

Faculty (dis)use of learning outcome assessments

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NORTH CENTRAL
UNIVERSITY

Learning Outcomes

Participants in this session will explore faculty resistance to assessment activities.

Participants in this session will examine methods for supporting faculty engagement in assessment activities.

OVERVIEW

- Northcentral University (NCU)
→ <https://www.ncu.edu/>
- Mission, vision, & values of Northcentral = continuous improvement
- Annual reviews of programs & departments
 - Tactical changes
 - Part of larger program reviews



QUICK CONTEXT

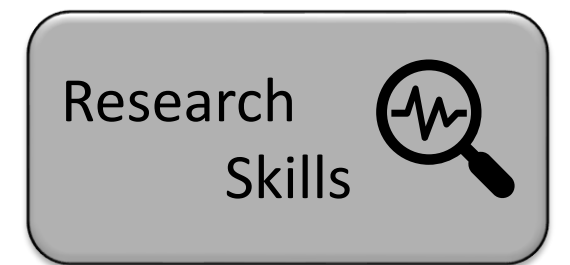
Centralized curriculum

Assessments embedded into online courses

PLO & ILO rubrics at introductory, developing, & mastery levels

ILO RUBRIC SCORING

- Annual review of all ILO data
 - Low completion rates
 - Inconsistent scoring



PLANNING

Assessment directors met to plan next steps

- Faculty focus groups

Recruited FT & PT faculty

Held 2 focus groups

- 5-6 faculty in each
- 60-90 mins each

FOCUS GROUP QUESTIONS

Opening Questions

Knowledge, use, & general thoughts of ILO rubrics

Factors Related to Use

Obstacles, trainings/ supports needed

Perceptions of Rubrics

Alignments, sticking points, shared understanding

Closing Question

Recommendations

FINDINGS: KNOWLEDGE & IMPRESSIONS

Knowledge of ILO Rubrics

- General knowledge of rubrics, but confusion around what, where, how, & when
- Knowledge increased with participation in reviews & revisions

Impressions of ILO Rubrics

- Expectations of student performance at IDM levels
- Rubric fatigue
- Misalignment between rubrics & assignments

FINDINGS: FACTORS RELATED TO USE

Location

What's in it for me?

Fear

Misalignment

Knowledge

Usability

PUTTING THE FINDINGS TO USE

- Team discussions
- Action plan
 - (Re)training
 - Continual feeding
- Institutional initiatives

