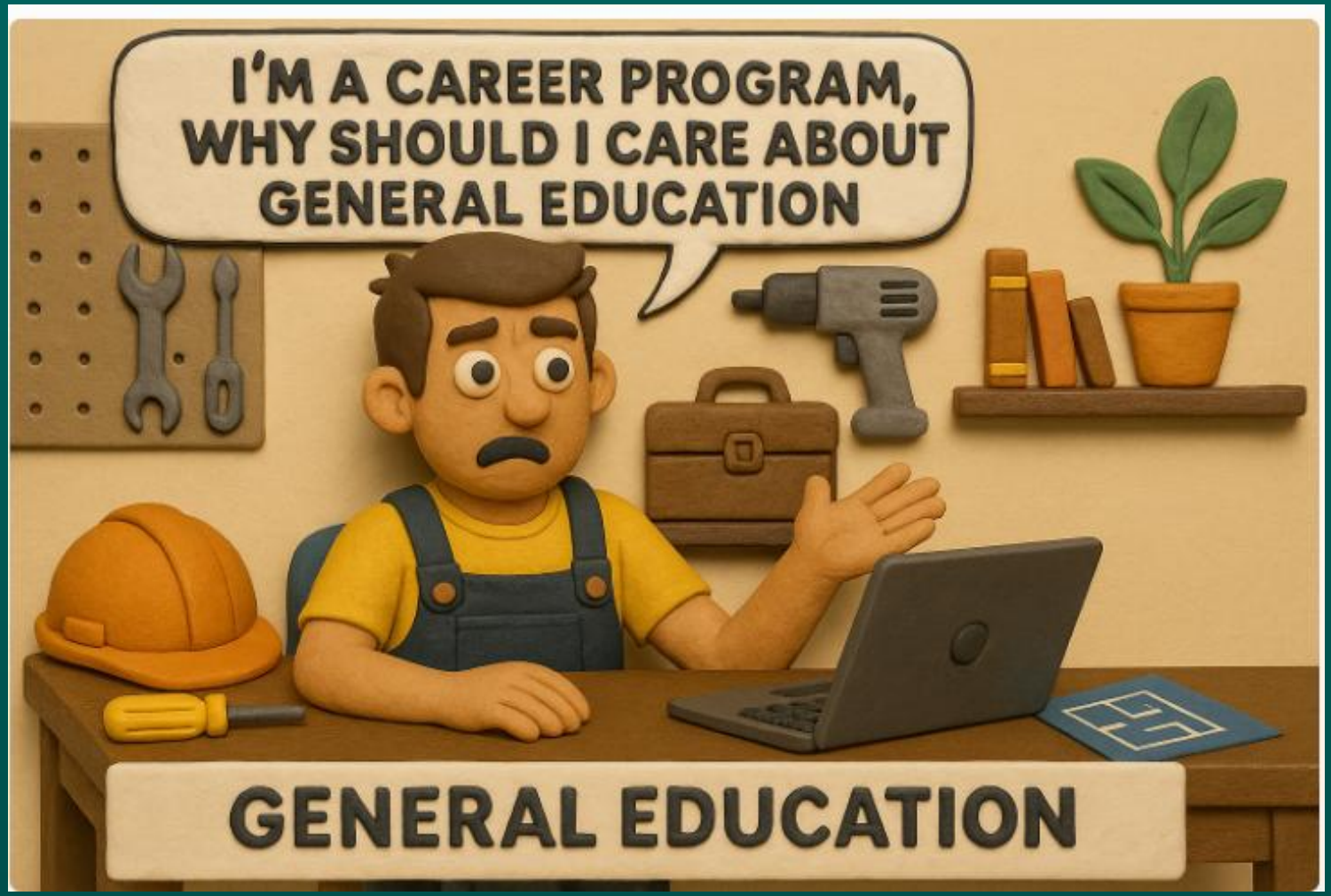
The Benefits of Assessing General Education Across the Curriculum

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True Story …


I'M A CAREER PROGRAM, WHY SHOULD I CARE ABOUT GENERAL EDUCATION
GENERAL EDUCATION

Competencies and Outcomes

Career Readiness Skills are the broad competencies that employers expect entry-level workers to possess to be successful in the workplace.

