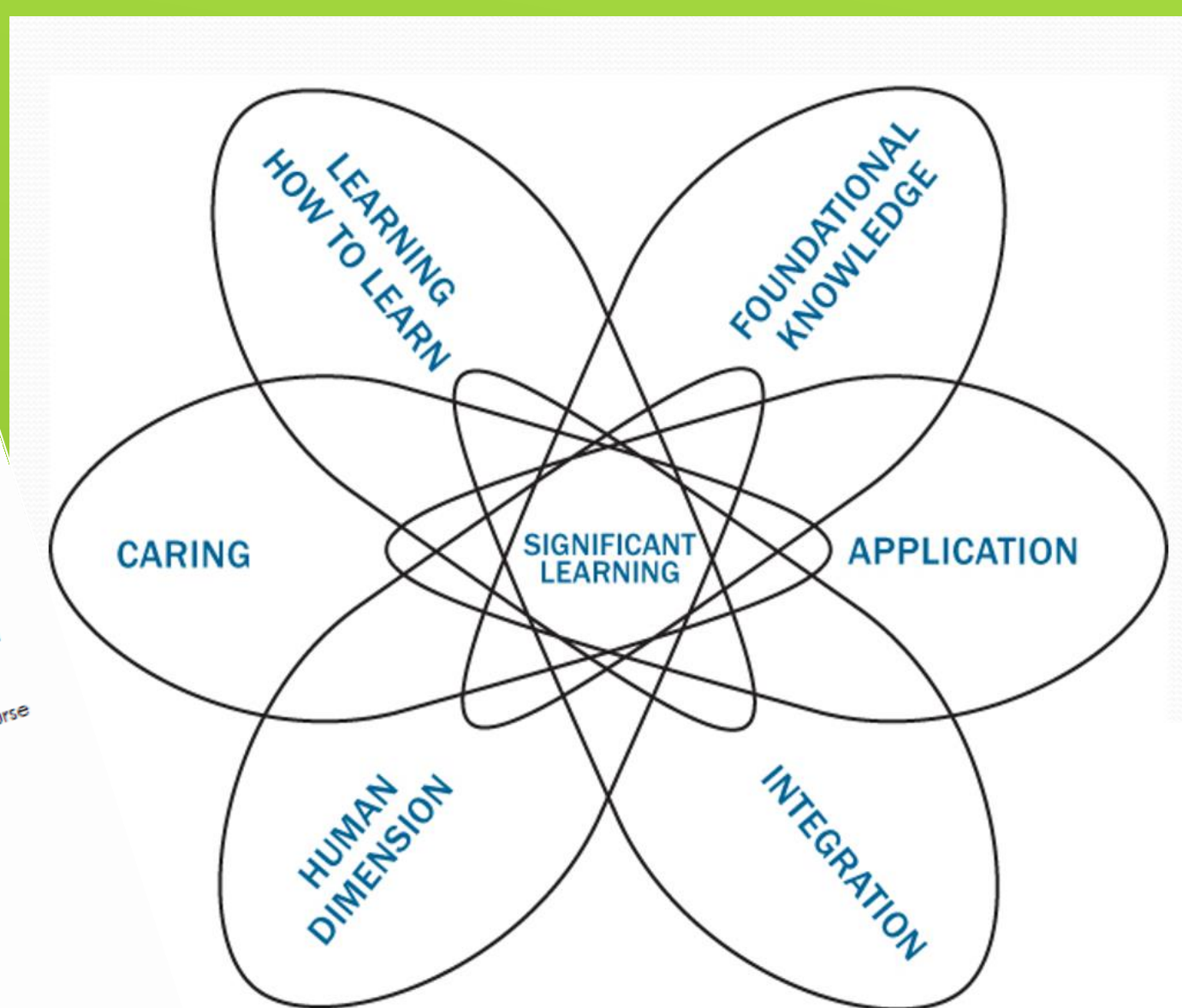
