2015-2020 General Education Program Assessment Plan

Competency Assessment Advisory Team

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Final draft produced by the Competency Assessment Advisory Team after 4/15/15 and 4/16/15 town meeting feedback, 4/22/2015.
Draft reviewed by the Competency Assessment Advisory Team, 3/25/2015.
Draft reviewed by the General Education Council, 3/18/2015.
Assessment Overview

Florida Gulf Coast University’s 36-credit-hour General Education Program (GEP) guides students toward proficiency in written communication, quantitative reasoning, critical thinking, and intercultural knowledge. Students in the GEP must complete at least 6 credit hours of designated written communication (WCOM) courses, at least 6 credit hours of designated quantitative reasoning (QUAN) courses, at least 9 credit hours of designated critical thinking (CRIT) courses, and at least 6 credit hours of designated intercultural knowledge (INKN) courses. Students select these courses from across five subject areas: communication, mathematics, humanities, social sciences, and natural sciences, with some competencies represented more in certain subject areas than in others (e.g., INKN is primarily found in humanities and social sciences courses).

The 2015-2020 General Education Program Assessment Plan is designed for the FGCU community to assess the strengths and opportunities for improvement in the GEP’s development of student proficiency in the four competency areas. To this end, the assessment plan follows a sampling rationale that emphasizes the assessment of work by students who have completed two-thirds, or 24 credit hours, of FGCU’s GEP. Additionally, the sampling rationale for the assessment of each GEP competency includes the criteria that the assessed work be from students who have also completed half of the credit hour requirement of the competency being assessed. Thus, and for example, the assessment of WCOM will be of work produced by students who have completed at least 24 credit hours of FGCU’s GEP, including 3 credit hours of WCOM competency courses. This rationale will assure that the GEP assessment produces a clear picture of the effectiveness of the program as a whole—not just of individual courses—in fostering student competence in key areas.

During the 2015-2020 assessment period, each competency will undergo two full cycles of assessment. A full cycle is to be understood as one fall semester of assessment planning, one spring semester of gathering evidence of student learning, a summer of rubric scoring and evidence analysis by faculty committees and data reporting by the Director of General Education, and one academic year of additional analysis and “closing the loop” activities. Therefore, a full cycle of assessment equals two academic years of assessment activity. The first cycle of assessment for the two competencies INKN and QUAN will begin in fall 2015 and end in spring 2017. The second cycle of assessment for these two competencies will immediately follow the first, beginning in fall 2017 and ending in spring 2019. The first cycle of assessment for the two competencies CRIT and WCOM will begin in fall 2016 and end in spring 2018. The second cycle of assessment for these two competencies will immediately follow the first,

* Qualifying student work will be drawn from assignments that all students in the selected course sections have completed. There is no expectation that students meeting the sampling rationale will complete an additional assignment for GEP assessment.
† The first cycle of assessment for Intercultural Knowledge and Quantitative Reasoning will sample work from students who have had at least 12 credit hours of FGCU’s GEP. This is because students entering the GEP in fall 2015 will not likely have completed 24 hours of the program by the time their work is collected for program assessment in spring 2016.
beginning in fall 2018 and ending in spring 2020. The intention of pairing the INKN and QUAN assessment cycles and the CRIT and WCOM assessment cycles is to ensure efficiency and manageability in the assessment process; for, there are many INKN courses compared to QUAN courses, and there are many CRIT courses compared to WCOM courses.

The second year of assessment in each cycle will comprise various “closing the loop” activities determined as GEP stakeholders review and discuss the assessment results for each competency. Such activities may include teaching workshops, professional development in GEP competency areas (e.g., grant opportunities, faculty learning communities, etc.), campus-wide GEP town halls, and other information-based actions developed by GEP stakeholders in response to assessment data.

The 2015-2020 assessment budget will be used to pay stipends to faculty assessors and assessment coordinators, as well as to cover miscellaneous expenses associated with assessment supplies.
Assessment of Intercultural Knowledge

Five-Year Plan for the Assessment of Intercultural Knowledge
During the first fall semester of the two-year assessment cycle, various GEP stakeholders, including the Competency Assessment Advisory Team (CAAT), the General Education Council (GEC), the Director of General Education, department chairs, program leaders, and faculty, will work together to generate a sample of spring 2016 GEP INKN sections from which evidence of student learning will be collected and scored. Efforts will be made to sample student work across subject-area GEP offerings, as well as across low enrollment courses and high enrollment courses.