- Career readiness skills are defined by what the job market demands and focus on employability across various industries and roles.

Learning Outcomes are specific, measurable educational goals that describe what students will know or be able to do after completing a particular course, program, or degree.

- They're written from an educational perspective to guide instruction and assessment, and they may or may not directly align with immediate workforce needs.

The Most Common General Education Outcomes

- Communications
  - Written
  - Oral
  - Interpersonal
- Critical Thinking
  - Ethical
  - Problem Solving
- Information Literacy
- Quantitative Reasoning
- Diversity
  - Global
  - Social
- Technology



CAREER SUCCESS

THE OHIO STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

CAREER READINESS

NACE
National Association of Colleges and Employers

Communication
Share information, ideas, and perspectives clearly and effectively

Equity & Inclusion
Engage in inclusive, equitable practices and challenge systemic racism and inequity

Professionalism
Show good work habits and act for the benefit of the larger community

Technology
Understand and leverage technologies to enhance efficiencies, complete tasks, and accomplish goals

Self-Development
Actively work on improving yourself and your career through continuous learning

Critical Thinking
Understand situations and respond to needs by thinking carefully and logically

Leadership
Use your and your team's strengths to reach organizational goals

Teamwork
Build and maintain effective relationships to work towards common goals

According to AI.....



🔍 Top Skill Gaps Identified by Employers

1. Critical Thinking & Problem Solving

- Employers say graduates often rush to solutions without fully analyzing problems.
- Many lack the ability to break down complex issues or think creatively under ambiguity. [1]

2. Written & Oral Communication

- Graduates tend to write as if texting, with poor grammar and lack of audience awareness.
- Presentation skills and storytelling are often weak. [1]

3. Professionalism & Work Ethic

- Complaints include poor time management, excessive phone use, and lack of initiative.
- Many managers report having to fire or put recent grads on performance plans due to these issues. [2]

4. Soft Skills (Interpersonal & Emotional Intelligence)

- Communication, collaboration, adaptability, and conflict resolution are frequently lacking.
- These are seen as essential but underdeveloped due to limited real-world experience. [3]

Strategic Planning for Assessing Across the Curriculum

- Faculty from each academic school/division to serve on the team
  - Create Rubrics
  - Analyze Data
  - Lead IE Efforts - Universal
- List of your General Education Outcomes/Competencies
- Feedback from employers (advisory groups/Perkins) helps



	Outcome	5—Excellent Mastery of the Outcome	4—Good Clear Understanding of Application	3—Acceptable Correct Application	2— Developing Some correct Application	1—Missing Lack of understanding
Informal /Technical Writing	**Ideas & Purpose** Establishes and maintains a credible claim or point					
	Organization Presents information in a unified and coherent manner.					
	Quality of Explanation Articulated ideas, concepts, or processes using language suitable for a given audience					
Formal Writing	**Context & Purpose** Demonstrates purpose and works to support that purpose.					
	Development & Organization Contains a logical order that develops and supports that main idea or thesis.					
	Support & Evidence Supports ideas by pertinent details.					
Information Literacy	**Source Credit** Gives credit to the original ideas of others through proper attribution and citation					
	Source Type The type of sources used are appropriate for the assignment.					
Writing Element	**Mechanics** Vocabulary, grammar, and punctuation as appropriate for the writing.					