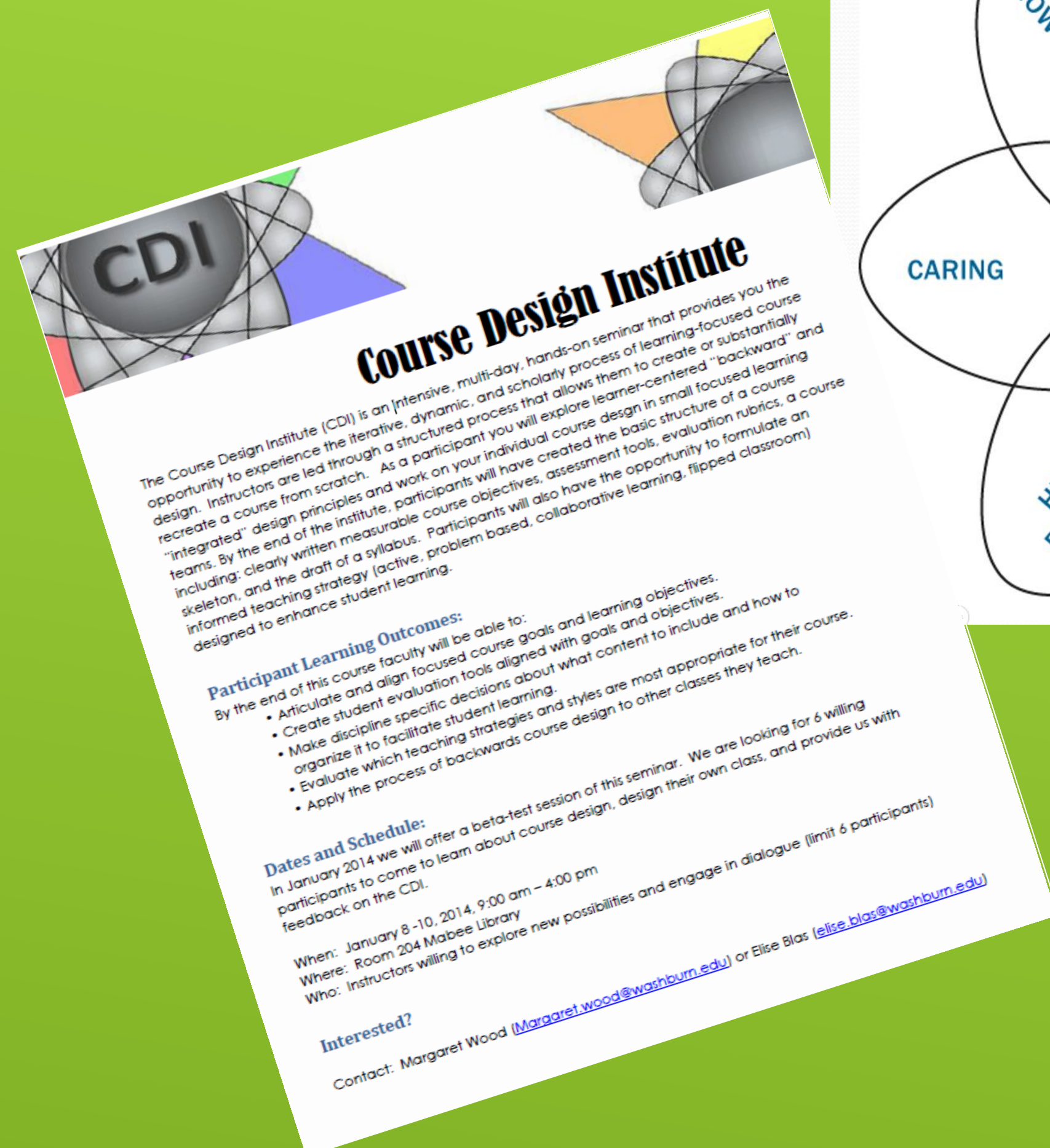