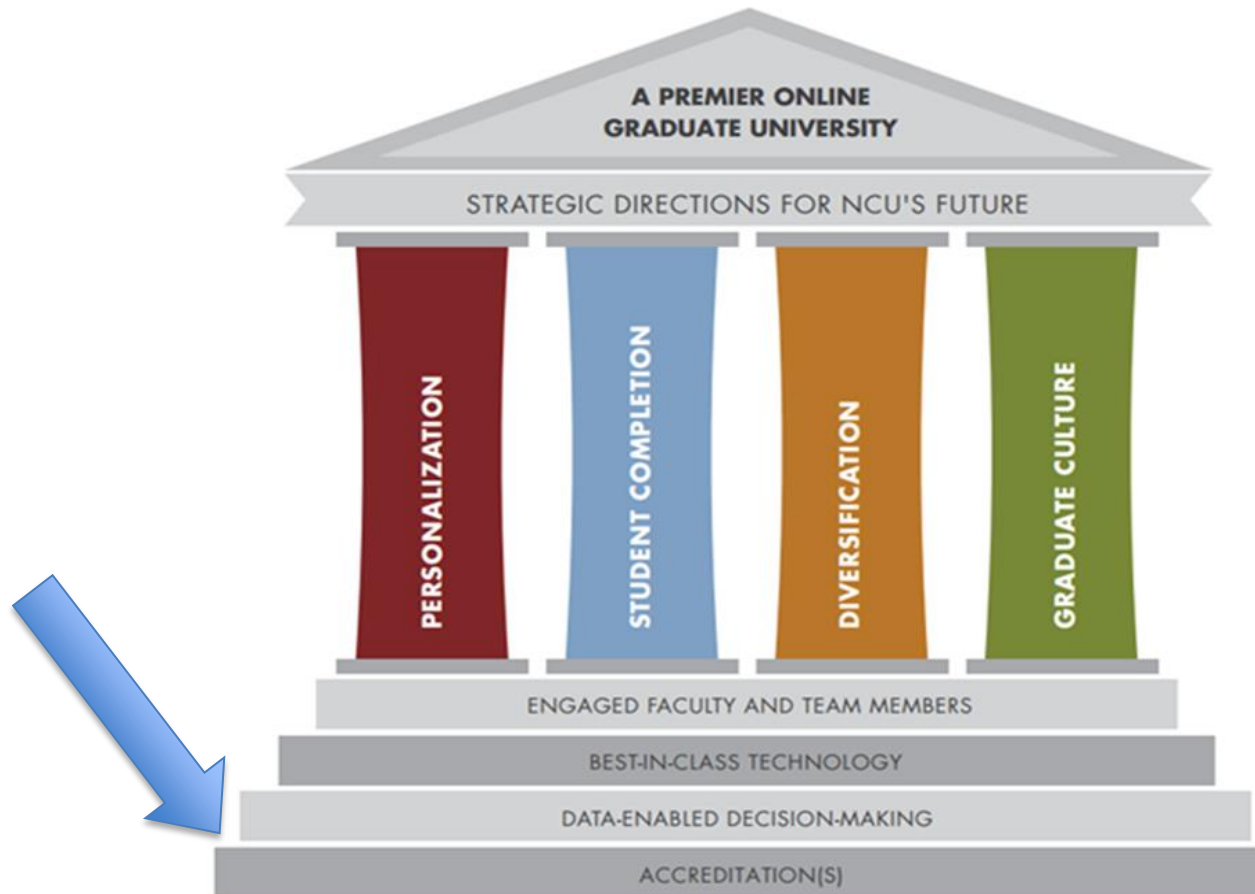


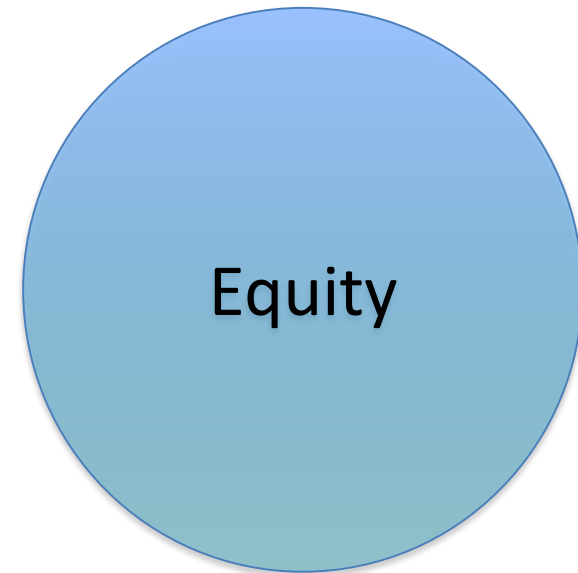
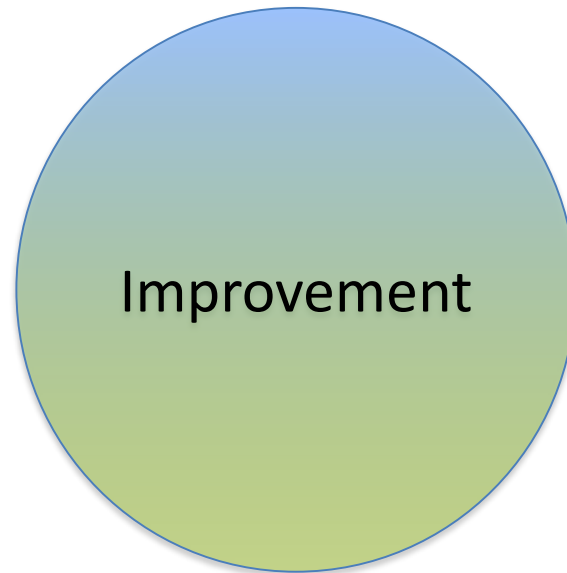
(RE)TRAINING

