# Faculty (dis)use of learning outcome assessments

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# PRESENTERS


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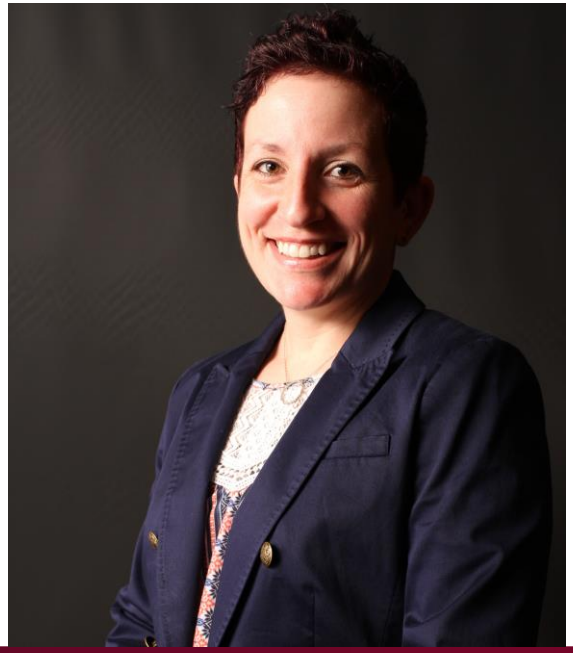


