

General Education Assessment Framework: Rationale and Requirements May 2021

Rationale

SACSCOC's *Principles of Accreditation Resource Manual* sets out the requirements regarding assessment of General Education. Standard 8.2b requires, in part, that:

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (*Student outcomes: general education*).

Further, SACSCOC notes that:

- The institution is responsible for identifying measures of expected student learning outcomes to determine the extent to which students have attained appropriate college-level competencies.
- It is acceptable to implement a schedule of assessment in which only a subset of competencies are [sic] evaluated in a given year. It is expected, however, that all competencies would be evaluated within the multiple-year cycle, and that the institution provides evidence of assessment findings and of actions seeking improvement across the full cycle. It is unusual for a multiple-year cycle to exceed three years.
- As an institutional improvement standard, the expectation is not that the institution be required to certify the competency of each student. The institution undertakes that process when it issues a diploma. The intent of the standard is for the institution to make continuous improvements by assessing itself through its assessment of students.

General Education Assessment Framework

Inevitably, variables in each Core Area Program's (CAP) approach to General Education Assessment will exist. All our CAPs provide students with an education that prepares them well for their major programs and responsible citizenship.

To measure and improve student learning in general education and to ensure the integrity of the overall General Education Assessment process for SACSCOC and beyond, however, all CAPS and respective Work Groups, in conjunction with the General Education Assessment Committee, must adhere to the following framework to complete this required work:

1. The rubric(s) for each CAP must possess four proficiency levels (exemplary, proficient, developing, and unsatisfactory) and align with Core Area Student Learning Outcomes (SLOs).
2. Success is defined as at least 70% of students achieving a 3—proficient—or better in the CAP SLO.
3. CAPs will submit artifacts, score them, analyze the data, and develop Improvement Plans in accordance with the staggered schedule, located on the General Education Assessment website.
4. Summer data collection will occur for general education courses *only* offered in the summer.
5. All CAPs must administer approved assessment assignments in *all* general education course offerings (face-to-face, online, Newnan, Douglasville, etc.) twice per year (in fall and spring).
6. To help yield the most accurate student performance data, any assessment assignment a CAP or course adopts for General Education Assessment reportage must be graded and summative (assigned *after* mid-term).
7. All collaborators from each CAP must work in concert with their home departments to develop and implement Improvement Plans based on what data from the assessment period show.
8. In each data cycle, each CAP will develop and implement at least one, concrete action designed for continuous improvement of student learning, regardless of whether the students met the success target.