THE 2010 ASSESSMENT INSTITUTE IN INDIANAPOLIS

Presented by

The Office of

Planning and Institutional Improvement

at

Indiana University-Purdue University Indianapolis

October 24 – October 26, 2010

The Westin Indianapolis

50 South Capitol Avenue

Indianapolis, Indiana

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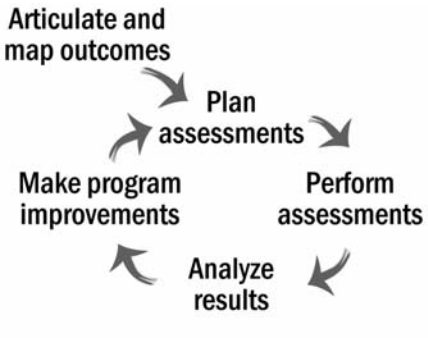

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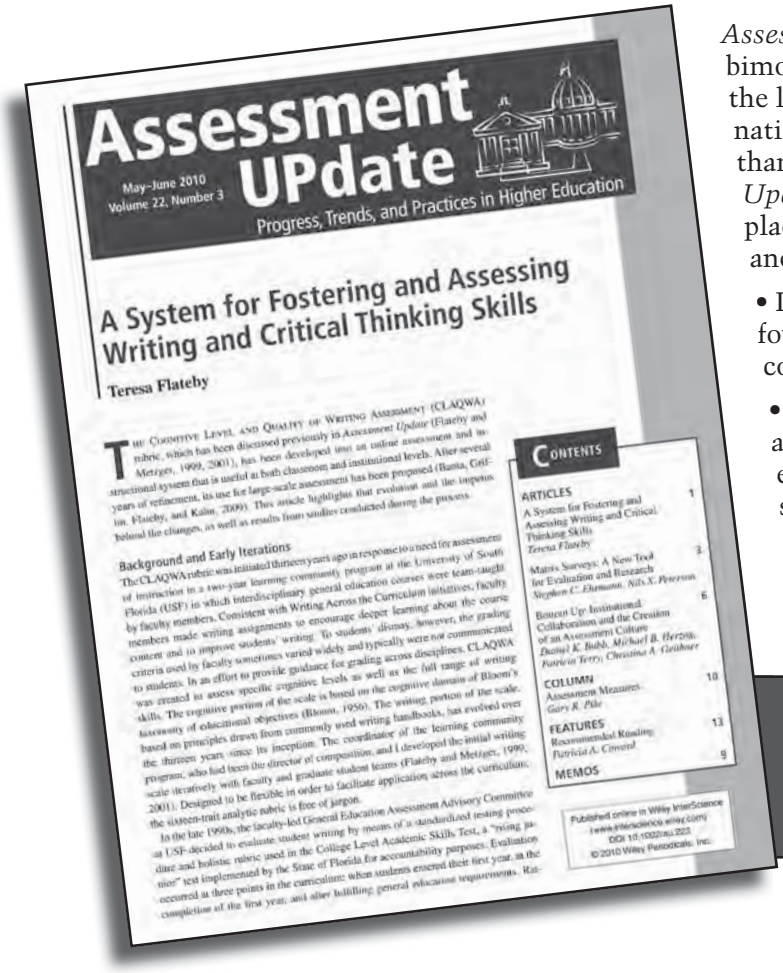

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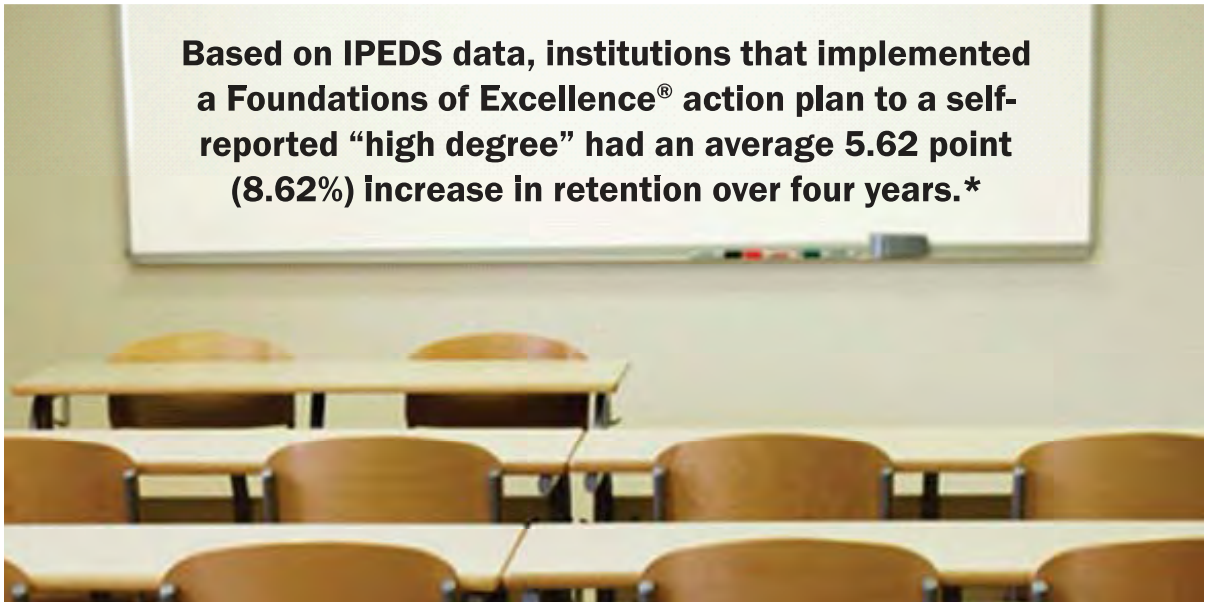

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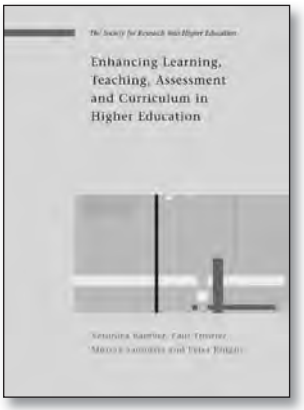

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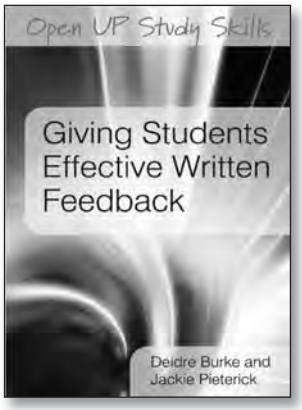

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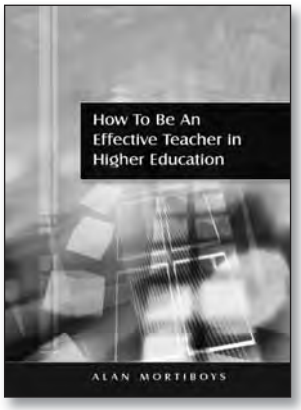

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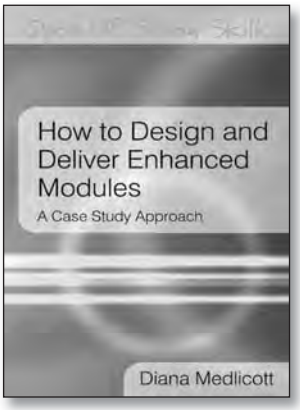

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Poster Session

Assessment methods, practices, and findings that are shared best in a visual format permitting one-on-one discussion are presented during the poster session. **The following individuals will be presenting posters in the Grand Foyer, located on the second floor of the Westin, on Monday, October 25 from 5:00 to 7:00 p.m. only.**

Track: 21A (FY)	*A Curriculum Beyond the Classroom: Promoting Student Learning, Preceptor Training, and Faculty Teamwork*	Reza Karimi and Pauline Cawley, Pacific University School of Pharmacy
Track: 21B (CP)	*A Systematic Approach for Assessing Learning in Capstone Design*	Hazim El-Mounayri and Razi Nalim, IUPUI
Track: 21C (AM)	*Best Practices in Assessment: Developing a "Student Perception of Achievement" Survey Tool to Assess Progress on Institution Graduation and Globalization Requirements*	Bernadette L. Olson and JoAnn Sckerl, South Dakota State University
Track: 21D (EP)	*Can an e-Portfolio Catch on Fire: Campus-Wide Implementation of Mahara*	Ellen Marie Murphy, Plymouth State University
Track: 21E (AM)	*Collecting Assessment Data Using a Telephone Survey of Student Alumni*	Jim Fulmer and Susan Hoffpauir, University of Arkansas at Little Rock
Track: 21F (AM)	*Constructed-Response Versus Selected-Response Test Questions: Level I and II Evaluation Results*	Elizabeth A. Sheaffer and Richard T. Addo, Shenandoah University
Track: 21G (FD)	*Coordinating Learning Outcomes Assessment at a Large, Research-Intensive University*	Suzanne Weinstein and Yu-hui Ching, The Pennsylvania State University
Track: 21H (FD)	*Course Design for Outcomes-Based Assessment*	Theresa A. Butori, Chippewa Valley Tech College
Track: 21I (GE)	*Creating a Sustainable General Education Assessment Process*	Lisa R. Shibley, Scott Anderson, Beverly E. Schneller, Adam Lawrence, Fred Foster-Clark, and Lisa Schreiber, Millersville University of Pennsylvania
Track: 21J (AM)	*Deconstructing Oral Communication Competences for Campus-Wide Assessment*	Lisa M. Schreiber, Beverly E. Schneller, and Lisa R. Shibley, Millersville University of Pennsylvania
Track: 21K (MJ)	*Duquesne University's School of Nursing and Educational Technology: Partnering for Curricular and Student Outcomes Assessment Solutions*	Ruth Newberry and Joan Such Lockhart, Duquesne University
Track: 21L (FD)	*Harnessing Faculty Tribes to Improve Faculty Engagement and Student Learning*	Dennis C. Williams, Southern Nazarene University
Track: 21M (EP)	*Instituting an Electronic Portfolio Solution at The University of Iowa: ifolio*	Annette L. Beck and Rachel M. Crane-Williams, The University of Iowa

Cancelled

Primary Tracks: (AC) – Accreditation; (AM) – Assessment Methods; (CP) – Capstone Experiences; (CC) – Community College; (CE) – Civic Engagement; (EP) – ePortfolios; (FD) – Faculty Development; (FY) – First-Year Experiences; (GE) – General Education; (MJ) – Majors; and (SD) – Student Development

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Track: 21N (CC)	*Naked Assessment*	Patricia M. McGrath, Kauai Community College
Track: 21O (FD)	*Program Assessment and Syllabi: Intersection of Theory and Practice in Music and Theatre*	Katherine Ramos Baker, California State Univerity, Northridge
Track: 21P (FD)	*Relying Upon Adjunct Faculty to Assess Graduate Programs: A Priority Endeavor*	Margaret A. Malmberg, James Hibel, and Tammy Kushner, Nova Southeastern University
Track: 21Q (AM)	*Rubric Development and Application: One College's Experiences and Best Practices*	Tyler Allen and Pennie Maholland, University of Phoenix
Track: 21R (FD)	*Strengthening the Culture of Assessment Through Faculty Development and Shared Governance*	Philip Kramer, Rita Knuesel, Ken Jones, College of Saint Benedict and Saint John's University
Track: 21S (AM)	*Using Excel to Interpret Assessment Data*	Meagan J. Senesac and Chris Foley, IUPUI

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Schedule Updated 10-29-2010

THE 2010 ASSESSMENT INSTITUTE IN INDIANAPOLIS

Presented by

The Office of Planning and Institutional Improvement
Indiana University-Purdue University Indianapolis

October 24-26, 2010

The Westin Indianapolis
Indianapolis, Indiana

SCHEDULE

Sunday, October 24, 2010

Pre-Institute Workshops – Special Registration Required

Track: 01A (FD)
Time: 9:00 a.m. - 3:30 p.m.
Room: Capitol 2

Pre-Institute Workshop
Sunday, October 24, 2010
Beginner and Advanced

Assessment Clear and Simple: Practical Steps for Institutions, Departments, and General Education

Emphasizing simplicity, feasibility, and effectiveness, this workshop offers a step-by-step plan for institutions, departments, and general education to build on what they are already doing, discard what is not working, get faculty on board, enhance student learning, meet the institution's own needs, and work with external accreditors. Special attention to current national developments such as the Voluntary System of Accountability, new ePortfolio developments, projects of the AAC&U and others, assessment software, and appropriate uses of standardized tests or survey instruments.

Barbara E. Walvoord, University of Notre Dame

Track: 01B (EP)
Time: 9:00 a.m. - 3:30 p.m.
Room: Caucus

Pre-Institute Workshop
Sunday, October 24, 2010
Beginner and Advanced

Implementing Student Electronic Portfolios for Assessment

Student electronic portfolios have been implemented for varied purposes throughout much of the world over the past fifteen years, generating considerable enthusiasm among their advocates. But the prospect of adopting and implementing ePortfolios remains daunting, in part because they can address so many different interests and purposes. In this full-day workshop, faculty and staff from IUPUI will share some hard-won lessons, focusing especially on ePortfolio uses to meet assessment needs for campuses, departments, and courses. Specific topics to be discussed include: an overview of student electronic portfolios and available software; implementation strategies at the institutional, departmental, and

individual course levels; and faculty and student development and support. Several IUPUI faculty members will offer real-life case studies of ePortfolio uses for a variety of assessment purposes. Small group discussion will provide opportunities for participants to consider uses, opportunities, and potential pitfalls related to ePortfolio adoption on their own campuses.
Susan Kahn, Debra Runshe, Susan Scott, and Lynn Ward, IUPUI

Track: 01C (FY)
Time: 9:00 - 11:30 a.m.
Room: Capitol 1

Pre-Institute Workshop
Sunday, October 24, 2010
Beginner and Advanced

Planning, Implementing, and Using Assessment Results: A Case Study Approach
Assessment is an essential component of program development and refinement in University College, the unit at IUPUI that serves over 6,000 entering students. Comprehensive assessment activities are necessary to plan, implement, and continuously improve first-year programs. All major programs, including orientation, advising, and peer mentoring, are regularly scheduled for reviews, a two-year process with self-study and outside review components. We plan to present some major assessment strategies such as proving and improving effectiveness, using assessment results for planning and resource decisions, involving faculty, measuring student learning outcomes, using quantitative and qualitative approaches, and linking data to action. We will also discuss some major challenges we have faced in implementing assessment plans. This workshop has been designed to appeal to those who are just beginning assessment activities on their campuses and for those who are interested in improving existing assessment programs. We will be using a case study approach to discuss critical issues and methods of assessment.
Michele J. Hansen and Daniel Trajillo, IUPUI

Track: 01D (AM)
Time: 9:00 - 11:30 a.m.
Room: Capitol 3

Pre-Institute Workshop
Sunday, October 24, 2010
Beginner and Advanced

Outcomes Assessment Nuts and Bolts
Outcomes assessment should help both program planning and accountablity reporting. This workshop focuses on the steps needed to accomplish these goals, including stating outcomes, selecting assessment methods, describing the assessment process and results, and using results in planning. Exercises help participants ask "How does this apply to me?" and develop concrete ideas for their own assessment processes.
Ephraim Schechter, HigherEdAssessment.com

Track: 01E (FD)
Time: 9:00 - 11:30 a.m.
Room: Council

Pre-Institute Workshop
Sunday, October 24, 2010
Advanced

Cancelled

Writing Proposals for Course/Curricular Reform
This session is designed to assist faculty who have little or no experience writing a grant proposal for external funding to support curriculum development. Topics to be discussed include aspects of the proposal development process including writing a problem statement,

describing an appropriate intervention, clearly identifying methods to assess student learning, and selection of an appropriate project evaluator.
Pratibha Varma-Nelson, IUPUI; and Nancy Pelaez, Purdue University

