Academy for Assessment of Student Learning
Student Learning Portfolio

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<td>Vers 7.0</td>
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Mentor/Reviewer Identity
Kirstan Neukam; (708)534-4053, kneukam@govst.edu

Project Strengths
Indiana University East (IUE) has made considerable progress on their student learning project. They have stated that “the General Education Committee is functioning well and have become an established committee on the campus”. IUE has also begun to investigate how the NSSE data they have collected corresponds to the general education outcomes and shared the information across the campus.

Questions regarding the Project
It is unclear from your postings if you are assessing the same classes every year (e.g., ENG W 132) or if you just assessing the outcomes in various classes from year to year with no real consistency. If there is no consistency to the classes chosen, how do you know the rubric results won’t be biased based on difference among faculty ratings?

From your posting it appears that IUE has discovered what I mention in a previous posting that the specified general education curriculum and outcomes listed in the catalog (Composition & Communication; Mathematics; Natural Science & Mathematics; Humanities & Social Sciences; Humanities & Fine Arts; Behavioral & Social Sciences; and program specific, which includes Skills & Knowledge of Information Technology and Multicultural Awareness & Understanding); are not the specific outcomes you are assessing. In fact, the outcomes you are referring to in your project are the university wide learning objectives (which are connected to the general education, but not exactly the same from what it states in your catalog). How big of an issue is this going to be for your project given the upcoming LEAP changes that your school will have to be making soon? Is there a way that you can still use the data that you are currently collecting with the restricting occurs over the next year or so?

Given you have collected a few years’ worth of data at this point, what changes/improvements to student learning have you made as a result of your project? More specifically, how have you used the data you have collected to improve/change student learning on campus?

Possibilities and Suggestions
IUE mention that one of the challenges that they face is that “some faculty do not feel ‘in the loop’ with regard to the results of the fall assessment activities.” An easy communication tool would be to disseminate the annual general education assessment report/result to the faculty at the beginning of every fall term. I have found in my own experience that just like the annual university assessment report, a separate general education report is widely received by all faculty/staff on campus. Just a simple document that summarizes all the assessments activities that took place over the last year, summary of results, and a list of changes/improvements that will be made as a result.
**Possible additional strategies**

IEU is in year fifth year of the academy. I'd like to once again suggest that IEU takes the time to take a close look at their results to determine if the data is actually useable to implement change in student learning. Often times a school will be reluctant to revise their general education outcomes and how they are assessed despite having the evidence that the current system is not collecting meaningful data. Especially given the upcoming changes that will be made as a result of implementing the new LEAP system, now would be a great time to reassess what works and what doesn't work.

**Overall Impression**

IEU has made considerable progress on their student learning project to date. They have many obstacles that they will have to confront over the next year or so, but hopefully they have had a large enough impact on the culture among the faculty that the obstacles will not derail the project.

**Optional: Other Comments**
# Academy for Assessment of Student Learning

## Student Learning Portfolio

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<td>Assessment of General Education</td>
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## Project Strengths

Indiana University East (IUE) has made significant progress on their student learning project. They have created and implemented rubrics for their student learning outcomes. Additionally, with the creation of the EMU newsletters, assessment retreats, bring in Jennifer Fager, and the creation of the assessment website, IUE is making great progress in changing the awareness of assessment on their campus.

## Questions regarding the Project

I am unclear based on your posting as to what progress has been made since your last posting. You mentioned that the results were analyzed during the spring 2009 semester and changes in the data collection process have been made; however, there was no mention as to what the results of the actual data indicated. It is also unclear as to if you are assessing the same classes every year (e.g., ENGL 1113) or if you just assessing the outcomes in various classes from year to year with no real consistency. If there is no consistency to the classes chosen, how do you know the rubric results won't be biased based on difference among faculty ratings. Has IUE done any faculty training on rubric scoring to ensure consistency in how the outcomes will be judged/rated (e.g., a paper where one faculty member may say the student scored a 3 where another may look at the same paper and give a score of 5)? Additionally, it was mentioned that IUE was in the process of transferring responsibility for General Education to the Curriculum Committee of the Faculty Senate. Why not create a separate committee designed for general education alone vs. adding it to an existing committee that was designed for a separate purpose? I am afraid that the by adding the responsibility of general education to a curriculum committee, the focus may turn to what classes to offer rather than focusing on student learning outcomes.

