



ASSESSMENT OF STUDENT LEARNING OUTCOMES IN GENERAL EDUCATION

SUMMARY REPORT

*Use this form to provide a summary report on campus-based assessment
of student learning outcomes in General Education*

Name of Institution: SUNY at New Paltz Academic Year: Spring 2017

Report prepared by: Laurel M. Garrick Duhaney, Associate Provost

I. GE Categories Assessed in Spring 2017

In spring 2017 we assessed the GE content areas of Humanities, Natural Sciences, Social Sciences, and Western Civilization. Although we would also have assessed Critical Thinking (CT) when this competency is embedded in these content areas, we did not do so this spring because we are in the initial phases of implementing a new GE curriculum and considering assessment reform.

After a long discussion on campus about ways to improve the quality of our students' education, broad support for the progressive development of core competencies emerged. The faculty voted to place the CT and Information Management (IM) SUNY Board of Trustees GE competencies at the Introductory, Intermediate, and Advanced levels within majors. This work is something that most (perhaps all) majors already do, but the goal is to make that work more conscious, intentional, and known. Programs will use the SUNY required student learning outcomes (SLOs) for CT and IM and rubrics from the GE Board as a starting point for curriculum planning and assessment. Beginning with these, faculty will review current practices and adopt plans for teaching CT and IM in progressive ways across the curriculum.

II. Assessment Process

At SUNY New Paltz (New Paltz) we assess a portion of our GE curriculum each year. In accordance with this practice, the annual cycle of activities for the spring 2017 GE assessments began in fall 2016 with a memo from the associate provost providing information about the content and competency categories that would be assessed in the upcoming spring semester. We typically host a GE Forum in the fall semester preceding the actual spring GE assessments. However, because we are implementing a new GE curriculum, the forum was held in spring 2017 (see email in Appendix A regarding the Forum). Beginning with the

associate provost's memo and continuing with the GE Forum, we (associate provost and GE Board co-chairs) communicated with faculty periodically about their participation in the spring 2017 GE assessments.

Another significant event in the annual cycle of GE assessments was department/faculty's submission of assessment plans for the spring 2017 assessments to the GE Board for members' review and feedback. In spring 2017, faculty assessed their GE courses and entered their assessment information in my.newpaltz.edu. Institutional Research (IR) aggregated the raw data into campus-wide and departmental files. The associate provost compiled the data from IR into this summary report which she will distribute to various members of the campus. Accompanying this report will be a cover memo that will include a request to faculty/departments to review and discuss the assessment results with colleagues, make changes to improve student learning outcomes, and to assess the changes they made to determine if they are producing the desired results. Finally, department chairs and program heads submit departmental assessment summary reports to associate deans, deans, and the associate provost. The associate deans and associate provost provide feedback and take action on the reports.

III. Major findings of Spring 2017 GE Assessments:

Results of the spring 2017 GE course assessments show that a majority of the students assessed are meeting or exceeding the student learning outcomes in the areas of Humanities, Natural Sciences, Social Sciences, and Western Civilization. However, several students failed to achieve expected performance standards. The assessment results are presented below.

Humanities

Category	N- Assessed	N- Exceeding	%- Exceeding	N- Meeting	%- Meeting	N- Approach	%- Approach	N-Not Meeting	%-Not Meeting
Humanities									
Students will demonstrate knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program.	127	56	44%	60	47%	8	6%	3	2%

Number of courses sampled/Number of courses evaluated: 6/5

Major Findings for Humanities

Ninety-one percent of the students in the sample are meeting (47%) or exceeding (44%) the Humanities student learning outcome (SLO). This suggests that a majority of New Paltz students are able to demonstrate knowledge of the conventions and methods of at least one of the humanities as well as of

principles and approaches encompassed by other GE knowledge areas (e.g., American History, Social Sciences, and Natural Sciences).

