What's a Colonel Capable of?

General Education Core Capability SLO and Rubric Feedback Session

Nicholls General Education

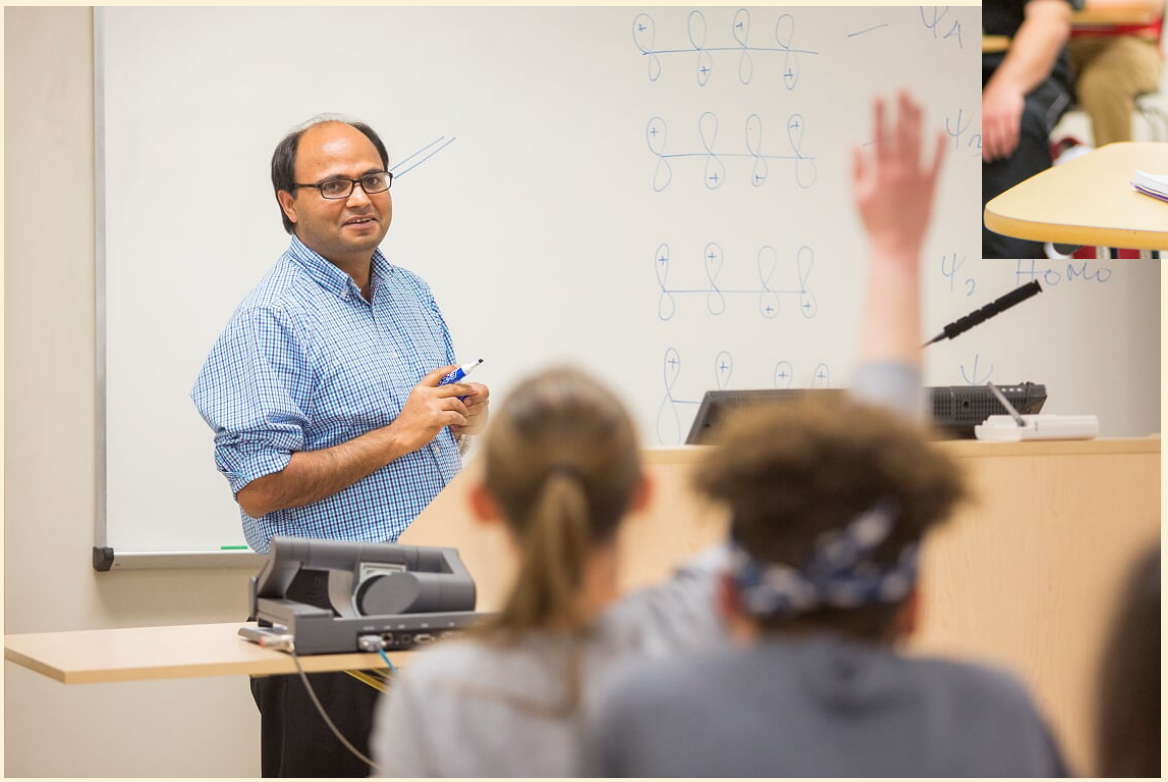
Nicholls CAFÉ – March 20 & 21, 2019

Kaisa Young (Gen Ed Program Coordinator)

GECo (General Education Committee)

Why make changes?

Motivate & Prepare Students



Support & Develop Faculty

Support & Develop Faculty

- Create efficient and consistent processes
- Provide continual communication about expectations and resources
- Provide useful assessment feedback

Motivate Students

"Why must we take core classes that have nothing to do with what we want to be in the future?"
– *Nicholls Student*