	Outcome	5—Excellent Mastery of outcome.	4—Good Clear understanding of application of outcome.	3—Acceptable Correct application of the outcome at the minimum level for credit.	2—Developing Some correct applications of the outcome are inconsistent.	1—Missing Lack of understanding of the outcome.
	The Problem and Approach					
All Courses Complete this Section	**Define Problem** Demonstrated the ability to construct a clear problem statement.					
	Propose Solutions/ Hypotheses Proposed one or more solutions/hypotheses that addressed contextual factors as well as ethical, logical, and/or cultural dimensions of the problem.					
	Problem Solving					
Complete 1 only: **Problem Solving** **or** **Critical Thinking**	**Data And Sources [Information Literacy]** Analyzed appropriate supporting data/evidence/sources.					
	Evaluate Potential Solutions Evaluated solutions considered: history of problem, logic/reasoning, feasibility of solution, and impacts of solution.					
	Implement Solution Implemented the solution in a manner that addressed multiple contextual factors of the problem.					
	Formal Critical Thinking					
	Information Value [Information Literacy] Recognized the value of different types of information.					
	Data And Sources [Information Literacy] Analyzed appropriate supporting data/evidence/sources.					
	Biasness: Identifies and assesses the key positions and biases of self and /or others					
	Evaluate Outcomes Reviewed results relating to the problem defined while considering specific considerations of need for further work.					

Outcome	5— Excellent Mastery of outcome.	4—Good Clear understanding of application of outcome.	3—Acceptable Correct application of the outcome at the minimum level for credit.	2—Developing Some correct application of the outcome. Is inconsistent.	1—Missing Lack of understanding of the outcome
Central Message The student demonstrated clear and consistent central message					
Organization The student demonstrated appropriate organizational pattern appropriate for the assignment (specific introduction and conclusion, sequenced material within the body, and transitions)					
Language Language demonstrated in communication is appropriate to audience.					
Delivery The student demonstrated appropriate delivery techniques (posture, gesture, eye contact, and vocal expressiveness)					
Supporting Material [Information Literacy] Supporting Materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) are credible and appropriately used.					
Listening Skills The student demonstrated effective content listening skills.					

Outcome	5—Excellent Mastery of outcome.	4—Good Clear understanding of application of outcome.	3—Acceptable Correct application of the outcome at the minimum level for credit.	2— Developing Some correct application of the outcome. Is inconsistent.	1—Missing Lack of understanding of the outcome
Contributes to Conversations [Information Literacy] Student provided meaningful scholarly contributions to group conversations.					
Individual Contributions Student demonstrated the ability to meet individual deadlines for group tasks without assistance.					
Leadership Student constructively solicited ideas for participates not engaging in the conversation.					
Fosters Constructive Team Climate Student maintained a positive attitude and working environment within the team.					
Responds to Conflict Student addressed conflict in a constructive manner to strengthen the team cohesiveness.					

Identify the Courses with Measurable Assessments in Each Area

COURSE #	Written	Oral	Interpersonal	Critical Thinking	Quantitative	Research
BARB 1000	X	X	X	X		X
COMP 1000	X			X		X
COSM 1000	X	X	X	X		
CUUL 1000	x	X	x		x	
DMPT 1000	X	X	X	X	X	X
ELTR 1000					X	X
EMPL 1000	X	X		X	X	X
ENGT 1000	X	X	X	X	X	
HORT 1000	X					
PHAR 1000	X			X	X	
WELD 1000		X	x	x		

