

2014

Assessment Institute
in Indianapolis

OCTOBER
19–21, 2014

Marriott Indianapolis Downtown

Hosted by:

Indiana University – Purdue University Indianapolis

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THE 2014 ASSESSMENT
INSTITUTE IN INDIANAPOLIS

Presented by

The Office of
Planning and Institutional Improvement

at

Indiana University-Purdue University
Indianapolis

October 19 – 21, 2014

Marriott Indianapolis Downtown
350 West Maryland Street
Indianapolis, Indiana

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Visit <http://info.livetext.com/2014-IUPUI>



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In Appreciation

Trudy Banta, Karen Black, and colleagues at IUPUI whose work is featured in the 2014 Assessment Institute in Indianapolis would like to express our sincere appreciation to the sponsors, contributors, exhibitors, and advertisers who have given their support in the various ways that are described in the pages that follow.



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The Indiana University Center for Postsecondary Research hosts the National Survey of Student Engagement (NSSE), the Beginning College Survey of Student Engagement (BCSSE), the Faculty Survey of Student Engagement (FSSE), and other tools to help institutions assess quality in undergraduate education and strengthen the learning environment. NSSE is administered annually to first-year and senior students. Participating institutions receive diagnostic information about the extent to which students engage in educational practices that research has found to be related to learning and development, customizable comparison groups, and resources to assist in interpreting and using results. NSSE's Annual Results reports highlight findings and institutional improvement initiatives (the 2014 report will be released November 20). An updated NSSE survey, launched with the 2013 administration, and reports and online tools have been redesigned to improve visual display and facilitate campus decision making. To learn more about the updates, visit us in the exhibit area or see our Web site at www.nsse.iub.edu.

NSSE

IU Center for Postsecondary Research – Indiana University School of Education

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

Bloomington, IN 47406

Phone: 812-856-5824

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

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Higher Education Data Sharing Consortium Surveys

HEDS Alumni Survey

- Collects information from alumni on the quality and impact of their educational experience at your institution, including cocurricular activities such as internships, study abroad, and community service
- Asks alumni to evaluate the impact of their undergraduate education on their postgraduate critical thinking, problem solving, and other AAC&U LEAP learning outcomes
- Examines postgraduate employment outcomes, college satisfaction, and college debt

HEDS Research Practices Survey

- Collects information on students' research experiences and assesses information literacy skills
- Can be administered longitudinally

HEDS Senior Survey

- Collects information from graduating seniors on the quality of teaching practices and institutional conditions they experienced as undergraduates
- Asks seniors to assess the impact of their college experience on their intellectual growth and development and describe their postgraduate plans
- Includes optional module on seniors' satisfaction with your institution

HEDS Teaching Quality Survey

- Collects information on four important components of high-quality teaching:
 - Faculty interest in teaching and student development
 - Prompt feedback
 - The quality of nonclassroom interactions with faculty
 - Teaching clarity and organization

HEDS Sexual Assault Campus Climate Survey

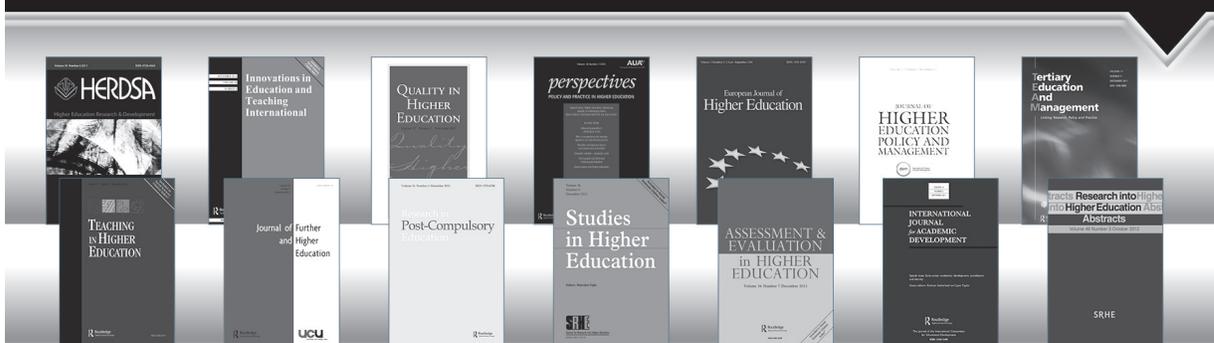
- We are developing a new survey to assess the frequency of and campus climate surrounding sexual assault. We will post more information about this survey on our website in late October 2014. If you are interested in this new survey, please email Kirsten Skillrud at skillruk@wabash.edu.

The base cost for each survey is \$500 for HEDS institutions and \$1,600 for institutions that do not belong to HEDS. Each survey takes about 15 minutes to complete, and institutions can add up to 10 supplemental questions at no cost. All institutions receive comparative frequency reports and data files with their participants' responses. HEDS member institutions receive additional reports and data files.

Find more information at www.hedsconsortium.org/heds-surveys/

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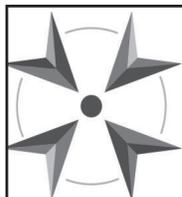
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“

IDEA's nonprofit status reflects the fact that our sole reason for existence is to support higher education in the quest to improve learning outcomes. We remain staunchly committed to students through the ongoing development of innovative assessment and feedback systems. ”

—Dr. Ken Ryalls, IDEA President

IDEA offers a range of nationally normed, research-driven, flexible assessment services:

Student Ratings of Instruction System

IDEA helps faculty members solicit summative and formative feedback and evaluate teaching as it relates to curricular goals and the measurement of learning

Powered by Campus Labs technology

Feedback System for Chairs & Feedback System for Administrators

IDEA helps deans, administrators, and chairs assess their own and the institution's objectives and provides direction on specific areas of strength and strategies for improvement

Partner with Wiley Learning Institute

Each service offers targeted, data-driven feedback for improving personal performance and connects these recommendations with specific resources for development



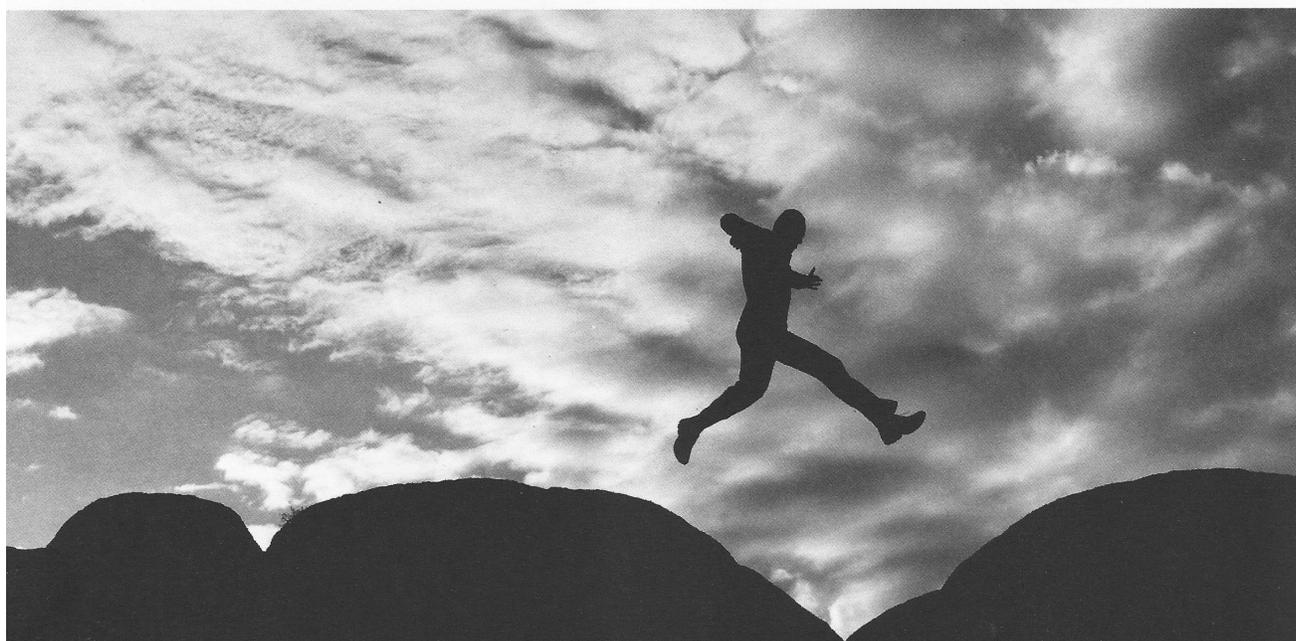
A nonprofit organization providing assessment and feedback systems to improve learning in higher education.

Resources for Support

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- POD-IDEA Notes on Learning
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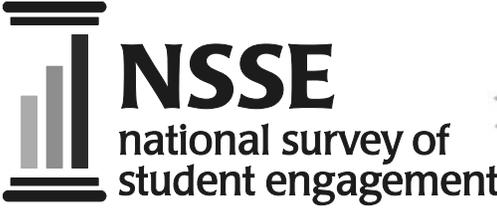
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student engagement

Since 2000
more than 1,500
schools have used
NSSE to promote
quality



Participating colleges and universities administer NSSE to their first-year and senior students. Survey results provide valid, reliable information on the extent to which students are engaged in empirically proven educational activities and can help inform institutional assessment, improvement, and accreditation efforts. The FSSE and BCSSE surveys are designed to complement NSSE.

NSSE Annual Results to be released November 20, 2014

National Survey of Student Engagement (NSSE)
nsse.iub.edu

Faculty Survey of Student Engagement (FSSE)
fsse.iub.edu

Beginning College Survey of Student Engagement (BCSSE)
bcsse.iub.edu

Center for Postsecondary Research
Indiana University School of Education

General Information

Welcome

Thank you for joining us for the 2014 Assessment Institute in Indianapolis! All meetings and social events will take place at the Marriott Indianapolis Downtown.

The Assessment Institute in Indianapolis is the nation's oldest and largest event focused exclusively on outcomes assessment in higher education. We anticipate that some 1,000 educators from virtually every state and several other countries will take part in the 2014 Institute.

The Institute is designed to introduce you to innovations in assessment that you can use in your own setting. Plenary events are presented by national assessment leaders. Concurrent sessions provide a more in-depth perspective on specific topics. A poster session will present details about instruments or techniques. In addition, make some time for networking and enjoying the city of Indianapolis!

Break Service

Break service will be available in the Marriott Foyer 7–10, located on the 2nd floor of the hotel.

Business Center

The Marriott Indianapolis Downtown offers a Business Center on the 2nd floor of the hotel. Guests of the hotel can use their guestroom key to access the center. For non-guests wishing to use the center, please go to the Event Management office directly across the hall from the Business Center. If you need copies made, you will need to go to the Marriott's front desk to use their copier.

Cyber Café

The Cyber Café, sponsored by Tk20, Inc., has internet equipped computers available to participants to use throughout the Institute. The Cyber Café is located in the Denver Foyer on the 2nd floor from 7:30 a.m. to 7:00 p.m. on Monday and from 7:30 a.m. to 4:30 p.m. on Tuesday.

Dining

There are two restaurants located in the Marriott Circle City Bar and Grille and Champions Sports Bar as well as a newly renovated Starbucks. Additional dining is located within walking distance. Please ask the hotel concierge if you need assistance or suggestions. A map and list have been provided on pages 96 and 97 for additional restaurants in the city.

Evaluations

Please help us make the 2015 Assessment Institute even better by completing the brief overall evaluation form at:

http://scanning.tc.iupui.edu/classclimate/indexstud.php?typ=html&user_tan=AI2014

We would also like to encourage you to complete a short session evaluation for each track you attend. Session volunteers will distribute paper evaluations at each session that can be completed and returned at the Institute or evaluations can be completed online by going to:

<http://planning.iupui.edu/eval.html>.

In Case of Emergency

You may dial the hotel front desk and ask for assistance. The closest full service hospital, IU Health Methodist, is located about 5 minutes north of downtown at 1701 N. Senate Blvd., Indianapolis, IN 46206. 317-962-2000

Exhibitors

Exhibitors will be located in the Marriott 5/6 Foyer on the 2nd floor of the Marriott.

Exhibition Hours are as follows:

Monday, October 20	7:30 a.m. – 7:00 p.m.
Tuesday, October 21	7:30 a.m. – 2:00 p.m.

Set up for Exhibitors will take place on Monday, October 20 from 6:00–7:30 a.m.; tear down will be on Tuesday, October 21 at 2:00 p.m.

Handout Information

For those presenters who have extra paper copies of their handouts, these may be left on a display table outside the Institute office located in room Registration 1. For those presenters who have chosen to provide us with their handouts electronically, they will be posted to the Planning and Institutional Improvement web site at www.planning.iupui.edu/I108.html after November 15.

If you are a presenter and wish to have your handouts posted to our website, please email them to planning@iupui.edu. If you run out of handouts during your session or if you choose not to bring handouts, you can inform participants in your session that they can find your materials on our web site.

High Tea

Join us for 'High Tea' on Monday evening from 5:45 – 7:00 p.m. in Marriott 6. High Tea is an early evening social with tea and accompaniments in the English manner along with classical music presented by the Dolce' Trio.

Internet

Wireless internet access is available in the main lobby to all participants.

Mobile App

Check out our mobile app for your smart phone! Search for 'Assessment Institute' in the iTunes or Google Play stores.

Twitter

Follow us on Twitter: @Assessment_Inst using Hashtag: #indyai14

Parking

There are valet parking and self-parking options at the Marriott Hotel. Rates are listed below.

Valet: 0–3 hours \$21; 3–5 hours \$25; 5+ hours \$29; overnight \$36

Self-parking: 0–1 hours \$10; 1–3 hours \$19; 3–5 hours \$22; 5–8 hours \$25; 8+ hours \$31

Poster Presentations

Poster presentations are scheduled for Monday, October 20, 2014 from 5:45 – 7:00 p.m. and will be located in Marriott 5 on the 2nd floor of the Marriott Hotel.

For those presenting a poster, set up may begin at 4:45 p.m. on Monday. We ask that you dismantle your display promptly following the session. Each presenter will have a display board (4 feet tall x 8 feet wide), a chair, and a 2 ft x 6 ft skirted table to display their presentation. You can use push pins to secure your materials on the display board. Table locations will be pre-assigned and identified with a table tent. If your poster session includes electrical equipment, you will need to provide your own source of power, (e.g., batteries). No electrical support or Internet connections are available in the poster session area. Please be aware that the poster session area is open and may not be secure. If your session requires the use of a laptop, it is recommended to use the laptop only when you are stationed at the display.

Registration Information

Institute registration will be located on the 2nd Floor in Registration area 2. You may check in and pick up your registration materials during the hours listed below. Staff will also be available for information or questions during these hours.

Registration Hours

Sunday, October 19	7:30 a.m. – 6:00 p.m.
Monday, October 20	6:30 a.m. – 7:00 p.m.
Tuesday, October, 21	7:00 a.m. – 2:00 p.m.

Schedule at a Glance

Sunday, October 19, 2014

7:30 a.m. – 6:00 p.m.

7:30 a.m.

9:00 a.m. – 4:30 p.m.

Noon – 1:15 p.m.

4:30 – 6:00 p.m.

Registration

Continental Breakfast

Pre-Institute Workshops

Lunch on your own in Indianapolis

Pre-Institute Reception

Monday, October 20, 2014

6:30 a.m. – 7:00 p.m.

7:30 a.m.

8:45 – 10:00 a.m.

10:15 – 11:15 a.m.

11:15 a.m. – 12:30 p.m.

12:45 – 5:30 p.m.

5:45 – 7:00 p.m.

5:45 – 7:00 p.m.

Registration

Continental Breakfast

Opening Plenary Panel:

Ralph Wolff, Thomas A. Angelo, Trudy W. Banta, Peter T. Ewell, George D. Kuh, and Jeffrey A. Seybert

Track Keynote Sessions:

High Impact Practices, ePortfolios, Faculty Development, Global Learning, Graduate Education, NILOA, STEM Education, and Student Affairs Programs and Services

Institute Luncheon (Optional – \$40 per person)

Guest Speaker, Karan Powell, Executive Vice President and Provost of the American Public University System

Concurrent Sessions – All Tracks

Poster Sessions

High Tea

Tuesday, October 21, 2014

7:00 a.m. – 2:00 p.m.

7:30 a.m.

8:45 – 10:00 a.m.

10:15 a.m. – 12:30 p.m.

12:30 – 1:45 p.m.

2:00 – 4:15 p.m.

Registration

Continental Breakfast

Plenary Panel

Concurrent Sessions – All Tracks

Lunch on your own in Indianapolis

Concurrent Sessions – All Tracks

2014 Assessment Institute Schedule

PRE-INSTITUTE WORKSHOPS SPECIAL REGISTRATION REQUIRED

Sunday, October 19, 2014

Track: 01A (AM)

Time: 9:00 a.m. – 4:30 p.m.

Room: Marriott 9 & 10

Pre-Institute Session

Sunday, October 19, 2014

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 ePortfolios, rubrics, assessment software, "best practices," the Degree Qualifications Profile, 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 Session

Sunday, October 19, 2014

Beginners

Building Rubrics for Large-Scale Campus-Wide Assessment

Increasing pressure for demonstration of outcomes and higher-order thinking has increased the need for well-crafted scoring rubrics. But creating rubrics detailed enough for use by multiple raters can be daunting. Join us for this interactive workshop where we will build rubrics specifically designed to support large-scale assessments of campus-wide portfolios, signature assessments, summative projects, and others.

We will provide instruction on analytic rubrics, proven rules for design, a step-by-step approach, and then hands-on practice. During the guided practice phase of the workshop you will apply your learning by developing criteria and score descriptors and reviewing your work using a metarubric.

Thomas W. Zane, Salt Lake Community College; and Diane Johnson, New Charter University

Track: 01C (HI)

Time: 9:00 a.m. – 4:30 p.m.

Room: Marriott 4

Pre-Institute Session

Sunday, October 19, 2014

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, Sarah S. Baker, and Kathy E. Johnson, IUPUI

Track: 01D (FD)

Time: 9:00 a.m. – 4:30 p.m.

Room: Marriott 8

Pre-Institute Session

Sunday, October 19, 2014

Beginners and Advanced

Creating Change and Buy-In of Assessment through Faculty Learning Communities

Faculty face special difficulties in assessment for a number of reasons, including limited professional support in IR offices and effective engagement of faculty and administration. This session offers a learning community model where participants are active rather than passive. Activities and discussion revolve around how learning works. Sound formative assessment and classroom engagement techniques are introduced to match one’s pedagogical style and discipline. The robust exchange of ideas across disciplines, select readings, and short videos maximize understanding of sound assessment methods to improve student learning through a practical, hands-on approach that mimics what faculty may use in the classroom.

Rosemary Reynolds, Tarrant County College; and Linda Gary, Tyler Junior College

Track: 01E (AM)

Time: 9:00 a.m. – 4:30 p.m.

Room: Marriott 3

Pre-Institute Session

Sunday, October 19, 2014

Beginners

Assessment 101

Participants will receive a copy of the Assessment 101 workbook, which they will use as they are 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. Co-presenters are faculty who have completed assessment cycles using these processes, and will serve as coaches during the workshop.

Wanda Baker, Southwestern Indian Polytechnic Institute

Track: 01F (HI)
Time: 9:00 a.m. – Noon
Room: Marriott 2

Pre-Institute Session
 Sunday, October 19, 2014
 Beginners and Advanced

From the Ground Up: Assessing Community-Based High-Impact Practices

Countless programs and classes on campuses across the country aim to create change through community-based learning experiences -change in students, change in communities, and change on campuses. However, there is a constant struggle to measure the change that happens because of these activities. Beginning with anticipated outcomes in mind, participants will explore tools, methods and means to capture information that demonstrates the value of these community-based, high-impact practices from the ground up--both in the classroom and in the community.

Kristin Norris and Mary Price, IUPUI; and J.R. Jamison, Indiana Campus Compact

Track: 01G (EP)
Time: 9:00 a.m. – Noon
Room: Marriott 7

Pre-Institute Session
 Sunday, October 19, 2014
 Beginners and Advanced

Inquiry into ePortfolio Pedagogy and Practice – Using the Catalyst for Learning Resource Site

The FIPSE-funded Connect to Learning community of practice has developed an invaluable new resource for ePortfolio practitioners across higher education, “Catalyst for Learning: ePortfolio Resources and Research.” Rich with data, analysis, videos, and nearly 300 campus-tested practices, the Catalyst site is designed to help ePortfolio leaders launch, strengthen, and sustain their campus ePortfolio projects. It addresses reflective pedagogies, professional development, outcomes assessment and technology, as well as strategies for scaling your ePortfolio work. This hands-on workshop will guide participants through selected resources of the Catalyst for Learning resource site, developed by 24 partner campuses ranging from LaGuardia Community College to IUPUI and San Francisco State. Participants will explore and discuss effective examples and key strategies for advancing ePortfolio pedagogy and practice, and ways to use Catalyst with your campus ePortfolio network.

Bret Eynon, LaGuardia Community College; and Laura M. Gambino, Stella and Charles Guttman Community College

Track: 01H (SA)
Time: 9:00 a.m. – Noon
Room: Santa Fe

Pre-Institute Session
 Sunday, October 19, 2014
 Beginners and Advanced

Don't Fail to Plan: Developing and Assessing a Student Affairs Strategic Plan

This workshop outlines the best practices used in student affairs strategic planning as well as the challenges and successes institutions face during the planning process. Using a student affairs division's decade-long history with strategic planning as an example, the strategic planning processes and the approaches used to evaluate the plans will be discussed. The measures used to develop the plan 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, The Ohio State University; and A. Katherine Busby, Tulane University

Track: 01I (AM)
Time: 9:00 a.m. – Noon
Room: Marriott I

Pre-Institute Session
 Sunday, October 19, 2014
 Beginners

Closing the Loop: Practical Applications for Using Assessment Results to Improve Student Learning

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, administrators, and assessment practitioners who are responsible for assessing student outcomes. Using a step-by-step approach the participants will be guided through the processes of data analysis and using assessment results to improve learning and teaching.

John G.M. Frederick, University of North Carolina at Charlotte; and Barbara Rodriguez, Broward College

Track: 01J (HI)
Time: 1:30 – 4:30 p.m.
Room: Marriott 2

Pre-Institute Session
 Sunday, October 19, 2014
 Beginners and Advanced

Building Institutional Capacity to Monitor and Assess Community-Engaged Learning

The ongoing requests for data that tell your campus's community engagement story seem to be endless (i.e., Carnegie Classification, President's Honor Roll, Re-accreditation). In this session, we will discuss what types of data are critical to monitoring and measuring community-engaged partnerships and public service activities. We will then explore a range of strategies to collect reliable and comprehensive data related to curricular, co-curricular, or project-based activities. Lastly, we will brainstorm potential uses of this data, who cares about it, and who needs to know. This session will give participants tools, strategies, and information to design, initiate and/or enhance a systematic mechanism for monitoring and assessment of community-engaged learning activities. Faculty/staff involved in community-engaged activities as well as institutional researchers are encouraged to attend.

Kristin Norris and Mary Price, IUPUI; J.R. Jamison, Indiana Campus Compact; and Kristin Medlin and Emily Janke, University of North Carolina-Greensboro

Track: 01K (NI)
Time: 1:30 – 4:30 p.m.
Room: Indiana F

Pre-Institute Session
 Sunday, October 19, 2014
 Beginners and Advanced

Assignment Design: The Ins and Outs

Results from the 2013 NILOA provost survey indicate that some of the most valuable and useful information on student learning is from classroom-based assessments which take the form of well-designed and crafted assignments. Yet, many assessment practitioners are not positioned well to help facilitate conversations around assignment design, curriculum mapping, or engaging multiple stakeholders in assignment design linked to learning outcomes. This workshop will outline an assignment charrette model that may be used by campuses to engage in assignment design conversations as well as alert participants to resources available for modification in designing assignment workshops. Elements considered will include good assignment design, alignment, exploration of the assignment library, and other relevant resources.

