

COMPLETED MINI-GRANT PROJECTS, 2007-2009

Creating Assessment Benchmarks for Physics Undergraduates

Description:

The Physics Department proposes to create and test assessment instruments to measure physics knowledge at the start and end of the freshman year, and the sophomore, junior, senior years (four sets of pre- and post-exams). These tests will provide valuable feedback to course instructors and will allow on-going improvements in the physics program. The feedback from annual measures will also provide a context for discussion of how best to improve course assessment in the Physics major curriculum. We believe that these instruments might well be of interest to the broader physics community nationally.

Project Leader:

Cliff Chancey, Physics Department Head, on behalf of the Physics Assessment Committee,
c.chancey@uni.edu

Year: 2007-8



Using e-Portfolios for Assessment

Description:

Faculty in the Department of Communication Studies were invited to participate in a one day workshop devoted to using e-portfolios housed on WebCT as a means of collecting and assessing student work. Faculty were offered \$50 to attend the workshop. Many opted to have the \$50 used to supplement travel funding for the year.

Staff in Instructional Technology and faculty in Communication Studies and Health, Physical Education, and Leisure Services made presentations to the faculty. Presentations focused on helping faculty to better understand how to use WebCT in classes, how to use WebCT for grading and record keeping, and how to use WebCT for collecting and storing information for student outcomes assessment purposes

Project Leader:

April Chatham-Carpenter, Communication Studies, april.chatham-carpenter@uni.edu

Year: 2007-8



Portfolio Assessment for Pre-Service Youth Theatre/Drama Education Majors (non-licensure)

Description:

Methods of Teaching Drama and Theatre has been designated a “capstone” experience for theatre majors completing the Youth Theatre/Drama Education emphasis area, the theatre degree that prepares students to teach drama/theatre in non-school or extra-curricular school based settings. Because these students are not pursuing licensure, other means of assessing their teaching development, such as student teaching, Teacher Work Sample, etc., are not available. Therefore, the portfolio project central to this course, is the primary tool for evaluating student outcome achievement for these majors as it serves to provide evidence of student learning linked to following department outcomes: lesson design and development; evaluation and assessment, and professional reflection. As the majority of course work for this major is taught by the same person, a team of “outside reviewers” is critical in assuring that portfolio assessment authentic, reliable and unbiased. Monies from the mini-grant will defer the expense of duplicating the nine portfolios that will be submitted this semester, and provide a small honorarium to each of the three outside reviewers to compensate them for their time, input and expertise.

Project Leader:

Gretta Berghammer, Department of Theatre, gretta.berghammer@uni.edu

Other Project Participants:

Jolene Tagtow, Theatre instructor, Price Lab School; Tyler Stilwill, Department of Theatre adjunct/Blackhawk Children’s Theatre; William Dawson, Theatre instructor, West High School

Year: 2007-2008



Theatre Juries: Continuing Outcomes Assessment

Description:

In order to increase our assessment ability as well as to further student growth in performance, the Performance Committee of the Theatre Department proposes to hold juries for junior and senior performance area students (acting). These juries will be composed of two audition monologues and a portfolio presentation which will then be assessed by the Performance Committee with feedback provided to the student in the form of an oral assessment. This activity will enable the department to further track student outcomes achievement in performance.

Project Leader:

Cynthia Goatley, Department of Theatre, cynthia.goatley@uni.edu

Other Project Participants:

Jay Edelnant, Theatre; Richard Glockner, Theatre; Steve Taft, Theatre; Tyler Stilwill, Theatre.

Year: 2007-8



Assessment of the Academic Learning Center and Its Subsidiaries

Description:

This project is phase one in the assessment of the Academic Learning Center and its subsidiaries. Funds are being requested for a departmental retreat to be held during December 2008 to develop department assessment plans and strategies and to develop procedures for regular assessment of the Academic Learning Center between academic program reviews.

Project Leaders:

Kathleen Peters, Academic Learning Center, kathleen.peters@uni.edu
Latricia Hylton, Academic Learning Center, latricia.hylton@uni.edu

Year: 2008-9



SOA Workshops for CHFA

Description:

Two one hour workshops are being designed and delivered by members of the CHFA SOA Committee. They are sponsored by the CHFA SOA Committee and will be open to any faculty member in CHFA who would like to attend. The first workshop will cover the process of selecting a published assessment instrument and the second will focus on designing assessment instruments and tools. Both will be based upon material found in the MAGNA Online Seminar materials.

Project Leader:

Laura Terlip, Department of Communication Studies, laura.terlip@uni.edu

Year: 2008-9