Faculty First Week 2023 – GEC 05 Panel

* School of Psychology sends all GEC course instructors email at the beginning of semester reminding them what data he will need, what outcomes need to be assessed, etc.
* Psychology department has meeting with course instructors to discuss what has worked for instructors in the past, repository of syllabi and assignments
* Coastal Resilience – for writing assignment one faculty member has students write a reflection paper at end of semester; word count/grammar but no sources, allows him to get feedback and improve course
* Psychology writing assignments often include students applying concepts to own life; shows understanding of material and more varied responses
* Psychology faculty suggests schools give leave time (course reductions) to coordinators so they can complete reports
* Someone in crowd asked about GEC outcomes relevance – are they no longer as relevant to students; GEC outcomes were determined by faculty and are reviewed from time to time
* Psychology faculty included discussion of mindset about assessment. When he first started it was a task/chore but it is useful to programs/schools/courses
* Coastal Resilience implemented pre- and post- test to help measure student improvement
  + This test was designed by faculty who came together to decide what are the most important concepts at the root of the course (no matter how faculty teaches/academic freedom, these questions should be able to be answered)
* The panel asked about action plans – greatest variety of responses?
  + May want to discuss action plans/include more instructions or guidance with action plans in the future.
  + Faculty may struggle with viewing it as plans for improvement and subsequent closing the loop
* Psychology faculty mentioned evaluating data as scholars (to make decisions)

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* Why do we do assessment/GEC Weave reports?
  + Performing and Visual Arts faculty: Assessment keeps the conversation going – are we/is the course meeting student needs? Are we instructing rigorously? What is needed for instructors to feel supported teaching these courses? Is the course sensitive to the students of today?
* GEC courses taught by adjuncts and GAs – it is important that rigor is maintained across all sections. Evaluate data to see if there are differences in instructors or times of day. Can assignments or rubrics be established to use across all sections (but have academic freedom for how you get to the assignments or rubrics)
* May be beneficial to gather instructors/cohort to discuss what went well and what didn’t for the course. Connecting instructors and having check-ins builds a sense of community for adjuncts.
* Consistency in GEC courses important for retaining students. GEC courses are the first courses freshman students take – they determine retention. It is important to evaluate these courses.
* Performing and visual arts mainly recruit to high school students because students from community colleges often do not gain benefits from taking GEC courses elsewhere – must retake courses, courses don’t transfer, doesn’t speed up degree progress
* We want to humanize data: what does the data reflect about students? What are students thinking or feeling?
* Performing and visual arts courses often allow students to demonstrate skills (real world applications) rather than take exams.
* In the arts, you are assessing all the time; however, the way courses/programs are assessed through Weave is just not inherent to the discipline.
* GEC courses are critical to students: allow students to gain soft skills they need for jobs
* It is hard to write the Weave report when the coordinator/writer is not involved in the course (instructor or course coordinator)
* Assessment may lend to the reimagining/repackaging of what GEC courses are
* How are we as a university incentivizing faculty; how are we making GEC a priority (since these are the first courses students take)?