SELF-STUDY SESSION: ACQUISITION, DISCOVERY AND APPLICATION OF KNOWLEDGE (Criterion #4)
Center for Excellence in Teaching and Learning
November 20, 2008

- Assessment of General Education with focus on “evaluate!”
- We already do CCSSEE, the rest we’re trying to do. There is a Gen Ed subcommittee of the Curriculum Committee.

Seth . . . in 2002, we said we were doing Gen Ed assessment. This time we’re trying to be more streamlined. Document that we have high expectations of students. Fall, 2009 . . . pilot a survey with transfer programs . . . email a link to an assessment – about a 20 minute process. Pre/post test. Also give three weeks before classes begin. 25 questions for 3-4 Gen Ed objectives (e.g. stats, graphs, social science, information literacy, etc). Then after a student has earned 27 credit hours, post-test emailed to them. Maybe correlate pre/post results with grades earned. For career programs, this could be done in class. Omar said that in 2002 Gen Ed objectives of each math course was put in the syllabi and NCA applauded this.

Randy said that NCA wants to see that Gen Ed permeates all curricula. He has a Gen Ed rubric for which to survey courses. Then core Gen Ed objectives can be embedded in each course. Use rubric to put objectives in the syllabus. We should go with four objectives college-wide. [See the commission’s state on Gen Ed in the handbook.] Need a core set of four, then survey courses. Goal is at least one Gen Ed objective on each syllabus for fall, 2009. This should be announced in the late spring. Document process!

Standardized testing – CAAP (Collegiate Assessment of Academic Proficiency) from ACT. College of DuPage is doing this. A full CAAP program is actually four tests, including critical thinking, reading and writing. ACT analyzes the results for us but it’s expensive. Randy has proposed one test per year to annual planning (i.e. just reading). We can also link it back to COMPASS testing (also done by ACT) for each student. CAAP could be given at graduation and we can compare to a national average. The question is . . . . how to encourage the students to take CAAP? Make it a requirement of career programs? Graduation requirement (tough for transfer classes – some don’t officially graduate)? A reasonable goal may be 50% of all completers. It’s about $13 per test but you only pay for the tests you use. If approved, could be instituted by spring, 2010 at the earliest.

Core components:
#4a – value Gen Ed?
- Marketing campaign (why did we do it?) and its effectiveness
- Money to support
- College for Kids (also in criterion #5), Lifelong Learning, Sabbatical, Center for Excellence (budget? # sessions?)
- Awards, student success stories, Science Fair, Science Olympaid, Child Development Center
• Professional Development and how it impacts the college
• Attrition rate of faculty and staff, i.e. they want to stay here (check with OHR)

#4c – usefulness of curricula to diverse students
• DVL, online, hybrid – try to reach more students
• Health culture – learn basic terms and pronunciations
• Hospitality requires learning Spanish
• Percentage of online students from other countries
• Program Review – are our courses relevant
• “Social awareness in rubric?”
• Curriculum review – who does it and how?
• Gen Ed objectives – have a “core” list and a “reserve” list and publish. Maybe combine some objectives?

#4d –
• Center for Excellence
• CAS
• Disability Services
• Due process (procedures)
• Intellectual property (library & the copyright workshop held here)
• Faculty/staff perception on how Professional Development is supported by the college. Re-invent the faculty/staff climate survey from IAR?

- Notes by Dave Leake