

REPORT OF THE GENERAL EDUCATION MONITORING SUBCOMMITTEE

In accordance with the charge set out in the 2009 White Paper to Guide Monitoring Activities for the General Education Program at Indiana University Bloomington, a charge approved by the General Education Committee in April 2009, GEMS has been formed and has met to develop principles and procedures consistent with the White Paper and with the mandate of the faculty (BFC Circular B25-2009, p. 17) relating to the monitoring of General Education.

The General Education Committee has defined the curriculum, including the program goals and learning outcomes in each area of the Common Ground of the General Education Program. These are set out in BFC Circular B25-2009 and were approved by vote. It follows from this that, in order for courses to be included in the General Education curriculum, academic units and the faculty in these units commit to the integration and monitoring of relevant goals and learning outcomes in approved courses.

The General Education Monitoring Subcommittee has developed principles and procedures to guide academic units and the faculty.

PRINCIPLES GOVERNING THE MONITORING OF GENERAL EDUCATION

1. Academic units and the faculty of those units teaching Common Ground courses are responsible
 - a. For specifying the learning outcomes of their Common Ground courses;
 - b. For assessing the effectiveness of those courses in achieving the learning outcomes; and
 - c. For assuring the continued alignment of course learning outcomes with the relevant Common Ground learning outcomes, as defined by the General Education Committee (BFC Circular B25-2009). Learning outcomes should be expressed in ways informed by best practice and addressed to students.
2. Academic units and faculty of those units teaching Common Ground courses in the General Education Program will convey via course syllabi the learning outcomes in each course and the information pertaining to the assessment of these learning outcomes to students, to other faculty in the General Education program, and to the General Education Monitoring Subcommittee (GEMS).
3. The General Education Monitoring Subcommittee [GEMS], in accordance with the charge given by the General Education Committee, will monitor A) student learning outcomes as assessed by the academic units and the faculty of those units teaching Common Ground courses, B) the alignment of those courses with program goals, and C) the effectiveness of the General Education program.
4. The purpose of such assessment is exclusively to measure and improve student learning and to ensure the effectiveness of the General Education Program.
5. Such assessment should be both efficient and feasible and should incorporate both indirect and direct methods.

6. GEMS will report assessment data for review by the faculty.
7. This assessment of the General Education Program is a cyclical and ongoing process that involves planning, implementation, analysis, review and response.
8. Wherever possible, existing data or information that is routinely collected will be used for the monitoring of the General Education Program.

GENERAL PROCEDURES FOR THE MONITORING OF GENERAL EDUCATION

1. GEMS will collect the learning outcomes for each approved GenEd course. A template of learning outcomes for each area of the Common Ground will be made available to the faculty to facilitate their participation in this collection process.
2. By the third week of the course, instructors teaching GenEd approved courses will forward a copy of their current syllabus to their designated department administrator for submission to GEMS.
3. Instructors teaching GenEd courses will identify an activity or assignment (or, if they so choose, more than one) from their individual course and document how this/these measure identified competencies and attainment in relation to the relevant, specified outcomes.
4. Instructors will share data from the specified assignment(s). Data from individual course assignments will then be collated by rubric and aggregated campus-wide in order to monitor the learning outcomes in each area of the Common Ground.
5. The aggregated data will be presented to GEMS for the purposes of monitoring student learning and the effectiveness of the curriculum.
6. GEMS will develop and propose questions relating to GenEd for inclusion in course evaluations and, wherever possible, for inclusion in school exit surveys taken by graduating seniors.
7. In addition to embedded assessment (e.g., in-course assignments and examinations), GEMS will draw upon existing data, such as:
 - a. SAT/ACT scores
 - b. Placement test performance
 - c. High School GPA
 - d. Cumulative IU GPA and Major GPA
 - e. National Survey for Student Engagement (NSSE)
 - f. Relevant questions from course evaluations (as specified in 6 above)
 - g. Specialized standard test scores used for graduate school admission (e.g., GMAT, LSAT, GRE, MCAT)
 - h. Graduate employment information

and such other qualitative or quantitative surveys or instruments as may be considered appropriate or necessary.

8. A report on the monitoring of General Education learning outcomes will be provided by GEMS on an annual basis to the faculty and to academic units.
9. A review by GEMS of the General Education Program as a whole will occur every five years (beginning fall 2016), with a report to the Bloomington Faculty Council.

Timeline

In accordance with the Monitoring White Paper and Procedure 9 above, GEMS must make a full report to the BFC in fall 2016, and every five years thereafter. In order to accomplish this, a five-year phase-in plan is proposed to ensure that all aspects of General Education are evaluated and reviewed within the first five years. Although data will be collected in all areas on an annual basis once phased in, this initial five-year plan enables faculty, academic units, support units and the administration to work together to prepare for these General Education monitoring activities and to prioritize resources.

Shared Goals cannot be fully monitored until students entering in 2011 reach the end of their degree program, since many of these are culminating experiences (e.g. intensive writing, capstone courses, undergraduate research, internships etc.). GEMS will return to the monitoring of the Shared Goals in ongoing discussions.

The table below sets out this five-year plan.

Years of Cycle	Areas to be monitored
1	Foundations: English Composition Mathematical Modeling
2	World Languages and World Cultures
3	Natural and Mathematical Sciences
4	Arts & Humanities
5	Social & Historical Studies Shared Goals
Ongoing	Impact of the General Education Program on the Bloomington campus (as specified in the Monitoring White Paper, p. 10).