Assessment Grants are available!

What others have done...



BACKWARD/INTEGRATED COURSE DESIGN

Identify what you want students to know (objectives)

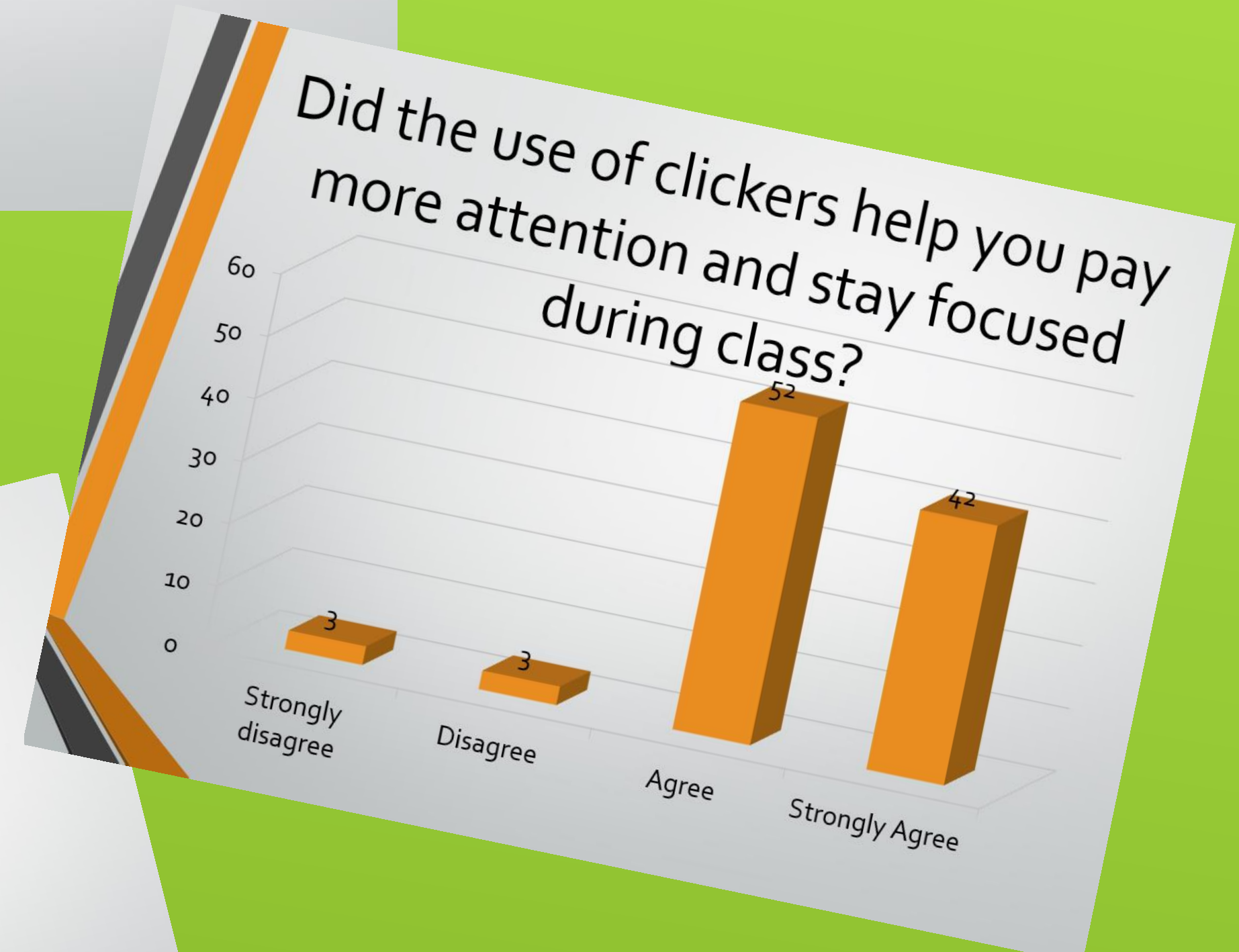
Determine how you will figure out if students are learning what you want them to know (assessment)

Plan how you will teach (teaching strategies)

