

# General Education Assessment Plan

## Table of Contents

General Education Assessment Plan.....	1
I. Mission statement.....	1
II. Student learning outcomes .....	1
Foundational Intellectual Skills .....	1
Ways of Knowing .....	2
IU Kokomo Requirements .....	4
III. Curriculum Map (Appendix I) .....	4
IV. Assessment Plan.....	5
Assessment Methods.....	5
Reporting Cycle (Appendix II) .....	5
Benchmark/Target.....	5

## I. Mission statement

The mission of the Indiana University Kokomo General Education Program is to provide common foundational learning experiences for all students over varied disciplines. Students will engage in activities and skills needed to enhance research, creative work, and other scholarly activity promoting diversity, inclusion, and civic engagement.

## II. Student learning outcomes

The learning outcomes for the new IU Kokomo General Education curriculum are based on the statewide general education learning outcomes but includes some adaptations and additions that reflect the IU Kokomo campus culture.

The **Foundational Intellectual Skills** category includes:

- Written Communication
- Speaking and Listening
- Quantitative Reasoning

The second category, **Ways of Knowing**, comprises learning outcomes in broad, disciplinary areas, and includes:

- Scientific Ways of Knowing
- Humanistic and Artistic Ways of Knowing
- Social and Behavioral Ways of Knowing

Learning outcomes related to historical ways of knowing appear in both the Humanistic and Artistic, and the Social and Behavioral Ways of Knowing.

Finally, learning outcomes relevant to Diversity and Ethically Responsible Citizenship are included in the IU Kokomo General Education curriculum. These requirements can be met with two of the six Liberal Arts Core courses (with approved courses for these requirements).

# **Foundational Intellectual Skills**

## **1. Written Communication**

Upon completion of the General Education curriculum, students will be able to:

- 1.1 Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.
- 1.2 Demonstrate an understanding of writing as a social and ethical process that includes multiple drafts, collaboration, and reflection.
- 1.3 Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.
- 1.4 Demonstrate an understanding of writing assignments as a series of tasks, including identifying and evaluating useful and reliable outside sources.
- 1.5 Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.
- 1.6 Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.
- 1.7 Demonstrate proficiency in reading, evaluating, analyzing, and integrating information collected from a variety of formats and media.

## **2. Speaking and Listening**

Upon completion of the General Education curriculum, students will be able to:

- 2.1 Use appropriate organization or logical sequencing to deliver an oral message.
- 2.2 Adapt an oral message for diverse audiences, contexts, and communication channels.
- 2.3 Identify and demonstrate appropriate oral and nonverbal communication practices.
- 2.4 Advance an oral argument using logical reasoning.
- 2.5 Provide credible and relevant evidence to support an oral argument.
- 2.6 Demonstrate the ethical responsibilities of sending and receiving oral messages.
- 2.7 Summarize or paraphrase an oral message to demonstrate comprehension.

### **3. Quantitative Reasoning**

Upon completion of the General Education curriculum, students will be able to:

- 3.1 Interpret information that has been presented in mathematical form (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
- 3.2 Represent information/data in mathematical form as appropriate (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
- 3.3 Demonstrate skill in carrying out mathematical (e.g. algebraic, geometric, logical, statistical) procedures flexibly, accurately, and efficiently to solve problems.
- 3.4 Analyze mathematical arguments, determining whether stated conclusions can be inferred.
- 3.5 Communicate which assumptions have been made in the solution process.
- 3.6 Analyze mathematical results in order to determine the reasonableness of the solution.
- 3.7 Cite the limitations of the process where applicable.
- 3.8 Clearly explain the representation, solution, and interpretation of the math problem.
- 3.9 Demonstrate statistical literacy (e.g., data acquisition, calculation, representation, interpretation).

