General Education and Assessment

Jean Kampe
Associate Provost

Michigan Tech

General Education

Core + HASS + STEM + CoCurriculars = General Education
Requirements

12 + 12 + 15 + 3 units = 39 credits

Designed to be distributed over a four-year undergraduate
degree program

Michigan Tech

General Education - Core

Year	Requirement	Credits	Courses and *Learning Goals*	Other
1	**CORE**	3	**COMPOSITION: UN1015** *Written and Oral Communication Information Literacy*	**Both** are required prerequisites for 3000-4000 level HASS electives.
		3	**GLOBAL ISSUES: UN1025** or **MODERN LANGUAGE OPTION** *Global Literacy Information Literacy*	
2		3	***Goal 4 Critical and Creative Thinking***	Courses on these lists may also be HASS electives, but can be counted only **once** in the Degree Audit.
		3	***Goal 8 Social Responsibility and Ethical Reasoning***	

Source: Michigan Tech's Academic Affairs webpage

Michigan Tech

General Education - HASS

Source: Michigan Tech's Academic Affairs webpage

Year	Requirement	Credits	Courses and Goals	Notes
3 and 4	**HASS**	3	**Communication or Composition** (second course) *Written and Oral Communication*	Course must be on HASS or HASS Restricted lists. Each course can satisfy only one requirement. Only 3 credits from the HASS Restricted list can be used for credit. 6 credits must be upper division 3000-4000 level - UN1015 and UN1025 are prerequisites for all upper division HASS courses.
		3	**Humanities/Fine Arts** *Global Literacy Critical and Creative Thinking Communication Social Responsibility and Ethical Reasoning*	
		3	**Social/Behavioral Science** *Global Literacy Critical and Creative Thinking Communication Social Responsibility and Ethical Reasoning*	
		3	Can be taken from any **HASS List** or **HASS Restricted List** *Global Literacy Critical and Creative Thinking Communication Social Responsibility and Ethical Reasoning*	

Michigan Tech

General Education – STEM + Cocurriculars

Year	Requirement	Credits	Courses and Goals	Notes
All	**STEM**	15	*Knowledge of the Physical and Natural World* 4 credits from the Mathematics List 2 courses from the Science List from two different disciplines, including one with an associated laboratory (as part of the course or as a separate course). Additional courses from the Mathematics, Science or Restricted STEM lists to bring credits to 15 or more.	No more than 4 credits can be from the Restricted STEM list. Courses that appear on both HASS and STEM lists can count toward <u>either</u> HASS <u>or</u> STEM requirements on a student's degree audit, but not both. Programs may specify STEM Gen Ed courses as part of their major requirements.
	Cocurricular	3 units		
Total		39		

Source: Michigan Tech's Academic Affairs webpage

Assessment – Undergraduate

Three Components

    1. General Education (by goal)

        6 USLGs, Goal committee administration

        (Common rubrics)

    2. Degree Programs

        8 USLGs + Disciplinary, Unit administration

        (Rubrics)

    3. Student Affairs and Advancement

        5 Student Learning Outcomes, Unit administration

Assessment – Undergraduate

General Education Assessment

AY 2013-14: Core courses only (UN1015, UN1025, Goal 4
                                                            and Goal 8)

AY 2014-15: Core + HASS

AY 2015-16: Core + HASS + STEM

Michigan Tech

Assessment – Undergraduate

Degree Program Assessment

AY 2013-14: Goal 5 (Communication) + Unit choice goal

AY 2014-15: Goal 6 (Information Literacy) + Unit choice

AY 2015-17: Goal 3 (Global Literacy) + Unit choice
                        Plan due fall 2016
                        Assessment due fall 2017

Michigan Tech

Assessment – Undergraduate

Student Affairs and Advancement Assessment

5 Student Learning Outcomes

Assess one outcome* per year

* Sometimes it aligns with the year's USLG, sometimes not.

