

Analysis of Fall 2016, T1, and T2 Course Syllabi for GEO Identification

2016

Division	# of course offerings w/1 division	% of course offerings in Fall, T1 and T2	# of courses within division with identified GEO	% of course offerings within division with identified GEO	# of course offerings with unidentified GEO	% of course offerings with unidentified GEOs within division
Advanced Technology and Allied Health	68	7.22%	68	100%	0	0%
Business and Agriculture	94	10.0%	87	92.55%	7	7.44%
Education and Social Studies	213	22.64%	195	91.55%	18	8.45%
English and Fine Arts	253	26.89%	205	81.03%	48	18.97%
Math and Science	185	19.66%	176	95.14%	9	4.86%
Occupational Technology	128	13.60%	102	79.69%	26	20.31%
Total	941	100%	833	88.52%	108	11.48%
*Online	165	17.53%	155	93.93%	10	6.06%

*Online is shown below the total line since all courses have been calculated within their appropriate division.

Methodology

At the beginning of the stated terms, a master course listing is generated by Institutional Research from the Poise student information system (SIS). The course listing details the division, line number, department, course number, section, term, course title, campus location, actual classroom location, day taught, start and end times, number of credits, instructor, class limit size, and the number enrolled in course.

Each course instructor generates a course syllabus for sharing with students and to have on file in the Academics office. On the course syllabus, each instructor either identifies, or not, a GEO associated with the content of the course. This GEO identification process is informed, or not, by discussions with lead instructors for each course. To accurately reflect General Education Outcome (GEO) alignment for this analysis, all courses files showing no enrollment were removed from the listing prior to calculation. Each course syllabi received by the Academics Office for the stated terms was examined by the Associate Vice Chancellor of ITS and Assessment for its GEO identification and charted onto the master course listing under the proper outcome.

Analysis

Arkansas State University-Beebe ensures quality learning experiences within the classroom are connected to the University's General Education Outcomes (GEO) through a mapping process conducted twice annually. The process identifies course alignment and its associated University learning outcome. Also, lead instructors, division chairs, assessment committee members, and the Associate Vice Chancellor of ITS and Assessment identify any fluctuation of learning outcome within a course through this process. The identification, analysis, and discussion contribute to the knowledge of ensuring any course, taught through any modality, and delivered by any instructor are equally transforming the lives of our students through the attainment of its intended learning outcomes.

Findings

This mapping of the Fall, Term I and Term II courses, marks the sixth occurrence of this event. Overall, totals have shifted positively by 13.2% over the 3-year life of this project. Each division improved.

For continuous strengthening to ensure quality learning experiences throughout ASU-Beebe's curriculum, communicating the reasons, expectations and results related to the project throughout our adjunct, concurrent, online, part time and full time faculty and staff are essential. Adjunct and concurrent faculty have improved their participation as well; however, this group still has the frequent cases of non-identification. Institutional messaging to this group is still warranted.

Advanced Technology and Allied Health are to be commended in their efforts. **All courses (100%)** within that area have an associated general education outcome (GEO). Occupational Technology has showed the most improvement over the three-year period going from nearly 50% of courses with no GEO to now having nearly 80% that do.

Syllabi Analysis

	Fall	Spring
2014	77.40%	75.32%
2015	80.77%	73.65%
2016	88.52%	82.27%