

STATE

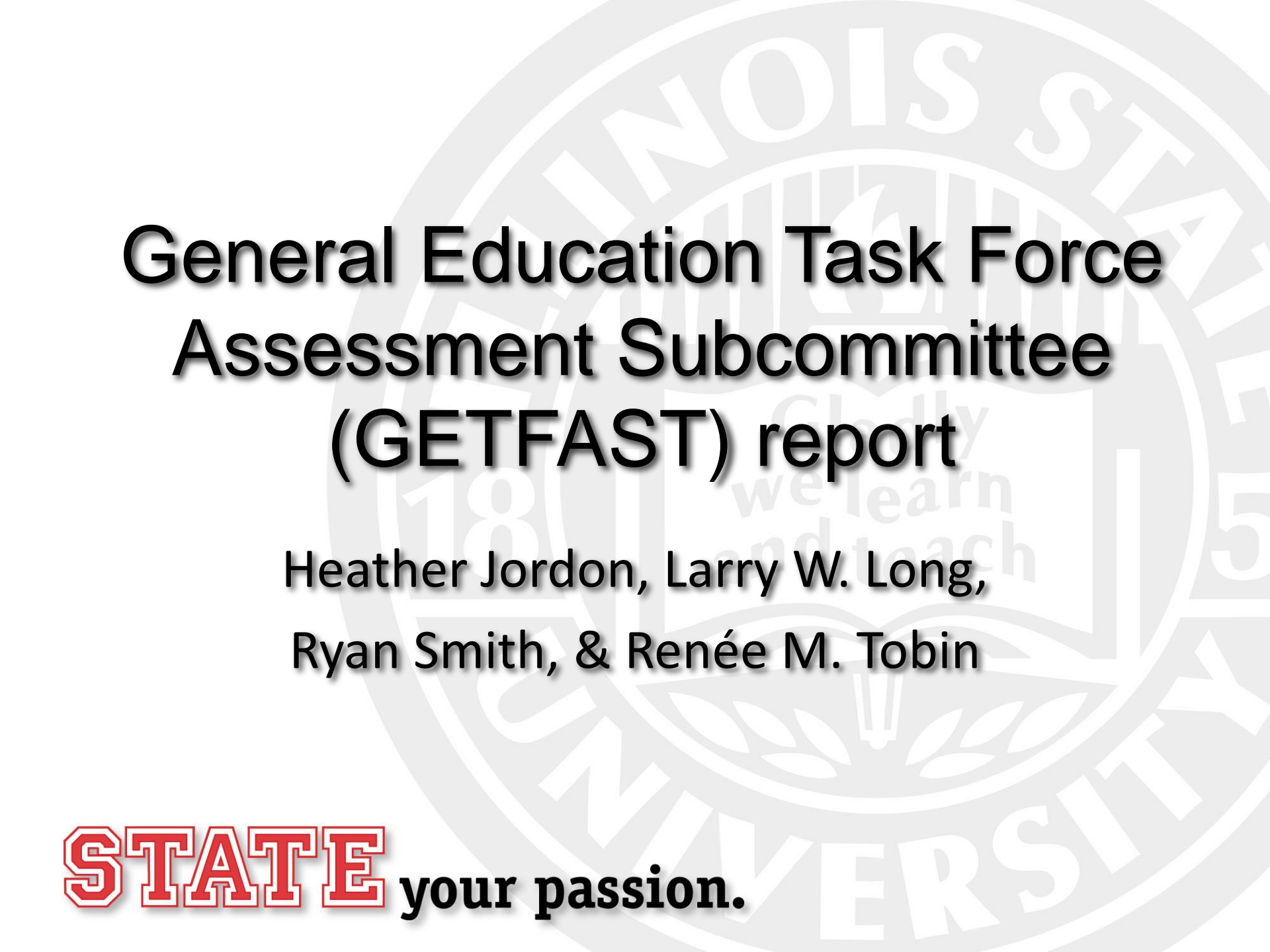
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The background of the slide features a large, light gray watermark of the University of Illinois State seal. The seal is circular and contains the text "UNIVERSITY OF ILLINOIS STATE" around the perimeter. In the center, there is a shield with a book and a lamp, and the motto "we learn and teach" is written below it. The year "1809" is also visible on the left side of the seal.

