**General Education Course Review**

Please use this template for courses that do not use a mile marker assignment for assessing the general education competencies.

All information may be compiled in this document and submitted as a single PDF (except where noted). You can expand sections below as needed to accommodate the information for your course.

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| **Part I: Introduction** |

**Course number**

**Course title**

**General education domain**

*(Courses are approved to offer credit in only one general education domain. This review verifies that students are learning the statewide competencies defined for that domain.)*

**Department, school, and campus offering this course**

**Official course description from CARMIn or SIS**

**Summary of course**

*(Explain the context of the course within the department or any curricula for which it is a requirement and include a general overview of the majors and levels of students who typically enroll.)*

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| **Part II: Enrollment and DFW Information** |

Provide the *enrollment and data for DWFs in Appendix A for the past five years*. The information for your course may be found in the spreadsheet provided by IU Institutional Analytics. Please note that Fs should also include FNs and FNNs.

Please discuss the patterns you perceive in these data. In addition, please discuss what plans are underway or have already been implemented in an effort to and/or have supported increased percentages of enrolled students earning a C– or greater. (The latter is particularly important for courses that regularly have—or previously had before these interventions—DFW rates near or above 20%.)

*(Consider discussing how teaching best practices have been incorporated. See Appendix B for a more complete list, including midsemester student check-ins, use of the Student Engagement Roster, and TILTing assignments. You may also want to consider Withdrawn students (W) separately from students receiving Ds or Fs.)*

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| **Part III: Learning Outcomes and Assurance of Learning** |

**Syllabus**

Add a copy of the course syllabus to this document as an appendix or add to the supporting documents folder. If different sections of the course use substantially different syllabi, please include one of each type.

*Note: The syllabus should include course and general education learning outcomes and should make clear to students how the course develops their general education learning. The syllabus should also make clear how course learning outcomes link to the Profiles of Learning for Undergraduate Success.*

**Explanation of the course and course activities**

Explain how the course and the course activities completed by students develop their general education learning. Include an explanation of the context of the student work samples and how those samples demonstrate learning of the general education competencies.

**Alignment form**

The course’s previous alignment form is in your course folder. If there are any changes in this alignment form, please make updates. Place either the previous alignment form (if unchanged) or a revised form into the supporting documents folder.

**Multiple course sections**

If the course is offered in multiple sections, explain how different sections or different modes of delivery offer students similar experiences (e.g., foundational student learning outcomes, orientation and training of instructors, common key assignments, final exams).

**Samples of student work**

In the supporting documents folder, provide samples of student work from the most recent iteration of the course that show general education learning. Be sure to include:

* Two samples of exemplary work
* Two samples of satisfactory work
* Two samples of unsatisfactory work

Include an explanation and/or a grading rubric for the student work that can be understood by faculty members outside of your discipline to explain how these samples indicate learning of the general education competencies.

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| **Part IV: Student Satisfaction** |

**Solicitation of midsemester student feedback**

Share the prompt you used to gather midsemester feedback from your students, as well as when midsemester feedback was solicited.

*Note: General education instructors should solicit feedback from students during the semester, in addition to the formal end-of-term surveys. This feedback should include students’ remarks on their learning.*

**End-of-term student evaluation surveys**

What do students say about the course in their end-of-term surveys?

**Results from end-of-term surveys (Questions about the course, not the instructor)**

Place the results from the end-of-term surveys, questions 1–3, for the past three semesters into the supporting documents folder.

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| **Part V: Improvement** |

**Evidence of Student Learning**

Describe what the student work samples, the feedback from students, the end-of-term surveys, and any other observations indicate about students’ learning, in particular their learning of the general education competencies.

**Ongoing Improvements**

Describe the plans and methods of developing plans for ongoing improvements to the course. Consider the information in sections II, III, and IV above. In particular, please focus on improvements to learning of the general education competencies. It is appropriate to include examples of past changes as well as future plans. It is expected that evidence of students’ learning and feedback from students will both be used to inform improvements to the course. The evidence of student learning found in the work samples, feedback, and end-of-term surveys should drive the improvement plan.

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| **Part VI: Certification** |

Provide the required signatures below.

**Department chair or director**

I certify that the course dossier correctly represents the content and execution of the course described to the extent possible, and I request that the course continue to be an approved course for general education.

Signature:

Printed name:

Title:

Date:

**Dean or dean’s designee**

I certify that the course dossier correctly represents the content and execution of the course described to the extent possible, and I request that the course continue to be an approved course for general education.

Signature:

Printed name:

Title:

Date:

**Appendix A**

**Course DFW Rates**

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| **Semester** | **# of sections** | **Average size per section** | **Overall DFW rate** | **DFWI Rate**  **Black/African American** | **DFWI Rate**  **Hispanic/**  **Latinx** | **DFWI Rate**  **Two or More Races** |
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**Appendix B**

**Teaching Best Practices**

* The course is actively coordinated such that all sections are delivered with adequate fidelity to the department’s priorities.
* Course materials are designed to represent the diversity of the human experience such that all students have opportunity to see themselves positively represented at some point in the course.
* The syllabus:
  + Includes welcoming, you-framed language with transparent guidance on how to succeed in the course.
  + Includes understandable information about durable/transferable skills gained in the course (that is, conveys relevance and connections to postgraduate readiness).
  + Communicates in a positive way growth mindset by emphasizing that consistent effort and asking for help promote good relationships, learning, and success.
* Class attendance is recorded and incentivized in some way (even if only informally rather than with formal grading).
* Universal design for accessibility is incorporated into the course (for example, consistently presenting material both visually and verbally, displaying captioning on all videos shown, ensuring font size on slides and handouts is sufficiently large and with enough color contrast to be seen easily).
* Active learning approaches are regularly utilized in the classroom, such as group problem-solving, think-pair-share, interactive response technologies (e.g., TopHat, Kahoot!, or Mentimeter), or class wrapper questions/reflections.
* Two or more assignments in the course follow the Transparency in Learning and Teaching (TILT) model to promote equity for first-generation and otherwise marginalized students.
* Students are actively connected to peer mentors either within the course or through referral to appropriate resources on campus.
* Wherever possible, lower-stakes graded assignments promoting mastery precede higher-stakes assignments or exams.
* Wherever possible, assignments are submitted by students via dated Canvas Assignments to allow for Canvas Activity data to be generated and accessed by appropriate staff for outreach.
* Students are provided study materials that allow them to practice in the same way they will be assessed (e.g., self-quizzing).
* The campus early alert system (Student Engagement Roster) is used in all sections of the course within the first six weeks of each semester to provide progress feedback to students and to trigger interventions by appropriate staff.
* Students in all sections are given opportunity to provide anonymous midsemester feedback on the course, which is then reviewed and responded to by the instructor within two weeks of collection.
* Any online sections of the course incorporate the above wherever possible.
* Any online sections of the course meet Quality Matters standards for high-quality online course delivery.