

# Faculty Development in Assessment: A Multi-Faceted Approach

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IUPUI Assessment Institute 2015

# Wayne State University Context

- ▶ Large, urban, inclusive, research-intensive state university
- ▶ Licensing of Compliance Assist in 2012 accompanied by technology training
- ▶ Creation of institutional Director of Assessment position in September 2014

- ▶ “A prerequisite for AfL [assessment for learning] to be successfully implemented... is the teachers’ assessment practice. ... Highly qualified and dedicated teachers who want to support their students’ learning feel that they do not know enough about AfL to successfully practice it” (Smith 2011: 55)

Smith, Kari. 2011. Professional Development of Teachers - A Prerequisite for AfL to be Successfully Implemented in the Classroom. *Studies in Educational Evaluation* 37, 55-61.

# Learning Outcomes

Participants will:

- ▶ Define the characteristics of effective faculty development
- ▶ Identify obstacles to faculty participation in professional development
- ▶ Employ a multi-faceted approach to designing a faculty development plan for their own institutional context to integrate best practices and overcome obstacles

# Brainstorming

- ▶ Think about the professional development experience from which you learned the most. What made it effective?

# Compare Your Experience to the Published Findings

## Characteristics of effective professional development:

- ▶ Active learning, reflection
- ▶ Content responds to normal work contexts, questions, problems
- ▶ Ongoing process
- ▶ Combination of expert input with collaborative discussion with colleagues
- ▶ Context-specific, “situated”
- ▶ Adaptive-to-specified continuum

Wells, Muriel. (2014) Elements of effective and sustainable professional learning. *Professional Development in Education*, 40:3, 488-504.

Labone, Elizabeth and Long, Janette. 2014. Features of effective professional learning: a case study of the implementation of a system-based professional learning model. *Professional Development in Education*.

Koellner, Karen, and Jacobs, Jennifer. 2015. Distinguishing Models of Professional Development: The Case of an Adaptive Model's Impact on Teachers' Knowledge, Instruction, and Student Achievement. *Journal of Teacher Education*, 66:1.

# Obstacles to Assessment for Faculty

1. Attitudes about the value of assessment vs. other work
2. Fear of punitive uses, change
3. Lack of resources
4. Lack of familiarity with social science research techniques

***In order to be effective, professional development must also address these obstacles.***

Suskie, Linda. 2009. *Assessing Student Learning*. San Francisco: Jossey-Bass.

Golde, C.M., Jones, L., Bueschel, A.C., and Walker G.E. (2006). The Challenges of Doctoral Program Assessment: Lessons from the Carnegie Initiative on the Doctorate. In Maki, P.L., and Borkowski, N.A. (Eds.) *The Assessment of Doctoral Education: Emerging Criteria and New Models of Improving Outcomes*. Sterling, VA: Stylus, 53-82.

# WSU Faculty Development Design Principles

A multi-faceted approach addresses characteristics of effective professional development and reduces obstacles by being:

- ▶ Accessible
- ▶ Meaningful



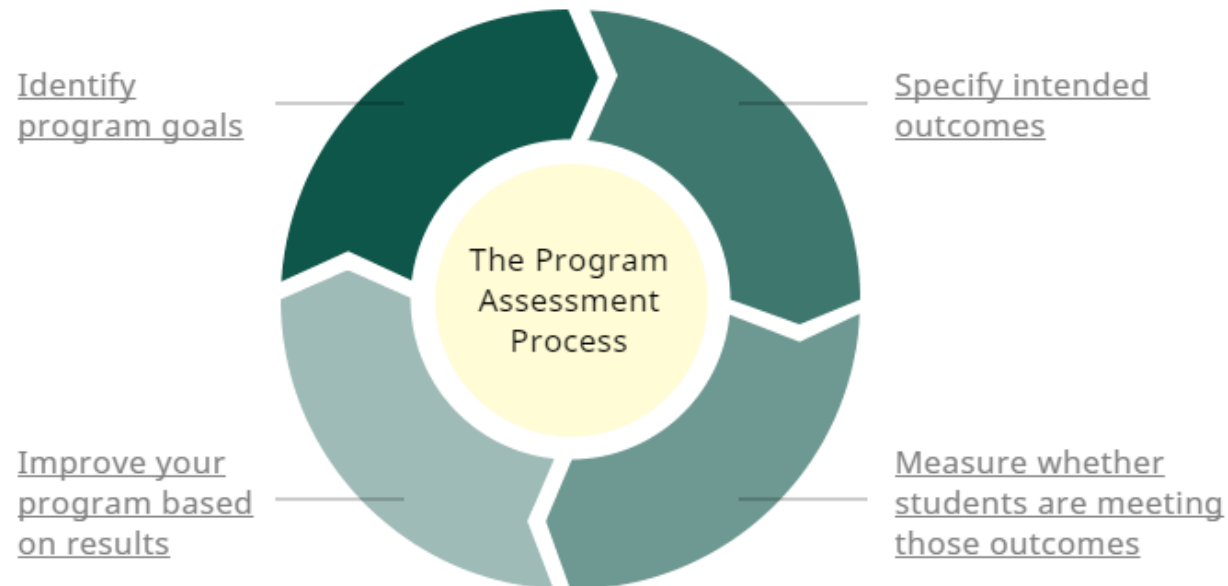
# Multi-Faceted Approach

- ▶ Multiple delivery modes and formats
- ▶ Range of content
- ▶ Accessible times and venues
- ▶ Peer-to-peer development
- ▶ Engagement strategies

# Accessible: Multiple Delivery Modes and Formats

- ▶ In-person workshops
- ▶ Small group and individual consultations
- ▶ Video tutorials, written instructions, templates

<http://wayne.edu/assessment/>  
Program assessment home



Program assessment timeline

Documenting program assessment

Program assessment learning opportunities

Progress report

Additional resources

Contact us

# Accessible: Time Commitment and Scheduling

- ▶ A la carte workshop registration
  - ▶ Multiple day options
  - ▶ Short blocks of time
- ▶ By-request workshops, presentations, meetings, consultations
- ▶ Email and phone consultations
- ▶ [Website](#) for 24/7 information

## **New Program Assessment Workshops (Oct. 12-14)**

*NEW AND REVISED SESSIONS BASED ON YOUR INPUT*

*A la carte registration in 30- or 6-minute sessions to fit your schedule*

### *Graduate Program Assessment*

Monday, Oct. 12, 9:30-10:30

Wednesday Oct. 14, 1:30-2:30

### *Using Assessment Results for Program Improvement*

Monday, Oct. 12, 11:30-12:30

Tuesday, Oct. 13, 1:30-2:30

# Accessible: Workload

- ▶ Deliberate efforts to identify assessment practices within existing workload
- ▶ 30- or 60-minute workshop sessions per assessment task, including initial drafting or identification of information
- ▶ Time saving venues close to faculty



# Meaningful: Range of Content and Contexts

## Specified

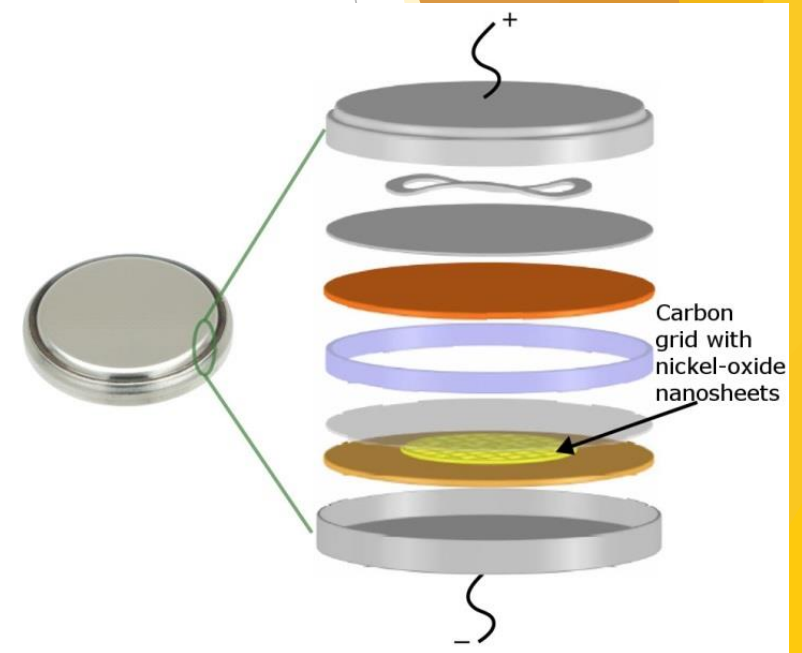
- ▶ Introduction to program assessment
- ▶ Writing mission statements and learning outcomes
- ▶ Creating and interpreting curriculum maps
- ▶ Choosing assessments
- ▶ Analyzing and interpreting results
- ▶ Using results for program improvement
- ▶ Graduate program assessment
- ▶ Using a feedback rubric
- ▶ Technology

## Adaptive

- ▶ Unit-specific versions of all specified workshops
- ▶ Developing rubrics
- ▶ Feedback rubric as a diagnostic tool
- ▶ Unstructured discussions

