Chapter 1 : Rubrics - Eberly Center - Carnegie Mellon University

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The Basics What Is outcomes assessment? Outcomes assessment is a collaborative process of inquiry regarding student learning outcomes, followed by analysis, reflection, and action. The goal of outcomes assessment is to improve student learning and improve instructional programs. Outcomes assessment is not individual student, faculty, course, or program evaluation. Student learning outcomes are statements of what students know or can do upon successful completion of a course or program. Outcomes assessment is a continuous cycle. Here at Clark, we also like to think of it has a slinky toy that has been linked into a spiral, suggesting that the cycle continues to loop in distinct and continuous iterations. It can be easy to get caught up in the data-gathering phase and lose sight of the fact that outcomes assessment is a holistic process. Data-gathering is just one step in this process. Back to top How can I be involved with outcomes assessment? What is the IPT charge? All full-time faculty members at Clark participate in Outcomes Assessment activities. The IPT-defined course- and program level-outcomes assessment activities for faculty for will consist of the following: Participate in at least one program-level outcomes assessment project for the year Implement at least one action to improve student learning as suggested by assessment project results Identify course-level outcomes that align with program-level outcomes, where applicable Revise course- and program-level outcomes, as needed, to ensure that all outcomes are current and assessable Participate in the development or revision of a comprehensive plan to assess all applicable program-level outcomes Glossary of terms Back to top What is a learning outcome? Student learning outcomes SLOs provide direction for all instructional activity. They are statements of what students know or can do upon successful completion of a course or program. SLOs should specify an action that is: Observable Performed by the students rather than by the instructor SLOs should be: Diagnose cylinder head, valve train, engine block, cooling, fuel, electrical, and exhaust systems. Perform a general engine diagnosis. This course will teach students to select scholarly literature in the field of human geography. Select scholarly literature appropriate for analyzing a current issue in human geography. Avoid using vague verbs that are difficult to measure, such as know, be aware of, appreciate, learn, understand, comprehend, and become familiar with. Understand how to measure with a ruler. Measure the length of a common linear object to the nearest millimeter. Understand how professional organizations are similar and different. Compare and contrast relevant professional organizations. Good outcomes should make assessment easy. Know how the digestive system works. Illustrate how food is processed through the digestive system. Additionally, faculty may also engage in outcomes assessment for a course e. Grades and outcomes assessment OA are used for different purposes. In addition, where multiple sections of a course exist, there may be inconsistencies in grading practices between sections that make grades an inappropriate measure for student learning across all sections. Outcomes assessment, on the other hand, is a direct measure of student learning. The best OA plans use multiple points, tools, and methods to assess progress and achievement of SLOs. At Clark, our outcomes assessment mission is to improve student learning through the college-wide practice of meaningful, sustainable assessment of learning outcomes. OA gives faculty the opportunity to engage in the scholarship of teaching by collaboratively examining student learning within Clark College programs, following the assessment cycle. OA is not used to evaluate individual students, faculty, courses, or programs. Back to top Program assessment versus course assessment Student learning outcomes SLOs should provide direction for all instructional activity. These outcomes can be assessed at different levels: Program-level assessment is used to determine how well the program as a whole prepares students to achieve the learning outcomes. It can also be used to identify curricular gaps. Example program-level assessment questions include: Do the courses, individually and collectively, contribute to the program outcomes? To what degree are students achieving our program outcomes? Are there any areas of concern? Is the program organized in a way that prepares students for industry employment? Are our

graduates adequately prepared to enter their transfer programs? Common program-level assessment tools include: Capstone projects or a capstone course Portfolios External performance assessment i. Example course-level assessment questions include: How well are students achieving the course learning outcomes? Are the assignments helping students achieve the learning outcomes? To what degree are students prepared for the following courses in the sequence? Who benefits from outcomes assessment? The short answer is: The purpose of outcomes assessment OA is to enhance student learning. Primarily, OA produces reliable information that allows faculty to have meaningful conversations about how students are learning in the classes, then make informed decisions about how to better produce such learning in the future. By documenting student learning, OA projects also provide a picture of how that learning can be impacted by areas outside of instruction: In this way, administrators and staff are able to see how their support of instruction impacts student learning and can make similarly informed decisions about how best to continue that support. For this reason, OA provides valuable evidence to external accreditors that the college is engaged in meaningful reflections that place student learning at the heart of its purpose. The broader community benefits from OA in this same way, though explicit evidence of the knowledge and skills that the college is producing to the benefit of its surroundings. Lastly, but crucially, OA benefits students. After all, their learning is the focus of OA work. Back to top Student learning, retention, and completion Retention and completion are often thought of as separate issues from outcomes assessment, unrelated to the learning that takes place in a classroom. The reality, however, could not be further from the truth. More accurately, student retention and completion are better understood as products, or effects, of student learning. Barriers to student learning are undeniable and obvious barriers to course and degree completion. A robust body of research suggests that a student who can successfully learn and progress in a class is far more likely to persist in, and complete, his or her path of chosen study. Put simply, the learning comes first. Back to top From teacher-centered to learning-centered Perhaps the most important benefit to participating in OA is that it sponsors meaningful, valid conversations among faculty about their teaching practices. A great deal of faculty development, however, is framed as "teaching improvement. Generally, this shift in thinking moves our attention away from the means teaching and toward the end learning. Teaching and learning are, admittedly, intrinsically-linked sides of a single coin. However, the learning-centered approach made possible by OA allows faculty to look past the strategies they employ in the classroom and to think more concretely about the effects of those strategies on their students. Back to top Strategic planning and outcomes assessment Clark College aims to employ a coordinated set of strategies to produce an agreed-upon, shared set of desired outcomes. However, one challenge with any large-scale human enterprise of this type is the difficulty in maintaining a sense of connection to, or consistency with, what are often abstract goals that are variously understood and supported. Given the size of our college, Clark is particularly vulnerable to these challenges. However, the promise of OA is that is affords every member of the college community a common foundation to rest upon: Every strategy and initiative undertaken as a part of the Strategic Plan can, and will, be assessed by its impact on student learning. OA, in this way, provides a consistent baseline for what can otherwise become a tangled mass of unconnected, vague attempts at "improvement. Accreditation and outcomes assessment External accreditors benefit from, and therefore require, outcomes assessment. For this reason, accreditation is frequently cited as the main impetus for conducting OA work. This "do it because we have to" rationale, however, is too simplistic: It is true that OA is required by external accreditors, but it is not true that the work should be done only to suit their needs. OA is a tool with many uses and should be approached as such. Back to top Outcomes assessment is not another administrative fad or buzzword! The practice of outcomes assessment can be traced back to the U. While the push for accountability in higher education has taken many forms since then, OA is the only version of this initiative that places the values for student learning squarely in the hands of faculty. After several failed attempts to rate the effectiveness of a college from without, OA allows the faculty to take ownership of the learning that they themselves provide. For this reason, and because of the many other stakeholders OA projects can support see I. Beyond just the work itself, new accrediting standards are asking colleges to engage in meaningful, widespread reflection on OA data. Locally, and nationally, faculty-led OA is seen as the solution to the accountability "crisis" in higher

