FACULTY DEVELOPMENT THROUGH ASSESSMENT IN PRACTICE

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Who we are . . .

Who you are . . .

Goals for today

Faculty Engagement = Faculty Development

| Sequence for Assessment of Gen Ed Learning Goals for completion in 2015			
Semester	Rubric Development Teams	Artifacts Scoring Teams	Improvement Strategy Teams
Fall 2010	LG 4: Info & Tech Literacy		
Spring 2011	LG 1: Communication	LG 4: Info & Tech Literacy	
Fall 2011	LG6: Global Awareness	LG 1: Communication	
Spring 2012	LG3: Quant/Sci Reasoning	LG6: Global Awareness	
Fall 2012	LG 2: Critical Thinking	LG3: Quant/Sci Reasoning	
Spring 2013	LG5: Creativity	LG 2: Critical Thinking	LG 4: Info & Tech Literacy
Fall 2013	LG7: Person Development	LG5: Creativity	
Spring 2014		LG7: Person Development	LG 2: Critical Thinking
Fall 2014 to Spring 2015	Campus-wide Dialogue on General Education & General Education Program Review		

Rubric Development Teams

General Education Learning Goal 4: Information and Technology Literacy			
Learning outcomes	**Assessment Criteria**		
	Proficient – 3 pts	**Satisfactory – 2 pts**	**Developing – 1 pts**
Access Resources	Student selects and accesses a variety of relevant sources directly focused on the field or research topic that are all of appropriate depth or breadth. Student demonstrates ability to use advanced library search strategy and technology.	Student selects and accesses general resources appropriate for the field or research topic. Most, but not all sources are relevant and of appropriate depth or breadth. Student demonstrates ability to use library search strategy and technology.	Student selects and accesses resources, but sources gathered lack relevance, quality, and appropriate depth or breadth of information for the field or research topic. Student demonstrates limited ability to use library search strategy and technology.
Evaluate/analyze Sources	Student effectively and consistently evaluates multiple and diverse sources for authority, reliability, accuracy, and currency of information. Student critically analyzes information and demonstrates awareness of biased, untimely, and/or non-authoritative information.	Student evaluates general sources for authority, reliability, accuracy, and currency of information.	Student makes some attempt to evaluate information, but is unaware of the criteria that should be used to evaluate sources.
Ethical Uses of information and technology	Student consistently demonstrates an understanding of what constitutes plagiarism and copyright violations, accurately gives credit for quoted and paraphrased work, and cites without error. Student is able to discern between objective and biased information.	Student understands what constitutes plagiarism and copyright violations, gives credit for quoted and paraphrased work,, and cites sources with few errors.	Student has knowledge of plagiarism and copyright laws, but makes errors in citing sources and paraphrasing. Student has difficulty distinguishing between objective and biased information.

