

The background of the entire page is a photograph of the Indianapolis skyline. In the foreground, a river flows through a landscaped area with green lawns and trees. To the right, a modern building with a brick base and a glass upper section is visible. The sky is blue with scattered white clouds.

2016

# Assessment Institute

in Indianapolis

OCTOBER  
16–18, 2016

Marriott Indianapolis Downtown

Hosted by:  
Indiana University – Purdue University Indianapolis

[www.assessmentinstitute.iupui.edu](http://www.assessmentinstitute.iupui.edu)

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THE 2016 ASSESSMENT  
INSTITUTE IN INDIANAPOLIS

Presented by

The Office of  
Planning and Institutional Improvement

at

Indiana University-Purdue University  
Indianapolis

October 16–18, 2016

Marriott Indianapolis Downtown  
350 West Maryland Street  
Indianapolis, Indiana



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## *In Appreciation*

Trudy Banta, Stephen Hundley, Karen Black, and colleagues at IUPUI whose work is featured in the 2016 Assessment Institute in Indianapolis would like to express our sincere appreciation to the sponsors, exhibitors, and advertisers who have given their support in the various ways that are described below and in the pages that follow.



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### NSSE

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## *“Using Assessment Data to Ease the Accreditation Process”*

*Presented by:*

**Sherry Jimenez, Ed.D.** - Assistant Provost for the Office of Teaching Excellence and Assessment of Learning (TEAL), Marian University & ExamSoft

Learn how your program can use assessment data to your advantage when it comes to accreditation review and site visits.

**Date: Monday, October 17, 2016**

**Time: 1:45 – 2:05 p.m.**

**Location: Denver Room**

**Stop by our booth in the expo to learn more.**



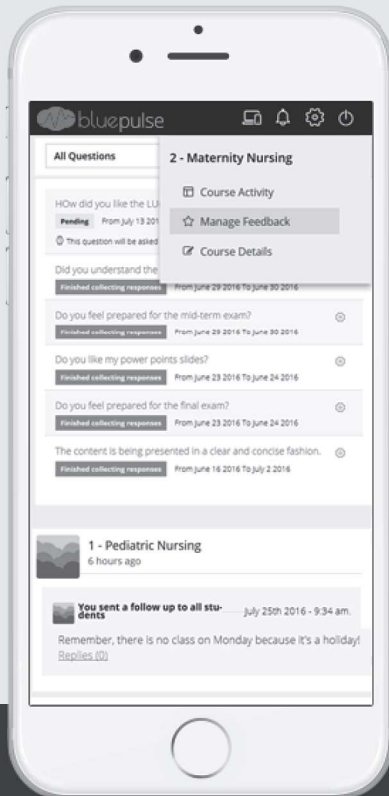
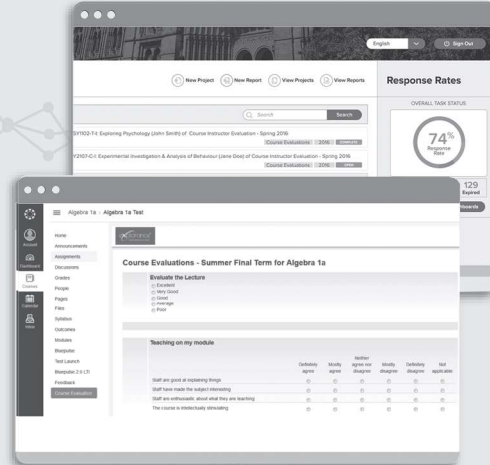
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Or visit us in the exhibit hall at **booth 6!**

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## General Information

### Welcome

Thank you for joining us for the 2016 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 2016 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 and Indiana Ballroom Foyers, located on the 1st and 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 for participants' 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 94 and 95 for additional restaurants in the city.

## Evaluations

Please help us make the 2017 Assessment Institute even better by completing the brief overall evaluation form at: <http://assessmentinstitute.iupui.edu/program/evals.html>.

We would also like to encourage you to complete a short session evaluation for each track you attend. Participants can complete the short-version evaluation forms online by going to: <http://assessmentinstitute.iupui.edu/program/evals.html>.

## In Case of Emergency

You may dial the hotel front desk and ask for assistance. The closest full service hospital, IU Health Methodist, is located about 5 minutes north of downtown at 1701 N. Senate Blvd., Indianapolis, IN 46206 and can be reached by phone at 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 17                    7:30 a.m. – 7:00 p.m.

Tuesday, October 18                7:30 a.m. – 2:00 p.m.

Set up for Exhibitors will take place on Monday, October 17 from 6:00–7:30 a.m.; tear down will be on Tuesday, October 18 at 2:00 p.m.

## Handout Information

For those presenters who have extra paper copies of their handouts, they will be placed on a display table outside room Registration 1 on the second floor of the Marriott. For those presenters who have chosen to provide us with their handouts electronically, they will be posted to the Planning and Institutional Improvement website after November 15 at <http://assessmentinstitute.iupui.edu/program/handouts.html>.

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 website.

## 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**

Follow us on Twitter: @Assessment\_Inst using Hashtag: #indyai16

**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 \$28; 3–6 hours \$33; 6–24 hours \$45; overnight \$45; oversized overnight \$50

Self-parking: 0–3 hours \$25; 3–6 hours \$30; 6–24 hours \$40; overnight \$40

**Poster Presentations**

Poster presentations are scheduled for Monday, October 17, 2016 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 16	7:30 a.m. – 6:00 p.m.
Monday, October 17	6:30 a.m. – 7:00 p.m.
Tuesday, October, 18	7:00 a.m. – 2:00 p.m.

# Notes

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Two Free Resources for Your Assessment Needs

## Schedule at a Glance

### Sunday, October 16, 2016

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.

5:00 – 6:30 p.m.

Registration

Continental Breakfast

Pre-Institute Workshops

Lunch on your own in Indianapolis

Welcome, Networking, and Presenter's Recognition Reception

### Monday, October 17, 2016

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:** Sylvia M. Jenkins, Thomas A. Angelo, Tyrone M. Freeman, Jillian M. Kinzie, Darby M. Roberts, and Jeffrey A. Seybert

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

**Institute Luncheon**

(Optional Advanced Purchase – \$40 per person)

Featured Speaker, Trudy W. Banta, IUPUI

**Concurrent Sessions** – All Tracks

**Poster Session**

**High Tea**

### Tuesday, October 18, 2016

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:**

Featured Speakers: Community Engagement, Faculty Development, Graduate Education, and Student Affairs

**Concurrent Sessions** – All Tracks

Lunch on your own in Indianapolis

**Concurrent Sessions** – All Tracks

# 2016 Assessment Institute Schedule

## PRE-INSTITUTE WORKSHOPS SPECIAL REGISTRATION REQUIRED

### Sunday, October 16, 2016

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

**Time: 9:00 a.m. – 4:30 p.m.**

**Room: Indiana Ballroom G**

Pre-Institute Session

Sunday, October 16, 2016

Beginners and Advanced

#### 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: 01B (CE)**

**Time: 9:00 a.m. – 4:30 p.m.**

**Room: Indiana Ballroom C & D**

Pre-Institute Session

Sunday, October 16, 2016

Beginners and Advanced

#### Monitoring and Assessing Community-Engaged Activities Across Campus

Most campuses are eager to answer the question “How are the students, faculty, and staff on campus working to address civic issues and public problems?” Explore a range of strategies to assess community-engaged activities, which include curricular, co-curricular, or project-based activities that are done 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 activities.

**Kristin E. Norris and Anne Weiss, IUPUI; Heather Mack, Heather Mack Consulting, LLC; Amanda Wittman, Cornell University; and Kristin Medlin, Treetop Commons**

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

Pre-Institute Session  
 Sunday, October 16, 2016  
 Beginners and Advanced

### **Making it Meaningful: How to Engage Faculty in Lasting Assessment Reform, From Idea Generation to Supported Implementation**

Assessment professionals are often tasked with the wholesale reform of assessment processes at their institutions. Lack of faculty engagement can doom such work to failure, even when in the hands of the most capable leader. This workshop looks at building the capacity of your faculty and staff to lead and implement assessment reform. We focus on four specific techniques in the morning: appealing to higher ideals, creating a visual communication message, thinking politically and creating microleadership opportunities — all of which support generating ideas and garnering support for assessment reform. In the afternoon, we look more deeply at a form of microleadership, assessment coaching, as an effective model for moving from ideas about assessment reform to implementing a sustainable, high-quality assessment process led by faculty for faculty.

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

**Track: 01D (AM)**  
**Time: 9:00 a.m. – 12:00 p.m.**  
**Room: Marriott 2**

Pre-Institute Session  
 Sunday, October 16, 2016  
 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: 01E (GL)**  
**Time: 9:00 a.m. – 12:00 p.m.**  
**Room: Marriott 4**

Pre-Institute Session  
 Sunday, October 16, 2016  
 Beginners and Advanced

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

Gaining perspective in terms of assessing intercultural competence and global learning is not common in our field. Many campuses have initiated very fine plans, but few have persevered over time with consistency, in order to amass a body of data to draw upon to make improvements in their instructional designs. In this session 3 such campuses will share their expertise at the campus-wide, program-wide, and course-level assessment cycles, with appropriate instructional improvement implementations. Participants will gather and discuss insights into the possible mixes of assessment practices and instructional improvements at each level of this highly nuanced and complex work.

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



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

Pre-Institute Session  
 Sunday, October 16, 2016  
 Beginners and Advanced

### **Designing and Implementing a Sustainable Assessment Process: Practical Strategies for Balancing Accountability and Improvement**

The principal purpose of assessment is continuous improvement of student learning. However, results of assessment of student learning in colleges and universities have traditionally been used for accountability purposes. This practice is quite common in research institutions where development and implementation of a systematic assessment process primarily aimed at promoting continuous improvement of student learning can be a major challenge. This presentation provides practical strategies for developing, implementing, and sustaining a systematic institutional assessment processes aimed at cultivating a culture of continuous improvement of student learning in research universities, while at the same time, addressing accountability needs.

**Felix O. Wao and Ryan C. Chung, University of Oklahoma**

**Track: 01G (SA)**  
**Time: 1:30 p.m. – 4:30 p.m.**  
**Room: Marriott 2**

Pre-Institute Session  
 Sunday, October 16, 2016  
 Beginners and Advanced

### **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, The University of Mississippi**

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

Pre-Institute Session  
Sunday, October 16, 2016  
Beginners and Advanced

### **Making Assessment More Valuable on Our Campuses**

Promoting the value of assessment as internally-driven, rather than externally-mandated or administratively-initiated, is challenging. Although we thought deeper understanding of assessment could be cultivated simultaneously with an appreciation of the value of the assessment process, we quickly realized this was not so. We will share the evolution of our comprehensive and coordinated assessment process and tools designed to engage all programs and units in the assessment cycle for improvement purposes and show how our own assessment results have been used to promote increased value of assessment. Participants will develop a draft plan for cultivating similar processes at their own institutions.

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

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**Time: 5:00 p.m. – 6:30 p.m.**  
**Room: Marriott 7-10**

Welcome Reception  
Sunday, October 16, 2016

### **Welcome, Networking, and Presenter's Recognition Reception**

Join us to kick-off this year's Institute by greeting old friends, making new ones, and thanking all of our presenters for their excellent contributions to the program!

**Assessment Institute Organizers**

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## Monday, October 17, 2016

7:30 – 8:45 a.m.

Continental Breakfast – Located in the first floor Indiana Ballroom Foyer and the second floor Marriott Foyer  
Sponsored by **ACAT / PACAT, Inc.**

## PLENARY SESSION

**Track: 02A (AM)**

**Time: 8:45 – 10:00 a.m.**

**Room: Marriott 5 & 6**

Plenary Session

Monday, October 17, 2016

Beginners and Advanced

### **Stephen Hundley – Welcome and Introductions**

Senior Advisor to the Chancellor for Planning and Institutional Improvement and Professor of Organizational Leadership, Indiana University-Purdue University Indianapolis

### **Leadership for Assessment: The President's Role**

From a president's perspective, Dr. Sylvia Jenkins will share insights, experiences, and successes in assessment at Moraine Valley Community College. She will discuss the relevance of assessment in higher education and how presidents can lead and foster successful assessment strategies at their institution. She will share some best practices for integrating assessment into the instructional process to enhance student success.

**Sylvia M. Jenkins, President, Moraine Valley Community College**

## KEYNOTE PANEL

### **Thomas A. Angelo**

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

### **Tyrone M. Freeman**

Assistant Professor of Philanthropic Studies, Director of Undergraduate Programs, IUPUI

### **Jillian L. Kinzie**

Senior Scholar at NILOA and Associate Director of Indiana University's Center for Postsecondary Research and NSSE Institute, Indiana University

### **Darby M. Roberts**

Director, Student Life Studies, Texas A&M University

### **Jeffrey A. Seybert**

Higher Education Consultant

## FEATURED SPEAKERS

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

Track Keynote  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Using Assessment in High Impact Practices to Break Down Academic Silos in 21st Century Learning**

Academic units are a vital part of any university, creating spaces that facilitate deeper and richer knowledge creation in a particular field of study. But, as universities are being required to adapt to changing political, economic, research, and workforce realities, High Impact Practices (HIPs) have an opportunity to support the four c's of 21st century learning: collaboration, critical thinking, creativity, and communication. How can you use backward assessment design to generate assessment standards that not only promote better-prepared and engaged students, but also cultivate innovation and interdisciplinary thinking for our future world? Doing this critical assessment technique will help you increase the effectiveness of HIPs on your campus, developing institutional support across units. At this session, we will discuss how to create and implement an assessment plan that not only addresses the goals of retention and learning, but will empower students to take direct their learning. Join us to learn more about how to create assessment metrics that redefine student success and create a campus climate that prepares students for lifelong learning.

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

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

Track Keynote  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Cultivating Learning Cultures: Reflective Habits of Mind and the Value of Uncertainty**

Over twenty years ago, in his treatise on the pedagogy of cases, Lee Shulman, the former president of the Carnegie Foundation for the Advancement of Teaching, noted that “in all forms of professional education there lurks an overarching goal: to teach the neophyte ‘to think like a member of the profession.’” Shulman describes this developmental process as extending beyond the usual skills and knowledge that constitute the professional curriculum, pertaining to habits of mind that are more metacognitive than cognitive (Shulman 1992). Indeed, in the past two decades we have continued to examine, unpack, and reconfigure curricula, traditional pedagogies, and modes of assessment to engage our students in cognitive apprenticeships that foster disciplinary or professional thinking. Yet, now we are at a crossroads where interdisciplinarity and integrative thinking is necessary to navigate the ecology of the professions.

This presentation considers the tension between outcomes-focused, multimodal pathways navigated by today's learners and the reflective habits of mind that are cultivated through practices that apply folio thinking (Blacklund et al. 2001) to novel situations. As institutions consider whether and how we are preparing our students for careers that increasingly depend upon the integration of knowledge domains, how do we as a society cultivate learning cultures that transcend the constraints of curricular structures and value uncertainty as a crucial component of learning?

**Kathy M. Takayama, Northeastern University**

**Track: 03C (NI)**  
**Time: 10:15 – 11:15 a.m.**  
**Room: Indiana Ballroom E, F, & G**

Track Keynote  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Past as Prologue: Advancing the Assessment Agenda by Avoiding Pitfalls of Our Own Making**

After eight years, NILOA remains committed to its original mission of documenting and advancing promising practice in assessment and related improvement efforts. At the same time, its work scope is expanding. In this session, we'll briefly summarize NILOA's current activities and lessons learned over time with a special emphasis on assessment policies and practices that unintentionally create obstacles to achieving their intended purposes.

