



SCHOLARSHIP OF ASSESSMENT: AN EFFECTIVE WAY TO ENGAGE FACULTY

Su Swarat*, Alison Wrynn**, Jyenny Babcock*, Pamella Oliver*

*California State University, Fullerton
**CSU Office of the Chancellor

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LEADERSHIP: “FACULTY ARE THE KEY TO MOVING ASSESSMENT FORWARD”

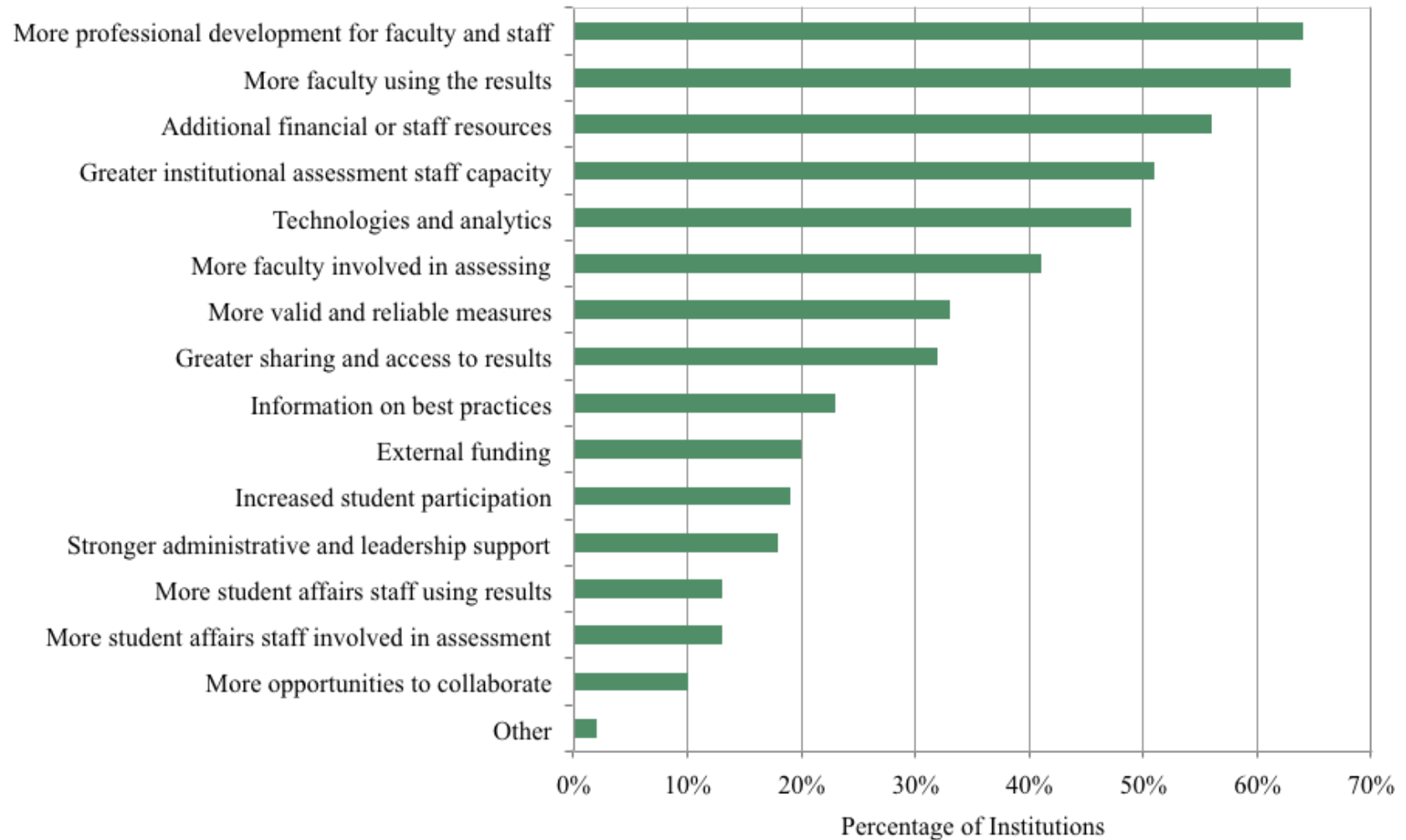


Figure H. Percentage of institutions indicating priority need for advancing assessment work.