education. For this reason, it should not be seen as a new initiative that will eventually "go away. Community colleges in general are likely to use OA data to:

Chapter 2 : Developing and Assessing Student Agency at Beloit College

One of joys of earning tenure is that you become a candidate to write letters evaluating other faculty for tenure and promotion. That responsibility reflects that other people believe you are qualified to make this crucially important assessment.

Establishing a Culture of Assessment Fifteen elements of assessment successâ€"how many does your campus have? Too often, however, the speakers lack an understanding of what that truly means. To determine whether an assessment culture existsâ€"that is, whether the predominating attitudes and behaviors that characterize the functioning of an institution support the assessment of student learning outcomesâ€"one must look at the attitudes and behaviors of individuals within that institution. Just claiming that a culture of assessment exists does not make it so. In fact, there are fifteen major elements contributing to the attitudes and behaviors of a true culture of assessment. Few institutions of higher education can assert an expert level for all fifteen items, but those who claim to have an assessment culture must recognize them, be expert at some, and be moving toward achieving the rest. Only when an institution is on the path to meeting these standards can its claim to have a culture of assessment be taken seriously. The fifteen elements needed to achieve a culture of assessment are the following: General Education Goals General education goals are critical for assessment. These are the core competencies that all students, regardless of major, are expected to demonstrate. Although each institution must determine what those competencies should be, most colleges and universities stress oral and written communication, critical thinking, quantitative and scientific reasoning, and information literacy. In recent years, global competence has also earned a high level of attention as a general education goal. Because general education goals must be assessed on a regular, perhaps rotating, basis, the number of goals should be manageable. One challenge is that many faculty view general education goals and the assessment of them as the responsibility of colleagues who teach general education courses, such as first-year composition, introduction to biology, or introductory mathematics. Thus, they see written communication as the duty of first-year composition teachers. Assessment professionals challenge this viewpoint for several reasons. First, if graduates should meet general education goals, assessing written communication should not be limited to firstyear composition. Third, faculty must verify that each degree program has multiple opportunities for students to learn and practice all general education skills assessed. The basic tenet of never testing students on something they have not been taught holds especially true of general education goals. Common Use of Assessment Terms Too often, faculty discussions about assessment lead to frustration. The cause can be as simple as a lack of common language. To avert unnecessary assessment angst, it is imperative to work on a glossary of terms. In other words, everyone involved in assessment should come to the table to develop a list of assessment terms and working definitions of those terms. Once this tentative list has been compiled, it should be made available to the entire academic community for further input and, ultimately, collegewide adoption. Faculty Ownership If the faculty does not own it, it is not going to happen. They need to take part in planning and developing an assessment program, because they will certainly be the implementation team. The success of the program will depend on having a faculty-led team composed mostly of faculty from across disciplines who plan the program, develop tools for and implement it, and use the data obtained. Otherwise, a college merely has an assessment program in theory, not in practice. Ongoing Professional Development Faculty members are not born with an innate knowledge of how to assess student learning outcomes. Some will learn on their own or while attending conferences. To ensure widespread understanding, however, a college must offer an ongoing professional development program that begins by building understanding of assessment concepts and elevates faculty competence through a series of higher-level assessment workshops. By establishing assessment workshops, the college demonstrates its commitment to assessment and raises expectations among faculty. The workshops lead to conversations about assessment, encourage faculty to use the language of assessment, and help them gain competence and confidence. It will become clear that assessment is accessible and important. Sending teams of faculty to assessment conferences is another way to foster the culture of assessment. Even though doing so is more expensive than bringing speakers to campus for

