



SOLOMONIC SOLUTIONS TO GORDIAN KNOTS

A Proposal about my Proposals
for General Education Assessment

Assessment

Let's chop it up!

~~A Modest Proposal in 2 Parts:~~

No, TWO Proposals:

Proposal ATE: Model

Proposal #1: Process

And now
for something
completely different...



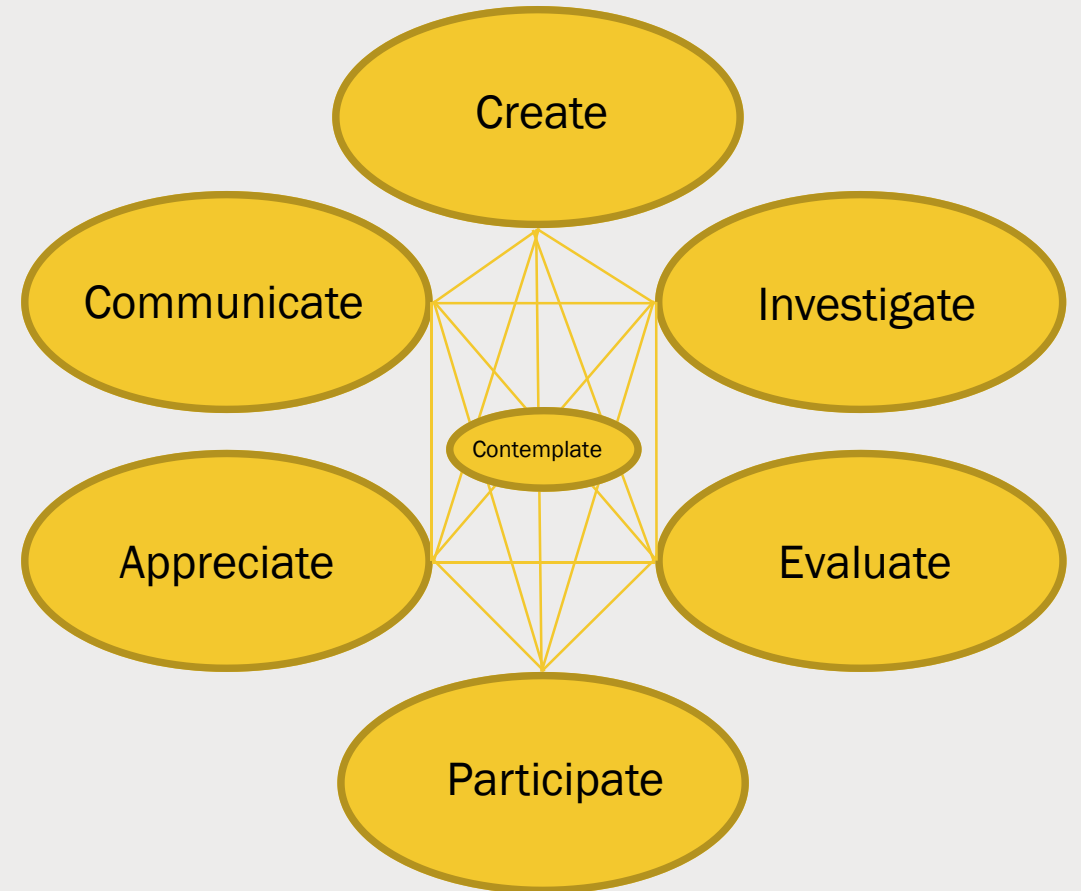
Why do it?

- The conceptualization proposal needs
 - *long lead-time for collaboration, completeness (in terms of outcomes), selling;*

