STRATEGIES FOR INCREASING FACULTY ENGAGEMENT WITH GENERAL EDUCATION ASSESSMENT

Assessment Institute at Indianapolis Annual Conference
October 31, 2023
2:45 - 3:45 PM

Jennifer Billman, Ph.D.
Assessment Coordinator
Associate Professor of Biology

Introductions

https://pollev.com/jenniferbill133

Session Objectives

By the end of this session participants will be able to:

- **Recognize opportunities**
- **Identify strategies**
- **Implement strategies**

for increasing faculty engagement with Gen Ed assessment.

https://pollev.com/jenniferbill133

?

What barriers to faculty engagement with Gen Ed assessment exist at your institution?

Barriers to Faculty Engagement

FEAR	LACK OF UNDERSTANDING	DISTRUST	ACADEMIC FREEDOM	TIME CONSTRAINTS
Findings will reflect poorly on teaching	Unclear purpose of the assessment	Of those leading assessment efforts	Claims of infringement	Outside classroom instruction

MacDonald et al., Summer 2014, Faculty Attitudes toward General Education Assessment: A Qualitative Study about Their Motivation in *Research & Practice in Assessment* (vol. 9), pp. 74 - 90

Challenges

circa 2020

Faculty disengagement contributes to . . .

- Sampling attrition
- Faculty Discontent
- Mismapped curriculum
- Score invalidity
- Small sample sizes

“

If faculty can see the value of assessment for improving student learning, then the cost associated with conducting good assessment is worthwhile.

MacDonald et al., Summer 2014, Faculty Attitudes toward General Education Assessment:
A Qualitative Study about Their Motivation in Research & Practice in Assessment (vol. 9), p. 83.

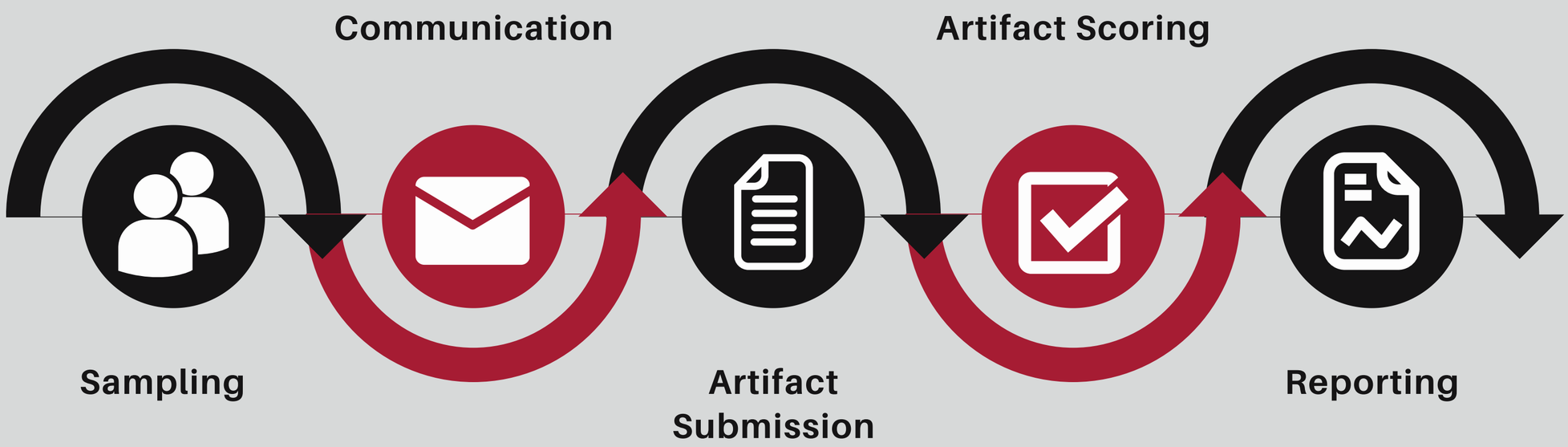
https://pollev.com/jenniferbill133

?

What steps have you taken to help faculty see the value of Gen Ed assessment ?

