

General Education Syllabi Review Process

Syllabi Review Process

- Reviewer: General Education and Instructional Effectiveness Committee (GEIEC)
- Syllabi Collection
 - IPAR conducts syllabi sampling based on the delivery mode, enrollment, and course sections
 - GEIEC chair requests syllabi from departments
 - Department chair submits syllabi to IPAR
- Syllabi Review
 - IPAR creates the syllabi review project in Qualtrics
 - GEIEC reviews syllabi in Qualtrics
 - GEIEC shares feedback with the department chair

Syllabi review is a crucial step in the General Education assessment process. The General Education and Instructional Effectiveness Committee (GEIEC) reviews a competency area's syllabi in its corresponding assessment cycle. Due to resource constraints and the number of sections offered, GEIEC most often reviews a stratified random sample of syllabi.

IPAR facilitates the syllabi review process by creating stratified random samples, setting up the review process in Qualtrics, and summarizing the review data. Factors to consider during the sampling process include delivery mode, enrollment number, and the number of course sections.

GEIEC collects the syllabi included in the sample from department chairs, reviews them in Qualtrics with a rubric (please see a rubric example below), and shares the feedback with the department chairs.

**General Education and Instructional Effectiveness Committee
Rubric for Evaluating Syllabi of Courses Receiving General Education Fine Arts Designation**

Course (Prefix and number):

Evaluator:

Course Name:

Department or School:

Evidence that students are supported in reaching General Education Fine Arts outcomes should be given through course outcomes AND through textbooks or other required materials, assignments or other activities, course content (via weekly schedule) or evaluation.

**Syllabi
Review
Rubric**

	Course-specific outcomes are aligned to the General Education Fine Arts Competency outcome.	Textbooks/materials, assignments/activities, <u>content</u> or evaluation provides evidence to support the General Education Fine Arts Competency outcome.
Outcome 1: Apply knowledge of the human condition in an area in the fine arts to convey meaning through creating, performing, producing, or responding within an artistic form.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Could not determine	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Need more information
Outcome 2: Analyze diverse genres, styles, and techniques in their appropriate cultural and historical context.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Could not determine	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Need more information
Outcome 3: Synthesize and relate discipline-specific knowledge in the fine arts through the artistic processes of creating, performing, producing, <u>presenting</u> or responding as applicable to cultural and personal growth.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Could not determine	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Need more information

If course outcomes or content are not aligned or you could not determine alignment, please specify below.

GEIEC members use a rubric to review the syllabi. The rubric has two components – Alignment & Evidence. Alignment refers to the **alignment** of the course outcomes to the General Education (GE) outcomes. Aligning course outcomes with the GE outcomes ensures that students experience an integrated curriculum that allows repeated opportunities throughout their education to develop competence in the GE outcomes. Reviewers expect a clear alignment between the course outcomes and GE outcomes. Furthermore, reviewers check if the course materials/textbooks, assignments/activities, content, or evaluation provide **enough evidence** to support the GE outcomes. Reviewers have three options (Yes, No, or

Could not determine/Need more information) to choose from, and they can provide comments in the comment section for further clarification about why they chose one of the options.

Actions for Departmental Faculty



Insert/embed General Education Outcomes in the syllabus

Course Outcomes Align to GE Outcomes



Conduct self-assessment for course alignment

Course Outcomes

↑
Course Content/Learning Experience
Assignments/ Activities



View sample syllabus for General Education course (<https://ipar.ecu.edu/assessment/asmnt-general-education/asmnt-gnrl-asmnt-resources/>)



Collaborate with GEIEC if alignment issues are discovered

We highly recommend that all instructors review their syllabi using the rubric above before teaching the course. If they need help, they can collaborate with GEIEC or utilize other faculty resources to accomplish it. Below is an example that faculty can use to present the alignment and evidence:

Course Outcome	GE Social Sciences Competency Outcome
Course Outcome 1: Analyze a business situation to determine an information management need.	GE Outcome 1: Apply discipline specific knowledge in the social sciences to explain the key factors that shape social institutions, structures, and processes that shape human behavior and social interaction.

Module Learning Objective	Alignment with Course Outcome/GE Outcome	Learning materials	Learning activities	Assessments
Identify the basic activities and benefits of information management and benefits	<p>Course Outcome 1: Analyze a business situation to determine an information management need.</p> <p>GE Social Sciences Competency Outcome 1: Apply discipline specific knowledge in the social sciences to explain the key factors that shape social institutions, structures, and processes that shape human behavior and social interaction.</p>	<p>Read textbook chapter 1</p> <p>Watch the video in the module</p>	<p>Participate in Discussion#1</p> <p>Take practice quiz</p>	Take graded quiz #1