NORTHCENTRAL UNIVERSITY

# 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

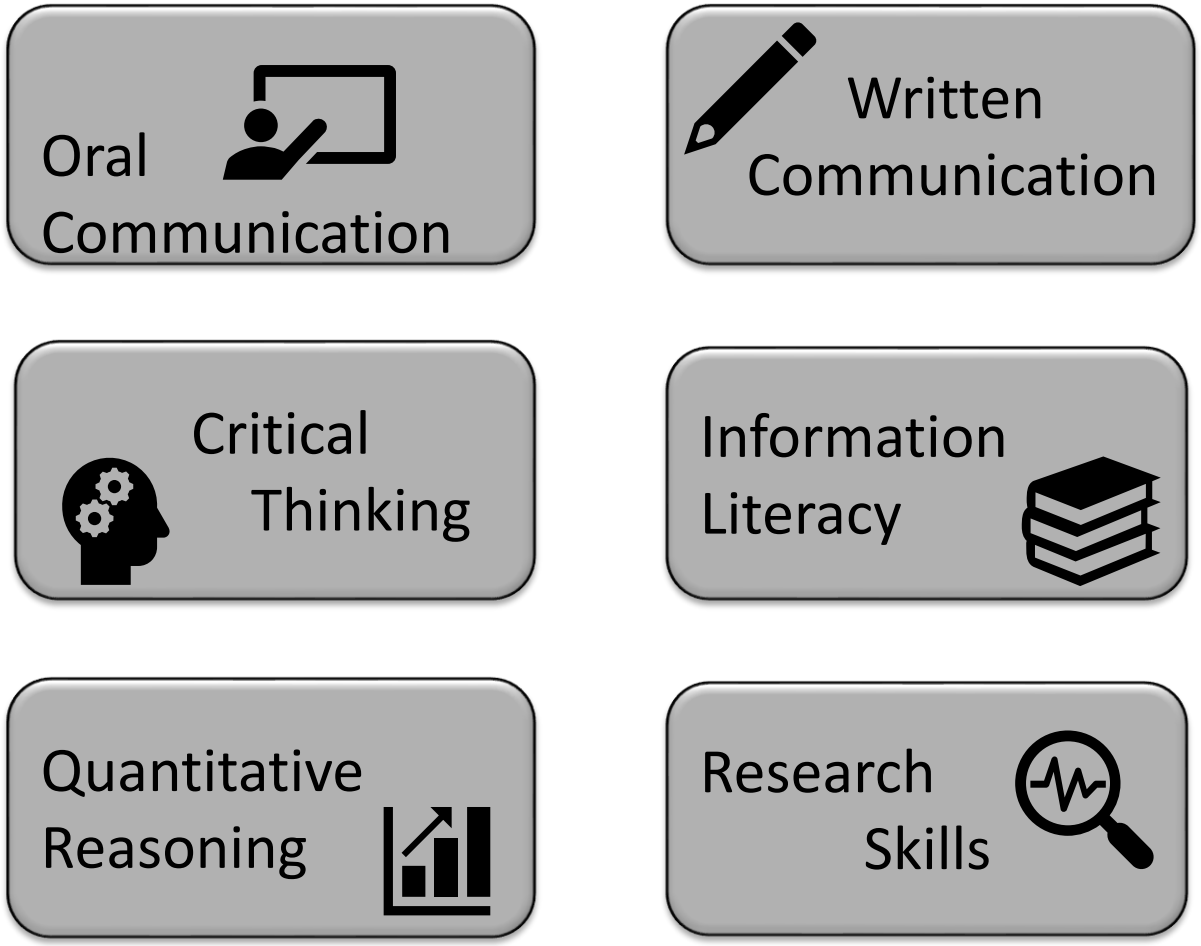
Centralized curriculum

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 | Factors Related to Use | Perceptions of Rubrics | Closing Question |
| --- | --- | --- | --- |
| Knowledge, use, & general thoughts of ILO rubrics | Obstacles, trainings/ supports needed | Alignments, sticking points, shared understanding | 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

