

# *Implications for Faculty Development and Enhancing Student Learning*

*Indiana Signature Assignment Workshop*

Ivy Tech Corporate College and Culinary Center

March 2014

**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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*Values of qualitative  
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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

...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”

– Henderson, et al. (2011) pp. 971-972

## *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](http://www.hedsconsortium.org)



# *Observations*