**Peter T. Ewell, National Center for Higher Education Management Systems (NCHEMS); and George D. Kuh, National Institute for Learning Outcomes Assessment (NILOA)**

**Track: 03D (GL)**  
**Time: 10:15 – 11:15 a.m.**  
**Room: Florida & Illinois**

Track Keynote  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Going Beyond Boundaries with Global Learning Assessment**

Global learning asks students to view the world from multiple perspectives and make connections across diverse contexts: from the micro to the macro, the personal to the transnational, the sociocultural to the governmental, etc. Not surprisingly, therefore, the assessment of global learning must transcend boundaries, integrate sundry units and missions, and develop practices that are meaningful to the broad institution as well as to organizational idiosyncrasies and cultures. Hilary E. Kahn, a cultural anthropologist, who herself has traversed many borders on her odyssey from an ethnographer to global educator, will discuss how global learning assessment must mimic the key principles of global learning. In so doing, she will pull upon her own scholarship in global studies and anthropology, as well as on her expertise as President-Elect of AIEA (Association of International Education Administrators) and leader of ICCI (Institute for Curriculum and Campus Internationalization). Supported by this diverse background and practical and scholarly understanding, she will propose key criteria and share the latest trends and boundary-breaking practices in global learning assessment.

**Hilary E. Kahn, Indiana University**

**Track: 03E (AM)**  
**Time: 10:15 – 11:15 a.m.**  
**Room: Marriott 1–3**

Concurrent Session  
 Monday, October 17, 2016  
 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, the quality of teaching, learning, and student 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, University of North Carolina at Chapel Hill, UNC Eshelman School of Pharmacy**

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**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**

### **The Things That I Have Seen!**

Serendipity has played an important role in shaping Trudy Banta's career in outcomes assessment. In this brief talk she will share her perspective on the development of the field since 1980 as she has found herself in the right place at the right time to participate!

**Trudy W. Banta, IUPUI**

**12:30 – 5:30 p.m.**

### **SPONSOR PRESENTATIONS**

(See page 83 for details)

## CONCURRENT SESSIONS

**Track: 04A (SA)**

**Time: 12:30 - 1:30 p.m.**

**Room: Marriott 1 & 2**

Concurrent Session

Monday, October 17, 2016

Advanced

### **Integrative Learning and Assessment to Support Holistic Student Outcomes**

The presenters offer an engaging session to connect emerging ideas and traditional learning strategies into assessment practices to support college student engagement, integrative learning, and development. After sharing brief insights from diverse learning theories, neuroscience, assessment models, and piloted practices, the presenters will facilitate brief integrative learning and assessment practices using activities, vignettes and dialogues.

**Marguerite Bonous-Hammarth, University of California Irvine**

**Track: 04B (AM)**

**Time: 12:30 - 1:30 p.m.**

**Room: Marriott 3**

Concurrent Session

Monday, October 17, 2016

Beginners and Advanced

### **Everything I Thought I Knew About Rubrics Was Wrong**

Well, not really, but I recently reviewed the literature on rubric development and was surprised by how much I didn't know. How well do your rubrics follow good practices? How might you make your rubrics more meaningful? Answer some quiz questions and find out!

**Linda Suskie, Assessment and Accreditation Consultant**

**Track: 04C (ID)**

**Time: 12:30 - 1:30 p.m.**

**Room: Marriott 4**

Concurrent Session

Monday, October 17, 2016

Beginners and Advanced

### **Assessing Campus Climate in the Context of #Black Lives Matter**

Since it was first used in the summer of 2013, #Black Lives Matter has become a rallying call for social activists campaigning against violence toward black people. As national protests spurred awareness and action on college campuses across the country, institutions of higher education have been increasingly called upon to examine the ways in which their traditions, policies, or current practices might contribute to systematic racism. This session provides an overview of Fairfield University's triennial assessment of campus climate and the ways which in the #BLM movement has intersected with that work over the past three years.

**Christine Siegel, Jennifer Lechak Claydon, and Jay Rozgonyl, Fairfield University**

**Track: 04D (MJ/AM)**  
**Time: 12:30 - 1:30 p.m.**  
**Room: Marriott 7 & 8**

Shared Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **A Recursive Model for Sustained Assessment: Student Writing as a Springboard for Program Review and Revision**

An assessment process for creating sustained program assessment and for fostering an assessment culture in an English department is the focus. The process began with collecting and indexing student writing using an innovative approach. An assessment reading, focusing on key outcomes, was conducted, the results of which led to the development of "signature assignments," which were designed to help close the assessment loop. The two goals for the process include: 1) Supporting curriculum review and development through assessment; and 2) Encouraging a culture of assessment among faculty. Details about the process along with current data will be shared.

**Scott R. Weeden and Andre Buchenot, IUPUI**

### **Moving Beyond the Anecdotal: Assessment in the Writing Classroom**

English professors face assessment challenges. We find anecdotal evidence of student improvement but struggle to transform it into meaningful data. When we can measure student improvement, there's no guarantee we are preparing students for future success.

This session will share the results of a yearlong study by the Sullivan University English department. To assess our department's effectiveness, we surveyed faculty and potential employers to determine the writing skills our students need. We also assessed students' writing improvement over time. Topics such as cross-disciplinary collaboration and writing assessment will be explored.

**Josh Simpson, Sacha Pruitt, Anna Stamp, Nancy Aulenbach, and Jeff Stone, Sullivan University**

**Track: 04E (UT)**  
**Time: 12:30 - 1:30 p.m.**  
**Room: Marriott 9 & 10**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Meeting Today's Demands for Meaningful and Immediate Communication of Outcomes Measurement**

Giving immediate feedback to students on their formative assessment performance is crucial when helping students move toward successful completion of required learning outcomes. Teachers want to know how successful their instruction was in helping their class achieve the outcomes. Institutions want meaningful outcome attainment results to report to governing and accreditation organizations. Often included are external organization outcomes, such as AAC&U Essential Learning Outcomes and Lumina Foundation's Degree Qualifications Profile outcomes. This session demonstrates how meeting these communication and reporting goals can be met with a high degree of validity using a structured outcomes model and EAC Visual Data technology.

**Ronald Carriveau, University of North Texas and Christopher Heisen, Educational Assessments Corporation**



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

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Political Planning: Creation of an Action Plan to Support General Education Assessment Reform**

In undertaking any major effort in a college setting it is common wisdom that you need a communication plan. What many reform leaders fail to fully appreciate is that the communication plan is a component of the larger need for a comprehensive political action plan. This is understandable because of many factors 1) it is unpleasant, 2) academic leaders are not by nature strategic thinkers, and 3) its being consciously manipulative. In this presentation the authors discuss the power of creating an explicit political action plan to guide assessment reform in General Education. We break down the components of a plan, show how and why it is useful and demonstrate how such political thinking can ultimately lead to a strong faculty-led initiative, especially within the often contested realm of General Education.

**Jacob E. Amidon and Debora Hinderliter Ortloff, Finger Lakes Community College**

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

Concurrent Session  
 Monday, October 17, 2016  
 Beginners

### **Using ePortfolios to Assess Student Learning in a Graduate Professional Program: Refining Tools, Reflection, and Practice**

ePortfolios are used as an alternative to Master's Thesis in our program. The ePortfolios measure students' competencies which must continually be reviewed and updated to reflect changes in the field. We use assessment data and metrics to indicate what areas of the curriculum may need to be revised. This presentation will cover our ePortfolio process, the impact of ePortfolios on students and the program, and how we utilize data for programmatic changes.

**Elise C. Lewis and Sarah Keeling, University of South Carolina**

**Track: 04H (CE)**  
**Time: 12:30 - 1:30 p.m.**  
**Room: Florida & Illinois**

Shared Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Assessing Impact in Campus-Community Partnerships: Community Partner Definitions, Perspectives, and Strategies**

This study examines how community partners within the education focus area of a Campus-Community Partnership define and perceive impact, as well as how they strategize to impact education outcomes in a proximate community. Of particular interest are notions of shared accountability and how partners conceptualize the process of moving from abstract goals to specific indicators of change. A collective case study methodology has been employed using critical case sampling to administer interviews and analyze additional data sources. The study's background, conceptual framework, methodology, and findings will be presented along with implications for further research and assessment practice in community engagement.

**Amanda M. Bowers, University of Louisville**

### **Intentional Assessment Design for Measuring Holistic Student Development Through Community Engagement**

Universities are increasingly incorporating civic/community engagement to prepare students for citizenship. Successful campus-wide initiatives cross modal boundaries and bridge disciplinary approaches. This panel brings together practitioners from two liberal arts universities in the early stages of implementing plans that use community engagement to measurably improve student outcomes. These university-wide initiatives, developed in support of accreditation, serve as case studies for examining holistic student learning and the necessary assessment measures that support their effectiveness. In this interactive session, participants will practice evaluating assessment designs as templates for developing effective assessment plans flexible enough to be adapted to any campus setting.

**Julia K. Metzker, Georgia College; and Bridget G. Trogden, Mercer University**

**Track: 04I (GL)**  
**Time: 12:30 - 1:30 p.m.**  
**Room: Michigan & Texas**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Assessment Planning Frameworks for Global Learning Initiatives: Getting It Started**

Assessing Global Learning initiatives with the end-goal of improving student learning outcomes requires institutional commitment and intentional collaboration among diverse units on a college campus. With assessment, getting started on the right path and with the appropriate people is critical. How do you initiate the assessment process on a campus to assess Global Learning outcomes and use the results to further improve the process? We will discuss frameworks to develop and implement assessment plans across multiple units, workshop strategies to implement this process at participants' institutions, and share resources to start the assessment planning process.

**Theresa L. Pettitt and Amy Godert, Cornell University**

**Track: 04J (HI)**  
**Time: 12:30 - 1:30 p.m.**  
**Room: Indiana Ballroom A, B, C, & D**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Educating for Diversity, Civic Engagement, and Social Justice on Campus, in the Community, and Globally**

Civic engagement and an understanding and respect of diversity of experiences, identities, and cultures are essential liberal learning goals for most institutions of higher education. At Santa Clara University, these goals are further shaped by an institutional commitment to social justice. Using 2015 national survey results from NSSE and CIRP, supplemented with qualitative data, we analyze selected high-impact practices including community-based learning and study abroad as well as student co-curricular involvement in workshops or organizations. We examine the relationships among these experiences and civic engagement, diversity, and social justice outcomes for SCU students overall, as well as subgroups of students.

**Megan France, Christine Bachen, Andrea Brewster, Jennifer Merritt, Rosa Guerra-Sarabia, and Susan Popko, Santa Clara University**

**Track: 04K (NI)**  
**Time: 12:30 - 1:30 p.m.**  
**Room: Indiana Ballroom E**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners

### **Excellence in Assessment Designation: Sharing our Success Stories**

The Excellence in Assessment (EIA) Designation program recognizes institutions for their efforts in intentional integration of campus-level learning outcomes assessment. The EIA Designation, launched this past year, builds on the foundation of the Voluntary System of Accountability (VSA) College Portrait. The EIA designation evaluation process is directly and intentionally built from NILOA's Transparency Framework and co-sponsored by the VSA, NILOA, and Association of American Colleges and Universities (AAC&U). This session includes a panel of this year's recipients and will provide information on the application process, as well as lessons learned.

**Teri Hinds, Association of Public and Land-grant Universities (APLU); Stephen Hundley, IUPUI; and Tony Ribera, Rose-Hulman Institute of Technology**

**Track: 04L (EP)**  
**Time: 12:30 - 1:30 p.m.**  
**Room: Indiana Ballroom F**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Using the ePortfolio to Document and Assess Co-Curricular Learning**

Presenters will share a process for designing and implementing an ePortfolio/course developed for the purpose of documenting and assessing co-curricular learning. Sample assignments, reflections, and materials will be shared with participants to “take away” and consider for use in both undergraduate and graduate/professional programs. Discussion will include the process for development of a format and related faculty development activities necessary to foster faculty buy-in. The presentation will include sharing of a survey developed to serve as an assessment of the effectiveness and continued evolution of the ePortfolio and how survey results have been used to revise and refine the ePortfolio.

**Sandra Bowles, Susan Gardner, Rebecca Linger, and Jane Condee, University of Charleston School of Pharmacy**

**Track: 04M (FD)**  
**Time: 12:30 - 1:30 p.m.**  
**Room: Indiana Ballroom G**

Shared Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Concept Maps, Promotion, and Tenure: Demonstrating Effective Faculty Teaching Performance Through Authentic Student Assessments**

College faculty face the ongoing dilemma of balancing a professional emphasis on student learning with the administrative task of documenting student performance related to reappointment, promotion, and tenure. The effective use of concept maps can give students and faculty meaningful information about student learning and performance. These authentic tools are objective, meaningful assessments through which the instructor can monitor student progress, self-evaluate classroom performance, and revise the delivery of instruction in the collegiate environment. As such, these same tools can be effective instruments in demonstrating effective faculty teaching, student learning, student performance, and growth by both faculty and students.

**Raymond W. Francis, Central Michigan University; and Gina Garner, Aquinas College**

### **Faculty Development in Assessment on Campus: Customized, Relevant, and Transformative!**

The Assessment Committee at Olive-Harvey College listened to the needs of faculty in terms of professional development in areas of assessment. Rather than recycling in-house workshops, a university professor and expert in assessment worked with the committee to customize workshops on crucial assessment topics to help faculty develop their skills in assessment. The workshops were based on learning outcomes in the affective and psychomotor domains, design of assessment tasks, and scoring instruments. The feedback was overwhelmingly positive and faculty asked for more workshops in the future. Come and learn about our program to possibly use the idea at your institution.

**Shadi Assaf and Liza Mohanty, Olive-Harvey College**

**Track: 05A (SA)**  
**Time: 1:45 - 2:45 p.m.**  
**Room: Marriott 1 & 2**

Shared Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Assessment Sandbox: Essentials for Designing and Utilizing Learning Outcomes Assessment in Student Affairs Programs**

Students develop knowledge and abilities in any program, activity, or experience that they are engaged in. Thus, assessment of learning outcomes pertains to student affairs programs and services as well to academic course work. In this “sandbox” session, participants will determine what assessment means for their student affairs programs and services and will examine effective assessment practices applicable to these programs. Participants will examine, select, and apply strategies appropriate for outcomes-based assessment in their own student affairs programs and services.

**Cynthia Lake Howell, Capella University**

### **A Learning Curve in Assessment!**

Our Student Success programs didn't have Student Learning Outcomes, Rubrics or an assessment plan at all. We didn't have a way of measuring how our students were learning. For years our data was used in different ways, but mostly in student satisfaction. For two years we had to have a learning curve on understanding assessment, and this year was the first time our Summer/Fall 2015 assessments have come into play through the various programs. Indeed an Aha moment for our team!

**Darian J. Burwell, Alim Chandani, and Andy Tao, Gallaudet University**

**Track: 05B (AM)**  
**Time: 1:45 - 2:45 p.m.**  
**Room: Marriott 3**

Concurrent Session  
 Monday, October 17, 2016  
 Advanced

### **“I’ve Got My Eye on You.” Assessing the Assessor: An Integrated Model for Evidencing the Impact of the Institution’s Effectiveness Offices**

Institutional Effectiveness, Research and Assessment offices monitor, review, evaluate, and provide feedback, guidance, training, and support to various campus units. Who monitors the activities of those who do assessment? What evidence is used and how do we know that these offices have made an impact and are fulfilling expectations? How does the assessor assess itself?

