



Motivating Faculty to Engage in Assessment

Faculty Center for Teaching Excellence

November 16, 2018

The Agenda

- 1. Share my personal views on Assessment and Engaging Faculty
- 2. Share insights from my seminar leaders at AACSB
- 3. Share some successes and challenges from my role as Assessment Coordinator for the Scott College of Business (2015-present)
- 4. Encourage you to share with each other what has worked in your colleges and departments.

Introductions

- What is everyone's role in assessment?

Culture of Improvement

- "*Culture of Assessment*" says to many in your audience that Assessment is for someone else
- "*Culture of Improvement*" conveys that Assessment is for me

"You don't make a pig fatter just by weighing it"

Who Will YOUR Audience be?

- Selling Up? - Chairs, Deans, and Directors
- Selling Down? - If YOU are a Chair, Dean, or Director
- Selling Across – To Colleagues

Management 101 – Top Management Support is Critical

- If you are not the Dean, Chair, or Director, make SURE it is clear that this person is 100% behind the effort. Any hint of equivocation at that level and you are sunk.
- It's not something we do once a year or once every five years, it is woven into our day to day operation. It is the way we work.

Marketing 101 – Sell Benefits not Features

- It is the way we make our courses effective and therefore our students successful
- Our accreditation isn't just something nice to have, it is mission critical
- Students change, and the rate of change is increasing. Continuous improvement is the way we stay relevant and effective
- Everyone craves feedback – including us. Does anyone really NOT want to know how they are doing?
- Technology is giving us easy ways to gauge student comprehension in real time – why not use them

Salesmanship 101: Knock Down Their Excuses

1. It's too hard – too much work
2. It takes too much time
3. It impinges on my academic freedom
4. It's too complicated – I don't understand what I am supposed to do
5. It's just busy work to satisfy someone else
6. Someone else will take care of it if I do nothing
7. It's going to be used to evaluate me

Excuse #1, #2 – It's too hard / too much work

- The only hard part is changing from doing nothing to doing something. It's our job to show them a method and the tools they need
- Most of the process elements are things we should do anyway
 - Review our mission statement
 - Identify mission critical learning goals (things that students *are*)
- Focus on capturing assessment data once (per cycle) and using it in many ways (I will discuss using FAD later)

It's Not That Hard

“What they want is so easy to do we might as well just do it instead of moaning about it” Art Sherwood, 2010

Excuse #3 – “It impinges on my academic freedom”

- Faculty and staff should be involved in determining the measure
- Most accreditors are very flexible in how you measure a learning outcome
- Many forms of student activity can be the basis for a measurement
 - An assignment
 - Subset of test questions
 - Objective evaluation of performance
- Dual benefits of engaging faculty in the *process* of assessment
 - Gets them actively involved
 - Overcomes resistance based on academic freedom

Excuse #4 – “It is too complicated – I don’t understand what I am supposed to do”