## Possibilities and Suggestions

IUE mentioned that one of their challenges is trying to find an efficient, cost-effective method of record-keeping. There are several assessment programs available that you may want to investigate (Weave, Sakai, Tk20, etc). However, a homegrown data management system may be a cheaper way to go if you have a strong IT department.

## Possible additional strategies

None at this time

## Overall Impression

IUE has made considerable progress on their student learning project to date. Additionally, they have identified the obstacles that they currently face and are in the process of trying to overcome those obstacles. It will be critical to keep the faculty engagement and buy in to the process high during this critical juncture in order to keep assessment of general education as an ongoing part of assessment efforts on IUE's campus.

http://academy.hlcommission.org/index.a4d?fuseaction=project.current;ID=48;FID=700 6/2/2010
**Project/Feedback**

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**Project Strengths**

Assessment of General Education is a challenging undertaking. I commend you for your willingness to engage in this project!

**Questions regarding the Project**

What is the process for getting more faculty involved? Is there a sunset clause on your general education courses, or are they approved in perpetuity? How do you plan to tease out the contributions of General Education's impact on academic progress of students? What happened to the project website indicated in your previous posting? It's not clear to me who and how you are collecting data. I am assuming that you are using faculty who volunteer who then use university wide rubric... is that correct? How are you collecting and aggregating data? How many faculty are participating? How many courses? What is the plan to get more faculty involved?

**Possibilities and Suggestions**

I think that doing data collection in the fall and analysis in the spring makes sense, at least in the short term. Incorporating assessment into a re-affirmation process for general education courses is one way to enhance faculty participation in the process. If presenting assessment results is required in order for a class to continue to be in the GE program, faculty seem to be a little more interested in participating.
## Possible additional strategies

As data continues to be collected, thought of a homegrown or commercial data management system for assessment data should be considered. Homegrown systems can work well, as long as they are carefully thought out.

## Overall Impression

You seem to be on track, but are at the same time also at a critical juncture in terms of getting assessment of general education part of the widespread and ongoing activities of the university.

## Optional: Other Comments

I'm looking forward to hearing about your future progress! Susan Hatfield
Winona State / HLC OASIS Visiting Scholar SHatfield@hlcommission.org
I remain convinced that Indiana University East is making great progress in completing their student learning project. They have completed a full year of data collection and have already made changes in the data collection process.

**Questions regarding the Project**

I am unclear based on your posting as to what progress has been made since your last posting. You mentioned that the results were analyzed during the spring 2009 semester and changes in the data collection process have been made; however, there was no mention as to what the results of the actual data indicated.

**Possibilities and Suggestions**

Indiana University East mentioned that time, implementation, lack of database, and difficulty integrating general education into a governance structure as challenges the school currently faces. These are difficult challenges to overcome for any school especially in the slow economic times that many universities are experiencing. Karl E. Wick and Kathleen Sutcliffe wrote a book titled "Managing the Unexpected: Resilient Performance in an Age of Uncertainty" that you may find helpful. It is not about assessment but about approaching endeavors mindfully. Dr. Snare from Chadron State College brought it to my attention so I thought I would pass it on to you.
P:\ossible additional strategies
I have no additional strategies to offer at this time

Overall Impression
I'd like to congratulate Indiana University East on its progress to date. They have kept to the original timeline and have begun to lay the foundations to a general education plan. Keep up the good work.

Optional: Other Comments
As always, I am available to talk if you would like to do so. Just send me an email or give me a call.
Academy for Assessment of Student Learning
Student Learning Portfolio

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Project Name: Assessment of General Education
Version: 3.0
Published: 03/31/2009

Feedback From: Saint Mary's College
Published: 04/10/09

Project/Feedback
Vers 4.0
Vers 3.0
Saint Mary's College, 04/10/2009
Mentor Review, 04/06/2009
Vers 2.0
Mentor Review, 12/23/2008
University of Northwestern Ohio, 10/17/2008
Oklahoma Panhandle State University, 10/03/2008
Mentor Review, 06/02/2008
Vers 1.1
Oklahoma Panhandle State University, 04/17/2008
Mentor Review, 02/07/2008
Vers 1.0

Project Strengths

1. The connection between general education outcomes and the results of the rubric information to program level assessment within the discipline. I would be interested to see the results of this. 2. Connecting general education to the disciplines is a great way to include faculty from across campus in the discussion of assessing general education. Additionally, articulating that general education outcomes are really four year outcomes would seem to be of great benefit to student learning. 3. The idea of hosting a best practices fair with a speaker seems to be an interesting and engaging for the community. 4. The plan to analyze the results and to make improvements to the assessment plan is a great chance to engage faculty.

