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Senators: Chair – David Rainville, Vice Chair – David Furniss, Secretary – Kris Hiney, Executive Committee – Glenn Potts, Ogden Rogers

To: Don Betz, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

From: David Rainville, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2007/2008/69

**RECEIVED**  
JUN 12 2008  
CHANCELLOR'S OFFICE  
UW-RIVER FALLS

At the May 7, 2008 meeting of Wisconsin-River Falls Faculty senate, motion 2007-2008/69 was passed. This motion is forwarded for your action

A motion from the Assessment Committee to approve the attached General Education Program and University Requirements Assessment Plan and Review Process.

## **General Education Program and University Requirements Assessment Plan and Review Process**

### **Statement of Purpose**

UW-River Falls is committed to offering high quality academic programs that successfully meet students' academic and professional development needs in a cost-effective manner, within the University's general and select missions. Routine program review is an important tool in maintaining program excellence. The results of routine reviews provide academic departments, their Colleges and Schools, and the University as a whole with critical information on program performance and vitality. This information importantly complements informed planning and decision making at all levels, as well as addresses the ongoing concern for systematic accountability expressed by the University's various constituencies.

The review of the General Education Program and University Requirements at UW-River Falls is based upon the philosophy of peer evaluation and review. This philosophy supports internal, comprehensive evaluation of academic programs by Faculty Senate General Education and University Requirement Committee, and summary review of the academic program by an external reviewer familiar with or trained within assessment of General Education and University Requirements.

The assessment of the General Education Program and University Requirements provides:

1. The University opportunity to comprehensively evaluate the General Education Program and University Requirements, assessing the strengths and challenges currently associated with these programs;
2. The Provost the ability to consider the resource needs and support levels associated with the General Education Program and University Requirements;
3. An opportunity for the General Education and University Requirement Committee to make programmatic recommendations about the General Education Program and University Requirements to the Provost, and the Academic Program and Policy Committee;
4. A basis for routinely communicating information on program viability to the UW System, as required in System academic policy;
5. A basis for routinely communicating information on program accountability to external groups, regional accrediting bodies, and University constituencies.

## **Assessment Plan Elements**

The Assessment Plan for the General Education Program and the University Requirements follows the seven elements that are to be included in all academic program assessment plans approved by the Faculty Senate in fall 2006. Data for this plan will be collected by the General Education and University Requirement Committee, working with the Assessment Office, and Institutional Research.

### **I. Student Learning Objectives/Outcomes**

#### **General Education**

There are five goals that the General Education Program at UWRF adheres to. These five goals have several learning outcomes.

The General Education learning goals and objectives can be found on Faculty Senate's General Education and University Requirement Committee's website:

[http://www.uwrf.edu/faculty\\_senate/gened/gened\\_welcome.html](http://www.uwrf.edu/faculty_senate/gened/gened_welcome.html)

#### **University Requirements**

There are two areas of University Requirements that students must meet in order to graduate from UWRF. Students are required to take one course designated as American Cultural Diversity and one course designated as Global Perspectives. Both of these requirements may be satisfied as part of the General Education program, their major or minor programs of study, or their elective credits. Courses must be taken at the 200 level or above and must be at least three credits.

The learning outcomes for the American Cultural Diversity requirement can be viewed at: [http://www.uwrf.edu/faculty\\_senate/gened/AppendixACD.doc](http://www.uwrf.edu/faculty_senate/gened/AppendixACD.doc)

The learning outcomes for the Global Perspectives requirement can be viewed at: [http://www.uwrf.edu/faculty\\_senate/gened/AppendixGP.doc](http://www.uwrf.edu/faculty_senate/gened/AppendixGP.doc)

## **II. Identification of where Objectives/Outcomes are Being Achieved**

The courses approved for each of the goals and designators of the General Education Program can be viewed at: <http://www.uwrf.edu/registrar/GeneralEducation.htm>

The courses approved for the University Requirements of American Cultural Diversity and Global Perspectives can be viewed at: [http://www.uwrf.edu/catalog/catalog\\_current/diversity.htm](http://www.uwrf.edu/catalog/catalog_current/diversity.htm)

## **III. Assessment Tools used to Measure Objectives/Outcomes**

### *Direct Assessment*

For all the courses in General Education and University Requirements, there are various assessment tools being used to measure the learning outcomes. The courses need to have their assessment tools approved by the Faculty Senate General Education and University Requirements Committee. The assessment tools that current courses are using:

- Exams with multiple choice and/or essay components
- Writing assignments with essays and/or research specific component
- Visual analysis component
- Individual presentations
- Group work/presentations (including laboratory work)
- Research and technology component
- Discussion component
- Quizzes with multiple choice, writing, oral and/or aural listening components

### *Indirect Assessment*

For both the General Education Program and the University Requirements, the following surveys will be given:

- all graduating students every year;
- a sample of undergraduate students every five years;
- a sample of alumni every five years;
- faculty every five years.

