



# Evaluation of Student Learning

*Performance Improvement Campaign*

April 16, 2019



LAFORTUNE  
UNIVERSITY

HIGH LEVEL DESIGN

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## The 8 interventions in this campaign

ADDRESSING JOB 1: LaFortune University's non-tenured, new faculty's effective and efficient evaluation of their students' learning

**LEGEND:**

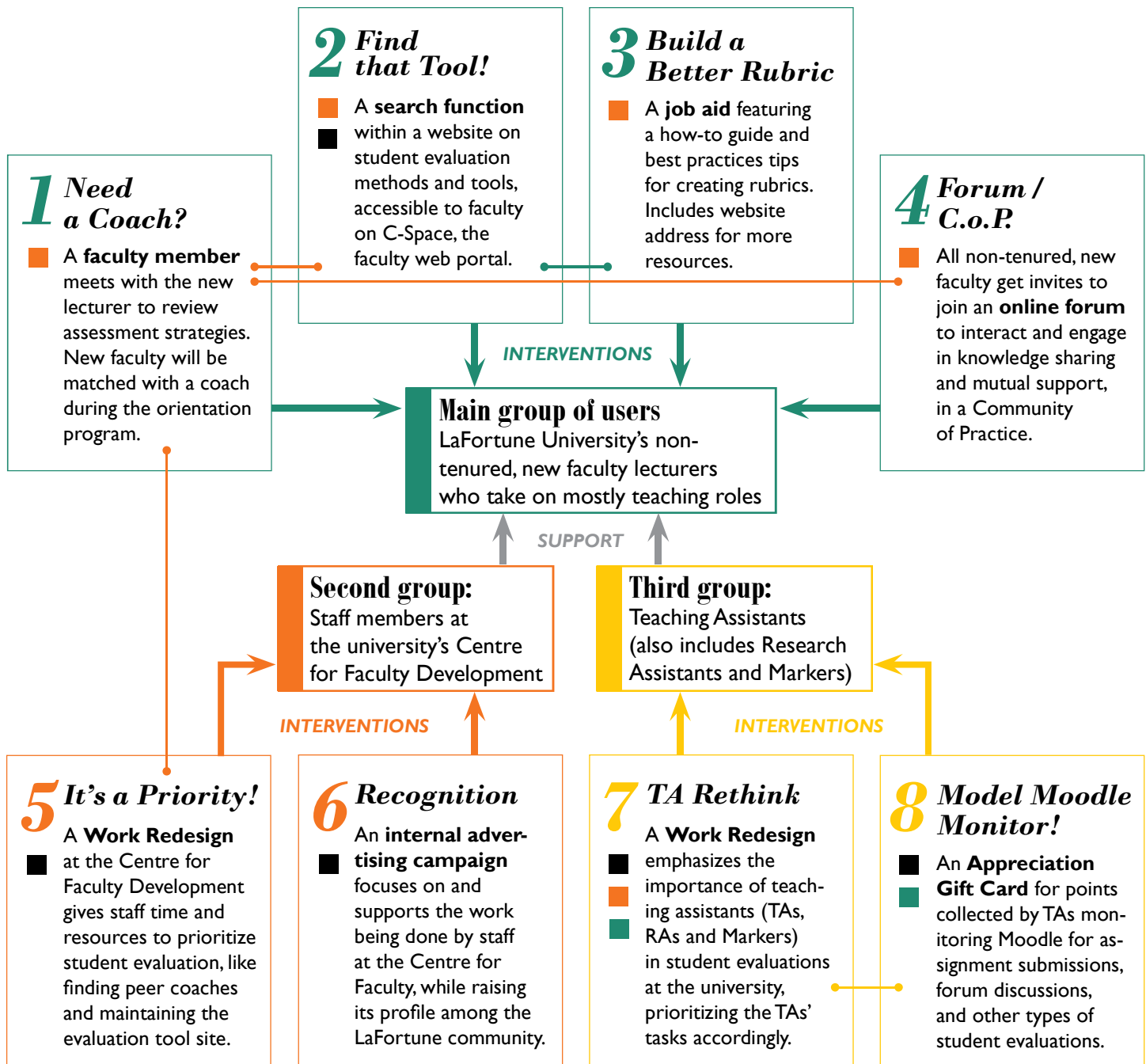
- 0 **Intervention targeting users** (colour refers to the user groups)

**Groups involved in intervention**

- Non-tenured new faculty
- Centre for Faculty Development
- Teaching Assistants
- University Administration

