

Assessment Narratives in Faculty Evaluations

Presentation to FCDC

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Common Vocabulary

- Outcomes—what we want students to be able to do
- Outcomes Assessment—how we know if they can do it
- Sustainable Continuous Quality Improvement—the changes we make to improve their ability to do it
- “Ongoing Assessment”—ACCJC

Context

- Institution → Self Evaluation for Accreditation & ILOs
- Program → Program Review & PLOs
- Administrative Unit → Program Review & AUOs
- Course → Curriculum development and review & SLOs
- Individual → Mode A & B and adjunct evaluations

“Ongoing Assessment”

We are all continuing to learn, to improve, and to write about it.

External Compliance

- Accreditation
 - Full- and part-time faculty evaluations
 - 2012 Self Evaluation received Recommendation regarding need for assessment component in part-time faculty evaluation
- MOU

Internal Compliance

- Negotiated
- Our contract → reflection piece
- Data is fine but not required

What is required?

Mode A year 1

- “Samples of assignments/assessment activities for each learning environment that will be evaluated.”

Mode A years 2-4

- “Samples of assignments/assessment activities for each learning environment that will be evaluated.”
- “A brief narrative summarizing your student learning outcomes and assessment strategies.”

(page 36 in contract)

Evaluee will:

- Select one (1) tenured faculty member for the evaluation team,
- Prepare the portfolio
- Provide their Educational Administrator with the following prior to the Pre-Observation Meeting:
 - Professional accomplishments
 - Goals for professional growth
 - Teaching and/or service philosophy
 - Syllabi for courses taught in the current semester
 - Samples of assignments/assessment activities for each learning environment that will be evaluated
 - Discussion of student learning outcomes and assessment strategies
- Provide course materials for evaluation
- Arrange observations for all assignments to be evaluated
- When appropriate, send out faculty service survey to individuals the evaluee chooses, with instructions to return the form to the Educational Administrator for inclusion in the evaluation packet **(page 40)**

Assessment Narrative

“A brief narrative summarizing your student learning outcomes and assessment strategies.”

No cookie cutter or template—faculty assignments can be very different:

- Instruction—lecture and lab
- Librarian
- Counselor
- Instructional Design Technologist

Recommendations

- Provide context:
 - Course SLOs
 - Specific SLO you are discussing
- Tell how you assessed it, what you learned about what students were able to do, and what changes you have made or plan to make.
- Did the changes make a difference or what impact do you expect or hope the changes to have?

More Context

- Faculty who are the only ones who teach a class could submit the Assessment form that goes to the Assessment Committee.
- If multiple faculty teach the course, the faculty could discuss the work that has been done and how it plays out in their own sections.
- Alternatively, they can discuss individual strategies they have used, how they have or haven't worked, and the changes they have made.

Expectations

- Sustainable Continuous Quality Improvement
- Ongoing Assessment
- Evidence to support our work:
 - College Self Evaluation every 7 years
 - Program Review annually
 - Assessment report (SLOs/PLOs/AUOs/ILOs) annually
 - Curriculum Review within 6 years
 - Faculty Evaluations: Mode A annually; Mode B every 3 years

Two Examples

Q & A