



Open Pathway Quality Initiative Report

Institutional Template

The enclosed Quality Initiative Report represents the work that the institution has undertaken to fulfill the Improvement Process of the Open Pathway.

Signature of Institution's President or Chancellor

19 JUN 17

Date

Thomas J. Haas, President

Printed/Typed Name and Title

Grand Valley State University

Name of Institution

Allendale, Michigan

City and State

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. The complete report should be no more than 6,000 words.

Quality Initiative Reports are to be submitted by August 31 of Year 9. HLC recommends that institutions with comprehensive evaluations in the first half of Year 10 submit their report at least six months prior to their Assurance System lock date. Submit the report as a PDF file to pathways@hlcommission.org with a file name that follows this format: QI Report No Name University MN. The file name must include the institution's name (or an identifiable portion thereof) and state.

Date: June 19, 2017

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Quality Initiative Report – Improving the Quality of the General Education Program

Grand Valley State University

April 2017

Executive Summary

The purpose of the GVSU Quality Initiative was to launch a rigorous assessment of student learning in the General Education (GE) Program. The following three outcomes were proposed and accomplished for this project: development of an adaptive assessment plan; implementation of a systematic approach for assessing student learning outcomes using a course-based assessment process in which one-third of the GE courses are assessed annually; and development of a structure and delivery mechanism in the GE program resulting in regular evaluation to ensure continuous engagement in quality improvement focused on student learning.

The following nine goals were proposed and accomplished:

- *Goal 1.* Increase the number of students assessed. Increased from 1,181 to 11,267 students assessed; an increase of 854%.
- *Goal 2.* Increase the compliance rate of GE faculty who collect assessment data. The percentage of faculty who completed their course-based assessment increased from 43% in 2010-2012 to 98% for 2013-2016.
- *Goal 3.* Increase the compliance rate of GE faculty who complete an action-oriented Course Assessment Report (CAR). The percentage of faculty who completed their CAR increased from 91% in 2010-2012 to 95% in 2013-2016.
- *Goal 4.* Introduce the use of standardized rubrics to assess student learning. Over the three-year assessment cycle, the rubrics have been introduced and revised several times, and are located on the GE website for easy accessibility.
- *Goal 5.* Improve and increase teaching of skill-based student-learning outcomes (SLOs). GE and the Pew Faculty Teaching & Learning Center have offered extensive training and provided web-based resources for faculty.
- *Goal 6.* Develop and launch a re-certification process for GE courses that links re-certification to the assessment process. The re-certification policy was developed and revised. It has been used several times to ensure faculty are meaningfully assessing courses.
- *Goal 7.* Establish a baseline of students' performance for each SLO. We have established a baseline of students' performance. Two-thirds of the seniors achieved proficiency for the skill and content SLOs. There are several SLOs where increased efforts are required to ensure that students have met the expected levels of proficiency by graduation.
- *Goal 8.* Increase student involvement in the assessment process. Student perception surveys about their progress in developing proficiency in the SLOs are used in conjunction with course-based data. Students will be a target audience when GE distributes the data described in Goal 7 during fall 2017.
- *Goal 9.* Use results to improve the GE curriculum. Assessment has led to programmatic and course-based improvements in teaching and assessment of the content and skills SLOs including simplifying

the rubrics for easier use and ensuring that faculty engage in continual improvement in their teaching and assessment.

GVSU is committed to continuing its robust, sustainable, meaningful, and action-oriented assessment of its GE Program. In fall 2016, the GE Program began the second three-year cycle of assessment. The GE Program will continue to adapt procedures and processes to ensure efficient and effective assessment of student learning. In fall 2017, results from the first three years of assessment will be distributed both to inform all stakeholders and gather feedback on how to improve student learning in the GE Program.

Background and Context for the QI

Grand Valley State University's General Education Program is a traditional "cafeteria" style program. The three major required components of the GE program are Foundations, Cultures, and Issues.

In the Foundations courses, students learn about the major areas of human investigation including the Arts, Historical Perspectives, Life Sciences, Mathematical Sciences, Philosophy and Literature, Physical Sciences, and Social and Behavioral Sciences (eight courses). In the Cultures courses, students learn about domestic and international diversity (two courses). In Issues courses, students connect and integrate coursework with problems that the world faces (Issues—two courses).

Each GE category has two or three associated content SLOs, and two or three of the skills SLOs including collaboration, critical thinking, ethical reasoning, information literacy, integration, oral communication, problem solving, quantitative literacy, and written communication.

