General Education Assessment at ISU

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Outline

• General Education Requirements Committee
• Current Gen Ed Program
• History of Gen Ed at ISU
• Gen Ed Assessment
• Report Results
GERC Bylaws:

**Article II -- Purpose**

GERC considers all policies related to the University's General Education program and issues recommendations regarding these policies to the UCC. The GERC is responsible for reviewing all proposed changes to the General Education curriculum, approving the appointment of ISU representatives to external bodies with jurisdiction over that curriculum, and establishing and overseeing the process by which the Objectives and courses that compose ISU's General Education program are assessed. The GERC may also issue recommendations regarding other General Education issues brought to its attention.

AY 16/17 Undergraduate Catalog:

The [General Education Requirements Committee](#), a subcommittee of the Undergraduate Curriculum Council, who is responsible for courses and polices that relate to the University’s general education requirements for appropriateness, rigor, assessment, and to make recommendations based on these evaluations to the Undergraduate Curriculum Council.
GERC Membership

• Voting: Elected Representatives
  – CAL-Fine Arts/Humanities
  – CAL-Social & Behavioral Sciences
  – COB
  – COE
  – Library/Student Success Center
  – COSE-BioSciences/Chemistry/Geosciences
  – COSE-Math/Engr./Physics/Computer Sciences
  – DHS (2)
  – CTech
  – ASISU Representative
GERC Membership...

- Ex-Officio Representatives from
  - University Curriculum Council
  - Academic Affairs
  - Registrar
  - Student Advising
  - ITRC
  - Administrative Assistant (position shared with Faculty Senate, UCC)
GERC Activities

• Program level:
  – GE Program Reform
  – New Program Structure: 3 programs in 3 years
  – Create Catalog Content

• Course level:
  – In concert with departments, consider all existing GE course numbers and content rel. to each change
  – Consider new GE course proposals
GE Program at ISU

- SBOE-driven. Designed for articulation ease to/from Idaho 2 and 4 year institutions
- GEM 6 SBOE endorsed Objectives and Learning Outcomes
- ISU takes option to add 2 of 3 additional Objectives, creates learning outcomes for these
- Complex. 157 courses. All ISU teaching units participate
- “Double dipping” not part of pgm.
GERC Work

• Adapt GE program changes locally
• Advise on GE course changes
• Review new course proposals
• Once program structure complete, create assessment plan structure for GE program
GERC Work...

• AY 12/13 (Final year of ISU 12-Goal)
  – Continue GE restructure of 12-Goal to ISU 8-of-9 pgm., create Learning Outcomes. Devise rubric for evaluating courses

• AY 13/14 (First year of ISU 8 of 9)
  – “Grandfather” year. Request re-articulation of each existing GE course description into anticipated GEM structure from departments. Review. SBOE releases GEM April 2014 for AY14/15 implementation
GERC Work...

- AY 14/15 (First year of GEM 6, ISU 2 of 3)
  - Map each existing GE course to GEM, consult with depts. as needed. Create assessment plan structure for new GEM program. May 2015: Assessment program approved by AA, plan for each existing GE course requested

- AY 15/16
  - Review each GE course assessment plan. Adjust catalog, assessment, program for add’n of ENGL 1101 to GEM 6
GERC Work...

• AY 16/17 (First year of GEM 6, ISU 2 of 4 Assessment)
  – Continue review of assessment plans
  – First annual assessment plan reports due Nov. 2016.
  – Continue clarifying/publicizing GE program assessment plan
  – Analyze results
Evaluating Proposals and Plans

• Rubric, template
• Alignment
  – Learning Outcomes
  – Course Activities
  – Course Description
  – Assessment Plan
• Adequate Rigor—Lower Division, well formed learning objectives?
Course Assessment Plan

1. When will each targeted learning outcome of the objective be assessed?

2. What direct and indirect instruments will be used? Describe the type of materials that will be collected as well as any procedures involved in selecting a representative sample of student work for review and/or retention.
3. Explain how assessment instruments will be used to evaluate achievement of each of the general education learning outcomes. Include specific examples of exam questions, writing prompts, or project descriptions that could yield student work demonstrating each outcome, and describe the process, criteria, and/or rubrics that would be used to assess the achievement of each learning outcome with those instruments. (Examples are provided on GERC’s web page.)
4. What threshold of performance do you define as adequate achievement of a learning outcome, and what quantitative results will ultimately be tabulated?

5. What is the process within the department for reviewing and interpreting those results and translating findings into curriculum changes or refinements to the assessment process?
GE Program Assessment

- In place for general education at ISU
- Submission link (annual reports) in Bengalweb
- Customized. Reflects complexity of GE program (aligns with specific learning outcomes)
- Instruments collected and stored (FERPA compliant) by depts.
Assessment...

- Assessment Plan required for all new proposals for GE courses
- Process for removal of course from Gen Ed program established
- Submission, review and approval of Assessment Plans continues
- Implemented in Fall 2016--first reports due Nov. 2016
Assessment Structure..

• Course assessment by depts.
  – Annual: planned subset of relevant Learning Outcomes assessed. AY 16/17=Year One
  – Every five years: all Learning Outcomes assessed, detailed report of major findings in annual reports

• Assessment of each Objective
  – Once every 5 yrs.
  – AY 18/19=Year One. Objs. 1 and 2 planned
  – Jointly by GERC and Dept. reps.
  – Report submitted by GERC to UCC, AA
Assessment Structure...

• Comprehensive assessment of GE Program
  – Every 5 yrs.
  – AY 22/23=Year One
  – Each Objective Review report as basis
  – How courses in each Objective meet student needs
  – Submitted by GERC to UCC, AA
Dec. 2016 Results

• 157 GE courses
• 150 plans submitted to GERC
• Of these, 109 plans approved by GERC. Others still under revision
• Results submitted for 81 courses
Reporting mechanism

• Course, submitter identifying information
• GELO (Gem Learning Outcomes) specific questions
• Objective and course specific
• Systemic, process based questions
Questions and actionable results

Q24 - Additional comments regarding learning outcome achievement data:
• Need for clarity on assessment reporting for slash/cross-listed courses
• Need for clarity on time period for reporting viz time period for assessment

Q34 - Summarize key findings from review of direct and/or indirect assessment mat (instruments)...
• Inclusion of ECP instructors and instruments in process a problem
Questions and Results...

**Q35** - Summarize any steps taken or planned in response to assessment results.
- Better guidance given to Gen Ed course instructors
- Changes in data collection
- Changes in assessment instruments needed

**Q33** - Outline the process by which assessment materials were reviewed.
- Some desire to use course grade as metric
- ECP implications: how to collect data, how to include instructors in process
- For some, assessment data collection began in Fall 2016
Next

• Request submission of outstanding plans
• Continue process of revising all unapproved plans
• Clarify process wrt comments received, other observations
• Identify and post exemplars
Thank you

• Questions?