

November 23, 2018

JODY GREENE
Associate Vice Provost for Teaching and Learning
Director, Center for Innovations in Teaching and Learning

ANNA SHER
Assistant Director for Assessment and Survey Research

RE: Developing a Campus Culture of Assessment

Dear Jody and Anna,

While we are aware of our upcoming mid-cycle review for WASC in 2021, our current focus is on authentic assessment and shifting the culture on our campus to formal assessments of learning and use of rubrics in the service of improving student learning. Our current focus should be on the value of assessment to teaching and learning and not on any WASC mandates or deadlines. But we will need more faculty to be reporting on the assessment work they are doing.

In order to achieve more widespread assessment, we will need to leverage the personnel of both the CITL and IRAPS, working together closely. Jody and her team bring the ability to connect widely with faculty, to motivate faculty, and to translate between the technical aspects and faculty understanding and experiences. Anna and her team bring analytical skills, survey and data collection skills, and deep assessment expertise.

I expect that Jody will be the lead on faculty outreach, bringing more faculty into the process. Jody can help promote a campus culture of assessment, explaining the value of assessment for program improvement. This includes helping faculty:

- Be clear to the students what the key learning outcomes are
- Understand how to define good learning outcomes
- Understand how to connect course learning outcomes to program learning outcomes
- Generate evidence for understanding whether students develop the necessary skills/knowledge throughout the curriculum (course-based assessment)
- Generate evidence for measuring the impact of teaching methods
- Generate evidence for measuring the impact of learning methods
- Measure equity in student outcome
- Provide evidence for program review:
 - Evidence of program excellence
 - Demonstration of our commitment to student learning
 - Directions for making the program even better
- Connect indirect evidence to metacognitive thinking
- Develop assessment plans for course outcomes, and connecting faculty with IRAPS for additional assistance

Once faculty understand the value of assessment, we hope that doing an annual report will be more straightforward. It may be helpful to make the annual report format more faculty-friendly.

Sincerely,



Herbert Lee

Vice Provost for Academic Affairs