

# General Education Assessment Plan

Fall 24 – Spring 25

University Assessment Services



# General Education Assessment Plan

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## General Education Assessment Plan

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### General Education Assessment: 2023-24 Update

- ✓ Created NSSE – [Gen Ed mapping report](#) – University Assessment Services
- ✓ Created [Canvas guide](#) for importing and assessment gen ed learning outcomes – University Assessment Services
- ✓ Updated [gen ed assessment plan](#) in summer 2024 – University Assessment Services
- ✓ Loaded learning outcomes into Canvas – University Assessment Services
- ✓ Faculty assessment orientations / summits – Provost office
- ✓ Gen ed direct assessment dashboard – Enterprise Data Analytics
- Norming rubrics – Provost fellows
- Update at Teaching and Learning symposium – Provost office

### General Education Assessment: Priorities for 2024-25

- ✓ Update gen ed assessment plan – University Assessment Services
- CGE plan endorsement
- Results plan:
  - Analysis
  - Communicating
  - Documenting links to curriculum changes
- ~~Student gen ed survey – spring 25 deleted~~
- NSSE – gen ed alignment preparation – spring 26
- ~~Faculty engagement plan deleted~~
- ~~Chair and dean engagement plan deleted~~
- Addressing rubric norming issues
- Fall planning for fine arts, humanities, and critical inquiry
- Update at Teaching and Learning symposium – Provost office

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## General Education Assessment

### Purpose of General Education Assessment

General Education program assessment has three objectives:

1. Students attain learning outcomes established for the general education curriculum.
2. Faculty receive appropriate feedback to improve the curriculum and instruction.
3. General education administration receives feedback about the general education process.

General education assessment is important for the following reasons:

- Demonstrates the strengths and weaknesses of our general education curriculum.
- Informs decision making for improvements to general education.
- Outlines student, faculty, and staff perspectives on general education.

### Responsibility for General Education Assessment

Program assessment will be led by the Associate Vice President for Undergraduate Education.

### Rationale for a General Education Assessment Plan

A general education assessment plan does the following:

- Articulates processes for demonstrating what students learn, analysis strategies for showing the strengths and weaknesses of the general education curriculum and informing decisions about general education.
- Clearly articulates responsibilities and leadership for general education assessment.
- Demonstrates internal accountability to students and faculty and external accountability to ISU's institutional accreditation agency.

### General Education Assessment Plan Principles

- Assessment will produce actionable improvement ideas.
- Assessment will rely on faculty expertise and the CGE in decision-making processes.
- Assessment will rely on multiple measures and assessment approaches.
- Assessment will focus on curriculum-level assessment. Results for individual courses will not be shared.
- Assessment measures will focus on learning outcomes and processes. The assessment of teaching, grades or individual students is not part of the assessment plan.
- The assessment plan will articulate a continuous process that can be sustained over time.
- The assessment plan will include opportunities for reflection and evaluation of the assessment process itself.
- The assessment plan is flexible and accommodates plan changes (see [Updating the General Education Assessment Plan](#)).

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## Framework: Planning – Assessing – Communicating & improving

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Direct	<b>Planning &amp; Assessing</b> Math & QR* (pilot) Nat. Sci. (pilot)	<b>Planning &amp; Assessing</b> Fine arts Humanities Critical inquiry~	<b>Planning &amp; Assessing</b> Ind. in civic life U.S. traditions Social sci.	<b>Planning &amp; Assessing</b> Math & QR* Nat sciences Sci, math & tech	<b>Planning &amp; Assessing</b> Fine arts Humanities Critical inquiry~	<b>Planning &amp; Assessing</b> Ind. in civic life U.S. traditions Social sci.
	Ind. in civic life+ Social sci.+	<b>Communicating &amp; Improving</b> Math & QR* (pilot) Nat. Sci. (pilot)	<b>Communicating &amp; Improving</b> Fine arts Humanities Critical inquiry~	<b>Communicating &amp; Improving</b> Ind. in civic life U.S. traditions Social sci.	<b>Communicating &amp; Improving</b> Math & QR* Nat sciences Sci, math & tech	<b>Communicating &amp; Improving</b> Fine arts Humanities Critical inquiry~
Indirect		Gen ed survey – spring 25	NSSE# – spring 26		Gen ed survey – spring 28 ?	NSSE# – spring 29
				Faculty feedback^– fall 26		
		Update gen ed assessment plan – summer 24	Update gen ed assessment plan – summer 25	Update gen ed assessment plan – summer 26	Update gen ed assessment plan – summer 27	Update gen ed assessment plan – summer 28
		AVPUE review – summer 24	AVPUE review – summer 25	AVPUE review – summer 26	AVPUE review – summer 27	AVPUE review – summer 28
		CGE plan endorsement – fall 24	CGE plan endorsement – fall 25	CGE plan endorsement – fall 26	CGE plan endorsement – fall 27	CGE plan endorsement – fall 28
				Fidelity evaluation - spring 27		