in-house workshops, off-campus conferences allow faculty to gain a broader perspective and establish a network of resources. In addition, the college delivers a clear message that assessment is valued, and faculty view the conference as a reward. Through ongoing professional development, faculty will come to understand that assessment is an achievable and engaging part of their jobs. Administrative Support and Understanding If faculty members think that their administration views assessment as a fad that will go away, or even that it sees it only as the job of faculty, they will hesitate to engage in the assessment process. Too often, college presidents fail to see their role, which is to keep their colleges honest in their assessment efforts. An informal survey conducted among assessment coordinators identified several key responsibilities of presidents: Presidents can also demonstrate earnest support of assessment by attending workshops and becoming conversant in assessment, as well as by committing sufficient resources and incentives to the effort. After more than twenty years, it is clear that assessment is not going away. It has outlasted a plethora of educational innovations. But perhaps most important, assessment is about accountability. Practical, Sustainable Assessment Plan When a college community develops an assessment plan, it must keep in mind the need to do so cost-effectively and realistically and to revisit the plan frequently. If colleges are assessing six core competencies, it is probably not practicable to assess all students on all six competencies every year. Doing so would be an onerous task. Another way to consider the plan is through the individual effort of faculty members. Each faculty member needs to select a learning objective to assess each year. Results should inform future assessment in that course or department in terms of change and assessment focus. They should also support assessment efforts going on elsewhere on campus. Such course-embedded assessment is a practical approach. It allows assessment to be integrated into normal course implementation instead of added on as an extra task for overworked faculty. Systematic Assessment The assessment plan must provide for a methodical assessment process. In other words, assessment of student learning outcomes must be consistent and orderly over time. Student Learning Outcomes It is difficult, if not impossible, to implement assessment without identifying outcomes for student learning and program success. A college must understand what students will be able to do by the end of each course. Institutions assessing progress at the department level often use prescriptive formats to guide them in auditing their academic programs. Assessment of student learning outcomes is one factor in such a report. Some institutions have posted information about their processes on the Internet, and excellent examples are available, including that of North Carolina State University, available at www. Of course, each institution needs to customize its review process, which is about improvement, growth, and accountability, not merely meeting the requirement of a regional accrediting body. Assessment of Co-curricular Activities Discussions of assessment all too often focus entirely on courses and academic programs, even though learning can and does take place outside the classroom. On many campuses, significant sums of money support co-curricular activities that may provide learning opportunities. For example, if a college offers a globalawareness series through a student activities program, the series should be included in the assessment plan. As part of the plan, it should also have its own set of desired outcomes and be systematically assessed for student learning. Institutional Effectiveness There are many areas to assess in addition to student learning outcomes. Considering all areas, and how well the college is meeting its mission and goals, is essentially assessing institutional effectiveness. Areas to assess include opportunities for student-faculty interaction, academic support services, personal support, academic challenge, enrichment, and library services. Every area ultimately has an impact on students and their success. Information Sharing Sharing the results of assessment, good or bad, is an essential part of a successful assessment program. Faculty can learn from one another. Each department needs to see what the others are doing and how well their efforts are working. Such sharing provides opportunities for departments to engage in peer review, steer away from failed experiences, and replicate successes where appropriate. It also permits faculty to identify activities from other disciplines that they can combine with their own to produce richer results, and it highlights areas of the curriculum that can benefit from cross-disciplinary efforts. Planning and Budgeting Often, faculty are turned off by the budgeting process. It does not have to be so. The operational plan should highlight areas that need to be improved and have specific objectives to guide the department in working toward improvement. Assessment results can demonstrate areas of need within a department, and faculty can evaluate how much

money might be necessary to rectify a problem. Although some faculty may resist supporting budgeting and planning efforts as additional work that the department head is paid to do, others who are regularly involved in improving teaching and learning will gladly provide input that will move them closer to the level of success they seek. Likewise, for an administration committed to a culture of assessment, the planning and budgeting process can help it accomplish this goal. When an administration explains the budgeting process to the entire college community and invites interested parties to participate, it signals that it is going to close the loop in planning, assessment, and budgeting. Of course, administrators must follow through and make sure that more money flows into classrooms as a result. Celebration of Success Too often, assessment reports are turned in and the faculty members involved never hear another word about them. Celebrating successes demonstrates the importance of assessment. In fact, celebrating participation in assessment is of tremendous value. Among faculty, revealing failed assessment strategies suggests an openness to collegiality and trust of colleagues. It is also useful to discuss what went wrong and why; sometimes, minor adjustments will make all the difference. New Initiatives Perhaps the most compelling indicator of an assessment culture is what occurs when any new initiative or proposal is advanced. Automatically, the questions asked will be: What are the goals and objectives? How will we assess the effort? When such a response occurs, it will confirm that an institution possesses a culture of assessment. Weiner is professor of education at Chatham University. Her e-mail address is wendy. To keep your systolic and diastolic numbers in the normal range, keep in mind the following alliterative list of principles to guide you in preparing for the visit. Procrastination is one of the major downfalls affecting college assessment programs and reports. Timelines for departmental and collegewide assessment activities and program review cycles also document long-term planning. Practice of assessment activities shows a commitment to improving and monitoring student learning.

Chapter 3 : Home | Center for Engaged Teaching and Learning

Assess faculty effort to write proposals either as PI's or as collaborators. c. Provide, based on evidence, general guidelines for how much time it likely takes faculty to write proposals which can be used as a key element in discussions on faculty support / faculty effort as.

