

Georgia College & State University



**The Impact of a Faculty  
Learning Community on  
Teaching, Learning &  
Assessment**

*The Scholarship of Teaching and Learning in Faculty  
Professional Development*  
By Dr. Autumn Grubb

## **Framing the Project and Scholarly Question**

During preparation leading up to SACS reaffirmation, a preliminary off-site review revealed a lack of a viable assessment plan for core curriculum at Georgia College. Because the missing element would be problematic with SACS, Georgia College developed and implemented the Assessment-Planning Record (APR) procedures. Implementing the APR across campus began a transformative assessment journey at GCSU that continues today.

The Faculty Development Workshop (FDW) is a professional development opportunity for full-time tenure track faculty who wish to examine new teaching and learning attitudes and strategies. In January 2005, FDW began examining learner-centered classroom assessment. As of March 2006, 38 faculty members have completed the assessment workshop or served as trainers. This Scholarship of Teaching and Learning Portfolio attempts to answer the question: “To what extent has the Faculty Development Workshop impacted teaching, learning, and classroom assessment at Georgia College?”

## **The Context of FDW**

Implemented in 1998, the purpose of the FDW is to affect change in teaching and learning behaviors and attitudes and reflect traits of a Faculty Learning Community (FLC). An FLC is described as a cross-disciplinary faculty group who “engage in an active, collaborative, year-long program with a curriculum about enhancing teaching and learning and with frequent seminars and activities that provide learning, development, the scholarship of teaching, and community building” (Cox, 2004, p. 8).

The FDW is managed by a team of faculty facilitators who believe like Angelo & Cross (1993) that “through practice in classroom assessment, faculty become better able to understand and promote learning, and increase their ability to help the students themselves become more effective, self-assessing, self-directed learners” (p. 4). Facilitators believe this change in faculty requires transformation in Blooms’ affective domain. Implementing formative learner-centered assessment strategies requires faculty to value learner-centered outcomes-driven assessment over teacher-centered content-driven evaluation. For such faculty transformation “community” must be developed within an FLC. Necessary qualities to enable “community” include: 1) safety and trust, 2) openness, 3) respect, 4) responsiveness, 5) collaboration, 6) relevance, 7) challenge, 8) enjoyment, 9) esprit de corps, and 10) empowerment (Cox, 2004).

During the first 7 weeks of a semester, FDW faculty participants use textbooks, web sites, their courses, and each other to develop awareness about themselves as teachers. They gain confidence in using formative classroom assessment techniques and locating assessment resources while completing various self-assessments and experimenting with formative assessment techniques in their target courses.

Participants create weekly blog postings as self-reflections of their learning. Facilitators respond, affirming their experiences and pose questions to force deeper examination of learner-centered assessment. Participants provide a link to their blog, as well as links to products they produce on a wiki for collective review. At weekly meetings, facilitators lead discussions focused on readings or a specific assessment strategy. The meetings also enable participation in small team groups, with debriefing about classroom assessments tried, lessons learned, and questions that remain.

In the first two weeks of FDW, participants complete a number of self-assessments: 1) teaching philosophy, 2) online personality styles survey, 3) two online teaching goals inventories, and 4) assessment of their target course learning outcome statements using Bloom’s taxonomies. They identify their discipline’s national standards, and their programmatic outcome statements, and develop a table to show relationships between their outcomes and national standards. Later, participants examine the GCSU mission and core outcome statements, reflecting on the goodness of fit with their outcomes and prospective student population. Ultimately, participants map their teaching goals for their target course to the actual outcome statements, and discuss existing gaps. At midpoint, participants receive feedback on each element created. Toward the end, participants examine elements of the scholarship of

teaching and learning, examine avenues for SOTL publications, and project extensions. Participants develop an end-of-course evaluation using the Student Assessed Learning Gains survey (SALG) for use in their target course.

Finally, presentations by each reveal how they employed assessment strategies into a target course, feedback received, how that feedback informed/affirmed teaching and learning, and the resultant changes to the course.

