

Instructor Engagement with General Education SLO Data: Interpretation and Action Planning

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Dr. Cathy Barrette, Director of Assessment

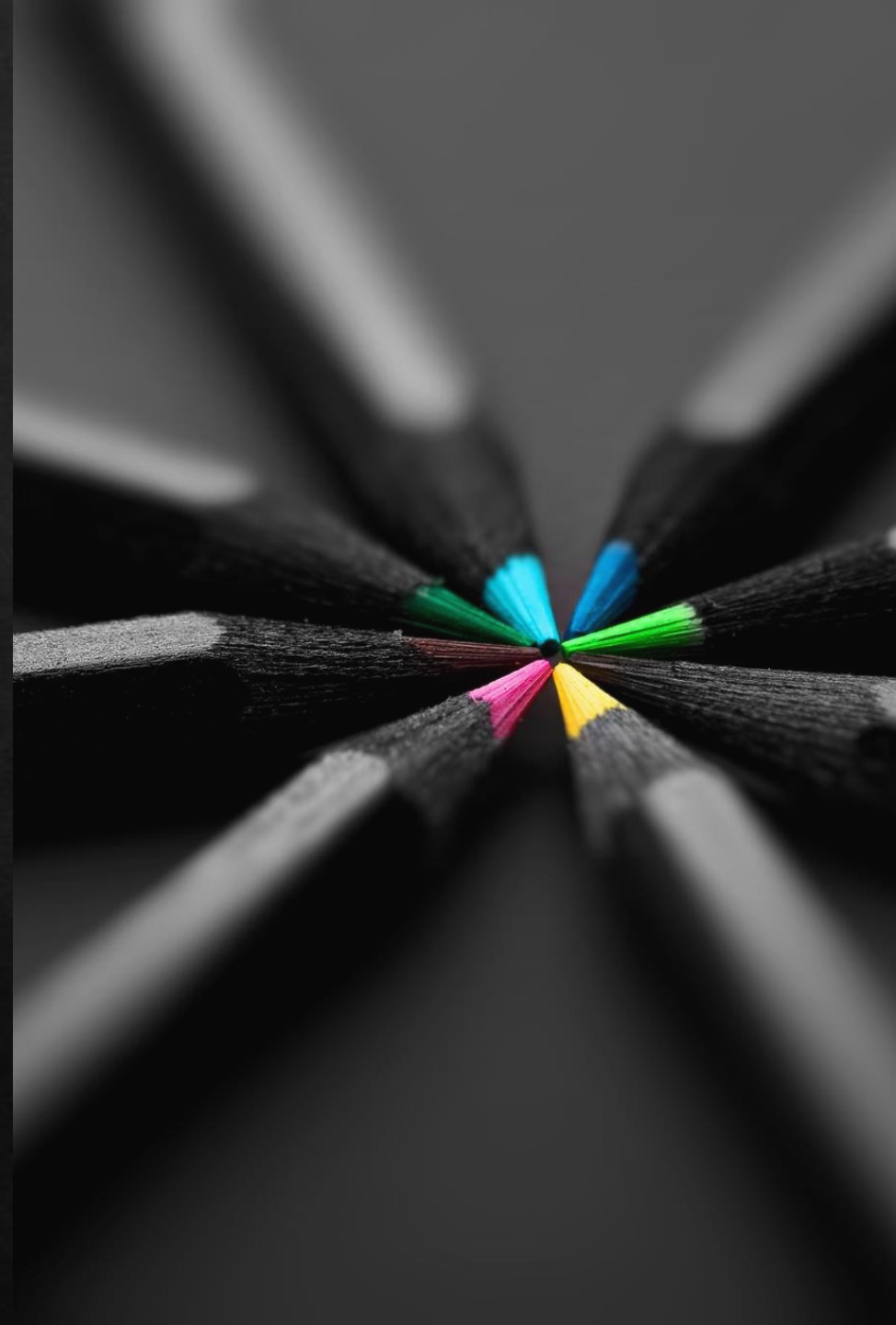
Wayne State University



Session Outcomes

Participants will:

1. Identify the key features of WSU's instructor engagement activities for General Education
2. Evaluate the usefulness of WSU's model for their own institutional context.





