

Innovations in General Education: A Model for Faculty Driven Assessment

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Poll Audience

Questions on Kahoot

Who is in the audience (Academic Affairs, IR, vendors, Student Affairs, etc)

What does your institution do for evaluating Gen Ed (standardized exams, evaluate student work, nothing)

Does your institution have to get approval from a governing board for Gen Ed changes? (yes,no, idk)

Is your institution discussing Gen Ed Reform? (yes,no, idk)

How would you rate your institution's process for evaluating student learning in Gen Ed? (poor, fair, good, excellent)



CSU Fall 2019 Quick Facts

7,877 students

Undergraduate: 6,501 Graduate: 1,376

Entering Freshman: 1,031

Adult Students: 37%

Women: 61% Men: 39%

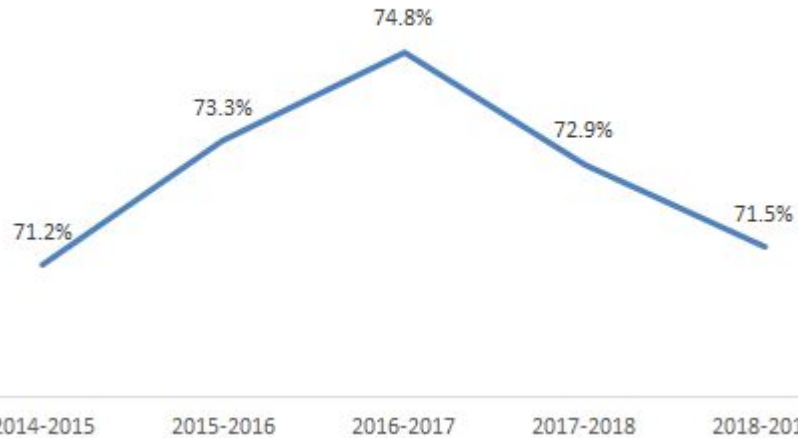
Full-Time: 63% Part-Time: 37%

White: 50% African-American: 38% Hispanic: 6%



Retention and Graduation Rates

Freshman Retention Rate



Six-Year Graduation Rate



Current Structure of our General Education And Alignment with USG

USG Framework

[General Education CSU](#)

Area	Area Name	Description	Hours Required
A1	Communication Outcomes	Courses that address learning outcomes in writing in English	At least 6 hours
A2	Quantitative Outcomes	Courses that address learning outcomes in quantitative reasoning	At least 3 hours
B	Institutional Options	Courses that address general education learning outcomes of the institution's choosing	At least 3 hours
C	Humanities, Fine Arts, and Ethics	Courses that address learning outcomes in humanities, fine arts, and ethics	At least 6 hours
D	Natural Science, Mathematics, and Technology	Courses that address learning outcomes in the natural sciences, mathematics, and technology.	At least 7 hours. At least 4 of these hours must be in a lab science course.
E	Social Sciences	Courses that address learning outcomes in the social sciences	At least 6 hours
F	Lower-Division Major Requirements	Lower division courses required by the degree program and courses that are prerequisites to major courses at higher levels.	18 hours



USG Revision of General Education - Six Design Principles

Well-Rounded

General education should give students foundational knowledge in major academic disciplines and a set of core competencies that enables them to be well informed learners ready for success.

Foundational

General education should expose students to skills, diverse learning perspectives and ways of knowing in the Sciences, Social Sciences, Arts, and Humanities, to prepare them for a lifetime of learning.

Connections/Coherence

General education should inspire students to learn by allowing them to explore their passions and purposes and to make connections between a coherent body of knowledge, their chosen professions, and information they may not realize they need to know.

21 Century Skills

General education should encourage inquisitiveness, creativity, self-motivation and critical thinking in students, enabling them to develop 21st century skills such as data and technology literacy, and work in multi-disciplinary teams.

Success in all Settings

General education should prepare students to thrive in the workplace, society, and the world.

General education should prepare students for future employability by providing a broad base of knowledge and the skills to succeed in the workforce.

General education should prepare students to be intellectually-engaged productive citizens, strongly grounded in American history and government, and prepared to participate in a diverse and complex global economy.

General education should teach students to clearly communicate their ideas in a manner that is respectful of civil discourse and perspectives, and to demonstrate those skills through verbal, written, digital, and multi-modal communication channels.

Process

General education should provide a clear, flexible platform for student success by providing engaging, high quality courses that maintain consistent rigor and facilitate seamless institutional transfer.



Why do we Assess General Education?

