

The Relationship between Faculty Knowledge and Attitudes of Assessment

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Activity

**Please answer the questions on the sheet.
We will score together.**

Activity: Key

1. F

2. T

3. F

4. F

5. F

6. F

7. T

8. F

9. F

10. F

11. T

12. F

13. F

14. F

15. F

16. F

17. F

18. F

19. F

20. T

21. F

22. F

23. F

24. F

25. T

**19+ questions correct
is passing**

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**

Materials

- **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**
 - <https://manoa.hawaii.edu/assessment/myths.htm>

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

Knowledge Score

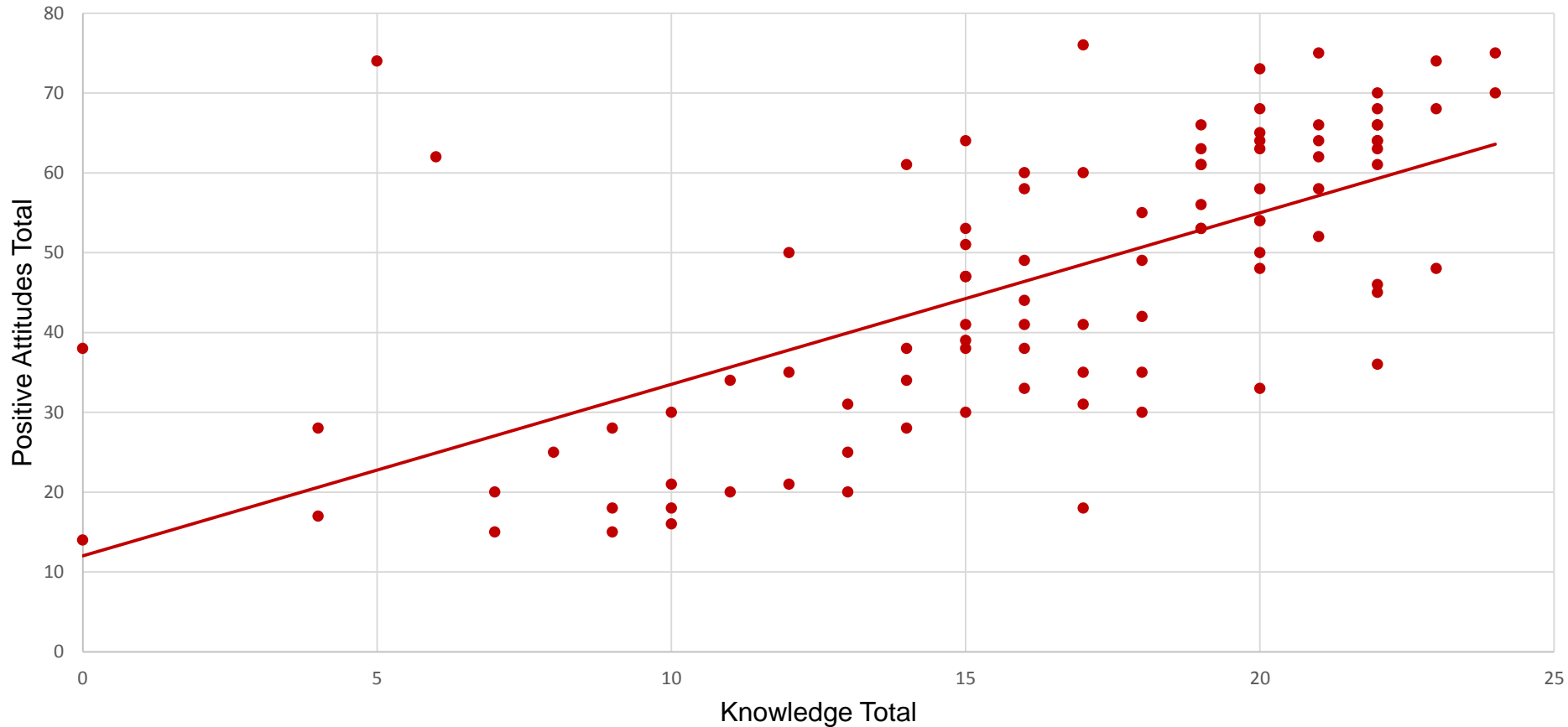
– Mean: 16.1

– St. Dev: 5.4

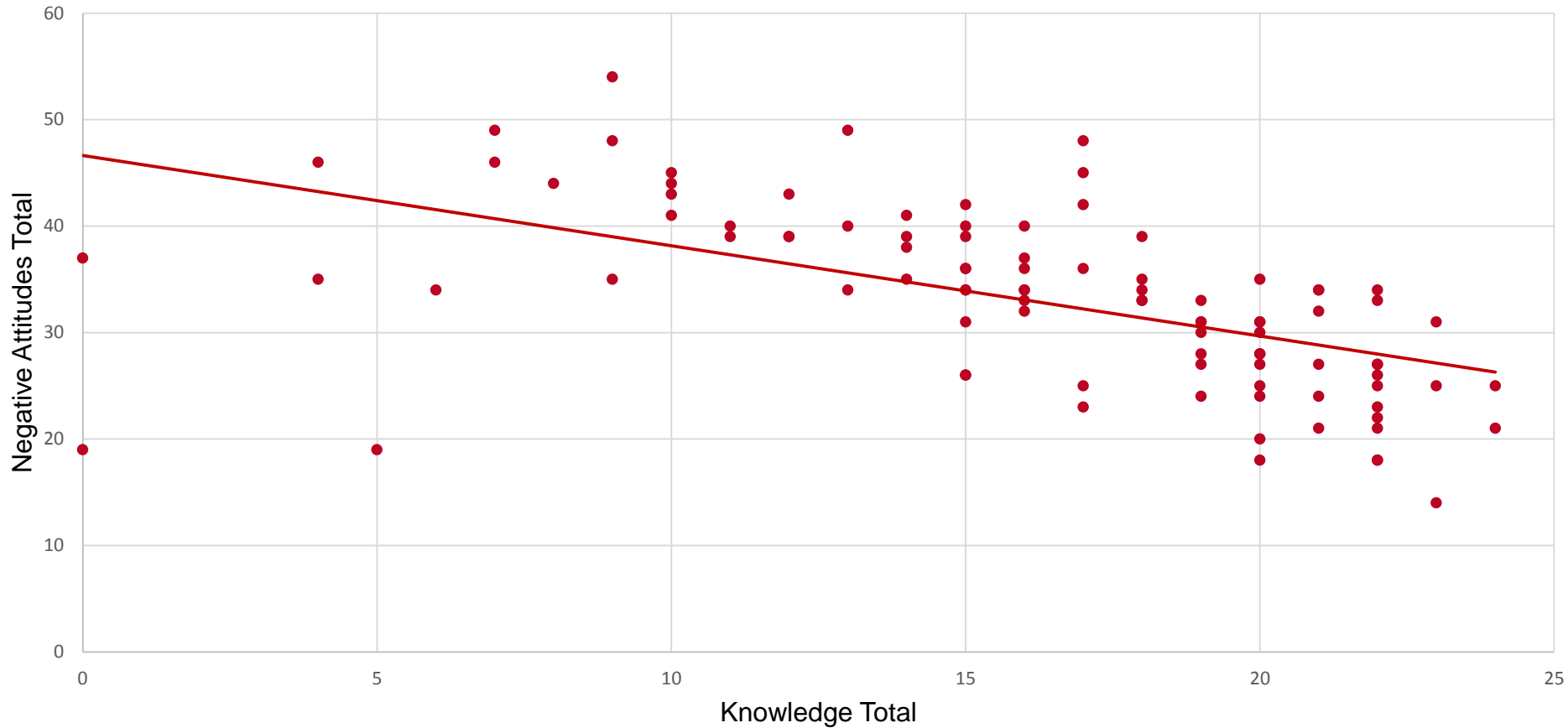
Percent Passing (70% or better)

