OUTCOMES-BASED ASSESSMENT OF FACULTY DEVELOPMENT

USING THE LEARNING MANAGEMENT SYSTEM, E PORTFOLIOS, E-POSTERS, AND STUDENT ACHIEVEMENT DATA TO DOCUMENT SHORT AND LONG TERM OUTCOMES

ELI ANNUAL MEETING 2016
PRESENTERS

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ABOUT YOU: INTRODUCTORY POLL

Which of the following professional development activities do you provide at your institution: (check all that apply)

1. Face to face workshops
2. Faculty Learning Communities
3. Webinars (Lynda.com, Academic Impressions, or homegrown)
4. Summer or semester long Institutes
PLAN FOR THE SESSION

- Faculty Professional Development Assessment: Moving Beyond Exit Satisfaction Surveys and Questionnaires
- Importance of Archiving in the Assessment of Faculty Professional Development
- Types of Approaches Used to Produce Archival Products and Outputs
- Using Archival Faculty Professional Development Products and Outputs as Evidence to Communicate Faculty and Student Success Impact in Faculty Learning Communities and Summer Teaching Institute Workshops
Internal and external agencies want more information about the changes in teaching and learning that occur as a result of a professional development activity.

By designing faculty development programs that produce electronically archivable products or outputs it becomes possible and convenient to do both formative and summative outcomes-based assessment on faculty professional development activities.
WHY ARCHIVE?

- Documents changes in teaching practices and curriculum resulting from faculty professional development.
- Faculty and Administrators value tangible and visible outcomes.
- Work samples showcase faculty work for future FLC participants and funders.
- Outcome artifacts can be used for annual reports and Federal Grant Audits.
- Outcomes build a research database for Professional Development Centers.
- Evidence of outcomes supports and attracts resources and funding.
FACULTY LEARNING COMMUNITIES

OUTCOMES-BASED ASSESSMENT OF FACULTY PROFESSIONAL DEVELOPMENT
FACULTY LEARNING COMMUNITY: WHAT IS IT?

Faculty Learning Community (FLC) Timeline
1 Year

5 Meetings (2 hours each)
- Team and trust building
- Introduce, explore, and practice new technology
- Apply basic course and lesson design principles (Backward design, Bloom Taxonomy...)
- Create of lesson or course redesign proposal (includes project description and evaluation plan)

Summer or Winter Break

5 Meetings (2 hours each)
- Collaborative project trouble shooting
- Technology implementation updates
- Pilot technology projects
- Collection and analysis of evidence of student learning
- Publication of results (poster session, e-portfolios, and/or other culminating event)
Faculty and Professional Learning Communities | Year-long professional development seminars for faculty and higher education professionals. Join us for teaching, learning, and action research.

Cognitive Coaching to Transform Teaching
Fall 2011 – Spring 2012

Problem Based Learning: Student Groups and Critical Thinking
Fall 2012 – Spring 2013

Integrated Learning Across Disciplines
Fall 2013 – Spring 2014

Teaching and Learning with the iPad
Fall 2014

Blackboard and Action Research
Spring 2012 – Fall 2012

Using Massive Online Open Courses (MOOCs) to Flip your Classroom
Spring 2013 – Fall 2013

Math 29 and 30
Fall 2013 – Spring 2014

Math: Pre-Calculus and Calculus Teaching and Learning
Fall 2014 – Spring 2015

Writing and Submitting Successful Grant Proposals
Spring 2013 – Fall 2013

University Level Assessment of Critical Thinking
Spring 2013 – Fall 2013

STEM: Student Success
Spring 2014 – Fall 2014

Undergraduate Research: Students in Curricular and Co-Curricular Settings
Fall 2014 – Spring 2015