- Consider General Education as its own program, not just a set of courses
- Evaluating student achievement in General Education is the same as it is for programs (kind of)
- Allows institutions to evaluate students' achievements of the **general education** outcomes in the classes designed to meet those outcomes
- Institutions have to continuously improve General Education to stay current and relevant in 21st Century



Brief History of previous General Education Curriculum -- Distribution Model Forced into Outcome Statements

20 distinct learning outcomes spread across five categories:

- Area A Essential Skills - English and Math (9 hrs)
- Area B Institutional Options - Public Speaking and Seminars[†] (4-5 hrs)
- Area C Fine Arts and Humanities (6 hrs)
- Area D Science and Math/Science/Technology[†] (10-11 hrs)
- Area E Social Sciences - US History, Am. Govt., Behavior Sci, World Cultures (12 hrs)xxx

[†] Areas of the Curriculum with no Student Learning Outcomes



Brief History of previous General Education Curriculum -- Example Student Learning Outcome

Area E Social Sciences:

Cultural and social perspective will be characterized by an understanding of the complex, dynamic nature of social, political and economic systems; human and institutional behavior, values, and belief systems; historical and geographical relationships; and flexibility, open-mindedness, and tolerance as demonstrated by the

- Ability to comprehend policy at the local, national and international level;
- Ability to analyze evolving historical, economic, political, social and geographical relationships;
- Ability to comprehend and analyze human behavior as a function of the commonality and diversity within and amongst human communities;
- Ability to analyze critically one's own culture based on increased intercultural sensitivity and to appreciate the global diversity of human experience.



Brief History of previous General Education Assessment Model

Course embedded assessments determined by each department

- Different methods employed for the same learning outcome
 - Example: Behavioral Sci -- economics, moral philosophy, psychology, sociology
 - Difficulties drawing conclusions, closing the loop
- Different frequencies of assessment
 - Difficulties enforcing participation



The Call to change our General Education Curriculum and Assessment Model

Disaggregated Model

Inclusion of Foreign Language



Creating Faculty Collaboration

2017

- Met with Science faculty multiple times to develop a rubrics as AAC&U doesn't have one
- Met with Humanities and Fine Arts to develop a rubric that fit for their student work

Hosted Assessment Summits in 2017 and 2018

- Faculty adopted and amending five LEAP VALUE Rubrics
- Faculty evaluated student artifacts with amended LEAP VALUE Rubrics
- Made changes to General Education student learning outcomes
- Met with faculty from different areas to further amend rubrics and create buy-in
- Communicated recommendations to all areas



AAC&U Rubrics - Evidenced - Based Approach to Evaluate Student Learning

A2 Quantitative Reasoning

<p>Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i></p>	<p>Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i></p>	<p>Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i></p>	<p>Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i></p>	<p>Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i></p>
<p>Representation <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i></p>	<p>Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.</p>	<p>Competently converts relevant information into an appropriate and desired mathematical portrayal.</p>	<p>Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.</p>	<p>Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.</p>
<p>Calculation <i>Ability to perform calculations that reinforce conceptual understanding and procedural fluency</i></p>	<p>Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)</p>	<p>Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.</p>	<p>Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.</p>	<p>Calculations are attempted but are both unsuccessful and are not comprehensive.</p>

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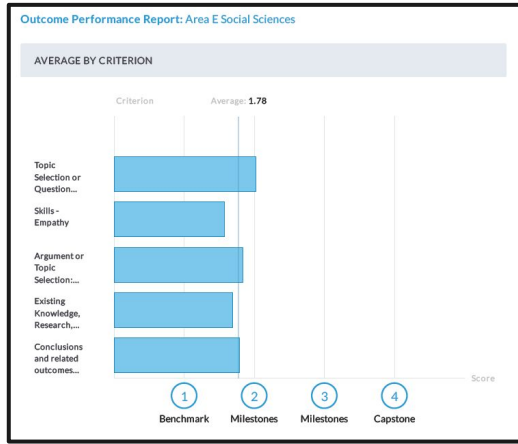
[General Education Assessment Plan Website](#)



COLUMBUS STATE
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Assessment Summit in 2019

Examples of Data Results



Communicate Improvements to Everyone!
Deans, chairs, faculty who teach in the core!

[General Education Newsletter](#)

Thank the faculty who assisted in the process!



Why the Summit provides Meaning

Faculty conversations around student work and improving student learning



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Challenges in the Process

Gen Ed is not seen as a program

Faculty don't always understand the curricular framework and expectations

We didn't have a systematic approach

Lack of accountability because of unclear ownership of the program

Articulating measurable outcomes

Territorial about specific courses



Think, Pair, Share Activity



Questions

