

Beyond Accountability: Using Assessment to Foster a Culture of Teaching and Learning

Pat Hutchings and Jillian Kinzie
National Institute for Learning Outcomes Assessment (NILOA)

National Summer Institute on Learning Communities
&
Using Evidence for Improvement: TLNI

The Plan

- 1. Your campus contexts**
- 2. Trends in student learning outcomes assessment**
- 3. Trends in faculty/prof development related to assessment**
- 4. Better together: how assessment & PD can collaborate**
- 5. Take-aways and connections to your action plans**
- 6. Looking ahead**
- 7. Resources for further work**

- **Why did you choose this session?**
- **What is the relationship between assessment and teaching & learning on your campus?**

a. BFFs b. friends c. acquaintances d. distant cousins e. estranged

Five minutes in pairs

Sharing in whole group



**Why are we focusing on the relationship between assessment
& faculty development/teaching & learning?**



Better Together:

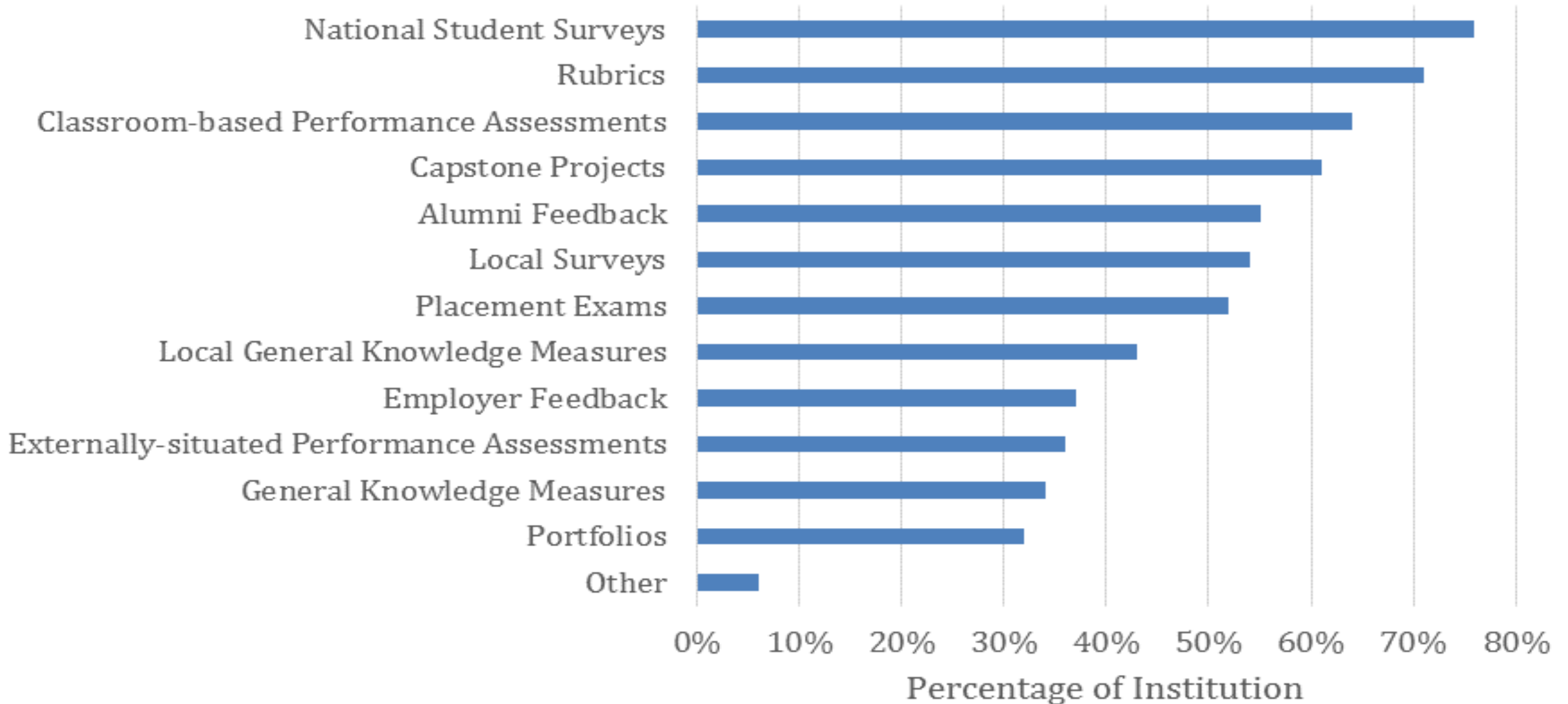
Assessment  **faculty development/teaching & learning**