Proposal A: Capabilities Model Look



Central Capabilities Enriched by Gen Ed

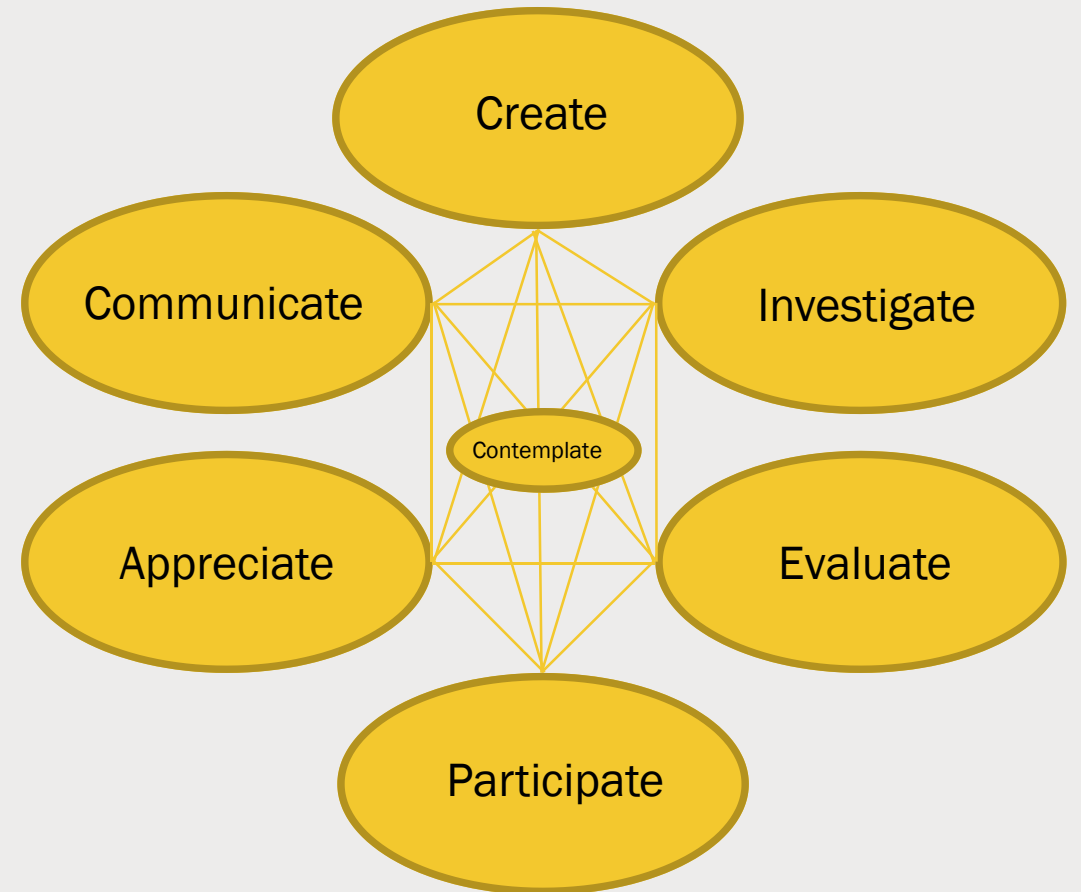


Proposal ATE: Capabilities Model

Benefits:

- ~Objectives are inter-related and overlapping—fuzzy edges;
- ~Objectives are all interdisciplinary, even *omni-disciplinary*—all disciplines teach (or are subject to) all categories
- ~Asset-based Conception: Education as enhancement
- ~Not reducible to Instrumentality
- ~It rhymes!

Central Capabilities Enriched by Gen Ed



Proposal ATE

How would it work?

~EXAMPLE: Carrie's suggestion of ACUE Value Rubric

~Focus on formative inquiry (what are students doing/ experiencing/ learning?) not summative evaluation

~Allows for multiplicity of possible assessment approaches:

- Lots of small questions/projects that we follow as they lead us to possibilities (per DR's suggestion)
- Synthesis of multiple projects (existing or not) or data points (i.e., integrate unit projects/findings to "general education assessment");
- Assessments of one objective through multiple disciplinary lenses or interpretation of one assessment *vis a vis* multiple objectives (per KB's suggestion);
- And more!

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Investigate

- **Topic selection:** Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.
- **Existing Knowledge, Research, and/or Views:** Synthesizes in-depth information from relevant sources representing various points of view/ approaches.
- **Design Process:** All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines
- **Analysis:** Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus
- **Conclusions:** States a conclusion that is a logical extrapolation from the inquiry findings.

Proposal ATE Levels of Outcomes

This maps well to Todd's schema of levels of outcomes.

General and Program/Unit are not separate but integrated.

What would a new Gen Ed assessment process look like?

Great question! Separate Proposal!!

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Top Level

Investigate

Academic Capabilities (Broad, Related Outcomes)

- Topic selection
- Existing Knowledge, Research, and/or Views
- Design Process
- Analysis
- Conclusions

Associated Building Blocks (Disciplinary & Non)

- Content knowledge
- Application skills (e.g., Data base search)
- Soft skills (e.g., Email etiquette, document attach)

Proposal #1: New Process?

Maybe a theme, maybe not, but we start with questions...

1. **Questions:** To students, faculty, staff, admins, one, many, various—proposed to committee, approved for pursuit, pursued!
2. **Findings:** Answers are gathered for discussion and consideration—individual, teams, committee wide?
3. **Interpretations:** Preliminary answers lead to tentative interpretations and additional questions; connections to and enrichments from unit assessment happen here;
4. **Action Steps:** More inquiry? Proposed solutions?



DO YOU HAVE ANY
QUESTIONS?

