

# GEN ED ASSESSMENT IN CI AND GL: SELECTING ASSIGNMENTS, USING THE CANVAS RUBRIC

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AY21-22

# OVERVIEW

- Goals of Gen Ed assessment
- Instructor responsibilities
- Example: Cultural Inquiry (CI) and Global Learning (GL) learning outcomes and rubric
- Selecting assignments
- Using the Gen Ed rubric in Canvas
- Non-rubric scoring
- Where to get help

# WSU'S CONTEXT FOR GEN ED ASSESSMENT

- See the General Education Oversight Committee's [email](#) or the [Gen Ed assessment website](#) for more information



Associate Provost for  
Academic Programs

## **From the GEOC Assessment Subcommittee:**

### **Dear Instructors and Departments Teaching General Education Courses:**

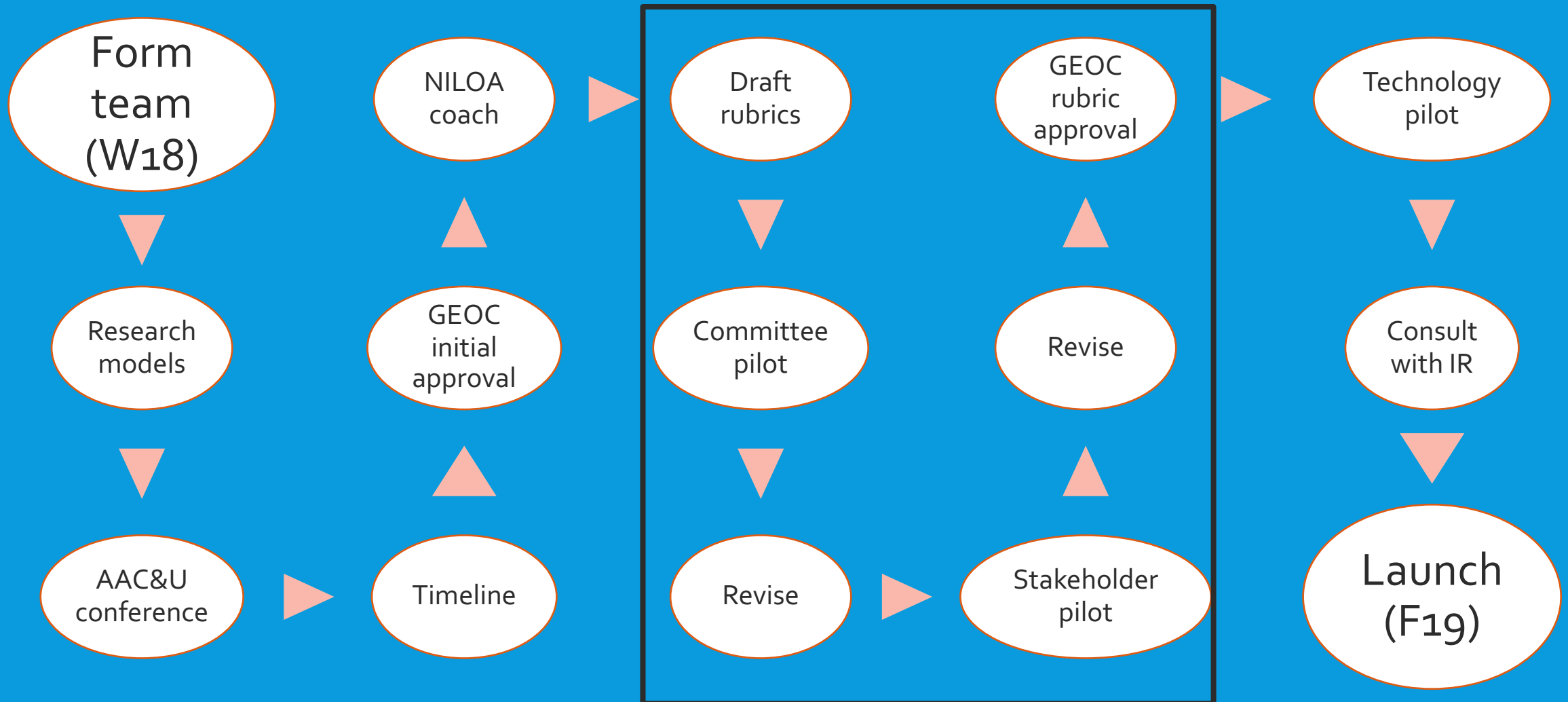
You are receiving this message because you or your department offers courses designated as General Education (Gen Ed) at WSU. Thank you for offering Gen Ed courses to our students! The purpose of this message is to review responsibilities associated with Gen Ed and increase awareness of the support available to you.

### **What are the Overall Goals of the Gen Ed Program?**

The Gen Ed program provides important foundational skills that are the basis for success in college and future careers. It also serves to introduce students to different perspectives and methodologies that shape the acquisition of knowledge.

