

# General Education Assessment Plan

Fall 2023-Spring 2024

University Assessment Services



**ILLINOIS STATE  
UNIVERSITY**

*Illinois' first public university.*

# General Education Assessment Plan

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## 1. Mission

Illinois State University's General Education Program prepares students to be globally engaged citizens who seek knowledge, appreciate diversity, think critically, communicate effectively, act responsibly and work collaboratively.

Illinois State University is committed to:

- A motivating and engaging faculty and staff who inspire curiosity and empower students;
- A seamless integration of curriculum and co-curriculum that engages students, extends beyond the classroom, and broadens their perspectives.

## 2. Learning Outcomes

Upon the successful completion of the General Education Program, students will have gained:

1. knowledge of diverse human cultures and the physical and natural world, allowing them to:
  - a) use theories and principal concepts, both contemporary and enduring, to understand technologies, diverse cultures, and the physical and natural world
  - b) explain how the combination of the humanities, fine arts, natural and social sciences, and technology contribute to the quality of life for individuals and communities
  - c) experience and reflect on global issues
2. intellectual and practical skills, allowing them to:
  - a) make informed judgments
  - b) analyze data to examine research questions and test hypotheses
  - c) report information effectively and responsibly
  - d) write in a variety of genres, contexts, and disciplines
  - e) deliver purposeful presentations that inform attitudes or behaviors
3. personal and social responsibility, allowing them to:
  - a) participate in activities that are both individually life-enriching and socially beneficial to a diverse community
  - b) interact competently in a variety of cultural contexts
  - c) demonstrate ethical decision making
  - d) demonstrate the ability to think reflectively
4. integrative and applied learning, allowing them to:
  - a) identify and solve problems
  - b) transfer learning to novel situations
  - c) work effectively in teams

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### 3. Alignment between Learning Outcomes and Course Categories

Figure 3.1 Learning Outcomes and Course Category Alignment

Category	Learning outcomes	Disciplinary areas	Courses	Group	# of Required Courses
Composition as critical inquiry	2a, 2b, 2c, 2d, 3c <sup>^</sup> , 3d, 4a, 4c	ENG	ENG 101 or ENG101A10	1	1
Communications as critical inquiry	2a, 2c, 2e, 3a <sup>^</sup> , 3c, 4a, 4b, 4c	COM	COM 110 or COM110A10	1	1
Mathematics	1a, 2a, 2b, 2c <sup>^</sup> , 3d, 4a	MAT	MAT 113, MAT 113A10, MAT 120, MAT 130, MAT 145	1	1
Quantitative reasoning  <i>Students pursuing a B.A. degree must complete the equivalent of LAN 115 or higher rather than one of these courses.</i>	1a, 1b, 1c <sup>^</sup> , 2a, 2b, 2c, 3c <sup>^</sup> , 4a	BE, FIL, ECON, GEO, HSC, MAT, PHI, PHY, POL, PSY	BE 141 / FIL 141, ECO 138 (B.S.-SMT), GEO 138 (B.S.-SMT), HSC 204, MAT 121 (B.S.-SMT), MAT 131, MAT 146 (B.S.-SMT), MAT 150, MGT 100 (B.S.-SMT), PHI 112, PHY 117 (B.S.-SMT), POL 138 (B.S.-SMT), PSY 138 (B.S.-SMT)	2	1
Natural Sciences		BSC, CHE, GEO, PHY, SOC	BSC 101, BSC 101A10, CHE 102, GEO 102, GEO 103, PHY 102, PHY 103, SOC 103.  <i>Certain majors require a Natural Science Alternative course that substitutes for the courses above. See individual major requirements: BSC 196, BSC 197, CHE 110/112, CHE 140, PHY 105, PHY 108, PHY 110</i>	1	2
Science, Mathematics, and Technology		AGR, ANT, BSC, FCS, HSC, KNR, GEO, IDS, IT, PHY, TEC	AGR 203 (B.S.-SMT), ANT 102, ANT 105, BSC 145 (B.S.-SMT), BSC 160 (B.S.-SMT), BSC 170 (B.S.-SMT), BSC 202 (B.S.-SMT), FCS 208 / HSC 208 / KNR 208, GEO 202 (B.S.-SMT), GEO 207 (B.S.-SMT), GEO 211 (B.S.-SMT), HSC 156, HSC 206*, IDS 265, IT 140, IT 214, PHY 205 (B.S.-SMT), PHY 207 (B.S.-SMT), PHY 208 (B.S.-SMT), TEC 170, TEC 275	2	1
United States traditions	1b, 1c, 2a, 2b, 2c <sup>^</sup> , 2d <sup>^</sup> , 2e <sup>^</sup> , 3b, 3c, 3d, 4a, 4b <sup>^</sup> , 4c <sup>^</sup>	ENG, FCS, GEO, HIS, LAL, MUS, SED, SOC	ENG 131, FCS 112, GEO 142, HIS 111, HIS 112, HIS 131, HIS 135, HIS 136, LAL 109, MUS 156, SED 101, SOC 109, SOC 111, SOC 112	1	1
Social Sciences		AGR, ANT, ENG, LAN, CJS, CSD, ECO, FCS, GEO, HSC, IDS, MGT, POL, PSY, SOC, WGS	AGR 201, ANT 143 / ENG 143 / LAN 143, ANT 185*, ANT 197, CJS 101, CSD 115, ECO 101, ECO 102, ECO 103, FCS 222*, FCS 224, GEO 135*, GEO 235A01*, GEO 235A02*, GEO 235A04*, GEO 235A07*, HSC 170, IDS 111, IDS 113, IDS 117, MGT 120, MGT 120a01, POL 140*, PSY 110, PSY 223 / SOC 223, SOC 108, SOC 195, SOC 220*, WGS 120	2	1

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Category	Learning outcomes	Disciplinary areas	Courses	Group	# of Required Courses
Individuals in civic life	1b, 1c, 2a, 2b, 2c <sup>^</sup> , 2d <sup>^</sup> , 2e <sup>^</sup> , 3b, 3c, 3d, 4a, 4b <sup>^</sup> , 4c <sup>^</sup>	ANT, CJS, COM, ENG, IDS, KNR, PHI, POL, SOC	ANT 176, CJS 102, COM 183, ENG 183, IDS 231, IDS 232, KNR 175, PHI 104, POL 101, POL 106, SOC 106, SOC 241	1	1
Fine arts	1b, 1c, 2a, 2c, 2d <sup>^</sup> , 2e <sup>^</sup> , 3b, 3c, 3d, 4a, 4b, 4c <sup>^</sup>	ART, DAN, MUS, THE	ART 155, ART 156, ART 176, ART 275*, ART 282, DAN 152, MUS 152, MUS 153*, MUS 154*, MUS 157, MUS 275*, MUS 275A01*, THE 152, THE 176A01, THE 176A02, THE 213, THE 275A01*, THE 275A02*  <i>Some music courses can be counted towards the Fine Arts category. A student must enroll in a sufficient number of ensemble courses for a total 3 hours to meet the 3 hour Fine Arts requirement.</i>	2	1
Humanities		ENG, HIS, IDS, LAN, PHI	ENG 110, ENG 130, ENG 150, ENG 160, ENG 165, ENG 170, ENG 206*, ENG 229, ENG 250, ENG 251, ENG 261, HIS 101, HIS 102, HIS 104A01*, HIS 104A02*, HIS 104A03*, HIS 104A04*, HIS 104A05*, HIS 104A06*, HIS 105, HIS 107, HIS 285, IDS 133A05, IDS 133A08, IDS 133A21, IDS 133A22, IDS 133A27, IDS 203*, IDS 203A05*, IDS 203A10*, IDS 203A15*, IDS 213, LAN 206*, PHI 101, PHI 150, PHI 202, PHI 224, PHI 238, PHI 251	2	1
Language in the humanities		COM, ENG, LAN	COM 128, ENG 124, ENG 125, ENG 128, FRE 116, GER 116, IDS 121), IDS 212, IDS 254, ITA 116, JPN 116*, LAN 125, LAN 125A01*, LAN 128, SPA 116, SPA 120	2	1
Global studies requirement	1b, 1c, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 4a, 4b		Illinois State University offers several study abroad programs that feature a wide variety of General Education courses. Interested students should contact their academic advisor or the Office of International Studies and Programs.	na	na
Co-curriculum	1c, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 4a, 4b, 4c			na	na

