

A Golden Opportunity: Revision of STLCC Assessment Practices to Align with Missouri CORE 42

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Assessment Matters Regional Community College
Assessment Conference

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St. Louis Community College





Agenda

- Our General Education Assessment Practices Fall 2014 - Spring 2019
- The Shift to CORE 42 in Missouri
- Current Revision of our General Education Assessment Practices



What are your challenges with assessment of student learning?

Where are you on your assessment journey?

How has your institution responded to curricular changes as a result of CORE 42?



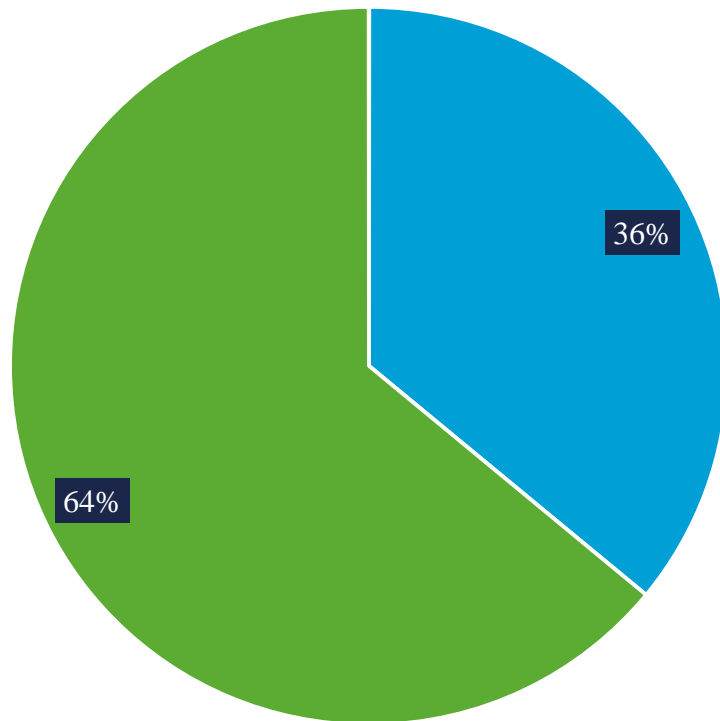
St. Louis Community College Profile

- **Established 1962**
- **Four campus, 2 education centers**
- **Mission:** St. Louis Community College expands minds and changes lives every day by offering high-quality educational experiences leading to degrees, certificates, employment, university transfer, and life-long learning.
- 5 college-transfer programs
- 77 career programs



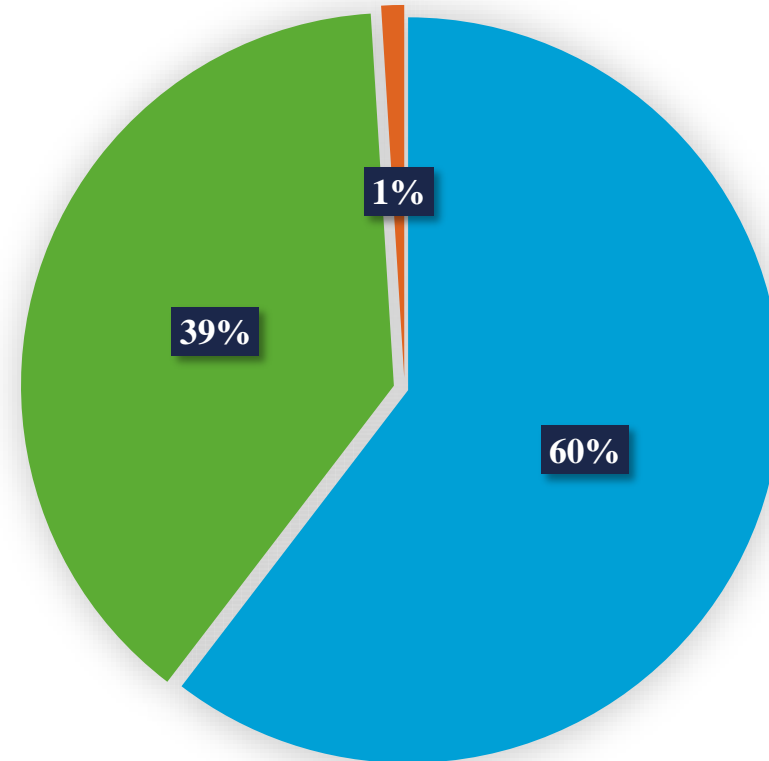
St. Louis Community College Student Body Profile

