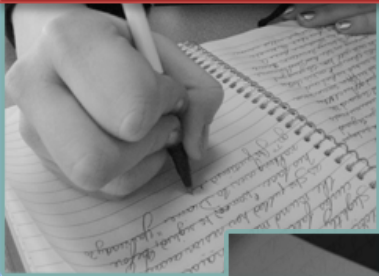
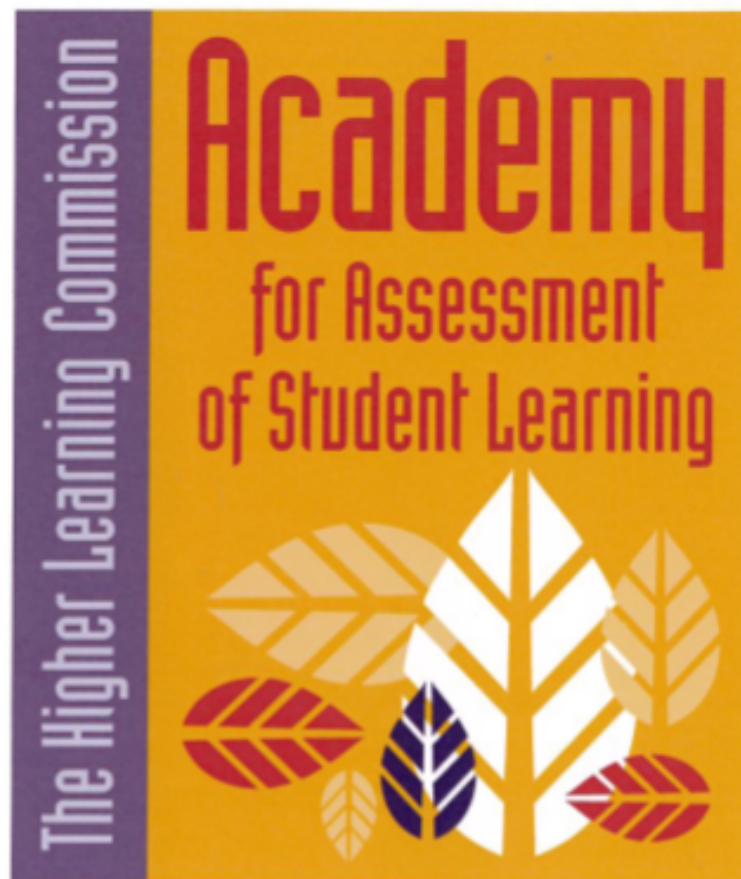


Communication

Across the Curriculum



The Cedarville graduate listens well, produces and delivers clear, compelling, accurate and truthful messages in a relevant, respectful manner.