Program Assessment
Spring 2012 – Fall 2012

Critical Thinking and the First Year Student
Fall 2013 – Spring 2014

Face to Face and Online Discussions
Spring 2014 – Fall 2014

Deep Reading and Information Literacy
Fall 2014 – Spring 2015

Chemistry STEM Gateway FLC
Fall 2012 – Spring 2013

Mastering Moderation in Online Discussions
Spring 2013 – Fall 2013

Math 29 and 30
Fall 2013 – Spring 2014

Program and University Level Assessment
Spring 2014 – Fall 2014

Service Learning
Fall 2014 – Spring 2015

Teaching and Learning with the iPad
Spring 2015

Math STEM Gateway FLC
Fall 2012 – Spring 2013

Teaching First Year Students Pedagogy, High Impact
Fall 2013 – Spring 2014

Instructional Materials For the 21st Century
Spring 2014 – Fall 2014

Teaching and Learning with Tablets
Fall 2015

Service Learning
Fall 2015 – Spring 2016

Critical Thinking and the First Year Student
Fall 2013 – Spring 2014

Undergraduate Research: Students in Curricular and Co-Curricular Settings
Fall 2014 – Spring 2015

Learning and Student Success Analytics
Fall 2015 – Spring 2016

New Millennial Learning Materials
Fall 2015 – Spring 2016

Teaching and Learning with the iPad
Spring 2015

Deep Reading and Information Literacy
Fall 2014 – Spring 2015

Wicked Problems Innovative Curricular Design
Spring 2015 – Fall 2015

Program Assessment: Critical Thinking and Global Perspectives
Spring 2014 – Fall 2015

Face to Face and Online Discussions
Spring 2014 – Fall 2014

Deep Reading and Information Literacy
Fall 2014 – Spring 2015

Grant Writing: Science Standards and the Common Core
Spring 2015 – Fall 2015

Teaching and Learning with Tablets
Fall 2015
EX. 1 GRANT WRITING FLC

FLC Syllabus for: Writing and Submitting Successful Grant Proposals

FLC Facilitators: Jana Noel and Lynn Tashiro

FLC focus
This FLC will collaboratively engage faculty over a sustained period of time (1 year) to develop and refine skills in grant writing that can lead to funded grant proposals. The goal of this FLC is to provide opportunities for faculty to prepare successful grant proposals that will enable them to conduct research, publish, and/or develop innovative curricular or pedagogical strategies, as well as assist those faculty to develop as leaders in this area.

The ultimate outcomes for faculty participants will be submission of at least one grant proposal, development as grant proposal peer reviewers for FLC members, and leadership development in the area of grant writing that faculty can take with them to their departments and colleges in working with other faculty.

FLC Outcomes:
The outcomes of the FLC include the following:
Each FLC member will be able to:
1. Navigate the campus grant system to find available external and internal grants.
2. Identify at least one funding agency for their grant proposal.
3. Identify and write to the required sections of their selected grant RFP.
4. Serve as a peer reviewer for at least one colleague during the FLC.
5. Exhibit leadership within the FLC.
6. Exhibit leadership within their department related to grant writing.

FLC Deliverables will include the following:
Each FLC member will:
1. Submit at least one proposal to a grant funding agency.
2. Submit a plan for leadership in their department related to grant writing.

FLC Timeline for Calendar Year 2012

- Submit at least one proposal to a grant funding agency.

LMS Archival of FLC Activities
GRANT WRITING FLC

Faculty Outcomes

- 19 proposals to a diversity of grant agencies:
  - National Endowment for the Humanities
  - McCarthey Dressman Education Foundation
  - Sacramento State Pedagogy Enhancement Awards Program
  - Navy and Marine Corps Science
  - National Science Foundation
  - Association of Friuli Venezia Giulia.

- Grants Awarded: 4; Grants Declined: 4

- Grants Pending at FLC Conclusion: 11
EX. 2 UNDERGRADUATE RESEARCH (UGR)  FLC

- Local UGR Definition and Rubric
- UGR course assignment (F '14)
- Student work products related to UGR
- Proposal for UGR

Faculty Learning Community
Undergraduate Research: Engaging Students in Curricular and Co-Curricular Settings
February to December 2014
Syllabus

FLC focus, outcomes and FLC participants’ deliverables:
Undergraduate research (UGR) is a High Impact Practice (AACCU) that increases student achievement and improves graduation rates. Over the course of 10 meetings, this FLC will examine and implement strategies from the Council on Undergraduate Research for increasing UGR in the curriculum and improving opportunities for students across disciplines to experience the thrill of creating knowledge. Participants will work together to develop a local definition and rubric for UGR and devise a plan for how UGR can be integrated into first year student experiences (including in courses that participants teach). In fall semester, as appropriate, FLC participants will experiment with embedding mini-UGR opportunities in coursework, and analyzing the impact on student learning.

