GEN ED ASSESSMENT IN SI, DEI, AND QE: SELECTING ASSIGNMENTS, USING THE CANVAS RUBRIC

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on behalf of the GEOC Assessment Subcommittee

AY23-24

OVERVIEW

- Goals of Gen Ed assessment

- Instructor responsibilities

- Example: Social Inquiry (SI), Diversity, Equity, and Inclusion (DEI), and Quantitative Experience (QE) learning outcomes and rubrics

- Selecting assignments

- Using the Gen Ed rubric in Canvas

- Non-rubric scoring

- Where to get help

WSU'S CONTEXT FOR GEN ED ASSESSMENT

See the General Education Oversight Committee's Gen Ed assessment website for more information.

INSTRUCTOR RESPONSIBILITIES (FALL AND WINTER)

Design syllabus

- Incorporate:
  - Course description
  - Gen Ed learning outcomes and rubric

Select assignment(s)

- 1 or more
- Which best elicit evidence of each Gen Ed LO?

Score with Gen Ed rubric

- Used as assessment data, separate from grade for student
- Canvas submissions preferred

SOME DEFINITIONS

- **Learning outcomes** are statements that describe what students should know or be able to do.
  - Gen Ed outcomes are set by the General Education Oversight Committee (GEOC).

- **Rubrics** are scoring tools that describe different levels of performance on each learning outcome.
  - Performance levels can be differentiated by quantity, quality, or both.

- **Course assignments** are activities that elicit student performance, such as tests, projects, presentations, homework, and more.
  - A **Canvas assignment** is a digital placeholder for your course assignment.

SI RUBRIC GLOSSARY

The definitions were developed to clarify terms and concepts as used in this rubric only.

Society - A community of people, broader than the immediate family, with shared customs, laws, or institutions.

Social groups - A collection of individuals who share a common identity or identities (e.g., class, ethnicity, family, gender/sexuality, language, nationality, occupation, political beliefs, race, religion).

Social institutions - Structures and systems that organize a society.

Social interactions - The way people communicate and interact with one another, with social groups, or with social institutions.

SI Learning Outcomes (The student…)	Exceeds expectations	Meets expectations	Partially meets expectations	Does not meet expectations
LO1: Explains the behaviors, practices, institutions, and/or systems that define a society or social group.	**Analyzes** the **meaning or significance** of the behaviors, practices, institutions, and/or systems that define a society or social group.	**Explains** the behaviors, practices, institutions, and/or systems that define a society or social group.	**Identifies** behaviors, practices, institutions, and/or systems that define a society or social group.	**Does not identify** behaviors, practices, institutions, and/or systems that define a society or social group.
LO2: Explains concepts or methods that are used in analyzing societies or social groups.	Applies concepts or methods to an analysis of societies or social groups.	Explains concepts or methods that are used in analyzing societies or social groups.	Identifies concepts or methods that are used in analyzing societies or social groups.	Does not identify concepts or methods that are used in analyzing societies or social groups.
LO3: Explains social institutions and social interactions	Analyzes the meaning or significance of social institutions and social interactions.	Explains social institutions and social interactions.	Identifies social institutions and social interactions.	Does not identify social institutions and social interactions.

Levels are implicational

A "not submitted" column is also included in your Canvas rubric.

DEI RUBRIC GLOSSARY

The definitions were developed to clarify terms and concepts as used in this rubric only.

Diversity – the presence of people from different social and ethnic backgrounds or demographic groups (e.g., age, gender, sexual orientation, education level, etc.).

Equity – fair and just access to resources, opportunity, and experience for all individuals and groups.

Inclusion – creation, fostering, and sustaining of practices, policies, and conditions that ensure that all members of a community are accepted and valued for their unique personalities and perspectives.

Cultural values – a set of principles or values that define what members of a community consider to be "right" or "good".

Prejudice – a preconceived opinion, idea, or belief based on insufficient information.

Side note: DEI is focused on the US context. Global Learning (GL) has some overlap but is focused outside of the US.