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Track: 01F (SD) *Pre-Institute Workshop*
Time: 1:00 - 3:30 p.m. *Sunday, October 24, 2010*
Room: Council *Beginner and Advanced*

Don't Fail to Plan: Developing and Assessing a Student Affairs Strategic Plan
This workshop will describe student affairs strategic planning processes and the approaches used to evaluate the plans. A specific example of a division that established, executed, and successfully completed the goals of a strategic plan will be discussed. One reason for the success of the process was the comprehensive evaluation and assessment component. The measures used in the evaluation included institutional data, departmental data, and qualitative assessments. Participants will have the opportunity to determine how such a process could be facilitated on their campus and identify appropriate measurement techniques. The links between strategic planning at the division level, institution level, and accreditation requirements also will be discussed.
Robert W. Aaron, IUPUI; and A. Katherine Busby, Tulane University

Track: 01G (EP) *Pre-Institute Workshop*
Time: 1:00 - 3:30 p.m. *Sunday, October 24, 2010*
Room: Cabinet *Beginner and Advanced*

Institutional Portfolios and Online Self-Studies: The State of the Art in 2010
Online presentation of at least some self-study materials is commonplace today in the context of regional accreditation. Use of the Web to manage the self-study process may be even more widespread. Yet, to date, none of the regional associations and commissions has provided guidelines or recommendations for good practices in developing and exhibiting self-studies or related information online. In this workshop, presenters and participants will discuss these questions: How are colleges and universities using the Web today to support self-study development and to demonstrate effectiveness and accountability for regional accreditation purposes? What lessons from the experiences of the past decade remain relevant? What can we expect in the future? The presenters managed the creation of two early online institutional portfolios/accreditation self-studies and have continued to improve these media.
Susan Kahn, IUPUI; and Kathi A. Ketcheson, Portland State University

Track: 01H (CP) *Pre-Institute Workshop*
Time: 1:00 - 3:30 p.m. *Sunday, October 24, 2010*
Room: Capitol 1 *Beginner and Advanced*

Capstone Experiences and Their Uses in Learning and Assessment: Fundamental Approaches and Strategies
This workshop explores how capstone experiences from a variety of disciplines can be used to enhance and document student learning outcomes. Purposes of capstones will be

presented, organizing approaches to capstones will be discussed, powerful pedagogies employed in capstones will be highlighted, and ways to tie capstones to assessment activities—both in the discipline and in general education—will be shared. Case studies, sample syllabi and assignments, and methods of developing and involving faculty also will be examined.
Stephen P. Hundley and Karen E. Black, IUPUI

Track: 01I (AM)
Time: 1:00 - 3:30 p.m.
Room: Capitol 3

Pre-Institute Workshop
Sunday, October 24, 2010
Beginner and Advanced

Assessment 101
Arizona State University has adopted a workbook that faculty use both independently and in our facilitated workshops. This workbook guides participants through a straightforward process of developing an assessment plan for any kind of academic program. The process includes self-checking along the way to ensure that the outcomes and measures identified are appropriate, useful, and likely to yield meaningful information about student learning. We have successfully used this workbook in the following ways:

- to guide large groups of faculty through the assessment planning process
- to coach individual faculty members struggling to create outcomes and measures for their programs
- as a self-guided tutorial available on our web site for faculty who prefer to work independently

Participants will engage in the same process that ASU faculty are led through, and leave with the foundation of an assessment plan for an individual program as well as the tools to complete the process or to guide others through the process.

In this hands-on workshop, participants will be encouraged (but not required) to bring mission documents from their institution. They will engage in the same process as our faculty to identify long-term goals for their program graduates and the knowledge and skills necessary for graduates to achieve those goals. They will use that information to work through the step-by-step process of drafting an outcome statement, using our easy checklist to determine whether the outcome meets the guidelines, then revising the draft into a final outcome statement. They will examine various kinds of measures and discuss the relative value of each, then identify specific measures for their outcomes. For each measure, they will develop performance criteria. Finally, they will consider how they might use the student data collected to answer questions about student learning in the program and consider whether and how to revise the curriculum to improve student learning.

At each step, participants' attention is focused on how each aspect of the assessment process supports the institutional mission, what evidence they have about student learning, and how they will use this evidence to drive their curricular decisions.

The process taught in this workshop is appropriate for undergraduate, graduate, and professional programs from all academic disciplines. It is also consistent with the assessment expectations of regional and specialized accreditation agencies.
Wanda K. Baker, Mary Ann Holtz, and Lietta Scott, Arizona State University

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Monday, October 25, 2010

7:30 – 8:45 a.m. ~ Continental Breakfast ~ **Continental breakfast is located in the first floor Capitol Ballroom Foyer and in rooms Grand 2 & 3 on the second floor.**

Time: 9:00 - 10:00 a.m.
Room: Sagamore Ballroom 4 & 5

Plenary Session
Monday, October 25, 2010
Beginner and Advanced

Trudy W. Banta – Welcome and Introductions
Professor of Higher Education and
Senior Advisor to the Chancellor for Academic Planning and Evaluation
Indiana University-Purdue University Indianapolis

Why Are We Assessing? Rethinking Assessment's Purposes
Assessment has three common purposes: providing students the best possible education; making sure students not only learn what's important but that their learning is of appropriate scope, depth, and rigor; and ensuring that institutions are good stewards of resources. Now is the time to bring these three common purposes of assessment to the forefront and tackle them head-on, as a collective higher education community, with greater and broader dialogue and collaboration than we see now.

Linda A. Suskie
Vice President
Middle States Commission on Higher Education

KEYNOTE PANEL

Thomas A. Angelo
Professor of Higher Education, Pro Vice-Chancellor (Curriculum and Academic Programs), and Director, Curriculum, Teaching and Learning Centre
La Trobe University, Australia

Peter T. Ewell
Vice President
National Center for Higher Education Management Systems (NCHEMS)

George D. Kuh
Director, National Institute for Learning Outcomes Assessment (NILOA)

Jeffrey A. Seybert
Director, National Higher Education Benchmarking Institute
Johnson County (KS) Community College

Primary Tracks: (AC) – Accreditation; (AM) – Assessment Methods; (CP) – Capstone Experiences; (CC) – Community College; (CE) – Civic Engagement; (EP) – ePortfolios; (FD) – Faculty Development; (FY) – First-Year Experiences; (GE) – General Education; (MJ) – Majors; and (SD) – Student Development

10:15 a.m. – 5:00 p.m. ~ Best Practices Presentations (See page 48 for details)

Track Keynotes

Track: 03A (CE)
Time: 10:15 - 11:15 a.m.
Room: Convention Center 211

Track Keynote
Monday, October 25, 2010
Beginner and Advanced

Using Assessment for Accountability, Accreditation, and Institutionalization of Civic Engagement

How is assessment being used as a key element in advancing accountability, accreditation and institutionalization of civic engagement? This session presents a large-scale "stock-taking" about the nature and extent of assessment in the institutionalization of civic engagement in higher education. It recognizes the progress made by Carnegie community-engaged classified institutions of higher education and acknowledges practices of these exemplary institutions. It will feature principles for both theory and application as a pathway forward.

Lorilee R. Sandmann, University of Georgia

Track: 03B (EP)
Time: 10:15 - 11:15 a.m.
Room: Capitol 2

Track Keynote
Monday, October 25, 2010
Beginner and Advanced

What Culture Do We Want? An Argument for Deliberative Assessment with ePortfolios

This keynote address will examine the role of ePortfolios in program and institution-level assessment. It will argue that assessment ought to: support the development of authenticity and integrity at the heart of meaningful adult life; engage in the integration of social and individual goods at the heart of all successful institutions; embrace the multiple disciplinary epistemologies that are at the heart of the modern university; and be governed by the principles of deliberation at the heart of the American democracy.

ePortfolios can play a powerful role if institutions embrace their use as a disruptive innovation and take advantage of the affordances, constraints, and conventions of the ePortfolio genre and the multiple technologies through which it is actualized. The presentation will offer research results and examples of ePortfolios from seven years of the Inter/National Coalition for Electronic Portfolio Research's work and from the speaker's recently published book, *E-Portfolios for Lifelong Learning and Assessment*. The session will conclude with recommendations for future inquiry into ePortfolio and assessment.

Darren Cambridge, George Mason University

Track: 03C (FD) *Track Keynote*
Time: 10:15 - 11:15 a.m. *Monday, October 25, 2010*
Room: Convention Center 212 *Beginner and Advanced*

Decades of Instructor-Built National Assessment. The Case of Chemistry and the ACS Examinations Institute

The Examinations Institute of the American Chemical Society has been producing nationally normed chemistry exams for 77 years. These exams cover chemistry instruction from high school to graduate school placement exams. This talk will provide an historical analysis of factors that allowed for this longevity of national testing, when other disciplines did not sustain similar efforts from the mid-20th century. Beyond the history, the presentation will also outline how the Exams Institute has responded to new assessment demands of the 21st century, and how it works to both maintain its longstanding base of users while providing assessment tools that attract new users. The role of national needs assessment work with chemistry instructors will be emphasized in identifying how future assessment development is planned.

Thomas Holme, Iowa State University

Track: 03D (FY) *Track Keynote*
Time: 10:15 - 11:15 a.m. *Monday, October 25, 2010*
Room: Grand 1 *Beginner and Advanced*

Non-Cognitive Abilities and the First-Year Student: The Role of Assessment and Intervention

Considerable effort has been focused on identifying factors that contribute to learning, academic success, and persistence for college students. Research has clearly established the fact that academic outcomes are a function of both cognitive (academic) and non-cognitive (attitudinal/motivational) abilities. This presentation will provide an overview of recent advances in the measurement of non-cognitive abilities and the use of data from these measures to develop and implement more efficient and effective student support services.

Paul Gore, University of Utah

Track: 03E (SD) *Track Keynote*
Time: 10:15 - 11:15 a.m. *Monday, October 25, 2010*
Room: Capitol 3 *Beginner and Advanced*

Student Development and Diversity in Assessment

"In God we Trust, All Others Bring Data" are the words of former U.S. Secretary Margaret Spellings in remarks she made over eight years ago, as she challenged American higher education to show relevance to the learning process that is currently in place and to demonstrate how we are assessing student learning outcomes. As higher education continues to define our place in the global marketplace, it is evident that student affairs scholars, educators and practitioners must be able not only to identify assessment methods but to articulate the results of assessment that are either contributing to or interfering with student learning and success.

ACPA and NASPA entered into a Memorandum of Understanding to review, revise, and distribute a set of professional competences that should be the foundation for all aspects of

the profession. We will review and discuss the implications of these competences, particularly the assessment thereof.

In using assessment, evaluation, and research, we must recognize that there exist multiple levels in our agreed competences and various levels of understanding. We will explore several levels as identified in an earlier document, the ASK Standards (Assessment Skills and Knowledge content standards for student affairs practitioners and scholars) published by ACPA.

Assessment is the essential ingredient for a successful and sustainable program in today's higher education arena.
Gregory Roberts, ACPA - College Student Educators International at the National Center for Higher Education, Washington, DC

Track: 03F (CP) *Track Keynote*
Time: 10:15 - 11:15 a.m. *Monday, October 25, 2010*
Room: Capitol 1 *Beginner and Advanced*

In Conclusion - What Was the Point Again?
Capstones take many forms; yet in some manner, they are supposed to provide both the student and the faculty some indication of achievement and learning. Two-and four-year institutions are moving toward requiring capstone experiences, and capstones are seen as High Impact Practices, but what does this mean for student learning and assessment?
Terrel L. Rhodes, Association of American Colleges and Universities

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11:30 a.m. – 12:30 p.m. ~ Optional Institute Luncheon in Grand Ballroom 4 & 5
Meal Ticket Required (Optional Purchased Meal)

Guest Speaker, Doug Lederman, Editor of Inside Higher Education
"A Journalist's Take on Higher Education Accountability"

Concurrent Workshops

Track: 04A (FY) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Monday, October 25, 2010*
Room: Convention Center 210 *Beginner and Advanced*

Understanding Student Changes During the First Year Through Assessment Data
Students face tremendous changes and challenges during the first college year. Some make a positive transition to college while others' experience in college degrades over time. We will discuss how to use institutional and perception data to understand first-year student changes, identify students at risk, and provide intentional intervention.
Jason M. Bentley and Julia K. Wright, Central Michigan University; Dana Gaucher, Northern Illinois University; and Darlena Jones, Educational Benchmarking, Inc.

Primary Tracks: (AC) – Accreditation; (AM) – Assessment Methods; (CP) – Capstone Experiences; (CC) – Community College; (CE) – Civic Engagement; (EP) – ePortfolios; (FD) – Faculty Development; (FY) – First-Year Experiences; (GE) – General Education; (MJ) – Majors; and (SD) – Student Development

Track: 04B (SD) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Monday, October 25, 2010*
Room: Convention Center 211 *Beginner and Advanced*

Assessing the Academic Impact of Student Employment: A Test Case at Brigham Young University—One of the Nation's Largest Student Employers

Each year Brigham Young University employs over 13,000 students as part-time employees. It ranks as one of the largest student employers among *U.S. News'* list of National Universities. It's therefore a prime location to investigate the question: How does student employment influence academic success and campus involvement?

Richard J. McClendon, Collette Blackwelder, and Danny Olsen, Brigham Young University

Track: 04C (CE) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Monday, October 25, 2010*
Room: Convention Center 212 *Beginner and Advanced*

Defining and Assessing Faculty Competence for Community Engaged Scholarship

As community engagement becomes increasingly central in higher education, questions of what is involved in this dimension of faculty work, how to build faculty capacity for undertaking it in a scholarly way, and how to assess faculty mastery of the required competence become more and more salient. Several efforts are underway (e.g., the Faculty for the Engaged Campus [FEC] initiative sponsored by Community-Campus Partnerships for Health) to define the core competences of community engaged scholarship and to develop corollary assessment instruments. Facilitators in this session will share a mullti-pronged assessment strategy developed in the context of the FEC initiative; the assessment strategy includes a competence-based self-assessment instrument developed at NC State, and a series of written reflection activities. Having critiqued the design and implementation of the assessment strategy and having reviewed some of the corollary data, participants will leave the session with sample competence statements for community engaged scholarship and sample assessment instruments.

Patti H. Clayton, IUPUI and PHC Ventures

Track: 04D (EP) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Monday, October 25, 2010*
Room: Council *Beginner and Advanced*

Moving Toward an Integrated Learning ePortfolio as "Educational Passport"

This interactive workshop highlights the ways that our customized Mahara Open Source ePortfolio platform enables students to integrate their learning inside and outside the classroom. We expect to involve the audience in exploring "best practices" for student reflection as a way toward ensuring that the ePortfolio serves as a true "educational passport."

Linda Anstendig and Beth Klingner, Pace University

Track: 04E (CP) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Monday, October 25, 2010*
Room: Congress 1&2 *Beginner and Advanced*

Capped Off: Assessing College Capstone Courses

One high-impact practice, the senior capstone, provides seniors opportunities to synthesize, integrate, and apply their knowledge. In this session, we summarize findings from the National Survey of Student Engagement examining participation in senior capstone courses and discuss capstone assessment and the challenges and successes associated with designing and sustaining capstones.

Jillian Kinzie, Alexander McCormick, and Thomas Nelson Laird, Indiana University

Track: 04F (FD) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Monday, October 25, 2010*
Room: Capitol 1 *Beginner and Advanced*

Online & Hybrid Courses: From the Students' Perspective

Our student survey provides interesting insights about elements of online instruction that students do and don't like on our campus. In this session, participants can compare their campus experiences with ours and discuss ways to improve engagement, learning, and survey and assessment techniques for online students.

