

Faculty Perceptions of Institutional Assessment and Participation in Classroom Assessment

**Thomas F. Nelson Laird, Tony Ribera, Mahauganee D. Shaw,
Antwione M. Haywood, and Eddie R. Cole, Jr.**

Indiana University Center for Postsecondary Research

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Agenda

- Overview of FSSE and Studies
- Perceptions of Institutional Efforts
- Institutional Encouragement and Faculty Engagement
- Predictors and Disciplinary Differences
- Discussion and Questions



Our Interest

- Interest in faculty participation in classroom assessment and faculty perceptions of institutional assessment and encouragement
 - How do faculty perceptions of their institutions' involvement in assessment relate to their own involvement in assessment-related activities in their courses?
 - To what extent do institutions encourage faculty to engage in classroom assessment?
 - To what extent do faculty engage in classroom assessment?
 - What predicts faculty perceptions of institutional assessment, institutional encouragement of assessment, and faculty participation in assessment?



FSSE Background

- Faculty Survey of Student Engagement (FSSE)
 - Annual online survey of faculty members
 - Baccalaureate-granting institutions
 - Current or prior participation in NSSE
 - Goal: to measure faculty perceptions of and contributions to student engagement
- Survey options
 - Course-based questions
 - Typical student questions

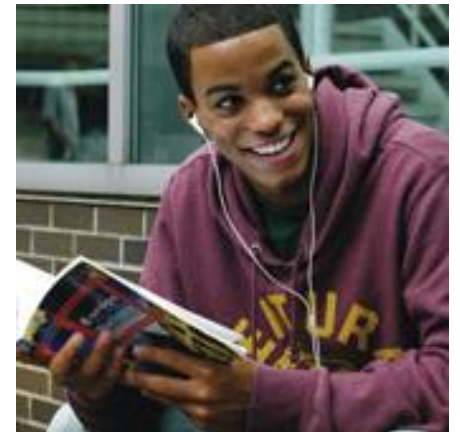


Survey Items

- Added to the end of the FSSE survey
- Used Huber and Hutchings (2005) SoTL framework for faculty assessment items
- Focused on three scales: (1) perceptions of institutional efforts; (2) institutional encouragement; and (3) faculty engagement



Faculty Perceptions of Institutional Assessment



Respondents

3,335 faculty members

- 45% Women
- 76% White
- 92% US Citizens
- 72% had a doctorate
- 63% did not teach grad students

Rank and Employment Status

- 12% PT lecturer/instructor
- 10% FT lecturer/instructor
- 28% Assistant professor
- 25% Associate professor
- 24% Full professor

Discipline

- 33% Arts & Hum
- 7% Biology
- 11% Business
- 9% Education
- 5% Engineering
- 13% Physical Science
- 17% Social Science
- 5% Nursing

Perceptions of Institutional Efforts ($\alpha=0.85$)

Items	Very Little	Some	Quite a Bit	Very Much
Extent your institution is involved in student assessment efforts				
Extent results from institution's assessment efforts are used to inform institutional activities aimed at improving teaching and learning				
Extent results from institution's assessment efforts are used to inform your department's activities aimed at improving teaching and learning				

Note. Some frequency totals do not sum to 100% due to rounding.

Perceptions of Institutional Efforts ($\alpha=0.85$)

Items	Very Little	Some	Quite a Bit	Very Much
Extent your institution is involved in student assessment efforts	3%	22%	35%	40%
Extent results from institution's assessment efforts are used to inform institutional activities aimed at improving teaching and learning	15%	39%	28%	17%
Extent results from institution's assessment efforts are used to inform your department's activities aimed at improving teaching and learning	19%	32%	28%	21%

Note. Some frequency totals do not sum to 100% due to rounding.

Perceptions of Institutional Efforts ($\alpha=0.85$)

Item	Not at All Effective				Very Effective
How effective does your institution disseminate findings of its assessment efforts to faculty?	13%	21%	31%	23%	11%

Item	Not at All Useful				Very Useful
How useful to you are the findings from your institution's assessment efforts?	14%	21%	29%	22%	11%

Note. Some frequency totals do not sum to 100% due to rounding.

Discussion

- What results, if any, did you find particularly surprising or concerning?
- Were there differences between what you wrote down and the actual findings?
- At your institution, what are areas of institutional assessment in need of attention?