Survey of Assessment Practice 2018: 3 Trends Relevant to “Better Together”

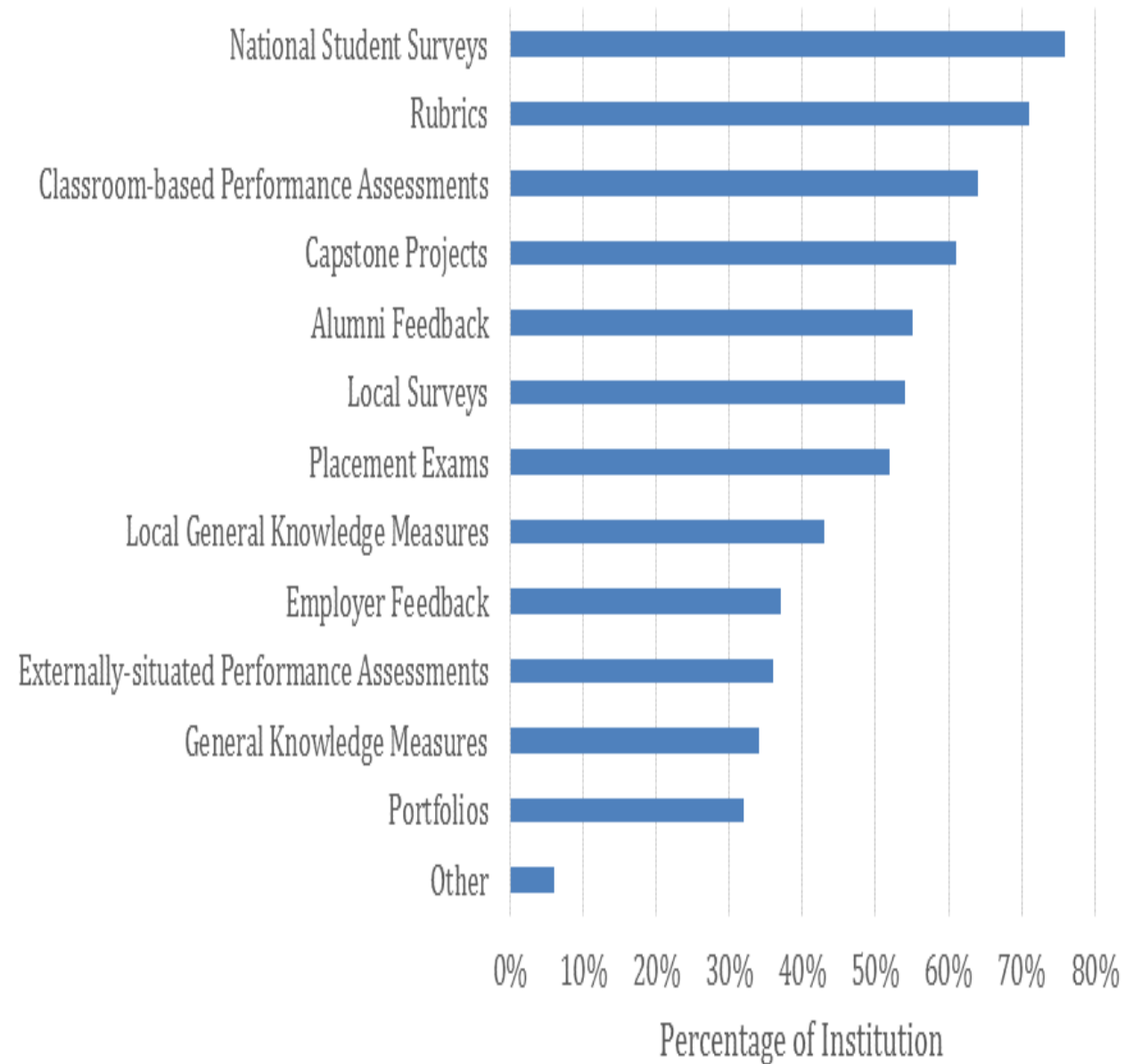
- Assessment activities focused closer to the classroom, teaching & learning
- Shift in faculty role
- Greater support from CTLs and faculty-led assessment committees



