**GE Committee Minutes**

**March 7, 2013**, 3:30-5 pm, room L-106

Thurs Mar 7:

1. Agenda & minutes—approved.
2. GE committee membership: Quick update. Who has an alternate?

Seems hard to get alternates; most of us don’t have them.

1. Assessing the new 18-unit GE package. What is our research question, and what kind of assessment do we want? When we meet with the researcher, what do we need to tell/ask him? What should we do April 15, in our next college assembly slot?

We now have a draft of a plan. See below.

**GE ASSESSMENT PLAN—DRAFT 3.7.13**

Background: The new18-unit GE requirement—what really changed?

1. Units:
   * Old: 21 GE units plus Eng 100 and math (plus other grad requirements)
   * New: 12 units plus Eng 100 and math
2. Course with prerequisite:
   * Old: Phil 2 (ethical inquiry) had an Eng 100 prerequisite
   * New: No GE course with a prerequisite

**Research question:**  *With a GE requirement that is smaller by 9 units and no longer requires the ethical inquiry course (which has a prerequisite), how will students do on a course-embedded assessment that measures GE SLO 1 (writing), GE SLO 3 (critical thinking), and GE SLO 4 (ethics)? How well do students do now, and again a few years after the change? Will the new GE requirement have an effect on the GE-related abilities of students at or near the end of the Standard Path AA/AS degree?*

To see if student performance changes, we will do a baseline assessment in FA 13 (to assess the old GE requirement), and then another in a few years (to assess the new GE requirement).

In both rounds, we will compare the performance of students near the end of their time at LMC (defined somehow) with those who are newer.

For each assessment, we will hold a flex-week paper-scoring event at which an interdisciplinary group of faculty will evaluate and discuss a sample of student work. This will yield assessment results and will also serve as professional development.

NOTE: this assessment will fulfill our duty to assess GE every 5 years, but is not intended to be what we do *from now on*. This is our plan for assessing given the switch to 18 GE units; later we can think about what we want to do on an ongoing basis.

**Assessment method:** the assessment will be course-embedded—each instructor designs her own assignment to give students—but with parameters to create some uniformity—to make the student products comparable when we look at student work from many different courses side by side. More info:

* Voluntary, not required! Faculty volunteers will give the assessment in roughly 10 sections of GE courses from a variety of departments.
* Take-home assignment given around week 7 of fall semester. The students will have 1 week to do it. Some sort of grade will be given so that students do their best.
* Assignment will be given via a writing prompt written by the instructor, but using a flexible template (see draft below).
* Assignment will require students to read and use a short article or bit from the textbook (say, 1-4 pages long).
* Student answers will be about 4 paragraphs long.
* The assignment needs to be challenging so we can see the difference between new and experienced students.
* *Why assess SLOs 1, 3, and 4?* Partly to make it manageable; it’s hard to assess all 5 SLOs with one instrument. SLOs 1 and 3 make sense because they are content-neutral skills—people think and write in every discipline. SLO 4 (ethics) goes well with SLO 3 (students will think critically about an ethical topic); moreover, ethical thinking seems worth assessing given the elimination of the ethical inquiry requirement. SLO 2 (interdisciplinary) was left out because there has been much talk of getting rid of it, making it a *characteristic* of GE course instead of a *student learning outcome*.

Draft of **template** for creating course-embedded assessment prompts:

Student ID #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course (e.g. Psych 10, PoliSci 20): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intended goal (transfer, AA/AS, or undecided): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Writing prompt: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Directions: You have one week to write a short essay responding to the prompt. To answer the prompt, you will need to read and study “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” (name of a short reading). This will be graded, so do your best work. Your essay should have a short introduction and conclusion, and should have at least two body paragraphs. Make sure to answer everything asked for in the prompt and nothing more. Attach this sheet on top of your essay. You will be graded on:

* How well you show that you understand the reading and the topic
* Your ability to articulate key concepts in your own words (though some quoting is okay)
* Your writing skill in general
* Your ability to think critically and creatively about the topic—to do your own thinking about it
* Your ability to effectively analyze an ethical issue