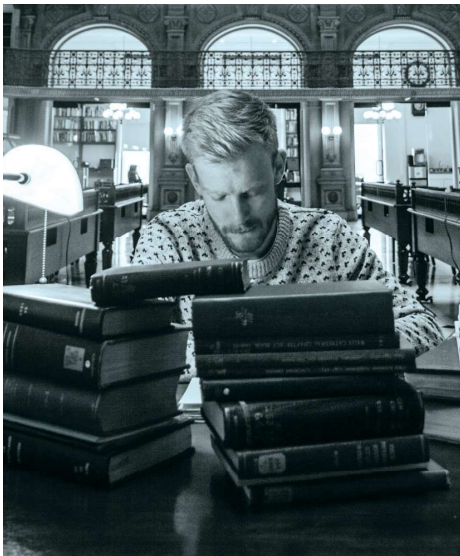
**Links between interventions**

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- 
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**THE GOAL >** Given this performance improvement campaign, LaFortune University contains expenses by reducing the high turnover rate of its non-tenure track, full-time faculty by 5% in 3 years.

## IMPROVING EVALUATION OF STUDENT LEARNING



LaFortune University's new faculty – in particular, new lecturers and clinical professors not on the tenure track – has been having trouble transitioning to university teaching. The turnover among these non-tenured faculty is unusually high because these recently-hired faculty feel they are not prepared for the job.

After undergoing a year-long orientation program on university teaching, many new non-tenured faculty are still having trouble with the effective and efficient evaluation of their students' learning. The inability to adequately evaluate their students is being reflected in their course evaluations which is resulting in the high turnover rate.

This high level design presents the main interventions necessary to improve the performance of new non-tenured faculty, in effectively and efficiently evaluating student learning.

### MAIN GROUP OF USERS

**Non-tenured, new faculty lecturers**

- Median age is between 49 to 52; 60% women to 40% men
- Almost all have at least a Master's degree or equivalent; many have an industry background
- Some have taught in continuing education and corporate training; none have university teaching experience
- Usually hired on limited-term contract and hold mostly teaching positions
- Paid less and have fewer benefits than tenured faculty

### SECOND GROUP OF USERS

**Staff at the Centre for Faculty Development**

- There are 9 members in the centre for faculty development team.
- Aside from the director and office coordinator the remaining staff are teaching specialists or curriculum developers who can advise faculty on various pedagogical matters.
- Average age ranges from 40 to 55; there are 6 women and 3 men on staff
- Everyone on staff have experience or expertise in teaching, learning and education.

### THIRD GROUP OF USERS

**Teaching Assistants (TAs, RAs & Markers)**

- Average age is between 24 and 38; 55% women to 45% men
- The majority of TAs & RAs are graduate students
- Undergraduate TAs are usually employed in marking positions
- TA training is offered by the labour union representing TAs and RAs at Concordia University, TRAC

## 1 NEED A COACH?

### DESCRIPTION

A faculty member meets with the new lecturer to review assessment strategies. New faculty will be matched with a non-tenured coach at the beginning of the orientation program, coordinated by staff at the Centre for Faculty Development.

**TIMELINE:** Introductions are made orientation year.

**RATIONALE:** Non-tenured faculty are new to university teaching and may not have anyone to call upon. A dedicated coach (non-tenured mentor) available to review assessment strategies will help in this important evaluation exercise. Introducing the coach could also build the new faculty's circle of peers, encouraging community building, which will then promote teacher efficacy.

**USERS:** LaFortune's new non-tenured faculty

**LEVEL:** Individual

**PHASES:** All - indifferent, newbie, arrogant & humble

**PERFORMANCE NEEDS:** Resources, Capacity

**OBJECTIVE:** Given faculty resources at the Centre for Faculty Development, teachers review assessment strategy with peers or colleagues regularly

### FORMAT

**GENRE:** Coaching.

**MEDIUM:** In person and/or online.

**Why?** Coaching from someone familiar with university teaching brings perspective to writing and then reviewing assessment strategies.

**Advantages?** Flexibility. New faculty can arrange meeting times with their coaches according to their schedules. Meeting length and frequency can depend on new faculty needs.

**Limitations?** Once matched, it is still up to the new faculty to contact the coach and arrange meetings. Not all new faculty will take up this offer to have a coach review their evaluation strategies.

### CONVENTIONS:

**Type of info available:** Every new faculty receive a letter introducing to a non-tenured faculty coach they can contact during their year-long orientation program, to assist them in reviewing assessment strategies.

**Intervention format:** Letter of introduction with basic contact information; meetings can be held on campus or off, or even online.

**Communication style:** Formal letter style; following communication depends on relationship between coach and the new faculty member.

**User expectations:** To be able to contact the faculty coach to meet and assist them in reviewing assessment strategies.

