

**Assessment of General Education
2008**

Faculty/Interviewer Debriefing

**Common Feedback Themes
2006, 2007, 2008
April 6, 2008**

Attendees:

Kathleen McCluskey-Fawcett (*Provost's Office*)
Danny Anderson (*Provost's Office*)
Bill Crowe (*Libraries*)
Greg Freix (*Business*)

Michael Murray (*Physics & Astronomy*)
Don Steeples (*Provost's Office*)
Deb Teeter (*OIRP*)
Carrie Towns (*OIRP*)

Consistent Across Years of Faculty Input --

Positive feedback was received from faculty participants on:

- Value of the process as a of "faculty development" exercise
- Importance of the formal training session, even as a "refresher," but especially for newcomers
- Opportunity to speak with students from different disciplines, provides faculty an opportunity to see not only the differences between students from varied disciplines, but also to understand the commonalities among them

Faculty agree on the following:

- 30 minutes is not a sufficient time for an interview that is intended to adequately assess attainment of all six goals
- Students universally seem to lack an acceptable level of understanding of current events and/or of anything within the political arena
- Distinct differences in goal attainment exist between disciplines, with students demonstrating stronger attainment of goals that are directly related to their course of study
- Students have a sense of entitlement, with regard to attending college, and are therefore more inclined to demand "customer satisfaction"
- Faculty interviewers continue to ask about the uses made of the data, once the reports are finalized and posted on the website
- Concern about the adequacy of certain interview questions, the timeliness of questions, and the ability of questions to measure the goals they are paired with

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Faculty agree on the following (continued):

- Over the past three years – complete Assessment cycle, faculty consistently report:
 - An appropriate ice-breaker question is essential for a successful interview
 - “What makes you a different person than you were when you entered KU?”
 - “If you were having a dinner party and were to invite a writer, a painter and a musician, from any time in history, who would you choose and why?”
- Students should be better exposed to the Goals during their academic careers, before they get to the interview

Faculty participants continue to differ on the following:

- Whether students should be paired with faculty from their own discipline
 - On the positive side:
 - students feel more comfortable because they know one of the faculty
 - an interviewer from the same discipline may be better able to frame a question to elicit the best response from the student
 - On the negative side:
 - an interviewer may unintentionally frame questions that inflate how a student is rated
 - personal dislike between the student and faculty interviewer
- There continues to be controversy over whether the interviewer ratings should be made independently, as is the current practice, or collaboratively, which many think makes more sense