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| Instructions for General Education Curriculum (GEC) Assessment ReportsCycle: 2024-2025Due: September 5, 2025 |
| **GEC Assessment** |

The University of Southern Mississippi (USM) conducts annual assessments of the General Education Curriculum (GEC) courses to document support of ***SACSCOC Principles of Accreditation Section 8: Student Achievement***.

Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its education programs.

**Standard 8.2**:

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvements based on analysis of the results in the areas below:

**Standard 8.2 b**:

For collegiate-level general education competencies of its undergraduate degree programs.

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| **New for this year…** |

* Programs are asked to refrain from entering the Analysis of Findings and Action Plans in the Weave software. These will now be captured in the analysis document.
* The former Course Analysis field has been modified to the “Additional Information” field.

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| GEC Plan and Report Guidelines |
| **Plan Guidelines** |

1. All GEC 01 – GEC 06 courses assess [assigned Student Learning Outcomes](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.usm.edu%2Finstitutional-effectiveness%2Fgec-outcomes.docx&wdOrigin=BROWSELINK) (SLOs) at the course level.
2. Each SLO must have one (1) direct measure
3. Measures and targets must apply to *all* course sections.
4. Overall course grades are **NOT** acceptable measures.

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| **Report Guidelines** |

All GEC courses must be assessed annually. The following components are required for a complete GEC assessment report:

1. **Course Description/Summary**: GEC courses should include a descriptive summary of the course. The official course description from the bulletin should be included in addition to information that would be helpful for an outside reader to understand the nature of the course. Please include the typical location of delivery (Hattiesburg and/or Gulf Park campus), mode of delivery (face-to-face or online), terms the course is offered (Fall, Spring, Summer, intersession), and an estimate of annual enrollment.
2. **Outcomes**: The appropriate [GEC outcomes](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.usm.edu%2Finstitutional-effectiveness%2Fgec-outcomes.docx&wdOrigin=BROWSELINK) must be used.
3. **Measures and Targets**: A measure identifies evidence and methods used to determine achievement of outcomes. Measures should be detailed and specific. Measures should be direct (i.e., directly measure/evaluate a student’s work – exams, papers, portfolios, projects, etc.). The Measure title will list the actual measure itself (exam, lab report, final project, etc.). The Measure description will contain the description of how the measure is used to evaluate the outcome: evaluation method, content components, etc. If a rubric is attached as evidence of how a measure is evaluated, the rubric will need to be referenced within the measure. Targets are the quantitative criteria for how success will be measured.
4. **Findings**: Findings are the results of the measures. *Courses offered at multiple teaching sites or by multiple delivery modes must report their findings by site/mode and include all sites and/or modes in the findings.* Sample size must be included. If sampling is used, a detailed description of the sampling method must be included. All semesters must be included (Fall, Spring, and if applicable, Summer and intersession), and findings should explicitly state what semesters the data is from. After the findings have been entered, change the Target status to “met,” “not met,” or “partially met.”
	1. If additional space is needed to disaggregate findings, continue the findings in the section titled “analysis of findings” within Weave.
	2. The analysis of the findings/data for all measures should be included in the analysis document.

***The following fields in the Weave software should be left blank:*** *Target Descriptions and Analysis sections (unless an Analysis section is needed to display additional findings).*

1. **Analysis Document**: All sections of the *Annual Course and Action Plan Analysis* document must be completed, and the document must be uploaded as a project attachment in Weave.
2. **Syllabi and Writing Assignments**: A sample syllabus from each type of section offering is required. The writing assignment and its rubric should be included.
3. **Report Status:** Once the report has been completed and the analysis document and other documents have been attached, the status of the report should be changed to Completed. For a report to be considered complete by IE, data must be entered and the analysis document and any other supporting documentation must be attached.

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| Analysis and Course Impact Reporting |

A separate Word document, *Annual Course and Action Plan Analysis,* will be provided to you. Additional details are included below. **This Word document must be completed and attached to your project in Weave for your project to be considered complete**.

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| **Analysis of Findings** |

The results are analyzed to determine direction for continuous improvement. If a target is “not met,” what can be done to improve student learning? Have actions already been taken to improve student learning? For targets which are “met,” what action plans were implemented that led to this result? What best practices are in place? What challenges remain or have been overcome? Do new targets or measures need to be chosen now that the target has been met? Remember, the goal of assessment is continuous improvement.