### **How Are Courses Approved for Gen Ed?**

# INITIAL DEVELOPMENT OF GEN ED ASSESSMENT



# INSTRUCTOR RESPONSIBILITIES (FALL AND WINTER)

Design  
syllabus

- Incorporate:
  - Course description
  - Gen Ed learning outcomes and rubric

Select  
assignment(s)

- 1 or more
- Which best elicit evidence of each Gen Ed LO?

Score with  
Gen Ed rubric

- Used as assessment data, separate from grade for student
- Canvas submissions preferred

# SOME DEFINITIONS

- **Learning outcomes** are statements that describe what students should know or be able to do.
  - Gen Ed outcomes are set by the General Education Oversight Committee (GEOC).
- **Rubrics** are scoring tools that describe different levels of performance on each learning outcome.
- **Course assignments** are activities that elicit student performance, such as tests, projects, presentations, homework, and more.
  - A **Canvas assignment** is a digital placeholder for your course assignment.

# CI RUBRIC GLOSSARY

- **Artistic or Humanistic Analysis:** methods of evaluation and assessment in arts and humanities disciplines
- **Artistic Practice:** the ways in which an artist goes about his/her work; can include the activities involved in producing artistic objects, performances, influences, ideas, and materials as well as tools and skills
- **Cultural Form:** concrete manifestations of culture; observable entities through which members of culture express, affirm, and communicate cultural substance to one another.
- **Artifact:** an object made by a human being, typically an item of cultural or historical interest
- **Philosophical Idea:** concepts or theories that are the subject of philosophical inquiry and debate

CI Learning Outcomes	High	Moderate	Low	Little to No Evidence
<b>LO1:</b> Explain basic concepts in artistic or humanistic analysis.	<i>Applies</i> different concepts in artistic or humanistic analysis.	<i>Explains</i> basic concepts in artistic or humanistic analysis.	<i>Identifies</i> basic concepts in artistic or humanistic analysis.	<i>Unable to identify</i> basic concepts in artistic or humanistic analysis.
<b>LO2:</b> Analyze an artistic practice, cultural form, artifact, or philosophical idea.	Interprets an artistic practice, cultural form, artifact, or philosophical idea.	Analyzes elements of an artistic practice, cultural form, artifact, or philosophical idea.	Describes an artistic practice, cultural form, artifact, or philosophical idea.	Unable to identify an artistic practice, cultural form, artifact, or philosophical idea.
<b>LO3:</b> Compare artistic practices, cultural forms, artifacts, or philosophical ideas	Interprets similarities and differences across multiple artistic practices, cultural forms, artifacts, or philosophical ideas.	Compares similarities and differences across multiple artistic practices, cultural forms, artifacts, or philosophical ideas.	Identifies different types of artistic practices, cultural forms, artifacts, or philosophical ideas.	Unable to identify different artistic practices, cultural forms, artifacts, or philosophical ideas.

← Levels are implicational

A "not submitted" column is also included in your Canvas rubric.



# GL RUBRIC GLOSSARY

- **Social/economic/cultural/political phenomena:** occurrences or situations that influence an individual's or society's behaviors, opinions, etc.
- **Global Context:** circumstances, locations, cultural movements, or economic systems that extend beyond the U.S.
- **Worldview:** an individual's or society's particular philosophy of life or conception of the world
- **Multiple Worldviews:** various philosophies of life or conceptions of the world that exist within a particular society or across different societies

GL Learning Outcomes	High	Moderate	Low	Little to No Evidence
<b>LO1:</b> Explain social, economic, cultural, and/or political phenomena in a global context.	<i>Evaluates</i> explanations of social, economic, cultural, and/or political phenomena in a global context.	<i>Explains</i> social, economic, cultural, and/or political phenomena in a global context.	<i>Identifies</i> social, economic, cultural, and/or political phenomena in a global context.	<i>Unable to identify</i> social, economic, cultural, and/or political phenomena in a global context.
<b>LO2:</b> Explain how worldviews are shaped by differing historical, scientific, and/or cultural contexts	Analyzes the same historical, scientific, or cultural concept or phenomenon from multiple worldviews.	Explains how differing historical, scientific, and/or cultural factors or contexts shape people's worldview.	Identifies factors or contexts that shape worldviews.	Unable to identify factors or contexts that shape worldviews.
<b>LO3:</b> Relate their worldview to those in communities outside of the US.	Evaluates the factors or contexts that contribute to differences in those worldviews.	Relates their worldview to those in communities outside of the US.	Identifies their own worldview and those in communities outside of the US.	Unable to identify their own worldview and/or those in communities outside of the US.

← Levels are implicational

A "not submitted" column is also included in your Canvas rubric.

