Using Backward Design Principles to Assess the Impact of an Organization's Services

Student Affairs Assessment & Research Conference
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Stephanie Rohdieck & Sarah Holt
University Center for the Advancement of Teaching
The Ohio State University
Agenda

• Share a process for reflection, assessment, and planning

• Define the steps of the Backward Design Process:
  • Defining goals
  • Defining and aligning objectives
  • Aligning programs to objectives
  • Aligning assessment data to programs and objectives
UCAT Self Study

• Academic Affairs Program Review winter/spring 2015
• Involved all staff in the unit
• Database created
• 18+ months of intense and focused work
  • 2 staff retreats
  • Biweekly meetings
• Subcommittees for various tasks
UCAT Structure

• Staff (15)
  • management team, coordinators, consultants, grad students, office support

• Programs (10 categories)
  • consultations, events, learning communities, teaching awards, grants, resources

• Clients
  • anyone who teaches at Ohio State

• in 2009-2013:
  • 2,689 individual consultations with 865 unique people
  • 428 unit consultations
  • 6,556 attendances at open events, 3,302 unique people
UCAT Mission Statement

The University Center for the Advancement of Teaching (UCAT) exists to assist all those who teach at The Ohio State University to excel in teaching, support student learning, and experience the satisfaction that results from teaching well. UCAT seeks to advance teaching at Ohio State by promoting a university culture that puts students first by valuing a scholarly approach to teaching and learning, and focuses on teacher success by providing information, consultation, and events on teaching.
UCAT Philosophy of Practice

Service
• Support the university teaching community
• Consider the goals of people with whom we work
• Contributing our unique knowledge and skills to best meet needs

Community
• Building relationships (with clients, stakeholders) around teaching
• Connectedness (individual consultations to programs)

Scholarship
• Scholarly practice within our work
• Critical consumers of teaching and learning literature
• Adding to that scholarship with our research
UCAT 2013 Strategic Plan

20 items within these 3 foci:

1. Build stronger partnerships and presence on campus

2. Enhance national recognition

3. Maintain and advance core services
Backward Course Design

(1) Course Goals
(2) Learning Objectives
(3) Assignments
(4) Content
(5) Teaching Strategies
Backward Design for Unit Assessment

1. Unit Goals
2. Unit Objectives
3. Services/Programs
4. Assessment measures
UCAT Goals

A. Teachers take a scholarly approach to teaching
B. Teachers are reflective about teaching
C. Teachers foster student learning
D. Teachers feel connected to a teaching community
E. Teachers demonstrate confidence in and derive satisfaction from their teaching experience
F. Ohio State recognizes UCAT as an effective advocate for teaching.
G. UCAT contributes positively to the field of Educational Development
Writing Unit Goals

• How you want the university (students/teachers/institution) to be different due to your unit’s existence on campus
• The impact your unit (not specific programs) makes on the campus
• Could be knowledge, practices, attitudes, participation
• Use “Fuzzy” verbs not easily measurable
  • Recognizes, changes, contributes
Activity

Answer 1 of the 3 questions at the top (1 minute)

Draft 1-3 unit goals (4 minutes)
## UCAT Objectives

<table>
<thead>
<tr>
<th>B. Teachers are reflective about teaching</th>
<th>Teachers participate in discourse on teaching practices and principles with UCAT.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Teachers recognize their pedagogical agency and responsibility</td>
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<td></td>
<td>Teachers report a sense of empowerment and greater self-efficacy as a result of reflecting on their teaching practices.</td>
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<td></td>
<td>Teachers document the evolution of and rationale for their teaching practice</td>
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<td></td>
<td>Teachers collect, analyze, and respond to multiple forms of student feedback</td>
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<td></td>
<td>Teachers can articulate rationale for pedagogical choices</td>
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</table>
Writing Unit Objectives

• Originate from and align with goals
• Participant-centered, not unit-centered
• Specific, Measurable, Observable
• Use active verbs
  • Students report that…, teachers will participate in…
• They do not describe a specific program
• SWBAT
  • students/teachers/administrators/community will be able to…
Activity

Draft 1-2 unit objectives for at least 1 unit goal (4 minutes)

Debrief (1 minute)
Organizing Services/Programs

- Organize individual programs around similarly themed categories
- Align the programs with objectives

