

## **General Education Assessment Report 2016-17**

### **Summary**

#### **Introduction**

Fundamental to curriculum design, implementation, and assessment at Pacific Lutheran University is faculty ownership—that is, these tasks of the curriculum remain at the level of department and program. While the Integrative Learning Objectives are overarching, specific outcomes are determined at the unit level.

While a “new” General Education curriculum was approved in 2008 and began implementation in Fall 2009, the level of ownership has remained at the department level—making an overall assessment of learning outcome to be difficult. Over 1100 courses are currently listed as carrying at least one General Education attribute, reflecting a curricular model based on infinite choice, and the possibility of completing these requirements in a uniquely individualized manner.

#### **General Conclusions**

- Survey data reports that while students are not initially familiar with the Integrative Learning Objectives, when introduced there is immediate acknowledgement of both their importance and their presence in their coursework. Faculty do represent and exemplify these skills, abilities and values throughout their course design and classroom pedagogies. Activities that scaffold the development of critical reading, writing and thinking via interactive discussion, project development and presentation are reflected through the primary examples students provide.
- In Fall 2016, an online course evaluation system was implemented. With this electronic medium, it was now possible to consistently ask students at the end of a General Education course, if particular outcomes have been met. A pilot survey was implemented, and the Social Sciences Division has provided a summary of that data based on all SO courses offered during this semester. Beginning Fall 2017, one ILO will be surveyed each year to all General Education courses to provide baseline data on ILO outcomes.
- General Education courses provide students with introductory experiences as Knowledge Base, while providing scaffolding experiences in expression, critical and reflective thinking, and working with others. Many courses also introduce students to concepts and abilities for Valuing and Multiple Frameworks. The Exemplary Course provides evidence.

For the 2016-17 academic year, the General Education Council collected data in the following ways:

1. General Education Exemplar Courses. The council asked each department with ownership of a particular GenEd element to provide a course that exemplifies successful student learning of the element outcomes.
2. Capstone Experiences. Each department was asked to submit syllabi, rubrics, and other supporting documents for their capstone experiences.
3. General Education Student Experience Survey. A survey of students was performed in the Spring.
4. General Education Student Experience Focus Groups. Focus groups of general students, IHON students, and Cornerstones Pilot students were conducted.
5. General Education outcomes. Departments with particular elements were asked to provide any assessment of student learning data.

A summary of the data findings is included below; full reports of each data point are attached as appendices.

#### *Exemplar Courses*

The exemplar course review provides a way for departments offering General Education element courses to describe specific learning objectives and evidence of student learning. Learning objectives are clearly stated, though in many cases there are multiple layers of objectives as courses meet multiple requirements (General Education, Perspectives on Diversity, major requirements). Evidence of student learning is also provided, though, again, because there are multiple layers of learning objectives, it is often difficult to determine learning to a specific requirement—though, clearly, students are learning.

This exercise continues to point out that the complexity of the current model of General Education makes it impossible to assess for the purposes of General Education. As the Ad Hoc Committee for General Education Revision continues to gather evidence for change, the ability to assess student learning for particular and specific General Education learning outcomes is a priority.

### *Capstone Experiences*

The capstone requirement is a distinctive element of a PLU education. Faculty have continued to design and develop robust experiences, as evidenced in comparing the 2011 capstone summary to the current (2017) summary.

Many departments and programs have developed their assessment agendas around student success in the capstone, often determining curricular revisions based on gaps in the student experience. Program success and integrity are primarily gauged by the caliber of work demonstrated by students at the capstone benchmark.

Departments and programs have continued to develop rubrics through which to determine student success, and to use these rubrics to define particular expectations throughout specific curricular elements. Faculty mentorship is critical to this design.

The Office of the Provost continues to promote undergraduate student-faculty research, particularly uplifting the opportunities provided via the capstone requirement.

The following questions emerge from the 2017 report:

- Integration of learning outcomes: How can the capstone experience help reflect transfer and application of general education learning objectives to the major?
  - How do the Integrative Learning Objectives fit into the capstone experience?
- Realistic understanding of resources: What resources are needed to best mentor students in this capstone experience?
- Scaffolding for successful capstone experiences: What skills need to be built into the curriculum of individual capstones so students are ready, and can complete the experience successfully (retention/persistence/graduation)? How can this be accomplished in ways that are consistent across programs and departments?

Given that a revision of General Education is imminent, the role of the capstone experience will remain within the conversation. Currently, this requirement is a component of both the General Education experience and the major—again, adding a layer of complexity around the role the experience takes within a student's learning.

### *Perception Survey of Student Experience*

The survey completed in Spring 2017, students generally:

- Agree that their General Education courses supported their development toward the Integrative Learning Objectives (60% somewhat agree or higher).
- State that Critical and Reflective Thinking are the “most important” ILO, that is, it is the ILO commonly integrated into their classroom learning.
- State that General Education courses do not have a significant impact on students' choice of major (only 14% agreed or strongly agreed with this statement).
- Perceive that General Education has significant value when students consider preparation for careers in careers or graduate school (62% somewhat or higher agree).

- Agree that they viewed their general education requirement favorably when they started PLU, remaining about the same when reporting they “view my General Education requirement favorably now”.

Students can provide many examples of positive learning experiences in their General Education courses; as one might imagine, they can also describe learning experience called General Education that were not positive learning experiences (often in multiple ways). As has been mentioned in previous surveys, interviews, and focus groups over the past years, students reveal a lack of narrative that helps them to understand the purposes of General Education; there is not a consistent use of the language of the Integrative Learning Objectives across divisions and schools, nor is there a consistent grounding in the purposes of these course categories. As well, students are rarely asked, in a comprehensive and consistent manner, to reflect on their learning in General Education courses, and how this learning can transfer into their major, their career, and their life goals. When they are asked, they often find important connections, and can see how the Integrative Learning Objectives are relatively consistent across their courses via the pedagogical and disciplinary experiences presented to them.

Generally speaking, 60% of PLU students surveyed somewhat or higher agree that their General Education experience was positive on a variety of levels. What about the other 40% of the students? This clearly is not a satisfactory response, reflecting the lack of a common understanding, a clear narrative, and specific course designations. It remains for many students that General Education courses represent a checklist of requirements to be fulfilled “just because”, often discussed as “getting out of the way”. These students often perceive these courses as preventing them from focusing on why they have chosen to attend PLU, to achieve a particular degree and career goal.

The Ad Hoc Committee on General Education Revision continues to take these data into consideration.

*Student Experience Focus Groups: General, IHON, Cornerstones*

Small focus groups representing the general population (seniors), IHON, and the pilot Cornerstones Program (funded by a Mellon grant) were held in Spring 2017. Students provided information specific to their program; IHON and Cornerstones students specifically highlighted the importance of the cohort model as supporting their learning. These two groups also commented on the explicit structure of their particular programs, in contrast to the general program. Those seniors in the general program did remark on the flexibility provided through a wide range of choice.

*FYEP*

FYEP 101 and 190 student scores remained in the same ranges, 2.5-3.0 on the rubric, indicating that students maintain the “achieving” level of the particular learning objectives. This meets the expectation for first-year students.

*IHON*

This year, the IHON program assessed ILO #1: Critical and Reflective Thinking. Responses from students indicate this goal is well-represented and developed throughout the IHON program.

*General Education Assessment Plan for 2017-18*

Over the next three years, it is anticipated that a revision of the current General Education curriculum will be designed and implemented by Fall 2020. Over these next three years, General Education assessment will rely on student feedback on how one ILO per year through the online course evaluations.

2016-17: Pilot data from Social Sciences on ILO #1.

2017-18: ILO #2

EvaluationKit course evaluation question included for every course with a General Education element designation during Fall 2017, J-term 2018, Spring 2018.

2018-19: ILO #3

EvaluationKit course evaluation question included for every course with a General Education element designation during Fall 2017, J-term 2018, Spring 2018.

2019-20: ILO #4, 5

EvaluationKit course evaluation question included for every course with a General Education element designation during Fall 2017, J-term 2018, Spring 2018.

*FYEP*

- 101 Common Assignment review: Assess outcomes 1 and 2.
- 190 Common Assignment review: Assess all learning outcomes.
- 190 Syllabus Evaluation/Norming: Solicit 190 syllabi from every section. Design a rubric and check for coherence.
- Linked community assessments: Coordinate with Residential Life staff.

*IHON*

Review of final projects/papers for all 200-level courses, assessing IHON learning objectives and ILO #4: Multiple Frameworks.

# PLU General Education

## Exemplar Courses

2016-17 Academic Year

General Education Element	Department/Course	General Education Outcomes Focused Outcomes for Assessment	ILO alignment	Assignments as Evidence of Student Learning	Next Steps
HUMANITIES					
LT	ENGL 217: Special Topics in Literature	<p>1. Students will practice close reading by recognizing important passages, understanding variation in form and genre, raising insightful questions, identifying and appreciating complexity and ambiguity, and comprehending the literal and figurative uses of language.</p> <p>2. Students will develop written, oral, and collaborative skills through intensive writing and revision.</p>	Critical Thinking	<p>Essays</p> <p>Writing Workshops</p> <p>Course Discussion</p> <p>Essays</p> <p>Discussion Group and individual Projects and presentations</p>	<p>Continue to develop low-stakes assessments as learning scaffolds</p> <p>Consider limiting the range of paper topic options to provide a better balance between good writing and careful analysis</p> <p>Consider asking students to experiment with literary forms they are expected to close read.</p>

LT	Languages & Literatures No example submitted				
WR	ENGL 227				
PH	PHIL 125: Ethics and the Good Life	1. Values and beliefs: Tolerance and autonomy—students will respect the considered moral opinion of others and show independence in decision making and in shaping their own values.	Valuing Multiple Frameworks	Fall 2017 review of a signature assignment	Response to course evaluations: Framing questions for whole class discussion that would provide informal, low-stakes evidence for the stated outcome.
REL (check full report)	RELI 390 RELI 2XX				
NATURAL SCIENCES					
NS	BIO 225, 226	1. Communicate clearly and effectively in both oral and written forms. 2. Adapt messages to various audiences using appropriate media, conventions or styles	Expression	Writing samples from Biology (225, 226, 330, 499) Assess ability to use evidence,	Current focus on rubric development, with individual faculty working the “bugs” out. Next step is to implement with student samples

			consider alternative hypotheses, and communicate findings of their work in written form via a rubric.	across courses.
	Computer Science	N/A		
	Geoscience	N/A		
		1.		
	PHYS 110, 125/126, 153/154	<p>1. Explain the principles of designing experiments or observational strategies and, when feasible, carry out such experiments or observations.</p> <p>2. Recognize and describe how analyses are done in order to show that experimental data or observations support hypotheses, or alternatively, lead to revisions.</p> <p>3. Demonstrate technical, safety, and communication skills at</p>	<p>Knowledge Base</p> <p>Student work submitted through online homework system</p> <p>Student answers to pre-lab and post-lab questions</p>	<p>85-100% in all learning outcomes</p> <p>Lab reports reviewed by lab instructors</p> <p>Review of results provide opportunities to adjust curriculum, moving challenging questions to post lab, or into a different learning context</p>



		a level of sophistication appropriate for the course.			
MATHEMATICS					
MS	MATH 151	2. Communication: ability to read, write, and speak about mathematics 3. Application: ability to translate real world problems into mathematical problems and vice versa) Critical Thinking and Logic	Expression	Gateway quiz into MATH 152	Survey of faculty on expected outcomes based on knowledge of student development Quiz results and faculty perception were close for application and critical thinking. Communication became the area to study for the next academic year.
SOCIAL SCIENCES					
SO	ANTH 190/192/491	1. Ask "big enough" questions 2. Think critically 3. Discern and formulate values 4. Express themselves effectively and creatively 5. Interact with others respectfully	Critical Reflection Valuing Expression Interaction with others	Journal End of semester reflection paper Midterm exam	Transition year for the course in 2018 to a new faculty member, More to bring the faculty member into understanding the course