# SELECTING ASSIGNMENTS FOR GEN ED ASSESSMENT

- Summative assignments, not formative assignments
- Think about the instructions for the course assignments on your syllabus or the sections/questions on your tests and quizzes. Which ones ask students to perform the behaviors in each outcome? Create a map or blueprint:

	HW <sub>4</sub>	HW <sub>5</sub>	Final Exam
LO <sub>1</sub>	-	#1-4, 7-10	Section 4, part B
LO <sub>2</sub>	All	All	Sections 1, 3

- Of the course assignments that you mapped to each learning outcome, which elicit at least the “Moderate” level of performance on the Gen Ed rubric?
  - You may need to consider tweaking a course assignment to elicit that level.

# SAMPLES FOR CI LOS

## Example 1: multiple choice question

Engravings like Schongauer's *Saint Anthony Tormented by Demons* were appealing to artists for several reasons. What was NOT one of them?

- a. they were lightweight and portable
- b. they were one-of-a-kind, unique works
- c. they allowed artists to show off their drawing skills
- d. they could reach a very wide audience

## Example 2: discussion board question

Name one memorable design feature from the Dome of the Rock that was discussed in Lecture 2.1 and explain how it relates to the monument's historical, cultural, or functional significance.

## Example 3: essay question

Answer the following prompts for this painting: Manet's *Luncheon on the Grass*, 1863

- Look at the image and describe the narrative: What's in it and what's happening?
- What is the overall mood or tone?
- Identify the presence and use of key formal artistic elements and principles. Describe their stylistic qualities.

LO 1: Explain social, economic, cultural and/or political phenomena in a global context.

LO2: Explain how worldviews are shaped by differing historical, scientific, and/or cultural contexts.

LO 3: Relate their worldview to those in communities outside of the US. [purple italics]

# SAMPLE FOR CI LOS

Write your own ballad adaptation of the Lear story, which should be approximately 100 lines in length. See [\[website\]](#) for more about ballad meter, woodcuts, and print; you may also want to search the ballad archive for additional models for your creative work. Your ballad must be based on Shakespeare's *Lear* **and at least one of these sources**, which are available at Digital Texts:

The anonymous play *Leir*

Holinshed's *Chronicles*

Spenser's *Faerie Queene* (Book II, Canto X, Stanzas 27-32)

Sidney's *Arcadia* (Book 2, Chapter 10)

Your ballad should be accompanied by a short reflective paper of five pages that details your creative practices. You should discuss the following issues:

**How did you handle ballad meter, rhyme, and other formal elements?**

*Which version(s) of the Lear story did you choose as your sources and why?*

*What elements of the Lear story did you highlight or adapt in your work?*

*How do your changes to the story influence characterization, plot, and/or theme?*

Your project should convey your own original thoughts; you should not repeat our class discussions in your essay. I will be happy to look over drafts during my office hours or by appointment.

LO 1: Explain social, economic, cultural and/or political phenomena in a global context.

LO2: Explain how worldviews are shaped by differing historical, scientific, and/or cultural contexts.

LO 3: Relate their worldview to those in communities outside of the US. [purple italics]

# SAMPLE FOR GL LOS

## Essay instructions

Using assigned readings from Module 1 and the editorials linked below, analyze the film *Black Panther* as a representation of Africa. Who is the audience for the film and how does that shape the way that the film portrays Africa? *What kinds of stereotypes does the film utilize and why? What kinds of images of Africa does the film portray? To what extent does the film challenge stereotypes of Africa? Identify examples - how might these examples transform the way that we understand Africa? What kinds of questions does the film raise for you? For the general viewer? How and why might African audiences view it differently? How might we use this film to engage audiences in learning?*

LO 1: Explain social, economic, cultural and/or political phenomena in a global context.

LO2: Explain how worldviews are shaped by differing historical, scientific, and/or cultural contexts.

LO 3: Relate their worldview to those in communities outside of the US. [purple italics]

# ASSIGNMENT SELECTION REMINDERS

- Your assignment(s) must elicit at least the moderate level.
- The levels of rubric are implicational, so assignments that elicit the moderate and high levels can typically capture performance at the lower levels as well, which is ideal.
- The assignment(s) should be selected from ones given toward the end of the semester to reflect the full sum of your students' learning rather than only part of it.

# AFTER TODAY'S WORKSHOP: SCORE SAMPLE RESPONSES

- Try using your Gen Ed rubric to score former students' responses. Comparing examples of actual students' responses can help differentiate performance across the rubric's levels and identify needed adjustments to the assignment's design.
- As you review student samples, ask yourself:
  1. Do students actually perform or demonstrate the learning outcomes that the assignment was meant to elicit?
    - a. If not, what modifications to the assignment (or what other assignment) might work better?
  2. What kind, amount, or quality of information differentiates a response at the high level from the moderate level? What differentiates moderate from low?



# USING THE RUBRIC IN CANVAS

- Log in to your course/section(s) through Academica or directly at <https://canvas.wayne.edu>
- Navigate to the **Assignments** section of your Gen Ed course
- Find the module for *Gen Ed Assessment*. (Contact [gened@wayne.edu](mailto:gened@wayne.edu) if you can't find it.)

