Engaging Faculty, Staff, and Students in Developing Gen Ed Assessment

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Session Learning Outcomes

Participants will:

- Describe opportunities to involve faculty, staff, and students in General Education (Gen Ed) assessment planning.

- Identify internal and external resources to support Gen Ed assessment planning.

- Evaluate the applicability of the presented initiatives to their home institutions.

History of Gen Ed at WSU

- Motivations for program revision
  - Outdated model (relatively the same for 10+ years)
  - Impact on retention, transfer, and graduation rates
  - Alignment with institutional mission
- Former assessment method
  - Supplemental questions on SETs and university-wide NSSE
  - Lack of useful reporting to stakeholders
  - Lack of action

Revised Gen Ed Program

- Product of four-year process
- Approved for Fall 2018
- Reduced size
  Ten three-four credit courses and a one-credit FYE class
- Structured around foundational skills and inquiries
- Learning outcomes focused on performance of assessible skills and demonstrated knowledge (used both for assessment and new course approval)

Opportunity for Gen Ed Assessment

- Timing of the Gen Ed program revision
- Institutional context and oversight mechanism

🏠 > Academic Programs/Institutional Effectiveness > General Education Program > General Education Assessment

General Education Program Assessment

Purpose of Gen Ed Assessment

To ensure that students are achieving the goals of the program, the General Education Oversight Committee (GEOC) undertook a collaborative process to develop an assessment plan for Gen Ed. Assessment is a means for the GEOC, departments, and instructors to evaluate how they are meeting the learning outcomes of the program; it is not an SET

https://provost.wayne.edu/gen-ed-assessment

Audience Participation

Rank the following considerations in terms of your institution's readiness for Gen Ed assessment (revision), with 1 as the most challenging item:

- Expertise in assessment
- Stakeholder collaboration
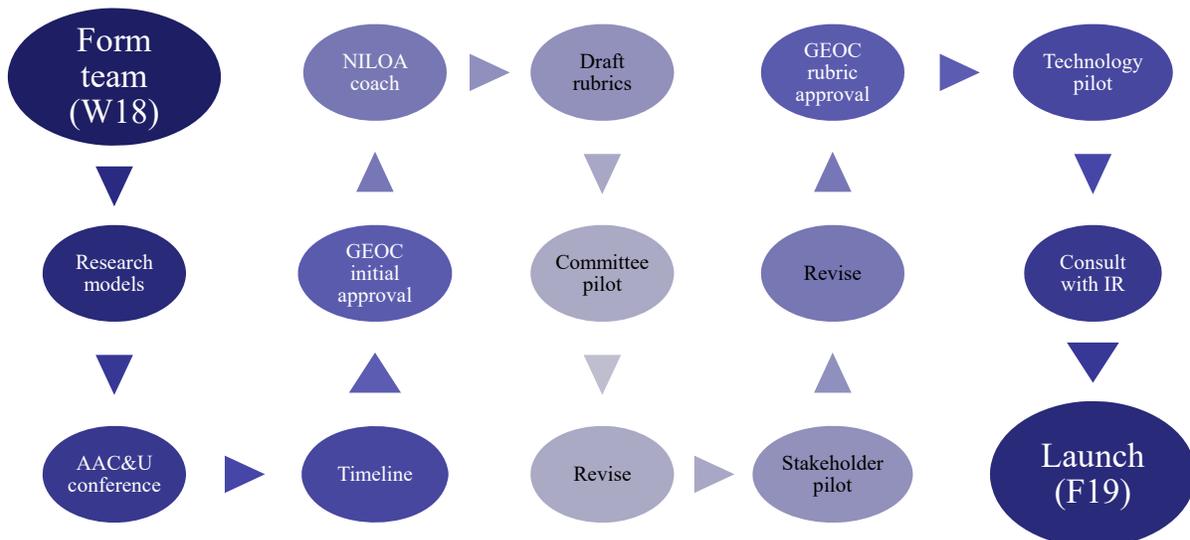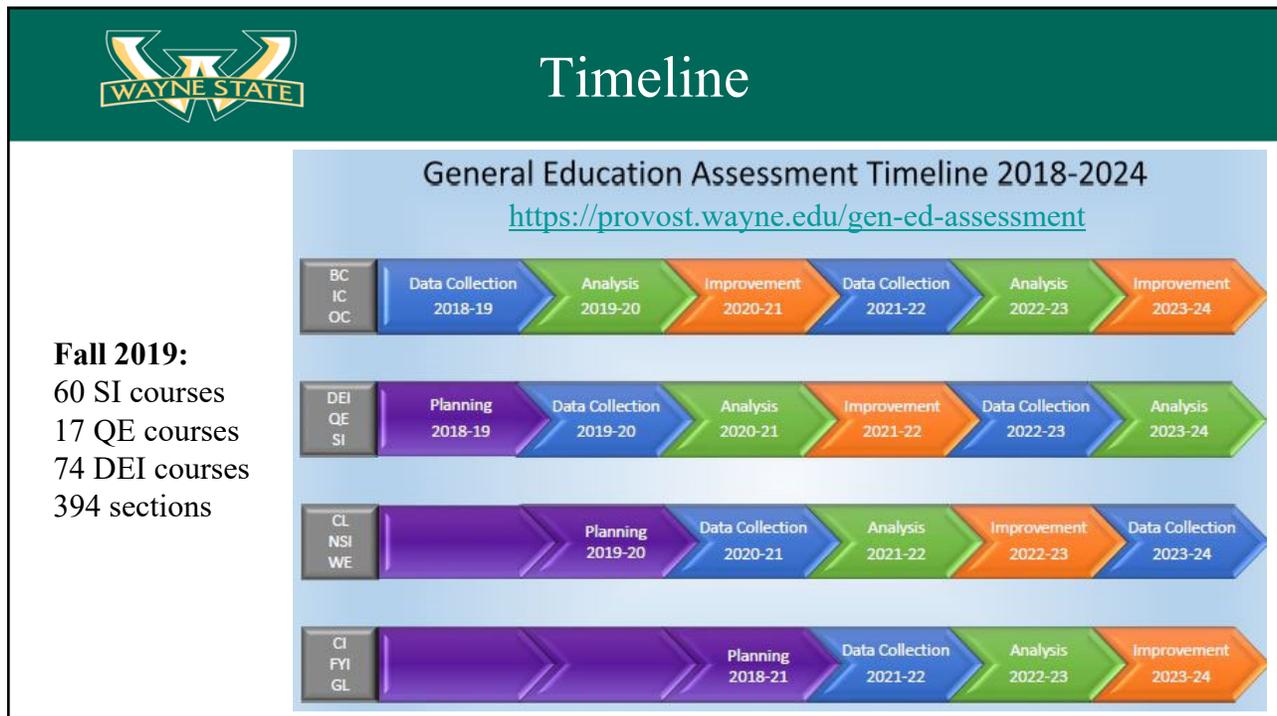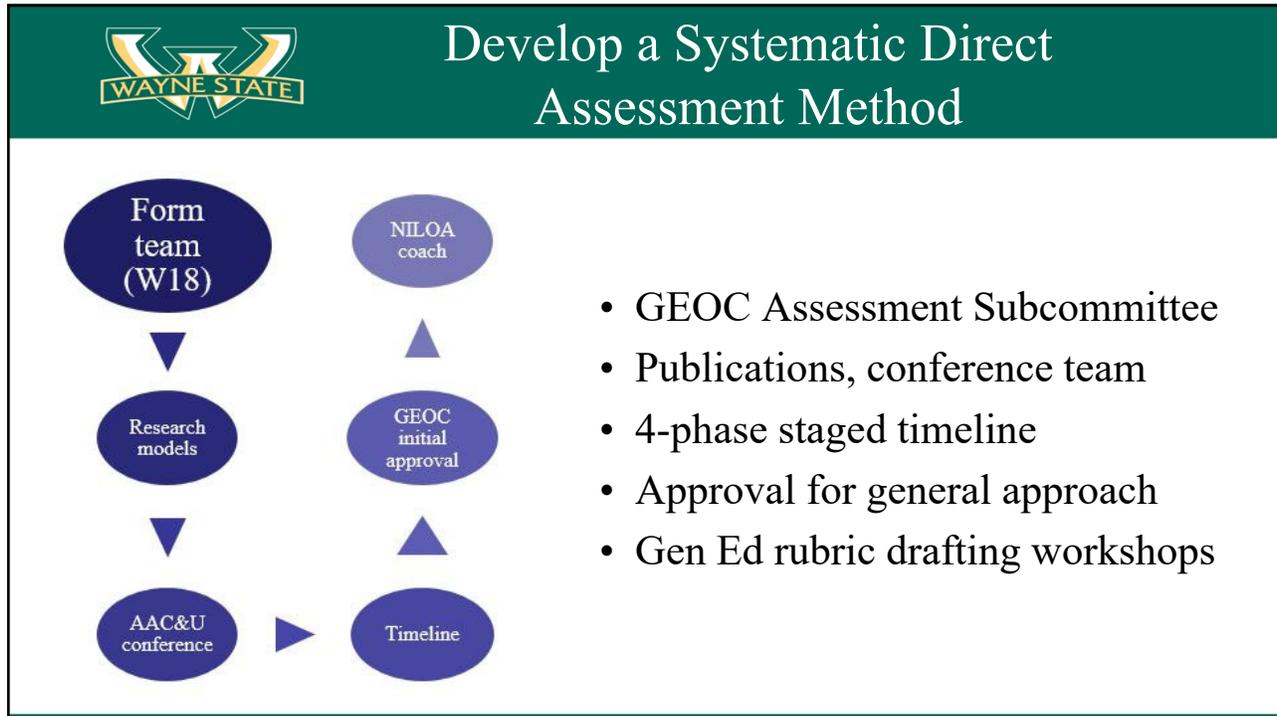- Sustainability of assessment