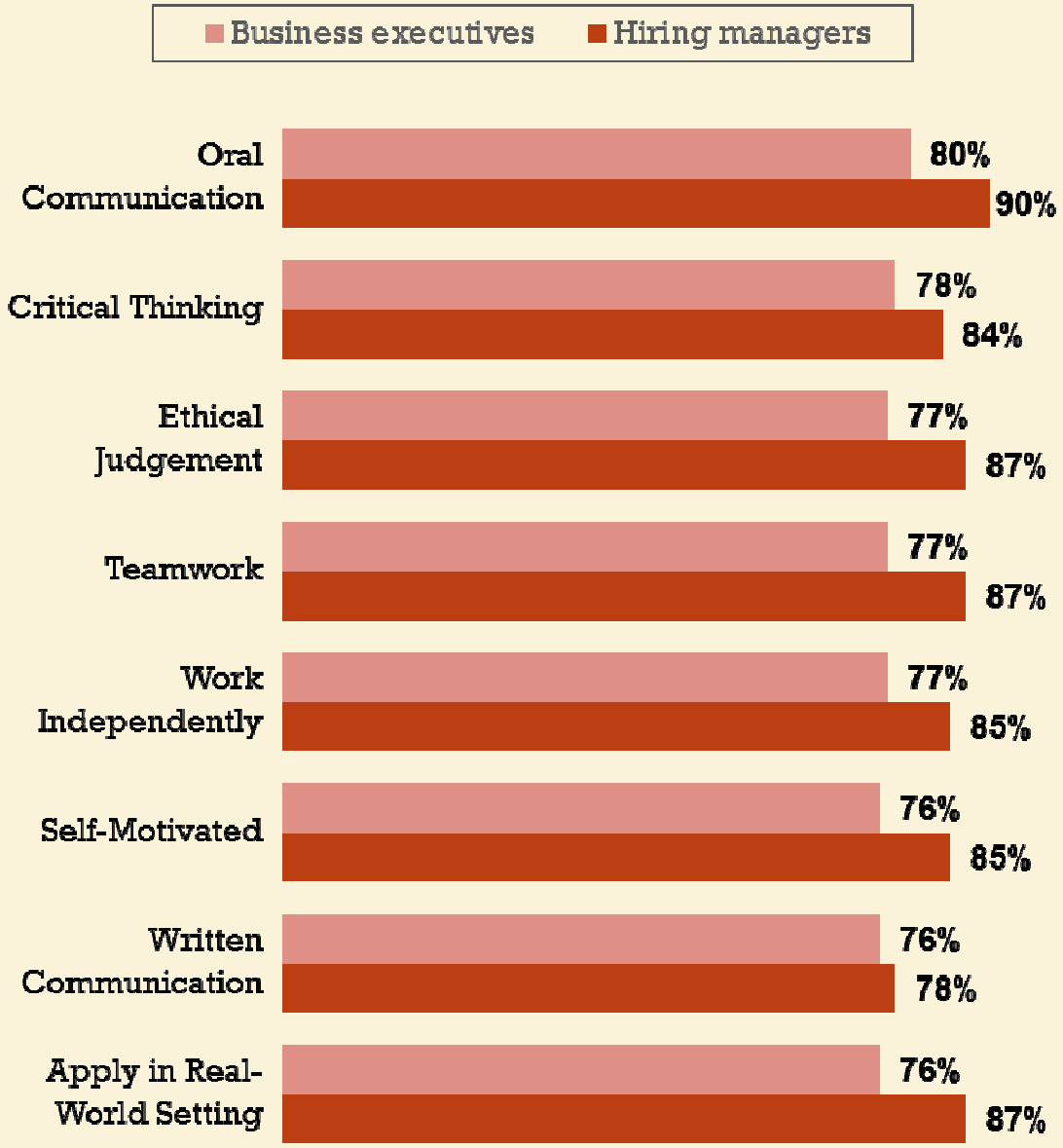
"Many of the general education requirements at Nicholls seem pointless and not worth the time."
– *Nicholls Student*

