

A Proposal for Implementing Assessment of General Education at NC State

Presented to the Council on Undergraduate Education

On April 19, 2002 (Revised December 18, 2002)

Endorsed by CUE on May 2, 2003

This proposal describes a set of steps to be taken by the CUE in implementing "A Proposal for Assessing General Education at NC State." As a reflection of the complementary relationship of the CUE and academic programs in the assessment of general education, it also outlines corresponding responsibilities of each academic program under the proposed assessment plan.

After accepting "A Proposal for Assessing General Education at NC State," it is recommended that the CUE adopt the following plan of action and target dates of completion. For more information, see attached General Education Assessment Timeline.

1. Prepare a formal assessment timeline outlining the complementary responsibilities of the CUE and the academic programs in the assessment of general education (target date for completion, December 2002). This timeline will describe the full implementation of GER assessment for at least a five-year period.
2. Create objectives for each category and, where necessary, subcategory of the GERs (target date for completion, December 2002). The process will involve CUE faculty members in consultation with faculty from appropriate colleges.
3. Generate a schedule for initial and periodic assessment of GER courses (target date for completion, December 2002). The CUE will decide when courses in a particular category will submit Course Action Forms to the CUE. It may be best to organize the schedule according to GER categories and the UAPR schedule of program reviews. No program will be expected to present the assessment of their GERs as a part of UAPR until Fall 2005.
4. Revise the University course action form so that it incorporates information necessary for assessing courses for the GERs (target date for completion, May 2003). This information will include the GER category, the GER objectives for that category, the course learning outcomes and their relationship to the GER objectives, and a description of assessment tools (the means of assessment to be used to measure the learning outcomes); the attached sample syllabus will display the GER objectives, course learning outcomes, and assessment instruments.
5. Disseminate information, including assessment procedure, GER objectives, and assessment schedule, to critical university committees for their response. Meet with college curriculum committees to inform them of new GER assessment and provide

training in how to evaluate new course action forms (target data for completion, May 2003).

6. Launch a pilot program for new GER assessment (target date, May 2003). Pilot teachers may come from such groups as the Hewlett Initiative and will be provided workshops on creating course learning outcomes, identifying appropriate instruments for assessing outcomes, revising syllabi, and filling out new course action forms.
7. Refine procedure to be used by the CUE for assessing course action forms and assessment results for GER courses (target date for completion, December 2003, pending approval of objectives by Vice-Provost). These procedures to be followed will include a rubric to be applied in determining whether or not courses should be included within the GERs. CUE will try out new procedure to course action forms completed by pilot group and revise accordingly.
8. Assess course action forms for new courses seeking inclusion in the GERs (target date for beginning this process is August 2003, pending timely approval of new objectives and GER assessment process).
9. Refine rubric and procedure for assessing GER assessment reports (target date, May 2004). CUE will use reports from pilot courses to aid in this process. Items contained in GER assessment reports will be similar to those UAPR reports: GER category objectives, course learning outcomes, instruments for assessing outcomes, summary of findings from GER course assessments, outline of any changes that have been or will be made to improve students' performance on GER objectives.
10. Identify faculty from August 2005 GER assessment cohort teaching GER courses and provide workshops and other resources for helping them to create course learning outcomes, identify means of assessing outcomes, and writing GER assessment reports (target date, May 2005).
11. Apply assessment procedure to reports submitted by August 2005 assessment cohort (target date, May 2005).

In addition, it is recommended that the CUE accept the following outline of responsibilities of academic programs in the proposed assessment plan:

Each academic program with courses in the GERs is responsible for:

1. Submitting revised course action forms—including the GER category objectives, the course learning outcomes and their relationship to the GER objectives, and a description of assessment tools (the means of assessment to be used to measure the

learning outcomes); and an attached sample syllabus displaying the GER objectives, course learning outcomes, and assessment instruments—for each course it seeks to have included in the GERs. The timing of the initial and subsequent periodic submissions will depend on the schedule created by the CUE.

2. Assessing its course offerings in the GERs. Each department is responsible for assessing its GER courses in terms of the student learning outcomes derived from the GER objectives. Results of this assessment should be used to improve GER courses.
3. Documenting the assessment of GER courses and the decisions made to improve the courses as a part of its periodic program assessment for the university. For each course in the GERs, the academic program will provide the GER objectives, learning outcomes related to those objectives, the means of assessing those learning outcomes in the classroom, the results of the assessment, and any changes in the course or curriculum resulting from the assessment.