Comments The debate over how much actual learning is taking place on college campuses is a historically heated one, as is the related discussion about how to measure that learning. At the risk of oversimplifying, opinions on the latter range between two extremes. On one end are those typically policy makers, researchers and trustees who believe faculty grading of academic work at individual campuses says little to nothing about whether students there are really learning. On the other are those mostly on college faculties who believe that attempts to standardize assessment of student learning through a national exam, say are seriously flawed because they are too distant from what happens in the classroom and define learning too narrowly, among other problems. Finding common ground between those polar viewpoints though there are many perspectives in between has been difficult. A fledgling effort by the Association of American Colleges and Universities and the State Higher Education Executive Officers, though, holds promise in bridging that gap. The initiative has a bulky title, Multi-State Collaborative to Advance Learning Outcomes Assessment , and like most things related to student learning, it is complicated and a bit hard to explain. Measuring Quality Agitation over how much learning is taking place on college campuses probably peaked near the end of the George W. Bush administration, when the commission formed by then Education Secretary Margaret Spellings embraced the adoption of standardized measures of college achievement, to help determine "how much students learn in colleges and whether they learn more at one college than another," as the panel said in its final report. The question of student learning outcomes has been largely relegated to the back burner of public policy in the last few years, displaced by recession-driven concerns over whether students are emerging from college prepared for jobs. Many colleges, and many individual professors at those colleges, have developed their own tools or approaches for measuring student outcomes, but the results mean little beyond that particular setting. And besides, look at what No Child Left Behind has done to elementary and secondary education, they are often quick to add. Through those rubrics, academics from many institutions and disciplines essentially have developed a national set of expectations for what students should know and be able to do, touching on everything from critical and creative thinking to ethical reasoning to integrating learning. The colleges shared 7, samples of actual student course work, collected in a digital platform created by the e-portfolio company Taskstream, which were independently scored by more than professors who had been trained in using the VALUE common scoring rubrics. Professors did not judge work from their own campuses. Wills, associate professor and English program director at Indiana University-Purdue University at Columbus, said she was drawn to participate in the multistate project because "I resist the notion that tests and pretests and posttests are best way to assess students," as she put it. Her complaint about the standardized measurement was a common one: They were previously unfamiliar with the rubrics, she says, but together they "went through them with a fine-toothed comb" and agreed "that these rubrics do represent an accurate way to assess these skills. Similar efforts went on at the other odd campuses. The Results The faculty participants scored the thousands of samples of work which all came from students who had completed at least 75 percent of their course work in three key learning outcome areas: Like several other recent studies of student learning, including Academically Adrift, the results are not particularly heartening. Fewer than a third of student assignments from four-year institutions earned a score of three or four on the four-point rubric for the critical thinking skill of "using evidence to investigate a point of view or reach a conclusion. While nearly half of student work from two-year colleges earned a three or four on "content development" in written communication, only about a third scored that high on their use of sources and evidence. Fewer than half of the work from four-year colleges and a third of student work from two-year colleges scored a three or four on making judgments and drawing "appropriate conclusions based on quantitative analysis of data. This is as close to a consensus as one ever sees in social science about the nature and character of this problem. The currently participating

campuses have just received their own data, which Mullaney of the Community College of Rhode Island said she expects her nine-member faculty panel to analyze closely. What kinds of teaching strategies can we use?

Chapter 4 : A Commitment to Teaching Excellence Through Faculty Development

Faculty members' opinions about academics will be weighed against what students think about their college experience to know how challenging classes are, administrators said. All faculty members will be asked to participate in a Web-based version of a national survey that measures what teachers.

Submitted by Robert Kohlwes on December 6, - 2: Assessment of graduate medical education GME trainees is a high priority of training programs. Milestone assessments are assigned by programs for faculty or other supervising personnel to complete and return to the program for review by Clinical Competency Committees CCCs. The relevance of the milestones to the complexity of physicianship as well as trainee and faculty engagement with the assessment process has presented challenges to collecting, analyzing and reporting the clinical competence of trainees for DOM training programs. We seek to create a novel, learner-driven GME assessment system, using Entrustable Professional Assessments EPAs in a newly developed information system that seeks to better assess trainee performance while empowering trainees to actively manage their own assessment process. Various frameworks have evolved over the years to guide how to assess and report the competence of trainees. The transition to a philosophy of assessing trainee outcomes began in when the ACGME introduced the six core competencies patient care, medical knowledge, systems-based practice, practice-based learning, communication and professionalism. The introduction of the Next Accreditation System NAS evolved these concepts to include milestones as subsections of the core competencies. The internal medicine community began with educational milestones which were subsequently reduced to 22 sub-competencies embedded in the original 6 ACGME competency domains. EPAs reflect the degree of mastery of professional tasks that together constitute the work of a profession. Using EPAs for assessment recognizes that professional tasks are complex and provides a holistic view of the successful acquisition of professional skills. In response to this rapidly changing landscape our current assessment strategy utilizes both milestone and EPA based systems to assess our trainees. Therefore, CCCs are largely dependent upon the milestone scores obtained from direct faculty observations, a process that has many limitations. Program CCCs are reporting issues with their milestone assessment processes that have been in effect since AY for the internal medicine residency program and AY for the fellowship programs. Faculty also states that direct requests from trainees for feedback are harder to ignore due to the personal connection of the request. Second, the quality of the assessments is also in question. CCCs are now often basing their judgments on insufficient numeric scores within each milestone category. Similarly, our CCC is unable to effectively identify areas of concern for struggling trainees, preventing appropriate remediation efforts. In an effort to promote EPA based assessment, the internal medicine residency began exploring the use of an EPA-based assessment system in In we utilized a Delphi method to implement a group of 8 EPAs to help make our assessments more activity specific.

Chapter 5 : Advice on writing letters assessing other faculty for tenure and promotion (essay)

A new faculty-led system aims to answer the question by analyzing student work -- and without relying on standardized tests.

