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 Marilee J. Bresciai, Ph.D.

Mission/Purposes

Goals

Outcomes

Implement Methods to Deliver Outcomes (e.g., planning) and Methods to Gather Data

Gather Data

Interpret Evidence

Make decisions to improve programs; enhance student learning and development; inform institutional decision-making, planning, budgeting, policy, public accountability
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

- 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](http://assessment.udel.edu)
  - Office of Educational Assessment website
- [ud-outcomes@udel.edu](mailto:ud-outcomes@udel.edu)
  - Email to Office of Educational Assessment
- [http://assessment.udel.edu/sFacultyTaskForce.html](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?