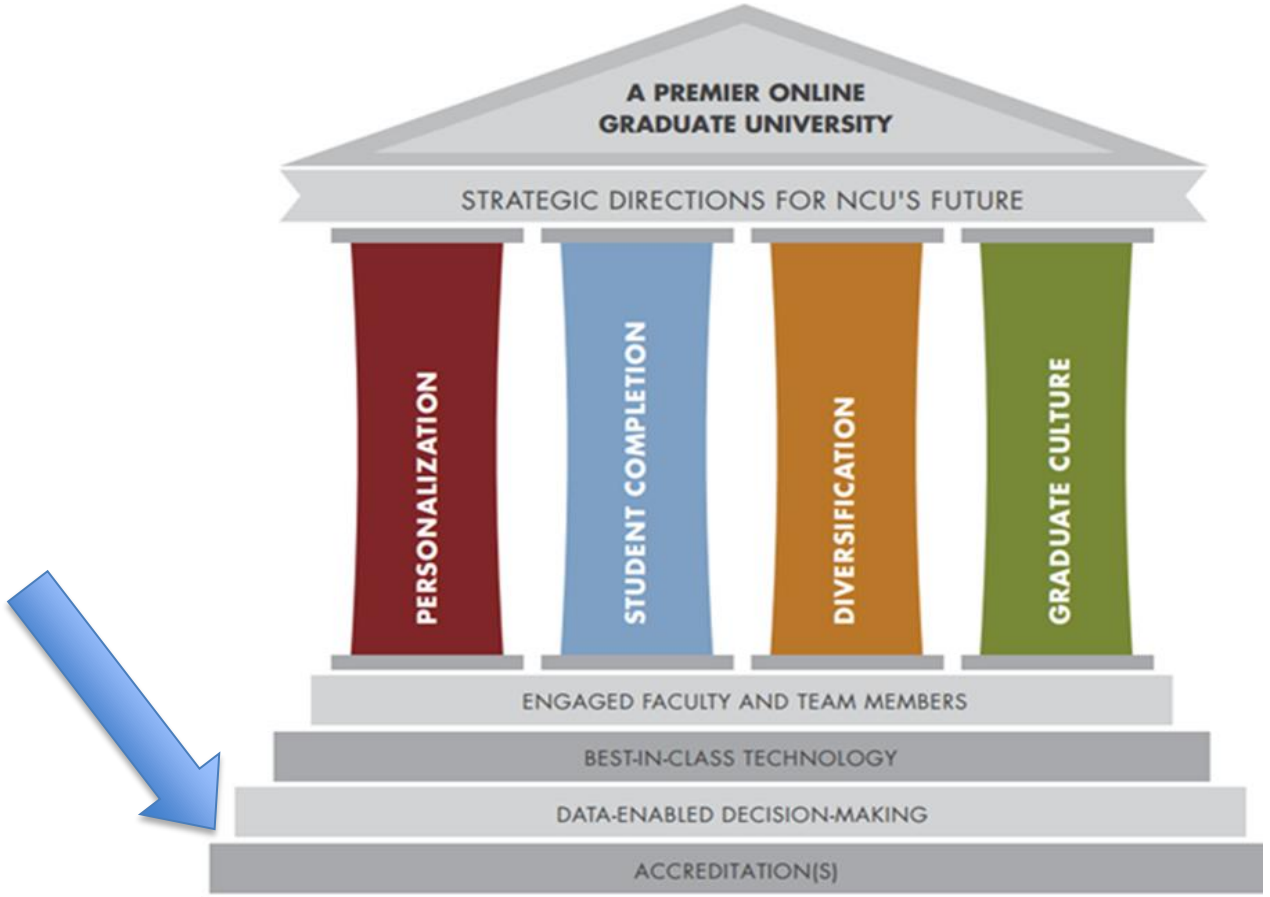
- Institutional initiatives

# (RE)TRAINING

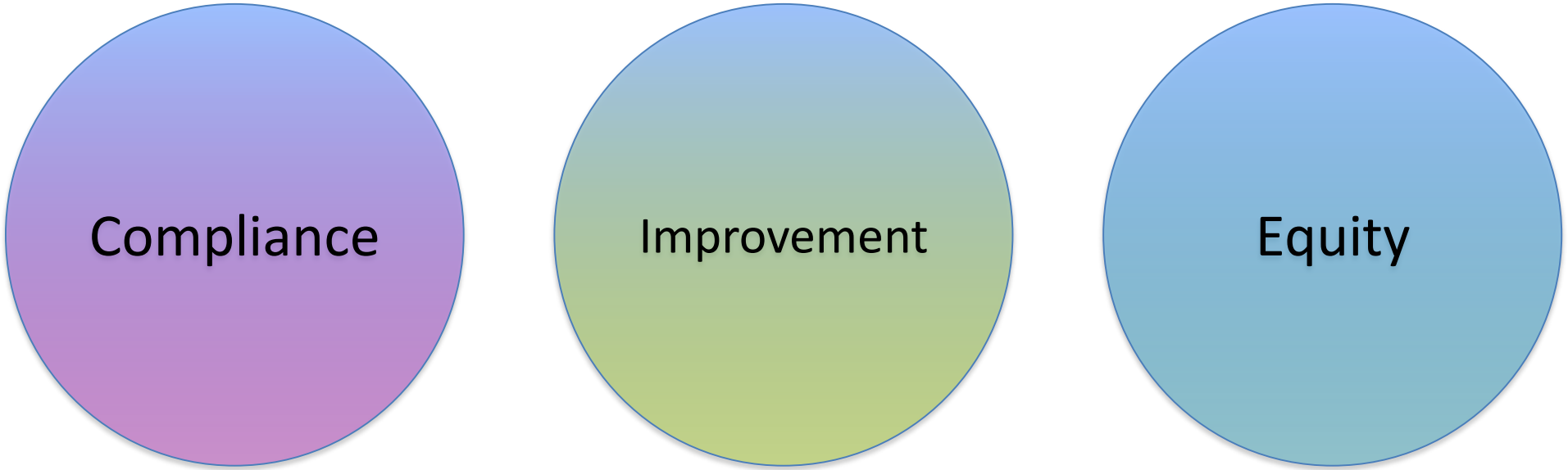
- Rubric norming: Big meal
  - → Reset expectations
  - → Reframe assessment
  - → Review rubric & scoring
  - → Apply to student work
  - → Discuss