Find samples of group project assessment tools here Assess individual, as well as group, learning and performance. This strategy gives diligent students a greater sense of fairness and control and discourages free ridership. Individual learning and performance can be assessed in any number of ways. Some instructors add an individual component to group projects e. Both group and individual performance are then reflected in the total project grade e. Professor Solomon asks student groups to research a famous anthropological controversy, and give an oral presentation analyzing the issues, positions, and people involved. She assigns a group grade for the presentation, but also requires all the team members to write a short, individual paper summarizing what they learned from the assignment and what they contributed to the team. Assess process as well as product. In other words, you should assess process how students work as well as product the work they produce. Process can be assessed according to a number of dimensions, such as the ability to generate a range of ideas, listen respectfully to disparate perspectives, distribute work fairly, resolve differences, and communicate effectively. Find samples of evaluations here These assessments can be quantitative or qualitative. They can be done as reflective writing assignments or as questionnaires targeting specific dimensions of teamwork. Think about which tools suit your purpose and context. The Eberly Center can help you find, adapt, or create the right tool and determine how to use it to best effect. Remember, too, that process assessments are subjective and students are not always straightforward when evaluating one another or themselves. However, in combination with product assessments and individual assessments, they can offer valuable glimpses into how teams function and alert you to major problems e. Professor Montoya assigns a multi-stage information systems project where students work together in teams over much of the semester. Over the course of the semester, he periodically asks students to evaluate both the dynamics of the team as a whole and their own contributions, and to reflect on ways to improve both as the project continues. Make your assessment criteria and grading scheme clear. This is especially true if you are emphasizing skills that are not usually assessed, such as the ability to resolve conflict, delegate tasks, etc. Criteria for evaluating both product and process can be communicated by giving students a group work rubric pdf before they begin their work and then using it to provide meaningful feedback during and at the end of the project. Some questions to consider include: What percentage will be based on assessments of product vs. How much weight will you give to peer evaluations or self-evaluations? If so, what sorts of feedback will you solicit: Did it meet deadlines?

assessment of teaching evaluations completed by their students. The performance evaluations of executive and supervisory faculty shall include consultation with the professional and classified.

That responsibility reflects that other people believe you are qualified to make this crucially important assessment. It can also be terrifying, as your evaluation affects the lives as well as the careers of those you review. There is no question that the cornerstone of tenure and promotion assessments is, once again, relying on the free labor of busy academics. While a small subset of institutions provides stipends to those writing external letters, the vast majority expect you to perform this work out of the good of your heart -- and often at the expense of your own research time. We find it to be one of the most important and time-consuming pieces of work in which we engage. Given the many questions about how to write these letters, here are some criteria and recommendations for faculty writing external letters, based on three key steps. Deciding Whether to Agree It is important to reply within two to three days to such requests, as an answer of no requires finding additional reviewers. Yet it can be difficult to know whether to agree or not. You may have a personal relationship with the candidate and feel that it may influence your recommendation. You may dislike the kind of scholarship the candidate does or have strong professional dispute with the candidate. And you may simply have received too many requests. If an institution contacts you, it means that they deem your qualifications appropriate for assessing the candidate. You need not second-guess their evaluation unless you are a physicist asked to evaluate a historian, and you suspect that the historian at your institution who shares your name was the intended target. Yet, it is reasonable to consider whether you would enjoy and gain from reading the tenure case. Just as in reviewing for journals, some reviews benefit you as the reviewer, and some feel simply like unnecessary work. If you do not know the candidate, looking at their CV may help you decide whether to agree or disagree. When you are asked to make an assessment, the university is hoping for an honest opinion. While the colleagues of the candidate may hope that you are more positive or negative than the case warrants, your key obligation is to making a fair analysis. That said, it is crucial to recognize the differences in resources, teaching and service loads, and other factors that may mean that a candidate for tenure at an Ivy League university may have a different professional profile than a candidate for tenure at a public local college. If you have a close personal relationship with a candidate, you may need to weigh whether it is appropriate for you to do the evaluation. Some universities ask for external letters from people close to the candidate, such as advisers or collaborators , for example, to provide evidence regarding how much effort the candidate put into the collaboration. If the university does not already know of your relationship, however, we believe it is best to avoid providing assessments of candidates to whom you are personally close. While social media appears to make everyone your friend, you should consider whether you have a real-life personal connection. A Facebook acquaintance may not deter a fair evaluation; a yearly conference roommate relationship would. If you have a personal or professional animosity that might cloud your assessment, you should also say no. The university needs a fair evaluation. If you dislike the candidate because of an interaction or some other negative experience, that might influence your judgment. But if the assessment of poor quality comes out of the theoretical perspective or methodological dispute, despite these perspectives and approaches having resonance with others in your discipline, we see it as inappropriate to use a tenure case to weed these scholars out of your discipline. How many is too many? It depends on how much you enjoy doing these reviews, how much time you have for your own work and whether your colleagues recognize these evaluations. Many faculty members institute a rule -- for example, no more than two external letters a year. But that can create challenges, for example, when you are asked to write for scholars whose work you know well after already accepting previous requests. The best approach may be to maintain some flexibility but generally limit the numbers of reviews you agree to do. If you turn down a request because you have already committed to too many tenure and promotion requests, or because of other pressing work duties, it is best to tell the chair or dean making the request why you are turning it down. Some universities assume that if external letter writers say no, you deem the candidate a weak one for tenure and promotion. Developing a