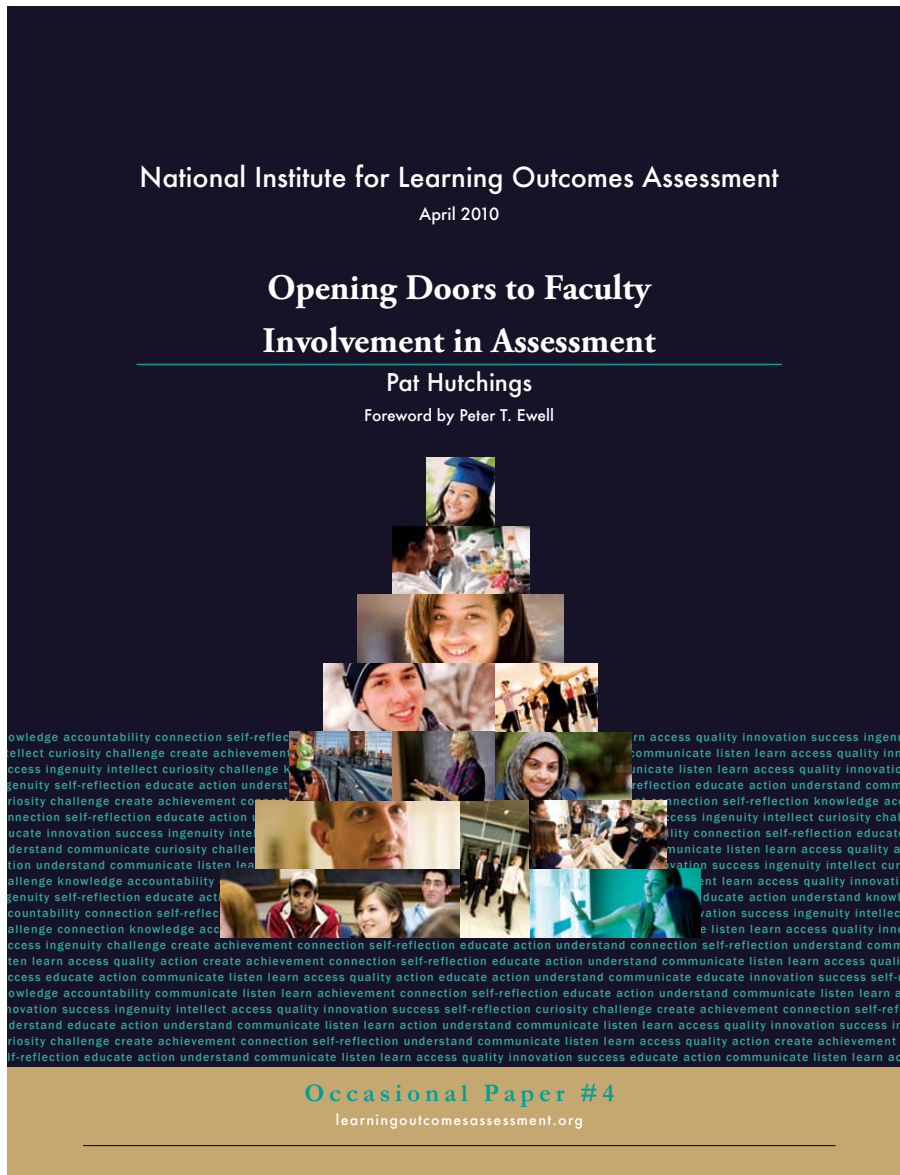
WSCUC: FACULTY NEED TO BE ENGAGED IN ASSESSMENT

2.4 The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.

GUIDELINE: Student learning outcomes are reflected in course syllabi.

