

2015

**Assessment** Institute  
in Indianapolis

OCTOBER  
25–27, 2015

Marriott Indianapolis Downtown



Hosted by:  
Indiana University – Purdue University Indianapolis

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#### **Building a Culture of Innovation:**

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**Date:** Mon., Oct. 26, 2015

**Time:** 3:15 PM – 3:35 PM

**Place:** Denver Room

**Presented by:**  
Brian Zirlin, *Educational Consultant, LiveText*

#### **USA Presents:**

Piloting Co-Curricular ePortfolios in Graduate Health Sciences



**Date:** Tues., Oct. 27, 2015

**Time:** 3:15 PM – 3:35 PM

**Place:** See on-site program

**Presented by:**  
Dr. David J. Turbow, *Outcomes Assessment Coordinator, Office of Assessment and Institutional Research, University of St. Augustine for Health Sciences*

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THE 2015 ASSESSMENT  
INSTITUTE IN INDIANAPOLIS

Presented by

The Office of  
Planning and Institutional Improvement

at

Indiana University-Purdue University  
Indianapolis

October 25–27, 2015

Marriott Indianapolis Downtown  
350 West Maryland Street  
Indianapolis, Indiana



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# *In Appreciation*

Trudy Banta, Karen Black, and colleagues at IUPUI whose work is featured in the 2015 Assessment Institute in Indianapolis would like to express our sincere appreciation to the sponsors, exhibitors, and advertisers who have given their support in the various ways that are described below and in the pages that follow.



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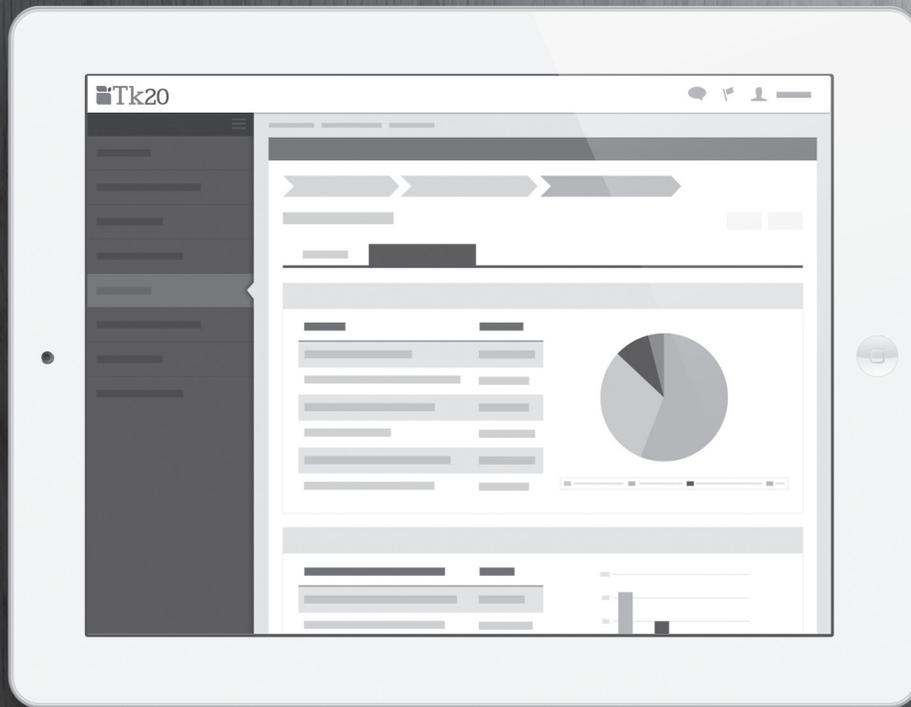
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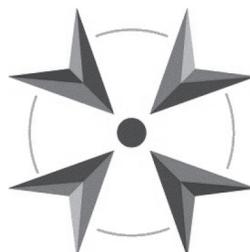
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## Higher Education Data Sharing Consortium Surveys

### General Information for 2015–2016

The Higher Education Data Sharing Consortium (HEDS) administers the following surveys each year: the HEDS Alumni Survey, the HEDS First Destination Survey, the HEDS Research Practices Survey, the HEDS Senior Survey, the HEDS Sexual Assault Campus Climate Survey, and the HEDS Teaching Quality Survey. The base cost for each survey is \$500 for HEDS institutions and \$1,600 for institutions that do not belong to HEDS. Surveys take about 15 minutes to complete, and institutions can add up to 20 supplemental questions on most surveys. All institutions receive comparative frequency reports and data files with their participants' responses on most surveys, and HEDS member institutions receive additional reports and data files.

#### HEDS Alumni Survey

Asks alumni about:

- The quality and impact of their educational experiences, including cocurricular activities
- The impact of undergraduate education on their postgraduate critical thinking, problem solving, and other AAC&U LEAP learning outcomes
- Postgraduate employment, college satisfaction, and college debt

#### HEDS Research Practices Survey

Asks students about their research experiences and assesses their information literacy skills.

Institutions can assess their students' literacy skills at one administration or can use the survey to measure growth over time through a longitudinal administration.

Includes questions that map to each of the Association of College and Research Libraries' current five information literacy competency standards.

#### HEDS Sexual Assault Campus Climate Survey

Asks students about:

- Their perceptions of their campus's climate for unwanted sexual contact and sexual assault
- Their perceptions of how their institution responds to sexual assaults
- Whether and how often they have experienced unwanted sexual contact or sexual assault

Developed to help institutions meet the requirements of the Clery and the Violence Against Women Acts.

#### HEDS First Destination Survey

Asks recent college graduates about:

- Current activities, including postgraduate employment, graduate or professional school, and volunteer work
- Satisfaction with and connection to their undergraduate institution
- Extent to which their undergraduate experience prepared them for postgraduate life
- Impact of undergraduate activities on their development

Follows the National Association of Colleges and Employers' (NACE) standards for first destination surveys.

#### HEDS Senior Survey

Asks graduating college seniors to:

- Evaluate teaching practices and institutional conditions they experienced as undergraduates
- Assess the impact of their college experience on their intellectual growth and development
- Describe their plans following graduation

Includes optional module on seniors' satisfaction with your institution.

#### HEDS Teaching Quality Survey

Asks students about four important components of high-quality teaching that are correlated with increased student learning on a variety of liberal arts outcomes:

- Faculty interest in teaching and student development
- Prompt feedback
- Quality of nonclassroom interactions with faculty
- Teaching clarity and organization

Find out more at [www.hedsconsortium.org/surveys/](http://www.hedsconsortium.org/surveys/)



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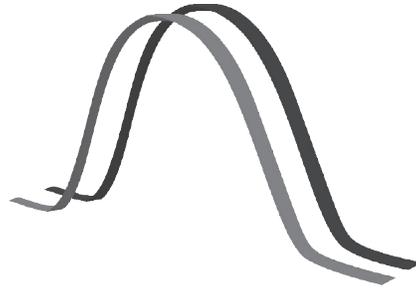
**Professional Development Week** *February 9–12, 2016 | Phoenix, AZ*

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The MESA programs will help you:

- Design and administer meaningful assessments
- Gain in-depth experience with widely used statistical and measurement software
- Evaluate educational outcomes with confidence
- Communicate results effectively to a variety of stakeholders

**There is still time to apply for the Spring term.  
For more information visit [www.go.uic.edu/iupui](http://www.go.uic.edu/iupui)**

## General Information

### Welcome

Thank you for joining us for the 2015 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 2015 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, 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. 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 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 list and map have been provided on pages 104 and 105 for additional restaurants in the city.

## Evaluations

Please help us make the 2016 Assessment Institute even better by completing the brief overall evaluation form at: [http://www.planning.iupui.edu/institute/2015\\_Institute/2015\\_Evaluations.php](http://www.planning.iupui.edu/institute/2015_Institute/2015_Evaluations.php).

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

[http://www.planning.iupui.edu/institute/2015\\_Institute/2015\\_Evaluations.php](http://www.planning.iupui.edu/institute/2015_Institute/2015_Evaluations.php).

## 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 Foyers on the 2nd floor of the Marriott.

Exhibition Hours are as follows:

Monday, October 26	7:30 a.m. – 7:00 p.m.
Tuesday, October 27	7:30 a.m. – 2:00 p.m.

Set up for Exhibitors will take place on Monday, October 26 from 6:00–7:30 a.m.; tear down will be on Tuesday, October 27 at 2:00 p.m.

## Handout Information

For those presenters who have extra paper copies of their handouts, they will 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 after November 15 at

[http://www.planning.iupui.edu/institute/2015\\_Institute/2015\\_Handouts.php](http://www.planning.iupui.edu/institute/2015_Institute/2015_Handouts.php).

If you are a presenter and wish to have your handouts posted to our website, please email them to [planning@iupui.edu](mailto: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**

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

**Twitter**

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**Mobile App**

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

**Parking**

There are valet parking and self-parking options at the Marriott Hotel. Rates are listed below.  
 Valet: 0–3 hours \$25; 3–6 hours \$30; 6+ hours \$42; overnight \$42; oversized overnight \$47  
 Self-parking: 0–30 minutes Free; 30 minutes–3 hours \$22; 3–6 hours \$27; 6+ hours \$37;  
 overnight \$37

**Poster Presentations**

Poster presentations are scheduled for Monday, October 26, 2015 from 5:45 to 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 25	7:30 a.m. – 6:00 p.m.
Monday, October 26	6:30 a.m. – 7:00 p.m.
Tuesday, October, 27	7:00 a.m. – 2:00 p.m.

## Schedule at a Glance

### Sunday, October 25, 2015

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.

Registration

Continental Breakfast

Pre-Institute Workshops

Lunch on your own in Indianapolis

### Monday, October 26, 2015

6:30 a.m. – 7:00 p.m.

7:30 a.m.

7:30 a.m. – 7:00 p.m.

8:45 – 10:00 a.m.

10:15 – 11:15 a.m.

11:15 a.m. – 12:30 p.m.

12:30 – 5:30 p.m.

5:45 - 7:00 p.m.

5:45 - 7:00 p.m.

Registration

Continental Breakfast

Exhibit Hall

**Opening Plenary Panel:** James T. Minor, Thomas A. Angelo, Trudy W. Banta, Peter T. Ewell, George D. Kuh, and Jeffrey A. Seybert

**Featured Speakers:** ePortfolios, High-Impact Practices, Global Learning, and NILOA

**Optional Networking Luncheon (No Speaker)**  
(Optional Advanced Purchase – \$40 per person)

Concurrent Sessions – All Track

Poster Session

High Tea

### Tuesday, October 27, 2015

7:00 a.m. – 2:00 p.m.

7:30 a.m.

7:30 a.m. – 2:00 p.m.

9:00 – 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

Exhibit Hall

**Featured Speakers:** Faculty Development, Graduate Education, and Student Affairs Programs and Services

Concurrent Sessions – All Tracks

Lunch on your own in Indianapolis

Concurrent Sessions – All Tracks

# 2015 Assessment Institute Schedule

## PRE-INSTITUTE WORKSHOPS SPECIAL REGISTRATION REQUIRED

### Sunday, October 25, 2015

**Track: 01A (AM/GE)**

**Time: 9:00 a.m. – 4:30 p.m.**

**Room: Indiana Ballroom F & G**

Pre-Institute Session

Sunday, October 25, 2015

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/CC)**

**Time: 9:00 a.m. – 4:30 p.m.**

**Room: Lincoln**

Pre-Institute Session

Sunday, October 25, 2015

Beginners

#### **Building Rubrics for Large-Scale Campus-Wide Assessment**

Increased 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 L. Johnson, New Charter University**

**Track: 01C (HI)**  
**Time: 9:00 a.m. – 4:30 p.m.**  
**Room: Indiana Ballroom A & B**

Pre-Institute Session  
 Sunday, October 25, 2015  
 Beginners

### **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 (AM/MJ)**  
**Time: 9:00 a.m. – 4:30 p.m.**  
**Room: Santa Fe**

Pre-Institute Session  
 Sunday, October 25, 2015  
 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 academic program, plan their data collection and analysis, and help each other to identify ways the results can be used to improve student learning. The workshop is designed to help new or experienced assessment practitioners or faculty to conduct their own program assessment or to train colleagues at their institutions. After the workshop, participants will receive an electronic copy of the workbook for use at their home institutions.

**Wanda K. Baker, Southwestern Indian Polytechnic Institute; and Nana Allison-Brewer, Haskell Indian Nations University**

**Track: 01E (FD/CC)**  
**Time: 9:00 a.m. – 4:30 p.m.**  
**Room: Indiana Ballroom C & D**

Pre-Institute Session  
 Sunday, October 25, 2015  
 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.

Participants will receive two complimentary books (How Learning Works by Susan A. Ambrose, Michael W. Bridges, Marsha C. Lovett, Michele DiPietro, and Marie K. Norman and Classroom Assessment Techniques by Thomas Angelo and Patricia K. Cross) both of which will be discussed in the workshop.

**Rosemary Reynolds and Holly Stovall, Tarrant County College District**

**Track: 01F (FD/AM)**

**Time: 9:00 a.m. – Noon**

**Room: Marriott 3**

Pre-Institute Session

Sunday, October 25, 2015

Beginners and Advanced

### **Embedded Assessment: Supporting Faculty in the Design and Use of Effective Classroom Assignments**

Results from NILOA's 2013 Provost Survey indicate that some of the most useful evidence about student learning comes from classroom-based assessments that take the form of well-designed assignments. Yet few faculty have structured opportunities to reflect with colleagues on the design of effective assignments. Drawing on NILOA's development of an online "Assignment Library," workshop leaders will share the interactive assignment-design model used by faculty in that initiative, explore how that model can be adapted to local campus circumstances, and share tools and strategies to support campus-based work on assignment design.

**Pat A. Hutchings, National Institute for Learning Outcomes Assessment (NILOA); Elise Martin, Middlesex Community College; Sandra Bailey, Oregon Institute of Technology; and Kacy Lundstrom, Utah State University**

**Track: 01G (EP)**

**Time: 9:00 a.m. – Noon**

**Room: Marriott 9**

Pre-Institute Session

Sunday, October 25, 2015

Beginners and Advanced

### **Making Learning Visible: An Inquiry and Exploration of ePortfolio-Based Outcomes Assessment**

ePortfolio-based outcomes assessment spotlights authentic student work and engages faculty and staff, making learning visible to students, faculty, and the broader institution. In this hands-on workshop, participants will, through an inquiry process, investigate the use of ePortfolios for outcomes assessment. Using the "Catalyst for Learning: ePortfolio Resources and Research" site developed by the 24 partner campuses of the Connect to Learning project, participants will investigate practices from institutions including Guttman and LaGuardia Community Colleges, IUPUI, and Northeastern University. Focusing on the use of assessment findings, participants will explore and discuss effective examples and key strategies for advancing ePortfolio-based outcomes assessment.

**Laura M. Gambino, Guttman Community College (CUNY); and Bret Eynon, LaGuardia Community College**

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

Pre-Institute Session  
 Sunday, October 25, 2015  
 Beginners and Advanced

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

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

**Karen E. Black and Stephen P. Hundley, IUPUI; and Robert W. Aaron, The Ohio State University**

**Track: 01I (CE/GL)**  
**Time: 9:00 a.m. – Noon**  
**Room: Marriott 8**

Pre-Institute Session  
 Sunday, October 25, 2015  
 Beginners

### **Assessing Student Civic and Global Learning**

Countless programs and classes on campuses across the country aim to foster transformative learning in students through community-based learning experiences. 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 for student civic and global learning.

**Kristin E. Norris, IUPUI; Richard Kiely, Cornell University; Eric Hartman, Kansas State University; and Ben Lough, University of Illinois at Urbana-Champaign**

**Track: 01J (AM)**  
**Time: 9:00 a.m. – Noon**  
**Room: Marriott 7**

Pre-Institute Session  
 Sunday, October 25, 2015  
 Beginners

### **Obtaining, Managing, Reporting, and Using Outcomes Attainment Measures at all Institutional Levels to Improve Learning**

Assessing student learning outcomes has become the norm for post-secondary institutions. Faculty need outcomes based information for formative and summative assessment purposes. Institutions expect course level outcomes to be mapped to program and institutional goals and outcomes attainment to be reported in a way that satisfies accreditors and state education boards. The call for more individualized instruction and competence measures is on the rise. This workshop presents a three-level outcomes based system and technology to accomplish these tasks successfully using outcomes attainment measures calculated at the student and course levels.

**Ronald S. Carriveau and Mike Simmons, University of North Texas**

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

Pre-Institute Session  
 Sunday, October 25, 2015  
 Beginners and Advanced

### **Assessment As Teaching**

Surprise! When done appropriately, assessment can save faculty time and effort even as it measurably improves student learning. This workshop outlines research-based assessment principles and devices that improve instruction and learning, generate data for external reporting, and simultaneously ease faculty burdens of teaching, grading, and assessing. Assessment, as usually presented, is often perceived as something to be done with --- and even better, to be done away with. Not so in this workshop. Participants will emerge with assessment devices and approaches that collect data effectively, assist student learning, and do so while leveraging professors' time and effort.

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

**Track: 01L (AM)**  
**Time: 1:30 – 4:30 p.m.**  
**Room: Marriott 1 & 2**

Pre-Institute Session  
 Sunday, October 25, 2015  
 Beginners and Advanced

### **Promoting Effective and Efficient Feedback for Learning: Classroom Assessment 3.0 (A meta-workshop)**

All teachers realize that getting and giving feedback is critical to students' learning, academic success, and intellectual independence. But most academics also recognize how time-consuming, difficult, and frustrating the feedback process can be – particularly when students fail to make use of (or even read) our comments. This workshop presents powerful, sometimes counter-intuitive research findings on effective feedback, along with simple, practical, time-saving strategies for improving the odds that our feedback is read/heard, understood, valued and used. At the same time, on the 'meta' level, the workshop will offer a structured approach to sharing what you've learned with other colleagues after this Institute – an outline you can adapt for your own workshop design. Much of the workshop content and activities are drawn from Tom Angelo's forthcoming 3rd edition of Classroom Assessment Techniques. Participants will receive resources and references from CATs 3.0.

**Thomas A. Angelo, The University of North Carolina at Chapel Hill**

**Track: 01M (AM/GE)**  
**Time: 1:30 – 4:30 p.m.**  
**Room: Marriott 9**

Pre-Institute Session  
 Sunday, October 25, 2015  
 Beginners

### **Beyond Benchmarking: Triangulating NSSE Data with Direct Evidence to Improve Teaching and Learning, Planning, and Policy Analysis**

Many institutions administer and use the NSSE report for benchmarked items. The items on the report can be aligned with your student learning outcomes and used to inform decision making and evaluate student attainment of the outcomes. The facilitators will guide assessment practitioners through a variety of data activity scenarios on how the triangulation of the NSSE, other indirect surveys, and direct assessments can be used locally to inform decisions about Program and General Education, planning, and policy analysis.

**John G. M. Frederick and Christine Robinson, University of North Carolina at Charlotte; and Marisa Yates, University of West Georgia.**

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

Pre-Institute Session  
 Sunday, October 25, 2015  
 Beginners

### **Complementing the Classroom: Developing and Assessing Co-Curricular Learning Outcomes**

This workshop outlines the best practices used to develop and assess co-curricular learning outcomes. Learning outside of the classroom, or co-curricular learning, receives a great deal of attention from student affairs professionals, faculty, administrators, accreditors, and other stakeholders. The advantages of developing learning outcomes for the co-curriculum and assessing those outcomes will be discussed. Participants will have the opportunity to develop co-curricular outcomes and identify appropriate assessment techniques. Implications co-curricular outcomes have for student programming, the relationship between co-curricular outcomes and institutional and external learning domains, and using assessment results for program improvement will be discussed.

**Robert W. Aaron, The Ohio State University; and A. Katherine Busby, Tulane University**

**Track: 01O (AM/HI)**  
**Time: 1:30 – 4:30 p.m.**  
**Room: Marriott 7**

Pre-Institute Session  
 Sunday, October 25, 2015  
 Beginners and Advanced

### **Tools for Assessing Cognitive Outcomes of High-Impact Practices: A Training Session**

Participants will learn how to use and adapt the Problem-Solving Analysis Protocol (P-SAP) and the Cognitive Learning Scale (CLS), two measures of problem-solving and critical thinking outcomes of high-impact practices. Participants will be trained how to administer the instruments and how to score them using the Global Scoring Rubric. Participants will also develop or refine a plan for assessing high-impact practices on their campuses.

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

**Track: 01P (CE)**  
**Time: 1:30 – 4:30 p.m.**  
**Room: Marriott 8**

Pre-Institute Session  
 Sunday, October 25, 2015  
 Advanced

### **Building Institutional Capacity to Monitor and Assess Community-Engaged Activities**

Explore a range of strategies to assess community-engaged activities, which include curricular, co-curricular, or project-based activities conducted in partnership with the community. Institutions committed to community engagement frequently approach assessment with a variety of lenses including assessment and evaluation of community outcomes, student outcomes, partnership, assessment and faculty/staff engagement, among others. In practice, campuses confront an array of challenges to align these approaches into a comprehensive assessment plan. 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.

**Kristin E. Norris and Mary F. Price, IUPUI; Kristin Medlin, University of North Carolina-Greensboro; and Jen Domagal-Goldman, AASCU**

**Track: 01Q (AM/ID)**  
**Time: 1:30 – 4:30 p.m.**  
**Room: Marriott 3**

Pre-Institute Session  
 Sunday, October 25, 2015  
 Beginners

### **The Evolution of an Institution-Wide Process to Foster a Culture of Assessment**

Many institutions' assessment efforts are motivated by regional accreditors, with many slipping into complacency after the visiting team departs campus. We will explore how we are continuing to build and transform our institution into one in which the assessment process is valued; programs engage in assessment to enhance student learning; and units and upper administration engage in assessment to enhance units' and the entire institution's effectiveness. As a consequence of developing similar structures and parallel processes of assessment throughout the institution, our own Office of Institutional Effectiveness/Office of Assessment process and results have encouraged us to change our strategies for deepening the understanding of assessment. This deeper understanding is resulting in greater value being placed on assessment at the individual, program, and university levels. 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, and will offer suggestions for fostering a culture of assessment throughout participants' institutions.

**Teresa L. Flateby, Delena Gatch, and Cynthia Groover, Georgia Southern University**

**Track: 01R (AM/GE)**  
**Time: 1:30 – 4:30 p.m.**  
**Room: Marriott 10**

Pre-Institute Session  
 Sunday, October 25, 2015  
 Beginners and Advanced

### **Capstone Experiences and Their Uses in Learning and Assessment: Fundamental Approaches and Strategies**

This workshop explores how capstone experiences from a variety of disciplines can be used to enhance and document student learning outcomes. Purposes of capstones will be presented, organizing approaches to capstones will be discussed, powerful pedagogies employed in capstones will be highlighted, and ways to tie capstones to assessment activities—both in the discipline and in general education—will be shared. Case studies, sample syllabi and assignments, and methods of developing and involving faculty also will be examined.

**Stephen P. Hundley, IUPUI**

**Monday, October 26, 2015**

7:30 – 8:45 a.m.

Continental Breakfast  
Continental breakfast is located in the first floor Indiana Ballroom Foyer and the second floor Marriott Foyer

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

Plenary Session

Monday, October 26, 2015

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

**The Federal Role in Outcomes Assessment in Higher Education**

As provocateur for the panel, James T. Minor will provide an overview of current issues and the role of the federal government in advancing outcomes assessment at intuitions of higher education and for large federal grant programs. The recently released College Scorecard, Gainful Employment Regulations, and evaluation efforts related to the U.S. Department of Education's Experimental Sites will be discussed in relation to campus-based efforts to improve assessments of student outcomes.

