

# 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

## Annual GEO Contextual Assessment Cycle

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

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

(Step 2): 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.

# 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

**GEO Core** 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).