- Rubric norming: Big meal
 - Reset expectations
 - Reframe assessment
 - Review rubric & scoring
 - Apply to student work
 - Discuss

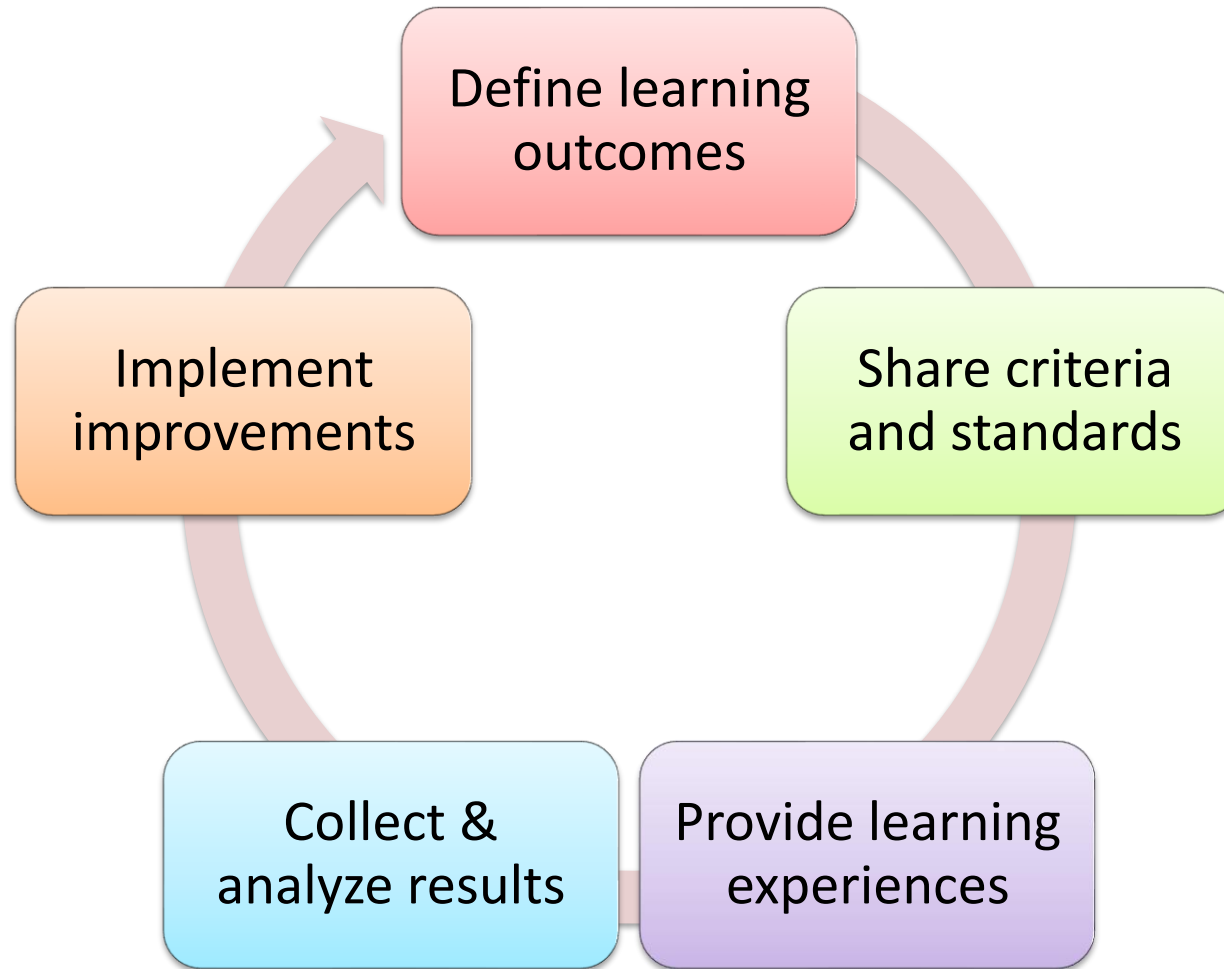
ASSESSMENT AT NCU – WHY WE DO IT

Northcentral University is committed to the continuous improvement of its programs and services