GENERAL EDUCATION ASSESSMENT PROCESS

circa 2020

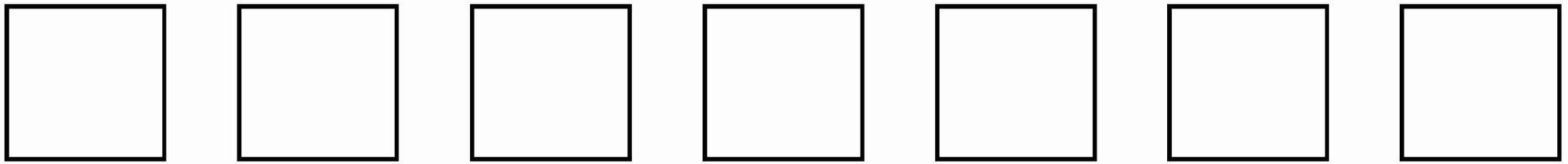


CHALLENGES

- Not all classes participated
- Few student artifacts/class
- Not all faculty participated
- Faculty morale
- Non-expert scorers
- Few scorers
- Student DWs, incomplete
- Limited rubric applicability
- Curriculum misalignment
- Check-box mentality

4 Strategies for Increasing Faculty Engagement

1 ENGAGE ALL FACULTY

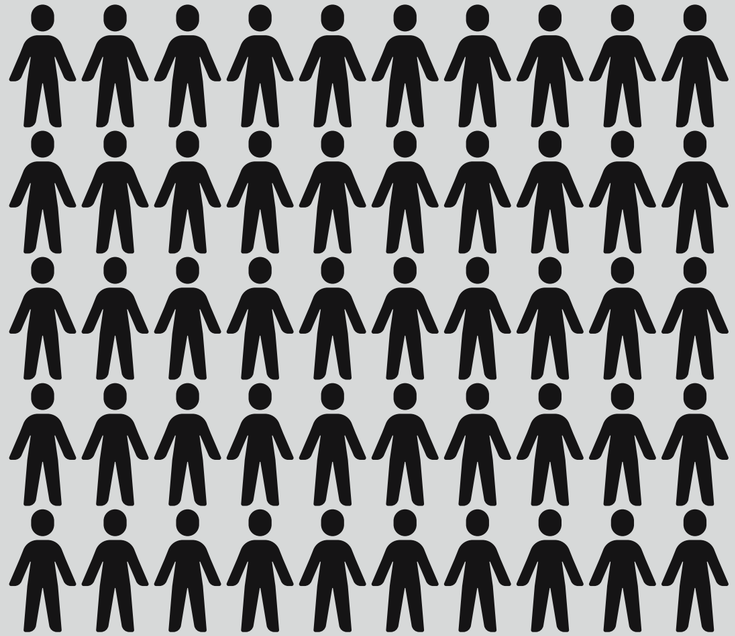


https://pollev.com/jenniferbill133

1 ENGAGE ALL FACULTY

OLD PROCESS

NEW PROCESS



2 ONGOING SUPPORT & RESOURCES

OLD PROCESS

Coordinated through Assessment Manager's Office

NEW PROCESS

1. CWAC Goal Team Leaders
2. Short video tutorial
3. Ongoing drop-in support sessions