### **Impact of FDW on Teaching, Learning, and Assessment**

Impact statements are collected from participants at the end of each workshop. (See Appendix A). These statements give voice to what they now know and value about learner-centered classroom assessment. When compared to the affective domain of Bloom's taxonomies, the impact statements suggest participants are operating in the responding, valuing, and organization levels of performance at the conclusion of their FDW experience.

Participants were asked to rate their competency levels in implementing the stages of an assessment cycle and their competencies in implementation of specific course assessment techniques. Appendix B shows the Pre- and Post-survey instrument ( $r = 0.85$ ) with construct validity confirmed by factor analysis. Comparing the pre- and post-workshop results across three semesters, every participant indicated improvement in competencies. Moreover, when pre- and post- test scores were examined using paired t-tests on the subscales, all competencies increased at a statistically significant level ( $p < .003$ ) (See Appendix C). This strongly suggests that FDW had significant impact on the development of faculty competency in employing classroom assessment strategies.

An end-of-workshop evaluation (SALG) measures the value participants place on the workshop content, and what is valued enough to attempt subsequent implementation in their own teaching (See Appendix D). Evaluation across all three semesters reveals the following data:

- 100% agreed *the quality of contact with the trainers, and the way in which the course was taught overall had a significant impact on their learning.*
- 88% indicated *the quality of contact with their fellow participants and the weekly team meetings played a significant role in their learning.*
- 93% indicated *they had increased their skill level a lot or a great deal in identifying and implementing assessment techniques to assess learner knowledge, skills and dispositions.*
- 91% indicated *their understanding of the relationship between classroom assessment and student learning had increased a lot or a great deal, as well as their valuing of assessment at the course level.*
- 74% indicated *their skill level had increased a lot or a great deal in executing an assessment plan for a course.*
- 72% indicated *they made a lot or a great deal of gains in their confidence in their ability to do assessment at the course level.*
- 62% indicated *their ability to write learning outcomes had increased a lot or a great deal.*

In March and April 2006, a post-workshop query was sent to all 38 participants and facilitators asking for descriptions of current classroom assessment applications in undergraduate courses and the impact on undergraduate student learning. Feedback revealed over twenty different classroom assessment strategies being implemented in undergraduate education ( $n=17$ ). Examples include self-assessments, rubrics, Student-Assessed Learning Gains surveys (SALG), concept mapping, one-minute papers, muddiest points, plus/delta matrix, pre-and post-formative evaluations, peer evaluations, think/pair/share, reflective journals, group blogs, memory matrix and problem-solving sessions.

Seven respondents (18%) revealed they had completely redesigned one or more courses to infuse assessment strategies throughout. Such retooling indicates performance at the internalizing level of the affective domain,

implementing a value (learner-centered assessment) into their value system that controls behavior (Krathwohl et al, 1956). Three respondents indicated they were rewriting the learning outcomes for one or more courses they teach.

When asked to describe what professional products had resulted from participating in the FDW, 5 respondents indicated they had delivered conference presentations or published about classroom assessment. Three indicated they had started SOTL projects. Respondents identified 20 examples of assessment leadership roles they now perform, ranging from membership of a school/departmental assessment committee, service as assessment liaison on university committees, service as leader on revising course outcome statements, to service as the assessment “go to” person in their department or school. Professional service and scholarship activities have clearly been affected by FDW participation.

Feedback on how classroom assessment strategies were impacting students’ learning was informative. For example, a biology professor who redesigned a course and implemented a full compliment of pre, during, and post classroom assessments reported an increase of student retention from 60% to 97%. There also were significant gains in GPA and levels of student satisfaction levels when compared to earlier results. A nurse educator observed higher test scores and student satisfaction ratings after implementing several classroom assessments. She asked students to rate the value of the classroom assessments on their learning. A majority of the students rated the classroom assessments as moderately to very helpful in their learning. In their comments they indicated they wanted to see more case studies and opportunities to interact with each other in class. A business professor described implementation of “study logs” and the students’ increase in study time. One student commented, “I had no idea how little I was actually studying until you made us keep a log.” A psychology professor revealed that concept maps helped students conceptualize, synthesize, and evaluate information at higher levels than ever before in that course. Similarly, a nurse educator reported concept maps helped students by “seeing relationships in mapped forms they could make connections between symptoms and physiological changes to several kidney disorders.”

