Report to the

access to current information about what requirements are met by each course. This should diminish the need for the continual updating of special lists of Gen Ed courses. It will also facilitate efficient course enrollment and degree progress and may also contribute to more rational course scheduling.

The Fall 2015 Gen Ed programmatic assessment report is posted on GothicNet. The Gen Ed Committee on Assessment and Policy (GECAP) will finalize an action plan that responds to assessment results. The plan will inc

Communities (or GELCs, formerly known as the First-Year Experience Program) have posed particular scheduling and enrollment challenges. As learning communities conceived in pairs and clusters of topically related courses, the GELCs require students to be enrolled in all the linked sections. A limited number of GELCs have been offered in recent semesters; and we anticipate that the GELCs will expand to include the first-year "Blocks" being piloted in Fall 2016. However, for an expanded learning communities program to be successful, an efficient and effective method of ensuring even enrollment among a large number of linked sections will need to be established. GELC enrollments may benefit when students are better informed and able to enroll themselves in linked pairs and clusters. Student self-enrollment in GELCs, using the PeopleSoft co-requisite function and enhanced pop-up messaging, will help ensure students are fully aware of what courses are linked in pairs and clusters to prevent unintentional uneven enrollments, an increasingly important concern if student self-enrollment in GELCs is implemented.

Programmatic assessment continues in Fall 2016 with the assessment of Spring 2016 student work. The first semester of assessment led to the preparation, and publication on GothicNet, of a comprehensive programmatic assessment report on Fall 2015 student achievement of three of the six learning goals: Written Communication, Oral Communication, and Critical Thinking/ Problem-Solving. A summary of this report was also posted. Members of the NJCU community are invited to review and comment on the assessment report. Please send your comments, or feedback on any aspect of the Gen Ed program, to gened@njcu.edu.

The Fall 2015 assessment results have informed plans for faculty development. Submitted signature assignment prompts and the high percentage of NAs (when an assignment didn't require demo

covered Civic Engagement and Intercultural Knowledge, Information and Technological Literacy, and Quantitative Literacy. Assessment team members will meet in the coming weeks to finish their work on juried assessments, and the results will complete the first round of programmatic assessment of all six University-wide student learning goals.

An effort to improve Gen Ed communications has begun primarily by improving Gen Ed website design, but also by simplifying the layout of information provided in the Gen Ed section of the Master Course List. The signal use assignment navigation guides have been updated to reflect the upgraded Tk20 site, and the student version now includes a streamlined "quick guide" to address complaints about the length of the full student guide.

Increased participation in curriculum/ course development, teaching (including GELCs), and program assessment will be solicited among faculty, who will be asked to complete rubrics on Tk20 for their own students' end-

Advisement, and Enrollment Management—especially Miriam Laria, Evelyn Villatoro, John Duff, Ben Rhodin, and Jimmy Lau—for their efforts in support of the new program. Many thanks also to Hilary Englert, whose work as General Education Learning Communities Coordinator helped smooth the transition from the former First-Year Experience Program to the new GELCs initiative, a potentially high-impact endeavor that promises to improve student success in General Education and beyond.

While plenty of work lies ahead for

- Adopting principles of transparent assignment design clarifies requirements and expectations to help students achieve success. Consider watching this <u>video</u> <u>presentation</u> by Mary-Ann Winkelmes on transparent assignment design; click <u>here</u> to download the workshop packet.
- 5. Gen Ed students are required to submit their signature assignment(s) to Tk20 by the end of finals week; please ensure that they do.
- 6. Click here to view signature assignment submission instructions for students, including a new Quick Guide.
- 7. As in previous semesters, signature assignment(s) will be scored by the assessment team. Results will be aggregated and reported for programmatic assessment purposes. Faculty will grade their students' signature assignment(s) following the normal grading process (including any special grading or portfolio procedures required by the English, ESL, and Math departments). In addition, instructors will be asked to play a more active role in assessment by scoring their students' signature assignment(s) using the program rubrics on Tk20.
- 8. The purpose of assessment is to inform faculty development initiatives, improve curriculum and instruction, and enhance student success. I have consulted with the Provost and Dean of Arts and Sciences who agree that data resulting from the direct assessment of student learning in General Education will not be used to evaluate faculty teaching performance.
- 9. To view the signature assignment navigation guide for faculty, dick here.
- 10. To view the fall 2015 Gen Ed assessment results, use your web browser to log into GothicNet; then click here.
- 11. Gen Ed instructors are encouraged to join the assessment team, which will be scoring spring 2016 signature assignments early this fall.
- 12. A number of Gen Ed faculty development events will be held this fall; please watch for announcements and plan to attend.

More information is available at <u>www.njcu.edu/ gened</u>; please remember to dick "Additional Navigation" to view the subpages.

As always, feel free to email me at <u>jfausty@njcu.edu</u> or <u>gened@njcu.edu</u> with any questions or concerns.

Best wishes for a super fall semes.24 247. 0.24 230.BT 50 0 0 50 0 0 Tm / TT1 1 Tf () Tj E.24 0 0 50 .0(is) 0.ar