

**Getting Faculty Involved in
Assessing General Education**

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Participants will be able to...

- 🔗 Outline an assessment plan for General Education (GE)
- 🔗 Identify obstacles / challenges to assessment of GE
- 🔗 Adapt strategies for fostering continuous improvement

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Challenges

- 🔗 What challenges do you face with assessing GE?
- 🔗 Why did you come to this session?
- 🔗 What do you hope to get out of this session?

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What is GE?

Definition

- "a program of education (as in some liberal-arts colleges and secondary schools) intended to develop students as personalities rather than trained specialists and to transmit a common cultural heritage" (Merriam-Webster)

How do you define GE at your institution?

Who owns GE?

How many have heard faculty complain....?

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ODU's GE – Approved 2010: 15 Areas

<p>Lower Division – Skills</p> <ol style="list-style-type: none"> 1. Written Communication Skills (100 Level) 2. Written Communication Skills (200 Level) 3. Mathematical Skills 4. Oral Communication 5. Information Literacy and Research 6. Language and Culture <p>Lower Division – Ways of Knowing</p> <ol style="list-style-type: none"> 7. Human Creativity 8. Literature 9. The Nature of Science 10. Human Behavior 11. Interpreting the Past 	<p>Lower and Upper Division – Ways of Knowing</p> <ol style="list-style-type: none"> 12. Philosophy and Ethics 13. The Impact of Technology <p>Upper Division</p> <ol style="list-style-type: none"> 14. Written Communication within the Major 15. Upper Division Fulfillment Options
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Where to Start?!?!?!?

Do your institution's GE areas have Student Learning Outcomes?

- AAC&U

Form a Committee

- Core Committee – College Leadership and Faculty Senate
- Sub-committee – faculty teaching GE courses, coordinators, department chairs

Support faculty with the development of Student Learning Outcomes

- Training and resources

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Assessing GE: 2016-2022

Fall 2016 to Spring 2017	Fall 2017 to Spring 2018	Fall 2018 to Spring 2019	Fall 2019 to Spring 2020	Fall 2020 to Spring 2021
Planning • oral communication (4) • human creativity (7)	Planning • scientific reasoning (9) • information literacy (5) • literature (8)	Planning • philosophy & ethics (12) • interpreting the past (11)	Planning • impact of technology (13) • human behavior (10) • quantitative reasoning (3)	Planning • critical thinking • writing (1, 2, 14) • language & culture (6)
Assessing • critical thinking • writing (1, 2, 14) • language & culture (6)	Assessing • oral communication (4) • human creativity (7)	Assessing • scientific reasoning (9) • information literacy (5) • literature (8)	Assessing • philosophy & ethics (12) • interpreting the past (11)	Assessing • impact of technology (13) • human behavior (10) • quantitative reasoning (3)
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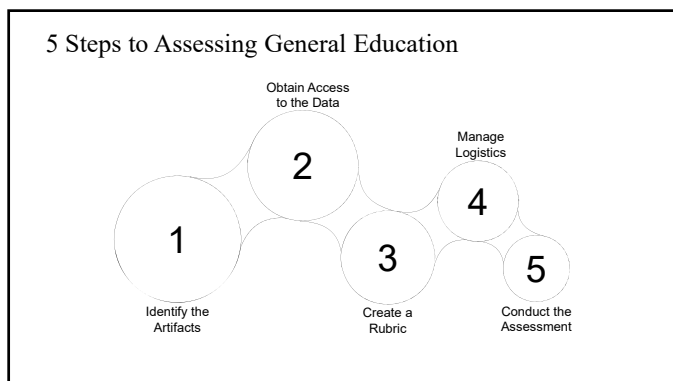
Now What?

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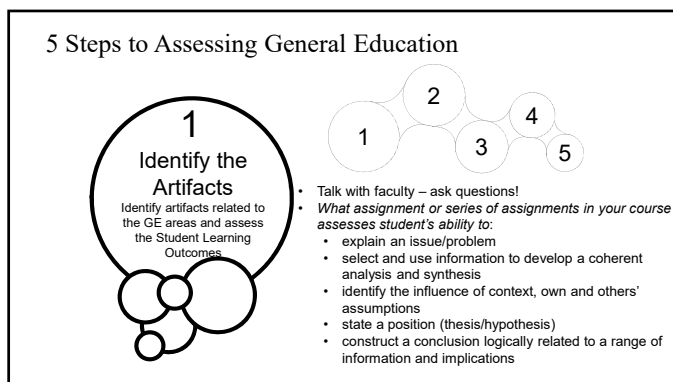
Steps to Assessing GE

- 🌀 After developed a plan and formed a committee
- 🌀 Steps are not linear or mutually exclusive
- 🌀 Faculty should be involved in all of the steps

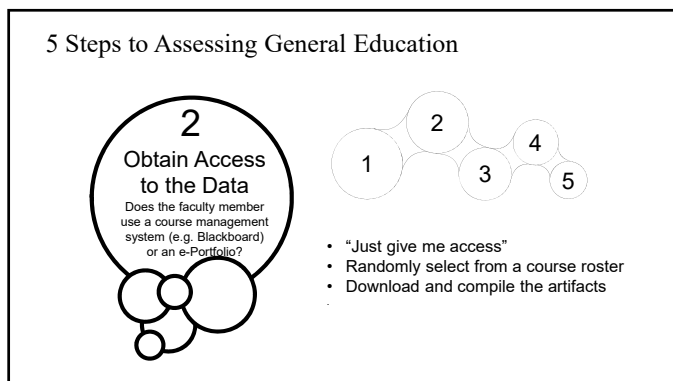
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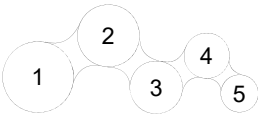
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5 Steps to Assessing General Education