FLC Facilitators
Deidre B. Sessoms, Professor of Education
Lynn M. Tashiro, Director of the Center for Teaching and Learning

FLC Outcomes:
Each FLC participant will be able to:
1. Define UGR, describe models of UGR, evaluate levels of effective curricular and co-curricular implementation using UGR rubric
2. Use backward design and Bloom’s taxonomy to create one mini-assignment that integrates appropriate components of UGR

FLC Deliverables*:
1. Local UGR Definition and Rubric
2. UGR in FYE Plan & Presentation at FYE Convocation, Fall 2014
3. UGR course assignment (F '14)
4. Student work products with reflection on student learning outcomes related to UGR in the course assignment (F '14)

*Note: the deliverables will be archived in a SacCT FLC course

Partial List of Readings (all readings will be provided for participants) published by the Council on Undergraduate Research:

LMS Archival of FLC Activities
Spring 2016: Establishment of an Undergraduate Research Center

Research Symposium Student Participants

- 2010: 14
- 2011: 17
- 2012: 26
- 2013: 23
- 2014: 46
- 2015: 100

Number of Students
EX. 3 OPEN EDUCATIONAL RESOURCES FLC

- Description of new curricular resource and implementation plan
- Cost comparison of old/new curricular materials
- Project presentations with evidence and analysis of student learning

**Faculty Learning Community**
**Instructional Materials for the 21st Century Student**
Textbooks, e-books, and multimedia learning tools
February 2014 – December 2014
Syllabus

This Faculty Learning Community will focus on analyzing, revising, and creating General Education and First Year Program instructional materials. These materials include, but are not limited to, traditional paper readers, e-readers, and items that support active engagement, technology and Affordable Learning Solution tools. Participants will experiment with the content and delivery of curricular materials in their course and evaluate their impact on student learning.

FLC Facilitators:
Bridget Parson, Director of First Year Programs
Mary Reddick, Head of User Services, University Library
Lynn M. Tashiro, Director for the Center for Teaching and Learning

FLC focus, outcomes and FLC participants’ deliverables
The focus of the FLC is to analyze the effectiveness of and possibilities for adopting affordable, quality educational content for students in General Education and First Year programs. Faculty will use this experience to evaluate course material, develop learning activities, and recommend cost effective options for delivering course curriculum materials and learning tools to students.

**FLC Outcomes:**
Each FLC participant will be able to:
1. Describe the effectiveness and limitations of:
   a. a traditional paper reader vs. an electronic text
   b. a common reader vs. an open collection of resources
2. List options for providing students with high quality and cost effective curricular materials including options supported by the CSU Affordable Learning Solution Initiative
3. Be conversant with the terminology, technology, economic, and legal issues surrounding the use of copy

**FLC Deliverables:**
1. Analysis of curricular materials on dimensions of quality, access, utilization of technology, economic impact, and effect on student learning for:
   a. traditional paper texts and readers
   b. alternative curricular content: e-books, web based resources, and multimedia material
2. Description of new curricular resource or tool and plan to called evidence of student learning for Fall 2014 semester

