

A COMPARISON OF GENERAL EDUCATION ASSESSMENT MODELS

Model	Summary of Features	Student Awareness/Involvement	Faculty Role	Where do assessment activities occur?	Assessment Tools	General Timeline
Curriculum-Embedded	Samples of student work may be requested from courses designed to address one or more general education outcome. Student work is assessed using a common rubric by professor or team.	Students may or may not be aware of assessment process. Work may be 'typical performance' as opposed to 'optimal performance.' Students submit coursework as instructed by professor.	Design assignments and submit copies of students' work to Task Force. May voluntarily submit samples of student work. Can also participate in interdisciplinary teams to assess and score anonymous copies of student work.	Students complete designated assignment for a course, submit in class.	Rubrics	During a specific semester, students complete assignments. Samples are collected by Task Force, and analyzed in next semester. Data is collected as often as every semester, unless institution decides to collect once per year.
E-Portfolio	Students submit samples of work in a secure web repository.	Students may or may not be tasked with selecting which sample work products should be submitted to the portfolio. Work may be 'typical performance' over a period of time or 'optimal performance' at end of program. Students may be expected to synthesize and reflect upon educational experience (in and out of classroom) and/or general education outcomes. Participation may be voluntary or required. Students may have the ability to design and use portfolio for additional purposes, such as university transfer applications and job applications/interviews.	May design and or/require assignments to be submitted to portfolio. May help students to develop portfolio and synthesize general education and educational experience. Can also participate in interdisciplinary teams to assess and score anonymous copies of student work.	Students complete designated assignment for a course, submit online OR students select and submit documents outside of any course-related activity.	Rubrics	Students submit items to portfolio throughout their enrollment in the degree program; assessment team can assess items at various points in degree program. Data is collected continuously; student could submit data 24/7 all year round.

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Capstone	Assignments are assessed from course offered at end of students' program.	Students may or may not be aware of assessment process. Work is expected to be 'optimal performance' at end of program. Students may be expected to synthesize and reflect upon educational experience (in and out of classroom) and/or general education outcomes. Participation may be voluntary or required.	May design and or/teach theme-based or interdisciplinary course. May design and or require designated assignments. May help students to synthesize general education and educational experience. Can also participate in interdisciplinary teams to assess and score anonymous copies of student work.	Students complete designated assignment for a course, submit in class.	Rubrics	During a specific semester, students complete assignment(s). Samples are collected by Task Force, and analyzed in next semester. Data is collected every semester that the capstone course is taught, or perhaps just once per year.
Pre-Post Test	Standardized test is purchased from "off-the-shelf" or developed in-house, to assess one or more learning outcomes.	Students are aware of assessment process. Work is expected to be 'optimal performance' at beginning and end of program. Participation may be voluntary or required.	May administer test to students in class or at alternate location/date.	In class, assessment center or online		Test can be administered at any time during the year, and data analyzed immediately following test administration. Data is collected typically once per year.