National Institute for
Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent

Resources for Conducting an Assignment Charrette

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A complete set of resources to assist in conducting an assignment charrette on your campus are included in this toolkit. An overview of the resources are included below.

Planning a Charrette

When beginning to plan a charrette, consider the time of year, space available, administrative support, and if you are ready for a charrette or need a way to ease into assignment design conversations.

Charrette Timing

Most charrettes require at least a half a day for conversations to be fruitful and robust. If assignments are being examined in relation to the learning outcomes *and* evaluative criteria, a full day of conversation is needed. Further, faculty interest is highest when revising or reviewing assignments prior to the start of the term or semester, or when partway through the semester and course modifications are unfolding. When finalizing the time of day, please consider part-time and adjunct faculty. Weekends appear to work best to ensure their participation, however, be aware of faculty contract issues that may arise from a weekend event.

Space for Discussions

When considering locations of the charrette, be sure to find a room that allows for group dialogue without overwhelming in sound or noise. Faculty and staff will need round tables that seat at least 5 with space to spread out papers. Printed copies of the feedback sheet should be on the tables such that every faculty member can complete a sheet, including the person presenting. This means that at a table of 5 faculty with 5 assignments, 25 feedback sheets are needed.

Readiness and Support

Partners in assignment conversations that could be involved include the library, student affairs and support units, centers for teaching and learning, assessment offices, and curriculum developers. Administrative support in terms of time and space help bolster conversations especially from deans and department chairs. Be sure to secure support before planning the event. Finally, if your campus is not quite ready to begin with assignment conversations, we recommend an activity such as Karen Ford's *Let's Face It*, that can be a way into thinking about assignments in a different way.

Invitations and Agendas

When planning a charrette, the invitation that goes out to faculty is important to set the right tone for assignment conversations. A sample invitation is provided on the next page, followed by sample agendas.

Example 1. NILOA Sample Invitation.

Dear Colleague,

You are invited to be part of an interactive **assignment charrette** on [DATE, TIME, sponsored by…etc.].

Assignments are powerful teaching tools, and their design is one of the most consequential intellectual tasks that faculty undertake in their work as educators. Yet that work is often private and unavailable for collegial exchange and knowledge building. The charrette—a term borrowed from architecture education, denoting a collaborative design process—will be an opportunity to talk with other faculty interested in trading ideas about the design and use of the various tasks, projects, papers, and performances we set for our students. Thoughtfully designed assignments can support learning-centered curricular and pedagogical reform and create clearer, more powerful pathways for students. And for faculty, working together on the design of assignments has turned out to be a powerful professional development experience. Participants will engage in a peer review process of assignment review and design.

The charrette aims to 1) stimulate ideas about how to strengthen the assignment you bring to the session, 2) think together about how assignments can be intentionally linked to important course, program, and institutional learning outcomes in ways that create more coherent pathways for students, and 3) open up a productive "trading zone" about teaching and learning.

Please come to the workshop with 5 copies of an assignment you would like to share [or: submit in advance so the assignments can be distributed and read before the charrette]. This might be a draft assignment you are working on and would like to share with colleagues, one that has worked well but may be in need of a "refresh," or one that has not worked as you hoped.

To facilitate informed and constructive discussion, we ask that you also prepare a reflective memo to accompany the assignment, indicating:

1) The purpose of the assignment: What outcomes is it intended to foster and elicit?
2) The context in which it is used—in what course or courses, with what students, at what point in the curriculum?
3) Your experience of the assignment at this point? How have students responded? What do they do well? What do they find especially challenging?
4) Questions you have about the assignment: What kinds of feedback on the assignment are you hoping for from colleagues attending the charrette?
5) How do you assess student work in response to the assignment: please include a rubric or evaluation criteria.

The charrette is modeled on a process developed by the National Institute for Learning Outcomes Assessment (NILOA) as part of its Assignment Library Initiative. The Library (see www.assignmentlibrary.org) is an online, searchable collection of assignments from faculty in a wide range of fields and institutional types, keyed to proficiencies identified in the Degree Qualifications Profile [or: keyed out outcomes in five broad areas of learning].