In 2006, a Strategic Plan and an Assessment Plan for the GE program was created, and direct assessment of GE SLOs began between 2007 and 2010. The new GE program, which added the Issues component and four new SLOs, was under development in 2010 and was approved in winter 2012. Assessment of SLOs was suspended between 2012 and 2013 in order to develop new Course Assessment Plans, with the intent to explain how the new SLOs would be incorporated and assessed in the course.

Assessment for the new GE program began between 2013 and 2016; this was the focus of the Quality Initiative proposal submitted to, and approved by, HLC. The 2013-2016 timeframe was designated for developing the baseline data for the achievement of SLOs in the GE program. Currently we are in the second cycle, 2016-2019, where assessment of SLOs will continue, and results will be compared to the baseline data at the end of the assessment cycle.

Goals and Accomplishments of the QI

Following is a summary of accomplishments for the goals of the QI, along with a chronological description of what was done to achieve the goal.

Goal 1. Increase the number of students assessed.

- A. More students were assessed in the 2013-2016 cycle (11,267) than in the 2010-2012 cycle (1,181), an increase of 854%. This was achieved by:
 1. Developing a faculty culture supportive of assessment so that assessment expanded from one section to five sections of a course.
 2. Increasing the compliance rate of faculty collecting data (see *Goal 2*).

Goal 2. Increase the compliance rate of GE faculty who collect assessment data.

- A. The compliance rate for collecting assessment data in GE courses was higher in 2013-2016 (98%) than in 2010-2012 (43%). This was achieved by:
1. Developing a faculty culture supportive of assessment.
 2. More frequent follow-up by the GE Office with the faculty doing the assessment, the Unit Head, and the Dean.

Goal 3. Increase the compliance rate of GE faculty who complete an action-oriented Course Assessment Report (CAR).

- A. The compliance rate for completing a CAR was higher in 2013-2016 (95%) than in 2010-2012 (91%). This was achieved by:
1. Developing a faculty culture supportive of assessment.
 2. More frequent follow-up with the instructors who collected assessment data.
 3. Modifying the due dates for winter semester data collection for the CAR from October 1 to May 15, while the assessment was still fresh in faculty members' minds.

Goal 4. Introduce the use of standardized rubrics to assess student learning.

- A. Student Learning Outcomes (SLOs) for Skills:
1. The General Education Committee (GEC) introduced rubrics for each of the skills SLOs in August 2012 (inspired by the AAC&U VALUE rubrics). These new rubrics were a dramatic change from the previous system that used one generic rubric and a relative scale to assess student learning. The new rubrics use an absolute scale and are specific to each SLO, helping students and faculty visualize the multi-year trajectory for skill development.
 2. A survey of syllabi from selected fall 2014 GE courses indicated that only 28% had listed the skills SLOs on their syllabus. Since four new skills SLOs were added in 2012-13, GEC developed a syllabus attachment unique to each course that listed the content and skills SLOs associated with the course (December 2014). This is distributed every semester to faculty to attach to their syllabus.
 3. In response to what was learned through the assessment process and suggestions by the University Assessment Committee (UAC), GEC revised the nine skills rubrics (April 2016). This was done in collaboration with the UAC, the Meijer Center for Writing & Michigan Authors, the Speech Lab, and the Library. The definitions of the SLOs were streamlined and objectives were revised to provide clarity.
 4. GEC collaborated with the "Writing Across the Curriculum" (Supplemental Writing Skills - SWS) program to ensure that the GE and SWS rubric for writing were identical – creating one universal writing rubric for GVSU (June 2016).

5. In fall 2016, GEC expanded the assessment from faculty providing one summary score for each SLO to providing data for each of the 3-4 objectives that define an SLO. This level of granularity helps faculty focus on areas for student improvement.
6. In response to what GEC learned through the assessment process, several of the skills SLOs and rubrics were modified in February 2017.

B. Student Learning Outcomes for Content:

1. To better meet faculty needs, a standardized content rubric for GE courses was created in April 2016.

Goal 5. Improve and increase teaching of skill-based SLOs.

