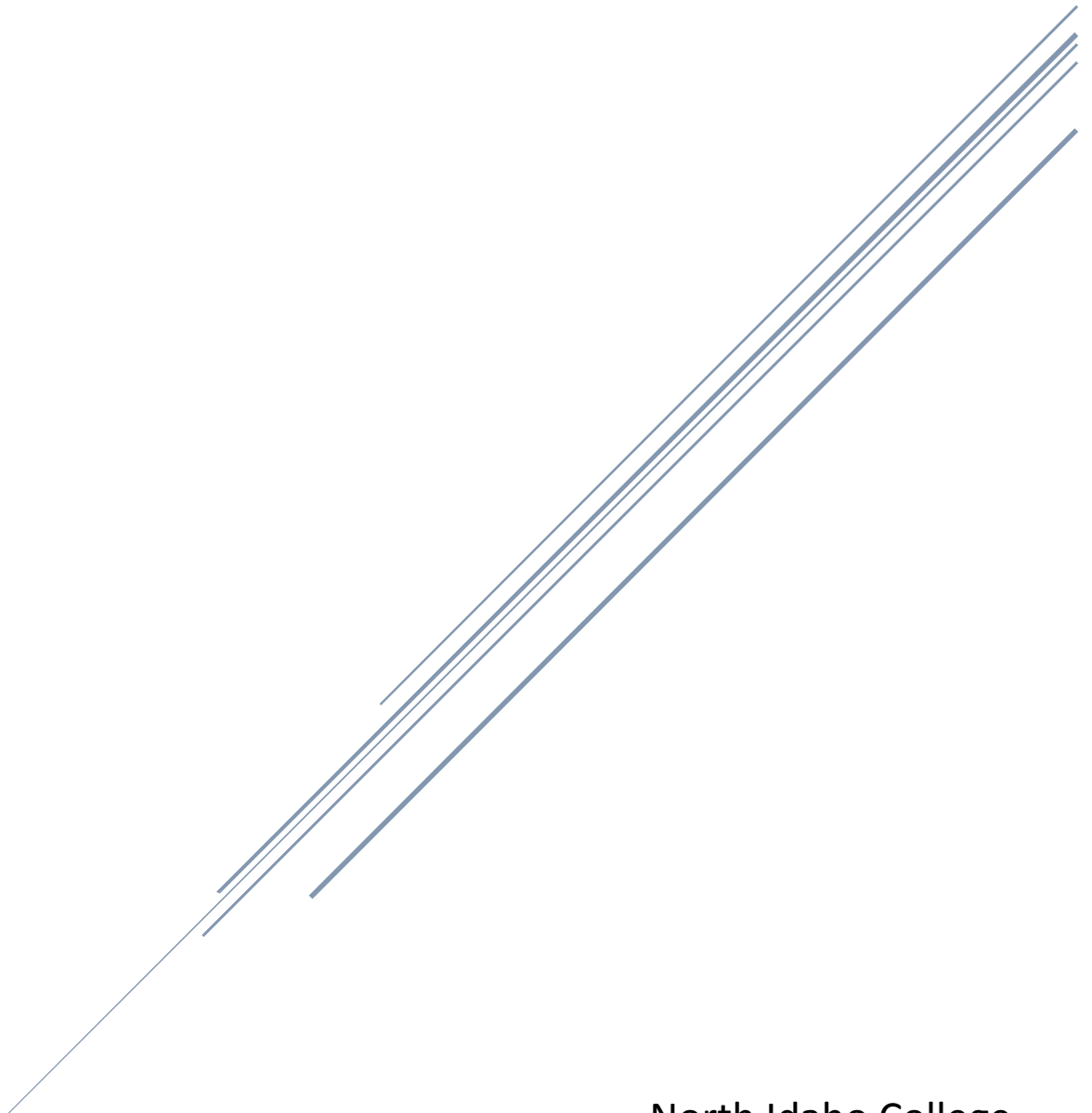


# GEM ASSESSMENT PLAN

Revised: September 2018



North Idaho College

Gathered

**DATA**

Establishes

**PRIORITIES**

That Drive

**ACTION PLANS**

That Facilitate

**POSITIVE CHANGE**

That is Then

**MEASURED**

Three guiding principles:

1. Positive Change: Course and teaching improvement leads to an increase in Educational Excellence and Student Success, core values at North Idaho College.
2. Academic freedom: Instructors choose assessment and grading scales. Personal data is kept at the level of instruction.
3. Meaningful Practice: Gathering data is insufficient. The data needs to be discussed and used to inform instruction.