Timeline Institutions can make requests for external letters throughout the year, although the most common timing in America is over the summer. Increasingly, we have received requests in April and May, as departments attempt to catch reviewers before they have already reached their limit. Some institutions make requests in September, and senior hires may require external letters for tenure evaluations throughout the academic year. Knowing when you may be tapped can help you maintain limits on the number of reviews you agree to do. Officials at many institutions ask you to carry out the assessment at one point, forward the file to you at another point, and ask for a letter at the third point. Others ask for a very quick turnaround. This may be most likely to happen in the case of senior hires. Ideally, they will give you two to three months to read the material and make the assessment. If you have agreed to do an assessment, it is important to schedule the time into your calendar, as sending these letters in late or not sending them at all can have a significant effect on those you are evaluating. If you do not see a time when you could carry out the evaluation, it is best to say no. We encourage tenure and promotion reviewers to try to limit each evaluation to approximately two days of work although this can be spread out across additional days, if necessary. While that can be challenging, the idea is to give yourself one day to read the materials which is most difficult for those assessing writers of books and another day to write a letter that addresses the necessary points. Knowing that each evaluation requires you to give up two or more days of work should also help you maintain clear boundaries on how many evaluations you will perform in a given year. Carrying Out the Evaluation When carrying out an evaluation, you should consider the letter request and the specific queries the institution makes. Providing evaluative statements -- particularly ones that are quotable in memos -- are usually the most useful to institutions. Some will also include grant proposals and works in progress. It is considered good form to read through the materials you receive, assessing the quality of scholarship, although it is fine to read a subset more closely and then browse the remaining work to develop an assessment of the overall package. Most faculty members who conduct these evaluations try to do so thoroughly, given the importance of the task. Others ask for assessments more of the stature of journals in which the publications were placed and whether the work, broadly, is important. Effective letters provide a clear assessment of the work, some explanation for how you made that assessment e. Many of those who evaluate the tenure or promotion case from inside the institution do not know the norms of your discipline or interdisciplinary specialty. They may not know what work is methodologically or theoretically innovative and what work is old hat. We will add that carrying out these assessments is often enjoyable. While time-consuming, these evaluations are an opportunity to consider how other people move ahead in their careers, which can be generative as you consider your own new projects or research areas. Bio Joya Misra is professor of sociology and public policy at the University of Massachusetts at Amherst. Jennifer Lundquist is associate dean of research and faculty development and a professor of sociology at the University of Massachusetts at Amherst.

Chapter 7 : Fostering Professionalism in Medical Education

Closing the Assessment Feedback Loop in an Undergraduate Nursing Program: A Collaborative Faculty Effort Using Student Portfolios Mary Elaine Koren, PhD, RN.

Grading and Performance Rubrics What are Rubrics? A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Rubrics can be used for a wide array of assignments: Rubrics can be used as scoring or grading guides, to provide formative feedback to support and guide ongoing learning efforts, or both. Advantages of Using Rubrics Using a rubric provides several advantages to both instructors and students. Grading consistency is difficult to maintain over time because of fatigue, shifting standards based on prior experience, or intrusion of other criteria. Furthermore, rubrics can reduce the time spent grading by reducing uncertainty and by allowing instructors to refer to the rubric description associated with a score rather than having to write long comments. Finally, grading rubrics are invaluable in large courses that have multiple graders other instructors, teaching assistants, etc. Used more formatively, rubrics can help instructors get a clearer picture of the strengths and weaknesses of their class. By recording the component scores and tallying up the number of students scoring below an acceptable level on each component, instructors can identify those skills or concepts that need more instructional time and student effort. Grading rubrics are also valuable to students. A rubric can help instructors communicate to students the specific requirements and acceptable performance standards of an assignment. When rubrics are given to students with the assignment description, they can help students monitor and assess their progress as they work toward clearly indicated goals. When assignments are scored and returned with the rubric, students can more easily recognize the strengths and weaknesses of their work and direct their efforts accordingly. Examples of Rubrics Here are links to a diverse set of rubrics designed by Carnegie Mellon faculty and faculty at other institutions. Although your particular field of study and type of assessment activity may not be represented currently, viewing a rubric that is designed for a similar activity may provide you with ideas on how to divide your task into components and how to describe the varying levels of mastery. Paper Assignments Example 1: Anthropology Writing Assignments This rubric was designed for a series of short writing assignments in anthropology, CMU. This rubric was designed for essays and research papers in history, CMU. Capstone Project in Design This rubric describes the components and standard of performance from the research phase to the final presentation for a senior capstone project in the School of Design, CMU. Engineering Design Project This rubric describes performance standards on three aspects of a team project: Research and Design, Communication, and Team Work. Oral Presentations Example 1: Oral Exam This rubric describes a set of components and standards for assessing performance on an oral exam in an upper-division history course, CMU. Group Presentations This rubric describes a set of components and standards for assessing group presentations in a history course, CMU. Discussion Class This rubric assesses the quality of student contributions to class discussions. This is appropriate for an undergraduate-level course, CMU. Advanced Seminar This rubric is designed for assessing discussion performance in an advanced undergraduate or graduate seminar.

Chapter 8 : New effort aims to standardize faculty-driven review of student work

This white paper is part of ACE's broader effort to elevate the critical role that teaching plays in helping students, and institutions, succeed, and that faculty development plays in improving instructional quality, student outcomes, and institutional efficiency.

