

Building Leaders in Learning Assessment

An Effective Model for Higher Education

2014 Hawaii Educational Research Association Annual Conference



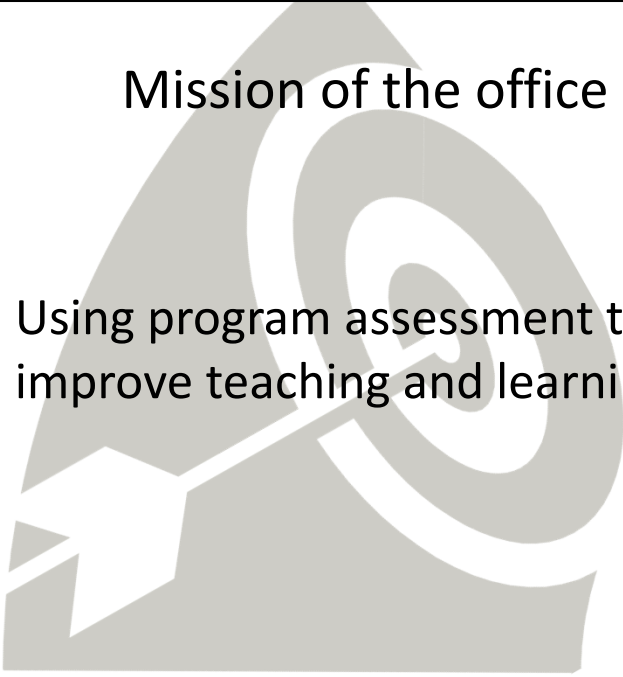
Yao Hill
yao.hill@hawaii.edu
Faculty Specialist
Hawaii Hall 107
University of Hawai'i at
Mānoa

Learning Assessment

- Ongoing process aimed at understanding and improving student learning.
- Explicit expectations
- Systematically gather, analyze, and interpret evidence of learning
- Use results to document, explain, and improve learning
- (adapted from Stanton and Goff, 2010)

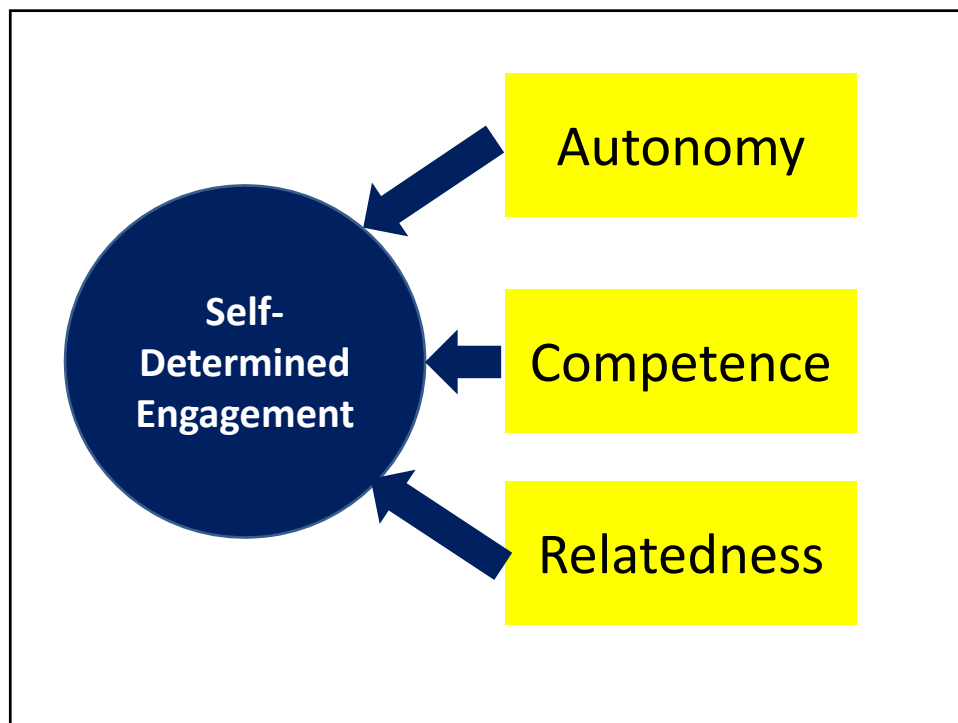
Mission of the office

Using program assessment to
improve teaching and learning



Learning Assessment in Higher Education

- Accountability is the major catalyst (Kinzie, 2010)
- The depth and meaning of assessment is only as good as the scope and quality of faculty involvement (Kinzie, 2010)
- Faculty self-determined engagement is the key to a culture of assessment (Stanton & Goff, 2010)