Create a Schedule

Skills to Assess	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026	Spring 2027	Fall 2027	Spring 2028	Fall 2028	Spring 2029	Fall 2029
Written Communication	Assess	Review Data /Identify Action to Impl.	Design & Train Improv. Action	Implement Improv. Action	Reinforce	***3 Year Assessment Review:*** Evaluate findings from cycle Review Assessment Tools Identify any improvement to processes needed and implement plan Hold Professional Development for faculty on Assessment Tools	Assess	Review Data /Identify Action to Impl.	Design & Train Improv. Action	Implement Improv. Action	Reinforce
Oral Communication	Design Rubric	Assess	Review Data /Identify Action to Impl.	Design & Train Improv. Action	Implement Improv. Action		Reinforce	Assess	Review Data /Identify Action to Impl.	Design & Train Improv. Action	Implement Improv. Action
Interpersonal Communication	Design Rubric		Assess	Review Data /Identify Action to Impl.	Design & Train Improv. Action		Implement Improv. Action	Reinforce	Assess	Review Data /Identify Action to Impl.	Design & Train Improv. Action
Critical Thinking		Design Rubric		Assess	Review Data /Identify Action to Impl.		Design & Train Improv. Action	Implement Improv. Action	Reinforce	Assess	Review Data /Identify Action to Impl.
Quantitative Reasoning			Design Rubric		Assess		Review Data /Identify Action to Impl.	Design & Train Improv. Action	Implement Improv. Action	Reinforce	Assess

Creating a Master Spreadsheet

- Pull Rosters for all Classes being Assessed and include
  - Student Demographics such as:
    - Age Range
    - Race
    - Gender
    - Student Classification (PTvFT; New v Returning)
    - Major
    - First Generation
    - Economic Disadvantage (Special Pops)
    - Veteran Status
  - Course Information such as:
    - Course Delivery Method
    - Course Location
    - Teacher

F	I	J	K	L	M	N	O	P	Q	R	S	T	U
Student	Major	Level	Full-Tim	Gender	Race	Classifi	Age Gro	Classification	First Generatio	Econom	Disability	English	Single P
#########	A. S. - Bus	ASSOCIA	Part-Time	Female	Black or A	Returning	26 - 30	No Assignment	No	Yes	No	No	No
#########	A. S. - Bus	ASSOCIA	Full-Time	Female	Black or A	Beginning	31 - 35	1st Year Student	Yes	Yes	No	No	No
#########	A. S. - Bus	ASSOCIA	Full-Time	Female	Black or A	Beginning	Under 21	1st Year Student	Yes	Yes	No	No	No
#########	A. S. - Bus	ASSOCIA	Part-Time	Female	White	Returning	Over 40	No Assignment	No	Yes	No	No	No
#########	A. S. - Bus	ASSOCIA	Full-Time	Female	Black or A	Beginning	Over 40	1st Year Student	No	No	No	No	No
#########	A. S. - Bus	ASSOCIA	Part-Time	Male	Black or A	Beginning	21 - 25	1st Year Student	Yes	Yes	No	No	No
#########	A. S. - Bus	ASSOCIA	Full-Time	Male	White	Returning	26 - 30	2nd Year Student	No	No	No	No	No
#########	A. S. - Bus	ASSOCIA	Full-Time	Male	Hispanic/L	Beginning	Under 21	1st Year Student	Yes	Yes	No	No	No
#########	A. S. - Bus	ASSOCIA	Part-Time	Female	Hispanic/L	Returning	Over 40	2nd Year Student	Yes	Yes	No	No	No
#########	A. S. - Bus	ASSOCIA	Full-Time	Female	White	Beginning	36 - 40	1st Year Student	Yes	Yes	No	No	No
#########	A. S. - Bus	ASSOCIA	Full-Time	Female	Two or mo	Returning	Under 21	2nd Year Student	No	No	No	No	No
#########	A. S. - Bus	ASSOCIA	Full-Time	Female	Two or mo	Transfer	Under 21	1st Year Student	No	No	No	No	No
#########	A. S. - Bus	ASSOCIA	Full-Time	Female	White	Transfer	21 - 25	1st Year Student	No	Yes	No	No	No
#########	A. S. - Bus	ASSOCIA	Part-Time	Male	Asian	Returning	Under 21	2nd Year Student	No	Yes	No	No	No
#########	A. S. - Bus	ASSOCIA	Full-Time	Female	White	Returning	21 - 25	2nd Year Student	No	No	No	No	No
#########	A. S. - Bus	ASSOCIA	Full-Time	Female	White	Beginning	36 - 40	1st Year Student	Yes	Yes	No	No	No

