

# CTLA Update

September 2006 Newsletter

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## Upcoming Faculty Development Activities – *on campus*

### Brown Bag Seminars:

**October 5<sup>th</sup>, 2006**

**Topic:** *Faculty Assessment Conference Report*

**Presenters:** Julia Bartlett

**Details:** Noon-1pm in L3

**OCTOBER 26<sup>th</sup>, 2006**

**Topic:** *Podcasting (rescheduled)*

**Presenter:** Apple Computers, Inc.

**Details:** Noon-1pm in L3

**NOVEMBER 16<sup>th</sup>, 2006**

**Topic:** *Library Catalog*

**Presenter:** Ann Kempke

**Details:** Noon-1pm in L3

Please contact Rachel Preisinger or visit the CTLA website to submit a Brown Bag Seminar topic suggestion or to volunteer to lead a seminar.

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## Upcoming Faculty Development Activities – *off campus*

### **Collaboration Fall Conference:**

***Motivating Students for Better Retention, Learning and Achievement***

November 17-18, 2006

Sheraton Bloomington Hotel

Northwestern has a membership with *The Collaboration for the Advancement of College Teaching and Learning*. As a member institution, we are able to offer our faculty members a discounted rate for Collaboration conferences. More detailed information about the upcoming conference is available on the Collaboration website ([www.collab.org](http://www.collab.org)). The password for the website is listed in the body of the email through which

you received this update. If you are interested in attending the conference, please contact Dr. Noni Threinen (x277) by Tuesday, October 17<sup>th</sup>. The CTLA will sponsor three attendees.

### **2006 Assessment Institute**

October 29-31, 2006

IUPUI, Indianapolis

Each year, Indiana University-Purdue University, Indianapolis hosts the Assessment Institute. "The Assessment Institute in Indianapolis is the nation's oldest and largest event focused exclusively on Outcomes Assessment in Higher Education and is designed to provide opportunities for individuals and campus teams new to outcomes assessment to acquire foundation knowledge about the field, individuals who have worked as leaders in outcomes assessment to extend their knowledge and skills, those interested in outcomes assessment at any level to establish networks

that serve as sources of support and expertise beyond the dates of the Institute.”

Three faculty members have been selected to attend the 2006 Assessment Institute: Dr. Julia Bartlett, Sher Demeter, and Dr. Jim Amundson.

## Faculty Development Seminar Reviews

### *The Ethics of Teaching: Responding Constructively to Complex Situations*

Miriam Diamond, PhD, presenter

August 4<sup>th</sup>, 2006

A total of 35 faculty members attended the summer Faculty Development Seminar led by Miriam Diamond, PhD, Associate Director for Faculty Programs at Northwestern University in Illinois. Overall, 16 percent of the 20 attendees who responded reported that the workshop was “excellent.” Sixty-three percent reported that the workshop was “very good” and 21 percent reported that the workshop was “good.”

Dr. Diamond led faculty in small group discussions of ethically challenging classroom scenarios, encouraging them to develop and share a variety of possible solutions. During the second half of the workshop, she spoke about educating students about ethics and the importance of incorporating ethical guidelines into course syllabi. Faculty members were given more small group time to share ideas for course/program inclusion of ethical instruction. Those involved in the discussions found this opportunity to share to be quite helpful. Several attendees recommended including future opportunities for conversation relating to syllabi and course content.

The handouts distributed by Dr. Diamond at the Faculty Development Seminar are now posted on the CTLA website.

<http://www.nwhealth.edu/ctl/seminars/ethics.html>

### *Current Research Initiatives: Creating an Evidence-Based Curriculum*

Roni Evans, DC

September 5<sup>th</sup>, 2006

A total of 50 faculty members attended the fall Faculty Development Seminar led by Dr. Roni Evans, Associate Professor, Dean of Research, and Director of the Wolfe-Harris Center for Clinical Studies.

Dr. Evans gave an overview of evidence-based health care and how it has evolved over the past decade. She presented current models of evidence-based health care that are used in the Wolfe Harris Center for Clinical Studies. She then discussed the barriers to implementing evidence-based health care and encouraged faculty to explore possible solutions to these barriers in small groups. To conclude, the small groups shared their discussions and observations with one another.

Dr. Evans’ Powerpoint slides are available for viewing on the CTLA website in the past Faculty Development Seminars link to the Creating an Evidence-Based Curriculum seminar.

