.4. Compare and contrast theories within a discipline.	IIA, IIB, IIIB				
2.2. Interdependence among Disciplines	2.2.1. Describe the relationships between at least 2 different disciplines using principles and/or research of each one.	IA, IIA, IIB, IIIA, IIIB, IVA, IVB, IVC, V				
3.3. Intellectual Curiosity	3.3.1. Connect specific examples (e.g., financial literacy, historical currents, social science, STEM, wellness, etc.) to broaden one's life and beyond.	IIA, IIB, IIIB, IVA, IVB, IVC, V				
	3.3.2. Expand on course requirements in	IIIA				

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps
	new and explorative ways.					
1.5. Interpersonal Communication	1.5.1. Participate actively and respectfully in meaningful discussions.	IA, IIIA, IVA	Conversational Skills Rating Scale (CSRS)	-5pt Likert Scale: 1=inadequate 2=fair 3=adequate 4=good 5=excellent (n = 25) -7pt Likert Scales: varies by item (n = 5) -Used general wording of "Rating of Self" form (pg. 28) – self-report -CSRS is sponsored by the National Communication Association (NCA) -Nationally administered valid and reliable instrument -Subscales are not valid, so do not evaluate them	**CSRS:** n=756 SU Native=70% **SU Averages & Percent Proficient (when applicable)** **Overall**=4.12 *(from 1.01 – 5.33 possible)* **Molecular**=3.77 *93.8% Proficient* **Attentiveness & Coordination**=3.57 *88.1% Proficient* **Vocalics & Composure**=3.57 *84.7% Proficient* **Expressiveness**=4.03 *96.0% Proficient* **Molar**=5.85 *(from 1.00 – 7.00 possible)*	-Report out to SU Schools -Consider the need to determine unacceptable/acceptable CSRS self-efficacy rating levels -Consider triangulating CSRS forms and assessment data in a more authentic academic environment. -Consider the use of pre- and post-testing or longitudinal studies with the CSRS -Evaluate the need to revise the current SU Interpersonal Communication General Education student learning outcome. -Consider whether or not the CSRS instrument is aligned well with current (or revised) Interpersonal Communication student learning outcome(s). If it is not aligned, then an alternative assessment that is aligned should be identified. -Consider results from the assessment to develop interventions or review and update curriculum to align with areas that need improvement. -Determine a timeline to re-collect related assessment data -Increase student participation in future GULL Weeks

FALL 2015
GULL Week (September 2015)

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps
1.1. Critical Thinking	1.1.1. Analyze, synthesize, and/or evaluate ideas, concepts, and/or evidence.	IA, IIA, IIB, IIIA, IVA, IVB, IVC, V	California Critical Thinking Dispositions Inventory (CCTDI)	-Total score -Subscale scores -6pt Likert Scale: strongly agree to strongly disagree (n = 75) -Nationally administered valid and reliable instrument -7 valid and reliable subscales: 1. Truth-seeking 2. Open-mindedness 3. Analyticity 4. Systematicity 5. Confidence in reasoning 6. Inquisitiveness 7. Maturity of judgment -Subscales are summarized by 5 Qualitative Category scores (where higher/more positive scores indicate stronger critical thinking dispositions): *Strong Positive* = 50 to 60; *Positive* = 40 to 49; *Inconsistent/Ambivalent* = 30 to 39; *Negative* = 20 to 29; *Strong Negative* = 10 to 19	**CCTDI:** n=515 SU Native=72% **SU Averages & Qualitative Category Interpretation** **Overall Score**=295 *Positive* **Truth-seeking**=35.2 *Inconsistent/Ambivalent* **Open-mindedness**=43.1 *Positive* **Analyticity**=44.5 *Positive* **Systematicity**=39.6 *Inconsistent/Ambivalent* **Confidence in Reasoning**=44.8 *Positive* **Inquisitiveness**=46.1 *Positive* **Maturity of Judgement**=41.4 *Positive* **Reliability (α)=.71 - .80 for subscales; ≥.91 for overall score**	-Use a more authentic form of critical thinking skills assessment (see CCTST in Spring 2016) as opposed to critical thinking dispositions, which is more aligned with the Intellectual Curiosity student learning outcomes. -Compare and evaluate critical thinking disposition (CCTDI) and skills (CCTST) data. -Report out results to SU Schools. -Faculty need to identify strengths (e.g., Inquisitiveness) and weaknesses (i.e., Truth-seeking and Systematicity) of student performance and strategize for improvement in student learning outcomes. -Increase student participation in future GULL Weeks.
	1.1.2. Describe diverse aspects of a discipline using discipline-specific concepts.	IB, IIA, IIB				
	1.1.3. Apply appropriate problem-solving strategies to discipline-specific issues.	IIA, IIB, IIIA, IIIB, IVA, IVB, IVC				
	1.1.4. Compare and contrast theories within a discipline.	IIA, IIB, IIIB				
2.2. Interdependence Among Disciplines	2.2.1. Describe the relationships between at least two different disciplines using principles and/or research of each one.	IA, IIA, IIB, IIIA, IIIB, IVA, IVB, IVC, V				
3.3. Intellectual Curiosity	3.3.1. Connect specific examples (e.g., financial literacy, historical currents, social science, STEM, wellness, etc.) to broaden one's life and beyond.	IIA, IIB, IIIB, IVA, IVB, IVC, V				

