Starting Over: Reinventing Your General Education Assessment Process

IUPUI 2021 Assessment Institute
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• Leavell College General Education Assessment Coordinator
Related Standards Addressing

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

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?
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?

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?

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.

General Education Requirements

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?


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


General Education Requirements

• Knowledge
• Skills
• Values
• Attitudes

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)

• Competencies outline the manner by which the individual is to accomplish the task successfully.


Types of Courses that Meet General Education Requirements

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

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

Phase 1: Lessons Learned from Off-Site Committee Report
Phase 2: Lessons Learned from On-Site Committee Report
Phase 3: Building an Ongoing Culture of Assessment
Phase 4: Ongoing Efforts
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

Phase 1: Lessons Learned

- Collect sufficient qualitative & quantitative data for Gen Ed requirements
- Analyze data to determine the extent to which students have obtained the competencies
- Identify a baseline and benchmarks for each competency
- Establish a Faculty Jury
Phase 1: Lessons Learned from Off-Site Committee Report

Phase 2: Lessons Learned from On-Site Committee Report

Phase 3: Building an Ongoing Culture of Assessment

Phase 4: Ongoing Efforts

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

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
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
- 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
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

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

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
Q & A

### General Education Assessment Grid

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

<table>
<thead>
<tr>
<th>Measures</th>
<th>Baseline</th>
<th>Results Last Faculty Jury</th>
<th>Results Last Year</th>
<th>Improvement</th>
<th>Current Benchmark</th>
<th>New Benchmark</th>
<th>Action Plan Steps to Achieve the New Benchmark</th>
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<tr>
<td>Direct (Measures)</td>
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<td>Indirect (Measures)</td>
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### General Education Assessment Map

**Outcome/Competency**

<table>
<thead>
<tr>
<th>Course/Department</th>
<th>Outcome/Target</th>
<th>WhenTaught</th>
<th>WhereTaught</th>
<th>When/How Evaluated</th>
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</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
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General Education Baseline & Benchmarks

<table>
<thead>
<tr>
<th>Measure</th>
<th>Spring 2017 Baseline</th>
<th>Spring 2018 Baseline</th>
<th>Spring 2017 Benchmark</th>
<th>Spring 2018 Benchmark</th>
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</thead>
<tbody>
<tr>
<td>GEC 1: Critical Thinking</td>
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<td>10% of sample</td>
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Note: Course ID changed from LSCM 4300 to LCGE 4310.

General Education Student Satisfaction Survey

How well do you think the Bachelor of Arts in Christian Ministry program is helping you develop the necessary life skills (written and oral communication) to prepare you for ministry?

Online
New Orleans, LA
Shreveport, LA
Birmingham, AL
Duluth, GA
Marietta, GA
Jackson, MS
South Florida (Miami)

General Education Syllabus Review Checklist

1. Course Name and Number: ________________________________
2. Level of Mastery related to General Education Competency per Leavell College Assessment Maps:
   - Introduced
   - Reinforced
   - Mastered
   - n/a
3. Level of Mastery related to Program SLO(s) per Leavell College Assessment Maps:
   - Introduced
   - Reinforced
   - Mastered
   - n/a
4. General Education Competency noted on syllabus:
   - yes
   - no
   - n/a
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: ______________

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

Leavell College Assessment Schedule

2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Task Description</th>
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<tbody>
<tr>
<td>August 1</td>
<td>Faculty forward Term 221 (Fall 2021) Syllabi to Associate Dean</td>
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<tr>
<td>September 20</td>
<td>Responsible faculty submit Embedded Assignments with completed rubrics for Term 213 (Spring 2021) to Associate Dean</td>
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<tr>
<td>September 27</td>
<td>Associate Dean submits rubric averages to Leavell College General Education Assessment Coordinator</td>
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<tr>
<td>October 4</td>
<td>Leavell College Gen Ed Assessment Coordinator submits Summary Roll-Up to Dean and Associate Dean</td>
</tr>
<tr>
<td>Week of Oct. 25 or Nov. 1</td>
<td>General Education Jury for Term 213 (Spring 2021)</td>
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Contact Information

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