Institutional Encouragement and Faculty Engagement



Respondents

- 4,229 faculty members

- 45% Women
- 76% White
- 92% US Citizens
- 69% had a doctorate
- 13% PT lecturer/instructor
11% FT lecturer/instructor
28% Assistant professor
25% Associate professor
23% Full professor

- From 49 U.S. Inst

- 24% From research/doc
39% From master's
6% From bacc – arts & sci
18% From bacc – diverse
12% From other
- 53% From private inst
- Ave UG enrollment 5,800

- Discipline

- 27% Arts & Hum
- 5% Biology
- 10% Business
- 7% Education
- 4% Engineering
- 11% Physical Sci
- 14% Social Science
- 8% Professional
- 13% Other

Institutional Encouragement ($\alpha=0.87$)

Items	Very Little	Some	Quite a Bit	Very Much
Systematically collect information about the effectiveness of their teaching beyond end-of-term course evaluations				
Use assessment findings to inform changes made to their courses				
Publicly present (e.g., lectures or workshops) information about teaching and learning				
Publish on teaching and learning				
Collaborate with colleagues on improving teaching and learning				

Note. Some frequency totals do not sum to 100% due to rounding.

Institutional Encouragement ($\alpha=0.87$)

Items	Very Little	Some	Quite a Bit	Very Much
Systematically collect information about the effectiveness of their teaching beyond end-of-term course evaluations	27%	32%	23%	19%
Use assessment findings to inform changes made to their courses	18%	35%	28%	19%
Publicly present (e.g., lectures or workshops) information about teaching and learning	26%	39%	23%	12%
Publish on teaching and learning	30%	40%	20%	11%
Collaborate with colleagues on improving teaching and learning	18%	39%	27%	16%

Note. Some frequency totals do not sum to 100% due to rounding.

Faculty Engagement ($\alpha=0.83$)

Items	Very Little	Some	Quite a Bit	Very Much
Systematically collect information about the effectiveness of their teaching beyond end-of-term course evaluations				
Use assessment findings to inform changes made to their courses				
Publicly present (e.g., lectures or workshops) information about teaching and learning				
Publish on teaching and learning				
Collaborate with colleagues on improving teaching and learning				

Note. Some frequency totals do not sum to 100% due to rounding.

Faculty Engagement ($\alpha=0.83$)

Items	Very Little	Some	Quite a Bit	Very Much
Systematically collect information about the effectiveness of their teaching beyond end-of-term course evaluations	16%	33%	28%	23%
Use assessment findings to inform changes made to their courses	10%	27%	34%	28%
Publicly present (e.g., lectures or workshops) information about teaching and learning	42%	29%	16%	13%
Publish on teaching and learning	56%	24%	11%	10%
Collaborate with colleagues on improving teaching and learning	15%	34%	30%	22%

Note. Some frequency totals do not sum to 100% due to rounding.

Discussion

- What are your thoughts on the differences present when looking at encouragement and engagement?
- Would these results be the same at your institution?