\*QR = quantitative reasoning

+Fulfills HLC requirement

#National survey of student engagement. Another survey may be used in place of NSSE in the future.

^Faculty feedback may take the form of a survey, focus groups or feedback from symposia or other gatherings.

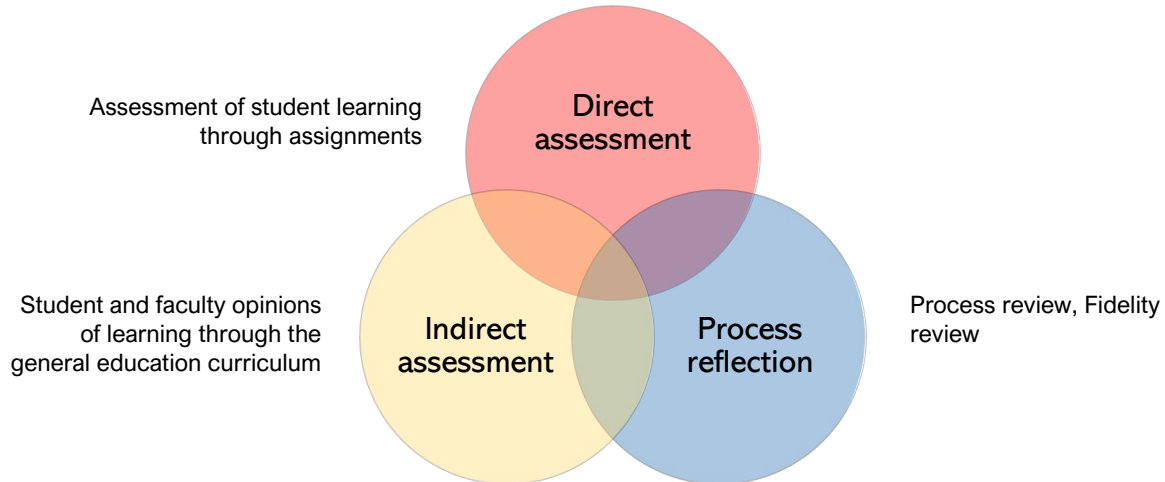
~Includes both composition and communication as critical inquiry.

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## Assessment Methods

General education assessment will include three methods for assessing general education. Direct assessment will assess and evaluate student learning outcomes. Indirect assessment will assess faculty and student opinion about what they have learned in general education. Process reflection will assess the general education assessment process itself.



Strategy	Timeline	Activities
Direct assessment	Year 1: Planning (fall)	Fall: <ul style="list-style-type: none"> <li>CGE or a panel of faculty in the category reviews learning outcomes and rubrics for the category in that year.</li> <li>Norming rubrics.</li> <li></li> </ul>
	Assessing & learning (spring)	Spring: <ul style="list-style-type: none"> <li>Faculty select learning outcomes appropriate for their course(s).</li> <li>Faculty assess assignments in Canvas.</li> </ul>
	Year 2: Communicating & improving	Summer: <ul style="list-style-type: none"> <li>EDA creates dashboard with results.</li> </ul> Results communicated at the following venues. Faculty will be asked to document changes to the curriculum at these venues. <ul style="list-style-type: none"> <li>Fall and spring gen ed summits.</li> <li>CIPD symposium.</li> </ul>
Indirect Assessment	Cyclical	<ul style="list-style-type: none"> <li><del>Student survey: every three years in spring</del> – deleted from plan</li> <li>Faculty feedback</li> <li>NSSE survey (gen ed items mapped)</li> </ul>
Process reflection	Cyclical	<ul style="list-style-type: none"> <li>Gen ed assessment process review</li> <li>Fidelity review</li> </ul>