## 2 FINDING THE RIGHT TOOL

### DESCRIPTION

A redesigned website with an Intranet search function for faculty seeking evaluating instruments (or tools) currently in use at the university, as well as information about university policy and curated resources concerning the assessment and evaluation of students' learning.

**TIMELINE:** Introduced to new faculty orientation year; always accessible on C-Space.

**RATIONALE:** New faculty will be able to search evaluation instruments commonly used in their faculty or department. This will be especially useful for "newbie" users. "Feeling arrogant" or "humble" users could feel inspired by curated links or resources of suggested alternative evaluation instruments.

**USERS:** LaFortune's new non-tenured faculty

**LEVEL:** Individual

**PHASES:** Newbie, arrogant, humble

**PERFORMANCE NEEDS:** Resources, Information

**OBJECTIVE:** Given departmental evaluation guidelines, teachers create evaluation instrument to assess individual assignment or group work, focussing on content knowledge, process and capabilities

### FORMAT

**GENRE:** Website.

**MEDIUM:** Intranet.

**Why?** Evaluation tools should be available only to faculty, so it is appropriate to contain it inside of an intranet, with username and password security.

**Advantages?** A website with search functions, curated links and assessment resources creates a strong site for non-tenured new faculty to reference for their student evaluation needs.

**Limitations?** The website will need to be maintained, and advertised internally to faculty, both current and new.

### CONVENTIONS:

**Type of info available:** Website with evaluation tool search gives users examples when they search for essay test, multiple answer questions or group project by faculty or department. Along with examples of evaluation tools used at the university, there will be curated links to other assessment resources.

**Intervention format:** Website, responsive on all devices - desktop and mobile.

**Communication style:** Follows university style and format for their intranet.

**User expectations:** To be able to quickly navigate, search and find evaluation tools on the website.

## 3 BUILD A BETTER RUBRIC

**USERS:** LaFortune's new non-tenured faculty  
**LEVEL:** Individual  
**PHASES:** Newbie

**PERFORMANCE NEEDS:** Resources, Information  
**OBJECTIVE:** Given departmental evaluation guidelines, teachers create a rubric to use in grading individual assignment or group work, assessing content knowledge, process and capabilities

### DESCRIPTION

This is a **job aid** featuring a how-to guide and best practices tips for creating rubrics. It is one of the handouts about student evaluations available at the Centre for Faculty Development and by download on the Evaluation Tool Web Portal.

**TIMELINE:** The job aid is handed out to every new faculty, but it's always available at the centre or online.

**RATIONALE:** Some non-tenured faculty, new to university teaching, may not know how to create rubrics. After taking orientation courses and using the Evaluation Tool Web Portal, a handout on creating rubrics will direct and guide faculty in improving their evaluation of their students' learning. It's an example of a just-in-time intervention - available to improve performance when it's needed on the job.

### FORMAT

**GENRE:** Job Aid.

**MEDIUM:** Print document.

**Why?** A job aid - available both at the centre and online - can be easily accessible when needed on the job.

**Advantages?** It's easily created, printed and uploaded, from existing course material on creating rubrics. Content is unlikely to need updating.

**Limitations?** Someone must keep track of the master copy, updating it if necessary and printing out copies for course material or to keep on hand at the Centre for Faculty Development.

### CONVENTIONS:

**Type of info available:** Step-by-step procedure on creating a rubric with examples. Includes a list of additional resources like C-Space and the url of the Evaluation Tool Web Portal.

**Intervention format:** Letter-sized print document, one sheet, printed both sides; structure is that of an instructional job-aid.

**Communication style:** Instructions are written in easy-to-understand language.

**User expectations:** To be able to access the job aid quickly and then to create a rubric using this job aid.

## 4 FORUM / C.O.P.

**USERS:** LaFortune's new non-tenured faculty  
**LEVEL:** Individual  
**PHASES:** All - indifferent, newbie, arrogant & humble

**PERFORMANCE NEEDS:** Motivation  
**OBJECTIVE:** Given community-building online sites, the Centre for Faculty Development invite non-tenured faculty to join an online forum in order to encourage a community of practice

### DESCRIPTION

All non-tenured, new faculty receive invitations to join an **online forum**, a place where they can interact and engage in knowledge sharing and mutual support, creating a community of practice.

**TIMELINE:** Invitations are extended to every new faculty; the online forum is always available.

**RATIONALE:** New non-tenured faculty are scattered across faculties departments, two campuses and multiple buildings and can feel isolated. An online forum will give these faculty a virtual space to build a community of practice, creating an environment conducive to teacher efficacy and improved performance. Teacher efficacy - their sense of confidence in their ability - is tied to teaching experience and school culture.

