

**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?**

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**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 about....?**

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**ODU's GE – Approved 2010: 15 Areas**

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

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**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
<b>Planning</b> • oral communication (4) • human creativity (7)	<b>Planning</b> • scientific reasoning (9) • information literacy (5) • literature (8)	<b>Planning</b> • philosophy & ethics (12) • interpreting the past (11)	<b>Planning</b> • impact of technology (13) • human behavior (10) • quantitative reasoning (3)	<b>Planning</b> • critical thinking • writing (1, 2, 14) • language & culture (6)
<b>Assessing</b> • critical thinking • writing (1, 2, 14) • language & culture (6)	<b>Assessing</b> • oral communication (4) • human creativity (7)	<b>Assessing</b> • scientific reasoning (9) • information literacy (5) • literature (8)	<b>Assessing</b> • philosophy & ethics (12) • interpreting the past (11)	<b>Assessing</b> • impact of technology (13) • human behavior (10) • quantitative reasoning (3)
<b>Reporting</b>	<b>Reporting</b> • critical thinking • writing (1, 2, 14) • language & culture (6)	<b>Reporting</b> • oral communication (4) • human creativity (7)	<b>Reporting</b> • scientific reasoning (9) • information literacy (5) • literature (8)	<b>Reporting</b> • philosophy & ethics (12) • interpreting the past (11)
<b>Improving</b>	<b>Improving</b>	<b>Improving</b> • critical thinking • writing (1, 2, 14) • language & culture (6)	<b>Improving</b> • oral communication (4) • human creativity (7)	<b>Improving</b> • scientific reasoning (9) • information literacy (5) • literature (8)

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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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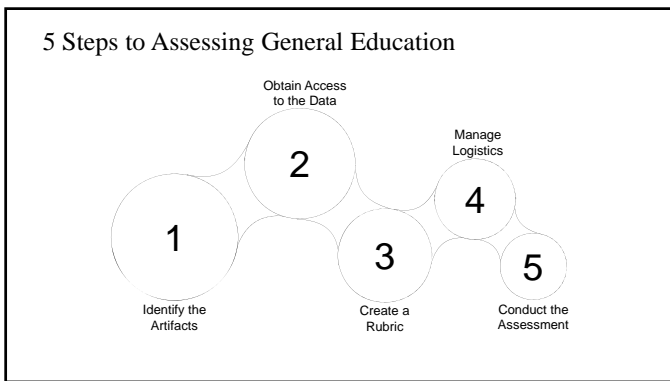
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### 5 Steps to Assessing General Education

**1 Identify the Artifacts**  
Identify artifacts related to the GE areas and assess the Student Learning Outcomes

- Talk with faculty – ask questions!
- *What assignment or series of assignments in your course assesses student's ability to:*
  - explain an issue/problem
  - select and use information to develop a coherent analysis and synthesis
  - identify the influence of context, own and others' assumptions
  - state a position (thesis/hypothesis)
  - construct a conclusion logically related to a range of information and implications

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### 5 Steps to Assessing General Education

**2 Obtain Access to the Data**  
Does the faculty member use a course management system (e.g. Blackboard) or an e-Portfolio?

- "Just give me access"
- Randomly select from a course roster
- Download and compile the artifacts

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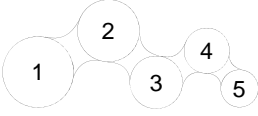
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### 5 Steps to Assessing General Education

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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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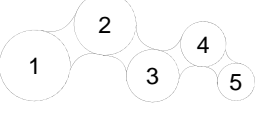
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### 5 Steps to Assessing General Education

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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

**5**  
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><b>📖 Student Learning</b></p> <ul style="list-style-type: none"> <li>• What have you observed about the achievement of the XX SLO?               <ul style="list-style-type: none"> <li>• What are areas of strength related to the SLOs?</li> <li>• What are areas that need improvement related to the SLOs?</li> </ul> </li> <li>• To what extent were all of the SLO addressed in the artifacts?</li> <li>• Based on your ratings of XX artifacts, please rate the current status of each of the XX SLO using the XX rubric.</li> </ul> <p><b>📖 Recommendations</b></p> <ul style="list-style-type: none"> <li>• What recommendations would you make to GEAC regarding improving disciplinary writing?</li> <li>• What recommendations would you make to your colleagues regarding improving XX area?</li> </ul>	

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Disseminate Data	
<p><b>📖 Committee</b></p> <p><b>📖 Leadership</b></p> <p><b>📖 Faculty teaching courses</b></p>	

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

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

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

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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"> <li>🔗 Start Early</li> <li>🔗 Involve faculty often</li> <li>🔗 Communication</li> <li>🔗 Expand timeline</li> <li>🔗 Faculty Development opportunities</li> </ul>	

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<p><b>Thank you</b></p> <p>Questions? Comments?</p> <p>tparedes@odu.edu</p>
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