2017 GERC UPDATE

Presentation to IEAC
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Sandra Shropshire, 2017/2018 Chair, GERC

December 12, 2017
GERC and Assessment

• Reviews and approves assessment plans
  – Nearly all courses have approved plans
• Review annual reports
  – Annual reports submitted in 2016 and 2017
• Convene Objective Review Committees and respond to reports
• Assess Gen Ed comprehensively
Objectives Review

GERC will determine whether to pursue any changes to:
• general education courses
• general education objectives
• stated learning outcomes for any of the objectives

Recommendations to be forwarded to UCC and to ISU’s representatives on the SBOE’s general education discipline groups if necessary.

Objectives 1 and 2 report due March 1, 2018
<table>
<thead>
<tr>
<th>Objective</th>
<th># Courses</th>
<th># Depts</th>
<th>1st Planned Review</th>
<th>2nd Planned Review</th>
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<tr>
<td>Objective 1 Written Communication</td>
<td>4</td>
<td>2</td>
<td>Spring 2018</td>
<td>Spring 2023</td>
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<td>Objective 2 Oral Communication</td>
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<td>Objective 3 Mathematical Ways of Knowing</td>
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<td>Objective 4 Humanistic and Artistic Ways of Knowing</td>
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<td>Objective 5 Scientific Ways of Knowing</td>
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<td>Objective 6 Social and Behavioral Ways of Knowing</td>
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<td>7</td>
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<td>13</td>
<td>8</td>
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<td>Objective 8 Information Literacy</td>
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<tr>
<td>Objective 9 Cultural Diversity</td>
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<td>Spring 2022</td>
<td>Spring 2027</td>
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</table>
Selected Findings

• “Different sections of the course had issues with individual parts of this objective. The individual teachers have developed, discussed and agreed upon changes in activities, assignments and emphases to address these issues.”

• “We do not see the need for any changes to this course based on these results. This course as delivered satisfies its general education role.”

• “We felt that the Final prompt needed to be adjusted or amended to more adequately address the specific objective area tested.”
Assessment Progress

Findings.....

• “...Since papers were assigned and completed as groups, it is difficult to parse out exactly which aspects of the paper were generated by the students being assessed. As a result, the committee agreed that...project papers should be completed individually so as to better reflect individual performance for assessment outcomes.”

• “For this reporting period we were unable to obtain direct student performance data (the assessment plan was approved too late). We now give each instructor an introduction to the General Education assessment process before the semester begins, so we expect better data next year.”
Assessment Progress

Selected Plans

• “More sharply focus assignments to include measures that address specific outcomes. Develop a more effective set of assessment tools for a more thorough record of assessment outcomes.”

• “........the original assessment plan failed to account for the collection methods used for the direct assessment materials. As a result, . . . it is likely severely flawed due to the inaccuracy of how the data collection procedure was outlined in the assessment plan. The committee.....spent a significant amount of time considering how to revise course assignments and methods to better isolate individual performance to better provide accurate assessment outcomes in the future.......”
Assessment Progress

• Plans....

• “The committee hopes to nurture a culture of assessment by:
  * encouraging instructors to ensure their course learning objectives correlate to GERC Objective x learning outcomes.  
  * regular collection of student materials from instructors and ongoing reporting back to instructors ............... 
  * Leverage the xxxx nnnn class.............to specifically encourage said culture through incorporating GERC-like assessment of courses and learning objectives.....”

• “The program director determined that the addition of a rubric was necessary in order to standardize grading of the reflection journal essays.”
Fine Tuning

- Align coverage period with assessment reporting
- Stress inclusion of all sections in sample data
- Stress submission of one report per course
- Use of course grades as assessment instruments
- Adhering to or modifying approved assessment plans
- Align timing of course offerings with assessment reporting
NWCCU Midcycle Review

• Midcycle Review
  – Gen Ed program used as a representative example of assessment process from beginning to end
  – Part II (page 7)

• Ad Hoc Report: Recommendation #4
  – Gen Ed program’s role in using “assessment results to inform and strengthen programs and services” (page 8)
Midcycle Review

• Are indicators meaningful? Right number of indicators?
• What have we learned so far and what changes are contemplated? Progress to date?
• How are data being collected, analyzed, and utilized and the findings communicated to constituents?
2017 State Gen Ed Summit

• Discipline groups
• Issues
  – Common course numbering
  – Upper division general education courses
  – Review of general education assessment and competencies
Discipline groups

• Consist of faculty representatives from Idaho’s universities and colleges
• Meet annually at State Gen Ed Summit
• Established learning outcomes for Objectives 1 through 6
• Make recommendations to SBOE for changes to learning outcomes, rubrics, etc.
ISU Discipline Groups

• Two representatives for each objective, except Oral Communication (1 rep)
• Met with GERC prior to, and after, the State Gen Ed Summit
Current Issues

• Common course numbering
• Use of upper division courses in general education programs
• Review of general education assessment and competencies