

**Brown Bag Assessment Session**  
**February 28, 2008**

Present: Rula Awaad-Rafferty, Ding Johnson, Diane Armppriest, Dana Stover, Dick Battaglia, Karen Launchbaugh, Ernest Biller, Mark Nielsen, Debbie Storrs, Suzi Billington, Kevin Woelfel, Mike Whiteman, Archie George.

**Feedback on Rubric**

The Tools & Processes Category was found to be a little confusing. It was asked how one determines an appropriate number of observations. There may need to be a little more clarification provided on the wording in this category. It was discussed in a previous Ad Hoc Assessment Meeting that it is up to the faculty to decide if the number is appropriate or adequate for their individual needs.

The last bullet point in the Exceeds, Meets, Partially Meets and Does Not Meet Requirements sections of Tools and Processes is also confusing. There was discussion that this bullet point may need to be moved to the section below (Benchmarks/Performance Targets) for all categories. This bullet point may also fit in the results column as well.

There was discussion about some of the terminology used in the rubric. The use of appropriate or adequate was confusing to some people. These terms would depend on what you were measuring and may vary from one learning outcome to another.

Some people that used the rubric found it was a helpful tool to help show possible steps they may still need to take. It was also found that it was most useful on assessment that had already been completed. It was helpful to look at the language that was being used to describe learning outcomes and often helped create other questions that needed to be asked. The group also liked the way that the rubric described the knowledge, application and value components of learning outcomes.

Overall the group found the rubric to be a useful tool as long as it was stressed that this was a self-assessment tool. It was a helpful tool to determine whether or not you have hit your target.

It would be helpful to have examples provided. Examples of each one of the different dimensions would also be helpful. It would provide a useful starting point.

The College of Business was able to get a 96% survey rate by going into capstone classes and having professors hand out the surveys to graduating students during class. They learned the most about the whole educational experience, but they did not learn as much about learning outcomes from the surveys.

**Next sessions**

Possible upcoming sessions could focus on a discussion about how much data is enough and scholarship versus the practice of assessment. A working group session could help to try and generate some examples of the rubric categories. An additional suggestion was that we have departments that have used focus groups come discuss their processes. Another brown bag session could focus on how to use the Qualtrix system the university purchased as an assessment tool.