We look forward to seeing you and working together. Should you have any questions, please don't hesitate to contact [point of contact?].

 [If there is a stipend attached to this work, it might also be mentioned. Note whether there is an expectation/requirement that the assignment be revised and resubmitted or shared in some further way--including in an institutional repository, submitted to NILOA, shared at a campus conference….]

Example 2: Sample Annotated Charrette Agenda.

Preliminary notes and suggestions:
This agenda assumes a half-day event–which is probably enough since most participants find the experience quite intense–but it could certainly be extended. A nice touch, and enticement to participate, is to begin with breakfast or lunch.

Participants should bring copies of a draft assignment with them. And it's even better if they can submit those assignments in advance so they can be distributed and read by others in the group before the actual event. If this approach is undertaken, discussion on how to group participants should occur in the planning process (see note below). As noted in the "invitation to participate" document in this toolkit, assignments (as given to students) should be accompanied by a reflective memo that explains the context in which the assignment is used, and a rubric or criteria for evaluating student work.

How should groups be organized? Most faculty appear to be more comfortable sharing their pedagogical work with others who are not in their immediate department. Multi-disciplinary groups have the advantage, as well, of raising questions about more cross-cutting outcomes. On the other hand, some assignments focus on knowledge and abilities that are particular to the field and where at least some knowledge of the field is required in order to respond in a meaningful way. With this in mind, a middle ground is to create groups by families or field: for instance arts and humanities together, social sciences, and so forth. As noted in the next paragraph, another option is to invite faculty to participate in teams. An additional point is to group faculty by learning outcome of interest (critical thinking, oral communication) based on their assignment, thus allowing interdisciplinary conversations around shared outcomes of interest.

Who should participate? Faculty members, of course, including adjuncts. But think about including others who interact with students and shape the educational experience: librarians, student life professionals, advisors. Additionally, think about inviting participants to attend and work together as teams with assignments that are, or could be, connected to one another in ways that create clearer, stronger pathways for students. For instance, a faculty member teaching a lower level course in the major might attend with one who teaches the capstone; their focus would be on linking those assignments in some way.

Welcome and Introductions [10 minutes]
Depending on the size of the group, introductions could be at tables instead of around the full group. Keep in mind that there will be some nervousness about sharing work that is often seen as private; this is a chance to create a welcoming, improvement- oriented tone. See Guidelines for Facilitators next in the toolkit.

Context and Rationale [10-50 minutes]
It's important to begin with a clear sense of purpose: why focus on assignments? What are the goals for the day? What do you hope that people will take away from the occasion? See accompanying sample PowerPoint slides from WSCUC assignment charrette. Emphasize the value of the experience to faculty and to students. This could also be a time to mention and briefly describe the NILOA Assignment Library, to give participants a sense that they are part of

something bigger. In addition, this time can be spent repositioning assignment conversations or establishing a shared understanding with the group if the event is not facilitated.

Charrette Discussions [timing depends on the size of the groups]

In this segment, you'll work in small groups, with colleagues, to discuss your assignments. The goal here is to share what you're working on with others who will ask good questions, offer suggestions, prompt consequential reflection and also learn from what you're doing.

Participants should be sitting in small groups with a facilitator. If there is not a facilitator, a time keeper will need to be selected from within the group. Keeping to time is important. NILOA has found that groups of 4-5 (not counting the facilitator) work well to give voice to diverse perspective. But depending on available time, groups can be smaller than this. Before beginning, distribute the assignments, if they have not been sent around in advance, so everyone has a copy of the assignment(s) under discussion. Also distribute the feedback sheet (see samples in the download file of handouts).

The NILOA process is as follows for each participant in the group:

- *Assignment author sets up the discussion, briefly reviewing the focus and purpose of the assignment, and indicating what kind of feedback would be most useful–5 minutes*
- *Q&A, feedback, discussion—15 minutes*
- *Written feedback—5 minutes*
- *Brief break before the next person*

We have found that it's useful to include this set of bullets in the agenda; it is also on the PP slides and on a handout that can be provided to participants to guide them through the entire process. In addition, stress to use the five minutes for reflection and writing down responses to share with the assignment author. The assignment author should also complete a feedback form. This allows for a focus on the conversations as they are happening with space to capture thoughts without having participants distracted with writing throughout.