Abstract Increasing attention has been focused on developing professionalism in medical school graduates. Unfortunately, the culture of academic medical centers and the behaviors that faculty model are often incongruent with our image of professionalism. The need for improved role modeling, better assessment of student behavior, and focused faculty development is reviewed. We propose that the incentive structure be adjusted to reward professional behavior in both students and faculty. The third-year medicine clerkship provides an ideal opportunity for clinician-educators to play a leading role in evaluating, rewarding, and ultimately fostering professionalism in medical school graduates. In , Makoul and Curry discussed the evolution and future of medical school courses designed to teach professional skills and perspectives, with the goal of stimulating dialogue about ways to enhance the teaching of professionalism. Adjusting course curricula and improving awareness of professionalism represent a beginning; the next critical step is the assessment of professionalism and the construction of incentives that demonstrate that the profession truly values these qualities. It is our hope that the medical education community will engage in open dialogue about how to reconcile the gap between our aspirations and our current reality. Learning Objectives for Medical Education The American Board of Internal Medicine ABIM has been a leader among the many professional societies and organizations that have explicitly addressed the need to promote professionalism in medicine. Their widely adopted definition is broad and inclusive, composed of three commitments and six elements. The three commitments are to the highest standards of excellence in the practice of medicine, to sustain the interests and welfare of patients, and to be responsive to the health needs of society. The elements of professionalism as defined by the ABIM include altruism, accountability, excellence, honor, integrity, and respect for others, and are more fully described in Table 1. Table 1 The Elements of Professionalism as Defined by the American Board of Internal Medicine Altruism The essence of professionalism, in which the best interest of the patients, not self-interest, is the rule. To societyâ€"addressing the health needs of the public. Part I, a consensus statement formalizing four key attributes that graduating medical students should possess: Increasingly, medical schools have begun to emphasize the teaching of such qualities. Recent surveys show that nearly all U. The Need for Faculty Role Models Ludmerer has suggested that both formal teaching and role modeling are important to the development of professional values. Here we face a major obstacle in delivering change: Despite institutional efforts to improve professionalism, medical students often receive mixed messages. On the one hand, schools are increasingly teaching about the importance of professionalism. On the other hand, students regularly observe unprofessional behavior. Preston pointed out that medical education has historically relied on a community of physicians with shared values. If many of the values being transmitted to students are inappropriate, the medical education community must work to clarify, reassert, explicitly state, and model the appropriate values as standards. Further, the community must find ways to provide faculty with information concerning their own performance relative to the standards. By expanding the evaluation pool, we may encourage more faculty awareness and concern for professional behavior. Recognizing the power of informal interactions, explicitly acknowledging professional values standards, and incorporating the evaluation of performance against these standards into self and peer review processes are ways of helping faculty further develop these values in themselves and model them to others. Improving Student Assessment Meaningful, accurate student assessment with feedback is crucial to fostering professionalism in medical students. Unfortunately, many current assessment practices are not optimal. The ABIM has opined that humanism can most realistically be assessed by direct observation. If our goal is to foster professionalism in training physicians, faculty must have time to observe students in clinical scenarios and must receive training that allows them to accurately assess student behaviors and provide effective, evaluative feedback. The most common assessment method is the global performance rating, in which the

evaluator retrospectively rates general categories of behavior using a numerical scale. The use of objective structured clinical exams OSCEs and simulated patient-based assessment has been shown to decrease some of the variability of ratings by providing a more stable and objective venue for assessment. Successful performance on the OSCE will be required to obtain medical licensure. Early studies have demonstrated evidence of reliability and validity in peer assessment in medical students. While this assessment method may be cumbersome to administer, it is likely that students would benefit by becoming more aware of, and taking more pride in, the quality of interactions with all participants involved in the care of a patient. Three hundred sixty-degree assessments have been shown to be effective in a number of organizational environments outside of medicine. Unfortunately, as yet, there are no proven best practices for assessing professionalism. In a recent, exhaustive review of the assessment of professionalism, Arnold concluded that, while there is a rich array of assessment tools available, no single tool is adequate and multiple sources ought to be used to assess professionalism. More study is needed to test the validity and reliability of measures to assess professionalism. Real Incentives to Behave Professionally If we want professional behavior to increase—on the part of either students or faculty—we need to provide real incentives for such change. Currently, medical education is predominantly geared to reward academic achievement. Students find that their acceptance into a desirable residency program is dependent, in large part, on their medical school grades and rankings. Professionalism evaluations in the third year often are comprised of a general measure of professional behavior, or a global rating scale, 57 without explicit weights or values. Some schools are beginning to develop policies and mechanisms for formally identifying and working with students who display unprofessional behavior. Another example is Brown University School of Medicine, which has implemented a competency-based curriculum that defines nine abilities, including effective communication, in which a student must be certified in order to graduate. The impact of such programs on student attitudes and behavior remains to be seen, but recognition of the need and implementation of programs designed to meet the need are important first steps. It is not enough to evaluate professionalism as a minimum standard that must be hurdled in order for promotion. Clear, formal, feedback mechanisms with visible rewards for excellence in professionalism are needed to significantly impact behavior. The need for positive reinforcement and effective feedback has long been acknowledged as integral to the learning process. Since the seminal research by Skinner, a large body of evidence has been amassed which demonstrates that learners preferentially perform behaviors when rewards are present for them. Clerkship directors often break down the grading system for clerkships and assign weights to clerkship evaluations and written tests. An explicit weight for professionalism evaluations, a carved-out portion of the evaluation, could help foster the behaviors that the profession deems important. Some might argue that creating an explicit grade for professionalism seems inherently paradoxical, that assigning external rewards for altruistic behavior diminishes the level of altruism in the behavior. It would be ideal if the medical community, left to its own devices, would exhibit professionalism, and no external rewards would be necessary. But, if the medical community deems that there is a problem, creating positive feedback for desirable behavior could lead to the most rapid adoption of desired behaviors. It is plausible that explicit evaluations of professionalism may also impact faculty behavior, and, as such, formal changes in the curriculum may influence the informal and hidden curricula. As Maudsley noted, the content and process of student assessment determine what is perceived to be of value in the educational process for both students and faculty. As medical educators implement and evaluate student assessment strategies to improve professionalism, it is important to also evaluate the extent to which variations in the assessment process may also lead evaluators to be more aware of their own professionalism and to behave more professionally. There are at least two tangible ways to reward faculty who model exemplary professional and humanistic behavior. Another, more universally accessible reward would be the provision of some type of educational relative value units RVUs that count toward promotion and are given for excellent role-modeling behavior. Development of educational RVUs would require medical schools to make a significant financial investment in fostering professionalism. Third-year medical student clerkships in medicine provide an opportunity for internists and medical subspecialists to continue to pioneer the promotion of professionalism in our medical students. Students experience a great deal of patient contact during their medicine clerkships, allowing ample

