

Increasing Faculty Engagement with Transformative Assessment: Focus on Learning

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Introductions

- Who are you?
- Why are you here?
- What do you hope to gain?

Transformative Assessment

- True purpose of assessing - enhancing student learning
- Not an end in itself
- Focused on student learning
- Must be cyclical
- Should be integrated into the regular cycle of the department/unit
- Should contribute to ongoing dialogue

Transformative Assessment

- Should align with institutional mission and goals
- Should be collaborative within a department/college/institution
- Should be
 - Consistent
 - Systematic
 - Appropriate and realistic
 - Meaningful
 - Sustainable
 - Often embedded

How to Engage Faculty

- Assessment must be embedded into the teaching/learning process
- Relationships must be created that are meaningful and worthwhile
- Provide some type of reward/reinforcer for working with assessment
- Other thoughts?

“Reframe” Assessment

- What integrated and transformative assessment is NOT:
 - Not a top down project
 - Not a one-time work event
 - Not something done for a regional accreditor
- What integrated and transformative assessment is:
 - Useful to teaching/learning
 - Not as hard as it may seem
 - Worth the effort expended

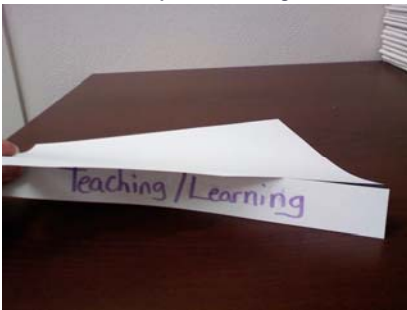
The Mobius Strip



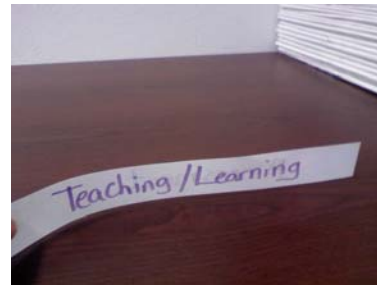
Stages of Assessment - The Mobius Strip

- Stage 1 - Assessment is a separated and "added on" responsibility.
- Stage 2 - Assessment becomes a part of teaching and learning but is separated from teaching and learning.
- Stage 3 - Teaching and learning is the center and assessment surrounds it.
- Stage 4 - The Mobius Strip - integration of teaching, learning, and assessment.

Stage 1 - Assessment is a separated and "added on" responsibility.



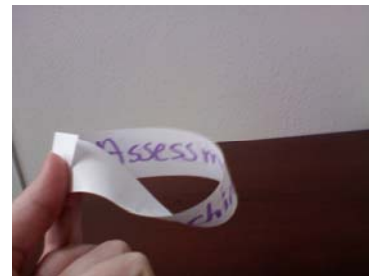
Stage 2 - Assessment becomes a part of teaching and learning but is separated from teaching and learning.



Stage 3 - Teaching and learning is the center and assessment surrounds it.



Stage 4 - The Mobius Strip - integration of teaching, learning, and assessment.



Some Techniques

- Faculty Learning Communities
- Departmental Assessment Liaisons
- Support for assessment
 - Course
 - Program
 - Grants
- Provide information - alumni surveys, focus group feedback, etc.
- Share positive results and processes widely!

Faculty Involvement - Small Group

- What have you used?
- What would make you choose to participate in something on your campus?

Small Group Reporting

- What techniques have worked?
- What should we "never" do? "Always" do?
- Comments?

A Real Culture of Assessment

- Those doing the assessment must create it
- Must be based on an agreed upon and important mission statement
- Trust concerning how assessment data will be used must be established
- Assessment should be seen as a continuous and ongoing process
- May become "messy"
- Must result in enhanced learning

A Quote...

"The next time someone asks you how you "get" faculty to do this, I think you should tell them it is because you have established a relationship with us in which we work together and do not have a sense of you trying to get us to do things, that you are respectful of our ideas and engage us in a project for the good of the university. That is so rare in university administration that they probably will not understand it, but from my point of view it is why I have continued to do this, almost certainly past what should have been my expiration date."

Gaining Faculty Support and Engagement

- You are a member of the prestigious (but slightly curmudgeonly) "Underwater Basket Weaving" department at Great State University.
- As the Assessment Director, what will you say to the faculty?

Reporting on Discussions



Next Steps

- What will you take from this session back to your campus?
- What can you begin to work on first?
- What is a longer term goal for assessment at your institution?

Questions?

