

## General Education Assessment Resources

Association of American Colleges and Universities. (2015). *General education maps & markers: Designing meaningful pathways to student achievement*. Washington, DC: Author.

Retrieved from <https://www.aacu.org/publications/gems/maps-and-markers>

Written for faculty members, academic leaders, and policy makers, *General Education Maps and Markers: Designing Meaningful Pathways to Student Achievement* provides clear principles and guidelines to ensure that general education fosters the [LEAP Essential Learning Outcomes](#) and key proficiencies important for long-term success and flourishing, enriches students' learning in the major, and prepares college students to successfully tackle the kinds of complex problems they will inevitably confront in work, civil society, and their own lives.

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Banta, T. W. (Ed.). (2007). *Assessing student achievement in general education: Assessment update collections*. San Francisco, CA: Jossey-Bass.

This text examines the challenges of measuring general education outcomes.

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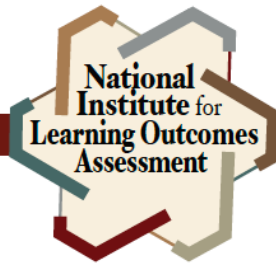
Carey, S. J. (Ed.). (2015). Faculty leadership for integrative liberal learning. *Peer Review*, 16(4). Washington, DC: Association of American Colleges & Universities.

This issue, sponsored by the Teagle and Mellon foundations, offers insights about the central role of faculty in galvanizing the necessary experiences that cross disciplines, units, and campus boundaries to promote integrative learning.

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Farren, A. S. & Paris, D. C. (2015). *Faculty leadership for integrative liberal learning*. Washington, DC: Association of American Colleges & Universities.

*Faculty Leadership for Integrative Liberal Learning* articulates a set of principles and practices to guide integrative liberal learning for today's students. The overlapping principles reflect a more holistic concept of undergraduate education that focuses on student empowerment and self-development; intentionally integrated learning opportunities and experiences; and greater clarity and transparency of learning outcomes for students, faculty, and other stakeholders. The publication aims to elucidate the value and use of integrative liberal learning and the best pedagogical and faculty leadership



practices to prepare students for applying their learning to complex challenges in life, career, and citizenship. This publication emerges from the work of the Teagle Foundation-supported Faculty Leadership for Integrative Liberal Learning: Principles and Practices project.

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Gaston, P. L. & Gaff, J. G. (2009). *Revising general education – and avoiding potholes: A guide for curricular change*. Washington, DC: Association of American Colleges & Universities. Retrieved from <http://secure.aacu.org/store/detail.aspx?id=POTHOLES>

Strategies for curricular change in the reform of general education are as important as the substance of the change. Fifty pitfalls and common errors in the process of reform are enumerated in this practical guide essential for general education committees. *Revising General Education* provides practical advice for how to advance a successful general education reform process—including tips in the areas of task force objectives and procedures, concepts of general education, program planning, proposal approval, and program implementation. Ideal for general education reform committees and faculty senate curriculum committees.

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Gaston, P. L., Clark, J. E., Ferren, A. S., Maki, P., Rhodes, T. L., Schilling, K. M., and Smith, D. (2010). *General education & liberal learning: Principles of effective practice*. Washington, DC: Association of American Colleges & Universities.

*General Education and Liberal Learning: Principles of Effective Practice* explores elements common to strong general education programs and examines how strong programs support liberal learning outcomes essential to success in the twenty-first century. The publication surveys the changes that have occurred in general education programs—and more broadly in higher education—since AAC&U's *Strong Foundations: Twelve Principles for Effective General Education Programs* was published in 1994. The publication discusses how institutions may improve their general education practices and provides numerous examples of successful practices. Chapters include, "Imperatives for and Drivers of Change," "Principles of Strong General Education Programs," "Intentionality," "Alignment with the Majors," "Effective Pedagogy," "Assessment," and "Institutional Commitment." This publication is ideal for use by curriculum committees and groups working on reviewing, revising, or assessing general education programs.

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Gaston, P. (2015). *General education transformed: How we can, why we must*. Washington, DC: Association of American Colleges & Universities. Retrieved from <http://secure.aacu.org/store/detail.aspx?id=GMSTRANS>



This publication calls for a re-envisioning of general education with clear, purposeful pathways for all students, allowing them to actively demonstrate their learning through high-impact practices and teaching strategies that are transferable across disciplines, departments, institutions, and even state systems.

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Gerretson, H., & Golson, E. (2005). Synopsis of the use of course-embedded assessment in a medium sized public university's general education program. *Journal of General Education*, 54(2), 139-149. Retrieved from <http://www.bmcc.cuny.edu/iresearch/upload/CourseEmbeddedAssessment.pdf>

Gerretson and Golson describe the use of a faculty-driven course-embedded assessment at a medium-size public university. The authors offer an overview on course-embedded assessment, implementing learning outcomes, rubrics, the use of data analysis, and evaluating the effectiveness of the course-embedded approach.

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Hart Research Associates. (2013). It takes more than a major: Employer priorities for college learning and student success. *Liberal Education*, 99(2). Retrieved from <http://www.aacu.org/publications-research/periodicals/it-takes-more-major-employer-priorities-college-learning-and>

This report provides a detailed analysis of employers' priorities for the kinds of learning college students need to succeed in today's economy. It also reports on changes in educational and assessment practices that employers recommend.