During the first spring semester of the two-year INKN assessment cycle, the Director of General Education will work with the Office of Planning and Institutional Performance to generate a list of students in selected INKN sections who have completed at least 12 hours of FGCU’s GEP, including at least 3 hours of FGCU INKN courses. Evidence of student learning will be collected from a sample of students drawn from this list.

Subsequent to the spring semester, faculty assessors will use the FGCU GEP’s INKN assessment rubric to score work collected from sampled students in identified courses. The rubric reflects the work of the GEC, the CAAT, and GEP stakeholders to develop competency learning outcomes that reflect recognized best practices as well as speak to the needs of FGCU students. The Director of General Education and assessment coordinators will compile the scores, prepare the evidence, and share these with the CAAT.

During the second fall semester of the two-year INKN assessment cycle, the CAAT will analyze the compiled evidence and, working with campus-wide stakeholders, develop a plan for “closing the loop” activities to occur throughout that academic year. These activities will highlight evident strengths in students’ INKN competence, as well as opportunities for improvement.

The above will constitute the fall 2015-spring 2017 assessment cycle for INKN and will be repeated in the fall 2017-spring 2019 INKN assessment cycle to determine student attainment of INKN in FGCU’s GEP.

Intercultural Knowledge Assessment Rubric

<table>
<thead>
<tr>
<th></th>
<th>Solid Evidence</th>
<th>Partial Evidence</th>
<th>No or Insufficient Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of human diversity (e.g., cultural, social, historical, political, biological)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzes cultural artifacts or customs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

‡ The second cycle of assessment for Intercultural Knowledge will sample work from students who have had at least 24 credit hours of FGCU’s GEP.
of expression (e.g., thoughts, behaviors) that emerge in diverse contexts

Timeline for the Assessment of Intercultural Knowledge

**Fall 2015**

**Week 5:**
- The Director of General Education pulls COGNOS report for spring 2016 in order to make assessment projections (i.e., available INKN courses, INKN course faculty, etc.).
- The CAAT reviews COGNOS report to identify potential courses and sections (CRNs) for assessment.
- The General Education Council and the CAAT begin activities to recruit assessors (i.e., develop criteria, issue call for assessors).

**Week 6-7:**
- The Director of General Education, department chairs, program leaders, and faculty work together to select spring 2016 sections for assessment from list generated in week 5.
- Assessor team members identified (assessors notified of their participation in assessment by the end of week 7).

**Week 12:**
- The CAAT and the General Education Council host an assessment orientation for faculty to review procedures for assessment activities (e.g., submitting the “Beginning Assessment” reporting form, accessing CANVAS page, etc.).
- The Director of General Education adds faculty teaching selected INKN CRNs to a designated CANVAS GEP assessment page.

**Spring 2016**

**Week 2:**
- Faculty selected to participate in this cycle of assessment submit the “Beginning Assessment” reporting form on CANVAS.

**Week 3:**
- The Director of General Education solicits the “General Education Assessment Sample Yearly Report” from Institutional Planning to determine which students in the selected CRNs will constitute the assessment sample (12+ hours of GEP credit, including 3+ hours of INKN credit).

**Week 5:**
- The Director of General Education informs faculty teaching selected INKN courses about which students will be assessed in their classes. (Follow up announcements to these faculty to make sure they keep their students’ work to submit to assessor teams.)

**Week 6-7:**
- CAAT meets with assessor teams to discuss forthcoming assessment activities.

*Collection of Materials to be Scored*
The Director of General Education collects evidence of student learning from faculty beginning on the last day of classes through the Friday following the deadline for final grades (or any time prior, as determined by course faculty).

**Summer A**

*Week 1-3:*
- Assessor teams meet to norm scoring to ensure inter-rater reliability and then score student work.
- INKN assessment coordinators submit preliminary INKN assessment report to the Director of General Education.

**Summer B**

- The Director of General Education writes the General Education Program Intercultural Knowledge Assessment Report.

**Fall 2016**

*Week 3*
- The CAAT reviews the INKN Assessment Report and plans campus-wide stakeholder meetings to review INKN assessment results and develop ideas for “closing the loop.”

*Week 5-7*
- The CAAT hosts INKN Assessment Report stakeholder meetings.

**Spring 2017**

Implementation of “closing the loop” activities (e.g., professional development, teaching and curriculum workshops, etc.).

**Fall 2017**

*Week 5:*
- The Director of General Education pulls COGNOS report for spring 2016 in order to make assessment projections (i.e., available INKN courses, INKN course faculty, etc.).
- The CAAT reviews COGNOS report to identify potential courses and sections (CRNs) for assessment.
- The General Education Council and the CAAT begin activities to recruit assessors (i.e., develop criteria, issue call for assessors).

