

THE 2011 ASSESSMENT INSTITUTE IN INDIANAPOLIS

Presented by

The Office of
Planning and Institutional Improvement

at

Indiana University-Purdue University
Indianapolis

October 30 – November 1, 2011

The Westin Indianapolis

50 South Capitol Avenue

Indianapolis, Indiana

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Trudy Banta, Karen Black, and colleagues at IUPUI whose work is featured in the 2011 Assessment Institute in Indianapolis would like to express our sincere appreciation to the sponsors, exhibitors, and advertisers who have given their support in the various ways that are described below and in the pages that follow.

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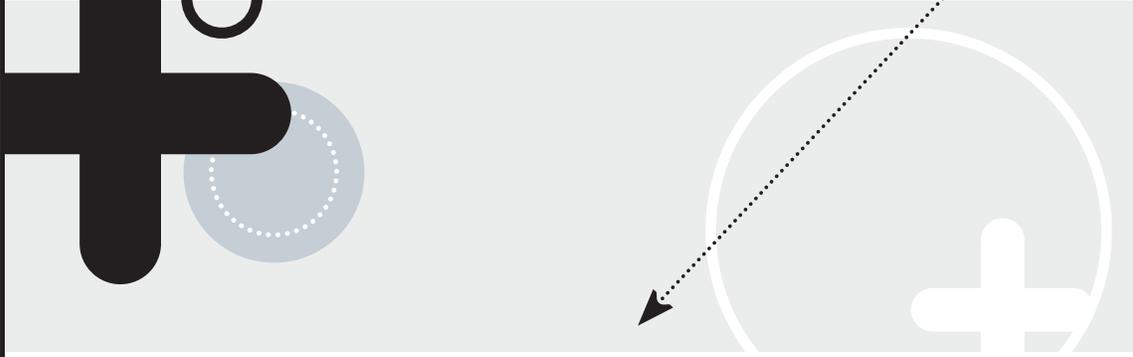
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- ▶ Making Course-Embedded Assessment A Reality
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- ▶ Presented by Jim Chalex, Director, Blackboard Outcomes

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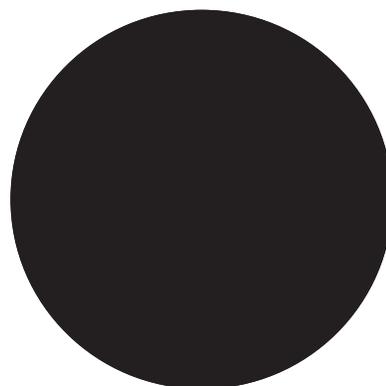
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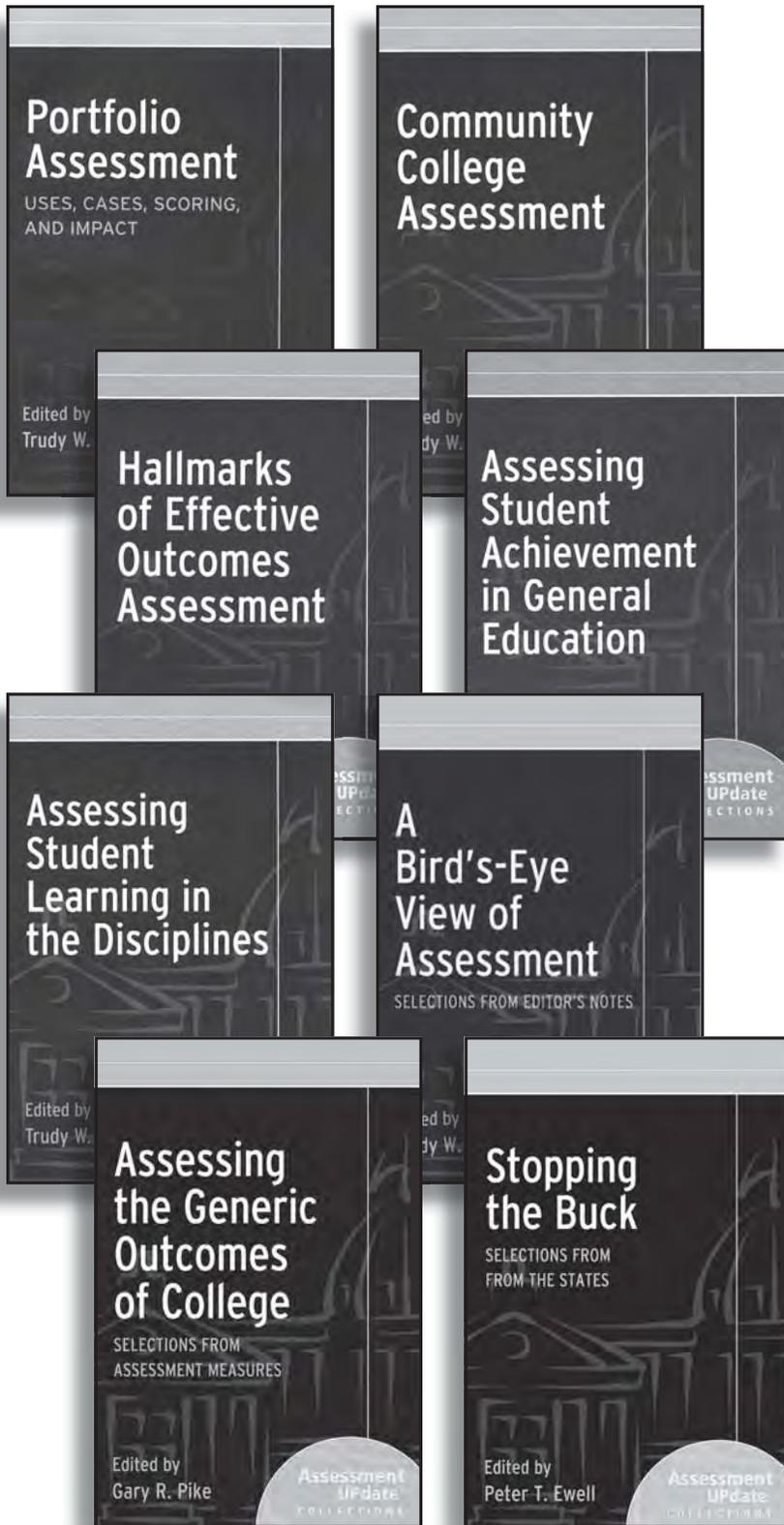
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The Office of Planning and Institutional Improvement
Indiana University-Purdue University Indianapolis

October 30-November 1, 2011

The Westin Indianapolis
Indianapolis, Indiana

SCHEDULE

Sunday, October 30, 2011

Pre-Institute Workshops – Special Registration Required

Track: 01A (AM)

Time: 9:00 a.m. - 4:30 p.m.

Room: Capitol 2

Pre-Institute Workshop

Sunday, October 30, 2011

Beginners 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 (AM)

Time: 9:00 a.m. - 4:30 p.m.

Room: Capitol 3

Pre-Institute Workshop

Sunday, October 30, 2011

Beginners

What to Expect When You're Assessing

This workshop is intended for faculty and administrators who have responsibility for administering assessment activities at the program, department, or higher level. Through hands-on activities, participants will learn essential skills for supervision of the whole assessment cycle, including good reporting, tips for data analysis, avoiding assessment pitfalls, good practices with tools like rubrics and curriculum maps, as well as management approaches to get the best out of your team using calendars, policies, and institutional readiness assessment. The workshop is appropriate for those with little assessment

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; (NI) – NILOA, and (SD) – Student Development

experience as well as those who would like to further develop their existing practices to create sustainable and meaningful assessment programs.

David A. Eubanks, Johnson C. Smith University; Kaye Crook, Coker College; and Teresa Flateby, Georgia Southern University

Track: 01C (AC/AM)
Time: 9:00 a.m. - 4:30 p.m.
Room: Capitol 1

Pre-Institute Workshop
Sunday, October 30, 2011
Beginners and Advanced

Assessment 101

Using Arizona State University's Assessment Handbook, participants will be guided through the development of an assessment plan for one program, plan their data collection and analysis, and help each other to identify many ways the results can be used to improve student learning or institutional processes.

Wanda Baker, Arizona State University

Track: 01D (AM)
Time: 9:00 a.m. - 4:30 p.m.
Room: Caucus

Pre-Institute Workshop
Sunday, October 30, 2011
Beginners and Advanced

End-of-Course Evaluations: Using Document Analysis to Determine What's Really Being Measured

Are you satisfied with your program's end-of-course evaluation? Does it fulfill the needs for which it was intended (student satisfaction, tenure, etc.)? This workshop introduces document analysis as an accessible approach to analyzing what these evaluation instruments measure and provides a hands-on opportunity for participants to use this approach.

Randi L. Stocker, Ingrid Ritchie, and Jacqueline H. Singh, IUPUI

Track: 01E (FY)
Time: 9:00 a.m. - Noon
Room: Grand 1

Pre-Institute Workshop
Sunday, October 30, 2011
Beginners and Advanced

Using Mixed Methods to Assess Indirect and Direct Learning Outcomes: Planning, Implementing, and Using Assessment Results

Assessment is an essential component of program development and refinement in University College, the entering student unit at IUPUI that serves over 6,000. Comprehensive assessment activities are often 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 improving and proving 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 focus on how we have used multiple methods to assess direct and indirect learning outcomes and created a "culture of evidence." 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 also discuss critical issues to consider

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when trying to create a culture of evidence and ensure results are used to improve student learning.

Michele J. Hansen, Sarah Baker, and Daniel J. Trujillo, IUPUI

Track: 01F (EP)

Time: 9:00 a.m. - Noon

Room: Chamber

*Pre-Institute Workshop
Sunday, October 30, 2011
Beginners and Advanced*

Electronic Portfolios: First Steps and Next Steps

Electronic portfolios promise to advance several important educational goals, but the sheer volume of possibilities and platforms can overwhelm the bravest novice. In this half-day workshop, members of the IUPUI ePortfolio team will help participants navigate conflicting claims, flag important questions to ask and resolve, highlight key elements and stakeholders to include in planning, and describe paths others have pursued to launch successful initiatives at course, department, and campus levels. The workshop will be useful for those considering adoption of an ePortfolio practice as well as for those seeking to build on successful pilots.

Debra Runshe, Susan Scott, and Lynn Ward, IUPUI

Track: 01G (AM)

Time: 9:00 a.m. - Noon

Room: Council

*Pre-Institute Workshop
Sunday, October 30, 2011
Beginners and Advanced*

Quantifying and Measuring Professionalism: How Can We Demonstrate the Professionalism Outcomes of Health Professions Curricula?

A key component of professional education is inculcating professional attitudes and behaviors. The measurement of professional competence attainment can be a challenging endeavor for faculty. This session will focus on the creation of professional competences, the measurement of behavioral professionalism and how to use assessment data to inform curricular change.

Katherine A. Kelley and Shilpa Register, The Ohio State University; Douglas Eder, (Emeritus), Southern Illinois University, Edwardsville; Kristin Janke, University of Minnesota; Steven Scott, Purdue University; and Dana Hammer, University of Washington

Track: 01H (EP)

Time: 9:00 a.m. - Noon

Room: State

*Pre-Institute Workshop
Sunday, October 30, 2011
Beginners and Advanced*

Institutional Portfolios and Online Self-Studies: The State of the Art in 2011

Online presentation of at least some self-study materials has been commonplace for some time in the context of regional accreditation. Use of the Web to manage the self-study process may be even more widespread. Yet regional associations and commissions are only just beginning to provide guidelines and recommendations for good practices in developing and exhibiting self-study or state 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 have the regional commissions had to say about

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these questions to date? What can we expect in the future? The presenters managed the creation of two early online institutional portfolios/accreditation self-studies.

Susan Kahn, IUPUI; and Kathi A. Ketcheson, Portland State University

Track: 01I (SD)

Time: 1:30 - 4:30 p.m.

Room: Chamber

Pre-Institute Workshop

Sunday, October 30, 2011

Beginners 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: 01J (AM)

Time: 1:30 - 4:30 p.m.

Room: Council

Pre-Institute Workshop

Sunday, October 30, 2011

Beginners and Advanced

Building Rubrics That Work

Building detailed analytic scoring rubrics can be daunting, especially if they must be detailed enough for use by multiple raters. Participants will learn how to build detailed analytic scoring rubrics that the facilitators have refined from building hundreds of rubrics that are currently used to score thousands of performance-based assessments.

