

OFFICE OF ACADEMIC ASSESSMENT

ASSESSMENT TIP OF THE MONTH: USE RUBRICS FOR GRADING AND ASSESSMENT TO OPTIMIZE DATA COLLECTION.

CSUN at WASC-ARC April 18-20, Costa Mesa, CA

This year's WASC Academic Resource Conference focused on "What's Next: Scenarios for Higher Education". Bonnie Paller served on the 2012 ARC Advisory Board.

Click on the titles below to read papers presented by CSUN faculty:

Bonnie Paller: [From "Doing Assessment" to "Improving Program Quality"](#)

Eli Bartle: [Online Learning: Flexibility and Areas of Success and Failure](#)

Sakile Camara: [AMEE: An Assessment Planning Web Service Designed with Academia in Mind](#)

LOOKING FORWARD TO A PRODUCTIVE SUMMER

As faculty wrap up the Spring semester, the Office of Academic Assessment is looking forward to a very productive summer session. Here are some highlights of what is planned:

1. Summer Redesign Institute: Bonnie Paller will present about "Backward Assessment" and "Creating Instructional Rubrics". Anu Thakur will give a workshop on "Writing Learning Outcomes".
2. CSU Institute for Teaching and Learning is hosting a Summer Institute for "GE Assessment II: Tools and Strategies". A five-people team from CSUN will attend.

Watch for updates when we return in Fall. Have a wonderful Summer!

ANNUAL ACADEMIC LIAISONS' RETREAT

The CSUN community is invited to the 2012 Academic Liaisons' retreat on Wednesday, May 16th, 2012. The retreat is scheduled from 11:00a.m. – 1:30p.m. You may attend all or part of the retreat.

This year's retreat will focus on analyzing assessment data and instituting program improvements based on the evidence. Interim President Harry Hellenbrand will make a special presentation from 12:15-12:45p.m.

Check out the [agenda](#) for the retreat. RSVP to [Janine Castoldi](#) by May 11th

Academic Liaison Story: How Assessment led to program improvement [Matthew d'Alessio](#), Liberal Studies

Learning objectives in the Liberal Studies program include producing teachers that are aware of the effect of attitude on learning. We have been assessing attitudes towards science using an instrument called the Science Teacher Efficacy Belief Instrument (STEBI-B). After taking a traditional science content class (PHSC 170), the STEBI-B showed that students made no statistically significant changes in their self-efficacy beliefs ($p = 0.30$) over the course of the semester. Assessment data showed that students were learning science content, but that had no affect on their attitudes about teaching science.

To provide students more experiences that could improve self-efficacy beliefs, we redesigned one of the science content courses in Liberal Studies (GEOL 406LRS) around a completely different teaching method called "microteaching." Comparing pre/post STEBI-B results for the semester, the normalized gain of self-efficacy was 23% ($n=192$, $p<0.001$). Our new approach is having a real impact on students.

FEATURED RUBRIC: PROGRAM REVIEW RUBRIC FROM WASC EVALUATING INTEGRATION OF SLOs IN PROGRAM REVIEW

HAVE A RUBRIC YOU WOULD LIKE TO SHARE? EMAIL [ANU THAKUR](#)

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