Reflections [15 minutes]

This can be done within the charrette groups or (better probably) as a group of the whole. What have people learned? What themes have emerged? What was it like to participate in this work? How might others be involved? Are there aspects of the process that would be helpful with other groups on campus?

Adjourn

Guidelines for Assignment Design Charrette Facilitators and Unfacilitated Charrettes

The charrettes sponsored by NILOA have employed trained facilitators, and this document draws on their experience. But for campus events with large numbers of participants, it may not be feasible to have facilitators (i.e., group members whose primary responsibility is to manage the discussion and the timing of the process). If your event will not have designated facilitators, please see the section on unfacilitated charrettes below. However, some topics are sensitive and are best addressed through a facilitated conversation. For instance, if the charrette focuses upon transfer between two- and four- year institutions that do not have a well-established partnership, if campus culture is not ready for sharing assignments, or if there inter- or intra-departmental tensions, then it is best to use a facilitator. NILOA Endorsed Speakers are available to assist institutions in these conversations.

1. Recognize that participants are likely to be nervous about sharing assignments, which have traditionally been fairly private work. It may be helpful to begin by acknowledging this outright, using the occasion to set a tone of constructive review and sharing ("we're all in this together"), a focus on improvement, and an understanding that every assignment is a work in progress, which requires adjustments and modifications over time. If the charrette is unfacilitated, taking time at the beginning to develop shared framing of the value and purpose of the charrette is important to ensure that everyone is on the same page. An additional option is to allow participants to watch a webinar recording prior to attending that sets the stage:
   a. Unfacilitated Assignment Design (Webinar Recording)
   b. Unfacilitated Assignment Design Slides (pdf)

2. Following on this first point, work with the group to establish some "rules of engagement." These might include turn taking, the importance of active listening, a focus on being helpful rather than critical, and mutual respect. The NILOA process document included in the zip file of materials provides a time, step-by-step process to help assist with setting the stage.

3. Manage the time. NILOA's charrette model allows 25 minutes per assignment, which includes a brief introductory context-setting by the assignment author, and 5 minutes for written feedback at the end, with discussion in between. You may want to revise this timing to suit the context, but whatever timing is agreed upon, the facilitator's first and sometimes hardest job is to monitor the time and make sure that everyone in the group can contribute─and benefit. If you do not have a facilitator, select someone at the table to serve as the time keeper.

4. Prepare for the session by reading all the assignments carefully and come with some questions and issues that seem important to raise if they do not emerge naturally within the discussion. IF you do not have the ability to send assignments in advance or put faculty into groups prior, allow time during the introductions for faculty to share assignments with each other and read through them before beginning. The point is not to begin to critique or comment on them, but to become familiar with the assignment the participant is sharing.

5. At the end of each round, ask everyone in the group to write feedback to the person whose assignment has been discussed. NILOA's feedback form is very simple─5 open-ended questions─but you could modify the form to focus it more on local goals. For instance, if your

charrette focused on assignments designed to stimulate and assess integrative learning, one of the questions might ask about the assignment's strengths vis-à-vis that outcome. Additionally, facilitators at NILOA charrettes have found it useful to hand out the feedback forms at the beginning of the discussion so participants can make notes on them all along the way rather than waiting for the final 5 minutes to pass them out.

6. At the end of the charrette, after everyone's assignment has been discussed, the facilitator can invite participants to reflect on the process: what have they learned, what themes seemed to emerge, how did it feel, what next steps (personally or for the program or institution) would be useful? This is also a chance to invite insights about the characteristics of powerful assignments.

Feedback and Evaluation Examples

Example 1. Washington State University Faculty Pre- and Post-Charrette Survey

Faculty Pre-Workshop Survey Questions

[Below is a copy of the questions from the Pre-Workshop Survey for Participants in the Capstone Assignment ReDesign Workshop. Please note that the survey was conducted online using Qualtrics; therefore, while questions may appear differently in the online format, and include skipping, the wording and order of questions are as follows.]