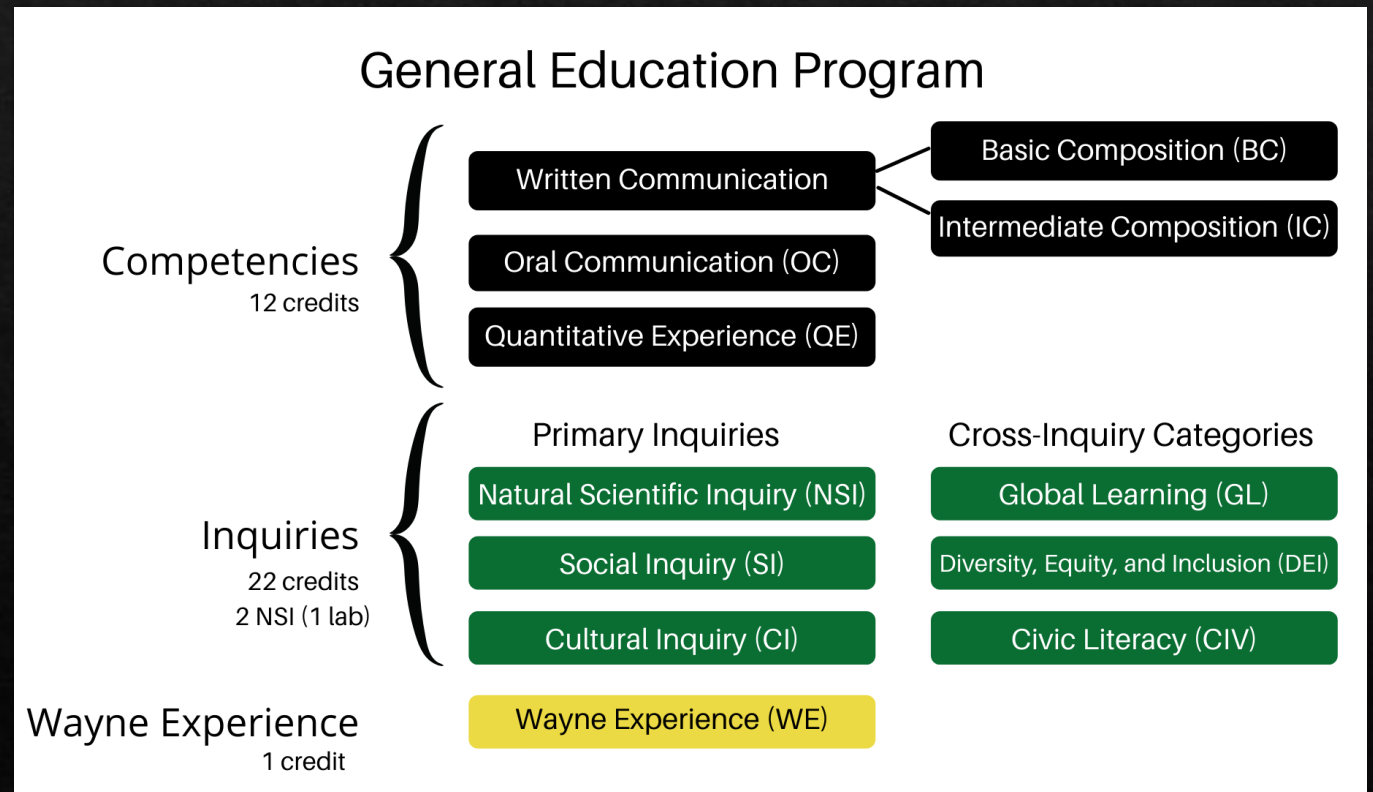
About WSU



- ◆ Michigan's only urban research university, located in Detroit
- ◆ 23,788 undergrad and grad students enrolled in Fall 2022
- ◆ The most diverse university in Michigan
- ◆ Recent improvements in retention and graduation rates
- ◆ 2022-2023 tuition and fees estimate: \$14,464
- ◆ 2,312 faculty, 789 GTAs, plus academic staff, all unionized

WSU's Gen Ed Curriculum

- ◇ Gen Ed reform passed in 2016
- ◇ 11 designations taught across 6 undergraduate schools and colleges
 - ◇ Competencies: foundational skills
 - ◇ Inquiries: different ways of understanding the world
 - ◇ Wayne Experience: how to make the most of a Wayne State education
 - ◇ Designations assessed on a 4-year rotation
- ◇ <https://wayne.edu/engaging-gened>



WSU Gen Ed Oversight Committee (GEOC)

- ◇ Board of Governors charge to GEOC:
 - ◇ Make recommendations to the President or her/his designee for the implementation and review of the General Education curriculum
- ◇ Membership
 - ◇ Elected faculty members from the 6 undergraduate, degree-granting schools/colleges
 - ◇ Academic Senate
 - ◇ Student Senate
 - ◇ Graduate Employees Organizing Committee
 - ◇ Ex-officio representatives

Co-chairs

- Darin Ellis, Provost's Office
- TBD

Terms expiring in Winter 2023

- Anne Duggan, Professor, Classical and Modern Languages, Literatures and Cultures, Liberal Arts and Sciences
- Billicia Hines, Assistant Professor, Theatre and Dance, Fine, Performing and Communication Arts
- Asli Ozgun-Koca, Professor, Teacher Education, Education
- Mary T. Rodgers, Professor, Chemistry, Liberal Arts and Sciences
- Norma Schropshire, Lecturer, Social Work

Terms expiring Winter 2024

- Moira Fracassa, Academic Service Officer IV, Pharmacy
- Jeff Horner, Sr. Lecturer, Urban Planning and Studies
- Pramod Khosla, Associate Professor, Nutrition and Food Science
- Christine Malinowski, Assistant Professor (Clinical), Nursing
- Anita Mixon, Assistant Professor, Communication

Terms expiring Winter 2025

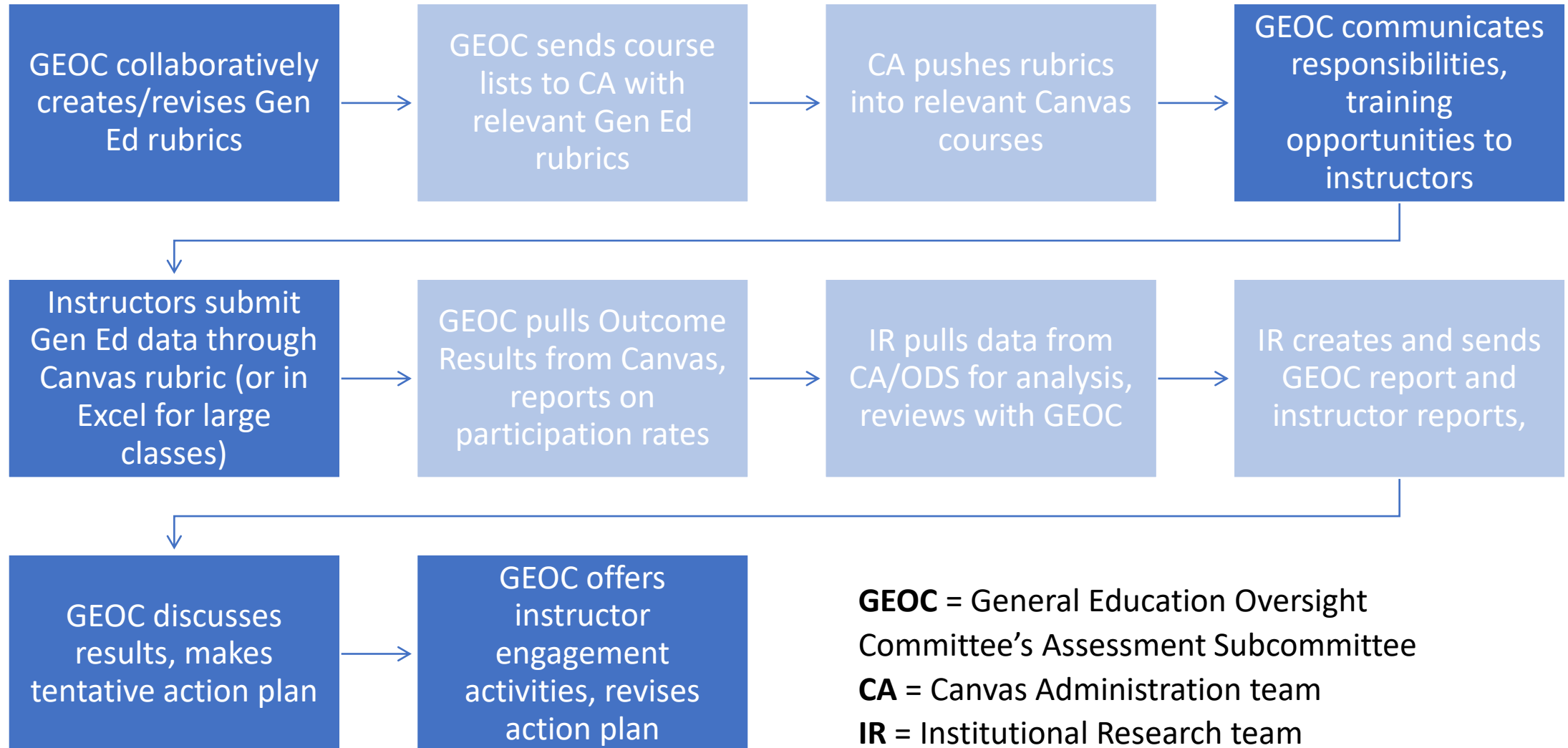
- Jeff Grynaviski, Associate Professor, Political Science
- Manoj Kulchania, Associate Professor, Finance
- Jeremy Rickli, Associate Professor, Industrial & Manufacturing Engineering
- Jule Thomas, Associate Professor, English



