

General Education Assessment Reformed:

# **Course-embedded Assessments Followed by Faculty Online Forums and Focus Groups**

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IUPUI Assessment Institute

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# ONU AT A GLANCE

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# Presentation Overview

- ❑ General Education Reform
- ❑ New Assessment Model
  - Reinforces Course-Embedded Assessment
    - ✓ Course Assessment Form
    - ✓ Faculty Online Forum
    - ✓ Faculty Focus Groups
- ❑ Comprehensive Evaluation of Learning Outcomes
- ❑ Closing the Loop



# General Education Outcomes

1. Effective written communication
2. Effective spoken communication
3. Critical and creative thinking
4. Knowledge of the physical and natural world
5. Knowledge of mathematics and statistics
6. Knowledge of human thought and culture
7. Knowledge of human society and the interactions between society and individuals
8. Knowledge of the principles of aesthetics
9. Knowledge of the principles of civics or ethics on a professional, community, or global level
10. An understanding of diverse cultures



# Assessment Model:

## Lessons Learned

### Past

1. Sample student artifacts from an electronic repository system
2. Assessed by faculty evaluation teams
3. Lack of faculty buy-in

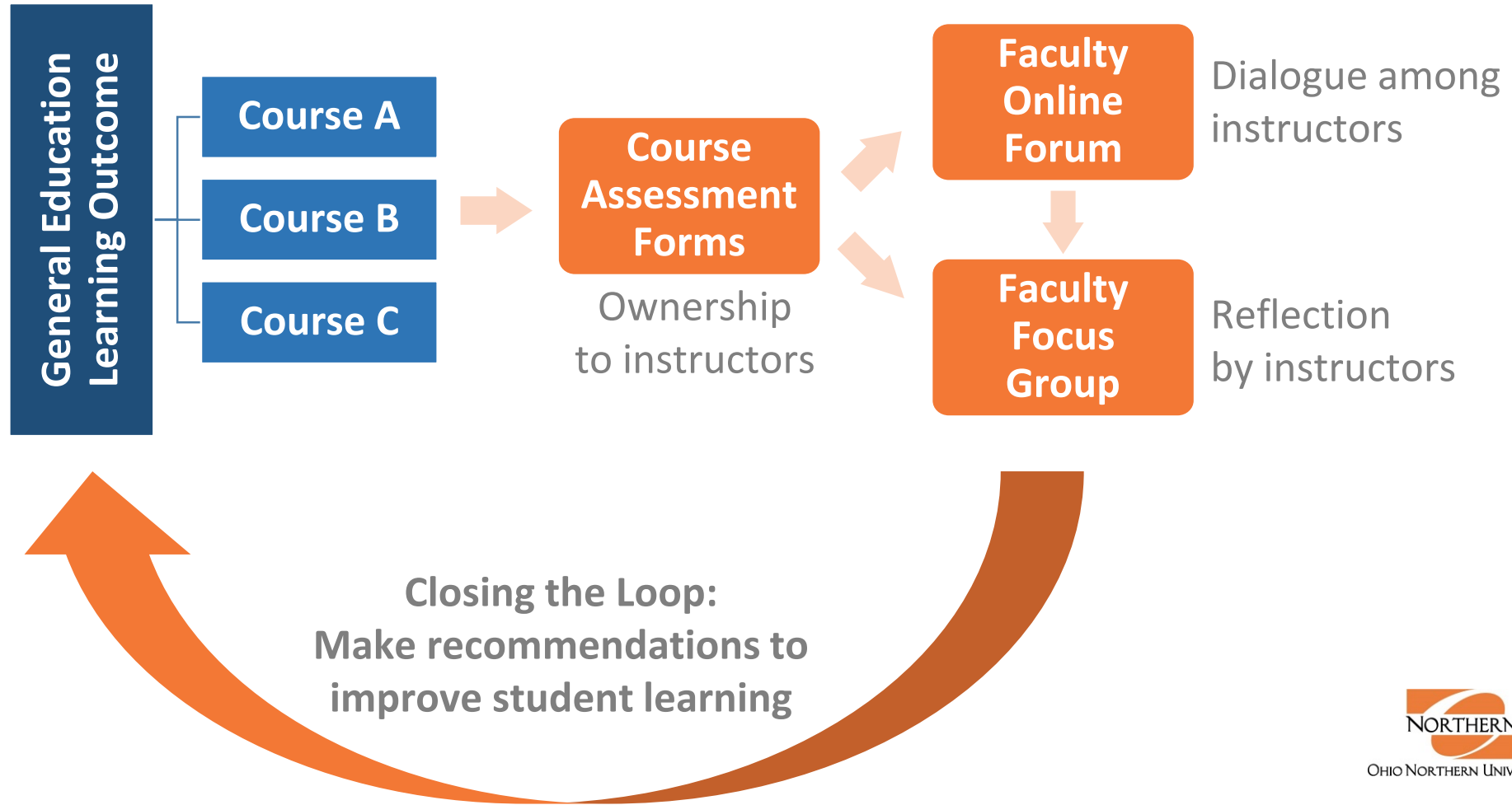
### Current

1. All student artifacts from all aligned courses
2. Assessed by the course instructors
3. Ownership to the faculty:  
Online Forums & Focus Groups



# Current General Education Assessment Model

## Reinforces Course-Embedded Assessment



# 1. Course Assessment Form



## General Education Course Assessment Report (Example)

## Handout #1

Choose two course learning outcomes that most closely align with the general education outcome. For each course outcome, briefly describe assessment methods, standards of performance, and the results as the percent of students meeting standards. In the Action Plan section at the bottom of this form, provide plans to improve the course with respect to the low performing learning outcome areas (e.g., how can student performance be strengthened?) or suggest ways to improve the general education learning outcome (e.g., what worked well).

