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## Graduate Student Professional Development Advisory Board

Two CGU programs provide professional development for students and alumni: Activities of the **Preparing Future Faculty & Learning Communities Programs (PFF & LC)** focus on preparation for academic careers, and the **Office of Career Management (OCM)** focuses on preparation for business and non-profit careers. The two offices, located at 1263 N. Dartmouth, work together to serve all CGU students. In order to better serve the CGU community, a Graduate Student Professional Development (GSPD) Advisory Board has been selected to provide advice, direction, and support for activities of the two programs. The group met for its initial meeting on May 3<sup>rd</sup> and considered how best to provide information on career preparation to all CGU students as early as possible in their graduate study. Future plans will be announced this summer.

## GSPD

### Advisory Board Members

The 2005-2006 GSPD Advisory Board is composed of a faculty member and a student from each of CGU School:

#### Arts & Humanities

Patricia Easton  
Shannon Hensley

#### Education

Susan Paik  
LaMesha Carter

#### Information Science

Terry Ryan  
Paul Witman

#### SBOS

Allen Omoto  
Ariana Brooks

#### SPE

Annette Steinbecker  
Cheryl Vandenhandel

#### Drucker-Ito

Jim Wallace  
Marlene Biseda

#### Mathematics

Ali Nadim  
Todd Cadwallader-Olsker

#### Religion

Pat Horn  
Jason McMartin

### Ex Officio Members

#### Alumni Office

Joy Kliewer

#### Preparing Future Faculty & Learning Communities

Laurie Richlin

#### Office of Career Management

Kim Knight  
Seth Bernstein  
Jocelyn Olds-McSpadden

## Summer PFF Course Open to CGU Community

PFF 520 *Course Design in Higher Education* will be offered from 9am-5pm on Fridays June 10<sup>th</sup>, 17<sup>th</sup>, & 24<sup>th</sup>. Registration is through the department for current students and Registrar's Office for alumni and others. Participants will design and document in a teaching portfolio a course of their choice. There is no registration fee for current students or alumni who take the course for "0" units. More information is available at the PFF website.



### 2004-2005 Fellows Receive Certificates

### 2005-2006

### Preparing Future Faculty Fellows

Fellows in the Faculty Learning Community for Preparing Future Faculty are selected each spring for the following academic year to participate in a year-long learning community that includes a weekly seminar and a set of experiences designed to introduce them to some of the many issues that surround a career in higher education. Selection criteria include the following: commitment to quality teaching, level of interest in the program, need, openness to new ideas, and potential for contributions to the community. Participants are chosen to create a diverse group representing a variety of disciplines, experiences, and needs. The two seminars, open only to the PFF Fellows, are:

#### **PFF 530: (Fall): *Seminar on the Academic Profession***

Studies issues that relate to a faculty career in higher education, such as the various institutional contexts in American higher education, issues that face new faculty members in their first academic jobs, and resources that will help them succeed at their first faculty position.

#### **PFF 531: (Spring): *Teaching and Learning in Higher Education***

Addresses issues of teaching and student learning, including understanding student diversity and learning styles. Fellows construct a full course portfolio for an introductory course in their discipline.



## 2004-2005 and 2005-2006 PFF Fellows Opening/Closing Seminar

The following CGU students have been selected as the 2005-2006 PFF Fellows.

**Nathan Botts** is a doctoral student in the **Information Science** Program. He received his Bachelor's degree in Political Science from the University of California Riverside and received his Master's degree in Educational Technology from San Diego State University. Nathan works as the Technology Coordinator for the Migrant Education Program of the San Diego County Office of Education and is Webmaster for Miramar Community College in San Diego. His research interests include community informatics for low-income and medical communities and development of agent-based learning software. He wishes he knew how to dance and play the piano, but settles for running and reading books. Nathan can be reached at [nathan.botts@cgu.edu](mailto:nathan.botts@cgu.edu).

**Elizabeth Chamberlin** is a doctoral student in the School of **Behavioral and Organizational Sciences**. She received her bachelor's degree in psychology and master's degree in sociology from the University of Massachusetts, Boston. She is currently working for the Institute for Research on Social Issues and the Los Angeles Unified School District. Her research interests are primarily in the field of deviance and violence. She can be reached at [elizabeth.chamberlin@cgu.edu](mailto:elizabeth.chamberlin@cgu.edu).

