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The College Is Our Classroom: Campus Assessment Leaders Share Their Most Effective (and favorite) Faculty Development Programs

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The College Is Our Classroom: Campus Assessment Leaders Share Their Most Effective (and favorite) Faculty Development Programs

Abstract

The goal of assessment is to inform instructional strategies in order to improve student learning. This is as true when you are developing “lessons” for faculty as it is when faculty are designing lessons for their students. By approaching the college campus as a classroom, program-level assessments can indicate areas that might benefit from instructional support.

In this presentation, four assessment leaders, representing both professional schools and general education, share their most effective faculty development programs and how they were created to respond to assessment results. Participants will receive the notes and materials from these faculty development programs.

Disciplines

Educational Assessment, Evaluation, and Research | Higher Education

Comments

Presented at the Assessment Institute at Indiana University - Purdue University Indianapolis in October 2014.

2014

Assessment Institute

in Indianapolis

OCTOBER 19-21, 2014

The College is Our Classroom:

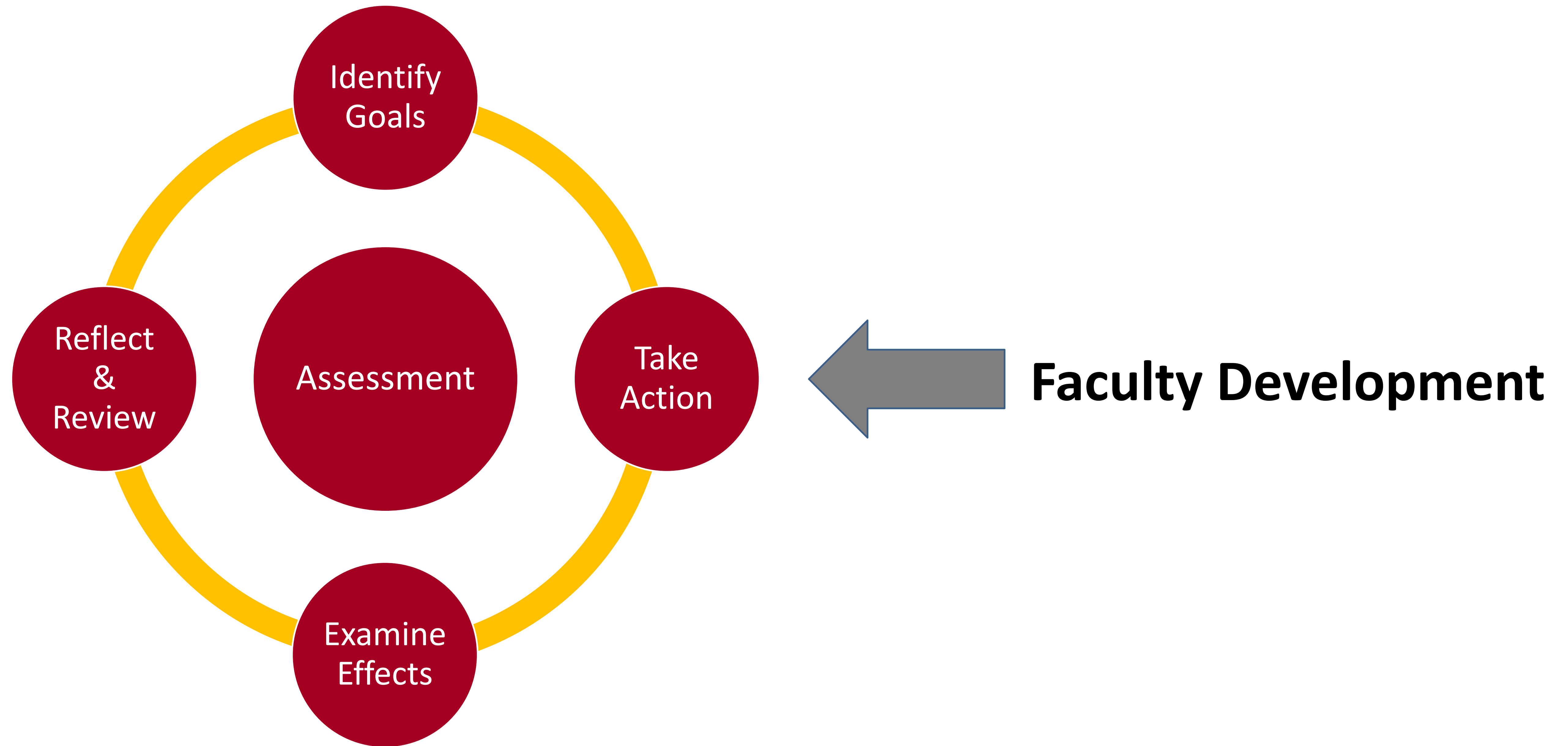
Campus Assessment Leaders Share Their Most Effective
(*and favorite*) Faculty Development Programs

Dr. Caroline A. Critchlow, *Assessment Coordinator*
Dr. Jane M. Souza, *Assistant Dean for Assessment*

Ms. Lori A. Hollenbeck, *Assistant Dean for Administration*
Dr. Cathy S. Sweet, *Assessment Coordinator*

Our Learning Objectives for today are:

1. Participants will be able to identify faculty development needs based on various sources of evidence.
2. Participants will be able to select strategies for developing faculty programs from multiple perspectives (e.g., professional schools, general education, liberal arts).
3. Participants will understand effective processes for the delivery of faculty development.
4. Participants will learn basic “dos and don’ts” to engage faculty and create successful programs.