Questions regarding the Project

1. Why did you choose to focus on using rubrics as the assessment tool? How did faculty receive the ideas of standardized rubrics for each of these areas of general education? 2. What did you learn from the broader use of the rubrics in Fall 2008? 3. How successful was your best practices fair? How did the best practices that were shared used to inform your assessment project? 4. How will the cross disciplinary teams evaluate the assessment instruments?

Possibilities and Suggestions

1. It may be helpful to work with departments to show them how these rubrics can then be used in the discipline. 2. It may be helpful to share information widely regarding other assessment tools so that departments who are less comfortable with rubrics can gain exposure to portfolios, self reflection, etc. 3. It would be helpful to see the rubrics that are being used.

http://academy.hlcommission.org/index.a4d?fuseaction=project.previous;ID=48;FID=380 6/2/2010
4. It may be useful to plan how to distribute the information that you have gathered and to create opportunities to create change.

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**Overall Impression**

I am very interested in how your project will develop. It is difficult to reflect at this time, as you have not yet had a chance to examine how the instruments are working, and do not have information available to facilitate the improvement of students learning. I do not think that it is too soon to begin to plan for this. Additionally, during this time period, we found it very helpful to host workshops, send material, and provide grants for faculty to work on assessment. This has helped to improve the climate toward assessment on campus so that faculty are more interested in engaging in the process and are consistently interested in understanding more information regarding writing.

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Higher Learning Commission

Site Development
The project has been developed with great detail, is organized, has a detailed timeline, and the responsible parties are identified. The communication plan is reasonable and will encourage accountability among the faculty. By focusing the data collection efforts and analyses on a yearly basis rather than per semester will make this project more manageable and allow changes to be incorporated more readily.

Questions regarding the Project

In the section labeled "Describe this Student Learning Project," it was mentioned that the project will connect directly to program assessment as programs determine how their degrees reinforce particular areas of general education for their students. However, there still has been little mentioned about how this will be accomplished. Has there been an attempt to measure the general education outcomes above the sophomore level? Have you been able to assess these outcomes in other disciplines not directly tied to general education coursework? I did mention this earlier, however, have you given any more thought to assessing the difference found among transfer students who have completed their general education requirements at another school to the students who completed their coursework at Indiana State University East? With the use of rubrics, are the individual scores being tract by student identification numbers so the results can be analyzed based on classification, race, gender, and transfer vs. traditional students?

Possibilities and Suggestions

Have you given any thought to an indirect assessment of your general education outcomes? The rubrics are wonderful direct measures, but perhaps
you may find a survey administered to graduates asking them about their general education skills also useful. There are many standardized surveys available or perhaps you may wish to develop a survey yourselves.

Possible additional strategies

I find it difficult to offer any additional strategies to you until I am clear about what your schools specifics needs are at this time. We can discuss them in greater detail at the annual meeting.

Overall Impression

Indiana University East has designed a very detailed, aggressive general education plan. The team has kept to the original timeline and seems to be taking the necessary steps to increase faculty participation in the project. They have begun to lay the foundations to a general education plan, which if successful, will have a wonderful impact on the assessment of student learning conducted on their campus. Keep up the good work.

Optional: Other Comments
The project deals with the important component of assessment of general education across disciplines and attempts to connect general education outcomes to program assessment. There appears to be an appropriate amount of faculty participation and ownership in this project. The implementation of the newsletter as well as the faculty retreat with Jennifer Fager is a great example of encouraging faculty involvement/ownership in the project.

Questions regarding the Project

In the first posting of this project, it was mentioned that the project will connect directly to program assessment as programs determine how their degrees reinforce particular area of general education for their students. However, in the latest posting there was no mention as to what steps have been taken to accomplish this task. Has there been an attempt to measure the general education outcomes above the sophomore level? Have you been able to assess these outcomes in other disciplines not directly tied to general education coursework? Has there been any consideration of assessing the difference found among transfer student who have completed their general education requirements at another school to the students who completed their coursework at Indiana State University East? With the use of rubrics, are the individual scores being tract by student identification numbers so the results can be analyzed based on classification, race, gender, and transfer vs. traditional students? It was stated that the rubrics have been developed and pilot tested over the last year. Did you find them to be general enough to cross disciplines and yet specific enough to actually capture the stated learning outcomes? Did the faculty find them to be appropriate or were there complaints regarding their ease of use or effectiveness of the rubrics? How exactly were involved in the analyses of the results and the discussion as to
what changes should or should not take place regarding the assessment results?

