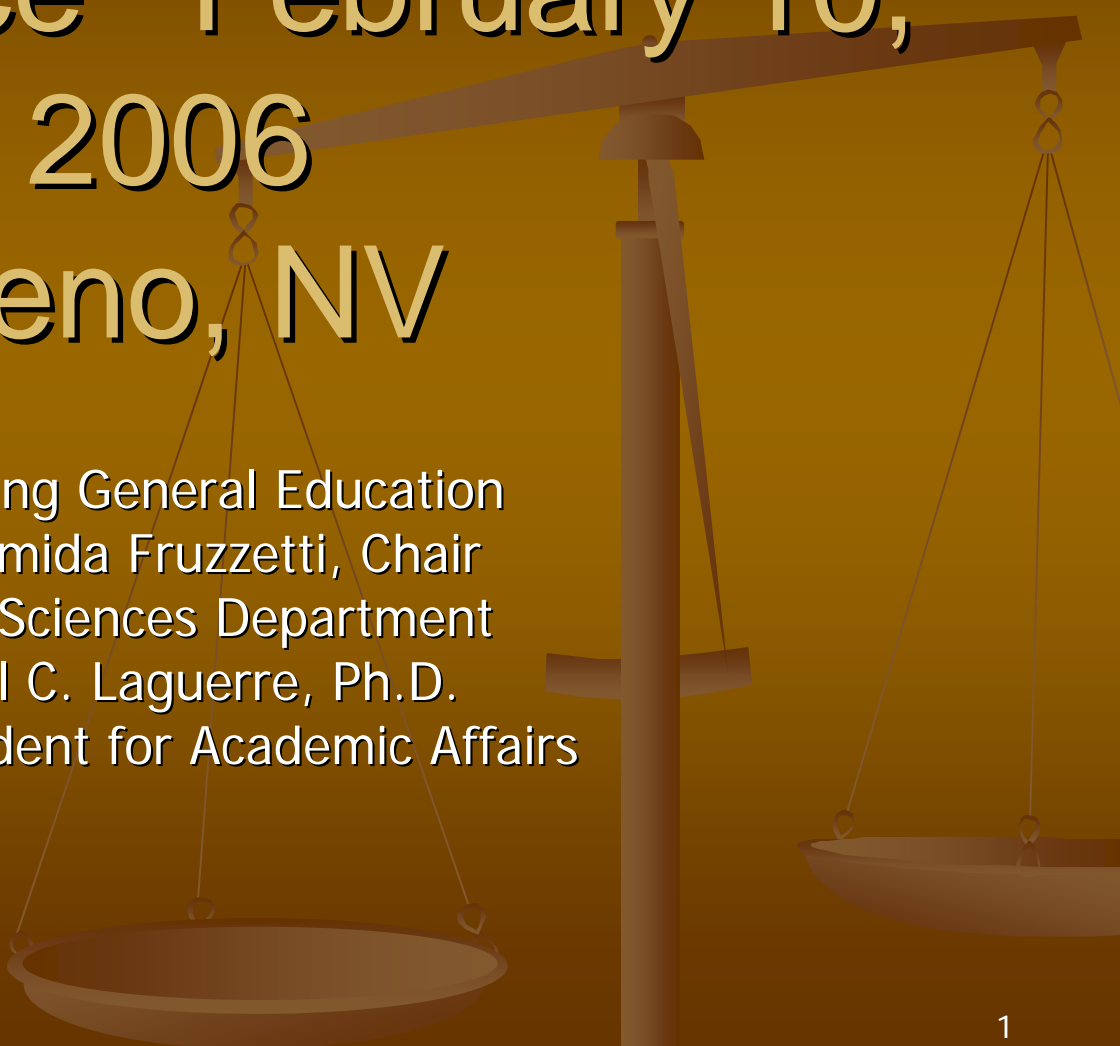


Nevada Assessment Conference February 10, 2006 Reno, NV



Assessing General Education
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Recommendations from 1995 Accreditation Site Visit

- Need to design assessment plans
- Need to implement assessment plans
- Need to revise general education
- Subcommittee of Curriculum Committee formed and met once or twice between 1999 and 2003

TMCC Assessment: 1999-2004

(1 of 2)

- Matriculation: Resulted in Quality Undergraduate Education Starts at TMCC (QUEST): First year experience
- Placement Testing: Accuplacer for placement in English and Mathematics
- Prerequisites study and timid implementation

TMCC Assessment: 1999-2004

(2 of 2)

