

## General Education – Assessment Checklist Items

### Includes Updated Information Literacy Indicators for Fall 2017 – Spring 2018

For each of the items below, please indicate whether the student’s assignment demonstrates the skills in question (no, yes, or does not apply = N.A.) Note that the indicators for “Information Literacy” have been updated by the librarians to reflect the new standards (7/21/2017). Recognize that this is not an *overall* judgment of competence or a question of whether the student should pass or fail. Please evaluate each item individually.

- **Indicate NO if the student’s writing does not demonstrate competency in the specific skill.**
  - Beginning = not at all
  - Developing = inconsistently evident
- **Indicate YES if the student’s writing demonstrates competency in the specific skill.**
  - Competent = consistently evident (this is the target – evident when completing the Gen Ed program)
  - Accomplished = you would post this publicly as a model for others, the performance goes beyond what is assigned
  - Does Not Apply = This assignment did not require this or did not elicit this indicator
- **Write NA (not applicable) if it is unclear whether the assignment called for the demonstration of a specific skill.**

Date:  Person Scoring: Added Information:		No – Not Evident Yet		Yes-Evident		Scoring	
		Just Beginning	Developing	Competent	Accomplished		Does Not Apply
		0	1	2	3		NA
A1 Critical Thinking - Influence of Context	Examines the relevance of appropriate contexts when presenting ideas.						
A2 Critical Thinking – Bias	Effectively analyzes own and others’ assumptions						
A3 Critical Thinking – Use of Evidence	Demonstrates a comprehensive synthesis or analysis of issues, ideas, artifacts, or events.						
B1 Information Literacy – Selection of Sources	Select authoritative sources, recognizing that authority may be conferred or manifested in various ways						
B2 Information Literacy – Integration of Sources	Interpret and organize information from multiple sources in meaningful ways.						
B3 Information Literacy – Citation of Sources	Cite the contributing work of others in their own Information production.						
B4 Information Literacy - Formatting References	Give credit to the original ideas of others through proper attribution and citation						
C1 Writing – Logic & Organization	Presents support for ideas in a coherent, well-ordered fashion.						

Date:  Person Scoring: Added Information:		No – Not Evident Yet		Yes-Evident		Scoring	
		Just Beginning	Developing	Competent	Accomplished		Does Not Apply
		0	1	2	3		NA
C2 Writing - Purpose	Conveys a sense of purpose through a clear thesis/point of view.						
C3 Writing - Accuracy	Uses varied, correct sentences with few grammatical or mechanical errors.						
D1 Cultural and Historical Understanding – Demonstrate Knowledge	Identifies specific historical events or cultural developments that are relevant for the discussion of artifacts.						
D2 Cultural and Historical Understanding – Application	Effectively uses historical events or cultural developments to develop specific arguments in the analysis of artifacts.						
Pilot item:  E1 Critical Thinking – Inferential Reasoning (Humanities)	Draws appropriate conclusions from given premises.						
E2 Writing – Supporting an Argument (Comp I and II)	Demonstrates use of supporting ideas/details to form an argument.						
<b>Comments</b> (important for making observations that can be shared across assignments and students):							

**Update:** This updated Checklist shows both items that were piloted. One was included for Critical Thinking (by Humanities) and another for Writing (by Comp I and II). May 12, 2016. The Information Literacy indicators were updated by the librarians to better align with the new ACRL standards.

**Background:** This version of the checklist includes a four-point scale that faculty members in several disciplines have decided to pilot in the 2015-2016 Academic Year. It was created in response to faculty request after Assessment Day 2015 and developed with Learning Outcomes Leaders over summer 2015. It allows for program data collection that is comparative with 2014 and 2015. It does not replace or change the “yes” or “no” function of the checklist. Instead, it provides an additional tool allowing faculty members to collect more graduated data when that is helpful.

**This development of this version of the checklist took into account** the need to have outcomes and indicators that can apply across all of the general education disciplines, available for multiple disciplines to pilot. We also knew that when possible we wanted to build on prior faculty work. This 4-point scale was developed by Valencia college faculty members from 2008-2012.

Summer creation 7-13-2015 revised 8-4-2015 updated 5-12-2016 and again 6-28-2017