Greg Cook and Steve Boldt, University of Wisconsin-Whitewater

Track: 04G (MJ) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Monday, October 25, 2010*
Room: Capitol 2 *Beginner and Advanced*

Analysis of the Impact of Implemented Changes on Subsequent Learning Outcomes of Select Academic Programs

This presentation will discuss the results of deliberately analyzing documented improvements gleaned from assessment reports submitted by selected academic programs to see what impact the implemented changes have had on subsequent program outcomes. These insights span various degree and program levels: Bachelor's, Master's, Ph.D., and General Education.

Uche O. Ohia, Florida Agricultural and Mechanical University

Track: 04H (AC) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Monday, October 25, 2010*
Room: Capitol 3 *Beginner*

From 0 to 60: Developing an Assessment Process at an Urban Public College

A panel comprised of the assessment coordinator, an assessment council member, and a departmental liaison will discuss how the assessment process began and has evolved over the past eighteen months. Each will explain, from their unique perspective, the roadblocks they have encountered and how they have overcome them to help move the process forward.

Raymond Galinski, Amod Choudhary, and Lynn Rosenberg, Lehman College

Track: 04I (GE) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Monday, October 25, 2010*
Room: State *Beginner and Advanced*

An Institutional Writing Assessment Project

Many institutions are challenged to provide evidence of the quality of undergraduate student writing. This session discusses an institutional writing assessment project used at Texas A&M University. Participants can expect to apply the writing rubric to a paper sample and discuss implementation of the project.

Loraine H. Phillips, Texas A&M University; and Yan Zhang, University of Maryland University College

Track: 04J (CC) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Monday, October 25, 2010*
Room: Senate 1, 2, & 3 *Beginner and Advanced*

Curriculum Mapping: Assessment Made Easy

This presentation will showcase curriculum mapping, a faculty-owned, low-impact approach to assessment. Models will be presented that align program learning outcomes, course learning outcomes and learning experiences, and the audience will engage in a discussion of how curriculum mapping can result in a simple and effective approach to assessment.

Margaret M. McMenamin, Union County College; and Maris A. Lown, Brookdale Community College

Track: 04K (CC) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Monday, October 25, 2010*
Room: Grand 1 *Beginner and Advanced*

Creating and Working Within a Culture of Evidence

For some time higher education leaders and decision makers have been urged to adopt and work within a "culture of evidence" rather than a "culture of anecdote." Very little information exists; however, about exactly what comprises a culture of evidence and how it can be used to inform improvements in teaching, learning, and planning and management decision-making. This presentation will define a culture of evidence, describe its necessary components, and illustrate the importance of and ways in which data and information can be used to support and enhance continuous improvement efforts in higher education.

Jeffrey A. Seybert, Johnson County (KS) Community College

Track: 05A (FY) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Monday, October 25, 2010*
Room: Convention Center 210 *Beginner and Advanced*

Assessment Data in First-Year Experience: An Intervention Project

An assessment study was conducted on two campuses to identify first-year students who were at risk for retention or poor academic performance. Faculty in first-year courses

intervened with these at-risk students. Practitioners from two universities will discuss this project and the implications of their work.
Edwin B. Mayes, Wright State University; and Jennifer Rockwood, University of Toledo

Track: 05B (SD) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Monday, October 25, 2010*
Room: Convention Center 211 *Advanced*

A Culture of Assessment: Infrastructure, Education, and Outreach
The University at Albany's Division for Student Success has worked to instill a "culture of assessment" in student affairs by emphasizing broad-based buy-in by unit heads, the designation of assessment liaisons, and a supportive assessment infrastructure. As a result, a "culture of assessment" has emerged throughout the Division.
Michael N. Christakis, University of Albany

Track: 05C (CE) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Monday, October 25, 2010*
Room: Convention Center 212 *Beginner*

Adding Value: Improving Civic Engagement Outcomes Through Student Leadership
This session explores the ways that Drexel University's Center for Civic Engagement (CCE) involves student leadership in its outcomes for student learning, community partnerships, and program evaluation. We will present data used to assess outcomes and discuss strategies for using student leadership programs to support civic engagement programming goals.
Daniel J. Dougherty and Thomas A. Dahan, Drexel University

Track: 05D (EP) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Monday, October 25, 2010*
Room: Council *Beginner and Advanced*

ePort as Summative Measure in a Professional Program: When Agreeing on Outcomes Is Not Enough
The library science master's program at Indiana exists on two campuses. Faculty at Indianapolis are piloting a summative ePortfolio system for program-level outcomes assessment. Integrating this into the entire School's governance and expectations has been challenging. This presentation covers both student and faculty reactions.
Rachel Applegate, Marilyn Irwin, and Elsa Kramer, IUPUI

Track: 05E (CP) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Monday, October 25, 2010*
Room: Congress 1&2 *Beginner and Advanced*

Capstone Course Assessments Drive Pedagogy
This session addresses the capstone course assessment tools used to evaluate the outcome statement for the School of Business. It illustrates how effective and inexpensive methods provide meaningful results to drive pedagogy. The aim in assessment is to improve

the teaching-learning process. Actual assessment instruments, implementation methods, rubrics, analytical reports, and resulting pedagogy/curricular changes will be addressed and provided to attendees.
Nancy J. Thannert, Monique Herard, and George Meier, Robert Morris University

Track: 05F (SD) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Monday, October 25, 2010*
Room: Capitol 1 *Beginner and Advanced*

Don't Disrupt the Teaching: Faculty Self-Assessment as a Tool for Teaching Challenging Topics
This workshop introduces the Faculty Self-Assessment Tool (FSAT), designed to help faculty increase their teaching capacity and improve student learning outcomes in courses on topics related to pluralism and diversity. The FSAT was developed as a faculty development exercise in the presenter's work with the Ford Foundation's Difficult Dialogues Initiative.
Hilda Hernandez-Gravelle, The Institute for College Access and Success

Track: 05G (AM) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Monday, October 25, 2010*
Room: Capitol 2 *Beginner and Advanced*

"Cross-Assessing" Student Lesson Plans Using E-portfolios
"Cross-assessing," when faculty with differing expertise give feedback on the same lesson plans, may improve lesson plan design for student teachers and expand the range of feedback given by faculty who participate in this process. Faculty expertise was subject content, inclusion of students with disabilities, and teaching English Language Learners.
Mary E. Brady and Janna Jackson, University of Massachusetts Boston

Track: 05H (AM) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Monday, October 25, 2010*
Room: Capitol 3 *Beginner and Advanced*

Meeting the Challenges of Developing a Teaching Effectiveness Instrument that Measures Courses Across the Campus on a Common Scale
This workshop introduces the development process, psychometric methodology, and score interpretation and reporting for the new University of North Texas Student Evaluation of Teacher Effectiveness instrument. Participants will learn how to maximize their efforts if they become involved in the development of institutional level faculty evaluation assessment.
Ronald S. Carriveau and Richard Herrington, University of North Texas

Track: 05I (AC) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Monday, October 25, 2010*
Room: State *Beginner and Advanced*

Accreditation Reaffirmation A-Z: Without Assessment it Just Won't Happen!
University of San Francisco has just completed an intense WASC Accreditation Reaffirmation. Each phase presented different challenges; however, the "Educational

Effectiveness Review" phase (read assessment) was the most challenging. This presentation details steps undertaken by USF to create a "sustainable" culture of assessment, evidence, and learning, resulting in a successful accreditation reaffirmation.
William D. Murry, University of San Francisco

Track: 05J (CC) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Monday, October 25, 2010*
Room: Senate 1, 2, & 3 *Beginner and Advanced*

Assessing Risk in Developmental Education: Defining The Skill Gap and Measuring Student Learning Outcomes

To maximize student learning outcomes, colleges must improve entry assessment efforts, assess learning outcomes, and use entry and outcome assessment results to modify intervention strategies. This presentation examines assessment results associated with NADE self-studies; a Gates-funded "Global Skills for College Completion" project; and student progress in a developmental English sequence.
Lawrence J. McDoniel, John Cosgrove, and Lori Hirst, St. Louis Community College

Track: 05K (CC) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Monday, October 25, 2010*
Room: Grand 1 *Beginner and Advanced*

Benchmarking in Higher Education

For approximately twenty-five years, higher education has been under increasing pressure to demonstrate accountability to its various constituents. Inherent in these mandates has been the assumption that, at some point, colleges and universities will be able to compare indices of their performance with that of peer institutions. Thus, recent years have seen the design and implementation of initiatives to allow just this type of benchmarking in higher education. This presentation will define and outline the characteristics of benchmarking in general and higher education in particular. In addition, examples of available higher education benchmarking initiatives will be provided.
Jeffrey A. Seybert, Johnson County (KS) Community College

Track: 05L (AM) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Monday, October 25, 2010*
Room: Grand 4 *Beginner and Advanced*

Assessing Online Courses and Online Evaluation Systems: Using Student Evaluations to Compare Online to Traditional Courses and Comparing Online and Paper Student Evaluations

Facilitators informed local debate, comparing online to other courses using student evaluations. Facilitators also compared responses between student evaluations completed online and on paper, as these processes involve multiple differences. Participants will examine student evaluations as assessment instruments that can influence processes and teaching at the institutional level.
Dennis Fotia and Heather McGovern, The Richard Stockton College of New Jersey

Track: 05M (SD) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Monday, October 25, 2010*
Room: Grand 5 *Beginner and Advanced*

Using What We Know

Promoting the learning and personal development of all students has never been more important. Decades of research augmented by recent findings point to promising policies and practices that can foster student success and enhance institutional effectiveness. In this session we will review these ideas and their applications in different institutional settings.

George D. Kuh, National Institute for Learning Outcomes Assessment (NILOA)

Track: 06A (FY) *Concurrent Workshop*
Time: 3:45 - 5:00 p.m. *Monday, October 25, 2010*
Room: Convention Center 210 *Beginner and Advanced*

A Template for First-Year Seminars: Collaborative Model for Learning Outcomes and Student Engagement

This presentation will share how a Curriculum Committee, composed of faculty, academic advisors, and librarians, worked collaboratively to modify a first-year seminar template uniquely responsive to transitional needs of entering students. Special attention will be given to foundation goals, learning outcomes, instructional teams, and assessment for this faculty driven approach.

Sarah S. Baker, Jacqueline Blackwell, and Michele J. Hansen, IUPUI

Track: 06B (SD) *Concurrent Workshop*
Time: 3:45 - 5:00 p.m. *Monday, October 25, 2010*
Room: Convention Center 211 *Beginner*

Assessment in Student Affairs: The Why, What, and How of Assessing the Co-Curriculum

Assessment of learning that occurs outside the classroom is central to the ability of student development educators to do their best work. The presenter will share a student affairs learning domains model and its alignment with her campus's WASC re-accreditation process. Department-specific assessment plans and activities are be highlighted.

Lea M. Jarnagin, California State University, Fullerton

Track: 06C (CE) *Concurrent Workshop*
Time: 3:45 - 5:00 p.m. *Monday, October 25, 2010*
Room: Convention Center 212 *Beginner and Advanced*

Developing Civic Engagement Skills on College Campuses: A Multi-Campus Assessment

Using over 10,000 randomly selected survey respondents from 38 four-year baccalaureate institutions, this presentation will assess the level of undergraduate student involvement in activities hypothesized to increase student capacity to be civically engaged, as well as the extent of institutional emphasis on promoting civic engagement.

Shimon Sarraf, Amy Garver, Allison BrckaLorenz, and Yesenia Cervera, Indiana University

Track: 06D (EP) *Concurrent Workshop*
Time: 3:45 - 5:00 p.m. *Monday, October 25, 2010*
Room: Council *Beginner and Advanced*

Ten Years Later: ePortfolios and Assessment—Learning, Changing, and Closing the Feedback Loop

Learn what has been successful in LaGuardia Community College's approach to outcomes assessment. From this real-time snapshot of a ten-year assessment effort, gain insight into the associated challenges and stumbling blocks. This presentation will include the most recent implementations of ePortfolios, newly designed assessment matrices, and the interface with ePortfolio.

Marisa Klages, Paul Arcario, Mary Romanello, J. Elizabeth Clark, LaGuardia Community College/CUNY

Track: 06E (AM) *Concurrent Workshop*
Time: 3:45 - 5:00 p.m. *Monday, October 25, 2010*
Room: Congress 1&2 *Beginner and Advanced*

Evidence-Based Curriculum Reform: Using Student Performance Data for Continuous Improvement

The University of Cincinnati has developed a novel approach to student development through a grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education. By focusing upon the authentic skill development of a cohort of students, faculties can monitor their evolution throughout the curriculum. This allows for the introduction of a continuous improvement process to curricular reform efforts that is unprecedented and precedent-setting. While the methodology is currently in use with experiential learning student performance data, the theory behind it could be applied to any situation in which regular measures of student skill development are present.

Kettil Cedercreutz and Cheryl Cates, University of Cincinnati

Track: 06F (FD) *Concurrent Workshop*
Time: 3:45 - 5:00 p.m. *Monday, October 25, 2010*
Room: Capitol 1 *Beginner and Advanced*

A 2010 Study Investigating Program Assessment Practices at Established Centralized Teaching-Learning Centers

This interactive session will discuss the results of a 2009-2010 POD grant study investigating program assessment practices at established centralized faculty development centers throughout the nation. This study replicates the investigator's 2007 published state-wide study based on Chism and Szabo's 1997 national study. This current research explores assessment practices at university-funded centralized TLCs established for at least five years with full-time staff led by a 75 percent to full-time director. The assumption was that these centers had the knowledge and resources, reported as lacking in the 1997 and 2007 studies.

Susan R. Hines, Saint Mary's University of Minnesota

Track: 06G (MJ) *Concurrent Workshop*
Time: 3:45 - 5:00 p.m. *Monday, October 25, 2010*
Room: Capitol 2 *Beginner and Advanced*

Avoiding the Big Jump to Conclusions- Students and Faculty: Assessment of Critical Thinking in the College of Business at Lewis University

In this session we will share:
1) Results from the effort to assess critical thinking among undergraduate business students at Lewis University;
2) What we learned about ourselves and our students in the assessment process;
3) The steps taken to adjust courses and curriculum in light of the findings.

George Klemic, William Marker, Frank Rose, Marvin Bates, Ian Gladding, Lewis University

Track: 06H (AM) *Concurrent Workshop*
Time: 3:45 - 5:00 p.m. *Monday, October 25, 2010*
Room: Capitol 3 *Beginner*

No Money, No Time, and I am Expected to Assess, Too?

This seminar/workshop will outline and demonstrate low-cost assessment methods by having participants themselves engage in a learning task. Consequently, participants will experience directly how assessment saves time, generates feedback, and improves their own learning. The session will also show how to use the same feedback results for [re-]accreditation.

Douglas J. Eder, Southern Illinois University Edwardsville

Track: 06I (AC) *Concurrent Workshop*
Time: 3:45 - 5:00 p.m. *Monday, October 25, 2010*
Room: State *Beginner and Advanced*

How Do You Know You Have a Culture of Assessment?

An institutional “culture of assessment” is often part of regional accreditation and should inform institutional planning. We pose the challenge of assessing the breadth and depth of this culture and present a rubric to reveal areas of strength and need. Participants will construct such a rubric for their own campuses.

Ronald E. Pitt, Rhode Island College; Karen P. Richardson and Andrew T. Harris, Bridgewater State College

Track: 06J (CC) *Concurrent Workshop*
Time: 3:45 - 5:00 p.m. *Monday, October 25, 2010*
Room: Senate 1, 2, & 3 *Beginner and Advanced*

Constitution Day as a Teaching and Assessment Tool

Federal law requires all higher education institutions that receive federal funding to observe Constitution Day each fall. This session will share how Lake Superior College took advantage of this mandate to teach students about the U.S. Constitution while simultaneously undertaking assessment of college-wide outcomes and quality improvement.

