****

**Gen Ed Assessment Subcommittee** Meeting Notes April 5, 2022

Attended: Nora Brodnicki, Derek Lougee, Dave Mount, Kelly Mercer, Sharon Parker, Martha Bailey, John Phelps, Lisa Reynolds, MaryJean Williams, Chris Konieczka

Agenda ITEM: What are some ways to shift how we do general education assessment, keeping in mind the challenges and needs we identified at [the last meeting](https://docs.google.com/document/d/1HhmGKGrkotE8YJBv0oQMh1LLbwpXF7vWnqBeDtMXDaU/edit?usp=sharing)?

**Decisions: 1) Do we want to make a recommendation to the College about changing our approach to gen ed assessment? 2) What would the recommendation be?** By the end of this term, let’s try to come to a decision about question #1 and a plan we can follow-up on in the Fall. Plan might include:

* How should we go about making this decision?
* What information do we need to make this decision/recommendation?
* Is there a way to run a small pilot of a new approach?

**INFORMATION WE HAVE TO WORK WITH…**

**(Aspirational) Goals for Assessment**:

Instructors have good data and institutional support for student learning improvement efforts.

Instructors have support for engaging and collaborating in assessment work.

Structures and processes balance common good practices with disciplinary and CCC diversity and needs.

The load of work is well distributed and sustainable over the long term.

The College’s system/approach does not go outside of the boundaries of what’s acceptable for accreditation (not always a clear boundary!).

**Current situation:** 44 teams working on gen ed assessment simultaneously

**Problems we want to address:** Workload, complexity, engagement

**ONE POSSIBILITY TO CONSIDER…**

Some colleges focus on one or a few institutional learning outcomes at a time

and/or they assess a set of high-enrollment courses for general education outcomes (such as the 25 highest enrollment courses on a rotating basis)

**What could it look like to focus on one or two institution-wide areas at a time in a few high-enrollment courses?**

**Possible alignment**, EXAMPLE with placeholder category name (drawn from the [Degree Qualifications Profile](https://www.learningoutcomesassessment.org/dqp/))

|  |
| --- |
| Engaging Diverse Perspectives (placeholder name) |
| Cultural Literacy (transfer)Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference. | Arts & Letters (transfer)Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. | Social Sciences (transfer)Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. | Speech/Oral Communication (transfer)* Engage in ethical communication processes that accomplish goals;
* Respond to the needs of diverse audiences and contexts; and
* Build and manage relationships.
 | Human Relations (CTE)Engage in ethical communication processes that accomplish goals.* Understanding cultural differences and the different ways individuals see the world
* Recognizing bias and other influences on your own perception of others
 |
| High-enrollment courses certified for more than one of the areas above:Soc 204? (SS and CL; 2019 enrollment = 288)Women’s StudiesOther? | COMM 111(2019 enrollment 873) | COMM 100 (2019 enrollment = 140)Psy 101(2019 enrollment = 417) |

Similar alignment could be done with DQP categories such as Communicative Fluency, Quantitative Fluency, Analytical Inquiry, Information Literacy, Ethical Reasoning (see [table on last page](#3n62x5ptsvu1) with Elizabeth’s attempt to align)

PROCESS

* + Year One:
		- Define exactly what we mean by the outcome(s) of focus;
		- support instructors in identifying or creating signature assignments that address the outcomes for which the course is certified (a signature assignment is an assignment or project purposefully created or modified to teach and collect evidence for specific learning outcomes);
		- collect baseline data from signature assignment (instructor and other raters do this as a group); disaggregate by demographics and by CTE/other program (if possible)
		- review final course grades disaggregated by demographics and by CTE/other program (if possible)
	+ Year Two: Figure out any changes in the learning environment that need to occur and how to ensure that all faculty in the intervention course sections are prepared to make those changes
	+ Years Three-Four: Implement any intervention and reassess

Comments from the subcommittee on the above:

* Women’s studies satisfies SS, CL and AL if I’m not mistaken
* PHL 102 meets CL and AL, and tends to enroll about the same as Women's Studies.
* Concern: might lead to finger-pointing that some instructors are not doing their job. This concern has been raised several times, especially for Associate Faculty.
* How do we maintain engagement? That has been a value of assessment work so far. Concern that the approach outlined above might reduce overall engagement.
* Can it be complementary to what is already being done, not additional?
* One thing I like about looking at enrollment numbers this way- it does help us "go deep" on where the students are for those various areas/outcomes - in a way/getting info about students that we haven't done in that way before
* when it comes to assessing RI, in horticulture we had to choose the classes that contain RI outcomes, regardless of enrollment. For general assessment, we have the flexibility to choose the higher enrollment courses.
* For programs that have a first term EFA core for new students, what is the relationship of those core courses to the RI? In business, our core includes several RI courses so students then have those skills before they take the rest of their program classes.
	+ Jil and Elizabeth worked with several EFAs to have this very conversation and identify how shared skills, including “gen ed” skills could be incorporated into first term EFA courses. The work didn’t seem to get picked up by the Guided Pathways plan.
* What are the state requirements and accreditation standards regarding related instruction?
	+ The state of Oregon defines and requires instruction for CTE in these areas: Communication, Computation, Human Relations. But the state does not have required learning outcome statements for those areas. CCC came up with statements in 2017 (process led by Cynthia Rysan).
	+ The relevant NWCCU standard says: “Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies.” They don’t call out “related instruction” specifically (as they used to); they assume related instruction is under the umbrella of “General Education curriculum, institutional learning outcomes and/or core competencies”
* This is a workload issue that impacts FT and AS faculty across the campus to different degrees. some have no assessment and others have a lot. it would be nice if we could also think about some way to recognize/compensate for that since it isn’t in the job descriptions and is and add on. There are perceptions of inequity related to the workload issue. I know this isnt part of assessment, but it can be a barrier and adversely impact willingness/attitudes.
* ZOOM CHAT
	+ 15:31:51 From Sharon P to Everyone: For programs that have a first term EFA core for new students, what is the relationship of those core courses to the RI? In business, our core inclueds, several RI courses so students then have those skills before they take the rest of their program classes.
	+ 15:41:42 From Sharon P to Everyone: I think we also need to take a look at whatever language the state guidelines have regarding related instruction. I believe that the new accreditation guidelines from NWCCU have changed the language. So, whatever we come up with needs to fit with those requirements.
	+ 15:42:51 From Lisa (she) Reynolds to Everyone: Agreed, Sharon. I checked with CCWD recently after noticing that they had taken down their Related Instruction guidance when they updated the handbook
	+ 15:44:28 From Sharon P to Everyone: State dont relate to NWCcU. OR state used to have guidelines Including specific outcomes and also who should be teaching those outcomes i.e.: “qualified faculty” whatever that means.
	+ 15:46:36 From Sharon P to Everyone: OK. If there is no RI languages, then what does that mean? do we still need RI to satisfy the state requirement? does it mean that we get to pick the outcomes we want for RI?
	+ 15:48:49 From Sharon P to Everyone: So, the RI categories and the outomes for each category still stand?
	+ 15:50:01 From Sharon P to Everyone: Yes, but the CCC outcomes should have been based on the state outcomes, unlesnthe state outcomes have gone away.
	+ 15:51:15 From Lisa (she) Reynolds to Everyone: I usually say "Interpreting"- as in- it's on us as colleges to Interpret those broad statements for ourselves/our students
	+ 15:52:02 From John Phelps to Everyone: work for me see you again soon
	+ 15:52:47 From Chris Konieczka to Everyone: Thanks Elizabeth!
	+ 15:54:22 From Sharon P to Everyone: Sounds like a good approach, Elizabeth.
	+ 15:55:16 From John Phelps to Everyone: i have a very similar challenge derek
	+ 15:57:43 From John Phelps to Everyone: how can you do this contractually?
	+ 15:59:20 From Sharon P to Everyone: This is a workload issue that impacts FT and AS faculty across the campus to different degrees. some have no assessment and others have a lot. it would be nice if we could also think about some way to recognize/compensate for that since it isn’t in the job descriptions and is and add on. There are perceptions of inequity related to the workload issue. I know this isnt part of assessment, but it can be a barrier and adversely impact willingness/attitudes.

