What do new Faculty need to Know about Assessment and Accreditation

New Faculty Transitions 2015 -1206

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Workshop presented by
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Goal Ranking and Matching Exercise

1. On the lines below, please list two or three things you want to know about assessment –things you hope to learn or questions you hope to answer–through participating actively.

   List **thoughts or questions** . . .

   _____

   _____

   _____

2. Now, rank order your list in terms of their relative importance to you.
   Make the most important goal #1, the next most important #2, and so on.

3. Next, working with your group of 3-4 colleagues, determine quickly whether you have any first- or second-ranked items in common. Determine which one or two are most widely shared.

4. Prepare to report out which goals were shared within your group and to what extent.
   For example, "Three out of four of us hope to learn X."

Classroom Assessment Technique Exercise
The Minute Paper

Please answer each question in 1 or 2 sentences:

1) What was the most useful or meaningful thing you learned during this session?

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Reference: Angelo, T. A. & Cross, K. P. <u>Classroom Assessment Techniques: A Handbook for College Teachers</u>, 2nd edition. San Francisco: Jossey-Bass, 1993, pp. 148-153.

The "Muddiest" Point[*]

2) What was the "muddiest" point in this session? (In other words, what was least clear to you?)

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[*]   This Classroom Assessment Technique was developed by Dr. Frederick Mosteller, a distinguished professor of statistics at Harvard University. For a detailed account of its development and use, see his article, *The "Muddiest Point in the Lecture" as a Feedback Device* in <u>On Teaching and Learning: The Journal of the Harvard-Danforth Center</u>, Vol. 3, April 1989, pp. 10-21.

Adapted from Tom Angelo – thomas.a.angelo@gmail.com

Applications Card

DIRECTIONS: Please take a moment to recall the ideas, techniques, and strategies we've discussed -- and those you've thought up -- to this point in the session. Quickly list as many possible applications as you can. Don't censor yourself! These are merely <u>possibilities</u>.
You can always evaluate the desirability and/or feasibility of these application ideas later.

Interesting *IDEAS/TECHNIQUES* *<u>from this session</u>*	*Some possible* *APPLICATIONS of those* *<u>ideas/techniques to my work</u>*

Reference: Angelo, T.A. & Cross, K.P. (1993). <u>Classroom Assessment Techniques: A Handbook</u> <u>for College Teachers,</u>

2nd edition. San Francisco: Jossey-Bass, pp. 236-239.

Seven Transformative Guidelines for
Doing Assessment as if Deep Learning Matters Most

1. **Build shared trust**. *Begin by lowering personal, interpersonal and organizational barriers to risk taking and change.*

2. **Build shared language and concepts**. *Develop a collective understanding of the key concepts (mental models) needed for transformation.*

3. **Build shared goals and motivation**. *Collectively determine goals worth working toward and problems worth solving – and consider the likely costs and benefits.*

4. **Design backward and work forward.** *Design backward from that shared vision and long-term goals to develop coherent outcomes, strategies, and activities.*

5. **Think and act systematically.** *Analyze the opportunities and limitations presented by the larger system(s) within which we operate and seek connections and applications to those larger worlds.*

6. **Take a scholarly approach.** *Consult relevant valid theory and research. Use what has already been learned about individual and organizational learning, change and assessment to inform, explain, and examine your plans and strategies.*

7. **Don't assume, ask.** *Practice what we preach. Make the implicit explicit. Demonstrate the value of assessment by using it ourselves—and on ourselves.*