Kent Richards and Mark Magnuson, Lake Superior College

Track: 06K (GE)
Time: 3:45 - 5:00 p.m.
Room: Grand 1

Concurrent Workshop
Monday, October 25, 2010
Beginner and Advanced

Three Promising Alternatives for Authentic Assessment of Student Learning Outcomes
Faculty prefer authentic assessment methods. This session presents three authentic approaches: electronic portfolios, rubrics to assess writing and critical thinking, and assessment communities.
Trudy W. Banta and Susan Kahn, IUPUI; Teresa L. Flateby, T.L. Flateby and Associates; and Merilee Griffin, Michigan State University

Track: 06L (GE)
Time: 3:45 - 5:00 p.m.
Room: Grand 4

Concurrent Workshop
Monday, October 25, 2010
Beginner

"Opening the Loop": The Story of a Homegrown General Education Assessment Plan
This presentation outlines West Liberty University's "Data Points Projects Plan" for assessing general education. In the session, I outline the process in which we have engaged to create and implement the system, as well as some initial raw data gathered from the system's pilot run.
Steve Criniti, West Liberty University

5:00 – 7:00 p.m. ~ POSTER SESSION ~ Grand Ballroom Foyer

5:30 – 6:30 p.m. ~ HIGH TEA ~ Grand Ballroom 4
Sponsored by NSSE and CSEQ

Tuesday, October 26, 2010

7:30 – 8:45 a.m. ~ Continental Breakfast ~ **Continental breakfast is located in the first floor Capitol Ballroom Foyer and in rooms Grand 2 & 3 on the second floor.**

Plenary Session
Tuesday, October 26, 2010
Beginner and Advanced

Time: 9:00 - 10:00 a.m.
Room: Grand Ballrooms 4&5

Trudy W. Banta and Panel - Plenary

What Are the Most Pressing Issues in Assessment Today? (And How Do We Address Them?)
Track keynote presenters discuss some of the most important issues in assessment today from their perspectives and yours (derived from cards submitted Monday morning.)

10:15 a.m. – 5:00 p.m. ~ Best Practices Presentations (See page 48 for details)

Concurrent Workshops

Concurrent Workshop
Tuesday, October 26, 2010
Beginner and Advanced

Track: 07A (FY)
Time: 10:15 - 11:30 a.m.
Room: Convention Center 210

Understanding Why First-Year Commuter Students Struggle with the Transition to College: An Assessment Project
This presentation describes an assessment study focused on the factors that predict the early integration experiences of first-year commuter students and the factors that make the transition to college more difficult for them. Practitioners from predominantly commuter schools will discuss their assessment work and practical implications of similar research.
Jennifer P. Hodges, University of Akron; and Greg Anderson, Indiana University-Purdue University Fort Wayne

Track: 07B (SD)
Time: 10:15 - 11:30 a.m.
Room: Convention Center 211

Concurrent Workshop
Tuesday, October 26, 2010
Beginner and Advanced

Combining Data Sets to Study a Complex Issue: Academic Self-Efficacy

Creating strategies to improve complex issues like academic self-efficacy is more effective when multiple data sets are used. We explore a consistent theme found in MAP-Works, NSSE, and CIRP data sets in which our students' academic self-efficacy needs to be strengthened. We will discuss our assessment methods and practical implications.

Jason M. Bentley, Central Michigan University; Kathleen Gardner, Southern Illinois University Edwardsville; and Sherry Woosley, Ball State University

Track: 07C (CE)
Time: 10:15 - 11:30 a.m.
Room: Convention Center 212

Concurrent Workshop
Tuesday, October 26, 2010
Beginner and Advanced

Civic Learning Program Development Over Time: A Look at a Decade of Development and Change

JMU's award-winning Civic Learning Programs incorporate mentoring and service-learning sanctions that address student needs from a holistic perspective. These assessment-driven programs are grounded in involvement and change theories and the mission of the university. We share the specifics of these interventions and discuss how they advance our mission of developing enlightened citizens, and how the programs have developed and changed over the past 11 years due to quantitative and qualitative assessment.

Wendy M. Young and Greg I. Meyer, James Madison University

Track: 07D (EP)
Time: 10:15 - 11:30 a.m.
Room: Council

Concurrent Workshop
Tuesday, October 26, 2010
Beginner

Can an ePortfolio Catch on Fire: Campus-Wide Implementation of Mahara

Plymouth State University rolled out Mahara in January 2010. Within two months there were almost 300 active users and not just for program assessment purposes. Buy-in for the program was almost universal: from instructors, to leaders of co-curricular activities, to career advisors and even students, who found the system easy to use, and liked the social networking components. Educational institutions are looking to adopt ePortfolios for a number of uses, including institutional assessment, program assessment, and authentic student assessment. While one product may be superb at collecting artifacts for institutional/program assessment, that same product may be difficult to use and not student-centered. It can be costly and students do not always buy in to the system. When a campus decides to promote a culture that supports ePportfolios across the curriculum, and in all aspects of its activities, the system chosen must be rich with options, and yet easy to use. That's what Plymouth found in Mahara.

Cancelled

In this session, we will discuss how Mahara is being used at Plymouth State to meet the needs of institutional/program assessment, in addition to providing students with a tool for meeting their own personal and professional goals. We will discuss how the system is being

used at Plymouth State for everything from program assessment to social networking to online career fairs. And while most ePortfolio systems end and begin with student use, Mahara is also being used at PSU by faculty to build their own portfolios for the purposes of promotion and tenure. We will also discuss how the system was rolled out campus-wide and provide real-life examples of its use at PSU, as well as anecdotal information on the response of students and faculty.
Ellen Marie Murphy, Plymouth State University

Track: 07E (CP) *Concurrent Workshop*
Time: 10:15 - 11:30 a.m. *Tuesday, October 26, 2010*
Room: Congress 1&2 *Beginner and Advanced*

Capstones Under Construction: A Work-In-Progress
A mixed-methods study was designed to examine students' and faculty members' perceptions of graduate outcomes and capstone courses. Findings reveal that students value content knowledge over skill development and faculty feel more comfortable teaching content versus skills. Implications for designing effective capstones are discussed using two case studies from the biomedical sciences.
Kelly Matthews, University of Queensland

Track: 07F (AM) *Concurrent Workshop*
Time: 10:15 - 11:30 a.m. *Tuesday, October 26, 2010*
Room: Capitol 2 *Beginner and Advanced*

Assessing Institutional Assessment: Where is your campus?
This session provides several rubrics to determine the amount of integration of assessment at the institutional level. This is of value since, as institutional assessment processes become more integrated and less administrative, the results will enhance the teaching/learning process. Participants will receive rubrics for measuring levels of institutional assessment integration.
Catherine M. Wehlburg, Texas Christian University

Track: 07G (AM) *Concurrent Workshop*
Time: 10:15 - 11:30 a.m. *Tuesday, October 26, 2010*
Room: Capitol 3 *Beginner and Advanced*

Motivation Matters: Research on the Importance of Examinee Motivation
This session will report on an often ignored prerequisite for quality assessment: students who are motivated to perform well on assessment tasks. The four presenters will summarize their research on: 1) how to measure examinee motivation; 2) what variables influence examinee motivation; and 3) proven strategies to improve motivation.
Donna L. Sundre, Robin D. Anderson, and Amy D. Thelk, James Madison University; Abigail R. Lau, College of the Holy Cross; Elizabeth Jones, West Virginia University; and Linda A. Suskie, Middle States Commission on Higher Education

Track: 07H (CC)
Time: 10:15 - 11:30 a.m.
Room: Senate 1, 2, & 3

Concurrent Workshop
Tuesday, October 26, 2010
Beginner and Advanced

Turning Faculty Who Teach Gen Ed Into Gen Ed Faculty

Trying to entice ownership and buy-in to a general education assessment process is a common challenge across higher education institutions. This session will address a variety of ways to unearth the underlying faculty concerns and create appropriate professional development opportunities that lead to enhanced faculty engagement and student success.

Rosalie V. Mince, Lynne A. Mason, and Nancy E. Bogage, Community College of Baltimore County

Track: 07I (AM)
Time: 10:15 - 11:30 a.m.
Room: Grand 1

Concurrent Workshop
Tuesday, October 26, 2010
Beginner and Advanced

Assessing Assessment: Taking Stock On Your Own Campus

What's been called the "assessment movement" has been going for more than twenty-five years now. In the course of these two decades assessment awareness and approaches have grown substantially, but assessment has yet to make the kinds of differences in teaching and learning that its original proponents hoped. This highly interactive session is designed to help you take stock of assessment efforts on your own campus, identify obstacles, and, with the help of others, identify what might be improved.

Peter T. Ewell, National Center for Higher Education Management Systems

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11:30 a.m. – 12:30 p.m. ~ LUNCH on your own in Indianapolis

Track: 08A (FY)
Time: 12:45 - 2:00 p.m.
Room: Convention Center 210

Concurrent Workshop
Tuesday, October 26, 2010
Beginner and Advanced

Assessing the Effectiveness of a Summer Success Academy for At-Risk First-Year Students: A Mixed -Method Approach

This presentation focuses on using mixed-method designs to assess the effectiveness of Summer Success programs developed to improve the academic success levels of at-risk first-year students. Participants will learn how quantitative and qualitative research methods were used to measure grade performance and other student learning outcomes, and to understand students' perceptions.

Michele J. Hansen, Chris J. Foley, David J. Sabol, Jan Dewester, Daniel J. Trujillo, Preston P. Bennett, IUPUI

Track: 08B (SD) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Tuesday, October 26, 2010*
Room: Convention Center 211 *Beginner and Advanced*

Meaningful Assessment to Satisfy Accreditation Requirements in Student Affairs
Assessment is often undertaken in response to external demands. However, to achieve a culture change in which assessment not only attempts to confirm learning, but also to identify learning strengths and weaknesses for improvement purposes, student affairs professionals must focus on meaningful outcomes—ones they value. In this session, attendees will learn how to develop and measure learning outcomes for formative and summative purposes.
Allen Dupont, North Carolina State University; and Teresa L. Flateby, T.L. Flateby and Associates

Track: 08C (CC) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Tuesday, October 26, 2010*
Room: Convention Center 212 *Beginner and Advanced*

Creating a Sustainable Culture of Assessment
Assessment provides meaningful information about student learning that can be aggregated across several sections of the same course to determine what students are learning and how well they are learning. Many have documented the added benefits of assessment, yet assessment coordinators and others tasked with implementation face ongoing challenges and obstacles. This session will engage participants in discussion of effective strategies for creating and sustaining a thriving culture of assessment on community college campuses.
Elizabeth Owolabi, Oakton Community College

Track: 08D (EP) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Tuesday, October 26, 2010*
Room: Council *Beginner and Advanced*

Positioning Wikifolios for Participation, Understanding, and Achievement
Data and examples about "wikifolios" are presented from two graduate education courses. Wikifolios use the shared public writing space and associated threaded discussions to support diverse learning outcomes. Students first draft a core wikifolio that defines a personally relevant educational goal. For each weekly unit, students draft an additional wikifolio that applies the "relevant big ideas" of the unit to their educational goal. In lieu of typical discussion forums, students ask other students with similar interests and the instructor to comment on their wikifolios directly; extended threaded discussions are encouraged. Reflecting a broader "participatory" approach to assessment, much of the discussion and all of the wikifolio grading take place around student "reflections," in which students reflect thoughtfully on their wikifolio entries and the discussion. To support demands for more objective accountability, the wikifolios are aligned to a conventional short-answer examination. By aligning the design of the units, the wikifolio activity, and the exam, very high standards for student learning can be met.
Daniel T. Hickey, Jenna McWilliams, and Stephen Bishop, Indiana University

Track: 08E (CP) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Tuesday, October 26, 2010*
Room: Congress 1&2 *Beginner and Advanced*

Cornerstones and Capstones: Professionalism, Partnerships, and Perspectives in Engineering Technology

This session identifies how cornerstone learning can provide the foundation for intermediate- and advanced-level outcomes, and provides examples from a variety of applied engineering technology disciplines. Capstone experiences assess how well students demonstrate the integration and application of technical knowledge and workplace readiness. Industry leaders can partner with faculty to evaluate capstone-level learning. In addition, the evaluation of senior projects can stimulate discussion regarding industry-specific common themes, linking both technical content and skills for workplace success. Techniques to introduce students to key professionalism concepts and develop and reinforce those skills at intervals throughout the curriculum leading up to the capstone will be discussed.

Barbara L. Christe and Elaine Cooney, IUPUI

Track: 08F (FD) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Tuesday, October 26, 2010*
Room: Capitol 1 *Beginner and Advanced*

Faculty Learning that Makes a Difference: Implementing Formative Assessments

Effective faculty development revolves around two principles: 1) teaching needs to be grounded in students' learning and 2) faculty are adult learners who become effective educators by applying learning theories. This session will allow participants to confront their beliefs about assessment while engaging with colleagues—experiencing our model for faculty development.

Barbara Licklider and Janice Wiersema, Iowa State University

Track: 08G (AM) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Tuesday, October 26, 2010*
Room: Capitol 2 *Beginner and Advanced*

Center for Research in Adult Learning: Student Outcomes Project

Hear how colleges are using benchmarking to improve their student learning outcomes. The CCCU Center for Research in Adult Learning is in its third year of coordinating a Student Learning Outcomes Project. This presentation will feature testimonies from two institutions that have used the results to improve their programs.

Cynthia B. Tweedell and George Howell, Indiana Wesleyan University; and Pamela Buchanan, University of Mobile

Track: 08H (AM) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Tuesday, October 26, 2010*
Room: Capitol 3 *Beginner and Advanced*

Using Inter-Rater Reliability to Understand the Assessment of General Education Outcomes

Even when using a well-developed rubric, raters often score the same product differently. Relying on over ten years of experience in general education assessment, we demonstrate

methods for inter-rater reliability (basic to advanced) using real assessment data and explain the value of inter-rater reliability in interpreting and using results.
Jeremy D. Penn, Chris M. Ray, TK Kominsky, Oklahoma State University

Track: 08I (CC) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Tuesday, October 26, 2010*
Room: Senate 1, 2, & 3 *Beginner and Advanced*

Are They Learning What We Think We're Teaching? Exploring the Assessment of Distance Learning at a Community College
Carteret Community College is similar to most colleges with burgeoning online programs: Professional development has overshadowed program assessment. Using accreditation compliance guidelines for distance learning as a framework, participants in this session will engage in a practical discussion of the college's multi-pronged approach for assessing the quality of distance learning.
Donald Staub, Carteret Community College

Track: 08J (GE) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Tuesday, October 26, 2010*
Room: Grand 1 *Beginner and Advanced*

Interdisciplinary Assessment of General Education: Making Connections Across Disciplines
Faculty from Communication, English, Government, and the Library share interdisciplinary perspectives (including Business Administration) on assessment of general education. Processes used in the assessment cycle are be discussed. Participants learn about assessment strategies and share ideas on designing tools, and on engaging and rewarding faculty for assessment efforts.
Beverly E. Schneller, Lisa Screiber, Scott Anderson, Lisa R. Shibley, and Adam Lawrence, Millersville University of Pennsylvania

Track: 08K (AM) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Tuesday, October 26, 2010*
Room: Grand 4 *Beginner and Advanced*

Doing Assessment as if Learning Matters Most: Simple, Practical, Classroom- and Course-Level Approaches
Assessment's primary purpose should always be to improve student learning. But turning that "should be" into reality can be a daunting challenge, because it requires the willing engagement of faculty and students. This fast-paced, highly interactive, hands-on session provides research-based guidelines and practical strategies for learning-centered (and faculty-directed) assessment at classroom and course levels. Participants try out at least seven face-valid assessment strategies and can expect to take away at least two or three to adapt and apply back on campus. A handout with related examples, materials, and references for follow up is provided.
Thomas A. Angelo, La Trobe University, Australia

Track: 08L (AM) *Concurrent Workshop*
Time: 12:45 - 2:00 p.m. *Tuesday, October 26, 2010*
Room: Grand 5 *Beginner and Advanced*

Using CIRP Surveys to Assess and Enhance the Student Experience

In this session we briefly review the conceptual and empirical foundations of CIRP surveys and the ways institutions are using their CIRP results to guide improvement efforts. Examples from several four-year institutions will be offered to illustrate how colleges and universities have used CIRP results to assess undergraduate education, first-year experiences, general education outcomes, student persistence, and the interventions implemented to improve the student experience. Butler University has used its CIRP results in the development of its plan to assess the effectiveness of its new core curriculum requirements. The University of Michigan has used CIRP results to assess academic success and retention of first-year students in STEM majors.

