



## Creating a Learning Culture and Acquiring Faculty Buy-In

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## An Assessment Pre-Assessment

Please use the index cards provided and answer the following questions:

1. What is the first word that comes to mind when you think of assessment?
2. What is the worst part of doing assessment?
3. On a scale of 1 (low) and 10 (high), what is your skill level related to creating a culture of learning and acquiring faculty buy-in?

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## An Assessment Pre-Assessment

4. On a scale of 1 (low) and 10 (high), what is your comfort level related to creating a culture of learning and acquiring faculty buy-in?
5. What do you need to know to increase your skill and comfort with these tasks?

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## Basic Tenets of the Learning College

A learning college/culture

- makes learning its central focus
- makes students active partners in the learning process
- assumes final responsibility for producing student learning
- focuses on learning outcomes to assess student learning and success

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## Basic Tenets of the Learning College

- creates a holistic environment that supports student learning
- ensures that every member of the college community is a learner
- evaluates all areas of the college by the ways they foster student learning

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## Learning Culture=Assessment

- A Learning College succeeds only when improved and expanded learning can be documented for its learners
  - What does this learner know?
  - What can this learner do?



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“...institutional assessment efforts should not be concerned about valuing what can be measured, but, instead about measuring that which is valued.”

---Banta, T. W., Lund, J. P., Black, K. E., & Oblander, F. W. (1996)

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### The Community College Of Baltimore County (CCBC):

- A winner of the 2006 Council for Higher Education Accreditation (CHEA) award for Institutional Progress in Student Learning Outcomes, based on:
  - Articulating and providing evidence of outcomes
  - Providing evidence of success with regard to outcomes
  - Informing the public about outcomes
  - Using outcomes for institutional improvement
- A winner of the 2008 Community College Futures Assembly Bellwether Award for Institutional Programs and Services

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### Historical Perspective of Assessment from a National View

- Assessment of student learning outcomes was recommended as a form of accountability for higher education in beginning in the mid-1980's
- A higher level of accountability was and still is being called for by the public and business leaders
- Assessment is mandated by all higher education accrediting agencies and many state governments
- It is currently being explored by the federal government; employment of standardized tests and comparisons of results is being considered

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## Spellings Commission Report

- Change from a system primarily based on reputation to one based on performance
- Use the results of student learning assessments to indicate how much students' skills have improved over time; this data should be made available to students and reported in the aggregate publicly
- Strategic actions designed to make higher education more accessible, more affordable, and more accountable, while maintaining world-class quality

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## Historical Perspective of Assessment from a Local View

- Began in 1999 with a few, relatively small, single course, single section, single campus pilot projects
- Expanded after two years to include high impact projects=high enrollment, multi-section, multi-campus courses
- Still continuing to improve and expand
  - Learning Outcomes Assessment Advisory Board
  - General Education
  - Program Review
  - Core Competencies
  - Student Services

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## CCBC Assessment Definition

- Purposeful, systematic, and collaborative process
- Driven by the institution's desire to improve student learning
- Deliberate course of action that defines *expected* student achievement in terms of learning outcomes and core competencies
- Measures *actual* student achievement using pre-determined internal standards and external benchmarks

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## CCBC's Outcomes Assessment Philosophy

- Faculty-driven
- Formative
- Risk-free environment
- Research-based

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## Accreditation is about:

- Mission
- Continuous Improvement
- Ensuring that the Curriculum leads to Student Learning

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## Learning Outcomes Assessment Goals

- Document improved, expanded student learning
- Create a continuous improvement process for learning outcomes assessment
- Prompt continuous curriculum improvement
- Provide valid and reliable data

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## Building a Culture of Evidence/Inquiry: The Complexities

- Requires resources to do well
- Long and tedious process
- Must be deliberate, organized, and focused
- Should be Faculty-driven
- Requires Institutional Buy-in and Support
  - Faculty
  - Administration
  - Learning Outcomes Assessment Advisory Board
  - Trustees
  - Students

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## Five Stages of Assessment at CCBC

1. Design and Propose an LOA Project
2. Implement the Design; Collect and Analyze the Data
3. Redesign the Course to Improve Student Learning (Intervention stage)
4. Implement Course Revisions and Reassess Student Learning
5. Report Final Results

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## Interventions=Most Critical Stage



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## Role of the Outcomes Associate

- Development of design
- Development/selection of Survey/tool
- Coordination of Staff development
- Logistical plan
- Assistance with RFP completion
- Communication
- Troubleshooting

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## Role of Planning, Research, and Evaluation Office

- Request For Proposal (RFP) Review
- Design Assistance
- Form Preparation
- Data entry, analysis, interpretation, and reporting

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## Learning Outcomes Assessment Advisory Board (LOAAB)

- Oversight committee to provide direction for the college's LOA plan and annual objectives
- Focuses on infusing assessment into the curriculum at the course, program, and institutional levels
- Key Accomplishments: Assessment Infusion Plan, Core Competencies Assessment, Information Literacy Survey, Faculty Intervention Web Page

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## LOAAB Subcommittee on Interventions

- Review results from our many and various projects to determine areas of strength and weakness
- Use research and best practices to develop a list of pedagogical and administrative interventions for each of the identified problem areas
- Organize and communicate the information in a user-friendly manner
- Connect with other college-wide initiatives, such as WIC/AC, CCSSE, Connections

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## LOAAB Intervention Website

- References
- Resources
- Internal Links
- External Links
- Professional Development Opportunities
- CCBC Strategies Page

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<http://www.ccbcmd.edu/loa/index.html>