Predictors

Institutional Encouragement and Faculty Engagement by Discipline



Predictors

Perceptions

Encourage

Engage

Female

Non-US Citizen

Doctorate

Part-time lecturer

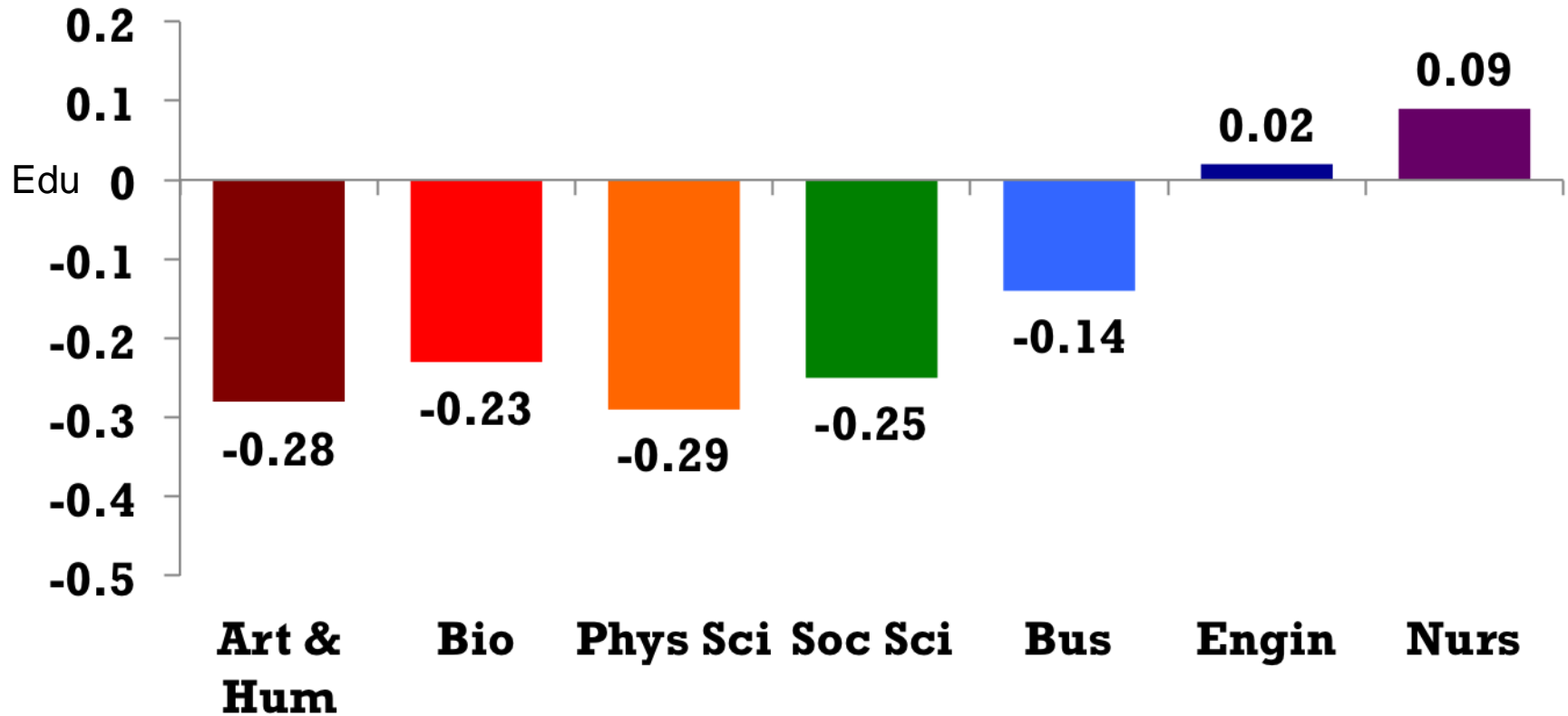
Asian/Pacific Islander

Course Load