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps
	3.3.2. Expand on course requirements in new and explorative ways.	IIIA				
1.4. Information Literacy	1.4a.1., 1.4b.1. Evaluate appropriateness of primary and secondary, popular and scholarly source materials.	IA, IIA, IIB, IIIB	Project Standardized Assessment of Information Literacy Skills (SAILS)	-Total score -Multiple choice items (n = 55) -Aligned with the Association of College Research Libraries (ACRL) standards -Nationally administered valid and reliable instrument -Subscales are not valid or reliable in terms of scale analysis	**Project SAILS:** n=834 SU Native=71% **Average Correct=30.4/55 (55.3%)** *(nat'l average=50%)* **Reliability (α)=.716**	-Report out results to SU Schools. -Faculty should reevaluate the benchmarks with which SU students' information literacy is compared. -Library faculty and UARA staff should align the ACRL Standards, Project SAILS' Skill Sets, or newly-drafted SU Information Literacy Matrix with the SU student learning outcomes. -Evaluate the need to revise the current SU Information Literacy general education student learning outcomes. -Library faculty, General Education Review Steering Committee, and other relevant parties should consider whether or not the Project SAILS instrument is aligned well with current (or revised) Information Literacy general education student learning outcomes. If it is not aligned, then an alternative assessment that is aligned should be identified.
	1.4a.2.,1.2b.4., 1.4b.2. Select, evaluate, and cite reputable and appropriate sources.	IA, IB, IIA, IIB, IIIA, IIIB				

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps
						-Consider results from the assessment to develop interventions or review and update curriculum to align with areas that need improvement. -Determine a timeline to re-collect assessment data related to information literacy. -Increase student participation in future GULL Weeks.
2.1e. Second Language or Culture	2.1e.1. Describe intercultural similarities and differences.	IIA	Global Perspective Inventory (GPI)	-Total score -Subscale scores -5pt Likert Scale: 1=Strongly Agree 2=Agree 3=Neutral 4=Disagree 5=Strongly Disagree (n = 35) -Nationally administered valid and reliable instrument -6 valid and reliable scales: 1. Cognitive Knowing 2. Cognitive Knowledge 3. Intrapersonal Identity 4. Intrapersonal Affect 5. Interpersonal Social Responsibility 6. Interpersonal Social	**GPI:** n=571 SU Native=71% **SU & National Norm (NN) GPI Scale Averages, Qualitative Category Interpretation, and Reliability (α)** **Cognitive Knowing** SU=3.49; *Neutral*; α=.535 NN=3.63; *Neutral*; α=.657 **Cognitive Knowledge** SU=3.65; *Neutral*; α=.744 NN=3.53; *Neutral*; α=.773 **Intrapersonal Identity** SU=4.11; *Agree*; α=.731 NN=4.01; *Agree*; α=.740 **Intrapersonal Affect** SU=4.16; *Agree*; α=.689 NN=4.15; *Agree*; α=.734	-Report out results to SU Schools. -Determine acceptable "agreement" levels and/or consider using these values as the benchmarks with which SU students' second language or culture is compared. -Consider use of pre- and post-testing or longitudinal studies for future testing -Evaluate the need to revise the current SU Second Language or Culture general education student goal and learning outcomes. -Faculty, General Education Review Steering Committee, and other relevant parties should consider whether or not the GPI instrument is aligned well with current (or
	2.1e.2. Identify the global interconnections between linguistic or cultural differences.	IIA				
	2.1e.3. Describe diverse aspects of society and how they impact social and individual behavior.	IIA				
	2.1e.4. Demonstrate broad knowledge of the implications and importance of human diversity.	IIA				

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps
					Interpersonal Social Responsibility SU=3.76; *Neutral*; α=.685 NN=3.82; *Neutral*; α=.732 **Interpersonal Social Interaction** SU=3.37; *Neutral*; α=.645 NN=3.11; *Neutral*; α=.700	revised) general education student learning goal(s) and outcomes. If it is not aligned, then an alternative assessment that is aligned should be identified. -Consider results from the assessment to develop interventions or review and update curriculum to align with areas that need improvement. -Determine a timeline to re-collect assessment data related to this goal and these outcomes. -Increase student participation in future GULL Weeks.
3.1. Social Responsibility	3.1.1. Recognize how their personal activities and choices are connected to and influence the actions of the larger society and world.	IVA, IVB, IVC, V	Defining Issues Test-2 (DIT-2)	-5 items total; 5pt Importance Likert Scale rating: 1=Great 2=Much 3=Some 4=Little 5=No (n = 12/item) and then ranking of top four most important issue related to decision-making in the particular item -Nationally administered valid and reliable instrument -3 valid and reliable "schema" scores: 1. Personal Interest (PI=Stage 2/3)	**DIT-2:** n=734 SU Native=72% **SU Averages & Undergraduate Norm (UN) Averages** SU PI=29.75 *UN PI=25.04* SU MN=32.83 *UN MN=35.06*	-Report out results to SU Schools. -Relevant faculty, General Education Review Steering Committee, and other relevant parties should consider whether or not the DIT-2 instrument is aligned well with current (or revised) Social Responsibility and Humane Values general education student learning
	3.1.2. Recognize the importance of applying General Education concepts to everyday life.	IVA, IVB, IVC, V				

