



1. Is there work to do on alignment? If yes, what is the goal and how might we take some first steps?

Alignment work can be valuable for multiple reasons, however there are structural barriers to alignment.

We need measurable outcomes with an academic (not political) focus. This will strengthen relationships between OUS and CC's. Can we reach the perfect AAOT? Our own assessment of where we are and what we need has merit.

We need to decide between a distribution requirements model and a learning outcomes model. There are structural barriers to this work.

There is alignment work to do but it may not be related to the DQP. Not sure what it will look like, but it will always be changing. Our curriculum changes so our alignment will need to change also.

2. What is the Goal for Alignment Work for Gen Ed?

Define an educated citizen (most important standards) then allowing for uniqueness in institutions (avoid the kitchen sink) Identify expectations, prioritize, then allow for diversity around it.

Move away from "distribution" requirements and talk about intentional teaching and learning

Transferring between institutions easily. The AAOT is a good start for this but needs some refinements. We need process refinements.

Increase the visibility of transferable skills in curriculum and classroom

Agreed upon outcomes, accepted, practiced and followed with OUS system.

If outcomes are agreed upon, how about assessment? How robust is the assessment of shared outcomes across institutions?

Increase the quality of the students because they can transfer successfully. Increase efficiencies for the students and still be cost-effective.

A more shared understanding between CC's and 4 years over what an AA should be. Community among faculty between institutions. Increase the rate of transfers from 2 year to 4 year institutions. More efficient path for higher education, less duplication and retakes.

Students have a true and necessary skill set to succeed in higher education

Create and maintain efficiencies for students – time and monetary investments

Standardize processes for transferring credits.



3. Where and how should we begin? What work should we build upon?

It is the responsibility of each institution to align their gen ed to all other institutions (vertically and horizontally) i.e. community college does an institution to institution comparison for all other community colleges and also for alignment with each 4-year university students transfer to. Same with 4 year university.

Start with an institution to institution comparison, rather than trying to orchestrate a collaboration across the whole system at one time.

Look at current transfer and assessment processes to ensure integrity in the process.

Look at what we have already. Compare learning outcomes of institutions. Look at the AAOT within the context of institutions learning outcomes.

Make sure we know that all of this work will never be “finished” It will require continuous review (annually for instance)

2 year and 4 year faculty meetings.

Start with faculty at individual institutions – with gen ed committees identifying what the barriers are for the students = transfer vs 4 year. CTE may be different approach – different issues. Then talk between 2 and 4 year faculty.

Look at teaching across the curriculum. We all have responsibility for general education teaching and learning.