



Toolkit



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DID YOU KNOW?

Nine Years Later, Class of 2000 Alumni GivegNIU Favorable Reviews

Those who earned their baccalaureate degrees in 2000 had good things to say about their education at NIU. Of the 682 alumni completing surveys:

- 98 percent reported their overall university experiences and courses were helpful in developing their ability to think critically: withhold judgment, raise questions, and examine contrary views
- 94 percent reported their overall university experiences and courses were helpful in developing their ability to develop their own values/ethical standards
- 91 percent reported their overall university experiences and courses were helpful in developing their ability to develop a sense of civic involvement and social responsibility
- 97 percent reported their overall university experiences and courses were helpful in developing their ability to contribute to a greater understanding of people with different backgrounds, habits, values, appearances, and abilities
- 96 percent reported their overall university experiences and courses were helpful in developing their ability to improve the quality of

their life aside from financial benefits

- 97 percent thought the time it took to complete their degree was reasonable

Alumni were also pleased with how NIU prepared them for life after graduation:

- 88 percent of respondents indicated that they were currently employed, of which:
 - 94 percent reported being satisfied with their current job
 - 92 percent reported that their degree prepared them for their present job
 - 91 percent indicated that their bachelor's degree prepared them for the career path they are following
 - 95 percent indicated that their bachelor's degree prepared them for their additional degree program

Overall, survey respondents had positive things to say about the university:

- 97 percent expressed a positive attitude towards NIU
- 96 percent would recommend NIU to friends and family
- 94 percent indicated a positive attitude towards their degree major

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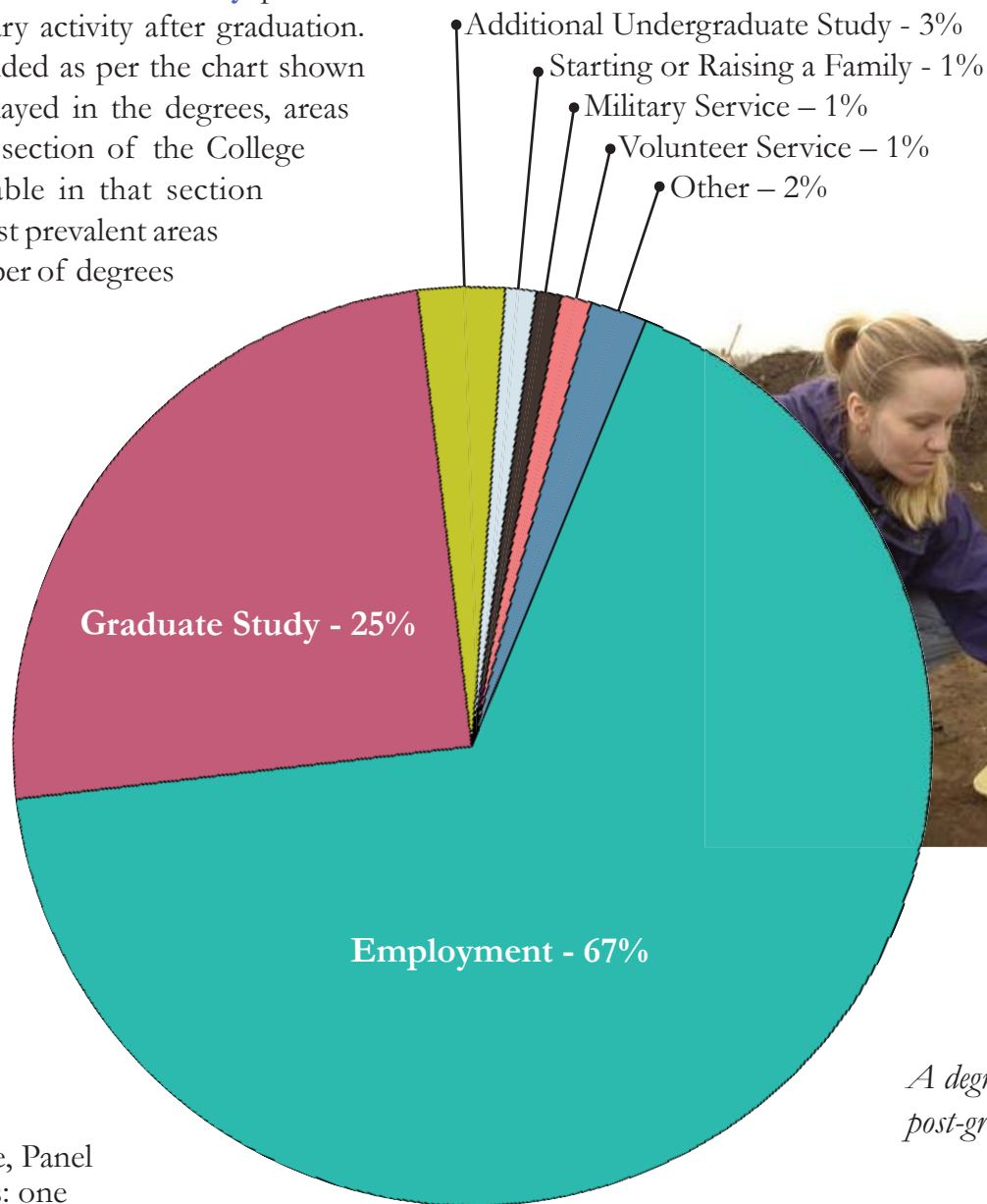
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Students Make Post-Graduation Plans