Pat Hutchings and Natasha Jankowski, National Institute for Learning Outcomes Assessment (NILOA); and Peter T. Ewell, National Center for Higher Education Management Systems (NCHEMS)

Track: OIL (SE)
Time: 1:30 – 4:30 p.m.
Room: Marriott 7

Pre-Institute Session
 Sunday, October 19, 2014
 Beginners and Advanced

Sustainability, Faculty Buy-In, Assessment and Institutionalization: The Impact of Small Scale Mini-Grants

The Central Indiana STEM Talent Expansion Program (CI-STEP) started its work in 2010 as a comprehensive award aimed at increasing graduation in STEM through a number of initiatives including peer mentoring in gateway courses, development of STEM bridge programs, and the creation of a career services office. A Mini-Grant program developed by the CI-STEP team and a request for proposals was distributed to all faculty in STEM departments. The request explicitly stated, in part, that each proposal clearly identify assessment methods. A high-quality assessment plan had to be developed and submitted with the mini-grant before any funding was awarded.

After attendees are presented with a brief history of the CI-STEP mini-grant program and organization, we will distribute the actual Request for Proposals and have attendees think through the RFP, role-playing as a faculty member at their institution. The role-play will address assessment and evaluation issues that might arise as a result of the proposals they develop. Specific CI-STEP outcomes will guide this process and participants will be provided an overview of the process used with mini-grant awardees. Attendees will form small groups to analyze and critique actual proposals submitted to the CI-STEP team at IUPUI (some funded and some not). This activity will highlight the power of the mini-grant program by giving examples of successful projects in progress at IUPUI and the evaluation process and final outcomes that mini-grant recipients have produced. With time permitting, we will encourage attendees to brainstorm ways to modify the mini-grant assessment process to fit within a similar program developed at their own institutions.

The format and infrastructure of the mini-grant program can easily be replicated by other institutions and modified to fit any funding budget. The mini-grant program has a sustainability plan built in and has had enormous success in increasing faculty buy-in and visibility of progressive pedagogical implementation in the STEM fields. As a result of attending this workshop, attendees can expect to learn: strategies for achieving faculty buy-in across schools and disciplines; how to assess outcomes from the mini-grant projects; an approach to impacting institutional and cultural change at a micro and macro level and the evaluation and assessment processes that impact that change; examples of successful mini-grant projects and how to encourage evaluation and assessment that are built in before the mini-grant is submitted; and a step-by-step protocol to implement a mini-grant program (including a copy of our RFP).

Charlie Feldhaus, Jeffrey Watt, Kathleen Marrs, Andy Gavrin, Howard Mzumara, IUPUI; and Lisa B. Ncube, A.T. Still University

Track: 01M (AM)
Time: 1:30 – 4:30 p.m.
Room: Santa Fe

Pre-Institute Session
 Sunday, October 19, 2014
 Beginners

Creating a Comprehensive and Coordinated Assessment Process to Foster a Culture of Assessment

All accredited institutions must address student learning assessment and institutional effectiveness emphasizing improvement. We will demonstrate how our institution created a comprehensive and coordinated assessment process integrating student learning assessment and institutional effectiveness, engaging all units in the assessment cycle for improvement purposes. In this workshop, through interactive activities, we will present and apply our processes and tools for student learning outcomes and administrative and student affairs assessment, thus enabling participants to foster a culture of assessment throughout their own institutions.

Teresa L. Flateby, Amy Ballagh, Delena Gatch, Cynthia Groover, Georgia Southern University

Track: 01N (AM)
Time: 1:30 – 4:30 p.m.
Room: Marriott I

Pre-Institute Session
 Sunday, October 19, 2014
 Beginners

A Simple Framework for Non-Academic Assessment

Institutions have placed academic assessment as a priority; however, many struggle with non-academic assessment, or the assessment of administrative and student service units. Many institutions use the same framework for both academic and non-academic assessment, even though student learning and administrative processes are very different. This session will present a simple framework for assessing non-academic departments that acknowledges the common goal of assessment (to achieve continuous improvement), but recognizes the unique challenge of assessing administrative processes. Participants will receive guidance and opportunity to apply a simple framework for non-academic assessment.

Edward Hummingbird, Southwestern Indian Polytechnic Institute

Time: 4:30 – 6:00 p.m.
Room: Indiana Ballroom

Pre-Institute Reception
 Sunday, October 19, 2014
 Contributors: Tree Top Commons, LLC & IUPUI Center for Service & Learning

Pre-Institute Reception

Coming to a Pre-Institute Workshop? Arriving in Indy on Sunday afternoon? Launch your Institute experience by networking with fellow attendees. We hope that you will take advantage of this opportunity to connect with friends and new colleagues and to help us kick off what will be another great Assessment Institute. The theme for this reception is *Assessment of Community Engagement: Strategies and Solutions for the Future*. TreeTop Commons, LLC, the developers of the Community Engagement Collaboratory, will be unveiling their cloud-based software application for higher education that seeks to improve scholarship and practice by developing a comprehensive understanding of institutional engagement. Thank you to our supporters TreeTop Commons, LLC and the IUPUI Center for Service and Learning for making this event possible. Light hors d'oeuvres and one complimentary drink will be available. No RSVP necessary.

Monday, October 20, 2014**7:30 – 8:45 a.m.**Continental Breakfast
Continental breakfast is located in the
second floor Marriott 7-10 Foyer

PLENARY SESSION**Track: 02A****Time: 8:45 – 10:00 a.m.****Room: Marriott 5 & 6**

Plenary Session

Monday, October 20, 2014

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

Co-Creating a New Future for Assessment and Accreditation

Both assessment and accreditation are viewed too often as burdensome and insufficiently value-adding to justify their costs, and ineffective in assuring rigor and accountability. And despite multiple efforts to improve both processes, concerns about assessment and accreditation abound within the academy as well as the policy world. What would a possible model look like that might be seen as collaborative, exploratory and creative, yet still assure accountability and quality? How might we build on the best of what's working now, adapt approaches being used outside the US, and co-create a system that would truly engage our communities and policy makers about the successes and challenges of 21st Century Higher Education? Wolff will present some new ideas that might challenge us all to consider new approaches to both assessment and accreditation.

Ralph A. Wolff, Independent Consultant, Ralph Wolff and Associates**KEYNOTE PANEL****Thomas A. Angelo**

Assistant Provost, Director of Center for Advancement of Faculty Excellence, and Professor of Higher Education, Queens University of Charlotte

Peter T. Ewell

Vice President, National Center for Higher Education Management Systems (NCHEMS)

George D. Kuh

co-Principal Investigator, National Institute for Learning Outcomes Assessment (NILOA)

Jeffrey A. Seybert

Higher Education Consultant

TRACK KEYNOTES

Track: 03A (SE)
Time: 10:15 – 11:15 a.m.
Room: Florida/Illinois

Track Keynote
 Monday, October 20, 2014
 Beginners and Advanced

Metacognition: The Key to Improving STEM Outcomes Assessment Results

Many STEM faculty know how to write appropriate learning outcomes, and they can develop methods for assessing the extent to which students have met the outcomes. However, teaching the content and assessing whether students have learned and can apply the content are quite different from teaching students how to learn and how to critically analyze the content. This session will focus on the importance of helping STEM students acquire simple but effective learning strategies based on cognitive science principles. We will explore the reasons that students have not developed these skills before college, and we will examine evidence demonstrating that teaching students how to learn can immediately and dramatically increase student learning and lead to improved learning outcome assessment results.

Saundra Y. McGuire, Louisiana State University

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

Track Keynote
 Monday, October 20, 2014
 Beginners and Advanced

Making Assessment Matter: How Not to Let Your Data Die on the Vine

As challenging as it is to gather credible evidence of student learning, doing so is only part of the story. Actually using the evidence to sustain and improve learning is just as challenging, if not more so. What does it mean to “use” assessment, and why is that hard to do? What can academic and assessment leaders do to foster evidence-informed discussions and decision-making? This presentation suggests approaches to assessment use that are attentive to campus organization and culture, and that enrich both faculty work and student learning.

Jo M. Beld, St. Olaf College; and George D. Kuh, National Institute for Learning Outcomes Assessment (NILOA)

Track: 03C (GR)
Time: 10:15 – 11:15 a.m.
Room: Indiana Ballroom F

Track Keynote
 Monday, October 20, 2014
 Beginners and Advanced

Creating a Culture of Evidence: Interdisciplinary Perspectives on Assessing Outcomes in Graduate and Professional Education

The Graduate and Professional Education keynote panelists will share their expertise, best practices, and ideas regarding assessment, including strategies to assess outcomes and/or competences in the practical (experiential/clinical) portion of the graduate and professional student experience. They will also explore how graduate and professional educational assessment differs from assessment in undergraduate education, how assessment plays a role in Council of Graduate Schools (CGS) initiatives, and methods employed to track student progress and monitor curricular quality. Attendees will learn about how these experts are including students in the assessment process, preparing graduate students and new faculty to teach and assess learning, as well as methods for promoting a culture of evidence in graduate and professional education.

Patricia S. Sexton, A.T. Still University of Health Sciences - Kirksville College of Osteopathic Medicine; Jay R. Howard, Butler University; and James Wimbush, Indiana University

Track: 03D (GL)
Time: 10:15 – 11:15 a.m.
Room: Indiana Ballroom G

Track Keynote
 Monday, October 20, 2014
 Beginners and Advanced

Outcomes Assessment: Core to International Education

International education is a relative newcomer to outcomes assessment. This talk provides an overview of the state of international education assessment, highlights some key issues and challenges facing practitioners, explores some lessons learned, and describes a changing paradigm in regard to the future of international education assessment.

Darla K. Deardorff, Association of International Education Administrators (AIEA), based at Duke University

Track: 03E (HI)
Time: 10:15 – 11:15 a.m.
Room: Marriott 1 & 2

Track Keynote
 Monday, October 20, 2014
 Beginners and Advanced

What's at Stake

Higher education faces fundamental challenges to the way we explain, organize, and effect learning. The days when we could simply assert our educational effectiveness are gone, succeeded by concerns over high cost, low completion rates, and obscure purpose. And our critics have some good points: we've done a poor job of describing exactly what our students get from us, and why it should matter. In learning outcomes assessment, we have the tools to respond appropriately, by making specific commitments about what our graduates will know and be able to do, and how we can tell. Join us for a look at the new frontier of assessment, not only as a tool for continuous improvement, but also as a vigorous public expression of educational purpose, quality, and values.

Ken O'Donnell, California State University

Track: 03F (FD)
Time: 10:15 – 11:15 a.m.
Room: Marriott 3 & 4

Track Keynote
 Monday, October 20, 2014
 Beginners and Advanced

FCIS: Faculty Classroom Investigation Serves Faculty, too!

One current goal in higher education is creating a culture of evidence for student learning. Faculty can look to that same evidence for documenting and guiding their own professional development. Just like an NCIS team, BOLO (Be on the lookout!) for those opportunities.

Peggy A. Weissinger, Georgetown University School of Medicine

Track: 03G (SA)
Time: 10:15 – 11:15 a.m.
Room: Marriott 7 & 8

Track Keynote
 Monday, October 20, 2014
 Beginners and Advanced

Sustaining a Culture of Evidence in Student Affairs

It is impossible to develop and sustain a culture of evidence in student affairs without commitment, consistency, connection, and communication. Student affairs divisions must develop a culture of evidence to support the decision-making processes of the division and demonstrate the impact of its services on student learning and success. A strong and sustained culture of evidence is vital to any student affairs organization and does not happen without hard work and intervention. This session will explore these topics and provide best practice examples for participants to model on their campuses as they move the assessment discussion to the next level.

Lance C. Kennedy-Phillips, University of Illinois at Chicago

Track: 03H (EP)
Time: 10:15 – 11:15 a.m.
Room: Marriott 9 & 10

Track Keynote
 Monday, October 20, 2014
 Beginners and Advanced

Being Fully Human: Eportfolio Practice as Affirmation

Overtaken by accountability, assessment can diverge from its potential to generate learning. Learning, in turn, can be narrowed to emphasize only part of what it is to be human. Eportfolio practice offers opportunities to acknowledge, encourage, and represent human development and accomplishment. With continuous, well-formulated ePortfolio practices, individuals can learn more about themselves and the direction of their lives; institutions can learn about their contributions to humane educational goals. In this session you are invited to think about and assess how your current or potential ePortfolio practices benefit your students and your institution.

Barbara L. Cambridge, National Council of Teachers of English (NCTE)

Time: 11:15 a.m. – 12:30 p.m.
Room: Marriott 5 & 6

Optional Institute Luncheon
 Meal Ticket Required
 (Advance Purchased Meal)
 Sponsored by NSSE

Leveraging Assessment to Transform Higher Education

Assessment is the magic ingredient at the heart of transforming higher education. By leveraging data from technology-based assessments, real-time decisions can be made about what is best for individual students, and in the aggregate will lead to continuous improvement across our entire education system.
Karan Powell, American Public University System

12:45 – 4:50 p.m.

SPONSOR PRESENTATIONS
 (See page 86 for details)

CONCURRENT SESSIONS

Track: 04A (SE)
Time: 12:45 – 1:45 p.m.
Room: Florida/Illinois

Concurrent Session
 Monday, October 20, 2014
 Beginners

An Art and Design School as Context for Technology-Enabled Assessment and Instruction

Pratt Institute — a special focus institution for art and design — is one of the few in its category with an in-house mathematics and science department. Undergraduate STEM education at Pratt is largely in support of the institution's goals for General Education, with much coursework at the interface of art, design and architecture. Our GE model is currently being rebuilt with faculty-guided assessment at its core. In this session, we present the preliminary assessments and curricular mapping that have caused us to rethink core STEM offerings and electives within this art/design context and within the larger GE model of the institute.

Damon A. Chaky, Christopher Jensen, and Daniel Wright, Pratt Institute

Track: 04B (GL)
Time: 12:45 – 1:45 p.m.
Room: Michigan/Texas

Shared Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Using Assessment Findings to Evaluate the Effectiveness of Solutions to Improve Global Learning

Global Perspective was established as a learning goal with two SLOs. Initial assessment findings suggested that students' achievement of the SLOs was significantly below established benchmarks. A second assessment round produced similar results. Faculty anxious to "fix the problem" considered a variety of loop closing possibilities, some of which required significant changes to program

requirements. A more detailed analysis of the data, however, suggested that some of the proposed solutions were not likely to produce the desired result. Subsequently loop closing was focused on a solution that the data, when examined more closely, suggested was more likely to be successful.

Kathleen A. Krentler, San Diego State University

Assessing Global Learning at a Community College

We will describe how assessment of global learning and intercultural competence has been growing across Parkland's campus. By focusing on three main areas of interaction, we are getting a better view of both American and international students' learning about and awareness of the world they live in. The three areas are: study abroad, class interactions, and co-curricular activities. Data collection (including surveys and reflective writing) began in the spring of 2014 and will continue through the summer and early fall of 2014. A framework will be presented for building global learning assessment, linking it to general education assessment.

Wendy Patriquin, Julie Weishar, and Jody Littleton, Parkland College

Track: 04C (EP)

Time: 12:45 – 1:45 p.m.

Room: Indiana Ballroom A & B

Concurrent Session

Monday, October 20, 2014

Beginners and Advanced

Catalyst for Learning: ePortfolio Makes a Difference

What difference does ePortfolio make? And what does it take for ePortfolio to make a difference? The Connect to Learning national network will share findings that sophisticated ePortfolio practice supports student and faculty learning and catalyzes transformative institutional change. C2L's Catalyst for Learning resource site presents evidence from across the network, documenting the combination of pedagogies, professional development, and assessment strategies that help build deep learning and catalyze integrated learning culture.

Bret Eynon, LaGuardia Community College; and Laura M. Gambino, Stella and Charles Guttman Community College

Track: 04D (SA)

Time: 12:45 – 1:45 p.m.

Room: Indiana Ballroom C & D

Shared Concurrent Session

Monday, October 20, 2014

Beginners and Advanced

Principles of Co-Curricular Learning: Shared Outcomes across a Division of Student Affairs

The Division of Student Affairs at IUPUI developed a set of learning outcomes in order to unify assessment efforts and enable discussions with academic and administrative colleagues. The Principles of Co-Curricular Learning (PCLs) align with already-existing campus-wide learning outcomes, Principles of Undergraduate Learning (PULs), that have guided IUPUI's assessment efforts since 1999. Last autumn, the Division aligned its programs and services with the PCLs in order to help students connect co-curricular involvement to curricular learning. Key results of the first year of data collection will be shared, along with a discussion of using the results for continuous improvement.

Robert W. Aaron, The Ohio State University; and Zebulun R. Davenport, IUPUI

Research of Practice: Institutionally Identified Student Learning Outcomes and Student Affairs Alignment

The contribution of student affairs to institutional learning outcomes must not be overlooked. This session will present a recent study at IUPUI and the assessment practices within its departments during academic year 2012-13. The purpose of the study was to better understand the process of measuring student learning outcomes, how well measures align with literature, and an analysis of items used. A brief discussion of the background and methodology will introduce the findings of the study, and an open dialogue about the application of institutionally defined outcomes will follow.

Pamelyn Klepal Shefman, University of Houston; and Robert W. Aaron, The Ohio State University

Track: 04E (NI)

Time: 12:45 – 1:45 p.m.

Room: Indiana Ballroom E

Concurrent Session

Monday, October 20, 2014

Beginners and Advanced

Using Assessment Results to Improve Student Learning: A View from the Field

Drawing on findings from the 2013 NILOA National Survey of Provosts, this presentation explores principles of effective use of assessment results which lead to improvements in student learning. Illustrated with institutional examples, this presentation will outline ways in which colleges and universities have made changes in response to assessment results as well as the impact of these changes on student performance.

Jillian Kinzie, Indiana University; and Natasha Jankowski, National Institute for Learning Outcomes Assessment (NILOA)

Track: 04F (FD)

Time: 12:45 – 1:45 p.m.

Room: Indiana Ballroom F

Shared Concurrent Session

Monday, October 20, 2014

Beginners and Advanced

Using College-Wide Assessment Teams to Build a Campus Culture of Assessment

Closing the loop is the most important step in the assessment process, yet Southern Illinois University discovered its current Campus-Wide Assessment Committee was not providing the timely feedback that programs need on their assessment plans/reports. For this reason, we decided to form college-wide assessment teams to review plans and reports. We were surprised to discover the change this decision made in the campus's assessment climate. This interactive session is designed to help participants review their own campus's feedback process, identify obstacles, and consider ways they might be improved. The challenges faced by SIU and the benefits will be discussed.

Sharon E. Walters and James S. Allen, Southern Illinois University

When an Assessment Committee Becomes an Assessment School

When attempting to establish a culture of assessment, it became apparent that lack of knowledge about assessment was a critical issue. With the launch of an assessment committee open to all faculty, monthly meetings became productive interactive teaching and learning opportunities. Over a two-year period, faculty formed a community of assessment practitioners supporting each other in their efforts. Presenters of this session will discuss specific activities and discussion points that changed

their attitudes and increased their skills. Faculty no longer view assessment as an externally imposed “necessary evil.” Assessment is now a natural part of enhancing teaching and learning in a collaborative enterprise.

Wendy F. Weiner, Dick McGee, Steve Herro, and Debra Berry, College of Southern Nevada

Track: 04G (HI)

Time: 12:45 – 1:45 p.m.

Room: Indiana Ballroom G

Shared Concurrent Session

Monday, October 20, 2014

Beginners and Advanced

The Portfolio Project: A Dynamic Template for Teaching in the Learning Community

A portfolio project catalyzes students to analyze, integrate, and innovate. Our faculty in Biology, Chemistry, and English designed a 3-stage project for pre-nursing learning community students. The focal point is a targeted field trip. Students complete a “pre-trip” (content review and preparatory research), a “during-trip” (observation and data collection), and a “post-trip” (reflection and reporting back to the campus community). Project components are evaluated jointly by the faculty. We see engagement and capacity for higher-order thinking.

Christine W. Boudrie, Lourdes University

Create-Curate-Communicate: First Year Report on Eckerd College’s Authentic Learning and Assessment Project

This faculty development project is intended to lead to student success that has intrinsic value to some external audience. This is traditional in the visual and performing arts, but the Internet creates a potentially global audience, and leads to a demand for students to curate their best work into a career portfolio. We will talk briefly about the idea, demonstrate with early successes at our institution and others, and lead an interactive session to try your hand at constructing such an assignment. We will share rubrics and other materials as aids.

David Eubanks and David Gliem, Eckerd College

Track: 04H (GR)

Time: 12:45 – 1:45 p.m.

Room: Lincoln

Concurrent Session

Monday, October 20, 2014

Beginners

The Use of Meaning in the Process of Developing Programmatic Rubrics; Engaging Faculty and Building a Culture of Assessment

Maintaining the focus of all aspects of a professional program on expected competences as well as program goals and objectives can be challenging. Developing a programmatic rubric provides a framework for the consistent assessment of student learning while making expected competence milestones explicit. The inclusion of diverse stakeholder perspectives and supporting significant faculty involvement are considered critical to successful development and implementation of the rubric. Examples of strategies used in the process of rubric development will be shared. Participants will be encouraged to develop a rubric template while considering the challenges and opportunities that currently exist on their campuses.

Karen A. Bobak and Lisa K. Bloom, New York Chiropractic College

Track: 04I (CC)
Time: 12:45 – 1:45 p.m.
Room: Santa Fe

Concurrent Session
 Monday, October 20, 2014
 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, Higher Education Consultant

Track: 04J (ID)
Time: 12:45 – 1:45 p.m.
Room: Marriott 1 & 2

Shared Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Building Blocks for Institutional Effectiveness

Many institutions have a common view and definition of assessment, but fewer agree on the definition of institutional effectiveness. Institutional effectiveness is defined by many institutions as non-academic assessment; however, this presentation treats the concept more broadly, defining it as a set of related processes and indicators that reflect how effectively the institution is achieving its mission. This presentation will take this broadened definition of institutional effectiveness and demonstrate how assessment and other related processes and indicators feed into a unified system that reflects institutional priorities and performance.

Edward Hummingbird, Southwestern Indian Polytechnic Institute

Developing a Comprehensive Institutional Effectiveness Model and Process

Institutions often struggle with developing a sustainable and comprehensive institutional effectiveness (IE) process. One institution is implementing an approach grounded in a continuous quality improvement framework that is comprehensive, integrated, ongoing, and data-informed. This model includes the assessment of student learning in academic programs and co-curricular activities, as well as evaluation of administrative and educational support service units. Two major challenges include: 1) the complexity of the institution (multi-campus with high proportions of online students and adjunct faculty); and 2) a shared service model for some administrative support units (e.g., human resources, information technology, and financial aid servicing).

Stephen P. Whitten, Colorado Technical University

Track: 04K (AC)
Time: 12:45 – 1:45 p.m.
Room: Marriott 3 & 4

Shared Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Taking Program Review Beyond the Department: A Model for Effective Practice

Did your last program review report sit on a shelf gathering dust in the dean’s office? How were the findings used for decision-making? Who compiled the material? Was it a collaborative effort or the

work of one person? Were student learning outcomes addressed? Many institutions conduct program review for accreditation or state reporting. However, the results are often not acted on; thus the focus is on compliance rather than a genuine effort to learn and improve. The presenters illustrate a program review model that involves institution-wide peer review. They share the rationale for the model, implementation process, and outcomes.