ASSESSMENT CYCLE



WHY WE DO IT

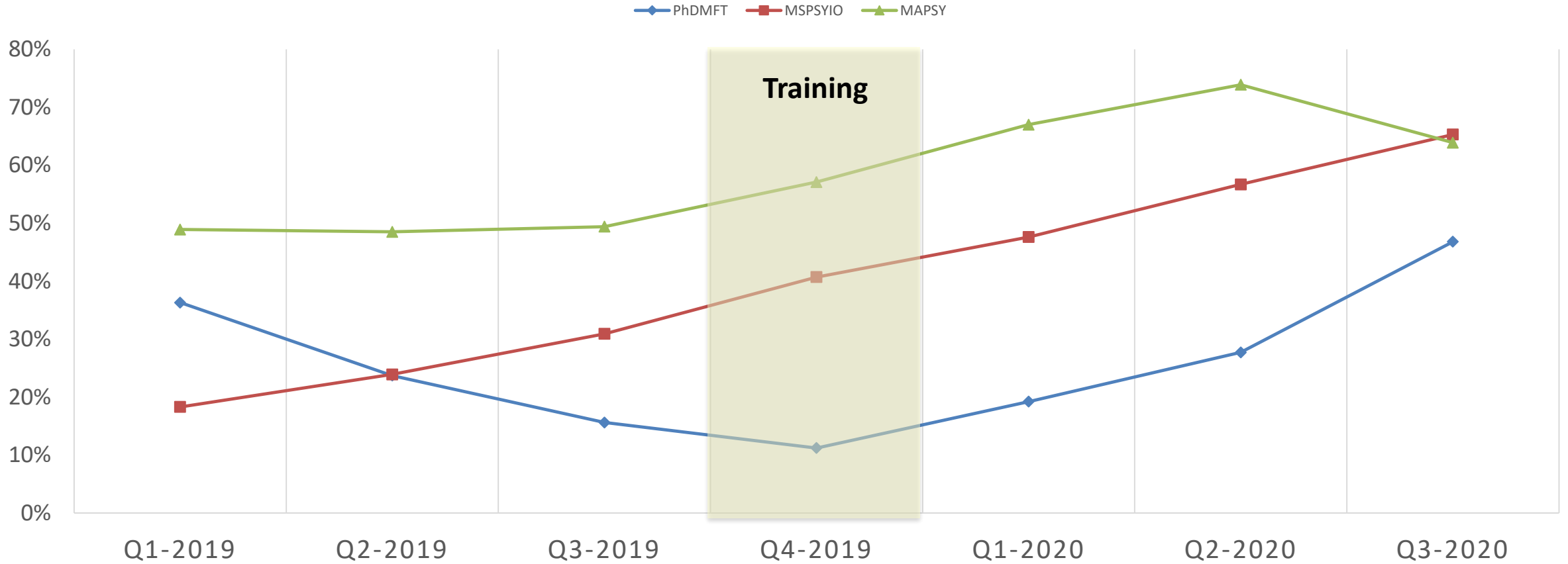


(RE)TRAINING

- Rubric norming: Big meal
 - Reset expectations
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 - Review rubric & scoring
 - Apply to student work
 - Discuss
- Closing the loop – did the training have an impact on completion rates?