Head Count



■ Full time ■ Part time

Gender

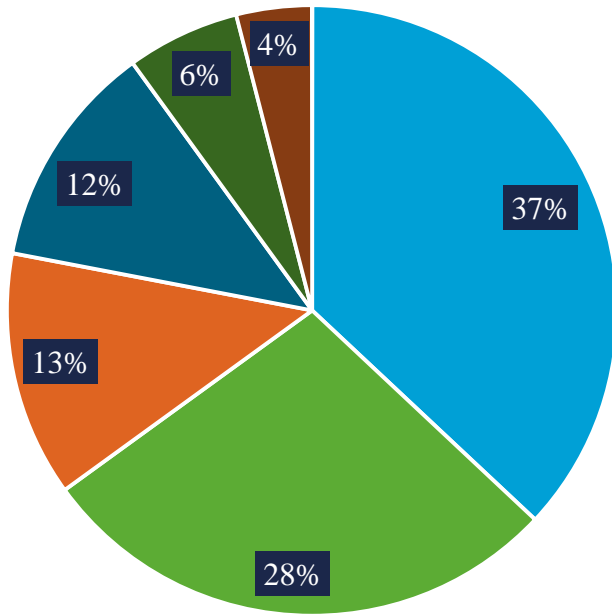


■ Female ■ Male ■ Unknown



St. Louis Community College Student Body Profile

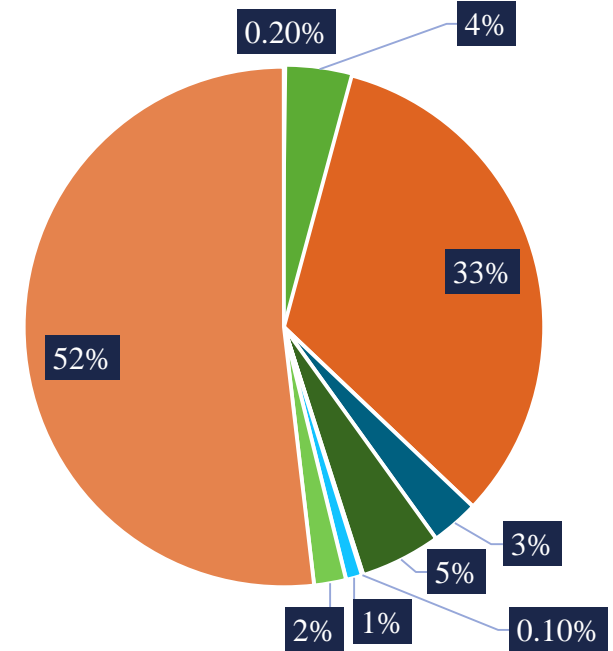
Age



- Mean Age: 26
- Median Age: 22

■ Under 21 ■ 21-25 ■ 26-30 ■ 31-40 ■ 41-50 ■ Over 50

Ethnicity

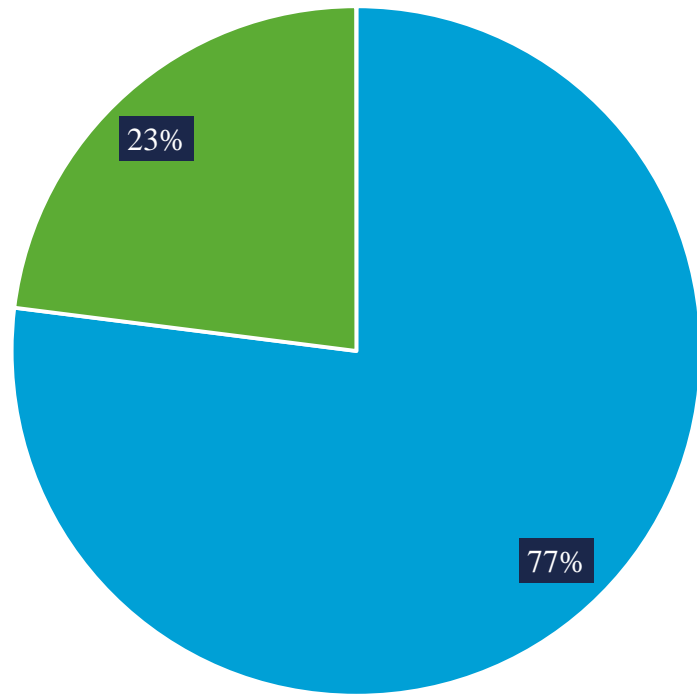


■ American Indian
■ African American
■ Asian
■ Hispanic/Latino
■ Multiracial
■ Non-Resident Alien
■ Native Hawaiian/Pacific Islander
■ Unknown
■ While



St. Louis Community College Student Body Profile

Developmental Needs



- Students placing into developmental coursework
- Students not placing into developmental coursework

First-time students placing into developmental coursework

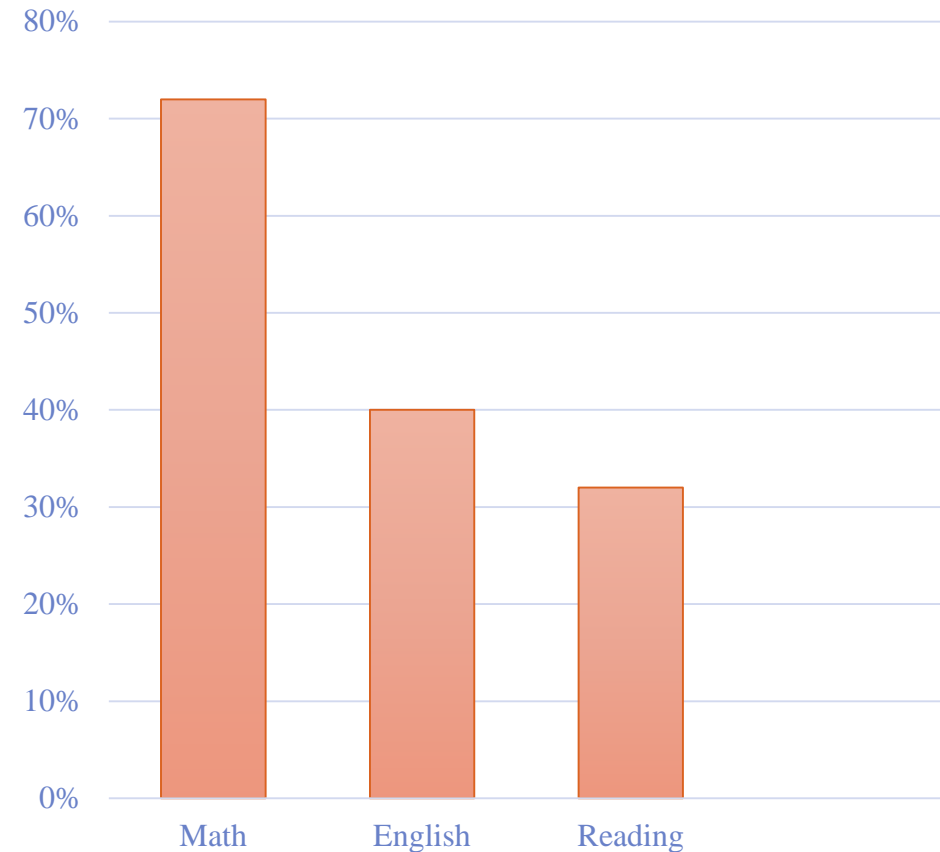




Table A
St. Louis Community College Assessment Summary

Current
institutional
assessment
activities

Mission Area	Focus	Strategy	Interval	Internal or External Partner	Notes
Career and Technical Education	AAS and Certificates Health	Program Review	Every 5 Years	Program Accrediting agencies	Please see Table B for more complete annual calendar
	Perkins TSA and Quality Indicators	Licensure, Accreditation, and Compliance Reports	Yearly	Program Accrediting agencies; Missouri Department of Elementary and Secondary Education	Please see Table B for more complete annual calendar
	Program SLOs	Course and Program Assessment	Yearly		Please see Table B for more complete annual calendar
Transfer Education	AA, AS, AAT, and AFA Program Health	Program Review	Every 5 Years		Please see Table B for more complete annual calendar
	Program SLOs	Course and program assessment	Yearly		Please see Table B for more complete annual calendar
All Credit-Based Programs	Productivity and Viability Review		Yearly	Institutional Research and Planning	
Developmental Education	Student Success	Completion rates of developmental and subsequent credit coursework	Yearly	Institutional Research and Planning	
General Education	General Education SLOs	Course-based embedded assessment of SLOs	Yearly	Assessment Facilitators	
Student Affairs	Assessment of Co-Curricular SLOs	Assessment of student activities	Yearly	Student Affairs units	
Workforce Solutions	Continuing Education	Satisfaction Surveys	2-Year Cycle of Collection	Workforce Solutions Group	
	Community Services	Completion and Placement Rates	Yearly	Workforce Solutions Group	
	Corporate Services				No formal assessment activities have been reported



