

**Western Washington University's
Faculty GUR Group Assessment Plan**

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Draft updated Friday, May 22, 2009

Western's Faculty GUR
A General Education Focused
Faculty Learning Community

Learning Goals

The Faculty GUR program intends to promote a culture of learning at Western by;

- enhancing faculty general education;
- increasing support for Western's liberal mission;
- encouraging interdisciplinary thinking and research;
- improving undergraduate advising; and
- encouraging new ideas and approaches for teaching¹

Learning Objectives

1. Participants have:
 - a. A renewed and strengthened commitment to general education,
 - b. A better understanding of the content and requirements of their students' other gen-ed courses, and are thus better advisors.
 - c. learned theories and techniques from other disciplines that are applicable in their own academic work,
 - d. learned and developed new methods for engaging students, conveying material, and incorporated those which are applicable to their teaching,
 - e. built a network of faculty across campus who are aware of each others' work and better able to support and advocate for each other, and
 - f. a desire to work together.
2. Meet a need or desire faculty have to participate in a community of practice, and to continue their own general education.
3. Students benefit from faculty who are:
 - a. aware of the demands of other GUR courses,
 - b. knowledgeable about connections between disciplines, and
 - c. better-informed advisors.

Assessment Methods

Pre and post surveys of participants²
Journaling/GUR group discussion board
Session surveys of participants
Session surveys of attendees
Number of inquires/applications to participate

¹ For details, see the Faculty GUR Goals and Objectives 2008-09 document.

² See Appendix A, Potential Survey Questions

Assessment Processes

Pre and post surveys will be written and administered by CII and OSR. Responses will be provided to the Faculty GUR organizer for analysis and reporting. Reports will be reviewed with faculty participants in a focus group discussion.

- a. Assessment process will be reviewed and revised as needed.
- b. Pre and post surveys for future years will be revised according to group discussion.
- c. Goals and learning objectives will be revised according to survey results and focus group discussion.

Session surveys will be written by CII and OSR, and administered and analyzed by participants. Session analyses will be reviewed with faculty participants in a focus group discussion.

- a. Assessment process will be reviewed and revised as needed.
- b. Pre and post surveys for future years will be revised according to group discussion.
- c. Goals and learning objectives will be revised according to survey results and focus group discussion.

Respondent identity will be available to participants using the data for research, but will not be included on publicly available reports or datasets.

Appendix A: Potential Survey Questions

Commitment to General Education

1. To what extent do you agree with the following statements (strongly disagree to strongly agree):
 - a. A well-designed general education curriculum prepares students to:
 - i. Excel in their major courses
 - ii. Be active, involved citizens
 - iii. Be effective in their professional lives
 - iv. Solve problems creatively
 - v. Appreciate diversity
 - vi. Pursue lifelong learning
 - vii. Add your own: _____
2. For the following pairs of words, indicate on the line how you regard the GUR course(s) you teach
 - a. Obligation -----2-----3-----4----- Opportunity
 - b. Pointless -----2-----3-----4----- Meaningful
 - c. Superfluous -----2-----3-----4----- Essential
 - d. Isolated -----2-----3-----4----- Related

General Education at Western

3. How well-designed is Western's general education curriculum (not at all to very)
4. How effectively has Western implemented the general education curriculum (not at all to very)
5. Are there specific ways in which Western could improve the general education curriculum? (open-ended)
6. In the past year, colleagues and I have discussed
 - a. specific problems we see in Western's general education curriculum. (never to daily)
 - b. specific ways in which Western could improve the general education curriculum. (never to daily)
7. In the past year, I have suggested specific improvements in the general education curriculum to someone or some group who could affect such change.
Yes, formally ----- yes, informally ----- no, but I plan to ----- no
8. When advising students, how confident do you feel recommending specific GUR courses based on their course content?

Integration of Fields

9. Regarding connections I saw between my own discipline and the disciplines of the other mini-course presenters:
 - a. I did not see any connections
 - b. I saw one or two connections
 - c. I saw three or more connections
10. Indicate on the line below your thoughts about the number of theories and ideas in other disciplines which have important applications to your teaching:
Very few ----- few ----- some ----- many

11. If you have done the following, please give examples:
 - a. Applied a theory or concept I learned about in a mini-course in my academic work
 - b. Pursued further reading on a topic I learned about in a mini-course.
 - c. Used a specific example from a mini-course in one of my courses.
12. As a result of my participation in the Faculty GUR, I have:
 - a. been contacted by another participant regarding an overlap or connection between our academic disciplines.
 - b. contacted another participant regarding an overlap or connection between our academic disciplines.

