

Dear Colleague,

If you are receiving this email, then **you are teaching a General Education course** in Spring 2018. **Please read this email.**

(There's also a [new-and-improved video demonstration](#) that covers most of the following.)

This email covers **end-of-semester assessment procedures for all General Education courses** including those offered in the three Tiers and four Modes of Inquiry as well as English Composition (and ESL) and required Math courses.

Your attention to this matter is vital to the success of Gen Ed and helps us better support our students.

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

Here is the process in brief:

- Every Gen Ed course (and Tier III Capstone project) covers two of the six University-wide student learning outcomes in the context of work on its (inter)disciplinary subject matter.
- Students complete, and submit to their instructors—for a grade *and* for program assessment purposes—end-of-semester signature assignments that demonstrate achievement of the two University-wide learning outcomes covered in the course.
- Instructors assess the signature assignments using program assessment rubrics for the outcomes covered in the course and enter scores online using simple online forms.
- Scores are due 48 hours after the official deadline to submit final grades.

Here is the process broken down into discreet steps:

- Please confirm the Tier, Mode of Inquiry, and two (2) University-wide outcomes covered and assessed in your course by viewing [Gen Ed courses by Tier, Mode of Inquiry, and University-wide student learning outcomes](#).
- Download and print a copy of the two (2) long-form rubrics for the outcomes covered in your course:
 - [Civic Engagement and Intercultural Knowledge](#) (long-form)
 - [Critical Thinking and Problem Solving](#) (long-form)
 - [Information and Technological Literacy](#) (long-form)
 - [Oral Communication](#) (long-form)

- [Quantitative Literacy](#) (long-form)
 - [Written Communication](#) (long-form)
- Download the printable forms for the two (2) outcomes covered in your course:
 - [Civic Engagement and Intercultural Knowledge](#) (printable)
 - [Critical Thinking and Problem Solving](#) (printable)
 - [Information and Technological Literacy](#) (printable)
 - [Oral Communication](#) (printable)
 - [Quantitative Literacy](#) (printable)
 - [Written Communication](#) (printable)
 - Print a rubric form for *both* outcomes covered in your course for *each student* in your course. (Example: If you have 25 students, print 25 copies of the rubric form for the first outcome and 25 copies of the rubric form for the second outcome.)
 - Write each student's name on a printed copy of each rubric form. (Filling out paper copies will prepare you to enter scores online *and* help you keep track of whose scores you have entered. You will *not* submit these forms.)
 - As you make your way through your students' assignments, **refer to the specific descriptors for each Tier-level target score on the long-form rubrics** to determine how well students have achieved the outcomes for your course.
 - **Pay special attention to the target scores for the Tier-level of your course (highlighted in yellow on the long-form rubrics).** Possible scores are 0-4 and NA. The Tier-level of your course determines the appropriate Target score:
 - **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 given if students do not achieve the target for a give Tier.
 - Scores *above* the target level may be appropriate for especially 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. Remember, rubric forms are anonymous. **No students or faculty will be penalized for low assessment scores.**

- Be sure to **complete both rubric forms for each student** who has submitted the signature assignment; **do not enter scores for students who have not submitted the signature assignment.**
- *The rubrics are for assessing the degree to which students have met the Tier-level target scores for the two outcomes covered in your course.* The learning outcomes should be relevant to student success on your assignment; but you are not expected to use the program rubrics to determine grades.
- 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.**
- After you have completed both paper rubric forms for each student, you are ready to access the online rubric forms and input the scores.
- Again, the online rubric forms are anonymous: they do not identify you or your students.
- **Use the links below to access the online rubric forms** for the outcomes covered in your course; referring to the filled-out printed copies of the rubric forms, enter scores for each student for each of the two learning outcomes covered in your course.
- Each online rubric form requires you to indicate your course's Tier, Mode(s) of Inquiry, and scores for each dimension of the outcome.
- If you are teaching **English Composition (or ESL) or a required Math course**, note that **these courses do not have a Mode of Inquiry.** Therefore, please click the appropriate button for **"ENGL 101 and 102"; "ESL 101, 102, 115, 116"; or "MATH 114, 140, 164, and 175".**
- **Remember: each student's assignment must be scored for both of the two covered learning outcomes.**
- **A Note about Tier III Capstone Courses:** In Tier III Capstone courses only, Modes of Inquiry and Learning Outcomes may vary by individual student final project. Simply select the appropriate rubric forms for each student's final project (based on the two learning outcomes for each project); then select the appropriate Mode(s) of Inquiry on the rubric forms for each project.

DEADLINE: All scores are due 48 hours after the official deadline for entering final course grades.

Please check out this [new-and-improved video demonstration](#) of the steps described above.

Please email GenEd@njcu.edu with any questions.

Thank you again.

Josh

Online Rubric Forms for Entering Scores

(The rubrics are live now.)

Civic Engagement and Intercultural Knowledge

https://njcu.co1.qualtrics.com/jfe/form/SV_4lxExkrjMEz2inr

Critical Thinking and Problem-Solving

https://njcu.co1.qualtrics.com/jfe/form/SV_1Bu9wFTuFzsbdt3

Information and Technological Literacy

https://njcu.co1.qualtrics.com/jfe/form/SV_8ICe6zSltlGZvjD

Oral Communication

https://njcu.co1.qualtrics.com/jfe/form/SV_3DC0NYczvZeLsS9

Quantitative Literacy

https://njcu.co1.qualtrics.com/jfe/form/SV_02sD33PwnMqcsWp

Written Communication

https://njcu.co1.qualtrics.com/jfe/form/SV_dmxDDMIXcemFE0t

Joshua Fausty, Ph.D.

Professor of English
Director of General Education

New Jersey City University

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

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