

GE Assessment: 2017-2018 Summary

Faculty Learning Community
Summary

08/10/18

Brief History

- GE “Curriculum mapping” in Fall 2015
- Five GE Learning Goals:
 - Fundamental Knowledge Assessed in 15-16 with 4 GE courses
 - Critical thinking Assessed in 16-17 with 15 GE courses
 - Communication
 - **Teamwork** Assessed in 17-18 with 7 GE courses
 - Local and global community

Teamwork

Learning Goal: Students will develop skills to collaborate effectively and ethically as leaders and team members.

Outcome 1: Students will encourage and value the contributions of others.

Outcome 2: Students will collaborate effectively.

Outcome 3: Students will engage in civil discourse and provide constructive feedback.

Outcome 4: Students will demonstrate ethical reasoning.

Participants

- **7** courses from 6 colleges
 - Out of 216 upper division GE courses offered in spring 2018

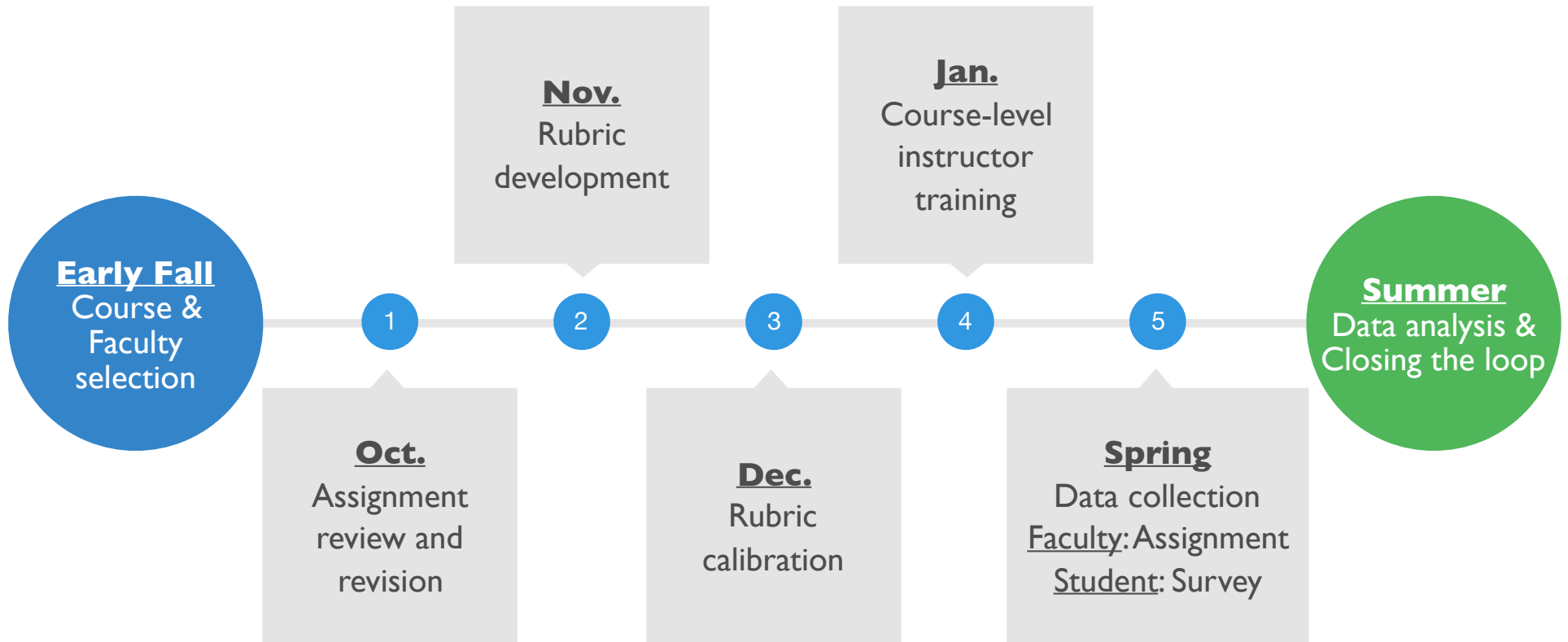
- **13** faculty:
 - 7 course coordinators/leads
 - 6 additional instructors

Participating courses/Course leads

1 COTA (ART 380) / Marsha Judd
1 ECS (CPSC 313) / Sara Hariri
1 EDU (EDSC 320) / Debra Ambrosetti
1 HHD (HUSR/COUN 350) / Ginamarie Scherzi
2 HSS (CHIC 305;ASAM 300) / Gabriela Nunez; Eric Reyes
1 NSM (GEOL 333) / Joe Carlin

- **809** students
 - Out of 25,212 students taking these courses (duplicated headcount)