Possibilities and Suggestions

The project has yet to address how they plan to implement the general education outcomes across disciplines. In the timeline, it was mentioned that assessment in 2008/2009 will be conducted by the faculty in Arts and Science. What about the other disciplines? Are they involved in the project? How does it relate to program assessment and the graduation profiles that were mentioned? Is this project something that will be able to be sustained upon completion of the academy? Creating a unified sense of ownership with all faculty members regarding general education is a difficult task for any university. By creating newsletters, holding assessment retreats, having advocates, and creating an assessment website, the university has taken great steps in creating an atmosphere of assessment with the faculty and staff.

Possible additional strategies

It was stated in the postings that an assessment website will be created. It will be important that the team sends out a brief questionnaire before the site is created asking the various stakeholders what information they would find to be most helpful. If you create a generic website with information that the faculty may not consider to be helpful, they will not take advantage of its resources and information. It may be useful if the university could find a way of incorporating the general education outcomes into the program outcomes. This would create a larger sense of faculty buy-in. If the assessment is considered important to their programs, faculty tend to perceive it to be valuable compared to just general education stuff that most faculty consider to be basic requirements and not part of what they teach (e.g., freshmen/sophomore work compared to junior/senior work). Indiana University East may want to try to encourage the faculty to use the general education rubrics in the assessment of their individual programs. For example, many programs have the student learning outcome of ‘effective writing’ in their program assessment plans. They could use the same rubrics as general education so the information could be cross-analyzed.

Overall Impression

Indiana University East has designed a very detailed, aggressive general education plan. The team has kept to the original timeline and seems to be taking the necessary steps to increase faculty participation in the project.

Optional: Other Comments

I understand that this review is basically identical to the one posted by Oklahoma Panhandle State; however, I am part of that academy team and we have already reviewed this project in October so many of the comments are similar.
From UNOH: We felt that the project was very articulate. When we reviewed the project as a team, we noted questions that came to mind as we read the information provided. We thought that these questions may help spark additional conversations at Indiana University East.

Questions regarding the Project

From UNOH: The bulk of our conversation about this project focused on questions we had once we reviewed the project. Under the section, "Describe this Student Learning Project," we were interested in the statement that the institution had five learning goals. When were these developed? Who defined these learning goals? Do they need reviewed before assessment measurement tools are created? Under the section, "Organizational Areas Involved," the team mentions that all faculty were "invited" to be part of conversations about the assessment results and the changes that might be implemented. How many took part? What if there were no volunteers? How involved have faculty been in the project? Were all faculty invited to take part or just the General Education faculty? Under the section, "Planning and Managing the Student Learning Project," you refer to an "Academy Team." Who is on the team? You also mention a General Education Committee. What is their role? How were they selected? You also refer to the data collection for general education in two areas under this section. The first says January through mid-March 2008 and the other refers to Fall 2008 and Spring 2009. Should the collection be limited to these times or would it be more advantageous to be an on-going activity? What is happening between these dates to keep assessment ongoing? The reference to the creation of assessment posters also sparked conversation. Was this something done for HLC/NCA or something done for the institution? What was the purpose of the posters? How do you know if this purpose was achieved? The Best Practices
Day, is that done on campus? Yearly? How are you addressing all three groups mentioned (faculty, staff, and students) on this day? For data review, what was done with this information? Were changes documented? How was this information spread across the campus and with constituents? What does "cycle of data collection" mean? What is the cycle? Is there a timeline involved? Under the section, "Monitoring Plan," you refer to the fact that the team is meeting as needed. How often is that? Monthly? We have found that holding consistent monthly meetings has allowed us to stay on task and keep the project at the forefront. Under the section, "Evidence of Success," you mention that faculty participation was voluntary, but that the project is highly dependent on faculty. If this is the case, why wasn't participation made mandatory? How is there no participation? How will you get participation? Incentives? How do you judge if you have enough participation? Is there some percentage goal? We were curious why there was no update under the engagement section. Under the section, "Challenges," you say that assessment is being incorporated more directly into faculty expectations. What is your plan to do this? If this is important, why wasn't participation mandatory?

