APPENDIX C:

Proposed Materials to Assist Faculty in Resubmitting Course for General Education Program Inclusion

January 18, 2001

RESOURCES FOR FACULTY: SELF-EVALUATION OF GENERAL EDUCATION COURSE

STEPS TO DEVELOP COURSE LEVEL ASSESSMENT IN THE GENERAL EDUCATION PROGRAM

The purposes of this resource document are to help faculty:

1. Identify general education goals and tie them to course objectives.
2. Assist in identifying the degree to which the general education goals are being met.
3. Assist in identifying how evidence is gathered on meeting the general education goals.
4. Stimulate thinking about tools used to assess.
5. Provide better evidence as to the value of the course in the general education program.
RESOURCES FOR FACULTY: SELF-EVALUATION OF GENERAL EDUCATION COURSE

STEPS TO DEVELOP COURSE LEVEL ASSESSMENT
IN THE GENERAL EDUCATION PROGRAM

Step 1. Develop assessment within the General Education course submission or resubmission process.
1-1. State course objectives.
1-2. Restate course objectives under the appropriate general education goal(s).
1-3. Provide a written support statement (rationale) as to how course objectives meet that section of the general education goals for each general education goal addressed by the course.
1-4. Provide examples.

Step 2. Use the Levels of Cognitive Functioning (Table 1) to break down the objectives by cognitive behaviors. Using a table of cognitive functioning gives an idea of the cognitive thinking behaviors students use to achieve each of the objectives.

Step 3. Use Tools to Assess Course Objectives across Levels of Cognitive Function (Table 2). This helps plan how the objectives are going to be assessed using specific types of evidence (e.g., discussions, papers, projects, homework, group discussions) or item formats (e.g., multiple choice, T/F).

Step 4. Evaluate how well the course met the general education objectives

4-1. Determine which methods of assessment or which tools address the area indicated in the Table of Objectives by Cognitive Functioning (see Table 2) for the course to be submitted for general education consideration.

4-2. Determine the gaps in the assessment tools, indicating what course objectives, if any, need to be strengthened or adjusted to improve the degree to which those objectives contribute to the overall success of the general education course.

4-3. Describe how the findings are used to improve the course.

Step 5. Compare course objectives and general education goals to determine how well general education goals are met and if they are being adequately assessed.
STEP 1. Develop assessment within the General Education course submission or resubmission process.

STEP 1-1. State Course Objectives

Hypothetical Example for Course: “Cognitive Thinking in Education”

1. Students will explain the information-processing models, empirical methods, methods of theory development, and history of educational psychology.
2. Students will explain how cognitive behavioral constructs are related to a taxonomy and how that taxonomy involves a variety of levels of cognitive behaviors such as memory, comprehension, conceptual, application, analysis, evaluation, and synthesis.
3. Students will define terms related to understanding cognitive behaviors (e.g. taxonomy, memory, procedural knowledge, comprehension, conceptualization, application, analysis, evaluation, synthesis).
4. Students will explain the relationships that exist among cognitive behaviors, learning styles, and teaching strategies.
5. Students will identify examples of learning styles.
6. Students will explain how a variety of learning disabilities influences thinking behavior and learning styles (e.g. deafness).
7. Students will create a learning unit using a variety of learning styles and thinking behaviors.
8. Students will be able to evaluate a current educational setting and indicate what changes if any need to be made.

√ Indicates objectives not used to meet General Education Goals.

STEP 1-2. Restate Course Objectives Under Appropriate General Education Goal (and STEP 1C: Rationale)

Hypothetical Example for Course: “Cognitive Thinking in Education”

General Education Goal a. Students develop habits of writing, speaking, and reasoning necessary for continued learning.

Gen Ed Goal a i. Students communicate clearly in written English, demonstrating their ability to comprehend, analyze, and interrogate critically.