**Christine Robinson and John G. Frederick, University of North Carolina Charlotte**

**Track: 05C (ID)**  
**Time: 1:45 - 2:45 p.m.**  
**Room: Marriott 4**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **DQP = ILO: What's next?**

The Lumina Foundation's Degree Qualifications Profile (DQP) framework, along with digital literacy, was adopted as our institutional learning outcomes (ILO) in 2013. We will discuss how the institution performed curricular mapping, created DQP centered rubrics, and completed a quality assurance alignment process. Participants will apply their skills in using our rubrics and walk through the quality assurance process.

**Christina L. Dryden and Jennifer Helm, American Public University System**

**Track: 05D (GR)**  
**Time: 1:45 - 2:45 p.m.**  
**Room: Marriott 6**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Enhancing Student Time Use and Self-Awareness: Findings from a Comprehensive Assessment of First-Year Doctor of Pharmacy Students**

In 2015-2016, all first-year students in a transformed Doctor of Pharmacy curriculum at the UNC Eshelman School of Pharmacy participated in a comprehensive, multi-method assessment involving student (and faculty) predictions of time-use, weekly time-logs, written reflections, and focus groups. This highly interactive session will share: key findings; why and how the study was done; how data were analyzed and reported; and how students, faculty and student affairs staff are using results to inform curricular and co-curricular (re)design and delivery to improve student learning and success. Strategies, tools, and resources for assessing graduate and/or undergraduate student time use will be shared.

**Thomas A. Angelo and Jacqueline M. Zeeman, University of North Carolina at Chapel Hill, UNC Eshelman School of Pharmacy**

**Track: 05E (MJ)**  
**Time: 1:45 - 2:45 p.m.**  
**Room: Marriott 7 & 8**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Understanding the Current Structure, Resources, and Culture Toward Assessment in U.S. Colleges and Schools of Pharmacy**

A survey has been disseminated to assessment officers at all U.S. schools/colleges of pharmacy to gather information on the current structure and resources they have established to support assessment, the extent to which they have achieved a culture of assessment, and what current challenges exist that inhibit their ability to establish and sustain a culture of assessment. Results will be shared with participants to provide valuable benchmarking information as well as best practices for faculty, staff, and administrators in professional programs, colleges, and schools. Further, participants will have an opportunity to share their own experiences with assessment in professional programs.

**Michael J. Rudolph, Marshall University School of Pharmacy; Kelly C. Lee, University of California Dan Diego Skaggs School of Pharmacy; and Kimberly K. Daugherty, Sullivan University**

**Track: 05F (UT)**  
**Time: 1:45 - 2:45 p.m.**  
**Room: Marriott 9 & 10**

Shared Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Evidentiary Digital Badges: Differentiated Assessment Through Learning Analytics Intervention**

Though open digital badges have existed for at least five years, and are widely touted as micro-credentials, compelling and valid evidence remains notably absent from most instantiations. Similarly, differentiated assessment, as an outcome measurement of differentiated learning, aligns incongruently from high-stakes, standardized testing. The emerging practices of learning analytics, specifically through targeted learning pathways, can provide interventions to bridge the gap between differentiated assessment and badges. The evidence produced in such an intervention would provide sufficient public artifacts for badges and private artifacts for differentiated, high-stakes assessment. Pathways via learning analytics will be a harbinger to new digital assessment.

**James E. Willis, III, Southern New Hampshire University; and Viktoria A. Strunk, University of Phoenix**

### **National Support Mechanism for Peer Review of Assessment in Australia**

As a direct consequence of the massification of HE and the rapid growth of providers government quality agencies are considering two options in assuring learning outcomes and standards: 1) the testing of graduates to measure if they have met the learning outcomes of the program and; 2) the use of peer review to assure achievement standards. The Australian Government endorsed the Higher Education Standards Framework which puts the onus on providers to assure achievement standards through peer review. The University of Tasmania, Education Services Australia, and Higher Ed Services have established a national support mechanism for peer review of assessment.

**Sara P. Booth, University of Tasmania; Victoria Johnson, Education Services Australia; and Jacqui Elson-Green, Higher Ed Services**

**Track: 05G (GE)**  
**Time: 1:45 - 2:45 p.m.**  
**Room: Santa Fe**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Numeracy Assessment--Challenges and Considerations**

Washington University has been accredited by the Higher Learning Commission (HLC) for over 100 years, and is currently in the first phase of another reaccreditation cycle. One of the areas that we have been seeking to document in measurable terms is the development of numeracy skills as our students complete their undergraduate education. The challenges we face include designing a meaningful tool for assessment of our students as well as navigating the logistics of implementation. A brief description of the numeracy assessment process and progress will be followed by an interactive discussion of common considerations and challenges in general education assessment.

**Lisa M. Kuehne, Washington University**

**Track: 05H (AC)**  
**Time: 1:45 - 2:45 p.m.**  
**Room: Lincoln**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Accreditation Demands and the Assessment Cycle Delivers**

This session will take participants through the process of developing and maintaining an assessment system that focuses on results and meets the needs of programs with specialized accreditations. Efforts to develop the structural elements, data analyses, and maintenance of an assessment system cycle that ties in course development processes and continual review for program improvement will be explored.

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

**Track: 05I (CE)**  
**Time: 1:45 - 2:45 p.m.**  
**Room: Florida & Illinois**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **A Process Model for Culture Change in Assessment**

This interactive presentation explores the connection between institutional policy and faculty behavior related to assessment. A process model for culture change emphasizes intentional changes in institutional processes as a mechanism for moving the institutional culture toward a focus on academic quality enhancement (as opposed to pure compliance). This session will offer examples of process modifications that have positively influenced assessment culture, and will suggest principles to guide the development of new processes that actively encourage and perpetuate a focus on improvement and innovation through assessment.

**Robert W. Flaherty, United States Air Force Academy**

**Track: 05J (GL)**  
**Time: 1:45 - 2:45 p.m.**  
**Room: Michigan & Texas**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Assessing Intercultural Competence and Global Learning: Gaining Perspectives with Longitudinal Data**

Assessing intercultural competence is complex. It encompasses a developmental process of growth that requires knowledge, skill, and attitudinal competencies at each level of the process (Deardorff, 2009; Bennett, 1993). The assessment professional needs to collect data at multiple intervals, as well as employ multiple methods in order to perceive the differing types of growth (or lack there of) over time. In this hands-on training session, participants will be able to work with campus data sets at the campus-wide, program-wide, and course-level. Together we will analyze and discuss the work necessary to meet their campus global learning and intercultural competence goals.

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



**Track: 05K (HI)**  
**Time: 1:45 - 2:45 p.m.**  
**Room: Indiana Ballroom A, B, C, & D**

Concurrent Session  
 Monday, October 17, 2016  
 Advanced

### **Ethical Reasoning: Defining, Teaching, Assessing**

Numerous higher education groups (e.g., AAC&U) cite ethical reasoning as a critical skill. Despite this support, examples of university-wide ethical reasoning initiatives are rare. Lack of definition, assessment, and teaching strategies are culprits. Catalyzed by its regional accreditor, James Madison University (JMU) addressed these issues. Attendees will learn a definition of ethical reasoning, examine an ethical reasoning rubric, and participate in an abridged learning activity. From a more macro perspective, this session highlights how an institution can create a learning system to improve important, yet challenging learning domains.

**Keston H. Fulcher, James Madison University**

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

Concurrent Session  
 Monday, October 17, 2016  
 Beginners

### **Using Intentionally Designed Assignments to Foster and Assess Student Learning**

One of the most promising trends in assessment today is the move to connect it more closely to the classroom, where it can shape the work of both students and faculty. Drawing on an ongoing initiative of the National Institute for Learning Outcomes Assessment (NILOA), this session will explore the benefits---and some of the challenges---of bringing educators together to collaborate on the design and use of the projects, papers, exams, and presentations they require of their students. Examples from two very different campuses will provide lessons that participants can adopt and adapt in their own settings.

**Kimberly Green, Washington State University; Pat Hutchings, National Institute for Learning Outcomes Assessment (NILOA); and Mary Kay Jordan-Fleming, Mount St. Joseph University**

**Track: 05M (EP)**  
**Time: 1:45 - 2:45 p.m.**  
**Room: Indiana Ballroom F**

Concurrent Session  
 Monday, October 17, 2016  
 Advanced

### **Using ePortfolios to Prepare Law Students for Practice**

While ePortfolios have become a common place assessment mechanism in undergraduate education, they have yet to gain traction in law schools. In this presentation, I will detail how I incorporated ePortfolios into an online class in cybercrime. I will discuss how the combination of assignments typically assigned to practicing lawyers dovetailed with the use of ePortfolios to not only increase the intentionality of student learning, but also students' job prospects.

**Shawn Marie Boyne, IU Robert H. McKinney School of Law**

**Track: 05N (FD)**  
**Time: 1:45 - 2:45 p.m.**  
**Room: Indiana Ballroom G**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Making it Stick: Assessing Student Learning Gains Through Team-Based Learning and Meaningful Blogging Exercises**

As an appealing pedagogical tool, Team-Based Learning (TBL) has the potential to revolutionize the impact of student engagement through the use of group learning experiences in the classroom. In this session, participants will be exposed to the real-life practice of a professor and student learning assessment advocate who utilized TBL pedagogy, pre-class preparation, and post-class contemplation with reflective assessment through student blogging in a course. When compared to a lecture-based approach to teaching, students self-reported and demonstrated increased learning gains with a TBL, pre-class/post-class reflective blogging approach. Practical tips, student feedback, and evidence-based results of this approach will be shared.

**Shawna Lafreniere, Azusa Pacific University**

**2:45 – 3:15 p.m.**

**Break Service – Sponsored by AEFIS, LLC**

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

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Revealing the Hidden Curriculum Through Documentation, Tracking, and Assessment Strategies**

In addition to didactic learning, students benefit from participation in the “hidden curriculum,” including co-curricular activities such as student organizations, speaker series, conferences, and service. These undertakings are crucial in developing professional awareness as well as the skills of goal setting, assessing self and others, and becoming self-directed life-long learners. Experiences gained through co-curricular activities facilitate the development of affective skills such as leadership, problem-solving, advocacy, and professionalism. This session will discuss documentation strategies for co-curricular activities and the utilization of such methods to track and assess student development and progression.

**Jeremy A. Hughes, David G. Fuentes, Anita J. Cleven, and Jackson Ross, Pacific University of Oregon**

**Track: 06B (AM)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Marriott 3**

Concurrent Session  
 Monday, October 17, 2016  
 Advanced

### **Assessing Students' Attention, Emotion, and Cognition: Legitimizing Self-Reflection**

This interactive session integrates neuroscience research into an accessible methodology to train students' attention, emotion, and cognitive regulation abilities. Neuroscience findings indicate that students can't focus on more than one thing at a time. In addition, neuroscience illustrates that emotions play a role in regulating decision-making and prioritizing decisions. In training students' awareness of where their attention resides, they will likely become more able to regulate stress and be empowered to make decisions that lead to their success and the success of others. This session will illustrate how these strategies inform the foundation for "legitimizing" self-report reflection.

**Marilee Bresciani Ludvik and Sandra Kahn, San Diego State University**

**Track: 06C (ID)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Marriott 4**

Concurrent Session  
 Monday, October 17, 2016  
 Advanced

### **Measuring Agreement**

We often have data from multiple viewpoints, e.g. rubric scores, course evaluations, grades, juries, etc. Agreement among raters gives us confidence that they can distinguish between cases based on some criterion (rather than just being random numbers). This session will demonstrate the use of visual tools to assess the quality of such data. It can tell you such things as: the raters agree on the ends of the scale but not in the middle, or they agree on what is poor work but not on what is excellent work. Everything is provided so that you can do this at home. The project page is online at <http://bit.ly/1UA2FhD>.

**David A. Eubanks, Furman University**

**Track: 06D (MJ)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Marriott 7 & 8**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Getting Creative: Assessment Practices and Strategies in Music, Creative Writing, and Fine Arts**

For many artists, the idea of implementing measurable standards or even approaching music, fine arts, or creative writing as a measurable field of study remains a challenging prospect. Nevertheless, like any other subject that is teachable, music, fine arts, and creative writing programs need measurable student learning outcomes rooted in faculty's values as artists, as well as methods by which achievement of those outcomes may be demonstrated, potential shortfalls discerned and programmatic improvements made. This presentation examines current methods and strategies for program and general education assessment in the arts, including how Canvas's Learning Outcomes tool can be used to align outcomes and gather data.

**Tanya Perkins, Jessica Raposo, and Ann Kim, Indiana University East**

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

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Incorporating Technology to Achieve Excellence in Data Visualization**

Technological advancements over the past few decades have revolutionized the way we gather, analyze, and present data. Access to data, analytic tools, and graphic software are available to almost anyone with a computer and an internet connection. Unfortunately, access does not always equal excellence. This presentation highlights the work of Edward Tufte and others, and is designed to provide principles, processes, technological tools, and resources for achieving excellence in data visualization. Participants will be able to use the knowledge they acquire in a variety of applications in the field of educational assessment.

**Martha J. Larkin and George R. Larkin, Walden University**

**Track: 06F (GE)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Santa Fe**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Avoiding the Hamster Wheel: Building an Assessment Spiral for General Education**

In our college's ten years of faculty-led program assessment, we've used the metaphor of closing the loop to describe the process of course design, piloting, assessment, and revision. More recently, in designing and implementing an outcomes-based core curriculum, we've begun to see the loops as connected and generative, as building a spiral that expands effective teaching and learning. In this session, we describe the role of assessment in developing and implementing our core curriculum, share the reflections that suggested the spiral image, and invite participants to locate their own projects in that model.

**Catherine Zeek and Dennis Frey, Lasell College**

**Track: 06G (GR)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Lincoln**

Shared Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Old School Faculty Meet the Millennials**

Many professional programs have seasoned faculty who have been using much of the same lecture material for a number of years. Now that the millennial generation has made it to professional programs, faculty are be challenged to how in deal with the very different population that is in their classrooms now.

This presentation will look at the ways that one traditional Med school program has adjusted its approach to teaching and learning in an attempt to reach a generation that has had a very different life and educational experiences from their current faculty.

**Bradley D. Marcum, University of Pikeville/Kentucky College of Osteopathic Medicine**

### **Aligning Graduate Health Science Programs' Accreditation Standards with Higher Learning Commission's Criteria for Accreditation**

This presentation will focus on how A.T. Still University (ATSU) is aligning the requirements for accreditation of its graduate health science programs with the criteria for accreditation of its regional accreditor, the Higher Learning Commission (HLC).

ATSU has six schools with learner-centered professional programs in the fields of occupational therapy, physician assistant studies, health sciences, audiology, athletic training, dental medicine, osteopathic medicine, biomedical sciences, physical therapy, kinesiology, health education, health administration, and public health. Approximately 70% of ATSU's academic programs are accredited by program-specific accrediting bodies.

These programmatic accreditors have rigorous external assessment and annual reporting, requiring minimum standards in order to obtain initial accreditation or continued accreditation that in large measure are congruent with the Higher Learning Commission's criteria for accreditation.