Process



Faculty Learning Community

Rubric

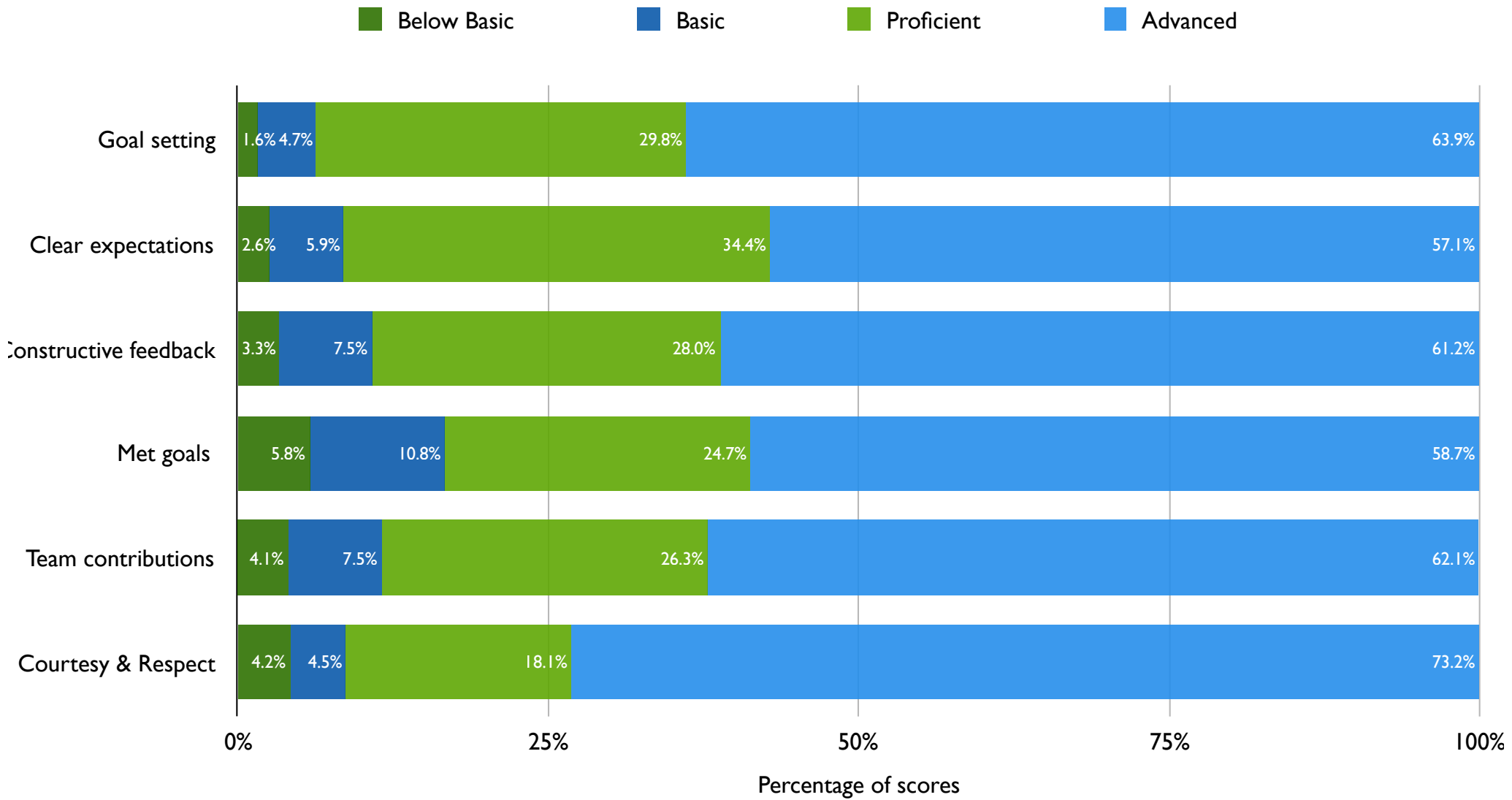
- 6 criteria:
 - A) Goal setting
 - B) Clear expectations
 - C) Constructive feedback
 - D) Met goals (set by the instructor)
 - E) Team contributions
 - F) Courtesy and respect

Rubric Criteria A-C: Focus on TEAM as the unit of assessment (i.e. students in the same team will receive the same score on these criteria);

Rubric Criteria D-F: Focus on INDIVIDUAL TEAM MEMBER as the unit of assessment (i.e. students receive individually different scores).