### FORMAT

**GENRE:** Community of Practice.

**MEDIUM:** Internet.

**Why?** Virtual meeting spaces are good alternatives for busy university faculty wishing to interact and engage with like-minded peers.

**Advantages?** Privacy settings can grant access by invitation only. Posts can be answered as time permits; threads can expand on themes or questions.

**Limitations?** Someone has to monitor the online forum to guide discussions, queries and maintain decorum if necessary.

### CONVENTIONS:

**Type of info available:** The online forum is a discussion board where non-tenured faculty can post discussion points and questions about job-related issues. It may contain information about events or issues of interest to the community. Often, it include contact information of the person running the forum.

**Intervention format:** Web portal, responsive on all devices - desktop and mobile.

**Communication style:** Language is casual, informal and respectful.

**User expectations:** To be able to access the forum and post easily from any platform; to interact and engage with fellow non-tenured faculty in a mutually supportive environment.

## 5 IT'S A PRIORITY!

### DESCRIPTION

This is a **Work Redesign** at the Centre for Faculty Development to prioritize student evaluation by new non-tenured faculty. The work redesign should be endorsed by the university administration, and implemented quickly.

**TIMELINE:** Redesign during Summer, ready for Fall.

**RATIONALE:** A Work Redesign of the centre is necessary to give targeted staff time and resources to participate in Interventions #1 (match non-tenured faculty coaches with new non-tenured faculty), #2 (curate and maintain the Evaluation Tool Web Portal), and #3 (publish the Rubric Job Aid). Targeted staff would be those with the expertise necessary to work on each intervention.

**USERS:** Centre for Faculty Development staff

**LEVEL:** Organizational

**PHASES:** All - indifferent, newbie, arrogant & humble

**PERFORMANCE NEEDS:** Resources (time, staff)

**OBJECTIVE:** Given additional time and resources, Centre for Faculty Development staff develop interventions, improving performance of new non-tenured faculty in evaluating students' learning

### FORMAT

**GENRE:** Work redesign.

**MEDIUM:** Work projects and/or job tasks.

**Why?** Staff at the Centre for Faculty Development need to redirect their efforts to prioritize student evaluation.

**Advantages?** Commits the centre to free up time and resources in order to support Interventions #1 to #3.

**Limitations?** Centre for Faculty Development will have to shift work to other staff not involved in supporting the interventions, and de-prioritize or even drop some faculty development work entirely.

### CONVENTIONS:

**Type of info available:** Director of the centre and office coordinator keep the staff abreast of the work redesign prior to, during and after the intervention.

**Intervention format:** Staff meetings, email updates, work/projet re-assignments, schedule changes.

**Communication style:** Administration and internal communication about work redesign is formal.

**User expectations:** Be kept informed prior and during the work redesign; transition to new work positions to happen smoothly and with minimum difficulty.

## 6 RECOGNITION

### DESCRIPTION

An **internal advertising campaign** focuses on work being done by staff at the Centre for Faculty Development, specifically with student evaluations.

**TIMELINE:** Campaign kicks off when the centre begins supporting the main interventions (#1 through #4).

**RATIONALE:** After the work redesign and their re-prioritized work supporting the main interventions, university administration should show staff at the Centre for Faculty Development their work is important. An internal ad campaign is a good way to encourage and motivate staff at the centre of the efforts in the overall performance improvement campaign, while raising its profile with non-tenured faculty.

**USERS:** Centre for Faculty Development staff

**LEVEL:** Organizational

**PHASES:** All - indifferent, newbie, arrogant & humble

**PERFORMANCE NEEDS:** Motivation

**OBJECTIVE:** Given additional time and resources, Centre for Faculty Development staff develop interventions, improving performance of new non-tenured faculty in evaluating students' learning

### FORMAT

**GENRE:** Advertisements.

**MEDIUM:** Internal communications (newsletters, blogs).

**Why?** Internal communications is a good way to show support of as well as raise the profile of the Centre for Faculty Development as the resource centre for the evaluation of student learning.

**Advantages?** High visibility in the LaFortune university community.

**Limitations?** Takes additional university resources and coordination of efforts; there may be professional jealousy from other departments and colleagues not in the advertisements.

### CONVENTIONS:

**Type of info available:** Information about the centre's role in the overall performance improvement campaign. Profiles of individual staff members or the centre as a whole. Links to C-Space and the Evaluation Tool Web Portal.