Maureen Andrade and Quinn Koller, Utah Valley University

State-Mandated Academic Program Reviews: An Evaluation of the Process in Arkansas

In April 2013, the University of Arkansas at Little Rock (UALR) Higher Education graduate programs became two of the first graduate programs in Arkansas to undergo state program review. The purpose of the 20-minute paper presentation is to review and critique the program review prescribed in the ADHE evaluation process by investigating: 1) composition of program data and effectiveness measures in the evaluation process of UALR's Higher Education graduate programs and 2) the ADHE prescribed process so that, with improvements, it might become a model for other state higher education governing and coordinating boards charged with implementing program review processes for their colleges and Universities.

T. Gregory Barrett, John Kuykendall, and Jim Vander Putten, University of Arkansas at Little Rock

Track: 04L (AM)

Time: 12:45 – 1:45 p.m.

Room: Marriott 7 & 8

Shared Concurrent Session

Monday, October 20, 2014

Beginners and Advanced

Involving Undergraduates in Assessment: Making Students the Driving Force of their Learning

To support and sustain assessment, the Center for Research on Teaching Excellence at UC Merced offers the Students Assessing Teaching and Learning (SATAL) program, in which trained undergraduates gather indirect evidence of student learning on behalf of faculty to improve student learning and institutional services. SATAL trains undergraduates in research design, data gathering and effective reporting. In this interactive session, we will explore the SATAL program structure, benefits for undergraduate research skills, and evidence of impact on instructional practices and curriculum at course and program levels. We look forward to a conversation about the assessment findings and how to replicate the program elsewhere.

Adriana M. M. Signorini, University of California, Merced

Advance Assessment by Aligning Student Learning Goals and IDEA Objectives

Faculty struggle to find time to do assessment in a way that is meaningful and improves courses and curricula. This presentation demonstrates how the IDEA Student Ratings of Instruction can be used to improve teaching and advance assessment. Session participants learn how to align IDEA Objectives to learning goals, map IDEA Objectives across required courses, help students understand IDEA Objectives and department learning goals, document the assessment results, and use the results to make changes to their courses and curricula while minimizing the impact on faculty time. Session participants will receive materials that they can use at their home institutions.

Andrea M. Karkowski, Capital University

Track: 04M (AM)
Time: 12:45 – 1:45 p.m.
Room: Marriott 9 & 10

Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Faculty Assessment Perspective: Influencing Curriculum and Student Outcomes at a Small College Through Effective Assessment Director and Science Faculty Collaboration Using the AAC&U VALUE Teamwork Rubric

This presentation highlights a case study in which an academic program, Environmental Studies (EVST) worked closely with the College's Assessment Director to affect student learning outcomes positively. The Randolph-Macon College EVST Program utilizes a novel (consulting-model) curriculum that requires intensive peer group work in three vertically integrated, project-based courses. To achieve and measure successful group work, program faculty incorporated group work instruction into one area of the curriculum and assessed outcomes using a modified AAC&U VALUE Teamwork rubric. Preliminary results using pre- and post-group work student testing indicate measurable improvement in teamwork skill development within and among the project-based courses.

Tim W. Merrill and Michael S. Fenster, Randolph-Macon College

Track: 05A (SE)
Time: 2:00 – 3:00 p.m.
Room: Florida/Illinois

Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Combating the Culture of Assessment Ambivalence in STEM Disciplines

Why are STEM educators challenged to embrace a closed loop system of course and program improvement based on assessment evidence? Does a discipline-centric reward structure diminish interest in continuous improvement? Is qualitative assessment evidence dismissed as "unscientific"? Join representatives of several STEM institutions to explore techniques to overcome the hurdles associated with STEM assessment.

Barbara Christe and Karen Alfrey, IUPUI

Track: 05B (GL)
Time: 2:00 – 3:00 p.m.
Room: Michigan/Texas

Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Measuring the Impact of the Global Partners Program at Purdue University

This session will review a program that selects a targeted number of Purdue staff and faculty assigned to present two pre-departure orientations in China for students/parents coming to Purdue in the fall. The first year this program was offered, no efforts were made to assist the participants to grow in their cross-cultural sensitivity skills. In the subsequent two years, intentional efforts were incorporated to challenge participants to grow in cross-cultural sensitivity skills. This session will describe the efforts to assess the program using the Intercultural Development Inventory (IDI), Sojourner Readiness Assessment (SRA), and Journaling.

David P. Ayers, Charles A. Calahan, and Katherine Yngve, Purdue University

Track: 05C (EP)
Time: 2:00 – 3:00 p.m.
Room: Indiana Ballroom A & B

Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Harry Potter and the Order of Higher Thinking: Assessing Creative Thinking Through Portfolios

As part of a larger university effort to align co-curricular activities with desirable developmental outcomes, Purdue's Supplemental Instruction (SI) Program developed a portfolio and rubric to measure SI Leaders' creative thinking. This presentation discusses the background, goals, implementation, and results of the portfolio and rubric, with the intent that session participants will be able to modify these elements for their own institutional needs.

Marta Bauer, Maggie Konich, and Ethel Swartzendruber, Purdue University

Track: 05D (SA)
Time: 2:00 – 3:00 p.m.
Room: Indiana Ballroom C & D

Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

An Evaluation of Student Leadership Practices and Student Success

Residential Life professionals at Purdue University, whose primary focus has been student success, noticed an upcoming need to show learning through involvement in student leadership opportunities as a whole, thus moving beyond program or event specific outcomes. Our approach to assessing student leadership included a campus assessment and institutional benchmarking. Join us to learn about our process of assessing student leadership and our strategic plan for the implementation of lessons learned.

Kimberly Christian, Anne R. Stark, Courtney Werner Reynolds, and Connie Kaspar Brophy, Purdue University

Track: 05E (NI)
Time: 2:00 – 3:00 p.m.
Room: Indiana Ballroom E

Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Scaffolding Student Learning Through Assignment Design

Good assignment design involves considering how students scaffold their learning and demonstrations of such learning over time. Beginning with an overview of assignment design and scaffolding principles, this presentation will describe how a faculty member in partnership with an academic librarian embedded instructional activities within a semester-long research project and how students' information literacy was assessed. In addition, how the results of assessment were used to modify learning leading to improved student learning will be explored.

Pat Hutchings, National Institute for Learning Outcomes Assessment (NILOA); and Giuliana Miolo and Ellen Latorraca, University of Wisconsin-Whitewater

Track: 05F (FD)
Time: 2:00 – 3:00 p.m.
Room: Indiana Ballroom F

Shared Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Strategies for Engaging Faculty in Assessment: Outcomes, Assignments, Rubrics, Artifacts and Data as Entry Points to Discussions on Teaching and Learning

Fitchburg State University and Mount Wachusett Community College partnered as an AAC&U Quality Collaboratives Dyad to engage faculty from both institutions in shared assessment of LEAP Essential Learning Outcomes and DQP Proficiencies. This interactive, hands-on session will introduce participants to the assessment development strategies used, apply and replicate one of these strategies, and reflect on the merits of implementing a range of faculty engagement techniques. Discussion will focus on the relative roles of outcomes, assignments, rubrics, student work and assessment data as entry points for faculty collaboration to improve teaching and learning.

Christopher Cratsley, Jennifer Berg, and Joseph Moser, Fitchburg State University; and Candace Shivers and Michelle Paranto, Mount Wachusett Community College

Building a Community of Faculty Through Curricular Program Evaluation in a Doctor of Nursing Practice (DNP) Program

A systematic process can result in a faculty culture deeply involved in continuous curricular assessment and improvement. Engaging faculty in curricular evaluation and determining satisfaction, introspection, reflection, and continuous improvement can result in building faculty community around their work. Shared responsibility for performance improvement of an entire curriculum is the faculty's responsibility and can improve engagement of faculty. In this presentation, faculty describe building community around shared responsibility for continuous curricular evaluation, DNP program improvement that facilitates DNP student preparation, professional competences, and enhancement of behaviors. Faculty satisfaction, curricular improvements, and lessons learned will be shared.

Jennifer L. Embree, Julie A. Meek, and Judith A. Young, Indiana University School of Nursing

Track: 05G (HI/GE)
Time: 2:00 – 3:00 p.m.
Room: Indiana Ballroom G

Shared Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Beneath the Numbers and Beyond the Rubric: Getting to the Heart of Student Writing Development in a First-Year General Education Seminar

In the fall of 2013, the University of the Pacific piloted a supplemental instruction model for first-year developmental-level student writers. We assessed students' self-efficacy for writing as well as changes in writing performance. Direct assessment of writing performance indicated modest gains. However, other methods added information and generated questions about what was happening with student self-efficacy, learning, and writing skill development during the semester. In this interactive workshop, we will describe and critique the assessment methods we used and our findings, delve into meanings and alternative models for assessment of writing development, and discuss implications for practice.

Eileen Kogl Camfield and Eileen Eckert McFall, University of the Pacific

Establishing Consistent Assessment of Writing in General Education

Triangulation in assessment means that we are assessing student learning from different perspectives and in different areas. In Florida, those areas are Communications, Humanities, Social Sciences, Sciences and Mathematics. When we assess writing, we need to consider writing from each of those areas. We investigate the issues and complexity of assessing writing in all those fields.

Gregory Lindeblom, Joyce Walsh-Portillo, and Christopher Johnston, Broward College

Track: 05H (GR)

Time: 2:00 – 3:00 p.m.

Room: Lincoln

Shared Concurrent Session

Monday, October 20, 2014

Beginners and Advanced

All Quality All the Time

An administrative program review shares goals with academic program reviews, but is a different animal, collects different data, and uses strategic planning and SWOT analysis (strengths, weaknesses, opportunities, threats) to build collaboration among staff members for an efficient, effective unit steeped in continuous improvement. Roles and responsibilities are concentrated in a small team or one individual. This presentation details how a small graduate school became a Continuous Quality Improvement (CQI) unit through planning, implementing, and tracking several administrative aspects of the school's functions. Immediately following the program review, University processes and services began a CQI activity that is showing promising results.

Kate M. Carey, Otterbein University

Transforming Student Learning Experiences and Outcomes through the Assessment of Transferable Skills

The purpose of this presentation is to demonstrate how Transferable Skills enhance academic, personal, and professional outcomes of students to meet the changing health needs of society. In seeking to answer the questions: 1) What is the Graduate profile for a graduate of A.T. Still University? And 2) What do we share in terms of graduate Competences, Values, and Focus? Eight competences formed the basis of the ATSU Transferable Skills. To demonstrate evidence of these skills across curricula, ATSU used an evidence-based approach to mapping program outcomes.

Lisa B. Ncube and Melanie McAuley, A.T. Still University

Track: 05I (CC)

Time: 2:00 – 3:00 p.m.

Room: Santa Fe

Concurrent Session

Monday, October 20, 2014

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, Higher Education Consultant

Track: 05J (AM)
Time: 2:00 – 3:00 p.m.
Room: Marriott 1 & 2

Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Doing Assessment as if Teaching and Learning Matter Most

To some degree, assessment is always a bureaucratic compliance burden. But it can also be a powerful process for researching, documenting, and improving the effectiveness, efficiency, and reputations of our academic programs. That tension is inevitable: the trick is getting the balance right. 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 five simple, powerful assessment strategies, and leave with one or two to apply immediately to your and your students' advantage in your courses and/or programs.

Thomas A. Angelo, Queens University of Charlotte

Track: 05K (CC)
Time: 2:00 – 3:00 p.m.
Room: Marriott 3 & 4

Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Optimizing the Value and Use of Course-Level Outcome-Attainment Measures

Community colleges have the same reporting and accreditation challenges as other educational institutions. Accreditors are requesting evidence that student learning outcomes have been attained. Grades and percentages of grades are not acceptable because they are not direct measures of outcome attainment. This session demonstrates the application by the Dallas County Community College District in north Texas of a three-level outcomes-based assessment model that can be used to address these issues and that can be optimized by mapping across courses over time from the course attainment level to the program and institutional levels, plus addressing state requirements and external organization adoptions.

Ronald S. Carriveau, University of North Texas; and Tommy Thompson, Dallas County Community College System

Track: 05L (AM)
Time: 2:00 – 3:00 p.m.
Room: Marriott 7 & 8

Shared Concurrent Session
 Monday, October 20, 2014
 Beginners

Math Assessment from the Ground Up

Assessing students can be a challenging process. It is especially challenging when dealing with students in a skills level course that all students are required to take. This presentation will explore assessment of math skills classes and the challenges particular to a small private college, such as defining assessment, developing tools, moving through unanimous agreement to a common syllabus, and reporting the findings of the assessment through the required documents of our school.

Alia Khurram and Jo Lynne Hall, Adrian College

Conceptualization of Graduate Exit Exams: Enhancing Quality and Culture

The presentation features three strategies when considering graduate exit exams for assessment of student learning outcomes (SLOs) in academic programs. The first strategy is the “consideration of influential contextual cultural issues and strategic coordination of human resources.” The second strategy includes the “desirable characteristics of SLOs, explication of best practices, developing graduate exit examinations to measure SLOs, and SLO-driven data analysis.” The third strategy includes “evaluation and interpretation of exit exam data in relation to action plans as well as purposeful reporting within the ongoing and evolving process of closing the loop.”

Johnny Sparks and Mike Carson, Central Michigan University

Track: 05M (AM)

Time: 2:00 – 3:00 p.m.

Room: Marriott 9 & 10

Shared Concurrent Session

Monday, October 20, 2014

Beginners and Advanced

Assessing Transferable Learning Outcomes

Queen’s University is part of a consortium of six Ontario universities and colleges funded by The Higher Education Quality Council of Ontario (HEQCO) committed to developing assessment techniques for generic learning outcomes and cognitive skills, which map closely to the AAC&U Essential Learning Outcomes. The three-year project embedded course assessment, standardized instruments, and VALUE meta-rubrics to assess development of critical thinking, problem solving, communication, and lifelong learning in selected courses. Methods are aimed at sustainable assessment achieved within standard course contexts, and demonstrate first steps at wider-scale rollout, developing internal processes for the implementation, management, and assessment of university-wide learning outcomes.

Brian Frank, Queen’s University (Canada)

Building a Rubric for Writing Across the Curriculum

Finding a good, useful rubric can be tough, especially if you do not teach writing as a discipline. Further, some departments use a rubric for all courses within their bounds, but some instructors find that too rigid. Over the last year, we at Triton College have collected writing assignments and rubrics from across disciplines, merged these samples into a comprehensive rubric, tested the tool, and finalized a rubric to uphold the College’s standards on written communication while being adjustable enough to be useful across campus.

Bob Greenwald, Triton College

Track: 06A (SE/GE)
Time: 3:15 – 4:15 p.m.
Room: Florida/Illinois

Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Program-Level Assessment of Learning in General Education: STEM-related Learning

Our most recent GE assessment cycle focused on STEM-related learning. We describe this cycle here both as an illustration of our program-level assessment process and to highlight challenges associated with program-level GE assessment that incorporates learning from various and disparate fields. This particular cycle began Spring 2012 when a work group was tasked with developing an assignment and rubric consistent with GE STEM-related learning objectives. One challenge quickly emerged — how to assess specific learning in a non-content specific fashion. Such dilemmas are not unique to STEM-related content, and this particular assessment provides a platform on which to explore these challenges.

Shelly M. Stovall and David Smith, New Mexico State University

Track: 06B (GL)
Time: 3:15 – 4:15 p.m.
Room: Michigan/Texas

Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Assessing Affective Constructs in Intercultural Learning Using Digital Badges

The mission statements and strategic plans of most colleges and universities claim to prepare graduates for a global society and global citizenship, yet the assessment of intercultural competences is elusive, especially in assessing values, attitudes, and beliefs which fall under Bloom's Affective Domain. This interactive session will present a tool kit for faculty and an innovative assessment tool, provided by the University's Center for Instructional Excellence to faculty, staff, and students, that organizes a system of digital badges, challenges, and active learning tasks to capture and document evidence of global or intercultural learning in the Affective Domain of Bloom's Taxonomy.

Charles A. Calahan and Heidi E. Parker, Purdue University

Track: 06C (EP)
Time: 3:15 – 4:15 p.m.
Room: Indiana Ballroom A & B

Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

ePortfolios as Other- and Self-Assessment of Student Learning in a Master's of Public Health Program

In 2013, we replaced the longstanding final project with a Capstone course more appropriate to a professional program. One component of the course is the development of an ePortfolio. The ePortfolio was included because students did not seem to connect learning across courses and they were not able to verbalize their strengths and skill set at graduation. Therefore, the ePortfolio was conceptualized as a tool for us to assess their learning throughout the program, and also as a way for the students themselves to realize how much they had learned and how it all led to their expertise in public health.

Silvia M. Bigatti, IUPUI

Track: 06D (SA)
Time: 3:15 – 4:15 p.m.
Room: Indiana Ballroom C & D

Shared Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Building a Bridge Between Academic and Non-Academic Units Through Assessment

Banta and Kuh (1998) suggest that the best way to improve the quality of the undergraduate experience is to bring together the two groups that spend the most time with students — faculty and student affairs personnel. This session will engage audience members about their experiences to enable participants to learn from each other. This interactive session is designed to help participants review their own campus's academic and non-academic relationship, identify obstacles, and identify how they might be improved. The challenges faced by Southern Illinois University and the benefits we discovered with building a two-way bridge will be discussed.

Anne Cooper Moore, Sharon E. Walters, and James S. Allen, Southern Illinois University

COMPASS: A Practical Guide for Student Affairs Assessment

During this interactive session, student affairs staff will share how they began the division-wide assessment process; how they identified the university's (AQIP) accreditation process as an opportunity to engage with academic partners; and how the practical application of a newly created assessment cycle has catapulted them forward in closing the assessment loop.

Katheryn Slattery and Kristin Schumacher, Lewis University

Track: 06E (NI/CC)
Time: 3:15 – 4:15 p.m.
Room: Indiana Ballroom E

Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Our Five Stages of Assessment: From Denial to Celebration Through Faculty Development

Faculty development is key to implementing and sustaining a successful assessment program at a community college. Without faculty buy-in, assessments can be superficial data collections. In order for Oakton Community College faculty to embrace the benefits and power of assessment initiatives, we had to first educate our colleagues about what assessment is and is not. In this session we trace our journey from denial to celebration through our faculty development initiatives. We will share what worked, and more importantly, what we learned from our missteps.

Nancy E. Prendergast and Ruth Williams, Oakton Community College

Track: 06F (FD)
Time: 3:15 – 4:15 p.m.
Room: Indiana Ballroom F

Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Beyond Checking Boxes: Developing a Learning Framework for College-Wide Outcomes

Assessment can often be reduced to a bureaucratic process rather than one that really engenders a culture of inquiry and continuous improvement. Likewise, institutions, especially when they start assessment, tend to focus on course and program level assessment. While this is certainly prudent, when energy shifts toward examining college-level outcomes, the level of depth and discussion needed to develop measurable outcomes that reflect a college-level philosophy of education is often absent. This presentation will focus on Finger Lakes Community College's efforts to create an assessable learning framework that is both practical and demonstrates the values unique to our students' experiences. We will detail the faculty development process we undertook in working through state, accrediting body and local requirements to develop our learning frameworks. We will demonstrate the various stages from discussion, development, and refinement as well as how we worked through faculty and ultimately college governance to adopt a new framework. The presentation will share how in a period of one year we moved from a learning framework that was measured only by checking boxes on syllabi to a robust framework to guide our teaching and learning--which has clear cut measures. We will conclude with outlining our implementation process and sharing our assessment plan and rubrics.

Debora Hinderliter Ortloff, Kellie Aitchison, Meg Gillio, and Jacob E. Amidon, Finger Lakes Community College

Track: 06G (HI)
Time: 3:15 – 4:15 p.m.
Room: Indiana Ballroom G

Shared Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Exploring High-Impact Practices Using NSSE Data, Reports, and Modules

The updated NSSE and new modules provide a fresh opportunity to examine high-impact practices (HIPs) and the effect of participating with other key forms of engagement. In this session, participants will learn about high-impact practices measured on NSSE, recent results showing positive impact for first-year students, and how HIPs vary within student populations. New HIP reports and the civic engagement module will be introduced and we'll discuss ways to use findings to stimulate action to enhance high-impact practices.

Jillian Kinzie and Amy Ribera, Indiana University

Assessing the Effects of High-Impact Practices on Student Retention

This presentation provides an overview of a programmatic assessment effort to evaluate the effects of a variety of high-impact practices (HIPs) on student retention over a multiple year period. Recognized with the Carnegie Foundation's Community Engagement classification, Northern Illinois University has implemented over 15 HIPs involving 1609 undergraduate students. The use of survival analysis to document the effects of these practices on retention and academic success will be examined. Participants will learn which specific practices have shown the greatest effects on student success.

Christopher P. Parker, Joseph Kutter, Michaela Holtz, and Julia Spears, Northern Illinois University

Track: 06H (GR)
Time: 3:15 – 4:15 p.m.
Room: Lincoln

Shared Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

ACE Design, Use, and Evaluation of Assessment Data to Improve Programs and Student Outcomes

American College of Education (ACE) is an online for-profit institution based in Indianapolis and serving students across the country and world. ACE serves graduate education students and uses many assessment measures to monitor, evaluate, and improve the quality of student experience. The presentation will focus on four recent assessment projects; two complete, one in the pilot stage, and one in implementation (though results will be available by the presentation date). Four varied assessments will be presented, each evaluating a unique aspect of the ACE program: Unified Course Assignment Rubrics; Electronic Portfolio Capstones; Course Credit Hour Calculator; and Reading Assessment.

Tiffany Hamlett, Sharon Spears, Linetta Durand, and Lee Tincher, American College of Education

Distinctiveness in Assessing Graduate Learning

Graduate education at the master's level strives to be distinct from undergraduate, and so it introduces inquiry as a foundation for a doctorate or best practice. Often, any inquiry at the undergraduate level emphasizes acquiring knowledge. At the doctoral level, inquiry focus is on adding to the body of existing knowledge. Consequently, emphasis in a master's program ought to be on applying knowledge and justifying actions on the basis of research (inquiry). The assessment of master's candidates therefore ought to be on the evidence of appropriate and research-based application of lessons they have been taught in the program.

Angela Owusu-Ansah, Elon University

Track: 06I (AM)
Time: 3:15 – 4:15 p.m.
Room: Santa Fe

Concurrent Session
 Monday, October 20, 2014
 Beginners

Practical Assessment Tools: Course-Level Maps and Exam-Level Blueprints

Each course syllabus addresses a set of desired learning outcomes. Assignments, activities and assessments are then generated to support the teaching and learning of those outcomes. Unfortunately, all that work often gets reduced by students to a grade on an exam or the final course grade. This session will present basic course-level mapping and exam blueprinting tools that encourage faculty to transparently align the outcomes with the teaching/learning activities and the assessments. Presenters will demonstrate how resulting data can then be used by faculty to document changes and by students to reflect on progress toward meeting desired learning outcomes.

Jane M. Souza and Jennifer Mathews, St. John Fisher College

Track: 06J (AM)
Time: 3:15 – 4:15 p.m.
Room: Marriott 1 & 2

Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Crafting Clearer Student Learning Outcomes for Better Aligned Courses and Programs

Good practice in assessment, accountability, and curriculum (re)design encourages faculty to produce statements of expected student learning outcomes (SLOs). SLOs identify what students should demonstrably know and be able to do upon completion of a course or program of study. This brief interactive workshop provides a simple, practical process for writing clearer SLOs to promote learning improvement and to meet accountability requirements. Through this interactive session, participants will learn to apply this process; recognize poor, good, and better SLOs; draft or revise at least one SLO statement; and gain resources and strategies to share with colleagues on their campuses.