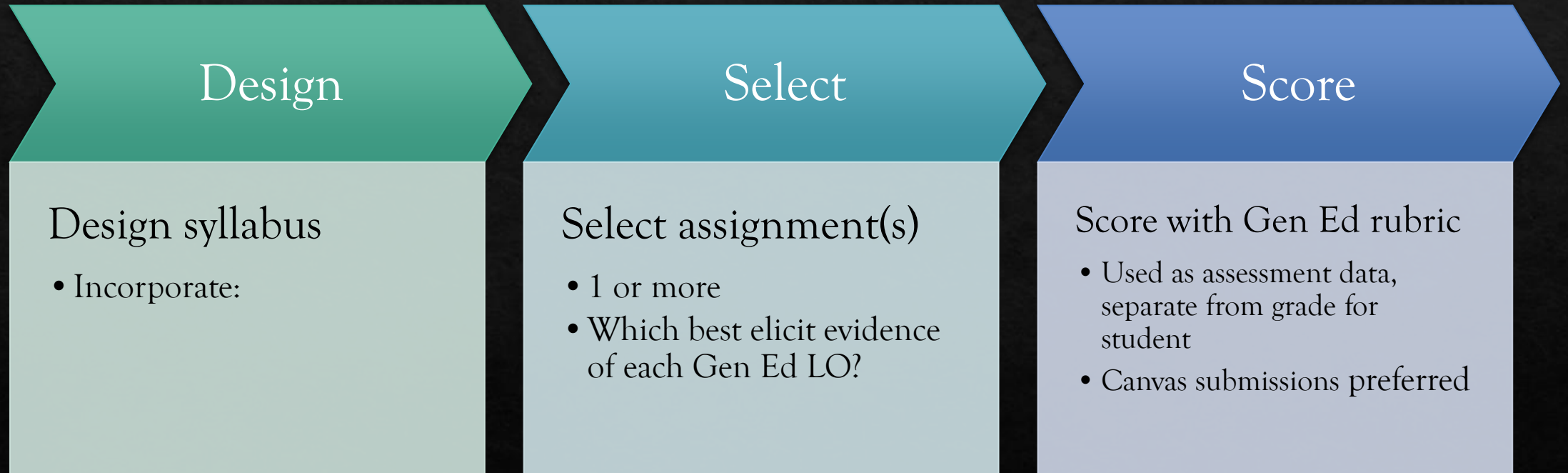
WSU Gen Ed Assessment Team

- GEOC Assessment Subcommittee
 - Director of Assessment
 - Gen Ed fellows
 - Lead Fellows
 - Planning/Implementation
 - Reporting
 - (Communication)
 - Area Fellows
 - Representatives from among instructors of target Gen Ed designations

Gen Ed Assessment Engagement Points



Gen Ed Assessment: Instructor Process





Grading

2021-2022 Gen Ed Assessment: Cultural Inquiry (CI)

Criteria	Ratings					Pts
© LO1: Explain basic concepts in artistic or humanistic analysis threshold: 2	3 pts (High) Applies different concepts in artistic or humanistic analysis	2 pts (Moderate) Explains basic concepts in artistic or humanistic analysis	1 pts (Low) Identifies basic concepts in artistic or humanistic analysis	0 pts (No) Unable to identify basic concepts in artistic or humanistic analysis	-1 pts Student did not submit relevant work for this outcome	<input type="text" value="2"/> / 3 pts
© LO2: Analyze an artistic practice, cultural form, artifact, or philosophical idea threshold: 2	3 pts (High) Interprets an artistic practice, cultural form, artifact, or philosophical idea	2 pts (Moderate) Analyzes elements of an artistic practice, cultural form, artifact, or philosophical idea	1 pts (Low) Describes an artistic practice, cultural form, artifact, or philosophical idea			
© LO3: Compare artistic practices, cultural forms, artifacts, or philosophical ideas threshold: 2	3 pts (High) Interprets similarities and differences across multiple artistic practices, cultural forms, artifacts, or philosophical ideas	2 pts (Moderate) Compares similarities and differences across multiple artistic practices, cultural forms, artifacts, or philosophical ideas	1 pts (Low) Identifies different types of artistic practices, cultural forms, artifacts, or philosophical ideas	0 pts (No) Unable to identify different artistic practices, cultural forms, artifacts, or philosophical ideas	-1 pts Student did not submit relevant work for this outcome	<input type="text" value="2"/> / 3 pts

This student does not have a submission for this assignment

This message will appear for every student because they won't directly attach their work to this Canvas assignment.