3 ONGOING SUPPORT & RESOURCES

Communication

Technology Literacy

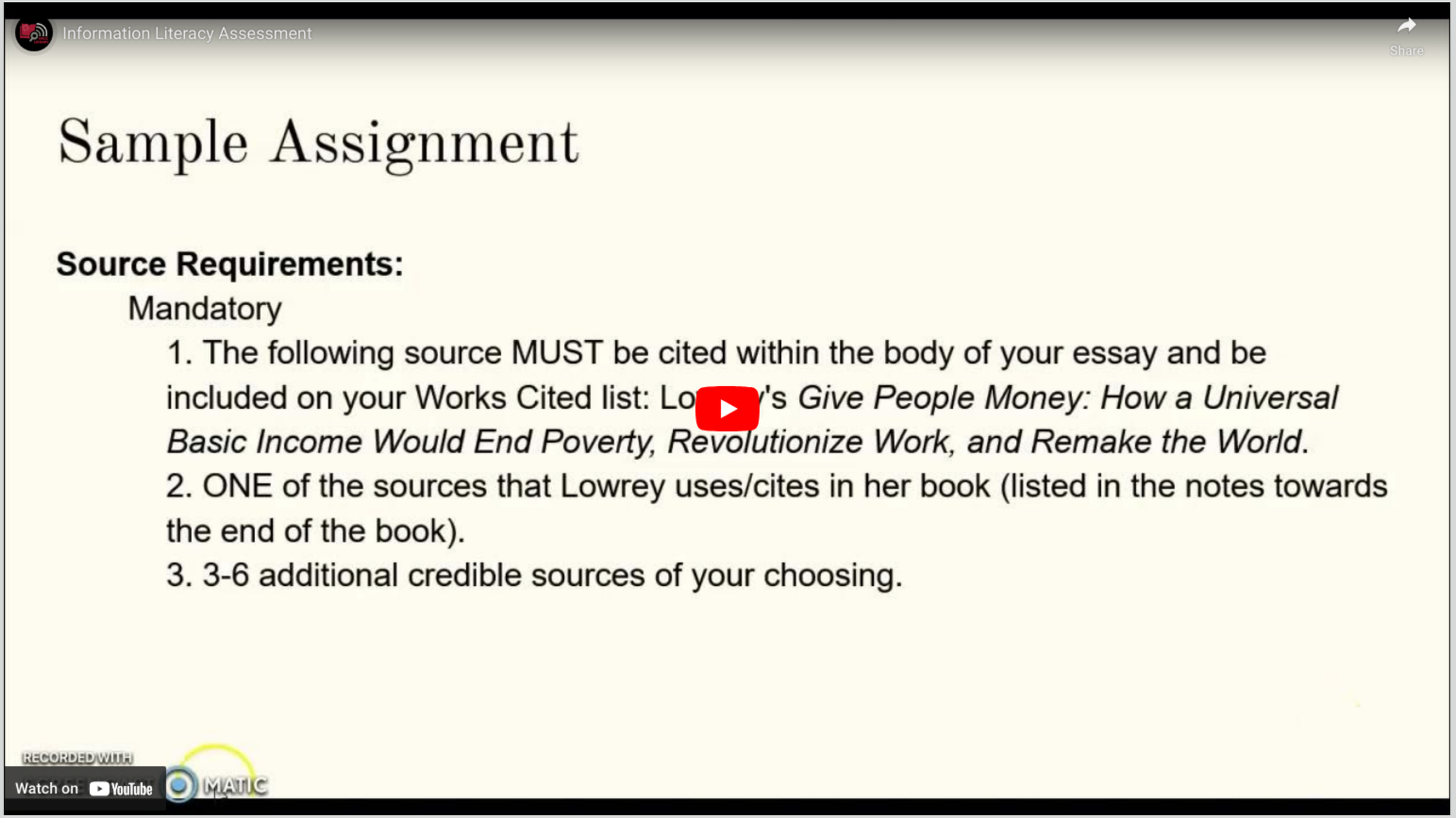
Information Literacy

Faculty Gen Ed Goal Team Leaders

Cultural Awareness

Quantitative Literacy

Critical Thinking


Information Literacy Assessment
Share
Sample Assignment
Source Requirements:
Mandatory
1. The following source MUST be cited within the body of your essay and be included on your Works Cited list: Lo y's Give People Money: How a Universal Basic Income Would End Poverty, Revolutionize Work, and Remake the World.
2. ONE of the sources that Lowrey uses/cites in her book (listed in the notes towards the end of the book).
3. 3-6 additional credible sources of your choosing.
RECORDED WITH
Watch on YouTube
MATIC

