

Engage Faculty in Outcomes Assessment to Improve Student Learning



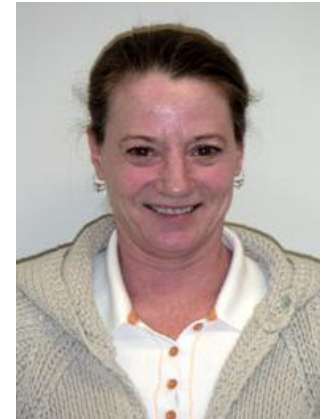
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University of Maryland University College



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Outline of Today's Presentation



What does the literature say?

What did we do? Why?

What can you imitate or take back with you?



UMUC's Graduate School



Education

Management
Accounting and
Finance



Cyber Security



Information
Technology
System

Business
Executive
Program

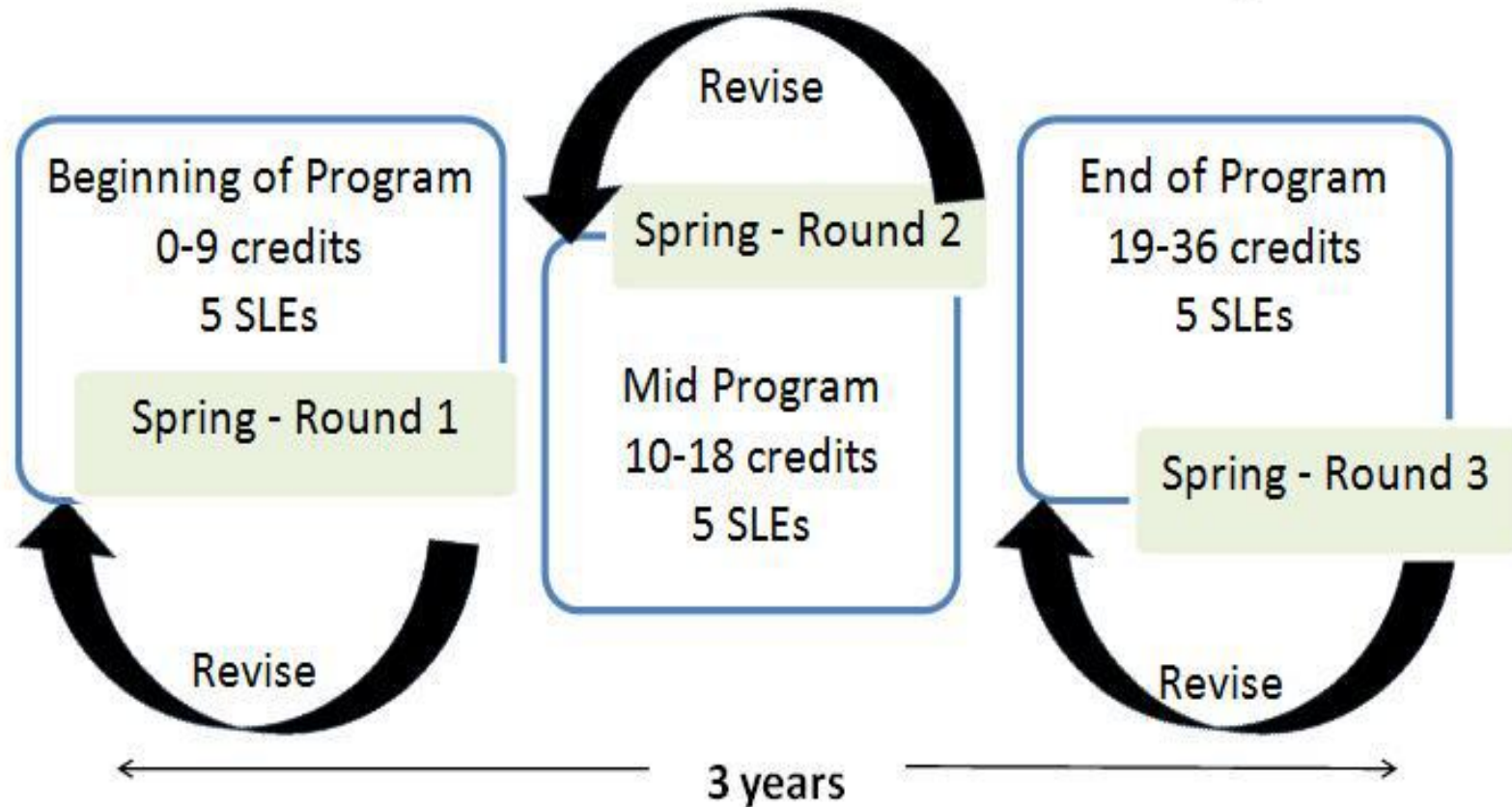


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UMUC Graduate School – 3-3-3 Model