Thomas W. Zane, Salt Lake Community College; and Diane Johnson, Western Governors University

Track: 01K (EP)

Time: 1:30 - 4:30 p.m.

Room: State

Pre-Institute Workshop

Sunday, October 30, 2011

Beginners and Advanced

Electronic Portfolio Pedagogy and Reflection

Most electronic portfolio projects adopted to enhance assessment of student learning quickly confront a host of questions about reflection. Though some disciplines have long been comfortable with the concept, other faculty are suspicious of a practice they may equate to merely expressing feelings. Few faculty have themselves been taught how to reflect purposefully; many are perplexed about how to stimulate that mode of thinking by their students. Some feel it inappropriate or even impossible to assess reflection. Nonetheless, because reflection is such a valuable element in ePortfolio use, a field of practice is emerging around reflection in ePortfolios, grounded solidly in broader learning theory. The stakes are high: effective reflection can make the difference between an

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illustrated resume and a vibrant record of deepening understanding and maturity. Several IUPUI faculty will share their experience with fostering student reflection for differing purposes across a spectrum of disciplines and levels of study. Group discussion will provide opportunities for participants to contribute to a rich exchange of perspectives and conclusions.

Susan Kahn, IUPUI; and IUPUI Faculty

Track: 01L (CP)

Time: 1:30 - 4:30 p.m.

Room: Grand 1

Pre-Institute Workshop

Sunday, October 30, 2011

Beginners 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, IUPUI

Monday, October 31, 2011

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.

Track: 02A

Time: 8:45 - 10:00 a.m.

Room: Sagamore Ballrooms 4 & 5

Plenary Session

Monday, October 31, 2011

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

Assessment and the Promise of the Degree Profile

Assessment has been a focus of the accrediting commissions since the 1980s, prompting accredited institutions to develop assessment plans, assessment processes, direct and indirect measures, and assessment data and information. Many hundreds of faculty members and assessment committees have worked to develop Student Learning Outcomes (SLOs), measures, and data at the course, programmatic, and institutional levels. Unfortunately, most of this work on assessment has been largely invisible to policy makers and students.

Despite some 25+ years of attention that the DOE, state agencies, accrediting commissions, administrators, and faculty have focused on assessment, colleges and universities located within the same city, let alone the across the same state, cannot explain to external stakeholders what the award of a degree represents for the individual student. From the perspective of policy makers anxious to make further cuts to higher education budgets, this is a problem in need of a solution.

Is the solution the Lumina Foundation's Degree Qualifications Profile?

Cecilia L. Lopez

Associate Vice Chancellor
City Colleges of Chicago

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)

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; (NI) – NILOA, and (SD) – Student Development

George D. Kuh

Director, National Institute for Learning Outcomes Assessment (NILOA), Indiana University
Bloomington and Strategic National Arts Alumni Project (SNAAP)

Jeffrey A. Seybert

Director, National Higher Education Benchmarking Institute
Johnson County (KS) Community College

12:45 p.m. – 5:00 p.m. ~ Best Practices Presentations (See page 48 for details)

Track Keynotes

Track: 03A (CP)**Time: 10:15 - 11:15 a.m.****Room: Convention Center 202***Track Keynote**Monday, October 31, 2011**Beginners and Advanced*

Capstones and Their Role in Assessment and Improvement: History, Data, and Approaches

This interactive keynote panel will present an engaging approach to capstone experiences and their role in assessment and improvement of student learning. Through a moderated discussion, the origins, development, and significance of capstones will be discussed; evidence of capstone experiences as a high-impact educational practice will be provided; and approaches for using capstone experiences in varying contexts will be showcased. The keynote panel will provide an overview of the concurrent sessions in the track by framing of the past, present, and emerging issues associated with capstones.

Drew C. Appleby (Emeritus), IUPUI; Douglas J. Eder (Emeritus), Southern Illinois University Edwardsville; Stephen P. Hundley (Moderator), IUPUI; Jillian L. Kinzie, Indiana University Bloomington; and Cherry Kay Smith, Ivy Tech Community College

Track: 03B (FD)**Time: 10:15 - 11:15 a.m.****Room: Convention Center 203***Track Keynote**Monday, October 31, 2011**Beginners and Advanced*

Assessment and the Scholarship of Teaching and Learning: Parallel Tracks in Faculty Development

Teaching can be a serious form of intellectual inquiry when faculty members use student work to inform the ongoing development of their instructional methods. When the results of and reflection on that inquiry are visible to colleagues, a scholarly community emerges that provides feedback and support for continuous improvement of students' learning. This model can be applied equally well to the work of individual teachers, to the products of a unit-level program, and to evidence of accomplishment of general educational goals. This presentation will highlight examples from each of these three domains and describe how such public faculty communities can be promoted and supported.

Daniel J. Bernstein, University of Kansas

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; (NI) – NILOA, and (SD) – Student Development

Track: 03C (EP)
Time: 10:15 - 11:15 a.m.
Room: Convention Center 204

Track Keynote
Monday, October 31, 2011
Beginners and Advanced

ePortfolios and the Problem of Learning in Liberal Education

Within a larger cultural context characterized by social networks and webs of connection, colleges and universities must consider the idea that “courses”—as bounded, discrete entities—are no longer the center of undergraduate learning and engagement. This current context challenges us to take seriously the shift in proportion between formal learning and informal learning, individual and group learning, and content knowledge and knowledge-making in practice. ePortfolios highlight the issues of this shifting ground and signal that we may have to give up some of our cherished assumptions about learning and the curriculum in order to preserve what we value in liberal education.

Randall Bass, Georgetown University

Track: 03D (FY)
Time: 10:15 - 11:15 a.m.
Room: Capitol 1

Track Keynote
Monday, October 31, 2011
Beginners and Advanced

A New College: Applying Lessons Learned to Build for Student Success

Enhancing the academic achievement and persistence to graduation of entering students undergirds the planning for The New Community College of The City University of New York (CUNY). Opening in 2012, the new college will serve full-time students who will participate in a summer bridge program and then continue in cohorts through learning communities in the first year which will include the City Seminar (an interdisciplinary course including case studies, quantitative reasoning, and reading and writing with developmental education incorporated in the model). Assessment and evaluation will be central to the work of the new college.

Scott E. Evenbeck, New Community College, The City University of New York

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

Track Keynote
Monday, October 31, 2011
Beginners and Advanced

Assessment and Improvement: Rethinking Faculty Involvement

In this session, George Kuh will provide a brief overview of the National Institute for Learning Outcomes Assessment and introduce Pat Hutchings who has written and consulted extensively about assessment and faculty development. She draws on these experiences working with faculty on assessment as well as her two widely-praised NILOA papers to suggest ways to involve more faculty in meaningful ways in gathering and using evidence of student learning. Special emphasis will be given to introducing new faculty to and supporting them in an understanding of why assessment is important and how to engage in assessment and use the findings effectively.

Pat Hutchings, The Carnegie Foundation for the Advancement of Teaching; and George D. Kuh, National Institute for Learning Outcomes Assessment (NILOA), Indiana University Bloomington and Strategic National Arts Alumni Project (SNAAP)

Track: 03F (CE)
Time: 10:15 - 11:15 a.m.
Room: Capitol 3

Track Keynote
Monday, October 31, 2011
Beginners and Advanced

Serving the 21st Century Student: Measuring Up to Our Responsibility as Educators

As the necessity of dramatically increasing the number of college graduates to ensure a viable future for individuals and our country has become more apparent, so too has the concern increased about the quality of education and its alignment with social and workforce demands. The promise of a more educated populace will only be realized if that education is characterized by a transparent definition of the student learning it embodies and a focus on assessments and support systems that ensure students learn what they need to know and be able to do to contribute and succeed. The speaker will share the perspective on learning assessment that frames the thinking and work of the Lumina Foundation and its partners in driving toward the increases in degree production and quality that will most benefit the diverse groups that define the 21st century student in American higher education.

James L. Applegate, Lumina Foundation

Track: 03G (SD)
Time: 10:15 - 11:15 a.m.
Room: Grand 1

Track Keynote
Monday, October 31, 2011
Beginners and Advanced

The Emerging Role of Student Affairs Practitioners in Outcomes-Based Assessment Program Review

This plenary will briefly explore the past role of student affairs practitioners in outcomes-based assessment before illustrating their current and expected roles from a variety of perspectives including regional accreditation and federal initiatives. The speaker will shape ideas for the future, providing participants with questions to take back to their campuses as they plan for or at least anticipate the emerging roles of student affairs practitioners in outcomes-based assessment.

Marilee Bresciani, San Diego State University

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

Guest Speaker, David Paris, Executive Director of the New Leadership Alliance for Student Learning and Accountability

“Professionalism in a New Key: The New Leadership Alliance and Creating New Norms for Higher Education”

Concurrent Workshops

Track: 04A (FY)
Time: 12:45 - 2:00 p.m.
Room: Congress 1&2

Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced

Intrusive Advising: An Interaction-Driven Persistence Model

Intrusive advising takes developmental advising and makes it proactive. At our campus, first-year experience leads intrusive advising interventions through academic mentoring and coaching. In this model, students utilize recommendations and resources to complete a success plan. We discuss how we incorporate this model, lessons learned, and data concerning retention.

Jason Bentley, Central Michigan University; and Darlena Jones, Educational Benchmarking, Inc. (EBI)

Track: 04B (CC/AM)
Time: 12:45 - 2:00 p.m.
Room: Council

Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced

Instituting Assessment, Institution-Wide

Most colleges and universities focus on discrete snapshots of student learning. Prince George's Community College has developed a different model of assessment aimed at measuring the value added of individual courses, and tracking academic development of individual students.

W. Allen Richman, Prince George's Community College

Track: 04C (FD)
Time: 12:45 - 2:00 p.m.
Room: Convention Center 203

Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced

Faculty Perceptions of Institutional Assessment and Participation in Classroom Assessment

Faculty are called to collect and disseminate evidence of their contributions to student learning. This session presents findings from the Faculty Survey of Student Engagement, focusing on faculty engagement in the scholarship of teaching and learning and other assessment activities as well as faculty perceptions of institutional assessment efforts.

Thomas Nelson Laird, Tony Ribera, Mahauganee Shaw, Antwione Haywood, and Eddie Cole, Indiana University Bloomington

Track: 04D (CE)
Time: 12:45 - 2:00 p.m.
Room: Convention Center 202

Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced

Model for the Collection of Civic Engagement Data in an Institution of Higher Education

The current research will share successful models to collect campus data on campuses focusing on Civic Engagement. The assessment model was used by thirty Tennessee Campus Compact institutions to successfully collect data to complete the National Campus

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Compact survey of Civic Engagement. Methods, results, and pre/post significant data will be discussed.

Theresa R. Ennis, Tennessee Technological University

Track: 04E (SD)

Time: 12:45 - 2:00 p.m.

Room: Convention Center 201

Concurrent Workshop

Monday, October 31, 2011

Beginners and Advanced

A Comprehensive Student Affairs Assessment Plan: A Model for Implementation in Student Activities

This session describes the development and use of a comprehensive assessment plan for the Division of Student Life at IUPUI. Our process included: adopting campus-wide learning outcomes, mapping services and activities to learning outcomes, developing assessment tools, communicating these learning outcomes to students, and using results for improvement.

Robert W. Aaron, Tina Samuel Powellson, and Diana Sims-Harris, IUPUI

Track: 04F (EP)

Time: 12:45 - 2:00 p.m.

Room: Convention Center 204

Concurrent Workshop

Monday, October 31, 2011

Beginners and Advanced

Collaborative Assessment of Student Products as Professional and Programmatic Development: Iteratively Refining IUPUI's Personal Development Plan ePortfolio (ePDP)

IUPUI is undertaking a multi-year assessment project to refine learning goals, assignments, reflection prompts, and rubrics for its First-Year Seminar Personal Development Plan eportfolio. Participants will experience, examine, and apply to their settings our process of using content analysis of student products to iteratively advance professional and programmatic development.

Cathy Buyarski, Morris Jones, Mary Price, Shaunte Rouse, IUPUI; and Patti Clayton, IUPUI and PHC Ventures

Track: 04G (NI)

Time: 12:45 - 2:00 p.m.

