



THE **2012**  
*Assessment Institute*  
INDIANAPOLIS • INDIANA

October 28-30, 2012 • Indianapolis Marriott Downtown  
[www.planning.iupui.edu/institute](http://www.planning.iupui.edu/institute)

# THE 2012 ASSESSMENT INSTITUTE IN INDIANAPOLIS

Presented by

The Office of  
Planning and Institutional Improvement

at

Indiana University-Purdue University  
Indianapolis

October 28 – 30, 2012

Indianapolis Marriott Downtown

350 West Maryland Street

Indianapolis, Indiana

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***Trudy Banta, Karen Black, and colleagues at IUPUI whose work is featured in the 2012 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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#### ***NSSE and CSEQ***

#### ***IU Center for Postsecondary Research***

*Indiana University Bloomington*

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*Bloomington, IN 47406*

*Phone: 812-856-5824*

*NSSE URL: <http://www.nsse.iub.edu>*

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Peter Gold, Senior Consultant, Higher Education

### **EBI MAP-Works, LLC**

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Darlena Jones, Director of Education and Program Development

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Matthew Stuve, President

### **Higher Education Research Institute**

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Laura Palucki Blake, CIRP Assistant Director

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Zaneeta Daver, Associate Director

## Exhibitors (*Continued*)

### **NSSE and CSEQ**

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Indiana University

1900 E. 10th St., Eigenmann Hall, Suite 419

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Presented by Ida Asner, LiveText

**Monday, October 29**



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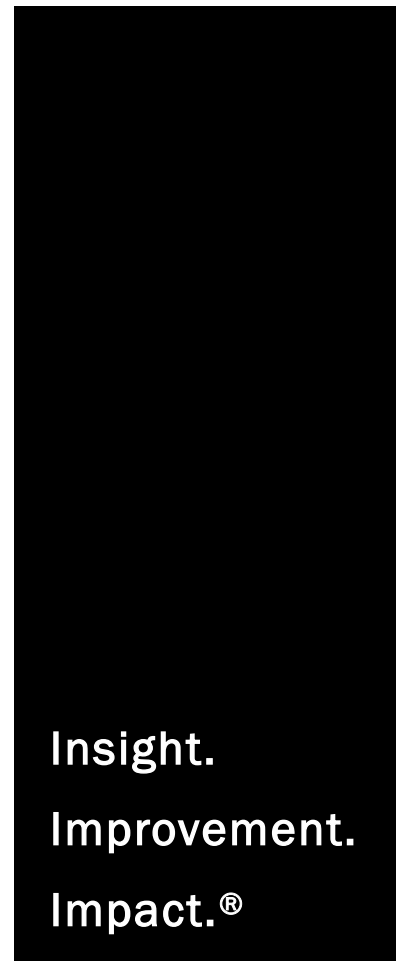
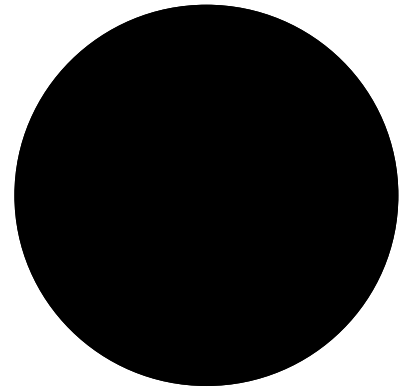
- **Program Assessment and Accreditation**

- Group Summary Report
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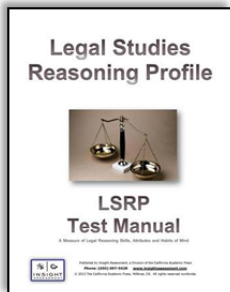
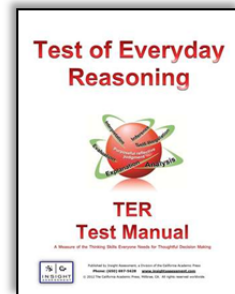
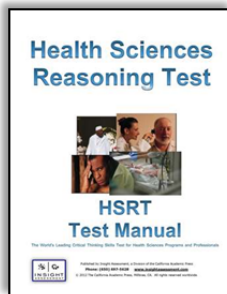
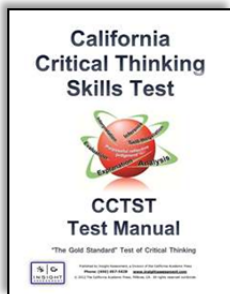
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October 28-30, 2012

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Indianapolis, Indiana

## SCHEDULE

### **Sunday, October 28, 2012**

#### **Pre-Institute Workshops – Special Registration Required**

**Track: 01A (AM)**

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

**Room: Marriott 7-9**

*Pre-Institute Workshop*

*Sunday, October 28, 2012*

*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: Lincoln**

*Pre-Institute Workshop*

*Sunday, October 28, 2012*

*Beginners*

#### **What to Expect When You're Assessing**

This workshop is intended for faculty members 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, and good practices with tools like rubrics and curriculum maps. The workshop is appropriate for those with little assessment 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**

**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: 01C (AM)**  
**Time: 9:00 a.m. - 4:30 p.m.**  
**Room: Santa Fe**

*Pre-Institute Workshop*  
*Sunday, October 28, 2012*  
*Beginners and Advanced*

### **Assessment 101**

Using the Assessment 101 workbook, 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 K. Baker, Council Oak Assessment and Evaluation**

**Track: 01D (AM/CC)**  
**Time: 9:00 a.m. - 4:30 p.m.**  
**Room: Marriott 1**

*Pre-Institute Workshop*  
*Sunday, October 28, 2012*  
*Beginners*

### **Learning Outcomes Assessment: A Step-By-Step Approach**

Assessment can seem like a daunting task. Where do you begin? What do you assess? How do you assess? Do you sample? How do you sample? How do you use the results? This workshop is intended for faculty and administrators who are responsible for assessment at the program level. Using a step-by-step approach, participants will be guided through the process of writing appropriate learning outcomes, selecting appropriate assessment methods and instruments, sampling and data collection, and using assessment results to improve learning and teaching. The facilitators will further engage participants by providing hands-on activities, practical examples, and lessons learned.

**John G. M. Frederick, Miriam Frances Abety, Lauren Gach, and Barbara Rodriguez, Miami Dade College**

**Track: 01E (AM/CC)**  
**Time: 9:00 a.m. - Noon**  
**Room: Marriott 2**

*Pre-Institute Workshop*  
*Sunday, October 28, 2012*  
*Beginners and Advanced*

### **Program Review: Purposes, Perspectives, and Processes**

Program Review is a widely acknowledged approach to improving quality in higher education. This workshop identifies the purposes of program review and examines its evolution and impact in helping colleges and universities improve student learning outcomes. Perspectives of faculty, chairs, academic unit leaders, and central administrators will be shared. The process of planning for, conducting, and using the results from program review will be highlighted.

**Karen E. Black and Stephen Hundley, IUPUI; and John V. Moore, Community College of Philadelphia**

**Track: 01F (AM)**  
**Time: 9:00 a.m. - Noon**  
**Room: Marriott 10**

*Pre-Institute Workshop*  
*Sunday, October 28, 2012*  
*Beginners*

### **Pivot Table Basics for Assessment Professionals**

Pivot tables can be a useful way to display assessment results and highlight key findings. This workshop will help assessment professionals learn how to create, use, format, and link pivot tables using Excel 2010. Participants will have the opportunity to practice their skills by creating their own pivot tables using assessment data.

**Steven S. Graunke, IUPUI**

**Track: 01G (FD)**  
**Time: 9:00 a.m. - Noon**  
**Room: Marriott 4**

*Pre-Institute Workshop*  
*Sunday, October 28, 2012*  
*Beginners and Advanced*

### **Critical Testing and Measurement Concepts for Higher Education Assessment Professionals**

Effective assessment professionals can benefit from an understanding of testing and measurement concepts such as test/rubric construction and administration, reliability, and validity. This session will involve identification of needs followed by a structured and facilitated discussion of relevant testing and measurement concepts and resources available to meet those needs.

**Jessica L. Jonson, University of Nebraska - Lincoln**

**Track: 01H (FY)**  
**Time: 1:30 - 4:30 p.m.**  
**Room: Marriott 3**

*Pre-Institute Workshop*  
*Sunday, October 28, 2012*  
*Beginners and Advanced*

### **Implementing and Assessing High-Impact Practices**

“High-Impact Educational Practices” have been advocated as effective strategies for promoting active learning and increasing rates of student retention and engagement (AACU, 2008). High-Impact Practices include First-Year Seminars; Learning Communities; Service-Learning; Capstone Courses and Projects; Common Intellectual Experiences (core curriculum); Diversity/Global Learning; Collaborative Assignments and Projects; Undergraduate Research; and more. This workshop will provide you with an overview of High-Impact Practices and how they are being implemented on college campuses. Additionally, you will learn how to assess high-impact practices to ensure that the strategies are positively affecting students’ learning, academic success, and persistence rates. Presenters will describe how quantitative and qualitative methods have been used to assess the practices. Presenters will also share some recent research on high-impact practices and how these practices can take many different forms, depending on learner characteristics and on institutional priorities and contexts.

**Michele J. Hansen, Kathy E. Johnson, and Sarah Baker, IUPUI**



**Track: 01I (SD)**  
**Time: 1:30 - 4:30 p.m.**  
**Room: Marriott 2**

*Pre-Institute Workshop*  
*Sunday, October 28, 2012*  
*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, professional standards, 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: Marriott 10**

*Pre-Institute Workshop*  
*Sunday, October 28, 2012*  
*Beginners*

**Outcomes Assessment Nuts and Bolts**

Outcomes assessment should help both program planning and accountability reporting. This workshop focuses on the steps needed to accomplish these goals, including stating outcomes, selecting assessment methods, describing your assessment process and results, and using results in planning. Exercises help participants ask "How does this apply to my institution?"

**Ephraim I. Schechter, HigherEdAssessment.com**

**Track: 01K (CP/CC)**  
**Time: 1:30 - 4:30 p.m.**  
**Room: Marriott 4**

*Pre-Institute Workshop*  
*Sunday, October 28, 2012*  
*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; and John V. Moore, Community College of Philadelphia**

## Monday, October 29, 2012

**7:30 – 8:45 a.m. ~ Continental Breakfast ~ Continental breakfast is located in the second floor Marriott 5 & 6 Foyer**

**Track: 02A**

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

**Room: Marriott 5 & 6**

*Plenary Session  
Monday, October 29, 2012  
Beginners 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

### **Placing Diversity at the Center of Assessment**

Research shows how diversity is central to the educational and public service mission of an institution. Dr. Hurtado will talk about the role diversity research plays on a campus in terms of assessing how a campus is making a difference. Using examples from institutions and information on campus climate, institutional practices and outcomes on student surveys, she details how a proactive response, rather than reactive one can result in authentic diverse learning environments and student preparation for a pluralistic democracy.

**Sylvia Hurtado**

**Professor and Director  
Higher Education Research Institute, UCLA**

### **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)  
Boulder, CO

**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

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## Track Keynotes

**Track: 03A (FD)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Marriott 1-4**

*Track Keynote*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

### **Applying the Learning Paradigm to Faculty Development in Assessment**

Applying the Barr & Tagg Learning Paradigm (1995) and our knowledge of adult learners, this session will attend to questions and sensitivities that are critical to the preparation and planning phase of faculty development. The implementation phase will be examined in the context of constructivist and engaged pedagogical examples appropriate for adult learners and the curricular focus on assessment. Finally, the issues of designing assessment to determine faculty learning about assessment will be examined and creative approaches will be provided.

**Amy Driscoll, Carnegie Foundation for the Advancement of Teaching**

**Track: 03B (SD)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Marriott 7-10**

*Track Keynote*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

### **Applying Student Development Principles to Your Assessment Plan**

Student development theories and practices are foundational in successful academic advising, first-year seminars, and many other high-impact practices in higher education. So what can they tell us about how to improve assessment? This session focuses on how these practices can be applied to assessing learning outcomes in and out of the college classroom. The focus will be on human developmental stages, motivation theory, finding "bright spots" of success, and leveraging the power of peer-to-peer relationships to improve assessment practices. Academic and student affairs assessment practitioners will be challenged to look anew at student development theories as principles to apply in assessing learning outcomes.

**Randy L. Swing, Association for Institutional Research**

**Track: 03C (FY)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Florida/Illinois**

*Track Keynote*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

### **Lessons from the Wabash National Study about Creating and Assessing Effective First-Year Programs**

The vast majority of colleges and universities have created first-year programs for at least some portion of their entering students. To bolster their effectiveness, these programs often incorporate high-impact practices such as first-year seminars, learning communities, and service learning. Although many institutions have created first-year programs that include these high-impact practices, it is important to understand what's behind the effectiveness of high-impact practices. Using data from the Wabash National Study, we will review the teaching practices and student experiences that support the successful implementation of high-impact practices, and consider the implications of these findings for assessing first-year programs.

**Charles Blaich, Wabash 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: 03D (CE)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Michigan/Texas**

*Track Keynote*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**Civic Learning in Higher Education: Assessing What We Really Need to Know**

Civic learning used to be measured only by how many students voted, whether they could name the items in the Bill of Rights, and how many hours they invested in a semester to service to the community. Today, the multiple and complex dimensions of civic learning demand we assess more comprehensive civic capacities and assess those differently. More two- and four-year colleges and research universities have embraced educating students to become informed, responsible citizens locally and globally as a core expectation of a college education. This session will focus on the evolving frameworks for civic learning and democratic engagements, particularly as they are articulated in a national report, *A Crucible Moment: Civic Learning and Democracy's Future*, released at a White House event last January in cooperation with the Department of Education. As lead author of that report, Caryn McTighe Musil will describe the range of knowledge, skills, values, and action that civic learning now encompasses as well as the range of disciplines, experiences, and locales where such capabilities are refined--both in and out of the classroom and within and outside campus boundaries. She will also lay out some of the new efforts to assess such learning as represented in AAC&U's VALUE rubrics, AASCU's American Democracy Project, Lumina's Degree Qualifications Framework, and ePortfolios.

**Caryn McTighe Musil, Association of American Colleges and Universities**

**Track: 03E (NI)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Indiana Ballroom E**

*Track Keynote*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**What You See Is Less Than We Need: Communicating and Using Evidence of Student Learning**

This session will feature the current and forthcoming work of the National Institute for Learning Outcomes Assessment (NILOA), which is in its fourth year as a proponent of best-practices in assessing student learning outcomes. A portrait of the current landscape of learning outcomes assessment in the U.S. will be presented, drawing on a variety of NILOA's work including surveys, webscans, case studies, focus groups, and commissioned papers. Special emphasis will be given to communicating results of assessment and using assessment results for improvement.

**George Kuh and Natasha Jankowski, National Institute for Learning Outcomes Assessment (NILOA)**

**Track: 03F (EP)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Indiana Ballroom F**

*Track Keynote*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**ePortfolios As Archives: What We Might Gain, What We Might Lose, and What Difference It Could Make**

For some time, I've been thinking about how we might approach ePortfolios if we viewed them as archives of material. For one thing, students might include many more materials than simply the work they create in class. For another, we might see ePortfolios as a serious

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intellectual space where knowledge is made through working with the materials--knowledge that students made for themselves as well as for others, much as curators do. And for yet another, the kinds of conversations we might have with students about their ePortfolios might be very different, keyed much less to how well (or how poorly) they did in a class or program or major and much more to what they know and can do, and how they came to this knowing and can doing. Of course, no metaphor is perfect; in invoking ePortfolios as archives, we'd lose something, too, perhaps most of all our hopes that portfolios will play a larger role in assessment contexts. How we might have the best of both worlds—how to have the richness of an archive as a conceptual base for ePortfolio and an ePortfolio method of assessment—will be the focus of this talk.