Case Study 1: Uneven results in the General Education curriculum assessment

Cathy S. Sweet, Ed.D.
Assessment Coordinator
School of Arts and Sciences

“SJFC Core Goals”

General Education statements of skills and knowledge
taught across disciplines....

P4 Students will see the world as inter-related and will be able to discuss the themes of the course in relation to aspects of the world.

Anthropology
Chemistry
Math
Digital Cultures

1. Assignments used for assessment didn't really tell us what we wanted to know about student learning.
2. Faculty were assessing student learning at differing levels (knowing vs. evaluating).
3. Course goals, program goals, core goals...too many requirements led to frustration for everyone!

Why am I doing this?

“What do tests really test?: Selecting the right tool for the task”

Fixed Choice Questions
(Assess factual knowledge)

Multiple choice
True/false
Matching

Open-ended Questions
(Assess procedural knowledge)

Short answer essay
Extended-response essay
Problem solving

“testing effect” – testing not only *assesses* knowledge, it also *changes* it

Information that is frequently retrieved is more retrievable.

- a. study – test - study - test
vs.
study – study – study - test
- b. “spacing effect”
- c. student “*Judgment of Learning*”

2. Vary conditions for learning and testing

- a. mix up your questions; don’t just test what is in that chapter
- b. “interleaving” vs.. “blocked”
- c. “multiple retrieval cues”


3. Be intentional when selecting the type of test.

- a. “recall tests” produce better long term retention than “recognition tests”, regardless of the type of the final exam
- b. multiple choice exams provide retrieval cues in the form of answer options that benefit semantic memory
- c. multiple choice exams may “cue” marginal knowledge



WEGMANS SCHOOL *of* NURSING
St. John Fisher College

RALPH C. WILSON, JR.
SCHOOL OF EDUCATION
ST. JOHN FISHER COLLEGE



Case Study 2: Faculty Development: Test Item Analysis

Caroline A. Critchlow, Ed.D.
Assessment Coordinator
Wegmans School of Nursing and
Ralph C. Wilson, Jr. School of Education

Goal:

Develop a faculty program that meets faculty needs and responds to outside factors

Sources:

Faculty Feedback and Assessment Data Review

Faculty Development Workshop: Tips on Test Construction and Analysis

Workshop Objectives

- Design a test blueprint
- Write effective test items
- Analyze tests

Discussion Points

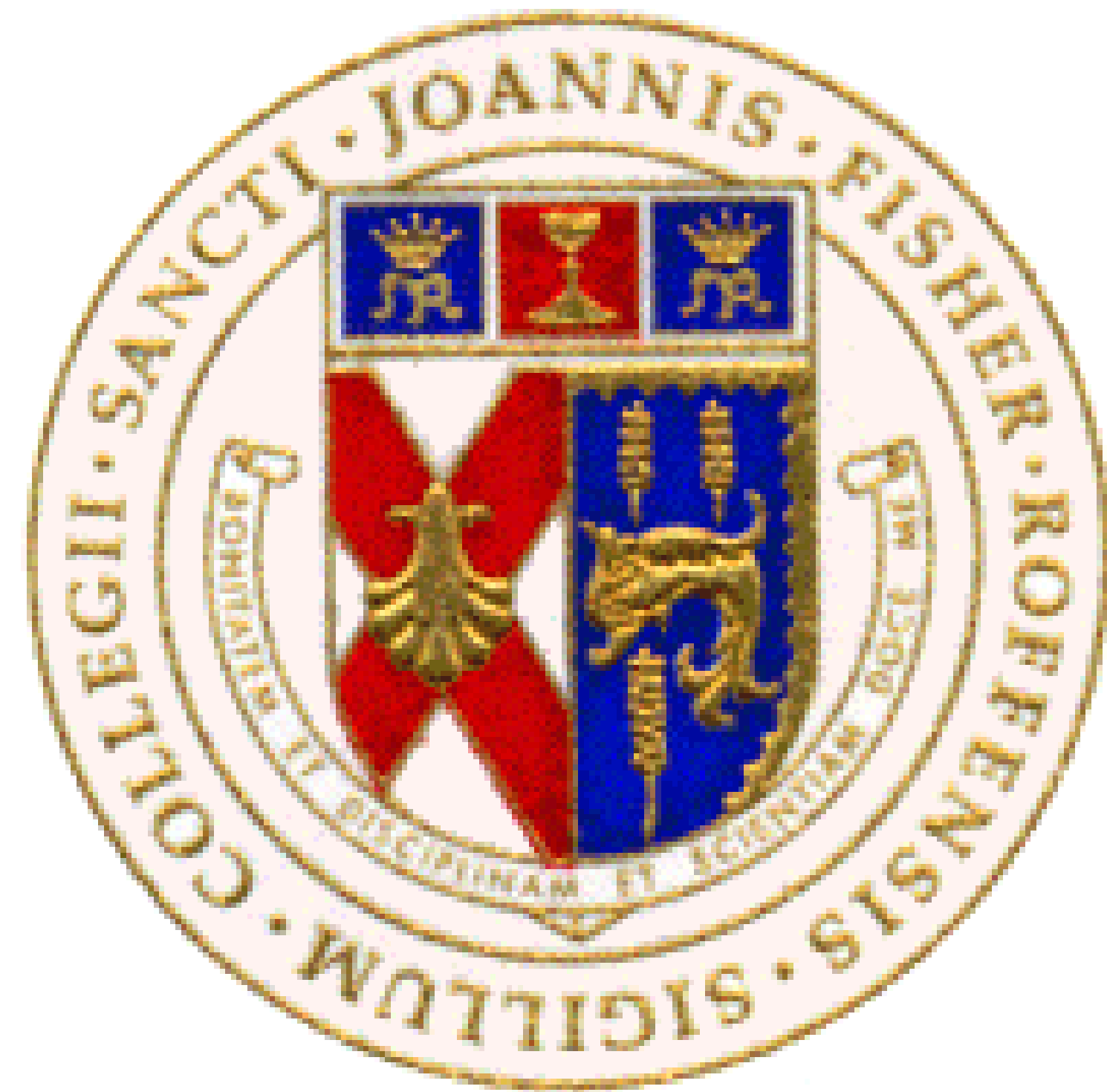
- Measures of Central Tendency
- P value
- Reliability coefficient- range, Kuder-Richardson (KR-20)
- Point biserial
- Skewness
- Item discrimination
- Distractor analysis

Item Analysis

- Review test blueprint
 - Link test items to content/objectives
 - Assess if test items representative of course content/objectives and relevant to domain being tested
- Review results as a whole
- Analysis
 - Item difficulty
 - Item discrimination
 - Evidence of reliability/validity

Instructional Implications

- Analysis and Interpretation
- Individual Item Analysis
 - process of statistically examining both test questions and the students' answers to assess the quality of the questions and test as a whole.
- Context



Case Study 3:

Engaging faculty in their own and each others' development

Lori A. Hollenbeck, M.B.A.

Assistant Dean

School of Business

Major Problem

Two years before an accreditation review without an assessment plan

- Needed to develop learning goals and outcomes
- Had to develop or identify instruments to measure outcomes
- Needed to complete the assessment cycle twice

Initial Process

Engage all faculty in all aspects of assessment

- Developed learning goals and outcomes
- Developed and identified instruments to measure outcomes
- Analyzed data and started making improvements on *most* outcomes

Challenges Persisted

Unsustainable

- Every faculty meeting was consumed with assessment
- A few learning outcomes always fell by the wayside
- Process became burdensome

Developed LGACs

Learning Goal Assessment Committees

- Small teams led by senior faculty
- Each LGAC managed one learning goal
- More focus on every outcome, with improvements

Example

Critical Thinking Assessment

- LGAC proposed new instrument, approved by faculty
- Two faculty championed training for faculty raters
- > 50% of faculty engaged in rating for a given assessment
- Faculty led further training for implementing specific curricular change

LGACs

Successful

- Made assessment manageable
- Engaged faculty in their own and each others' development



Case Study 4: Professional Development on Writing Course-level Student Learning Outcomes

Wegmans School of Pharmacy
Jane M. Souza, Ph.D.
Assistant Dean of Assessment

The Problem

Review of course syllabi revealed issues with student learning outcomes

- Too many outcomes per course
- Outcomes not measurable
- Outcomes not aligned with program goals and institutional goals

The Conversation

- Problem with course-level student learning outcomes shared with the dean at a neighboring institution
- Guess what? They have the same problem!
- We need professional development for our faculty.
- Let's get an expert!

The Solution

- Identify accessible experts on each campus.
- Develop the professional development session together.
- Offer it at each other's campus.

The Outcome

- Faculty learned from new voice.
- Deans learned from new faculty.
- Student Learning Outcomes were re-written with much improvement.
- Quality professional development delivered with no budget implications.

“Do’s & Don’ts”: Practical Advice

- **Don’t** assume you know what your faculty needs. **Do** a needs assessment.
- **Don’t** avoid assessment interpretation. **Do** take full advantage of data available.
- **Don’t** overlook faculty expertise. **Do** remember faculty can be the best resource.
- **Don’t** forget the experts in your area. **Do** bring in your colleagues.

Thank you for attending today's session.

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