Assessing General Education at
Community Colleges:
Mission Possible

IUPUI
October 11, 2022
1:15 - 2:15 pm

When poll is active, respond at **PollEv.com/jenniferbill133**
Text **JENNIFERBILL133** to **37607** once to join

CLIMBING SCENE

TOM CRUISE
MISSION IMPOSSIBLE
GHOST PROTOCOL
IN THEATRES AND IMAX DECEMBER 21

Mission *Im*possible #1: Building from Scratch

Dr. Kathleen Gorski, Dean for Learning Outcomes, Waubonsee Community College, Sugar Grove, Illinois
AALHE President

Turn to your neighbor and share the strategies you use for writing general education learning outcomes.

Are these good outcomes?

Communication
Critical Thinking
Global Awareness
Information Literacy
Quantitative Literacy

Step 1: Don't reinvent the wheel

Explanation of issues	Definition: Critical Thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
Evidence *Selecting and using information to investigate a point of view or conclusion*	
Influence of context and assumptions	
Student's position (perspective, thesis/hypothesis)	
Conclusions and related outcomes (implications and consequences)	

CRITICAL THINKING VALUE RUBRIC

DQP
DEGREE QUALIFICATIONS PROFILE

Step 2: Define and Write Outcomes

Critical Thinking

Critical thinking is a habit of mind characterized by the thorough analysis of issues, ideas, artifacts, information or events to construct an argument or a solution.

Analyze information in order to construct an argument or solution.

Step 3: Take a closer look

- Do the criteria and descriptors align with your outcomes?
- Does the rubric align with the level of expected learning?

Next: Did you consider the student perspective?

- Will students be able to understand the criteria?

Step 4: Review again and revise

Before:

Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).

DQP
DEGREE QUALIFICATIONS PROFILE

After:

Student's Position/Solution (perspective, thesis/hypothesis)	Determines specific position/solution taking into account the complexities of an issue while acknowledging other viewpoints.

Step 5: Beyond the Rubric

I Can Statements:

1. I can clearly describe a problem or issue so that I can understand all facets.

2. I can select the most relevant ideas, concepts, theories, or practices to solve a problem or create an argument.

3. I can identify my own and others' assumptions and the context or background of a problem or argument.

4. I can create a solution or argument that takes into account all the complexities or viewpoints.

5. I can come to a solution or conclusion that is logical tied to a range of information and other viewpoints in which consequences, implications, or outcomes are clearly identified.

Step 5: Beyond the Rubric

WAUBONSEE
COMMUNITY COLLEGE

Home › Instruction › Assessment › Institution Learning Outcomes (ILO)

Institutional Learning Outcomes
Also known as General Education Outcomes

https://facultydae.waubonsee.edu/

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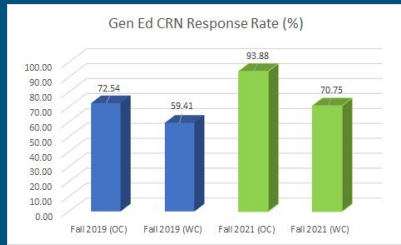## Mission *Im*possible #2
Faculty Engagement with Gen Ed Assessment

Jennifer A.H. Billman, Ph.D.
Assessment Coordinator & Associate Professor of Biology
HACC, Central Pennsylvania's Community College
AALHE Member

What strategies do you use to engage faculty?

Turn to your neighbor and share how you engage faculty with collegewide assessments.

The Mission: Increase Faculty Participation

Gen Ed CRN Response Rate (%)

Fall 2019 (OC)	72.54
Fall 2019 (WC)	59.41
Fall 2021 (OC)	93.88
Fall 2021 (WC)	70.75

Strategy #1: Make It Easy

87%   **91%**   **89%**

"I also appreciate that the assessment team trusts faculty to accurately assess each student's submission according to the rubric. :)"

Strategy #2: Make It Manageable

86%

"I was concerned at first, but the process was explained well and was easy to use. Thank you for a positive experience."

Strategy #3: Create an Education & Outreach Team

- Faculty:
  - Collegewide Assessment Team
  - Department Chairs
- Administrators
  - Deans

Strategy 4: Provide On-Demand Support

77%

"The reminder emails at the end of the term were very helpful - and necessary!"

87%

Mission Possible!

