

GUIDING QUESTIONS FOR FOCUS GROUP SESSIONS – CULTURE OF ENGAGEMENT/ASSESSMENT

- What do you do to determine if your students are learning?
 - In courses
 - In the major
 - As a potential graduate in your discipline
- How do you know that your students are learning?
 - Do you collect evidence?
 - If so, what evidence do you collect?
 - How does that evidence inform you about your students' learning?
- What If UF wanted to know if your major was effective and your students are learning?
 - How would you respond?
 - What evidence would you have?
- Are you aware that UF has student learning-focused resources for faculty?
 - If so, have you accessed or used these?
 - What resources would be of value to you?

Strategies for accessing those who do not choose to participate

1. Follow-up call – questions:
 - a. Why did you choose not to participate?
 - b. If you chose not to participate because of concerns about assessment, would you be willing to share those?

Group size: 8-10 each

Phase 1: Trial with two professional, two graduate, and two undergrad faculty groups.

Phase 2: Modify procedures and questions based on the results of the trials.

Phase 3: Run the focus groups campus-wide.