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps

3.2. Humane Values	3.2.1. Demonstrate the ability to make judgments based on ethical considerations.	IIIA, IIIB		2. Maintaining Norms (MN=Stage 4)
				3. Postconventional (P=Stage 5/6)
				
				-2 valid and reliable index scores:
				1. N2 Index (calculated by amount students rate/rank Postconventional options higher and rate/rank Personal Interest options lower)
				2. Type Indicator
				  a. Type1=Predominantly PI
				  b. Type2=Transitioning PI
				  c. Type3=Predominantly MN, but Transitioning PI secondarily
				  d. Type4=Predominantly MN
				  e. Type5=Predominantly MN, but Transitioning P secondarily
				  f. Type6=Transitional P
				  g. Type7=Predominantly P
					SU P=30.80
					UN P=35.09
					
					SU N2=29.21
					UN N2=34.76
					
					SU Type Indicator=4.20
					UN Type Indicator=4.69
					
					Reliability (α)=upper .70s/low .80s
						outcomes. If it is not aligned, then an alternative assessment that is aligned should be identified.
						-Consider results from the assessment to develop interventions or review and update curriculum to align with areas that need improvement.
						-Determine a timeline to re-collect assessment data related to Social Responsibility and Humane Values.
						-Increase student participation in future GULL Weeks.

SPRING 2015
GULL Week (February 2015)

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps
1.3. Quantitative Literacy and 2.1f. Mathematics	1.3.1. Collect measurement data in a scientific manner.	IVA	-College Basic Academic Subjects Examination (CBASE): Mathematics and -Natural World-9 (NW-9)	-Overall, cluster and skill scores -Multiple Choice items -Nationally administered valid and reliable instruments	**CBASE Mathematics:** n=102 SU Native=75%	-Reporting out to SU Schools in Fall 2015. -Faculty need to determine what indicates satisfactory student performance, identify strengths and weaknesses, and strategize for improvement in student learning outcomes.
	1.3.2. Accurately analyze and interpret data.	IVA, IVB, IVC, V			***SU & National Comparison Median Scores:*** **Subject Mathematics: 278** *(nat'l median=285)* **General Mathematics: 280**	
	1.3.3., 2.1f.1. Use quantitative methods to solve problems.	IVA, IVB, IVC, V			*(nat'l median=291)* Practical Applications=258 Properties and Notations=307 Using Statistics=318	
	1.3.4., 2.1f.2. Draw inferences from mathematical relationships and evaluate the validity of those relationships within a given context.	IVA, IVB, IVC			**Algebra=286** *(nat'l median=290)* Evaluating Expressions=292 Equations & Inequalities=288 **Geometry=295** *(nat'l median=282)* 2 & 3 Dimensional Figures=324 Geometrical Calculations=277 **Average Correct=32.69/56 (58.4%)** **Reliability (KR-20)=.912** **NW-9:** **Overall Reliability (α)=.863** **Math Reliability (α)=.740** n=153	

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps
					SU Native=72% **Overall Score=40.89/66 (62.0%)** **Math Score=16.67/26 (64.1%)**	
2.1h. Biological and Physical Sciences (Scientific Literacy)	2.1h.1. Use common lab equipment and procedures to collect data.	IVA	-College Basic Academic Subjects Examination (CBASE): Science and -Natural World-9 (NW-9)	-Overall, cluster and skill scores -Multiple choice items -Nationally administered valid and reliable instruments	**CBASE Science:** n=162 SU Native=76% ***SU & National Comparison Median Scores:*** **Subject Science: 294** *(nat'l median=270)* **Laboratory & Field Work: 298** *(nat'l median=273)* Observation/Experimental Design=301 Laboratory/Field Techniques=302 Interpreting Results=307 **Fundamental Concepts=296** *(nat'l median=281)* Life Sciences=301 Physical Sciences=296 **Average Correct=26.31/41 (64.2%)** **Reliability (KR-20)=.844** **NW-9:** **Overall Reliability (α)=.863** **Science Reliability (α)=.818** n=153 SU Native=72% **Overall Score=40.89/66 (62.0%)**	-Reporting out to SU Schools in Fall 2015. -Faculty need to determine what indicates satisfactory student performance, identify strengths and weaknesses, and strategize for improvement in student learning outcomes.
	2.1h.2. Use terminology and describe basic principles of two different STEM disciplines.	IVA, IVB, V				
	2.1h.3. Recognize the key elements of scientific investigation such as reliance on evidence, use of inductive reasoning and control of variables.	IVA				
	2.1h.4. Evaluate and interpret how STEM contexts relate to popular media.	IVA, IVB				