Thomas A. Angelo, Queens University of Charlotte

Track: 06K (FD)
Time: 3:15 – 4:15 p.m.
Room: Marriott 3 & 4

Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Programmatic Assessment in the Department of Communication: Implementing a Locally Developed Assessment Plan Template and Evaluation Checklist

Faculty, administrators, assessment professionals, and institutional researchers are wrestling with accountability issues associated with a variety of internal and external stakeholders. Evidence of student achievement is critical to continuous improvement and to meet the expectation of campuses to articulate to accrediting bodies their institutional uniqueness and how they measure the effectiveness of that uniqueness. Participants will examine a locally developed template utilized to report assessment practices, and curricular changes, and service enhancements to a campus committee and/or office charged with providing feedback about programmatic assessment activities and to share objective and meaningful feedback about assessment using a locally developed evaluation checklist.

Renee Robinson and Christopher McCullough, Saint Xavier University

Track: 06L (AM)
Time: 3:15 – 4:15 p.m.
Room: Marriott 7 & 8

Shared Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Engaging Faculty in Assessment through Annual Assessment Retreats: What a Difference a Day Can Make

This session will describe the effectiveness of an assessment retreat as a strategy for engaging faculty in assessment and discussions on improving student learning. Assessment retreats can improve faculty buy-in and serve as an excellent venue for making data-driven decisions. Suggestions on planning and implementing this type of event will be provided in an interactive presentation.

Denise J. Shaver, Andrews University

One Step at a Time! Inspiring Action Strategies to Meet Assessment of Student Learning Requirements

How do you positively engage faculty and administration in assessment of student learning? Some already find value in the act of utilizing assessment, but others struggle, resist, or do not understand requirements. External factors, such as accreditation, can be effective motivators, but how do we keep the momentum in the cyclical ebb and flow? Changing standards and personnel can also add to a level of confusion and resistance. Some “new” (punitive) solutions have had a modicum of success with the toughest programs, but the presenters firmly believe that the positive solutions implemented most help programs identify the meaning and value in assessment of student learning, and are ultimately the most effective.

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

Track: 06M (AM/GR)

Time: 3:15 – 4:15 p.m.

Room: Marriott 9 & 10

Concurrent Session

Monday, October 20, 2014

Beginners

Assessing the Influence of Participation in a Student-Led Inter-Professional Community Outreach Clinic on Competence, Responsibility, and Leadership

Instilling a sense of professional responsibility and civic-mindedness can sometimes be challenging for graduate professional programs. In addition, developing learning opportunities that cultivate leadership skills is difficult. The involvement of graduate students within a student led pro bono physical therapy clinic provided a learning environment that fostered the development of professional and civic-oriented responsibility. The student-led format also offered a unique opportunity for leadership development. This presentation will focus on how this pro bono clinic fostered an enriched educational environment and will also discuss the assessment and integration of student learning outcomes for professional responsibility, civic engagement, and leadership.

Peter A. Altenburger and Terry Loghmani, Indiana University; and Kristin Norris, IUPUI

Track: 07A (SA)

Time: 4:30 – 5:30 p.m.

Room: Florida/Illinois

Concurrent Session

Monday, October 20, 2014

Beginners and Advanced

Closing the Loop: Assessment of Learning in Student Involvement

This session describes the construction and implementation of an assessment plan in IUPUI's Office of Student Involvement with a particular emphasis on how results were used for improvement. Our process included: identifying common strategic priorities and deriving relevant program learning outcomes, mapping to office- and campus-wide outcomes, linking to division-wide assessment strategies, developing assessment tools, communicating data, and using results to inform relevant program improvements.

Diana Sims-Harris, Chad Ahren, IUPUI; and Robert W. Aaron, The Ohio State University

Track: 07B (GL)
Time: 4:30 – 5:30 p.m.
Room: Michigan/Texas

Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Assessment of Global Learning Roundtable Discussion

Assessing outcomes related to international education can be quite complex, involving much more than using a pre-post survey. There's much to be learned from sharing first-hand experiences in determining the most appropriate tools and methods for global learning assessment. Join colleagues to discuss experiences and lessons learned in assessing outcomes related to international education. Bring your burning questions and come prepared to learn from each other in this highly interactive discussion.

Darla K. Deardorff, Association of International Education Administrators (AIEA), based at Duke University; and Dawn M. Whitehead, IUPUI

Track: 07C (EP)
Time: 4:30 – 5:30 p.m.
Room: Indiana Ballroom A & B

Shared Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Student ePortfolios as a Window on General Education Outcomes

At the University of Massachusetts Lowell, a group of senior undergraduate students are participating in an assessment think tank. Their charges: to discuss and debate the aims of the general education program; and to create ePortfolios cataloguing their experiences with and achievements toward essential learning outcomes. Faculty participating in the redevelopment of UMass Lowell's General Education Program will assess these ePortfolios with the goal of coming to a better understanding of our students' sense of their own experiences. The insights these students provide will teach us how best to direct faculty development efforts and campus communication about this critical topic.

Paula Haines and Charlotte Mandell, University of Massachusetts Lowell

Building a Culture of Assessment from the Foundation Up

The Intensive English Program at Pratt, a college of art, design and architecture in Brooklyn, NY, has honed a student-centered, interdisciplinary approach to language learning and assessment. This pedagogy culminates in an ePortfolio, where students' capacities to build on their different areas and modalities of learning are demonstrated and assessed. The IEP and Educational Technology have joined forces to create a culture of assessment from the foundation up. Our session will demonstrate how this approach can serve as a model for the Institute level where content and skills learned in General Education and in the art/design studio can be blended.

Nancy Seidler, Gale Justin, Damon A. Chaky, and Rachid Eladlouni, Pratt Institute

Track: 07D (SA)
Time: 4:30 – 5:30 p.m.
Room: Indiana Ballroom C & D

Shared Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Story of a Student: Using a Database to Promote Holistic Student Development

This session will look at a database developed within University Housing at the University of South Carolina. This database combines many systems within and outside of housing to track the experiences of individual students living in the residence hall. The goal of this session is to demonstrate how to create a database through collaborative practices, and how data can be organized and analyzed to better understand the student experience. Specific findings from the database will be discussed and participants will engage in dialogue regarding the implications of these findings across varying professional staff and unit functions.

Rebecca Goldstein and Amber Fallucca, University of South Carolina

Strategies for Establishing Systematic Databases to Determine the Impact of Learning Assistance Programs on Student Learning: Approaches and Early Results

Learning activity programs at the University of Southern Queensland are currently in the process of systematizing databases, data collection and analysis, assessment protocols, and strategies for determining the level of student impact these programs have within the university. Presented are the challenges of an incomplete database (based on a lack of demand for an extended period), the creation of a new database from heretofore disparately collected data points, different assessment approaches, and barriers to accessing institutional data. Also discussed are the strategies to systematize data collection and analysis along with the sharing of positive early results demonstrating impact.

Fernando Padro, University of Southern Queensland

Track: 07E (NI)
Time: 4:30 – 5:30 p.m.
Room: Indiana Ballroom E

Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Relief from Initiative Fatigue: Bringing It All Together

Many institutions are attempting to implement multiple initiatives to further student learning. Yet with all the activity, institutions often struggle to connect this project-based work with larger institutional goals for enhanced student learning. This presentation focuses on bringing together various initiatives, including High-Impact Practices, Tuning, and the Degree Qualifications Profile with two institutional examples in an effort to coordinate efforts and avoid initiative fatigue.

Pat Hutchings, National Institute for Learning Outcomes Assessment (NILOA); Norman Jones, Utah State University; and David Marshall, The Institute for Evidence-Based Change (IEBC)

Track: 07F (FD)
Time: 4:30 – 5:30 p.m.
Room: Indiana Ballroom F

Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

The College is Our Classroom: Campus Assessment Leaders Share Their Most Effective (and Favorite) Faculty Development Programs

The goal of assessment is to inform instructional strategies in order to improve student learning. This is as true when you are developing “lessons” for faculty as it is when faculty are designing lessons for their students. By approaching the college campus as a classroom, program-level assessments can indicate areas that might benefit from instructional support. In this presentation, four assessment leaders, representing both professional schools and general education, share their most effective faculty development programs and how they were created to respond to assessment results. Participants will receive the notes and materials from these faculty development programs.

Cathy S. Sweet, Caroline Critchlow, Lori Hollenbeck, and Jane M. Souza, St. John Fisher College

Track: 07G (HI)
Time: 4:30 – 5:30 p.m.
Room: Indiana Ballroom G

Shared Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Meeting Early Childhood Professional Preparation Standards with a Service Engagement Model

This session will explore and analyze the connection between accreditation, standards and service engagement. The B.S. Early Childhood Education program at Purdue University North Central is nationally recognized by the National Association for the Education of Young Children (NAEYC) through the accreditation process of NCATE/CAEP. A key component to the accreditation of this teacher education program is engagement with the community. Service-learning is one approach to address professional preparation standards. Learn about the data collection and documentation of service-learning experiences as means to meet the accreditation criteria.

Mary Jane Eisenhauer, Purdue University North Central

Assessing Community Engagement and Service-Learning Outcomes in the Online Environment: A Case Study from Fundraising Education

This session will discuss issues in assessing community engagement and service-learning outcomes in the online environment using a case study from fundraising education. The assessment is based on an asynchronous group project using wiki technology to construct a direct mail annual campaign letter for a nonprofit organization, while the second assessment focuses on an individual project to produce a fundraising case statement with a geographically proximate nonprofit organization. This session will examine strategies implemented to improve student learning based on assessment findings. Implications for assessment in the online environment that uses a community engagement and service-learning pedagogy will be discussed.

Nathan A. Schaumleffel, Indiana State University

Track: 07H (GR)
Time: 4:30 – 5:30 p.m.
Room: Lincoln

Shared Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

The Power of Prediction: How to Build a Better Test-Taking Student

This session will present how one small medical school used data from formative assessment findings to inform assumptive assessment results, specifically, to inform the programmatic goal of improving licensure pass rates.

Bradley D. Marcum and Margaret Wright Sidle, University of Pikeville

Preparing Future Faculty to Assess Student Learning

This session will discuss the developing practices to provide graduate students who aspire to faculty positions with strategies to assess undergraduate student learning, the use of outcome measures to improve teaching and learning, along with challenges and opportunities for further action at Indiana University and other institutions supported by the Council of Graduate Schools, Alfred P. Sloan Foundation and the Teagle Foundation.

NaShara C. Mitchell, IUPUI

Track: 07I (CC)
Time: 4:30 – 5:30 p.m.
Room: Santa Fe

Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Assessing Math Pathways - If You Build It, They Will Pass

Ivy Tech is over two years into a redesign of its general education math curriculum into sequences of coursework designed to prepare students for three overarching areas of study. The project includes the development of new math courses, the examination and elimination of existing course content, staff professional development, and evaluation of the efficacy of the new pathways. This presentation will address three primary elements of the Math Pathways transition: assessing a co-requisite model of remedial education, assessment of a newly designed math gateway course, and the use of Math Pathways as an HLC quality initiative.

Marcus Kolb, Rachel Dykstra Boon, Cory Clasemann, and Jacob Williams, Ivy Tech Community College

Track: 07J (ID)
Time: 4:30 – 5:30 p.m.
Room: Marriott 1 & 2

Shared Concurrent Session
 Monday, October 20, 2014
 Beginners and Advanced

Calculating Persistence: Using Student Demographic and Experiential Backgrounds to Estimate First-Year Retention

First-year student retention continues to be a concern for college campuses nationwide. Although retention is one of the most commonly addressed issues in research on college students, practitioners and institutional researchers are often left without the tools necessary to analyze this issue on their own campuses. In addition to reviewing the findings from a national first-year persistence study, participants will be provided with first-year retention calculators that can be used to estimate first-year persistence rates and determine whether their individual campuses are retaining students at higher rates than would be expected given student characteristics and institutional resources.

Ellen Bara Stolzenberg and Kevin Eagan, University of California, Los Angeles

Self-Determination in Transitioning First-Year College Students with and without Disabilities: Using MAP-Works for Assessment

This session will share the findings of a research project that explored levels of self-determination in transitioning first-year college students using the MAP-Works Fall Transition Survey. Gaining an understanding of how levels of self-determination differ among different incoming student groups can help success and retention strategists directly target interventions to students at risk and most likely to benefit. The session will present a discussion of key findings as well as recommendations for practice and future research.

Lorna C. Timmerman, Ball State University

Track: 07K (AC)
Time: 4:30 – 5:30 p.m.
Room: Marriott 3 & 4

Shared Concurrent Session
 Monday, October 20, 2014
 Beginners

Regional Accreditation: An Introduction and Overview

How did regional accreditation begin? What purposes does it serve now? What is the big picture, and what's next? In this session, the presenter will open with an introduction to the historical origins of regional accreditation. Next, small groups will discuss what purposes regional accreditation serves today. Attendees will learn more about the big picture behind regional accreditation and what current research predicts the Higher Education Act (HEA) update will bring.

Cindy Cogswell, Indiana University

Systems-Based Tools for Tackling the ADTL Role

This session explores some of the challenges that fall to those in roles of Associate/Assistant Dean Teaching and Learning, particularly in a business school. ADTLs may need to establish and maintain an Assurance of Learning system, required for accreditation by AACSB, and this may be their first task in a newly created role. Setting up an AoL system is a non-trivial task, combining technical and academic challenges, budgetary pressures and political feasibility—made all the more challenging by the newness of the role. This paper will outline how a systems-based management philosophy, Goldratt's Theory

of Constraints (TOC), was used by a new ADTL to overcome the challenges, conceptualizing the complex web of interrelated causes and effects, working through dilemmas, planning to achieve targets, and focusing improvements.

Victoria J. Mabin, Victoria University of Wellington

Track: 07L (HI)

Time: 4:30 – 5:30 p.m.

Room: Marriott 7 & 8

Shared Concurrent Session

Monday, October 20, 2014

Beginners and Advanced

A Size to Fit All: Creating a Capstone Project Rubric to Assess Three Vastly Different Programs

Creighton University's department of Journalism, Media, and Computing merged two years ago, and has assessed each program independently. Since students in any area may register for a capstone course in another area, assessment becomes problematic. How can one rubric be used to assess student projects from other programs? Is there a rubric that suffices for all? And if so, how do we train the raters? Using our department as a model, the participants will be asked to work with participants from other disciplines to develop rubrics that can be used commonly for interdisciplinary projects.

Brian J. Kokensparger, Creighton University

Promoting Continuous and Sustainable Academic Assessment through Incentivized Reporting Practices

The Office of Institutional Effectiveness at Indiana University Southeast created a two-fold process that promotes ongoing and continuous assessment of student learning outcomes to faculty assessment coordinators who may see assessment as a burden in their already demanding roles on campus. By incentivizing assessment through reduced reporting requirements for showcase academic programs and by managing an assessment report revision period for programs to attain showcase status, OIRA promotes ongoing assessment and continuous improvement, reduces faculty workload, and allows OIRA more time to work with weaker programs to develop stronger assessment plans.

Tanlee Wasson and Ron Severtis, Indiana University Southeast

Track: 07M (AM)

Time: 4:30 – 5:30 p.m.

Room: Marriott 9 & 10

Shared Concurrent Session

Monday, October 20, 2014

Beginners and Advanced

What the Humanities and Sciences Can Learn from Assessment in the Arts

Assessment in Creative Disciplines: Quantifying and Qualifying the Aesthetic (Chase, Ferguson, Hoey, 2014), a Common Ground Arts in Society book, explores creativity and its assessment using easy-to-grasp concepts, concrete examples of arts assessment models, and case studies to form a blueprint that educators and students can use to assess endeavors in music, art, and design on both an individual basis and as a collective (course, cohort, department, program, etc.). These examples can be easily translated for disciplines in the humanities and social and natural sciences. This session explains how and provides some examples of programs that have used such an approach.

J. Joseph Hoey, Bridgepoint Education; Jill L. Ferguson, Higher Education Consultant; and David Chase, American Film Institute Conservatory

Counting More than Income When Measuring Alumni Success

Institutions often report alumni job attainment and income as evidence of institutional effectiveness, but this presentation suggests that using these measures as the sole measures of success does not entirely capture the occupational experiences of graduates. Utilizing questions from the Strategic National Arts Alumni Project (SNAAP) as an example, this presentation provides several alternative measures of alumni success. Higher education institutions may benefit from considering job satisfaction, training relevance, and further educational attainment when measuring alumni careers outcomes.

Angie L. Miller and Amber D. Lambert, Indiana University

POSTER SESSION

(See page 90 for Poster Diagram)

Track: 08A (ID)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners

Assessing Student Writing: Connecting First-Year Composition Writing to Junior and Senior Writing

How do student writings in their first-year English courses compare to their writing as juniors or seniors in their majors? To answer this question Northern Illinois University (NIU) has connected the data collected in an English department-based assessment of first-year composition writing to a university-wide assessment of junior and senior student writing. In addition to answering the question, we intend to engage the poster viewers by conversing about how NIU's strong culture of assessment supports the collaboration necessary to connect assessment data collected by various stakeholders.

Lara Bettina Lyles, Christopher P. Parker, Tawanda Gipson, and Joseph Kutter, Northern Illinois University

Track: 08B (HI)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners and Advanced

Assessment Model Construction for High-Impact Practices

This is a highly interactive session where the participants will be introduced to the steps in assessment; learn the meaning of several assessment terms; identify what skills they want/have to assess; learn to create a rubric; and learn to develop a comprehensive assessment plan for high-impact practices. Participants will be asked to bring to the session their current assessment plan and/or rubric(s) (if available), and a listing (or potential listing) of high-impact skills they want to assess.

Mary L. LoRe, Wagner College

Track: 08C (FD)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners

Assisting Faculty in Developing Knowledge and Skills for Assessing Student Learning Outcomes and Program Goals

Using an interactive format, this presentation will focus on methods and strategies used to assist faculty in building a knowledge base and a skill set for assessing student learning outcomes and program goals. This one-year project was initiated to ensure compliance with accrediting body standards on assessment. Discussion will focus on the process used, from development of curriculum maps to utilization of data for program improvement.

Kathleen Ruthkosky and Theresa Tulaney, Marywood University

Track: 08D (HI)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners and Advanced

Capstone Assessment: Using Civic Engagement to Assess Public Relations Students

Attendees of this session will benefit greatly from the combined 40 years experience of Lolita Cummings Carson, APR and Regina Luttrell, PhD, as they share the methods proven most effective for assessing student learning in their university public relations courses. This highly interactive session was specifically designed for educators interested in creating new academic service-learning assignments, improving existing projects, and the ever-so-important component of assessment — for the project, for the course, and for the entire program. Although emphasis will be placed on assessment, the session will also include helpful tips to begin and maintain successful AS-L projects and relations with community partners.

Lolita Cummings Carson and Regina Luttrell, Eastern Michigan University

Track: 08E (HI)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners and Advanced

Closing the Loop: Linking Assessment to Student Learning

Like many institutions immersed in their first decade of university-wide academic assessment, Coastal Carolina University has struggled to reach beyond simply reporting assessment findings to implementing concrete changes that will improve student learning. Representatives from CCU's College of Humanities and Fine Arts, along with the director of the university CeTEAL (faculty development center) will first summarize important findings from selected academic assessments and then share attempts to address those. Participants will be asked to identify student learning needs from their own programs, discuss successful strategies for addressing them, and share their ideas with the larger group.

Dodi Hodges and Carol Dale Osborne, Coastal Carolina University

Track: 08F (AM)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners and Advanced

Developing an Instrument to Measure Assessment System Maturity

Assessment, accountability, and technological advances in higher education enable opportunities for more complex and robust assessment systems, resulting in a need to define and measure assessment system maturity. Models from other disciplines do not appear to address the comprehensiveness and detail needed to fully evaluate assessment system maturity in higher education. Therefore, the presenters are developing the Assessment System Maturity Matrix (ASMM). The presentation addresses how institutions can use the instrument to respond successfully to internal and external expectations as well as measure, monitor, and take action on assessment system maturity. Participants will engage in discussion and group activities.

Royce L. Robertson and Martha J. Larkin, Walden University

Track: 08G (GE)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners and Advanced

Effect of Chair Discomfort on Information Retention

This study aims to explore the effects of chair design on college students' discomfort and information retention. Few studies explore the effects of chair design on retention even though the majority of lectures involve prolonged seating postures. One hundred and twenty undergraduate students watched either a 20-minute or 40-minute psychology lecture in a chair modified three ways to provide students with different amounts of support. The level of chair support and lecture duration predicted the level of experienced discomfort, which in turn predicted students' ability to retain lecture information.

Milena Petrovic, Austin Yazel, Matt Pierce, and Jessica Despard, IUPUI

Track: 08H (UT)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners and Advanced

Employing Hints to Facilitate Real-World Assessments

In real-world scenarios, most professionals have access to the Internet and its many resources. This reality is not likely to change. In fact, as technology becomes progressively integral across industries, workers will increasingly rely on external resources to supplement their knowledge. For this reason, we advocate the incorporation of external resources, such as hints, as a part of the assessment process. This presentation will focus on the advantages and disadvantages of information sharing during assessment. Additionally, we will present a study for which we designed and evaluated an online hint-based testing system with a university course.

Christian Rogers, IUPUI; and Jerry Schnepf, Bowling Green State University

Track: 08I (ID)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners and Advanced

Evaluating Social Media Policies for a Positive Reputation

The goals of this research were to identify the major themes prevalent across social media policies employed by Big Ten Universities and to create a list of best practices to ensure good reputation results from a social media presence. This research can be employed to determine if a new or existing social media policy will lead to a positive reputation, and if not, what changes should be made. The results showed that there are related themes across the available policies and guidelines that should be followed. These can be utilized by organizations looking to craft a social media policy.

Adam J. Stark, Purdue University

Track: 08J (AM)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners and Advanced

Evaluation of Student Reflective Thinking in a Doctor of Nursing Practice Program

“Thinking about thinking” or meta cognition is an essential skill for the nursing professional. Reflective journaling provides a venue where students monitor learning, and reflect upon what they do or do not understand (Tanner, 2012). Faculty in one Doctor of Nursing program utilized an ePortfolio and a reflective writing assignment as the means for stimulating student reflection to facilitate transformative learning. Results indicated a significant difference in reflective thinking scores from middle to end of program suggesting a progression in students’ transformative reflective thinking and transformative learning.

Judith A. Young, Julie A. Meek, and Jennifer L. Embree, Indiana University School of Nursing

Track: 08K (SA)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners

Exit Interviews: A Decade of Data to Improve Student Learning Experiences

This session will highlight how exit interviews are used to assess and improve student services, institutional processes and student learning experiences. Presenters will share specific examples of how qualitative data from exit interviews have been used to continuously improve key components of a graduate program over the past 10 years.

Carole Kacius, Cynthia Stone, and Silvia M. Bigatti, Indiana University

Track: 08L (HI)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners and Advanced

Finding the DQP Useful: Process and Change Integrating a New Philosophy Into Assessment

The structure and format of the DQP (Degree Qualifications Profile) make it an attractive solution for integration into assessment activities on campus. At our online university, we integrated it into every program and the program review process, and eventually adopted the areas of learning as our institutional outcomes. In this session we will share the processes that worked and adjustments that needed to be made, as well as involve participants in discussions focused on ways to make change at their own institution.