- A. Assessment of student learning in the revised GE Program began in fall 2013. GE provides or facilitates support for increasing faculty members' capacity to teach the SLOs through:
 1. Encouraging faculty to use the skills and content rubrics (see *Goal 4*).
 2. Programming offered by the Pew Faculty Teaching & Learning Center focusing on improving faculty skills in teaching the GE student learning outcomes (see section on *Commitment and Engagement*).
 3. Educating 72 faculty through assessment workshops every semester that focus on both teaching and assessing the skill and content SLOs.
 4. Distributing a packet of teaching materials that focuses on ways to teach the skills SLOs to all faculty teaching a GE course, every semester.
 5. Developing a syllabus attachment to make it clear to faculty and students which SLOs the course is focused on developing (see *Goal 4.A.1*).
 6. Analyzing information from CARs and sharing resources that other faculty have used to teach a skill SLO whenever faculty request the information.

Goal 6. Develop and launch a re-certification process for GE courses that links re-certification to the assessment process.

- A. While GEC has the authority to remove a course from GE for inadequate assessment, GEC did not have a procedure in place to notify departments that their course was in jeopardy of being removed from the program. A re-certification policy was approved in December 2013.
- B. The policy was revised in October 2016 to add a consultation between the GE Director and the Unit to explain the concerns, suggest solutions, and to reinforce the ramifications of noncompliance.
- C. GEC uses the re-certification policy if faculty do not collect assessment data or do not submit an acceptable CAR. If a CAR is rejected, the faculty member and Unit are notified that they must recollect data and/or an acceptable CAR must be submitted. GEC also provides them with the re-certification policy to help ensure they understand that assessment efforts must improve or the course will be removed from the GE program. In 2013-2014 one CAR was

rejected, in 2015-16 two CARs were rejected, and in 2014-15 three CARs were rejected. All courses recollected data and submitted an acceptable CAR.

Goal 7. Establish a baseline of students' performance for each SLO.

- A. Data from the assessment program is provided to units that have programmatic accreditation (College of Education in November 2014, Kirkhof College of Nursing in March 2015, and Padnos College of Engineering & Computing in February 2016).
- B. Course-based assessments were used to establish a baseline of students' performance using data from 2013-2016 (one complete assessment cycle). Results are reported at the course and program level. GEC will engage the campus in a series of conversations about how the results can focus efforts on improving the quality of student learning in the GE Program (see *Future Plans*).
- C. Following is a high-level summary of the results:
 - 1. Faculty members assess students in a GE course for the skill and content SLOs associated with the course. The instructor uses a standardized GE rubric that describes four levels of learning: 1=baseline (expectation for most incoming students), 2=progressing, 3=proficient (expectation for graduating seniors), and 4=distinguished. The goal of the GE Program is to have all students graduate at the proficient level or higher.
 - 2. Between 2013 and 2016, faculty assessed 11,267 students in 424 sections of 222 GE courses. The dataset includes 30% freshmen, 27% sophomores, 23% juniors, and 19% seniors.
 - 3. Two-thirds of seniors (67%) have achieved the proficient level or higher for all skill and content SLOs compared to 43% of freshmen (see *Figure 1*). There is an expected increase in student performance from the freshman to the senior year. Although all seniors are not at the expected level, GE has established a baseline of student performance by which we can measure future efforts (see *Future Plans*).

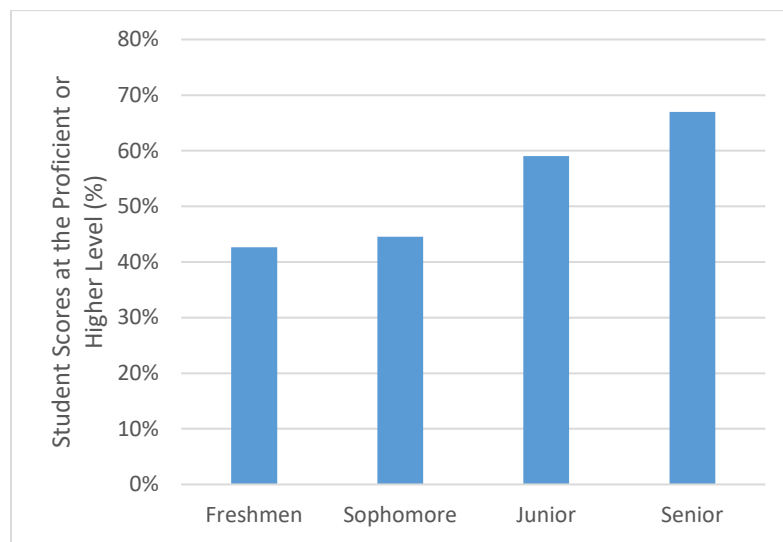


Figure 1. Percent of student scores at the proficient or higher level for all SLOs by class standing for General Education courses 2013-2016 (n=11,267 students)