We are looking forward to your participation in the upcoming capstone assignment design workshop with Dr. Pat Hutchings. Please complete the following survey to help us plan the workshop for the WSU community.

Thank you,
Kimberly Green, Director, Office of Assessment of Teaching and Learning

General Questions

Q1. What has motivated you to attend this workshop and redesign your capstone assignment? (select all that apply)
- ❑ Opportunity to meet colleagues interested in talking about learning and teaching
- ❑ My chair/college or someone else urged me
- ❑ I have specific questions about my capstone
- ❑ I will be teaching this capstone for the first time
- ❑ Summer stipend
- ❑ Other (please specify) _____

Q2. Please indicate how important these aspects were to your motivation:

Q3. Comments:

The following questions are related to the assignment that you will be sharing and revising.

Q4. Please list the capstone or senior culminating experience course where this assignment is used (e.g., HIST 497).

Washington State University – Sample for DQP Toolkits on Assignment Design – 2016
Office of Assessment of Teaching and Learning: Faculty Pre Survey for Capstone Assignment Redesign Workshop

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Q5. How would you best characterize the capstone or culminating senior assignment that you will be redesigning? (select all that apply)
- ❑ Thesis
- ❑ Research project
- ❑ Artistic creation or performance
- ❑ Prototype development
- ❑ Real or simulated professional task
- ❑ Internship
- ❑ Presentation
- ❑ Portfolio
- ❑ Exam-licensure test
- ❑ Other (please specify) _____

Q6. Which of the following principles that connect to capstone design are highlighted in your assignment and course? (select all that apply)
- ❑ Integration and extension of prior learning
- ❑ Authentic and contextualized experiences
- ❑ Challenging and complex scenarios
- ❑ Student independence and agency
- ❑ A concern with critical inquiry and creativity
- ❑ Active dissemination and celebration
- ❑ Other (please specify) _____

Q7. Who takes your capstone course?
- ❍ Primarily majors in the discipline
- ❍ Mix of majors and non-majors
- ❍ Primarily non-majors
- ❍ Other (please specify) _____

Q8. Is your course designated as a UCORE [general education] capstone [CAPS]?
- ❍ Yes
- ❍ No
- ❍ Other (please specify) _____

Q9. About how many times have you taught this course or a similar version of this assignment as a culminating assignment for seniors?
- ❍ I have not taught this course/assignment
- ❍ Once
- ❍ Twice
- ❍ More than two times

Q10. Comments:

Q11. When do you expect to teach this course again? (select all that apply)
- ❑ Fall 2016
- ❑ Spring 2017
- ❑ Other (please specify) _____

Q12. What would you like to gain or take away from this workshop?

Q13. Do you have any questions or comments for Dr. Hutchings?

The following questions are related to other capstone or senior culminating experience courses that you may teach.

Q14. Please list any other capstone or senior culminating experience courses that you teach (e.g., HIST 497).

        Course 1 _____
        Course 2 _____

[Q15-18 are displayed as applicable if Q14 is answered]

Q15. Who takes your capstone course *[Course 1 Name]*?
- ○ Primarily majors in the discipline
- ○ Mix of majors and non-majors
- ○ Primarily non-majors
- ○ Other (please specify) _____

Q16. Is *[Course 1 Name]* designated as a UCORE capstone?
- ○ Yes
- ○ No
- ○ Other (please specify)_____

Q17. Who takes your capstone course *[Course 2 Name]*?
- ○ Primarily majors in the discipline
- ○ Mix of majors and non-majors
- ○ Primarily non-majors
- ○ Other (please specify) _____

Q18. Is *[Course 2 Name]* designated as a UCORE capstone?
- ○ Yes
- ○ No
- ○ Other (please specify) _____

The following questions concern workshop logistics.