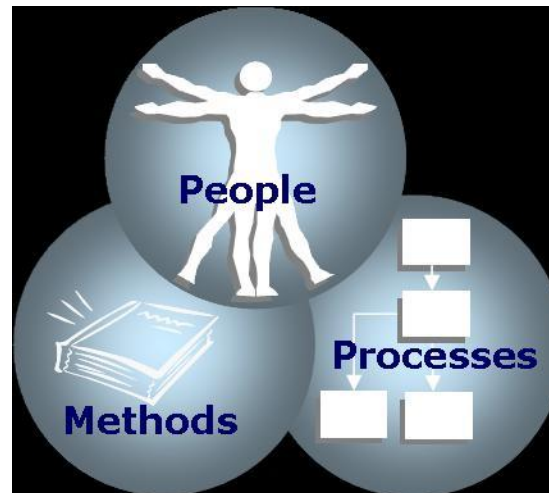
3-3-3 Assessment Model: 3 years-3 rounds-3 stages



Session Goals



How to enhance faculty engagement in



Session Goals



Gain a deeper view of adjunct faculty



motivation

perception

engagement



Session Goals



**What elements of our survey
can serve your faculty engagement efforts?**



Literature Review— Importance of Faculty Engagement



Faculty play an essential role in the learning outcomes assessment since the assessment movement first started in mid-1980s (Hutchings, 2010).



Literature Review— Importance of Faculty Engagement



Assessment happens in spite of rather than by or for the faculty. If anything is to be accomplished, it is going to be done by the professors or it is not going to be done at all (Schilling & Schilling, 1998).



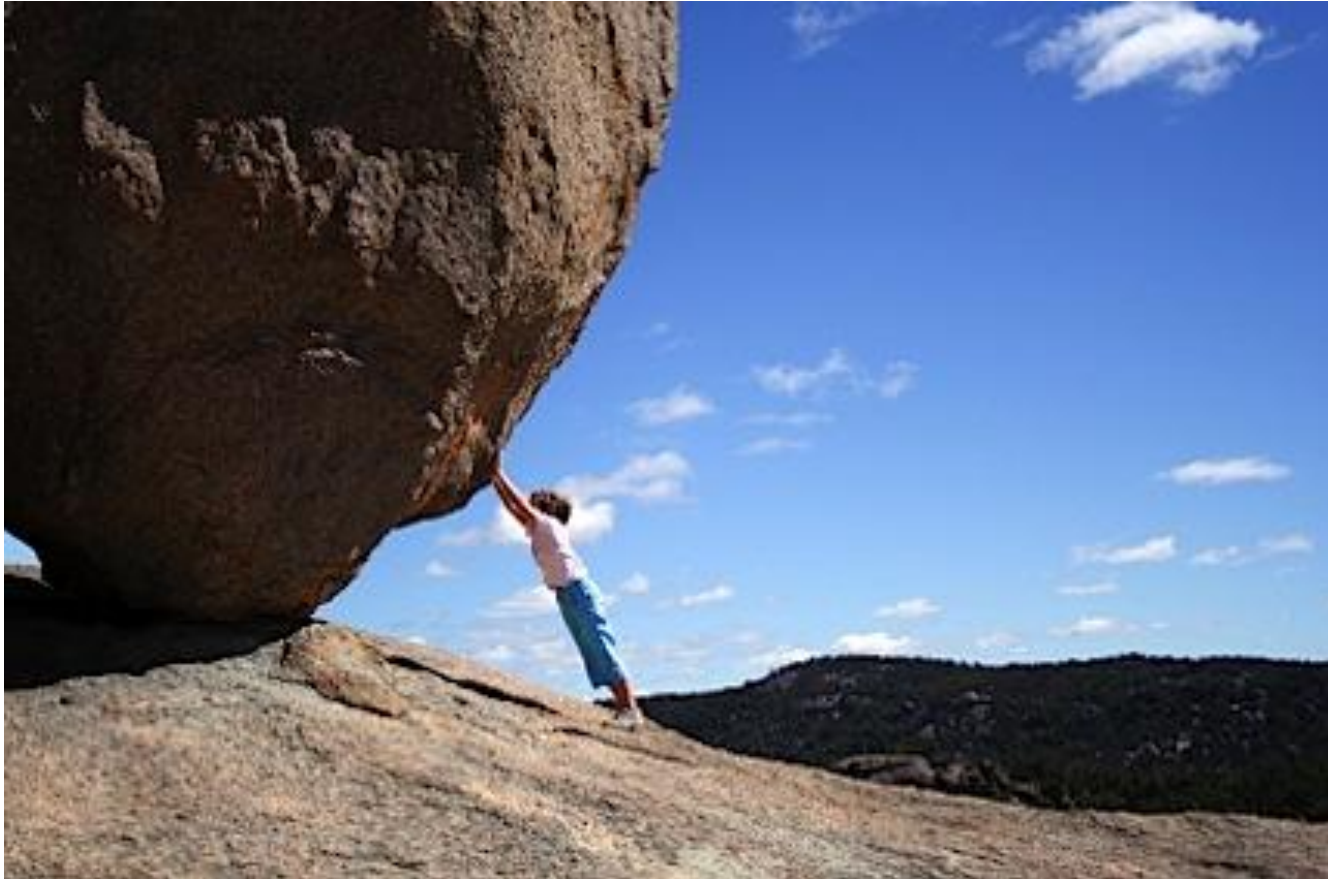
Literature Review— Importance of Faculty Engagement



