General Education Assessment Subcommittee
Response to the 2024–25 Assessment Report

We agree with the findings of the assessment report. Below are our comments and recommendations:

1. If every General Education (GE) course is supposed to be assessed, what explains the low percentage of courses that have been assessed? Possible reasons include:
   a. Adjuncts or instructors not being informed. Anecdotal evidence suggests that many instructors were expecting email reminders.
   b. Faculty refusing to participate because there was no compelling reason to do so.
   c. Assessment fatigue.
2. There should be real consequences for failing to submit assessment data. The GEC should work with departments to enforce this.
3. We support the use of a standard benchmark to allow for meaningful comparisons across Lopers and over time.
4. Quantitative Data: Assessment results should be provided with college- and department-level filters so that data can be disaggregated as needed.
5. Qualitative Data: Students' reflections on the learning opportunities they experienced and the knowledge they gained would also provide valuable insights. Standardized reflection questions, similar to those used in EL courses, could be employed here.
6. Common Assessment Tool: While challenging, once the learning outcomes and performance indicators are finalized, a common rubric could be developed for each Loper category. Each discipline could design its own assignment using its preferred methods, but the shared rubric would ensure that all disciplines address the outcomes in a consistent manner.
7. Submitting data through Canvas and following an established assessment cycle would likely reduce assessment fatigue, which may partly explain last year's low reporting rates.
8. We recommend using visualization charts to present assessment results. This would make the findings more accessible and meaningful, help faculty see the value in submitting assessment data, and demonstrate to accreditors, in easy-to-understand terms.