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<https://tinyurl.com/48vt2s64>

Exploring Motivation of Faculty to Increase Assessment Actions

Dr. Joseph D. Levy
@joebookslevy



Put your role in chat:

- Administrator
- Assessment professional
- Faculty member
- Graduate student
- Staff member
- Other (chat in!)

Session Handout

<https://tinyurl.com/4wrzmfcf>

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Session Structure

Summarize the **assessment landscape**

Describe **Self-Determination Theory (SDT)**

Summarize **case study findings**

Leveraging **SDT for assessment motivation**

Conclusion/Q&A

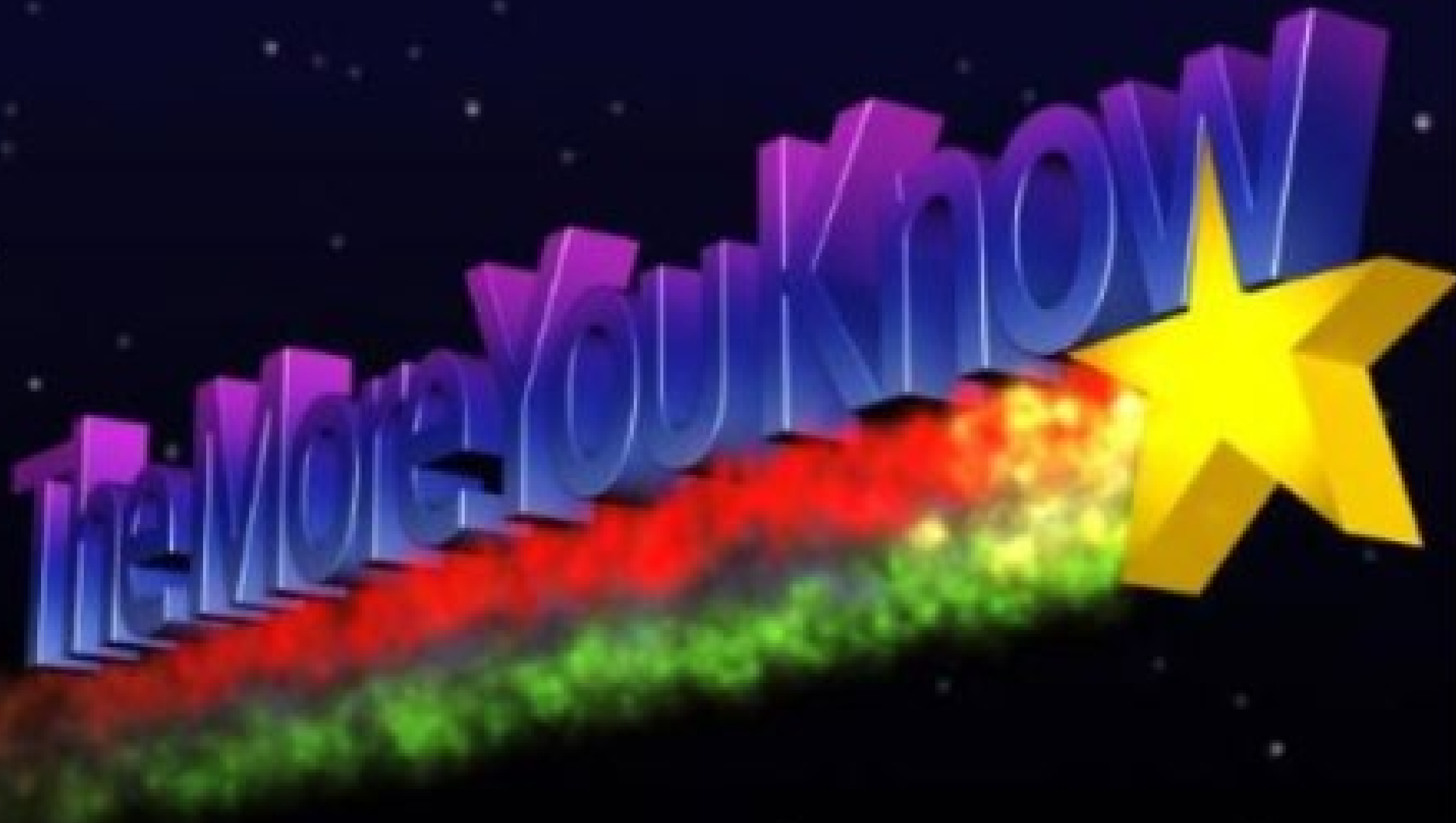
Assessment Landscape

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Lacking training/
experience

