General Education and Core Assessment Retreat

Facilitated by Members of the General Education Council
Magnolia Room
September 21, 2012
Today’s Assessment Retreat

• Why do assessment?
• What is assessment?
• Overview of Current Core Assessments
• Examples from Departmental Representatives
• Table Discussions by Core Area: A, C, D, E
• Core Curriculum Assessment Rotation
Why do assessment?

- Improvement
- Accountability
- Accreditation
Improvement

- Curriculum
- Instructional methodology and practice
- Student services

“Nothing is so perfect that it cannot be improved upon.” – Trudy Banta
Accountability

• Public accountability

• Board of Regents of the University System of Georgia
  – Policy Manual Section 2.9 Institutional Effectiveness

• Competition for limited resources

“Every publicly supported social services agency now has an outcome-based agenda.” – Trudy Banta
Accreditation

- Southern Association of Schools and Colleges (SASC) Commission on Colleges:
  - 2.5) The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.
  - 3.3.1) The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.
  - 3.4.10) The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.
  - 3.5.1) The institution identifies college-level general education competencies and the extent to which students have attained them.
What is assessment?

Assessment is a systematic process of looking at student achievement within and across courses by gathering, analyzing, and using information about student learning for educational improvement.

American Association of Higher Education (AAHE)
Characteristics of Good Assessment

- comprehensive, ongoing and evolutionary
- broad involvement from faculty
- clear, assessable educational goals and objectives
- uses a variety of assessment and evaluation methodologies
- collects meaningful and accurate data
- primary emphasis is on improvement of teaching and learning

(adapted from Seybert, AAHE Conference on Assessment 1998)
Characteristics of Good Assessment Activities

- effectively measure the outcome
- identify the appropriate point of measurement
- are easy to administer and not overly complicated
- are easy to evaluate
- are scalable
- incorporate appropriate sampling
Overview of Current Core Assessments

- Handout
  - Variety and types of assessments
  - Strengths and weaknesses
Examples from Departmental Representatives

- Dr. Darrell Fike: English
- Dr. Teresa Doscher: Biology
- Dr. Carl Hand: Sociology
Table Discussions by Core Area

• Participants at each table should distribute 8-10 copies of their current GEC Worksheet and assessment.

• Questions for discussion:
  – How did you design the assessment(s) in your department?
  – What lessons have you learned from conducting these assessments?
  – How are you sharing and disseminating results? Are these leading to change?
Core Curriculum Assessment Rotation, Schedule, and Forms

• General Education Council
  http://www.valdosta.edu/gec/

• Program Review, Core Assessment, and Institutional Effectiveness
  http://www.valdosta.edu/uac/programreview.shtml

• Questions

• Additional Resources Needed?
Future Events

Core Matters Conference – Nov. 8-9
http://www.valdosta.edu/corematters/

Online Lifeline Conference – Feb. 20-22
http://www.valdosta.edu/distance/onlinelifeline/