

**1**

**Determine Outcome**

Every semester, one Ferris Learning Outcome is systematically evaluated for each of our Core Competencies. This occurs on a rolling two-year cycle.

<https://ferris.edu/HTMLS/academics/general-education/evidence/schedule.htm>

**2**

**Select Measure**

Each instructor selects one measure to evaluate student learning for the semester. There are 14 different pre-defined choices - see the attached list for details.

<https://ferris.edu/HTMLS/academics/general-education/evidence/measures.htm>

**3**

**Register to Report**

Once the competency, outcome, and standard measure are determined, faculty can register online to report General Education data for the semester.

<https://ferris.edu/HTMLS/academics/general-education/evidence/register.htm>

**4**

**Download Workbook**

Four different data workbooks are available to collect and standardize the evaluations of student work - see the attached list for the appropriate choices.

<https://ferris.edu/HTMLS/academics/general-education/procedures/forms/workbooks/index.htm>

**5**

**Add Course Information and Rosters**

The first tab of the data workbook contains a few fields of meta-data to be completed. In addition, the names and ID's for each student need to be entered.

<https://ferris.edu/HTMLS/academics/general-education/procedures/training/index.htm>

**6**

**Evaluate Student Work**

Using holistic 0-4 point rubrics, instructors will evaluate the work of student relative to that of a competent college graduate.

<https://ferris.edu/HTMLS/academics/general-education/evidence/rubrics.htm>

**7**

**Complete TracDat Assignment**

TracDat assignments will be emailed to each registered instructor. Completed data workbooks will be used to complete these and then be attached to the form as well.

<https://ferris.edu/HTMLS/academics/general-education/procedures/training/index.htm>

| Standard measure                      | Description   | Workbook |
|---------------------------------------|---|----------|
| <b>01) Selected response exams</b>    | Questions, or a specific subset of questions, from a selected response quiz or exam are selected to measure student competence in the course materials. Question formats may include true/false, multiple-choice, matching, or multiple, multiple-choice.   | SCORE    |
| <b>02) Constructed response exams</b> | Questions, or a specific subset of questions, from a constructed response quiz or exam are selected to measure student competence in the course materials. Question formats may include fill in the blank, diagramming, or short answer essay.  | SCORE    |
| <b>03) Pre- and post-tests</b>        | An assessment instrument based upon the primary course materials is given to all students near the beginning and end of instruction.  | PRE-POST |
| <b>04) Standardized tests</b>         | Student performances on standardized exams (e.g. ETS Field Exams or ACS exams) are evaluated against the national norms and recorded as percentile scores.  | NORM     |
| <b>05) Short written reports</b>      | Students write a paper that responds to a specific prompt related to a course topic. A short paper is around one to two pages in length and typically consists of fewer than 750 words. Citations are often not required for these works.   | RUBRIC   |
| <b>06) Medium written reports</b>     | Students write a paper that responds to a specific prompt related to a course topic. A medium paper is around three to nine pages in length and typically consists of between 750 and 2,000 words. These include the typical five-paragraph essays. Citations are often required for these works. | RUBRIC   |
| <b>07) Long written reports</b>       | Students write a paper that responds to a specific prompt related to a course topic. A long paper is ten or more pages in length and typically consists of over 2,000 words. These essays include student research papers. Citations are nearly always required for these works.                  | RUBRIC   |
| <b>08) Student projects</b>           | Students conduct activities that result in the creation of a tangible product. These student artifacts may take on a variety of forms (e.g. games, 3-D printing, business plans, technical drawings, etc.).   | RUBRIC   |
| <b>09) Laboratory reports</b>         | Students create written or oral reports pertaining to observations and analyses made during a field or laboratory experience.   | RUBRIC   |
| <b>10) Student portfolios</b>         | Students assemble a printed or electronic portfolio of works over time.   | RUBRIC   |
| <b>11) Capstone projects</b>          | As part of a programmatic capstone experience, students produce a culminating work. These student artifacts may take on a variety of forms to fit the context of the program involved.  | RUBRIC   |
| <b>12) Oral presentations</b>         | Students make an oral presentation on a selected topic. These talks may be based upon an assigned topic or one of the students' choosing.   | RUBRIC   |
| <b>13) Student performances</b>       | Students prepare and execute a creative work. Examples of performances include demonstration of laboratory skills, oral recitations, dances, and acting.  | RUBRIC   |
| <b>14) Oral interviews</b>            | Students are either interviewed or carry out an oral interview. These activities may be based upon specific coursework or the pursuit of independent research.  | RUBRIC   |