Julie Anderson Atwood and Angela Becher, American Public University System

Track: 08M (HI)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners and Advanced

Five + Five >= Ten: Accelerating Student Learning

The College of Business is using a second Five-Year Assessment Plan to bring focus to curricular improvement. Focus will be on three student learning outcomes, rather than five, to try to accelerate improvements in student learning. We will share outcomes and key summary data from our last Five-Year Plan; describe the needs assessment conducted for the new five-year plan; and identify some concrete steps taken to implement the new plan. We will engage the audience by direct question at each step of the presentation, and especially by discussion of the applicability of our plan to other types of universities.

George G. Klemic, Ibrahim Mescioglu, and Marvin Bates, Lewis University

Track: 08N (SA)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners and Advanced

Honoring the Difference in Adult Learners: Assessing Levels of Cultural Education Investment Among Academic Advisors

“Honoring the Difference in Adult Learners: Assessing Levels of Cultural Education Investment Among Academic Advisors” is an assessment of advisors’ use of culturally engaged advising for adult students. “Culturally Engaged Advising” is a deliberate process of communication that advisors utilize to manifest esteem for each student’s culture. Culturally engaged advising requires staff to maintain a growing knowledge of literature on diverse students and fresh perspectives on student experiences. The objective of this study is to assess the advisors’ level and execution of culturally engaged advising.

Nadrea R. Njoku, Jeremy Bohonos, and Khaula Murtadha, IUPUI

Track: 08O (GL)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners and Advanced

Human Trafficking Awareness, Education and Prevention Program: Model to Empower Students, Faculty, and Community and Accentuate Learning Outcomes

This poster presents a systematic, compelling, comprehensive, and inter-disciplinary Human Trafficking Awareness, Education, and Prevention program. Designed by College Faculty Training and Development staff during Fall 2013 the program used student academic, experiential, simulation, and service learning innovations, community and civic collaborations; and applied learning outcomes assessment modalities to immerse, enlighten, and empower the college and community and anticipated — and unanticipated — benefits. The poster will offer an overview, highlights, practical insights, strategic implementation components, outcomes assessment measures, and inspirational dimensions, as well as some planning exercises to consider for adaptation.

Michael Lenaghan, Miami Dade College

Track: 08P (HI)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners and Advanced

Internships and Workplace Readiness: Assessing a High-Impact Practice

The authors have developed a rubric measuring employee skills that was used as the employer evaluation form for Bennington College's winter internship program. Results show that a rubric of this type can provide valuable information that can foster student improvement, but that the rubric in its current form does not discriminate adequately between different levels of performance quality. Attendees will learn about assessing internships and other forms of experiential learning, and will participate in workshop activities designed to improve the rubric and resolve the challenges of using a rubric in the absence of norming discussions.

Carol Trosset and Holly McCormack, Bennington College

Track: 08Q (HI)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners

Introduction of Service Learning Projects and Assessment in a Small Group Course

The Department of Communication Studies has developed a ten-year plan for external grants as part of Rowan University being granted a public research institution status in the Fall of 2013 by the State of New Jersey. Also, a service-learning component will be developed for the current Small Group Communication course that will reach out to the local community. During this process external pedagogical grants will be sought to help this development. In addition, assessment procedures will be implemented to help with the service learning evaluation.

Kenneth R. Albone, Rowan University

Track: 08R (SA)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners

Measuring Student Learning in the Co-Curriculum: Assessment in Student Affairs

Often when assessment is mentioned in Student Affairs it evokes feelings of frustration, fear, and of being overwhelmed. The Office of Student Life at Maryville University of St. Louis has implemented an assessment plan that meets department directors at their various levels of comfort with assessment while contributing to the university's efforts to create a culture of assessment.

Christie Ann Cruise-Harper and Nina Patterson Caldwell, Maryville University of St. Louis

Track: 08S (AM)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners and Advanced

Milestones in the History of Assessment

What is the history of assessment? What are the origins of assessment? What are some timelines in assessment? This poster will outline the history of assessment by timelines: 1930s/1970s – Forerunners, 1985 – Birth of a Movement, 1990s – Into the Mainstream, 1980s/1990s – Episodes and Debates, and 2000s/2010s – Into the Future.

Jim Fulmer, University of Arkansas at Little Rock

Track: 08T (FD)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners

Preparing Faculty for Successful Curriculum Development and Assessment Measures

Faculty know that they "own" the curriculum—but do they understand exactly what that means? Faculty are responsible for assessing student learning—but where do they start? Sinclair Community College offers a six-session Curriculum and Assessment Workshop that answers these questions and assists full- and part-time faculty in understanding their rights and responsibilities relative to the official curriculum. During the Curriculum and Assessment Workshop sessions, faculty discuss the development of course, program, and college learning outcomes, potential assessment techniques and Master and Teaching Syllabi development. This poster session will discuss the highlights of this process.

Jared Cutler, Keri Nunn-Ellsion, Lorraine Kapka, Jackie Myers, Heidi McGrew, and Janeil Bernheisel, Sinclair Community College

Track: 08U (AC)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners and Advanced

Quality Assurance Agencies in the Western Balkans: Balancing European Standards and Domestic Needs?

The concept of quality has been one of the most dominant ideas within higher education worldwide. In Europe the Bologna Process encouraged the integration of some aspects of HE. Additionally accreditation has been established as one of the most appropriate methods in evaluation of higher education units, promotion of quality culture, and strengthening of international cooperation. As a consequence almost every European country has established at least one external accreditation body. This paper analyzes the way in which the Western Balkans accreditation agencies are balancing national needs and European requirements, namely, "Standards and Guidelines for Quality Assurance in the European Higher Education Area."

Antigoni Papadimitriou, Hellenic College; and Sanja Kanazir, University of Oslo, Norway

Track: 08V (FD)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners and Advanced

The Perceived Importance and Impact of Instructor Actions in Online Graduate Education Students' Satisfaction

This session will discuss the results of a doctoral research study that focused on the impact of instructor actions in online, graduate education students' satisfaction. Based on Moore's theory of Transaction Distance, the researcher's study identified key actions that an online instructor can take to improve students' overall satisfaction. The results of this study can be extended to other online graduate programs.

Rochelle Franklin, American College of Education

Track: 08W (GR)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners

The Power of a #: Support, Resources, Community...and a PhD

One obstacle for women on the path to becoming president is the completion of a terminal degree. Because the participants in the #SAdoc community already share the common experience on and off line of pursuing a terminal degree, the use of Twitter technology can further develop a supportive community for women. Twitter community provides some of the needed support through resources and community to aid women in the completion of terminal degrees. With a terminal degree in hand, women will have one barrier removed on their journey to college or university president.

Anne R. Stark, Purdue University

Track: 08X (GR)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners

Understanding Student Talents: Insights and Actions from a Five-School Study

How diverse are the talents in our student population? Are we attracting large numbers of students with certain talents, but not attracting students with other talents? The StrengthsFinder assessment was used by 1200 students in five pharmacy schools. This poster will describe the value of assessing student strengths. It will also describe the distribution of talent themes in the study schools and compare that distribution to the undergraduate student population. Questions asked when examining the data will be described along with examples of actions that have been taken to better value strengths/talents in student professional development.

Kristin K. Janke, University of Minnesota College of Pharmacy; Katherine A. Kelley, The Ohio State University College of Pharmacy; Karen B. Farris and Vincent D. Marshall, University of Michigan; Kimberly S. Plake and Steven A. Scott, Purdue University; Todd D. Sorensen, University of Minnesota; and Gary C. Yee, University of Nebraska Medical Center

Track: 08Y (HI)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners and Advanced

Using Digital Badges to Assess Civic Engagement: Global Citizenship and Social Responsibility

This session will introduce participants to an innovative way for students to assess and document their development of civic engagement. The online program is called Civic Engagement: Global Citizenship/Social Responsibility and it is housed in the Purdue digital badge tool system called Passport. This interactive program presents the students with seven civic engagement challenges, and the students earn a badge after completing each challenge. In the current Digital Age, this program can be used by students as a complement to their online portfolios to share their accomplishments with colleagues and potential employers on any electronic device, such as an iPad.

Heidi E. Parker, Alejandra Carrillo-Muñoz, Mara Barbosa, and Charles A. Calahan, Purdue University

Track: 08Z (HI)
Time: 5:45 – 7:00 p.m.
Room: Marriott 5

Poster Session
 Monday, October 20, 2014
 Beginners

Wanted: Assessment-Based Grading Methods That Support Student Engagement

Grades are usually a point of friction, not connection, between us and our students. How can we turn this around? Can we use grades to help engage the students with what really matters to us? Grading mostly on the same course learning objectives that we use in assessment may help call students' attention to these desired outcomes. Why focus students on grades and on methods of evaluation (exams, quizzes, and papers), when learning is what we care about and what we hope they care

about? In evaluating student work, we can name what matters to us: success with course objectives, knowledge of course concepts, contribution to the group, collaboration, problem solving, and critical thinking. A new outlook may also help us to address questions of deadlines, second chances, and the grading of collaborative learning.

David M. Keil, Framingham State University

Track: 08AA (SA)

Time: 5:45 – 7:00 p.m.

Room: Marriott 5

Poster Session

Monday, October 20, 2014

Beginners and Advanced

Write Together: Assessing Writing Center Data for Library Collaboration

Two academic support units, the library and the writing center, will be co-located on the library's first floor starting Fall 2014. With a mandate to integrate services, the library was particularly interested in learning how the writing center addressed the evaluation, integration and attribution of sources, tasks similar to the work of reference librarians. Learn how we analyzed the writing center's consultant reports in order to gain a deeper understanding of their work and prepare for a more effective service integration.

Heidi Gauder and Hector Escobar, Roesch Library, University of Dayton

5:45 – 7:00 p.m.

HIGH TEA

Marriott 6

Tuesday, October 21, 2014

7:30 – 8:45 a.m.

Continental Breakfast
Continental breakfast is located in the second floor Marriott 7-10 Foyer

PLENARY SESSION**Track: 09A****Time: 8:45 – 10:00 a.m.****Room: Marriott 5 & 6**

Plenary Session

Tuesday, October 21, 2014

Beginners and Advanced

Reflections and Future Action on Assessment

Session track presenters, Ken O'Donnell, Barbara Cambridge, Peggy Weissinger, Darla Deardorff, and Lance Kennedy-Phillips, join moderator Jillian Kinzie, for a dialogue about current issues in and the future of outcomes assessment in higher education. The conversation will incorporate audience input and include such topics as: How are campuses assessing the benefits of high-impact practices? What is global learning and what methods are being used to assess it? How is evidence supporting decision-making in student affairs? What novel approaches are being used to involve faculty in meaningful assessment activities? What's on the horizon for assessment?

Ken O'Donnell, California State University; Barbara Cambridge, National Council of Teachers of English (NCTE); Peggy Weissinger, Georgetown University School of Medicine; Darla Deardorff, Association of International Education Administrators (AIEA), based at Duke University; Lance Kennedy-Phillips, University of Illinois at Chicago; and Jillian Kinzie (moderator), Indiana University

CONCURRENT SESSIONS**Track: 10A (SE)****Time: 10:15 – 11:15 a.m.****Room: Florida/Illinois**

Concurrent Session

Tuesday, October 21, 2014

Beginners and Advanced

Measuring Collaboration and Engagement During Team-Based Technology-Enhanced Activities

Student collaboration and engagement are important domains for medical education; however they are difficult to quantify. First-year medical students (n=108) at ATSU-SOMA collaborated in teams to complete a series of in-class virtual patient cases. Collaboration and engagement were measured using an electronic exit survey, faculty feedback, researcher observations, transcribed student dialogue and coded photographs of student teamwork. Qualitative data were analyzed using a grounded theory approach facilitated by HyperResearch™. Triangulated findings indicated that students collaborated well and remained cognitively engaged. Participants will be invited to experience the process of coding sample student photographs to measure engagement.

Lise McCoy, Robin K. Pettit, Joy H. Lewis, Aaron Allgood, and Frederic Schwartz, A.T. Still University, School of Osteopathic Medicine in Arizona

Track: I0B (GL)
Time: 10:15 – 11:15 a.m.
Room: Michigan/Texas

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

The Implementation and Assessment of High-Impact Global Education Programs

Duke University has a long-standing commitment to internationalization and global education. This session describes three high-impact global education programs situated within Duke's Quality Enhancement Plan: the Winter Forum, the Global Semester Abroad, and the Global Advisors (now Directors of Academic Engagement (DAEs)). In particular, session participants will be able to summarize, adapt, and extend Duke's approach to the implementation and assessment of these programs, including the tools used and challenges observed. The discussion is especially relevant for personnel engaged in the design and evaluation of global education programs.

Matt Serra and Amanda Kelso, Duke University

Track: I0C (EP)
Time: 10:15 – 11:15 a.m.
Room: Indiana Ballroom A & B

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Rebuilding the House We're in: Transfer, Articulation, General Education Revision, and ePortfolio at a Community College

For the 2013-14 academic year, Three Rivers Community College adopted both a new set of General Education Competences and a college-wide ePortfolio method for collecting general education artifacts. The new General Education Competences were the result of an initiative by the Legislature of Connecticut that was named the Transfer and Articulation Policy and was passed into law and accepted by the Connecticut Board of Regents in 2012. The assessment process that Three Rivers has created involves a five-year assessment cycle, during which the college assesses two competence areas per year. The new artifact collection process is overseen by the Digication Implementation Group, but is truly in the hands of students. Faculty members incorporate various methods of assessment to foster student participation.

Making both of these changes in an academic year has provided some challenges. First, the General Education Task Force has expended considerable time and effort in educating the faculty. A particular challenge that members of the Digication Implementation Group have faced is that many faculty members are not expert with ePortfolio pedagogy and assessment practices with these platforms. Through these challenges, there are numerous substantive benefits from these changes, including a focus on learners and college-wide curricular connections. The ePortfolio platform also provides an easier method for assessing oral communication, which had previously been a challenge but can now be done more easily by having students upload videos of their speeches. Finally, Digication provides a platform for closing the loop for learners and college members by providing a portal for evaluating connections and continuing professional development.

Michael J. Stutz and Lillian Rafeldt, Three Rivers Community College

Track: I0D (SA)
Time: 10:15 – 11:15 a.m.
Room: Indiana Ballroom C & D

Concurrent Session
 Tuesday, October 21, 2014
 Advanced

You Never Ask Us What We Think: Assessing the Student Experience for Developing and Evaluating Student Affairs Programs

In this workshop presenters will discuss assessment of the student experience for developing and evaluating Student Affairs Programs. Presenters will share some of the results they experienced in their own research using the Group Level Assessment (GLA) participatory method and what they learned about developing programming and services. They will conduct a GLA where attendees will learn and experience the value of this method of data collection and assessment.

Linda A. Hayes, Good Samaritan College of Nursing and Health Science; Joyce M. Couch and Susan M. Mospens, Northern Kentucky University

Track: I0E (NI/AM)
Time: 10:15 – 11:15 a.m.
Room: Indiana Ballroom E

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Implementing the Degree Qualifications Profile: What We've Learned and Where We're Going

This session will introduce participants to ways of evaluating the quality of their institution's academic programs using the Lumina Foundation's Degree Qualifications Profile (DQP) as a framework to differentiate the level of learning that takes place at the associate, bachelor's, and master's degree levels. Using examples from two institutions — the Northeastern University College of Professional Studies Bachelor and Master of Science in Leadership and the American Public University System (APUS) — presenters will discuss strategies and processes to effectively engage stakeholders in use of the findings.

Douglas L. Flor, Newbury College; Lauren Nicoll and Mamta Saxena, Northeastern University; Jennifer Stephens Helm and Karan Powell, American Public University System; and Peter T. Ewell, National Center for Higher Education Management Systems (NCHEMS)

Track: I0F (FD)
Time: 10:15 – 11:15 a.m.
Room: Indiana Ballroom F

Shared Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Assessing Faculty Members' and Graduate Student Instructors' Engagement in and Views about Professional Development

This session aims to document current uses and needs regarding professional development for senior faculty, new faculty, and graduate student instructors (GSIs). Findings from faculty members at approximately twenty institutions that participated in the Faculty Survey of Student Engagement (FSSE) and from GSIs at eight institutions that participated in the pilot of FSSE for Graduate Student Instructors (FSSE-G) are utilized to identify effective methods of professional development as well as potential areas for improvement. The goal of the session is to help participants understand ways they may assess faculty and GSI experiences with professional development in order to foster improvement.

Jessica C. Harris, Thomas F. Nelson-Laird, and Allison BrckaLorenz, Indiana University

Faculty Development Center Assessment: Alignment is Key

For academic degree programs, alignment among objectives, measures, and learning opportunities is critical for assessment. We have found this alignment to also be critical for systematically assessing faculty development centers. In this session, we will describe our aligned assessment framework, which includes an item bank used to measure programs by mission area (i.e., teaching, scholarship, and career development) and by genre (e.g., workshop, roundtable). We will discuss the benefits of this process for annual reporting, improvement, and program planning. We will also include a pragmatic element to help other faculty developers adopt this framework on their campuses.

Carol Hurney and Megan Rodgers, James Madison University

Track: IOGI (HI)

Time: 10:15 – 11:15 a.m.

Room: Indiana Ballroom G

Shared Concurrent Session

Tuesday, October 21, 2014

Beginners and Advanced

Examining the Relationship Between Service Learning and Deep Learning

This presentation will describe an analysis of 2012 NSSE data for students at IUPUI to better understand the relationship between service learning and deep learning. With increased focus on the public purposes of higher education, the presence of service learning courses has increased substantially over the past twenty years and been shown to have significant positive effects on several outcome measures. The development of deep learning skills enables students to make enhanced connections to course material through focus on the substance and underlying meaning of their studies. The research methodology, theory, results, and implications of this study will be discussed.

Tom Hahn, IUPUI

Tools for Assessing Cognitive Learning Outcomes of High-Impact Practices

This session will introduce participants to a number of tools for assessing cognitive outcomes of high-impact practices and will help participants to explore how they might use these tools on their home campuses. Facilitators will also provide participants with the materials and background information needed to be able to implement two specific tools that were developed for assessing cognitive outcomes of service-learning: the Problem-Solving Analysis Protocol (P-SAP) and the Cognitive Learning Scale (CLS).

Pamela Steinke, University of St. Francis; and Peggy Fitch, Central College

Track: I0H (GR)
Time: 10:15 – 11:15 a.m.
Room: Lincoln

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Catch and Release: Collecting and Utilizing Evidence of Student Performance on Practical Assessments

Presenters will discuss methods for mapping outcomes to practical examinations in graduate and professional education. Advantages and barriers of mapping practical assessments to student learning outcomes as well as methods to automate collection of practical assessment data will be provided. Presenters will also outline methods to use practical assessment data to encourage a culture of evidence. The session will include interactive components consisting of audience response via mobile devices and small group collaboration to facilitate thought provoking processes for mapping outcomes to practical assessments. A hard copy “quick guide” to mapping outcomes to practical assessments will be provided to all attendees.

Sherry Jimenez, Sarah Zahl, and Wendy Senour, Marian University

Track: I0I (ID)
Time: 10:15 – 11:15 a.m.
Room: Santa Fe

Shared Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Assessment is the Means Not the End: Integrating Assessment with Planning and Budgeting

It is possible to push for assessment activity at our institutions but fall short of “closing the loop” and not use findings to improve institutional processes or services. This session will help participants see assessment within a larger framework of planning and budgeting. Lessons learned from one institution’s ten-year evolution of a Planning, Budgeting, and Assessment (PBA) process will be shared. Assessment can be used as an integral part of SWOT analyses for strategic planning and action. Institution-level assessment can serve as a model for what is expected at the department and program levels to bring about improvements and innovations.

Marcus Jorgensen, Jeffrey Johnson, and Laura Snelson, Utah Valley University

Creating a Library: Integrating Assessment Data with Strategic Planning

Regular departmental assessment builds a strong knowledge base as well as a culture capable of action and improvement. Institutional strategic plans create opportunities outside of the routine. This workshop will show how the assessment culture of a university library formulated action plans for improvement within a strategic plan and how the formulation of the succeeding (current) strategic plan not only allowed the library to modify and adapt the institutional strategic plan format and process, but also served as a model for other departments in the development and adaptation of their individual strategic plans, thereby expanding the culture of assessment.

Robert Talley, Angela Rice, and Dawn Brown, Liberty University

Track: 10J (AC)
Time: 10:15 – 11:15 a.m.
Room: Marriott 1 & 2

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Sustaining a Culture of Betterment

If there's no reason to improve things, there's not much reason to assess them. We often talk about fostering a culture of assessment, but what we really need is a culture of betterment that encourages fresh ideas and new approaches. How can we create and sustain a culture of betterment? Key concepts — from Linda's new book *Five Dimensions of Quality: A Common Sense Guide to Accreditation and Accountability* — include community, risk-taking, documentation, reflection ... and recognizing that the perfect is the enemy of the good. We'll share strategies on ways to bring these concepts to life.

Linda Suskie, Assessment and Accreditation Consultant

Track: 10K (UT/AC)
Time: 10:15 – 11:15 a.m.
Room: Marriott 3 & 4

Shared Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Ain't Nobody Got Time for That: Making the Assessment Process More Efficient for Assessment Professionals, Faculty and the Institution

The Office of Institutional Effectiveness at Indiana University Southeast has utilized technology to make the processes of academic program and General Education assessment more efficient and less burdensome on faculty, assessment professionals, and the institution, resulting in multiple benefits, including more accurate, timely, and complete data collection and an overall reduction in workload. The presenters will explain and demonstrate how they have used a database to drive the assessment process and tools Remark, Qualtrics, and WEAVE to better facilitate academic assessment. Attendees will be able to apply these methods on their own campuses to improve the assessment process.

Ron Severtis and Tanlee Wasson, Indiana University Southeast

Accreditation Chaos: Getting Unstuck from the Muck

Institutional accreditation is a rigorous process that provides academic institutions the opportunity to demonstrate mission fulfillment while simultaneously improving service delivery and increasing student learning. While the description may be well structured, we know the actual process is much more chaotic! This session includes discussion on accreditation and assessment management processes that may simplify your life — there are tools to help you get unstuck from the muck!

Jessica D. Egbert, Rocky Mountain University of Health Professions

Track: I0L (AM/MJ)
Time: 10:15 – 11:15 a.m.
Room: Marriott 7 & 8

Shared Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Signature Pedagogies of Theatre as Revealed through Assessment

Assessment in the performing arts is hard! Many artists struggle with assessment but this session will explore the ways in which assessment already happens in the arts. We will explore the Signature Pedagogies of Theatre as revealed through a recent research project looking at self-studies from specialized accreditations. We will discuss how the arts use performance, critique, divergent problem solving, and connoisseurship as pedagogical basis and how learning and assessment in the arts are shaped by tenets.

Chris Gray, Illinois Central College

SLO Ride: A Comparison of Outcome-Driven Assessments of Creative Work

Two developments at Butler University provide a fruitful comparison of strategies to assess students' creative work in full cycle of learning outcome development, collection and evaluation of artifacts, and closing the loop. Both assessments have in common the use of creative work as artifacts, which posed challenges for collection, preservation and review. This presentation will detail the challenges and opportunities provided by these examples and will share instruments that can be adapted by programs and instructors struggling to assess creative work.

Elizabeth K. Mix, Butler University

Track: I0M (HI)
Time: 10:15 – 11:15 a.m.
Room: Marriott 9 & 10

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

How to Assess and Improve Student Writing: A Guide to Best Practice

Student writing infuses many institutional and pedagogical “best practices” and is often the focus of an institution’s “quality” efforts. This session builds on and applies Walvoord’s research for her recent *Assessing and Improving Student Writing: A Guide for Institutions, General Education, Departments, and Classrooms*. The session will help participants plan their own institutional or departmental efforts by discussing how students develop as writers, how to assess their writing, how to improve student writing, how to measure that improvement, and how to report efforts to accreditors. Issues include rubrics, writing tests, ESOL students, plagiarism, and faculty workload.