See also CFR 4.3, 4.4

OBSTACLES TO FACULTY INVOLVEMENT IN ASSESSMENT



- “Less than welcoming” assessment language — Not reflecting “the heart of faculty’s work”
- Lack of training in assessment in graduate school or professional development
- “Uneasy match” between assessment and institutional reward systems
- Lack of sufficient evidence that assessment makes a difference

MEET FACULTY WHERE THEY ARE

Tips for Managing Curmudgeons

How to approach faculty members who find your administrative buzzwords insufferable

By Alex Small | OCTOBER 24, 2016

I am a proud curmudgeon. Whatever hip new thing you're promoting, I'm probably uninterested. Whatever buzzword you might be enamored of, I probably hate it. And whatever bureaucratic activity you want me to engage in, I almost certainly think it's pointless.

Despite my complete lack of buy-in for whatever you're into, I'm also willing to work hard for my department and students, even if that means jumping through your hoops. I have worked successfully to move policy proposals through the governance system, I've overseen a curriculum overhaul in my department, I've coordinated class schedules, and I have spearheaded a successful effort to expand the number of majors in my department. In those efforts I've cleared numerous bureaucratic hurdles, generated enough paperwork to chop down the Amazon rain forest, and even worked a few buzzwords into some of the paperwork.



Tim Foley for The Chronicle

“One can care about seeing students succeed without buying into the fashionable lingo of the latest Student Success Initiative or whatever. One can work quite hard (and effectively!) at helping students learn while also thinking that most top-down assessment exercises are devoid of substance.”