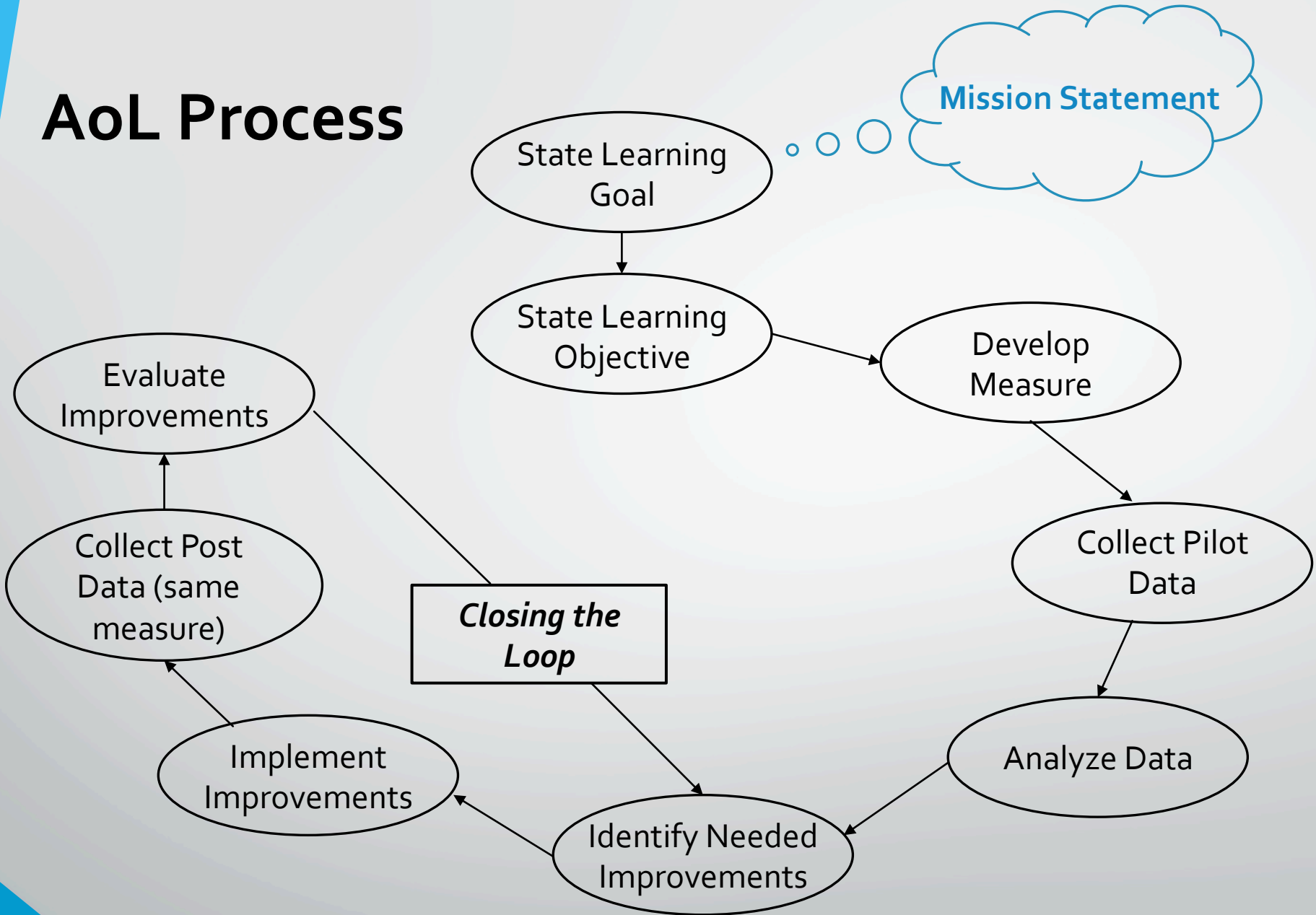
- It is a feeling that many faculty and staff genuinely have (including me at one point)
- It’s our job to make it simple for them (It is already simple, but we have to convey that to them)
- It starts with US knowing what we want to achieve and how we will go about it, then we convey confidence (Salesmanship 101)
- Use graphics and animations (next slide)

The Concept of Closing the Loop

- Every Objective gets Assessed during the 5 years prior to the AACSB visit (or whatever the relevant cycle is for your accreditor)
- Assessed means “Closing the Loop”
- To close the loop, you:
 - Determine what will be measured* (Tie to Mission and Learning Goal)
 - Measure It
 - Make changes based on what you found
 - Measure again
 - Determine if what you did had an effect

**note – this part is done, but part of the goal teams’ charge is to review, and validate or update*

AoL Process



Excuses #5 and #6: *It's just busy work / someone else will do it*

- Take advantage of any faculty meeting to reinforce (backed up by Dean, Chair, Director) that assessment is part of how we all do our work and how we are evaluated (evaluated based on doing assessment, not the findings)
- Work with faculty to establish efficient ways to capture data, then analyze results, present it to them, and use department / program meetings to discuss and plan.
- Make sure to address the misconception that they can just report student grades as a gauge of program effectiveness
- Any performance review / evaluation criteria should include engaging in assessment