Barbara E. Walvoord, University of Notre Dame

Track: IIA (SE)
Time: 11:30 a.m. – 12:30 p.m.
Room: Florida/Illinois

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Creation of a Problem-Based Learning (PBL) Categorization Matrix

Problem-Based Learning (PBL) is a term that may be applied in referring to instructional theory, curriculum models, or educational practice. This session will share the results of a content analysis to describe the PBL environment in the curriculum of two engineering programs. A deductive approach to content analysis begins with the creation of a categorization matrix used to code data according to the categories of interest. In this case those categories are problem type and PBL taxonomy. It is suggested that the implementation of the resulting matrix will allow for more standard measurement and common terminology when discussing PBL in engineering education.

Shannon M. Sipes, Rose-Hulman Institute of Technology; and Eric Hampton, Indiana State University

Track: IIB (GL)
Time: 11:30 a.m. – 12:30 p.m.
Room: Michigan/Texas

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

A Grounded and Global Approach to Global Learning Assessment

This workshop will introduce a grounded and global approach to assessment. It will discuss the importance of developing global learning assessment strategies that build on the diversity of rationales, learning contexts, and scales of assessment needs while simultaneously recognizing the importance of comprehensive institutional frameworks. A grounded and global approach promotes a pluralistic and nimble framework that does not necessarily prioritize specific measures of individual learning or broader systemic means of assessment. It is a responsive framework that recognizes how learning is produced and assessed differently and that various contexts and stakeholders assign situated meaning to institutional practices and values. This workshop will introduce this grounded and global approach to assessment and encourage participants to consider their own contexts, whether very broad or more specific, as they consider how to design and further global learning assessment that is applicable across institutions and all their differences.

Hilary E. Kahn, Indiana University

Track: IIC (EP)
Time: 11:30 a.m. – 12:30 p.m.
Room: Indiana Ballroom A & B

Shared Concurrent Session
 Tuesday, October 21, 2014
 Beginners

Leaving A Digital Impression: Using ePortfolios for Student Self-Evaluation

The purpose of this project is to allow students to reflect on their educational progression, assemble materials to exemplify the strengths and skills gained through their educational progression, and display those elements via an interactive website that can be published and hosted for potential employers to visit. Additionally, students are required to designate a specific career path to which they are to tailor the content for the project. Even though the students took courses in many different areas of production and theory, the project forces students to choose one avenue that emphasizes their strengths. Students exemplify this component by including a demo montage of their work, and links to evidence of their professional development. The montage elements are evaluated based on criteria established by the unit heads at our university for each specialization: audio production, video production, electronic journalism, and writing. Some additional required elements include items requested by most employers, i.e., resumes, writing samples, letters of recommendation, and a shortened version of a cover letter reflecting on their educational and career goals.

Trey A. Stohman, Central Michigan University

If You Build It, They Will Come

This presentation describes how a small arts college created an ePortfolio program costing less than \$8/student/year and is infusing it into the curriculum. Most proprietary ePortfolio systems don't scale well in terms of cost per student. Using Wordpress and a dedicated server, IAIA's ePortfolio system also fosters student creativity, with over 1,400 different website designs available. Infrastructure is only part of the story. Students create ePortfolio artifacts within a well-structured framework that promotes thoughtful reflection. Now that the ePortfolio program is in place, academic departments are embracing its potential to enrich their assessment process.

Russel Stolins and James Lujan, Institute of American Indian Arts

Track: IID (SA)
Time: 11:30 a.m. – 12:30 p.m.
Room: Indiana Ballroom C & D

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

From Two-Year to Four-Year, From Theory to Practice: Practical Collaborations for Positive Impact

Engaging graduate students in authentic assessment efforts is a hallmark of innovative student affairs graduate programs. In today's academy, student affairs professionals must be ready to competently undertake assessment initiatives upon entry into their first professional position. This session will showcase the collaboration of university administrators and faculty instructors to provide graduate students with authentic, hands-on assessment practices that have had real and lasting impacts — including a retention rate swing of 88 percent to 95 percent in one year — on Gamecock Gateway, a residential bridge collaborative between the University of South Carolina and Midlands Technical College.

Andrew R. Newton and Michelle Maher, University of South Carolina

Track: IIE (NI)
Time: 11:30 a.m. – 12:30 p.m.
Room: Indiana Ballroom E

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Degree Qualifications Profile 2.0: A Look to the Future

This session will review the history, current status and near-term future of the Degree Qualifications Profile (DQP). Informed by feedback from the field and scores of “testing” projects at different types of colleges and universities, the DQP has been revised. Special emphasis will be given to how the current DQP 2.0 differs from its predecessor as well as its implications for assessment. Audience suggestions for next steps will be solicited.

Paul L. Gaston, Kent State University

Track: IIF (FD)
Time: 11:30 a.m. – 12:30 p.m.
Room: Indiana Ballroom F

Shared Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Cultivating Faculty Buy-in: Assessment as Action Research in Faculty Development

Faculty buy-in is often an issue for institutions seeking to develop a culture of assessment. One place where this buy-in can be cultivated is through faculty development that frames learning outcome assessment within an action research paradigm. Participants will consider how an assessment-as-action-research paradigm could inform the design of faculty development on their campuses to cultivate faculty buy-in and engagement. They will also explore the opportunities that this action research paradigm offers for designing processes that foster closing the assessment loop to enhance student learning, and identify faculty development strategies for helping faculty see assessment as learning, not as compliance.

Corinne Nicolas, University of Tennessee

Fostering Critical Conversations that Lead to Improvement

In recent years, post-secondary institutions have been at the assessment battlefield. The challenges have included identifying comprehensive learning outcomes, linking appropriate assessments, and collecting meaningful data. Of critical importance now is to move beyond collection to action and use data for making real improvements in student learning. Appreciative Inquiry is a powerful tool to engage faculty and staff in a meaningful conversation about student learning that touches on the essence of why we teach and helps faculty and staff envision appropriate assessments and improvements. Using the A.I. methodology, the presenters will share their successful experience in two ways: first, they will examine how the Science department at Carroll Community College used data to discover its strengths and determine improvement strategies built on what it did well. Second, they will examine how the Student Affairs department used the same process to begin building its Completion Agenda. Participants will have an opportunity to experience the Appreciative Inquiry method and through dialogue begin the process of creating an action plan for their own institutions.

Janet L. Ohlemacher and Kristie Crumley, Carroll Community College; and Anne P. Davis, Stevenson University

Track: IIG (HI)
Time: 11:30 a.m. – 12:30 p.m.
Room: Indiana Ballroom G

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Healthy Assessment: Working Models from Pharmacy and Nursing Programs for Learning and Reaccreditation

Faculties of pharmacy and nursing seem particularly adept at “doing” assessment, both for assuring student learning and sustaining accreditation. How do they achieve substantial effects with less fret than do faculties in other disciplines? Nationwide interviews of pharmacy and nursing schools revealed how these schools closely guide assessment operations toward what matters most: student learning. Students are expected — required — to use assessment feedback to teach themselves. Thus, assessment reduces the burdens of faculty teaching and emphasizes the student responsibility to learn. This session will show how pharmacy and nursing schools use assessment to produce these effects.

Douglas J. Eder, (Emeritus), Southern Illinois University Edwardsville; and Katherine A. Kelley, The Ohio State University College of Pharmacy

Track: IIH (GR)
Time: 11:30 a.m. – 12:30 p.m.
Room: Lincoln

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Applying the Peer Review Process to Educational Assessments

In higher education we value the peer review process as a way to ensure the quality of materials submitted for publication. Through peer evaluation we read for content accuracy, validity of the methods, applicability to audience, as well as quality of the writing itself. This session demonstrates what can happen when this process is applied to review of faculty-generated exams. Participants will be taken through the peer-review process employed at one school and shown the resulting exam quality improvement.

Jane M. Souza and Jennifer Mathews, St. John Fisher College

Track: III (ID)
Time: 11:30 a.m. – 12:30 p.m.
Room: Santa Fe

Shared Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Facilitating Campus-Wide Participation to Make Assessment Meaningful

Campuses have a wide variety of assessment needs, including accreditation, program review, and strategic planning. Furthermore, assessment personnel often must overcome obstacles to implement efficient and effective assessment practices at the campus-wide level. Learn how Owens Community College in Ohio was able to optimize technology and processes to streamline the assessment of student learning and core competences across the campus. Participants will be able to hear strategies that they can take back to their own institutions to support campus-wide involvement in assessment, and better equip the campus with accurate data and information they can actually access, understand, and utilize.

Thomas Perin, Sr., Owens Community College

Diversity – Quantifying Growth in Both Tolerance and Acceptance

In 2005 and 2012, Harold Washington College assessed the college's general education goal of understanding and respecting Human Diversity. The comparisons of the two surveys yielded several statistically significant changes in self-reported feelings, experiences, and attitudes in the context of diversity at Harold Washington College with shifts that were overwhelmingly positive. In this interactive presentation, the tools, analytical techniques, results, and recommendations of these assessments will be shared along with a dialogue about human diversity.

Phillip A. Vargas and Jennifer Asimow, Harold Washington College

Track: I I J (AC)

Time: 11:30 a.m. – 12:30 p.m.

Room: Marriott 1 & 2

Concurrent Session

Tuesday, October 21, 2014

Beginners and Advanced

Accreditation Readiness: How Confident Are You?

Changing standards, shifting processes, and rising expectations make institutions and programs preparing for accreditation unsure what to expect. Those preparing for accreditation under these “new rules” need to take seriously Wall Street’s favorite disclaimer, “Past Performance is No Guarantee of Future Results” and stop assuming that the benefit-of-the-doubt, slap-on-the-wrist treatment they enjoyed with past non-compliance will continue. Accreditors feel intense government pressure to drive changes in how institutions perform, and this pressure, from assessment to persistence to graduation, places the unready in peril — or worse. The actions of well-prepared institutions — and the mistakes of too many others — offer exemplary guidance to institutions: pull your act together before show time.

Stephen D. Spangehl, Plexus International

Track: I I K (GE)

Time: 11:30 a.m. – 12:30 p.m.

Room: Marriott 3 & 4

Concurrent Session

Tuesday, October 21, 2014

Beginners and Advanced

Three Assessment Tenors: New Verses, New Songs

Banta, Suskie, and Walvoord all have new books published in 2014. Does the release of all these sources at once suggest that outcomes assessment in higher education is moving to a new level? Please join the panelists as we discuss accomplishments in this field, today's needs and issues, and the future.

Trudy W. Banta, IUPUI; Linda Suskie, Assessment and Accreditation Consultant; and Barbara E. Walvoord, University of Notre Dame

Track: IIL (AM)
Time: 11:30 a.m. – 12:30 p.m.
Room: Marriott 7 & 8

Shared Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

A Quasi-Experimental Study Comparing Student Attainment of Learning Outcomes for a Treatment and Control Group

A challenge when conducting a study that compares different teaching methods is to be able to demonstrate that the treatment group and control group have identical student learning outcome statements, identical assessments, and are scored on identical scales. This session presents a course-level study conducted at the University of North Texas (UNT) that met this challenge and used unbiased outcome-based attainment measures as the dependent variable. The study was conducted as part of the NextGen Course Redesign Program at UNT. The instructional design, assessment methodology, and study results will be presented.

Kim Baker and Laura Walker, University of North Texas

1 + 1 = 3: Using Mixed Methods Research in Assessment

Can you mix methods to gather assessment data? Why would you do this? What would this look like? In this session, presenters will introduce Mixed Methods Research, what it is and is not, including an overview and discussion of different kinds of Mixed Methods Research. Attendees will learn more about the origins of this approach and gain a better understanding of different Mixed Methods Research designs. Participants will engage in discussion on how assessment officers and campus administrators can apply Mixed Methods to their practice and work.

Cindy Cogswell and Autumn T. Harrell, Indiana University

Track: IIM (SA)
Time: 11:30 a.m. – 12:30 p.m.
Room: Marriott 9 & 10

Shared Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

The Student Life Cycle Model: A Framework for Prioritizing Assessment Activities

Johns Hopkins University is developing a student life cycle model, a visual representation of the JHU student experience from when students begin considering JHU as a college option through onboarding, college life, graduation, and alumni involvement. It helps to identify and prioritize stakeholder questions regarding the student experience, and also provides a framework for identifying and gathering data resources that can be used to answer those questions.

Teresa L. Wonnell, Johns Hopkins University

Big or Small, Assessment for All: Building Comprehensive/Collaborative Assessment Systems for Student Affairs

Division One universities and small colleges struggle with ways to create comprehensive/collaborative assessment systems for Student Affairs. We will examine how to build a comprehensive assessment system for Student Affairs using an Institutional Effectiveness model called the Howard Critchlow Model. This model utilizes collaboration, assessment tools, a campus-wide and individualized cycle of assessment, and specialized/ongoing training methods.

Walter C. Howard and Bonita M. Critchlow, Paine College

12:30 – 1:45 p.m.

LUNCH on your own in Indianapolis

Track: I2A (SE/AC)
 Time: 2:00 – 3:00 p.m.
 Room: Florida/Illinois

Shared Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Continuous Improvement: Process, Rubrics, Data, and 5 Years of Course Changes Resulting from Assessment of Capstone Projects

This session summarizes a portion of the continuous improvement process used by an Electronics Engineering Technology program in order to maintain ABET-ETAC Accreditation. The portion of the process being presented concerns the capstone project and its assessment and evaluation over the course of five years. Presented will be a diagram of the continuous assessment process for educational objectives and student learning outcomes, rubrics used for evaluation, a year-by-year summary of the gathered assessment data, and changes that have been made to the capstone course resulting from evaluation of the data gathered.

Bryon Garry, South Dakota State University

Work In Progress: Assessing a 2-Year Pre-Engineering Program

Ivy Tech graduated its first class of Pre-Engineering students this May. In this talk, we describe our program assessment plan and preliminary results, in particular our use of a mini-FE (Fundamentals of Engineering) exam to assess mastery of foundational knowledge and skills.

Michael Hall, Mark Atkins, and J. Bradon Barnes, Ivy Tech Community College

Track: I2B (GL)
 Time: 2:00 – 3:00 p.m.
 Room: Michigan/Texas

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Developing a Robust Global Learning Assessment Plan

Institutions across the US are working to develop students' global learning competences, but many struggle with the development and implementation of an assessment plan that will provide stakeholders with the kind of information they need to evaluate the effectiveness of global learning activities. Fewer still have developed methods for using assessment data to sustain and improve their global learning initiative. This presentation will focus on practical methods for developing robust global learning outcomes, securing buy-in across diverse stakeholder groups, creating and evaluating global learning assessment instruments, and analyzing and communicating results. Participants will acquire a toolbox of background knowledge and ideas that will enable them to design, implement, and refine robust global learning assessment plans at their own institutions.

Hilary C. Landorf, Florida International University

Track: I2C (EP)
Time: 2:00 – 3:00 p.m.
Room: Indiana Ballroom A & B

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Assessment and Reflection in ePortfolios

As part of Cohort VI of the I/NCEPR, IUPUI conducted qualitative research on the practice of reflection across its ePortfolio projects, based in part on faculty interviews across disciplines, purposes, and levels of study. Interview analysis has yielded valuable insight into processes used to foster student reflection and the role of reflection in ePortfolios with different purposes, including assessment. Join a conversation about implications for enriching ePortfolio-based assessment of student learning.

Susan B. Scott, Susan Kahn, and Cynthia Landis, IUPUI

Track: I2D (SA)
Time: 2:00 – 3:00 p.m.
Room: Indiana Ballroom C & D

Concurrent Session
 Tuesday, October 21, 2014
 Beginners

You Moved My Cheese: Curricular Challenges of Student Advising Instructors

This presentation centers around the lessons learned in relationship to curricular changes in the Freshman Seminar course from the perspectives of an assessment administrator and a student advising instructor. Differences in how the learning outcomes and assessment processes were conceived as compared to how they were interpreted and implemented will be addressed. Presenters will emphasize the need to make significant time investments in one-on-one professional development for student advisors who teach Freshman Seminar classes.

Christine Robinson and LeeFredrick Bowen, University of North Carolina at Charlotte

Track: I2E (NI)
Time: 2:00 – 3:00 p.m.
Room: Indiana Ballroom E

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Transparency of Assessment Results: Communicating Broadly

Institutions struggle to effectively communicate a variety of information to various audiences regarding their assessment efforts. The NILOA Transparency Framework serves as an approach to help foster communication and presentation of assessment-related activities and evidence. This presentation will outline how two institutions engaged with utilizing and modifying the Transparency Framework to enhance their internal and external communication efforts.

Maggie Bailey, Point Loma Nazarene University; and Keri Franklin, Missouri State University

Track: I2F (FD)
Time: 2:00 – 3:00 p.m.
Room: Indiana Ballroom F

Shared Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

NCC's FAFs: One Model of Faculty Helping Faculty Navigate the Paths of Assessment

In Spring 2012, Northampton Community College instituted two positions dubbed “Faculty Assessment Fellows” as a way for assessment-savvy faculty to assist other faculty in their own academic assessment efforts. The challenges that we faced (and still face) regarding assessment and the conversations that we had (and still have) are certainly not unique to NCC. By exposing our thought processes in creating the FAF positions and sharing some strategies that we have employed to date, we hope others might find a general model — or at least specific instances — to replicate to suit their own needs.

Randy Boone and Jeanine Metzler, Northampton Community College

Engaging Faculty to Promote Change: Exploring the Assessment Literature and Reflecting on Lessons Learned

For assessment to be meaningful, faculty participation is essential (Driscoll & Wood, 2007; Hutchings, 2010; Kuh & Ikenberry, 2009; Maki, 2002). Yet, according to Hutchings, “much of what has been done in the name of assessment has failed to engage large numbers of faculty in significant ways.” The assessment literature identifies obstacles that may explain the lack of engagement and proposes strategies to overcome the barriers. This presentation explores some of these strategies, and reflects on their short- and long-term impact, in the context of faculty development initiatives at a publicly funded university undergoing rapid growth. Broader applications are discussed.

Assunta Hardy, Dixie State University

Track: I2G (HI)
Time: 2:00 – 3:00 p.m.
Room: Indiana Ballroom G

Concurrent Session
 Tuesday, October 21, 2014
 Beginners

From Learning as We Go to Knowing Where We've Been: Successes, Challenges, and Lessons Learned From the Assessment of a Young and Growing Civic Engagement Program

Since our inception in 2007, DukeEngage has employed a values-driven evaluation and assessment, developing a comprehensive portfolio that addresses student learning outcomes and program administration. While sending over 2,000 students to participate in summer service projects with more than 150 community partners across 50 nations, DukeEngage has continually undertaken evaluation, using what we learn to foster high-impact educational experiences for students. We share the successes we've had, challenges we confront, and lessons we've learned in an effort to contribute to a better understanding of how civic engagement programs create positive outcomes for students, communities, and higher education settings.

Jaclyne Demarse Purtell and Elaine Madison, Duke University

Track: I2H (GR)
Time: 2:00 – 3:00 p.m.
Room: Lincoln

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Preparing Education Candidates for In-Service Teacher Evaluation

This session will provide background about in-service teacher evaluation and how teacher education providers can ensure that their candidates are adequately trained for the professional demands they will face. Alignment of instruction, practice, and assessment from pre-service to in-service will be discussed. Participants will have opportunities to discuss their own programs and experiences and will develop an action plan for program review.

Amy Thelk and Dana Haraway, James Madison University

Track: I2I (ID)
Time: 2:00 – 3:00 p.m.
Room: Santa Fe

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

The Development and Evolution of Assessment Review Processes at Two Texas Institutions

Once you have established formal programmatic assessment process at your university you find that the hard work has really just begun. How can we be sure that our programs are doing quality and credible assessment and not “checking the boxes?” This session will detail how two Texas universities, Texas A&M University and Sam Houston State University, have developed and implemented assessment review processes and how they are helping improve the quality of programmatic assessment across their campuses.

Jeff Roberts, Sam Houston State University; Ryan McLawhon and Elizabeth Bledsoe, Texas A&M University

Track: I2J (HI)
Time: 2:00 – 3:00 p.m.
Room: Marriott 1 & 2

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Building Integrative Learning in Internship Programs

What difference should internship experiences make in undergraduate education? This session proposes the AAC&U’s VALUE Rubric for Integrative Learning as a framework for defining and measuring these learning outcomes nationally. Building from The Washington Center’s evaluation of over 1,000 student portfolios, this session explores how the rubric can serve as a framework for program improvement in internship programs. Participants will discuss their own best practices for guiding student reflection on internships as they align with this framework. The outcome of this session will be a national integrative learning inventory for internship experiences.

Alan W. Grose, The Washington Center for Internships and Academic Seminars

Track: I2K (UT)
Time: 2:00 – 3:00 p.m.
Room: Marriott 3 & 4

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Using Online Tools to Assess Oral Communication

Prompted by the need to meet state requirements for assessment of core competences, UMW has developed a plan that includes posting password-protected online videos of student presentations that are assessed by communication faculty from other institutions. This presentation will outline how this plan mirrors our General Education oral communication requirement, our use of video recordings and online assessment, and comparison of data from a 2005 assessment, which used UMW faculty from various disciplines, and data from our most recent round of online assessment. The presentation will also include recommendations for best practices for assessment of oral communication skills.

P. Anand Rao, University of Mary Washington

Track: I2L (GE)
Time: 2:00 – 3:00 p.m.
Room: Marriott 7 & 8

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Assessing Assessment: Successes, Failures, and the Future

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 (NCHEMS)

Track: I2M (ID)
Time: 2:00 – 3:00 p.m.
Room: Marriott 9 & 10

Shared Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Yes, A College Degree Is Worth It: Assessing Experiential Learning Across Campus and into the Workplace

When President Obama started talking scorecards and employability, educators started taking stock of how well we prepare students for the workplace. For those doing experiential learning, we know we are at the head of the class when it comes to preparing students, but do we have the data to prove it? A service-learning faculty member will describe her research team's year-long effort to create and implement a university-wide assessment tool that models best practices and gathers data regarding employability. The presentation offers a literature review, shares an assessment tool for university-wide data-gathering, and describes techniques for gaining faculty support.

Karen A. Sorensen-Lang and Judy Hutchinson, Azusa Pacific University

University of Southern Indiana's Service Learning Assessment Project: Bringing It All Together

The Service Learning Program at the University of Southern Indiana has embarked on a systematic service learning assessment project. A team working intensively this summer will establish criteria for selecting sites; develop principles and methods for educating students about service learning; design a consistent assessment process mapped onto learning outcomes and campus mission; propose changes in reward structure to enhance participation; and design a standard reflection protocol and user-friendly methods of communicating the products. Our presentation will examine the products of the summer session and include data from preliminary efforts to assess the impact of service learning experiences.

Paul Parkison, University of Evansville; and Anne Statham, University of Southern Indiana

Track: I3A (GL)

Time: 3:15 – 4:15 p.m.

Room: Michigan/Texas

Concurrent Session

Tuesday, October 21, 2014

Beginners and Advanced

Assessing Intercultural Competence: Case Studies from the Field

Assessing intercultural competence is complex. It encompasses a developmental process of growth (Deardorff, 2009; Bennett, 1993) and the required attitudinal, knowledge and skill competences at each level of that process. The assessment professional therefore needs to collect data at multiple intervals to gain insight into the growth of intercultural competence. The measurement also requires varied methods or tools in order to gather data on the array of possible intercultural cognitive, behavioral, and affective learning outcomes. In this session we will present and discuss case studies from campuses and programs that are using a range of approaches to measure intercultural competence as a learning outcome.