Laura Palucki Blake, UCLA; Laura Behling, Butler University; Cindy Veenstra, Veenstra and Associates; and Fernando Padró, Cambridge College

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Track: 09A (FY) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Tuesday, October 26, 2010*
Room: Convention Center 210 *Beginner and Advanced*

A Hierarchy of Freshman Assessment and Retention: Spotlighting Three Levels

Retention doesn't feel like an assessment issue although it links to its mission. We discuss three hierarchical levels where assessment can affect retention by using assessment data to 1) identify first-year students who need support and effective interventions, 2) design departmental programs and policies, and 3) inform institutional decisions.

Sherry A. Woosley, Ball State University; Mehgan Clark, University of Wisconsin-Oshkosh; and Erica Harvey, Fairmont State University

Track: 09B (SD) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Tuesday, October 26, 2010*
Room: Convention Center 211 *Beginner and Advanced*

Improving Student Learning, Institutional Processes and Services Through Alumni Survey

This interactive session presents the assessment findings from a recent alumni survey of graduates at the National College of Education (NCE) at National-Louis University (NLU) that, among other assessment tools, is used to assess and improve student learning as well as institutional processes and services.

Zora Ziazi and Stephen Curda, National Louis University

Track: 09C (MJ) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Tuesday, October 26, 2010*
Room: Capitol 1 *Beginner and Advanced*

Using Technology to Conduct University-Wide Program Review: Challenges and Possibilities

The University of Cincinnati developed a customized, Web-enabled, database management system called e-review to conduct program review. In this interactive workshop, we plan to:

outline the rationale for our approach, demonstrate e-review's functionality, and discuss its impact on program assessment and quality and short- and long-term institutional planning.
Kristi A. Nelson and Mark C. Nicholas, University of Cincinnati

Track: 09D (EP) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Tuesday, October 26, 2010*
Room: Council *Beginner and Advanced*

First-Year Electronic Portfolio Assessment as Faculty Development
Faculty evaluating Spelman's electronic First-Year Writing Portfolios come from across disciplines to read, score, calibrate, and resolve discrepancies. Assessment examines student writing and, indirectly, core courses, yet participants perceive their work as faculty development. Faculty report increased confidence in assigning and grading essays, applying criteria, and developing formative comments.
Anne B. Warner, Azaria Mbughuni, and Michelle Hite, Spelman College

Track: 09E (CP) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Tuesday, October 26, 2009*
Room: Congress 1 & 2 *Beginner and Advanced*

Assessing the CAP in Capstone Courses
This presentation will provide examples of easily implemented, authentic assessment methods. It will put the CAP in capstone by demonstrating how three very similar learning outcomes—Collaboration, Application of professional skills, and Professional/career development—are being assessed in two very different capstone courses.
Karen M. Appleby, Idaho State University; and Drew C. Appleby, IUPUI

Track: 09F (AM) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Tuesday, October 26, 2010*
Room: State *Beginner and Advanced*

New Leadership Alliance for Student Learning and Accountability
The New Leadership Alliance for Student Learning and Accountability is a non-profit advocacy organization incorporated in March 2009 that is leading and supporting voluntary and cooperative professional efforts to move the higher education community toward effective gathering, reporting on, and improving student learning. The Alliance, a network of organizations and individuals in higher education, envisions an autonomous higher education community that produces an increasing number of college graduates with high-quality degrees in preparation for work, life, and responsible citizenship. This session introduces the Alliance and several of its initiatives, including the Presidents' Alliance and a LEEDs-style institutional certification program.
David Paris and Zaneeta E. Daver, New Leadership Alliance for Student Learning and Accountability

Track: 09G (AM) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Tuesday, October 26, 2010*
Room: Capitol 2 *Beginner and Advanced*

Engaging the Campus in Assessment

The University of Minnesota Duluth campus-wide assessment team will illustrate its evolving process of engaging programs in student learning assessment. Hallmarks include a commitment to transparence, institutional outcomes supported by both academic and co-curricular programs, an easy-to-use template to guide the development of program-level assessment plans, identification of program assessment liaisons, program ownership of outcomes, measures and improvement strategies, electronic mapping of annual program assessment reports to institutional learning outcomes, and workshops and other professional development opportunities to support student learning assessment processes. Specific strategies and tools as well as successes and challenges will be discussed.
Mary Keenan, Shannon Godsey, and Jackie Millslagle, University of Minnesota Duluth

Track: 09H (AM) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Tuesday, October 26, 2010*
Room: Capitol 3 *Beginner and Advanced*

Closing the Loop the Walvoord Way

Edgewood College reorganized its assessment processes. Beginning with decision-making on curricula and resources, we worked backward to data. Innovations include: (1) "responsibility reports," (2) an assessment summit, (3) a study of college-wide writing, and (4) a strategic revision of student surveys.
Brandon Claycomb, Louise Stracener, Yang Zhang, Jed Hopkins, Susan Rustick, and Angela Woodward, Edgewood College

Track: 09I (AM) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Tuesday, October 26, 2010*
Room: Senate 1, 2, & 3 *Beginner and Advanced*

Assessing the Impact of PRAC Grants on Individual Faculty Productivity or Unit Policy and Procedures

This session which will focus on findings from a campus study reviewing the impact that institutional assessment funding has had on (a) individual faculty productivity and / or (b) unit policies and procedures. Highlights will include data on the impact toward presentation, publication, and procurement of external funding along with curriculum revisions.
Mark Urtel, IUPUI

Track: 09J (GE) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Tuesday, October 26, 2010*
Room: Grand 1 *Beginner and Advanced*

Assessing General Education: Mission Possible

Have you heard that general education competences can't be formally assessed? Well, it's simply not true! This presentation will share one institution's successful deployment of

student learning outcomes to all of its courses that deliver identified general education core competences as well as the overall calculation of general education core competence achievement.
Diane Rose Carr and Janice Stoudermire, Midlands Technical College

Track: 09K (AM) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Tuesday, October 26, 2010*
Room: Grand 4 *Beginner and Advanced*

Efficient Feedback for Effective Learning: How Less Can Be More
Assessment without feedback is just a compliance exercise. We all know that good feedback is critical to students' motivation, study strategies, and learning success. Yet students regularly complain about the quantity, timeliness, and usefulness of feedback they receive. Faculty argue that giving good feedback is time-consuming, difficult, and frustrating, particularly when students fail to use (or even read) our comments. This interactive session offers research-based guidelines for more efficient and more effective feedback. It also demonstrates several simple, practical, time-saving strategies for improving the odds that students (and faculty) value, read/hear, understand, and use feedback to improve learning (and teaching).
Thomas A. Angelo, La Trobe University, Australia

Track: 09L (AM) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Tuesday, October 26, 2010*
Room: Grand 5 *Beginner and Advanced*

A Broad and Deep Assessment for the Judicious Use of EPP, CAAP, and CLA
The goal of this presentation is to establish the methodological limitations and limitations in validity evidence, which lead to the potential for negative consequences that could arise from the use of the Collegiate Learning Assessment (CLA), ETS Proficiency Profile (EPP), and ACT's Collegiate Assessment of Academic Proficiency (CAAP) in learning outcomes assessment. This presentation will provide useful information to promote needed caution if using these tests to make curricular changes or inter-institutional comparisons.
Daniel L. McCollum, University of Maryland University College

Track: 09M (EP) *Concurrent Workshop*
Time: 2:15 - 3:30 p.m. *Tuesday, October 26, 2010*
Room: Convention Center 212 *Beginner and Advanced*

Generating and Assessing Learning through an Online Personal Development Plan
IUPUI's Personal Development Plan (PDP) is a reflective and developmental online portfolio designed to support students in the intentional design and use of their undergraduate experience. Facilitators will share the process of developing assessment strategy and invite critique of the associated prompts and rubrics.
Cathy Buyarski, Debra Runshe, Cynthia Williams, and Bev Linde, IUPUI; and Patti Clayton, IUPUI and PHC Ventures

Best Practices and Sponsor Presentations

Some fifty 30-minute presentations focus on specific processes, methods, or initiatives. These presentations will draw from all Institute tracks.

Monday, October 25, 2010 ~ Best Practices and Sponsor Presentations

11:30 a.m. – 12:30 p.m. ~ Optional Institute Luncheon in Grand Ballroom 4 & 5
Meal Ticket Required (Optional Purchased Meal)

Guest Speaker, Doug Lederman, Editor of Inside Higher Education
"A Journalist's Take on Higher Ed Accountability"

Track: 10A (AM)
Time: 12:45 - 1:15 p.m.
Room: Cabinet

Best Practices Presentation
Monday, October 25, 2010
Beginner and Advanced

Building on a Rock: A University's Collaborative Journey to Build a Sustainable Foundation in Outcomes Assessment and Strategic Planning

Institutions often manage strategic planning and outcomes assessment manually or with non-integrated technology and processes. Overcoming sustainability and shareability issues requires integration of people, process and technology. Included: sustainability in quality and availability of strategic and assessment information; improved timeliness, relevance, and shareability of information; bridges to improve retention .

Karen L. Shumway, Doug Fox, and Brian Braden, Angelo State University

Track: 10B (EP)
Time: 12:45 - 1:15 p.m.
Room: Chamber

Best Practices Presentation
Monday, October 25, 2010
Beginner and Advanced

Engaging Academically At-Risk Students Through the Use of ePortfolio

The Probation Outreach program is a mandatory, proactive program for students placed on academic probation. Since the Winter 2009 semester, retention staff have incorporated the use of ePortfolio into the program requirements. The site has proven to be a useful method of engaging students and assessing student engagement.

Rose A. Wedemeyer and Aniesha K. Mitchell, Oakland University

Track: 10C (AM)
Time: 12:45 - 1:15 p.m.
Room: Cameral

Sponsor Presentation
Monday, October 25, 2010
Beginner and Advanced

Mapping: A Powerful Collaboration Tool

How can mapping facilitate collaboration? The tool can be used to develop new curricula, programs, and services; to see how core general education outcomes/objectives are addressed in the major; to determine where there are gaps in learning opportunities; and to track the types and suitability of assessments used across the curriculum. Discover how

you can use mapping to take teaching, learning, and service discussions to a new level through mapping.
Deb Leeper, WEAVEonline

Track: 11A (AM) *Best Practices Presentation*
Time: 1:30 - 2:00 p.m. *Monday, October 25, 2010*
Room: Cabinet *Beginner and Advanced*

Answer the Accreditation Standard on Institutional Mission with Results from the Mission Perception Inventory
College student perceptions of institutional mission can be measured with the Mission Perception Inventory (MPI). The MPI administered alone or appended to a host like the NSSE yields reliable results in subscales "Sense of Mission," "Respect for Diversity" and "Spiritual/personal Development," which correspond well with accreditation standards on institutional mission.
Ellen Boylan, Marywood University

Track: 11B (CP) *Best Practices Presentation*
Time: 1:30 - 2:00 p.m. *Monday, October 25, 2010*
Room: Caucus *Beginner and Advanced*

Evaluating Clinical Judgment in a Nursing Capstone Course
Nursing faculty evaluate students for competencies in simulated patient care using the Lasater Clinical Judgment Rubric in a capstone course. Methods and results are discussed, as well as future implications. Although the project is time-intensive, faculty are committed to adequate assessment of clinical judgment prior to graduation.
Rebecca S. Jensen, Indiana University-Purdue University Fort Wayne

Track: 11C (FD) *Best Practices Presentation*
Time: 1:30 - 2:00 p.m. *Monday, October 25, 2010*
Room: Chamber *Beginner and Advanced*

Improving Assessment Through Communities of Practice
The history of people with common interests coming together is as old as humanity; when they also meet with common purpose, it's a community of practice. Learn about the benefits of these groups for improving assessment and strategies for implementation. A model, the Chicago Area Assessment Group, will be presented.
Jennifer Sweet, University of Illinois at Chicago; Shannon Milligan and Carol Scheidenhelm, Loyola University Chicago

Track: 11D (AM) *Sponsor Presentation*
Time: 1:30 - 2:00 p.m. *Monday, October 25, 2010*
Room: Cameral *Beginner and Advanced*

Building a Best-Practice Assessment Culture for an Effective ePortfolio Model
This presentation focuses attention on best-practice models of assessment implementation and using assessment results in meaningful ways to continuously improve. The session will provide the environment for attendees to enhance their assessment knowledge and to share their own experiences and techniques for assured student learning and program effectiveness–from assessment planning to implementation and measuring.
Ida Asner, LiveText

Track: 12A (FD) *Best Practices Presentation*
Time: 2:15 - 2:45 p.m. *Monday, October 25, 2010*
Room: Cabinet *Beginner*

Building a Multi-Institutional Seven-School Community of Practice to Foster the Development of Assessment Expertise
Strategies and tools used over four years to establish a collaborative of seven pharmacy schools to foster student learning and programmatic assessment will be shared. Sample projects, "growing pains" and successes will be discussed, including faculty development strategies. Participants will be guided in designing an action plan for a collaboration.
Kristin K. Janke, University of Minnesota College of Pharmacy; Katherine A. Kelley, Ohio State University; and Suzanne Rabi, University of Illinois at Chicago

Track: 12B (EP) *Best Practices Presentation*
Time: 2:15 - 2:45 p.m. *Monday, October 25, 2010*
Room: Caucus *Beginner and Advanced*

Assessing and Tracking Instructional Effectiveness
We introduce an effective online mechanisim, Faculty Course Assessment Report, to capture what is learned in lessons, document students' learning portfolios, close or generate action items for improvement, and evaluate course delivery against student learning outcomes as a means to gauge the effectiveness of teaching and learning.
Fong K. Mak, Gannon University

Track: 12C (GE) *Best Practices Presentation*
Time: 2:15 - 2:45 p.m. *Monday, October 25, 2010*
Room: Chamber *Beginner and Advanced*

Creating a Sustainable General Education Assessment Process
As Millersville University implemented its revised general education program, faculty designed a systematic assessment process. Learn how to develop a systematic cycle to assess and continuously improve the general education program through (1) aligning university outcomes with general education objectives and (2) managing and reflecting on data to make improvements.
Lisa R. Shibley, Scott Anderson, Beverly E. Schneller, Adam Lawrence, Fred Foster-Clark, and Lisa Schreiber, Millersville University of Pennsylvania

Primary Tracks: (AC) – Accreditation; (AM) – Assessment Methods; (CP) – Capstone Experiences; (CC) – Community College; (CE) – Civic Engagement; (EP) – ePortfolios; (FD) – Faculty Development; (FY) – First-Year Experiences; (GE) – General Education; (MJ) – Majors; and (SD) – Student Development

