

IEC ASSESSMENT DAY

December 17, 2013

Agenda

- ▣ 9:00 a.m. Welcome & Approval of Minutes from November 14, 2013 (9:00 am)
- ▣ 9:05 a.m. SACSCOC Reaffirmation Update
- ▣ 9:15 a.m. Reports
 - Assessment Subcommittee
 - General Education
- ▣ 10:00 a.m. Set Meeting Schedule for Spring 2014
- ▣ 10:15 a.m. Break
- ▣ 10:30 a.m. Task Force Formation
- ▣ Noon Lunch
- ▣ 12:30 p.m. Task Force Reports
- ▣ 1:00 p.m. Adjourn

SACSCOC Update

- ▣ Received Off-Site Review Report November 25, 2013
 - Judged to be in Compliance on 74 Requirements and Standards, notably Core Requirement 2.5 Institutional Effectiveness
 - CR 2.5 Off-Site Committee Comment:
 - ▣ Georgia Southwestern appears to engage in an ongoing, integrated, and institution-wide planning and evaluation process. The current strategic plan, *Moving Forward: Cultivating Growth and Excellence*, was developed from the work of committees, task forces, and the university as a whole. The process appears to be systematic and aligns with the mission of the institution. The process is relatively new, but appears to be in place and is being followed.

SACSCOC Update

- ▣ Received Off-Site Review Report November 25, 2013
 - Judged to be in out of Compliance on 21 Requirements and Standards
 - Main Issues
 - ▣ Finances
 - ▣ Library and Technology Use
 - ▣ Institutional Governance
- ▣ Focused Report being drafted
 - 15 narratives ready for review
 - 6 narratives still in progress

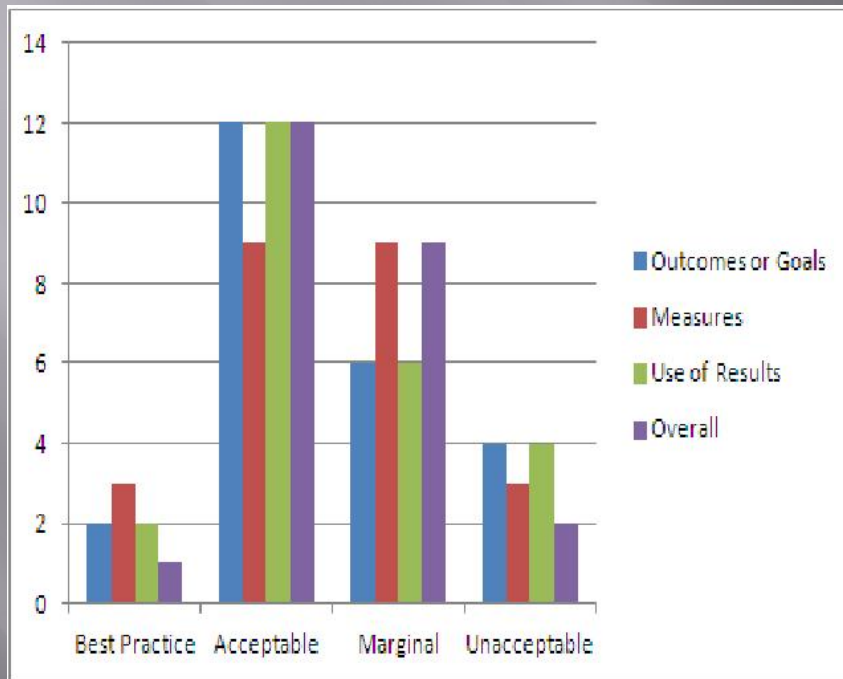
SACSCOC Update

- ▣ I will mention other areas of compliance in subsequent reports on Institutional Effectiveness and General Education
- ▣ Restart the Compliance Steering Committee
- ▣ QEP
 - Complete Proposal Draft in Revision
 - Pilot assessment projects under way or completed
- ▣ On-Site Planning
 - On-Site Committee Chair visit
 - Planning Committee meets tomorrow

Reports

- ▣ IEC Assessment Subcommittee
- ▣ General Education
- ▣ Strategic Planning and Assessment Subcommittee

IEC Assessment Subcommittee



- Complete Report will be submitted at February 2014 meeting
- Off-Site Review Report
 - CS 3.3.1.1 (non-compliance)
 - CS 3.3.1.2 (non-compliance)
 - CS 3.3.1.3 (compliance)
 - CS 3.3.1.4 (compliance)
 - CS 3.3.1.5 (non-compliance)

IEC Assessment Subcommittee

- ▣ CS 3.3.1.1 (Academic Programs) Off-Site Committee Comment
- ▣ As with standard 2.5, institutional effectiveness, the institution does identify its assessment process and related cycle. The institution identifies outcomes, assesses said outcomes, and provides evidence the data is used to make improvements. However, the information provided for review by the Off-Site Committee did not include dual degree programs, weBSIT, and the 1+2+1 programs with the various Chinese universities.

