

Outcomes Assessment Forum
October 23, 2009
Queens College

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Rubric for Evaluating Institutional Student Learning Assessment Processes

This is intended for institutions to use as a tool to help them assess the status of their current assessment efforts in terms of Middle States' accreditation standards and expectations. This tool is **not** intended to be used by any evaluators or to prescribe specific Commission actions regarding the institution.

- No plans = **No documented evidence that the institution has plans** to do this.
 No evidence = The institution appears to be aware that it should do this, but there is **no documented evidence that this is happening**.
 A few areas = The institution has documented evidence that this is happening in **just a few areas** (for example, only in programs with specialized accreditation).
 Some areas = The institution has documented evidence—not just assurances—that this is happening in **some but not most areas** (for example, in a number of academic programs but not yet in general education)
 Most areas = The institution has documented evidence—not just assurances—that this is happening in **most but not all areas**.
 Everywhere = The institution has documented evidence—not just assurances—that this is happening **everywhere**.

	<i>For academic programs, the general education curriculum, and institutional goals articulated in the mission statement, vision statement, or elsewhere:</i>	No plans	No evidence	A few areas	Some areas	Most areas	Everywhere
1	Institutional leaders demonstrate sustained—not just one-time or periodic—support for promoting an ongoing culture of assessment and for efforts to improve teaching.						
2	Clear statements of expected learning outcomes at the institutional, unit, program, and course levels have been developed and have appropriate interrelationships.						
3	Those with a vested interest in the learning outcomes of the institution, program, or curriculum are involved in developing, articulating, and assessing them.						
4	Statements of program-level expected learning outcomes are made available to current and prospective students.						
5	Course syllabi include statements of expected learning outcomes.						
6	Targets or benchmarks for determining whether student learning outcomes have been achieved have been established and justified; the justifications demonstrate that the targets are of appropriate college-level rigor and are appropriate given the institution's mission.						
7	Multiple measures of student learning, including direct evidence, have been collected and are of sufficient quality that they can be used with confidence to make appropriate decisions.						
8	The evidence of student learning that has been collected is clearly linked to expected learning outcomes.						
9	Student learning assessment results have been shared in useful forms and discussed with appropriate constituents, including those who can effect change.						
10	Student learning assessment results have been used to improve teaching and by institutional leaders to inform planning and budgeting decisions.						
11	In any areas in which the above are not yet happening, concrete, feasible, and timely plans are in place.						
12	Assessment processes have been reviewed and changes have been made to improve their effectiveness and/or efficiency, as appropriate.						
13	There is sufficient engagement, momentum, and simplicity in current assessment practices to provide assurance that assessment processes will be sustained indefinitely.						

Four Steps (from the May 14 presentation, available on request)

1. Syllabi: Collect syllabi for all courses. Include learning goals. Provide departmental feedback to instructors.
2. Task(s): By December, select a task of importance to the department, where assessment is required. Close the loop by December 2010.
3. Collect Student Work: From selected classes, collect examples of good, mediocre, and poor work that can be examined by the department, to demonstrate rigor and to assess if learning goals are being met.
4. Assessment Plan: By December, develop learning goals for the program, and an associated assessment plan showing how performance can be monitored for each goal.

Learning Outcomes (Goals)

Blue slides are from the *International Symposium on Implementing Learning Outcomes*,
Dr. Declan Kennedy presentation:

[http://www.ctlul.eu/assets/documents/Learning Outcomes/DKenndey-Presentation.pdf](http://www.ctlul.eu/assets/documents/Learning%20Outcomes/DKenndey-Presentation.pdf)

Working Definition

Learning outcomes are statements of what a student should know, understand or be able to do at the end of a learning activity.

- The learning activity could be, for example, a lecture, a module or an entire programme.
- Learning outcomes must not simply be a “wish list” of what a student is capable of doing on completion of the learning activity.
- Learning outcomes must be simply and clearly described.
- Learning outcomes must be capable of being validly assessed.

Bloom (1956) proposed that knowing is composed of six successive levels arranged in a hierarchy.