Table B

Annual Program Assessment and Review Calendar

Process	August	September	October	November-February	March	April	May	June
Perkins TSA Reporting		Mid-September reminders sent to CTE program coordinators for TSA results from previous year not available in June	Mid-October deadline for submission of TSA results from previous year not available in June				Mid-May reminders sent to CTE program coordinators for TSA results from academic year	Mid-June deadline for CTE program coordinators to submit TSA results to CTE Manager
CTE Quality Indicators	Late August reminders sent to CTE program coordinators		CTE Quality Indicators due on last business day of October; Evidence is attached beginning 2019 and every 3 years or upon request of dean	Review and action by deans, provosts, AVCAA, and VCAA as needed	CTE Quality Indicators submitted to DESE			
Annual Assessment of Student Learning Outcomes Data for all Programs	Late August reminders sent to CTE & Transfer program coordinators	Late September reminders sent to CTE program coordinators	CTE and Transfer program SLO assessment data from last academic year submitted by last day of October	Review and action by deans, provosts, AVCAA, and VCAA as needed		Mid-April reminders sent to CTE & Transfer program coordinators regarding the October deadline		
Program Viability (All)		Fall Census Date 3 weeks into semester	IRP releases dashboard of program enrollment and completion rates	Review and action by deans, provosts, AVCAA, and VCAA as needed	Program Viability decisions disseminated by AALT			
5-Year Program Review (All)	CTE & Transfer programs notified of inclusion in cyclical program review			Completed paperwork submitted by first business day in February	Panel discussions with administration and faculty	Feedback and follow-up work completed by end of April		

Current institutional assessment calendar



Current Institutional Assessment Practices



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Evidence of Student Learning

[2013-2014 Assessment Report](#)

[2014-2015 Assessment Report](#)

[2015-2016 Assessment Report](#)

[2016-2017 Assessment Report](#)

[2017-2018 Assessment Report](#)

WITHIN THIS SECTION

[About](#)

[Contact Us](#)

[Strategic Priorities](#)

[Curriculum Development & Assessment Planning](#)

[Student Learning Outcomes](#)

[Curriculum Mapping](#)

[Curriculum Documents](#)

[Curriculum Committee Members](#)

[Mission-Based Assessment](#)

[Assessment Tools](#)

[Evidence of Student Learning](#)

[Additional Resources](#)



[Academic Support Documents](#)



Current General Education Assessment Practices

Background:

- 2011-2013 Developed Student Learning Outcomes and rubrics to assess the outcomes
- Disciplinary “champions” identified in 2011 to lead revision of course profiles for all courses designated as “General Education”
- Intensive revision process throughout 2013-2014 academic year resulted in more than 120 courses being revised



Current General Education Assessment Practices

Skills Areas

- Communicating*
- Higher Order Thinking*
- Valuing*
- Managing Information*

Knowledge Areas

- Social & Behavioral Sciences*
- Life & Physical Sciences*
- Mathematics*
- Humanities and Fine Arts*
- Global/Intercultural Studies
- Interdisciplinary Studies

*Missouri State General Education Learning Outcomes



COMMUNICATING

To develop students' effective use of the English language and quantitative and other symbolic systems essential to their success in school and in the world. Students should be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness.

At the end of this course, the student will be able to:	Beginning	Developing	Proficient	Exemplary
A. Analyze and evaluate their own and other's written and spoken communication.	Identifies basic strategies in regard to purpose and effectiveness in their own and other's communication	Explains and applies basic strategies in regard to purpose and effectiveness in their own and other's communication	Differentiates between various strategies and techniques for their purpose and effectiveness in their own and other's communication	Critiques and evaluates a wide range of communication strategies and techniques for their purpose and effectiveness in their own and other's communication
B. Demonstrate writing as a recursive process that involves generating material, evaluating sources when appropriate, drafting, revising and editing.	Selects minimal or inappropriate sources to support ideas in the written work; errors in final draft reflect poor implementation of recursive processes	Uses credible and/or relevant sources to support ideas that are appropriate; revision and editing processes have resulted in an adequate final draft	Develops a quality final draft that consistently uses credible, relevant sources to support and build complex ideas	Constructs a convincing and polished final draft that employs skillful use of high quality, credible, relevant sources to develop complex ideas
C. Demonstrate knowledge of course content by creating discipline-appropriate written, oral and/or multimedia presentations.	Selects minimal or inappropriate strategies or techniques to promote course content; presentation of information is simple or incomplete	Prepares accurate written, oral, and/or multimedia presentation that demonstrates basic comprehension of course content	Creates an effective written, oral, and/or multimedia presentation that explore ideas within the context of the course	Creates sophisticated written, oral, and/or multimedia presentation that is appropriate, relevant, and compelling to illustrate mastery of the subject
D. Employ correct diction, syntax, usage, grammar and mechanics in a formal written document.	Uses language and conventions that sometimes impedes meaning because of errors in usage	Uses language and conventions that generally conveys meaning to readers with clarity, although writing may include some errors	Uses straightforward language and appropriate conventions that generally conveys accurate meaning to readers	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency
E. Employ correct diction, syntax, usage, grammar and organization in spoken communication.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.
F. Demonstrate knowledge of the varied purposes and audience-appropriate approaches to communication.	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience)	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions)	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context)	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work
G. Collaborate effectively by listening, reflecting and responding in context.	Participates only with prompting, reluctantly acknowledges others' opinions	Participates when necessary or with prompting; tolerates the input of others	Willingly contributes and respects other perspectives	Consistently and actively contributes to solutions; values and integrates input from others
H. Present information with clarity, accuracy and precision using discipline-appropriate quantitative and visual tools.	Selects strategy for presenting information that is inconsistent or inappropriate for the content; effectiveness is compromised by presentation choices	Selects and applies a strategy for presentation that is simple and effective	Distinguishes among effective presentation strategies and creates an accurate, effective, and polished presentation	Demonstrates detailed attention to, and successful execution of, presentation tools; the presentation is accurate, sophisticated and professional