<b>General Education Outcome:</b> 9. Knowledge of the principles of civics or ethics on a professional, community or global level			
<b>Course Number &amp; Title:</b> PHIL 9999 Professional Ethics*		<b>Semester:</b>	Fall 2017
<b>Section:</b> 02	<b>Instructor:</b> Dr. Sample	<b># of Students:</b>	20

(a) Course Learning Outcomes aligned with the general education outcome being assessed  "At the end of the course, students will be able to..."	(b) Assessment Method (Direct Measures)  • Describe the course-embedded performance measures (e.g., test questions, assignments, activities) tied to the specific course learning outcome listed in section (a). • Describe how it was evaluated (e.g., test scores, grading rubrics). Descriptions should allow a reviewer to understand how this measure assesses the course learning outcome.	(c) Standards of Performance Specify the expectation level of student performance. It should be at least 70% ('C') or 'meeting expectation' level on rubrics	(d) Percent of Students Meeting Standards
1. Apply a number of major ethical theories to resolve a number of moral problems found in professional settings.	Students took four quizzes (multiple-choice questions) after each of four lessons that covered major ethical theories. Percent of correct answers was used for evaluation.	The average percent of correct answers over 4 quizzes is 70% or higher	80%
	An open-ended question was administered during test #1 to examine the student's ability of applying the principles of major ethical theories to resolve a number of moral problems found in professional settings. Students' answers were evaluated using a 3-point scale rubric on 5 criteria (3=Exceeds Expectation, 2=Meets Expectation, 1=Below Expectation).	The average rubric score of 5 criteria is 2.1 or higher	70%
2. Resolve their own personal moral problem that might arise in their own professional setting by means of an ethical theory.	As the final for this course, students were required to write a case study on an ethical problem that arises in their own profession. The assignment was evaluated using a 3-point scale rubric on 5 criteria (3=Exceeds Expectation, 2=Meets Expectation, 1=Below Expectation).	The average rubric score of 5 criteria is 2.1 or higher	85%
	N/A	N/A	N/A