6. Evaluation

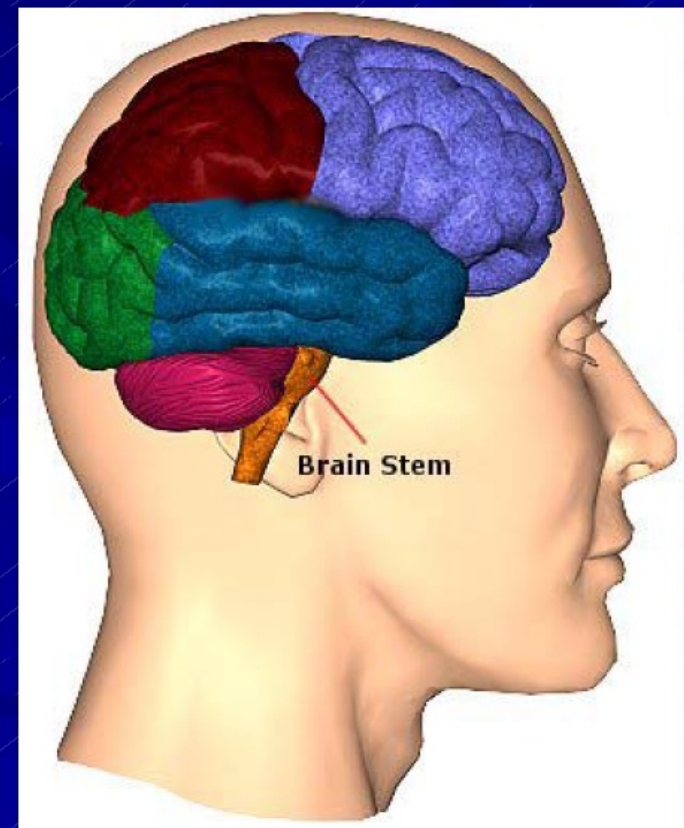
5. Synthesis

4. Analysis

3. Application

2. Comprehension

1. Knowledge



Examples: Knowledge

- *Recall* genetics terminology: homozygous, heterozygous, phenotype, genotype, homologous chromosome pair, etc.
- *Identify* and consider ethical implications of scientific investigations.
- *Describe* how and why laws change and the consequences of such changes on society.
- *List* the criteria to be taken into account when caring for a patient with tuberculosis.
- *Define* what behaviours constitute unprofessional practice in the solicitor – client relationship.
- *Describe* the processes used in engineering when preparing a design brief for a client.

Examples: Comprehension

- ***Differentiate*** between civil and criminal law
- ***Identify*** participants and goals in the development of electronic commerce.
- ***Predict*** the genotype of cells that undergo meiosis and mitosis.
- ***Explain*** the social, economic and political effects of World War I on the post-war world.
- ***Classify*** reactions as exothermic and endothermic.
- ***Recognise*** the forces discouraging the growth of the educational system in Ireland in the 19th century.

Learning Goals (Physics 243 – Schwarz)

Students will develop a fundamental understanding of how the statistics of large systems impacts the behavior of materials, and in so doing will become comfortable with the concept of entropy.

Students will gain experience with numerous high level problems requiring multiple step solutions, and will be able to use Excel or comparable tools to perform calculations and present results graphically.

Students will apply concepts to numerous disciplines, including chemistry, geology, meteorology, astrophysics, information theory, energy storage and production, and automotive technology.

Students will apply concepts from several branches of physics, including mechanics, electromagnetism, quantum mechanics, and condensed matter physics.

Students will gain experience with the mathematics of statistics and thermodynamics, including facility with partial differential equations, and integration and differentiation of complex exponential functions.

Students will be prepared for all questions relating to thermal physics on the Graduate Record Examination (GRE). A prior GRE exam will be reviewed.

Students will gain experience in presenting their homework solutions to the class.

Linda Suskie (Middle States) asks if evidence can be produced to show that students:

- recall key content.
- understand key concepts.
- are able to extend knowledge to situations.
- are able to proceed to a higher level.
- know where to look for more information.
- can describe importance of material.