**Kathleen Blake Yancey, Florida State University**

**Track: 03G (CP)**

**Time: 10:15 - 11:15 a.m.**

**Room: Indiana Ballroom G**

*Track Keynote*

*Monday, October 29, 2012*

*Beginners and Advanced*

**Capstones: Creation, Cultivation, and Assessment**

Capstone requirements as assessments of student learning date back at least to the European Middle Ages and, elsewhere, even earlier. Accordingly, many methods and approaches already exist for creating, growing, and maintaining capstones in the academic environment. Woven among the methods are principles that appear regularly in effective and enduring capstone programs. This interactive seminar invites participants to explore the assessment principles in particular and then conceive how they might apply these principles to their own existing or new capstones.

**Douglas J. Eder (Emeritus), Southern Illinois University Edwardsville**

**11:30 a.m. – 12:30 p.m. ~ *Optional Institute Luncheon in Marriott 5 & 6***  
***Meal Ticket Required (Optional Purchased Meal)***

**WASC 2.0: Getting to Learning Results**

In 2001, WASC introduced an accreditation review process that put heavy emphasis on “educational effectiveness.” In response, institutions built their assessment infrastructure and greatly increased assessment activity. But the “results” they reported focused on how they were improving the assessment process; vanishingly little was said about how well students were actually performing. The *2013 WASC Handbook of Accreditation* promises to change that.

**Barbara Wright, Western Association of Schools and Colleges**

**12:45 a.m. – 5:00 p.m. ~ *Sponsor Presentations (See page 53 for details)***

## Concurrent Sessions

**Track: 04A (AM)**

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

**Room: Marriott 1**

**Shared Concurrent Session**

*Monday, October 29, 2012*

*Beginners and Advanced*

### **Data Management for Assessment**

Managing data to ensure access in the right format for the right people at the right time is essential to ensure that assessment produces the necessary results. This presentation describes why ensuring consistency and transparency in data collection and processing is important to support a data-informed assessment process.

**Beena George, University of St. Thomas**

### **Text Mining Assessment Data**

Academic assessment often involves collecting large amounts of unstructured text data. Analyzing and reporting these data is labor intensive and subject to the reporter's biases. Text mining software (IN-SPIRE™) is presented as a solution to understanding and presenting the results of collected text data. Pros, cons, and usefulness of text mining will be discussed.

**David Stockburger, US Air Force Academy**

**Track: 04B (GE)**

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

**Room: Marriott 2**

**Shared Concurrent Session**

*Monday, October 29, 2012*

*Beginners and Advanced*

### **Effects of Tier 1 Differentiation and Intervention on Third Grade Students' Skills – How Did They Score in Reading Fluency, Word Recognition, and Comprehension?**

This presentation will describe a study involving third grade students. General education teachers were given training in differentiated reading instruction utilizing carefully graded reading passages. Students re-read passages in different conditions and took passages home to practice. Assessment results included pre- and post-testing with several standardized and informal measures.

**Ruth E. Jones and Tina Grant, Ball State University**

### **Faculty Approaches to Critical Thinking in the Disciplines – Implications for General Education**

Analysis of interviews and focus group discussions revealed that faculty who teach General Education approach CT using disciplinary content, contexts, methods and epistemologies. Findings revealed that they experimented with pedagogical approaches to CT and did not explicitly assess CT leading to what I described as a "hopeful pedagogy to CT".

**Mark C. Nicholas, Oklahoma State University; and Tanmay Pramanik, Transitional Association of Christian Colleges and Schools**

### **Creating a Sustainable Assessment Program in the UAE**

This presentation describes how Zayed University's transition, from simply conducting assessment to creating a sustainable institution-wide assessment program, was implemented. It will describe the specific steps that have been taken to move from a fragmentary approach to one which is systematic, sustainable, faculty-driven, and supported by administration.

**Kevin W. Schoepp and Susan Jones, Zayed University**

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**Track: 04C (AM)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Marriott 3**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**From Input, to Information Literacy, to Impact: Assessing Library-Based Learning**

Academic libraries are often associated with teaching and assessing information literacy. More recently, libraries are being seen as “meta-colleges” or “learning commons” and are thinking beyond information literacy toward institutional impact. Participants in this interactive workshop will explore perspectives and practices for assisting our library colleagues in meaningful assessment.

**Melanie Booth, Nancy Hoover, Sione Aeschliman, and Kimberly Firth, Marylhurst University**

**Track: 04D (AM)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Marriott 4**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners*

**The Assessment Journey: Planning, Mapping, Implementing, Evaluating, and Improving**

This presentation will focus on the process of building an assessment plan and the tools needed to implement it. It will showcase a five-year journey of reinvigorating an academic program through an innovative assessment system that utilizes graphic systems and a delivery method that makes the process of assessment easier to understand, evaluate, and communicate to faculty and students alike.

**Sue Vessella and Behnoush McKay, Woodbury University**

**Track: 04E (AC)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Marriott 7**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**When Accreditors Change the Rules, Why Shoot for Mediocrity?**

Using updated accreditation standards to drive curricular change allows NYCC to move beyond the status quo. We will engage participants in the process we have developed to utilize accreditation as a change agent for cultivating faculty buy-in while mapping our programmatic curriculum to develop a visual roadmap to quality improvement.

**Karen A. Bobak, Patricia Merkle, Jennifer vonHahmann, Wendy Maneri, and Kristina Petrocco-Napuli, New York Chiropractic College**

**Track: 04F (CP/EP)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Marriott 8**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners*

**Capstone Course ePortfolios – Insights Into Community-Based Learning General Education Outcomes**

Portland State University has used course-based ePortfolios to assess student learning in its community-based general education Capstone courses for the past four years. This session will cover the course ePortfolio assessment process, including findings, key insights about general education outcomes in a service-learning context, and surprise discoveries that have informed new ways of thinking about Capstone practice.

**Rowanna L. Carpenter and Heather Petzold, Portland State University**

**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: 04G (MJ)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Marriott 9**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners*

**Text to Task: High-Impact Practices and the Department Review**

The Text to Task program features high-impact educational practices focused upon community-based learning. Assessment of curricular improvement was based upon students' progression from text-based knowledge to demonstrations of proficiency on real-world tasks. A decade of Text to Task student portfolios formed the basis of a departmental review document.

**Sandra A. Burkhardt and Anthony Rotatori, Saint Xavier University**

**Track: 04H (CC)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Marriott 10**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**All-In-One Assessment: Grading, Course, Program, and General Education Assessment**

Most colleges and universities are engaged in a diverse range of assessment processes including assessment of courses, programs, and general education learning outcomes. Prince George's Community College has developed a relatively unique assessment methodology which is producing a comprehensive data set through a singular assessment process.

**W. Allen Richman, Iris Antoons, and Bridget Brennan, Prince George's Community College**

**Track: 04I (EP)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Lincoln**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**A Happy Convergence of Learning Research and ePortfolio Technology**

Since the 1980s, the consensus among adult learning researchers in psychology, education, linguistics, anthropology, cognitive science, and social science is that learning starts with experience, not with "telling." ePortfolios provide the means to move to a new form of learning based on that consensus.

**Trent Batson, AAEEBL; and Susan Kahn, IUPUI**

**Track: 04J (CE)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Santa Fe**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Advanced*

**Bridging the Gap to Develop a Service-Minded Institution: Stories from an Institutional Self-Assessment Model for Service Engagement in Higher Education**

Presenters will share aggregate data from over 20 campuses that completed an institutional planning rubric for service engagement that brought together representatives from Academic/Student Affairs to guide institutional work. Participants will learn about the development and utilization of the tool, and how to lead a similar process on their campuses.

**J.R. Jamison and Maggie Stevens, Indiana Campus Compact**

**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: 04K (FY)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Florida/Illinois**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners*

**Impact of Social Integration on Student Success: An Assessment Project**

Social integration is a top predictor of first-year persistence but is difficult for practitioners to directly. Using results from national assessments, we identify factors correlated with social integration like peer connections and engagement that can be influenced and discuss programs used at a university that improves these factors.

**Greg Anderson and Jennifer Oxtoby, Indiana University-Purdue University Fort Wayne; and Darlena Jones, Educational Benchmarking, Inc.**

**Track: 04L (SD)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Michigan/Texas**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Advanced*

**Student Learning Outcome Assessment: The Bridge Between Curriculum and Co-Curriculum**

This session describes the partnership between co-curricular and academic programs in student leadership development, operationalized as a leadership certificate. Academic credit awarded for co-curricular involvement is the centerpiece of the program and requires consideration of learning goals in common between leadership staff and faculty.

**Chad S. Ahren, Diana Sims-Harris, and Cliff Goodwin, IUPUI**

**Track: 04M (NI)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Indiana Ballroom E**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**Creating an Assessment Culture in an Online Environment**

At a distance learning institution, cultivating an assessment culture is essential for engaging faculty and administrators in ongoing assessment and fosters cohesiveness and ownership in quality assurance and improvement processes. In this session, strategies for creating an assessment culture in an online environment that is informed by data-driven decisions will be discussed.

**Wally Boston, Karan Powell, Phil Ice, and Melissa Burgess, American Public University System**

**Track: 04N (FD)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Indiana Ballroom F**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**Assessment 2.0: A Systematic, Comprehensive, and Sustainable Model Combining Assessment and Faculty Development**

“Assessment 2.0.” Each year one student learning outcome is targeted and assessment tools are selected. During the following implementation year, activities are conducted to educate the campus community (e.g., workshops, book studies, etc.). This integrated plan may serve as a model for other institutions.

**Tami Eggleston and Christine Bahr, McKendree University**

**Track: 040 (GE)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Indiana Ballroom G**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

### **Taming the Testing Component of the VSA**

The presenters were members of two of the task forces that recommended—despite some of our reservations—the criteria for participation and reporting in the Voluntary System of Accountability (VSA) in 2007. Now—four years and several studies later—the VSA developers have taken action to modify the most controversial VSA component: the requirement that institutions administer one of three tests of generic skills and report value-added measures. We will reveal our reservations about these measures.

**Trudy W. Banta and Gary R. Pike, IUPUI**

**Track: 05A (AM)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Marriott 1**

**Shared Concurrent Session**  
*Monday, October 29, 2012*  
*Beginners*

### **What Matters for Whom: Evaluating Student Learning Programs for Multiple Stakeholder Audiences**

This session examines the challenges of effectively evaluating student learning programs for multiple stakeholders (e.g., faculty, students, administrators), with sometimes conflicting priorities, using two peer-learning programs as case examples. The presenters share their approaches to meeting those challenges and consider what additional measures may be called for.

**Marina Micari and Denise Drane, Northwestern University**

### **From Confusion to Conversation: Improving Student Learning and Assessment One Step at a Time**

Two years ago Rogers State University changed the process of peer reviewing its student learning reports. The old method was detached, insular, and unpopular. The current system emphasizes dynamic face-to-face interaction among faculty. In addition to gaining university-wide support, the new approach has spawned unanticipated but very welcome benefits.

**Monica K. Varner and Steve Housel, Rogers State University**

### **Assessing General Education: Are We Improving Student Learning Over Time?**

Butler University implemented a new Core Curriculum organized around student learning objectives. Simultaneously our first-year National Survey of Student Engagement (NSSE) results have substantially increased over time, which suggests positive outcomes of this new initiative. We offer an institutional example of using NSSE to assess curricular improvements and closing-the-assessment-loop.

**Jennifer Buckley and Laura Behling, Butler University**

**Track: 05B (AM)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Marriott 2**

**Shared Concurrent Session**  
 Monday, October 29, 2012  
 Beginners and Advanced

**Rubric Assessment: Results of a 10-Institution Study of Information Literacy Skills**

This presentation describes RAILS (Rubric Assessment of Information Literacy Assessment), a federally-funded project that reveals 1) a general picture of information literacy learning, 2) detailed inter-rater reliability data including a comparison of inter-rater reliability measures, 3) improvements resulting from rubric assessment, and 4) faculty opinions on barriers to rubric assessment.

**Megan J. Oakleaf, Syracuse University; and Carrie Donovan, Indiana University**

**How Can We Say We Are Improving? Inter-Rater and Intra-Rater Reliability Issues**

Inter-rater and intra-rater reliability issues are not often the topic of discussion at assessment conferences. However, these subjects are important and need to be part of the assessment process. In this session, we will share what we have done to deal with these topics and what other possible approaches may be.

**Josephine S. Rodriguez and Lorraine Santori, Western New England University**

**Track: 05C (AM)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Marriott 3**

*Concurrent Session*  
 Monday, October 29, 2012  
 Beginners

**The Banner Breakthrough: Overcoming Obstacles to Adopting a Culture of Student Learning Outcomes Assessment**

Mid-sized public university demonstrates a breakthrough approach to overcoming cultural inertia as well as common organizational and technological obstacles to student learning assessment. This approach has been developed utilizing best-practices in learning goal alignment at all levels of the institution and implemented utilizing creative and innovative change management techniques.

**Karen L. Shumway, Angelo State University**

**Track: 05D (AM/EP)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Marriott 4**

*Concurrent Session*  
 Monday, October 29, 2012  
 Beginners and Advanced

**ePortfolio Jury Assessment as Faculty Development**

Faculty evaluating Spelman's electronic First-Year Writing Portfolios come from across disciplines to read, score, calibrate, and resolve discrepancies. Assessment examines student writing and, indirectly, core courses, yet participants perceive their work as faculty development. Faculty report increased confidence in assigning and evaluating essays, applying criteria to a variety of performances, and developing formative comments.

**Anne B. Warner, Tarshia Stanley, and Michelle Hite, Spelman College**

**Track: 05E (AC)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Marriott 7**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**Establishing an Assessment Culture: A Case Study**

Meeting the increasingly rigorous accreditation standards for assessment can be especially onerous when centralized assessment practices are not already in place. This session will provide one example of creating a culture of assessment and encourage a dialogue from participants about what has and has not been successful for their institutions.

**Adam E. Christensen, Chad L. May, and Rochelle Robins, Holy Family University**

**Track: 05F (CP)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Marriott 8**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners*

**Piloting a General Education Capstone Experience: Assessing Student Learning and Institutional Practices**

This presentation will introduce the use of pilot courses of a senior interdisciplinary capstone experience to assess student learning outcomes and the institution's general education program. Participants will explore various assessment methods and techniques, evaluate assessment tools and use assessment information to improve student learning and institutional practices.

**Rebecca Dunn, Heidi Echols, and Elizabeth Novicki, Salem College**

**Track: 05G (MJ)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Marriott 9**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Advanced*

**Assessment for Learning: Instructors' New Understandings and Next Steps in the Journey**

This interactive workshop follows up on last year's "Readers' Theatre" workshop about the development and implementation of formative assessment in a teacher education program. This year participants will be working collaboratively to provide the presenters with feedback on the assessment structures and the theoretical framework for writing about them.

**Gina B. Yoder, Trish Weis, Anne Ociepka, and Carol Matern, IUPUI**

**Track: 05H (CC)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Marriott 10**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Advanced*

**Twenty Years of a Performance Assessment: How it Evolved and What We Have Learned**

For twenty years a 2-year college graphic design program has implemented a comprehensive performance assessment plan. The model measures students' abilities, item difficulties, raters' severity, and scoring rubric effectiveness. Student learning outcome measures are used for program improvements. Learn how this performance assessment model was developed, implemented, and evolved.