<http://www.nwhealth.edu/ctl/resevens.htm>

The seminar was followed by separate academic program meetings. Each of the Deans of the University’s three major programs met with their faculty members to discuss issues unique to each program. The Chiropractic faculty listened to a brief presentation followed by a discussion of integrated health care. MCAOM faculty were presented with a Powerpoint presentation detailing accreditation issues, CMC format, and updates from several committees and task forces. This was followed by some ESL training for Chinese faculty. Massage Therapy faculty were presented with a Powerpoint detailing various department updates as well as department goals and visions. This was followed by an additional hour of curriculum planning. Feedback from the Deans on this new format for Faculty Development Day was very positive. They were appreciative of the opportunity to have separate orientation time with program faculty.

## Brown Bag Seminar Reviews

### Faculty Assessment and Research Conference Reports

Julia Bartlett, Warren Moe, Paul Osterbauer, and Mary Berg

September 21<sup>st</sup>, 2006

A total of 17 faculty and administrators attended the September Brown Bag Seminar. Presenters discussed information related to upcoming and recent conferences.

Ms. Mary Berg and Dr. Paul Osterbauer discussed their papers which will be presented at the World Federation of Chiropractic Conference this coming October in Cancun, Mexico. Dr. Osterbauer's paper, titled "Chiropractic Treatment of Hand and Wrist Pain in Older People" discussed a clinical trial of adults over 60 and its results, which could help to inform NWHSU methods courses. Ms. Berg discussed her paper titled, "Clinical Rotations: Integral to a Chiropractic Internship Program," explaining NWHSU practices for preparing students for Chiropractic as a mainstream profession.

Dr. Moe and Dr. Bartlett presented gleanings from the "Current Concepts in Clinical Assessment" conference held at Texas Chiropractic College this past August. They discussed the use of standardized patients, methods of clinical assessment and technical consideration for assessment. Since time was short and there was much interest in these topics, a follow-up Brown Bag presentation on this conference has been scheduled on October 5<sup>th</sup>, 2006, from noon until 1pm in room L3.

## Current Initiatives

### Library Resources Made Easily Accessible for Faculty!

The CTLA has focused on faculty development resources in the library in order to make these resources more available for faculty. There is a "NEW Faculty Development Resources" display just inside the library's main doors. This display will highlight some of

the excellent library resources available to faculty members. Faculty members can view a listing of these resources online through the "Resources" section of the CTLA website. They can also request that specific resources be ordered for the library using a form available on the CTLA website.

Most of the library's faculty resources are housed on the large shelf just opposite the door to the CTLA/Institutional Effectiveness office door. To easily identify the area, this shelf has been highlighted with lavender colored signs on the end caps, as well as lavender colored topic labels beneath groupings of books on the shelf.

The CTLA website now includes a page of tips for finding resources in the library. Please take a few moments to explore both the library and the website to discover the variety of helpful teaching and learning resources that are available to you.

(<http://www.nwhealth.edu/ctl/libraryr.html>)

## Online Journals

Don't have time to browse in the library? The following journals can be accessed electronically from your desk:

[Academe](#)  
[Academic Medicine](#)  
[Assessment Update](#)  
[Chronicle of Higher Education](#)  
[Hastings Center Report](#)  
[Journal of Chiropractic Education](#)  
[Kennedy Institute of Ethics Journal](#)  
[Medical Teacher](#)  
[Teaching and Learning in Medicine](#)

*Carnegie Perspectives* is a series of commentaries that explore different ways to think about educational issues. The online forum allows readers to post comments related to the monthly article postings. The September posting is titled, "Integrating Work and Life: A Vision for a Changing Academy," by Pat Hutchings, Mary Taylor-Huber and Chris M. Golde. You can visit *Carnegie Perspectives* or subscribe to the mailing list at:

<http://www.carnegiefoundation.org/perspectives/>

MEDLINE offers free online access to articles. The “My NCBI” feature provides email notification of new articles related to topics you have specified. Medline can be accessed at: [www.ncbi.nlm.nih.gov/entrez](http://www.ncbi.nlm.nih.gov/entrez)

For a complete listing of journals available in the Greenawalt Library, click here:

<http://www.youseemore.com/nhsu/journals.asp#58>

## Journal/Book Review

This month’s review was written by **Mary J. Allen** and published with permission from *Exchanges* online journal, a publication of California State University. The book reviewed, *Assessing Student Competence in Accredited Disciplines: Pioneering Approaches to Assessment in Higher Education*, is also a new addition to our own library collection. There are a variety of other book reviews for faculty development resources on the *Exchanges* website. ([www.exchangesjournal.org](http://www.exchangesjournal.org)).

