

Selecting Course Assignments for Gen Ed Assessment in DEI, QE and SI

The General Education Assessment Training Series,
courtesy of the
General Education Oversight Committee



Workshop Learning Outcomes

- Define “assignment-to-learning outcome alignment”
- Locate Gen Ed learning outcomes
- Identify an assignment from your course that aligns with your Gen Ed outcomes
- Elicit at least the “moderate” level of performance on each Gen Ed outcome



WSU's Context for Gen Ed Assessment

- See the General Education Oversight Committee's [email](#) or the [Gen Ed assessment website](#) for more information



Associate Provost for
Academic Programs

From the GEOC Assessment Subcommittee:

Dear Instructors and Departments Teaching General Education Courses:

You are receiving this message because you or your department offers courses designated as General Education (Gen Ed) at WSU. Thank you for offering Gen Ed courses to our students! The purpose of this message is to review responsibilities associated with Gen Ed and increase awareness of the support available to you.

What are the Overall Goals of the Gen Ed Program?

The Gen Ed program provides important foundational skills that are the basis for success in college and future careers. It also serves to introduce students to different perspectives and methodologies that shape the acquisition of knowledge.

How Are Courses Approved for Gen Ed?



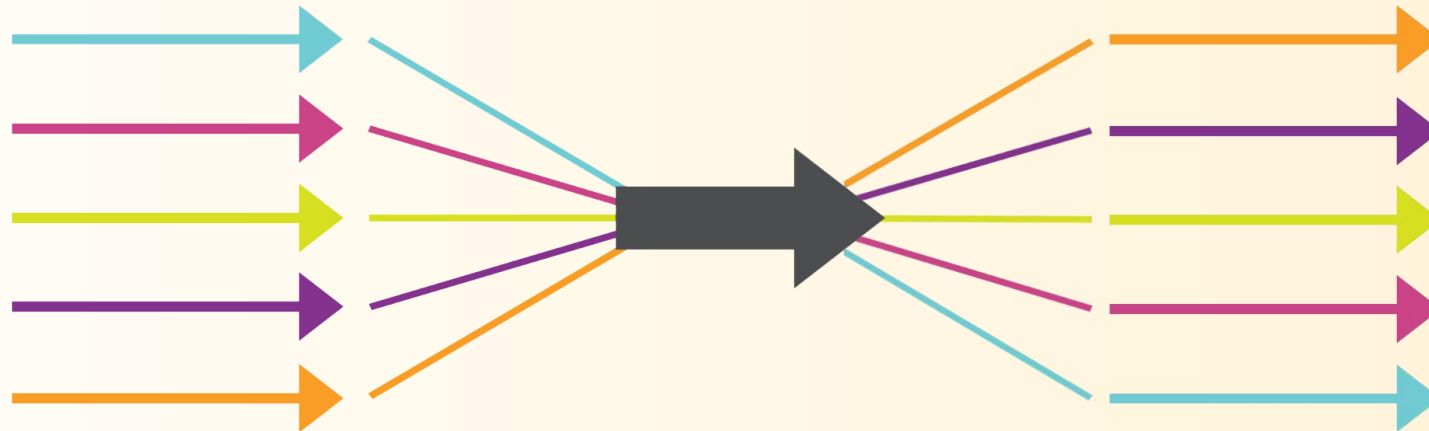
Selecting Assignments for Gen Ed Assessment

- All Gen Ed instructors are responsible for teaching the [Gen Ed learning outcomes](#) and for assessing how well students achieve those outcomes.
 - One easy and useful strategy is to select a course assignment (or more than one) that elicits students' performance on those outcomes.



How to Choose?

- Selecting an “aligned” assignment is key.
- Alignment is a process of matching what an assignment asks students to do (i.e., what performance it elicits) with the desired learning outcomes and corresponding scoring criteria.



Some Definitions

- **Assignments** are activities that elicit performance.
- **Learning outcomes** are statements that describe what students should know or be able to do.
 - Gen Ed outcomes are set by the GEOC.
- **Rubrics** are scoring tools that describe different levels of performance on each learning outcome.