Rubric Criteria	Performance Level 1 Below Basic	Performance Level 2 Basic	Performance Level 3 Proficient	Performance Level 4 Advanced	N/A
A) Team identifies and sets goals for the group. (UNIT OF ASSESSMENT: TEAM)	Team fails to formulate clear goals, or formulated goals that are unachievable. Not all team members are committed to goal.	Team established the goals, but some are too general. Priorities may be unclear and/or some goals are unachievable.	Team established achievable goals that are agreed upon by the group; Team has a shared understanding of priorities.	Team established achievable goals that are agreed upon by the group; Team identified clear priorities that are well documented and organized.	
B) Team has clear expectations for each member's roles and responsibilities. (UNIT OF ASSESSMENT: TEAM)	Team does not establish roles for each member and/or the workload is unequally distributed.	Team establishes informal roles for each other. The workload could be distributed more equally.	Team establishes formal roles for each member, and distributes the workload equally most of the time.	Team establishes clearly documented formal roles for each member, and distributes the workload equally.	
C) Team welcomes constructive feedback and resolves conflict. (UNIT OF ASSESSMENT: TEAM)	Team is unable to resolve conflicts. Team members demonstrate non-constructive/destructive behaviors, and is in disagreement for most tasks.	Team ignores conflicts. Team disregards members' feedback without reasonable examination.	Team resolves conflicts by asking team members to offer feedback and to reach consensus through discussion.	Team views conflicts as opportunities for innovation to advance the project; Team identifies processes to solicit and discuss feedback.	
D) Team produces an output/result that meets the goals established by the instructor. (UNIT OF ASSESSMENT: INDIVIDUAL)	Team does not produce an output/result at all or an output/result that meets the established goals.	Team produces an output/result that demonstrates a basic understanding of the knowledge/skills/tools required by the instructor (e.g. vocabulary, principles, theories, concepts), but does not offer new knowledge generation.	Team produces an output/result that demonstrates a solid understanding of the knowledge/skills/tools required by the instructor (e.g. vocabulary, principles, theories, concepts).	Team produces an output/result that demonstrates the creation and use of new knowledge/skills/tools beyond what is required by the instructor (e.g. vocabulary, principles, theories, concepts).	
E) Team member makes meaningful contribution. (UNIT OF ASSESSMENT: INDIVIDUAL)	Team member is not engaged or productive	Team member participates and produces minimal work required of him/her; Does not offer ideas to advance the work of the group	Team member completes all assigned tasks on time; Offers suggestions to advance the work of the group	Team member produces high quality work that demonstrates leadership, and substantively advances the team toward achieving their project goal.	
F) Team member shows courtesy and respect for other members. (UNIT OF ASSESSMENT: INDIVIDUAL)	Fails to support a constructive team climate by doing fewer than two of the following: 1) Treats team members respectfully by being polite and constructive in communication. 2) Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. 3) Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. 4) Provides assistance and/or encouragement to team members. 5) Promotes an open group climate where members feel safe to share information and where members listen to each other actively and appreciatively.	Supports a constructive team climate by doing any two of the following: 1) Treats team members respectfully by being polite and constructive in communication. 2) Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. 3) Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. 4) Provides assistance and/or encouragement to team members. 5) Promotes an open group climate where members feel safe to share information and where members listen to each other actively and appreciatively.	Supports a constructive team climate by doing any three of the following: 1) Treats team members respectfully by being polite and constructive in communication. 2) Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. 3) Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. 4) Provides assistance and/or encouragement to team members. 5) Promotes an open group climate where members feel safe to share information and where members listen to each other actively and appreciatively.	Supports a constructive team climate by doing four or more of the following: 1) Treats team members respectfully by being polite and constructive in communication. 2) Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. 3) Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. 4) Provides assistance and/or encouragement to team members. 5) Promotes an open group climate where members feel safe to share information and where members listen to each other actively and appreciatively.	