**Jere J. Turner, Manchester Community College; and Hui-Ling Chen, Saint Anselm College**

**Track: 05I (EP)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Lincoln**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners*

**Use of ePortfolio for Accreditation and Program Assessment in a Newly Developed DNP Program**

A new doctorate of nursing practice (DNP) program utilized its ePortfolio as a curricular frame designed to meet accreditation standards. The ePortfolio streamlined the initial accreditation visit with optimal results. Faculty are also using the ePortfolio to guide their program-level assessment. The process, rubric, and first round results will be presented.  
**Julie Meek and Mary Beth Riner, IUPUI**

**Track: 05J (CE)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Santa Fe**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners*

**Civic and Social Accountability: Assessment and a Rewarding Collaboration**

The Citizenship Committee at Southwestern Illinois College developed and administered a survey of students' knowledge, dispositions, and behavior regarding civic and social accountability. Careful analysis of results led to a collaboration with College Activities to develop and implement a college-wide program of activities to address issues gleaned from the assessment.

**Mitchell J. Robertson, Carolyn Myers, and Joyce Ray, Southwestern Illinois College**

**Track: 05K (FY)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Florida/Illinois**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Advanced*

**Using Predictive Analytics to Impact Retention: Effective Use of Assessment Data**

Predictive analytics offers a proven way to identify at-risk students early, allowing for timely interventions. We discuss the efficacy of predictive modeling in retention, the application of that predictive model at our institution, and how results are packaged and delivered into hands of faculty/staff who directly intervene with at-risk students.

**Jason M. Bentley, Central Michigan University; and Darlena Jones, Educational Benchmarking Inc.**

**Track: 05L (SD)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Michigan/Texas**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Advanced*

**Evidence of Co-Curricular Student Learning: Building Capacity, Measuring Results**

Satisfaction is one thing; learning is entirely another! The University at Albany's systemic approach to developing specific, measureable learning outcomes and identifying direct methods for their evaluation has resulted in evidence of student learning outside the classroom. The Student Learning Project, a division-wide initiative, is built on a student learning outcomes framework with emphasis on direct measures of learning.

**Michael N. Christakis, University of Albany**

**Track: 05M (NI)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Indiana Ballroom E**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners*

**Degree Qualifications Profile: What is the DQP and What Does It Mean for Assessment?**

Join us for a discussion on the Degree Qualifications Profile (DQP) including an overview of the formation of the DQP, the Profile itself, and its implications for outcomes assessment on your campus. The session will include examples of DQP use in the field, and end with a conversation on challenges to implementing the DQP and potential ways to overcome them. **Peter Ewell, NCHEMS, Kathy Johnson, IUPUI; George Kuh, NILOA; Terry Grimes, CIC; and Terry Rhodes, AAC&U**

**Track: 05N (FD)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Indiana Ballroom F**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**A Collaborative Constructivist Faculty Development Approach Aimed At Course-Level Assessment Practices**

The session provides insights from faculty teaching diverse disciplines in varied class sizes who engaged in a faculty development approach designed for novices to assessment and for course-level implementation. Faculty development pedagogy is modeled and insights about assessment of student learning from each discipline are discussed.

**Leslie G. McBride, Milan Sherman, Albert Spencer, and Belinda Zeidler, Portland State University**

**Track: 05O (GE)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Indiana Ballroom G**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**General Education Assessment at Texas A&M University**

With approximately 50,000 students, 40,000 of whom are undergraduates, Texas A&M University implements a detailed planning and sampling process that fosters the gathering of meaningful information on the achievement of general education learning outcomes. This presentation is focused toward faculty, administrators, and staff who are involved with institution-level assessment of general education learning outcomes. Planning is possibly the most important step of the assessment process. This "Four-Tiered Approach" provides a framework for any institution, large or small, to successfully design and implement a general education assessment plan that results in meaningful results on institution-wide student achievement.

**Ryan J. McLawhon, and Loraine Phillips, Texas A&M University**

**Track: 05P (AM)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Marriott 5**

*Concurrent Session*  
*Monday, October 29, 2012*  
*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: 05Q (OT)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Marriott 6**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**"Are Our Students Learning?" Keeping the Focus on Quality**

Higher education must broaden the dialogue on cost and completion to include quality. In this session, participants will be introduced to "Committing to Quality: Guidelines for Assessment and Accountability" and how to use it to ensure that that a degree reflects a high level of student achievement.

**David Paris, New Leadership Alliance for Student Learning and Accountability**

**Track: 06A (AC)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Marriott 1**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Advanced*

**Killing Three Birds with One Stone: Using IDEA Course Evaluation Data for Multiple Assessment Functions**

Institutions are being asked to provide accountability data in a variety of contexts, often resulting in a proliferation of assessment tools. This workshop will share our work with a single instrument (IDEA) that provides student learning data for use in program review, faculty development, faculty evaluation, and accreditation reports.

**Stephanie L. Juillerat, Azusa Pacific University**

**Track: 06B (AM/MJ)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Marriott 2**

**Shared Concurrent Session**  
 Monday, October 29, 2012  
 Beginners and Advanced

**Assessing 21st Century Skills in a Teacher Education Program**

The goal of the presentation is to propose a systematic and developmental approach to assessing complex abstract concepts and skills, specifically global awareness, culturally responsive pedagogy, and advocacy - desirable 21st century skills.

**Angela Ansah, Elon University**

**Electronic, Rubric-Based Data Collection and Reporting for Assessment and Accreditation**

IUSB School of Education adopted iRubric as a data collection and reporting system that integrates with its course management system. This session covers benefits from the use of this system and how the system reports data for use with accreditation tasks required by national program reviews and NCATE.

**Bruce A. Spitzer, Indiana University South Bend; and Ramesh Sabetiashraf, Reazon Systems, Inc.**

**Track: 06C (AM)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Marriott 3**

*Concurrent Session*  
 Monday, October 29, 2012  
 Beginners and Advanced

**You Need a Valid Measure of Student Attainment of Learning Outcomes If You Want to Improve These Outcomes**

This session focuses on the need for a highly valid measure of outcome attainment for making instructional decisions to improve student learning. Examples will be shown of how class outcome attainment values can be calculated from selected response and constructed response test results and used for evaluation, improvement, and reporting.

**Ronald Carriveau, University of North Texas**

**Track: 06D (AM)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Marriott 4**

*Concurrent Session*  
 Monday, October 29, 2012  
 Beginners and Advanced

**The Institutional Effectiveness Plan: Operationalizing the Strategic Plan**

An Institution's Strategic Plan, necessarily broad in scope, answers the question "what." However, it rarely answers "why" and "how." An Institutional Effectiveness Plan operationalizes a Strategic Plan using discrete, measurable activities based on data-identified opportunities, and measures progress toward meeting each goal's outcomes with the assistance of an IE Dashboard.

**James M. Wilde, Brown Mackie College System**



**Track: 06E (FD)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Marriott 7**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners*

**Cycles of Assessment: The Symbiotic Relationship Between Faculty Development and Assessment**

Creating new opportunities for faculty development and inspiring important conversations about teaching and learning can transform assessment. A faculty member, academic support director, and associate provost for assessment will share Union Institute & University's collaborative, cyclical process for developing a faculty-driven, university-wide assessment plan.

**Elizabeth Pruden, Kristin Dietsche, and Lucinda Bliss, Union Institute and University**

**Track: 06F (CP)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Marriott 8**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners*

**Using Students' Capstone Reflections to Measure Professional Dispositions**

How can we measure the dispositions of an excellent educator? The answer to this question has proven elusive and challenging for many. This presentation proposes the use of graduate students' final capstone experience reflection papers to measure program dispositions and to collect high-quality data for the improvement of programs and student learning outcomes.

**Shawntel D. Landry and Alana Sloan, American College of Education**

**Track: 06G (MJ)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Marriott 9**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners*

**A Case Study in Assessment of Business Students' Professional Communication Skills**

In this session we plan to discuss steps we took to develop an appropriate rubric based on external and local existing rubrics, the assessment process for evaluating the oral communication skills of undergraduate business students at Lewis University, and the data analysis and completing the loop via improvement suggestions.

**Ibrahim Mescioglu, George Klemic, Marvin Bates, Ian Gladding, and William Marker, Lewis University**

**Track: 06H (CC)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Marriott 10**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners*

**Assessment for Career Technical Education**

Los Angeles Trade-Technical Center (LATTTC) is the largest trade-technical college on the west coast. LATTTC is composed of 75% Career Technical Programs. Learn how the college established an assessment system that was CTE friendly. Attendees will have a chance to experience how to create learning outcomes, program outcomes, and how to assess them for CTE areas.

**Tom Vessella, Los Angeles Trade-Technical 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: 06I (EP)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Lincoln**

**Shared Concurrent Session**  
 Monday, October 29, 2012  
 Beginners and Advanced

**E-Portfolios for General Education and Beyond: The Development Process**

E-portfolios can provide both formative and summative information about learning, thus their appeal for documenting evidence of learning to internal and external stakeholders. This session focuses on the steps taken by a large, public institution to launch a campus-wide general education e-portfolio initiative. Insights about the development process are shared.  
**Maureen Snow Andrade, Utah Valley University**

**ePortfolio Metadata: Using Tags to Increase Authenticity in Assessing Outcomes**

Goshen College uses student ePortfolios in assessing the college's new Core Curriculum. This session will focus on how the use of tags associated with learning outcomes helps raise the level of authenticity of assessment results. Use of the tags will also support faculty learning and enable us to discuss results with others while remaining grounded in our local context.

**Ross Peterson-Veach, Goshen College**

**Successful Gen Ed Assessment with ePortfolio**

In 2010, Linfield College developed a general education assessment plan requiring student exemplars. After an unsuccessful attempt to use their existing LMS, Linfield adopted an e-portfolio system. Students now use it to submit artifacts and reflections for six Modes of Inquiry. We present the lessons learned and benefits achieved.

**Martha E. VanCleave, Linfield College**

**Track: 06J (CE)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Santa Fe**

**Shared Concurrent Session**  
 Monday, October 29, 2012  
 Beginners

**Assessing on Native Time: Civic Engagement in a Native American Healthcare Course**

This presentation examines an interdisciplinary course involving nursing health care delivery and humanities service-learning among the Ojibwa. Presenters discuss assessing divergent disciplines and civic engagement trips and how to utilize results to improve course content, make a significant contribution to community, tie to larger college assessment, and enhance the experience for all involved.

**Holly L. Baumgartner, Lourdes University; and Kathleen E. Jenks, Mercy College**

**Developing Civic-Minded Graduates: The Importance of Civic Mentoring**

Higher education institutions are responsible for graduating students who possess civic knowledge, skills, and dispositions to be active participants in society. There is a need to understand *how* students develop civic-mindedness. The literature on student-faculty interactions implies faculty may have the potential to play a major role in student civic growth and development. This study examined the nature of student-faculty interactions to understand how civic mentoring correlates to student development of civic-mindedness, as measured by the Civic-Minded Graduate scale. Results assessed student civic growth as a result of their participation in a service-based scholarship program and the extent to which student interactions with a civic mentor contributed to their civic growth.

**Kristin Norris, Julie Hatcher, and Briana Miller, 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: 06K (FY/EP)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Florida/Illinois**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Advanced*

**Developing and Assessing an Electronic Personal Development (PDP) for First-Year Students: Using Mixed Methods and Authentic Evidence**

This presentation focuses on the development and assessment of an electronic Personal Development Plan (ePDP) process: a flexible online portfolio and web-page presentation tool that allows students to plan, mark progress, reflect on, and integrate their college learning experiences. We will also discuss how authentic evidence provided by the ePDP is used to assess direct student learning outcomes.

**Cathy Buyarski, Michele J. Hansen, and Daniel J. Trujillo, IUPUI**

**Track: 06L (SD)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Michigan/Texas**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners*

**Using the Degree Qualifications Profile (DQP) in the Accreditation Process to Guide Definition, Alignment, and Assessment of Student Learning**

This workshop will provide an overview of the usefulness of the Degree Qualifications Profile in developing student learning outcomes for the institution, general education, and the major; assessing and improving student learning, and then using that information to interact with accreditors.

**Jill L. Ferguson, Western Association of Schools and Colleges (WASC); Laurie Dodge, Brandman University; and John Hughes, The Master's College and Seminary**

**Track: 06M (NI)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Indiana Ballroom E**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**Are Students Learning? Seeking Answers in an Online Environment Using Program Review Processes**

As schools that serve online students strive to meet the needs of students, faculty, and staff, it is important to ensure data-driven decision-making, academic quality, and the continuous improvement of courses and programs. To assist with this process, a triennial program review process at an online University has been developed to assess and validate program content and curriculum, evaluate student learning, build common ground by engaging the whole community in the review process, and provide strategic direction for continuous improvement of the program.

Embedded in the program review process, Student Learning Assessment Reports (SLAR's) are used to assist faculty and administrators in answering the question, "How do you know your students are learning?" The SLAR brings together the alignment of institutional outcomes with program objectives, course objectives, and specific key course assessments. Program directors provide initial information on alignment, and receive annual updates of student learning data for their program, including key course assessments, capstone assessments, and nationally normed exams. By providing the student learning data to the program director, the focus can be on analyzing and interpreting, rather than just gathering the information. The process has resulted in the re-alignment of curriculum/objectives,

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continuous improvement of courses and programs based on data, and the ability to track and monitor student learning on a regular basis. The SLARs are relatively low-tech and use flexible Excel spreadsheets, which required no additional software to implement. Data are provided using Tableau dashboards, which provide up-to-the-minute data from our learning management system, Sakai.

**Jennifer Stephens Helm, Julie Anderson Atwood, and Chad Patrizi, American Public University System**

**Track: 06N (FD)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Indiana Ballroom F**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**Developing, Implementing, and Assessing A Large-Scale Redesign Effort at a Research University: Tales from the IMPACT Initiative at Purdue University**

Presentation and discussion of a course redesign effort aimed at integrating active-learning pedagogies into large, foundational courses across a large research university. Workshop will focus on management and assessment of the initiative and will engage attendees in discussions of successes and challenges encountered.

**Loran Carleton Parker, Omolola Adedokun, Frank Dooley, Matt Pistilli, Gabriela Weaver, John Campbell, Zaira Arvelo-Alicea, and Robert Morris, Purdue University**

**Track: 06O (GE)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Indiana Ballroom G**

*Concurrent Session*  
*Monday, October 29, 2012*  
*Advanced*

**Dual Use of the Public Speaking Competence Rubric (PSCR): Applications in Assessment and Pedagogy**

This workshop will introduce participants to the Public Speaking Competence Rubric. At Millersville, the PSCR is used in the classroom and for both general education and departmental assessment. In this session, participants will learn about the components of the PSCR, its development, and how to use it to evaluate speeches.

**Lisa Schreiber and Lisa Shibley, Millersville University of Pennsylvania**

**Track: 06P (AM)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Marriott 5**

*Concurrent Session*  
*Monday, October 29, 2012*  
*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**

## Poster Session (See Page 196 for Poster Diagram)

**Track: 07A (FD)**

**Time: 5:00 - 7:00 p.m.**

**Room: Marriott 7-10 Foyer (Table No. 1)**

*Poster Session*

*Monday, October 29, 2012*

*Beginners*

### **Leading Assessment-Based Change—Strategies for Faculty Buy-In and Development**

Leading change is always a challenge, and particularly so when it involves engaging stakeholders in outcomes-based assessment practices and taking action based on resulting findings. This presentation draws on leadership models and first-hand experience to offer practical strategies for getting faculty buy-in and supporting related faculty development.

