A Different Game of 'Twenty Questions:'
Facilitating Successful General Education Assessment on Your Campus
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In the space below, I have listed 20 questions I would likely ask if I were consulting your team about general education assessment. For today's workshop, I would like you to respond to each one with one of the following answers:

A. On behalf of my team, I feel equipped to provide a good answer to this question.
B. I cannot provide a good answer to this question, but other members of my team can. I will follow up with them regarding specific details during today's Team Time.
C. My team is not equipped to provide a good answer to this question right now. I will bring it up to them during today's Team Time.
D. This question is not relevant to the work of my team.

Questions About Your Distinctive Institutional Context

1. What are the distinctive characteristics of your institution? (For instance, what is the size of your enrollment? Are you representing a two-year or a four-year institution? Does your institution have a high transfer rate? Does your institution rely on a sizeable percentage of contingent faculty? Is your institution public or private? Does your institution have a specialized mission? Etc.)
2. Why is your team engaged in a project related to general education assessment? What does your team hope to achieve, and why are you working on it now?
3. Besides the members of your team, who are the most important stakeholders of your work? In other words, who is most invested in the work you are doing with your team?
4. What constraints – perhaps driven by your institution, state system requirements, accrediting bodies, etc. – is your team working under?

Questions About Your General Education Program

5. Does your general education program have clearly articulated learning outcomes? If so, what are they?
6. What is the scope of your general education program? Is it limited to academic courses, or does it also include experiences outside the traditional academic classroom (e.g., student life, internships, study abroad programs, athletics, military training, etc.)?

7. Does your general education program have a curriculum map, showing the relationship between general education courses / experiences and the desired outcomes they are designed to develop? If so, what determines whether an individual course / experience is mapped to a particular outcome?
8. When multiple courses / experiences map to the same outcome, do they work together to form a coherent developmental sequence? (For instance, does one course reliably come before the other, allowing the second course to build off what students learn in the first?) Or do the different courses / experiences operate independently of one another?
9. College courses routinely evolve from one semester to the next. Do you have a mechanism in place that ensures that courses / experiences stay aligned with a particular outcome over time, even as other aspects of the courses / experiences may change?

Questions About Authentic Assessment Opportunities

10. How would your team characterize assessment that is "*authentic*?"
11. Do students currently encounter authentic assessment in your general education program? If so, what authentic artifacts do students produce, and where do they produce them?
12. Do you see opportunities for additional examples of authentic assessment in your general education program? If so, what additional artifacts do you envision students producing, and where might they produce them?
13. Do students currently complete relevant authentic tasks *outside* of your general education program that might inform the success of their general education? If so, what are they, and where do students complete them? If not, are such opportunities possible?

Questions About Assessment and Improvement

14. Does your general education program have an assessment map, showing where in your curriculum (and, perhaps, co-curriculum) student accomplishment of your general education outcomes is assessed? If so, is your map robust enough to provide valuable information about students' accomplishment of the outcomes, while also being simple enough to enable a sustainable process?
15. For general education assessment, how does the assessment of student artifacts occur? Who assesses the artifacts, and what criteria do they use in assessing them?
16. How (and how often) are assessment results compiled / summarized?

17. How are general education assessment results shared and discussed within your campus community? Does this process enable faculty to “close the loop” by making appropriate improvements to your general education program?

Questions About Implementation of Your Plan

18. Who are your team’s biggest allies on campus? For example, do you have support of campus leadership? Do you have campus colleagues you would consider to be early adopters?
19. Who are your team’s biggest naysayers on campus? What critiques are they likely to raise, and how might you address them?
20. What are the most important obstacles you are likely to face in doing your work? (For instance, are you facing resource constraints? Time limitations? Etc.) How might you overcome them?