

DATE: April 8, 2013

TO: Dr. Lynette Olson, Provost and Vice President for Academic Affairs
Dr. Peter Chung, Faculty Senate President

FROM: Dr. Mark L. Johnson, Chair, Faculty Senate General Education Committee

CC: Dr. Maeve Cummings, Chair, University Assessment Committee

RE: General Education Work Group Assignment Related to Committee Structure and Gen Ed Portfolio Content

The General Education Committee met over the 2012-2013 academic year to review the General Education Work Groups charge and recommendations related to the oversight process and the assessment plan. In response to your charge of September 14, 2012, below is a summary of the committee's work on these issues to date.

1. Faculty Senate General Education Committee Structure. One of the recommendations of the Work Group was to look at the committee structure and terms in overseeing the general education assessment process. The committee recommends that the Faculty Senate amends its bylaws to change the terms of service on the General Education Committee to 3 year staggered terms, with one third of the committee being appointed each year. With a 3 year cycle of review for all general education courses, this would allow for greater continuity and ensure that no less than 2/3 of the committee has experience with the review process.
2. General Education Assessment Plan. The committee has chosen to focus on the assessment of Goal 3, since there is structure and process in place already for Goals 1 and 2. As shown in the attached Goal 3 Assessment Plan document, the plan involves a number of recommendations made by the General Education Work Group
 - There will be a three year assessment cycle reviewing a third of general education courses annually.
 - A committee review process that involves submission of assessment reports for the review using the rubric to provide feedback to departments and course faculty.
 - The development of a course assessment report format for departments and course faculty to use to present their assessment plan and results.
 - The Director of Assessment will work with departments and course faculty in faculty development related to goal 3 assessments and in preparing the reports.
3. The Faculty Senate General Education Committee will continue to review and approve any new or revised general education course proposals to verify demonstration of how the course student learning objectives will identify and meet general education goals and objectives.
4. For each reviewed course, the Faculty Senate General Education Committee will make a final recommendation to 1) continue the course in the General Education program 2) remove the course from the General Education program, or 3) place the course on "probation" with specific provisions pending a successful review at a future time in the three year review cycle. Before this process is implemented, two conditions will be met: 1) departments and course faculty will receive faculty development and training on general education assessment and 2) each general education course will complete 1 review process with feedback.
5. Beginning April 2013 the Faculty Senate General Education Committee will submit a summary of general education assessment activities and outcomes to the University Assessment Committee.

We appreciate the opportunity to review and propose recommendations for the essential component of the assessment process at Pittsburg State University. We look forward to the continued development and implantation of the process and working with you getting it done.

Let us know if you have questions or concerns.

Pittsburg State University
Faculty Senate General Education Committee
Assessment of Student Learning Outcomes

General Education Goal 3 Assessment Plan

Preliminary 4/8/13

As stated in the Pittsburg State University's General Education Philosophy, the purpose of general education is to provide students with the basic knowledge and skills common to educated people in our global society. For Goal 3, the focus is to enable students to lead satisfying lives and function responsibly in a complex and ever-changing world.

Goal #3: Students should be able to function responsibly in the world in which they live.

OBJECTIVES:

Part I: Sciences

1. Demonstrate an understanding of the basic principles, facts, and theories of the biological and physical sciences.
2. Demonstrate an understanding of the basic methods of inquiry, analysis and description in the biological and physical sciences.
3. Demonstrate an understanding of how the natural sciences contribute to the general welfare of civilization.

Part II: Social Studies

1. Demonstrate an understanding of contemporary social issues.
2. Evaluate the impact of scientific, technological, economic, and intellectual change on social and political institutions.
3. Demonstrate an understanding of cultural diversity within the United States and in the world at large.

Part III: Political Studies

1. Demonstrate an understanding of the basic governmental institutions of the United States.
2. Demonstrate an understanding of the principles underlying democracy.
3. Demonstrate an awareness of the impact of public policy on people's lives.
4. Demonstrate an understanding of the global context in which the political system of the United States operates.

Part IV: Producing and Consuming

1. Demonstrate an understanding of fundamental philosophies, principles, and theories that govern the world of producing and consuming.
2. Demonstrate an understanding of how the world of producing and consuming impacts the individual, society, institutional structures, the economy, and the world.
3. Demonstrate an understanding of how the practices and outcomes of producing and consuming apply to our daily decision-making and to the solution of societal problems.

