

Assessing General Education Outcomes in Program Capstone Courses

Dr. Bart Bruehler and Dr. Frank Poncé

Polls via Zoom

Meeting ID - 929 8998 8359

Passcode - 1234

Challenges at IWU...

- **Growth & separate academic units**
 - 18-22, Traditional (residential)
 - Adult, Non-traditional (non-residential/regional)
 - (Also Nursing/Health and Seminary)
- **Result for General Education:**
 - Varying outcomes, curricula, and cultures
- ***Confederated* approach:**
 - Unit autonomy created more divergence than convergence...

Challenges at IWU...

- **Higher Learning Commission:**
 - IWU's confederated approach to programs, general education and assessment is not consistent.
- **Indiana Transfer Core:**
 - Awkwardness of separate applications
- **Our response?**
 - Surely, there is a better way. We need a new plan.

The New Plan: Preliminary Steps

- **New Plan Charge:** IWU General Education Coordinating Council
- ***Confederated*** representative participation, particularly faculty.
- We need your help, even as our work proceeds. (Several polls today)
- **Poll 1: What governing body at your institution is responsible for overseeing gen ed outcomes, rubrics and assessment?**

Developing the New Plan: Steps in Succession

Step 1 – Shared Gen Ed Outcomes and Rubrics

Step 2 – Integrate Outcomes in Programs and Gen Ed Courses

Step 3 – Gen Ed Outcome Rater “Calibration” training

Step 4 – Assessment Report Formatting: Gen Ed and Programs*

Step 5 - Standardize Assessment Report Review Intervals *

Step 6 – Connect Assessment Reports to Budget Planning

Step 7 – Resource Course and Program update projects

Step 8 - Assess the Impact of Course and Program-level update projects

Step 1: Shared Gen Ed Outcomes and Rubrics

- **Study of Liberal Arts in America:** VALUE Rubrics
 - Those shared, those prioritized
- **Study of Liberal Arts in Indiana:** Indiana College Core
 - Using 70% of competencies for each outcome domain
- **Study of Liberal Arts in our context:** Faith-based Mission
 - Integration of faith for life and work

Step 1: Shared Gen Ed Outcomes and Rubrics

- **Outcome writing** – The IWU “Core 7” (SME Expertise)
 - External documents attached.
- **Rubric writing** – VALUE format using ICC competencies. (SME Expertise)
 - External documents attached.
- **Poll 2: How many general education outcomes are shared across undergraduate education at your institution?**

Step 1: Shared Gen Ed Outcomes and Rubrics

- Vetting/Approval (about 18 months)
 - General Education Committees
 - Academic Affairs Committees
 - Faculty Senate
 - Faculty in general*

Step 1: Shared Gen Ed Outcomes and Rubrics

- **Fresh faculty endorsement and “buy in” was needed.**
 - Not “General Education” but “Education in General.”
 - Not “necessary degree requirements” but “foundational professional skills upon which all programs are built.”
 - Fulfilling our promise to students and their families regarding verifiable entry level professional skills.
 - *The intentional engineering and monitoring of general education skills development throughout all undergraduate curricula is **everyone’s work.***

Step 2: Integrating Gen Ed in Programs

- Gen Ed Integration Starting Point: *"You Pick Two"*
 - **Phase 1** (Current): Programs "pick two" gen ed outcomes and measure skill levels in a learning culmination course (400-level).
 - **Phase 2:** (2023) Gaps in mastery between foundational gen ed courses and learning culmination courses will be revealed and addressed.
 - **Phase 3:** (Future) Design and implement "pick two" gen ed skill development assessments in 200 and 300-level program courses as needed.

Step 2: Integrating Gen Ed in Programs

- **Poll 3a: Do you assess general education skills in program “culminating” (400-level) courses?**
- **Poll 3b: In which select program courses do you assess the progressive development of general education skills?**
- **Poll 3c: How to you collect assessment samples?**

Step 3: Gen Ed Rater “Calibration” Training

- A Faculty Learning Community of gen ed and program faculty was assembled.
- A Rater Calibration Training Course was written. (Live link to course)
 - **Module 1:** [Assessment Overview](#)
 - **Module 2:** One section for each outcome and related rubric
 - **Module 3:** Pre-curated “drop-in” course content for updating Gen Ed and Culminating Program courses.

Step 3: Gen Ed Rating Calibration Training

- **Poll 4a: Do you provide gen ed rater “calibration” training to teaching faculty?**
- **Poll 4b: In which forms do you provide gen ed rater “calibration” training?**

Our Next Steps:

4. Gen Ed Assessment Report Formatting (2022)*
 - Programs
 - Gen Ed Teams
5. Standardizing Assessment Report Review and Response Time Intervals (2022)
6. Connecting Assessment Reports to Budget Planning (2023)
7. Connecting Budget Planning to Course and Program-level update projects (2023-2024)
8. Assessing the Impact of Course and Program-level update projects (2024)

Step 4: Assessment Report Formatting (In process...we need your help.)

Would you send examples of your gen ed assessment reports to frank.ponce@indwes.edu?

Poll 5a: Do you use a shared “template” for assessment reporting?

Poll 5b: Who is responsible for generating gen ed assessment reports at your institution?

Step 5: Standardizing Assessment Report Review and Response Time Intervals (2022)

- We need your help...**Poll 6: In your context, how often is course level assessment data reviewed for continuous curricular improvements?**
- **Jason Wingard**. Temple University President, August 16, 2022“*Higher Ed Must Change or Die*, retrieved from https://www.insidehighered.com/views/2022/08/16/higher-ed-must-change-or-dieopinion#at_pco=cfd-1.0
- University of Phoenix report at the 2022 HLC Conference

Lessons from the journey...

1. Create and vet a manageable shared set of general education outcomes (and rubrics) characterizing your mission, context and brand.
2. Units should be permitted to add other gen ed outcomes. (Ex. VALUE list...)
3. Create only what you will regularly assess and continuously improve.

Lessons from the journey...

4. Academic assessment is the work of teaching faculty.
5. Advanced assessment training is necessary for faculty.
6. Calibration to rubric qualitative skill performance targets is critical.

Lessons from the journey...

7. Build a partnership between gen ed and program faculty.
- 8. *Adequately provision*** the work of assessment from beginning to end.

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Questions: contact...

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