**Who would do the work?**

Instructors of the identified high-enrollment certified courses

Assessment team leads/team members in relevant areas

College assessment coordinator (Elizabeth)

Chair of Center for Teaching & Learning (Jil)

Assoc Dean in Institutional Effectiveness and Planning (Lisa R)

Gen Ed Assessment Subcommittee

Assessment Committee

Institutional Research Office

Seven-Year Cycle?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Competency Area 1: Engaging Diverse Perspectives (ex) | Area 2 | Area 3 | Area 4 | Area 5 | Area 6 |
| 2022-23 | development; baseline assessment | development; baseline assessment |  |  |  |  |
| 23-24 | prepare for interventions | prepare for interventions |  |  |  |  |
| 24-25 | interventions; reassess | interventions; reassess | development; baseline assessment | development; baseline assessment |  |  |
| 25-26 | interventions; reassess | interventions; reassess | prepare for interventions | prepare for interventions |  |  |
| 26-27 |  |  | interventions; reassess | interventions; reassess | development; baseline assessment | development; baseline assessment |
| 27-28 |  |  | interventions; reassess | interventions; reassess | prepare for interventions | prepare for interventions |
| 28-29 |  |  |  |  | interventions; reassess | interventions; reassess |

Plan so that when possible instructors are not involved in the rotation of areas in back-to-back years

What would this mean for current work by teams?

What would College requirements look like and how would that be different?

Would this assessment “cover” the Related Instruction assessment requirement for CTE programs? What would be valuable to keep doing within CTE programs in terms of related instruction assessment?

Would this option…

* Keep us moving toward our aspirational goals?
* Address our current challenges?
* Result in something useful for instructors and students?
* What further information do we need to make this decision?

Comments from subcommittee:

* It’s necessary and appropriate for us (Social Sciences) to coordinate with other areas - this could be a great save of time and effort on part of faculty
* This could be a way of engaging more faculty. The way it is repackaged, you can better see how what you do/teach relates to what other depts and instructors are doing.

Alignment between DQP and CCC outcome statements, based on Elizabeth’s reading of/interpretation of the outcome statements (just testing this out as a concept--this is not mine to decide; would need broad discussion).

In some cases, one of the outcomes in a transfer gen ed area seemed to align w/ the DQP outcome in that row but the other outcomes in that area did not seem to align, or I wasn’t sure if they aligned. In those cases, I did a ~~strikethrough~~ of the ones that seemed to be not aligned or questionable.

|  |  |  |
| --- | --- | --- |
| **DQP Intellectual Skills** | **CCC Transfer Gen Ed Outcomes** | **CTE Gen Ed Outcomes (Related Instruction)** |
| Analytic Inquiry:Identifies and frames a problem or question and distinguishes among elements of ideas, concepts, theories or practical approaches to the problem or question. | Arts & Letters:* ~~Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and~~
* Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Cultural Literacy:Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.Social Science:* Apply analytical skills to social phenomena in order to understand human behavior; and
* ~~Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.~~

Science or Computer Science:* ~~Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;~~
* Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
* ~~Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.~~

Writing:* ~~Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences;~~
* ~~Locate, evaluate, and ethically utilize information to communicate effectively; and~~
* Demonstrate appropriate reasoning in response to complex issues.
 |  |
| **DQP Intellectual Skills** | **CCC Transfer Gen Ed Outcomes** | **CTE Gen Ed Outcomes (Related Instruction)** |
| Communicative Fluency:* Develops and presents clear, coherent and substantially error-free writing for communication to general and specific audiences.
* Demonstrates effective interactive communication through discussion, i.e., by listening actively and responding constructively and or presenting ideas for consideration to a general and specific audience.
 | Writing:* Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences;
* Locate, evaluate, and ethically utilize information to communicate effectively; and
* Demonstrate appropriate reasoning in response to complex issues.

