General Education Assessment Plan
2014 – 2017
General Education Council

Assessment Method – *Curriculum Mapping*

**Process** – Approved General Education courses are mapped to each of the General Education goals the course will address in [new] Banner fields.

**Benchmark One**-
In January 2016 IRAP will create a report to assist in identifying gaps in course offerings based on the number of seats aligned with each of the four General Education.

**Action Steps:** Based on the results of the report the General Education Council will be able to consider which goals should be emphasized in future course proposals. As budgets permit, grants or faculty development funding may be offered to create new courses or revise learning outcomes to enhance the General Education goals that are least represented.

**Benchmark Two**-
Beginning in 2017 IRAP will develop a report on all non-transfer students in their second semester of their 2nd year of General Education to determine whether at least 75% of the students have encountered all four goals within their General Education courses.

**Resources, and Responsible Parties:** The Assistant Director inputs the Banner fields for the General Education goals of approved General Education courses. IRAP creates the reports to determine what percentage of the students takes courses that address each goal. From 2016 forward the Director of General Education will consider the results of these reports to inform faculty development opportunities and communicate to FCCs and General Education Council the areas where the General Education goals are least represented.

**Assessment Method – Eportfolio Reviews**

The ePortfolio Coordinator and IRAP will set up the ePortfolio review process and reports for the Director of General Education.

**Process - Beginning in May 2016:** Two internal (General Education faculty) and one external reviewer will use the General Education rubrics to assess students for the General Education goals by reviewing and rating a sample of twenty second year, second semester – non transfer- student ePortfolios. The sample will include twenty ePortfolios for each goal. There will be three reviewers for each of the four goals – a total of 12 reviewers.
**Benchmark** - Students will score an average of 2.5 or better on the rubrics and each of the four goals will have less than 25% of the rubric criteria marked NA / No Evidence

**Action Steps**---
1. The assessment results will be used to inform the focus of faculty development planning, funding, and workshops. The Director of General Education, WAC coordinator, and FYS coordinator will work together with the General Education assessment coordinator to recommend the faculty development focus based on area where assessment result show the lowest ratings.
2. Communication to Faculty – Based on assessment results, the Director of the General Education Program, the WAC coordinator, and the FYS coordinator will assist in creating awareness and support for areas where improvement is needed in student learning.

**Resources and Responsible Party:** ePortfolio Coordinator/General Education Assessment Coordinator prepares student samples, trains reviewers, sets up assessment rating system and works with IRAP to prepare the final assessment report. Director of General Education, Program Coordinators for WAC and FYS create faculty development opportunities to improve student learning based on results.

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**Assessment Method – Departmental Assessment**

**Process** – University Academic Assessment Council will request and monitor which Departments submit reports the degree to which their courses contribute to the Goals of General Education.

**Benchmark** --- By 2018 at least 75% of the departments with courses in the General Education Program will submit a report describing how their course are successfully contributing to the goals of General Education in terms of their own assessment benchmarks for the goals.

**Action Steps:** To be developed by individual departments.

**Resources and Responsible Party:** Department Chairs and IRAP

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**Assessment Method – Student Focus Groups/Surveys**

**Process** – Beginning in May 2015 the General Education Program will solicit annual student input via survey, focus group, and reflective essay to develop a better understanding of the students’ learning experience relative to the themes and the four General Education goals.
A Sample of 15 Students will be asked to:
1. Complete a survey that uses the General Education rubric criterion as question prompts (Strongly Agree > Strongly Disagree)
2. Write a short reflective essay on their experience of integration in their theme
3. Attend a focus group luncheon to discuss challenges and successes in their General Education learning experiences.

Benchmarks --- On the survey at least 75% of the students will agree or strongly agree that each of the rubric criteria for the general education goals have been addressed in their courses. In the short reflective essay student will have positive and definitive evidence of an integrative learning experience within their theme. The focus group will capture areas of challenge and success within the students’ experience of the General Education Program

Action Steps: Reports and feedback to General Education Assessment Committee, General Education Council, faculty and departments to create awareness of success and gaps in the student learning experiences.

Resources and Responsible Parties: The Director and/or Assistant Director send out a call for 15 students to participate in a luncheon/focus group. IRAP develops the survey reports.

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FYS Student Learning Outcome Assessment

Assessment Method – Student Survey/course evaluation – Questions on electronic course evaluations related to common course goals, GLO goal and Gen Ed goals.

Benchmark – At least 75% of students will agree or strongly agree that their learning experiences include the common course goals, GLO goal and the General Education goals.

Action Steps – IRAP will aggregate data from course evaluations and create custom reports. Based on report results the FYS Program Coordinator will recommend faculty development opportunities for the areas of the program that indicate the lowest assessment by the students and the assessment reviewers.

Resources and Responsible Parties: The Assistant Director will email end of semester course evaluation/surveys to all FYS students and send the resulting Excel file to IRAP for report preparation. The finalized reports from IRAP will be sent to the FYS Program Coordinator for distribution to appropriate faculty, committees and councils.

QEP Goal 2b – QEP/GLO Attribution
Student learning outcome – Students will examining a single issue from multiple perspectives to cultivate intercultural competence
**Assessment Method:** Student artifact reviews via Aportfolio. A random sample of 10 student aportfolios will be assessed in spring each year.

**Benchmark One** – 2015 At least 50% of the student Aportfolios reviewed will provide “Some Evidence” of at least one criterion in the QEP Goal 2B rubric for FYS

**Action Steps** – If less than 50% meet the benchmark above then the FYS coordinator will provide additional focused faculty development opportunities for this goal

**Benchmark Two** – 2016 At least 75% of the student Aportfolios reviewed will provide “Some Evidence” of at least one criterion in the QEP Goal 2B rubric for FYS

**Action Steps** – If less than 75% meet the benchmark above then the FYS coordinator will provide additional focused faculty development opportunities for this goal

**Resources and Responsible Parties:** FYS coordinator, Aportfolio Coordinator, General Education Director, FYS Faculty Leaders and reviewers
RUBRIC for --- Examine a Single Issue from Multiple Perspectives –

QEP Goal 2B - Rubric for FYS

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<thead>
<tr>
<th>Criteria/ Knowledge Goal or Skill</th>
<th>Significant Evidence</th>
<th>Some Evidence</th>
<th>No Evidence</th>
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<tbody>
<tr>
<td>Argue about a topic or for a position from a perspective that represents a region, culture, religion, gender, or philosophical tradition that is different from your own.</td>
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<td>Show (through written or other means of communication) that a given viewpoint can be situated in historical, cultural, societal, or regional context.</td>
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<td>Examine a practice, issue, problem, or policy from three or more points of view representing three or more geographic regions, nations, or cultural groups.</td>
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<td>Demonstrate an ability to contrast various perspectives showing differences and/or connections between local regions and people and other regions, larger global processes, and trends.</td>
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<td>Demonstrate awareness of other cultures, their worldviews, and their frames of reference.</td>
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<td>Show an awareness of diversity, or the lack thereof, and its consequences.</td>
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