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

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?
### 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 about….?

### ODU’s GE – Approved 2010: 15 Areas

<table>
<thead>
<tr>
<th>Lower Division – Skills</th>
<th>Lower and Upper Division – Ways of Knowing</th>
<th>Upper Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Written Communication Skills (100 Level)</td>
<td>12. Philosophy and Ethics</td>
<td>14. Written Communication within the Major</td>
</tr>
<tr>
<td>2. Written Communication Skills (200 Level)</td>
<td>13. The Impact of Technology</td>
<td>15. Upper Division Fulfillment Options</td>
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<td>3. Mathematical Skills</td>
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<td>4. Oral Communication</td>
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<td>5. Information Literacy and Research</td>
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<td>6. Language and Culture</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Lower Division – Ways of Knowing</th>
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</thead>
<tbody>
<tr>
<td>7. Human Creativity</td>
</tr>
<tr>
<td>8. Literature</td>
</tr>
<tr>
<td>9. The Nature of Science</td>
</tr>
<tr>
<td>10. Human Behavior</td>
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<tr>
<td>11. Interpreting the Past</td>
</tr>
</tbody>
</table>

### 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
Assessing GE: 2016-2022

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
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

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
5 Steps to Assessing General Education

3 Create a Rubric
Ask Faculty to help

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

4 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

Examples

<table>
<thead>
<tr>
<th>Artifact Code</th>
<th>Artifact Name</th>
<th>Reader 1</th>
<th>Reader 2</th>
<th>Reader 3</th>
<th>Reader 4</th>
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</thead>
<tbody>
<tr>
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<td>Art1</td>
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<tr>
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<td>3</td>
<td>Art3</td>
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</table>

Reader Checklist

- FF150.31
- FF150.35
- FF150.45
- FF150.41
- FF150.44
- FF150.32
- FF150.21
- FF150.20
- FF150.4
- FF150.39
- FF150.36
- FF150.49
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 artifacs
- $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

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

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?
Reporting Results (cont.)

**Student Learning**
- What have you observed about the achievement of the XX SLO?
- 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.

**Recommendations**
- What recommendations would you make to GEAC regarding improving disciplinary writing?
- What recommendations would you make to your colleagues regarding improving XX area?

Disseminate Data

**Committee**
- Leadership
- Faculty teaching courses

Faculty Involvement
Resistance to Involvement

<table>
<thead>
<tr>
<th>Lack of Ownership</th>
<th>Superiority</th>
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<tbody>
<tr>
<td>Lack of Benefit</td>
<td>Superiority</td>
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<tr>
<td>Increased burdens</td>
<td>Differential Knowledge</td>
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<tr>
<td>Loneliness</td>
<td>Lack of Recognition</td>
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<tr>
<td>Insecurity</td>
<td>Sudden wholesale change</td>
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<tr>
<td>Norm incongruence</td>
<td>Failure</td>
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<tr>
<td>Boredom</td>
<td>Extremes in organizational structure</td>
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<td>Chaos</td>
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Manage Resistance: Change Strategies

- Rational – Empirical (Educational)
- Power – Coercive
  - These are not mutually exclusive because of the complexity of higher education elements of all three may need to be employed
- 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

Multiple Ways to Involve Faculty

- Manage Resistance
  - Recognize it
  - Embrace it
  - Plan to overcome it
- Sub-committees
- Rubric development
- Assessment Summit
- Reporting
### 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

### 6 Years of Learning

#### Assessing GE: 2016-2022

<table>
<thead>
<tr>
<th>Fall 2016 to Spring 2017</th>
<th>Fall 2017 to Spring 2018</th>
<th>Fall 2018 to Spring 2019</th>
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## Lessons Learned

<table>
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<th>Start Early</th>
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<tr>
<td>Involve faculty often</td>
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<tr>
<td>Communication</td>
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<tr>
<td>Expand timeline</td>
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<td>Faculty Development opportunities</td>
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Thank you

Questions?
Comments?

tparedes@odu.edu