- Program assessment: Plan and report
 - a. Career programs
 - b. Pseudo programs: Anthropology, etc.
- Assessment of General Education
 - a. Left up to each department
 - b. Plans and reports

Program Assessment: Content

- Mission statement
- Goals
- Learning outcomes
- Measurement or method of assessment

Report:

- Results
- Use of results

Assessment of General Education

- Resisted: Faculty claimed academic freedom against administrative demands for assessment
- Spotty: One out of six departments did a decent job at assessing one discipline
- Faculty coordinator frustrated with lack of administrative support
- Accreditation visit was 18 months away: VPAA's concern grew

Environmental Landscape of General Education

- 73% reported clear program goals
- 62% curricular requirements linked to goals
- 38% coherent sequences
- 32% student learning assessment of goals

A New Vision: Greater Expectations (2002)-AAC&U

- Reinvigorated liberal education
- Practical and engaged
- Results in Intentional Learners
- Empowered through mastery of intellectual and practical skills
- Informed by knowledge about the natural and social worlds and about forms of inquiry basic to these studies
- Responsible for their personal actions and for civic values

Faculty Participation in Curriculum Review (General Ed and all)

- Focus on a review and only a review
- Show as different from other curriculum process
- Engaging the Curriculum Committee and getting what was possible: not + not –
- Planned with Tom Angelo
- Planned comfortable days with great food
- Failed to plan for most snow since 1913

GENED Joined Student Learning Outcomes and Assessment (SLOA) Committee

- SLOA replaced the original Institutional Assessment Committee
- SLOA's main goal is to assess general education
- $GENED + SLOA = SLOA$
- The joint committee held a retreat on July 20-21
- Participants included UNR's Core Director Paul Neill and the Academic Deans
- Chris Hudgins-Chair of Gen. Ed reform at UNLV spoke at the retreat

SLOA/GENED Goals

- To position TMCC for the self-study
- To re-invigorate general education
- To make assessment of general education a comprehensive and coherent process
- To set standards in line with strategic plan
- To kick off the work to be done, SLOA drafted the mission, goals, and abilities
- Faculty Senate on 12/10/04 approved unanimously

Roadmap followed toward General Education Assessment

- Consciousness to do something
- Rallying different factions with common interests
- Developing a common agenda and action plan
- Establishing a timeline
- Allowing ownership of the process: “our committee decided,” or “SLOA decided.” Members took care of presenting product to governance
- Following the road map and paying attention to what may distract progress
- Chief Academic Officer must be engaged

TMCC General Education Mission Statement

General Education at TMCC provides a coherent curriculum that consists of a rigorous foundation of interrelated academic and applied experiences that introduce students to diverse ways of thinking and of understanding the world.

The goals of the General Education curriculum are for students to:

- develop analytical thinking, problem-solving, and communication skills
- develop life-long learning skills and the ability to independently construct their own knowledge base
- *utilize skills learned to* make useful and informed life decisions
- participate in a community of learners that supports a diverse and collaborative environment for intellectual inquiry
- function successfully and effectively in a global society and workplace
- adapt to a rapidly evolving technological environment

General Education Abilities

Students who successfully complete the general education curriculum for a degree at Truckee Meadows Community College will demonstrate the following abilities:

- Analytical thinking skills
- Communication skills
- Collaborative skills
- Quantitative and scientific reasoning skills
- Global and cultural awareness skills
- Personal, social and civic responsibility skills
- Information literacy and research skills
- Artistic and aesthetic awareness skills
- Computer and Information Technology Skills

From committee to the college and action

- Adoption of mission, goals and abilities (done)
- Creating a matrix of courses and corresponding abilities/outcomes
- Defining methods to assess Gen Ed-March 05-
So we thought
- Select disciplines and courses for assessment-
April 05- So we had wished
- Start assessing general education-Fall: Right?

Timeline (1): General Education Review

- April 2004-SLOA formed
- April 2004-General Education agreement reached
- Summer 2004-Drafted list of abilities
- Fall 2004-Review of General Education
- Fall 2004-Faculty approved list of abilities
- Spring 2005-Course matrix adopted-in progress: Reality hit and is still hitting

Matrix of courses

	Analytical thinking	Communication	Collaborative	Quant & Scientific	Global & cultural aware	Personal social, citizen	Info lit & Research	Artistic & aesthetic	Computer & IT
Art 101					X			X	
Eng 102		X							
Math 120	X			X					X
Phys 105				X			X		
Psc 103	X					X			
Soc 205	X				X				

The Visit: The Good



- In regard to institutional planning and assessment--
"TMCC has made an excellent beginning in planning..."
- Commended on "...the Student Learning Outcomes Assessment Committee's work and Curriculum Committee's work on GE outcomes..."