# ASSESSMENT AT NCU – WHY WE DO IT

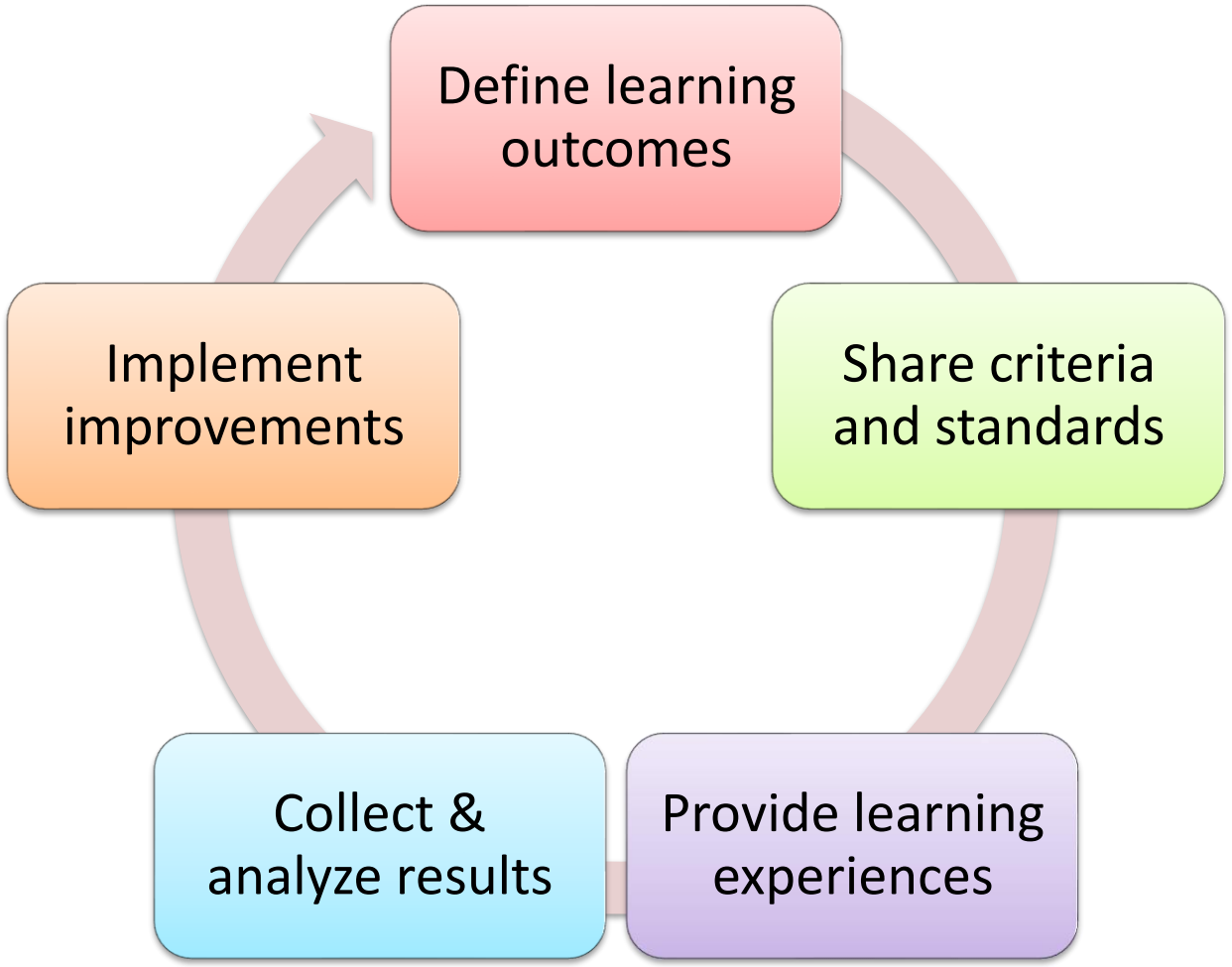
Northcentral University is committed to the continuous improvement of its programs and services