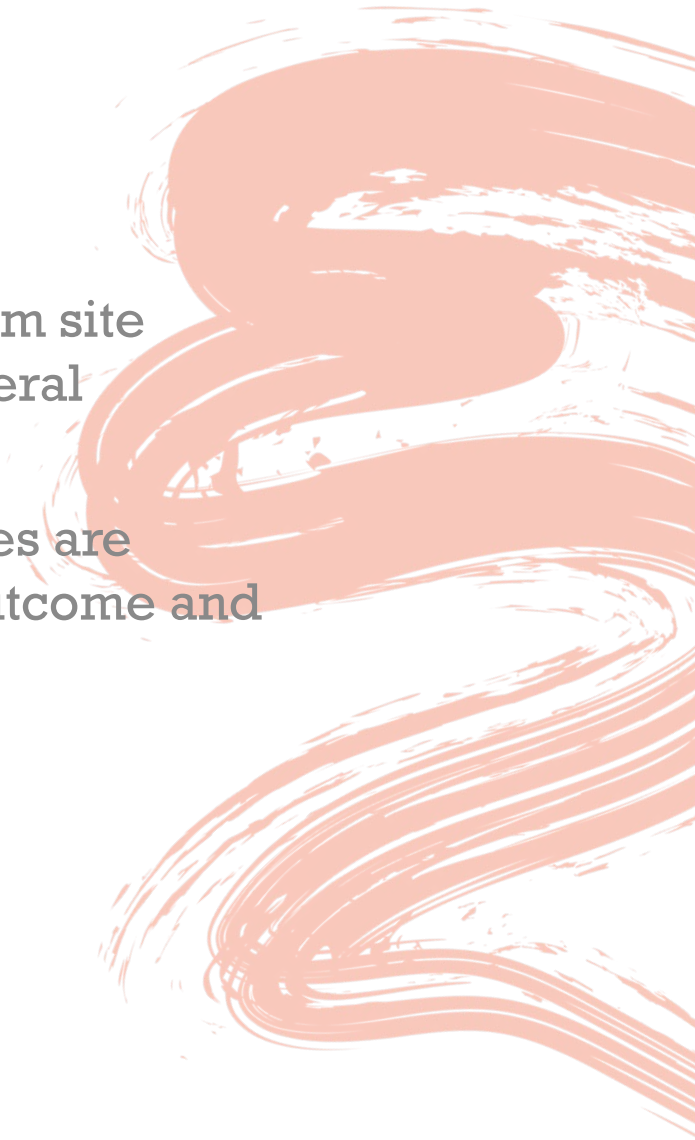
<b>(e) Action Plan/Recommendation</b> <ul style="list-style-type: none"> <li>On the course learning outcome #1, students had lowest scores on the open-ended question that covers applying the principles of Act and Rule Utilitarianism, Kant's Strict, and Moderate Deontology. The instructor will develop online activities for students to complete that provide additional practice for applying the various principles.</li> <li>On the learning outcome #2, the instructor will review the 5 rubric criteria to find which criteria had lower scores and examine course readings on case studies to make sure strong examples are available to students.</li> </ul>
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\* The above example is for demonstration purpose only and does not reflect the actual assessment report of the course.

# Course-embedded Assessment

## 2. Online Faculty Forum

- ✓ The Course Assessment Forms are submitted to the online forum site (Moodle) and shared among the instructors who teach the general education courses in the specific outcome area.
- ✓ Enables the instructors to learn about which topics and activities are covered by other courses supporting this general education outcome and about course-level assessment practices.





# General Education Assessment

## CONTENTS



### Course Assessment Reports

1. Effective written communication (Fall 2018)
2. Effective spoken communication (Fall 2017)
- 3. Critical and creative thinking (Fall 2019)  
Not available
4. Knowledge of physical and natural world (Fall 2018)
5. Knowledge of mathematics and statistics (Spring 2018)
6. Knowledge of human thought and culture (Spring 2018)
7. Knowledge of human society and the Interactions between society and individuals (Spring 2018)
8. Knowledge of principles of aesthetics (Fall 2018)
9. Knowledge of the principles of civics or ethics on a professional, community or global level (Fall 2017)
- 10. An understanding of diverse cultures (Spring 2020)  
Not available



Course Dashboard

## Course Assessment Reports

ONU's general education assessment of student learning is composed of three levels of measures: course level, outcome level and university level. As part of the course-level measures, each general education course is required to perform the course-embedded assessment and submit a [Course Assessment Report Form](#) (one form per course section). Faculty focus groups for each outcome area will review the course-level assessment practices and make recommendations for the specific outcome area.

### Course-embedded Assessment:

1. Each general education course articulates course learning outcomes aligned with the general education outcome. Each course must specify at least 2 outcomes.
2. The instructor collects and analyzes the student performances of embedded test questions, assignments or activities mapped to the specific course outcomes. It is recommended to have at least 2 measures per outcome.
3. The instructor summarizes the assessment results in percent of students meeting standards of performance (expectation levels) defined by the instructor. The standards of performance for all general education students should be at least 70% ("C") or "meeting expectation" level on rubrics.
4. Based on the assessment results, the instructor develops plans to improve the course with respect to the low performing outcome areas (e.g., how can student performance be strengthened?) or suggest ways to improve the general education learning outcome (e.g., what worked well).

