

Senate Recommendation to the Provost

Originating Body: Faculty Senate

Originator: Senator Okubo

Date Submitted: 5/13/2025

Requested Effective Date: 5/13/2025

The Faculty Senate recommends that the attached changes to the GEOC standing rules be made.

Date Approved by the Faculty Senate: 5/6/2025

Joerg Tuske

President, Faculty Senate

__5/13/2025__

Date

Action Taken by Provost

Date: _____

☐ Recommendation Accepted

☐ Recommendation Not Accepted*

☐ Recommendation returned to the Originating Body for further review (see attached)

Disposition for Approved Recommendation:

☐ President

☐ VP Student Affairs

☐ Faculty Senate President

☐ VP Finance

☐ Consortium Chair

☐ School Deans

☐ Webmaster

☐ Graduate Council

☐ Catalogue Editor

☐ Provost Council

Provost

Date

SALISBURY UNIVERSITY FACULTY SENATE MOTION

Submit this form to the Faculty Senate President

SUBJECT: Pre and Post-Assessment of General Education designated courses

SENATOR PROPOSING MOTION: Yuki Okubo

SENATOR SECONDING MOTION: Elizabeth Ragan

MOTION (this section alone will be recorded in the minutes):

Resolved, that the Faculty Senate approve the addition/changes of Assessment to the GEOC Standing Rules.

JUSTIFICATION: SU as a public institution is required by MHEC (Maryland Higher Education Commission?) to provide a report (Student Learning Outcomes Assessment Report: SLOAR) every 5 years.

ANTICIPATED IMPACT:

Negative: None.

Positive: Pre-assessment will be scheduled during the time where students are already gathered, providing the best chance of capturing as many students as possible. Three options are provided for faculty members to choose how to conduct the post-assessment.

Is this a recommendation to the Provost? Yes ☒ No ☐

Is this a recommendation to someone else? No ☐ Yes, to _____

VOTE: Number of Senators Present:

Motion Passes or Fails:

Standing Rules Assessment addition for Faculty Senate consideration:

Assessment of General Education will occur through collecting pre- and post-test data on all new incoming students. All assessments utilized for GULL Week are evaluated by UARA staff and faculty experts for reliability, validity, and alignment with SU's General Education SLOs. The University Academic Assessment Committee (UAAC) serves as both an advisory and an assessment coordinating body on all matters related to academic assessment at the University. The UAAC makes recommendations to the Faculty Senate and UARA concerning the development and implementation of assessment methods and use of assessment results.

The Pre-Test

All new incoming students are required to participate in two new student orientation activities known as Sea Gull Start-up and First Flight. Students attend Sea Gull Start-Up in the months prior to beginning their first semester at SU. During **Sea Gull Start-Up** students learn about academic expectations, information specific to their major and course selection, and discover resources available at SU to support their success. **First Flight** is SU's multiple-day program facilitated by student leaders, held prior to the first day of fall semester classes in August.

Sea Gull Start-Up

During Sea Gull Start-Up, new students are provided with a checklist of items to complete prior to their August return for First Flight and that start of the semester. All new students starting at SU in fall 2025 and beyond will have a GULL Week assessment added to their orientation checklist. The completion of the GULL Week assessment will be one of the required steps students must complete prior to returning for First Flight and the start of the fall semester.

During Sea Gull Start-up, new incoming students learn about the checklist items and how to navigate MyClasses. During these sessions, information about the importance of GULL Week will be shared with new students. Students will be shown how to access the GULL Week assessments through their MyClasses (Canvas) portal. Following Sea Gull Start-up, all new first-time and transfer students will be given seven days in mid-August to complete the GULL Week assessments. All assessments will be taken via students' home computer, laptop, or smart phone through MyClasses (Canvas).

First Flight

Students who fail to complete their GULL Week assessments prior to the Monday preceding First Flight will be required to make-up the missed assessments during a 90-minute proctored assessment session held during First Flight. Additionally, these in-person make-up sessions held during First Flight will be available to any student who requests test accommodations or to complete the assessment with a proctor present. Students who did not complete the GULL Week assessments will be assigned to attend a specific 90-minute session and orientation leaders will assist in ensuring that students attend their required session.

GULL Week will continue to be a low-stakes assessment as students who fail to complete assessments will not be prevented from registering or beginning fall classes. However, including GULL Week as a part of the required orientation checklist will help ensure greater student participation. Additionally, capturing assessment data before students begin their coursework at

SU will provide a baseline understanding of student General Education skills when they enter SU.

The Post-Test

The General Education post-test will be included as a course requirement in Experiential Learning (EXPL) courses. When enrolled in their mandatory EXPL course, students will be required to complete a General Education post-test assessment during the final exam week of the course. Students enrolled in EXPL who completed their pre-test assessment as a part of Sea Gull Start-Up/First Flight, will re-take the same during their EXPL final exam week. A course syllabus statement will be provided to all faculty teaching an EXPL course to ensure students are aware of this requirement. Similar to the pre-test, students access the GULL Week assessments through their MyClasses (Canvas) portal. Faculty will have four options for ensuring that students complete the required post-test during the final exam week:

Option 1. The faculty member will reserve an on-campus computer lab during their assigned final exam period and serve as the proctor during this final exam session. During this final exam period, students will be required to attend the assigned final exam period, just as they would for any other final exam. However, they will complete the General Education assessments rather than a course final exam. This option is appropriate for faculty members who do not require a final course-level assessment in their EXPL courses.

OR

Option 2. The faculty member will reserve an on-campus computer lab during their assigned final exam period and request that a UARA staff member serve as the proctor during this final exam session. Availability of a UARA staff proctors is limited and offered on a first-come, first-serve basis. During this final exam period, students will be required to attend the assigned final exam period, just as they would for any other final exam. However, they will complete the General Education assessments rather than a course final exam. This option is appropriate for faculty members who do not require a final course-level assessment in their EXPL courses.

OR

Option 3. The faculty member will require students to complete the General Education assessments during the final exam week but at a time the student chooses. Students can complete the General Education assessment in a campus computer lab or on their own device. These would be unproctored assessments and students would have to navigate the assessments in MyClasses (Canvas) on their own. This option is similar to how most students will complete their pre-test General Education assessments.

OR

Option 4. The faculty member will require students to complete the General Education assessments during the final exam week but require students to complete the post-test in a computer lab proctored by a UARA staff member. UARA staff will host open computer lab hours during the final exam week for students to complete their General Education post-test with a proctor present. Students can show up any time during the open computer lab hours but availability of seats in the lab will be on a first-come, first-serve basis.

Again, GULL Week will continue to be a low-stakes assessment as students will not be graded based on their performance on the assessment. However, including GULL Week as a final exam course requirement will help ensure greater student participation. Additionally, capturing assessment data during the EXPL course, as most students are likely finished with their General Education course requirements, will provide an indication of achievement of the General Education student learning outcomes. For students who also completed the pre-test, we will be able to compare pre- and post-test scores to look at change in performance following (near) completion of the General Education course requirements.

Analysis and Reporting

SU will analyze the data by student learning outcome and look at the relationship between performance and the number of general education courses completed. Oversight of the assessment of the General Education program occurs at multiple levels which includes the Office of Academic Affairs, UARA, and Faculty Senate (including UAAC and GEOC). Additionally, every five years, MHEC requires all Maryland public institutions to report on the assessment of student learning through their performance accountability process. As such, SU submits the Student Learning Outcomes Assessment Report (SLOAR) every five years detailing how the institution measures specific SLOs, including the process used for assessment, how faculty are informed about the assessment process, and how the results have been used to improve teaching and learning on campus.