- Sample assessment rubric developed for “Communicating” Skill Area category



Current General Education Assessment Practices

- SLOs were mapped across General Education curriculum

A	BI	BJ	BK	BL	BM	BN	BO	BP
Communicating								
To develop students' effective use of the English language and quantitative and other symbolic systems essential to their success in school and in the world. Students should be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness.								
At the end of this course, the student will be able to:								
	A. Analyze and evaluate their own and other	B. Demonstrate writing as a recursive	C. Demonstrate knowledge of course content	D. Employ correct diction, syntax, usage	E. Employ correct diction, syntax, usage	F. Demonstrate knowledge of the varied purposes	G. Collaborate effectively by listening,	H. Present information with clarity, accuracy
BIO154			R		R	R	R	
CHI101	R		R		R		R	
CHM101			R	R		R		R
CHM105			R	R		R		R
CHM106			R	R		R		R
CHM109			R	R		R		R
COM101	I		I		I	I	I	I
COM104	R		R			R	R	R
COM107	I		I		I	I	I	I
COM110	R		R		R	R		
COM114	R		R		R	R	R	
COM120	R		R		R	R	R	R
COM200	R		R			R	R	



Current General Education Assessment Practices

Upon successful completion of this course, the student will demonstrate the ability to:

- Course profiles for all general education courses identify general education SLOs with which the course SLOs align

Learning Outcomes		Aligns With Gen Ed Outcome
LO 1	perform significant research ethically and effectively relevant to the topic of inquiry.	MNG-A MNG-C MNG-D
LO 2	incorporate multiple viewpoints in writing through appropriate summary, paraphrase, and quotations.	VAL-F COM-B COM-C COM-D COM-G MNG-C MNG-E
LO 3	evaluate information for credibility and accuracy.	HOT-B COM-A MNG-B
LO 4	integrate ideas with sources' ideas in an ethical and effective manner.	VAL-E VAL-F HOT-C COM-C COM-G MNG-E MNG-F



Current General Education Assessment Practices



- STLCC joined HLC Academy for Assessment of Student Learning
- 4-year program, beginning Fall 2013
- Embedded assessment model was proposed and developed



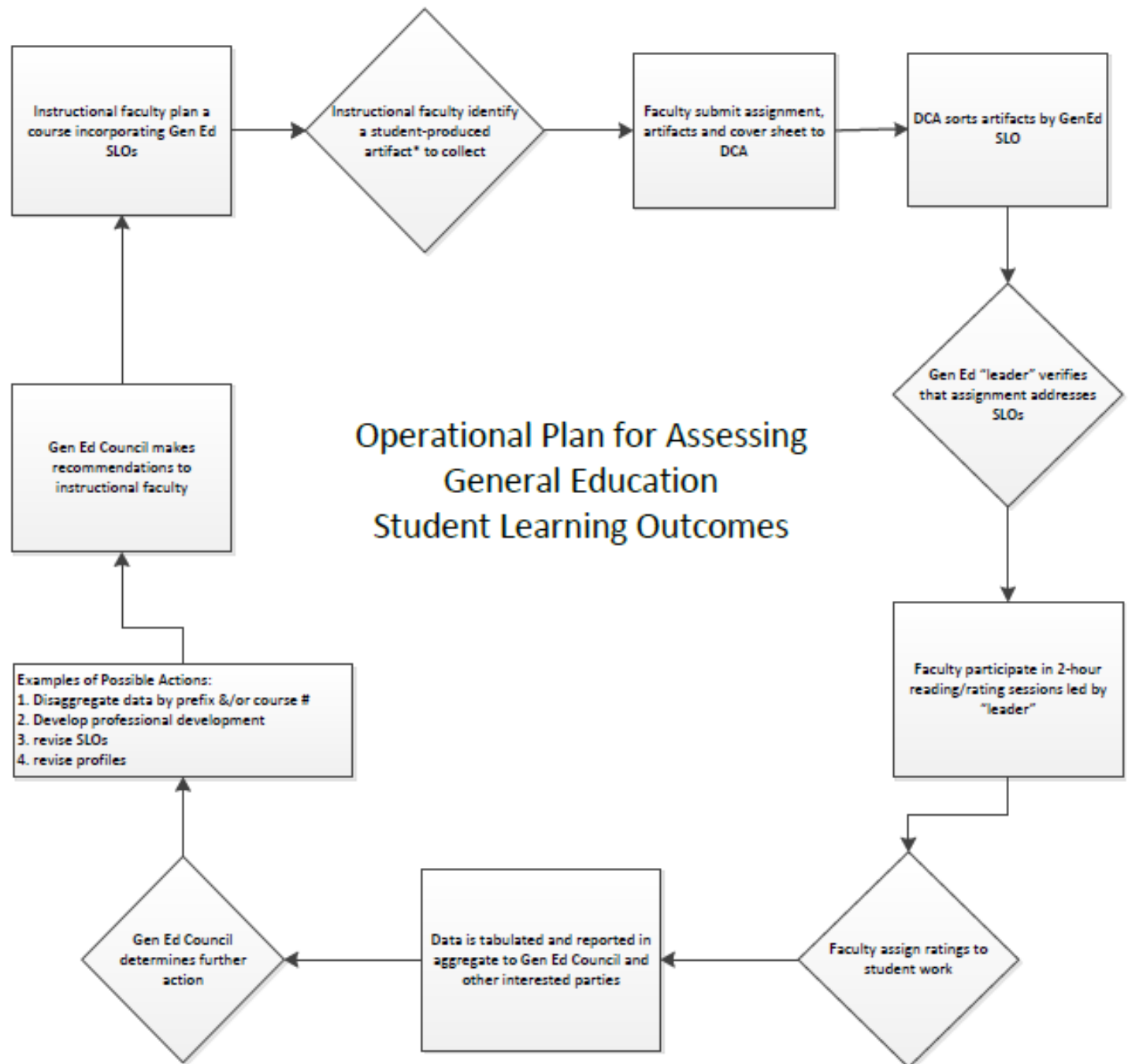
Current General Education Assessment Practices

Embedded Model

- Collected artifacts are student work that is already part of a course
- Student has a stake in the outcome
- Used for all General Education Courses for all General Education Student Learning Outcome Categories
- Was very well-received by our peer-reviewers during our 2018 comprehensive site visit in 2018



- Operational plan for assessment was developed





Current General Education Assessment Practices

Important developments:

- Spring 2014 assessment pilot showed us that respected faculty leaders were needed to vet faculty artifact submission for applicability to chosen SLOs
- Created General Education Assessment Facilitator position for each Gen Ed SLO category, to be filled by faculty members
- Role evolved to include leadership of rating sessions, SLO and rubric revision where necessary, and analysis of data in respective category
- Work includes small stipend



Current General Education Assessment Practices

Important developments:

- Collected artifacts from all categories for first four semesters to gather benchmark data
- Shifted to cyclical schedule, planning to collect from two categories every semester
- Faculty feedback indicated desire for more frequent collection, so shifted to a more regular review cycle with each category collected during the academic year

Fall Collection/Spring Review	Spring Collection/Fall Review
Communications	Humanities & Fine Arts
Higher Order Thinking	Natural Sciences
Managing Information	Mathematics
Valuing	Social & Behavioral Sciences



Assessment of General Education Student Learning Outcomes

FALL 2018 INSTRUCTIONS

A general education section that you are teaching this semester has been selected for inclusion in this year's embedded assessment of general education student learning outcomes.