# Meaningful: Range of Learning Styles

- ▶ Auditory and written content
- ▶ Linguistic and graphical representations
- ▶ Individual, paired, and group learning opportunities
- ▶ Linear and nonlinear options



# Meaningful: Hands-On, Reflective

- ▶ Analysis of examples
- ▶ Elicitation or presentation of program-specific content, questions, examples
- ▶ Application of content to program-specific context through brainstorming, drafting, revision

# Meaningful: Peer-to-Peer

- ▶ Committee-based feedback rubric use
- ▶ Assessment recognition luncheon
- ▶ In development:
  - ▶ 5-minute presentations at college meetings
  - ▶ Peer mentoring program



# Accessible and Meaningful: Engagement Strategies

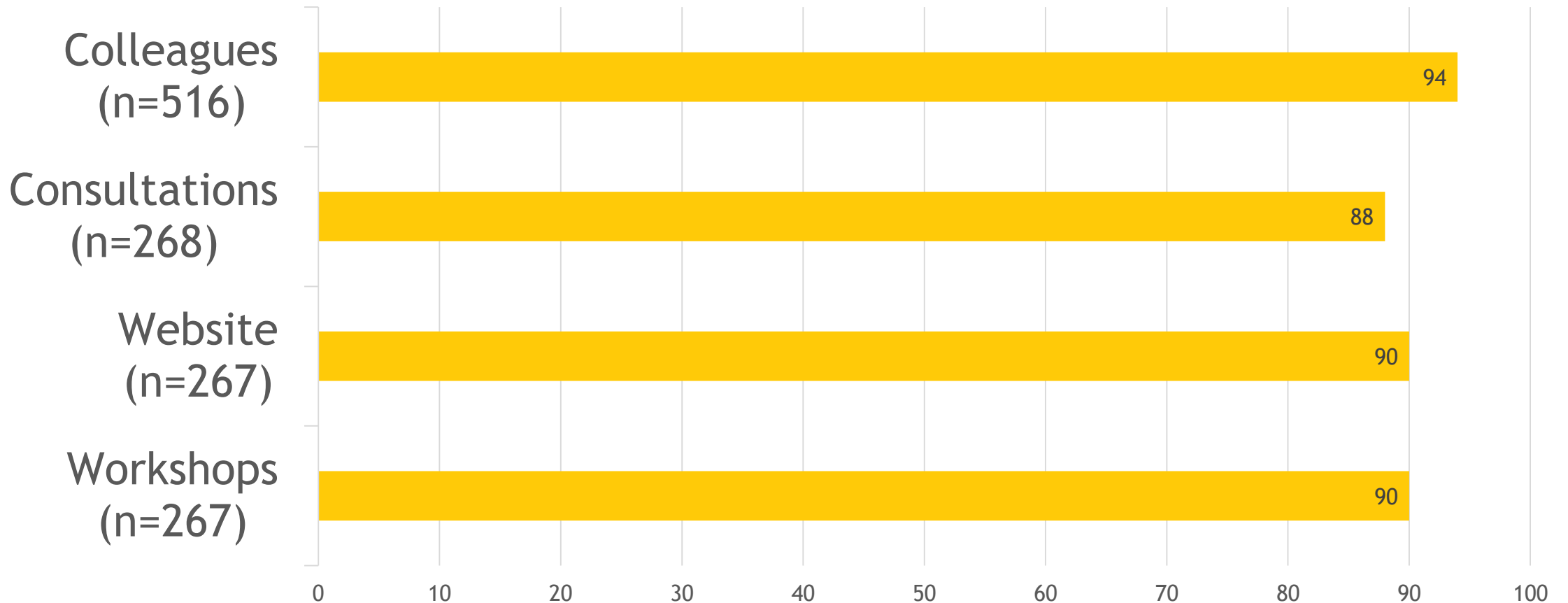
- ▶ Time, scheduling, and venue choices
- ▶ Responsive to feedback and requests
- ▶ Campus-wide communication of assessment support to match reporting timeline
- ▶ Individualized communications based on progress reports to link available workshops and other support to department or program needs
- ▶ Reinforcement of importance from administrators

# Effectiveness Data

- ▶ Survey results from workshop participants
  - ▶ Annual
  - ▶ Immediate
- ▶ Change in participation rates before and after faculty development (workshops, meetings, consultations)
- ▶ Pre- and post-faculty development assessment plan quality

# Participant Survey Data: Annual

- ▶ AY14-15 institutional survey; items evaluating usefulness of resources (% responding *moderately useful* or better)