Track: 12D (EP) *Sponsor Presentation*
Time: 2:15 - 2:45 p.m. *Monday, October 25, 2010*
Room: Cameral *Beginner and Advanced*

ePortfolios and Outcomes Assessment: What Does it Take to be Successful?
ePortfolios offer a powerful means for students to demonstrate and reflect upon learning, both inside and out of the classroom. Combined with the assessment of identified outcomes, they can also provide more authentic insight into instructional effectiveness and learning outcomes achievement. In this session, we will share several successful models for using ePortfolios for outcomes assessment, based on our decade of experience supporting such initiatives.
Webster Thompson, TaskStream

Track: 13A (AM) *Best Practices Presentation*
Time: 3:00 - 3:30 p.m. *Monday, October 25, 2010*
Room: Cabinet *Beginner*

Getting SMART with Assessment: ACTION Steps to Institutional Effectiveness
Part case study and part model, this presentation explores how a university separated learning assessment from program evaluation and then realigned the two into a sustainable, manageable plan to promote accountability and enhance institutional quality. The presentation will include sample planning forms and selected resource materials and will encourage audience participation.
Eric Daffron, Ramapo College of New Jersey; and Sandra Jordan, Georgia College and State University

Track: 13B (FY) *Best Practices Presentation*
Time: 3:00 - 3:30 p.m. *Monday, October 25, 2010*
Room: Caucus *Beginner and Advanced*

Assessment of First-Year Student Experiences: Covering All the Bases
Constructing assessment instruments and collecting data are just two of many dimensions of effective assessment. Via the current assessment of first-year experience at Penn State Berks, this sesion explores factors that need to be considered to conduct a meaningful assessment.
Mary Lou D'Allegro, Penn State Berks

Track: 13C (FD) *Best Practices Presentation*
Time: 3:00 - 3:30 p.m. *Monday, October 25, 2010*
Room: Chamber *Beginner*

Program Assessment and Syllabi: Intersection of Theory and Practice in Music and Theater
This presentation will focus on how the process of program assessment helps professors ask and answer important questions surrounding best practice in their disciplines. There will

be examples of how to ask the questions and how to develop program goals that permeate day-to-day instruction.
Katherine Ramos Baker, California State Univerity, Northridge

Track: 13D (AM) *Sponsor Presentation*
Time: 3:00 - 3:30 p.m. *Monday, October 25, 2010*
Room: Cameral *Beginner and Advanced*

Using Multiple Assessment Measures: Why More Data Can be Better
Multiple measures can strengthen assessment efforts and more effectively demonstrate student-learning outcomes. Assessments tools like NSSE, ACUHO-I/EBI housing assessments, and MAP-Works provide professionals multiple sources of evidence about the quality of their programs and the characteristics of their students. Concrete examples of successful data triangulation will be provided.
Darlena Jones, Educational Benchmarking, Inc., Jillian Kinzie, Indiana University; and Sherry Woosley, Ball State University

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Track: 14A (CE) *Best Practices Presentation*
Time: 3:45 - 4:15 p.m. *Monday, October 25, 2010*
Room: Cabinet *Beginner and Advanced*

Civic Engagement Trends in Undergraduates: The Role of the Institution in Cultivating Active Citizens
Researchers at Tufts University are currently conducting a longitudinal study on a campus program and its impact on cultivating civic competencies, developing leadership skills, and measuring civic engagement activities and actions. While the session leaders will explain the research design, the session will focus on examining undergraduate civic engagement trends.
Meredith S. Billings and Dawn G. Terkla, Tufts University

Track: 14B (AM) *Best Practices Presentation*
Time: 3:45 - 4:15 p.m. *Monday, October 25, 2010*
Room: Caucus *Beginner and Advanced*

Assessing the Literature Program at SWIC
This presentation will chronicle the events leading up to our assessment of SWIC's Literature Program in the Spring of 2010. Our presentation is important in that those of us in the humanities often lean more toward qualititative research and tend to shy away from the more quantitative research methods. Our approach to assessing the Literature Program at SWIC uses both qualitative and quantitative methods. We want to share our approach with other institutions and are looking forward to the question and answer session at the end of the presentations so that we might get feedback from others
William McCarter and Cory Lund, Southwestern Illinois College

Track: 14C (AM) *Best Practices Presentation*
Time: 3:45 - 4:15 p.m. *Monday, October 25, 2010*
Room: Chamber *Beginner*

Coming to Terms with Campus-Wide Learning Outcomes

After 15 years of experience with four general education learning goals, Portland State University extended its commitment to student learning by adopting eight campus-wide learning outcomes. Presenters will describe how institutional research and faculty development offices collaborated with university assessment council members to maximize opportunities for institutional learning, explaining methods used and lessons learned.

Leslie G. McBride, Kathi A. Ketcheson, and Rowanna Carpenter, Portland State University

Track: 14D (AM) *Sponsor Presentation*
Time: 3:45 - 4:15 p.m. *Monday, October 25, 2010*
Room: Cameral *Beginner and Advanced*

Course Evaluations Through the Course Management System

EAC Outcomes is a simple efficient, inexpensive solution for course evaluations with a compelling approach. It creatively leverages and extends the institution's course management system.

Christopher J. Heisen, EAC Outcomes

Track: 15A (AM) *Best Practices Presentation*
Time: 4:30 - 5:00 p.m. *Monday, October 25, 2010*
Room: Cabinet *Beginner and Advanced*

Best Practices in Assessment: Developing a "Student Perception of Achievement" Survey Tool to Assess Progress on Institution Graduation and Globalization Requirements

Once new institutional graduation and globalization requirements were established at South Dakota State University (2005), the "Student Perception of Achieving Globalization and Institutional Graduation Requirements" was designed as part of an assessment strategy to provide evidence of student learning. Valid and reliable data are being incorporated into institutional decision-making.

Bernadette L. Olson and JoAnn Sckerl, South Dakota State University

Track: 15B (AM) *Best Practices Presentation*
Time: 4:30 - 5:00 p.m. *Monday, October 25, 2010*
Room: Caucus *Beginner and Advanced*

Situating Critical Thinking within VSA-Recommended Assessment Means and Methods

This paper attempts to situate CT and how it operates in institutions of higher education within the context of the methods and means proposed by the VSA to assess it. The paper makes a case for the use of multiple assessment methods that reflect the disciplinary diversity on a university campus.

Mark C. Nicholas and Gisela Escoe, University of Cincinnati

Track: 15C (EP)
Time: 4:30 – 5:00 p.m.
Room: Chamber

Best Practices Presentation
Monday, October 25, 2010
Beginner and Advanced

Free Technology for Converting and Storing Videos

This session will focus on converting videos to different formats and video file extensions supported by Screencast.com, a free website for storing videos. Videos uploaded to Screencast.com can be streamlined to hyperlinks in electronic portfolios and to other documents.

The presenter will demonstrate step-by-step directions on how to convert videos into multiple formats. Several free video conversion programs will be demonstrated. Another aspect of converting videos that will be demonstrated is combining videos into one file using Windows Moviemaker. The focus will be on file formats supported by Screencast.com, an online free video storage account. Written instructions and conversion charts will be distributed.

Janette Ralston, Lindsey Wilson College

Track: 15D (AM)
Time: 4:30 - 5:00 p.m.
Room: Cameral

Sponsor Presentation
Monday, October 25, 2010
Beginner and Advanced

Developing and Integrating Rubrics Into Your Comprehensive Assessment Program

Rubrics provide a powerful means to gather evidence of student learning in a variety of contexts both inside and outside the classroom. This session will provide an overview of how to create rubrics, as well as a listing of existing rubrics that assess common learning outcomes that often cut across higher education. Tips and strategies for rubric administration and scoring will also be presented.

Kim E. VanderLinden, StudentVoice

5:00 – 7:00 p.m. ~ POSTER SESSION ~ Grand Ballroom Foyer

5:30 – 6:30 p.m. ~ HIGH TEA ~ Grand Ballroom 4
Sponsored by NSSE and CSEQ

Tuesday, October 26, 2010 ~ Best Practices and Sponsor Presentations

Track: 16A (AM)
Time: 10:15 - 10:45 a.m.
Room: Cabinet

Best Practices Presentation
Tuesday, October 26, 2010
Beginner and Advanced

From Silos to Integration: Maximizing the use of Assessment Information with an In-House Management System

To maximize the usefulness of the assessment information being collected, we created a "homegrown," comprehensive and centralized platform to help us integrate and manage assessment information at the course, major, program, and institutional levels. We will demonstrate the system, present results, and discuss its development, implementation, maintenance, and uses.

Debra Instone-Noonan, Patrick Mizak, and Patricia Coward, Canisius College

Track: 16B (GE)
Time: 10:15 - 10:45 a.m.
Room: Caucus

Best Practices Presentation
Tuesday, October 26, 2010
Beginner and Advanced

Disciplinary Variation in the Effects of Teaching General Education Courses: Implications for Assessment and Faculty Development

This session explores gaps in effective teaching practices between general education and non-general education courses as well as how such gaps vary by field. Facilitators outline how such analyses can be replicated at the campus level and lead participants in a discussion of the implications for assessment and faculty development.

Thomas F. Nelson Laird and Amy K. Garver, Indiana University

Track: 16C (CP)
Time: 10:15 - 10:45 a.m.
Room: Chamber

Best Practices Presentation
Tuesday, October 26, 2010
Beginner

A Systematic Approach for Assessing Learning in Capstone Design

A new systematic approach for assessing learning in the Mechanical Engineering Capstone design course is developed and applied to student performance data from Fall 2009. First, student performance items are designed. Next, assessment is conducted by applying Quality Function Deployment technique to link program objectives to course outcomes, and course outcomes to performance items.

Hazim El-Mounayri and Razi Nalim, IUPUI

Track: 16D (AM)
Time: 10:15 - 10:45
Room: Cameral

Sponsor Presentation
Tuesday, October 26, 2010
Beginner and Advanced

Foundations of Excellence® in the First College Year: A Self-Study and Planning Process that Yields Improved Retention

As of Fall 2010, Foundations of Excellence, a year-long assessment and planning process for the first college year, has been utilized by 201 colleges and universities. This session

will provide information about the process and its outcomes for institutional participants. The session presenter will highlight new research that links Foundations of Excellence to significantly improved retention rates as tracked through IPEDS.
Andrew K. Koch, John N. Gardner Institute for Excellence in Undergraduate Education; and Brent M. Drake, Purdue University

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Track: 17A (FD)
Time: 11:00 - 11:30 a.m.
Room: Cabinet

Best Practices Presentation
Tuesday, October 26, 2010
Beginner

Observations on What Preservice Elementary School Teachers Learned While They Were Experiencing the Process of Formative Assessment
As preservice teachers enter there teaching profession, they will be required to go through ongoing student assessments. I created a classroom environment where preservice students can experience the process of formative assessment. My presentation will include my observations on what they learned while they were experiencing the process of formative assessment.
Kyong-Hee M. Lee, University of Southern Indiana

Track: 17B (GE)
Time: 11:00 - 11:30 a.m.
Room: Caucus

Best Practices Presentation
Tuesday, October 26, 2010
Beginner and Advanced

Software Support for General Studies Outcomes Assessment
Fairmont State University and the co-located Pierpont Community & Technical College will present how they are using technology to facilitate General Studies course inclusion and assessment. Faculty electronically map course outcomes and assessment data to campus-wide General Studies outcomes and submit their courses for General Studies committee feedback and review.
Erica L. Harvey and Angela M. Schwer, Fairmont State University

Track: 17C (AM)
Time: 11:00 - 11:30 a.m.
Room: Chamber

Best Practices Presentation
Tuesday, October 26, 2010
Advanced

From Program Assessment to ?: Sustaining an Institutional Commitment to Teaching and Learning
In order to sustain course- and program-level assessment of student learning, we must embed these processes at the institutional level through structure, alignment and communication. This presentation will help participants determine effective campus-wide strategies for coordinating macro-level assessment activities, synthesizing data, and implementing effective assessment-driven resource allocation.
Paul W. Decker, Anne R. Ehrlich, and Will K. McConnell, Woodbury University

Track: 17D (AC) *Sponsor Presentation*
Time: 11:00 - 11:30 a.m. *Tuesday, October 26, 2010*
Room: Cameral *Beginner and Advanced*

Nuventive's Institutional Effectiveness Solution for Planning and Outcomes Assessment

Nuventive's TracDat sustains a culture of assessment by providing structure and process to your ongoing assessment and continuous improvement efforts: documenting actions and follow-up, reporting, data management, alignment of goals and access to role-based data and planning processes. iWebfolio ePortfolio improves student learning and provides data for assessment. Nuventive Insight for AQIP systems portfolios, SACS compliance reports and other presentation needs. Come see how we have partnered with Microsoft to make planning and assessment a part of your familiar, daily working environment.
Denise C. Raney, Nuventive

11:30 a.m. – 12:30 p.m. ~ LUNCH on your own in Indianapolis

Track: 18A (FY) *Best Practices Presentation*
Time: 12:45 - 1:15 p.m. *Tuesday, October 26, 2010*
Room: Cabinet *Beginner and Advanced*

A Curriculum Beyond the Classroom: Promoting Student Learning, Preceptor Training, and Faculty Teamwork

A Learning Bridge (LB) tool has been developed to assist first professional year pharmacy students in integrating didactic material with experiential learning. We conducted five surveys and our results indicated the LB process promoted student learning, assisted preceptors in invigorating their biomedical and pharmaceutical sciences knowledge, and increased faculty teamwork.
Reza Karimi and Pauline Cawley, Pacific University School of Pharmacy

Track: 18B (EP) *Best Practices Presentation*
Time: 12:45 - 1:15 p.m. *Tuesday, October 26, 2010*
Room: Cameral *Beginner*

Instituting an Electronic Portfolio Solution at The University of Iowa: ifolio

The learning portfolio platform ifolio was developed at the University of Iowa as a joint effort between faculty, academic departments, and ITS. This two-tiered presentation will focus on: the project itself and the faculty/student perspective. The development/implementation of ifolio has enhanced outcomes assessment, accountability, reflection, and learning.
Annette L. Beck and Rachel M. Crane-Williams, The University of Iowa

Track: 18C (AM) *Best Practices Presentation*
Time: 12:45 - 1:15 p.m. *Tuesday, October 26, 2010*
Room: Chamber *Beginner and Advanced*

Bridging Institutional Research and Academic Assessment for Better Outcomes

Our workshop provides participants with an understanding of how intentional collaboration between institutional research and academic assessment offices results in more thorough assessments and improved use of assessment data. Further, this collaboration results in a more comprehensive understanding and utilization of outcomes.

Mary Hinton and Sharon Hudak, Misericordia University

Track: 18D (MJ) *Best Practices Presentation*
Time: 12:45 – 1:15 p.m. *Tuesday, October 26, 2010*
Room: Caucus *Beginner and Advanced*

Duquesne University's School of Nursing and Educational Technology: Partnering for Curricular and Student Outcomes Assessment Solutions

Timely, robust assessments are critical to programs and faculty. Duquesne University's School of Nursing partnered with Educational Technology to leverage Blackboard and EAC Outcomes to remedy barriers encountered during design, data collection, data analysis, reporting and dissemination phases of curriculum and course evaluations to provide a scalable, replicable process.

Ruth Newberry and Joan Such Lockhart, Duquesne University

Track: 19A (SD) *Best Practices Presentation*
Time: 1:30 - 2:00 p.m. *Tuesday, October 26, 2010*
Room: Cabinet *Beginner and Advanced*

Outcomes Assessment: a Postgraduate Perspective

In South Africa (SA), an initiative of the government was to publish level descriptors outlining the criteria, outcomes, and competences to be attained by students on each level of education. Both the supervisor and the postgraduate students assessed/verified/established/identified if the criteria published by the HEQF (level descriptor 9) were attained. Shortcomings can be noted and addressed in appropriate ways in the future.

