

"Theirs, Mine and Ours: Meeting Collective Objectives through Comprehensive Assessment"

Tuesday May 19 and Wednesday May 20, 9:00 am – 4:00 pm including coffee and lunch
Followed by the Finger Lakes Project, Thursday May 21 and Friday May 22
Clark Lounge, Ithaca College Campus Center

Presented by the Ithaca College Faculty Learning Community and the Center for Faculty Excellence; supported by the Office of the Provost

Goals:

To increase faculty capacity to build and carry out assessment plans that are

- *Authentic* to measure learning outcomes including institutional priorities such as diversity- related goals
- *Effective* to guide individual and departmental actions
- *Efficient* to carry out as part of regular work, using tools such as rubrics
- *Productive* for individual or collaborative scholarship in teaching and learning. (SoTL)

Objectives: Participants will be able to

- Interpret departmental learning objectives in relation to specific courses they teach
- Devise assignments and grading strategies to measure particular objectives
- Integrate diversity issues in course design and program assessment
- Engage in scholarly projects as part of their assessment work

Sessions: Participants can select any or all of the independent but linked interactive sessions

- But my department did our plan now we have to do even harder objectives?
 - Designing and assessing significant learning: using L. Dee Fink's typology of goals for significant learning to frame measurable objectives and useful assignments
- But my courses aren't about diversity!
 - Framing objectives and assessments about attitude change
- But it takes too much time!
 - Maximizing grading investment: using objectives and rubrics for efficient grading that serves program assessment needs as well
- But what's in it for me?
 - Forming one or more Faculty Learning Communities on institutional assessment projects or on individual or collaborative SoTL projects

Target audience: Faculty who are:

- Charged with working on departmental assessment plans
- Designing or redesigning learning objectives for their existing courses
- Improving their grading to be more efficient and multi-purpose
- Exploring using assessment as a focus of scholarship, to study a course or to investigate an institutional issue.

Format: Half-day sessions with breakfast and lunch included. Each session features:

- Panel of faculty who describe their work in the topic area
- Each panel represents a focus area for course design and assessment
 - theoretical and first steps
 - individual course perspective
 - department/institutional perspective
- Each panelist facilitates a small-group discussion among those sharing the focus area

Schedule:

Tuesday, May 19: Welcome from Provost Office

- Morning: Next steps in planning learning objectives
- Afternoon: Addressing diversity objectives

Wednesday, May 20: Welcome from Faculty Learning Community

- Morning: Dual-purpose grading
- Afternoon: Turning assessment into scholarship

Faculty Learning Community:

- Margie Arnold, Therapeutic Recreation and Leisure Studies
- Danette Johnson, Speech Communication
- Susanne Morgan, Sociology
- Pat Spencer, Writing
- John Sigg, Exercise and Sports Sciences

Registration

Please register and indicate the sessions you plan to attend. You are welcome to join for lunch before the afternoon session if you wish. You can register online at

<http://spreadsheets.google.com/viewform?formkey=cFladTJYYWEzWEgwMWw4aUIQZTFxVXc6MA..>