

## GENERAL EDUCATION RUBRIC

### Rubric for Evaluating General Education Assessment Process

Criterion	Initial	Emerging	Developed	Highly Developed
GE Outcomes	GE learning outcomes have not yet been developed for the entire GE program; there may be one or two common ones, e.g., writing, critical thinking.	Learning outcomes have been developed for the entire GE program, but list is problematic (e.g. too long, too short, unconnected to mission and non-assessable values.)	Outcomes are well organized, assessable, and focus on the most important knowledge, skill, and values of GE. Work to define levels of performance is beginning.	Outcomes are reasonable, appropriate, and assessable. Explicit criteria, such as rubrics, are available for assessing student learning. Exemplars or student performance are specified at varying levels for each outcome.
Curriculum Alignment with Outcomes				

### Guidelines for Using the General Education Rubric

For the fullest picture of an institution's accomplishments, reviews of written materials should be augmented with interviews at the time of the visit. Discussion validates that the reality matches the written record.

#### *Dimensions of the Rubric:*

1. **GE Outcomes.** The GE learning outcomes consists of the most important knowledge, skills, and values students learn in the GE program. There is no strict rule concerning the optimum number of outcomes, and quality is more important than quantity. Do not confuse learning processes (e.g., completing a science lab) with learning outcomes (what is learned in the science lab, such as ability to apply the scientific method). Outcome statements specify what students do to demonstrate their learning. Criteria for assessing (h)(s)Tj-(h)l-(e)-w(l)l-(e)-k uc -w 46 4T uc w 27 d(sp)(se)-(a)-8it)seecif6 i