

General Education Assessment Policies
December, 2011

I. Assessment of General Education Categories

A. The role of the General Education Committee is to organize, monitor, and review the assessment process, and to disseminate information related to assessment of General Education courses to appropriate parties.

B. The university must use the existing timetable for assessment. However, assessment should be seen as an ongoing process.

C. Assessment subcommittees should be formed and developed under the direction of the General Education Committee. The process should be:

1. The term for subcommittee membership is three semesters (e.g., Spring 2012 – Spring 2013 or Fall 2012 – Fall 2013). It should consist of 3-5 members, including a designated Chair (i.e., selected from group members within the first month after group formation). It should also be determined within the first month which individual on the subcommittee will write the assessment report.

2. The subcommittee will determine its methodology for assessment in the semester prior to data collection. Subcommittees should consult the category assessment report from the previous assessment cycle and examine both the previous procedure and the recommendations made therein. Subcommittee members should also contribute ideas regarding the assessment plan, and communicate with other faculty in the disciplines which are contributing courses to the General Education category.

3. Assessment must be conducted on 20% of the total number of individuals enrolled in all sections of all courses within the General Education category in the semester designated for assessment. When possible, this 20% should be a representative sample (i.e., across all types of courses within the category) rather than a convenience sample.

4. The Committee will monitor the activities and needs of the assessment subcommittees through a designated General Education Committee liaison to each subcommittee.

5. Should a department choose not to participate in the assessment process, the General Education Committee will contact the Dean of the college that the department is in. Should a faculty member choose not to participate in the assessment process, the General Education Committee may elect to contact the faculty member's department Chair.

6. Subcommittees should conduct assessment in the designated year, and report findings of the assessment to the General Education Committee Chair as soon as practical that year. The template for assessment reports is attached to this set of policies. The Chair of the subcommittee should submit to the Chair of the General Education Committee a final electronic report of the assessment findings and recommendations. The report should include: (1) a list of the learning objectives which were assessed; (2) a detailed description of the methods used, including information on sampling procedures, (3) the findings themselves, (4) an analysis of findings and, if deemed important by the subcommittee, an analysis of the process, and (5) recommendations. Attached to the report should also be (1) a copy of the measure(s) used, (2) scoring rubrics, and (3) results of the assessment organized by department, so that useful feedback can be provided to each participating department.

D. Assessment subcommittees should be seen as independent of the General Education Committee and responsible to the faculty as a whole. They should have a rotating membership (i.e., ideally including at least one individual who has been involved in General Education category assessment in the past). Having separate subcommittees to assess learning related to

General Education categories distributes workload and allows discipline-specific individuals to make decisions regarding selection of assessment tools and recommendations.

II. Parallel General Education Committee Assessment Responsibilities

In parallel to the subcommittee assessment, each year the General Education Committee will review syllabi of the categories being assessed during their designated assessment year. Syllabi will be obtained from departments and kept on the General Education ANGEL website. Do the syllabi include relevant learning outcomes for the category? If not, Department Chairs will be directed to have faculty include the learning outcomes on syllabi in future semesters. Learning outcomes for each category will be available on the General Education website (<http://www.fredonia.edu/departments/gened/>).

III. Dissemination of Information Related to General Education Assessment

A. The most recent set of completed assessment reports will be reviewed by the General Education Committee at the beginning of each Fall semester.

B. Assessment findings will be sent to Administration at the end of the Spring Semester or when received in Summer/early Fall from the assessment subcommittees. Report will be made to the Director of the General Education Program. Deans and academic Vice-Presidents will be sent an e-mail indicating where reports can be found on the General Education website.

C. Reports from all General Education assessments will be made available on the General Education and Assessment websites.

D. After an assessment report is completed, the Associate Vice-President of Curriculum and Academic Support (i.e., current Director of the General Education Program) and the Chair of the General Education Committee will co-sign a letter which will be sent electronically to each faculty member who taught a course within that the particular assessment category during the assessment year. Within the letter will be a link to the completed assessment report. Faculty members will be thanked for their time and invited to provide any comments regarding the report to the Associate Vice-President of Curriculum and Academic Support or the Chair of the General Education Committee.

