

Defining Faculty Expectations for Student Communication -2

- Write down ideas on **learning experiences or points within the program** where students might be expected to demonstrate their competence in those dimensions of communication your group deems important (i.e., when and where would they demonstrate their learning?).
- Next, write down ideas on the **level(s) of proficiency** your group would expect students to demonstrate by graduation (i.e., what should the standards be?).
- Next, write down ideas about what your group would recommend using as **assessment measures or indicators of performance** that students had in fact achieved appropriate levels of proficiency in the dimensions of communication your group deems important. *Hint:* Think about how your group would assess student communication in ways that (a) would permit valid and reliable comparison to other student performances over time, and (b) would yield fine-grained enough information to be able to use to make adjustments to the program.
- After that, write down your ideas on how assessment results might feasibly be shared around your department and institution, and through what mechanisms **action** might be taken that would lead to any needed adjustments in how student preparation relative to communication skills should be handled.

Appropriate learning experiences or points in program where student competence is demonstrated:

Level(s) of proficiency expected:

Appropriate assessment measures or indicators of performance:

What action might be taken on results to provide any needed adjustments:

Session Group Exercise 3: What are the most important and viable characteristics to our college in an online assessment information management system?

The goal of this exercise is to help us identify and prioritize what aspects of an online assessment information management system are most important and most viable given the criteria that drive our decision-making.

In groups of 3 or 4, your tasks are:

1. To identify and rank *at least three criteria that would drive your college's decision* on what to include in an online assessment information management system (for example cost, etc.)
2. To identify and rank *at least three system features* that would be important to include in your college's online assessment management system (for example, ability to map learning outcomes to degree programs, etc.)

Take 10 minutes for this exercise. We'll debrief and discuss group findings.

Decision Criteria:

1. _____
2. _____
3. _____
4. _____
5. _____

Important Features to Include:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