4. The number of seniors who are at the proficient or higher level varied for each of the skill SLOs (see *Figure 2*). Seniors performed highest in Collaboration, Integration, and Written Communication; they performed lowest in Quantitative Literacy, Information Literacy, and Ethical Reasoning. The lower scores are associated with smaller sample sizes (234, 223, and 320 students, respectively). Although all seniors are not at the expected level, GE has established a baseline of student performance by which we can measure future efforts (see *Future Plans*).

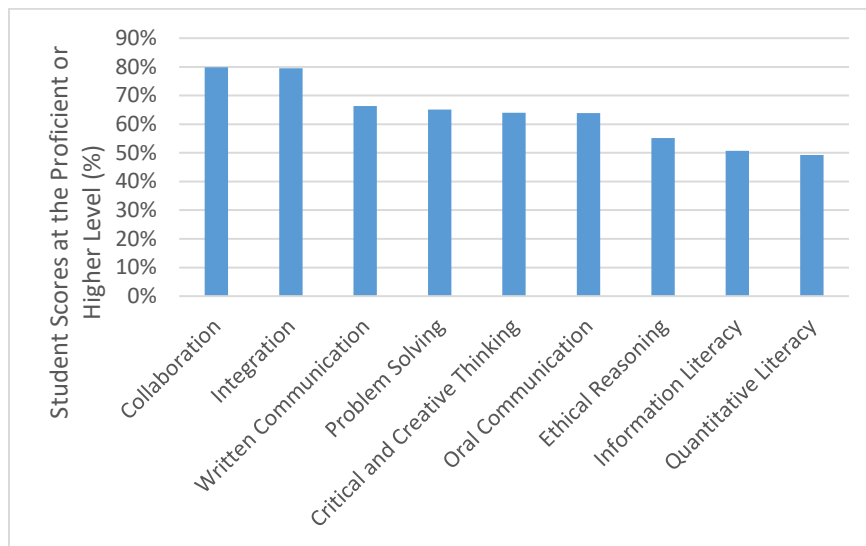


Figure 2. Percent of senior scores at the proficient or higher level for skills SLOs for General Education courses 2013-2016 (n=223-1,358 students depending on the skill)

Goal 8. Increase student involvement in the assessment process.

- A. The title of the SLO rubrics was changed from “Rubric” to “Skills Development Trajectory” to make it easier for students to visualize the progression of skill acquisition over their college years. The numbers that were associated with each skill level for the purposes of assessment (e.g., 3 = proficient) were removed to reduce confusion with grades.
- B. In response to feedback on the CARs, the assessment directions were revised to help faculty understand the purpose of the rubrics (effective December 2014). Increased faculty understanding leads to increased comfort by faculty in sharing the rubrics with students.
- C. GEC encouraged faculty to post the rubrics in Blackboard (GVSU course management system) and to draw students’ attention to the rubrics throughout the course. A review of the CARs confirms that many faculty distribute the rubric or post it in Blackboard.
- D. A student survey was conducted in fall 2014 to determine self-assessed improvement in several of the new skills SLOs. Students were asked to assess their skill before and after taking a GE course on a scale ranging from 1 (low) to 6 (high). On average students rated their skill in Collaboration at 4.3 before a class and 4.7 after the class, Problem Solving skills increased from 4.5 to 4.8, and Integration increased from 4.1 to 5.2. Students in upper level courses perceived their skill coming into the class to be a higher level than students in lower level courses.
- E. Based on departmental feedback, the CAR was modified to more clearly acknowledge that students, as well as faculty, could be involved in teaching course material (November 2014).

- F. Students receive an attachment in GE courses that lists the content and skills SLOs they will learn in the class effective winter 2015 (See *Goal 4.A.1*).
- G. The objectives for each of the skills SLOs was added to the 2017-2018 GE Handbook to help students understand all components that comprise a SLO.
- H. The GE Handbook for 2017-2018 will include a section indicating how the GE SLOs match with employers' rankings of desired college graduate skills to help reinforce the connection between developing proficiency and employability.
- I. The baseline report of students' proficiency for 2013-2016 will be distributed to students in October 2017 (see *Future Plans*). GEC will engage students in a conversation about how to improve their learning.