Faculty Professional Development

- One-shot workshop → 10% implementation (Joyce and Shower, 1996)
- Active learning
- 30+ hours (Guskey & Yoon, 2009; McGill-Franzen et al., 1999; Darling-Hammon et al., 2009)
- over 6 to 12 months (Darling-Hammon et al., 2009)

Faculty Professional Development (PD)

- PD without follow up is malpractice
- Learning community

community of professionals that come together to study and practice what they are learning and shares the results (Joyce & Showers, 2002)

A description

ASSESSMENT LEADERSHIP BUILDING PROJECT AT UHM

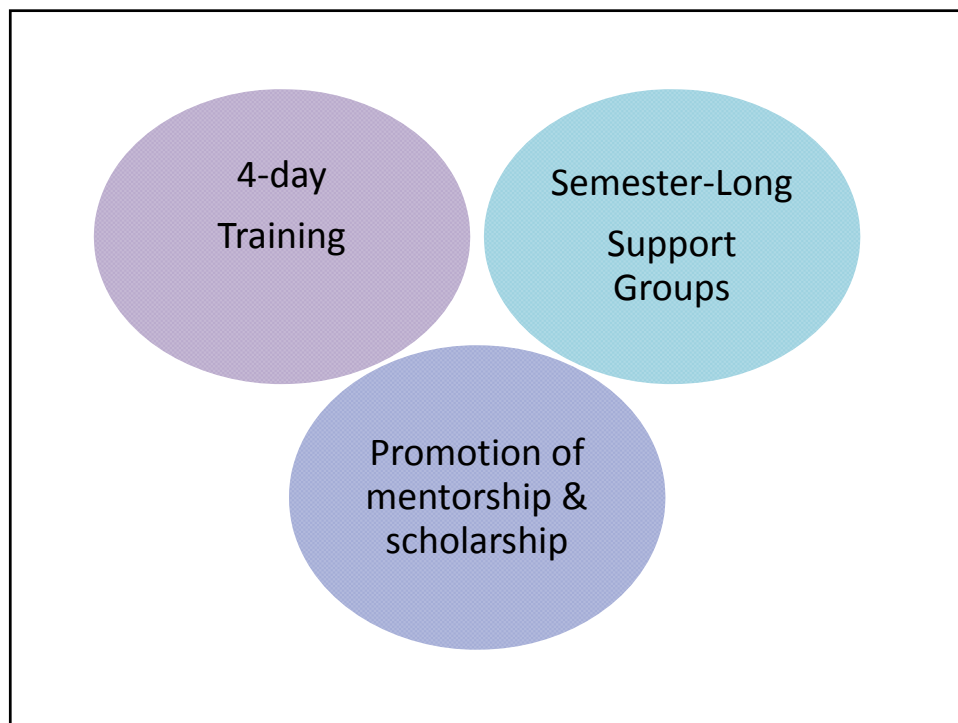
Principles

- Intensive training
- Active learning
- Multi-month follow-up
- Promote peer support and learning



To provide assessment leaders who...

