SCHOLARSHIP OF ASSESSMENT: AN EFFECTIVE WAY TO ENGAGE FACULTY

Su Swarat*, Alison Wrynn**, Jyenny Babcock*, Pamella Oliver*

*California State University, Fullerton
**CSU Office of the Chancellor

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7. In general, institutional selectivity is negatively related to assessment activity. For almost every category of assessment activity, the more selective an institution's admission standards, the less likely it is to employ various assessment approaches or use the results. For example, more selective institutions are less likely to:

- have student learning outcomes statements that apply to all students,
- use assessment for external accountability reporting requirements,
- use assessment results for strategic planning,
- change curricular requirements or courses as a result of assessment,
- consider regional or program accreditation as an important reason for doing assessment.

Why selectivity is associated with less assessment activity is not clear, although a recent survey conducted by the Association of American University (AAU) research universities suggested increased attention to assessment issues by these institutions.

8. Faculty are the key to moving assessment forward. Provosts rate faculty ownership and involvement as top priorities to advance the assessment agenda (Figure H). Priorities have shifted in some ways from 2013, while faculty engagement remains key, less important than in 2009 are better assessment measures.

Figure H. Percentage of institutions indicating priority need for advancing assessment work.

*Source: Kuh et al. (2014). NILOA Provost Survey Report*
2.4 The institution’s student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution’s faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.

**GUIDELINE:** Student learning outcomes are reflected in course syllabi.

See also CFR 4.3, 4.4
OBSTACLES TO FACULTY INVOLVEMENT IN ASSESSMENT

➢ “Less than welcoming” assessment language — Not reflecting “the heart of faculty’s work”

➢ Lack of training in assessment in graduate school or professional development

➢ “Uneasy match” between assessment and institutional reward systems

➢ Lack of sufficient evidence that assessment makes a difference
Tips for Managing Curmudgeons

How to approach faculty members who find your administrative buzzwords insufferable

By Alex Small  |  OCTOBER 24, 2016

I am a proud curmudgeon. Whatever hip new thing you’re promoting, I’m probably uninterested. Whatever buzzword you might be enamored of, I probably hate it. And whatever bureaucratic activity you want me to engage in, I almost certainly think it’s pointless.

Despite my complete lack of buy-in for whatever you’re into, I’m also willing to work hard for my department and students, even if that means jumping through your hoops. I have worked successfully to move policy proposals through the governance system, I’ve overseen a curriculum overhaul in my department, I’ve coordinated class schedules, and I have spearheaded a successful effort to expand the number of majors in my department. In those efforts I’ve cleared numerous bureaucratic hurdles, generated enough paperwork to chop down the Amazon rain forest, and even worked a few buzzwords into some of the paperwork.

“One can care about seeing students succeed without buying into the fashionable lingo of the latest Student Success Initiative or whatever. One can work quite hard (and effectively!) at helping students learn while also thinking that most top-down assessment exercises are devoid of substance.”

*Source: Chronicle of Higher Education 10/24/16
CSUF: A LARGE CAMPUS

- 40,235 Students
- 2,081 Faculty
- 109 Degree Programs

*Data as of Fall 2016*
CSUF: CAMPUS-WIDE PARTICIPATION IN ASSESSMENT

98%

74% of academic programs conducted all steps of the university six-step assessment process appropriately

Academic Units Assessment Report Submission Rate

AY 15-16
FOCUS ON THE SCHOLARSHIP OF ASSESSMENT

- Align the assessment process with the research process

Research Questions

Step 1: Develop Learning Outcomes/Performance Outcomes

Step 2: Identify Methods & Measures

Step 3: Determine Criteria for Success

Step 4: Collect & Analyze Data

Step 5: Plan & Execute Improvement Actions

Step 6: Document Assessment Activities

Assessment = Research on Student Learning

Results

Discussion & Implications

Manuscript; Lab Report; White papers

Methods

Hypothesis testing

Results

Manuscript; Lab Report; White papers

Discussion & Implications

Methods

Hypothesis testing
➤ Make assessment as “prestigious” as research by following a competitive process familiar to faculty

➤ Assessment Inquiry Grant

➤ Competitive grant application

➤ Peer review

➤ Requirements similar to research inquiries

➤ Satisfying tenure/promotion criteria
FOCUS ON THE SCHOLARSHIP OF ASSESSMENT (CONT.)

➤ Situate assessment in an environment that promotes collective, scholarly inquiry

➤ GE Faculty Learning Community
  ➤ Collaborative inquiry toward common goals
  ➤ Cross-discipline conversations
  ➤ Peer critiques
  ➤ Full-control of the inquiry process
  ➤ Active participants in data collection, analysis and dissemination
FOCUS ON THE SCHOLARSHIP OF ASSESSMENT (CONT.)

➤ Disseminate assessment through publications and presentations

➤ Help faculty identify opportunities to pursue the scholarship of teaching, learning and assessment in their own classrooms

➤ Support faculty presentations at assessment-related conferences

➤ Encourage faculty to document and publish assessment-related activities or results.
of Spring 2016 Assessment Forum participants agreed that the university has a **sustainable assessment process**

of Spring 2016 Assessment Forum participants agreed that the university has a **assessment-friendly campus culture**
QUESTIONS?

www.fullerton.edu/assessment

assessment@fullerton.edu