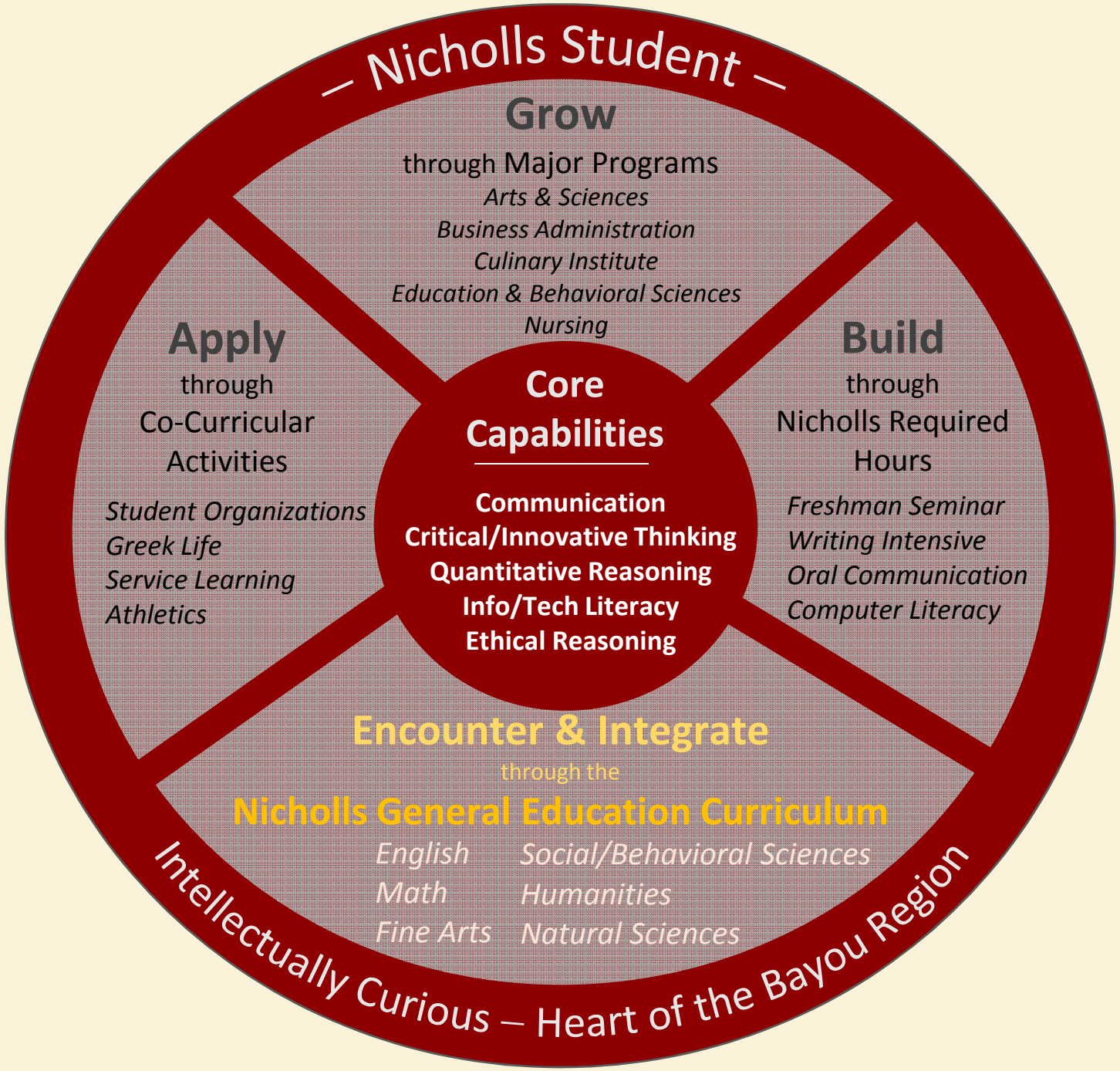
From Spring 2018 Campus Survey of Students, Faculty, & Staff

Prepare Students

Very Important Skills for Recent College Graduates We Are Hiring

From "Fulfilling the American Dream: Liberal Education and the Future of Work" (2018, AAC&U Employer Survey)




– Nicholls Student –
Grow
through Major Programs
Arts & Sciences
Business Administration
Culinary Institute
Education & Behavioral Sciences
Nursing
Apply
through
Co-Curricular
Activities
Student Organizations
Greek Life
Service Learning
Athletics
Core
Capabilities
Communication
Critical/Innovative Thinking
Quantitative Reasoning
Info/Tech Literacy
Ethical Reasoning
Build
through
Nicholls Required
Hours
Freshman Seminar
Writing Intensive
Oral Communication
Computer Literacy
Encounter & Integrate
through the
Nicholls General Education Curriculum
English
Math
Fine Arts
Social/Behavioral Sciences
Humanities
Natural Sciences
Intellectually Curious – Heart of the Bayou Region

