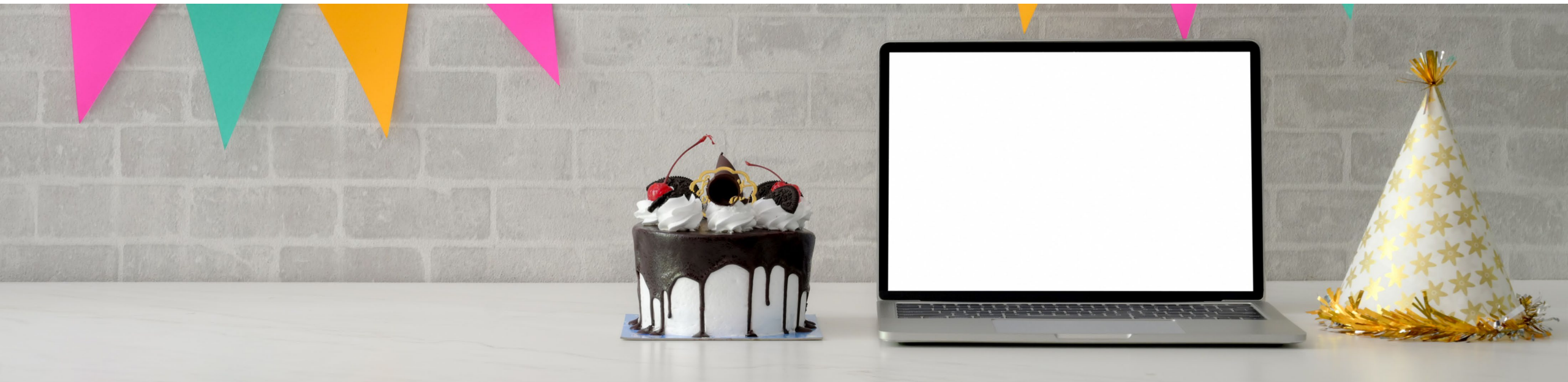


Have Your Cake and Eat It Too: Using Program Assessment Training for Faculty Development and Faculty Buy-in

Mukul Bhalla, American InterContinental University

B. Jean Mandernach, Grand Canyon University



Session Objectives

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graph LR; A[Evaluate the strategy of approaching assessment as a faculty development initiative for adoption at own institution] --> B[Adapt approach described for developing standardized program learning outcomes rubrics for adoption at own institution]; B --> C[Brainstorm additional ideas for refining assessment processes while also increasing faculty ownership];
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Evaluate the strategy of approaching assessment as a faculty development initiative for adoption at own institution

Adapt approach described for developing standardized program learning outcomes rubrics for adoption at own institution

Brainstorm additional ideas for refining assessment processes while also increasing faculty ownership

The Challenge

Assess General Education
across curriculum

Reliance on embedded
assessments

Need for faculty
engagement and buy-in



Faculty Roadblocks to Robust Program Assessment

Often unfamiliar with program assessment

Lack of expertise with rubric development

May not see value of program assessment for student learning

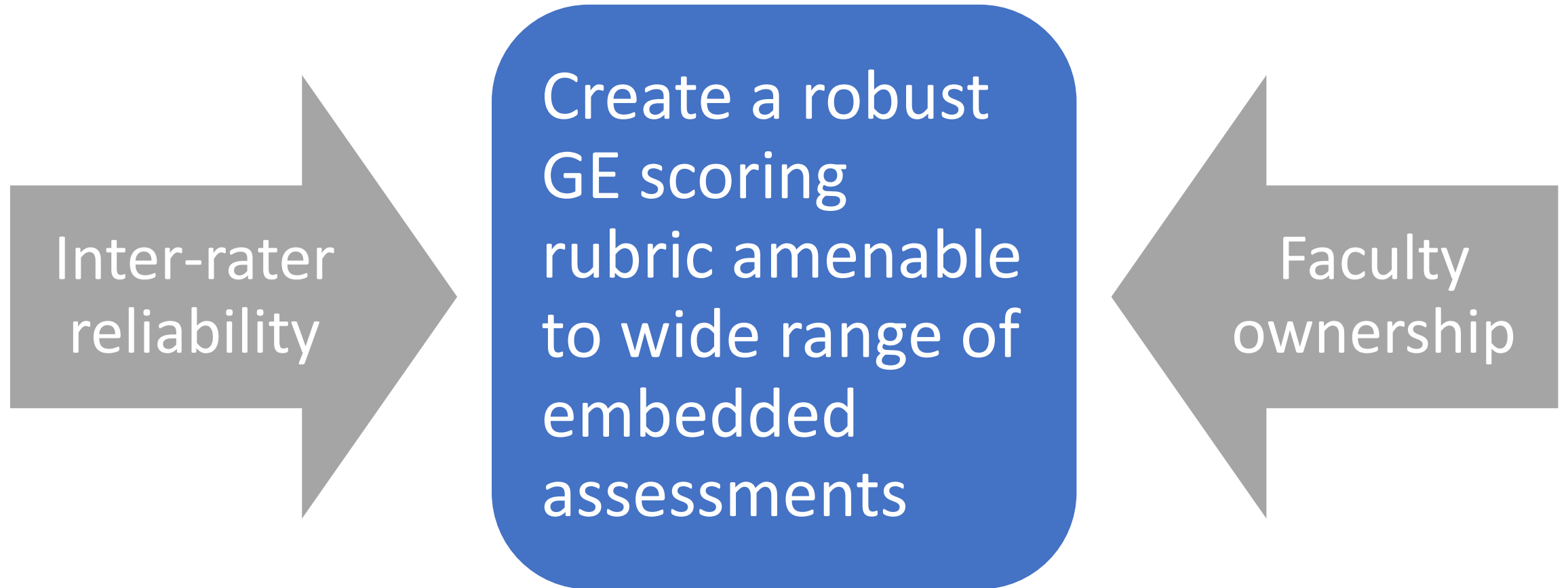
Program assessment viewed as additional burden