The surveys are currently under development.

## **IV. Timetable Indicating the Cycle of Assessment and Continuous Improvement**

The cycle of assessment takes place on two levels: the course level and the program level.

### *Course-Level Assessment Timetable*

The individual courses are evaluated on a five-year cycle in which they must report back to the General Education and University Requirement Committee in order to have the course approved for another five-year time period.

[http://www.uwrf.edu/faculty\\_senate/gened/gened\\_approved\\_courses.html](http://www.uwrf.edu/faculty_senate/gened/gened_approved_courses.html)

### *Program-Level Assessment Timetable*

The review of the General Education Program and University Requirements will be conducted on a seven-year cycle. The steps for the review will be as follows:

- The General Education and University Requirement Committee completes the review self-study document and forwards it to the Provost by February 1.
- An external program reviewer will be identified and asked to review the document by March 1.
- The General Education and University Requirement Committee submits a final copy of the program review self-study document, along with external reviewers report to the Provost. Report sent to Academic Program and Policy Committee by March 21.
- The Academic Program and Policy Committee prepares a report for the Provost with recommendations by the end of the spring semester.
- Program review information will be included in the University planning process and in determining resource allocations.

The first review will take place seven years after the General Education program was implemented and then every seven years after; thus the first review will be during the academic year 2011-2012. This cycle will allow for:

- examining whether the General Education Program and University Requirements are doing what they were set forth to do; and
- assessment of resources for the General Education Program and University Requirements.

## **V. Data Presentation and Discussion Process**

Working with the Assessment Coordinator and Institutional Research, General Education and University Requirements Committee will collect data, organize it and assess whether the outcomes are being met. Analysis will be conducted during the fall semester; a report will be written and presented to the Provost and the Academic Program and Policy Committee.

## **VI. Implementation of Revisions Based on Assessment Results**

Revisions to the General Education Program and University Requirements will start to take place the year after the review.

## **VII. Results Availability**

The results of this effort will be available to external groups, regional accrediting bodies, faculty, students, and University constituencies. Contact the Provost's office.

## **Program Report Elements**

The General Education and University Requirement Committee is responsible for writing the program review that includes an Assessment Report.

**I. Profile**

- Academic program's mission statement. Include a brief description of the relationship between the General Education Program/University Requirements and the University's general and select mission (see recent website for undergraduate catalog for mission statements).
- Academic program's factors that affect assessment and learning

**II. Assessment Review**

- Indicate where the academic program is at in the assessment process since the last report.
- List the learning objectives/outcomes that the program focused upon over the time-period.

**III. Assessment Results and Action Plan**

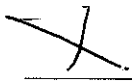
- Describe the results found for the assessment that was conducted.
- Identify the actions that were/are being made to improve student learning based on the assessment results.
- Indicate where these results have been made available for the students and others.

**IV. Recommendation for Improving Assessment Processes**

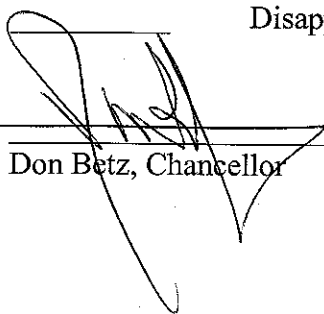
- Specify the changes that are being taken to improve the *assessment* of student learning in the academic program.
- Identify the academic program's next step in its assessment process.

**V. Data from Institutional Research**

- The number of departments that have courses, with a breakdown under each designator.
- The number of students who have taken courses over the time period.
- Other data as needed and is relevant.

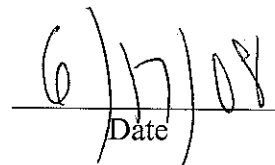
  
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Approved

  
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Disapproved

Don Betz, Chancellor

  
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Date