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## Direct Assessment

ISU will employ an embedded assessment process for assessing learning outcomes in general education courses. An embedded assessment approach relies on 1) course assignments and 2) faculty teaching the courses to do the assessment. This contrasts with a centrally managed approach. A centralized approach also relies on course assignments. However, the process is coordinated by an assessment coordinate or team and a panel of faculty use rubrics to assess assignments. Rubrics are on the University Assessment Services [General Education website](#) and in Canvas.

In the embedded assessment approach, faculty teaching general education courses will import general education outcomes into their course and assess assignments based on the outcomes. Results will be compiled in the data warehouse. The warehouse is administered by Enterprise Data Analytics (EDA). Faculty will have the opportunity to review results in a visualization created and maintained by EDA.

The process at ISU is outlined in a document created by University Assessment Services: [Adding Outcomes for Courses and Assignments in Canvas](#).

Two options for norming rubrics will be explored:

1. Option 1 involves norming rubrics prior to the assessment.
2. Option 2 is to create a process for norming rubrics after the assessment has been conducted. UAS will explore methodologies for option 2 in fall 2023.

The **general education student survey** gathers feedback from students about their opinions on general education and how general education courses have contributed to their learning. The survey is administered every three years. The survey was conducted in spring 2019 and 2022. Results are used to improve the current and future general education curriculum, not evaluate specific courses, programs or instructors. Survey items and results are in the [online dashboard](#). **The gen ed survey has been deleted from the plan as of September 2024.**

The NSSE assesses the extent to which students engage in educational practices associated with high levels of learning and development. Mapped items are in [appendix C](#). UAS will create a visual analytic will survey results mapped to general education outcomes in fall 2023.

Time will be allotted to researching the pros and cons of a syllabus review in the Canvas environment in the 2023-24 academic year. This process is at the discretion of the CGE.

## Process Reflection: General Education Process Review

**Fidelity evaluation** is a process for matching program intent or design with delivery. If a general education curriculum intends to provide students with a set of learning outcomes, activities should be oriented towards delivering those outcomes.<sup>1</sup> UAS will be responsible for gathering the data. Results will be communicated to the CGE, a general education summit or ISU symposium.

A fidelity evaluation will need feedback from students and faculty.

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<sup>1</sup> Braverman, M., 2023, *Evaluating program effectiveness*, Sage and Fisher, R., et al., 2014, *The importance of implementation fidelity data for evaluation program effectiveness*, About Campus, November-December.

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Fidelity area	Description	Judgment
Adherence	Whether or not the program (courses) were actually implemented	
<i>Exposure to courses</i>	Data: enrollment data in general education courses	
Duration	Quantity of exposure	
<i>Number of credit hours</i>	Data: enrollment data in general education courses	
Quality	Degree to which program elements were delivered  Data: <ul style="list-style-type: none"> <li>• Direct learning outcomes assessment</li> <li>• Faculty feedback on learning</li> </ul>	
Participant responsiveness	Degree to which participants were receptive to the program  Data: <ul style="list-style-type: none"> <li>• Student survey of general education</li> <li>• Student perceptions of learning through NSSE</li> </ul>	

The Associate Vice President for Undergraduate Education (AVPUE) will review the plan in summers and make necessary changes and updates. The plan will be presented to CGE for their endorsement.

## Faculty Engagement

### Summits & Conferences

Summit and Conference	Unit / person responsible	When
General Education Summit: Fall	Assoc VP/ UAS	August
General Education Summit: CIPD symposium	Assoc VP/ UAS	January
General Education Summit: Spring	Assoc VP/ UAS	January

### Professional Development

Professional development is conducted through the Center for Integrated Professional Development ([CIPD](#)). Activities specific to general education include syllabus review, learning communities and Canvas support.