Goal 9. Use results to improve the General Education curriculum.

The GE Program assesses student learning at the program and course level. This section describes changes that were made to improve student learning in the GE Program.

A. Improvements at the Program Level:

1. Do we have the correct SLOs in the GE Program?
 - a. GE conducted benchmarking to arrive at the knowledge and content SLOs for the GE program that was revised and went into effect in Fall 2013 (AAC&U Essential Learning Outcomes served as the basis for the SLOs).
 - b. The Issues content SLOs were modified to be clearer (November 2014).
 - c. Based on concerns raised by faculty during GE assessment, faculty who had done GE assessment were surveyed to determine whether the content SLOs for the Foundations were appropriate (February 2015). Most faculty thought the SLOs were appropriate so no changes were made.
 - d. Based on faculty feedback, the content SLOs were streamlined and the focus was shifted to what the student should learn rather than what the faculty teach (February 2017).
2. Do we have the correct structure to deliver the SLOs of the GE Program?
 - a. Skills SLOs:
 - i. In February 2015, the Writing Department agreed to add Information Literacy as a required SLO for the Foundation-Writing to ensure more students are exposed to Information Literacy.
 - ii. In an effort to expose more students to Oral Communication and Information Literacy, these SLOs were added as a third choice for several Foundations and Cultures (October 2015).
 - b. Content SLOs:
 - i. The upper-division Themes with Issues were replaced in fall 2013. Issues courses use a pedagogy involving collaborative groups

working to integrate a variety of perspectives in solving real-world problems.

- ii. Because studying abroad is valued, GE created more pathways for students to fulfill their Foundations, Cultures or Issues courses through Study Abroad (fall 2013).
- iii. GEC approved the use of Special Topics courses to count for Issues credit as a way to encourage faculty to propose Issues courses (February 2015).
- iv. GEC collaborated with the Brooks College of Interdisciplinary Studies Curriculum Committee to approve interdisciplinary Special Topics courses for GE credit (October 2015).

3. Do we have the correct structure and processes to assess the SLOs of the GE Program?

- a. GEC continues to revise the assessment process based review of data.
 - i. To be more responsive to faculty needs, GEC added a new question: “What else can the GE Program do to help you meaningfully assess student learning?”
 - ii. Based on feedback, Unit Heads are now sent a copy of the assessment directions so that they know what faculty are asked to do (August 2014).
 - iii. After reviewing CARs from fall 2013, it was clear that what faculty were doing for the Collaboration SLO was insufficient in many cases (i.e., collaboration was happening for only one or two class periods). GEC substantially revised the definition of collaboration to ensure that the collaborative activity took place over a “substantial period of time” (fall 2014).
 - iv. In April 2015, GEC provided a downloadable spreadsheet as an alternate way for faculty to record assessment data.
 - v. In response to faculty members’ requests, GEC agreed to provide individual section graphs as well as graphs that combined multiple sections (effective December 2015).
 - vi. GEC revised the rubrics to be easier to understand and apply based on feedback from faculty and the GEC review of the CARs (see *Goal 4*).
 - vii. In response to faculty comments made in CARs, GEC modified the CAR to ask faculty if there were contextual factors that GEC needed to know to better understand their CAR (e.g., student class standing, faculty experience teaching the course, course format [hybrid/flipped, online], class size, diversity of majors, etc.).
 - viii. To determine whether faculty are assessing the SLOs correctly, GEC changed the CAR to ask how each of the 3-4 objectives that make up the SLO were assessed to ensure each objective is assessed separately (January 2017).
 - ix. GEC changed the assessment cycle for all GE courses so that an entire department is not assessing all of their courses in a single year (February 2017).

4. Can students fulfill the GE requirements efficiently?

- a. One challenge with the former GE Program was that its structure posed a bottleneck to graduation (the Executive Committee of the Faculty Senate charged GEC to consider “plausible structural changes to the GE Program, taking into account the recent series of campus discussions concerning student success, time to graduation, and resource efficiency”). The GE Program had not come to scale with enough seats and the correct distribution of seats to ensure all students could meet the requirements in an efficient manner. The new Issues requirement allows students to take courses from more than one Issues category, better meeting their interests and increasing their ability to fulfill the requirements efficiently. Issues courses have successfully been brought to scale. Capacity is monitored closely to ensure that the requirement does not become a bottleneck for students.