E. Assessment reports will also be sent to the Chairs of the academic departments which contribute courses to the category which was assessed. Department Chairs will be offered copies of the raw data from their individual department. The Chair of the General Education Committee will provide copies of the raw data to individual departments when requested. Departments will be encouraged by the Chair of the General Education Committee to discuss assessment results with faculty members. A summary of department discussions, and/or actions taken by academic departments as a result of the General Education assessment should be noted in annual department assessment reports. This information from the departments' annual reports should then be provided to the General Education Committee, to assist in planning for the next assessment cycle.

F. In the Fall following the designated year of assessment of a General Education category, the General Education Committee will report the previous year's findings in two ways:

1. Presentation and discussion at early Fall Chairs' meetings in each of the Colleges.

2. An Executive Summary of the previous year's findings will be presented at an early Academic Leadership Meeting each year.

G. Every three years, the Committee will issue a "State of General Education Report" with recommendations to the University Senate.

IV. Using Findings from Assessment to Improve Instruction

Assessment subcommittees are charged with recommendations for change not only in assessment procedures but also within the General Education categories. For example, if outcome measures show a weakness, the Committee may consider making recommendations for improvement throughout the category. This could be in the form of a challenge to: monitor content, enhance content, change content, etc. in the courses in that category. The subcommittee Chair will distribute recommendations to relevant departments. Departments should provide documentation of discussions about course improvement in their annual reports.

V. Revision of This Document

Each Spring, the General Education Committee will discuss how this document appears to be working in guiding assessment of the general education program. Feedback will be solicited from assessment subcommittee members on an ongoing basis. The General Education Committee would appreciate feedback from any interested persons regarding the usefulness, comprehensiveness, and integrity of this document.

**Timeline Chart for Assessment of General Education (GEAR)
SUNY Fredonia**

Assessment Category	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Math/Quantitative Reasoning	X	Report Findings Fall Discussions	May prepare in Spring	X	Report Findings Fall Discussions	May prepare in Spring
Foreign Languages	X	Report Findings Fall Discussions	May prepare in Spring	X	Report Findings Fall Discussions	May prepare in Spring
Information Management	X	Report Findings Fall Discussions	May prepare in Spring	X	Report Findings Fall Discussions	May prepare in Spring
World/Non Western History	X	Report Findings Fall Discussions	May prepare in Spring	X	Report Findings Fall Discussions	May prepare in Spring
Arts	May prepare in Spring	X	Report Findings Fall Discussions	May prepare in Spring	X	Report Findings Fall Discussions
Humanities	May prepare in Spring	X	Report Findings Fall Discussions	May prepare in Spring	X	Report Findings Fall Discussions
Social Sciences	May prepare in Spring	X	Report Findings Fall Discussions	May prepare in Spring	X	Report Findings Fall Discussions
Natural Sciences	May prepare in Spring	X	Report Findings Fall Discussions	May prepare in Spring	X	Report Findings Fall Discussions
Oral Communication	May prepare in Spring	X	Report Findings Fall Discussions	May prepare in Spring	X	Report Findings Fall Discussions
Critical Thinking		May prepare in Spring	X	Report Findings Fall Discussions	May prepare in Spring	X
Basic Written Communication		May prepare in Spring	X	Report Findings Fall Discussions	May prepare in Spring	X
American History		May prepare in Spring	X	Report Findings Fall Discussions	May prepare in Spring	X
Western Civilization		May prepare in Spring	X	Report Findings Fall Discussions	May prepare in Spring	X
Assess CCC as a Whole				X (2009-2012) SENATE REPORT		

SUNY Fredonia
General Education Learning Outcomes
Assessment Report
2011-2012

Subcommittee Information		
General Education Category:		
Subcommittee Chair:	Name:	Dept:
Subcommittee Members:	Name:	Dept:
	Name:	Dept.:
	Name:	Dept:
	Name:	Dept:
Semester(s) In Which Data were Collected:		
Report Written By:		
Report Date:		

Course Information					
Please provide the following information for each of the courses that are part of the curriculum for this outcome during the semester(s) of data collection:					
Department	Subject Code	Course Number	Faculty Name	# of Students Enrolled	Were assessment data collected in this course?