General Education Assessment Timeline

Semester *Assessment Activities: CUE* *Assessment Activities: Courses*

<i>Fall 02</i>	Draft and approve GER objectives	
	Approve implementation plan: assessment procedure, timeline, and schedule for programs to submit revised course action forms to CUE	
<i>Spring 03</i>	Disseminate information—including assessment procedure, timeline, GER objectives, and GER assessment timetable—to critical university committees for response; refine as necessary based on response	Select pilot group of teachers (use Hewlitt group as primary source) to try new GER course assessment
	Revise course action form, where appropriate, and web site guidelines to incorporate new GER assessment	Provide workshops for pilot teachers for generating course learning outcomes, assessing outcomes, revising syllabi, and filling out new course action forms
	Publicize new course action forms; create educational web site and other materials for helping faculty understand value of course-based assessment and fill out new course action form	Visit all undergraduate college curriculum committees to inform them of changes in GER assessment and particularly the new course action form and present workshop on evaluating new course action forms
<i>Fall 03</i>	Review course action forms for pilot group and refine rubric and procedure for assessing course action forms	All new GER course proposals must use new course action forms, which are to proceed as normal, through departmental and college curriculum committees to CUE
	Apply new rubric and procedure for assessing course action forms for pilot courses and all new courses	Provide workshops for general faculty for meeting GER assessment requirements
		Pilot group teaches GER courses, applying evaluation instruments to assess GER learning outcomes
		At the end of the semester, pilot group writes GER assessment report: learning outcomes, means of assessing outcomes, findings for each outcome, summary of findings, possible strategies for enhancing teaching to improve achievement of outcomes

Spring 04	Review assessment reports from pilot group; refine rubric and procedure for assessing reports: who should assess them and how	Identify faculty from August '05 GER assessment cohort teaching GER courses Fall '04
	Apply refined rubric and procedure for assessing course action forms to all new GER courses, GER honors courses, and for August '05 cohort	Provide workshops and other sources of help for August '05 cohort and general faculty for meeting GER assessment requirements

Fall 04	If necessary, further refine rubric and procedure for assessing GER assessment reports	August '05 GER cohort teaches GER courses, applying evaluation instruments to assess GER learning outcomes
	Assess course action forms for August '05 cohort, for new GER courses, and for GER honors courses	Identify faculty from August '05 assessment cohort teaching GER courses Spring '05
		Provide workshops and other sources of help for August '05 cohort and general faculty for meeting GER assessment requirements

Spring 05	Assess course action forms for August '06 cohort, for new GER courses, and for GER honors courses	August '05 GER cohort teaches GER courses, applying evaluation instruments to assess GER learning outcomes
	Explore additional methods for assessing general education (such as general competencies)	Identify faculty from August '06 GER cohort teaching GER courses Fall '06
		Provide workshops and other sources of help for August '06 cohort and general faculty for meeting GER assessment requirements
		August '05 GER cohort completes assessment of GER courses and submits report in August '05

Fall 05	Assess courses action forms for August '06 cohort, for new GER courses, and for GER honors courses	August '05 GER cohort reports assessed by departmental and college curriculum committees and by CUPR
	Review assessment reports from August '05 cohort; continue to refine rubric and procedure for assessing reports: who should assess them and	August '06 GER cohort teaches GER courses, applying evaluation instruments to assess GER learning outcomes

how	
	Identify faculty from August '06 GER cohort teaching GER courses Spring '06
	Provide workshops and other sources of help for August '06 cohort and general faculty for meeting GER assessment requirements

Spring 06	Assess courses action forms for August '06 cohort, for new GER courses, and for GER honors courses	August '06 GER cohort teaches GER courses, applying evaluation instruments to assess GER learning outcomes
	Apply GER assessment procedure to August '05 reports; provide feedback to programs and faculty teaching courses	Identify faculty from August '07 GER cohort teaching GER courses Fall '06
		Provide workshops and other sources of help for August '07 cohort and general faculty for meeting GER assessment requirements
		August '06 GER cohort completes assessment of GER courses and submits report August '06

Fall 06	Assess courses action forms for August '07 cohort, for new GER courses, and for GER honors courses	August '06 GER cohort reports assessed by departmental and college curriculum committees and by CUPR
	Review assessment reports from August '06 cohort	August '07 GER cohort teaches GER courses, applying evaluation instruments to assess GER learning outcomes
		Identify faculty from August '07 GER cohort teaching GER courses Spring '07
		Provide workshops and other sources of help for August '07 cohort and general faculty for meeting GER assessment requirements

Spring 07	Assess courses action forms for August '07 cohort, for new GER courses, and for GER honors courses	August '07 GER cohort teaches GER courses, applying evaluation instruments to assess GER learning outcomes
	Apply GER assessment procedure to August '06 reports; provide feedback to	Identify faculty from August '08 GER cohort teaching GER courses

programs and faculty teaching courses	Fall '07
	Provide workshops and other sources of help for August '08 cohort and general faculty for meeting GER assessment requirements
	August '07 GER cohort completes assessment of GER courses and submits report August '07