**Melanie Davis and Jane Hawthorne, A.T. Still University**

**Track: 06H (CE)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Florida & Illinois**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **The 10 Commandments of Town-Gown Relationships: Assessing Past and Present Interactions in Service to the Future**

Based on interviews conducted with university presidents and city managers, Dr. Gavazzi discusses how campus and community leaders typically view assessment. Assessment of town-gown relationship quality is one of the most neglected issues faced by administrators both on and off campus. Strategies in the form of “The 10 Commandments of Town-Gown Relationships” are presented that afford campus and community leaders the opportunity to partner on activities designed to generate quantitative and qualitative information about town-gown relationships. A framework for understanding the context of town-gown relationships is provided, including a typology for understanding and measuring the relative health of campus-community interaction.

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

**Track: 06I (GL)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Michigan & Texas**

Shared Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Challenges and Innovations: Assessing Global Learning at a Large Institution**

Assessment of global learning courses at a large institution presents challenges that may not be shared by academic departments assessing the progress of their graduating students. This presentation will focus on exploring, developing, and sharing solutions related to two of the most common challenges: 1) engaging faculty in a decentralized system, and 2) translating broadly-defined goals into meaningful assessment instruments and opportunities for large groups of students. The presentation will also address methods to help participants create a culture of assessment among their colleagues.

**Brandy J. Ellison, James Lucas, and Paul Brown, Michigan State University**

### **Assessment of Global Healthcare Learning at Butler University College of Pharmacy and Health Sciences**

The US healthcare system is the most expensive on the planet, and not rated as highly by citizens versus healthcare in other countries. Thus, it is important in a globally competitive world for healthcare majors to study healthcare systems in other countries. Through a global healthcare learning lens, we will share several assessment tools built around global health topics and projects throughout our Doctor of Pharmacy, Bachelor of Science in Health Science, and Science, Technology and Society programs—including but not limited to: assessment of: infographics, oral presentations, debates, projects, team-based learning, and real-world experiential education.

**Erin L. Albert, Pharm, LLC; and Trish Devine, Butler University**

**Track: 06J (HI)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Indiana Ballroom A, B, C, & D**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Themed Learning Communities and Service Learning Leveraged for Student Success**

This session will focus on how two High Impact Practices were leveraged to improve student success and learning: Themed Learning Communities (TLCs) and Service Learning (SL). Assessment results suggest that students who participated in TLCs with SL experiences had significantly higher levels of critical thinking, integrated and civic learning, quality interactions with diverse peers, and persistence rates compared to students who participated in TLCs with no SL. Presenters will discuss implications of findings with regard to faculty development, providing students with opportunities for reflection, integrative learning assignments, intentionally linking themes with SL experiences, and using assessment results for program improvements.

**Michele J. Hansen and Thomas W. Hahn, IUPUI**

**Track: 06K (NI)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Indiana Ballroom E**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Assessment for Learning That Matters**

Through the VALUE/Multi-State Collaborative for Learning Outcomes Assessment, we are engaged in nothing less than an effort to change the focus of the national assessment of learning. The session explores the use of VALUE rubrics to assess student learning across twelve states and ninety 2- and 4-year colleges and universities using samples of student work from a variety of courses and institutions, evaluated by faculty. Findings from the assessment for learning on five learning outcomes, results on reliability and validity of a rubric approach to assessment, processes and protocols utilized by this nationwide project, and future steps will be discussed.

**Terrel L. Rhodes, Association of American Colleges and Universities (AAC&U)**

**Track: 06L (EP)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Indiana Ballroom F**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Don't Let Your Studies Interfere with Your Education: Using Capstone ePortfolios to Document Student Learning across the Extracurriculum**

ePortfolio artifact development has generally focused on the most accessible artifacts drawn from courses completed—papers, exams, projects, speeches, etc. However, learning also occurs as students engage campus and community life through extracurricular activities, internships, and community-based volunteerism. The Philanthropic Studies capstone seminar has asked students to include evidence of mastery of program learning outcomes drawn from internships, campus service activities, and community volunteer work. This presentation shares lessons learned from students' use of the senior capstone ePortfolio to capture their learning through internships and the extracurricular alongside more traditional academic artifacts from classroom learning.

**Tyrone M. Freeman and Richard M. Turner, Indiana University Lilly Family School of Philanthropy**

**Track: 06M (FD)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Indiana Ballroom G**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Leveraging the Campus Message about Student Learning Through Collaborative Assessment with Faculty**

This session will provide an overview of best practices in team-based collaborative assessment with faculty and academic professionals. Consider strategies for implementing collaborative assessment on your campuses. The results of the Association of College and Research Libraries' Assessment in Action project that involved over 200 campus teams from across North America from 2013-2016 will serve as a framework for considering collaborative approaches to conducting assessment. Learn how a team-based approach is developmental, supporting an effective community of inquiry, and how early engagement to design collaborative assessment leads to greater commitment for using the results to create transformative change.

**Karen Brown, Dominican University; Lisa Janicke Hinchliffe, University of Illinois-Champaign; and Kara Malenfant, Association of College and Research Libraries**

**Track: 07A (SA)**  
**Time: 4:30 - 5:30 p.m.**  
**Room: Marriott 1 & 2**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Measures by Modality: Comparing Online and Face-to-Face Career Coaching Strategies**

Learn effective assessment techniques for in-person and web-based career coaching. Two assessment coordinators will walk through the core stages of the assessment process, from design, to implementation, and results. Participants will discuss the basic components of career coaching, emphasizing student-led sessions based in cognitive information processing and goal-setting. Participants will be provided with two comprehensive assessment plans and sample instruments. Key results of each plan will be highlighted. Check-in points will be incorporated throughout the session, giving participants opportunities to note specific methods they can apply directly to their own work.

**Regina M. Warfel, Ohio University; and Joseph D. Levy, University of Phoenix**



**Track: 07B (AM)**  
**Time: 4:30 - 5:30 p.m.**  
**Room: Marriott 3**

Shared Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Mapping Common Ground: Connecting Curricular and Co-Curricular Learning**

How does a complex, multi-program university division gather, integrate, interpret, and apply student learning data? While examples of best practices have emerged, few examine assessing student learning in university divisions that span curricular and co-curricular learning. This session demonstrates how programs across the Division of Undergraduate Academic Affairs at UMBC use curriculum mapping to align useful direct measures to university outcomes and gain insights about student learning at multiple levels.

**Jennifer M. Harrison, Vickie Williams, Jess Myers, University of Maryland, Baltimore County**

### **A Criteria-Based Assessment Model for Continuous Improvement of Underprepared Students' Academic Literacy**

We describe a model of criteria-based assessment used in the first-year writing curriculum in the context of a large research university. We used this model to evaluate student learning, revise the curriculum, and set up a process for evaluating the quality of our revised curriculum. Based on the results of a multiyear assessment study, we focus on how our study has allowed us to decide on appropriate interventions for helping academically underprepared students develop proficiency in critical reading, writing, and thinking. Specifically, our model for curriculum revision includes the use of criteria-based assessment for evaluating student writing and for designing self-assessment surveys, multivariate data analysis, implementation of findings and recommendations across various institutional decision makers, and revision of our first-year writing curriculum across campus.

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

**Track: 07C (ID)**  
**Time: 4:30 - 5:30 p.m.**  
**Room: Marriott 4**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners

### **Conducting a Gap Analysis of Institution-Wide Assessment: A "Systems Thinking" Approach to Using the Excellence in Assessment Designation**

When the call from the Provost comes — to use the National Institute for Learning Outcomes Assessment Transparency Framework as a vehicle to report comparable student data to the Voluntary System of Accountability—be calm. This session presents a case study in how one University used the Excellence in Assessment designations, which "focus on campus processes and uses of assessment outcomes, rather than on student performance or accomplishment" to systematically conduct a gap analysis, use the resulting data to inform decision-making, to align student learning outcomes vertically and horizontally, and to set academic priorities.

**John G. Frederick and Christine Robinson, University of North Carolina Charlotte**

**Track: 07D (MJ)**  
**Time: 4:30 - 5:30 p.m.**  
**Room: Marriott 7 & 8**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Implementing PLAIR: A Pilot Project**

In NILOA Occasional Paper No. 23, the authors clarified the meaning of “use of results” and proposed a new assessment model--Program Learning Assessment-Intervention-Reassessment (PLAIR). Rather than being satisfied with changes to the curriculum or changes in assessment mechanics, PLAIR aims to improve learning by a) assessing learning, b) making curricular or pedagogical changes, and c) reassessing student learning, thereby truly closing the loop. This session chronicles the progress of the PLAIR pilot project by our Department of Public Health and Nutrition, including lessons learned and implementation tips, and demonstrates use of our PLAIR Consultation Tool to guide the process.

**Scott Benson and Malin Garemo, Zayed University**

**Track: 07E (UT)**  
**Time: 4:30 - 5:30 p.m.**  
**Room: Marriott 9 & 10**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Tips and Tricks for Planning and Reporting: Microsoft Excel**

The education workforce is a melting pot of staff and faculty with diverse technical abilities. With a little training and practice, you'll discover Microsoft Office features which can improve the quality and efficiency of your tasks. Excel tips and tricks will be presented using assessment examples, but the skills are applicable to numerous job types and responsibilities. Sample topics include calculating dates; using conditional formatting to highlight important values and find duplicate records; applying security features; and creating a basic dashboard. While participants are encouraged to bring laptops, everyone is welcome to attend. Training aids will be provided.

**Elizabeth A. Sheaffer, Samford University**

**Track: 07F (GE)**  
**Time: 4:30 - 5:30 p.m.**  
**Room: Santa Fe**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Assessing General Education Outcomes Across the Curriculum**

Assessments were developed at Oakton Community College to assess general education outcomes across the curriculum. Key areas of improvement were identified and new tools for students and faculty were created to improve student learning across the college. Learn how to approach the difficult challenge of assessing general education outcomes and how to improve the learning of general education skills by supporting faculty with resources to help them incorporate these skills in their content rich courses.

**Jennifer L. Cumpston, Oakton Community College**

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

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Mapping Skill Development Opportunities Through Co-Curricular Involvement to Program Outcomes**

While learning experiences are often made available through the academic curriculum, co-curricular activities provide unique opportunities for holistic student development. Literature underscores the importance of both quantitative and qualitative aspects of intentional involvement, but a deeper exploration of students' co-curricular involvement is necessary to fully make meaning of these experiences. The University of North Carolina Eshelman School of Pharmacy examined the skills students have the opportunity to gain through student organization involvement utilizing document review and focus group interviews. This study advanced the School's efforts to develop a process for mapping student organizations to program outcomes and core competencies.

**Jacqueline M. Zeeman, Antonio Bush, Jacqueline E. McLaughlin, Wendy Cox, Brad Wingo, and Katie Buhlinger, University of North Carolina at Chapel Hill, UNC Eshelman School of Pharmacy**

**Track: 07H (CE)**  
**Time: 4:30 - 5:30 p.m.**  
**Room: Florida & Illinois**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Making Community Engagement Data Visible Through Institutional Data Dashboards**

Best practices in institutional research and assessment acknowledge that data cannot be restricted to one office and there is a need for greater access to data sources, data tools, and the ability to slice and dice data in different ways in order to support informed decision making. At the same time, a number of staff and mid-level administrators are expected to use data to inform decisions and as a result, have developed their own data collection processes and analytics (Statement of Aspirational Practice for Institutional Research, 2016). The purpose of this session is to make recommendations for partnering with your institutional research office and demonstrate how that has resulted in a community engagement data dashboard.

**Kristin Norris, IUPUI**

**Track: 07I (GL)**  
**Time: 4:30 - 5:30 p.m.**  
**Room: Michigan & Texas**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Assessment of Global Learning Roundtable**

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

**Dawn Whitehead, Association of American Colleges and Universities (AAC&U); Gil Latz, IUPUI; and Hilary E. Kahn, Indiana University**

**Track: 07J (HI)**  
**Time: 4:30 - 5:30 p.m.**  
**Room: Indiana Ballroom A, B, C, & D**

Shared Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Core Capstone as a High-Impact Practice: Integrating Faculty Development, Curriculum, and Assessment to Maximize Student Learning**

Our institution recently implemented a new Core Curriculum with course-embedded assessment in dozens of courses at multiple levels. Summative assessment measures are collected in Core Capstones in the senior year. Faculty teaching Capstones created a faculty learning community to assist one another in developing courses with both a strong curricular purpose and robust assignments that work for assessment. Initial findings of student learning have been positive, and faculty have used these data to improve both content and assignments. Faculty report that the learning community plays an essential role in the success of these high-impact courses.

**Mary Kay Jordan-Fleming and Ulrike Brinksmeier, Mount St. Joseph University**

### **Integrating Longitudinal Curricular Assessment into a Capstone Course**

An online exam software was used for a cohort of pharmacy students over a 2-year period. All therapeutic modules used the software to provide rationales as well as category data to enhance student learning. The capstone course created a pre-test/post-test format to determine student knowledge retention from previous modules. Module faculty worked together to create a new exam. The capstone course was dynamically changed to improve the documented student deficiencies. Module faculty created remediation tools to enhance learning. Data from this cohort was used to improve faculty developed question rationales as well as providing evidence for a college curricular summit.

**Karen L. Kier, Michelle Musser, and Lindsey Peters, Ohio Northern University**

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

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Alignment and Mapping: Helping to Make Meaning**

This session focuses on the intersections between learning outcomes, tasks given to students to realize those outcomes, and the evaluative criteria related to the tasks. Using an example from the University of Sheffield, participants will learn how to engage faculty and other stakeholders in conversations around the value and purposes of assessment and issues of constructive alignment. The session will conclude with an overview of meaningful mapping of learning experiences, starting from curriculum mapping but including learning wherever it might occur.

**David Marshall, University of California at San Bernardino; and Karen Ford, University of Sheffield**

**Track: 07L (EP)**  
**Time: 4:30 - 5:30 p.m.**  
**Room: Indiana Ballroom F**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **PIE-RECAP: A Reflective Journal Writing Model and Assessment Rubric to Promote Student Personal and Professional Development**

The PIE-RECAP model was developed by reviewing several resources in educational psychology in combination with quality improvement models resulting a structured 8-domain format challenging students to engage in prioritization, recall, evaluation, action plan development, and more. A rubric was also developed to accompany this activity that has gone through two norming sessions to date, resulting in a robust process to assess student reflections based on length, depth, and quality. PIE-RECAP was shared extensively with internal and external stakeholders, presented nationally, and awarded internal School-level and University-level grants for inclusion as a featured component of our student portfolio system.

**David G. Fuentes, Jeremy A. Hughes, Anita J. Cleven, Pacific University of Oregon**

**Track: 07M (FD)**  
**Time: 4:30 - 5:30 p.m.**  
**Room: Indiana Ballroom G**

Concurrent Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Learning Assessment Modules for Everyone! An Interactive Professional Development Resource**

Seven New England colleges collaborated to establish the Learning Assessment Research Consortium (LARC) and create a set of online modules on assessment. The modules are an interactive professional development resource that can benefit multiple institutional roles at various structural levels (institution, program, course). This interactive session will describe how the consortium was formed, demonstrate what the assessment modules include, and share how this free resource can be utilized. Participants will experience a module in workshop format, have an opportunity to provide feedback, and brainstorm ways the assessment modules can be launched at their campus in an online or in-person format.

