Educational development and assessment: simultaneously promoting Conversations Matter

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What will we do in this session? Have conservations that matter on:

• Why educational developers should be involved in programmatic assessment
• How educational developers can promote quality improvement
• How to use Suskie’s assessment cycle in development/assessment conversations
Who are you?

• Who is new to assessment work?
• Faculty developers?
• Curriculum consultants?
• Instructional designers?
• Assessment directors?
• Faculty who are responsible for programmatic assessment?
• Administrators?
• Organizational developers?
• Others?
What roles can educational developers assume in programmatic assessment?

• Why should educational developers become involved with assessment?
• How does trust in us influence our ability to engage in assessment?
• How can we determine if our work promotes overall educational quality improvement?
Why should we have conversations about assessment?
Assessment Cycle (Suskie, 2009)

1. Determine goals and criteria for success
2. Develop and implement educational efforts
3. Collect, analyze data to determine if met the goals
4. Use data to plan, then implement changes, improve
5. Report to stakeholders
Motivation for development/assessment project

**Assess**

- impact of sustained educational development efforts
- If colleges met their strategic goals

**Obtain rich data on teaching practices**
Used Assessment Cycle Simultaneously for development and assessment

Goal: teach using learning-centered

On-going educational efforts

Combined assessment and faculty development project

Plan changes to improve student learning

Conduct conversations
Key findings: Commonly used learning-centered practices

- Encourage active engagement with content
- Create positive environment for learning and student success
- Provide formative feedback to students
Key findings: Not Commonly used learning-centered practices

- Help students to engage in self assessment
- Use peer and self-assessment
- Be explicit about why and how students will learn and engage
How you can use Suskie’s Assessment Cycle in your work?

1. **Determine goals and criteria for success**
2. **Develop and implement educational efforts**
3. **Collect, analyze data to determine if met the goals**
4. **Report to stakeholders**
5. **Use data to plan then implement changes, improve**
What should we do or not do at each step of the cycle?

• What are appropriate assessment roles that educational developers can assume?
• What are appropriate assessment roles that educational developers should not assume?
Evaluate how does what we talked about apply to your own job, political climate at your institution

• Does your type of job i.e., instructional designer, faculty developer, etc. foster or inhibit your ability to engage in programmatic assessment?
Form small groups focusing on one aspect educational development efforts to develop action plan to be more involved with assessment

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<td>Face to face teaching and learning practices</td>
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Within homogenous groups: develop action plan to be more involved with assessment. Some questions to consider:

✓ How can you become change agents to promote institutional improvement through assessment efforts?
✓ How can you be involved at various or all steps of the Assessment Cycle?
✓ How can you provide formative feedback for the purpose of improvement?
✓ What role can conservations play in promoting assessment while continuing to engage in your job as developers?
✓ How can you be useful for accreditation reporting?

Be prepared to report out
Talking about our plans can help move intentions to actions: Group reports
State focus of development efforts

- What two actions did your group agree that you could do with assessment?

- Did your group have any unresolved issues or concerns that you might like to raise or get feedback on?
Conclusion

Conversations to take learning forward...