GENERAL EDUCATION ASSESSMENT PLAN
Indiana University East

This plan articulates a strategy for assessment of the general education curriculum at IU East, based on four primary themes. Most notably, this plan capitalizes upon and reflects the successful program assessment model presently occurring in the Schools. As such, the primary theme of this general education assessment plan is one of decentralization to the Schools with coordination and support from the Office of Academic Affairs and the Assessment Committees.

Theme One—Decentralization of General Education Assessment to the Schools
One of the primary barriers to a sustained and effective program of general education assessment at IU East has been the lack of faculty ownership and involvement in the process. To better facilitate and foster faculty ownership of general education assessment, the plan and strategy should mirror the effective model in place in the Schools for program assessment. Furthermore, based upon directives, mandates, recommendations, and suggestions from the Higher Learning Commission (HLC) and the Assessment Academy, the institution must implement a sustainable model of general education assessment that guides curricular development and change over time.

General education assessment should include the following components:

- Every general education course will be assessed
- Program faculty will craft, adopt, and implement common assessments for all sections of a course (with the assistance of Assessment Committees) within two years
- Faculty will craft common rubrics or other tools to guide assessment of general education courses (with the assistance of Assessment Committees)
- Campus Learning Outcomes will be posted on all syllabi with specific assessments/assignments linked to specific Learning Outcomes
- Instructors will collect assessment data and report to departmental/School assessment coordinators who will input data into WEAVEOnline
- Program faculty will meet every semester to review data and trends to make course improvements/changes based on data
- General Education assessment information will be reported annually

Theme Two—Standardized Assessments for General Education
The embedded assessment strategy described in theme one will be bolstered and supplemented with a program of standardized assessments, resulting in an integrated and scaffolded assessment plan for general education. This plan will utilize two (2) standardized exams initially—SAILS (focused on information literacy) and the CCTST (focused on critical thinking), offered on a set schedule, perhaps in two-year increments. Both exams can be administered within a class period and are computer-based. Our standardized assessments should be administered in three courses:

- ENG-W131
- ENG-W132
- ENG-W231
- SPCH-S121
Initially, in order to obtain a baseline of our students’ information literacy skills, we should initially administer SAILS in sections of ENG-W131. Then, in subsequent semesters, we should administer SAILS in ENG-W132 where the concept is introduced, taught, and re-enforced.

**Theme Three—Establishment of Assessment Committees**

Three (3) new committees will coordinate and oversee all assessment activities at IU East, each with specific roles and responsibilities.

**Administrative Assessment Committee**

Duties/responsibilities: strategic planning and leadership; ensure assessment is occurring in programs and Schools; coordination of all assessment activities on campus

Members:

- Deans
- Michelle Malott, EVCAA
- James Barbre, Interim AVCAA (Chair)
- Mary Blakefield, AVCASP
- Jim Summers, Institutional Research (ex-officio)

**General Education Assessment Committee**

Duties/responsibilities: coordinate data collection in programs and Schools regarding general education; liaisons to faculty on general education assessment; data analysis and interpretation; assessment “champions”

Members:

- James Barbre, AVCAA
- Ross Alexander, Dean, HSS
- Neil Sabine, Dean, NSM
- Chera LaForge, Political Science
- Justin Combs, English
- Sarah Harris, Writing Program Director
- Roberta Roswell, Math
- Marsha Jance, Business and Economics representative (Chair)
- Jerry Wilde, Education representative
- Sherry Rankin, Nursing representative
- Oniffe Grizzle, Institutional Research (ex-officio)

**Co-Curricular Assessment Committee**

Duties/responsibilities: coordinate data collection and analysis of co-curricular activities and units

Members:

- Mary Blakefield, AVCASP (Chair)
- Brett Crowley, Student Support Services
- Rebeckah Hester, Campus Life
Theme Four—Implementation Timeline

June 2013

- Invite members to serve on committees
- Meeting of all three (3) committees
  - Charge given to subcommittees by Larry Richards
  - Strategy sessions
- Implement plan July 1, effective Fall 2013

Summer 2013

- Order standardized assessments
- Work with ENG chair, Writing Program Director, and HSS Dean to embed SAILS in ENG-W131 courses for Fall 2013 to obtain baseline data
- Deans submit Annual Assessment Reports
- AVCAA submits Annual Assessment Report for entire institution
- Update Assessment website
- Begin Assessment blog or newsletter highlighting assessment accomplishments

Fall 2013 Semester

- Work with program faculty to craft, adopt, and implement assessment strategies and rubrics for general education courses
- Meet with faculty prior to beginning of semester (August) to launch new general education assessment strategy
- Learning Outcomes on all syllabi
- Learning Outcomes linked to specific assignments on all syllabi
- Assessment Coordinators upload assessment data and information to WEAVEOnline

Spring 2014 Semester

- Continued SAILS administration in ENG-W131
- Programs/faculty meet on general education assessment
- Assessment Coordinators upload assessment data and information to WEAVEOnline
- First annual “Assessment Day” the day before commencement

Fall 2014 and beyond

- 25% compliance in year one; 50% compliance in year two; 75% compliance in year three; 100% compliance in year four