**Maureen Snow Andrade, Utah Valley University**

**Track: 07B (SD)**

**Time: 5:00 - 7:00 p.m.**

**Room: Marriott 7-10 Foyer (Table No. 2)**

*Poster Session*

*Monday, October 29, 2012*

*Beginners*

### **A Holistic Approach to Life-Long Learning: The Importance of Intentional Co-Curricular Programming for Effective Student Development and Success**

This session will expose individuals to best-practice models for collaboration of co-curricular and intentional learning practices for student development and success. Moreover, this presentation will demonstrate the importance of creating partnerships among academic and student affairs when developing co-curricular learning opportunities for global and holistic learning.

**Jaime Anzalotta and John G. M. Frederick, Miami Dade College**

**Track: 07C (AM)**

**Time: 5:00 - 7:00 p.m.**

**Room: Marriott 7-10 Foyer (Table No. 3)**

*Poster Session*

*Monday, October 29, 2012*

*Beginners and Advanced*

### **Assessment: Truths, Myths, and Misconceptions**

What we assess defines what we value, and what we value is what we assess. How we determine what to assess and how to assess it is no easy task. This poster will explore three truths and nine myths/misconceptions about assessment.

**Jim Fulmer, University of Arkansas**

**Track: 07D (FD)**

**Time: 5:00 - 7:00 p.m.**

**Room: Marriott 7-10 Foyer (Table No. 4)**

*Poster Session*

*Monday, October 29, 2012*

*Beginners*

### **Demystifying Faculty Involvement in Program-Level Student Learning Outcomes Assessment**

During this session participants will experience first-hand successful strategies used to help gain faculty support during the refinement and enhancement of our program-level student learning outcomes (SLOs) process. This session will engage participants in selected interactive exercises used while gaining support to “demystify” SLOs.

**Cheryl B. Gilchrist and Cathy Bays, University of Louisville**

**Track: 07E (SD)**  
**Time: 5:00 - 7:00 p.m.**  
**Room: Marriott 7-10 Foyer (Table No. 5)**

*Poster Session*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**Measuring Self-Awareness and Professionalism Competence**

Indiana University School of Medicine utilizes a peer and self-assessment program to help students grow in their self-awareness and professionalism. Students document and discuss their growth over a three-year period regarding their personal attitudes, their impact on colleagues & patients, and their working compatibly in a health care team.

**Carolyn A. Hayes and Amanda J. Croy, Indiana University**

**Track: 07F (FD)**  
**Time: 5:00 - 7:00 p.m.**  
**Room: Marriott 7-10 Foyer (Table No. 6)**

*Poster Session*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**How to Change a Culture**

Successful assessment often requires changes in institutional culture. This presentation presents lessons learned from three efforts at culture change: revising the Freshman English Program at Ball State University, changing writing instruction in Indiana public schools through the Indiana Writing Project, and building a culture of assessment at Sullivan University.

**Forrest T. Houlette, Sullivan University**

**Track: 07G (FD)**  
**Time: 5:00 - 7:00 p.m.**  
**Room: Marriott 7-10 Foyer (Table No. 7)**

*Poster Session*  
*Monday, October 29, 2012*  
*Advanced*

**Developing a Faculty Consultant for Program Review: Effective Strategies for Program Review at Small Institutions**

Presenters share the process developed at their university to guide departments through program review. Learn to assist programs by running an assessment audit. Gather effective strategies for developing cohorts, facilitating peer-review, and preventing documents from gathering dust. The faculty consultant, an education professor, presents her process; faculty share their experiences.

**Lynn Murray-Chandler and Nathan Sullivan, Franklin Pierce University**

**Track: 07H (FD)**  
**Time: 5:00 - 7:00 p.m.**  
**Room: Marriott 7-10 Foyer (Table No. 8)**

*Poster Session*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**Recognizing the Role of Professional Development in Assessment**

The purpose of this session is to engage faculty and administrators in discussion and creative strategic planning on the general topic of recognizing the roles of assessment work in faculty professional development and also in determining what to recognize as scholarship within the broad categories of assessment activities. Too often, faculty are encouraged to look to their academic disciplines as sources for professional development, when their academic training may be removed from their daily work. The participants will explore how to realize what the "student-conscious scholar" looks like on their campus and to define the roles of "discovery, memory, and mentoring" within the assessment context (Christensen and Eyring 377). In addition, special attention will be paid to developing leadership models for the future, in line with Hutchings, et al. (2011) since the relationship

between assessment activities, academic scholarship, and professional development are not as interconnected and valued as they could and should be within the scholarly community. The takeaways for the session are a profile of the assessment oriented student-conscious scholar, a series of questions or topics to enable the faculty and administration to prompt the discussion of the places of discovery, memory, and mentoring within the context of assessment scholarship, and a matrix for aligning professional development activities in assessment with the goals and understandings fostered by *Scholarship of Teaching and Learning Reconsidered*.

**Beverly Schneller, The University of Baltimore; and Lisa Shibley, Millersville University**

**Track: 07I (AM)**

**Time: 5:00 - 7:00 p.m.**

**Room: Marriott 7-10 Foyer (Table No. 9)**

*Poster Session*

*Monday, October 29, 2012*

*Beginners and Advanced*

**Development and Implementation of an Assessment Matrix and Calendar**

Comprehensive assessment plans typically include a wide variety of assessment activities, with varying timelines and points of contact. An Assessment Matrix helps define this wealth of information. For schools that have adopted Google Mail, Google Calendar can serve as a tool in managing the assessment activities.

**Elizabeth A. Sheaffer, Shenandoah University**

**Track: 07J (CP)**

**Time: 5:00 - 7:00 p.m.**

**Room: Marriott 7-10 Foyer (Table No. 10)**

*Poster Session*

*Monday, October 29, 2012*

*Beginners and Advanced*

**A Systems Analysis View of Assessment and Capstones: The University of Guam Experience**

General Systems Theory (GST), with roots going back to Professor Ludwig von Bertalanffy in the 1930s, has applicability in many areas including education and assessment. In GST, a system is recognized as a set of components that are organized to achieve some purpose. Among these components are a recognized the functions of input, processing, and output linked together by feedback and control. And since systems are never in complete isolation, we can see systems as part of super-systems, and their functional components making up subsystems. This research applies this paradigm to some assessment efforts and capstone courses at the University of Guam (the only US Land Grant University in the Western Pacific).

**Carl Swanson, University of Guam**

**Track: 07K (FD)**

**Time: 5:00 - 7:00 p.m.**

**Room: Marriott 7-10 Foyer (Table No. 11)**

*Poster Session*

*Monday, October 29, 2012*

*Advanced*

**Maximizing Faculty Development By-Products of Portfolio Assessment**

Portfolio assessment provides multiple avenues for faculty development. As a rich source of summary data, it occasions meaningful discussions of learning outcomes and student work. In this session, we will also discuss how involving faculty in scoring provides better appreciation of disciplines across campus and of assessment language and purposes.

**Karen L. Vittengl and K. Scott Alberts, Truman State University**

**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: 07L (CE/FY)**  
**Time: 5:00 - 7:00 p.m.**  
**Room: Marriott 7-10 Foyer (Table No. 12)**

*Poster Session*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**Civic Engagement, Experiential Learning, and Student Well-Being**

Students and faculty in the First-Year Program at Wagner College were surveyed about civic engagement, experiential learning, and student well-being. Students engaged in service-learning reported higher levels of well-being than students engaged in field-based learning. Poster reviewers will discuss effective learning practices and the assessment process used.  
**Anne Goodsell Love, Wagner College**

**Track: 07M (FY)**  
**Time: 5:00 - 7:00 p.m.**  
**Room: Marriott 7-10 Foyer (Table No. 13)**

*Poster Session*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**Summer Bridge Success! (And Why We're Getting Rid of It)**

The Bridge Program at the University of Dubuque is a collaborative effort between Academic Affairs and Student Life offering underprepared students an opportunity to develop academic and social skills through a comprehensive first-year program. Findings from assessment data have shown the Bridge Program to be successful and are being used to develop new programming for all first-year students.  
**Marta J. Abele and Lindsey Konken, University of Dubuque**

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

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## Tuesday, October 30, 2012

**7:30 – 8:45 a.m. ~ Continental Breakfast ~ Continental breakfast is located in the second floor Marriott 5 & 6 Foyer**

**Track: 08A**  
**Time: 8:45 - 10:00 a.m.**  
**Room: Marriott 5 & 6**

*Plenary Session*  
*Tuesday, October 30, 2012*  
*Beginners and Advanced*

### **Thinking About the Future**

Monday's track keynote speakers join Trudy Banta for conversation about such topics as: How do we emphasize assessment for improvement when decision-makers are emphasizing its role in demonstrating accountability? What is the role of non-cognitive factors in assessment? How will "analytics" reshape assessment methods?

**Trudy W. Banta and Panel**

**10:15 a.m. – 11:30 a.m. ~ Sponsor Presentations (See page 53 for details)**

## Concurrent Sessions

**Track: 09A (AM)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Marriott 1**

**Shared Concurrent Session**  
*Tuesday, October 30, 2012*  
*Beginners and Advanced*

### **Gaining Meaningful Information from Portfolio Reviews to Assess the Quality of Graduate Programs and Student Learning**

Participants will learn how they can design and use portfolios to assess student learning and assess the overall quality of academic programs. They will evaluate how the analysis of student reflections about their course-embedded assessments provides meaningful information about the achievement of program-level learning outcomes.

**Elizabeth Jones, Michael McKeever, and Rosemary Parmigiani, Holy Family University**

### **Assessing Student Learning at the Graduate Level: Four Core Areas through a Common Activity – A Pilot Study**

UMUC panel shares processes and results of a 2012 pilot - developed to simplify the graduate school's yearly assessment process. The pilot implemented a single common activity - assessing four student learning outcomes with one rubric. Engage in conversations and activities with the panel and audience to determine aspects and results that could benefit your assessment plans.

**Datta Kaur Khalsa, Yan Zhang Cooksey, and Kathryn Klose, 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: 09B (AC)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Marriott 2**

**Shared Concurrent Session**  
 Tuesday, October 30, 2012  
 Beginners and Advanced

**Moving from National to Regional Accreditation: Implications for Assessment Processes**

Transitioning from national to regional accreditation demonstrates important differences in assessment standards. The presentation explores insights from interviewed school representatives highlighting how successful transitions have affected assessment practices, and highlights how West Coast University has been able to leverage National accreditation standards while significantly changing assessment approaches to meet regional standards.  
**Errin K. Heyman, West Coast University**

**The Meaning of Learning Outcomes – Depending on What You Do and Where You Stand**

The meaning of learning outcomes defines what is valued as important and appreciated as student learning. A review of the research literature indicates that there is a dominant, established definition of the term learning outcome. However, a wide range of alternative definitions have also been identified. This paper aims to highlight and compare how different actors (international scholars within the educational field, Norwegian teachers and Norwegian policy makers) conceptualize learning outcomes within their particular context. A situation of competing meanings for what learning outcomes constitute may lead to misunderstandings between central actors within education. This presentation will highlight potential pitfalls and discuss possible ways around them.

**Tine S. Proitz, Nordic Institute for Studies in Innovation, Research, and Education**

**Track: 09C (AM)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Marriott 3**

*Concurrent Session*  
 Tuesday, October 30, 2012  
 Beginners and Advanced

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

This 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 D. Shedd, Indiana University; and Ramesh Sabetiashraf, Reason Systems, Inc.**

**Track: 09D (AC)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Marriott 4**

*Concurrent Session*  
 Tuesday, October 30, 2012  
 Advanced

**First Steps in the Development of Marshall University's Degree Profile**

With the aim of developing its own unique Degree Profile, Marshall University has initiated a comprehensive project in which 92 degree programs (both undergraduate and graduate) are testing the usefulness of the Lumina Foundation's Degree Qualifications Profile. We will share our project's strategies and results.

**Mary E. Reynolds, Gayle L. Ormiston, and Karen L. McComas, Marshall University**

**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: 09E (GE)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Marriott 7**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Beginners and Advanced*

**Listening to Learners' Voices: What They Tell Us About Educational Activities that Promote Deep Learning**

This workshop shares program assessment findings where the learner's voice speaks to student engagement and high-impact educational activities that promote deep learning. Participants will learn what activities were cited most frequently, experience these activities from the student perspective, and imagine ways to incorporate them in their current educational context.

**Shelley D. Schuurman, Julie Guevara, and Scott Berlin, Grand Valley State University**

**Track: 09F (CP)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Marriott 8**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Advanced*

**21st Century Capstone Experience: From Face-to-Face to Facebook**

This presentation will explain the transformation of the Interior Design Technology Capstone Experience from a traditional face-to-face commercial design studio into a multimedia hybrid course that connected community partners, faculty, and students in an environment that incorporates Facebook, Skype, and Adobe Connect to create a virtual studio environment.

**Darrell Nickolson and Maria Ramirez, IUPUI**

**Track: 09G (SD)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Marriott 9**

**Shared Concurrent Session**  
*Tuesday, October 30, 2012*  
*Beginners*

**Utilizing Step-By-Step Strategic Planning to Close the Co-Curricular Assessment Loop**

Great strides have been made to measure student learning through academic assessment, but too often, measuring student learning through co-curricular programs remains under-analyzed. This presentation will discuss one campus' attempt to bridge this gap through a 5-step mobilization process of co-curricular leadership engagement, strategic assessment planning, and implementation to measure student learning.

**Shawna L. Lafreniere, Azusa Pacific University**

**Developing an Assessment Protocol of Campus Ministry**

Student learning occurs in many areas of an institution outside the traditional classroom setting. This presentation explains how one institution developed comprehensive learning goals and a corresponding assessment protocol to provide a mechanism of continuous improvement in its Office of Campus Ministry.

**Pat Mizak, Ringling College of Art and Design**

**Assessing Sustainability Education in a Transdisciplinary Undergraduate Course Focused on Real-World Problem Solving: A Case for Disciplinary Grounding**

In response to the UN Decade of Education for Sustainable Development (2005 – 2014), universities are incorporating sustainability into their programs. This case analysis-based assessment reveals the importance of considering students' predispositions and disciplinary

affiliations, as well as the overall curriculum structure, as universities make sustainability part of transformative undergraduate education.

**Sonya Remington and Sheryl Musgrove, Arizona State University; Kim Hiller Connell, Kansas State University; and Cosette Armstrong, Oklahoma State University**

**Track: 09H (FY)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Marriott 10**

**Shared Concurrent Session**  
*Tuesday, October 30, 2012*  
*Beginners and Advanced*

**Summer Bridge Success! (And Why We're Getting Rid of It)**

The Bridge Program at the University of Dubuque is a collaborative effort between Academic Affairs and Student Life offering underprepared students an opportunity to develop academic and social skills through a comprehensive first-year program. Findings from assessment data have shown the Bridge Program to be successful and are being used to develop new programming for all first-year students.

**Marta J. Abele and Lindsey Konken, University of Dubuque**

**Assessing and Supporting Academic Success of First-Generation First-Year Students**

First-generation students are an important college-going population facing unique challenges. This session will describe Butler University's Task Force on First-Generation Students that combined research and assessment with outreach and programming for first-year students. We will share analyses about first-generation students and suggest ways to implement collaborative assessment and outreach efforts.