The **Voluntary System of Accountability** permits students to cite their primary activity after graduation. May 2010 graduates responded as per the chart shown at right. This chart is displayed in the degrees, areas of study, and future plans section of the College Portrait. Other data available in that section include undergraduates' most prevalent areas of study, as well as the number of degrees awarded.



A degree from NIU will help students like these meet their post-graduation goals.



TOOL OF THE MONTH

University Assessment Panel Rubric

The University Assessment Panel was created in fall 1998 to provide oversight for assessment activities within the Division of Academic and Student Affairs. One of the Panel's responsibilities is reviewing departmental assessment activities in conjunction with program review. To fulfill this charge, Panel members utilize two rubrics: one for academic programs, and another for support units.

The **academic programs rubric** is published below.


TOOL OF THE MONTH
University Assessment Panel Rubric for Academic Programs

Stages	Outcomes	Methods	Overall Program	Data	Analysis	Response
Exemplary	All outcomes are clearly stated in measurable terms; all are student learning focused and outcomes oriented; the number of outcomes is appropriate and all outcomes reflect higher levels of achievement (See Bloom)	All methods are clearly stated and appropriate to assess outcomes; all outcomes are assessed using multiple methods and authentic assessment, all methods have relevant numeric targets related to outcomes they are measuring; rubrics and evaluation tools are developed (samples included)	All methods, procedures, timelines, and responsible parties are in place and clearly stated; the program has been fully implemented for more than one year	Data are reported on all outcomes; all outcomes are assessed using multiple measures that include authentic assessment	Clearly developed and well thought out analyses are reported; findings are reported on all outcomes comparing/ contrasting findings from multiple measures that include authentic assessment	A thorough program to maintain or change all outcomes is reported; plan reflects the thoughtful use of the analyses of student outcome achievements and includes an evaluation of its feasibility; the status report provides evidence that assessment findings have influenced academic program decision making; performance standards are identified
Established	Majority of outcomes are clearly stated in measurable terms; student learning focused and/or outcomes-oriented; the number of outcomes is appropriate; the majority reflect higher levels of achievement (See Bloom)	Majority of methods are clearly stated and appropriate to assess outcomes; most outcomes are assessed using multiple measures and/or using authentic assessment, some rubrics and evaluation tools are developed (samples included)	Majority of methods, procedures, timelines, and responsible parties are in place and clearly stated; the majority of the program has been implemented	Data are reported on each outcome; the majority of outcomes are assessed using multiple measures	Analysis of findings related to the majority of outcomes is provided; majority of analyses compare/ contrast findings from multiple measures	A program to maintain or change the majority of outcomes is reported; plan is connected to the analyses of student outcome achievements and/or addresses aspects of feasibility; the status report provides evidence that assessment findings have influenced academic program decision making; performance standards are identified
Developing	Some outcomes are clearly stated in measurable terms; some are student learning focused and/or outcomes-oriented; number of outcomes may be inappropriate and/or are at lower levels of achievement (See Bloom)	Some methods are clearly stated and are related to outcomes; some are appropriate to assess outcomes; some are authentic; some outcomes are measured using multiple methods	Methods, procedures, timelines, and responsible parties are partially developed; some elements of the program have been implemented	Data are reported for some outcomes; some outcomes are assessed using multiple measures	Incomplete analysis of findings related to outcomes is provided; some analyses compare/ contrast findings from multiple measures	A partially developed program to change or maintain outcomes is reported; program is not clearly connected to the analyses of student outcome achievements and/or evaluated for feasibility and/or assessed for the likelihood of program improvement
Undeveloped	No or unclear outcomes; none are student learning focused and/or outcomes-oriented	Methods are not clearly stated; not related to outcomes; inappropriate for outcomes; no use of multiple measures	Program lacks information on methods, procedures, timelines, and responsible parties; the program has not been implemented	No data for any outcomes are reported	No analysis of findings related to outcomes is provided	No plan either to change or maintain program outcomes is reported