Room: Capitol 2

Concurrent Workshop

Monday, October 31, 2011

Beginners and Advanced

Down and In: A National Perspective on Program-Level Assessment

Improving student learning requires faculty investment and involvement in assessment, something they are more likely to do when student learning outcomes results relate to the programs and courses for which faculty are directly responsible. Compared with institution-level assessment, much less is known about assessment approaches at the program level. In this session, researchers from the National Institute for Learning Outcomes Assessment (NILOA) will discuss what they have learned about program-level assessment. Then, faculty and staff from different types of institutions and disciplines will discuss their assessment work with an eye toward how they've involved faculty in assessment and used data to improve student learning.

Peter T. Ewell, National Center for Higher Education Management Systems; and Jillian Kinzie, Indiana University Bloomington

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Track: 04H (GE)
Time: 12:45 - 2:00 p.m.
Room: Capitol 3

Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced

Closing (and Doubling) the Loop in Outcomes Assessment

In a 2008 study focused on examples of good practice in assessing college student learning outcomes, Banta, Jones, and Black (2009) found that only 6% of the 146 profiles submitted for their study contained evidence that student learning had improved as a result of changes made in response to assessment findings. Similarly, Blaich and colleagues associated with the Wabash National Study (2010) have found few institutions in which assessment information has even been used to guide improvements in curriculum, methods of instruction, or student support services such as advising. Why are so few faculty and staff studying assessment findings to see what improvements might be appropriate, then actually making the warranted changes? And what might we do to increase the instances of these loop-closing practices?

Trudy W. Banta, IUPUI; and Charles Blaich, Wabash College

Track: 04I (AM)
Time: 12:45 - 2:00 p.m.
Room: State

Concurrent Workshop
Monday, October 31, 2011
Beginners

Working Models of Campus-Wide Assessment: Suggestions from The Field

We have gathered panelists experienced with planning, implementing, and operating different models of assessment at their institutions. We will offer information about different approaches to assessment that might be used on other campuses, specific planning and implementation factors that we have encountered, and what to expect as others build/implement/operate their own assessment systems.

Thomas W. Zane, Salt Lake Community College; and Donna Sundre, James Madison University

Track: 04J (AM)
Time: 12:45 - 2:00 p.m.
Room: Senate 1, 2, & 3

Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced

Lessons from Multiple Institutional Assessment Measures of Specific Student Learning Outcomes and Satisfaction

This workshop intends to share the lessons learned from assessing specific student learning outcomes and student satisfaction with educational experiences using four institutional assessment instruments. Discussion of the findings and the embedded interactive activities in the presentation are expected to stimulate reactions and discussions from the audience.

Uche O. Ohia and Youssouf Diallo, Florida Agricultural and Mechanical University

Track: 04K (CP)
Time: 12:45 - 2:00 p.m.
Room: Grand 1

Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced

Capstone Units Embodying Knowledge Integration, Concept Application, and Skill Development in Biomedical Sciences

Two capstone courses were integrated into the Biomedical Science program at Monash

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University in 2008. These courses provide a culminating integration of knowledge and concept application. The closely aligned design of the two courses delivered cohesive and progressive development of research skills in multiple dimensions. This presentation encompasses the embodied assessment procedures and student evaluations.

Yvonne Hodgson, Richard Kitching, and Phillip Nagley, Monash University

Track: 04L (AM)

Time: 12:45 - 2:00 p.m.

Room: Capitol 1

*Concurrent Workshop
Monday, October 31, 2011
Beginners*

Making Sense of Assessment Results

Are you drowning in assessment data? Do your eyes blur when you look at a table of results? You'll learn some easy tips to help you find meaning in all those results, then practice reviewing and interpreting real assessment results.

Linda Suskie, Middle States Commission on Higher Education

Track: 05A (FY)

Time: 2:15 - 3:30 p.m.

Room: Congress 1&2

*Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced*

Reaching the 2020 Goal: Supporting "Lost Students"

Many more students must succeed in college to meet Obama's 2020 goal. We discuss how we identify issues for and support "lost students" (via an assessment project), first-generation students, and conditionally admitted students, inherently at higher risk for attrition. Research on national data and concrete examples of our program will be shared.

Jennifer Schriver, Indiana State University; and Darlena Jones, Educational Benchmarking, Inc. (EBI)

Track: 05B (AC)

Time: 2:15 - 3:30 p.m.

Room: Council

*Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced*

Meta-Assessment: The Use of Important Concepts and Key-Coded Features that Characterize the USF Assessment Model

Meta-assessment in most institutions features periodic review of assessment plans/reports using checklists or rubrics. This presentation will focus on how a large research institution developed and implemented a color-coded meta-assessment process, continues to conduct appropriate analyses of data gathered in the process, and uses the data to recommend program improvements.

Felix O. Wao, Stephen RiCharde, and Marvin Moore, University of South Florida

Track: 05C (FD)
Time: 2:15 - 3:30 p.m.
Room: Convention Center 203

Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced

So You Want to Write a Rubric

Despite the many excellent sources of assessment rubrics, sometimes the plan calls for something different. But rubric construction is not very intuitive. Most faculty and administrators have little experience with content validation, inter-rater reliability, and sampling. Participants will learn and then practice a simple model for constructing effective rubrics.

Lisa Friedenberg, University of North Carolina Asheville

Track: 05D (CE)
Time: 2:15 - 3:30 p.m.
Room: Convention Center 202

Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced

Assessing Faculty Learning in the Context of Community Engaged Scholarship

As community engagement becomes increasingly prominent in higher education, institutions are implementing professional development opportunities for all participants (faculty, students, community members, staff), and questions related to assessing associated learning beyond student learning become more salient. Facilitators will share the process and results of assessment strategies (self-report scale, written products) focused on core faculty competences for civic engagement. The results of a faculty development program found included a "response shift bias" (the tendency to over-estimate one's competence on a pre-test, which can mask learning gains determined through pre/post instruments) through the use of "then" responses at post-test (retrospective reporting of baseline competence). Session participants will be invited to consider which of the faculty competences are most and least relevant to other stakeholders in community engagement (e.g., students, community members) and how the assessment strategy used with faculty might be adapted for use with other participants in community engagement. Participants will leave with sample competences, assessment instruments, and data analysis methods.

Patti H. Clayton, IUPUI and PHC Ventures; and Robert G. Bringle, IUPUI

Track: 05E (SD)
Time: 2:15 - 3:30 p.m.
Room: Convention Center 201

Concurrent Workshop
Monday, October 31, 2011
Beginners

In Search of New Frontiers for the Analysis and Application of the Noel-Levitz Student Satisfaction Inventory – The Case of Malone University

Standardized surveys remain truncated exercises in futility until the results are analyzed and transmuted into decision points in support of strategic initiatives. This workshop explores a novel approach to the analysis and application of the Noel-Levitz Student Satisfaction Inventory to the enhancement of students' academic experience, using Malone University as a case study.

Charles R. Lartey, Malone University

Track: 05F (EP)
Time: 2:15 - 3:30 p.m.
Room: Convention Center 204

Concurrent Workshop
Monday, October 31, 2011
Advanced

Streamlining the Evaluation of a Communication Portfolio with a Special Open Source Competence Gradebook: A Case Study

Students at a large Montreal engineering school have to demonstrate the acquisition of communication skills using a portfolio. The whole process is so cumbersome (students and tutors have to use numerous platforms and email to upload their artifacts and complete the grading) that its relevance was seriously questioned. In this presentation, we show how the whole portfolio process has been redesigned using a special open source competency gradebook coupled with an activity-based portfolio engine. Students and tutors can now interact in one common environment with a rich set of functionalities.

Jacques Raynauld and Oliver Gerbé, HEC Montréal; and Christian Martel, Université de Savoie

Track: 05G (NI)
Time: 2:15 - 3:30 p.m.
Room: Capitol 2

Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced

Advancing Student Learning Outcomes Assessment: Lessons from Campuses Doing Good Work

What does good student learning outcomes assessment work look like? What are the characteristics of assessment programs that achieve high levels of faculty involvement and close the assessment loop? This session will highlight lessons learned from NILOA case studies of institutions that have advanced student learning outcomes assessment and offer portraits of what works. NILOA researchers and case study campus representatives will then engage participants in a discussion of the challenges associated with doing good assessment work, the specific institutional practices and policies that facilitate student learning outcomes assessment, the extent to which the institution is transparent about results and how assessment results are used to improve quality in undergraduate education.

Jillian Kinzie, Indiana University Bloomington; and Natasha Jankowski, University of Illinois Urbana-Champaign, Bob Haak, Augustana College; and Kim Bender, Colorado State University

Track: 05H (CC)
Time: 2:15 - 3:30 p.m.
Room: Capitol 3

Concurrent Workshop
Monday, October 31, 2011
Beginners 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

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; (NI) – NILOA, and (SD) – Student Development

Track: 05I (AM)
Time: 2:15 - 3:30 p.m.
Room: State

Concurrent Workshop
Monday, October 31, 2011
Advanced

Assessment for Learning: Instructor and Pre-Service Teacher Perspectives

This interactive workshop explores the development and implementation of formative assessment structures that are being used in a teacher education program. Instructors and pre-service teachers share their insights regarding their perceptions of this assessment structure. Participants will be asked to offer their feedback.

Gina B. Yoder, Trish Weis, Anne Ociepka, Jennifer Thomason, Mary Miller, Melanie Carson, Keisha Nickolson, Jamie Abbott, and Monica Owen, IUPUI

Track: 05J (GE)
Time: 2:15 - 3:30 p.m.
Room: Senate 1, 2, & 3

Concurrent Workshop
Monday, October 31, 2011
Beginners

Moving Forward: What General Studies Assessment Taught Us About Writing, Instruction, and Student Learning

The first year writing program at Metropolitan State College of Denver serves over 7,000 students annually. Through a step-by-step approach, this workshop brings participants from a point of inexperience or even reluctance with assessment to a position with a clear, articulate assessment plan that will make a difference in student learning.

Jane Chapman Vigil, Cindy Carlson, and Jessica Parker, Metropolitan State College of Denver

Track: 05K (CP)
Time: 2:15 - 3:30 p.m.
Room: Grand 1

Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced

A Capstone Peer Assessment Model: Authentic Assessment that Gives Voice to a Developing Professional Identity

This interactive presentation will showcase an effective Capstone Peer Assessment Model designed to assist learners in the completion of their ePortfolio Project. Presenters will share how and why the model was created and how it promotes student learning and provide the evaluation rubrics used by students and faculty.

Shelley Schuurman, Scott Berlin, Jamie Langlois, and Julia Guevara, Grand Valley State University

Track: 05L (AM)
Time: 2:15 - 3:30 p.m.
Room: Grand 4

Concurrent Workshop
Monday, October 31, 2011
Beginners

CLAQWA Online: From External Assessment to Internal Use

CLAQWA Online, a writing and critical thinking assessment and instructional system designed for classroom use, is also an alternative to standardized tests. Learn how an institution chose CLAQWA as the external assessment measure for their Quality Enhancement Plan after disappointment with a frequently used standardized measure. How

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the institution is planning to introduce it into courses to assess and improve writing in classes across the institution, as well as assessment lessons learned also will be discussed.
Teresa Flateby, Georgia Southern University

Track: 05M (AM)
Time: 2:15 - 3:30 p.m.
Room: Grand 5

Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced

Doing Assessment as if Learning Matters Most: Engaging Faculty and Students with Simple, Practical, Powerful Techniques

Faculty and students will not willingly use assessment to improve learning until they are convinced that doing assessment: (1) is not a threat; (2) is in their self-interest; and (3) is not burdensome. To help you convince them, 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. You will try out at least seven simple, powerful assessment strategies, and leave with two or three to apply immediately on campus. A handout with related examples, materials, and references for follow up is provided.

Thomas A. Angelo, La Trobe University, Australia

Track: 05N (AM)
Time: 2:15 - 3:30 p.m.
Room: Capitol 1

Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced

The Excellent Practice in Student Learning Assessment (EPSLA) Institutional Certification Program

This session introduces the New Leadership Alliance for Student Learning and Accountability's Institutional Certification program, which recognizes institutional commitment and high-level performance in gathering, reporting, and using evidence to improve student learning outcomes. Session participants will learn about the program, how to apply, and what the expectations for certification are.

