The Relationship between Faculty Knowledge and Attitudes of Assessment

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RADFORD UNIVERSITY

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Activity

Please answer the questions on the sheet. We will score together.
## Activity: Key

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Introduction

• Faculty buy-in is key to the successful implementation of any assessment program
• Many faculty still have negative attitudes towards assessment
• Attitudes may be influenced by level of experience with a topic
• Examined:
  – Faculty attitudes of assessment
  – Relationship between knowledge of assessment and faculty attitudes
What We Know

• Faculty knowledge, beliefs and attitudes towards assessment affect faculty engagement with assessment (Emil & Cress, 2014)
• Faculty with more assessment experience were more likely to participate in assessment and had more positive attitudes towards assessment (Ebersole, 2009)
• Faculty locked in debates on the merits of assessment and reluctant to accept the added responsibilities (Banta, 2002)
Teacher Attitudes on Assessment

Brown (2010) found teachers in New Zealand:

- agreed that assessment leads to school and student improvement
- agreed that assessment leads to school accountability
- did not agree that assessment was irrelevant
- did not agree that assessment is for student accountability
Faculty Attitudes on Assessment

Very few studies on Higher Ed Faculty

– Fletcher et al. (2012) compared New Zealand professors and students on attitudes of assessment

– Grunwald & Peterson (2003) examined faculty satisfaction with assessment
Procedure

• Email sent to all full-time faculty via Provost’s Office
• Invited faculty to participate in a survey on ‘faculty attitudes on assessment’
• Online anonymous survey using Qualtrics
• Teachers’ Conceptions of Assessment-III (Brown, 2006)
• 27 question Likert-type scale
• Assesses beliefs regarding assessment
• Broken into 8 categories:
  • Assessment holds schools accountable
  • Assessment holds student accountable
  • Assessment leads to student improvement
  • Assessment leads to teaching improvement
  • Assessment is valid
  • Assessment is bad
  • Assessment should be ignored
  • Assessment is inaccurate
• We also created 3 categories: positive, negative, and neutral
Materials

• Knowledge of Assessment
• 25 True/False Questions
• Adapted from ‘Assessment Myths’ University of Hawaii at Manoa
Hypotheses

• Faculty will score higher on negative categories overall
• Positive correlation between knowledge of assessment and attitudes
• Difference in those who passed (70%) the knowledge portion and those who did not
  – Passing = higher score for positive attitudes
  – Not passing = higher score for negative attitudes
• Factor analysis will replicate Brown’s (2006) categories
Knowledge Score

– Mean: 16.1
– St. Dev: 5.4

Percent Passing (70% or better)
– 42%
Knowledge Score and Attitudes

Positive 60%
Neutral 10%
Negative 30%
Passing 0%
Not 0%
Neutral 10%
Factor Analysis

- Did not reveal the same categories as Brown (2006)
- Three categories
  - Assessment related to teaching
  - Assessment processes
  - Purpose of assessment
Conclusions

• Overall, faculty did not demonstrate high levels of knowledge about assessment
• Greater knowledge of assessment is related to higher positive attitudes of assessment
• Lesser knowledge of assessment is related to higher negative attitudes of assessment
• Brown’s categories do not seem to reflect higher education faculty attitudes of assessment
Implications

• Research on higher education assessment must be approached differently than K-12
• Faculty development is crucial in creating an environment favorable to assessment
• Important to combat the myths of assessment
Any questions before we move on to Discussion?
Discussion

How do you think faculty at your institution would score?

What are some ideas to change faculty attitudes towards assessment?
References


References


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