**Jennifer Buckley and Nandini Ramaswamy, Butler University**

**Using Assessment Information to Understand the Transfer-Out Students' Needs and Expectations**

Are students who matriculate intending to transfer inherently different from students committed to graduating? Using national retention assessment information, we compare/contrast common persistence and success factors between these two populations and discuss how our institution works to either support the transfer-out process or entice the intended transfer-out student to stay.

**Jennifer Oxtoby and Greg Anderson, Indiana University-Purdue University Fort Wayne (IPFW); and Darlena Jones, Educational Benchmarking, Inc.**

**Track: 09I (EP)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Lincoln**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Beginners and Advanced*

**Longitudinal Student Assessment and the ePortfolio**

In the summer of 2011, members of Western Michigan University's Department of History embarked on a one-year intensive reworking of current assessment strategies. With the assistance of an internet-based student portfolio system the department has designed a dynamic assessment tool allowing greater accuracy and a longitudinal understanding of student progress.

**James P. Cousins and Edwin Martini, Western Michigan University**

**Track: 09J (AM)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Santa Fe**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Beginners and Advanced*

**Why Assessment is Still Not Embedded in Higher Education (and What Can be Done to Improve the Situation)**

Approximately 25-years after assessment of student learning became the new standard for institutional effectiveness, assessment remains a behavior just outside the operational norm in higher education. Enough time has passed so that assessment should be part of institutional culture. Despite the accreditation mandates and the obvious implied teaching contract between higher education and society, why is the adoption of the assessment of student learning still an issue, and what can be done to smooth the transition?

**Michael B. Daniel, Columbia Southern University**

**Track: 09K (FD)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Florida/Illinois**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Beginners*

**Using Faculty Satisfaction Survey Results to Revitalize Governance Structures**

Faced with another national faculty survey, the Pace University faculty lobbied for their own locally created Faculty Satisfaction Survey. The first faculty survey created by faculty for faculty received broad support. Learn how the faculty-driven process and survey findings reinvigorated faculty governance structures to take action steps toward improvement.

**Barbara S. Pennipede and Joy D. Tatusko, Pace University**

**Track: 09L (NI)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Michigan/Texas**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Beginners and Advanced*

**Voluntary System of Accountability and Learning Outcomes: An Update**

Presenting evidence of student learning to multiple audiences in meaningful ways is a difficult yet increasingly necessary task for higher education. This session will discuss NILOA's work with transparency of presenting assessment information and present the key findings from a study of the Voluntary System of Accountability (VSA) student learning outcomes assessment pilot portion of the College Portrait. The session will include a discussion on how the VSA used the findings to determine additional options for institutions to measure and report learning outcomes. The presentation will end with a discussion of the tensions between responding to demands of accountability and presenting meaningful evidence of student learning to a variety of audiences.

**Teri Hinds, Voluntary System of Accountability Program; and Natasha Jankowski, NILOA**

**Track: 09M (MJ)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Indiana Ballroom F**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Beginners and Advanced*

**Using an Online Homework Management System to Assess Student Learning**

Using an online homework manager makes grading homework a snap, but do students really learn by using it? This presentation provides suggestions for developing a course that uses an online homework management system. Participants will learn how to (a) structure a

course to include an online homework manager and (b) use the online homework manager to assess student learning.

**Anita R. Morgan, Indiana University East**

**Track: 09N (CE)**

**Time: 10:15 - 11:30 a.m.**

**Room: Indiana Ballroom G**

*Concurrent Session*

*Tuesday, October 30, 2012*

*Beginners and Advanced*

**Assessment of Service-Learning: Theories and Tools for Investigating Student (and other) Outcomes**

Drawing on the recently released edited volume *Research on Service-Learning: Conceptual Frameworks and Assessment* (Clayton, Bringle, & Hatcher, 2013), in this interactive session we will discuss the use of theory to refine goals, guide design, and conceptualize and interpret evidence of outcomes in service-learning (focusing on student outcomes and, depending on participant interest, broadening to include community and/or faculty outcomes as well). Together we will (a) examine the purposes and practices of assessment in service-learning through the lens of a conceptual model for research; (b) consider examples of theory-grounded assessment in service-learning, including sample tools for measuring outcomes; and (c) determine particularly useful theories and tools and generate associated assessment strategies for use in our own contexts.

**Patti Clayton, IUPUI and PHC Ventures; and Kristin Norris, IUPUI**

**Track: 09O (CC)**

**Time: 10:15 - 11:30 a.m.**

**Room: Indiana Ballroom A/B**

*Concurrent Session*

*Tuesday, October 30, 2012*

*Beginners*

**We're Doing It, and You Can, Too! Assessing College-Wide Student Learning Outcomes at a Community College**

Normandale Community College has created a process for assessing its college-wide learning outcomes that is receiving broad support across the campus. In this interactive workshop, participants will take away both useful tools and a model for assessment of college-level outcomes that they can adapt for use at their own institutions.

**Erin B. Daly and Julie Guelich, Normandale Community College**

**Track: 09P (MJ)**

**Time: 10:15 - 11:30 a.m.**

**Room: Indiana Ballroom C/D**

*Concurrent Session*

*Tuesday, October 30, 2012*

*Advanced*

**Post-Graduation Assessment: Beyond Satisfaction**

This interactive workshop focuses on improving the gathering of evidence of the achievement of outcomes from alumni, employers, and other stakeholders. The presenters provide an example of post-graduation assessment, share information from a nation-wide survey concerning post-graduation assessment, and outline one university's strategies to enhance gathering evidence about our students post-graduation.

**Ruth E. Cain and Marcia A. Miller, Indiana State University**

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

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**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: 10A (AM/MJ)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Marriott 1**

**Shared Concurrent Session**  
*Tuesday, October 30, 2012*  
*Beginners and Advanced*

**The Evolution of Our Matrix: A Method of Shared Accountability**

Western Illinois University assessment personnel have experienced success using a simple, but effective matrix to report assessment of student learning results across the university. This presentation outlines the process of developing and introducing the matrix, implementing the tool in stages, and utilizing the matrix to emphasize best-practices.

**Nancy P. Parsons and Lori M. Baker Sperry, Western Illinois University**

**Moral Imagination and Coal Mining: Using Dewey, Bloom, and Bluegrass to Engage Ecological Controversies Affectively**

This presentation combines Dewey's Moral Imagination with Bloom's Affective Taxonomy to create an effective strategy for engaging ecological controversies. It will present the findings of two case studies of a module that apply this strategy to coal mining in Appalachia using Bluegrass music to assess its impact on student learning.

**Albert R. Spencer, Portland State University**

**Track: 10B (FD)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Marriott 2**

**Shared Concurrent Session**  
*Tuesday, October 30, 2012*  
*Beginners and Advanced*

**Faculty Development for Online Institutions**

The goals of this presentation will address methods to plan, organize, and develop successful faculty development for an online program. The presentation will cover the use of technology to collaborate and coordinate faculty development from within the university as well as ways to promote independent professional development. Technology topics will include web conferencing, shared documents through cloud technology, and interactive online training sessions. This presentation will address methods that foster faculty engagement which are grounded in research, as well as provide examples of successful development in a current online program.

**Tiffany Hamlett and Mary Bold, American College of Education**

**How Effective are Adjunct Faculty and Online Instruction?**

This research analyzed faculty and delivery modality effectiveness using student end-of-course survey data (>65,000 surveys) for a year (July 2010 to June 2011) from adult programs at a private, not-for-profit, Christian university. Full-time were perceived as more effective than adjunct faculty, while online curriculum was more effective except for faith issues.

**Harry D. Hall, Indiana Wesleyan University**

**Creating a Campus Culture of Assessment Through Professional Development Opportunities for Faculty**

In her 2010 NILOA Occasional Paper, Pat Hutchings offered 6 recommendations for involving faculty in assessment. This session will explore concrete faculty development activities under Hutchings' recommendations to create a culture of assessment. The interrelationship among activities will be addressed allowing for a more comprehensive plan for faculty involvement.

**Shannon M. Sexton, Rose-Hulman Institute of Technology**

**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: 10C (AM)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Marriott 3**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Advanced*

**Developing an Institution-Level Perspective on the Effectiveness of Administrative Units**

While assessment at the unit level is essential to programmatic improvement, it is also important to review and respond to data at an institutional level. The presentation highlights a process used to aggregate assessment of individual units into an institutional perspective that can be used for institutional and strategic decisions.

**Juliana S. Lancaster and Austen Krill, Georgia Gwinnett College**

**Track: 10D (CC)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Marriott 4**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Beginners*

**Creating Assessment Standards for Experiential Learning**

Experiential learning can greatly improve general education but creating experiential learning opportunities can be expensive, logistically complicated, and notoriously difficult to assess. Using competitive forensics (speech/individual events and debate) as a model, this presentation will teach how to use experiential learning effectively as a way to enhance general education outcomes.

**Eric K. Long, Elgin Community College**

**Track: 10E (GE)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Marriott 7**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Beginners*

**Creating Assessment Tools for General Learning Outcomes**

Professors from different disciplines created rubrics for specific learning outcomes that could be used by faculty across the curriculum for quantitative, written communication, and short essay question assessment purposes. The process of collaborating, from the creation of outcomes to their indicators, and finally to the assessment tools, will be discussed.

**Lucia W. Vanderpool, Janet Heath, and Mary Millione, Baptist College of Health Sciences**

**Track: 10F (CP)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Marriott 8**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Beginners*

**Crafting a Common Lens: One Master's Program's Approach to Assessment Rubric Design**

This session describes one Master's program's engagement in crafting a common lens through which to evaluate learning, leading to the development of an assessment system that would yield useful data for program improvement. Key questions guiding the process, steps taken, and implications for graduate education provide the focus of discussion.

**Paula D. Serra and Jennifer Cochran, Morehead State University**



**Track: 10G (SD)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Marriott 9**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Beginners*

**Assessment of Learning in Student Activities**

This session describes the implementation and results of an assessment plan in student activities and leadership development. Our process included: creating relevant program learning outcomes, mapping to campus-wide outcomes, linking to division-wide assessment strategies, developing assessment tools, communicating data, and using results for improvement.

**Diana S. Sims-Harris, Chad Ahren, and Rob Aaron, IUPUI**

**Track: 10H (FY)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Marriott 10**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Beginners and Advanced*

**Understanding an At-Risk Population Using Assessment Data: First-Generation Students**

First-generation students comprise a large percentage of college students and are at higher risk for attrition and poor academic performance than others. Using national retention assessment information, we identify key differences in characteristics and persistence factors between first-gens and continuing students and discuss how our institution helps these students succeed.

**Stephanie Pearcy, Indiana State University; and Darlena Jones, Educational Benchmarking Inc.**

**Track: 10I (EP)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Lincoln**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Beginners and Advanced*

**A Learner-Centered Curriculum Model Where Learners' Voices Drive Curricular Change**

This workshop introduces a program assessment model where the learner's voice plays a central role in curriculum development. Participants will explore learner-centered curriculum, understand how findings from an assessment project informed curricular changes to improve student learning, and evaluate ways they can implement all, or pieces, of this model.

**Scott Berlin, Shelley D. Schuurman, and Julie Guevara, Grand Valley State University**

**Track: 10J (AM)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Santa Fe**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Advanced*

**Work-Based Evidence of Student Competence Attainment: An Introduction to the Internship Competence Assessment Project**

This presentation provides an overview of how Johnson & Wales University has engaged in an innovative longitudinal assessment of student competence during internships and the results tabulated after one academic year of data collection. Results show student gains in the core areas of problem solving, communication, collaboration, work ethic and professionalism.

**James Griffin, Maureen Dumas, Greg Lorenz, Johnson and Wales University**

**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: 10K (FD)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Florida/Illinois**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Beginners and Advanced*

**Evaluating the Implementation of the Curriculum Enhancement Grant Initiative**

In 2010, the Center for Teaching and Learning implemented a new faculty development initiative called the Curriculum Enhancement Grant (CEG). A utilization-focused evaluation was used to answer key formative and summative evaluation questions during the pilot year. Evaluation findings and resulting changes in the initiative will be discussed.

**Terri Tarr, Jacqueline Singh, and Pratibha Varma-Nelson, IUPUI**

**Track: 10L (NI)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Michigan/Texas**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Beginners and Advanced*

**Examples of Good Assessment Practice: Selected Stories from the Field**

This panel will begin with an overview of findings from NILOA's cross-case analysis report, Closing the Assessment Loop: an Examination of Good Institutional Assessment Practices across Institutions, before turning to representatives from several case study institutions. Institutional representatives will respond to questions addressing: challenges of assessment and how they were overcome; building and sustaining a culture of assessment; and using evidence of student learning to 'close the loop'. Participants are invited to engage with panelists throughout the presentation.

**Jillian Kinzie, Indiana University and NILOA; Marisa Klages, LaGuardia Community College; Veronica Martinez, Texas A&M International University; and Gianina Baker, National Institute for Learning Outcomes Assessment, (NILOA)**

**Track: 10M (AM)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Indiana Ballroom F**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Beginners and Advanced*

**Data Collection Strategies: Lessons Learned from the Field**

Everyone agrees—quality assessment data must be collected; however, there appear to be no guidelines on how to achieve this. Many institutions have used a method often referred to as Assessment Days (A-Days). This session will feature A-Day stories of five institutions, and the distinctive lessons they have learned.

**Donna Sundre, James Madison University; Bobby Sharp, Appalachian State University; Karen Smith Vittengl, Truman State University; David Wiles, University of Miami; and Katherine Draughon, University of Southern Illinois**

**Track: 10N (AM)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Indiana Ballroom G**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Advanced*

**Exploring New Models for Campus-Wide Assessment**

This interactive workshop addresses shortcomings of traditional models for assessing campus-wide learning outcomes in institutions with unique curricular structures and provides participants an opportunity to explore new models for their institutions. Illustrating our process, successes, and challenges, this presentation will offer a framework for affordable and increasingly necessary campus-wide assessment.

**Tyler H. Matta, Rowanna L. Carpenter, and Annie Knepler, Portland State University**

**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: 100 (GE)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Marriott 5**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*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: 10P (CC)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Marriott 6**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Beginners and Advanced*

**Identifying Key Performance Indicators: The Foundation of an Institutional Dashboard**

This presentation introduces and describes institutional dashboards and key performance indicators (KPIs), outlines the steps needed to identify a set of KPIs, discusses sources of potential KPIs, and provides examples of successful institutional dashboards. Participants will work in small "Dashboard Development Teams" to identify a set of first-level KPIs for a hypothetical higher education institution.

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

**Track: 10Q (AM)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Indiana Ballroom A/B**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Beginners*

**Demystifying Assessment Communication with Design**

This session examines the role of design principles on user interest in assessment. Participants are invited to bring a real life assessment project for the workshop and in teams we will work on design theory, analysis, and the creation of an assessment tool that will be attractive and functional. For this interaction participants are encouraged to bring a laptop.

**Beverly E. Schneller and Sean Carton, The University of Baltimore**

**Track: 10R (AM)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Indiana Ballroom C/D**

*Concurrent Session*  
*Tuesday, October 30, 2012*  
*Beginners*

**One Plan Fits All: Tailoring the Academic Assessment Plan Design**

If you're interested in learning how to redesign your current academic assessment plan to create one that's viable, flexible, and dynamic in nature--look no further! This session will showcase a redesigned academic assessment plan that does it all, including how it addresses SACS Compliance Standards.