Chris T. Cartwright, Intercultural Communication Institute; Iris Berdrow, Bentley University; Chris Hightower, Texas Christian University; and Martha Petrone, Miami University of Ohio

Track: I3B (EP)

Time: 3:15 – 4:15 p.m.

Room: Indiana Ballroom A & B

Concurrent Session

Tuesday, October 21, 2014

Beginners and Advanced

A Campus Engaged: Transitioning to ePortfolios

This presentation explores one institution's transition to ePortfolios, and the resulting ripple of engagement with students, faculty and staff across campus. This review of ePortfolio implementation and use will include a variety of ePortfolio examples, discuss the value to students in preparation for graduation, and discuss value to faculty for efficiency and assessment purposes.

Stephanie Lehman, Point Loma Nazarene University

Track: I3C (NI/AM)
Time: 3:15 – 4:15 p.m.
Room: Indiana Ballroom E

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Tenure and the Position of Director of Assessment (DOA)

Assessment personnel are a new breed in the academic landscape. There is a dearth of published research on the demographic profile of directors of assessment (DOA), the environment in which they work, or the length of their service at their institutions. Given the important role DOAs play in student learning, accreditation, and institutional effectiveness, we argue there is need for long-term commitment between institutions and DOAs and vice versa. In addition, we argue that the role of DOA needs to be more clearly defined. Using a survey and individual interviews this study attempts to build a profile of the DOA in the US academic system.

Mark C. Nicholas, Framingham State University; and Ruth Slotnick, Bridgewater State University

Track: I3D (HI)
Time: 3:15 – 4:15 p.m.
Room: Indiana Ballroom G

Concurrent Session
 Tuesday, October 21, 2014
 Beginners

Assessing Development of Professional Competence Across the Curriculum Through Capstone Cases

The University of Pittsburgh implemented capstone cases in each term of the pharmacy curriculum to assess progressive development of professional skills across curricular years. Cases align with curricular outcomes and are designed to assess student competence as skills are introduced, using standardized patients and physicians to authenticate the experience. Assessment is weighted within the curriculum and uses rubrics that build on strategies employed in previous years to facilitate progressive development. The session will focus on implementation of capstone cases, rubric development for progressive assessment, and our experience over four consecutive years of the professional program.

Kristine Santus Schonder and Deanne L. Hall, University of Pittsburgh School of Pharmacy

Track: I3E (GR)
Time: 3:15 – 4:15 p.m.
Room: Lincoln

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Exploring Authentic Classroom Assessment Strategies for Graduate Professional Programs

Graduate professional programs are facing ongoing calls for greater accountability and increased applicability outside of the academy (Helm, 2012; Voorhees, 2001). To address this, program administrators/faculty have a responsibility to follow field-based competences in developing program learning outcomes and reviewing course strategies to assure appropriate, applicable, and assessable learning. This workshop focuses on using backward program design and authentic assessment to better prepare students for the career expectations. Participants will discuss employment trends and needs, apply competence-based frameworks and backward design, argue the value of authentic assessment, and re-envision current assessment strategies to increase their authenticity.

Megan M. Palmer, Matthew Holley, and Krista Hoffmann-Longtin, Indiana University; and Genevieve G. Shaker, IUPUI

Track: I3F (ID)
Time: 3:15 – 4:15 p.m.
Room: Santa Fe

Concurrent Session
 Tuesday, October 21, 2014
 Beginners

Essential Learning Outcomes and the Organization of Institution-Wide Assessment at a Public Liberal Arts College

In 2010, at a college-wide retreat, faculty, professional staff, and administrators at Richard Stockton College of New Jersey (RSC) collaborated to identify ten Essential Learning Outcomes (ELOs) indigenous to the culture and scholarship of the institution. Since then, the college has created learning maps for each ELO and embarked on institutional implementation of ELOs across the curriculum and in co-curricular experiences for all RSC graduates. This process has required creating College-wide assessment plans, curriculum maps, and alignments of ELOs to course and major program and co-curricular goals. In addition, RSC has committed to an institutional portfolio both for display/reflection of students' learning accomplishments and for institutional/major program/co-curricular data collection and use. In our presentation, we will outline this process, share the status of ELO implementation at RSC, and provide an opportunity for those who attend to use mapping/assessment tools to align institutional to major program goals at their institutions and to integrate ELOs into course assignments.

Carra L. Hood, Diane Holtzman, Susan Cydis, and Marilyn Vito, Richard Stockton College of New Jersey

Track: I3G (GL)
Time: 3:15 – 4:15 p.m.
Room: Marriott 1 & 2

Concurrent Session
 Tuesday, October 21, 2014
 Advanced

Being Where History is Happening: Participating in a New National Conversation On Strategic Assessment Partnerships: How Can We Align Assessment Models with Evolving New Skills Related to National Strategic Goals?

Key emerging assessment challenges and models are evolving around the potential to link Assessment Models to National Goals of Prosperity and Security. Important new skills include the emergence of Intellectual Capital as the core skill building block of national and global competitiveness and the introduction of Ingenuity as a new category of Super-Skills. In this activity, participants will brainstorm institutional activities relevant to developing a New Partnership Between National Goals of Prosperity and Security and New Assessment Priorities. A summary of the recommendations from this activity will be incorporated into a new report to be published on the website of The National Strategic Narrative.

Dorothy H. Bray, Bray Consulting; John Lommel, LeTourneau University; and Phoebe Helm, At The Helm Consulting, Inc.

Track: I3H (UT)
Time: 3:15 – 4:15 p.m.
Room: Marriott 3 & 4

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Learner-Centered Assessment in Online Courses: Using Self-Evaluation and Peer Review to Document Student Learning Outcomes

How can learner-centered assessment provide evidence of student mastery of learning outcomes? What methods can reveal rich data sources? This presentation proposes use of self-evaluation and peer assessment to measure student learning outcomes in online courses and to collect robust data for continuous improvement of individuals and programs.

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

Track: I3I (AM)
Time: 3:15 – 4:15 p.m.
Room: Marriott 7 & 8

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Leading with Results: How Questioning Validity Fosters Proactive and Engaged Program Assessment

In this authentic guided discovery activity, participants will role play faculty and staff who are curious (i.e., concerned) about the quality of a costly, high-stakes program assessment method, a method that is supposed to predict post-graduation success — and licensure! Through collaboration, the use of real data, and provocative results, participants will come to see how assessment data can be a catalyst for more meaningful and authentic assessment at the student, program, and, yes, university levels. Modeling this data-driven approach in your institution can lead to more effective and efficient program assessment.

Stephen R. Wallace, Anne-Marie Kuchinski, Mary E. Koren, and Tawanda Gipson, Northern Illinois University

Track: I3J (HI)
Time: 3:15 – 4:15 p.m.
Room: Marriott 9 & 10

Concurrent Session
 Tuesday, October 21, 2014
 Beginners and Advanced

Academic Libraries and Student Success: Findings and Applications from 70 Campus Teams

Academic librarians are connecting with campus partners in novel ways to investigate how they bring value to their institutions. To foster these partnerships, the Association of College and Research Libraries launched “Assessment in Action: Academic Libraries and Student Success,” a three-year program to assist 300 postsecondary institutions of all types develop libraries that promote and enhance student learning and success. This session will report on the assessment initiatives and findings of the first 75 institutions. Participants will also learn about different campus team models and a variety of approaches for assessing the library’s contributions to students’ learning experiences and outcomes.

Kara J. Malenfant, Association of College and Research Libraries; and Karen Brown, Dominican University

SPONSOR PRESENTATIONS

The 20-minute presentations focus on specific processes, methods, or initiatives that demonstrate their company's products.

Monday, October 20, 2014

Track: I4A (EP)

Time: 12:45 – 1:05 p.m.

Room: Denver

Sponsor Presentation

Monday, October 20, 2014

Beginners and Advanced

ePortfolios: Engaging Students and Assessing Outcomes

Institutions are increasingly using ePortfolios as a more authentic means to assess outcomes and improve learning across campus through greater student engagement. This session will examine the impact ePortfolios can have on students, programs, and institutions as a whole. We will examine how ePortfolios can improve student retention and success by helping students reflect on their learning while creatively demonstrating their achievements. We will also demonstrate how Taskstream ePortfolios can provide both direct evidence and data to inform improvements at the course, program, and institutional levels.

Courtney Peagler, Taskstream

Track: I4B (AM)

Time: 1:15 – 1:35 p.m.

Room: Denver

Sponsor Presentation

Monday, October 20, 2014

Beginners and Advanced

Getting to Know IDEA

This presentation introduces IDEA's Teaching and Learning Assessment, providing details and examples of the research-based feedback system — IDEA Student Ratings of Instruction — which includes Diagnostic Feedback, Learning Outcomes, and Teaching Essentials instruments and reports. This introduction will also highlight IDEA's innovative technology platform (powered by Campus Labs) that offers mobile delivery for in-class capture, intuitive interface for coordinators and faculty, and interactive reports with feedback-driven development links.

Ken Ryalls, IDEA Education

Track: I4C (ID)
Time: 2:00 – 2:20 p.m.
Room: Denver

Sponsor Presentation
 Monday, October 20, 2014
 Beginners and Advanced

What the Next Level of Assessment Looks Like

In this session, you will learn how Prince George's Community College (PGCC) is changing faculty perceptions of assessment, increasing participation, and making continuous improvements based on data on student learning outcomes. Assessment processes, sample timelines, and report examples will be shared. Learn how Tk20 is helping PGCC make informed, meaningful improvements based on evidence.

Iris Antoons, Prince George's Community College; and Anthony B. Cyplik, Tk20, Inc.

Track: I4D AC/AM
Time: 2:30 – 2:50 p.m.
Room: Denver

Sponsor Presentation
 Monday, October 20, 2014
 Beginners and Advanced

Welcome to PerformanceCloud by Weave

Weave was founded ten years ago by on-campus professionals working together to improve education. Since then, Weave has fostered a dialogue among contributors from hundreds of institutions from all over the nation. Our involvement in that dialogue has afforded us a unique understanding of the purpose and potential of intentional improvement, and continually influences the evolution of our services. Today, we combine powerful software, the experience of our Knowledge Team, and the vital contributions of our member subscribers into a platform for meaningful improvement that we call PerformanceCloud. Performance Cloud is how we help each other improve.

Amy L. Dykens, Weave

Track: I4E (AM/EP)
Time: 3:15 – 3:35 p.m.
Room: Denver

Sponsor Presentation
 Monday, October 20, 2014
 Beginners and Advanced

Creating a Strategic Vision for Implementing an Assessment Management or ePortfolio Technology

Learn some best-practice approaches to implementing a system on your campus or in your program. Many are attracted to technology with a hope of making existing processes easier to manage. With thirteen years of experience and case studies for hundreds of campuses we will explore two items on the session: 1) potential approaches and potential pitfalls, and 2) what assessment management/ePortfolio systems such as LiveText offer.

Brian R. Zirlin and Evan Garbison, LiveText

Track: I4F (AM/EP)
Time: 3:45 – 4:05 p.m.
Room: Denver

Sponsor Presentation
 Monday, October 20, 2014
 Beginners and Advanced

From Assessment and Planning to Performance Management

Come hear about Nuventive's Performance Management solution from the perspective of your current assessment and planning processes. Nuventive's performance management solution allows you to bring all of your data/BI together into a single place where people throughout your institution can take effective coordinated action toward your key goals. Ellucian has partnered with us to offer KPI integrated into the solution for Banner and Colleague customers.

Denise Raney, Nuventive

Track: I4G (AM)
Time: 4:30 – 4:50 p.m.
Room: Denver

Sponsor Presentation
 Monday, October 20, 2014
 Beginners and Advanced

NSSE's New Online Tools for Sharing Results and Exploring Your Data

After a general review of new measures on the updated NSSE (National Survey of Student Engagement), this session will highlight new online survey and reporting features that facilitate the sharing and use of your NSSE results.

Bob Gonyea, Indiana University

Track: I4H (AM)
Time: 5:00 – 5:20 p.m.
Room: Denver

Sponsor Presentation
 Monday, October 20, 2014
 Beginners and Advanced

ExamSoft: A Comprehensive Solution for SLO Assessment

In this presentation, participants will be shown ExamSoft's end-to-end assessment suite, Assessment Intelligence. The suite includes cloud-based item banking and tagging tools; exam blueprinting and creation; secure delivery methods via Windows, Mac, Surface Pro, and iPad (in addition to Scantron®); rubrics creation and delivery; scoring; and robust reporting features, including longitudinal reporting; among others. Participants will also hear from an ExamSoft user about their experience with the suite and how it has helped impact student learning outcomes, assisted in curriculum mapping and course development, and more.

Carter Maddox, ExamSoft Worldwide, Inc.

~ *Maps* ~

Diagram for Posters

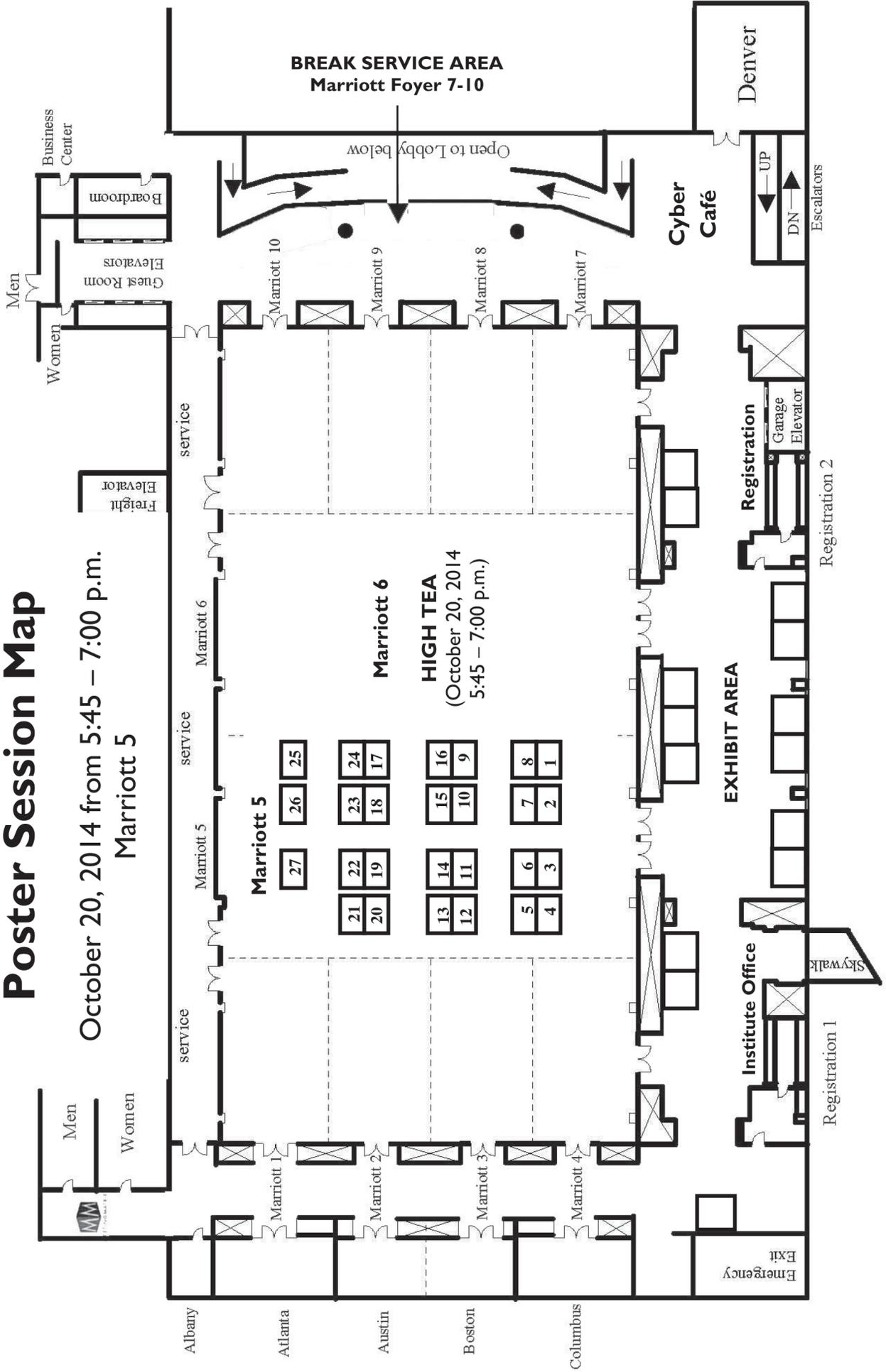
Diagram for Exhibits

Downtown Restaurants

Marriott Indianapolis Downtown

2014 Assessment Institute Poster Session Map

October 20, 2014 from 5:45 – 7:00 p.m.
Marriott 5



2014 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 **Marriott 5**, located on the second floor of the Marriott, on **Monday, October 20 from 5:45 to 7:00 p.m. only**.

Table #	Track	Presentation Title	Presenters
1	08A (ID)	Assessing Student Writing: Connecting First-Year Composition Writing to Junior and Senior Writing	Lara Bettina Lyles, Christopher P. Parker, Tawanda Gipson, and Joseph Kutter, Northern Illinois University
2	08B (HI)	Assessment Model Construction for High-Impact Practices	Mary L. LoRe, Wagner College
3	08C (FD)	Assisting Faculty in Developing Knowledge and Skills for Assessing Student Learning Outcomes and Program Goals	Kathleen Ruthkosky and Theresa Tulaney, Marywood University
4	08D (HI)	Capstone Assessment Using Civic Engagement to Assess Public Relations Students	Lolita Cummings Carson and Regina Luttrell, Eastern Michigan University
5	08E (HI)	Closing the Loop: Linking Assessment to Student Learning	Dodi Hodges and Carol Dale Osborne, Coastal Carolina University
6	08F (AM)	Developing an Instrument to Measure Assessment System Maturity	Royce L. Robertson and Martha J. Larkin, Walden University
7	08G (GE)	Effect of Chair Discomfort on Information Retention	Milena Petrovic, Austin Yazel, Matt Pierce, and Jessica Despard, IUPUI
8	08H (UT)	Employing Hints to Facilitate Real-World Assessments	Christian Rogers, IUPUI; and Jerry Schnepf, Bowling Green State University
9	08I (ID)	Evaluating Social Media Policies for a Positive Reputation	Adam J. Stark, Purdue University
10	08J (AM)	Evaluation of Student Reflective Thinking in a Doctor of Nursing Practice Program	Judith A. Young, Julie A. Meek, and Jennifer L. Embree, Indiana University School of Nursing
11	08K (SA)	Exit Interviews: A Decade of Data to Improve Student Learning Experiences	Carole Kacius, Cynthia Stone, and Silvia M. Bigatti, Indiana University
12	08L (HI)	Finding the DQP Useful: Process and Change Integrating a New Philosophy Into Assessment	Julie Anderson Atwood and Angela Becher, American Public University System

Primary Tracks: Accreditation (AC); Assessment Methods (AM); Community College (CC); ePortfolios (EP); Faculty Development (FD); General Education (GE); Global Learning (GL); Graduate Education (GR); High-Impact Practices (HI); Institution-Wide Data (ID); Major (MJ); NILOA (NI); STEM Education (SE); Student Affairs Programs and Services (SA); and Use of Technologies in Assessment (UT)

2014 Assessment Institute Poster Session

Table #	Track	Presentation Title	Presenters
13	08M (HI)	Five + Five >= Ten: Accelerating Student Learning	George G. Klemic, Ibrahim Mescioglu, and Marvin Bates, Lewis University
14	08N (SA)	Honoring the Difference in Adult Learners: Assessing Levels of Cultural Education Investment Among Academic Advisors	Nadrea R. Njoku, Jeremy Bohonos, and Khaula Murtadha, IUPUI
15	08O (GL)	Human Trafficking Awareness Education and Prevention Program: Model to Empower Students, Faculty and Community and Accentuate Learning Outcomes	Michael Lenaghan, Miami Dade College
16	08P (HI)	Internships and Workplace Readiness: Assessing a High-Impact Practice	Carol Trosset and Holly McCormack, Bennington College
17	08Q (HI)	Introduction of Service Learning Projects and Assessment in a Small Group Course	Kenneth R. Albone, Rowan University
18	08R (HI)	Measuring Student Learning in the Co-Curriculum: Assessment in Student Affairs	Christie Ann Cruise-Harper and Nina Patterson Caldwell, Maryville University of St. Louis
19	08S (AM)	Milestones in the History of Assessment	Jim Fulmer, University of Arkansas at Little Rock
20	08T (AM)	Preparing Faculty for Successful Curriculum Development and Assessment Measures	Jared Cutler, Keri Nunn-Ellsion, Lorraine Kapka, Jackie Myers, Heidi McGrew, and Janeil Bernheisel, Sinclair Community College
21	08U (GL)	Quality Assurance Agencies in the Western Balkans: Balancing European Standards and Domestic Needs?	Antigoni Papadimitriou, Hellenic College; and Sanja Kanazir, University of Oslo Norway
22	08V (FD)	The Perceived Importance and Impact of Instructor Actions in Online Graduate Education Students' Satisfaction	Rochelle Franklin, American College of Education
23	08W (GR)	The Power of a #: Support, Resources, Community... and a PhD	Anne R. Stark, Purdue University
24	08X (GR)	Understanding Student Talents: Insights and Actions from a Five-School Study	Kristin K. Janke, University of Minnesota College of Pharmacy; Katherine A. Kelley, The Ohio State University College of Pharmacy; Karen B. Farris and Vincent D. Marshall, University of Michigan; Kimberly S. Plake and Steven A. Scott, Purdue University; Todd D. Sorensen, University of Minnesota; and Gary C. Yee, University of Nebraska Medical Center

Primary Tracks: Accreditation (AC); Assessment Methods (AM); Community College (CC); ePortfolios (EP); Faculty Development (FD); General Education (GE); Global Learning (GL); Graduate Education (GR); High-Impact Practices (HI); Institution-Wide Data (ID); Major (MJ); NILOA (NI); STEM Education (SE); Student Affairs Programs and Services (SA); and Use of Technologies in Assessment (UT)