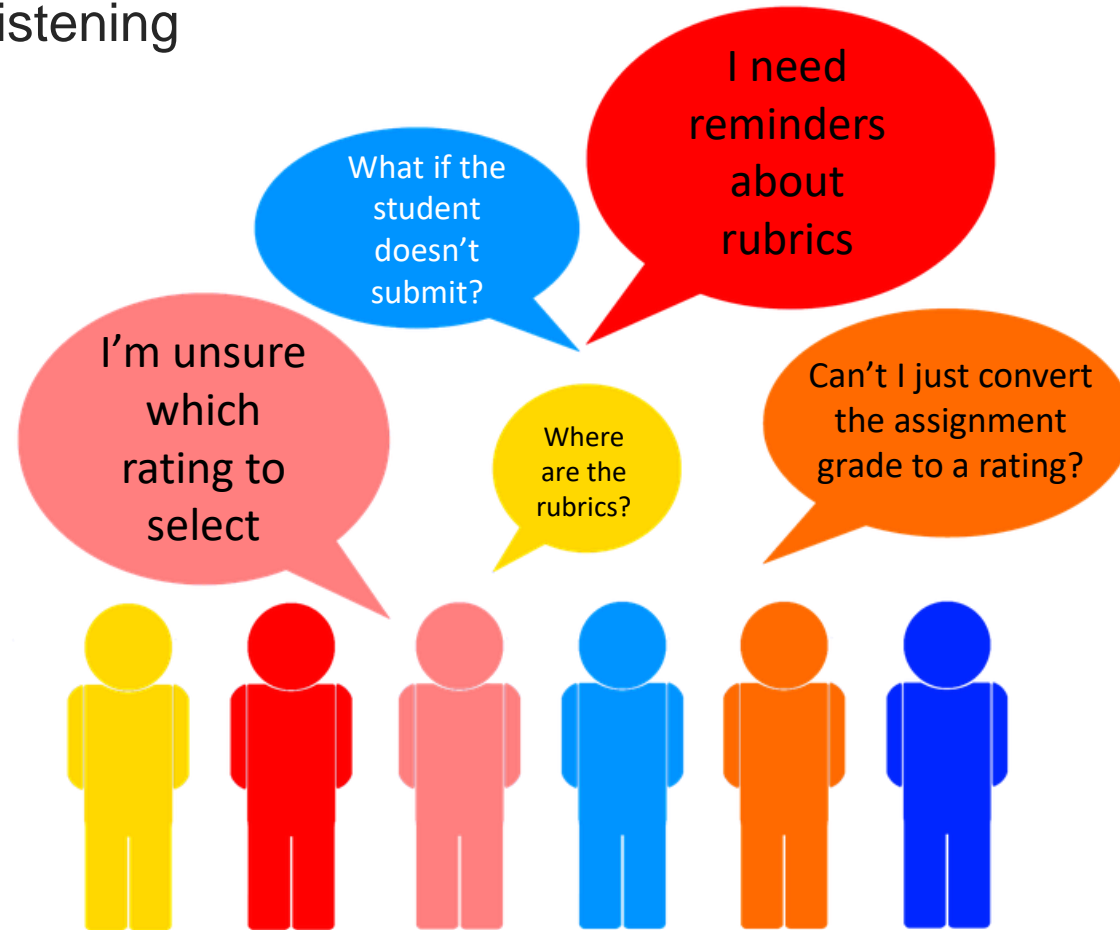
COMPLIANCE REPORT 2019-2020

RUBRIC COMPLETION TRENDS



CONTINUAL FEEDING: SMALL BITES

- Clarify faculty needs by listening



CONTINUAL FEEDING: SMALL BITES

- New map layouts made finding assessment points simpler

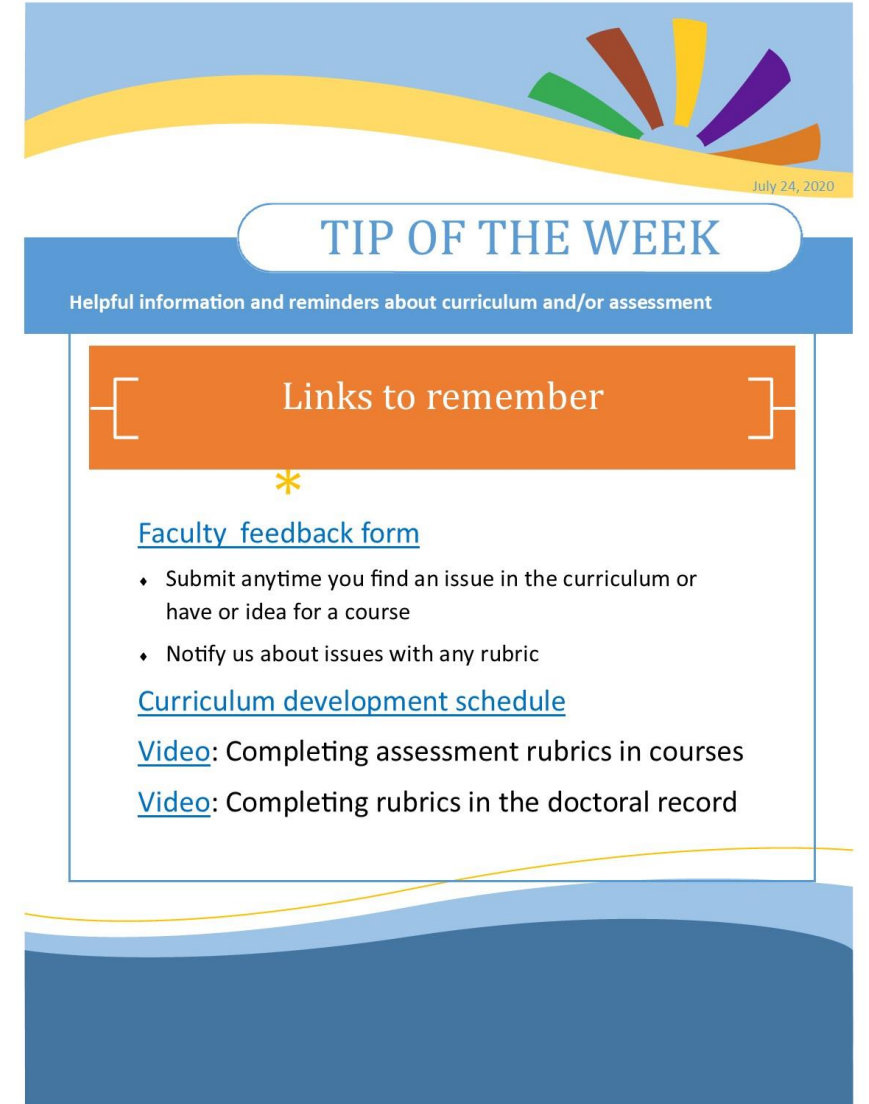


DMFT Learning Outcome Assessment Points

COURSE		ASSIGNMENT		PLOs	ILOs	LEVEL
Number	Name	Week	Title			
DMFT-7101	Foundations for Applied Doctoral Studies in MFT	3.2	Compose a Personal Philosophy Statement on Diversity in MFT		2	I
		4	Ethics & Academic Integrity in MFT	2	4	I
DMFT-7102	Scholarly Literature Review in MFT	11	Final Literature Review	3	6	I
DMFT-7201	Program Development for MFT's	11	Develop a complete program proposal	4	4	I/D
DMFT-7202	Grant Writing Concepts & Approaches for MFTs	11	Complete a Research Grant Application	3	6	D
DMFT-7112	Program Evaluation & Monitoring in MFT	11	Designing a Full Evaluation Plan	4	5	D/I
DMFT-7103	Research Methods in MFT	5	Build a Qualitative Proposal	3	6	D
		9	Build a Quantitative Proposal	2	3	D
DMFT-7110	Quantitative Research Design & Statistical Analysis in MFT	11	Samples, power analysis, and design sensitivity	3	3	D
DMFT-7111	Qualitative Research Design & Analysis in MFT	11	Use Reflexive Journals to Write Autoethnography	3	6	D
