

BUILDING A CAMPUS CULTURE TO ASSESS 300 GENERAL EDUCATION COURSES

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OUTLINE

- Background
- Implementation
 - +What went well (The Good)
 - What didn't go so well
 - The Bad
 - The Ugly
- Conclusions



BACKGROUND

Grand Valley State Univ. – Allendale, MI

- Large public university (24,000+ students)
- Carnegie classification, Masters 1
- Enormous growth – doubled enrollment in 12 years
- Liberal education mission

Faculty governance

- UAC – Univ. Assessment Committee
- UCC – Univ. Curriculum Committee
 - GES – General Education Subcommittee

BACKGROUND

Historic assessment at GVSU

No culture of assessment

University re-organizes – GE moves to Acad. College

Appointment of Assessment and Accredit. Officer

Univ. Asmt. Comm. becomes faculty gov. comm.

Univ. Asmt. Comm. develops a new asmt. process

Upcoming HCL-NCA Reaccreditation Visit

BACKGROUND

Historic asmt. – General Education (GE)

- Assessment Plan until 2002 used only indirect measures
- Assessment Plan proposed in 2003 was too expensive
- Need to develop a new one.....

BACKGROUND

- Collaborative training of faculty to implement the new assessment process
- Departments asked how they should assess GE courses
 - GE response - ask depts. to use the (undeveloped) GE-designed assessment process

- GE Administered by
 - faculty director (3/4 time release)
 - elected faculty governance committee of 16 + 1 student senator
 - 1/2 time administrative support staff
 - 1/2 time graduate student



GE Goals

We have most of the LEAP goals . . .

1. Skills goals

- Oral communication
- Written communication
- Information literacy
- Critical and creative thinking
- Integration across multiple perspectives

GE Goals

2. Knowledge goals (content areas)

- Major areas of human investigation
- U.S. Diversity
- World Perspectives
- Ethical Reasoning
- Themes (integrating multiple perspectives)

Current campus discussion about adding the rest of the LEAP goals

IMPLEMENTATION

1. Developing the General Education Assessment Plan

How do we quickly develop and implement an assessment plan???



1. Developing the GE Assessment Plan

- Weekly meetings with Assessment Officer and Assoc. Dean for the largest college
- GE Director goes to assessment conferences and reads assessment publications
- GE Director drafts the Assessment Plan
 - flexible, inclusive, transparent, and sustainable assessment program at the program and course level (embedded measures)
- Governance and Dean approve the Plan

1. Developing the GE Assessment Plan

The Good (what went well)

- +Completed in one year (NCA as hammer)
- +Assessment was driven by faculty governance rather than administration)
- +Faculty governance support and administrative collaboration
- +Plan included direct measures

1. *Developing the GE Assessment Plan*

The Bad (what didn't go so well)

- NCA as a (velvet*) hammer



**Salvador Munuchin*

2. The Assessment Plan

A. Nationally-Normed Indirect Measures

- National Survey of Student Engagement (NSSE) – Freshmen, Senior
- Faculty Survey of Student Engagement (FSSE)
- Cooperative Institutional Research Program (CIRP) – Freshman
- College Student Survey (CSS) – Senior

