


General Education Assessment: The Basics


IUPUI 2023 Assessment Institute
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New Orleans Baptist Theological Seminary and Leavell College

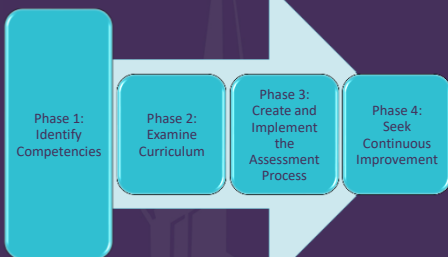


- Established in 1917
- Located on an 87-acre campus in the Gentilly area of New Orleans
- Created 11 extension centers, 6 of which are housed in maximum security prisons
- Accredited to offer certificates as well as baccalaureate, master's, and doctoral degrees

Session Objectives

- Define *general education competency*.
- Identify requirements of a general education core/program.
- Recognize essential components of a general education assessment process.
- Understand the need for continuous improvement based on assessment results.







Definition of *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.)





Questions to Consider

1. How does an institution identify Gen Ed competencies that both support the mission of the institution and meet your institutional accreditors’ standards/requirements?
2. How does an institution determine courses in which these competencies will be introduced, practiced, and mastered?
3. How will students demonstrate attainment of the competencies?



Writing the Competencies

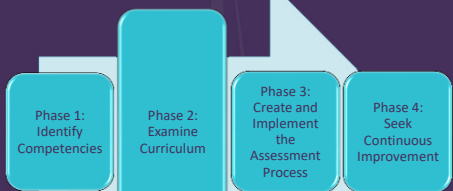
- Use terminology consistent with your institutional accreditors’ principles.
- Be specific in defining your Gen Ed competencies.
- Phrase the competency like you would a student or program learning outcome: student focused, measurable, and specific.



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.	<p>Introduced LCBS 1300, LCBS 2350, LCBS 2310, LCGE 1310, LCGE 2310</p> <p>Reinforced LCBS 2321, LCBS 2322, LCPC 2300, LCTH 2300</p> <p>Mastered Any 3000- or 4000-level LC Course, LCGE 4310</p>	<p>Direct:</p> <ul style="list-style-type: none"> Selected LCXX 3000- or 4000-level course final paper assessed with LC Critical Thinking Rubric LCGE 4010 senior thesis assessed with LC Critical Thinking Rubric ETS Proficiency Profile (taken during semester of graduation) <p>Indirect:</p> <ul style="list-style-type: none"> Gen Ed Survey (taken in LCGE 1320 and LCGE4310)





Definition of *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>.



A General Education Program

- Is based on a coherent rationale
- Is composed of *college-level* courses
- 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



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.

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



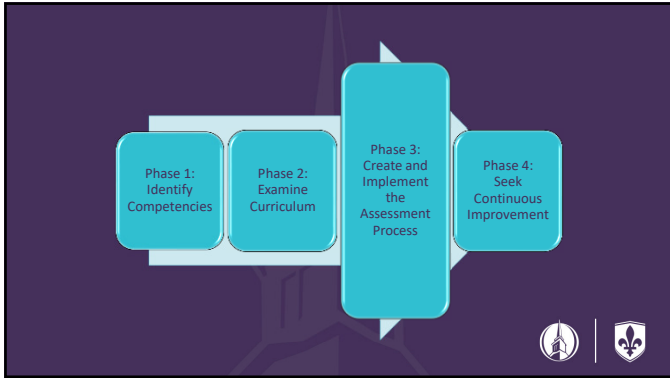
General Education Requirements



- ? 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?
- ? In which courses are the competencies introduced, reinforced, and mastered?

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






Some Assessment Considerations

- SMART assessment:
 - Specific
 - Measurable
 - Achievable
 - Relevant
 - Time-bound
- Smart assessment:
 - Simple
 - Sustainable
 - Systematic

The Gen Ed Assessment Plan

- Artifacts
- Measures
- Benchmarks
- Report Format
- Gen Ed Program Coordinator



Components of the Gen Ed Assessment Process

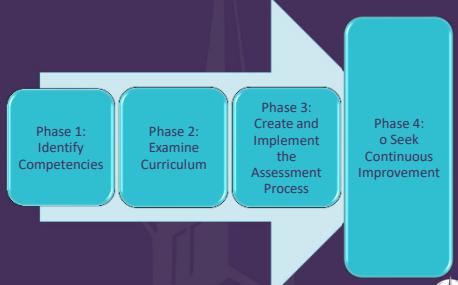
- Approval Processes
- Gathering of Artifacts
- Assessment Cycle
- Annual Timeline
- Evaluation of Results
- Action Plans for Improvement

- Gen Ed Committee
- Institutional Oversight
- Sampling Policy

General Education Assessment Grid

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

Measures (means of program assessment)	Criteria for Success (benchmark set last cycle or projected benchmark if new measure)	Results Last Year (report, summarize, reflect)—disaggregated by location and semester	Use of Results (make action plan to reach criteria if needed, AND discuss success of previous cycle's action plan)
Direct Measures			
Indirect Measures			



Phase 1:
Identify
Competencies

Phase 2:
Examine
Curriculum

Phase 3:
Create and
Implement
the
Assessment
Process

Phase 4:
o Seek
Continuous
Improvement

Levels of “Seeking Improvement”

- Monitoring
- Change to Assessment Process
- Change to Learning Environment
- Evaluation of Interpretation (do we see improved learning yet?)

from Keston Fulcher



Assessment Models

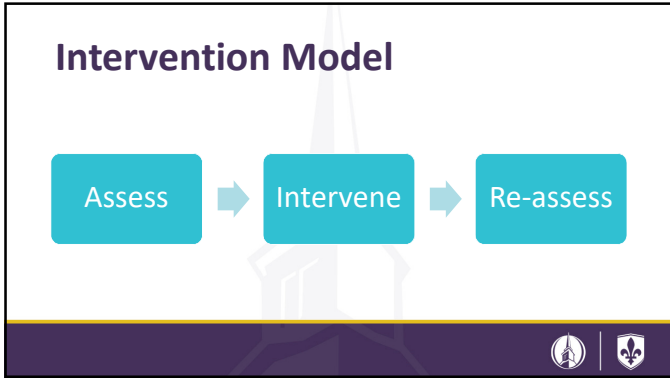
Simple Model
Intervention Model

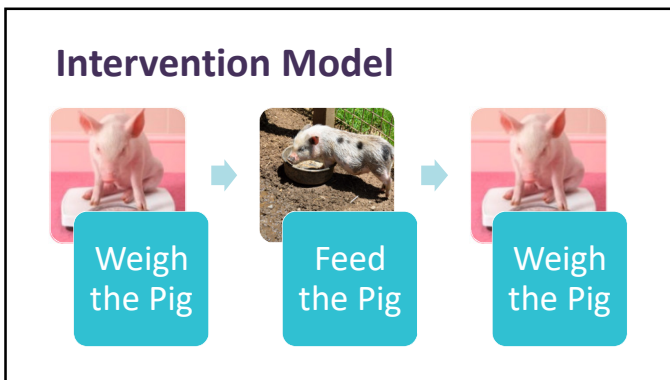
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Simple Model









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