

International Conference on Assessing Quality in Higher Education

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Panel Presentation

Panel Description

The quality of teaching and learning is central to educational effectiveness. Yet, approaches to assessment that serve larger accreditation, institution and program level goals for accountability and improvement, can struggle to engage faculty in learning outcomes assessment or to ensure the thoughtful study of the impact of curricular reform and the infusion of high-impact, experiential learning. Principles of good assessment practice clearly foreground assessment of teaching and learning, but are these principles still relevant and do they have global application? Our key question for this panel and our audience is: *How do colleges and universities assess educational effectiveness and innovation in teaching and learning? What is the role of faculty and do broader principles meaningfully guide this work?*

Practical Techniques for Engaging Faculty in Assessment of Student Learning

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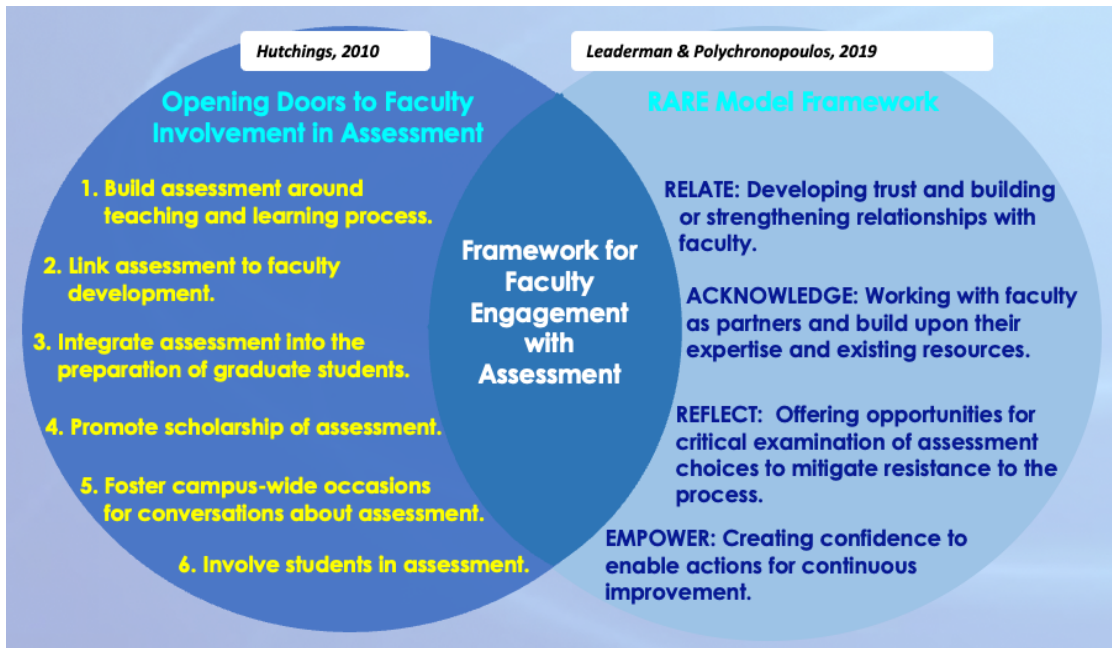
Although regional and discipline accreditation are crucial for ensuring the efficacy of higher education, the assessment of outcomes, a pivotal aspect of this process, frequently encounters opposition from educators. Many perceive accountability mandates as bureaucratic tasks rather than opportunities to enhance teaching and learning quality. This session aims to elucidate the primary reasons behind faculty resistance to assessment of student learning, offer practical methods for fostering faculty involvement, ownership, and commitment to outcomes assessment, and discuss emerging forms of resistance arising from the pandemic and the advent of generative artificial intelligence.

This discussion relies, in part, on the combination of aspects of the *RARE Model* framework of relationship-oriented strategies for higher education assessment practitioners (Clucas Leaderman & Polychronopoulos (2019) and “*Opening Doors to Faculty Involvement in Assessment*” by Hutchings (2010) which reflects six ways of blending purposes of assessment and the regular faculty responsibilities.

Key Questions:

1. Why do faculty resist assessment in higher education?
2. How can we effectively and meaningfully engage faculty members in assessing student learning outcomes and use the results to enhance teaching and learning practices?

Conceptual Framework for Faculty Engagement



Causes of Faculty resistance to assessment and ways to ways to address them

Causes of Faculty Resistance to Assessment

- Inadequate time to dedicate to assessment
- Unnecessary external scrutiny
- Lack of Training regarding assessment
- Unwillingness to modify teaching and assessment strategies
- Skepticism regarding external assessments
- Security concerns and threats emerging from AI
- Lack of support from upper administration
- Distortion of faculty values

Strategies to Addressing Faculty Resistance to Assessment

- Better/clear communication about the purpose and benefits of assessment
- Providing training and support
- Connecting assessment with faculty values
- Supporting faculty initiatives by providing resources
- Rewarding faculty efforts regarding assessment
- Provide feedback and follow up
- Involve faculty in the assessment process
- Cultivate a culture of collaboration

References

Clucas Leaderman, E., & Polychronopoulos, G. B. (2019). *Humanizing the assessment process: How RARE Model informs best practice in educational assessment*. *Research & Practice in Assessment*, 14(1), 30-40. Retrieved from <http://www.rpajournal.com/>

Hutchings, P. (2010, April). *Opening doors to faculty involvement in assessment*. (Occasional Paper No. 4). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Reitha, F., & Seyfried, M. (2019). *Balancing the Moods: Quality Managers' Perceptions and Actions Against Resistance*. *Higher Education Policy*, 2019, 32.