Faculty who are interested in writing a book or journal article review for the newsletter should contact Rachel Preisinger (x143) or email their review along with bibliography information to [rpreisinger@nwhealth.edu](mailto:rpreisinger@nwhealth.edu). This is a great way to share valuable resources with your colleagues!

*Reviewed by Mary J. Allen*  
**CSU Institute for Teaching and Learning**

***Assessing Student Competence in Accredited Disciplines: Pioneering Approaches to Assessment in Higher Education***

Edited by Catherine A. Palomba and Trudy W. Banta  
Stylus Publishing (<http://styluspub.com>) 2001  
ISBN: 1-57922-034-7

*This collection highlights groundbreaking assessment efforts in accredited disciplines. Edited by Catherine Palomba, the director of the Office of Academic Assessment and Institutional Research at Ball State University, and Trudy Banta, the Vice Chancellor for Planning and Institutional Improvement at Indiana University-Purdue University Indianapolis, the book discusses programs that were among the first to face the new paradigm of outcomes assessment and student-centered teaching and learning. Contributors*

*summarize the history, current state, and projected future of accreditation expectations and campus responses in teacher education, pharmacy, nursing, social work, business, computer science, engineering, and the visual arts. Also included are the editors’ introductory chapters on characteristics of quality assessment, a chapter on authentic assessment, and a chapter on assessment in Great Britain.*

*Common themes repeatedly emerge, such as the need to align curricula with learning objectives, increasing reliance on performance and embedded assessment, and the need to involve faculty in the assessment process. Common concerns include the threats of over-reductionism that trivialize the process, high-stakes testing, and loss of faculty control over their curricula. Although progress was sometimes difficult and challenges remain, contributors concluded that assessment helps faculty tailor curricula, monitor learning, and encourage the development of their students so they can function effectively within their careers. Many professional programs have been particularly effective in involving stakeholders in their assessment efforts, including students, alumni, community professionals, employers of their graduates, and professional peers in national organizations. The book provides numerous illustrations of how this can be done effectively.*

*Faculty recognize that students require a broad array of higher order skills. For example, nursing educators have identified competences for graduates of associate, bachelor, and graduate programs (see pp. 79 to 81). Their objectives go beyond knowledge of facts to include skills and values required in their professional practice, such as critical thinking, communication, and crisis management skills (see p. 83). Faculty at the Center for Creative Studies expect their art students to be aware “of the necessity for flexibility and the desirability of continued learning and self-actualization” (p. 189), and Business faculty at Southern Illinois University Edwardsville (SIUE) expect graduates to “appreciate the reciprocal interaction between business organizations and their cultural context” and to “possess the ability to cope with uncertainty” (p. 203). Although much progress in identifying and assessing learning objectives has been made, many tasks remain. For example, nursing professionals agree that nurses should have critical thinking skills, but consensus on an operational definition of critical thinking has not yet been achieved. This book highlights work in progress within a variety of professional disciplines, rather than models that*

have proven long-term effectiveness, and in doing so offers a broad array of ideas that can be adapted and developed within the CSU.

The book presents a realistic view of the complicated process of moving into the assessment paradigm. Agreeing on program objectives, developing an assessment plan, and using results to improve the educational process require considerable effort, even in professional programs that lead to well-defined careers. It's no surprise, then, that CSU campuses are challenged as they assess liberal arts and General Education programs. Many models are described in this book. For example, Pharmacy faculty at the University of Colorado reorganized their entire curriculum to align it with learning objectives (see p. 58); Brigham Young University Computer Science students take a series of objective exams in computer labs and do an independent, complex project using a new programming language to demonstrate generalizability of their skills (see p. 151); and all new faculty at King's College participate in workshops to learn about their campus-wide Embedded Assessment Model (see p. 127).

Accrediting bodies have developed expectations that might be useful throughout the curriculum. For example, the National Council for the Accreditation of Teacher Education (NCATE) requires teacher educators to assess students repeatedly in multiple ways, use these data to improve their programs, and demonstrate that their student teachers positively affect the K-12 students in their internship classrooms (see p. 31). NCATE also promotes "assessment for development" (p. 33), the use of assessment results to diagnose and prescribe learning experiences for individual students in their programs. Rather than using assessment and grading as gate-keeping tools, this model uses assessment to help all students master learning objectives. The CSU's use of composition and math placement tests is an example of such efforts. Expanding this model to an entire general education program or curriculum would require the alignment of learning objectives, curricula, grading, and assessment. This would be an enormous challenge that bears consideration.

