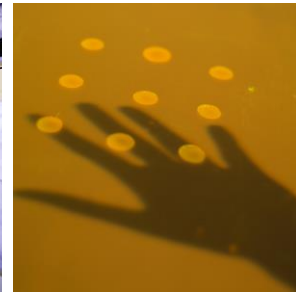
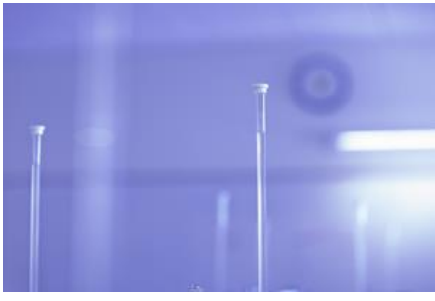


ASSESSMENT AS PLANNING & PEDAGOGY

UNIVERSITY
OF
CALIFORNIA
MERCED



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

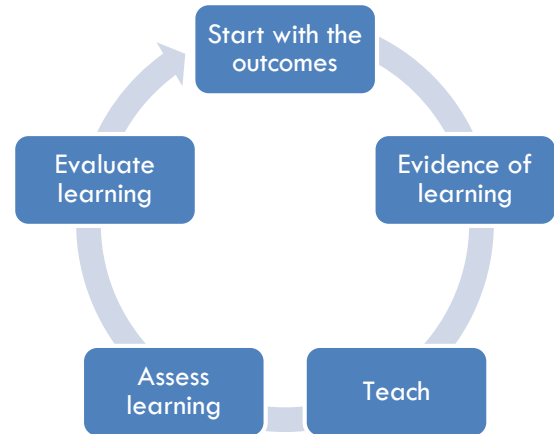
Prepare future faculty to engage in assessment as planning and pedagogy

- 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**

Wk 1: Needs Assessment

Mid-course evaluation

Signature assignment

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 (eg, 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?

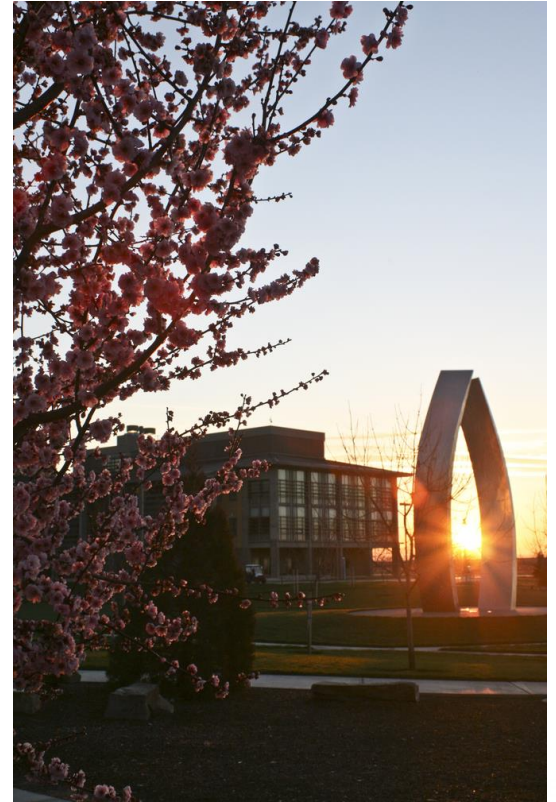
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Challenges

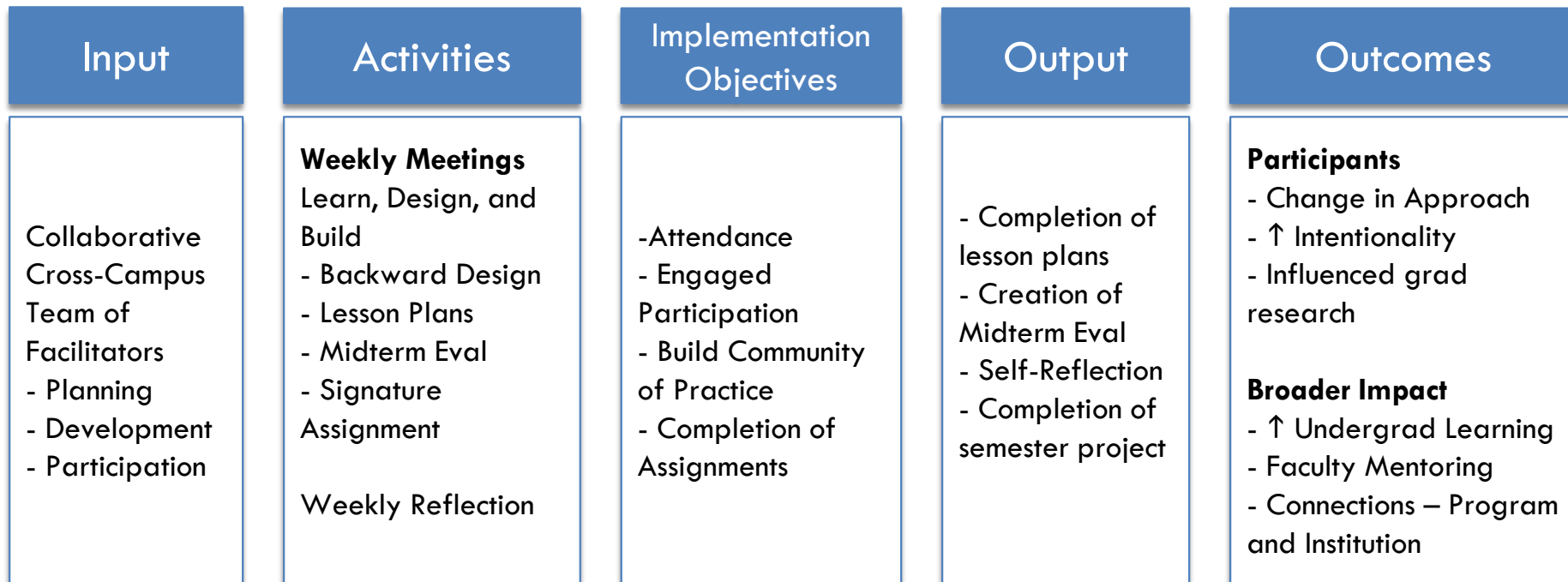
- Sustainability
 - Format
 - Expertise
 - Incentives



Graduate Assessment Planning

- Evaluation
 - ▣ Process and Outcome
 - ▣ Metacognition
- Design
 - ▣ Sustainability
 - ▣ Effectiveness and Efficiency
- Training – Potential Graduate Intern

Program Theory



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

Actual Program

Input	Activities	Implementation Objectives	Output	Outcomes
<p>Collaborative Cross-Campus Team of Facilitators</p> <ul style="list-style-type: none">- Planning- Development- Participation	<p>Weekly Meetings Learn, Design, and Build</p> <ul style="list-style-type: none">- Backward Design- Lesson Plans- Midterm Eval- Signature Assignment <p>Weekly Reflection</p>	<ul style="list-style-type: none">- 100% Attendance- Engaged Participation- Build Community of Practice- Completion of Assignments	<ul style="list-style-type: none">- Completion of lesson plans- Creation of Midterm Eval- Self-Reflection- Completion of semester project	<p>Participants</p> <ul style="list-style-type: none">- 100% Change in Approach- 62% ↑ Intentionality- 75% Influenced grad research <p>Broader Impact</p> <ul style="list-style-type: none">- ↑ Undergrad Learning- Faculty Mentoring- Connections – Program and Institution

Program Goal: Prepare future faculty to engage in assessment as planning and pedagogy
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