

GENERAL EDUCATION ASSESSMENT

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This document presents options for the General Education Committee to consider for the assessment of the General Education SLOs.

The [2015-19 Assessment Plan](#)

In 2015 the General Education Committee approved an assessment plan that included the following elements.

1. The criterion for success is that 80% of students achieve mastery.
2. Direct assessments of the general education outcomes through embedded course assignments.
3. Assignments used for the assessments are approved for this purpose by the general education committee (to ensure validity).
4. Faculty-designed rubrics should be coherent with the GE Student Performance Indicators, and must be reviewed and approved by the General Education Committee. If any rubric has more than two levels (i.e., more than mastery and non-mastery), the course director (or the instructors of the sections being assessed) will identify to the GEC the cutoff level (or score) that indicates mastery. For example, if a multiple choice test is used to assess content knowledge, and it is scored from 0- 100, the director may indicate that a cutoff of 60 indicates mastery of content knowledge.
5. Indirect assessment is completed through the biennial SERU.
6. State and UF core courses will be engaged in the process biennially. Other non-core courses can be randomly selected for inclusion.
7. Data from the assessments are entered in the university's LMS and provided to the General Education Committee (facilitated by the Director of Institutional Assessment) for analysis and review.
8. Data analyses are provided to the Academic Assessment Committee in the form of a data report (similar to all academic programs) for their review and approval.

New Developments

- Since this plan was approved, the UF Core and State Core have undergone piloting and modification.
- SACSCOC (UF's institutional accreditor) has proposed modifying the General Education standard to include the use of assessment data to *modify and improve general education* – a significantly greater expectation from the current standard, which states we must (a) have college level competencies and (b) assess the extent to which our students achieve those competencies.

Recommendations and options for consideration

1. There is a plan in place now. Slightly modify the current plan to reflect the four courses currently engaged in the general education assessment processes, and review the processes outlined to ensure they can still be implemented.
2. Create an assessment cycle that focuses on one to three courses per academic year, capturing data for all three SLOs.
3. Create an assessment cycle that focuses on one outcome per year for all selected courses, covering all SLOs within a 3-year period.
4. Establish clear due dates for data submission (or collection from Canvas) and follow them.
5. Strongly encourage (best if you can require, but that is likely impossible) data capture in the LMS. The incentive is that this can be technologically facilitated and ease the process for the faculty.
6. Provide workshops for faculty on how to map their course outcomes to the General Education Outcomes, and how the LMS tools can facilitate this process for them (i.e., by associating Gen Ed SLOs to class rubrics for approved assessments, the Learning Mastery Gradebook automatically captures the scores on that assignment).