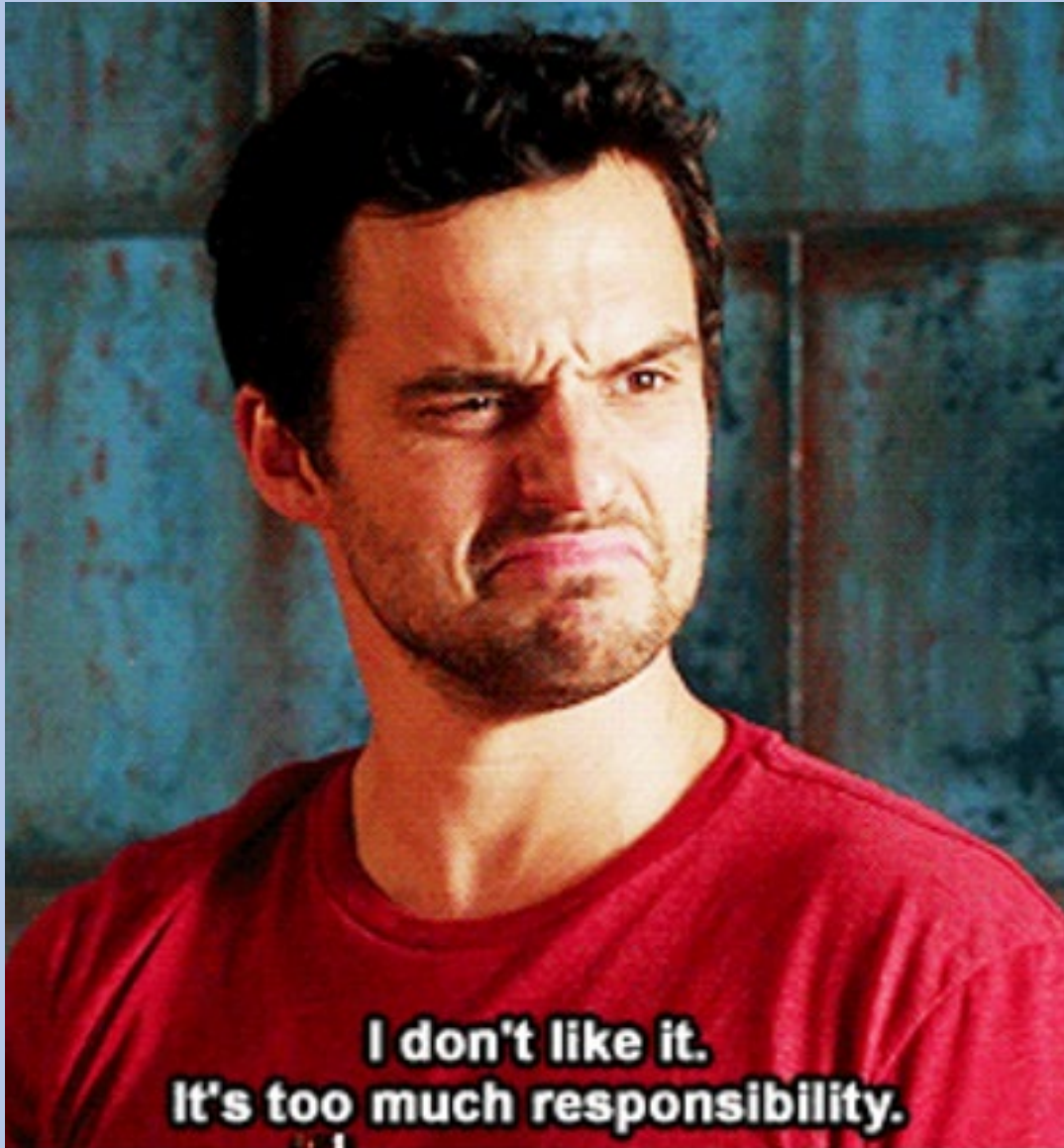




(Lack of) Agency
and autonomy

Individualized Efforts





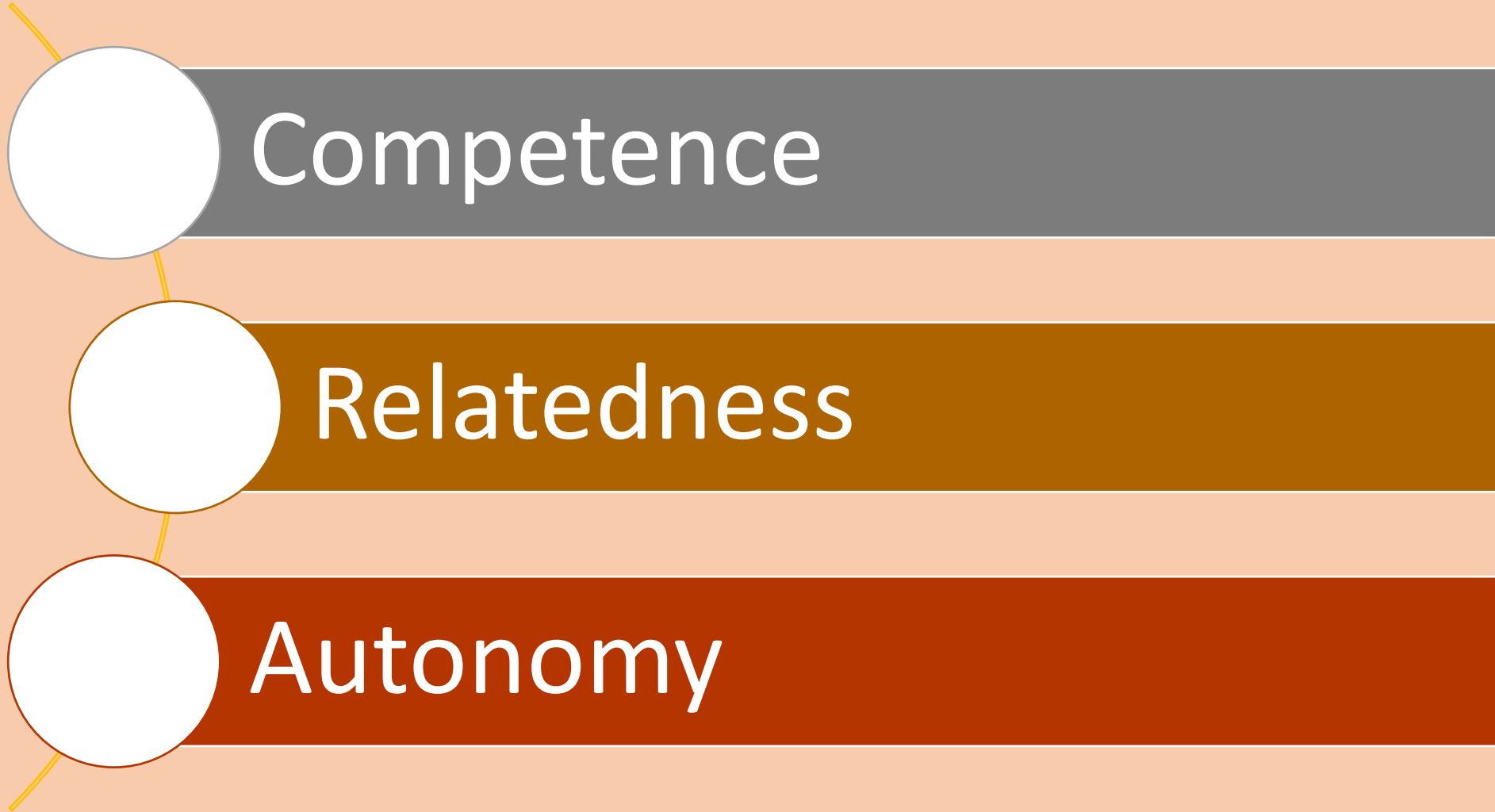
Lack of (internal)
accountability

POLL: Which barrier resonates most with you?



Self-Determination Theory (SDT)

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A person wearing a black shirt with a white floral pattern is holding a book titled 'EXPERT SECRETS' in their right hand and a black mug with '20/80' written on it in their left hand. The background is a blurred office setting with a desk, a pen, and some papers. A large, semi-transparent orange rectangle is overlaid on the center of the image, containing the word 'Competence' in black text.