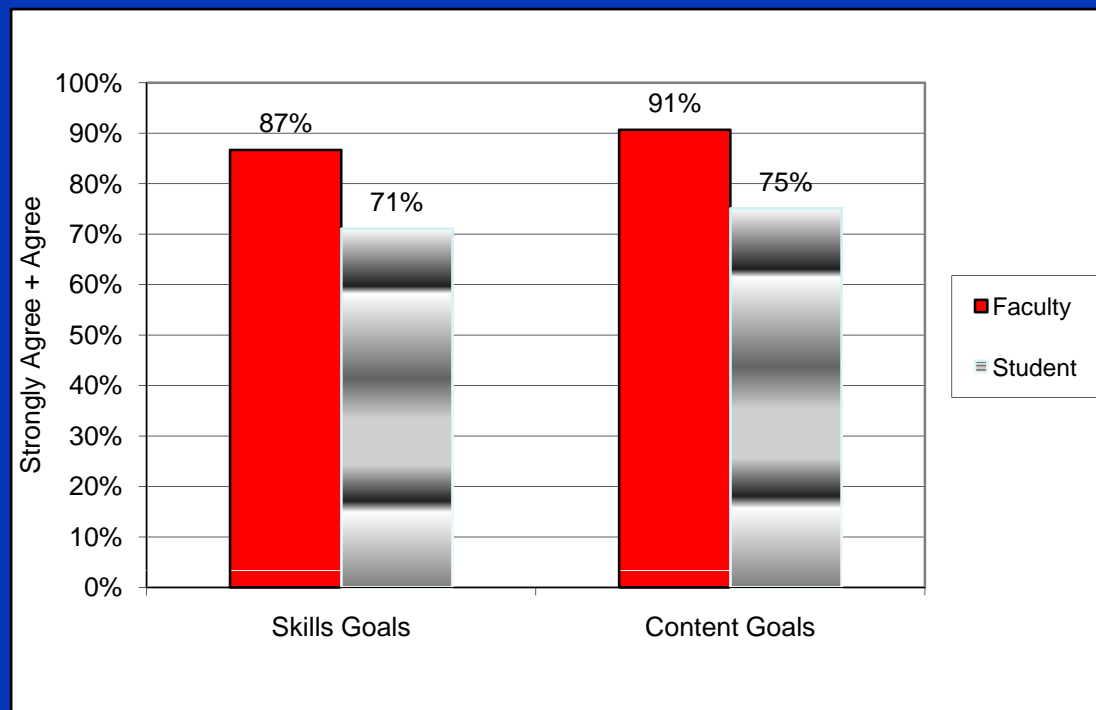
Results

- Doing “fine” compared to peers, freshmen to senior, freshmen to freshmen

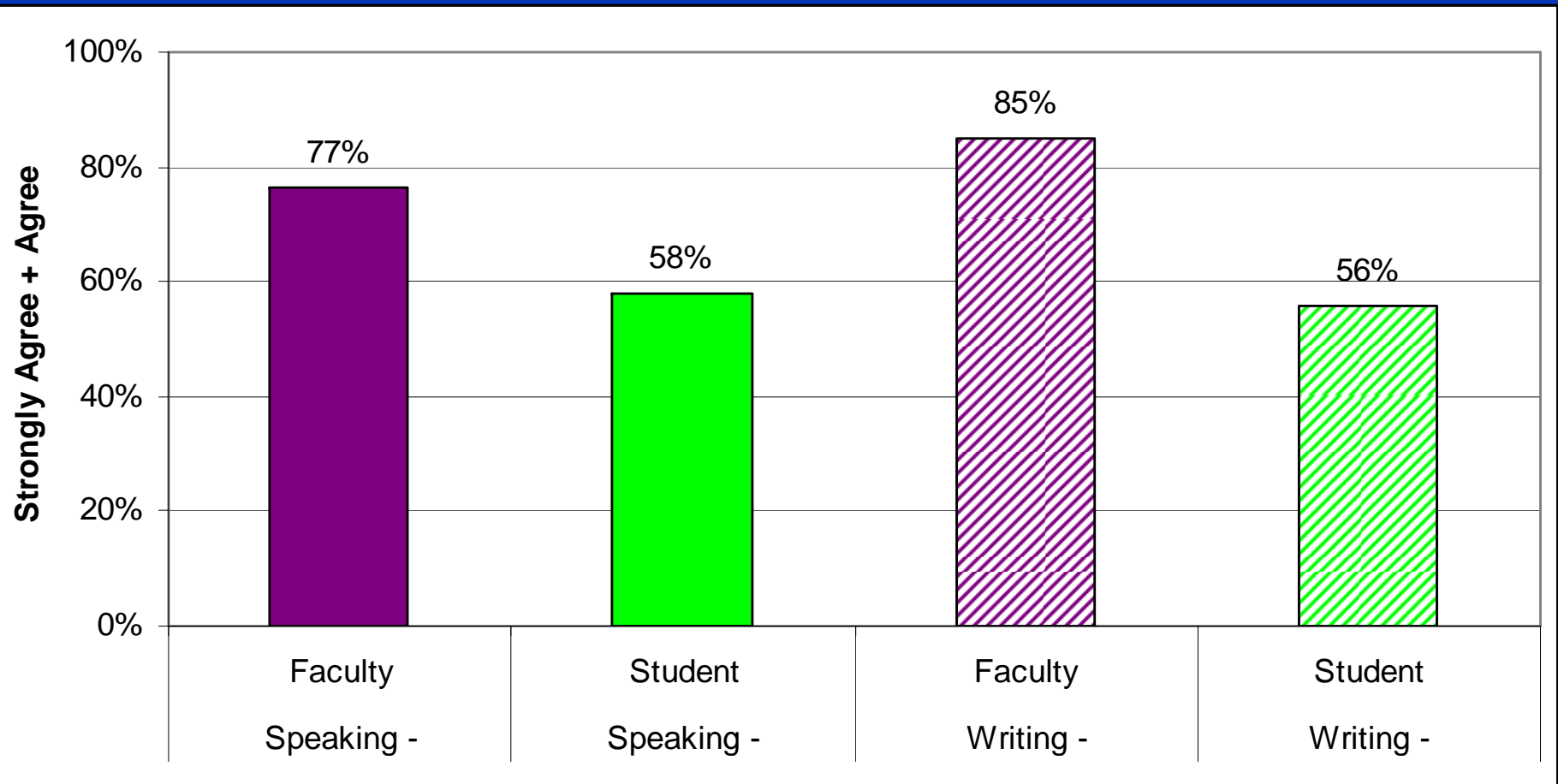
2. The GE Assessment Plan

B. GVSU-Developed Indirect Measures (on-line goals audit of faculty and staff)

“How well does this course achieve the following goals and objectives?”



2. The GE Assessment Plan



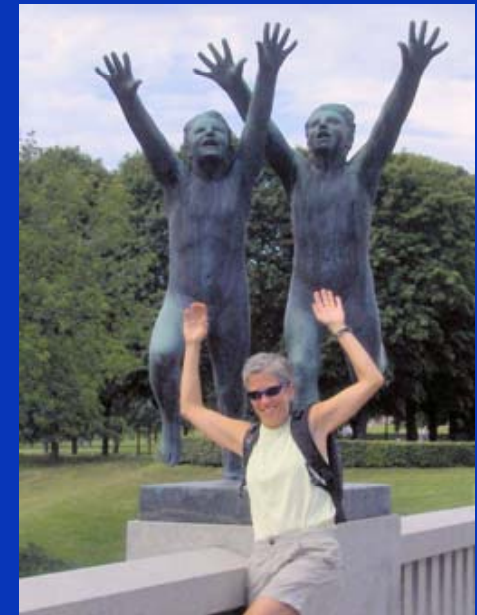
2. The GE Assessment Plan

C. Assessment Using Nationally-normed Tests - Direct Measures

- Collegiate Learning Assessment (CLA)
- Standardized Assessment of Information Literacy Skills (SAILS)
- Departmental assessments (GRE, etc.)

Results

- Doing “fine” compared to peers, freshmen to senior, freshmen to freshmen



2. The GE Assessment Plan

D. Assessment Using GVSU-Developed Direct Measures (course-embedded)

.....the bulk of what we did



The Assessment Plan

- Planning
 - 📄 Flowchart of the plan for course-based asmt. – v8
 - 📄 Category revision form
- Collecting
 - 📄 Course Assessment Plan (CAP) – v9
 - 📄 Rubric for evaluating learning – v3
 - 📄 FAQ – v19
- Reporting
 - 📄 Course Assessment Report (CAR) – v6
 - 📄 Rubric for response to CAR – v2
 - 📄 Coordinating Cluster Report – TBA

2. The Assessment Plan

The Good (what went well)

- +Collegial relationship between the Director and the GE committee allowed us to quickly move forward
- +We were flexible - “Build and Drive”
- +Sequential roll out was in the correct order

2. The Assessment Plan

