Learning Outcomes

» Learn why we assess the general education curriculum (a.k.a. the Common Curriculum or “CC”)

» Learn how to create and link Canvas assignments to student learning outcomes in Anthology Portfolio.

» Identify resources for yourself and students for submitting assessment assignments.
Why do we assess general education?
General education is a federal requirement for all undergraduate degree-granting institutions who receive Title IV funding (federal financial aid). This requirement is monitored and reviewed by accreditation agencies on behalf of the Department of Education.

SMU is accredited by The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). SMU’s accreditation status was reaffirmed in December 2021.

Why Assess?
» SMU adheres to **SACSCOC Accrediting Standard 8.2.b** of the *Principles of Accreditation*, which mandates the assessment of general education:

» 8.2: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

» b.: student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (*Student outcomes: general education*)
SMU adheres to SACSCOC Accrediting Standard 9.3 of the Principles of Accreditation, which requires that a general education curriculum:

» (a) is based on a coherent rationale.

» (b) is a substantial component of each undergraduate degree program. For degree completion for... baccalaureate programs, a minimum of 30 semester hours or the equivalent.

» (c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.
Why Assess? (continued)

» The purpose of assessment is improvement of the curriculum and pedagogy.

» It is not an evaluation of faculty teaching the courses.

» It has no bearing on the grades students earn in the courses.

» It is focused on supporting skills and performance descriptors.
The Common Curriculum
SMU’s general education curriculum is known as the Common Curriculum or “CC”. It is composed of **three** broad knowledge areas with **eighteen** components or “tags”:

- **Foundation**
- **Breadth**
- **Proficiencies and Experiences (Graduation Requirements)**

SMU follows a distributed general education model, which means that general education courses can be found in nearly all departments on campus. If you’re teaching undergraduate students, there is a high likelihood that you will teach a CC course requiring assessment.
## Common Curriculum

<table>
<thead>
<tr>
<th><strong>Foundation</strong></th>
<th><strong>Breadth</strong></th>
<th><strong>Proficiencies and Experiences (Graduation Requirements)</strong></th>
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</thead>
<tbody>
<tr>
<td>Academic Writing (AW)</td>
<td>Creativity and Aesthetics* (CA) *subdivided into Creativity and Aesthetics – Analysis (CAA) and Creativity and Aesthetics – Creation (CAC)</td>
<td>Civics and Individual Ethics (CIE)</td>
</tr>
<tr>
<td>Second Language (SL) *subdivided into Second Language – Classical (SLC) and Second Language – Modern (SLM)</td>
<td>Historical Contexts (HC)</td>
<td>Global Perspectives (GPS)</td>
</tr>
<tr>
<td>Quantitative Reasoning (QR)</td>
<td>Literary Analysis and Interpretation (LAI)</td>
<td>Human Diversity (HD)</td>
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<td></td>
<td>Philosophical, Religious, and Ethical Inquiry (PREI)</td>
<td>Oral Communication (OC)</td>
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<td></td>
<td>Social and Behavioral Sciences (SBS)</td>
<td>Quantitative Applications (QA)</td>
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<td></td>
<td>Technological Advances and Society (TAS)</td>
<td>Writing (W)</td>
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</table>
How do I know if assessment is required for my course?

» We’ll let you know!

» Look for notifications and reminders from assessment@smu.edu.

» Not sure which CC tag(s) the courses you’re teaching have? Check out the CC course search website to find out: https://www.smu.edu/Provost/SAES/academic-support/general-education/university-curricula/common-curriculum/course-search.
The CC Rubrics
CC Rubric Components

Student Learning Outcome

Supporting Skills

Course Content Criteria + Rubric
Student Learning Outcome: Students will demonstrate an ability to interpret mathematical models in the form of formulas, graphs, and/or tables and draw inferences from them.

Supporting Skills 1-4:

- Students will interpret and translate between multiple different representations of information, such as visual, numerical, symbolic, and/or verbal representations.
- Students will use equations and/or principles to solve for an unknown quantity.
- Students will evaluate whether an argument or conclusion is valid and/or reasonable.
- Students will articulate an argument for an issue that uses quantitative data in a meaningful way.
Course Content Criteria:

Courses in this category have, as a primary focus, the manipulation or analysis of numerical data.

Courses in this category require students to read, interpret, and use mathematical formulas on a regular basis.

Courses in this category require students to identify, select, and recognize numerical data appropriate to solving specific problems.

Courses in this category require students to draw inferences and/or conclusions from visual, numerical, symbolic, and verbal representations of information.

Courses in this category utilize data visualization in order to display mathematical functions or relationships in data.