Goal: Aligned Assignments

- **An aligned assignment** elicits performance specific to a chosen learning outcome.
 - Rubrics can help instructors design aligned assignments by clarifying expectations for “good” vs. “weak” performance.
- You can easily identify aligned assignments through a 4-step process.



Step 1: Know Your Learning Outcomes (LOs)

- First, read the [Gen Ed learning outcomes](#) for your course.
 - Examples for Diversity, Equity and Inclusion:
 - LO1: *Compare complex categories of social group memberships as they relate to our local and national contexts, democratic traditions, and contemporary struggles.*
 - LO3: *Examine the roots of individual cultural values and prejudices and how they influence behavior.*
 - LO5: *Demonstrate understanding of the key issues of the course by analyzing, proposing, or engaging in strategies that promote equity at the local or national level.*



See the Gen Ed rubric handouts for QE and SI LOs.

Step 2: Find the LOs in Your Own Assignments

You may already have an aligned assignment in your syllabus. To find out, read/think about the instructions for your assignments or the questions on tests and quizzes. Pick ones that ask students to perform the behaviors in each outcome.



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COURSE SYLLABUS

Fall 2019: CRJ/GSW 2650 Gender & Crime
Reference # 18105/18106, section 001

Instructor: Jennifer Wareham, Ph.D.
Office: 3278 Faculty Administration Building
Office Hours: Tuesday and Thursdays 11:30 AM – 12:30 PM, or by appointment
Phone: (313) 577-3286
Email: jwareham@wayne.edu

Classes will be held in 0103 Old Main Building.

IMPORTANT UNIVERSITY DEADLINES:

Holidays	September 2; November 27-30
Degree applications due	September 27 complete on Academics
Last day to withdraw without approval	September 11
Early Academic Assessment (EAA)	October 15

COURSE DESCRIPTION: Gender and Crime studies the intersection between gender and crime. Women and girls are one of the fastest growing groups in the criminal justice system. Men represent the overwhelming majority of offender in the criminal justice system. Changes in the social construction of offending and the movement toward gender equality in the U.S. have resulted in positive and negative consequences for female victims and offenders, in particular. This course will be looking at such topics as the women's rights movement, gender differences in offending, theoretical explanations for gender differences in offending, gender differences in victimization, gendered experiences with prison and the criminal justice system, the sexualization and criminalization of women's bodies, and gender differences in worker representation in the criminal justice system.

This course is part of the undergraduate General Education Program. Successful completion of this course will satisfy the Gen Ed requirement for Diversity, Equity, and Inclusion (DEI).

READING REQUIRED: [Textbook and blue books are available at the Wayne State University Barnes & Noble Bookstore.]

- 1) Britton, D. M., Jacobsen, S. K., & Howard, G. E. (2018). *The gender of crime* (2nd ed.). New York: Rowman & Littlefield. (ISBN: 978-1-4422-6222-5)
- 2) Weekly readings will also be assigned. Most of these additional readings will be available electronically through Canvas.
- 3) Blue Books for exams must be supplied by the student.

COURSE LEARNING OUTCOMES: At the completion of this course, the successful student should be able to:

- 1) Demonstrate an understanding of how law, crime, and the criminal justice system are gendered, and how gender group membership in the criminal justice system in the U.S. compares to membership in other social contexts at the local, national, and international levels.
- 2) Demonstrate an understanding of the assumptions and assertions of various gender-based theories of crime and criminality.
- 3) Understand ways gender identity is formed and perceived at the individual and social levels.
- 4) Recognize how key historical movements, such as the Women's Movement and World War II, affected gender bias in the U.S. and its consequences for the criminal justice system.
- 5) Demonstrate an understanding of the connection between women's experiences as victims and offenders in crime.
- 6) Demonstrate an understanding of gendered experiences with the criminal justice system, as offenders, victims, and workers.

Examples of Aligned Assignments: DEI LO 1

For DEI LO 1: *Compare complex categories of social group memberships...*

- Instructions for a group project in CRJ 2550 (Race, Crime & Justice):
 - “Using national and international data sources, describe the trends in imprisonment in the U.S. compared to other nations and how these trends vary across race/ethnicity.”



