

Session on Assessment: Small Group Notes

1. Most pressing questions from sticky sheets:

What does good program level assessment look like?

What make meaningful metrics?

How do I get people to do this?

The faculty get tired. Or resist

Get buy-in from colleagues

What will motivate faculty to invest/get resources for it?

Making it low cost/high benefit

Deal with folks who want to maintain status quo at all costs

How do I shape assessment meet my needs?

What are suitable metrics?

Distinction between measuring student outcomes/knowledge and assessing curriculum

2. Report out - ideas

- Wanted to learn more about program assessment. Use what you are doing at course level and tie to program level.
- Do exit interviews, meet with chair who is in a position to handle comments about individual faculty members.
- Get with another department that already does assessment well.
- Explain to individual faculty members why it is of benefit to them.
- Morph from “writing” to communication - include documentation.
- Link learning outcomes with class assessments

3. Report out - challenges

- Bimodal populations - assessing growth of individuals and relating to program level
- Costs and sustainability of assessment, especially for ABET accreditation
- How to motivate faculty? Data may not feel meaningful. Fear element - will we be exposed as inadequate? Asked to do something we don't want to.
- People who refuse to want to help.
- How to come up with valuable assessment questions?
- There isn't really someone else to talk to.
- Curriculum is complex - students come in in different ways, not always a common experience
- Group success does not necessarily explain the accomplishments of individual students - numbers are not enough