**James T. Minor, Deputy Assistant Secretary for Higher Education Programs in the Office of Postsecondary Education, U.S. Department of Education (USDOE)**

**KEYNOTE PANEL****Thomas A. Angelo**

Clinical Professor of Educational Innovation and Research in the Division of Practice Advancement and Clinical Education, and Director of Educator Development in The Academy, UNC Eshelman School of Pharmacy, The University of North Carolina at Chapel Hill

**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

## FEATURED SPEAKERS

**Track: 03A (HI/ID)**  
**Time: 10:15 – 11:15 a.m.**  
**Room: Marriott 7-10**

Track Keynote  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Strengthening Student Success Foundations Through Assessment**

The California State University (CSU) Office of the Chancellor has supported the expansion of High-Impact Practices (HIPs) and student success programs such as learning communities, service learning, undergraduate research, supplemental instruction, intrusive advising, and peer mentoring in a number of ways, most recently through the Graduation Initiative and the chancellor's allocations for Academic and Student Success Programs (ASSP). ASSP began in 2013-2014 through \$7.2 million in continuous annual funding and serves as a High-Impact Practice and student success program incubator to benefit student success; inform program improvement, assist campuses struggling to identify effective and scalable programs; help shape systemwide reform, policy, and additional funding; and contribute to the national discussion on HIPs/student success programs. To inform these important efforts, ASSP projects engage in annual interactions of a model of Improvement Science within a rigorous transparent assessment environment. Join us to learn more about strengthening HIP/student success programs through a culture of assessment.

**Ken O'Donnell and Audrey Hovannesian, California State University**

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

Track Keynote  
 Monday, October 26, 2015  
 Beginners and Advanced

### **A Bane With Disciplined Fixes: Writing Learning Outcomes Statements**

A thorough sampling of student learning outcomes statements from around the world—not merely in the US—reveals a dismal grasp not only of where such statements should lead, but worse, of language itself. This presentation will demonstrate the dark side of well-intentioned efforts, and then offer both syntactic rules and an operational verb book as guidance for construction, revision, and (surprise?) better assessment.

**Clifford Adelman, Institute for Higher Education Policy (IHEP); and George D. Kuh, National Institute for Learning Outcomes Assessment (NILOA)**

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

Track Keynote  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Global Learning Assessment: Key to Institutionalizing the Global Education Agenda**

Higher education is in transition. Many will argue that it is both in transition and in crisis. To the extent that these claims are true, globalization is a fairly consequential factor. In the 21st century, globalization has made higher education more important than ever and is also influencing higher education in ways that create both new opportunities and new challenges. The kind of world we will inhabit in the years to come will be shaped by higher education and the transformations that are currently redefining this historic institution.

There has been a lot of ferment over issues such as the delivery of academic content and the funding of higher education; there has been insufficient focus on one of the most important questions facing higher education institutions today. And that is, how should our students be prepared to negotiate the fundamentally transformed human landscape created by globalization? I contend that it is global learning that must be central to the university curriculum, in order to facilitate such preparation, but that it is the assessment of global learning that will demonstrate that higher education's obligation to student learning and preparation can be met in an age of globalization, and it is assessment that can have any chance of helping us succeed in convincing those who shape higher education policy and practice that their most important priorities such as STEM education, retention, access, and affordability can be advanced by a global learning agenda. The work of global education will be hampered or accelerated by how diligently we engage in its assessment. It is clear that more of it will be required as we move forward rather than less.

**Harvey Charles, University at Albany**

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

Track Keynote  
 Monday, October 26, 2015  
 Beginners and Advanced

### **The “Evidence of Experience”: ePortfolios as Authentic Records of Learning**

Learning in the 21st century is complicated. Today, learners are expected to acquire disciplinary (and even interdisciplinary) knowledge, skills, and abilities and to integrate their various learning experiences across their learning careers. Electronic portfolios allow learners to make visible the “evidence of their experience,” opening up new pathways for measuring and assessing learning outcomes. In this talk, I explore the ways that ePortfolios can add value and authenticity to traditional academic records of learning.

**Tracy Penny Light, Thompson Rivers University (Canada)**

**Track: 03E (CC/AM)**  
**Time: 10:15 – 11:15 a.m.**  
**Room: Marriott 1 & 2**

Concurrent Session  
 Monday, October 26, 2015  
 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**

**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**

### **Optional Networking Luncheon (No Speaker)**

Our evaluations tell us that you would like more time to talk among yourselves! So gather your team, dine with one of the Institute speakers, find a table topic you'd like to discuss, or just meet new colleagues during this no-speaker luncheon.

**12:30 – 5:30 p.m.**

**SPONSOR PRESENTATIONS**  
 (See page 92 for details)

## CONCURRENT SESSIONS

**Track: 04A (SA)**  
**Time: 12:30 – 1:30 p.m.**  
**Room: Marriott 1 & 2**

Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **All for One: Assessing a Single Student Learning Outcome Across a Division of Student Affairs**

As a means of streamlining assessment efforts, reducing resource burden and optimizing findings, the Division of Student Affairs at LMU assesses a single learning outcome per cycle. This effort includes both department-level and division-wide learning outcomes assessment. This presentation will provide an overview of the process from introducing the concept to the division and garnering organizational buy-in to developing deep resources to scaffold the assessment to closing the findings loop and using the outcomes to improve practice.

**Shannon K. Faris, Loyola Marymount University**

**Track: 04B (AM/UT/GE)**  
**Time: 12:30 – 1:30 p.m.**  
**Room: Marriott 3**

Shared Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **What Did We Learn From Quantitative Reasoning Assessment at University of Guam?**

In spring 2014, two hundred fifty-one students took the Quantitative Literacy and Reasoning Assessment Test developed by Dr. Eric Gaze, Director of Quantitative Reasoning at Bowdoin University. The students were from a sample of freshman and senior level courses. Since it was the first time that we conducted the Quantitative Reasoning Assessment, we wanted to establish some baseline data. We plan to conduct this assessment every spring. In this presentation we will discuss results from the Quantitative Reasoning Assessment at University of Guam from Spring 2014 and 2015.

**Grazyna Badowski and Frank Camacho, University of Guam**

### **The Rewards and Pitfalls of Transitioning to a 21st Century Digital Assessment Office**

The use of technology is permeating all facets of the higher education landscape, including that of assessment. The responsibility of monitoring a university's assessment requirements can be a daunting task, one that causes many assessment and institutional effectiveness offices to look toward available technology to assist in this process. Technology such as assessment software can be of an immense help, but also poses many logistical problems. These problems include training, faculty and administrative buy-in, rolling out the new software, and sustainability. This presentation recounts the journey of a small southeastern liberal arts university in selecting, adapting, and implementing assessment software solutions.

**Timothy J. Burrows, Virginia Military Institute**

**Track: 04C (AM/ID)**  
**Time: 12:30 – 1:30 p.m.**  
**Room: Marriott 4**

Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Leveraging Assessment for Campus Collaboration**

Maximizing resources, benefiting from collaborative relationships, and making meaningful programmatic changes are not new goals. Using assessment to guide those efforts, however, is not the first thought by most in the field. By examining a three-part approach, participants will understand how assessment themes can advance practice through peer role modeling or director-level leadership. Campus practices will be explored and participants will be led through activities and group discussions to identify practical and tangible takeaways.

**Joseph D. Levy, University of Phoenix**

**Track: 04D (CC/GE)**  
**Time: 12:30 – 1:30 p.m.**  
**Room: Marriott 7 & 8**

Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Assessment Action Plans: Our Recipes for Improving Student Learning**

Developing effective assessment action plans is critical to improving student learning. It is important to include the basic ingredients: faculty, manageable assessment processes, appropriate actions, and reassessment. Presenters will share action plans from assessments that improved student learning and discuss why they worked. We will share examples from transfer, career and technical education, and general education plans. Participants will have the opportunity to evaluate assessment results and brainstorm action plans.

**Nancy Prendergast and Ruth Williams, Oakton Community College**

**Track: 04E (GE/ID)**  
**Time: 12:30 – 1:30 p.m.**  
**Room: Marriott 9 & 10**

Shared Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Integrating Faculty-Driven Assessment into the Curriculum Design Process**

Simmons College is undertaking several curriculum revision projects, including a complete overhaul of the undergraduate general education curriculum, the redesign of the undergraduate nursing curriculum, and the strengthening of our M.A. in library and information science. This session will describe how each of these curriculum reform processes is guided and driven by best practices in student learning outcomes assessment to build a research-based, assessable, student-centered curriculum that has strong faculty buy-in. Participants will construct and analyze a list of benefits of integrating assessment into the curriculum design process and will develop a list of implementable strategies.

**Jennifer H. Herman and Richard Voos, Simmons College**

### **Inhabiting the Parthenon: One School's Journey to Meaningful Assessment of General Education**

This presentation will highlight the process undertaken to reform a General Education curriculum and assessment plan from a purely distribution based plan to a wholly outcomes driven one. We highlight how this created curricular flexibility within a highly curricularly constrained state system. Likewise, we were able to re-imagine our assessment processes to be college-wide enabling true conversation about teaching and learning for the whole student experience. In explicating our outcomes based framework to participants, we will provide instruction on process, gaining buy-in, managing naysayers, creating artifacts for implementation and balancing standardization with intellectual freedom and program level need.

**Debora Hinderliter Ortloff, Jacob Amidon, Kellie M. Gauvin, Jacqueline M. Tiermini, and Margaret Gillio, Finger Lakes Community College**

**Track: 04F (AC)**  
**Time: 12:30 – 1:30 p.m.**  
**Room: Santa Fe**

Shared Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Necessary Energy to Successfully Maintain Accreditation Requirements**

Oscar Wilde once said, “Life imitates art far more than art imitates Life.” This session will be a time of reflection and discussion of how not only wasting energy but also renewing energy for the successful accreditation process on our campuses imitate art. Whether you just finished the accreditation cycle or are about to start it again, necessary energy for the process has its challenges. Participants will leave revitalized to return to their institutions ready to keep the process going.

**Brad Marcum and Margaret W. Sidle, University of Pikeville**

### **Providing Accreditation Professional Development at All Levels**

At Otterbein University, reaccreditation provided an opportunity for community members to learn how their roles connect to assessment criteria and student experiences. A series of accreditation-related summer professional development events was crafted to encourage support and administrative staff to see the connections between their daily tasks and the accreditation process.

**Katherine G. H. Reichley, Otterbein University**

**Track: 04G (GR/MJ)**  
**Time: 12:30 – 1:30 p.m.**  
**Room: Lincoln**

Shared Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Assessment of Student Learning During the Construction and Creation of Startup Policies and Procedures for an Open-Access, Student-Driven, Multimedia Healthcare Review Journal, BU Well**

BU Well is an open-access multimedia journal that was founded by the Butler University College of Pharmacy and Health Sciences (BUCOPHS) in 2014. This scientific journal will be published annually in a volume per year, and BU Well will be edited in full, and written in part by Butler University students, similar to the law review model at schools of law. During spring 2015, thirty students participated via an independent study course to found the journal’s policies and procedures. We propose to discuss the following methods of assessment used: regular meeting immediate feedback, midterm oral examination, online didactic content, quizzes, peer review, written reflections on the experience, and final formal presentations on policies and procedures for the journal.

**Erin L. Albert, Butler University**

### **Authentic Assessment of Skills: An Assessment Center Process for Student Learning and Program Improvement**

The purpose of this interactive presentation is to illustrate how an educational leadership preparation program has integrated authentic assessment into a comprehensive package whereby individual student learning is the focus of the assessment and it used to determine student growth and program assessment. The presentation will address the identification of skills, the evolution of the assessment process, the use of assessment findings, and the infusion of technology into the assessment process, and vision for future development. The results of assessment center findings will be presented to illustrate how individual data and cumulative data are used by the candidates and the program. Attendees will be presented with an assessment activity, complete the activity, and assess their work.

**Dennis W. Van Berkum and Ann T. Clapper, North Dakota State University**

**Track: 04H (CE)**

**Time: 12:30 – 1:30 p.m.**

**Room: Florida/Illinois**

Shared Concurrent Session

Monday, October 26, 2015

Beginners and Advanced

### **Putting Equity at the Center: Assessing Social Justice Learning Outcomes as a Result of Classroom, Community, and Co-Curricular Experiences**

Civic engagement is a foremost learning goal for students in many colleges and universities. In addition, social justice or social equity outcomes are increasingly identified as institutional goals. Achieving these is often associated with community-based or service learning. Our interactive session focuses on Santa Clara University's assessment of social justice learning outcomes through a collaborative process triangulating multiple sources of direct and indirect evidence, including analyses of student course work, narrative responses to community placements and immersion experiences, focus groups, and relevant NSSE and CIRP data. We discuss how these results have informed our faculty development efforts.

**Christine M. Bachen, Andrea Brewster, Jennifer Merritt, Rosa Guerra-Sabaria, Thu-Tam Hixon, and Jake Schneider, Santa Clara University**

### **Evaluating the Impact of Spanish Community-Based Learning (CBL) Involvement on Student Learning Outcomes and Community Partnerships**

The University of Notre Dame's Department of Romance Languages and Literatures' Spanish Community-Based Learning program, in its fifth year, assessed the impact of Spanish CBL on students' learning outcomes and community partners' programming. The program evaluation utilized a variety of data (student surveys, focus groups of CBL students and community partners, student reflections, and Oral Proficiency Interviews [OPI] scores correlated to engagement in CBL and/or study abroad). The results are being used to improve protocols for working with faculty, community partners, and students, as well as to inform the development of a proposed certificate in Spanish CBL. This research also has broader implications for all types of CBL courses and for departments considering design of systemic assessment of CBL to measure success for all stakeholders.

**Rachel Rivers Parroquin, Shauna Williams, and Connie Snyder Mick, University of Notre Dame**

**Track: 04I (GL/EP)**  
**Time: 12:30 – 1:30 p.m.**  
**Room: Michigan/Texas**

Concurrent Session  
 Monday, October 26, 2015  
 Beginners

### **Assessment of International Learning Outcomes at the Institutional Level**

The process of defining and assessing Institutional International Learning Outcomes requires a shared understanding of learning objectives. In this presentation we situate intercultural competence within the larger goal of internationalization. First, we describe the International Learning Guidelines that have been established for our institution. Then, we present our current attempts to describe what they mean, to identify existing learning experiences that can address the guidelines, and to create descriptors for different levels of achievement of the guidelines. We also discuss two attempts to assess international learning outcomes derived from study abroad experiences through student surveys and ePortfolios.

**Marta M. Antón, IUPUI; and Dawn M. Whitehead, Association of American Colleges and Universities (AAC&U)**

**Track: 04J (EP/CE/MJ)**  
**Time: 12:30 – 1:30 p.m.**  
**Room: Indiana Ballroom A & B**

Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Cultivating “Citizen-Soldiers” Through Field Work in the English Major**

Colleges nationwide have responded to the call issued in *A Crucible Moment* to “expand the number of robust, generative civic partnerships” and “empower people to act.” An English major with rhetoric at its center is a natural, strategic site for this work. Panelists will draw on their experiences with an academic program initiative at a small liberal arts college to redesign the English curriculum. A key requirement for Field Work locates the institution’s mission to train “citizen-soldiers” at the center. Panelists will discuss students’ ePortfolios as demonstrations of learning in both the course and the major.

**Christina R. McDonald and Emily P. Miller, Virginia Military Institute**

**Track: 04K (AM/UT)**  
**Time: 12:30 – 1:30 p.m.**  
**Room: Indiana Ballroom C & D**

Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **What Can You Do With Your Campus’s Assessment Website?**

How campus assessment websites are structured and used reflects decisions such as who the primary audiences are; who among those audiences gets to see what; and who needs what kinds of information, training, & support. From his experience reviewing websites for the Internet Resources for Higher Education Outcomes Assessment meta-list and as a campus consultant, Dr. Schechter will offer examples of various approaches to these and other questions, with opportunities to share your own campus’s choices or plans.

**Ephraim Schechter, HigherEdAssessment.com**

**Track: 04L (NI/MJ)**  
**Time: 12:30 – 1:30 p.m.**  
**Room: Indiana Ballroom E**

Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Developing Meaningful, Operational Learning Outcome Statements**

This moderated panel session is an opportunity to explore in more depth the implications of the ideas and challenges offered in the NILOA track keynote about the importance of operational learning outcome statements. Perspectives will be provided from disciplinary associations involved in Tuning projects and assessment directors that work with faculty on writing learning outcome statements.

**Peter T. Ewell, National Center for Higher Education Management Systems (NCHEMS); Julia Brookins, American Historical Association; Brad Mello, Saint Xavier University; and Elise Martin, Middlesex Community College**

**Track: 04M (FD/ID)**  
**Time: 12:30 – 1:30 p.m.**  
**Room: Indiana Ballroom F**

Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Getting Beyond the Happiness Factor in Evaluating Faculty Development Programming**

In this interactive session, three faculty will share results from a pilot study that evaluated a six-part university program on student engagement, which ran during the 2014-2015 academic year. Participants were surveyed and interviewed regarding impact. Instructor documents and student work were examined for impact relative to how participants adjusted or planned to adjust student learning outcomes as revealed in syllabi, activities, and/or assignments in a course review process. Participants will engage in discussion regarding the challenges and opportunities in assessing the impact of faculty development programming, as evidenced by this pilot study.

**Susan Franklin Blackwell, Amanda Miller, and Scott Lawrence, University of Indianapolis**

**Track: 04N (HI/SA)**  
**Time: 12:30 – 1:30 p.m.**  
**Room: Indiana Ballroom G**

Shared Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Student Employment as a High-Impact Practice**

Employment within student affairs offers students opportunities to apply the knowledge they have gained inside the classroom, as well as acquire new competences, helping them to build solid foundations for their futures. Researchers used an online survey to assess the outcomes associated with part-time student employment within the student affairs division at a large Midwest university. Results show duration of employment, rank, sense of community, civic engagement, and cultural awareness to be strong predictors of development.

**Christina Athas and D'Arcy John Oaks, The Ohio State University**

### Examining Student Leadership as a High-Impact Practice

Assessment professionals are often asked to measure the quality of co-curricular activities. For example, when a student holds a formal leadership role in a student organization, what does that look like? How does that experience relate to learning and development? High-impact practices (HIPs)—characterized by their intensity, collaboration, and effectiveness—have gained attention in the assessment world. This session explores the quality of student leadership experiences, and what it might take to label them “high-impact.” The presenters will identify populations that are more or less likely to participate in HIP-level leadership, and recommend how educators can enhance leadership experiences.

**Bob Gonyea and John Zilvinskis, Indiana University**

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**Track: 05A (SA/ID)**

**Time: 1:45 – 2:45 p.m.**

**Room: Marriott 1 & 2**

Concurrent Session

Monday, October 26, 2015

Beginners and Advanced

### Institutional Effectiveness: Aligning Co-curricular and Academic Processes

Like many institutions tasked with designing an assessment framework, we have found that the primary emphasis tends to be on academics. However, the role of student services units such as administrative and co-curricular departments is essential to ensuring broad institutional effectiveness. We assert that, through careful analysis of the similarities and unique challenges of academic and co-curricular assessment, it is possible to create a cohesive framework emphasizing the commonalities of assessment while retaining flexibility for accommodating a range of assessment needs. Participants will see examples of our aligned assessment process and work in small teams to reflect on their own processes.

**Dyan L. Jones, Mary B. Breckenridge, and Courtney Olevnik, Mercyhurst University**

**Track: 05B (AM/ID)**

**Time: 1:45 – 2:45 p.m.**

**Room: Marriott 3**

Shared Concurrent Session

Monday, October 26, 2015

Beginners and Advanced

### Persistence, Completion, and Assessment of Student Learning: Helping Programs See the Connections

At our institution, we realize that using meaningful data from good assessment to improve student learning is not the end goal of assessment. Assessment may also tell us much about student academic success that can affect student persistence and completion significantly. Helping faculty in programs to see the connections between persistence and completion and assessment of student learning data is a process. In this presentation, we share our ideas and our experiences as we implement a “next step” in assessment processes: a focus on student persistence and completion.

**Lori Baker-Sperry and Nancy Parsons, Western Illinois University**

### **Using Noel Levitz Student Satisfaction Survey Data to Drive Retention Initiatives in the Institutional Effectiveness Plan (IEP)**

A significant challenge in strategically advancing student success in an Institutional Effectiveness Plan (IEP) is identifying actionable data to drive retention initiatives beyond the actual retention figures themselves. This session details the use of the Noel Levitz Student Satisfaction Inventory (SSI) in identifying discrete, measurable longitudinal data about the full spectrum of a student's experience, and crafting targeted action plans to address them. These data have been used in the IEP for improvements in retention, learning outcomes, and graduation rate. The presenter also will illustrate recent efforts to triangulate the SSI with a parallel Graduate Satisfaction Survey across four education systems.

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

**Track: 05C (FD/SA)**

**Time: 1:45 – 2:45 p.m.**

**Room: Marriott 4**

Concurrent Session

Monday, October 26, 2015

Beginners

### **Educating the Whole Student: Strategies for Faculty**

At Southern Illinois University Carbondale, the Campus-Wide Assessment Committee (CWAC) successfully integrated several venues for academic and non-academic units to work together. We thought we were on the right track, only to discover that the Committee's mission statement needed to be revised to include the importance of non-curricular student learning and working to ensure the committee does more than just advise on assessment policy. We also discovered that we needed to educate the committee members on the importance of educating the whole student. The presenters will share their successes and discuss some of the failures they encountered.

**Sharon E. Walters and James S. Allen, Southern Illinois University; and Anne Cooper Moore, University of North Carolina at Charlotte**

**Track: 05D (CC/GE)**

**Time: 1:45 – 2:45 p.m.**

**Room: Marriott 7 & 8**

Concurrent Session

Monday, October 26, 2015

Beginners and Advanced

### **Beyond Compliance: Program Assessment and Program Review in a Community College**

This session examines the integration of a formative annual program assessment with a five-year peer review evaluation process. Student learning outcomes assessment is central to both the program annual update and program five-year review process. We will explain our strategies to develop and communicate a common assessment language and the importance of consistent yet flexible criteria. We will share rubrics for assessing each element of the annual update and program review. We will conclude with a description of our feedback loop and continuous improvement strategies.

**David A. Keller and Samantha F. Hench, Kirkwood Community College**

**Track: 05E (GE/CE/GL)**

**Time: 1:45 – 2:45 p.m.**

**Room: Marriott 9 & 10**

Concurrent Session

Monday, October 26, 2015

Beginners

### **Assessing the Core Curriculum Holistically and for Specific Evidence of Cultural Competence, Civic Learning and Creativity**

Butler University rolled out a new core curriculum (general education) in 2006 designed around specific learning outcomes rather than arranged along strict disciplinary lines. The five presenters on this panel will describe challenges faced by the changed nature of the core and strategies developed in response to data collected. First the challenges of assessing a diverse collection of requirements in a holistic manner at the request of the Higher Learning Commission will be articulated and strategies for compliance will be shared. Then, three particular outcomes for which it can be difficult to determine meaningful evidence of student growth will be examined: cultural competence, civic learning and creativity. This presentation will detail the challenges and opportunities provided by these examples and will share instruments that can be adapted by programs and instructors.

**Elizabeth K. Mix, Nandini Ramaswamy, Margaretha Geertsema-Sligh, Donald Braid, James McGrath, and Amia Foston, Butler University**

**Track: 05F (ID/GE)**

**Time: 1:45 – 2:45 p.m.**

**Room: Santa Fe**

Shared Concurrent Session

Monday, October 26, 2015

Beginners and Advanced

### **From Tales to TRAILS: Blazing Through Assumptions to Data Driven Decisions**

This presentation examines data interpretation challenges facing a smaller institution as well as one solution—what we call the TRAILS method - to ameliorate our data “tales” and move toward stronger institutional processes and improved student success. This method broke new ground with our data—essentially trail blazing—and involved Time, Repetition, Anti-silo-ed discussion, Institutional Research, Layering, and Strategic Thinking. Some goals included placing fewer students in developmental classes and reducing DFW rates with the assumption that persistence problems originated in these issues. The TRAILS method helped us uncover our actual student persistence barriers and reevaluate our assumptions.