**LMS Archival of FLC Activities**
Student Outcomes

Total Dollar Student Savings per course

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Total Dollar Savings</th>
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<tbody>
<tr>
<td>FREN2B Intermediate French</td>
<td>6,976.00</td>
</tr>
<tr>
<td>Art 120 Advanced Drawing</td>
<td>832.60</td>
</tr>
<tr>
<td>ETHN 11: Introduction to Ethnic Studies</td>
<td>5,206.00</td>
</tr>
<tr>
<td>PHIL 104: Bioethics</td>
<td>5,418.00</td>
</tr>
<tr>
<td>Coms 206 Organizational Communications</td>
<td>1,114.00</td>
</tr>
<tr>
<td>HRS 151: World Mythology</td>
<td>5,126.00</td>
</tr>
<tr>
<td>Math 1: Mathematical Reasoning</td>
<td>12,256.00</td>
</tr>
<tr>
<td>Physics 5B General Physics</td>
<td>16,500.00</td>
</tr>
<tr>
<td>EEE 142, Energy Systems Control and Opti</td>
<td>7,200.00</td>
</tr>
</tbody>
</table>

Affordable Learning Solution Course

Total Dollar Savings for course:

<table>
<thead>
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<th>Total Dollar Savings</th>
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</table>
EX. 4 SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS (STEM) PEDAGOGY FLC

Sacramento State
STEM Student Success
Faculty Learning Community
Faculty Projects to Improve Student Learning in Undergraduate STEM Courses

2014 Faculty Learning Community
Evidence Based Improvements for STEM Student Success
Syllabus

FLC Facilitators
Co-Facilitator: Judi Kuestick, Professor, Department of Geology
Co-Facilitator: Lynn M. Tashiro, Director of the Center for Teaching and Learning

FLC Focus
This FLC integrates professional development activities, early intervention, and student engagement with the scholarship of teaching and learning by using "Lesson Study" and "Action Research" to test and evaluate the implementation of research-based best practices. In the first half of the FLC, faculty will engage as learners in contemporary teaching tools such as student response systems (cards, clickers, polls everywhere), flipped classroom teaching (video or audio cast lectures), collaborative learning (problem-based, team-based, peer led), and learner analytics (for early intervention). Each meeting will model best practice implementation, facilitate faculty practice with the tools, and provide a forum for discussion. Faculty will select one of the tools to implement in a lesson the following semester. The implementation will be evaluated using peer observation based on the "Lesson Study" model of professional development and the assessment of student learning will be examined using "Action Research".

FLC Outcomes:
1. Faculty will know how to create an activity/lesson that implements the tools demonstrated in this FLC.
2. Faculty will be able to use backward design to create a pilot activity/lesson that implements one of the pedagogical tools demonstrated.
3. Faculty will be able to use Lesson Study and/or Action Research to evaluate the impact of their pilot activity/lesson.

FLC Deliverables:
1. A sample activity for each of the best practice STEM pedagogy tools demonstrated in the FLC.
2. Pilot Lesson utilizing one of the above tools.
4. PowerPoint summarizing the Action Research Project and its results.

- Samples of active learning lessons in STEM
- Action Research Plan for implementing innovative pedagogy
- PowerPoint of Action Research Project and its results

LMS Archival of FLC Activities
Faculty Outcomes

BIO 30: The Great Organ Systems Debate
Jennifer Landmark, Biological Sciences, landmark@csus.edu
Course: BIO 30: Anatomy & Physiology

Description of Instructional Intervention: This was the first time this course has been taught with a newly designed curriculum. The curriculum was designed to focus on the anatomy and physiology of the organ systems, integrating knowledge across different disciplines. The course included interactive lectures, group discussions, and hands-on dissections. Students were encouraged to work collaboratively to solve problems and to present their findings to the class. The course also included a research project where students had to design and conduct an experiment to test a hypothesis related to a specific organ system.

STEM ACTION RESEARCH E-PORTFOLIOS

Kinetic Exercise in Strengthening of Metals
Troy D. Topping, Mechanical Engineering, troy.topping@csus.edu
Course: SME 48: Engineering Materials

Project Description: Students consistently have a difficult time visualizing the concept of deformation in metals, which is the key material behavior (yield strength) for plastic (permanent) deformation of metals. Deformation in metal is significantly affected by the structural defects such as the presence of dislocations, grain boundaries, and other boundaries. Dislocations were arranged in a way that they interacted with other dislocations and their presence was recognized in the microstructure of the metal. The presence of dislocations was detected using X-ray diffraction and other techniques. The effect of deformation on the mechanical properties of metals was also studied.

