

General Education Assessment Committee: Annual Report

2021–2022 Academic Year

Submitted by: Amanda Nichols Hess and Lori Ostergaard, co-chairs; and
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Established by the University Senate in May 2020, the General Education Assessment Committee (GEAC) oversees the assessment of the General Education program and General Education courses. It is a group that works in concert with the General Education Committee (GEC), and it is charged with:

- functioning as the assessment committee for a university-wide program of general education,
- coordinating and advising on the planning and implementation of general education assessment by academic units;
- advising and cooperating with the General Education Committee in planning and carrying out assessment of the University's general education program and communicate through the regular exchange of minutes with the General Education Committee;
- advising the Senior Vice President for Academic Affairs and Provost, the University Committee on Undergraduate Instruction, the University Assessment Committee, and the General Education Committee on the findings of their program assessment and on their implications for specific program reviews and for maintaining and improving the quality of general education curricula and instruction;
- reporting to the University Senate and the Assemblies of the organized faculties on the findings of the general education assessment program and their implications for maintaining and improving the quality of undergraduate general education curricula and instruction at the University; and
- coordinating with the General Education Committee to establish priorities for each academic year; meeting jointly, as needed but at least once each semester, with the General Education Committee; and providing information on General Education assessment for preparation of the General Education Committee's annual report.

2021–2022 Committee Members

- Amanda Hess (KL) – CO-CHAIR
- Lori Ostergaard (CAS) – CO-CHAIR
- Cynthia Carver (SEHS)
- Susanne Condron (OIRA, ex officio)
- Randy Gu (SECS)
- Tim Hodge (SBA)
- Lan Jiang (CAS)
- Angela Kaiser (CAS)

- Akiko Kashiwagi-Wood (CAS)
- Serena Kuang (SOM)
- Kevin Laam (CAS)
- Kristen Munyan (SON)
- Emily VanWasshenova (SHS)
- Tricia Westergaard (Registrar, ex officio)
- Song Yan (OIRA, ex officio)

Committee Meetings

The GEAC met regularly throughout the 2021–2022 academic year:

- September 27, 2021
- November 2, 2021
- November 22, 2021 (GEC-GEAC joint meeting)
- December 9, 2021
- February 3, 2022
- March 21, 2022
- April 13, 2022

The meetings during the fall and winter semester focused on assessment report reviews and on discussions about improving and refining our review processes, teams, and letters. All meetings were held virtually.

Major Projects and Initiatives

The GEAC pursue several major projects and initiatives during the 2021–2022 academic year, including

- Amanda Nichols Hess and Susanne Condrón offered a general education assessment workshop for department chairs and program directors through CETL on September 25, and Lori Ostergaard led an open discussion about general education during at the CETL Chair Forum on January 21.
- The committee revised our team approach to assessment report reviews by developing the teams in fall and having those teams work together all year. This will support new members who have not yet been fully oriented to the work of the committee, and it allows the teams to share responsibility for writing the assessment report letters and feedback.
- The GEAC held a combined meeting with the GEC to discuss shared issues, including the need for a GEAC co-chair to serve as *ex officio* on the GEC. Beginning in January, one co-chair (Lori Ostergaard) served in that role.
- We proposed a change to the GEAC membership making the co-chair leadership model official. Co-chairs will serve for two years, on staggered terms, to ensure the continuity of leadership and to allow for one co-chair to serve as *ex officio* on the GEC. The Senate approved this proposal in May.
- The co-chairs documented and divided up the individual responsibilities of the co-chairs.

- The committee discussed the creation of a GEAC assessment award and/or grants to support departments with their assessments. The committee agreed to table that discussion until fall 2022.
- Developed a process for supporting departments that are seriously overdue with their course assessments and worked closely with one department that has not been in compliance with GE assessment for many years.
- Established shared norms and guidelines for the assessment report letters that the committee shares with departments, with a focus on providing departments with 3-5 specific, actionable suggestions for their next assessment.

Plans for 2022–2023

Next year the committee would like to

- Coordinate with the GEC to begin developing a plan to assess the General Education program.
- Develop report submission and response windows so that departments can plan when to submit their reports during the academic year and when they can expect to receive feedback from the committee.
- Develop an assessment award or grant to support departments.
- Work with OIRA to plan an assessment event for fall.
- Kristen Munyan has agreed to serve as co-chair for the next two years. Amanda is finishing out her third and final year as co-chair. She will be on sabbatical in fall, so Lori will serve as interim member and co-chair for the fall semester.

General Education Assessment Report Reviews

In fall and winter, we reviewed reports that assessed the General Education Student Learning Outcomes (GESLOs) and reports that were developed as part of the pilot program to assess University Learning Outcomes (ULOs). We also reviewed formal assurances from departments that their writing-intensive courses met the requirements for these courses, a new procedure the committee developed last year to ensure that writing intensive courses are employing the required practices for writing instruction in these classes. And we reviewed and offered feedback on the assessment plans for new courses proposed to the GEC.

