

Starting Over: Reinventing Your General Education Assessment Process

IUPUI 2021 Assessment Institute

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Related Standards Addressing

- Student Achievement – General Education (Expectation of Seeking Improvement)
- Educational Program Structure and Content – General Education Requirements

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Questions to Consider When Re-Inventing Your General Education Competencies



- How does an institution identify Gen. Ed. Competencies which both support the mission of the institution and meet your regional accreditors' standards/ requirements?
- How does an institution determine courses in which these competencies will be introduced, practiced, and mastered?

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Questions to Consider When Re-Inventing Your General Education Competencies



- How will students demonstrate attainment of the competencies?
- What measure will be used to provide evidence of attainment of the competencies in the assessment process?



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Questions to Consider When Re-Inventing Your General Education Competencies



- Who is responsible for assessing the artifacts?
- Is the process of assessment practical, sustainable, and substantive?
- Is evidence of seeking improvement provided based on analysis of the results?



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Defining General Education


Education that is designed to develop learners' general knowledge, skills and competencies and literacy and numeracy skills, often to prepare students for more advanced educational programs at the same or higher ISCED levels and to lay the foundation for lifelong learning.

United Nations Educational, Scientific, and Cultural Organization, "General education," accessed July 20, 2021, <http://uis.unesco.org/en/glossary-term/general-education>.



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General Education Requirements




Guiding Questions

? What knowledge, skills, values, and attitudes should graduates of the institution possess upon completion of their degree?

? How should the curriculum be designed to meet this goal?

Cengage, "General Education in Higher Education," accessed July 20, 2021, <https://www.encyclopedia.com/education/encyclopedias-almanacs-transcripts-and-maps/general-education-higher-education>.




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Your General Education Program for the Undergraduate Degree:


- Is based on a coherent rationale
- Is a substantial component of each undergraduate degree program
 - Associate Programs – Minimum of 15 semester hours or equivalent
 - Baccalaureate Programs – Minimum of 30 semester hours or equivalent

The Principles of Accreditation: Foundations for Quality Enhancement, adopted by the College Delegate Assembly Dec. 2017, Section 9: Educational Program Structure and Content.




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General Education Requirements




- Knowledge
- Skills
- Values
- Attitudes

Molly Black Quenterhaus, "General Education in Higher Education," Encyclopedia of Education, 2002, accessed July 20, 2021, <https://www.encyclopedia.com/education/encyclopedias-almanacs-transcripts-and-maps/general-education-higher-education>.



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Defining Competency

- A competency is a "clearly defined and measurable statement of the knowledge, skill, and ability a student has required in a designated program."
(SACSCOC Direct Assessment: Competency-Based Educational Programs—Policy Statement, August 2018, 1)
- Competencies outline the manner by which the individual is to accomplish the task successfully.
(J. S. Shippman, R. A. Ash, L. Carr, B. Hesketh, K. Pearlman, M. Battista, L. D. Eyde, J. Kehoe, E. P. Prie, and J. I. Sanchez, "The Practice of Competency Modeling," *Personnel Psychology* 53 (2000): 712.)

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Types of Courses that Meet General Education Requirements

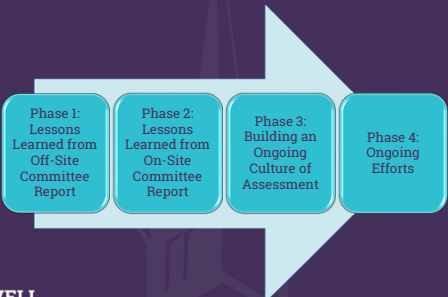
- Humanities/Fine Arts
- Social/Behavioral Sciences
- Natural Science/Mathematics

Important! Important to Note: These courses are not to narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

The Principles of Accreditation: Foundations for Quality Enhancement, adopted by the College Delegate Assembly Dec. 2017, Section 9: Educational Program Structure and Content.

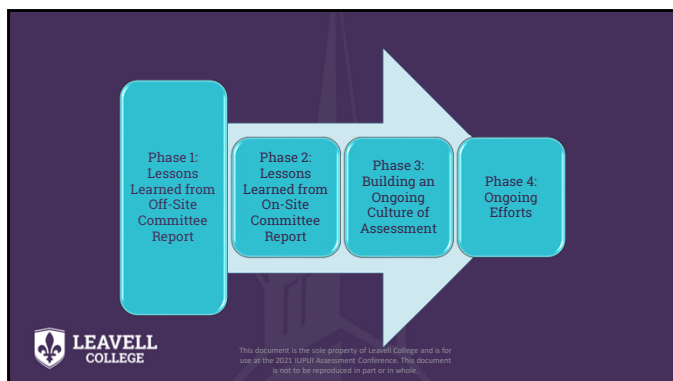
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Phase 1: Lessons Learned