Click on the relevant score in the rubric for each outcome. Click SAVE at the bottom of the rubric when you're done.

CIV, NSI, and WE Instructor Participation in Gen Ed Assessment (AY20-21)

	CIV Instructors (N=52)	NSI Instructors (N=168)	WE Instructors (N=86)	Total Instructors (N=306)
Fall 2020	17	83	55	155
Winter 2021	4	35	6	45
Grand Total	21 (40%)	118 (70%)	61 (71%)	200 (65%)

Post-Participation Instructor Engagement Goals

1

Develop skills in interpreting and using assessment results to improve student learning and program design

2

Get feedback from instructors to inform GEOC action planning

3

Encourage program- and course-level improvements

Gen Ed Assessment Reflection Workshop Structure

Poll: Experience with Gen Ed assessment; predictions for Gen Ed results

Modeling: How to read and interpret GEOC-level results; reactions to them

Application to individual instructor reports

Closed- and open-ended questions about:

Possible actions in response to results

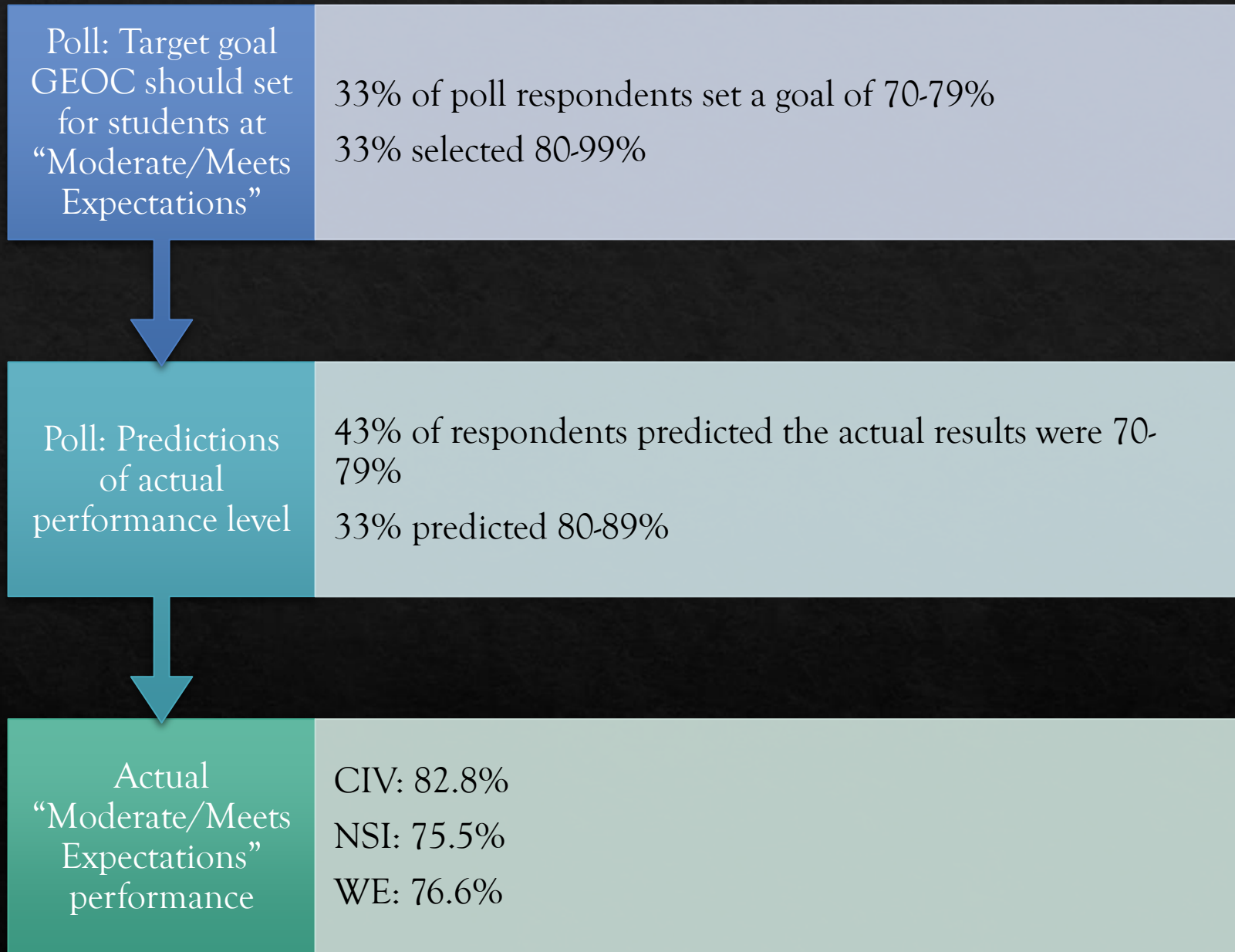
The impact of the workshop on instructors' future engagement with assessment

Instructors' Prior Gen Ed Assessment Training

- ◆ 107 (35%) CIV, NSI, and WE instructors self-enrolled in the Gen Ed instructor Canvas training course
- ◆ The 23 (7.5%) participants (1 CIV, 14 NSI, 8 WE) in reflection workshops reported using the following resources to learn about Gen Ed assessment:

Poll Responses by Group	Gen Ed website	Gen Ed assessment workshop	Canvas course for Gen Ed instructors	Other
CIV (n=0)	-	-	-	-
NSI (n=12)	8	10	1	1
WE (n=7)	4	4	0	1
Grand Total	12	14	1	2