## **Ways of Knowing**

### **4. Scientific Ways of Knowing**

Upon completion of the General Education curriculum, students will be able to:

- 4.1 Explain how scientific explanations are formulated, tested, and modified or validated.
- 4.2 Distinguish between scientific and non-scientific evidence and explanations.
- 4.3 Apply foundational knowledge and discipline-specific concepts to address issues or solve problems (e.g., interactions of humans and the natural environments, origin and evolution of the universe and of the Earth, renewable energy and sustainability).
- 4.4 Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.
- 4.5 Use current models and theories to describe, explain, or predict natural phenomena.
- 4.6 Locate reliable sources of scientific evidence to construct arguments related to real-world issues.

## Ways of Knowing (cont'd)

### **5. Social and Behavioral Ways of Knowing**

Upon completion of the General Education curriculum, students will be able to:

- 5.1 Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.
- 5.2 Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
- 5.3 Demonstrate basic literacy in social, behavioral, or historical research methods and analyses.
- 5.4 Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
- 5.5 Recognize the extent and impact of diversity among individuals, cultures, languages, or societies in contemporary or historical contexts.
- 5.6 Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

### **6. Humanistic and Artistic Ways of Knowing**

Upon completion of the General Education curriculum, students will be able to:

- 6.1 Recognize and describe humanistic, historical, linguistic, or artistic works or problems and patterns of diverse human experience.
- 6.2 Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.
- 6.3 Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual, linguistic, or historical contexts.
- 6.4 Analyze the concepts and principles of various types of humanistic or artistic expression.
- 6.5 Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.
- 6.6 Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.
- 6.7 Analyze diverse narratives, languages, and evidence in order to explore the complexity of human experience across space and time.

## **IU Kokomo Requirements**

### **7. Diversity**

Upon completion of the General Education curriculum, students will be able to:

- 7.1 Students will apply theories and knowledge necessary to understand, articulate, and/or critically analyze one or more cultures, peoples, and/or societies domestically and/or globally.
- 7.2 Students will demonstrate an understanding of one or more cultural phenomena, such as language, religion, literature, and the arts.
- 7.3 Students will demonstrate the impact (such as economic, educational, health) of power differentials as they relate to individual or group characteristics, such as race, ethnicity, class, age, disability, sexuality, gender, religion, nationality, and/or language.

### **8. Ethically Responsible Citizenship**

Upon completion of the General Education curriculum, students will be able to:

- 8.1 Students will explain one or more social or civic problems in local, national, or global communities.
- 8.2 Students will evaluate the various ethical dimensions of one or more social or civic problems in local, national, or global communities.
- 8.3 Students will analyze and assess possible solutions to one or more social or civic problems in local, national, or global communities.

## **III. Curriculum Map ([Appendix I](#))**

## IV. Assessment Plan

### Assessment Methods

#### *Using Canvas as an Assessment Tool*

Assessment should be done throughout the academic year (fall, spring, and summer) when the general education course is offered. The general education course instructors can import learning outcomes (already embedded in Canvas) into their courses and use them to assess student learning. By the end of the semester, they can submit student performance data for each learning outcome (meet or did not meet the expectations) through Canvas to the CTLA assessment coordinator, who will compile and disseminate the data to the academic units.

#### *Artifacts/Reflections Survey*

After reviewing and analyzing the data from CTLA, the academic units will submit the artifact/reflection survey to provide artifacts information, reflections, action plans for improvements. Each learning outcome's category (Foundational Intellectual Skills, Ways of Knowing, IU Kokomo Requirements) will need to submit the survey according to the reporting cycle (*Appendix II*).

### Reporting Cycle (Appendix II)

Please refer to [Appendix II](#) for the reporting schedule and procedure.

### Benchmark/Target

Categories within the general education program have a series of learning outcomes. The General Education Council has set **each** learning outcome benchmark to 70% will meet expectations.



