It Takes a Village: Key Strategies for Engaging More Faculty in Assessment

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AAC&U General Education & Assessment Conference
February 24, 2017
Overall, faculty members at my institution have a positive view of assessment.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Not applicable
In the past few years at my institution, faculty members’ views about assessment have improved.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Not applicable
The assessment of general education is conducted effectively at my institution.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Not applicable
Greater faculty involvement in assessment has been a serious concern since the beginning of the assessment movement some 25 years ago.

The National Institute for Learning Outcomes Assessment’s (NILOA) survey of provosts revealed that gaining faculty involvement in assessment is a top priority (Kuh & Ikenberry, 2009, 2014).
To what extent do the following institutional structures, resources, and features support assessment activities?

- Inst. Policies
- Faculty involvement
- Assessment committee
- IR office
- Assessment staff
- Professional development
- Student participation
- Student Affairs involvement
- Funds
- Center for teaching and learning
- Assessment management system
- Recognition and Rewards
- Other
NILOA Asked Provosts...but what do you think?

**What Would Be Most Helpful to Your Institution as You Assess Undergrad Student Learning?**

| 1. | More prof. development for faculty/staff |
| 2. | Greater assessment staff capacity |
| 3. | More student affairs (SA) involved in assessment |
| 4. | More SA using results |
| 5. | Stronger administrative support |
| 6. | More student participation in assessment |
| 7. | External funding |
| 8. | Info. on best practices |
| 9. | Greater sharing across units |
| 10. | More opp to collaborate with other institutions |
| 11. | More valid & reliable measures |
| 12. | More faculty involved in assessment |
| 13. | More faculty using the results |
| 14. | Technologies |
| 15. | More resources $/staff |
What Would Be Most Helpful to Your Institution as You Assess Undergrad Student Learning?

1. Greater assessment staff capacity
2. More resources / staff
3. Assessment technologies
4. More faculty involved in assessment
5. More valid and reliable measures
6. More faculty using the results
7. More professional development for faculty and staff
Provosts said... Most helpful to assess undergraduate student learning

- More prof. development faculty/staff
- More faculty using the results
- More Resources financial/staff
- Greater assessment staff capacity
- Technologies
- More faculty involved in assessment
- More valid and reliable measures
- Greater sharing across units
- Info. on best practice
- External funding
- More student participation in assessment
- Stronger admin support
- More SA using results
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- More opp to collaborate other...
- Other
Greater faculty involvement in assessment has been a serious concern since the beginning of the assessment movement some 25 years ago.

The National Institute for Learning Outcomes Assessment’s (NILOA) survey of provosts revealed that gaining faculty involvement in assessment is a top priority (Kuh & Ikenberry, 2009, 2014).

The concern is substantive because faculty involvement is seen as key to the influence of assessment in the improvement of teaching and learning (Hutchings, 2010).
The promise of assessment depends on significantly growing and deepening faculty involvement...

Yet, there has not been enough of it.
Faculty Engagement

How have you been successful in engaging faculty in assessment activity?
Faculty Conversations about General Education Learning and Assessment

- These can be hard!
  - Who owns Gen Ed?
  - Different Personalities
  - Sincere Disagreement
  - Shared Curriculum vs. Autonomy
  - Reluctance to Change
10 Key Strategies for Engaging Faculty
#1: Assessment of and for Learning

- We care about students’ learning
- Stakeholders require evidence of learning
- Kill two birds with one stone, but focus on the first bird the most consistently
What we’re about…

“Education is not the filling of a pail, but the lighting of a fire.” — William Butler Yeats
Four “Big Picture” questions to get faculty to discuss assessment

- How do you define a successful student?
- What have you learned about your students’ learning?
- Are you satisfied with the results?
- If not satisfied with the results, what are you going to do about it?
Rio Salado College focuses on assessment-directed improvement …

1) learning is the primary purpose of assessment; 2) assessment should lead to improvement and not be an end unto itself; and 3) faculty and students who understand the value of assessment and participate in assessment activities benefit most from this work.

www.riosalado.edu/about/teaching-learning/assessment/Pages/SLO.aspx
Assessment at CMU is **driven by questions raised by faculty about student learning & effective teaching** informed by curricular interests, program goals, and the discipline.

Assessment is supported by faculty in the Eberly Center for Teaching Excellence.

**CONTACT US** to talk with an Eberly colleague in person!
#2: Embedded Assessment

- As much as possible, make program assessment fit course assessment
- Use projects, assignments, exams already in place
- Develop consistent rubrics
- Reduce impact of assessment on faculty time
- Increase impact of assessment on utility for faculty
Aims to integrate assessment with normal practices of teaching & curriculum development & articulate criteria for meeting GE learning outcomes.