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*Week 12:*
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- The Director of General Education adds faculty teaching selected INKN CRNs to a designated CANVAS GEP assessment page.
Spring 2018

Week 2:
- Faculty selected to participate in this cycle of assessment submit the “Beginning Assessment” reporting form on CANVAS.

Week 3:
- The Director of General Education solicits the “General Education Assessment Sample Yearly Report” from Institutional Planning to determine which students in the selected CRNs will constitute the assessment sample (24+ hours of GEP credit, including 3+ hours of INKN credit).

Week 5:
- The Director of General Education informs faculty teaching selected INKN courses about which students will be assessed in their classes. (Follow up announcements to these faculty to make sure they keep their students’ work to submit to assessor teams.)

Week 6-7:
- CAAT meets with assessor teams to discuss forthcoming assessment activities.

Collection of Materials to be Scored
The Director of General Education collects evidence of student learning from faculty beginning on the last day of classes through the Friday following the deadline for final grades (or any time prior, as determined by course faculty).

Summer A

Week 1-3:
- Assessor teams meet to norm scoring to ensure inter-rater reliability and then score student work.
- INKN assessment coordinators submit preliminary INKN assessment report to the Director of General Education.

Summer B
- The Director of General Education writes the General Education Program Intercultural Knowledge Assessment Report.

Fall 2018

Week 3
- The CAAT reviews the INKN Assessment Report and plans campus-wide stakeholder meetings to review INKN assessment results and develop ideas for “closing the loop.”

Week 5-7
- The CAAT hosts INKN Assessment Report stakeholder meetings.

Spring 2019
Implementation of “closing the loop” activities (e.g., professional development, teaching and curriculum workshops, etc.).

Biennial Budget for the Assessment of Intercultural Knowledge

10 Assessor Team Members @ $500 per scorer
The CAAT will develop specific criteria for assessor team members and issue a University-wide call for participants. Assessors will participate in norming sessions to ensure inter-rater reliability, as well as 1-2 day scoring sessions during which 100-200 pieces of student work will be assessed (approximately 20 hours of work). The amount of material to be assessed will depend on content (e.g., short essays, research papers, multiple choice exams, recorded oral presentations).

2 Coordinators @ $1,000 per Coordinator
Coordinators will be members of the CAAT who will work with the Director of General Education to coordinate the evidence to be used for assessment, coordinate the assessment training sessions and scoring sessions, participate in assessment workshops, write summary reports for the INKN assessment that will be provided to the Director of General Education, and participate in “closing the loop” professional development activities.

Supplies and Miscellaneous Expenses: $100

Additional funding for “closing the loop” activities will be drawn from the annual budget of the Director of General Education, in the Office of Undergraduate Studies.

\[
\begin{align*}
10 \times \$500 &= \$5,000 \\
2 \times \$1,000 &= \$2,000 \\
1 \times \$100 &= \$100 \\
\text{Total} &= \$7,100 \text{ per cycle of Intercultural Knowledge assessment.}
\end{align*}
\]
Assessment of Quantitative Reasoning

Five-Year Plan for the Assessment of Quantitative Reasoning

During the first fall semester of the two-year assessment cycle, various GEP stakeholders, including the Competency Assessment Advisory Team (CAAT), the General Education Council (GEC), the Director of General Education, department chairs, program leaders, and faculty, will work together to generate a sample of spring 2016 GEP QUAN sections from which evidence of student learning will be collected and scored. Efforts will be made to sample student work across subject-area GEP offerings, as well as across low enrollment courses and high enrollment courses.

During the first spring semester of the two-year QUAN assessment cycle, the Director of General Education will work with the Office of Planning and Institutional Performance to generate a list of students in selected QUAN sections who have completed at least 12 hours of FGCU’s GEP, including at least 3 hours of FGCU QUAN courses. Evidence of student learning will be collected from a sample of students drawn from this list.

Subsequent to the spring semester, faculty assessors will use the FGCU GEP’s QUAN assessment rubric to score work collected from sampled students in identified courses. The rubric reflects the work of the GEC, the CAAT, and GEP stakeholders to develop competency learning outcomes that reflect recognized best practices as well as speak to the needs of FGCU students. The Director of General Education and assessment coordinators will compile the scores, prepare the evidence, and share these with the CAAT.