Interest in the Faculty GUR

13. I have been contacted by # of other faculty interested in participating in the Faculty GUR next year.

Session (There will be two forms of this survey, one for faculty GUR Group participants, and one for all other participants.):

1. What is your position at Western?
 - a. Faculty: tenure-track
 - b. Faculty: non tenure-track
 - c. Lecturer
 - d. Staff
 - e. Student
 - f. Community member
2. Faculty: How many GUR courses have you taught or do you expect to teach this year? Fall, Winter, Spring, Summer _____
3. For the following pairs of words, indicate on the line how you regard the GUR course(s) you teach
 - a. Obligation -----2-----3-----4----- Opportunity
 - b. Pointless -----2-----3-----4----- Meaningful
 - c. Superfluous -----2-----3-----4----- Essential
 - d. Isolated -----2-----3-----4----- Related
4. Why did you attend this mini-course?
5. How did you learn about this mini-course?
6. For participating faculty: theories/models/ideas from this session that are applicable in my academic work, and theories/models/ideas in my academic work that are applicable to the work of this presenter
7. For participating faculty:
 - a. What new methods/approaches for teaching were demonstrated by the presenter of this mini-course, and
 - b. Which of these new methods/approaches are applicable to my teaching?

Appendix B. Table of Goals, SLOs and Assessments

GOALS of the Faculty GUR Program	Associated Learning Outcomes³	Associated Assessment⁴
Enhancing faculty general education	<ol style="list-style-type: none"> 1. a. Participants have a renewed and strengthened commitment to general education. 2. Meet a need or desire faculty have to participate in a community of practice, and to continue their own general education 	<p><u>Objective Element:</u> Number of inquires/applications to participate</p> <p><u>Survey Elements:</u></p> <ol style="list-style-type: none"> 1. To what extent do you agree with the following statements: <ol style="list-style-type: none"> a. A well-designed general education curriculum prepares students to: <ol style="list-style-type: none"> i. Excel in their major courses ii. Be active, involved citizens iii. Be effective in their professional lives iv. Solve problems creatively v. Appreciate diversity vi. Pursue lifelong learning vii. Add your own: _____ 2. For the following pairs of words, indicate on the line how you regard the GUR course(s) you teach <ol style="list-style-type: none"> c. Obligation -----2-----3-----4----- Opportunity d. Pointless -----2-----3-----4----- Meaningful e. Superfluous -----2-----3-----4----- Essential f. Isolated -----2-----3-----4----- Related
Increasing support for Western's liberal mission	<ol style="list-style-type: none"> 1. a. Participants have a renewed and strengthened 	<p><u>Objective Element:</u> Number of inquires/applications to participate</p> <p><u>Survey Elements:</u></p> <ol style="list-style-type: none"> 1. To what extent do you agree with the following statements:

³ Learning outcomes are numbered according to the numbering system in the Learning Objectives section of this document.

⁴ Assessment elements are numbered according to the numbering system in Appendix A.

GOALS of the Faculty GUR Program	Associated Learning Outcomes ³	Associated Assessment ⁴
	<p>commitment to general education.</p> <p>1. e. Participants have built a network of faculty across campus who are aware of each others' work and better able to support and advocate for each other.</p>	<p>a. A well-designed general education curriculum prepares students to:</p> <ul style="list-style-type: none"> i. Excel in their major courses ii. Be active, involved citizens iii. Be effective in their professional lives iv. Solve problems creatively v. Appreciate diversity vi. Pursue lifelong learning vii. Add your own: _____ <p>2. For the following pairs of words, indicate on the line how you regard the GUR course(s) you teach</p> <ul style="list-style-type: none"> g. Obligation -----2-----3-----4----- Opportunity h. Pointless -----2-----3-----4----- Meaningful i. Superfluous -----2-----3-----4----- Essential j. Isolated -----2-----3-----4----- Related <p>3. How well-designed is Western's general education curriculum (not at all to very)</p> <p>4. How effectively has Western implemented the general education curriculum (not at all to very)</p> <p>5. Are there specific ways in which Western could improve the general education curriculum? (open-ended)</p> <p>6. In the past year, colleagues and I have discussed</p> <ul style="list-style-type: none"> a. specific problems we see in Western's general education curriculum. (never to daily) b. specific ways in which Western could improve the general education curriculum. (never to daily) <p>7. In the past year, I have suggested specific improvements in the general education curriculum to someone or some group who could affect such change.</p>