Artifact Scoring Teams

Instructional Strategy Team
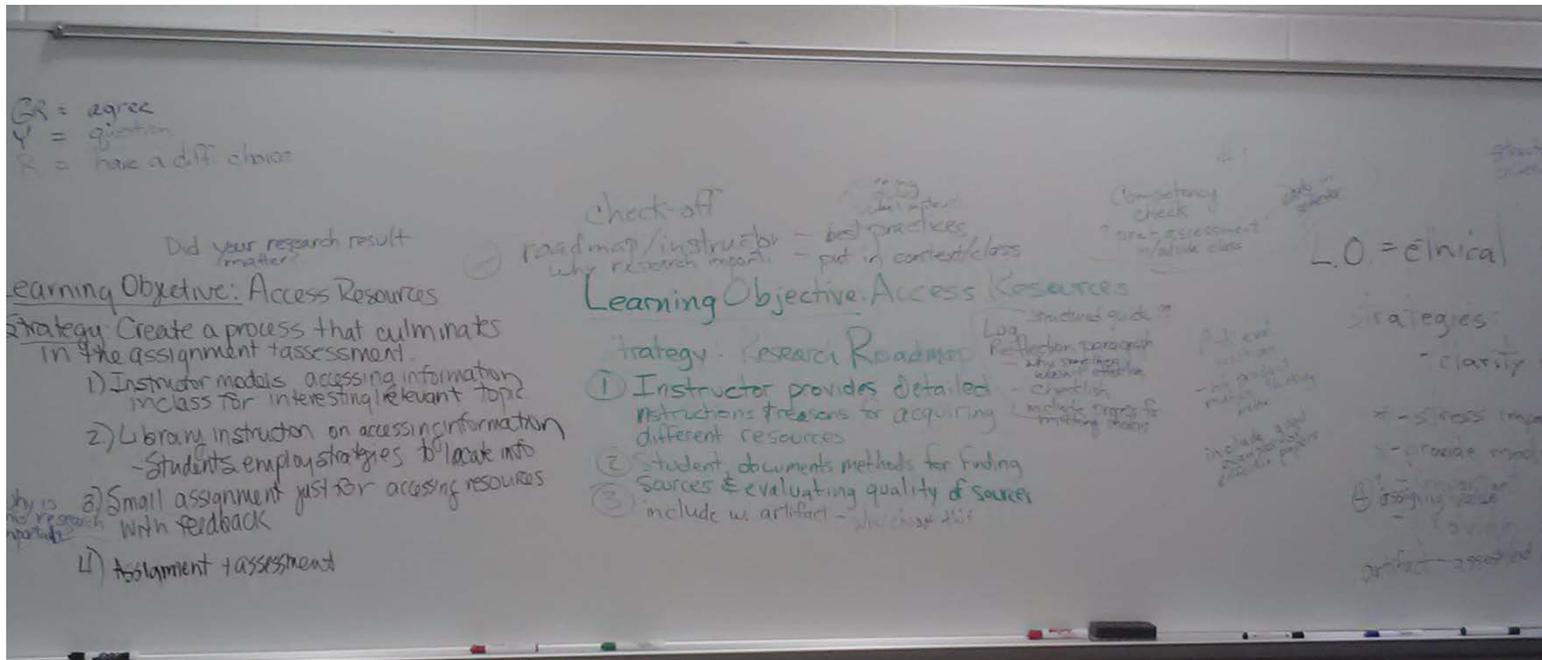
IS Team Results

Learning Goal 4: Information & Technology Literacy						
Dimension	Percent of student artifacts scored 2 or higher			Percent of student artifacts scored 3		
	Pre-IST	Post-IST	Diff	Pre- IST	Post-IST	Diff
Access information (n = 61, 21)	61%	57%	-4%	25%.	19%	-6%
Evaluate information (n = 61, 20)	69%	75%	+6%	11%	20%	+9%
Ethical use of information (n = 57, 20)	60%	65%	+5%	5%	15%	+10%
Communicate w/ technology (N = 65, 20)	72%	85%	+13%	20%	40%	+20%
% of student artifacts scoring at the indicated level or higher averaged across all dimensions of the learning goal	65%	71%	**+6%**	15%	24%	**+9%**
Percent of student artifacts achieving satisfactory or higher (2 or 3) for all dimensions on a single piece of work	38%	45%	**+7%**			

Faculty Comments

- Having greater advance knowledge that artifacts were going to be collected put more emphasis on the importance of the assignment both for me and my students.

- I was much more intentional and clear in my assignment design.

- Using these strategies helped me focus more on the research as a process for students than just a means to a product.

- While the end product was the same as before, the attention to the process on my part increased ability to help students learn both the process and produce a higher quality product.

Next Steps

Instructional Strategy Team for Critical Thinking
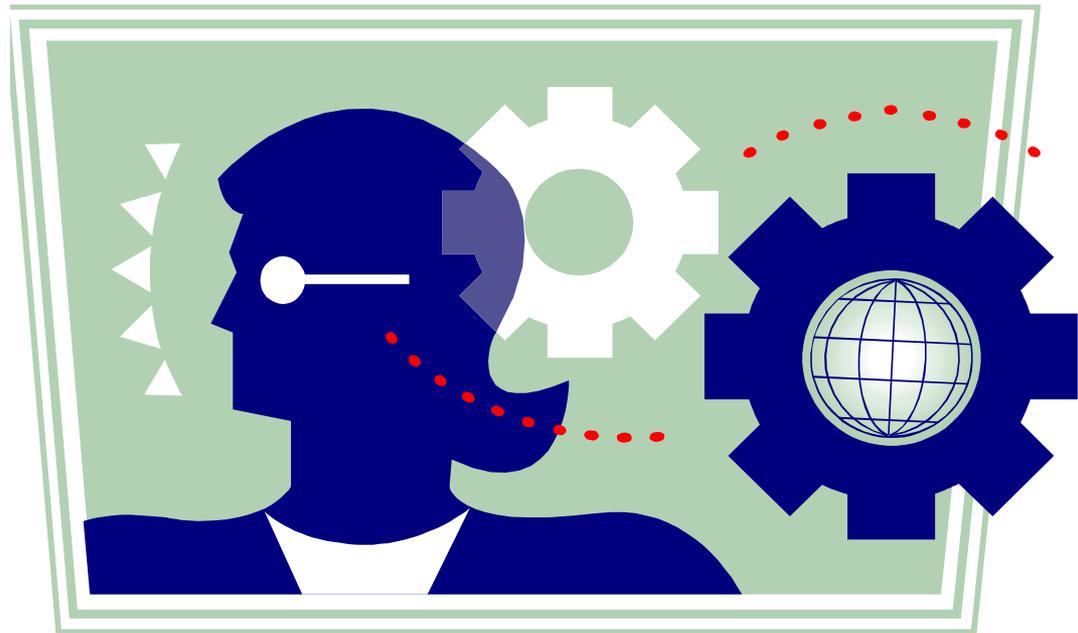
Result:
Shared Expectations = Enhanced Learning