**Intervention format:** Printed and online internal newsletters; university blogs.

**Communication style:** Public Relations / Marketing language and style.

**User expectations:** That the centre's work is showcased in its role supporting the performance improvement campaign.

## 7 TA RETHINK

**USERS:** Teaching Assistants (TA), RAs, Markers  
**LEVEL:** Organizational  
**PHASES:** All - indifferent, newbie, arrogant & humble

**PERFORMANCE NEEDS:** Motivation  
**OBJECTIVE:** Given existing university tools, Teaching Assistants give teachers timely feedback on students' assignments or exams using assessment criteria

### DESCRIPTION

This is a **Work Redesign** of the roles of Teaching Assistants (TA), Research Assistants (RA) and Markers emphasizing their importance in student evaluations at the university, and then prioritizing their tasks accordingly.

**TIMELINE:** Redesign during Summer, ready for Fall.

**RATIONALE:** A Work Redesign of the Teaching Assistants' (TA) role is necessary to focus their time and resources to help improve new non-tenured faculty performance in evaluating students' learning. Targeted users also include Research Assistants (RA) and Markers.

### FORMAT

**GENRE:** Work redesign.

**MEDIUM:** Job tasks.

**Why?** This is a good way to focus the attention of TAs, RAs and Markers on the performance improvement campaign, and to assist non-tenure faculty with student evaluations.

**Advantages?** All TAs, RAs and Markers will receive the same message about prioritizing student evaluations.

**Limitations?** All TAs, RAs and Markers are part of a union, TRAC. The work redesign will require involving TRAC, as the union organizes TA training. Not a limitation, just an extra consideration.

### CONVENTIONS:

**Type of info available:** TRAC union reps keep TAs, RAs and Markers informed of the work redesign prior to, during and after the intervention.

**Intervention format:** Union meetings, email notifications and updates.

**Communication style:** TRAC union communication about work redesign is formal.

**User expectations:** Be kept informed prior and during the work redesign; transition to new job tasks should be smooth and occur with minimum difficulty.

## 8 MODEL MOODLE MONITOR!

**USERS:** Teaching Assistants (TA), RAs, Markers  
**LEVEL:** Individual  
**PHASES:** All - indifferent, newbie, arrogant & humble

**PERFORMANCE NEEDS:** Motivation  
**OBJECTIVE:** Given Moodle, Teaching Assistants monitor student assessments – such as assignment submissions and participation in forums – before and after assignment deadlines

### DESCRIPTION

An **Appreciation Gift Card** for points collected by TAs monitoring Moodle for assignment submissions, forum discussions, and other types of student evaluations.

**TIMELINE:** TAs begin collecting points with the launch of Interventions #1 through #4.

**RATIONALE:** TAs, RAs and Markers need some motivation and support as they prioritize student evaluation in assisting their instructors with their performance improvement campaign. Monitoring Moodle can be time-consuming and sometimes take extra effort. An appreciation gift card is a good way to say, Thanks for being a great TA!

### FORMAT

**GENRE:** Incentive.

**MEDIUM:** Gift card.

**Why?** This is an incentive for TAs, RAs and Markers to keep on track in monitoring evaluation of students' learning on Moodle which takes time and effort.

**Advantages?** A simple way to say Thank You, while rewarding a good TA with a little extra cash.

**Limitations?** It may be difficult finding a point system that will appropriately reward job tasks for TAs, RAs and Markers that'll be approved by both non-tenured faculty and TRAC!

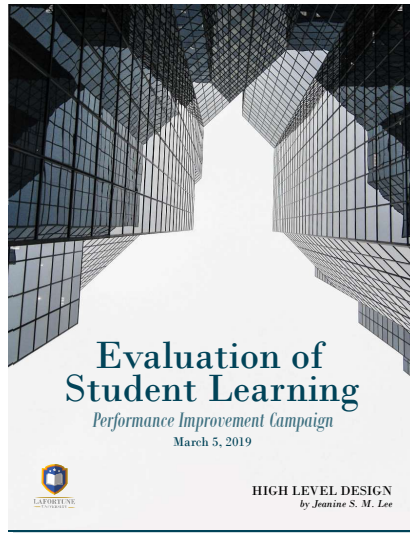
### CONVENTIONS:

**Type of info available:** Clear information about the point system and the gift card reward, including who is eligible, how points are accumulated, and the gift card reward.

**Intervention format:** Point system linked to gift cards handed out after a certain number is attained. Gift cards will be determined by TA preference (examples: Indigo, Omer de Serres, Amazon).

**Communication style:** Explained in a fun and informal way, but still contains university branding.

**User expectations:** Users will expect the point system to be fair, simple to understand. TAs who keep on task will expect to be able to accumulate points and be rewarded with a gift card by the end of a semester.



*Designed by Jeanine S. M. Lee*

**CREDITS:**

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