Competence



Relatedness

Autonomy



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SDT-Faculty Connection

Competence & **Relatedness** = subject matter experts

Autonomy & **Competence** = activity management

***More needs met, more likely to be
motivated & effective***

SDT-Assessment Connection

Competence

- Knowledge of assessment
- Knowledge to act on results

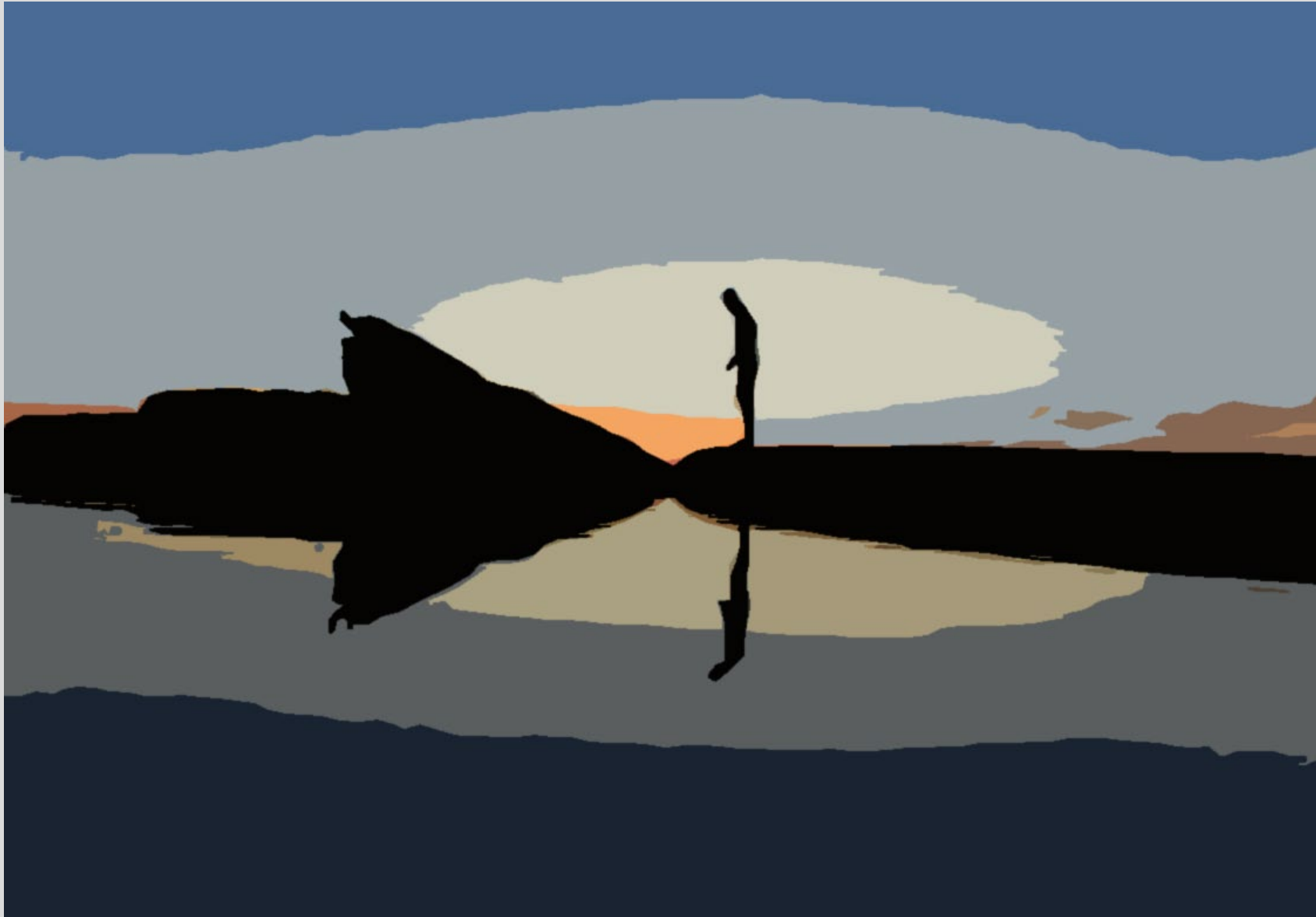
Relatedness

- Feeling part of the program, process; voice/perspective matters
- Feeling supported (in general and with assessment)

Autonomy

- Feeling in control of the process, content
- Self-motivated to master environment, generate evidence

POLL: Insufficient Needs in Assessment





The **more we know** about faculty behavior, the
more likely we can improve staff & assessment
experience

Don't just stand there!
Do something!

REFLECTION: What are your major barriers here?



Case Study Findings

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Research Question & Hypotheses

How does Self-Determination Theory help explain faculty program leaders' use of assessment evidence?

- H_1 – Autonomy is associated with use of assessment evidence.
- H_2 – Competence is associated with use of assessment evidence.
- H_3 – Relatedness is associated with use of assessment evidence.
- H_4 – **Self-Determination Theory is associated with use of assessment evidence.**

Delimitations

Population narrowed to faculty program leaders

Only sampling from NLU

(Mostly) quantitative data

Limitations

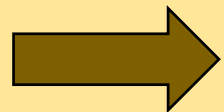
