



Jefferson College serves our community by delivering quality learning opportunities that empower individuals to achieve their goals.

**Jefferson College
General Education Program**

Assessment Plan

AY 2018-19 through AY 2022-23

Approved by General Education Program Council on Feb 19, 2019

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Definitions of Acronyms

AAC&U	Association of American Colleges and Universities
ASCD	Academic Skill Competency Development
AY	Academic Year
GEPC	General Education Program Council (a joint subcommittee of the Curriculum Committee and the Assessment Committee)
VALUE rubric	Valid Assessment of Learning in Undergraduate Education rubric from AAC&U

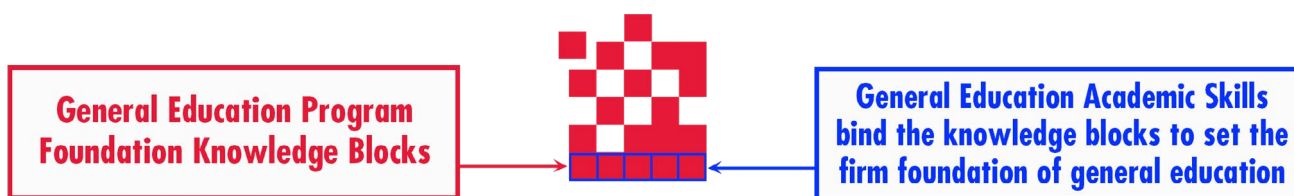
General Education Program at Jefferson College

Building a Strong Foundation for Learning, Growth, and Success

At Jefferson College, we value general education because it is a necessary foundation for success in a complex and changing society, as well as for advanced work in specific areas of study or degrees. The general education program equips students with the intellectual tools, knowledge, and creative capabilities to engage in today's globally interconnected and rapidly changing world.

General education informs students that the world is understood in different ways and provides them with the means to come to terms, intelligently and humanely, with that diversity. Throughout general education, students acquire appropriate investigative, interpretative, and communicative competencies. General education encourages students to acquire and use the intellectual tools, knowledge, and creative capabilities necessary to study the world as it is, as it has been understood, and as it might be imagined. General education furnishes students with skills that enable them to deepen that understanding and to communicate it to others. Through general education, Missouri institutions foster student success in their specialized areas of study and toward rewarding lives as educated persons, active citizens, and effective contributors to their own prosperity and to the general welfare of the world in which they live.

Students who complete minimum 42 credit hour transferable general education program MOTR CORE 42 curriculum requirements will acquire a broad base of knowledge from the traditional disciplines of the arts and sciences as well as competency in academic skills embedded across this curriculum that serve as the foundation for continued learning, acquiring new skills, successful citizenship, and personal accomplishment. They will have met the high expectations embodied in the mission and values of Jefferson College, as well as the statewide general education policy.



Jefferson College has constructed blocks of general education courses required for each associate degree that are designed to build this foundation of knowledge and skills. The General Education Program curriculum includes a range of courses from the traditional disciplines of the arts and sciences to ensure a broad base of knowledge from multiple disciplines. Through the courses in these blocks, students gain knowledge of the unique terminology, concepts, assumptions, theories, key figures, events, procedures, and practices distinctive to each discipline. General education also introduces students to the connections between these disciplines and the potential for interaction among all branches of knowing, ordering, and imagining the real world. This block of courses is designed to be accepted as equivalent to corresponding general education programs at other institutions.

Jefferson College General Education Program Foundation Knowledge Blocks				
Required General Education program curriculum for each associate degree consists of courses in the following areas (see specific degree requirements for a list of General Education courses in each of these areas).				
Social & Behavioral Sciences Foundation Block	Written & Oral Communications Foundation Block	Natural Sciences Foundation Block	Mathematical Sciences Foundation Block	Humanities and Fine Arts Foundation Block

This general education program curriculum at Jefferson College is aligned with the Missouri Transfer (MOTR) CORE 42 guidelines for curricular goals and student competencies found at the Missouri Department of Higher Education (MDHE) MOTR CORE 42 webpage <https://journeytocollege.mo.gov/finish/transfer-credit/core-42/>.

Jefferson College General Education Academic Skills Competencies **bind the knowledge blocks to set the firm foundation of general education**

Embedded across the General Education program curriculum as well as in more advanced coursework, students learn the following academic skills, characteristics, and practices that reflect the competencies of educated persons needed for continuous learning in complex, diverse, and changing environments; full civic engagement; and fulfillment of personal life goals. These academic skill competencies help students continue to learn and acquire new skills to deal with constantly evolving environments. Competency in these academic skills are developed and applied over the full General Education program curriculum, not in any single course.

Upon completion of the full 42-credit hour General Education program curriculum required for the A.A. transfer degree, students are expected to be able to demonstrate competency in skills related to communicating, higher-order thinking, managing information, and valuing:

Communication

Communicate effectively through critical reading and listening, as well as clear writing and speaking, using appropriate modes or methods of delivery.

Civic Engagement

Explain the importance of civic engagement to one's own life, the community, and the global society.

Creativity and Innovation

Synthesize or generate ideas, works, or expertise in imaginative ways characterized by innovation, divergent thinking, and risk taking.

Critical Thinking

Apply logic, scientific methodology, and quantitative reasoning to develop, express, and defend solutions and conclusions across the curriculum.

Ethical and Social Responsibility

Demonstrate and assess the impact of ethical decision-making and collaborative teamwork in academic, social, and professional settings.

Information Literacy

Identify, access, and critically evaluate relevant information sources for use in creating new knowledge, solving problems, and participating ethically in communities of learning.

Technology Literacy

Select and utilize appropriate technology to achieve academic and professional objectives.

Understanding and Engaging Diverse Perspectives

Analyze the theoretical, historical, and practical dimensions of local and global systems and the diverse ways in which individuals and societies make and express meaning.

See the current General Catalog for detailed descriptions of the general education program requirements for each degree as well as the specific courses within each knowledge area.