Multiple respondents indicated that assessment strategies significantly increased the frequency and quality of faculty and student interactions about student learning and that the use of rubrics made grading much more transparent to their students. A psychology professor indicated at the end of a class, a student requested a copy of a rubric so she could create one for her summer teaching job. This indicates the student not only found the rubric to be useful in self-assessing her own learning, but saw value in using rubrics in *her* teaching. A second professor described overhearing one student peer-tutoring another student, “Look at the rubric...the second criteria...see it says we have to have ‘evident’ concepts, not ‘hard to figure out’ concepts.” This faculty member indicated that her students liked the rubrics so much they were asking for them every time. As a result of these interactions, this psychology professor is encouraging her students to help her develop rubrics as a way to have them practice identifying what quality learning products look like. All of these are examples of internalizing performance by the faculty member and the students: integrating a value into a value system that controls behavior. See Appendix E for a full report of responses.

The feedback described above clearly shows the workshop had a significant impact on teaching, learning, and assessment at Georgia College. Not only are faculty implementing learned classroom assessment skills, they also are observing student impact. FDW *is* having a positive impact on developing an assessment culture at Georgia College.

### References

- Angelo, T., & Cross, P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers*. 2<sup>nd</sup> Edition. San Francisco: Jossey-Bass Publishers.
- Krathwohl, D., Bloom, B, & Masia, B (1956). *Taxonomy of educational objectives, handbook II: Affective domain (The classification of educational goals)*. New York: David McKay Company, Inc.
- Cox, M. (2004). Introduction to faculty learning communities. *Building Faculty Learning Communities*, 97(1), pp. 5-24.

## Fact Profile for Faculty Development Workshop Spring 2005-Spring 2006

### *Program Goals:*

- Develop faculty members who value scholarly acts of learner-centered formative assessment.
- Grow faculty leaders who promote discussions and encourage scholarly projects about assessment at the course, programmatic, institutional, and national levels.

### *Expected Learning Outcomes for Program Participants:*

1. Employ the four stages of assessment:
  - a. Goal and outcome identification at the national, institution, school, and course levels.
  - b. Identify assessment tools to evaluate outcomes at the course level.
  - c. Design activities for students to practice outcomes and employ assessment.
  - d. Use assessment data to inform/affirm teaching.
2. Utilize blogs as reflective practice about learning.
3. Apply a variety of formative assessment techniques in one course.
4. Locate a variety of assessment resources.
5. Engage in and contribute to departmental and school-level assessment discussions with confidence and expertise.
6. List reasons why employing assessment at the classroom level is key to scholarly teaching.
7. Display openness and trust in collegial and cross-disciplinary dialogues involving course assessment and potential linkages to program and institutional assessment.

### *Program Implementation:*

- 7 weeks, 7 three-hour face-to-face meetings, 6 hours weekly working on activities, peer training.
- Participants complete 5 self-assessments (related to teaching) in first two weeks.
- Participants implement 5-6 assessments in target course, self-reflect, and report to teams.
- Trainers offer feedback, encouragement, ideas, and remediation via participant blog sites, personal emails, and in weekly face-to-face sessions.
- Participants develop final presentation to reveal assessment activities implemented, lessons learned, ways teaching and learning changed as a result of employing assessment process.

### *Program Assessments:*

- Indirect pre- and post-tests of workshop participant competencies.
- Participant impact statements.
- End-of workshop attitude survey (SALG).
- Post-workshop query of program graduates.

### *Program Graduates and Trainers:*

38 faculty representing all four schools and 18 departments.