DEI Learning Outcomes (The student…)	Exceeds expectations	Meets expectations	Partially meets expectations	Does not meet expectations
LO1: Explains current diversity, equity, or inclusion issues **within the context of U.S.** history, institutions, practices, or policies.	**Analyzes** current diversity, equity, or inclusion issues within the context of U.S. history, institutions, practices, or policies.	**Explains** current diversity, equity, or inclusion issues within the context of U.S. history, institutions, practices, or policies.	**Identifies** current diversity, equity, or inclusion issues within the context of U.S. history, institutions, practices, or policies.	**Does not identify** current diversity, equity, or inclusion issues within the context of U.S. history, institutions, practices, or policies.
LO2: Explains how cultural values and prejudices influence individual or group behavior.	Analyzes how cultural values and prejudices influence individual or group behavior.	Explains how cultural values and prejudices influence individual or group behavior.	Identifies examples where cultural values and prejudices influence individual or group behavior.	Does not identify examples where cultural values and prejudices influence individual or group behavior.
LO3: Explains the ethical and moral issues related to diversity, equity, or inclusion present in complex domestic (U.S.) situations.	Analyzes the ethical and moral issues related to diversity, equity, or inclusion present in complex domestic (U.S.) situations.	Explains the ethical and moral issues related to diversity, equity, or inclusion present in complex domestic (U.S.) situations.	Identifies the ethical and moral issues related to diversity, equity, or inclusion present in complex domestic (U.S.) situations.	Does not identify examples where the ethical and moral issues related to diversity, equity, or inclusion are present in complex domestic (U.S.) situations.
LO4: Explains strategies that promote diversity, equity, or inclusion at the local or national level.	Analyzes strategies that promote diversity, equity, or inclusion at the local or national level.	Explains strategies that promote diversity, equity, or inclusion at the local or national level.	Identifies strategies that promote diversity, equity, or inclusion at the local or national level.	Does not identify strategies that promote diversity, equity, or inclusion at the local or national level.

Levels are implicational

A "not submitted" column is also included in your Canvas rubric.

QE RUBRIC GLOSSARY

The definitions were developed to clarify terms and concepts as used in this rubric only.

Communicate - Express quantitative information through oral, written, or graphical form.

Mathematical forms - Modes of representing numerical and quantitative information (equations, graphs, diagrams, tables, words, etc.).

Mathematical or symbolic computation - Process for calculating or determining the solution to a problem.

Multistep problem - A problem requiring the use of different operations in sequence.

Quantitative evidence - Numerical or quantitative information used to support conclusions.

Real-world information - Everyday situations which can be understood through mathematical or logical reasoning.

QE Learning Outcomes (The student…)	Exceeds expectations	Meets expectations	Partially meets expectations	Does not meet expectations
LO1: Converts real-world information into appropriate mathematical form.	**Justifies** the mathematical form chosen for representing real-world information.	**Converts** real-world information into appropriate mathematical form **without errors.**	**Converts** real-world information into appropriate mathematical form but **with errors**.	**Does not convert** real-world information into appropriate mathematical form.
LO2: Performs mathematical or symbolic computations relevant to a multistep problem.	Explains the reason(s) underlying particular mathematical or symbolic computations in a multistep problem.	Performs mathematical or symbolic computations relevant to a multistep problem without errors.	Performs mathematical or symbolic computations relevant to a multistep problem with some errors.	Does not perform mathematical or symbolic computations relevant to a multistep problem.
LO3: Draws reasonable conclusions based on quantitative evidence.	Draws reasonable conclusions based on **multiple sources** of quantitative evidence.	Draws **reasonable** conclusions based on quantitative evidence.	Draws **incorrect** conclusions based on quantitative evidence.	Does not draw reasonable conclusions based on quantitative evidence.
LO4: Communicates arguments or interpretations supported by quantitative evidence	Communicates arguments or interpretations **supported by a synthesis** of quantitative evidence.	Communicates arguments or interpretations and provides supporting quantitative evidence.	Communicates arguments or interpretations and quantitative evidence **but the evidence does not support them.**	Does not communicate an argument or interpretation supported by quantitative evidence.

Levels are implicational

A "not submitted" column is also included in your Canvas rubric.

SELECTING ASSIGNMENTS FOR GEN ED ASSESSMENT

- Summative (end-of-learning) assignments, not formative (learning-in-progress) assignments

- Think about the instructions for the course assignments on your syllabus or the sections/questions on your tests and quizzes. Which ones ask students to perform the behaviors in each outcome? Creating a map or blueprint can help you identify a strategic option:

	Essay 3	HW 5	Final Exam
LO1	-	#1-4, 7-10	Section 4, part B
LO2	All	All	Sections 1, 3

- Of the course assignments that you mapped to each learning outcome, which elicit <u>at least</u> the "Meets expectations" level of performance on the Gen Ed rubric?
  - You may need to consider tweaking a course assignment to elicit that level.