JeffCo.edu – About – General Information – Publications – College Catalog <https://www.jeffco.edu/catalog>

See current Curriculum Committee procedures for information regarding changing/updating the general education program curriculum. MyJeffCo – Employee – Committees – Curriculum Committee – Process for Submission of Proposals & Procedures Manual

General Education Program Assessment Plan

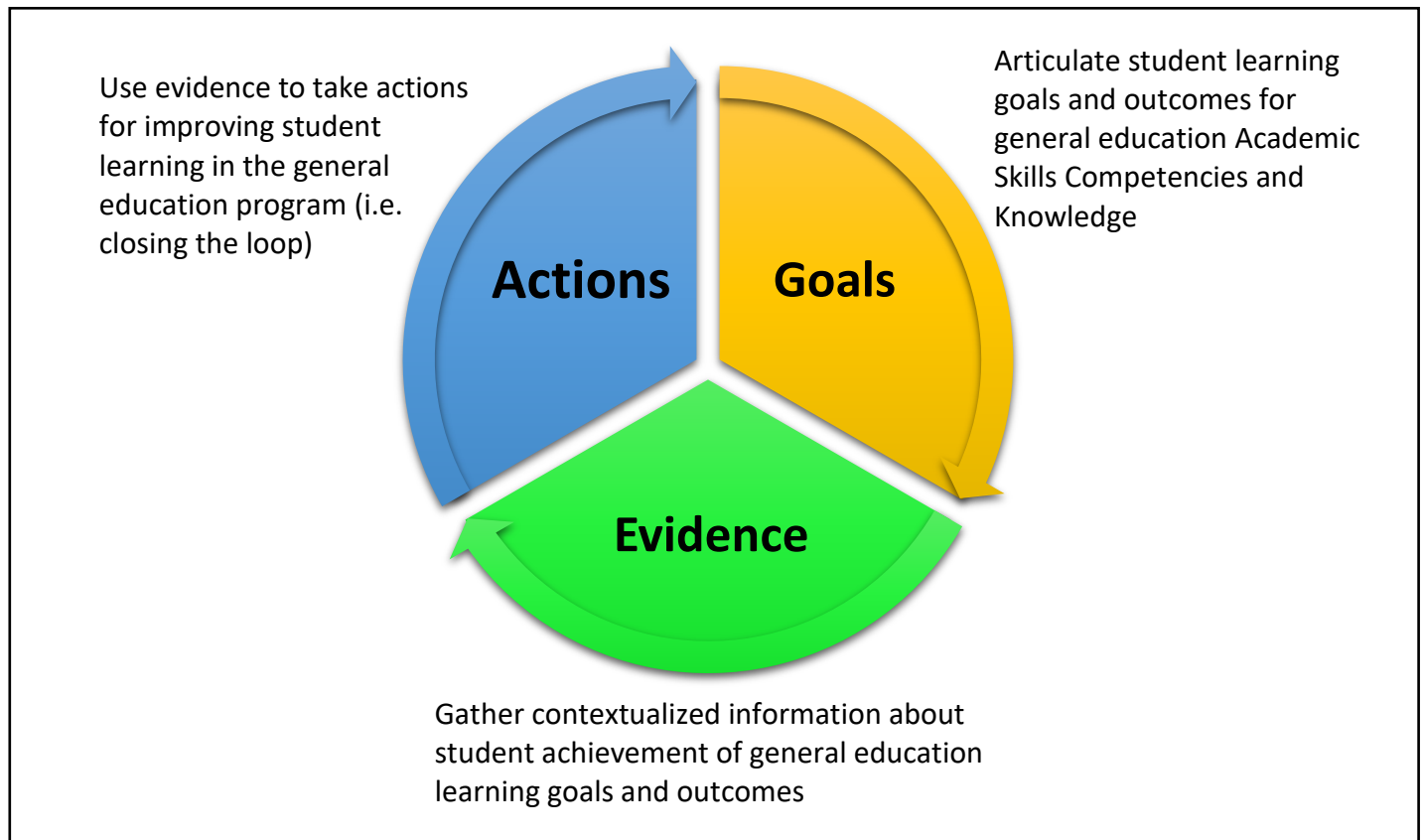
Assessment of student development of General Education foundational knowledge and academic skills competencies is important to Jefferson College for evidence-based decision making.

General Education Program assessment is a part of curricular assessment at Jefferson College. Since all Associate Degrees include a general education curriculum, General Education Program assessment is also part of degree assessment. See Jefferson College Assessment Handbook for more information regarding levels of assessment.

As an institution we:

- need to know if our General Education Program is effective as we strive for continuous improvement of our delivery of quality learning opportunities that empower students to achieve their goals to fulfill our mission to our community.
- need to report data out to numerous agencies to demonstrate the value of a Jefferson College education to our stakeholders and our community (involves using assessment data to make efficient use of resources to improve student learning).
- are required by accreditation bodies to include the Higher Learning Commission as well as numerous Career/Technical training program specific accrediting bodies to engage in ongoing assessment.
 - Higher Learning Commission *HLC 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.*
 - *The institution has **clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.***
 - *The institution **assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.***
 - *The institution **uses the information gained from assessment to improve student learning.***
 - *The institution's **processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.***

General Education Program Assessment Process Cycle



General Education Program Assessment Process Cycle

Goals

Faculty created the broad general education learning goals for Academic Skills Competencies aligned to state-level goals (started AY 2016-17) and aligned to institutional goals and co-curricular competencies (started AY 2018-19). See February 17, 2016 Curriculum Committee proposal for the process and the current General Catalog for descriptions.

AAC&U VALUE rubrics have been selected by the GEPC to assess student learning outcomes for all but one of these curricular competency goals.

<p>Institutional Goal: Valuing</p> <ul style="list-style-type: none">• Civic Engagement<ul style="list-style-type: none">○ Civic Engagement VALUE rubric• Understanding and Engaging Diverse Perspectives<ul style="list-style-type: none">○ Intercultural Knowledge and Competence VALUE rubric○ Global Learning VALUE rubric• Ethical and Social Responsibility<ul style="list-style-type: none">○ Ethical Reasoning VALUE rubric
<p>Institutional Goal: Managing Information</p> <ul style="list-style-type: none">• Information Literacy<ul style="list-style-type: none">○ Information Literacy VALUE rubric <p>Not specifically tied to Institutional Goals</p> <ul style="list-style-type: none">• Technology Literacy<ul style="list-style-type: none">○ No AAC&U VALUE rubric – will develop a rubric (goal to develop draft by August 2019 with final rubric by December 2019)
<p>Institutional Goal: Communicating</p> <ul style="list-style-type: none">• Communication<ul style="list-style-type: none">○ Written communication VALUE rubric○ Oral communication VALUE rubric○ Reading VALUE rubric
<p>Institutional Goal: Higher Order Thinking</p> <ul style="list-style-type: none">• Creativity and Innovation<ul style="list-style-type: none">○ Creative Thinking VALUE rubric• Critical Thinking<ul style="list-style-type: none">○ Critical Thinking VALUE rubric○ Inquiry and Analysis VALUE rubric○ Problem Solving VALUE rubric○ Quantitative Literacy VALUE rubric

GEPC, using input from faculty, created the Master General Education Curricular Map aligning the Knowledge Areas to the Academic Skill Competencies to ensure coverage of the academic skills across the general education program for all degrees. Completed in fall 2018.