<sup>^</sup> Secondary outcomes

\*Also satisfy AMALI graduation requirement

- Courses with (B.S.-SMT) satisfy the B.S.-SMT graduation requirement. Students pursuing a Bachelor of Science (B.S.) degree must have one additional science, mathematics, statistics, and/or technology course (beyond the General Education requirements)
- Group 1 courses. These are courses that are specifically selected for first-year students and concentrate on developing skills in oral and written communication, critical analysis, and broad foundations for learning in the academic disciplines.
- Group 2 courses. These are courses suited for the first two years of college. Depending on a student's major and interests, they may be taken in the first year. Some Group 2 courses have a Group 1 course as a prerequisite.

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### 4. General Education Curriculum Administration

#### 4.1. Council on General Education

The Council on General Education (CGE), a standing external committee of the Academic Senate, has primary responsibility for the program in collaboration with the Associate Vice President for Undergraduate Education.

The responsibilities of the Council are:<sup>1</sup>

- To coordinate the undergraduate curriculum for General Education and Interdisciplinary Studies (IDS), ensuring that the spirit of the philosophy of General Education is maintained by the program.
- To periodically review and analyze existing General Education and IDS courses and programs, based on program objectives and student outcomes.
- To report recommendations to the Academic Senate regarding program modifications.
- To provide consultation to departments, colleges, and other faculty groups planning new additions to the undergraduate curriculum for General Education and IDS.
- To review and approve or disapprove all proposals for new programs (majors, minors, and sequences), courses, and changes in existing programs/courses connected to General Education and IDS, in consultation with the Associate Vice President for Undergraduate Education.
- To provide the Academic Senate each year with a report of the Council on General Education's proceedings.

#### 4.2. Associate Vice President for Undergraduate Education

The council is advisory to the Associate Vice President for Undergraduate Education and the Academic Affairs Committee of the Academic Senate on changes in the program itself and other recommendations such as amendments and bylaws. The Council forwards curriculum changes to the University Curriculum Committee.

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<sup>1</sup> <https://gened.illinoisstate.edu/council/>

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# 5. General Education Assessment Administration

## 5.1. Purpose of General Education Assessment

General Education program assessment has as its primary objectives to ensure:

1. Students attain the learning outcomes established for the general education curriculum, and
2. Faculty receive appropriate feedback to improve the curriculum and instruction

General education assessment is important for the following reasons:

- Demonstrates the strengths and weaknesses of our general education curriculum.
- Informs decision making for improvements to general education.
- Outlines student, faculty, and staff perspectives on general education.

## 5.2. Responsibility for General Education Assessment

Program assessment will be led by the Associate Vice President for Undergraduate Education with support and consultation from University Assessment Services (UAS).

## 5.3. Rationale for a General Education Assessment Plan

A general education assessment plan does the following:

- Articulates processes for demonstrating what students learn, analysis strategies for showing the strengths and weaknesses of the general education curriculum and informing decisions about general education.
- Clearly articulates responsibilities and leadership for general education assessment.
- Demonstrates internal accountability to students and faculty and external accountability to ISU's institutional accreditation agency.

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### 5.4. General Education Assessment Plan Principles

- Assessment will produce actionable improvement ideas.
- Assessment will rely on faculty expertise and the CGE in decision-making processes.
- Assessment will rely on multiple measures and assessment approaches.
- Assessment will focus on curriculum-level assessment. Results for individual courses will not be shared.
- Assessment measures will focus on learning outcomes and processes. The assessment of teaching, grades or individual students is not part of the assessment plan.
- The assessment plan will articulate a continuous process that can be sustained over time.
- The assessment plan will include opportunities for reflection and evaluation of the assessment process itself.
- The assessment plan is flexible and accommodates plan changes (see [Updating the General Education Assessment Plan](#)).

### 5.5. General Education Assessment Processes

#### 5.5.1. Framework: Planning – Assessing & learning – Communicating & improving

General education assessment will include three strategies for assessing general education. Direct assessment will assess and evaluate student learning outcomes. Indirect assessment will assess faculty and student opinion about what they have learned in general education. Meta-evaluation will assess the general education assessment process itself.

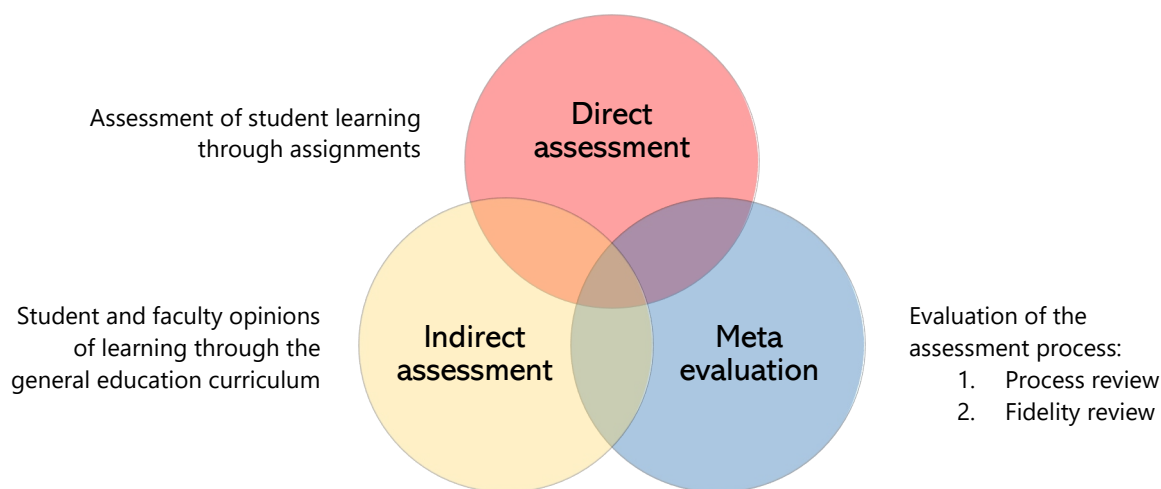
The framework is described in more detail in figures 5.1 (framework), 5.2 (annual timeline) and 5.3 (category timelines).