CMP9600M	MFT Portfolio I	1	Meeting with your instructor	-	1	I
		2	Artifact Completion and submission	4	5	D
		3	Artifact Completion and submission	2	2	D
CMP9601M	MFT Portfolio II	2	Artifact Completion and submission	4	-	D
		3	Artifact Completion and submission	3	6	D
CMP9602M	MFT Portfolio III	3 (2)	Depict your Dissertation/Applied project	3	-	M
		4	Prepare a clinical update	4	-	M

CONTINUAL FEEDING: SMALL BITES

- Tip of the Week helped keep information top of mind



July 24, 2020

TIP OF THE WEEK

Helpful information and reminders about curriculum and/or assessment

Links to remember

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[Faculty feedback form](#)

- Submit anytime you find an issue in the curriculum or have or idea for a course
- Notify us about issues with any rubric

[Curriculum development schedule](#)

[Video](#): Completing assessment rubrics in courses

[Video](#): Completing rubrics in the doctoral record

INSTITUTIONAL INITIATIVES

- Institutional workgroup
 - Closer look at gaps
 - Sharing tips & strategies
 - Setting expectations
 - Completion report
 - Quarterly meetings
- Center for Teaching and Learning
 - Just in time training videos
- Academic Technology
 - Enhancing tools in LMS



