

Assessing the 2023 General Education Assessment Process

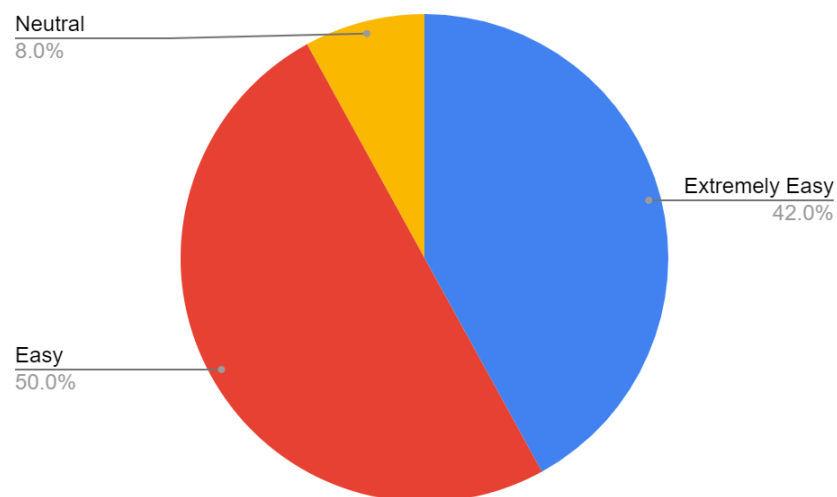
Prepared by the Office of Educational Effectiveness, June 2023

In order to assess the effectiveness of the Spring 2023 General Education Assessment Initiative, the Office of Educational Effectiveness distributed an anonymous feedback survey to all participants (n=107) in May 2023. The purpose of this survey was to give participants the opportunity to reflect on their perceptions of the assessment initiative, rate the effectiveness of the process and tools used, provide open-ended feedback on their experience, and suggest improvements for subsequent general education assessment cycles.

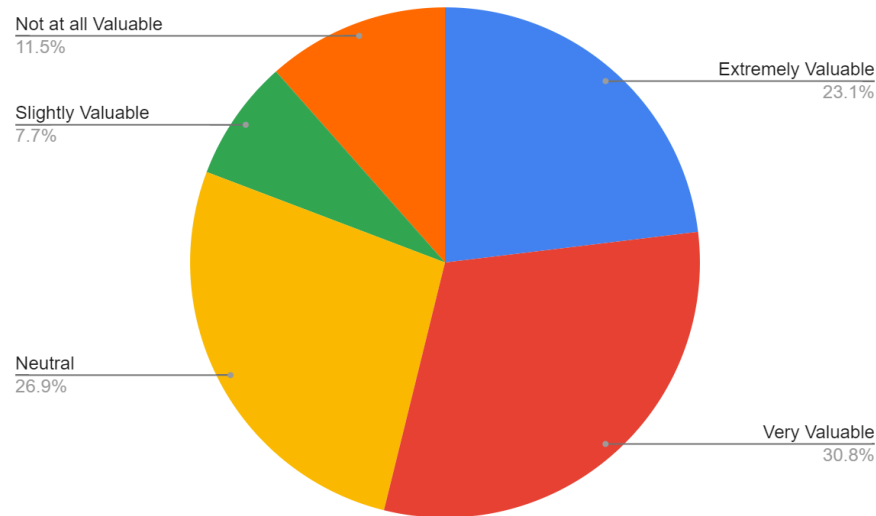
The survey response rate as of June 26, 2023 is 26% (n=28). Results reported herein reflect the responses received as of this date, although the survey will remain open and accessible to participants through September 2023 in an effort to collect as much feedback as possible. A blank PDF copy of the survey is accessible [here](#), for reference.

First, the survey revealed a shift in faculty members' perceptions of participating in an assessment initiative. Initially, only 41% of respondents felt "Positive" or "Extremely Positive" about their participation prior to meeting with an assessment consultant, with the majority (56%) reporting that they felt "Neutral." However, 85% of respondents felt "Positive" or "Extremely Positive" about their participation after reflecting on their meeting. When asked to provide further insight, some respondents noted that the initial communication about the assessment initiative was unclear or vague, leading to some trepidation about how to prepare for the meeting. However, many noted that the experience itself was generally positive and painless.

Respondents overwhelmingly reported that the assessment process was easy:



Respondents had varied opinions on the value of the assessment initiative, although the majority rated it as "Very Valuable" (31%) or "Extremely Valuable" (23%):



Respondents had varied opinions on the effectiveness of the assessment process, although 92% rated it as neutral or better: Neutral (35%); Very Effective (42%); Extremely Effective (15%). Results were similar for the effectiveness of the assessment rubric, which used “Developing,” “Acceptable,” and “Exemplary” categories. 89% of respondents rated it as neutral or better: Neutral (35%); Very Effective (35%); Extremely Effective (19%).

Approximately 40% of the faculty respondents noted that they planned to make a change or improvement to their SBC course as a result of their participation in the general education assessment initiative. For example, some noted that they intended to clarify the alignment of general education student learning outcomes (SLOs) to their specific assignments by revising the way they are worded. Others noted that they would incorporate more variety in assessment methods to provide students with more opportunities to demonstrate their proficiency in a given SLO. Others found it a helpful exercise to refresh their course SLOs within the broader context of the general education SLOs.

Respondents’ overall feedback yielded the following key insights:

1. Some faculty still have reservations about the value and purpose of general education and the assessment of general education. To address this, OEE will host a workshop on general education and the results of the assessment in Fall 2023.
2. Some faculty felt that, after participating in the guided assessment conversation, they would be prepared to use the OEE content management system to conduct an assessment of their SBC course on their own in a subsequent assessment cycle.
3. Conducting the assessment after the end of the semester, when all student performance results are available, would be preferred.
4. Providing more detailed instructions to participants in advance would be helpful in the future.