The Bad (what didn't go so well)

- We should have sent a summary of the plan to faculty


The Ugly

- Too ambitious in the number of assessment tasks we had planned, the timeframe, and the resources needed (more to come. . .)

3. Developing Course-Based Assessment Plans (CAP)

1. Reaffirming or Revising the Title, Paragraph, and Goals (TPG)

Pilot Program

- Departments selected a representative for each of their courses in the 30 categories (Coordinating Clusters)
- A few met in Coordinating Clusters to reaffirm or revise the TPG
-  Faculty governance required a rationale
- Department Chair signed off that faculty agree to teach the new goals

General Education Program
2008-09



General Education Program
2008-09



Foundations

Cultures

University Requirements

Themes

Physical Sciences
2 courses from each category. 1 must contain a lab (pp. 13-14)

Life Sciences
2 courses from each category. 1 must contain a lab (pp. 13-14)

Mathematical Sciences
1 course (pp. 17-18)

Philosophy and Literature
1 course (pp. 21-22)

Social and Behavioral Sciences
2 courses from 2 disciplines (pp. 25-27)

World Languages
1 course (pp. 28-29)

U.S. Diversity
1 course (pp. 34-35)

Basic Skills (pp. 30-31)
WRT 100, WRT 110, WRT 101 or passing/online essay test

Supplemental Writing (SIL) (GWSS Center WRT 190)

I.A. Degree Cognitive
(all students participating in a foreign language (SIL level))

U.S. Degree Cognitive

* Last 30 semester hours must be earned at GWSSU.