IEC Assessment Subcommittee

- ▣ CS 3.3.1.2 (Administrative Support Units) Off-Site Committee Comment
- ▣ The sample of plans submitted by administrative support services was representative of the institution. The process used for institutional effectiveness is documented, but there is no consistency in the terminology used from office to office. The units appear to identify outcomes (activities). It is unclear if the information presented is the “evidence” (the institution’s word): It is unclear if the information presented as “evidence” is the measurement or the data resulting from the measure. The report does address changes made based on the data collected.

IEC Assessment Subcommittee

- ▣ CS 3.3.1.3 (Academic Student Support Services)
Off-Site Committee Comment:
- ▣ The sample of plans submitted by academic and student support services was representative of the institution. The process used for institutional effectiveness is well-documented. It is clear there is a process in place and is being followed. The report addressed improvements made based on the data collected. There is inconsistency between units regarding the use of the terms “goal” and “activity.”

IEC Assessment Subcommittee

- ▣ CS 3.3.1.4 (Research) Off-Site Committee
Comment:
- ▣ The institution stated that although research is not identified in its mission statement and there are no established research units or centers, there are some research activities occurring on-campus. In fact, there is limited, funded research within the faculty. The institution did address the student learning outcomes in the graduate degree programs where research is an expected outcome. The institution did identify outcomes, and provided evident [sic] it does assess said outcomes and uses the data to make improvements.

IEC Assessment Subcommittee

- ▣ CS 3.3.1.5 (Community and Public Service) Off-Site Committee Comment:
- ▣ Two of the three units identified as providing community/public service provided evidence of identified goals, activities to help achieve said goals, and data collected. Also, there is evidence of the data being used to make improvements. The Center for Business and Economic Development (CBED) did not provide evidence of identified outcomes; therefore, there are no measures identified to assess outcomes. There appears to be no assessment cycle in place for the CBED.

General Education

- ▣ Areas Assessed 2012-13
 - Assessment of Area C: Humanities and Fine Arts
 - Assessment of Area E: Social Sciences
 - Assessment of US Perspectives
- ▣ Pilots 2012-13
 - Area D: Natural and Computational Sciences
- ▣ Areas to Be Assessed 2013-14
 - Area B: Institutional Options
 - Area D: Natural and Computational Sciences
 - Global Perspectives

General Education Results 2012-13

- ▣ Area C Learning Outcome:
 - Students will be able to articulate factual and conceptual knowledge concerning literature, and one of the fine or performing arts
- ▣ Targeted Courses
 - ENGL 2110 World Literature
 - ENGL 2120 British Literature
 - ENGL 2130 American Literature

Area C Results 2012-13

Overall	Exceeds	Meets	Does not Meet
Percent	45%	40%	15%

- ▣ Embedded Assessment Question on Final Exam
- ▣ Sample Assessed (N=68)
- ▣ Three Elements on Rubric
- ▣ Exceeds=3, Meets=2 Does not meet=1 on each element
- ▣ Overall: Exceeds=7-9, Meets=5-6, Does not meet=4 or below

Area E Assessment

- ▣ Area E Learning Outcome
 - Students will be able to articulate factual and conceptual knowledge concerning societal dynamics.

- ▣ Targeted Courses
 - HIST 1111 World Civilization I
 - HIST 1112 World Civilization II
 - POLS 1101 American Government

Area E Results 2012-13

Hist 1111 & 1112	5	4	3	2	1
N= 69	13%	19%	23%	17%	25%
Pols 1101	Stro ng	Sati sfact ory	Wea k	Uns atisf actory	
N= 83	33%	37%	23%	7%	

- ▣ Embedded Assessment Question on Final Exam
- ▣ History assessed on one element with five levels of achievement
- ▣ Political Science Assessed on one element with four levels of achievement

US Perspectives Assessment

- ▣ US Perspectives Learning Outcome:
 - Students will be able to articulate factual and conceptual knowledge concerning historical and societal dynamics within the United States.

- ▣ Targeted Courses
 - HIST 2111 American History I
 - HIST 2112 American History II

US Perspectives Results 2012-13

Hist 2111 & 2112	5	4	3	2	1
N= 94	6%	18%	36%	28%	11%

- ▣ Embedded Assessment Question on Final Exam
- ▣ History assessed on one element with five levels of achievement

General Education Assessment: Going Forward

- ▣ Pilot 2012-13
 - Area D Assessment piloted
 - Learning Outcomes:
 - ▣ Students will be able to interpret symbolic representations of data relevant to the physical world.
 - ▣ Students will be able to evaluate the relationship between observation and inference in the natural sciences.
 - Embedded assessments done at various times in various ways
 - Recommendation: all assessments embedded in final exam
- ▣ Area B Learning Outcomes
 - Students will be able to evaluate information critically.
 - Targeted Courses
 - ▣ LIBR 1101
 - ▣ COMM 1110
 - Students will be able to understand cultural differences
 - Targeted Courses
 - ▣ THEA 1110
 - ▣ WMST 2001
 - Pilots underway for Fall 2013