Preparation Time

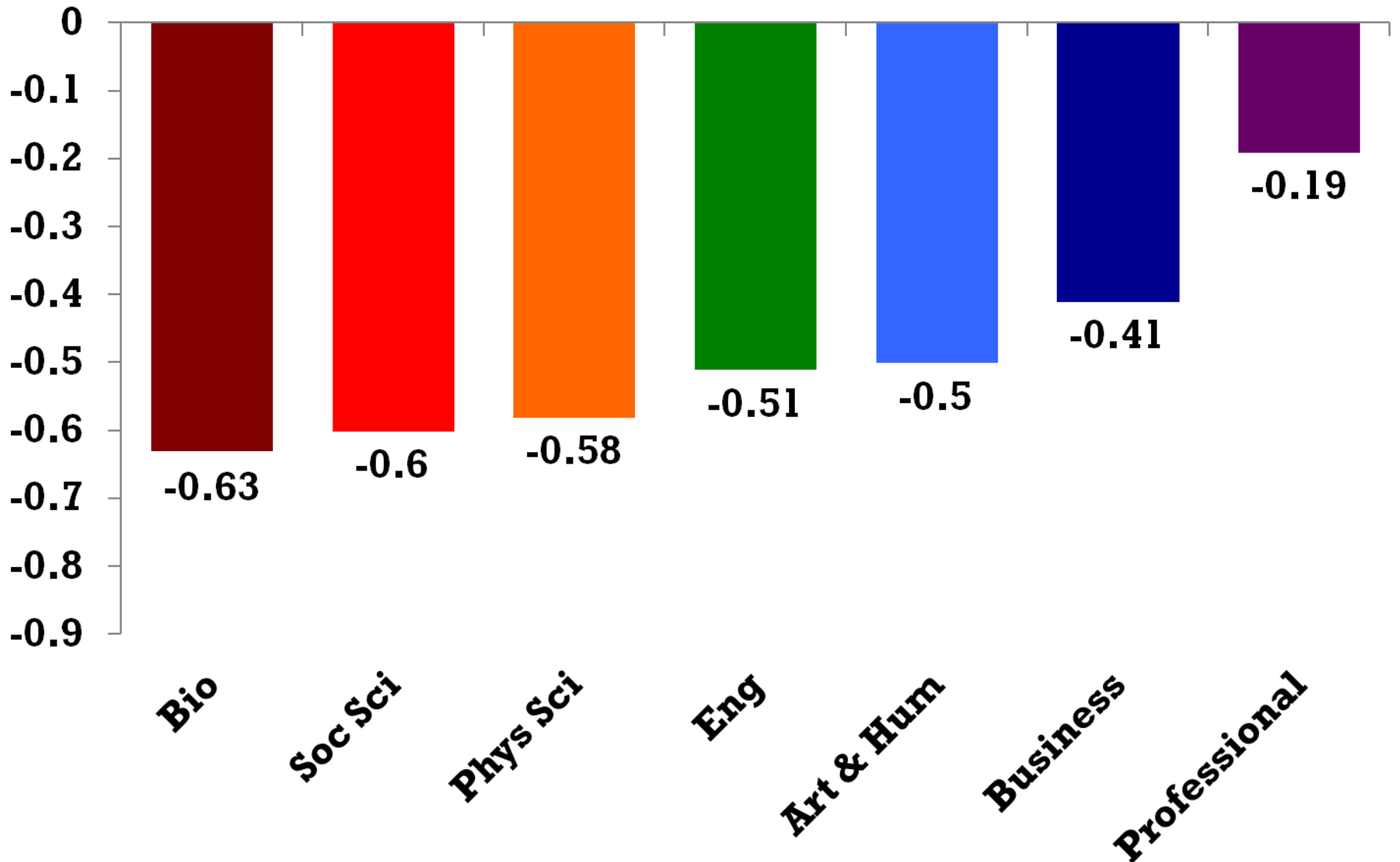
Predictors	Perceptions	Encourage	Engage
Female	-	+	+++
Non-US Citizen	+++	++	
Doctorate	---	---	
Part-time lecturer	+++		-
Asian/Pacific Islander	+++	+++	+
Course Load		+++	++
Preparation Time	+	+++	++