		<p>6. Understand the world from various perspectives</p> <p>7. Understand the concepts, theories, and methods of anthropology</p>	<p>Multiple Perspectives Knowledge Base</p>		
ECON 101, 111	<p>1. Understand economic concepts including opportunity cost, scarcity, constraints, markets, comparative advantage</p> <p>2. Understand basic economic institutions of a modern society</p> <p>3. Have basic awareness of economic measures</p> <p>4. Have the ability to manipulate and interpret graphical models</p> <p>5. Have the ability to interpret changes in economics measures</p> <p>6. Have the ability to apply appropriate economic models to specific scenarios</p> <p>7. Have the ability to predict responses to changes in economic</p>	<p>Knowledge Base</p> <p>Critical and Reflective Thinking</p>	<p>Homework</p> <p>Quizzes</p> <p>Tests</p>	<p>Faculty felt the majority of students met the learning objectives</p>	

		circumstances.			
	HIST (multiple courses)	Historical methodology centers on the examination and analysis of primary sources, as developed over multiple writing assignments.	Expression Critical Reflection	Questions on Course Evaluation: 1. This course challenged me to improve my writing 2. This course	Spring 2017 results: 1. 92% agree/strongly agree 2. 90% agree/strongly agree 3. 92% agree/strongly agree

				focused on the importance to understand the distinction between primary and secondary sources in the field of history 3. This course made an important contribution to my growth as a critical thinker.	Continue to gather data to verify findings, compare to individual course assignment completion.
	POLS				
	PSYC				
	SOCI 101/190	<ol style="list-style-type: none"> <li>1. Understand sociological perspective</li> <li>2. Know and use sociological concepts</li> <li>3. Know three major sociological perspectives (functionalism, conflict, symbolic interaction)</li> <li>4. Know research methods basics</li> <li>5. See sociology in practice (journal articles,</li> </ol>	Knowledge Base	Tests Quizzes In-class participation	Course evaluation responses to IL O #1 Critical and Reflective Thinking Average response 4.24="agree" that SOCI 101 supported their development toward mastery of critical and reflective thinking. Identified these

		newspaper articles, research projects) 6. Begin learning to write sociologically 7. Participate in oral discussions and/or presentations 8. Be able to think critically 9. Develop an appreciation for the impact of race, class and gender and other hierarchies upon social life 10. Become acquainted with the ASA style conventions for writing and research	Expression Working with others Valuing Multiple Frameworks		themes of support: Applied/experimental learning opportunities Writing assignments Faculty will work to further develop this type of assignment to support critical thinking.
ARTS					
AR	ART 180	1. Provide students with a foundation for relating to visual analysis, historical and contemporary cultural inquiry, and exploration of the creative process. -a general knowledge of the major monuments, artists, and movements of the European and North American	Knowledge Base Expression Critical and Reflective Thinking Valuing Multiple		Course Evaluation IL O #1 Critical and Reflective Thinking Faculty analysis demonstrated the need to communicate General Education outcomes and designation on the syllabus, as well as clear delineation in

		<p>tradition, from the ancient world to the present</p> <p>-an awareness of the development of art in cultures outside of Europe and North America</p> <p>-familiarity with world history, and encourage proficiency in theory, analysis, and critical methods</p> <p>-prepare students for a better understanding of the arts, creative communities, and the role they can play on cultural enterprises</p>	Frameworks		class.
	COMA 120				
	MUSI 120				



## **CAPSTONES AT PLU: A REVIEW 2016-17**

### **Executive Summary January 2018**

#### *Introduction/Rationale*

The capstone experience at PLU is one aspect of General Education that falls within the purview of the General Education Council's annual review process. In our current models, the capstone serves dual roles as the culminating experience for both the General Education experience and that of the major.

During the 2010-11 academic year, the General Education Council gathered information on the design and assessment of capstone experiences. The summary document from May 2011 is attached as Appendix A to this report. Appendix B provides a brief summary of the materials submitted by each department/program in their Annual Assessment Report in July 2017.

This Executive Summary provides a documentation of any significant changes during the past six years.

#### *Building on the 2011 Summary*

The definition and purpose of the capstone experience remains as documented in 2011. The types of experiences, models presented, and common options are also consistent with the evidence provided by units in 2017. Those strategies recommended as "keys" to a successful capstone experience continued to emerge in the 2017 reports. In particular, it is clear that many department and programs have continued to develop a culture of expectation focused on the capstone experience, inviting majors to attend the capstone presentations of senior students. Overall, faculty are engaged as crucial audience members in student capstone presentations and provide important feedback and support across the capstone experience as mentors. The structural considerations listed remain the same; however, more departments and programs have chosen a two-semester sequence, particularly when there is not a pre-requisite methods experience within the set curriculum. In some cases, the capstone credit requirement is limited to 2-credits, based on curricular requirements.

#### *Developing Trends from the 2017 Reports*

- Clear learning objectives for the capstone experience are listed in syllabi, and are clearly linked to the overall learning outcomes for the major.
- Most units have developed rubrics for the evaluation and assessment of capstone products. These rubrics are reviewed in light of student success, and consistently redesigned to best support and communicate student expectations for the capstone experience.
- Clear documentation of the relationship of the design of the capstone product to professional expectations (e.g., from professional organization standards).



- Departments and programs continue to seek ways to create meaningful and purposeful experiences for students.
- Departments and programs continue to seek ways to provide scaffolded experiences across their curricula to support student learning and success at the capstone level. For example:
  - Many majors require a 300-level methods course prior to the capstone.
  - Some majors weave particular experiences throughout their upper division courses, particularly with in-depth writing experiences.
- Many capstone experiences are designed to incorporate significant peer review and response to support student success.
  - Some capstone experiences are team-based projects.
- Resources: while all capstone courses are now accounted for “in load”, the definition of workload needed for adequate mentoring of students varies widely across departments and programs. This is particularly the case in those programs on the ends of the size continuum, e.g, quite small (Chinese Studies, Philosophy, Religion) or quite large (e.g., Biology, Business).
  - Many departments and programs require faculty to “mentor” students during their capstone semester, often considered as part of their service to the department/program.

#### *Initiatives to Support Capstone Work at PLU*

Immediately following the 2011 report and recommendations:

- Capstone workshops were provided for faculty, including the opportunity to share processes, rubrics, and other strategies.
- Resources on the Faculty Development website were provided.
- The Communication Department provided presentation guidelines and support documents.
- The Associate Provost for Undergraduate Programs, on behalf of the Council, began to collect and post the capstone presentation schedules for each department/program/school/division and posted them to the Office of the Provost website.

Current initiatives include:

- The development of a Capstone website, accessible from the Office of the Provost website.
  - Includes capstone titles and abstracts as available.
  - Provides the capstone schedules, either by Division/School, or individual programs/departments.
- Ongoing conversations regarding the overlap between student-faculty research opportunities and how these can align with the annual research symposium.

Responding to the 2011 recommendations:

- The role of the Integrative Learning Objectives is still unclear. The emerging consensus would suggest that we have too many layers of learning objectives, making for a complicated narrative.
- Can the AAC&U high impact practices be present in the capstone experience?

*Emerging Questions from the 2017 Report*

- Integration of learning outcomes: How can the capstone experience help reflect transfer and application of general education learning objectives to the major?
  - How do the Integrative Learning Objectives fit into the capstone experience?
- Realistic understanding of resources: What resources are needed to best mentor students in this capstone experience?
- Scaffolding for successful capstone experiences: What skills need to be built into the curriculum of individual capstones so students are ready, and can complete the experience successfully (retention/persistence/graduation)? How can this be accomplished in ways that are consistent across programs and departments?

General Education Student Perception Survey  
Spring 2017

Executive Summary  
DRAFT  
January 2018

The General Education Council provided an extensive survey response option to all students during the Spring 2017 semester.

290 responses were included for analysis. The largest group represented were fourth year (senior) students (41%).

At least 60% of all students "somewhat agree" or higher that their General Education courses supported their development toward the Integrative Learning Objectives.

Critical and Reflective Thinking ranks as the "most important" ILO.

It does not appear that General Education courses have had a significant impact on students' choice of major: only 14.10% agreed or strongly agreed with this statement. However, 20% of students did report that they agreed or strongly agreed with the statement that theory general education classes helped them choose a minor.

Student perception of General Education appears to have significant value when students consider preparation for careers or graduate school. 62.18% reported they at least somewhat agreed that General Education courses have provided them with opportunities to develop skills they will need after college.

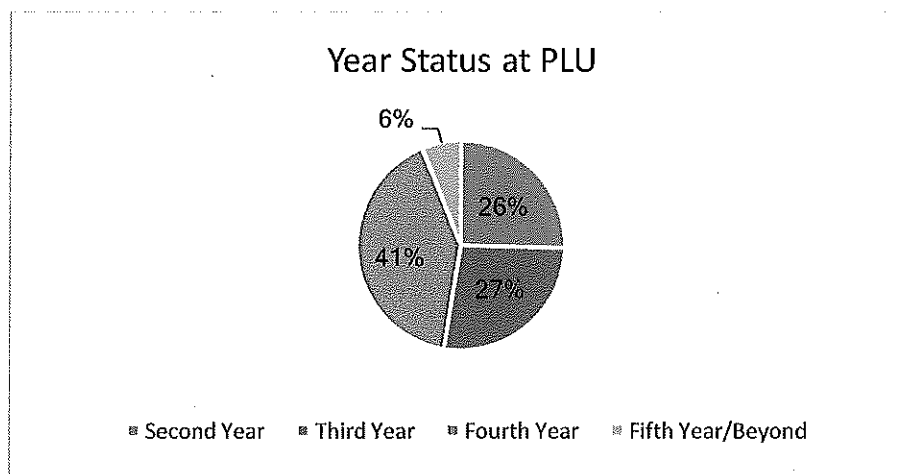
58.68% of students reported that they at least "somewhat agreed" that they viewed their general education requirement favorably when they started at PLU, and there was almost no change in the 58.08% who reported that they at least "somewhat agreed" that they "view my PLU General Education requirement favorably now". However, within that population, 15.57% grew to better value their General Education experience over 8.38% at the start of their time at PLU.