Zaneeta Daver, New Leadership Alliance for Student Learning and Accountability; and Marilee Bresciani, San Diego State University

Track: 06A (FY)
Time: 3:45 - 5:00 p.m.
Room: Congress 1&2

Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced

Assessing the Effectiveness of a Personal Development Plan (PDP) for First-Year Students: A Mixed-Method Approach

This presentation focuses on the use of a mixed-method design to assess the effectiveness of an electronic Personal Development Plan (ePDP) process: a flexible online portfolio and web-page presentation tool, currently used in a first-year seminar course, that allows students to plan, mark progress, reflect on, and integrate their college learning experiences.

Michele J. Hansen, Cathy Buyarski, and Daniel J. Trujillo, IUPUI; and Patti H. Clayton, IUPUI and PHC Ventures

Track: 06B (AC)
Time: 3:45 - 5:00 p.m.
Room: Council

Concurrent Workshop
Monday, October 31, 2011
Advanced

The Accreditation Connection: Linking Student, Program and Institutional Goals

Institutions have difficulty linking student learning outcomes attainment to course, program, and institutional goals for accreditation purposes. This session presents a method to address this issue used by the University of North Texas for their five-year Impact report for SACSCOC accreditation. Data examples will be presented.

Ronald Carriveau, University of North Texas

Track: 06C (FD)
Time: 3:45 - 5:00 p.m.
Room: Convention Center 203

Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced

Proven Success in Faculty SLO Training: "Getting" Assessment and Improving Teaching

The Koehler Center is in its third year of training groups of faculty in what learning outcomes are; how to assess authentically using faculty-built, well-designed rubrics; how to improve future teaching/learning based on outcomes data; and how to improve course design. Faculty have been reinvigorated as teachers in the process.

Jeff King, Texas Christian University

Track: 06D (CE)
Time: 3:45 - 5:00 p.m.
Room: Convention Center 202

Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced

Conceptualizing and Assessing Partnerships in Civic Engagement

Facilitators will offer the SOFAR, a conceptual framework for civic engagement partnerships, that unpacks "community-campus partnerships" into relationships among five key constituents: Students, Staff of Community Organizations, Faculty, Administrators, and Residents. Participants will use SOFAR to examine a range of questions related to assessment in civic engagement and research on civic engagement. Whose outcomes and what processes related to partnerships might be included in a comprehensive assessment strategy for civic engagement? Who can best provide evidence of the quality of those outcomes and processes? How can different perspectives inform and improve civic engagement activities? What are the possibilities for and challenges of developing a common set of outcomes for all constituents, of articulating common characteristics of high quality relationships, and of assessing those outcomes and relationships through common mechanisms?

Robert G. Bringle, Mary Price, and Starla Officer, IUPUI; and Patti Clayton, IUPUI and PHC Ventures

Track: 06E (SD)
Time: 3:45 - 5:00 p.m.
Room: Convention Center 201

Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced

Determining Your “North Star” for Student Development and Aligning Programming and Assessment Accordingly

Yale’s Center for International Experience is re-imagining its guiding goals and principles for student development. Participants will examine CIE’s process of reaching a shared understanding of its “North Star,” critique its use of this process to modify programming and assessment, review assessment instruments

Kelly C. McLaughlin, Yale University; and Patti Clayton, IUPUI and PHC Ventures

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

Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced

Developing an Assessment System with ePortfolio

Participants who are using ePortfolios as a primary student learning outcomes assessment tool will learn how to maximize its potential in their assessment system. Using ePortfolio for student learning outcomes assessment will evidence content knowledge, pedagogical skills, and professional dispositions development. Planning, implementing, and documenting effective ePortfolio assessment practices contributes to a richer understanding of student learning and program effectiveness.

Linda Amerigo Piccolo, Queens College; and Gigi Devanney, Chalk & Wire, Learning Assessment, Inc.

Track: 06G (NI)
Time: 3:45 - 5:00 p.m.
Room: Capitol 2

Concurrent Workshop
Monday, October 31, 2011
Advanced

Institutional Transparency of Student Learning Outcomes Assessment: A Framework

The National Institute for Learning Outcomes Assessment (NILOA) developed a Transparency Framework institutions may find useful in sharing evidence of student learning. This session will provide participants with an opportunity to learn about transparency – what it means and how to do it – as well as the Framework in general. Participants will also explore each of the six components and space will be provided for practice on using the Framework.

Natasha Jankowski and Staci Provezis, University of Illinois Urbana-Champaign; and Gary Pike, IUPUI

Track: 06H (CC)
Time: 3:45 - 5:00 p.m.
Room: Capitol 3

Concurrent Workshop
Monday, October 31, 2011
Beginners 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 those peer institutions. Thus, recent years have seen the

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; (NI) – NILOA, and (SD) – Student Development

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: 06I (AM)

Time: 3:45 - 5:00 p.m.

Room: State

*Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced*

A Portrait of Student Learning and Experiences: Sharing and Using Results of Institutional Assessments

Representatives from academic affairs, student affairs, and student support areas discuss how they synthesized results from NSSE, BCSSE, CLA, general education assessment, and a campus climate survey, to generate a rich portrait of student learning and experiences. Panelists reflect on changes and improvements that resulted from sharing the results of these assessment methods.

K. Hyoejin Yoon, Darla Coffey, Idna Corbett, Jackie Hodes, West Chester University of Pennsylvania

Track: 06J (EP)

Time: 3:45 - 5:00 p.m.

Room: Convention Center 204

*Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced*

ePortfolios - Too Much Work and What Do You Get?!

ePortfolios are now being used on half of American campuses. This session will explore how various campuses have been able to engage ePortfolios for integrative learning, demonstrating the learning outcomes most difficult to measure, assessment, and faculty and curricular development. Examples of student portfolios, assessment strategies and assessment results will be shared from a variety of campuses.

Terrel Rhodes, Association of American Colleges and Universities

Track: 06K (CP)

Time: 3:45 - 5:00 p.m.

Room: Senate 1, 2, & 3

*Concurrent Workshop
Monday, October 31, 2011
Advanced*

Integrating Collegiate Research, Personal Reflection, and Creativity

This session will introduce a Capstone project to the participants that effectively addresses all course objectives, while students simultaneously prove research skills, reflect on college experience, and demonstrate creative ability. Participants will receive a packet of resources, as available, to implement this type of project in their own department.

Anna L. Blankenbaker and Stephanie Webster-Koontz, Ivy Tech Community College

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

Concurrent Workshop
Monday, October 31, 2011
Beginners and Advanced

Efficient Feedback for Effective Learning: How Less Can Be More

Doing assessment without giving feedback is just a compliance exercise. Feedback is critical to students' motivation, study strategies, and learning success. Yet our students regularly complain about the quantity, timeliness, and usefulness of feedback. Faculty argue that giving useful 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) will value, read/hear, understand, and use feedback to improve learning – and teaching.

Thomas A. Angelo, La Trobe University, Australia

Track: 06M (CC)
Time: 3:45 - 5:00 p.m.
Room: Capitol 1

Concurrent Workshop
Monday, October 31, 2011
Beginners

Quantity, Inquiry, and Accountability: Answering the “How-Do-We-Know?” Question

The focus of this session is to review the process that The Council for the Advancement of Standards in Higher Education (CAS) recommends for completing a program review or self-assessment process for various functions typically found in community colleges. Participants will receive materials, steps in the process, and action plans.

Deborah Garrett, Arkansas State University - Beebe; and Mickey Hay, Southwestern Michigan College

5:00 – 7:00 p.m. ~ POSTER SESSION ~ Westin Grand Ballroom Foyer
(See pages 34 & 35)

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

Poster Session

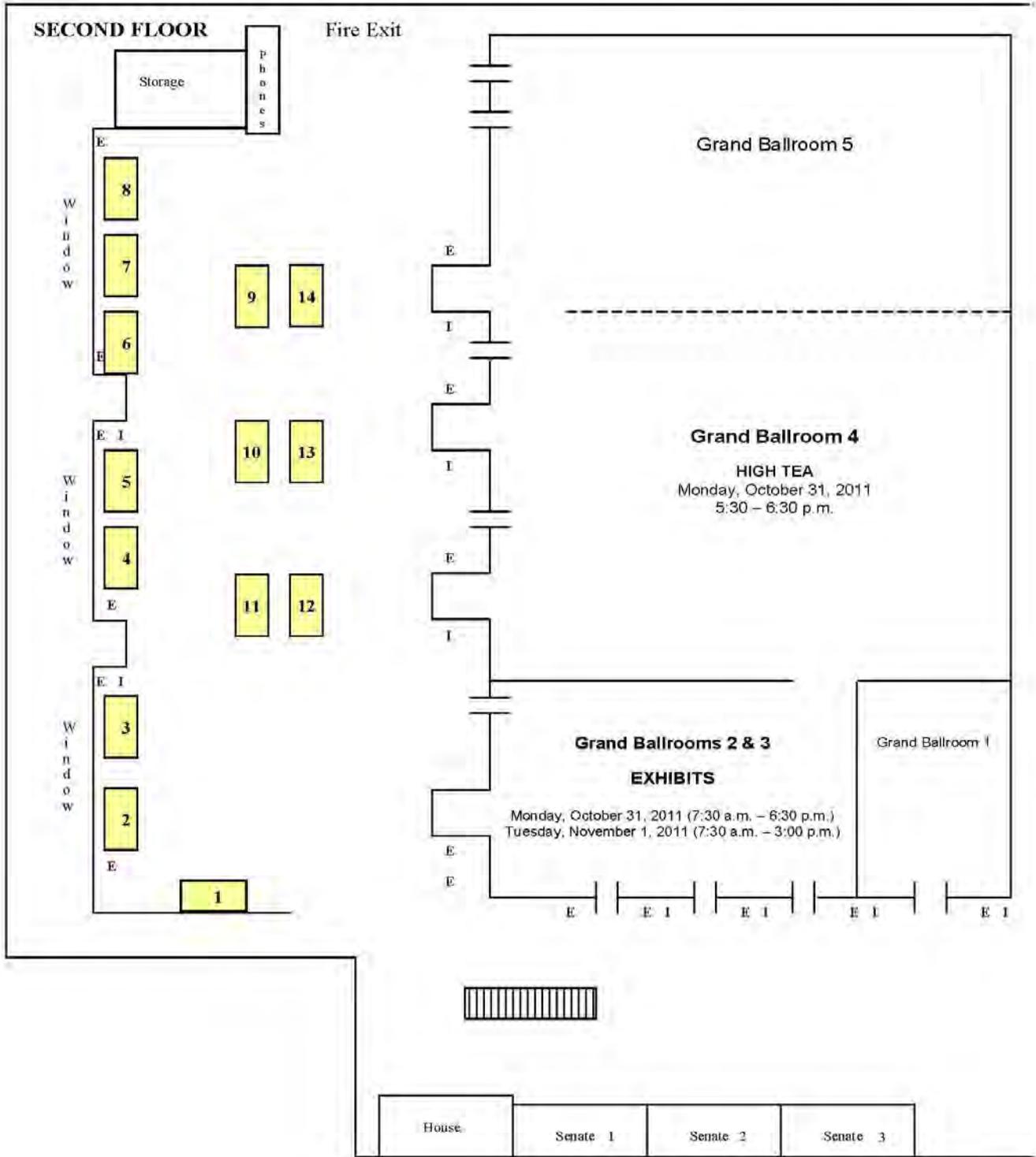
Assessment methods, practices, and findings that are shared best in a visual format permitting one-on-one discussion are presented during the poster session. **The following individuals will be presenting posters in the Grand Foyer, located on the second floor of the Westin, on Monday, October 31 from 5:00 to 7:00 p.m. only.**