During the second fall semester of the two-year QUAN assessment cycle, the CAAT will analyze the compiled evidence and, working with campus-wide stakeholders, develop a plan for “closing the loop” activities to occur throughout that academic year. These activities will highlight evident strengths in students’ QUAN competence, as well as opportunities for improvement.

The above will constitute the fall 2015-spring 2017 assessment cycle for QUAN and will be repeated in the fall 2017-spring 2019 QUAN assessment cycle to determine student attainment of QUAN in FGCU’s GEP.

Quantitative Reasoning Assessment Rubric

<table>
<thead>
<tr>
<th>Solid Evidence</th>
<th>Partial Evidence</th>
<th>No or Insufficient Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Converts relevant information into mathematical context for analysis and understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates the ability to perform necessary mathematical</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

§ The second cycle of assessment for Quantitative Reasoning will sample work from students who have had at least 24 credit hours of FGCU’s GEP.
calculations for problem solving

Performs quantitative analysis to draw qualified conclusions from work

Timeline for the Assessment of Quantitative Reasoning

Fall 2015
Week 5:
- The Director of General Education pulls COGNOS report for spring 2016 in order to make assessment projections (i.e., available QUAN courses, QUAN course faculty, etc.).
- The CAAT reviews COGNOS report to identify potential courses and sections (CRNs) for assessment.
- The General Education Council and the CAAT begin activities to recruit assessors (i.e., develop criteria, issue call for assessors).

Week 6-7:
- The Director of General Education, department chairs, program leaders, and faculty work together to select spring 2016 sections for assessment from list generated in week 5.
- Assessor team members identified (assessors notified of their participation in assessment by the end of week 7).

Week 12:
- The CAAT and the General Education Council host an assessment orientation for faculty to review procedures for assessment activities (e.g., submitting the “Beginning Assessment” reporting form, accessing CANVAS page, etc.).
- The Director of General Education adds faculty teaching selected QUAN CRNs to a designated CANVAS GEP assessment page.

Spring 2016
Week 2:
- Faculty selected to participate in this cycle of assessment submit the “Beginning Assessment” reporting form on CANVAS.

Week 3:
- The Director of General Education solicits the “General Education Assessment Sample Yearly Report” from Institutional Planning to determine which students in the selected CRNs will constitute the assessment sample (12+ hours of GEP credit, including 3+ hours of QUAN credit).

Week 5:
- The Director of General Education informs faculty teaching selected QUAN courses about which students will be assessed in their classes. (Follow up announcements to these faculty to make sure they keep their students’ work to submit to assessor teams.)
Week 6-7:
- CAAT meets with assessor teams to discuss forthcoming assessment activities.

Collection of Materials to be Scored
The Director of General Education collects evidence of student learning from faculty beginning on the last day of classes through the Friday following the deadline for final grades (or any time prior, as determined by course faculty).

Summer A
Week 1-3:
- Assessor teams meet to norm scoring to ensure inter-rater reliability and then score student work.
- QUAN assessment coordinators submit preliminary QUAN assessment report to the Director of General Education.

Summer B
- The Director of General Education writes the General Education Program Quantitative Reasoning Assessment Report.

Fall 2016
Week 3
- The CAAT reviews the QUAN Assessment Report and plans campus-wide stakeholder meetings to review QUAN assessment results and develop ideas for “closing the loop.”

Week 5-7
- The CAAT hosts QUAN Assessment Report stakeholder meetings.

Spring 2017
Implementation of “closing the loop” activities (e.g., professional development, teaching and curriculum workshops, etc.).

Fall 2017
Week 5:
- The Director of General Education pulls COGNOS report for spring 2016 in order to make assessment projections (i.e., available QUAN courses, QUAN course faculty, etc.).
- The CAAT reviews COGNOS report to identify potential courses and sections (CRNs) for assessment.
- The General Education Council and the CAAT begin activities to recruit assessors (i.e., develop criteria, issue call for assessors).

Week 6-7:
- The Director of General Education, department chairs, program leaders, and faculty work together to select spring 2016 sections for assessment from list generated in week 5.
- Assessor team members identified (assessors notified of their participation in assessment by the end of week 7).

Week 12:
- The CAAT and the General Education Council host an assessment orientation for faculty to review procedures for assessment activities (e.g., submitting the “Beginning Assessment” reporting form, accessing CANVAS page, etc.).
The Director of General Education adds faculty teaching selected QUAN CRNs to a designated CANVAS GEP assessment page.

**Spring 2018**

**Week 2:**
- Faculty selected to participate in this cycle of assessment submit the “Beginning Assessment” reporting form on CANVAS.