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps
					Science Score=29.84/49 (60.9%)	
2.1h. Biological and Physical Sciences and 3.5. Wellness	2.1h.5. Reflect on and evaluate one's own health.	V	-American College Health Association (ACHA)-National College Health Assessment (NCHA) "Assess Yourself"	-4pt Likert Scale: 1=Never, 2=Rarely; 3=Some of the time; 4=Usually or Always -Scores closer to 4 indicate more positive behaviors.	**Overall Reliability** (all items), KR-20 = .909 n=165 SU Native=67% **Physical Health 3.16/4** (10 items) Reliability, KR-20= .754 **Social Health 3.67/4 (10 items)** Reliability, KR-20=.762 **Emotional Health 3.35/4** (10 items) Reliability, KR-20=.810 **Environmental Health 2.76/4** (10 items) Reliability, KR-20=.793 **Spiritual Health 3.23/4** (10 items) Reliability, KR-20=.814 **Intellectual Health 3.51/4** (10 items) Reliability, KR-20=.794 **Personal Health Promotion/Disease Prevention 2.92/4** (10 items) Reliability, KR-20= .427*	-Reporting out to SU Schools in Fall 2015. -Faculty need to determine what indicates satisfactory student performance, identify strengths and weaknesses, and strategize for improvement in student learning outcomes.
	3.5.1. Attend to the spiritual, intellectual, and emotional dimensions of well-being to promote holistic wellness.	IIIA, V				
2.1a. Visual & Performing Arts	2.1a.1. Recognize the importance of the arts in their historical and cultural framework.	IIIA	-James Madison University's Arts and Humanities Questionnaire (AHQ)	Scores are not indicated as percent correct. Scores are indicative of student self-reported responses to items.	**Overall Reliability** (all items), KR-20 = .967 n=165 SU Native=67%	-Have faculty evaluate if this instrument (or its sub-scales) are aligned well enough with the intended general
	2.1a.2. Identify the inter-relationships of	IIIA				

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps
	the variety of visual and performing arts.			HEA Description: participation/attendance decision-making 1=Not at all Likely 2=Somewhat Likely 3=Moderately Likely 4=Very Likely 5=Extremely Likely	**Humanities Events & Activities 2.62/5** (8 items) Reliability, KR-20=.820	education area outcomes. -Otherwise, find or modify/develop a valid and reliable instrument that better aligns with these general education area outcomes.
3.4. Aesthetic Values	3.4.1. Incorporate an aesthetic appreciation within one's personal life and one's community.	IIIA		AD Description: motivation in engaging in arts and humanities disciplines 1=Disagree Strongly 2=Disagree a Little 3=Neither Agree or Disagree 4=Agree a Little 5=Agree Strongly	**Academic Discipline 3.60/5** (20 items) Reliability, KR-20=.978	
				H, VPA, & L Description: given descriptions of two people, rate them in terms of their proficiency in the topic in question, then rate self 1=Developing 2=Between Developing and Proficient 3=Proficient 4=Between Proficient and Exemplary 5=Exemplary	**Humanities 2.45/5** (3 items) Reliability, KR-20=.010* **Visual & Performing Arts 2.50/5** (3 items) Reliability, KR-20=.327* **Literature 3.09/5** (3 items) Reliability, KR-20=.222*	
				CW Description: perceptions about the extent to which arts and humanities coursework resulted in outcomes 1=Disagree Strongly 2=Disagree a Little 3=Neither Agree or Disagree 4=Agree a Little 5=Agree Strongly	**Coursework 3.75/5** (13 items) Reliability, KR-20=.964	

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps
2.1b. Literature	2.1b.1. Distinguish among the features of genres and/or sub genres of literature.	IB	-College Basic Academic Subjects (CBASE): English	-Overall, cluster and skill scores -Multiple Choice items -Nationally administered valid and reliable instrument	**CBASE English:** n=127 SU Native=72% **Subject English: 261** *(nat'l median = 260)* **Reading and Literature: 260** *(nat'l median = 262)* Critical Reading: 265 Analytical Reading: 276 Literature: 276 **Writing: 279** *(nat'l median = 272)* Writing as a Process: 284 Conventions of Written English: 285 **Average Correct: 23.83/41 (58.1%)** ***Reliability Estimates:*** KR-20: .767	TBD
	2.1b.2. Analyze literature within as well as beyond its historical and cultural contexts.	IB, IIIA				
	2.1b.3. Recognize the interconnections between historical and contemporary literary themes and issues.	IB				
2.1c. Civilization and 2.1d. Contemporary Global Issues and 2.1g. Social & Behavioral Sciences	2.1c.1., 2.1d.1. Analyze a discipline within as well as beyond its historical and cultural contexts.	IA, IB, IIA, IIB, IIIB	-College Basic Academic Subjects Examination (CBASE): Social Studies	-Overall, cluster and skill scores -Multiple Choice items -Nationally administered valid and reliable instrument	**CBASE Social Studies:** n=132 SU Native=78% **Subject Social Studies: 262** *(nat'l median = 262)* **History: 273** *(nat'l median = 276)* World Event: 282 U.S. Events: 276 **Social Sciences: 265** *(nat'l median = 264)* Geography: 280 Political/Econ Structures: 274	TBD
	2.1c.2. Discuss diverse aspects (politics, religion, economics, and society) of civilization.	IIA, IIB				
	2.1c.3., 2.1d.4. Evaluate intercultural similarities and differences.	IIA, IIB, IIIB				
	2.1c.4. Formulate an informed & critical understanding of	IIIA				

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps
	change in cultural and historical perspectives.				Social Science Procedures: 271 **Average Correct: 24.89/42 (59.3%)** *Reliability Estimates* KR-20: .803	
	2.1c.5. Describe and compare the influence of different cultures and/or civilizations within the social sciences.	IIIB				
	2.1d.2. Recognize the interconnections between historical and contemporary themes and issues.	IA, IB				
	2.1d.3. Discuss diverse aspects (politics, religion, economics, and society) of issues.	IIA, IIB, IIIA				
	2.1d.5. Explain the significance of the relationship between social and natural sciences to global issues.	IIIB, IVA				
	2.1g.1. Discuss diverse aspects of society and how they impact social and individual behavior.	IIA, IIB, IIIB, V				
	2.1g.2. Explain research methodologies commonly used by social and behavioral scientists.	IIIB				
	2.1g.3. Apply theories, principles, and concepts in the social and behavioral sciences to	IIIB				

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	Results	Next Steps
	their personal experiences.					