NILOA Report 2018 Institution Level Assessment Tools



NILOA Report 2018 Institution Level Assessment Tools



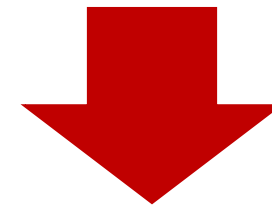
What's Changed Over Time?



Rubrics

Classroom Based Assessments

Alumni Feedback



General Knowledge Measures

Assessment Activity Trend

- Colleges & Universities turning to more authentic measures of student learning
 - Capstones
 - Classroom assignments
 - Rubrics
- Most valuable for IMPROVING student learning and success: classroom-based work

Criteria	Discussion Board Rubric				Total
	Unsatisfactory-Beginning 0-30 points	Developing 35-39 points	Accomplished 40-44 points	Exemplary 45-50 points	
Ideas, Arguments, & Analysis	Ideas expressed lack an understanding of the discussion topic. Comments are irrelevant, off-topic, and/or confusing to follow. Viewpoint, if given, is not supported with evidence or examples.	Ideas expressed in discussion posts show a minimal understanding of the discussion topic. Comments are general in nature and/or occasionally may not be relevant. Rehashes or summarizes ideas with limited analysis, original thought, and/or supported viewpoints.	Ideas expressed in discussion posts are mostly substantive and relevant to topic; some original thought. Demonstrates logical thinking, reasoning, and/or analysis for most part. Viewpoint is supported with evidence and/or examples.	Ideas expressed in discussion posts include original thought, substantial depth, and are relevant to topic. Viewpoint shows strong logical thinking, reasoning, and analysis with evidence and examples. Construction of new meaning and insights are evident.	/50
Connection to Course Materials	No connections are made to readings or other course materials (lectures, media, resources, etc.), and/or if made, are not clearly stated and are largely personal opinions.	Minimal direct connections are made to readings and/or other course materials (lectures, media, resources, etc.). Connections are largely inferred and somewhat unclear at times.	Some direct connections are made to readings and/or other course materials (lectures, media, resources, etc.) and are clearly stated for the most part.	Strong, direct connections are made to readings and/or other course materials (lectures, media, resources, etc.) and are clearly stated.	/20
Contribution to Learning Community	Negligible contribution to the learning community. Rarely engages with students and generally ignores others' posts and/or has a negative effect through misrepresenting content in other posts, inappropriate comments made, and/or attempts to dominate the discussion.	Somewhat contributes to the learning community but the focus is generally on own posts. Occasionally interacts with others' posts but little attempt to involve other students in the discussion. Short statements such as "I agree with..."	Contributes to the learning community. Often attempts to direct group discussion to present relevant viewpoints and meaningful reflection by others. Interacts respectfully with students.	Effectively contributes to the learning community. Frequently initiates dialogue and motivates group discussion by providing feedback to students' postings, asking follow-up questions, and through thoughtful, reflective comments. Respectfully encourages a variety of viewpoints and invites contributions from others.	/20
Writing Quality	Posts show a below average/poor writing style that lacks standard English, and/or is difficult for readers to follow. Contains frequent errors in grammar, punctuation, usage, and spelling.	Posts show an average and/or casual writing style using standard English that is generally clear but contains some errors in grammar, punctuation, usage, and spelling.	Discussion posts show above average writing style that is clear using standard English with minor errors in grammar, punctuation, usage, and/or spelling.	Discussion posts are well written and clearly articulated using standard English, characterized by elements of a strong writing style with correct grammar, punctuation, usage, and spelling.	/10
Required Postings/Timeliness	Deduct 4 points-overall failing Some required postings missing by deadline &/or there was not adequate time for others to read and respond to postings prior to deadline	Deduct 1-3 points All required postings by deadline; however there was not adequate time for others to read and respond to some postings prior to deadline.	No points deducted All required postings by deadline (required=1 posting + 2 replies to classmates); adequate time for others to read and respond prior to deadline.	1 bonus point Exceeds required postings; postings are early into the discussion and throughout the discussion; provides more than enough time for classmates to read and respond prior to deadline.	/--
TOTAL POINTS (sum of 5 Criteria)					/100

