

General Education Assessment Plan

The course re-certification process undertaken by the General Education Committee and Assessment Committee has accomplished two critically important tasks:

- First, we now have a discrete list of courses that satisfy general education requirements. Each course carries the appropriate general education student learning outcomes that will be assessed based on a common “signature assignment” and scored using a common assessment rubric.
- Second, we have reduced the size of our assessment task by reducing the number of courses certified for general education by 70 percent.

In addition, Professor Gioconda Quesada has been selected as Faculty Coordinator for General Education. We are now ready to engage in purposeful assessment of student learning across our general education curriculum.

Below you will find the basic elements of the General Education Assessment Plan:

1) We are assessing student learning in every section of every Gen Ed course every semester. We will draw the sample by collecting the signature assignment produced by the first, middle, and last student on the class roll of each section of each GE course. This will create a representative sample of student work that reflects the proportion of students completing a distribution requirement with a particular course from a particular discipline. Most importantly, drawing work from every section of every course will reinforce the importance of assessment and contribute to building a culture of assessment across campus.

2) Each category of the GE distribution will have an [Assessment Reading Group \(ARG\)](#). The **Faculty Readers** selected for the ARG will be trained to complete the assessment work and they will be compensated for the work. For the sake of consistency, faculty will be asked to serve for two years and we will initiate a staggered replacement schedule. The size of each ARG is as follows:

English—4 faculty

Foreign Languages—4 faculty

Natural Science—4 faculty

Social Science—4 faculty

Mathematics—4 faculty

History—4 faculty

Humanities—6 faculty

3) The Assessment Reading Groups will convene in December/January and May/June each year to read and score student work using the common rubric. Once all of the scores are aggregated and the results analyzed, faculty groups will re-convene to review the student performance against the established benchmarks, and make recommendations for areas of improvement. Each group will create a set of questions/recommendations for departments to consider in improving student performance relative to the learning outcomes where necessary. They may choose to convene faculty in discussions across departments. Based on these assessment results as well as evidence collected through other direct (e.g. subject exams, placement tests, CLA) and indirect measures (e.g. student and/or faculty focus groups) faculty serving on the Assessment Reading Groups will provide leadership in convening broader campus conversations and provide direction in making changes in General Education to improve student learning. Faculty will also recommend improvements to the assessment process.

Assessment Reading Groups (ARGs)

Assessment Reading Groups will be constituted in each of the seven areas of the General Education distribution (English, History, Natural Science, Mathematics/Logic, Foreign Language, Social Science, and Humanities). The ARGs will be responsible for reading and scoring the student work using the common rubric. Faculty Readers will be trained and will work together to norm scoring using the common rubric. ARGs will meet each academic year in December/January and May/June to read and score student work. The size of the ARG will vary by distribution category, but typically each group will have no fewer than 4 and no more than 6 Faculty Readers. Each group will have a convener who will take responsibility for scheduling the groups and keeping members on task. The ARG convener will be the liaison to the Faculty Coordinator for General Education.

Responsibilities of the Faculty Readers

Faculty Readers, as a group, will be primarily responsible for reading student work (signature assignments) and scoring the work using the common rubric developed for each GE distribution area. Faculty will be expected to meet as a group several times a year, participate in training prior to the scoring sessions, work together initially to calibrate the group's scoring to ensure reliability, work independently or in pairs to score the work as instructed, accurately report the scores, and work together to assess student performance relative to established benchmarks. Faculty readers must be available in December during the week following final examinations, in May for the two weeks following commencement, and at other times throughout the year as necessary.

Faculty Readers will be compensated for this important institutional work. Compensation will range from \$1,200-1,500 per year depending on role, responsibilities, and workload. Faculty will be expected to be on campus and available during the times the ARGs are performing their work. A two year commitment is preferred. A rotation schedule will be developed for each group. This rotation will ensure continuity while also expanding faculty participation across disciplines contributing courses to each area.

Chairs will recommend faculty for this role to the Associate Dean by September 16th. The Faculty Coordinator for General Education will meet with each Associate Dean to discuss the recommendations. The Faculty Coordinator will constitute the ARGs as well as replace faculty as needed.