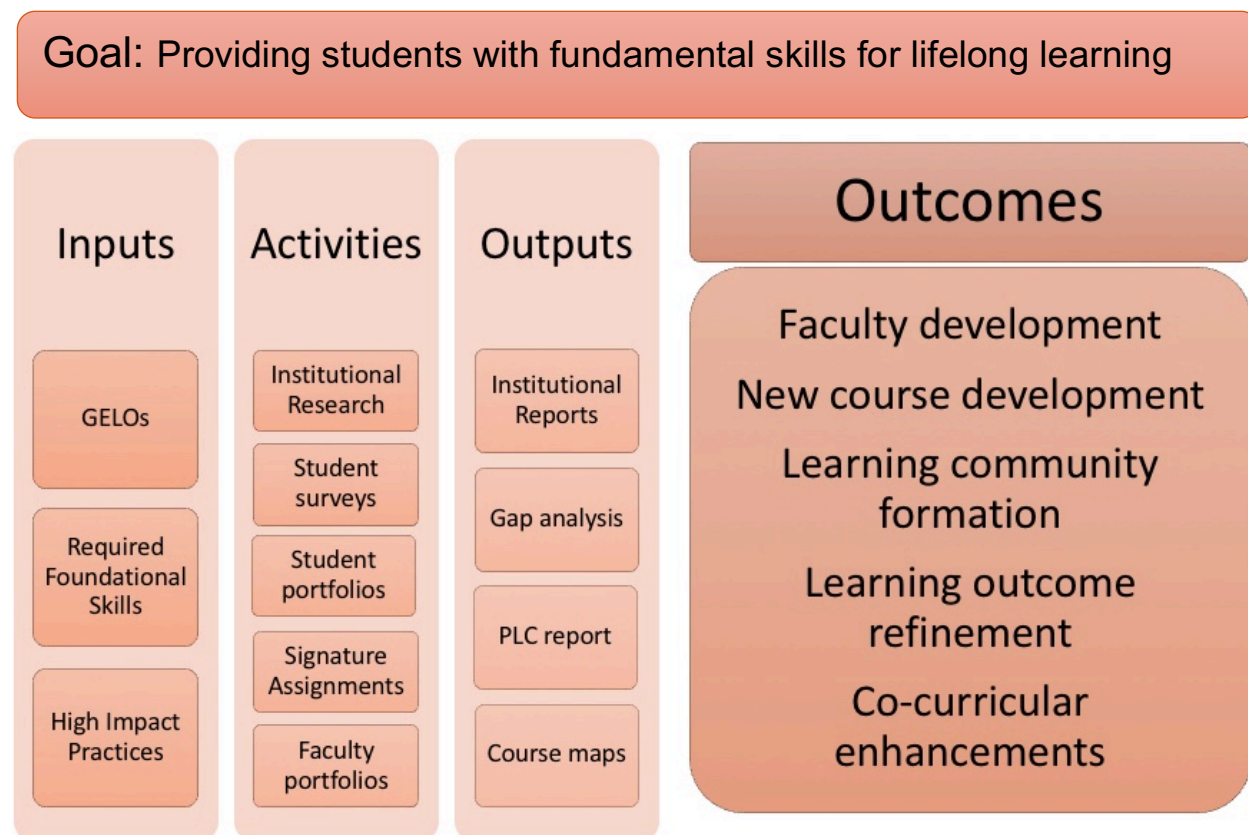


WOU General Education Assessment Plan:

Holistic Assessment of General Education

The Goal of Assessment in WOU's General Education is to understand the experiences of students in the program and to evaluate their learning in the program. The holistic assessment of the General Education program provides information to ensure the effectiveness of the program; guide decision-making, as needed, regarding program function; and to target program development efforts by identifying program strengths and weaknesses. Our emphasis is on the whole program, not on individual courses. We seek to gain a comprehensive picture of the program by employing a mixed methods approach, with a variety of instruments, including institutional research data, student surveys and artifacts, and faculty surveys and reflective portfolios. Formative assessment includes student and faculty surveys. Summative assessment includes institutional research, student and faculty surveys, student artifacts and faculty portfolios. This assessment strategy includes tested and validated practices implemented by successful programs at Portland State University and the University of Oregon. The General Education program will also continue to take part in the Professional Learning Community assessment model practiced more widely for Undergraduate Learning Outcome assessment at WOU. General Education faculty will be regularly invited to take part in conversations around program assessment data and these conversations will be an essential function for guiding programmatic decision-making.

General Education Program Assessment Logic Model



Staging of General Assessment Instruments and Strategies

While the assessment plan outlined above assumes the implementation of a variety of instruments to gain a thorough picture of the program, we anticipate that different instruments will take prominence at different points in the program depending on emergent questions related to program function. The deployment of General Education assessment instruments should be expected to take place gradually and their use to be focused on target questions for understanding specific elements of the General Education program. We also recommend that assessment of program elements may be targeted on an identified element for multiple years as identified by the General Education Committee as needing ongoing reflection regarding the effectiveness of that element in the program.

As the First Year Seminars are the newest element of the program, our recommendation is to initially focus on FYS experience and outcomes. This will accomplish the gathering of information and resources that can be used to build a library of resources in support of future FYS course development and will also allow us to strategically test the efficacy of the assessment protocols in the program. In the 2019-20 Academic Year, our target assessments are the FYS instruments – a developmental survey, student and faculty course perception surveys, and faculty portfolios – along with the collection of Institutional Research data on completion of FYS courses by students.

In addition to the target data collection on FYS implementation, formative student surveys will be made available to faculty in all General Education courses both to help guide practice and to allow for trial and feedback on the use of formative surveys. For the 2019-20 Academic Year, General Education will continue to take part in the campus wide PLC process that addresses the Foundational Skills that intersect with the General Education Learning Outcomes.

Outline of General Assessment Instruments and Strategies

Institutional Research

- Student completion of FYS
 - Enrollment levels by term for Writing-focused and Quantitative-focused seminars
 - Rate of student completion of FYS requirement in first year
 - DFW rates
- Student completion of major categories of Gen Ed requirements and timing of completion and student completion of full Gen Ed program.
- Comparison of General Education completion rates and trajectories of transfers and native students.
- All broken out by WOU demographic categories

Surveys:

- Student Surveys (provided at end of course)
 - Developmental survey - gain sense for student characteristics (only in first FYS taken)
 - Formative mid-term surveys – awareness of GELOs and course feedback

WOU General Education Assessment Plan:

- Opportunity to engage with identified elements of course (e.g. quantitative practice or writing practice in FYS; HIPs in Integrating Knowledge)
- Perception of experience
- Faculty Surveys
 - Opportunities provided for students to engage with identified elements of course
 - Perception of experience offered to students

Faculty Portfolios:

- Pilot in FYS
- Based on PSU model and aligned to PLC process
 - Syllabus and Signature Assignment Instructions
 - Typical Student work
 - Narrative describing alignment to required elements (this is included in the FYS proposals)
 - Reflection on how the course addressed GELO 1&4 and student responses to those opportunities.

Student Portfolios

- Identify work from General Education courses that allowed you to:
- Practice GELOs – consider emphasizing one
- Engage in HIPs
- Integrate across GE Experience – could be built into linked learning communities to pilot

General Education PLC

- Emphasis on Signature Assignments aligned to intersections between University Learning outcomes and General Education Learning Outcomes