5. Do students learn what they are supposed to? (see *Goal 7*)

B. Improvements at the Course level

1. Do faculty have support to teach the skills and content SLOs? (see *Goal 5*)

2. Do faculty have support to do their course-based assessment?

- a. Directions are continuously revised to better explain the process to faculty assessors.
- b. Every semester, the GE Director provides over twenty 30-minute workshops to faculty to explain the process. In addition, the Director trains faculty one-on-one, as requested.

C. Are we creating a system that fosters reflection and action?

1. The GEC reviews each CAR and sends response to the Unit Head and all faculty who collected the assessment data. The GEC’s feedback points out areas that were done well and areas where improvement or more information is needed in the next assessment cycle.
2. For the second assessment cycle (2016-19), GEC modified the CAR to focus faculty on “closing the loop” on assessment. Two new questions were added to the CAR that prompt faculty to reflect on how they will revise their teaching and assessment based on what they learned from the previous assessment (effective fall 2016).
3. In February 2017, GEC began emailing the previous CAR, as well as GEC’s response, to faculty who were scheduled to assess a course, so that the faculty member knows the areas GEC would like them to focus on.
4. GEC will engage the campus in a conversation about what actions should be taken based on what has been learned in fall 2017 (see *Future Plans*).

5. Faculty responses on the CAR indicates that many faculty are improving their courses:

The course is being revised to streamline content. These changes will free-up time during lecture to devote to problem solving practice.

The next time I teach the class, I will trade off some lecturing time for more in-class discussions and interactive activities....to focus on helping students improve on the weaknesses found in this assessment.

The rubrics provided by GEC were very useful and helpful for assessing student learning. The rubrics clearly stated and communicated GE's content and skills goals and the levels of expectation.

GEC's feedback was a critical component to successfully improving course and assignment design.

Challenges and Opportunities Encountered During Implementation of the QI

A. Challenges

1. GEC did not anticipate how time-consuming it would be to write CAR reviews both to recognize the excellent work that faculty have done and also to suggest ways to improve the teaching and assessment of SLOs. This requires a significant time commitment by the Chair of the GEC to ensure all of the responses are written in a consistent voice.
2. If several sections of a course are assessed, faculty write one joint CAR. This is a challenge because how each faculty member taught and assessed their section of a course is often, and appropriately, different from that of their colleagues. In such cases, faculty have struggled to determine how their assessment results will affect the course in the future since it is taught by many faculty. "Closing the loop" will be easier for Issues and Cultures since there are fewer faculty involved in teaching the course (i.e., 87% of the Issues courses are taught by one or two faculty annually; 69% of the Cultures courses are taught by one or two faculty). For Foundations, only 30% of the courses are taught by one or two faculty members; thus, it will be more difficult to have what faculty learned in the CAR affect how other faculty teach the course in the future.
3. It was a challenge to shift faculty from using a relative, generic rubric (faculty oftentimes mistakenly used course grades) to a rubric with an absolute scale. In addition, the first set of rubrics that used an absolute scale were wordy and sometimes unclear, which made it harder for some faculty to begin using rubrics.
4. GEC encourages faculty to share the results of assessment with students but it is difficult to assess student learning towards the end of the term and still get the information back to the student.
5. Although faculty want assistance in teaching the SLOs, their attendance at many of the training activities is low.

B. Opportunities

1. Initially, the GE Office had a series of temporary support staff, making it difficult to follow-up with faculty who did not turn in their assessment data or CAR (faculty collection rates fell from 93% to 43% during this time). With the hire of an efficient, detail-oriented assistant in 2015, this problem was eliminated leading to a dramatic increase in the rate of data collection and the rate of CAR submission (See *Goals 1, 2 and 3*).
2. Starting small enabled GE to build momentum over two assessment cycles, later expanding the number of faculty assessing GE courses and the number of students assessed (see *Goal 1*).
3. One opportunity that arose was collaboration with other departments and programs across campus to ensure the use of identical SLOs and rubrics. In turn, these SLOs and rubrics are being used by some departments to assess student performance within the major.
4. After faculty had become comfortable using skills SLOs, GEC created a generic content rubric which helped clarify expectations for faculty.
5. GEC realized it used the terms “goals” and “student learning outcomes” interchangeably, which confused some faculty. GEC subsequently changed the language associated with the program to focus on SLOs.
6. The multi-year assessment of courses in the GE Program has helped foster a campus climate that supports assessment.