66% of the respondents (CAOs) indicated faculty engagement as a key element needed to advance assessment(Kuh & Ikenberry, 2009).



Literature Review— Challenges of Engaging Faculty



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Literature Review— Challenges of Engaging Faculty



Consider assessment
as an external
workload that steals
from their teaching
time and...



...find little connection
between the assessment
process and their day-to-
day teaching in the
classroom.

(Banta & Blaich, 2011; Hutchings, 2010)



Literature Review— Challenges of Engaging Faculty



Most faculty have not seen sufficient evidence that assessment makes a difference in student learning and teaching (Hutchings, 2010).

Only 6% of 146 profiles of good practice submitted by campus across the U.S. included evidence that student learning had improved (Banta, Jones, & Black, 2009).



Literature Review—Best Practices



- Abandon the fallacy of the perfect measure

“...meaningful assessment raises as many questions as it answers...”

“...give the complexity of the curricular issues that are likely to be our focus, we are unlikely to research definitive and unquestionable conclusions about effectiveness...”

(Schilling & Schilling, 1998, p.92)



Literature Review—Best Practices



**Embed
assessment
directly into
regular
curriculum**

**Teaching and
Learning
Centers**

**Involve
Students**

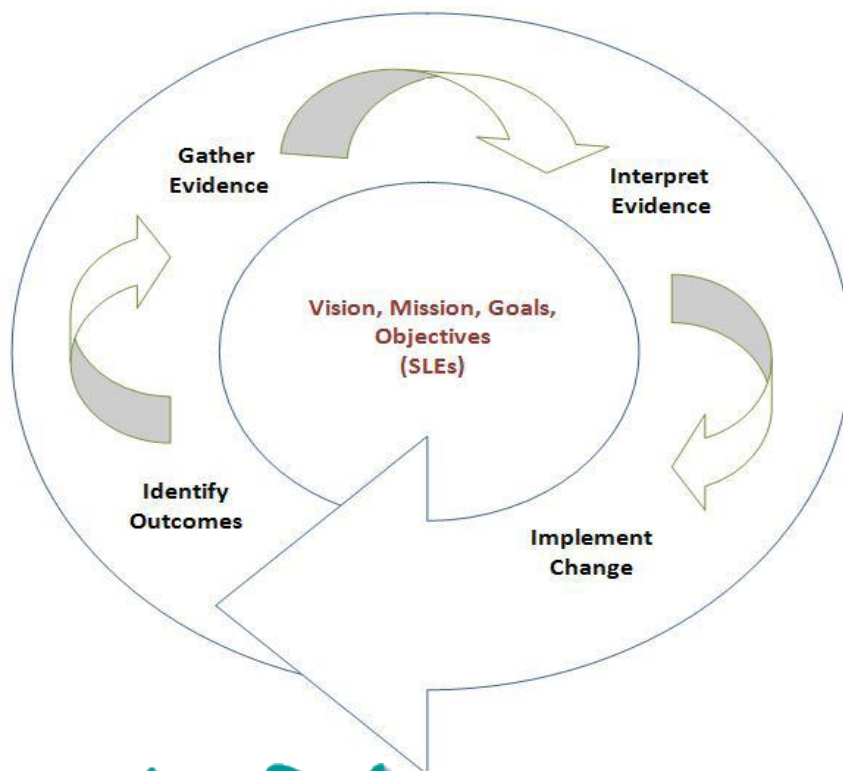
**Reframe the
work of
assessment as
scholarship of
teaching and
learning**

**Create campus
spaces for
constructive
assessment
conversation and
action**

(Hutchings, 2010)



Education Department's Assessment Plan



Data Analysis:

- Student data
- Faculty training
- Refinement
- Collaboration

Guidelines for Rubric Development



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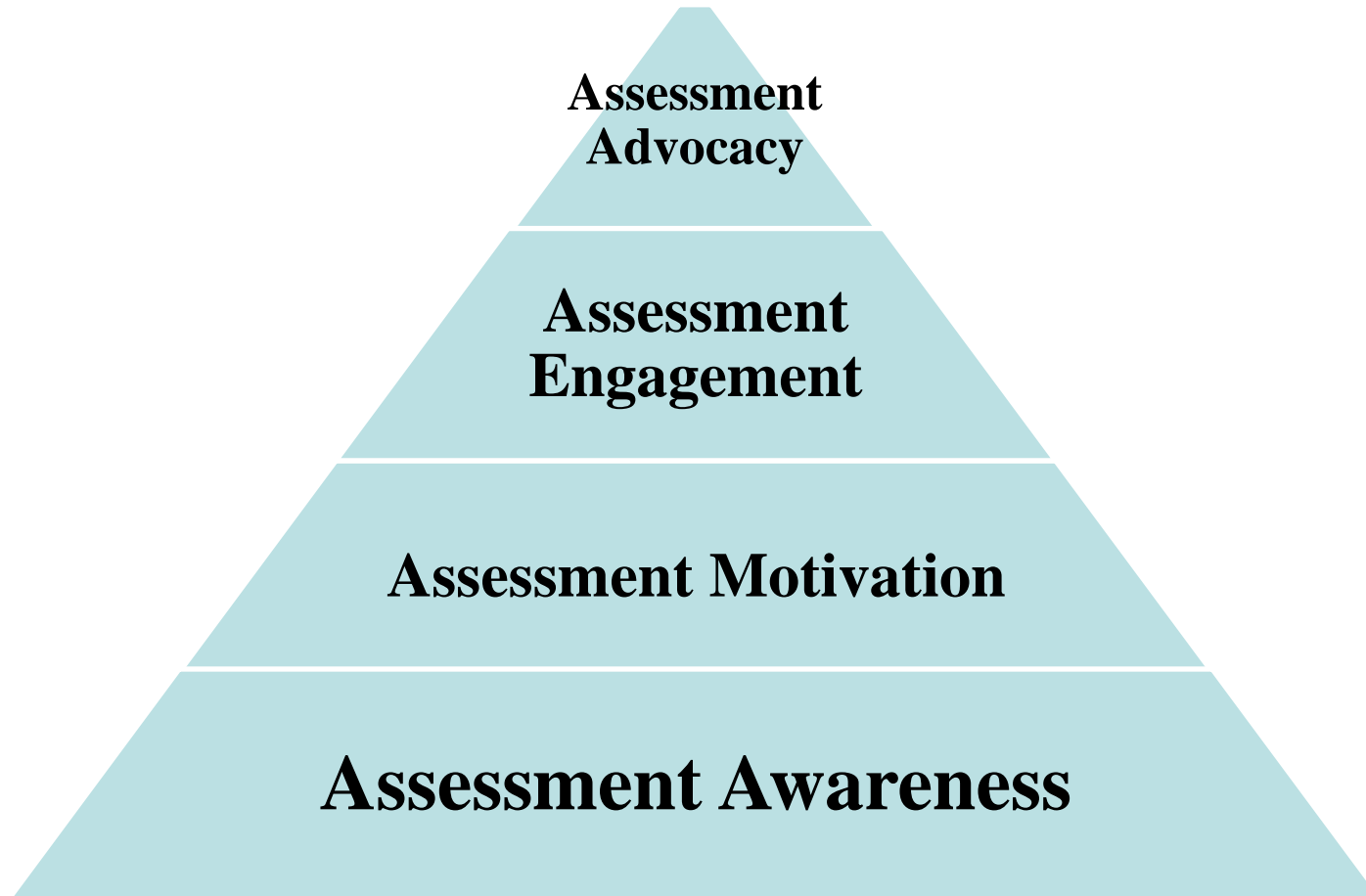
Small Group Discussion 1 – Best Practices



1. **Write one of your “Best Practices” related to assessment**
2. Place writing in middle of table.
3. Choose a writing – author adds to description
4. Choose another writing, author adds, etc...
5. Best idea shared with larger group.



Survey Development Framework



Methods



Data Collection Instrument

- A 26-item online survey
- Likert-scale items and open-ended response items
- Designed in collaboration with researchers and focus group

Participants Recruitment

- UMUC IRB Approval
- Survey and consent form emailed to all faculty members teaching in the Education Department

Response Rate: 93%

- Population: 30 (28 respondents)



Share the Survey



Acknowledgement: Rodney Reynolds' Survey Instrument



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Small Group Discussion 2- Rate with Framework