QUESTIONS?

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Faculty Development Through Assessment in Practice
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The Benefit of Assessment: "Enhanced Student Learning through Shared Expectations"

Participation in the assessment process has served to provide meaningful faculty professional development in assessment at Carroll Community College. Because the entire full-time faculty participated either on a rubric development team, a scoring team, or as a team leader, one of the key benefits realized from the General Education Assessment process has been increased faculty engagement and understanding of both general education and meaningful assessment. The thoughtful reflection of faculty has helped to shift the institutional culture to one in which authentic assessment is seen as a valuable and meaningful exercise for continuous improvement. The enhanced learning of faculty will ultimately benefit student learning and has helped create a culture of shared expectations.

Carroll Community College General Education Learning Goals Being Assessed

1. **Communication:** Students will communicate effectively in writing and in speech, and interpret the written and oral expression of others.
2. **Critical Thinking:** Students will practice analytical and evaluative thinking with a view toward continuous improvement.
3. **Quantitative and Scientific Reasoning:** Students will apply mathematical and scientific concepts and theories to identify and analyze problem solving situations.
4. **Information & Technology Literacy**: Students will research, create, and communicate information through appropriate technology or media.
5. **Creativity:** Students will explore and appreciate the creative processes that shape the human experience.
6. **Global Awareness:** Students will acknowledge and comprehend the beliefs, behaviors, and values of diverse populations within a global environment.
7. **Personal Development and Social Responsibility:** Students will recognize and engage in personal and social behaviors responsible for the wellness of self and community.

General Education Assessment Plan -- A Process for Engaging Faculty

1) All full-time faculty were asked to provide their top three preferences for either rubric or scoring teams for each of the seven learning goals.
2) A master list was created that divided faculty into 14 work teams, with a rubric development team and a scoring team for each learning goal. Adjustments were made in response to faculty turnover.
3) General Education Committee members served as the team leaders for each learning goal.
4) The Chair of the General Education Committee and the Learning Outcomes Director served as facilitators to the process.
5) Rubric Teams met one or two times during the term to develop a rubric using resources provided by the facilitators, relying heavily on the AAC&U Value Rubrics.

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6) The Rubric Team developed a draft rubric that was presented at the close of the term to the General Education Committee for their review and approval. The rubric was then shared with all the faculty so they could review assessments.

7) The following semester a randomly selected set of artifacts was collected from those courses that were deemed to directly address and assess that particular learning goal. Meanwhile, a new rubric team was called together to begin the next learning goal.

8) The Artifact Scoring Team met at the close of the term for one full day to score the artifacts.

9) Part way through, the IS Team was developed. This group consisted of faculty that had served either on the Rubric Team, the Scoring Team, or had been asked to submit artifacts. This larger group came together and reviewed the artifact scoring results and developed a strategy that the faculty from the first artifact selection could agree to implement.

10) Faculty implemented these strategies and a re-assessment of artifacts from those courses occurred.

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Key Resources

American Association of Colleges & Universities VALUE rubrics: www.**aacu**.org/**value/rubrics**

Seybert, J. A. and O'Hara, K.A., "Development of a Performance-Based Model for Assessment of General Education." *Assessment Update*, 1997, *9*(4), 5-7.