## **CCBC Assessment Home Page**

- CCBC Learning Improvement Pages (CLIP)
  - Preparing Students for Academic Challenges
  - Engaging Students in Active and Collaborative Learning
  - Making Cultural Connections to Enhance the Learning of All Students
  - Encouraging Faculty/Student Interaction
  - Developing Management Strategies to Improve Learning

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[http://www.ccbcmd.edu/oa/interventions\\_resources](http://www.ccbcmd.edu/oa/interventions_resources) CLIPS

### Improving Student Learning through Interventions

This website represents an ongoing effort of a CCBC team to provide a list of resources that focus on pedagogical and administrative interventions applicable to improving student learning in the following high-level topic:

- Academic Challenges
- Active and Collaborative Learning
- Cultural Competency
- Faculty/Student Interactions
- Management Strategies

CCBC Learning Improvement Pages ("CLIP" files), written by CCBC Faculty and Staff:

(Please note that the categories overlap and so to get the most from the CLIP files it is recommended that you read them all.)

Addressing Students for Academic Challenges	Empowering students in Active and Collaborative Learning	Building Cultural Connections to enhance the Learning of all students	Encouraging Faculty/Student Interactions	Developing Management Strategies to improve learning
Critical thinking	Class participation	Students with disabilities	Personalized instruction	Class time management
Independent learning	Questioning	Minority students	Class debate	Logistical issues
Readings and homework	Test review and note taking	International students	Self-disclosure	Attendance and tardiness
Academic integrity	Group learning	Students/culture	Grading and feedback	Class situations

For useful websites go to:

Popular Instructional Strategies at CCBC

For a list of informational articles available at the reserve desk of the libraries:

Reference List

Helpful Internal Resources:

Center for Learning and Teaching Excellence

Student Success Center

Online Faculty Resource Page

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## At CCBC General Education Assessment

- Is internally designed and implemented by faculty
- Focuses on the six broad General Education Program outcomes
- Uses a variety of assessment tools
- Provides faculty training and support
- Provides a template and examples for the assessment rubric

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## General Education Assessment

- Administered Academic Profile for second time in Fall 2004
- Will administer the Measure of Academic Proficiency and Progress in Fall 2008
- GeneRal Education Assessment Teams (GREATs)
  - Every course assessed at least once every three years
- SIR II-Student Information Report

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## CCBC's Core Competencies

- Communication
- Problem Solving
- Global Perspective and Social Responsibility
- Independent Learning and Personal Management
- Embedded into Program Review for some programs and will serve as the basis for e-portfolios

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## Program Review

- Every program is assessed once every five years
- Every program has 3-5 measurable program outcomes
- Program Review Report must detail students' progress toward achieving program outcomes
- Core Competencies and/or Program Outcomes Assessment Project
- Must have external validation (Advisory Board, Accrediting bodies, etc.)

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## A "How-to" Primer

- Request for Proposals
- Project Design
- Data Analysis
- Innovation
- Implementation



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**A College's Journey into Assessment...**

Solving common problems along the way

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Woizme Community College is to be re-accredited in two years. They must get their assessment process in order.

What advice would you give to the administration at WCC?

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You said...

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At CCBC we chose to...

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WCC decides to hire Jane Evans as their LOA Associate.

As Jane's administrator, how would you advise her on her first steps?

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At CCBC, steps taken by the Outcomes Associate included...

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WCC has now been assessing for nearly two years and the administrators want to shift to high enrollment courses.

Jane now finds that she has to require faculty to be participants in these projects. She also discovers a great deal of resistance from faculty. What advice do you have for her?

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At CCBC we try to reduce faculty resistance by...

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Jane meets with Marco Perez, a Health professor.

Marco wants to know what type of assessment design he should use, what resources are available to him, and how he should go about the process step by step. If you were Jane, how would you answer his questions?

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You said...

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At CCBC, we support LOA Assessment Team participants by...

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Marco chose a pre/post-test design for his Health course.

The data has come back from the Institutional Research office. How does Marco use this information to improve learning for his students?

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You said...

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Recommendations could include...

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WCC is so impressed with Jane's work that they have decided to put her in charge of Program Level Assessment.

Jane can use a lot of the materials and processes from course level assessment, but recognizes that there are some differences in outcomes and assessment design between the two levels. What changes does she need to make?

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You said...

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At CCBC we support Program Level Assessment by...

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Jane is now asked to lead the college in General Education assessment.

How can Jane build on what she has already done to assess the General Education Program goals?

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You said...

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## An Assessment Post-Assessment

1. What is the best part of doing assessment?
2. On a scale of 1 (low) and 10 (high), what is your skill level related to creating a culture of learning and acquiring faculty buy-in?
3. On a scale of 1 (low) and 10 (high), what is your comfort level related to creating a culture of learning and acquiring faculty buy-in?

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## Creating a Learning Culture

- When tensions arise, focus on students
- Keep assessment at the forefront of your thinking
- Remember to focus on formative versus summative measures
- Accept that change will be part of the process
- Treasure, recognize, and reward what you do well

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## Acquiring Faculty Buy-In

- Build upon the good work that is already being done
- Focus on student learning
- Provide lots of professional development and ongoing support
- Allow different strategies/Be flexible
- Reward creativity and risk-taking
- Pay people for work that is above and beyond
- Recognize and appreciate all that they do

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## Questions and Comments?

- [rmince@ccbcmd.edu](mailto:rmince@ccbcmd.edu)
- [www.ccbcmd.edu/loa/index.html](http://www.ccbcmd.edu/loa/index.html)

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