



ASSESSMENT UPDATE

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CASL Members & Areas of Representation

Michael Boorum, Lumpkin
College of Business & Applied
Sciences

Dan Carter,
College of Education &
Professional Studies

Michael Cornebise, chair, College
of Sciences

Mary Herrington-Perry,
Academic Affairs

Richard Jones, Provost's
Appointee

Karla Sanders, Center for
Academic Support &
Assessment

Nora Pat Small, College of Arts
& Humanities and Council on
Graduate Studies

Tim Taylor, Writing Across the
Curriculum Committee

Rebecca Throneburg, Council on
Academic Affairs

Karen Whisler, Booth
Library

Richard Wilkinson, Provost's
Appointee

<http://www.eiu.edu/~assess>

2010 PROVOST AWARDS FOR ACHIEVEMENT IN ASSESSMENT

At the December 14, 2010 Council of Deans meeting, the 9th annual Provost Awards for Achievement in Assessment were presented to three programs.

The first place winner was the B.A. in Psychology; second place went to the M.A. in English, and third place was given to the B.S. in Geography.

Michael Cornebise, chair of Geology/Geography, notes that "Our plan is fully embraced by the entire geography faculty, which is very important from the perspective of breadth and depth of assessment. Individual faculty have different assessment 'assignments' that they

consistently carry out, thereby leading to a body of comprehensive data."

He adds that faculty members have sought creative ways to engage with assessment; for example, Jim Davis created a facebook page for alumni of the program "where they are encouraged to communicate their post-EIU experiences."

Ruth Hoberman, Coordinator of the M.A. Program in English, also cites her colleagues and the department tradition of assessment as a great asset. "I want to thank Jad Smith for the hard work he and his committee put into the program's assessment

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FACULTY ATTEND 2010 IUPUI ASSESSMENT INSTITUTE

Four faculty members attended the IUPUI Assessment Institute in Indianapolis October 25-26, 2010:

William Green, Mathematics and Computer Sciences; Ruth Hoberman, English; Katherine Johnson, Geology/Geography; and Jeanne Okrasinski, Early Childhood, Elementary, and Middle Level Education.

Each year CASA sponsors a minimum of three faculty members to attend this conference and asks attendees to share what they learned with other faculty members. Faculty

members were asked to share what they learned and ideas that might be useful for others.

Jeanne Okrasinski attended several sessions on the role of technology in teaching and assessment. For example, she found a session describing different delivery models and using facebook to communicate with students to be very intriguing. "Using facebook to host discussion groups and reflection pieces to which your classmates can respond is such a different idea for me!"

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AWARDS CONT.

plan. [The plan] functions as part of a feedback loop that links faculty, students, and curriculum decisions. Rubrics, class symposia, exam and thesis defenses, surveys, and student representation on the Graduate Studies Committee ensure the Committee gets plenty of information about the program's effectiveness in meeting its objectives."

Dr. Hoberman offers the example that the current program "evolved in response to a 1998 external review that led to a department-wide conversation that produced a major revamping" of the program.

Programs are evaluated on the role of assessment in the department/curriculum, how well objectives are linked to goals of the University, college and department, the focus on improving student learning and academic programs, and whether the plan is continuous, dynamic, and systematic.

CASL members also look for each program's adoption of the graduate or undergraduate goals. The Council on Graduate Studies has asked all graduate programs to adopt each of the four goals for graduate education in their



Pictured: Dr. Dana Ringuette, English; Dr. Ruth Hoberman, English; Dean Bonnie Irwin, Arts & Humanities; Dean Mary Anne Hanner, Sciences; Dr. Michael Cornebise, Geology/Geography; Dr. Caridad Brito, Psychology; Dr. John Best, Psychology; Provost Blair Lord.

assessment plan. Based on recommendations from the site team from the Higher Learning Commission, CASL is asking each undergraduate program to adopt and assess at least three of the four undergraduate goals: to speak effectively, to write effectively, to think critically, and to become responsible global citizens.

Assessment plans are due to the Director of CASA on Wednesday, June 15, 2011.

Forms are available on the web site at www.eiu.edu/~assess

IUPUI CONT.

She was also interested in a session given by colleagues at the University of Wisconsin-Whitewater concerning on-line and hybrid courses. They have "a fairly elaborate system of online and hybrid courses that are being quite well received by the students and faculty. They had a small research project asking the students about their satisfaction with the courses and whether or not they planned to try more online or hybrid courses. The results were mainly positive."

William Green attended sessions on assessment and intervention, assessing

capstone courses, and student motivation on tests. He suggests that programs should "attempt to collect data while teaching and mostly get students to realize how much they have learned throughout the semester and their college career. We should get students to realize how much they've learned from our classes, not just to learn from the classes."

Ruth Hoberman stated that "the IUPUI Assessment Institute gave me a helpful glimpse into two quite separate things: at the macro level, how assessment professionals talk

about assessment; and at the micro level, how professors can integrate assessment into their teaching."

The latter topic was addressed through sessions given by Doug Eder and Tom Angelo. Hoberman noted that both Eder and Angelo discussed the usefulness of pre-assessment to learn about students' knowledge and skills at the beginning of a course and then a follow-up of post-assessment at the end of the semester through in-class writing to uncover what they had learned throughout the semester.