# PHILOSOPHY



# ASSESSMENT CYCLE



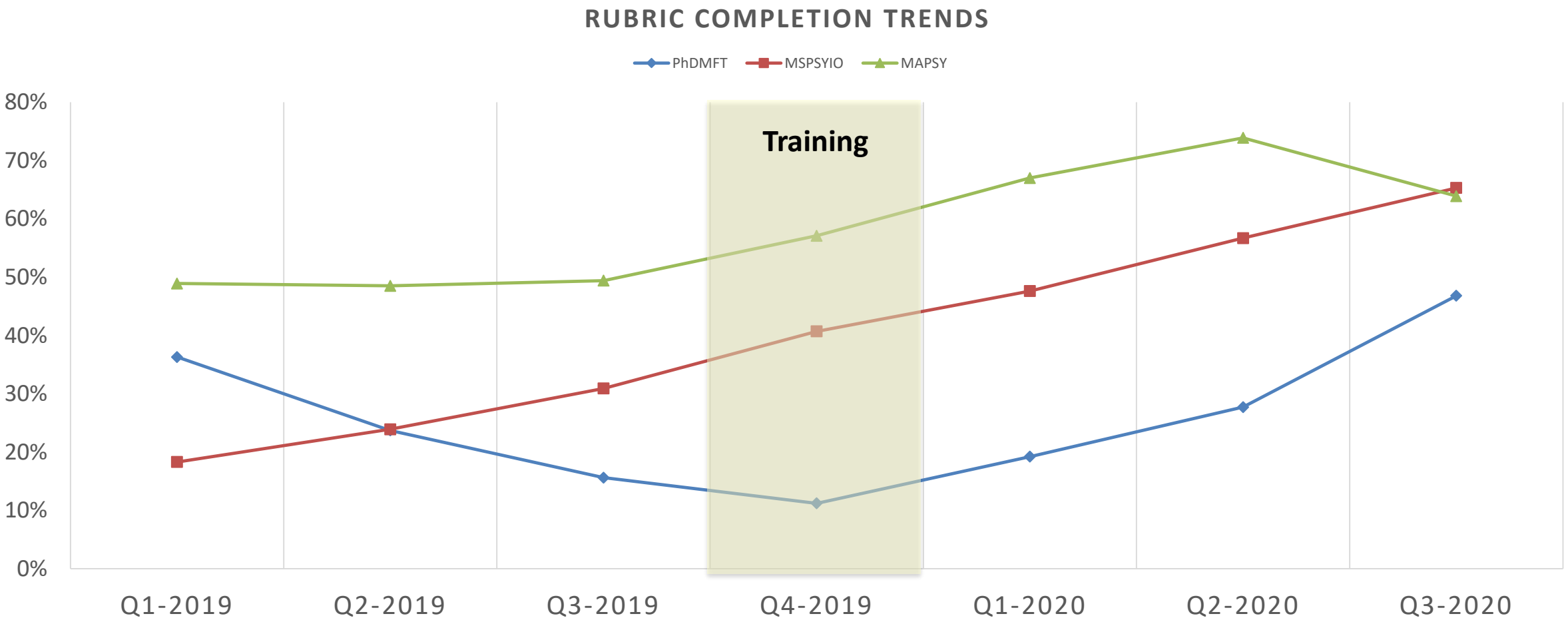

Based on Driscoll & Wood, 2007

# WHY WE DO IT

# (RE)TRAINING

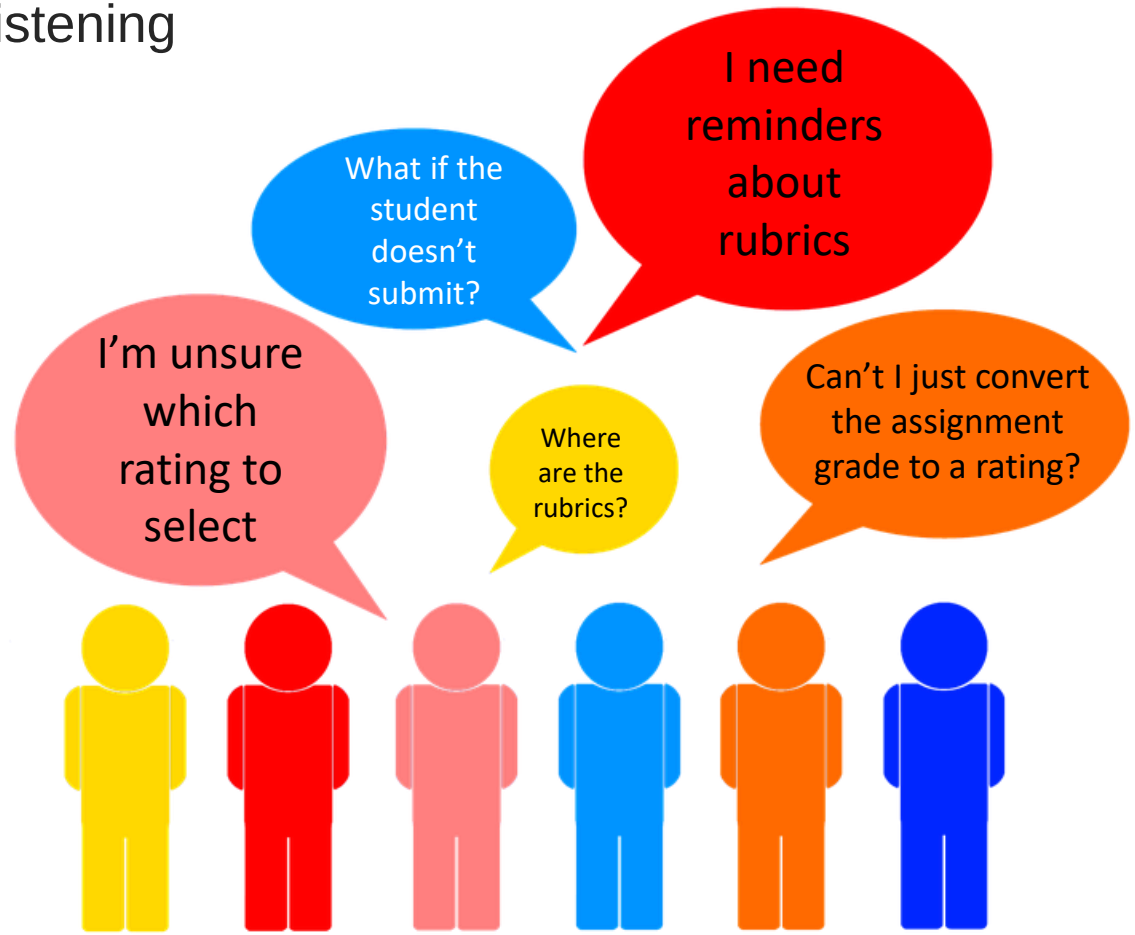
- Rubric norming: Big meal
  - → Reset expectations
  - → Reframe assessment
  - → Review rubric & scoring
  - → Apply to student work
  - → Discuss
- Closing the loop – did the training have an impact on completion rates?

