

General Education (GE) Coordinator Summary, Analysis, and Recommendations  
2022-23 Academic Year  
11 September 2023

## I. Introduction

GE Coordinators compiled GE course reports for the 22-23 academic year (AY) and produced a GE report (see table below). Using these reports, the GE coordinators met on 5 September 2023 to analyze the assessment materials from 2022-23, discuss previously planned improvements and how they have impacted educational effectiveness, and decided on recommendations to forward to the general faculty and other institutional stakeholders.

### GE Coordinators for 2022-23 Academic Year

Writing and Oral Comm	Katie Baker
Multiculturalism/Gender	Timothy Jackson
Problem Solving/Critical Thinking	Dennis Perkinson
Foreign Language	Tatiana Ripoll-Paez
Creative Expression	Michael Willse
Ethics in Action	Alan Preti
Theology and Religious Studies	Frank Klose
Information Literacy	Adam Lusk
Global Culture - Awareness	Adam Lusk

## II. Analysis and Discussion

- Increased rate of compliance in submission of course reports
- Challenges in student attendance which has major impacts on student learning – related, courses with higher levels of participation and student engagement led to improved student learning outcomes
- Questions about significant divergences in student’s starting points in knowledge and skills and finding ways to teach in these circumstances. For example, teaching a Drawing course with a student who has never tried to draw and another student who is a Studio Art major who has significant technical experience
- Students not having foundational skills entering the college (cited specifically by Critical Thinking but mentioned in other course reports across GE areas)
- Issues with rubrics and assessment data (n.b. addressed with revision of learning outcomes and rubrics for 2023-24 AY)

- Courses and areas of the GE with larger classes and specific rubrics and learning goals delivered better evidence to make informed decisions
- Creation of cohorts and learning communities not only improved learning outcomes but also made the courses more fun
- Highlighted the role of the coach in providing academic support to make sure students were completing homework and attending class
- Creative and authentic assessments showed significant improvements over traditional tests according to data in courses that implemented them
- Using scaffolded and structured writing assignments helped students learn the writing process
- Gaps in student learning for Information Literacy and need to address across the curriculum
- Improved faculty feedback has a positive effect on student learning
- Important to make sure faculty know that assessment reporting is distinct from evaluation process

### III. Recommendations

- Forward to the Retention Committee the concerns about student attendance and engagement to develop holistic solutions involving faculty, SASC, athletic department, Counseling Center, and Student Life.
- Professional development for conducting assessment and using it to inform pedagogy and practices, including how to complete course reports, track improvements, and norm rubric scoring
- Professional development and resources for training new Core Curriculum coordinators on assessment and providing feedback to the course instructors
- Increase transparency and publishing of reports, findings, and recommendations
  - Circulate reports to the courses instructors
  - Make reports available to faculty for discussion
  - Academic Deans provide beginning of the academic year report to Faculty Council and/or Faculty highlighting priorities and new initiatives based on the assessment reports and recommendations.
- Faculty Council consider creating Core Curriculum Committee consisting of the Core Curriculum coordinators
- Use Faculty meeting time for workshops and breakout sessions for course instructors to meet with Core Coordinators to discuss learning outcomes, rubrics, and assignments to ensure alignment, consistency, and quality.
- Create system of non-evaluative peer reviews to provide feedback about teaching and assessment
- Improve scheduling and rostering of the courses to make sure class sizes are appropriate and effective

- Share high impact pedagogical practices across other areas of the college
- Greater communication and integration of SASC with faculty work in the classroom