

QCC GENERAL EDUCATION ASSESSMENT TASK FORCE

FINDINGS AND RECOMMENDATIONS

for discussion at FACULTY FORUM: GENERAL EDUCATION II, 9/28/16

QCC Outcomes 2007	Findings	Recommendation	Rationale
1. Communicate effectively through reading, writing, listening, and speaking	One of two highest priority (<i>importance and required for all</i>) in surveys and at each forum, for college-wide annual assessment; slightly less frequent assessment for oral. Reading rubric difficult to use and reading proficiency is probably best assessed through other outcomes such as analytical reasoning and information management.	Revise outcome to: <u>Communicate effectively through written and oral forms</u>	“Oral” is easier to assess and covers both listening and speaking; “reading” is best evaluated through other outcomes.

QCC Outcomes 2007	Findings	Recommendation	Rationale
2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions	One of two highest priority (<i>importance and required for all</i>) in surveys and at each forum, for college-wide annual assessment. The rubric works well if assignments include all the dimensions. Rubric may need revision if outcome is revised. Annual assessment should rotate courses.	The Task Force considered revision: <i>Use evidence and appropriate reasoning skills (analytical, critical, ethical, mathematical, or quantitative) to make informed decisions.</i> Recommend: No change to original , but recognize that assignments focused on critical thinking or ethical reasoning can be appropriate for this outcome.	Analytical reasoning is the most general mode: identify the problem, assemble evidence, and propose a solution or conclusion. Critical thinking is broader, and includes analytical reasoning, so assessing the former ought to require a more involved rubric than we now have. See more discussion at Outcomes 3 and 6.

QCC Outcomes 2007	Findings	Recommendation	Rationale
3. Reason quantitatively and mathematically as required in their fields of interest and in everyday life	<p>Third highest priority in surveys and at each forum, for college-wide annual assessment.</p> <p>It was difficult to find appropriate assignments for June 2016. If assignments are mathematics-specific it is hard for non-mathematics faculty to score.</p>	<p>Recommend dropping “and mathematically” so the outcome is not discipline-specific: Reason <u>quantitatively as required in the fields of interest and in everyday life</u></p>	<p>Revising the outcome makes it less discipline-specific and emphasizes the importance of quantitative reasoning <i>across</i> disciplines. Mathematical reasoning can be evaluated using the current rubric.</p>

QCC Outcomes 2007	Findings	Recommendation	Rationale
4. Use information management and technology skills effectively for academic research and lifelong learning	<p>Mid-range importance as required for all students; important in forum, especially in context of using technology to access, organize, evaluate and present information</p> <p>Due to program specific technologies – technological skills would be best assessed at program level with rubrics specific to the program</p>	<p>Revise as: Use information management and <u>digital</u> technology skills effectively for academic research and lifelong learning</p>	<p>Adding “digital” makes original intent clearer and corresponds to current expectations for student outcomes</p>

QCC Outcomes 2007	Findings	Recommendation	Rationale
5. Integrate knowledge and skills in their program of study	Mid to lower level importance in surveys; may be best assessed as part of program review, as in capstone course or experience.	Assess within Academic Program Review. Should be added to program outcomes explicitly. Rubric and Assessment process can be determined by each academic program to see that “integrative” thinking is the emphasis.	This is an essential outcome, but it is best assessed on a program level.
QCC Outcomes 2007	Findings	Recommendation	Rationale
6. Differentiate and make informed decisions about issues based on multiple value systems	Top <i>highly important</i> in one survey, mid-range in another; important but less frequent assessment in forum; this is challenging to assess, but could assess ethical reasoning as a skill.	The Task Force concluded this important outcome is best assessed within Academic Program review. It is already identified as a program outcome in a number of programs. Student artifacts from assignments focused on ethical reasoning can also be evaluated using the rubric for Outcome #2. Recommend to consider revision to: <u>Reason ethically while recognizing multiple value systems.</u> However, individual programs may revise as appropriate to the major. Appropriate rubrics need to be developed.	The outcome as currently written is difficult to understand and very challenging to assess.
QCC Outcomes 2007	Findings	Recommendation	Rationale
7. Work collaboratively in diverse groups directed at accomplishing learning objectives	Surveys: mid- to lower- range importance as a requirement for all students; higher importance at forum, noting this competency is one of top-rated by employers; May be best assessed as part of academic program review.	Assess within Academic Program Review. Determine if it should be added explicitly to program outcomes. If so, could revise to: <u>Work collaboratively to accomplish learning objectives</u>	Due to the difficulty of assessing college-wide, and to the fact that some programs already include this as a program outcome, it would be best assessed in program review.

QCC Outcomes 2007	Findings	Recommendation	Rationale
8. Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes	Surveys – low to mid-level importance; third level importance at forum; May be too discipline-specific for general education outcomes assessment. Could be assessed as part of academic program review	Recommend revision: <u>Apply concepts and perspectives from history and the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments.</u> See below.	See below
QCC Outcomes 2007	Findings	Recommendation	Rationale
9. Employ concepts and methods of the natural and physical sciences to make informed judgments	Surveys – low to mid-level importance; third level importance at forum; May be too discipline-specific for general education outcomes assessment. Could be assessed as part of academic program review	Recommend revision: <u>Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed judgments.</u> See below.	See below
QCC Outcomes 2007	Findings	Recommendation	Rationale
10. Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts	Surveys – low to mid-level importance; third level importance at forum; May be too discipline-specific for general education outcomes assessment and logistically difficult to assess on a college-wide basis. Could be assessed as part of academic program review.	Recommend revision: <u>Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.</u> See below.	See below

Recommendation for Outcomes 8-10:

Include these in the General Education Outcomes as a subset of Outcome #2, Analytical Reasoning. Disciplinary faculty groups should create rubrics and participate in scoring.

Rationale for revised Outcomes 8-10

These changes attempt to overcome concerns that the previous statements of these Outcomes may have been excessively discipline-specific. The proposed revisions are largely parallel in language and may have the advantage of applying to courses throughout a students' progress. The Task Force affirms that any robust general education includes a great deal of discipline-specific knowledge and concepts from a variety of fields. Emphasizing that students must draw on their knowledge from the social sciences, natural sciences, and the humanities towards the goal of making informed judgments helps to link discipline-specific material across different fields and to life beyond the classroom. This revision may also help indicate what sorts of assignments best capture students' achievement of these Learning Outcomes.

Updated 9/27/16 based on Task Force discussion at 9/23/16 meeting.