**INDIANA UNIVERSITY**

KOKOMO

# General Education Curriculum Map

As stated in:

2020-2021 IUK Academic Bulletin: General Education

<https://bulletins.iu.edu/iuk/2020-2021/academic-regulations/general-education.shtml>

Accessed: 01/12/2021

**General Education**

**2020-2025 General Education Curriculum Map**

Courses and Activities Mapped to 2020-2025 General Education Program Outcomes

Written Communication (WC)							
	WC 1.1 Formats, genre conventions and styles	WC 1.2 Writing as a social and ethical process	WC 1.3 Developing original ideas and claims	WC 1.4 Writing as a series of tasks	WC 1.5 Developing a thesis	WC 1.6 Composition exhibiting appropriate rhetorical choices	WC 1.7 Reading, evaluating, analyzing and integrating information
Written Communication (WC)							
ENG-W 131 Reading, Writing, & Inquiry 1	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

**Legend :**

<b>I</b>	Introduced	<b>P</b>	Practiced	<b>R</b>	Reinforced	<b>X</b>	Aligned
----------	------------	----------	-----------	----------	------------	----------	---------

Last Modified: 01/12/2021 10:16:54 AM



# 2020-2025 General Education Curriculum Map

Courses and Activities Mapped to 2020-2025 General Education Program Outcomes

ACTIONS ▾

SAVE NOW

Show Outcome Descriptions

Show Course/Activity Detail

Speaking and Listening (SL)							
SL 2.1 Organization and sequencing of oral message delivery	SL 2.2 Adaptation of oral messages	SL 2.3 Appropriate oral and noncommunication practices	SL 2.4 Logical reasoning for oral arguments	SL 2.5 Supporting an oral argument	SL 2.6 Ethical responsibilities of oral messages	SL 2.7 Comprehension of oral messages	

Speaking and Listening (SL)							
+ <b>SPCH-S 121</b> Public Speaking 	X	X	X	X	X	X	X

**Legend:** I Introduced P Practiced R Reinforced X Aligned

**General Education**

**2020-2025 General Education Curriculum Map**

Courses and Activities Mapped to 2020-2025 General Education Program Outcomes

	Quantitative Reasoning (QR)								
	QR 3.1 Interpretation of mathematical information	QR 3.2 Representation of mathematical information	QR 3.3 Demonstration of mathematical procedures	QR 3.4 Analysis of mathematical arguments	QR 3.5 Assumptions made in the solution process	QR 3.6 Analysis of mathematical results	QR 3.7 Citation of process limitations	QR 3.8 Explanation of math problem	QR 3.9 Statistical literacy
<b>Quantitative Reasoning (QR)</b>									
AHLT-H 322 Epidemiology and Biostatistics									X
CJHS-J 300 Techniques of Data Analysis									X
ECON-E 270 Intro to Statistical Theory in Economics & Business									X
EDUC-P 320 K490 Classroom Assessment									X
MATH -M 466 Intro to Mathematical Stats									X
MATH-K 310 Statistical Techniques									X
MATH-M 110 Excursions in Mathematics	X	X	X	X	X	X	X	X	
MATH-M 113 Survey of Mathematics and Statistics	X	X	X	X	X	X	X	X	
MATH-M 118 Finite Math	X	X	X	X	X	X	X	X	
MATH-M 119 Brief Survey of Calculus 1	X	X	X	X	X	X	X	X	
MATH-M 125 Pre-Calculus Mathematics	X	X	X	X	X	X	X	X	
MATH-M 133 Topics in Probability & Statistics									X
MATH-M 215 Calculus 1	X	X	X	X	X	X	X	X	
NURS-H 355 Data Analysis & Research									X
PAHM-V 370 Research Methods and Statistics									X
PSY-K 300 Statistical Techniques									X
SOC-S 355 Statistics for Social & Health Professionals									X