Q19. We will be providing lunch/refreshments during the workshop. Do you have any dietary restrictions? If yes, please briefly describe.
- ❍ No
- ❍ Yes _____

Q20. Do you have any other comments, questions, or information you'd like to provide?

Faculty Post-Survey: Capstone Assignment Redesign

[Below is a copy of the questions from Washington State University's Post-Survey for Participants. Please note that the   survey was conducted online using Qualtrics; therefore, while questions may appear differently   in the online format and include some skipping/branching, the wording and order of questions are as follows.]

Thank you for your participation in the 2016 summer redesign project for a Capstone or Senior Culminating Assignment. We would like participant feedback about the project as a whole, including the value of the two-day workshop with Dr. Hutchings, to assess the effectiveness of our efforts to support faculty and capstones at WSU, identify potential follow up, and inform future offerings.

Please complete this survey by August 31. Contact ATL at 335-1355 or atl@wsu.edu if you have questions or any difficulties completing this survey. Thank you in advance for your feedback and your commitment to effective undergraduate curriculum and student learning.

Kimberly Green, Director, Office of Assessment of Teaching and Learning, Washington State   University, 2016

Section 1. Questions about the Two-day Workshop

Q1. Please rate the following aspects of the workshop in terms of how useful they were to you.

	Very useful	Useful	Somewhat useful	Not useful	Cannot rate
Pat Hutchings'					
Group discussion at my table during the					
Peer feedback on my assignment during					
Discussion of other assignments during					
Follow up resources provided/linked					

Q2. Comments:

Q3. Please rate the workshop's effectiveness in increasing your understanding of the following.

	Very effective	Effective	Somewhat effective	Not effective	Cannot rate
Capstones					
Integrative learning					
Assignment design					

Q4. Comments:

Q5. Based on your experience, to what extent were the following workshop and charrette goals met?

	Strongly agree	Agree	Somewhat agree	Disagree	Cannot rate
I was able to share assignments with colleagues working in similar (culminating/capstone) contexts					
I was able to get concrete ideas about how to strengthen assignments and make those changes later					
I was able to surface emergent connections among assignments that can contribute to more coherent, integrative experiences for students					
I was able to trade ideas about teaching					
I was able to feel part of a larger conversation at WSU about capstones, integrative learning, and assignment design					
I was able to feel part of a larger conversation by becoming aware of NILOA's Assignment Library Initiative work on other campuses and through disciplinary associations					

Q6. Comments:

Q7. After the two-day workshop, how prepared to revise your assignment did you feel?

- ○ Well prepared
- ○ Prepared
- ○ Somewhat prepared
- ○ Not prepared Q8. Comments:

Q9. What **three words** would you use to describe your experience in the charrette process (small group discussion about assignments)?

Q10. Please rate your satisfaction with the logistical aspects of the workshop.

	Very satisfied	Satisfied	Somewhat satisfied	Not satisfied	Cannot rate
Venue (CUE 518, Pullman)					
Lunch and refreshments					
Two day schedule					
Dates (end of May, prior to Memorial Day)					
Travel funds (for urban campuses)					
Faculty stipends					

Q11. Comments:

Q12. Please rate the overall usefulness of your workshop experience.

- ○ Very useful
- ○ Useful
- ○ Somewhat useful
- ○ Not useful
- ○ Cannot rate

Q13. Would you recommend a similar workshop to your colleagues?

- ○ Yes
- ○ No
- ○ Unsure

Q14. Comments:

Section 2. Questions about Your Assignment Redesign

Q15. What aspects of effective integrative learning design did you decide you wanted to improve in your assignment? (Select all that apply)
- ❑ More explicit about purpose, task, and evaluation ("transparency")
- ❑ More engaging to students (task as intriguing problem)
- ❑ Respecting and reflecting different ways of knowing and levels of preparation
- ❑ Allowing more useful, formative feedback
- ❑ Linked to and aligned with prior and subsequent assignments
- ❑ Other:_____
- ❑ None of the above