Part V: Aesthetic Studies

1. Demonstrate an understanding of the creative process, both practical and theoretical, and its relationship to an audience or viewers.
2. Demonstrate the ability to make informed critical responses when exposed to artistic endeavors.
3. Understand the relationship between the arts and society in a multicultural environment.

Part VI: Cultural Studies

1. Demonstrate the ability to recognize the value of diverse cultural, national, and ethnic backgrounds.
2. Demonstrate an awareness of the rights of individuals and groups from diverse cultural, national, and ethnic backgrounds.
3. Demonstrate an understanding of the relationships of gender, race, and class within and across cultures.

Part VII: Health and Well-being

1. Demonstrate an understanding of the relationships between lifestyle and functional health.
2. Demonstrate the ability to incorporate concepts of the human body, mind, and emotions that lead to a well-adjusted individual.

Part VIII: Human Heritage

1. Demonstrate an appreciation for the range and diversity of humankind's wisdom, values, ideas, beliefs, and reasoning.
2. Demonstrate an understanding of human behavior, the human condition, and human institutions in the context of historical, literary, or philosophical inquiry.
3. Demonstrate recognition of the inter-relatedness of the past, present, and future.

Pittsburg State University
Faculty Senate General Education Committee
Assessment of Student Learning Outcomes

Assessment Plan for Goal 3

The assessment of Goal 3, consisting of eight Parts with objectives, will involve a rubric-based review by the Faculty Senate General Education Committee (FSGEC) of written reports submitted for each general education course over a three-year frequency cycle. The FSGEC will review approximately one-third of the general education courses annually. Department faculty will prepare and submit their course assessment reports, using a recommended format, to the FSGEC. Submission of reports may be done electronically to the Chair of the FSGEC and the Director of Assessment, copied to the Dean. At least two FSGEC members will evaluate each report, using a rubric and offering suggestions for improvement. The FSGEC Chair and the Director of Assessment will meet with Department Chairs and/or course faculty to share the feedback. The evaluative process will operate similarly to that of Assessment Committee's review of degree program assessment reports. There will be the attempt to coordinate a department's general education course assessments with their scheduled Program Review timeline and if applicable, their external accreditation timeline.

Phase 1: Preparations & Pilot Assessment, AY 2013-14

- Faculty Development
 - Director of Assessment, with FSGEC support, will offer and conduct workshops with faculty of those departments preparing to submit course assessment reports for the 1st Year AY 2014-15
 - Director of Assessment, with FSGEC support, will present the Goal 3 Assessment Plan to all departments
- Pilot Assessment
 - FSGEC will identify a group of 10 courses whose faculty are willing to prepare a course assessment report for a pilot assessment
 - Director of Assessment will train the FSGEC members on the review process and rubric
 - FSGEC will review 10 course reports with 2 FSGEC members evaluating each report using the rubric and summarize results to share with course faculty and Department Chairs
 - FSGEC will evaluate the review process, format, and rubric and improve as needed
 - FSGEC will report activities to the Assessment Committee in April

Phase 2: First 3-Year Assessment Cycle, 1st Year AY 2014-15, 2nd Year 2015-16, 3rd Year 2016-17

	2014-15	2015-16	2016-17	2017-18
<ul style="list-style-type: none"> • FSGEC reviews 1/3 of courses • Assessment Director works with Departments preparing 2015-16 reports • FSGEC reports to Assessment Committee by April 	✓ 1st yr of 3-yr, 1/3 courses			
<ul style="list-style-type: none"> • FSGEC reviews 1/3 of courses • Assessment Director works with Departments & faculty preparing 2016-17 course assessment reports • FSGEC reports to Assessment Committee by April 		✓ 2nd yr of 3-yr, 1/3 courses		
<ul style="list-style-type: none"> • FSGEC reviews 1/3 of courses • Assessment Director works with Departments as needed • FSGEC reports to Assessment Committee by April 			✓ 3rd yr of 3-yr, 1/3 courses	
<ul style="list-style-type: none"> • FSGEC reviews 1/3 of courses (2014-15 group) • Assessment Director works with Departments as needed • FSGEC reports to Assessment Committee by April 				✓ 1st yr of 3-yr, 1/3 courses from 2014-15

Goal 3 Course Assessment Report Format

Date: Date of report

Author: Name of person who completed report

General Education Course # & Title: Course prefix, #, and full title (as shown in catalog)