Institutional Context



Driving Need



The Key



Faculty engagement:

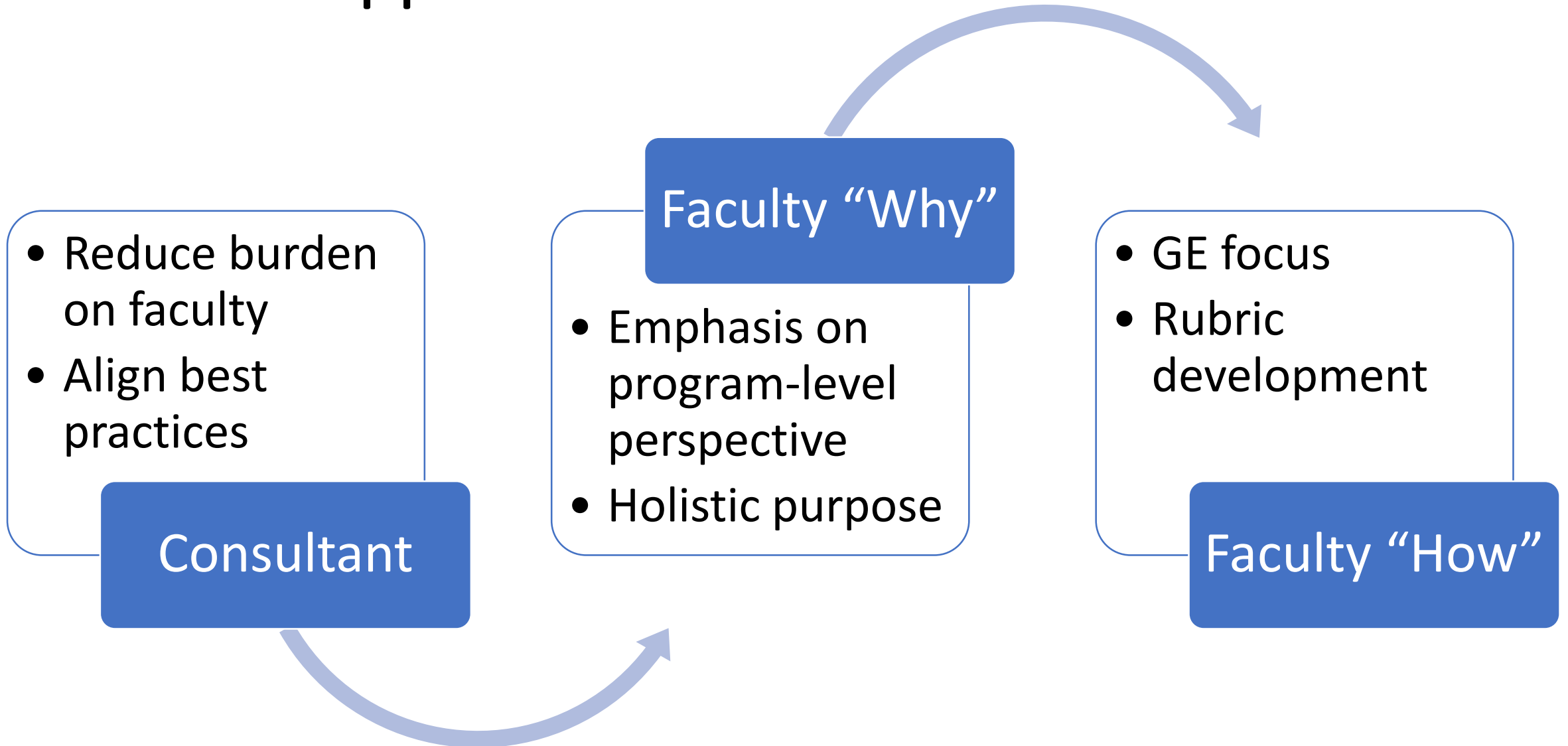
Criteria identification

Dimension alignment

Feedback & revision

Practical analysis

Holistic Approach




Rubric Development

Consolidate and clarify existing GE outcomes



Collaborate to create 5-level rubric framework
across three curriculum performance levels