Speech/Oral Communication:* Engage in ethical communication processes that accomplish goals;
* Respond to the needs of diverse audiences and contexts; and
* Build and manage relationships.

Science or Computer Science:* Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
* ~~Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and~~
* ~~Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.~~
 | Communication:Read actively, think critically, and write purposefully and capably for professional audiences.Human Relations:Engage in ethical communication processes that accomplish goals. |
| **DQP Intellectual Skills** | **CCC Transfer Gen Ed Outcomes** | **CTE Gen Ed Outcomes (Related Instruction)** |
| Use of Information Resources:* Identifies, categorizes, critically evaluates and cites multiple information sources to complete projects, papers or performances in either a specialized field of study/industry/profession.
* Judges and sorts sources of information based on quality and credibility of information sources.
 | Information Literacy:* Formulate a problem statement;
* Determine the nature and extent of the information needed to address the problem;
* Access relevant information effectively and efficiently;
* Evaluate information and its source critically; and
* Understand many of the economic, legal, and social issues surrounding the use of information.

Writing:* ~~Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences;~~
* Locate, evaluate, and ethically utilize information to communicate effectively; and
* ~~Demonstrate appropriate reasoning in response to complex issues.~~

Science or Computer Science* Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
* ~~Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and~~
* Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.
 |  |
| **DQP Intellectual Skills** | **CCC Transfer Gen Ed Outcomes** | **CTE Gen Ed Outcomes (Related Instruction)** |
| Engaging Diverse Perspectives* Describes how knowledge from different cultural, racial, gender, ethnic perspectives affect interpretations of problems, solutions, or practices in the field of study/industry/profession.
* Describes, explains and evaluates the sources of their own perspective on selected issues in culture, society, politics, the arts, and/or the profession, and compares that perspective with the views of others in order to see the value inherent within alternative worldviews and knowledge creation.
 | Arts & Letters: * Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
* Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Cultural Literacy: Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.Social Science:* ~~Apply analytical skills to social phenomena in order to understand human behavior; and~~
* Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
 | Human Relations:Engage in ethical communication processes that accomplish goals. |
| **DQP Intellectual Skills** | **CCC Transfer Gen Ed Outcomes** | **CTE Gen Ed Outcomes (Related Instruction)** |
| Ethical Reasoning:Describes the ethical issues present in prominent problems, e.g. in politics, economics, health care, technology, the profession or industry, or the arts and shows how different sociocultural ethical principles, professional standards or frameworks help to inform decision making with respect to such problems. | Arts & Letters: * ~~Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and~~
* Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Social Science:* Apply analytical skills to social phenomena in order to understand human behavior; and
* ~~Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.~~

Science or Computer Science* ~~Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;~~
* Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
* ~~Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.~~
 | Human Relations:Engage in ethical communication processes that accomplish goals. |
| **DQP Intellectual Skills** | **CCC Transfer Gen Ed Outcomes** | **CTE Gen Ed Outcomes (Related Instruction)** |
| Quantitative Fluency:* Presents accurate interpretations of aggregated and disaggregated quantitative information on career-related, political, economic, health-related or technological topics.
* Creates and explains graphs or other visual depictions of trends, relationships or changes in status presented by data.
 | Mathematics:* Use appropriate mathematics to solve problems; and
* Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Science or Computer Science* Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
* Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
* Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.
 | Computation: Use appropriate mathematics to solve problems. |
|  |  | Physical Education/Health/Safety/First Aid: Use effective life skills to improve and maintain mental and physical wellbeing. |
|  |  |  |