* Earned 90 credit hours at other institutions.

* Courses numbered below 100 do not apply toward the minimum 120 semester hours needed to graduate.

Select 1 Theme. Choose 2 courses from 2 different categories. One discipline must be pp. 27-28. One 1 course may be at the 100/200 level.

1. Marginalized and Difference	ECO 300, SOC 300	ECO 300 (200)	ECO 374	LEA 100 (100)	MGT 300 (200)	SOC 200
2. Change of Mind, Change of World	ECO 340	ECO 380	ECO 381	HEC 200 (100)	HEC 304	HEC 305
3. Diversity and Interfaith	CGS 200, WRT 100	COM 220, SOC 300	COM 370	LEA 170	MELT 100	REL 100
4. The Human Journey	ECO 300 (200), SOC 300 (200)	LEA 114	WRT 100	WRT 304	WRT 306	WRT 317
5. War and Peace	CJ 400, WRT 111	ECO 384	ECO 317	HEC 377	LEA 140	REL 211
6. Continued racial Change in the Americas	ART 101, LAB 200 (100)	ART 200 (100)	ECO 170	ECO 300	ECO 300	HEC 100 (100)
7. Gender, Sexuality, and Culture	ALL 101, CLA 100, SOC 300 (200)	ALL 100 (100), CLA 100 (100), SOC 300 (200)	ART 100 (100), ART 101 (100), ART 102 (100)	ECO 300	CJ 300 (200), LEA 100 (100)	REL 170
8. Religion	ART 101 (100), LEA 100 (100)	CLA 100, WRT 110	ECO 311 (100), WRT 110	HEC 314	HEC 300	LEA 100, SOC 300
9. Ethics	ECO 300, WRT 100	ECO 300, WRT 100	ECO 300, WRT 100	ECO 300	ECO 300	WRT 100
10. Environment	ART 100 (100), CPT 100	ENVS 100, CPT 100	ECO 100, CPT 110	LEA 100	HEC 100	CPT 100, WRT 100
11. Freedom and Social Control	ECO 311, WRT 100	CJ 300, SOC 300	CLA 300	ECO 300	HEC 371	LEA 100
12. Civil and Human Rights Movements	ALL 100	ECO 381	ECO 300	LEA 100 (100)	REL 300	SOC 300
13. Death and Dying	ART 100 (100), WRT 100	ECO 300	ECO 300	REL 100	REL 111	REL 300
14. Global Change: Language and Progression	ECO 300 (100), WRT 100	CJ 100, WRT 100	ECO 300 (100), WRT 100 (100)	ECO 300 (100), WRT 100 (100)	CPT 100	CPT 100 (100), WRT 100
15. Health, Illness, and Healing	ART 100, SOC 300	ECO 300, WRT 100	ECO 300	HEC 300	HEC 300	WRT 100
16. Cities	ALL 100, SOC 300	ECO 300, WRT 100	ECO 300	CPT 100	HEC 300	LEA 300
17. Civilization, Man and Institutions	CLA 100, SOC 300	CJ 100, WRT 100	ECO 300, WRT 100	ECO 300	LEA 100	WRT 100
18. Perception	CLA 100, WRT 100	COM 300	ECO 300	LEA 100	WRT 100	WRT 300
19. American Identity	ALL 100, SOC 300 (200)	ART 111 (100), SOC 100	ECO 300, WRT 100	LEA 170, LEA 200 (100)	LEA 200 (100)	WRT 300 (200)
20. Space and Life	CLA 100, WRT 100	ECO 300, WRT 100	ECO 300, WRT 100	MELT 100	WRT 100, foreign language 100	
21. Economy	ECO 300	WRT 100	WRT 100	WRT 100	WRT 100	WRT 100
22. Study Abroad	See the Student International Center for details: www.gwynedd-mercy.edu/office/100/StudyAbroad.html					

Coordinating Cluster

3. Developing Course-Based Assessment Plans (CAP)

The Good (what went well)

- +Built success by reducing the number of goals
- +Periodic review was an opportunity for change (and renewing commitment)
- +A few Coordinating Cluster reviews of TPGs were completed



3. Developing Course-Based Assessment Plans (CAP)

The Bad (what didn't go so well)

-We hadn't planned on faculty governance needing a rationale for the TPG changes

-Time consuming . . .

for the facilitator to attend all of the Coordinating Clusters

scheduling Coordinating Cluster meetings

getting faculty to agree to the changes

getting the faculty-governance required signatures

Process is wayyyyyyyyyyyyyyy too slow...REGROUP!!!!!!!!!!!!

