

Frequently Asked Questions about the General Education Review Process

1. How will the results of the General Education Review be used?
 - a. General Education courses represent the foundational knowledge, skills, and competencies that students at IUPUI will need to know and be able to do in order to succeed in upper-division courses and to be prepared as well-rounded college graduates.
 - b. The Undergraduate Affairs Committee (UAC) is the faculty-led and –sanctioned body charged with approving General Education courses and ensuring their alignment with the Statewide Transfer General Education Core (STGEC). Presently, UAC has approved nearly 300 IUPUI courses as part of the General Education inventory on our campus.
 - c. Ongoing review of General Education Courses will be used by the UAC to: (1) promote student learning and success across the undergraduate student experience, with a particular focus on foundational courses; (2) ensure that General Education courses have learning outcomes evidence of learning aligned with the STGEC; (3) recognize promising teaching and learning practices that might be adapted and scaled to other courses, programs, and departments at IUPUI and elsewhere; (4) identify ongoing sources of professional development needs that can be addressed through a variety of sources (e.g., CTL; Gateway to Graduation); and (5) model the spirit of peer review, continuous improvement, and innovation as a hallmark of a comprehensive-yet-flexible General Education program.

2. How many students should be sampled?
 - a. The student sampling depends on the size of your course. Remember that the process is less about sampling and more about the range of authentic student work that matches your student learning outcomes. For example if you have sections taught during day, evening, weekends and online, consider including a sampling from each type of section. Articulate why you chose the sampling you did.
 - b. Student work samples (e.g. assignments, course activity, speech, portfolio, exam) aligned with stated student learning outcomes.
 - c. Five samples at commendable, satisfactory and unsatisfactory levels
If you would want more guidance on numbers, consider contacting the Office of Institutional Research and Decision Support (irds.iupui.edu)

3. What if a course isn't taught during the semester it is scheduled to be reviewed?
 - a. You should use the most recent semester that the course was taught. Example. You are scheduled to be reviewed spring 2018 and your course was not taught in the fall Of 2017, then you should collect data from spring 2017.
 - b. If you have a discipline specific accreditation and you would like to align dates, we will certainly adjust your review schedule to accommodate that request. Please contact Anita Snyder in DUE to make that request. (asnyder@iupui.edu)

4. Do we need a sample from multiple sections from multiple instructors?
 - a. A representative sample of students? Yes.

5. Why does the committee think that, “Evidence of student feedback being sought/offered throughout the semester” should be reported? What if it isn’t done in a course?
 - a. Mid-term evaluations represent a “best practice” in higher education student learning. The Undergraduate Affairs Committee wants to encourage this practice.
 - b. Frequent feedback is encouraged. If your course does not employ this practice then this is a good time to take this opportunity to incorporate more frequent feedback. Perhaps consider beginning with a mid-term evaluation. The Center for Teaching and Learning is happy to assist and offer resources to begin this process. (ctl.iupui.edu)
 - c. Then once you have decided how to proceed with adding more student feedback, be sure to include that information in your narrative.

6. What is the website where DWF rates can be found? Google “iupui irds” Go under “Student Learning and Success”. Under that “student”
 - a. [Gateway to Graduation DFW Link](#)
 - b. This site requires access as well as Duo authentication. If you are a new Coordinator or Chair and find you do not have access, please contact Kate Thedwall, Director of Gateway (kthedwal@iupui.edu)

7. What exactly is meant by, “Evidence or explanation of how your course provides a good faith effort in the spirit of continuous improvement and correctly represents the principles and policies of the course.”
 - a. In your narrative you should address whether your course implements assignments that are aligned to general education student learning outcomes.
 - b. Are you using evidence of student learning to improve your course? In what ways are you using student learning to improve the course.
 - c. In your narrative you should indicate how your course assignments are aligned to the general education outcomes. In what ways are you using evidence to improve the course?
 - d. If you want to look at more “continuous improvement” models, consider contacting the Center for Teaching and Learning (ctl.iupui.edu) or PRAC.

8. What is the timeline for development and submission of the course portfolio for a fall 2017 course? (e.g., collect data Fall 2017, submit 30 days after the end of the semester? May 2018?)
Need a date. When will they need to be submitted, when will they be reviewed?
- a. Fall 2017 reviews should be submitted for review by September 15' 2017.
 - b. Spring 2018 reviews should be submitted for review by February 15' 2018.
 - c. You should be collecting evidence of student learning the semester(s) prior to your scheduled review.
 - d. For example, if you are scheduled to be reviewed in the spring of 2018, then your collection of data would occur during the fall of 2017.

9. Evidence of improvement can be very informal. Do we need proof that we do that? What kind of evidence needs to be provided?
 - a. Describe what you have done in your course. Perhaps you have had department or course meetings where you discussed student improvement. Provide the minutes of those meetings and describe the actions taken as a result of these department, course, or curriculum meetings.
 - b. If you need additional guidance, feel free to contact Kate Thedwall Gateway Director, kthedwal@iupui.edu.

10. How frequently is it expected that student learning has been used to refine or improve class activities, assignments, or methods of assuring learning? Once a year, several times during a semester? Is it the plan you need to provide or the evidence collected
 - a. This will vary based on the course.
 - b. Show how you are closing the loop on your planned evaluations.
 - c. Most people are looking at their course on a semester or annual basis.
 - d. Is this an ongoing item on your department calendar? If not, then perhaps you would want to make that recommendation and include that plan in your narrative.
 - e. In that narrative, describe how you provide evidence of student learning to improve your course. Then describe how those student learning outcomes are reflected in that evidence.
 - f. It is highly appropriate in the development of the course portfolio for the general education review that you use this opportunity to close the loops that you discover as part of your review. Establish your current position as your baseline and show how you will improve.
 - g. This is not a “catch you” type of review. It is an opportunity for you to show how you will go forward from where you are at currently with your course.
 - h. After the first year of review, The UAC (Undergraduate Affairs Committee) will debrief and have many more examples of course portfolios to share through the Gateway to Graduation program.

11. How will data be transferred from Canvas to the portfolio?
 - a. You will upload your data and narratives to a Box site created for your course.

12. When will the sample portfolios be available?
 - a. Sample portfolios will be available by March 15' 2017.

13. In what format will the portfolio be created? Using what technology?
 - a. You can submit your portfolio as a Word doc or pdf into your designated Box site.

14. Can we have examples of both good and bad portfolios? Examples from different types of courses?
 - a. We will showcase models of portfolios that the UAC deem appropriate to this review.

15. Would it be possible to create a mock-up of a portfolio? Especially one more related to quantitative reasoning?
 - a. You can work with the Center for Teaching and Learning for assistance. (ctl.iupui.edu)

16. What is the total page limit for the portfolio? Including written narratives, samples, and documents?
 - a. There is presently not a page limit, but we may establish a limit based on the courses currently under review during the pilot phase. The criteria sheet provides guidelines for a brief description.

Kate Thedwall (kthedwal@iupui.edu) or Stephen Hundley (shundley@iupui.edu) are happy to have a 30-45 minute in-person or phone consultation with Course Coordinators or department designee to assist with any questions or concerns.

Summary:

Drawn in part on how our different disciplinary agencies review their work, the general education review process is an opportunity to establish or enhance some of these highly respected “Best Practices” in course evaluation. The Undergraduate Affairs Committee understands that IUPUI has a diversity of courses. We look forward to working with our colleagues to both honor our different disciplines, traditions and approaches, while also establishing a common general education review process