**Jennifer H. Herman, Simmons College; Christopher Cratsley, Fitchburg State University; Linda Bruenjes, Suffolk University; and Victoria Wallace, MGH Institute of Health Professions**

## POSTER SESSION

(See page 88 for Poster Diagram)

**Track: 08A (AM)**

**Time: 5:45 - 7:00 p.m.**

**Room: Marriott 5 / Table #: 1**

Poster Session

Monday, October 17, 2016

Beginners and Advanced

### **Academic Program Review: Refining Practices to Assure Continuous Improvement in Programs and Processes**

This presentation illustrates how one institution revised academic program review (APR) into an integrative, comprehensive, and formalized process to achieve continuous improvement. The revised APR includes detailed procedures guiding a self-study, evaluation by external reviewers, and development of an action plan integrated into the strategic plan. The presentation provides strategies for gaining buy-in among constituents, integrating ongoing assessments and university practices, meeting both internal needs and external standards, and developing policies and procedures to ensure an effective yet efficient APR.

**Beth Wuest, Texas State University**

**Track: 08B (GL)**

**Time: 5:45 - 7:00 p.m.**

**Room: Marriott 5 / Table #: 2**

Poster Session

Monday, October 17, 2016

Beginners and Advanced

### **Aspiration and Application – A Parallel Assessment Model in Global Learning**

This presentation introduces a parallel assessment model used in classrooms to determine students' readiness in applying global context in the Computer Science field, through testing their "aspiration" (if they have the desire) and "application" (if they have the skills) in incorporating global context into their profession. The model includes pre-test and post-test surveys conducted respectively at the beginning and the end of a semester, as well as approaches used by the instructor to increase students' AA level. Survey results will be shared with the audience and the findings will indicate the effectiveness of instructor intervention, as well as areas requiring special attention.

**Lingma L. Acheson, IUPUI**

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

Poster Session  
 Monday, October 17, 2016  
 Beginners

### **Assessment Leaders: Meeting Faculty Where They Are**

Otterbein University created the volunteer role of Assessment Leader. Each academic unit chooses a person to receive professional development on assessment which is shared back to the unit in hopes of encouraging improvements in assessing student learning outcomes and methods for gathering data. ALs meet three times a semester to share department practices which have been identified as exemplary by their peers as well as learn about assessment in the larger context. This session will address some of our initial and ongoing successes and challenges as we continue working to develop a culture of assessment.

**Wendy Sherman Heckler, Kathryn Plank, and Katherine G. H. Reichley, Otterbein University**

**Track: 08D (AM)**  
**Time: 5:45 - 7:00 p.m.**  
**Room: Marriott 5 / Table #: 4**

Poster Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Assessment of Learning Outcomes in Model-Based Assignments: Practical Applications Using Turnitin and Journal Assessments**

This presentation will examine two approaches in assessing student learning in assignments that employ computer models. The first example explores an unconventional use of Turnitin software to provide quality, targeted, and timely feedback on student assignments in a course teaching Geographic Information Systems (GIS). The other discusses a practical example of indirect assessment methods of journal entries that reflect on student use of investment simulation software (StockTrak).

**Eric E. Castle and Oxana Wieland, University of Minnesota Crookston**

**Track: 08E (CE)**  
**Time: 5:45 - 7:00 p.m.**  
**Room: Marriott 5 / Table #: 5**

Poster Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Assessment Strategies Used in an Undergraduate Community-Based Healthcare Practicum at the University of Louisiana at Monroe**

This work focuses on the development and assessment of a community-based healthcare practicum in an undergraduate Health Studies program at the University of Louisiana at Monroe. The purpose of this presentation is to provide information to other educators on methods used to design a practicum, assessment of student outcomes, facilitation of community partnerships, job placement data, and a business impact summary of the practicum experience. The presenters will conclude with what a community-based practicum means for the Health Studies undergraduate program, the University of Louisiana at Monroe, the healthcare community in northeast Louisiana, and graduates of a Health Studies program.

**Paula L. Griswold and Jessica Dolecheck, University of Louisiana at Monroe**

**Track: 08F (GL)**

**Time: 5:45 - 7:00 p.m.**

**Room: Marriott 5 / Table #: 6**

Poster Session

Monday, October 17, 2016

Beginners and Advanced

### **Assessment Under Globalization: Accountability in Chinese Higher Education**

China has evolved through three main stages of accountability development in higher education: following the European model before 1950s, imitating the Soviet model later, and developing a market-oriented model since the 1980s (Yi, 2011). My article focuses on the third stage where I summarize a two-way accountability framework and suggest a triangle framework composed of three main players (market, government, and institutions). My research relies on historical documents and interviews. I first introduce two theories with the current accountability system, market theory and motivation theory. Then I analyze their effects and limitations. Finally I substantiate my conclusion through major findings and suggestions.

**Danqing Yin, University of Pennsylvania**

**Track: 08G (FD)**

**Time: 5:45 - 7:00 p.m.**

**Room: Marriott 5 / Table #: 7**

Poster Session

Monday, October 17, 2016

Beginners and Advanced

### **Building a Culture of Continuous Improvement Through Faculty Development**

At Lindenwood University, we recognize that the ultimate purpose of assessment is continuous improvement. A faculty member's ability to make decisions leading to continuous improvement is vastly improved by an ongoing infusion of professional development opportunities. That core belief that faculty development is central to building a culture of continuous improvement has led us to take a number of steps in the past few years to build and promote faculty development opportunities. Our goal is to have a faculty engaged in not just the assessment of student learning but, more importantly, a faculty actively engaged in a continuous process of improving teaching and learning.

**Beth Ann Kania-Gosche and David Wilson, Lindenwood University**

**Track: 08H (AC)**

**Time: 5:45 - 7:00 p.m.**

**Room: Marriott 5 / Table #: 8**

Poster Session

Monday, October 17, 2016

Beginners and Advanced

### **Building Meaningful and Sustainable Assessment Systems: Policies and Practices**

What policies and practices support sustainable assessment at your university? How do you demonstrate an "effective, regular, and comprehensive system of assessment of student achievement" to accreditors? At our decentralized, research-intensive university, some aspects of assessment lacked clear policies and expectations, resulting in informal or ad hoc assessment practices. This poster session will share strategies and tools that our central office used to gather data about existing assessment practices and then work with stakeholders to develop policies that clarified roles and responsibilities and improved communication pathways, while still supporting flexibility for meaningful assessment in widely different disciplines and programs.

**Kimberly Green, Washington State University**



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

Poster Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Creating a High-Impact Freshman Seminar Experience**

Like many institutions, Mercyhurst faces a number of challenges as our incoming students navigate the transition to college life. As such, we've created a new freshman course (to begin in Fall 2016) in the model of known high impact practices. The iMU Courses are designed to provide students with information to be academically successful and socially prepared, to have early and repeated access to mentors across campus, and to build a freshman class who is resilient in the face of challenges. Here we present the process used as stakeholders developed the course and an outline of our course structure.

**Dyan L. Jones and Andrea Barnett, Mercyhurst University**

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

Poster Session  
 Monday, October 17, 2016  
 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. Based on a 12-hour professional development learning community model, this session distills the overarching concepts. Participants are active rather than passive. Brief activities, dialogue, and short video vignettes (from faculty around the country) provide the backdrop for which sound formative assessment and classroom engagement techniques are introduced. Participants leave with a 'toolbox' to match pedagogical style and discipline. A blueprint (publication), resources, and materials are also provided to start a faculty learning community.

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

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

Poster Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Driving Toward Excellence: Developing Meaningful Strategies to Communicate Assessment Data**

Communication across stakeholder groups is foundational to the long-term success of assessment initiatives in all programs. The appropriate communication of data helps individuals shift from an awareness of assessment information to being empowered to make appropriate data-driven decisions. Since the inclusion of diverse stakeholder perspectives is considered critical, communication must be tailored to unique perspectives of each group. Examples of strategies used in the process of the development of a communication plan will be shared. Participants will be encouraged to develop a communication plan draft while considering the challenges and opportunities that currently exist on their campuses.

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

**Track: 08L (ID)**

**Time: 5:45 - 7:00 p.m.**

**Room: Marriott 5 / Table #: 12**

Poster Session

Monday, October 17, 2016

Beginners and Advanced

### **Engaging Student Support Staff in Data-Driven Decision-Making**

This session describes a “lunch & learn” professional development series aimed at increasing awareness and understanding of assessment among enrollment management, advising, and student support staff in a school of graduate and professional studies within a university. By beginning the three part engaged workshops with an overview of assessment in higher education, followed by an exploration of data collected within student support units, and concluding with institutional examples of how data-driven decision-making is improving student outcomes, staff feel more engaged in the assessment process. Shared will be specific examples of engagement activities used to spur active, collaborative, and meaningful dialogue around creating a culture of excellence through evidence.

**Anne Powel Davis and William Wellein, Stevenson University**

**Track: 08M (EP)**

**Time: 5:45 - 7:00 p.m.**

**Room: Marriott 5 / Table #: 13**

Poster Session

Monday, October 17, 2016

Beginners

### **ePortfolios for Accreditation? Prevalence, Institutional Characteristics, and Perceptions at United States Regionally Accredited Institutions**

Thirteen years ago, important questions were asked about the future of institution-level ePortfolios for accreditation\*. To provide answers, in 2013 we sampled 100 accreditation liaison officers from each of the six regional accreditation associations (N=600) using a quasi-experimental design and a stratified random sampling probability method.

Response rates were not sufficient for generalization. Within limitations, we are 95% confident that implementation is between 25-38%. We concluded support for ePortfolios in the literature is not transferred to practice. Possible reasons include unclear messaging from regional accreditors.

\*Banta, T.W. (2003). Electronic portfolios for accreditation? *Assessment Update*, 14(4), pp.3,4-14.

**Colleen A. Mayowski, University of Pittsburgh**

**Track: 08N (FD)**  
**Time: 5:45 - 7:00 p.m.**  
**Room: Marriott 5 / Table #: 14**

Poster Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **From Nuts and Bolts to Drywall and Paint: Building an Assessment Culture**

Johnson County Community College is a large suburban college in the heartland with over 300 full-time and 600+ part-time faculty. This session will share key aspects of the assessment journey at JCCC. The Director of Assessment will demonstrate some of the tools used to encourage faculty engagement and foster ownership of assessment on campus, as well as long-term strategies for building assessment capacity over time. The session will include interactive examples of activities to help faculty understand assessment, build assessment tools within their disciplines, and how to help faculty engage with assessment data to improve student learning.

**Sheri Hall Barrett, Johnson County Community College**

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

Poster Session  
 Monday, October 17, 2016  
 Beginners

### **Implementing and Assessing a Quality Enhancement Plan**

In the past few years, Western Kentucky University (WKU) has revamped its' Quality Enhancement Plan (QEP) and thus the supporting general education program. The goal of the WKU QEP is that WKU students will bring evidence and argument to life through written, oral, and visual means. In order to assess the effectiveness of the new general education plan on student learning, assessment activities have been implemented across campus. The purpose of this presentation will be to discuss the WKU general education plan along with the corresponding assessment. The results of this assessment will also be presented.

**Stacy S. Wilson, Molly B. Kerby, and Doug McElroy, Western Kentucky University**

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

Poster Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Integrating General Education and Program Core Through Learning Outcomes**

Increasingly, colleges are faced with mounting external pressures on their general education programs, while at the same time balancing this with the need to have an affordable and streamlined curriculum, in terms of time-to-completion. Likewise, the need for course, program, and institutional level outcomes assessment mandates the need for efficient, but meaningful, assessment practices tied tightly to the whole curriculum, not just general education or program core. This presentation will detail our approach to unifying general education and program core through an outcomes based curriculum design that meets external accreditation requirements, but uses values-based institutional learning outcomes and institutional level assessment as its central elements.

**Debora Hinderliter Ortloff and Jacob E. Amidon, Finger Lakes Community College**

**Track: 08Q (AC)**  
**Time: 5:45 - 7:00 p.m.**  
**Room: Marriott 5 / Table #: 17**

Poster Session  
 Monday, October 17, 2016  
 Beginners

### **International Pharmacy Accreditation Programs: Possible Value and Benefits for Pharmacy Education in the Middle East**

Most pharmacy colleges in the Middle East tend to emulate trends of pharmacy education in the developed world. Recently, many pharmacy colleges in the area have started to seek international pharmacy accreditation/certification (IPAC) as part of their quality improvement programs. Typically, three IPAC programs are adopted by these schools: Accreditation Council for Pharmacy Education - International Services Program (ACPE-ISP), Canadian Council for Accreditation of Pharmacy Programs (CCAPP), and Australian Pharmacy Council (APC). We plan to describe the expected value-added outcome of the Colleges of Pharmacy attempting to qualify for International accreditation, examine the outcome advantages of International accreditation compared to other national accreditation standards, and explore the Middle East Colleges of Pharmacy Deans' plans for quality improvement and international accreditation.

**Fadi Mohammad Ali Alkhateeb, Texas A&M University**

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

Poster Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Minding Your QEPs: Reflection on a Faculty Development Program**

This presentation outlines the implementation of a Quality Enhancement Plan (QEP) at a south central Kentucky public university aimed at teaching students the skills of evidence-gathering, sense-making, and argumentation, or Evidence&Argument. In phase one, the QEP leadership team established an Evidence&Argument (E&A) Fellows Program. This faculty development initiative was designed to provide curriculum expansion opportunities using workshops and charrettes to 1) improve faculty knowledge and skills in teaching evidence and argument and 2) apply this enhanced capacity to a specific aspect of the curriculum. Fellows worked collaboratively to integrate what they learned into new and existing curriculum in targeted ways.

**Molly B. Kerby and Stacy Wilson, Western Kentucky University**

**Track: 08S (FD)**  
**Time: 5:45 - 7:00 p.m.**  
**Room: Marriott 5 / Table #: 19**

Poster Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Peer Review of Classroom Teaching**

This presentation introduces a method of peer reviewing classroom teaching. This method involves the following five steps. First, general evaluation guidelines are created. Second, evaluation guidelines are gone through with the instructor who is to teach the class. Third, observation notes are taken during the class visit. Fourth, the instructor who teaches the class is provided with a chance to comment on whether the guidelines have been abided by or not. Fifth, an evaluation letter is provided. In the letter, the left column notes the class activities, and the right column comments on the strength and weakness of these activities.

**Jing Wang, IUPUI**

**Track: 08T (AM)**  
**Time: 5:45 - 7:00 p.m.**  
**Room: Marriott 5 / Table #: 20**

Poster Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Prophetic Assessment: Developing a New Culture of Assessment**

External accountability can become the driving force in developing the assessment culture of an institution. This culture, however, often views assessment as necessary only for compliance, thus limiting the effectiveness of the assessment process. This session will discuss how one faith-based institution changed its assessment culture from compliance to prophetic with a vision of achieving Shalom for the students and institution. This transition has led to the development of a prophetic imagination concerning assessment and the institution, which critiques the current reality, while energizing to a hopeful new vision.

**John Lommel, LeTourneau University**

**Track: 08U (AM)**  
**Time: 5:45 - 7:00 p.m.**  
**Room: Marriott 5 / Table #: 21**

Poster Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Some Milestones in the History of Assessment**

The assessment movement began more than twenty-five years ago. Assessment has not gone away and is still with us. A timeline of the assessment movement is: 1930s/1960s - Forerunners, 1985 - Birth of Movement, 1990s - Into the Mainstream, 1980s/1990s - Episodes and Debates, 2000s/2010s - Into the Future. This poster, Some Milestones in the History of Assessment, will describe aspects of each of the five time periods in the assessment movement.

