NHU Assessment Workshop for May 30—noon to 3 pm—Dr. Navarro copy

1. Welcome and Introduction from Provost Juan Necochea

2. Review of AAHE Principles of Assessment—group discussion and report out
   a. Faculty will be organized into three small groups, group one will discuss principle 2, group two discusses principle 4, group three discusses principle 5. What does it mean and why is it important for assessment?

3. Introduction to Student Learning Outcomes (SLOs)—group discussion and report out
   a. What is a SLO? What is a well-written and clear SLO? What is a scoring rubric and how can they add meaning to teaching and learning?

4. Brief review of Bloom’s taxonomy—Carlos Navarro

5. Brief review of California Lutheran University Assessment Model—Navarro
   a. Brief comments on our success. WASC expects us to have a plan that has relevance, meaning, and that we act upon.

6. NHU Four Year Assessment Plan—Five SLOs—Navarro
   Assessment Coordinator, Assessment Committee. Annual evaluation, revision, elaboration of our plan.
   a. 2008-2009—Written Communication; Critical Thinking
      Two courses will be selected and the instructors will assess using the NHU rubric and a level two assessment will be done by the assessment committee. The faculty is encouraged to use this rubric. All these efforts will lead to a quality writing-across-the-curriculum effort. There will be periodic and ongoing training sessions on how to use rubrics.
   b. 2009-2010—Information Literacy
   c. 2010-2011—Oral Communication Skills
   d. 2011-2012—Cultural Competency

7. What is the NHU Rubric on Communication Skills and Critical Thinking?—Mike Mooney

8. How to use the NHU Rubric in your program in a “signature assignment”?—Neva Hofemann

9. How to develop student understanding of SLOs and rubrics—developing student metacognitive skills—Navarro

10. Final comments—everyone