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Figure 5.1 General Education Assessment Framework



Strategy	Timeline	Activities
Direct assessment	Year 1: Planning	Fall: <ul style="list-style-type: none"> <li>• CGE or a panel of faculty in the category reviews learning outcomes and rubrics for the category in that year.</li> <li>• Norming rubrics (<a href="#">option 1</a>).</li> </ul>
		Spring: <ul style="list-style-type: none"> <li>• CGE communicates learning outcomes and revised rubrics to appropriate entities, including faculty teaching general education courses.</li> </ul>
		Summer: <ul style="list-style-type: none"> <li>• Learning outcomes and revised rubrics input to Canvas and online by UAS.</li> </ul>
	Year 2: Assessing & learning	<ul style="list-style-type: none"> <li>• Faculty select learning outcomes appropriate for their course(s).</li> <li>• Faculty assess assignments in Canvas.</li> <li>• Norming rubrics (<a href="#">option 2</a>).</li> </ul>
	Year 3: Communicating & improving	Results communicated at the following venues. Faculty will be asked to document changes to the curriculum at these venues. <ul style="list-style-type: none"> <li>• Results in visual analytic administered by EDA.</li> <li>• Fall and spring gen ed summits.</li> <li>• CIPD symposium.</li> </ul>
Indirect Assessment	Cyclical	<ul style="list-style-type: none"> <li>• Student survey: every three years in spring</li> <li>• Faculty feedback</li> <li>• NSSE survey (gen ed items mapped)</li> </ul>
Meta evaluation	Cyclical	<ul style="list-style-type: none"> <li>• Gen ed assessment process review</li> <li>• Fidelity review</li> </ul>

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## 5.5.2. General Education Assessment Timeline

Figure 5.2 General Education Assessment Timeline

2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>DIRECT ASSESSMENT</b>					
<b>Planning</b> Math & QR* (pilot) Nat. Sci. (pilot) Fine arts Humanities Critical inquiry~	<b>Planning</b> Ind. in civic life U.S. traditions Social sci.	<b>Planning</b> Math & QR Nat sciences Sci, math & tech	<b>Planning</b> Fine arts Humanities Critical inquiry~	<b>Planning</b> Ind. in civic life U.S. traditions Social sci.	<b>Planning</b> Math & QR* Nat sciences Sci, math & tech
<b>Assessing &amp; Learning</b> Math & QR (pilot) Nat. Sci. (pilot) Ind. in civic life+ Social sci.+	<b>Assessing &amp; Learning</b> Fine arts Humanities Critical inquiry~	<b>Assessing &amp; Learning</b> Ind. in civic life U.S. traditions Social sci.	<b>Assessing &amp; Learning</b> Math & QR Nat sciences Sci, math & tech	<b>Assessing &amp; Learning</b> Fine arts Humanities Critical inquiry~	<b>Assessing &amp; Learning</b> Ind. in civic life U.S. traditions Social sci.
	<b>Communicating &amp; Improving</b> Math & QR (pilot) Nat. Sci. (pilot)	<b>Communicating &amp; Improving</b> Fine arts Humanities Critical inquiry~	<b>Communicating &amp; Improving</b> Ind. in civic life U.S. traditions Social sci.	<b>Communicating &amp; Improving</b> Math & QR Nat sciences Sci, math & tech	<b>Communicating &amp; Improving</b> Fine arts Humanities Critical inquiry~
<b>INDIRECT ASSESSMENT</b>					
	<b>Indirect</b> Student survey (spring)	<b>Indirect</b> NSSE#	<b>Indirect</b> Faculty feedback ^	<b>Indirect</b> Student survey (spring)	<b>Indirect</b> NSSE#
<b>ASSESSMENT PLAN REVIEW &amp; UPDATE (META EVALUATION)</b>					
Update gen ed assessment plan – UAS (summer)	Update gen ed assessment plan – UAS (summer)	Fidelity evaluation  Update gen ed assessment plan – UAS (summer)	Gen ed assessment process review  Update gen ed assessment plan – UAS (summer)	Update gen ed assessment plan – UAS (summer)	Fidelity evaluation  Update gen ed assessment plan – UAS (summer)

\*QR = quantitative reasoning

+Fulfills HLC requirement

#National survey of student engagement. Another survey may be used in place of NSSE in the future.

^Faculty feedback may take the form of a survey, focus groups or feedback from symposia or other gatherings.

~Includes both composition and communication as critical inquiry.

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## 5.6. Direct Assessment

### 5.6.1. Overview

ISU will employ an embedded assessment process for assessing learning outcomes in general education courses. An embedded assessment approach relies on 1) course assignments and 2) faculty teaching the courses to do the assessment. This contrasts with a centrally managed approach. A centralized approach also relies on course assignments. However, the process is coordinated by an assessment coordinate or team and a panel of faculty use rubrics to assess assignments.

In the embedded assessment approach, faculty teaching general education courses will import general education outcomes into their course and assess assignments based on the outcomes. Results will be compiled in the data warehouse. The warehouse is administered by Enterprise Data Analytics (EDA). Faculty will have the opportunity to review results in a visualization created and maintained by EDA.

### 5.6.2 Process

More information is online at the [Canvas Knowledge Base](#). The process at ISU is outlined in [Appendix E. Outcomes and Rubrics in Canvas: Documentation](#). See the [assessment timeline](#) for the direct assessment activities.

### 5.6.3 Norming Rubrics

Two options for norming rubrics will be explored:

1. Option 1 involves norming rubrics prior to the assessment.
2. Option 2 is to create a process for norming rubrics after the assessment has been conducted. UAS will explore methodologies for option 2 in fall 2023.

## 5.7. Indirect Assessment

### 5.7.1 Student Survey of General Education

The general education student survey gathers feedback from students about their opinions on general education and how general education courses have contributed to their learning. The survey is administered every three years. The survey was conducted in spring 2019 and 2022. Results are used to improve the current and future general education curriculum, not evaluate specific courses, programs or instructors. Survey items are in [appendix B](#).

### 5.7.2 National Survey of Student Engagement (NSSE)

The NSSE assesses the extent to which students engage in educational practices associated with high levels of learning and development. Mapped items are in [appendix C](#). UAS will create a visual analytic will survey results mapped to general education outcomes in fall 2023.

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### 5.7.3. Syllabus Review

Time will be allotted to researching the pros and cons of a syllabus review in the Canvas environment in the 2023-24 academic year. This process is at the discretion of the CGE.

## 5.8. Meta-evaluation: General Education Process Review

### 5.8.1 Fidelity Evaluation

Fidelity evaluation is a process for matching an intervention, curriculum or program intent or design with delivery. If a general education curriculum intends to provide students with a set of learning outcomes, activities should be oriented towards delivering those outcomes.<sup>2</sup> UAS will be responsible for gathering the data. Results will be communicated to the CGE, a general education summit or ISU symposium.

*Figure 5.3 Fidelity Evaluation*

Fidelity area	Description	Judgment
Adherence	Whether or not the program (courses) were actually implemented	
<i>Exposure to courses</i>	Data: enrollment data in general education courses	
Duration	Quantity of exposure	
<i>Number of credit hours</i>	Data: enrollment data in general education courses	
Quality	Degree to which program elements were delivered  Data: <ul style="list-style-type: none"><li>• Direct learning outcomes assessment</li><li>• Faculty feedback on learning</li></ul>	
Participant responsiveness	Degree to which participants were receptive to the program  Data: <ul style="list-style-type: none"><li>• Student survey of general education</li><li>• Student perceptions of learning through NSSE</li></ul>	

<sup>2</sup> Braverman, M., 2023, *Evaluating program effectiveness*, Sage and Fisher, R., et al., 2014, *The importance of implementation fidelity data for evaluation program effectiveness*, About Campus, November-December.

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### 5.8.2. General Education Assessment Process Review (Meta Evaluation)

Meta-evaluation is a process for examining the strengths, weaknesses and areas of improvement of an assessment design. A process for conducting a meta-evaluation of the general education assessment plan will be established with CGE.

A rubric for conducting a meta-evaluation is in [figure 5.4](#).

### 5.8.3. Updating the General Education Assessment Plan

The plan will be updated in the summer by University Assessment Services (UAS) staff. UAS staff will only make changes to the process, not learning outcomes or course categories. The plan will be presented to CGE early in the fall. Proposed changes will be based on 1) fidelity evaluation and 2) meta evaluation.