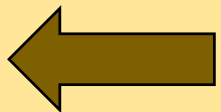
Small sample size

Indirect/self-reported responses via survey

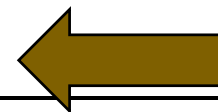
Researcher's perspective, bias, and positionality

Autonomy – 10.56 average

Competence – 12.14 average

 Relatedness – 12.17 average 

Variable	Correlation τ	p-value
Autonomy	.24	.054
Competence	.34	.064
Relatedness	.24	.052
SDT	.30	.013*



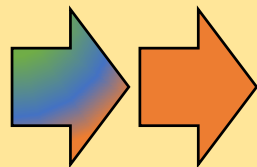
**Significance at $p < .05$*

SDT has a **statistically significant and positive relationship** with *use* ($MAD = 0.46$, $p < .001$), with a residual standard error of 8.32 on 34 degrees of freedom.

Intercept – $\beta(0)$ – is 26.91; slope – $\beta(1)$ – is 0.34

The null hypothesis for H_4 can be rejected; as *SDT* needs are collectively met, faculty program leader use of assessment evidence increases

Assessment Use	Average per Respondent
Program review	3.56
Program accreditation	3.36
External accountability	3.14
Institutional benchmarking	3.03
Learning outcomes revision	2.92
Curriculum modification	2.83
Program improvement	2.83
Development of assessment measures approaches	2.75
Strategic planning	2.72
Communicating educational effectiveness to external entities	2.67
Institutional improvement	2.36
Academic policy development or modification	2.36
Supporting achievement of equity goals	2.33
Co-curricular improvement	2.31
Professional development for faculty and staff	2.14
Resource allocation and budgeting	1.78



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Time for a Quick Chat...



