



Assessing General Education at North Carolina State University

Where we've been

Where we are now

Where we're going



Presentation Objectives

- Review logistics of how evaluation of GER courses will take place
- Review how to best disseminate this information to College Curriculum Committees and Department Curriculum Committees

Where we've been

- Reviewed history of GER assessment at NC State
- Looked at current GER assessment at that time
- Investigated general education assessment at other colleges and universities
- Studied assessment of programs related to GERs, such as Hewlett Campus Challenge
- Approved proposal and implementation plan for assessing GERs




Proposal for Assessing General Education at NC State

■ Responsibilities of CUE

- Create GER category objectives
- Evaluate course action forms for GER courses
- Evaluate GER assessment by course or program

■ Responsibilities of GER faculty

- Create student learning outcomes for objectives
- Design means of evaluating learning outcomes
- Assess courses and report on assessment



Proposal for Implementing GER Assessment: Timeline

- Draft and approve category objectives
- Publicize new assessment plan to campus
- Design and approve new course action form
- Run a pilot of GER assessment
- All new courses to use course action form
- Train CUE to evaluate course action forms
- Prepare first cohort for new GER assessment
- Train CUE to evaluate assessment reports

Where we are now

- CUE has approved objectives for all GER categories.
- All approved objectives are located at http://www.ncsu.edu/undergrad_affairs/assessment/files/ger/ger_objective_update.pdf



Objectives: Natural Sciences

Each course in the natural sciences category of the General Education Requirements will provide instruction and guidance that help students to:

1. use the methods and processes of science in testing hypotheses, solving problems, and making decisions; and
2. articulate, make inferences from, and apply to solving problems, scientific concepts, principles, laws, and theories.



Where we are now

- CUE has approved objectives for all GER categories.
- We are visiting college curriculum committees to discuss changes in GER assessment
- Course action form is revised and approved



Old Course Action Form

DOCUMENTATION AS REQUIRED:

Course Justification

Proposed Revision(s) with Reasons

Enrollment for last 5 years

Resource Statements

Consultation with other Departments

GER Justification

Syllabus (Current and Proposed)



New Course Action Form

DOCUMENTATION AS REQUIRED:

Course Justification

Proposed Revision(s) with Reasons

Enrollment for last 5 years

Resource Statements

Consultation with other Departments

GER Course Documentation

GER category objectives

GER student learning outcomes

Means of evaluating GER outcomes

Syllabus (Current and Proposed)

Where we are now

- CUE has approved objectives for all GER categories.
- We are visiting college curriculum committees to discuss changes in GER assessment
- Course action form is revised and approved
- Syllabus is revised and approved

Syllabus Revision

- A. Instructor's name, office address, telephone number, e-mail address, regularly scheduled class meeting times, and office hours for out-of-class consultation.
- B. Course prerequisites or restrictive statements.
- C. Designation of course, if applicable, as a General Education Requirement (GER). GER information on syllabus should include (see example):
 - a) GER category or categories (such as Natural Sciences or Humanities-Literature); and
 - b) GER objectives for category or categories as developed by the Council on Undergraduate Education (see LINK).
- D. Student learning outcomes for the course (see examples), including, for GER courses, student learning outcomes related to GER objectives (GER outcomes are generated by faculty teaching the course) (see example). For assistance in generating GER student learning outcomes, see LINK.



Where we are now

- CUE has approved objectives for all GER categories.
- We are visiting college curriculum committees to discuss changes in GER assessment
- Course action form is revised and approved
- Syllabus is revised and approved
- Pilot GER assessment is underway

Pilot Assessment

- Faculty teaching GER courses representing all GER categories
 - Creating student learning outcomes for objectives
 - Designing means of assessing outcomes
 - Doing new course action forms
 - Revising syllabi for GER course
 - Teaching GER course with new outcomes and means of evaluation
 - Writing brief GER assessment report

- http://www.ncsu.edu/undergrad_affairs/assessment/files/ger/assess_plan.htm

Where we are going (this fall)

- Phased implementation GER assessment (PAMS)
- Publicize GER assessment (college CC's and Associate Deans)
- New GER courses now must use new course action forms
– Beginning October 15th
- CUE members to evaluate GER course proposals based on new instructions
- CUE needs to approve evaluation rubric -
http://www.ncsu.edu/undergrad_affairs/assessment/files/ger/caf_criteria.pdf
- CUE needs to approve timetable -
http://www.ncsu.edu/undergrad_affairs/assessment/files/ger/course_timetable.htm



Dissemination

- How do we best disseminate this information to the faculty?
- Do you need us to meet with your College Curriculum Committees?
- Do you need us to meet with your Department Curriculum Committees?
- Will the college and departmental curriculum committees need training on how to use the rubric?



Resources to Support GER Assessment

- UGA sponsored workshops led by Mike Carter - http://www.ncsu.edu/undergrad_affairs/assessment/files/ger/asseswrkshp_fall03.pdf
- CWSP Workshops
- FCTL Workshops
- GER Assessment Website - http://www.ncsu.edu/undergrad_affairs/assessment/files/ger/ger.htm

Questions?

Contact

- Mike Carter at

Michael_Carter@ncsu.edu or 515-4120

- Marilee Bresciani at

Marilee_Bresciani@ncsu.edu or 515-6433