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# Leveraging Faculty Development and Assessment Efforts: A Case Study

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## **Description of the Session:**

Assessment professionals are often charged with developing strategies for and implementing institutional initiatives aimed at promoting faculty ownership of and engagement with assessment of student learning and continuous improvement processes. The Assessment Office has implemented objectives related to faculty development, including faculty needs assessment, program review reporting requirements, and faculty skill building to facilitate reporting and improve faculty ownership of assessment.

Among other aspects of faculty development objectives and programming, the speakers will describe the development and introduction of a series of assessment workshops, annual assessment forums and other departmental consultation meetings for faculty members, especially for assessment liaisons who are responsible for providing annual academic program assessment reports for degree programs. As in this case study based on a research one institution in the US, a series of workshops were offered to help faculty and assessment liaisons generate or improve measurable learning outcomes for their courses and programs, useful rubrics to evaluate major assignments, and various classroom assessments. These workshops were the most beneficial for faculty who sought new ways of improving course and program assessment. In addition, workshops were provided on undergraduate and graduate program review reporting to guide participants through how to identify and prepare the key elements for reporting as required by the state and accreditation bodies. Finally, Assessment Office advocated for faculty use of Qualtrics survey software for program assessment data gathering by providing Qualtrics introductory and assessment-specific implementation workshops.

This session intends to share straightforward and practical strategies to boost meaningful faculty ownership of program assessment activities through faculty development. We posit that promoting sincere dialogue with, and addressing faculty needs and interests related directly to aspects of teaching and student learning, is most likely to have a significant impact on cultivating a culture of continuous improvement, more so than simply providing incentives.

By discussing the strategies used to promote faculty development in academic program assessment undertaken by the Assessment Office, the presenter will provide practical ideas regarding increasing faculty skill development and faculty ownership of program assessment. At several time points throughout the session, participants will be asked to form discussion groups (3-5 attendees per group), and discussion will be facilitated by the speakers. Session attendees in their discussion groups will address questions presented by the speakers while the speakers answer any questions, probe groups for deeper discussion, and otherwise facilitate discussion. The following are possible discussion questions:

1. At your institution, what faculty training or resources exist to engage faculty in assessment?

2. Are there assessment workshops at your institution? If so, are they open to faculty? What workshops or other assessment programming do you think would benefit faculty at your institution?
3. What have you tried for increasing faculty ownership of the assessment process? What failed and what succeeded? Do you have any out-of-the-box ideas for increasing faculty ownership of the assessment process?
4. What practical ways could you incentivize faculty to take ownership of the assessment process at your institution?
5. What barriers exist at your institution regarding faculty ownership of the assessment process? How have you overcome these barriers?