Shift in Faculty Role

What is needed to support and advance assessment of student learning at your Institution?

51%

more faculty using assessment results

46%

more professional development for faculty and staff

UP from 2009 and 2013

Supports for Assessment Efforts



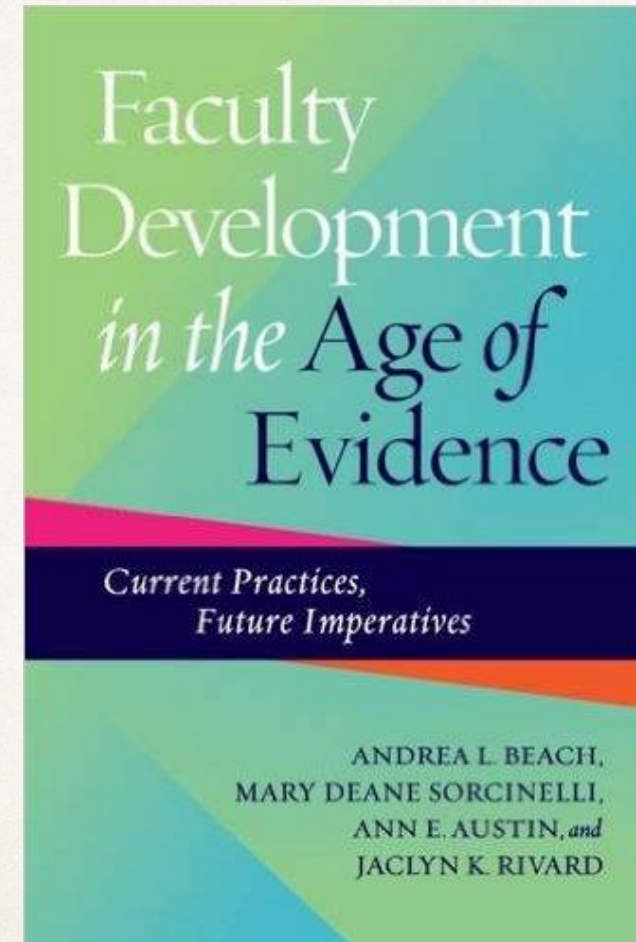
Uptick in extent to which assessment activities are supported by *professional development* for assessment and in particular, *faculty-led assessment committees* and *Centers for Teaching and Learning*.

