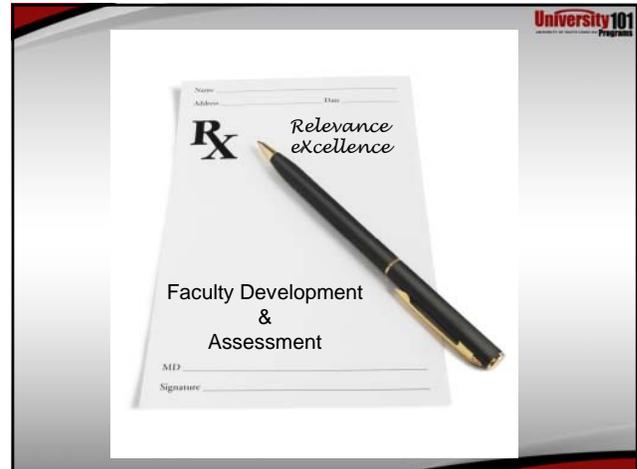


Full Circle: Utilizing Assessment to Guide Faculty Development Initiatives

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University 101
UNIVERSITY OF SOUTH CAROLINA Programs



University 101 at the University of South Carolina

- 80% of first-year class enrolls annually, capping sections at 19 in fall 2012
- 3 credit, letter graded course
- Taught by faculty, staff, and administrators
- Extended orientation with academic skills component
 - Foster Academic Success
 - Help Students Discover and Connect with Carolina
 - Prepare Students for Responsible Lives in a Diverse, Interconnected World

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Definition of Faculty Development

Faculty development is both a comprehensive term that covers a range of activities ultimately designed to improve student learning and a less broad term that describes a purposeful attempt to help faculty improve their competence as teachers and scholars.

--- Eble & McKeachie (1985)

University 101
Programs

Definition of Faculty Development

An instructional process which seeks to modify the attitudes, skills, and behavior of faculty members toward greater competence and effectiveness in meeting learner needs, their own needs, and the needs of the institution.

--Francis (1975, p. 720)

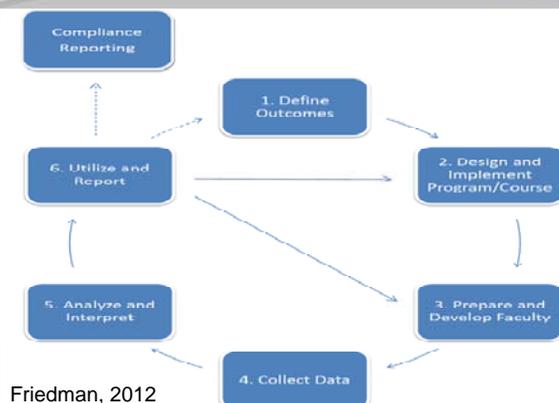
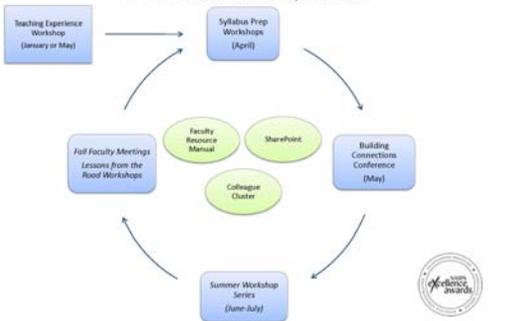
3 Areas of Faculty Development

- Individual Development
- Instructional Development
- Organizational Development

A common goal: the development of the fullest potential of existing institutional resources and structures by viewing and using them in creative ways.