**Legend :** I Introduced P Practiced R Reinforced X Aligned

**General Education**

**2020-2025 General Education Curriculum Map**

Courses and Activities Mapped to 2020-2025 General Education Program Outcomes

	Scientific Ways of Knowing (SWK)					
	SWK 4.1 Scientific explanations	SWK 4.2 Scientific and non-scientific evidence	SWK 4.3 Application of knowledge- and concepts for solving problems	SWK 4.4 Gathering of data and generating conclusions	SWK 4.5 Natural phenomena	SWK 4.6 Construction of arguments related to real-world issues
<b>Scientific Ways of Knowing (SWK)</b>						
AST-A 100 The Solar System	X	X	X	X	X	X
AST-A 110 The Solar System	X	X	X	X	X	X
BIOL-L 100 Humans & The Biological World	X	X	X	X	X	X
BIOL-L 105 Introduction to Biology	X	X	X	X	X	X
BIOL-L 350 Environmental Biology	X	X	X	X	X	X
CHEM-C 100/120 The World of Chemistry / Chemistry Lab	X	X	X	X	X	X
CHEM-C 101/121 Elementary Chemistry 1 / Elementary Chemistry Lab 1	X	X	X	X	X	X
CHEM-C 105/125 Principles of Chemistry / Experimental Chemistry	X	X	X	X	X	X
CHEM-C 109 Intro to Chem Health Nursing	X	X	X	X	X	X
CHEM-C 123 The Chemistry of Food and Cooking	X	X	X	X	X	X
CHEM-C 390 Environmental Sciences	X	X	X	X	X	X
CHEM-C 390 * Sustainability	X	X	X	X	X	X
GEOG-G 107 Physical Sys of Environment	X	X	X	X	X	X
GEOG-G 315 * Environmental Conservation	X	X	X	X	X	X
GEOLOG 100 General Geology	X	X	X	X	X	X
GEOLOG 133 Geology of the United States	X	X	X	X	X	X
GEOLOG 300 Environmental & Urban Geology	X	X	X	X	X	X
MICR-J 200/201 Microbiology & Immunology / Micro Lab	X	X	X	X	X	X
PHYS-P 100 Physics in the Modern World	X	X	X	X	X	X
PHYS-P 201 General Physics	X	X	X	X	X	X
PHYS-P 221 Physics 1	X	X	X	X	X	X
PHSL-P 215 Basic Human Physiology	X	X	X	X	X	X
PLSC-B 364 Summer Flowering Plants	X	X	X	X	X	X
SUST-S 305 Topics in Environmental Chemistry	X	X	X	X	X	X

**Legend :** I Introduced P Practiced R Reinforced X Aligned

**General Education**

**2020-2025 General Education Curriculum Map**

Courses and Activities Mapped to 2020-2025 General Education Program Outcomes

	<b>Social and Behavioral Ways of Knowing (SBW)</b>					
	SBW 5.1 Components of social and behavioral domains	SBW 5.2 Strengths and weaknesses of social, behavioral, or historical phenomena	SBW 5.3 Literacy in research methods and analyses	SBW 5.4 Evaluation of evidence supporting conclusions about behavior	SBW 5.5 Extent and impact of diversity	SBW 5.6 How knowledge informs and shapes decisions and responsibilities
<b>Social and Behavioral Ways of Knowing (SBW)</b>						
CJHS-J 101 American Criminal Justice System	X	X	X	X	X	X
ECON-E 200 Fundamentals of Econ-an Overview	X	X	X	X	X	X
ECON-E 201 Intro to Microeconomics	X	X	X	X	X	X
ECON-E 202 Intro to Macroeconomics	X	X	X	X	X	X
ENG-Z 104 * Language in Our World	X	X	X	X	X	X
HIST-H 105 * American History I	X	X	X	X	X	X
HIST-H 106 * American History II	X	X	X	X	X	X
HIST-H 113 * History of Western Civilization 1	X	X	X	X	X	X
HIST-H 114 * History of Western Civilization 2	X	X	X	X	X	X
HSS-I 100 * Intro to International Studies	X	X	X	X	X	X
POLS-Y 103 Intro to American Politics	X	X	X	X	X	X
POLS-Y 215 Intro to Political Theory	X	X	X	X	X	X
POLS-Y 219 Intro to International Relations	X	X	X	X	X	X
POLY-Y 217 Intro to Comparative Politics	X	X	X	X	X	X
PSY-P 103 * General Psychology	X	X	X	X	X	X
SOC-S 100 * Intro to Sociology	X	X	X	X	X	X
SOC-S 101 * Social Problems & Policies	X	X	X	X	X	X