- are trained
- can do it
- can mentor and lead



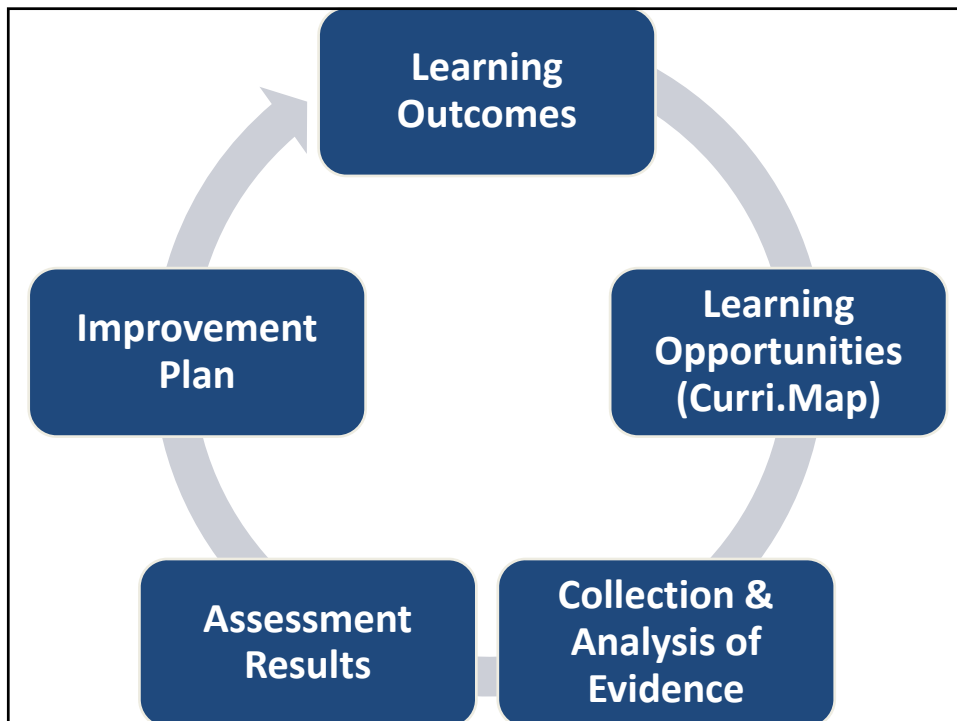
Targeted Faculty

- Instructional faculty
- Able and motivated to affect change (Recently Tenured faculty has priority)
- Assessment coordinators has priority
- Faculty from high need programs
- Potential to impact program assessment
- Plan aligned with leadership project outcomes

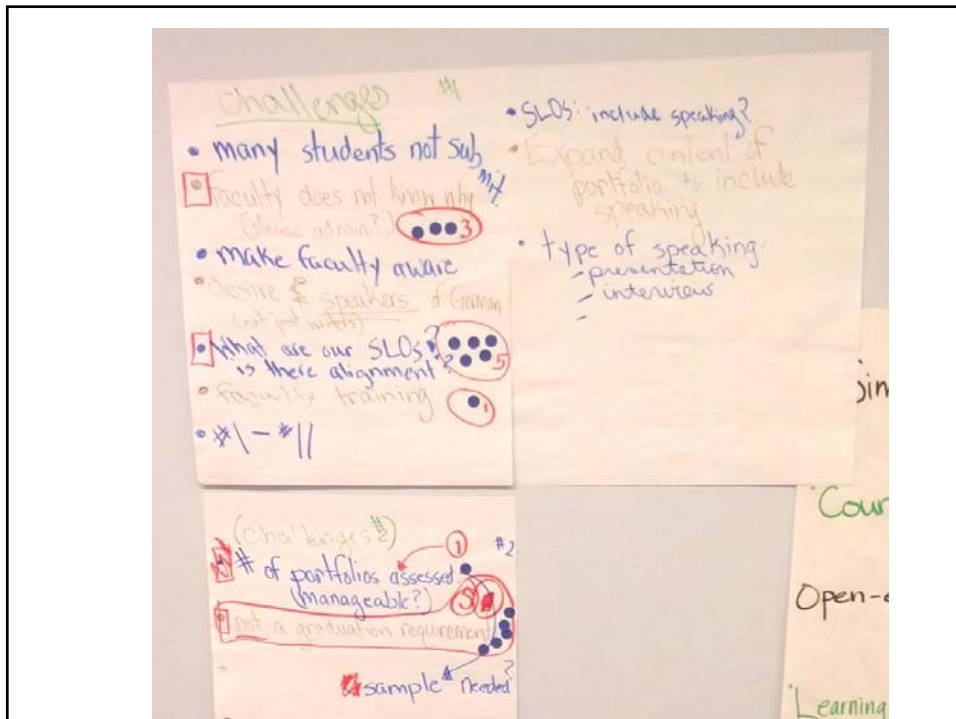
Intensive Training Learning Outcomes

1. Identify assessment principles/practices;
2. Develop assessment plans
3. Utilize assessment tools
4. Develop scholarship in assessment
5. Use facilitation techniques

TRAINING TOPICS AROUND ASSESSMENT CYCLE



ACTIVE LEARNING STRATEGIES



Institute activities

- Lecture
- Practice activities
- Demonstrations
- Simulation
- Hands-on practice
- Independent work
- Pair work
- Participant presentations
- Lulima posting

INCENTIVE STRUCTURE

iPads or equivalent

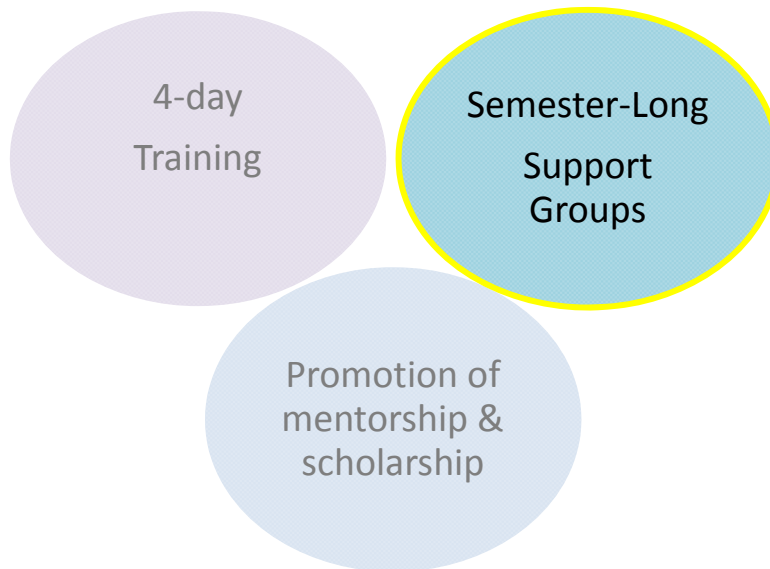


Breakfast & Lunch with heart



Certificates & Leadership Support

[group pic of certificate holders here]