Each semester Office of Undergraduate Studies surveys faculty teaching GE courses regarding use of GE rubrics and for comments on how assessment process has been used to improve student learning.

Assessment in General Education
Faculty review student work using criteria from General Education Rubrics and reflect on how well the course curriculum meets the General Education learning outcomes. Faculty report findings to the General Education Program via Reflection Survey responses.

1. Select the type of student work to be reviewed
2. Review student work according to the criteria in the appropriate General Education Rubric
   a. ELMS Speedgrader tool will help with this – see instructions below
3. Report Findings in the General Education Assessment Reflection Survey
   a. You will receive this on June 11 for Spring and January 11 for Fall
Each faculty member offering GE course gathers evidence of student learning in relation to **one** outcome for **one** requirement in **one** course.

Faculty members choose **one** Intended Learning Outcome and select an assignment from that course to assess.

Faculty submit data on their assessment of students’ achievement on the selected ILO through the **General Education Student Learning Report**.
July 2015

TO: Department Chairs and Program Directors
FROM: Marci Sortor
RE: Request for faculty participation in General Education assessment in AY 2015-16

Upon the recommendation of the Assessment Subcommittee of the Curriculum Committee, I ask all

• All faculty teaching a GE course in 2015-16 will be asked to assess one GE Intended Learning Outcome (ILO) for one GE requirement in one course. The assessment approach is completely embedded, relying on work students are already doing to complete course requirements. Faculty do not have to invent any surveys, rubrics, or other assessment instruments; instead, they will simply record how well students demonstrate the outcome of interest in whatever assignments the faculty member believes are most germane to that outcome. Many, if not most, faculty will need to consider only one assignment. Faculty will be asked to describe and reflect on their students’ work in a brief, online General Education Student Learning Report, designed to be completed as soon as the faculty member has graded the work.
#3: Connecting to Broader Institutional Initiatives

- “People don’t want to ‘do assessment’; they want to realize a dream, improve what they’re doing, or be excited by a new initiative.” (p. 12)

- Assessment can be connected to “departmental review, strategic planning, and curriculum revision, or initiatives such as retention, learning communities, distance learning, or enhancing productivity.” (p. 12)
Holistic approach to assessing general education with the philosophy that the effectiveness of GE should be demonstrated across the curriculum -- not only in GE-designated courses.

- GE assessment evaluates student achievement of institutionally recognized competencies in general education including communication, diversity, scientific problem solving, mathematics problem solving, and critical thinking skills.

- The Committee for Assessment of General Education (CAGE), 6 faculty members from variety of disciplines, charged with developing & implementing assessment plan for GE.
Assessing High Impact Practices

- Interdisciplinary General Education
- Undergraduate Research
- Internships
- Learning Communities
- Study Abroad
- Capstone
- Other?
Anderson University (SC) - capstone assessment

- Identified GE skills and knowledge as demonstrated in senior capstone courses.
- Developed performance standards for GE skills that are integrated in senior capstone assignments.
- Gathered and analyzed data from senior capstone assignments through an integrated assessment plan for GE.
- Now using assessment data to inform curricular and pedagogical changes in GE and majors.
At UMKC: A Faculty-Centered, Faculty-Led Initiative

- Incredible support provided by the Faculty Center for Excellence in Teaching (FaCET)
- Invaluable training provided by FaCET Faculty Fellow, and faculty across campus
- Direct mentoring sessions with individuals and groups available on Wednesdays, or by appointment
Each department has a designated assessment liaison (academic department liaisons are compensated) with whom assessment fellows provide one-on-one support through all phases of the assessment cycle.

An Assessment Fellows Program Model

#5: Systemic Assessment Training for the Next Generation

- New Faculty Orientation
- Preparing Future Faculty (PFF) program
- Using the language of assessment with students
- Reaching out to colleges and departments in their own space
#6: Develop a Smorgasbord of Assessment Resources

- University Assessment website
- Academic degree assessment
- General education assessment
- University Assessment Committee
Assessment Resources

- Assessment Handbook
  - Core principles and processes regarding UMKC assessment
  - WEAVE guidelines
  - Assessment glossary
  - 10 FAQs
  - Appendices

Available at
The “Assessable Roo” Newsletter

- Published quarterly
- Features excellent work in assessment that is occurring across campus
- Highlights other best practices in assessment
Readings for Engaging Faculty

- “What New Faculty Need to Know about Assessment”

- “Creating a Faculty Culture of Student Success”
  [http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/Creating%20A%20Faculty%20Culture%20of%20Student%20Success.pdf](http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/Creating%20A%20Faculty%20Culture%20of%20Student%20Success.pdf)

- For Assessment Administrators: “Opening doors to faculty involvement in assessment” (NILOA Occasional Paper No.4).
  [www.learningoutcomeassessment.org/occasionalpaperfour.htm](http://www.learningoutcomeassessment.org/occasionalpaperfour.htm)
1. How are you connecting assessment to broader initiatives on your campus?