SI SAMPLE ASSIGNMENT: FINAL ESSAY

LO1: Explain the behaviors, practices, institutions, and/or systems that define a society or social group.

LO2: Explain concepts or methods that are used in analyzing societies or social groups.

LO3: Explain social institutions and social interactions.

Prompt: Building on your thematic response papers, use the readings we have covered so far to answer the following question: [WHY LO2] AND [HOW DO STATES FORM LO1]? [WHAT ROLE DO STATES PLAY IN "MEDIEVAL" AFRICA LO3]?

- Papers should have a well-developed argument (NOT a descriptive thesis) and should use evidence and examples from the readings to support their argument.

- Papers should include citations for all information obtained or learned from other sources.

- Students are ONLY allowed to use readings assigned in class.

- You should not rely on lecture notes to make your argument.

- Your paper should be thoroughly rooted in the texts we have read together. No outside sources are allowed.

- Papers should be 4-5 pages.

DEI SAMPLE ASSIGNMENT: DISCUSSION BOARD PROMPTS

LO1: Explain current DEI issues within the context of US history, institutions, practices, or policies.
LO2: Explain how cultural values and prejudices influence individual or group behavior.
LO3: Explain the ethical and moral issues related to DEI present in complex domestic (US) situations
LO4: Explain strategies that promote DEI at the local or national level.

Prompt #1: In "Why Don't Dystopias Know How to Talk About Race?" Angelica Jade Bastién argues that dystopian fictions largely ignore the place of race within their narratives. [What are the problems of doing this? How do you see this manifesting in representations of dystopias you are familiar with? LO2] [How can we push back against this? LO4]

Prompt #2: According to Alexandra Alter in "How Feminist Dystopian Fiction Is Channeling Women's Anger and Anxiety," "one of the things about looking at the world through a feminist lens is that we are already in a dystopia." Do you agree or disagree with her assessment? [How do you see this quotation manifesting itself in our current climate? LO3]

Prompt #3: Very early in *Born in Flames*, Honey begins her radio station by stating: "A station not only for the liberation of women, but for the liberation of all." [How does the society depicted harm all citizens, not only women? You may want to also consider some of the displays of intersectionality we've discussed. How does this society unequally harm Black women and white women, for example? LO1]

QE SAMPLE ASSIGNMENT: STATISTICS PROBLEM

LO1: Convert real-world information into appropriate mathematical form.
LO2: Perform mathematical or symbolic computations relevant to a multistep problem.
LO3: Draw reasonable conclusions based on quantitative evidence.
LO4: Communicate arguments or interpretations supported by quantitative evidence.

The table below shows the number of people living in a house and the weight (in pounds) at the curb just before trash pickup.

People	2	3	6	1	7	1	3	1	2	4
Trash (lbs)	18	33	93	23	83	26	37	20	22	45

- [Draw and describe a scatterplot of the number of people in a house versus the weight of their trash. LO1]

- [Find the correlation coefficient, r. LO2] [Is this value plausible for the given data set? What does it tell us about our data set? LO3]

- [What is r^2 and what does it mean with respect to our data? LO4]

- [Find the least squares regression line. LO2]

- [What does the slope mean in the above context? LO4]

- If we have 5 people living in a house, [what can we predict their trash to weigh before it is picked up? LO2] [Is this an extrapolation? Justify your answer. LO3]

- If we have 85 people living in a house, [what can we predict their trash to weigh before it is picked up? LO2] [Is this an extrapolation? Explain your answer. LO3]

ASSIGNMENT SELECTION REMINDERS

- Your assignment(s) must elicit at least the "Meets expectations" level.

- The levels of rubric are implicational, so assignments that elicit the "Meets" and "Exceeds" levels can typically capture performance at the lower levels as well, which is ideal.

- The assignment(s) should be selected from ones given toward the end of the semester to reflect the full sum of your students' learning rather than only part of it.

AFTER TODAY'S WORKSHOP:
SCORE SAMPLE RESPONSES

Try using your Gen Ed rubric to score former students' responses. Comparing examples of actual students' responses can help differentiate performance across the rubric's levels and identify needed adjustments to the assignment's design.

