**GENERAL EDUCATION ASSESSMENT**

**TEMPLATE FOR ANALYSIS AND IMPROVEMENT PLANS**

This template serves as a guide for departments to document their analysis of the general education student learning outcomes assessment data provided in the interactive Power BI report and associated improvement plans. While completing this template, we highly recommend that you reference the step-by-step **user guide** that provides instructions on how to best navigate the interactive report while you fill out different section of this template.

Before moving forward, please be aware of the following:

* This template is fillable and editable in Word.
* Both the analysis and improvement plans can be documented in the form of a bullet list – prose is not required.
* The questions listed for consideration throughout this template are intended to stimulate the conversations in your department and guide your departmental faculty’s analysis and improvement planning process. You are encouraged to consider further questions beyond those already listed.
* The analysis and improvement plans may also include any additional relevant information (e.g., overall course grade distributions, previous efforts to improve student learning, historic performance, etc.) and context (e.g., instructor’s recollection of an external event that negatively impacted student performance on target assignment).
* Instructors responsible for the courses that participated in assessment should be involved in the analysis of data and development of improvement plans. We recommend that you hold a separate departmental meeting dedicated to joint review of the Gen Ed SLO data reports and formulation of improvements.

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| **Department:** | **Submitted By:** |
| **Level 1 – Department by SLO** | |
| Use the data presented in the *SLO x Course* page for this analysis. This analysis should take all courses involved in general education assessment for Fall 2023 offered by the department into account.  *Questions to Consider*   * *Overall, is the department satisfied with the level of student learning? If so, why? If not, why not?*   + *Note: The University established a standard benchmark for all general education student learning outcomes – at least 80% of the students participating in selected assignments earn 70% or better.* * *Were demonstrated levels of learning consistent across different SLOs? Comment on potential sources for similarities and differences.* * *Where do students appear to be struggling to demonstrate that they learned the target knowledge, skills and/or values/attitudes? Comment on factors impacting student success in the SLOs.* | |
| *Analysis of Results* | |

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| **Level 2 – Course by SLO** |
| Use the data presented in the *SLO x Course* page for this analysis.  *Questions to Consider:*   * *Were demonstrated levels of learning consistent across different courses? Comment on potential sources for similarities and differences.* * *Did students struggle with some SLOs in some courses more than in others? Comment on any differences and the contributing factors.* * *For courses with face-to-face and online sections, were demonstrated levels of learning consistent across different delivery modes? Comment on potential sources for similarities and differences.* * *In cases where there are outlier courses, some circumstances to consider include:*   + *Did all courses provide students with an adequate opportunity to learn and practice each SLO before assessment?*   + *Do the course objectives clearly align with the general education SLOs assigned to the course?* |
| *Analysis of Results* |

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| **Level 3 – Course by Section** |
| Use the data presented in the *SLO x Course Section* page for this analysis.  *Questions to Consider:*   * *Were demonstrated levels of learning consistent across different sections of the same course? Comment on potential sources for similarities and differences.* * *In cases where there are outlier sections, some circumstances to consider include:*   + *Differences in instructor experience, course materials, assignments, textbooks, etc.*   + *Differences in approach to assessing general education student learning outcomes.* |
| *Analysis of Results* |

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| **Catalog – Assignment Name by Course Section & SLO** |
| Use the data presented in the *Catalog* page for this analysis. This analysis should take all courses offered by the department into account.  *Questions to Consider*:   * *How are the chosen assignments and assignment prompts a valid and reliable method to assess the SLOs?* * *When multiple different assignments are used to assess a single SLO, which assignment allows students the best opportunity to demonstrate mastery of the target SLO? Beyond the one best-fitting assignment, how does each additional assignment provide value for SLO assessment?* * *When multiple SLOs are assessed using a single assignment, which SLO is best measured by the selected assignment or a portion of the selected assignment? Are there alternative assignments or portions of assignments that may be better fitting for assessment of the remaining SLOs?* |
| *Analysis of Results* |

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| **Overall Analysis** |
| The Overall Analysis draws together the observations/comments from the previous level analyses (1-3 and Catalog) to form a comprehensive review of what is occurring in the general education courses offered by the department.  *Questions to Consider:*   * *What are the major takeaways from the results for levels 1-3 and Catalog?* * *What are the recurring themes in the analyses, if any?* * *Taken together, what do the above analyses say about the department’s general education offerings?* |
| *Overall Analysis* |

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| **Improvement Plan** |
| Based upon the above analysis, generate a plan for improving student learning and/or the related assessment process. An improvement plan must be developed even if the 80% threshold was met. While it is cause for celebration when students demonstrate learning on the SLOs, further refinement is possible, and departments are asked to ferret out those opportunities. Continuous improvement of student learning is the primary motivator behind general education assessment. (The Gen Ed SLOs Improvement Actions Guide attached to the original message is intended to support departments as they consider improvement plan options.)  *Questions to Consider:*   * *What parts of the instructional design, delivery and course structure do you think were particularly successful in helping students to meet the SLOs? Could they be enhanced or expanded to improve student learning?* * *What changes in instructional design, delivery and course structure may be needed to improve student learning?* * *How could the assessments be modified to solicit student performance more accurately on the related SLO?* * *Could the department enhance student learning through partnerships with external units (Center for the Advancement of Teaching, ACE, etc.)?*   *Additional Expectations:*   * *Include a timeline for each action item.* * *Include names and titles of individuals leading each improvement action item.* * *Include all courses offered by the department in the construction of the improvement plan.* |
| *Improvement Plan* |