A. Assessment of Student Learning

1. **Course Description [Rubric Question 1].** Copy/paste course description from the catalog here or attach course syllabus. The course description should be the same for all sections of a course.
2. **Student Learning Statements for Goal 3 [Rubric Question 2].** Use the table, columns marked A.2. In the first column, type the student learning statements that contribute to Goal 3. The student learning statement may in the form of objectives under goals, goals only, competencies, or outcomes. If goals and objectives are used, it is the objectives that are assessed. In the second column, specify the Part #, title, objective #, and objective itself linked with the student learning statement. Do not list all course objectives; include only those objectives that contribute to the specified objectives for at least one Part of Goal 3. For example, a course may have 8 total learning objectives, but only 2 contribute to general education Goal 3, Part II Social Studies, Objectives 1 and 2.
3. **Assessment Plan for the Course [Rubric Question 3].** Use the table, columns marked A.3. Identify at least one direct measure to assess each student learning statement. Direct measures consist of items on an exam, a paper (short or long), a lab write-up, a written project, an oral presentation, etc., all of which are evaluated by faculty. Assignments in which students evaluate themselves (e.g., a journal, a self-analysis) are indirect measures.
4. **Results [Rubric Question 4].** Use the table, column A.4 or present results after this table. Present results for at least 3 measurements (e.g., 3 years if course offered annually, 3 semesters if course offered each semester). At the end of this format document, there are examples of graphs and figures that may be used.
5. **eLearning Academy [Rubric Question 5].** Describe course faculty's participation in Quality Matters workshops and/or the eLearning Academy. For those who participated in the eLearning Academy, indicate whether they did or will participate in the peer review process. Attach a copy of any certificate of participation.

<u>A.2. Student Learning Statements</u>	<u>A.2. Goal 3 Objectives</u>	<u>A.3. Course Sections</u>	<u>A.3. Description of Technique with Target</u>	<u>A.3. Students</u>	<u>A.3. Course Frequency</u>	<u>A.3. Course Delivery</u>	<u>A.4. Results</u>
<i>State the student learning objective, competency, or outcome</i>	<i>Specify the part #, title, objective #, and objective</i>	<i>List the sections assessed</i>	<i>Briefly describe the assignment used to measure students' knowledge, skills, and/or values for the student learning statements & target</i>	<i>Identify students assessed</i>	<i>State the frequency for offering the course</i>	<ul style="list-style-type: none"> ○ Face-to-face ○ Online (fully) 	<i>% of students who met target for past 3 years or semesters</i>

- B. Analysis and Interpretation of Results, Decision Making, & Improvement Planning [Rubric Question 6]** State which learning outcomes were acceptable and which need improvement. Summarize the faculty's analysis and interpretation of the results. Explicitly justify decisions about outcomes that were acceptable and those that need improvement. For outcomes in need of improvement, describe a detailed plan for improvement that includes (a) what will be improved, (b) who will work on the improvement, (c) when the work will be done and completed, and (d) how the change will be evaluated. IF the entire course was delivered to some sections face-

to-face and was delivered to other sections only online, analyze and interpret results, comparing the outcomes for the two delivery modes. Explain why the results differed substantively by delivery mode.

C. Feedback on the Course Assessment Report

1. **Faculty Senate General Education Committee's** written summary of the rubric review by the Committee will be attached here.
2. **Director of Assessment's** written suggestions for Improvement will be attached here.

