Meeting began at 2:08 PM

Eric: The purpose of the meeting is to finalize GEP competency outcomes by discussing how we currently assess or could assess student achievement of the outcomes. Explained background and context of ways the assessment of general education has been conducted in the past. Described the assignment of General Education Program courses, by competency, through program leaders and department chairs.

Process: Look at each competency and outcome

Written communication

Strategies

- Composition course assessment looks at essays, assignment guidelines, and how well students met guidelines to develop purpose, audience, and context. Used AAC&U 4-point writing rubric.
- Assessment depends on the writing assignment and prompt.
- Existing assignments and assessments in Composition I and II cover all three outcomes.
- Business Capstone courses use AAC&U rubrics for written communication in an upper level discipline-specific course.
- An early assessment of written communication across all four years showed tremendous growth from year 1 to year 2, then stagnant growth for the remainder of the college career. How does written communication translate from Composition courses into writing in the majors?

Strategies to do?

- For consistency, people need to know what written communication assessment tools are being used and which outcomes are being assessed.
- Is there an opportunity to gather baseline data at the start of a student’s academic career (IE through?)
- No assessment of the written communication in Gordon Rule writing courses in History? History has never been asked.
- Expand the range of courses assessed in written communication.
- If a competency is listed, courses need to have assessment plans.

Clarifications or improvements

- Outcomes 1 and 3 have more broad assessment opportunities; outcome 2 less so. To what extent will general education students be meeting these outcomes? (Appropriate expectation of scoring)
- All written communication outcomes have similar language to program and course goals in Composition I and II.

Quantitative Reasoning
Strategies in place?
- Recent seven-year review shows many assessment opportunities for Outcome 1 in upper-level and general education courses.
- Outcome 2 is widely done.
- “We don’t do all the outcomes in a single course.”

Strategies to do?
- It will be easy to link these outcomes to assessment; there is little need to change assessment or assignments.

Clarifications for improvement?
- Most of the courses do not do Outcome 3 as written. Courses are not set up to look at data, and it is not an important component of what courses to do so. Strike “of data” and the Outcome makes more sense: “Perform quantitative analysis to draw qualified conclusions from work.” General Education Council will need to be informed of this adjustment.

Civic Identity
Strategies in place?
- Civic identity is not currently in the General Education Program assessment plan, but it is widely taught across GEP.

Strategies to do?
- There is broad possibility for assessment of all three outcomes.
- How would assessment be done for “analysis”?
- Crossover between civic identity and critical thinking outcomes

Clarifications for improvement?
- The word “analyze” is strong in #3 for General Education; is this actually done in GEP? (If language is changed, do not use the word “demonstrate”).
- Important to have robust language and higher-order thinking and learning connected to Civic Identity.
**Critical Thinking**

*Strategies in place?*

- Tie course outcomes to General Education critical thinking outcomes; these become rubric categories.
- Will we be able to assess this in non-writing courses? Yes: nationally normed pre- and post-test in economics courses, robust and rigorous test; this could be used for basic level, especially Outcome #1. Other outcomes would be difficult using this tool.
- Outcome #1 is easy to do across many courses; others less so.

*Strategies to do?*

*Clarifications for improvement?*

- Throughout: how well can we assess these outcomes?
- Strike outcome #2; this is very strong language. To what extent is this done in GEP and in upper level courses. Students may not have the tools to question assumptions.
- In Outcome #4, strike “insightful” to read “logical and justified”
- Missing an outcome connected to very basic terminology of critical thinking, including discipline-specific terminology
- Are we using the correct Bloom’s Taxonomy verbs for critical thinking outcomes, especially in #3 and #4? “Recognize” may be better than “develop.”

*Overall comments*

- What are the basic skills we want a student to have upon exiting General Education?
- We don’t want to have Outcomes where we are set up to fail. Some students will rise to the occasion and excel, but we should be realistic about our students abilities when they enter GEP.

Meeting adjourned at 3:25