Assessment – Undergraduate

Student Affairs and Advancement Assessment
Student Learning Outcomes

Students engaged in programs, initiatives, and experiences offered by Student Affairs and Advancement will:
- Understand and act as ethically and civically engaged leaders.
- Develop Communication skills necessary to adapt and engage effectively in groups.
- Acquire and demonstrate personal responsibility and accountability.
- Obtain and apply intercultural knowledge to thrive in our global society.
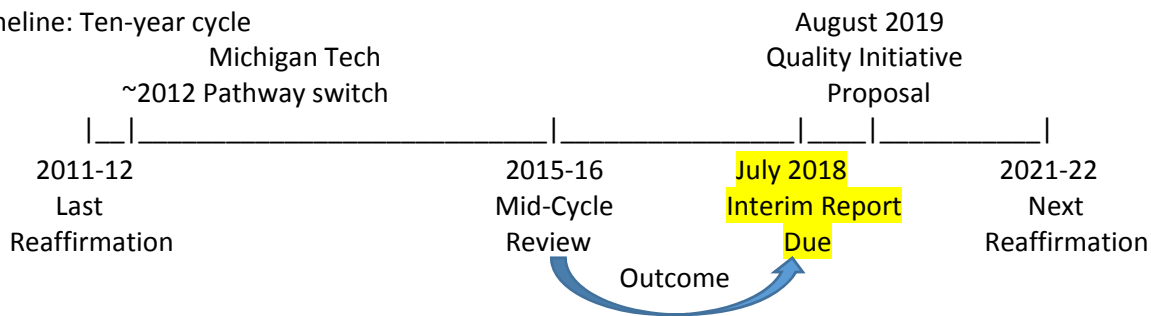- Exhibit a sense of pride and affinity for Michigan Tech.

Institutional Accreditation Status (Feb 2016)

Agency: Higher Learning Commission (HLC), Open Pathway

Timeline: Ten-year cycle

	August 2019
Michigan Tech	Quality Initiative
~2012 Pathway switch	Proposal

__	_____	_____	____	_____
2011-12	2015-16	July 2018	2021-22
Last	Mid-Cycle	Interim Report	Next
Reaffirmation	Review	Due	Reaffirmation

Outcome

HLC Mid-Cycle Review – 5 Criteria for Accreditation

Criteria 1, 2, 3(B-E), and 5

- **Mission** – is clear and articulated publicly, guides operations.
- ✓ Met
- **Integrity: Ethical and Responsible Conduct** – institution acts with integrity; conduct is ethical and responsible.
- ✓ Met
- **Teaching and Learning: Quality, Resources, and Support** – high quality education, however delivered.
- ✓ Met
- **Resources, Planning, and Institutional Effectiveness** – resources, structures, and processes are sufficient to fulfill its mission; the institution plans for the future.
- ✓ Met

Criteria 3.A. and 4

- **Teaching and Learning: Quality, Resources, and Support** – degree programs are appropriate to higher education; institute articulates and differentiates learning goals for undergraduate and graduate programs.
- ➢ Met with Concerns – 1) The Graduate School template for its learning goals has the same goals that apply to undergraduate programs. 2) Neither assessment nor program reviews have been implemented at the graduate level. 3) Program reviews are not implemented for some undergraduate programs. 4) No learning goals have been established for certificates and minors.
- **Teaching and Learning: Evaluation and Improvement** – responsible for quality; evaluates effectiveness through processes to promote continuous improvement.
- ➢ Met with Concerns – At the undergraduate level, the university has demonstrated responsibility for the quality of its educational programs and evaluates their effectiveness through processes designed to promote continuous improvement. The same cannot be said at the graduate level.

Student learning outcomes assessment *at all levels*

- Clearly differentiate intended learning outcomes for all programs (3A & 4B)
  - ❖ *How are expectations for a bachelor's different from those for a PhD?*
- Implement student learning outcomes assessment for graduate programs (3A)

Comprehensive periodic program review for *all programs at all levels*

- Ensure all programs are reviewed on a regular schedule (4A)
  - ❖ *Process should involve external reviewers*
- Graduate programs must set persistence and completion goals and regularly collect and analyze the data (for attrition as well) (4C)

Demonstrate data-based continuous improvements (3A)