GOALS of the Faculty GUR Program	Associated Learning Outcomes ³	Associated Assessment ⁴
		<p>Yes, formally ----- yes, informally ----- no, but I plan to ----- no</p> <p><u>Session Surveys of non-GUR Group Faculty:</u></p> <p>2. Faculty: How many GUR courses have you taught or do you expect to teach this year? Fall, Winter, Spring, Summer _____</p> <p>3. For the following pairs of words, indicate on the line how you regard the GUR course(s) you teach</p> <p>a. Obligation -----2-----3-----4----- Opportunity</p> <p>b. Pointless -----2-----3-----4----- Meaningful</p> <p>c. Superfluous -----2-----3-----4----- Essential</p> <p>d. Isolated -----2-----3-----4----- Related</p> <p>4. Why did you attend this mini-course?</p> <p><u>Session Surveys of non-GUR Group Participants:</u></p> <p>What was the most meaningful/useful part of this presentation?</p> <p>Suggestions for future mini-courses:</p>
Encouraging interdisciplinary thinking and research	<p>1. c. Participants have learned theories and techniques from other disciplines that are applicable in their own academic work.</p> <p>1. e. Participants have built a network of faculty across campus who are aware of each others' work and better able to</p>	<p><u>Survey Elements:</u></p> <p>9. Regarding connections I saw between my own discipline and the disciplines of the other mini-course presenters:</p> <p>a. I did not make any connections</p> <p>b. I made one or more connections</p> <p>c. I made three or four connections</p> <p>d. I saw connections in all of the mini-course presentations</p> <p>10. Indicate on the line below your thoughts about the number of theories and ideas in other disciplines which have important applications to your teaching: Very few ----- few ----- some ----- many</p> <p>11. If you have done the following, please give examples:</p> <p>a. Applied a theory or concept I learned about in a mini-course in</p>

GOALS of the Faculty GUR Program	Associated Learning Outcomes ³	Associated Assessment ⁴
	<p>support and advocate for each other.</p> <p>1. f. Participants have a desire to work together.</p>	<p>my academic work</p> <p>b. Pursued further reading on a topic I learned about in a mini-course.</p> <p>c. Used a specific example from a mini-course in one of my courses.</p> <p>12. As a result of my participation in the Faculty GUR, I have:</p> <p>a. been contacted by another participant regarding an overlap or connection between our academic disciplines.</p> <p>b. contacted another participant regarding an overlap or connection between our academic disciplines.</p> <p><u>Session Surveys of GUR Group Faculty:</u></p> <p>6. For participating faculty: theories/models/ideas from this session that are applicable in my academic work, and theories/models/ideas in my academic work that are applicable to the work of this presenter</p>
Improving undergraduate advising	<p>1. b. Participants have a better understanding of the content and requirements of their students' other GUR courses, and are thus better advisors.</p> <p>2. Students benefit from faculty who are aware of the demands of other GUR courses, knowledgeable about connections between disciplines, and better-</p>	<p><u>Survey Elements:</u></p> <p>8. When advising students, how confident do you feel recommending specific GUR courses based on their course content?</p> <p>9. Regarding connections I saw between my own discipline and the disciplines of the other mini-course presenters:</p> <p>a. I did not make any connections</p> <p>b. I made one or more connections</p> <p>c. I made three or four connections</p> <p>d. I saw connections in all of the mini-course presentations</p> <p><u>Faculty GUR Group Discussion Board:</u> http://www.wvu.edu/facultygur/discuss.shtml</p>

GOALS of the Faculty GUR Program	Associated Learning Outcomes ³	Associated Assessment ⁴
	informed advisors.	
Encouraging new ideas and approaches for teaching	1. d. Participants have learned and developed new methods for engaging students, conveying material, and incorporated those which are applicable to their teaching.	<p><u>Faculty GUR Group Discussion Board:</u> http://www.wvu.edu/facultygur/discuss.shtml</p> <p><u>Session Surveys of GUR Group Faculty:</u></p> <p>7. For participating faculty:</p> <ul style="list-style-type: none"> a. What new methods/approaches for teaching were demonstrated by the presenter of this mini-course, and b. Which of these new methods/approaches are applicable to my teaching?