# General Education Assessment

## CHEM 1711 General Chemistry 1

8 discussions

Add a new discussion

  Search

All participants Recent Sort



Susan Bates  
Outcome 4

Chem 171101 and Chem 1711.02

153 days ago



Kimberly  
Broekemeier  
Outcome 4

Chem 1711.05/1711.06

154 days ago



Trilisa Perrine  
Outcome 4

CHEM 1711.11/12

155 days ago



Bradley Wile

CHEM 1711.03/04

155 days ago











# Course-embedded Assessment

## 3. Faculty Focus Groups

- ❑ Each focus group's participants consist of all instructors who teach courses mapped to the specific general education outcome in the sample semester.
- ❑ Sample focus group agenda is in the handout packet (Handout #2)
- ❑ Review the course-level assessment practices
  - ✓ Course outcomes aligned with the specific general education outcome
  - ✓ Appropriate uses of measures and evaluation methods
  - ✓ Action plans developed by the instructors
- ❑ Based on the assessment data, each focus group identifies areas for improvement in student learning and makes recommendations for the specific outcome area.

**General Education Outcome #1. Effective written communication**  
**ENGL 1221 Writing Seminar: Assessment Data *by Learning Outcome***  
 Fall 2018 (9 Sections, N=156)

ENGL 1221 Course Outcomes	Faculty	Course Section	Measure Type	Evaluation Methods	Performance Standards	Percent Students Meeting Standards
Find, evaluate, and integrate research sources into your papers	Pullen, J	01	Annotated bibliography	Rubric	70% or C	 80.0%
			Researched argument paper	Rubric	70% or C	 80.0%
	Youngpeter, A	02	Annotated bibliography	Rubric	80%	 78.0%
			Argumentative research essay	Rubric	80%	 72.0%
		07	Annotated bibliography	Rubric	80%	 73.0%
			Argumentative research essay	Rubric	80%	 87.0%
Improve all aspects of writing, including developing an argument, articulating one's own ideas and the ideas of others	Linhardt, A	09	Assignments	Rubric	Rubric score 'Met expectation' or 'Needed minor improvement'	 60.0%
			Mandatory conferences	Check list	Required to show up to conferences	 80.0%



## Assessment of General Education Learning Outcomes

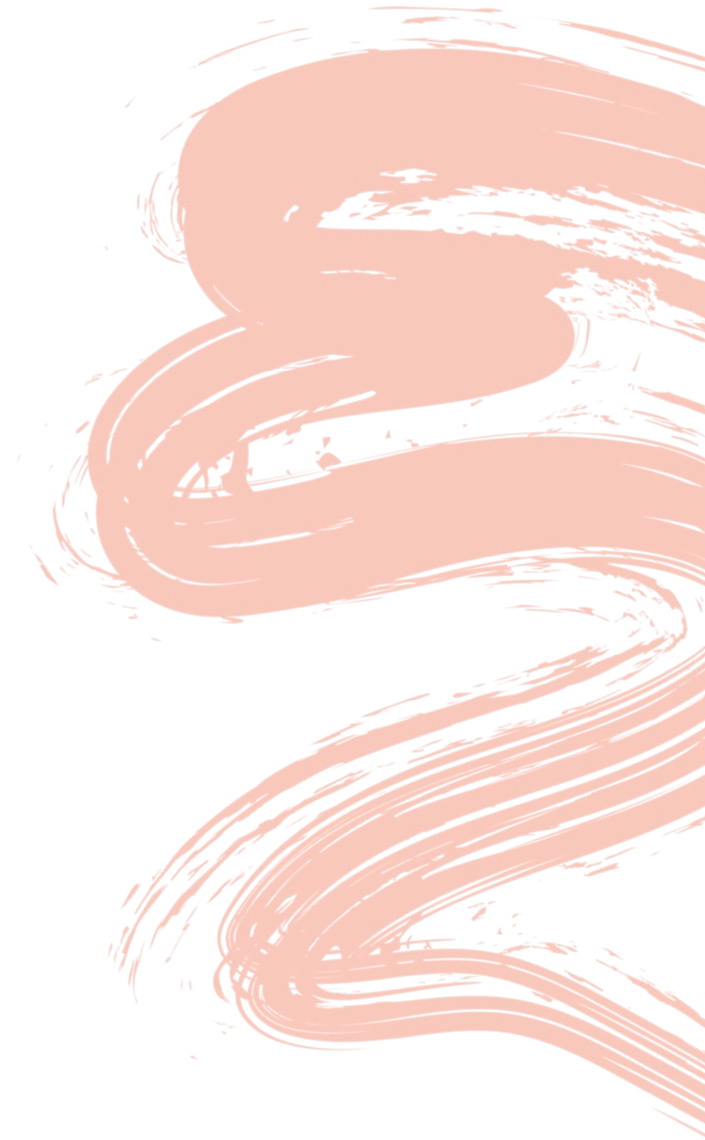
### Course-embedded Measures: Summary Data