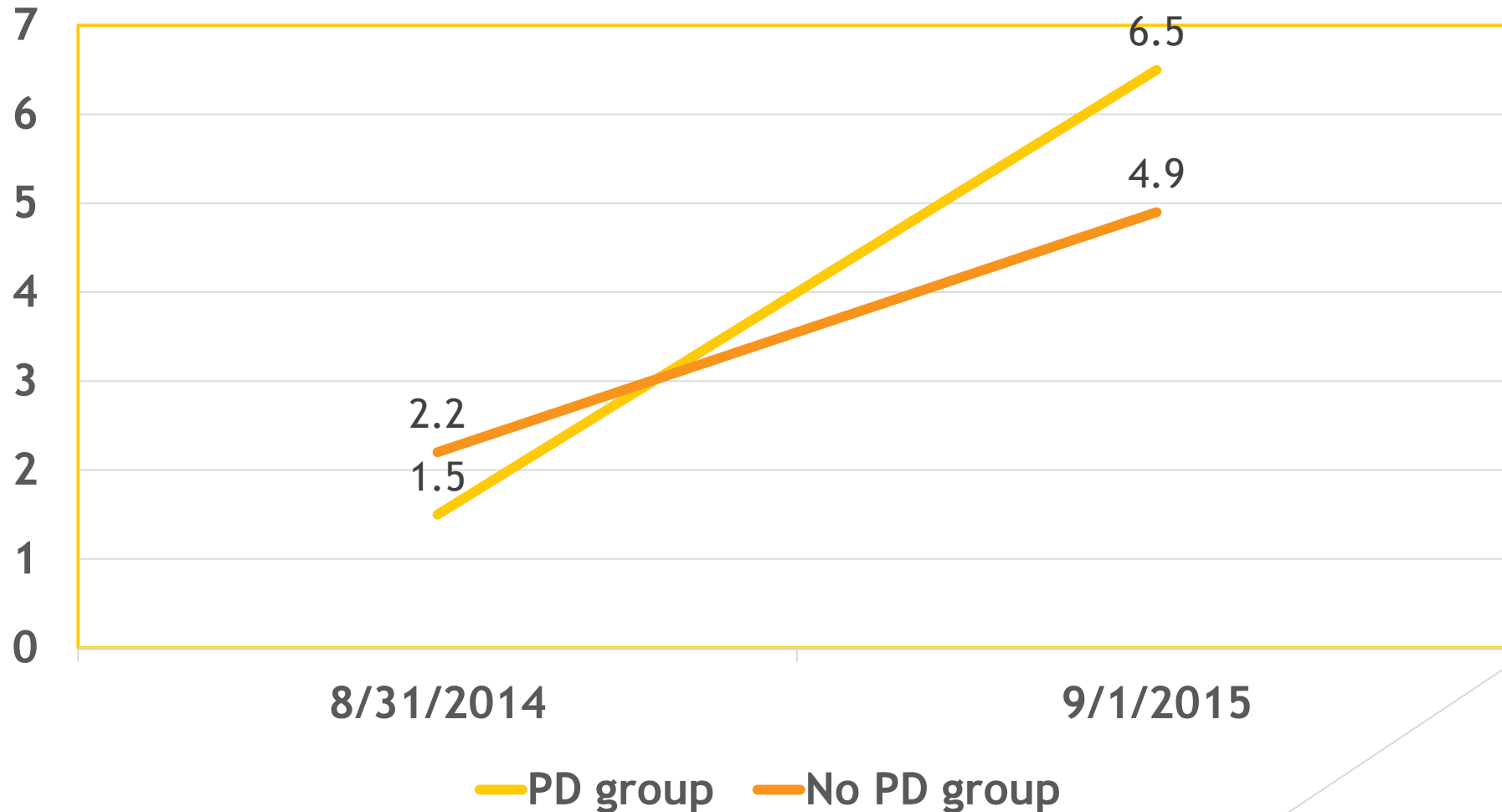
# Participant Survey Data: Immediate

- ▶ Fall 2015 university workshop participants (n=14; survey sent immediately following workshop dates)
  - ▶ Scope of content: 4.1/5
  - ▶ Usefulness of workshop: 4.3/5
  - ▶ Clarity of information: 4.6/5
  - ▶ Schedule 4.7/5

# Assessment Reporting Rates

- ▶ Comparison of programs participating in professional development vs. programs not participating in professional development
  - ▶ 8/31/2014 (before any professional development offered) to 9/1/2015
  - ▶ 8 reporting items to submit per academic year