Selected Learning Goals of Temple University's 2008 General Education Curriculum

Quantitative Literacy

- Be familiar with quantitative models that describe real world phenomena and recognize limitations of those models.
- Perform simple mathematical computations associated with a quantitative model and make conclusions based on the results.
- Appreciate mathematical thinking as an important tool for solving a large number of problems that are part of everyday life.

Arts

- Experience and respond to a work of art or creative process.
- Recognize or interpret a work of art or creative process in its social, historical and cultural context.
- Describe or evaluate a work of art or creative process using appropriate terminology.
- Appreciate the value of art in our lives and in society.

Race and Diversity

- Understand the relationships among diversity, justice and power.
- Investigate the various forms race and racism have taken in different places and times.
- Discuss race matters with diverse others in relation to personal experience.

U.S. Society

- Interpret historical, analytical and cultural materials, and articulate one's own point of view about those materials.
- Develop observations and conclusions about selected themes in U.S. society and culture.
- Analyze the ways difference and heterogeneity have shaped the culture and society of the U.S.

World Society

- Understand the influences (e.g., political, social, historical, cultural, artistic, literary, geographic, economic) on world societies or processes (e.g., globalization) linking world societies.
- Develop observations and conclusions about selected themes in world societies and cultures.
- Construct interpretations using evidence and critical analysis.
- Communicate and defend interpretations.

Benefits of Learning Outcomes:

1. Helps students set their own learning goals.
2. Helps departments design, assess, and improve curriculum.
3. Helps College, CUNY, Middle States in evaluation.

Possible Dangers:

1. Instructors will teach to the task, not innovate.
2. Poor learning outcomes could produce poor results.
3. Deviation from stated goals could dismay students.
4. Overambitious goals imply excess effort in assessment.

C = evidence suitable for course-level as well as program-level student learning

Assessing Learning Goals

(this page, from Linda
Suskie, is in the handout)

Direct (Clear and Compelling) Evidence of What Students Are Learning

- Ratings of student skills by field experience supervisors
- Scores and pass rates on appropriate licensure/ certification exams (e.g., Praxis, NLN) or other published tests (e.g., Major Field Tests) that assess key learning outcomes
- "Capstone" experiences such as research projects, presentations, theses, dissertations, oral defenses, exhibitions, or performances, scored using a rubric
- Other written work, performances, or presentations, scored using a rubric (C)
- Portfolios of student work (C)
- Scores on locally-designed multiple choice and/or essay tests such as final examinations in key courses, qualifying examinations, and comprehensive examinations, accompanied by test "blueprints" describing what the tests assess (C)
- Score gains between entry and exit on published or local tests or writing samples (C)
- Employer ratings of employee skills
- Observations of student behavior (e.g., presentations, group discussions), undertaken and with notes recorded systematically
- Summaries/analyses of electronic discussion threads (C)
- "Think-alouds" (C)
- Classroom response systems (clickers) (C)
- Knowledge maps (C)
- Feedback from computer simulated tasks (e.g., information on patterns of actions, decisions, branches) (C)
- Student reflections on their values, attitudes and beliefs, if developing those are intended outcomes of the course or program (C)

Indirect Evidence of Student Learning (Signs that Students Are Probably Learning, But Exactly What or How Much They Are Learning Is Less Clear)

- Course grades (C)
- Assignment grades, if not accompanied by a rubric or scoring guide (C)
- For four-year programs, admission rates into graduate programs and graduation rates from those programs
- For two-year programs, admission rates into four-year institutions and graduation rates from those institutions
- Quality/reputation of graduate and four-year programs into which alumni are accepted
- Placement rates of graduates into appropriate career positions and starting salaries
- Alumni perceptions of their career responsibilities and satisfaction
- Student ratings of their knowledge and skills and reflections on what they have learned in the course or program (C)
- Questions on end-of-course student evaluation forms that ask about the course rather than the instructor (C)
- Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups
- Voluntary gifts from alumni and employers
- Student participation rates in faculty research, publications and conference presentations
- Honors, awards, and scholarships earned by students and alumni

