

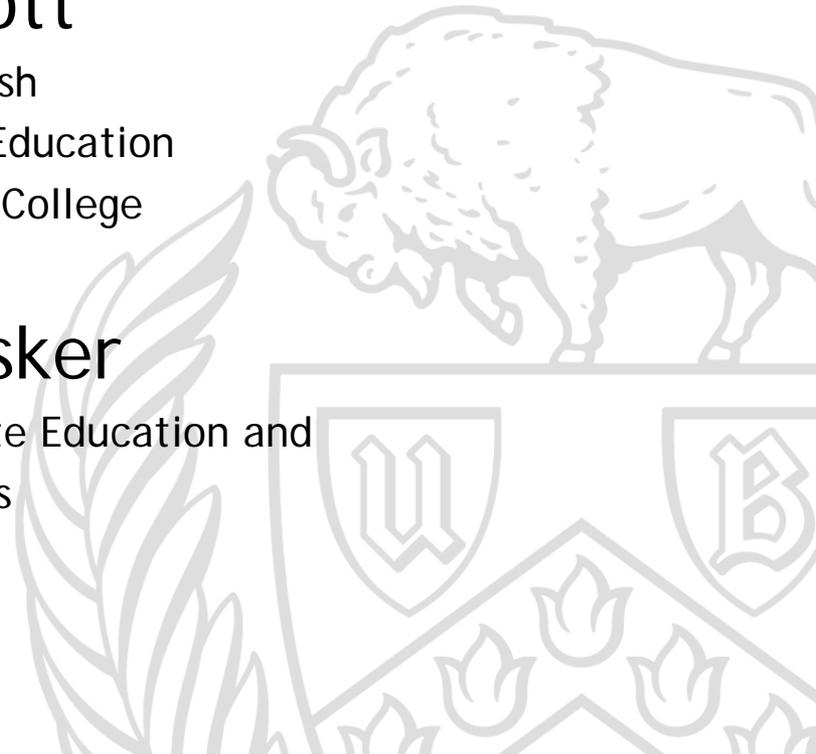
Assessment: Why a New General Education Program for UB?

Andy M. Stott

Professor of English
Dean of Undergraduate Education
Director of the Honors College

Elaine R. Cusker

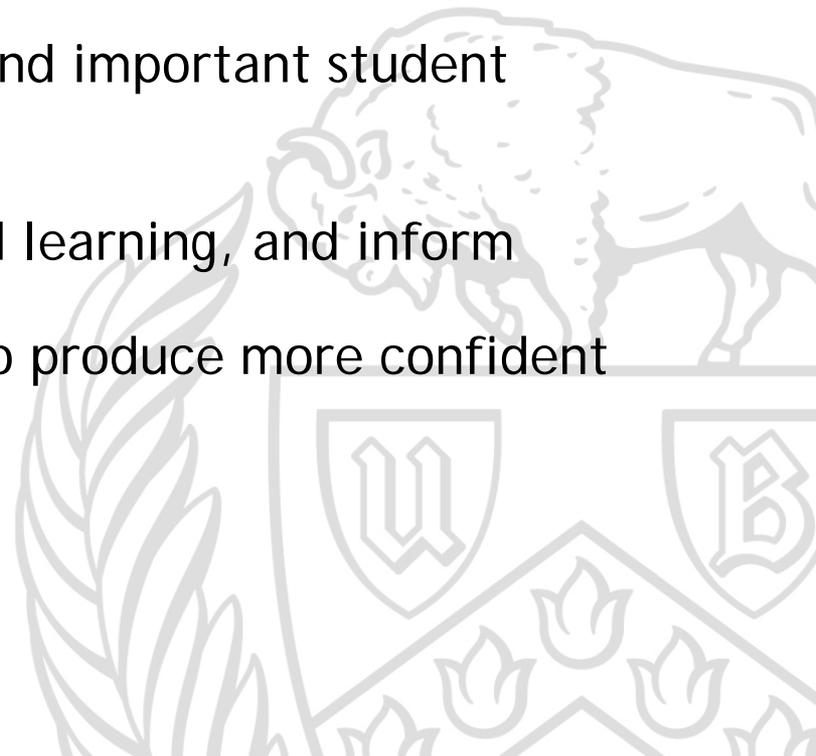
Associate Dean of Undergraduate Education and
Academic Affairs



What Are the Tenets of Good Assessment?

