

Engaging Faculty in the Assessment Process

Veronica Brown & Trevor Holmes
Centre for Teaching Excellence



Outline

- Distinctions between an engaged and disengaged department
- Processes to encourage faculty engagement
- Applying these tools at your institution



**Why are some faculty
disengaged from the
assessment process?**



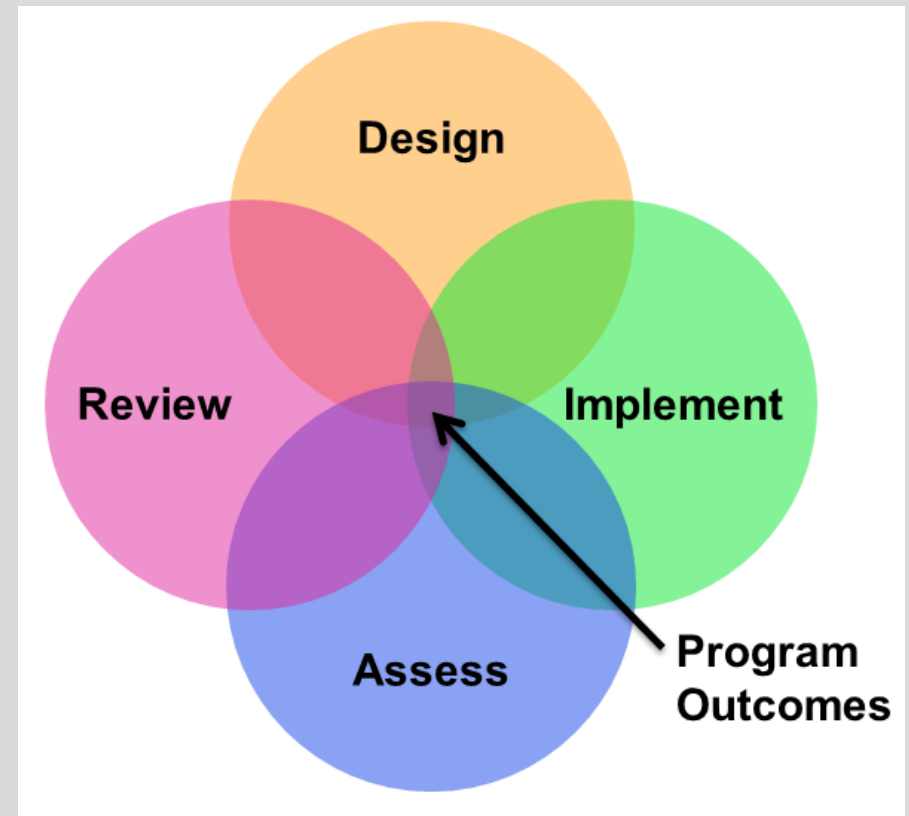
What is Needed for Change?

- Leadership (Diamond, 2008)
 - Support from Chair
 - Resources
 - Freedom to try something new
- Ownership
 - Focus on a faculty-driven process (Wolf, 2007)



Phases of Curriculum Development

- Design and Development
- Implementation
- Formative Assessment
- Program Review and Accreditation



Faculty-Driven Process

- What do we want from our students?
- How are they developing these attributes?
- How are we (and they) assessing their progress?

Adapted from Wolf (2010)



What do we want from our students?



Identify the Ideal Graduate

- Ideal graduate attributes
 - Knowledge, skills, values
- Attributes are grouped to shape program outcomes



Alternative for Augmented Reviews

- Rather than attributes, focus on distinctions between degrees
 - Master's and PhD
 - Course-based and thesis-based Master's
 - Regular and co-op undergraduate



Program Outcomes

- Reflect students' knowledge, skills and values achieved as a result of program completion
- Incorporate the disciplinary context of the program
- Help to set assessment criteria across the curriculum



Outcome Examples

Ideal Graduate

- Knowledge
 - Know best course of treatment
- Skills
 - Communication
 - Teamwork
- Values
 - Respect for others
 - Mindful of others' needs

Program Outcome

Collaborate with other health care professionals to select the best treatment for the patient



Additional Sources for Program Outcomes

- Existing program evaluation
- Faculty outcomes
- Accreditation bodies
- Professional associations
- Similar programs at other institutions
- Other key stakeholders (e.g., students, employers, alumni)



Critiquing the Outcomes

- Iterative critique of the outcomes
 - » Works best with whole department
- Concurrently edit existing outcomes and create performance indicators
- Example: Small, joint program – outcomes were too broad, needed to settle on right level of granularity



Outcomes Critique – Deepening Sheet

For each of the following outcomes, suggest wording for one more level of detail...