Evidence of Learning Processes that Promote Student Learning (Insights into Why Students Are or Aren't Learning)

- Transcripts, catalog descriptions, and course syllabi, analyzed for evidence of course or program coherence, opportunities for active and collaborative learning, etc. (C)
- Logs maintained by students documenting time spent on course work, interactions with faculty and other students, nature and frequency of library use, etc. (C)
- Interviews and focus groups with students, asking why they achieve some learning goals well and others less well (C)
- Many of Angelo and Cross's *Classroom Assessment Techniques* (C)
- Counts of out-of-class interactions between faculty and students (C)
- Counts of programs that disseminate the program's major learning goals to all students in the program
- Counts of courses whose syllabi list the course's major learning goals
- Counts of courses whose stated learning goals include thinking skills as well as basic understanding
- Documentation of the match between course/program objectives and assessments (C)
- Counts of courses whose final grades are based at least in part on assessments of thinking skills as well as basic understanding
- Ratio of performance assessments to paper-and-pencil tests (C)
- Proportions of class time spent in active learning (C)
- Counts of courses with collaborative learning opportunities
- Counts of courses taught using culturally responsive teaching techniques
- Counts of courses with service learning opportunities, or counts of student hours spent in service learning activities
- Library activity in the program's discipline(s) (e.g., number of books checked out; number of online database searches conducted; number of online journal articles accessed)
- Counts of student majors participating in relevant co-curricular activities (e.g., the percent of Biology majors participating in the Biology Club)
- Voluntary student attendance at disciplinary seminars and conferences and other intellectual/cultural events relevant to a course or program (C)

© Linda Suskie, *Middle States Commission on Higher Education*

Assessing Student Work:

**A Descriptive Rubric
for a Slide Presentation on Findings from Research Sources**

	Well Done (5)	Satisfactory (4-3)	Needs Improvement (2-1)	Incomplete (0)
Organization	Clearly, concisely written. Logical, intuitive progression of ideas & supporting information. Clear & direct cues to all information.	Logical progression of ideas & supporting information. Most cues to information are clear and direct.	Vague in conveying viewpoint and purpose. Some logical progression of ideas & supporting information, but cues are confusing or flawed.	Lacks a clear point of view and logical sequence of information. Cues to information are not evident.
Persuasiveness	Motivating questions & advance organizers convey main idea. Information is accurate.	Includes persuasive information.	Includes persuasive information with few facts.	Information is incomplete, out of date, and/or incorrect.
Introduction	Presents overall topic. Draws in audience with compelling questions or by relating to audience's interests or goals.	Clear, coherent, and related to topic.	Some structure but does not create a sense of what follows. May be overly detailed or incomplete. Somewhat appealing.	Does not orient audience to what will follow.
Clarity	Readable, well-sized fonts. Italics, boldface, and indentations enhance readability. Text is appropriate length. Background and colors enhance readability.	Sometimes fonts are readable, but in a few places fonts, italics, boldface, long paragraphs, color, or background detract.	Overall readability is difficult with lengthy paragraphs, too many fonts, dark or busy background, overuse of boldface, or lack of appropriate indentations.	Text is very difficult to read. Long blocks of text, small fonts, inappropriate colors, or poor use of headings, indentations, or boldface.
Layout	Aesthetically pleasing. Contributes to message with appropriate use of headings and white space.	Uses white space appropriately.	Shows some structure but is cluttered, busy or distracting.	Cluttered and confusing. Spacing and headings do not enhance readability.

Adapted with permission from a rubric developed by Patricia Ryan, Lecturer, Department of Reading, Special Education, and Instructional Technology, Towson University

Collecting Student Work:

Examples of student work from key courses (not all courses) allows the department to verify that uniform standards are maintained, to ascertain if there is improvement in student learning in specific areas, and to determine where action is needed.

Student confidentiality must be maintained.