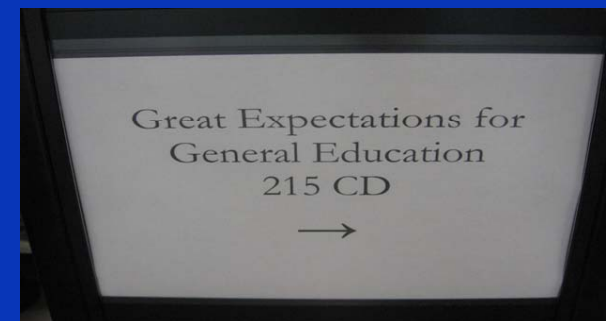
3. Developing Course-Based Assessment Plans (CAP)

- **Big Workshop (GEGE)**

- in August before the semester starts
- Provost kick-off
- Professional development money
- Train 75 faculty at once

Two goals

Goal1. Reaffirm or revise TPG



3. Developing Course-Based Assessment Plans (CAP)

The Good (what went well)

- +Critical mass of faculty for most Coordinating Clusters
- +Got faculty buy-in en masse - sense that they're not alone
- +Provost added credibility
- +Faculty appreciated professional development money
- +We got 30/30 done!!!!!!!!!!

3. Developing Course-Based Assessment Plans (CAP)

The Bad (what didn't go so well)

- Some faculty were representing courses they hadn't taught
- Some faculty were representing courses in more than one category
- Some Coordinating Clusters didn't have faculty representatives for all courses



3. Developing Course-Based Assessment Plans (CAP)

Goal 2. Developing course-based assessment plans (CAP)

Teach en-masse

- ☞ Stated the obvious truths about assessment
- ☞ Course-based Assessment Plan (CAP)
- ☞ Handout of sample objectives (encouraged them to copy them)
- ☞ FAQ about data collection – collect 1/3 years

Work in Coordinating Clusters to develop CAP

Post CAP on-line

Example of the goals that must be assessed for courses in two different Coordinating Clusters

SKILLS GOALS	Foundation-Art	Theme 11
Oral Communication	X (or written)	X
Written Communication	X (or oral)	X
Information Literacy	X	X
Critical and Creative Thinking	X	X
Integrate multiple perspectives		X
CONTENT GOALS		
Principles of art...	X	
Meaning in art...	X	
Context for art...	X	
Human influence on env.		X
Env. Influences humans...		X

3. Developing Course-Based Assessment Plans (CAP)

The Good (what went well)

- +Handout on sample objectives was useful
- +Caused a few changes (faculty governance approved)
 - Dropped because other lower division courses satisfy the requirement
 - Changed the Coordinating Cluster the course was in
 - Dropped because faculty didn't think they were meeting the goals
- +GE had the authority to remove the course from GE if the dept. didn't write the CAP (but they didn't use it)

3. Developing Course-Based Assessment Plans (CAP)

The Bad (what didn't go so well)

- GE didn't review CAP (missed opportunity to correct wrong or missing goals/objectives/measures)
- GE hadn't thought of everything (double-dip)
- Faculty who thought it wasn't possible to assess learning
- Faculty who thought the task was too onerous (double-dip, large class, they don't teach the goal)
- Lack of clarity on whether to use course, program, or Coordinating Cluster goals
- Disagreement about whether faculty are supposed to teach the goals or just assess them

4. Storing the Data

1. Excel spreadsheet to track changes

The Good (what went well)

- +Everything in one place for the first time
- +Excel is easy to use

The Bad (what didn't go so well)

- We neglected to track everything

4. *Storing the Data*

2. Database

- 30 students x 5-12 goals x 300 courses
=100,000+
- Review external software packages
- We selected Chalk and Wire (C&W)
- We - and C&W- start developing the database

4. Storing the Data



The Good (what went well)

+Chalk and Wire is easy to use

The Bad (what didn't go so well)

- Not enough design help
- Slow server time
- Tedious to replicate something 300 times