Course Objective 4. Students will explain the relationships that exist among cognitive behaviors, learning styles, and teaching strategies.
Course Objective 6. Students will explain how a variety of learning disabilities influences thinking behavior and learning styles (e.g. deafness).
Course Objective 7. Students will create a learning unit using a variety of learning styles and thinking behaviors.
Course Objective 8. Students will be able to evaluate a current educational setting and indicate what changes if any need to be made.

Step 1-3. Rationale: In order for students to achieve the four objectives listed above, they will have to 1) write written answers explaining the relationships that exist among cognitive behaviors, learning styles and teaching strategies; 2) write a unit which contains a written analysis of why certain strategies were used.
Gen Ed Goal a ii. Students communicate in a manner that unites theory, criticism, and practice in speaking and listening.

Course Objective 4. Students will explain the relationships that exist among cognitive behaviors, learning styles, and teaching strategies.
Course Objective 6. Students will explain how a variety of learning disabilities influences thinking behavior and learning styles (e.g. deafness).
Course Objective 7. Students will create a learning unit using a variety of learning styles and thinking behaviors.
Course Objective 8. Students will be able to evaluate a current educational setting and indicate what changes if any need to be made.

**Step 1-3. Rationale:** In order for students to achieve the four objectives listed above, the students will participate in oral discussions, and give an oral presentation.

Gen Ed Goal a iii. Students perform basic computations, display facility with use of formal and quantitative reasoning analysis and problem-solving, and interpret mathematical models and statistical information.

**Step 1-3 Rationale:** None of the course objectives require the students to use quantitative reasoning skills or interpret mathematical models or statistical information. This General Education goal is not addressed in the course.

General Education Goal b. Students develop an ability to use modes of inquiry across a variety of disciplines in the humanities and the arts, the physical sciences and mathematics, and the social sciences.

Gen Ed Goal b i. Students demonstrate a knowledge of the historical and prehistorical development of societies and cultures, and of the relations of such development to the present.

Course Objective 1. Students will explain the information-processing models, empirical methods, methods of theory development, and history of educational psychology as they relate to a specific content area.

**Step 1-3 Rationale:** In order to achieve this objective, students understand the history of educational psychology as it applies to the development of learning theory and information-processing models. Students must also explain how the development of sound empirical methods influenced the development of learning theory as it exists today.

Gen Ed Goal b ii. Students demonstrate an ability to articulate the significance of the arts and an ability to apply analytical and interpretive skills to the critical examination of the social/cultural values and aesthetic qualities found in the arts and popular culture(s).

**Step 1-3 Rationale:** No course objectives address this goal.
Gen Ed Goal b iv. Students demonstrate an ability to use scientific methods and theories to understand the phenomena studied in the natural and social sciences.

Course Objective 1. Students will explain the information-processing models, empirical methods, methods of theory development, and history of educational psychology as they relate to a specific content area.

Course Objective 2. Students will explain how cognitive behavioral constructs are related to a taxonomy and how that taxonomy involves a variety of levels of cognitive behaviors such as memory, comprehension, conceptual, application, analysis, evaluation, and synthesis.

Step 1-3 Rationale: The above objectives will be met through the use of written and oral communication. In order to achieve these objectives, students will actively participate in activities such as class discussions, group projects, tests, and projects.

General Education Goal c. Students develop an understanding of the interrelatedness of various disciplines by integrating knowledge from several disciplines and applying that knowledge to an understanding of important problems and issues.

Course Objective 6. Students will explain how a variety of learning disabilities influences thinking behavior and learning styles (e.g. deafness).
Course Objective 7. Students will create a learning unit using a variety of learning styles and thinking behaviors.
Course Objective 8. Students will be able to evaluate a current educational setting and indicate what changes if any need to be made.

Step 1-3 Rationale: Given a set of activities involving a variety of current educational settings, students will use written and oral reports showing how they would improve the setting using the information learned throughout the course. Other activities will involve the design of thematic instructional unit which implements all of the theories learned in the course. Within the unit, a variety of teaching strategies must be incorporated to meet the needs of the various learning styles and content areas.

General Education Goal d. Students develop social responsibility and preparation for citizenship through global awareness, environmental sensitivity, and an appreciation of cultural diversity.

