

“How do we use data to make improvements in student learning?”

The past 3 years were focused on conducting our first assessment cycle of the new GELOs and establishing baseline data. The assessment results were shared with both of our assessment committees, GECAC and SLAC, as well faculty at large via yearly presentations at faculty forum. Additional sessions about Gen Ed assessment were given our annual professional development for full-time faculty. The past GECAC chair also gave a presentation to part time faculty at the 2018 adjunct academy.

During these presentations the resource group chairs reported student strengths and weakness. Not only did the resource group summarize the quantitative data but they were also able to summarize the qualitative comments and report trends. Information about relevant faculty and student resources on campus was shared as well as ideas for future professional development.

As a result of participating in the General Education assessment faculty have revised assignments and assessment they give to student or introduced new projects into their courses. For example, the course I teach, Introduction to Psychology, is an assessment site for our Critical Thinking outcome. Participating in the General Education assessment process has helped me think about the goals I have for my students. Not only do I want to them to develop a basic understanding of the field of psychology, but I also want to help them develop critical thinking skills. As a result, my assessments in the course have shifted from focusing on content knowledge to application of critical thinking, from multiple choice tests to essays. I believe this is a positive change which will help my students succeed in future courses and in their careers after graduation.