

Engaging Faculty in Assessing General Education Courses and Programs – Session Takeaways

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- Having assessment processes that are faculty-led is key
- Learn from failure – what didn’t work and why
- Provide faculty with practice and feedback opportunities
- Articulate how assessment can save faculty time, when possible
 - o If assessment makes grading easier (course embedded assessment that can be used for program assessment purposes)
 - o If assessment translates to fewer student complaints (sharing a rubric with them, e.g.)
 - o If assessment leads to course improvements just-in-time (that semester) and into the future
- Incentives when possible and when it makes sense, faculty gatherings with food, course releases, etc.
- Work to have assessment processes become part of the regular work of faculty, but be mindful if it hasn’t been happening systematically before, it can feel like more being added to the plate. Are there other things that could come off, even temporarily?
- Create opportunities to come together across depts. – provides an opportunity to connect with colleagues from across campus, which itself can be an incentive
- Connect this work to professional development, and/or to scholarship (instead of always connecting it to service obligations, such as committee membership)
- Consider organizing peer-led faculty development sessions – faculty teaching other faculty
- Have faculty start this work based on their own questions about student learning – what do they want to know about how their students are doing?
- Engage faculty in co-construction – of student learning outcomes, assessment tools/checklists, guiding principles, new/amended policy, etc. Guide this effort using disciplinary or professional standards, research-based best practices, etc. Different kind of investment when faculty can see vestiges of their own thinking and experience in the resulting documents/language