**Danuvasin Charoen (Sat)** is a doctoral student in the **Management Information Systems** program at the school of Information Science. Currently, he is working on his dissertation about "End User Behaviors in the Utilization of Passwords" with Dr. Lorne Olfman (Chair and advisor), Dr. Terry Ryan, and Dr. Dale Berger. He received a B.A. in public administration from the Police Cadet Academy (Thailand) and an M.S. in Information Resource Management and Telecommunication Network Management from Syracuse University in New York. In addition, he is a captain in the National Thai Police Department. Before coming to the US, he served as a police officer in the investigation division at a police station in Bangkok. His research interests include end users' behavior in the utilization of passwords, information system security, insider risks/threats, and end users study. He enjoys running, swimming, and playing tennis and golf. He is also a marathoner. He can be contacted at [danuvasin.charoen@cgu.edu](mailto:danuvasin.charoen@cgu.edu).

**Denisa Chatman-Riley** is a doctoral student in the **English** Department at Claremont Graduate University. She received her Bachelor's degree in English from the University of California, Riverside, and a Master's degree in English from Claremont Graduate University. She is currently working on her dissertation titled "Customary Practices and Common Knowledge: Annotations of Passing." She has published biographies on major figures in African American literature. Her research interests include African American women writers, Mythology and Science Fiction. She enjoys new age music and playing poker in her spare time. She can be reached at [DChatmanRiley@aol.com](mailto:DChatmanRiley@aol.com).

**Jae Hyung Cho** is a doctoral student in the **School of Religion** at CGU. He received his Bachelor's degree in Theology from Korean Christian University, and a Master's degree (Th. M) in New Testament from Yensei University in Seoul, Korea. Then, he came to U.S.A , and received his M.A in Ministry from the Harding University Graduate School of Religion in Memphis, Tennessee, and a Master of Divinity from the Chicago Theological Seminary. He is currently a part-time pastor at a local church and a part-time Korean teacher at the Korean Language School in Orange County. His research interests are Christian origin focused on the social formation of religion, the influence of Greco-Roman religion and philosophy on the New testament, and Pauline Christology. He enjoys hiking, visiting a historical site, and playing with his son in his personal time. He can be reached at [jae.cho@cgu.edu](mailto:jae.cho@cgu.edu).

**Jorge Salomon Fuentes** is a doctoral student on the joint Ph.D in Engineering and Industrial Applied **Mathematics** Program at Claremont Graduate University and California State University, Long Beach. He received a Bachelor of Science degree in Electrical Engineering, and a Master of Science degree in Electrical Engineering from California State University, Long Beach. He is currently a Senior Transportation Engineer, Electrical at the State of California, Department of Transportation. His research interests include Speech Signal Processing, Traveller Information Systems, and Traffic Signal Control Systems. He is a member of the Institute of Electrical and Electronic Engineers, the Institute of Transportation Engineers, and the Society of Industrial Applied Mathematics. He enjoys spending time with his wife and children on his personal time. He can be reached at [jfuentes@ieee.org](mailto:jfuentes@ieee.org)

**Jacqueline Hidalgo** is a doctoral student in the **School of Religion**. She received her Bachelor's degree in Religion from Columbia University in New York, NY, and Master's degree in New Testament from Union Theological Seminary in New York. As of mid-May, she will be in her third year of doctoral studies and in the midst of preparation for her qualifying exams in New Testament. Her research interests include apocalypticism, postcolonial and feminist biblical criticism, and contemporary U.S.A. popular and political engagements of biblical texts, themes, and narratives. She enjoys movies and walking down the streets of Pasadena in her spare time. She can be reached at [jmhidalgo@gmail.com](mailto:jmhidalgo@gmail.com).

**Johnson Kimuhu** is a doctoral candidate in the **Religion Program** at Claremont Graduate University. He received his Bachelor's degree in Religious Studies from St. Paul College, Kenya, a Master's degree in Religious Studies from the University of Glasgow, Scotland, and another Master's degree in Biblical Languages from Graduate Theological Union, Berkeley, California. His interest is in marriage and kinship in the Ancient Near East with special interest in the Priestly Law and the polarization of Israel against her neighbors. He can be reached at [johnson.kimuhu@cgu.edu](mailto:johnson.kimuhu@cgu.edu) or [jkimuhu@hotmail.com](mailto:jkimuhu@hotmail.com).