### *Impact on Teaching and Learning:*

- Redesigned or retooled 7 courses incorporating classroom assessment strategies.
- Increased professional service and scholarship.
- Increased implementation of classroom assessment in undergraduate education.
- Increased faculty and student interactions about learning.
- Impacted retention, GPA, and student satisfaction in a positive way.
- Impacted student understanding of concepts in a positive way.
- Increased learner opportunities to exhibit what they do and don't know.
- Developed teacher/student collaborations .

## **Appendix A**

### **Sample of Faculty Participants' Impact Statements about FDW over 3 semesters**

FDW helped me to clarify, articulate, and reword course outcomes.

FDW helped me to better understand myself by completing the personality traits survey and by writing my teaching philosophy.

I now have a better understanding of how my course fits in to the program.

I have a better understanding of the connection between my teaching goals and the course's outcomes.

I learned that it is not assessment until I use it to improve.

One of the most important pieces of knowledge I'll walk away with is the importance of "closing the loop" – keeping the data gathered in classroom assessment activities alive by compiling it and providing feedback to students.

It is easier to build a class with a student-centered learning focus, and more difficult to work backwards with an existing course syllabus/plan.

FDW offered me opportunities to have conversations about assessment with my peers.

FDW informed me about SOTL publishing opportunities.

FDW is experiential and the group provided tremendous support for teachers and learners.

The FDW helped me to design a first draft of a rubric to be used with a student portfolio project.

Doing a pre-assessment helps me to identify attitudes of students coming into a particular course, and examine how those attitudes will impact their ability to learn. Doing a post-assessment of attitudes would allow me to then check for a change in attitude as a result of taking the course.

I plan to implement assessment strategies in other courses.

I understand the importance of refocusing our efforts away from improving teaching to improving student learning.

I have an increased focus on engaging students so they will be active partners in the learning process.

I am now committed to being more active in sharing teaching strategies with other faculty.

Assessment, in order to be effective, must come close to the learning experience rather than at the end of the course.

Assessment can place students and their professor on the same "learning team" rather than on opposing sides.

I learned that assessment is a before course, during course, and after course process.

I learned that there is a definite link between goals and outcomes. I also learned that assessment methods and documents are always works in progress.

I learned I shouldn't keep secrets from my students.

I learned my teaching is clearly out of sync with my teaching philosophy.

I learned it is OK to let students know what I'm doing in class and why.

There are many classroom assessment techniques but all are designed to help instructors become better able to understand and promote learning.

To "close the loop," feedback from assessment should be shared with students, faculty, programs and institutions.

To support learner centered assessment, I need to be flexible, methodical, reflective and analytical in my teaching practices.

**Appendix B**  
**FDW Pre- and Post- Competency Instrument**

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Your name:

Rate your *current knowledge/skill level* in the each of the following areas.

**Implementing the Assessment Process at the Course Level:**

Develop/Write Learning Outcomes

Develop/Locate Assessment Instruments to Evaluate Outcomes

Design Activities/Projects for Students to Represent Their Developing Knowledge, Skills, and Dispositions

Use Assessment Data to Inform Teaching and Learning

**Using Classroom Assessment Techniques:**

**Attitude Survey**

(assess learner knowledge, skills, & dispositions related to course content, or gather info about preferred learning styles or personality profile)

**Concept Test**

(assess learner comprehension of material by asking for show of hands indicating the right answer to a question.)

**Concept Mapping**

(student-generated diagram with areas showing movement from general to specific concepts. Areas are linked by lines showing interconnections between concepts)

**Conceptual Diagnostic Test**

(multiple-choice or short answer test designed to check for common misconceptions about content)

**Interview**

(a set of questions asked of the student to reveal a picture of the student's comprehension of a concept)

**Mathematical Thinking**

(assess a range of mathematical thinking skills and the development of a mathematical point of view)

**Minute Paper**

(a short note written by students in 60 seconds about a concept, skill, or disposition related to class)

**Multiple Choice Test**

(used to measure knowledge, skills, and dispositions held by a student about specific course content)

### **Performance Assessment**

(a student performance such as equipment manipulation, problem solving, analysis of a problem, or development of a plan)

