

A Message for General Education Instructors on the Assessment of Signature Assignments

Starting in Fall 2017, **students in Gen Ed courses will no longer submit end-of-semester signature assignments to Tk20.** *Instead, students will submit their signature assignments to instructors only.*

In addition, **instructors will assess their own students' signature assignments using simple online versions of the Gen Ed assessment rubrics.** *The assessment team will no longer receive or score end-of-semester signature assignments.*

This change creates a simplified and sustainable assessment process that prioritizes the essential role of faculty in supporting student success through involvement in programmatic assessment of student learning.

Since signature assignments will no longer be collected via Tk20 or scored by the assessment team, instructors may collect their students' signature assignments by any method they choose: they may require hard copies, email or Blackboard submissions, etc. In addition, in courses that cover oral communication there is no longer a need for students to record their signature assignment oral presentations. Instructors may now assess their students' live presentations using the oral communication rubric in real time.

On the following pages, we have provided images of the six simple online versions of the Gen Ed assessment rubrics referenced above. These will give you a clear sense of what the online rubrics look like. You may decide to print hard copies of these forms for use during the semester as you assess your students' progress on the University-wide student learning outcomes covered in your course. Ideally, most students will achieve the Tier 3 level by the end of the Tier 3 Capstone course and completion of Gen Ed. We also hope they will achieve the Tier 1 level by the end of Tier 1 courses and the Tier 2 level by the end of Tier 2 courses. *The important thing is accurately to assess their progress and build on that progress to improve outcomes over time. There is absolutely no pressure to inflate results or to paint a prettier picture than reality supports.* Note that scores are not tied to individual student or professor identities. They are collected anonymously and aggregated by Tier and Mode(s) of Inquiry.

The simple rubrics shown below do not include descriptors for each score; you will need descriptors to accurately and effectively score your students' work. The descriptors are found on the modified AAC&U VALUE rubrics which may be accessed via the Gen Ed website: www.njcu.edu/gened. Links are also included at the top of the following pages.

As a faculty member teaching in the Gen Ed program, you have a lot to contribute to an expanded conversation about teaching and learning at NJCU. A shift of emphasis from the logistics of the previous complex assessment process to a more sustained, focused conversation on teaching and learning, will benefit faculty, students, and the program as a whole. It will also help prepare more instructors to participate in efforts to revise the program scoring rubrics, a project we hope to begin this academic year.

A more central role for instructors should deepen faculty awareness of program goals and foreground the relationship between student outcomes and classroom practices. It should also help ensure that assessment achieves its best and highest purposes: to inform a vibrant conversation on teaching and learning that clarifies what we value as a community of educators and informs strategies for better accomplishing our educational goals. Meaningful assessment, done by instructors, becomes a chance to inform ourselves about the effectiveness of our program and to strategize about ways to improve it—starting in our own classrooms.

The General Education Committee for Assessment and Policy (GECAP) and I look forward to working with you throughout this new process to help ensure that Gen Ed instructors become more aware of program goals, and the rubrics used to assess them; to focus individually and collectively on the relationship between classroom practices, such as assignment design, and our own students' results; and to facilitate a greater focus on pedagogical and curricular concerns at faculty development meetings which, instead of addressing practical yet uninspiring topics like "how to upload assignments to Tk20," will increasingly address topics of true relevance, interest, and importance to faculty, because they more effectively enhance our ability to support our own students' achievement.

Thank you in advance for joining us in this endeavor.

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Click [rubric](#) below for Civic Engagement and Intercultural Knowledge Rubric (includes descriptors for each score)



CIVIC ENGAGEMENT AND INTERCULTURAL KNOWLEDGE ([rubric](#))

Class Tier

Tier 1	Tier 2	Tier 3
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Class Mode of Inquiry (select all that apply)

Creative Process and Production
Language, Literary, and Cultural Studies
Scientific and Quantitative Inquiry
Social and Historical Perspectives

	Tier III Target = Score of 4 Score: Capstone 4	Tier II Target = Score of 3 Score: Milestones 3	Tier I Target = Score of 2 Score: Milestones 2	Below Tier I Target = Score of 1 Score: Benchmark 1	Below Tier I Target = Score of 0 Score: Does not meet benchmark 0	Not Applicable = NA
Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity of Communities and Cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analysis of Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic Identity and Commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic Action and Reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic Contexts/Structures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Click "Submit" at the bottom when you are ready to submit your scores.