Academic Year 2013 - 2014
Embedded Course Assessments

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	% Met or Exceeded Expectations		Next Steps
					Fall	Spring	
1.1. Critical Thinking	Analysis & Evaluation: 1.1.1. Analyze, synthesize, and/or evaluate ideas, concepts, and/or evidence.	IA, IIA, IIB, IIIA, IVA, IVB, IVC, V	-SU rubric aligned with the student learning goals -Rubric reliability: • Fall: α = .95 • Spring: α = .87	-Assessed research papers or essays assigned from the following courses: ENGL 103 (IA; FA & SP), ENGL 252 (IB; FA), ENGL 253 (IB; SP), HIST 101 (IIA or IIB; FA), HIST 102 (IIA or IIB; FA & SP), HIST 201 (IIB; FA), HIST 202 (IIB; FA), HIST 330 (IIB; FA & SP), CMAT 101 (IIIA; FA), PHIL 101 (IIIA; FA & SP), PHIL 103 (IIIA; FA & SP), PHIL 203 (IIIA; FA & SP), PSYC 320 (IIIB, FA), MATH 155 (IVB or IVC; FA & SP)	54% (n=76) **Inter-Rater Reliability (IRR)=**.51	60% (n=104) **IRR=**.55	-Use a standardized assessment (See Fall 2015 for assessing dispositions of critical thinking and Spring 2016 for assessing critical thinking skills)
	Synthesis: 1.1.1. Analyze, synthesize, and/or evaluate ideas, concepts, and/or evidence.	IB, IIA, IIB			72% (n=76) **IRR=**.49	66% (n=107) **IRR=**.49	
	Discipline Assumptions: 1.1.2. Describe diverse aspects of a discipline using discipline-specific concepts.	IIA, IIB, IIIA, IIIB, IVA, IVB, IVC			56% (n=55) **IRR=**.58	60% (n=47) **IRR=**.51	
	Discipline-specific Concepts: 1.1.2. Describe diverse aspects of a discipline using discipline-specific concepts.	IIA, IIB, IIIB,			71% (n=55) **IRR=**.53	73% (n=49) **IRR=**.44	
	Problem-solving Strategy: 1.1.3. Apply appropriate problem-solving strategies to	IA, IIA, IIB, IIIA, IVA, IVB, IVC, V			49% (n=63) **IRR=**.54	45% (n=51) **IRR=**.42	

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	% Met or Exceeded Expectations		Next Steps
					Fall	Spring	
	discipline-specific issues.						
	Comparing & Contrasting Theories: 1.1.4. Compare and contrast theories within a discipline.	IB, IIA, IIB			59% (n=37) **IRR=**.71	60% (n=30) **IRR=**.24	
2.1e. Second Language or Culture	Beliefs, Behaviors, Complexity: 2.1e.1. Describe intercultural similarities and differences.	IIA	-SU rubric aligned with the student learning goals, adapted from related rubrics from various institutions -Rubric reliability: α = .77	-Assessed paper examining another culture from the course HIST 102 (IIA)	N/A	46% (n=128) **IRR=**.56	-Use a standardized assessment (See Fall 2015) -Reconsider whether or not 1.4b.3. and 1.4b.4. are general education outcomes or if they are, then if they should be included in Information Literacy still or if they align better with a different general education area. -If 1.4b.3. and 1.4b.4. are still considered general education outcomes, then a more authentic – and preferably standardized – assessment method should be devised to measure whether or not students meet expectations or not.
	Global Factors: 2.1e.2. Identify the global interconnections between linguistic or cultural differences.	IIA			N/A	49% (n=128) **IRR=**.48	
	Intercultural Comparisons: 2.1e.3. Describe diverse aspects of society and how they impact social and individual behavior.	IIA			N/A	45% (n=128) **IRR=**.68	
	Role of Diversity: 2.1e.4. Demonstrate broad knowledge of the implications and importance of human diversity.	IIA			N/A	10% (n=128) **IRR=**.81	
1.2. Command of Language (1.2b.	Citation: 1.2b.4., 1.4a.2., 1.4b.2. Select, evaluate, and cite	IA, IB, IIA, IIB, IIIA, IIIB	-SU rubric aligned with the student learning goals -Rubric reliability:	-Assessed research papers assigned from the following courses: ENGL 103 (IA; FA & SP), ENGL 252 (IB; FA), ENGL 253 (IB; SP), HIST 330	43% (n=108) **IRR=**.31	47% (n=159) **IRR=**.45	