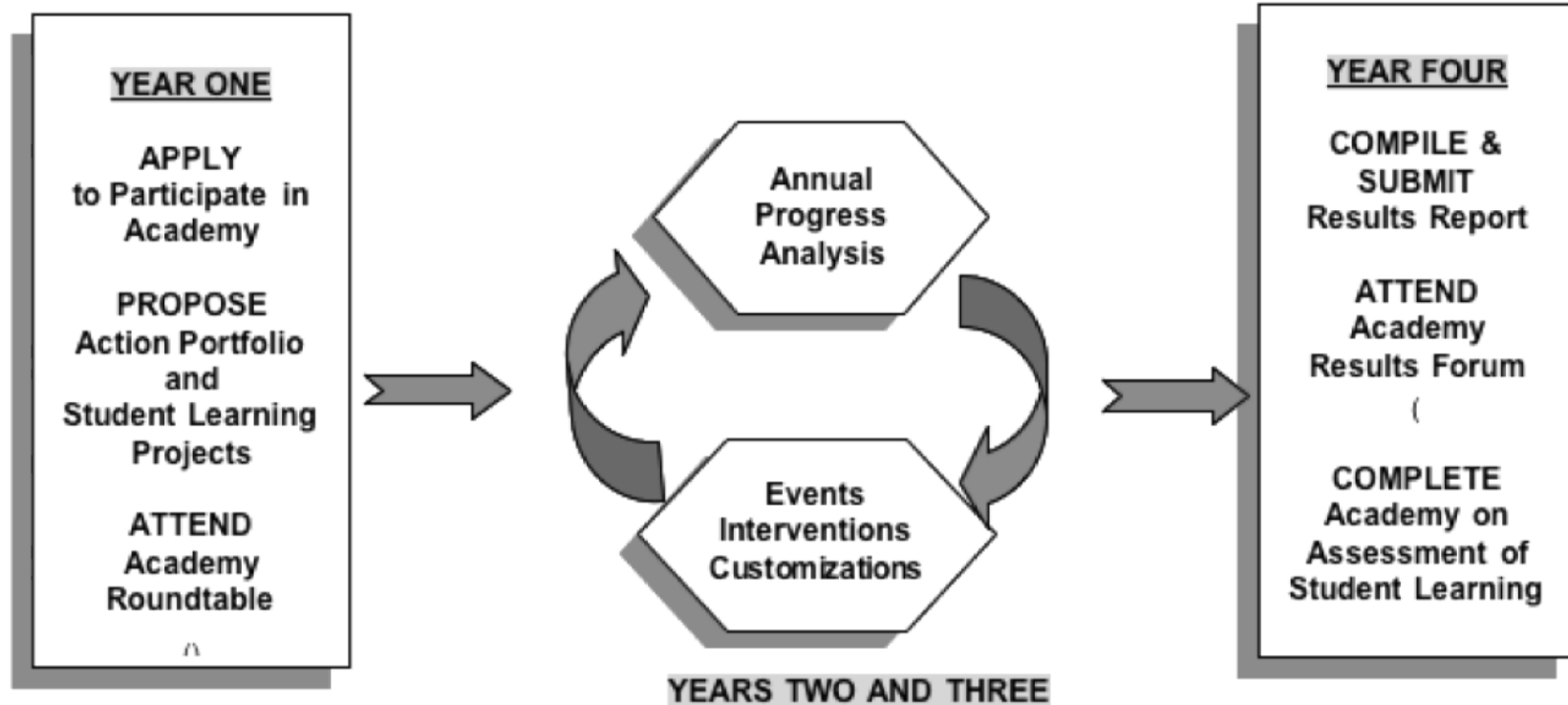


**Academy Roundtable
Resources and Information**

Marriott Hickory Ridge Conference Hotel
Lisle, Illinois

November 18 - 20, 2009

Higher Learning Commissions Academy for Assessment of Student Learning





- **Tom Cornman**
- **Don Humphreys**
- **Susan Warner**
- **Stan Baczek**
- **Deb Haffey**
- **Melissa Faulkner**

Needs Related to Assessment of Student Learning

1. Create culture of assessment
2. Infrastructure of assessment
(organizational and technological)
3. Perform an assessment/
use data/close loop

Communication Across the Curriculum

- **Where are students engaging in communication?**
- **How do we measure different aspects of communication?**
- **How do we get faculty involved?**

Pilot Project

The Plan

We will collect communication artifacts (electronically) across disciplines and levels (100, 200, 300, 400) for writing and speaking. The pilot program will occur during FA '10 with "volunteers" from across campus

Assessment

Two basic rubrics will be developed (writing/speaking) with flexibility available for discipline-specific areas of assessment. Artifacts will be graded using the rubrics.

Ex: 1400 Comp paper graded by base rubric

2XXX History paper graded by base rubric + discipline addition

Ex: 1000 Fund of Speech presentation graded by base rubric; 4XXX Senior Bio Seminar graded by base rubric + discipline addition

Collection

Rubrics and assessments (along with all artifacts) collected using electronic drop-box solution (Moodle/datatel?)

Interpreting Evidence, Making it Usable Information

Evidence

Information

Level 1: Gather artifacts, assess using rubrics, synthesize findings
Volunteer faculty, Chicago 6, University Assessment Committee

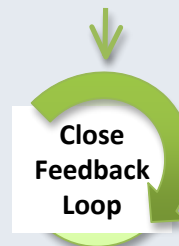
→ Spreadsheet → DATA

Level 2: Analysis of data for useful info
Departments, UAC, Chicago 6 (consulting)

→ Report → INFO

Level 3: Identification and recommendation of solution of problems
Departments, Chicago 6 (consulting)

