

Assessment of General Education at Binghamton University
 Procedures
 Revised March 25, 2014

Following are the revised procedures for the assessment of General Education at Binghamton University:

1. Three General Education categories are assessed each year. Twelve course portfolios are collected in each of those categories – six in the fall semester and six in the spring semester.
2. The University Undergraduate Curriculum Committee reviews the portfolios and writes reports for three categories per year.
3. A sampling of faculty and instructors teaching General Education courses is contacted and given assistance to create a “course portfolio.” The portfolio is submitted to the UUCC at the end of the semester. It contains:
 - a. A course syllabus;
 - b. A brief description of how the course fulfills the content requirements and meets the learning objectives of the General Education category (the same information submitted to the UUCC to earn the General Education designation) and the overall goals of critical thinking and information management.
 - c. A brief narrative of strengths and weaknesses in student learning with regard to the learning goals in the selected General Education category
 - d. An Outcomes Assessment Report (template provided) that includes the following:
 - i. Learning outcome statements
 - ii. Methods/measures used to assess each outcome
 - iii. Assessment results (percentage of students finishing the course who fall into these categories: exceed, fulfill, approach, or fail to meet each learning outcome)
 - iv. Action plan (if applicable, changes the instructor will make in the course for continuous improvement)

- d. Waivers of participation may be available in limited cases:
 - i. Graduate students may request a waiver in the semester they are defending their dissertation.
 - ii. Faculty members may request a waiver in the semester of their tenure review.
 - iii. New faculty may request a waiver in their first semester on campus, with the understanding that they will then be eligible to participate in their second semester.
 - e. In the case of refusals to cooperate, the University Undergraduate Curriculum Committee may consider removal of the General Education designation in the future for that course taught by that instructor.
6. Working from criteria for learning outcomes approved by the Faculty Senate, the UUCC evaluates course portfolios in relation to achievement of the goals for student learning. The UUCC suggests revision of the General Education learning outcomes to make them more meaningful and measurable if needed. The UUCC might also consider additional information it finds pertinent to the successful assessment of each General Education category, and does the following:
- a. Reviews the findings and recommendations of the last report to understand past issues, to evaluate progress made since the last reporting period, and to help guide the committee in making recommendations in its current report;
 - b. Evaluates the course portfolios and other assessment information (e.g., rubric evaluation results, survey data, focus groups, etc.) and assesses the extent to which the courses are addressing the student learning outcomes for the General Education category to which they have been assigned, as well as overall strengths and weaknesses in student learning with regard to such learning outcomes, with particular attention to the overall goal of enhancing critical thinking and information management.
 - c. Makes recommendations that address strengths and weaknesses identified in (b).
7. The UUCC evaluates success, considers students' needs and faculty suggestions, weighs changes over time, and explores areas for improvement. Issues involving individual faculty or student experiences are treated as confidential within the process of evaluating course portfolios. Data should be aggregated, and individual students or faculty members should not be identifiable in any reports. The UUCC may also review aggregate data on grades for all courses in the category, as well as anonymous data from web surveys of faculty and students or other relevant data from campus-wide surveys and focus groups of students. Course portfolios are maintained in an archive for limited access and data analysis. All final reports are anonymous, identifying neither students nor instructors.
8. The UUCC discusses its reports with the Provost, the faculty participating in portfolio review and all the faculty teaching in the Gen Ed category as needed. Elements of the report result from a systematic review of the course portfolios and other assessments made available to the UUCC. At a minimum, each report contain

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2. We find faculty increasingly reluctant to participate in the ACTs and in the assessment process. Of the instructors who agree to participate, approximately 20 percent do not turn in a course portfolio.