

# ECSU FUNDAMENTALS OF UNIVERSITY STUDIES

## Foundations for General Education Assessment Based on SACS-COC Standards

### Comprehensive Standard 8.2.b (new)

*“The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.”*

### Related: Core Requirement 2.7.3

*“In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent, for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas; humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. . . .”*

### Comprehensive Standard 3.5.3

*“The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs.”*

### Comprehensive Standard 8.1

*“The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.”*

### General Education Assessment Plan:

#### Important Considerations

- General Education courses developed by/with faculty who will teach the classes

- Courses approved by the schools/colleges responsible for the disciplines represented
- Courses and entire General Education Core approved through standard institutional program approval processes

**General Education Assessment Plan:**

## Important Considerations Continued

- General Education Competencies consistently integrated into courses (all sections) and regularly assessed
- Assessment instrument(s)/method(s) should be common (when possible), but adaptable to different class environments and delivery schedules
- Assessment instrument(s) should be carefully aligned with the competencies they are intended to measure
- Syllabi should indicate General Education Competencies and assessment expectations

**General Education Assessment Plan:**

## Important Considerations Continued

- The Principles of Accreditation do not require a specific course to address each identified competency.

**Designing General Education Courses to facilitate assessment**

- Courses designed to develop competencies:
- Begin with desired result
- Determine acceptable evidence
- Plan learning experiences and instruction
- Assessment must be an important consideration from the beginning

**Basic Questions when Identifying General Education Competencies**

- What do students need to know and be able to do?
- What curricular experiences will develop the knowledge and skills?
- How will students demonstrate having acquired the knowledge and skills?

**Responsibility for oversight of General Education assessment**

- General Education Committee
- Dean/Chair of General Education
- Other administrative structures

**Where to Assess General Education Competencies**

- At General Education Course Level?
- At entry level for Major Programs?
- At Graduating Student Level?
- At multiple levels/times during a student's enrollment at the institution.

**When to Assess General Education Competencies**

- There is no requirement regarding when the institution must determine student attainment of general education competencies.
- Although we would not recommend the 9th year of the 10 year cycle and the 4th year of the 5 year cycle.

**Methods for Assessing General Education Competencies**

- Course Embedded Assessment
- (Assignments/Test Items)
- Rubric Assessment
- Institutionally Developed Tests/Measures
- Commercially Developed Standardized Tests

**Methods for Assessing General Education Competencies Continued**

- Student Survey Instruments (commercially and/or institutionally developed)
- Student work portfolios
- Authentic Assessment (student participation in simulations or embedded in real-world activities)
- Examples: laboratory observations, experiential assignments, etc.
- Multiple Methods work best

**Types of Assessment for General Education Competencies**

- Indirect or Direct Evidence Direct: examination of student demonstrations of the extent of their learning
- Indirect: based on surveys, etc.

**Documentation**

- Use of a common documentation process for both 8.1 and 8.2b is beneficial as it standardizes the language of assessment between academic programs and general education.