Natural Sciences

Category	N- Assessed	N- Exceeding	%- Exceeding	N- Meeting	%- Meeting	N- Approach	%- Approach	N-Not Meeting	%-Not Meeting
Natural Sciences									
Students will demonstrate application of scientific data, concepts and models in one of the natural sciences.	334	83	25%	160	48%	66	20%	25	7%
Students will demonstrate understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis.	335	81	24%	161	48%	71	21%	22	7%

Number of courses sampled/Number of courses evaluated: 11/10

Major Findings for Natural Sciences

The Natural Sciences GE knowledge and skills area has two student learning outcomes (SLOs). Data for SLO 1 show that 73% (combined) of the students in the sample are generally meeting (48%) or exceeding (25%) expectations. These data imply that New Paltz students are able to demonstrate application of scientific data, concepts, and models in at least one of the natural sciences (e.g., chemistry, physics, biology, astronomy, earth sciences, and geology). Similarly, for SLO 2, the data show that 72% (combined) of students are meeting (48%) or exceeding (24%) expectations. This information suggests that a majority of New Paltz students are capable of demonstrating understanding of the methods scientists use (e.g., observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and mathematical/statistical analysis) to explore natural phenomena. Although most of the students are meeting or exceeding the Natural Sciences SLOs, more than a quarter (27% for SLO one and 28% for SLO two) of the students assessed are either approaching or not meeting these objectives. These results raise concern and suggest the necessity of additional work to improve students' performance in these areas.

Social Sciences

Category	N- Assessed	N- Exceeding	%- Exceeding	N- Meeting	%- Meeting	N- Approach	%- Approach	N-Not Meeting	%-Not Meeting
Social Sciences									
Students will demonstrate knowledge of major concepts, models, and issues of at least one discipline in the social sciences.	311	134	43%	103	33%	45	15%	29	9%
Students will demonstrate understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.	311	139	45%	103	33%	40	13%	29	9%

Number of courses sampled/Number of courses evaluated: 11/11

Major Findings for Social Sciences

The Social Sciences knowledge and skills content area also has two student learning outcomes (SLOs). Data for SLO 1 reveal that students in the courses sampled are generally meeting (33%) or exceeding (43%) expectations (76% combined). These results imply that New Paltz students are able to demonstrate knowledge of major concepts, models, and issues of at least one discipline in the social sciences (e.g., anthropology, economics, geography, history, political science, psychology, social studies, and sociology). Likewise, results for SLO 2 show that 78% (combined) of students are meeting (33%) or exceeding (45%) expectations. These results suggest that a majority of New Paltz students are capable of demonstrating understanding of the methods that social scientists use (e.g., observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and mathematical/statistical analysis) to explore social phenomena. However, the fact that nearly a quarter (24% for SLO 1 and 22% for SLO 2) of students are rated as either approaching or not meeting expected performance is of some concern. Action should be taken to improve student outcomes in this GE content area.

Western Civilization

Category	N- Assessed	N- Exceeding	%- Exceeding	N- Meeting	%- Meeting	N- Approach	%- Approach	N-Not Meeting	%-Not Meeting
Western Civilization									
Students will demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization.	222	32	14%	118	53%	57	26%	15	7%
Students will relate the development of Western Civilization to that of other regions of the world.	222	31	14%	89	40%	72	32%	30	14%

Number of courses sampled/Number of courses evaluated: 7/7

Major Findings for Western Civilization

Western Civilization has two student learning outcomes (SLOs). Results for SLO 1 show 67% (combined) of the students are meeting (53%) or exceeding (14%) expectations and thereby are demonstrating knowledge of the development of distinctive features of Western civilization. It is, however, troubling that one in three students are either approaching (26%) or not meeting (7%) this SLO. Of greater concern is the relative ratio of students rated as meeting (40%) or exceeding (14%) SLO 2. As reported, only 54% of the students are able to relate the development of Western Civilization to the development of other regions. This information indicates that nearly half of the students in the sample are unable to demonstrate this competency. This is a particularly important skill in the increasingly global community, and this deficit should be studied carefully and addressed thoughtfully.

IV. Faculty Assessment Observations

Described in this section are examples of activities faculty plan to implement in response to these assessments; findings they believe could be useful to others; and perceptions about the GE assessment process at New Paltz.

Humanities

A. What changes might you make if you were to teach this course again?

- Design more questions that focus on the enhancement of analytical skills.
- Next time, do more scaffolding, so students are not as overwhelmed when they try to develop their analytical skills.

- Experiment with new approaches that go beyond peer-review and scaffolding activities to help students develop their writing and analytical skills.