**Kristie Kosaka** is a doctoral student in the **Information Science** Program. She received her Bachelor's degree in Sociology, with emphasis on Social Research Methods, from California State University at Fullerton, a Master's degree in Business Administration from the Peter F. Ducker School of Management and a Master's degree in Information Science from Claremont Graduate University. She is currently employed full-time by the Boeing Company, serving as a software development project lead. Her research interests include secure ad hoc collaboration, wireless sensor networks and software development project management. She enjoys cooking, reading, outdoor sports and playing games in her personal time. She can be reached at [kristie.kosaka@cgu.edu](mailto:kristie.kosaka@cgu.edu).

**Andrew Lac** is a doctoral student in the **Social Psychology** program. He received his Bachelor of Science in Cognitive Science, with a specialization in Computing at University of California, Los Angeles. While employed at the L.A. County - Department of Mental Health, he earned a Master of Arts in Psychology at California State University, Los Angeles and a Master of Public Administration at California State University, Dominguez Hills. His research interests coincide with his personal interests, and they include lying (social desirability bias), sex (sexual attitudes and behaviors), and drugs (predicting and preventing inhalant/marijuana use). After graduating, he hopes to pursue a fun-filled academic career, brimming with research and teaching. He can be reached at [andrew.lac@cgu.edu](mailto:andrew.lac@cgu.edu).

**Steven Lee** is a Master's student in the **Philosophy** program. He received his Bachelor's degree in Japanese and Religion-Philosophy from Austin College in Sherman, Texas. He is currently working part-time at the Sylvan Learning Center in Etiwanda. His research interests include the role of testimony in religious epistemology, contemporary attempts to recover the Trinity in western Christian thought, and patristic theology. He can be reached at [steven.lee@cgu.edu](mailto:steven.lee@cgu.edu).

**Aya Nakagoshi** is a doctoral student in the **Cultural Studies** program. She received her Master's degree at Osaka University in Japan, and her research topic was language and social construction of women. She has been committed to the community advocacy on the issues of violence against women, and providing experiential learning programs for people (such as school teachers/students and NPO volunteers). Her research interests include alternative education on human rights, women's issues and gender equity. She can be reached at [aya.nakagoshi@cgu.edu](mailto:aya.nakagoshi@cgu.edu)

**Christina Olivas-Nix** is a joint doctoral student in the **Education** Program (CGU and SDSU). She received her Bachelor's degree in Business Administration, and a Master's degree in Counseling and Guidance from California Lutheran University in Thousand Oaks. She is currently an adjunct academic counselor at Santa Barbara City College. Her research interests include community college leadership, Latina leadership, and research in the areas of leadership and career development. She enjoys gardening, cooking, crafts, and traveling in her personal time. She can be reached at [cmnix@cox.net](mailto:cmnix@cox.net).

**Alice Ouyang** is a doctoral student in the **Economics** Program. She received her Bachelor's degree in Economics from National Chengchi University, and a Master's degree in Economics from the Soochow University in Taiwan. She is currently a research assistant for prof. Thomas Willett, working on a project for the National Science Foundation. Her research interests include International Money and Finance, specifically working on the issues of monetary sterilization policies in Asia now. She enjoys hiking, scuba-diving, and reading in her personal time. She can be reached at [yuan-feng.ouyang@cgu.edu](mailto:yuan-feng.ouyang@cgu.edu).

**Tamara Roust** is a doctoral student in the School of **Information Science**. She previously received an MS in Management Information Systems from the School of IS, as well as an MBA and an MS in Financial Engineering from the Drucker School of Management. Her undergraduate work includes a BS in Pure Mathematics with Specialization in Computing from UCLA. Her research interests include quantitative analysis of information economics and financial information systems. In her spare time, Tammy enjoys hiking, biking, and running. She can be reached at [troustr@yahoo.com](mailto:troustr@yahoo.com).

**Tharon Smith** is a doctoral student in the **Economics** Program. She received her Bachelor's degree in International Business-Economics from Clark Atlanta University- Atlanta, Georgia, and her Masters' degree in Business Politics and Economics from CGU. She is currently planning her dissertation research on the topic of *Venture Capital Networks in the Emerging Chinese Economy* and planning her two month visit to China leaving in May. Tharon's research interests include Capital Investments and Entrepreneurship Development in Emerging Economies, specifically China. In her free time, Tharon is an internationally recognized salsa dancer, active fundraiser, and enjoys traveling. She can be reached at [Tharon.smith@cgu.edu](mailto:Tharon.smith@cgu.edu).

