

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – E (1)

DATE: December 6-8, 2016

SUBJECT: General Education – Assessment Guidelines

Revisions to Board [Policy 2:11 Assessment](#) during the [August 2016](#) meeting created a framework for the evaluation of individual student works as a new model for the assessment of system General Education goals and learning outcomes. Specifically, section 4 of the BOR Policy 2:11 outlined the following requirements for how General Education assessment would function beginning with the Fall 2017 semester:

The processes and methods used for assessment of general education will be included in the Academic Council Guidelines following approval by the Council and approval by the Committee on Academic and Student Affairs.

- A. System General Education course syllabi and student work shall be reviewed on a scheduled approved by the Academic Affairs Council*
- B. Evaluators shall be members of the System General Education Committee and additional faculty members drawn from all SDBOR universities as needed*
- C. Evaluators shall use rubrics or measures for assessment approved by the Academic Affairs Council*
- D. The System Assessment and Testing Committee shall support the System General Education Committee and its processes and identify a minimum of two members to serve on the General Education Committee*
- E. Results from the assessments shall be presented annually to the SDBOR in a format that serves the continuous quality improvement needs of the campuses and the Regental System*

During the [August 2016](#) AAC retreat, the council discussed the need to develop formal guidelines that would further delineate the processes and procedures that would be employed to allow for consistency across institutions for meeting the requirements outlined in Policy 2:11. Members of the System Assessment Committee discussed underlying features of the guidelines during their September conference call, and a subcommittee including one representative from each campus was formed to begin developing the initial draft. The subcommittee reviewed and discussed the draft guidelines (see Attachment I) on October 17, and a number of refinements/modifications were made. AAC discussed the current draft of the guidelines during


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their [November 2016](#) meeting and a number of additional minor revisions were made to address the council's concerns. While still in draft form, the schedule noted below will be used to continue moving the system forward with formalizing the final set of guidelines, and collecting student works during the Fall 2017 and Spring 2018 terms.

- Spring 2017 – Finalize guidelines and request Math and English discipline councils to evaluate/refine existing learning outcomes and develop assessment rubrics.
- Summer 2017 – Evaluate the Fall 2017 sections and randomly select those courses from the first two goals that would be asked to collect and then upload student works.
- Fall 2017 – Collect student works and also identify Spring 2018 courses that will be assessed.
- Spring 2018 – Faculty in goal #3 and #6 asked to evaluate/refine existing learning outcomes and develop assessment rubrics.
- Summer 2018 – Faculty in Math and English gather to review student works collected during the Fall 2017 and Spring 2018 terms.
- Cycle would continue forward for proceeding years.

Neither AAC nor COPS raised concerns regarding the approach currently being proposed, and request that the draft guidelines move forward to the Board of Regents as an informational item during the December 2016 meeting. Additionally, the councils supported the request that Board Policy [2:28 Proficiency Examination](#) be repealed and that CAAP testing conclude following the Fall 2016 term.

			<h2>ACADEMIC AFFAIRS GUIDELINES</h2>
Section 8:	General Education		
Title:	General Education Assessment Guidelines		
Number (Current Format)	Number (Prior Format)	Date Last Revised	
8.6	XIV	10/2016	
Reference:	BOR Policy 2:11 – Assessment BOR Policy 2:7 – Baccalaureate General Education Curriculum BOR Policy 2:26 – Associate Degree General Education Requirements AAC Guidelines – Baccalaureate General Education Curriculum Requirements AAC Guidelines – Associate Degree General Education Curriculum Requirements		
Related Form(s):			

1. Guidelines Overview & Background

Board of Regents Policy 2:11 Assessment defers the responsibility of assessing student learning outcomes for General Education curriculum approved in Board of Regents Policy 2:7 and 2:26. As General Education is an approved program that constitutes shared goals and student learning outcomes, a systematic approach must be taken in order for each institution to uncover meaningful and actionable feedback for their respective institution. Beginning with students entering the Regental system in Fall 2017, the processes outlined in these guidelines will serve as the primary mechanism for validating the approved learning outcomes for the six General Education goals for Associate and Bachelor degree programs.

Consistent with the ideal practices by both regionally and programmatic accrediting bodies, feedback from this assessment process shall be used to refine courses in an effort to ensure optimal course experiences for students that align with approved student learning outcomes. If at any point the System General Education Committee feels that the processes in Policy 2:11 do not conform to that purpose, they must work with the SDBOR Vice President of Academic Affairs Office to update policy and procedure. The purpose of Policy 2:11 is to detail the General Education Assessment process, under the auspices of the System General Education Committee and the System Assessment and Testing Committee, detailed in Policies 2:7 and 2:26.

2. Goal Assessment Selection

The System General Education Assessment process is structured in such a way that all six goals will be assessed over a three-year period. Initially, Goals will rotate as such:

Year 1:

Goal #1: Students will write effectively and responsibly and will understand and interpret the written expression of others.

Goal #5: Students will understand and apply fundamental mathematical processes and reasoning.

Year 2:

Goal #3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

Goal #6: Students will understand the fundamental principles of the natural sciences and apply scientific methods to investigate the natural world.

Year 3:

Goal #2: Students will communicate effectively and responsibly through listening and speaking.

Goal #4: Students will understand the diversity and complexity of the human experiences through study of the arts and humanities.