## 5.9. Fall 2023- Spring 24 Assessment Plan Details

### Categories

- Math & QR (pilot) – planning and assessing
- Nat. Sci. (pilot) – planning and assessing
- Fine arts – planning
- Humanities – planning
- Critical inquiry – planning

### Fall 2023:

- Planning: Math, Quantitative Reasoning & Natural Science
  - Input outcomes in Canvas – UAS
- Assessing & Learning: ICL, Social Sciences

### Spring 2024:

- Planning: Communication & Composition as Critical Inquiry
- Planning: Fine Arts & Humanities
  - Input outcomes in Canvas – UAS

See the University Assessment Services [general education website](#) for details on how to align outcomes in Canvas.

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## 6. Faculty Engagement

### 6.1. Summits & Conferences

Summit and Conference	Unit / person responsible	When
General Education Summit: Fall	Assoc VP/ UAS	August
General Education Summit: CIPD symposium	Assoc VP/ UAS	January
General Education Summit: Spring	Assoc VP/ UAS	January

### 6.2. Professional Development

Professional development is conducted through the Center for Integrated Professional Development ([CIPD](#)). Activities specific to general education include syllabus review, learning communities and Canvas support.

### 6.3. Faculty Involvement in Assessment

Strategy	Engagement Opportunity	Unit / person responsible	When
Direct assessment	Embedded assessment	Gen ed faculty	Ongoing
	Access to results (Power BI)	EDA / UAS	Ongoing
Indirect assessment	Student survey – access to results	UAS	Every 3 years
	Faculty input	UAS / VPUE / CGE	Every 3 years
Meta evaluation	Input on the process	CGE	Every 3 years

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*Figure 6.1 General Education Meta-evaluation Rubric*

\*Adapted from Western Association of Schools & Colleges (WACS) accreditation agency

Criterion	Initial	Emerging	Developed	Highly Developed
GE Outcomes	GE learning outcomes have not yet been developed for the entire GE program; there may be one or two common ones, e.g., writing, critical thinking.	Learning outcomes have been developed for the entire GE program, but list is problematic (e.g. too long, too short, unconnected to mission and values). Outcomes do not lend themselves to demonstrations of student learning.	The list of outcomes is a well- organized set of reasonable outcomes that focus on the most important knowledge, skills, and values of the GE program.  Outcomes express learning can be demonstrated. Work to define levels of performance is beginning.	The list of outcomes is reasonable and appropriate. Outcomes describe how students can demonstrate learning.  Faculty have agreed on explicit criteria, such as rubrics, for assessing students' mastery and have identified exemplars of student performance at varying levels for each outcome.
Curriculum Alignment with Outcomes	There is no clear relationship between the outcomes and the GE curriculum. Students may not have opportunity to develop each outcome adequately.	Students appear to have reasonable opportunities to develop each of the GE outcomes. Curriculum map may indicate opportunities to acquire outcomes. Sequencing and frequency of opportunities may be problematic	The curriculum is explicitly designed to provide opportunities for students to learn and to develop increasing sophistication with respect to each outcome. Design may be summarized in a curriculum map that shows "beginning," "intermediate" and "advanced" treatment of outcomes.	GE curriculum, pedagogy, grading, advising, etc. explicitly aligned with GE outcomes. Curriculum map and rubrics in use well known and consistently used. Co-curriculum and relevant student support services are also viewed as resources for GE learning and aligned with GE outcomes.
Assessment Planning	There is no formal plan for assessing each GE outcome. There is no coordinator or committee that takes responsibility for the program or implementation of its assessment plan.	GE assessment relies on short-term planning, such as selecting which outcome(s) to assess in the current year. Interpretation and use of findings for improvement are implicit rather than planned or funded. There is no individual or committee "in charge."	The campus has a reasonable, multi-year assessment plan that identifies when each GE outcome will be assessed. The plan includes specific mechanisms for interpretation and use of findings for improvement. A coordinator or committee is charged to oversee the program and its assessment.	The campus has a fully articulated, sustainable, multi-year assessment plan that describes when and how each outcome will be assessed. A coordinator or committee leads review and revision of the plan, as needed, based on experience and feedback from internal & external reviewers. The campus uses some form of comparative data (e.g., own past record, aspirational goals, external benchmarking).
Assessment Implementation	It is not clear that potentially valid evidence for each GE outcome is collected <u>and/or</u> individual reviewers use idiosyncratic criteria to assess student work.	Appropriate evidence is collected and faculty have discussed relevant criteria for assessing each outcome. Reviewers of student work are calibrated to apply assessment criteria in the same way, and / <u>or</u> faculty check for inter-rater reliability.	Appropriate evidence is collected and faculty use explicit criteria, such as rubrics, to assess student attainment of each outcome.  Reviewers of student work are calibrated to apply assessment criteria in the same way, and faculty routinely check for inter- rater reliability.	Assessment criteria, such as rubrics, have been pilot-tested and refined over time; and they usually are shared with students. Reviewers of student work are calibrated, and faculty routinely find high inter-rater reliability. Faculty take comparative data into account when interpreting results and deciding on changes to improve learning.
Use of Results	Results for GE outcomes are collected, but relevant faculty do not discuss them. There is little or no collective use of findings. Students are unaware of, uninvolved in the process.	Results for each GE outcome are collected and discussed by relevant faculty; results have been used occasionally to improve the GE program. Students are vaguely aware of outcomes and assessments to improve their learning.	Results for each outcome are collected, discussed by relevant faculty and others, and regularly used to improve the GE program. Students are very aware of and engaged in improvement of their GE learning.	Relevant faculty routinely discuss results, plan improvements, secure necessary resources, and implement changes. They may collaborate with others, such as librarians, student affairs professionals, students, to improve the program. Follow-up studies confirm that changes have improved learning.

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### 7. Using Results

Assessment	Data availability	Unit / person responsible	When & where
Direct assessment	Dashboards: Gen ed artifact	EDA / UAS	<ul style="list-style-type: none"> <li>• Summits</li> <li>• Symposium</li> <li>• Online</li> <li>• CGE presentations</li> </ul>
	Documented curriculum changes	VPUE / CGE	<ul style="list-style-type: none"> <li>• Summits</li> <li>• Symposium</li> <li>• CGE meetings</li> </ul>
Indirect assessment	<a href="#">Student survey: Dashboard</a> <a href="#">NSSE: Dashboard</a>	UAS	<ul style="list-style-type: none"> <li>• Summits</li> <li>• Symposium</li> <li>• Online</li> <li>• CGE presentations</li> </ul>
	Report of findings from faculty input on student learning	UAS / VPUE / CGE	<ul style="list-style-type: none"> <li>• Summits</li> <li>• Symposium</li> <li>• CGE presentations</li> </ul>
Meta evaluation	Report of findings from meta evaluation	UAS / CGE	<ul style="list-style-type: none"> <li>• Summits</li> <li>• Symposium</li> <li>• CGE presentations</li> </ul>
	Documented process changes reflected in annual updates to assessment plan	VPUE / UAS	<ul style="list-style-type: none"> <li>• Summits</li> <li>• Symposium</li> <li>• CGE presentations</li> </ul>



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### Appendices

[Appendix A. Rubrics](#)

[Appendix B. General Education Student Survey](#)

[Appendix C. NSSE Item Mapping](#)

[Appendix D. Outcomes and Rubrics in Canvas: Documentation](#)

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## Appendix A. Rubrics

### Rubric Scales

- 0-Unable to determine (Data that does not count; null; should not be included in calculations)
- 1-Does not meet expectations
- 2-Progressing towards expectations
- 3-Meets expectations
- 4-Exceeds expectations