### Possibilities and Suggestions

From UNOH: After reviewing the project we commented that we feel that Indiana University East may be where we were at with assessment many years ago. We struggled with faculty buy-in and acceptance for our initiatives. The only way we were able to move forward with assessment was to make participation mandatory and to add assessment to all faculty job descriptions. We felt that to see faculty engagement, we had to do more than just invite them to take part in activities. This institution may want to move towards a similar policy in the future.

### Obstacles and Challenges

From UNOH: Our Academy Assessment Team felt that the biggest obstacle for this institution was the voluntary participation in this project and other assessment activities.

### Overall Impression

From UNOH: We felt that the project was a good plan and as long as faculty participate, there should be substantial information about assessment gathered at the end of the project timeline.

### Optional: Other Comments
Project Name: Assessment of General Education
Version: 2.0
Published: 05/16/2008

Feedback From: Oklahoma Panhandle State University
Published: 10/03/08

Project Strengths

The project deals with the important component of assessment of general education across disciplines and attempts to connect general education outcomes to program assessment. There appears to be an appropriate amount of faculty participation and ownership in this project. The implementation of the newsletter as well as the faculty retreat with Jennifer Fager is a great example of encouraging faculty involvement/ownership in the project.

Questions regarding the Project

In the first posting of this project, it was mentioned that the project will connect directly to program assessment as programs determine how their degrees reinforce particular area of general education for their students. However, in the latest posting there was no mention as to what steps have been taken to accomplish this task. Has there been an attempt to measure the general education outcomes above the sophomore level? Have you been able to assess these outcomes in other disciplines not directly tied to general education coursework? Will there be any follow-up work conducted after graduation pertaining to general education outcomes of the students? For example, will you conduct alumni surveys, employer surveys, or graduate school surveys asking if general education outcomes were met? It was stated that the rubrics have been developed and pilot tested over the last year. Did you find them to be general enough to cross disciplines and yet specific enough to actually capture the stated learning outcomes? Did the faculty find them to be appropriate or were there complaints regarding their ease of use or effectiveness of the rubrics? How exactly were involved in analyzing the results and the discussion as to what changes should or should not take place regarding the assessment results?
**Possibilities and Suggestions**

Creating a unified sense of ownership with all faculty members regarding general education is a difficult task for any university. By creating newsletters, holding assessment retreats, having advocates, and creating an assessment website, the university has taken great steps in creating an atmosphere of assessment with the faculty and staff. It may be useful if the university could find a way to incorporate the general education outcomes into the program outcomes. This would create a larger sense of faculty buy-in. If the assessment is considered important to their programs, faculty tend to perceive it to be valuable compared to just general education stuff that most faculty consider to be basic requirements and not part of what they teach (e.g., freshmen/sophomore work compared to junior/senior work). Even thought this is beyond the scope of the 4-year project, have you thought about trying to assess the general education outcomes in non-academic areas (e.g., student services, athletics, and the library) sometime in the future? Given the stated general education goals, it is easy to see how many of the skills could be acquired outside the actual classroom setting.

**Obstacles and Challenges**

It was stated that an assessment website will be created. It will be important that you send out a brief questionnaire before the site is created asking everyone what information they would find to be most helpful. If you create a generic website with information that the faculty may not consider to be helpful, they will not use it (much like students). The project has yet to address how they plan to implement the general education outcomes across disciplines. In the timeline, it was mentioned that assessment in 2008/2009 will be conducted by the faculty in Arts and Science. What about the other disciplines? Are they involved in the project? How does it relate to program assessment and the graduation profiles that were mentioned? Is this project something that will be able to be sustained upon completion of the academy?

**Overall Impression**

Indiana University East has designed a very detailed, aggressive general education plan. They have kept to the original timeline which is very impressive, and they seem to be taking the necessary steps to increase faculty participation in the project.

**Optional: Other Comments**
Project Name: Assessment of General Education
Version: 2.0
Published: 05/16/2008

Feedback From: Mentor Review
Published: 06/02/08

Project Strengths

All faculty are being invited to participate in the general education assessment. Desired results are reasonable and realistic. The project has appropriate level of leadership. Communication through electronic newsletters and poster fairs are incorporated in the plan. The university recognizes the importance of professional development, as evidenced by its recent retreat.

Questions regarding the Project

Will follow-ups be done with graduates of the baccalaureate degree programs? If so, when and what will be asked? How are faculty involved in identifying trends regarding learning outcomes and discussing changes that may improve teaching and learning?

Possibilities and Suggestions

The university should not be discouraged by the resistance of some faculty to assessment. Advocates may be able to help such faculty see value in efforts. This may start by helping faculty define expected learning outcomes in the courses they teach, and clearly defining the aspects and performance criteria to use in assessing assignments.