Spring 2016 Participation Rate

86 %

Mission *Im*possible #3
Sustaining a Healthy Process

Dr Fiona H. Chrystall, Director of Curriculum Quality Assurance and Assessment
Asheville-Buncombe Technical Community College, NC
AALHE Board Member

The Life Cycle of Assessment Processes

Establishment	Maturing	Sustaining
Requires structure	System tweaks	Flexibility
Stick with it	Resistance and Acceptance	Responsiveness
System is the priority	Evaluation	Maintain integrity

Health Check!

- Consider the recent history of the Gen Ed assessment process at your institution
- Complete the Health Check worksheet as honestly as possible
- Will score once completed

3	13	24+
Seek medical help immediately	Health/Wellness Plan required	Vibrant

Let's go!

Data Collection and Analysis

- Are you collecting the right data for Gen Ed assessment?

- Could Gen Ed assessment work be better shared?

- Can your LMS be better utilized to gather Gen Ed assessment data?

- What tools are available to aid data analysis that are currently underused?

Integrity

- What are the essential elements of your Gen Ed assessment process that you would not like to see change?

- Do you have adequate support for Gen Ed assessment at your institution?

Effectiveness

- Could the amount of Gen Ed assessment work be reduced, while at least maintaining, or potentially increasing, current effectiveness?

- How could you determine "the sweet spot" between time and effort for Gen Ed assessment, and gains in student learning/faculty engagement in the process?

Oversight

- Would changes in the current Gen Ed assessment process require greater or less centralization?

- Who reviews and uses the Gen Ed assessment data?

- Is support of Gen Ed assessment work primarily derived from the Assessment Office at your institution or from peer faculty?

- How could you ensure that the Gen Ed assessment process does not become overly complex or fragmented?

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Presenters:

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References / Resources

American Association of Colleges and Universities. (2009). Valid Assessment of Learning in Undergraduate Education (VALUE). Author.
https://www.aacu.org/initiatives/value

Lumina Foundation. (2014) The degree qualifications profile.
https://www.luminafoundation.org/resource/dqp/

Waubonsee Community College Faculty Development and Engagement Website:
https://facultydae.waubonsee.edu/

Health Check for Gen Ed Assessment Processes

	Score
1. If your Gen Ed assessment process has been in place for a while, to what extent do you think it has become increasingly valued? ☐A lot ☐Quite a bit ☐A fair amount ☐Very little ☐Not at all	
2. Do you think the current Gen Ed assessment process at your institution is achieving the desired results? ☐Yes – Provide an example. ☐No - What do you think could/should be changed in order to achieve the desired results?	
3. Would an external stakeholder looking at your assessment process and reports for Gen Ed programs over the past few years be impressed? ☐Yes – By what? ☐No – Why not?	
4. Do Gen Ed assessment reports contain evidence of substantial analysis and use of results to instigate improvement/change? ☐All ☐Many ☐Some ☐Few ☐None	
5. What are the most common changes reported, based on Gen Ed assessment activities each year (check the top one or two): ☐Changes to assessment methodology ☐Allocation of resources for teaching ☐Changes to curriculum ☐Changes to classroom practices ☐Strategies to change student behaviors?	
6. How often do you see "Goals met. No changes required" or some similar language in Gen Ed assessment reports?	

☐Never ☐Rarely ☐Sometimes ☐Often ☐Always	
7. Is the assessment of Gen Ed programs reported on annually? ☐Yes ☐No – What is the process?	
8. Are all Gen Ed reports reviewed after submission? ☐ Yes ☐ No	
9. Who reviews the Gen Ed assessment reports? ☐ No-one ☐ One person ☐ Committee ☐ Program Faculty ☐ Deans ☐ Other	
10. Are deficiencies/recommendations communicated back to Gen Ed faculty for correction or action? ☐ Yes ☐ No	
11. Is there a required template form/format for Gen Ed assessment reporting? Yes – How long has it been in place? No – In what format are reports submitted/created?	
12. Does your institution use a software management product to collect, store and report on Gen Ed assessment activities? Yes – Which product? No – How do you do this?	