Rubric for Evaluating Goal 3 Course Assessment Reports

<u>Report</u>	<u>Question</u>	<u>Exemplary</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>
A.1	1. Was the course description provided?	Clear course description for all sections of a course consistent with the PSU Catalog.	Course description provided AND consistent with PSU Catalog.	Course description not provided OR not consistent with PSU Catalog.
A.2	2. Were student learning statements identified for the course and linked to the objectives of at least one part of Goal3? <i>--May be written as goals with objectives, goals only, competencies, or outcomes --If written as goals with objectives, link objectives to Goal 3, Part objectives --Start with "Students will..."</i>	Explicit, clear, relevant student learning statements for the course AND consistent across all sections AND appropriate, substantive knowledge, skills, and/or values AND measureable AND linked to at least one objective of at least one part of Goal 3 AND obvious substantive connection of student learning and general education objectives	Student learning statements were vague, varied across course sections, too abstract, or seemed incongruent with knowledge, skills, and/or values of Goal 3 or implicit, vague mapping to goal only or incomplete or inappropriate substantive mapping	Student learning statements do not lend themselves to measurement OR focus on process rather than outcome OR focus on course, not student OR no identified objectives of Goal 3 OR no mapping to Goal 3 objectives
A.3	3. Did the assessment plan (table) describe direct measures to assess students' performances in the course? <i>--Satisfactory means that you could replicate this assessment plan</i>	Clear, specific description of at least <u>one</u> direct measure for <u>each</u> student learning statement AND measurement for each statement was sufficient with good likelihood to yield valid, reliable, useful data AND there was a target for achievement (e.g., 70% or higher score)	Implicit description of measures for student learning statements, some did not have direct measures, some may not yield usable data, or some table cells empty with explanation	No direct measures were identified OR the links of student learning statements to measures were vague OR questionable likelihood of measure yielding quality data
A.4	4. Were results presented for all student learning statements for at least 3 measurement times? <i>--May use figures and/or graphs instead of column in table</i>	Clear, concise presentation of results, each measure linked to its student learning statement AND for at least a three-year trend (or state why unable to trend) AND differentiated traditional from online results	Summary of results presented	Some results missing OR trending of results missing without explanation OR there was no attention to online versus traditional results
A.5	5. IF the course, or section or course, was fully online, was faculty's participation in Quality Matters and/or eLearning Academy documented?	Clear, concise summary of course faculty's participation in the eLearning Academy's peer review process	Faculty attended Quality Matters and/or eLearning Academy, but did not participate in the peer review process	No description of participation OR no reference to Quality Matters or eLearning Academy

B	6. Did the report summarize the faculty's analysis and interpretation of the results, decision making about student learning, and plan for improving student learning, based upon the results?	Clear, concise narrative of the faculty's analysis and interpretation of all results AND of faculty's evaluation of traditional versus online learning AND of faculty's decision making about the results AND of faculty's detailed plan to improve student learning in the course (if decision was improvement was needed based on the results)	Narrative of the changes that have been or will be implemented was presented	Unclear or no faculty analysis and interpretation of results OR unclear or no faculty decision OR unclear or no improvement plan when results indicate needed action
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General Education Courses

During the first three-year frequency cycle, the FSGEC will assess Goal 3 in all general education courses with these five exceptions:

1. ENGL 101 and 299 as they participate in Goal 1 Writing Assessment;
2. MATH 113, 133, and 143 as they participate in Goal 1 Math Assessment; and
3. COMM 207 as it participates in Goal 1 Oral Communication Assessment.

The FSGEC may consider additional exemptions based upon the Critical Thinking Task Force recommendations for Goal 2 assessment.

<u>Colleges</u>	<u>Departments</u>	<u># Courses</u>	<u>General Education Courses</u>
CAS	Art	12	ART-155: Printmaking and Paper Arts (3 hours)
			ART-178: Introduction to the Visual Arts (3 hours)
			ART-188: The Designed World (3 hours)
			ART-217: Crafts I (3 hours)
			ART-222: Jewelry Design I (3 hours)
			ART-233: Drawing I (3 hours)
			ART-244: Ceramics I (3 hours)
			ART-266: Sculpture I (3 hours)
			ART-277: Painting I (3 hours)
			ART-288: Western Art History I (3 hours)
			ART-289: Western Art History II (3 hours)
			ART-311: Art Education (3 hours)
Biology	4	BIOL-111: General Biology (3 hours)	
		AND BIOL-112: General Biology Laboratory (2 hours)	
		BIOL-113: Environmental Life Science (4 hours)	
		BIOL-211: Principles of Biology I (4 hours)	
Chemistry	4	CHEM-105: Introductory Chemistry (3 hours)	
		AND CHEM-106: Introductory Chemistry Laboratory (1 hour)	
		CHEM-107: Chemistry for the Life Sciences (3 hours)	
		AND CHEM-108: Chemistry for the Life Sciences Laboratory (1 hour)	
Communication	4	COMM-105: Performance Appreciation (3 hours)	
		COMM-205: Performance Studies (3 hours)	
		COMM-207: Speech Communication (3 hours) Exempt	
		COMM-295: Theatre History (____) (3 hours)	
English	9	ENGL-101: English Composition (3 hours) Exempt	
		ENGL-113: General Literature (3 hours)	