2. How are you encouraging peer-mentoring on your campus?

3. Based on the other steps we’ve discussed so far, what other recommendations do you have for engaging faculty?
#7 Scholarship of Teaching and Learning

“Scholarship Assessed” Standards:

1. Must develop clear goals
2. Must include adequate preparation
3. Must use appropriate methods
   A. Using longitudinal data
   B. Running demographic comparisons
4. Should show outstanding results
5. Offer effective communication
6. Consider a reflective critique
Percentage of Faculty Who Incorporated SoTL Methods into Their Work

- Using assessment findings to inform changes made to your courses: 58%
- Systematically collecting info. about effectiveness of your teaching beyond end-of-term course evals: 49%
- Collaborating with colleagues on improving teaching and learning: 44%
- Publicly presenting (e.g., lectures/workshops) information about teaching & learning: 24%
- Publishing on teaching & learning: 15%

Results from: FSSE 2014 Scholarship of Teaching & Learning Topical Module, completed by 814 faculty from 10 institutions
Juniata College: Faculty Led Assessment

- Emphasize assessment as scholarly inquiry, as in the literature on the scholarship of teaching & learning.
Benefits of Publishing & Presenting Assessment Practices:

- Forces rigorous assessment methods.
- Improves faculty scholarship in their fields of study.
- Provides feedback for your own teaching and assessment practices.
- Provides a community of fellow learners to share ideas and solve problems.
- Influences the academy to improve student learning.
- Provides professional recognition and advancement opportunities.
#8: Promote Curriculum Mapping

**Definition**
- A method for aligning a program’s learning outcomes and courses

*A Curriculum Map answers the question:*
- Where are what learning outcomes taught in your curriculum?

**Benefits**
- Proactive approach to improving learning outcomes
- Clarify priorities when there are limited resources
- Enhances coherence by revealing gaps in the curriculum
- Improves communication among faculty
- Encourages reflective practice as instructors
- Supports “major maps” for students
- Refines the assessment plan
Mapping the Curriculum for Learning

- KCKCC’s merged their 21st Century Learning Outcomes with DQP to create 1 outcome profile
- Faculty mapped course competencies
- Created curriculum mapping database
- Mapping fed series of reports revealing strengths and weaknesses at the course & program levels
- Faculty reported assessment data on individual student learning outcomes; aggregated to inform course, program assessment
Curriculum Map for Gen Ed

Indicate where SLO is: Introduced  Reinforced  Assessed

<table>
<thead>
<tr>
<th>Content</th>
<th>Introductory Course</th>
<th>Research Methods</th>
<th>Advanced Content Course A</th>
<th>Laboratory/Practicum Course</th>
<th>Advanced Content Course B</th>
<th>Advanced Content Course C</th>
<th>Advanced Content Course D</th>
<th>Capstone Course</th>
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Center for University Teaching, Learning, and Assessment

http://uwf.edu/cutla/
#9: Student Involvement in Assessment

- Assessment should not be done behind a curtain
- Make assessment transparent for undergraduate and graduate students
Instructions to Faculty: Making Assessment Transparent to Students

- **Outline the learning outcomes** for your courses and degree, and list in the syllabus and on program website (see Bloom’s Taxonomy for assistance on the learning outcomes).

- **Explain the connections** between assignments and the learning outcomes.

- Explain the criteria for evaluating assignments (using a rubric or scoring guide—search on Google for rubrics in your field).

- Have students use the rubrics, give feedback on assignments, and provide opportunities for students to improve their work.
Letting Students Know You’ve Heard Their Voice

We’ve heard your voice... and taken action.

CHANGE #17

60% of UNCW Students Said they consume 1-2 servings of fruits and vegetables per day.

We Responded: Health Promotion provides nutrition programs (e.g., Plate Method Challenge, Smoothies in Sammy’s Health Hut) to increase the consumption of fruits and vegetables, and keeps a fresh fruit basket in the office lobby for students to enjoy!

Thank You for your feedback and time spent taking surveys about your UNCW experience.

Initiative developed by the Office of Student Life Assessment, based on similar program in student affairs at the University of Georgia.

Communicates assessment findings back to the student body and other constituents.

Emphasis is placed on demonstrating improvements made due to:

- response to surveys
- focus groups
- other feedback
At IUPUI – NSSE promotion includes how campus responded to results

I wish my program had an internship. I would like to work with other students on class projects. I wish my classes covered more diverse perspectives.

Tell us how you REALLY feel.

National Survey of Student Engagement (NSSE)

We're listening.