**Holly L. Baumgartner and Michelle A. Rable, Lourdes University**

### **Layering Institutional Data, National Research, and Learning Assessment to Cultivate Systemic Change**

New Mexico State University has embraced the Higher Learning Commission's required Pathways process as a means to cultivate institutional change that positively influences the student experience and student learning. In light of national research on writing and learning, we have examined institutional practices, institutional data about students and their writing, faculty and student attitudes about writing, and student writing products across all disciplines to create a comprehensive and accurate picture of student writing and the student experience with writing. Through this process we have identified targeted interventions that our research indicates are most likely to impact student writing and learning.

**Shelly Stovall, New Mexico State University**

**Track: 05G (GR)**  
**Time: 1:45 – 2:45 p.m.**  
**Room: Lincoln**

Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Designing a Compass for Graduate Students to Navigate the Silent Curriculum**

This presentation will focus on the silent curriculum of graduate school and what it requires of graduate students. These requirements include assistantships, conferences, grants, and publications. Although these requirements are absent from programs of study, they are equally as important as coursework in terms of professional development and future employment. By reviewing current publications, performing interviews, and utilizing NSSE data, we hope to measure these ambiguous graduate school requirements. By establishing a method of assessment for the graduate school silent curriculum, we hope to elucidate one of the most stressful and unclear parts of the advanced higher education experience.

**Nick Edward Pearce, Ian Ermatinger-Salas, and NaShara C. Mitchell, Indiana University**

**Track: 05H (CE)**  
**Time: 1:45 – 2:45 p.m.**  
**Room: Florida/Illinois**

Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **A Community Partnership Between an Urban University and Public High School Focusing on an Accelerated College Immersion Scholarship Initiative**

The IUPUI-Crispus Attucks Medical Magnet High School (CAMMHS) Accelerated College Immersion Initiative offers innovative educational choices that respond to the unique interests and talents of students, celebrate cultural and ethnic diversity, and foster student achievement while increasing the number of students from less-represented populations who enroll in and successfully complete university courses while still in high school. CAMMHS students, admitted to the university through the IUPUI SPAN Division Scholarship Initiative, enroll and participate in regular IUPUI courses taught by fulltime faculty alongside regular fulltime students and receive college credit.

**Sarah Baker and J.R. Russell, IUPUI**

**Track: 05I (GL)**  
**Time: 1:45 – 2:45 p.m.**  
**Room: Michigan/Texas**

Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Can Intercultural Competence Be Improved?: Recommendations for Curricular and Programmatic Changes Based on Assessment of Learning Outcomes**

Can higher education institutions make improvements in intercultural competence? The ultimate purpose of our work in assessment is to be a catalyst for improved curricular and programmatic outcomes. The assessment of intercultural competence is newer to the field than other more knowledge-based learning outcomes. In this session we will share results from three campuses that have assessed and demonstrated growth in intercultural competence. Participants will learn about their mixed methods assessment practices, their curricular and programmatic practices, as well as their recommendations for curricular and programmatic improvements, based on their data and informed practice.

**Chris Cartwright, Intercultural Communication Institute; Iris Berdrow, Bentley University; Chris Hightower, Texas Christian University; and Donna Evans, Miami University of Ohio**

**Track: 05J (EP/HI)**  
**Time: 1:45 – 2:45 p.m.**  
**Room: Indiana Ballroom A & B**

Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Similarities and Differences: Capstone Assessment of Student Learning with ePortfolios**

Of the ten High-Impact Practices promulgated by NSSE and AAC&U, one often overlooked is “Capstone Courses and Projects.” These are culminating experiences that require students nearing the end of a program to create a project of some sort that integrates and applies what they’ve learned: for example, research papers, performances, exhibits, and portfolios of best work. Students benefit from integrative learning, application or demonstration of their learning, metacognition, firming a professional identity, and preparing for career or graduate school. Faculty and program leaders benefit from the opportunity to assess cumulative learning in a manner that connects directly to program improvement. ePortfolios have proven especially useful for capstone learning and assessment. This panel of IUPUI capstone faculty will describe their evolving approaches with ePortfolios in different undergraduate programs to address common overarching goals.

**Susan Kahn, Tyrone M. Freeman, and Susan B. Hyatt, IUPUI**

**Track: 05K (AC)**  
**Time: 1:45 – 2:45 p.m.**  
**Room: Indiana Ballroom C & D**

Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Improving Student Learning within Regional Accreditation: Findings from a Multiple Case Study**

Participants in this session will learn what worked well when four institutions set out to improve their student learning outcomes as part of their standard regional accreditation compliance. The session will open with brief case studies of the four institutions, followed by the findings of what was similar and different across the cases. The session will conclude with group discussion of the implications for practice at institutions and accreditors.

**Cynthia A. Cogswell, Indiana University**

**Track: 05L (NI/MJ)**  
**Time: 1:45 – 2:45 p.m.**  
**Room: Indiana Ballroom E**

Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Better Ingredients. Better Pizza.**

A principled and well-supported commitment to assessment can enable accountability and support programmatic and institutional strengthening, but the effectiveness of assessment finally depends on the substance and specificity of the outcomes being assessed. That is why Tuning (which seeks incremental outcomes at the disciplinary level) and the Degree Qualifications Profile (which proposes degree-level outcomes exclusive of discipline) are critical to assessment capable of leading to real change. In this Town Hall session, individuals involved with helping implement the DQP and Tuning will ask participants to consider vital questions related to assessment:

- How suitable are Tuning materials and the DQP for use by assessment leaders?
- What might be done to make them more useful?
- What strategies might lead to wider implementation of Tuning and the DQP?
- Are there alternatives to Tuning and/or the DQP that deserve consideration?
- Are there success stories concerning Tuning and/or the DQP that might be helpful to others?
- What advice would you have concerning future iterations of the DQP and Tuning?

**Paul Gaston, Kent State University; Natasha Jankowski, National Institute for Learning Outcomes Assessment (NILOA); Jillian Kinzie, Indiana University; and David Marshall, Tuning USA**

**Track: 05M (FD/GR)**  
**Time: 1:45 – 2:45 p.m.**  
**Room: Indiana Ballroom F**

Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Assessing the Experiences and Practices of Faculty and Graduate Students Who Teach**

Assessing the experiences and teaching practices of faculty and graduate students can be particularly challenging. This session examines the assessment of faculty and graduate students who teach undergraduates by sharing the experiences and challenges of institutions participating in large-scale surveys of faculty and graduate students' teaching practices. Participants will be encouraged to share their ideas, challenges, and solutions associated with assessing faculty and graduate students who teach. Ideas from the presenters as well as from session participants will be used to create brief action plans for improving the assessment and experiences of faculty and graduate students who teach.

**Allison BrckaLorenz, Thomas Nelson Laird, and Amy Ribera, Indiana University**

**Track: 05N (HI/GE)**  
**Time: 1:45 – 2:45 p.m.**  
**Room: Indiana Ballroom G**

Shared Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Supporting Life Long Learning Through High-Impact Integration of Information Competences**

Using undergraduate research as a high-impact practice, we present an innovative information literacy integration model that embeds experiential activities in the program's core. It considers the level at which the students are in the program and includes the assessment of student learning. Communities of practice of academics and librarians implement and assess the model and communities of learners are formed between students, professors, and librarians that further enrich the learning process. Information literacy is the basis of life-long learning. It gives students the tools necessary to use information effectively and become competent in problem solving and critical thinking.

**Marta Z. Charron and Beatriz V. Rivera-Cruz, University of Puerto Rico at Rio Piedras**

### **Impact of Information Literacy Instruction on First-Year Seminars**

Information Literacy (IL) (e.g., how to find, evaluate, and use information) is regularly a part of first-year seminars. Introducing IL at the first year allows concepts to be built upon throughout a student's education. We will present the results of a five-college rubric-based study that assessed students' writings (n=520). The study measured student scores at different levels of IL instruction. While students with low levels scored lower than those with high levels of IL instruction, there was not a statistically significant difference between students with moderate instruction versus the highest levels of instruction.

**M. Sara Lowe and Sean M. Stone, IUPUI**

**Track: 06A (SA/ID)**  
**Time: 3:15 – 4:15 p.m.**  
**Room: Marriott 1 & 2**

Shared Concurrent Session  
 Monday, October 26, 2015  
 Beginners

### **Using Technology to Assess Student Engagement in Non-Curricular Events**

The Co-Curricular Assessment Committee at Southern Illinois University Carbondale is coordinating multiple approaches to data collection including card swipe readers and polling questions when students log into the campus portal. However, collecting data is only part of the assessment loop. The Committee is also working to devise a system where these data can be shared with other student affairs and academic units. The presenters will discuss their successes as well as some of the failures they encountered during their journey.

**Anne Cooper Moore, University of North Carolina at Charlotte; James S. Allen and Sharon E. Walters, Southern Illinois University**

### **Utilizing Co-Curricular Learning Experiences to Influence Student Success both During College and Beyond**

IUPUI's Division of Student Affairs staff have created a learning model called the Principles of Co-Curricular Learning (PCLs). Eight domains are incorporated in this learning model and they provide a conceptual framework for learning outside the classroom. The PCLs create a context for learning and development through programming, leadership, and employment opportunities. The PCLs are directly connected to student success both during and beyond the collegiate experience. Recently, the concept of the T-Shaped Professional has been introduced into our work to ensure that students are well-versed in their disciplines and possess broad social, analytical, and communication competences. Programs and trainings rooted in the PCLs and tied to the T-Shaped Professional Model result in well-educated, well-rounded students. This presentation will discuss the integration of the Principles of Co-Curricular Learning with the T-Shaped College Graduate to maximize student learning and development efforts both during and after college.

**Zebulun Davenport, IUPUI**

**Track: 06B (AM/ID/FD)**  
**Time: 3:15 – 4:15 p.m.**  
**Room: Marriott 4**

Shared Concurrent Session  
 Monday, October 26, 2015  
 Beginners

### **When Assessment and Outreach Meet: Using Data to Shape Your Outreach**

In May 2013, I took the newly created position as Assistant Director of Outreach and Assessment at the Student Success Center (SSC) at UT, Knoxville. This position was created to meet center and campus needs focused on increasing assessment efforts and using these efforts to increase academic support, reach, and overall retention and graduation for the University. Blending outreach and assessment into this position created a unique opportunity to allow assessment practices to drive the SSC's engagement in terms of outreach and marketing. As a result, we have an annual comprehensive assessment report that we use to share our successes and an outreach/marketing plan driven by data analysis. Utilization of data to assess marketing has resulted in high reach to many student populations, growth of the Center, and overall improvement in student success.

**Jessica D. Osborne, University of Tennessee, Knoxville**

### **Foundations in Support Office Assessment**

Support offices have a tendency to use assessment as a project management instrument and have struggled to create formative assessment plans. Texas A&M University focuses on three foundational concepts of good assessment that can be applied to any support office. This presentation is similar to those given to TAMU offices who are new to assessment or who wish to create a stronger assessment plan.

**Eric Webb and Elizabeth Bledsoe, Texas A&M University**

**Track: 06C (AM/MJ/GE)**

**Time: 3:15 – 4:15 p.m.**

**Room: Marriott 3**

Shared Concurrent Session

Monday, October 26, 2015

Beginners and Advanced

### **Assessment in Creative Institutions: Constraining Creativity or Innovating Improvement?**

Increasing assessment demands present particular challenges for art and design programs/colleges whose faculties' resistance to formal assessment is strongly grounded in their outcomes of creativity and innovation. Can you have standards with standardization? Informal assessment has always been a part of art and design practice; articulating those results and using those results to improve student learning, closing the loop without strangling creativity and innovation, have not been. The role disaggregated learning outcomes play in a culture that looks at process and whole works in curricula that value creativity and innovation can add a much needed dimension to assessment practices and pedagogy.

**Debra A. Ballard, Otis College of Art and Design**

### **Making it all Make Sense: Aligning Institutional, Programmatic, and Core Competence Outcomes**

At a time when educators are being asked to keep multiple "assessment balls-in-the-air," it can be confusing and aggravating making sense out of so many different requirements. This presentation will focus on a new visual system of institutional alignment that clarifies the process, streamlines the information, and integrates key assessment points for undergraduate programs. It maps where Core Competences are located and assessed throughout general education and programmatic curricula, and also locates institutional learning outcomes. The system incorporates a cyclical assessment plan including learning outcomes from cornerstone, to milestone, to capstone experiences.

**Sue Vessella, Woodbury University**

**Track: 06D (CC/ID)**  
**Time: 3:15 – 4:15 p.m.**  
**Room: Marriott 7 & 8**

Shared Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **What Does Faculty-Driven Assessment Look Like?**

Harold Washington College has been successfully doing assessment for the past ten years. There is a well-developed assessment plan including a seven-year calendar. There are defined Student Learning Outcomes and fully developed assessment tools. Data are collected, analyzed, and disseminated annually. This presentation will explore the nature of assessment from the perspective of an interdisciplinary Assessment Committee that meets weekly and produces a substantial amount of work each year. What is the motivating factor? How is it faculty-driven? What role does administration play? Participants will examine recent assessment findings, and will explore the human factor behind the data.

**Carrie A. Nepstad and Phillip Vargas, Harold Washington College**

### **Curriculum is the Key to Faculty-Driven Assessment**

Assessment committees and administrators keep telling faculty to “close the loop” on assessment. However, we often fail to fully explain what that means. By aligning Assessment and Curriculum processes and through frequent, cross-divisional engagement strategies, Triton College faculty now have a clear pathway to student success...and they like it!

**Mary Ann Tobin and Larry Manno, Triton College**

**Track: 06E (GE/UT)**  
**Time: 3:15 – 4:15 p.m.**  
**Room: Marriott 9 & 10**

Shared Concurrent Session  
 Monday, October 26, 2015  
 Beginners

### **Work With What You Have! Implementation of a General Education Assessment Plan: 3 Years In and Counting**

The College of Charleston is a medium-size liberal arts institution that was faced with SACS-COC non-compliance in standard 3.3.1. We explored many good practices in General Education Assessment until we decided to “work with what we got.” Faculty developed SLOs, collected and analyzed data, and determined what happened next. After 3 years, we have completed two assessment cycles. We will share our assessment process and the steps we took to make it a reality. The use of our LMS is a great support in the organization of our process. We are empowering our faculty to have a faculty-led assessment program.

**Gioconda Quesada, College of Charleston**

### **Personal Responsibility: You Can[not] Measure That!**

Rock Valley College includes Personal Responsibility among its Institutional Student Learning Outcomes (ISLO). Although faculty agree that personal responsibility is an important component of students' personal and professional development, this ISLO has been controversial for two reasons. First, there are disagreements about whether the institution should be accountable for student's development of responsibility. Second, such dispositional constructs are difficult to observe and measure. Ultimately, strong faculty support for this ISLO has led the Assessment Committee to tackle the measurement problem. At this session, participants will learn about our approach to measuring personal responsibility, including results and recommendations for improvements.

**Heather M. Snider and Lisa M. Mehlig, Rock Valley College**

**Track: 06F (AM/ID)**

**Time: 3:15 – 4:15 p.m.**

**Room: Santa Fe**

Concurrent Session

Monday, October 26, 2015

Beginners and Advanced

### **Program Review 2.0: A Model Faculty and Administrators Can Agree On**

How do you get faculty and administrators to agree on a model for program review? What does a model for program review that is fair to faculty and administrators look like? How do you get faculty to conduct an unbiased, meaningful program review that is tied to relevant data, and free from the typical creative writing found in most program review models? The presenters will outline the collaborative process used to create an effective program review process at a public university and illustrate a program review model that involves institution-wide peer review. They share the rationale for the model, implementation process, and outcomes.

**Quinn Koller and Maureen Andrade, Utah Valley University**

**Track: 06G (GR/FD)**

**Time: 3:15 – 4:15 p.m.**

**Room: Lincoln**

Concurrent Session

Monday, October 26, 2015

Beginners and Advanced

### **Assessments, Accreditation, and Adjuncts: The Role of Adjunct Faculty in Assuring Assessment Criteria are Met**

As universities continue to expand into multiple regions and create programs in traditional and non-traditional methodologies, classrooms are now experiencing more adjunct faculty and fewer full-time professors (Langen, 2011). This change has raised the question of how programs can ensure the assessment and/or accreditation requirements are being communicated and met by adjunct faculty. This presentation explores six graduate programs, provides an overview of their assessment criteria, and explains mechanisms used to ensure learning outcomes are met. The presenters will provide examples of graduate education curriculum maps and show how these tools can assist in the development of adjunct faculty. Langen, J. M. (2011). Evaluation of adjunct faculty in higher education institutions. *Assessment & Evaluation In Higher Education*, 36(2), 185-196. doi:10.1080/02602930903221501

**Joanne Barnes and Stacy Hammons, Indiana Wesleyan University**

**Track: 06H (CE/UT/AM)**

**Time: 3:15 – 4:15 p.m.**

**Room: Florida/Illinois**

Shared Concurrent Session

Monday, October 26, 2015

Beginners and Advanced

### **Monitoring and Assessing Community Engagement in a Developing Country Setting: The Case of the University of the Philippines**

In 2008, the University of the Philippines was mandated by its new charter to “lead as a public service university by providing various forms of community, public, and volunteer service, ... scholarly and technical assistance to the government, the private sector, and civil society.” Public service/community engagement initiatives, however, are not systematically monitored and assessed. Since 2012, a typology of initiatives has been developed. A database was also built using coding mechanisms drawn from the typology. This database allows the university to monitor key metrics that guide policy making in terms of grants and incentives for faculty engaged in community engagement.

**Nelson Galleto Cainghog and Prospero J. de Vera, University of the Philippines**

### **Service Learning Assessment in the Higher Education Curricula**

The Curricular Engagement Inventory (CEI) is an annual review of community engagement and experiential learning practices within courses. Now in its sixth year, the CEI identifies the type and intensity of these practices across all disciplines. The institution uses these data to track progress toward meeting strategic initiatives, and to generate information for the President's Higher Education Community Service Honor Roll and Carnegie Foundation's elective classification in Community Engagement. The impact of our students' learning and the resulting source of critical thinking and problem solving are significant to our community partners, environment, arts, culture, industry, schools, health care, and government.

**Catherine Stemmans Paterson, Nancy Brattain Rogers, Darin Heleine, and Sri Pavan Madhavapeddi, Indiana State University**

**Track: 06I (GL/GR)**

**Time: 3:15 – 4:15 p.m.**

**Room: Michigan/Texas**

Concurrent Session

Monday, October 26, 2015

Beginners and Advanced

### **Graduate Students – Outcomes and Plans for International Fields**

The MacMillan Center for International and Area Studies has refined a system for assessing how Yale graduate and professional (G/P) students pursue an international, area studies and foreign language (IFL) focus while at Yale, and how they plan to use their IFL training in the future. We differentiate patterns of “specializing” and “general interest” respondents by regional and issue interests, by intensity of key IFL learning resources like language study and study-related travel. We can link IFL course offering and enrollments and track alumni impact. Parallel uses include in accreditation, STEM fields, recruitment, and curricular resource planning to support expertise development.

**Nancy L. Ruther and Judith Hackman, Yale University**

**Track: 06J (EP/IP/MJ)**

**Time: 3:15 – 4:15 p.m.**

**Room: Indiana Ballroom A & B**

Concurrent Session

Monday, October 26, 2015

Advanced

### **Adopting ePortfolios on a Large University Campus: Program Assessment and Beyond**

Boston University has adopted ePortfolios for assessment and other purposes in multiple contexts around the university; in the past it moved toward campuswide adoption, ultimately deciding to take a more organic approach. This talk will examine the lessons learned from Boston University's ePortfolio experience. These include: the value of beginning an ePortfolio program with a small academic unit whose experience can then be scaled up; the importance of stressing the assessment purpose in making the case to faculty; and the ability of an ePortfolio assessment to nevertheless provide pedagogical benefits beyond assessment.

**Gillian Pierce and Amod J. Lele, Boston University**

**Track: 06K (FD)**

**Time: 3:15 – 4:15 p.m.**

**Room: Indiana Ballroom C & D**

Concurrent Session

Monday, October 26, 2015

Beginners and Advanced

### **Faculty Development in Assessment: A Multi-Faceted Approach**

Faculty development is essential to expanding participation in program assessment. However, to be effective, it must fit within participants' demanding schedules and workloads and meet faculty's immediate needs, prompting a multi-faceted approach to faculty development. This approach is used at Wayne State University and incorporates a range of delivery modes, content, venues, and engagement strategies to empower faculty to participate in program assessment. Measures of the effectiveness of this professional development approach address both quantity and quality of assessment plans before and after participation in faculty development.

**Catherine M. Barrette, Wayne State University**

**Track: 06L (NI/ID)**

**Time: 3:15 – 4:15 p.m.**

**Room: Indiana Ballroom E**

Concurrent Session

Monday, October 26, 2015

Beginners and Advanced

### **Embedding Assessment in the Design of Effective Assignments**

NILOA's 2013 Provost Survey indicates that some of the most useful evidence about student learning comes from the papers, projects, performances, examinations, and portfolios assigned by faculty as a part of regular coursework. Yet few faculty have structured occasions or support for working with colleagues to design and refine those assignments. This session, drawing on NILOA's Assignment Library Initiative, features several models that have been used to provide such support, and will invite further examples from audience members. We will explore challenges, what works, and resources for getting started with an assignment design initiative on your campus.

**Pat A. Hutchings, National Institute for Learning Outcomes Assessment (NILOA); Laura M. Gambino, Guttman Community College (CUNY); and Karan Powell, American Public University System**

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

Shared Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Successful Year-End Institutes**

Our duty as assessment leaders is to convince our colleagues that it is central to our responsibility as professional educators to apply the 'ethic of inquiry' that informs our academic life to the learning process. We apply this 'ethic of inquiry' during a one-day Year-End Assessment Institute that is set up like a professional conference. Faculty work within departments and across disciplines during sessions that focus on the collection and interpretation of SLOs AND the potential changes associated with these findings. In this workshop participants will design a Year-End Assessment Institute based on the successful model at Mercyhurst University.

**Mary B. Breckenridge and Dyan L. Jones, Mercyhurst University**

### **Engaging Faculty to be Assessment Leaders**

The University of Northern Colorado (UNC) has implemented a model for creating faculty leaders—The Faculty Assessment Fellows. Started as a program to build faculty advocates for assessment in each of the University's Colleges, the Faculty Assessment Fellows now serve as assessment leaders at UNC, providing campus-wide professional development for student learning assessment and supporting colleagues in their assessment efforts. During this session, the Faculty Assessment Fellows will reflect on their experience by discussing the impact that they have had at UNC, the critical elements of their team model, and challenges they have faced over the past four years.

**Heng-Yu Ku, Julie M. Sexton, Lyda Ellis, Chirstine Marston, Jay LightFoot, Jason Byrnes, and Kim Black, University of Northern Colorado**

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

Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Understanding How Peer Mentors Make Meaning of their Role**

Involving peer mentors in college student support programs has been shown to be an effective high-impact practice in helping students with aspects of their academic success. Research has not focused on the essential experience of being in the peer mentor role. This presentation will review a recent phenomenological study interviewing twelve peer mentors in efforts to understand how peer mentors make meaning of their role and to gain insight into the essential experience of being a peer mentor. Special emphasis will be made on the methodology, results, and the implementation of the findings for peer mentor programs.

**Andrea C. Engler, IUPUI**

**Track: 07A (SA/GR/FD)**

**Time: 4:30 – 5:30 p.m.**

**Room: Marriott 1 & 2**

Concurrent Session

Monday, October 26, 2015

Beginners and Advanced

### **Feeding Forward: Growth of an Assessment Culture**

It is easy for assessment administrators to maintain efforts. Knowing the work that went into existing processes can deter reflection on what constitutes the next level beyond rewards to growth and becoming part of something bigger. However, remaining complacent can be dangerous. Two assessment professionals explore ways of aiming for excellence, gathering feedback for improvement, developing others, and dealing with difficult projects or people. Growing an assessment culture includes educating the graduate assistant as well as developing staff persons and faculty, which can complement the delivery of learning opportunities for the department's service population. Attendees will be invited to participate in small group activities and discussion to share tangible takeaways.