FINAL Master General Education Curricular Map aligning the Knowledge Areas to the Academic Skill Competencies

Alignment of General Education Knowledge Area Courses to JeffCo General Education Program Academic Skills									
total number of general education courses within that area									
Lead Faculty completing Course Alignment Form									
email									
General Education Program Academic Skills									
Social & Behavioral Sciences Shared Minimum Primary Alignment and supplemental alignment									
Written Communications Shared Minimum Primary Alignment and supplemental alignment									
Oral Communications Shared Minimum Primary Alignment and supplemental alignment									
Natural Sciences Suggested Shared Minimum Primary Alignment and supplemental alignment									
Mathematical Sciences Shared Minimum Primary Alignment and supplemental alignment									
Humanities and Fine Arts Shared Minimum Primary Alignment and supplemental alignment									
# of required general education courses in MOTR CORE 42 AA degree PRIMARY aligned (max of 12) or in other words minimum number of classes a student is required to take to develop that skill									
# of required general education courses in AAS degree PRIMARY aligned (max of 6) or in other words minimum number of classes a student is required to take to develop that skill									
Institutional Goals Shared by Curricular and Co-curricular Competency Development (ASCD Evaluations, Program Degree specific assessments)	Valuing	Understanding and Engaging Diverse Perspectives	SBS & Civics PRIMARY	ENG101 & ENG102 supplemental	ORAL COM supplemental	BIO & CHM/PHY supplemental	Humanities and Fine Arts PRIMARY	6	2
		Ethical and Social Responsibility	SBS PRIMARY, Civics supplemental	ENG101 & ENG102 (all SUPPORT)	ORAL COM supplemental (all SUPPORT)	BIO & CHM/PHY supplemental (all SUPPORT)	Humanities and Fine Arts supplemental	2	1
		Civic Engagement	Civics PRIMARY, SBS supplemental			BIO & CHM/PHY supplemental	Humanities and Fine Arts supplemental	1	1
		Communication	SBS & Civics supplemental (all SUPPORT)	ENG101 & ENG102 PRIMARY	ORAL COM PRIMARY	BIO & CHM/PHY supplemental (all SUPPORT)	Humanities and Fine Arts PRIMARY	6	2
		Critical Thinking	SBS & Civics PRIMARY	ENG102 PRIMARY, ENG101 supplemental	ORAL COM supplemental	BIO & CHM/PHY PRIMARY	Humanities and Fine Arts supplemental	7	4
		Creativity and Innovation	SBS supplemental	ENG101 PRIMARY, ENG102 supplemental	ORAL COM PRIMARY	BIO & CHM/PHY supplemental	Humanities and Fine Arts PRIMARY	5	1
		Information Literacy	SBS & Civics supplemental (all SUPPORT)	ENG101 & ENG102 PRIMARY	ORAL COM PRIMARY	BIO & CHM/PHY PRIMARY	Humanities and Fine Arts supplemental (all SUPPORT)	6	3
		Technology Literacy	SBS & Civics supplemental	ENG101 & ENG102 supplemental	ORAL COM supplemental	BIO & CHM/PHY PRIMARY	Humanities and Fine Arts supplemental	3	2

PRIMARY = all courses in that Knowledge Area responsible for both developing and assessing development of that skill as part of ASCD Assessment Project
 supplemental (all SUPPORT) = all courses in that Knowledge Area develop that skill but are NOT responsible for assessing development as part of ASCD Assessment Project
 supplemental = some courses in that Knowledge Area develop that skill but are NOT responsible for assessing development as part of ASCD Assessment Project

As Approved by the GenEd faculty at Oct 16, 2018 Faculty Work Day session, GEPC at Oct 23, 2018 meeting, and Assessment Committee at Nov 1, 2018 meeting with clarifying definitions for terms (PRIMARY, supplemental, SUPPORT) add by GEPC in Feb 2019

https://drive.google.com/file/d/1-408jUA6oT7VCzShCORMG6IU1SO314_1/view?usp=sharing

This Master Alignment Map is constructed so that no matter which specific general program courses the student takes, they will all have the same minimum opportunities to develop the eight academic skills through PRIMARY aligned courses for each degree. The Master Alignment Map also notes that all general education courses develop at least one academic skill for each of the four institutional goals.

- If there is not a PRIMARY alignment to one of the three academic skills for the Valuing institutional goal, the course is noted as supporting the development of Ethical and Social Responsibility as all classes require academic honesty/integrity as part of the course which would be part of demonstrating ethical decision-making in an academic setting by not cheating.
- If there is not a PRIMARY alignment to Communicating institutional goal, the course is noted as supporting the development of Communication as all classes require critical reading and/or listening as a part of instruction. In addition, all require clear writing and speaking in course assessments, between students, and with the course instructor.
- If there is not a PRIMARY alignment to Managing Information institutional goal, the course is noted as supporting the development of Information Literacy as all classes require students to access relevant information sources (even if the sources of information are only provided by the instructor in the form a textbook or other required course material) and require students to use that information as part of their learning in the course.

Faculty, with guidance from the GEPC, will align each specific general education course within the Knowledge Areas mapped to the designated primary Academic Skill Competencies. Completion goal end of spring 2019.

- In this final phase of GenEd mapping, the faculty responsible for each general education course (HONORS courses included) will align each specific course to the three primary general education academic skills for that course's knowledge area (see Master General Education Curricular Map).

This means for each of the three primary academic skills with primary alignment to each course:

1. **Select one Course Expected Learning Outcome (section II) from the Official Course Syllabus that is most closely related to the academic skill.**

Course Expected Learning Outcomes are written to explain the specific subject area knowledge and skills the course intends to impart to students. It is understood that they may not explicitly align with the General Education Academic Skill Competencies. However, students develop these competencies as they learn the course content, so please **select the outcome that best fits**.

2. **Select one Corresponding Assessment Measure (section II) from the Official Course Syllabus.**

3. **Select matching Method of Evaluation (section VIII) from the Official Course Syllabus.**

The Method of Evaluation may or may not be phrased similarly to the Corresponding Assessment Measure.

The Corresponding Assessment Measure and Method of Evaluation will be used to evaluate student development of the academic skill competency as part of the ASCD Assessment Project. **Select the course assessment that provides evidence of the students' highest level of skill development within this course.** Ideal course assessments are summative for the course. Initial, early, or formative assessments of knowledge or skills within the course are not recommended.

4. **BREIFLY describe an example of a specific course assessment.**

If Method of Evaluation (section VIII) contains a detailed description of a specific course assessment shared by all sections, copy-paste the full details here.

If the description of the Method of Evaluation on the Official Course Syllabus is not very specific, describe the course assessment in more detail. For example, if the Method of Evaluation only says "Papers," then a more specific description might be "the written assignment that requires students to compare scholarly and popular press sources of information with proper citation." These should be existing course assessments and no additional assessments should be created or added to the class. However, modifications of the existing course assessment may be beneficial such as adding or changing an existing writing prompt.

This example course assessment will help us guide adjunct/new faculty in selecting a course assessment for the ASCD evaluation in the future.

For some academic skills, the AAC&U VALUE rubrics (<https://drive.google.com/open?id=0B6NPHthbQMZ6NmK5LURSTi1zWWs>) list suggested assignments. If you want guidance on the types of assignments that might work best, start by looking at the rubric (first page without the table of SLOs). If you need more ideas, Leslie also has a database with suggested assignments for each rubric from colleges and universities across the country.

