**GEO ASSESSMENT TIMELINE AND OPERATIONAL PLAN**

**BACKGROUND**

The General Education Outcomes (GEO) Initiative (February 2010) framed the college’s institution level outcomes assessment process. The GEO Initiative focused institution outcomes assessment on the college’s general education curriculum. General Education Outcomes (GEOs) represent the knowledge, skills, and perspectives that support the mission of the college and are expected to be acquired by students who satisfy the College’s general education requirements.

General Education is also a component of the Associate Degree and is identified in the LBCC General Education Pattern, Plan A. All departments with courses on Plan A will be requested to participate in the GEO assessment tasks. Through this participation, faculty will play a pivotal role in our institutional assessment and hopefully develop an increased understanding and appreciation of the purposeful nature of general education at LBCC, including the vital role these courses play in our philosophy of General Education and in serving the College’s Mission Statement. GEO Assessment also provides faculty, staff and managers at the college a broad view of our institution and how their unit or program contributes to our success and the success of our students.

Long Beach City College’s General Education Outcomes are:

I. **Aesthetics and Creativity:** The ability to appreciate a range of cultural expressions, including art, music, dance, theatre, literature, and film, as well as the ability to generate useful and original ideas.

II. **Civic Engagement:** The ability to participate actively in a democracy that respects the rights of diverse peoples and cultures.

III. **Communication:** The ability to effectively interchange ideas and information with diverse audiences and to act within the framework of a society based on information and service.

IV. **Critical Thinking:** The ability to analyze and evaluate a spectrum of ideas that are represented by theories, images, and concepts.

V. **Wellness:** The ability to make lifestyle choices that promote physical, mental, and social health.

**PRELIMINARY ASSESSMENT**

The GEO Initiative directed the college’s outcomes assessment process to utilize curriculum mapping and cross-disciplinary authentic assessments. Curriculum maps discern how each course serves the GE component of Plan A and ultimately the student. This process was begun in spring 2010 by the GEO Work Group, comprised of members from the Assessment of Student Learning Outcomes (ASLO) and Associate’s Degree/General Education (AD/GE) subcommittees of the Curriculum Committee. The continued collaboration of these two subcommittees through the GEO Work Group and collegial consultation is helpful due to each group’s relationship with general
education. This work group along with the ASLO Subcommittee will facilitate GEO assessment tasks in collaboration with the Office of Institutional Effectiveness.

CONTINUING ASSESSMENT

The inclusion of cross-disciplinary assessment tasks was based on a philosophy of learning assessment that respects authentic assessment of student work and shared understanding of student learning outcomes at the college. The VALUE rubrics, developed through Association of American Colleges and Universities’ LEAP Project, reflect faculty expectations for essential learning and provide a valuable national model of authentic assessment useful for the initial outcomes assessment cycle for the college. (The Wellness GEO does not align with the currently available VALUE rubrics and thus will be developed locally based on this model.)

The process of guiding the development and measurement of GEOs is ultimately the responsibility of our faculty. However, the best planning occurs when the process encourages and supports appropriate input from relevant college constituencies. Through this collaboration, the college becomes a more efficient and effective team.

In order to support those goals, a broader scope of the student experience at LBCC will be sought. In addition to the cross-disciplinary assessment of student work using the VALUE rubrics, supplemental evidence will be examined using campus cohorts that align appropriately with the GEO being assessed utilizing qualitative and/or quantitative research methods (e.g. focus groups, interviews, ethnographic research) or parallel artifact assessment for out of class experiences. This additional assessment evidence will provide a more detailed picture of the achievement of GEOs and student learning at our institution.

TIMELINE

Based on the GEO Initiative, the ASLO Subcommittee has developed a timeline and protocol to monitor, facilitate, document and evaluate the GEO assessment process. Although the drive behind the GEO assessment process should be the improvement of student learning, we must also respond to accreditation mandates that require the visibility of specific components that reflect institution-wide application of GEOs.

Starting in the spring semester of 2010, LBCC began assessing our General Education Outcomes. As identified in the GEO Initiative, the initial assessment task was the curriculum mapping process. This task extended through the spring semester of 2011 but began to produce assessment evidence, providing the basis for subsequent assessment action taken by the ASLO and AD/GE Subcommittees and for utilization in further assessments of individual GEOs. Balancing that evidence, the demands of accreditation, and our institutional schedule for Program Review, an annual timetable for assessment of our GEOs was developed:

Fall 2011 – Foundational elements of Communication GEO (read, write, listen, speak, sign)
Fall 2012 – Civic Engagement GEO
Fall 2013- Aesthetics and Creativity GEO
Fall 2014- Remaining elements of Communication GEO (teamwork & collaboration, information competency)
Fall 2015- Critical Thinking GEO
Fall 2016- Wellness GEO

Subsequently, this order will repeat on a six-year cycle beginning in Fall 2017. GEOs may be refined in the future as assessment evidence indicates; if this happens, the GEO assessment cycle will be modified. This plan will both help us meet the requirements of accreditation and achieve the fundamental goal of the ASLO process—the improvement of student learning.