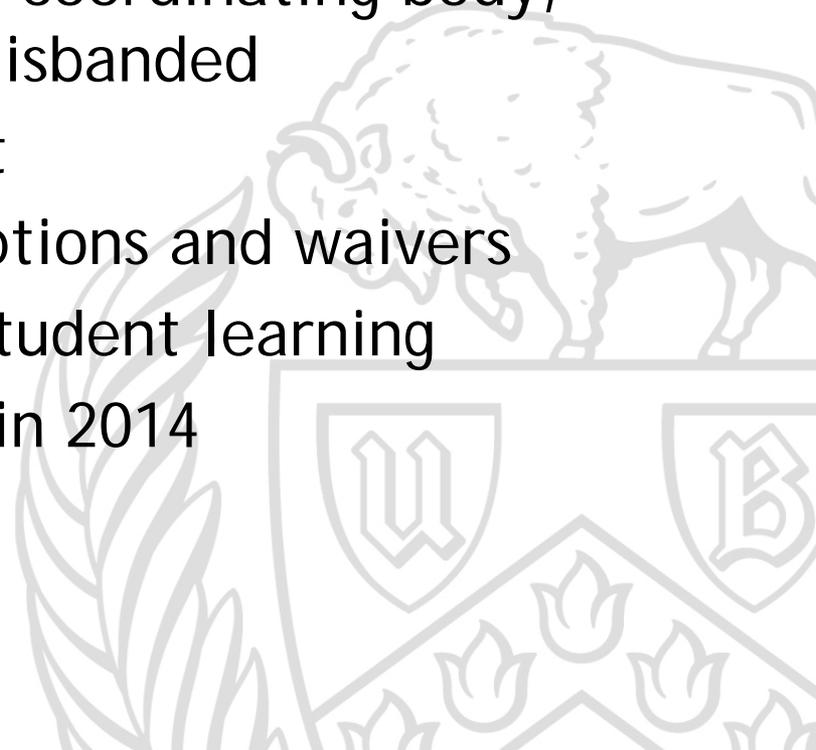
Linda Suskie, national expert on learning assessment suggests that good assessment:

- Has a clear purpose
- Originates in, and focuses on clear and important student learning goals
- Engages faculty and staff
- Uses results to improve teaching and learning, and inform planning and budget
- Applies a wide variety of evidence to produce more confident inferences about student learning
- Is a perpetual work in progress



Institutional Review of Gen Ed Indicates Challenges

- Ageing program not reviewed or revised since 2000
- No coherent purpose - original coordinating body, Undergraduate College, long disbanded
- No mandated faculty oversight
- Numerous polices grant exemptions and waivers
- No systematic assessment of student learning
- Middle States reaccreditation in 2014



Chief Sources of Evidence for Student Learning Assessment:

- 2010 Faculty General Education Task Force Report
- National Survey of Student Engagement
- SUNY Student Opinion Survey
- UB Senior Survey
- 2013 Gen Ed Self Assessment Survey
- 2013 Gen Ed Opinion Survey
- 2013 Gen Ed Assessment Plan