Obstacles and Challenges

The creation of a university website for assessment information, especially available to faculty and staff with links to the rubrics and summaries of the
results, can be beneficial in promoting assessment and making needed information accessible. It will also be important for the university to consider how it will sustain its general education assessment efforts in the future, at the end of the institution's participation in the Academy.

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<td>The university has started its annual cycle of assessment activities, and appears to be on its way to implementing a continuing assessment process.</td>
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<td>It is expected that Jennifer Fager, an academy mentor, provided helpful advice to the university during the academy retreat.</td>
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The project team deals with the important component of aligning General Education with the institutional mission as well as the program assessments. They have created a very detailed action plan that clearly states how they plan on accomplishing this project. Additionally, they have acknowledged the importance of faculty involvement with this project and have included key individuals in various stages to help ensure the success of the project. Finally, they are establishing clear set lines of communication.

Questions regarding the Project

In the timeline it was stated that the academy team would write the student learning outcomes and in the description of the project it was stated that the faculty would determine the outcomes. It is unclear who actually will be involved in the establishment of the outcomes. Additionally, if the faculty are the ones creating the outcomes, would it not be better if they were also involved in establishing the assessment measures for these outcomes? By having a separate general education committee establish the measurement tools, the faculty may feel that the tool does not capture the intended outcome and not be willing to implement the tool in their courses/programs. Additionally, who will determine the members on the general education committee? Will it be mainly faculty or will administration members play a part? It was mentioned that there are three academic divisions that provide general education, what are they? One would assume with goals such as critical thinking, ethics, and diversity all divisions would be involved. Is the committee just looking at freshmen and sophomore level courses required for the completion of general education or are they looking at the entire educational experience? Has the academy team met its timeline? Has the

http://academy.hlcommission.org/index.a4d?fuseaction=project.previous;ID=48;FID=139  6/2/2010
team determined a way to gather and analyses the data in order to provide useful feedback to the various stakeholders?

**Possibilities and Suggestions**

If the timeline has not been met due to faculty resistance, the committee might want to consider allowing the faculty to have more control and involvement of the project. This will help with buy-in to some extent. Many schools have found that once buy-in has been established at a school, they still encounter the attitude among a small percentage of faculty members that the entire assessment process is meaningless paperwork that takes away from their instruction. If you encounter this, it will be important for you to find ways to help them understand that this is something that will ultimately benefit their program and the university beyond just maintaining accreditation. If not, you will find that the faculty members will participate in the initial stages and then gradually stop.

**Obstacles and Challenges**

The project mentioned that faculty buy-in was key to success of this project. One would hope that the team has not encountered resistance from their faculty members. That the measures that established in their plan eliminated this obstacle; however, it does seem rather unrealistic given the aggressive timeline established by the team.

**Overall Impression**

Indiana University East has designed a very detailed aggressive plan for their general education program. If they are able to meet their set goals, they will have implemented a wonderfully useful general education program that will be of valuable insight to them in the future.

**Optional: Other Comments**
The project has a team that clearly has the institutional authority to carry out the project. The assessment activities support the student-learning project outlined by the team. The action plan is very detailed and includes individuals responsible along with a timeline that specifies what will happen and when it will happen. The communication plan will allow faculty and other constituents impacted by the project to provide input at various points along the way.

Questions regarding the Project
Are division chairs considered to be primarily faculty or administrators? If administrators, the team original team seems too heavy, and will faculty feel like they are a part of this or that it is being imposed? How will faculty be involved in developing and implementing the project? You note that broad faculty participation will be critical, has such participation happened? Have you been able to keep to your original timeline?

Possibilities and Suggestions
It was not clear whether faculty were involved in writing the outcomes. If not, involving them as soon as possible will likely increase their buy-in. It wasn’t clear why the outcomes were designed to be written prior to the formation of the general education committee. It will be helpful if the general education committee can take greater ownership of the process in the future.
### Obstacles and Challenges

The project timeline seemed a little optimistic, especially if faculty aren't fully invested in the project.

### Overall Impression

Indiana University East designed an ambitious project to get on track assessing general education. If they can get and maintain faculty investment in the process and they can keep on track with the timeline, it will be a reasonable project. If they are having challenges with the timelines and faculty investment it will be worth their time to slow down a bit and ensure the buy-in from the faculty before they proceed.

### Optional: Other Comments