opportunity for observation, evaluation, and feedback. Whatever the discipline in which students plan a career, excellent performance in the medicine clerkship is invaluable toward achieving their goals. It is during the medicine clerkship that internists and medical subspecialists have the opportunity to formally move professionalism into the forefront. By creating a clear link between professional behavior and rewards, we can encourage students and faculty to take more pride in the art of communication, empathy, and caring. System-wide success requires the medical education community to engage in dialogue about how to adjust the formal as well as the informal curricula and to be aware of the connectedness of both. If we are serious about the goal, we must move beyond rhetoric. We must find accurate ways to assess professionalism in both students and faculty. We must also change the incentive system so that rewards adequately reflect the characteristics and behaviors that are deemed important. At the same time, we must increasingly hold ourselves accountable for modeling the attitudes and behaviors we desire to instill in our students. Only then can we move forward intentionally, designing processes and systems that will create and support the future we envision. Acknowledgments We would like to thank Dr. Everett Koop for his assistance, support, and direction in this project. Funding for this project was provided in part by the C. Everett Koop Institute at Dartmouth, where Dr. Shrank was previously a fellow. Curry RH, Makoul G. The evolution of courses in professional skills and perspectives for medical students. The future of medical school courses in professional skills and perspectives. American Board of Internal Medicine. Accessed May 28, American Board of Pediatrics. Accessed May 23, Society for Academic Emergency Medicine. An argument for professionalism. Overcoming disparities in health care: Accessed June 19, American Academy of Orthopaedic Surgeons. Principles of medical ethics and professionalism in orthopaedic surgery. American professionalism in medicine: Accessed October 15, Medical School Objectives Writing Group. Accreditation Council on Graduate Medical Education. Teaching professionalism in undergraduate medical education. Instilling professionalism in medical education. Do clinical clerks suffer ethical erosion? Hafferty FW, Franks R.

faculty from beginning to end, not just during the data collection phase. The GE Faculty Learning Community (FLC) hence is designed to focus on clear connections between assessment and "regular, ongoing work.

The Office of Assessment, as part of the Office of Institutional Effectiveness , functions to facilitate continuous improvement of student learning and is responsible for management, analysis and informational reporting of assessment data collected by GCU. Yet, "assessment" is greater than a single office or operational area. All stakeholders are involved in student learning and institutional experience and, therefore, are part of the ongoing collaboration and effort to promote a culture of assessment among faculty, staff and students. GCU is committed to student learning and continuous improvement. Student achievement data is included in the Disclosures links, located on the Program Details page, for each program leading to licensure and certification. Information on internal assessment practices and results is available upon request: Mission Our mission is to facilitate continuous improvement of student learning and to remove obstacles to learning by affecting change at operational, tactical and strategic levels. In addition, we manage, store and report assessment data collected by GCU. Resources If you would like to learn more about student assessment methodologies, the importance of assessment and the significant role assessment plays in higher education, please visit the sites below. These resources include information from accrediting bodies, education associations and articles for best practices for assessment. This process culminates when assessment results are used to improve subsequent learning Huba and Freed, Our ultimate goal is to improve student learning and the total university experience by enhancing instructional effectiveness, removing obstacles to learning, facilitating student persistence toward completion of an academic program and demonstrating purposeful effort toward institutional effectiveness. Essential to the institutionalization of assessment and our commitment to continuous improvement is the development of a culture of assessment among faculty, staff and students. The resulting establishment of widespread reflective practice and acquired evaluative expertise characterizes our community and commitment to a culture of student assessment. Assessment of Student Learning GCU employs multiple methods to ensure the assessment of student learning. The blind review process is designed to ensure that the student learning evidence compiled through these campus-wide efforts is authentic, valid and reliable. Programmatic assessment evaluates course, program and university-wide outcomes on an ongoing basis. The resulting data guide improvement action plans, inform curricular and instructional changes and spur further development at all levels to more effectively meet student and all stakeholder needs. Program efficacy and performance are assessed and evaluated in a recursive three- to five-year cycle which culminates in a formal program review. Ongoing student assessment, analysis and improvement actions occur during the cycle, all of which provide evidence for the final review. Additionally, GCU participates in a wide variety of national assessment initiatives which provide outcome assessment and comparative benchmarking opportunities, as well as informative data for assessing instructional and curricular effectiveness and for informing improvement actions. Surveys GCU also develops, deploys and continually improves a wide range of surveys to obtain input from constituencies. This systematic and robust approach includes recurring faculty and student end of course surveys, end of program surveys, initial course surveys, alumni surveys, student services surveys and a wide variety of other discipline- and area-specific surveys. Assessment of student learning results and targeted survey analyses contribute much of the information required for internal and external accountability and success. The individual committee members work collaboratively to identify and develop assessment tools and serve as liaisons in communicating assessment strategies and building a culture of student assessment in their respective colleges or departments. Membership The membership of the UAC includes the director of academic assessment as chair, representatives from each of our eight colleges and representative administrative personnel. The UAC is also responsible for monitoring and evaluating the assessment efforts of individual colleges.