Course Objective 6. Students will explain how a variety of learning disabilities influences thinking behavior and learning styles (e.g. deafness).

Step 1-3 Rationale: In order to meet this objective, a variety of activities will be conducted focusing on cultural diversity in education.
STEP 2. Use the *Levels of Cognitive Functioning* Table to break down the objectives by cognitive behaviors. This gives an idea of the cognitive thinking behaviors students use to achieve each of the objectives.

Table 1. Hypothetical Example: Course Objectives for “Cognitive Thinking in Education” by Levels of Cognitive Function

<table>
<thead>
<tr>
<th>Objective</th>
<th>Memory</th>
<th>Procedural Knowledge</th>
<th>Comprehension</th>
<th>Conceptualization</th>
<th>Application</th>
<th>Beyond Application (analysis, evaluation, synthesis)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will explain the information-processing models, empirical methods, methods of theory development, and history of educational psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Students will explain how cognitive behavioral constructs are related to a taxonomy and how that taxonomy involves a variety of levels of cognitive behaviors such as memory, comprehension, conceptual, application, analysis, evaluation, and synthesis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3. Students will define terms related to understanding cognitive behaviors (e.g. taxonomy, memory, procedural knowledge, comprehension, conceptualization, application, analysis, evaluation, synthesis).</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Students will explain the relationships that exist among cognitive behaviors, learning styles, and teaching strategies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. Students will identify examples of learning styles.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6. Students will explain how a variety of learning disabilities influences thinking behavior and learning styles (e.g. deafness)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7. Students will create a learning unit using a variety of learning styles and thinking behaviors.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>8. Students will be able to evaluate a current educational setting and indicate what changes if any need to be made.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

* Levels of Cognitive Functions are a combination of Bloom’s and Guilford’s Taxonomies.
Description of Levels of Cognitive Functions and Items to Accompany Table 1.

(Examples of items do not match the content of the hypothetical course; they are designed for information only)

1. **Memory:** Memory level thinking requires the student to just remember facts, dates, events, people’s names etc. Such thinking behavior basically involves stimulus response.

   **Terms:**
   1. Given the specifications of a term, identify the definition of that term.

      **Question:** What is the definition of taxonomy?
      **Answer:** A taxonomy is a method of classification.

   **Facts, Dates, Events, Persons, Places; Number Facts:**
   1. Given a specified fact (date, event, person, place) identify an associated fact (date, event, person, and/or place).

      **Question:** When did the US declare war on Japan?
      **Answer:** December 8, 1941

2. **Procedural Knowledge:** Requires that the student remember a SET SEQUENCE of steps in a process to be successful.

   1. Given a procedure, students will be able to complete the sequence in the proper order.

      **Question:** What are the steps for mounting an onion cell on a slide?
      **Answer:**
      1. Slice a very thin piece off the onion.
      2. Place a small drop of water in a slide
      3. Place the onion cells on the slide
      4. Place a small drop of stain on the onion cells
      5. Hold the cover slide at an angle to the slide
      6. Place cover slide on top of stained onion slide

      **Question:** Multiple 44 x 66.
      **Answer:**
      
      \[
      \begin{align*}
      4 \times 6 &= 24 \\
      4 \text{ in the ones column} &+ 2 \text{ in the tens column} = 26 \\
      26 \text{ in the hundred and tens column} &+ 2 \text{ in the hundreds column} = 284 \\
      284 \text{ in the thousands and hundred column} &+ 2640 = 2904
      \end{align*}
      \]
3. Comprehension: Comprehension requires the student to interpret passages and/or symbols.

Given a scenario, articles, passage incorporating several ideas, paraphrase the appropriate generalization.

Question: Mr. Snoop has several students who are constantly acting out. One day after school, he sees that two students, Jeff and John, have taken a hat from Steve. They are teasing him as they toss the hat back and forth as they play Keep-Away from Steve. Mr. Snoop also remembers that Jeff and John are just two of several students who call out answers in class rather than raising their hands. This is not only disrupting his class, but it is also preventing other students from contributing to class discussions.