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

**Track: 08V (CE)**  
**Time: 5:45 - 7:00 p.m.**  
**Room: Marriott 5 / Table #: 22**

Poster Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Strategic Plan for an Appreciative Inquiry-Based Evaluation of a Tutor Training Program at Minnesota Reading Corps**

Minnesota Reading Corps (MRC) is a state-level AmeriCorps program that annually places more than 1,000 volunteer literacy tutors in 800 Minnesota elementary schools. Tutors deliver one-on-one literacy interventions to students at risk of falling behind grade-level literacy targets. MRC tutors attend an intensive four-day training before the school year, where they learn technical procedures (intervention delivery, data gathering) and experience their role within the nationwide community of AmeriCorps volunteers. An evaluation incorporating the strengths-based processes of Appreciative Inquiry will obtain qualitative and quantitative data about how the training program meets the goals of fostering both tutors' confidence and readiness to tutor and their long-term commitment to education and community service. Findings may point to quality improvements in tutor training within Minnesota as well as replicate programs in other states.

**Pamela Alstead, Capella University**

**Track: 08W (AM)**  
**Time: 5:45 - 7:00 p.m.**  
**Room: Marriott 5 / Table #: 23**

Poster Session  
 Monday, October 17, 2016  
 Beginners

### **Student Assessment of Interpersonal Communication Exercises**

In my Interpersonal Communication class the students do twelve different exercises that apply to the particular concepts under study at the time. Each one is now anonymously assessed by the students along three dimensions: was the exercise useful for helping understand some concepts, was the exercise helpful in clarifying some ideas, and did the exercise provide an opportunity to apply some ideas? In addition, the students could comment on one thing that was good about each exercise and one thing that could be improved.

**Kenneth R. Albone, Rowan University**

**Track: 08X (FD)**  
**Time: 5:45 - 7:00 p.m.**  
**Room: Marriott 5 / Table #: 24**

Poster Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Supporting Faculty Development Through Online Assessment**

This session will address how multiple forms of assessment benefit faculty performance and how an online program can establish a personal connection with faculty members through virtual evaluations. The presentation will discuss strategies to develop an effective faculty evaluation system and the impact this has on the virtual learning environment.

**Tiffany Hamlett and Crystal Neumann, American College of Education**

**Track: 08Y (FD)**  
**Time: 5:45 - 7:00 p.m.**  
**Room: Marriott 5 / Table #: 25**

Poster Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **The Anatomy of a Coaching Session**

Most assessment reforms die when the few ardent developers run out of steam or for a wide-variety of reasons move on to other projects. A few might make it from committee through governance, gaining, at least in theory, the support of the faculty through a governance endorsement. But then, as they move from idea to endorsement and endorsement to implementation, often the remaining few wither. This presentation presents a peer-to-peer approach to implementing assessment reform. We detail how we developed (funded, recruited, and trained) faculty assessment coaches before turning to explaining what a coaching session is (consistent but customized) and how it supports lasting implementation.

**Kellie M. Gauvin, Margaret Gillio, and Jacqueline M. Tiermini, Finger Lakes Community College**

**Track: 08Z (GR)**  
**Time: 5:45 - 7:00 p.m.**  
**Room: Marriott 5 / Table #: 26**

Poster Session  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Using Qualitative Measures to Assess Quantitative Learning**

Social science graduate students are required to take at least one statistics course. Often students view the course assessment and their assessment performance as a rite of passage of little sustained future value. Most candidates enroll in the course with statistical and test anxiety, convinced they will neither understand nor be able to apply statistical concepts appropriately. However, statistical learning assessments using reflective journaling, formative, and peer group assessments reduce statistics and test anxiety, build on adult learning theory, heighten understanding and self-efficacy, and sustain learning outcomes and value of quantitative research and statistics among social science graduate statistical learners.

**Angela Ansah, Concordia University**

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**5:45 – 7:00 p.m.**

**HIGH TEA**

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**Tuesday, October 18, 2016**

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  
 Sponsored by **Live Text**

**FEATURED SPEAKERS**

**Track: 09A (CE)**  
**Time: 9:00 - 10:00 a.m.**  
**Room: Marriott 5**

Track Keynote  
 Tuesday, October 18, 2016  
 Beginners and Advanced

**Creating and Assessing Campus Climates that Encourage Civic Learning and Engagement**

Campus climate is fundamental to supporting student civic learning. This session will focus on specific ways institutional leaders can create and assess those campus climates that encourage civic learning and engagement. We will use data from the Personal and Social Responsibility Inventory (PSRI), an ongoing climate assessment project used by over 40 institutions, to examine what we know about these relationships. The PSRI is a comprehensive assessment of five dimensions of civic learning and engagement; research from the PSRI has demonstrated connections between campus climates, students' engagement with civic activities, and outcomes such as openness to diversity, mental health and wellness, and student participation in service learning.

**Robert D. Reason, Iowa State University**

**Track: 09B (FD)**  
**Time: 9:00 - 10:00 a.m.**  
 Room: Marriott 6

Track Keynote  
 Tuesday, October 18, 2016  
 Beginners and Advanced

**What Can We Learn About Faculty Development? Prizes and Surprises**

Poorly focused assessment endangers faculty development by relying on participant satisfaction rather than impact on teaching and learning. Therefore, faculty development programs are vulnerable at a time of budget cuts. The challenge of assessing faculty development effects on teaching and learning lies in choosing methods that answer the question but do not limit the scope of the research. Results show it is possible to document changes in faculty practice and improvements in student learning. A wide range of methods further reveals surprising sites for faculty development and their broad effects on teaching and learning.

**Bill Condon, Washington State University - Pullman; and Carol Rutz, Carleton College**



**Track: 09C (GR)**  
**Time: 9:00 - 10:00 a.m.**  
**Room: Marriott 7-10**

Track Keynote  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Assessments and Adjuncts: What They Don't Know About Assessment and Why. How to Close the Gap**

Higher education more generally, and graduate programs in particular, are increasingly relying on adjuncts to fill teaching roles. Simultaneously, the importance of assessment is also growing as programs are called upon to demonstrate the achievement of student learning. The convergence of these two trends means it is incumbent upon program directors and other administrators to see that adjuncts are appropriately educated about and involved in assessment practices. This presentation describes original research examining adjuncts' and administrators' perspectives as to the adequacy of preparation adjuncts receive in assessment processes, as well as emergent best practices being implemented to encourage this involvement.

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

**Track: 09D (SA)**  
**Time: 9:00 - 10:00 a.m.**  
**Room: Indiana Ballroom E**

Track Keynote  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Academic and Student Affairs Sides of the House: Can We Have an Open Concept Learning Design?**

Student affairs administrators and academic affairs administrators frequently talk about being in different "sides of the house" at the institution. At times, that promotes silos, lack of communication, and duplication of efforts to the detriment of student experiences. Rather than looking at curricular and co-curricular learning and assessment being separate areas of an institution, we should look at student learning and assessment as the center of the structure with plenty of room to move and see spaces. That would allow all of us to contribute to the strong foundation for persistence, create a cohesive learning experience, and prepare students for a life of learning and success.

**Darby M. Roberts, Texas A&M University**

**Track: 09E (AM)**  
**Time: 9:00 - 10:00 a.m.**  
**Room: Indiana Ballroom F**

Concurrent Session  
 Tuesday, October 18, 2016  
 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**

10:15 – 11:15 a.m.

SPONSOR PRESENTATIONS  
(See page 83 for details)

## CONCURRENT SESSIONS

### Track: 10A (SA)

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

Room: Marriott 1 &amp; 2

Concurrent Session

Tuesday, October 18, 2016

Beginners and Advanced

### Alignment Matters: Connecting Outcomes, Objectives, Services, and Measures

To maximize the understanding of how programs and services operationalize university mission and values, alignment should exist between outcomes, in relation to services, and throughout university levels. Within departments, clear relationships should exist between learning outcomes, program outcomes, services, and assessment measures. Participants will be provided an overview of possibilities for mapping and alignment, as well as details of the mapping process. A panel of assessment coordinators and department leaders will share institutional experiences and provide insight from lessons learned, particularly from a student affairs perspective. Ample time will be allotted for guided panel and participant interaction.

**Joseph D. Levy, University of Phoenix; Marissa Cope, Saint Louis University; Sandra Mahoney, University of the Pacific; and Regina M. Warfel, Ohio University**

### Track: 10B (AM)

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

Room: Marriott 3

Concurrent Session

Tuesday, October 18, 2016

Beginners and Advanced

### An Assessment Fellow Program: Ambassadors of a High Performance Culture

The Assessment Fellows Program at Bergen Community College provides a systematic approach for college faculty and professional staff to assume leadership in college-wide assessment as well as a unique opportunity to ensure quality of assessment plans for the institution. Through their work as ambassadors for institutional effectiveness, the fellows support a high-performance culture.

This session will describe the role of the assessment fellow, why an assessment fellows program is an essential component of a high-achieving institution, what our program's strengths and weaknesses are, and advice to other institutions that are considering an assessment fellows program.

**Gail Fernandez, Joanna Campbell, Jill Rivera, and Amarjit Kaur, Bergen Community College**

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

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Improve Your U: Institution-Wide Approach to Continuous Improvement**

Do you value institutional quality? Have you struggled to implement a system that uses assessment results for improvement? This session will describe a comprehensive and institution-wide approach to continuous improvement and quality enhancement. Participants will learn one way to demonstrate and verify improvement for units and educational programs across the institution, and will be invited to engage in activities and dialogue about implementing this system at their own institution.

**Jen Wells and Kevin Gwaltney, Kennesaw State University**

**Track: I0D (AC)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Santa Fe**

Shared Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Resource Allocation Strategy that Connect Academic Assessment with Institutional Planning and Budget Process**

Across academic and non-academic units, faculty and staff are struggling with writing assessment reports that may receive limited or no attention. On the other hand, school administrators confront an array of challenges to gather useful information for decision making. How to build a bridge between these two? This presentation will introduce an efficient and effective assessment and reporting process that leads to sustainable resource allocation at program, division, and institutional levels. Different strategies will be introduced and risks will be discussed to help faculty and school administrators transfer the academic initiatives to realistic actions.

**Wenjun Chi, Saint Joseph's University**

### **Examining Student Learning Outcomes Assessment as an Organizational Routine: A Comparative Perspective from Business Programs**

This paper comparatively analyzes business education programs and accreditation agencies based on documents provided by their websites, with an emphasis on student learning outcomes (SLOs) assessment as an organizational routine designed to meet quality assurance requirements. This study follows a qualitative document analysis approach relying on thematic analysis. Formalization, centralization, complexity, resources, and aim were the main aspects influencing the accreditation processes in the institutions analyzed. The need for resources to assess student learning outcomes revealed in this study is critical for QA practitioners and higher education leaders.

**Antigoni Papadimitriou, John Hopkins University**

**Track: I0E (GR)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Lincoln**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Getting to the COAR of Dental Education**

At the Temple University Kornberg School of Dentistry, we recently instituted a new process for the assessment of academic departments. The COAR (Continuous Outcomes Assessment Report) integrates data from students, alumni, internal and external exams, feedback from graduate program directors at outside institutions, and faculty self-assessments. This presentation will detail the COAR's development at the dental school, the challenges with its implementation, and the curricular changes that have come about as a result of its usage. Discussions will explore the possibilities for development of a similar process at attendees' institutions.

**John V. Moore, III, Temple University Kornberg School of Dentistry**

**Track: I0F (CE)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Florida & Illinois**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Community Engagement Plans: Assessing Engagement Across the Institution**

How can we begin to assess the community engagement efforts taking place at every school, college, and administrative office across a large institution of higher education? In 2015, the University of Louisville initiated work with all academic and administrative units in the development of community engagement plans. The effort marks the beginning of an annual process for assessing community engagement at the unit-level through the measurement of annual performance targets. The ability to develop performance targets is made possible in large part by the annual partnership project data collection effort, where units report annually on current community engagement partnership projects.

**Pat Smith and Henry Cunningham, University of Louisville**

**Track: I0G (GL)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Michigan & Texas**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Non-Traditional Approaches to EdTech Enterprise Program Evaluation**

In this presentation, examples will be taken from a larger project focusing on establishing evaluative practice within the arena of EdTech enterprise, where cooperation and communication between the academic and the corporate is paramount, to demonstrate the potential benefits of approaching program assessment through non-traditional theoretical lenses. Specifically, the presentation will focus on the adoption of a pedagogical theoretical lens (Vygotskyan-derived Activity Theory) as the theoretical grounding for exploration in program evaluation looking at various aspects of an EdTech endeavor providing fully online learning services to the Latin American market.

**Mary Elizabeth Hayes, Open English**

**Track: I0H (HI)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Indiana Ballroom A, B, C, & D**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Using NSSE Results to Inform Campus Plans to Expand High-Impact Practices and Assess Impact**

Many campuses are planning to increase students' participation in high-impact practices. This session will explore how National Survey of Student Engagement (NSSE) institutional reports and annual results can be used to inform institutional efforts to plan, design and assess HIPs, and will include considerations regarding entering students' expectations for HIPs, differences in participation by student characteristics, and patterns of participation by major. Working through a case study, we will discuss how NSSE results can inform campus design and evaluation of HIPs.

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

**Track: I0I (NI)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Indiana Ballroom E**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners

### **Involving Students and Their Perspectives: A Student Panel Discussion**

Assessment is something that is done with students not to students. Too often in assessment practice, the perspective, past experience, and knowledge of the student are not considered in the review, interpretation, and use of evidence of student learning. This student panel will touch on bridging the divide between the practice of assessment on the part of faculty and administrators and the lived experience of assessment on the part of students. How do the students express what they are learning? Do they know their student learning outcomes? Do they think their general education courses fit with their major? Do they see themselves involved with the assessment process? What are their thoughts on improving student learning?

**Emily Teitelbaum, National Institute for Learning Outcomes Assessment (NILOA); Theopolies Moton, III, University of Illinois at Urbana-Champaign; and Kaitlin Pennington, McKendree University**

**Track: I0J (EP)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Indiana Ballroom F**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Longitudinal ePortfolio for Professional Development and Programmatic Outcomes Assessment**

E-portfolio is an innovative assessment approach particularly useful in capturing student development and growth over time. We developed a longitudinal e-portfolio (Digitation platform) consisting of four sections: Personalized Education/Differentiated Learning, Learning Outcome Achievement, Career Development, and Professionalism. Students entering the pharmacy program are paired up with a faculty advisor for the duration of the program. A template has been developed to require students to maintain and submit a portfolio each semester of didactic and experiential education. Faculty development regarding portfolio advising is ongoing. The audience will be engaged in discussing key elements for success and challenges for longitudinal portfolio development, implementation, and evaluation.

**Michael J. Gonyeau, Margarita DiVall, and Alexa Carlson, Northeastern University**

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

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Where is the Evidence? Assessing the Impact of Faculty Development Activities**

An era of tough fiscal times calls for increased institutional accountability. Reports of satisfaction with faculty development workshops and programs no longer stand alone as proof that this work matters, nor do they answer questions about the value that faculty development adds to the institution. During this session, participants will explore how to use and collect evidence about faculty development to demonstrate the impact of our work. Attendees will review and evaluate current scholarship and draft an evaluation plan that could be used across programs. Participants also will leave with ideas and resources to advance the scholarship of faculty development at their own institution and in the field more broadly.