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	% Met or Exceeded Expectations		Next Steps
					Fall	Spring	
Writing) and 1.4. Information Literacy	reputable and appropriate sources.		• Fall: α = .92 • Spring: α = .90	(IIB; FA & SP), POSC 101 (IIIB; FA & SP), POSC 110 (IIIB; FA & SP), SOCI 101 (IIIB; FA & SP), SOCI 201 (IIIB; FA)			
	Evaluating Assumptions: 1.4a.1., 1.4b.1. Evaluate appropriateness of primary and secondary, popular and scholarly source materials.	IA, IIA, IIB, IIIB			42% (n=108) **IRR=**.08	34% (n=161) **IRR=**.48	
	Evaluating Assumptions: 1.2b.4., 1.4a.2., 1.4b.2. Select, evaluate, and cite reputable and appropriate sources.	IA, IB, IIA, IIB, IIIA, IIIB					
	Identifying Key Concepts and Sources: 1.4a.1., 1.4b.1. Evaluate appropriateness of primary and secondary, popular and scholarly source materials.	IA, IIA, IIB, IIIB			47% (n=108) **IRR=**.19	44% (n=160) **IRR=**.47	
	Identifying Key Concepts and Sources: 1.2b.4., 1.4a.2., 1.4b.2. Select, evaluate, and cite reputable and appropriate sources.	IA, IB, IIA, IIB, IIIA, IIIB					

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	% Met or Exceeded Expectations		Next Steps
					Fall	Spring	
	Selecting Appropriate Sources: 1.2b.4., 1.4a.2., 1.4b.2. Select, evaluate, and cite reputable and appropriate sources.	IA, IB, IIA, IIB, IIIA, IIIB			65% (n=107) **IRR=**.15	54% (n=160) **IRR=**.38	
	Types of Source Materials: 1.4a.1., 1.4b.1. Evaluate appropriateness of primary and secondary, popular and scholarly source materials.	IA, IIA, IIB, IIIB			53% (n=73) **IRR=**.31	63% (n=129) **IRR=**.33	
	1.4b.3. Use appropriate technology to collect, analyze, summarize, and/or communicate information.	IIIA, IIIB, IVA, IVB, IVC, V	-An item using pre- and post-instruction survey responses -Three IT Campus Technology Survey items	-Percentage of participants selecting correct response to a multiple choice item using pre- and post-instruction survey via Library instruction (FA): 6. BEST place to search for magazine & journal articles? -IT Survey items and responses counted (SP): 22. Which of the following technologies or information tools do you use (check all that apply)? (Technologies > 50% use); 23. In one or more classes, which of the following social networking sites have you used (check all that apply)? (Sites > 25% use); and 37. How much is the use of technology in your classes	Pre-test: 49% (n=263) Post-test: 68% (n=384) Change: +19%	22. 4 technologies 23. 4 sites 37. 97% (n~400)	

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	% Met or Exceeded Expectations		Next Steps
					Fall	Spring	
				enhancing your learning experience? (Somewhat – Greatly Enhancing)			
	1.4b.4. Communicate electronically using email and course management software.	IIIB	-Student Code of Conduct Policy, pg. 2: "Each Student has the responsibility to: Maintain their University email address and respond directly to any Salisbury University notifications sent directly to the individual student." -Three IT Campus Technology Survey items	-IT Survey items and responses counted: 16. How often do you check your email? (Daily); 20. Does at least one of your courses use MyClasses? (Yes); 21. Please select the features of MyClasses that are the most useful to you in your courses (check all that apply). (Features > 50% use)	N/A	16. 94% 20. 98% 21. 6 features (n~400)	

Academic Year 2012 - 2013
Embedded Course Assessments

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	% Met or Exceeded Expectations		Next Steps
					Fall	Spring	
1.2c. Speaking, 1.2d. Listening and 1.5. Interpersonal Communication	Thesis Driven Argument: 1.2c.1. Compose oral, thesis-driven arguments that include appropriate evidence.	IA	-SU-developed rubric, "2012-13 Speaking Rubric," based on AAC&U VALUE rubrics	-ENGL 103 (IA) formal class oral presentations on an argumentative research paper for the course -Graduate assistant trained to use rubric and unobtrusively collected data in class meetings	97% (n=63)	87% (n=64)	-Investigate use of a standard assessment (Expected Spring 2015)
	Appropriate Evidence: 1.2c.2. Engage with audiences through effective and appropriate delivery.	IA			95% (n=63)	92% (n=64)	
	Effective Delivery: 1.2c.3., 1.2d.1, 1.5.1. Participate actively and respectfully in meaningful discussions.	IA, IB, IIIA, IVA			85% (n=63)	95% (n=64)	
1.2c. Speaking, **1.2d. Listening and 1.5. Interpersonal Communication**	Engages with others through attentive listening: 1.2c.3., 1.2d.1, 1.5.1. Participate actively and respectfully in meaningful discussions.	IA, IB, IIIA, IVA	-SU-developed rubric, "Listening and Interpersonal Communication Rubric," based on AAC&U VALUE rubrics	-Informal class discussions in CMAT 100 (IIIA), CMAT 205 (IIIA), CMAT 260 (IIIA), BIOL 210 (IVA or IVB), CHEM/PHYS 101 (IVA or IVB), and ENGL 252 (IB) -Graduate assistant trained to use rubric and unobtrusively collected data in class meetings	78% (n=36)	62% (n=126)	-Investigate use of standard assessments (Expected Spring 2015 and Spring 2016)
	1.2c.2. Engage with audiences through effective and appropriate delivery: 1.2c.3., 1.2d.1, 1.5.1. Participate actively and respectfully in meaningful discussions.	IA, IB, IIIA, IVA			89% (n=36)	86% (n=126)	
	Use constructive communication and	IA, IB, IIIA, IVA			78% (n=36)	89% (n=126)	