Palomba's chapter, "Implementing Effective Assessment," is an excellent summary of the assessment process. She defines key concepts, such as performance and authentic assessment and the distinction between direct and indirect assessment; and she explores the limitations of relying on standardized, objective tests. She describes campus needs to support and

monitor assessment efforts to assure quality and the need to recognize and reward faculty and programs for their time and accomplishments. She also reminds us that we must assess our own assessment efforts, which requires on-going diligence and flexibility.

Doug Eder's chapter, "Accredited Programs and Authentic Assessment," describes efforts at SIUE to do authentic assessment, which he compares to a cockpit simulator for training and assessing student pilots. Assessment, teaching, and learning are linked, and individual students are provided the learning experiences they need to succeed. SIUE faculty embed authentic assessment within the curriculum and, like the flight simulator, require students to directly demonstrate mastery of learning objectives. Faculty are given support from a "Senior Access Fund," an internal grant program that promotes the mentoring of individual students who do senior projects. Business students analyze case studies, Education students develop portfolios based on their internship experiences in public schools and reflect on the evidence they provide, and Psychology students conduct individual research projects that are presented on campus and at their regional professional convention, with financial support for their travel provided by the Senior Access Fund. SIUE illustrates an important point: quality assessment can be developed, but on-going financial support may be necessary to sustain these programs.

Disciplinary accrediting bodies have provided guidelines for specific programs, and all CSU programs are subject to WASC expectations for the alignment of curricula with learning objectives, the integration of learning objectives into syllabi, and the use of assessment to improve student learning. Banta's chapter, "Assessing Competence in Higher Education," offers a brief history of the evolution of accreditation agencies. Faculty unfamiliar with the role of accreditation in higher education will find this a useful introduction.

Replete with examples of department and school-wide efforts, this book provides a quick introduction to assessment in a wide variety of professional programs. Selected reads would give CSU faculty in such programs an efficient introduction to assessment expectations of their disciplinary accrediting agency and an array of strategies that could be adapted for local use. Palomba and Banta chose their chapter authors

carefully, and each provides a succinct, useful review of his/her discipline.

Although selective reading is tempting, the book, as a whole, is an excellent source of ideas for CSU faculty who are involved in assessment in any discipline. Palomba and Banta are seasoned assessment professionals and their chapters point out elements common to effective assessment programs, such as widespread involvement of faculty in designing and interpreting assessment efforts. They also offer advice to accrediting agencies, such as providing general guidelines that require a learner-centered approach; encouraging campuses to develop learning expectations that respond to regional needs; providing well-trained reviewers who understand assessment and who have high, but reasonable expectations; publicly celebrating members' assessment successes; and supporting on-going assessment by encouraging the establishment of an infrastructure that supports sustained efforts. CSU leaders

should consider these same suggestions as their campuses institutionalize the assessment paradigm.

I highly recommend this book to all CSU faculty, especially those who teach in professional programs, to administrators who must support assessment efforts, and to campus personnel who support the development of assessment on their campuses. The book is a warehouse of wonderful ideas and examples, and the editors provide a framework for novice and experienced assessors to learn from the experiences of faculty in accredited disciplines.

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California State University



## CTL Advisory Group

If you have suggestions or questions, please feel free to contact any of the Advisory Group members listed below:

Karen Brezinka	ext. 371	Massage Therapy
Dian Larson	ext. 463	Library
Jonathan Williams	ext. 271	Chiropractic
Verena VanFleet	ext. 289	Chiropractic
Pat Casello	ext. 202	MCAOM/Massage Therapy
Greg Steinke	ext. 110	Audio Visual
Noni Threinen (chair)	ext. 277	Institutional Effectiveness
Roni Evans	ext. 154	Research (WHCCS)

## University Assessment Committee

Mary Berg	ext. 453	Chiropractic
Pat Casello	ext. 202	MCAOM/Massage Therapy
Renee DeVries	ext. 239	Chiropractic
Don Eggebrecht	ext. 380	Chiropractic
Kren McManus	ext. 363	School of Massage
Jane Richardson	ext. 288	Chiropractic
Noni Threinen (chair)	ext. 277	Institutional Effectiveness
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