# Spring 2017 Workshops

The Office of Assessment and Evaluation is sponsoring several workshops for faculty and graduate students on topics related to assessment including planning, survey and rubric development, developing outcomes, and appropriate measures.  These workshops are designed for those with limited or no previous experience.

In addition to these university-wide offerings, professionals in the Office are available to come to departments or other groups for seminars, workshops, discussions, or hands-on assistance. *To register for any of these sessions, enroll through the NLI system (https://app.nli.tlos.vt.edu/registration/all_courses/); filter on "led by [instructor last name]."*

**Title:**  Academic Program Assessment Winter Workshop

**Led by:**  Steve Culver (sculver@vt.edu) and Bethany Bodo (bbodo@vt.edu)

**Description:**  An interactive workshop detailing how academic programs can design manageable, effective, and sustainable assessment plans.  The goal of this workshop is to guide faculty through the step-by-step process of setting up assessment plans and allowing them time to work on each of the components.  This workshop is designed for faculty and department chairs as a simple introduction to developing a plan which fulfills both SACSCOC requirements and facilitates continuous program improvement.  **NOTE:**  This presentation is the same as the ½ day planning sessions conducted previously.

**Schedule of events:**  Workshop will be from 9:00 a.m. to 1:30 p.m. with breaks and activities interspersed. Lunch will be offered to session attendees and session facilitators will be available to continue to answer questions and assist faculty.

**Maximum enrollment:** 25

**Date and Location:**       Thursday, January 12th, 9:00 a.m. to 1:30 p.m.    Inn at Virginia Tech

**Title:**  Academic Program Assessment: Planning, Measuring, Analyzing, Reporting, and Closing the Loop

**Led by:**  Bethany Bodo (bbodo@vt.edu)

**Description:**  This session provides a brief introduction to the complete continuous improvement process for an academic program that results from developing a manageable and effective assessment plan.  All components of the assessment process will be covered including: mission statements, student learning and program outcomes, mapping techniques, assessment methods, achievement targets, findings, action planning, and closing the loop. **NOTE:**  This is a highly condensed version of previously presented information and is designed to provide a brief overview without providing a lot of detail. Supplemental materials will be provided to participants.  The presentation will last for approximately an hour but the presenter will stay for additional 30 to 45 minutes to assist individuals if desired.

**Maximum enrollment:** 25

**Date and Location:**       Tuesday, February 28th, Noon – 1:30 p.m.                GLC, Room B

**Title:**  Developing Effective Surveys

**Led by:**  Jessica Deslauriers (jld@vt.edu)

**Description:**  This session is a discussion of survey design as a process, with tips to enhance the quality of the process, the instrument, and the data.

**Maximum enrollment:** 25

**Date and Location:**       Tuesday, March 21st, Noon to 1:00 p.m.                GLC, Room B

**Title:**  Using Focus Groups to Collect Qualitative Information

**Led by:**  Molly Hall (mrhall@vt.edu)

**Description:**  This session will "focus" on designing and selecting the focus group, developing appropriate questions, and beginning analysis of the data.

**Maximum enrollment:** 25

**Date and Location:**       Wednesday, February 8th, Noon to 1:00 p.m.                GLC, Room B

**Title:**  Certificate Assessment Planning

**Led by:**  Bethany Bodo (bbodo@vt.edu) and/or Jessica Deslauriers (jld@vt.edu)

**Description:**  This session will provide a brief introduction to the assessment requirements for certificate programs and describe all the necessary components (e.g., mission statements, student learning and program outcomes, assessment measures, achievement targets, findings, action planning, closing the loop, and reporting.  **NOTE:**  This session will begin with a 20 to 30 minute presentation and then allow for 30 to 40 minutes of hands-on assistance to attendees as needed.

**Maximum enrollment:**  25

**Date and Location:**                                                                              Tuesday, April 4th, Noon to 1:00 p.m.                                                                                                                 GLC, Room B


**Title:**  Rubric Development and Alignment

**Led by:**  Molly Hall (mrhall@vt.edu)

**Description:**  This session will focus on rubric development and how to make sure your rubric aligns with both the intended assignment and associated outcomes.  Best practices in rubric development will be discussed.

**Maximum enrollment:**  25

**Date and Location:**        Wednesday March 15$^{th}$, Noon to 1:00 p.m.                        GLC, Room B


**Title:** Developing Student Learning and Program Outcomes

**Led by**: Jaime Williams (jaimew@vt.edu)

**Description:**  This session will cover best practices when developing student learning and program outcomes for assessment purposes.  The session will include a 30 minute presentation and then allow time for participants to develop outcomes specific to their own needs.

**Maximum enrollment:** 25

**Date and Location:**        Tuesday, February 21$^{st}$, 11:00 a.m. - Noon                GLC, Room B
                                        Wednesday, March 22$^{nd}$, 11:00 a.m. - Noon                GLC, Room B


**Title:** Pathways Data-Collection Methodology

**Led by**: Andre Foisy (jafoisy@vt.edu)

**Description:**  The session will introduce the Pathways data collection process to participants. Participants will interpret the *Draft Pathways Assessment Rubrics* according to their own expectations for student work, identify ways to collect and review evidence of learning, describe the strengths and weaknesses of different data collection approaches, and evaluate the feasibility and reliability of possible assessment methods for different types of Pathways courses. This workshop is geared toward faculty who are currently teaching Pathways pilot courses, faculty who anticipate teaching Pathways courses, or any faculty interested in learning about the Pathways assessment process. Faculty attending this workshop are encouraged, but not required, to bring a syllabus for an existing Pathways pilot course or a possible future Pathways course. **NOTE:**  This workshop will last for approximately an hour and then allow 45 minutes of personalized assistance to attendees as needed.

**Maximum enrollment:** 15

**Dates and Locations:**        Tuesday, January 24$^{th}$, 1:00 p.m. – 2:45 p.m.                GLC, Room B
                                        Monday, April 17$^{th}$, 1:00 p.m. – 2:45 p.m.                GLC, Room B