



Toolkit



Volume 9, Issue 3 Spring, 2011

Expo 2011

Dear NIU Community,

It is my distinct pleasure to [invite you](#) to the 2011 Assessment Expo. On February 18, from 8:30 to noon, nine 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: "College-Wide Assessment," "Use External Assessments," and "Use of Rubrics." 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 February 18!

Carolinda Douglass, Ph.D.

Director

Office of Assessment Services

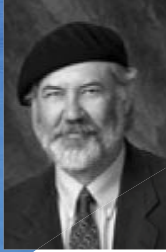
Schedule of Events

- 8:30 **Registration**
- 9:00 **Opening Remarks**
- 9:15 **Poster sessions**
- 10:00 **Round table discussions**
- 11:30 **Closing remarks**

*Thanks to the University Assessment
Panel and Campus Assessment
Network for supporting the Expo.*

Educational
Psychology Ed.D.:
Rubric for Evaluation
Dissertations

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In the final semester of course work, doctoral students present portfolios to a faculty committee which assesses their quality using a rubric. Portfolio artifacts are aligned with the first six program learning outcomes. Upon successful completion of the portfolio, students are then admitted to doctoral candidacy. Members of the dissertation committee also use the rubric to assess doctoral dissertations.

Anthropology M.A.:
Embedded Test Question
Rubrics

The assessment concern expressed in my poster is that the assessment process actually be doable and be perceived as 'doable' by the faculty members involved. A well-designed rubric can help simplify and speed up the process of evaluating written responses. Thus, my poster is a pitch for incorporating rubrics in the assessment process.



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Planning & Assessment:
Assessment Project Evaluations

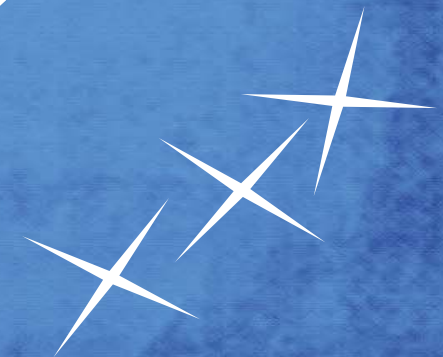
Student Affairs & Enrollment Management and the Department of Counseling, Adult, and Higher Education collaborated to provide students with an applied learning opportunity. At the completion of their projects, students submitted a reflective journal which was then reviewed using a rubric to identify student outcomes.

Economics M.A.:
Research Paper Rubrics
Student performance in econometrics and on the M.A. Research Paper are assessed through the use of rubrics. Faculty thereby apply clear, consistent criteria in their evaluations and may quantitatively observe whether program goals are met.



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Use of Rubrics



Round Table Discussion:

College of Business:

College Wide Assessment

Developing and sustaining a culture that embraces the continuous improvement of student learning is central to the NIU College of Business mission. The Assurance of Learning (AOL) process has provided a framework for activities. Continuous communication through faculty development, a newsletter, the Assurance of Learning team, and website has helped embed AOL into the culture of the college.



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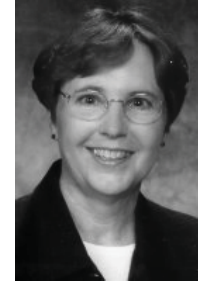
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College Wide Assessment

Round Table Discussion:



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Accountancy B.S.:

Supervisor Internship Evaluations

Many students in the Department of Accountancy participate in internships each year. The department relies on formal feedback (with rubrics) from the internship employers as a direct assessment measure for our students' professional business conduct, ability to communicate, and ability to work in a team environment.



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Public Health B.S.: Internship Evaluation

Public health majors are assessed in practicum settings using a preceptor survey. This external assessment provides qualitative and quantitative data regarding potential employment success, learning gaps, and accreditation evidence.

Use of External Assessments

Round Table Discussion:



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**Communicative Disorders M.A.:
Clinical Supervisor Evaluations**

Our program's learning outcomes emphasize integration of academic training with clinical practice. Data are collected from embedded course assignments, clinical rubrics, and exit interviews, and have spurred changes in course offerings, skills assessed, and development of remediation plans.



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Off Campus & Non-Traditional Student Services:

Measuring Effectiveness: Review of OCNTSS

Staff members in Off-Campus & Non-Traditional Student Services conducted a comprehensive internal and an external review in FY2009. As a result, staff members are creating new ways to better connect with students who live off-campus.

Use of External Assessments