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Moraine Valley Community College: General Education Assessment

PROJECT

UPDATE

REVIEW

IN REVIEW

VERSION 1.0

Awaiting Review

The project update has been published and is currently awaiting a review.

Project Details

Title	General Education Assessment	Status	IN REVIEW
Category	1-Helping Students Learn	Updated	09-08-2010
Timeline		Reviewed	
Planned Project Kickoff	12-01-2009	Created	02-04-2010
Target Completion	11-01-2013	Last Modified	09-08-2010

VERSIONS

VERSION 1.0

1: Describe the past year's accomplishments and the current status of this Action Project:

A: Since December 2009, the General Education Assessment Action Project Team has held six meetings. These meetings included an introduction to the project's goals and action steps as well as several conversations focused on defining general education and general education assessment.

The team charge includes eight action steps that serve as a project outline. The group has completed step 1: A review of MVCC's generation education purpose, and step 2.b. A discussion of the college's need for and purpose of general education assessment. The team members are currently working on step 5: Researching other institutions' general education assessment plans. When the team reconvenes in September, this research will be reviewed, discussed, and used to begin outlining the college's general education assessment plan.

2: Describe how the institution involved people in work on this Action Project:

A: This team will provide regular update reports to the college's Executive Leadership Team, made up of the president, vice presidents, and the chief financial officer. The team will also present periodic updates to other existing collegewide groups such as the President's Advisory Council, Administrators Council, Dean's Council, and Student Development Leadership Team.

In addition to the team's monthly meetings, the co-chairs have

distributed materials on General Education Assessment to the team members so that they can conduct their own designated research assignments.

The team has a shared electronic storage space on the college's network where members can place materials related to the project. This space also serves as a digital warehouse for the research data related to the project.

3: Describe your planned next steps for this Action Project:

A: The group has scheduled seven meetings for the fall semester, beginning in September, during which the team will share its research and draft the implementation plan. The first draft of the general education assessment plan will be delivered to stakeholders in early 2011. At that time, the plan will be piloted so that the initial results data is collected by fall 2011. This target date adheres to the timeline established in the project's Team Charge.

The team will address additional questions about a) how assessment data/results will be used to improve student learning; b) how it will connect with faculty practices; and c) the administration's role in using results to make policy decisions related to curriculum and faculty instructional practices once the team has drafted a plan that includes data collection methods and follow up procedures.

4: Describe any "effective practice(s)" that resulted from your work on this Action Project:

A: The team felt that a conversation on the meaning of general education, general education assessment, and shared learning outcomes was important to ensure that team members could comprehend the meaning and scope of the project. These conversations have proven helpful as team members have substantially increased their knowledge of general education and assessment, and are now able to perform research independently. Once the team has drafted the assessment plan, it will have a clearer sense of "effective practices" that may have been used successfully by other institutions.

5: What challenges, if any, are you still facing in regards to this Action Project? This is an opportunity to get constructive, actionable feedback and advice from our review process. Use this question to specify where your blocks, gaps, sticking points, or problems are. If you have already fashioned strategies to deal with any challenge you face, share both the challenge and your strategy for meeting it. If you would like to discuss the possibility of AQIP providing you help beyond the review process, explain your need(s) and tell us whom to contact and when.:

A: To date, three major challenges have been identified. The first challenge

concerns the language of the general education learning outcomes. Some of the language of the current outcomes is a bit vague, making measurement of the outcomes difficult. The goal of the project is to measure student learning of the existing general education outcomes, not to revise the outcomes, therefore, the team must navigate the ambiguities of the outcomes rather than rewriting them. The second challenge has arisen because the team does not want to implement an assessment plan that would hinder student graduation rates or set unattainable benchmarks of academic achievement. The third challenge the team faces is how, given the comprehensive scope of the project, to avoid implementing a plan that would be difficult to manage or place too many demands on faculty and students. These latter two challenges will be taken into account as the team drafts the general education assessment plan.