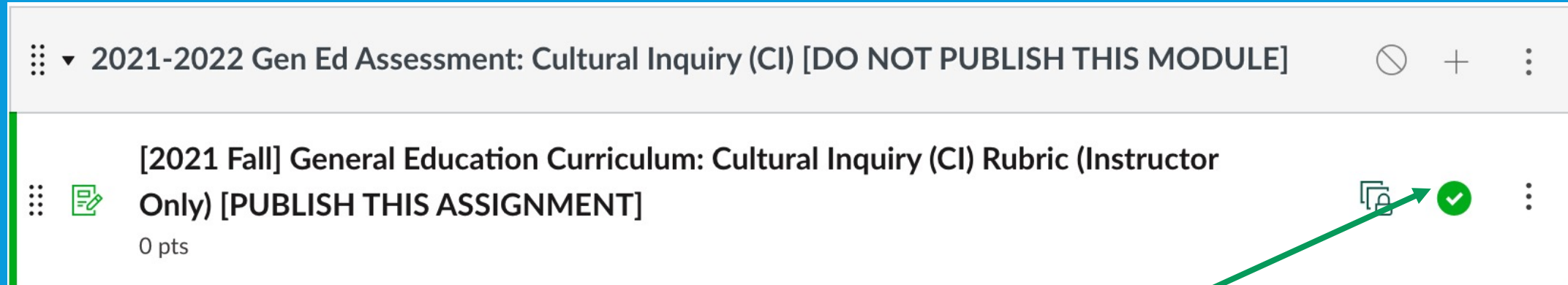
The circle/slash icon indicates that the module is not published. This is intentional. Please do not change it.

☰ ▼ 2021-2022 Gen Ed Assessment: Cultural Inquiry (CI) [DO NOT PUBLISH THIS MODULE]



# NAVIGATE TO THE GEN ED ASSIGNMENT

- Open the module for *General Education Assessment* to see the assignment.



The screenshot shows a Canvas LMS interface. At the top, there is a module titled "2021-2022 Gen Ed Assessment: Cultural Inquiry (CI) [DO NOT PUBLISH THIS MODULE]". Below this, there is an assignment titled "[2021 Fall] General Education Curriculum: Cultural Inquiry (CI) Rubric (Instructor Only) [PUBLISH THIS ASSIGNMENT]". The assignment is marked as published with a green checkmark. A green arrow points from the text box below to the green checkmark.

The green check mark indicates that the Canvas assignment is published, but students will not see it because the module is hidden. The Canvas assignment must be published for SpeedGrader to work.

# CANVAS ASSIGNMENT DESCRIPTION: INSTRUCTOR VIEW

- Click on the Canvas assignment title to open it.
  - GEOC has not created an activity for your students to complete.
- Instead, the Canvas assignment is just a placeholder. It has instructions for how to use a course assignment for Gen Ed assessment, too.

This assignment does not count toward the final grade.

[2021 Fall] General Education Curriculum: Cultural Inquiry (CI) Rubric (Instructor Only) [PUBLISH THIS ASSIGNMENT]

Locked Published Edit

\*\*\*PLEASE DO NOT MODIFY THIS ASSIGNMENT IN ANY WAY. IT IS FOR GEN ED ASSESSMENT ONLY AND WILL NOT AFFECT YOUR COURSE GRADES \*\*\*

Dear instructor:

Your course is part of the newly-revised [General Education program](#) at Wayne State; it is designated as a Cultural Inquiry (CI) course. In 2021-2022, all CI courses are required to participate in the General Education Oversight Committee's ([GEOC](#)) assessment of Gen Ed student learning outcomes, a [process](#) collaboratively developed by the GEOC with faculty, staff, and student input.

The GEOC, charged by the Provost to oversee the entire General Education program, needs instructors to provide assessment data in order to determine how well our General Education program is fulfilling its learning outcomes and making continued improvement.

Your part in the process is simple. As the instructor and subject matter expert, you will select at least one assignment from your syllabus that elicits the [CI learning outcomes](#). ([Workshops](#) and an [online presentation](#) are available to help you select appropriate assignments.) In addition to grading that assignment as part of students' course grade, you will also score it using the CI rubric attached to this Canvas assignment. (You can [download the rubric](#) to preview it.)

This Canvas assignment is not a graded assignment and the students will not see their grades on the assignment; it exists only for the purpose of collecting assessment data for Wayne State's General Education program.

For instructions on how to collect CI assessment data using this Canvas assignment, please [watch the video tutorial](#) or read the following instructions:

# USE SPEEDGRADER TO ACCESS THE RUBRIC

Click on SpeedGrader within the assignment to use the rubric

The screenshot shows a Blackboard assignment page. At the top left, there is a blue bar with an information icon and the text "Locked: Content & Points". Below this is a light blue notification box that says "This assignment does not count toward the final grade." The main title of the assignment is "[2021 Fall] General Education Curriculum: Cultural Inquiry (CI) Rubric (Instructor Only) [PUBLISH THIS ASSIGNMENT]". To the right of the title are four buttons: "Locked" (dark green with a lock icon), "Published" (green with a checkmark icon), "Edit" (light grey with a pencil icon), and a three-dot menu icon. On the right side of the page, under the heading "Related Items", there is a link for "SpeedGrader™" with a checkmark icon to its left. A green arrow from the text box above points to this link.



