ASSESSMENT AS PLANNING & PEDAGOGY

Marjorie S. Zatz, Vice Provost & Dean of Grad Educ.
CGS Grant Project Team

A collaboration between

• Graduate Division
• Center for Engaged Teaching and Learning
• Office of Institutional Assessment
• Merritt Writing Program
Overarching Goal

Prepare future faculty to engage in assessment as planning and pedagogy

• course
• program
• institution (general education)
Project Outcomes

Graduate Student Participants:

Engage in backward design to plan outcomes-oriented instruction, with a focus on the needs of diverse, at-risk undergraduates.
Key Certificate Activities

1) Pre-semester: Draft the lesson plan for first day of class & needs assessment

2) Semester

- Weekly teaching plans and related reflections
- Weekly meetings - discuss teaching and student learning in your classroom

3) Final products:
   a. Lesson plans and related materials (what you did in your classroom this semester)
   b. Final reflective teaching and learning essay for public posting (what you learned)
Value-Added

• Strengthens undergraduate learning
• Extends faculty mentoring roles to teaching and learning
• Connects courses with discipline (program) and institutional student learning goals
Future Faculty Findings

- 100% developed and implemented all elements of semester long project, including final essay
- A majority of graduate students struggled with outcomes-based lesson planning; sustained feedback and mentoring is critical
Future Faculty Findings

- 100% of graduate participants report project has impacted their approach to instruction
- 62% reported increased intentionality to their instruction
- 75% of graduate participants reported that the project has influenced their own graduate research activities
Where We Are Now

- Professional development seminar through Graduate Division
- Advanced internship opportunities with Center for Engaged Teaching and Learning
- Alliances for Graduate Education and the Professoriate (AGEP) grant award (AY 2019-2023):
  - A California HSI Alliance for Pedagogy as Preparation for the Professoriate
AGEP – summer institute components

- Translation of research into the undergraduate curriculum – grounded in research on Course-Based Undergraduate Research Experiences (CURE)
- Assessment as pedagogy
- Teaching in an interdisciplinary context
- Service learning and high-impact practices (e.g., writing intensive courses, project-based learning, collaborative projects, learning communities)
- Diversity in higher education
AGEP – assessment as pedagogy key components

- Module in Summer institute
- Weekly meetings in Fall while students are shadowing a mentor
  - In fall, they will develop needs assessment survey, mid-course feedback surveys, assignment rubrics, curricula, and lesson plans
  - They will complete assessment projects to present to learning community in spring
Thank you

Questions? Suggestions?

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Challenges

• Sustainability
  • Format
  • Expertise
  • Incentives
Graduate Assessment Planning

- Evaluation
  - Process and Outcome
  - Metacognition

- Design
  - Sustainability
  - Effectiveness and Efficiency

- Training — Potential Graduate Intern
# Program Theory

## Input
- Collaborative Cross-Campus Team of Facilitators
  - Planning
  - Development
  - Participation

## Activities
- **Weekly Meetings**
  - Learn, Design, and Build
  - Backward Design
  - Lesson Plans
  - Midterm Eval
  - Signature Assignment
  - Weekly Reflection

## Implementation Objectives
- Attendance
- Engaged Participation
- Build Community of Practice
- Completion of Assignments

## Output
- Completion of lesson plans
- Creation of Midterm Eval
- Self-Reflection
- Completion of semester project

## Outcomes
- **Participants**
  - Change in Approach
  - ↑ Intentionality
  - Influenced grad research

- **Broader Impact**
  - ↑ Undergrad Learning
  - Faculty Mentoring
  - Connections – Program and Institution

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**Program Goal:** Prepare future faculty to engage in assessment as planning and pedagogy
- Course, Program, and Institution (general education)
### Actual Program

<table>
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