CSUF: A LARGE CAMPUS



**40,235
STUDENTS**



**2,081
FACULTY**

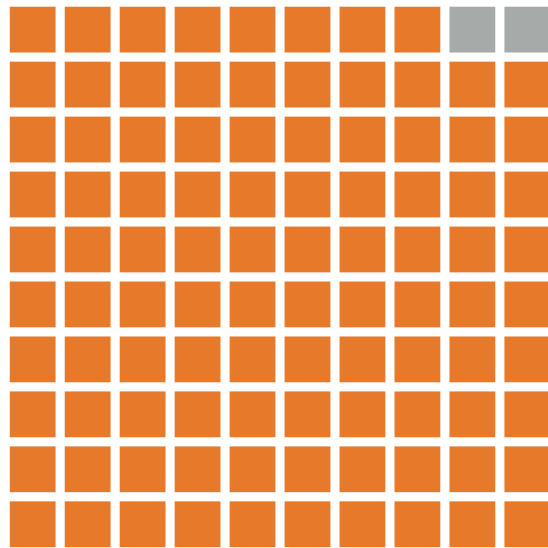


**109
DEGREE
PROGRAMS**

*Data as of Fall 2016

CSUF: CAMPUS-WIDE PARTICIPATION IN ASSESSMENT

98%



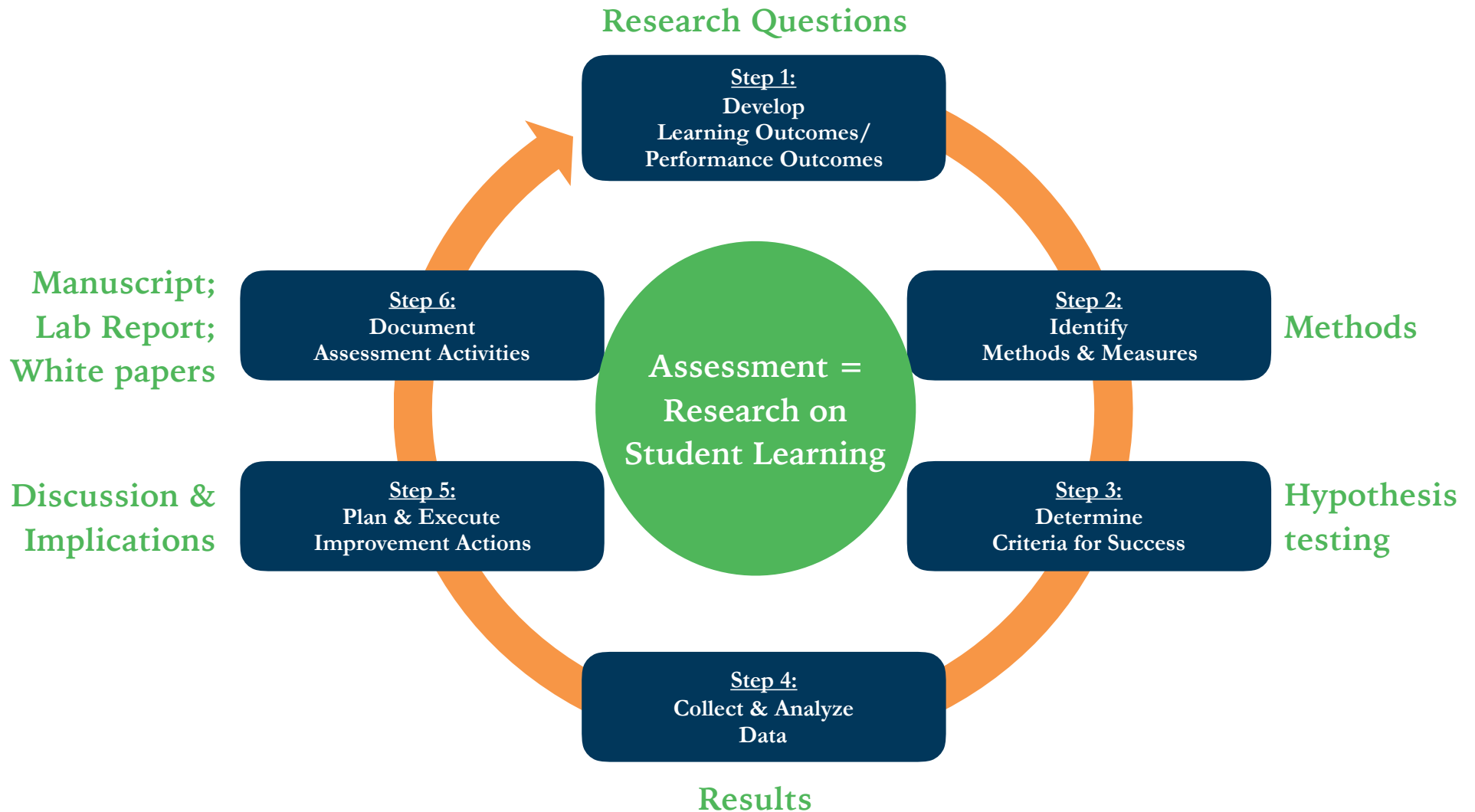
Academic Units
Assessment Report
Submission Rate

AY 15-16

74% of academic programs conducted all steps of the university six-step assessment process appropriately

FOCUS ON THE SCHOLARSHIP OF ASSESSMENT

- Align the assessment process with the research process



FOCUS ON THE SCHOLARSHIP OF ASSESSMENT (CONT.)

- Make assessment as “prestigious” as research by following a competitive process familiar to faculty