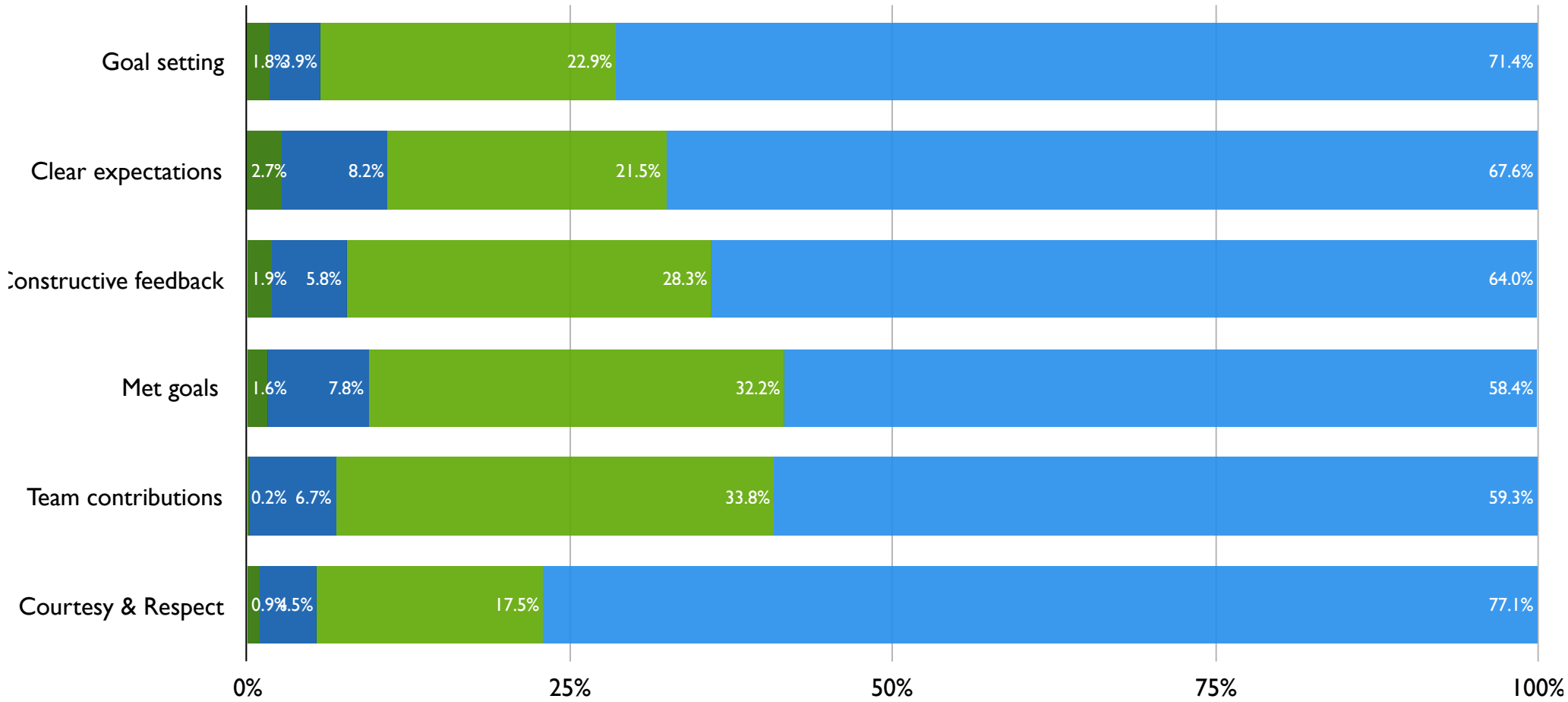
Results: Faculty scores



Results: Student survey

42%
response
rate

■ Below Basic ■ Basic ■ Proficient ■ Advanced



Percentage of scores

Results: Summary

Criteria for success:

70% of students receive scores/ratings of 3 (“proficient”/“agree”) or higher on each criterion

	Faculty score of “Proficient” or “Advanced” (%)	Student rating of ‘Agree’ or “Strongly Agree”(%)
Goal setting	93.6%	94.3%
Clear expectations	91.5%	89.1%
Constructive feedback	89.1%	92.3%
Met goals (set by instructor)	83.4%	90.7%
Team contributions	88.5%	91.4%
Courtesy & respect	91.3%	94.5%

- **Criteria for success met on every criterion**

- Best performance: “Goal setting”
- Lowest performance: “Met goals” (faculty); “Clear expectations” (student)

Results: Differences based on student characteristics

Criterion	Gender	UR	Financial aid (Pell)	Senior class standing	GPA
Goal setting	Female > Male (student)	No difference	No difference	Junior & below > Senior (faculty)	<p>Faculty scores: Significant but small positive predictor for all but the “constructive feedback” criterion ($R^2 \sim 0.02$)</p> <p>Student self-report: Not significant</p>
Clear expectations	No difference	No difference	No difference	No difference	
Constructive feedback	Male > Female (faculty)	Non-UR > UR (faculty)	Non-Pell > Pell (faculty)	Junior & below > Senior (faculty)	
Met goals (set by instructor)	No difference	Non-UR > UR (faculty)	No difference	No difference	
Team contributions	No difference	No difference	No difference	No difference	
Courtesy & respect	No difference	No difference	No difference	No difference	

“Closing the loop”: Faculty recommendations

- Faculty need to provide guidance on the “mechanics” of how to work in a team, i.e. do not assume that students automatically know how.
- Faculty need to “meet students where they are” for different student populations.
- Faculty should use the Teamwork rubric to help clarify expectations for the students.
- Faculty should fully prepare for the challenges associated with team/group work in online courses.

Faculty reflection

What worked well:

Collegiality
Collaboration
Cross-discipline Conversations
Learn from other faculty
Understand the assessment process

What was challenging:

Scheduling (want more faculty meeting times)
Recruit other instructors (who are not course leads)