Talking to Colleagues

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- Cultures of Inquiry and Compliance
- Benefits of Assessment
- Overcoming Logistical Challenges
- Discuss Your Own Context
Faculty Experience

• Focused on specific problem
• Not all faculty cared about assessment, as such
• Surveyed the students
• Designed a new course for research writing
• When annual reporting to university came around ...
• Organic inquiry leads incidentally to compliance
Inquiry or Compliance?

• The byproducts of inquiry dovetail with reporting requirements from KU, KBOR, HLC, etc.

• Inquiry and compliance are not fundamentally in tension, but their motivations differ

• How do we move the scope of the question
  – “what do we have to do so that we’re compliant?”
  – “what are we interested in learning about our students?”
Discussion, Part 1

• Is your department’s assessment culture characterized more by inquiry or compliance?

• What are some of the rewards and challenges of assessment you’re facing in your department?
Benefits of Studying Student Learning

• Potential to level out disparities across students
• Courses are dynamic, organic
• Better learning = more popular classes = more majors = more resources
• Redundancies and holes in your course offerings
From an LSU administrator…

“In a resource-strapped environment, I have no idea why every department is not assessing their educational product all the time.

When some state legislator demands I prove my worth, there’s no easier way to do that then to show them five years’ worth of meticulous data proving tax payers’ money was well spent.”
Managing the Study of Student Learning

- Create incentive structures within departments
- Course-embedded assessment across all faculty
  - Or create a committee with rotating membership
- Place assessment on faculty meeting agenda
- Buy-in from chair, associate chair, DGS, DUS, etc.
- Look for synergies across Core, KBOR, degree, etc.
Discussion, Part 2

- In the context of your department...
- How might you begin collaborating with colleagues who are interested in assessment?
- How might you persuade colleagues who are uninterested in assessment?
Upcoming CTE Lunch Workshops

• Register at: http://assessment.ku.edu/assessment-workshops

• Mar 9       Student Performance Beyond Grades
• Mar 27      Teaching & Evaluating KU Core Goal 4
• Apr 3       The Basics of Program Assessment
• Apr 6       Sampling Student Work from Courses
• Apr 18      Reviewing & Revising Your Assessment Plan