--POD Network, 2011
--Grocchia & Hunter, 2012

University 101 Programs Annual Professional Development Plan



Assessment Methods

- Faculty Survey
- End of Course Evaluation
- First-Year Initiative Survey
- Direct Measures
- Qualitative Methods

Faculty Survey

- Administered to all instructors who teach the course.
- Focuses on instructor perceptions of support, faculty development events, and resources
- Asked questions regarding:
 - Current faculty development efforts
 - Course textbook and supplemental texts
 - Effectiveness of peer/graduate leader

Faculty Survey

- Colleague Clusters Feedback
- Building Connections Conference
 - Topics of interest/need
 - Created program proposal process
- Formative Feedback for Campus Partner Presentations
- Faculty Resource Manual/SharePoint

End of Course Evaluations

- Administered in class to all students enrolled in the course.
- Questions regarding satisfaction with:
 - Instructor
 - Course
 - Peer/Graduate Leader

End of Course Evaluations

- Summative Feedback
 - Understand the student experience
 - Drives areas of focus and improvement efforts
- Quality Control
 - From the results we are able to create a factor that allowed us to identify our lowest and highest performing sections.

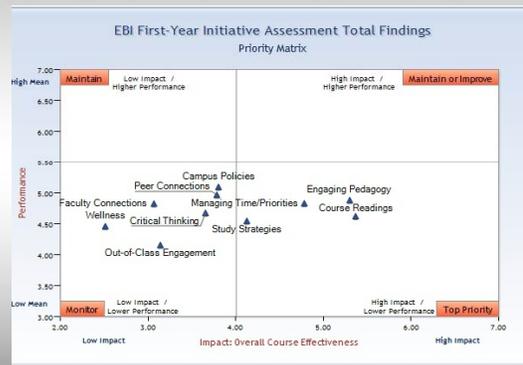
First-Year Initiative Survey

- National benchmarking instrument
- Measures effectiveness of first-year seminar
- 15 factors, such as: study skills, usefulness of course readings, engaging pedagogies, and connection with faculty and peers.
- Administered at end of fall semester
 - Online
 - Each instructor receives customized report
 - Comparison of sections

First-Year Initiative Survey

- Informs whole model and gives insight on areas for future focus
- Building Connections Conference
 - Keynote & plenary session
 - Breakout sessions
- Identify top performers to submit materials for Faculty Resource Manual and SharePoint

Priority Matrix – National Findings



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Predictors of Effectiveness – National Findings

Overall Course Effectiveness Factors	Impact on Overall Course Effectiveness	Contribution to the Total Impact	Factor Performance	Recommendation Category
High Impact Factors				
Usefulness of Course Readings	1st Predictor	19.5%	Below Goal ▼ (4.62)	Top Priority
Course Included Engaging Pedagogy	2nd Predictor	18.3%	Below Goal ▼ (4.83)	Top Priority
Course Improved Managing Time and Priorities	3rd Predictor	10.9%	Below Goal ▼ (4.83)	Top Priority
Course Improved Study Strategies	4th Predictor	5.7%	Below Goal ▼ (4.55)	Top Priority
No/Low Impact Factors				
Course Improved Knowledge of Campus Policies	5th Predictor	4.1%	Below Goal ▼ (5.09)	Monitor
Course Improved Connections with Peers	6th Predictor	4.0%	Below Goal ▼ (4.97)	Monitor
Course Improved Critical Thinking	7th Predictor	3.5%	Below Goal ▼ (4.65)	Monitor
Course Increased Out-of-Class Engagement	8th Predictor	2.1%	Below Goal ▼ (4.16)	Monitor
Course Improved Connections with Faculty	9th Predictor	2.0%	Below Goal ▼ (4.83)	Monitor
Course Improved Knowledge of Wellness	10th Predictor	1.1%	Below Goal ▼ (4.46)	Monitor
Sense of Belonging and Acceptance	13th Predictor	0.0%	Above Goal ▲ (5.26)	Maintain
Course Improved Academic and Cognitive Skills	Non Predictor	0.0%	Below Goal ▼ (4.30)	Monitor
Course Improved Knowledge of Academic Services	Non Predictor	0.0%	Below Goal ▼ (5.22)	Monitor

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Assessing Educational Methods

- Compare methods to determine if one approach is better than another

Table 1
Information Literacy Means for Library Presentation Participants and Non-Participants

Course contributed to (7-point scale)	Question Mean (n)		t-value*
	Library	Non-Library	
Ability to find what I need through the library	5.42 (584)	4.63 (791)	8.07***
Evaluating the quality of opinions and facts	4.63 (583)	4.69 (794)	-.587
To what extent did the course help you determine the quality of information sources when conducting research	4.39 (579)	4.24 (793)	1.47