### Faculty Involvement in Assessment

Strategy	Engagement Opportunity	Unit / person responsible	When
Direct assessment	Embedded assessment	Gen ed faculty	Ongoing
	Access to results (Power BI)	EDA / UAS	Ongoing
Indirect assessment	Student survey – access to results	UAS	Every 3 years
	Faculty input	UAS / VPUE / CGE	Every 3 years
Meta evaluation	Input on the process	CGE	Every 3 years



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## Using Results

Assessment	Data availability	Unit / person responsible	When & where
Direct assessment	Dashboards: Gen ed artifact	EDA / UAS	<ul style="list-style-type: none"><li>• Summits</li><li>• Symposium</li><li>• Online</li><li>• CGE presentations</li></ul>
	Documented curriculum changes	VPUE / CGE	<ul style="list-style-type: none"><li>• Summits</li><li>• Symposium</li><li>• CGE meetings</li></ul>
Indirect assessment	<a href="#">Student survey: Dashboard</a> <a href="#">NSSE: Dashboard</a>	UAS	<ul style="list-style-type: none"><li>• Summits</li><li>• Symposium</li><li>• Online</li><li>• CGE presentations</li></ul>
	Report of findings from faculty input on student learning	UAS / VPUE / CGE	<ul style="list-style-type: none"><li>• Summits</li><li>• Symposium</li><li>• CGE presentations</li></ul>
Process reflection	Report of findings from meta evaluation	UAS / CGE	<ul style="list-style-type: none"><li>• Summits</li><li>• Symposium</li><li>• CGE presentations</li></ul>
	Documented process changes reflected in annual updates to assessment plan	VPUE / UAS	<ul style="list-style-type: none"><li>• Summits</li><li>• Symposium</li><li>• CGE presentations</li></ul>

## General Education Mission & Learning Outcomes

### Mission

Illinois State University's General Education Program prepares students to be globally engaged citizens who seek knowledge, appreciate diversity, think critically, communicate effectively, act responsibly and work collaboratively.

Illinois State University is committed to:

- A motivating and engaging faculty and staff who inspire curiosity and empower students;
- A seamless integration of curriculum and co-curriculum that engages students, extends beyond the classroom, and broadens their perspectives.

### Learning Outcomes

Upon the successful completion of the General Education Program, students will have gained:

1. knowledge of diverse human cultures and the physical and natural world, allowing them to:
  - a) use theories and principal concepts, both contemporary and enduring, to understand technologies, diverse cultures, and the physical and natural world
  - b) explain how the combination of the humanities, fine arts, natural and social sciences, and technology contribute to the quality of life for individuals and communities
  - c) experience and reflect on global issues
2. intellectual and practical skills, allowing them to:
  - a) make informed judgments
  - b) analyze data to examine research questions and test hypotheses
  - c) report information effectively and responsibly
  - d) write in a variety of genres, contexts, and disciplines

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- e) deliver purposeful presentations that inform attitudes or behaviors
3. personal and social responsibility, allowing them to:
  - a) participate in activities that are both individually life-enriching and socially beneficial to a diverse community
  - b) interact competently in a variety of cultural contexts
  - c) demonstrate ethical decision making
  - d) demonstrate the ability to think reflectively
4. integrative and applied learning, allowing them to:
  - a) identify and solve problems
  - b) transfer learning to novel situations
  - c) work effectively in teams

## General Education Curriculum Administration

### Council on General Education

The Council on General Education (CGE), a standing external committee of the Academic Senate, has primary responsibility for the program in collaboration with the Associate Vice President for Undergraduate Education.

The responsibilities of the Council are:<sup>2</sup>

- To coordinate the undergraduate curriculum for General Education and Interdisciplinary Studies (IDS), ensuring that the spirit of the philosophy of General Education is maintained by the program.
- To periodically review and analyze existing General Education and IDS courses and programs, based on program objectives and student outcomes.
- To report recommendations to the Academic Senate regarding program modifications.
- To provide consultation to departments, colleges, and other faculty groups planning new additions to the undergraduate curriculum for General Education and IDS.
- To review and approve or disapprove all proposals for new programs (majors, minors, and sequences), courses, and changes in existing programs/courses connected to General Education and IDS, in consultation with the Associate Vice President for Undergraduate Education.
- To provide the Academic Senate each year with a report of the Council on General Education's proceedings.