## Quantitative summary **DRAFT**

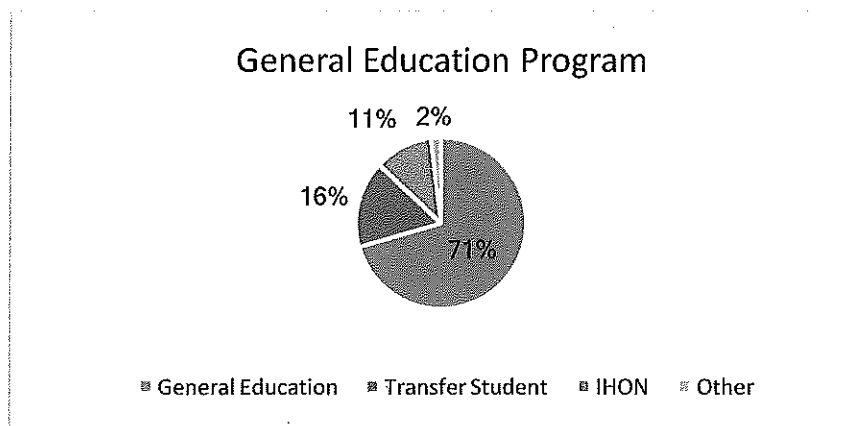
### 1. Summary participation data

It total, 290 responses were substantially completed and included for analysis. First, a brief analysis of responses by question is provided, followed by a closer look at responses by question and by student characteristics.

All students reported their years at PLU, with the largest group (41%) identifying as fourth year or senior status.

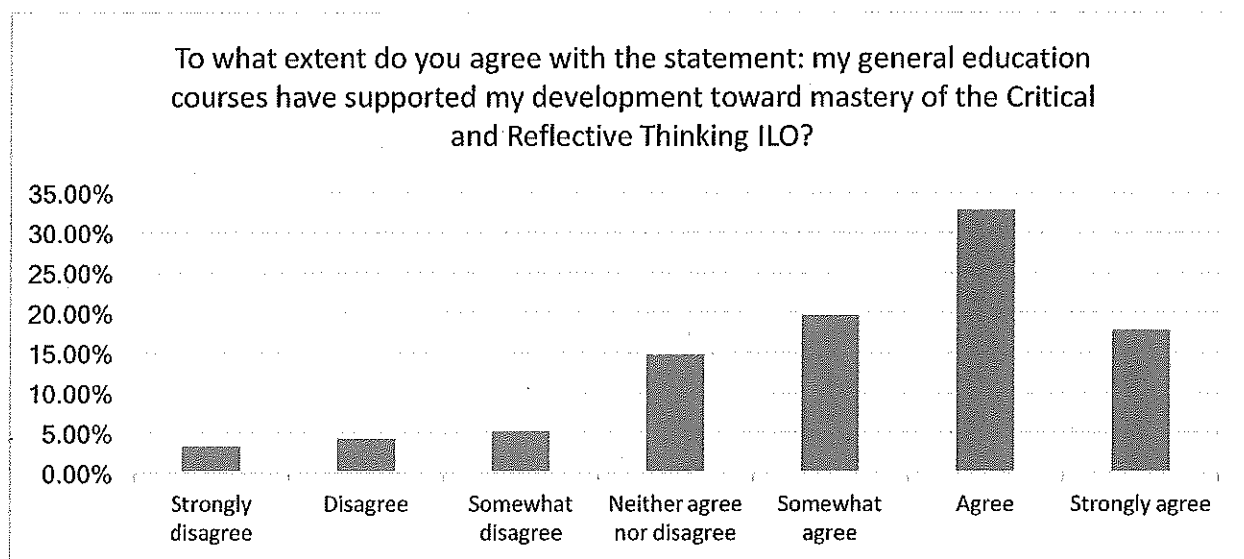


The majority of students were participating in general education, with 16% reflecting that their general education program at PLU was limited because of their status as a transfer student, and 11% identifying as IHON students.



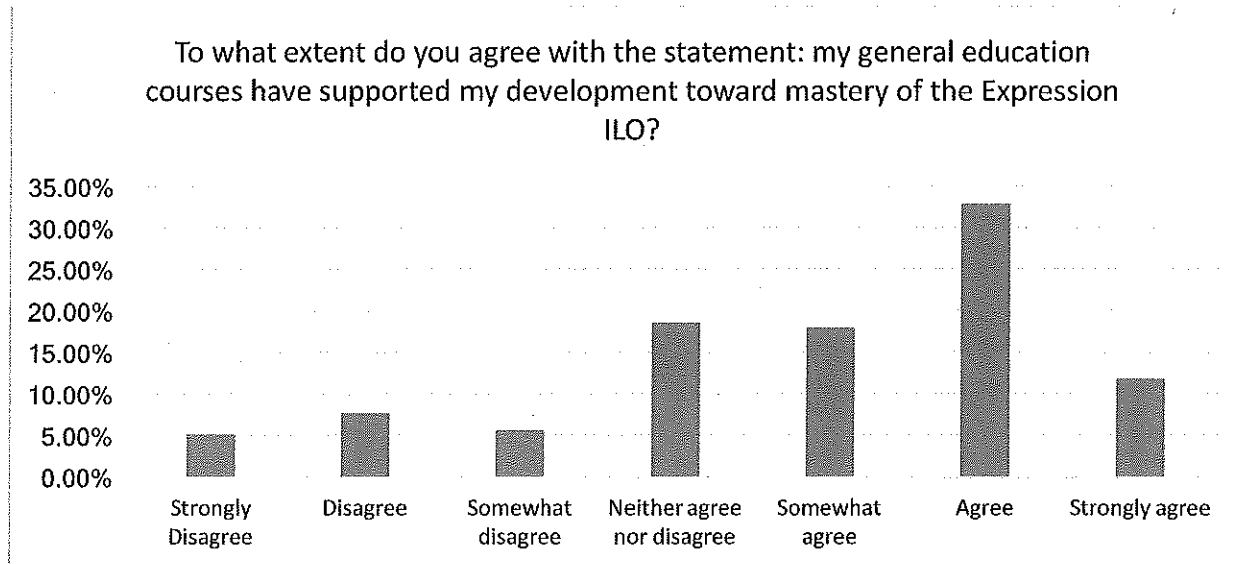
## 2. Responses by ILO

*Question: To what extent do you agree with the statement: my general education courses have supported my development toward mastery of the critical and reflective thinking ILO?*



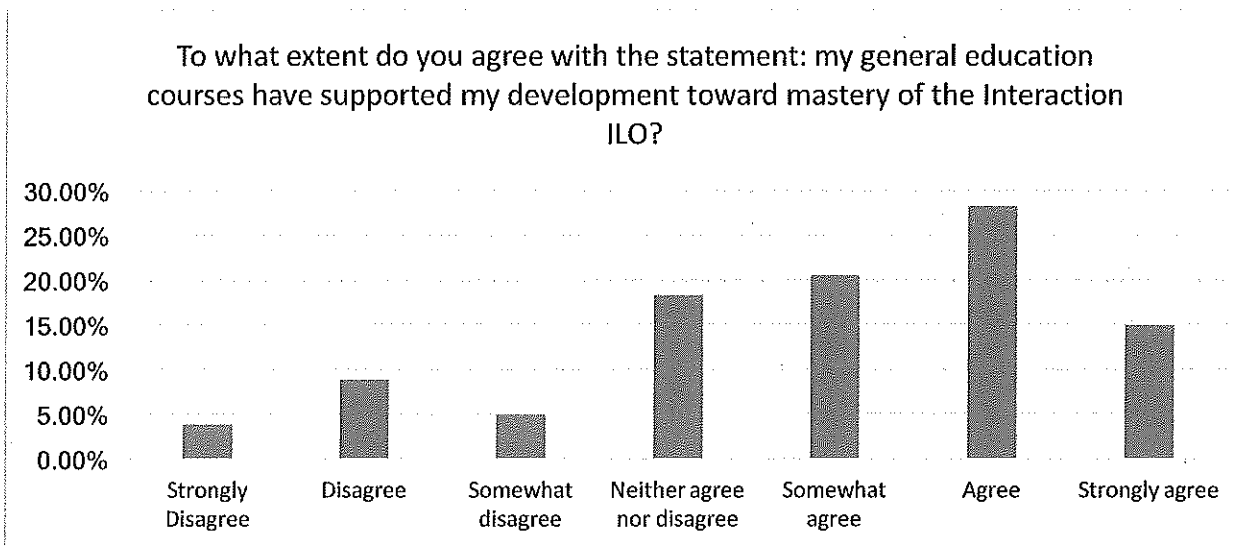
- 71.36% of respondents indicated that they at least 'somewhat agreed' with the statement.
- Within these responses, Religion, IHON, Writing/FYEP classes, Philosophy, Anthropology and Sociology were the courses most identified (in order of frequency cited) as supporting development toward this ILO.

*Question: To what extent do you agree with the statement: my general education courses have supported my development toward mastery of the Expression ILO?*



- 62.89% of respondents indicated that they at least 'somewhat agreed' with the statement.
- Within these responses, Writing/FYEP classes, English and Literature, Religion, IHON, and Philosophy, were the courses most identified as supporting development toward this ILO.

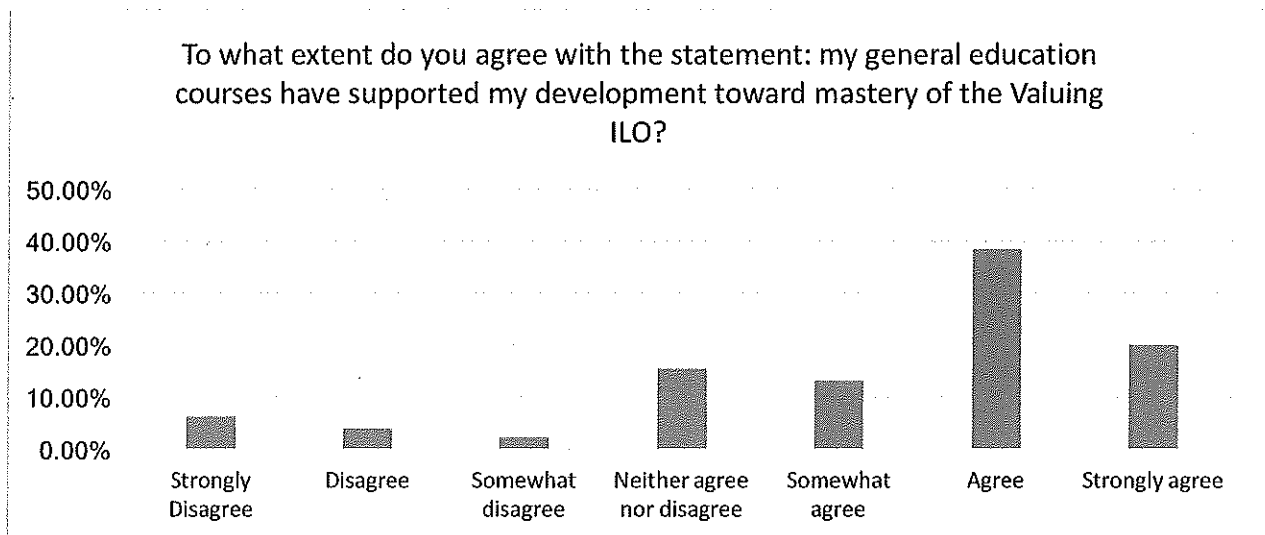
*Question: To what extent do you agree with the statement: my general education courses have supported my development toward mastery of the Interaction ILO?*



- 63.89% of respondents indicated that they at least 'somewhat agreed' with the statement.