**Terry A. Senne, Gay James, Mary Williford-Shade, Texas Woman's University**

**Track: 11A (AM)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Marriott 1**

**Shared Concurrent Session**  
 Tuesday, October 30, 2012  
 Beginners and Advanced

**Dynamic and Continuous Programmatic Assessment, Planning, and Evaluation**

This session will describe a program-level assessment model that promotes the continuity of assessments, data collection, and triangulation of analyses through central oversight and transparent feedback. The structure fosters a culture of assessment and processes described may be applied and tailored to meet a variety of college specific assessment needs.

**Helen K. Garces and Christina Munson, University of Kentucky College of Pharmacy**

**Using Data to Measure, Predict, and Enhance Retention**

We will work with participants to identify key data elements that can inform, predict, support, and enhance retention. We will focus on utilizing multiple, readily-available data sources, and explain how, when examined together, they can improve retention. Finally, we will explain these this data enable predictive modeling to optimize student retention.

**Mary D. Hinton and Ryan Williams, Mount Saint Mary College**

**Track: 11B (AM)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Marriott 3**

*Concurrent Session*  
 Tuesday, October 30, 2012  
 Beginners

**Building a Custom Score for Predicting Graduation**

Colleges use national test scores to set admission requirements and predict graduation. However, these scores are neither specific to schools nor address high school GPA and major. Credit scoring techniques are used to develop a custom scorecard to create a behavior score for freshmen and to assess the probability of graduation.

**Jo Ann M. Sckerl and Thomas Brandenburger, South Dakota State University**

**Track: 11C (AM)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Marriott 4**

*Concurrent Session*  
 Tuesday, October 30, 2012  
 Beginners

**What is Success?**

Are you struggling to find meaning in assessment results? Perhaps it's because you haven't articulated what results are "good enough": yes, you and your colleagues have truly achieved your goals. Come to this highly interactive session in which you'll explore factors to consider in deciding what success looks like.

**Linda A. Suskie, Freelance Consultant**

**Track: 11D (AM)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Marriott 7**

*Concurrent Session*  
 Tuesday, October 30, 2012  
 Beginners and Advanced

**Critical Thinking, Reading, and Quantitative Literacy: A Three-Part Assessment**

The Reasoning Skills Committee at Southwestern Illinois College developed an assessment focusing on critical thinking, quantitative literacy, and reading featuring a topic in civic and social awareness. This presentation features the lessons learned during the development of the tool, the grading rubric, and subsequent grading process.

**Robin Anderson, Michael McClure, and Joyce Ray, Southwestern Illinois 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: 11E (CP)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Marriott 8**

**Shared Concurrent Session**  
 Tuesday, October 30, 2012  
 Beginners and Advanced

**Assess the Capstone Assess the Program**

A capstone course that ties learning outcomes directly to program goals can be a powerful assessment tool that can suggest large modifications like course additions, course sequencing, and course content focus throughout a 4-year program, as well as small things like discipline-specific mechanics.

**Peter M. Carriere, Georgia College and State University**

**Using Assessment and Satisfaction Data to Improve the Mentor Model for Facilitating Customized Professional Projects at Cleary University**

At Cleary University, seniors produce projects customized to the specific needs of individual students. A faculty mentor works with students to complete projects and align this with their professional and personal development goals of the student. Project curriculum changes are made using an in-house survey that captures outcomes and satisfaction data.

**David Castlegrant and Stewart Brannen, Cleary University**

**Connecting Capstones to Curriculum: Ideas for Using Assessment Data**

Capstone units provide an ideal opportunity to assess curricular learning outcomes prior to graduation, in theory. In practice, curriculum is often neglected and capstones simply provoke the "oh my" gaps in student learning. This workshop will engage participants in thoughtful discussions on strategies for connecting capstones to the broader curriculum and clever ways for using assessment data to drive curricular conversations with colleagues.

**Kelly Matthews, University of Queensland**

**Track: 11F (SD)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Marriott 9**

**Concurrent Session**  
 Tuesday, October 30, 2012  
 Beginners

**Collaborative Assessment: Creating a Culture of Evidence**

At The College at Brockport, we view assessment as collaborative, intentional, and meaningful. This session will focus on creating the foundation for a "culture of assessment" through a collaborative approach to integrated assessment of programmatic and learning outcomes in enrollment management and student affairs. Participants will leave with strategies and resources to take back to their campuses.

**Sara M. Kelly and Joshua Fegley, The College at Brockport, SUNY**

**Track: 11G (FY)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Marriott 10**

**Concurrent Session**  
 Tuesday, October 30, 2012  
 Beginners and Advanced

**Enhancing Retention and Learning: An Effective Use of Assessment Data**

Improving retention and learning is the mission of every institution and assessment is the link. We discuss our previous retention efforts, how those efforts prompted an assessment project leading to establishing learning environments, and how those learning environments have helped improve retention.

**Steven J. Hawks, Kansas State University; and Darlena Jones, Educational Benchmarking Inc.**

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

**Track: 11H (EP)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Lincoln**

**Shared Concurrent Session**  
 Tuesday, October 30, 2012  
 Beginners and Advanced

**Providing Clarity for Students and Faculty while Tracking Student Progress and Reporting Data for Accreditation**

The PhD program faculty in School Psychology at Indiana University collect and assess various submissions by students in a seamless fashion. The program utilizes an easy-to-use ePortfolio system with strong organization and assessment components to monitor student performance, improve aspects of the PhD program, and manage data for accreditation reports.

**Jack Alan Cummings, Indiana University Bloomington; and Ramesh Sabetiashraf, Reazon Systems, Inc.**

**Mirror, Mirror on the Wall: Strategies for Developing Reflective Teachers**

Reflective practice is a cornerstone of professional preparation programs such as teaching. This session will share strategies for developing and demonstrating critical reflection skills in conjunction with portfolio construction and assessment. The role of faculty and school-based mentors in guiding student reflection and development of improved practice will be discussed.

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

**Track: 11I (AC)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Santa Fe**

*Concurrent Session*  
 Tuesday, October 30, 2012  
 Beginners and Advanced

**Using “Data Dashboards” to Sustain Student and Faculty Engagement in Assessment**

rGrade is an integrated assessment system that serves as a data hub for on-going performance assessment with rubrics, program evaluation, and accreditation reporting using student-level data. In this presentation, we will present rGrade “data dashboards” from four perspectives: student, instructor, program, and unit.

**Megan S. Noel and Matthew Stuve, Educational Informatics; and Lisa Huffman, Ball State University**

**Track: 11J (FD)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Florida/Illinois**

**Shared Concurrent Session**  
 Tuesday, October 30, 2012  
 Advanced

**Assessing Learning Outcomes: Changing Habits of Mind and Transforming Universities into Learning Communities**

Participants in this session will be exposed to the results of an investigation of the reasons for the success of a program learning outcomes assessment process in some departments and failure in others at an accredited mid-size university in Lebanon. Participants will also discern lessons learned from this process.

**Saouma B. BouJaoude and Amal BouZeineddine, American University of Beirut**

**Program Development and Outcomes of a Peer Observation and Evaluation Process at a School of Pharmacy**

This session will describe a peer teaching assessment program that incorporates a valid and reliable peer observation and evaluation tool (POET). Program evaluation results and

**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

their impact on faculty development will be presented. Participants will discuss ways to tailor the program to their individual institutions.

**Margarita DiVall, Judith Barr, Michael Gonyeau, and Samuel Matthews, Northeastern University School of Pharmacy**

**The E.T. Factors – An Alignment Model to Assist in Assessing Potentially Effective Teaching Faculty**

This research project developed a five pronged recruitment process for candidates to demonstrate their potential to become effective tertiary teachers aligned to strategic vision and values within the unique dual heritage of New Zealand.

The study engaged with selection teams utilizing tools that respond to our student profile where 35% are indigenous Maori.

**Judith A. Honeyfield, Bay of Plenty Polytechnic, New Zealand**

**Track: 11K (NI)**

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

**Room: Michigan/Texas**

*Concurrent Session*

*Tuesday, October 30, 2012*

*Beginners and Advanced*

**Before and After: What Undergraduates and Alumni Say About Their College Experience and Outcomes**

Little is known about how undergraduate student responses compare with those of alumni. Does the passage of time change the capacity of people to reflect on their learning experiences during college? How might the major field experience affect the self-reported experiences of students and alumni? In this session, we will discuss the implications of an analysis of results from institutions that have administered the Strategic National Arts Alumni Project and the National Survey of Student Engagement comparing the self-reported college experiences and skill development of college seniors and alumni who majored in the arts as well as comparing non-arts students with those studying the arts.

**George Kuh, Sally Gaskill, Amber Lambert, and Angie Miller, Indiana University**

**Track: 11L (CC)**

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

**Room: Marriott 6**

*Concurrent Session*

*Tuesday, October 30, 2012*

*Beginners and Advanced*

**Using Holistic Scoring Rubrics to Assess General Education Learning Outcomes**

This presentation will involve a comprehensive overview of the use of rubrics in assessment of general education learning outcomes. The history of rubrics will be presented and different types of rubrics defined and examples provided. Participants will work in small "assessment teams" to evaluate actual samples of student work using faculty-developed holistic scoring rubrics.

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

## Sponsor Presentations

The 30-minute presentations focus on specific processes, methods, or initiatives that demonstrate case their company's products.

### Monday, October 29, 2012 ~ Sponsor Presentations

**Track: 12A (AM)**

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

**Room: Denver**

*Sponsor Presentation*

*Monday, October 29, 2012*

*Beginners and Advanced*

#### **How Do You Know Your Gen Ed Program Is Effective?**

General Education is the foundation for student learning. The mastery of these outcomes defines the student and the school from which they come. Find out how Taskstream helps colleges and universities to track student learning outcomes across courses and programs, map them against relevant Gen Ed standards, and use the results to focus and revitalize their Gen Ed programs. Examples include a university with 175 programs, a thousand faculty members, and 15,000 students all taking their own unique combination of courses.

**Courtney Peagler, TaskStream**

**Track: 12B (AM)**

**Time: 1:30 - 2:00 p.m.**

**Room: Denver**

*Sponsor Presentation*

*Monday, October 29, 2012*

*Beginners and Advanced*

#### **Selecting A Web-Based Course Evaluation Vendor**

CoursEval helps connect students with teachers and provides a critical context for teaching, learning, and faculty evaluation. The presentation will include features that should be part of any web-based system for student course evaluations (interactive features, clear reports, response rate analysis, cross-listing support, complex schedule management, mobile options and other details.) In short, the features and flexibility that will save time, money and effort while providing an engaging and campus-friendly process for all.

**Peter Gold, ConnectEDU/CoursEval**

**Track: 12C (CE)**

**Time: 2:15 - 2:45 p.m.**

**Room: Denver**

*Sponsor Presentation*

*Monday, October 29, 2012*

*Beginners*

#### **Assessing Students' Social Responsibility and Civic Learning**

Many campuses have clear commitments to public service—through community partnerships, curricular-based service-learning, and recognition of civic-minded practice in the evaluation and promotion of faculty work. While we know many students enter college having participated in volunteer work or community service, there is much assessment work to do in terms of monitoring students' developing civic action, values, and commitments as part of institutional goals to educate responsible citizens. This presentation will use data from CIRP surveys to examine both indicators and the aspects of students' college experiences that advance civic learning outcomes.

**Laura J. Palucki Blake, Higher Education Research Institute, UCLA**



**Track: 12D (AM)**  
**Time: 3:00 - 3:30 p.m.**  
**Room: Denver**

*Sponsor Presentation*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**Student Learning Assessment + Technology = Stress-Free Strategies for Meeting Accreditation Requirements**

LiveText is a leading provider of campus-wide solutions for strategic planning, assessment, and institutional effectiveness. Our customizable and comprehensive solutions allow for seamless integration and data reporting to effectively measure outcomes-based learning goals and institutional objectives for accreditation and continuous improvement.

**Ida Asner, LiveText**

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**Track: 12E (CC)**  
**Time: 3:45 - 4:15 p.m.**  
**Room: Denver**

*Sponsor Presentation*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**Using Tk20 to Integrate Assessment Campus-Wide at a Community College**

Institutions are required to be engaged in a wide range of assessment activities including Institutional Assessment (e.g., planning, unit/department review, etc.) and Assessment of Student Learning (course, program, and general education learning outcomes). Come learn how Prince George's Community College is using Tk20 to bring all of these assessment activities under "one roof." Having a single solution for this range of assessment activities has had multiple benefits, including assisting with buy-in and easier implementations across campus as units/departments build upon how others are using the software.

**W. Allen Richman, Prince George's Community College**

**Track: 12F (AM/AC)**  
**Time: 4:30 - 5:00 p.m.**  
**Room: Denver**

*Sponsor Presentation*  
*Monday, October 29, 2012*  
*Beginners and Advanced*

**Assess As You Are – You Are Almost There**

The reports you need without the pain of starting over. Why not assess as you are? Learn how the faculty-friendly Xitracs™ system can embrace your existing assessments, methodologies and other reporting systems.

With solutions for Agency Self-study, Planning, Program Review, Credentials Management and Course Outcomes assessment, Xitracs™ provides an easy-to-use and budget-friendly answer to your ongoing accreditation needs.

**Howard S. Taylor, Concord USA**

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**5:00 – 7:00 p.m. ~ POSTER SESSION ~ Marriott 7-10 Foyer (See page 34)**

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

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## Tuesday, October 30, 2012 ~ Sponsor Presentations

**Track: 12G (AM)**  
**Time: 10:15 - 10:45 a.m.**  
**Room: Denver**

*Sponsor Presentation*  
*Tuesday, October 30, 2012*  
*Beginners and Advanced*

### **Getting the Most for Your Accreditation Consulting Dollars**

Institutions faced with an accreditation visit sometimes want the reassurance of having experts help them with documenting and presenting their accreditation data, or with reviewing and finalizing their documentation. The consulting experience can be a positive learning experience with a successful outcome or a costly mistake. Achieving a successful outcome depends on careful planning, realistic expectations, and the ability to manage the process. This presentation provides guidelines for clearly identifying the need, defining the scope of the work, determining the anticipated deliverables, and monitoring progress throughout the process in order to achieve a cost-effective, successful consulting experience.

**Jeanne Butler, Weave**

**Track: 12H (AM)**  
**Time: 11:00 - 11:30 a.m.**  
**Room: Denver**

*Sponsor Presentation*  
*Tuesday, October 30, 2012*  
*Beginners and Advanced*

### **Transform Your Planning and Assessment Efforts with Campus Labs**

We know that documenting institutional effectiveness requires a robust, specialized platform built specifically to suit your campus needs. Come learn how the Campus Labs comprehensive suite of products and services will allow your campus to achieve success in 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.

**Annemieke Rice, Campus Labs**

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

**Track: 12I (AM)**  
**Time: 12:45 – 1:15 p.m.**  
**Room: Denver**

*Sponsor Presentation*  
*Tuesday, October 30, 2012*  
*Beginners and Advanced*

### **The Updated NSSE: Launching in 2013**

After years of evidence-based testing and institutional feedback, NSSE has updated its survey instrument for 2013. The 2013 survey introduces new measures related to effective teaching and learning and introduces a broad range of Engagement Indicators – successors to the benchmarks – to enable richer and more targeted assessment opportunities. NSSE also introduces the option to append topical modules on academic advising, civic engagement, technology, and more. This session will explain how the survey has changed, present new customization options, and preview how assessment professionals can maximize new NSSE results.