Modeling: Setting Performance Goals, Comparing with Performance



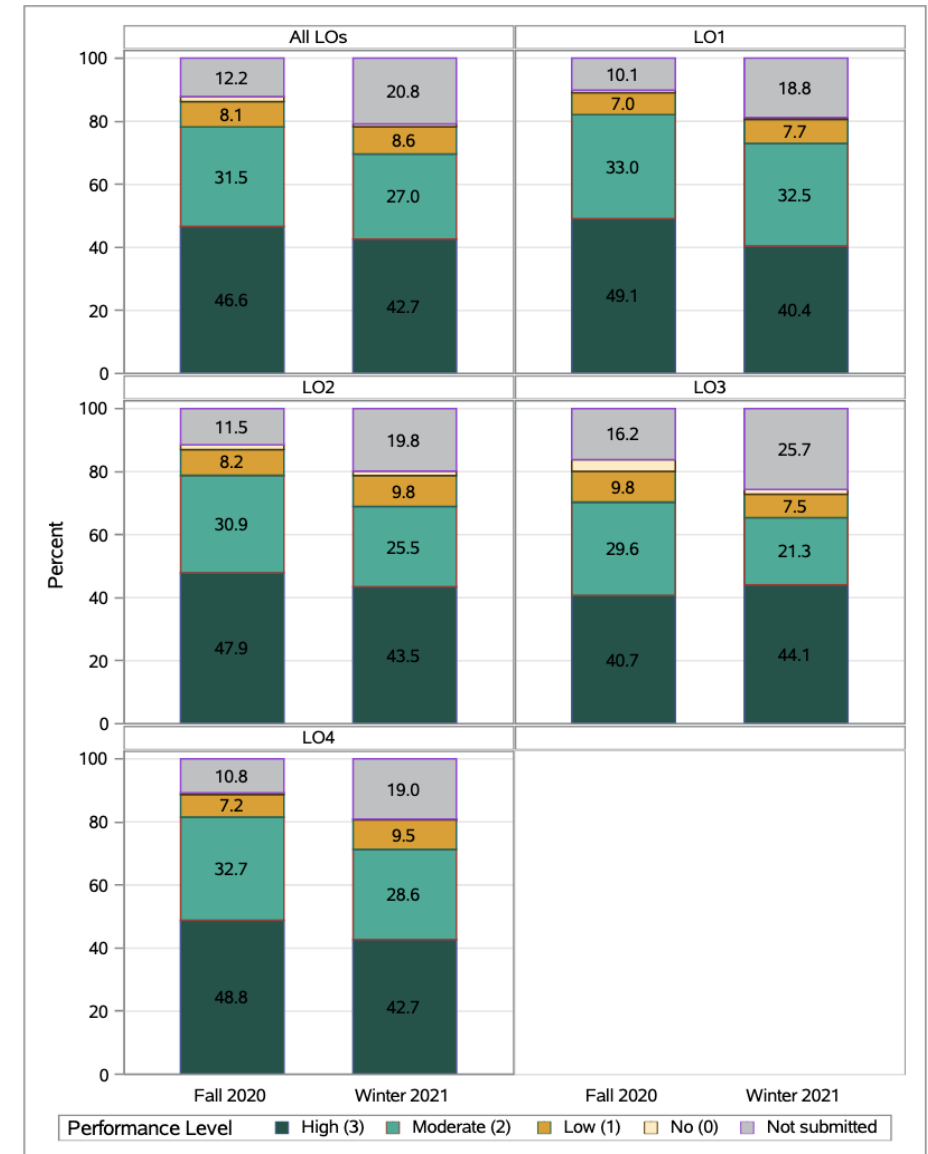
Modeling: How to Read Program-Level Gen Ed Assessment Results

Table 1 provides a summary of assessment results for each learning outcome by performance level for Fall and Winter combined. The table includes the number of scores (N) submitted, the average score (mean [Mn]), standard deviation of scores from the mean (SD) and the percentage of students achieving each performance level for each learning outcome individually and a grand total for all learning outcomes together.

Table 1. Wayne Experience Results

Learning Outcome Area	N	Mn	SD	Percent of Responses by Performance Level				
				High (3)	Moderate (2)	Low (1)	No (0)	Not submitted
				%	%	%	%	%
LO1: Describe meaningful connections with Wayne State peers, faculty, staff, and campus resources	2,904	2.0	1.3	47.5	32.9	7.1	0.8	11.8
LO2: Demonstrate foundational skills necessary for undergraduate-level academic and personal achievement at Wayne State University	2,900	2.0	1.3	47.1	29.9	8.5	1.5	13.1
LO3: Relate the value of attending WSU to the student's own academic and personal pursuits	2,903	1.7	1.5	41.4	28.0	9.4	3.3	18.0
LO4: Develop self-advocacy to optimize the use of campus resources and academic opportunities	2,899	2.0	1.3	47.7	31.9	7.7	0.4	12.3
All	11,606	1.9	1.4	45.9	30.7	8.2	1.5	13.8

The data in Table 1 are disaggregated and presented below as bar graphs. The first bar for each learning outcome presents Fall data; the second bar presents Winter data.

