

**General Education Review Committee
Subcommittee for Criteria #4**

DRAFT toward report

Rev. January 28, 2015

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Criterion Four: Teaching and Learning: Evaluation and Improvement

The following are suggested items for consideration for analysis and for the report.

1. **Process for Assessing Student Learning.** *Describe the General Education assessment of student learning process, including student learning plans, reports, and feedback from the General Education Assessment Committee.* Currently, the General Education Assessment Committee has developed "Phase One" of a system designed to evaluate student learning from a programmatic perspective (i.e., assessing how well students are meeting the Gen Ed learning outcomes).

Phase One focuses on the category General Education Effective Communication, including:

- CTAC 124 (Doris Fields coordinates);
- ENGL 121 (Derek Mueller & Kate Pantelides coordinate);
- ESLN 412 (Kimberly Anderson coordinates);
- Writing Intensive courses (Ann Blakeslee coordinates) will also contribute to the first stage of Gen Ed assessment of student learning.
- One course in General Education Quantitative Reasoning (GEQR) will also be assessed: MATH 110, coordinated by Chris Gardiner & Stephanie Casey.
- Finally, Learning Beyond the Classroom will be assessed, at least one of the types, #2 (Decky Alexander coordinates; Michael Tew will be consulted because he and other Gen Ed Assessment Committee members at that time had begun to organize an assessment).

Phase Two is in the planning stages. Members of the Gen Ed Assessment Committee will attend the University Assessment Institute for purposes of planning the Gen Ed Institute and for proposing Phase Two, which will focus on GEQR and the third category.

2. **Student Success Indicators.** *Describe the General Education program's student success indicators (e.g., research and creative accomplishments, community engagement, co-curricular learning, or other achievements).*

There are four categories of student success indicators:

- Student Public Performances (e.g., Celebration of Student Writing, organized by ENGL 121 coordinator and instructors). The GEAC will gather a list of student participants in Celebration of First-Year Writing, and other similar types of student performances relevant to Gen Ed. Related, LBC lists of students participating in service learning, or other community projects will be collected also.
- Assessment Data from Phase One: Reports from the above groups mentioned will be summarized and described in the annual report sent to the University Assessment Committee.
- Grades
- Percentage of students who continue

3. **Links among Grades, Retention and Completion.** Describe trends in the General Education program evidenced by grading practices, student retention rates, and time to degree completion.

The following will be collected, analyzed and summarized:

- Cumulative grade totals for Gen Ed courses
- Retention rates (IRIM)
- Years to completion rates (IRIM)

4. **Gen Ed & Degree Completion.** Describe any roadblocks in the General Education program that appear to impede students' time to degree completion.

Through analysis of links among grades, retention, and completion, evidence will be provided that signals roadblocks. In particular, based on analysis of data, a survey might be necessary to gather further information from department heads, Gen Ed advisors, and students, among others.