<b>Learning Outcomes</b>	<b>Unable to determine</b>	<b>Does not meet expectations</b>	<b>Progressing towards expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
<b>Learning Outcomes</b>					
<b>Learning Outcomes</b>					
<b>Learning Outcomes</b>					
<b>Learning Outcomes</b>					
<b>Learning Outcomes</b>					
<b>Learning Outcomes</b>					

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## Fine Arts Rubric

<b>Learning Outcomes</b>	<b>Unable to determine</b>	<b>Does not meet expectations</b>	<b>Progressing towards expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
<b>Existing Knowledge, Research, and/or Views</b>	Unable to determine: Demonstrates no connection to or recognition of known sources, views and content in the discipline.	Does not meet expectations: Presents information from irrelevant sources representing limited points of view/approaches and develops simple ideas in some parts of the work.	Progressing towards expectations: Presents information from relevant sources representing limited points of view/approaches and develops appropriate ideas through most of the work.	Meets expectations: Synthesizes in-depth information from appropriate and relevant sources representing various points of view & approaches and explores compelling ideas throughout the work.	Exceeds expectations: Synthesizes in-depth information from appropriate and relevant sources and compelling content, that represents various points of view & approaches to illustrate mastery of the subject.
<b>Analysis</b>	Unable to determine: Demonstrates no understanding of approaches used in the discipline.	Does not meet expectations: Lists evidence/sources, but it is not organized and/or is unrelated to focus.	Progressing towards expectations: Organizes evidence/sources, but the organization is not effective in revealing important patterns, differences, or similarities.	Meets expectations: Organizes evidence/sources to reveal important patterns, differences, or similarities related to focus.	Exceeds expectations: Organizes and synthesizes evidence/sources to reveal insightful patterns, differences, or similarities related to focus.
<b>Explanation of issues</b>	Unable to determine: Issue/problem to be considered critically is stated without clarification or description.	Does not meet expectations: Issue/problem to be considered critically is minimally stated without clarification or description.	Progressing towards expectations: Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Meets expectations: Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Exceeds expectations: Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.

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<b>Learning Outcomes</b>	<b>Unable to determine</b>	<b>Does not meet expectations</b>	<b>Progressing towards expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Unable to determine: Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Does not meet expectations: Information is taken from source(s) with minimal interpretation/evaluation. Viewpoints of experts are taken as fact, with limited questioning.	Progressing towards expectations: Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Meets expectations: Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Exceeds expectations: Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
<b>Conclusions and related outcomes (implications and consequences)</b>	Unable to determine: Conclusion is not tied to the information discussed; related outcomes (consequences and implications) are oversimplified.	Does not meet expectations: Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) minimally simplified.	Progressing towards expectations: Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Meets expectations: Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Exceeds expectations: Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.
<b>Influence of Context and Assumptions</b>	Unable to determine: Shows little emerging awareness of present assumptions (sometimes labels assertions as assumptions). Limited ability to identify some contexts when presenting a position.	Does not meet expectations: Shows an emerging awareness of present assumptions. Begins to identify some contexts when presenting a position.	Progressing towards expectations: Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Meets expectations: Identifies own and others' assumptions and several relevant contexts when presenting a position.	Exceeds expectations: Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.

*Adapted from AAC&U's VALUE rubrics – inquiry analysis and critical thinking*

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### Humanities / Languages in the Humanities Rubric

<b>Learning Outcomes</b>	<b>Unable to determine</b>	<b>Does not meet expectations</b>	<b>Progressing towards expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
<b>Explanation of issues</b>	Unable to determine: Issue/problem to be considered critically is stated without clarification or description.	Does not meet expectations: Issue/problem to be considered critically is minimally stated without clarification or description.	Progressing towards expectations: Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Meets expectations: Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Exceeds expectations: Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Unable to determine: Information is taken from source(s) without tany interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Does not meet expectations: Information is taken from source(s) with minimal interpretation/evaluation. Viewpoints of experts are taken as fact, with limited questioning.	Progressing towards expectations: Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Meets expectations: Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Exceeds expectations: Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
<b>Conclusions and related outcomes (implications and consequences)</b>	Unable to determine: Conclusion is not tied to the information discussed; related outcomes (consequences and implications) are oversimplified.	Does not meet expectations: Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) minimally simplified.	Progressing towards expectations: Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are	Meets expectations: Conclusion is logically tied to a range of information, including opposing view points; related outcomes (consequences and implications) are identified clearly.	Exceeds expectations: Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.

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Learning Outcomes	Unable to determine	Does not meet expectations	Progressing towards expectations	Meets expectations	Exceeds expectations
			Identified clearly.		
<b>Knowledge</b> Knowledge of cultural Worldview frameworks	Unable to determine: Demonstrates little understanding of the complexity of elements important to members of another culture in relation to its history, values, politics communication styles, economy, or beliefs and practices.	Does not meet expectations: Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics communication styles, economy, or beliefs and practices.	Progressing towards expectations: Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics communication styles, economy, or beliefs and practices.	Meets expectations: Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practice.	Exceeds expectations: Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
<b>Skills</b> Empathy	Unable to determine: Does not view the experience of others or hold a cultural worldview.	Does not meet expectations: Views the experience of others but does so through own cultural worldview.	Progressing towards expectations: Identifies components of other cultural perspectives but responds in all situations which own worldview.	Meets expectations: Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Exceeds expectations: Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.

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<b>Learning Outcomes</b>	<b>Unable to determine</b>	<b>Does not meet expectations</b>	<b>Progressing towards expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
<b>Context of and Purpose for Writing</b>  <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Unable to determine: Demonstrates no attention to context, audience, purpose, and to the assigned tasks(s)	Does not meet expectations: Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Progressing towards expectations: Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Meets expectations: Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Exceeds expectations: Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.

Adapted from AAC&U's VALUE rubrics – humanities

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## Math & Quantitative Reasoning Rubric

Learning Outcomes	Unable to determine	Does not meet expectations	Progressing towards expectations	Meets expectations	Exceeds expectations
<b>Interpretation</b> <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Unable to determine: Makes little attempt to explain information presented in mathematical forms, and draws incorrect conclusions about what the information means.	Does not meet expectations: Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i>	Progressing towards expectations: Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i>	Meets expectations: Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i>	Exceeds expectations: Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i>
<b>Representation</b> <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Unable to determine: Unable to complete conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Does not meet expectations: Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Progressing towards expectations: Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Meets expectations: Competently converts relevant information into an appropriate and desired mathematical portrayal.	Exceeds expectations: Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.
<b>Calculation</b>	Unable to determine: Calculations are attempted but are both unsuccessful and are not comprehensive.	Does not meet expectations: Calculations are attempted but are often unsuccessful and are not comprehensive.	Progressing towards expectations: Calculations attempted are either unsuccessful or represent only a portion of the calculations required to	Meets expectations: Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Exceeds expectations: Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)



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Learning Outcomes	Unable to determine	Does not meet expectations	Progressing towards expectations	Meets expectations	Exceeds expectations
			comprehensively solve the problem		
<b>Application / Analysis</b> <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Unable to determine: Uses the quantitative analysis of data as the basis for tentative, basic judgments, but unable to draw conclusions from this work.	Does not meet expectations: Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	Progressing towards expectations: Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Meets expectations: Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Exceeds expectations: Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.
<b>Assumptions</b> <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i>	Unable to determine: Unable to describe assumptions.	Does not meet expectations: Attempts to describe assumptions.	Progressing towards expectations: Explicitly describes assumptions.	Meets expectations: Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Exceeds expectations: Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.