Addressing Epistemology in an Online Environmental Science GE Course
Cathy Ishikawa, Environmental Studies, cathyishikawa@gmail.com
Course: GE 100: Introduction to Environmental Science

Project Description: Environmental Studies GE is an introduction to Environmental Science to the first-year students. The course covers the fundamental concepts of environmental science, including the history of the discipline, the science of ecosystems, and the impacts of human activities on the environment. The course also includes a research project where students have to design and conduct an experiment to test a hypothesis related to a specific environmental issue.

BIO 104 Mid-Ida: Molecular Diagnostic Activity and Presentation
Susana Lindgren, Biological Sciences, Lindgren@csus.edu
Course: BIO 104 (Medicinal Mycology)

Description of Instructional Intervention: There were three main motivations for this project:
1) Although our students are assistant to research and critically evaluate primary research articles, they often do not have enough time to read them in detail and to translate the content into usable information for further research or the clinical laboratory. This is an important skill used frequently in the research and development workforce.
2) The field of Diagnostic Mycology has been in a transition in the last century, and techniques advanced dramatically in recent years. The course included a detailed study of different fungal pathogens in human samples. The field of molecular mycology is still in its infancy, and there is still much to be learned about the different methodologies used in this field.

Physics 11A: Enhancing Metacognitive Skills
Vera Margorin, Physics & Astronomy Department, vera.margarin@csus.edu
Course: Physics 11A: General Physics—Mechanics

Description of Instructional Intervention: Physics 11A is a very challenging class for the majority of our students. It is very hard to pass, even though the course covers only the basic concepts of mechanics. The course includes a research project where students have to design and conduct an experiment to test a hypothesis related to a specific mechanical issue.
In 2015, the Sacramento State Summer Teaching Institute (known as TI) hosted its 15th anniversary.

Since its inception, over 700 faculty members have participated.

Conservative estimates suggest faculty members have taught as many as 20,000 sections and have served over 700,000 students in these classes.

Each TI culminates with a showcase where faculty showcase their course redesign efforts.
**SUMMER INSTITUTE SCHEDULE AND TOPICS**

Topics focus on teaching tools and technology-enhanced pedagogy

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>Learning is...</td>
<td>Learning happens when</td>
<td>Learning looks, sounds, and feels like...</td>
<td>Learning needs... I need</td>
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<td>8:30 - 9:00</td>
<td>Breakfast</td>
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<td>8:45 - 9:00</td>
<td>Registration and Breakfast</td>
<td>Breakfast Q&amp;A - Marco Martinez and Dennis Dalquist</td>
<td>Breakfast Q&amp;A - Marco Martinez and Dennis Dalquist</td>
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<tr>
<td>9:00 - 9:15</td>
<td>Welcome - Lynn Tashiro</td>
<td>The flipped classroom model - Diego Bonilla</td>
<td>Evidence of Student Learning. What does it look, sound, and feel like? - Lynn Tashiro and Judi Kusnick</td>
</tr>
<tr>
<td>9:15 - 9:30</td>
<td>Opening Remarks - Provost Harrisen</td>
<td>Logistics and tools</td>
<td>Open Educational Resources - Beatrice Russell, Dennis Dalquist and Mary Raddick</td>
</tr>
<tr>
<td>10:00 - 10:50</td>
<td>Bloom's Taxonomy and Backward Design - Judi Kusnick and Deirdre Sessions</td>
<td>Collaborative Team based learning - Jennifer Lundmark</td>
<td>Managing your redesign project, Student evaluations, and Project poster - Deidre Sessions and Lynn Tashiro</td>
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<tr>
<td>11:00 - 11:50</td>
<td>Course Redesign Working Time</td>
<td>Facilitating face-to-face and online classroom discussions - Judi Kusnick and Sarah Flote</td>
<td>Assessment of Course Design and Quality Matters - Michelle Foss Snowdon and Christine Beloe</td>
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<td>12:00 - 12:45</td>
<td>Lunch</td>
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<td>12:45 - 1:15</td>
<td>Photo session - Bruce Clark</td>
<td>Lunch</td>
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<td>1:00 - 1:15</td>
<td>Threshold concepts and Chunking content - Mark Stower</td>
<td>Work Time for Progress Activities</td>
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<td>1:15 - 1:30</td>
<td>Work Time DLN to AIRC</td>
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<td>Work Time DLN to AIRC</td>
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<tr>
<td>1:30 - 1:45</td>
<td>Collaborate 1 - Diego Bonilla</td>
<td>Collaborate 2 - Creative Commons Licenses - Diego Bonilla</td>
<td>(1) Teaching Institute evaluations and Next steps - Lynn Tashiro and Marco Martinez</td>
</tr>
<tr>
<td>1:45 - 2:00</td>
<td>Walking time DLN to AIRC</td>
<td>SacCT Foundation - Carolyn Gibbs</td>
<td>(2) Small group debrief &amp; postcards - Judi Kusnick</td>
</tr>
<tr>
<td>2:00 - 2:15</td>
<td>Walking time DLN to AIRC</td>
<td>SacCT QM - Carolyn Gibbs</td>
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-progress activity 1a: Map one learning goal on the Bloom's triangle template. The goal is to have you think about specific learning goals for your course redesign, and to begin the process of aligning your learning goals, assessment, and instructional activities.