ASSESSMENT FAQ:**What is the Campus Assessment Network? What's in it for me?**

FAQ: What is the Campus Assessment Network and what's in it for me?

What is the [Campus Assessment Network \(CAN\)](#)? CAN is an informal network designed to (1) help support individuals conducting assessment of student learning in all areas and at all levels and (2) provide networking opportunities for these individuals across NIU. The Office of Assessment Services (OAS) took the lead in developing CAN in 2006, and it has grown from 8 original CAN participants to nearly 40 participants, including faculty, staff, administrators, and graduate students interested in assessing student learning in academic courses and programs, academic support services, and student affairs and enrollment management services.

The Campus Assessment Network meets on September 30 from 1:00 - 2:30 in Adams Hall B13. Nearly 40 members of the University community now participate.



What's in it for me? In short, participating in CAN provides networking experiences and opportunities to engage in collaborative assessment activities. This is an informal group so there is no formal structure or mandate. Participants determine what they would like to be involved in to promote student learning assessment on campus. Participants are involved in as many or as few meetings, events, and initiatives as they would like. Past and ongoing initiatives have included (1) developing a campus assessment message, (2) participating in the Assessment Expo, (3) participating in an assessment book discussion, and (4) working collaboratively on assessment research.

When are the meetings held and what would I need to do to come to one? There are generally 5 meetings a year, 2 each academic semester and 1 in the summer. All you have to do to be included in the meetings is express your interest by contacting the OAS at 753-8659 or assess@niu.edu.

Once you are on the CAN list, you will be informed of all CAN meetings, events, and initiatives. Come to whatever interests you! We invite CAN participants to share their assessment tools, findings, and research with others at the CAN meetings. This is a great opportunity for us to share successes and get feedback on how to improve student learning assessment in a supportive, non-threatening environment. If you are interested in sharing your work at an upcoming meeting, just let us know!

When is the next CAN meeting? The next CAN meeting is scheduled for September 30, 2010 from 1:00-2:30 pm in Adams Hall B13. The agenda for this meeting will include an update on assessment research projects that have been in progress over the summer and a discussion of activities the CAN participants would like to see occur in academic year 2010-2011. Please come and share your ideas! If you have items you would like to share prior to the meeting, you can post them on the CAN listserv. Contact the OAS for more information on how to join the listserv.

To learn more about CAN meetings, events, and initiatives, visit our [webpage](#).

Assessment and Tutoring: A Dynamic Relationship

Assessing a tutoring program can be complex. Students come for tutoring for a number of reasons. One student may attend with the goal of an A while another is desperate for a D in the same course. Some students try to use tutoring as a replacement for attending lectures. Some use it to develop skills they never had in high school. Others use it to hone new and more effective skills for a particularly difficult course or in an area they are unfamiliar with. Tutoring can be a proxy for a student's motivation or desperation. Their level of success depends on their personal goals.

Because there are so many ways to be successful, the ACCESS program uses many different methods to determine our effectiveness.

Here are a few ways in which tutoring is assessed:

1. Satisfaction/Effectiveness: As a customer-based service, we know that our success in attracting students is most often based on word of mouth. Therefore, we must provide a product that students view as effective.
 - a. We routinely survey the students who use our services about their satisfaction with tutoring throughout the semester. Surveys enable us to identify tutors who may not be as effective as they could be. Corrective training is developed for tutors based on findings. Because our tutors are students themselves, we

want to encourage their personal development as well.