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<b>Learning Outcomes</b>	<b>Unable to determine</b>	<b>Does not meet expectations</b>	<b>Progressing towards expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
<b>Communication</b> <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i>	Unable to determine: Limited in the ability to present an argument for which quantitative evidence is pertinent, and does not provide adequate explicit numerical support.	Does not meet expectations: Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)	Progressing towards expectations: Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Meets expectations: Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Exceeds expectations: Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.

Adapted from AAC&U's VALUE rubrics – quantitative literacy

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### Sciences: Natural Sciences/Natural Science Alternatives/Science, Mathematics, and Technology Rubric

Learning Outcomes	Unable to determine	Does not meet expectations	Progressing towards expectations	Meets expectations	Exceeds expectations
<b>Explanation of issues</b>	Unable to determine: Problem to be considered is not clearly stated.	Does not meet expectations: Issue/problem to be considered critically is stated without clarification or description.	Progressing towards expectations: Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Meets expectations: Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Exceeds expectations: Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Unable to determine: Information is not analyzed or interpreted.	Does not meet expectations: Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Progressing towards expectations: Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Meets expectations: Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Exceeds expectations: Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
<b>Influence of context and assumptions</b>	Unable to determine: Is unaware of assumptions or contexts.	Does not meet expectations: Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts	Progressing towards expectations: Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others'	Meets expectations: Identifies own and others' assumptions and several relevant contexts when presenting a position.	Exceeds expectations: Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.

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<b>Learning Outcomes</b>	<b>Unable to determine</b>	<b>Does not meet expectations</b>	<b>Progressing towards expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
		when presenting a position.	assumptions than one's own (or vice versa).		
<b>Student's position (perspective, thesis/hypothesis)</b>	Unable to determine: Position is unclear.	Does not meet expectations: Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Progressing towards expectations: Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Meets expectations: Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Exceeds expectations: Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).
<b>Conclusions and related outcomes (implications and consequences)</b>	Unable to determine: No conclusion is made.	Does not meet expectations: Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Progressing towards expectations: Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Meets expectations: Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Exceeds expectations: Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.

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## Social Sciences Rubric

	<b>Unable to determine</b>	<b>Does not meet expectations</b>	<b>Progressing towards expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
<b>Existing Knowledge, Research, and/or Views</b>	Unable to determine: Demonstrates no connection to or recognition of known sources, views and content in the discipline.	Does not meet expectations: Presents information from irrelevant sources representing limited points of view/approaches and develops simple ideas in some parts of the work.	Progressing towards expectations: Presents information from relevant sources representing limited points of view/approaches and develops appropriate ideas through most of the work.	Meets expectations: Synthesizes in-depth information from appropriate and relevant sources representing various points of view & approaches and explores compelling ideas throughout the work.	Exceeds expectations: Synthesizes in-depth information from appropriate and relevant sources and compelling content, that represents various points of view & approaches to illustrate mastery of the subject.
<b>Explanation of issues</b>	Unable to determine: Issue/problem to be considered critically is stated without clarification or description.	Does not meet expectations: Issue/problem to be considered critically is minimally stated without clarification or description.	Progressing towards expectations: Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Meets expectations: Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Exceeds expectations: Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
<b>Analysis</b>	Unable to determine: Demonstrates no understanding of approaches used in the discipline.	Does not meet expectations: Lists evidence/sources, but it is not organized and/or is unrelated to focus.	Progressing towards expectations: Organizes evidence/sources, but the organization is not effective in revealing important patterns, differences, or similarities.	Meets expectations: Organizes evidence/ sources to reveal important patterns, differences, or similarities related to focus.	Exceeds expectations: Organizes and synthesizes evidence/sources to reveal insightful patterns, differences, or similarities related to focus.

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<b>Learning Outcomes</b>	<b>Unable to determine</b>	<b>Does not meet expectations</b>	<b>Progressing towards expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Unable to determine: Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Does not meet expectations: Information is taken from source(s) with minimal interpretation/evaluation. Viewpoints of experts are taken as fact, with limited questioning.	Progressing towards expectations: Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Meets expectations: Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Exceeds expectations: Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
<b>Reports information effectively and responsibly, and Making Informed Judgments</b>	Unable to determine: Does not communicate information from sources.	Does not meet expectations: Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context or incorrectly paraphrased, etc.), so the intended purpose is not achieved.	Progressing towards expectations: Communicates and organizes information from sources. The information is not yet applied, so the intended purpose is not fully achieved.	Meets expectations: Communicates, organizes, and applies information from sources. Intended purpose is achieved.	Exceeds expectations: Communicates, organizes, and applies information from sources to fully achieve a specific purpose, with clarity and depth.

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<b>Learning Outcomes</b>	<b>Unable to determine</b>	<b>Does not meet expectations</b>	<b>Progressing towards expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
<b>Writes in a variety of genres, contexts, and disciplines, &amp; identifies problems</b>	Unable to determine: Does not identify contexts related to a position or problem.	Does not meet expectations: Begins to identify some contexts when presenting a position or identifying a problem. Issue to be considered is stated without clarification or description.	Progressing towards expectations: Mentions relevant contexts when presenting a position or identifying a problem, but not enough to reflect a coherent understanding.	Meets expectations: Coherently and critically examines relevant contexts when presenting a position or identifying a problem.	Exceeds expectations: Thoroughly (systematically, methodically and critically) examines the relevance of contexts when presenting a position or identifying a problem.
<b>Textual Comprehension</b>	Unable to determine: Demonstrates no understanding of appropriate vocabulary or ability to paraphrase or summarize information.	Does not meet expectations: Understands vocabulary appropriately to paraphrase or summarize the information communicated in the text.	Progressing towards expectations: Evaluates how textual features contribute to the author's message; draws basic inferences about context and purpose of text.	Meets expectations: Uses the text, general background knowledge, and/or specific knowledge of the context to draw complex inferences about the author's message and attitude.	Exceeds expectations: Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assignment or beyond the author's explicit message.
<b>Cultural self-awareness</b>	Unable to determine: Shows little awareness of own cultural rules.	Does not meet expectations: Shows basic awareness of own cultural rules.	Progressing towards expectations: Identifies own cultural rules and biases.	Meets expectations: Recognizes new perspectives about own cultural rules and biases.	Exceeds expectations: Recognizes how experiences shape cultural rules, how to respond to cultural biases, and can experience a shift of self- description.

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Learning Outcomes	Unable to determine	Does not meet expectations	Progressing towards expectations	Meets expectations	Exceeds expectations
<b>Skills/Application in Empathy</b>	Unable to determine: Does not view the cultural experience of others or hold a cognitive worldview.	Does not meet expectations: Views the cultural experiences of others through own cognitive worldview.	Progressing towards expectations: Identifies the cognitive <i>and</i> emotional dimensions of other cultural perspectives with own worldview.	Meets expectations: Recognizes that both cognitive <i>and</i> emotional dimensions of other cultural perspectives are necessary in supporting other cultural groups.	Exceeds expectations: Effectively supports another cultural group by applying cognitive and emotional dimensions to their cultural experiences.
<b>Skills/Application in Ethical Issue Recognition</b>	Unable to determine: Does not recognize basic ethical issues.	Does not meet expectations: Recognizes basic ethical issues.	Progressing towards expectations: Recognizes basic ethical issues and some cross-relationships.	Meets expectations: Recognizes ethical issues in context OR can recognize cross- relationships among the issues.	Exceeds expectations: Recognizes ethical issues in context AND can recognize cross-relationships among the issues.

