Implications for Faculty Development and Enhancing Student Learning

Indiana Signature Assignment Workshop

Ivy Tech Corporate College and Culinary Center
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Improved assignments → Improved student learning
Grading

Evaluating your students’ performance

Assessment
Grading

Evaluating your students’ performance

Assessment

Evaluating your students’ performance to . . .

Improve your capacity to help your students reach your learning outcomes
Assessment, *done right*, is faculty development
Done right?
Good assessment is

• Useful
  - Rapid payoffs
  - Consequential
  - Energizes staff and faculty work

• Sustainable
  - Normal work
  - Continuous, not episodic

• Engages all relevant faculty and staff
Good assessment means working with colleagues
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Data - 
Values of qualitative 
or quantitative 
variables, belonging to 
a set of items
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Evidence -
When you and your colleagues have made sense of and come to some agreement about what the data are telling you
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Experiment - Having moved beyond veto, but prior to consensus, you and a few of your colleagues try something new, see what happens, and talk about what you learned with the community

Data - Values of qualitative or quantitative variables, belonging to a set of items

Good assessment means working with colleagues
…the common change strategy of developing and testing ‘best practice’ curricular materials and then making these materials available to other faculty does not work …This is the strategy that Seymour (2001) describes as being based on the unproven theory that “good ideas, supported by convincing evidence of efficacy, will spread ‘naturally’—that, on learning about the success of particular initiatives, others will become convinced enough to try them”

What works

• Coordinated and focused efforts over an extended period of time
• Providing performance evaluation and feedback
• Focus on changing faculty conceptions via reflection
**Good assessment**

- Focused on conversations and building trust
  - “Data analysis”
    - More talk, less statistics

- **A commitment to improvement**
  - This will involve confronting fear and uncertainty about personal performance

- Engages students

- Requires patience and persistence
  - If your assessment efforts reveal a scary, confusing mess, RELAX, it means that you’re doing a good job

- Working together
For academic leaders

• Firewall assessment and evaluation
• Support your assessment leaders
  - In “hybrid” positions
  - Have high institutional and emotional intelligence
  - Understand the culture, governance structures, and faculty and staff values
  - Know where their students are coming from, where the resources are located, and which levers to push
  - These are challenging positions
• Patience
More information

• About the Wabash Studies
  - http://www.centerofinquiry.org

• About Wabash Study findings
  - http://www.centerofinquiry.org/study-research/

• About the Teagle Assessment Scholar Program
  - http://www.centerofinquiry.org/assessment-scholars/

• About the Higher Education Data Sharing Consortium
  - www.hedsconsortium.org
Observations