- b. We survey our tutors after initial training and at the end of each semester to be sure that they feel well trained and confident. We often use their suggestions to improve administrative processes or training.
2. Academic Performance: When students apply for tutoring, they are asked what their expected grade is in the course before they start tutoring. At the end of the semester, we check grades to determine if they improved from what they expected initially.

Study of student performance gives us some sense of the influence of using a tutor. Patterns of grade performance in certain situations direct us to areas that need improvement.
3. Student Re-enrollment/Retention: Comprehensive tutoring can have a long-term effect on academic performance in college. While students initially may seek help with course content, they also are tutored to use more effective study strategies. We examine re-enrollment rates as well as academic standing over several semesters for students who use tutoring. Significant rates of re-enrollment of tutored students affirm that tutoring contributes to the

university's retention effort.

4. Longitudinal Data: We track the number of students we tutor as well as tracking the number of contacts and hours used each semester. We also track course popularity. Maintaining long-term records enables us to predict and prepare for the future in terms of growth patterns in order to create or enhance programs.

In sum, assessment of tutoring can be a very complex task. Comprehensive data tracking is required to adequately assess the program. Consistent collection and analysis helps us get a sense of how to improve our programs and ultimately enable students to get the best academic experience possible.

—Shevann Eaton, Ph.D.
Director, ACCESS

Your Input is Welcome

What assessment methods have worked well for you? What findings have helped you modify your program? *Toolkit* would love to print your assessment tips or success story! We're looking to share the wisdom we each develop, making the work of assessment more productive. If you'd like material to be considered for inclusion in a future edition of *Toolkit*, submit a Word document of no more than 300 words as an email attachment to cdoug@niu.edu.

NCATE Site Visit Set for October 24-26

Northern Illinois University has been continuously accredited by NCATE - National Council for the Accreditation of Teacher Education - since the inception of NCATE in 1954.



NCATE accreditation reviews occur on a seven-year cycle, and the next site visit is slated for October 24-26 of this year. In order to facilitate the review process, the

Office of Teacher Certification

has posted several web pages, including an **Exhibit Room**, a copy of the **Institutional Report**, and a **Reports and Resources** page.

In 2000, NCATE changed the standards under which they review colleges of education from an input examination (i.e., types of students, classes, faculty) to an output examination (i.e., teacher candidate preparedness, K-12 student learning). The College was one of the first in the nation to be reviewed under the new standards.



Bresciani to Offer Two Workshops

Marilee J. Bresciani, Ph.D., Professor of Postsecondary Education Leadership at San Diego State University, will lead two workshops in the Holmes Student Center Sky Room on October 15. "The First Steps Toward Identifying Student Learning," from 9:00 to 12:00, will focus on identifying student learning outcomes and utilizing Outcomes-Based Assessment (OBA) in improving learning for students. Participants will engage in discussions and activities related to

the topics of writing goals and objectives, constructing student learning activities, and using assessment measures to improve student learning.

"Baccalaureate Reform: Strategies to Move Forward," from 1:30 to 4:30, will focus on strategies for moving forward with Baccalaureate Reform on the NIU campus. Participants will engage in discussions and activities related to the topics of the national context for accountability baccalaureate outcomes, best practices from other institutions engaged in baccalaureate reform, and case studies of baccalaureate reform.

The Faculty Development and Instructional Design Center will be advertising the event and accepting registrations.

Dr. Bresciani is a leading author of five books on assessing student learning and outcomes-based assessment program review. She is known for leading initiatives to embed faculty-driven outcomes-based assessment in curricula, and has led reforms in outcomes-based assessment program review as well as assessment of general education.

Mark Your Calendar

The University Assessment Panel meets on Fridays. Except where noted, meetings will be in Altgeld 203 from 10:00 to noon.

September 17

October 1

October 15 - presentation by

Marilee Bresciani in Sky Room

November 5

November 19

December 3 - Lowden 304



Toolkit is brought to you by the **Office of Assessment Services: Donna Askins**, Editor-in-Chief **Carolinda Douglass**, Director of Assessment Services and the Office of Assessment Services staff.