Adapted from AAC&U's VALUE rubrics – civic engagement & ethical reasoning  
Individuals in Civic Life Rubric



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<b>Learning Outcomes</b>	<b>Unable to determine</b>	<b>Does not meet expectations</b>	<b>Progressing towards expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
<b>Diversity of Communities and Cultures</b>	Unable to determine: Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	Does not meet expectations: Has limited awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits some curiosity about what can be learned from diversity of communities and cultures.	Progressing towards expectations: Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Meets expectations: Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Exceeds expectations: Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
<b>Analysis of Knowledge</b>	Unable to determine: Does not identify knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.	Does not meet expectations: Begins to identify knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.	Progressing towards expectations: Begins to connect knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.	Meets expectations: Analyzes knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Exceeds expectations: Connects and extends knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.
<b>Civic Identity and Commitment</b>	Unable to determine: Provides little evidence of her/ his experience in civic-engagement activities and does not connect experiences to civic identity.	Does not meet expectations: Provides some evidence of her/ his experience in civic-engagement activities and somewhat connects experiences to civic identity.	Progressing towards expectations: Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Meets expectations: Provides evidence of experience in civic- engagement activities and describes what she/ he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Exceeds expectations: Provides evidence of experience in civic-engagement activities and describes what she/ he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.

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Learning Outcomes	Unable to determine	Does not meet expectations	Progressing towards expectations	Meets expectations	Exceeds expectations
<b>Civic Communication</b>	Unable to determine: Does not communicate in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Does not meet expectations: Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Progressing towards expectations: Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Meets expectations: Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Exceeds expectations: Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.
<b>Civic Action and Reflection</b>	Unable to determine: Has <i>no experience</i> with some civic activities and shows little understanding of their aims or effects and no commitment to future action.	Does not meet expectations: Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.	Progressing towards expectations: Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Meets expectations: Demonstrates independent experience and <i>team leadership of civic action</i> , with reflective insights or analysis about the aims and accomplishments of one's actions.	Exceeds expectations: Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.
<b>Civic Contexts/Structures</b>	Unable to determine: Does not experiment with civic contexts or structures.	Does not meet expectations: Experiments with civic contexts and structures, <i>tries out a few to see what fits</i> .	Progressing towards expectations: Demonstrates experience identifying intentional ways to <i>participate in civic contexts</i> and structures.	Meets expectations: Demonstrates ability and commitment to work actively <i>within community contexts</i> and structures <i>to achieve a civic aim</i> .	Exceeds expectations: Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures <i>to achieve a civic aim</i> .

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<b>Learning Outcomes</b>	<b>Unable to determine</b>	<b>Does not meet expectations</b>	<b>Progressing towards expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
<b>Understanding Different Ethical Perspectives/ Concepts</b>	Unable to determine: No major theories named.	Does not meet expectations: Names major theories.	Progressing towards expectations: Names the major theories and can explain the basics of the theories.	Meets expectations: Names and explains both the basics and some details of the theories.	Exceeds expectations: Accurately presents the theories in depth.
<b>Application of Ethical Perspectives/ Concepts</b>	Unable to determine: No ethical concepts applied to ethical question and no examples used. No ethical concepts applied to ethical question and no examples used.	Does not meet expectations: Applies ethical concepts to an ethical question with support, but cannot apply to a new example.	Progressing towards expectations: Applies ethical perspectives to new examples with some inaccuracies.	Meets expectations: Applies ethical perspectives/ concepts to a new example but fails to fully consider implications.	Exceeds expectations: Applies ethical perspectives/ concepts to a new example and can fully consider implications.

Adapted from AAC&U's VALUE rubrics – civic engagement & ethical reasoning

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## US Traditions Rubric

Learning Outcomes	Unable to determine	Does not meet expectations	Progressing towards expectations	Meets expectations	Exceeds expectations
<b>Cultural and historical knowledge</b>	Unable to determine: Demonstrates little or no understanding of U.S. culture, including its diverse elements, and how this has shaped history, politics, economy, social relations, forms of expression and communication, values, or beliefs and practices	Does not meet expectations: Demonstrates surface understanding of U.S. culture, including its diverse elements, and how this has shaped history, politics, economy, social relations, forms of expression and communication, values, or beliefs and practices	Progressing towards expectations: Demonstrates partial understanding of U.S. culture, including its diverse elements, and how this has shaped history, politics, economy, social relations, forms of expression and communication, values, or beliefs and practices	Meets expectations: Demonstrates adequate understanding of U.S. culture, including its diverse elements, and how this has shaped history, politics, economy, social relations, forms of expression and communication, values, or beliefs and practices	Exceeds expectations: Demonstrates sophisticated understanding of U.S. culture, including its diverse elements, and how this has shaped history, politics, economy, social relations, forms of expression and communication, values, or beliefs and practices
<b>Cultural imagination and empathy</b>	Unable to determine: Demonstrates little or no ability to imagine and empathize with the perspective of people from past eras or other cultures and to incorporate this understanding into the analysis.	Does not meet expectations: Demonstrates minimal ability to imagine and empathize with the perspective of people from past eras or other cultures and to incorporate this understanding into the analysis.	Progressing towards expectations: Demonstrates some ability to imagine and empathize with the perspective of people from past eras or other cultures and to incorporate this understanding into the analysis.	Meets expectations: Demonstrates sufficient ability to imagine and empathize with the perspective of people from past eras or other cultures and to incorporate this understanding into the analysis.	Exceeds expectations: Demonstrates impressive ability to imagine and empathize with the perspective of people from past eras or other cultures and to incorporate this understanding into the analysis.
<b>Existing Knowledge, Research, and/or Views</b>	Unable to determine: Demonstrates no connection to or recognition of known sources, views and content in the discipline.	Does not meet expectations: Presents information from irrelevant sources representing limited points of view/approaches and develops simple ideas in some parts of the work.	Progressing towards expectations: Presents information from relevant sources representing limited points of view/approaches and develops appropriate ideas through most of the work.	Meets expectations: Synthesizes in-depth information from appropriate and relevant sources representing various points of view & approaches and explores compelling ideas throughout the work.	Exceeds expectations: Synthesizes in-depth information from appropriate and relevant sources and compelling content, that represents various points of view & approaches to illustrate mastery of the subject.

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			<b>Progressing towards expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
<b>Learning Outcomes</b>	<b>Unable to determine</b>	<b>Does not meet expectations</b>	<b>Progressing towards expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
<b>Analysis</b>	Unable to determine: Demonstrates no understanding of approaches used in the discipline.	Does not meet expectations: Lists evidence/sources, but it is not organized and/or is unrelated to focus.	Progressing towards expectations: Organizes evidence/sources, but the organization is not effective in revealing important patterns, differences, or similarities.	Meets expectations: Organizes evidence/ sources to reveal important patterns, differences, or similarities related to focus.	Exceeds expectations: Organizes and synthesizes evidence/sources to reveal insightful patterns, differences, or similarities related to focus.
<b>Textual Comprehension</b>	Unable to determine: Demonstrates no understanding of appropriate vocabulary or ability to paraphrase or summarize information.	Does not meet expectations: Understands vocabulary appropriately to paraphrase or summarize the information communicated in the text.	Progressing towards expectations: Evaluates how textual features contribute to the author’s message; draws basic inferences about context and purpose of text.	Meets expectations: Uses the text, general background knowledge, and/or specific knowledge of the context to draw complex inferences about the author’s message and attitude.	Exceeds expectations: Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assignment or beyond the author’s explicit message.
<b>Reports information effectively and responsibly, and Making Informed Judgments</b>	Unable to determine: Does not communicate information from sources.	Does not meet expectations: Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context or incorrectly paraphrased, etc.), so the intended purpose is not achieved.	Progressing towards expectations: Communicates and organizes information from sources. The information is not yet applied, so the intended purpose is not fully achieved.	Meets expectations: Communicates, organizes, and applies information from sources. Intended purpose is achieved.	Exceeds expectations: Communicates, organizes, and applies information from sources to fully achieve a specific purpose, with clarity and depth.