Q16. What aspects of the following capstone principles did you decide you wanted to improve in your assignment? (Select all that apply)
- ❑ Integration and extension of prior learning
- ❑ Authentic and contextualized experiences
- ❑ Challenging and complex scenarios
- ❑ Student independence and agency
- ❑ A concern with critical inquiry and celebration
- ❑ Active dissemination and celebration
- ❑ Other:_____
- ❑ None of the above

Q17. Specifically, what changes did you make to your capstone assignment? (Select all that apply)
- ❑ Making the purposes and instructions for the assignment more transparent
- ❑ Explicitly communicating capstone expectations to students (why this is "not just another assignment")
- ❑ Explicitly designing in more integrative learning, to help students synthesize various aspects of the curriculum, adding intentional occasions or activities for integrative learning
- ❑ Encourage critical, complex, sophisticated inquiry or analysis
- ❑ Adding reflection
- ❑ Scaffolding or chunking pieces of a larger project in small segments
- ❑ Revising the timeline and identifying specific milestones
- ❑ Refining the rubric to provide clearer criteria and/or feedback
- ❑ Revised group work component
- ❑ Peer feedback
- ❑ Other:_____

Q18. Please comment on the key changes that you made:

Q19. After the workshop, did you do further research or reading on your own related to the workshop topics (assignment design, capstones, integrative learning, etc.)?
- ❍ Yes
- ❍ No

[Q20 is displayed if Q19 is answered "Yes"]

Q20. Please briefly describe what topics you researched and why, and what sorts of resources you used.

Q21. After the workshop, did you use any follow up resources provided by ATL (books, slides, pdfs, links)?
- ❍ Yes
- ❍ No

[Q22 is displayed if Q21 is answered "Yes"]

Q22. Please briefly mention any resources you found particularly useful.

Q23. Over the summer, did you share your revised assignment with others, such as members of your charrette?

Q24. What were the biggest challenges in the revision process?

Q25. What aspect of the workshop experience was most helpful in supporting your revision work?

Q26. Knowing that you have not had the opportunity to try your revised assignment with students, how satisfied are you with the assignment you revised now compared to previously?

	Very satisfied	Satisfied	Somewhat satisfied	Not satisfied
Previous to workshop and revision				
After workshop and revision				

Q27. Did participation in this experience (two-day workshop and following assignment revision) change any of the following aspects of your approach to teaching? (Select all that apply)
- ❑ How you will design assignments
- ❑ How you will teach students
- ❑ How you will grade student work for the capstone class or other classes
- ❑ Your views of capstones
- ❑ Your views of integrative learning
- ❑ Other:_____

Q28. To what extent did this experience increase your ability to revise other assignments in the future?
- ❍ I feel much more able to revise other assignments
- ❍ I feel more able to revise other assignments
- ❍ I feel somewhat more able to revise other assignments
- ❍ I do not feel more able to revise other assignments

Section 3. Questions about Follow-up Activities

Q29. Would you be interested in a one hour lunch gathering to share the redesign with your charrette group in the fall semester?

Q30. Are you willing to contribute your revised assignment to a WSU capstone bank?
- ❍ Yes
- ❍ Maybe
- ❍ No

Q31. Comments:

Q32. Have you or are you planning to submit your revised assignment to the NILOA Assignment Library?
- ❍ I have submitted my assignment
- ❍ I plan to submit my assignment
- ❍ I do not plan to submit my assignment
- ❍ Not sure

Q33. Comments:

Q34. Would you be willing to share your experience with assignment redesign with other faculty, such as participating on a faculty panel, contributing to a news article, or other?
- ❍ Yes
- ❍ Maybe
- ❍ No

Q35. Comments:

Q36. Would you be interested in joining regular follow-up discussions with a group of faculty about assignment design and teaching?
- ❍ Yes
- ❍ Maybe
- ❍ No

Q37. Comments:

[Q38 is displayed if Q36 is not answered "No"]

Q38. How often would you be willing to meet?
- ❍ Once per semester
- ❍ Twice per semester
- ❍ Once per month
- ❍ Twice per month
- ❍ Other:_____

Q39. Do you have suggestions for other ways to continue sharing and discussing assignments with WSU faculty?

Q40. Are you interested in potentially offering charrettes in your department/major?

