

## General Education Assessment: Piecing It Together

CORE 42 Framework and Knowledge Competencies are the basis for the general education transfer curriculum at ECC. Students obtain these competencies by completing the CORE 42 curriculum. We assess general education (thus CORE 42) through our Institutional Student Learning Outcomes (ISLOs). The ISLOs, which we as an institution identified as key learning outcomes that all degree seeking students should encounter while at ECC, are spread through the curriculum. The ISLOs were based in part upon the Framework and Knowledge Competencies, so there is some obvious overlap. We also identified institutional learning outcomes not covered in the CORE 42.

As part of the process of assessing general education utilizing the ISLOs, we need identify where the CORE 42 Framework Competencies and ISLOs match up. When we identify which CORE 42 competencies align with which ISLO PI(s), we will then be able to overlay this information on the Full Curriculum Map to clearly connect course assessments directly to the CORE 42 framework.

Within the framework, there are also Knowledge Area competencies that are more specifically related to subject areas. Those competencies will be aligned to course level student learning outcomes, adding another level of assessment alignment. Discipline faculty will work on this alignment during the next academic year.

### Directions:

If you can help us with piecing these components together, we would appreciate your input. Use the table below for this alignment exercise.

In the left column below are the Framework Competencies that students will obtain by completing the CORE 42 curriculum. On the right are the ISLO PIs. It may be helpful to look at the ISLO PI rubrics, which provide more detailed explanation of what kind of learning the PIs represent to assist with alignment (see below).

Use the center column to copy and **paste the ISLO PI** where you see it best fitting. There may be more than one PI that matches with a CORE 42 Competency. There may be gaps where no PI matches up.

We will begin review of the CORE 42 alignment this summer and continue work on it during fall in-service. Save your alignment document in [this folder](#) or send to Sue Henderson at [susan.henderson@eastcentral.edu](mailto:susan.henderson@eastcentral.edu) anytime before Aug. 15, 2021.

For more information on CORE 42 and ISLO Rubrics, click the links in the title sections below.

<u>CORE 42 Framework Competencies</u>	<u>CORE 42/ISLO Alignment Paste correlating ISLO PI(s) here.</u>	<u>ISLO Performance Indicators</u>
<b>Communicating</b>		<b>Critical Thinking</b>
analyze and evaluate their own and others' speaking and writing		CT1 Differentiate among opinions, facts, and inferences
conceive of writing as a recursive process that involves many strategies, including generating material, evaluating sources when used, drafting, revising, and editing		CT2 Apply a variety of critical and/or creative strategies for solving complex problems
develop written work employing correct syntax, usage, grammar, and mechanics appropriate to one's audience and purpose		CT3 Construct arguments using relevant, credible evidence

organize, store, and retrieve information efficiently		CT4 Employ well-designed search strategies to gather data and information
communicate effectively by engaging in symbolic activities relevant and appropriate to various purposes, audiences, relationships, groups, and contexts		CT5 Create and/or organize material or information into meaningful patterns to interpret and draw inferences
		CT6 Reflect on and evaluate their creative and critical thinking skills
<b>Valuing</b>		CT7 Use a process to make an informed decision
develop an understand the moral and ethical values of a diverse society		
develop the ability to analyze the ethical implications of actions and decisions		<b>Personal and Professional Development</b>
compare and contrast historical and cultural ethical perspectives and belief systems		PD1 Collaborate with respect and openness
utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system		PD2 Practice professional behavior
recognize the ramifications of one's value decisions on self and others		PD3 Practice leadership and advocacy skills to empower self and others
recognize conflicts within and between value systems and recognize and analyze ethical issues as they arise in a variety of contexts		PD4 Demonstrate accountability for one's actions
consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position		
		<b>Communication</b>
<b>Managing Information</b>		CM1 Structure communication with a clear introduction and conclusion and logically sequenced content
locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions		CM2 Understand the role of context, audience, and purpose when creating a communication.
access and generate information from a variety of sources, including the most contemporary technological information services		CM3 Exchange knowledge effectively

evaluate information for its currency, usefulness, truthfulness, and accuracy		CM4 Apply appropriate, discipline specific/professional standards, techniques, and procedures
organize, store, and retrieve information efficiently		CM5 Appraise own and others' communication utilizing critical listening and reading skills
reorganize information for an intended purpose, such as research projects		CM6 Use technology to identify, retrieve, analyze, and communicate ideas and information
present information clearly and concisely, using traditional and contemporary technologies		
		<b>Social Responsibility</b>
<b>Higher Order Thinking</b>		SR1 Describe the core values and accountability of citizenship in a democratic society
recognize the problematic elements of presentations of information and argument and to formulate diagnostic questions for resolving issues and solving problems		SR2 Analyze the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes
use linguistic, mathematical, or other symbolic approaches to describe problems, identify alternative solutions, and make reasoned choices among those solutions		SR3 Include diverse perspectives and identities to strengthen communities
analyze and synthesize information from a variety of sources and apply the results to resolving complex situations and problems		SR4 Identify the needs of the community
defend conclusions using relevant evidence and reasoned argument		SR5 Demonstrate an understanding of global interconnectedness
reflect on and evaluate their critical-thinking processes		SR6 Demonstrate effective stewardship of human, economic, and/or environmental resources
		SR7 Engage in and reflect on civic, political, and community activities that promote diversity and inclusion.
		SR8 Analyze and reflect on the choices, actions, and consequences in ethical decision making