– 42%

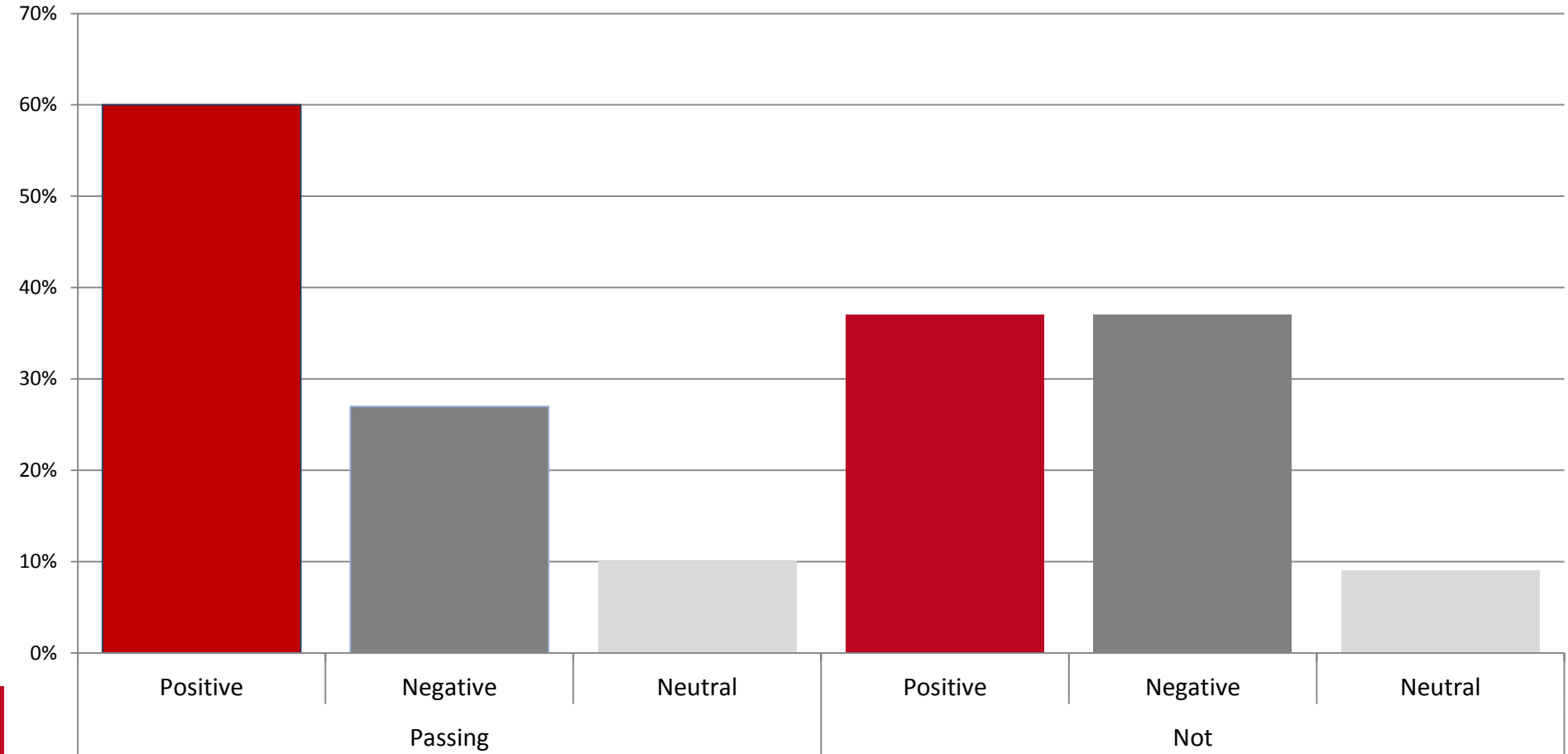
Positive Attitudes and Knowledge



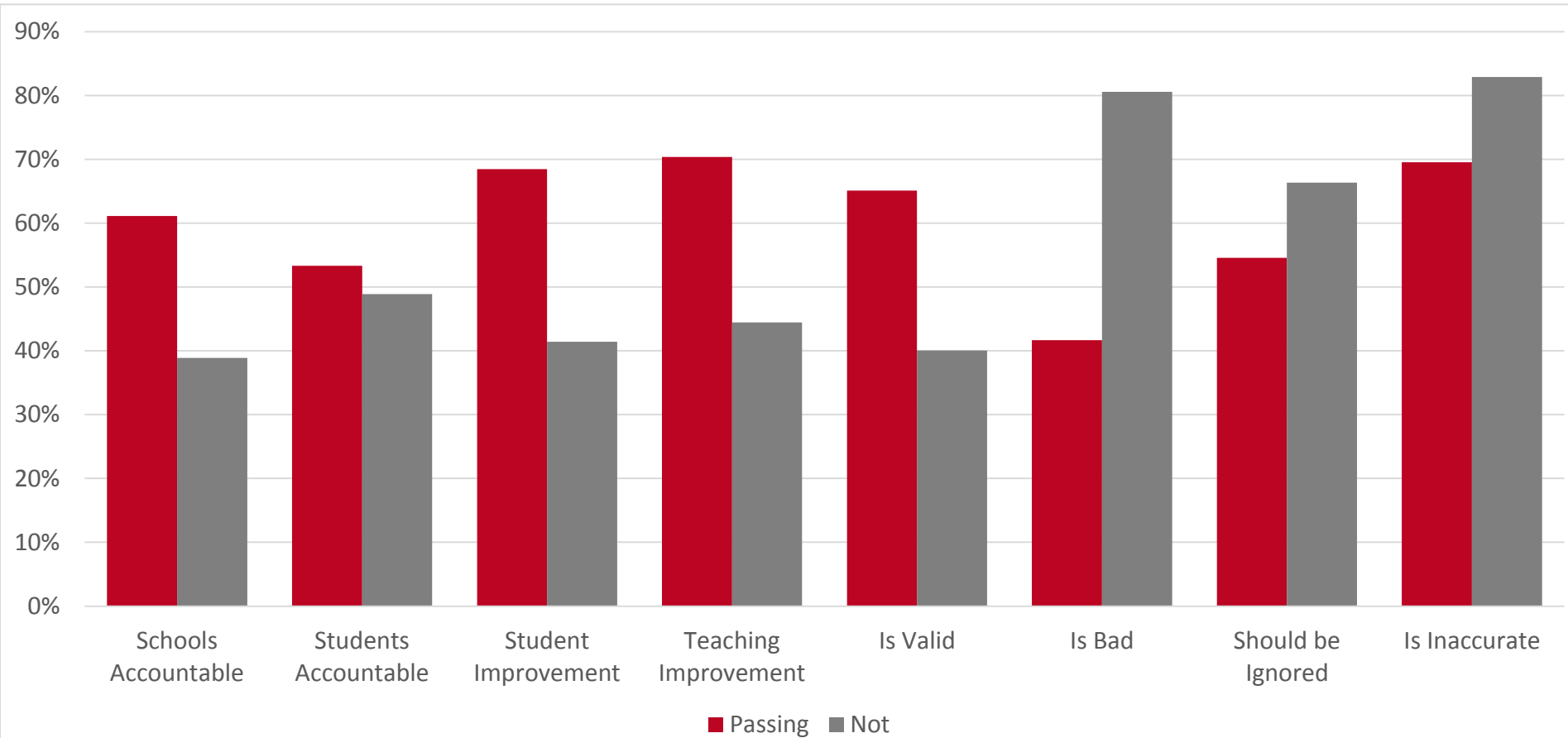
Negative Attitudes and Knowledge



Knowledge Score and Attitudes



Knowledge and Brown's Categories



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**

Questions?

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

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- Grunwald, H. & Peterson, M. W. (2003). Factors that promote faculty involvement in and satisfaction with institutional and classroom student assessment. *Research in Higher Education*, 44(2), 173-204.

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