**General Education Assessment Report (GEAR)**

**Spring 2020**

*Department or program:*

*Academic year:*

*Name of person filing this report:*

*Date of general education assessment meeting:*

*Who was present:*

**Introduction:** For our upcoming reaccreditation, the Higher Learning Commission places high value on the departments and interdisciplinary programs offering clear connections between their curricula and the stated general education goals of the college. The following exercise should make these links apparent and provide departments with a mechanism by which to assess the connections, as well as any changes that might emanate from this work. Over the course of four years, we will examine artifacts (student papers, projects) from each department as they relate to two to three of the general education goals. This cycle will be repeated, and upon repetition the departments/programs will reflect further on how any changes instituted, etc. affect the student outcomes. Thus we will acquire both snapshots and a more longitudinal understanding of how our departments/programs facilitate and promote the college’s general education goals.

It should be noted that the two rubrics we will use this year are derived from the AAC&U’s VALUE rubrics and are not designed to evaluate material from a specific course. Instead these tools are used to more generally assess student work produced from a diverse range of majors and a variety of institutions. Ultimately, our work with the rubrics will help determine to what extent students are achieving essential learning outcomes and will help us close the feedback loop internally. For example, are we accomplishing the goals we have set? If we are not, the rubric results can help us understand where to set our focus. Additionally, this work will help Kenyon demonstrate student accomplishment and communicate it in terms that are more recognizable to an outside party.

All of Kenyon’s general education goals are listed below, however this year we will be specifically examining goal C (with respect to writing) and goal B using the rubrics labeled “Writing Rubric” and “Information Literacy Rubric,” respectively.

 **Kenyon’s general education goals state that students should:**

1. Acquire and integrate knowledge and understanding of arts, humanities, natural sciences, and social sciences
2. Gather information from a variety of sources and evaluate its quality
3. Formulate ideas rigorously and communicate them effectively, orally and in writing
4. Learn languages and engage with diverse cultures
5. Address ethical questions and make informed qualitative judgments
6. Acquire quantitative skills and analyze data
7. Develop an aesthetic sensibility through practice and critical examination of the fine, performing, and literary arts
8. Work creatively
9. Work collaboratively and across disciplines
10. Prepare for leadership and for civic and community engagement

*Please note, not every department is expected to address every one of Kenyon’s general education goals.*

**Meeting & Report:**  This report will have two parts, *the first part* will be a recap of the department’s discussion of the outcomes associated with each of the goals to be examined this year, B and C (written communication). *The second part* of the report consists of the completion of rubrics as assigned in the curricular mapping exercise (see below).

While the rubrics may be completed by a subset of the department members, all members, including those not assigned specific rubric tasks, should attend and participate in the assessment discussion which will lead to the written portion (part one) of the report.

Please submit your report as an e-mail attachment to Amy Quinlivan, quinlivana@kenyon.edu. by June 30, 2020.

***Assessment of General Education Goals via Rubrics (part two of report):***

**1.**  Goal B: Gather information from a variety of sources and evaluate its quality.

*An electronic version of the rubric has been/will be sent to the instructors listed on the curricular mapping spreadsheets (last spreadsheet, tab 4). To have the rubrics or the link to the curricular mapping spreadsheet resent, contact Erika Farfan (farfane@kenyon.edu)*

Use the Information Literacy rubric to assess a sample of student artifacts (student papers, projects, etc.) in two to five courses that involve an assignment that requires students to identify, locate, evaluate, and effectively and responsibly use and share that information. In addition, the assignments should mainly originate from students that are mainly their third or fourth year.

**2.**  Goal C (with respect to writing): Formulate ideas rigorously and communicate them effectively in writing.

*An electronic version of the rubric has been/will be sent to the instructors listed on the curricular mapping spreadsheets (last spreadsheet, tab 4). To have the rubrics or the link to the curricular mapping spreadsheet resent, contact Erika Farfan (farfane@kenyon.edu)*

Use the Written Communication rubric to assess a sample of student artifacts (student papers, projects, etc.) in two to five courses that involve a significant writing contribution and originate from students that are mainly their third or fourth year.