2 ONGOING SUPPORT & RESOURCES

Assignment Creation

Assignment Selection

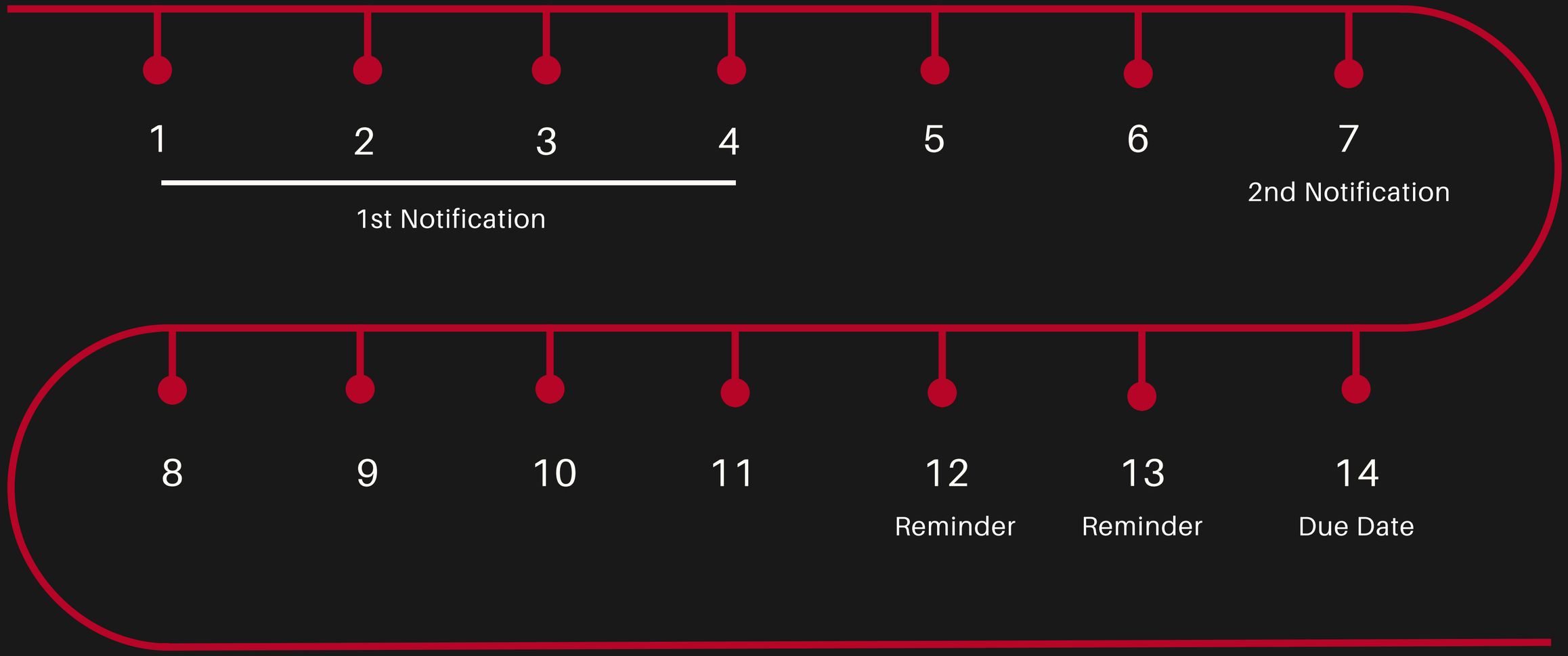
Activity Alignment

Process Support

Curriculum Mapping

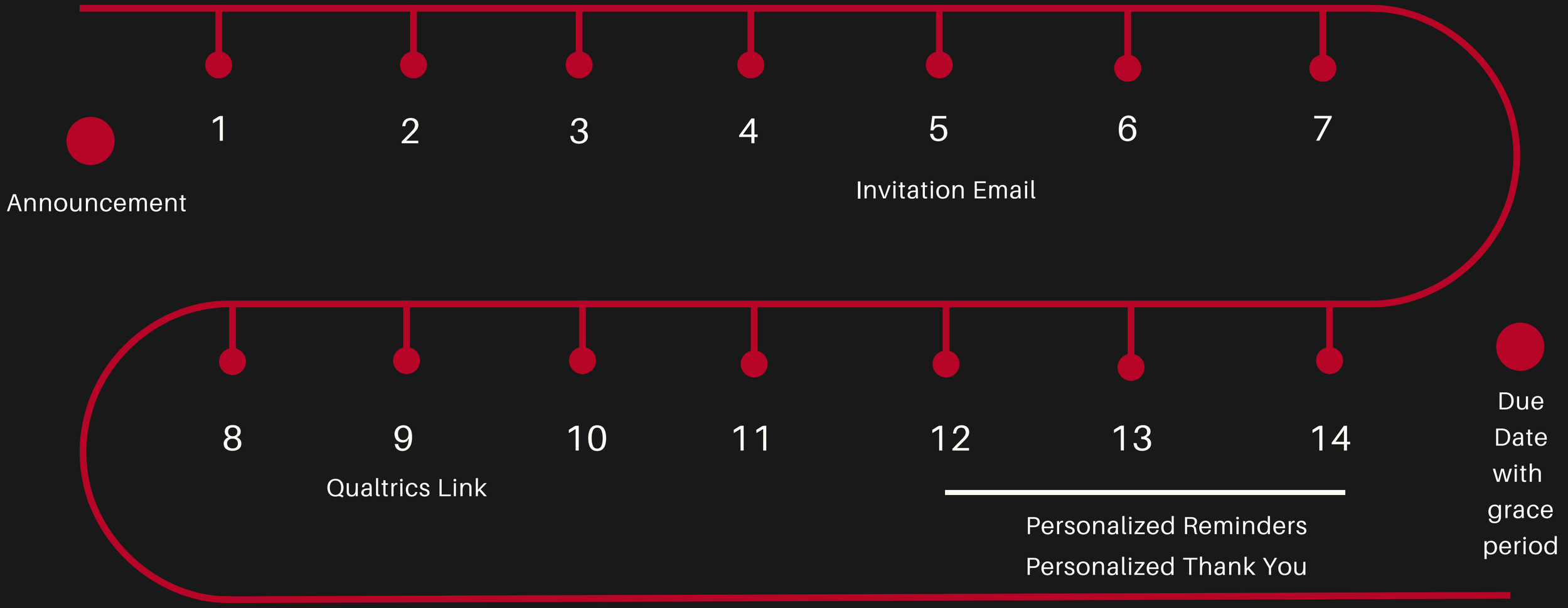
3 IMPROVE COMMUNICATIONS

Old Process: Communications Timeline (weeks)



3 IMPROVE COMMUNICATIONS

New Process: Communications Timeline (weeks)



4 INVOLVE DEANS AND CHAIRS

OLD PROCESS

NEW PROCESS

Deans and Chairs involved throughout the assessment period.

3 INVOLVE DEANS AND CHAIRS

SUPPORT & ACCOUNTABILITY

Receive list of invited faculty at start of the semester

Direct outreach to invited faculty throughout the semester

Direct outreach to non-participant faculty prior to end of assessment

FACULTY FEEDBACK SURVEY