How helpful are your interactions with faculty? How do you spend your time on campus? How has IUPUI contributed to your academic success? We want to know. That's why we've teamed up with the National Survey of Student Engagement (NSSE)—to ensure that your voice is heard and that we make the IUPUI experience exceptional.

Your college experience matters—to you, and to us. You have the power to make it better, so why not use it? Students' opinions from the NSSE survey have brought about big changes at IUPUI, which include:

- More Themed Learning Communities (TLCs): African-American Perspectives, Crime in America, Health and Wellness, as well as TLCs for prospective engineering and business majors.
- The integration of diversity-related themes into the curriculum for Summer Bridge and First-Year Seminar courses through the University College.
UC Merced – involving students in assessment

• Students working for SATAL are carefully selected and trained to gather different kinds of data on classroom activities and provide confidential feedback.
• SATAL students can offer a number of services (class interviewing, observations, focus groups), depending on the type of feedback instructors or programs want to obtain.

http://crte.ucmerced.edu/satal
#10 Faculty Forums for Assessment

- FaCET mentoring sessions, webinars, and workshops
- Faculty Symposia
- Candid conversations, SWOT Analysis of Assessment
  - Provides a forum for faculty to voice their concerns.
  - Provides potential solutions for challenges and a roadmap for future assessment initiatives.

### SWOT Analysis Chart

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<th>Internal origin (attributes of the organization)</th>
<th>Helpful to achieving the objective</th>
<th>Harmful to achieving the objective</th>
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<tr>
<td>Strengths</td>
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<td>Weaknesses</td>
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<tr>
<td>External origin (attributes of the environment)</td>
<td>Opportunities</td>
<td>Threats</td>
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Goal of Director of Assessment & Assessment Committee to **facilitate faculty dialogue and engagement**

- Utilization Focused Evaluation (Patton)
  - Assessment focused on intended use for intended user
  - Questions use discipline relevant evidence
  - Focus on utility over methodology
Faculty Assessment Teams

- Many benefits of departmental or college-wide assessment teams
  - Many hands make light work
  - Sharing best practices
  - Peer recognition
  - Faster feedback and guidance on student learning outcomes, measurements, etc.
  - Consistent follow-up
Assessment—A Team Effort

- Who is responsible for assessment and accreditation?

- Assessment and accreditation efforts should be widespread and structurally based, and not based on a particular person.
Celebrate Good Assessment Results

Students:
- departmental showcase or newsletter
- student research conference
- Share student work as models for others

Faculty:
- Publish scholarship of assessment
- Share results with students and other stakeholders

All:
- Promote a Culture of Learning on Campus
Which of the following steps might be most useful to you?

1. Connecting to broader initiatives
2. Peer-to-peer mentoring
3. PFF and New Faculty Orientation
4. Scholarship of Teaching and Learning
5. Curriculum Mapping
6. Student involvement in assessment
7. More faculty forums for assessment
8. Assessment as part of P&T
9. Celebrating successes
10. N/A or Other?
Colleague Consult (trios):

Take a moment to think about one of your challenges for involving faculty in assessment.

1. 1 person shares a challenge for involving faculty (2 min)
2. 2 colleagues respond with quick suggestions beginning with “I think we should…” (3 min)

[swap roles]
NILOA Case Studies of Good Assessment Practice

- 9 inspirational, instructive accounts of assessment to improve student learning; and summary report.

Case themes:
- Augustana – assessment review committee’s role in engaging faculty
- Capella – assessment infrastructure and administrative support
- Carnegie Mellon – assessment fostered through Center for Teaching & Learning; creative faculty work
- Colorado State – online planning to support improvement
- Juniata – assessment as scholarly inquiry; publicly shared data
- LaGuardia CC – assess assessment; culture of assessment
- North Carolina A&T – professional development and culture of inquiry
- St. Olaf – faculty-led utilization-focused, backward-design
- Texas A&M University – openness and student focused

http://www.learningoutcomesassessment.org/CaseStudies
Good Practices from Other Institutions

- Salt Lake Community College has online videos highlighting faculty who have used assessment effectively: http://www.slcc.edu/assessment/examples-of-excellence.aspx

- University of Kansas has an online teaching portfolio that provides examples of faculty assessment projects: http://www.cte.ku.edu/gallery/index.shtml (see “Evaluating student learning” and “Department analysis of learning” )
NILOA Resource – Models for Assessment Practice

- Describes Prince George’s Community College (PGCC) integrated “All in One” assessment model

This paper explores the potential for non-tenure-track faculty to meaningfully contribute to student learning outcomes assessment and outlines policies and practices that can facilitate such contributions.

Questions:

What other strategies for promoting assessment would you add?
What aspects/approaches would you modify of the strategies we’ve highlighted?
Contact Information

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