ONU SLOs	Courses Assessed				# Course Outcomes Assessed	% Course Outcomes Met Standards*
	Course Offered	# Courses	# Sections	# Students		
1. Written communication	F 2018	2	10	167	7	86%
2. Spoken communication	F 2017	4	13	254	13	88%
4. Physical and natural world	F 2018	11	35	820	28	86%
5. Mathematics and statistics	S 2018	7	13	303	14	81%
6. Human thought and culture	S 2018	22	24	351	41	98%
7. Human society & interactions	S 2018	15	22	512	33	97%
8. Aesthetics	F 2018	25	28	421	48	98%
9. Civics/ethics	F 2017	4	9	175	10	80%

*\* Standards of performance for each course outcomes are defined by the course instructors (a minimum of 70% or C); Standards of performance for each University SLOs are defined as "At least 70% of course outcomes have 70% or more students meeting the expectations defined by the course instructors".*

# Comprehensive Evaluation

- ❑ Course-embedded Assessment
- ❑ Outcome-level Faculty Focus Groups
- ❑ University-wide Measures:
  - ✓ Nationally Normed Tests
  - ✓ Co-curricular Measures
  - ✓ National Surveys (NSSE, College Senior Survey)
  - ✓ Alumni and Employer Surveys



## Handout #3

SLO # 1. Effective written communication				Overall Results *	
Students demonstrate the written communication skills necessary to communicate professionally and effectively as responsible members of their organizations and their communities.				X	Met Standards
					Partially Met
					Challenge
Measures	(a) When & # Students	(b) Standards of Performance	(c) Results		
General Education Course-embedded Measures	Fall 2018; 167 students enrolled in 2 courses (10 sections)	At least 70% of course outcomes have 70% or more students meeting the expectations defined by the course instructors.	<b>Met standards</b> 86% of course outcomes (6 out of 7 outcomes) had 70% or more students meeting the expectations (ranged from 73%-100%); One course outcome of ENGL 1221 (Writing Seminar, Section 9 with 20 students enrolled) partially met the expectation (i.e., Improve all aspects of writing, including developing an argument, articulating one's own ideas and the ideas of others).		
CAAP	AY 2014 (131 Seniors) AY 2017 (169 Seniors)	National percentile ranks of senior students' mean score is at 70 <sup>th</sup> or higher.	<b>Met standards</b> The average senior students at ONU received a Writing Essay score equal to or higher than that of 92% (AY 2014) and 98% (AY 2017) of seniors in the national normative group.		
NSSE of Senior Students	Response rates: AY 2013 (42%, n=178) AY 2015 (47%, n=207) AY 2018 (52%, n=219)	Benchmarking against the Carnegie peer ratings; Continuous improvement (5-year changes: 2013~2018)	<b>Met standards</b> Percent of our senior student respondents who rated "very much" or "quite a bit" on the extent to which their experience at ONU contributed to their knowledge, skills and personal development in the following areas (2018 NSSE): <ul style="list-style-type: none"> <li>Writing clearly and effectively (76% ONU vs. 75% Carnegie peer schools). It was comparable to the Carnegie peer ratings, and there was no significant change (1.6% point increase) as compared to the 2013 results.</li> </ul>		
College Senior Survey (CSS)	Response rates: AY 2013 (34%, n=110) AY 2015 (41%, n=152) AY 2017 (39%, n=133)	Benchmarking against the 4-yr private schools' ratings; Continuous improvement (4-year changes: 2013~2017)	<b>Met standards</b> Percent of our senior students who responded they were "highest 10%" or "above average" as compared with the average person their age (2017 CSS): <ul style="list-style-type: none"> <li>Writing ability (58% ONU vs. 58% 4-year private schools). It was comparable to the 4-year private schools, and there was no significant change (13% point decrease) as compared to the 2013 results.</li> </ul>		
Alumni Survey	Summer 2017; 309 alumni of 1,242 invited (24.9% response rate)	A mean rating score of 2.8 or above on a 4-point scale; Or, no statistically significant gap between the importance and satisfaction ratings.	<b>Met standards</b> The mean satisfaction rating score by alumni respondents on the extent to which ONU contributed to their knowledge, abilities and skills in the following areas (2017 Alumni Survey): <ul style="list-style-type: none"> <li>Abilities to effectively communicate in writing (mean=3.0).</li> </ul>		
Employer Survey	Summer 2017; 68 employers of 113 invited (60.2% response rate)	A mean rating score of 2.8 or above on a 4-point scale; Or, no statistically significant gap between the importance and satisfaction ratings.	<b>Met standards</b> The mean satisfaction rating score by employer respondents on our graduates' knowledge, abilities and skills in the following area (2017 Employer Survey): <ul style="list-style-type: none"> <li>Abilities to effectively communicate in writing (mean=3.4).</li> </ul>		