5. For some academic skills ([Understanding and Engaging Diverse Perspectives](#), [Communication](#), and [Critical Thinking](#)), there are more than one potential rubric. If this is the case, **review the AAC&U VALUE rubric options. Select the specific AAC&U VALUE rubric that best applies to the course assessment.** This will be the rubric used for this course when evaluating artifacts for the ASCD Assessment Project.

NOTE: For Technology Literacy, there is no corresponding AAC&U VALUE rubric. A working group will create a rubric for this competency in fall 2019. This working group will use the example assignment data entered here as part of their research for creating this rubric.

- This information is collected with Google Forms that will automatically populate:
 - General Education Curriculum and Assessment Alignment Map document in .pdf version in standardized format. This .pdf will go to GEPC (Leslie Buck) for review and then on to Erica, Tina, or Fran who will add to the Official Course Syllabus per April 25, 2018 Curriculum Committee Proposal.
 - Master database for the ASCD Assessment Project
 - File that will allow faculty to search for ideas for course assignments demonstrating each academic skill.

These GenEd Alignment Maps will be used to:

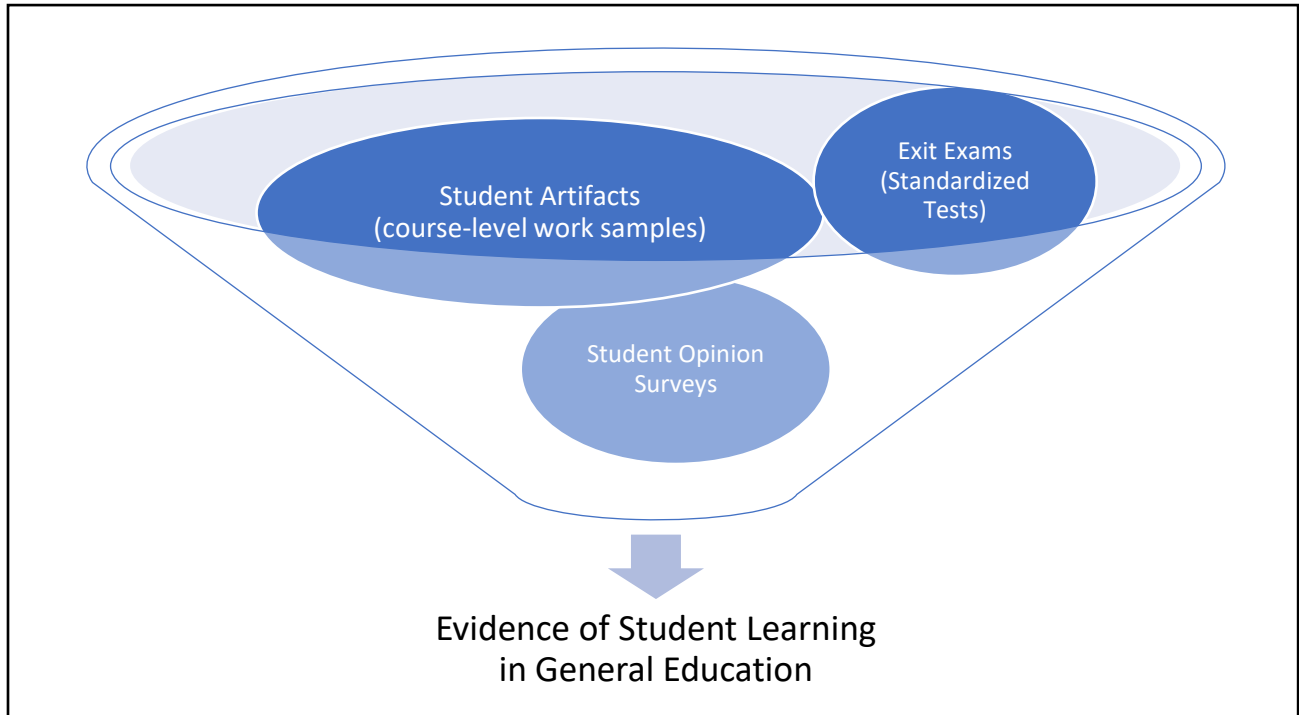
- gather the evidence (student artifacts) from specific general education courses as part of the annual ASCD Evaluations.
- identify the appropriate rubric for evaluating this evidence as part of the annual ASCD Evaluations.
- identify which students (those enrolled in specific courses) will be asked to participate in the annual ASCD Student Opinion Surveys.

The broad general education learning goals and corresponding rubrics to assess student learning outcomes will be reviewed annually and shared with general education program faculty in Academic Skills Competency Development (ASCD) Reports by the GEPC each fall.

A comprehensive review and re-articulation of these goals and outcomes will occur at the completion of the five-year assessment cycle as part of the General Education Program Institutional Assessment report. Next report due Nov 1, 2023.

General Education Program Assessment Process Cycle

Evidence



Assessment of student development of General Education foundational knowledge and academic skills competencies at Jefferson College is conducted through:

- Program/Institution-level assessment of the General Education Program
 - Exit Exams (standardized tests) for all Associate degree and certificate candidates (indirect quantitative summative program assessment) - Appendix A
 - Exit Exams assess student achievement of some core knowledge and some academic skills competencies
 - Evaluation of Student Artifacts from General Education Program courses (direct qualitative and quantitative formative program assessment) – Appendix B
 - General Education Program Academic Skill Competency Development (ASCD) Evaluations assess student development/learning of specific academic skills competencies across the general education curriculum
 - Student Opinion Surveys (indirect quantitative program assessment) – Appendix C
 - General Education Program Academic Skill Competency Development (ASCD) Student Opinion Survey includes items surveying student opinion of how well the curriculum is helping them develop specific general education academic skills competencies
 - Graduating Student Opinion Survey includes an item surveying student opinion of how well the curriculum has prepared the student for future endeavors

- Course-level assessment of General Education courses
 - Individual course-level assessments in general education core curriculum courses assess student development/learning of both core knowledge as well as academic skills competencies.
 - Multi-section assessments of general education core curriculum courses primarily assess student development/learning of core knowledge.

The annual ASCD reports will triangulate the data from the multiple sources of evidence to include exit exams, ASCD Evaluations, and ASCD Student Opinion Surveys.

This evidence will be reviewed annually and shared with general education program faculty at the start of the fall semester.

This evidence will be used to inform specific actions by courses/departments with primary alignment to the Academic Skill Competencies evaluated in that cycle. The evidence and planned course/department actions in response to the triangulated data will be documented in the annual Academic Skills Competency Development (ASCD) Reports completed by the GEPC each fall by Nov 1.

A comprehensive review of the evidence and actions will occur at the completion of the five-year assessment cycle as part of the General Education Program Institutional Assessment report. Next report due Nov 1, 2023.

- This review will include the annual ASCD reports which triangulate the data from the multiple sources of evidence to include exit exams, ASCD Evaluations, and ASCD Student Opinion Surveys to yield a complete picture of student learning outcomes across the general education curriculum.
- Jefferson College (through the GEPC) is exploring additional potential methods/evidence for assessing student development of General Education foundational knowledge and academic skill competencies (Appendix D). These additional potential methods/evidence will be considered as part of the next General Education Program Institutional Assessment report.