The College is piloting the Epsilen e-portfolio system (www.epsilen.com). This system offers the following capabilities:

- Support for learning matrices and rubrics.
- Group features including wikis, forums, chat, and webpage support
- Personal webpage features including showcase and resume'
- User friendly, with free access for life

Welcome: **Steven Schwarz**
<http://www.epsilon.com/sschwarz>

Add your favorite tools by dragging the links from left navigation

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Things I Need To Know

- ▶ You have **2** unread messages([0](#) Epsilon, [0](#) Quick Notes, [0](#) Course, [2](#) Group, [0](#) System, [0](#) Institution)
- ▶ Your Epsilon ePortfolio Web site has had **5** **visitors** over the last thirty days.
- ▶ You have accumulated **128** Epsilon Points . Learn how to [earn more points](#) and [why](#) .
- ▶ You have been added to **7** Networks. [0](#) new since your last login. [What does this mean?](#)
- ▶ [Find MERLOT objects](#) that match my research interests.

Epsilon News

- [Epsilon Announces Single Sign-On Integration with Moodle Course Management System](#)**
(9/9/2009)
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- [Epsilon Releases Enhanced Testing Engine](#)**
(7/29/2009)
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Home ?

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From	Announcement	Action
 Steven Schwarz Owner qccuny	Homework #12 - tip For prob. 39, recall in prob. 2.32 that $S/N_k = \ln(\dots)$ Read more about Homework #12.. 10/19/2009 9:01:14 PM	 
 Steven Schwarz Owner qccuny	Homework #11 - tip In problem 33, it might be useful to note thatd(PV... Read more about Homework #11.. 10/14/2009 6:09:24 PM	 
 Steven Schwarz Owner qccuny	Homework #10 - tip It might be easier to do pr. 23 before 20 or 22. ... Read more about Homework #10.. 10/12/2009 1:22:03 PM	 

Footprint ?


[Steven Schwarz](#)
 Today 9:13 AM

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Create Group Wiki ?

Enter the title and description of the Wiki document you wish to create and click "Create New Wiki" "

Title:

Description:

☐ Make content Non editable

Content: Please Note: Epsilen does not allow JavaScript. For security reasons, any content that resembles JavaScript will be disabled. ?



☐ Add Section ?

- Home
- Resume
- ShareIt
- Showcase
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**Ali Jafari, Ph.D.**

Founder and Chief Technology Architect

BehNeem LLC, The Epsilon Environment

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Home Phone: ☎ Cell Phone: ☎

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000

Office Phone: 317 634 1200

**About Me**

I am a professor of Computer and Information Technology, Adjunct Professor of Informatics, and Director of the CyberLab at IUPUI. My research focus is on smart learning environment and intelligent agents both from conceptual and technical perspectives. Epsilon Environment is my current R&D project. I would like to hear your perspectives and comments on the Epsilon. Please use the QuickNote below to send me a message.

Welcome note in Farsi

سلام به انیوتفلو من خوش آمدید. من استاد مهندسی دانشگاه ایندیانا و پودو هستم.
در حال خلاصه برای دو سال برای کمپتین بختم کار میکنم.

About me in Chinese

我是印第安那大学-普渡大学卡姆安那波利斯计算机与信息技术系教授，咨训与兼职教授，计算机虚拟实验室主任（CyberLab）。我的研究兴趣是从概念和技术维度研究和开发智能学习环境与人工智能。Epsilon Environment是我目前的研究项目。我真诚地欢迎各位对Epsilon各个方面的评论和建议。请使用下面的快速留言（Quick Note）给我发送消息。

My next talk...**Events: Dialogue Spaces Luncheon Series, January 30, 2009: Dr. Ali Jafari**

Dialogue Spaces are intended to offer IUPUI translational scholars an opportunity to talk with audiences about their work in an informal setting. It provides a forum for faculty members, students, and community partners with similar interests to dialogue about translating evidence-based research into practices that influence everyday life. If you have questions, please contact Stephanie Vishnue, svishnue@iupui.edu. For more information please visit <http://trn-iupui.edu/events/jan-30-09.html>

TRIP Dialogue Space Lunch**Date:** Friday, January 31, 2009**Time:** 12 noon to 1 p.m.**Place:** Campus Center Room 145**What:** Featuring Faculty Member Ali Jafari**Most recent book**

HANDBOOK OF RESEARCH ON

ePortfolios

**QuickLinks**

QuickLinks (7)

Group (23)

Course (7)

Shared Objects (6)

Blog (Recent)



<http://www.epsilen.com/dombrm>

Current View: public

Showcase



ePortfolio Workshop

Date: 9/16/2009

File: [Epsilen Ep....pFlyer.pdf](#)

Description:

Presented at City College of New York in September 2009.

