

# **BCTLN Workshop on Program Assessment and Evaluation for Teaching and Learning Centres**

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## **Description**

This session will address reasons for assessment and evaluation of your program and strategic approaches to planning and implementing an evaluation process on your campus. Participants will actively engage in a detailed planning exercise and discuss with colleagues different approaches to evaluation and how these approaches might fit with their institutional mission and culture.

## **Preparation**

Please search out and bring with you any mission statements that apply to your program(s); they may include broad institutional statements as well as mission statements and terms of reference that apply more locally to your program(s). We will be using these to inform a strategic planning exercise for assessment and evaluation of your unit.

## **Agenda**

What is the difference between assessment and evaluation?

Why evaluate your program?

What is your institutional context and culture?

What mission statements apply to your work?

How are academic units evaluated? Administrative?

What accreditation and/or quality standards may apply?

Strategic planning for an evaluation process:

- External or internal? Why?
- Design
- Budget
- Implementation

Leadership development and succession planning?

Follow up

**Eric Kristensen** has held positions in educational development since 1979, starting at Harvard's Derek Bok Center for Teaching and Learning and then establishing a program at Berklee College of Music in 1990. Following a term on its board, he served as President of the Professional and Organizational Development Network in Higher Education in 1997. In 2004 Eric moved to Canada to accept a position as Senior Instructional Consultant at the University of Ottawa's Centre for University Teaching. He moved to beautiful British Columbia in 2009 to take a position at UBC Medical School coordinating a consultation process for its new MD curriculum and finally landed at Capilano University where he founded its Teaching and Learning Centre. Now retired from full-time work, Eric is eager to share his knowledge and experience with educational development colleagues.

## Selected Resources

### **Ministerial Statement on Quality Assurance of Degree Education in Canada (Council of Ministers of Education, Canada; 2007)**

#### *New Degree-Granting Institution Standards*

5.4 Faculty and Staff – The institution has policies with respect to the number and qualifications of the academic faculty and instructional staff, including provisions against fraudulent credentials; policies with respect to appointment, evaluation (including student evaluations), employment conditions, which include workload, promotion, termination, and professional development; and policies/practices with respect to research and/or scholarship. In addition, the institution has policies regarding appropriate human resource development and management.

#### *New Degree Program Quality Assessment*

7.6 Human Resources – The institution has sufficient and appropriately qualified resources, academic and otherwise, to deliver degree-level education, and satisfactory policies pertaining to faculty that address issues such as the protection of academic freedom; academic/professional credentials; the regular review of faculty performance; the means of ensuring that faculty knowledge of the field is current; teaching, supervision and student-counselling loads; and professional development of faculty. Staff resources must be sufficient to ensure the coverage required within the discipline for the proposed program.

<http://www.cmec.ca/Publications/Lists/Publications/Attachments/95/QA-Statement-2007.en.pdf>

### **Northwest Commission on Colleges and Universities Standards (2010)**

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

<http://www.nwccu.org/Pubs%20Forms%20and%20Updates/Publications/Standards%20for%20Accreditation.pdf>

Thomas R. **Guskey (2002)**, “Does it make a difference? Evaluating professional development” in *Educational Leadership*, vol. 59, no. 6 (March 2002).

<http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Does-It-Make-a-Difference%20A2-Evaluating-Professional-Development.aspx>