Track	Table#	Title	Presenters
21A (AM)	1	<i>Assessment and Accountability</i>	Jim Fulmer and Susan Hoffpauir, University of Arkansas at Little Rock
21B (CE)	2	<i>Best Practices in Fostering Student Interest in Civic Engagement: A Campus Example</i>	Angela D. Spelock and Indre Cuckler Mountain State University
21C (AM)	3	<i>Chasing the Snitch: Using Multiple Sources of Assessment Data to Figure Out Why A College's Graduates Writing Skills are Underdeveloped and to Allow for Appropriate Remedy</i>	Heather McGovern, Richard Stockton College of New Jersey
21D (EP)	4	<i>e-Portfolios: Providing Evidence of Student Outcomes Assessment for Business Accreditation</i>	Diane M. Holtzman and Evonne J. Kruger, Richard Stockton College of New Jersey
21E (AM)	5	<i>Finding the Learning Curve with Online Faculty Course Evaluations</i>	Christopher C. Wing, College of Saint Benedict and Saint John's University
21F (GE)	6	<i>General Education Assessment Plan - A Four-Tiered Approach</i>	Ryan McLawhon and Loraine Phillips, Texas A&M University
21G (CE)	7	<i>How to Efficiently Document Service Learning on Your Campus</i>	Gregory W. Phillips, Blinn College
21H (AM)	8	<i>Implementing the Class-Level Survey of Student Engagement: First Impressions and Findings</i>	Patrick F. Cravalho, Ronald E. Rogers, and Jonathan G. Boyajian, San Jose State University
21I (FD)	9	<i>Learning to Learn from Learning Outcomes: Articulating Shared Values within the Assessment Process</i>	Lisa R. Shibley, Millersville University of Pennsylvania; and Beverly Schneller, University of Baltimore
21J (AM)	10	<i>Sharing the Good News with Faculty</i>	Karol E. Dean and Michele Starkey, Mount St. Mary's College
21K (AM)	11	<i>The Assessment Activists: How the Assessment Coordinator Program Changed Assessment Perspective on West Liberty University's Campus</i>	Steve Criniti, West Liberty University
21L (FD)	12	<i>The Role of Assessment Officers as Educators and Trainers</i>	Fang Du and Terry M. Davis, University of Mount Union
21M (EP/AC)	13	<i>Use of Structured Rubrics for Faculty and Teacher Candidate Communication During the Assessment Process and Program Review</i>	Jill D. Shedd, Indiana University Bloomington
21N (FD)	14	<i>Utilizing Course Directors for Graduate Online Adjunct Faculty</i>	Tammy E. Kushner and Jim Hibel, Nova Southeastern University

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~ POSTER SESSION MAP ~

Please visit our poster session during the 2011 Assessment Institute in the **Grand Foyer** located on the second floor of the Westin on Monday, October 31, 2011 from 5:00 to 7:00 p.m.



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; (NI) – NILOA, and (SD) – Student Development

Tuesday, November 1, 2011

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.

Track: 02B
Time: 8:45 - 10:00 a.m.
Room: Grand Ballrooms 4 & 5

Plenary Session
Tuesday, November 1, 2011
Beginners and Advanced

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

Track: 07A (FY)
Time: 10:15 - 11:30 a.m.
Room: Congress 1&2

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Assessing Engagement in the First Year: Lessons from BCSSE and NSSE

This session will highlight lessons from the National Survey of Student Engagement (NSSE) and the Beginning College Survey of Student Engagement (BCSSE) regarding key student behaviors and institutional practices that foster first-year student success. This session will also illustrate approaches to assessing service-learning and learning communities.

James S. Cole and Jillian Kinzie, Indiana University Bloomington

Track: 07B (AM/MJ)
Time: 10:15 - 11:30 a.m.
Room: Council

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Questions We Asked when Planning University-Wide Program Review

The University of Cincinnati completed its first university-wide program review in 2010. In this interactive workshop, we propose to share the philosophical and practical questions that arose through our experience, explore the options available, and discuss the impact of such questions on the rigor, nature, and scope of program review.

Kristi A. Nelson, University of Cincinnati; and Mark C. Nicholas, Oklahoma State University

Track: 07C (FD/CE)
Time: 10:15 - 11:30 a.m.
Room: Convention Center 203

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Building Capacity for Partnership Assessment: A Graphic Method for Improving Practice in Collaborative Teaching and Research Relationships

Collaborative teaching and learning in/with communities place counter-normative demands on faculty that call for new modes of formative assessment. Few graphic assessment tools exist to support faculty learning in relation to collaborative pedagogies, research methods, and modes of community-campus engagement. Session organizers demonstrate a visual method designed to enable self-diagnosis and qualitative monitoring of collaborative relationships. Faculty who have used the method over a 1½ year period will discuss the method's value for improving collaborative practice and partnership outcomes.

Mary F. Price, Starla Officer, Enrica Ardemagni, Paula Differding, and Darrell Nickolson, IUPUI

Track: 07D (CE)
Time: 10:15 - 11:30 a.m.
Room: Convention Center 202

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Assessing Student Civic-Mindedness Using ePortfolios

This session will encourage participants to consider how ePortfolios can make civic learning more visible. In this interactive workshop we will work with a set of assessment tools and explore the use of ePortfolios to facilitate reflection and to encourage demonstration of civic skills that have become important to succeed in a global environment.

Kristin E. Norris, Kathy Steinberg, and Julie A. Hatcher, IUPUI

Track: 07E (SD)
Time: 10:15 - 11:30 a.m.
Room: Convention Center 201

Concurrent Workshop
Tuesday, November 1, 2011
Beginners

A Different Perspective on the NSSE in Mexico as an Indirect Method to Evaluate Students' Competences and Skills

This workshop will introduce a test of NSSE in Mexico and explore the use of the instrument as an indirect measurement of skills and competences at the Tecnológico de Monterrey. Student engagement development differs between countries; therefore, it is necessary to adapt NSSE to the cultural context to consider the differences.

José Humberto Muñiz Castro and Andrea Barrera, Tecnológico de Monterrey

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Track: 07F (EP)
Time: 10:15 - 11:30 a.m.
Room: Convention Center 204

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Can an e-Portfolio Catch on Fire?

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, and to feature professional publications.

Ellen Marie Murphy, SUNY Empire State College

Track: 07G (NI)
Time: 10:15 - 11:30 a.m.
Room: Capitol 2

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

National Transparency Initiatives: Where Are They Now? Where Are They Going?

The National Institute for Learning Outcomes Assessment (NILOA) staff will summarize their research of institutional websites. The findings suggest that certain transparency initiatives require assessment information to a greater degree, that institutions involved in VSA posted more information on their own websites, that institutions involved in an initiative show more assessment information on their websites than those not involved, and that recently accredited institutions show more evidence of student learning on their websites.

Organizational leaders of the transparency initiatives will have a chance to respond to the findings, and will comment on ways to help institutions move to the next level in effectively reporting student learning outcomes information.

Christine Keller, Association of Public and Land-grant Universities; George D. Kuh, National Institute for Learning Outcomes Assessment (NILOA), Indiana University Bloomington and Strategic National Arts Alumni Project (SNAAP); Roland King, National Association of Independent Colleges and Universities; Staci Provezis, University of Illinois Urbana-Champaign; and Kent Phillippe, American Association of Community Colleges

Track: 07H (AC)
Time: 10:15 - 11:30 a.m.
Room: Capitol 3

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Accreditation Tools to Facilitate a Successful NCATE Visit

Following our successful accreditation visit at Indiana Wesleyan University, the work of self-study and continued improvement continues. This workshop shares the tool utilized to manage all the details of our self-study, our alignment tool, two major assessments with revisions (related to student learning), and some future directions.

Cheryl Irish and Brad Oliver, Indiana Wesleyan University

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

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Valuing People Through an Improved Process for Student Evaluation of Teaching (SET)

Southern Illinois University Edwardsville recently completed a two-year initiative focused on improving student evaluation of teaching (SET) processes. We will share outcomes and results from the validation of proposed SET items and lessons learned from the political process of shepherding a controversial continuous improvement project through university shared governance.

Denise Cobb, Lynn Bartels, Timucin Ozcan, Paul Rose, and Victoria G. Scott,
Southern Illinois University Edwardsville

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

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Assessing the Assessment: Practice What You Preach

Does your institution model best practices in the way it communicates its expectations for program level assessment reports? How about in the way it evaluates those reports and offers feedback for improvement? Participants will apply, critique, and adapt a rubric explicitly developed to communicate expectations for exemplary program-level assessment.

Debra Instone-Noonan, Christine Walsh, Matthew Hertz, and Pat Christian, Canisius College

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

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Engaging and Assessing Individual and Team Learning in the Capstone Experience: Using the Capstone® Simulation and Comp-XM® Assurance of Learning

This session will demonstrate how using an online competitive team simulation can engage and motivate students by helping them to make the connections between the disciplines and theories in their final capstone class - and how team performance and individual learning can be assessed and benchmarked to international norms.

Kenneth Wendeln, IUPUI

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

Concurrent Workshop
Tuesday, October 31, 2011
Beginners and Advanced

Informing Adult Learners with Data: The College Choices for Adults Model

Earlier this year, Transparency by Design, which powers the College Choices for Adults website, released metrics for reporting learner progress at institutions that serve adult students at a distance. Come learn how this metric, as well as program-level learning outcome reporting, are informing adult learners and improving institutional processes.

Cali Morrison, WICHE Cooperative for Educational Technologies (WCET); and Jennifer Mauldin, Regis University - Colorado

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; (NI) – NILOA, and (SD) – Student Development

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: Congress 1&2

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Crossing Boundaries: Creating Faculty Capacity for Global Positioning

Participants will learn to (1) assess data-driven initiatives to reduce organizational silos, (2) critique their current institutional structures against a set of metrics that measure organizational investment in global positioning and student success, and (3) analyze the impact of the cases discussed to enhance student satisfaction and achievement.

Margaret A. Malmberg, Susanne Marshall, Tammy Kushner, and James Hibel, Nova Southeastern University

Track: 08B (CC/AC)
Time: 12:45 - 2:00 p.m.
Room: Council

Concurrent Workshop
Tuesday, November 1, 2011
Advanced

Achieving the Dream and Fulfilling Accreditation Requirements

Achieving the Dream is a multi-year initiative aimed at helping more community college students succeed. The Achieving the Dream methodology requires colleges to conduct an analysis of data to determine achievement gaps, develop strategies designed to overcome barriers to success, evaluate strategies, and use the results to further improve programs and services. This presentation is designed to show how institutions can use the methodology of Achieving the Dream to provide evidence of compliance with key accreditation standards and to drive the institution's continuous quality improvement agenda.

Nicole Reaves, Westmoreland County Community College

Track: 08C (FD)
Time: 12:45 - 2:00 p.m.
Room: Convention Center 203

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Sustaining Faculty Engagement in Assessment: A Peer Facilitator Approach to Faculty Development

Faculty members from Miami Dade College's Learning Outcomes Assessment Team will highlight strategies that the Team has used to engage and promote faculty expertise in outcomes-based assessment. Participants will garner ideas from other participants and will develop and plan a strategy for engaging faculty in assessment work at their own institutions.

John Frederick, Miriam Abety, and Lauren Gach, Miami Dade College

Track: 08D (CE)
Time: 12:45 - 2:00 p.m.
Room: Convention Center 202

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Assessing the Impact of Civic Engagement

For an increasing number of institutions, civic engagement is an essential part of the college experience. This session will present evidence of the impact civic-minded practices have on outcomes for college students using findings from the Cooperative Institutional Research Program (CIRP) surveys and discuss the challenges and successes associated with assessing civic engagement programs and activities.

Laura J. Palucki Blake, UCLA

Track: 08E (SD)
Time: 12:45 - 2:00 p.m.
Room: Convention Center 201

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Ask 100 Students and What Do You Get? The Mount Royal Assessment Seminar

The Mount Royal Assessment Seminar is an ongoing assessment project in which rich, qualitative data about the undergraduate experience is gathered from students through structured one-on-one interviews conducted by trained student interviewers. This presentation reports on the Assessment Seminar's first year of work - how it was undertaken, findings, institutional responses, lessons learned, and next steps.

James C. Zimmer and Robin Fisher, Mount Royal University

Track: 08F (NI)
Time: 12:45 - 2:00 p.m.
Room: Capitol 1

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

SNAAP: Connecting With and Learning About Arts Graduates

The Strategic National Arts Alumni Project (SNAAP) is an annual online survey, data management, and institutional improvement system designed to enhance the quality and impact of arts-school education. In this session, participants will learn about SNAAP and the major findings from the more than 19,000 art alumni who have responded to date. Participating institutions are using the results to identify the factors needed to better match arts training to artistic careers and understand the factors that help or hinder the careers of alumni, whether they have chosen to work as artists or pursue other paths.