Punchlines

- **Reliance on Embedded Assessment – assignments, rubrics, classroom-based work**
- **Need for Faculty Support for Data Use**
- **Recognition of assessment support from Centers for Teaching & Learning**



Large Scale Studies of FD: 2006 and 2016



Special thanks to Mary Deane Sorcinelli

CTLs and Assessment

“Assessment of student learning outcomes” plays an increasingly prominent role in priorities of FD and CTLs

- **One of five key issues FD is addressing through services (3.21 in 2016, up from 2.57 in 2006)**
- ***The top issue FD should address in next five years***
- ***The top issue in terms of directions in which faculty developers believe field should move***

1 = Not at all; 2 = To a slight extent; 3 = To a moderate extent; 4 = To a great extent
(Beach, Sorcinelli, Austin & Rivard, 2016; Sorcinelli, Austin, Eddy & Beach, 2006)

CTLs Support for Faculty Engagement with Assessment



- Reflecting on and improving teaching practice
- Investigating impact on student learning (e.g., SoTL)
- Engaging in institutional conversations/decisions (e.g., evaluation of teaching performance)

(Beach, Sorcinelli, Austin & Rivard, 2016)

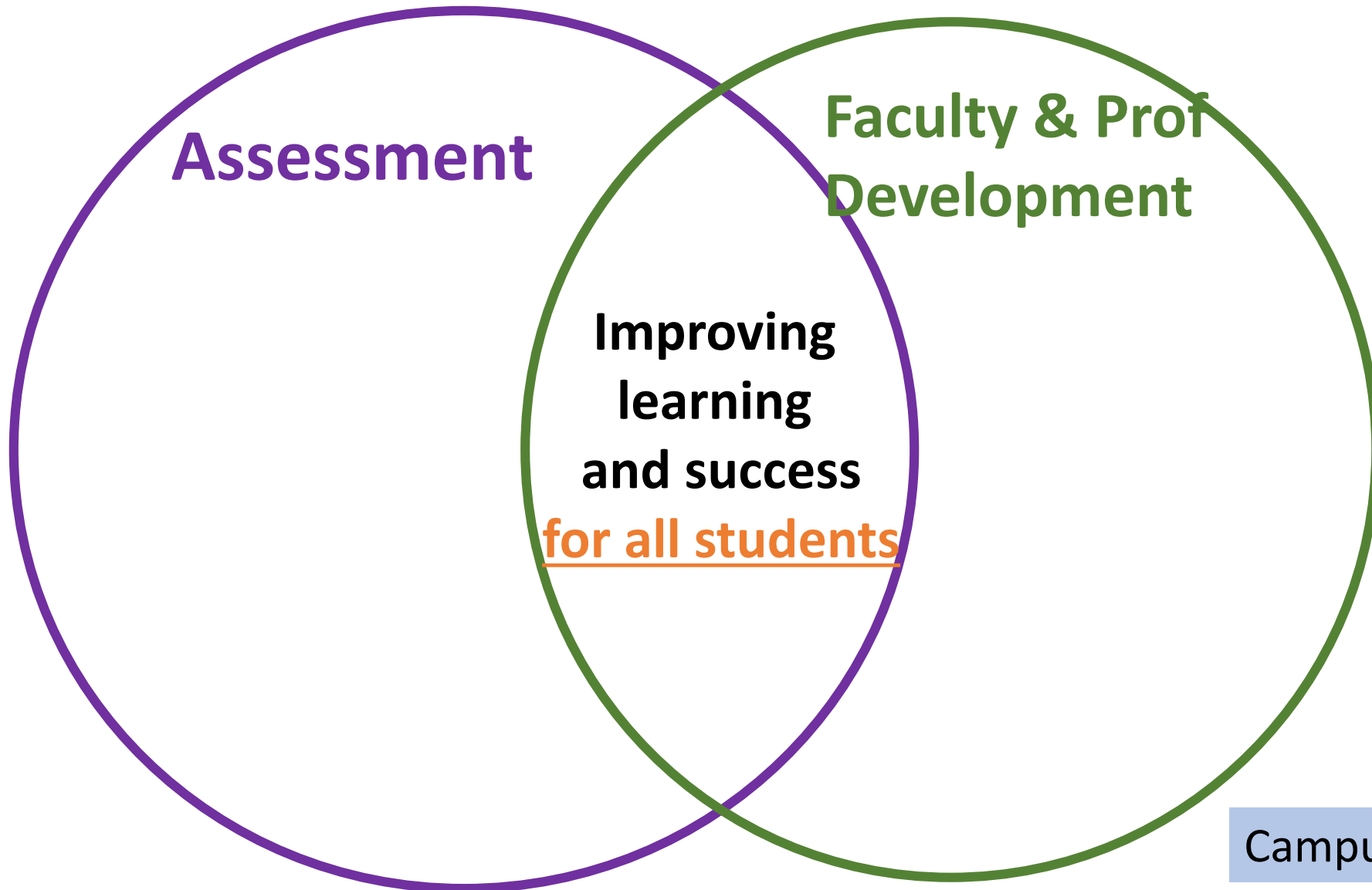
Top Tier of Teaching Center Collaborations



