CSU Channel Islands GE Symposium Team, October 2011

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**CI GE Assessment Action Plan**

The CI team attending the CSU GE Symposium October 26-27 and WASC Assessment in Practice workshop used the team time to take stock of the current state of GE assessment at Channel Islands under EO 1065, identify weaknesses in current GE assessment plans at CI, and develop an Action Plan with steps to take in the immediate future to ensure compliance with Executive Order 1065.

**State of GE Assessment at CI:**

BACKGROUND

Senate Policy 04-45. Assessment of General Education. Courses to be reviewed on a 5-year cycle based on the five General Education areas (A- E). The policy also specifies that each course will be reviewed on all approved criteria even if certain criteria fall outside the area being reviewed. Each course is reviewed, and a recommendation is made to either recertify the course or place it on probation.

Recommendations from Program Assessment cycle in Spring 2005 included that each general education area (distribution requirements A through E) be assigned a semester during which course student learning outcomes will be examined for alignment with GE criteria (Exhibit 14a.7 GE Assessment Plan). Faculty will rate the degree to which the student learning outcomes are aligned with the general education criteria on two dimensions-coverage of the GE area and focus of the GE area. Student learning outcomes from Area B were reviewed in late spring 2006. In general, the review found that outcomes were not consistently related to GE areas. Revised assessment plan included measures to “better communicate General Education learning outcomes to both faculty teaching and students taking courses approved for General Education, insure alignment between course proposals and actual course content, and make informed decisions on whether a course should be recertified for general education or placed on probation.” (Assessment and Review of General Education Program Subcommittee, Final Report, Fall 2006).

In Fall 2006, the Senate passed SP 06-06 with 7 GE Goals and 22 outcomes under those goals.

GE Program Review Task Force 2007-2011: GE course offerings not incorporating Senate Policy 06-06 GE Goals and Outcomes; A-E GE distribution model not serving students or the mission; existing GE Assessment plans too time consuming for the information garnered; need for direct assessment of student learning. Recommendation: GE Director to oversee outcomes-GE program, with students earning units for achieving GE goals through outcome achievement instead of seat time, with e-portfolio to manage assessment of learning outcomes and student reflection on learning.

Senate Resolution 09-03 on New University Studies, December 2009, resolved that Task Force would “begin a transition from the existing General Education program following the general outline and timeline developed by the GE Task Force.”

On-going 2010-11

Under ISLAS grant, faculty teams developing new UNIV courses with GE outcomes incorporated in the course design; rubrics and signature assignments for GE outcomes; vetting of rubric and norming of rubric application application to student work “anchor papers;” faculty development in outcomes-assessment calibration. Assessment of 4 outcomes (one each from from Goals 1, 2, 3, and 4) at course level being piloted in UNIV 150 First Year Seminar courses Fall 2011.

Outcomes-based Assessment working groups developing rubrics and signature assignments for Goal 1 (Interdisciplinary), Goal 4 (Communication), Goal 5 (STEM), and Goal 7 (Social Sciences); more outcomes assessment to be piloted in Spring 2012 in UNIV 110 Critical Thinking and the Mission, UNIV 250 Second Year Seminar and UNIV 298 Interdisciplinary Research Investigations courses, as well as volunteer upper division interdisciplinary courses (MATH ; GEND ).

Planning for UNIV 349 Transfer Year Seminars, to be launched Fall 2012, with continuing piloting of GE outcomes-based assessment.

**OCTOBER 2011 ACTION PLAN** for immediate implementation:

1. Strategic analysis of additional courses and faculty to bring into *folioCI* direct assessment of student work to measure learning of GE outcomes:

* with outcomes related to the 5 LEAP-like competencies that EO 1065 highlight and that WASC will focus on (oral communication, written communication, information literacy, quantitative literacy, and critical thinking), roughly CI GE Goals 2-4
* to fill out the leap-realated CI Mission-focused Goal 1: more classes/faculty to pilot multicultural, interdisciplinary, international, and service-learning signature assignments/rubrics
* reach out to tenure track and lecturer faculty teaching lower and upper division courses for outcomes-based working groups to develop rubrics/assignments, and for *folioCI* assessment training for these courses
* collaboration with hybrid course redesign project, to include outcomes-based assessment in redesign of GE courses with multiple sections

2. Build student reflection portfolio templates and develop reflection prompts for students to record reflection on learning in *folioCI*, aligned with GE, mission, and institutional goals, as indirect assessment measures of learning.

3. Redefinition of role of existing faculty shared governance General Education committee moving away from decision-making about A-E category placement, toward functions to accomplish the GE oversight it is charged with.

* create and educate faculty on requirements for outcomes-based GE courses: incorporate 2 to 4 GE outcomes, provide assignments that will be used to assess those outcomes, get training on *folioCi* assessment process.
* Any new GE course should include outcomes from Senate Policy 06-06
* Offer faculty development on outcomes-based GE, through workshops and learning communities, with training on using and developing signature assignments and norming training on rubric application through practice with student artifacts.
* establish a schedule and then begin implementation for outcomes assessment at the GE program level, through sampling of student work for juried assessment from multiple courses assessed for one GE outcome a semester.
* GE Committee faculty will assess the degree of student learning in the GE program, as well as the tools for assessment (assignments and rubrics), and faculty and institutional capacity to utilize them. Data from assessment reports will then be used to drive efforts toward continous improvement in teaching GE and in assessing teaching effectiveness, student learning, and the assessment process itself..

4. Research and planning for institutionalization of process and resource development for UNIV program

* including faculty development (to some degree under charge of GE committee) to build assessment capacities
* Will Director of University Experience manage new GE program? What kind of folioCI and analyst support will be needed? Where does GE fit into on-going reorganization of Academic Affairs?
* Should some UDIGE multiply-cross-listed courses be turned into UNIV courses?
* What kind of base budget with UNIV need as outcomes-based and UNIV Experience (mission and high-impact focused) course offerings grow