GESLO Assessment Report Reviews

During fall 2021 and winter 2022, GEAC members completed reviews for 33 courses that were assessed using the General Education Student Learning Outcomes (GESLOs) and sent letters providing our evaluation and feedback on those reports. Table 2 in the Appendix documents the GESLO and ULO assessment reports that the committee received and reviewed in fall 2021 and winter 2022.

ULO Assessment Report Reviews

During fall 2021 and winter 2022, GEAC members completed reviews of 16 courses that were assessed as part of our two-year pilot study using the program's University Learning Outcomes (ULOs) and wrote letters providing our evaluation of and feedback on those assessment report. Table 2 in the Appendix

documents the GESLO and ULO assessment reports that the committee received and reviewed in fall 2021 and winter 2022.

Writing Intensive Syllabi Reviews/Assurances

In the committee's first year, we identified an ongoing concern: there is no verification that writing-intensive courses, in either the majors or General Education, address the eight required components for these courses. The GEAC discussed this issue in the winter 2021 semester, and Kathy Battles, Kristen Munyan, and Sam Srauy formed a task force to identify the most feasible and useful approach to address this concern.

Following their recommendations, the GEAC developed the following process:

- Prepared a Google Docs checklist to prompt a department (either the Chair or its assessment committee) to collect and review syllabi and assignments (if not fully explained on the syllabus) for all sections of the writing intensive courses to ensure they meet the relevant criteria.
- Timing-wise, departments are asked to provide confirmation of writing-intensive courses at the same time as any other scheduled assessment report for those courses under a different rubric (i.e., Capstone).
- Writing intensive courses without an additional assessment component are integrated into departments' assessment cycles that align with the majority of their General Education courses, whenever possible
 - For instance, Sociology, Anthropology, Social Work, and Criminal Justice will be asked to complete the checklist for any WI courses without additional designations when they submit their Social Sciences assessment reports.
- Departments are asked use the new Google form to verify that their writing-intensive courses address the eight requirements, and they send their course syllabi (and assignments) for verification purposes to geac@oakland.edu.
- Throughout the process, the committee emphasizes that this process is a check-in, not an assessment of the content of courses or assignments.

Amanda Nichols Hess developed the Google Form, corresponding resources and documentation. And during fall 2021 and winter 2022, the GEAC received and reviewed department assurances for 46 writing-intensive courses listed in Table 1 of the appendix.

Course Assessment Plan Reviews

In addition to course-level assessment reports, the GEAC is responsible for reviewing assessment plans connected with new courses up for review by the GEC. Because the assessment plans are crucial components of the General Education Committee's course approval process, it is essential that these reviews are performed quickly, so one of the co-chairs (Amanda Nichols Hess) reviewed 23 of these course assessment plans, and she typically responded to the plans within one week of receiving them.

CDS 2070
COM 2701

COM 4970
COM 1650

COM 2202
ECN 1500

ECN 1600	LIT 2909	PSY 4983
ECN 2010	MLL 1400	RDG 2200
FLM 1400	NRS 4026	SPN 1300
FRH 1600	NTR 4500	THA 3031
HS 3500	MUS 4998	THA 4031
IS 2121	PHIL 1320	

Ongoing General Education Course Assessment Reviews

The GEAC agreed to maintain the existing four-year assessment cycle, with additional flexibility for departments as needed due to COVID-19. The assessment schedule with data collection and reporting timelines for courses in each knowledge area is included in Table 5 in the Appendix.

The committee also agreed to review assessment reports during the fall and winter semesters, and so assessment reports received during the summer term will be reviewed beginning in September 2022.

The assessment of student learning is an expectation of the university's accreditor, the Higher Learning Commission (HLC). During our last assurance argument (self-study), OU reported that 85% of required courses submitted an assessment report. As of the end of AY 2020-2021, 62% of courses were assessed within the past four years. While this leaves 38% of courses out of compliance, many are overdue by no more than a year and departments were offered significant flexibility while managing the challenges related to COVID-19 disruptions to instruction and assessment. Most departments with overdue course reviews communicated intent to complete their assessment responsibilities, leaving only a few departments that are unresponsive to requests for reports.

Additional information about assessment reports that are coming due, those that are overdue, and those that have been granted extensions is available in Tables 3 and 4 of the Appendix.