• Technology Units	77%	3.2
• Academic Deans (asst., assoc., college)	64%	2.9
• Library	59%	2.7
• Assessment Office	54%	2.5

% of CTL directors reporting collaborations to a moderate or to a great extent (mean= 2.00 to 4.00) with other campus units (item listed 15 campus units)

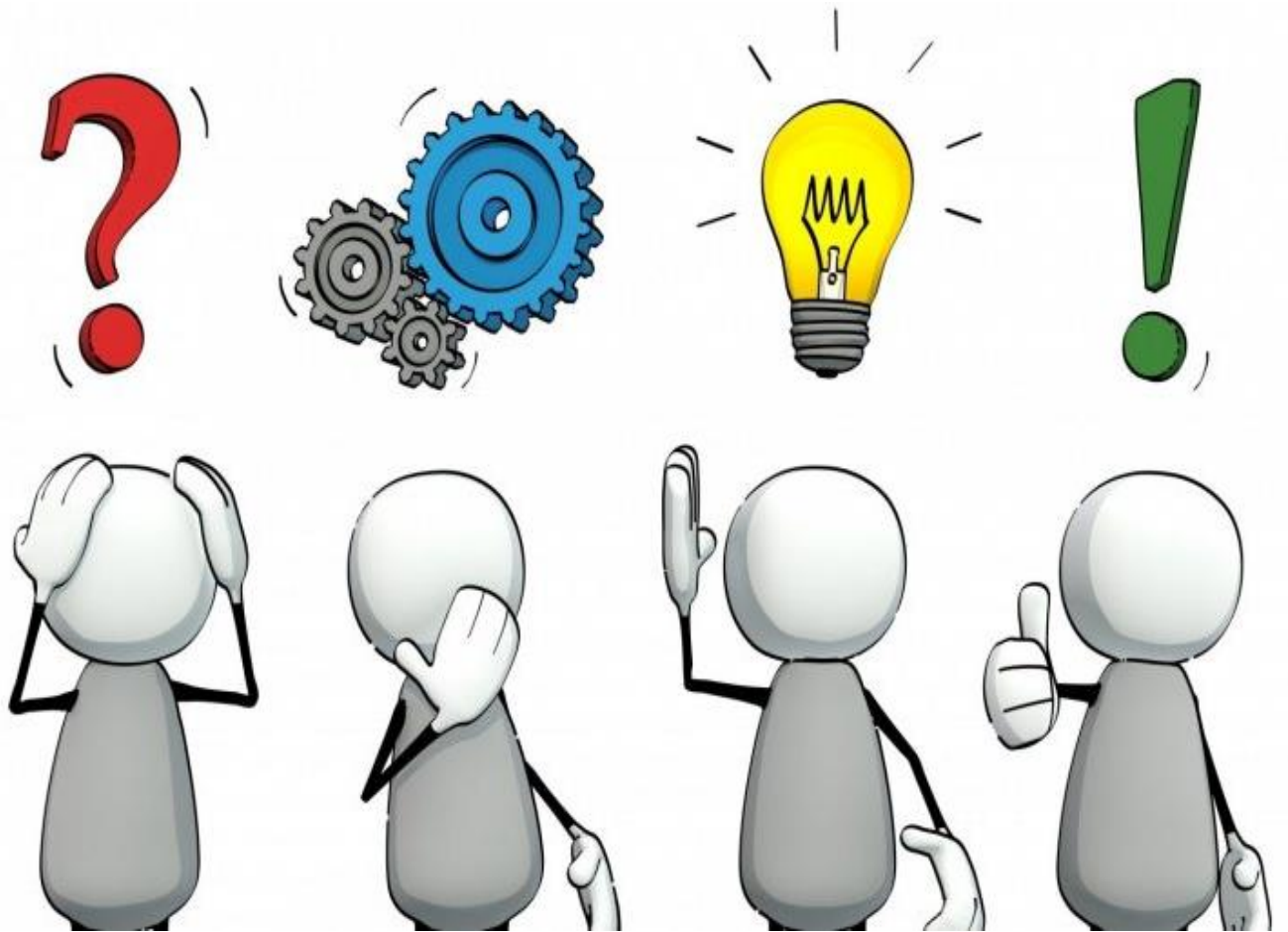
(Beach, Sorcinelli, Austin & Rivard, 2016)