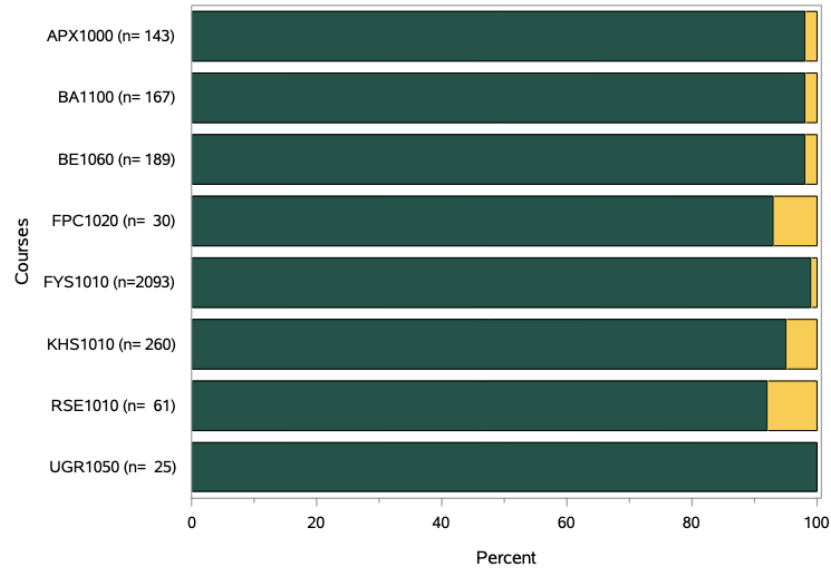


Modeling: Program-Level Participation as Context for Interpretation

List of courses included in Fall 2020-Winter 2021 for Wayne Experience

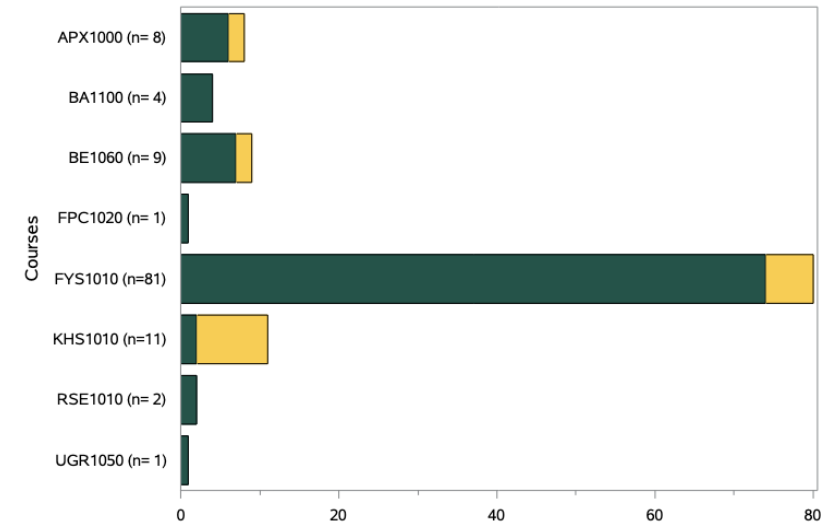
College	Department	Course	Active Section#	Assesed Sections Enrollment	Assessed Sections#	Assessed#	Assessed%
BA	BAD	BA1100	4	167	4	164	98%
ED	KIN	KHS1010	11	260	2	247	95%
EN	END	BE1060	9	189	7	185	98%
FA	FAD	FPC1020	1	30	1	28	93%
GS	INE	UGR1050	1	25	1	25	100%
LS	LSD	RSE1010	2	61	2	56	92%
OE	CMED	APX1000	8	143	6	140	98%
OU	OUPD	FYS1010	81	2093	74	2064	99%

% of Students Assessed in Participating WE Sections



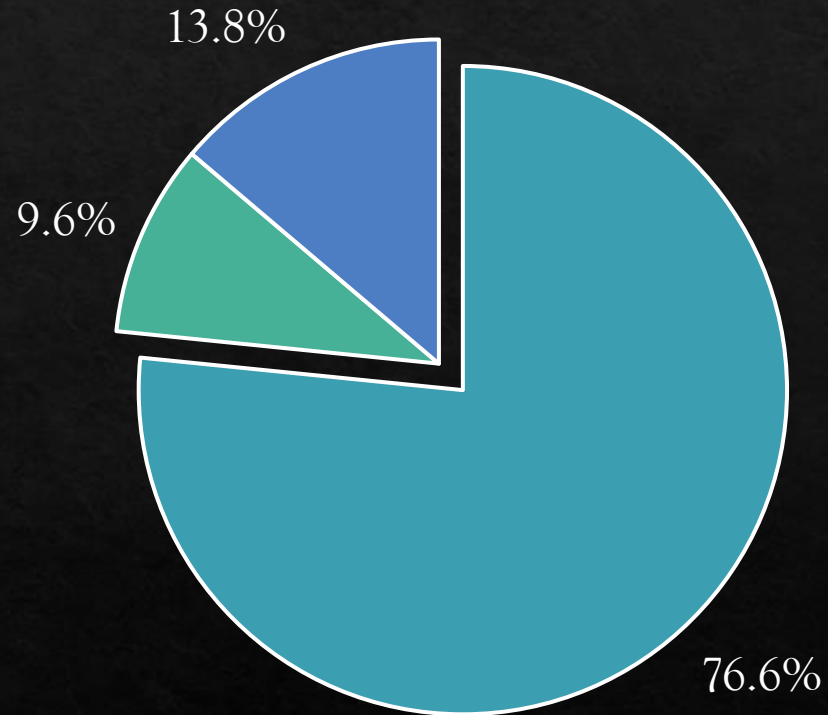
■ % of Students Assessed in Participating Sections
■ % of Students Not Assessed in Participating Sections

Count of WE Sections That Submitted Gen Ed Assessment Data in Fall 2020-Winter 2021