General Education Assessment Documentation, Procedures, and Processes

In its first year, the GEAC established a number of procedures and processes for their work, and we established resources designed to document and facilitate these workflows. The GEAC co-chairs and Susanne Condrón established file organization systems in a shared Google Drive to ensure that various documents, reports, and other resources can be easily accessed and transferred across committee membership. These tools include an assessment review rubric developed by Susanne Condrón, report review letter templates, process documentation, and work timeline guides. Since the committee was working completely remotely, we also developed systems to ensure that all committee members could identify where assessment reports were in the review cycles; provide consistent and structured feedback on assessment reports; and engage in assessment-centric discussions, even from a distance. And we also established a shared folder of our meeting minutes to ensure that the GEC was apprised of all relevant committee business. This year the committee made small refinements to these documents, adding additional material about best practices for writing the review letters that we send to departments, and adding materials for presentations and a folder archiving previous program assessments.

Continuous Committee Improvements

When the GEAC returns for its third year, we will continue to look for opportunities to improve our internal workflows, provide additional support for departments in their assessment efforts, and offer learning opportunities for the campus more widely. In particular, we will work with OIRA to bring an assessment expert to campus to offer workshops for the campus community. We look forward to the new ideas and perspectives that our new committee members will bring to our group. And we will continue to find ways to streamline the administrative work that was previously required of Susanne Condrón and that is currently the responsibility of Tammy Tollon so that her invaluable assessment expertise can be shared with faculty across campus.

Appendix A

Table 1. Writing-Intensive Courses (46 Department Assurances)

Department	Course
Anthropology	AN 4391
Criminal Justice	CRJ 4950, CRJ 4970
Interdisciplinary Health Sciences	HS 4450, HS 4500
Philosophy	PHL 2100, PHL 2200, PHL 2210, PHL 3110, PHL 3300, PHL 3310, PHL 3400, PHL 3420, PHL 4100
Psychology	PSY 3040, PSY 3160, PSY 3180, PSY 3210, PSY 3220, PSY 3230, PSY 3300, PSY 3330, PSY 3390, PSY 3440, PSY 3450, PSY 4989
Public and Environmental Wellness	EHS 4460
Sociology	SOC 4970
Writing and Rhetoric	WRT 2065, WRT 2088, WRT 3010, WRT 3020, WRT 3030, WRT 3060, WRT 3062, WRT 3064, WRT 3070, WRT 3072, WRT 3074, WRT 3081, WRT 3082, WRT 3086, WRT 4061, WRT 4908, WRT 4996, WRT 4998

Table 2. GESLO and ULO assessment report reviews and ratings (“Minimal,” “Developing/Progressing,” “Mature, without significant issues”).

Department	Course	Decision
Art (7)		
Dance	DAN 1375	Good with minor issues
Library	LIB 2500	Minimal (ULO)
Theatre	THA 1000, THA 3000, THA 3001, THA 3002, THA 3006	Mature (ULO)

Capstone (3)		
Biology	BIO 4970	Developing/Progressing
Computer Science/Engineering	CSI 4999	Developing, Progressing
Art History	DES 4999	Mature
Formal Reasoning (1)		
Philosophy	PHL 1300	Developing/Progressing
Language and Culture (9)		
Modern Languages	ARB 1140, CHE 1140, FRH 1140, GRM 1140, HBR 1140, IT1140, JPN 1140, LTN 1140, SPN 1140	Developing/Progressing
Literature (12)		
English	CIN 2100, ENG 1300 ENG 1500, ENG 1700 ENG 1800, ENG 2300 ENG 2500, ENG 3600 ENG 3610, ENG 3620 ENG 3650, ENG 3660	Mature (ULO)
Natural Science and Technology (9)		
Biology	BIO 4970	Developing/Progressing
Engineering	EGR 2500	Received 4-3-2022 (Pending review)
Physics	PHY 1010, PHY 1040, PHY 1050, PHY 1200, PHY 1510, PHY 1060_GEO160	Mature
Social Science (11)		
Anthropology	AN 1511	Developing Progressing
	AN 3110	Minimal

Industrial and Systems Engineering	ISE 1170	Currently working on report (5/12/2022)
Political Science	PS 1600, PS 1400	Minimal
Psychology	PSY 1000	Received 3-29-2022 (Pending review)
Sociology	SOC 1000	Mature
Women and Gender Studies	WGS 1000, WGS 3010, WGS 3810	Developing/Progressing
Wellness, Health Promotion	PH 3000	Received 3-17-2022 (Pending review)
Western Civilization (5)		
History	HST 1100, 1200, 1300	Received 5-19-2022 (Pending Review)
Soc/Anthro/SW/CJ	AN 3110	Minimal
Philosophy	PHL 1300	

Table 3. Status of assessment reports due to GEAC during 2021–2022 (Formal Reasoning, Natural Science & Technology, Social Science, Writing Foundations)

Department	Courses	Status
Formal Reasoning		
Computer Science/Engineering Information Technology	CSI 1220, SPN 1190, CSI 1300	Sent reminder 5/10/2022
Economics	ECN 1500, ECN 2010, ECN 2020	GEAC chairs met in February, plans are on file. Will submit assessment report December 2022.