George Kuh, National Institute for Learning Outcomes Assessment (NILOA), Indiana University Bloomington and Strategic National Arts Alumni Project (SNAAP); Scott Jones and Amber Lambert, Indiana University Bloomington

Track: 08G (NI)
Time: 12:45 - 2:00 p.m.
Room: Capitol 2

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

The Measuring Quality Inventory

Over the last decade, several hundred assessment instruments, tools and resources have been developed for broad use within and outside the academy. A new web site, sponsored by the National Institute for Learning Outcomes Assessment (NILOA), the Association for

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Institutional Research (AIR), and the American Council on Education (ACE) catalogues approximately 250 of these resources along with guidance for selecting and using them for institution- and program-level assessment and improvement. In this session, the site developers will use examples of specific assessment questions posed by participants to demonstrate how to use the Measuring Quality Inventory to meet their institution's assessment needs.

Victor M. H. Borden and Brandi M. Kernel, Indiana University Bloomington

Track: 08H (AC)

Time: 12:45 - 2:00 p.m.

Room: Capitol 3

Concurrent Workshop

Tuesday, November 1, 2011

Beginners and Advanced

Gather-It: Penn State's Open Source Application for Managing Evidence of Student Learning

Learn how Penn State's open source content management software allowed for development of a reusable repository for faculty to store and tag evidence of student learning. What was previously an inefficient and often redundant paper-based process has become a streamlined assessment management system that can be queried at any time to review progress on key learning outcomes.

Glenn Johnson and Michael Halm, Penn State University

Track: 08I (AM)

Time: 12:45 - 2:00 p.m.

Room: State

Concurrent Workshop

Tuesday, November 1, 2011

Beginners and Advanced

Updating NSSE: What's Been Done and Where Are We Heading

An updated version of the National Survey of Student Engagement – NSSE 2.0 – will launch in 2013. This discussion will review the rationale for the update, the revision process, as well as 2011 pilot survey content and selected results. Session attendees will be encouraged to provide feedback and ask questions.

Shimon Sarraf, Robert M. Gonyea, Jim Gieser, and Jennifer Brooks, Indiana University Bloomington

Track: 08J (AM)

Time: 12:45 - 2:00 p.m.

Room: Senate 1, 2, & 3

Concurrent Workshop

Tuesday, November 1, 2011

Beginners and Advanced

Examining Assessment Methods to Appreciate an Institution's Student Learning Assessment Culture

This presentation will discuss the results of an adapted national survey conducted by the host institution to discover how the assessment methods utilized at our institution align with learner-centered or accountability paradigms of assessment and what their implications are for student learning.

Scott Heinerichs, Loretta Rieser-Danner, and Hyoejin K. Yoon, West Chester University

Track: 08K (CP)
Time: 12:45 - 2:00 p.m.
Room: Grand 1

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Multiple Capstones Provide Psychology Majors with Opportunities to Prepare for a Variety of Post-Baccalaureate Goals

The IUPUI Department of Psychology offers its majors a set of capstone options that reflect and support the diversity of their post-baccalaureate educational and career paths. Most of our alumni remain in or enter the workforce immediately after graduation, while a smaller number continue their education in graduate school. Capstone labs, practica, and seminars enable our students to practice their goal-related skills and our department to assess how successfully these goals have been accomplished.

Drew Appleby (Emeritus), Robert Bringle, John Guare, John Hazer, Michelle Jeschke, Kathy Johnson, Jesse Stewart, and Jane Williams, IUPUI

Track: 08L (AM)
Time: 12:45 - 2:00 p.m.
Room: Grand 4

Concurrent Workshop
Tuesday, November 1, 2011
Beginners 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

Track: 08M (GE)
Time: 12:45 - 2:00 p.m.
Room: Grand 5

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Using Learning Objectives to Design and Assess a Core Curriculum

Butler University recently implemented a new Core Curriculum. This presentation describes how we engaged faculty in designing and implementing direct and indirect student learning assessments in eight core areas. We will highlight engendering faculty involvement and providing support through Core Curriculum Assessment Roundtables, and will discuss results and implications.

Jennifer Buckley, Laura Behling, Paul Hanson, Elizabeth Mix, and Travis Ryan, Butler University

Track: 09A (FY)
Time: 2:15 - 3:30 p.m.
Room: Congress 1&2

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Differences in Social Integration Between Commuters and Residents: An Assessment Project

This presentation describes an assessment study on the differences between first-year commuter students and residents on social integration, an important persistence factor. Using national data sets, we'll highlight factors that institutions can influence. A practitioner from a commuter campus will discuss programs created to improve integration for commuter students.

Gregory Anderson, Indiana University-Purdue University Fort Wayne; and Darlena Jones, Educational Benchmarking, Inc. (EBI)

Track: 09B (CC)
Time: 2:15 - 3:30 p.m.
Room: Council

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Applying Nursing's Assessment Strategies to a College-Wide Initiative

The presentation will focus on the strategies used in nursing education to assess student learning outcomes at the course and program level. The detailed format for a nursing program evaluation plan will be presented, along with components that may be applicable to other programs and courses in the college. Suggestions will be made on how to use the best aspects of the nursing systematic plan to identify performance indicators, analyze assessment findings, and promote positive learning strategies at the course and program levels. Selected components of the nursing education approach have been recommended for the college-wide course assessment and program review at Union County College.

Patricia A. Castaldi, Union County College

Track: 09C (FD)
Time: 2:15 - 3:30 p.m.
Room: Convention Center 203

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Faculty Engagement as Learning and Collaborative Inquiry

The process of faculty engagement in outcomes assessment is actually a learning process. This session focuses on strategies to enhance learning experiences of faculty that foster engagement in outcomes assessment. Participants will explore suggestions for collegial and collaborative learning processes and the cycle of assessment work.

Elizabeth L. Evans, Concordia University Wisconsin

Track: 09D (CE)
Time: 2:15 - 3:30 p.m.
Room: Convention Center 202

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Leveraging Civic Engagement Activities for Assessment and Continuous Improvement Initiatives

Civic engagement contributes to improved student learning in the discipline and enhanced business skills such as critical thinking and communication. We describe a student deliverable that facilitates the assessment of learning outcomes and demonstrates a results-

driven, continuous improvement plan that integrates service learning, community engagement, and knowledge transfer.

Deanne Butchey, Florida International University

Track: 09E (SD)

Time: 2:15 - 3:30 p.m.

Room: Convention Center 201

Concurrent Workshop

Tuesday, November 1, 2011

Beginners

Needs-Assessment of Student Veterans at an Urban Commuter Campus

With a recent increase in veteran benefits, college campuses are preparing for an influx of student veterans. Their needs range from managing federal benefits to coping with combat-related stress. This study will explore veteran student needs coming to an urban commuter four-year institution to learn how best to serve them.

Janice E. Childress, IUPUI; and Tim Childress, United States Army

Track: 09F (EP)

Time: 2:15 - 3:30 p.m.

Room: Convention Center 204

Concurrent Workshop

Tuesday, November 1, 2011

Beginners and Advanced

Coming Full Circle: Utilizing ePortfolios for Both Student and Program Assessment

This presentation introduces an ePortfolio model of assessing students' mastery of content. Participants will learn how student construction of his/her portfolio occurs throughout the degree program. There will also be a discussion of how ePortfolios are utilized at the organizational level to assess program goals, accomplishments, and areas for improvement.

Scott Jay Berlin, Shelley Schuurman, Jamie Langlois, and Julia Guevara, Grand Valley State University

Track: 09G (NI)

Time: 2:15 - 3:30 p.m.

Room: Capitol 2

Concurrent Workshop

Tuesday, November 1, 2011

Beginners and Advanced

Getting Assessment Right: Why Language Matters

Words have power, and assessment is particularly reliant on language, or rather languages plural, because meanings can diverge for different stakeholders. In presidential cabinets, the very word "assessment" can connote meaning that disagrees with what teaching faculty understand. Those engaged in assessment have many audiences to address in order to get work accomplished, communicate it effectively, and respond to pressures for accountability and improvement. Accreditation standards may seem like they say one thing about your effectiveness processes, but may mean something else in practice. How we use the languages of assessment sets expectations and boundaries, and determines how successful our activities are. This session will highlight pitfalls and ways around them, as well as ways to use language to your best advantage in administering, conducting, reporting, and using assessments.

David A. Eubanks, Johnson C. Smith University

Track: 09H (AC)
Time: 2:15 - 3:30 p.m.
Room: Capitol 3

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Collaborating on Assessment of SLOs - A Project by the Association for Biblical Higher Education

Institutional research and assessment professionals from the Association of Biblical Higher Education (ABHE) were commissioned to study assessment and accountability within the membership. A schedule of suggested assessment instruments, a common set of learning outcomes for all ABHE graduates, and accompanying rubrics were developed.

Dale L. Mort, Lancaster Bible College; Lucas B. Kavlie, Moody Bible Institute; and Aaron Profitt, God's Bible School and College

Track: 09I (AM)
Time: 2:15 - 3:30 p.m.
Room: State

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Operationalizing the AAC&U VALUE Rubrics to Explore Student Learning Outcomes

Participants in this session will explore the use of the American Association of Colleges and Universities VALUE rubrics through: 1) reviewing a checklist for adopting assessment rubrics, 2) developing interrater reliability, 3) discussing results of three rubrics and their implications for student learning, and 4) creating strategies to communicate results.

Lisa R. Shibley and Scott Anderson, Millersville University of Pennsylvania; Beverly Schneller, University of Baltimore

Track: 09J (AM)
Time: 2:15 - 3:30 p.m.
Room: Senate 1, 2, & 3

Concurrent Workshop
Tuesday, November 1, 2011
Advanced

The Institutional Effectiveness Dashboard: Assessing the Accomplishment of the Strategic Plan

This session demonstrates the working BMC Institutional Effectiveness Dashboard, used in assessing the execution of an institution's strategic plan. Cross-referencing major data sources (CampusVUE, COMPASS, Noel-Levitz, IDEA, etc), the dashboard reports student persistence, student readiness, learning outcomes, student success, and satisfaction in real time for hundreds of faculty and staff daily.

James M. Wilde, Brown Mackie College; and Karen Hesidence, Education Management Corporation

Track: 09K (CP)
Time: 2:15 - 3:30 p.m.
Room: Grand 1

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Evolution and Continuous Improvement in a Well-Established Capstone Experience

Southern Illinois University Edwardsville is nationally recognized for its capstone project, called the Senior Assignment (SRA). However, the university constantly seeks to improve processes, even those that are "well-done". Information on the SRA continuous improvement efforts and data regarding student and faculty perceptions will be presented.

Victoria G. Scott, Joel Hardman, Denise P. Cobb, Southern Illinois University Edwardsville

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; (NI) – NILOA, and (SD) – Student Development

Track: 09L (MJ)
Time: 2:15 - 3:30 p.m.
Room: Grand 4

Concurrent Workshop
Tuesday, November 1, 2011
Beginners

Focus on the Bottom Line: Assessing Business Writing

In our session we will share: 1) our data and results from the effort to assess writing by undergraduate business students at Lewis University; 2) what we learned about ourselves and our students in the assessment process; 3) the steps we took to adjust the assessment process, courses, and curriculum in light of the findings.

Michael A. Cherry, Laura Leli-Carmine, Maureen Culleeney, and George Klemic, Lewis University

Track: 09M (AM)
Time: 2:15 - 3:30 p.m.
Room: Grand 5

Concurrent Workshop
Tuesday, November 1, 2011
Beginners and Advanced

Successful Assessment Leadership: Helping Senior Campus Administrators Help Faculty

This program is designed to guide deans, vice-presidents, provosts, and other senior campus administrators in an assessment best-practices workshop. The goal of the workshop is to give administrators the tools they need to help their faculty successfully design, conduct, analyze, report, and use assessment to improve teaching and learning and to provide accountability.

Philip Kramer, Rita E. Knuesel, and Kenneth M. Jones, College of Saint Benedict and Saint John's University

Best Practices and Sponsor Presentations

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

Monday, October 31, 2011 ~ Best Practices and Sponsor Presentations

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

**Guest Speaker, David Paris, Executive Director of the New
Leadership Alliance for Student Learning and Accountability**

**“Professionalism in a New Key: The New Leadership Alliance and
Creating New Norms for Higher Education”**

Track: 10A (GE)

Time: 12:45 - 1:15 p.m.

Room: Cabinet

Best Practices Presentation

Monday, October 31, 2011

Advanced

Using Pivot Tables to Report Assessment Results at School and Department Levels

This presentation will describe the direct assessment of the Principles of Undergraduate Learning at IUPUI and demonstrate the use of pivot tables to generate manageable reports for improvement efforts at the school and department levels. Presenters will demonstrate pivot tables and discuss how they are used to display assessment data.