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Learning Outcomes	Unable to determine	Does not meet expectations	Progressing towards expectations	Meets expectations	Exceeds expectations
<b>Writes in a variety of genres, contexts, and disciplines, &amp; identifies problems</b>	Unable to determine: Does not identify contexts related to a position or problem.	Does not meet expectations: Begins to identify some contexts when presenting a position or identifying a problem. Issue to be considered is stated without clarification or description.	Progressing towards expectations: Mentions relevant contexts when presenting a position or identifying a problem, but not enough to reflect a coherent understanding.	Meets expectations: Coherently and critically examines relevant contexts when presenting a position or identifying a problem.	Exceeds expectations: Thoroughly (systematically, methodically and critically) examines the relevance of contexts when presenting a position or identifying a problem.

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### Appendix B. General Education Student Survey

Students will authenticate using Central Login before accessing the questionnaire to allow any demographic/academic information to be requested from the Planning, Research, and Policy Analysis and then matched (ULID) with the responses.

The survey was administered by the UAS assistant director, Derek Meyers, in spring 2022. The survey was designed by D. Meyers with contributions from the associate provost for undergraduate education and an administrator-in-residence of the provost office. Results analyzed by D. Meyers.

#### *Survey Introduction*

The Council on General Education is interested in your perspectives on and experiences in Illinois State University's General Education program. The information you provide will be reviewed and considered as part of the General Education program assessment.

All information provided will remain confidential and only will be reported as group-level findings with no identifying information. The link you received is unique to you so that your responses can be matched with academic information gathered by the University (e.g., class level such as first-year, sophomore; major/plan of study) to aid in the interpretation of the findings.

Completing this questionnaire is voluntary. Your course instructors and other faculty/staff will not know whether you participate. Refusal to participate will neither affect your current standing with Illinois State University nor involve any penalty or loss of benefits. You may discontinue completing the questionnaire at any time without penalty or loss of benefits and skip questions you do not feel like answering.

For questions about this study, please contact Derek Meyers, Assistant Director of University Assessment Services, at [djherrm@ilstu.edu](mailto:djherrm@ilstu.edu) or (309) 438-7325.

Thank you for your participation!

#### *Attitudes and Opinions about General Education*

General Education provides students with a broad, common foundation of study upon which to build an undergraduate education.

The program develops skills of oral and written communication, logical and scientific reasoning, and quantitative analysis.

Courses in General Education explore ways of knowing in the various disciplines through examination of significant historical, social, cultural, and scientific issues.

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Please indicate the extent to which you agree with the following statements regarding the General Education program at Illinois State University.

*Scale: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree, no opinion/not applicable*

- General Education courses challenge students to think about how those courses are relevant to students' majors and/or future careers.
- The main purpose of General Education courses is to help students become more well-rounded individuals and responsible citizens.
- If General Education courses were not required by ISU, then I would probably still enroll in these courses.
- I would prefer to take additional courses related to my major instead of taking an equivalent number of General Education courses.
- General Education courses are easier than introductory-level courses for my major.

### *Contributions to Learning*

The General Education Program at Illinois State University is an integrated multidisciplinary set of courses that focuses on the development of communication and problem-solving skills and abilities, such as persuasion, listening, and argumentation; logical and quantitative thinking; and understanding varying perspectives on issues. These skills and abilities provide an essential grounding for work in the student's major as well as transferable skills that will be applied in a future career.

Please indicate the extent to which the General Education program at Illinois State University has contributed to your learning, growth, and development in:

*Scale: not at all contributed, slightly contributed, somewhat contributed, very much contributed, completely contributed, no opinion / not applicable*

- Using theories and concepts to understand technologies, diverse cultures, and the physical and natural world.
- Explaining how the humanities, fine arts, natural and social sciences, and technology contribute to the quality of life for individuals and communities.
- Experiencing and reflecting on global issues.
- Making informed judgments.
- Analyzing data to examine research questions and test hypotheses.
- Reporting information effectively and responsibly.
- Writing in a variety of genres, contexts, and disciplines.
- Delivering purposeful presentations that inform attitudes or behaviors.
- Participating in activities that are both individually life-enriching and socially beneficial to a diverse community.
- Interacting competently in a variety of cultural contexts.
- Making ethical decisions.
- Thinking reflectively.
- Identifying and solving problems.
- Transferring learning from one area to novel situations.
- Working effectively in teams.



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### *Open Ended Questions*

- What do you believe are strengths of Illinois State University's General Education program?
- What do you believe are areas for improvement within Illinois State University's General Education program? Please provide any additional comments regarding Illinois State University's General Education program:

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### Appendix C. NSSE Item Mapping

Knowledge of diverse human cultures and the physical and natural world	NSSE Items
a. use theories and principal concepts, both contemporary and enduring, to understand technologies, diverse cultures, and the physical and natural world	4b. During the current school year, how much has your coursework emphasized applying facts, theories, or methods to practical problems or new situations
b. explain how the combination of the humanities, fine arts, natural and social sciences, and technology contribute to the quality of life for individuals and communities	2a. During the current school year, about how often have you combined ideas from different courses when completing assignments
c. experience and reflect on global issues	2b. During the current school year, about how often have you connected your learning to societal problems or issues

Intellectual and practical skills	NSSE Items
a. make informed judgments	18c. How much has your experience at this institution contributed to your knowledge, skills, and personal development in thinking critically and analytically
b. analyze data to examine research questions and test hypotheses	4c. During the current school year, how much has your coursework emphasized analyzing an idea, experience, or line of reasoning in depth by examining its parts  6a. During the current school year, about how often have you reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)  6b. During the current school year, about how often have you used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)  6c. During the current school year, about how often have you evaluated what others have concluded from numerical information  18d. How much has your experience at this institution contributed to your knowledge, skills, and personal development in analyzing numerical and statistical information
c. report information effectively and responsibly	4d. During the current school year, how much has your coursework emphasized evaluating a point of view, decision or information source
d. write in a variety of genres, contexts, and disciplines	18a. How much has your experience at this institution contributed to your knowledge, skills, and personal development in writing clearly and effectively
e. deliver purposeful presentations that inform attitudes or behaviors	1f. During the current school year, about how often have you given a course presentation

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Personal and social responsibility	NSSE Items
a. participate in activities that are both individually life enriching and socially beneficial to a diverse community	2c. During the current school year, about how often have you included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
b. interact competently in a variety of cultural contexts	2c. During the current school year, about how often have you included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments  2e. During the current school year, about how often have you tried to better understand someone else's views by imagining how an issue looks from their perspective  18h. How much has your experience at this institution contributed to your knowledge, skills, and personal development in understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
c. demonstrate ethical decision making	18g. How much has your experience at this institution contributed to your knowledge, skills, and personal development in developing or clarifying a personal code of values and ethics
d. demonstrate the ability to think reflectively	2d. During the current school year, about how often have you included examined the strengths and weaknesses of your own views on a topic or issue

Integrative and applied learning	NSSE Items
a. identify and solve problems	18i. How much has your experience at this institution contributed to your knowledge, skills, and personal development in solving complex real-world problems
b. transfer learning to novel situations	2f. During the current school year, about how often have you learned something that changed the way you understand an issue or concept  4b. During the current school year, how much has your coursework emphasized applying facts, theories, or methods to practical problems or new situations  4e. During the current school year, how much has your coursework emphasized forming a new idea or understanding from various pieces of information
c. work effectively in teams	18f. How much has your experience at this institution contributed to your knowledge, skills, and personal development in working effectively with others