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**General Education Assessment Subcommittee, November 1st, 2022**

Attended:

**Update on action items in our work plan for Fall**

Updates and discussion about next steps. The work plan for this Fall is located at the end of the [notes from our May 17th meeting](https://docs.google.com/document/d/1cjW-RqU8TY7QP5fQfFCDkFW8VnLltTNTCyaTSEEWo8M/edit?usp=sharing).

1. 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.

→ Update: Report draft will be sent out to this committee the week of Nov. 7 and we will discuss it at our Nov 22 meeting.

1. 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).

→ *Update: Assessment Committee discussed this on Oct 3rd--review notes and talk about next steps.*

*Workload mentioned in accreditation report draft.*

*Discussion*:

Accountability is important. Is the dean holding programs accountable for unit plans (or assessment reports) or is it only whether you turned it in that matters? Barrier: getting AF to participate - scheduling and expectation. Payment is sometimes still not enough of an incentive.

I second that 100%

Reason for survey/gathering information: we Identify common workload challenges, as well as different circumstances, so we can make targeted changes.

I would like a regular check-in from the deans about how assessment is going. Other programs might not or they might want a different approach or timeline - more flexible options for different circumstances.

Action: Elizabeth will bring the subcommittee an inventory of the number of degrees and certs each assessment team is responsible for.

Action: Workload question can be included in survey of team leads (Elizabeth is pulling together other questions she and Assessment Committee need input about)

1. 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.

→ *Update: One step toward this is the Assessment Stories project. Dave and Elizabeth can say a few words about what we’re up to.*

1. 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.

→ *Update: Derek and Elizabeth can give an update on this. Any input needed? Any thoughts about what’s working and what’s challenging that might inform larger issues the committee has been discussing?*

We’re working on finding an assignment to use for PSY 200 - Intro to Psych Part 1. Work on developing and piloting this will continue into Winter and Spring.

1. 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.

→ *Update: Kelly and Elizabeth can give an update on an effort to assess the Computation RI outcome in Math 50. How we’re approaching the work so far.*

*Discussion:*

Who is doing Related Instruction well and what does that look like? We will have examples to share from the Assessment Stories project (see item above) and the accreditation report will include a few examples.

Would it be possible to start exploring approaches with PSY 101 (to assess the Human Relations’ learning outcome) this year or next year?

Tentative action: Start exploring what could be possible with PSY 101 instructors Spring term 2023.

On the CCC web page, Human Relations courses are broken into several CTE areas (e.g. HR course specific to Criminal Justice)--the way it’s laid out might imply that you should not take that course if you are not majoring in that. Should that be changed to better communicate that these courses are not just for that area…advisors?

Action: Elizabeth will bring this up at Curriculum Committee or with the Curriculum Office.

Ethical communication - Martha has had conversations about how to bring ethics into the outcome/consideration. The conversation was interrupted by the pandemic but should be revived.

Action: Revisit in future meeting.

Observation: we have teams for each transfer gen ed area. We don’t have a related instruction assessment team or teams. ← We ran out of time to talk about this.

Action: Revisit in future meeting.

1. 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?

→ Update: ?

We didn’t discuss this one.

Action: Revisit in future meeting

**Sharing assessment results**

Elizabeth asked for Committee input on this question: We currently do not have a system to share and discuss assessment results outside of the program/team that performed the assessment. What are the advantages and disadvantages of this?

Discussion:

I like the idea of parsing out bigger picture recommendations for changes that could be made at an institutional level not just department level. Look at a sample of reports for themes - Elizabeth and the Assessment Committee would be in a position to do this. There are themes emerging in Social Science - such as perhaps a need for more writing support at an institutional level - someone we could direct students to for specific SS student needs. Data could be discussed across disciplines in cases like this (i.e. SS and Writing).

Arts & Letters - there’s not enough participation outside of the core group. How do we help a broader group understand what A&L is and how to embed within courses etc.? We need to expand the conversation. It would be beneficial to do something like CAP (an event Elizabeth and Jil used to organize every spring. pre-pandemic, that brought faculty together to share and learn about assessment practices) where AF are paid to come together with FTF and also could break into gen ed groups to talk about assessment.

Could also be RI discussion - math faculty join CTE folks who want to talk about math.

Look for themes across program reports - e.g. are math challenges showing up in multiple programs? This would be a way for the math department to get this information in a systematic way.

The first time sharing data could be scary. Could do a creative presentation of assessment - what it is and why/ how it helps--and give a big picture overview to make it enticing, not burdensome…help us move forward.