**Sandra Seabury Mahoney, University of the Pacific; Janell Morillo, Fresno State University; and Joseph Levy, University of Phoenix**

**Track: 07B (AM/ID/GE)**

**Time: 4:30 – 5:30 p.m.**

**Room: Marriott 3**

Shared Concurrent Session

Monday, October 26, 2015

Beginners

### **Play it Again SAAM: A Strategic Approach to Assessment Methods**

Assessment is an on-going process that drives program development and changes across time. When developing a program, it is important to begin with the end in mind in order to set clear objectives and learning outcomes. This interactive session will focus on strategic approaches to effectively measure and report program outcomes and student learning in higher education. Logic models and case examples will provide assessment and data collection techniques for student learning. Participants will identify institutional inputs, outputs, and influential factors that may affect assessment methods and approaches to evaluation.

**Lisa Raymon Besnoy, The University of Alabama**

### **General Education Assessment: A Course-Embedded Approach**

In 2014 the state of Texas implemented its updated State Core Objectives. All public institutions in Texas are now required, by law, to address and assess prescribed learning objectives in specified courses. Institutions must show both curricular alignment to the core objectives and assessment results aligned to them. Prior to 2014, Texas A&M University assessed its general education/core curriculum program using a distributed model (McLawhon & Phillips, 2013). This presentation will explain the process of developing, piloting, and implementing the new plan, focusing on lessons learned and using the results for improvement.

**Elizabeth Bledsoe and Eric Webb, Texas A&M University**

**Track: 07C (MJ/FD)**  
**Time: 4:30 – 5:30 p.m.**  
**Room: Marriott 4**

Shared Concurrent Session  
 Monday, October 26, 2015  
 Beginners

### **Use of Exercises for Assessing Understanding and Competences in Interpersonal Communication**

Interpersonal Communication is both a general education course and can be chosen for a major course in the Communication Studies department. Over the course of many years, this instructor has incorporated several theorists into the content of the class. Each of the theorists has an exercise which engages the students in reflection as to the content and application of concepts discussed for that theorist. These exercises have enabled the instructor to assess the students in terms of the degree they understand and can use such concepts.

**Kenneth R. Albone, Rowan University**

### **Bridging the Gulf Between Assessment and Faculty in the Humanities**

Meaningful assessment with respect to real program needs is often difficult. In the humanities, assessment seems disconnected to the faculty's educational experiences. Furthermore, ways in which individual faculty assignments within courses parallel and build toward end of program student skills are sometimes unrecognized when faculty are highly autonomous. This presentation focuses on how informal faculty concerns about student learning and program effectiveness can become the springboard for formal assessment, and results then used to improve student learning and strengthen programs. Objectives include clarifying problems and solutions to assessing humanities programs, practical suggestions to revising assessment plans, and using data for program improvement.

**M. Susan Rouse, Kennesaw State University**

**Track: 07D (CC/UT/FD)**  
**Time: 4:30 – 5:30 p.m.**  
**Room: Marriott 7 & 8**

Shared Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Adjunct Faculty and the Assessment Process**

Our presentation will explore the assessment process as it relates specifically to adjunct faculty at community colleges. We will provide data measuring the participation of our institution's part-time faculty along with survey responses that shed light on the motivations and opinions of adjunct faculty as they relate to assessment. We also will contextualize the findings of our institutional research with recent national debates and trends in adjunct labor. The ultimate goal of our presentation is to provide our colleagues with some information and strategies that can be applied at their own institutions to help facilitate adjunct participation in the assessment process.

**Christopher F. Johnston and Joshua Kimber, Broward College**

### **Developing an Assessment Resource Guide at a Teaching-Focused Institution: Strategies and Benefits**

This presentation exhibits the online assessment resource guide created by the presenters for faculty and staff at their teaching-focused institution, which is currently in the process of a major transformation of its assessment practices. The presentation focuses less on the guide itself than on the process of creating it. The presenters discuss how they produced the guide and tailored it to their institution's needs in just a few weeks, without significant technical assistance or expenditures, and how the process of creating it assisted their institution in articulating its assessment goals and processes, and the values which inform them.

**Jeremy Carnes and David Wilson, Lindenwood University**

**Track: 07E (GE/ID)**

**Time: 4:30 – 5:30 p.m.**

**Room: Marriott 9 & 10**

Shared Concurrent Session

Monday, October 26, 2015

Beginners

### **Assessment of Writing and Reading of Diverse Students at a Research University**

We designed and conducted an assessment study of a diverse freshman cohort that completed its first composition course. In our presentation we describe several research goals including in-depth assessment of reading, writing, and critical thinking skills in the context of a research university, and evaluating the impact of a course design, students' academic preparation and English language status. We describe the planning steps such as developing an analytic rubric with nine criteria, engaging Writing Program faculty in the study, and using stratified purposeful sampling to select student writing samples across multiple courses. In conclusion, we share preliminary findings and implications.

**Anna Sher and Tonya Ritola, University of California, Santa Cruz**

### **Piloting New Methods of General Education Assessment: Moving Beyond the Student ePortfolio**

Clemson University previously used student ePortfolios to assess its general education program. Recently, however, there has been a shift from using student-level portfolios exclusively to developing a more comprehensive approach to assessment. A team of 15 faculty members is now piloting these revised assessment procedures to identify best practices for collecting and assessing student learning outcomes. Clemson is also reviewing ways to sustain and advance the assessment process as new faculty, courses, and programs are included. Presenters will share data and lessons learned and solicit input from peers on their strategies for developing an institutional assessment portfolio.

**Gail L. Ring, Penelope W. Brunner, and Chelsea Waugaman, Clemson University**

**Track: 07F (AM/ID)**  
**Time: 4:30 – 5:30 p.m.**  
**Room: Santa Fe**

Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Creating Rubrics to Assess Degree Qualifications Profile (DQP) Proficiencies**

This session will focus on the creation of rubrics for individual assignments that can be aggregated by program or university-wide. The presenters will share information about the creation of Degree Qualifications Profile (DQP) rubric aspects, their use in the classroom, and reporting data. Participants will be involved in creating their own rubrics from existing standard aspects, and will be provided with our version of DQP proficiency aspects for their own use and development.

**Julie A. Atwood and Angela Becher, American Public University System**

**Track: 07G (GR/FD)**  
**Time: 4:30 – 5:30 p.m.**  
**Room: Lincoln**

Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Using an Appreciative Education Framework for Developing Mission-Centered Master's Level Learning Outcomes**

This session explores the collaborative process undertaken by one graduate school to identify what students should know, be able to do, and value when graduating with a master's degree. Using an Appreciative Education framework, a set of master's level learning outcomes was developed that align with the Degree Qualifications Profile (DQP) but are specific to the mission and values of the institution. As important as developing the learning outcomes, using the Appreciative Education process helped to re-calibrate faculty and staff toward a positive and strengths-based approach, assuage the tension felt between maintaining quality and meeting enrollment and revenue projections, and refocus institutional services on what's in the best interest of the student.

**Anne Powel Davis and Jessica Nangle, Stevenson University**

**Track: 07H (CE/ID)**  
**Time: 4:30 – 5:30 p.m.**  
**Room: Florida/Illinois**

Shared Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Higher Education and Engagement: Conducting Community Impact Assessment**

Institutions of higher learning are being called upon to use their technical expertise to reach out and help address many community concerns in their area. While great programs and projects are implemented, little is known about whether or not these programs are having an impact. We will explore an assessment process of university implemented programs to identify the impact of the university's programs on the quality of life of residents, the perception of the community on the work of the university, and identify areas in which the existing partnership can be strengthened.

**Henry R. Cunningham and Vicki Hines-Martin, University of Louisville**

### **Perceptions of Community Partners Supervising Sam H. Jones Community Scholars**

As part of IUPUI's commitment to community engagement, a service-based scholarship program was created which recognizes service as a form of merit. This scholarship program, the Sam H. Jones (SHJ) Community Service Scholars program, is in its 21st year and awards scholarships to over 200 students annually. As we continually look to improve the program, we sought to assess the role of community partners as co-educators. This presentation will report the findings from ten community partners who were interviewed to understand their satisfaction with the program and how it has affected their organization.

**Thomas W. Hahn and Lorrie Brown, IUPUI**

**Track: 07I (GL/CE)**

**Time: 4:30 – 5:30 p.m.**

**Room: Michigan/Texas**

Concurrent Session

Monday, October 26, 2015

Beginners and Advanced

### **Trans-Pacific Civic Leadership Curriculum Project**

The Trans-Pacific Leadership course (2010–2013) was a joint venture between the Shibusawa Eiichi Memorial Foundation, Tokyo; Portland State University (PSU); and Waseda University (WU). PSU and WU students explored collaboratively aspects of leadership necessary to develop and maintain the concept of "civil society." Using a community-based learning approach combining traditional classroom lecture and discussion with visits to nonprofit/nongovernmental organizations, for-profit businesses, and governmental entities, students learned about ethical/authentic leadership, partnership development, community engagement, and concepts related to civic leadership and civil society in Japan and the US. The session goal will be to assess course goals and lessons learned.

**Gil Latz, IUPUI; and Dawn M. Whitehead, Association of American Colleges and Universities (AAC&U)**

**Track: 07J (EP/UT)**

**Time: 4:30 – 5:30 p.m.**

**Room: Indiana Ballroom A & B**

Concurrent Session

Monday, October 26, 2015

Beginners and Advanced

### **The Art and Science of ePortfolio Platform Selection**

Your software influences your chances for ePortfolio success. This session will help you navigate advice about ePortfolio platform selection. We'll describe Indiana University's recent selection process, share our lessons and functional requirements, and foster discussion about how you might craft a process that fits your institution. Join us to share your own hard-won lessons and learn from ours.

**Susan Kahn and Lynn Ward, IUPUI**

**Track: 07K (UT/ID)**  
**Time: 4:30 – 5:30 p.m.**  
**Room: Indiana Ballroom C & D**

Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Getting the Most from Your Data**

So you have the data—now what? Reports with averages and distributions can be helpful as an overview, but assessments, surveys, and institutional data can be difficult to make actionable meaning of, especially in an efficient way. This session demonstrates a workflow using free cloud-based software that lets you quickly connect the dots from goals to what the data say about those goals. Examples will illustrate the concepts, using real data with live analysis using the tool. Participants will take away the knowledge to immediately apply the workflow to their own data.

**David Eubanks, Furman University**

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

Concurrent Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Supporting Community College Faculty and Administrator Engagement in Learning Outcomes Assessment: Updates From the Field**

Many opportunities and challenges face those working in learning outcomes assessment in community college settings, due to the diverse group of students served at these institutions in terms of academic skill level, educational needs and goals, sociocultural background, and other factors. In this session, we will consider how assessment work in the two-year sector has changed during the past few years, informed in part by the results of the 2013 NILOA Provost Survey on assessment practices in higher education. Suggestions will be offered to effectively engage administrators and faculty in the design and use of learning outcomes assessment in community colleges.

**Laura Giffin, National Institute for Learning Outcomes Assessment (NILOA); and Erika Hackman, Parkland College**

**Track: 07M (FD/SA/CC)**  
**Time: 4:30 – 5:30 p.m.**  
**Room: Indiana Ballroom F**

Shared Concurrent Session  
 Monday, October 26, 2015  
 Beginners

### **Collaboration at Work: Engaging Faculty and Representatives from Co-Curricular Units in the Development and Revision of Student Learning Outcomes**

There are unique opportunities for professional development when faculty and representatives from co-curricular units are engaged in the revision and development of student learning outcomes. This paper will provide various perspectives on faculty development in the context of an institutional process to develop and revise student learning outcomes that guide curriculum and support students. Participants will be introduced to the institutional strategy and process. They will then experience how faculty are supported when mapping outcomes to align the curriculum. Finally, participants will learn how representatives from co-curricular units are included in the process of developing and revising student learning outcomes.

**Elna Van Heerden, Mihaela Tanasescu, and Jennifer Richardson, Ashford University**

### **All Aboard! Coaches Move Assessment Forward**

In many institutions faculty are resistant to assessment. The lack of understanding can lead to resentment, resistance, and fear. Having an assessment leader on campus makes good sense from a process management perspective, having one person identified as responsible for assessment reinforces that assessment is in fact not really a part of their work. By utilizing faculty coaches to construct a combination of group and individual training we have found a successful way to improve assessment products. We will share our training structure and provide handouts on the individual workshops we have developed for this part of the model.

**Kellie M. Gauvin, Debora Hinderliter Ortloff, Margaret Gillio, Jacqueline Tiermini, and Jacob E. Amidon, Finger Lakes Community College**

**Track: 07N (NI/HI)**

**Time: 4:30 – 5:30 p.m.**

**Room: Indiana Ballroom G**

Shared Concurrent Session

Monday, October 26, 2015

Beginners and Advanced

### **Using the NILOA Transparency Framework: It's All About the Process**

When the St. John Fisher College Educational Assessment Leadership Team set out to make assessment information readily accessible, they looked to the NILOA Transparency Framework to serve as a guiding template. Recognizing its use nationally to clearly communicate the six assessment components with hexagons, they saw the NILOA model as the ideal format for the design of the institutional assessment website. Assessment results could be organized with the comprehensive, straightforward NILOA graphic. What they did not expect, however, was that the process of adopting the framework would transform not just how assessment “looked”, but how they saw it as well.

**Lori A. Hollenbeck, Cathy S. Sweet, Caroline A. Critchlow, St. John Fisher College; and Jane M. Souza, University of Rochester**

### **Using Qualitative Research to Assess and Improve the Quality of First-Year Experience**

This presentation discusses how an institution leverages the results of focus groups to assess and improve the quality of first year experience on its campus. Student retention and persistence create ongoing challenges for colleges and universities in the United States. To improve retention rates institutions are engaging in high-impact practices; which include learning communities, service-learning, research with faculty members, study abroad, internships or field experiences, and culminating senior experiences. Researchers and assessment practitioners encourage the use of direct measures to have credibility and confidence in the findings. Qualitative methods can also provide richer understanding of the first-year experience.

**Elizabeth Owolabi, Concordia University Chicago**

## POSTER SESSION

(See page 98 for Poster Diagram)

**Track: 08A (FD/CC)**  
**Time: 5:45 – 7:00 p.m.**  
**Room: Marriott 5**  
**Table #: 1**

Poster Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **A Community College Center for Teaching and Learning on Tour: Sharing, Reflecting On, and Documenting Effective Strategies**

The Center for Teaching and Learning (CTL) on Tour is a biweekly series of faculty-driven instructional conversations designed to target faculty needs in pedagogy. In this minority-serving institution, these meetings foster a culture of sharing effective teaching practices and assessment. Indeed, ongoing assessment of the CTL on Tour has informed us about faculty needs, what they have learned, and what they are willing to implement after these conversations. Follow-up focus groups are arranged to reunite faculty interested in further exploring discussed topics. This last step also permits the documentation of whether learned strategies were successfully implemented and resulted in expected impact on student learning.

**Nelson Nunez Rodriguez, Sarah Brennan, Antonios Varelas, and Jacqueline DiSanto, Hostos Community College**

**Track: 08B (FD/CC/GE)**  
**Time: 5:45 – 7:00 p.m.**  
**Room: Marriott 5**  
**Table #: 2**

Poster Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Adult Literacy: Gate-Keeper Skills in Higher Education**

This quasi-experimental research conducted during 2014 and 2015, involving more than 800 students at the associate's level, found that adult literacy, the ability to read and comprehend written text, represented a fundamental skill that was directly related to their success in higher education. It was discovered that student Lexile levels had a significant relationship with student success and that students who successfully participated in reading remediation/skill-development tutorials were more likely to be successful in their educational programs. The conclusions and recommendation resulting from this research have served as a catalyst for changes in the associate's programs at IWU.

**Harry D. Hall and Roxie Sporleder, Indiana Wesleyan University**

**Track: 08C (ID)**  
**Time: 5:45 – 7:00 p.m.**  
**Room: Marriott 5**  
**Table #: 3**

Poster Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Assessing the Assessment of Transfer Students: An Institutional Case Study**

Transfer students represent an increasingly important—yet often misunderstood—constituency in American higher education. Through an initiative of the John N. Gardner Institute of Excellence in Undergraduate Education known as the Foundations of Excellence project, IUPUI undertook a project to determine how well it was serving and assessing its transfer student population. This poster session describes the project's purpose, process, and findings, with an emphasis on assessment, use of evidence, understanding behavior patterns, dissemination of data, and strategies. Specific attention will focus on recommendations to improve institution-wide approaches related to assessment of transfer students. **Stephen P. Hundley, Susan Kahn, Michele J. Hansen, Tim Scully, Danny King, and Ron Sandwina, IUPUI; and Chris Foley, Indiana University**

**Track: 08D (HI/CC/FD)**  
**Time: 5:45 – 7:00 p.m.**  
**Room: Marriott 5**  
**Table #: 4**

Poster Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Developing Professional Competence Through Authentic Assessment**

Through the exploration and design of a competence-based alternative associate level degree, Rock Valley College has developed and implemented a competence-based professional development (PD) model using authentic assessment methods for faculty and staff. This session will include a demonstration of a hybrid professional development experience to achieve two professional competences related to the knowledge, skills and abilities required to teach and support students in a competence-based degree program. Assessment methodologies, findings, and how results are used to continuously improve the curriculum and competence achievement of this ongoing PD opportunity will be shared. Participants will be offered hands on access to the professional development course. **Lisa M. Mehlig and Sharon Cooper, Rock Valley College**

**Track: 08E (SA)**  
**Time: 5:45 – 7:00 p.m.**  
**Room: Marriott 5**  
**Table #: 5**

Poster Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Do You Know Your Drink Size? Estimating Drink Size Project**

In order to increase students' awareness of drinking, Health Enhancement at Northern Illinois University (NIU) created a program on standard drink sizes and administered it to students. Health Enhancement conducted a convenience sample educational activity allowing student participants to exhibit the pouring of actual serving sizes. Participants completed a pre-test survey. Both over and under-21s' pre- and post-tests were significantly different. Qualitative data revealed that respondents

reported knowledge acquisition regarding serving size, as well as an increased awareness of protective and risk reduction behaviors associated with alcohol consumption. This poster shows the results of that endeavor.

**Evelyn M. Comber, Northern Illinois University**

**Track: 08F (AM/SA)**

**Time: 5:45 – 7:00 p.m.**

**Room: Marriott 5**

**Table #: 6**

Poster Session

Monday, October 26, 2015

Beginners and Advanced

### **From Concept to Reality: Assessment in Student Advocacy**

Moving beyond the construction of learning outcomes to implementation is an important consideration in developing a robust assessment process for assessing student learning. This poster will provide information about a work-in-progress assessment approach in the Office of the Student Advocate at IUPUI. This Office is implementing an assessment process that measures student learning resulting from handling various student issues. Student perceptions of their learning, along with improvements made to advocacy services as a result of feedback, will be presented and described. Particular attention will be paid to integrating student advocacy learning with other forms of co-curricular learning.

**Shawn M. Patrick and Matthew D. Pistilli, IUPUI**

**Track: 08G (AM/UT)**

**Time: 5:45 – 7:00 p.m.**

**Room: Marriott 5**

**Table #: 7**

Poster Session

Monday, October 26, 2015

Beginners

### **Full Circle Composition Assessment: From Assessing Student Outcomes to Assessing Our Assignments**

This presentation provides an in-depth look at the ongoing assessment of a first-year composition course. Initially, the assessment looked only at student outcomes, but in Fall 2014, the assessment team finally closed the loop and considered professors' research assignments, which are not standardized in our department. Focus will be on course objectives, development of rubrics for both the assignments and student projects, collection of assignments and student work through an online learning platform, assessment results from spring 2011 through spring 2015, recommendations, ongoing faculty development to improve the teaching of college composition, and suggestions for attendees to implement similar assessments.

**Kathleen Hartman and Amy Lynch-Binie, Kutztown University**

**Track: 08H (AM)**  
**Time: 5:45 – 7:00 p.m.**  
**Room: Marriott 5**  
**Table #: 8**

Poster Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Historical Development of Assessment**

The poster, Historical Development of Assessment, will highlight the history of the assessment movement in higher education. It will consist of five time eras and titles: Forerunners—1930s–1970s, Birth of a Movement—1985, Into the Mainstream—1990s, Episodes and Debates—1980s/1990s, Into the Future—2000s/2010s.

**Jim Fulmer, University of Arkansas at Little Rock**

**Track: 08I (AM)**  
**Time: 5:45 – 7:00 p.m.**  
**Room: Marriott 5**  
**Table #: 9**

Poster Session  
 Monday, October 26, 2015  
 Beginners

### **Improved Candidate Performance Resulting from Unpacked Rubrics**

This presentation will share the processes of unpacking rubrics to clarify expectations for candidate performance. Presenters will describe the process by which a university-wide, rather generic rubric was “unpacked” in order to provide clear and explicit requirements and expectations for candidate performance within one teacher preparation program. The process included exacting attention to linguistic clarity at each level of performance while adhering to the original intent of performance expectations within the rubric. Success of this process will be evidenced by candidate products from pre- and post-rubric unpacking. Implications for improving equity in assessment practices will be provided.

**Lisa A. Pufpaff and Penny Craig, Ball State University**

**Track: 08J (GR/ID)**  
**Time: 5:45 – 7:00 p.m.**  
**Room: Marriott 5**  
**Table #: 10**

Poster Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Institution-Wide Assessment of Graduate Education at CSU Stanislaus**

Efforts to assess institution-wide learning outcomes (ILOs) typically focus on undergraduate education. Assessing ILOs for graduate education is more challenging, due to the lack of a general education component and the more specialized nature of graduate programs. This presentation describes the approach to graduate assessment undertaken at California State University, Stanislaus, where graduate ILOs are embedded within program learning outcomes. The assessment system is coupled with an effort that tracks graduate student completion rates and data concerning program resources and policies, thereby providing insight into graduate student learning and success rates, and the contextual factors that affect them.

**Harold Stanislaw, California State University, Stanislaus**

**Track: 08K (HI/CE)**  
**Time: 5:45 – 7:00 p.m.**  
**Room: Marriott 5**  
**Table #: 11**

Poster Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Plumbing the Depths to Reach the Stars: Assessing the Service-Learning Pipeline to Higher Education and Careers That Matter**

Generation Y'ers (born 1980-1995) entered school as the National and Community Service Act cut its teeth on communities, schools, and universities across the country. A recent ETS study shows this group, now grown, lacks the skills employers want most: literacy, practical math, and problem-solving in technology-rich environments. How shall civic-engagement and service-learning proponents advance their cause in these challenging times? Answer: employ a unifying assessment of service-learning's impact on student outcomes. This session presents a model assessment plan, as found in a successful program moving students from inner-city despair to higher education and productive careers for the common good.

**John Guffey, Eagle Rock School and Professional Development Center**

**Track: 08L (HI/CE/FD)**  
**Time: 5:45 – 7:00 p.m.**  
**Room: Marriott 5**  
**Table #: 12**

Poster Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Project-Based Learning: Connections For High Impact**

A commonly used practice for several years in STEM and vocational classrooms, project- (or problem-) based learning has been shown to provide significant gains in achievement in other areas, particularly in high school subjects like social studies (Summers & Dickinson, 2012), and translates to higher education through interdisciplinary coursework. The basis for Project-Based Learning aligns with High-Impact Practices such as learning communities, collaborative assignments, and service/community engagement. This session will provide an overview of project-based learning and how you might collaborate with a librarian as part of your curriculum through resources, materials, and instructional supports.

**Rhonda Huisman, Wichita State University; and Merinda Kaye Hensley, University of Illinois at Urbana-Champaign**

**Track: 08M (GE/AM)**  
**Time: 5:45 – 7:00 p.m.**  
**Room: Marriott 5**  
**Table #: 13**

Poster Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Promoting an Institution-Wide Culture of Evidence and Quality Improvement for Written Communication using the VALUE Rubric**

Excelsior College's philosophy "What you know is more important than where or how you learned it®" reflects its rich history as an assessment and degree completion institution. The college provides multiple pathways to adult students to earn a degree, including integration of transfer credits, standardized exams, and online courses. The session will demonstrate a process by which the area of written communication was assessed for graduating students, using the VALUE Written Communication rubric. A total of 386 upper level and capstone student papers were evaluated by content specialists. Results and subsequent modifications to teaching and learning approaches will be presented.