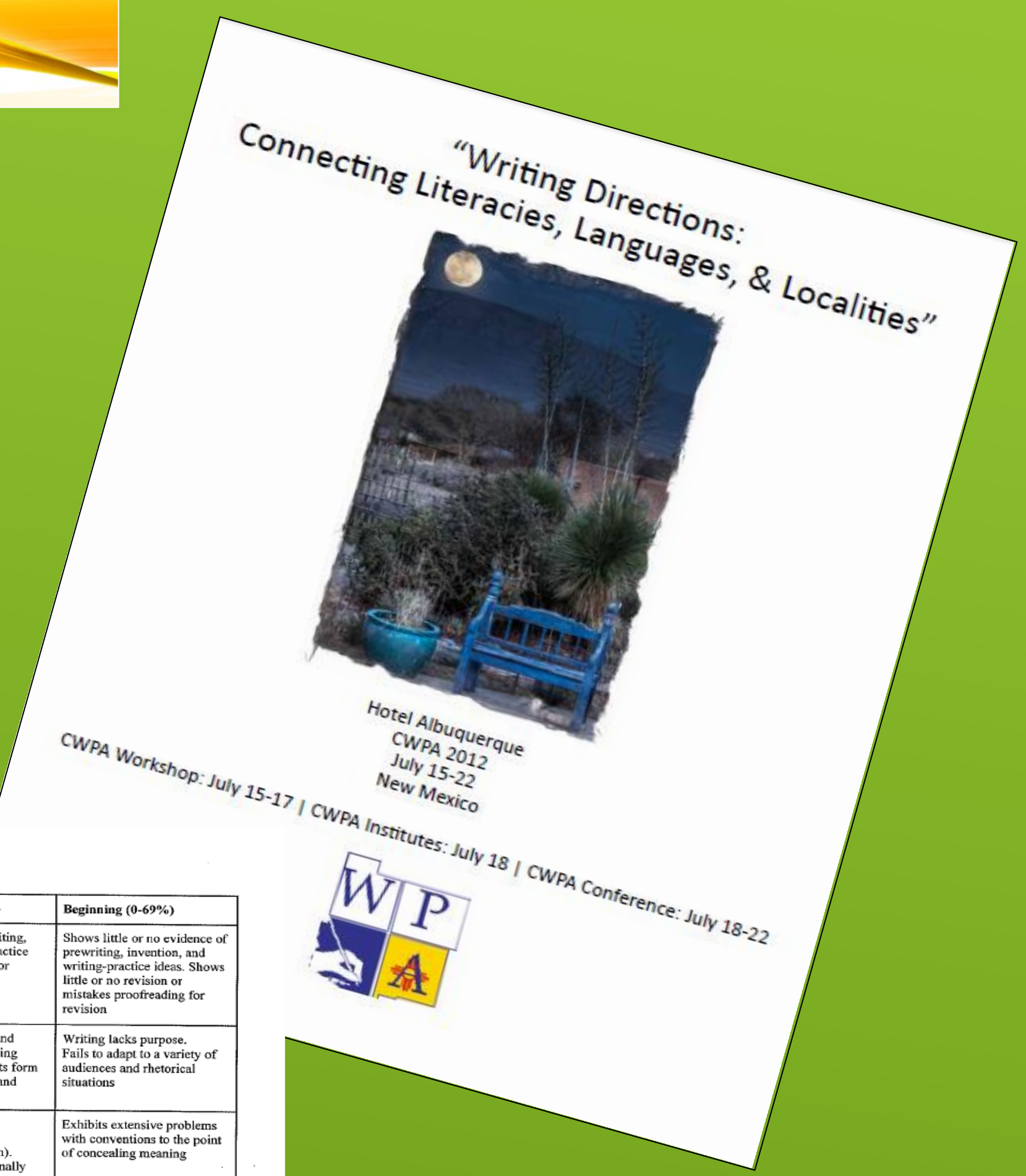
Make sure it all works together (integrated)

Background Information

- Assessment grant funds used to purchase set of Turning Technologies Interactive Response Systems
- Uses in classroom
 - Guide the lecture
 - Attendance/Participation
 - Quizzes
- Assessment
 - Link devices to students
 - Identify problem areas
 - Send follow up email regarding clarification of concepts
- Surveyed Student Responses



