

**COD and Assessment Committee July 28, 2010 Response  
to the GEC Subcommittee Review and Recommendations Report  
(Accepted by GEC Subcommittee August 10, 2010)**

**UMBC General Education Committee (GEC)  
Subcommittee Review and Recommendations  
Departmental Biennial Assessment of One General Education Course  
APR-Concurrent Summary Assessments of Sample General Education Courses  
July 20, 2010**

In collaboration with the Council of Deans and the UMBC Assessment Committee, the GEC supports the achievement of institutional learning outcomes at UMBC through regular reviews of general education assessment. The GEC is not expected to critique specific assessment practices nor make substantive recommendations to departments on individual courses. The GEC serves a monitoring role to ensure that general education assessments are being done and that departments are using assessment information to improve teaching and learning.

The GEC review of biennial reports of departmental general education course learning outcomes has determined that substantial progress has been made. Many of these reports reflect the adoption of both direct and indirect assessments as well as the use of data for improvement. Some provide clear alignment of instruction, assessment and the general education functional competencies. However, there are continuing challenges to complete integration of general education course-level assessment with department program-level assessment plans.

- 1) Departments would benefit from additional support in their efforts to include general education course assessments into their existing assessment plans. The GEC recommends that guidance and reference materials for the development of effective general education course assessment be provided to departments and individual faculty through the UMBC Faculty Development Center.
- 2) The principles and mechanisms for assessment of general education courses should be consistent with those already identified by the department for its program-level assessment.
- 3) To facilitate consistency and coherence of reporting, the GEC recommends the inclusion of the following guidelines in the biennial report template:

Information submitted should include: (a) summary of how the course addresses the distribution area(s) designated; (b) summary of how the course addresses and measures each of the functional competencies designated; (c) examples of learning activities and assessment criteria for measuring designated functional competencies; (d) summary of assessment results on student learning outcomes regarding designated functional competencies; (e) changes made or proposed to improve student learning; and (f) evaluation of changes and improvements implemented to improve student learning.