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	% Met or Exceeded Expectations		Next Steps
					Fall	Spring	
	language that is appropriate to the audience and topic: 1.2c.3., 1.2d.1, 1.5.1. Participate actively and respectfully in meaningful discussions.						
2.1h. Biological and Physical Sciences	2.1h.1. Use common lab equipment and procedures to collect data.	IVA	-Attendance percentages used to measure outcome	-Courses require attendance to certain number of labs -Attendance of 60% of the labs will mean students "met expectations" -Assessed in IVA and IVB courses: BIOL 101 (FA), CHEM/PHYS 101 (FA & SP), CHEM 107 (SP), and GEOG 105 (FA)	*Could not analyze due to incomplete data.*		-Either increase instructor participation or facilitate reporting of laboratory attendance -Investigate use of a standard assessment (Expected Spring 2015) -Show evidence of improved validity and reliability of assessment prior to discussing findings and next steps -Ensure that assessment occurs across all the aligned general education areas for each outcome
	2.1h.2. Use terminology and describe basic principles of two different STEM disciplines.	IVA, IVB, V	-Outcome was reworded to better meet course expectations/assessment: "Use terminology and describe basic principles of science" -Decided that all 2.1h.2 courses will use 5 common final exam questions to measure this outcome	-Administered in IVA and IVB courses: GEOG 105 (FA), CHEM/PHYS 101 (FA & SP), BIOL 101 (FA), CHEM 107 (SP), CHEM 111 (FA) -GEOG 105 also used lab quiz questions	*Scores and results from the Scientific Literacy measures were not found to be valid or reliable.* **Sample Sizes:** Fall: n = 1271 Spring: n = 255		
	2.1h.3. Recognize the key elements of scientific investigation such as reliance on evidence, use of inductive reasoning and control of variables.	IVA	-"Key element" and aligned assessment measure varied by discipline (see notes for details)	-GEOG 105 (IVA or IVB): A climate change short answer question (FA) -CHEM/PHYS 101 (IVA or IVB): Lab quiz short answer questions with	**Validity Results:** *phi* correlation values of course question pairs ranged from -.26 to .52 for Outcomes assessed across multiple courses and .77 to .93 for 2.1h.5., which is		

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	% Met or Exceeded Expectations		Next Steps
					Fall	Spring	
				aligned rubrics (FA & SP) -CHEM 107 (IVA or IVB): Five final exam multiple choice questions (SP) -BIOL 101 (IVA or IVB): Five evolution final exam questions (FA)	only aligned with one course **Reliability Results:** KR-20 values for course question pairs ranged from -.05 to .42 for Outcomes assessed across multiple courses and KR-20 = .92 for 2.1h.5., which is only aligned with one course		
	2.1h.4. Evaluate and interpret how STEM contexts relate to popular media.	IVA, IVB	-Outcome was reworded to better meet course expectations/assessment: "Evaluate and interpret how science relates to contemporary events in everyday life" -Context and aligned assessment measure varied by discipline (see notes for details)	-GEOG 105 (IVA or IVB): A short answer climate change question (FA) -GEOG 311 (IVA or IVB): Five final exam questions (FA) -BIOL 101 (IVA or IVB): Five evolution final exam questions (FA) -CHEM/PHYS 101 (IVA or IVB): Online quiz with Likert scale items (SP) -CHEM 107 (IVA or IVB): Five final exam multiple choice items (SP) -CHEM 111 (IVA or IVB): A homework essay question with an aligned rubric (FA)			
	2.1h.5. Reflect on and evaluate one's own health.	V	-Nutrition project assignment and aligned rubric	-This outcome is aligned only with PHEC 106 (V) and therefore was only assessed in that course			

Academic Year 2011 - 2012
Embedded Course Assessments

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	% Met or Exceeded Expectations		Next Steps
					Fall	Spring	
1.2. Command of Language (1.2a. Reading & 1.2b. Writing)	Reading: 1.2a.1. Engage in active reading strategies to interpret and summarize content of written works.	IA, IB, IIA, IIB, IIIA, IIIB, IVA, V	-Context of assigned paper used to evaluate the 1.2a. Reading & 1.2b. Writing Outcomes varied by discipline (see notes for details) -Faculty members representing each of the related courses assisted in development of the General Education "Reading and Writing Rubric", which was also reviewed and modified based on broader faculty feedback -Training, scoring, and reconciliation of raters was systematized to maximize objectivity, reliability, and validity of the data and results	-ENGL 103 (IA): An argumentative research paper (FA & SP) -ENGL 253 (IB): A research paper (SP) -CMAT 101 (IIIA): A journal article evaluation paper (FA & SP) -CADR 200 (IIIB): A conflict essay paper (FA & SP) -PHYS 121 (IVA or IVB): An exam essay question (FA) -PHEC 106 (V): A nutrition and activity analysis and reflection paper (FA & SP)	89% (n=199) **Inter-Rater Reliability (IRR)**=.13 - .75	78% (n=182) **IRR**=-.01 - .89	- Faculty should consider how to improve student outcomes related to 1.2b.2., 1.2b.3. and 1.2b.4. -After carefully reviewing the 2011-2012 data, faculty and administration should consider the following: 1. How well did the assessment method work? 2. Did the data accurately measure students' reading and writing ability? 3. How can results be used to improve the assessment process, student learning, and/or teaching? 4. What proficiency level should we expect for SU students? -Recollect data that is valid and reliable (Fall 2016, ETS HEIghten-Written Communication)
	Problem: 1.2a.2. Solve a problem by analyzing the question being asked and identifying the relevant information.	IVA, IVB, IVC			86% (n=14) **IRR**=.56	N/A	
	Synthesize: 1.2b.1 Synthesize and apply information and ideas in discipline-specific forms of writing.	IA, IIA, IIB, IIIA, IVA, IVB, IVC			92% (n=119) **IRR**=.44 - .58	74% (n=54) **IRR**=.26 - .71	
	Support - use sources purposefully to support arguments: 1.2b.2. Use appropriate evidence, organizational patterns, and styles for specific writing tasks.	IA, IIA, IIB			73% (n=90) **IRR**=.32 - .54	70% (n=40) **IRR**=.47 - .89	