### Associate Vice President for Undergraduate Education

The council is advisory to the Associate Vice President for Undergraduate Education and the Academic Affairs Committee of the Academic Senate on changes in the program itself and other recommendations such as amendments and bylaws. The Council forwards curriculum changes to the University Curriculum Committee.

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<sup>2</sup> <https://gened.illinoisstate.edu/council/>

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## Alignment between Learning Outcomes and Course Categories

Category	Learning outcomes	Disciplinary areas	Courses	Group	# of Required Courses
01. Composition as critical inquiry	2a, 2b, 2c, 2d, 3c <sup>^</sup> , 3d, 4a, 4c	ENG	ENG 101 or ENG101A10	1	1
02. Communications as critical inquiry	2a, 2c, 2e, 3a <sup>^</sup> , 3c, 4a, 4b, 4c	COM	COM 110 or COM110A10	1	1
03. Quantitative reasoning  <i>Students pursuing a B.A. degree must complete the equivalent of LAN 115 or higher rather than one of these courses.</i>	1a, 1b, 1c <sup>^</sup> , 2a, 2b, 2c, 3c <sup>^</sup> , 4a	BE, FIL, ECON, GEO, HSC, MAT, PHI, PHY, POL, PSY	BE 141 / FIL 141, ECO 138 (B.S.-SMT), GEO 138 (B.S.-SMT), HSC 204, MAT 121 (B.S.-SMT), MAT 131, MAT 146 (B.S.-SMT), MAT 150, MGT 100 (B.S.-SMT), PHI 112, PHY 117 (B.S.-SMT), POL 138 (B.S.-SMT), PSY 138 (B.S.-SMT)	2	1
04. Natural Sciences	1a, 1b, 1c <sup>^</sup> , 2a, 2b, 2c, 3c <sup>^</sup> , 4a	BSC, CHE, GEO, PHY, SOC	BSC 101, BSC 101A10, CHE 102, GEO 102, GEO 103, PHY 102, PHY 103, SOC 103  <i>Certain majors require a Natural Science Alternative (NSA) course that substitutes for the courses above. See individual major requirements: BSC 196, BSC 197, CHE 110/112, CHE 140, PHY 105, PHY 108, PHY 110</i>	1	2
05. Science, Mathematics, and Technology	1a, 1b, 1c <sup>^</sup> , 2a, 2b, 2c, 3c <sup>^</sup> , 4a	AGR, ANT, BSC, FCS, HSC, KNR, GEO, IDS, IT, PHY, TEC	AGR 203 (B.S.-SMT), ANT 102, ANT 105, BSC 145 (B.S.-SMT), BSC 160 (B.S.-SMT), BSC 170 (B.S.-SMT), BSC 202 (B.S.-SMT), FCS 208 / HSC 208 / KNR 208, GEO 202 (B.S.-SMT), GEO 207 (B.S.-SMT), GEO 211 (B.S.-SMT), HSC 156, HSC 206*, IDS 265, IT 140, IT 214, PHY 205 (B.S.-SMT), PHY 207 (B.S.-SMT), PHY 208 (B.S.-SMT), TEC 170, TEC 275	2	1
06. Mathematics	1a, 2a, 2b, 2c <sup>^</sup> , 3d, 4a	MAT	MAT 113, MAT 113A10, MAT 120, MAT 130, MAT 145	1	1
07. United States traditions	1b, 1c, 2a, 2b, 2c <sup>^</sup> , 2d <sup>^</sup> , 2e <sup>^</sup> , 3b, 3c, 3d, 4a, 4b <sup>^</sup> , 4c <sup>^</sup>	ENG, FCS, GEO, HIS, LAL, MUS, SED, SOC	ENG 131, FCS 112, GEO 142, HIS 111, HIS 112, HIS 131, HIS 135, HIS 136, LAL 109, MUS 156, SED 101, SOC 109, SOC 111, SOC 112	1	1
08. Social Sciences		AGR, ANT, ENG, LAN, CJS, CSD, ECO, FCS, GEO, HSC, IDS, MGT, POL, PSY, SOC, WGS	AGR 201, ANT 143 / ENG 143 / LAN 143, ANT 185*, ANT 197, CJS 101, CSD 115, ECO 101, ECO 102, ECO 103, FCS 222*, FCS 224, GEO 135*, GEO 235A01*, GEO 235A02*, GEO 235A04*, GEO 235A07*, HSC 170, IDS 111, IDS 113, IDS 117, MGT 120, MGT 120a01, POL 140*, PSY 110, PSY 223 / SOC 223, SOC 108, SOC 195, SOC 220*, WGS 120	2	1
09. Individuals in civic life	1b, 1c, 2a, 2b, 2c <sup>^</sup> , 2d <sup>^</sup> , 2e <sup>^</sup> , 3b, 3c, 3d, 4a, 4b <sup>^</sup> , 4c <sup>^</sup>	ANT, CJS, COM, ENG, IDS, KNR, PHI, POL, SOC	ANT 176, CJS 102, COM 183, ENG 183, IDS 231, IDS 232, KNR 175, PHI 104, POL 101, POL 106, SOC 106, SOC 241	1	1