Q41. Would you be interested in resources and/or professional development for using or refining rubrics?
- ❍ Yes
- ❍ No

[Q42-45 are displayed if Q41 is answered "Yes"]

Q42. I would like to find out more about how to use rubrics to:
- ❍ Communicate expectations to students
- ❍ Provide useful feedback to students for improvement (formative)
- ❍ Provide final evaluation of student performance for course/instructor
- ❍ Gather learning outcomes assessment data for the major/curriculum
- ❍ Gather learning outcomes assessment data for UCORE, Big 7 Learning Goals
- ❍ Other:_____

Q43. Comments:

Q44. Please indicate your level of interest in the following resources/professional development for using or refining rubrics.

	Very interested	Interested	Somewhat interested	Not interested
Workshop on rubrics				
Bank of sample rubrics used for capstones				
WSU faculty panel on rubrics used for capstones				
Informal discussion group on rubrics used for capstones				
Other:				

Q45. Comments:

Q46. Do you have any other suggestions for follow-up activities?

Q47. If you have remaining questions about assignment design generally, or your assignment revision in particular, what are they?

Submit.
Thank you for your feedback and your participation in WSU's capstone assignment redesign project.

Example 2. State Higher Education Office of Virginia (SCHEV) Follow Up Survey #1.

Q1. In what ways was the experience of the assignment design charrette important for you professionally? (*Please mark all that apply.*)

It helped me more clearly see my assignment through my students' eyes. (1)

I'm more aware of aligning my assignment(s) with desired institutional outcomes. (2)

I have begun looking at my other assignments more critically and carefully. (3)

It gave me a new way to think and talk about assessment. (4)

It prompted me to make changes in my teaching. (5)

It increased my understanding of how assessment can inform my teaching. (6)

I developed rubrics or other tools to assess learning outcomes. (7)

I intend to ask colleagues/others for feedback on other assignments. (8)

I better aligned my assignment with the evaluative criteria for it. (9)

Other (please specify) (10) _____

Q2. After participation in the assignment charrette, do you plan to do any of the following? (*Please mark all that apply*.)

Use the assignment in a course (1)

Talk with students to help them understand the assignment more fully (2)

Revise the assignment to be more explicit about purpose (3)

Revise the assignment to be more explicit about the task (16)

Revise the assignment to be more explicit about the criteria for evaluation (17)

Share your assignment with colleagues on your campus (18)

Share other assignments with colleagues on your campus (19)

Participate in an event about assignment design on your campus (20)

Participate in an event about assignment design beyond your campus (21)

Help lead or facilitate an event about assignment design on your campus (22)

Help lead or facilitate an event about assignment design beyond your campus (23)

Make a presentation about assignment design (24)

Publish an article or essay about assignment design (25)

Look at other assignments in the NILOA Assignment Library (26)

Direct colleagues to explore the NILOA Assignment Library (27)

Q3. Over the last year, NILOA has created an Assignment Design toolkit. Have you consulted or used materials from the Toolkit?

○ Yes (4)

○ No (5)

Q4. What additional resources about assignment design and use would be helpful to you, your campus, or your disciplinary colleagues?

_____

Q5. Would you like to continue to be involved in this work if opportunities arise? (*Please mark all that apply.*)

I could help to publicize the work by sharing links with colleagues on my campus and in my field. (1)

I would like to present on this work at scholarly conferences (within my discipline or beyond.) (2)

I could help to identify other faculty who might be interested in participating in future charrettes. (3)

I could partner with library staff or centers for teaching and learning staff to help facilitate assignment work on my campus. (4)

I would be willing to review assignments that are submitted to the NILOA Assignment Library (5)

I would be willing to lead workshops on assignment design. (6)

Other (please specify) (7) _____

- -

Q6. General Comments/Suggestions

_____

_____

_____

_____

End of Block: Default Question Block

Example 3. State Higher Education Office of Virginia (SCHEV) Follow Up Survey #2.
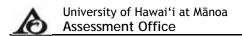
Q1. In what ways was the experience of the assignment design charrette important for you professionally? (*Please mark all that apply.*)