GEM Assessment Plan for North Idaho College

GEM Assessment Lead: Dean of General Studies

Responsibilities:

1. Communicate GEM Assessment Plan to all VPs, Deans, Directors, and Division Chairs
2. Record and store all aggregated GEM data according to year, GEM number, and GEM competency (July)
3. Report GEM Data Overview to all faculty (Fall Convocation)
4. Report GEM Data Overview and GEM Assessment Plan to Accreditation Committee (upon request)

GEM 1:

Lead: Chair of English and Humanities Division

Responsibilities:

1. Communicate GEM Assessment Plan to all faculty including adjunct, dual-credit, and full-time.
2. Collect course level data for each competency within GEM 1. Data collected includes method(s) of assessment and proficiency rates for all students enrolled in GEM 1 classes. (May)
3. Aggregate course level data according to competency, discipline, and GEM. (June)
4. Submit aggregated competency and GEM data to Dean of General Studies
5. Review discipline and GEM data for patterns, trends, and anomalies. (Summer)
6. Meet with lead instructor in each of the disciplines to discuss methods of assessment and results of the assessments at both discipline and GEM level. (September)
7. In collaboration with lead instructor in each discipline, develop a written plan to improve instruction, assessment methods, curriculum, or other identified factors that may serve to foster student achievement within specified discipline. Review data and plans in context with previous data sets and plans. (October/November per due date on instructional goal document)

Competencies:

GEM 1: Written Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.

- i. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
- ii. Adopt strategies and genre appropriate to the rhetorical situation.
- iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
- iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
- v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
- vi. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.

GEM 2:

Lead: Chair of Communication and Fine Arts Division

Responsibilities:

1. Communicate GEM Assessment Plan to all faculty including adjunct, dual-credit, and full-time.
2. Collect course level data for each competency within GEM 2. Data collected includes method(s) of assessment and proficiency rates for all students enrolled in GEM 2 classes. (May)
3. Aggregate course level data according to competency, discipline, and GEM.(June)
4. Submit aggregated competency and GEM data to Dean of General Studies
5. Review discipline and GEM data for patterns, trends, and anomalies. (Summer)
6. Meet with lead instructor in each of the disciplines to discuss methods of assessment and results of the assessments at both discipline and GEM level. (September)
7. Meet with lead instructor in each of the disciplines to discuss methods of assessment and results of the assessments at both discipline and GEM level. (September)
8. In collaboration with lead instructor in each discipline, develop a written plan to improve instruction, methods of assessment, curriculum, or other identified factors that may serve to foster student achievement within specified discipline. Review data and plans in context with previous data sets and plans. (October/November per due date on instructional goal document)

Competencies:

GEM 2: Oral Communication: **Competency and Knowledge Objectives:**

*To meet the oral communication requirement of the general education core, upon completion of a course in this category, students are able to demonstrate the following competencies.*

- I. Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.
- II. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
- III. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
- IV. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
- V. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.
- VI. Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.

GEM 3:

Lead: Chair of Mathematics Division

Responsibilities:

1. Communicate GEM Assessment Plan to all faculty including adjunct, dual-credit, and full-time.
2. Collect course level data for each competency within GEM 3. Data collected includes method(s) of assessment and proficiency rates for all students enrolled in GEM 3 classes. (May)
3. Aggregate course level data according to competency, discipline, and GEM.(June)
4. Submit aggregated competency and GEM data to Dean of General Studies
5. Review discipline and GEM data for patterns, trends, and anomalies. (Summer)
6. Meet with lead instructor in each of the disciplines to discuss methods of assessment and results of the assessments at both discipline and GEM level. (September)
7. In collaboration with lead instructor in each discipline, develop a written plan to improve instruction, methods of assessment, curriculum, or other identified factors that may serve to foster student achievement within specified discipline. Review data and plans in context with previous data sets and plans. (October/November per due date on instructional goal document)

Competencies:

GEM 3: Mathematical Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate the following competencies.

- i. Read, interpret, and communicate mathematical concepts.
- ii. Represent and interpret information/data.
- iii. Select, execute and explain appropriate strategies/procedures when solving mathematical problems.
- iv. Apply quantitative reasoning to draw and support appropriate conclusions.