Hesta Friedrich-Nel, Central University of Technology, Free State

Track: 19B (GE) *Best Practices Presentation*
Time: 1:30 - 2:00 p.m. *Tuesday, October 26, 2010*
Room: Caucus *Beginner and Advanced*

Supporting Faculty-Driven Gen Ed Assessment: From the Mission Statement to the Course Assignment or Doing Assessment for Real

By identifying the objectives of our missions and tracing these to actual student-learning and course outcomes of General Education, we engage in an authentic form of assessment that can and should influence things as important as resource allocation, the creation of new programs, the hiring of new faculty, and new student recruitment.

Deirdre A. Pettipiece and Hyoejin Yoon, West Chester University of Pennsylvania

Track: 19C (GE)
Time: 1:30 - 2:00 p.m.
Room: Chamber

Best Practices Presentation
Tuesday, October 26, 2010
Beginner and Advanced

Gen Ed Assessment: Moving into the Second 5-Year Cycle

At Western New England College we have completed one full five-year assessment cycle and have begun the next. In this session, we will share our major findings about the process, including the successes and pitfalls, with specific examples and suggestions for improvement of both the process and student learning.

Lorraine Sartori and Josephine Rodriguez, Western New England College

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~ Maps ~

Poster Session

Diagram for Exhibits

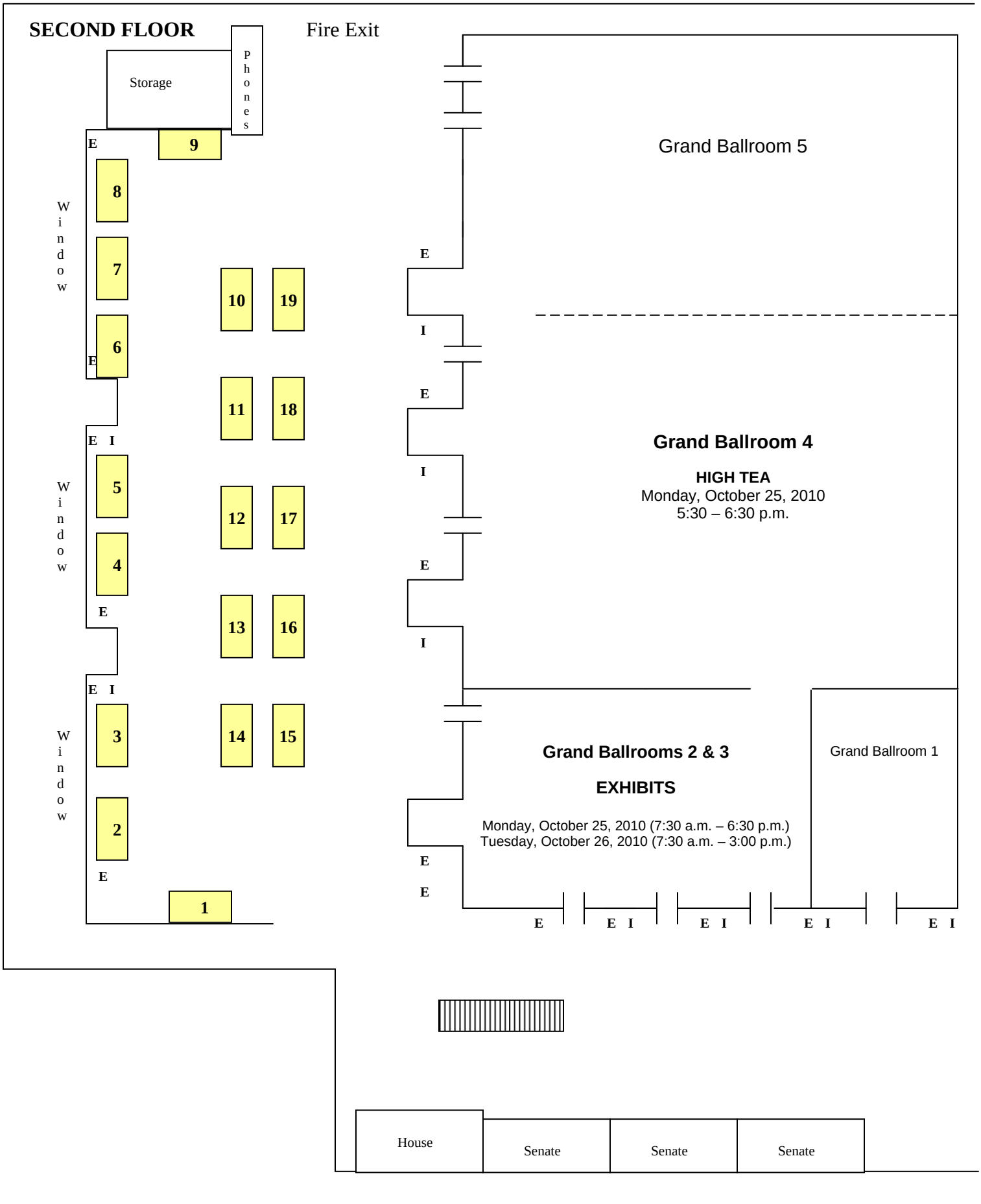
Westin 1st and 2nd Floors

Downtown Restaurants

~ POSTER SESSION MAP ~

Schedule Updated 10-29-2010

Please visit our poster session during the 2010 Assessment Institute in the **Grand Foyer** located on the second floor of the Westin on Monday, October 25, 2010 from 5:00 to 7:00 p.m.



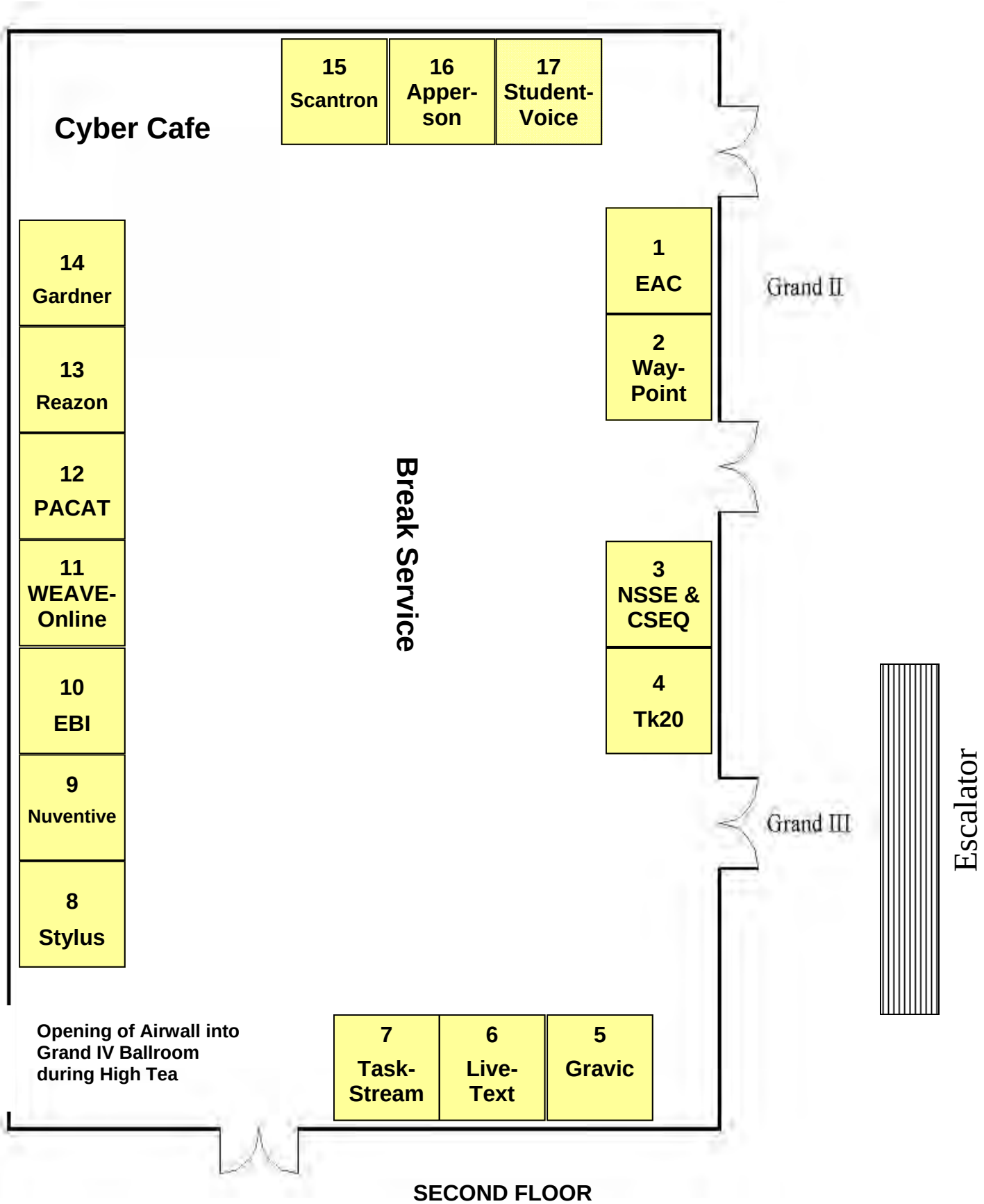
Poster Session

The following individuals will be presenting posters in the **Grand Ballroom Foyer** located on the second floor of the Westin on **Monday, October 25, 2010 from 5:00 to 7:00 p.m.**

Table #	Presentation Title	Presenters
1	*A Curriculum Beyond the Classroom: Promoting Student Learning, Preceptor Training, and Faculty Teamwork*	Reza Karimi and Pauline Cawley, Pacific University School of Pharmacy
2	*A Systematic Approach for Assessing Learning in Capstone Design*	Hazim El-Mounayri and Razi Nalim, IUPUI
3	*Best Practices in Assessment: Developing a "Student Perception of Achievement" Survey Tool to Assess Progress on Institution Graduation and Globalization Requirements*	Bernadette L. Olson and JoAnn Sckerl, South Dakota State University
4	*Can an e-Portfolio Catch Fire: Campus-Wide Implementation of Mahara* Cancelled	Ellen Marie Murphy, Plymouth State University
5	*Collecting Assessment Data Using a Telephone Survey of Student Alumni*	Jim Fulmer and Susan Hoffpauir, University of Arkansas at Little Rock
6	*Constructed-Response Versus Selected-Response Test Questions: Level I and II Evaluation Results*	Elizabeth A. Sheaffer and Richard T. Addo, Shenandoah University
7	*Coordinating Learning Outcomes Assessment at a Large, Research-Intensive University*	Suzanne Weinstein and Yu-hui Ching, The Pennsylvania State University
8	*Course Design for Outcomes-Based Assessment*	Theresa A. Butori, Chippewa Valley Tech College
9	*Creating a Sustainable General Education Assessment Process*	Lisa R. Shibley, Scott Anderson, Beverly E. Schneller, Adam Lawrence, Fred Foster-Clark, and Lisa Schreiber, Millersville University of Pennsylvania
10	*Deconstructing Oral Communication Competences for Campus-Wide Assessment*	Lisa M. Schreiber, Beverly E. Schneller, and Lisa R. Shibley, Millersville University of Pennsylvania
11	*Duquesne University's School of Nursing and Educational Technology: Partnering for Curricular and Student Outcomes Assessment Solutions*	Ruth Newberry and Joan Such Lockhart, Duquesne University
12	*Harnessing Faculty Tribes to Improve Faculty Engagement and Student Learning*	Dennis C. Williams, Southern Nazarene University
13	*Instituting an Electronic Portfolio Solution at The University of Iowa: ifolio*	Annette L. Beck and Rachel M. Crane-Williams, The University of Iowa
14	*Naked Assessment*	Patricia M. McGrath, Kauai Community College
15	*Program Assessment and Syllabi: Intersection of Theory and Practice in Music and Theatre*	Katherine Ramos Baker, California State Univerity, Northridge
16	*Relying Upon Adjunct Faculty to Assess Graduate Programs: A Priority Endeavor*	Margaret A. Malmberg, James Hibel, and Tammy Kushner, Nova Southeastern University
17	*Rubric Development and Application: One College's Experiences and Best Practices*	Tyler Allen and Pennie Maholland, University of Phoenix
18	*Strengthening the Culture of Assessment Through Faculty Development and Shared Governance*	Philip Kramer, Rita Knuesel, Ken Jones, College of Saint Benedict and Saint John's University
19	*Using Excel to Interpret Assessment Data*	Meagan J. Senesac and Chris Foley, IUPUI

~ EXHIBITORS ~

Please visit our sponsors and exhibitors during the 2010 Assessment Institute



SECOND FLOOR

2010 Assessment Institute Exhibitors

The following companies will be exhibiting in **Grand Ballrooms 2 & 3** located on the second floor of the Westin on **Monday, October 25, 2010 from 5:00 to 7:00 p.m.**

Booth Number	Exhibitors
1	**EAC Outcomes** ~ Christopher Heisen, Managing Director Phone: 800-954-0380, URL: http://www.edassess.net
2	**Waypoint Outcomes** ~ Robert McCarthy, Sales Consultant Phone: 610-660-7737, URL: http://www.gowaypoint.com
3	**NSSE and CSEQ ~ Indiana University Center for Postsecondary Research** Jillian Kinzie, Associate Director, Center for Postsecondary Research and NSSE Institute NSSE URL: http://www.nsse.iub.edu Julie Williams, NSSE Research Analyst and CSEQ Project Manager CSEQ URL: http://www.cseq.iub.edu Phone: 812-856-5824
4	**Tk20, Inc.** Phone: 512-401-2000, URL: http://www.tk20.com
5	**Gravic, Inc.** ~ Steve Joslin, Marketing Supervisor Phone: 610-674-7850, URL: http://www.gravic.com/remark
6	**LiveText** ~ Ida Asner, Director of Field Consultants Phone: 708-588-1735, URL: http://www.livetext.com
7	**TaskStream** ~ Webster Thompson, President Phone: 800-311-5656, URL: http://www.taskstream.com
8	**Stylus Publishing** ~ Patricia Webb, Marketing Assistant Phone: 703-996-1012, URL: http://www.styluspub.com
9	**Nuventive, LLC** ~ Denise Raney, Channel and District Manager Phone: 412-847-0280, URL: http://www.nuventive.com
10	**Educational Benchmarking Inc.** ~ Darlena Jones, Director of Research and Development Phone: 417-429-0081, URL: http://www.webebi.com
11	**WEAVEonline** ~ Matthew Urey, Director, Marketing & Administration Phone: 804-335-0643, URL: http://www.weaveonline.com
12	**PACAT, Inc.** ~ Anthony Golden, President Phone: 931-552-9028, URL: http://www.collegeoutcomes.com
13	**RCampus/Reazon Systems, Inc.** ~ Ramesh Sabetiashraf, President Phone: 949-222-2266, URL: http://www.rcampus.com
14	**Gardner Institute for Excellence in Undergraduate Education** ~ Drew Koch, Vice President for New Strategy, Development, & Policy Initiatives Phone: 828-966-5401, URL: http://www.fyfoundations.org
15	**Scantron** ~ Bill Becker, Account Executive Phone: 800-722-6876 x7772, URL: http://www.scantron.com
16	**Apperson Education Products** ~ Kerry Bobeczko-Lupperger, Media Specialist Phone: 800-877-2341, URL: http://www.appersonedu.com/go/AIC
17	**StudentVoice** ~ Michael Weisman, Executive Vice President, Campus Relations Phone: 716-652-9400, URL: http://www.studentvoice.com