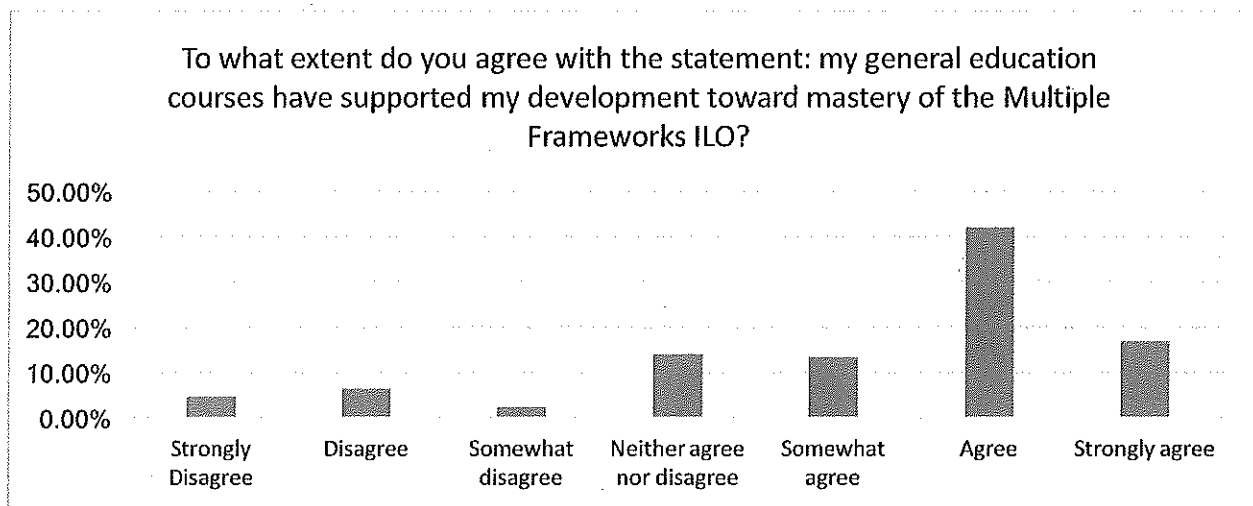
- Within these responses, IHON, Religion, Philosophy, Writing/FYEP classes, and Sociology were the courses most identified as supporting development toward this ILO.

*Question: To what extent do you agree with the statement: my general education courses have supported my development toward mastery of the Valuing ILO?*



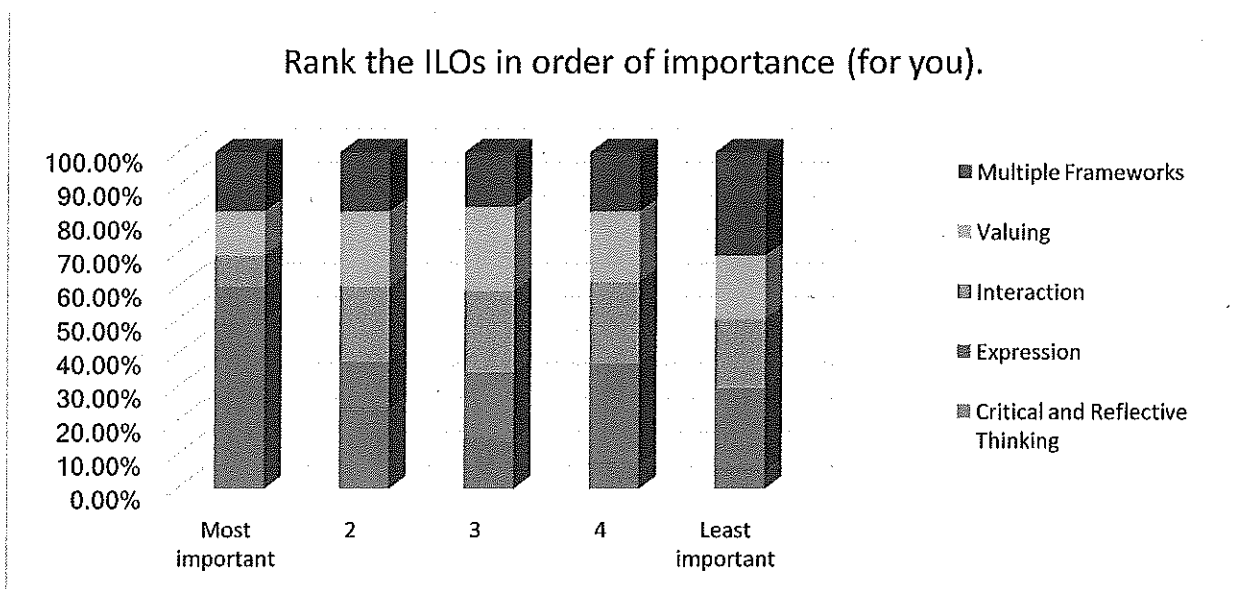
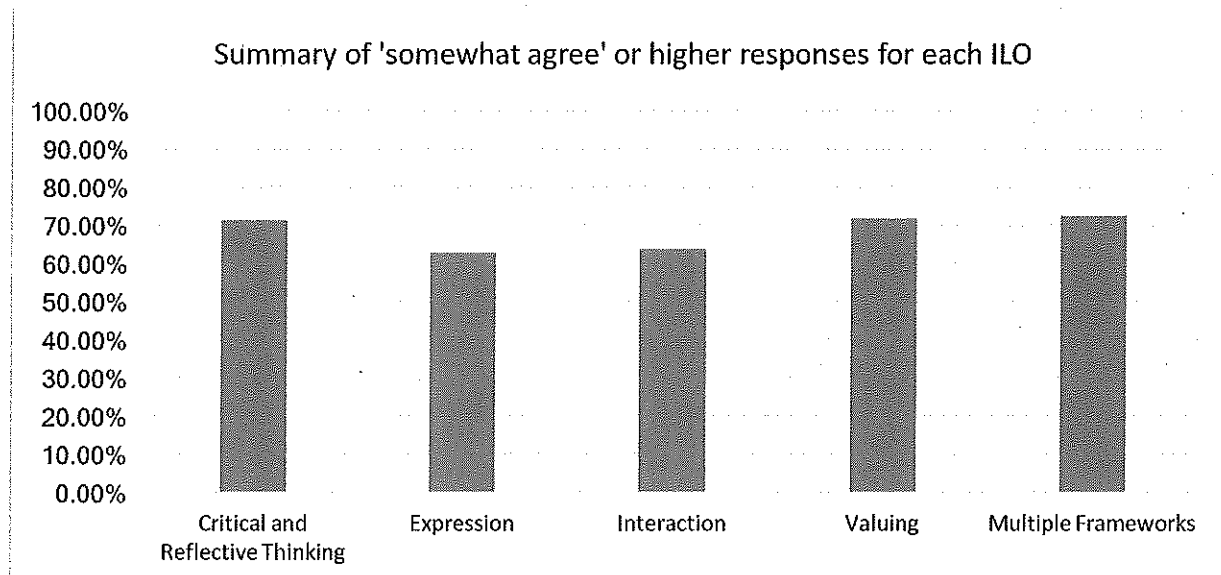
- 71.84% of respondents indicated that they at least 'somewhat agreed' with the statement.
- Within these responses, Religion, Philosophy, IHON, Anthology and Sociology were the courses most identified as supporting development toward this ILO.

*Question: To what extent do you agree with the statement: my general education courses have supported my development toward mastery of the Multiple Frameworks ILO?*



- 72.52% of respondents indicated that they at least 'somewhat agreed' with the statement.
- Within these responses, Religion, Anthropology, IHON, Philosophy, and Sociology were the courses most identified as supporting development toward this ILO.

## Summary of ILO data

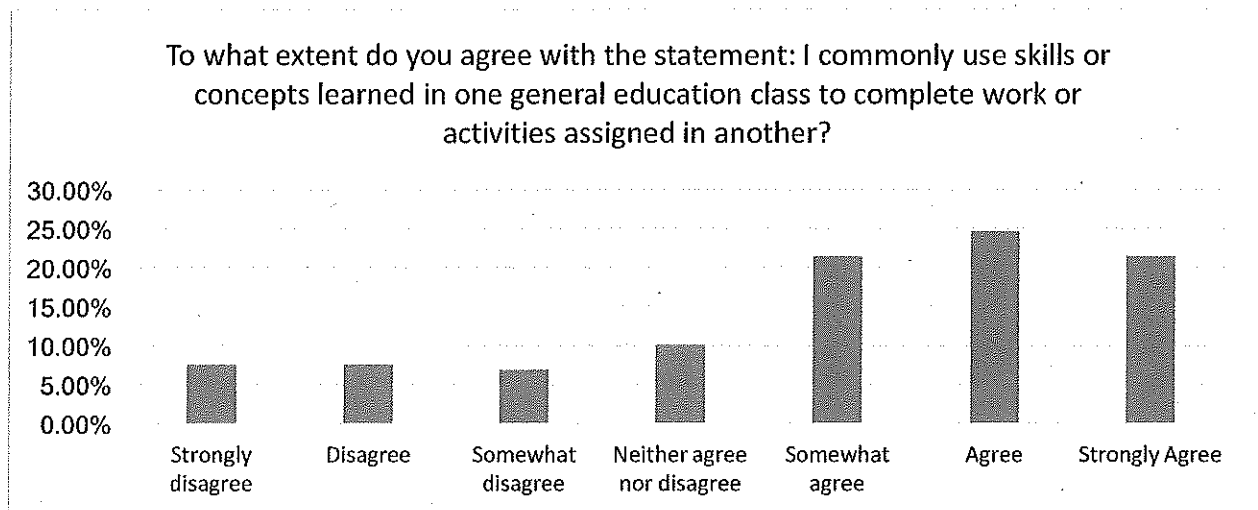


- Students significantly recognize 'Critical and Reflective Thinking' as the most important ILO. This may reflect a greater familiarity with the concept of the ILO compared to the others (given its prevalence in Community College and High School programs), and therefore the application of those skills is easier for students to recognize.
- Students did not generally value the 'Expression' ILO. Review qualitative responses for indicators as to why this might be...