### **Portfolio**

(a collection of student work, produced and arranged by the student to show stages of learner development in mastering knowledge, skills, and dispositions)

### **Blog**

(like a journal, but using a public, web-based log instead of paper and pencil or in WebCT)

### **Scoring Rubric**

(set of criteria used to judge student performance)

### **Student Assessment of Learning Gains**

(a web-based survey that can be customized to a course to assess for degrees of gain students place on their learning in class)

### **Weekly Report**

(a set of questions answered by students to reveal to instructor the learner's thinking processes about the course content)

### **Memory Matrix**

(a two-dimensional diagram given to students to complete; used to organize and represent information or relationships)

### **Chain Notes**

(Instructor passes large envelope with single question on it to first student. In 60 seconds, student answers question on note card, puts it in envelope, and passes it on to another student, until everyone has answered question. Provides a composite record of some concept, represented through students' eyes)

### **One Sentence Summary**

(student is asked to represent what has just been covered in a one-sentence summary)

### **+ /Delta**

(instructor displays two columns. One column has a plus sign indicating the positive aspects of class. Second column has a delta, the Greek symbol for change, representing class aspects that need to change. Students are asked to list things on each side and turn in anonymously)

### **Application Cards**

(after a student has read or heard about a principle, generalization, theory, or procedure, instructor asks students to write on a note card one real-life application of what they just learned)

Current level of Competency=click here=>

Appendix C  
Pre- and Post- Competency Instrument

<i>Subscales</i>	<i>Questions</i>	<i>Paired t-test Results</i>
Formative tools	<ul style="list-style-type: none"> <li>• Design activities/projects for student to represent their developing knowledge, skills, and dispositions.</li> <li>• Use assessment data to inform teaching and learning.</li> <li>• Attitude survey.</li> <li>• Scoring rubric.</li> </ul>	Pretest mean = 3.48 Post-test mean = 6.37 $t = -6.364$ (df = 26), $p < .000$
Writing	<ul style="list-style-type: none"> <li>• Minute paper.</li> <li>• Blog.</li> <li>• One sentence summary.</li> </ul>	Pretest mean = 1.59 Post-test mean = 5.41 $t = -13.041$ (df = 26), $p < .000$
Application	<ul style="list-style-type: none"> <li>• Develop or locate assessment instruments to evaluate outcomes.</li> <li>• Conceptual diagnostic test.</li> <li>• Mathematical thinking.</li> <li>• Application cards.</li> </ul>	Pretest mean = 1.85 Post-test mean = 4.55 $t = -8.843$ (df = 26), $p < .000$
Conceptual	<ul style="list-style-type: none"> <li>• Writing learning objectives.</li> <li>• Concept test.</li> <li>• Concept mapping.</li> </ul>	Pretest mean = 2.03 Post-test mean = 4.52 $t = -7.142$ (df = 26), $p < .000$
Performance	<ul style="list-style-type: none"> <li>• Performance assessment.</li> <li>• Student assessment of learning gains.</li> </ul>	Pretest mean = 1.55 Post-test mean = 3.04 $t = -5.51$ (df = 26), $p < .000$
Knowledge	<ul style="list-style-type: none"> <li>• Interviews.</li> <li>• Multiple-choice test.</li> <li>• Memory matrix</li> </ul>	Pretest mean = 2.22 Post-test mean = 3.67 $t = -4.315$ (df = 26), $p < .000$
Accumulated knowledge	<ul style="list-style-type: none"> <li>• Chain notes</li> <li>• Portfolio.</li> </ul>	Pretest mean = .78 Post-test mean = 1.51 $t = -3.218$ (df = 26), $p < .003$

# Student Assessment of Learning Gains Instrument

Georgia College & State University: Faculty Development Workshop

The workshop participants will see the questions as they appear on this page.

**Instructions:**

Check one value for each question on each scale. If the question is not applicable, check 'NA'. You may add a comment for any item in the text box at the end of the survey.

