

2018-2019 General Education Directors' Report

This academic year, working with our colleagues, we were happy to accomplish the following:

- 1) In fall 2018, held three cluster group meetings each with faculty teaching A190/A399, B190/B399, T190/T390, and N190/N390 during the fall 2018 semester to establish assessable Student Learning Outcomes (or SLOs), based on course General Characteristics. Based on the SLOs, we developed draft rubrics for faculty to edit and approve in the final cluster group meeting.
- 2) In fall 2018, met with the First Year Writing Committee. The faculty teaching this General Education Fundamental Literacy already had established course SLOs, which they were able to coordinate with General Education SLOs. At the end of the fall 2018 semester, some faculty volunteered to participate in a pilot assessment of W131.
- 3) In fall 2018, met with faculty teaching Oral Communications courses, primarily Speech 121, but also the School of Education. The faculty teaching this General Education Fundamental Literacy already had established course SLOs, which they were able to coordinate with General Education SLOs. At the end of the fall 2018 semester, some faculty volunteered to participate in a pilot assessment of Speech 121 and the corresponding Education course.
- 4) In spring 2019, corresponded via email and then held one assessment session towards the end of the semester for faculty teaching A190/A399, B190/B399, T190/T390, and N190/N390 during the spring 2019 semester. At the end of the semester, some faculty volunteered to participate in a pilot assessment of the Common Core courses.
- 5) At the end of spring 2019, faculty conducted the first official General Education assessment of a systematic sampling of W131 courses and a systematic sampling of S121 courses (plus a representative from the School of Education).
- 6) In spring 2019, held three cluster group meetings with faculty teaching Quantitative Reasoning and Critical Thinking to establish assessable Student Learning Outcomes (or SLOs), based on course General Characteristics. Based on the SLOs, we developed draft rubrics for faculty to edit and approve in the final cluster group meeting.
- 7) In spring 2019, began collecting syllabi with posted Gen Ed SLOs (as requested by the HLC).
- 8) At the end of spring 2019, met with faculty teaching summer General Education Common Core classes about conducting a pilot assessment using course assignments and the approved rubrics.
- 9) In summer 2019, met with representatives from the library to discuss assessment of Q110 as well as its implementation in the new General Education curriculum.
- 10) Over the course of the fall and spring semester, attended a regular meeting of each constituency on campus to discuss their articulation with General Education and present the current Gen Ed assessment plan. We met with the Raclin School of the Arts, the Leighton School of Business and Economics, the Library, the Professional Advisors Council, the Dwyer College of Health Sciences, and the School of Education.
- 11) Met with Susan Cress, outgoing Assessment Director, and Yu Song, current Assessment Director.

- 12) Met several times with Keith Dawson, Registrar, and Terri Langel, Assistant Registrar.
- 13) Coordinated with Academic Senate President and the Executive Committee in order to present regularly at Academic Senate on the assessment process.
- 14) Attended two national General Education conferences. One, a Higher Learning Commission Assessing General Education Workshop, in September, outside Chicago, helped us design rubrics. The other, an Association of American Colleges and Universities conference on Creating a 21st-Century General Education: Responding to Seismic Shifts, in February, in San Francisco, provided useful material for the Gen Ed revision process. Given the success of the cluster group process in creating assessable Student Learning Outcomes, we are considering proposing a panel session for the AACU General Education conference next spring 2020.
- 15) Met weekly to discuss our progress.
- 16) Met monthly with interim Executive Vice Chancellor of Academic Affairs, Linda Chen.
- 17) Met regularly with the General Education Committee, on which we serve ex-officio.
- 18) Met regularly with the General Education Task Force, on which we were members.
- 19) Designed, with the help of talented student workers and UITS colleagues, a General Education poster, using the metaphor of a tree in which the General Education program serves as the roots establishing a college student's career.
- 20) Kristyn organized the General Education website, dividing it into information for Faculty and information for Students. We are continuing to work on making that site streamlined and accessible.
- 21) Kristyn loaded the first round of assessment data and information into Taskstream.
- 22) Kristyn created the Gen Ed assessment time line (see below).
- 23) Elaine created a list of General Education Common Core course descriptions for spring, summer sessions, and fall 2019.
- 24) Elaine began the process of hiring a General Education work study undergraduate student.
- 25) Developed a draft of the Gen Ed assessment process, based on a Gen Ed Task Force draft.

Final Comments

It was important to us that any faculty member teaching a General Education course and interested in contributing to the assessment process be able to participate. To that end, we increasingly invited more faculty, as we learned how to identify them. There were a few oversights along the way, but we appreciated faculty tolerance for this new process and our first year as Directors.

Next Year 2019-2020

As you can see from our time line, lots of work awaits us next year! The timeline is a living, working document and will be updated as needed.

The time line is a work in progress, but next academic year we plan to:

- 1) Meet with faculty teaching Financial Literacy classes to establish course General Characteristics and then SLOs.
- 2) Meet with faculty teaching Health and Wellness classes to establish course General Characteristics and then SLOs.
- 3) Meet with faculty teaching Visual Literacy classes to establish course General Characteristics and then SLOs.
- 4) Meet with faculty teaching Computer Literacy classes to establish course General Characteristics and then SLOs.
- 5) Meet with faculty teaching U.S. Diversity classes to establish SLOs.
- 6) Meet with faculty teaching Non-Western (soon-to-be Global) classes to establish SLOs.
- 7) In fall 2019, we will help faculty conduct an official assessment of all Common Core courses (A190/A399, B190/B399, N190/N390, T190/T390).
- 8) Meet with all the campus constituencies again to discuss the new Gen Ed program and their articulation with it.
- 9) Circulate and promote the Gen Ed tree poster.
- 10) Streamline the Gen Ed Common Core General Characteristics and course proposal forms.
- 11) Develop mechanisms for tracking student Gen Ed petitions.
- 12) Create Gen Ed Talking Points and Frequently Asked Questions.
- 13) Collect Gen Ed syllabi with posted Gen Ed SLOs.
- 14) By the end of the spring 2020 semester, we hope to have a draft of the Gen Ed HLC report to circulate to constituencies on campus for feedback.

Contact Us

Feel free to get in touch if you have any feedback, thoughts, or suggestions about IUSB's General Education program, and/or the Gen Ed assessment process.

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