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### WORKSHEETS, GUIDES, AND EXERCISES

1. *An Overview of Your Current Institutional Commitment.* Periodically, developing collaborative perspectives on ways in which assessment is rooted in an institution's culture enables members of an academic community to appreciate the types and levels of commitment. Collaborative perspectives, then, lead the way to determining how to deepen or strengthen the commitment. Designed for campus leaders to work with constituencies across an institution, this worksheet asks those constituencies to identify ways in which assessment is already embedded into an institution's culture and to provide evidence that supports those perceptions. Asking constituencies who may not have been directly involved in launching or furthering the initiative provides a realistic read on the current institutional climate.

<b>Structures, Processes, Decisions, and Channels and Forms of Communication</b>	
Institutional structures (committees; regularly scheduled retreats; centers, such as teaching and learning centers; regularly scheduled faculty and staff development opportunities; faculty and staff meetings; governance structures; new structures):	Evidence:
Institutional processes (annual personnel reviews, faculty evaluations, approval of programs and courses):	Evidence:
Institutional decisions (awards, forms of recognition, promotion and tenure, budgetary decisions, hiring decisions):	Evidence:

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Channels of communication (with board, decision and planning bodies, wider public, current and future students, faculty and staff):	Evidence:
Forms of communication (public documents, recruitment materials, catalogue, Web site, newsletter):	Evidence:
Support (line item in budgets; use or development of technology to collect, store, or record assessment results and interpretations; grant support focused on assessment; human support to help carry out aspects of the process, such as graduate interns):	Evidence:
Human:	Evidence:
Financial:	Evidence:
Technological:	Evidence:
Campus practices (new student orientation; new faculty orientation; assessment week; celebration of faculty-staff-student work; program- and institution-level times—common times—to focus dialogue on teaching, learning, and assessment and formal institutional times to receive and interpret results of assessment; collaboration across traditional boundaries to explore student learning from multiple lenses):	Evidence:

2. *Ways to Deepen or Strengthen the Commitment.* Using the worksheet under Exercise 1, ask members of the group to identify ways in which the institution can deepen or strengthen its commitment, including changing, revising, or modifying any one of the criteria listed under Exercise 1.

Evidence:

3. *New Practices.* After these two exercises, ask the group to think beyond the institutional norms that exist to invent new practices that promote campus commitment to teaching, learning, and assessment to improve both student and institutional learning. For example, might it be possible to develop a cadre of interdisciplinary teams (such as academic and student affairs, academic and student support services) that track cohorts of students over the continuum of their learning? Might it be possible for such teams to develop an entire program together, moving from agreed-upon outcomes to the collaborative design of a program, through collaborative development of assessment methods designed to track students' emerging learning, to collaborative interpretation of results along the way? That is, as an institution deepens its focus on learning through multiple avenues, can it change the ways in which it currently operates?

Evidence:

<p>4. <i>Signs of Maturity</i>. Based on its research on 26 institutions that underwent institutional transformation, the American Council on Education identifies four attributes that mark successful campus transformation: (1) an institution changes its underlying assumptions, as well as overt institutional behaviors, processes, and structures; (2) the transformation itself is deep and pervasive, affecting the whole institution; (3) change is intentional; and (4) change occurs over time.</p>	Evidence:
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Source: American Council on Education. (2001). *On change V: Riding the waves of change: Insights from transforming institutions* (p. 5). Washington, DC: American Council on Education.

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Using these four attributes, with a core of individuals from across your campus, consider how your institution's current commitment may advance over time under these four attributes. Rather than inserting assessment as an "add on," discuss how the rhythms of institutional life will intentionally incorporate this core institutional process of discovery or how new rhythms will be created to improve both student learning and institutional learning.