As you review student samples, ask yourself:

1. Do students actually perform or demonstrate the learning outcomes that the assignment was meant to elicit?
    a. If not, what modifications to the assignment (or what other assignment) might work better?

2. What kind, amount, or quality of information differentiates a response at the "Meets" level from the "Exceeds" level? What differentiates "Meets" from "Partially meets"?

USING THE RUBRIC IN CANVAS

- Log in to your course/section(s) through Academica or directly at https://canvas.wayne.edu

- Navigate to the **Modules** section of your Gen Ed course

- Find the module for *Gen Ed Assessment*. (Contact gened@wayne.edu if you can't find it.)
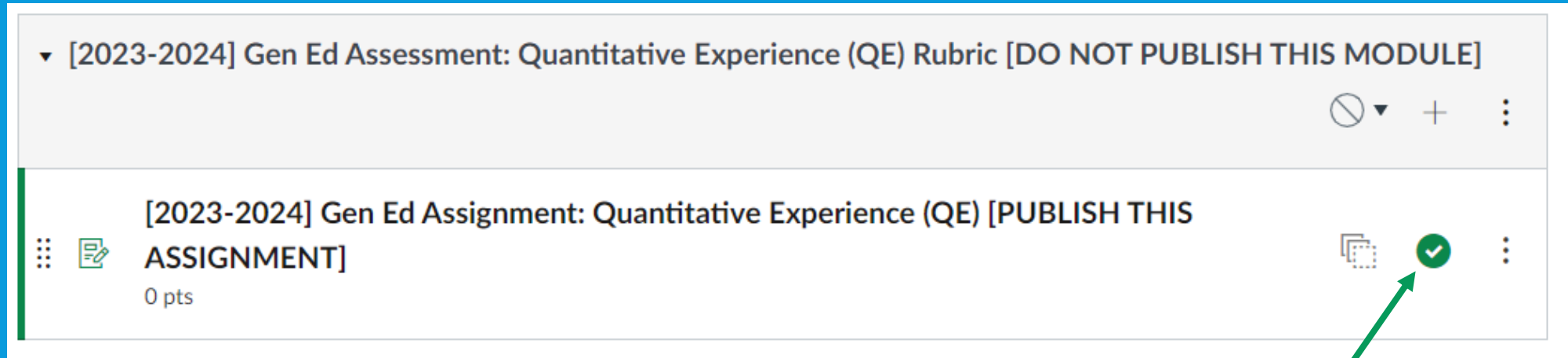
> The circle/slash icon indicates that the module is not published. This is intentional. Please do not change it.

▼ [2023-2024] Gen Ed Assessment: Quantitative Experience (QE) Rubric [DO NOT PUBLISH THIS MODULE]

⊘ ▼   +   ⋮

NAVIGATE TO THE GEN ED ASSIGNMENT

- Open the module for *General Education Assessment* to see the assignment.

The green check mark indicates that the Canvas assignment is published, but students will not see the scores you enter and the assessment data will not appear in their final grades because the module is hidden. The Canvas **assignment** must be published for SpeedGrader to work.

CANVAS ASSIGNMENT DESCRIPTION: INSTRUCTOR VIEW

- Click on the Canvas assignment title to open it.
  - GEOC has not created an activity for your students to complete.
  - Instead, the Canvas assignment is just a placeholder. It has instructions for how to use a course assignment for Gen Ed assessment, too.

This assignment does not count toward the final grade.

[2023-2024] Gen Ed Assignment: Quantitative Experience (QE) [PUBLISH THIS ASSIGNMENT]

Blueprint | ✓ Published | ✎ Edit | ⋮

***PLEASE DO NOT MODIFY THIS ASSIGNMENT IN ANY WAY. IT IS FOR GEN ED ASSESSMENT ONLY AND WILL NOT AFFECT YOUR COURSE GRADES ***

Dear instructor:

Your course is part of Wayne State's General Education program; it is designated as a Quantitative Experience (QE) course. In Fall 2023 and Winter 2024, all QE courses are required to participate in the General Education Oversight Committee's (GEOC) assessment of Gen Ed student learning outcomes, a process collaboratively developed by the GEOC with faculty, staff, and student input.

The GEOC, charged by the provost to oversee the entire General Education program, needs instructors to provide assessment data to determine how well our General Education program is fulfilling its learning outcomes and making continued improvement.