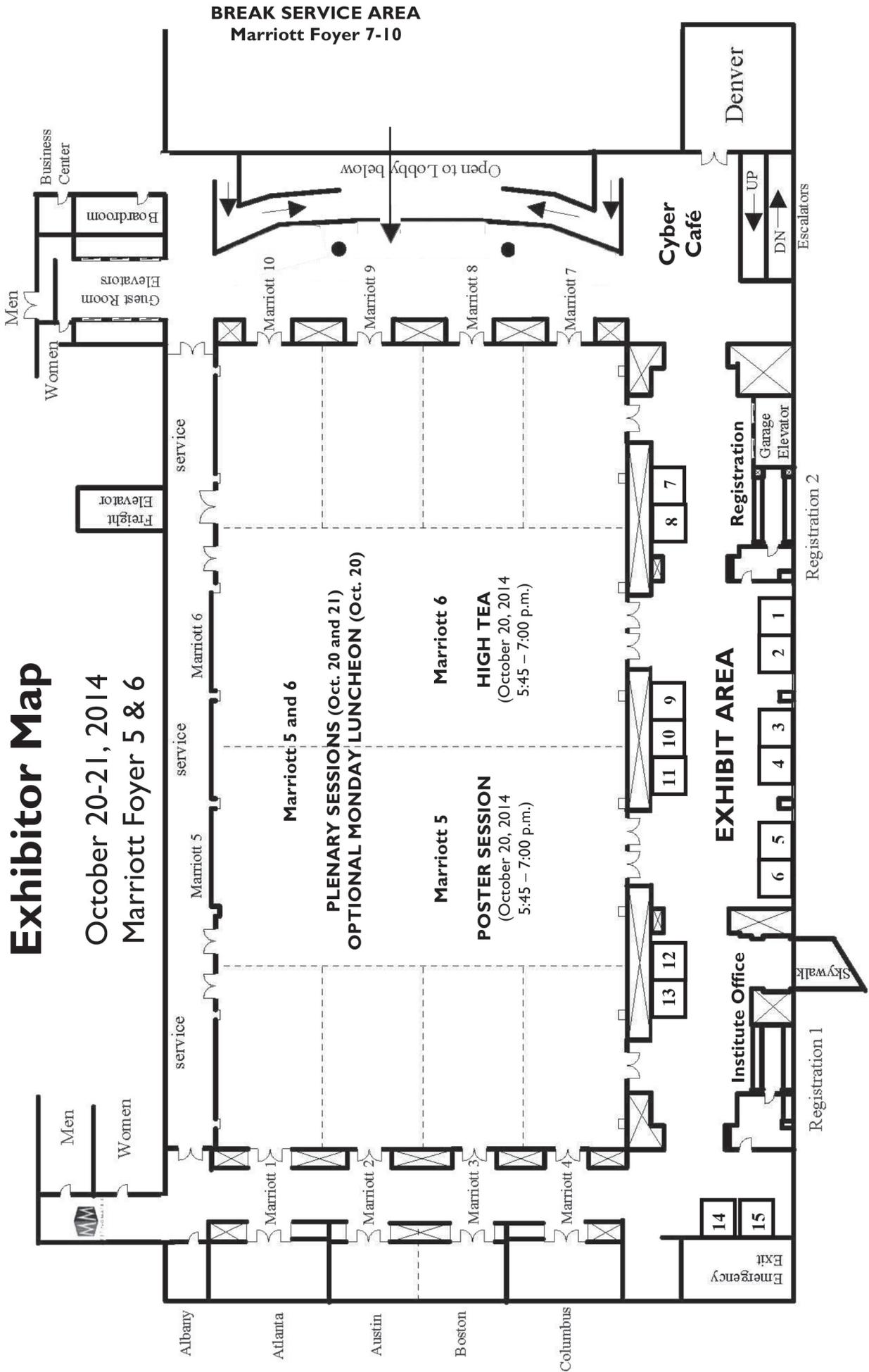
2014 Assessment Institute Poster Session

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Table #	Track	Presentation Title	Presenters
25	08Y (HI)	Using Digital Badges to Assess Civic Engagement: Global Citizenship and Social Responsibility	Heidi E. Parker, Alejandra Carrillo-Muñoz, Mara Barbosa, and Charles A. Calahan, Purdue University
26	08Z (HI)	Wanted: Assessment-Based Grading Methods That Support Student Engagement	David M. Keil, Framingham State University
27	08AA (SA)	Write Together: Assessing Writing Center Data for Library Collaboration	Heidi Gauder and Hector Escobar, Roesch Library, University of Dayton

2014 Assessment Institute Exhibitor Map

October 20-21, 2014 Marriott Foyer 5 & 6



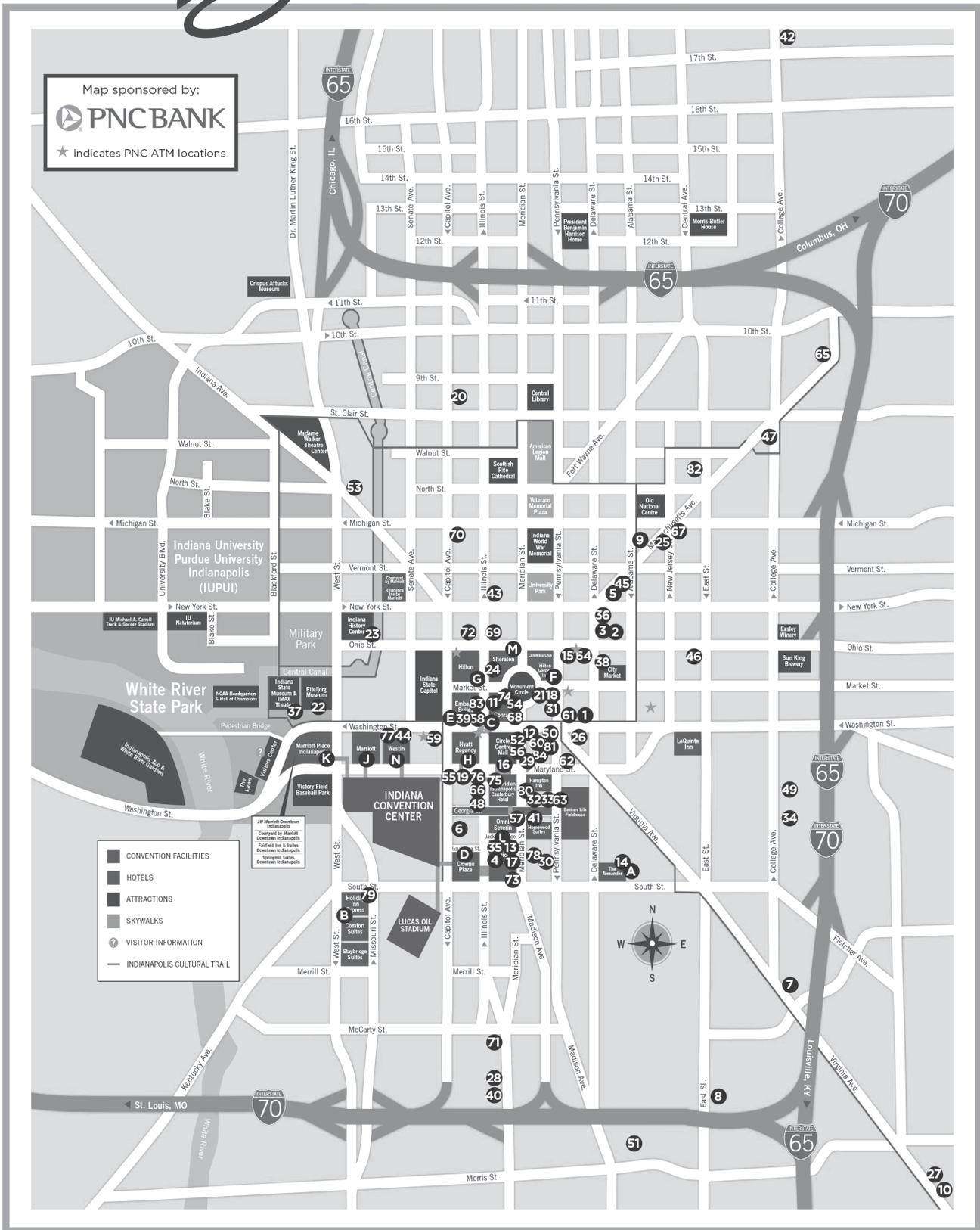
2014 Assessment Institute Exhibitors

The following companies will be exhibiting in the **Marriott 5 & 6 Foyer**, located on the second floor of the Marriott, on **Monday and Tuesday, October 20 – 21, 2014**.

Booth Number	Exhibitors
1	Chalk and Wire Learning Assessment, Inc. – Gigi Devanney, Senior Consultant Phone: 410-652-1742, URL: http://www.chalkandwire.com
2	GradesFirst – Devin Kennamer, Director of Marketing Phone: 205-623-0709, URL: http://gradesfirst.com
3	Xitracs, A Division of Concord USA, Inc. – Ed Hanley, Director of Sales Phone: 770-200-7465, URL: http://www.xitracs.com
4	IDEA Education – Ken Ryalls, President Phone: 800-255-2757, URL: http://www.IDEAedu.org
5	LiveText Phone: 708-588-1735, Email: conferences@livetext.com , URL: http://www.livetext.com
6	Wiley – Denyse Hannon, Exhibits Coordinator Phone: 201-748-6296, URL: http://www.josseybass.com/highereducation
7	TaskStream Phone: 800-311-5656, Email: info@taskstream.com , URL: http://www.taskstream.com
8	ExamSoft Worldwide, Inc. – Carter Maddox, Marketing Manager Phone: 866-429-8889, URL: http://learn.examsoft.com
9	Tk20, Inc. – Ali Nino, Executive Assistant Phone: 512-401-2000 ext. 827, URL: http://www.tk20.com
10	NSSE , Center for Postsecondary Research Indiana University School of Education Bob Gonyea, Associate Director, IU Center for Postsecondary Research Jillian Kinzie, Associate Director, IU Center for Postsecondary Research and NSSE Institute Phone: 812-856-5824, URL: http://www.nsse.iub.edu
11	Nuventive, LLC – Denise Raney, Regional Sales Executive Phone: 412-847-0280, URL: http://www.nuventive.com
12	WEAVE – Melissa Rainey, Director, Institutional Relations Phone: 877-932-8340, URL: http://www.weaveengaged.com
13	PACAT, Inc. – Anthony Golden, President Phone: 866-680-2228, URL: http://www.collegeoutcomes.com
14	Stylus Publishing, LLC – Shaqunia Clark, Marketing and Publicity Manager Phone: 703-996-1039, URL: http://www.styluspub.com
15	Campus Labs – Jerry Anderson, Campus Realtions Phone: 716-270-0000, URL: http://www.campuslabs.com

Indy

DOWNTOWN INDIANAPOLIS RESTAURANTS





DOWNTOWN INDIANAPOLIS RESTAURANTS

- 1 Adobo Grill \$\$ 317.822.9990
- 2 Bangkok Restaurant & Jazz Bar 317.632.9000
- 3 BARcelona Tapas Restaurant* \$\$
317.638.8272
- 4 Bartini's Premier Martini Lounge \$
317.636.0963
- 5 Bazbeaux* \$ 317.636.7662
- 6 Bee Coffee Roasters* \$ 317.426.2504
- 7 Bluebeard Restaurant* \$\$ 317.686.1580
- 8 The Bosphorus Istanbul Cafe -
Turkish Cuisine \$\$ 317.974.1770
- 9 BRU Burger Bar* \$ 317.635.4278
- 10 B's Po Boy* \$ 317.916.5555
- 11 Buca di Beppo* \$\$ 317.632.2822
- 12 Buffalo Wild Wings Grill & Bar \$
317.951.9464
- 13 Cadillac Ranch Indianapolis \$\$
317.636.0100
- 14 Cerulean Restaurant 317.870.1320
- 15 Chef Joseph's at The Connoisseur Room \$\$
317.600.3577
- 16 Circle Centre
Ben's Soft Pretzels \$ 317.492.9141
California Pizza Kitchen* \$ 317.217.1291
Champps Americana* \$ 317.951.0033
Chick-fil-A \$ 317.822.8501
Granite City Food & Brewery* 317.803.2025
Harry & Izzy's* \$\$\$ 317.635.9594
Johnny Rockets \$ 317.238.0444
Palomino* \$\$ 317.974.0400
Ruth's Chris Steak House \$\$\$ 317.633.1313
- 17 Claddagh Irish Pub-Downtown* \$
317.822.6274
- 18 Dick's Bodacious Bar-B-Q* \$ 317.916.9600
- 19 Dick's Last Resort* \$ 317.608.2456
- 20 Domino's Pizza \$ 317.635.3030
- 21 Einstein Bros. Bagels \$ 317.917.9888
- 22 Eiteljorg Museum of American Indians
and Western Art
Eiteljorg Museum Cafe* \$ 317.636.9378
- 23 Eugene and Marilyn Glick Indiana History
Center
Stardust Terrace Cafe* \$ 317.234.0095
- 24 First Watch* 317.423.2212
- 25 The Flying Cupcake Bakery \$ 317.396.2696
- 26 Fogo de Chao \$\$\$\$ 317.638.4000
- 27 Fountain Square Theatre Building
Smokehouse on Shelby \$ 317.685.1959
- 28 Greek Islands Restaurant 317.636.0700
- 29 Hard Rock Cafe* \$ 317.636.2550
- 30 Haveli Indian Cuisine 317.280.7648
- 31 Hoosier Park's Winner's Circle* \$\$
317.656.RACE
- 32 HotBox Pizza \$ 317.656.6000
- 33 Howl at the Moon \$ 317.955.0300
- 34 Iaria's Italian Restaurant \$ 317.638.7706
- 35 Ike & Jonesy's* \$ 317.632.4553

- 36 India Garden Restaurant \$\$ 317.634.6060
- 37 Indiana State Museum
Canal Cafe & Terrace* \$ 317.232.1637
- 38 Indianapolis City Market* \$ 317.634.9266
- 39 Indianapolis Colts Grille* \$\$ 317.631.2007
- 40 Iozzo's Garden of Italy* \$ 317.974.1100
- 41 Kilroy's Bar and Grill* \$ 317.638.9464
- 42 Kountry Kitchen Soul Food Place \$
317.926.4476
- 43 Le Peep Restaurant \$ 317.237.3447
- 44 Loughmiller's Pub & Eatery* \$ 317.638.7380
- 45 MacNiven's Restaurant & Bar \$
317.632.SCOT
- 46 Maxine's Chicken & Waffles \$ 317.423.3300
- 47 Mesh on Mass* \$\$ 317.955.9600
- 48 Mikado Japanese Restaurant \$\$
317.972.4180
- 49 Milano Inn* \$\$ 317.264.3585
- 50 Morton's The Steakhouse \$\$\$\$
317.229.4700
- 51 Nameless Pizza Company \$ 317.333.6777
- 52 Napolese Pizzeria* 317.635.0765
- 53 New Orleans on the Avenue* \$\$
317.632.4099
- 54 Nicky Blaine's Cocktail Lounge \$\$
317.638.5588
- 55 Noodles & Company* \$ 317.638.1300
- 56 The Oceanaire Seafood Room \$\$\$
317.955.2277
- 57 Old Spaghetti Factory* \$ 317.635.6325
- 58 Panera Bread - Downtown* \$ 317.822.8385
- 59 Patachou on the Park* \$ 317.632.0765
- 60 Pearl Street Pizza & Pub \$ 317.638.3110
- 61 The Pita Pit* \$ 317.829.7482
- 62 Prime 47 \$\$\$ 317.624.0720
- 63 The Pub Indianapolis 317.822.9730
- 64 Punch Burger* \$ 317.426.5280
- 65 R bistro \$\$\$ 317.423.0312
- 66 Ram Restaurant & Big Horn Brewery* \$
317.955.9900
- 67 Rathskeller Restaurant \$\$ 317.636.0396
- 68 Rock Bottom Brewery* \$\$ 317.681.8180
- 69 Sahn's at the Tower \$ 317.536.1305
- 70 Sahn's Tavern & Cafe* \$\$ 317.822.9903
- 71 Shapiro's Delicatessen \$\$ 317.631.4041
- 72 Skyline Club \$\$\$ 317.263.5000
- 73 Slippery Noodle Inn* \$ 317.631.6974
- 74 South Bend Chocolate Company
Chocolate Cafe* \$ 317.951.4816
Indy Swirl* \$ 317.951.4816
- 75 St. Elmo Steak House \$\$\$ 317.635.0636
- 76 Steak 'n Shake \$ 317.634.8703
- 77 Subway Sandwich* \$ 317.267.9960
- 78 Taps & Dolls \$ 317.638.8277
- 79 Tavern on South* \$ 317.602.3115
- 80 Tilted Kilt Pub & Eatery \$ 317.600.3633
- 81 Tin Roof* \$ 317.951.2220

- 82 Union 50 317.610.0234
- 83 Weber Grill Restaurant* \$\$ 317.636.7600
- 84 Wild Beaver Saloon \$ 317.423.3080

HOTEL RESTAURANTS

- A The Alexander, 317.624.8200
Market Table 317.624.8200
- 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
123 West Restaurant \$\$ 317.236.7470
- 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
Tavern on the Plaza* 317.860.5777
TGI Friday's \$ 317.685.8443
- L Omni Severin Hotel, 317.634.6664
1913 Restaurant \$ 317.396.3626
Severin Bar \$\$ 317.396.3623
Starbucks* \$ 317.686.1414
- M Sheraton Indianapolis City Centre Hotel,
317.635.2000
Alexander's Bar and Grille \$\$ 317.635.2000
Circle Cafe \$\$ 317.635.2000
- N The Westin Indianapolis, 317.262.8100
No Name Lounge \$ 317.262.8100
Shula's Steak House \$\$\$ 317.231.3900

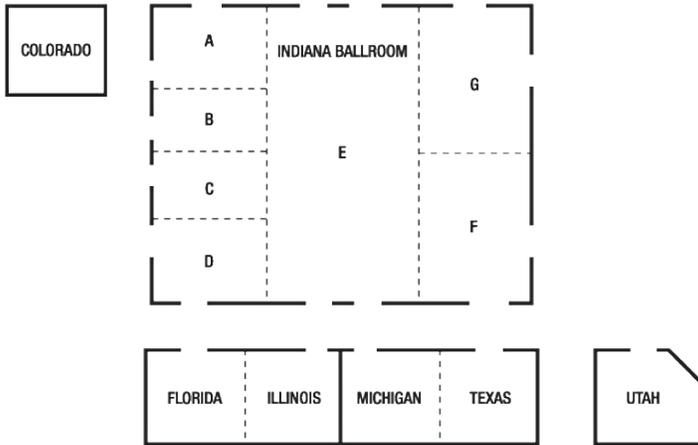
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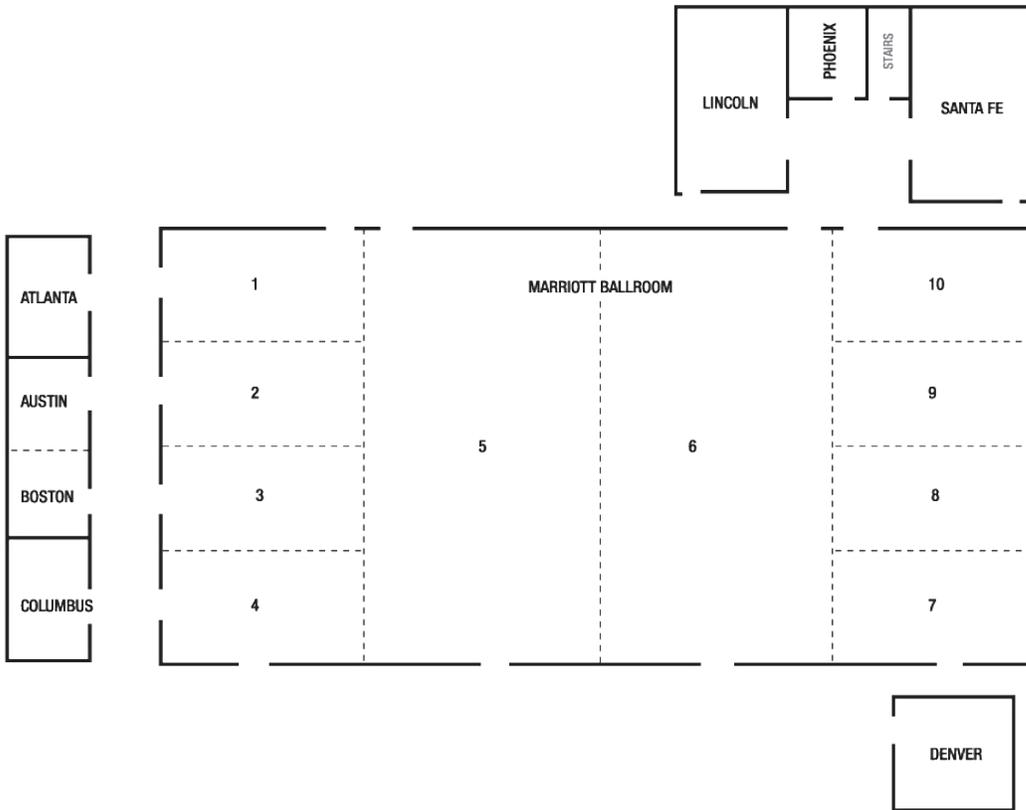


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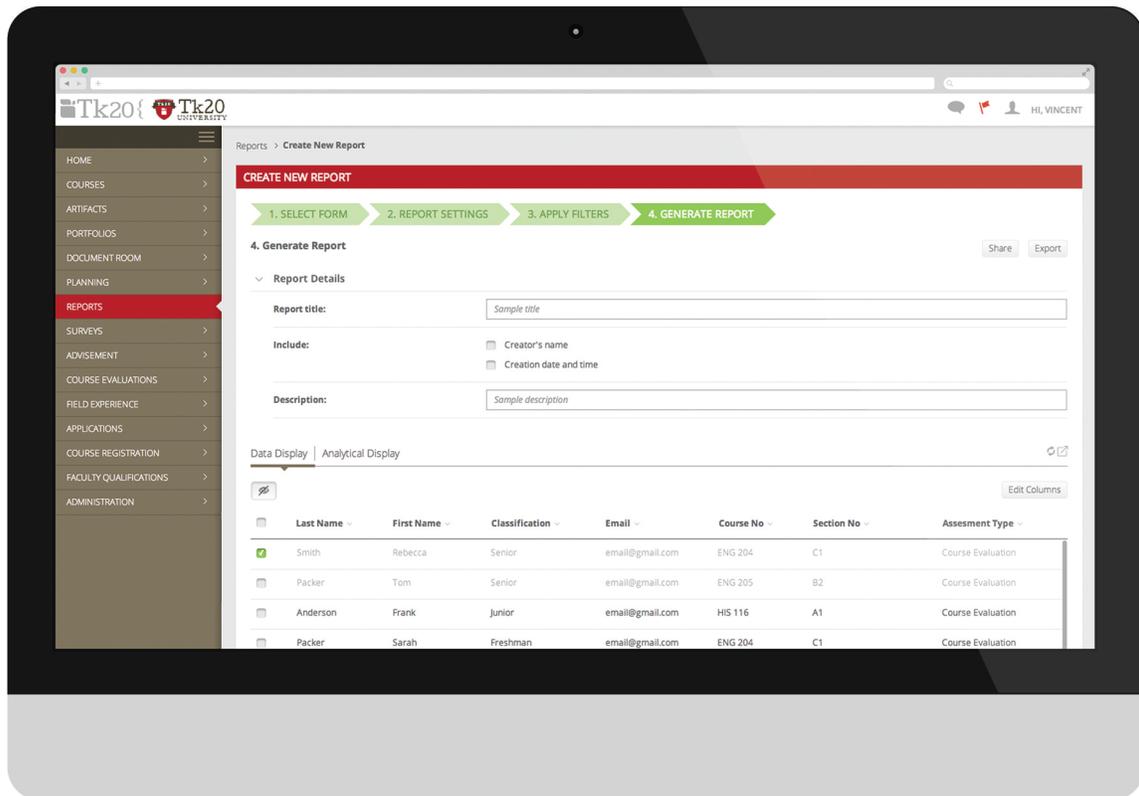
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Jessica Egbert, Ph.D.
*Vice President of Institutional
Effectiveness and Community
Engagement, Rocky Mountain
University of Health Professions*

Tuesday, October 21
10:15-11:15am
Room: Marriott 3 & 4

FACILITATING CAMPUS-WIDE PARTICIPATION TO MAKE ASSESSMENT MEANINGFUL

Tom Perin
*Director, Organizational Performance and
Accountability, Owens Community College*

Tuesday, October 21
11:30-12:30pm
Room: Santa Fe

E-PORTFOLIOS: ENGAGING STUDENTS & ASSESSING OUTCOMES

Courtney Peagler
Vice President, Taskstream

Monday, October 20
12:45-1:05pm
Room: Denver



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