**Legend :** I Introduced P Practiced R Reinforced X Aligned

Last Modified: 01/12/2021 10:27:42 AM

**2020-2025 General Education Curriculum Map**

Courses and Activities Mapped to 2020-2025 General Education Program Outcomes

	Humanistic and Artistic Ways of Knowing (HAW)						
	HAW 6.1 Works and problems of diverse human experience	HAW 6.2 Methodologies, epistemologies, and traditions of humanities and arts	HAW 6.3 Analysis of texts, objects, events and ideas within contexts	HAW 6.4 Analysis of humanistic/artistic expression	HAW 6.5 Performance and criticism of artistic/humanistic works	HAW 6.6 Arguments about human agency and expression	HAW 6.7 Analysis of diverse narratives languages and evidence
<b>Humanistic and Artistic Ways of Knowing (HAW)</b>							
ENG-E 301 * Literatures in English to 1600	X	X	X	X	X	X	X
ENG-E 302 * Literatures in English 1600-1800	X	X	X	X	X	X	X
ENG-L 100 * Freshman Literature 1	X	X	X	X	X	X	X
ENG-L 101 Western World Masterpieces	X	X	X	X	X	X	X
ENG-L 102 Modern World Literature	X	X	X	X	X	X	X
ENG-L 202 Literary Interpretation	X	X	X	X	X	X	X
ENG-L 203 Intro to Drama	X	X	X	X	X	X	X
ENG-L 204 Intro to Fiction	X	X	X	X	X	X	X
ENG-L 205 * Intro to Poetry	X	X	X	X	X	X	X
ENG-L 207 * Women & Literature	X	X	X	X	X	X	X
ENG-L 220 Intro to Shakespeare	X	X	X	X	X	X	X
ENGL-L 223 Intro to American Ethnic Literature	X	X	X	X	X	X	X
ENG-L 225 * Intro to World Masterpieces	X	X	X	X	X	X	X
ENG-L 230 * Intro to Science Fiction	X	X	X	X	X	X	X
ENG-L 295 American Film Culture	X	X	X	X	X	X	X
ENG-L 350 Early American Writing & Culture to 1800	X	X	X	X	X	X	X
ENG-L 351 * American Literature 1800-1865	X	X	X	X	X	X	X
ENG-L 352 American Literature 1865-1914	X	X	X	X	X	X	X
ENG-L 354 American Literature Since 1914	X	X	X	X	X	X	X
ENG-L 379 * American Ethnic & Minority Lit	X	X	X	X	X	X	X
ENG-W 206 Intro to Creative Writing	X	X	X	X	X	X	X
ENG-W 210 Literacy & Public Life	X	X	X	X	X	X	X
ENG-W 221 Sophomore Writing Lab	X	X	X	X	X	X	X
ENG-Z 104 * Language in Our World	X	X	X	X	X	X	X
FINA-A 101 Ancient & Medieval Art	X	X	X	X	X	X	X