■ Participating Sections
■ Non-participating Sections

Modeling: Interpreting Overall Wayne Experience (WE) Results



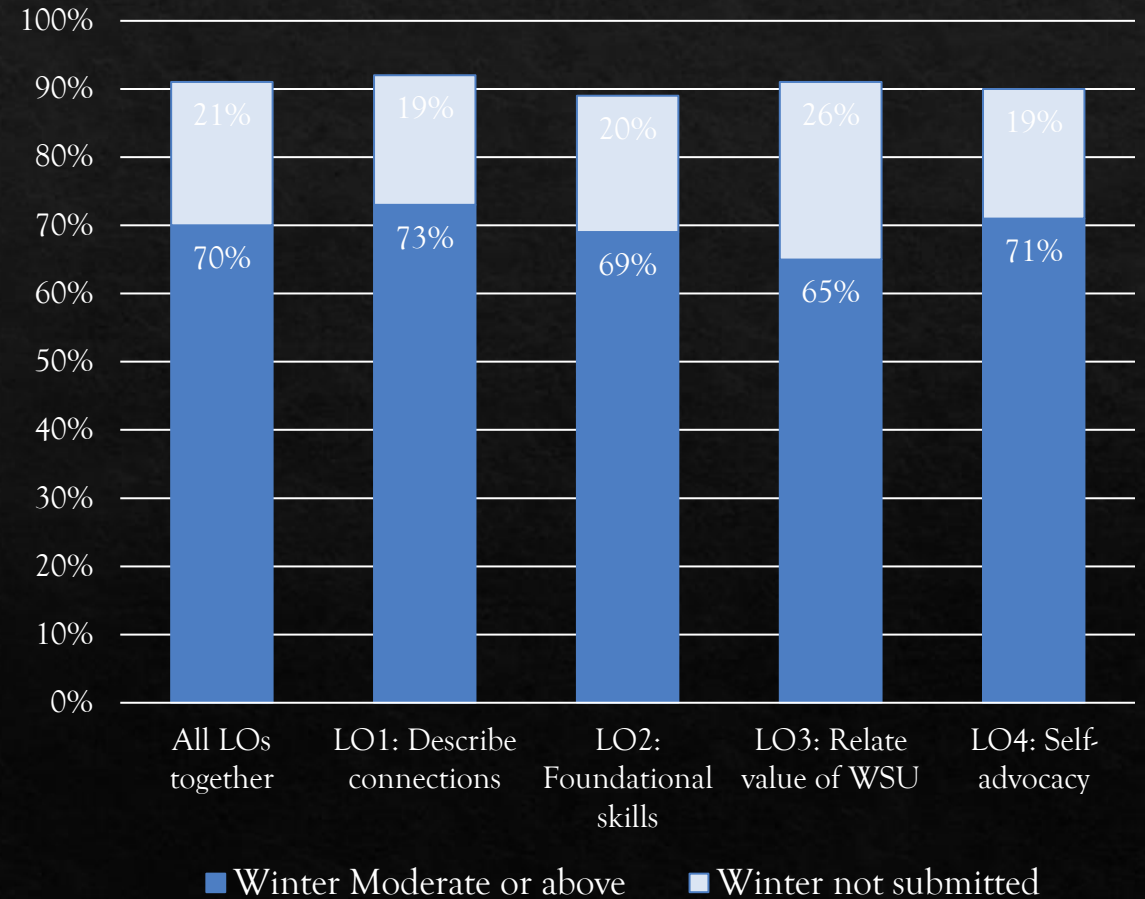
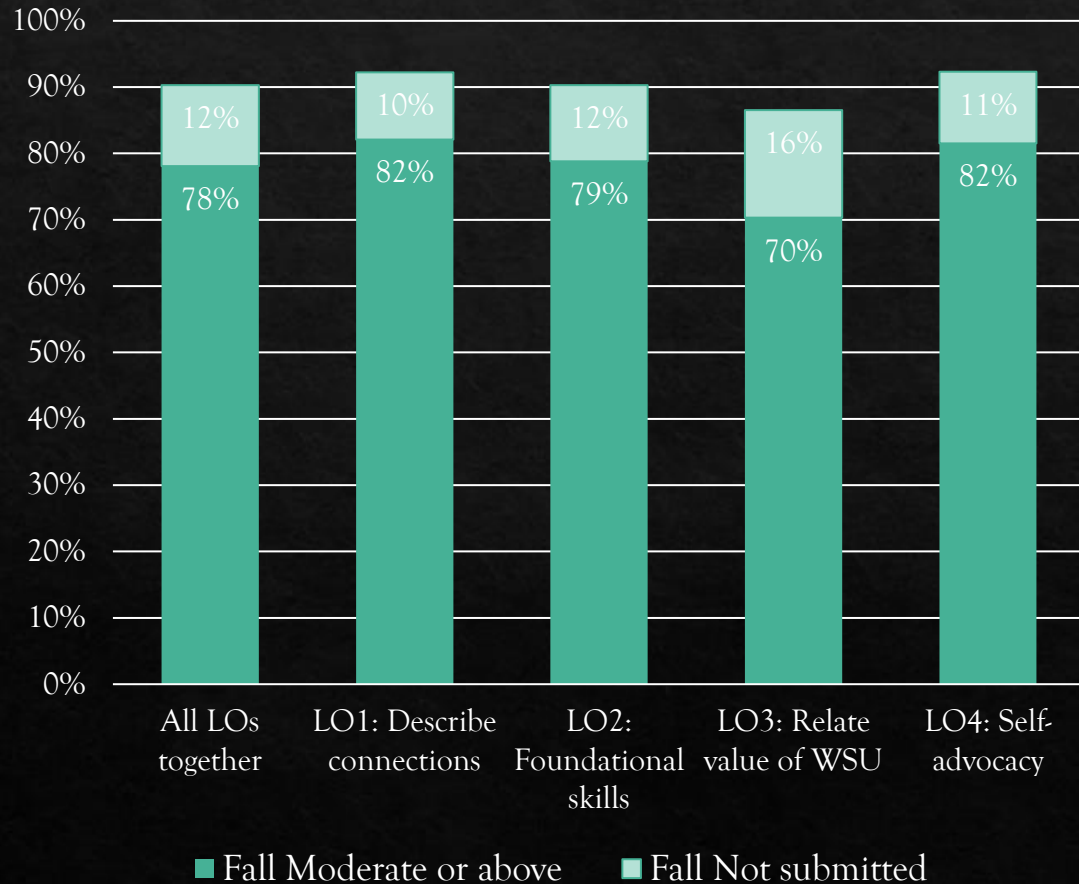
- Moderate level or above
- Below Moderate level
- Students didn't submit assignment

Discussion:

Any surprises in the actual results?

What do you think accounts for the results?