The Visit: The Bad

- “The institutions learning outcomes are identified, but the committee did not find evidence that the processes for assessing those outcomes are clearly defined, encompass all of the program’s offerings, are conducted on a regular basis, and are integrated in the overall planning and evaluation plan.”
- “...no evidence that, through regular and systematic assessment, the College demonstrates that students who complete its programs,...have achieved these outcomes.”
- “...no evidence that assessment activities lead to the improvement of teaching and learning.”

The Visit: The Ugly

- "The Committee recommends that the College take *immediate* action to address these issues."

Starting and Starting Again

- The Pilot project:
 - Goal to assess GE abilities (course level and GE ability level)
 - Recruitment of several disciplines that had identified “Analytical thinking” as an ability
 - How to assess across disciplines?
 - Make up our own assessment (reliability/validity concerns)
 - Using standardized tests (reliability/ validity concerns)
 - Using both as an option?
 - Demoralization (“I can’t, I won’t, I shouldn’t have to, I’ve already done that”, revisited)
 - Renewed Commitment

Timeline (2): Assessment of General Education

- Spring 2005: Selection of outcomes to be assessed in subsequent years
- Preparation for fall 2005: Courses for assessment
- AY 2005-2006: assess one ability
- AY 2006-2007: assess two abilities and the first
- AY 2007-2008: assess two abilities and the first 3
- AY 2008-2009: assess leftovers and the first
- AY 2009-2010: progress report to Northwest

Support to develop assessment of General Education (1 of 2)

- Robert Diamond latest handbook
- Jim and Jane Nichols books
- University of Washington (Huskies)
- University of Madison-Wisconsin
- Edison (Community) College in Ohio
- Anne Arundel Community College in Maryland
- A great number of institutions participate in the North Carolina State University database
- Association of Higher Education Assessment Conference
- Johnson County Community College

Support to develop assessment of General Education (2 of 2)

- AAC&U Conference on General Education and Assessment
- IUPUI\$%^^^@ Conference in the fall
- AAC&U website
- Kirkwood Community College
- Your involvement as administrators or faculty members
- A mindset to be involved in assessment because it will help improve learning
- Building of expertise among you all

Lessons learned

- If you pray, multiply your prayers
- If your program has languished for years, some will be with you and some not
- Trust the faculty and be humble. Do not become a martyr; it does not help the process
- If you are a CAO, work with your supervisees and have them own the process
- Learn to let go of your philosophies to advance the process
- Have your president with you

Strong Foundations: Twelve Principles for Effective General Education Programs (1 of 3)

Chickering?

- **PRINCIPLE #1:** Strong General Education Programs Explicitly Answer the Question, "What Is the Point of General Education?"
- **PRINCIPLE #2:** Strong General Education Programs Embody Institutional Mission
- **PRINCIPLE #3:** Strong General Education Programs Continuously Strive for Educational Coherence
- **PRINCIPLE #4:** Strong General Education Programs Are Self-Consciously Value-based and Teach Social Responsibility

Strong Foundations: Twelve Principles for Effective General Education Programs (2 of 3)

Chickering?

- **PRINCIPLE #5:** Strong General Education Programs Attend Carefully to Student Experience
- **PRINCIPLE #6:** Strong General Education Programs Are Consciously Designed So That They Will Continue To Evolve
- **PRINCIPLE #7:** Strong General Education Programs Require and Foster Academic Community
- **PRINCIPLE #8:** Strong General Education Programs Have Strong Faculty and Administrative Leadership

Strong Foundations: Twelve Principles for Effective General Education Programs (2 of 3)

Chickering?

- **PRINCIPLE #9:** Strong General Education Programs Cultivate Substantial and Enduring Support from Multiple Constituencies
- **PRINCIPLE #10:** Strong General Education Programs Ensure Continuing Support for Faculty, Especially as They Engage in Dialogues Across Academic Specialties
- **PRINCIPLE #11:** Strong General Education Programs Reach Beyond the Classroom to the Broad Range of Student Co-curricular Experiences
- **PRINCIPLE #12:** Strong General Education Programs Assess and Monitor Progress Toward an Evolving Vision Through Ongoing Self-Reflection

Questions and debate

- What do you think?