Administered 2021 - 2023 (4 semesters)

Linked to Rubric Score Submission Tool

Likert Scale and Open Response Fields

very difficult - very easy
very unreasonable - very reasonable
very unhelpful - very helpful

OVERALL

Overall, how easy was it to participate in the assessment?

Somewhat or Very Easy

84%

COMMUNICATIONS

How helpful were the email communications about this assessment?

Somewhat or Very Helpful

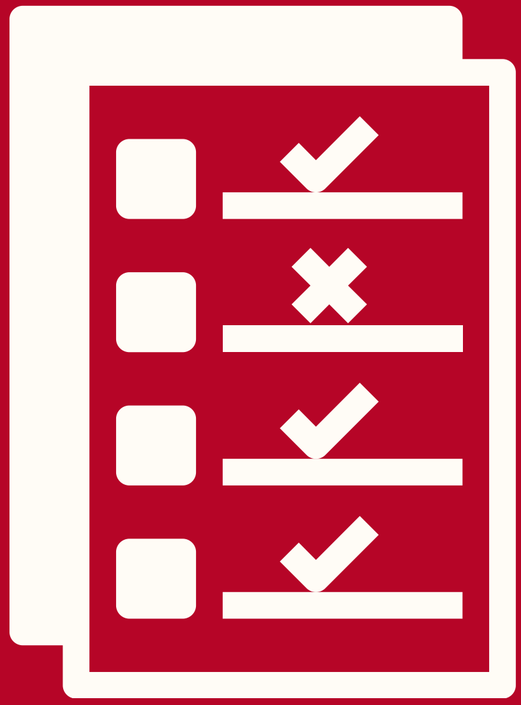
80%

RUBRIC

How easy was it to work with the collegewide rubric?

Somewhat or Very Easy

85%



TIME

Did it take you a reasonable amount of time to score your artifacts using the collegewide rubric?

Somewhat or Very Reasonable

84%

SUBMISSION LINK

How easy was it to submit your results using the survey link?