CSUF NEWS SERVICE

Enriching the Educational Experience

Faculty Awarded Grants to Strengthen and Deepen Assessment of Student Learning

Jan. 3, 2017

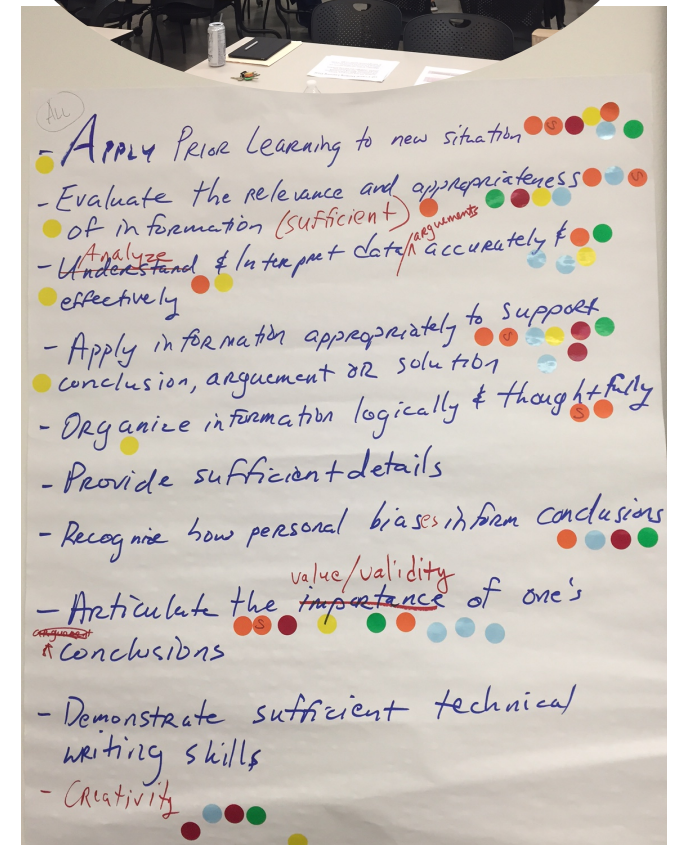


➤ Assessment Inquiry Grant

- Competitive grant application
- Peer review
- Requirements similar to research inquiries
- Satisfying tenure/promotion criteria

FOCUS ON THE SCHOLARSHIP OF ASSESSMENT (CONT.)

- Situate assessment in an environment that promotes collective, scholarly inquiry
- **GE Faculty Learning Community**
 - Collaborative inquiry toward common goals
 - Cross-discipline conversations
 - Peer critiques
 - Full-control of the inquiry process
 - Active participants in data collection, analysis and dissemination

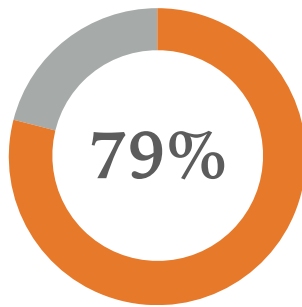


FOCUS ON THE SCHOLARSHIP OF ASSESSMENT (CONT.)

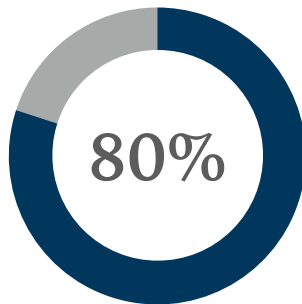
- Disseminate assessment through publications and presentations
 - Help faculty identify opportunities to pursue the scholarship of teaching, learning and assessment in their own classrooms
 - Support faculty presentations at assessment-related conferences
 - Encourage faculty to document and publish assessment-related activities or results.

The screenshot shows the AERA Open journal article page. At the top, there is a navigation bar with 'SAGE journals', 'Browse', 'Resources', 'My Tools', a search bar, and 'Sign In: My Account'. Below this is the 'AERA Open' header with a search bar and a logo for the American Educational Research Association. The main content area features the article title 'How Disciplinary Differences Shape Student Learning Outcome Assessment: A Case Study' by Su Swarat, Pamela H. Oliver, Lisa Tran, J. G. Childers, Binod Tiwari, and Jyenny Lee Babcock. It includes the publication date 'First Published February 1, 2017', a Creative Commons license icon, and an abstract. The abstract discusses the importance of student learning outcomes (SLOs) in higher education and the role of faculty engagement. A sidebar on the right contains a list of article options: 'All Articles', 'Full text', 'Figures & Tables', 'Article Metrics', and 'Related Articles', along with 'Cite' and 'Share' buttons and a 'Download PDF' button. The keywords 'assessment, disciplinary differences, faculty engagement' are listed at the bottom.

CSUF: THE BEGINNING OF A CULTURE OF ASSESSMENT



of Spring 2016 Assessment Forum participants agreed that the university has a **sustainable assessment process**



of Spring 2016 Assessment Forum participants agreed that the university has a **assessment-friendly campus culture**

QUESTIONS?

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www.fullerton.edu/assessment

assessment@fullerton.edu