Search



ILO_4_D_CriticalThinking v2
Graded by Charles Xavier

Learning_Outcome	Inadequate 0 points	Remember 1 point	Understand 2 points	Apply 3 points	Analyze 4 points	Evaluate 5 points	Create 6 points	
Doctoral - Synthesize own and others' assumptions and arguments.	This item represents lower academic achievement than foundational undergraduate knowledge.	Outlines issue/problem to be considered in authentic context. Issue/problem to be considered is simply stated without clarification or description of context. Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts and own/others' assumptions are taken as fact, without question. Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Expresses issue/problem to be considered in authentic context. Issue/problem to be considered is stated but context description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts and own/others' assumptions are taken as mostly fact, with little questioning. Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related	Ascertains issue/problem to be considered in authentic context. Issue/problem to be considered is stated, described, and clarified so that context understanding is not seriously impeded by omissions. Information is taken from source(s) with enough interpretation/evaluation to allow for application. Viewpoints of experts and own/others' assumptions are subject to questioning. Conclusion is logically tied to information and most related outcomes (consequences and implications) are identified clearly.	Analyzes issue/problem to be considered in authentic context. Issue/problem to be considered is stated clearly and described comprehensively, delivering relevant information necessary for full understanding of context. Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis. Viewpoints of experts and own/others' assumptions are questioned relatively thoroughly. Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed	Evaluates issue/problem to be considered in authentic context. Issue/problem to be considered is stated clearly and context is described comprehensively, delivering relevant information necessary for full understanding of all sides/perspectives of the issue/problem. Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis comparing and contrasting viewpoints of experts and own/others' assumptions. Conclusions are logically tied to a range of information, including opposing viewpoints; related outcomes	Specifies issue/problem to be considered in authentic context. Issue/problem to be considered is stated clearly and context is described comprehensively, delivering relevant information necessary for deducing possible solutions to issue/problem. Information is taken from source(s) with thorough interpretation/ evaluation to develop a comprehensive synthesis of experts' viewpoints and own/others' assumptions, in order to infer next steps.	/ 6

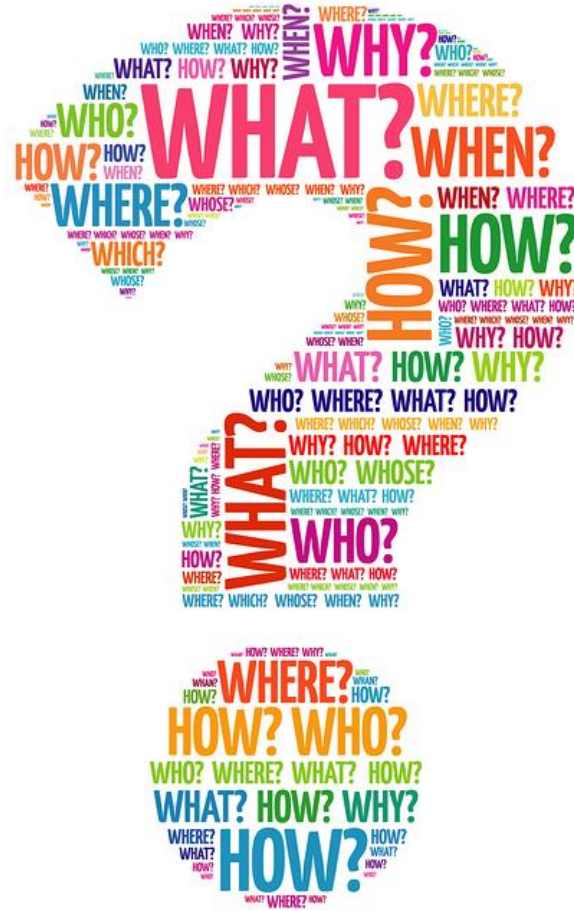
Completing Assessment Rubrics in Courses

Unlisted

FINAL THOUGHTS

- Nurture the culture of assessment
- Be systemic

WE LOOK FORWARD TO ANSWERING YOUR QUESTIONS



THANK YOU

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