**Mohua Bose and Sharon DeMartini, Excelsior College**

**Track: 08N (AM/MJ/AC)**  
**Time: 5:45 – 7:00 p.m.**  
**Room: Marriott 5**  
**Table #: 14**

Poster Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Student Learning Outcomes in Business Education**

This paper comparatively analyzes business education programs and accreditation agencies based on documents provided by their websites—by focusing on student learning outcomes (SLOs) as a foundation for assessment methods designed to meet quality assurance requirements. A particular emphasis is placed on accreditation bodies, such as AACSB and EQUIS, in operationalizing SLOs.

**Antigoni Papadimitriou, Hellenic College; and Vasileia Adamidou, Aristotle University, Thessaloniki Greece**

**Track: 08O (FD)**  
**Time: 5:45 – 7:00 p.m.**  
**Room: Marriott 5**  
**Table #: 15**

Poster Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **The Assessment Leadership Institute: An Evidence-Based Professional Development Model to Improve Faculty Skills, Knowledge, and Attitudes**

Universities are interested in improving faculty knowledge and skills to conduct effective program-level student learning assessment and to improve faculty attitudes toward assessment. To accomplish these goals, many universities implement faculty development programs. However, there has been little research-based evidence of the impact of faculty development programs. We describe an assessment professional development program that was intended to improve faculty knowledge and skills to conduct program-level assessment and to improve faculty attitudes toward assessment. We present

research data supporting the positive impact of the program on faculty skills, knowledge, and attitudes.  
**Julie M. Sexton, Lyda Ellis, Heng-Yu Ku, Christine Marston, Jay LightFoot, Jason Byrnes, and Kim Black,**  
 University of Northern Colorado

**Track: 08P (HI/FD)**  
**Time: 5:45 – 7:00 p.m.**  
**Room: Marriott 5**  
**Table #: 16**

Poster Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **The CARE Model: A Course Early-Alert System**

The CARE Model, designed by Erika Huber, is an academic support system used by the Bepko Learning Center at IUPUI to help faculty in reaching out to underprepared students in their course. CARE is an acronym for (Contact, Assess, Response, and Evaluate). Peer mentors are used in a myriad of roles, which include: identifying and contacting underprepared students, assessing student need, developing a response plan, and evaluating the student's progress. This model has served as a course early alert system to assist struggling students. The benefits of this cost-efficient, peer-driven initiative include (1) decreased DFW rates for courses, (2) better communication between faculty and peer mentors regarding student performance and (3) a general referral system to student support programs.

**Erika A. Huber and Mark A. Minglin, IUPUI**

**Track: 08Q (UT/GE/AM)**  
**Time: 5:45 – 7:00 p.m.**  
**Room: Marriott 5**  
**Table #: 17**

Poster Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Using Cloud-Based Technologies for Oral and Written Communication Assessment in a Technical Communication Program**

Technical communication assessment data is collected and used to improve instruction and to inform curricular decisions. Previously, end-of-semester oral assessments were conducted synchronously with assessors who were available to attend the classes, and written communication assessments used paper-based rubrics and printed documents. In an effort to increase participation and improve the data, a cloud-based system was created for both oral and written communication assessment. The use of cloud-based technologies streamlined the data collection and reporting process by allowing asynchronous, online assessment and the data were auto-imported into a spreadsheet. This presentation will discuss design and implementation results.

**Corinne C. Renguette, IUPUI**

**Track: 08R (GR/FD)**  
**Time: 5:45 – 7:00 p.m.**  
**Room: Marriott 5**  
**Table #: 18**

Poster Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Using Graduate Students in a 100 Level Flipped Classroom**

Teaching solidifies students' acquired learning. In a hybrid graduate class to learn how to teach programming and applications, graduate students are immersed in a 100-level foundations of programming "flipped" course as "helpers/mentors." The graduate students have varying levels of expertise in programming, so their immersion is individualized to their level. Having graduate students in the 100-level course as helpers/mentors is different from traditional student teaching and it improves the classroom experience for both the graduates and undergraduates. This format could be applied to a variety of combinations of graduate and undergraduate classes.

**Nancy Evans, IUPUI**

**Track: 08S (UT/GR/AM)**  
**Time: 5:45 – 7:00 p.m.**  
**Room: Marriott 5**  
**Table #: 19**

Poster Session  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Utilizing LiveText to Assess Students' SOAP Notes**

Second-year pharmacy students are required to document "patient encounters" that they have been given in the form of a written case. They utilized a template created in LiveText to submit their notes, and a rubric within Livetext was created to assess and provide feedback. Assessing notes via an online system allows for more thorough feedback directly on the assignment, which should lead to improvement in student learning.

**Sneha Srivastava and Nancy C. Grim Hunter, Chicago State University College of Pharmacy**

**5:45 – 7:00 p.m.**

HIGH TEA  
 Marriott 6

## Tuesday, October 27, 2015

7:30 – 8:45 a.m.

Continental Breakfast  
Continental breakfast is located in the first floor Indiana Ballroom Foyer and the second floor Marriott Foyer

## FEATURED SPEAKERS

**Track: 09A (GR)**

**Time: 9:00 – 10:00 a.m.**

**Room: Marriott 7-10**

Track Keynote

Tuesday, October 27, 2015

Beginners and Advanced

### **Tailoring the Assessment Conversation for Graduate Education**

Students, faculty, administrators, and even the accreditors have different expectations for evaluation in graduate and professional education versus the undergraduate counterparts. The speaker will suggest strategies for engaging these constituents in assessment by leveraging distinct advantages inherent in post-graduate education. She will examine approaches to documenting graduate-level outcomes that may ease the tension often present in assessment conversations at this level.

**Jane M. Souza, University of Rochester**

**Track: 09B (SA)**

**Time: 9:00 – 10:00 a.m.**

**Room: Indiana Ballroom E**

Track Keynote

Tuesday, October 27, 2015

Beginners and Advanced

### **Closing the Assessment Loop in Student Affairs Requires Strong Knots**

The status of assessment is improving across divisions of student affairs, as many student affairs divisions have embraced the importance of systematic data collection across numerous programs and services. In fact, some are on the cutting edge of assessment by demonstrating co-curricular student learning via mapping programs and services to learning outcomes. However, there still remains a gap related to closing the assessment loop in student affairs. In other words, many student affairs divisions do not have a clear path for using assessment results to make continuous improvements to programs and services. This session will explore methods in which student affairs divisions can close the assessment loop with “strong knots,” or surefire techniques for ensuring results are being used in a timely, relevant, and impactful manner to improve the overall college student experience.

**Robert W. Aaron, The Ohio State University**

**Track: 09C (FD/ID)**  
**Time: 9:00 – 10:00 a.m.**  
**Room: Marriott 6**

Track Keynote  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Helping Your Campus Utilize Evidence to Improve Teaching and Learning: Theory and Practice**

Colleges and universities are facing ever-increasing pressure—both externally and internally—to gather and utilize assessment data about student learning. The majority of campuses across the country have more data about student experiences than they know what to do with. The principles and strategies in this interactive session will help you—faculty, administrators, and staff—facilitate your colleagues' use of assessment data about student learning, helping your institution systematize the ways in which it uses that evidence to make decisions about curriculum, course design, and teaching—all to positively impact teaching and learning.

**Michael R. Reder, Connecticut College**

**Track: 09D (AM/FD/ID)**  
**Time: 9:00 – 10:00 a.m.**  
**Room: Marriott 5**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Doing Assessment as if Teaching and Learning Matter Most**

To some degree, assessment will always be a bureaucratic compliance burden. But it can also be a powerful lever for improving the effectiveness, efficiency, and reputations of our academic programs – and, ultimately, student learning and success. That tension between burden and leverage 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'll try out several simple, powerful assessment strategies, and leave with at least one or two to apply immediately to your and your students' advantage in your courses and/or programs.

**Thomas A. Angelo, The University of North Carolina at Chapel Hill**

**10:15 – 11:15a.m.**

**SPONSOR PRESENTATIONS**  
 (See page 92 for details)

## CONCURRENT SESSIONS

**Track: I0A (SA/FD)**

**Time: 10:15 – 11:15 a.m.**

**Room: Marriott 1 & 2**

Concurrent Session

Tuesday, October 27, 2015

Beginners and Advanced

### **Delivering Effective Professional Development in Assessment for Student Affairs Professionals**

While assessment is no longer a rare activity in student affairs, there are often varying levels of knowledge and experience among staff. At the University of California, San Diego (UCSD), we are committed to providing staff the resources and training needed to conduct meaningful assessment. From writing outcomes to managing technology, staff can increase their knowledge and improve their skills through the opportunities provided. The proposed session will include considerations for designing an effective assessment professional development program and details and logistics of the UCSD program, including what we have learned and where we are going.

**Marlene P. Lowe, University of California, San Diego; and Shannon LaCount, CampusLabs**

**Track: I0B (UT/GR)**

**Time: 10:15 – 11:15 a.m.**

**Room: Marriott 3**

Shared Concurrent Session

Tuesday, October 27, 2015

Beginners and Advanced

### **Lessons Learned While Transitioning to a Computer-Based Testing System in a Doctor of Pharmacy Program**

To meet accreditation requirements, we have adopted computer-based testing for collection of curricular assessment data. Faculty and student surveys were developed, addressing experience with computer-based education, adequacy of provided training, and initial comfort vs. comfort after several exposures. Perceptions of the format were unaffected by various demographic characteristics. Student (but not faculty) perceptions of their preparation and performance were negatively affected if they reported experiencing technical difficulty. These results suggest that providing support and training for students regarding likely technical difficulties and how to resolve them will improve their perception and acceptance of this format.

**Timothy J. Bloom, Campbell University College of Pharmacy and Health Sciences**

### **Using Electronic Rubrics to Produce Actionable Assessment Data in a Skills-Based Course**

Professional program accreditation expects institutions to document student attainment of competences in all domains of learning. While knowledge is readily assessed using examinations, performance-based assessments using rubrics are more useful to measure affective and psychomotor outcomes. However, extracting data from paper rubrics is challenging. This session will discuss: ideal characteristics of an electronic rubric system, the use of online rubric software to develop and map rubrics to programmatic outcomes, and lessons learned from implementation. Presenters will demonstrate how data extracted from the software were used to modify teaching/learning activities and assessments to improve achievement of desired outcomes.

**Jennifer L. Kirwin and Margarita V. DiVall, Northeastern University**

**Track: I0C (ID/AD)**  
**Time: 10:15 – 11:15 a.m.**  
**Room: Marriott 4**

Shared Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Understanding First-Semester Mid-Term Deficiency and Its Role in First-Year Retention**

Using data from a midwestern university with an enrollment of about 20,000 students, this presentation will discuss research findings that can help identify first-time first-year students who are more likely to have mid-term deficiencies within the first month of their college life. In addition, this study will also present how mid-term deficiency information can be used in combination of other survey and institutional data to understand first-year retention. Specifically, this study uses data on students' pre-college academic information (e.g., SAT, ACT, High School GPA), MAP-Works survey data, and institutional data on academic outcomes and retention.

**Wen Qi, Ball State University**

### **Transition to College as a Student Outcome: Does Attending Your First Choice Matter?**

This study examines how experiences during the first year vary based on students' institutional choice. Using data from the 2014 Your First College Year Survey (YFCY), this study compares experiences of students from 4 groups: students not admitted to their first-choice institution, students admitted to their first choice but went elsewhere, students attending their first choice (applied to multiple institutions), and students attending their first choice (only applied to 1 institution). The findings will shed light on the transition to college and how survey items can be used to add a level of analysis to institutional assessment.

**Ellen Bara Stolzenberg, UCLA**

**Track: I0D (GE/AM/AC)**  
**Time: 10:15 – 11:15 a.m.**  
**Room: Santa Fe**

Shared Concurrent Session  
 Tuesday, October 27, 2015  
 Advanced

### **Using Academic Analytics to Assess Writing Intensive Programs and General Education Competences**

Accurate, program-level assessment of writing intensive programs is essential to accreditation and ongoing institutional improvement. This session details how one university dealt with this challenge by creating a standardized, calibrated rubric for use in assessing undergraduate writing and communications programs, as well as a customizable analytic assessment tool to quantitatively analyze this information. Topics to be explored include how writing was accurately assessed at the program level and how these data were used to illustrate college-level general education competences as part of the university's successful decennial reaccreditation.

**Kevin C. Jones, Polk State College**

## **Shake It Up: Using “Systems Thinking” To Improve a General Education Program and Assessment**

Often overlooked in the discussion of a general education program development and assessment is the issue of general education program review. The Association for General and Liberal Studies (AGLS) offers a “Guide to Assessment and Program Review” intended to shake up a tired program and help a review process hum with collaborative discussion. At the heart of the “Guide” is a set of twenty systems analysis questions aimed at improving program quality and learning, whether the review goal is program renewal or program refresher. This session will give attendees an opportunity to “test-drive” the tool and practice some basic general education program evaluation steps.

**Michael Gress, Vincennes University; David DiMattio, Montgomery County Community College; and John G.M. Frederick, University of North Carolina at Charlotte**

**Track: I0E (GR)**

**Time: 10:15 – 11:15 a.m.**

**Room: Lincoln**

Shared Concurrent Session

Tuesday, October 27, 2015

Beginners and Advanced

## **Learning by Doing, Doing by Learning, Responsive Assessment**

We believe that the validity of summative assessment in some doctoral program study can be enhanced by matching the fit between the learning goal, performance task, and candidate choice. The learning goal is represented by a proficiency rubric well-founded in theory. The performance task is rich and multi-faceted, allowing in-depth action. Permitting candidate choice in how to represent, communicate, and demonstrate learning often yields a true picture of achievement. Our theory is borne out in a mini-study that allowed six students to choose their own course capstone assessment, and guided by a strong rubric, to demonstrate true learning by doing.

**Angela Owusu-Ansah, Jerry McGuire, Marty Bullis, and John D’Aguanno, Concordia University**

## **Using Assessment Data as a Tool to Positively Affect Student Culture**

Supporting students’ efforts to progress through their chosen curriculum is a significant component of academic success in every academic and professional program. Historically, grades represent a student’s competence and mastery of course material, and serve as a motivation source. The rapid growth of technology in the U.S. culture has driven the need for more extensive feedback for students. Providing detailed performance data on specific learning outcomes gives students the desired feedback, and tracks individual student performance on competence standards. Additionally, longitudinal reports provide students with greater opportunity to focus their efforts and reduce their anxiety while learning increasingly complex skills.

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

**Track: I0F (CE/AM)**  
**Time: 10:15 – 11:15 a.m.**  
**Room: Florida/Illinois**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Participatory Theory of Change for Assessing Community Engagement**

The assessment of community engagement initiatives is complicated by the demand to address the goals of multiple stakeholders, including university administrators, funders, program leaders, and community partners. This process is further complicated if assessing multiple distinct programs in the same unit. The leaders of this workshop developed a comprehensive assessment approach to address these dilemmas, called “participatory theory of change,” for a community engagement center called CU Engage. Participants in the workshop will learn this participatory approach to assessment, which includes four main activities: strategic interviews, refining of mission and outcomes, theorizing causal linkages, and developing indicators and measures.

**Roudy Hildreth, Ben Kirshner, and Becca Kaplan, University of Colorado, Boulder**

**Track: I0G (GL/AM)**  
**Time: 10:15 – 11:15 a.m.**  
**Room: Michigan/Texas**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners

### **AAC&U Global Learning Assessment Tools and Strategies: From Theory to Practice**

The Association of American Colleges and Universities has developed a number of assessment tools to assess global learning at the course, school, department, and campus levels. The VALUE Rubric has been used most widely, and participants will have an opportunity to learn how the rubric has been used at a variety of institutions to assess global learning outcomes. In this session, participants will explore the six dimensions of global learning in the rubric, the use of a course-based assessment tool, and global learning assessment models from a variety of institutions.

**Dawn M. Whitehead, Association of American Colleges and Universities (AAC&U)**

**Track: I0H (EP/AM/CC)**  
**Time: 10:15 – 11:15 a.m.**  
**Room: Indiana Ballroom A & B**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Students, Scale, and Sustainable Practice: Building an ePortfolio-Based Assessment Culture**

Guttman Community College’s mission encourages a culture centered on “assessment for learning” at the student, faculty, and institutional level. Our ePortfolio practice integrates pedagogy, professional development, and outcomes assessment. This session will outline our learning process and the evolution of our assessment framework and practice. The intentional connections between assessment, professional development, and classroom practice will be explained. Examples of student assessment portfolios will be shared as well as reflective prompts for first year and capstone students. Through interactive conversations, participants will have the opportunity to identify strategies and practices they can apply at their own institution.

**Laura M. Gambino, Guttman Community College (CUNY)**

**Track: I0I (AM)**  
**Time: 10:15 – 11:15 a.m.**  
**Room: Indiana Ballroom C & D**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **A Framework for Assessing Courses and Programs Promoting Interdisciplinary Thinking**

In alignment with AAC&U's essential learning outcomes, institutions are increasingly launching programs that promote the integration of learning across disciplines. Courses developed through these initiatives provide an opportunity to transcend disciplinary boundaries and address complex issues, but can present assessment challenges. How can institutions assess the impact these courses have on students' ability to engage in interdisciplinary thinking and how they affect faculty teaching practices? This working session will guide participants through the development and optimization of a framework for assessing diverse, cross-disciplinary courses within a university-wide program. Presenters will share materials that can be adapted by other institutions.

**Amy M. Godert, Theresa L. Pettit, and Elliot Shapiro, Cornell University**

**Track: I0J (NI)**  
**Time: 10:15 – 11:15 a.m.**  
**Room: Indiana Ballroom E**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Competence-Based Education: Has This Idea's Time Come?**

Nobody argues seriously with the idea that learning should be the constant and time the variable. But seat time and the degrees awarded based on accumulation of credit hours (in a prescribed pattern, of course) have been the coin of the realm for nearly a century. Despite great criticism, seat time and credit hours are not quite in the grave. This panel session will consider the fundamental arguments for granting credit for competence, the educational and administrative incompetences that are retarding the widespread adoption of this logical idea, and the advances that are now occurring to address this dilemma.

**Paul Lingenfelter, State Higher Education Executive Officers (SHEEO); Ellen Baker Derwin, Brandman University; and Deborah Seymour, American Council on Education**

**Track: I0K (FD/AM)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Indiana Ballroom F**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Formative Evaluation of Faculty Development Webinars**

Webinars provide flexible, synchronous online faculty development, but resources for evaluating such webinars are limited. This interactive session will focus on a formative webinar evaluation protocol the IUPUI Center for Teaching and Learning developed to improve their Teaching@IUPUI webinar series. The protocol included a peer and presenter self-assessment questionnaire, a webinar activity tracking tool, and webinar participant evaluations. This session will include an overview and demonstration of the protocol tools, an opportunity for attendees to evaluate a sample webinar segment using the tools, a description of post-evaluation webinar improvements, and possible applications of the tools in attendees' own contexts.

**Terri A. Tarr, James Gregory, Anusha S. Rao, and Douglas Jerolimov, IUPUI**

**Track:** I0L (HI/AM/MJ)  
**Time:** 10:15 – 11:15 a.m.  
**Room:** Indiana Ballroom G

Shared Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Using Assessment to Re-Imagine Your High-Impact Practices**

How do you breathe new life into your high-impact practices? The University of New Mexico offered freshman centered curriculum for fifteen years, but it was not three years ago that the program was able to double the number of offerings and develop institutional support. At this session, we will discuss using backward assessment design to create and implement an assessment plan and using the results to determine curricular strengths and programmatic inefficiencies. Students, faculty, and staff were used to re-design high-impact practices in the midst of changing student expectations, limited campus resources, and sometimes harsh economic realities.

**Sonia M. Gipson Rankin, University of New Mexico**

### **Assessing Critical Thinking of a Health Communication Capstone Course via Internal and External Assessors**

"Health Message Advocacy and Analysis" is the Communication Department's Corporate/Health Communication capstone course. Students designed and delivered a 60-minute campus presentation, "I only smoke when I drink." Six faculty and 3 external assessors (UHCS staff and an outside reviewer) attended, and completed the "Critical Thinking" assessment form, serving as benchmark assessment data for the major. A second assessment form was completed by communication faculty and external assessors to provide evaluation data to student presenters. Finally, audience members completed an evaluation form, assessing strengths/weaknesses of the program and its presenters. Preliminary results indicate its utility in strengthening student critical thinking skills.

**Kate Ksobiech and Christina Jones, University of Wisconsin - Whitewater**

**Track:** I1A (SA/CE)  
**Time:** 11:30 a.m. – 12:30 p.m.  
**Room:** Marriott 1 & 2

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Expanding the Conversation: Examining the Relationship of Institutional and Divisional Learning Outcomes and Their Effect on Students and Staff**

Learning outcomes in student affairs have become more and more prominent in recent years. Shefman's (2014) research indicated a direct tie between institutional and division learning outcomes and assessment practices at IUPUI and a need for collaborative assessment efforts. This session will further that discussion, examining the ways in which IUPUI's Division of Student Affairs has continued and expanded this work. Furthermore, while the effect of such efforts on students will be discussed, the development of staff members involved in delivering and assessing programs also will be examined. An open dialogue of such practices, expectations, and challenges will be encouraged.

**Matthew D. Pistilli, IUPUI**

**Track: IIB (AM/MJ)**  
**Time: 11:30 a.m. – 12:30 p.m.**  
**Room: Marriott 3**

Shared Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Pre-Service Teacher Perceptions of Assessment in Reading: An In-Depth Survey Study Viewing Teacher Feelings and Attitudes Toward Reading Assessments**

This session will describe a study involving an in-depth survey of pre-service elementary school teachers about their feelings and attitudes towards reading assessments prior to and after receiving specific professional development. Pre-service education teachers were given training on assessments in reading. Surveys were given to teachers prior to instruction and afterwards to analyze the preconceived perceptions of pre-service teachers and assessments in general. Results will be shared regarding the pre- and post-survey qualitative and quantitative data.

**Christina E. Grant and Dusty Reed, Murray State University**

### **Meeting the Challenge of Continuous Improvement Using a Data-Driven, Multidimensional Assessment Model**

Concomitant with the calls for increased accountability for P-12 education, policymakers, accrediting bodies, and the public at large have called for greater accountability for higher education. At the same time, education evaluation is evolving from its traditional emphasis on the primacy of data collection to models that underscore the importance of program outputs, the impact of these outputs, and directions for continuous program improvement. This presentation will demonstrate one institution's approach to addressing this call for continuous improvement through the use of a multi-dimensional, thematic continuous improvement assessment model currently in implementation. Challenges for implementation as well as examples will be provided.

**Natalie Kuhlmann, Lynn Minor, Anthony Scheffler, and Scott Grubbs, Valdosta State University**

**Track: IIC (AM/HI/CE)**  
**Time: 11:30 a.m. – 12:30 p.m.**  
**Room: Marriott 4**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Using a Mixed-Method Approach to Assess Outcomes of Service Learning Experiences**

Increasing service learning opportunities is at the forefront of a Lewis education, with the goal of preparing intellectually engaged, ethically grounded, globally connected, and socially responsible graduates. To support the development and continuous improvement of the service learning program, longitudinal evidence assessing student learning and transformation was collected through a mixed method design. Results from quantitative and qualitative analyses were used to develop actions to further students' distinctive learning experiences at Lewis. This session will present a four-year collaborative assessment plan that adopted a mixed-methods approach examining how service learning is transformational and contributes to students' holistic development.

