

Retreat

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as an integral part of the education process as a whole; from the admissions process, to advising and financial aid, to the increasing use of technology in the classroom. The demand for use of the 20 multimedia classrooms now exceeds supply. The use of Oncourse, an online interactive page that allows instructors to administer tests, give grades and communicate with students, has risen from 38 percent to 43 percent in the last year alone.

PROPOSED AQIP PROJECTS

After reviewing the current projects, the SPT moved ahead with three new projects that will be developed over the next two years. Outcomes 2, 4 and 7 were chosen as the foundations for the new projects.

IU Northwest supports a philosophy that advocates that 2014 graduates will be fully prepared for life-long learning, ethical practice, developing successful careers, and effective citizenship. The goals of Outcome 2 echo those values. To that end, Outcome 2 was chosen as an AQIP project, with the purpose of identifying factors that will allow faculty and staff to evaluate students' preparedness in these areas.

The Outcome 4 initiative focuses on IU Northwest's commitment to diversity as a significant element in its pursuit of academic excellence. To further that goal, the second AQIP project that was chosen during the retreat will concern itself with moving IU Northwest to a formalized process for recruiting, retaining and developing a more diverse faculty, and will develop a similar process for staff and administrators.

IU Northwest is committed to academic excellence, cultural diversity,

superior service and to providing a wide array of opportunities for students of all backgrounds to become involved in campus life. Student-Centered Principles guide the decisions of the administration, faculty and staff in order to ensure that the students of IU Northwest benefit in every way possible. The AQIP project chosen for Outcome 7 will center on a universally accepted and integrated sustainable service philosophy throughout all units that will support the Student-Centered Principles. Each unit will also develop individual and unit measurements that document compliance with those principles.

While these projects are ongoing developments, they are only the first step of AQIP's three-step process. As a quality assurance program, AQIP uses three distinct cycles that occur simultaneously. Each cycle has different time constraints and very different processes. This first step, pertaining to these projects is called the Action cycle and is a yearlong process.

Three AQIP Projects have been successfully completed at IU Northwest. They were:

'Intervention for First Year Students: The Freshman Experience.'

'Beyond Freshman Year: Improving Academic and Career Advising.'

The second cycle is the Strategy cycle, which is four years in duration. During that time, IU Northwest will create and maintain a Systems Portfolio describing the main systems and processes that were used to achieve its goals and the performance results it garnered from them. A system appraisal will provide written feedback that can be used to determine what approaches can be used to move IU Northwest closer to achieving its goals.

The final step is the Accreditation cycle, whereby evidence from both the action cycles and strategy cycles will demonstrate that IU Northwest continues to comply with the Higher Learning Commission's Criteria for Accreditation.

Implementing AQIP through the Shared Vision initiative demonstrates that IU Northwest is committed to achieving academic excellence in all areas of campus life.

2005 Shared Vision Outcome

Outcome 1

Chair: Dave Klamen
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Outcome 2

Chair: Dorothy Ige
(later Margaret Skurka)
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Outcome 3

Chair: Kenneth Coopwood
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Outcome 4

Chair: Denise Travis
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Outcome 5

Chair: Anna Rominger
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Outcome 6

Chair: Patti Lundberg
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Outcome 7

Chair: Ernest Smith
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Share
the Vision

Notes of Distinction

Dian Packard has joined the university as the interim director for the Office of Financial Aid and Scholarships. Packard comes to IU Northwest with more than 25 years of experience in financial aid administration. Her experience includes working at Northwestern University (Chicago Campus), and serving as director of student services and assistant dean for student affairs at the Scholl College of Podiatric Medicine, Chicago. She was also coordinator of admissions and financial aid and director of student services at Ivy Tech State College, Gary. Packard earned a B.A. degree in psychology from Wheaton College and a M.S. degree in Education with an emphasis in college student personnel administration from IU. She is a four-time recipient of the Award for Outstanding Service from the Illinois Podiatric Medical Students Association. In 1998 Dian was recognized for her leadership in developing "One of the Ten Best Initiatives in Financial Aid," by the Sallie Mae Educational Institute.