Courses in this category include an assessment assignment that requires students to demonstrate each of the skills in the Quantitative Reasoning Assessment Rubric (below). This assessment assignment should be one of the following: an objective exam, an essay question on an exam, an essay, or a research paper.
## CC Rubrics example: Quantitative Reasoning (continued)

<table>
<thead>
<tr>
<th>Supporting Skills</th>
<th>Exemplary 5</th>
<th>Accomplished 4</th>
<th>Developing 3</th>
<th>Beginning 2</th>
<th>Absent 1</th>
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<tbody>
<tr>
<td>Interpret multiple different representations of information, such as visual, numerical, symbolic, and/or verbal representations.</td>
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<td>Is able, with a high degree of accuracy, to draw conclusions from complex representations of information.</td>
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<td>Use equations and/or principles to solve for an unknown quantity.</td>
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<td>Is fluent in solving for quantities, using equations or principles, even for complex relationships</td>
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<td>Evaluate whether an argument or conclusion is valid and/or reasonable.</td>
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<td>Able to offer a sophisticated evaluation of the validity of complex arguments and conclusion.</td>
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<td>Articulate an argument for an issue that uses quantitative data in a meaningful way.</td>
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<td>Articulates a complex argument by devising innovative methods to use quantitative data.</td>
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<td>Articulates an argument by applying standard methods to use quantitative data.</td>
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<tr>
<td>Articulates a simple argument using quantitative information.</td>
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<td>Articulates a simple argument but sometimes uses the incorrect information to do so.</td>
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<td>Is unable to use information to articulate a reasonable argument.</td>
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<td>Demonstrates limited understanding of the frameworks of interpretation, but draws mostly inaccurate conclusions from representations of information.</td>
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<td>Is able to make partial progress on solving problems using equations or principles, and often gets incorrect answers or cannot complete the solution.</td>
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<tr>
<td>Is unable to solve even simple problems using equations or principles.</td>
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<td>Can recognize when an argument is not correct, but cannot articulate the reason why the argument is invalid.</td>
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<tr>
<td>Student is unable to recognize incorrect answers or conclusions for even the simplest problems.</td>
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SMU’s Assessment Process
CC Assessment is conducted on a three-year cycle. Although IPE does not collect student assessment work for all CC components every year, faculty are expected to assess all CC components for each term the course is taught to ensure students are meeting the stated student learning outcomes.

Assessment options are term-specific (e.g., we have more options available to you during the fall and spring terms than we do during interterms).

Typically conducted near the end of a course.
SMU uses a post-hoc (juried) assessment format to evaluate student assessment work at the end of each academic year.

We recruit roughly 30 raters for all components being assessed that year, with 1 rater serving as a facilitator per component (7), and 1 rater serving as a faculty trainer.

The post-hoc assessment process is roughly a two-week commitment between May and June. It includes the following:

- One full-day norming training (attendance is mandatory)
- Ten days for scoring roughly 115 artifacts (scoring is mandatory)
- One 90-minute group reflection meeting on or directly after the 10th day
- One 60- to 90-minute group meeting to discuss the report approximately 3-4 weeks after the group reflection

The best part: You develop a deeper understanding of the process AND we pay you for your time!
Collecting Student Assessment Work
Faculty Guide for linking Canvas Assessment Assignments

» www.smu.edu/assessment → Assessment → Common Curriculum Assessment → Faculty Guide (Canvas) or Student Guide (Canvas)

» https://smu.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=dc553915-37cb-44f2-9c1e-afab010504e9&start=0
Key Take-Aways
Key Take-Aways

» General education assessment is a federal requirement.

» The purpose of assessment is improvement of student learning, not an evaluation of faculty; and assessment has no bearing on students’ grades.

» If you are teaching undergraduate courses, there is a high likelihood you will need to assess your course(s).
Key Take-Aways

» IPE staff will notify you when assessments are required and when they are due. Please read your submission instructions carefully as they are term-dependent.

» Although IPE does not collect student assessment work for all CC components every year, faculty are still expected to assess all CC components to ensure students are meeting the stated student learning outcomes.

» We’re here to help! Contact us with any questions or concerns you may have about CC assessment.
Questions?
Contact Us

» Dr. Dayna Oscherwitz, Associate Provost for Institutional Planning & Effectiveness
  oscherwi@smu.edu

» Dr. Yan Cooksey, Director of Assessment
  ycooksey@smu.edu

» Dr. Brooke Guelker, Associate Director of Assessment
  bguelker@smu.edu

» Location (we moved!): Perkins Administration Building, Suite 313

» Email: assessment@smu.edu

» Website: www.smu.edu/assessment

» CC Assessment Wiki:
  https://wiki.smu.edu/display/ccassessment/Common+Curriculum+Assessment+Home