F-value ** < .05, *** < .01, **** < .001

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- ### Direct Measure of Information Literacy
- Based on ACRL standards
 - Developed with campus partners
 - Distributed to random sample of sections
 - Shared pre-test data to customize teaching
 - Overhauled FRM chapter

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- ### Qualitative Feedback
- Student Advisory Council
 - Former Student Survey
 - Task Forces and Committees
 - Faculty Meetings

Lessons from the Road

- Enlist the help of campus experts
- Triangulate your data
- Assessment and faculty development should focus on the things that matter most and make the largest impact
- Can't do everything all of the time
- One size doesn't fit all

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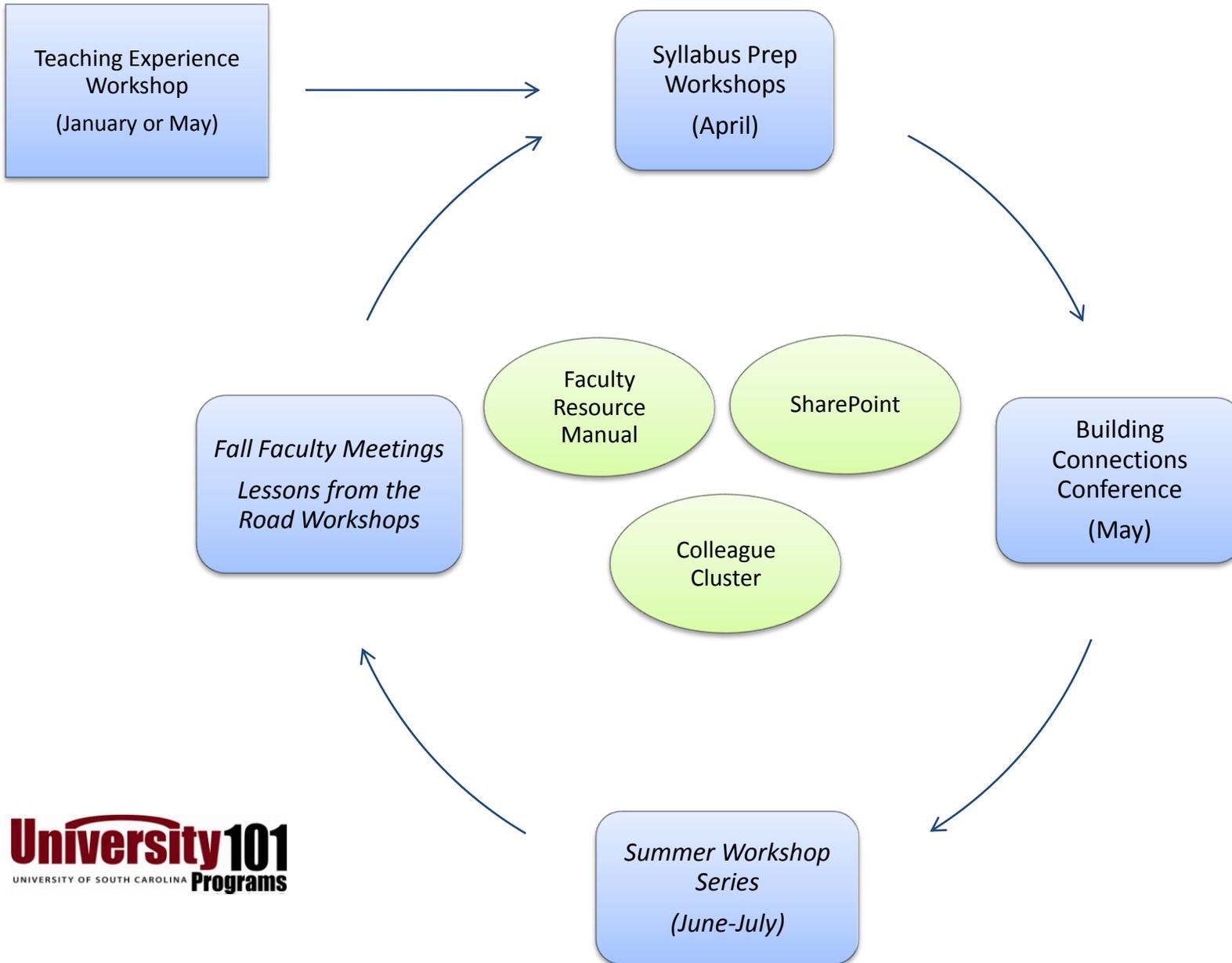