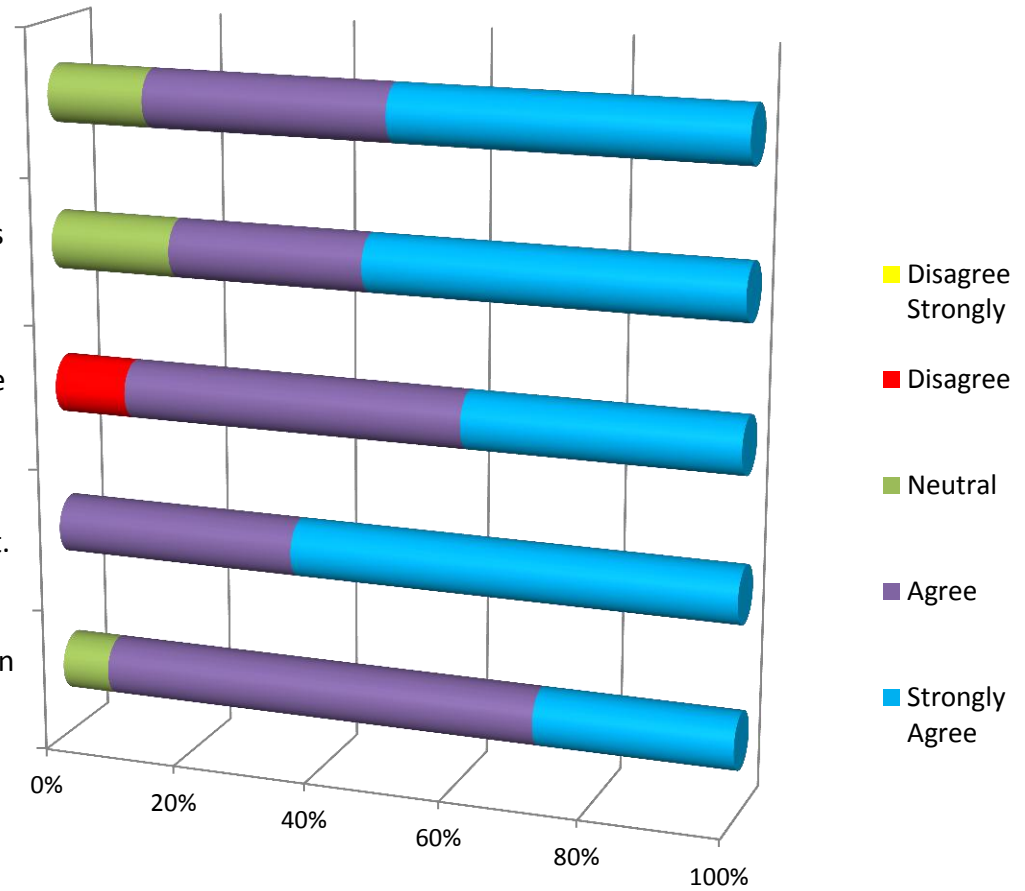
WHAT LEVEL ARE YOU?



Survey Results— Assessment Awareness



- UMUC's Education Department has made assessment plans to match NCATE accreditation requirements.
- UMUC's Graduate School has assessment requirements for our department.
- The rubrics in my courses are strongly connected to the assignment objectives.
- The courses that I teach use rubrics for student benefit.
- I have a good orientation to UMUC's Education Department's emphasis on assessment.