Excuse #7: *Assessment data is going to be used to evaluate me*

- Program assessment is NOT faculty assessment. Again, Deans, Chairs, and Directors must make this clear
- Targets should be set high, but achieving them is not the point. Moving your curriculum and pedagogy *toward* achieving them is the point. Document that you have done this, and your unit is in compliance.
- Assessment is about making the program better, not making the faculty or staff person better. (However, this will probably happen)

Some Initiatives in the Scott College of Business that Have Helped

1. Assurance of Learning Retreats at every Spring and Fall faculty meeting
2. Student Learning and Assessment Committee (SLAC)
3. Role of Assessment Coordinator position (Faculty Fellow)
4. Learning Goal Teams
5. Use of FAD for reporting Assessment Activities

Spring and Fall Assurance of Learning Retreats

- Dean, Department, and Center reports in the morning
- AoL Retreat in the afternoon (NOT optional)
- Always starts with brief overview of the process
- Results from prior cycle measures
- Breakout sessions to discuss results program by program and plan curriculum improvements based on those results

Student Learning and Assessment Committee

- Elected by faculty, just like any other standing committee
- One member per department (could be by program)
- Assessment coordinator usually serves as the SLAC member from his/her department
- Sets agenda, plans activities, discusses how to make the assessment process better (for example, our senior exit exam)
- If any significant curriculum changes are needed, a proposal to the faculty and a vote will be carried out at the next faculty meeting
- Each SLAC member works with his or her chair to encourage participation in data collection

Assessment Coordinator

- Faculty Fellow (Concetta DePaolo, then Joe Harder)
- Reports to Dean on strategy and progress
- Assists in writing AoL section of Reaccreditation report
- One year term, renews each year
- Dean has supported by way of sending coordinator to AACSB training

