

Metric Monday Faculty Development Workshops (Led by Faculty Assessment Fellows)

Assessment 102: Getting Beyond Outcomes

Dr. Jordan Dominy, English

So much assessment talk focuses on creating and aligning learning outcomes, but what are we supposed to do with those outcomes? This workshop/discussion will address determining measures and targets for outcomes and how to help those inform actions for improvement.

Establishing a Positive Culture of Assessment; or, Assessment Ain't Busy-Work

Dr. Jordan Dominy, English

Faculty often think of assessment as number-crunching busy-work to satisfy an accreditor to prove that we are doing what we all know we are doing. However, this workshop/discussion will present the evidence driven discussion of improvements in student learning as the primary task of assessment and how to establish practices that will reinforce this understanding of assessment among faculty.

Assessing Community Engagement Activities (Community Engagement)

Dr. Felicia Tuggle, Social Work

This presentation will explore a range of strategies to assess community engagement activities which include curricular, co-curricular, and project based activities. Strategies for assessing community engagement activities via multiple lenses will be discussed and highlighted. Participants will leave with practical tools for assessing community engagement activities and turn-key plans for incorporating assessment findings into institutional assessment reports.

Making Service Count (Community Engagement)

Dr. Felicia Tuggle, Social Work

This presentation is designed to assist faculty and staff incorporate and highlight community engagement in their professional development goals and objectives. Strategies for cultivating research and scholarship opportunities out of community engagement activities will be discussed. Participants will have opportunities to develop collaborations with fellow faculty and staff and identify specific research/evaluation questions they can explore to advance research, scholarship, and practice on community engagement.

Connecting Curricular and Co-Curricular Learning

Dr. Mihaela Munday, School of Teacher Education

Co-Curricular activities are a rich source for assessing both quantitative and qualitative aspects of intentional involvement. Developing a Co-Curricular portfolio could increase students marketability by adding value to their placement credentials.

Who's Afraid of Program Review?

Dr. Andrea L. Moore, Biology

Program Review is essential to increasing awareness of program practices and impacts, and improvement of programs and practices and meeting accountability standards. This workshop will demystify the components of program review, lay out a model for planning and conducting a program review, ways of using assessment data and disseminating data from a self-study to

stakeholders. This workshop will be tailored for various audiences: faculty, program and assessment coordinators, chairs, deans, student life professionals, and central administration.

Assessing “Not-Knowing”: Learning is more than Outcomes

Dr. Geoff Bowden, Political Science

We get so in the habit of measuring the final product of the learning process that we fail to take stock of the learning process itself. And one thing above all others characterizes the learning process for students: ignorance. If our students don't know what we expect them to know, how does that affect their learning? Do they shut down? Remain silent, as opposed to asking questions? Does the fear of being exposed as “having-not-yet-reached-the-outcome” prevent them from trying or getting the help they need? How can we measure the value of ignorance, or not-knowing in the learning process, so that we can make “not-knowing” an acceptable and non-threatening state for our students? We will discuss how we can measure not-knowing.

Justice Rolling Down Like Waters: How do we know?

Dr. Geoff Bowden, Political Science

One of SSU's Institutional Student Learning Outcomes addresses ethical reasoning, and ethical reasoning is infused in many of our program outcomes. But do we really measure ethical reasoning in a helpful and formative way? Every program at SSU has graduate students who enter career fields where they will confront situations in which they will need to make moral decisions. This session will posit some of the strategies that can be used to measure ethical reasoning to ensure that we are not only making summative assessments, but formative ones as well.