Somewhat or Very Easy

90%

SUPPORT

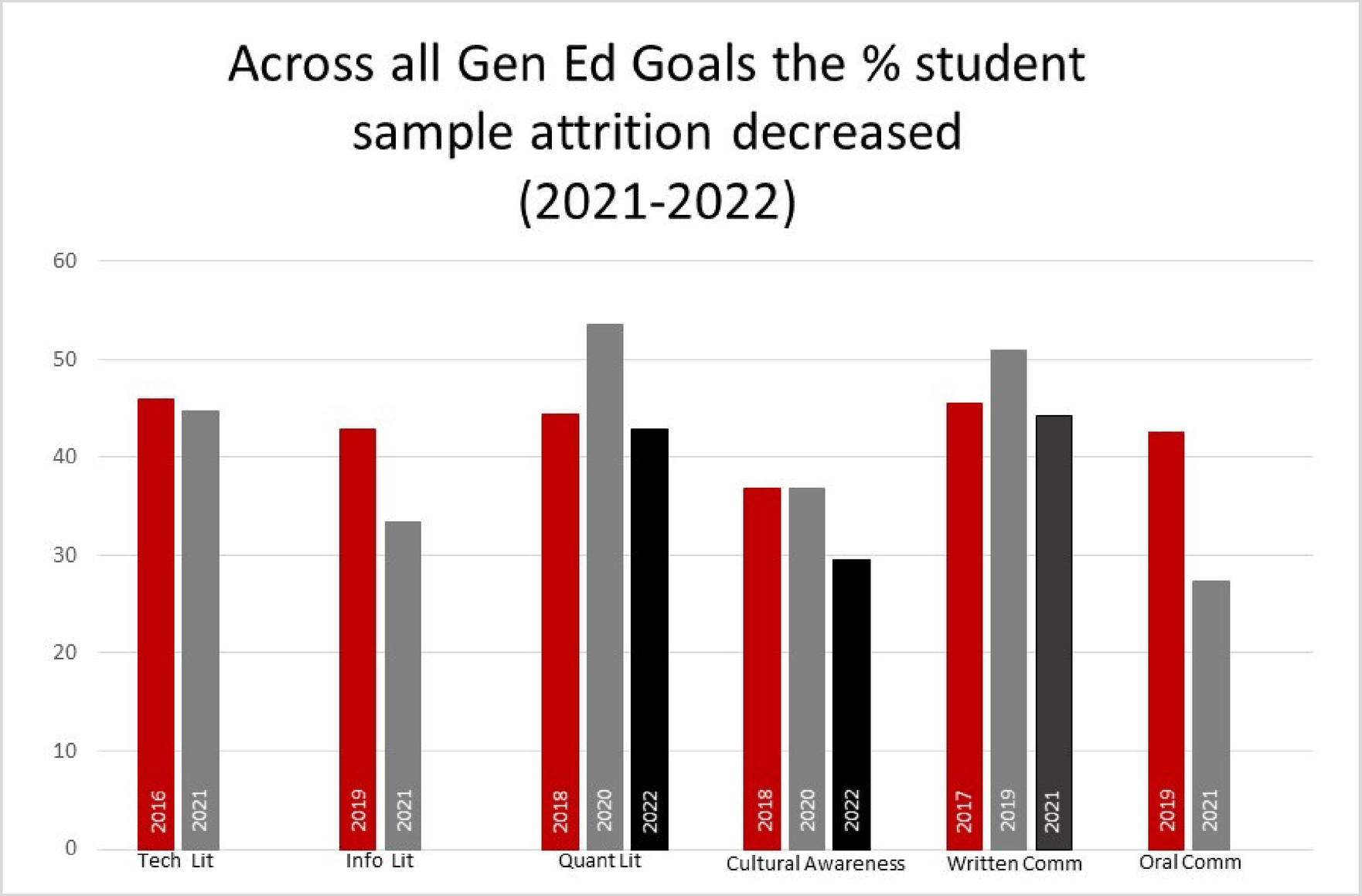
How helpful was the video tutorial?

Somewhat or Very Helpful

67%

Impact on Challenges

Sampling attrition



Impact on Challenges

Faculty discontent

Assessment folks are very helpful when attempting to complete these activities.

I was able to find what I needed through provided links as well as through written instructions.

I always worry a bit that I'm being too critical, or sometimes not critical enough. The rubric doesn't give me a chance to be either way, which I appreciate!

I absolutely love using the rubric and uploading scores. Compared to copying student work and mailing, this system is wonderful. I genuinely appreciate the innovation happening to make assessment much easier to complete- thank you!

Providing the two examples was helpful to understand how to score the assignment for the rubric.

I appreciated the email reminder to flag/pin to the top for easy reference! Easy to complete and the step by step video guide was useful.