**Week 3:**
- The Director of General Education solicits the “General Education Assessment Sample Yearly Report” from Institutional Planning to determine which students in the selected CRNs will constitute the assessment sample (24+ hours of GEP credit, including 3+ hours of QUAN credit).

**Week 5:**
- The Director of General Education informs faculty teaching selected QUAN courses about which students will be assessed in their classes. (Follow up announcements to these faculty to make sure they keep their students’ work to submit to assessor teams.)

**Week 6-7:**
- CAAT meets with assessor teams to discuss forthcoming assessment activities.

**Collection of Materials to be Scored**
The Director of General Education collects evidence of student learning from faculty beginning on the last day of classes through the Friday following the deadline for final grades (or any time prior, as determined by course faculty).

**Summer A**

**Week 1-3:**
- Assessor teams meet to norm scoring to ensure inter-rater reliability and then score student work.
- QUAN assessment coordinators submit preliminary QUAN assessment report to the Director of General Education.

**Summer B**
- The Director of General Education writes the General Education Program Quantitative Reasoning Assessment Report.

**Fall 2018**

**Week 3**
- The CAAT reviews the QUAN Assessment Report and plans campus-wide stakeholder meetings to review QUAN assessment results and develop ideas for “closing the loop.”

**Week 5-7**
- The CAAT hosts QUAN Assessment Report stakeholder meetings.

**Spring 2019**
Implementation of “closing the loop” activities (e.g., professional development, teaching and curriculum workshops, etc.).
Biennial Budget for the Assessment of Quantitative Reasoning

10 Assessor Team Members @ $500 per scorer
The CAAT will develop specific criteria for assessor team members and issue a University-wide call for participants. Assessors will participate in norming sessions to ensure inter-rater reliability, as well as 1-2 day scoring sessions during which 100-200 pieces of student work will be assessed (approximately 20 hours of work). The amount of material to be assessed will depend on content.

2 Coordinators @ $1,000 per Coordinator
Coordinators will be members of the CAAT who will work with the Director of General Education to coordinate the evidence to be used for assessment, coordinate the assessment training sessions and scoring sessions, participate in assessment workshops, write summary reports for the QUAN assessment that will be provided to the Director of General Education, and participate in “closing the loop” professional development activities.

Supplies and Miscellaneous Expenses: $100

Additional funding for “closing the loop” activities will be drawn from the annual budget of the Director of General Education, in the Office of Undergraduate Studies.

\[
\begin{align*}
10 \times \$500 &= \$5,000 \\
2 \times \$1,000 &= \$2,000 \\
1 \times \$100 &= \$100 \\
\end{align*}
\]

Total = $7,100 per cycle of Quantitative Reasoning assessment.
Assessment of Critical Thinking

Five-Year Plan for the Assessment of Critical Thinking
During the first fall semester of the two-year assessment cycle, various GEP stakeholders, including the Competency Assessment Advisory Team (CAAT), the General Education Council (GEC), the Director of General Education, department chairs, program leaders, and faculty, will work together to generate a sample of spring 2016 GEP CRIT sections from which evidence of student learning will be collected and scored. Efforts will be made to sample student work across subject-area GEP offerings, as well as across low enrollment courses and high enrollment courses.

During the first spring semester of the two-year CRIT assessment cycle, the Director of General Education will work with the Office of Planning and Institutional Performance to generate a list of students in selected CRIT sections who have completed at least 24 hours of FGCU’s GEP, including at least 6 hours of FGCU CRIT courses. Evidence of student learning will be collected from a sample of students drawn from this list.

Subsequent to the spring semester, faculty assessors will use the FGCU GEP’s CRIT assessment rubric to score work collected from sampled students in identified courses. The rubric reflects the work of the GEC, the CAAT, and GEP stakeholders to develop competency learning outcomes that reflect recognized best practices as well as speak to the needs of FGCU students. The Director of General Education and assessment coordinators will compile the scores, prepare the evidence, and share these with the CAAT.

During the second fall semester of the two-year CRIT assessment cycle, the CAAT will analyze the compiled evidence and, working with campus-wide stakeholders, develop a plan for “closing the loop” activities to occur throughout that academic year. These activities will highlight evident strengths in students’ CRIT competence, as well as opportunities for improvement.

The above will constitute the fall 2016-spring 2018 assessment cycle for CRIT and will be repeated in the fall 2018-spring 2020 CRIT assessment cycle to determine student attainment of CRIT in FGCU’s GEP.

