GENERAL EDUCATION ASSESSMENT TASK FORCE

REPORT TO THE ACADEMIC SENATE, May 2016

PART A: FINDINGS AND RECOMMENDATIONS

QCC Outcomes 2007	General Education Outcomes in Task Force survey	Status of rubric development	Findings
1. Communicate effectively through reading, writing, listening, and speaking	1.a. Communicate effectively (written)	Four rubrics written 2014- 2015, used in spring 2015 assessment, including an alternate Writing rubric (3 dimensions)	One of two highest priority (*importance and required for all*) in survey and at each forum, for college-wide annual assessment; slightly less frequent assessment for oral
	1.b. Communicate effectively (oral) –speaking and listening		
RECOMMENDATIONS			
Outcome revision	Rubric	Assessment scope	Assessment frequency
Proposed revision: _Communicate effectively (written and oral)_	Continue to use both Writing rubrics; the listening rubric will be revised, per Speech and Theatre Dept.; speaking rubric is okay; reading could be used if desired.	Written: college-wide artifact collection from courses across disciplines; oral could be assessed college-wide or within academic program review	Annual assessment for written communication; oral biennially (or every three years) Assessment should take into account the results from the previous year.

QCC Outcomes 2007	General Education Outcomes in Task Force survey	Status of rubric development	Findings
2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions	2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions	Rubric written 2014 and used June 2014 and June 2015.	One of two highest priority *(importance and required for all)* in survey and at each forum, for college-wide annual assessment • consider using "critical thinking or reasoning" instead of "analytical" • could this outcome be an umbrella for others such as ethical reasoning or quantitative reasoning •

RECOMMENDATIONS			
Outcome revision	**Rubric**	**Assessment scope**	**Assessment frequency**
Consider revision to include or focus on critical thinking; to include other types of reasoning	The rubric works well, may need revision if outcome is revised	College-wide artifact collection from courses across disciplines	Annual assessment, taking into account the results from the previous year

QCC Outcomes 2007	General Education Outcomes in Task Force survey	Status of rubric development	Findings
3. Reason quantitatively and mathematically as required in their fields of interest and in everyday life	3. Reason quantitatively and mathematically as required in their fields of interest and in everyday life	Rubric written fall 2015 and will be used for spring 2016 assessment.	Third highest priority in survey and fora; most recommended college-wide assessment, annually or biennially; may need further elaboration (quantitative literacy); some discussion about whether to keep "and mathematically" in the rubric.
RECOMMENDATIONS			
Outcome revision	Rubric	Assessment scope	Assessment frequency
Consider dropping "and mathematically" so the outcome is not discipline-specific	The rubric will be tested with spring 2016 assessment	College-wide artifact collection from courses across disciplines (i.e., not just math courses)	Biennial assessment, taking into account the results from previous assessment

QCC Outcomes 2007	General Education Outcomes in Task Force survey	Status of rubric development	Findings
4. Use information management and technology skills effectively for academic research and lifelong learning	4. a. Demonstrate information literacy/information management for academic research and life long learning	Rubric written fall 2015 and will be used for spring 2016 assessment; however, the rubric does not include technology	Survey: important but mid-range for requiring for all graduates. The current Information management rubric does not include technology
	4.b. Demonstrate technological literacy		Important on survey; mid-range for required for all students; important in forum, especially in context of using technology to access, organize, evaluate and present information Due to program specific technologies – technological skills would be best assessed at program level with rubrics specific to the program

RECOMMENDATIONS

Outcome revision	Rubric	Assessment scope	Assessment frequency
Consider revising outcome to emphasize technological literacy; consider specifying "digital" technology	• The information management rubric will be tested with spring 2016 gen. ed. assessment; • Revise to include technological literacy – survey faculty to determine what skills students need, what dimensions make sense for a rubric.	This outcome may be best assessed within academic program review, especially the technological literacy component.	Assess every 2-3 years, taking into account the results from previous assessment

QCC Outcomes 2007	General Education Outcomes in Task Force survey	Status of rubric development	Findings
5. Integrate knowledge and skills in their program of study	5. Integrate and apply concepts, methods, knowledge, and skills in addressing significant problems and questions, both civic and global in context	Rubric not written	*Important* in survey but middle range as requirement for all graduates. Civic engagement and global literacy mentioned in forum. • Integration of knowledge and skills may be better assessed as part of program review • If civic responsibility is included in the revised Mission Statement, it will need to be assessed.