**Krista Hoffmann-Longtin, IUPUI**

**Track: IIA (SA)**  
**Time: 11:30 a.m. - 12:30 p.m.**  
**Room: Marriott 1 & 2**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Co-Curricular Engagement Through the Lens of Key Performance Indicators (KPIs) for New Freshmen**

This presentation will demonstrate a cross-divisional strategy used at Northern Kentucky University utilizing key performance indicators (KPIs) to measure the impact of co-curricular participation by first-time, full-time students. The presentation will show what kinds of academic performance information was provided to the directors of these co-curricular programs. The presenter will also discuss some of the limitations in the use of KPI data for co-curricular program evaluation and what the next phase of co-curricular assessment will look to include. A methodology for viewing engagement by pre-college measures will also be shared. A strategy for building a comprehensive and holistic view of co-curricular engagement that utilizes student programming, student organizations, and event attendance data will also be presented.

**Shawn J. Rainey, Northern Kentucky University**

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

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Developing and Refining an Instrument to Measure Assessment System Maturity**

Assessment, accountability, and technological advances in higher education enable opportunities for more complex and robust assessment systems, resulting in a need to define and measure assessment system maturity. Based on models from other disciplines, the presenters have developed the Assessment System Maturity Matrix (ASMM) to address the comprehensiveness and detail needed to fully evaluate assessment system maturity in higher education. The presentation addresses how individual institutions can use ASMM for self-study to improve assessment practices while balancing increased internal and external assessment expectations. Through discussion and group activities, participants will identify and apply assessment maturity system concepts and indicators.

**Royce Robertson, Le Moyne College; and Martha J. Larkin, Walden University**

**Track: IIC (AC)**  
**Time: 11:30 a.m. - 12:30 p.m.**  
**Room: Marriott 4**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Building Bridges: Implementing and Integrating QEP Assessments on Your Campus**

The point of this session is to provide attendees with insight and guidance on implementing and integrating an assessment approach for a Quality Enhancement Plan (QEP) across a large, complex and diverse campus population. The University of Louisville's QEP team worked with academic units, university committees, and other campus partners in creating assessment touchpoints that speak to student learning outcomes as they relate to critical thinking. These efforts culminated in the creation of a two-year assessment plan focused on articulating and enhancing the level of critical thinking integration within each undergraduate program.

**Il Young Barrow, University of Louisville**

**Track:** IID (MJ)  
**Time:** 11:30 a.m. - 12:30 p.m.  
**Room:** Marriott 7 & 8

Shared Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Act Two: Moving Beyond Case Studies Toward A Multidisciplinary Assessment of Learning in the Arts**

Assessment of learning in higher education increasingly requires demonstration of quality and effectiveness, yet research and documentation of processes, tools, and approaches to the assessment of learning across multiple disciplines in the arts is not easily located. This session will provide an overview of national data collected about the assessment procedures and practices employed by music, dance, theater, and art and design bachelor's programs. In addition, participants will be presented with data snapshots of each discipline for comparison and to promote discussion. Small group discussion and elicitation of audience experiences will be used to facilitate discussion and exploration of assessment.

**C. Casey Ozaki, Deborah L. Worley, Emily J. Cherry, and Andre Kehn, University of North Dakota**

### **Quantitative Assessment for Qualitative Practices; Creating Effective Rubrics, and Assessment Practices for Studio-Based Courses**

All assessment begins with outcomes. The difficulty is in effectively measuring these outcomes for creative, studio-based courses. This session will illustrate how a general design rubric can bring quantitative value to qualitative assessment. Performance task assessment for aesthetic and creative practices should be both norm-referenced and criterion-referenced. The key is in breaking down the outcomes into clear and measurable language for the rubric. Examples of rubric values and how they were calculated based on each level of competency will be given. The use of rubrics to clarify, as well as ease the process of grading, will also be examined.

**Dana Scott, Philadelphia University**



**Track: IIE (UT)**  
**Time: 11:30 a.m. - 12:30 p.m.**  
**Room: Marriott 9 & 10**

Shared Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Simplifying Student Learning Assessment Reporting**

This session will introduce participants to Georgia State University's Student Learning Outcomes Assessment Portal (SLOAP). SLOAP was developed to simplify the process of preparing, submitting, accessing, and archiving the roughly 200 annual student learning assessment reports prepared for educational programs and the core curriculum. SLOAP also serves as a platform for evaluating those reports and the underlying assessment practices. As a result, it facilitates the process of providing constructive feedback to the respective programs that can be used to improve their assessment practices and, ultimately, to enable them to undertake informed program changes that promote student learning.

**John S. Duffield and Patricia Gregg, Georgia State University**

### **Leveraging Formative Feedback: A Dynamic, Formative Assessment Resource for Course Improvement and Measurement of Learning Outcomes**

Student learning, student success, and delivery of learning outcomes are central to the assessment process. Developing learning outcomes that align with programmatic outcomes are essential to articulating what students are able to connect with the curriculum, and what knowledge and skills can be expected in the program, school, and institution. As accountability becomes more important within higher education, developing a way to measure these critical outcomes in a more dynamic manner is a priority. This session will use formative feedback to assess course/lesson outcomes, perceived learning, and multicultural intermediary and as a foundation for discussing student learning and course level assessment.

**Krisy Mahome, Indiana University**

**Track: IIF (GE)**  
**Time: 11:30 a.m. - 12:30 p.m.**  
**Room: Santa Fe**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Assessment, Campus-Wide Engagement and Change**

Moving from "my work to our work" is central to fostering the kinds of integrative learning and problem-based inquiry that cross boundaries (general education and majors, academic and student affairs, campus and community) and prepare students for tackling today's "wicked problems." Working in tandem, LaGuardia and Guttman Community Colleges (CUNY) have developed an Integrative Assessment Framework to build student, faculty and institutional learning. This framework intentionally connects classroom practice with broad, integrative assessment with a goal of college-wide change. In this session, we will examine this framework together and consider effective strategies for broad engagement and campus transformation.

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

**Track: IIG (GR)**  
**Time: 11:30 a.m. - 12:30 p.m.**  
**Room: Lincoln**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Assessing Graduate Student Transitions**

This session will focus on assessing graduate students as they transition to their choice careers.  
**NaShara Mitchell, Butler University**

**Track: IIH (CE)**  
**Time: 11:30 a.m. - 12:30 p.m.**  
**Room: Florida & Illinois**

Concurrent Session  
 Tuesday, October 18, 2016  
 Advanced

### **Beyond Accountability: Assessment as a Dialogue Toward Transformation and Meaningful Change in Higher Education**

Higher education is in a time of transitions. We are hit by many sides – economic forces, legislative mandates, accreditation requirements, under-prepared students, uninformed boards, and faculty frustrations. What can we do as assessment professionals? We can stick our heads in the sand or we can use our roles as change agents to make a real difference. This session will identify methods and theories of change and how we can use these to make meaningful transformations on our campuses.  
**Catherine M. Wehlburg, Texas Christian University**

**Track: III (GL)**  
**Time: 11:30 a.m. - 12:30 p.m.**  
**Room: Michigan & Texas**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **First-Year International Student Transitions: Educating for a Global Future**

The challenges for international students arriving in the United States to attend college can be monumental. In addition to the academic challenges, international students often face a variety of issues associated with living in another country. To ease the transition of international students entering IUPUI, a partnership was formed years ago between the Office of International Affairs (OIA) and University College to create international sections to the existing IUPUI Summer Bridge Program. This presentation will focus on the assessment of program outcomes and experiences of international students in the IUPUI Summer Bridge program along with short-and long-term actions.  
**Sarah Baker, IUPUI**

**Track: I IJ (HI)**  
**Time: 11:30 a.m. - 12:30 p.m.**  
**Room: Indiana Ballroom A, B, C, & D**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Measuring the Impacts of High-Impact Practices on Student Success**

We describe an innovative institutional assessment framework for assessing the impact of student participation in high-impact educational practices (service-learning and a community-engagement themed living learning program) across three categories: inclusive excellence, degree completion, and quality of learning. The framework provides data that can guide program improvement and answer research questions.

**Scott Oates, Lynn Pelco, Erin-Marie Brown, James Gahagan, Janice Baab, and Christopher Rillstone, Virginia Commonwealth University**

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

Concurrent Session  
 Tuesday, October 18, 2016  
 Advanced

### **Future Directions of Assessment: Movement on the Field**

This presentation explores three shifts in the field of assessment toward more cross-cutting, integrative initiatives and projects. Efforts to document student learning through co-curricular transcripts and active integration of academic affairs and student affairs will be discussed, followed by an overview of the importance of transparent communication to various audiences of our current initiatives and ongoing assessment activities. The presentation will conclude with an overview of what NILOA has been learning from institutions through the work of tracking and mapping involvement with the Degree Qualifications Profile.

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

**Track:** IIL (EP)  
**Time:** 11:30 a.m. - 12:30 p.m.  
**Room:** Indiana Ballroom F

Shared Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **French Program and SLO Assessment with ePortfolio**

The Program in French at IUPUI has recently undergone curricular changes that called for a systematic review of our Student Learning Outcomes and assessment of those outcomes in conjunction with an assessment of Program effectiveness with respect to national standards and the campus Strategic Plan. Milestones were determined for points in the career where assessments are to be evaluated according to defined course artifacts uploaded to ePortfolios and their related rubrics mapping performance and evaluation to stated learning outcomes. The process and resultant DRF framework created for this project will be presented in the context of the implementation plan.

**Kathryn M. Lauten, IUPUI**

### **Integrative Learning Assessed in a Science Capstone ePortfolio**

An e-Portfolio can be used both as a process to reflect and a briefcase to collect artifacts of learning. In a capstone independent research course for Psychology and Neuroscience majors, an ePortfolio can showcase integrative learning that includes artifacts from a student's presentation and research and incorporates how the major and capstone fit with future career plans. Participants in this session will gain practical knowledge of challenges and successes in implementing and assessing integrative learning in a capstone course using an e-portfolio via the Integrative Learning Value Rubric.

**Cynthia Clark Williams, IUPUI**

**Track:** IIM (FD)  
**Time:** 11:30 a.m. - 12:30 p.m.  
**Room:** Indiana Ballroom G

Shared Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Building Community Through the Assessment Process**

The Edgewood College Doctoral (Ed.D.) program that is focused on higher education leadership, replaced a compressive exam with a reflective process that is used for program assessment and faculty development. The program assessment is based on guided student reflections completed at the beginning, middle, and end of their content coursework. Qualitative analyses began in 2012 and continues today. We conducted the analyses, shared results, and held crucial conversations with doctoral faculty, adjunct faculty, and students. Results are being used by faculty to revise curriculum, syllabi, and learning outcomes and to engage in robust conversations among adjunct faculty in various locations.

**M. J. Best and Suzanne Otte, Edgewood College**

**We Are All In This Together: Creating Faculty and Staff Development Opportunities**

A collaborative approach to faculty/staff development became a transformational process at St. John Fisher College — one that recognizes that faculty and staff are the fabric of the campus community and its quality is not determined by the individual threads but by how well the warp and weft are woven together. Sharing professional development experiences allowed all members of the campus community to be valued and feel valued. The presenters will describe important elements to consider when creating professional development opportunities and provide templates to facilitate similar programs at session participants' institutions.

**Caroline A. Critchlow, Cathy S. Sweet, and Lori A. Hollenbeck, St. John Fisher College**

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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 18, 2016  
 Beginners and Advanced

### **A Real Life Example of Communicating and Using Assessment Results in Student Affairs!**

The University of Kansas (KU) division of Student Affairs has a robust and meaningful assessment practice linked to the institution's strategic plan and equally focused on student learning and development. In this session, we will explain descriptions of the structure of our assessment plan and processes, who is involved, their responsibilities, and the tools and resources used to coordinate, measure, capture, and act on results. Most importantly, we will share how we communicate our results to the campus and community and use that information for change.

**Kevin W. Joseph, The University of Kansas; and Shannon LaCount, Campus Labs**

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

Shared Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Innovative Integration of Academic and Student Affairs: Fulfilling the Promise**

Innovating integration of academic and student affairs at colleges and universities has been shown to enhance deep and active learning of students. Two liberal arts colleges in Georgia, each possessing a unique academic profile, have developed collaborative programs that have truly reached the stage of integration. Emory University's Oxford College and Georgia Gwinnett College enjoy remarkable levels of student persistence and for two clear reasons: innovative design and clear assessment. While their programs are different, their focus on good assessment runs through each institution's efforts to work collaboratively and to measure student learning.

**Jo K. Galle and Jill B. Fatzinger, Georgia Gwinnett College; and Jeffery W. Galle, Emory University**

### **Creating a Culture of Assessment**

Establishing a culture of assessment and making data-driven improvements in the residential learning environment is more critical than ever. Student learning can only be improved if assessment becomes part of the fabric of the department rather than the sole responsibility of an individual or committee. In this session, participants will be provided with an overview of learning outcomes for assessment purposes with particular attention to a student affairs/services lens, and strategies to create a culture of assessment for long-term success of assessing student learning.

**Christina E. King and Ivett Z. Tweedy, University of Delaware**

**Track: I2C (AC)**  
**Time: 2:00 - 3:00 p.m.**  
**Room: Marriott 4**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Institutional Assessment of a Campus Public Affairs Mission: A Quality Initiative Project**

How do you directly assess thousands of student writing samples for a Quality Initiative Project? How do you assess public affairs learning outcomes for a university? And, how do you make this process meaningful without creating more work for faculty, staff, and students? This presentation will focus on a Quality Initiative Project that assessed student learning outcomes of the institution's statewide mission in public affairs. The presenters will share the story of the work--from proposal, development of the rubric, four-day faculty workshops, to post-QIP — an annual comprehensive assessment of student learning in public affairs.

**Keri R. Franklin, Rachele L. Darabi, Mark A. Woolsey, and Angela Young, Missouri State University**

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

Shared Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Lessons Learned: Graduate Student Assessment in Organizational Leadership**

While the topic of undergraduate level assessment has become increasingly popular, many educators have far less experience collecting and evaluating data that result from graduate level student assessment. To date, Lewis University's Master of Arts in Organizational Leadership program has completed multiple cycles of assessment, focusing on specific program-level learning outcomes and students' ability to demonstrate mastery of learning from the program. This presentation will focus on what steps have been taken, including identifying a measurement/assignment for assessment, outcomes of the assessment process and lessons learned along the way. As a result of the process, Organizational Leadership faculty have benefited by rich internal department dialog about assignments and teaching styles and have created a stronger 'student focus' throughout the curriculum.

**Michael Cherry and Lesley Page, Lewis University**

### **A Correlative Study of Student Understanding and Attitude in the Natural Sciences**

In 2015, Harold Washington College assessed the college's general education goal of understanding the Natural Sciences. Over 10% of the college body was assessed and their scores on the assessment were compared with their attitudes toward the sciences as well as their course history. Using statistical and analytic techniques, several strong correlations were discovered and explored. The results of these techniques, the committee's interpretations of the findings, and suggestions for improving student learning will be shared.