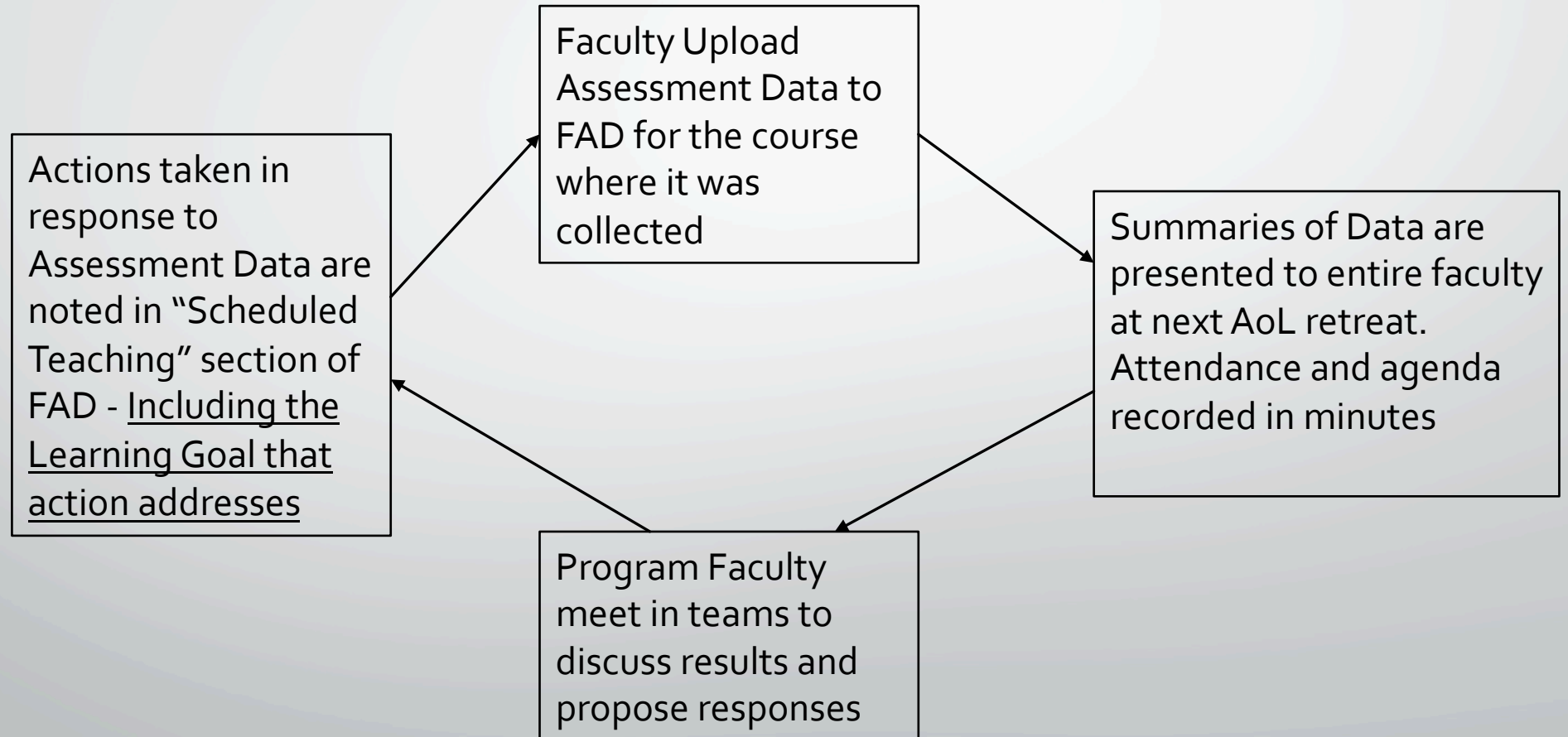
Learning Goal Teams

- Every faculty member belongs to one or more learning goal teams. A team's responsibility is to:
 - Constantly re-assess whether the goal is relevant to our mission'
 - Validate or replace existing measures
 - Determine what rubrics and targets are appropriate
 - Report their findings to the faculty as a whole during bi-annual workshops

Use of FAD for reporting Assessment related activities

- Same measures are used for AACSB Assurance of Learning and HLC Assessment
- Reported under “Scheduled Teaching”
- Scott College of Business had template modified to include college level learning goals and outcomes

FAD, continued (*Closing the Loop with auditable trail*)



Tips from Tampa

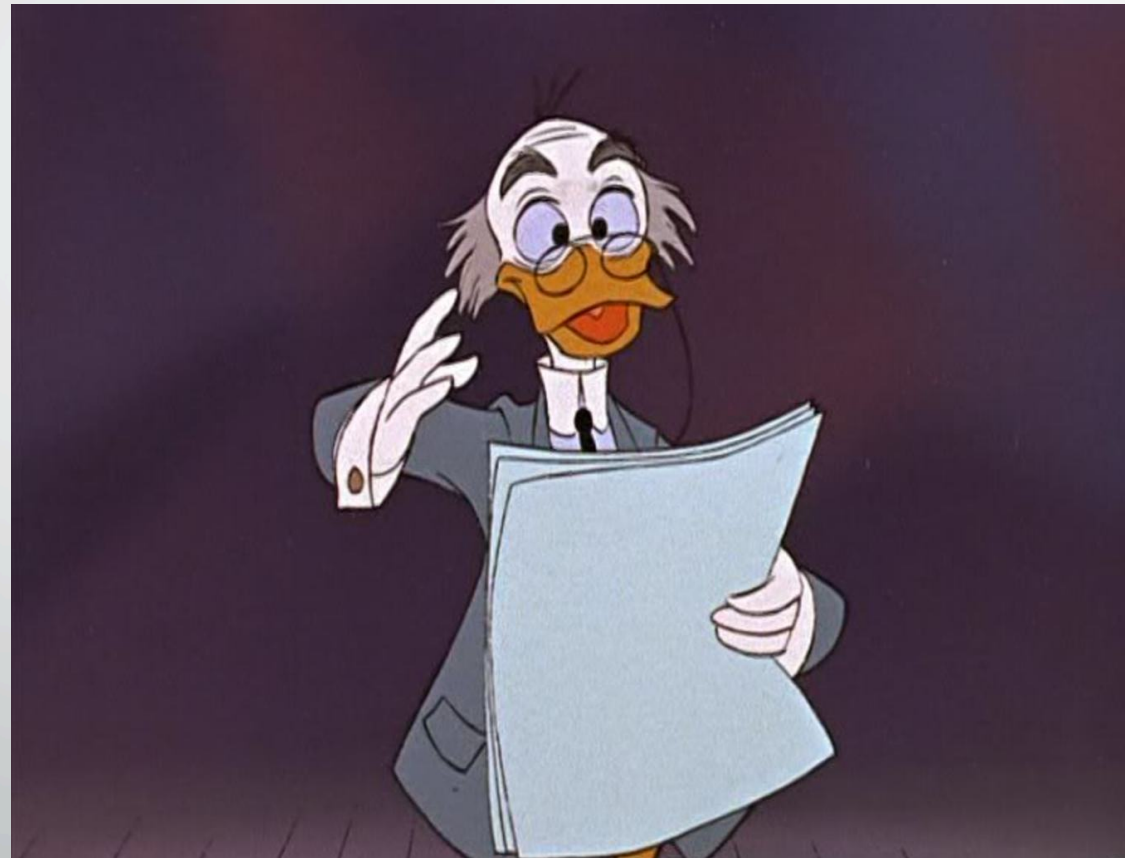
(Joe went to AACSB training center for AOL training)