Designed a workshop for faculty on building & assessing new courses.
Margaret Wood, Sociology & Anthropology and Elise Blase, Mabee Library



Summary

- Interactive Response Systems
 - Faculty Experience
 - Easy to use
 - More efficient lectures
 - Identified problem content areas
 - Provided avenue to offer assistance
 - Student Responses
 - Easy to use
 - Improved attendance
 - Enhanced preparedness
 - Increased attentiveness
 - Facilitated learning

Bought clickers for classroom use.
Zach Frank, Allied Health



Attended a conference.
Kelley Weber, Mabee Library

EN 101: Portfolio Rubric for SLO Assessment

	Advanced (89%-100%)	Target (80%-89%)	Developing (70%-79%)	Beginning (60%)
Writing Process and Revision	Demonstrates commitment to planning, invention, and writing practice activities that allow development of content and concepts. Also, demonstrates thoughtful revision and comments for rhetorical depth, organization, style, focus, and support.	Demonstrates planning, invention, and writing practice activities that allow discovery and development of ideas. Revises substantially for organization, style, focus and support.	Shows evidence of planning, invention, and writing practice activities. Shows limited or superficial revision.	Shows little or no evidence of planning, invention, and writing practice ideas. Shows little or no revision or evidence proofreading for revision.
Purpose and Rhetorical Situation	Demonstrates thorough understanding of purpose of writing task. Fully adapts both the form and content of the writing to specific audiences and rhetorical situations.	Indicates the purpose of writing. Adapts form and content to a variety of audiences and rhetorical situations.	Writes with purpose. Adapts form and content to audiences and rhetorical situations.	Writes with purpose. Fails to adapt to a variety of audiences and rhetorical situations.
Conventions and Documentation	Uses conventions (grammar, mechanics, and documentation) to further rhetorical goals for intended audiences and rhetorical goals.	Uses conventions (grammar, mechanics, and documentation) effectively for intended audiences and rhetorical goals.	Shows difficulty using conventions (grammar, mechanics, and documentation). Conventions may occasionally interfere with meaning.	Exhibits extensive problems with conventions to the point of obscuring meaning.
Use and Synthesis of Sources	Thoroughly evaluates sources and analyzes relevant information in depth. Participates actively and productively in a written conversation that synthesizes multiple sources.	Evaluates sources and analyzes relevant information. Participates in a written conversation that uses multiple sources.	Sometimes uses sources superficially with insufficient analysis. Shows some evidence of engaging individual sources in conversation.	Writes papers containing few sources that lack analysis. Fails to engage in conversation with sources.
Reason, Logic, Evidence and Support	Chooses and revises a carefully reasoned and logical discussion, argument, and/or analysis using sophisticated, and well-chosen evidence and support.	Chooses a reasoned and logical discussion, argument, and/or analysis with sufficient evidence and support.	Has difficulty establishing a reasoned and logical discussion, argument, and/or analysis. Use of documents is disjointed and/or lacking adequate support.	Lacks convincing or relies on logical fallacies. Fails to include an overall argument or organ incoherently or without support.
Reflection	Evidence of critical and productive reflection on writing.	Reflects critically on writing.	Shows some reflection on writing.	Fails to reflect on writing.
Significance, Style, and Clarity	Presents original ideas in lively, thoughtful prose.	Presents ideas in clear, capable prose.	Sometimes lacks clarity of thought or expression.	Frequently lacks clarity of thought or expression.
Editing and Proofreading	Evidence of careful editing and proofreading.	Evidence of editing and proofreading.	Shows some rudimentary understanding of editing and proofreading.	Lacks evidence of editing and proofreading.

Attended a CWPA workshop, and designed common course objectives and a portfolio rubric for English 101.
Melanie Burdick, English

What could you do?

Application online: <http://www.washburn.edu/faculty-staff/faculty-resources/policies-forms/forms/AssessGrantGuidelinesApp.pdf>