

Executive Summary: Planning for Assessment of the CSU General Education Program

Goal: Develop and implement an evidence based General Education curriculum, with a manageable, faculty-driven assessment process that meets SACS and USG requirements.

Major Events Timeline

Summer 2017

May/June - Developed Action Plan at AAC&U IGEA

July 5 – Discussed Action Plan with Provost’s Office

July 7 – Gen Education Assessment Workshop

- Drafted rubrics for Areas A-E using LEAP VALUE Rubrics
- Examined student work (convenient sample)
- Recommendations for each core area

July 11– Discuss plans with President

Fall 2017

Aug – Develop General Education Website with proposed changes, LEAP VALUE Rubrics, and solicit feedback.

Aug – Update General Education Communication, get recommendations

Ongoing – Present plan to relevant chairs & faculty

- Fall pilot
- Solicit faculty volunteers for fall pilot assessment
- Full-scale participation in spring 2018

Aug 18 - Met with Science faculty

August 30 – Presented plan to Academic Council (Deans)

Sept 13 – Met with the chair of Politics, Philosophy, and Public Administration (Area C Humanities, Area E Social Sciences)

October 2 – Present plan to Faculty Senate

- Solicit faculty members to participate in Fall 2017 pilot

October 4 – Meet with Area C Faculty to work on rubrics

October 17 – Meet with Area D Faculty to work on rubrics

Pilot assessment:

- Volunteer faculty align assignments with outcomes and rubrics
- Volunteer faculty ensure student work is in CougarView by last day of class
- Test extraction of student work

Nov – Gen Ed committee reviews work submitted, provides feedback

Fall 2017 Courses that will be assessed in January workshop (Volunteers)

ENGL 1101, ENGL 1102, COMM 1110, GEOG 1101, ECON 2105

Spring 2018

January – Faculty assess student work samples using rubrics

All Gen Ed courses:

- Designate assignment(s) that align with area outcome(s)
- Collect student work, make accessible to AVP of Institutional Assessment

Next Assessment

Workshop in summer

2018

Issues ahead:

- Get full participation for all faculty who teach in the Core: 1) Put student learning outcome(s) in syllabus, 2) align an assignment that is a good representation of the student learning outcome/rubric, 3) have students turn-in their assignments in CougarView
- Achieve buy-in / use the process to make meaningful change
- Logistics of collecting & housing student work (preferably CougarView) - work with COOL
- Area C Fine Arts and Area D Natural Science need further development

Gains already achieved:

- Early signs of cohesiveness
- Focus on our students
- Conversations across departments
- Rubrics drafted using LEAP VALUE Rubrics
- Obtained 14 faculty recommendations (see next page)

Recommendations received on July 7, 2017

Area A1 Written Communications

1. Revise Student Learning Outcome 1 with Written LEAP VALUE Rubric (ENGL 1101)
2. Revise Student Learning Outcome 2 with Information Literacy LEAP VALUE Rubric (ENGL 1102)

Area A2 Quantitative

1. Use the Representation and Calculation domains in the Quantitative LEAP VALUE Rubric
2. Revise student learning outcomes to include one for representation and one for calculation
3. View ETS and MFT results to determine if these data points reflect student learning outcomes

Area B Institutional Options (Communicating in a Global Environment)

Direct adoption of LEAP VALUE Rubric for Oral Communication with addition of the following items:

1. Include time management under organization
2. Fold in diverse sources under supporting material
3. Account for diverse audiences under language and delivery

Area C Humanities / Fine Arts / Ethics

1. Revisit student learning outcomes so it accurately reflects the core in Area C; possibly splitting Humanities and Fine Arts Outcomes.

Suggestions for learning outcome(s) for Fine Arts

1. Students have the ability to recognize the fine arts as expressions of human experience.
2. Students have the ability to critically appreciate historical and contemporary fine art forms as they relate to individual and social needs and values.
3. Students have the ability to apply knowledge of historical, social, and cultural influences to understanding a work of art.

Area D Natural Sciences

1. Drop student learning outcomes 1 and 3
2. Expand student learning outcome 2 to describe parts of scientific process.
3. Adopt portions of heavily edited Scientific Reasoning Rubric

Area E Social Sciences

1. Consider deleting student learning outcome 1
2. Revise student learning outcome 2. Reasonable but add something about credible and relevant sources, using evidence to reach logical conclusions. (PROCESS)