- Entire faculty must be involved. Visit team will talk to ALL faculty about AOL, not just SLAC and the Dean
- Program Assessment is not Course Assessment or Instructor Assessment.
- There are no absolute performance goals or even a mandate that everything we try works. It's about the whole faculty being actively involved and aware.
- We must constantly be engaged in:
 - Improving our program – From defining the mission to measuring learning outcomes
 - Improving the Assurance of Learning process itself. How do we engage and share?

Sustainable Assessment

- Clear Learning Goals – What do we want to see in our graduates?
- Variety of metrics
 - Direct (required) and Indirect
 - Triangulate
- Reasonable sampling techniques (is data representative of all students?)
- Accurate and truthful information
- Assessment process integrated into teaching routine
- Improving the process itself is part of the plan (i.e. Learning Goal Teams)

Slides from Spring 2017 AoL Retreat



Undergraduate Learning Goals (Core)

- ULG1: Business Concepts
- ULG2: Business Practices / Global Business
- ULG3: Problem Solving (Analytical and Technology Applications)
- ULG4: Ethical Decision Making
- ULG5: Communication (Oral and Written)
- ULG6: Professional Skills

If you are not already on an a goal team, get on one *today!*

Goals and Outcomes – *What they Know*

Broad Category	Learning Goal	Student Learning Outcomes
<p><i>What they Know:</i></p> <p>Comprehension of <u>business concepts and practices</u> of organizations</p>	<p>LG1 -- Students will be knowledgeable about current business concepts.</p>	<p>A. Students will demonstrate knowledge of a core body of discipline-specific concepts, including principles in accounting, finance, management and marketing.</p> <p>B. Students will apply a core body of discipline-specific knowledge to business situations.</p>
	<p>LG2 -- Students will understand internal and external influences on domestic and international business practices.</p>	<p>A. Students will be aware of the complexities of the political/ legal, economic and historical environments as they relate to domestic and international business practices.</p> <p>B. Students will understand the role of culture and customs in business practices when evaluating business alternatives in domestic and international settings.</p> <p>C. Students will understand motivations for expanding into international markets, will articulate practical issues involved in these endeavors, and will analyze differences in operating domestically vs. globally.</p>

Goals and Outcomes – *What they Do*

Broad Category	Learning Goal	Student Learning Outcomes
<p>What they Can Do:</p> <p>Apply <u>problem solving</u> to address information needs of organizations</p>	<p>LG3 -- Students will solve business problems by applying appropriate technology, tools, and decision-making techniques.</p>	<p>A. Students will articulate the main issues of a business decision.</p> <p>B. Students will use evidence in the decision process.</p> <p>C. Students will justify conclusions and develop recommendations.</p>
	<p>LG4 -- Students will evaluate the ethical dimensions of business decisions.</p>	<p>A. Students will identify ethical dilemmas, gather pertinent facts and express possible actions.</p> <p>B. Students will analyze the impact of an action on all stakeholders.</p> <p>C. Students will be able to explain and defend the ethical framework in which they make business decisions.</p>

