

GEO Assessment Timeline

The next table outlines the goals, activities and timeline for GEOs assessment. The logistics of some of the actions will need to be reviewed before implementation can occur (e.g., placing GEOs in the catalog; transparency of GEOs). It is understood that consultation and coordination with appropriate committees/constituents across campus will be necessary.

The goals stated in the table below are a total fraction of the eight Workgroups that will have completed a particular activity:

1. Area A English
2. Area A Speech
3. Area B Science
4. Area C Arts
5. Area C Humanities
6. Area D US History and American Institutions
7. Area D Social, Political and Economic Institutions
8. Area E Lifelong Learning and Personal Development

A Workgroup will have met a goal related to assessment or use of results if at least 60% of the courses within the Workgroup Area have completed the task. In the end, the goal is that all courses (100%) under the Mt. SAC GE Areas are to do assessment and evaluate the results for their GEO for course-level and program-level review. The other courses that will be examined include:

9. Mathematics /MATH 71
10. Reading /READ 90 & AmLa33R
11. Physical Well Being (PE-X and DNCE).

Table 1. Activities & Timeline	Dec 2008	June 2009	Dec 2009	June 2010	Dec 2010	June 2011	Dec 2011	June 2012
Goal 1: By December 2010, 100% of courses will complete at least one GEO assessment cycle. (related to college goal #2 & 11)								
Convene workgroups to create one GEO, one criterion for success and one common rubric for each GEO Area. Continue monthly communication and follow-up to facilitate full assessment	2/8	8/8						
GEOs included in the college's program review document through the course-level review tab as an SLO		√	√	√	√	√	√	√

Table 1. Activities & Timeline	Dec 2008	June 2009	Dec 2009	June 2010	Dec 2010	June 2011	Dec 2011	June 2012
Complete assessment of GEO		Area A	Areas E and D1	Areas B and D2	Area C			
Complete workgroups to review compilation of findings, use of results ¹ and congratulate and evaluate including GE Courses mapped to GEOs, GE Zones, and inclusion in e-PIE. Each GEO will be assessed once every four years at a minimum			Area A	Areas A, E and D1	Areas B and D2	Area C		
Facilitate workgroups for assessment of concrete competencies for AA Degree Requirements (Read, Math, Physical well-being) and put into e-PIE			Read90 AmLA33R, Math71	Physical Well Being (PE-X and DNCE)		_____	_____	_____
Goal 2: Each semester, the GEO Coordinator will continue to create opportunities for dialogue, communication and professional development campus-wide to facilitate, evaluate and report on the GEO process. (related to college goal #2, 8 & 11)								
Follow-up and meetings weekly/monthly with Areas/Divisions, Chairs and Deans (attend Division meetings, etc.) on process and progress	√	√	√	√	√	√	√	√
Continue partnerships with GEOC, Academic Senate and others to facilitate the work. Provide monthly updates to Curriculum and Instruction (C&I) for Academic Senate (AS)	√	√	√	√	√	√	√	√
Coordinate and facilitate campus professional development opportunities (via TLC (cross-over credit),	√	√	√	√	√	√	√	√

¹ The amount of time required to review the findings and propose use of results may take more than one semester.

Table 1. Activities & Timeline	Dec 2008	June 2009	Dec 2009	June 2010	Dec 2010	June 2011	Dec 2011	June 2012
POD, Division/Dept meetings, etc.) ^{2 3}								
Document, evaluate and make suggestions for improvement to the process and achievement of goals (e.g., norming session for using rubrics; college goals) Publicize it and report to IEC, C&I, AS and the campus community		✓		✓		✓		✓
Using e-PIE and other means, create reports to document GEOs and the assessment cycle per AS Transparency Resolution. Provide documentation for accreditation		✓		✓		✓		✓
Recommend to C&I and AS process improvements (e.g., multiple means of assessment; direct or indirect assessment)		✓		✓		✓		✓
Evaluate and keep up-to-date websites for GEOs	✓	✓	✓	✓	✓	✓	✓	✓
Work with campus community to publicize GEOs	✓	✓	✓	✓	✓	✓	✓	✓

The GEO Coordinator is the person responsible for overseeing these tasks and timelines. The Coordinator will work collaboratively with the GEO Committee (and in fall 2009, the proposed Outcomes Committee), Academic Senate and other faculty members to engage in a team effort to achieve these tasks. A specific work plan example can be found in Appendix C; it was this work plan that was used in fall 2008, winter 2009 and spring 2009 to coordinate and drive the GEO activities.

² <http://www.mtsac.edu/instruction/generaled/resources.html>

³ http://www.mtsac.edu/instruction/generaled/assessment_plan.html

As mentioned earlier, for this process to be institutionalized, there needs to be a team effort. As such, it is hoped that the division deans and chairs provide assistance as needed to facilitate the process. Their assistance is needed to compile the information on the courses assessed under their areas and to guide the dialogue and use of results.

In consultation with faculty, each division dean and chair responsible for a course should indicate by June 2009 the status of their GEO assessment and their continuous plan and timeline for assessment (e.g., such as a four-year cycle aligned with course review). The division should be able to report on the summary data for each course. The division dean and chair should use the GEOC Reporting form to provide summary data and feedback to GEOC via the Research and Institutional Effectiveness office. Some questions to consider when providing feedback might include:

1. Did we have a positive or negative experience doing the GEO assessment? Why?
2. What did we learn? How does what we learn impact us as teachers and the curriculum?
3. How could the GEO Assessment process and reporting be improved?
4. How could I use the results in my Planning for Institutional Effectiveness (PIE) program review process?
5. How does our division plan to use the results related to this course and the Mt. SAC General Education curriculum?
6. What changes would we recommend to the Mt. SAC General Education assessment plan for the next semester?
7. What changes are needed to the Mt. SAC GE Philosophy statement?
8. Any other thoughts to share?

Each division dean and chair should maintain the records necessary to show assessment and use of results for each course. The chairs are further encouraged to record course-level assessment into e-PIE and include all resources needed paying particular attention to the use of results section called "action".

Using the information collected at the end of each semester, the GEOC will review the summary reports from each course and will compile the data, write an overall summary report, and review the findings by GEO Area with the faculty, deans and chairs. GEOC will review the plans and discuss recommendations for changes such as course-level changes/discussion, GE Area level changes/discussion and overall GE discussion (e.g., changes to philosophy statement, courses in the GE pattern and any other relevant issues).

As appropriate, a meeting will be called for faculty, deans and chairs to attend each fall and spring to review the results, to celebrate the achievements and discuss action needed to improve the process and student learning. Reports will be given to IEC, C&I and Academic Senate each fall and spring semesters.

If a course has been evaluated in one semester and re-evaluation is not immediately needed, then there is no need to evaluate it again for a few years. If the area already has a course-assessment timeline, the faculty may consider adhering to it as much as possible and discussing any timing questions with the GEO Coordinator. For assessment help and/or process questions, faculty may feel free to contact the GEO Coordinator or any member of the GEO Committee including the research office.