Background: Assessment of student learning outcomes is a process that needs to be fully integrated in our ongoing planning, delivery, and revision of curriculum. Additionally, the Higher Learning Commission (HLC) Accreditation Criterion 4B requires that the institution “has clearly stated goals for student learning and effective processes for assessment of student learning”, and that substantial participation of faculty in the assessment of student learning outcomes as a best practice.

The current general education student learning outcomes were developed during the 2012-2013 academic year by faculty committees from across the district. Evaluative rubrics were developed to measure each of those student learning outcomes. Starting in the 2013-14 academic year, faculty across the district revised general education courses to align with these student learning outcomes. Beginning in Fall 2014 and as a part of the HLC Academy for the Assessment of Student Learning, a college team established a process of embedded assessment where work being done as a normal part of the classroom experience is used to determine how well students are meeting the faculty-established student learning outcomes. This process is based upon best practices from across the nation.

In January 2018, the Missouri Department of Higher Education released the new CORE 42 general education transfer curriculum in alignment with the mandates of Senate Bill 997 (more information can be found at <https://dhe.mo.gov/core42.php>). In Spring 2018, the Board of Trustees adopted a new general education block that adopts the CORE 42 curriculum for the Associate of Arts General Transfer Studies and Associate of Arts in Teaching degrees, effective Fall 2018. Faculty committees will begin in Fall 2018 the work of reviewing institutional general education student learning outcomes considering new statewide student learning outcomes developed within the CORE 42 framework.

- All faculty whose General Education course section is chosen for assessment receive this document as Part 1 (of 2) of participation packet at start of collection semester



- All faculty whose General Education course section is chosen for assessment receive this document as Part 2 (of 2) of participation packet at start of collection semester

Higher Order Thinking

Course Prefix & Number: _____

Instructions:

1. Please select one assignment, test, or project from the course identified above. This assignment should be intended to elicit work from your students that addresses one or more of the student learning outcomes below (please review the course profile to determine with which of the outcomes the course aligns). It is not necessary for the assignment to address each of these outcomes; quality is valued over quantity for assessment purposes.
2. Attach a copy of the assignment instructions to this cover sheet, and an answer key if appropriate.
3. Please circle which student learning outcome(s) are addressed in this assignment:
 - A. Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose.
 - B. Make judgments based on criteria and standards.
 - C. Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.
4. Please provide brief responses to the following questions to assist faculty colleagues as they rate student work using the general education rubrics (attach an additional sheet, if necessary):
 - A. Explain briefly how the assignment allows students to demonstrate accomplishment of the chosen student learning outcome(s).
 - B. Provide a brief description and/or rubric to demonstrate how the assignment is being evaluated in the context of the class itself.
5. Include clean, ungraded scanned, digital, or photocopies of student work and submit to: Joyce Johnson, Ph.D., Interim Associate Vice Chancellor for Academic Affairs, Forest Park, jjohnson789@stlcc.edu
6. Please check this box if you are willing to allow this assignment to be stored anonymously in the General Education assignment repository (<http://teams.stlcc.edu/dw/gened/SitePages/Home.aspx>) for use by fellow faculty colleagues to develop and improve their own assignments.



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Expanding Minds. Changing Lives.

- Assessment Week rating and data discussion sessions usually occur during the 3rd or 4th week of the semester.
- All full-time general education faculty are invited to participate.
- Sessions are hosted by the General Education Assessment Facilitators

Assessment Week

Assessment Week for the spring 2019 semester is scheduled for **Feb. 11-15**. This semester, we will be hosting two kinds of sessions. First, we are holding rating sessions for artifacts collected during the fall 2018 semester. Second, there will be discussion sessions that will focus on the results from the fall 2018 rating sessions.

We encourage all full-time, general education faculty to participate in one or more of the following rating and discussion sessions during Assessment Week:

Rating Sessions:

Communicating – Facilitated by Tom Dieckmann

Tuesday, Feb. 12, 2-4 p.m. (FV, TC 201)

Wednesday, Feb. 13, 2-4 p.m. (FP, F 117)

Higher Order Thinking – Facilitated by Pat Suess

Tuesday, Feb. 12, 2-4 p.m. (FP, F 117)



Current General Education Assessment Practices

Rating Sessions:

- Faculty participants provided with brief discussion of General Education assessment history, plan, and rationale
- Participants introduced to appropriate rubric for area
- Participants given sample assignments and student artifacts to rate using the rubric
- Discussion (sometimes robust) followed about application of the rubric to the assignment to norm its use and improve inter-rater reliability
- Sample activity also provided participants practice with survey instrument
- Faculty then received packets of student artifacts for rating in two-hour session
- Facilitators sought to have artifacts rated by two faculty raters



Current General Education Assessment Practices

- Faculty rated artifacts using rubrics uploaded through Survey Monkey



General Education Student Learning Outcomes Assessment

This survey consists of ten areas of general education as listed on the rubric. Once you have selected the proper general education page, be sure to answer only the Student Learning Outcomes (listed in alpha order) as marked on the assignment.

Note: You may go back to previous pages in the survey and update existing responses until the survey is finished or until you have exited the survey.

***After the survey is finished, you will NOT be able to re-enter the survey for a previously entered assignment or artifact.**

Upon completion of the survey you will be brought back to the beginning of a new survey.

***Enter your rater code**

***Enter the Assignment or Course Code Prefix (e.g., HST):**

***Enter the Assignment or Course Code (e.g., 101A):**


***Enter the Artifact Code (e.g., 007)**

Next



Current General Education Assessment Practices

- Faculty rated artifacts using rubrics uploaded through Survey Monkey

 St. Louis Community College

General Education Student Learning Outcomes Assessment

1. Communicating

To develop students' effective use of the English language and quantitative and other symbolic systems essential to their success in school and in the world. Students should be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness.

