



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.



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/>