



INHA UNIVERSITY

Assessment Process & Professional Support system

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PURPOSE

- Optimize educational quality and upgrade the teaching standard in higher education
- Maximize students' learning outcomes by implementing an effective assessment process and professional support system in teaching.
- Enhance performance and motivation of faculty and administrative staff by encouraging the use of an assessment-driven lesson

Assessment system for teaching and learning outcome

Educational development support system



Assessment system for teaching and learning outcome

1. Measuring educational quality

2. Evaluating Performance

A. Student success

B. Quality of teaching

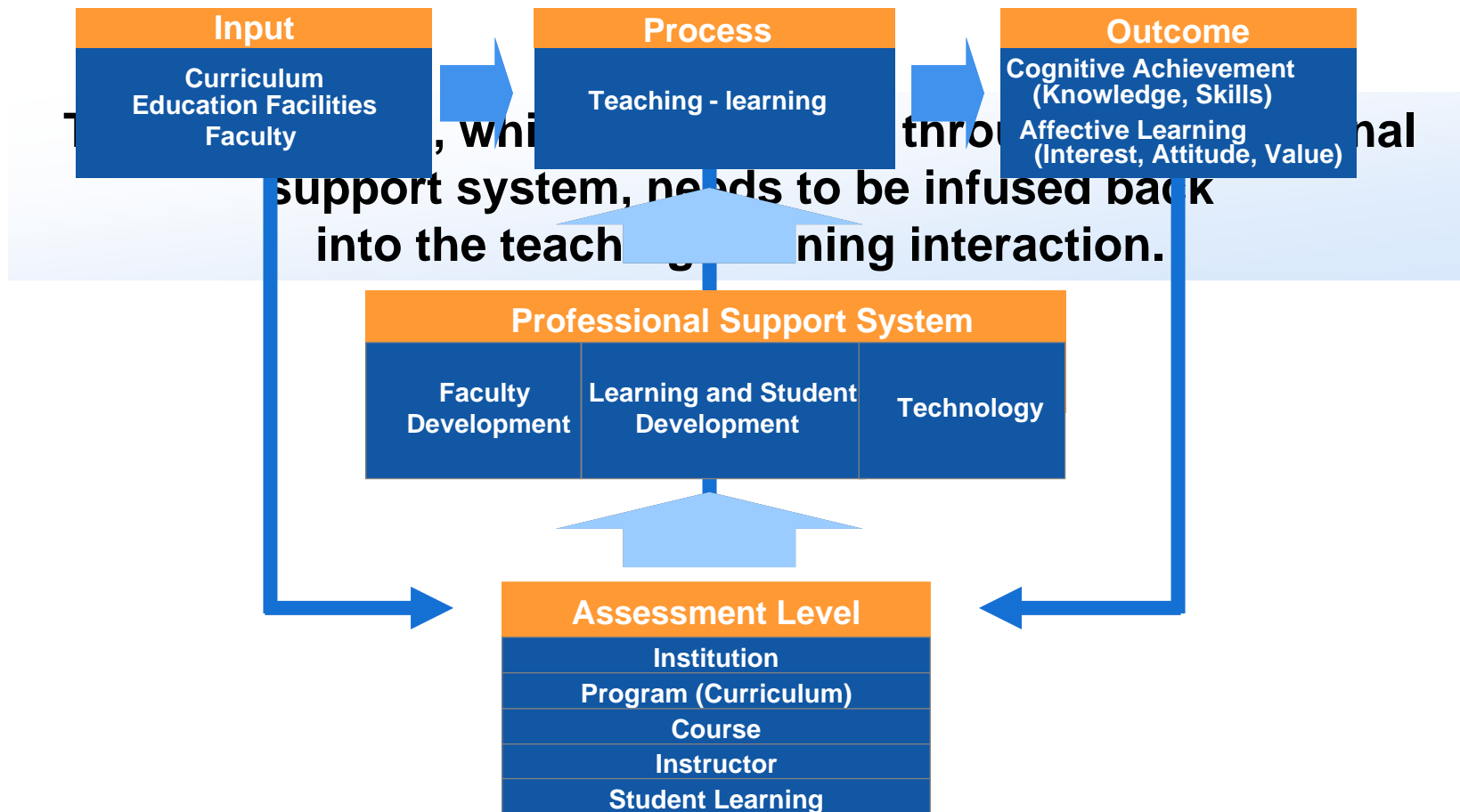
C. Practical use of Inha course evaluation results

1. Measuring educational quality

How to measure the quality of teaching and learning in higher education

A professional support system provides faculty development as well as academic activity and encourages a learning culture that can meet the diverse needs of students.

[Assessment model of teaching-learning outcome]



2. Evaluating Performance

A. Student success

Understanding the determinants of student success

Table1. 2001 – 2003 Inha Graduates' Job Placement Rate

year	Number of graduates	Number of entering graduate school	Number of recruits	Number of employment	Percentage of employment (%)
2001	3,559	529	55	1,964	66.0
2002	3,855	557	17	2,227	67.9
2003	3,599	551	55	1,999	66.8
Total	11,013	1,637	127	6,190	66.9

2. Evaluating Performance

A. Student success

Data of undergraduate students on entering point

Academic standard upon college entrance level

Early admission status

Interested and affiliated programs

Aptitude test or survey results

Basic academic ability test results

2. Evaluating Performance

B. Quality of teaching

**Qualitative and quantitative teaching approaches
to achieve objectivity**

by developing explicit criteria for evaluating the collected data.

by collecting data from multiple sources and in various forms
(student questionnaires, peer evaluation, classroom observation,
course materials, personal statements from the candidate, etc.)