Impact on Challenges

Curriculum mapping

HACC Founded in 1964 CENTRAL PENNSYLVANIA'S COMMUNITY COLLEGE

Course SLO → **Gen Ed Goal**

Impact on Challenges

Scoring Validity

"Blind scoring disengages rank-and-file faculty from the assessment process, leading them to view themselves as providers of evidence of student learning, not consumers of it."

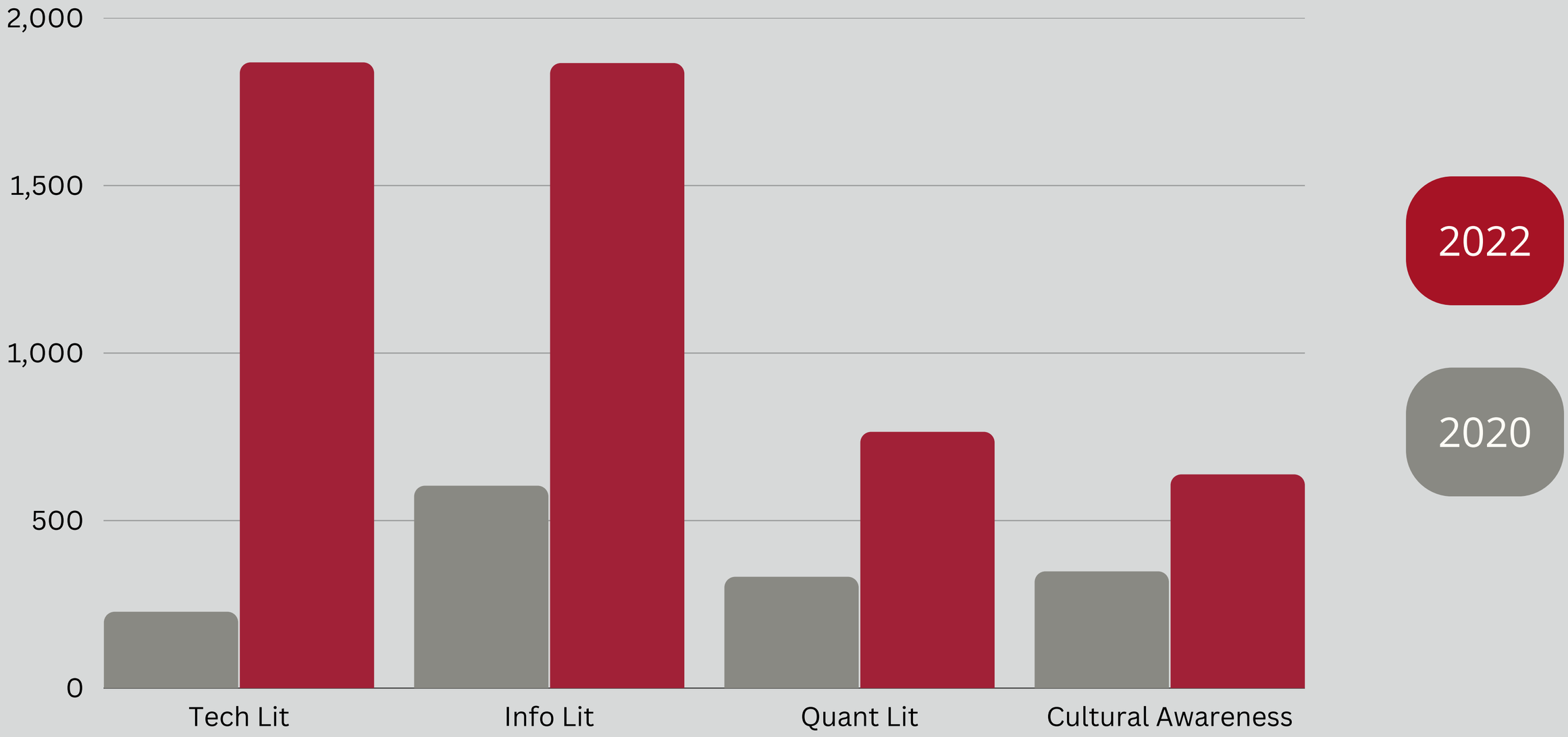
Suskie, 2018, p. 155

Morale
Value

Error
Bias

Impact on Challenges

Sample size



CONTINUED CONVERSATION

Jennifer Billman
jbillman@hacc.edu

THANK YOU