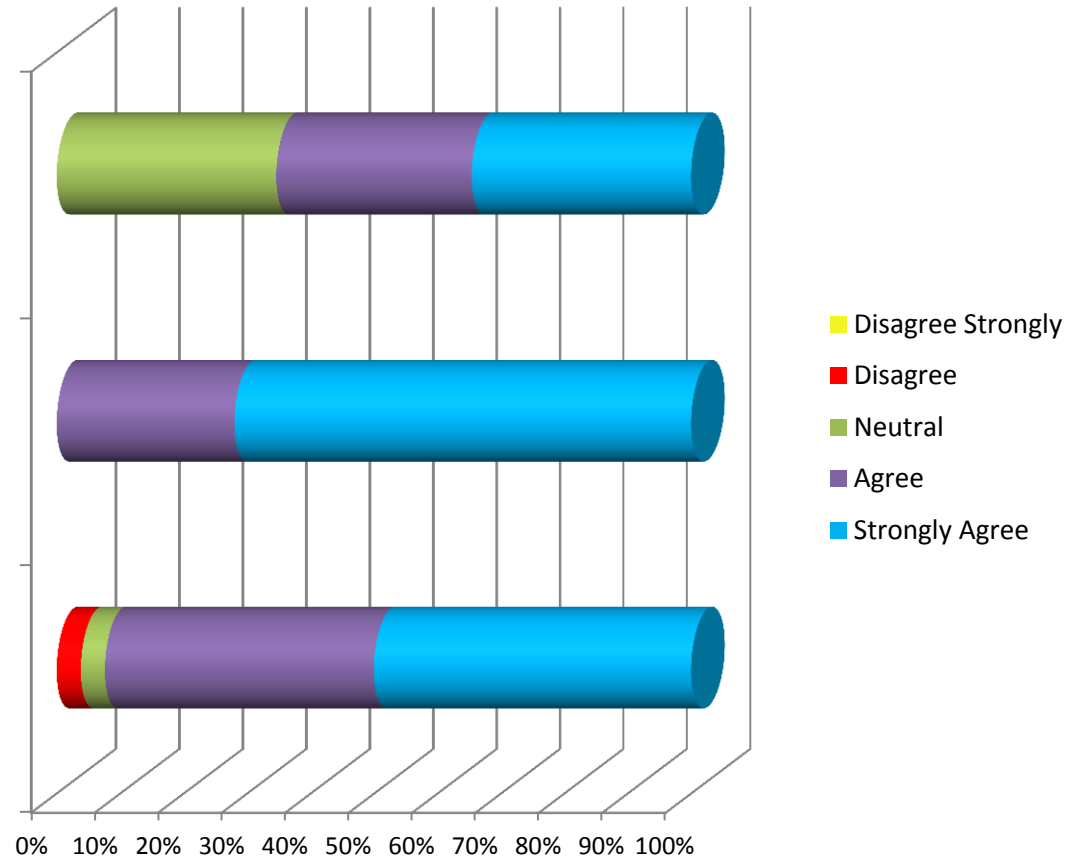
Survey Results— Assessment Motivation



I would like to know more about assessment in the program and Graduate School so that student learning can benefit.

I believe that engaging in ongoing improvement of my course(s) assessment and rubric(s) is important to the course content and full program.

Each semester I am motivated to improve the connection between my assignments and the rubrics offered to students.



Survey Results— Assessment Engagement



I would like to know more about NCATE requirements and how my course is assessed for these purposes.

I would like to know more about Tk20 reports and other uses.

I would like to know more about developing well-defined rubrics.

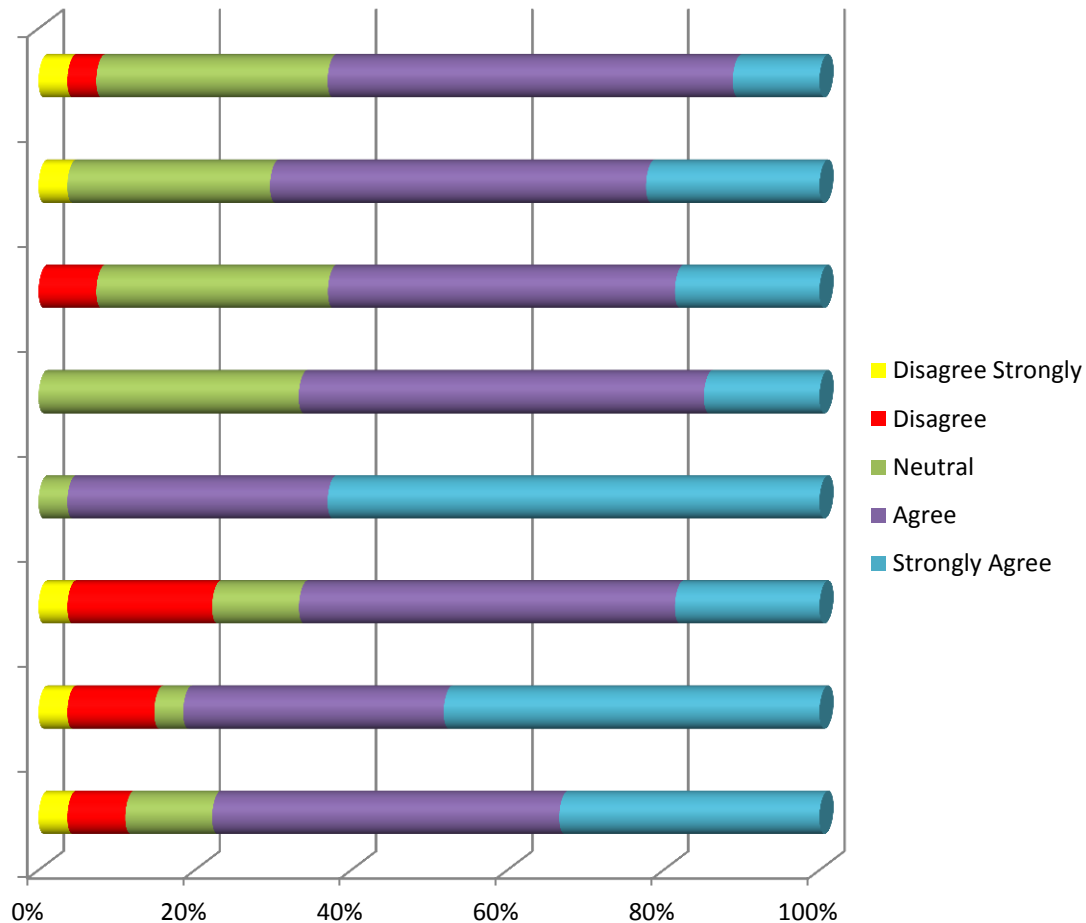
I would like to know more about the Education Department's assessment process.

