



# 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

- Students. Are. Better. Educated.
- 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 than 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