GEM 4:

Lead: Chair of Natural Science Division

Responsibilities:

1. Communicate GEM Assessment Plan to all faculty including adjunct, dual-credit, and full-time.
2. Collect course level data for each competency within GEM 4. Data collected includes method(s) of assessment and proficiency rates for all students enrolled in GEM 4 classes. (May)
3. Aggregate course level data according to competency, discipline, and GEM.(June)
4. Submit aggregated competency and GEM data to Dean of General Studies
5. Review discipline and GEM data for patterns, trends, and anomalies. (Summer)
6. Meet with lead instructor in each of the disciplines to discuss methods of assessment and results of the assessments at both discipline and GEM level. (September)
7. In collaboration with lead instructor in each discipline, develop a written plan to improve instruction, methods of assessment, curriculum, or other identified factors that may serve to foster student achievement within specified discipline. Review data and plans in context with previous data sets and plans. (October/November per due date on instructional goal document)

Competencies:

GEM 4: Scientific Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate at least four (4) of the following competencies.

- i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.
- ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments.
- iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
- iv. Describe the relevance of specific scientific principles to the human experience.
- v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.

GEM 5:

Lead: Chair of Communication and Fine Arts Division and English and Humanities Division

Responsibilities:

1. Communicate GEM Assessment Plan to all faculty including adjunct, dual-credit, and full-time.
2. Collect course level data for each competency within GEM 5. Data collected includes method(s) of assessment and proficiency rates for all students enrolled in GEM 5 classes. (May)
3. Aggregate course level data according to competency, discipline, and GEM.(June)
4. Submit aggregated competency and GEM data to Dean of General Studies
5. Review discipline and GEM data for patterns, trends, and anomalies. (Summer)
6. Meet with lead instructor in each of the disciplines to discuss methods of assessment and results of the assessments at both discipline and GEM level. (September)
7. In collaboration with lead instructor in each discipline, develop a written plan to improve instruction, methods of assessment, curriculum, or other identified factors that may serve to foster student achievement within specified discipline. Review data and plans in context with previous data sets and plans. (October/November per due date on instructional goal document)

Competencies:

GEM 5: Humanistic and Artistic Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.

- i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
- ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
- iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline.
- iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
- v. Interpret artistic and/or humanistic works through the creation of art or performance.
- vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
- vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.



GEM 6:

Lead: Chair of Social and Behavioral Science Division

Responsibilities:

1. Communicate GEM Assessment Plan to all faculty including adjunct, dual-credit, and full-time.
2. Collect course level data for each competency within GEM 6. Data collected includes method(s) of assessment and proficiency rates for all students enrolled in GEM 6 classes. (May)
3. Aggregate course level data according to competency, discipline, and GEM.(June)
4. Submit aggregated competency and GEM data to Dean of General Studies
5. Review discipline and GEM data for patterns, trends, and anomalies. (Summer)
6. Meet with lead instructor in each of the disciplines to discuss methods of assessment and results of the assessments at both discipline and GEM level. (September)
7. In collaboration with lead instructor in each discipline, develop a written plan to improve instruction, methods of assessment, curriculum, or other identified factors that may serve to foster student achievement within specified discipline. Review data and plans in context with previous data sets and plans. (October/November per due date on instructional goal document)

Competencies:

GEM 6: Social and Behavioral Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.

- i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
- ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
- iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
- iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
- v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

GEM 7:

Lead: Chair of Physical Education and Resort Management, Assistant Dean of General Studies, and CLC Director

Responsibilities:

1. Communicate GEM Assessment Plan to all faculty including adjunct, dual-credit, and full-time.
2. Collect course level data for each competency within GEM 7. Data collected includes method(s) of assessment and proficiency rates for all students enrolled in GEM 7 classes. (May)
3. Aggregate course level data according to competency, discipline, and GEM.(June)
4. Submit aggregated competency and GEM data to Dean of General Studies
5. Review discipline and GEM data for patterns, trends, and anomalies. (Summer)
6. Meet with lead instructor in each of the disciplines to discuss methods of assessment and results of the assessments at both discipline and GEM level. (September)
7. In collaboration with lead instructor in each discipline, develop a written plan to improve instruction, methods of assessment, curriculum, or other identified factors that may serve to foster student achievement within specified discipline. Review data and plans in context with previous data sets and plans. (October/November per due date on instructional goal document)

Competencies:

GEM 7: Institutionally Designated: Upon completion of a course in each of these categories, students are able to demonstrate the following competencies.

Integrative Inquiry:

- i. Integrative: Develop and demonstrate the ability to critically reflect on their learning process
- ii. Engage in inquiry of a theme, issue, problem, or concept using more than one discipline or frame of reference
- iii. Collaborate with others in development of a learning project/product/presentation demonstrating an approach, solution, answer to the topic of inquiry
- iv. Relate their learning in some direct way to affective, ethical, value based or moral/perspective reasoning

Wellness:

- i. Recognize, describe, and/or engage in some of the key dimensions of health and wellness (physical, emotional, intellectual, social, spiritual, and environmental)
- ii. Connect personal wellness choices to lifelong success