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**General Education Assessment Subcommittee**

May 3, 2022 - Notes

Attended: Sharon Parker, John Phelps, Chris Konieczka, Dave Mount, Derek Lougee, Nora Brodnicki, Elizabeth Carney

**Update: Recent work with Related Instruction and transfer outcomes**

Social Sciences department: Derek and Elizabeth are working with faculty who teach courses that certify for both the SS and Cultural Literacy transfer gen ed outcomes to help them design summative assessments that address both the SS and Cultural Literacy outcomes.

Welding: Faculty find that many students are not prepared for the math skills they need in order to do welding, such as reading a tape measure and converting fractions. John and Elizabeth worked with Institutional Research to find out if and when Welding students are taking MTH 50 and whether they are passing. Discussion within the department has led to faculty connecting with advisors about how to encourage students to take math earlier as well as other ideas about how to better support students in Math.

**Should we run a pilot?**

At our last meeting, there seemed to be interest in testing out, on a small scale, one or more new approaches to assessing related instruction and transfer outcomes. Let’s talk about what a pilot, or pilots, could look like and decide if we are ready to create a plan for the next year(s).

Let’s focus on Related Instruction for today…What is happening currently? We looked at examples provided in the [last accreditation report](https://drive.google.com/file/d/1sTxpF6Upf9K9uaN53svF8nnzZtsvki8b/view?usp=sharing) of related instruction assessment done within CTE programs (pgs 15-18) and the percent of CTE programs that have assessed at least on related instruction outcome (pg 19)

Should CTE programs continue to be required to report assessment of RI outcomes at the program level?

* Programs that have PLOs that include RI skills (e.g. “Communicate effectively, both orally and in writing, in an automotive service setting”) would still assess RI skills as part of their regular cycle of PLO assessment, regardless.
* What would it mean for other programs?

Instead or in addition, could we assess how well CTE students are doing in RI skills in courses certified for RI credit (such as Math 50, PSY 101, COMM 100, WRI 101)?

* Results might look something like this for CTE students overall: X% of all CTE students are “competent” or above in Computation based on their work in Math 50
* We would also want to separate results by program: X% of Horticulture students are “competent” or above in Computation based on their work in Math 50

Elizabeth thinks that this piece of her work should stay the same regardless: helping CTE programs to

* consider if RI skills should show up in their PLOs (i.e. what sort of communication skills do employers want new hires to have?) and thus in their PLO assessment
* integrate RI skills in their courses, where appropriate
* connect with instructors of Related Instruction to collaborate to support students in RI skills that are relevant and useful for the CTE programs

*Who else should be brought into this conversation/decision? Consulted?*

Discussion:

Concern about outcomes existing and not connecting--why do they?

There should be a way for programs to assess in a way that makes sense to them. For example, good writing criteria could be more streamlined for a CTE program than for a writing course: only evaluating whether the writing is clear or not clear, versus detailed focus on grammar etc.

Assessment of related instruction should be contextual--done within the program.

At the same time, if assessment is only done for the applied/contextual aspects of the related instruction skills, are we missing assessment of the broader skill set? Don’t we have a responsibility to prepare CTE students to 1) transfer to a four-year school someday if their path changes and 2) be good citizens (skills like critical thinking and communication)? These are the things that distinguish us from technical colleges.

CTE students are required to take only one writing course. Many CTE programs list the requirement as “101 or 121.” Currently, assessment of student work in 121 and 122 focuses on the transfer degree skills. 101 is not currently assessed for CTE students.

Horticulture work with Jil and Elizabeth - we defined what level of mastery happened across courses and what intro skills (including RI skills) students needed to prepare them--was helpful to look to find where any gaps were.

Advisory boards want human skills - heard them say that job specific skills can be learned on the job, but they’re looking to college to teach broader academic skills.

The level and type of skills needed are different in different CTE programs. This would make it complicated to provide results for, say, all CTE students on writing or computation because, what level of achievement do we base that on? Maybe there could be both-- a shared college wide minimum of skill and also program-specific levels that programs use internally?

Sounds like we’re leaning toward piloting an assessment project in one or two (?) RI courses and not, at this time, suggesting any change in requirements that CTE programs do internal assessment of RI?? Sound right?