Campus Examples

As we go through these campus examples:

- Think about a challenge in your setting – *what practice might help you re-think this challenge?*
- Which features of the examples are especially promising – *how can they help foster a culture of T&L on your campus?*



California State University Monterey Bay



- **Founded 1994, with a Center for Teaching, Learning and Assessment**
- **Emphasis on faculty reflection and conversation:**
“Learning outcomes are only as good as the conversations they generate.”
- **Shared leadership with Faculty Senate, faculty associates for assessment in each college, faculty coordinators for each undergraduate learning outcome**
- **Distinction between assessment and faculty development difficult to discern**

Gonzaga University



- Assessment director worked with Center for Teaching and Advising to co-sponsor a FLC on the scholarship of teaching learning
- Faculty applied, worked together for a year, posing and investigating questions about their students' learning
- SoTL projects featured at annual Assessment Day
- Sign off by chairs

See Boose and Hutchings, 2015 (in refs at end of PP)

North Central College

- Center for the Advancement of Faculty Excellence (CAFÉ) sponsoring voluntary “Assessment Design Groups”
- 4-6 faculty per group; meeting 4 times during 10-week term
- Each participant targets a course or type of assessment to focus on
- Support for:
 - Creating outcomes for target course
 - Building good assignments
 - Using rubrics to assess student performance
- Focus in on individual faculty practice but develops leadership and capacity for program-level assessment

Thanks to Jon Mueller, Prof of Psychology

University of Delaware

- **Center for Teaching Effectiveness + Office of Educational Assessment = Center for Teaching and Assessment of Learning (CTAL)**
- **Assessment results/data used to shape faculty development offerings**
- **And to invite specific faculty groups to participate (e.g. large first-year courses, capstones)**
- **Also collaborating with IR—new access to institutional data**

Thanks to Kevin Robert Guidry, Associate Director, CTAL



University of Kansas

- Assessment located in the Center for Teaching Excellence
- Leadership from the CTE's "Documenting Learning Specialist"
- Working with *programs* to shape assessment plans, processes (via dir of undergraduate studies, chair, interested faculty leader)
- Working with *individual faculty* to document student learning in general education courses
- CTE's ongoing programs and activities support faculty in developing classroom approaches and assignments that support student learning and success.

Thanks to Josh Potter, Documenting Learning Specialist, CTE

Established, shared relationship

collaborative activities

structurally connected

Approaches

- Collaborations around shared agendas
- New (or merged) structures
- Reporting structures that promote integration
- New language (documenting learning, scholarship of t&l - SoTL)
- Focusing on course design, assignment design, classroom assessment
- Focus on clear aligned outcomes
- **What else?**

Ideas from this session that can strengthen your campus action plan and improve student learning and success?