I provide feedback to students immediately after each assessment.

With a small team, I review my course(s) assignments and rubrics to determine if improvement could be made.

I engage in discussions with other instructors, who are also teaching my course, for improved student learning.

Each semester I give my program director feedback on my course's assignment(s) and rubric(s).



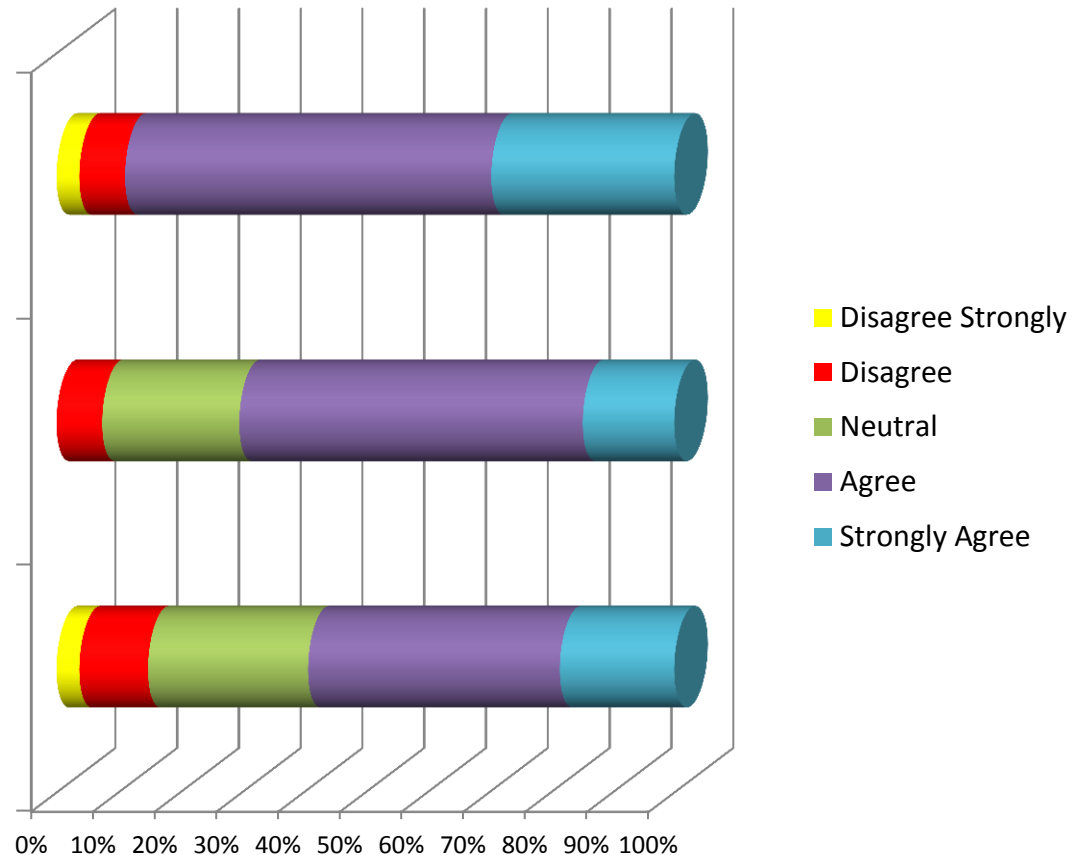
Survey Results— Assessment Advocacy



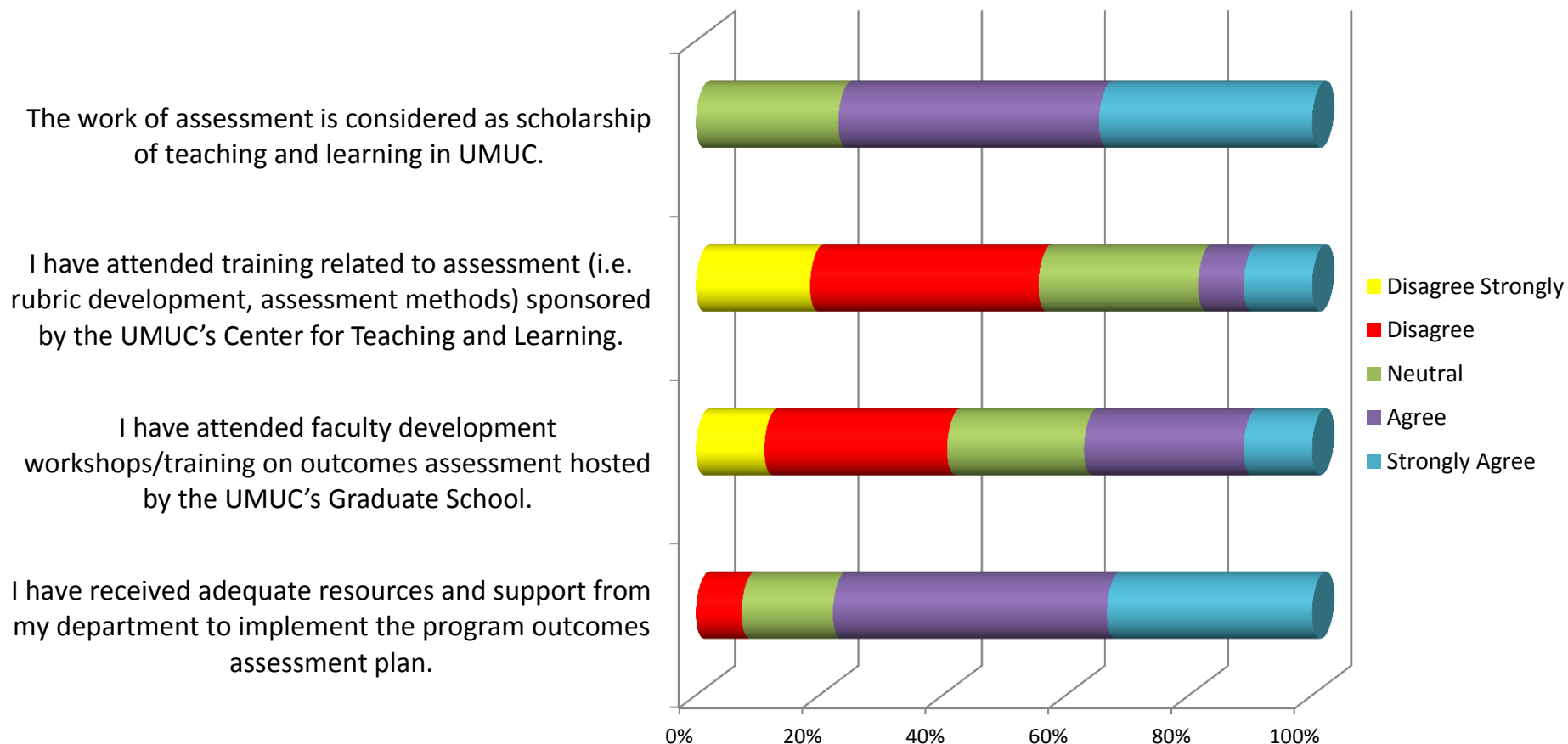
I have attended at professional conference(s) that spoke about an area of assessment.

I have conducted my own research related to learning objectives, rubrics or assessment.

I have frequently spoken with colleagues about assessment.



Survey Results— Assessment Resources and Support



Survey Results— Best Practices



- Please describe a way that we can help you understand, implement or improve the assessment plans in your course(s).

“Provide specific positive examples of student assessments and their accompanying rubrics in various courses”

“Continued in-service and webinars”
“Screencast discussion of the scoring rubric and an exemplar”

“It might be useful to try to check inter-rater reliability for key assignments...”

“More opportunities to engage in practical applications of scoring tools.”



Survey Results— Best Practices



- Describe one example of how assessment discussion effectively improved student learning in your course (s).

“I use assessment as an instructional tool. After each assignment, the students receive the rubric marked and their paper marked... I typically see improvement from assignment one to assignment four based on the feedback they receive from grading.”

“The CTL rubric course helped me with some rubrics I developed.”

“I took a workshop on conferencing which made me change the way I did conferences this semester. The change was overwhelming...”

“By discussion at the end of each semester we have increased the student performance to a very noticeable degree.”



Survey Results— Best Practices



- What support can be given to you so that you can improve student learning in your course(s)?

**“Continued dialog
within the
department and
faculty.”**

**“More training
on use of a
variety of
scoring
options.”**

**“...having more input (from
faculty) in revision would be
...I do think through
collaboration we could
probably sharpen the
courses and assessments,
which would then sharpen
my instruction...”**



Moving Forward - More consistency



Each Program Director created ‘next steps’ for Summer/Fall

- Refine rubric alignment with assignments
- Share student performance data with faculty who teach same courses with same assignments.
- Faculty discuss and practice consistent use of rubrics
 - Certain courses will be targeted
- Faculty training on Assessment Goals
- Student training on rubric expectations



Small Group Discussion 3-Take-Aways



**WHAT WILL YOU DO WITH
TODAY'S INFORMATION?**



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Stay Connected...



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Resources



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