Examples of Aligned Assignments: DEI LO 3

For DEI LO 3: *Examine the roots of individual cultural values...*

- Guiding question for a Canvas discussion in CRJ 2550 (Race, Crime & Justice):
 - “What are some examples of policies and laws that were created post-13th Amendment to permit racial bias?”



Examples of Aligned Assignments: DEI LO 5

For DEI LO 5: *...analyzing, proposing, or engaging in strategies that promote equity...*

- Short paper in CRJ 2550 (Race, Crime & Justice):
 - “Based on experiences and information presented in “Crook County,” how could we revise the courts and criminal justice system to be more inclusive of racial diversity? Make sure you provide specific examples from the reading to demonstrate particular problems when making your recommendations.”



Two Extra Tips

- Sometimes the best alignment may consist of only part of an assignment, not the whole assignment, such as:
 - The review of literature section of a research paper
 - One section of a test
 - A subset of questions on a homework assignment
- It's okay to use multiple assignments if one assignment doesn't elicit all of the Gen Ed LOs:
 - e.g., HW#1 for LOs 1 and 2, and a project for LOs 3, 4 and 5



Hands-On: Your Assignments

- Think about your syllabus and your assignments. Which assignments explicitly ask students to perform one or more of your course's Gen Ed outcomes?
- Can you identify at least one assignment for every Gen Ed outcome?
 - NB: One assignment could elicit multiple outcomes.



Step 3: Look for a Range of Performance Levels

- Look at the [Gen Ed rubric](#) for your course's designation. Assignments must elicit performance at least at the "Moderate" level because that is the target for the Gen Ed program.
- See the next slide for an excerpt of the [DEI rubric](#).
 - Notice the different expectations across levels in breadth and depth of performance.



DEI Rubric Excerpt

Learning Outcome	(High) Analyze/Evaluate	(Moderate) Relate/Connect	(Low) Identify/Describe	(No) Limited Evidence
<p>LO1: <i>Compare complex categories of social group memberships as they relate to our local and national contexts, democratic traditions, and contemporary struggles.</i></p>	<p>Analyzes/evaluates how diverse categories of social groups affect the local/national context, democratic traditions, or contemporary struggles.</p>	<p>Compares diverse categories of social group membership and how those groups are affected by the local/national context, democratic traditions, or contemporary struggles.</p>	<p>Identifies categories of social group membership that are represented in the local/national context, democratic traditions, or contemporary struggles.</p>	<p>Shows little to no evidence of knowledge about categories of social group membership or their local, national, democratic, and/or contemporary struggles</p>



Hands-On:

- Focus on one of the Gen Ed outcomes that your assignment elicits. Does the assignment elicit performance at the moderate level of the rubric (or higher) for that learning outcome?
 - Students might not achieve that level or they might exceed it. The instructor's job is to make sure the assignments asks students to perform at that level.
- Review your assignment(s) focusing on the other outcomes



Assignments That Don't Use Rubrics

- What if none of your assignments can be graded with a rubric (e.g., all assignments are multiple choice tests)?
 - You can identify a range of scores that corresponds to each level
 - e.g., “Moderate” performance = Scores from 75% to 90% on ***relevant** questions/items

Learning Outcome	(High) Analyze/Evaluate	(Moderate) Relate/Connect	(Low) <u>Identify/Describe</u>	(No) Limited Evidence
Score range:	91%-100%	75%-90%	60%-74%	>60%
LO1: Compare complex categories of social group...	Analyzes/evaluates how diverse categories of social groups affect...	Compares diverse categories of social group membership and how...	Identifies categories of social group membership that are represented...	Shows little to no evidence of knowledge about categories of...



*Only use scores on questions that expressly elicit performance on each outcome; don't use a global score.

Step 4: Score Sample Responses

- Try using the rubric to score former students' responses to your assignment (or draft a response yourself if it's a new assignment).
 - See if you can differentiate performance across levels. If not, then what modifications or other assignments might work better?



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.

