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General Education Task Force Assessment Subcommittee (GETFAST) report

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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?
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
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?
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.
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
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)
Alumni Surveys

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

• NSSE suite on three-year cycle
• Assess perceptions from three sources:
  • Entering students
  • Current students
  • Faculty
Answer to Provost’s Charge #2

• If not, what additional data are needed and how might they be collected?
  – Multi-source, multi-method approach
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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GETFAST’s Proposal for Goal Revision
• 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
• 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
• integrative and applied learning, allowing them to
  – identify and solve problems
  – transfer learning to novel situations
  – work effectively in teams
QUESTIONS?

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