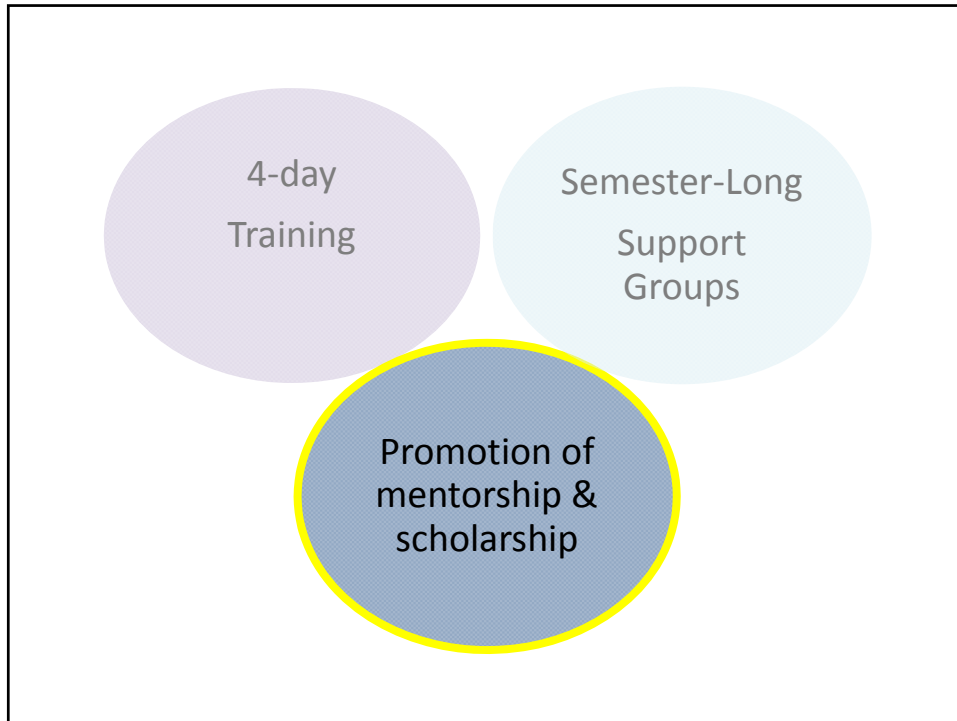


Support Group Meetings

- Once a month
- 3 times a semester
- 1.5 hours per meeting
- At most 5 people in a group
- People shift groups due to availability

Facilitation Strategies

- Prepare assessment plan outlines as handouts
- Encourage peer feedback
- Provide minutes



- Ask leaders to identify assessment partners or a colleague to mentor
- Meet with everyone to plan for the poster exhibit



EVALUATION OF EFFECTIVENESS

Evaluation Foci

- Perception of training
- Learning of knowledge and skills
- Implementation of knowledge and skills
- Program and personal impact

Evaluation Evidence

- Institute daily feedback survey
- Institute evaluation survey
- Assessment Plan presentations
- Trainers' observation
- Plan implementation reports
- Support meeting observation and minutes

Analysis Methods

- Open-ended responses (coding from two coders)
- Assessment plan (evaluate through checklist)
- Survey quan. data (frequencies)
- Support meeting minutes (tracking activities)

RESULT HIGHLIGHTS

Perception of the training

100% gave positive evaluation of the training.

"This is the most informative and best organized workshop on program assessment I have ever attended. I really learned a lot of practical strategies and skills crucial to a program assessment coordinator."

Evidence of Learning

100% had feasible assessment plans with best practices

Evidence of Implementation

90% implemented the plan in the fall

Evidence of Impact

- Program: 80% moved program assessment forward through collaboration
- Personal: 100% planned to present at Spring 2014 poster session

Story of Chinese BA Program

Story of Psychology Program

Conclusions

The model is effective in building
assessment leaders

Next-Steps in Evaluation

- Poster presentation (Impact)
- Annual assessment report (Impact)
- Individual interviews by research assistant

THANK YOU!