**Jion Liou Yen and Christie Billups, Lewis University**

**Track: I I D (MJ/AM)**  
**Time: 11:30 a.m. – 12:30 p.m.**  
**Room: Marriott 7 & 8**

Shared Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Are Seniors Ready for the “Real-World?” Transitions, Plans, and Differences by Major Field**

A recent focus in higher education has been the lack of preparedness that graduates face upon entering the workforce. Coupled with criticisms of low income levels in certain major fields, institutions are looking to reconcile skill development and career advising. Utilizing new 2015 module questions from the National Survey of Student Engagement (NSSE), this presentation provides findings concerning the career plans of graduating seniors and their readiness to use a variety of skills and abilities. Several trends are also revealed when looking at the results by major field, suggesting the need for some curricular revisions and enhanced career services.

**Angie L. Miller and Amber D. Dumford, Indiana University**

### **Redesigning Music Business 4800: Entrepreneurship in the Entertainment Industry Using the SWITCH Entrepreneurial Philosophy**

MBU 4800: Entrepreneurship in the Entertainment Industry is a required course in the Music Business professional curriculum at Belmont University in Nashville, TN. The signature assignment in the course is the development of a market-focused music industry business plan. Wacholtz and Schneller redesigned the business plan using theories of creativity and the business innovation ideas of Heath and Heath as outlined in *Switch. How to Change Things when Things are Hard* (2010). Student learning was measured by performance on the redesigned business plan and through focus groups conducted at the end of each section of the course in FY 2014-15. This session describes how SWITCH enhanced student self-efficacy and promoted a heightened sense of career preparedness among undergraduate music business students.

**Larry Wacholtz and Beverly Schneller, Belmont University**

**Track: I I E (GR/UT/ID)**  
**Time: 11:30 a.m. – 12:30 p.m.**  
**Room: Marriott 9 & 10**

Shared Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **A Multi-Faceted Approach to Curricular Quality Improvement for the Pre-APPE Curriculum**

This session will showcase multiple strategies in curricular evaluation for program assessment. Course and faculty evaluations by students, faculty self-assessment, faculty peer review, focus groups, and nationally benchmarked curricular surveys were used to create a systematic, sequential process of curricular evaluation that resulted in important modifications to the curriculum. Highlights of the session will include strategies to achieve higher response rates on evaluations by students, a model for faculty peer review, and initiatives that led to faculty engagement in assessment, resulting in 91% faculty agreement that “the college uses program assessment data to improve the curriculum.”

**Shauna Buring and Brad Hein, University of Cincinnati James L. Winkle College of Pharmacy**

### **Lessons Learned:Applying Best Practices for Unit-Wide Assessment Systems in the College of Pharmacy**

This session will share the lessons learned when implementing new strategies to document student learning over time in the College of Pharmacy in an effort to align to new standards. The presenter will a) describe a system-wide approach to engaging all members of the university community with a focus on distinct roles at the institutional, academic and academic support unit, program/department, students, and community partner levels; b) share ideas for documenting student learning over time using ExamSoft, RxPreceptor, and ePortfolios in LiveText; and 3) share how the College addressed challenges and barriers in this transformation process. In addition, there will be an opportunity for the participants to share solutions.

**Nancy C. Grim Hunter and Sneha Baxi Srivastava, Chicago State University College of Pharmacy**

**Track: I I F (AM/ID/CE)**

**Time: 11:30 a.m. – 12:30 p.m.**

**Room: Santa Fe**

Shared Concurrent Session

Tuesday, October 27, 2015

Beginners and Advanced

### **Supporting Assessment Through Strategic Planning**

Strategic planning can provide a framework that generates assessment data used to guide decision-making, management, and operations at all levels of an institution. When the strategic planning and assessment processes are aligned properly, the university's continuous cycle of improvement is enhanced. This session will explain the different ways that strategic planning and assessment can be aligned, share tools that can be helpful in establishing such an alignment within a University system; and provide participants with an opportunity to discuss how the framework and tools could be utilized to benefit their institution.

**Dawn S. Brown and Brandon D. Moore, Liberty University**

### **For Better or For Worse:Assessment of Town-Gown Relationships through a Marital Lens**

This presentation is based on the notion that scholarship focused on marriages and families provides some invaluable insights into town-gown relationships and can drive assessment methods. Data collection efforts related to the operationalization of these concepts will be presented, including the use of both qualitative and quantitative survey methods that capture the degree to which "gown" representatives (administrators, faculty, students, board of trustees) are connected to their "town" counterparts (business and industry owners, government and community leaders, school district personnel, and residents). Special emphasis is given to the operationalization of a relationship typology through the Optimal College Town Assessment.

**Stephen M. Gavazzi, The Ohio State University**

**Track: IIG (GR/AM)**

**Time: 11:30 a.m. – 12:30 p.m.**

**Room: Lincoln**

Concurrent Session

Tuesday, October 27, 2015

Beginners and Advanced

### **Creating Research Questions and an Evidence Inventory to Guide Curriculum Review**

Graduate and professional curricula frequently have highly specific learning goals. A challenge associated with curricular review is identifying sources of evidence to support assessment of these prescribed goals. Faculty can be frustrated by not knowing where to begin. This workshop will demonstrate how questions posed for the review process can be aligned with targeted goals and specific sources of evidence. The presenter will share an evidence inventory used to guide an inclusive curriculum review process in a graduate professional program. Participants will discuss how they can build a similar evidence inventory to help faculty confidently engage in curriculum review.

**Jane M. Souza, University of Rochester**

**Track: I IH (CE)**

**Time: 11:30 a.m. – 12:30 p.m.**

**Room: Florida/Illinois**

Concurrent Session

Tuesday, October 27, 2015

Beginners and Advanced

### **Service Learning within the Community – How Do We Measure Learning and Outcomes?**

This presentation provides an introspective view of service learning with a particular focus on outcomes assessment. The concepts of service learning as an academic methodology and pedagogical design are explored. Evidence from the literature illuminates service learning from the comprehensive viewpoint, and from the discipline-specific worldview. The quintessential question is: How do we measure quality and outcomes? Following this: How do we use outcomes data to drive data-driven decisions for improvement? This presentation showcases an example of mapping outcomes to the learning experience, accreditation standards, and finally iterates how data are used for process and outcomes improvement.

**Kala J. Perkins and Rhonda Morgan, King University**

**Track: I II (GL/AM)**

**Time: 11:30 a.m. – 12:30 p.m.**

**Room: Michigan/Texas**

Concurrent Session

Tuesday, October 27, 2015

Beginners and Advanced

### **Assessing Intercultural Competence: A Hands-On Workshop for Assessment Professionals**

Assessing intercultural competence is complex. It encompasses a developmental process of growth and the required attitudinal, knowledge, and skill competences at each level of that process (Deardorff, 2009; Bennett, 1993). 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 participants will be able to work with case-study data and discuss the customization that will meet their campus intercultural competence goals.

**Chris Cartwright, Intercultural Communication Institute; Iris Berdrow, Bentley University; Chris Hightower, Texas Christian University; and Donna Evans, Miami University of Ohio**

**Track: I I J (EP/AM)**  
**Time: 11:30 a.m. – 12:30 p.m.**  
**Room: Indiana Ballroom A & B**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Assessing Service Learning Outcomes using ePortfolios**

Authors will discuss the relevance of four learning outcomes for service learning developed at the University of Wisconsin-Milwaukee and currently being piloted with faculty and students. Learning outcomes include: Understanding diversity of communities and cultures, Critical and creative thinking, Connecting academics to experience, and Connecting personal responsibility to civic identity and social action. Discussants will engage the audience in reviewing and assessing these stated learning goals in hopes of developing a measure that can be applied across universities. Applying these learning goals using the ePortfolio format will be discussed.

**Helen Rosenberg and Debra Karp, University of Wisconsin-Parkside; and Laurie Marks, University of Wisconsin-Milwaukee**

**Track: I I K (CC/AM)**  
**Time: 11:30 a.m. – 12:30 p.m.**  
**Room: Indiana Ballroom C & D**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Assessment of Career Technical Education (CTE) Programs Through Employability**

Career Technical Education program assessment can be problematic for many schools. This presentation will share the methods used to assess CTE programs using students' employability as a measure. The methodology has provided a new system of evaluating our program that targets the most significant and important outcomes for assessment and has proved easy for faculty to develop. The assessment methods shared will include embedded assessments, standardized assessment methods, employability, and rubric development.

**Tom Vessella, Los Angeles Trade-Technical College**

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

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **The Role and Importance of Student Learning Outcomes: Assessment at Minority-Serving Institutions**

This session builds on and expands the discussion featured in the 2015 report about assessment work at Minority Serving Institutions (MSIs) co-sponsored by the National Institute for Learning Outcomes Assessment (NILOA) and the Penn Center for Minority Serving Institutions. The presentation will illustrate assessment practices at MSIs and how these compare with those at other types of institutions. Special attention will be given to the kinds of assessment approaches that best address the learning goals of different types of institutions and various student groups.

**Natasha Jankowski and Erick Montenegro, National Institute for Learning Outcomes Assessment (NILOA); and Andrés Castro Samayoa, Penn Center for MSIs**

**Track:** IIM (FD/GE)  
**Time:** 11:30 – 12:30 p.m.  
**Room:** Indiana Ballroom F

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Using A Faculty Development Approach to Improve the Assessment of a General Education Program**

General Education assessment can be done in many ways, and one of the most common involves course-embedded artifacts. These may enable a better understanding of student learning; however, they can also present several challenges. Complicating variables include the variety of disciplines using different artifacts to assess the same goal, differing teaching styles among faculty, and differential motivations among faculty involved in the process. This presentation will present the results of a faculty development approach utilizing course-embedded artifacts that addresses these challenges. In addition presenters will discuss how this approach increased faculty understanding of and appreciation for the general education assessment process.

**Loretta A. Rieser-Danner, West Chester University of Pennsylvania**

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

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Using NSSE Reports to Measure HIP Participation**

High-Impact Practices are one important educational dimension measured by the National Survey of Student Engagement (NSSE). HIPs have been linked to increases in important student outcomes, including learning, success, and persistence. Using NSSE institutional reports and annual results, this session aims to encourage the use of comparison data to assess HIPS, and consider avenues to participation, in particular for underserved students, and inform practitioners' efforts to increase participation in HIPs.

**Jillian Kinzie, John Zilvinskis, and Amy Ribera, Indiana University**

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**12:30 – 1:45 p.m.**

LUNCH on your own in Indianapolis

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**Track: I2A (SA)**  
**Time: 2:00 – 3:00 p.m.**  
**Room: Marriott 1 & 2**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Assessing Civic Learning: A Multi-Campus Assessment and Implications for Program Design**

Countless programs across the country aim to foster student civic learning through community-engaged learning experiences. Participants will understand the methodology, data analysis, lessons learned, and intended future research regarding a multi-campus assessment (39 higher education institutions across the USA) of the MLK, Jr. Day of Service. Presenters will engage participants in an ongoing discussion surrounding how the multi-campus assessment can be utilized to identify implications and explore how our campuses ensure that community service events foster intentional, high quality student civic learning and engagement with our community partners.

**Kristin E. Norris, Anne Weiss, and Tom W. Hahn, IUPUI**

**Track: I2B (AM/MJ)**  
**Time: 2:00 – 3:00 p.m.**  
**Room: Marriott 3**

Shared Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **The ITARE Curriculum Model: Developing Effective Program Curriculum that is Learner and Outcomes Based**

The DeVoe School of Business at Indiana Wesleyan University has developed a curriculum mapping model that uses a functional methodology to integrate program and institutional learning outcomes across the course spectrum; identifies where those outcomes will be introduced, taught, applied, reinforced, and evaluated; and lays the foundation for program, faculty, and student assessment and accountability.

**George Howell, DeVoe School of Business; Harry Hall and Jeffrey Boyce, Indiana Wesleyan University**

### **Collaborative Program Assessment Utilizing an Undergraduate Capstone Course**

Collaborative program-level Student Learning Outcomes (SLOs) and a new curriculum map for the BS Marine Biology degree were recently developed by the faculty. Some SLOs lacked the minimum coverage on the curriculum map, resulting in the implementation of curriculum modifications. The first assessment cycle was executed during the spring 2014 semester utilizing writing samples from the program's capstone courses. The assessment results highlighted a need to reinforce the assessed SLO, so curriculum improvements were implemented. The presenter will describe the process and products of SLO development, curriculum mapping, and capstone writing assignment evaluation to aid in program improvement.

**Stephanie D. Kraft-Terry, University of Hawai`i at Manoa**

**Track: I2C (AM/MJ)**  
**Time: 2:00 – 3:00 p.m.**  
**Room: Marriott 4**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Tracking the Development of Intellectual Dispositions in the Humanities**

Intellectual habits and dispositions cherished by humanists can be difficult to assess. This session will show participants (1) that acquisition of dispositions important for humanists can be meaningfully assessed, and (2) how an instrument for assessing such goals can be developed. The session will also (3) offer participants an opportunity to identify intellectual dispositions important for their own disciplines, and (4) lead them through preliminary steps involved in developing scales for measuring such dispositions. Emphasis will also be placed on (5) how undergraduate students can play a vital role in the development of such scales.

**Charles Whitmer Wright, College of Saint Benedict and Saint John's University**

**Track: I2D (ID)**  
**Time: 2:00 - 3:00 p.m.**  
**Room: Marriott 7 & 8**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Use of Assessment Data and the Relationship to Assessment Cycle Length**

Use of assessment results is the crux of continuous improvement and is dependent upon a well-planned and efficiently implemented assessment cycle. The purpose of this session is to share how one large, research intensive university leverages its biennial assessment cycle to promote thoughtful reflection on assessment activities. In this interactive session, participants' analysis of a case study will be used as the basis for discussion of faculty/staff engagement in assessment activities as well as the strengths of the biennial approach to program assessment. Among the resources to be shared is a detailed timeline for the biennial assessment process.

**Rebecca J. Lewis and Anna Mroch, The University of Texas at Arlington**

**Track: I2E (GE)**  
**Time: 2:00 – 3:00 p.m.**  
**Room: Marriott 9 & 10**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Students in the Spotlight**

Assessment in high impact practices and in career services are projects undertaken by John Zilvinskis and Jodie Sackley, respectively, during Trudy Banta's Summer 2015 course on outcomes assessment. A third doctoral student in the Higher Education and Student Affairs program at Indiana University, Cindy Cogswell, has worked with Banta recently on a qualitative study of trends in outcomes assessment over the past 15 years as depicted in the pages of Assessment Update. Preparing future assessment leaders for a variety of fields is one of the most satisfying aspects of Banta's role at IUPUI!

**Trudy W. Banta, IUPUI; and Cindy Cogswell, Jodie Sackley, John Zilvinskis, Indiana University**

**Track: I2F (ID)**  
**Time: 2:00 – 3:00 p.m.**  
**Room: Santa Fe**

Shared Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Innovations with Data: Collection, Use, and Closing the Loop**

This session introduces a university-wide assessment system driven by data collection and use. This university-wide data collection system is cyclical and uses multiple data sources to evaluate program health, recommend program improvements, and track the suggested improvements. During this session, Assessment Specialists will share high-impact innovative and interactive tools that enable them to provide the relevant, real-time data and analyses necessary to support success and drive improvement. Assessment Specialists will also share improvement results, and discuss how these results affect both program quality and student success.

**Stacy L. Sculthorp, Jaclyn Zacharias, Heather Schroeder, and Karen Mattison, Capella University**

### **Investing in Students' Post-College Success: Strategies for Successful Implementation of a First Destination Survey at a Large Public Institution**

Come learn the process of implementing an institution-wide alumni survey at a large midwestern university. Participants will discuss how to partner with college representatives, data collection entities, and event services to initiate a collaborative effort to gather important post-graduation outcome measures. Learn the benefits of following National Association of Colleges and Employers (NACE) standardized guidelines and reasons to seek IRB approval. Finally, discuss key strategies to engage students optimally during survey administration.

**Regina M. Warfel, Ohio University**

**Track: I2G (GR)**  
**Time: 2:00 – 3:00 p.m.**  
**Room: Lincoln**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Reeling It In: Using Assessment Data as a Catalyst for Curricular Change**

A brief review of the author's 2014 AI presentation (Catch and Release: Collecting and Utilizing Evidence of Student Performance on Practical Assessments) will be provided as a foundation. Presenters will share examples of data utilization strategies that resulted in curricular improvement. Closing the assessment loop with stakeholders will also be discussed.

**Sarah B. Zahl and Sherry Jimenez, Marian University**

**Track:** I2H (CE/HI/AM)  
**Time:** 2:00 – 3:00 p.m.  
**Room:** Florida/Illinois

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Beyond Course Counting in Service Learning: Repurposing Preexisting Monitoring Systems to Formatively Assess Partnership Practice and Levels of Faculty Involvement**

Many campuses use course inventories as an indicator of campus community engagement. While useful, these monitoring efforts generally fall short in that they are not organized to provide data that support academic departments, and administrators, in attending to the qualitative features of community-based instructional environments. In this presentation, we illustrate how reorganizing the traditional inventory creates opportunities to engage departments and schools in reflection on the quality of academic planning by showcasing comparative data on campus-wide processes of engagement. To this end, we present a strategy and share initial findings focused on process dimensions of partnership practice as well as faculty time.

**Mary F. Price and Steve Scally, IUPUI**

**Track:** I2I (GL/HI)  
**Time:** 2:00 – 3:00 p.m.  
**Room:** Michigan/Texas

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners

### **Outcomes Cart. Inputs Horse.**

What drives outcomes? Yale College faculty routinely find themselves unclear (or disinterested) about desired outcomes for students and about how those outcomes might correlate to inputs from others or from students' own roles in the development process. Approached this way, assessment efforts are predictably viewed with skepticism as the results typically shed little light on institutional priorities or on opportunities for improvement. However, engaging faculty, staff, and students in defining student development early in the assessment process helps to ensure that the inputs horse is positioned to pull the outcomes cart along a shared path.

**Kelly C. McLaughlin, Yale University**

**Track:** I2J (EP/AM/SA)  
**Time:** 2:00 – 3:00 p.m.  
**Room:** Indiana Ballroom A & B

Shared Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Assessing Evolving Creativity Through Rubrics**

As technology changes the way we approach pedagogy, so too does it change assignments and assessments. Students used to present proof of their marketability in electronic media via demo tapes and reels. Now employers want to know "where can I see your samples?" To accommodate, the assignment evolved from standard demos to showcase ePortfolios, which led to the need for new rubrics to evaluate this changing display of creativity and performance. This action research looks at the evolution of the evaluation rubric used for assessing the capstone project, from its creative aesthetics to its required components. The research incorporates a single rubric to evaluate all creative platforms, independent of content style.

**Trey A. Stohman, Central Michigan University**

### **Integrating the Curricular and Co-Curricular**

Many institutions face the challenge of integrating the academic experiences with those rooted in personal, social, and extra-curricular lives. This challenge is especially pronounced when examining assessment practices and results. We have created a model of assessment which has helped us create common ties across all aspects of student life. By placing the student at the center of the model, we enable students to have more control of their learning and to represent this learning through ample reflection and integrative activities.

**Sammy A. Elzarka, University of La Verne**

**Track: I2K (ID/FD)**

**Time: 2:00 – 3:00 p.m.**

**Room: Indiana Ballroom C & D**

Concurrent Session

Tuesday, October 27, 2015

Beginners and Advanced

### **Gaining Faculty Buy-In and Institutionalizing Assessment of Student Learning**

Central Michigan University has gained faculty support for the assessment of student learning in all of its programs. A corps of assessment coordinators coached faculty teams as they developed measurable student learning outcomes, set targets, and collected and analyzed data. Within three years, over 1/3 of the programs are making significant, data-driven curriculum improvements. The assessment of student learning outcomes, student achievement, and program improvement have been incorporated into the program review process. The Faculty Center for Innovating Teaching is using assessment data to lead departments in the integration of cutting-edge pedagogy for improved student learning in degree redesign.

**Claudia Douglass, Mike Carson, and Diane Marble, Central Michigan University**

**Track: I2L (NI)**

**Time: 2:00 – 3:00 p.m.**

**Room: Indiana Ballroom E**

Concurrent Session

Tuesday, October 27, 2015

Beginners and Advanced

### **Communicating Campus Assessment Work: The VSA EIA Designation Program**

Increasingly, postsecondary institutions are expected to provide information about student and institutional performance. Two efforts to aid institutions in being more transparent are NILOA's Transparency Framework and the Voluntary System of Accountability (VSA). This session will explain the VSA's Excellence in Assessment (EIA) Designation program designed to recognize campuses that are successfully integrating assessment practices across the entire campus and sharing evidence of outcomes from their institution publicly. In addition, examples will be offered of the types of vertically-integrated campus-wide assessment approaches that meet the requirements for an EIA Designation.

**Natasha Jankowski, National Institute for Learning Outcomes Assessment (NILOA); Teri Hinds, Voluntary System of Accountability; and Paul Klute, University of Kansas**

**Track:** I2M (FD/CC)  
**Time:** 2:00 – 3:00 p.m.  
**Room:** Indiana Ballroom F

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **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 & Assessment Workshop sessions, faculty discuss the development of course, program, and college learning outcomes, potential assessment techniques, and Master and Teaching Syllabi development. This presentation will discuss the highlights of this process.

**Jared C. Cutler, Keri Nunn-Ellison, Lorraine Kapka, Jackie Myers, Heidi McGrew, and Janeil Bernheisel, Sinclair Community College**

**Track:** I2N (HI/GE)  
**Time:** 2:00 – 3:00 p.m.  
**Room:** Indiana Ballroom G

Shared Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Greater Than the Sum of Its Parts: Mapping and Aligning ISLOs Across the First-Year Curriculum**

This presentation will describe how Marietta College, a small liberal arts school in Ohio, took advantage of its participation in Foundations of Excellence to map key Institutional Student Learning Outcomes (ISLOs) across the four core courses of the first-year curriculum, overcoming the challenges inherent in the fact that these courses are all administered by separate academic units. In addition, the presentation will share how the Communication and English departments were able to coordinate their public speaking and expository writing courses using a common Critical Thinking rubric based upon the AAC&UVALUE rubric.

**Joseph M. Sullivan, Marietta College**

### **Learning Through Community: Best Practices and Assessment**

Access to College Excellence (ACE) at University of Hawai'i at Manoa provides a series of first-year programs that serve approximately 25% of incoming freshmen a year. By introducing the major ACE program: Learning Communities, the presentation would help participants learn successful strategies of running first-year learning community program, such as cohort registration, freshman seminar course, and peer mentoring. Participants will also learn how to analyze and present closed-ended and open-ended survey responses from pre- and post surveys to assess program outcomes and improve the program and how to track retention rate to evaluate the program impact.

**Kyle Eric Van Duser and Yao Hill, University of Hawai'i at Manoa**

**Track: I3A (SA/ID)**  
**Time: 3:15 – 4:15 p.m.**  
**Room: Marriott 1 & 2**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Assessment and Retention: The Missing Link**

Contemporary assessment is inadequate for improving student retention and graduation. Assessment focuses on what institutions do to explain what students learn, examining how institutions design curricula, sequence courses, select faculty, or use pedagogy to discover what most affects student learning and how to improve it. Assessment's original goals never included improving persistence, so it ignored crucial student characteristics like commitment to graduating, discipline, diligence, perseverance despite obstacles, or distraction avoidance.

Decades of empirical cognitive and social psychology research prove that these critical traits are quantifiable, and that measured variations determine student success. Moreover, they are mutable— institutions can strengthen those traits that their students need to graduate, but only by broadening what assessment analyzes.

**Stephen D. Spangehl, Plexus International**

**Track: I3B (AM)**  
**Time: 3:15 – 4:15 p.m.**  
**Room: Marriott 3**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **A Comparison of Assessment Approaches Between the United Kingdom and the United States**

During a recent Fulbright Visiting Scholar appointment, an opportunity occurred to compare how methods for assessing student work vary between American, English and Scottish engineering schools. This presentation will discuss the variations in assessment approaches that were uncovered during this faculty exchange opportunity. Assessment of individual student work will be examined as well as how the overall performance of the school and faculty were assessed.