Session Handout

<https://tinyurl.com/4wrzmfcf>

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“We have become so data oriented – quantitative type – that **I think we are losing some of the personal touch we have long been noted for.** We used to design our own based on the programs, but **now so much is mandated that really doesn't relate to what we are doing** –the dispositions survey, for example. Everyone rates himself or herself (binary, I know) as proficient and most of them are, **so what is the point?**” –

Respondent 29

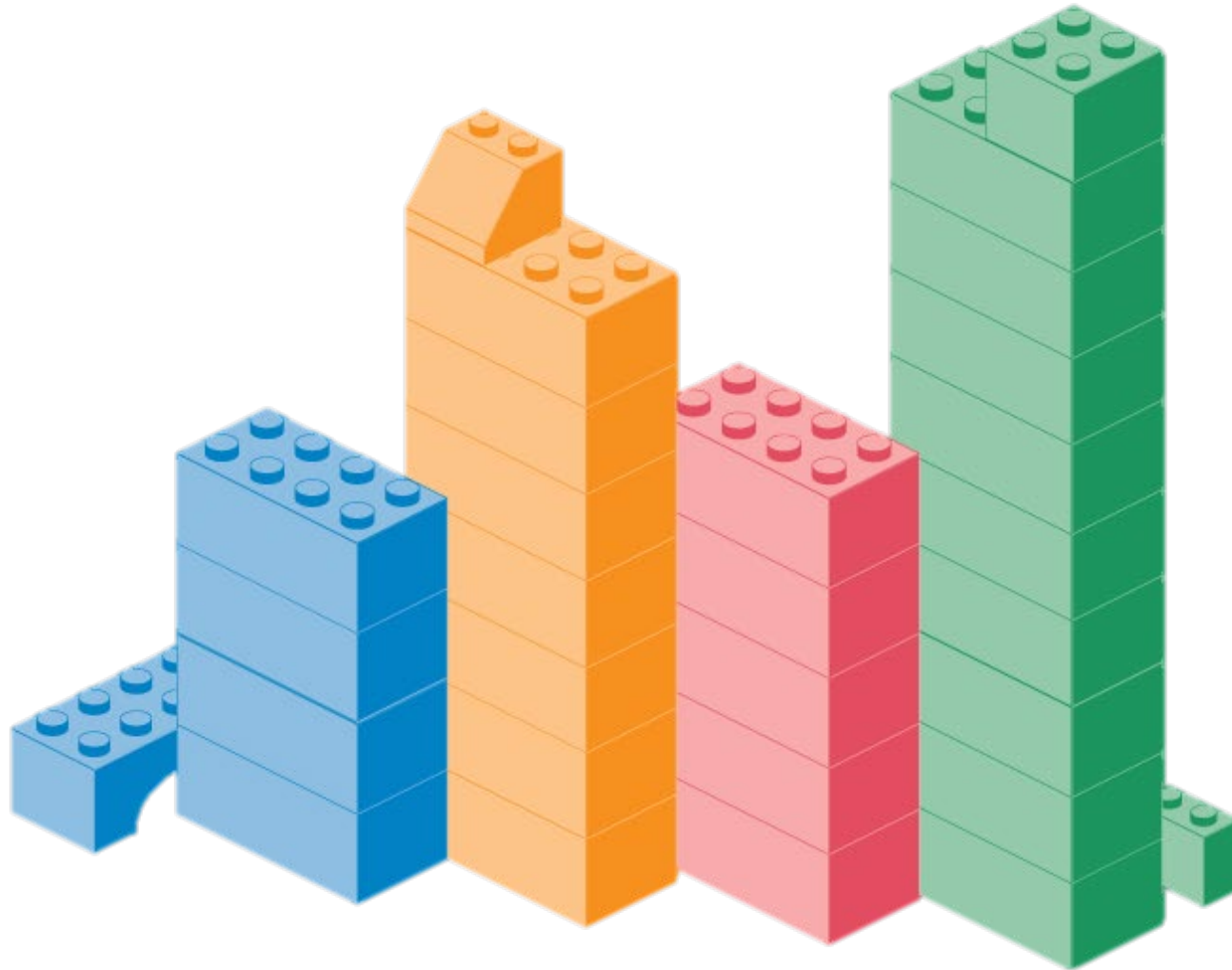
“As a faculty, we used to really enjoy the process of designing program assessment studies. But now the [college] process comes across as giving orders to the professionals who teach in the programs. Inexplicably, the process has been used to put people and programs down when it really should be about building programs up. The assessment office is knowledgeable, supportive, and positive, but these good efforts have been overshadowed by a generally negative college-level attitude.” – Respondent 36

