

1. Teams should continue to examine their institution's general education program considering the following variables that may impact assessment planning:

- Philosophy

Our philosophy does not currently incorporate the academic degree programs; this is reflected in our assessment, as general education is seen as unrelated to programs within the major.

- Structure

ATU has a distribution and core curriculum model that is mandated by the state. What this means is that our general education goals and their learning outcomes feel unrelated to the general education curriculum

- Learning Expectations

We have made progress in clearly detailing the learning expectations for each general education goal, and having the courses within the GE curriculum map themselves to these learning expectations. However, useful assessment practices for these learning expectations are still in their infancy.

- Policies

Because our general education program (or, really, curriculum) is prescribed by the state, we have never developed a clear "sunset clause," as the state required all of the courses. As well, we haven't let new courses into the curriculum in decades. However, we should envision a sunset clause as more of a "feedback clause," where the committee looks at the assessment data to see how we can help areas or courses better meet their general education learning outcomes.

- Perceptions

General education at ATU is seen as a hurdle students must overcome; faculty see it as a requirement of their jobs (but not the best part). In part, this perception is because general education at ATU has been driven by what the state requires, rather than what we, as faculty, see as goals for our institution. Faculty have not felt invested in the goals of general education (and students may not even know they have goals), because our GE program is so driven by the state mandates.

2. Which of the areas discussed in Module 1 require additional conversation on your campus? What specifically needs to be discussed?

All of the above!

Begin with revising GE goals → what are the learning outcomes for the GE goals? → create policies that make sense for the areas that are flexible in our curriculum (How do courses apply for GE status? When will the "feedback" sessions be in a cycle? How do we map the goal learning outcomes for each course? What are our requirements for doubling-up credits on marker courses?) → policies have to meet the state mandates for the GE curriculum → Perceptions begin to shift as we focus more on goals and less on the state mandates

3. Start to think about your work plan for the year – what would you like to achieve this semester? Next semester?

Spring 2021:

- generate revised list of goals based on faculty feedback (already in process)
- create learning outcomes for these new goals
- approve these through Faculty Senate and Academic Affairs
- create policies and procedures for aligning curriculum with revised goals

Summer 2021

- Map goal learning outcomes to courses as we begin applying new policies and procedures

1. Review your institution's General Education Outcomes. Consider the following:

- a. Check for **Format**: Action verb, something

Strong format with out outcomes: see <https://www.atu.edu/generaleducation/>

- b. **Action Verb**: Alignment with philosophy, appropriate level

i. Aligned well

- c. **Coverage**: Number of courses supporting outcomes (You won't be able to complete this during team time, but you will want to know how many classes support each outcome.)

i. This is in the process of revising to map goals throughout the curriculum via "markers"

- d. **Performance Indicators**: Have they been identified?

- i. Yes for Communicate Effectively*
- ii. Yes for Arts & Humanities (rubric)*
- iii. Yes for Diversity (but they need to be revised)*
- iv. Yes for Scientific and Quantitative Analysis*
- v. Yes for Think Critically*
- vi. No for Empathy and Leadership*
- vii. No for Civic Engagement*

- e. **Assessment Method** What can students do to demonstrate their learning?

Not quite there yet with all categories. Discussing the possibility for an exam for "Think Critically," or even the possibility for a standardized GE exit exam, if funded by the president's office.

2. What did you notice about your General Education Learning Outcomes? Are they ready to be assessed?

Performance indicators need to be created for the areas needed above. Leadership and Empathy need to be assessed via co-curricular activities, which means we will need to move those goals to those places during our goal revision process.

3. If your outcomes need a bit of work, by what process will you undertake that task?

1. ***The subcommittee on diversity will come up with the list of performance indicators this semester.***
2. ***During the civic engagement workshop on March 4, the subcommittee will work with faculty to come up with the performance indicators for civic engagement.***

1. What tools and/or approaches are currently used for general education measures at your institution? Are they working as intended?

1. *Individual course assessments with common questions (called CPGE assessments). These are not giving faculty, students, or the institution any useful data. Leave for now as dept. assessment committees work on incorporating program goals/outcomes with GE goals/outcomes.*
2. *Goal assessments across courses with the same goal. These are working well thus far, but some of the goal assessment tools need to be clarified, updated, or written by faculty.*

2. How does your current assessment cycle facilitate getting results to inform change or improvement?

This process has not been done in a systemic way. Updates to the process: 1.) assessment data is reported on the Gen Ed website, sent to faculty, and also will be reported in a new assessment newsletter; 2.) faculty who teach under each goal then submit a report on recommendations based on data; 3.) recommendations implemented before new assessment cycle of that goal.

3. How does today's discussion impact your agenda for the year ahead?

The "pilot" or "beta testing" phase of each assessment goal will help refine and strengthen our GE assessment process.

Therefore, for the remainder of Spring 2021:

- *Goal: Scientific/Quantitative Reasoning; report out beta testing from Fall 2020 assessment, and deploy another assessment this semester in a sampling of sections with this goal.*
- *Goal: Arts & Humanities: beta testing of assessment is taking place this semester, with full assessment taking place Fall 2021*
- *Goal: Civic Engagement: revise assessment rubric, with beta testing in Fall 2021*
- *Goal: Think Critically: design assessment tool with beta testing in Fall 2021*
- *Goal: Ethical Perspectives: revise assessment rubric and decide assessment tool, with beta testing in Spring 2022*
- *Goal: Communicate Effectively: send Spring 2020 assessment tool to faculty for revision. Beta testing in Spring 2022*

In the final Team Time session, each team is encouraged to think about what they heard over the 4 Assessing General Education modules and develop an action plan for what can be done at your institution in the next 12 to 18 months.

Your team's designated *Team Lead* is invited to post the action plan in SparQ. If posted by Friday, February 19th, your facilitator will review your plan and provide some written feedback and suggestions. If you have any trouble using SparQ, contact support at sparq@hlcommission.org.

1. Identify any additional ideas, questions, or issues that have emerged from the discussion this morning.

- Redesign our method of course-by-course assessment using rubric assessments*
- Include a pre (in first-year English) and post (before graduation) assessment in writing*

2. Review your planning notes. What do you need to start doing? Stop doing? Modify? Create?

Once our revised general education goals are approved by faculty senate, create or revise rubrics for each goal. Tie these rubrics into the course assessments via the CPGE system. Integrate this rubric into the course proposal system for the GE curriculum so all faculty are aware of expectations from the start.

3. Which tasks are most critical? Identify your top three priorities for this academic year. What are your action steps for this fall? What are the action steps for next spring?

1. *Program structure: get revised GE goals approved, create or revise rubrics for goals, integrate rubrics into CPGE assessments in Banner, continue the beta testing cycle for second-tier assessments (*see schedule below)*
2. *Communication to faculty: Assessment portion of newsletter included in Academic Affairs newsletter. For next newsletter: 1) report out Scientific/Quantitative Reasoning assessment results with plan for faculty recommendations, 2) announcement upcoming workshop in Civic Engagement goal, 3) announce Diversity teaching resource submissions link*

3. *Professional development: faculty badge in assessment, including modules in general education through the Center for Excellence in Teaching and Learning*

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