Faculty Development and Educational Technology

In August, 2012 it was determined that the Faculty Development Department and the Educational Technology Department would develop an outcomes assessment plan to be included in the AAAA plan. A committee was formed and a plan of action created. During the 2012-2013 AY, the committee worked to determine the framework to be used, create measurable learning outcomes for each of the identified outcome assessment workshops/courses, determine the level/type of measurement for each outcome assessment workshop/course, create the various assessment tools, determine a system for deploying the tool, and determine a timeframe for the entire process.

The committee determined that the steps outlined above would be completed during the 2012-2013 AY. Data collection would occur during the 2013-2014 AY and the results would be analyzed and a baseline identified. The information would then be shared at the November, 2014 summit.

Outcome assessment related to faculty development activities determine the degree to which the various activities have achieved their specific outcomes. This kind of assessment is based on a curricular model and is similar to academic program assessment (Hines, 2011). An academic degree program is usually one of several offered in an academic school or department. The academic degree program is broken down into individual courses and each course is broken
down into individual classes. The same framework is used for our faculty development programs. The departments offering faculty development are analogous to the academic programs. Specific department programs—lunch and learn series, scholarly practitioner series, technology training, etc.—are analogous to academic degree programs. Within these programs we have individual offerings.

Different programs or offerings require different measurements in terms of both content and degree. To begin the outcome assessment process for faculty development activities, it was necessary to determine the levels of evaluation to be used in the plan. Because of the nature of outcome assessment related to faculty development, the assessment extends past the four pronged approach used by the colleges-Assessment of Teaching Effectiveness; Assessment of Student Learning Outcomes; Assessment of Student Satisfaction; and Promotion of Educational Values. Our plan includes six levels (Chism & Szabo, 1997; Hines, 2011; Kirkpatrick, 2006), with a strong emphasis placed on the first four levels.

Level 1-Participation: The first and most basic determination is participation. It is important to know who comes and who does not come to the various activities.

Level 2- Satisfaction/Reaction: The next level is satisfaction/reaction. Did participants like or dislike the event?

Level 3- Learning: This level asks the participant whether he/she has learned something. It is important to note that this is not a question of student learning, but of faculty learning. At this level we measure the participant's perception of how much his/her knowledge has increased as a result of the training.
Level 4- Behavior/Impact on teaching: This level asks whether faculty changed their behavior (instructional practices) as a result of what they learned. Specifically, this looks at how faculty members apply the information.

Level 5- Impact on student learning: This level measures the impact on students as a result of faculty applying information learned.

Level 6- Impact on Institution: This measure is the most complex of all, and usually only a small percentage of faculty development offerings will have a measurable institutional impact (Hines, 2011).

Although we believe that we have established a solid foundation for developing an assessment plan for faculty development activities, outcome assessment is an iterative process. It will continue to be a work in progress as we continue to refine our programs and our process.