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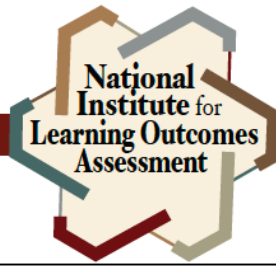
Hart Research Associates. (2009, May). *Trends and emerging practices in general education*. Washington, DC: Association of American Colleges & Universities. Retrieved from: [https://www.aacu.org/sites/default/files/files/LEAP/2009MemberSurvey\\_Part2.pdf](https://www.aacu.org/sites/default/files/files/LEAP/2009MemberSurvey_Part2.pdf)

This report is the second of two reports summarizing findings from a survey conducted in late 2008 and early 2009 of chief academic officers at AAC&U member institutions. Institutions that are placing a higher priority on general education today compared with five years ago are placing more emphasis on many engaged learning practices than are those whose focus on general education has not increased.

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Jankowski, N., & Allen, C. (2014, February 28). *General education outcomes and NILOA's Transparency Framework*. Presentation at Association of American Colleges and Universities (AAC&U) General Education and Assessment Meeting. <http://www.learningoutcomesassessment.org/Presentations/AACUGenEdTrans.pdf>

This presentation from the 2014 AAC&U General Education and Assessment Meeting includes examples of NILOA's Transparency Framework in the field and offers new ideas for thinking about communicating assessment data.



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Jankowski, N., Hutchings, P., Dawn, S., & Dodge, L. (2014, March 1). The Degree Qualifications Profile: A framework for assessing general education. Presentation at Association of American Colleges and Universities (AAC&U) General Education and Assessment Meeting.  
<http://www.learningoutcomesassessment.org/Presentations/AACUGenEdDQP.pdf>

This presentation from the 2014 AAC&U General Education and Assessment Meeting provides an introduction to the DQP, including NILOA's work with the DQP, resources, and campus examples.

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Kinzie, J., & Lindsay, N. (2014, February 28). *Assessment administrators anonymous: 12 steps for involving faculty in assessment*. Presentation at the Association of American Colleges and Universities (AAC&U) General Education and Assessment Meeting.  
<http://secure.aacu.org/store/detail.aspx?id=ARTSCI>

This presentation from the 2014 AAC&U General Education and Assessment Meeting discusses the role of faculty in assessment and presents results of NILOA's 2009 and 2014 provost surveys.

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Leskes, A., & Wright, B. (2005). *The art and science of assessing general education outcomes: A practical guide*. Washington, DC: Association of American College & Universities. Retrieved from  
<http://secure.aacu.org/store/detail.aspx?id=ARTSCI>

This guide offers practical recommendations for individuals involved with the assessment of general education programs and outcomes on campus. It includes a step-by-step assessment checklist, tips for better assessment, and examples of assessment tools, methods, and rubrics for assessing a variety of key outcomes of a quality general education.

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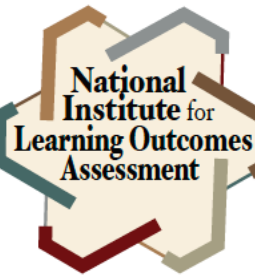
Nichols, M., Comer, J., Recker, D., Hathcoat, J. (2013). Developing and implementing a multidisciplinary approach to assess CT in general education. *Assessment Update*, 25(4), 4-12.

The article outlines the approach used by Oklahoma State University (OSU) in developing and implementing a model for assessing critical thinking (CT) in general education (GE) that is faculty-driven and reflective of approaches used in the classroom. Challenges with the approach are identified. Advantages of the multidisciplinary approach are also listed including aligning faculty and institutional approaches.

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Ohelmacher, J., & Davis, A. (2012). Community college strategies. *Assessment Update*, 24(3), 1- 16.

The authors discuss the Carroll Community College in Carroll County, Maryland's development of general education learning outcomes for each of its General Education Learning Goals. These seven goals include communication, critical thinking, information and technology literacy, global



awareness, personal development and quantitative and scientific reasoning. The authors cite valuable information in the cumulative and individual learning outcome scores.

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Paulson, K. (2012). Faculty perceptions of general education and the use of high-impact practices. *Peer Review*, 14(3), 25-28.

This article focuses on the Compass Faculty Survey of the Association of American Colleges and Universities (AAC&U), which is related to the use of high-impact practices (HIPs) in general education.

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Penn, J. (Ed.) (2011). Assessing complex general education student learning outcomes. *New Directions for Institutional Research*, 149, 1-117.

This special issue of *New Directions for Institutional Research* focuses on assessing general education learning outcomes.

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Seybert, J. A. (2002). Assessing student learning outcomes. *New Directions for Community Colleges*, No. 117. San Francisco, CA: Jossey-Bass.

"This chapter addresses assessment of student learning in general education, transfer programs, career and occupational programs, remedial and developmental courses and programs, and noncredit and continuing education offerings, as well as assessment of affective and noncognitive outcomes and the use of assessment results."

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Sullivan, D. (2015). *The VALUE breakthrough: Getting the assessment of student learning in college right*. Association of American Colleges & Universities.

*The VALUE Breakthrough* explains succinctly and directly the progress and importance of this movement. Author Daniel Sullivan tells us how VALUE relates both to the larger aims of a quality liberal education, to the capabilities employers seek and reward, and to the public policy pressures of our current environment.