

Faculty In-Service
June 2, 2003
Outcomes Assessment

Supporting document for assessment in-service.

Question #1: Summarizing assessment activities

- a. What processes are in place to assure that assessment is a regular part of the department's activities?
- b. Is assessment something that occurs in individual courses? Or, is it something that is coordinated at the department/school level?
- c. Does the department perceive that it has a "culture" of assessment, meaning it is well integrated into the life of the department? Or, is it an activity that occurs in a disjointed fashion?
- d. What steps could/have been taken to develop a culture of assessment?

Question #2: Learning Outcomes

- a. Were your learning objectives and goals clear to the students? Were they clear to you?
- b. In practice, did the stated learning objectives work to meet the goals of the department?
- c. Do your goals continue to reflect the mission of the University (taking into consideration the newly published goals)?

Question #3: Individual Courses/Syllabi

- a. Were the goals and objectives clearly stated in each syllabi?
- b. Were the students made aware of these goals and objectives?
- c. Is there continuity between the goals established for a course and the methods and criteria used to judge/grade the students?
- d. Is there a "fit" between the state objectives, course content, and the instruments being used?
- e. Is there continuity between the goals established for a course and the methods and criteria used to judge and grade the student?
- f. Was the course learning objectives sensitive to the entering competencies of the students?
- g. Does assessment give attention to both content and skills?
- h. Do your courses produce the results you intended?

Question #4: Review and analysis of data

- a. Reflect on the assessment data you have gathered. What does it tell you?
- b. What can you say about how successful students have been in your classes? In your major?

- c. What does the data tell you about the success of achieving your intended outcomes and objectives?
- d. What do the data tell you about the success of achieving your department goals? The University's goals?
- e. Do the assignments used in your individual courses enable you to meet the stated learning objectives?
- f. Do the assessment methods provide you the needed evidence to determine whether learning objectives are being met?
- g. Is the evidence produced by your assessment methods sufficient for determining success in meeting your objectives?
- h. Should certain assessment methods be dropped? Should new assessment methods be added?
- i. Did the data collected provide you with adequate information to assess the progress towards the achievement of your goals and objectives?

Question #5: Use of evidence

- a. How does the evidence gathered enable you to make adjustments in your courses?
- b. How does the evidence gathered enable you to make adjustments in your learning objectives?
- c. How does the evidence gathered enable you to make adjustments in your departmental goals?

Questions #6: Resources for the assessment initiative

- a. Are you finding the current resources for assessment sufficient? Or, would more assistance be beneficial?
- b. If more resources are necessary, what kind of resources would most benefit your work on assessment? Describe. (How would those resources would be used)

Question #7: Progress on diversity

- a. How has the department's curriculum been influenced by the diversity initiative?
- b. If the department/school has hired this year, what attention was given to diversity in that process?
- c. Has the department/school engaged in any co-curricular activities that specifically addressed issues of diversity?

Question #8: Resources for the diversity initiative

- a. Are you finding the current resources for issues surrounding diversity sufficient? Or, would more assistance be beneficial?

- b. If more resources are necessary, what kind of resources would most benefit your work on assessment? Describe. (How would those resources be used.)