Retreat IV:
What do our assessments say, and how do we use them to improve?

Friday, February 4, 2011
10:00 a.m. to 1:00 p.m.
Dalton Hall, Room 212A
Bryn Mawr College

I. 9:45-10:00 Arrival (coffee available)
II. 10:00-10:15 Introduction [KIM AND MARK]
III. 10:15-11:15 Project Sharing [ROBIN]

Discussion of a few projects, considering these points as appropriate:

- What does your early data tell you?
- How will the data inform departmental decisions?
- What were the reactions of your faculty colleagues? (About both process and findings)?
- Have you spoken with others outside your department yet? If so, in what context?
- Will you continue on with this project or will your next assessment focus on a new issue?
- What obstacles, opportunities, or surprises are worth noting?
  - Haverford – Wendy Sternberg (Psychology) – 20 mins for sharing and discussion
  - Bryn Mawr – Arlo Weil (Geology) – 20 mins for sharing and discussion
  - Swarthmore – Peter Schmidt (English) – 20 mins for sharing and discussion

Short Break

IV. 11:20-11:50 Rubrics [CATHY]

Jim Krippner (Haverford / History) shares on the process of developing a rubric for the capstone experience. Reflections on departmental goal-setting, identifying measurable objectives, scoring and levels of success, etc. This session is meant to involve all participants, whether or not they are currently using a rubric (an important tool to have in your assessment toolbox).

- Where do goals and learning objectives come from?
- What are departmental issues around developing and agreeing to use rubrics?
- How and when is a rubric used?
- How are students made aware of it?
- How could a grading rubric be used for an assessment of student learning outcomes?

Short break, get lunch
V. **12:00-12:45 Sustainability of Assessment**

Discussion over lunch, guided by handout summarizing "journalistic summaries".
- Given what you are learning through this project, how will your department sustain a commitment to assessment in the future?
- What have you identified as helpful or challenging for others/all departments to effectively engage in assessment activities? Institution-wide activities?
- IR/ Provost “Reflection pieces” from end of Year 1 reporting identified some areas of concern from their perspectives. What opinions do faculty members have about these observations?

VI. **12:45-1:00 Wrap-up and Next Steps**

Points worth noting from day’s discussions (Provostial Representatives)

Next steps for Departments: **MARK**

- Sharing on campus, late spring.
- Sharing further, next year (MSCHE?)
- Faculty participant reports - June 15 (Nov 1 extension, if dictated by project design) - Summary of research results (with assistance from IR as needed), with specific recommendations of curricular/pedagogical/program changes or improvements to be implemented in Year 3.