

Brown Bag Assessment Session
January 24, 12 pm

Attendees: Mario Reyes, Joan West, Ed Krumpke, Karen Launchbaugh, Barbara Zuck, Dick Battaglia, Ken Locke, Steve Drown, Ernie Biller, Diane Armpriest, Sandra Evenson, Nathan Bender, Meredyth Goodwin.

The Business & Economics Assessment Plan was discussed. By using the Capstone course they are beginning to evaluate the writing and will use their findings to close the loop. The next step is to review the report to compare findings with the results of focus groups & surveys. They also developed a rubric which faculty will use to discuss how to address common outcomes. The current outcomes are too broad, which makes them difficult to measure. The group was questioned on how all of the departments are currently measuring outcomes.

The group discussed the use of focus groups and focus group procedures. The group felt it might be helpful to have a brown bag that would bring together people have used focus groups to talk about their processes. Michael O'Rourke has developed a system & would share it with anyone that would like a copy. His system can provide guidelines on how CLASS managed the process. He hired graduate students to facilitate the focus groups for department across CLASS. The group also discussed the timing of the focus groups. The current timing is not good because by the end of the year the students are burnt out. It has shown to be more effective when done in the fall, and then the survey was able to go through all of the learning outcomes.

Another question raised was how to collect data from alumni. It is possible that graduate students can help with the process. The university has alumni surveys at the college level, but that is not useful data at the program level. The group felt that there needs to be more focus on direct measures. The alumni survey asks about CORE - how much emphasis do faculty need to put into writing and communication. After alumni leave, it's about 3 years out before they do a survey or comparison by cohort & break down the quality of the education. The survey is taken after students are out in the real world to help determine the quality of their education after they have been using it. However, many people are bombarded with surveys and often feel as though they have been surveyed to death, so the survey group needs to be more select. Programmatic surveys might be included w/ the Institutional survey so they get them at the same time. In order to do a census of alumni so the response rates are high enough to be statistically significant, funding would need to be committed.

The group also discussed rubrics and how to integrate the data with other assessment data. They also discussed bringing outside people in and building around systems already in use. One suggestion was to build a rubric and use it in the sophomore & senior years to compare results.

Additional information reflecting the assessment workshop series offered last spring is available on the Academic Affairs website. Also, information will be added to the assessment website. This assessment process was started last fall using focus groups. This spring programs should be gathering the rest of the data, including direct measures and conducting structured interviews. This will be collated in Spring 08 & integrated with last fall. Then there will be a review of the plan for completeness, and analysis of the data to be completed over the course of the summer. In fall there will be an update to the on-line system. More information on the timeline will be forthcoming.

Future Needs - **Next Meeting scheduled for February 28th.**

- What do we need?
- Possibly more workshops necessary
- Give live examples of –
 - Learning outcomes
 - What it did?
 - Help to see the whole process
- Discussion on what is enough, Scholarship vs. decision making plan
- Working session w/rubric – bring plan with you work with you (developed at Jan 8th workshop – pilot it & then Assessing the assessment – work backward); Do at brown bag time w/extra ½ hour time so people can come & go if necessary.
- Assessment web page – no time line
- Use blackboard to post – use different people to facilitate
- Put together faculty tips using common techniques. Keep conversation on track.
- Provide an outline of process w/projected dates