## Assessment Reporting by Participation in Professional Development (AY14-15)

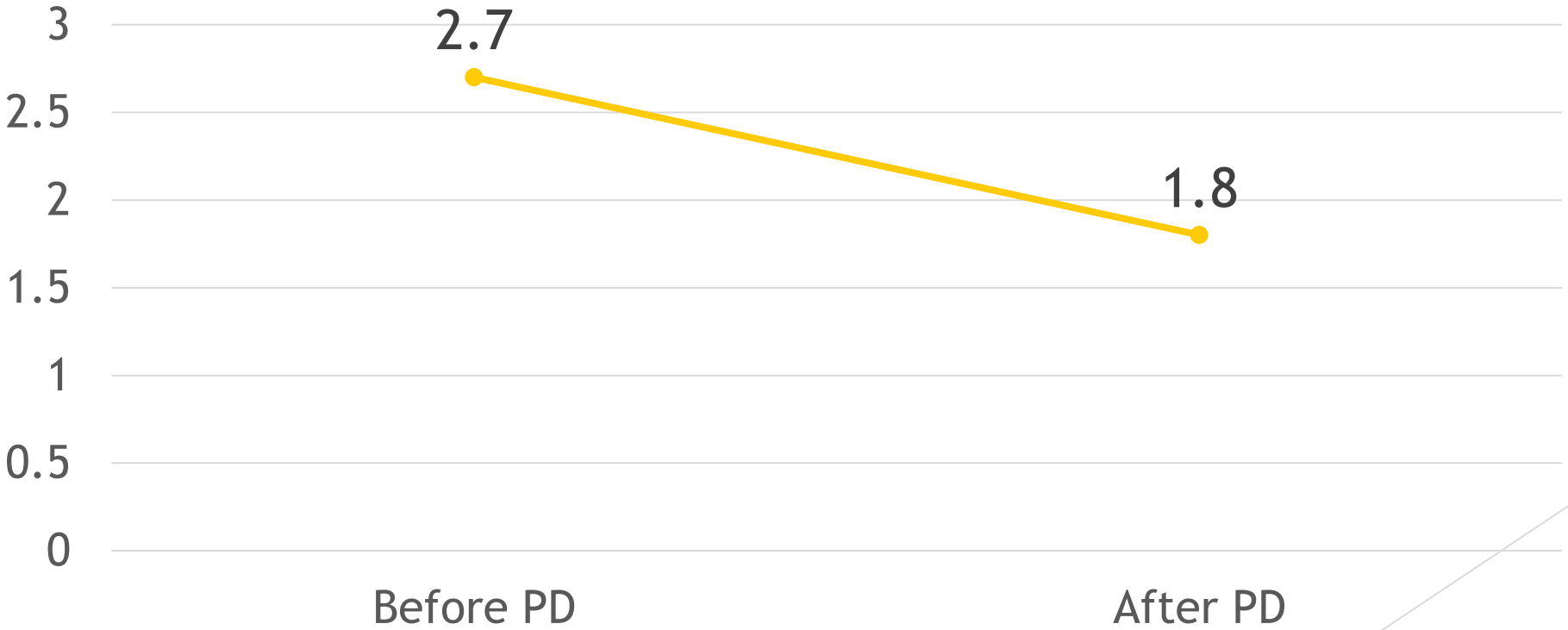


# Quality Review Data

- ▶ Scores from a feedback rubric to evaluate the quality of assessment plans pre- and post-professional development for 11 of the 149 programs that participated in professional development
  - ▶ A 10% sample of the number of individuals representing those programs

MISSION STATEMENT	Reflects best practices	Meets standards	Needs development
<p>The mission statement identifies:</p> <p><input type="checkbox"/> The program's (not the department's) <b>purpose</b> (i.e., why the program exists and what the program does that distinguishes it from other units or programs).</p>	<p><input type="checkbox"/> <u>All</u> points are included and are <u>well developed</u>.</p>	<p><input type="checkbox"/> <u>All or most</u> points are included, but <u>some need development</u>. The statement <u>might not be focused on learners</u> as the primary</p>	<p><input type="checkbox"/> <u>Few or none</u> of the points are included.</p> <p>or</p> <p><input type="checkbox"/> The statement is too</p>

# Quality of Assessment Plans with Professional Development Participation (AY14-15)





# Hands-On Application

*Describe your institution's faculty development program in terms of the multi-faceted approach presented. Which considerations of the approach are currently addressed? What opportunities for revision might be suitable for your context?*

## **Accessible**

- ▶ Multiple delivery modes and formats
- ▶ Time commitment and scheduling
- ▶ Workload

## **Meaningful**

- ▶ Specified and adaptive content and contexts
- ▶ Range of learning styles
- ▶ Hands-on, reflective

# Questions or Comments?

▶ Thank you!