Question – which students struggle with 'multiple frameworks'? Is it a division specific response? Could it reflect an unclear relationship between the title and the LOs?

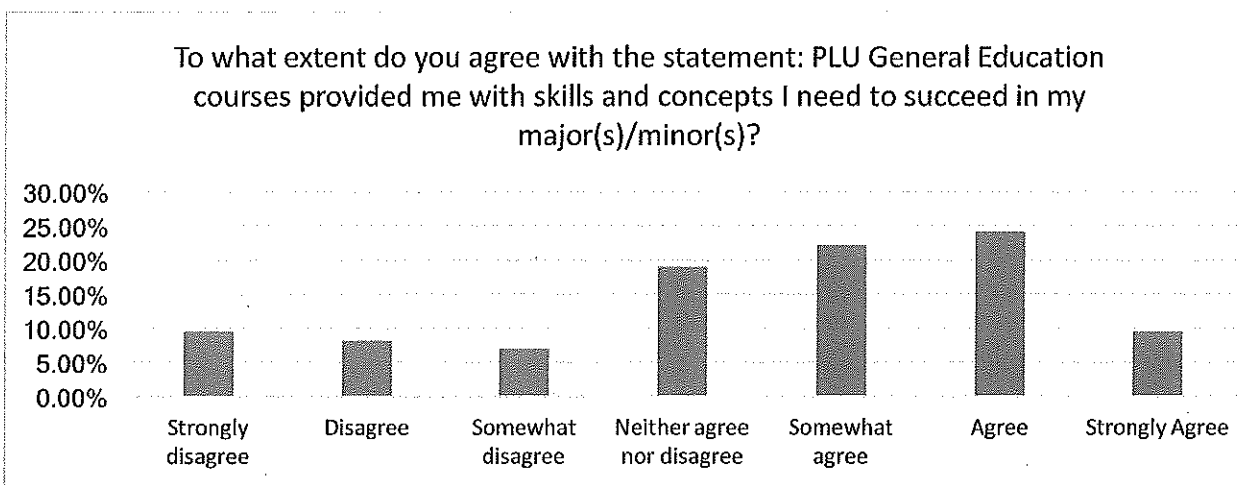


### 3. Overall perceptions



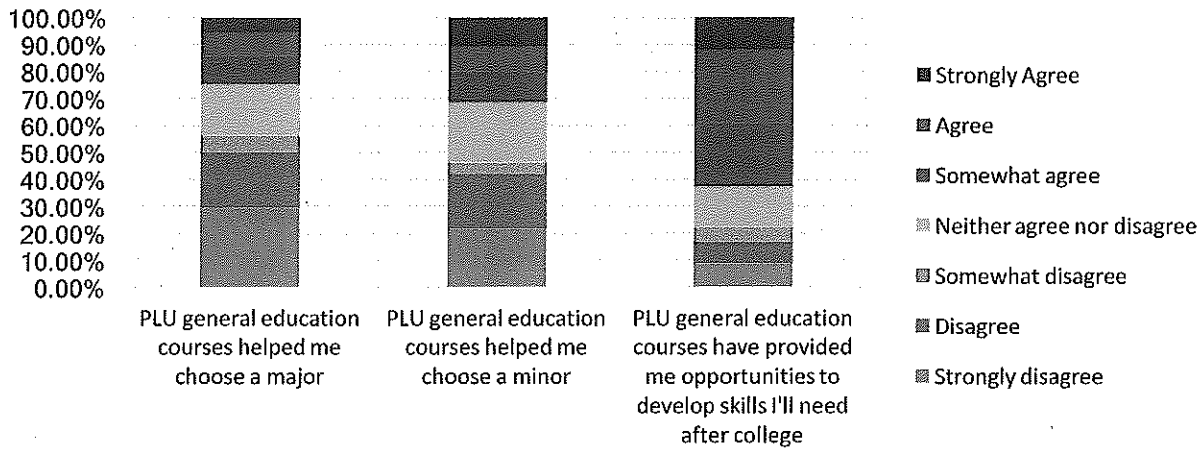
67.72% of respondents indicated that they at least 'somewhat agreed' with the statement. A significant return (46.20%) in agree and strongly agree suggest that students do see a connection across courses within the general education program.

Question: is this response higher from Natural Science students who may see a greater distinction between the assessments and pedagogy of their major classes and the classes they typically take as gen eds?



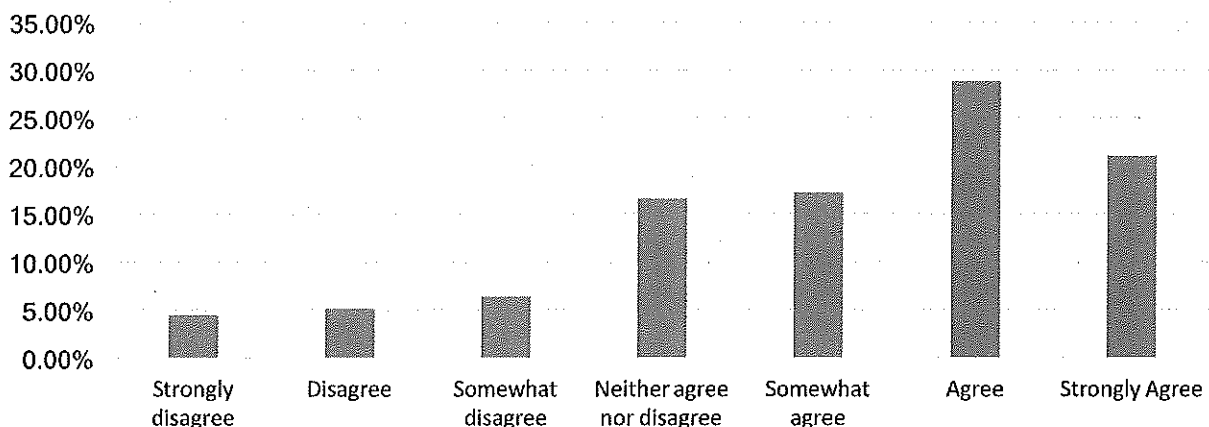
- 56.04% of respondents indicated that they at least 'somewhat agreed' with the statement. This is a lower rate than these students have reported for other questions, suggesting that students are not frequently seeing a relevance between their general education classes and the application of those skills or knowledge in their Major or Minor subject areas.

To what extent do you agree with the following statements?



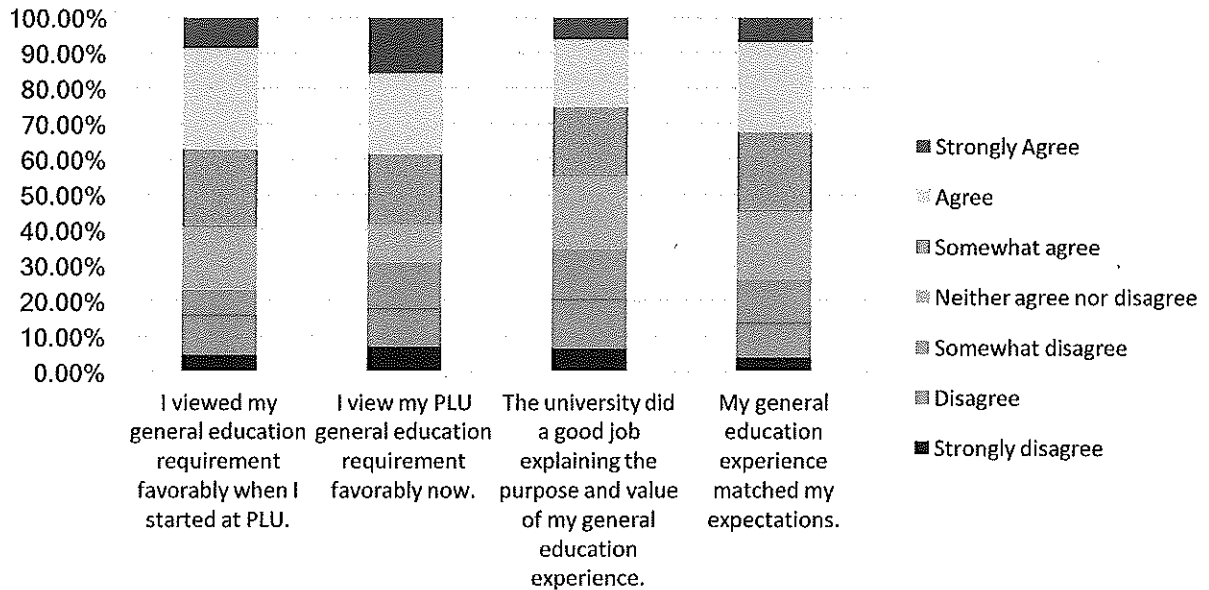
- It does not appear that General Education courses have had a significant impact on students' choice of major (only 14.10% agreed or strongly agreed with that statement), but 20.00% of students did report that they agreed or strongly agreed with the statement that theory general education classes helped them choose a minor.
- Student perception of general education appears to have significant value when students consider preparation for careers or graduate school. 62.18% reported that the at least somewhat agreed that general education courses have provided them opportunities to develop skills they will need after college.

To what extent do you agree with the statement: PLU general education courses have provided me with a well-rounded education?



- 67.31% of respondents indicated that they at least 'somewhat agreed' with the statement.

### To what extent do you agree with the following statements?



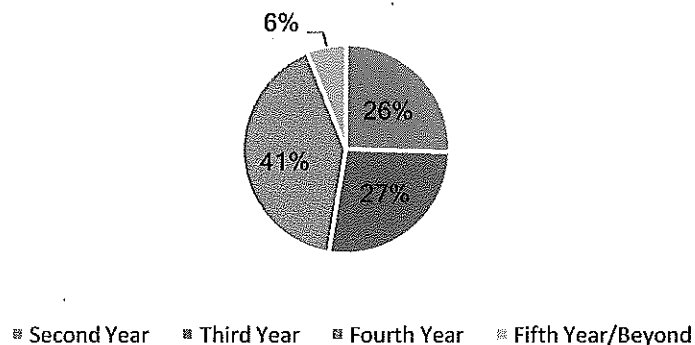
- 58.68% of students reported that they at least 'somewhat agreed' that they viewed their general education requirement favorably when they started at PLU, and there was almost no change in the 58.08% that reported that they at least 'somewhat agreed' that they 'view my PLU general education requirement favorably now'. However, within that population, 15.57% grew to better value their general education experience over 8.38% at the start of their time at PLU.