# COMPLIANCE REPORT 2019-2020



# CONTINUAL FEEDING: SMALL BITES

- Clarify faculty needs by listening



# CONTINUAL FEEDING: SMALL BITES

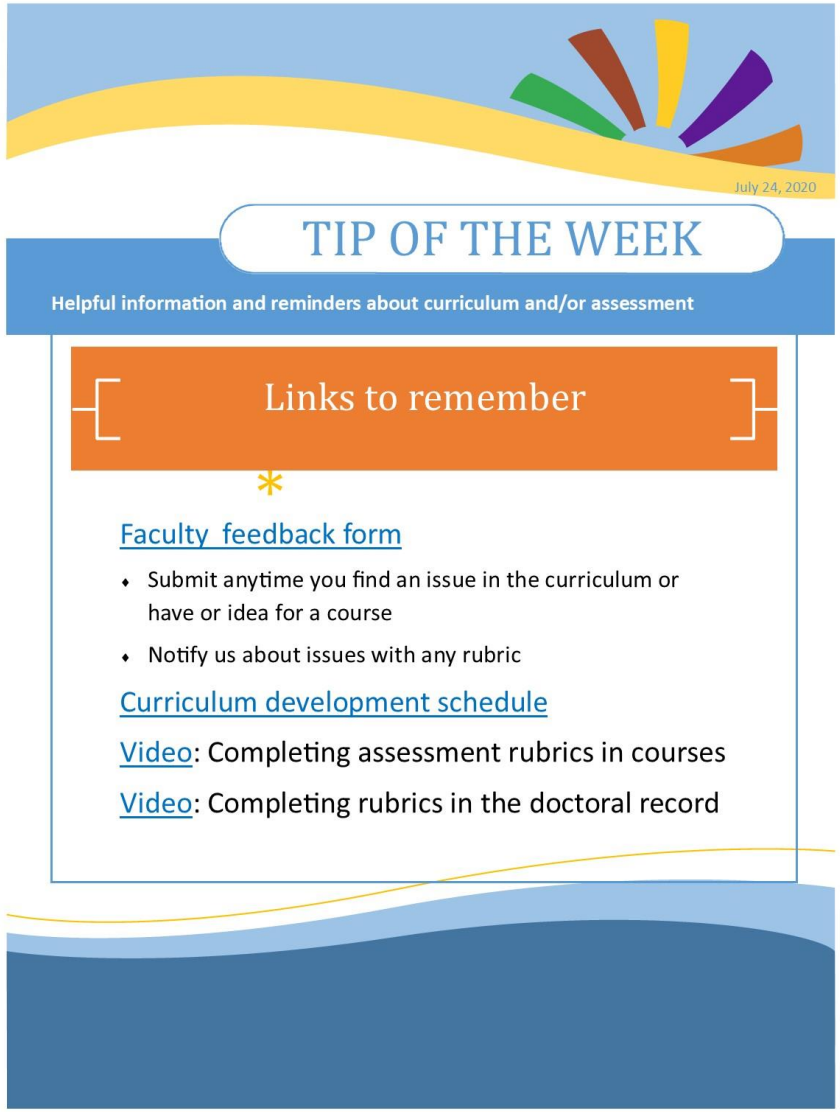
- New map layouts made finding assessment points simpler