What might be two objectives that Mr. Snoop could incorporate into his class to reduce the acting out behavior?

Answer: Students will respect other students and their personal property.
Students will be courteous in class.

Given a symbol or set of symbols students will be able to interpret the meaning of the symbol.

Question: $\frac{\sum x^2}{N}$ What does this set of symbols tell you to do?

Answer: Take each of the raw scores, multiply them by themselves, then add all of the multiplied scores and divide the total by the total number of raw scores.

Question: Please translate the following statement.

Mis amigos estan a la fiesta.

Answer: My friends are at the party.

Given a statement, chart, or graph presenting data, identify the correct conclusion from the data.

Housing          Health care
Clothing         Food
Entertainment    School
Monthly budget

Question: What percentage of the monthly budget is spent on food?

Answer:

a. 10%
*b. 25%
c. 35%
d. 50%
4. **Conceptualization:** Conceptualization involves either distinguishing an example from a nonexample or discovering why a particular relationship exists.

*Example/ nonexample:*

Question: Indicate with an E for example and an N for nonexample, which of the following are examples of verbs.

- **E** go
- **N** went running
- **N** up
- **E** running
- **E** swim
- **N** gardening

Answers are underlined.

*Relationship:* Indicates how or why a specific, concept, process, rule, theorem, or system influences another specific, concept, process, rule, theorem, or system.

Question: Explain why, when individuals go on extreme diets, once they stop dieting they gain back the weight and more.

Answer: Answer should include how caloric intake influences metabolism, how metabolism influences burning and storage of calories and how the body protects itself from future starvation when the diet is ended by storing fat more efficiently.

Question: A teacher notices that a student, who was formerly very easy to distract, has recently become very drowsy and inattentive. He no longer has periods of extreme aggressiveness.

What is the most likely cause of this change?

- A. change in the teacher’s method of handling him
- *B. change in medication
- C. change in home situation
- D. change in his friends

5. **Application:** Given specific information, generalize rules, laws, and theories to make the correct choice.

Question: Circle the correct answer.

Susie had 20 books. She gave two to Sarah and four to Josh. Home many books did Susie have originally?

To solve the problem you need to:

- Use addition
- Use subtraction
- Use neither

Answer: Use neither
Question: Mr. Wooden wants to fence in his yard. Which of the following formulas should you use?

- A. \( L \times W \)
- B. \( L \times W \times L \times W \)
- C. \( L + W \)
- D. \( L + W + W + L \)

Answer: D

6. Beyond Application: Beyond application involves analysis, evaluation, and synthesis. Most activities that require one of these usually require all three, that is why the three are listed as beyond application.

Question: Write a short story involving four characters, one of whom is the protagonist. Be sure to include all of the components required for a short story. It should be no more than 15 pages in length. You must choose from one of the following four themes.

- A winter outing
- A dangerous situation
- A trip to a foreign country
- A trip to Washington D.C.

Answer: Answer should include all parts of a short story, strong character development, fluency, and any other requirements the instructor wishes. Can be scored as a rubric such as the example below.

<table>
<thead>
<tr>
<th>Content</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character development</td>
<td>All characters recognizable by character traits.</td>
<td>One character not fully developed or recognizable by character traits.</td>
<td>Two characters not fully developed or recognizable by character traits.</td>
<td>Three or more characters not fully developed.</td>
<td>No attempt</td>
</tr>
<tr>
<td>Theme</td>
<td>Theme runs throughout the story</td>
<td>Theme has one or two gaps throughout story</td>
<td>Theme has three or four gaps during story</td>
<td>Theme has more than four gaps</td>
<td>No attempt</td>
</tr>
<tr>
<td>Plot</td>
<td>Strong and continuous plot</td>
<td>Plot has one or two weak points</td>
<td>Plot has three weak points</td>
<td>Plot has four weak points or just ends</td>
<td>No attempt</td>
</tr>
<tr>
<td>Setting</td>
<td>Setting is well developed throughout story</td>
<td>Setting does not stay focused throughout story</td>
<td>Setting jumps back and forth with no transitions</td>
<td>Setting can not be followed</td>
<td>No attempt</td>
</tr>
<tr>
<td>Fluency</td>
<td>Story flows smoothly from beginning to end</td>
<td>Story has one or two jerky spots</td>
<td>Story has three or more jerky spots</td>
<td>No fluency</td>
<td>No Attempt</td>
</tr>
<tr>
<td>Mechanics</td>
<td>No Mechanical errors</td>
<td>Five or less mechanical error</td>
<td>6 to 8 mechanical errors</td>
<td>More than 8 mechanical errors</td>
<td>No Attempt</td>
</tr>
</tbody>
</table>

