

## **General Education Assessment Procedure**

Over the course of the Fall 2012 semester, the William Woods University Curriculum Committee examined the historical contexts and results of our institutional General Education assessment practices with the aim of establishing a more effective and expedient approach to this annual challenge. As a result of our investigation we offer the following procedural vision, designed as a continuous, collaborative effort among all involved parties.

### Juried Assessor Identification

During the Fall semester each year, a Curriculum Committee representative will solicit faculty volunteers to serve as juried assessors.

This may be done during a Faculty Assembly meeting, or via e-mail. In either case, the CC rep will distribute a brief form which clearly identifies both the General Education assessment focus areas for that academic year and the compensation to be provided for juried assessors. Interested faculty members will be asked to indicate areas they are willing to assess, along with any pertinent background information in terms of teaching, areas of expertise, etc.

This step of the process should be completed by the end of November.

### Sample Artifact / Assignment Collection and Rubric Review

Also during the Fall semester each year, a Curriculum Committee representative will solicit artifact and assignment samples from each of the General Education areas slated for review the following spring.

This will be done by contacting the faculty representative for each GE area, who will in turn gather the samples from faculty in that area. Each GE area will supply a minimum of four sample artifacts or descriptors for their area, so as to cover the assessment spectrum in its entirety: one exemplary artifact/descriptor, one proficient artifact/descriptor, one developing artifact/descriptor, and one insufficient artifact/descriptor.

Some GE areas--especially those with a wide range of courses--may choose to provide four samples for each course to be assessed in the area if they feel that doing so will be more helpful in terms of guiding juried assessors. In either case, faculty from each GE area must also provide the assignment sheet which accompanies each artifact. Assignment sheets must indicate which area objectives the artifact is meant to reflect.

Additionally, faculty members who teach in the General Education areas slated for assessment the following spring should meet to review the assessment rubrics for their respective areas and confirm approval of the rubrics as they exist or, if deemed necessary, make revisions. In either case, the contact representative from each GE area must inform the Associate Dean of Academic Assessment of the group decision and, if the rubric has been revised, provide the ADAA with the new document.

This step of the process should be initiated in November or December and completed by the end of January.

### Assessor Subcommittee Formation

At the beginning of the Spring semester each year, a Curriculum Committee representative will identify and contact a group of juried assessors from the pool of Fall volunteers to serve as juried assessors for that year's General Education assessment activities.

The group size will vary depending on the number of areas and courses slated for assessment. Ideally, the assessment group will include a significant number of faculty members with teaching and / or research backgrounds in the GE fields to be reviewed, but overall should include faculty members from across the curriculum.

This step of the process should be completed by the end of February, at which time the CC rep will provide the Associate Dean of Academic Assessment with the juried assessors' names and contact info.

#### Assessor Artifact and Assignment Orientation

Immediately prior to Spring Break each year, the representative for each GE Area will submit their example artifacts/descriptors and assignment sheets to the Associate Dean of Academic Assessment, who will in turn post them to the S:// Drive. Consequently, juried assessors are expected to familiarize themselves with the materials.

The CC rep will be available in person or by e-mail to address juried assessors' questions or concerns. Ideally, the faculty representative from each GE area will also collaborate in fielding questions or concerns.

#### Technical Orientation

Also prior to Spring Break each year, the Associate Dean of Academic Assessment will collaborate with the William Woods University IT Department to orient that year's juried assessor group in the use of TK20, our assessment interface system.

This step in the process should be completed by the end of April, although faculty and students may be oriented in TK20 at various other times throughout the year as necessary.

#### Closing the Loop and Feedback

The Associate Dean of Academic Assessment will conduct the General Education assessment process for both on-campus and online courses annually in May, and then return data to the CC for feedback the following Fall semester.

The results of each year's assessment data will be provided to the Gen Ed representative from each area by the CC before Sept 1. Subsequently, the Gen Ed representative will submit to the CC a written response to the May assessment data. If an area's results fall short of established benchmarks, faculty from that area will be charged with the task of developing action steps to improve performance for the next assessment. The action steps will be sent back to the CC prior to October 1 to be included in the end of the year report, which CC will send to the Associate Dean of Assessment by Jan 1.

During the ensuing Fall semester, a representative for Curriculum Committee will reinstate this process for the next round of General Education areas slated for review.

#### Moving Forward

All Curriculum Committee documents relating to General Education Assessment will be housed on the WWU share drive to help facilitate future recommendations, reports, and improvements.