General Education & Core4 Assessment Alignment Committee
(Kickoff – Fall Group Meeting)

Overview

- Discussed background of Gen Ed/Core4 (Debbie Bouton)
  - Gen Ed/Core4 Assessment for SACS
- Presentation of Bridges Transition Model (Karen Merriman)
- Gen Ed/CORE4 Alignment Committee: Where we are going (Shantell Strickland-Davis)

Conversation/Highlights

- Background of Gen Ed and Core4
  - Requirements of Gen Ed
- Core4 was developed approximately 11 years ago and is CPCC’s development
- There is a need for assessment in both Gen Ed and Core4
- Two years ago we decided as a learning unit to review Gen Ed Goals via survey (CT, Written/Oral Communication)
- It was determined we need to find a way to assess how students were meeting markers. This received attention for about 4-5 years and some faculty members were assessing students and some were not. Each year faulty and the Gen Ed committee volunteer to teach the goals of Gen Ed and Core4 in their course, but it does not stick. For example, some faculty volunteered to teach cultural awareness in their class, but it was not consistent.
- Decided it was time to review Gen Ed and Core4 goals again. The idea this time was to align Gen Ed/Core4 and focus on assessment. There was a disconnection between the Discipline>>Gen E>>Program.
- MAPS were used to see which courses contained Gen Ed Goals and sometimes they worked, but it was possible for students to “get around” taking any classes that contained Gen Ed Goals. The result was students graduating without taking any courses that contained the Gen Ed Goals.
- What we want to accomplish now:
  - We need to have a better understanding of Gen Ed and Core4 alignment in terms of assessment consistency
  - We need to have the ability to measure across disciplines and programs with clarity and simplification
- Presentation of Bridges Transition Model (Karen Merriman, see below)
  - PPT focuses on change and the psychological process that we all experience
  - Change can be good and the outcome can make the process worth it
Separated into groups and discussed what is ending, what is not ending, and how we feel about those changes
  o NOT Ending: Passion for what we do, student success, continuous improvement, relationships, values/goals (CPCC’s larger vision), meetings, and our commitment
  o ENDING: Confusion, silos, programs that don’t understand this is good stuff (tunnel vision), structure, comfort, separation between what we say we are doing and what we are actually doing, less of a force fit, 5 Gen Ed goals, and fewer students walking around lost

Introduction to Gen Ed/A Team (Shantell Strickland-Davis)
  ▪ Summer work update from Terina Lathe and Joey Anderson
    o Brief explanation of where they started I the summer
      ▪ Investigation of other schools (2 & 4 year colleges/ universities) to see what they had implemented

We read and researched to see where we are in terms of Gen Ed and how we can help facilitate your involvement. We are ready to move forward with you guys beside us

The Core4 competencies have scores/goals beyond Gen Ed

As far as Core4, we want to be there and do what is right for our students
  o We don’t want thematic learning or a lot of classes
  o Consider Metamajors, Capstone, eportfolio, Taskstream or Signature Rubric/Assignment
    o How do we capture the evidence of learning?
    o Together we can see what works and bring it forth

Attended a number of conferences on this topic and they all seemed to focus on ending silos. Colleges can be silos in themselves. It is important to build relationships with other colleges and institutions to get information on what assessment is and how they assess their students. Other schools said their common denominator was faculty and they created a culture of inquiry. The main question is, “How do we work together?”

We collect data, but we become technology focused/savvy and it becomes encapsulated where we cannot access some of our data. Certain departments are silos

Why Are We Here? Deliverable… (PPT, see below)
  o We need to develop a plan or model to ensure student success
  o Three Main Goals:
    o Outcome…What do we want our students to know?
    o Performance…How do they come to learn?
    o Evidence…How do we document learning?

Explanation of Committee Membership and Goal Teams
  o A person can be a Core Committee member on the Gen Ed Team and the Outcome Goal Team or Core Committee member on the Core4 Team and on the Outcome Goal Team. In short, you will be a Core Committee member and on either of the 3 Goal Teams (See PPT below for full explanation)

Project Updates/Action Items

  • Goal Teams and Members Scheduling
- Outcomes (Terina) Goal Team 1
- Performance (Joey) Goal team 2
- Evidence (Joey and/or Terina) Goal team 3

- Goal Team meeting dates will be sent via email to respective team members
- Think about who we can reach out to (e.g., Students, Professional Staff, Adjunct Faculty, Employees (as it relates to Core4 Advisory Board) and Representatives from other 4 Year Institutions
- Deliverable 1 due December 2015 or January 2016
- Deliverable 2 due June or July 2016
- Plan is to roll into Phase 1 Fall 2016
Bridges Transition Model (Karen Merriman)

**William Bridges Transition Model**

- **Endings**
  - "We cannot fully understand the beginning until we understand the end."
  - What is ending? What is ending?
  - Role
  - Identity
  - Certainty
  - Meaning
  - Fear
  - Dream
  - Real
  - Realism
  - Other

**Reactions to Transition**

- **Neutral Zone**
  - Grueling and Challenging: Challenges or opportunities to reframe or rework.

**Strategies for Creative Change**

- **Entry**
  - Start with yourself, feel the changes.
- **Explore**
  - Go outside to stretch the inside.
- **Act**
  - Take small simple steps, again & again & again.
- **Persist**
  - Take the surprise out of failure.
- **Soar**
  - Make the journey part of the destination.

**New Beginnings**

- Recognize achievements and quick wins.
- Acknowledge people’s contributions to the change.
- Monitor and celebrate progress in a live and constructive way.
- Rethink values, processes and priorities.

**Guiding Questions for Next Steps**

- Where are you in the transition?
- What would help you move to the next level?
- Who can assist you with moving forward?
- What is your department?
- How can you help your department/the College move forward?