Critical Thinking Assessment Rubric

<table>
<thead>
<tr>
<th></th>
<th>Solid Evidence</th>
<th>Partial Evidence</th>
<th>No or Insufficient Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies central ideas and problems within a given subject area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively interprets relevant information or data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes and evaluates concepts, theories, and points of view (including one’s own)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Develops informed conclusions about these ideas and problems, and explores the implications of these conclusions

<table>
<thead>
<tr>
<th>Timeline for the Assessment of Critical Thinking</th>
</tr>
</thead>
</table>

**Fall 2016**

**Week 5:**
- The Director of General Education pulls COGNOS report for spring 2016 in order to make assessment projections (i.e., available CRIT courses, CRIT course faculty, etc.).
- The CAAT reviews COGNOS report to identify potential courses and sections (CRNs) for assessment.
- The General Education Council and the CAAT begin activities to recruit assessors (i.e., develop criteria, issue call for assessors).

**Week 6-7:**
- The Director of General Education, department chairs, program leaders, and faculty work together to select spring 2016 sections for assessment from list generated in week 5.
- Assessor team members identified (assessors notified of their participation in assessment by the end of week 7).

**Week 12:**
- The CAAT and the General Education Council host an assessment orientation for faculty to review procedures for assessment activities (e.g., submitting the “Beginning Assessment” reporting form, accessing CANVAS page, etc.).
- The Director of General Education adds faculty teaching selected CRIT CRNs to a designated CANVAS GEP assessment page.

**Spring 2017**

**Week 2:**
- Faculty selected to participate in this cycle of assessment submit the “Beginning Assessment” reporting form on CANVAS.

**Week 3:**
- The Director of General Education solicits the “General Education Assessment Sample Yearly Report” from Institutional Planning to determine which students in the selected CRNs will constitute the assessment sample (24+ hours of GEP credit, including 6+ hours of CRIT credit).

**Week 5:**
- The Director of General Education informs faculty teaching selected CRIT courses about which students will be assessed in their classes. (Follow up announcements to these faculty to make sure they keep their students’ work to submit to assessor teams.)
Week 6-7:
• CAAT meets with assessor teams to discuss forthcoming assessment activities.

Collection of Materials to be Scored
The Director of General Education collects evidence of student learning from faculty beginning on the last day of classes through the Friday following the deadline for final grades (or any time prior, as determined by course faculty).

Summer A
Week 1-3:
• Assessor teams meet to norm scoring to ensure inter-rater reliability and then score student work.
• CRIT assessment coordinators submit preliminary CRIT assessment report to the Director of General Education.

Summer B
• The Director of General Education writes the General Education Program Critical Thinking Assessment Report.

Fall 2017
Week 3
• The CAAT reviews the CRIT Assessment Report and plans campus-wide stakeholder meetings to review CRIT assessment results and develop ideas for “closing the loop.”

Week 5-7
• The CAAT hosts CRIT Assessment Report stakeholder meetings.

Spring 2018
Implementation of “closing the loop” activities (e.g., professional development, teaching and curriculum workshops, etc.).

Fall 2018
Week 5:
• The Director of General Education pulls COGNOS report for spring 2016 in order to make assessment projections (i.e., available CRIT courses, CRIT course faculty, etc.).
• The CAAT reviews COGNOS report to identify potential courses and sections (CRNs) for assessment.
• The General Education Council and the CAAT begin activities to recruit assessors (i.e., develop criteria, issue call for assessors).

Week 6-7:
• The Director of General Education, department chairs, program leaders, and faculty work together to select spring 2016 sections for assessment from list generated in week 5.
• Assessor team members identified (assessors notified of their participation in assessment by the end of week 7).

Week 12:
• The CAAT and the General Education Council host an assessment orientation for faculty to review procedures for assessment activities (e.g., submitting the “Beginning Assessment” reporting form, accessing CANVAS page, etc.).
• The Director of General Education adds faculty teaching selected CRIT CRNs to a designated CANVAS GEP assessment page.

**Spring 2019**

**Week 2:**
• Faculty selected to participate in this cycle of assessment submit the “Beginning Assessment” reporting form on CANVAS.

**Week 3:**
• The Director of General Education solicits the “General Education Assessment Sample Yearly Report” from Institutional Planning to determine which students in the selected CRNs will constitute the assessment sample (24+ hours of GEP credit, including 6+ hours of CRIT credit).

**Week 5:**
• The Director of General Education informs faculty teaching selected CRIT courses about which students will be assessed in their classes. (Follow up announcements to these faculty to make sure they keep their students’ work to submit to assessor teams.)