B. What have you learned that could be helpful to others as they assess GE?

- I learned to evaluate the students more throughout the course with various approaches to cultivate excitement for the material.

C. What suggestions or feedback do you have about the assessment process at New Paltz?

- Formal assessment such as this gives the instructor a clear and data-based knowledge of students' achievements in a course. It is beneficial for students and instructors alike.
- Increase the pool of samples assessed.

Natural Sciences

A. What changes might you make if you were to teach this course again?

- Make greater use of social media in the class for the purposes of engagement outside of the classroom to casually convey interesting facts or news relevant to the in-class material.
- Stress math capabilities even more at the beginning of the semester.
- Continue as we have been, meeting at the start of each term to discuss activities in the lab and course and making adjustments.
- I'm still learning about how major demographics impact scientific learning and how to tailor my instruction to engage many different types of students (Art majors, Economics majors, etc.) as well as possible.
- I believe the following is worth documenting even though the faculty decided against this change: There was discussion about introducing an MPL requirement for a Geology course—like many of the other introductory science classes have—however; the faculty decided against that as they wanted to be more inclusive of the students interested in learning introductory Geology. They stated that they will continue to work hard with those students struggling with the math and find that students find the math more comprehensible when they apply it to an interesting and realistic puzzle.

B. What have you learned that could be helpful to others as they assess GE?

Associate Provost Garrick Duhaney's question for consideration: Do the comments below and those in the last bullet in the previous section justify revisiting the discussion about introducing a MPL for Geology GE courses?

- Most students are meeting or approaching objective #2, the same few are excelling, and several are failing to meet. This is mostly due to a subset of students who have trouble working with graphs and data. If I were to break down these graphs slowly enough to help these lagging students, the rest of the students would be bored (I already get evaluation comments from each end of the spectrum saying that the class is either too fast or too slow). I encourage the students struggling with the graphs/data to come to office hours, but few do, because GE courses are not their priority (I'm inferring this from casual comments they make).

C. What suggestions or feedback do you have about the assessment process at New Paltz?

- The process is well organized and is statistically sound.
- This assessment process is straight forward and reasonable, and sharing the results at a department meeting is a good way to open up dialogue about our curriculum.
- This was my first time doing this assessment. I felt it went smoothly, and it got me to quantify what I sense from the class, although it only confirmed what I already knew.
- An ambivalent comment: I look forward to GE assessment revamping. This did not tell me anything that I did not already know based on my students' overall performance, grades, and feedback on activities throughout the semester (final grades correlated very well with student performance here).

Social Sciences

A. What changes might you make if you were to teach this course again?

- Make sure everyone in the class understands the rubric and understands the objectives.
- Spend more time discussing the applications of the scientific method and concepts/models as well as give students more exercises that require them to demonstrate how the methods and concepts can be applied.
- Require students to submit a rough draft of their paper for review before final submission. This may increase the overall quality of the final product after students receive feedback from the instructor.
- The assignment has been revised and improved over the years and now serves as a useful tool for the assessment of both objectives. I plan to continue using this assignment in the future. I plan to update some of the readings and assignments, integrate the most recent digital materials and resources, create new quizzes and data sets for the problem-solving exercises, and change questions on the exams.

B. What have you learned that could be helpful to others as they assess GE?

- I tried to include more technology in the class and the one thing I learned was that while we might have goals for increased digital literacy for our students, the students are often not equipped with the physical tools like the ready availability of laptops to facilitate the inclusion. So things did not work as planned for me, and I had to revise my syllabus and class procedures two weeks into the class. It was quite disruptive.
- It seems that a percentage of the students would really benefit from additional help/tutoring prior to the midterm.
- Students need additional tools to enhance their analytical insight, especially via the written word. Basic writing skills is an area that requires additional effort.
- The students needed to view a larger range of media (specifically, radio, television, and film), as a means of understanding the contemporary social characterizations of people of African descent in media and society.
- This being my first year at New Paltz and first semester teaching this course at the college, I gained a better sense of what students were able to master and what they had more difficulty grasping.

C. What suggestions or feedback do you have about the assessment process at New Paltz?

- I think that the assessment process works fine overall, but one thought is that if we were to assess students at midterm and then re-assess the same students at the end of the course, this would be more fruitful. In addition, if this two-step process were to occur, some small compensation (even

something nominal like a \$10 gift card to a local lunch spot or coffeehouse) for the work and time that would go into this (especially for adjuncts, and even lecturers) would be much appreciated.