Modeling: Comparing Wayne Experience (WE) Results by Semester



Application to Sample Individual Instructor Report

Instructor_ID: eu0767

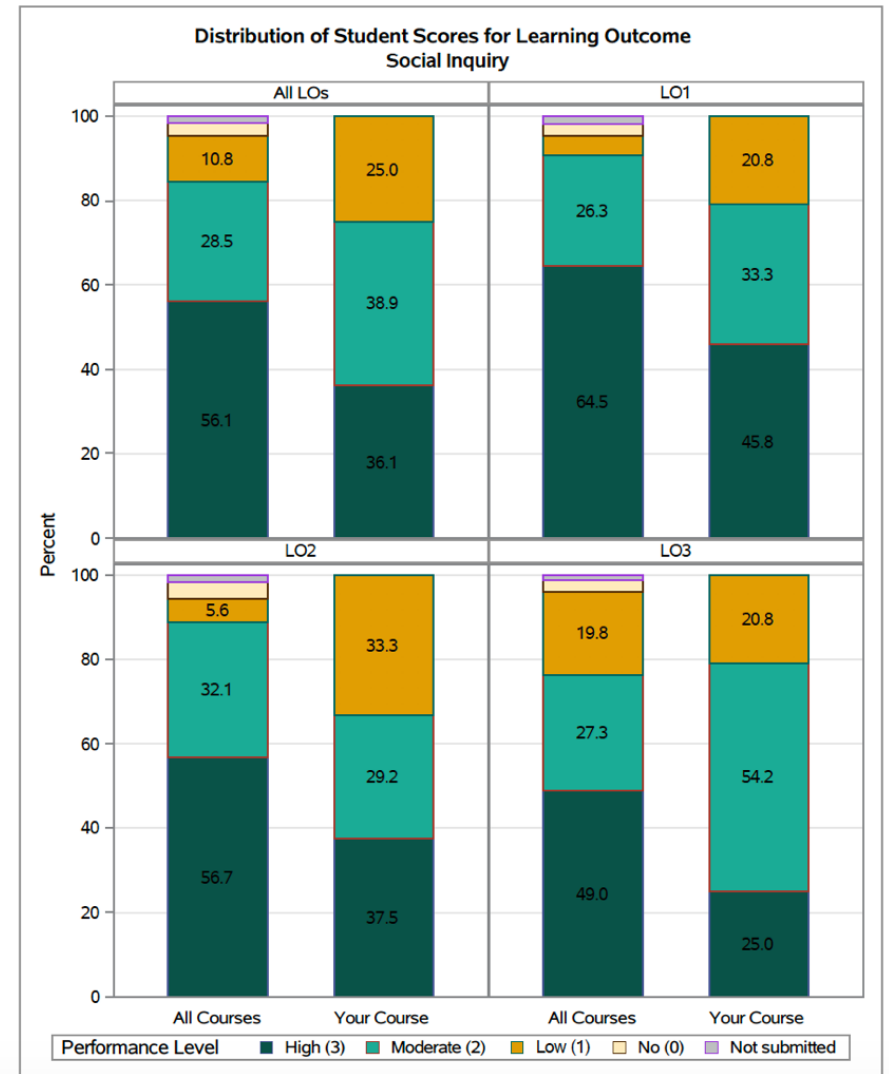
Course: HIS1610

CRN:18999

Table 1 provides a summary of assessment results for each learning outcome by performance level. The table includes the number of scores (N) submitted, the average score (mean [Mn]), standard deviation of scores from the mean (SD), and the percentage of students achieving each performance level for each learning outcome individually and a grand total for the Gen Ed designation. The aggregate scores for all SI courses are also provided for comparison.

Learning Outcomes	N	Mn	SD	Percent of Responses by Performance Level				
				High (3)	Moderate (2)	Low (1)	No (0)	Not submitted
				%	%	%	%	%
LO1: Describe the behaviors, practices, institutions, and/or systems that define a society or social group	24	2.3	0.8	45.8	33.3	20.8	0.0	0.0
LO2: Identify and define basic concepts in social analysis	24	2.0	0.9	37.5	29.2	33.3	0.0	0.0
LO3: Analyze social institutions and social interactions	24	2.0	0.7	25.0	54.2	20.8	0.0	0.0
All	72	2.1	0.8	36.1	38.9	25.0	0.0	0.0

A visual representation of Comparisons of Learning Outcome is presented below.



Instructor Comments on Goals/Results

The choice of assignments and when an assignment is completed matters; it affects the quality of the data.

The pandemic context needs to be considered in interpreting the results. Class modality could play a role.

Student motivation in submitting assignments plays a role; results in Fall vs. Winter for WE reflect instructors' perceptions of lower motivation.

Workload issues in large classes need to be addressed to increase participation among instructors.

Instructor Recommendations to GEOC



Positively communicate the value of assessment early on to engage more people in this work and in using the data



Provide asynchronous shared resources (e.g., sample assignments) for professional development



Offer training in “fitting” LOs in course syllabi; the process “made me think about what I teach and how I teach”



Model rubric norming conversations among instructors, provide anchor papers, assignments



Encourage coordination across sections and use of a common assignment for better data quality



Aggregate reports for coordinated courses and lab/lecture combinations



Collect information about the assignments selected to improve confidence in results



Analyze Fall vs. Winter student cohorts to identify possible factors in differential performance

White: Already happening
Blue: Future aspirations

Changes Instructors Will Consider Based on Gen Ed Report (Poll)

	Different ways to engage students with course materials	Change students' opportunities to interact with peers and instructor	Change the types of assignments given	Modify the organization of the course	Change course materials	Other
NSI	7	4	8	2	2	2
WE	5	5	5	2	1	0
Grand Total	12	9	13	4	3	2

Instructors identified an average of 2.0 ways to apply the results to their own classes to improve student learning.

Instructors' Plans for Future Engagement with Assessment (Poll)

	Pursue professional development	Align assignments with Gen Ed LOs	Collect assessment data	Use assessment results in decision-making	Discuss assessment results with others	Other
NSI	3	6	7	11	8	1
WE	6	4	2	6	6	0
Grand Total	9	10	9	17	14	1

Instructors identified an average of 2.9 ways to engage with assessment and involve others as well.

GEOC Use of Instructor Responses

For program development

- Advocacy for more WE courses in Fall compared to Winter
- Earlier notifications/messaging to instructors
- Encourage chair and dean outreach to encourage participation
- Associate Provost rather than GEOC outreach to deans and chairs

For instructor professional development

- Office for Teaching and Learning sessions on aligning assessments and learning outcomes, classroom assessment techniques
- Academy of Teachers session on data-informed teaching
- Annotated sample assignments in Canvas training course and on website
- Engaging Gen Ed Symposium panel and poster forum

Your Experiences and Strategies

- ◆ How has your institution engaged instructors in understanding, interpreting, and using assessment data?
- ◆ Which of WSU's strategies with Gen Ed instructors could you apply in your context?



Questions, Comments? Thank You!

