LOA 2/20/17

Round the table homework feedback.

Clarity of rubric & how to apply it is an issue. Probably more the way the assessment projects currently written.

WR227 - Outcomes already exist

Alignment & Mapping: Misunderstanding of application to assessment projects

\*\*Flow chart for application process would be beneficial

Annotated Bibliography assignment - clarify how it aligns directly with program objective

Info Literacy & Writing outcome that they are assessing are touched on by this assessment plan. But, aspects of the objectives are not addressed in a clear way. \*\*Perhaps we should edit rubric to clarify whether every part of an outcome needs to be assessed, or whether projects can draw from bits and pieces of multiple outcomes.

Each GEG program should assess only one outcome per project. Assessing multiple outcomes gets too complicated/difficult to process.

Two separate rubrics may be needed--one for GEG, one for CTE

Currently, CTE is at a much higher level in terms of assessment complexity & requirements. The challenge is to get GEG program assessment to the same level

Through our assessment, in theory, we would be able to validate the outcomes of all classes that contribute to Generel Ed. To prove that A & L courses ARE A & L, etc. Current timeline for assessment is every 5 years for each category (A &L, CL, etc.) Too drawn out?

Spent some time clarifying Alignment & Mapping for GEGs from Degree level on down to each GEG area. Very helpful!

Goal: Create a default GEG assessment method

CTE: Dental

Met the rubric much more easily, in general

Outcomes are easier to write & edit after at least one Assessment cycle has been completed

CTE often writes its own outcomes

Homework: GEG folks need to meet in a sub-group and massage the language of the rubric to make add clasrity and increase applicability to GEGs (as opposed to CTEs, where the language seems to more easily apply--CTE folks wrote initial version.)