A. Analyze and evaluate their own and other's written and spoken communication.

Beginning:	Developing:	Proficient:	Exemplary:
Identifies basic strategies in regard to purpose and effectiveness in their own and other's communication	Explains and applies basic strategies in regard to purpose and effectiveness in their own and other's communication	Differentiates between various strategies and techniques for their purpose and effectiveness in their own and other's communication	Critiques and evaluates a wide range of communication strategies and techniques for their purpose and effectiveness in their own and other's communication
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Demonstrate writing as a recursive process that involves generating material, evaluating sources when appropriate, drafting, revising and editing.

Beginning:	Developing:	Proficient:	Exemplary:
Selects minimal or inappropriate sources to support ideas in the written work; errors in final draft reflect poor implementation of recursive processes	Uses credible and/or relevant sources to support ideas that are appropriate; revision and editing processes have resulted in an adequate final draft	Develops a quality final draft that consistently uses credible, relevant sources to support and build complex ideas	Constructs a convincing and polished final draft that employs skillful use of high quality, credible, relevant sources to develop complex ideas
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

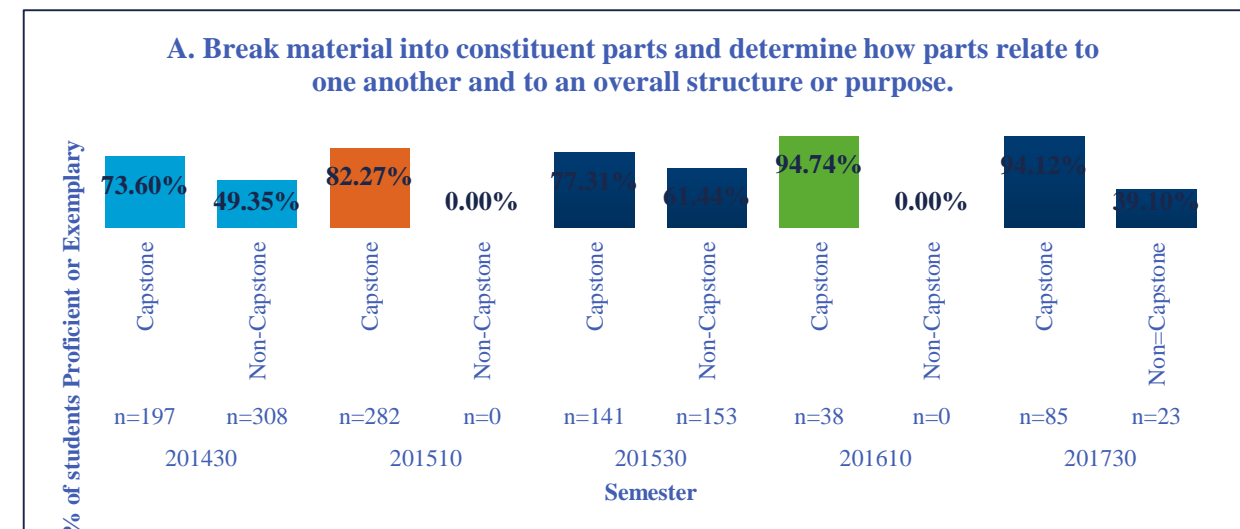
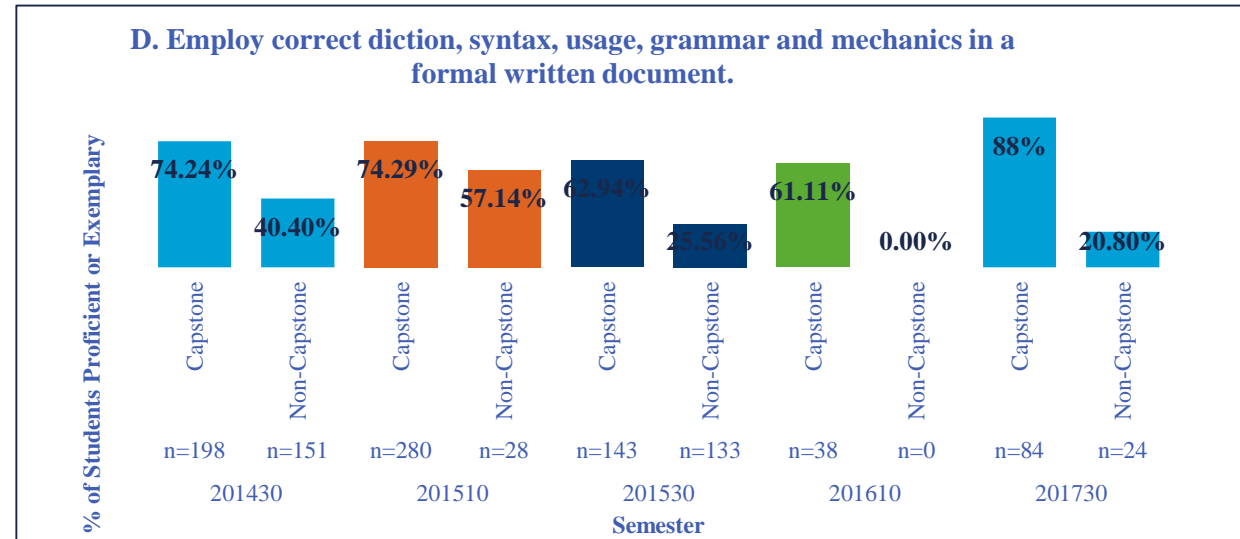
C. Demonstrate knowledge of course content by creating discipline-appropriate written, oral and/or multimedia presentations.

Beginning:	Developing:	Proficient:	Exemplary:
Selects minimal or inappropriate strategies or techniques to promote course content; presentation of information is simple or incomplete	Prepares accurate written, oral, and/or multimedia presentation that demonstrates basic comprehension of course content	Creates effective written, oral, and/or multimedia presentation that explores ideas within the context of the course	Creates sophisticated written, oral, and/or multimedia presentation that is appropriate, relevant, and compelling to illustrate mastery of the subject
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Current General Education Assessment Practices

