

Assessment of the General Education Core Outcomes

- ❖ Martin University’s Assessment Team members developed an assessment plan at the November 2008 Roundtable and launched a comprehensive implementation plan with timelines that will allow the institution to successfully assess its General Education core outcomes. The Team worked with the HLC Mentors in order to map out an assessment process plan that will allow the institution to accomplish two things during a four-year assessment cycle; namely;
 - Development of a university-wide culture of assessment and culture of evidence.
 - Assessment of the six General Education core outcomes, including:
 - Effective Communication
 - Critical Thinking and Logical Reasoning
 - Technological Literacy
 - Mathematical and Scientific literacy
 - Service Learning and Servant Leadership
 - Understanding the World and Value of Diversity
- ❖ Under the consultation of the HLC Mentors, the Team reached a consensus to begin the Student Learning Projects with the assessment of Effective Communication and Critical Thinking skills.
- ❖ A step-by-step assessment process with timelines showing “who will be doing what” is provided in the matrix provided below.

When	What	Who’s Responsible	How/Details	Results, Forms of Assessment Evidence and Resources
Spring 2009	<p>Complete planning for the assessment of the Communication and Critical Thinking Skills</p> <p>Assessment Team will recommend appropriate evidence to collect, criteria for revising process and qualitative as well as quantitative data to be compiled.</p> <p>Incorporate the Martin University Assessment Protocol, assessment plan and process into Self Study</p>	<p>President’s Cabinet, Assessment Team, V.Ps for Academic Affairs.</p> <p>Co-Directors of Assessment (Dr. Gloria Ameny-Dixon and Mr. Bonar) will lead IDEA System for Effective Teaching and Student Learning for Selected courses during the pilot</p>	<p>President’s Cabinet and members of the Team will lead the process.</p> <p>For assesment results to be useful in improving planing and teaching as well as student learning, IDEA results will be communicated to all full time and part time instructors before courses are offered again or taught by same instructors.</p>	<p>Through faculty and staff governance, the Assessment Team is working on a model appropriate for adult learners.</p> <p>Assessment Team will determine the appropriate types of direct and indirect evidence to be used, as well as the kinds of quantitative and qualitative data.</p>
Summer 2009	<p>Pilot assessments of Effective Communication and Critical Thinking.</p> <p>Collect Evidence Revise process as needed, analyze direct and indirect evidence of student leaning, compile assessment results and incorporate results into Self Study</p>	<p>Academic Affairs</p> <p>Academic Departments</p> <p>Tutors and Staff in the Writing Center</p> <p>Assesment Office</p>	<p>Ongoing</p> <p>Course syllabi with clealy identified student learning outcomes</p> <p>Writing Rubrics</p> <p>Rubric for student projects and portfolios</p> <p>IDEA System for Student Learning and</p>	<p>Students will present written projects to peers in the classroom, university-wide community and the Student Council.</p> <p>Evidence will also include students’ classroom projects, performances in Internships and</p>

			Effective Teaching	Capstone Projects
Fall 2009	<p>Implementation of the assessment of Communication and Critical Thinking and pilot of Technological Literacy and Mathematical and Scientific Literacy skills of Martin University students.</p> <p>Collect Evidence Revise process as needed, analyze direct and indirect evidence.</p> <p>Compile assessment results and incorporate results into Self Study</p>	<p>Academic Affairs and Academic Departments' Dean's chairs and Faculty.</p> <p>Co-Directors of Assessment (Dr. Gloria Ameny-Dixon and Mr. Bonar) will lead IDEA System for Student Learning and Effective Teaching for Technology and Mathematical and Scientific Literacy</p>	<p>Ongoing</p> <p>Assesment rubrics developed by Assesment Team</p> <p>Ongoing</p> <p>Course syllabi with clealy identified student learning outcomes</p> <p>Rubric developed by Assesment Team and other forms of evidence as needed</p>	<p>Direct evidence</p> <p>Indirect evidence</p> <p>Self Study in progress and incorporated with the various kinds of evidence of student learning.</p>
Spring 2010	<p>Implementation of the Technology, Mathematical and Scientific Literacy skills of Martin University students.</p> <p>Collect evidence, revise process as needed, analyze direct and indirect evidence of student leaning, compile assessment results and incorporate results into Self Study</p>	<p>Office of Academic Affairs Deans and Departmental Chairs</p> <p>Faculty and staff from the Office of Student Affairs that support student learning</p> <p>Tutors and Staff in the Math Assistance Center and Interdisciplinary Science Lab.</p>	<p>Ongoing</p> <p>Course syllabi with clealy identified student learning outcomes</p> <p>Rubric developed by Assesment Team</p> <p>Rubrics and other forms of evidence of student learning will be collected as needed</p>	<p>Direct evidence</p> <p>Indirect evidence</p> <p>Use of technology to support student learning of math and science and their applications in society</p> <p>Completed self study incorporated with evidence of studence learning and ready for focused visit by the HLC in the Fall 2010</p>
Fall 2010	<p>Compile evidence of student learning for at least four of the six General Education Core Outcomes.</p>	<p>All campus constituencies</p>	<p>Completed analyzed direct and indirect evidence of student learning incorporated into Self Study</p>	<p>Passing all areas of HLC accreditation focused visit in 2010</p>
Spring 2011 - Fall 2013	<p>Completion of assesment of all six General Education Core Outcomes and Program outcomes</p>	<p>All campus constituencies</p>	<p>Completed analyzed direct and indirect evidence of student learning incorporated into comprehensive Self Study</p>	<p>Continuation of work evidence of student learning in preparation for the comrehensive HLC visit in 2013</p>

- ❖ The timelines above will allow Martin University's Administrative Leadership and Assessment Teams to begin with the assessment of the first two and most important of the six General Education Core Outcomes, then move systematically to the next ones so that within a four-year assessment cycle all outcomes will have been assessed, evidence analyzed and results utilized for improvement of student learning as the next assessment cycle begins.
- ❖ The SLP will be monitored by the Assessment Team and teaching faculty by reviewing student performances in the various skills. University-wide committees will also be involved is reviewing specific indicators such as students' written essays, completed projects or indirect indicators of performances such as rubrics

showing that students meet or exceed expectations will inform us if the student learning projects are successful or not. Review of capstone projects by off-campus members of Capstone Committees and assessment of internships by students' employers will also provide indication on whether or not the student learning projects have been successful.

- ❖ Desired results include improved communication and critical thinking skills as evidenced by:
 - Students' written essays, final projects, in-class and public presentations to an audience.
 - Indirect evidence such as the rubrics compiled by faculty showing levels of student performance.
 - Other Generated evidence may include students' pre-, mid- and post-assessment results showing students' developmental levels of performance in communication and critical thinking.
 - Reinforcement of communication and critical thinking skills in all courses and programs across the campus and from reinforcement of students' communication and critical thinking skills through Martin University's Writing Center where students receive further assistance to develop these skills.