Grading

2021-2022 Gen Ed Assessment: Cultural Inquiry (CI)

Criteria	Ratings					Pts
© LO1: Explain basic concepts in artistic or humanistic analysis threshold: 2	<b>3 pts (High)</b> Applies different concepts in artistic or humanistic analysis	<b>2 pts (Moderate)</b> Explains basic concepts in artistic or humanistic analysis	<b>1 pts (Low)</b> Identifies basic concepts in artistic or humanistic analysis	<b>0 pts (No)</b> Unable to identify basic concepts in artistic or humanistic analysis	<b>-1 pts</b> Student did not submit relevant work for this outcome	<input type="text" value="2"/> / 3 pts 
© LO2: Analyze an artistic practice, cultural form, artifact, or philosophical idea threshold: 2	<b>3 pts (High)</b> Interprets an artistic practice, cultural form, artifact, or philosophical idea	<b>2 pts (Moderate)</b> Analyzes elements of an artistic practice, cultural form, artifact, or philosophical idea	<b>1 pts (Low)</b> Describes an artistic practice, cultural form, artifact, or philosophical idea			
© LO3: Compare artistic practices, cultural forms, artifacts, or philosophical ideas threshold: 2	<b>3 pts (High)</b> Interprets similarities and differences across multiple artistic practices, cultural forms, artifacts, or philosophical ideas	<b>2 pts (Moderate)</b> Compares similarities and differences across multiple artistic practices, cultural forms, artifacts, or philosophical ideas	<b>1 pts (Low)</b> Identifies different types of artistic practices, cultural forms, artifacts, or philosophical ideas	<b>0 pts (No)</b> Unable to identify different artistic practices, cultural forms, artifacts, or philosophical ideas	<b>-1 pts</b> Student did not submit relevant work for this outcome	<input type="text" value="2"/> / 3 pts 

This student does not have a submission for this assignment

This message will appear for every student because they won't directly attach their work to this Canvas assignment.




Click on the relevant score in the rubric for each outcome. Click SAVE at the bottom of the rubric when you're done.

# SAVE AFTER EACH STUDENT; IGNORE POINTS


<p>LO3: Compare artistic practices, cultural forms, artifacts, or philosophical ideas threshold: 2</p>	<p>3 pts (High) Interprets similarities and differences across multiple artistic practices, cultural forms, artifacts, or philosophical ideas</p>	<p>2 pts (Moderate) Compares similarities and differences across multiple artistic practices, cultural forms, artifacts, or philosophical ideas</p>	<p>1 pts (Low) Identifies different types of artistic practices, cultural forms, artifacts, or philosophical ideas</p>	<p>0 pts (No) Unable to identify different artistic practices, cultural forms, artifacts, or philosophical ideas</p>	<p>-1 pts Student did not submit relevant work for this outcome</p>	<p><input type="text" value="2"/> / 3 pts</p> <p>Total Points: 5 out of 9</p>
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**Points are just default placeholders. They do not affect students' grades.**

# MOVE TO THE NEXT STUDENT


   **Pilot assignment**  
Due: No Due Date - GEN\_ED\_TEST\_CI\_2109

0/1 Graded 1/1

←  Jaime Goodrich →

**Grading**

2021-2022 Gen Ed Assessment: Cultural Inquiry (CI)

Criteria	Ratings				
LO1: Explain basic concepts in artistic or humanistic analysis threshold: 2	3 pts (High) Applies different concepts in artistic or humanistic analysis	2 pts (Moderate) Explains basic concepts in artistic or humanistic analysis	1 pts (Low) Identifies basic concepts in artistic or humanistic analysis	0 pts (No) Unable to identify basic concepts in artistic or humanistic analysis	-1 pt Student did not submit relevant work for this outcome
					2 / 3 pts 

**Click on the arrow to move to the next student.**

When you're done with the last student, close the SpeedGrader window.

# ASSIGNMENTS THAT DON'T USE RUBRICS PT. 1

Not all courses give assignments that work with rubric scoring. Large classes with multiple choice exams only would be one example.

To address this situation, GEOC has created an alternate assessment option that still uses a course assignment, but is submitted in Excel. To begin:

1. “Blueprint” your assignment – Which items or sections elicit evidence of each Gen Ed learning outcome at the moderate level or higher?
  - Example: Final exam questions 1-5 elicit evidence of CI LO 1, questions 6-10 elicit evidence of CI LO2
    - Out of those items or sections, which elicit at least the Moderate level of the rubric?
2. Identify a range of scores on the items for each learning outcome that corresponds to each level of the rubric.