Renewal Plan

2017-18 – Create a Vision for Gen Ed and Identify Core Capabilities

2018-19 – Define Core Capabilities:

- *Draft Student Learning Objectives & Rubrics*

2019-20 – Program Structure, Communication, and Pilot Assessment:

- Develop program structure
- Provide resources for faculty
- Re-evaluate core curriculum courses
- Pilot SLOs & rubrics in select courses

2020-21 – Implementation and Feedback:

- Roll out new core curriculum and assessment processes
- Continued improvement based on assessment and feedback

Core Capability Teams

Critical and Innovative Thinking	
Leader:	Trisha Rabalais (Art)
Members:	Gary LaFleur (Bio)
	Jeremy Bourgeois (Math)
	Adam Beyer (Phy Sci)
	Scott Banville (L&L)
	Sara Shields-Menard (Bio)

Ethical Reasoning	
Leader:	Betsy St. Pierre (Psyc)
Members:	Karla Chandler (Math)
	Fran Moss (Math)
	Melida Jefferson (Soci)
	Onome Ighoavodha (Bus)
	Celeste Smith (Nursing)

Information and Technology Literacy	
Leader:	Brandy Burbante (Lib)
Members:	Sara Dempster (Ed)
	Mark Love (Lib)
	Cong-Cong Xing (Math)
	Nicole Boudreaux (MACO)
	Terry Evans (Business)

Quantitative Reasoning	
Leader:	Heather Gamel (Math)
Members	Xun Li (Business)
	Chrystal Portier (Math)
	Tabitha Tabb (Student)
	Enmin Zou (Bio)
	Christie Landry (Bio)

Communication	
Leaders:	Todd Kennedy (L&L)
Leader:	Alyson Theriot (Ed)
Members	Renee Hicks (PIE)
	J Field (Business)
	Erick Pillar (L&L)
	Elka Staley (L&L)
	Aimee Hollander (Bio)
	Gerard White (Allied Health)
	James Stewart (MACO)
	Laura Valenti (Business)
	Elizabeth Batte (Lib)
	Colette Robichaux (Nurs)
	Melanie Collins (AIR)

Intellectual Curiosity	
Leader:	Allen Alexander (IDST)
Members:	Rusty Thysell (Govt)
	Ethan Adams (Student)
	Sara McCann (AIR)
	Stuart Tully (Hist)
	John Doucet (Dean A&S)
	Ray Giguette (IDST)
	Austin Wendt (Student)

Ethical Reasoning

Definition
Ethical Reasoning is the ability to reason about and evaluate ethical human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternate actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and

Student Learning Outcome
Students will be able to define their knowledge of ethical reasoning and demonstrate the necessary skills to recognize ethical issues in proper context and in a variety of settings.

Element	Exceeds Expectations	Meets Expectations	Needs Improvement
Ethical Knowledge	Student assesses in detail core beliefs with greater depth and clarity.	Student states both core beliefs and the origins of the core beliefs.	Student demonstrates an emerging knowledge of their core beliefs.
Ethical Issue Identification	Student can define basic ethical issues and cross relationships among the issues.	Student can define basic ethical issues and grasps incompletely the complexity or interrelationships among the issues.	Student can recognize basic ethical issues but fails to grasp complexity or interrelationships
Ethics in Different Contexts/Settings	Student fully considers the implications of context in relation to ethical issues.	Student recognizes the importance of context in relation to ethical issues.	Student incompletely recognizes the importance of context in relation to ethical issues.
Application of Ethical Perspectives	Ethical perspectives are applied persuasively to an ethical question and how the ethical perspectives relate to the question are fully considered.	Student applies ethical perspectives satisfactorily to an ethical question.	Student applies ethical perspectives to an ethical question, but the analysis is incomplete and there are inaccuracies in describing the perspectives.

Critical and Innovative Thinking

Definition

The process of applying knowledge through inquiry, synthesis, and transformation of concepts into opinions or conclusions.

Student Learning Outcome

Students will be able to explain how key concepts and terminology have been applied and be able to transform them in an understandable and appropriate manner.

