

To: Dr. Shelly Stovall, Director of Assessment
Cc: Dr. Bobbie Derlin, Associate Provost

Advocates for Scholarly Teaching Annual Committee Report: 2011 - 2012

I. Function of the Committee

The Advocates for Scholarly Teaching actively support faculty at New Mexico State University in increasing and documenting institutional effectiveness by encouraging, creating and sustaining an environment that focuses on the continuous improvement of student learning through the practice of scholarly/evidence-based teaching.

II. Committee Chair and Committee Members [those members with * rotated off May 2012]

Paula C Johnson, Committee Chair (Library)
Sharon Bartley (Agricultural, Consumer & Environmental Sciences)
Robert Duran (Arts & Sciences/Arts & Humanities)
Laura Madson* (Arts & Sciences/Social Sciences)
Miriam Chaiken (Arts & Sciences)
Sam Gray* (Business Administration & Economics)
Amalia Humada-Ludeke (Education)
Paul Andersen (Engineering)
Susan Wilson (Health & Social Services)
Linda Lacey (Graduate School, Position Appointment)
Shelly Stovall (Office of Assessment, Ex-officio)
Wendy Wilkins (Provost's Office, Ex-officio)

III. Accomplishments of the Committee

In spring 2011, AST developed a Classroom Assessment Scholar certificate series comprised of six workshops. The sessions were run in collaboration with the Teaching Academy. Three workshops, two sessions each, were given that spring, with the remaining being offered during fall 2011. Attached please find the flyers which describe these workshops. Average attendance per session was eighteen. Sessions were taped to permit those interested to view a workshop as desired. A Scholarly Teaching libguide (<http://nmsu.libguides.com/ast>) was created for making available the workshop handouts and for compiling other materials for faculty interested in scholarly teaching. To date, the guide pages have been accessed 419 times.

When the committee members reviewed their mission statement and goals and objectives this year, they discerned that classroom assessment was a part of scholarly teaching – and therefore elected to use the name Advocates for Scholarly Teaching. In conjunction with the Office of Assessment, this spring AST started sending out some FAQs pertaining to scholarly teaching via the Hotline. These were then posted on the Assessment Office's website, along with supplementary information.

IV. Future Directions of the Committee

With a new Co-Chair, Amalia Humada-Ludeke (she will be tapping a co-chair in the fall) the path ahead is only partially determined. AST plans to send out more FAQs Fall 2012 and wants to partner with the Teaching Academy again in a workshop that will show how scholarly teaching can become an element in Digital Measures.

Keeping Assessment Simple: Using Rubrics to Measure Learning

Shelly Stovall

Director of Assessment

Wednesday, September 14

9:30–11 a.m.

OR

Thursday, September 15

8:30–10 a.m.

Milton Hall Room 50



Digital Measures requires faculty to provide evidence of teaching effectiveness in three or four of the following ways, as called for by our (new in 2008) promotion and tenure guidelines (NMSU Policy Manual, 5.90.4.1.1): evidence from the instructor, evidence from students, evidence from other professionals, and evidence of student learning.

To provide evidence of student learning, you must be able to demonstrate that students are, in fact, learning. That is, you must assess student learning. To do this effectively, you must have a reliable tool to measure the amount of learning that is taking place. This tool must be aligned with two other key elements—the learning objective and the assignment.

A rubric is a tool that breaks down a learning objective into specific components that must be mastered in order to achieve success on the learning objective. It defines and quantifies student performance to communicate clearly to students how to achieve success on the learning objective. It paints a picture of success (and failure), and helps students see what you, as the instructor, expect. Rubrics can

provide effective, efficient and meaningful feedback to students, encouraging them to self-monitor their progress, as well as informing your teaching.

In this workshop, you will develop a rubric to assess a learning objective in your course or program. You will learn how to ensure your rubric is aligned with your learning objective and the student assignment. With this rubric in hand, you will be able to measure and document your students' learning in ways that are meaningful to you and to your students, and provide evidence of student learning for Digital Measures.

Shelly Stovall, Ph.D., taught music for the first 18 years of her tenure at NMSU. A long-time leader in the area of assessment, in 2008 she began splitting her time between teaching and assessment at the institutional level. She is currently the director of assessment and is engaged in promoting and facilitating assessment at all levels across the institution. Shelly has presented locally and nationally on the subject, and is committed to empowering faculty to improve student learning through use of authentic assessment practices.

Advocates for Classroom Assessment

Scholarly Teaching=Improved Student Performance

Don Dutton

GED and Distance Learning Coordinator
Doña Ana Community College

Monday, October 17

10–11:30 a.m.

OR

Tuesday, October 18

1–2:30 p.m.

Milton Hall Room 50



Scholarly teaching is a process that documents your methods and provides clear direction for improving instruction. Ever wonder why students do what they do? Are you sure you are teaching the same thing you are testing? Ever wonder what your students hear you say?

By clarifying objectives, providing transparent scoring procedures and documenting the process, changes can be made based on the results of the steps you take.

Using your classroom as a laboratory for experimentation is not abusive to your students. It is quite the opposite. Consider your objectives. Plan a strategy. Communicate with your students. Document

what you do. Study the results and implement changes that will lead to improvements.

This workshop will provide guided discussion designed to help you explore your current procedures and, hopefully, help you make changes, if necessary.

Don Dutton serves the DACC Adult Division as GED and Distance Learning coordinator. Over a span of 25 years, he has taught in colleges and adult programs in Turkey, Japan and San Diego. He has also held positions as coordinator, trainer, assistant principal and principal. As a graduate of the first ChAMPIONS program at NMSU last year he is committed to demonstrating scholarly teaching and asking his staff to do the same.

Advocates for Classroom Assessment

Assessment Results to Document Scholarly Teaching

Michèle Shuster

Biology

Monday, November 14

8–9:30 a.m.

OR

Friday, November 18

2:30–4 p.m.

Milton Hall Room 50



This workshop will help you with summarizing and analyzing your assessment data; choosing effective and appropriate actions to take based on your analysis; how and why to share your results with others; and, finally, how to keep your assessment momentum going.

Michèle Shuster, Ph.D., is an assistant professor in the Biology department. Her teaching includes large introductory lecture courses, microbiology courses and the occasional upper division course in a more specialized area. She is involved in the Scholarship of Teaching and Learning (SoTL), focusing on the use of various active learning strategies (e.g. clickers, case studies) and assessment of their impact on student attitude, engagement and learning in large lecture courses. Michèle is the 2011 recipient of the Westhafer Award for Excellence in Teaching.



Classroom Assessment Scholar Certificate of Achievement

Awarded to

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December, 2011 for successful completion of the

2011 Classroom Assessment Workshop Series
Sponsored by the Advocates for Classroom
Assessment

Office of Assessment
New Mexico State University

Paula Johnson, Chair
NMSU Advocates for Classroom Assessment Committee

Shelly Stovall, Director of Assessment
Co-sponsored by the Teaching Academy

