

**Motion presented to Faculty Senate 5/10/11**  
**Guidelines for Assessment of General Education**

**The Faculty Senate Executive Committee recommends acceptance of the following revision of the guidelines for assessment of general education.**

**Assessment of General Education at Binghamton University**  
**Program and Guidelines**  
**Revised May 10, 2011**

The Faculty Senate has endorsed the following revised program for the assessment of general education at Binghamton University:

1. The Faculty Senate creates assessment category teams (ACTs) for the following categories of information management, foreign languages, global interdependencies, humanities, laboratory science, mathematics/reasoning, oral communication, physical activity/wellness, pluralism, and social sciences.
  - a. *Procedural Guidelines:*
    - i. Each ACT will have 3 - 5 members. Since each ACT files a report every three years, only the chair of each ACT will be appointed in a non-reporting year. In a reporting year, additional members will be appointed to serve on the ACT.
    - ii. Members of the ACTs are chosen and approved by the Faculty Senate Executive Committee with the help of the Committee on Committees.
    - iii. The annual general solicitation for interest on committees will include a request for interest in serving on ACTs, specifying each of the assessment areas.
    - iv. t at  
least one GenEd course in that area in the current and/or last 5 semesters (3-year window).
2. Each team will consist of faculty members and full-time instructors, the majority of whom have been actively and recently involved in teaching GE courses in the category.
3. The UUCC drafted statements of the learning outcomes to be assessed in each category and were approved by the Faculty Senate. These drafted statements are used by the ACTs as a basis for writing its report.
4. A sequence of reporting was created whereby all eleven categories are assessed over a 3-year period; active assessment work occurs every year, involving compilation and analysis of course portfolios for selected courses, leading to written reports at 3-year intervals. This cycle remains unchanged.
5. In order to teach general education courses instructors must agree to provide the information listed in the next section for the assessment process.

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*a. Procedural Guidelines:*

6. In the case of refusals to cooperate, the University Undergraduate Curriculum Committee may consider removal of the GenEd

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- iii. Courses to be assessed in a given category will be chosen randomly from the pool of courses being offered in that category, with the limitations that no more than four courses per department are chosen in a particular semester and an instructor is not chosen more often than once in three years.
- iv. A course fulfilling more than one Gen Ed category (for example, P and C) can be assessed in only one category during a given semester.

It is understood that there is no necessary correlation between grades in a course and the relative ranking of examples provided for assessment, since course grades in many courses depend on more criteria than those involved in the General Education component of the course.

- 8. Working from criteria for learning outcomes approved by the Faculty Senate, each

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10. Other information may be added such as the aggregate results of assessments that include various modalities, including survey data, rubric evaluations, and focus groups. ..

*a. Procedural Guidelines:*

- i. Each year, the Office of Institutional Research & Assessment will do the following:
    - a. Administer surveys with questions related to general education learning outcomes (e.g., the Graduating Senior Survey, Undergraduate Alumni Survey, National Survey of Student Engagement, etc.);
    - b. In the areas of critical thinking/information management, composition, and mathematics/reasoning, evaluate samples of students work using a rubric, each on a three-year cycle;
      - i. The results of the rubric assessment will be made available to the composition, mathematics/reasoning, and critical thinking/information management ACTs
      - ii. Given that each rubric assessment requires more extensive analysis, the Office of Institutional Research & Assessment will provide a report under separate cover containing the rubric results to the ACTs, the EPPC, and UUCC.
    - c. Consult with ACTs to determine what other data they might need for completion of assessment reports.
8. Each ACT submits its report to the EPPC, UUC, and Provost every three years in a cycle approved by the EPPC. it may suggest improvements and communicate issues arising in the category as a whole to any appropriate body, including departments, the University Undergraduate Curriculum Committee (UUCC), and the EPPC. Elements of the report result from a systematic review of the course portfolios and other assessments made available to the ACTs.

*a. Procedural Guidelines:*

- i. At a minimum, each ACT report will contain the following:
  1. A brief summary regarding how the recommendations and issues discussed in the prior ACT report have been addressed
  2. A discussions about strengths and weaknesses about the extent to which courses in each general education category are addressing the learning outcomes in each category.
  3. A discussion of strengths and weaknesses with regard to student learning as they relate to each student learning outcome in the general education category of concern;
  4. Recommendations that ACT might want to make as a result of its review of the course portfolios and other assessment information provided to it.

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5. Additional comments, as the ACT deems warranted.
  
9. The assessment process is facilitated and overseen by the Assistant Provost for Institutional Research and Assessment. Each year, the Assistant Provost does the following:
  - a. Consults with each ACT making a report for the year to ensure that it has the information it needs to complete its report;