**\*Overall results:**

Met Standards (all measures met standards), Partially Met (one measure unmet/partially standards), Challenge (two or more measures unmet/partially met standards)

**Note:** The above example is for demonstration purpose only and does not reflect the actual assessment data of the University

# Closing the Loop

- ❑ The **General Education Committee** oversees the assessment of general education learning outcomes:
  - ✓ Assures that each outcome is assessed once every three years.
  - ✓ Leads the Focus Group evaluations with assistance from the chair of the **University Assessment Committee** (UAC)
  - ✓ Creates appropriate action plans to strengthen student achievement within the General Education Program
  
- ❑ Assessment reports are shared at the UAC meeting. Annually, these reports and the UAC's recommendations are shared with the **Council of Academic Deans** and the **Board of Trustees** Student Success and Program Quality Committee.





# DISCUSSION AND QUESTIONS???

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## General Education Course Assessment Report (Example)

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	N/A	N/A	N/A
<b>(e) Action Plan/Recommendation</b>			
<ul style="list-style-type: none"> <li>On the course learning outcome #1, students had lowest scores on the open-ended question that covers applying the principles of Act and Rule Utilitarianism, Kant's Strict, and Moderate Deontology. The instructor will develop online activities for students to complete that provide additional practice for applying the various principles.</li> <li>On the learning outcome #2, the instructor will review the 5 rubric criteria to find which criteria had lower scores and examine course readings on case studies to make sure strong examples are available to students.</li> </ul>			

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## General Education Assessment: Faculty Focus Group (Example)

Outcome #1. Effective written communication

March 22, 2019

### 1. Review of Assessment Methods

- a) Course Outcomes: Discuss how well they cover the general education outcome

Description of general education outcome #1:

*Students demonstrate the written communication skills necessary to communicate professionally and effectively as responsible members of their organizations and their communities.*

*(Met by passing the ENGL 1221 course and the senior capstone course sequence of the primary major. An additional assessment writing sample will be generated for written communication by Learning Outcome 10 - An understanding of diverse cultures.)*

- b) Measures:

Assessed with a wide variety of measures including annotated bibliography, researched argument paper, critical analysis essay, synthesis essay, persuasive research essay, and other papers/assignments.

- c) Evaluation Methods:

- Common Rubrics used for the students' written artifacts
- Discussions of norming and inter-rater reliability of common rubrics

- d) Performance Standards: Discuss performance standards articulated with quantifiable levels of student accomplishment for the measures.

### 2. Evaluation of Assessment Results

- a) Areas of strengths: Discuss what went well, etc.
- b) Areas for improvement: Evaluate low-performing areas.

### 3. Closing the Loop

- a) Action plans: Discuss ways to improve student performance tied to the assessment results.
- b) Accountability plan: Discuss how accountability will be established for any action item developed as a result of the reviewing process.

### 4. Reflection on Assessment Practices





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## Comprehensive Evaluation of General Education Assessment (Example)

<b>SLO # 1. Effective written communication</b> Students demonstrate the written communication skills necessary to communicate professionally and effectively as responsible members of their organizations and their communities.				<b>Overall Results *</b>	
				<b>X</b>	Met Standards
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