Home Campus	Informa	Informa	Informa	Formal	Formal:	Formal	Informa	Informa	Writing	Average	Assess	Info. Lit	Modalit
Augusta Campus											No		On Campu
Augusta Campus				4	4	3	4	4	4	3.83	Yes	4	Online Asy
Augusta Campus	4	4	3	4	4	4	3	5	4	3.89	Yes	4	On Campu
Augusta Campus											No		Online Asy
Augusta Campus				4	4	3	3	4	3	3.5	Yes	3.5	Online Asy
Augusta Campus											No		Online Asy
Augusta Campus											No		Online Asy
Augusta Campus											No		On Campu
Augusta Campus	4	4	2				2	4	4	3.33	Yes	3	Online Asy
Augusta Campus				5	5	5			5	5	Yes		Online Asy
Augusta Campus	4	4	3				1	1	4	2.83	Yes	1	Online Asy
Augusta Campus	4	5	3				4	3	4	3.83	Yes	3.5	Online Asy
Augusta Campus	5	5	5	5	5	5	5	5	5	5	Yes	5	Online Asy
Augusta Campus	4	4	3	3	3	3	4	3	4	3.44	Yes	3.5	Online Asy
Augusta Campus	3	3	3	2	2	1	1	1	3	2.11	Yes	1	Online Asy
Augusta Campus	4	4	4	4	3	3	4	4	4	3.78	Yes	4	Online Asy

Student Type

Student Type	Total Number of Students Pulled for Assessment	Number of Students Assessed	Percentage of Student Completers
Beginning Student	597	417	70%
High School Student	216	188	87%
Returning Student	1147	934	81%
Transfer	295	208	71%
Transient	4	4	100%
Overall Average	**2259**	**1751**	78%

Student Type	Number of Students Assessed		Number of Students Meeting Overall Average	Percentage Meeting Overall Average
Beginning Student	417	23.81%	214	51.3%
High School Student	188	10.74%	113	60.1%
Returning Student	934	53.34%	572	61.2%
Transfer	208	11.88%	128	61.5%
Transient	4	0.23%	3	75.0%
Grand Total	**1751**	**100.00%**	**1030**	**58.8%**

Student Type	1st Year Student	2nd Year Student	Overall Average
Beginning Student	3.63	--	3.63
High School Student	3.80	4.02	3.81
Returning Student	3.76	3.77	3.77
Transfer	3.88	3.63	3.86
Transient	4.13	--	4.13
Overall Average	**3.74**	**3.77**	**3.75**

Student Type	Augusta Campus	Grovetown-Columbia Campus	Thomson-McDuffie Campus	Waynesboro-Burke Campus	Overall Average
Beginning Student	3.65	3.67	3.56	3.19	3.63
High School Student	3.79	3.16	3.90	3.97	3.81
Returning Student	3.77	3.73	3.75	3.74	3.77
Transfer	3.87	3.75	3.67	3.94	3.86
Transient	4.13	--	--	--	4.13
Overall Average	**3.76**	**3.58**	**3.75**	**3.77**	**3.75**

Student Type	Asynchronous	Blended	On Campus	Synchronous	Overall Average
Beginning Student	3.71	3.74	3.56		3.63
High School Student	3.85	3.69	3.78		3.81
Returning Student	3.70	3.76	3.81	2.75	3.77
Transfer	3.71	4.08	3.86	5.00	3.86
Transient		4.13			4.13
Overall Average	3.73	3.81	3.75	3.20	3.75

1. Compare Completion Rates – What does it tell us?
2. Compare Overall Scores – What Does it tell us?
3. Are there any gaps based location, delivery method, or status of the students?

COUGARS

Activity Time!

What does the data tell us about the writing skills in that program?

What kind of improvement plans could be created for that program based on the data?

How does your data sample compare to the person next to you?

How could this support Program Reviews in general?


Questions?

Contact me!

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