Our Project

**Purpose**
1. To assess student learning in two categories of the Engaged Citizenship Common Experience (ECCE) core of the UIS General Education Curriculum: Global Awareness and U.S. Communities
2. This project serves as UIS’ Quality Initiative for the Open Pathway to HLC accreditation

**Goal**
1. To create an effective and sustainable assessment process that has widespread support among members of the faculty, Academic Affairs, and Student Affairs

**Challenges**
1. Involving Faculty
2. Communicating with the Campus
3. Involving Student Affairs

**Research Questions**
1. Do our learning outcomes match our learning goals? (Are students learning what we wanted them to learn when we created the curriculum?)
2. What is the value added for the ECCE curriculum? (How are students better or different when they leave the institution?)
3. Is there a difference in the learning that happens when students take ECCE in departmental or college courses versus when students take ECCE outside the home department or college?

**Methodology**
1. Collect current syllabi and assignment prompts in sample Global Awareness and U.S. Communities courses
2. Collect student work projects from sample Global Awareness and U.S. Communities courses and code them to allow a link between student UIN and prefix under which the student took the course (Data will only be reported in aggregate and student data will be kept confidential)
3. Analyze the student work using rubrics
4. Communicate the results of the project to the General Education Council, faculty, and campus, and consider action steps for improving student learning

University of Illinois Springfield

**UIS emphasizes a strong liberal arts core and a broad engagement in public affairs**

Students and faculty conduct research and public service projects to improve regional, state, national, and global communities

More than one-third of on-ground degree programs are also offered online

Rubrics

- AAC&U VALUE Rubrics
- Project Rubrics
- ECCE Learning Outcomes

1. Examine AAC&U Global Learning, Integrative Learning, and Intercultural Knowledge VALUE rubrics for applicability to ECCE categories
2. Determine overlap of content between VALUE rubrics and ECCE learning outcomes
3. Integrate criteria and create separate rubrics for Global Awareness and U.S. Communities categories

Collaborative Research Faculty

**Who They Are—Spring and Summer 2014**
- Five tenured/tenure-track faculty from diverse disciplinary backgrounds

**What They Will Do—Spring and Summer 2014**
- Attend three training sessions on rubric development
- Create rubrics based on AAC&U VALUE rubrics and ECCE learning outcomes
- Work with the QI Team to conduct the Pilot Project in Summer 2014

**What Will Be Done With Their Findings**
- Revise rubrics as needed
- Provide finished rubrics to Global Awareness and U.S. Communities faculty for use in courses
- Expand the fellowship to 8-10 faculty
- Collect syllabi, assignment prompts, and student work from Global Awareness and U.S. Communities courses
- Create database for ongoing data collection and analysis of student learning

Next Steps

**Summer 2014 (Pilot Project)**
- Review artifacts
- Use rubrics to assess student learning
- Analyze results
- Provide recommendations for changes to process

**Summers 2015, 2016**
- Use rubrics to assess artifacts
- Analyze results
- Discuss presentations and publications

**Fall 2014—Spring 2016**
- Collect artifacts from randomly selected Global Awareness and U.S. Communities courses

**Fall 2016**
- Impact/Results Report
- Attend Academy Results Forum