ASSESSMENT MATTERS

AND THE ROLL-OUT HAS BEGUN!

Starting this month, the Office of Instruction and Assessment has begun the official transition from the assessment.arizona.edu webpages to the Accountability Management System (AMS) in Taskstream-TK20. Each month of spring semester, 2-3 colleges will be invited to attend one of two workshops to learn how to use AMS. These workshops include time for the assessment representatives to start entering their own program learning outcomes, assessment activities, and data for this academic year (2017-2018). This also means that the old assessment pages are no longer updateable. You can still access the information on them, but cannot make edits or updates. It is an exciting time for us to be able to move our assessment programs into such a great system!

Looking for a good book to help guide your student learning outcome assessment?

Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education by Trudy Banta and Catherine Palomba (2014): This is a soup-to-nuts primer on student learning assessment in higher education. The authors especially emphasize organizing and implementing assessment.

Here are some other recommended books:

Learning Assessment Techniques: A Handbook for College Faculty by Elizabeth Barkley and Claire Major (2016): This successor to the classic *Classroom Assessment Techniques* (Angelo & Cross, 1993) expands and re-conceptualizes CATs into a fresh set of Learning Assessment Techniques (LATs)—simple tools for learning and assessment—that faculty will find invaluable.

> "IT WAS NICE TO HAVE A SMALLER GROUP YESTERDAY SO WE COULD HAVE YOUR AND INGRID'S GUIDANCE AND REASSURANCE WHILE WE ASKED QUESTIONS AND DID OUR "TEST" ENTERING OF OUR PROGRAM INFORMATION. THANK YOU FOR SENDING THE ATTACHMENTS AND FOR MAKING IT ALL LOOK SO EASY! I FEEL MOTIVATED AND ENTHUSIASTIC ABOUT AMS!"
>
> MARTHA CASTLEBERRY
> WORKSHOP ATTENDEE

How to Create and Use Rubrics for Formative Assessment and Grading by Susan Brookhart (2013): This book completely changed my thinking about rubrics. Susan Brookhart has a fairly narrow vision of how rubrics should be developed and used, but she offers persuasive arguments for doing things her way. I'm convinced that her approach will lead to sounder, more useful rubrics.

Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses by L. Dee Fink (2013): Dee Fink is an advocate of backwards curriculum design: identifying course learning goals, identifying how students will demonstrate achievement of those goals by

the end of the course, then designing learning activities that prepare students to demonstrate achievement successfully. His book presents an important context for assessment: its role in the teaching process.

Using Evidence of Student Learning to Improve Higher Education by George Kuh, Stan Ikenberry, Natasha Jankowski, Timothy Cain, Peter Ewell, Pat Hutchings, and Jillian Kinzie (2015): The major theme of this book is that, if assessment is going to work, it has to be for you, your colleagues, and your students, not your accreditor. This book is a powerful argument for moving from a compliance approach to one that makes assessment meaningful and consequential. If you feel your college is simply going through assessment motions, this book will give you plenty of practical ideas to make it more useful.

Five Dimensions of Quality: A Common Sense Guide to Accreditation and Accountability by Linda Suskie (2014): I wrote this book after working for one of the U.S. regional accreditors for seven years and consulting for colleges in all the other U.S. accreditation regions. In that work, I found myself repeatedly espousing the same basic principles, including principles for obtaining and using meaningful, useful assessment evidence. Those principles are the foundation of this book.

Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education by Barbara Walvoord (2010): The strength of this book is its size: this slim volume is a great introduction for anyone feeling overwhelmed by all he or she needs to learn about assessment.

Effective Grading by Barbara Walvoord and Virginia Anderson (2010): This is my second favorite assessment book after my own! With its simple language and its focus on the grading process, it's a great way to help faculty develop or improve assessments in their courses. It introduces them to many important assessment ideas that apply to program and general education assessments as well.

WORKSHOPS & CLASSES

As you know, part of OIA's mission is to build capacity for excellent teaching and assessment on our campus. We offer a wide variety of workshops, seminars and facilitated online mini-courses to individuals who teach for the UA.

Current Schedule of Workshops & Classes

Wednesday, February 7th and February 14th, 2018	**Connecting Reading & Writing More info and register**
Tuesday, February 20, 2018 (9:00 – 10:00 a.m.)	Using Clickers for Team-Based Learning or Gamification More info and register
Tuesday, February 27, 2018 (9:00 – 10:00 a.m.)	Using Clickers for Flipped Classroom or Peer Instruction More info and register

Fully Online Mini-Courses

February 19-23, 2018	**Building Communities in Online Courses Description Register**
March 5-16, 2018	Introduction to Teaching Online Description Register
May 14-25, 2018	Introduction to Teaching Online Description Register
May 28- June 1, 2018	Exploring VoiceThread Description Register
June 11-29, 2018	Collaborative Learning Description Register (Online with in-person meetings Thursdays, June 14, 21, & 28 from 1-3 pm)
July 23-August 6, 2018	Course Development Description Register
August 6-10, 2018	Re-Imagining Slides Description Register
August 13-17, 2018	Course-Level Assessment Description Register Effective Online Discussions Description Register Teaching a Large Online Course Description Register