Faculty Perceptions of Assessment by Field

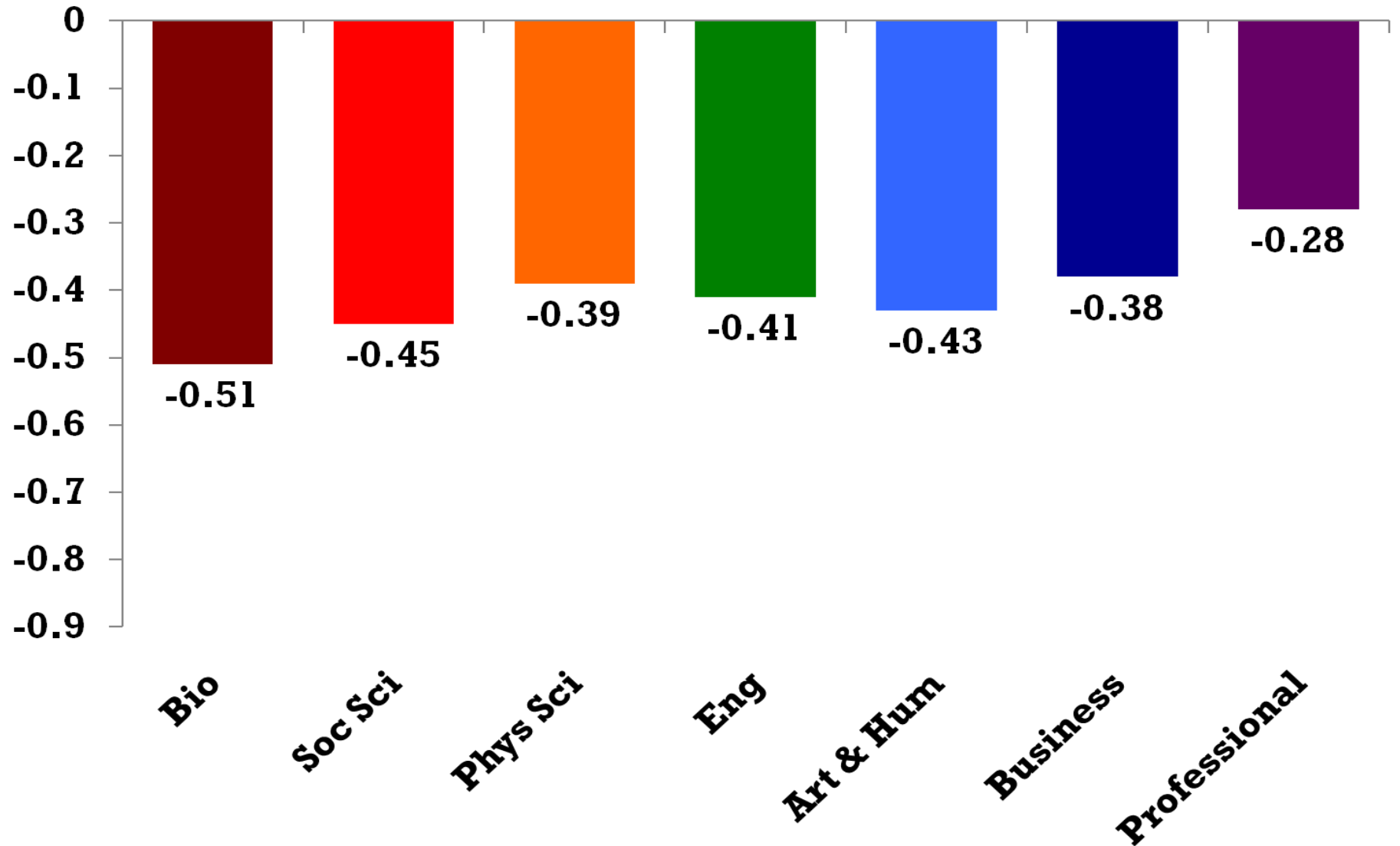


p < .001 for all arts and science fields

Institutional Encouragement by Discipline

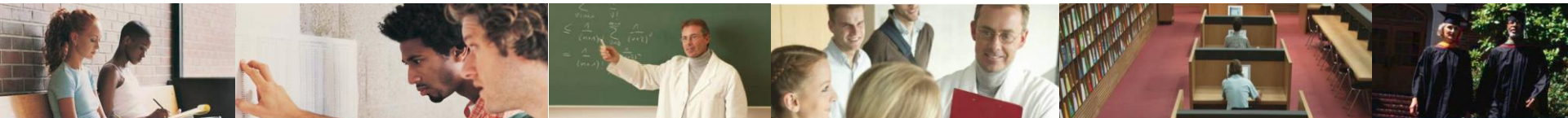


Faculty Engagement by Discipline



Discussion

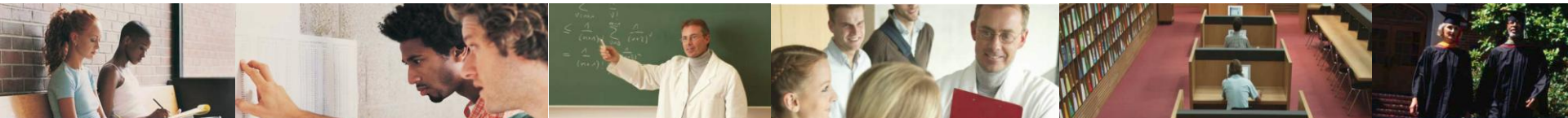
- Did you find any of these results particularly surprising?
- Which faculty are most involved in assessment at your institution?
- What efforts are in place to promote assessment within the disciplines and among underrepresented faculty?



Implications/Future Research

- The need to focus on internal stakeholders
- Promoting dissemination of assessment findings
- Understanding effective assessment practices
- Preparation within disciplines

- What are areas in need of exploration at your institution?



Questions?

Thank you for participating.

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