STEP 3. Use Tools Used to Assess Course Objectives Across Levels of Cognitive Function (See Table 2). This helps
plan how the objectives are going to be assessed using specific types of evidence (e.g., discussions, papers, projects, homework, group discussions) or item formats (e.g., multiple choice, T/F).

<table>
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<tr>
<td>1. Students will explain the information-processing models, empirical methods, methods of theory development, and history of educational psychology</td>
<td></td>
<td></td>
<td></td>
<td>Scenarios, Class discussions, Group activities, MC-T/F quiz, essay exam</td>
<td></td>
<td></td>
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<tr>
<td>2. Students will explain how cognitive behavioral constructs are related to a taxonomy and how that taxonomy involves a variety of levels of cognitive behaviors such as memory, comprehension, conceptual, application, analysis, evaluation, and synthesis.</td>
<td></td>
<td></td>
<td></td>
<td>Class discussions, projects, papers, group activities, quizzes, homework, in class activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Students will define terms related to understanding cognitive behaviors (e.g. taxonomy, memory, procedural knowledge, comprehension, conceptualization, application, analysis, evaluation, synthesis).</td>
<td>Homework, Quizzes, Tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Students will explain the relationships that exist among cognitive behaviors, learning styles, and teaching strategies.</td>
<td></td>
<td></td>
<td></td>
<td>Class discussions, projects, papers, group activities, quizzes, tests, homework, in class activities</td>
<td></td>
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</tr>
<tr>
<td>5. Students will identify examples of learning styles.</td>
<td></td>
<td></td>
<td></td>
<td>Class discussion, Group activities, Homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Students will explain how a variety of learning disabilities influences thinking behavior and learning styles (e.g. deafness)</td>
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<td></td>
<td>Class discussions, projects, papers, group activities, quizzes, homework, in class activities</td>
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<td>7. Students will create a learning unit using a variety of learning styles and thinking behaviors.</td>
<td></td>
<td></td>
<td></td>
<td>Class discussions, projects, papers, group activities, quizzes, homework, in class activities</td>
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<td>8. Students will be able to evaluate a current educational setting and indicate what changes if any need to be made.</td>
<td></td>
<td></td>
<td></td>
<td>Class discussions, projects, papers, group activities, quizzes, homework, in class activities</td>
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</tbody>
</table>

*Tools to provide evidence related to student achievement of the objectives.*
Samples of Types of Testing Tools

1. Multiple choice items: Present the individual with a question and a set of possible answers

   Which president served between 1992 and 2000?
   A. Clinton
   B. Reagan
   C. Bush
   D. Gore

2. True/False items: Present the individual with a statement that is either true or false. If a statement has one false example, it is always false.

   George Bush won the presidential election in 1996.

3. Matching Items: Students must select the correct response from the right hand column and place it next to the word it matches. There should always be more response choices than questions

   Match the following words to their definitions.

   _____ 1. A.
   _____ 2. B.
   _____ 3. C.
   _____ 4. D.

4. Fill in the Blank: Fill in the blank questions require that the student add the appropriate answer making the statement a true statement.

   George Washington was the __________ president of the United States. (First)

5. Short answer: Short answer questions require the student to provide a written answer to a question. The answer is usually a paragraph in length but can be more.