Steven Graunke and Gary Pike, IUPUI

Track: 10B (FD)

Time: 12:45 - 1:15 p.m.

Room: Caucus

Best Practices Presentation

Monday, October 31, 2011

Beginners

Investing in Adjunct Faculty Development to Increase Student Success

Evaluating student satisfaction in an online graduate program that relies on adjunct instruction can be challenging. Workshop participants will learn from our experiences of working with adjunct faculty from diverse programs to develop syllabi that include outcomes, assessments and rubrics, and the effects of these efforts on student satisfaction.

Tammy Kushner, Jim Hibel, and Margurite Bryan, Nova Southeastern University

Track: 10C (EP/AM)

Time: 12:45 - 1:15 p.m.

Room: Chamber

Best Practices Presentation

Monday, October 31, 2011

Beginners

Collaborative Assessments: Reflections in a Classroom and University Initiative

Collaborative reflection fuses the basic components of assessment in classrooms and university instruction into the learning community. Reflective praxis is a collaborative intersection where transformative education occurs and real needs are met.

**Marilyn Sue Nash, Indiana University South Bend; and Bryon Scoggin, South Bend
Community School Corporation**

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; (NI) – NILOA, and (SD) – Student Development

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

Sponsor Presentation
Monday, October 31, 2011
Beginners and Advanced

Making Course-Embedded Assessment a Reality

Institutions can enhance their general education or degree programs by embedding the assessment of core competences within course offerings. This approach typically has a higher adoption rate by faculty and results in more participation from students.

Institutions often face the following challenges during program assessment: securing the participation of students and faculty; increased costs from additional detached technologies not linked to the curriculum, so it is harder to identify curriculum gaps; and slow feedback process.

Session attendees will learn about some techniques for course-embedded assessment, including the use of rubrics, the alignment of course content to broader learning objectives, and how educators can begin to use the results. By the end of the session participants will be able to understand the benefits of embedded assessment and how to create a framework for assessment.

Jim Chalex, Blackboard, Inc.

Track: 11A (AM)
Time: 1:30 - 2:00 p.m.
Room: Cabinet

Best Practices Presentation
Monday, October 31, 2011
Beginners

Building an Assessment Plan

Do you know your program's assessment goals and needs? Do you know how and when you will measure these goals and needs? Whether you're trying to assess a departmental program, a co-curricular program, or a program designed to enhance the learning experience for students in the classroom, a well-designed assessment plan can help focus and guide your efforts. Working in small groups, participants will learn to create an assessment plan starting from determining goals through implementing measurement tools.

Shannon M. Sexton, Rose-Hulman Institute of Technology

Track: 11B (FD)
Time: 1:30 - 2:00 p.m.
Room: Caucus

Best Practices Presentation
Monday, October 31, 2011
Beginners and Advanced

Using Research on Best Online Instructional Practices to Close the Loop in Learning Outcomes Assessment

The best approach to closing the loop is taking actions previously demonstrated to improve student learning. This presentation will show how the results of an 8-year study in online teaching and learning became part of closing the loop at UMUC, a primarily online university.

Daniel L. McCollum and Husein Abdul-Hamid, University of Maryland University 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; (NI) – NILOA, and (SD) – Student Development

Track: 11C (SD)
Time: 1:30 - 2:00 p.m.
Room: Chamber

Best Practices Presentation
Monday, October 31, 2011
Beginners and Advanced

Co-Curricular Outcomes: More Than Words

Student affairs educators are spending considerable time developing learning outcomes for co-curricular programs, yet how these statements are converted into practice isn't clear. This session offers a theory-based process, created in a Leadership and Service office, to situate learning outcomes into effective assessment plans for programs, departments, or divisions.

Erin E.P. Thomas, Illinois State University

Track: 11D (EP)
Time: 1:30 - 2:00 p.m.
Room: Cameral

Sponsor Presentation
Monday, October 31, 2011
Beginners and Advanced

ePortfolios and Outcomes Assessment: Improving Effectiveness with Technology

Portfolios offer a powerful means for students to demonstrate and reflect upon their learning both inside and out the classroom. Yet, without effective assessment, portfolio initiatives may fall short of expectations. Learn how to use ePortfolios to assess outcomes reliably and efficiently for more authentic insight into student achievement and program effectiveness.

Webster Thompson, TaskStream

Track: 12A (AM)
Time: 2:15 - 2:45 p.m.
Room: Cabinet

Best Practices Presentation
Monday, October 31, 2011
Beginners

Evaluating Students' Ethical Decision-Making

Grounded in constructivist theory, this study evaluates the impact of an ethics class in terms of students' ethical decision-making by comparing aggregate scenario-based, pre- and post-test open-ended survey responses reflecting cognitive and affective perceptions about ethical workplace behavior. Findings suggest positive changes in students' ability to make ethical decisions.

Marquita R. Walker, IUPUI

Track: 12B (FD)
Time: 2:15 - 2:45 p.m.
Room: Caucus

Best Practices Presentation
Monday, October 31, 2011
Beginners and Advanced

Fostering Evaluative Thinking Through Outcomes Assessment in Academic Departments

This paper presents findings from a longitudinal cross-institutional multiple-case study that explores factors that enhance or hinder (a) planning and implementing outcomes assessment, and (b) organizational assessment capacity development. The presenter will conclude with suggestions for future research and recommendations for ways to facilitate assessment capacity-building in university settings.

Yukiko Watanabe, University of Hawaii at Manoa

Track: 12C (EP)
Time: 2:15 - 2:45 p.m.
Room: Chamber

Best Practices Presentation
Monday, October 31, 2011
Beginners

e-Portfolios: Providing Evidence of Student Outcomes Assessment for Business Accreditation

Students use e-portfolios to showcase academic and professional knowledge, skills, and experience using written, audio, and visual formats for employers, graduate schools, and accrediting agencies. This session illustrates how e-portfolios provide evidence of business students' knowledge and skills that meet AACSB, a business education accrediting body, Assurances of Learning goals.

Diane M. Holtzman and Evonne J. Kruger, Richard Stockton College of New Jersey

Track: 12D (CC)
Time: 2:15 - 2:45 p.m.
Room: Cameral

Sponsor Presentation
Monday, October 31, 2011
Beginners and Advanced

Building a Culture of Inquiry

Explore the benefits of a community college "Culture of Inquiry" that targets continuous improvement of student learning through outcomes assessment. Engage faculty in activities that create a collaborative, non-threatening environment that focuses on enhancement of measurement instruments including rubrics, scoring guides, exams, surveys and e-portfolios. The session also includes an examination of instructional design strategies meant to increase student engagement in learning and assessment processes. Attendees will be provided with copies of workshop exercises currently used by the Tri-C Assessment Team.

Bhupi Bhasin, Tk20, Inc.; George Skerritt, John Thomas, Donna Homenko, and Kim Ochs, Cuyahoga Community College

Track: 13A (AM)
Time: 3:00 - 3:30 p.m.
Room: Cabinet

Best Practices Presentation
Monday, October 31, 2011
Beginners and Advanced

Using Rubrics for the Graduate Program Assessment: Is It an Effective Tool?

The rubric is one of the authentic assessment tools used for assessing student performance along a task-specific set of criteria. Many institutions are challenged to conduct outcomes assessment among graduate students across disciplines and programs. This session discusses how rubrics were developed and used to conduct a three-year cycle assessment within the Graduate School of Management and Technology at University of Maryland University College. Participants can expect to review five GSMT standardized rubrics and discuss the implementation and effectiveness of the assessment method.

Yan Zhang and John Aje, University of Maryland University College

Track: 13B (CE)
Time: 3:00 - 3:30 p.m.
Room: Caucus

Best Practices Presentation
Monday, October 31, 2011
Beginners and Advanced

Assessing Impact of Community Engagement and Experiential Learning

IUPUI's innovative Solution Center has worked with more than 800 organizations to engage nearly 2,300 students and faculty in community-based internships, class projects, and research since 2004. Project evaluations and impact studies in 2006 and 2011 provide evidence of and implications for program assessment, community engagement, and experiential learning.

Christine Y. Fitzpatrick and Sarah Zike, IUPUI

Track: 13C (EP/AC)
Time: 3:00 - 3:30 p.m.
Room: Chamber

Best Practices Presentation
Monday, October 31, 2011
Beginners and Advanced

Use of Structured Rubrics for Faculty and Teacher Candidate Communication During the Assessment Process and Program Review

Presentation of an evaluation and communication model for key assessments to strengthen candidates' learning as well as professional program reviews. Features faculty and student experiences with an electronic rubric assessment system integrated with the institution's course management system. Offers analysis of implementation from institutional and accreditation perspectives.

Jill D. Shedd, Indiana University Bloomington

Track: 13D (MJ)
Time: 3:00 - 3:30 p.m.
Room: Cameral

Sponsor Presentation
Monday, October 31, 2011
Beginners and Advanced

Using ACAT to Evaluate Curriculum Efficacy in the Major

ACAT can be used to measure the degree of factual information retention and the ability to apply information and strategies to the solution of problems. When administered at the completion of a major field of study, the data can be useful in determining how well key concepts are retained and reinforced across courses. When used in a pre-post design, gain scores can be used to assess the contributions of curriculum components to retained content knowledge. The flexibility of the ACAT and its uses adapt well to the varying needs of academic departments. This session will present the applications of ACAT and the ways in which the data can be used for continuous improvement and feedback.

Anthony J. Golden, PACAT, Inc.

Track: 14A (AM)
Time: 3:45 - 4:15 p.m.
Room: Cabinet

Best Practices Presentation
Monday, October 31, 2011
Beginners

Let's Not Forget to Assess Our Adult Education Programs

Adult education administrators, in their zeal to promote growth, sometimes neglect to build

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in student learning outcomes measures or implement a cycle of assessment. This presentation will discuss some low cost, low maintenance measures that have been used successfully to assess the quality of adult programs.

Cynthia Tweedell, Mid-Continent University

Track: 14B (MJ)
Time: 3:45 - 4:15 p.m.
Room: Caucus

Best Practices Presentation
Monday, October 31, 2011
Beginners

A Tale of Two Committees: Using Experience of Leading the Assessment Committees of Two Institutions in Different Accreditation Jurisdictions to Develop a Job

Description for Assessment Committee Chair

I will share reflections on committee leadership and change management approaches in traditional and AQIP environments, examining interactions of Schein's and Bass' models as they meet the real world, and framing what I have learned into a traditional Human Resources Management model, a job description.

George G. Klemic, Lewis University

Track: 14C (EP)
Time: 3:45 - 4:15 p.m.
Room: Chamber

Best Practices Presentation
Monday, October 31, 2011
Beginners and Advanced

Unpacking the Components of Reflective Practice for Student and Program Improvement

Student reflection is necessary for growth and its documentation in Teacher Education and other majors where clinical/ internship experiences are key. This session will present our experiences "unpacking" the learning outcome Reflective Practice. Portfolio and survey data will be presented, as well as the faculty process for program improvement.

Linda H. Espey and Sharon Evans Brindle, Grand View University

Track: 14D (AM)
Time: 3:45 - 4:15 p.m.
Room: Cameral

Sponsor Presentation
Monday, October 31, 2011
Beginners and Advanced

Creating an Effective Culture of Assessment through Technology Innovation

This presentation focuses attention on best-practice models of assessment implementation and using assessment results to improve continuously. It will provide the environment for attendees to enhance their assessment knowledge and share their own experiences and techniques for assured student learning and program effectiveness – from assessment planning to implementation and measuring.

Ida Asner and Ashley O'Connor, LiveText

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

Best Practices Presentation
Monday, October 31, 2011
Beginners

From Assessment To Curriculum Review Through Multidisciplinary Communities of Practice

This presentation shows how the School of Business Administration at the University of Puerto Rico created communities of practice as a tool for closing the loop in assessment. It will show the rationale behind group formation among disciplines, the set-up rules, and the resulting community's feedback.

Beatriz V. Rivera, Marta Z. Charron, Wanda Velazquez, and Zoraida I. Fajardo,
University of Puerto Rico Rio Piedras Campus

Track: 15B (FY)
Time: 4:30 - 5:00 p.m.
Room: Caucus

Best Practices Presentation
Monday, October 31, 2011
Beginners

Meeting the Challenge of the First-Year Experience

The goal of this presentation is to summarize the success of MSU's First-Year Seminar (FYS), which addressed known challenges to assessment. MSU's FYS focused on achieving 6 of 22 college-level student-learning outcomes (SLOs) identified by its General Education Council (GEC). While results were positive, process problems necessitate revisions.