	Humanistic and Artistic Ways of Knowing (HAW)						
	HAW 6.1 Works and problems of diverse human experience	HAW 6.2 Methodologies, epistemologies, and traditions of humanities and arts	HAW 6.3 Analysis of texts, objects, events and ideas within contexts	HAW 6.4 Analysis of humanistic/artistic expression	HAW 6.5 Performance and criticism of artistic/humanistic works	HAW 6.6 Arguments about human agency and expression	HAW 6.7 Analysis of diverse narratives languages and evidence
FINA-A 102 Renaissance to Modern Art	X	X	X	X	X	X	X
FINA-A 200 Topics in Art History	X	X	X	X	X	X	X
FOLK-F 101 * Intro to Folklore	X	X	X	X	X	X	X
HIST-H 105 * American History I	X	X	X	X	X	X	X
HIST-H 106 * American History II	X	X	X	X	X	X	X
HIST-H 113 * History of Western Civilization 1	X	X	X	X	X	X	X
HIST-H 114 * History of Western Civilization 2	X	X	X	X	X	X	X
HUMA-U 102 Intro to Modern Humanities	X	X	X	X	X	X	X
MUS-M 174 Music for the Listener	X	X	X	X	X	X	X
MUS-Z 281 East-West Encounters in Music	X	X	X	X	X	X	X
NMAT-F 103 Core Foundations:Tier 1-Block 3	X	X	X	X	X	X	X
NMAT-H 258 History of Graphic Design	X	X	X	X	X	X	X
NMAT-S 100 Fundamentals of Studio Drawing	X	X	X	X	X	X	X
NMAT-S 110 Fundamental Studio	X	X	X	X	X	X	X
NMAT-S 112 Fundamental Studio-3D	X	X	X	X	X	X	X
PHIL-P 100 Intro to Philosophy	X	X	X	X	X	X	X
PHIL-P 140 Intro to Ethics	X	X	X	X	X	X	X
PHIL-P 393 Biomedical Ethics	X	X	X	X	X	X	X
SPAN-S 111 * Elementary Spanish 1	X	X	X	X	X	X	X
SPAN-S 112 * Elementary Spanish 2	X	X	X	X	X	X	X
SPAN-S 160 * Spanish for Health Care Personnel 1	X	X	X	X	X	X	X
SPAN-S 203 * Second Year Spanish 1	X	X	X	X	X	X	X
SPAN-S 204 * Second Year Spanish 2	X	X	X	X	X	X	X
SPAN-S 275 * Hispanic Culture & Conversation	X	X	X	X	X	X	X
THTR-T 100 Intro to Theatre	X	X	X	X	X	X	X

**Legend :** I Introduced P Practiced R Reinforced X Aligned

Last Modified: 01/12/2021 10:42:14 AM

**General Education**

**2020-2025 General Education Curriculum Map**

Courses and Activities Mapped to 2020-2025 General Education Program Outcomes

	<b>Diversity (DIV)</b>		
	DIV 7.1 Analysis of cultures, peoples, and/or societies	DIV 7.2 Understanding cultural phenomena	DIV 7.3 Impact of power differentials
<b>Diversity (DIV)</b>			
ENG-L 100 * Freshman Literature 1	X	X	X
ENG-L 102 Modern World Literature	X	X	X
ENG-L 205 * Intro to Poetry	X	X	X
ENG-L 207 * 207 Women & Literature	X	X	X
ENG-L 223 Intro to American Ethnic Literature	X	X	X
ENG-L 225 * Intro to World Masterpieces	X	X	X
ENG-L 379 * American Ethnic & Minority Lit	X	X	X
ENG-Z 104 * Language in Our World	X	X	X
FOLK-F 101 * Intro to Folklore	X	X	X
HIST-H 106 * American History II	X	X	X
MUS-Z 281 East-West Encounters in Music	X	X	X
SPAN-S 111 * Elementary Spanish 1	X	X	X
SPAN-S 112 * Elementary Spanish 2	X	X	X
SPAN-S 160 * Spanish for Health Care Personnel 1	X	X	X
SPAN-S 203 * Second Year Spanish 1	X	X	X
SPAN-S 204 * Second Year Spanish 2	X	X	X
SPAN-S 275 * Hispanic Culture & Conversation	X	X	X
ENG-Z 104 Language in Our World	X	X	X
HSS-I 100 * Intro to International Studies	X	X	X
SOC-S 100 * Intro to Sociology	X	X	X

**Legend :** I Introduced P Practiced R Reinforced X Aligned

**General Education**

**2020-2025 General Education Curriculum Map**

Courses and Activities Mapped to 2020-2025 General Education Program Outcomes

	Ethically Responsible Citizenship (ERC)		
	ERC 8.1 Explanation of social and civic problems	ERC 8.2 Evaluation of ethical dimensions of social or civic problems	ERC 8.3 Analysis of social and civic problems
<b>Ethically Responsible Citizenship (ERC)</b>			
ENG-E 301 * Literatures in English to 1600	X	X	X
ENG-E 302 * Literatures in English 1600-1800	X	X	X
ENG-L 230 * Intro to Science Fiction	X	X	X
ENG-L 351 * American Literature 1800-1865	X	X	X
PHIL-P 393 Biomedical Ethics	X	X	X
CHEM-C 390 * Sustainability	X	X	X
GEOG-G 315 * Environmental Conservation	X	X	X
HIST-H 105 * American History I	X	X	X
HIST-H 114 History of Western Civilization II	X	X	X
PSY-P 103 * General Psychology	X	X	X
SOC-S 101 * Social Problems & Policies	X	X	X