Evaluation Process	<p><i>Describe how assessment tools were developed and implemented.</i></p> <p><i>Who evaluated the data or evidence?</i></p> <p><i>How was consistency among those evaluating the data addressed?</i></p>
Timing	<p><i>When, specifically, were data or evidence collected?</i></p>
Student Participation	<p><i>How many and what percentage of students participated?</i></p> <p><i>How were students selected and from which courses were data collected?</i></p> <p><i>Is the sample representative of students enrolled in courses for that category?</i></p>
Assessment Results	<p><i>Provide the specific results of the assessment(s), including actual numbers. Please use the categories of “exceeds standard”, “meets standard”, “approaches standard” and “does not meet standard.”</i></p>
Level of Attainment	<p><i>Provide overview of levels of attainment of student learning outcome, including ranges of scores for each level and rationale for ranges.</i></p>
Comparison to Previous Results	<p><i>How do this year’s findings compare to previous assessment findings?</i></p>

Assessment of Learning Outcome 2	
Outcome 2:	<p><i>State the second student learning outcome here.</i></p>
Assessment Method	<p><i>Describe the specific method (e.g., rubric, survey, portfolio, presentation, exam questions) used to collect or evaluate data related to this learning outcome.</i></p>

	<i>Include the actual test questions, prompts, rubrics, etc. with the submitted report.</i>
Evaluation Process	<i>Describe how assessment tools were developed and implemented.</i> <i>Who evaluated the data or evidence?</i> <i>How was consistency among those evaluating the data addressed?</i>
Timing	<i>When, specifically, were data or evidence collected?</i>
Student Participation	<i>How many and what percentage of students participated?</i> <i>How were students selected and from which courses was data collected?</i> <i>Is the sample representative of students enrolled in courses for that category?</i>
Assessment Results	<i>Provide the specific results of the assessment(s), including actual numbers. Please use the categories of “exceeds standard”, “meets standard”, “approaches standard” and “does not meet standard.”</i>
Level of Attainment	<i>Provide overview of levels of attainment of student learning outcome, including ranges of scores for each level and rationale for ranges.</i>
Comparison to Previous Results	<i>How do this year’s findings compare to previous assessment findings?</i>

Assessment of Learning Outcome 3 (delete this table if not applicable)	
Outcome 3:	<i>State the third student learning outcome here.</i>

Assessment Method	<p><i>Describe the specific method (e.g., rubric, survey, portfolio, presentation, exam questions) used to collect or evaluate data related to this learning outcome.</i></p> <p><i>Include the actual test questions, prompts, rubrics, etc. with the submitted report.</i></p>
Evaluation Process	<p><i>Describe how assessment tools were developed and implemented.</i></p> <p><i>Who evaluated the data or evidence?</i></p> <p><i>How was consistency among those evaluating the data addressed?</i></p>
Timing	<p><i>When, specifically, were data or evidence collected?</i></p>
Student Participation	<p><i>How many and what percentage of students participated?</i></p> <p><i>How were students selected and from which courses was data collected?</i></p> <p><i>Is the sample representative of students enrolled in courses for that category?</i></p>
Assessment Results	<p><i>Provide the specific results of the assessment(s), including actual numbers. Please use the categories of “exceeds standard”, “meets standard”, “approaches standard” and “does not meet standard.”</i></p>
Level of Attainment	<p><i>Provide overview of levels of attainment of student learning outcome, including ranges of scores for each level and rationale for ranges.</i></p>
Comparison to Previous Results	<p><i>How do this year’s findings compare to previous assessment findings?</i></p>

Conclusions

What are the three most important conclusions drawn from your data about attainment of student learning outcomes within the category?

What factors make it difficult to draw conclusions about student learning in this category?

What are your recommendations for improving the process of assessment of student learning in this category?

What are your recommendations for improving student learning in this category?

Please share any other comments the subcommittee may have.