2/3 General Education Assessment Plan Town Hall

Stage 1 Notes
- Randomization should happen outside the department using standard protocol.
- Some departments might prefer to have control.
- What is the research question we are trying to answer? This is a question of design of the research we are doing.
- Gen Ed director could work with department chairs. Some voices uncomfortable with this.
- Some people will want autonomy. Others want less work and less autonomy. Should we be meeting with department chairs soon?
- Chairs are going to be pushing back, because assessment burden is becoming so extreme.

Stage 2 Notes
- Would we not want the assessment form to be distributed the semester before?
- Exclude first time taught new faculty and first semester faculty?
- Simplification ideas: list specific traits from AACU rubrics.
- Isn't the CAAT going to help the program identify the assignments to be assessed?
- Do we even need to know the objectives and individual classes?
- The specifics in individual classes can vary from instructor to instructor?

Stage 3 Notes
- Part of purpose of the forms is to give general qualitative info.
- Important to know what parts of the rubrics are going to be targeted.
- Electronic means of gathering data.
- Who is compiling the data? CAAT, faculty, department?
- Can we dictate how individuals collect the data? Electronic versus paper.
- Would we collect the actual assignments? There are ways to do this.
- One page rubric, no optionals. Do all at once; do the parts that apply.
- How are we going to norm assessment responses? We need some way of developing consensus.

Stage 4 Notes
- Any research effort tries to answer basic questions: what, why, how, so what.
- Can we find out whether, for example, INKN correlates with critical thinking?
- Rubric form – what identifiers on the form could we use? The attributes instead of the CRN, or create a code for each CRN.
- When should rubrics be due? One week after due date, or after assignment is graded.
- Have people doing scoring report areas of strength and concern. Make this voluntary as part of assessment or report general observations, contextualization.

Stage 5 Notes
- QEP should be coordinated.
- Follow specific students from effective learning and general population to develop longitudinal data.
- How is the cost-benefit ratio working? Is assessment worth the cost?
2/4 General Education Assessment Plan Town Hall

Stage 1 Notes
- CAT should randomly select.
- Randomization is important.
- Standardizing is important.
- Adjuncts should be removed completely.
- Should full-time faculty do most of assessment work?
- Adjuncts are a large part of teaching faculty and are valued.
- Sample is to spread out assessment—might not be meaningful to individual instructors.
- Difference between assessment in the majors and in general education. Is there a difference?
- Changes at the department level will be difficult to implement based on program-wide data.
- Reliability norming session for review of data.
- Not to over assess.
- Time and effort of assessment.
- Sample size as an accurate reflection of students.
- Streamlining assessment.

Stage 2 Notes
- Give out form a semester before.
- Should be required, not an option. Or eliminate altogether question two.
- Should the form be given at the end of the semester instead of the beginning? Assessment might change throughout the semester. Process for resubmitting or changing assessment?
- Groups of people and rotating assessment to different courses and programs.
- Question two is important for the context: teaching strategy is/may not be important. It might be useful to view diversity of teaching styles for final report.
- You want students toward the end of their 36 hours, maybe 30 out of 100 students.
- All assessment could be done in one course if the students have been in Gen Ed several semesters. We can identify students who have completed X number of general education credits. One course or a few courses within one program.
- Take a sample. Provide a stipend.
- Programs pick course and rotate courses.
- A group gets paid a stipend to review student work and assess using the rubric.
- Submit an assessment budget.

Stage 3 Notes
- Take evidence only from students at the end of their Gen Ed program.
- Could anonymize data completely; remove CRN and other identification.
- Communicate that this is not an assessment of individual faculty, especially to adjuncts.
- This is not an assessment of individual faculty.
- Adjuncts shouldn’t be expected to participate; use full-time faculty.
- Fall, collect data only. Spring, analyze data only. Don’t pay stipends until report is turned in
- Or
- Fall, conversation. Spring, collect data. Summer, stipends for summer assessment.

Stage 4 Notes
- Targets or standards in second round.
• Assessment not perfect.
• Provide samples of student work and rubrics.
• Provide training and workshops.
• Rubrics may be subjective.
• AACU may provide direction.
• Online evidence discussion groups, online exams: how to download?
• Time and effort of completing rubrics.
• Quantitative reasoning, drawing conclusions: What is the intent? Interpretation is subjective.
• Some assessments may not be easy to print out or format appropriately.

Stage 6 Notes
• Funding for professional development.
• Funding for improvement.
• Funding for both assessment and improvement
• Closing the loop – how can we do assessment and improvement?
• Foundations of Civic Engagement training on how to do reflection papers/how to teach that.