**Clayton Stephenson** is a doctoral student in the **Cognitive Psychology** program. He received his B.A. in psychology from Fort Lewis College, Durango, Colorado in 2002. Clayton's research interests include source memory, consciousness, olfaction, and cognition. He enjoys mountain biking, running, backpacking, weight lifting, reading, and occasional playing of video games. He can be reached at [clstephenson@yahoo.com](mailto:clstephenson@yahoo.com)

**Nancy (Ran) Tao** is a doctoral student in the **Economics** Program. She received her Bachelor's degree in Business Management from Shandong University in China, and a Master's degree in Operational Research from Lancaster University, the United Kingdom. She is currently working on several research projects for the National Water Research Institute and University of La Verne. Her research interests include industrial organization, financial economics, computational economics, and applied econometrics. Her dissertation examines the commercial bank industry in the U.S. and China. She loves outdoor activities, tennis, swimming, travel, and sunshine. She can be reached at [ran.tao@cgu.edu](mailto:ran.tao@cgu.edu)

**Sarah Ting** is a doctoral student in the **Applied Social Psychology** Program. She received her Bachelor's degree in Psychology and French Studies from Smith College in Massachusetts, and a Master's degree in Social Psychology from Claremont Graduate University. She is currently a research associate at the Riverside County Department of Mental Health. Her interests include substance abuse prediction and prevention, addictive behaviors, resiliency, and perceptions of control. She enjoys tennis, reading, and traveling in her personal time. She can be reached at sarah.ting@cgu.edu.

**Blessing Ubani** is a doctoral student in the **Education** Program. He received his Bachelors Degree in Religious education from Tyndale University College in Canada, and a Master of Divinity degree from Fuller Theological Seminary in Pasadena. He is currently the President of Hope World, an international non-profit organization and also serves as the senior pastor of Upper Room Church in Los Angeles. His research interests include the educational attainment of African immigrants, critical theory, and religion and spirituality in education. He enjoys playing tennis, running, and driving his kids around. He can be reached at Ublearning@hotmail.com

## **2004-2005 Faculty Learning Community on Knowing How Well Students Are Learning Assessment Recommendations**

Faculty members and advanced graduate students selected for this FLC met bi-weekly to design assessment processes and documents for their courses and programs. The group included Mandy Bennett (History, CGU), Kebokile Dengu-Zvobgo (Intercultural & Language Education, Pitzer College), Eric Ditwiler (Planning, Institutional Research, and Assessment, Harvey Mudd College), Pat Horn (School of Religion, CGU), Kerry Karukstis (Chemistry, Harvey Mudd College), Joy Kliewer (Alumni Affairs, CGU). Laurie Richlin (Preparing Future Faculty & Learning Communities Programs, CGU) and Amy Essington (History, CGU) are co-facilitators of the FLC. In addition to their individual projects, FLC members prepared a "white paper" of recommendations for student assessment.

### **1. Tell the whole story.**

Learning is messy. Assessment is not. Learning does not occur in a vacuum, in a calculator, on a graph, or on a grid. Learning happens in the most unpredictable ways and in the most unexpected places. Assessment, by contrast, relies heavily upon measurements and quantitative evaluations in a relatively stable setting. How can we measure something as elusive as learning? Assessment of student learning is like reporting on a conversation: it is easy to leave a lot out. Thus, the struggle to practice good learning assessment is the struggle to tell the whole story. Scales and rubrics, like assignments and exams, serve as aids to an ongoing conversation that a teacher has with each and every student. A good assessment process is one that reflects as fully as possible the complexity and untidiness of this learning relationship between student and teacher, a process of struggling to tell the whole story of this relationship.

### **2. Start somewhere specific.**

In their book *Classroom Assessment Techniques: A Handbook for College Teachers* (1993), Angelo and Cross declare that "there is no such thing as effective teaching in the absence of learning." They explain that student learning should be at the heart of the teaching process and are among a growing group of scholars who support a shift away from traditional, teaching-centered approaches to education. The new, learning-centered paradigm embraces the needs of the learner and empowers students and faculty members to succeed. In the new learning-centered paradigm, the faculty member begins by establishing learning goals for students that are clear, measurable, and achievable. They create learning opportunities (assignments or projects) that are linked to these goals and evaluate student learning, based on the results of these activities. According to Suskie (*Assessing for Student Learning: A Common Sense Guide*, 2004), this process comprises the "assessment cycle," an ongoing activity that links student learning goals with learning activities and student learning outcomes. Assessment begins with student learning goals and results of assessments are fed back into the course to guide future course development and student outcomes.

