Back to the Drawing Board: Revising a General Education Program through Assessment

February 15, 2019
Our Goals for This Session

• Introduce a model for redesigning Gen Ed assessment
  ▪ (with an eye toward additional changes)
• Walk and talk through some moments in the process to develop a plan for change
• Offer multiple perspectives on the process
About Us

• Bethany Bowling
  • Associate Dean, College of Arts and Sciences (Biology)
• Jen Cellio
  • Director, Writing Program (English)
• Burke Miller
  • Chair, Department of History and Geography (History)
• Abdou Ndoye
  • Associate Vice Provost, Assessment (Education)
About NKU

• Highland Heights, Kentucky (Cincinnati metropolitan area)
• Founded in 1968
• Undergraduates: 12,572
• Graduate: 1,472
• From Kentucky: 9,910
• Residential students: 1950
• First generation: 55%
Our Gen Ed Situation

➢ Hasty, unpopular revision of program 10 years ago
➢ Multiple directors and philosophies since
  ❖ Each with an idiosyncratic approach to assessment
➢ Decentralized collection and reporting system
➢ Lack of feedback to constituents
➢ Faculty fatigue and resentment
➢ No Gen Ed Committee for 2 years
Back to the Drawing Board

We will walk you through three moments in our assessment process to help guide yours.

• **SCALE AND SCOPE**
• **ASSESSMENT TOOLS**
• **SCORING AND RESULTS**
Assessment Journey Map

**SCALE and SCOPE**
- Identify institutional needs and define current state of assessment process.
- Outline best and worst case scenarios and outcomes.
- Identify constraints and obstacles.

**ASSESSMENT TOOLS**
- If necessary, or if time permits, revise one or more SLOs with key members of process.
- Review existing SLOs: Are they assessable?
- Draft rubric(s) to align with AACU LEAP Value Rubrics.

**SCORING and RESULTS**
- Share rubrics with faculty.
- Determine number and background of participants.
- Consider need for calibration, validity, and sharing.

**STEPS**

**CHALLENGES**
- Impending accreditation or administrative demands
- Lack of assessment "cultural" or understanding on campus
- Absence of formal or centralized assessment process
- SLOs are too many, too few, too complex, too narrow, or not assessable
- Multiple disciplines sharing SLOs; assignments do not align with SLOs
- Rubrics are cumbersome, inaccurate; no ability to compare to benchmark
- Establishing criteria for calibration; teaching calibration
- Logistics: compensation; space; timing
- Difficult or dismissive faculty
- How and with whom to share results

**POSSIBLE SOLUTIONS**
- Focus on the process; run a "pilot" version
- Start small—one SLO, one category, one program
- Bring in an assessment consultant or expert; provide release or compensation for faculty with expertise
- Hold faculty forums to learn more about needs
- Focus on a single SLO to establish process for creating or refining rubrics
- Provide mini-workshops to discuss and clarify SLOs and corresponding rubrics
- Offer assignment workshops for faculty to support alignment with SLOs and/or rubrics
- Again, start small—limit number of participants, number of artifacts, number of SLOs to focus on process
- Include a mix of faculty and administrators to share perspectives and foster understanding
- Plan extra time to teach, practice, and discuss calibration and disciplinary ways of reading
Scale and Scope
Consider both size and level of depth and breadth of your pilot.

Take a moment to identify your own institutional needs. What is the current assessment environment? Consider time constraints, accreditation demands, faculty perspective, faculty expertise, number of SLOs, quality of SLOs, etc.

Use the timeline to begin to imagine a series of sub-steps for this portion of your plan.

List potential challenges and possible solutions.

POSSIBLE
SOLUTIONS

CHALLENGES

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Assessment Tools

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Consider the state of your SLOs and your rubrics. Consider the number of SLOs and their complexity, the design and effectiveness of your rubrics, the use of benchmarks or standardized tests, the number of disciplines involved, etc.

Use the timeline to begin to imagine a series of sub-steps for this portion of your plan.

List potential challenges and possible solutions as well.

**CHALLENGES**

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**POSSIBLE SOLUTIONS**

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Scoring and Results

**Steps**

**SCALE and SCOPE**
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**SCORING and RESULTS**
- Share rubrics with faculty.
- Determine number and background of participants.
- Consider need for calibration, validity, and sharing.

**Actions/Considerations**

**Challenges**
- Impending accreditation or administrative demands
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- How and with whom to share results

**Possible Solutions**
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Scoring and Results
Develop a process for scoring and sharing results.

Use this space to sketch a plan for scoring, including the number and disciplinary expertise of participants, a process for calibration, how and to whom you might publish results, compensation for scores, etc.

Use the timeline to begin to imagine a series of sub-steps for this portion of your plan. List potential challenges and possible solutions as well. Finally, share your discoveries with someone at your table.

**CHALLENGES**
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**POSSIBLE SOLUTIONS**
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Assessment Journey Map

**SCALE and SCOPE**
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- Outline best and worst case scenarios and outcomes.
- Identify constraints and obstacles.

**ASSESSMENT TOOLS**
- Review existing SLOs: Are they assessable?
- Draft rubrics to align with AACU LEAP Value Rubrics.

**SCORING and RESULTS**
- Share rubrics with faculty.
- Determine number and background of participants.
- Determine manner in which scoring will be conducted.
- Consider need for calibration, validity, and sharing.

**CHALLENGES**
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Assessment Journey Map

Steps:
- Scale and Scope
- Assessment Tools
- Scoring and Results

Actions/Considerations

Challenges

Possible Solutions
Contact

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