For use with assignments due to
WHITE



Erin and Nick

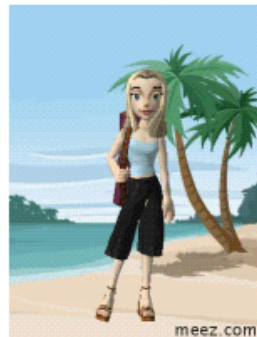
Type: Photograph

Date: 9/01/07

Description:

I was asked to assist a professional photographer in a wedding assignment in 2007. My role was to shoot as many candid as I could manage during the reception, and to cover any area where the lead photographer may have been absent or focused on something else. This was my best shot.

Instruction:



10 Week Sequence

Type: Document

Date: 6/18/07

File: [10WeekSequence.xls](#)

Description:

This is a 10 week sequence of yoga practices I developed as one of the final projects in my 200 hour teacher training. While I became extremely comfortable with the Sanskrit terms for postures and am proud of this, in hindsight I believe I tried to pack too many postures into a single sequence.

QuickLinks

QuickLinks (9)

Group (6)

Shared Objects (5)

Blog (Recent)

Visitors: 01520

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Resume

Learning Matrix

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Milt's PicasaWeb

Good Reads

Calibrated Peer ..

Student Success

BGSU Assessment

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Learning Matrix

Select a matrix: BGSU:Generic Institution-wide Matrix

	1st First or beginning level of performance	2nd Second level of performance	3rd Third level of performance
Inquiry Inquiry – a close examination of a matter in a ... More	CreateEpsilenAcc... CalibratedPeerRe... LearningisMoreIm...	EPortfolioGuide.doc Epsilen 2.0 Refl... RobertService.doc ChoosingtoStudyP... AccountabilityQu...	GreenbergChapter... ReeveHakel_ETSPa... WhyIStudyPsychol...
Creative Problem Solving Creative Problem Solving – producing through or... More	DevelopmentalSta... Making Arguments... MAPPrincipleDefi...	BGSUStudentSucce... NameProposal.doc SQLExamples.txt The Global Elect... The Heart of Cha...	HakelSmithNCEPR7... WhatWeMustLearnF...
Examining Values in Decision-Making Examining Values in Decision-Making – observing... More			
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Examples of tasks leading to evidence-based change:

- Effectiveness of department's tutoring effort (leading to adjustment)
- Improve performance on content specialty tests (Div. of Ed.)
- Effectiveness of a hybrid or on-line course
- Review of stored final exams to support new approach in a course
- Impact of field trips on learning
- Impact of online HW grading services on learning
- Impact of clicker use
- Surveys of students or alumni to inform a change in curriculum
- Impact of recruiting efforts on diversity
- Webpage effectiveness
- Capstones, colloquia, student clubs, advising, writing, etc.

Assessment Plans and Tasks:

Plans should be short and to the point. Rubrics are acceptable (see 5/14 document).

For each learning goal, describe the evidence that will be collected and examined.

Describe who will do the work of collection and evaluation.

Describe how activities will be documented.

If there are a significant number of W sections in the department, include a learning goal or goals addressing writing in the discipline.

Indicate that the plan has been approved by the department or relevant committee and on which date. It is expected that plans will be frequently revised.

Attach to the plan a short description of the assessment task selected for the coming year, and how the task will be accomplished.

Suggestions:

Consult the Strategic Plan for Queens College.

Consult the prior self-study, and prepare for the next.

Develop an electronic repository for syllabi and student work.

Design a process that can remain in place.

Consult with the Outcomes Assessment Committee members from your division.

Meg McAuliffe is a resource for surveys.

Feel free to contact Steve Schwarz with questions and concerns.