**Week 6-7:**
• CAAT meets with assessor teams to discuss forthcoming assessment activities.

**Collection of Materials to be Scored**
The Director of General Education collects evidence of student learning from faculty beginning on the last day of classes through the Friday following the deadline for final grades (or any time prior, as determined by course faculty).

**Summer A**

**Week 1-3:**
• Assessor teams meet to norm scoring to ensure inter-rater reliability and then score student work.
• CRIT assessment coordinators submit preliminary CRIT assessment report to the Director of General Education.

**Summer B**
• The Director of General Education writes the General Education Program Critical Thinking Assessment Report.

**Fall 2019**

**Week 3**
• The CAAT reviews the CRIT Assessment Report and plans campus-wide stakeholder meetings to review CRIT assessment results and develop ideas for “closing the loop.”

**Week 5-7**
• The CAAT hosts CRIT Assessment Report stakeholder meetings.

**Spring 2020**
Implementation of “closing the loop” activities (e.g., professional development, teaching and curriculum workshops, etc.).
### Biennial Budget for the Assessment of Critical Thinking

**10 Assessor Team Members @ $500 per scorer**
The CAAT will develop specific criteria for assessor team members and issue a University-wide call for participants. Assessors will participate in norming sessions to ensure inter-rater reliability, as well as 1-2 day scoring sessions during which 100-200 pieces of student work will be assessed (approximately 20 hours of work). The amount of material to be assessed will depend on content (e.g., short essays, research papers, multiple choice exams, recorded oral presentations).

**2 Coordinators @ $1,000 per Coordinator**
Coordinators will be members of the CAAT who will work with the Director of General Education to coordinate the evidence to be used for assessment, coordinate the assessment training sessions and scoring sessions, participate in assessment workshops, write summary reports for the CRIT assessment that will be provided to the Director of General Education, and participate in “closing the loop” professional development activities.

**Supplies and Miscellaneous Expenses: $100**
Additional funding for “closing the loop” activities will be drawn from the annual budget of the Director of General Education, in the Office of Undergraduate Studies.

\[
\begin{array}{ccc}
10 & \times & $500 = & $5,000 \\
2 & \times & $1,000 = & $2,000 \\
1 & \times & $100 = & $100 \\
\hline
\text{Total} = & $7,100 \text{ per cycle of Critical Thinking assessment.}
\end{array}
\]
Assessment of Written Communication

Five-Year Plan for the Assessment of Written Communication
During the first fall semester of the two-year assessment cycle, various GEP stakeholders, including the Competency Assessment Advisory Team (CAAT), the General Education Council (GEC), the Director of General Education, department chairs, program leaders, and faculty, will work together to generate a sample of spring 2016 GEP WCOM sections from which evidence of student learning will be collected and scored. Efforts will be made to sample student work across subject-area GEP offerings, as well as across low enrollment courses and high enrollment courses.

During the first spring semester of the two-year WCOM assessment cycle, the Director of General Education will work with the Office of Planning and Institutional Performance to generate a list of students in selected WCOM sections who have completed at least 24 hours of FGCU’s GEP, including at least 3 hours of FGCU WCOM courses. Evidence of student learning will be collected from a sample of students drawn from this list.

Subsequent to the spring semester, faculty assessors will use the FGCU GEP’s WCOM assessment rubric to score work collected from sampled students in identified courses. The rubric reflects the work of the GEC, the CAAT, and GEP stakeholders to develop competency learning outcomes that reflect recognized best practices as well as speak to the needs of FGCU students. The Director of General Education and assessment coordinators will compile the scores, prepare the evidence, and share these with the CAAT.

During the second fall semester of the two-year WCOM assessment cycle, the CAAT will analyze the compiled evidence and, working with campus-wide stakeholders, develop a plan for “closing the loop” activities to occur throughout that academic year. These activities will highlight evident strengths in students’ WCOM competence, as well as opportunities for improvement.

The above will constitute the fall 2016-spring 2018 assessment cycle for WCOM and will be repeated in the fall 2018-spring 2020 WCOM assessment cycle to determine student attainment of WCOM in FGCU’s GEP.