<table>
<thead>
<tr>
<th>Service</th>
<th>Specific Programs</th>
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</thead>
<tbody>
<tr>
<td>Consultations</td>
<td>Individual consultations</td>
</tr>
<tr>
<td></td>
<td>Unit consultations (colleges, departments, programs)</td>
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<tr>
<td>Singular Events</td>
<td>Open events (university-wide)</td>
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<td></td>
<td>Invited events (units, groups)</td>
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<td>Orientations</td>
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<td>Conferences</td>
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<td>Event Series</td>
<td>Course Design Institutes</td>
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<td>Curriculum Design Institutes</td>
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<td></td>
<td>Book Groups</td>
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<td></td>
<td>Starting TA Resource Group (STAR)</td>
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<td>Learning Communities</td>
<td>OSTEP</td>
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<td></td>
<td>TOAST</td>
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<tr>
<td>Resources</td>
<td>Website (includes the handbook)</td>
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<td>Help Yourself articles</td>
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<td>Newsletters (print, digital)</td>
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<td>Library collection (part of university libraries)</td>
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<td>Social Media (Facebook, blog, Twitter)</td>
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<td>University Partnerships</td>
<td>Academy of Teaching</td>
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<td></td>
<td>Ohio State Suicide Prevention Program</td>
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<td></td>
<td>Internationalization efforts (OIA...)</td>
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<td></td>
<td>Graduate Interdisciplinary</td>
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</tbody>
</table>
## Assessment Levels

<table>
<thead>
<tr>
<th>Participation</th>
<th>Who is participating in the services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction</td>
<td>How satisfied were they with those services?</td>
</tr>
<tr>
<td>Learning by Participants</td>
<td>Did they learn something from those services?</td>
</tr>
<tr>
<td>Impact on Teaching Practices</td>
<td>Did they change their practices as a result of participation on those services?</td>
</tr>
<tr>
<td>Impact on Learning</td>
<td>Did students learn more/better as a result of their change in practice?</td>
</tr>
<tr>
<td>Institutional Change</td>
<td>Was there a change in the university as a result of the services offered?</td>
</tr>
</tbody>
</table>

Hines, S. (2013, November). Faculty development evaluation: Get ready, set, then go. At 38th Annual POD Conference, Pittsburgh, PA.
Activity

Choose 1 objective

Describe the data (re: programs) you already have that shows evidence of successfully meeting that impact level
Capturing Our Work

Assessment Tool

ObjectiveID: P45
Category: Consultations
Program: Invited Events
Difficulty: Easy
Level: Participation
Details: Look for # of invited guest lectures
Data: UCAT was invited to guest lecture for 63 pedagogy class on campus (with a total of 325 students in attendance).
Complete?: Yes
Effectiveness: Convincing

Cancel  Done
Capturing Our Work

**Goal:** Teachers will demonstrate **confidence** in and derive **satisfaction** from their teaching experience

**Objective:** Teachers are self-aware of their accomplishments and areas for improvement

**Participation**
- CDI evaluations

**Satisfaction**
- Event Evaluations
- Solicited client feedback
- User Survey

**Participant Learning**
- CDI Focus Group

**Teaching Practice**
- User Survey
- User Survey
- Solicited client feedback

**Student Learning**
- Solicited client feedback

**Institutional Change**
Capturing Our Work

Teachers take a **scholarly** approach to teaching

- Teachers participate in discourse on teaching practices and principles with UCAT.
- Teachers design their courses using the principles of backward design.
- Teachers design courses in alignment with programs.
- Teachers identify and use appropriate literature, including SoTL, to inform their teaching.
- Teachers collect, analyze, and respond to multiple forms of student feedback.

**Related Objectives**

| A1 | Teachers participate in discourse on teaching practices and principles with UCAT. |
| A2 | Teachers design their courses using the principles of backward design. |
| A3 | Teachers design courses in alignment with programs. |
| A4 | Teachers identify and use appropriate literature, including SoTL, to inform their teaching. |
| A5 | Teachers collect, analyze, and respond to multiple forms of student feedback. |

**Assessment Tool**

- CDI Attendance
- OSTEP Participants
- CDI Attendance
- Social Media Visits
- CDI Grads

**Program**

- Course Design Institutes
- OSTEP
- Course Design Institutes
- Social Media
- Course Design Institutes

**Level**

- Participation
- Participation
- Participation
- Participation
- Participation

**Objective**

- A1
- A1
- A1
- A1
- A2

**Run Alignment Report**

**Add Another Goal**

**Align with Objective**

**Sufficient Data**

- Attaining
- Progressing
- Minimal Progression

**Bottom Line Conclusion**

A significant amount of data supports that teachers who work with us are using a scholarly approach to teaching.
Closing the Loop

• Are the data convincing?
• What data do we still need?
• What data can we realistically collect?
• What new objectives do we need to create?
• What goals did we miss?
• Where do we go from here?
• How successful have we been at meeting our goals?
A. Scholarly Teaching
B. Reflective Teaching
C. Student Learning
D. Community
E. Confidence and Satisfaction
F. OSU Advocacy
G. Field Contribution

Number of Objectives in Each UCAT Goal

- **Succeeding** (strong evidence)
- **Succeeding** (some evidence)
- **Progressing well** (strong evidence)
- **Progressing well** (some evidence)
- **Progressing well** (insufficient evidence)
- **Minimally progressing** (some evidence)
- **Minimally progressing** (insufficient evidence)
Self-study process > results

For more information or to consult with UCAT on your unit’s self-assessment:

www.ucat.osu.edu
ucat@osu.edu
rohdieck.1@osu.edu
(614) 292-3644