**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 |

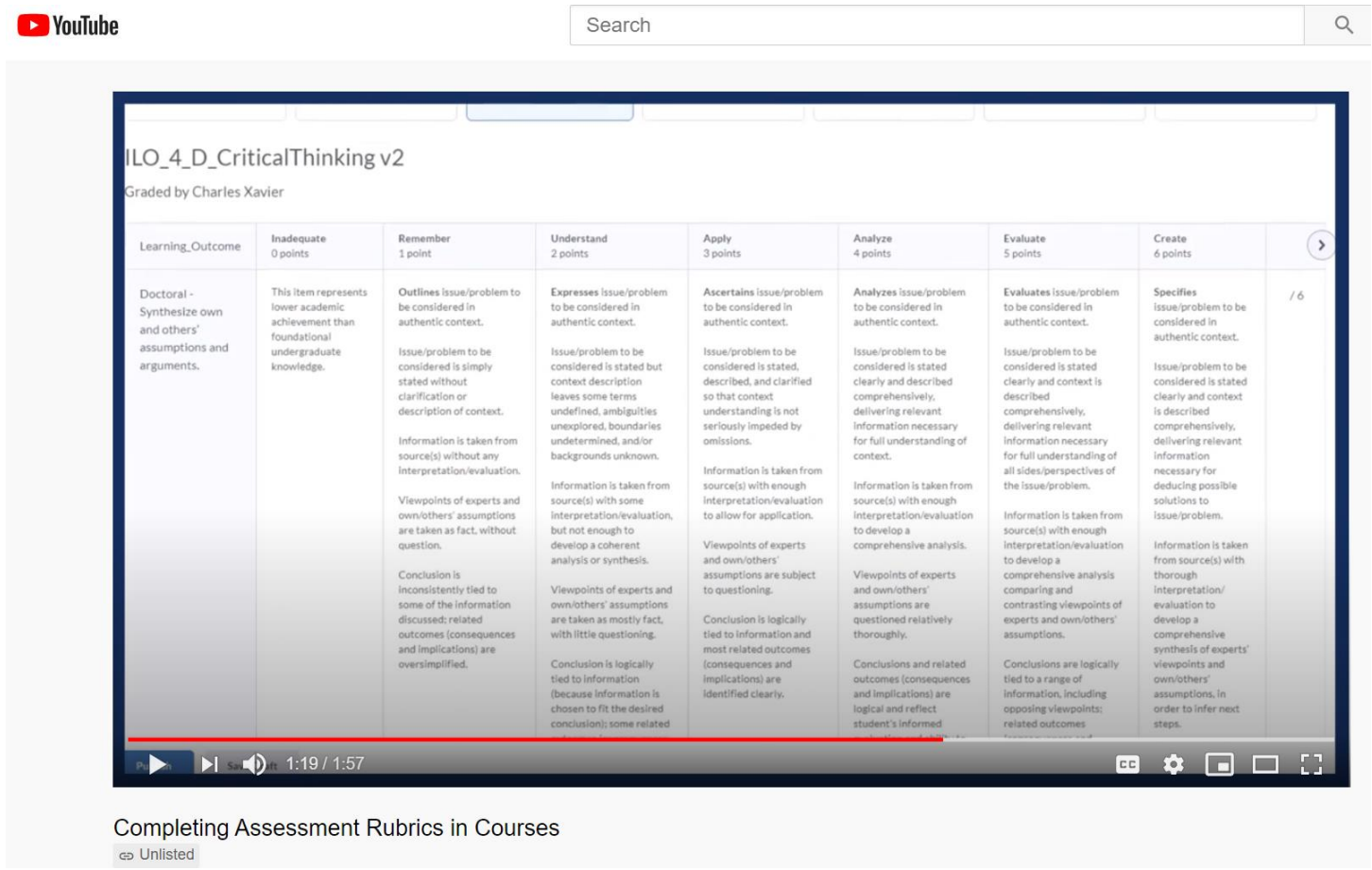
# CONTINUAL FEEDING: SMALL BITES

- Tip of the Week helped keep information top of mind



# 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



# FINAL THOUGHTS

- Nurture the culture of assessment
- Be systemic

# WE LOOK FORWARD TO ANSWERING YOUR QUESTIONS

# THANK YOU

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