- The form provided for entering the description of the assignment was poorly designed: the boxes could not accommodate the text (e.g., not allowing to paste, cutting off text, etc.). Perhaps an online form similar to the reporting form in my.newpaltz.edu can be used instead in the future.
- It would also be helpful to be able to preview the assessment summary form (for example, as an attachment) at the time of or prior to submitting the description of the assignment. The online link to the sample form included in the email with instructions was broken and leading to an error page instead of the form.

Western Civilization

A. What changes might you make if you were to teach this course again?

- To update my syllabus to cover other modern history of economic thought authors.
- The assessment data give me no basis on which to change.

B. What have you learned that could be helpful to others as they assess GE?

- I learned that I should pay more attention to non-Western Civilizations.
- I knew these objectives were too grand for any one single course. How can one 14-week course within a single discipline give students the knowledge of (i) history, (ii) institutions, (iii) economy, (iv) society, (v) culture, and (vi), "etc"* of Western Civilization? At best this course can give students some semblance of the movement of ideas within a circumscribed period. What is the "etc" of Western Civilization?

C. What suggestions or feedback do you have about the assessment process at New Paltz?

- Please inform as soon as possible those instructors whose course was selected for assessment. I only found out from an email on May 17. In previous years, instructors were informed in January.

V. Discussion of Findings

Findings indicate that of the four content areas assessed, students in the Humanities category performed the best. Ninety-one percent of the students in this category are either meeting (47%) or exceeding (44%) the SLOs. Although students in the Social Sciences, Natural Sciences, and Western Civilization content areas also performed reasonably well, more should be done to improve students' performance in those SLO areas. For example, the findings show Western Civilization as the area with the greatest need for improvement (with only slightly more than half of all students meeting or exceeding expectations in SLO 2). Findings also indicate that there is apparent misalignment between course material and the second Western Civilization SLO--"Students will relate the development of Western Civilization to that of other regions of the world." This too should be examined and addressed.

VI. Programmatic/Curricular activities resulting from the Spring 2016 (previous round) of General Education assessments:

The GE content areas that we assessed in spring 2016 were Basic Communication-Written, Diversity, Foreign Languages, Mathematics, and The Arts. We also assessed the GE competencies of critical

thinking, which is embedded in courses in the foregoing content areas, Effective Expression-Aesthetic, and Effective Expression-Written. Following are examples of activities from the School of Education and the College of Liberal Arts & Sciences that were implemented based on the spring 2016 GE course assessments.

School of Education: Effective Expression-Written (EE-W) & Diversity

The specific courses that were assessed included sections of Child Psychology and Development, Developing Adolescent, Education of Diverse Populations 1-6, and Social and Philosophical Foundations. Assignments for EE-W included essays and reflective feedback and for Diversity, books and scholarly article reviews and group presentations. Rubrics were used to evaluate students' work.

A spring 2016 School of Education GE retreat was held and attended by full- and part-time teaching courses with the GE competency, Effective Expression-Written. The instructor who assessed Diversity did not attend, but submitted a close-the-loop report. The retreat, which was well attended, saw lively and animated discussion of our assessment processes, assessment results from previous years, and the usefulness of the rubrics for informing teaching. Instructors shared what they learned from their assessment:

- (a) Effective Expression-Written: On average, instructors found that students were better at writing persuasively than they were at critiquing the writing of others. Since many instructors ask students to review and critique the work of their classmates, potential problems associated with this practice were discussed.
- (b) Diversity: Students lacked the historical background to be able to understand contemporary issues of diversity. Specifically, they lacked a basic understanding of slavery, its processes, and economic significance and knew very little about the Civil Rights Movement.

Although the faculty concluded that most of the students were exceeding and meeting the SLOs, they planned to implement a number of activities to improve the quality of students' work:

- (a) Effective Expression-Written: (1) spend time at the beginning of the semester going over the use of sources, including how to find, read, and critique scholarly articles, how to use APA style, and how to understand research methods; (2) provide explicit instruction to explain the SLOs that align with GE assessment; (3) provide examples to students of outstanding papers that exceed expectations; and (4) either make review of classmates' work anonymous or change the way critique of written discourse is assessed.
- (b) Diversity: Build more into the basic foundation of the course to reflect the historical context of the issue of diversity.
- (c) General Observations: (1) continue to include part-time faculty members in conversations about the goals of our courses and assessment processes; and (2) work to integrate GE assessment into regular course assignments and assessments.