2.0 Communication Skills. By the end of the degree, students will be able to:

2.1 Clearly and reliably articulate arguments and analyses both orally and in written form to a wide range of audiences

2.1.1 ...

2.2 Evaluate the use of language to convey meaning, to inform, and to persuade

2.2.1



Outcomes Critique – Course Mapping Sheet

Course Mapping information COURSE #:

Outcome	Level	Examples (activities, texts, etc.)	Assessment(s)
Demonstrate a sophisticated degree of proficiency (near native?) in the use of the language in both formal and informal situations, orally and in written form			
Participate in multilingual communities at home and around the world			
Clearly and reliably articulate arguments and analyses both orally and in written form to a wide range of audiences			
Evaluate the use of language to convey meaning, to inform, and to persuade			
Demonstrate competence in the use of library resources such as online databases and catalogues			
Gather, synthesize, and evaluate information			
Evaluate the appropriateness and quality of critical sources.			



**How are they developing
these attributes?**



Curriculum Mapping

- Visual representation of curriculum
- Can help to identify gaps/redundancies
- Map curriculum to ideal graduate attributes or program outcomes
- In the case of graduate programs, include the role of supervision in the map



Sample Map

Introduce	Reinforce			Competency/Mastery			
	113	154	243	256	314	431a	431b
3. Application of Knowledge							
a) the ability to review, present and critically evaluate qualitative and quantitative information to:							
i) develop lines of argument;							
ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;							
iii) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;							
iv) where appropriate use this knowledge in the creative process; and							
b) the ability to use a range of established techniques to:							
i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;							
ii) propose solutions;							
iii) frame appropriate questions for the purpose of solving a problem;							
iv) solve a problem or create a new work; and							



Beyond Coursework

- Significant portion of degree, especially graduate degree, might not be course-based
- Need to capture how other work contributes to fulfilling program outcomes
 - Thesis/dissertation
 - Comprehensive exams
 - Teaching assistantships
 - Supervising/research mentoring