Total	

1. A lot = 4
    Quite a bit = 3
    A fair amount = 2
    Very little = 1
    Not at all = 0

2. Yes = 1; No = 0

3. Yes = 1; No = 0

4. All = 4; Many = 3; Some = 2; Few = 1; None = 0

5. Changes to assessment methodology = 1
    Allocation of resources for teaching infrastructure/materials/activities = 2
    Changes to curriculum = 2
    Changes to classroom practices = 2
    Strategies to change student behaviors = 2

6. Never = 4; Rarely = 3; Sometimes = 2; Often = 1; Always = 0

7. Yes = 1; No = 0 (or 1, if regularly done)

8. Yes = 1; No = 0

9. No-one = 0
    Single person = 1
    Committee = 2
    Program faculty = 3
    Deans = 2
    Other = 1-3, depending on answer

10. Yes = 1; No = 0

11. Yes = 1; No = 1

12. Yes = 1; No = 0 or 1, dependent on answer

1. Is Gen Ed assessment valued?	
If you answered "A lot"	• Why do you think this? • What is the evidence? • How did you get there?
If you answered "Not at all"	• Why do you think this is? • Is the "lack of value" attitude ubiquitous or are there pockets of faculty who seem to value it more than others? • If there are pockets of "yays" versus "nays", can you identify key characteristics that differentiate the two groups? • Can you identify the sticking points for the "nays"?
2. Achieving the desired results?	
If you answered "No" but not sure what should be changed.	• Consider changes in the process (scope, method, timing), changes in who is involved, changes in institutional support.
3. Impressive to external stakeholders?	
If you answered "Yes"	• Toot your horn and share with others!
If you answered "No"	• Be honest and specific
4. Analysis and use of results?	
If you answered "Some", "Few", or "None"	• Why do you think this is?
5. Most common changes?	
If you selected "Changes to assessment methodology" only	• How long has your current Gen Ed assessment process been in place?
6. Frequency of "No changes required"?	
If you answered "Never" or "Rarely"	• Is this a change from previously or has this always been the case? • Are the proposed changes based on solid assessment results, analyzed, and explained in the Gen Ed assessment reporting process?
If you answered "Sometimes", "Often", or "Always"	• What has been done to try and question the validity of the assessment and "inaction" statements? • Who has been given the ability to question such statements and attempt a shift to greater relevant action?
7. Reported annually?	
There is no right or wrong answer here, yet a balance has to be found between making the assessment work manageable and also having it be useful and meaningful. For example, some colleges look at only one or two Gen Ed SLOs per year but if you have ten Gen Ed SLOs, then that will take a full 5yrs to fully assess the intended learning	

n Ed. While the majority of students at most CCs are studying part-time, our reporting and performance measures are still generally based on an assumption of full-time study, thereby defaulting to a 2-3yr expected timeframe for degree completion (transfer or AAS). Thus, use of a cohort model not differentiated between full-time and part-time students, but spreading full Gen Ed SLO assessment over 5yrs, will capture comprehensive data for many part-time students, but only partial data for full-time students in the same cohort (i.e. the full-time students will enter and leave within 2-3 years and will have been assessed in 4-6 of the 10 Gen Ed SLOs only in this example).

- At what point in the 5yr process do you initiate change, based on the results and how do you measure the efficacy of the changes post-implementation?
- Can you afford to wait five years until that particular SLO comes around again to measure this (reweighing the

   pig after feeding)?

8. Gen Ed assessment review?	
If you answered "No" and struggle with faculty engage in Gen Ed assessment	● It might be that these two things are connected. Why do this work and create reports that are never read (except perhaps by external accreditor evaluators)? ● See Joe Levy's work on using Self-Determination Theory (SDT) to measure faculty motivation to engage in assessment work from the perspective of competence, relatedness, and autonomy.

9. Who reviews Gen Ed assessment?	
If you answered "No-one" or "One person"	● This is a problem. Why is this the case?
If you checked lots of people/groups	● Involving everyone in reviewing the reports is also not always a good use of personnel time. ● Think about the purpose of review - is it to keep faculty not directly involved in the assessment analysis and reporting process apprised of that work and how it relates to their teaching; is it to ensure decision-makers are aware of the work and data that is behind requests for resources/curricular changes; or is it to ensure reports are comprehensive, readable, and completed to meet external stakeholder requirements?

10. Review leads to recommendations?	
If you answered "No"	● If there is no feedback to the Gen Ed faculty, how do they know that their work is "seen and valued"?

11. Gen Ed Assessment reporting format?	
If you answered "No"	● What drove the practice of not having a common form or format for reporting Gen Ed assessment work? ● Are there stipulated key requirements regarding content but not format of reporting?

12. How do you manage Gen Ed assessment?	
If you answered "Yes"	● Is it user-friendly from the faculty perspective?

	- How long did it take after implementation for faculty to value and become familiar with the system? - What approach helped to get faculty engaged in using the technology provided for Gen Ed assessment work?
If you answered "No"	- What made you decide to create your own system/tools for assessment work? - Do you have hints and tips to share with others about particularly successful approaches/use of commonly available software?