-progress activity 1b: Create a Profile in SacCT that includes a photo of yourself. The goal in creating the profile is to establish a welcoming online presence for your students so they can put a face to the name of the instructor throughout the online area of your course.

-progress activity 2a: For this progress activity, you will sort your course redesign ideas into three groups: What I plan to do... What I might do... What I will save for another time... The goal is to identify the learning strategies you plan to use in your course redesign.

-progress activity 2b: Using Camtasia, record a very short 2 to 3 minute video of a website that you would like to recommend to your peers.

-progress activity 3: upload a plan and "to do list" to manage and complete your course redesign project. The goal is to have you focus and think intently about one aspect of your course redesign.

-progress activity 4: determine what evidence you will collect to examine the effect of your course redesign project. The goal is to think about ways of collecting evidence of student learning.
ARCHIVING THE COURSE REDESIGN USING E-POSTERS

EDUC 120 Literature for Children
FRANCIE DILLON

CHDV 157: Infant Development
Judy Ishiura Walker

MBA201 Accounting
Caixing Liu

N112: Nursing Care of the Adult Client
Nassrine Nouredine EdD, MSN, RN
TI FACULTY DEVELOPMENT TIMELINE

KEY “ASSESSMENT ASSETS”

- **Teaching Institute Application**
  - Course Redesign Proposal
  - 4-day Teaching Institute

- **Post TI Survey**
  - Satisfaction Survey

- **Course Redesign Poster**
  - Faculty work on course redesign and final poster deliverable

- **Post TI Showcase Reflection**
  - Survey of Tools

Timeline:
- February 2014
- May 2014
- February 2015
- March 2015
INSTITUTE FACULTY DEVELOPMENT TIMELINE

CONTINUOUS ASSESSMENT OF FACULTY DEVELOPMENT ACTIVITIES

Teaching Institute Application
Course Redesign Proposal
- Identification of faculty professional development needs for course redesign proposal.

Post TI Survey
Satisfaction Survey
- General satisfaction survey evaluating the valubleness of specific sessions and days.

Course Redesign Poster
- Identification of teaching tools used in redesign.
- Reflections on challenges and lessons learned.
- Analysis of change in student learning.

Post TI Showcase Reflection
Survey of Tools
- Reflection of the teaching tools used.

Timeline:
- February 2014
- May 2014
- February 2015
- March 2015
FACULTY DEVELOPMENT TIMELINE

ARCHIVAL OF “ASSESSMENT ASSETS”

- **Teaching Institute Application**
  - Course Redesign Proposal
  - Excel Spreadsheet
  - Identification of faculty professional development needs for course redesign proposal.

- **Post TI Survey**
  - Satisfaction Survey
  - Excel Spreadsheet
  - General satisfaction survey evaluating the valuableness of specific sessions and days.