Ruth Needleman, Ph.D., chair of the Division of Labor Studies and Swingshift College, presented at Labor at the Cross Roads, sponsored by Queen's College Labor Center, New York City, Dec. 2-3. The program opened the current debate within the labor movement about strategy for the future to the public. Among speakers were the executive presidents of the Service Employees and Communication Workers Unions, and representatives from labor and universities. Needleman participated in a panel on "Does Identity Matter? Impact of Current Proposals on Race, Gender and Sexual Orientation."

Donald Coffin, Ph.D., and **Surekha Rao, Ph.D.**, both associate professors of economics, jointly **William Witte, Ph.D.**, professor of economics at IU Bloomington, have been selected to receive an Intercampus Research Grant to develop a Regional Economic Forecasting Model. Rao has also been awarded a grant from the Center for Sustainable Regional Vitality, to develop a "green index" to measure the environmental friendliness and quality of life in various cities, counties and regions. This "green index" will be used to help busi-

nesses and individuals evaluate the quality of life of municipalities, counties, and regions that they might be considering for relocation and employment.

Ranjan Kini, Ph.D., professor of management information systems and **Subir Bandyopadhyay, Ph.D.**, associate professor of marketing, have been awarded a grant from the Center for Sustainable Regional Vitality to work with industry in northwest Indiana to determine how the region can use its advantages in the distribution, transportation and logistics industries to develop more business opportunities for those industries in northwest Indiana.

Tin-Chun Lin, Ph.D., assistant professor of economics, has been notified that his article, "The Determinants of Parental Choice of Education," has been accepted by the Journal of Economics.

Associate Professor of Management **Steven Dunphy, Ph.D.**, had the lead article, "Demonstrating the Value of Diversity for Improved Decision Making: The 'Wuzzle-Puzzle' Exercise," in the September 2004 issue of the Journal of Business Ethics.

Assessment as a Window into Student Learning

By Emily Hixon

Recently, the Center for Excellence in Teaching and Learning brought in Douglas Eder, Ph.D., from Southern Illinois University Edwardsville (SIUE) to facilitate two faculty workshops focusing on



Douglas Eder, Ph.D., facilitated two faculty workshops, which focused on critical thinking skills, assessment methods and the Scholarship of Teaching and Learning (SoTL).

critical thinking skills, assessment methods, and the Scholarship of Teaching and Learning (SoTL). As the Director of Undergraduate Assessment and Program Review at SIUE, Eder shared some of the assessment approaches he uses at SIUE and encouraged participants to think about how they can be adapted for use at IU Northwest. He explained the difference between *assessment*, which focuses on the student and the learning environment, and *evaluation*, which focuses on the professor and the teaching performance. He emphasized that, "Assessment is *more* than finding out how many students passed and what the average score is on a test of competence."

Assessment can be a valuable tool for making learning visible, but it must also be used appropriately. Eder cautioned that using assessment findings for evaluative purposes is inappropriate and will stop an effective assessment program dead in its tracks. Instead, multiple assessment methods should be used to help faculty monitor student learning and make adjustments to their teaching when necessary. Using assessment in

this manner ensures that faculty are taking a scholarly approach to their teaching and invites faculty to pursue SoTL.

Eder encouraged participants interested in starting an assessment program to start small and focus on one or two specific questions related to their students' learning. He reminded faculty that, "The Main Thing, is to keep the Main Thing, the Main Thing." It is easy to get excited and try to answer too many questions at once, but Eder assured participants that keeping a narrow focus would result in more specific and usable findings.

Upcoming CETL Events

Wednesday, Jan. 12
11 – 11:50 a.m.
Hawthorn Hall, rm 105
Sakai: A Higher Education Open Source Collaboration and Learning Environment with Rob Lowden, IU.

Tuesday, Jan. 25
10:00 a.m. – Noon
Book Discussion: Effective Grading

For more information or to register for any of these sessions, please visit the CETL Web site:
<http://www.iun.edu/~cctl/services/workshops.shtml>