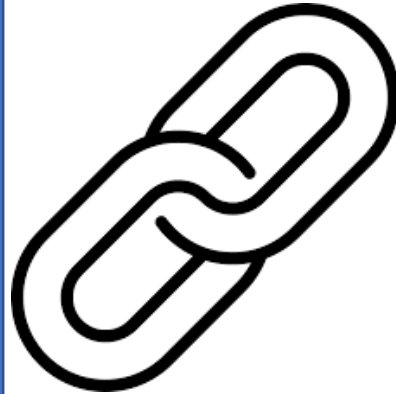


**Reflective
writing**

Idea exchange

Better Together

Work in faculty development can “make us more sensitive to how assessment can (and cannot) be effectively done so its useful for faculty.”



Work in assessment can shape faculty development by supporting —support expanding focus from individual to program-level improvement.

Looking Ahead...

- **Keep an eye on forces pushing assessment toward CTLs/Faculty Development (and vice versa) and what may keep them separate**
- **How might the equity agenda for student learning & success influence a tighter connection between assessment and teaching and learning?**

Resources

Beach, A.L., Sorcinelli, M. D., Austin, A. E., Rivard, J. K. (2016). *Faculty Development in the Age of Evidence: Current Practices, Future Imperatives*. Sterling, VA: Stylus Publishing.

Boose, D. L., & Hutchings, P. (2015). Bridging Faculty Development and Organizational Development: A Faculty Learning Community on the Scholarship of Teaching and Learning. *Learning Communities Journal*, 7, 25-42

Driscoll, A., & Wood, S. (2007). *Developing outcomes-based assessment for learner-centered education: A faculty introduction*. Sterling, VA: Stylus.

Hutchings, P. (2010, April). *Opening doors to faculty involvement in assessment*. (NILOA Occasional Paper No. 4). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment. Retrieved from http://www.learningoutcomeassessment.org/documents/PatHutchings_000.pdf

Hutchings, P., Natasha A. Jankowski & Gianina Baker (2018) Fertile Ground: The Movement to Build More Effective Assignments, *Change: The Magazine of Higher Learning*, 50:6, 13-19, DOI: [10.1080/00091383.2018.1540816](https://doi.org/10.1080/00091383.2018.1540816)

Jankowski, N. A., Timmer, J. D., Kinzie, J., & Kuh, G. D. (2018). [**Assessment that Matters: Trending toward Practices that Document Authentic Student Learning.**](#) Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Kinzie, J. Landy, K., Hutchings, P. & Sorcinelli, M.D. (forthcoming). *Change* magazine. Better Together.

Reder, M., & Crimmins, C. (2018). Why assessment and faculty development need each other: Notes on using evidence to improve student learning. *Research & Practice in Assessment, 13*, 15–19.

Schroeder, C. M. & Associates. (2011). *Coming in from the margins: Faculty development's emerging organizational development role in institutional change*. Sterling, VA: Stylus Publishing.

Stanford's Emerging Model

Director of Assessment

JOB PURPOSE:

The Center for Teaching and Learning (CTL), within the Vice Provost Office of Teaching and Learning (VPTL), collaborates with faculty, departments, schools, and campus partners to enrich the depth and range of Stanford learning experiences. CTL supports the development of evidence-based and inclusive learning and teaching practices, educational programs and training, communities of practice for instructors and learners at Stanford.

This position will be responsible for developing ongoing mechanisms so that the work of CTL is informed by data. The Director will be responsible, in conjunction with the Associate Vice Provost and in collaboration with other senior staff members, for building the Center and University's culture of assessment, including the support of faculty ownership of individual and disciplinary assessment and evaluation, and cultivation of practices that integrate assessment with teaching in synergistic ways. This position will also be responsible for disseminating evidence of the Center's impact through this work, via mechanisms that may include the website, professional conferences, consortia, and national-level networks. The Director will lead the design and implementation of evaluation and assessment strategies targeting teaching and learning initiatives at the course, department, and institutional level, for both residential and online learning. This position may supervise additional exempt staff; the position will provide guidance to CTL personnel and VPTL more broadly, and will consult with faculty, academic program directors, and leaders of CTL/VPTL initiatives in articulating and assessing educational program outcomes.