- **Course Redesign Poster**
  - Course Redesign Poster
  - LMS
  - Identification of teaching tools used in redesign.
  - Reflections on challenges and lessons learned.
  - Analysis of change in student learning.

- **Post TI Showcase Reflection**
  - Survey of Tools
  - Excel Spreadsheet
  - Reflection of the teaching tools used.

Timeline:
- February 2014
- May 2014
- February 2015
- March 2015
EVIDENCE OF IMPACT ON FACULTY

ASSESSING FACULTY PROFESSIONAL DEVELOPMENT AND PRACTICE

Is there evidence of alignment between the applicants initial redesign proposal and their final redesign project?

Is there evidence of an alignment between what the applicant wanted to learn (as communicated in the application) and the TI session's value to the applicant?
EVIDENCE OF IMPACT ON STUDENTS

ASSESSING FACULTY PROFESSIONAL DEVELOPMENT AND PRACTICE

N112: Nursing Care of the Adult Client
Nassrine Noureddine EdD, MSN, RN

Before Team Based Learning (TBL)

Team Based Learning

is a pedagogy focused on assessing students' knowledge and application followed by immediate knowledge-application activities which evaluates teamwork and classroom application of course material.

FOUR FUNDAMENTAL PRINCIPLES

Teaching-learning as an attempt to create diverse, high performing teams.
Student self-evaluation in place of instructor evaluation.
Team accountability for success.
Team development from a group to a team.

LEARNING PHASES:

Phase 1: Individual Preparation
- Students are given online material to prepare.
- Students complete the online material and are assessed on their knowledge.

Phase 2: Reflection and Application
- Students are divided into teams and work on a team-based activity.
- Teams present their findings and are evaluated.

Phase 3: Application and Discussion of Case Scenarios
- Students apply their knowledge to real-world scenarios and discuss their solutions.

Team Scenarios:

1. A patient with a history of diabetes.
2. A patient with a history of hypertension.
3. A patient with a history of asthma.
4. A patient with a history of COPD.

Team Collaboration:

- Teams are evaluated on their ability to work together.
- Students are assessed on their ability to communicate effectively with their team members.

WHERE TO START?

The Pre-Test Quiz is a foundational course. A credit course that is followed by the first two phases of the nursing program. It is important to assess the knowledge of the students before the course begins.

Example "To Do List":

1. Review the material in TBL.
2. Create student teams.
3. Create realistic scenarios for the students to work on.
4. Create group application activities.
5. Senses students regarding the importance of TBL in promoting their learning.

Reflection: Challenges and Lessons Learned

Despite the time and hard work invested in learning and adopting a new pedagogy, it was very rewarding and reassuring to find out that 97% of the 86 students participating in the intervention were engaged in the learning experience.

In nursing, we emphasize to students that they need to be up-to-date and follow best practices in the profession. As educators, we need to use models that foster student engagement and application of best practices in education. It was worth it!
OUTCOMES-BASED ASSESSMENT OF FACULTY PROFESSIONAL DEVELOPMENT
SUMMARY OF OUTCOMES ARCHIVED

- Outcome data includes:
  - E-portfolio and e-posters from 90 redesigned courses
  - Electronically archived curriculum planning worksheets
  - Number of teaching, learning, and technology external grant proposals submitted (43) and funded (28), as well as the dollars of external funding awarded (+ $125K)
  - Student outcomes include a 100% increase in the number of students participating in undergraduate research (46 to 100 students), and a reduction in the cost of instructional materials to students totaling over $60,000 per semester.

Archived Outcomes = Evidence of Impact
QUESTIONS TO CONSIDER

1a. What evidence of outcomes do you already produce as a result of participating in professional development? (surveys, work products, revenue, etc.)

b. Do you have a systematic way to archive this evidence?

2a. Who is the audience for the outcomes of your professional development? (external or internal funders, faculty, administrators, Retention, Tenure, Promotion committees, program assessment?)

b. What scope, format, and analysis is most appropriate for this audience?