**Robert M. Gonyea, Indiana University Center for Postsecondary Research, NSSE**

**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

# ~ **Maps** ~

Diagram for Posters

Diagram for Exhibits

Downtown Restaurants

Indianapolis Marriott Downtown

## 2012 Assessment Institute Poster Session

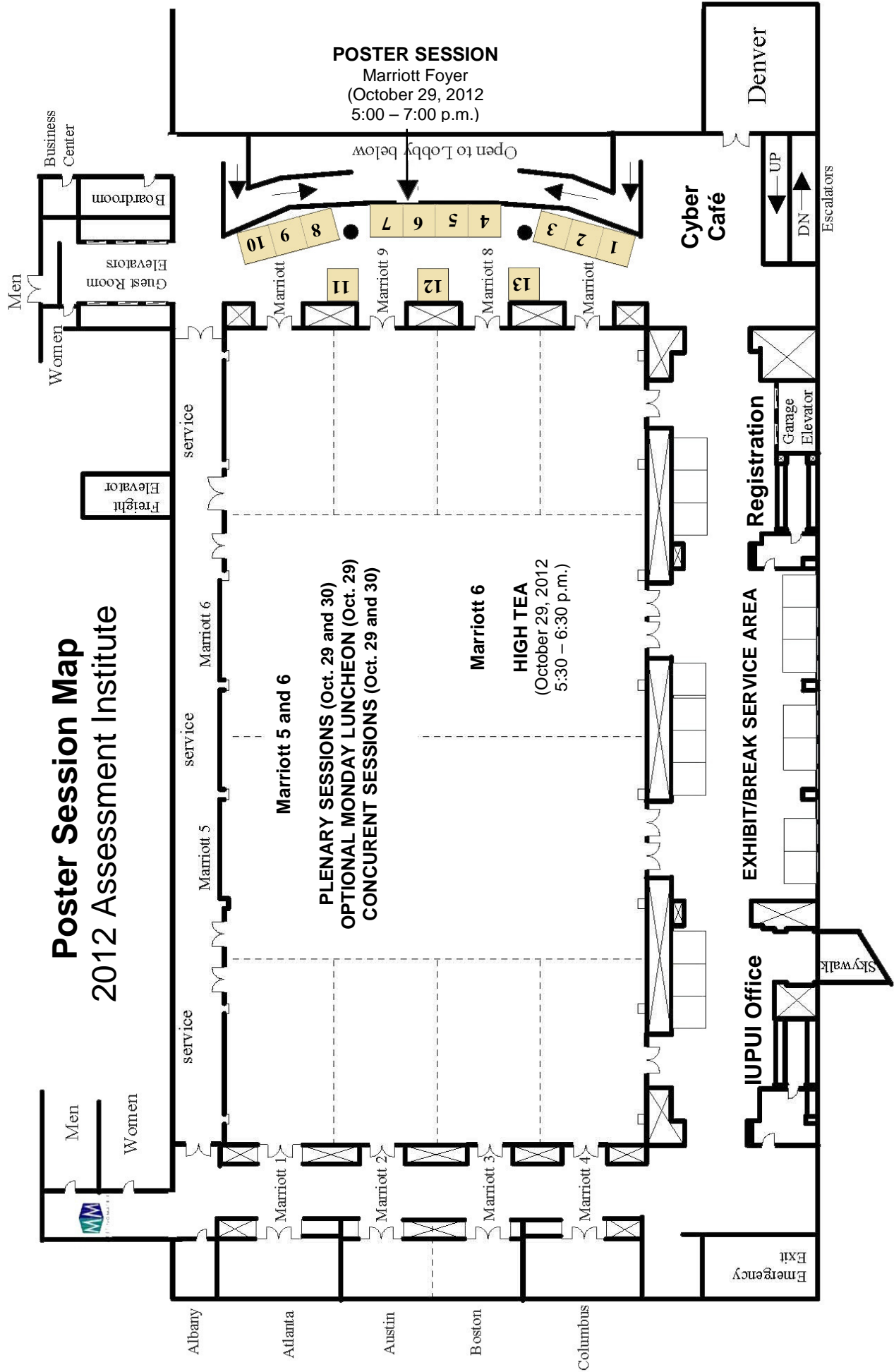
Assessment methods, practices, and findings that are shared best in a visual format permitting one-on-one discussion are presented during the poster session. The following individuals will be presenting posters in the **Marriott 7-10 Foyer**, located on the second floor of the Marriott, on **Monday, October 29 from 5:00 to 7:00 p.m. only**.

Table #	Track	Presentation Title	Presenters
1	07A (FD)	<i>Leading Assessment-Based Change—Strategies for Faculty Buy-In and Development</i>	Maureen Snow Andrade, Utah Valley University
2	07B (SD)	<i>A Holistic Approach to Life-Long Learning: The Importance of Intentional Co-Curricular Programming for Effective Student Development and Success</i>	Jaime Anzalotta and John G. M. Frederick, Miami Dade College
3	07C (AM)	<i>Assessment: Truths, Myths, and Misconceptions</i>	Jim Fulmer, University of Arkansas
4	07D (FD)	<i>Demystifying Faculty Involvement in Program-Level Student Learning Outcomes Assessment</i>	Cheryl B. Gilchrist and Cathy Bays, University of Louisville
5	07E (SD)	<i>Measuring Self-Awareness and Professionalism Competence</i>	Carolyn A. Hayes and Amanda J. Croy, Indiana University
6	07F (FD)	<i>How to Change a Culture</i>	Forrest T. Houlette, Sullivan University
7	07G (FD)	<i>Developing a Faculty Consultant for Program Review: Effective Strategies for Program Review at Small Institutions</i>	Lynn Murray-Chandler and Nathan Sullivan, Franklin Pierce University
8	07H (FD)	<i>Recognizing the Role of Professional Development in Assessment</i>	Beverly Schneller, The University of Baltimore; and Lisa Shibley, Millersville University
9	07I (AM)	<i>Development and Implementation of an Assessment Matrix and Calendar</i>	Elizabeth A. Sheaffer, Shenandoah University
10	07J (CP)	<i>A Systems Analysis View of Assessment Capstones: The University of Guam Experience</i>	Carl Swanson, University of Guam
11	07K (FD)	<i>Maximizing Faculty Development By-Products of Portfolio Assessment</i>	Karen L. Vittengl and K. Scott Alberts, Truman State University
12	07L (CE)	<i>Civic Engagement, Experiential Learning, and Student Well-Being</i>	Anne Goodsell Love, Wagner College
13	07M (FY)	<i>Summer Bridge Success! (And Why We're Getting Rid of It)</i>	Marta J. Abele and Lindsey Konken, University of Dubuque

**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

# Poster Session Map

## 2012 Assessment Institute



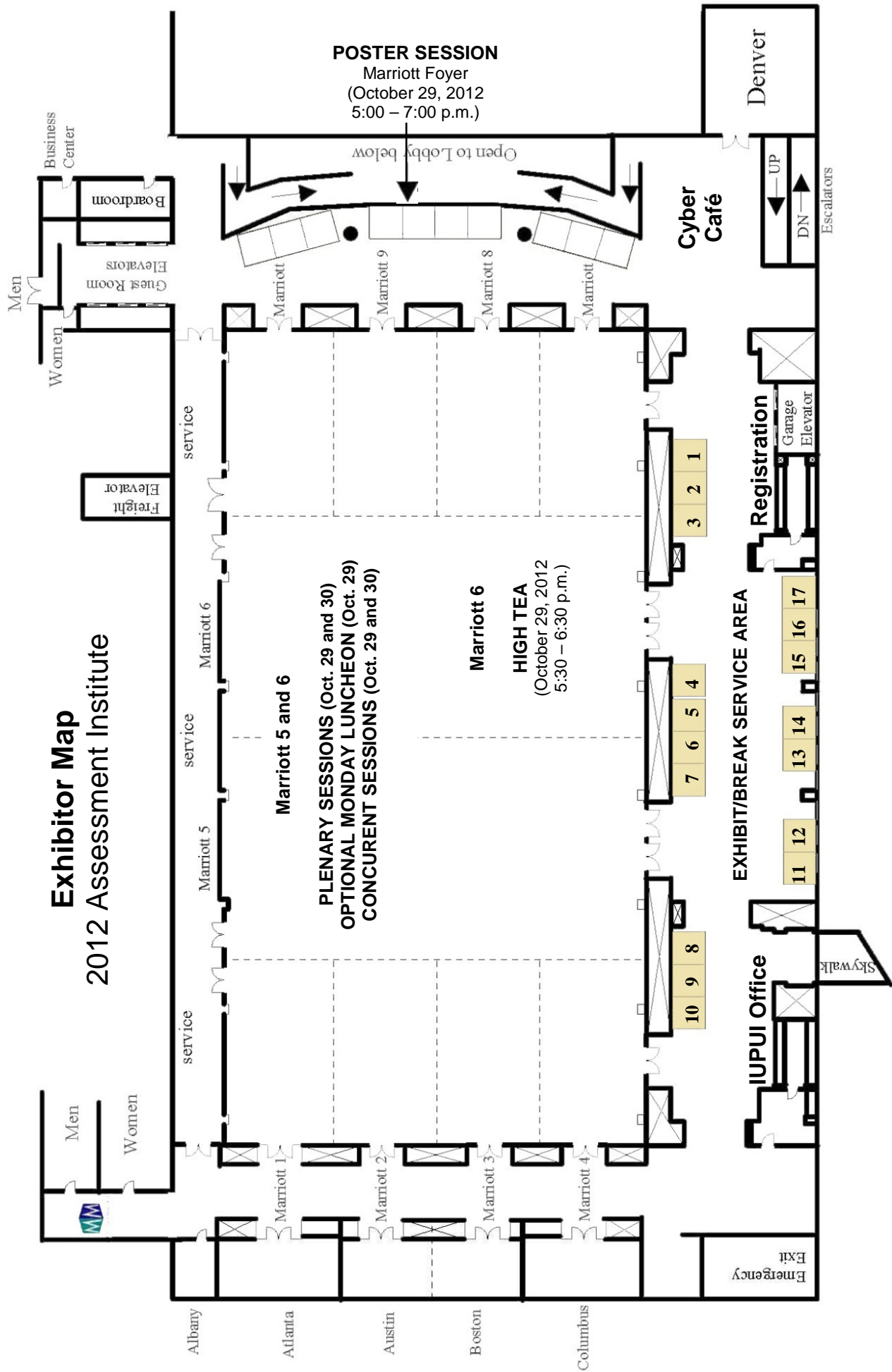
## 2012 Assessment Institute Exhibitors

The following companies will be exhibiting in the **Marriott 5 & 6 Foyer** located on the second floor of the Marriott on **Monday, October 29 – 30, 2012.**

Booth Number	Exhibitors
1	<b>Tk20, Inc.</b> Phone: 512-401-2000, URL: <a href="http://www.tk20.com">http://www.tk20.com</a>
2	<b>NSSE and CSEQ ~ Indiana University Center for Postsecondary Research</b> Jillian Kinzie, Associate Director, Center for Postsecondary Research and NSSE Institute Bob Gonyea, Associate Director Phone: 812-856-5824 NSSE URL: <a href="http://www.nsse.iub.edu">http://www.nsse.iub.edu</a> CSEQ URL: <a href="http://www.cseq.iub.edu">http://www.cseq.iub.edu</a>
3	<b>TaskStream</b> Phone: 800-311-5656, URL: <a href="http://www.taskstream.com">http://www.taskstream.com</a>
4	<b>LiveText ~ Ida Asner, Director of Educational Consultants</b> Phone: 708-588-1735, URL: <a href="http://www.livetext.com">http://www.livetext.com</a>
5	<b>PACAT, Inc. ~ Anthony Golden, President</b> Phone: 866-680-2228, URL: <a href="http://www.collegeoutcomes.com">http://www.collegeoutcomes.com</a>
6	<b>RCampus/Reazon Systems, Inc. ~ Ramesh Sabetiashraf, President</b> Phone: 949-222-2266, URL: <a href="http://www.rcampus.com">http://www.rcampus.com</a>
7	<b>ConnectEDU/CourseEval ~ Peter Gold, Senior Consultant, Higher Education</b> Phone: 716-204-0464, URL: <a href="http://www.connectedu.com/products-courseeval.htm">http://www.connectedu.com/products-courseeval.htm</a>
8	<b>Higher Education Research Institute</b> Laura Palucki Blake, CIRP Assistant Director Phone: 310-825-1925, URL: <a href="http://www.heri.ucla.edu">http://www.heri.ucla.edu</a>
9	<b>Campus Labs ~ Grant Tharp, Campus Relations</b> Phone: 716-270-0000, URL: <a href="http://www.campuslabs.com">http://www.campuslabs.com</a>
10	<b>New Leadership Alliance for Student Learning and Accountability</b> Zaneeta Daver, Associate Director Phone: 202-263-7478, URL: <a href="http://www.newleadershipalliance.org">http://www.newleadershipalliance.org</a>
11	<b>Nuventive, LLC ~ Denise Raney, Channel and District Manager</b> Phone: 412-847-0280, URL: <a href="http://www.nuventive.com">http://www.nuventive.com</a>
12	<b>EBI MAP-Works, LLC</b> Darlena Jones, Director of Education and Program Development Phone: 417-429-0081, URL: <a href="http://www.webebi.com">http://www.webebi.com</a>
13	<b>WEAVE ~ Matthew Urey, Director, Marketing and Administration</b> Phone: 804-335-0643, URL: <a href="http://www.weaveonline.com">http://www.weaveonline.com</a>
14	<b>Chalk and Wire Learning Assessment, Inc. ~ Gigi Devanney, Consultant</b> Phone: 410-652-1742, URL: <a href="http://www.chalkandwire.com">http://www.chalkandwire.com</a>
15	<b>Concord USA, Inc.</b> Phone: 770-200-7465, URL: <a href="http://www.xitracs.com">http://www.xitracs.com</a>
16	<b>Stylus Publishing ~ Patricia Webb, Senior Conference and Marketing Associate</b> Phone: 404-636-3996, URL: <a href="http://www.styluspub.com">http://www.styluspub.com</a>
17	<b>Educational Informatics ~ Matthew Stuve, President</b> Phone: 765-285-4900, URL: <a href="http://www.educationalinformatics.com">http://www.educationalinformatics.com</a>

