

General Education 101: Creating a General Education Assessment Process

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Questions to Consider When Writing or Revising Your General Education Competencies



- How does an institution identify Gen. Ed. Competencies that 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 Writing or Revising 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 Writing or Revising 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.

United Nations Educational, Scientific, and Cultural Organization, "General education," accessed September 23, 2022, <http://uis.unesco.org/en/glossary-term/general-education>.





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?


Cengage, "General Education in Higher Education," accessed September 23, 2022, <https://www.encyclopedia.com/education/encyclopedias-almanacs-transcripts-and-maps/general-education-higher-education>.

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



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. Prien, and J. I. Sanchez, "The Practice of Competency Modeling," *Personnel Psychology* 53 (2000): 712.)

Types of Courses that Meet General Education Requirements

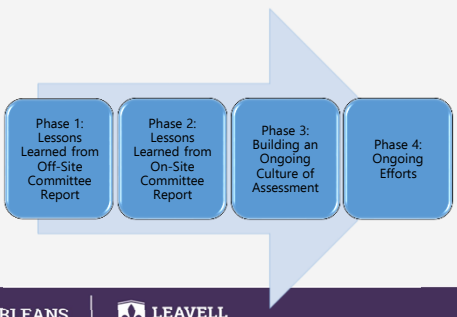
- Humanities/Fine Arts
- Social/Behavioral Sciences
- Natural Science/Mathematics

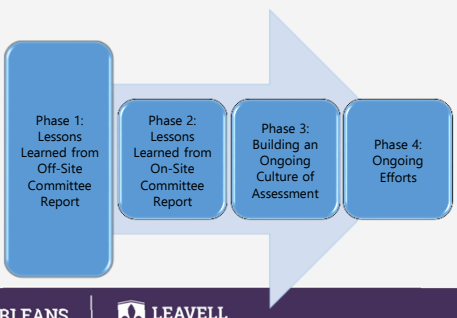


Important to Note: These courses are not to focus narrowly on those skills, techniques, and procedures specific to a particular occupation or profession.

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










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

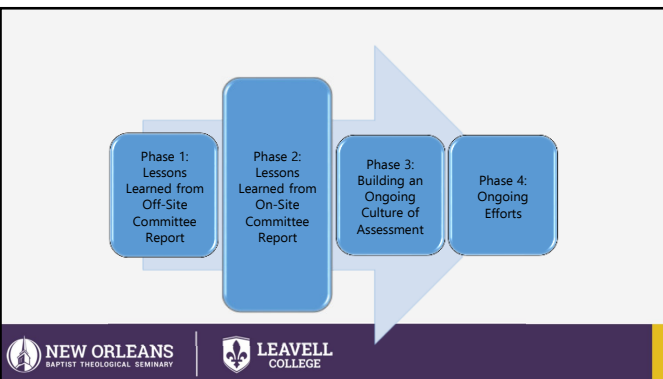






Phase 1: Lessons Learned

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











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

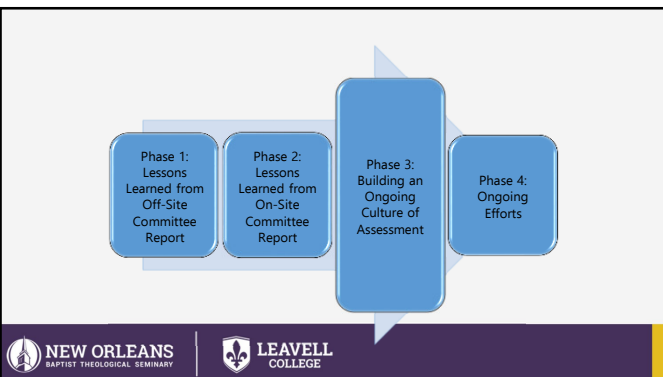





Phase 2: Lessons Learned

- 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





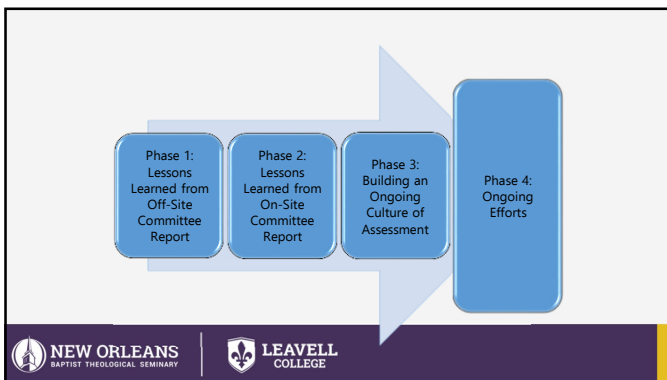





Phase 3: Lessons Learned

- 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
- 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 spring semester, LC Gen Ed Committee assesses the Gen Ed competencies using data from the previous three terms (spring, summer, fall)
- 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 and continues the process until the recommendation has been implemented fully and assessed.

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Q & A



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