Paula D. Serra and Charles Patrick, Morehead State University

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

Best Practices Presentation
Monday, October 31, 2011
Beginners and Advanced

Closing the Loop: Engaging Faculty in Developing, Reviewing, and Improving the Assessment of Student Learning

This presentation highlights strategies that Butler University uses to advance faculty-led student learning outcomes assessment. Presenters will describe the process of reporting annual reviews of student learning outcomes, forming an effective leadership team for peer reviews, and evaluating as well as improving these assessment functions over time.

Nandini Ramaswamy and Jennifer Buckley, Butler University

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

Sponsor Presentation
Monday, October 31, 2011
Beginners and Advanced

Using NSSE Data for Assessment and Accreditation

More than 1,500 institutions have student engagement results to assess and improve undergraduate education. This session will highlight the use of new NSSE tools, including the Major Field report and Accreditation Toolkits, and introduce approaches to connecting results to schools and departments and using data to document and inform improvement initiatives.

Jillian Kinzie, Indiana University Bloomington

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; (NI) – NILOA, and (SD) – Student Development

5:00 – 7:00 p.m. ~ **POSTER SESSION** ~ Grand Ballroom Foyer (See pages 34 and 35)

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

Tuesday, November 1, 2011 ~ Best Practices and Sponsor Presentations

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

Best Practices Presentation
Tuesday, November 1, 2011
Beginners

Implementing the Class-Level Survey of Student Engagement: First Impressions and Findings

The Class-Level Survey of Student Engagement (CLASSE) was developed to assess engagement at the university classroom-level (Ouimet and Smallwood, 2005). Utilizing the CLASSE, we assessed first-year student engagement at San Jose State University. The CLASSE proved valuable for formative assessment and for evaluating engagement at the classroom and program level.

Patrick F. Cavalho, Ronald E. Rogers, and Jonathan G. Boyajian, San Jose State University

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

Best Practices Presentation
Tuesday, November 1, 2011
Beginners and Advanced

Assessing the Value of Faculty Engagement in FYE: A Data-Driven Case Study

Our workshop will help participants understand how they can make a case for a robust, faculty-driven, and effective FYE program. Following a brief overview of the forms FYE has taken at our institution, we review data we have collected and demonstrate how assessment data can be used to promote and implement enhancements to FYE.

Mary Hinton, Mount Saint College in Newburgh; Sharon Hudak and Amy Lahart, Misericordia University

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

Best Practices Presentation
Tuesday, November 1, 2011
Beginners and Advanced

Capstone Assessment: Using Civic Engagement to Serve Nonprofits and Assess Public Relations Students

This 30-minute mini presentation will include valuable information for educators interested in

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creating new academic service-learning assignments or improving existing projects. Emphasis will be placed on assessment of AS-L projects in capstone courses, but the session will also include helpful tips to begin and maintain successful AS-L projects and relations with community partners.

Lolita Cummings Carson and Carol Schlagheck, Eastern Michigan University

Track: 16D (AC)
Time: 10:15 - 10:45 a.m.
Room: Cameral

Sponsor Presentation
Tuesday, November 1, 2011
Beginners and Advanced

Transform Your Strategic Planning, Assessment, and Accreditation Efforts with Campus Labs

At Campus Labs, we know that institutional research plays an essential role in the success and growth of a college or university and requires a robust, specialized platform built specifically to suit your campus needs. Learn how the Campus Labs comprehensive suite of products and services will allow you to achieve success in your mission-critical tasks in the most efficient and resourceful way possible. We'll show you features of our web-based tools for planning and assessment, while spotlighting how the tools can be used to support accreditation and program review efforts from start to finish.

Griffin Brock, Campus Labs

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

Best Practices Presentation
Tuesday, November 1, 2011
Beginners and Advanced

Meaningful Assessment – It's Not an Oxymoron Anymore

Change the reputation of program and operational assessments from “a waste of time and energy” to “valuable and leads to improvements.” Focus on the methods confirmed by our findings to lead to meaningful assessment - challenging outcomes, efficient measuring, focused strategies, a collaborative spirit, and recognition of outstanding practices.

Tace Crouse, Patrice Lancey, and Divya Bhati, University of Central Florida

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

Best Practices Presentation
Tuesday, November 1, 2011
Beginners and Advanced

Faculty and Librarians in First-Year Courses: Partners in Pedagogy

Many have discussed the benefits of librarians collaborating with faculty, but agree that “The campus library may historically be the centerpiece of institutional life on college and university campuses, but many first-year students think it is largely irrelevant to their lives” (Barefoot, 2006). As part of an instructional team in the First-Year Seminars (FYS), librarians have more contact with students beyond the traditional one-shot session or speed tour through the stacks. In addition, relationships between librarians and faculty are crucial to their success.

Rhonda Huisman, IUPUI

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; (NI) – NILOA, and (SD) – Student Development

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

Best Practices Presentation
Tuesday, November 1, 2011
Advanced

Beyond Engagement: Assessing Civic-Mindedness in College Students

The presenters will detail a collaborative effort by two universities to adapt a measure of civic-mindedness for a college population. Results of multiple studies will be discussed and participants will evaluate the ways in which the instrument can be used to assess this important outcome on their campuses.

Chris Orem, James Madison University; and Deborah L. Moore, Christopher Newport University

Track: 17D (EP)
Time: 11:00 - 11:30 a.m.
Room: Cameral

Sponsor Presentation
Tuesday, November 1, 2011
Beginners and Advanced

What Do You Want From Your ePortfolios? Closing the Loop Among Showcasing Portfolios, Assessments, and Learning Outcomes - A Comprehensive Approach

ePortfolios have the potential to meet a range of needs, such as collecting student work, showcasing achievements, encouraging personalization and creativity, performing authentic assessments, or acting as a learning management system. As a result, ePortfolio solutions have not successfully addressed these varying needs completely. This presentation provides an overview of RCampus ePortfolios that will encompass all different areas of needs for ePortfolios and lead the attendees to a better understanding of measuring student learning outcomes. The audience will fully understand the true potential of ePortfolios and how to utilize them to improve institutional effectiveness.

Ramesh Sabetiashraf, Reazon Systems, Inc.

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

Track: 18A (AC)
Time: 12:45 - 1:15 p.m.
Room: Cabinet

Best Practices Presentation
Tuesday, November 1, 2011
Beginners and Advanced

Sustainable Assessment Through Technology, Interaction, and Engagement

We focus on how our campus institutionalized a sustainable process of student learning outcomes assessment and reporting by adopting an Assessment Management System and fostering interaction around assessment through regular workshops and events. A synthesis of findings from across the campus on assessments of critical thinking skills is also presented.

Andreas Gebauer and Laura Hecht, California State University, Bakersfield

Track: 18B (CP)
Time: 12:45 - 1:15 p.m.
Room: Caucus

Best Practices Presentation
Tuesday, November 1, 2011
Beginners

The Capstone Experience: Program Assessment and Students' Reflections on Learning Outcomes

This presentation reports on assessment of student learning in a Spanish major. The effectiveness of the curriculum is measured by traditional means (senior tests and research projects), but also by verbalization of learning outcomes in students' reflective essays in capstone portfolios about their courses, service learning, internship, and study abroad experiences.

Marta Anton, Kevanne Monkhouse, and Elena Patino, IUPUI

Track: 18C (FD)
Time: 12:45 - 1:15 p.m.
Room: Chamber

Best Practices Presentation
Tuesday, November 1, 2011
Beginners and Advanced

Listen First, Then Make it Count: Reviewing a Model of Assessment to Meet Professional Development Needs of Faculty

The challenge in designing, implementing, and sustaining a professional development program is to meet the needs of faculty when considering their varied learning styles, availability, and prior experiences. This session presents a model for professional development at a mid-sized public institution, engages participants in reviewing and analyzing the iterative assessment process taken, and provides new ideas for enhancing their own.

David M. Pratt and Erin White, Purdue University North Central

Track: 18D (AM)
Time: 12:45 - 1:15 p.m.
Room: Cameral

Sponsor Presentation
Tuesday, November 1, 2011
Beginners and Advanced

Institutional Effectiveness Achieved: Supporting a Culture of Evidence Using Nuventive's Planning and Assessment Solution

Institutional effectiveness requires sustaining a culture of evidence based on planning, informed decision-making, and visibility into continuous improvement efforts. Learn how Nuventive's planning and assessment solution, TracDat, enables institutions to align academic outcomes and strategic goals institution-wide. TracDat facilitates quality improvement through documentation of actions, data management, and reporting. The TracDat SharePoint Option (TSO) makes TracDat even more powerful, increasing accessibility and ease-of-use by integrating with widely available Microsoft SharePoint productivity and collaboration software. Learn how to incorporate planning and assessment into your familiar, daily working environment.

Denise Raney, Nuventive

Track: 19A (AM)
Time: 1:30 - 2:00 p.m.
Room: Cabinet

Best Practices Presentation
Tuesday, November 1, 2011
Beginners and Advanced

Student Assessment in Online Learning: Challenges and Affordances

As online learning continues to expand, it is important to consider the special requirements and affordances of online environments for assessment of student learning. This session will examine factors impacting instructors' choices for online assessment and propose strategies that address challenges as well as effectively exploit unique opportunities.

Lorna R. Kearns, University of Pittsburgh

Track: 19B (CP)
Time: 1:30 - 2:00 p.m.
Room: Caucus

Best Practices Presentation
Tuesday, November 1, 2011
Beginners and Advanced

Assessing a Graduate Capstone in Public Affairs

The graduate capstone class in public affairs at IUPUI helps students integrate knowledge, gain insight, assess their competences and learning outcomes, and apply what they have learned in a real-world project for a client. This session includes assessment findings from a 2011 impact study involving community partners and students.

Teresa Bennett and Seth Payton, IUPUI

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

Best Practices Presentation
Tuesday, November 1, 2011
Beginners

Measuring the Sublime - Assessing Philosophical Dispositions

A philosophy department may have found a way to measure whether its pedagogical practices foster student acquisition of four target dispositions. The presentation will emphasize the collaborative processes by which pilot measures were improved and new measures developed. Selected outcomes and the direction of future inquiry will also be reviewed.

Charles W. Wright, College of Saint Benedict and Saint John's University

Track: 19D (AC)
Time: 1:30 - 2:00 p.m.
Room: Cameral

Best Practices Presentation
Tuesday, November 1, 2011
Beginners

Assessment, Accreditation, and WEAVE

Participants will be better able to write student learning outcomes, choose appropriate measures, and close the loop. Participants will also learn about one system that allows them to organize all of their documentation so that external reviewers can more easily grasp and understand their assessment processes and results.

Allen Dupont, WEAVE

Track: 20A (AM)
Time: 2:15 - 2:45 p.m.
Room: Cabinet

Best Practices Presentation
Tuesday, November 1, 2011
Beginners

Developing Meaningful College Learning Outcomes

Often a gap exists between institutional learning outcomes (ILOs) and program learning outcomes (PLOs). This session aims to explore the process of developing college learning outcomes to include the relevant stakeholders, methods of assessment, and making the connections to ILOs and PLOs.

Grazyna Badowski and Lisalinda Natividad, University of Guam

Track: 20B (GE)
Time: 2:15 - 2:45 p.m.
Room: Caucus

Best Practices Presentation
Tuesday, November 1, 2011
Beginners and Advanced

Assessment Unleashed: Everything I Know About Assessment I Learned From My Dog

Like other educational endeavors, training a dog is complex and non-linear, and producing measurable results depends on the integration of many qualities and skills. Assessment must do justice to this complexity, but there remains a perplexing question: 'What does a trained dog look like?' Let's find out.

Jill S. Morstad, Union College

Track: 20C (AM)
Time: 2:15 - 2:45 p.m.
Room: Chamber

Best Practices Presentation
Tuesday, November 1, 2011
Beginners and Advanced

Building a Culture of Improved Learning, Student Engagement, Communication, and Assessment Using Rubrics

The workshop is designed to provide attendees with hands-on experience in understanding rubrics for learning as well as assessment tools. It features activities to help attendees learn methods in which to engage students for better understanding of topics, role of rubrics in communication, and the merits of clear rubrics for all stakeholders.

Jill Shedd, Indiana University Bloomington