3. Student Learning Outcome Specification and Rubric Development Process

The System General Education Committee will designate or constitute a system-level group (for example, a discipline council) to review the student learning outcomes listed for each of the system general education goals. This review of the student learning outcomes should occur at least one year prior to goal assessment but ideally would occur long before assessment is to occur so that faculty are able to align their course-level learning outcomes to those specified by the system-level goal. The student learning outcomes developed for each of the six approved General Education goals shall define in clear and precise terms the specific outcomes of the goal and do so in a way that facilitates the development and application of measures and renders manageable the assessment and evaluation of the outcomes.

At least one-year prior to the assessment of the system general education goal, a system-level group will select or design rubrics or other appropriate measures aligned to the student learning outcomes of the goals to be assessed. This group will also identify potential artifacts that could be collected for the assessment of each student learning outcome.

The student learning outcomes and rubrics or measures will be shared with faculty, especially those whose courses are selected to provide the student artifacts for evaluation, the semester before artifact selection begins.

4. Course Selection Process

During the spring semester prior to the academic year during which a goal will be assessed, the Academic Affairs Office will generate a list of general education courses from the fall and spring semesters that could be included in the selection. This list will be reviewed by the System General Education Council and courses for inclusion in the assessment cycle will be identified through a random sampling method. The objective is to select widely representative courses for this assessment process from those included among the courses satisfying the general education requirement. This course selection shall take place the spring semester prior to goal assessment so that faculty whose courses have been selected have time to select and/or design assignments that align with the goal's student learning outcomes.

5. Student Works to be Assessed

a. Range of Artifacts

The system-level group (for example, discipline council) aligned with the goal under assessment shall determine which types of assignments shall be collected in order to assess each of the student learning outcomes listed under the system general education goal. For example, course papers, exams, daily work, speeches, artwork, and lab notebooks might be collected for assessment purposes so long as they align with the student learning outcomes.

b. Artifact Submission Process

Course instructors teaching the courses identified for inclusion in a cycle of assessment will upload the entire class set of artifacts to the D2L ePortfolio location maintained by the institution's Academic Affairs Office for the collection of assessment materials. Each institution's Academic Affairs Office shall ensure a randomly selected sample of artifacts from each course set is submitted. The Academic Affairs Office shall ensure that all identifying information tied to individual students and faculty from the selected samples is removed and a tracking code that specifies the institution and course is assigned.

For each General Education Goal assessed in a given year, each institution will submit approximately 150 artifacts for assessment. These numbers may change depending on the specific artifacts required to adequately assess the student learning outcomes specified for that System General Education Goal. A single artifact may be used to evaluate every student learning outcome or may only align with a single student learning outcome. Subsets of the 150 artifacts may be used to assess individual student learning outcomes. Artifacts should be collected so that there are large enough subsamples to adequately assess each student learning outcome.

6. Faculty Review Process

a. Selection

Each institution will provide three faculty members per general education goal (six faculty members per year) to participate in the general education assessment workshops held within the first four weeks following the end of the spring semester. Faculty eligible for participation in the general education workshops include:

- tenure-track or term contract faculty from disciplines with courses included among those satisfying the system general education goal requirements.
- faculty from closely related fields.
- faculty who have direct experience related to the Goal under assessment.

Faculty who teach the courses included in the sample set can participate in the statewide assessment workshops. If an institution is unable to field three faculty members to participate in this assessment, then other institutions may be asked to recruit additional faculty to make up the deficit.

b. Method for reviewing student work

The general education assessment workshops will be held at the six university campuses on a rotating basis.

BHSU	Summer 2018	Goals 1 and 5
DSU	Summer 2019	Goals 3 and 6
NSU	Summer 2020	Goals 2 and 4
SDSM&T	Summer 2021	Goals 1 and 5
SDSU	Summer 2022	Goals 3 and 6
USD	Summer 2023	Goals 2 and 4

The assessment workshops will be scheduled within four weeks of the end of final exams of the spring semester and will take place over a three day period.

Day 1: Morning for introductions and rubric calibration. Afternoon 25 artifacts/team
Day 2: Morning and afternoon artifact review – 50 artifacts/team
Day 3: Morning 25 artifacts/team. Afternoon debriefing and initial reactions
(qualitative) to preliminary results.

For each general education goal there will be nine teams which will review approximately 900 artifacts in three days. Reviewers will be assigned to a two-person team in order to obtain two independent evaluations for each artifact and allow for measures of intercoder agreement. Reviewers will be instructed to evaluate the artifact solely according to the rubric or measures designated and not according to some external criteria.

7. Report Generation

After the Faculty Review process, data will be shared with each campus and their respective General Education Council representatives. The campus will then begin to discuss the curricular or pedagogical changes (if any) it plans to make in response to those data. Campuses will be free to disseminate the results as deemed appropriate but will be required to submit a summary for the General Education Council. This report will include the institution-specific data from the collection and scoring of the current year, specifically an aggregation of student performance on each of the student learning outcomes, as well as a description of the actions the campus plans to take to respond to these results. This document also needs to provide an annual update of specific campus action taken in response to the results of prior years' assessments of the general education goals. The General Education Council will then forward this to the AAC (Academic Affairs Council) for review with the goal of having this ready for review in October.