   Explain why the colonists were angry with the British Stamp act.

6. Essay: An essay question requires the student to provide an in-depth response to a question. The length of the response is anywhere for a page to no more than several pages in length.

   During the revolutionary war, the colonist used the fighting strategies of the Native American Indians in the area. Explain how that affected their battle strategies and what effect the use of the different fighting style had on the British troops.
7. Scenarios: Scenarios or vignettes require the student to read a given situation and then, based on the situation, respond to a series of questions related to the scenario.

Before school each morning, Ms. Grant supervises the Mountain High Middle School students as they arrive for school in the morning. She always takes the morning duty because she loves to watch the effect of the sun on the surrounding mountains. During the first three weeks of school, she notices that many of the students who are riding their mountain bikes to school, come over part of the mountain bench next to the school. After several weeks of observing the students who ride bikes, she notices that there is a large section of the hill that has begun to erode as the students continue to come to school. She believes that students need to be aware of the ecological damage that is being done by students who are not aware of the outcomes of their actions. She decides that she will incorporate in to her ecology unit, a section relating to environmental damage caused by all terrain vehicles.

During the first weeks of her class, Ms. Grant has the students create a small hill very similar to the one on which they ride. Grass and flowers are planted. Since the hill is being created in a 2 by 2 box, the flowers are designed to represent trees. When the grass begins to grow, she gives the students small wheels that are similar to their bike wheels. The students "ride" the bikes over the hill and record data regarding the effects of the wheels on the hill.

After the third week, the students begin to notice damage done by the wheels to their small hill. Ms. Grant then begins to ask questions regarding how this experiment relates to the environment. Students respond with various answers and solutions to the problem.

Ms. Grant gives a test to the students which covers the instructional objectives. Based on the results of the test, she believes her students now understand the impact of all terrain vehicles to the environment. In addition, as she watches students continue to arrive through out the semester she notices that fewer students are riding their bikes over the hill.

1. What might have been Ms. Grant’s learning goal?
2. Indicate two instructional objectives she might have written.
3. Indicate one example of an informal measurement Ms. Grant might have made. Please explain in your own words why it was an informal measurement.
4. Indicate one example of a formal measurement Ms. Grant might have made. Please indicate in your own words why it was a formal measurement.
5. Indicate one example of a formative evaluation Ms. Grant made. Please indicate in your own words why it was a formative evaluation.
6. Indicate one example of a summative evaluation Ms. Grant made. Please indicate in your own words why it was a summative evaluation.
7. Cite evidence that one of Ms. Grant’s measurements was reliable. Explain why.
8. Cite evidence that one of Ms. Grant’s measurements was relevant. Explain why.
9. Imagine a factor which might influence the reliable one of the measurements Ms. Grant Made. Explain why.
10. Imagine a factor that might influence the relevance of one of Ms. Grant’s measurements. Explain why.

8. Project: A project can be an oral report, a written report, or a create endeavor of some sort.

Research paper: You are to find a topic relevant to the development of an artistic style, and write a paper which includes the history of the style, influencing factors of the style, key artists and major works.
STEP 4: Evaluate how well the course met the General Education Goals.

4-1. Using the Tools to Assess Course Objectives Across Levels of Cognitive Function table, determine which methods of assessments or which tools best addressed the objectives as indicated in the Table of Objectives by Levels of Cognitive Function.

4-2 Determine the gaps in the assessment tools, indicating which course objectives, if any, need to be strengthened or adjusted to improve the degree to which those objectives contribute to the overall success of the general education course.

4-3. Describe how findings are used to improve the course.

Hypothetical Example: “Cognitive Thinking in Education”

After reviewing the course objectives, thinking behaviors and course activities, it was determined that written activities were limited to a project only. Since then, activities have been added that require the students to have written responses to group discussion. In addition, more scenario assessment activities have been added so that students must communicate their understanding through written language as well as orally.

STEP 5. Compare course objective and General Education Goals to determine how well General Education Goals were met and if they are being adequately assessed.

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