

Academic Assessment: Meeting Faculty Assessment Organizer (FAO) Needs

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Introduction

In 2013-2014, the School Assessment Specialists and the Office of Institutional Assessment assessed the following two service goals.

For programs and Faculty Assessment Organizers (FAOs), we

1. Provide strategic, methodological, and logistical support for annual and periodic assessment activities that address priorities for advancing student learning and success;
2. Effectively communicate purposes, values, methods and resources for assessment.

Methods

Indirect Evidence

Twenty experienced FAOs, representing 77% of the FAOs contacted, were interviewed following a standard script.

- 4 from Engineering
- 5 from Natural Sciences
- 11 From SSHA

FAO Assessment Experience

- 95% had assessed undergraduate programs
- 25% had assessed graduate programs.

Interview Purposes

1. Identify a shared set of FAO responsibilities to ensure administrative support is consistent with faculty perceptions of the FAO role.
2. Document FAO perceptions of existing assessment support, including its quality.
3. Document FAO perceptions of the value of assessment.
4. Gather feedback on FAO assessment support-related needs.

Direct Evidence

- The percentage of programs conducting annual assessment.
- The level of development of program assessment practices as represented in the annual Program Learning Outcome (PLO) Report, and assessed using the campus's [Rubric for the Report on PLO Assessment](#).

Results

Indirect Evidence

FAOs agree the list of FAO responsibilities is complete.



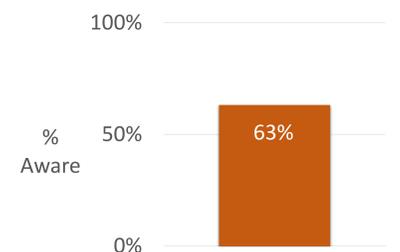
FAOs are “satisfied” or “very satisfied” with existing assessment support.



Programs benefit from annual assessment.

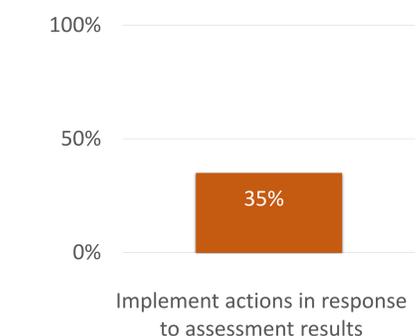
Positive Impacts	%
Program planning	85%
Faculty communication, group perspective	45%
Curriculum coherence	30%
Student input	25%
Pedagogy and instruction	15%

Most FAOs were not aware of the full range of services provided by assessment specialists.



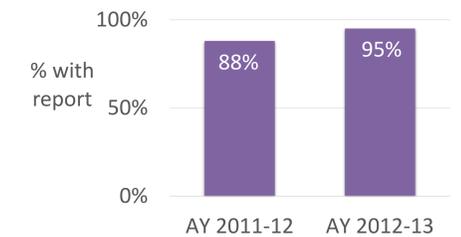
A small majority of FAOs understand the full scope of the reporting process.

A minority of programs completely implemented actions in response to assessment results.

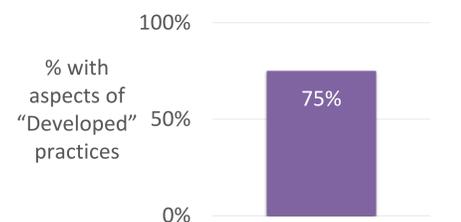


Direct Evidence

Undergraduate programs conduct annual assessment at high rates.



A majority of programs demonstrate aspects of “Developed” assessment practices for all rubric criteria.



Conclusions

- ✓ **Goal 1: We are meeting this goal to a reasonable extent.**
 - FAOs are satisfied with our support and identify important ways annual assessment benefits their programs.
 - The vast majority of academic programs engage in assessment annually, with practices generally involving a “Developed” standard of practice.
- X **Goal 2: Improvement is needed.** Particularly, communicating
 - Responsibilities of FAOs
 - Services and resources we provide to support their work.

Actions

Completed

- ✓ Developed an informative FAO appointment letter
- ✓ Added an FAO FAQ page to assessment.ucmerced.edu

Ongoing

- ✓ Expand resources available on assessment.ucmerced.edu
- ✓ Continue to provide high priority services
 - Consultation on assessment planning,
 - Logistical support for data collection
 - Preparation of content for annual reports
- ✓ Facilitate access to other sources of assessment support and data
- ✓ Publicly acknowledge the good work of programs.