

## BREAK OUT DISCUSSION GROUPS

Friday, October 10<sup>th</sup> ~~~~~ 4:15 – 5:30 p.m.

*These break out groups are informal discussions of “Tough Issues; Big Opportunities.” They are intended to facilitate the exchange of ideas and views rather than as top-down presentations or panels. Please choose:*

1. How can we get faculty involved in systematic improvement efforts and see the educational importance of assessment in improving student learning?

**Steven Weisler**, Hampshire College

2. Is some form of "rough comparability" that is, inter-institutional comparison, necessary if assessment is to be effective in improving student learning?

**David Shulenburg**, National Association of State Universities & Land-Grant Colleges

**Roger Benjamin**, Council for Aid to Education

3. How can student course evaluations be used systematically to improve student learning?

**Robert J. Thompson, Jr.**, Duke University

**Matt Serra**, Duke University

4. Do governing boards have a role in encouraging systematic improvements in educational quality?

**Susan Johnston**, Association of Governing Boards of Universities & Colleges

**Edwin Welch**, president, University of Charleston (WV)

**Holmes Morrison**, board chair, University of Charleston

5. As institutions become more selective, can they still “add value” and if so, how?

**Judith Hackman**, Yale University

**Lee Cuba**, Wellesley College

**Michael Nettles**, Educational Testing Service

**Peter Quimby**, Princeton University

6. Can broad educational outcomes be measured in the disciplines, and if so, how?

**Rachelle Brooks**, Northwestern University

**Kenneth Morrell**, Rhodes College

7. How can assessment practices keep improving student learning on a campus, even when it is not facing accreditation.

**William Green**, University of Miami

**Wendy Katkin**, The Reinvention Center

*Revised: October 24, 2008*