Faculty workgroups to identify acceptable student
performance dimensions



Faculty review, testing, and rollout

Program Assessment Dimensions



Fails



Meets



Exceeds



AIU Levels of Performance



Example

General Education Outcome: Communication

Communicate mature, well-considered ideas, arguments, and information in standard academic English using appropriate media, subjects, and technology.

Introduced

What does it look like to meet this expectation at the introductory level?

Reinforced

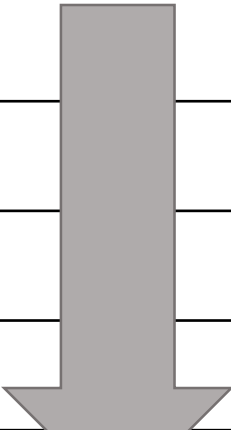
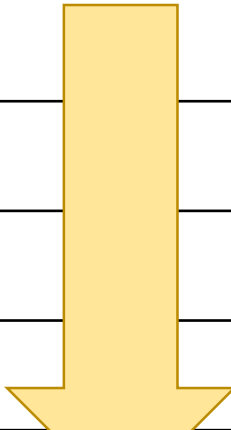
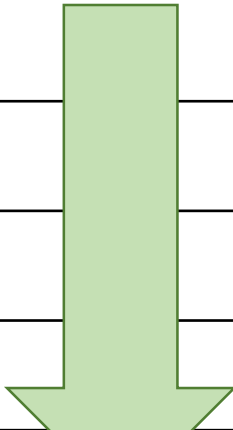
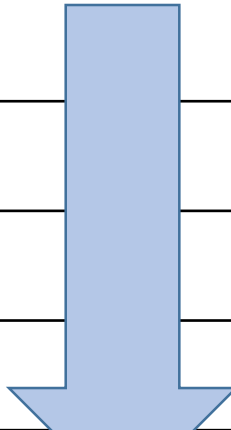
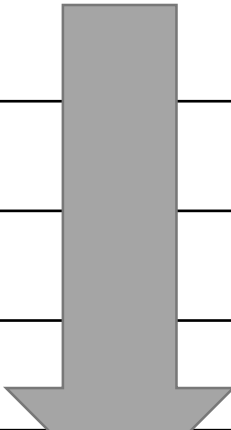
What does it look like to meet this expectation at the reinforced level?

Mastery

What does it look like to meet this expectation at the mastery level?

Example: Performance Dimensions

		Introduced Meets	Reinforced Meets	Mastery Meets	
Communication		<p>Uses language that generally conveys meaning; includes some errors.</p> <p>Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).</p>	<p>Uses straightforward language that conveys meaning; language is virtually error-free.</p> <p>Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).</p>	<p>Uses straightforward, discipline-appropriate language that clearly conveys meaning; language is virtually error-free.</p> <p>Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).</p>	

<i>Mastery</i>	Fails			Meets	Exceeds
<i>Reinforced</i>	Fails		Meets	Exceeds	
<i>Introduced</i>	Fails	Meets	Exceeds		
<i>Score</i>	1	2	3	4	5
PLO1:					
PLO2:					
PLO3:					
PLO4:					

Fails All Levels

Meets at Introduced Level

Meets at Reinforced Level

Meets at Mastery Level

Exceeds All Levels

Rubric Time Investment:

Identify clear, measurable standards that meet performance at each level

Can you clearly differentiate between the levels?

Are the standards appropriate for each level?

Do the standards encompass all relevant components of that objective?

Are the indicators of performance measurable across various artifacts?

Faculty Feedback:

Valued consultant

Appreciated involvement

Desire cyclical feedback loop

Emphasized value of collaborative development

Ongoing concern about program assessment and general rubrics

Next Steps

Data collection

- Closing the loop on based on results of data
- Collect feedback from faculty on implementing the new rubric

Increasing faculty engagement

- Conduct faculty workgroup to share reflection on initial implementation
- Implement a process for faculty to share concerns and suggestions for improvement
- Implement timely revisions to the rubric based upon feedback.

Questions, Comments, Suggestions