Goals and Outcomes – *How they Act*

Broad Category	Learning Goal	Student Learning Outcomes
<p>How They Act:</p> <p>Demonstrate professional skills expected in the workplace</p>	LG5 -- Students will demonstrate the ability to communicate effectively.	<p>A. Students will prepare an effective written report.</p> <p>B. Students will give an effective oral presentation.</p> <p>C. Students will be able to effectively convey information in an appropriate format and setting.</p>
	LG6 -- Students will demonstrate an understanding of appropriate workplace expectations and behaviors.	<p>A. Students will work effectively in teams</p> <p>B. Students will employ appropriate business etiquette during a professional event</p> <p>C. Students will engage in appropriate conversation during a business event</p> <p>D. Students will participate in professional development events</p>

Roadmap to AACSB (2019-2020)

Academic Year		ULG1: Bus. Concepts	ULG 2:	ULG 3: Problem Solving	ULG 4: Ethics	ULG 5: Commun.	ULG 6: Profess. Skills
			Practices (incl. Global)				
AY 14-15			2A, 2B, 2C	3A, 3B, 3C	4A	5A, 5B, 5C	6D
AY 15-16			2B		4A		6A, 6D
AY 16-17		1A, 1B, 1C	2A, 2B, 2C	3A, 3B, 3C	4A, 4B, 4C	5A, 5B, 5C	6B, 6C, 6D
AY 17-18		1A, 1B	2B	3A, 3B	4A	5A, 5B	6A, 6D
AY 18-19		1C	2A, 2C	3C	4B, 4C	5C	6B, 6C, 6D
AY 19-20		1A, 1B	2B	3A, 3B	4A	5A, 5B	6A, 6D

Data Collected and Analyzed

Data Collected but Deviated from Plan

Data Needs to be Collected This Cycle (some may be in hand already from Fall or Spring Classes)

Data Needs to be Collected in Upcoming Cycle

Current Status of Assurance of Learning

Looking Forward

Academic Year	Semester	ULG1: Bus. Concepts	ULG 2:	ULG 3: Problem Solving	ULG 4: Ethics	ULG 5: Commun.	ULG 6: Profess. Skills
			Practices (incl. Global)				
AY 15-16	Fall 2015		2B - Meis Center Utilization		4A - Ethics Week		6A - Peer Evaluations BUS 371
AY 15-16	Spring 2016						
AY 16-17	Fall 2016		2A, 2B, 2C - International Case	3A, 3B, 3C- BUS 205 Problem Solving Assessment		5A, 5C - BEIT 336 Report	6A - Peer Evaluations BUS 371; 6D Meis Center Utilization
AY 16-17	Spring 2017	1A, 1B, 1C - Exit Exam or New Measure			4A, 4B, 4C - New Measure	5B - Oral Presentations	6B, 6C - New Measure
AY 17-18	Fall 2017			3A, 3B, 3C- BUS 205 Problem Solving Assessment			6A - Peer Evaluations BUS 371; 6D Meis Center Utilization
AY 17-18	Spring 2018	New Measure			4A, 4B, 4C - New Measure		6B, 6C - New Measure

Break Out Session #1


- Format – Work in discipline centric groups. Some groups may take more than one:
 - OPS and STAT
 - MGT, INT, ETHICS
 - ECON and FIN (or ACCT)

New (and old) Features in FAD which support Assurance of Learning

- Kelly and Joe

Break Out Session #2

- Format – working individually with laptops
- Goal – become familiar with using the FAD fields in “Scheduled Teaching” section
- Deliverables:
 - Check the boxes that may apply regarding impact and relevance to learning goals
 - Enter information about innovations, new teaching material, or enhanced learning (note WHICH learning goal that each of these applies to)
 - Upload Syllabi



THANK YOU !!