Goals During the Development Process

1. Develop a systematic and practical direct assessment method
2. Ensure applicability across courses within each designation
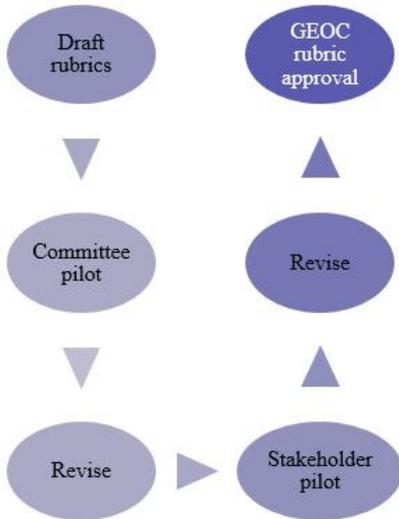3. Build awareness, buy-in, and capacity

Gen Ed Assessment in 15 Easy Steps

Develop a Systematic Direct Assessment Method

- GEOC Assessment Subcommittee
- Publications, conference team
- 4-phase staged timeline
- Approval for general approach
- Gen Ed rubric drafting workshops

Timeline

Fall 2019:
60 SI courses
17 QE courses
74 DEI courses
394 sections

General Education Assessment Timeline 2018-2024
https://provost.wayne.edu/gen-ed-assessment

Goal: Ensure Applicability Across Courses Within Each Designation

Draft rubrics → Committee pilot → Revise → Stakeholder pilot → GEOC rubric approval ← Revise

- Faculty feedback from NILOA workshops
- Sample assignments used for subcommittee pilot
- Faculty pilot using their own assignments in work sessions
- Oversight committee approval of revised rubrics

Goal: Make Assessment Practical

Technology pilot → Consult with IR
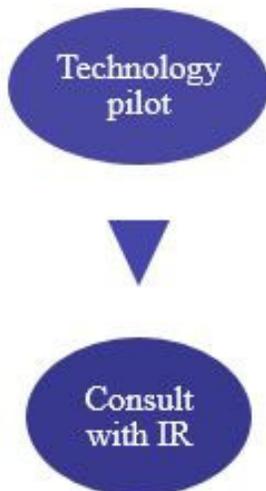
- Technology models from EMU, ASSESS listserv, conferences
  Canvas, Excel options
- Summer 2019 Canvas pilot
- Institutional Research/C&IT for analysis and reporting

Goal: Build Awareness, Buy-in, and Capacity

- Ongoing reporting
- Campus-wide invitations
- Targeted messaging
- Solicitation of assignments for committee pilot
- Specific stakeholder engagement

Goal: Build Awareness, Buy-in, and Capacity

- Development of Gen Ed website

  Purpose, history, timeline, rubrics

  Support page with video tutorials, PPt presentations, links to in-person workshops, and FAQs

- Multiple email and in-person announcements of the new process and available supports starting in August 2019

Implementation

- Year 1 (2018-2019) data collection using established courses with some prior assessment
  Basic Composition, Intermediate Composition, Oral Communication
- Fall 2019 rollout of new process focused on three different Gen Ed requirements
  Similar number of sections
  Larger variety of learning outcomes
  Larger number of departments involved
  Much larger number of courses

Strategic Choices in Communication

- Messengers
  Faculty
- Messaging
  Importance of ensuring foundational learning that Gen Ed is supposed to provide
  Faculty-led development and approval
  Collaborative development; Respect for faculty as experts
  Non-punitive process with protections against misuse
  Concern for faculty workload, practicality of process

Resources Used

Internal

- Time from Gen Ed faculty, GEOC, and especially the assessment subcommittee
- Assessment expertise
- Leadership support
- Funds for conference travel
- WSU's Canvas administration
- Computing & Information Technology
- Institutional Research

External

- Gen Ed assessment models and research
- NILOA coach program
- EMU colleagues

Successes

- GEOC approval
- Rubrics developed
- Plan for continuing development for CL, NSI and WE
- Plan for effective reporting to stakeholders and use of results by GEOC

Challenges

- Workload for GEOC Assessment Subcommittee
  GEOC appointment calendar; slate of representatives not complete until mid-October each year (or later)
- Limited awareness among Gen Ed faculty
- Identifying acceptable levels of reporting while retaining instructor anonymity

Future Directions

- Evaluate implementation
  Data for classes without extensive prior history of assessment arriving AY 19/20
- Develop rubrics for the next three designations
  Three- to four-year cycle of assessment design and execution
- Expand responsible parties
  Oversight and collaboration possibilities at the department- and college-levels
- Propose Gen Ed director position

Discussion

1. What factors in your institution's context indicate that now is or isn't a good time to revise your Gen Ed assessments?

2. If you've implemented a revised assessment process, how does it compare to our process? What advice do you have for us and for others about how to make it as successful as possible?

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