Your part in the process is simple. As the instructor and subject matter expert, you will select at least one assignment from your syllabus that elicits the QE learning outcomes. (Workshops and an online presentation are available to help you select appropriate assignments.) In addition to grading that assignment as part of students' course grade, you will also score it using the relevant Gen Ed rubric attached to this Canvas assignment. (You can preview the rubric and glossary of key terms in the full rubric; the glossary is not displayed in Canvas.)

This Canvas assignment is not a graded assignment, and the students' scores will not affect their course grade. The assignment exists only for the purpose of collecting assessment data for the General Education program.

For instructions on how to submit your Gen Ed assessment data using this Canvas assignment, please read the following instructions:

- To get to the rubric scoring interface:
  - Click the SpeedGrader link on the right side of this assignment. (See instructions with screen shots.)

USE SPEEDGRADER TO ACCESS THE RUBRIC

Click on SpeedGrader within the assignment to use the rubric

GEN_ED_QE_2023_2024_BP › Assignments › [2023-2024] Gen Ed Assign...

Student View

Academic Year 2023-2024

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Grades

This assignment does not count toward the final grade.

[2023-2024] Gen Ed Assignment: Quantitative Experience (QE) [PUBLISH THIS ASSIGNMENT]

Blueprint   Published   Edit

Related Items

SpeedGrader™

This student does not have a submission for this assignment

This message will appear for every student because they won't directly attach their work to this Canvas assignment.

Grading

2021-2022 Gen Ed Assessment: Cultural Inquiry (CI)

Criteria	Ratings					Pts
LO1: Explain basic concepts in artistic or humanistic analysis threshold: 2	3 pts (High) Applies different concepts in artistic or humanistic analysis	2 pts (Moderate) Explains basic concepts in artistic or humanistic analysis	1 pts (Low) Identifies basic concepts in artistic or humanistic analysis	0 pts (No) Unable to identify basic concepts in artistic or humanistic analysis	-1 pts Student did not submit relevant work for this outcome	2 / 3 pts
LO2: Analyze an artistic practice, cultural form, artifact, or philosophical idea threshold: 2	3 pts (High) Interprets an artistic practice, cultural form, artifact, or philosophical idea	2 pts (Moderate) Analyzes elements of an artistic practice, cultural form, artifact, or philosophical idea	pts (Low) Describes an artistic practice, cultural form, artifact, or philosophical idea			
LO3: Compare artistic practices, cultural forms, artifacts, or philosophical ideas threshold: 2	3 pts (High) Interprets similarities and differences across multiple artistic practices, cultural forms, artifacts, or philosophical ideas	2 pts (Moderate) Compares similarities and differences across multiple artistic practices, cultural forms, artifacts, or philosophical ideas	1 pts (Low) Identifies different types of artistic practices, cultural forms, artifacts, or philosophical ideas	identify different artistic practices, cultural forms, artifacts, or philosophical ideas	not submit relevant work for this outcome	2 / 3 pts

Click on the relevant score in the rubric for each outcome. Click SAVE at the bottom of the rubric when you're done.
(Do not enter a numeric score instead of clicking a score.)

Paste | Font | Paragraph | Styles | Editing | Create and Share Adobe PDF | Request Signatures | Dictate | Sensitivity | Editor | Add-ins

Sample Assignment #1b: Student Work

Seed Germination Lab Report

Seed germination is a crucial process that every seed plant must go through to grow. Germination is the process of a seed breaking open and forming a new generation of a plant (Pendarvis & Crawley, 409). Seeds are living units that contain an embryo, some sort of nutritive tissue (endosperm and cotyledons-small seed leaves, are examples) that acts as food storage and provides nutrients for the developing plant embryo, and an integument that constitutes its seed

coat (DuPont, 1). For a seed to germinate, and the root to emerge out of the seed and its outer coat, the conditions it is in must be 'favorable' to it, meaning the seed cannot break open and grow in just any of the conditions it is in. If the conditions are favorable, the seed can leave its stage of dormancy, or state of being temporality inactive. The conditions/factors that influence germination include tem... scarification (factors like stomach acid from an animal th... fire) (Pendarvis & Crawley, 409). When these factors are... favored by it, the seed increases its metabolic activities to... *Germination- Plants in Motion*). If these factors are absen... not going to germinate and grow.

Seed dormancy is an important aspect of seed germin...