<b>Legend :</b>	<b>I</b> Introduced	<b>P</b> Practiced	<b>R</b> Reinforced	<b>X</b> Aligned
-----------------	---------------------	--------------------	---------------------	------------------

Last Modified: 01/12/2021 10:49:22 AM



## Appendix II: Reporting Schedule and Procedure

---

### Terminology

- AAC – Academic Assessment Coordinators
- AUL – Academic Unit Leaders
- CLO – Canvas Learning Outcomes
- CTLA – Center for Teaching, Learning, and Assessment
- FAC - Faculty
- GEAC – General Education Assessment Coordinator
- GEC – General Education Council
- LO – Learning Outcome

### Roles and Responsibilities

#### Faculty (FAC)

Courses submitted to the General Education Council and approved by the committee are required to assess the courses as established by the assessment cycle. Faculty completing assessment will include full-time employees and adjunct faculty. Assessment will be completed by using Canvas Learning Outcomes.

- Responsibilities include:
  - Category outcomes must be included in your course syllabi.
  - Importing the appropriate general education learning outcome into Canvas
  - Assigning the learning outcome to an artifact.
  - Using Canvas Speedgrader to assess each student on how they met the embedded artifact by using **Meets, Does not meet, or Did not submit** status.
  - Encourage to add a disclaimer to the syllabus or the course that alerts students that the data is **not** used for grading purposes but for statistical analysis only.
  - Participate in reviewing the findings and developing a reflection for the reporting cycle each **fall** semester, if it is the category-reporting year (see chart below).

#### Academic Assessment Coordinators (AAC)

The Unit Assessment Coordinators (UAC) are those faculty that serve as the assessment coordinators for each unit on campus.

- Responsibilities include:
  - Encouraging all faculty teaching a general education course to complete assessment using CLOs.
  - Encouraging new faculty or faculty that need assistance to attend CTLA Assessment workshops.

#### Reporting Phase Only

- Disseminate findings to faculty teaching in the general education program. This will come from the GEC.
- Encourage faculty to meet and discuss findings and complete the reflection.
- Complete the Qualtrics survey to provide the GEAC with a reflection piece to contribute to the overall general education annual assessment report (Taskstream) by the first Friday in November each year.

#### Academic Unit Leaders (AUL)

The AUL will be the Deans, Assistant Deans, Chairs, Assistant Chairs, etc of each unit. The AUL should be kept abreast of findings for each academic unit included in the general education program. The AUL has the ability to request reports from CTLA for more detail about the reporting unit. For example, the Dean of Humanities may see that one of the outcomes is not meeting the expectations set by the General Education Council. The Dean can request a report from CTLA to provide a closer look at courses teaching in the General Education Program.

- Responsibilities:
  - Encourage faculty assessment
  - Encourage a deeper look into courses that may be struggling to meet LOs.

### General Education Council (GEC)

The General Education Council is composed of faculty representing each academic unit.

- Assessment Responsibilities:
  - Develop an assessment plan, complete with a reporting cycle.
  - Establish benchmark settings for each category and outcome.
  - Evaluate the findings report generated by the CTLA representative for outcomes that have met or not met benchmarks.
  - 2 types of reports will be evaluated:
    - Assessment data by learning outcomes
    - The % of participation in courses assessing by category
      - A benchmark should be set to establish credibility

### General Education Assessment Coordinator (GEAC)

The General Education Assessment Coordinator is approved by the GEC to aid in the campus assessment process.

