Dear Colleagues,

We wanted to provide you with an update on assessment of the General Education Program (see below). The first two years of assessment have provided ample data and insights into the strengths and weaknesses of our current processes. In response to these findings, we have made changes to these processes and have further changes planned for the coming year.

If you have questions or comments, please contact us. We appreciate your feedback.

Thanks, Dr. Paulette Marty Director of General Education

Dr. Elaine Gray Learning Support Specialist for General Education

PROCESS* *All of these actions occurred during the fall 2010 and spring 2011 semesters

• Collected student assignments (artifacts) from general education faculty via AsULearn and hard copy
• Teams of faculty reviewers scored a sampling of student artifacts from various general education courses using the VALUE rubrics
• Teams of faculty reviewed the composition portfolios of students in general education writing courses
• Library faculty identified Information Literacy outcomes that are related to selected General Education outcomes and completed work on a series of stand-alone tutorials for First Year Seminar and First Year Writing that introduce key library research concepts
• Institutional Research and Planning surveyed students in
general education themes about which outcomes their courses addressed

FINDINGS

• The number of artifacts submitted was fairly high in fall 2010 and spring 2011 (7,704 artifacts)
• The number of course sections that submitted the aforementioned artifacts was fairly high in some areas of the curriculum and fairly low in other areas (46 sections of First Year Seminar, 120 sections of First Year and Second Year Writing, 189 sections of all other courses combined)
• Less than 50% of sampled artifacts reviewed by faculty reviewers could be scored using the VALUE rubrics (meaning that reviewers marked “N/A” for items on the rubric), suggesting that the submitted artifacts, the general education learning outcomes, and the VALUE rubrics are not well aligned
• The artifact review process and VALUE rubrics did not align well with the course embedded assessment processes of many courses in Quantitative Literacy and the Science Inquiry Perspective
• On average, 75.25% of First Year Seminar students surveyed agreed or strongly agreed that their course addressed selected learning outcomes
• On average, 73.4% of students surveyed in all other General Education courses agreed or strongly agreed that their course addressed selected learning outcomes

ACTIONS TAKEN

• Introduced the Faculty Analysis of Student Learning as an alternative assessment method
• Revised the assessment process for Science Inquiry and Quantitative Literacy and piloted the revised process
• Provided grants to 18 faculty to create assessable
assignments for their general education courses
• Offered workshops on “Creating Assignments for Program Assessment”
• Revised the First Year Seminar course evaluation to include questions related to General Education Program goals and outcomes

ACTIONS PLANNED* *Actions may be adjusted in accordance with the results of the current review of the General Education Program

• Survey faculty teaching General Education courses to determine which learning outcomes are currently being addressed in the program (December 2011 – February 2012)
• Review and potentially revise the General Education Learning Outcomes (spring, summer and fall 2012)
• Revise the VALUE rubrics to better align with the learning outcomes (summer and fall 2012)
• Pilot a Writing Across the Disciplines course assessment process (spring 2012)
• Pilot the use of e-portfolios in composition courses (spring 2012)
• Continue reviewing composition portfolios (ongoing)
• Continue collecting artifacts for purposes of program assessment (ongoing)
• Begin the course renewal process for First Year Seminar (spring 2012)
• Plan the renewal process for other courses and themes (plan spring 2012 and implement fall 2013)