* 1. *Stating that the targets were “met” and that no further action is needed is not an acceptable analysis.*

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| **Action Plans**  |

An action plan is an organized activity undertaken to help courses more effectively achieve intended outcomes, or an activity developed by faculty to improve the course for the future. A new action plan is required at least every other year and if a target is not met. Action plans should focus on measures/targets that were not met. Action plans may be specific to individual student learning outcomes or to the program overall. The goal of action plans is to provide evidence of continuous improvement and evidence of seeking to improve student learning. These plans should not contain vague phrases such as “we will look into this” or “no action required.”

* 1. If an Action Plan was completed in the previous year and the results were discussed in a previous analysis document, it should be deleted from this year’s report.
	2. *All programs are encouraged to develop action plans in the analysis document, not within the Weave platform. Weave entered action plans will need to be deleted or phased out over time.*
	3. Set SMART action plans: Specific, Measurable, Attainable, Relevant, and Time-bound.

All action plans should be listed under the Action Plans header. For clarity and consistency, please use the provided action plan template in the analysis document.

Title: The title of the action plan.

Affiliated Outcome: The SLO or Program Objective the action plan is connected to. If the action plan is for the program as a whole, state the plan is program-level.

Due Date: Goal date for when the actions will be completed. May be a specific month/ academic year or semester.

Status: Status of the action plan. Planned action plans have not been implemented yet. In-Progress action plans are currently being implemented. Completed action plans have already been implemented and the results are available.

Description: Describe the action plan. What specific steps will be taken and why.

Updates/Results/Closing the Loop: If the action plan is In-Progress, what has been implemented thus far? Have any changes been noticed already? If the action plan is Completed, what were the results of the action plan? Comparing data, were any improvements observed? If improvements were not seen, why not, and what additional efforts may be implemented in the future?

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| **Sections Offerings and Enrollment Narrative** |

In previous years, courses have been asked to complete a table with the number of sections offered, number of students enrolled, and the enrollment ratio per semester. This year, the section offerings and enrollment data will be given to you by the Office of Institutional Research. This data originates from HelioCampus; please attach the HelioCampus document as a project attachment in Weave.

A narrative based on the given section offerings and enrollment data is required. Please analyze the enrollment ratio: Are courses at maximum capacity? Is there a need for fewer or more section offerings? Ideally, the enrollment ratio will be between 50-80%. Your school may determine an ideal enrollment ratio.

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| **Course Completion and Persistence** |

Course completion rates and persistence data along with a narrative related to the topic are required. The narrative should provide context to an outside reviewer. This data is included in the course HelioCampus data provided to you via email by Claire Villareal.

Please use the data in the *Fall 2024-2025* columns to complete the table. The total headcounts, persisted headcounts, and % persistence will need to be calculated using the provided data. A narrative based on course persistence and completion is required. Please include any observations/analysis made about the data.

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| **GEC Writing Requirement and Sample Syllabi** |

The *GEC Writing Requirement* should include an explanation of how this course meets the GEC writing requirement of 2500 words. Include the word or page count of assingments to justify meeting this requirement.

*Sample syllabi and writing assignments* from each type of section (semester, mode, location) should be included as attachments. List the course sections and types that the syllabi and writing assignments are from.

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| Resources |

If you have any questions regarding the GEC assessment plan and guidelines or Weave, please contact Claire Villarreal (Claire.Villarreal@usm.edu), the Institutional Assessment Coordinator. Additionally, [the Office of Institutional Effectiveness website](https://www.usm.edu/institutional-effectiveness/index.php) contains resources regarding GEC assessment, navigating weave, and SACSCOC requirements.

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| **Best Practice / Tips** |

* Gather data after each semester; do not wait until close to the due date to gather all data.
* Discuss the assessment report with other members of your school. Let faculty know the results of the report and the identified areas for improvement.
* See the course’s previous review rubric for feedback on specific areas for improving the report.
* To ensure Weave information is not lost, have all data/Weave information saved as a Word document (prior to entering it into Weave) and ensure there is a strong connection to the internet when working in Weave.

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| **Reviewing and Submitting the Report** |

* Proof-read the report; check for grammatical errors, spelling errors, and typos.
* Use compliance rubric to ensure all parts of the report are complete.
* Have your school director and/or dean review the report, if applicable.
* Change the status of the project to “Complete” in Weave.
* Celebrate!

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| ***Thank you for your efforts and commitment to continuous improvement!*** |