

## Reference 4

### Self-Study of Assessment as an On-going Process

#### Self-Study of Assessment as an On-Going Process: Faculty Input and Update Fall, 2009

*I strive to ensure that candidates understand what is expected of them and enhance consistency by:*

Indicators	Tenure track faculty (N=21)		Clinical faculty (N=6)		Total (N=27)	
	n	%	n	%	N	%
• Provide a comprehensive syllabus	21	100%	6	100%	27	100%
• Post detail on Blackboard (provide updates on Blackboard)	18	86%	0	0	18	86%
• Provide rubrics for course assessments (assessment of candidate work)	21	100%	5	83%	26	96%
• Provide clear, measurable learning outcomes in my syllabi	19	90%	5	83%	24	89%
• Include standards for course/program in syllabi	18	86%	5	83%	23	85%
• Include expectations for course grading in syllabi	21	100%	6	100%	27	100%
• Update timelines for readings/course discussion	21	100%	5	83%	26	96%

*I use rubrics or scoring guides:*

Indicators	Tenure track faculty (N=21)		Clinical faculty (N=6)		Total (N=27)	
	n	%	n	%	N	%
• Use of rubrics or scoring guides to enhance the consistency of the assessment of candidates in courses.	21	100%	5	83%	26	96%

*In terms of the review of rubrics (design, use, edit), I have been involved in:*

Indicators	Tenure track faculty (N=21)		Clinical faculty (N=6)		Total (N=27)	
	n	%	n	%	N	%
• Revising rubrics to improve the consistency of feedback to candidates	19	90%	3	50%	22	81%
• Using Department -approved rubrics for common assignments	18	86%	3	50%	21	78%

• Explaining rubrics to candidates	13	62%	5	83%	18	67%
• Reviewing rubrics to see how well they align with standards	15	71%	4	67%	19	70%
• Incorporating reliability and inter-rater reliability measures	9	43%	1	17%	10	37%

***I am involved in gathering, analyzing, and interpreting evidence of performance through:***

Indicators	Tenure track faculty (N=21)		Clinical faculty (N=6)		Total (N=27)	
	n	%	n	%	N	%
• Student evaluations	20	95%	4	67%	24	89%
• Candidate work and input in my class (	21	100%	6	100%	27	100%
• My performance reviews for scholarship, teaching, service	20	95%	4	67%	24	89%
• Departmental data	17	81%	4	67%	21	78%
• College data for core areas	14	67%	2	33%	16	59%
• University information	8	38%	2	33%	10	37%
• Outside partnerships	15	71%	3	50	18	67%

***I have used data for continuous improvement and reflective practice (100% tenure-track faculty, 83% clinical faculty). Data are used for:***

Indicators	Tenure track faculty (N=21)		Clinical faculty (N=6)		Total (N=27)	
	n	%	n	%	N	%
• Teaching (curriculum change and teaching/supervisory practice)	21	100%	6	100%	27	100%
• Scholarship	17	81%	1	17%	18	67%
• Service	12	57%	4	67%	16	59%
• Planning	11	52%	1	17%	12	44%
• Advocacy	11	52%	1	17%	12	44%
• Innovation	10	48%	4	67%	14	52%
• Operations	8	38%	4	67%	12	44%

***I have been part of and/or noticed changes (in regard to assessment and the use of data for continuous improvement) related to the following:***

Indicators	Tenure track faculty (N=21)		Clinical faculty (N=6)		Total (N=27)	
	n	%	n	%	N	%
• Collaboration and collegiality	20	95%	6	100%	26	96%
• Structure and process	18	86%	4	67%	22	81%
• Involvement and leadership	18	86%	4	67%	22	81%
• Other	1*		1*		2	7%

\* greater respect and accountability of faculty \* alignment of Ontario standards as well.