College of Liberal Arts & Sciences - Communication Disorders

As part of this process, the GE Diversity course—CMD202 Deaf Culture & Heritage—was assessed relative to critical thinking. The critical thinking SLOs were:

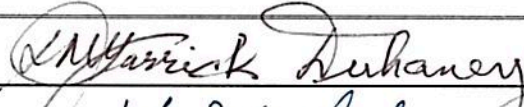

1. Students will identify, analyze, and evaluate arguments in their own and others' work.
2. Students will develop well-reasoned arguments.

In CMD202, students wrote an essay which was evaluated by faculty who used a rubric that was calibrated using intra- and inter-rater reliability measures. Results of the assessment showed more than 50% of the students met the standard established for CT, about 25% approached the standard, and a small percentage did not meet the standard.

Communication Disorders held a curriculum retreat in winter 2016 where faculty reviewed all syllabi and SLOs in the undergraduate program. They discussed student outcomes as they related to the course-based SLOs and how they related to the overall program SLOs. Both anecdotal and objective evidence were presented and discussed. The result was that faculty revised the undergraduate major by using a more hierarchical approach to meet program-level SLOs. Curriculum mapping helped to streamline the curriculum revision process.

VII. Acting on the 2017 GE Assessment Results

As stated in the introductory section of this report, the associate provost will distribute these results to key individuals and groups (e.g., to the provost, chairs, GE Board, Curriculum Committee chair, associate deans, deans, and presiding officer of the faculty). Recipients will be asked to examine the results and act upon them, as appropriate. To inform departmental discussions, faculty will be asked to take to the meeting samples of students' work representing various levels of performance (e.g., exceed, meet, approach, does not meet), sample rubrics, and their individual GE course assessment results. They will be advised to address specific issues raised in these assessments (e.g., misalignment of course content with SLO, calibrating rubrics, failure of some students to meet SLOs, how to make the assessments more meaningful, and ways to improve the assessments process) and to document their discussions as well as the outcomes of changes implemented.

Submitted by:  Date: 9/1/17
Chief Academic Officer:  Date: 9/1/17

Appendix A

E-mail to Campus regarding GE Forum
4/25/17

The GE Board is hosting a forum to share information on changes in and experiences of teaching within GE. We have data on the last several years to share on the courses and numbers of students who take GE classes in different forms (seated/hybrid/online or regular semester/summer/winter) and from different types of instructors (with different teaching loads). We are inviting teaching faculty to attend the forum with the hope of adding qualitative experiences of people teaching within GE to our sources of information. Our goals are to, first, understand the factors currently affecting educational quality, and second, begin to gather knowledge on how changing practices at the university level and experiences at the instructor level impact our students within GE. In the fall, many GE courses will have increased numbers of students in them. Fewer adjuncts will be teaching within GE. Provost Arnold also indicated that some tenured faculty will have increased teaching loads in coming years. Given this changing landscape and the pressures of the current and previous budget crises on education, the GE Board wishes to ensure that we openly engage in discussions about whether or how developments change the rigor and quality of our students' education. We would like to incorporate these discussions into considerations of assessment reform and GE Board advocacy for the GE program, and we will be asking: What information is out there that we should seek to gather?; What strengths exist within our GE?; and What potential problems need attention? We hope you will attend and help us in our work to understand and improve the GE curriculum. The full description of the forum along with an agenda for Wednesday's meeting is below.

Do you know how rigorous your GE classes are compared to others in your teaching category? Do you have practices that ensure a high-quality education for our students that you would like to share with other teachers on campus? Or, Is there a gap between what you know to be best practices vs. what you feel you can achieve in your courses given factors outside your control? What hinders you from developing better teaching practices? Have you changed the demands you make of your students in recent years? What sorts of knowledge would you need or want to inform and improve your teaching?

The GE Board would love to hear your answers to these questions. At this spring's GE forum, we will collectively check in on the state of our teaching, gauge its changing nature, recognize and develop means to address our problems, and celebrate and develop means to expand our strengths.