**Q1: How much did each of the following aspects of the class help your learning?**

		NA	No help	A little help	Moderate help	Much help	Very much help
<b>A. The way in which the material was approached</b>	<input checked="" type="radio"/>	<input type="radio"/>					
<b>B. How the class activities, labs, reading, and assignments fit together</b>	<input checked="" type="radio"/>	<input type="radio"/>					
<b>C. The pace at which we worked</b>	<input checked="" type="radio"/>	<input type="radio"/>					
<b>D. The class activities</b>	<input type="radio"/>	NA	No help	A little help	Moderate help	Much help	Very much help
1. Workshop presentations	<input checked="" type="radio"/>	<input type="radio"/>					
2. Discussions with whole group	<input checked="" type="radio"/>	<input type="radio"/>					
3. Discussions with small group	<input checked="" type="radio"/>	<input type="radio"/>					
4. The munchies provided by graduates of the FDW program	<input checked="" type="radio"/>	<input type="radio"/>					
5. Writing my weekly report (self-assessment) in the blog	<input checked="" type="radio"/>	<input type="radio"/>					
<b>E. Tests, graded activities and assignments</b>	<input type="radio"/>	NA	No help	A little help	Moderate help	Much help	Very much help
1. Creating my teaching philosophy	<input checked="" type="radio"/>	<input type="radio"/>					
2. Completing the online FLAG and TGI surveys	<input checked="" type="radio"/>	<input type="radio"/>					
3. Critical reflections about my FDW target course outcomes	<input checked="" type="radio"/>	<input type="radio"/>					
4. Mapping my target course outcomes to the FLAG or TGI survey goals	<input checked="" type="radio"/>	<input type="radio"/>					
5. My in-class experiments with CATS	<input checked="" type="radio"/>	<input type="radio"/>					
6. The mental stretch required of us	<input checked="" type="radio"/>	<input type="radio"/>					
7. The feedback we received	<input checked="" type="radio"/>	<input type="radio"/>					
<b>F. Resources</b>	<input type="radio"/>	NA	No help	A little	Moderate	Much	Very

			help	help	help	much help
1. Huba & Freed text "Learner-Centered Assessment on College Campuses"	<input type="radio"/>	<input type="checkbox"/>				
2. Angelo & Cross text "Classroom Assessment Techniques"	<input type="radio"/>	<input type="checkbox"/>				
3. FLAG web site	<input type="radio"/>	<input type="checkbox"/>				
4. FDW website resources	<input type="radio"/>	<input type="checkbox"/>				
<b>G. The information we were given about</b>	NA	No help	A little help	Moderate help	Much help	Very much help
1. Class activities for each week	<input type="radio"/>	<input type="checkbox"/>				
2. How parts of the in-class activities, out-of-class activities, readings, and blog assignments related to each other	<input type="radio"/>	<input type="checkbox"/>				
3. Formative and summative applications of CATS	<input type="radio"/>	<input type="checkbox"/>				
4. Scholarship of Teaching and Learning publication options	<input type="radio"/>	<input type="checkbox"/>				
<b>H. Individual support as a learner</b>	NA	No help	A little help	Moderate help	Much help	Very much help
1. The quality of contact with the trainers	<input type="radio"/>	<input type="checkbox"/>				
2. The quality of contact with my fellow participants	<input type="radio"/>	<input type="checkbox"/>				
3. The quality of contact with my peers and supervisors outside of this workshop	<input type="radio"/>	<input type="checkbox"/>				
<b>K. The way this class was taught overall</b>	<input type="radio"/>	<input type="checkbox"/>				

**Q2: As a result of your work in this class, how well do you think that you now understand each of the following?**

	NA	Not at all	A little	Somewhat	A lot	A great deal
1. Map course outcomes to program and institutional goals	<input type="radio"/>	<input type="checkbox"/>				
2. Use CATS to assess student success in meeting course outcomes	<input type="radio"/>	<input type="checkbox"/>				
3. Use CATS to generate student feedback about knowledge, skills, and dispositions	<input type="radio"/>	<input type="checkbox"/>				
4. Use CATS to generate pre-assessment data	<input type="radio"/>	<input type="checkbox"/>				
5. Formative and summative applications of CATS	<input type="radio"/>	<input type="checkbox"/>				
6. Programmatic or departmental curriculum mapping	<input type="radio"/>	<input type="checkbox"/>				
7. Collect and evaluate stakeholder feedback	<input type="radio"/>	<input type="checkbox"/>				
8. Use rubrics to define excellence for student performance	<input type="radio"/>	<input type="checkbox"/>				