## 4. By characteristics

### 4.1 Years at PLU

290 students reported their years at PLU, with the largest group (41%) identifying as fourth year or senior status.

### Year Status at PLU



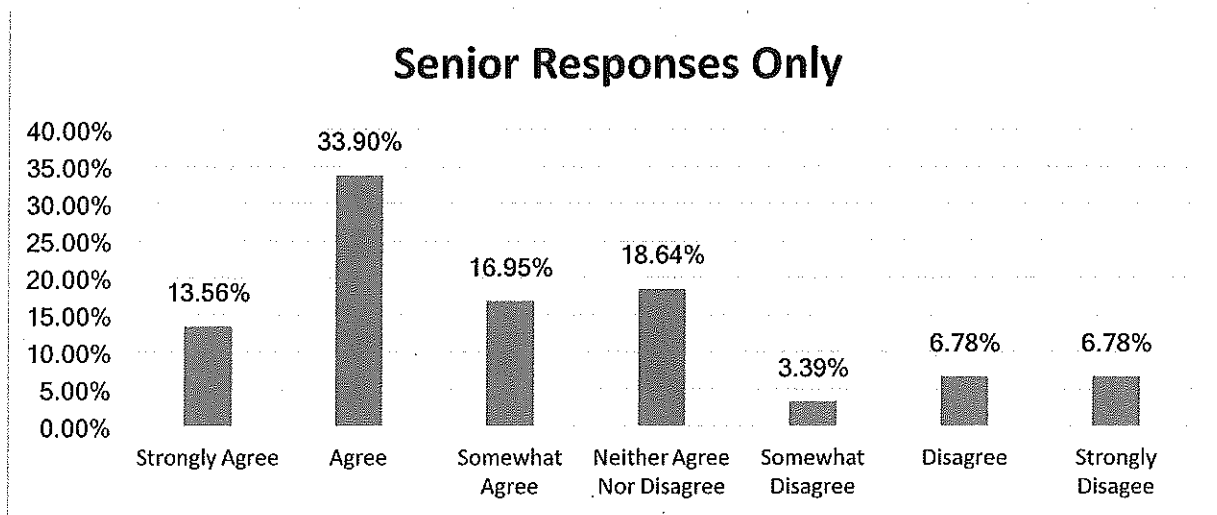
## Change in perception

Second years had less time to reflect on the impact of general Education - insert here tables form second vs fourth/fifth on significant questions

### Reflections by senior students

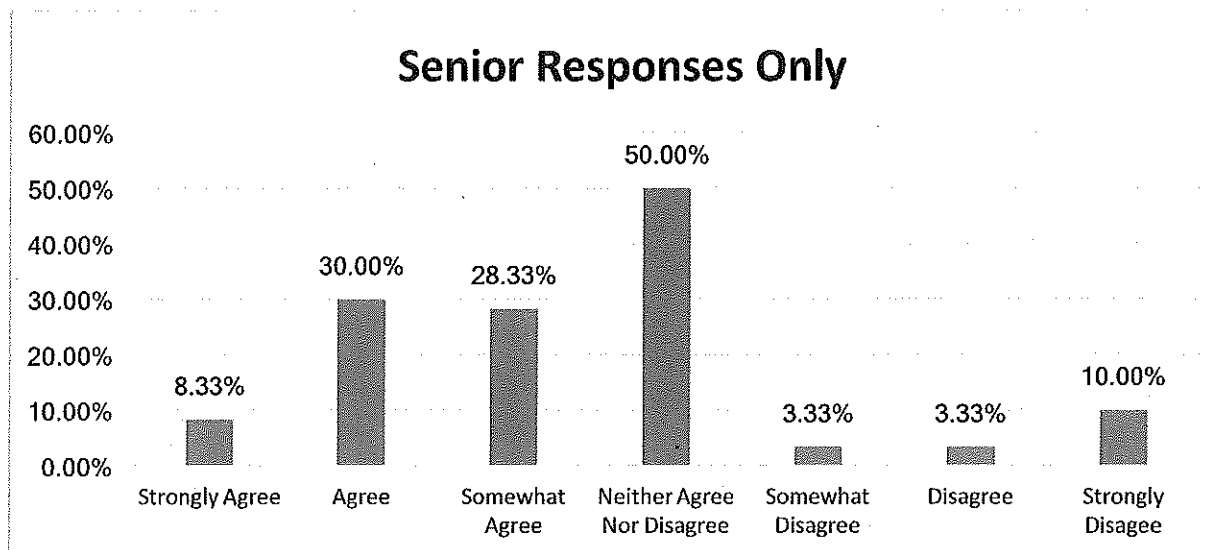
*Question: To what extent do you agree with the statement: PLU general education courses have provided me opportunities to develop skills I will need after college?*

64.41% responded at least 'somewhat agree'

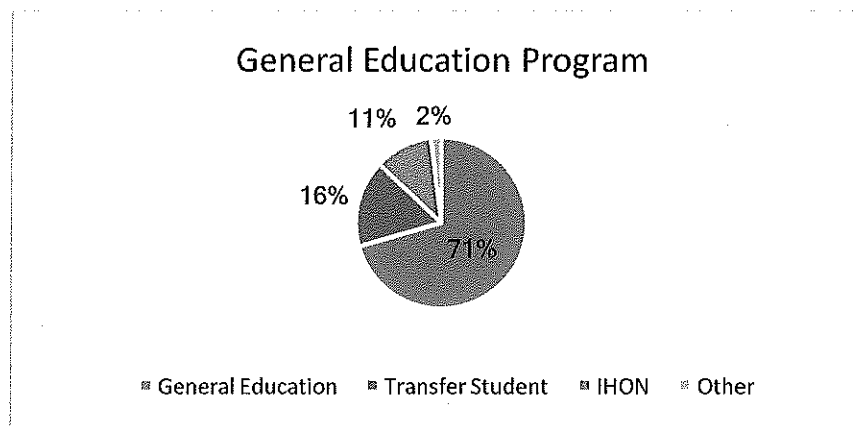


*Question: To what extent do you agree with the statement: PLU General Education courses provided me with skills and concepts I need to succeed in my major(s)/minor(s)?*

66.67% responded at least 'somewhat agree'



#### 4.2 Type of General Education Program



Transfer students selected 'I'm a transfer student, I have limited Gen Ed.....' as their choice. Transfer students may be included in other categories too, particularly if they transferred to PLU without significant transfer or general education credits. Other' may include programs like Cornerstone (what else????)

INSERT MAPS OF

IHON students

Transfer students

#### 4.3 By Division of reported Major(s)

Summary data table of number of majors

Note that students with more than one reported major are included for each reported major

Variations in summary tables by division

Variations by one major vs. multiple majors

#### 3.4 Students with reported Minors

Summary data table

Variations by students without minors/with minors, by number of minors

Data by minor division does not appear to be meaningful...

General Education Student Survey  
Spring 2017

Q12 ILO Critical and Reflective Thinking

51.36% of the respondents agree/strongly agree that their general education courses have supported their development toward mastery of critical and reflective thinking.  
20% of the respondents somewhat agree.

Q13 Courses that best supported this ILO

Element	Responses
Religion	45
Literature	17
Philosophy	29
SO	43
IHON	24
FYEP	22
NS	15
Math	4
AR	1
Perspectives on Diversity	1
All: combination of total PLU experience	3
Other: for example, studying abroad, BUSA 305, WMGS courses, COMA 215, COMA 120, NORW 101, SCAN 150	12

#### Q14 Examples of the kinds of assignments that supported this ILO

Five types of classroom experiences emerged from the student responses as supporting their development of critical and reflective thinking:

1. Discussion: Structured and scaffolded
2. Classroom environments that support critical thinking and reflection
3. Group Projects: Structured and scaffolded
4. Framed and asked for different and multiple perspectives
5. Asked students to analyze and create new ideas and arguments

Some examples of assignments/experiences:

- Gender scavenger hunt
- "Meeting of the minds"
- Critical analysis and readings
- Simulations
- Hebrew Idol
- "Problem of practice"
- Using real world and contemporary pieces
- Community engagement opportunities

Element	Responses
IHON	17
SO	1
Sociology	8
Anthropology	6
History	3
Economics	2
Philosophy	10
Literature	6
Religion	23
CSCE	1
ART	1
PHED	2
SCAN	1
FYEP/WRIT	3
EDUC	1
GLST	1
WMGS	1
"labs"	3
ALL	2
None	14

General Education Student Survey  
Spring 2017

Q20 Interaction ILO

43.33% of respondents strongly agree/agree their General Education courses have supported their development toward mastery of the interaction ILO.

20.56% of respondents somewhat agree.

Q21 Which General Education courses have best supported your development toward mastering this ILO?

Element	Responses
Religion	16
FYEP 190	1
FYEP 101	5
English/LT	4
Biology	6
Sociology	8
Philosophy	9
IHON	15
Chemistry	2
German	1
GEOS	2
ART	2
PE	1
History	5
Psychology	2
Communication	1
Math	1
Physics	1
Anthropology	4
GLST	1
THEA	1
SO	1
ALL	2
None	9
I don't know	3



General Education Student Survey  
Spring 2017

Q24 My general education courses have supported my development toward mastery of the Valuing ILO.

58.62% of respondents strongly agree/agree that their general education courses have supported their development toward mastery of the Valuing ILO.

13.22% of respondents somewhat agree.

Q25 Which general education courses have supported your development of the Valuing ILO?

Element	Responses
Religion	37
Literature	5
Music	2
Art	7
FYEP/WRIT	4
Philosophy	15
Classics	4
History	4
FYEP/190	2
PPA	1
Sociology	14
Anthropology	18
IHON	14
HISP	2
Study Abroad	2
POLS	1
SCAN	1
Unknown	1
GLST	4
ENVT	2
Science	1
Biology	1
Social Work	1
Norwegian	1
CSCE	1
ALL	2
None	7

General Education Student Survey  
Spring 2017

Q30 My general education courses have supported my development toward mastery of the Multiple Frameworks ILO.

59.07% of respondents strongly agree/agree their general education courses have supported the development of the multiple frameworks ILO.

13.45% of respondents somewhat agree.

Q31 Which general education courses have best supported your development toward mastery of the multiple frameworks ILO?

Element	Responses
Anthropology	19
History	5
Religion	27
FYEP 101	2
FYEP 190	2
Philosophy	11
Literature	4
Sociology	10
IHON	16
German	1
Languages	1
WMGS	2
SO	1
HGST	2
SCAN	1
Unknown	1
Capstone	1
HISP	1
SOCW	3
MUSI	1
CSCE	1
ALL	2
None	3
Don't remember	1

General Education Student Survey  
Spring 2017

Q34 Specific expectations about General Education courses you would take at PLU (as you entered)?