5. Collecting the Data

-  Develop a common 4 point rubric
- Develop instructions for data collection
- Ask Chair to identify a faculty member and section for data collection
-  GE downloads the spreadsheet with student name, ID, goals, rubric
- Email the faculty member the spreadsheet and directions for collection
- Faculty member collects data and emails it to GE

5. *Collecting the Data*

The Good (what went well)

- +Easy to download spreadsheet from C&W
- +Spreadsheet was easy for faculty to use
- +Didn't require faculty to learn C&W
- +Realistic goal of one section/course
- +Anyone can collect the data – rank is irrelevant
- +Common rubric makes comparisons possible
- +We didn't require artifacts of student learning
- +We didn't require sampling
- +Depts. didn't have to keep track of the process—we “push”

5. Collecting the Data

The Bad (what didn't go so well)

- Formatting issues for a Mac
- Scheduling issues (fall v. winter v. spring)



5. *Collecting the Data*

The Ugly . . .

- Not enough staff

 - Tracking down people who didn't collect data

 - Email each faculty member individually with the file

- Dept. Chairs were overwhelmed (CAP, collection, CAR)

- Occasional disconnect between CAP author and data collector

- Methods issues

 - Statistical validity (only one section, no pre and post test)

 - Resistance to having an adjunct /visitor be involved in the process

- Should have blind copy emailed

- Lost a paper spreadsheet of data

6. Reporting

 We upload the spreadsheet into C&W

We spot check for errors...and resolve

 We download tables and figures and put in the Course Assessment Report (CAR)

goal/objective/measure

graphic and tabular results

what did they learn about student learning

what will they change about the asmt. process

what will they change to facilitate more learning

Send CAR to faculty

6. Reporting

- Data for 5 different courses – all the goals are combined for each course

KEY: 0 = data not collected, 1="D or F", 2 = "C", 3="B", 4="A"

0.00- 0.99	1.00- 1.99	2.00- 2.99	3.00- 3.99	4.00	N	Mean	S.D.
8%	15%	54%	23%		13	3.4	0.7
10%	40%	43%	7%		30	2.8	1.0
10%	46%	41%	2%		41	2.7	1.0
5%	29%	49%	17%		41	3.1	0.7
8%	16%	45%	27%	4%	49	2.4	1.0

Data for one course – each goal is broken out

KEY: 0 = data not collected, 1="D or F", 2 = "C", 3="B", 4="A"

Criterion	0.00- 0.99	1.00- 1.99	2.00- 2.99	3.00- 3.99	4.00	N	Mean	S.D.
Effective Speaking			59%		41%	34	3.4	0.5
Effective Writing	3%		32%	35%	29%	34	2.9	0.9
Critical Thinking	3%	3%	44%	24%	26%	34	2.7	1.0
Using Information	3%	3%	29%	35%	29%	34	2.9	1.0
Integration	3%	3%	38%	21%	35%	34	2.8	1.0
Gender Roles	3%	6%	47%		44%	34	3.3	0.8
Issues			35%		65%	34	3.6	0.5
Critical Assessment	3%		21%	24%	53%	34	3.2	1.0
Culture		9%	44%		47%	34	3.4	0.6
Cultural Context		9%			91%	34	3.9	0.3

6. *Reporting*

 Develop rubric to respond to the CAR

...this is where we are today...

Send a copy of our response to the faculty member and the Dept. Chair

Send note to the Dean, copy Dept. Chair and CAR author for the exemplars

6. Reporting

The Good (what went well)

- +We have results (91 courses; 3,124 students)!!!!!!
- +Easy to upload and download the results
- +Easy to spot check for errors
- +Tables and graphs are easy to understand
- +Results are easy to compare between courses
- +We can get results by student, by major, etc.
- +Built trust by not “grading” assessment report
(collegial/gentle)
- +Recognize the exemplars

6. Reporting

The Bad (what didn't go so well)

- Some faculty members went on sabbatical or left between collection and report writing
- Can't fix problems if faculty collected data incorrectly



6. Reporting

The Ugly...

- Not enough staff
 - Sometimes big delay in getting the results back to faculty
 - Follow-up if the CAR isn't turned in
 - Too time consuming to respond to each CAR

CONCLUSIONS

- **Collaboration with administration is essential**
- **Governance and high level admin. support is essential**
- **You can't plan it all – flexibility is critical**
- **You need more resources than you think**
- **Go slow - but not too slow**
- **Engage in assessment for reasons other than accreditation...but accreditation can help you**
- **Communicate to faculty more often and earlier**
- **Be prepared for on-going faculty training**
- **Be kind to faculty – appreciate their efforts**



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