2. Evaluating Performance

B. Quality of teaching

Students' Course evaluation forms in INHA

12 types of teaching evaluation (type A – type L)
based on the instruction method, class size, delivery method

Criteria for teaching evaluation

- Instruction methods
- Students' academic achievement
- Overall evaluation of instructor and course

2. Evaluating Performance

Table 2. Structure of INHA Course evaluation form

Criteria	Items
Instructional methods (12 items)	Preparation for class
	Adequacy of course objectives and content
	Instructional skills
	Evaluation methods
	Communication with students
	Instructor's Specialty in major/ content expertise
	Instructor's enthusiasm
	Instructor's interest in the students' academic well-being
Academic achievement (5 items)	Students' level of academic satisfaction
	Coursework's level of applicability
	Use of valid and reliable evaluation
	Effective learning
	Provision of appropriate test and quiz
Overall evaluation (4 items)	Overall evaluation of course
	Overall evaluation of curriculum
	Appropriate textbook and references
	Overall instructional methods

2. Evaluating Performance

B. Quality of teaching

**Data should be collected
from multiple sources and in various forms**

Students' descriptive comments

Self- Monitoring: micro-teaching or video monitoring

Peers evaluation: Content expertise and instructional design skills
evaluated by colleagues

Teaching portfolio: a coherent set of materials including work samples

2. Evaluating Performance

C. Practical use of Inha course evaluation results

Individual effort to improve his/her own instruction ability

Self monitoring with an instructional advisor

Basic reference to reorganize the curriculum

Used to increase professional development,

such as a promotion, tenure, and salary increase

Basic data to decided on the best teaching award

A reference for employing part-time instructors

(e.g. below 16% in rank)

Assessment system for teaching and learning outcome

Educational development
support system



Educational development support system

1. **Center for Teaching, Learning and technology**
2. **Multimedia support team in Computing & Information center**
3. **Curriculum development team in Division of academic affairs**
4. **Educational management team in Division of academic affairs**

1. Center for Teaching, Learning and technology

Maximizing quality of education at INHA via effective teaching, creative learning

to support professional and academic development

to promote a learning culture that meets the diverse needs of students

to suggest different uses of technology

that can support the educators to meet their teaching goals

to link the reciprocal roles of teaching and research

1. Center for Teaching, Learning and technology



Teaching support

provide

a variety of programs and resources
designed to improve instruction

faculty workshop, seminar and speakers on teaching

new faculty member orientation

videotaping classroom and monitoring service, teaching consultation

various instruction methods and teaching tips

teaching portfolio

1. Center for Teaching, Learning and technology



Learning support

provide

**a variety of programs and resources
designed to promote learning skills
and collaborative work ethics**

study skills workshop and presentation skills workshop

seminars and guest speakers on writing and learning

tutor-tutored program and learning community and collaboration

various learning methods and tips

1. Center for Teaching, Learning and technology



Technology support
help instructor
to effectively use technology for
support,
to teach and to create course materials

faculty workshop, various seminars on using instructional technology
basic instructional design for e-learning courses
effective use of technology in different classrooms
power point presentation workshop and multi media technology support
various technology tips to meet educational purpose
operating website <http://ctlt.inha.ac.kr>

1. Center for Teaching, Learning and technology



Research and resources

develop an action plan and a strategy to optimize INHA education system

Action plan for teaching and learning support

Assessment of faculty and students' needs

Analysis of effective educational outcomes in higher education

Improve teaching evaluation system

Reconstruct research database for teaching and learning materials

2. Multimedia support team in Computing & Information center

provide computers and information technology to help students, faculty, and staff.

Through a help desk, provide research support, World Wide Web, computer education, and publication of timely documentation in support of OIS computer systems and facilities.

Assist in developing instruction design and using multimedia for e-learning courses.

Manage academic information resources.

3. Curriculum development team in Division of academic affairs

Planning for Academic curriculum and Opening and closing of graduate/undergraduate departments and courses

Operating cyber-class, e-learning and managing on-line education

Developing academic plan including updated curriculum and courses to improve student learning

Developing a various academic program to enhance quality of higher education

Improving course evaluation forms to apply for an action plan

4. Educational management team in Division of academic affairs

Collect and summarize students' evaluation of instruction

Manage class plans and schedules, time-tables, and course applications. Manage fees for part-time lecturers, and allocate teaching assistants

Manage students' records and administrate readmission, temporal cessation, withdrawal, expulsion, and admonition of students

Emerging Issues

- 1. Figure out actual learning outcomes in your institution**
- 2. Make incoming students understand their anticipated achievement during college life**
- 3. Monitor all aspects of student and program performance through an appropriate assessment system**
- 4. Provide effective training for students and learning on an ongoing basis, need a consideration used for promotion, tenure, and salary increase**
- 5. Implementing teaching assessment policies to meet such global standards and conjunction with professional research and development**

Suggestions

- 1. The U7 universities should jointly develop and share an education assessment index, in accordance with global standards.**
- 2. The education support systems currently existent in each of the U7 universities should be linked for upgrading the benefits in higher education.**
- 3. Hold U7 seminars to improve instruction assessment methods and encourage an active use of a professional faculty development system.**
- 4. Each U7 university provides an opportunity of benchmarking practices of effective assessment system, such as e-learning evaluation.**

Reference organization of U7

RMIT University

RMIT teaching & learning

University of Washington

Office of Educational Assessment,
Center of Instrumental Development and Research,
Center for teaching, learning, and technology

University of Rhode Island

Office of Information service,
Information and instructional technology service

Xiamen University

Centre of Modern Education Technology

Thank you !

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