

## GENERAL EDUCATION PROGRAM ASSESSMENT REPORT, AY 21

Background: This year marked our fifth assessment cycle. We were gratified to be able to meet in person again, rather than via Zoom as we were forced to do last year. A record number of 53 readers volunteered this year (a significant increase from 2019) and 86 instructors

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- Involve dual credit faculty.
- Involve more on-campus faculty and/or rotate readers.

Next steps:

Student engagement and how it relates to the value of general education received a lot of attention in this year's assessment process. Readers noted both engagement and lack of it in the artifacts submitted. We need to learn from each other and from experts in our field, what pedagogical practices lead to high levels of student engagement and adjust our instruction accordingly.

Participation from readers outside academic instruction was highly impactful to this year's process. General education faculty would do well to remember that the very large majority of our students will be using and applying concepts from our courses outside of academics and instead in industry. There are opportunities for us to adjust our assignments and expectations for student demonstration of outcomes accordingly.

Our assessment process this year revealed that many in our campus community do not have a shared sense of what we mean by our "program" of general education. We need to improve understanding of this program, including its goals and value, for all who are impacted by it: students, faculty, staff and community stakeholders.

Involving more readers in this process continues to be a goal. We addressed this in part this year by meeting separately with CTE faculty as previously mentioned. However, many general education faculty have never participated in assessment of the program of which the courses they teach are a part. We need to proactively address this lack of participation perhaps by requiring a certain number of participants from each way of knowing, by rotating readers, or by providing some incentive to read. Readers again commented on how valuable the assessment process is, and how much they appreciate the chance this process gives them to engage in discussion with their colleagues but this value cannot be fully understood unless one has participated in the portfolio reading.