“It has been some time since my program's outcomes assessment results led to resourced follow-up actions. However, **this was not always the case**, and outcomes **assessment has the potential to be very effective and very rewarding** when it bears a clear connection to strategy, planning, and curriculum development.” – Respondent 36

“I acknowledge that student learning assessment **results may be used** for resource allocation and budgeting that **I am not aware of**” – Respondent 16



REFLECTION: Thoughts and reactions to data?



Leveraging SDT to Improve

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Important to be effective, not just increase use

Leaders role model importance/emphasis on use

Be mindful of motivation/engagement





Be intentional with PD/training to integrate SDT focus

Given SDT connections, it should not be
hard/resource-draining to infuse in PD



Contextualize this work (*relatedness*) and provide sharing transparency to build *competence*

Provide training on process (*competence*) & point to support staff (*relatedness*)

Reiterate faculty as leaders/storytellers (*autonomy*)

The background of the slide is a blurred photograph of a classroom. A teacher is visible in the center, gesturing towards a whiteboard. Several students are seated at desks in the foreground and background. The entire image has a purple tint.

Just like training in assessment, staff can lack
subject matter knowledge

Good educational practice incorporates assessment

Mutually beneficial/reinforcing byproducts

The background of the slide features a stylized, light purple illustration of a classroom scene. At the top, a teacher is depicted from the back, standing at a desk and looking towards a group of students. The students are represented by simple icons, some with 'W' on their heads, suggesting they are wearing headphones or are part of a digital learning environment. The overall aesthetic is clean and modern, with a focus on educational themes.

Accountability mechanism creates extrinsic motivation and elevates importance/*relatedness* of assessment

Reiterates *competence* is expected, encouraging PD/support use (*relatedness*)

Creates space for staff to surface issues (*autonomy*)

REFLECTION: Activity for Application

Leadership Application

Integrating SDT in
PD/Training

Reporting & Sharing

Building Capacity

Performance Evaluations

Other?



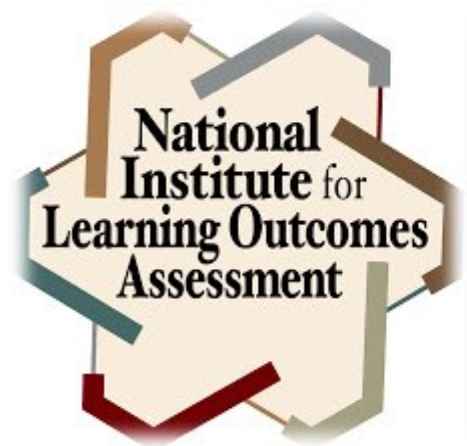
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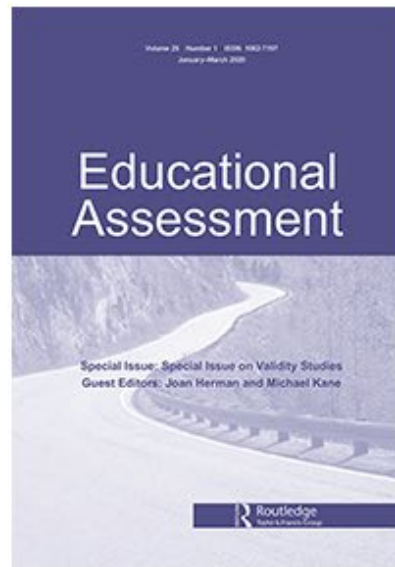
<https://tinyurl.com/4wrzmfcf>

