POSSIBLE SOLUTIONS
Plan extra time to teach, practice, and discuss calibration and disciplinary ways of reading. Again, start small—limit number of participants, number of artifacts, number of SLOs to focus on process. Include a mix of faculty and administrators to share perspectives and foster understanding. Offer assignment workshops for faculty to support alignment with SLOs and/or rubrics. Focus on a single SLO to establish process for creating or refining rubrics. Provide mini-workshops to discuss and clarify SLOs and corresponding rubrics. Offer assignment workshops for faculty to support alignment with SLOs and/or rubrics. Hold faculty forums to learn more about needs. Bring in an assessment consultant or expert; provide release or compensation for faculty with expertise. Hold faculty forums to learn more about needs. Focus on the process; run a “pilot” version. Start small—one SLO, one category, one program. Consider need for calibration, validity, and sharing. Establishing criteria for calibration; teaching calibration. Logistical: compensation; space; timing. Difficult or dismissive faculty. How and with whom to share results.

CHALLENGES
How and with whom to share results. Establishing criteria for calibration; teaching calibration. Logistics: compensation; space; timing. Difficult or dismissive faculty. SLOs are too many, too few, too complex, too narrow, or not-assessable. Multiple disciplines sharing SLOs; assignments do not align with SLOs. Rubrics are cumbersome, inaccurate; no ability to compare to benchmark. Impending accredititation or administrative demands. Lack of assessment “culture” or understanding on campus. Absence of formal or centralized assessment process. Focus on the process; run a “pilot” version. Start small—one SLO, one category, one program. Consider need for calibration, validity, and sharing. Establishing criteria for calibration; teaching calibration. Logistical: compensation; space; timing. Difficult or dismissive faculty. How and with whom to share results.

POSSIBLE
SCALE and SCOPE
Identify institutional needs and define current state of assessment process. Outline best and worst case scenarios and outcomes. Identify constraints and obstacles.

ASSESSMENT TOOLS
If necessary, or if time permits, revise one or more SLOs with key members of process. Share rubrics with faculty. Review existing SLOs: Are they assessable? Draft rubric(s) to align with AACU LEAP Value Rubrics.

SCORING and RESULTS
Determine number and background of participants. Determine manner in which scoring will be conducted. Consider need for calibration, validity, and sharing.