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	% Met or Exceeded Expectations		Next Steps
					Fall	Spring	
	Syntax - demonstrate control of syntax and mechanics: 1.2b.2. Use appropriate evidence, organizational patterns, and styles for specific writing tasks.				84% (n=89) **IRR=**.36 - .45	68% (n=40) **IRR=**.33 - .71	
	Conventions - utilize appropriate conventions for discipline-specific forms of writing: 1.2b.2. Use appropriate evidence, organizational patterns, and styles for specific writing tasks.				82% (n=90) **IRR=**.27 - .47	70% (n=40) **IRR=**.15 - .33	
	Evidence: 1.2b.3. Construct thesis-driven arguments that marshal appropriate evidence [and counter-arguments].	IA, IB, IIA, IIB, IIIB			58% (n=88) **IRR=**.25 - .42	83% (n=82) **IRR=**.14 - .71	
	Counter-arguments: 1.2b.3. Construct thesis-driven arguments that marshal appropriate				13% (n=54) **IRR=**.31 - .39	20% (n=82) **IRR=**.15 - .60	

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	% Met or Exceeded Expectations		Next Steps
					Fall	Spring	
	evidence and counter-arguments.						
	Sources: 1.2b.4., 1.4a.2, 1.4b.2. Select, evaluate, and cite reputable and appropriate sources.	IA, IB, IIA, IIB, IIIA, IIIB			66% (n=138) **IRR=**.27 - .72	54% (n=111) **IRR=**.09 - .71	
1.3. Quantitative Literacy and 2.1f. Mathematics	1.3.1. Collect measurement data in a scientific manner.	IVA	-Context and aligned assessment measure varied by discipline (see notes for details)	-BIOL 101 (IVA or IVB): Two light measurement and graphing lab quiz and exam questions -GEOG 104 (IVA or IVB): Two rock density/buoyancy measurement lab quiz questions	*Scores and results from the Quantitative Literacy measures were not found to be valid or reliable.* **Sample Sizes:** Fall: n = 1111 Spring: N/A (Analysis not performed)		-After carefully reviewing the fall 2011 data, faculty and administration should consider the following: 1. How well did the assessment method work? 2. Did the data accurately measure students' quantitative ability? 3. How can results be used to improve the assessment process, student learning, and/or teaching? 4. What proficiency level should we expect for SU students? -Recollect data that is valid and reliable (see Spring 2015)
	1.3.2. Accurately analyze and interpret data.	IVA, IVB, IVC, V	-Context and aligned assessment measure varied by discipline (see notes for details)	-BIOL 101 (IVA or IVB): Two light measurement and graphing lab quiz and exam questions -GEOG 104 (IVA or IVB): Two flood frequency analysis lab quiz questions -MATH 155 (IVB or IVC): Two probability and statistics final exam questions -PHEC 106 (V): Two diet and activity log lab assignment questions	**Validity Results:** Even after removing problematic items with low validity and reliability, *phi* correlation values of course question pairs ranged from .10 to .51 for Outcomes assessed across multiple courses **Reliability Results:** Even after removing problematic items with low validity and reliability, KR-20 values for course question pairs ranged from .22 to .68 for Outcomes assessed across multiple courses		
	1.3.3., 2.1f.1. Use quantitative	IVA, IVB, IVC, V	-Context and aligned assessment measure varied	-BIOL 101 (IVA or IVB): Two light			

General Education Area	Outcome	General Education Area Mapping	Assessment Measure(s)	Notes	% Met or Exceeded Expectations		Next Steps
					Fall	Spring	
	methods to solve problems.		by discipline (see notes for details)	measurement and graphing lab quiz and exam questions -GEOG 104 (IVA or IVB): Two relative humidity calculation and dew point lab quiz questions -MATH 155 (IVB or IVC): Four calculating sample sizes and probability final exam questions -PHEC 106 (V): Two calculating heart rate lab assignment questions			
	1.3.4., 2.1f.2. Evaluate and draw inferences from mathematical models.	IVA, IVB, IVC	-Context and aligned assessment measure varied by discipline (see notes for details)	-GEOG 104 (IVA): Two evaluating angles of the sun lab assignment questions -MATH 155 (IVB or IVC): A testing a theory final exam question			