Using Direct and Indirect Evidence to Guide a New Program

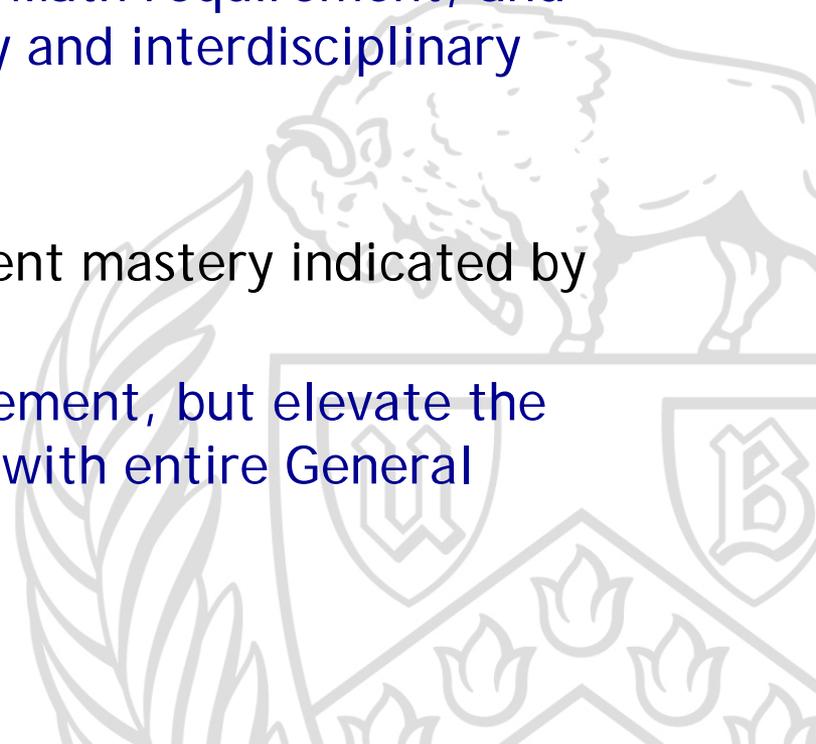
- Purpose and Aims of General Education: Surveys and faculty feedback indicate lack of understanding and weak connections between the components
 - Recommend a reorganized program with greater clarity and integration
- Oral Communication and Critical Thinking: Embedded in the majors. Environmental Scans and survey indicate insufficient coverage and mastery of oral communication and critical thinking
 - Recommend a common UB experience with more directed curriculum

Evidence (continued)

- Writing: Despite high self ratings, assessment of writing samples using a rubric indicates significant gaps in mastery
 - Recommend a revised writing sequence; fewer waivers
- World Civilization, American Pluralism, and Depth: UB signature programs yield lowest self rating and many challenges for direct assessment
 - Recommend new approach emphasizing integrated Diversity and Global competencies and multiple points of focus
- Other Knowledge Areas: Social Science, Arts, Humanities
 - Recommend retention of requirements while developing new structures for integration that incorporate the UB 2020 themes

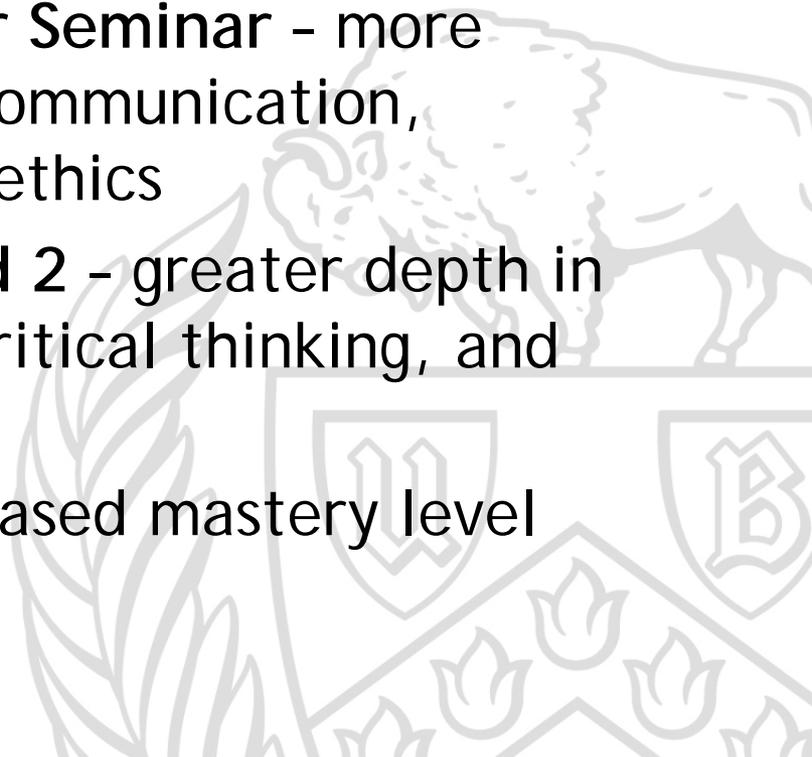
Evidence (continued)