Submit

Click [rubric](#) below for Critical Thinking and Problem Solving Rubric (includes descriptors for each score)



CRITICAL THINKING AND PROBLEM SOLVING ([rubric](#))

Class Tier

Tier 1	Tier 2	Tier 3
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Class Mode of Inquiry (select all that apply)

Creative Process and Production
Language, Literary, and Cultural Studies
Scientific and Quantitative Inquiry
Social and Historical Perspectives
ENGL 101 or ENGL 102
MATH 114, MATH 140, MATH 164, or MATH 175

	Tier III Target = Score of 4 4 Score: Capstone 4	Tier II Target = Score of 3 3 Score: Milestones 3	Tier I Target = Score of 2 2 Score: Milestones 2	Below Tier I Target = Score of 1 1 Score: Benchmark 1	Below Tier I Target = Score of 0 0 Score: Does not meet benchmark 0	Not Applicable = NA
Topic Identification and Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explanation of Issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influence of Context and Assumptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student's Position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theoretical Framework or Approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conclusions and Related Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Click "Submit" at the bottom when you are ready to submit your scores.

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Click [rubric](#) below for Information and Technological Literacy (includes descriptors for each score)



INFORMATION AND TECHNOLOGICAL LITERACY ([rubric](#))

Class Tier

Tier 1	Tier 2	Tier 3
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Class Mode of Inquiry (select all that apply)

Creative Process and Production
Language, Literary, and Cultural Studies
Scientific and Quantitative Inquiry
Social and Historical Perspectives

	Tier III Target = Score of 4 Score: Capstone 4	Tier II Target = Score of 3 Score: Milestones 3	Tier I Target = Score of 2 Score: Milestones 2	Below Tier I Target = Score of 1 Score: Benchmark 1	Below Tier I Target = Score of 0 Score: Does not meet benchmark 0	Not Applicable = NA
Determine the Extent of Information and Technology Needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access and Use Needed Information with Appropriate Strategies and Technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate Sources and Applications of Information Critically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use Information Effectively to Accomplish a Specific Purpose, Using Technology as Needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access and Use Information and Technology Ethically and Legally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application of Information Literacy and Technology Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation of Web-Based and Technology Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Click "Submit" at the bottom when you are ready to submit your scores.

Submit

Click [rubric](#) below for Oral Communication Rubric (includes descriptors for each score)



ORAL COMMUNICATION ([rubric](#))

Class Tier

Tier 1	Tier 2	Tier 3
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Class Mode of Inquiry (select all that apply)

Creative Process and Production
Language, Literary, and Cultural Studies
Scientific and Quantitative Inquiry
Social and Historical Perspectives
ESL 101, ESL 102, ESL 115, or ESL 116

	Tier III Target = Score of 4 High	Tier II Target = Score of 3 High	Tier I Target = Score of 2 High	Below Tier I Target = Score of 1 Beginning College Low	Below Tier I Target = Score of 0 Low Beginning College Low	Not Applicable = NA
	Score: Capstone 4	Score: Milestones 3	Score: Milestones 2	Score: Benchmark 1	Score: Does not meet benchmark 0	NA
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting Material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Central Message	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Click [rubric](#) below for Quantitative Literacy Rubric (includes descriptors for each score)



QUANTITATIVE LITERACY ([rubric](#))

Class Tier

Tier 1	Tier 2	Tier 3
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Class Mode of Inquiry (select all that apply)

Creative Process and Production

Language, Literary, and Cultural Studies

Scientific and Quantitative Inquiry

Social and Historical Perspectives

MATH 114, MATH 140, MATH 164, or MATH 175

	Tier III Target = Score of 4 Score: Capstone 4	Tier II Target = Score of 3 Score: Milestones 3	Tier I Target = Score of 2 Score: Milestones 2	Below Tier I Target = Score of 1 Score: Benchmark 1	Below Tier I Target = Score of 0 Score: Does not meet benchmark 0	Not Applicable= NA
Interpretation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Representation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calculation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application/Analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assumptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Click "Submit" at the bottom when you are ready to submit your scores.

Submit

Click [rubric](#) below for Written Communication Rubric (includes descriptors for each score)



WRITTEN COMMUNICATION ([rubric](#))

Class Tier

Tier 1	Tier 2	Tier 3
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Class Mode of Inquiry (select all that apply)

Creative Process and Production
Language, Literary, and Cultural Studies
Scientific and Quantitative Inquiry
Social and Historical Perspectives
ENGL 101 or ENGL 102
ESL 101, ESL 102, ESL 115, or ESL 116

	Tier III Target = Score of 4 Score: Capstone 4	Tier II Target = Score of 3 Score: Milestones 3	Tier I Target = Score of 2 Score: Milestones 2	Below Tier I Target = Score of 1 Beginning College Level	Below Tier I Target = Score of 0 Score: Does not meet benchmark 0	Not applicable = NA
Context of and Purpose for Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Genre and Disciplinary Conventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sources and Evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Control of Syntax and Mechanics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Click "Submit" at the bottom when you are ready to submit your scores.

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