# BLUEPRINTING/ALIGNMENT EXAMPLE

## 1. When art historians speak about *composition* in painting, what are they talking about?

- a. the actions and expressions of the figures on the canvas
- b. the materials the painting is made with
- c. the story being told in the painting
- d. the way the figures and objects are arranged on the canvas

## 2. Which one of these meanings or ideas is NOT covered by the concept of *disegno*?

- a. making art look more naturalistic
- b. design
- c. drawing
- d. turning an abstract idea into art

CI Learning Outcome	High	Moderate	Low	Little to No Evidence
<b>LO1:</b> Explain basic concepts in artistic or humanistic analysis.	<i>Applies</i> different concepts in artistic or humanistic analysis.	<i>Explains</i> basic concepts in artistic or humanistic analysis.	<i>Identifies</i> basic concepts in artistic or humanistic analysis.	<i>Unable to identify</i> basic concepts in artistic or humanistic analysis.

### Good question selection, but...

While these questions reach at least the moderate level, having only 2 questions will only result in 3 possible scores (100%, 50% and 0%), so would not correspond to the 4 levels of the rubric. Be sure to have at least 3 questions per outcome, but more is better!

# ASSIGNMENTS THAT DON'T USE RUBRICS PT. 2

- The next step is to identify a range of scores that corresponds to each level.
  - e.g., “Moderate” performance = Scores from 75% to 90% on \*relevant questions/items

Learning Outcome	(High) Skillfully Converts	(Moderate) Converts	(Low) Identifies	(No) Little to No Evidence
<b>Score range:</b>	<b>91%-100%</b>	<b>75%-90%</b>	<b>60%-74%</b>	<b>&lt;60%</b>
<b>LO1:</b> Explain basic concepts in artistic or humanistic analysis.	<i>Applies</i> different concepts in artistic or humanistic analysis.	<i>Explains</i> basic concepts in artistic or humanistic analysis.	<i>Identifies</i> basic concepts in artistic or humanistic analysis.	<i>Unable to identify</i> basic concepts in artistic or humanistic analysis.


After setting these ranges, convert students' scores into the rubric levels and submit those results in the Gen Ed Excel template. (e.g. 93% = 3 pts on rubric)

# GETTING INDIVIDUAL ITEM SCORES FROM CANVAS: STUDENT ANALYSIS REPORT

1. Click on the assignment in Canvas
2. Click on *Quiz Statistics*
3. Click on *Student Analysis*
4. Use Excel to calculate the number of:
  - correct answers
  - students in each score range for the rubric performance levels

Section	Section_id	Submitted	Attempt	Question 1 (ID and stem)	Points possible	Question 2 (ID and stem)	Points possible
Fall 2018 American Govt System Sec 003	CRN	date/time	1	student 1 response	student 1 score	student 1 response	student 1 score
Fall 2018 American Govt System Sec 003	CRN	date/time	1	student 2 response	student 2 score	student 2 response	student 2 score

# SUBMITTING SCORES IN EXCEL

 WAYNE STATE UNIVERSITY		Final CI Assessment Scores				
Instructor's Name:		Student Name	Student ID	LO1 Score	LO2 Score	LO3 Score
Instructor's Access ID:						
Course Number:						
CRN:						
Semester:						
<b>Scale for Scores:</b>						
3 = High evidence						
2 = Moderate evidence						
1 = Low/limited evidence						
0 = No evidence student has achieved learning outcome						
-1 = Student did not submit assessment assignment						

- Use the GEOC Excel template to report your assessment data.
  - Instructions in tab 1
- Contact [gened@wayne.edu](mailto:gened@wayne.edu) to request the template or ask questions.