- Use terminology consistent with your regional accreditors' principles
- Define Gen Ed Competencies that relate to your institution's Mission, Program Goals, and Student Learning Outcomes
- Be specific in defining your Gen Ed Competencies
- Examine the academic rigor of the Gen Ed courses

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Phase 1: Lessons Learned

- Collect sufficient qualitative & quantitative data for Gen Ed requirements
 - Analyze data to determine the extent to which students have attained the competencies
 - Identify a baseline and benchmark for each competency
- Establish a Faculty Jury

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LESSONS LEARNED

Phase 2: Lessons Learned

- Develop a process for on-point comparative data
 - Identify like institutions with like programs
 - Compare your students' achievement with the achievement of the students of like institutions
- Provide evidence you have applied and responded to your plan to assess student attainment of Gen Ed competencies
- Establish a dedicated Assessment Committee
- Form a Gen Ed Faculty Jury

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LESSONS LEARNED

Phase 2: Lessons Learned

- Develop a common rubric to assess Gen Ed competencies (e.g., written communication) across all courses
- Train all faculty and adjuncts on the use of Gen Ed assessment rubrics

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LESSONS LEARNED

Phase 3: Lessons Learned

- Identify Gen Ed Competency on Course Syllabi
 - Identify the Gen Ed Competency to which the course relates
 - Identify the Gen Ed Competency respective to the specific assignment(s)
 - Employ a "Syllabus Review Checklist"
- Simplify artifacts
- Provide proctored administration of an industry-standard Gen Ed exam (e.g., *ETS Proficiency Profile*)
- Utilize specific rubrics to assess student achievement of Gen Ed Competencies

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Phase 4: Ongoing Efforts



- Overhaul of curriculum
- Tightening of Gen Ed Core
- Increase representation for *ETS Proficiency Profile* – consistent across all delivery systems
- Align selected rubrics with Association of American Colleges & Universities (AAC&U) rubrics
- Notify required action



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Leavell College Gen Ed Assessment Process



- At the end of each semester, LC Gen Ed Committee assesses the Gen Ed competencies as outlined in the Gen Ed Assessment Map
- LC Gen Ed Committee presents their assessment to the full LC faculty
 - Communicate Findings
 - Provide Recommendations for Improvements
- Full LC faculty votes on the recommended improvements



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Leavell College Gen Ed Assessment Process



- LC Gen Ed Committee follows up on these recommendations, providing the faculty with a status update during the LC faculty meeting
- At the end of each academic year, the LC Gen Ed Committee:
 - Reviews the recommendations for improvement and the progress made in implementing these recommendations
 - Continues process until the recommendation has been fully implemented and assessed



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Q & A



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General Education Assessment Grid

Student Learning Outcome 1: Critical Thinking: Students will develop the ability to recognize, analyze, critique, and synthesize arguments.


Measures	Baseline	Results Last Faculty Jury	Results Last Year	Improvement	Current Benchmark/ New Benchmark	Action Plan Steps to Achieve the New Benchmark
Direct Measure(s)						
Indirect Measure(s)						

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General Education Assessment Map

General Education Outcome/Competency	Where Taught	Where/How Assessed
Critical Thinking: Students will develop the ability to recognize, analyze, critique, and synthesize arguments.	Introduced • LCCF 1310 (Hermeneutics) • LCCF 1320 (OT Survey) • LCCF 1330 (WT Survey) • LCGE 1310 (English Comp.) • LCGE 2312 (Research & Writing)	Direct Measures: • LCCM 2370 final paper assessed with LCFR • LCGE 4310 senior thesis assessed with LCFR
	Reinforced • LCCF 2340 (Christian Doctrine) • LCCM 2370 (Workshop Perspectives)	• ITS Proficiency Profile (taken during semester of graduation)
	Mastered • Any 3000- or 4000-level Interpretation Course • LCGE 4310 (Senior Seminar)	Indirect Measures: • Student Satisfaction Survey

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Syllabus Review Checklist

5. At least one assignment specifically addresses the indicated General Education Competency:
 yes no n/a

6. At least one assignment specifically addresses the indicated Program SLO(s):
 yes no n/a


7. Comments:

Signature of Reviewer: _____ Date of Review: _____

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Leavell College: Assessment Schedule


- Our Mission
- Leavell College Purpose Statement
- General Education Mission Statement
- Our Core Values
- Our Target
- Leavell College Competencies
- General Education Competencies

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Leavell College Assessment Schedule

2021

August 1	Faculty forward Term 221 (Fall 2021) Syllabi to Associate Dean
September 20	Responsible faculty submit Embedded Assignments with completed rubrics for Term 213 (Spring 2021) to Associate Dean
September 27	Associate Dean submits rubric averages to Leavell College General Education Assessment Coordinator
October 4	Leavell College Gen Ed Assessment Coordinator submits Summary Roll-Up to Dean and Associate Dean
Week of Oct. 25 or Nov. 1	General Education Jury for Term 213 (Spring 2021)

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