

ASSESSMENT AND IMPROVEMENT: RETHINKING FACULTY INVOLVEMENT



**PAT HUTCHINGS
THE CARNEGIE FOUNDATION
FOR THE ADVANCEMENT OF TEACHING**

SUPPORTING CAST: GEORGE KUH

National Institute for
Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent

Overheard at the water cooler...



“Assessment is an attempt by social scientists to force the rest of us to adopt their disciplinary approach to the world.”

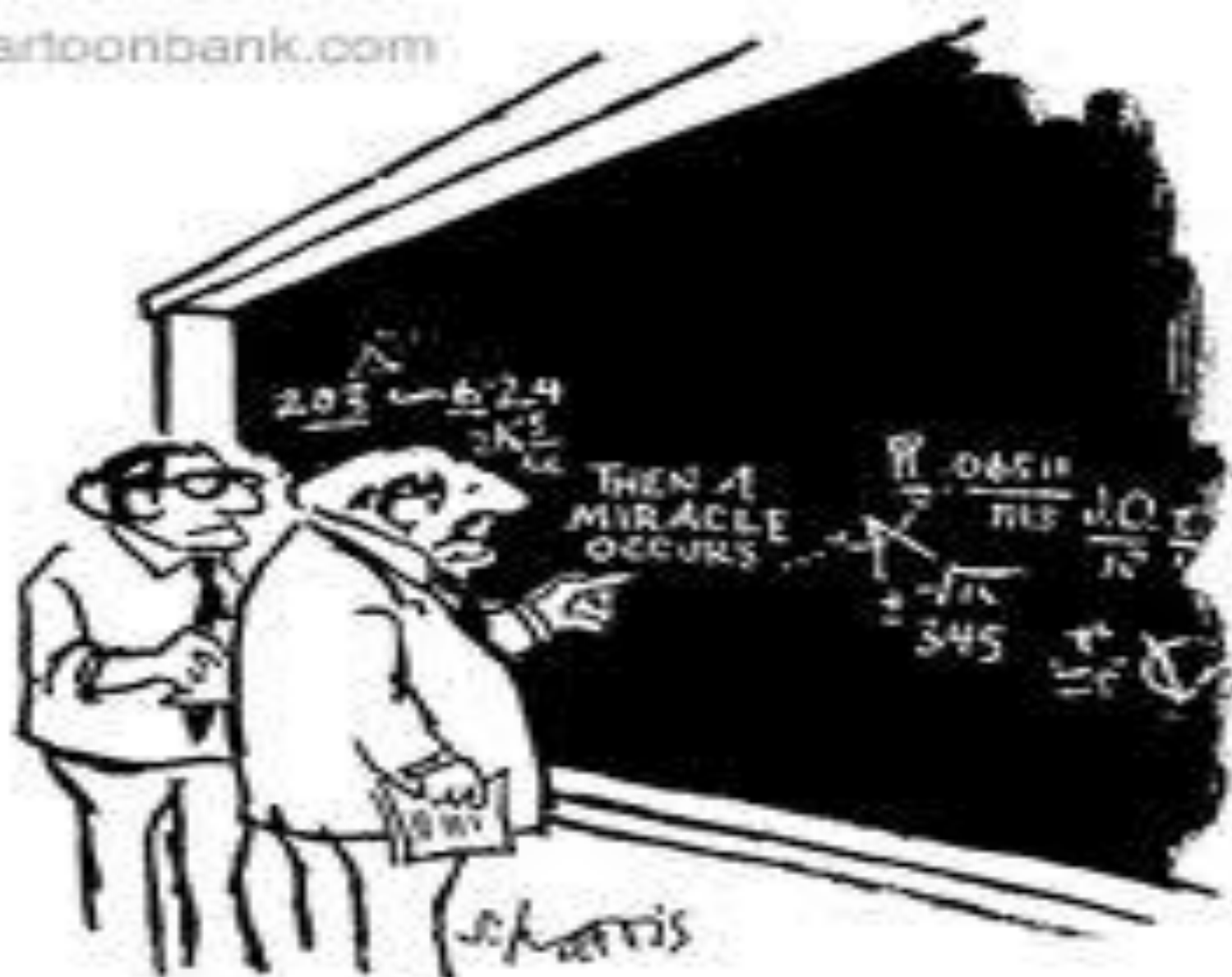
Anonymous Philosophy Professor

A contrasting view



“Assessment means asking whether my students are learning what I think I’m teaching.”

Pat Hutchings, 2011



"I think you should be more explicit here in step two."



Overview

- ✓ **NILOA and Its Invited Institute Strand**
- ✓ **Rethinking Faculty Involvement**
- ✓ **Q&A**



NILOA

NILOA's mission is to document student learning outcomes assessment work, identify and disseminate best practices, and support institutions in their assessment efforts.