General Education Program Assessment Process Cycle

Actions

The triangulate the data from the multiple sources of evidence to include exit exams, ASCD Evaluations, and ASCD Student Opinion Surveys will be reviewed annually and shared with general education program faculty at the start of the fall semester.

This evidence will be used to inform specific actions by courses/departments with primary alignment to the Academic Skill Competencies evaluated in that cycle.

- Faculty in each course/department with primary alignment to an Academic Skill Competency evaluated in the previous cycle will review the evidence and create at least one specific course/departmental action plan to improve student learning outcomes for that academic skill. Specific actions may include changes to curricula, pedagogy, instruction, or course-level assessment to improve Academic Skill Competency Development (ASCD) in the General Education Program Core Curriculum.
- Faculty will share action plans with the GEPC and submit in SPOL, the Strategic Planning Online website repository for Jefferson College by Oct 1 each year.
- When appropriate the GEPC, in consultation with faculty, will create broader program-level action plans to improve student learning outcomes for an academic skill across the general education program curriculum. GEPC will submit program-level action plans in SPOL, the Strategic Planning Online website for Jefferson College by Nov 1 each year.
- When appropriate the GEPC, in consultation with faculty, will facilitate partnering with co-curricular areas to develop institutional-level action plans to improve student learning outcomes for academic skills. GEPC will submit institutional-level action plans in SPOL, the Strategic Planning Online website for Jefferson College by Nov 1 each year.

The evidence and planned course/department, program-level, and institutional-level actions in response to the triangulated data will be documented in annual Academic Skills Competency Development (ASCD) Reports completed by the GEPC each fall by Nov 1. The ASCD Reports will be published to MyJeffCo GEPC web page and submitted to the Assessment Committee for records.

A comprehensive review of the evidence and actions will occur at the completion of the five-year assessment cycle as part of the General Education Program Institutional Assessment report (due Nov 1, 2023). This review will include the annual ASCD reports which include planned course/department and program-level actions in response to the triangulated data.

Appendix A:

Exit Exams for all Associate degree and certificate candidates at Jefferson College

Exit Exams are the longest standing institutional assessment of degree and certificate candidates at Jefferson College. These exams consist of nationally normed standardized examinations designed to assess either general education knowledge and skills or general foundational applied job skills.

Exit Exam results are reported annually in the Jefferson College Institutional Fact Book Volume I: Student Characteristics published each fall (MyJeffCo - Planning & Reports - College Reports - Factbook, Volume I: Student Characteristics, fall). Beginning in fall 2018, the results of these assessments are shared annually with the faculty in either the fall or spring during Faculty In-Service/Training. The assessment results for general education knowledge and skills are used for continuous improvement of the General Education Program.

The specific exams change over time in response to external factors and vary by degree or certificate:

- Associate of Arts (A.A.) degree - designed for transfer to another college or university as part of completing a bachelor's degree (includes completion of the full 42-hour General Education program curriculum) AND Associate of Science (A.S.) degree - designed for transfer to a university as part of completing an engineering bachelor's degree (includes part of the General Education program curriculum) AND Associate of Fine Arts (A.F.A.) degree – designed for transfer to another college or university as part of completing a fine arts bachelor's degree (includes part of the General Education program curriculum)
 - ETS Proficiency Profile (EPP) starting in spring 2018. The EPP assesses general education in four core skill areas — reading, writing, mathematics and critical thinking. Students are not required to earn a minimal score to obtain a degree but may earn Certificates of Achievement. These digital performance-level (three levels of proficiency) certificates can provide some students with motivation to do their best. Each performance level is clearly defined on the certificate and includes a description of the Reading, Writing, Mathematics and Critical Thinking skills demonstrated by individuals scoring at each level.
 - Background: Prior to spring 2018, the ACT Collegiate Assessment of Academic Proficiency (CAAP) was the exit exam (retired by ACT in January 2018). The CAAP was designed to assess general education in five modules (subtests). Every student took the Critical Thinking module and was randomly administered one of the other four modules consisting of Writing Skills, Mathematics, Reading, and Science.

- Associate of Arts in Teaching (A.A.T.) degree - designed for education majors who plan to transfer to another college or university as part of completing a teacher education bachelor's degree (includes completion of the full 42-hour General Education program curriculum)
 - Missouri General Education Assessment (MoGEA) is required by the Missouri Department of Elementary and Secondary Education (DESE) for A.A.T. degrees starting in fall 2013. The MoGEA assesses general education knowledge of future teachers. In September 2015, the MoGEA was reworked and now includes four subtests: Reading Comprehension & Interpretation, Writing, Mathematics, and Science & Social Studies. Students must earn a passing score on all four sub-tests of the MoGEA to earn the A.A.T. degree per DESE. Students who are seeking an A.A.T. degree but do not meet all A.A.T. degree requirements (passing MoGEA and minimum g.p.a.) may change to an A.A. degree within their last semester at Jefferson College without taking an additional exit exam.
 - Background:
 - During its first two years, the MoGEA included five subtests: English, Writing, Mathematics, Science, and Social Studies.
 - Prior to fall 2013, A.A.T. candidates were required to take the CBASE (designed to assess general education knowledge) instead of the MoGEA. A passing score on the CBASE was required by Missouri DESE in order to earn the AAT degree (and be admitted as a full-time student in a four-year teacher education program).
 - Prior to spring 2018, A.A.T. degree candidates also took the CAAP, which was retired by ACT in January 2018. As the MoGEA is an assessment of general education, this is the exit exam used for A.A.T. candidates as of spring 2018.
 - NOTE: All MoGEA scores are sent to Teacher Education (Ken Boning) approximately every four weeks and he sends a copy to Registrar Stacey Wilson for recording in student records. We need to develop an internal procedure for recording MoGEA attempt in Banner to count as exit exam independent of the passed MoGEA requirement for the A.A.T. degree for those students who switch to A.A. in last semester at Jefferson College. Previously such students completed the CAAP so this was not necessary.

- Associate of Applied Science (A.A.S.) degree and career and technical education certificates - designed for entry-level employment through practical and theoretical courses. A.A.S. degrees include a minimum of 18 general education credits (do not require the full 42-hour General Education program curriculum and are not considered transfer degrees). Certificate programs focus only on the knowledge and skills for a specific career and thus do not include General Education program requirements.
 - ACT WorkKeys assesses general foundational applied job skills in the areas of communication, problem solving, and interpersonal skills needed for success in the work force. Students are not required to earn a minimal score to obtain a degree or certificate but successful completion of WorkKeys core assessments can lead to earning an ACT WorkKeys National Career Readiness Certificate (ACT WorkKeys NCRC). ACT WorkKeys NCRC is a performance-level certificate that verifies the level of skill demonstrated. These skills have been found to be most essential across industries and occupations and some employers recognize this credential. Students who earn a certificate and A.A.S. at the same time are only required to take this exit exam once. Students who earn a certificate then later continue their education and complete an A.A.S. degree will take the exit exam again which provides the opportunity to demonstrate higher levels of achievement in these essential skills.