**Q3: How much has this class added to your skills in each of the following?**

	NA	Nothing	A little	Somewhat	A lot	A great deal
1. Writing expected learning outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
2. Identify and implement assessment techniques to pre-assess learner knowledge, skills, and dispositions	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
3. Identify and implement assessment techniques to assess learner knowledge, skills, and dispositions during class	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
4. Identify and implement assessment techniques to assess learner knowledge, skills, and dispositions at the conclusion of the class	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
5. Use data from assessment activities to enhance teaching and learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
6. Use blogs to capture self-assessments related to learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
7. Design an assessment plan for a class	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
8. Execute an assessment plan for a class	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
9. Communicate with peers about your assessment plan for a class	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
10. Communicate with peers about assessment at the program level	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

**Q4: To what extent did you make gains in any of the following as a result of what you did in this class?**

	NA	Not at all	A little	Somewhat	A lot	A great deal
1. Value assessment at the course level	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
2. Value assessment at the program level	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
3. Value assessment at the institutional level	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
4. Understand the relationship between classroom assessment and student learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
5. Ability to design an assessment plan at the lesson, course, or program level	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
6. Confidence in your ability to do assessment at the course level	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

**Additional Questions:**

**1. Please offer comments and suggestions to help enhance the success of future FDW programs. Please describe any additional or different activities that you think might enhance future FDW on course assessment.**

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Appendix E  
Post FDW Feedback from Teachers and Learners

<u>Respondent's Discipline</u>	<u>Assessment Techniques Employed</u>	<u>Impact on Learning</u>	<u>Impact on Teaching, Scholarship and Service</u>	<u>Assessment Plans</u>
Biology	Muddiest Point Enduring Questions Minute Paper Pre/Post Exams	Increased retention from 60% to 97%. Increased GPA. Increased student satisfaction.	Redesigned course	Will use backward design to redesign two more courses during summer 2006. Plan to formally begin SOTL project in upcoming '06-'07 year.
Nursing	Memory Matrix Concept Mapping Muddiest Point Plus/Delta Instructor Feedback on <ul style="list-style-type: none"> <li>• Documentation exercises</li> <li>• Performances</li> <li>• Rationales for test questions</li> </ul> Exams	Increased test scores. Increased student satisfaction. Increased student valuing of course content. Students indicated assessment techniques were moderately to very helpful in learning.	Listened to student comments and concerns regarding exams. Used information to redesign exams and added rationales. Worked with peers to redesign exams.	Map course outcomes to assessments for courses in fall '06.
Psychology	Peer assessments Group assessments Plus/Delta Group blog Concept Mapping SALG I statements	Increased student accountability. Increased peer and self assessment. Increased learner participation in molding path to reach outcomes.	Redesigned course. Peers are asking for advice.	Will redesign another course incorporating outcomes-based assessment for fall '06.
Accounting	Muddiest Point Plus/Delta Think, Pair, Share Email Feed Forward Surveys Study logs	Increased student study time. Impacted student study behaviors. Increased student communication with instructor about studying. Increased "shared community" for learning. Increased group study time. Increased student to student communication about material.		

