

Coconino Community College
Work Group responses to General Education Outcome Assessments
August 15, 2008

One segment of the CCC Fall 2008 Faculty Retreat was devoted to general education assessment. During this segment, the newly approved general education outcomes were reviewed. Faculty then split into groups devoted to specific outcome categories. The items listed below were shared by a spokesperson for each group and discussed by faculty present.

Ethical and Civil

Develop a scenario
Give multiple options/responses
Give pros and cons for each response
Ask why did you select your solution?
Other options –

- SWOT analysis
- Decision tree

Diversity & Global Awareness
Analyze complexity, etc.
Society embedded questions
Use direct and indirect
Validity a concern
Use quality and development gain scales in graduating student survey
Establish a faculty subcommittee to review the graduating student survey
Graduating student survey can get at questions of multicultural and gender

Anthropology embedded survey – recommend devising a universal demographic survey separate from other surveys

Written Communication

Develop a common rubric for general education
Random sampling of courses- written sample from all writing intensive courses
Select a minimum of 30 students

Technology

Assessment scales should note frequency of use, such as:

Never	Never
Rarely	1 – 5 times
Sometimes	6 – 10 times
Often	More than 10 times

In what number of courses at CCC did you utilize the following tools or technology?

Never 1 – 5 times 6 – 10 times 10 or more times

Calculator

Powerpoint

Excel

Web CT

Email

Internet

Library

Oral Communication

Review of general education courses with oral presentation components

- Do we need an oral communication requirement?

Create a common rubric

Videotape student presentations for future assessment, random sample of 30 students

Incorporate year to year statistical comparison

Thinking

Methods

- Construction of problem/questions and a plan to solve answers
- Multiple discipline emphasis
- Projects juried with rubrics
- Research projects
- Viewing different points of view to problems/issues
- Indirect – pre & post perception questions

Recommendations

Faculty, departments and interdisciplinary groups identify current assessments, collaborate and formulate ideas. What's long term? What's working?

Problem based learning approaches

Utilize multiple methodologies & Bloom's Taxonomy

Have students "try out" different points of view with problems and research

Standard way to report results (scale or yes/no)