

Dear Colleague:

The following end-of-semester assessment procedures apply to all General Education courses including Tier I, II, and III Gen Ed courses and English Composition, ESL, and Tier I Math courses.

Your attention to end-of-semester assessment is vital to the success of Gen Ed and helps us better support our students. Program assessment is required for Middle States accreditation.

We count on your participation.

Thank you for your contribution to the improvement of curriculum and instruction at NJCU.

The process:

- Every Gen Ed course (and each student's Tier III Capstone project) covers two (2) of the six University-wide student learning outcomes. The six outcomes are:
 - Civic Engagement and Intercultural Knowledge
 - Critical Thinking and Problem Solving
 - Information and Technology Literacy
 - Oral Communication
 - Quantitative Literacy
 - Written Communication
- Be sure to know your course outcomes. It is vital to work with your students throughout the semester to help them achieve these two outcomes.
- The Tier, Mode(s), and Learning Outcomes for each course are listed on the [General Education Course Checklist](#).
- Faculty assign end-of-semester signature assignments that require students to demonstrate achievement of the two outcomes covered in the course.
- Students complete signature assignments and submit them to instructors for a grade *and* for program assessment.
- Instructors grade signature assignments and *also* them using the program rubrics.
- *The rubrics are for assessing the degree to which students have achieved the two learning outcomes covered in your course. The outcomes should be relevant to success; but you are not expected to use the program rubrics to determine grades.*
- **Instructors submit assessment scores using one of the two possible methods:**

Method 1:

Use the data entry Excel file to record and submit your students' scores:

1. [Download the data entry Excel file here](#)
2. Enter required information and scores for each student on the tabs for your course's two outcomes
3. Save the Excel file

4. [Upload the Excel file here](#)

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Method 2:

Enter scores for each student using the online data entry/rubric forms here:

- [Civic Engagement and Intercultural Knowledge - Online Data Entry Form](#)
- [Critical Thinking and Problem-Solving - Online Data Entry Form](#)
- [Information and Technology Literacy - Online Data Entry Form](#)
- [Oral Communication - Online Data Entry Form](#)
- [Quantitative Literacy - Online Data Entry Form](#)
- [Written Communication - Online Data Entry Form](#)

It will probably save you time to use the data entry Excel File to record your students' scores. The Excel file includes a sheet/tab for each University-wide student learning outcome. Download the Excel file and enter scores for your class on one sheet/tab per outcome covered. Then submit the file using the upload link (Method 1) *or* enter your scores using the online data entry/rubric forms (Method 2).

If you plan to use the online data entry/rubric forms and would prefer to print individual rubrics for each student rather than entering scores on the Excel sheet, you may download printable forms for the two outcomes covered in your course:

- [Civic Engagement and Intercultural Knowledge](#) (printable)
- [Critical Thinking and Problem Solving](#) (printable)
- [Information and Technology Literacy](#) (printable)
- [Oral Communication](#) (printable)
- [Quantitative Literacy](#) (printable)
- [Written Communication](#) (printable)

Further details:

- Be sure to confirm the Tier, Mode of Inquiry, and two (2) University-wide student learning outcomes covered and assessed in your course.
- The outcomes for each course are shown on the [General Education Course Checklist](#).
- Review the long-form rubrics for the two (2) outcomes covered in your course. Long-form rubrics include detailed descriptors for the dimensions/performance criteria for each outcome—vital information as you determine appropriate scores:
 - [Civic Engagement and Intercultural Knowledge](#) (long-form)
 - [Critical Thinking and Problem Solving](#) (long-form)
 - [Information and Technology Literacy](#) (long-form)

- Oral Communication (long-form)
- Quantitative Literacy (long-form)
- Written Communication (long-form)

Please remember:

- Remember to indicate your course's Tier, Mode(s) of Inquiry, and scores for each dimension of the two outcomes on the tabs for your course's outcomes or on the online data entry/rubric forms.
- English Composition, ESL, and required Tier I Math courses do not have Modes of Inquiry. Please indicate the appropriate course on the top of the Excel sheets or where requested on the online data entry/rubric forms.
- For Tier III Capstone courses, enter scores on the sheets corresponding to the outcomes covered by each student's project. Please include the Mode of Inquiry for each project next to each student's scores.

Very Important:

- Pay special attention to the target scores for the Tier-level of your course (highlighted in yellow on the long-form rubrics).
- The Tier-level of your course determines the appropriate Target score. Possible scores are 0-4 and NA:
 - The target score for a Tier III course is 4.
 - The target score for a Tier II course is 3.
 - The target score for a Tier I course is 2.
 - Scores *below* the target level should be assigned if students do not achieve the target for a given Tier.
 - Scores *above* the target level may be appropriate for strong performance but should be assigned judiciously.
 - N/A may be given if your assignment does not require students to address a given dimension of the rubric.
- Be sure to assign scores that accurately reflect your students' achievement of the outcomes according to the descriptors provided on the long-form rubrics. Do not inflate scores. No students or faculty will be penalized for low assessment scores.
- Please submit scores for each student who has submitted a signature assignment; *do not submit scores for students who have not submitted signature assignments.*
- In Tier III Capstone courses, Modes of Inquiry and Learning Outcomes vary by individual student capstone project. Select the appropriate Excel tab/sheets or data entry/rubric forms for each student's project (based on the two learning outcomes for each project); then indicate the appropriate Mode(s) of Inquiry for each project next to the scores on the Excel sheets or on the data entry/rubric forms.
- Gen Ed programmatic assessment determines the percentage of students who achieve Tier-level targets for each learning outcome across the program; it informs curricular

and instructional improvements to support student success. Programmatic assessment does not evaluate department or faculty teaching performance.

All scores are due 48 hours after the official deadline for entering final course grades. However, outcomes assessment is very important so if you require extra time, we will make every effort to accommodate requests sent to gened@njcu.edu.

Please let us know if you have any questions.

Thank you again.



Joshua Fausty

Professor of English
Director of General Education

New Jersey City University
2039 John F. Kennedy Boulevard
Karnoutsos, Room 305
Jersey City, NJ 07305-1597

Office 201-200-3338 | **Fax** 201-200-2120

GenEd
@NJCU