<u>Respondent's Discipline</u>	<u>Assessment Techniques Employed</u>	<u>Impact on Learning</u>	<u>Impact on Teaching, Scholarship and Service</u>	<u>Assessment Plans</u>
Nursing	Muddiest Point Think Pair Share 60 Second Observation Reflection journals	Increased test scores. Increased student observation skills. Increased student interaction. Increased ability to see learner applying (or not applying) critical thinking skills.	Identified missing affective domain areas in clinical assessment tool, formulated definitions of caring, professionalism, and ethics.	
Chemistry	Rubrics	Increased student awareness about grading.	Attended conference on research-based curricula	Wants to create inquiry-based course, move away from lecture format. Co-designed cross-disciplinary cluster course for Fall '06.
Nursing	Concept Mapping	Increased students' ability to see relationships.		
Psychology	Concept Mapping Rubrics	Increased student conceptualization, synthesis, and evaluation of information. Increased student communication about learning. Increased cooperative effort to create rubrics.	Reevaluated and rewrote course outcomes to reflect affective domain and higher levels of thinking.	In process of redesigning course for summer '06 using: <ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Group Lit Reviews with peer evaluated revisions</li> </ul>

<u>Respondent's Discipline</u>	<u>Assessment Techniques Employed</u>	<u>Impact on Learning</u>	<u>Impact on Teaching, Scholarship and Service</u>	<u>Assessment Plans</u>
Management	<p>Concept Mapping            Rubrics            Reflection Journals            Assessed student perceptions of meeting course outcomes.</p>	<p>Increased students' ability to integrate and synthesize course-related knowledge and skills on exams and homework.</p> <p>Increased interactions between faculty and students about their perceived level of actual learning in the course.</p>	<p>Rewrote course outcomes.            Worked with peers to rewrite shared course outcomes.            Serve as school liaison on university committees.            Wrote article on student readiness.            Co-chaired conference workshop on assessing business ethics course.            Co-presented at conference about FDW.            Peers are asking for advice about assessment.</p>	<p>Developing assessments related to specific skill and disposition development.</p>
Psychology	SALG		<p>Information obtained from SALG will drive redesign of course. It will also guide me implementing formative assessments during the semester to improve student learning.</p>	<p>Redesigning two courses for fall '06 using formative assessment techniques.</p>
Foreign Languages	SALG		<p>Delivered departmental presentation on SALG</p>	

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Library			Accepted to Information Literacy Institute. Organized workshop for department to write learning outcomes.	Redesigning foundation course for library instruction.
Nursing	One Minute Paper Muddiest Point Think, Pair, Share Reflective Journal Peer assessment		Served on curriculum subcommittee that developed clinical assessment tool. Participated in lunch and learn sessions to orient peers and students to clinical assessment tool.	Will complete test blueprinting to evaluate if testing is aligned with course outcomes and program outcomes.  Ongoing SOTL project with clinical assessment tool. Currently piloting assessment tool for use in clinical courses to track students throughout the program. Qualitative and Quantitative research being conducted at this time. Assessment uses NCLEX Standards to assess students.
Outdoor Education	Peer Assessment Group Assessment		Presented 2 conference presentations on classroom assessment. Invited as assessment consultant to other university. Serving as "go to" person about assessment.	

<u>Respondent's Discipline</u>	<u>Assessment Techniques Employed</u>	<u>Impact on Learning</u>	<u>Impact on Teaching, Scholarship and Service</u>	<u>Assessment Plans</u>
English	Reflective journal One minute paper Muddiest point	Increased interactions between faculty and students about learning.	Assisted peer with choosing assessments. Attended conference on assessment.	
Psychology	Muddiest Point +/-Delta Minute paper Scoring Rubrics Pre-post assessments	Provided additional avenue for student input into course design and structure. Increased student communication about learning process and desired outcomes. Increased student communication about grading criteria.	Co-presented at conference about FDW	Pre-post assessment of learning outcomes. Incorporation of various technologies as part of assessment process. Incorporate/implement strategies at departmental level.
Geography	Minute Paper Concept Mapping Rubric	Student retention of concepts improved on exams. Students learned terminology quicker than before.	Rewriting outcomes for course. Presented 2 conference presentations on assessment strategies.	Comparison of course assessment before and after application of assessment strategies.

SALG = Student Assessed Learning Gains Survey at <http://www.wcer.wisc.edu/salgains/instructor/default.asp>