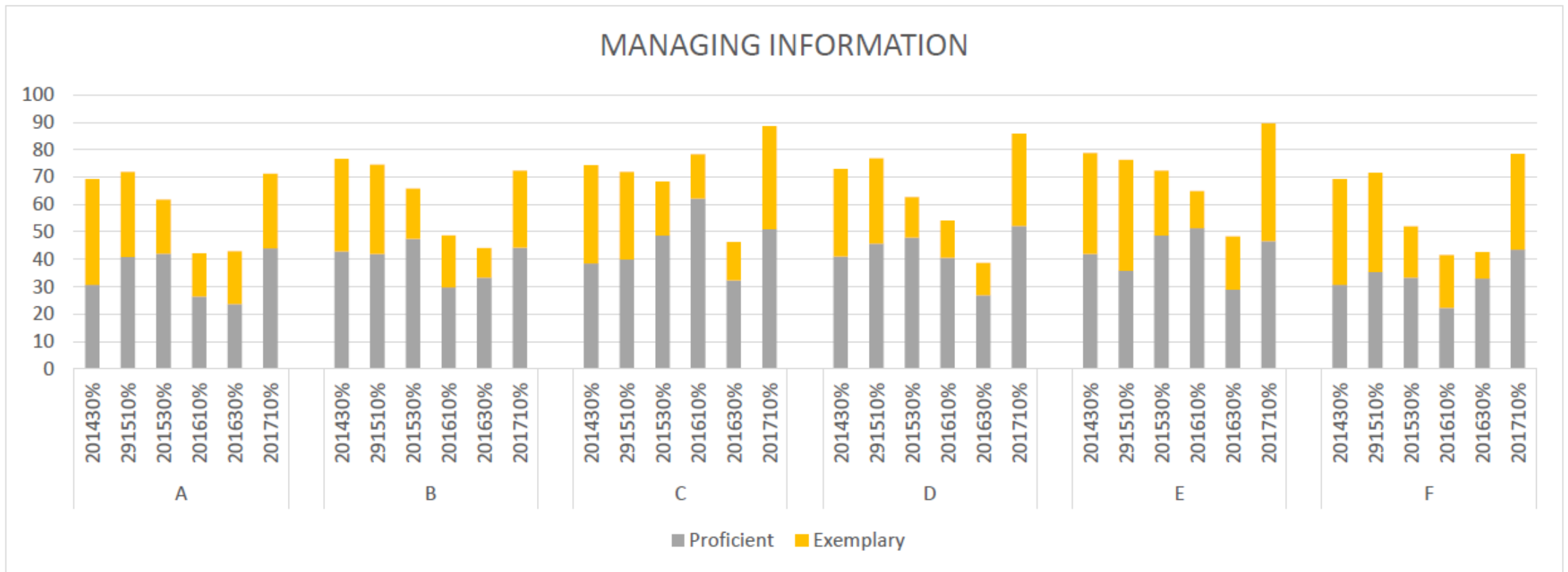
- Assessment data is provided to all faculty through the Annual Assessment Report
- These charts compare % of students scoring proficient or exemplary for each SLO in a class introducing the SLO to the capstone class at the end of the program
- Facilitators use data to guide discussions related to their categories





Current General Education Assessment Practices

- Charts such as this provide trend data about student achievement of proficient and exemplary levels in Capstone courses by semester

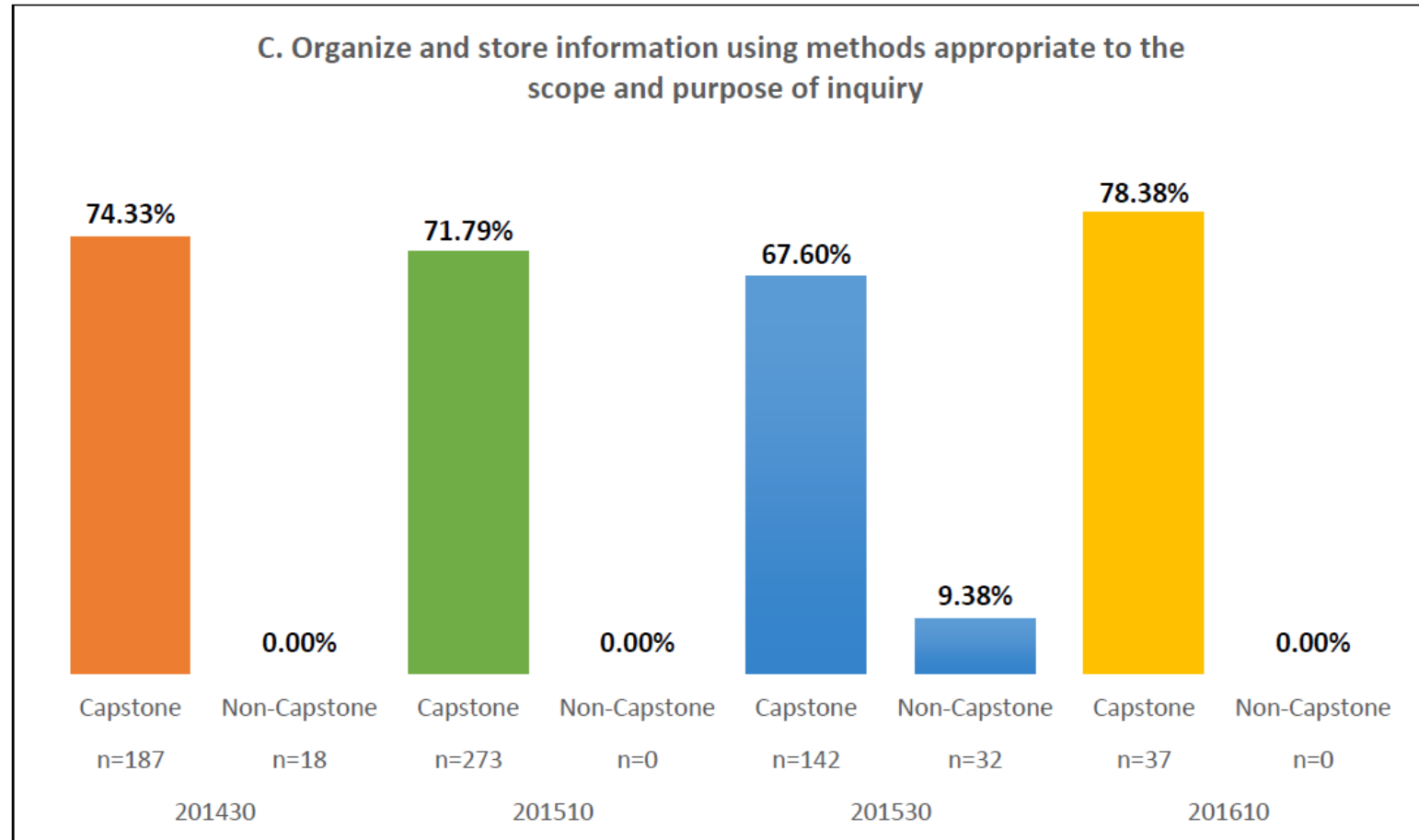




Current General Education Assessment Practices

From analysis of the data, we have implemented improvements or changes:

- Targeted collection of certain SLOs
- Increased instruction of certain SLOs in our curriculum
- Revision of some SLOs and rubrics
- Professional development to help develop assignments to elicit artifacts
- Assignment repository provided for faculty to share assignment ideas





Shift to CORE 42

- Per Board of Trustees approval in Spring 2018, the College fully implemented the new state-wide CORE 42 curriculum as the General Education requirement beginning in Fall 2018





Shift to CORE 42

Prior to Fall 2018	
ENG 101 College Composition I	3 credit hours
ENG 102 College Composition II	3 credit hours
COM 101 Oral Communication, or COM 107 Public Speaking	3 credit hours
MTH 160 College Algebra, or higher	4 credit hours
GEN 200 Capstone	1 credit hour
Humanities and Fine Arts	9 credit hours
Social and Behavioral Sciences	9 credit hours
Life and Physical Science	7-10 credit hours
Interdisciplinary Studies	3 credit hours
*at least one course must be complete from the Global/Intercultural Course list	

Starting Fall 2018	
Written and Oral Communications 6 credits minimum from Written, 3 credits minimum from Oral	9 credit hours
Mathematical Sciences	3-4 credit hours
Humanities and Fine Arts From at least two disciplines	9 credit hours
Social and Behavioral Sciences Including at least one Civics course	9 credit hours
Natural Sciences From at least two disciplines, including one course with a lab component	7 credit hours
MOTR Courses to reach 42 credit hours	4-5 credit hours




Shift to CORE 42

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Home / General Education Requirements

Print Options



General Education Requirements

Overview	FAQs	Social & Behavioral Sciences	Written & Oral Communications
Natural Sciences	Mathematical Sciences	Humanities & Fine Arts	

General Education Course Requirements

Students who are completing the General Transfer Studies AA degree or the Associate of Arts in Teaching degree must complete 42-credit hours of general education courses. These courses provide an opportunity for students to develop skills and knowledge that will enhance their lives far beyond graduation. The ability to communicate effectively, solve problems, understand values, and manage information are skills that are

2018-2019 Edition

- General Information
- College Programs
- General Education Requirements
- Course Descriptions
- Personnel
- Archived Catalogs

- The online College Catalog provides an overview, frequently asked questions, and the most up-to-date lists of current courses that qualify for each of the CORE 42 general education categories



CORE 42 Implementation

- Students declaring the General Transfer Studies AA or AA in Teaching programs starting Fall 2018 will complete the new CORE 42 curriculum as the General Education requirement



CORE 42 Implementation

- Continuing students who declared GTS-AA or the AAT programs prior to Fall 2018 may elect to change catalog years if they see a benefit to switching to CORE 42; they are encouraged to speak with their advisor
 - To allow continuing students to complete their General Education requirements for catalog terms prior to Fall 2018:
 - GEN 200 will be offered as needed; analysis of the student population will be conducted to determine if future sections of GEN 200 will be needed or if a substitution will be approved
 - IDS courses will continue to be offered. The IDS courses may continue to serve as viable options for degree electives beyond the 42-credit hours even for students completing CORE 42



CORE 42 Implementation

- Courses that were included in the previous General Education block but not included in the state-wide CORE 42 matrix will
 - continue to count for students completing the previous general education block,
 - but will not currently be considered general education coursework for students pursuing CORE 42



Changes to Gen Ed Assessment due to CORE 42

- Starting Fall 2018, artifacts were collected from a random selection of **all** General Education courses, and not only those serving as “Introductory” courses for a skill or knowledge area
 - All General Education courses serve as “reinforcement courses” for General Education student learning outcomes
 - Relevant outcomes reinforced by each course were selected by faculty as each course was approved during the previous General Education revision
 - Selected General Education outcomes for each course can be found within course profiles



CORE 42 Impact on General Education Assessment

- As part of CORE 42 revision, MDHE work groups developed new General Education student learning outcomes language
- As an institution, we decided to use this opportunity to revisit and, where appropriate, revise our institutional General Education student learning outcomes
 - Presented our options as well as revised MDHE SLO language during Service Week, August 2018
 - Held listening session during Staff Professional Development Day, October 2018



CORE 42 Impact on General Education Assessment

- **Fall 2018** – Sent out call for faculty volunteers to serve on revision workgroups for General Education SLO categories
- General Education Assessment Facilitators served as workgroup leaders for their respective categories



CORE 42 Impact on General Education Assessment

SLO Revision Workgroup Charges:

- Review the current STLCC SLOs and assessment rubrics, revised statewide CORE 42 SLOs, and assessment outcomes data
- Develop revisions of SLOs where necessary (this may include revision, addition, or deletion of current SLOs)
- Develop rubrics to be used in assessment of the revised SLOs
- Forward draft student learning outcomes and assessment rubrics to the General Education Council for consideration



CORE 42 Impact on General Education Assessment

SLO Revision Workgroup Guidance:

- Our institutional SLOs do not need to match the statewide CORE 42 SLOs in number or language (though they should align with the overall “State-level description” of the category).
- The SLOs should define what we would like our students to know or be able to do after completing the General Education curriculum at St. Louis Community College.
- The SLOs should be measureable and use action verbs such as those found in versions of Bloom’s Taxonomy (e.g. summarize, classify, predict, solve, calculate, generate, create, etc.). Words like “understand” and “appreciate” are difficult to measure.



CORE 42 Impact on General Education Assessment

SLO Revision Workgroup Guidance (continued):

- There is no defined number of SLOs for each category; the focus should be on ensuring all important skills and habits of mind are captured in the SLOs.
- Consider reviewing the language in the AAC&U VALUE rubrics, which have been developed and tested by faculty at many other institutions to be effective and authentic tools to measure student learning.



CORE 42 Impact on General Education Assessment

Curriculum Revision Timetable

- **March 1** – Revised SLOs submitted to General Education Council
 - Workgroups are currently responding to Council feedback
- **May 1** – Workgroups will submit revised assessment rubrics to General Education Council
- **End of semester** – General Education faculty will be notified of final revised SLOs to begin revision of individual course profiles to be completed by October 31



CORE 42 Impact on General Education Assessment

Curriculum Revision Timetable (continued)

- **November 2019** – Course profile revisions for all General Education courses due in course information management system
- **March 2020** – Final course profile revision completed through District Curriculum Committee in preparation for Fall 2020 student registration



No Capstone?

- The capstone (GEN200) provided good comparative data and launched numerous rich conversations
- We are looking for good alternatives
- What do you do at your institutions?



How has your institution responded to curricular changes and assessment challenges as a result of CORE 42?

Questions?

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