Page 4 of 22   6340 words   English (United States)   Text Predictions: On

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Browser window (right):

canvas.wayne.edu/courses/202028/gradebook/speed_grader?assignment_id=1680049&stude...

[2021 Winter] General Education Curriculum: ...   0/2 Graded   1/2   Nathan Chavez
Due: No Due Date - ba8704_01

Grading

2021 GenEd: NSI

Criteria	Ratings					Pts
⊚ LO1: Explain natural phenomena using contemporary scientific concepts, theories, and/or principles. threshold: 3	3 pts (High) Articulate/Explain Applies contemporary scientific concepts, theories, and/or principles to explain causal relationships of natural phenomena.	2 pts (Moderate) Describe/Define Correctly describes natural phenomena using contemporary scientific concepts, theories, and/or principles,	1 pts (Low) Identify Identifies some natural phenomena.	0 pts (No) Limited Evidence Unable to identify natural phenomena.	-1 pts (N/A) No Submission Student did not complete assignment.	3 / 3 pts
...O2: ...ribe the ...ss of ...tific inquiry. ...old: 3	3 pts (High) Articulate/Explain Articulates how scientific inquiry can be used to make valid inferences about patterns, relationships, or themes involving natural phenomena.	2 pts (Moderate) Describe/Define Discriminates between valid and invalid inferences using basic concepts and methods of scientific inquiry.	1 pts (Low) Identify Identifies basic concepts or methods of scientific inquiry.	0 pts (No) Limited Evidence Unable to identify or define basic concepts of scientific inquiry.	-1 pts (N/A) No Submission Student did not complete assignment.	/ 3 pts

This studer does not have a submi for this assign

If you open two windows on your desktop – one with the assignment to be graded (left) and the other with the rubric in SpeedGrader (right), you can grade the assignment for the course and the assessment at the same time.

78°F Sunny   11:05 AM   9/13/2023

SAVE AFTER EACH STUDENT; IGNORE POINTS

⊚ LO3: Compare artistic practices, cultural forms, artifacts, or philosophical ideas
threshold: 2

3 pts
(High) Interprets similarities and differences across multiple artistic practices, cultural forms, artifacts, or philosophical ideas

2 pts
(Moderate) Compares similarities and differences across multiple artistic practices, cultural forms, artifacts, or philosophical ideas

1 pts
(Low) Identifies different types of ar... prac... cultu... artif... phil... idea...

0 pts
(No) Unable to identify

-1 pts
Student did not submit ...vant work ...his ...come

2   / 3 pts

Points are automatically entered when you click on a score. They are just default placeholders. They do not affect students' grades.

Total Points: 5 out of 9

Save   Cancel

CONFIRMATION OF STUDENT SCORES

Assessment

Grade out of 0

View Rubric

2021-2022 Gen Ed Assessment: Global Learning (GL)

Criteria	Ratings
⊚ LO1: Explain social, economic, cultural, and/or political phenomena in a global context threshold: 2	**(Low)** Identifies social, economic, cultural, and/or political phenomena in a global context 1 / 3 pts
⊚ LO2: Explain how worldviews are shaped by differing historical, scientific, and/or cultural contexts threshold: 2	**(Low)** Identifies factors or contexts that shape worldviews 1 / 3 pts
⊚ LO3: Relate their worldview to those in communities outside of the US threshold: 2	**(Moderate)** Relates their worldview to those in communities outside of the US 2 / 3 pts
	Total Points: 4

Assignment Comments

Download Submission Comments

MOVE TO THE NEXT STUDENT

Pilot assignment
Due: No Due Date - GEN_ED_TEST_CI_2109

0/1 Graded   1/1   Jaime Goodrich

This student does not have a submission for this assignment

Grading

2021-2022 Gen Ed Assessment: Cultural Inquiry (CI)

Criteria	Ratings					
🎯 LO1: Explain basic concepts in artistic or humanistic analysis threshold: 2	3 pts (High) Applies different concepts in artistic or humanistic analysis	2 pts (Moderate) Explains basic concepts in artistic or humanistic analysis	1 pts (Low) Identifies basic concepts in artistic or humanistic analysis	0 pts (No) Unable to identify basic concepts in artistic or humanistic analysis	-1 pts Student did not submit relevant work for this outcome	2 / 3 pts

Click on the arrow to move to the next student.

When you're done with the last student, close the SpeedGrader window.