# Exhibitor Map

## 2012 Assessment Institute



- 1** 14 West Restaurant & Suites\*, 317.636.1414
- 2** Adobo Grill, 317.822.9990
- 3** Ambrosia Centro, 317.635.3096
- 4** ball & biscuit, 317.636.0539
- 5** BARcelona Tapas Restaurant\*, 317.638.8272
- 6** Bartini's Premier Martini Lounge, 317.636.0963
- 7** Basey's Downtown Grill & Spirits, 317.637.4514
- 8** Bazbeaux\*, 317.636.7662
- 9** Blu Lounge, 317.955.8585
- 10** The Bosphorus Istanbul Cafe - Turkish Cuisine, 317.974.1770
- 11** Buca di Beppo\*, 317.632.2822
- 12** Buffalo Wild Wings Grill & Bar, 317.951.9464
- 13** Buffalo Wings and Rings, 317.634.WING
- 14** Cadillac Ranch Indianapolis, 317.636.0100
- 15** Chocolate Cafe/South Bend Chocolate Company\*, 317.951.4816
- 16** Circle Centre  
Bella Vita, 317.822.9840  
California Pizza Kitchen\*, 317.217.1291  
Champps Restaurant\*, 317.951.0033  
Chick-Fil-A, 317.822.8501  
Haagen-Dazs/Nestle Tollhouse, 317.631.5703  
Harry & Izzy's\*, 317.635.9594  
Johnny Rockets, 317.238.0444  
P.F. Chang's China Bistro, 317.974.5747  
Palomino\*, 317.974.0400  
Ruth's Chris Steak House\*, 317.633.1313
- 17** Claddagh Irish Pub\*, 317.822.6274
- 18** Conesco Fieldhouse  
Varsity Club/Levy Restaurants, 317.917.3560
- 19** Dick's Bodacious Bar-B-Q\*, 317.916.9600
- 20** Eiteljorg Museum of American Indians and Western Art  
Sky City Cafe\*, 317.636.9378
- 21** El Sol De Tala, 317.636.1250
- 22** Elbow Room Pub & Park View Banquet Room, 317.635.3354
- 23** Eugene and Marilyn Glick Indiana History Center  
Stardust Terrace Cafe\*, 317.234.0095
- 24** Fogo de Chao, 317.638.4000
- 25** Fountain Square Theatre Building  
ShelBi street caFe & Bistro\*, 317.687.4857  
Smokehouse on Shelby, 317.685.1959
- 26** Greek Islands Restaurant, 317.636.0700
- 27** Hard Rock Cafe\*, 317.636.2550
- 28** Hoaglin To Go Cafe & Market Place, 317.423.0300
- 29** Hooters Indianapolis Downtown\*, 317.267.9637
- 30** Howl at the Moon, 317.955.0300
- 31** Hue, 317.634.4483
- 32** Iaria's Italian Restaurant, 317.638.7706
- 33** Ike & Jonesy's, 317.632.4553
- 34** India Garden Restaurant, 317.634.6060
- 35** Indiana State Museum  
Canal Cafe & Terrace\*, 317.232.1637  
L.S. Ayres Tea Room, 317.232.1637
- 36** Indianapolis City Market\*, 317.634.9266
- 37** Indianapolis Propylaeum  
Signature, 317.638.7881
- 38** Iozzo's Garden of Italy, 317.974.1100
- 39** Jillian's, 317.822.9300
- 40** Jimmy John's\*, 317.686.0246
- 41** Kilroy's Bar and Grill, 317.638.9464
- 42** Le Peep Restaurant, 317.237.3447
- 43** Loughmiller's Pub & Eatery\*, 317.638.7380
- 44** MacNiven's Restaurant & Bar, 317.632.SCOT
- 45** Mesh on Mass, 317.955.9600
- 46** Mikado Japanese Restaurant\*, 317.972.4180
- 47** Milano Inn, 317.264.3585
- 48** Mo's A Place For Steaks, 317.624.0720
- 49** Morton's The Steakhouse, 317.229.4700
- 50** Nicky Blaine's Cocktail Lounge, 317.638.5588
- 51** Noodles & Company\*, 317.638.1300
- 52** The Oceanaire Seafood Room, 317.955.2277
- 53** Old Spaghetti Factory, 317.635.6325
- 54** O'Reilly's Irish Bar and Restaurant\*, 317.974.0674
- 55** Panera Bread - Downtown\*, 317.822.8385
- 56** Patachou on the Park\*, 317.632.0765
- 57** Pearl Street Pizza & Pub, 317.638.3110
- 58** Penn Station East Coast Subs, 317.634.7366
- 59** The Pita Pit\*, 317.829.7482
- 60** R bistro, 317.423.0312
- 61** Ram Restaurant & Big Horn Brewery\*, 317.955.9900
- 62** Rathskeller Restaurant, 317.636.0396
- 63** Rock Bottom Brewery\*, 317.681.8180
- 64** Saffron Cafe\*, 317.917.0131
- 65** Sahn's at the Tower, 317.536.1305
- 66** Sahn's Tavern & Cafe\*, 317.822.9903
- 67** Scotty's Brewhouse Downtown Indianapolis\*, 317.571.0808
- 68** Senu, 317.536.0036
- 69** Shapiro's Delicatessen, 317.631.4041
- 70** Skyline Club, 317.263.5000
- 71** Slippery Noodle Inn\*, 317.631.6974
- 72** St. Elmo Steak House, 317.635.0636
- 73** The Stadium Tavern, 317.916.8888
- 74** Steak 'n Shake, 317.634.8703
- 75** Subway Sandwich\*, 317.267.9960
- 76** Tavern on South\*, 317.602.3115
- 77** Weber Grill Restaurant\*, 317.636.7600
- 78** Wild Beaver Saloon, 317.423.3080

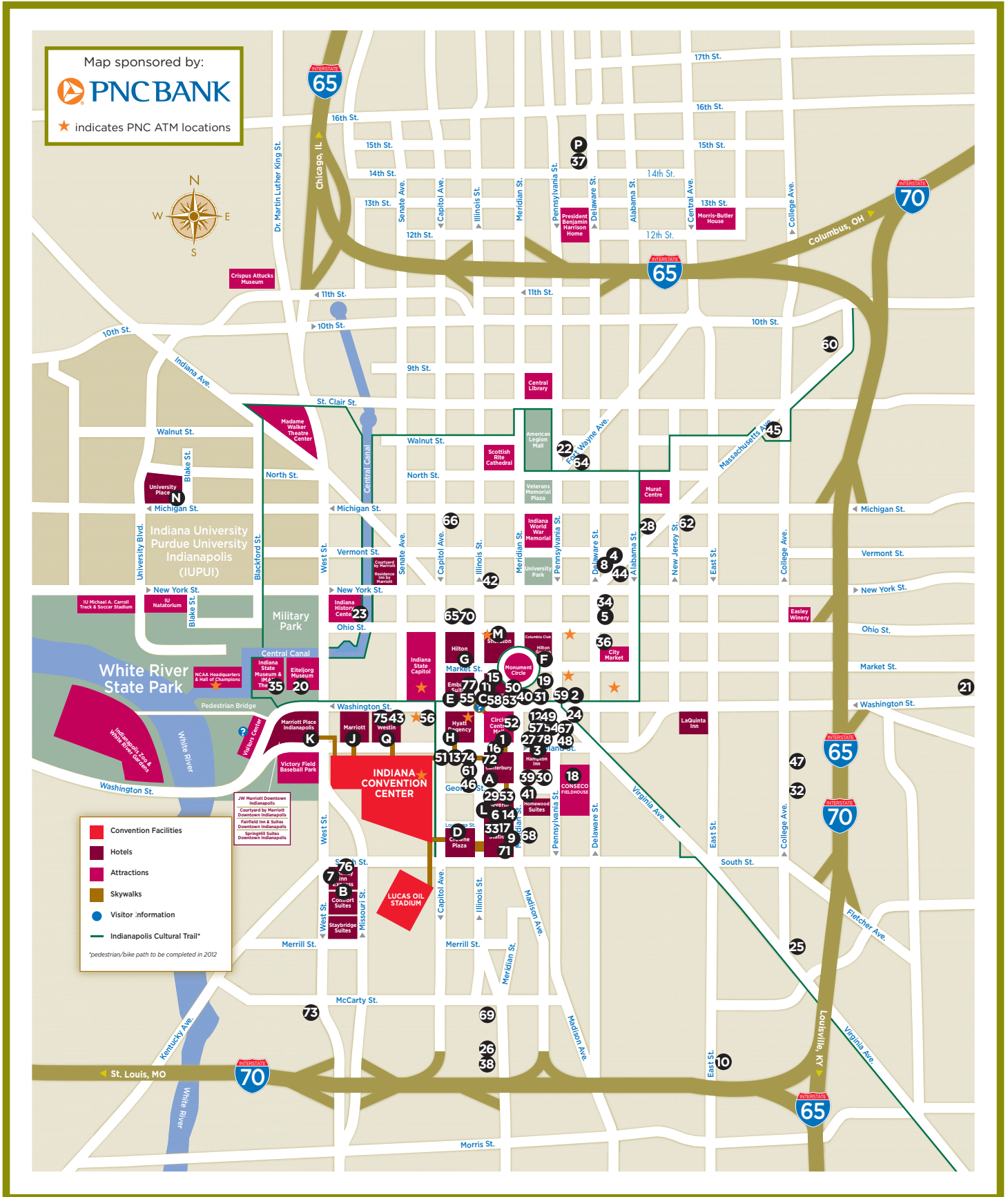
## HOTEL RESTAURANTS

- A** Canterbury Hotel, 317.634.3000  
Turner's Restaurant, 317.634.3000
- B** Comfort Suites Indianapolis City Centre, 317.631.9000  
The Comfort Cafe, 317.631.9000
- C** Conrad Indianapolis, 317.713.5000  
The Capital Grille\*, 317.423.8790  
Tastings - a wine experience\*, 317.423.2400
- D** Crowne Plaza at Historic Union Station, 317.631.2221  
Pullman's Restaurant, 317.236.7465
- E** Embassy Suites Hotel Downtown, 317.236.1800  
Claypool Grille, 317.236.1901
- F** Hilton Garden Inn Downtown, 317.955.9700  
Great American Grill, 317.955.9700
- G** Hilton Indianapolis Hotel & Suites, 317.972.0600  
120 West Market Fresh Grill, 317.972.0600  
McCormick & Schmick's Seafood Restaurant, 317.631.9500
- H** Hyatt Regency Indianapolis, 317.632.1234  
Eagle's Nest Restaurant, 317.616.6170  
Level One, 317.632.1234  
One South, 317.632.1234
- J** Indianapolis Marriott Downtown, 317.822.3500  
Champions Sports Bar and Restaurant\*, 317.405.6111  
Circle City Bar & Grille, 317.405.6100
- K** JW Marriott/Marriott Place  
High Velocity, 317.860.6500  
Osteria Pronto, 317.860.5777  
TGI Friday's, 317.685.8443
- L** Omni Severin Hotel, 317.634.6664  
40 West Coffee Cafe\*, 317.686.1414  
Olive's Martini and Cigar Bar, 317.396.3626  
Severin Bar & Grille, 317.396.3623
- M** Sheraton Indianapolis City Centre Hotel, 317.635.2000  
Circle Cafe, 317.635.2000
- N** University Place-IUPUI, 317.269.9000  
Artisans Boutique & Coffee, 317.269.9000  
Chancellor's Restaurant, 317.231.5221  
Our Den, 317.231.5226
- P** The Villa Inn - Restaurant - Spa, 317.916.8500  
Restaurant\*, 317.916.8500
- Q** The Westin Indianapolis, 317.262.8100  
No Name Lounge, 317.262.8100  
Shula's Steak House, 317.231.3900

Map sponsored by:







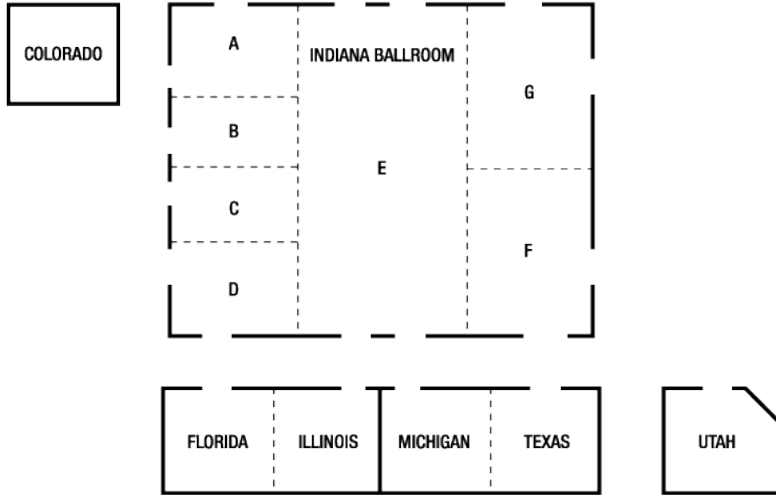


# Indianapolis Marriott Downtown

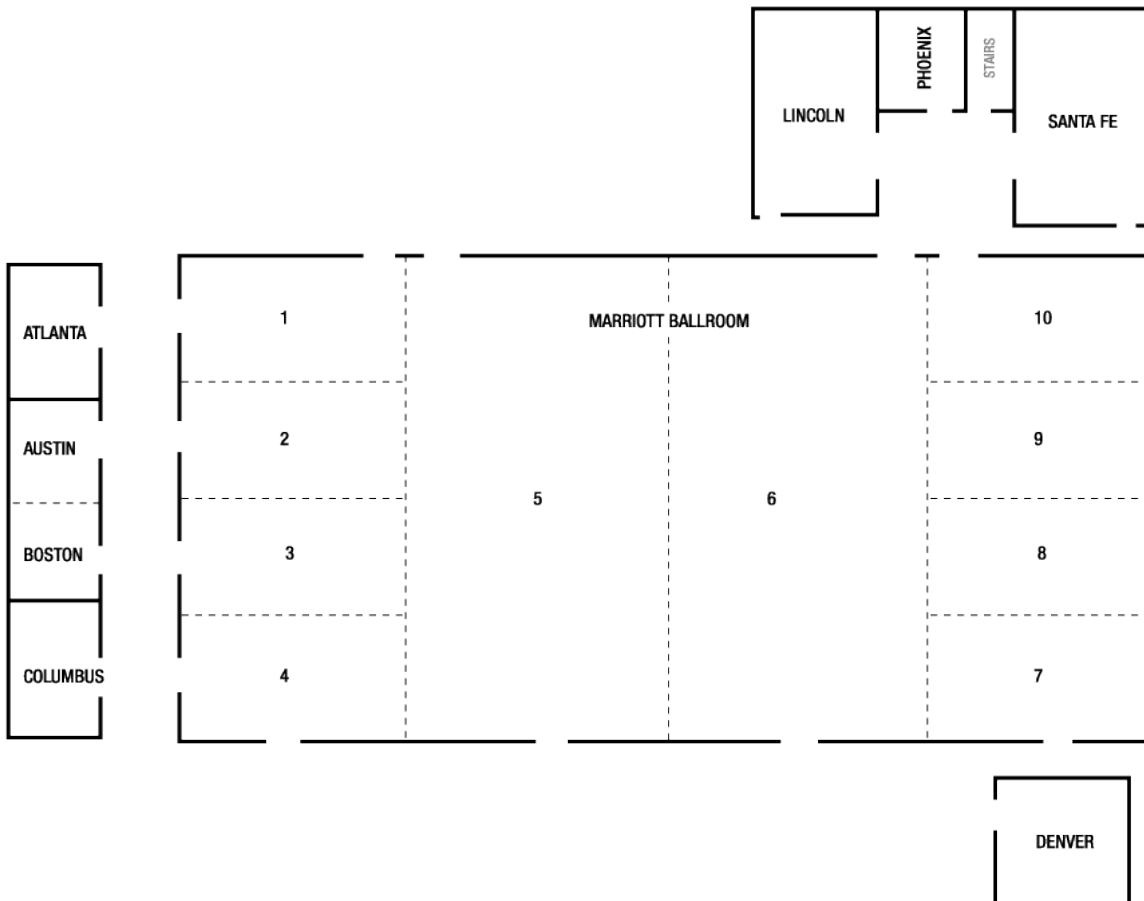
350 West Maryland St., Indianapolis, Indiana 46225

Phone (317) 822-3500

## FIRST FLOOR



## SECOND FLOOR



# HOW DO YOU KNOW

## YOUR STUDENTS ARE MASTERING THE SKILLS THEY NEED?

Since 2000, Taskstream has been advancing the practice of outcomes assessment to improve student learning. That's why you can rely on us to help you know if your students have the skills they need.



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