

## General Education Assessment Plan

### Student learning outcomes:

1. *Communication*: UT students must demonstrate abilities to communicate meaningfully, persuasively, and creatively with different audiences through written, oral, numeric, graphic and visual modes.
2. *Scientific and Quantitative Reasoning and Literacy*: UT students must demonstrate the capacity to apply mathematical reasoning and scientific inquiry to diverse problems.
3. *Personal, Social, and Global Responsibility*: UT students must demonstrate understanding of and critical engagement in ethical, cultural, and political discourse and capacity to work productively as a community member committed to the value of diversity, difference, and the imperatives of justice.
4. *Information Literacy*: UT students must demonstrate the ability to find, organize, critically assess, and effectively use information to engage in advanced work in a challenging field of study. Students should demonstrate responsible, legal, creative, and ethical use of information.
5. *Critical Thinking and Integrative Learning*: UT students must be able to integrate reasoning, questioning, and analysis across traditional boundaries of viewpoint, practice, and discipline

### Assessment measures:

<i>Data collection methods, metrics and sources</i>	<i>Applicable student learning outcomes</i>	<i>Direct or Indirect Measure of student learning</i>	<i>Frequency of data collection and review</i>	<i>Person(s) responsible for reviewing data</i>
Course Reports	1-5	Direct/Indirect	Annually	Department Chairs, Faculty, University Assessment Director, General Education Assessment Committee
D,F,W rates by course	1-5	Indirect	Annually	University Assessment Director
Collegiate Learning Assessment	1,5	Direct	Every 2 years	University Assessment Director, General Education Assessment Committee
Senior Survey	1-5	Indirect	Annually	University Assessment Director, General Education Assessment Committee
Transcript Audit	1-5	Indirect	In development	University Assessment Director, General Education Assessment Committee

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## Examples of how this information is used for decision-making:

1. Course reports are utilized to document assessment activities at the course-level. The data inform teaching practices and department level decision-making intended to improve student performance in individual courses. In addition, the reports also provide faculty members with the opportunity to share recommendations for broader, more institutional-level activities designed to enhance student learning.
2. The Collegiate Learning Assessment provides a sample of student achievement for both first-year and senior level students in written communication and critical thinking skills. The report compares UT students with peer institutions. Although the exam is a direct measure of student achievement, test scores are not a direct measure of the effectiveness of the general education curriculum. First year student scores provide the institution with an understanding of the skill level of entering students. Senior student scores represent a reflection of multiple influences on their learning including the general education curriculum as well as their individual major courses and electives.
3. The Senior Survey asks graduating seniors to reflect on their overall undergraduate experience in terms of skills related to the general education student learning outcomes.
4. The transcript audit reviews the number of general education courses completed by students as they align with the five general education outcomes. This data will inform the overall general education curriculum design, identifying the need for potential changes in course offerings to adequately provide opportunities for students to take courses emphasizing each outcome.