TO CHECK THAT YOUR SCORES WERE SUCCESSFULLY SUBMITTED

Generate a Rubrics and Outcomes Report:

1. Go to Course Tools

2. Select "Export Outcomes"

3. Select the relevant rubric, outcomes, and students for your report

4. Click "Generate Report"

ASSIGNMENTS THAT DON'T USE RUBRICS

While we highly recommend directly scoring an assignment with the rubric, we know that not all courses give assignments that work with rubric scoring. Large classes with multiple choice exams only would be one example.

To address this situation, GEOC has created an alternate assessment option that still uses a course assignment, but scores are submitted in Excel. To begin:

1. "Blueprint" or "map" your assignment
   - Which items or sections elicit evidence of each Gen Ed learning outcome at the "Meets expectations" level or higher?
   - Do you have at least 3 items/questions for each LO?

2. Identify a range of scores on the items for each learning outcome that corresponds to each level of the rubric.

1. BLUEPRINTING/MAPPING EXAMPLE (CI)

1. When art historians speak about *composition* in painting, what are they talking about?
a. the actions and expressions of the figures on the canvas
b. the materials the painting is made with
c. the story being told in the painting
d. the way the figures and objects are arranged on the canvas

2. Which one of these meanings or ideas is NOT covered by the concept of *disegno*?
a. making art look more naturalistic
b. design
c. drawing
d. turning an abstract idea into art

CI Learning Outcome	Exceeds expectations	Meets expectations	Partially meets	Does not meet
LO1: Explain basic concepts in artistic or humanistic analysis.	*Applies* different concepts in artistic or humanistic analysis.	*Explains* basic concepts in artistic or humanistic analysis.	*Identifies* basic concepts in artistic or humanistic analysis.	*Unable to identify* basic concepts in artistic or humanistic analysis.

Good question selection, but…
While these questions reach at least the "Meets" level, having only 2 questions will only result in 3 possible scores (100%, 50% and 0%), so would not correspond to the 4 levels of the rubric. Be sure to have at least 3 questions per outcome, but more is better!

2. IDENTIFY A RANGE OF SCORES

- Use your expert judgment to identify a range of scores that corresponds to each level of the rubric.
  - e.g., "Meets" performance = Scores from 75% to 90% on *__relevant__ questions/items

Learning Outcome	Exceeds expectations (3 pts)	Meets expectations (2 pts)	Partially meets expectation (1 pt)	Does not meet expectations (0 pts)
Score range:	91%-100%	75%-90%	60%-74%	<60%
LO1: Explain basic concepts in artistic or humanistic analysis.	*Applies* different concepts in artistic or humanistic analysis.	*Explains* basic concepts in artistic or humanistic analysis.	*Identifies* basic concepts in artistic or humanistic analysis.	*Unable to identify* basic concepts in artistic or humanistic analysis.

After setting these ranges, convert students' scores into the rubric levels and submit those results in the Gen Ed Excel template. (e.g., 93% = 3 pts on rubric)

SUBMITTING SCORES IN EXCEL

- Use the GEOC Excel template to report your assessment data.
  - Instructions in a separate tab
- Contact gened@wayne.edu to request the template or ask questions.

GETTING INDIVIDUAL ITEM SCORES FROM CANVAS: STUDENT ANALYSIS REPORT

1. Click on the quiz in Canvas

2. Click on *Quiz Statistics*

3. Click on *Student Analysis*

4. Use Excel to calculate the number of:
   - correct answers
   - students in each score range for the rubric performance levels

Section	Section_id	Submitted	Attempt	Question 1 (ID and stem)	Points possible	Question 2 (ID and stem)	Points possible
Fall 2018 American Govt System Sec 003	CRN	date/time	1	student 1 response	student 1 score	student 1 response	student 1 score
Fall 2018 American Govt System Sec 003	CRN	date/time	1	student 2 response	student 2 score	student 2 response	student 2 score

WANT FEEDBACK OR MORE HELP?

- You can request individual feedback or a consultation!
  - General Education Assessment (Email: gened@wayne.edu)
  - Office for Teaching and Learning (otl.wayne.edu)

- The General Education Program Assessment website has information about other aspects of assessment as well.

- SI, DEI, and QE instructors can self-enroll in a Canvas training course for Gen Ed assessment where you will be able to access this information.

- Questions about Canvas should be directed to lmsadmin@wayne.edu.