OPERATIONAL PLAN

Faculty from designated courses in Plan A, selected using the curriculum mapping evidence for the selected GEO to generate an appropriate sample, will participate in the initial step of the cross-disciplinary assessment task in the summer.¹ The faculty will identify and provide traditional academic student artifacts from the designated courses, although they may also provide a collection of work samples derived from the student’s experience with the curriculum for a particular GEO. The selected faculty will assess the student work using the VALUE rubrics; metarubrics containing the carefully considered key criteria critical to judging the quality of student work in each GEO area with one exception as previously noted. Assessment results will be provided to the Office of Institutional Effectiveness for compilation and initial analysis in anticipation of the fall semester’s work.

The fall semester’s assessment protocol will consist of a meeting of these discipline faculty members with facilitators (members of ASLO Subcommittee, GEO Work Group, and Office of Institutional Effectiveness). The facilitators will direct, guide, and document the conversations about the summer’s compiled assessment evidence. Participants will be asked to provide a short presentation on their reflections, key findings, and conclusions. At the end of these presentations, a facilitator will ask participants to analyze and discuss commonalities and differences in the presented assessment studies. Correspondingly during this semester the Office of Institutional Effectiveness will develop, as appropriate, supplemental evidence through qualitative and/or quantitative research methodologies, as appropriate.² Once complete, the Office of Institutional Effectiveness will compile and summarize all of the information in anticipation of a GEO seminar that will be scheduled in the subsequent spring semester.

The spring semester’s seminar protocol will be as follows:

1. Representatives from the ASLO Subcommittee and Office of Institutional Effectiveness will present the results of the fall semester’s GEO assessment to the seminar participants. These preliminary results may also be disseminated to the

¹ Pending resource availability
² Pending resource availability
AD/GE Subcommittee and Curriculum Committee as appropriate, with the understanding that further analysis will occur during the spring seminar.

2. Seminar participants will be divided into groups and will be asked to discuss the results of the assessments and the implications for their particular general education area. Facilitators will capture these discussions.

3. Each group will report out their key findings, conclusions, and any recommendations they have. This will be the basis for the GEO assessment report.

4. The ASLO Subcommittee will review the final report with stakeholders and discuss recommendations. Disseminate the report to appropriate bodies for action. The final report will also be disseminated to the ASLO and AD/GE Subcommittee and Curriculum Committee.

5. The appropriate bodies indicated in this report are responsible for addressing any recommended actions from this assessment report.

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<tr>
<th>Timeline</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Spring and Summer 2010</td>
<td>Curriculum Mapping by GEO Work Group</td>
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<tr>
<td>Fall 2010</td>
<td>Mapping report written and disseminated</td>
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<tr>
<td>Spring 2011</td>
<td>Expanded mapping by GEO Work Group; addendum written and disseminated</td>
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<tr>
<td>Spring and Summer 2011</td>
<td>Cross-disciplinary assessment of foundational elements of Communication GEO and supplemental assessment</td>
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<tr>
<td>Fall 2011 Flex Day</td>
<td>Discussion groups on cross-disciplinary assessment of foundational elements of Communication GEO and continuation of supplemental assessment</td>
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<tr>
<td>Spring 2012 Flex Day</td>
<td>Communication GEO Seminar</td>
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<tr>
<td>End of Spring 2012 (Graduation)</td>
<td>Report written and disseminated</td>
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Subsequent assessments will adhere to the same protocol. Although this plan includes timelines, it should be noted that planning resides at the unit level and is assumed to be continuous and flexible as conditions change at the college and in the broader environment. The subcommittee expects, similar to any planning exercise, slight changes as necessary.

CONCLUSION

This operational plan and timeline, while ambitious, is critically important to help maintain our continual assessment of and improvement of student learning in alignment with accreditation and governmental mandates. Faculty members are already assessing course and program SLOs. This plan builds on that foundation by developing a broader venue for their documentation, exploration, collaboration, and acknowledgment at the institutional level.