Commitment, Engagement, and Support for the QI

Many groups were involved in the design and implementation of the Quality Initiative. Their role in the process is bulleted and their perspectives on the QI are in italics.

Board of Trustees

- President explained the new GE Program to the Board of Trustees
- Board of Trustees received updates about the QI
- The Board of Trustees reviewed and approved the QI Report in April 2017

Office of the President (and President's Cabinet)

- Involved in initial review and decision to undertake the QI
- Regularly updated on progress of the QI
- President's Cabinet endorsed the QI Report in March 2017

Office of the Provost

- Monetary support to initiate faculty development of the new GE Program
- Assignment of a retired Dean to develop curriculum materials for teaching the SLOs
- Assessment design and implementation assistance from the Associate Vice President for Academic Affairs, who has campus assessment responsibilities
- The Provost endorsed the QI Report in March 2017

General Education Committee

- Helped design the assessment process with the GE Director
- Helped develop the Quality Initiative
- Reviews all courses proposed for the GE Program
- Reviews and replies to all CARs
- Makes policy decisions about teaching and assessing GE courses
- The GEC endorsed the QI Report in March 2017

Faculty Governance – University Academic Senate and Executive Committee of the Senate

- Faculty governance support for 17 elected faculty members to participate on the GEC
- Approval of the new SLOs and structure
- Annual charges by the Senate designed to evaluate the structure of the GE Program, its implementation, and ongoing assessment efforts
- The University Academic Senate accepted the QI report and expressed appreciation for the work in March 2017.

Faculty Governance - University and College Curriculum Committees

- Expedited review of courses that was critical in bringing the new Issues courses to scale
- Clear directions as to which committees review the GE sections for curricular submissions to avoid sending conflicting messages to faculty

The General Education Program is the cornerstone of all academic programs at GVSU, and the University Curriculum Committee (UCC) is happy to assist the GEC in improving the quality of the program. We work in cooperation with GEC to ensure a smooth process for faculty to update their courses to meet the current standards of the GE Program. To support continuing improvement initiatives in General Education, UCC expedites review of new courses and course change proposals in an effort to ensure changes are reviewed without undue delay.

Faculty Governance – University Assessment Committee

- Receives regular GEC updates and gives feedback on the design and implementation of GE assessment activities
- Helped review and revise the GE rubrics
- Reviewed the GE Self-Study Report, providing suggestions for improvement

The University Assessment Committee (UAC) assesses every curricular and co-curricular department bi-annually. Through the specificity and structure of the GE assessment plan, the QI adds value to GE courses. Courses are intentionally and succinctly assessed for an essential set of skills. GE courses have the advantage of having clearly defined expectations, measures and outcomes. The collaborative nature of this QI highlights the interactive nature of assessment and the logistical and practical purpose of feedback.

Student Governance – Student Senate

- Elects one student member to participate on the GEC
- Student representative's opinion is sought regularly by the GEC
- Student Senate recognized the effort and endorsed the QI Report for Improving the Quality of the General Education Program in March 2017.

Pew Faculty Teaching & Learning Center (FTLC)

- Faculty development support includes:
 - Facilitated five Faculty Learning Communities – semester-long projects undertaken by small groups of faculty (61 faculty)
 - Facilitated 23 Short Topical Workshops – topics prioritized based on faculty interest (291 faculty)
 - Intensive Summer Institute: General Education Issues Course Development (42 faculty)
 - Provided \$88,000 in Teaching Innovation Grants (68 faculty)
 - Provided Faculty Conference Travel Grants to teaching-related conferences, workshops, and intensive institutes that address teaching and assessing GE SLOs (~\$6,000).

The QI has increased the awareness and adoption of rubrics related to both the GE student learning outcomes as well as other program-specific outcomes. Our efforts have revealed increased attention to the student learning outcomes of the GE program, related pedagogical practices, and the use of rubrics to assess student learning. One of the most important aspects of the QI, is the focus on how best to teach and assess the student learning that we have identified as central not only to our GE courses but to all of our programs and to the mission of the university.

Brooks College of Interdisciplinary Studies

- GE office is staffed by a ¾ time faculty Director, full-time professional support staff, and a graduate assistant, supported by the College
- Rubric development support provided by the Meijer Center for Writing & Michigan Authors and the Supplemental Writing Skills Program.