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Category	Learning outcomes	Disciplinary areas	Courses	Group	# of Required Courses
10. Fine arts	1b, 1c, 2a, 2c, 2d <sup>^</sup> , 2e <sup>^</sup> , 3b, 3c, 3d, 4a, 4b, 4c <sup>^</sup>	ART, DAN, MUS, THE	ART 155, ART 156, ART 176, ART 275*, ART 282, DAN 152, MUS 152, MUS 153*, MUS 154*, MUS 157, MUS 275*, MUS 275A01*, THE 152, THE 176A01, THE 176A02, THE 213, THE 275A01*, THE 275A02*  <i>Some music courses can be counted towards the Fine Arts category. A student must enroll in a sufficient number of ensemble courses for a total 3 hours to meet the 3 hour Fine Arts requirement.</i>	2	1
11. Humanities		ENG, HIS, IDS, LAN, PHI	ENG 110, ENG 130, ENG 150, ENG 160, ENG 165, ENG 170, ENG 206*, ENG 229, ENG 250, ENG 251, ENG 261, HIS 101, HIS 102, HIS 104A01*, HIS 104A02*, HIS 104A03*, HIS 104A04*, HIS 104A05*, HIS 104A06*, HIS 105, HIS 107, HIS 285, IDS 133A05, IDS 133A08, IDS 133A21, IDS 133A22, IDS 133A27, IDS 203*, IDS 203A05*, IDS 203A10*, IDS 203A15*, IDS 213, LAN 206*, PHI 101, PHI 150, PHI 202, PHI 224, PHI 238, PHI 251	2	1
12. Language in the humanities		COM, ENG, LAN	COM 128, ENG 124, ENG 125, ENG 128, FRE 116, GER 116, IDS 121), IDS 212, IDS 254, ITA 116, JPN 116*, LAN 125, LAN 125A01*, LAN 128, SPA 116, SPA 120	2	1
13. Global studies requirement	1b, 1c, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 4a, 4b		Illinois State University offers several study abroad programs that feature a wide variety of General Education courses. Interested students should contact their academic advisor or the Office of International Studies and Programs.	na	na
Co-curriculum	1c, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 4a, 4b, 4c			na	na

Categories and alignment from [Illinois State University's General Education Program](#)

<sup>^</sup>Secondary outcomes

\*Also satisfy AMALI graduation requirement

- Courses with (B.S.-SMT) satisfy the B.S.-SMT graduation requirement. Students pursuing a Bachelor of Science (B.S.) degree must have one additional science, mathematics, statistics, and/or technology course (beyond the General Education requirements)
- Group 1 courses. These are courses that are specifically selected for first-year students and concentrate on developing skills in oral and written communication, critical analysis, and broad foundations for learning in the academic disciplines.
- Group 2 courses. These are courses suited for the first two years of college. Depending on a student's major and interests, they may be taken in the first year. Some Group 2 courses have a Group 1 course as a prerequisite.