General Education Assessment: Going Forward

- ▣ Area D Assessment
 - Targeted Courses
 - ▣ BIOL 1107 & BIOL 1107I Essentials of Biology I Lecture and Lab
 - ▣ BIOL 1108 & BIOL 1108L Essentials of Biology II Lecture and Lab
 - ▣ BIOL 1500 - Applied Botany
 - ▣ BIOL 2107 - Principles of Biology I
 - ▣ BIOL 2108 - Principles of Biology II
 - ▣ CHEM 1151 & CHEM 1151L Survey of Chemistry I Lecture and Lab
 - ▣ CHEM 1152 & CHEM 1152L Survey of Chemistry II Lecture and Lab
 - ▣ CHEM 1211 Principles of Chemistry I Lecture
 - ▣ CHEM 1212 Principles of Chemistry II Lecture
 - ▣ GEOL 1121 Earth Materials, Processes, and Environment
 - ▣ GEOL 1122 Earth History and Global Change
 - ▣ PHYS 1111 Introductory Physics I
 - ▣ PHYS 1112 Introductory Physics II
 - ▣ PHYS 2211 Principles of Physics I
 - ▣ PHYS 2212 Principles of Physics II
 - Data Collection Underway during Fall 2013 and will be done in Spring 2014

General Education Assessment: Going Forward

- ▣ Global Perspectives Assessment
 - Students will be able to articulate factual and conceptual knowledge concerning world-wide societal dynamics.

- ▣ Targeted Courses
 - ▣ HIST 1111 World Civilization I
 - ▣ HIST 1112 World Civilization II

Off-Site-Committee Comment on CS 3.5.1 General Education

- ▣ As mandated by University System of Georgia policy, Georgia Southwestern clearly identifies its general education competencies and ensures that its students are aware of them; the general education curriculum is discussed in detail in the Institution's Undergraduate Bulletin and in the USG Academic and Student Affairs Handbook. Nine areas of competency are identified and assessed, primarily through sets of target courses.
- ▣ The institution has begun work on these assessments through review of course-embedded artifacts, using standard rubrics. Targets were established and the extent to which students achieve these targets have been documented. This process was recently instituted so not all of the outcomes have been assessed thoroughly at this point. However, the process is in place and is being followed.

Meeting Schedule for Spring 2013

- ▣ SACSCOC On-Site Visit: March 10-13, 2014

- ▣ Two Meetings?
- ▣ February 2014
 - Assessment Subcommittee
 - Task Force Reports
- ▣ April 2014
 - Strategic Planning Subcommittee
 - Task Force Recommendations

IEC Task Forces 2013-14

- ▣ Critical Thinking Assessment Task Force
 - Recommendation from Committee on Academic Affairs
 - Sent to Academic Affairs by Faculty Senate
 - Charge: Examine the current method of Critical Thinking Assessment and propose alternative, if necessary
 - Product: Recommendation for Faculty Senate and General Faculty

Critical Thinking Assessment Task Force

- ▣ Members
 - Brian Adler, ex officio
 - Margaret Ellington
 - Joseph Nichols
 - Feng Xu
 - Student (?)
- ▣ Need to add representatives from School of Nursing & School of Computing and Mathematics

IEC Task Forces 2013-14

- ▣ University Learning Outcomes
 - Recommendation from IEC April 2013 to Senate
 - Returned to IEC for implementation (with skepticism)
 - Charge:
 - ▣ Examine benefits of creating university learning outcomes
 - ▣ Propose set of outcomes
 - Product
 - ▣ Proposed University Learning Outcomes

University Learning Outcomes Task Force

- ▣ Members
 - Bryan Davis, ex officio
 - Kelly McCoy
 - Boris Peltsverger
 - Teresa Teasley
 - Student (?)
- ▣ Need to add representatives from School of Business Administration & School of Education

Task Force Organizational Plans

- ▣ Choose
 - Chair
 - Secretary
- ▣ Rough Timeline/Plan
 - Get necessary participation from unrepresented schools
 - Call for other participants?
 - When to meet first?
 - How to go about charge?
- ▣ Target: Proposals for April 2014

Task Force Plans

- ▣ Critical Thinking Task Force
 - Margaret Ellington, Chair
 - Joy Humphrey, Secretary
 - Plans
 - ▣ Organize Committee
 - ▣ Survey programs on how they assess critical thinking
- ▣ University Learning Outcomes Task Force
 - Kelly McCoy, Chair
 - Bryan Davis, Secretary
 - Plans
 - ▣ Organizational Meeting to brainstorm benefits, models and assessment
 - ▣ University Wide Info Meeting