Element	Exceeds Expectations	Meets Expectations	Needs Improvement
Explain	Consistent and in depth explanation of field key concepts and terminology.	Some use of key concepts and terminology.	A minimal use of field concepts and terminology.
Apply	Consistent and in depth application of field concepts to a new project in a relevant way.	Some evidence of applying field concepts in a new project in a relevant way.	Little Evidence of applied field concepts are difficult to find.
Transform	Complex, abstract concepts are transformed into clear and concrete deliverables.	Complex, abstract concepts are transformed into understandable and approachable deliverables.	Complex, abstract concepts are unclear and difficult to understand.
Create/ Present	Create an original(?) deliverable that invites interaction and feedback. Key field concepts/context are demonstrated in the deliverable.	Create a deliverable that invites limited interaction and feedback. Some of the key field concepts/context are demonstrated in the deliverable.	Create a deliverable that does not invite constructive interaction or feedback. Key field concepts/context are lacking in the deliverable.

Quantitative Reasoning

Definition

Quantitative Reasoning is a habit of mind to apply mathematical and statistical concepts and skills to solve real-world problems in personal, professional, and public contexts.

Student Learning Outcome

Students will be able to translate, calculate, analyze, and communicate quantitatively.

Element	Exceeds Expectations	Meets Expectations	Needs Improvement
Translation Ability to convert relevant information into various mathematical forms and ability to explain information presented in mathematical form (e.g., equations, graphs, diagrams, tables, words)	Competently converts between information and an appropriate and desired mathematical portrayal.	Completes conversion between information and mathematical portrayal, but is only partially appropriate or accurate.	Completes conversion between information and mathematical portrayal, but result is inappropriate or inaccurate.
Calculation Choosing appropriate methods and performing calculations accurately and efficiently	Demonstrates above 85% accuracy* in calculations and regularly uses appropriate methods.	Demonstrates 70%-85% accuracy* in calculations and generally uses appropriate methods.	Demonstrates less than 70% accuracy* in calculations and limited use of appropriate methods.
Communication Ability to explain and justify the steps to solving a problem	Work is presented in a clear, concise, and organized manner.	Work is moderately organized and shows most of the steps involved.	Work shown is an incomplete justification of answer and lacks clarity and organization.
Analysis/Application Ability to make judgments and draw appropriate conclusions based on quantitative analysis	Uses the quantitative analysis of data as the bases for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.

* Accuracy percentage is based on actual calculation only, not overall grade on an assignment

Information and Technology Literacy

Definition
Information and Technology Literarcy refers to skills and abilities to locate, evaluate, use, and communicate information while effectively using appropriate technology to retrieve and disseminate relevant and reliable information.
Student Learning Outcome
The student will be able to locate, evaluate, use and communicate information and/or technology within a legal and ethical framework based on specific needs.

Element	Exceeds Expectations	Meets Expectations	Needs Improvement
Locate information utilizing a variety of technology and sources	Effectively locates and retrieves relevant and accurate information utilizing a variety of technology and sources.	Locates and retrieves mostly relevant and accurate information utilizing a limited amout of technology and sources.	Demonstrates partial ability to locate and retrieve relevant and accurate information utilizing a minimal amount of technology and sources.
Evaluate information and technology critically.	Critically evaluates information from multiple, diverse sources applying criteria such as authority, credibility, relevance, timeliness, and accuracy using appropriate technologies.	Adequately evaluates information applying criteria such as authority, credibility, relevance, timeliness, and accuracy using appropriate technologies.	Partially evaluates information applying limited criteria such as authority, credibility, relevance, timeliness, and accuracy using technology that may or may not be appropriate.
Use information and technology ethically and legally.	Effectively utilizes information and technology demonstrating a full understanding of the ethical and legal restrictions of using and accessing information and technology.	Adequately utilizes information and technology somewhat demonstrating an understanding of the ethical and legal restrictions of using and accessing information and technology.	Partially utilizes information and technology demonstrating a limited understanding of the ethical and legal restrictions of using and accessing information and technology.
Communicate info utilizing a variety of technology.	Effectively communicates information from a wide variety of sources using the approiate technology for the intended purpose.	Adequately communicates information from an acceptable number of sources using the approiate technology for the intended purpose.	Partially communicates information from a limited number of sources using technology that may or may not be appropriate for the intended purpose.