RECOMMENDATIONS			
Outcome revision	Rubric	Assessment scope	Assessment frequency
Review outcome for two areas: integration of knowledge and civic responsibility. The integration outcome as stated is most appropriate for academic program review. If the intention of the College is to assess students' *Integrative Thinking*, the outcome will need to be revised. Civic responsibility needs separate discussion.	Rubric development depends on discussion of the outcome	• Integration of knowledge and skills in the program of study should be assessed within academic program review. • If civic responsibility becomes a separate outcome, it will need separate consideration	As part of academic program review, the existing outcome should be assessed at least biennially, taking into account the results from previous assessment

QCC Outcomes 2007	General Education Outcomes in Task Force survey	Status of rubric development	Findings
6. Differentiate and make informed decisions about issues based on multiple value systems	6. Reason and act ethically while recognizing multiple value systems	Rubric not written	Top *highly important* in survey, important but less frequent assessment in forum; this is challenging to assess, but could assess ethical **reasoning** (not action) as a skill; some proposed including this outcome within analytical reasoning
RECOMMENDATIONS			
Outcome revision	Rubric	Assessment scope	Assessment frequency
Proposed revision: *Reason ethically while recognizing multiple value systems*	Develop rubric – could use the VALUE rubric for ethical reasoning as a start	May be assessed within academic program review.	As part of academic program review, should be assessed every 2-3 years, taking into account the results from previous assessment

QCC Outcomes 2007	General Education Outcomes in Task Force survey	Status of rubric development	Findings
7. Work collaboratively in diverse groups directed at accomplishing learning objectives	7. Work and learn collaboratively	Rubric not written	Survey: mid-range importance and requirement for all; forum and task force: high importance • one of top-rated importance for employers

RECOMMENDATIONS			
Outcome revision	**Rubric**	**Assessment scope**	**Assessment frequency**
Proposed revision: _Work collaboratively to accomplish learning objectives_ • Note: the diversity aspect of the original outcome will be addressed in the civic responsibility outcome, if created.	Develop rubric – could use the VALUE rubric for teamwork as a start	May be assessed within academic program review.	As part of academic program review, should be assessed every 2-3 years, taking into account the results from the previous assessment

Outcomes 8 – 10 are considered as a unit

QCC Outcomes 2007	General Education Outcomes in Task Force survey	Status of rubric development	Findings
8. Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes	8. Demonstrate broad knowledge of the concepts and methodologies central to multiple fields including the humanities and social sciences	Rubric not written	Survey – low importance and requirement; third level importance at forum
9. Employ concepts and methods of the natural and physical sciences to make informed judgments	9. Demonstrate scientific literacy	Rubric not written	Survey – low importance and requirement; third level importance at forum; higher importance in task force, but note this outcome is built into required common core for all degree programs
10. Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts	10. a. Appreciate or engage in creative work 10. b. See above #8	Rubric not written	Survey – low importance and requirement; third level importance at forum
RECOMMENDATIONS			
Outcome revision	**Rubric**	**Assessment scope**	**Assessment frequency**
Too discipline-specific for general education outcomes assessment and logistically difficult to assess on a college-wide basis. Consider incorporating into academic program outcomes (if not already there).	Rubrics would need to be developed with discipline–specific dimensions	If consolidated within an umbrella outcome, assessment would need to be done by faculty in each disciplinary area (i.e., history and social sciences, science, humanities, arts) the general disciplines. Best assessed within academic program review.	As part of program review, should be assessed at least once every 3-5 years, taking into account the results from previous year assessment

PART B: TASK FORCE ACTION PLAN FOR 2016-17

To complete its charge, the Task Force has outlined the following actions and considerations:

1. Consider revision of outcomes #2 (analytical reasoning) and #3 (quantitative reasoning); survey faculty for dimensions appropriate for digital technology literacy, for possible revision of outcome #4 (information management).

2. Revise rubrics as needed for #2, #3, and #4

3. Develop rubrics for #6 (ethical reasoning) and #7 (work collaboratively), allowing for adaptation by program faculty if these outcomes are assessed within academic program review

4. Determine if outcome #5 should be a general education or program outcome; revise as needed.

5. Propose that discipline-specific outcomes, especially #8 (social sciences and history), #9 (science), and #10 (arts and humanities) be dropped as general education outcomes; they can be better assessed as part of academic program review

6. If new general education outcomes are needed as a result of mission statement revision (such as civic responsibility), write the outcomes and develop a rubric.

7. Establish schedule for assessing the general education outcomes and select courses as appropriate; i.e., general education outcomes with college-wide artifact collection every one, two or three years; for general education outcomes to be assessed within program review, every 3-5 years (or more frequent depending on outcome and

program). Assessment frequency and sample size will be based on prior assessment results. Assessment data should be made available to faculty to inform and strengthen student learning.

8. Conduct faculty outreach for all considered changes/developments and bring changes to vote at Senate.

9. Recommend a structure (i.e. faculty committee or other format) for ongoing oversight of general education assessment

April 8, 2016, revised April 19, 2016