

Engaging Faculty in Assessing General Education Courses and Programs

It has been challenging to involve faculty in assessment that goes beyond traditional grading within their courses. How are our institutions engaging and helping faculty in using evidence to improve general education?

- Fiona Glade, Interim Assistant Dean for Undergraduate Studies, University of Baltimore, fglade@ubalt.edu;
- Jennifer M. Harrison, Asst. Director for Assessment, Faculty Development Center, UMBC, jharrison@umbc.edu;
- Moderator: Nancy O'Neill, Project Manager, Kirwan Center for Academic Innovation, noneill@usmd.edu.

Learning Outcomes

By the end of this session, participants will be able to ...

1. Describe formal and informal institutional structures that can engage faculty in general education assessment
2. Discuss how other institutions engage faculty in general education assessment.
3. Identify at least one shared idea useful to your own institution.

Agenda 1:55-2:45 pm

Introductions

Think, Pair, Share Activity

Two Case Studies

- University of Baltimore: Scaling Up, Vertically and Horizontally
- University of Maryland, Baltimore County: Vertical Alignment and Closing the Loop

Discussion

Questions

Think, Pair, Share Activity

How is general education assessment organized to engage faculty at your institution? What formal and informal institutional structures are available?

- **Think:** Sketch a diagram below to illustrate your institution's assessment process. What processes, programs, committees, etc. help to engage faculty in assessing courses and program?
- **Pair:** Present your sketch to your partner.
- **Share:** Discuss ideas that engage faculty from the processes at both institutions.

Ideas to try at my institution ...