What do new Faculty need to Know about Assessment and Accreditation

New Faculty Transitions 2015 -1206

September 15, 2015

Workshop presented by
John Frederick, Director of Academic Planning and Assessment
Christine Robinson, Executive Director, Office of Assessment and Accreditation
Cathy Sanders, Director of Assessment

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.”

Adapted from Tom Angelo -- thomas.a.angelo@gmail.com
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?


The "Muddiest" Point

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

* 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
10-21.
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 possibilities. You can always evaluate the desirability and/or feasibility of these application ideas later.

<table>
<thead>
<tr>
<th>Interesting IDEAS/TECHNIQUES from this session</th>
<th>Some possible APPLICATIONS of those ideas/techniques to my work</th>
</tr>
</thead>
</table>


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

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