SURVEYS • WEB SCANS • CASE STUDIES • FOCUS GROUPS • OCCASIONAL PAPERS •
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NILOA Track



- *Down and In: A National Perspective on Program-Level Assessment*
- *Advancing Student Learning Outcomes Assessment: Lessons from Campuses Doing Good Work*
- *Institutional Transparency of Student Learning Outcomes Assessment: A Framework*
- *National Transparency Initiatives: Where Are They Now? Where Are They Going?*
- *The Measuring Quality Inventory*
- *Getting Assessment Right: Why Language Matters*

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RETHINKING



- Faculty resistance as received wisdom.
- 66% of provosts: more faculty engagement as greatest need (NILOA 2009).
- But (2011) only 40% of program respondents agree.
- 60% of programs report that all or most faculty are already involved.
- Hmmmm...
- Not just how many but what kind.
- Local variation.

FACULTY INVOLVEMENT



NOT (YET) DEEP

1

2

LOCALIZED

WIDESPREAD

3

4

DEEP

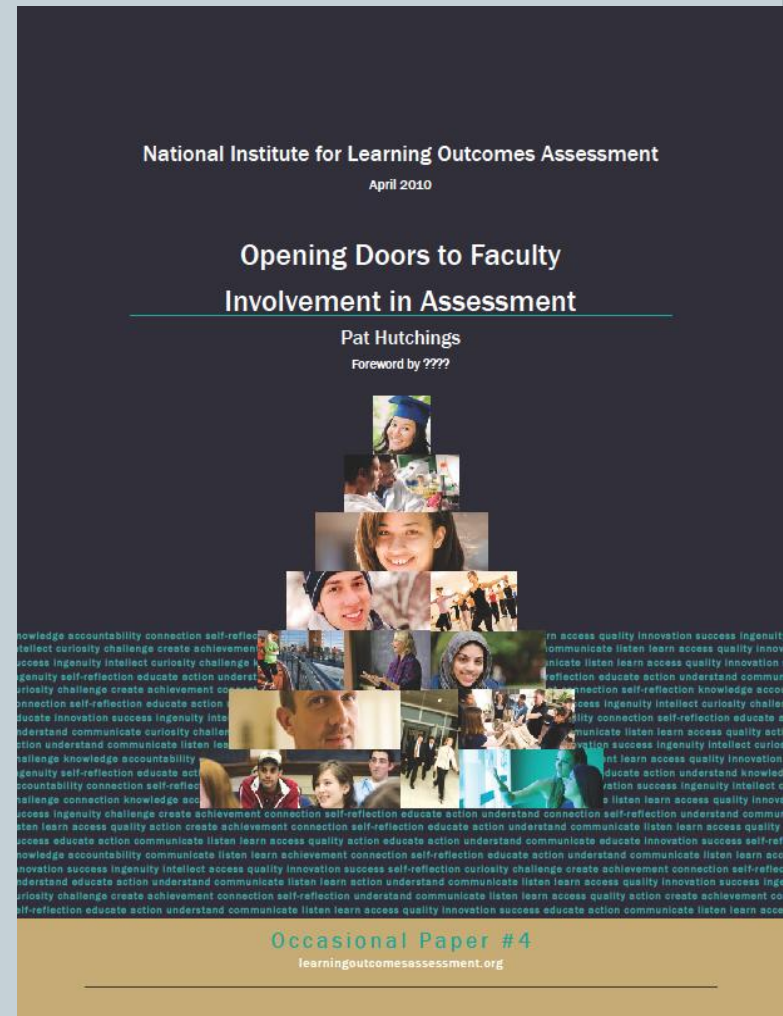
THE PLAN



- Draw on earlier paper
- 5 things we could use more of
- Lessons from the scholarship of teaching and learning

Faculty bringing their skills and habits as scholars to their work as teachers.