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University 101 Programs

Annual Professional Development Plan



Teaching Experience Workshop: Required as a prerequisite to teaching University 101, this 3-day workshop provides the prospective instructor valuable insights into the development of a University 101 syllabus, the fundamental areas of instruction for the course, strategies for active learning, the various campus resources designed for student success, and the unique opportunity to hear from other University 101 instructors as they share their experiences and recommendations for teaching within the program. The Teaching Experience Workshop is offered in January and May when classes are in recess.

Syllabus Preparation Workshops: These workshops provide an opportunity for instructors, peer leaders, and graduate leaders to determine and share effective strategies for achieving the common goals and learning outcomes. Important assessment information is shared about factors leading to a successful seminar experience, and new policies, requirements, or recommendations are discussed. Attendees begin developing their syllabus while exchanging ideas and resources with colleagues. Additionally, these workshops are a time for co-instructors to begin developing teaching relationships and planning for their fall responsibilities.

Building Connections Conference: This annual one-day conference, held in May, serves as the major faculty development effort for all University 101 instructors. We recognize that faculty need ongoing and regular opportunities to learn new strategies for achieving course outcomes, to share ideas and best practices, and to place their work in a larger context. Content for this conference is based on the results of fall course evaluation and assessment results.

Summer Workshop Series: Throughout the summer, individual workshops are held on topics of interest to UNIV 101 instructors. Many of these workshops are repeated from the Building Connections Conference so that instructors who could not attend during the conference have the opportunity to attend additional sessions.

Faculty Meetings: These meetings, held throughout the fall semester, provide an opportunity for instructors to share ideas and learn from each other. It is also important for the University 101 staff to meet regularly with our faculty to provide important announcements, communicate and clarify expectations, and to discuss emerging issues.

Lessons from the Road Workshop Series: These workshops are held twice a semester to introduce instructors to active learning strategies and engaging lesson plans available in the Faculty Resource Manual, with the goal to assist instructors in enhancing their facilitation skills and adding new activities/lesson plans to their toolbox. Facilitators bring activities and lesson plans to life by demonstrating how to effectively facilitate the activities/lesson plans in the UNIV 101 classroom.

Colleague Clusters: Small groups of 5-6 instructors serve as a support team for each other and share ideas, successes, and resources with the team. Groups might review syllabi and make recommendations for improvements, prepare for First-Year Reading Experience by hosting a book discussion prior to the event; meet regularly to share ideas, assignments, lesson plans, etc; discuss difficult classroom situations and successes; observe each other's classrooms for ideas and feedback; and interpret evaluation results.

SharePoint: This intranet provides a forum for discussion, a place to share resources, and a mechanism for distributing information. Instructors can access electronic course materials, such as videos, PowerPoint presentations, etc. We also provide an electronic version of the Faculty Resource Manual, which allows instructors to make changes to activities and handouts to customize for their needs. Other features of this site include a discussion board for sharing ideas and a comprehensive calendar, with important University 101 dates (faculty meetings, workshops, etc), academic calendar (drop/add, semester breaks), and USC dates (involvement fair, etc).

Faculty Resource Manual: Designed by the University 101 staff and campus partners at the University of South Carolina, this resource manual provides instructional faculty with a how-to guide for designing, managing, teaching, and evaluating student work in the first-year seminar. The manual includes a detailed discussion of course management that offers suggestions for working with first-year students, designing a syllabus, establishing grading policies, building community in the classroom, and working with a peer leader. Chapters on topics and outcomes common to first-year seminars offer resources for students and suggested assignments and classroom activities.