→ Report → ACTION



Implement solution/
change to class

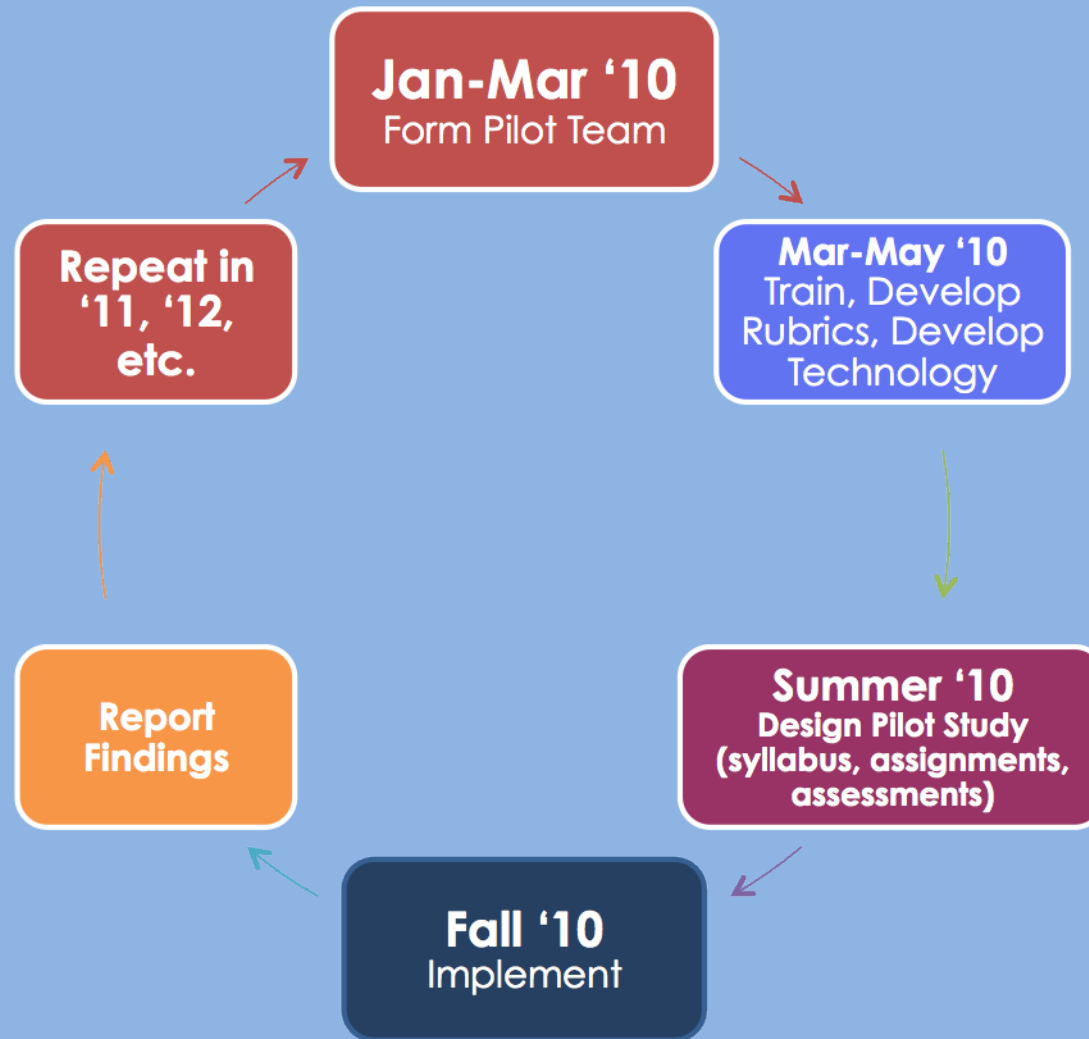
Level 4: Propagation of model for use by **all** Cedarville departments. Pilot ends; Real implementation begins

→ PROCESS
Adopt
University-wide

Using the Evidence to Improve Student Learning

1. **Assessment Day** – reporting on data and on how solutions were implemented → Deans, chairs, Chicago 6, UAC, dept. assessment reps, non-academic reps.
2. **Course evaluations** to those involved in Pilot → Students
3. **“Problem”** courses identified in the evaluation process to go to the top of the list in an upcoming **Extreme Course Makeover** → Center for Teaching & Learning
4. Implement a **reward system** (Scholarship of Teaching) to celebrate assessment success → Judged by UAC

Pilot Study



How to become involved

- Program Outcomes
 - [Project OMAHA](#)
 - University Objective / Portrait Statements
- Course Objectives
- Midterm Assessment
- Prompt Student Feedback