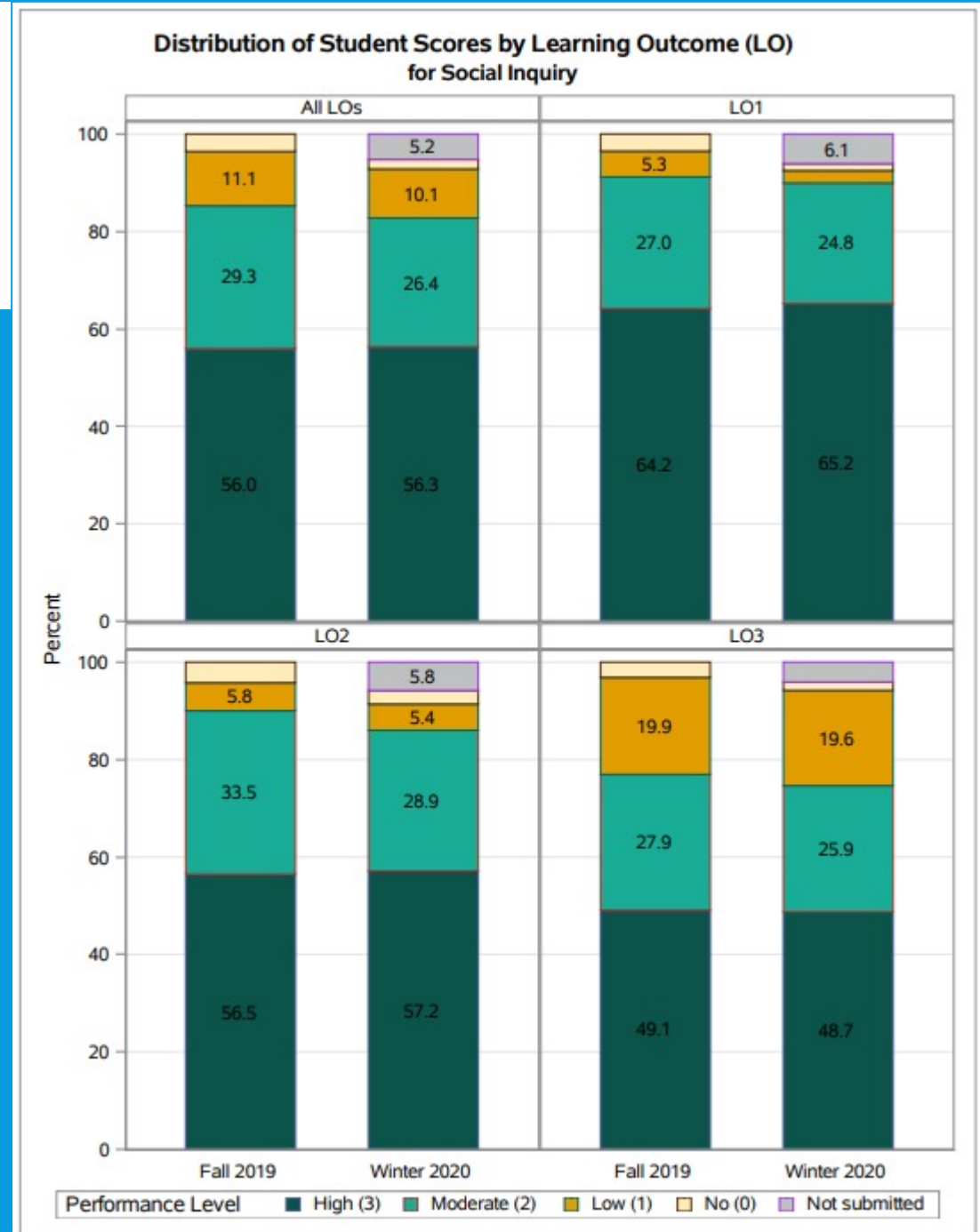
# WHAT HAPPENS TO YOUR DATA

- Institutional Research pulls data from Canvas and creates two reports:
  - University-level/GEOC report by Gen Ed designation (public)
    - Aggregated performance by learning outcome across all courses in a given designation
    - Participation rates by course (% of sections that submitted data)
  - Confidential instructor-level reports
- Shared directly by email with instructor only per the General Education Oversight Committee Data Management Plan
  - Not shared with instructors' supervisor, chair, dean, etc.
  - Cannot be required for any evaluation process, but can be optionally provided by instructor
  - Displays performance in course section next to performance for all courses and sections in the same designation