Issues we seek to address:

1. Concerns over quality. During General Education discussions over the past three years, many of our faculty rightly focused on questions of quality and rigor in our curriculum. Marketing and Admissions battle broader perceptions about New Paltz being not as rigorous as other SUNY schools. Survey results from our own students indicate there has been an increase in the number of students who become dissatisfied with the quality of their instruction.

2. Changes to our instructional structures and practices. Over recent years, substantial changes have been made to the way we offer our curriculum here at New Paltz. Repeated and severe budget shortfalls led to initiatives seeking to increase revenues and cut spending through our curriculum. One implication of these changes seems to be a broader range of educational practices and experiences. We have seen an increase in the range of class sizes. Some of us teach one class a semester. Others now teach five. Some reflect the traditional teacher-scholar model of university education by actively pursuing research over breaks, while the university now defines others exclusively as teachers without supported research and service roles. We now offer the same classes in vastly different formats: online, hybrid, and in person; regular semesters, shortened and concentrated summer sessions, and, most recently, three-week winter sessions. We have not yet explored the results on educational quality of many of these initiatives or the diversity of practices. Students are especially likely to experience this diversity of educational experience within their GE curriculum.
3. Assessment realignment. The Associate Provost is likely to reform assessment collection and reporting practices in conjunction with the GE curriculum reform. The GE Board is taking part in discussions about this shift. Our current assessment model asks individual faculty to explain how their courses are designed to support the required learning objectives of their GE category and periodically, randomly report on the outcomes attained by students taught in a class of theirs. For the individuals teaching the class, it has resulted in reflection on how their class aligns with the GE learning outcomes they are required to teach. It does not provide a broader sense of how faculty are doing with outcomes relative to others on campus. It does not provide the university with any context when the results are not entirely satisfactory. In short, assessment does not provide material to collectively reflect on and improve curricular quality.

Desired outcomes:

Through sharing our individual experiences in the classroom, we will seek to collectively develop:

- Ideas on how to support faculty in their contributions to general education instruction
- An understanding of the problems we need to explore and gather information through assessment or other means
- A community of teachers taking responsibility for and sharing knowledge of this substantial curriculum component
- Reforms we wish to advocate for or work towards with the administration or other units on campus
- A determination of what problems are beyond the university's control and therefore require adaptation

We dedicate ourselves to our work as educators and place value in the education we offer our students. And we seek to continually evaluate how we are doing as individual educators, as departments, in the GE Program, and as a university. The forum on educational quality and rigor will help all of us get a better sense of the whole by sharing our practices and experiences. Through your help and participation in an open dialogue on educational quality at New Paltz, the GE Board can better advocate for the faculty and students and develop constructive solutions to the problems we face.

GE Forum Agenda

Honors Center

Wednesday, April 26th

3:30-5:00pm

1. 3:30-3:45: Brief GE Board report on the perceptions of rigor, the assessment practices in place and feedback available, and the diversity of teaching practices within GE.
2. 3:45-4:15: General discussion of faculty experience on the quality and structure of teaching on campus. We will seek to make this discussion productive and community building rather than blame assigning or finger pointing. To that end, these questions will guide the discussion: What constraints affect our decisions on the rigor of assignments and the standards to which we hold our students? Has there been a change in your scholarly productivity, and if so, has it impacted your teaching? If you have taught here some years, have your demands on the students remained the same or changed? What problems are resolvable through faculty initiatives vs. what is structural or a university-wide issue that would require more engagement from people across campus?
3. 4:15-5:00: Breakout sessions in Honors Center and TLC according to GE disciplinary/content categories. GE Board members will start with an overview of our sense of what is happening in each category in terms of technology and teaching, teaching load, and class sizes. Faculty will engage in a discussion based on these questions: What do you teach and how do you teach it in this category? What is your experience of technology and teaching? What choices are made to fit the work of a three-credit class into an abbreviated winter session? A summer session? Online or hybrid classes? What do we need to know that would help us gauge our success in teaching for the General Education program? And, how can we gather that information through assessment or communication practices? To what degree do faculty need to participate in assessment itself? Are there specific things that faculty governance committees like the GE Board need to be addressing to help the educational work of faculty in your field?