It helped me more clearly see my assignment through my students' eyes. (1)

I'm more aware of aligning my assignment(s) with desired institutional outcomes. (2)

I have begun looking at my other assignments more critically and carefully. (3)

It gave me a new way to think and talk about assessment. (4)

It prompted me to make changes in my teaching. (5)

It increased my understanding of how assessment can inform my teaching. (6)

I developed rubrics or other tools to assess learning outcomes. (7)

I intend to ask colleagues/others for feedback on other assignments. (8)

I better aligned my assignment with the evaluative criteria for it. (9)

Other (please specify) (10) _____

Q2. Do you plan to conduct an assignment design charrette on your own campus?

○ Yes (1)

○ Maybe (2)

○ No (3)

Q3. What additional resources or support do you need in order to facilitate a charrette?

_____

_____

_____

Q4. What additional resources or support do you need to train other faculty on how to do a charrette?

    _____

    _____

    _____

Q5. Would you like to continue to be involved in this work if opportunities arise? (*Please mark all that apply.*)

    I could help to publicize the work by sharing links with colleagues on my campus and in my field. (1)

    I would like to present on this work at scholarly conferences (within my discipline or beyond.) (2)

    I could help to identify other faculty who might be interested in participating in future charrettes. (3)

    I could partner with library staff or centers for teaching and learning staff to help facilitate assignment work on my campus. (4)

    I would be willing to review assignments that are submitted for the Multi-State Collaborative (MSC). (5)

    I would be willing to lead workshops on assignment design. (6)

    Other (please specify) (7) _____

Q6. If you would like to stay actively involved in the state work with the Multi-State Collaborative (MSC), please include your contact information below.

 Link to MSC work: http://www.sheeo.org/projects/msc-multi-state-collaborative-advance-learning-outcomes-assessment

    _____

    _____

    _____

    _____

    _____

Q7 General Comments/Suggestions

End of Block: Default Question Block

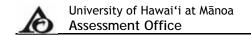## Example 4. University of Hawai'i at Manoa Evaluation.

University of Hawai'i at Mānoa
Assessment Office

Crawford Hall 230 & 231
manoa.hawaii.edu/assessment

Assignment Design for Powerful Learning
Workshop Evaluation & Feedback Form
03/15/2016

1. Write two assignment design strategies that you want to try out after the workshop.

2. Please rate the overall usefulness of this workshop.

☐ Very Useful   ☐ Useful   ☐ Of Little Use   ☐ Not Useful At All   ☐ No Opinion

3. To what extent was this workshop effective in increasing your understanding of the topic?

☐ Very Effective   ☐ Effective   ☐ Somewhat Effective   ☐ Not Very Effective   ☐ Not Sure

4. Rate the following aspects of the workshop

	Very helpful	Helpful	Somewhat Helpful	Not really helpful
a) Assignment refinement example given by Jinan Banna	O	O	O	O
b) Yao's presentation	O	O	O	O
c) Handouts	O	O	O	O
d) Peer sharing & feedback	O	O	O	O

5. What was the most valuable aspect of this workshop? Why?

6. What was the least valuable aspect of this workshop? Why?

7. What other assessment workshops would you like us to offer in the further?

Mahalo nui!

Assignment Design for Powerful Learning in Oral Communication Workshop
Workshop Evaluation & Feedback Form

Session Outcome Questions

1. List two strategies that you learned about assignment design in this workshop:

Overall Evaluation Questions

3. Please rate the overall usefulness of this workshop.

☐ Very Useful   ☐ Useful   ☐ Of Little Use   ☐ Not Useful At All   ☐ No Opinion

4. To what extent was this workshop effective in increasing your understanding of the topic?

☐ Very Effective   ☐ Effective   ☐ Somewhat Effective   ☐ Not Very Effective   ☐ Not Sure

5. What was the most valuable aspect of this workshop? Why?

6. What was the least valuable aspect of this workshop? Why?

7. Other constructive comments?

Mahalo nui!

National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

For more information, please contact:

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