Mathematics	MTE 2111, MTH 1118, MTH 1221, MTH 1222, MTH 1554	Sent reminder 5/10/2022
Statistics	STA 2220, STA 2226, STA 2222	Sent reminder 5/11/2022
Public and Environmental Wellness	EHS 2550	Sent reminder 5/11/2022
Philosophy	PHL 1070	Sent reminder 5/11/2022
Natural Science and Technology		
Engineering	EGR 2400	Sent reminder 5/11/2022
Interdisciplinary Health Science	HS 2000	Sent reminder 5/12/2022, dept stated report will be submitted in August.
Management Information Science	MIS 1050	Sent reminder 5/11/2022
Physics	PHY 1310	Sent reminder 5/11/2022
Science	SCI 1000	Sent reminder 3/8/22 and stated will submit during the summer.
Industrial and Systems Engineering	ISE 1170	Currently working on report (5/12/2022)
Public and Environmental Wellness	EHS 1100	Sent reminder 5/11/2022
Political Science	PS 1100	Sent reminder 5/11/2022, Cristian Cantir working on it.
Sociology	SOC 1010	Course 1st taught Fall 2021, asked for an extension to submit report February 2024.
Social Science		

Economics	ECN 1500, ECN 2010, ECN 2020, ECN 2100	GEAC chairs met in February, plans are on file. Will submit assessment report December 2022.
Industrial and Systems Engineering	ISE 1170	Currently working on report (5/12/2022)
Writing Foundations (WRT 1060)		
Writing and Rhetoric	WRT 1060	Data collection in winter 2022

Table 4. Status of assessment reports due to GEC in prior years and not yet received (59 Courses)

Department	Course	Notes
Capstone (due 2018–2019)		
Chemistry	BCM 4257/ CHM 4257	Planning to submit integrated program and GE Capstone Assessment for next cycle (2022-23)
	CHM 4996	
Exercise Science	EXS 3020, EXS 4960	Requested extension for EXS 3020 due to COVID 19 disruption and for EXS 4960 as capstone transitions to EXS 4715; plan to collect data in Fall 2020 & submit report in WI21, nothing rec'd as of 5-2021
Integrative Studies	BIS 4930	Unresponsive
Communication and Journalism	JRN 4120, JRN 4950	Reporting is in progress
Liberal Studies	LBS 4999	Unresponsive
Human Resource Development	HRD 4950	Unresponsive
Soc/Anthro/SW/CJ	AN 4391	Requested extension until Oct 2022

Teacher Devel. & Ed Studies	EED 4950, SED 4952	Inquired about accreditation memo process, recently unresponsive
Writing and Rhetoric	WRT 4998	Combined Capstone/Program report was submitted to UAC in March 2022
Global Perspective (due 2017–2018)		
Economics	ECN 1600, ECN 2020	Submitted assessment plan and will submit report in
Arts (due 2019–2020)		
Art/Art History	AH 1001, AH 1002, AH 1003, ART 1000, ART ART 2100, ART 2200, ART 2500	Requested extension until in-person courses resume
Cinema	FLM 1150	Participating in ULO pilot; collecting data WI21/FA21
Modern Languages & Literatures	LIT 2900, LIT 2910	Requested extension due to COVID 19 disruption
Music	MUS 1000, MUS 1001, MUS 1002, MUS 1005, MUS 1006, MUS 1007, MUS 1010, MUS 1011, MUS 1012, MUS 1331	On 3/24/2022, the department is working on the report and should be submitted in a few weeks. Participating in ULO assessment; requested extension for music (pilot for ULOs) to Fall 2021/Winter 2022.
Western Civilization (due 2019–2020)		
History	HST 1400, HST 2280, HST 2380	James Haus, Chair of the Dept. sent an email 5/19/22 that will be sending in next few weeks.
Music	MUS 1003	Participating in ULO Pilot – extended due to COVID 19 disruption
Philosophy	PHL 3500	Requested extension to WI2022; Considering a change in credential from WC to KA

*Department chairs received bi-annual reminders about the data collection and reporting schedule.

Table 5. General Education assessment schedule

Collect data	Review Year	Knowledge Area
2020–21	2021–22	Formal Reasoning, Natural Science & Technology, Social Science, Writing Foundations
2021–22	2022–23	Capstone
2022–23	2023–24	Arts, Western Civilization
2023–24	2024–25	Foreign Language & Culture, Global Perspective, Literature
2024–25	2025–26	Formal Reasoning, Natural Science & Technology, Social Science, Writing Foundations