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Create a Rubric

Ask Faculty to help



- Get them involved with setting rubric standards and ratings
- Provide examples

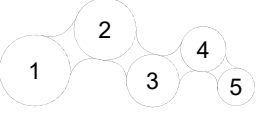
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5 Steps to Assessing General Education

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Logistics

Tend to the details so information about student learning can be collected well



- Identify faculty to participate in assessment
 - At least 4 faculty per GE area
- Randomly select artifacts (redacted)
- Set-up electronic access
 - Google Drive – upload artifacts
 - Qualtrics – online rubric
- Assign artifacts
 - Artifacts are read by 2 faculty
 - Ratings with +1 point discrepancy on majority of the outcomes is assigned to a third faculty reader

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Examples

Artifact Assignment

Artifact Code	Artifact Name	First Reader	Second Reader	Third Reader
1	IT150_1	2	4	
2	IT150_2	1	4	
3	IT150_3	3	4	
4	IT150_4	1	3	
5	IT150_5	1	4	
6	IT150_6	3	4	
8	IT150_8	1	2	
9	IT150_9	2	4	
10	IT150_10	2	4	
12	IT150_12	2	3	
13	IT150_13	2	4	
14	IT150_14	1	2	
15	IT150_15	3	4	
16	IT150_16	1	2	
17	IT150_17	1	4	
18	IT150_18	2	3	
19	IT150_19	2	4	

Reader Checklist

- IT150_51
- IT150_35
- IT150_45
- IT150_41
- IT150_44
- IT150_32
- IT150_21
- IT150_20
- IT150_4
- IT150_39
- IT150_50
- IT150_34
- IT150_49

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Steps to Assessing General Education

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Conduct the Assessment
 2-day Assessment Summit

- 2 days, 9am – 4pm
- Gather 4 faculty/ GE area to read and rate artifacts
- \$750 stipend
- Day 1:
 - 10am – noon: Calibration
 - 1-4pm: Faculty read & rate student artifacts
- Day 2:
 - 9-1pm: Faculty read & rate student artifacts
 - 1-4pm: Discussion and Report out

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Calibration Process Directions

- 📖 Read and rate a sample artifact
- 📖 Read the entire artifact through one time
- 📖 Rate the artifact on each SLO
- 📖 Each rater to report their scores on each SLO
 - variability in scores – do they vary by a point or less?
 - Ask raters who rated an SLO as a 4 to share why
- 📖 Read, rate, and discuss a second example using a different artifact
- 📖 Read, rate, and discuss a third example using a different artifact
- 📖 Read, rate, and discuss additional examples as necessary using different artifacts

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Faculty Discussion About Student Learning

- 📖 The goal is to leave the final session with a “draft” assessment report, informed by faculty discussions
- 📖 **Process**
 - How rigorous and accurate was the calibration and rating process? How valid and reliable are our results?
 - What are your suggestions / recommendations for improving the assessment process?

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Reporting Results (cont.)	
<p>Student Learning</p> <ul style="list-style-type: none"> • What have you observed about the achievement of the XX SLO? <ul style="list-style-type: none"> • What are areas of strength related to the SLOs? • What are areas that need improvement related to the SLOs? • To what extent were all of the SLO addressed in the artifacts? • Based on your ratings of XX artifacts, please rate the current status of each of the XX SLO using the XX rubric. <p>Recommendations</p> <ul style="list-style-type: none"> • What recommendations would you make to GEAC regarding improving disciplinary writing? • What recommendations would you make to your colleagues regarding improving XX area? 	

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Disseminate Data	
<ul style="list-style-type: none"> • Committee • Leadership • Faculty teaching courses 	

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<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <h2>Faculty Involvement</h2> </div>	
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Resistance to Involvement	
<ul style="list-style-type: none"> ☞ Lack of Ownership ☞ Lack of Benefit ☞ Increased burdens ☞ Loneliness ☞ Insecurity ☞ Norm incongruence ☞ Boredom ☞ Chaos 	<ul style="list-style-type: none"> ☞ Superiority ☞ Differential Knowledge ☞ Lack of Recognition ☞ Sudden wholesale change ☞ Failure ☞ Extremes in organizational structure

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Manage Resistance: Change Strategies
<ul style="list-style-type: none"> ☞ Rational – Empirical (Educational) ☞ Power – Coercive ☞ Normative re-educative <ul style="list-style-type: none"> • These are not mutually exclusive because of the complexity of higher education elements of all three may need to be employed <ul style="list-style-type: none"> ☞ Your ability to use these strategies may depend upon the amount of time you have to complete the change you desire. ☞ If your accreditation visit is next year it may not be possible to use all of these strategies ☞ This may also impact your ability to maintain the change you desire

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Multiple Ways to Involve Faculty
<ul style="list-style-type: none"> ☞ Manage Resistance <ul style="list-style-type: none"> • Recognize it • Embrace it • Plan to overcome it ☞ Sub-committees ☞ Rubric development ☞ Assessment Summit ☞ Reporting

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When Engaging Faculty Remember to...

- 🌀 Facilitate meeting faculty needs
- 🌀 Engage faculty in solving potential problems and taking responsibility for SL
- 🌀 Focus on the process and the people involved as much as the end result
- 🌀 Embrace resistance and discomfort
- 🌀 Maintain focus on improving student learning

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6 Years of Learning

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Lessons Learned	
<ul style="list-style-type: none"> 🔗 Start Early 🔗 Involve faculty often 🔗 Communication 🔗 Expand timeline 🔗 Faculty Development opportunities 	

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<h2>Thank you</h2> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>Questions? Comments?</p> <p>tparedes@odu.edu</p> </div>

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