- New faculty members



1. MORE CHANCES TO LEARN

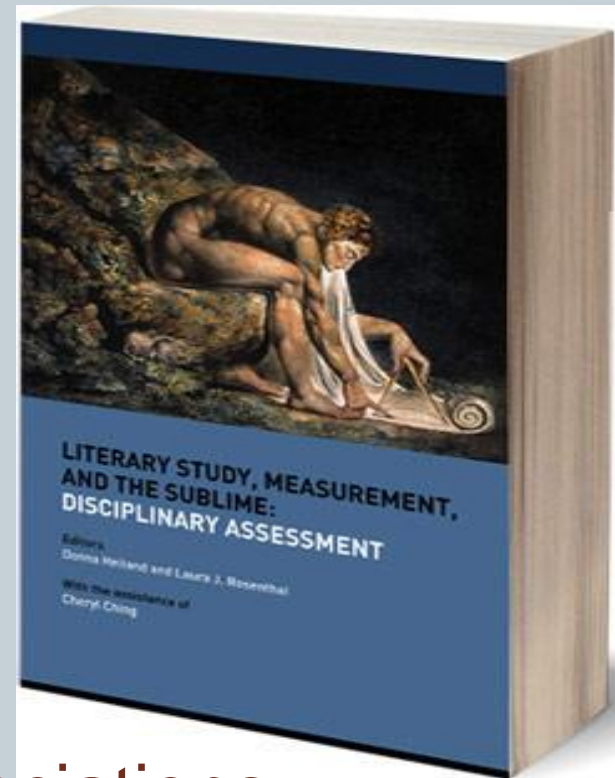


- The mystification problem
- Places and ways for faculty to ask questions, voice concerns, hear examples, de-mystify.
- Campus principles for assessment (LMU)
- New roles for teaching centers—in collaboration with assessment office.
 1. Assessment component in innovation grants
 2. Workshops on assignment design and feedback
 3. Scholarship of T&L project groups
 4. Deliberations about data
 5. Connection to other initiatives

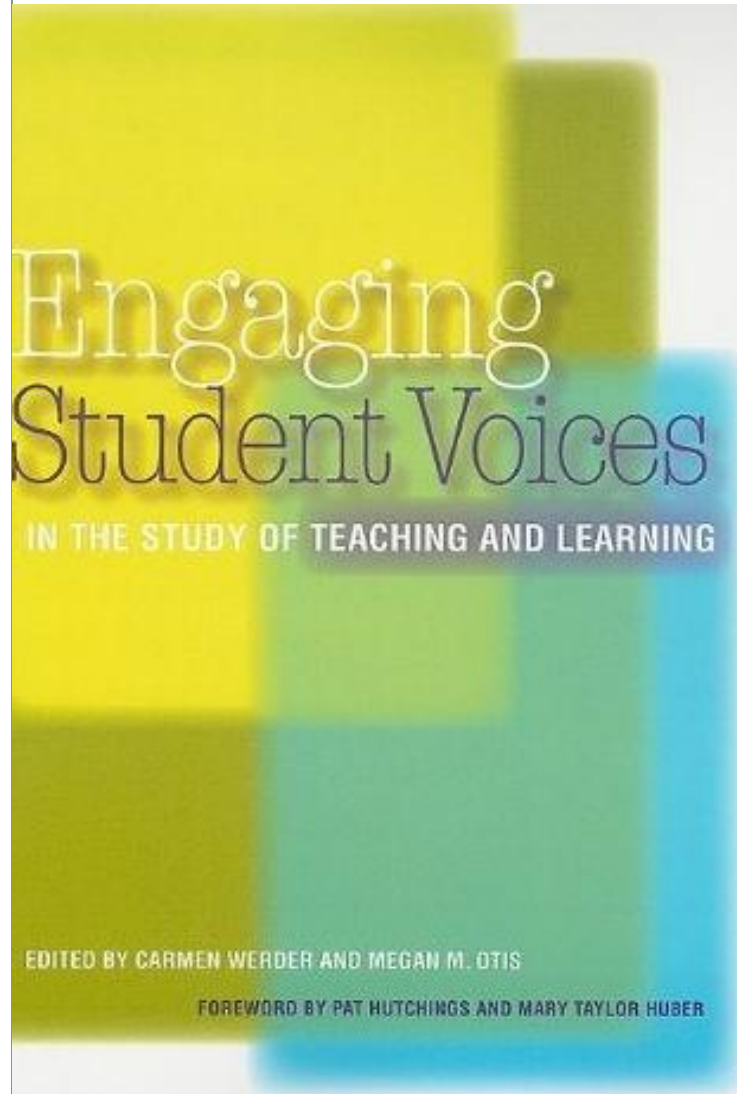
2. MORE DISCIPLINE



- Departmental vs disciplinary assessment
- Rosenthal: 5-stage model for assessing (and teaching) the kind of argument “my Discipline generally recognizes as literary criticism”
- Engagement from the disciplinary and professional associations



3. MORE STUDENT INVOLVEMENT



- CASTL theme
- Harvard, NC A&T
- Faculty engagement
- Benefits for students
 - research skills
 - leadership
 - language of learning
 - “It clicked a switch.”

4. MORE NEW FACULTY



- NILOA Brief
- Explore prior knowledge and experience
 - ✦ Harvard
 - ✦ Howard
 - ✦ CIRTL
 - ✦ Am Philosophical Association
 - ✦ CGS/Teagle project
- Build leadership for the future/grow your own

5. MORE ATTENTION ON BOTH ENDS



Form
ques

DATA GATHERING

results,
s to be
d how

--With thanks to Charlie Blauch

RETHINKING FACULTY INVOLVEMENT



From a problem to be managed...to

- A process that's only partly about data
- An experience new faculty may bring or be open to
- An educational opportunity for students
- A way of exploring one's discipline or field
- A route into powerful faculty development

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Thanks!

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