General Education Task Force Assessment Subcommittee (GETFAST) report

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Ryan Smith, & Renée M. Tobin

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Provost's Charges

- Do current assessment practices provide adequate information to stakeholders?
- If not, what additional data are needed and how might they be collected?
- What resources might be needed to support a revised assessment process?

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Process

- Review method
- Evaluate pros and cons
- Consider how approaches suit ISU
- Consulted with key stakeholders
 - CGE
 - Other GETF subcommittees and co-chairs
 - Assessment Advisory Committee
 - Assessment Academy Team

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Provost's Charge #1

- Do current assessment practices provide adequate information to stakeholders?
 - Acknowledged time aspect
 - Difficult to draw definitive conclusions
 - Question: Is that a general concern or method specific?

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Assessment methods

- Institutional Artifact Portfolio (current)
- AAC&U Essential Learning Outcomes and Values Rubrics (LEAP rubrics)
- Standardized tests (e.g., CLA, CAAP, ETS, MAP)
- e-portfolios (TaskStream webinar)
- Home-grown methods (e.g., COM 110)
- Others (e.g., syllabus review/audit)
- Combinations

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Answer to Provost's Charge #1

- Do current assessment practices provide adequate information to stakeholders?
 - Method works, but needs adaptation.

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Provost's Charge #2

- If not, what additional data are needed and how might they be collected?
 - Multi-source, multi-method approach including:
 - Institutional Artifact Portfolio (centerpiece)
 - Systematic syllabus audit
 - Alumni Survey
 - Surveys of Student Engagement

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Institutional Artifact Portfolio (IAP)

- Based on current method with updated rubrics
- Assesses samples of student work across the General Education program
- Assess writing, oral communication, and co-curriculum every semester
- Systematically examine one goal/semester
- Addition of Teaching Goals Inventory
 - General assessed when registering for IAP
 - Specific assessed when reminded of participation

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Systematic Syllabus Audit

- Adapted system used at ISU in 2007
- Assess the extent to which each goal is addressed in each syllabus for every section of every General Education course
- Assesses instructor intent (Walk before we run)

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Alumni Surveys

- Administered to 1- and 5-year graduates
- Assess perceptions of former students
- Examine existing items
- Add specific items about General Education

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Surveys of Student Engagement

- NSSE suite on three-year cycle
- Assess perceptions from three sources:
 - Entering students
 - Current students
 - Faculty

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Answer to Provost's Charge #2

- If not, what additional data are needed and how might they be collected?
 - Multi-source, multi-method approach

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Provost's Charge #3

- What resources might be needed to support a revised assessment process?
 - Full-time director in Provost's office
 - Coordinates all aspects of program
 - Expertise in General Education instruction, assessment, and administration
 - Systematized professional development
 - Incentives for participation
 - A new name
 - Clearly stated goals

