APPENDIX: DRAFT PROPOSAL FOR PILOT ASSESSMENT OF GEAR PROGRAM STUDENT LEARNING OUTCOMES

RATIONALE: Part of the mission of the GEAR committee is to provide guidance for ongoing and meaningful assessment of student learning. It is important as educators to know how our students' creative and critical thinking skills have developed while at HSU. With that in mind, we developed the **GEAR Program SLO** seen above.

We recognize that this pilot plan is only the beginning of a more comprehensive, campus-wide initiative. We also recognize the need to get started as soon as possible, both to satisfy the WASC requirement for ongoing assessment of student learning and, most importantly, to learn from faculty how the GEAR outcomes intersect with their current GE course curriculum, objectives, and learning outcomes. A small-scale pilot project will enable us to begin this most important dialogue with GE faculty. In Fall of 2017, GEAR will collaborate with the new Assessment Coordinator in the Office for Institutional Effectiveness in this effort.

The proposed GEAR outcomes include elements intended to assess students' ability to synthesize data from multiple areas (e.g., schools of thought, academic approaches, methods of learning) and draw conclusions that will contribute directly to their ability to address real world issues effectively.

Based on the skills outlined in the upper portion of the GEAR outcomes (following "Upon completion of the General Education Program…") the American Association of Colleges and Universities (AACU) published VALUE Rubrics for Critical Thinking, Written Communication, Oral Communication, Quantitative Reasoning, and Information Literacy will be used as a departure point for discussions among small groups of faculty teaching GE courses in Areas A, B, C, D, and E. The GEAR committee will solicit volunteers from these areas through appropriate channels.

Based on the skills outlined in the lower portion of the GEAR Outcome (following "They will apply these skills to:) and using a combination of the AACU published VALUE Rubrics, we will create a rubric to be used for discussions among small groups of faculty teaching GE courses in Areas B, C, D, and E. The GEAR committee will solicit volunteers from these areas through appropriate channels.

We will present the rubric to these faculty members to modify it as needed to fit an assignment that is either already included within their GE course curriculum, or that could be included with minor changes. We will operate on the assumption that much of what is outlined in the GEAR outcomes are already included, at least to some extent, in most (possibly all) GE courses. The faculty discussions will be key for tailoring the rubrics to reflect GEAR area differences.

It is our intention to use faculty feedback from this pilot assessment program to help inform our process as we expand GE assessment campus-wide.

PROCESS:

- Identify faculty who teach GE courses in Areas A, B, C, D, and E (1-2 from each area) and send the template GEAR Rubric via e-mail asking for comments and feedback

- Arrange in-person meetings with each faculty group to discuss and modify the rubric to reflect components most relevant to each Area (A, B, C, D, or E)

- Identify/Craft/Create a target assignment in each course (one per faculty participant) that can be assessed using the common rubric

- Faculty collect target assignments/student artifacts (number of assignments and scoring data TBA)

- Faculty groups reconvene to assess target assignments and discuss results

- Faculty groups share data and insights with GEAR committee representatives

- GEAR Committee members review data from faculty groups, make adjustments as needed, and expand process to include more faculty in subsequent review cycles

PROPOSED TIMELINE:

Spring 2017

- Assemble faculty groups and facilitate discussions to create rubrics for Areas A, B, C, and D.
- Faculty Identify and/or Create target assignment for each GE course (1 per faculty)

Fall 2017

- Faculty groups collect target assignments by the end of October
- Faculty groups meet to assess student work with common rubric and share findings with GEAR committee
- GEAR Committee modify process as needed