### **3. Chunk gradable pieces.**

One way to ensure that students are really learning what you want them to is to break up the assignments you give them into manageable chunks. Examples of the types of assignments you might want to do this with are term or research papers or class research with presentations. Determine what parts of the assignment will assess whether specific learning objectives are being met – with a large project, there may be several learning objectives – and then throughout the duration of the course, assign different parts of the larger project that must be turned in and checked. The advantages to doing this are:

- Students get the opportunity to receive feedback from you throughout the project, not just at the end. If there are serious problems with the project, you can catch it early and steer the student back on the right track. For example:
  - If there is a problem with mechanics in writing, they are aware of it early in the process and can get help from the writing center.
  - If the right kinds of resources are not being used, that issue can be addressed early in the project rather than waiting until the end to tell them.
  - If there are serious flaws in the concept, evidence used, or line of reasoning, catching that before the paper/project is due will give the student the opportunity to work on that problem.
- Students can learn to manage their time – they can't wait until the last day to begin the project;
- The assignment is easier to evaluate. There are different ways to evaluate each portion of the assignment, depending on the needs of the students, the learning objectives you have for the course, as well as time available.

### **4. Teaching effectiveness should be demonstrated from student learning assessment.**

Assessing student learning in a given course is generally undertaken to improve teaching and learning. For example, effective rubrics for course assignments provide students with feedback on concepts that are not well understood, enabling them to direct their energies on these areas of weakness or misunderstanding. Such rubrics also inform faculty of areas and topics that need greater emphasis or even different instructional approaches in subsequent classes or future offerings of the course. But positive assessment results should be used as compelling and persuasive evidence of the effectiveness of a faculty member's teaching. All too often course evaluations are the sole quantitative measure of the teaching quality of a faculty member. These student questionnaires provide perceptions of their understanding and skill development and the role of the faculty member in that process and thus are a limited gauge of student performance and faculty effectiveness. Positive assessment results should be used to better document the quality of a faculty member's teaching. Interestingly, INSTITUTIONS use positive assessment results to market their programs, recruit faculty and students, and attract external funding. Faculty members should be encouraged to include assessment results in their portfolios for tenure and advancement. Clear evidence that students have learned what they are supposed to in a given course is a far better indicator of teaching effectiveness than student opinions.

### **5. Do not grade on "participation."**

An Instructor should grade a student's work with uniform explicit assessments, including participation. Participation is often included as a percentage of a student's grade and has no or only vaguely established criteria. Students have the right to know what all grade requirements are and how an instructor will give points the beginning of a term. If participation is a category for assessing student performance, the instructor should explain the criteria. Will points come from how many times a student speaks during class discussion? If the student never speaks, but comes prepared to learn every day and gives their best effort, can they earn points? Do students earn points for in-class quizzes or assignments? Does the number of times a student is present in class affect their learning of the material? Earning points for presence in the classroom implies that a student must participate in the classroom as part of their grade, is this part of the instructor's learning objectives? Clear criteria will also remove any possibility of suspicion of favoritism. Participation has been an all-encompassing category lacking definition for students. How instructors should clearly define how they will assess the work of students in all categories listed on the syllabus, including participation.

## **6. Do not grade backwards.**

Do not grade by taking away points or dropping grades a percentage for work that is late. If the work must be in on time, say so and do not give any points for late work. If you are willing to accept late work, then state the maximum amount of points the assignment can receive when it is submitted. This could involve no change in the possible points. Or, if (for instance) an assignment could receive a possible 100 points on the due date and a possible 90 points on the day after and a possible 80 points the day after that, say so. In any case, your grading plan must clearly state how your requirement connects either to a student learning objective in the course or to a physical impossibility. A learning objective may be "Students completing this course will be able to complete a lab assignment in a timely way" or "Students completing this course will be able to meet professional deadlines." A physical restriction could be that if assignments come in past the due date that there will not be enough time to read and provide feedback to students for them to complete future assignments.

## **7. "Do justice, love mercy."**

Have standards but remember you are assessing people.

**FOR MORE INFORMATION ON PFF PROGRAMS**

**[www.cgu.edu/pff](http://www.cgu.edu/pff)**

**909.607.8978**