- Responsibilities:
  - Develop the campus assessment plan with help from the GEC
  - Send reminders throughout the semester for resources to learn how to use CLOs for assessment and to assess all outcomes and sections
  - Disseminate GEC findings from the evaluation of yearly assessment reports to the individual AAC.
  - Send reminders to the AAS for meeting the reflection piece deadline. The reflection piece will require AAC to report artifacts, findings, and an action plan using a Qualtrics survey.
  - Using the Qualtrics survey, type a response in the assessment tool manager (Taskstream) for yearly assessment reporting, following the reporting cycle set by the GEC.

## Assessment Cycle Phases

### Collecting Phase:

All categories will be in a constant collecting phase for each learning outcome. Data will be collected using CLOs as a method for gathering data.

All learning outcomes in each category will be assessed each time the section is offered.

Full-time and Adjunct faculty should attend assessment workshops through the CTLA to learn how to use CLOs as an assessment tool.

### Findings Report:

#### **Categories in the reporting phase:**

In the chart, categories will be highlighted red. These categories will be responsible for the reporting phase to be completed. The CTLA will generate a report at the end of the summer session for those categories moving into the reporting phase. The findings report will be given to the GEC for review and discussion. The GEAC will disseminate the GEC findings and reports to the AAC. Academic units should meet and discuss the findings and complete an analysis.

#### **Categories in the collecting phase only:**

Academics Unit Leaders in the collecting phase may request reports in the off-reporting years by having the AAC request a report from CTLA.

### Reporting Phase:

Categories that are highlighted in red will be responsible for reporting information using the Qualtrics Survey. The survey will include questions about:

- **Artifacts:** Align artifacts to the general education learning outcomes.
  - One artifact may be used to evaluate all outcomes; however, it should clearly demonstrate how the artifact meets each learning outcome.
  - Artifacts do not need to be student responses. It can be a rubric, blank assignment, an exam, etc. Should a student response artifact be used, it must be redacted for FERPA purposes.


- **Findings Reflection:** This part of the survey offers faculty the opportunity to share how the assessment data reflects on their curriculum material. Faculty can discuss how the artifacts helped them achieve their course goals, enhanced student learning, or how they intend to use the data to improve their curriculum.
- **Action:** Based on the findings, faculty will develop an action plan for how they can use the results to improve teaching and learning.

**Next Steps in the Reporting Phase:**

- Academic units should develop strategies for completing the IUK General Education Assessment Reporting Phase Qualtrics Survey. For example, units may choose to have faculty teaching general education courses to collaborate on an agreed assessment assignment for reporting
- Faculty can use the Microsoft Word version of the survey to collectively take notes for responding to the Qualtrics Survey questions. These word documents can be used by the AAC to copy and paste information into the official Qualtrics Survey. Artifacts will need to be provided. [See Artifacts in the previous section]


## Reporting Cycle

### Cycle 1



*Categories	Faculty Collecting Phase	CTLA Findings Report (1 <sup>st</sup> Mon. in Sept)	AAC Reporting Phase (1 <sup>st</sup> Fri. in Nov.)	GEAC Report to Taskstream
QR, WC, SL	FA 2021- SP & SU 2022	FA 2022	FA 2022	Jan 2023
HAW, SBK, SWK	FA 2022- SP & SU 2023	FA 2023	FA 2023	Jan 2024
ERC and DIV	FA 2023- SP & SU 2024	FA 2024	FA 2024	Jan 2025

### Cycle 2



*Categories	Faculty Collecting Phase	CTLA Findings Report (1 <sup>st</sup> Mon. in Sept)	AAC Reporting Phase (1 <sup>st</sup> Fri. in Nov.)	GEAC Report to Taskstream
QR, WC, SL	FA 2024- SP & SU 2025	Early FA 2025	FA 2025	Jan 2026
HAW, SBK, SWK	FA 2025- SP & SU 2026	Early FA 2026	FA 2026	Jan 2027
ERC and DIV	FA 2026- SP & SU 2027	Early FA 2027	FA 2027	Jan 2028

**\*Note:** All categories and all learning outcomes are assessed each time the section is offered. Displayed is the reporting cycle that requires additional steps in the reporting phase.