**Pete Hylton, IUPUI**

**Track: I3C (AM/CC/GE)**  
**Time: 3:15 – 4:15 p.m.**  
**Room: Marriott 4**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **General Education Assessment: Our Evolution to an Assessment Culture**

This session will follow our college's evolution to improved General Education assessment and a culture of effective assessment. The progression of our institution's transition through the revision of our data flow, allotment of time for reflective analysis of data and planning, development of college-wide rubrics and involvement of General Education faculty (full & part-time) will be discussed. Methods for reporting further actions based on results will be shared.

**Sharon Wilson, Pam Stafford; and Dana Calland, Maysville Community and Technical College**

**Track: I3D (CC/GE)**  
**Time: 3:15 – 4:15 p.m.**  
**Room: Marriott 7 & 8**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners

### **Progress Through Partnerships: Making Connections and Engaging Faculty in Gen Ed Assessments**

How do you systematically assess general education across disciplines in the community college? How do you encourage faculty to take ownership of assessment? How do you balance the rigor needed to collect useful data without overburdening the faculty? How do you use data collected on general education to improve student learning? The goal of this presentation is to share our answers to these questions, our successes, our challenges, and the importance of partnerships in our process.

**Travis Sola, Julie Weishar, Erika Hackman, and Patricia VerStrat, Parkland College**

**Track: I3E (AM)**  
**Time: 3:15 – 4:15 p.m.**  
**Room: Marriott 9 & 10**

Shared Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Philosophical and Theological Foundations for Assessment**

The assessment movement in higher education has positively impacted students and institutions in a variety of ways. However, is it possible that the practice of assessment leads institutions away from the telos, the good life, of an institution? This session will discuss how the philosophical framework for assessment affects the telos of an institution. The presenter will also explain how a framework for assessment based on Christian Theology is transforming assessment at one CCCU university and how it is leading to conversations about the very nature of the institution.

**John Lommel, LeTourneau University**

**Track: I3F (AM/ID)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Santa Fe**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners

### **Meta-Assessment at St. Cloud State University**

At St. Cloud State University, a Community of Practice developed a meta-assessment rubric. The rubric is designed as a tool for curricular and co-curricular programs to assess their assessment practices. The meta-assessment rubric, available through our assessment software, Tk20, will guide programs in writing student learning outcomes, developing an assessment plan, and deciding how to use assessment results to modify either curriculum, programs, or assessment practices. Come to this session to learn about our process, examine the rubric and hear about our experiences in implementing meta-assessment.

**Robin L. Ewing, Wendy Bjorklund, Sandra Johnson, and Louise Millis, St. Cloud State University**

**Track: I3G (GR)**  
**Time: 3:15 – 4:15 p.m.**  
**Room: Lincoln**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners

### **Assessment: The Blueprint for Success in Graduate Program Design**

Constructing a graduate program can be a daunting process. Guaranteeing it will meet the needs of the institution, field, and graduates can be terrifying. However, the process is completely manageable when starting with the end in mind and letting assessment be the blueprint for success. Using examples from the fields of intelligence, library science, and performance improvement, participants will learn a ten-step process to build a graduate program that has a foundation in professional standards and is framed by a multipoint assessment system.

**Elizabeth Osika, Chicago State University**

**Track: I3H (GL)**  
**Time: 3:15 – 4:15 p.m.**  
**Room: Michigan/Texas**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Global Learning Through Formative Assessment: What STEM Professors Think They're Teaching and What Students Think They Are Learning**

According to experts (Paige, 2004; Fantini, 2009) there are over 120 validated survey tools for measuring some aspect of global, cross-cultural or intercultural competence in students and professionals. Yet, as any good assessment professional knows, one cannot determine an effective assessment tool for a learning intervention without a clear understanding of the intended learning objectives. This session will look at efforts at Purdue University to define global learning objectives, particularly for students in the STEM disciplines; then spend half an hour in small groups to define outcomes for an example program & match it to a suitable instrument.

**Katherine N. Yngve and Margaret Wu, Purdue University**

**Track: I3I (EP/GR/UT)**  
**Time: 3:15 – 4:15 p.m.**  
**Room: Indiana Ballroom A & B**

Shared Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **Piloting Co-Curricular ePortfolios in Graduate Health Sciences**

In graduate health sciences programs, eportfolios can be used to gather direct evidence of deep learning that occurs among students. In this presentation, the structure and process of a co-curricular portfolio pilot with a self-reflective component are described. Using LiveText as a platform, students will upload artifacts documenting how their participation in student associations, advocacy, research, community service, service learning, and wellness activities contributes to their collaborative leadership abilities, communication skills, and formative development of professionalism. Considerations for creation of assessment rubrics, prompt design, and selection of appropriate checkpoints to maximize engagement are addressed.

**David J. Turbow, University of St. Augustine for Health Sciences**

### Using ePortfolios to Assess PhD Competences

Health Policy and Management PhD students are required to produce an ePortfolio as part of a seminar on Professional Roles. They produced at least four pages that included a home page, a curriculum vitae page, a page that illustrated coursework projects, presentations and papers, and a contact page. Using a variety of formats they indicated how they had demonstrated the PhD program competences. Students scored the course content a 5/5 and comments included: "this course helped to prepare our portfolio for the job market" and "I really learned so much practical information that helped me apply for a faculty position."

**Cynthia L. Stone, Indiana University**

**Track: I3J (ID)**

**Time: 3:15 – 4:15 p.m.**

**Room: Indiana Ballroom C & D**

Concurrent Session

Tuesday, October 27, 2015

Beginners and Advanced

### The 2014 IUPUI Climate Survey: The Process

Last year, IUPUI conducted a survey to better understand perceptions of campus climate for diversity. Our goal was two-fold: (1) broaden our understanding of what constitutes diversity with a greater understanding of how all kinds of marginalized populations experience campus and (2) use the data for institutional level strategic planning surrounding campus climate for diversity. During the process, we learned a lot about various measures of diverse populations (race/ethnicity, gender, sexual orientation, religion, political ideology, ability status) but we also learned that planning climate at an institutional level isn't always appropriate. In this session, we'll discuss some of the findings from the IUPUI Climate Survey as well as the process through which we went through to leverage the data and get it into the hands of decision makers.

**Karen Dace and Anne L. Mitchell, IUPUI**

**Track: I3K (NI)**

**Time: 3:15 – 4:15 p.m.**

**Room: Indiana Ballroom E**

Concurrent Session

Tuesday, October 27, 2015

Beginners and Advanced

### Learning from Others: Designing Assessment Practice to Fit Your Institution

Alverno College in Milwaukee, Wisconsin, is a pioneer in assessing student learning. Alverno has crafted a unique curriculum and accompanying assessment model that ensure students receive a multifaceted, high-quality liberal arts education that prepares them for graduate and professional work. Aspects of Alverno's effective model can be adapted by other colleges and universities to improve and sustain meaningful assessment work over time. This session presents an overview of Alverno's assessment endeavors, its current practices, and suggestions for how lessons learned over decades by Alverno can be instructive for other institutions.

**Carrie Allen, National Institute for Learning Outcomes Assessment (NILOA); and John Savagian, Alverno College**

**Track: I3L (FD)**  
**Time: 3:15 – 4:15 p.m.**  
**Room: Indiana Ballroom F**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **From the Administrative Perspective: Strategies for Engaging Faculty in Assessment**

Often we hear that getting faculty engaged in assessment is like “herding cats”. We hear that faculty don’t have time, won’t want to be involved, and don’t have the “big picture view”. This does not have to be the case. Our faculty have been involved, engaged, and have led the ongoing process very successfully. They don’t want an administrator running the assessment – they want us to work together to enhance student learning. This session will involve participants in creating a culture of assessment in which faculty choose to engage.

**Catherine M. Wehlburg, Texas Christian University**

**Track: I3M (HI)**  
**Time: 3:15 – 4:15 p.m.**  
**Room: Indiana Ballroom G**

Concurrent Session  
 Tuesday, October 27, 2015  
 Beginners and Advanced

### **An Evidence-Based Discussion of Aligning Objectives, Experiences, and Assessment in the First-Year Seminar to Carry the High Impact into the Second Year and Beyond**

First-year seminars have become a nearly ubiquitous high-impact practice to support student transition into postsecondary study. Notwithstanding, as campus professionals work to provide support and create meaningful experiences for students from the first year into the sophomore year, they need to create a seamless approach to transition initiatives in the first two years of college. This session will use evidence gathered from two national surveys conducted by the National Resource Center for The First-Year Experience and Students in Transition to discuss whether and how colleges are creating integrated practices to support students during this critical period.

**Dallin G. Young, University of South Carolina**

## SPONSOR PRESENTATIONS

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

### Monday, October 26, 2015

**Track: I4A (UT)**  
**Time: 12:30 – 12:50 p.m.**  
**Room: Denver**

Sponsor Presentation  
 Monday, October 26, 2015  
 Beginners and Advanced

#### **New, Engaging Technology for Assessing Learning Outcomes**

Join us for the debut of a refreshingly easy-to-use system to assess learning outcomes that engages your community by removing many of the common barriers to assessment. Get a first-hand look at the simple and intuitive interfaces that received high praise from faculty scorers from nearly 90 institutions across 13 states that piloted this technology as part of the Multi-State Collaborative to Advance Learning Outcomes Assessment in partnership with Association of American Colleges and Universities (AAC&U) and State Higher Education Executive Officers Association (SHEEO).

**Courtney Peagler and Jeff Reid, Taskstream**

**Track: I4B (ID)**  
**Time: 1:00 – 1:20 p.m.**  
**Room: Denver**

Sponsor Presentation  
 Monday, October 26, 2015  
 Beginners and Advanced

#### **Unlock the Power of Your Data With Campus Labs**

When you make more connections with your data, you can make more informed decisions for your institution. Join us to learn how an enterprise-wide approach to data management can facilitate better results for your entire campus. From accreditation and planning to faculty development and learning outcomes, see how the Campus Labs® platform brings everything together for a holistic solution.

**Jerry Anderson, Campus Labs**

**Track: I4C (UT)**  
**Time: 1:45 – 2:05 p.m.**  
**Room: Denver**

Sponsor Presentation  
 Monday, October 26, 2015  
 Beginners and Advanced

#### **Making Evidence-Based Decisions University-Wide: An Overview of A.T. Still University's Assessment Process Using Tk20**

Learn how Tk20 is helping A.T. Still University streamline data collection across academic units and programs and establishes a consistent framework for collecting and analyzing evidence of student learning for accreditation bodies. ATSU will also share how real-time reporting enables decision makers to more quickly analyze data and make improvements.

**Anthony B. Cyplik, Tk20; and Melanie Davis, A.T. Still University**

**Track: I4D (GL)**  
**Time: 2:15 – 2:35 p.m.**  
**Room: Denver**

Sponsor Presentation  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Alignment of Global Outcomes with IDEA's SRI**

Influential higher education organizations (e.g., IDEA, regional and program accreditors, AAC&U, Lumina, NSSE, etc.) are all aspiring to measure a different set of global outcomes, yet the similarities between the different sets of outcomes are striking, which suggests that there is agreement on what skills college students should possess upon earning a degree. This presentation centers on how the Learning Objectives in IDEA's Student Ratings of Instruction relate to the global outcomes from AAC&U's VALUE Rubric, Lumina's LEAP Initiative, and HLC's Criteria for Accreditation, as well as align with NSSE's Engagement Indicators. We will also discuss the use of SRI data for assessment and accreditation.

**Ken Ryalls, IDEA**

**Track: I4E (UT)**  
**Time: 3:15 – 3:35 p.m.**  
**Room: Denver**

Sponsor Presentation  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Gaining Insight on Assessment Growth at Your Institution**

The need for data to make informed decisions is paramount. LiveText's Assessment Insight System (AIS) is at the forefront of making data/reporting and planning a more effective and efficient process for institutions. Join this session and gain insight into how our partner institutions are monitoring the progress of all academic and non-academic units, divisions, programs and departments' assessment and action plans. See how outcomes development and alignment, curriculum and assessment mapping, and our extremely customizable framework can support multiple disciplines and course delivery modalities in achieving continuous improvement through closing the loop.

**Brian A. Zirlin, LiveText**

**Track: I4F (UT/HI)**  
**Time: 3:45 – 4:05 p.m.**  
**Room: Denver**

Sponsor Presentation  
 Monday, October 26, 2015  
 Beginners and Advanced

### **The Role of Technology in the Emerging US Competence-Based Education (CBE) Sector**

As post-secondary educational institutions in the US recognize and exploit the immediate need to serve the growing non-traditional and working adult education sector by launching self-paced competence-based education (CBE) programs and with the DOE and federal policymakers grudgingly warming-up to online competence-based programs that offer a cheaper and flexible option to non-traditional learners to demonstrate their knowledge and skills to potential employers, the market for software products that support and enhance the learning journeys of these non-traditional learners is enormous and largely untapped. With evidence-based learning and assessment integral to the CBE programs of US colleges, and with Digital Assess' proven track record to support this type of learning and assessment, our product suite is perfectly suited to help US Colleges enhance the delivery of their competence-based programs, markedly improve the learner journey, and stanch the loss of revenues stemming from high attrition rates. We will present an overview of our product suite and its applicability in the CBE sector to boost student engagement and motivation, reliably assess workforce and higher order skills, and facilitate peer assessment and review.

**Dan Sandhu, Digital Assess Software Limited**

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

Sponsor Presentation  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Measuring the Immeasurable: Using Rubrics to Grade and Analyze Subjective Exams with Ease**

Subjective Assessments have been popping up throughout higher education in recent years, but questions still remain on how to accurately assess and track these assessment types. The primary goals of this session are to demystify the process of grading performance-based exams and equip faculty to gather and understand student performance on those 'hard-to-grade' objectives.

**Ed Morales, ExamSoft Worldwide, Inc.**

**Track: I4H (IT/UT)**  
**Time: 5:00 – 5:20 p.m.**  
**Room: Denver**

Sponsor Presentation  
 Monday, October 26, 2015  
 Beginners and Advanced

### **Establishing a Data Driven Culture**

A culture of performance requires both information and the coordinated action of many people toward agreed upon goals. This means joining BI initiatives tightly with planning and continuous improvement. Information must be made available to people in a way that enables them to act on it effectively. Come see how this can be accomplished using currently available technology and how this approach offers an expanded role for IR in driving a culture of performance.

**Denise Raney, Nuventive LLC**

## Tuesday, October 27, 2015

Track: I4I (UT)

Time: 10:15 – 10:35 a.m.

Room: Denver

Sponsor Presentation

Tuesday, October 27, 2015

Beginners and Advanced

### NSSE's New Reports and Tools for Exploring Your Data

After a general review of new measures on the updated NSSE (National Survey of Student Engagement), this session will guide users through NSSE's many useful reports and online tools that facilitate evidence-based assessment.

**Bob Gonya, Indiana University**

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~ *Maps* ~

Diagram for Posters

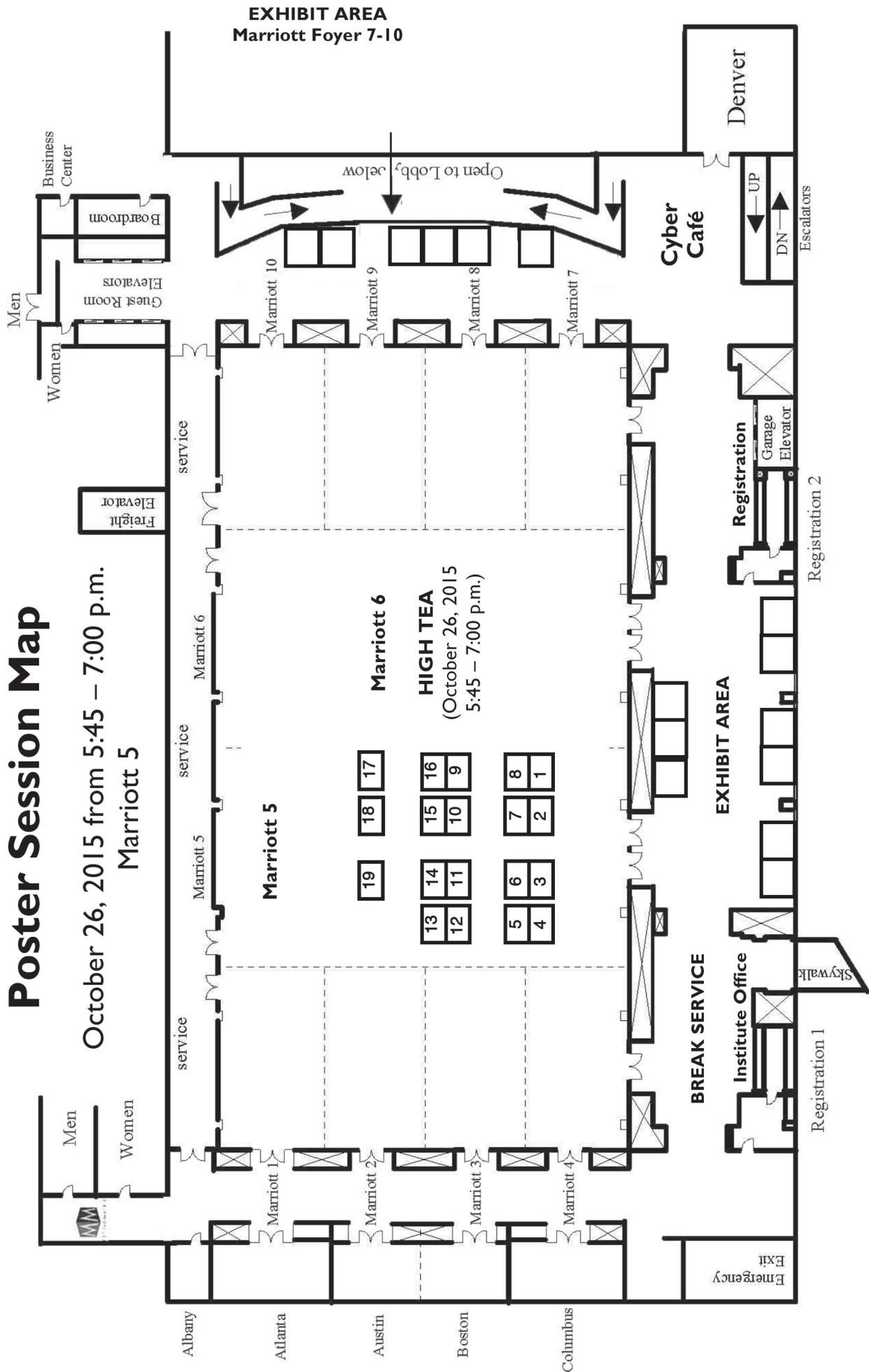
Diagram for Exhibits

Downtown Restaurants

Marriott Indianapolis Downtown

# 2015 Assessment Institute Poster Session Map

October 26, 2015 from 5:45 – 7:00 p.m.  
Marriott 5



## 2015 Assessment Institute Poster Session

Assessment methods, practices, and findings 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 26 from 5:45 to 7:00 p.m. only.**

Table #	Track	Presentation Title	Presenters
1	08A (FD/CC)	A Community College Center for Teaching and Learning on Tour: Sharing, Reflecting On, and Documenting Effective Strategies	Nelson Nunez Rodriguez, Sarah Brennan, Antonios Varelas, and Jacqueline DiSanto, Hostos Community College
2	08B (HI/FD/CC/GE)	Adult Literacy: Gate-Keeper Skills in Higher Education	Harry D. Hall and Roxie Sporleder, Indiana Wesleyan University
3	08C (ID)	Assessing the Assessment of Transfer Students: An Institutional Case Study	Stephen P. Hundley, Susan Kahn, Michele J. Hansen, Tim Scully, Danny King, and Ron Sandwina, IUPUI; and Chris Foley, Indiana University
4	08D (HI/CC/FD)	Developing Professional Competence Through Authentic Assessment	Lisa M. Mehlig and Sharon Cooper, Rock Valley College
5	08E (SA)	Do You Know Your Drink Size? Estimating Drink Size Project	Evelyn M. Comber, Northern Illinois University
6	08F (AM/SA)	From Concept to Reality: Assessment in Student Advocacy	Shawn M. Patrick and Matthew D. Pistilli, IUPUI
7	08G (AM/UT)	Full Circle Composition Assessment: From Assessing Student Outcomes to Assessing Our Assignments	Kathleen Hartman and Amy Lynch-Binie, Kutztown University
8	08H (AM)	Historical Development of Assessment	Jim Fulmer, University of Arkansas at Little Rock
9	08I (AM)	Improved Candidate Performance Resulting from Unpacked Rubrics	Lisa A. Pufpaff and Penny Craig, Ball State University
10	08J (GR/ID)	Institution-Wide Assessment of Graduate Education at CSU Stanislaus	Harold Stanislaw, California State University, Stanislaus
11	08K (HI/CE)	Plumbing the Depths to Reach the Stars: Assessing the Service-Learning Pipeline to Higher Education and Careers That Matter	John Guffey, Eagle Rock School and Professional Development Center

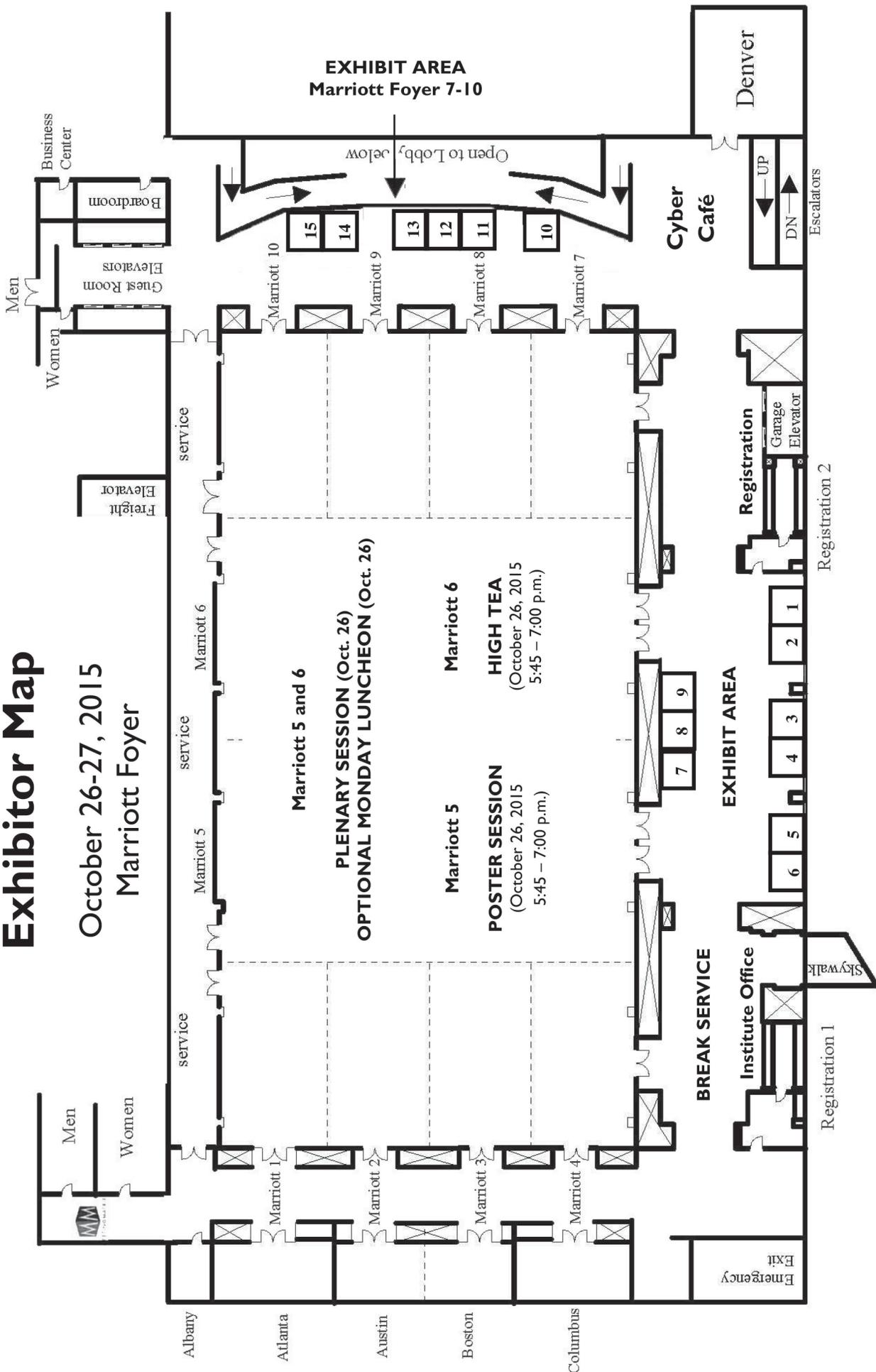
## 2015 Assessment Institute Poster Session