Theme	Responses
The large number of them was intimidating	4
I would take a large range of topics, providing a liberal arts background	24
My expectations were met (though not defined by the student)	5
They would focus on critical thinking, and larger questions of self and place in the world	11
Integrated learning, intentional across divisions	1
I didn't know about them/no one explained	2
I had specific ideas (only Religion, PE, Math)	4
I figured it would be a waste of time, jumping through hoops, distracting me from my major	16
I figured they would be boring and/or hard courses	1
I thought there would be more of a framework	1

General Education Student Survey  
Spring 2017

Q36 I commonly use skills or concepts learned in one general education class to complete work or activities assigned in another.

46.2% of respondents strongly agree/agree that they commonly use skills or concepts learned in one general education class to complete work or activities assigned in another.

21.52% of respondents somewhat agree.

Q37 What skills or concepts have been most useful in multiple classes?

Skill or Concept	Responses
Goal setting, organizational skills, time management	6
Analysis and interpretation	6
Utilizing multiple frameworks and perspectives	20
Effective writing/reading skills	33
Critical Thinking	22
Working with others, group projects, group presentations	5

General Education Student Survey  
Spring 2017

Q36 I commonly use skills or concepts learned in one general education class to complete work or activities assigned in another.

46.2% of respondents strongly agree/agree that they commonly use skills or concepts learned in one general education class to complete work or activities assigned in another.

21.52% of respondents somewhat agree.

Q37 What skills or concepts have been most useful in multiple classes?

Skill or Concept	Responses
Goal setting, organizational skills, time management	6
Analysis and interpretation	6
Utilizing multiple frameworks and perspectives	20
Effective writing/reading skills	33
Critical Thinking	22
Working with others, group projects, group presentations	5

General Education Student Survey  
Spring 2017

Q38 PLU General Education courses provided me with skills and concepts I needed to be successful in my major/minor(s).

33.75% of respondents strongly agree/agree that General Education courses provided them with skills and concepts needed for success in their major/minor.

22.29% of respondents somewhat agree.

Q39 What skills or concepts learned in your general education courses have served you well in your major/minor?

Skill or Concept	Responses
Organizational skills, time management	5
Group work, team building	10
Writing	23
Synthesis	1
Acceptance/diverse perspectives, multiple frameworks	17
Critical thinking	16
Analysis	4
Research strategy	5
Communication	7
None	14

General Education Student Survey  
Spring 2017

Q40 Are there any skills or concepts NOT taught in general education courses that you feel would be helpful in your major/minor?

Skill or concept	Responses
None	29
Working in groups outside of the classroom (organization, etc.)	
Presentation Skills	
Science (for non-majors)	
Time management and study skills	
Skills for being successful in a particular major	
Implicit Bias Training	
Life Skills	
More writing in specific disciplinary structures and expectations	5
Social Justice Requirement	
Upper division math within a major	
To have healthy disagreements	
Logic and argument	
Public speaking	3
Activism	
Personal finances	
Media literacy	
Critical thinking/reasoning	

General Education Student Survey  
Spring 2017

Q43 What skills do you think will be the most important to your success after college?

Skill	Responses
Critical Thinking Skills	18
How to understand and converse with people who hold different values/beliefs/perspectives than I do Multiple perspectives/frameworks	21
Oral and written communication	29
Resume/application/personal finances/business email	4
Time management	1
Major skills	1
Working with others (team work, etc.)	13
None, geneds are not useful for this	2

Q44 PLU general education courses have provided me opportunities to develop skills I will need after college?

39.7% of respondents strongly agree/agree their general education courses have provided them with opportunities to develop skills they will need after college.

23.08% of respondents somewhat agree.



General Education Student Survey  
Spring 2017

Q45 PLU General Education courses have provided me with a well-rounded education.

50% of respondents strongly agree/agree PLU General Education courses have provided them with a well-rounded education.

17.31% of respondents somewhat agree.

Q46 Best General Education Course

Course/Department/Element	Responses	Notes
RC/RG	33	Dowland Choi Ihssen Torvend RELI 230
AR	4	Art History University Singers History of Jazz Music Theory
LT	4	British Literature Lisa Marcus, Holocaust
PH	9	PHIL 226 Business Ethics Social/Political Philosophy Sergia Hay
SO Sociology	5	SOCI 101 SOCI 232 Gender and Violence
SO Anthropology	7	ANTH 332 ANTH 102 Makah course
SO Politics and Government	2	
SO Economics	3	101 111
SO History	2	Lewis and Clark History of Economics
SO Psychology	2	101
NS	11	General Chemistry

		Bio 111 Astronomy Geosciences Intro to Computer Science Meterology
IHON	13	111/112 257 2xx courses
None	5	
Perspectives on Diversity	2	WMGS EDUC 205

General Education Student Survey  
Spring 2017

Q50 How did reality differ from your expectations regarding your General Education experience?

Theme	Responses
General Education vs. the Major—prefer major courses, don't see the need for General Education topics	8
100-level courses are busy work, lack critical thinking, collaboration, expression)	4
Laid a foundation for success for me	7
General Education courses are very adaptable, lots of choices, a wide variety to choose from to meet your needs	5
I had no expectations, but I enjoyed the courses I took	1
My expectations were met	12
Exceeded expectations	10
I see no reason for them	11
GPA suffered	1

## Focus Group Themes

What have you most appreciated about the program you are in:

### Cornerstones

- Unique and individualized
- Space for minors in busy major programs
- Linked/themed courses
- Cohort model/community
- Truncated General Education
- Enhanced ability to double major and or graduate early with less debt

### IHON (specifically regarding 111-112)

- Texts: exposure to a wide variety, the opportunity to tackle them from different perspectives, the opportunity to respond with your own thoughts
- Multidisciplinary approach
- Community: faculty are approachable, students make the course worth it, we rely on each other's expertise.

### Seniors

- Double-dipping between General Education and majors/minors is helpful
- General Education as outside of the major, offering different perspectives

### Current First-Year Students

- Community aspect of courses linked to the residential living learning communities.

To what extent do you feel that your GenEd courses have addressed the core learning outcomes/Integrated Learning Objectives?

#### Cornerstones

- Critical Thinking: Archival Research, Writing Projects, Class Discussion/Conversation, Thesis Development
- Expression: Writing Projects, Group Assignments, Wordpress
- Interaction with Others: Class Discussion/Conversations, Collaborations with Peers and the Professor, Thesis Development through Dialogue

#### IHON

- Alignment with IHON objectives is clear

#### Seniors

- Multiple Frameworks: Anthropology, Religion
- Valuing: Done well in many of the general education courses
- Knowledge Base: especially in the sciences
- Critical Reflection and Expression: in most courses, done well

#### First-Year Students

- Multiple Frameworks: Sociology, open-mindedness and seek new viewpoints; WRIT 101
- Critical Reflection: Sociology, WRIT 101
- Interaction with Others: Sociology, WRIT 101

To what extent have your 101 and/or 190 seminars prepared you for other parts of the PLU curriculum?

#### Cornerstones

- Writing: organization, thesis development, style and genre elements
- Methods: contextualizing historical information, selecting materials from archives and databases, employing critical lenses across disciplinary boundaries

#### IHON

- WRIT 101: Social Justice emphasis was introduced
- WRIT 101: Gained confidence in my writing, able to transfer to other courses (e.g., Religion)
- IHON 111: Helped me to develop critical reading skills and questioning, inquiry, and backing up claims and arguments with evidence from texts
- IHON 111: Understanding different perspectives, learning to listen and consider other viewpoints

#### Seniors

- 190: Introduced students to their major
- WRIT 101: introduced to the library resources and the writing center
- 112: critical thinking strategies helped for the next three years

#### GenEd and Capstone Preparation

- Religion helped with the theoretical perspective in the capstone
- Writing helped with structure and detail of strong papers

#### First-Year Students

- WRIT 101: positive experience, helped me to decide on a major
- WRIT 101: helped me to develop disciplinary writing strategies
- IHON 112: Reading, prepared for discussion, being able to respond to others
- Working with groups

To what extent did your FYEP/IHON classes help you decide on a major?

Cornerstones

N/A

IHON

- I got a more rounded education
- Important intersections to my science major

Seniors

- 50% of respondents found their major through FYEP 190

First-Year Students

- FYEP choices influenced 2 of 3 students in their major choice
- Another student is determined about a major, and trying to fit in experiences that compliment that major

If you could change one thing about your general education experience, what would it be?

#### Cornerstones

- Pilot nature (limited options, scheduling problems, uninformed advisors)
- Difficult to study away
- ePortfolio not well-integrated so far

#### IHON

- WRIT 101: type of writing skills and assignments should be more consistent across sections
- Generally, too many differences in teaching styles and expectations
- We need a social justice requirement for everyone
- More FYEP courses linked to the residence halls

#### Seniors

- Liberal Arts background is good but PLU doesn't do enough to help students see that and reflect on why it is good. Maybe find a way to highlight that in all GenEd courses.
- Don't add a GenEd "capstone" class
- Maybe make 190 a class of its own, not an intro to a discipline
- IHON is very Eurocentric and doesn't have a very diverse student body

#### First-Year Students

- WRIT 101 needs to be more consistent in the types of skills and assignments covered and expected
- General Education courses can often be boring, not challenging, and not engaging for students, especially with majors/non-majors together.
- Value liberal arts, but would like to see class experiences connected.
- Courses need to have purpose, perhaps a set of tangible skills that will be acquired.



## APPENDIX A.1: PROGRAM ASSESSMENT REPORTS for AY 2017-18

All FYEP 190 sections are taught in J-term or spring, but are not rated until late August of that same year – too late for the mid-July assessment report. Therefore FYEP 190 results are reported in the academic year following the year those sections were offered.

### PART I: General Education Element Assessment Results

For AY 2017-18, the General Education Council requests the following data:

1. Exemplar Course Review (see email request November 2016)
2. Capstone Syllabi and accompanying rubrics (see email request November 2016)
3. Other data gathered regarding student learning related to specific learning outcomes listed on the General Education website for each element.

**General Education Element:** First-Year Experience Program: FYEP 190

**Submitted by/Contact person:** Callista Brown

**Student Learning Outcomes Specific to this Element:** *Please list the specific student learning outcomes for the general education element that were assessed during the 2017-18 academic year. Please include any reference to the Integrative Learning Objectives (ILOs) in this section.*

Upon completion of the FYEP 190 inquiry seminar, students will be able to

1. Identify the topics of study, the kinds of questions scholars pursue, and what counts as valid evidence in the discipline/field. (What we study)
2. Describe and begin to apply common research skills, practices, and methods of inquiry, analysis, and interpretation in the discipline/field. (How we study it)
3. Identify and practice the strategies used for the communication of knowledge in a discipline/field. (How we communicate in this field)

**Description of Assessment Measures and Time Frame(s):** *Provide a brief but clear explanation of each measure used this year, specific to the outcomes listed above.*

**Benchmarks/Performance Criteria:** *Explain or identify performance criteria used. For example, you may attach any rubrics or evaluation tools used, or indicate a desired threshold expected from a particular assessment activity.*

The rubric used to assess learning outcome #1 is attached (Attachment One).