Written Communication Assessment Rubric

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<th>Solid Evidence</th>
<th>Partial Evidence</th>
<th>No or Insufficient Evidence</th>
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<tr>
<td>Selects and develops a topic for a specific audience and purpose</td>
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<tr>
<td>Applies the range of conventions particular to a given subject area/discipline when writing about this topic, including</td>
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appropria
t e organization,
formatting, and style

Demonstrates
information literacy
skills by identifying,
accessing, and using
credible and relevant
sources to develop
ideas

Timeline for the Assessment of Written Communication

Fall 2016
Week 5:
• The Director of General Education pulls COGNOS report for spring 2016 in order to make assessment
projections (i.e., available WCOM courses, WCOM course faculty, etc.).
• The CAAT reviews COGNOS report to identify potential courses and sections (CRNs) for assessment.
• The General Education Council and the CAAT begin activities to recruit assessors (i.e., develop
criteria, issue call for assessors).

Week 6-7:
• The Director of General Education, department chairs, program leaders, and faculty work together
to select spring 2016 sections for assessment from list generated in week 5.
• Assessor team members identified (assessors notified of their participation in assessment by the end
of week 7).

Week 12:
• The CAAT and the General Education Council host an assessment orientation for faculty to review
procedures for assessment activities (e.g., submitting the “Beginning Assessment” reporting form,
accessing CANVAS page, etc.).
• The Director of General Education adds faculty teaching selected WCOM CRNs to a designated
CANVAS GEP assessment page.

Spring 2017
Week 2:
• Faculty selected to participate in this cycle of assessment submit the “Beginning Assessment”
reporting form on CANVAS.

Week 3:
• The Director of General Education solicits the “General Education Assessment Sample Yearly
Report” from Institutional Planning to determine which students in the selected CRNs will constitute
the assessment sample (24+ hours of GEP credit, including 3+ hours of WCOM credit).
- The Director of General Education informs faculty teaching selected WCOM courses about which students will be assessed in their classes. (Follow up announcements to these faculty to make sure they keep their students’ work to submit to assessor teams.)

**Week 6-7:**
- CAAT meets with assessor teams to discuss forthcoming assessment activities.

**Collection of Materials to be Scored**
The Director of General Education collects evidence of student learning from faculty beginning on the last day of classes through the Friday following the deadline for final grades (or any time prior, as determined by course faculty).

**Summer A**
**Week 1-3:**
- Assessor teams meet to norm scoring to ensure inter-rater reliability and then score student work.
- WCOM assessment coordinators submit preliminary WCOM assessment report to the Director of General Education.

**Summer B**
- The Director of General Education writes the General Education Program Written Communication Assessment Report.

**Fall 2017**
**Week 3**
- The CAAT reviews the WCOM Assessment Report and plans campus-wide stakeholder meetings to review WCOM assessment results and develop ideas for “closing the loop.”

**Week 5-7**
- The CAAT hosts WCOM Assessment Report stakeholder meetings.

**Spring 2018**
Implementation of “closing the loop” activities (e.g., professional development, teaching and curriculum workshops, etc.).

**Fall 2018**
**Week 5:**
- The Director of General Education pulls COGNOS report for spring 2016 in order to make assessment projections (i.e., available WCOM courses, WCOM course faculty, etc.).
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**Spring 2019**

**Week 2:**
- Faculty selected to participate in this cycle of assessment submit the “Beginning Assessment” reporting form on CANVAS.

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**Fall 2019**

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- The CAAT reviews the WCOM Assessment Report and plans campus-wide stakeholder meetings to review WCOM assessment results and develop ideas for “closing the loop.”

**Week 5-7**
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Spring 2020
Implementation of “closing the loop” activities (e.g., professional development, teaching and curriculum workshops, etc.).

Biennial Budget for the Assessment of Written Communication

10 Assessor Team Members @ $500 per scorer
The CAAT will develop specific criteria for assessor team members and issue a University-wide call for participants. Assessors will participate in norming sessions to ensure inter-rater reliability, as well as 1-2 day scoring sessions during which 100-200 pieces of student work will be assessed (approximately 20 hours of work). The amount of material to be assessed will depend on content (e.g., short essays, research papers).

2 Coordinators @ $1,000 per Coordinator
Coordinators will be members of the CAAT who will work with the Director of General Education to coordinate the evidence to be used for assessment, coordinate the assessment training sessions and scoring sessions, participate in assessment workshops, write summary reports for the WCOM assessment that will be provided to the Director of General Education, and participate in “closing the loop” professional development activities.

Supplies and Miscellaneous Expenses: $100

Additional funding for “closing the loop” activities will be drawn from the annual budget of the Director of General Education, in the Office of Undergraduate Studies.

10  x  $500  =  $5,000
2   x  $1,000 =  $2,000
1   x  $100  =  $100

Total = $7,100 per cycle of Written Communication assessment.