

***Assessment Workshop and Speed Mentoring***  
**February 24<sup>th</sup> and 27<sup>th</sup>, 2014**

Attendance

Twenty-nine individuals attended the trainings and 27 completed evaluations.

- Of those who completed evaluations, one (3.6%) identified as a Full Professor, six (21.4%) as Associate Professors, 18 (64.3%) as Assistant Professors, two (7.1%) as Professors of Practice, and one participant did not respond to the question.
- Additionally, six (21.4%) of participants reported that they are mentors in the NDSU Faculty Mentoring Program, 18 (64.3%) reported that they are mentees, two (7.1%) reported that they are unsure or don't know what their role is, and one (3.6%) did not respond to the question.

Quantitative Results from the Evaluation Form

**I met someone today who I feel I would like to get to know better.**

	Frequency	Percent	Cumulative Percent
Strongly Disagree	1	3.6	3.7
Disagree	1	3.6	7.4
2.50	1	3.6	11.1
Agree	18	64.3	77.8
Strongly Agree	6	21.4	100.0
Missing Data	1	3.6	
Total	28	100.0	

**I feel I have acquired new skills, information, or understanding about how to effectively conduct formative assessments of student learning.**

	Frequency	Percent	Cumulative Percent
Agree	11	39.3	39.3
Strongly Agree	17	60.7	100.0
Total	28	100.0	

**I will be able to implement new formative assessment strategies as a result of my participation in this workshop.**

	Frequency	Percent	Cumulative Percent
Disagree	1	3.6	3.6
Agree	11	39.3	42.9
Strongly Agree	15	53.6	96.4
N/A	1	3.6	100.0
Total	28	100.0	

**This event was a positive networking experience with other faculty here at NDSU.**

	Frequency	Percent	Cumulative Percent
Disagree	1	3.6	3.6
2.50	1	3.6	7.1
Agree	15	53.6	60.7
Strongly Agree	11	39.3	100.0
Total	28	100.0	

**How would you rate the overall quality of this training?**

	Frequency	Percent	Cumulative Percent
Average	4	14.3	14.3
Above Average	16	57.1	71.4
Excellent	8	28.6	100.0
Total	28	100.0	

### Qualitative Results from the Evaluation Form

1. What is one tip or strategy you learned today that you will be able to implement to improve your ability to identify and/or create formative assessment prompts that support meaningful student learning?
  - Closing the loop of formative assessment.
  - Give feedback from all types of assessment.
  - Reading quizzes to increase engagement and further [illegible.]
  - Evaluate what student(s) find difficult in teaching.
  - Hat question.
  - Mock quiz question idea.
  - I really liked the random call strategy, especially “hat.”
  - Two forms – circle of questions as well as group discussion before lecture.
  - More than one – the list of suggested formative assessment techniques was very helpful.
  - Mock quiz.
  - Good feedback to students. Not only right/wrong but “why.”
  - Random call.
  - After assessing students, provide more feedback.
  - Build mock-up assessment items for classroom review.
  - Mock quiz/exam questions with incorrect answer and random response.
  - Muddiest point.
  - Variations on clickers.
  - Hat trick.
  - Muddiest point.
  
2. What questions do you still have about the formative assessment process after attending this workshop? Please list any areas that you would like to receive additional information about or that need further clarification.
  - How do you evaluate (exam) your student?
  - Not any yet, need to think about how I would implement these first.
  - I found some of these useful, but still question which ones may be realistically applied.
  - Nothing in particular – but would benefit from more practical advice as I work to introduce more formative assessment into my classes.
  - How to deal with “details” for students’ questions.
  - How to integrate formative assessment into online classes.
  
3. What do you think were the most helpful or valuable aspects of the workshop you attended today?
  - Sample techniques.
  - Handout with ideas.
  - Time set aside to think about the issues.
  - Student understanding is important.
  - Specific listed strategies and ability to discuss.
  - Ideas for providing feedback on formative assessment.
  - Lots of ideas.
  - Discussion of concepts I’m not familiar with – exposure is very helpful – as well as networking.
  - Specific, practical information.
  - Research-based strategies.
  - Tips to assess learning.
  - Great framework introduced at the beginning. And then lots of time to discuss, digest and apply. Well done.
  - Exchange of ideas.
  - Good attendance and mix of mentors.
  - Round table discussion.
  
4. How could this workshop be improved to be more beneficial to you?
  - Video on teaching.
  - Having a faculty mentor who is proficient in my area to discuss the specifics that work in my discipline.
  - I think this worked well as is.

- As someone that does not come from an educational based background, some of the terms are unknown to me, but the exposure to them is great.
  - It was great – but if purpose is to get the mentors/mentees communicating more, might be a good idea to set up tables by mentor group.
  - The speaker became more teachy and absolute as time went on. Not sure if personal opinions were accepted.
5. Please provide any additional comments you have about today's workshop and/or the NDSU Mentoring program for new faculty in general below or on the back of this page.
- Good mix of presentation time and discussion time.