Dear NIU Community,

It is my distinct pleasure to invite you to the 2012 Assessment Expo. On March 2, from 8:30 to noon, ten exemplary assessment practices will be showcased in the Holmes Student Center Sky Room. Selected by the University Assessment Panel, each is displayed in a poster and will be discussed in roundtables: Sustaining Assessment Practices in Academic Departments I and II, Sustaining Assessment Practices in Support Units, and Involving Students in Assessment. Browse through this issue of Toolkit to learn more.

I hope you will take this opportunity to learn from some of our best practices and to share your own assessment experiences and insights. It is important that we broadly discuss our assessment methods and share our best practices with the whole campus community. Such collaboration makes us more accountable to external parties, and helps us to provide the best teaching and learning environments for our students.

After the Expo, feel free to contact me if you would like more materials and resources for assessing your programs.

See you March 2!

Carolinda Douglass, Ph.D.
Associate Vice Provost for Academic Outcomes Assessment

Schedule of Events

8:30 Registration
9:00 Opening Remarks
9:15 Poster Sessions
10:00 Round Table Discussions
11:30 Closing Remarks
Elementary Education students learn formative assessment methods during their clinical and student-teaching rotations in the schools. The theme of this assessment process is that improvement is a team process. Both students and regional teachers are vital parts of that team.

Educational Administration Internship experiences provide a laboratory for candidates to apply their knowledge and skills to design activities and use rubrics to achieve program objectives.
Roundtable: Sustaining Assessment Practices in Academic Departments II

Finance

Embedded assessments allow for the use of programmatic assessment measures that have traditionally been used to assess student understanding in the assignment of grades.

Marc Simpson

Nutrition & Dietetics

Course-embedded measures (course-appropriate case studies) are used to assess student learning outcomes in two senior-level classes. Assessment results relate to competencies required by accrediting organizations.

Josephine Umoren

Psychology

The advantages of adopting assessment procedures that utilize multiple sources and multiple methods are explored. Examples are provided from both undergraduate and Ph.D. programs.

Greg Waas
Academic support units that primarily serve faculty face a unique challenge in assessing the units’ impact on student learning as they can assess their contributions only through indirect measures. The poster illustrates the Center’s assessment challenges, objectives and targets, assessment plan, and results.

“How Do We Know it Works?” Assessment of academic services can be challenging. Students who use tutoring may fail a course or may get an A. This poster shows a few indirect methods by which we have determined that ACCESS programs are working.

Findings from four assessment measures demonstrated that recreation facilities are important to students; that participation influences their leadership development; and that students want expanded spaces and offerings.
Roundtable: Involving Students in Assessment

Student Advisory Council on Learning Outcomes

The Student Advisory Council on Learning Outcomes (SACLO) provides a forum to students, faculty, staff, and administrators to discuss assessment strategies and learning objectives.

Graduate assistants (GAs) develop skill sets in six competency areas. These skills are honed through participation in professional development programs and activities, and through their assistantship experiences. Their annual assessment includes an extensive evaluation and review process that includes surveys and interview feedback.

Nora Lindvall
Eric Niemi
Brandi Hephner-LaBanc
Kelli Bradley