Exit Exams are generally taken as students are completing their final degree or certificate requirements and allow for a final summative assessment of either general education knowledge and skills or general foundational applied job skills achievement. Exit exams are taken by degree and certificate candidates in October for fall graduation, March for spring graduation, and June for summer graduation. The MoGEA for the A.A.T. degree is an exception to this timeline as it is taken for the first time as part of the A.A.T. required course EDU210 Foundations of Education in a Diverse Society. Passing scores on all MoGEA subtests are required to earn the A.A.T. degree so students may retake subtests. A.A. and A.S. degree candidates are not required to earn a minimal score on the EPP to earn these degrees. A.A.S. degree and certificate candidates are not required to earn a minimal score on the WorkKeys to earn a degree or certificate.

The annual ASCD reports will triangulate the data from the multiple sources of evidence to include exit exams, ASCD Evaluations, and ASCD Student Opinion Surveys. This evidence will be reviewed annually and shared with general education program faculty at the start of the fall semester. This evidence will be used to inform specific actions by courses/departments with primary alignment to the Academic Skill Competencies evaluated in that cycle. The evidence and planned course/department actions in response to the triangulated data will be documented in the annual Academic Skills Competency Development (ASCD) Reports completed by the GEPC each fall.

Appendix B:

General Education Program ASCD Evaluations

Jefferson College recognizes that standardized tests alone are not enough to fully assess development of general education knowledge and academic skill competency at our institution. The General Education Program Academic Skill Competency Development (ASCD) evaluations began during the 2017-2018 academic year with a pilot. The ASCD evaluations assess student development of academic skills competencies as they progress through the general education core curriculum using student artifacts (course-level work samples) from general education program courses.

Each academic year on a rotating schedule aligned with the Institutional Goals and Co-Curricular Competencies, student development of one to three of the eight General Education Academic Skill Competencies are assessed using rubrics to evaluate student artifacts. The competency assessment schedule was designed to match competencies with the co-curricular assessment schedule, enabling data to be shared between both groups and to be used as part of institutional assessment. Through this alignment, additional information from across the departments can clarify areas where further action may be needed.

The plan for each AY cycle is to have all faculty (full-time and part-time) teaching an aligned course submit five work samples that the faculty member evaluates with the rubric. Then the summer evaluation team evaluates a selection of these samples to yield two different types of evaluation data (independent team and instructor/designer of the course assessment). For faculty teaching more than one aligned course that AY, the GEPC will assign specific courses to ensure that samples are obtained across the general education curriculum. The GEPC will also develop a method to ensure that the five samples of student work are selected in a representative manner.

Minimum of five student artifacts per ASC per faculty member (minimum of 15 per five-year assessment cycle) to ensure a representative sample and involve the full general education program faculty in the assessment process. Training faculty to apply the rubrics to these five samples of student work will also provide more data than the independent evaluations team could alone and provide faculty/departments opportunities to begin improving instruction, practice, and assessment of these skills.

See next table on next page for the cycles, academic skill competencies, and rubrics. See following pages for planned procedures.

General Education Academic Skill Competency Development (ASCD) Assessment cycles and rubrics:

Academic Year	Cycle	General Education Academic Skill Competencies Assessed
2018-2019 (report due by Nov 1, 2019)	I	<p>Institutional Goal: Valuing</p> <ul style="list-style-type: none"> • Civic Engagement <ul style="list-style-type: none"> ○ Civic Engagement VALUE rubric • Understanding and Engaging Diverse Perspectives <ul style="list-style-type: none"> ○ Intercultural Knowledge and Competence VALUE rubric ○ Global Learning VALUE rubric • Ethical and Social Responsibility <ul style="list-style-type: none"> ○ Ethical Reasoning VALUE rubric
2019-2020 (report due by Nov 1, 2020)	II	<p>Institutional Goal: Managing Information</p> <ul style="list-style-type: none"> • Information Literacy <ul style="list-style-type: none"> ○ Information Literacy VALUE rubric <p>Not specifically tied to Institutional Goals</p> <ul style="list-style-type: none"> • Technology Literacy <ul style="list-style-type: none"> ○ No AAC&U VALUE rubric – will develop a rubric (goal to develop draft by August 2019 with final rubric by December 2019)
2020-2021 (report due by Nov 1, 2021)	III	<p>Institutional Goal: Communicating</p> <ul style="list-style-type: none"> • Communication <ul style="list-style-type: none"> ○ Written communication VALUE rubric ○ Oral communication VALUE rubric ○ Reading VALUE rubric
2021-2022 (report due by Nov 1, 2022)	IV	<p>Institutional Goal: Higher Order Thinking</p> <ul style="list-style-type: none"> • Creativity and Innovation <ul style="list-style-type: none"> ○ Creative Thinking VALUE rubric • Critical Thinking <ul style="list-style-type: none"> ○ Critical Thinking VALUE rubric ○ Inquiry and Analysis VALUE rubric ○ Problem Solving VALUE rubric ○ Quantitative Literacy VALUE rubric
2022-2023 (report due by Nov 1, 2023)	V	<p>General Education Program Institutional Assessment (IA) Report (comprehensive assessment of previous 4 years ASCD evaluations and student opinion surveys, exits exams, and Graduating Student Opinion Survey, and Gen Ed course-level assessments with assessment plan update for next 5-year assessment cycle)</p>

Planned procedures for each ASCD cycle:

During the fall semester of that academic year:

- Rubrics to assess specific learning outcomes (SLOs) for each academic skill are tailored by the General Education Program Council:
 - either from recognized source such as AAC&U VALUE Rubrics
 - and/or locally modified created (starting with existing rubrics from AAC&U or other already developed rubric and modified over time to fit our institution's needs)

During the fall and spring semesters of that academic year:

- Each faculty member (full-time and adjunct) teaching a General Education Core Curriculum course mapped with primary alignment to one or more of the academic skills being assessed that cycle:
 - Identify specific existing course assessment(s) (student artifact) that demonstrates student development of the academic skill(s) being assessed that year using General Education Curriculum and Assessment Alignment Map for that course as a guide. Note that the specific rubric(s) that will be used to evaluate the student artifacts is noted in the General Education Curriculum and Assessment Alignment Map.
 - Trained in how to apply rubrics to artifacts (samples of student work)
 - NOTE that the highest levels of development for AAC&U rubrics represent the expectations upon completion of a full undergraduate education. For an individual assignment in an individual general education course as part of an Associate (2-year) degree, the highest level of development is not typically expected.
 - Use rubric to evaluate a total of five student artifacts per academic year.
 - GEPC will guide faculty regarding which specific course(s), rubric(s), and how to select specific student work samples to ensure a representative sample within the course and across the general education curriculum.
 - After the course assignment is completed/submitted but before marked/graded by the course instructor:
 - make a copy of the student work with course id (course prefix, section number, & semester or CRN) AND student id (student full name from roster and student id number)
 - Use Google Form or SPOL to complete the evaluation rubric for each student artifact
 - Send hard copies of student work with instructor evaluation rubrics to the Online Education & Assessment office c/o Karen Hester.
 - Artifacts with course and student id information and instructor evaluations are due to Online Education & Assessment office or in Blackboard by the end of the spring term.