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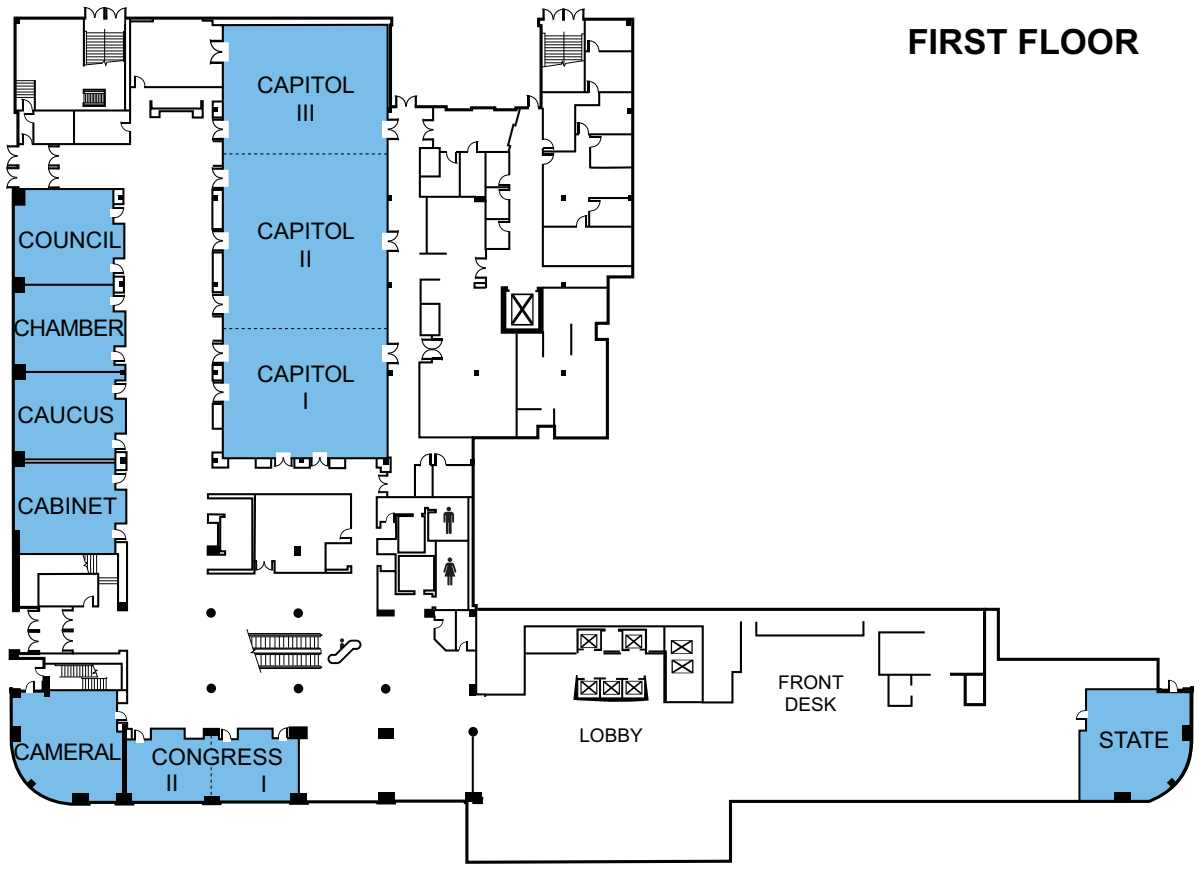

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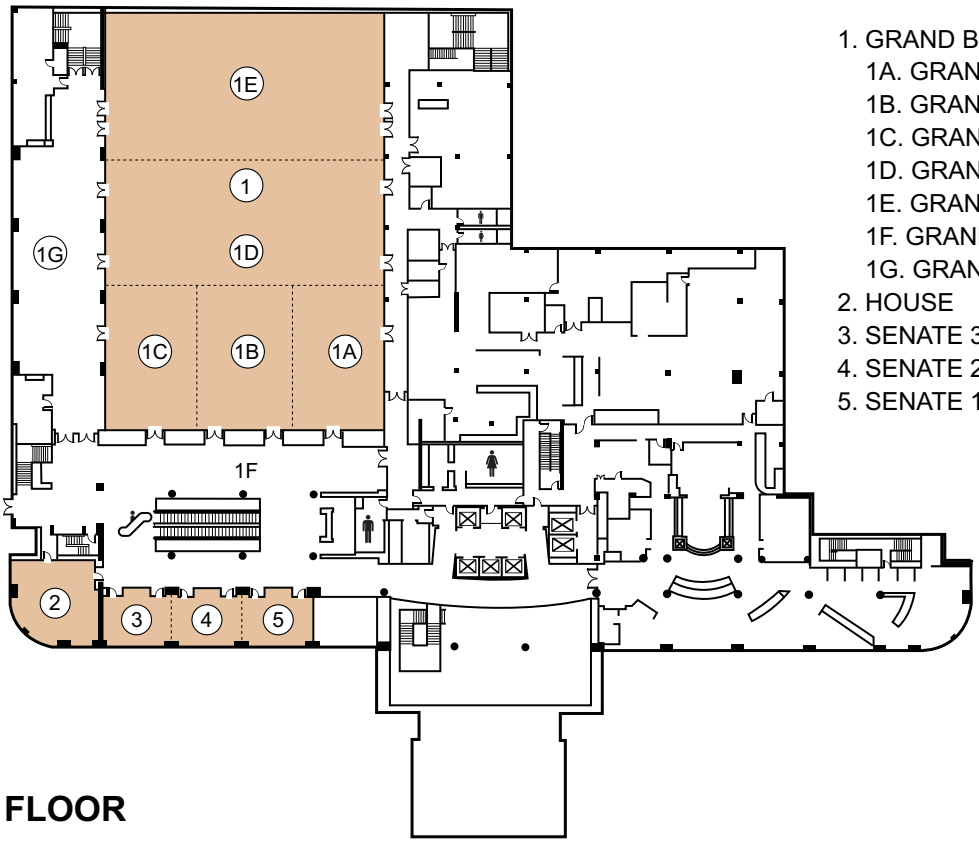

1. GRAND BALLROOM
   1A. GRAND 1
   1B. GRAND 2
   1C. GRAND 3
   1D. GRAND 4
   1E. GRAND 5
   1F. GRAND FOYER 1 - 3
   1G. GRAND FOYER 4
2. HOUSE
3. SENATE 3
4. SENATE 2
5. SENATE 1

SECOND FLOOR

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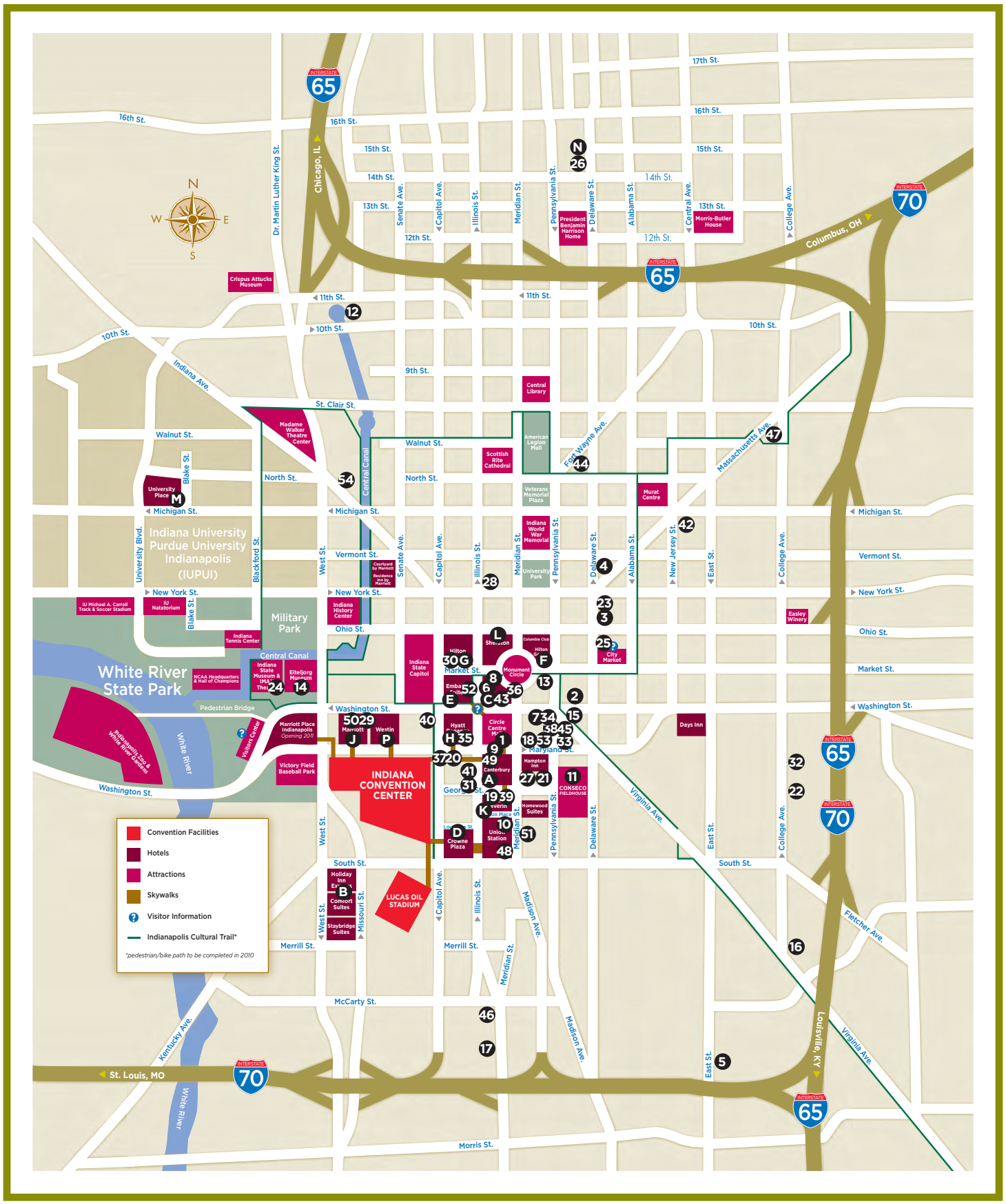
Schedule Updated 10-29-2010

DOWNTOWN INDIANAPOLIS RESTAURANTS



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1. 14 West Restaurant & Suites, 317.636.1414
2. Adobo Grill, 317.822.9990
3. Barcelona Tapas Restaurant*, 317.638.8272
4. Bazbeaux*, 317.636.7662
5. The Bosphorus Istanbul Cafe - Turkish Cuisine, 317.974.1770
6. Buca di Beppo*, 317.632.2822
7. Buffalo Wild Wings Grill & Bar, 317.951.9464
8. Chocolate Cafe/South Bend Chocolate Company*, 317.951.4816
9. Circle Centre
   Alcatraz Brewing Co.*, 317.488.1230
   Champps Restaurant*, 317.951.0033
   Chick-Fil-A Circle Centre, 317.822.8501
   Harry & Izzy's*, 317.635.9594
   Johnny Rockets, 317.238.0444
   Nordstrom (Classic Cafe, Espresso Bar*, Grill), 317.636.2121
   P.F. Chang's China Bistro, 317.974.5747
   Palomino*, 317.974.0400
   Ruth's Chris Steak House*, 317.633.1313
10. Claddagh Irish Pub*, 317.822.6274
11. Conseco Fieldhouse
    Levy Restaurants/Varsity Club, 317.917.3560
12. Creation Cafe, 317.955.2389
13. Dick's Bodacious Bar-B-Q*, 317.916.9600
14. Eiteljorg Museum of American Indians and Western Art
    Sky City Cafe*, 317.636.9378
15. Fogo de Chao, 317.638.4000
16. Fountain Square Theatre Building
    ShelBi street caFe & Bistro*, 317.687.4857
    Smokehouse on Shelby, 317.685.1959
17. Greek Islands Restaurant, 317.636.0700
18. Hard Rock Cafe*, 317.636.2550
19. Hooters Indianapolis Downtown*, 317.267.9637
20. Houlihan's, 317.266.8711
21. Howl at the Moon, 317.955.0300
22. Iaria's Italian Restaurant, 317.638.7706
23. India Garden Restaurant, 317.634.6060
24. Indiana State Museum
    Canal Cafe*, 317.232.1637
    L.S. Ayres Tea Room, 317.234.2470
25. Indianapolis City Market*, 317.634.9266
26. Indianapolis Propylaeum
    Tea Room, 317.638.7881
27. Jillian's, 317.822.9300
28. Le Peep Restaurant, 317.237.3447
29. Loughmiller's Pub & Eatery*, 317.638.7380
30. McCormick & Schmick's Seafood Restaurant*, 317.631.9500
31. Mikado Japanese Restaurant*, 317.972.4180
32. Milano Inn, 317.264.3585
33. Mo's A Place For Steaks, 317.624.0720
34. Morton's the Steakhouse, 317.229.4700
35. National City Center
    Subway Sandwiches, Salads and Soups, 317.685.8000
36. Nicky Blaine's, 317.638.5588
37. Noodles & Company*, 317.638.1300
38. O'Reilly's Irish Bar and Restaurant*, 317.974.0674
39. Old Spaghetti Factory, 317.635.6325
40. Patachou on the Park*, 317.632.0765
41. Ram Restaurant & Big Horn Brewery*, 317.955.9900
42. Rathskeller Restaurant, 317.636.0396
43. Rock Bottom Brewery*, 317.681.8180
44. Saffron Cafe*, 317.917.0131
45. Scotty's Brewhouse Downtown Indianapolis, 317.571.0808
46. Shapiro's Delicatessen, 317.631.4041
47. SI Restaurant & Lounge, 317.536.0707
48. Slippery Noodle Inn, 317.631.6974
49. St. Elmo Steak House, 317.635.0636
50. Subway Sandwich*, 317.267.9960
51. Tiki Bob's Cantina, 317.974.0954
52. Weber Grill Restaurant*, 317.636.7600
53. Wild Beaver Saloon, 317.423.3080
54. ZING Restaurant, 317.636.7775

HOTEL RESTAURANTS

- **A** Canterbury Hotel
  Danielli, 317.634.3000
- **B** Comfort Suites Indianapolis City Centre
  The Comfort Cafe, 317.631.9000
- **C** Conrad Indianapolis
  The Capital Grille*, 317.423.8790
  Vitesse, 317.713.5000
- **D** Crowne Plaza at Historic Union Station
  Pullman's Restaurant and Sports Bar, 317.236.7465
- **E** Embassy Suites Hotel Downtown
  Claypool Grille, 317.236.1800
- **F** Hilton Garden Inn Downtown
  Great American Grill, 317.955.9700
- **G** Hilton Indianapolis
  120 West Market Fresh Grill, 317.972.0600
- **H** Hyatt Regency Indianapolis
  Eagle's Nest Restaurant, 317.616.6170
  One South, 317.632.1234
  Level One, 317.632.1234
- **J** Indianapolis Marriott Downtown
  Champions Sports Bar and Restaurant*, 317.405.6111
  Circle City Bar & Grille, 317.405.6100
- **K** Omni Severin Hotel
  40 West Coffee Cafe*, 317.686.1414
  Hot Tuna, 317.396.3623
  Olive's Martini and Cigar Bar, 317.396.3626
- **L** Sheraton Indianapolis City Centre Hotel
  Ethan's Restaurant, 317.635.2000
- **M** University Place-IUPUI
  The Bistro, 317.231.5230
  Chancellor's Restaurant, 317.231.5221
  Our Den, 317.231.5226
- **N** The Villa Inn - Restaurant - Spa
  Restaurant*, 317.916.8500
- **P** The Westin Indianapolis
  No Name Lounge, 317.262.8100
  Shula's Steak House, 317.231.3900

* indicates restaurants with seasonal outdoor dining available
Listings reflect ICVA partner establishments.