

What Do you Need and Want to Know to be an Effective Assessment Faculty Fellow?



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Session Overview

- Overview of Assessment
- Overview of What it Means to be an Assessment Faculty Fellow
- Expectations of Assessment Faculty Fellows
- Resources
- Your Questions



The Assessment Cycle (Bresciani, 2003)

- The key questions...
 - What are we trying to do and why? or
 - What is my program supposed to accomplish?
 - How well are we doing it?
 - How do we know?
 - How do we use the information to improve or celebrate successes?
 - Do the improvements we make work?

The Iterative Systematic EBDM Cycle

Adapted from
Peggy Maki, Ph.D. by
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Overview of Being a Fellow

- “Of prime importance will be a commitment to guiding the assessment work of their academic units.”
- This commitment includes working with your Chair or Director and the Office of Educational Assessment to assist your department faculty in completing one full assessment cycle



Responsibilities

- Coordinating, supporting and maintaining student learning outcomes assessment procedures in your units
- Meeting monthly with fellow Fellows
- Attending workshops and training sessions
- Sharing expertise with faculty across the university



Expectations

- Work closely with your Chair/Director
- Work closely with the Office of Educational Assessment
- Your unit will complete one full cycle of assessing a minimum of three student learning outcomes
- Reports will be made to the Office of Educational Assessment
- Knowledge and experience gained will be shared with colleagues across the University



You are Not Alone....
The UD Community is Here to
Help

- University Educational Assessment Council
- Institutional Research and Planning
- Assessment Faculty Fellows
- Workshops and Faculty Learning Institutes
- List-serv

You are Not Alone....

OEA is Here to Help


- Work with academic units on an individual or group basis
- “How-to” workshops and training sessions
- Specific assessment surveys/analysis
- Identify what’s out there so you don’t have to reinvent the wheel
- [WEBSITE for technical assistance](#)



Take-Home Messages: Or How I Stopped Worrying about Assessment and Kept My Sanity



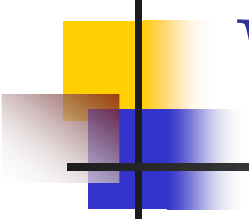
Take-Home Messages

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- Not everything that is important to you can be assessed, but only assess what is important to you
 - Good assessments are cost effective; not dissertation-quality research
 - Departments and Programs own their assessment plans, but plans and results are shared with the university community
 - Assessment expertise is available to help-not to evaluate your program
 - Examples abound-use the work at other institutions to adopt or modify as appropriate
 - You don't have to do everything at once-start with 3-5 learning goals

Take-Home Messages: There is Help



- <http://assessment.udel.edu>
 - Office of Educational Assessment website
- ud-outcomes@udel.edu
 - Email to Office of Educational Assessment
- <http://assessment.udel.edu/sFacultyTaskForce.html>
 - University Educational Assessment Council



What Else Do You Need Or Want to Know?

- Your turn to ask the questions; we'll try to answer them at tomorrow's luncheon.



One Minute Evaluation

- What is the most valuable lesson that you learned from this workshop?
- What is one question that you still have?
- What do you think is the next step that your college/department/program needs to take in order to implement systematic program assessment?