During the spring semester of that academic year:

- The Online Education & Assessment office staff:
 - collect all artifacts (samples of student work) with evaluation rubrics
 - print assignments from Blackboard
 - gather copies sent via campus mail
 - Assign each artifact (sample of student work) a unique identifying number that is linked to student demographic data and course data to be used in analysis.
 - Student demographic data from Banner Access report
 - High school grade point average (g.p.a.)
 - Cumulative college grade point average (g.p.a.)
 - Total college level credit hours completed (not developmental courses)
 - GenEd credit hours
 - Type of GenEd hours completed (Communications, Social Sciences, etc.)
 - Degree pursuing (AA, AAT, etc.)
 - Course assignment data
 - General education knowledge area of the course
 - 100 versus 200 level general education course
 - Level expected on the assignment (as identified by the General Education Curriculum and Assessment Alignment Map)
 - Remove all student/course/instructor identifying information from the artifacts.
Actual printed documents to be evaluated do not include student name, course name, or instructor name.
 - sort artifacts (samples of student work) into groups based on which academic skill competency rubric will be used to assess the student work and then randomize the artifacts within each group
 - enter instructor evaluation data into spreadsheet with student demographic data and course assignment data
- General Education Program Coordinator and Online Education & Assessment office:
 - Develop Google Forms and database spreadsheet for data collection and analysis
 - Recruit/select faculty (full-time and adjunct) for Academic Skill Competency Development (ASCD) Evaluation Team or Teams (tentative plan for ~20 evaluators). Ideal team includes representatives across the General Education Core Curriculum and could include student volunteers. Provide lunch and drinks to all. Faculty not on contract would need to be paid.

After the spring semester of that academic year (during summer intersession in May/June or early in summer session in June):

- 2-day Academic Skill Competency Development (ASCD) Evaluation workshop by team(s):
 - Orient team members to the evaluation process (NOT grading) with team building and norms of collaboration
 - Train to use selected rubrics to evaluate Academic Skill Competency Development (ASCD) by applying rubrics to “Anchor artifacts” (exemplars at different levels) to create team norms for evaluation
 - Evaluate artifacts (samples of student work) using selected rubrics to assign a **Performance Level (PL)** for each **Student Learning Objective (SLO)** as well as an overall rating of Academic Skill Competency Development (ASCD) demonstrated in that student work sample. **Performance Levels explained:**

Advanced (beyond Core Curriculum)	Core Curriculum Capstone	Minimal Milestone	Benchmark/ Novice	Not Demonstrated
4	3	2	1	0
Since these rubrics are designed for assessment throughout the entire undergraduate education, the Advanced (beyond Core Curriculum) level of development would not be expected as commonly in a single general education course.	For some (culminating final course assessment and/or more advanced courses), the level of expected development may reach the Core Curriculum Capstone.	For most (single assignment in a single general education course), benchmark/novice or minimal milestone level of development would be expected. If the assignment is a final culmination of learning at the end of the semester, you might expect a 2 or higher level of development.		These will not be included in data analysis as assignments may not be designed to demonstrate development of every SLO

- Goal is for a portion (~10%) of the artifacts (samples of student work) to be evaluated by at least two different team members in addition to the course instructors evaluation
 - Evaluation data for each artifact (samples of student work) with unique identifying number are entered into a Google form. (Superior to scantron because eliminates time needed for and errors related to data entry and allows richer data collection and analysis.)
 - Break throughout evaluation process to get feedback on the process from participants and adjust or re-norm as needed
 - Conduct informal analysis, lessons learned from the project, and potential actions to be taken in the future.
- Online Education & Assessment office:
 - Aggregate results of instructor evaluation rubrics and ASCD evaluation teams to determine extent to which students demonstrate competency in the academic skill.
 - Analyze the data based on student demographic and course data to look for trends

- General Education Program Coordinator and Director of the Online Education & Assessment office:
 - Generate a DRAFT Report of Student Academic Skill Competency Development (ASCD) for each assessed academic skill along with analysis, lessons learned from the project, and potential actions to be taken in the future. The annual ASCD reports will triangulate the data from the multiple sources of evidence to include exit exams, ASCD Evaluations, and ASCD Student Opinion Surveys.

At the start of the following fall semester during the Faculty In-Service Week/Training:

- General Education Program Coordinator and Director of the Online Education & Assessment office:
 - Share the DRAFT Reports of Student Academic Skill Competency Development (ASCD) for each assessed academic skill along with analysis, lessons learned from the project, and potential actions to be taken in the future with the general education program faculty. The annual ASCD reports will triangulate the data from the multiple sources of evidence to include exit exams, ASCD Evaluations, and ASCD Student Opinion Surveys.
 - Lead faculty discussion of the evidence and of potential specific actions by courses/departments with primary alignment to the Academic Skill Competencies evaluated in that cycle.
 - Introduce the faculty to the next set of Academic Skill Competencies to be evaluated that academic year and restart cycle.

By October 1:

- Faculty in each course/department with primary alignment to an Academic Skill Competency evaluated in the previous cycle will:
 - Create at least one specific course/departmental action plan to improve student learning outcomes for that academic skill. Specific actions may include changes to curricula, pedagogy, instruction, or course-level assessment to improve Academic Skill Competency Development (ASCD) in the General Education Program Core Curriculum.
 - Share action plans with the GEPC and submit in SPOL, the Strategic Planning Online website repository for Jefferson College.

By November 1:

- GEPC will:
 - When appropriate and in consultation with faculty, will create broader program-level action plans to improve student learning outcomes for an academic skill across the general education program curriculum.
 - When appropriate and in consultation with faculty, will facilitate partnering with co-curricular areas to develop institutional-level action plans to improve student learning outcomes for academic skills.
 - GEPC will submit program-level and institutional-level action plans in SPOL, the Strategic Planning Online website for Jefferson College by Nov 1 each year.

- Finalize the annual Academic Skills Competency Development (ASCD) Report with conclusions of the prior year's general education program assessments and specific course/departmental action plans tied to strategic plan. The annual ASCD reports will triangulate the data from the multiple sources of evidence to include exit exams, ASCD Evaluations, and ASCD Student Opinion Surveys.
- Publish ASCD Report to MyJeffCo GEPC page and submit to Assessment Committee for records.

At the end of the five-year cycle in AY 2022-2023:

- Complete a comprehensive review of the evidence and actions from the previous four assessment cycles as part of the General Education Program Institutional Assessment report. Next report due Nov 1, 2023.

