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**General Education Assessment Subcommittee, May 17, 2022**

**Notes**

**Attended**: Kelly Mercer, John Phelps, Derek Lougee, Dave Mount, Lisa Reynolds, Martha Bailey, Sharon Parker, Kari Hiatt, Elizabeth Carney

**Agenda**:

Follow-up on [last meeting’s discussion](https://docs.google.com/document/d/17qU5lI1riguM5sVC56KYx7BP-1aZQ2vnxwCLSm10YfU/edit?usp=sharing) and make a plan for Fall

**Discussion**:

Based on our last meeting, seems 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 [agreement]

Continuing CTE program assessment of RI outcomes should come with the understanding that, unless you are teaching the RI internally, you are just assessing how those skills transfer and are applied within the program - not necessarily the entirety of the RI outcome.

(Chat) From Lisa (she) Reynolds to Everyone:

Agree, Sharon. Just a reminder too- some students may be bringing courses from other colleges--so what/"all"? the program Could assess would be students' ability to apply those skills (however they got them), right?

(Chat) From Sharon P to Everyone:

Yeah, that is a good point. Assuming they received equivalent transfer credit for a course that at CCC would be designated as a RI course, then we should reasonably be able to assume that the RI outcome was addressed in the transfer course, so we could then assess their ability to transfer or apply the prior knowledge. Hope that made sense.

The goal should be that there should be communication between RI instructors and CTE instructors even before there are any problems that arise

[Elizabeth shared a currently active survey sent to CTE instructors about skills in Human Relations, developed with input from Comm and Psych instructors. Intent is to use results to inform RI courses as well as CTE programs.]

(Chat) From Martha: I've often wondered if there is a place for an Ethics class focused on RI needs (or building units with CTE instructors to effectively address ethical concerns)

**For a RI course assessment pilot, what RI areas/courses would be a good place to focus?**

The Math department plans to focus next year on the STEM pathway100-level courses. We might plan to focus on RI courses the year after?

How about Human Relations? PSY 101? The Social Science department will focus on PSY 200-level assessment in the Fall, so Winter might be better for a PSY101 pilot.

**Are there other things, besides the list above, that we should address next year?**

Faculty are not clear about why assessment should matter - the why. How does it benefit us and our students?

Important for administrators to communicate the importance - provide their larger perspective, why it helps us and also accreditation

(Chat) From Lisa (she) Reynolds to Everyone:

It kind of sounds to me like there might be value in considering what it looks like as a request/recommendation/something to the deans re: structure and supports across the college (and beyond the scope of the department/program) to focus on assessment

Assessment shouldn’t just stop with gathering data. What do we do with it?

How to take results and make them useful for teaching.

Helpful to share success stories -- “because of these changes we made these improvements with students.”

Before the pandemic we used to do an event every Spring (“CAP”) where faculty shared what they had done in assessment; successes and challenges; tips

Could we turn something like CAP into a learning module or something? Sharing in other modes. [added to work plan for Fall]

Other challenge: There is a differential workload for assessment depending on how much you are responsible for in your program, and how it is distributed in your program (some program leads are responsible for one certificate others for multiple degrees and certs) What is the role of the subcommittee or the main Assessment Committee in helping to address this? Make observation/recommendation?

Maybe committee could do an inventory/survey about workload and assessment [agreement on this; added to work plan for Fall]

**Work Plan for Fall**

* Elizabeth and the Accreditation Steering Committee need input and feedback from subcommittee members on the Year Seven accreditation report (sections about general education assessment) and the additional progress report on related instruction assessment. Both need to be in finished draft form by the end of December.
* Check in with Assessment Committee about doing an inventory or survey of some kind about workload and assessment, including questions about differential workload for assessment depending on how much you are responsible for in your program, and how it is distributed in your program (some program leads are responsible for one certificate others for multiple degrees and certs).
* Elizabeth will talk to Jil about ways the Center for Teaching and Learning could better support the “why” of assessment. Consider re-starting CAP and other modes for this.
* Elizabeth will continue working with the Social Sciences team to develop assignments aligned with both SS and Cultural Literacy learning outcomes. Keep the subcommittee updated and ask for input as needed.
* Determine best area/course to focus a pilot to try assessment in RI course. Reach out and engage folks to discuss and hopefully plan something. Talk about how subcommittee members might play a role in this.
* Communicate with other transfer areas re: challenges and next steps…besides the Social Sciences department work noted above, should there be any other discussion/recommendations/support from this subcommittee about transfer assessment?