Table #	Track	Presentation Title	Presenters
12	08L (HI/CE/FD)	Project-Based Learning: Connections For High Impact	Rhonda Huisman, Wichita State University; and Merinda Kaye Hensley, University of Illinois at Urbana-Champaign
13	08M (GE/AM)	Promoting an Institution-Wide Culture of Evidence and Quality Improvement for Written Communication using the VALUE Rubric	Mohua Bose and Sharon DeMartini, Excelsior College
14	08N (AM/MJ/AC)	Student Learning Outcomes in Business Education	Antigoni Papadimitriou, Hellenic College; and Vasileia Adamidou, Aristotle University, Thessaloniki Greece
15	08O (FD)	The Assessment Leadership Institute: An Evidence-Based Professional Development Model to Improve Faculty Skills, Knowledge, and Attitudes	Julie M. Sexton, Lyda Ellis, Heng-Yu Ku, Christine Marston, Jay LightFoot, Jason Byrnes, and Kim Black, University of Northern Colorado
16	08P (HI/FD)	The CARE Model: A Course Early-Alert System	Erika A. Huber and Mark A. Minglin, IUPUI
17	08Q (UT/GE/AM)	Using Cloud-Based Technologies for Oral and Written Communication Assessment in a Technical Communication Program	Corinne C. Renguette, IUPUI
18	08R (GR/FD)	Using Graduate Students in a 100 Level Flipped Classroom	Nancy Evans, IUPUI
19	08S (UT/GR/AM)	Utilizing LiveText to Assess Students' SOAP Notes	Sneha Srivastava and Nancy C. Grim Hunter, Chicago State University College of Pharmacy



# 2015 Assessment Institute Exhibitor Map

## October 26-27, 2015 Marriott Foyer



## 2015 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	<b>Chalk and Wire Learning Assessment, Inc.</b> – Gigi Devanney, Senior Consultant Phone: 410-652-1742, URL: <a href="http://www.chalkandwire.com">http://www.chalkandwire.com</a>
2	<b>Tk20, Inc.</b> – Anthony Cyplik, Regional Vice President Phone: 512-401-2000 ext. 827, URL: <a href="http://www.tk20.com">http://www.tk20.com</a>
3	<b>Digital Assess Software Limited</b> – Mohit Rajan, Business Development Director Phone: 44(0) 203-176-0391, URL: <a href="http://www.digitalassess.com">http://www.digitalassess.com</a>
4	<b>Xitracs, Accreditation Management and Assessment Reporting System A Division of Concord USA, Inc.</b> – Ed Hanley, Director of Sales Phone: 770-200-7465, URL: <a href="http://www.xitracs.com">http://www.xitracs.com</a>
5	<b>LiveText</b> Phone: 708-588-1735, Email: <a href="mailto:conferences@livetext.com">conferences@livetext.com</a> , URL: <a href="http://www.livetext.com">http://www.livetext.com</a>
6	<b>Plexus International Higher Education</b> – Stephen Spangehl, Director of Plexus Higher Education Phone: 888-753-9871, URL: <a href="http://highered.plexusintl.com/">http://highered.plexusintl.com/</a>
7	<b>ExamSoft Worldwide, Inc.</b> – Eric Ermie, Executive Director of Sales Phone: 866-429-8889, URL: <a href="http://learn.examsoft.com">http://learn.examsoft.com</a>
8	<b>NSSE , Center for Postsecondary Research Indiana University School of Education</b> 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: <a href="http://www.nsse.iub.edu">http://www.nsse.iub.edu</a>
9	<b>Taskstream</b> Phone: 800-311-5656, Email: <a href="mailto:info@taskstream.com">info@taskstream.com</a> , URL: <a href="http://www.taskstream.com">http://www.taskstream.com</a>
10	<b>Stylus Publishing, LLC</b> – Shaqunia Clark, Marketing and Publicity Manager Phone: 703-996-1039, URL: <a href="http://www.styluspub.com">http://www.styluspub.com</a>
11	<b>IDEA</b> – Ken Ryalls, President Phone: 800-255-2757, URL: <a href="http://www.IDEAedu.org">http://www.IDEAedu.org</a>
12	<b>Nuventive, LLC</b> – Denise Raney, Regional Sales Executive Phone: 412-847-0280, URL: <a href="http://www.nuventive.com">http://www.nuventive.com</a>
13	<b>Campus Labs</b> – Jerry Anderson, Campus Relations Phone: 716-270-0000, URL: <a href="http://www.campuslabs.com">http://www.campuslabs.com</a>
14	<b>PACAT, Inc.</b> – Anthony Golden, President Phone: 866-680-2228, URL: <a href="http://www.collegeoutcomes.com">http://www.collegeoutcomes.com</a>
15	<b>McCann Associates</b> Phone - 267-756-1148, URL: <a href="http://www.mccanntesting.com">http://www.mccanntesting.com</a> or <a href="http://www.vantage.com">http://www.vantage.com</a>





## DOWNTOWN INDIANAPOLIS INDEPENDENT RESTAURANTS

### AMERICAN:

- 1 120 West Market Fresh Grill at Hilton Indianapolis Hotel & Suites \$\$ 317.972.0600
- 2 Alexander's Bar and Grille at Sheraton Indpls. City Centre Hotel \$\$ 317.635.2000
- 3 Chef JJ's Downtown \$\$\$ (coming soon)
- 4 Circle City Bar & Grille at Indianapolis Marriott Downtown \$ 317.405.6100
- 5 Claypool Grille at Embassy Suites Hotel Downtown \$\$ 317.236.1901
- 6 The Comfort Cafe at Comfort Suites Indianapolis City Centre \$ 317.631.9000
- 7 Eagle's Nest Restaurant at Hyatt Regency Indianapolis \$\$\$ 317.616.6170
- 8 Great American Grill at Hilton Garden Inn Downtown \$ 317.955.9700
- 9 John's Famous Stew \$ 317.636.6212
- 10 Level One at Hyatt Regency Indianapolis \$ 317.632.1234
- 11 Liberty Street \$ 317.686.6382
- 12 Market Table at The Alexander 317.624.8200
- 13 One South at Hyatt Regency Indianapolis \$\$ 317.632.1234
- 14 Pullman's Restaurant at Crowne Plaza at Historic Union Station \$\$ 317.236.7470
- 15 Sahm's at the Tower \$ 317.536.1305
- 16 Sahm's Tavern & Cafe \$ 317.822.9903
- 17 Skyline Club \$\$\$ 317.263.5000
- 18 Spoke & Steele at Le Meridien Indianapolis 317.634.3000

### ASIAN/SUSHI:

- 19 Bangkok Restaurant & Jazz Bar \$\$ 317.632.9000
- 20 Bu Da Lounge \$\$ 317.822.8522
- 21 FortyFive Degrees \$\$ 317.635.4545
- 22 Mikado Japanese Restaurant \$ 317.972.4180
- 23 Rook \$ 317.759.5828

### BARBECUE:

- 24 Dick's Bodacious Bar-B-Q \$ 317.916.9600

### BURGERS:

- 25 BRU Burger Bar \$ 317.635.4278
- 26 Burgerhaus \$ 317.434.4287
- 27 Punch Burger \$ 317.426.5280

### CAJUN/CREOLE:

- 28 Bourbon Street Distillery 317.636.3316
- 29 New Orleans on the Avenue \$\$ 317.632.4099
- 30 Yats \$ 317.686.6380

### COFFEE:

- 31 Bee Coffee Roasters \$ 317.426.2504
- 32 Calvin Fletcher's Coffee Co. \$ 317.423.9697
- 33 Henry's Coffee Bistro \$ 317.951.0335
- 34 Hubbard & Cravens \$ 317.251.5161
- 35 Mo' Joe Coffee House \$ 317.822.6656

### CONTEMPORARY:

- 36 1913 Restaurant at Omni Severin Hotel \$ 317.396.3626
- 37 Black Market \$\$ 317.822.6757
- 38 Bluebeard \$ 317.686.1580
- 39 Cerulean Restaurant 317.870.1320
- 40 Chef Joseph's at The Connoisseur Room \$\$ 317.600.3577

- 41 Ember Urban Eatery \$\$ 317.340.1868
- 42 The Libertine \$\$ 317.631.3333
- 43 Mesh on Mass \$ 317.955.9600
- 44 Plow & Anchor \$ 317.964.0538
- 45 Rbistro \$\$\$ 317.423.0312
- 46 Tavern on South \$ 317.602.3115
- 47 Union 50 \$ 317.610.0234

### DELI/CAFE/SANDWICHES:

- 48 Canal Cafe & Terrace at Indiana State Museum \$ 317.232.1637
- 49 Circle Cafe at Sheraton Indianapolis City Centre Hotel \$\$ 317.635.2000
- 50 City Cafe \$ 317.833.2233
- 51 Duos Kitchen \$ 317.880.5676
- 52 Hoaglin To Go Cafe \$ 317.423.0300
- 53 Indianapolis City Market \$ 317.634.9266
- 54 King David's Dogs \$ 317.632.3647
- 55 Labor District Cafe \$ 317.672.7591
- 56 Milktooth \$ 317.292.2280
- 57 Natural Born Juicers \$ 317.797.4254
- 58 Patachou on the Park \$ 317.632.0765
- 59 Shapiro's Delicatessen \$ 317.631.4041
- 60 Sky City Cafe at Eiteljorg Museum of American Indians and Western Art \$ 317.636.9378
- 61 Soupremac \$ 317.423.0780
- 62 Stardust Terrace Cafe at Eugene and Marilyn Glick Indiana History Center \$ 317.234.0095

### GERMAN:

- 63 Rathskeller Restaurant \$\$ 317.636.0396

### GREEK:

- 64 Greek Islands \$\$ 317.636.0700

### INDIAN:

- 65 Haveli Indian \$\$ 317.280.7648
- 66 India Garden Restaurant \$\$ 317.634.6060

### ITALIAN:

- 67 Dunaway's Palazzo Ossigeno \$\$\$ 317.638.7663
- 68 Iaria's Italian Restaurant \$\$ 317.638.7706
- 69 Iozzo's Garden of Italy \$\$ 317.974.1100
- 70 Milano Inn \$\$ 317.264.3585
- 71 Osteria Pronto at JW Marriott \$ 317.860.5777

### LOUNGES/BARS:

- 72 1933 Lounge \$\$ 317.635.0636
- 73 Ike & Jonesy's \$ 317.632.4553
- 74 Mass Ave Wine Shoppe \$\$ 317.972.7966
- 75 Metro \$ 317.639.8022
- 76 Nicky Blaine's Cocktail Lounge \$ 317.638.5588
- 77 No Name Lounge at The Westin Indianapolis \$ 317.262.8100
- 78 Plat 99 at The Alexander 317.624.8200
- 79 Severin Bar at Omni Severin Hotel \$ 317.396.3623
- 80 Social \$ 317.753.3799
- 81 Taps & Dolls \$ 317.638.8277
- 82 Tastings - a wine experience at Conrad Indianapolis \$ 317.423.2400
- 83 Tini \$ 317.384.1313
- 84 Wine Thief at Omni Severin Hotel 317.634.6664

### MEXICAN/LATIN:

- 85 Acapulco Joe's \$ 317.637.5160
- 86 Adobo Grill \$\$ 317.822.9990
- 87 Bakersfield \$ 317.635.6962
- 88 Tortas Guicho Dominguez y El Cubanito \$ 317.658.6380

### MOROCCAN:

- 89 Saffron Cafe \$\$ 317.917.0131

### PIZZA:

- 90 Bazbeaux \$ 317.636.7662
- 91 Giorgio's Pizza \$ 317.687.9869
- 92 Greek's Pizzeria Downtown \$ 317.423.3310
- 93 Napolese \$ 317.635.0765
- 94 Pearl Street Pizza & Pub \$ 317.638.3110
- 95 Pizzology \$ 317.685.2550
- 96 South of Chicago Pizza \$ 317.203.7110

### SOUTHERN/SOUL FOOD:

- 97 Maxine's Chicken & Waffles \$ 317.423.3300

### SPORTS BARS/PUBS:

- 98 Champions Sports Bar and Restaurant at Indpls. Marriott Downtown \$ 317.405.6111
- 99 Chatham Tap \$ 317.917.8425
- 100 Chilly Water Brewing Co. \$ 317.603.4779
- 101 Coaches Tavern \$ 317.917.1191
- 102 Elbow Room \$ 317.635.3354
- 103 Front Page \$ 317.631.6682
- 104 High Velocity at JW Marriott \$ 317.860.6500
- 105 Hoosier Park's Winner's Circle \$ 317.656.RACE
- 106 Indianapolis Colts Grille \$\$ 317.631.2007
- 107 Kilroy's Bar and Grill \$ 317.638.9464
- 108 Loughmiller's Pub & Eatery \$ 317.638.7380
- 109 MacNiven's Restaurant & Bar \$ 317.632.SCOT
- 110 Mass Ave Pub \$ 317.974.0745
- 111 Nine Irish Brothers \$ 317.964.0990
- 112 Old Point Tavern 317.634.8943
- 113 O'Reilly's Irish Bar and Restaurant \$ 317.974.0674
- 114 The Pub \$ 317.822.9730
- 115 Ralston's Drafthouse \$ 317.493.1143
- 116 Scotty's Brewhouse \$ 317.571.0808
- 117 Slippery Noodle Inn \$ 317.631.6974
- 118 Tow Yard \$ 317.638.9273

### STEAK HOUSES:

- 119 Harry & Izzy's \$\$\$ 317.635.9594
- 120 St. Elmo Steak House \$\$\$ 317.635.0636

### SWEET TREATS:

- 121 Best Chocolate in Town \$ 317.636.2800
- 122 Chocolate Cafe/South Bend Chocolate Company \$ 317.951.4816
- 123 The Flying Cupcake Bakery \$ 317.396.2696
- 124 General American Donut Co. \$ 317.964.0744
- 125 PEARings \$ 317.608.6456
- 126 Square Donuts \$ 317.731.5021

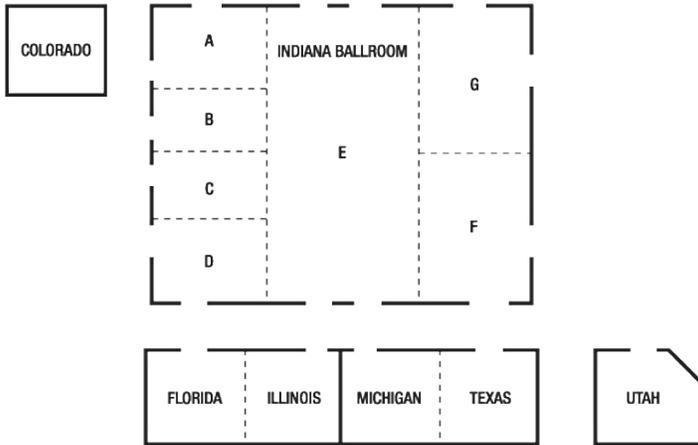
### TURKISH:

- 127 The Bosphorus Istanbul Cafe \$\$ 317.974.1770

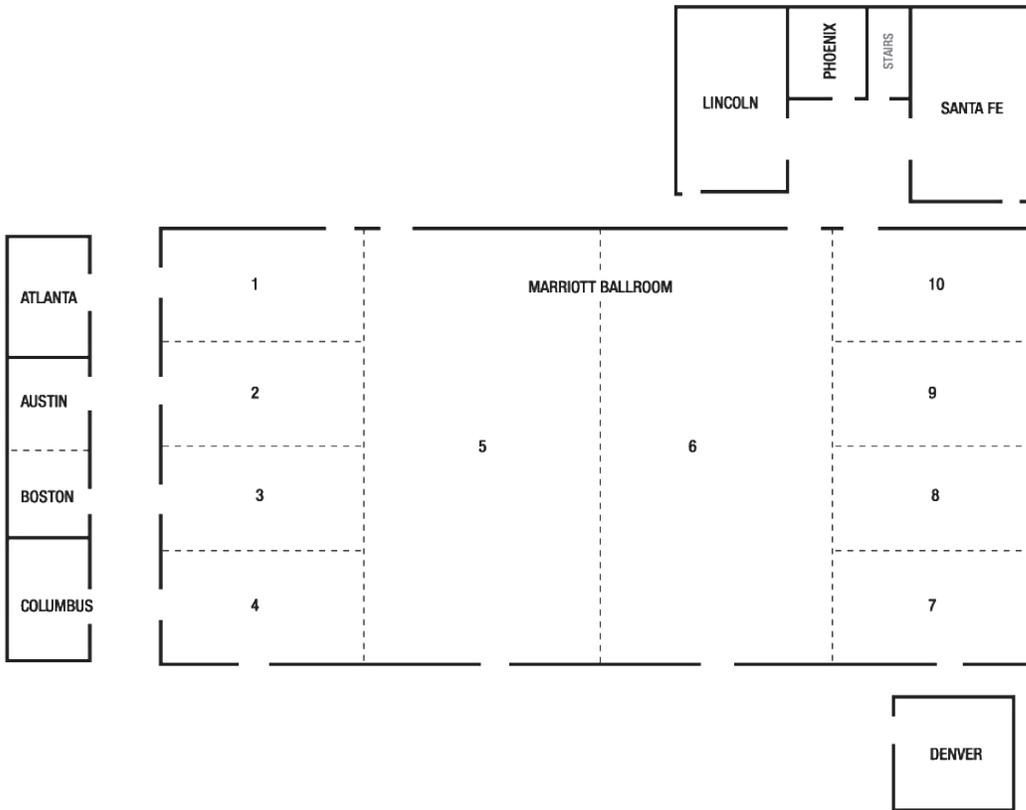


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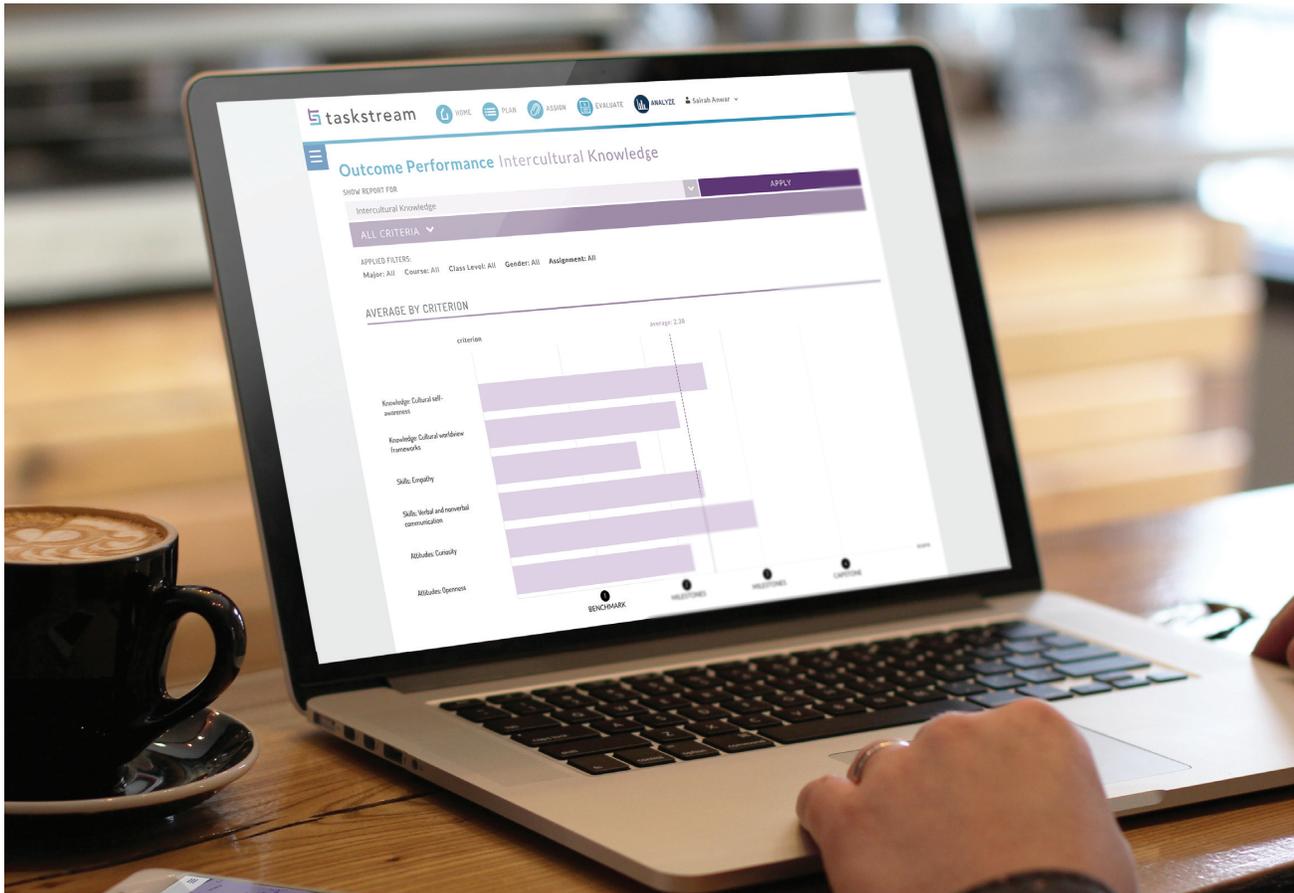
**81%** My Score (21/25)\*    **84%** Average Score (21/25)\*

**Medical Practical - General Survey**

	Excellent <small>Above level of expected performance (4)</small>	Good <small>Level of expected performance (3)</small>	Satisfactory <small>Meets performance requirements (2)</small>
<b>Infection Control</b> Standard precautions in patient care	Check all common surfaces upon arrival, perform 2 minute hand wash before seeing 1st patient, use of proper PPE in potential biohazards, disinfect all surfaces and proper disposal of all contaminated materials and wash hands 1 minute after patient exam.	Perform 2 minute hand wash before 1st patient, patients, use of gloves in potential biohazards, clean all surfaces and dispose of contaminated materials, wash hands 1minute after patient exam.	Wash hands <2 minutes prior to 1st patient, clear all surfaces of contaminated materials, place contaminated material in waste can.
<b>Comments:</b> Great job!			
<b>Injections</b> Demonstrate each of the steps required in administering injections	Calculated prescribed dosage accurately. Able to site the six rights for drug administration. Followed all safety procedures when handling equipment. Inserted needle at the correct angle for each of the injections demonstrated. Documents injection administration.	Calculated prescribed dosage accurately. Able to site the six rights for drug administration. Followed all safety procedures when handling equipment. Inserted needle at the correct angle for each of the injections demonstrated.	Calculated prescribed dosage accurately. Able to site the six rights for drug administration. Followed all safety procedures when handling equipment.
<b>Comments:</b> Don't forget to insert the needle at the correct angle for each of the injections			
<b>CPR Skills</b> All procedure do with accordance with the guidelines of the American Heart Association	Performed all the required skills to do Adult, Child and Infant CPR with 100% Accuracy. Passed CPR written test with 100%.	Performed all the required skills to do Adult, Child and Infant CPR with 85% Accuracy. Passed CPR written test with 85% or higher.	Adequately performed all required skills to do Adult, Child and Infant CPR. Passed CPR written test with 85% or higher.
<b>Comments:</b> Review CPR written test			



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**Visit our booth and join our presentation on Monday, October 26 at 12:30 pm to learn more about how you can benefit from this engaging new technology from Taskstream.**

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