Appendix C:

General Education Program ASCD Student Opinion Survey

Jefferson College recognizes that a single student opinion survey item on the Graduating Student Opinion Survey not specific to the general education program is not enough to fully assess student opinions about their development of general education knowledge and academic skill competency at our institution. The General Education Program Academic Skill Competency Development (ASCD) Student Opinion Survey began after the 2017-2018 academic year General Education Academic Skill Competency Development (ASCD) evaluation pilot.

The ASCD Student Opinion Survey includes items designed to survey student opinion of how well the general education program curriculum helped them develop competency in the general education academic skills being assessed that cycle. The anonymous survey will be distributed to students who are completing a general education course specifically mapped to a specific academic skill at the end of each spring semester at the end of the course.

Each academic year on a rotating schedule aligned with the Institutional Goals and Co-Curricular Competencies, student development of one to three of the eight General Education Academic Skill Competencies are assessed using student opinion surveys.

Academic Year	Cycle	General Education Academic Skills Assessed
2018-2019 (report due by Nov 1, 2019)	I	Institutional Goal: Valuing <ul style="list-style-type: none"> Civic Engagement Understanding and Engaging Diverse Perspectives Ethical and Social Responsibility
2019-2020 (report due by Nov 1, 2020)	II	Institutional Goal: Managing Information <ul style="list-style-type: none"> Information Literacy Not specifically tied to Institutional Goals <ul style="list-style-type: none"> Technology Literacy
2020-2021 (report due by Nov 1, 2021)	III	Institutional Goal: Communicating <ul style="list-style-type: none"> Communication
2021-2022 (report due by Nov 1, 2022)	IV	Institutional Goal: Higher Order Thinking <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking
2022-2023 (report due by Nov 1, 2023)	V	General Education Program Institutional Assessment (IA) Report (comprehensive assessment of previous 4 years ASCD evaluations and student opinion surveys, exits exams, and Graduating Student Opinion Survey, and Gen Ed course-level assessments with assessment plan update for next 5-year assessment cycle)

Results of the student opinion surveys will be:

- Aggregated by the Online Education & Assessment office
- Shared by the GEPC with faculty at the start of this following fall semester during the Faculty In-Service Week/Training.
- Included in faculty discussion of evidence and creation of at least one specific course/departmental action plan to improve student learning outcomes for that academic skill.
- Included in any GEPC discussion of the evidence and any program-level and institutional-level action plans to improve student learning outcomes for that academic skill.
- Included in annual Academic Skills Competency Development (ASCD) Reports by the GEPC each fall. The annual ASCD reports will triangulate the data from the multiple sources of evidence to include exit exams, ASCD Evaluations, and ASCD Student Opinion Surveys.
- Included by the GEPC in a comprehensive review of the evidence and actions from the previous four assessment cycles as part of the General Education Program Institutional Assessment report. Next report due Nov 1, 2023.

NOTE: This survey in which individual students cannot be identified for the purpose of assessing the effectiveness of the general education program does not include any expectation of potential harm to students and is for the use of the institution for program assessment only. This makes it exempt from institutional review board (IRB) approval. IF the survey is included in a grant or intended for publication, then Jefferson College IRB approval will be requested.

Appendix D:

Additional potential methods/evidence for assessing student development of General Education foundational knowledge and academic skill competencies

Jefferson College (through the GEPC and Assessment committee) is continually exploring additional potential methods/evidence for assessing student development of General Education foundational knowledge and academic skill competencies. These additional potential methods/evidence are documented here and will be considered as part of the next General Education Program Institutional Assessment report.

- Use a final capstone application or performance based assessment of student achievement of foundational Academic Skills Competencies and knowledge in conjunction with completion of the general education core curriculum. Capstone assessments are recommended for assessment of general education by industry organizations such as the Association of American Colleges and Universities and are commonly used by other Missouri community colleges to assess student learning. This capstone assessment may be used in addition to and/or in place of the exit exams that currently serve as the final achievement assessment. This assessment could involve adding an essay question to the exit exam or a project/exam completed in a capstone course.
 - Potential General Education Program **Capstone Demonstration Course**
 - Would need to create a working group to propose a 1-3 hour COL 299 Capstone course degree requirement through Curriculum Committee to fully consider if/how to best implement this to enhance student learning outcomes and not create artificial barriers to degree completion.
 - A project with a service learning component and/or in an authentic performance-based setting could be required. The project serve as a “final summative assessment” of General Education. The project could demonstrate student achievement of competency in the academic skills and general education and/or discipline specific knowledge as a culmination of the student’s completion of all general education program requirements. These projects could be evaluated annually with the ASCD evaluations. Could potentially use all of the academic skill competency rubrics that have been developed and/or the additional AAC&U rubrics for Foundations and Skills for Lifelong Learning or Integrative Learning. Goal here would be that the artifact evaluated would show student achievement of level 3 (level expected of graduates) in most/all areas.
- Use an assessment at the beginning of the First Year Experience COL courses to get a pre-test (pre general education) measure of one or more Academic Skill Competencies. This measure could then be compared to a post-test measurement. This post-test could be developmental and occur at the end of the COL course (very little general education completed). This post-test could be summative and occur upon completion of general education as part of a capstone course or additional “exit exam” assessment (such as an essay question focused on the skills and knowledge being assessed that cycle).

- Academic Success (grades/g.p.a.) in advanced coursework and/or courses taken after General Education Program is complete. However, for many students there is very little coursework at Jefferson College after completing the General Education Program so the data that could be collected would be limited. Could potentially use success on licensure/certification exams as evidence because success on those assessments (learning more advanced/focused) depended on the foundation of general education core knowledge and Academic Skill Competencies.
 - Long-term follow up surveys:
 - Alumni
 - Transfer institutions (tracking success upon transfer in subsequent course work)
 - Employers
-

Members of GEPC AY2018-19

- General Education Program Coordinator - Leslie Buck LBUCK@jeffco.edu - GEPC Chair
- Communication and Fine Arts faculty – Chris Otto COTTO1@jeffco.edu
- Math and Science faculty – Imran Shah ISHAH@jeffco.edu
- Social Sciences and Business faculty – Mary Baricevic MBARICEV@jeffco.edu
- Career and Technical Education faculty – Cindy Rossi CROSSI@jeffco.edu
- An Arts & Science Education Associate Dean – Rob Brieler RBRIELER@jeffco.edu
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- Student Services staff - Stacey Wilson SWILSON@jeffco.edu and Michelle Conway MCONWAY@jeffco.edu
- Online Learning & Educational Technology staff - Anastasia Luettecke ALUETTEC@jeffco.edu, Allan Wamsley AWAMSLEY@jeffco.edu

Meetings are planned for the 3rd Tuesday of the month at 2:00 p.m. in fall and 2:30 p.m. in spring in Library LIB 114. All faculty, staff, administration welcome to attend meetings and provide input to the GEPC.

See the General Education Program Council webpage for an up to date meeting schedule and meeting minutes. MyJeffCo – Employee – Committees – then General Education Program Council link under either the Assessment Committee or the Curriculum Committee.