# GEOC REPORT EXAMPLE

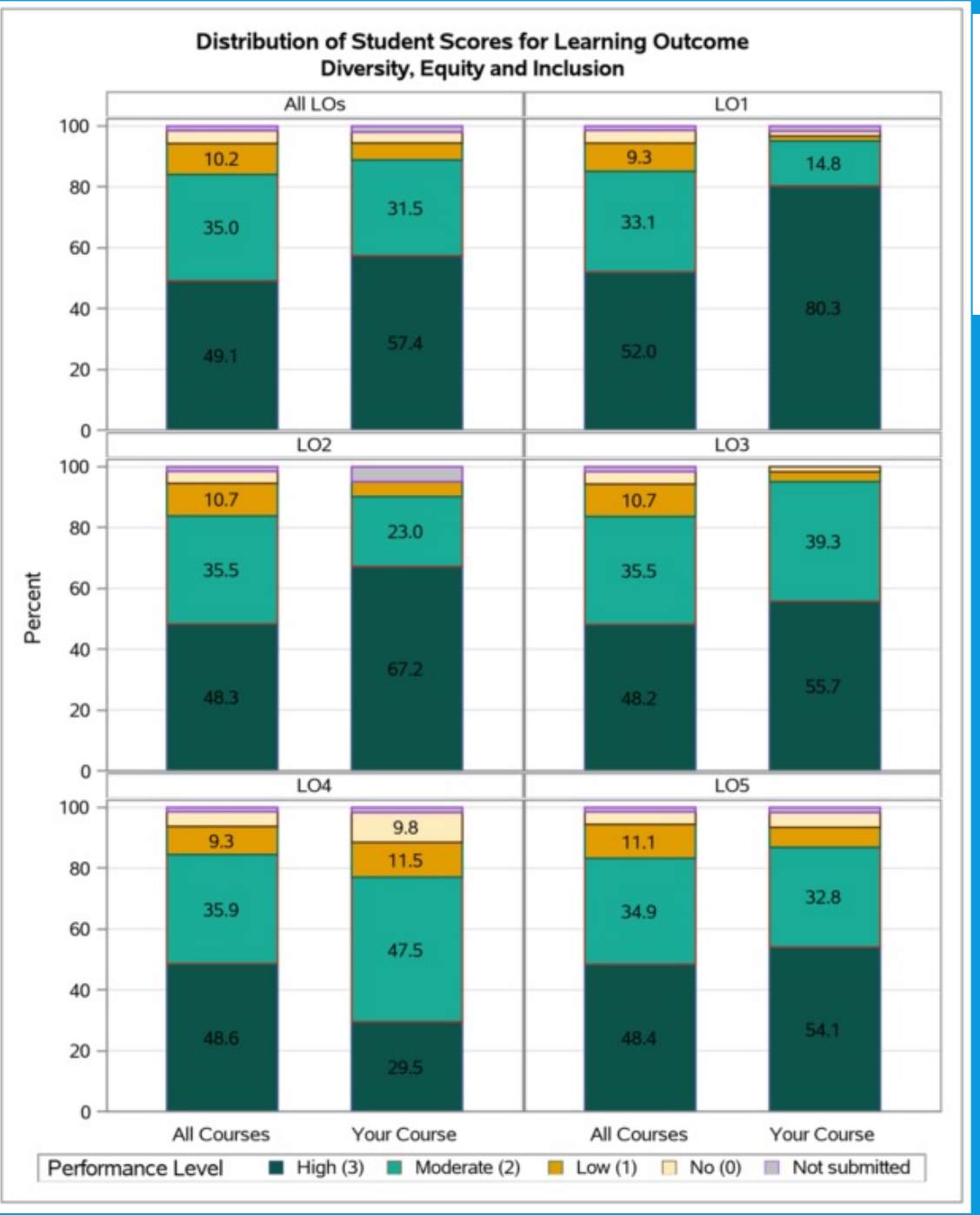
Table 1.

Learning Outcome Area	N	Mn	SD	Percent of Responses by Performance Level				
				High (3)	Moderate (2)	Low (1)	No (0)	Not submitted
				%	%	%	%	%
LO1: Describe the behaviors, practices, institutions, and/or systems that define a society or social group	3,039	2.6	0.7	64.5	26.3	4.5	2.9	1.8
LO2: Identify and define basic concepts in social analysis	3,027	2.4	0.8	56.7	32.1	5.6	3.8	1.7
LO3: Analyze social institutions and social interactions	3,893	2.2	0.9	49.0	27.3	19.8	2.7	1.2
All	9,959	2.4	0.8	56.1	28.5	10.8	3.1	1.5



# INSTRUCTOR REPORT EXAMPLE

Learning Outcomes				Percent of Responses by Performance Level				
				High (3)	Moderate (2)	Low (1)	No (0)	Not submitted
	N	Mn	SD	%	%	%	%	%
LO1: Compare complex categories of social group memberships as they relate to our local and national contexts, democratic traditions, and contemporary struggles	61	2.8	0.6	80.3	14.8	1.6	1.6	1.6
LO2: Recognize the relationship between contemporary diversity- related issues and US history, institutions, practices, and policies	61	2.7	0.6	67.2	23.0	4.9	0.0	4.9
LO3: Examine the roots of cultural values and prejudices and how they influence behavior	61	2.5	0.6	55.7	39.3	3.3	1.6	0.0
LO4: Identify the ethical and moral issues present in complex domestic (US) situations and articulate informed responses to ambiguity and disagreement	61	2.0	0.9	29.5	47.5	11.5	9.8	1.6
LO5: Demonstrate understanding of the key issues of the course by analyzing, proposing, or engaging in strategies that promote equity at the local or national level	61	2.4	0.8	54.1	32.8	6.6	4.9	1.6
<b>All</b>	<b>305</b>	<b>2.5</b>	<b>0.8</b>	<b>57.4</b>	<b>31.5</b>	<b>5.6</b>	<b>3.6</b>	<b>2.0</b>



# WANT FEEDBACK OR MORE HELP?

- You can request individual feedback or a consultation!
  - General Education Assessment (Email: [gened@wayne.edu](mailto:gened@wayne.edu))
  - Office for Teaching and Learning ([otl.wayne.edu](http://otl.wayne.edu))
- The [General Education Program Assessment website](#) has information about other aspects of assessment as well.
  - As of August 30th you should also be able to access resources on the new Gen Ed website: <https://engaginggened.wayne.edu>
- All CI and GL instructors for 2021/2022 will be added to a Canvas training course for Gen Ed assessment where you will be able to access this information.
- Questions about Canvas should be directed to [lsadmin@wayne.edu](mailto:lsadmin@wayne.edu).