Assessing General Education Outcomes at the

Contextual Level

GEO Contextual topics are assessed during the last year of program-courses. At this point, students will have already experienced a course in each of the GEO Core topics and are ready to apply their knowledge/skills to program content. Each program will assess their students for proficiency with the Core GEO skills, as they relate to program requirements.

For example, in a business program course, one cannot be successful without the ability to write clearly, concisely and intelligibly (GEO 1).

Annual GEO Contextual Assessment Cycle

Step 1: Programs select a course and assignment with which to measure the Contextual GEO.

Step 2: The GEO Core team members review the assignment for alignment with the GEO rubric language.

Assignment revisions, if needed.

Step 3: The assignment is delivered to students in the program level course, and student work (artifacts) are collected.

Step 4: The GEO Core team reviews the student artifacts from the lens of Core faculty.

Step 5: The Core and Contextual faculty exchange feedback and learning points to help improve future student outcomes.









Assessment Practices of General Education Outcomes

by Embedding Contextually within Associate Degree Programs



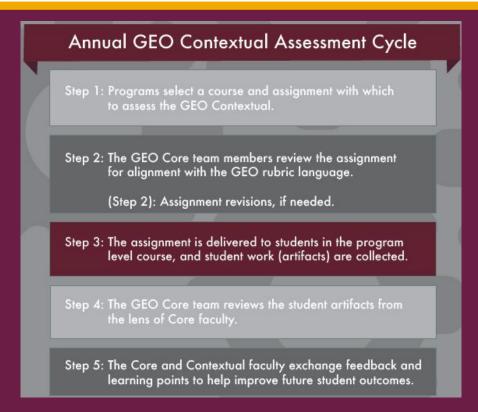
GEO Contextual Assessment Purpose

- Support the development of informed and educated persons with respect to their program/discipline.
- Inform our teaching across the college.

How Do We Know?

In a business program course, one cannot be successful without the ability to write clearly, concisely and intelligibly (GEO 1).

Academic Year Timeline



Product

Cohesion and conversation between Core & Program faculty; lead to new teaching strategies.

Continual improvement

- Modify GEO rubric language for future use.
- Strategies to help us improve teaching at both Core and Program course levels.

Examples:

GEO 1: Writing faculty surprised to learn that writing looked very similar in Nursing, Corrections, and Allied Health. Conversations helped promote the teaching of career specific writing.

GEO 2: After assessing our previous diversity outcome, we modified the GEO to focus on Diversity, Equity and Inclusion.

GEO 5: Seeking cohesion; faculty participated in conversations about the difference between training and education.

Questions?

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General Education Outcomes (GEOs)

GEO 1: Write clearly, concisely, and intelligibly.

GEO 2: Recognize/Demonstrate the importance of equity and inclusion in a diverse society.

GEO 3: Demonstrate computational skills and mathematical reasoning.

GEO 4: Demonstrate scientific reasoning.

GEO 5: Understand human behavior and social systems, and the principles which govern them.

GEO 6: Identify/Cultivate artistic, linguistic, and theoretical perspectives across the human experience.

GEO Core vs. GEO Contextual

Course Level

<u>**GEO Core**</u> courses specifically address one or more of the General Education Outcomes.

The GEO Core topic is integrated throughout the content of the GEO Course; fundamental to the course design.

Each student is required to complete a GEO Core course for each of the 6 GEOs in addition to their program requirements.

Program Level

GEO Contextual topics are assessed during the last year of program level course(s).

At this point, students will have already experienced a course in each of the GEO Core topics and are ready to apply their knowledge/skills to program content.

Each student will exhibit proficiency with the Core GEO skills, as they relate to program requirements. For example, in a business program course, one cannot be successful without the ability to write clearly, concisely and intelligibly (GEO 1).