- Math and Natural Sciences: Highly self rated, but minimum standard too low, and non-STEM students not exposed to rich array of scientific study
 - Recommend raising standard for Math requirement, and develop new more contemporary and interdisciplinary courses for non-STEM majors
- Information Management: Excellent mastery indicated by direct assessment
 - Recommend retaining the requirement, but elevate the achievement level and integrate with entire General Education Program

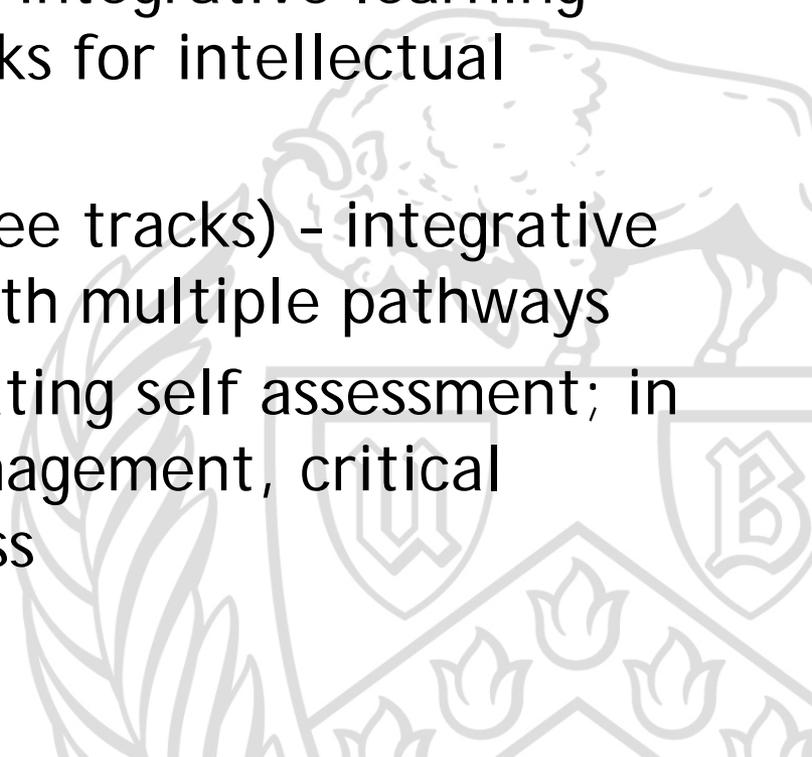


The Proposed Program

Universal program of integrative learning for all students, irrespective of major

- **First Year Seminar or Transfer Seminar** - more explicit critical thinking, oral communication, information management, and ethics
 - **Communication Literacy 1 and 2** - greater depth in writing, oral communication, critical thinking, and writing in the disciplines
 - **Quantitative Reasoning** - increased mastery level
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The Proposed Program

- **Scientific Literacy and Inquiry** - enhance critical thinking and cross disciplinary science for non-STEM students
 - **Thematic Integrative Cluster** - integrative learning providing intentional frameworks for intellectual inquiry
 - **Global Integrative Cluster** (three tracks) - integrative diversity and global learning with multiple pathways
 - **Integrative Capstone** - culminating self assessment; in depth writing, information management, critical thinking and diversity awareness
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Benefits

- Coherent and distinctive curriculum
- Foregrounds global, diversity and integrative learning
- Common intellectual experiences
- Maximizes “high impact” practices
- Faculty oversight
- Capacity to close the loop - using authentic assessments to respond to issues in student learning



A New General Education at UB

Questions?

<http://www.buffalo.edu/gened>