			ENGL-114: General Literature (Genre) (3 hours)
			ENGL-116: General Literature (Theme) (3 hours)
			ENGL-190: Honors English Composition (3 hours)
			ENGL-250: Introduction to Creative Writing (3 hours)
			ENGL-299: Introduction to Research Writing (3 hours) Exempt
			ENGL-315: Mythology (3 hours)
			ENGL-320: Literature and Film (3 hours)
	FCS	3	FCS-203: Nutrition and Health (3 hours)
			FCS-230: Consumer Education and Personal Finance (3 hours)
			FCS-301: Nutrition (3 hours)
	HPSS	17	GEOG-106: World Regional Geography (3 hours)
			GEOG-300: Elements of Geography (3 hours)
			GEOG-304: Human Geography (3 hours)
			HIST-101: World History to 1500 (3 hours)
			HIST-102: World History from 1500 (3 hours)
			HIST-201: American History to 1865 (3 hours)
			HIST-202: American History from 1865 (3 hours)
			PHIL-103: Introduction to Philosophy (3 hours)
			PHIL-105: Ethics (3 hours)
			PHIL-111: Ethics: Applied Emphasis (____) (3 hours)
			PHIL-112: Biomedical Ethics (3 hours)
			PHIL-113: Business Ethics (3 hours)
			PHIL-114: Environmental Ethics (3 hours)
			PHIL-208: Logic and Critical Thinking (3 hours)
			PHIL-231: World Religions (3 hours)
			POLS-101: U.S. Politics (3 hours)
			SOC-100: Introduction to Sociology (3 hours)
	Math	5	MATH-110: College Algebra with Review (5 hours)
			MATH-113: College Algebra (3 hours) Exempt
			MATH-126: Pre-Calculus (4 hours)
			MATH-133: Quantitative Reasoning (3 hours) Exempt
			MATH-143: Elementary Statistics (3 hours) Exempt
	MLL	5	MLL-114: Chinese language and Culture I (5 hours)
			MLL-124: French Language and Culture I (5 hours)
			MLL-154: Spanish Language and Culture I (5 hours)
			MLL-184: Russian Language and Culture I (5 hours)
			MLL-194: Korean Language and Culture I (5 hours)
	Music	3	MUSIC-120: Music Appreciation (____) (3 hours)
			MUSIC-121: Introduction to Music Literature (2 hours)
			MUSIC-321: History of Music (3 hours)
	Nursing	1	NURS-303: Introduction to Public Health (3 hours)
	Physics	12	PHYS-160: Physical Geology (3 hours)
			AND PHYS-165: Physical Geology Laboratory (1 hour)
			PHYS-162: Physical Oceanography (3 hours)
			AND PHYS-163: Physical Oceanography Laboratory (1 hour)
			PHYS-166: Meteorology (3 hours)
			AND PHYS-167: Meteorology Laboratory (1 hour)
			PHYS-171: Physical Science (3 hours)
			AND PHYS-172: Physical Science Laboratory (1 hour)
			PHYS-175: Descriptive Astronomy (3 hours)
			AND PHYS-176: Astronomy Laboratory (1 hour)

			PHYS-375: Solar System Astronomy (3 hours)
			AND PHYS-176: Astronomy Laboratory (1 hour)
	Women's Studies	2	WOMEN-200: Introduction to Women's Studies (3 hours)
			WOMEN-399: Global Women's Issues (3 hours)
COB	Accounting & CIS	2	ACCTG-201: Financial Accounting (3 hours)
			CIS-130: Computer Information Systems (3 hours)
	Economics & Fin	1	ECON-191: Issues in Today's Economy (3 hours)
	Mgmt & Mkg	1	MGMKT-101: Introduction to Business (3 hours)
COE	Psych & Coun	1	PSYCH-155: General Psychology (3 hours)
	HHPR	2	HHP-150: Lifetime Fitness Concepts (1 hour)
			HHP-151: Dance Appreciation (3 hours)
COT	Engineering Tech	1	EET-247: Computer Programming for Electronic Systems (3 hours)
	TWL	5	GT-190: Introduction to Technological Systems (2 hours)
			EDTH-330: Technology for the Classroom (3 hours)
			GT-350: Technology and Civilization (3 hours)
			TM-350: Societal Influence of Technology (3 hours)
			TE-551: Integrated Technology for Educators (3 hours)