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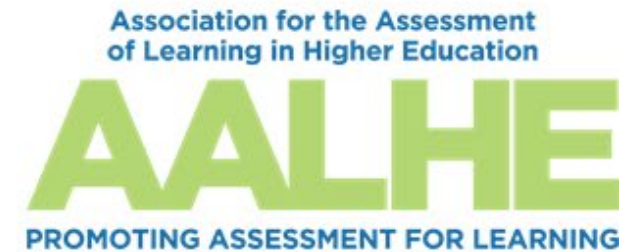
Closing/Q&A

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Journal of Student Affairs Research and Practice





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LEADERS**

Association for the Assessment
of Learning in Higher Education

AALHE

PROMOTING ASSESSMENT FOR LEARNING

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STUDENT AFFAIRS

Assessment and Research in Career Services (ARCS)

The ARCS Network facilitates conversation among career services professionals engaged in assessment in practice settings.

LARC Grant Project

Assessment Benefits & Barriers	Demystifying Assessment	Goals & Objectives	Gathering Data	Using Assessment Data	Developing Sustainable Assessment Practices
Introduction					
Chapter 1: Benefits of assessment					
Chapter 2: What is the purpose of assessment?					
Chapter 3: Why are assessment data useful?					
Chapter 4: What are some concerns about assessment?					
Chapter 5: What are steps that an institution can take to make assessment useful?					
Conclusion and resources					

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Online Open Course

Applying and Leading Assessment in Student Affairs

2021 Course: February 8, 2021 - April 5, 2021

Registration is open (click below)! *Registration closes March 26, 2021.*

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Activity Feed

A small circular profile picture of Joe Levy.

Joe Levy

Write here or use @ to mention someone.

All Updates

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Session Handout

<https://tinyurl.com/4wrzmfcf>

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Exploring Motivation of Faculty...Handout

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Link to [PDF of presentation](#)

Link to Activities

[Optional contact sharing spreadsheet](#)

[Mentimeter link for polls](#)

[Jamboard for notes, reflections, brainstorming applications of content.](#)

Links to Resources

Joe's Dissertation:

<https://digitalcommons.nl.edu/diss/434/>

Organizations

[NILOA](#) – webinars, publications, resources

[SAAL](#) – webinars, blog, open course, resources

[AALHE](#) – webinars, publication, podcast, conference, resources

[NASPA – AER](#) – webinars, resources, conference

[ACPA – CAE](#) – webinars, resources, conference

[CAS](#) – resources

Journals/blogs

<https://jsai.scholasticahq.com/>

<https://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=heda20>

<https://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=caeh20>

http://www.psupress.org/Journals/jnls_jaie.html

<https://www.naspa.org/journals/journal-of-student-affairs-research-and-practice>

<http://studentaffairsassessment.org/blog>

<https://www.aalhe.org/intersection>

<https://www.presence.io/blog/>

(More info on the next page...)

Listserve

<https://www.learningoutcomesassessment.org/joinemail/>

<http://studentaffairsassessment.org/saa-leaders-listserv>

<https://www.aalhe.org/assess-listserv>

<https://www.careercenter.illinois.edu/scholarship-and-innovation/arcs>

Free Structured Environments

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