**Analysis:** *Explain how the analysis/feedback was processed (i.e., by whom, when, how etc.).*

On August 28, 2017, 14 faculty rated a total of 102 FYEP 190 common assignments completed by students in the 32 sections of FYEP 190 offered in J-term and Spring 2016 [this count does not include the 4 I-HON sections of 190, which are discussed in the I-HON program assessment]. Of the 14 raters, 6

rated 29 papers from the 3 sections of FYEP 190 that were restricted to the Cornerstones Pilot General Education program, and 8 rated 73 papers randomly selected from the remaining 29 sections.

Raters represented all 3 academic divisions, 3 of the 4 professional schools, and the library (Social Sciences – 2, Natural Sciences -1, Humanities – 6, Education -1, Nursing – 1, Business -1, Nursing – 1, and Library – 1):

Albrecht [ENGL], Brown [BUSA], Hames [HIST], James [ENGL], Kaufman [ENGL], Laurie-Berry [BIOL], Lewis [EDUC], Marcus [ENGL], Miller [NURS], Moneyang [FREN], Rogers [ENGL], Simpson-Younger [ENGL], Stewart-Mailhiot [ENGL], Taylor [ANTH].

Before scoring the 2017 common assignments, raters engaged in a practice scoring session to improve inter-rater reliability. At each table, raters scored 5 sample papers from 2016 using the current FYEP 190 common assignment rubric and then discussed their rationales for those scores.

**Findings and Actions (closing the loop):** *Identify and explain the major findings of your work and any resulting actions, changes or affirmations that occurred relative to curriculum, teaching, evaluation, etc. PLEASE BE AS SPECIFIC AND CLEAR AS POSSIBLE WHEN REPORTING FINDINGS and include composites of scores/grades, survey results etc. as is appropriate. WE ARE SEEKING THE ACTUAL DATA/INFORMATION gathered as well as descriptions of the actions taken based on those results.*

**Learning Outcome 1A:** Identify the topics of study and the kinds of questions scholars pursue in this discipline or field.

On this measure, the average score on 2017 FYEP 190 sample common assignments was 2.9.

**Learning Outcome 1B:** Identify what counts as valid evidence in the discipline/field.

On this measure, the average score on the 2017 FYEP 190 sample common assignments was 2.4.

These papers indicate that students could more easily identify topics and questions in a field of study than they could identify what counts as evidence in that field.

This year the rating took an hour longer than in the past – 4 hours instead of 3. Of the 14 raters, 9 had taught 190 at least once and 5 had taught first-year students extensively or had participated in 190 assessment sessions. So the number and competence of raters was not different from prior years. The different rater groups worked at speeds, with one table accounting for the additional time needed. This lengthier amount time rating reduced the amount of whole group discussion at the end of the process.

However, many of the raters who attended the August 28, 2017 FYEP 190 assessment workshop completed an evaluation form. Here are their comments and recommendations:

**Aspects of the assessment session that were of value:**

- The experience of using the common assignment as an assessment tool versus approaching it as a final assignment in an individual course
- The faculty conversation about course expectations and the assignment's evaluative criteria

- Learning what other course instructors are doing in 190 and how they approach the common assignment
- Doing the practice ratings was very helpful, especially since my table was initially all over the place.
- Discussing the rubric with my tablemates, reviewing how seriously (or not!) the students took the assignment.
- Made me think about working this assignment into my own 190 in as thoughtful a way as possible.
- Talking with other faculty at the table about why we rated the papers the way we did.
- The norming process, as always, produced valuable insights and I'd love to have a large-group discussion about the sample papers, as well.
- The discussion to come to a common understanding of the rubric.
- Helpful to see the work that the others are completing in their courses.
- All of it! Especially when brainstorming with other colleagues and trying to harmonize the grade.

**Changes they recommend for improving the common assignment or the assessment process:**

- Achieving a clear congruence between the assessment outcomes and the questions students are asked in the prompts.
- More volunteer raters.
- A broader overview of the scale on the rubric: Does the scale focus on 1<sup>st</sup> year students only or on all undergraduate students?
- It would be beneficial if all faculty weighted this assignment enough for students to take it seriously.
- I would like to see students cite class sources/texts with much more regularity. Could the prompt be tweaked to encourage this?
- Continue to be more specific in the assignment- for example, the word count. Perhaps the assignment could also be part of a workshop for 190 faculty on how to address the assignment with their students.
- More time for the assessment part itself would be great, if that is possible!
- It seemed that some students were able to answer with notes (thus they were citing specific, detailed evidence) and others were doing it without notes and simply reflecting. This should be standardized.

- Having time for a debrief and lessons learned from the assignment and different course approaches.
- It was a bit confusing to read responses from students who had their teachers write different/specific questions. Some of the questions by teachers seemed not to address the common assignment specifically.

## APPENDIX A.2: [INTERIM] PROGRAM ASSESSMENT PLAN FOR AY 2018-19

*Note: Plans do not need to be lengthy but should provide sufficient detail for the work to be understood by someone outside of the unit.*

### **PART I: General Education Element Assessment Plan**

#### **General Education Element: First-Year Experience Program – FYEP 190**

**Submitted by/Contact person:** Callista Brown

A detailed plan for FYEP 190 assessment for 2018-19 will be submitted by Dr. Scott Rogers, who began his three-year term as FYEP Assistant Director September 01, 2017. The detailed plan is not due until mid-July 2018.

Dr. Rogers has developed a 3-year framework for FYEP assessment, which is attached [Attachment Two].

**Student Learning Outcomes Specific to this Element:** *Please list the specific student learning outcomes for the general education element that ~~were~~ will be assessed during the 2018-19 academic year. Please include any reference to the Integrative Learning Objectives (ILOs) in this section.*

**Description of Assessment Measures and Time Frame(s):** *Provide a brief but clear explanation of each measure [that will be] used this year, specific to the outcomes listed above.*

**Benchmarks/Performance Criteria:** *Explain or identify performance criteria used. For example, you may attach any rubrics or evaluation tools used, or indicate a desired threshold expected from a particular assessment activity.*

**Analysis:** *Explain how the analysis/feedback ~~was~~ will be processed (i.e., by whom, when, how etc.).*

**Findings and Actions (closing the loop):** *Identify and explain the major findings of your work and any resulting actions, changes or affirmations that occurred relative to curriculum, teaching, evaluation, etc. PLEASE BE AS SPECIFIC AND CLEAR AS POSSIBLE WHEN REPORTING FINDINGS and include composites of scores/grades, survey results etc. as is appropriate. WE ARE SEEKING THE ACTUAL DATA/INFORMATION gathered as well as descriptions of the actions taken based on those results.*

**ATTACHMENT ONE - FYEP 190 Common Assignment --Assessment Rubric 2016, 2017**  
 Revised Dec 17, 2015 – Brown, Cavalli, Dowland, James, Rogers

**Learning Outcome 1A: Identify the topics of study and the kinds of questions scholars pursue in this discipline or field**

	Does not discuss	Emerging References, names 1                      2	Achieving Sometimes discusses 3                      4	Excelling Actively discusses 5                      6
<i>How well does the student <b>name</b> and <b>then explain</b> the topics of study and the kinds of questions scholars pursue in this discipline or field?</i>		Sporadically mentions broad topics or questions of interest to the discipline/field	Introduces multiple topics/question of the discipline and then explains how they are pursued in the discipline/field or introduces one topic/question with detail, mentioning several aspects of that topic	Engages in a sophisticated discussion that addresses sub-topics and questions that are central to the discipline/field

**Learning Outcome 1B: Identify what counts as valid evidence in the discipline/field.**

	Not Demonstrated 0	Emerging References, names 1                      2	Achieving Sometimes demonstrates 3                      4	Excelling Consistently demonstrates 5                      6
<i>How well does the student <b>demonstrate</b> an understanding of what counts as evidence in the discipline/field?</i>		Mentions some forms of evidence, including scholarly resources and/or experiences regarded as evidence within a discipline/field	Introduces and explains multiple types of evidence utilized within the discipline/field, including scholarly resources and/or experiences regarded as evidence in the discipline/field	Consistently demonstrates a nuanced understanding of how evidence is used to support claims or explore questions in this discipline/field

## ATTACHMENT TWO - FYEP 3-Year Assessment Plan 2017-2020

### Year One 2017-18

Assessment	Description	Timeline
101 Common Assignment Review	Assess outcomes 1 & 2	Arrange meeting for May 2018
190 Common Assignment Review	Assess all LOs	Arrange meeting for Sept. 2018 (the Tuesday prior to Faculty Conference)
190 Syllabus Evaluation/Norming	Solicit 190 syllabi from every section. Design a rubric and check for coherence.	Due by March 1st, 2018
Linked Community Assessments	TBD (coordinate with Jes)	TBD

### Year Two 2018-19

Assessment	Description	Timeline
101 Common Assignment Review	Assess outcomes 3 & 4	Arrange meeting for May 2019
190 Common Assignment Review	Assess all LOs	Arrange meeting for Sept. 2019 (the Tuesday prior to Faculty Conference)
101 Syllabus Evaluation/Norming	Solicit 101 syllabi from every section. Design a rubric and check for coherence.	Due October 1st, 2018
190 Syllabus Evaluation/Norming	Solicit 190 syllabi from every section. Assess for coherence.	Due by March 1st, 2019
New FYEP Faculty Observations	Anyone new to the FYEP program should be observed and/or mentored.	Ongoing
Linked Community Assessments	TBD (coordinate with Jes)	TBD
FYEP Student Survey	Develop a survey (or series of surveys) to evaluate student attitudes toward writing at the beginning, middle, and end of the FYEP program. Some emphasis in the last survey should be placed on connections between 101 and 190.	Distribute week 1 and week 14 of WRIT 101. Distribute week 10 of 190.

### Year Three 2019-2020

Assessment	Description	Timeline
101 Common Assignment Review	Assess outcomes 5 & 6	Arrange meeting for May 2020
190 Common Assignment Review	Assess all LOs	Arrange meeting for Sept. 2020 (the Tuesday prior to Faculty Conference)
101 Syllabus Evaluation/Norming	Solicit 101 syllabi from every section. Assess for coherence.	Due October 1st, 2019
190 Syllabus Evaluation/Norming	Solicit 190 syllabi from every section. Assess for coherence.	Due by March 1st, 2020
New FYEP Faculty Observations	Anyone new to the FYEP program should be observed and/or mentored.	Ongoing
Linked Community Assessments	TBD (coordinate with Jes)	TBD
FYEP Student Survey	2nd year of the student survey.	Distribute week 1 and week 14 of WRIT 101. Distribute week 10 of 190.