University Libraries

- Primary support in teaching Information Literacy
- Helped develop the information literacy rubric and ensured that the core competencies defined by the library are in alignment with the SLOs measured in the GE rubrics

University Libraries is committed to supporting information literacy in the curriculum and one of the clearest manifestations of that is through the explicit prioritization of information literacy in the General Education curriculum. Through direct instruction in GE classes and GEC representation, University Libraries participated in creating and implementing the assessment rubrics, which led to greater understanding of information literacy skills and assignments in the GE program.

Division of Student Services

- Programming helps students develop proficiency in many of the GE SLOs

Deans of Colleges

- Ensure that Units complete the GE course assessment
- Provide enough seats to ensure the GE Program was brought to scale
- Support curricular innovation in developing new Issues courses or significantly revising Theme courses to become Issues courses
- Support providing courses at all GVSU locations (Allendale, Grand Rapids, Holland, Muskegon, and Traverse City)
- Support providing traditional in-seat as well as online/hybrid course delivery
- Provide three credits of reassigned time each semester for the Chair of the GEC

Students continue to give positive reviews of GE courses. The new design, that has eliminated the Themes, continues to provide a quality, comprehensive education, while easing problems in scheduling and time to graduation.

The Padnos College of Engineering and Computing strongly values and supports the integration of liberal education with professional education. Toward this goal, participation in the GE Program is an important element of the college strategic plan. The most consistent lessons learned in providing these offerings are the importance and challenges associated with providing courses that are both accessible and meaningful to an academically diverse audience.

The CAR that is generated from the QI process provides the Kirkhof College of Nursing (KCON) faculty with pertinent information related to assignment alignment with content and skills student learning outcomes; appropriate use of assessment methodologies; and student rubric accessibility. The focus on SLOs through measured achievement of course objectives aligns with KCON's accreditation standards requiring evidence that the curriculum is logically structured to achieve expected student outcomes and that individual student performance in achieving those expected student outcomes is evaluated by faculty.

Padnos International Center

- Worked with the GE Program to facilitate the use of study abroad credits to fulfill the requirements of the GE Program

Allowing students to earn GE credit for courses completed abroad helps to increase participation by offering students greater flexibility and expanding their options. Study abroad is a valuable way to achieve the SLOs outlined by the GE Program.

Registrar's Office

- Helped develop a transition plan from the prior GE Program to the new one that was clear to students and easy to implement

Information Technology

- Database development and ongoing support for the in-house assessment management system

Admissions

- Work with community colleges to ensure that students understand how to seamlessly meet the requirements of the GE Program
- Provide web-based curriculum guides to assist potential community college transfer students in selecting appropriate courses
- Ensure that course equivalencies are current on the interactive Michigan Transfer Network website

Institutional Marketing and University Communications

- Designed and helped pay for the GE Handbook that conveys the importance of the GE program as well as making students and faculty aware of the SLOs associated with each course
- Designed a video for Grand Valley Orientation highlighting the importance of the GE Program

Future Plans

Grand Valley is committed to continuing its robust, sustainable, meaningful, and action-oriented assessment of its General Education Program.

- In fall 2016, GE began the second three-year cycle of assessment. GE will continue to adapt procedures and processes to ensure efficient and effective assessment of student learning.
- Through partnerships with the University Assessment Committee and academic departments, GEC continues to expand the use of the GE skills rubrics. GEC recognizes the interrelated development of students' skill acquisition in the GE Program, the major, and throughout the co-curricular offerings of the university.
- GE will develop new materials and methods of delivery to increase faculty expertise in teaching the skill-based SLOs. GE has a wealth of resources that faculty have shared on their CARs that will be shared with faculty teaching in the GE Program.
- GE will explore alternate methods of assessment for large classes.
- Some faculty have reported on their CAR that they would like to meet with other faculty across the university to share teaching and assessment strategies. GE will pursue ways to meet this need, including the possibility of creating "CAR Days" for faculty to come together to share insights on teaching and assessing the GE SLOs and reflecting on how to improve courses.
- In fall 2017, GE will distribute the results from the first three years of assessment both to share the results with all stakeholders and gather their feedback on how to improve student learning in the GE Program. In addition to the course-based assessment data GE has compiled, indirect measures will be incorporated, including the National Survey of Student Engagement and student surveys (see *Goals 8.D and 8.G*).

Artifacts for Sharing with Other Campuses

- GE Assessment Plan
- GE Course Assessment Report
- GE Rubrics
- GE Course Re-certification Plan