

General Education Program: Assessment Process Overview

October 11, 2013
DUC Legacy Room



Overview

Aims of the day...

- Provide the context for GEP Assessment efforts
- Highlight the value of assessing the GEP
- Explain the GEP Assessment process (Course Portfolios and Faculty Learning Communities)
- Share the annual timeline for GEP assessment
- Discuss outcomes and next steps for GEP Assessment

Resources:

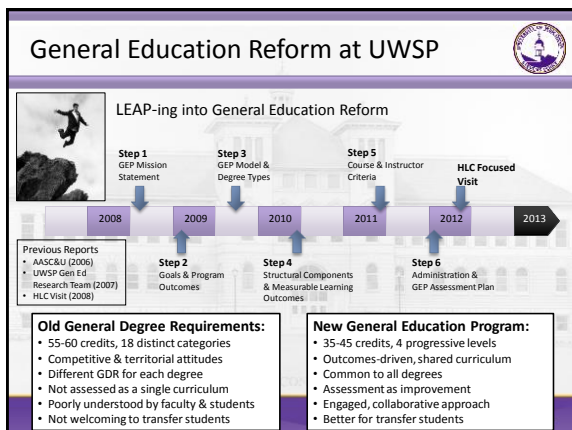
- GEP Assessment Process and Timeline (handout)
- Example Course ePortfolio & Lessons Learned (handout)
- GEP Assessment Information Page ([link](#))

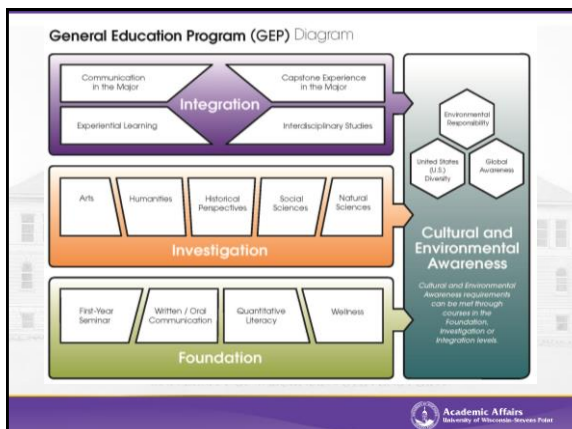


Shift Happens

- In 2007-2008 we took a big LEAP...
 - AAC&U provided guidance at the national level
 - Internal and external reports helped us to understand our old GDRs...
- And we've come a LONG WAY...







Why Assess?

- The purpose of assessment is to better understand the impact of teaching and course activities/assignments on student learning (in this case, within the GEP)
- Beyond mere compliance, assessment can:
 - Be meaningful, relevant, and useful
 - Provide evidence to support instructional and curricular decisions (closing the loop, pedagogical change, curricular reform)

Academic Affairs
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Why Assess?

- The purpose of assessment is to better understand the impact of teaching and course activities/assignments on student learning
- As professional educators
 - Effective teaching
 - Reflective practice
 - SoTL

Why Assess?

- The purpose of assessment is to better understand the impact of teaching and course activities/assignments on student learning
- Selecting the right tool for the task
 - Match assessment tool to the learning being examined
 - Assessment criteria and rubrics
 - Professional Development

GEP Assessment

- Three dimensions of GEP Assessment
 - **Course Portfolios & Faculty Learning Communities**
 - Institutional Measures (ETS Proficiency Profile, NSSE)
 - Department-based Assessment (Comm / Capstone)
- Aim to ensure that our efforts are:
 - complimentary, meaningful, and efficient

Course Portfolios

- Who is expected to submit a course portfolio
 - Fall semester only; specific GEP Level being assessed
- Due: February 1
- Components (see handout)
- Submitted via D2L using ePortfolio
 - [Mary's sample ePortfolio](#)
- Resources are available: detailed instructions, examples, workshops on ePortfolios, templates, rubrics, etc.
- Formative feedback shared with instructors



Faculty Learning Communities

- Formed during fall semester; composition of FLCs; other opportunities for professional development
- The FLC review process:
 - instructor assembles and submits ePortfolio to D2L
 - FLC reviews ePortfolios, completes rubric, provides feedback to each instructor
 - FLC works with Assessment Coordinator to identify strengths, challenges, emerging needs, and trends
 - Assessment Coordinator combines FLC findings with institutional data and submits a summary report to the GEC
 - summary report includes recommendations from FLCs regarding: professional development, curricular changes, credits, sequencing, pedagogical innovations, etc.
 - GEC presents summary report and recommendations to Faculty Senate early fall semester



GEP Assessment Timeline

Annual GEP Assessment Timeline

- **Fall semester:** Instructors teach GEP courses and gather materials for CPs; FLCs formed
- **February 1:** CPs due
- **Spring semester:** FLCs provide feedback to instructors; craft summary reports
- **May:** Summary reports from each FLC to Assessment Coordinator, then to GEC
- **Fall semester:** report to Faculty Senate



GEP Assessment Cycle

Five-year GEP Assessment Cycle:

Year 1: Foundation Level + LO#1

Year 2: Investigation Level + LO#2

Year 3: Cultural & Environmental Awareness + LO#3

Year 4: Integration Level + LO#4

Year 5: Comprehensive Review



Looking Ahead

- **2015 Progress Report**
 - Department-based Assessment
 - GEP Assessment
 - Use of “common measures” (criteria used to evaluate student work / rubrics)
 - NOT a requirement to use the same assignments
- **2015 Monitoring Report**
 - Distance / Online Education
- **2018-2019 Reaffirmation of Accreditation**



Questions??

