UWRF General Education Committee
Guidelines Used to Evaluate General Education Course Proposals

1) Each outcome specified by the designator is clearly related to an assessment tool e.g. test questions, sample assignments, sample paper projects. It is possible that a single tool might be able to assess more than one outcome.

2) Submitted materials should include:
   a) Examples of the assessment tools, e.g. test questions, assignments, paper projects, etc. The samples can be the actual assessment tool or prototypes
   b) Rubrics or grading criteria for each assessment tool
   c) A clear plan for collecting and analyzing the data
   d) In courses with multiple sections and/or multiple instructors (adjuncts included), there is a clear plan for ensuring consistency

3) If there is a question about whether a particular course fits the designation under which it is proposed, the committee focuses on whether or not the central questions in the course are driven by theories in the designator. (e.g. S, SL, SB, EC)

   For example, in the natural science (S and SL), the scientific method as well as theories and principles from the natural sciences need to be a key (and documented) component of the course.

   In the social sciences (SB), social theories need to be driving the central questions in the course and social science methods need to be addressed in the course.

4) Additional useful things to know:
   a) The committee is not interested in value-added measures for the purposes of General Education assessment (e.g. pre- and post-tests). It is appropriate to use them if the department is interested in this kind of measure, but for General Education assessment purposes, the committee wants only the data from the post-tests.

   b) Not all graded items in a course should be included in the General Education assessment plan.

Approved 9/22/06