Instructor Development and Assessment:  
Ensuring Ongoing First-Year Seminar Improvement

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Faculty Development & Assessment

Relevance eXcellence
Session Outline

1. Recruiting quality instructors

2. Developing & supporting instructors

3. Using assessment to guide instructor development and course improvement

4. Sustaining instructor corps over time
University 101 at the University of South Carolina

- 80% of first-year class enrolls annually
- Section enrollment capped at 19
  
  (*212 sections in fall 2013*)
- 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
Identifying & Recruiting Instructors

Desired Characteristics of Instructors:

- Understand and appreciate first-year students
- Believe that teaching is empowering learning
- Meet campus-wide criteria for instruction

Identifying Potential Instructors:

- Campus structures and processes
- Career and life stages
- Potential as instructors
- Campus networks
Inviting Potential Instructors

Individual invitations

Soliciting nominations

Campus advertising and public relations

Interviews with potential instructors
Defining 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)
Defining 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)
-- Groccia & Hunter (2012)
Learning Centered Classrooms

foundations for classroom instruction
AND instructor development

Arthur Chickering & Zelda Gamsen
- Seven Principles of Good Practice in Undergraduate Education, March 1987, AAHE Bulletin

Robert Barr & John Tagg
- Change Magazine, November-December, 1995

Maryellen Weimer
- Learning Centered Teaching: Five Key Changes to Practice, Jossey-Bass, 2002
Phases of First-Year Seminar Faculty Development

1. Group Building/Developing Community

2. Identifying Learner Needs & Characteristics

3. Resource Discovery and Use

4. Bridging and Transition
Step Model for Developing a Learning Experience

1. Who is your audience?

2. What are you trying to accomplish?

3. How will you accomplish it?

4. How do you know you accomplished it?
University 101 Programs
Instructor Development Plan

- Teaching Experience Workshop (January, March, or May)
- Syllabus Preparation and Team Building Workshops (April)
- Faculty Meetings
  - Brown Bag Lunches
  - Lessons from the Road Workshops (August-November)
- SharePoint Intranet
- Building Connections Conference (May)
- Campus Resource Guide
- Summer Workshops (June-July)
Selected Assessment Methods

• University 101 Faculty Survey
• UNIV 101 End-of-Course Evaluation
• First-Year Seminar Assessment
• Student Advisory Council and other qualitative methods
Faculty Survey

• Administered to all instructors who teach the course

• Focuses on instructor perceptions of support, faculty development events, and resources, etc.

• Asks questions regarding:
  – Current faculty development efforts
  – Course textbook and supplemental texts
  – Effectiveness of peer/graduate leader
  – Instructor satisfaction and commitment
Faculty Survey

• Faculty Development Events
  – Topics/Programs of interest/need

• Formative Feedback for Campus Partners

• Resources
  – Faculty Resource Manual
  – SharePoint
  – Campus Resource Guide
  – Transitions
End-of-Course Evaluation

- Administered in class to all students enrolled in the course

- Questions regarding satisfaction with:
  - Instructor
  - Course
  - Peer/Graduate Leader
End-of-Course Evaluation

• Summative and Formative Feedback
  – Understand the student experience
  – Drives areas of faculty development and improvement efforts

• Quality Control
  – From the results we are able to create a factor that allows us to identify our lowest and highest performing sections
First-Year Seminar Assessment

• National benchmarking instrument that measures effectiveness of first-year seminar

• 23 factors, such as: academic skills, usefulness of course materials, engaging pedagogies, and connections with faculty and with peers.

• Administered at end of fall semester
  – Online
  – Each instructor receives customized report
  – Comparison of sections
Priority Matrix – National Findings
## Predictors of Effectiveness – National Findings

<table>
<thead>
<tr>
<th>Overall Course Effectiveness Factors</th>
<th>Impact on Overall Course Effectiveness</th>
<th>Contribution to the Total Impact</th>
<th>Factor Performance</th>
<th>Recommendation Category</th>
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</thead>
<tbody>
<tr>
<td><strong>High Impact Factors</strong></td>
<td></td>
<td></td>
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<tr>
<td>Usefulness of Course Readings</td>
<td>1st Predictor</td>
<td>19.5%</td>
<td>Below Goal (4.62)</td>
<td>Top Priority</td>
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<tr>
<td>Course Included Engaging Pedagogy</td>
<td>2nd Predictor</td>
<td>18.3%</td>
<td>Below Goal (4.88)</td>
<td>Top Priority</td>
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<tr>
<td>Course Improved Managing Time and Priorities</td>
<td>3rd Predictor</td>
<td>10.9%</td>
<td>Below Goal (4.83)</td>
<td>Top Priority</td>
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<tr>
<td>Course Improved Study Strategies</td>
<td>4th Predictor</td>
<td>5.7%</td>
<td>Below Goal (4.55)</td>
<td>Top Priority</td>
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<tr>
<td><strong>No/Low Impact Factors</strong></td>
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<tr>
<td>Course Improved Knowledge of Campus Policies</td>
<td>5th Predictor</td>
<td>4.1%</td>
<td>Below Goal (5.09)</td>
<td>Monitor</td>
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<tr>
<td>Course Improved Connections with Peers</td>
<td>6th Predictor</td>
<td>4.0%</td>
<td>Below Goal (4.97)</td>
<td>Monitor</td>
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<td>Course Improved Critical Thinking</td>
<td>7th Predictor</td>
<td>3.5%</td>
<td>Below Goal (4.68)</td>
<td>Monitor</td>
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<td>Course Increased Out-of-Class Engagement</td>
<td>8th Predictor</td>
<td>2.1%</td>
<td>Below Goal (4.16)</td>
<td>Monitor</td>
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<td>Course Improved Connections with Faculty</td>
<td>9th Predictor</td>
<td>2.0%</td>
<td>Below Goal (4.83)</td>
<td>Monitor</td>
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<td>Course Improved Knowledge of Wellness</td>
<td>10th Predictor</td>
<td>1.1%</td>
<td>Below Goal (4.46)</td>
<td>Monitor</td>
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<td>Sense of Belonging and Acceptance</td>
<td>13th Predictor</td>
<td>0.0%</td>
<td>Above Goal (5.58)</td>
<td>Maintain</td>
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<td>Course Improved Academic and Cognitive Skills</td>
<td>Non Predictor</td>
<td>0.0%</td>
<td>Below Goal (4.30)</td>
<td>Monitor</td>
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<td>Course Improved Knowledge of Academic Services</td>
<td>Non Predictor</td>
<td>0.0%</td>
<td>Below Goal (5.22)</td>
<td>Monitor</td>
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</tbody>
</table>
First-Year Seminar Assessment

- 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
  - Faculty Resource Manual
  - SharePoint
Cultivating Ongoing Relationships

Intrinsic and extrinsic motivations

Encouraging reflection

Obstacles to motivation

Self Actualization
Esteem Needs
Belonging and Love
Safety Needs
Physiological Needs
Recognition and Rewards

✓ Simple acknowledgements
✓ Formal expressions
✓ Awards
✓ Feedback
✓ Opportunities
Program Development & Improvement

- One-on-one meetings
- Faculty advisory committee
- Task forces
- Identifying and tapping high performing instructors for faculty development events
Lessons Learned

• 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
Further Reading

Faculty Development


Assessment

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