General Education Assessment Timeline

Semester Assessment Activities: CUE

Assessment Activities: Courses

Fall 02

Draft and approve GER objectives	
Approve implementation plan: assessment procedure, timeline, and schedule for programs to submit revised course action forms to CUE	

Spring 03

Disseminate information—including assessment procedure, timeline, GER objectives, and GER assessment timetable—to critical university committees for response; refine as necessary based on response	Select pilot group of teachers (use Hewlitt group as primary source) to try new GER course assessment
Revise course action form, where appropriate, and web site guidelines to incorporate new GER assessment	Provide workshops for pilot teachers for generating course learning outcomes, identifying appropriate instruments for assessing outcomes, revising syllabi, and filling out new course action forms
Publicize new course action forms; create educational web site and other materials for helping faculty understand value of course-based assessment and fill out new course action form	

Fall 03

Review course action forms for pilot group	All new GER course proposals must use new course action forms
Based on above review, refine rubric and procedure for assessing course action forms	Provide workshops for general faculty for meeting GER assessment requirements
Apply new rubric and procedure for assessing course action forms for pilot courses	Pilot group teaches GER courses, applying evaluation instruments to assess GER learning outcomes
	At the end of the semester, pilot group writes GER assessment report: learning outcomes, means of assessing outcomes, findings for each outcome, summary of findings, possible strategies for enhancing teaching to improve achievement of outcomes

Spring 04

Review assessment reports from pilot group; refine rubric and procedure for assessing reports: who should assess them and how	Identify faculty from August '05 GER assessment cohort teaching GER courses Fall '04
Apply refined rubric and procedure for assessing course action forms to all new GER courses, GER honors courses, and for August '05 cohort	Provide workshops and other sources of help for August '05 cohort and general faculty for meeting GER assessment requirements

Fall 04

If necessary, further refine rubric and procedure for assessing GER assessment reports	August '05 GER cohort teaches GER courses, applying evaluation instruments to assess GER learning outcomes
Assess course action forms for August '05 cohort, for new GER courses, and for GER honors courses	Identify faculty from August '05 assessment cohort teaching GER courses Spring '05
	Provide workshops and other sources of help for August '05 cohort and general faculty for meeting GER assessment requirements

Spring 05

Assess course action forms for August '06 cohort, for new GER courses, and for GER honors courses	August '05 GER cohort teaches GER courses, applying evaluation instruments to assess GER learning outcomes
	Identify faculty from August '06 GER cohort teaching GER courses Fall '06
	Provide workshops and other sources of help for August '06 cohort and general faculty for meeting GER assessment requirements
	August '05 GER cohort completes assessment of GER courses and submits report in August '05

Fall 05

Assess courses action forms for August '06 cohort, for new GER courses, and for GER honors courses	August '05 GER cohort reports assessed by departmental and college curriculum committees and by CUPR
Review assessment reports from August '05 cohort; continue to refine rubric and procedure for assessing reports: who should assess them and how	August '06 GER cohort teaches GER courses, applying evaluation instruments to assess GER learning outcomes
	Identify faculty from August '06 GER cohort teaching GER courses Spring '06
	Provide workshops and other sources of help for August '06 cohort and general faculty for meeting GER assessment requirements

Spring 06

Assess courses action forms for August '06 cohort, for new GER courses, and for GER honors courses	August '06 GER cohort teaches GER courses, applying evaluation instruments to assess GER learning outcomes
Apply GER assessment procedure to August '05 reports; provide feedback to programs and faculty teaching courses	Identify faculty from August '07 GER cohort teaching GER courses Fall '06
	Provide workshops and other sources of help for August '07 cohort and general faculty for meeting GER assessment requirements
	August '06 GER cohort completes assessment of GER courses and submits report August '06

Fall 06

Assess courses action forms for August '07 cohort, for new GER courses, and for GER honors courses	August '06 GER cohort reports assessed by departmental and college curriculum committees and by CUPR
Review assessment reports from August '06 cohort	August '07 GER cohort teaches GER courses, applying evaluation instruments to assess GER learning outcomes
	Identify faculty from August '07 GER cohort teaching GER courses Spring '07
	Provide workshops and other sources of help for August '07 cohort and general faculty for meeting GER assessment requirements

Spring 07

Assess courses action forms for August '07 cohort, for new GER courses, and for GER honors courses	August '07 GER cohort teaches GER courses, applying evaluation instruments to assess GER learning outcomes
Apply GER assessment procedure to August '06 reports; provide feedback to programs and faculty teaching courses	Identify faculty from August '08 GER cohort teaching GER courses Fall '07
	Provide workshops and other sources of help for August '08 cohort and general faculty for meeting GER assessment requirements
	August '07 GER cohort completes assessment of GER courses and submits report August '07