**How should they progress
through the program?**

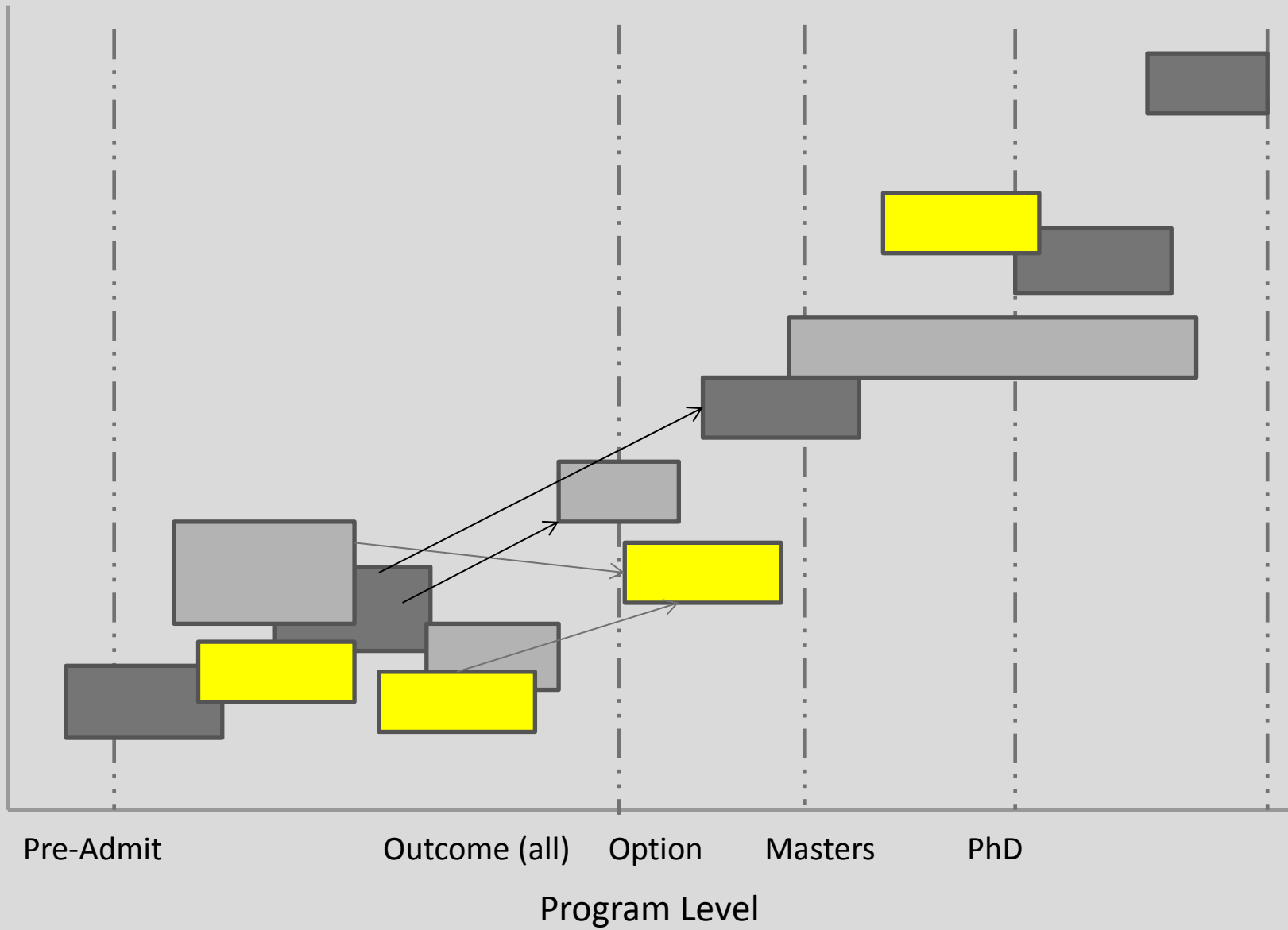


Progression Map

- Flow of knowledge, skills and other attributes from pre-program entry to PhD
- Created by own thread group
- Shared with whole department



Complexity



Progression Map...2

- Identify exit level
 - For all students
 - For students who specialize in thread
- Plan division of content across length of degree
- Helps identify admission requirements



Creating a Curriculum Map



**How are we (and they)
assessing their progress?**



Assessment

- Consider both typical and atypical assessments
 - E.g., exams, lab reports, presentations, projects, peer evaluations, case studies, etc.
- Might emphasize different assessments between undergraduate and graduate levels



Course Design Workshops

- Six-hour workshop
 - Content
 - Outcomes
 - Teaching and Learning Activities
 - Assessment
 - Alignment
- Emphasize aligning course to program outcomes



Engaging Faculty at your Institution



Key Resources

- Resources to run a workshop
 - » <http://bit.ly/Qsf1rp>
- Curriculum Design and Development
 - » <https://uwaterloo.ca/centre-for-teaching-excellence/support-faculty-and-staff/curriculum-renewal>



Questions?

Veronica Brown

ymbrown@uwaterloo.ca

(519) 888-4567 ext. 31096

Trevor Holmes

tholmes@uwaterloo.ca

ext. 33408

<https://uwaterloo.ca/centre-for-teaching-excellence/>



References

- Diamond, R. M. (2008). *Designing and Assessing Courses and Curricula: A Practical Guide, 3rd Edition*. San Francisco: Jossey-Bass.
- Wolf, P. (2007). A Model for facilitating curriculum development in higher education: A Faculty-driven, data-informed, and educational developer–supported approach. *New Directions for Teaching and Learning*, 112, 15-20.
- Wolf, P. (2010). Curriculum Development Processes: Faculty-Driven and Data-Informed. Presentation at the *Spring 2010 Degree Level Expectations Workshop – Implementing the Undergraduate and Graduate Degree Level Expectations: Sharing Successes and Challenges*.