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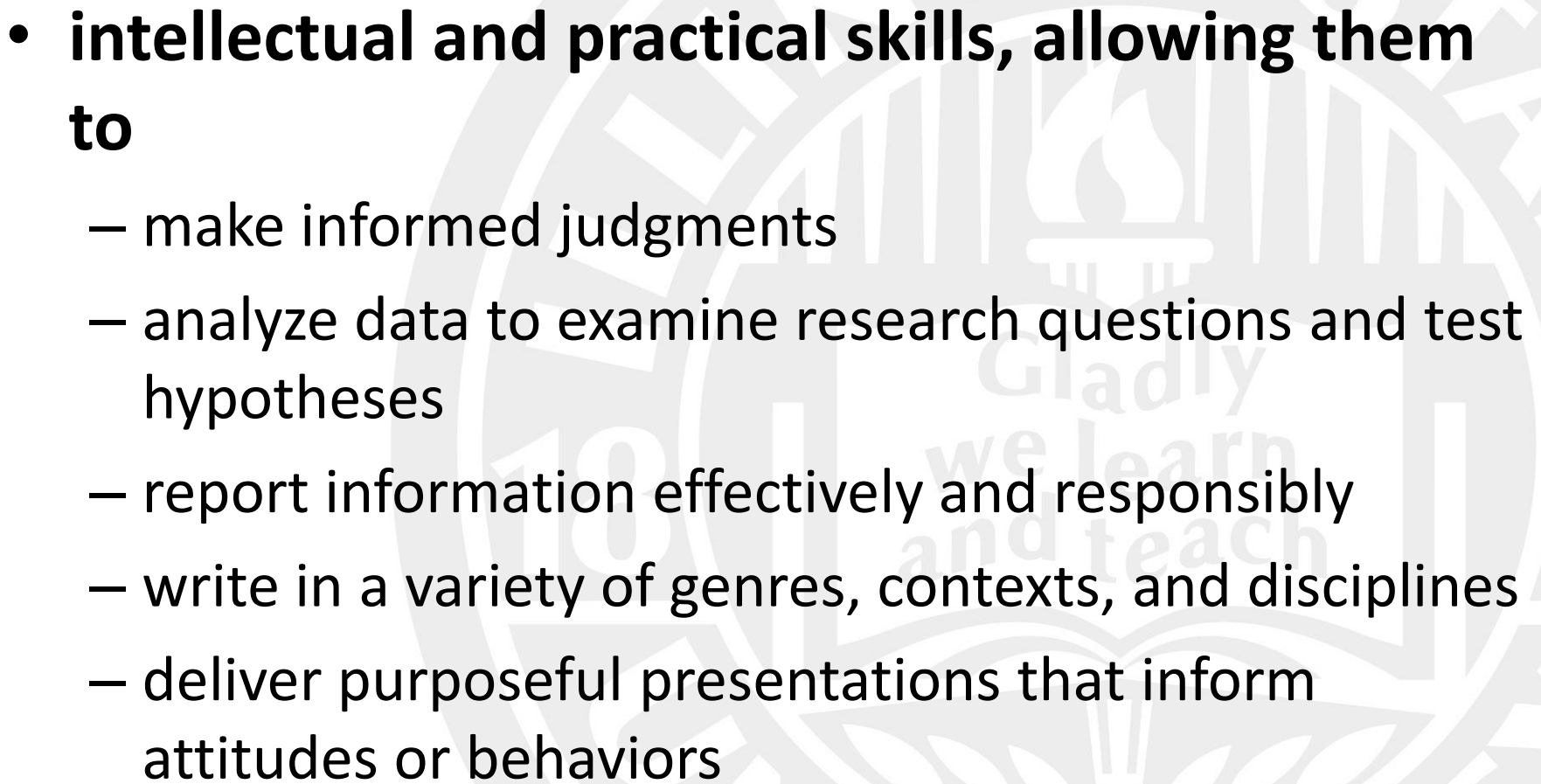
The background of the slide features a large, light gray watermark of the University of Illinois State seal. The seal is circular and contains the text "ILLINOIS STATE UNIVERSITY" around the perimeter. In the center, there is a shield with a lamp of knowledge, an open book with the motto "Gladly we learn and teach", and a sheaf of wheat. The year "1855" is also visible on the seal.

GETFAST's Proposal for Goal Revision

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- **knowledge of diverse human cultures and the physical and natural world, allowing them to**
 - use theories and principal concepts, both contemporary and enduring, to understand technologies, diverse cultures, and the physical and natural world
 - explain how the combination of the humanities, fine arts, natural and social sciences, and/or technology contribute to the quality of life for individuals and communities
 - experience and reflect on global issues


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- **intellectual and practical skills, allowing them to**
 - make informed judgments
 - analyze data to examine research questions and test hypotheses
 - report information effectively and responsibly
 - write in a variety of genres, contexts, and disciplines
 - deliver purposeful presentations that inform attitudes or behaviors

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- **personal and social responsibility, allowing them to**
 - participate in activities that are both individually life-enriching and socially beneficial to a diverse community
 - interact competently in a variety of cultural contexts
 - demonstrate ethical decision making
 - demonstrate the ability to think reflectively

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- **integrative and applied learning, allowing them to**
 - identify and solve problems
 - transfer learning to novel situations
 - work effectively in teams

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QUESTIONS?

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