Assessment, Alignment, and Angst: Toward a Meaningful Assessment Process that Garners Faculty Buy-In

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Purpose

• A look a faculty buy-in with assessment and alignment concerns

• Faculty concerns and angst:
  — Concern that failing to meet outcomes will reflect negatively on them
  — Feel that assessment is just “something extra” and not inherently part of their role in the institution
  — What have you experienced?
Assessment Workflow

Course Coordinators ➔ All Section Instructors

Lead Instructor

Assoc. Dean/Dean ➔ Institutional Database
Faculty Buy-In
Feedback and Faculty Buy-In

• Report forms – get input from all instructors with a wide range of responses
  — Specific changes
  — “Tell me what to do – I don’t care.”
Report Forms

Assessment Data Report Form by Section

Course: ________________________________    Section: __________________
Instructor: ____________________________    Date: ______________________

Number of students enrolled at time of assessment: ________________

Number of students assessed: ________________
(Do not include students who were absent or who failed to complete/submit the assessment)

Criteria: __________________________________________
(e.g. 80% of students score 75% of the points available)

Number of students who met or exceeded the criteria: ________________

Analysis

1. What do the results mean relative to the PLO, course format or location, and any other relevant instructional and/or assessment-related information?
Report Forms

Assessment Data Compilation Form for Course-Level Achievement

Course: ___________________  Date: ___________________

Campuses/Formats: (select all that apply): Lufkin/Off-campus/Internet-based/Dual credit

Criteria for assessment: _______________________________________________________

Lufkin Courses
Number of sections: ________________

Total number of students enrolled at time of assessment: ________________

Total number of students assessed: ________________

Total number of students who met or exceeded the criteria: _____________________
Percentage of students who met or exceeded the criteria: _____________________

Off-Campus Courses (including dual credit)
Number of sections: ________________

Total number of students enrolled at time of assessment: ________________
Training and Faculty Buy-In

• Lead Instructor meetings/training sessions
  — Process reminders
  — Continuous improvement

• Assessment summits
  — Lead instructors
  — Academic administrators
Questions

• Is anyone using pre- and post-assessments?
  — Are they successful?
  — How are they working?

• What do you do at your institution to promote faculty buy-in?

• What type of training does your institution provide?
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Alignment
Assessment Measure vs. PLO/Core Objective

• Teamwork
  — Assessed teamwork with multiple-choice quiz
  — Now using group projects with peer evaluations

• Communication
  — Multiple-choice embedded questions
  — Short essays

• EQS
  — Multiple-choice embedded questions
  — Homework/in-class assignments
Assessment Measure vs. Course Content

• Assessment quiz or homework assignment
• Offered for extra credit
• Writing assignments for critical thinking
Closing Thoughts