**Phillip Vargas, Sarah Kakumanu, Carrie Nepstad, Harold Washington College**

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

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Navigating Curricular Improvement Through Continuous Student Assessment Data Analysis and Quality Improvement**

Analyzing student assessment data in higher education, specifically undergraduate medical education, is generally acknowledged as a necessity in assessing student knowledge, yet there seems to be a general lack of understanding of its true potential, benefits, and risks. Used correctly and efficiently, delving deeper into student assessment performance can foster student and instructor self-awareness (David and Macfarlane-Dick, 2006). Students become more self-aware of their learning process while instructors metacognitively assess their instructional pedagogy. This presentation addresses the idea that utilizing computer-based examination software to breakdown student performance in medical education courses in an efficient way will promote increased student learning outcomes.

**Dan Thompson and Brandy Close, Oklahoma State University Center for Health Sciences**

**Track: I2F (GE/CE)**  
**Time: 2:00 - 3:00 p.m.**  
**Room: Santa Fe**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **What Is a Good Citizen? Critical Analysis and Corroboration of a Citizenship Core Competency**

At Southwestern Illinois College, surveys to assess the civic and social accountability aspect of a Citizenship core competency consistently showed deficiencies in the areas of voter participation and community involvement. A separate informal survey of students was conducted, consisting of a single question: what is a good citizen? The results of the survey were carefully analyzed and compared to the core competency as defined by the committee. The comparison showed that even though different terminology was used, the characteristics that define civic and social accountability were consistent between faculty and students.

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

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

Concurrent Session  
 Tuesday, October 17, 2016  
 Beginners and Advanced

### **Graduate and Professional Education Track Open Forum**

This session will be dedicated to addressing any topics attendees wish to discuss further as a result and at the conclusion of the conference. Opportunity will be given to problem solve in small groups if warranted with intent to culminate in building interinstitutional relationships that will continue to follow issues or solutions post conference.

**NaShara Mitchell, Butler University**



**Track: I2H (CE)**  
**Time: 2:00 - 3:00 p.m.**  
**Room: Florida & Illinois**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **The Value of Inter-Institutional Assessment**

Countless campuses across the country aim to foster students' learning and development through episodic, community-based learning experiences. Is it possible for campuses who each host a nationally celebrated Day of Service, to not only identify shared learning outcomes, but also shared activities to foster that learning and development? This session presents a panel discussion of how five institutions from across Central Indiana worked together to develop assessment strategies to further understand episodic volunteering and student learning. Participants will discuss how to ensure that episodic volunteer opportunities foster learning and examine specific activities for achieving learning outcomes.  
**Anne Weiss, IUPUI**

**Track: I2I (GL)**  
**Time: 2:00 - 3:00 p.m.**  
**Room: Michigan & Texas**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Assessing Global ICT Service Learning Projects**

Technology Consulting in the Global Community is an intensive summer service-learning experience pairing university students with international project partners in information and communication technology (ICT) projects. Students work on-site at their partners' global locations, typically in underserved locations. Given the risks and costs inherent in ICT projects, careful assessment of all aspects of the program is essential. Yet, clarification of overall program objectives and supporting assessment has been an on-going concern. Participants will see and critique sample assessment methods.

**Randy S. Weinberg and Joseph Mertz, Carnegie Mellon University**

**Track: I2J (HI)**  
**Time: 2:00 - 3:00 p.m.**  
**Room: Indiana Ballroom A, B, C, & D**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Developing and Using Taxonomies: Becoming More HIP**

A taxonomy is a useful tool to describe program characteristics and to articulate differences in the intensity of program design. In addition, taxonomies can be used in faculty & staff development to support the implementation of high impact practices. At the campus level, taxonomies are a means to support shared understanding of good practice and program fidelity. In addition, such a classification can support assessment and research to better understand what dimensions of high-impact practice may lead to specific student learning outcomes. This session describes three different approaches taken at Indiana University-Purdue University Indianapolis to develop taxonomies for three types of high-impact practices: Themed Learning Communities, Internships, and Service-Learning courses. Attendees will have the opportunity to consider the benefits of working collectively with others to engage in a similar process on their own campus.

**Amy Powell, Julie Hatcher, and Matthew Rust, IUPUI**

**Track:** I2K (NI)  
**Time:** 2:00 - 3:00 p.m.  
**Room:** Indiana Ballroom E

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners

### **Engaging Faculty: A Disciplinary View**

Pulling from lessons learned in the American Historical Association learning outcomes development project, which utilized Tuning processes, this panel discusses ways to meaningfully engage faculty in conversations of student learning. Building from the recent articles in the Journal of American History, the panel explores professional learning communities, their impact on local practice, and reflects on the shift to greater disciplinary involvement in teaching and learning.

**Daniel McInerney, Utah State University; Julia Brookins and Jim Grossman, American Historical Association**

**Track:** I2L (EP)  
**Time:** 2:00 - 3:00 p.m.  
**Room:** Indiana Ballroom F

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Portfolio Assessment of Behavioral Competences at the Northwestern University Feinberg School of Medicine**

This session will describe the use of an electronic portfolio assessment system to measure behavioral competencies in medical students at the Northwestern University Feinberg School of Medicine. Our system is designed to measure behaviors such as communication, professionalism and teamwork by utilizing multiple assessments from a wide range of contexts. The portfolio provides a systematic way to organize these assessments. We also assess students' ability to review these data, reflect on their progress and plan for improvement through the portfolio. Participants will be encouraged to explore how this systematic approach to competency assessment could be adapted at their own institutions.

**Celia Laird O'Brien and Marianne M. Green, Northwestern University Feinberg School of Medicine**

**Track: I2M (FD)**  
**Time: 2:00 - 3:00 p.m.**  
**Room: Indiana Ballroom G**

Shared Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Faculty Use of Rubrics: An Examination Across Multiple Institutions**

Assessment professionals identify rubrics as key tools in measuring student learning; however, the field of higher education lacks a clear picture of how much faculty use these tools as well as the ways rubrics are developed and used. For assessment professionals and faculty who work to improve undergraduate education, better understanding rubric development and use should enhance their ability to assist faculty members and ultimately improve teaching and learning on campuses. Relying on data from the Faculty Survey of Student Engagement (FSSE), we will describe rubric implementation and development across over 20 institutions and discuss the implications of our findings.

**Thomas F. Nelson Laird, John Zilvinskis, and Polly A. Graham, Indiana University**

### **Assignment Prompt Analysis – Insights for Teaching and Assessing Critical Thinking**

As assessment in higher education moves toward course-embedded models, the focus on well-constructed assignment prompts has moved center-stage. This paper focuses on insights we gained from a sustained, multidisciplinary approach to faculty development in assignment design focused on critical thinking (CT). Faculty reported that students could not make the “leap” or “jump” in thinking critically. They described it as a “black box”. Through examination of assignment prompts and rubrics that faculty created, we attempted to find clues to open the black box. Findings are insightful for assessment of CT and faculty development in assignment and rubric creation.

**Mark C. Nicholas and Emma K. Atwood, Framingham State University; and Barbara Storandt, ALTA Solutions Group, LLC**

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

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Leadership Coaching for Students: Successfully Adapting and Assessing Leadership Coaching to the College Population**

Learn how to adapt core principles of Leadership Coaching to the college student population and gain effective strategies to assess it. Presenters at a large, public university will introduce Leadership Coaching and discuss all phases of assessment, from its design to closing the loop. We'll address how involving students in the development process can enhance program quality. Participants will receive a variety of sample assessments and other valuable resources to aid in Leadership Coaching development from the ground up. Check-in points will be incorporated throughout the session, providing opportunities to note specific methods that apply directly to your own practice.

**Regina Marie Warfel, Kathleen Vandervaart, and Erik May, Ohio University**

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

Shared Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Administrative Unit Assessment: A Campus-Wide Approach**

In preparation for our 2015 Higher Learning Commission visit, we participated in a Pathways Continuous Quality Improvement Project to re-imagine and re-institute academic program review. As the Accreditation Steering Committee revitalized this process, it felt strongly that regular assessment for administrative units was also needed. Some Vice Presidents required annual reports of major units within their area, but there was no standard assessment of all administrative units which was shared in any campus-wide method. This process was developed across two years, and our second large group of units is starting. A discussion of successes and challenges will be included.

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

### **Reflections About Program Review**

We know that university assessment is richer when faculty participation is threaded throughout the process and not just limited to the classroom. However, when a university community works together to answer the question “Are our students learning?” it can be more productive in finding areas of improvement and ensuring the quality of degrees and programs. This community effort is the model for program review at American Public University System (APUS). Learn how the Assessment Team at an online university assists a triennial, comprehensive program review process. Discussion with the audience will be encouraged to share ideas, pitfalls, and successes.

**Angela Becher, American Public University System**

**Track: I3C (AC)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Marriott 4**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Engaging Student Voice in Institutional Assessment: Launching A Student Assessment Scholars Program**

The conversation around engaging students as partners in teaching and learning is becoming more central and aligned with discussions around assessment as seen through the Higher Education Academy's (HEA) Framework for Partnership in Learning and Teaching. But, what does that look like in an institution? The Student Assessment Scholars program is an innovative collaboration between Academic and Student Affairs that seeks to bring students into the center of teaching, learning, and assessment and creates space and opportunity for students to speak into institutional assessment practices that impact their learning environment.

**Rebecca Hong and Kevin Grant, Biola University**

**Track: I3D (MJ)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Marriott 7 & 8**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **How to Save a Job and Develop Personnel Potential Using Assessment Data**

The purpose of this session is to demonstrate the merits of using mixed-methods approaches when analyzing assessment data in today's academic assessment culture and feedback process. Examples of data from actual faculty course evaluations as well as from dashboard learning analytics in statistics courses are utilized in this highly interactive session. Attendees will examine simple raw data and develop their own (private or shared) recommendations from it, prior to comparing it to the presenter's own — of which the latter not only saved a job, but also increased personnel potential.

**Dane C. Joseph, George Fox University**

**Track: I3E (GE)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Santa Fe**

Shared Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Pilot Information Literacy Skills Assessments for General Education Courses**

Librarians and faculty members collaborated and implemented two pilot information literacy assessments in general education courses making use of an innovative information literacy inventory. This session will focus on how librarians and faculty members worked together to plan for the library instruction sessions, implement the large-scale student surveys, and analyze the data to measure the student information literacy skills. The assessment methods and challenges will also be discussed.

**Yan He, Polly Boruff-Jones, Paul Cook, and Chris Darr, Indiana University Kokomo**

### **When Good Intentions Go Astray: How to Rebuild an Assessment Plan for a General Education Curriculum**

In the semester following the implementation of a new core curriculum, concerns regarding the assessment plan of the new curriculum began to surface. A subsequent review of the existing plans revealed that there were actually 200 separate plans without a central organization. This presentation covers how one institution was able to quickly redevelop and implement an assessment plan to have actionable data in less than a year; all in advance of an accreditation visit. Topics and themes covered include: identifying assessment needs, assembling an effective team, maximizing existing resources, gaining faculty buy-in, and the lessons learned along the way.

**Gregory Johnson and Mary Hallock-Morris, University of Southern Indiana**

**Track: I3F (GL)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Michigan & Texas**

Shared Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Assessing Significance and Implications of Intercultural Competence from the Perspectives of Students and Employers**

In an era of global interconnections and interdependencies, intercultural competence has become more imperative for students to develop (Musil, 2007). An increasing number of educational institutions are seeking ways to cultivate “global-ready students” who are able to relate to and interact with people from different cultural and ethnic backgrounds both domestically and overseas (Spitzberg & Changnon, 2009). This study conducted surveys to gather views of college students and employers regarding how intercultural competence affects success of career development and how it can be fostered. This study is guided by a conceptual framework of intercultural competence developed by Deardorff (2008).

**Yao-Yi Fu and Amy Vaughan, IUPUI**

### **Assessing the Classroom Learning Experiences of International Students at a Small Private Liberal Arts College**

In the last two decades, the number of international students enrolled at colleges and universities in the United States has continued to grow despite many visa restrictions. It is increasingly important for the sustainability of American higher education to enroll and retain international students on their campuses. The two most fundamental objectives in retaining, advising, and teaching international students are: to help them adjust to the demands of their respective academic programs, and to help them achieve academic success. This session will help audience members understand the process of assessing pedagogy for international students from the perspective of the faculty and vis-à-vis delivering on the academic success that is promised by the American higher education institution to this marginalized student population.

**Daniyal Saud, Florida Atlantic University and Larkin College of Pahramcy**

**Track: I3G (HI)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Indiana Ballroom A, B, C, & D**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Creating and Assessing a Learning Ensemble**

This session introduces the concept of the Learning Ensemble as a necessary complement to High Impact Practices such as Learning Communities, First-Year Seminars, and Collaborative Assignments. Strong Learning Ensembles encourage learners to support one another through the learning process and to understand successful learning as a collective goal rather than an individual goal. The session will introduce techniques for cultivating a Learning Ensemble and review strategies for assessing this form of learner interaction and relationship.

**Jonathan P. Rossing, Gonzaga University**

**Track: I3H (NI)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Indiana Ballroom E**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners

### **Updates From the Field: What Have We Learned From the Degree Qualifications Profile?**

The National Institute for Learning Outcomes Assessment (NILOA) has been tracking and mapping use of the Degree Qualifications Profile (DQP) throughout the field of higher education. This session provides an overview of lessons learned from the impact of institutional engagement with the DQP and presents a process by which other institutions may take up the work. Exploring the meaning of a degree in terms of learning, the DQP has served as a lens by which to bring multiple initiatives together; redesign curriculum, integrate learning, and enhance transfer. This session will also provide examples from the field of the impact of the DQP on assessment of student learning as well as possible future directions of the work.

**Natasha Jankowski, National Institute for Learning Outcomes Assessment (NILOA); and Paul Gaston, Kent State University**

**Track: I3I (EP)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Indiana Ballroom F**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Integration of a Capstone Series, ePortfolios, and the LOMification Assessment Process**

Technological advances serve to enhance many facets of the educational system such as storytelling, researching, collaborating, sharing information, and assessing student-learning outcomes. A new program in psychology was developed in order to integrate the above educational facets; a four-series capstone thread, student e-portfolios, and experiential assignments have been embedded into critical courses across the program. The core developers of the psychology program will provide an overview of the program's components along with an assessment rubric for the entire program. Two students will add to the presentation by sharing their e-portfolios and perspectives of the program.

**Theresa A. Veach, David Stefan, James McKillop, and Latorra Killebrew, Indiana Wesleyan University**

**Track: I3J (FD)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Indiana Ballroom G**

Shared Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Discovery and Development: A Hybrid Vision of Faculty Development and Assessment**

In 2015, Butler University participated in the Teagle Institute at Wabash University with the goal to simplify assessment of the core curriculum. The group not only accomplished their goal, but along the way developed a holistic vision of both assessment and faculty development as intricately related aspects of teaching and an elegant model to express the interrelatedness of what the group came to describe as the “discovery phase” and the “development phase” of assessment. In this session the Butler Teagle participants will explain the philosophy behind the model (especially the use of neutral terms to describe it), its interaction with a campus-wide push to simplify university outcomes, the process by which it was refined and shared more widely among faculty and, finally, early results from both the discovery and development phases.

**Elizabeth K. Mix, Amia Foston, Angela Hofstetter, and Janis Crawford, Butler University**

### **A Proposed Model for Leading Assessment in Higher Education**

What is the best approach to developing and sustaining an assessment system that leads to continuous improvement? What do assessment leaders need to know and what skills should they possess to successfully foster assessment to meet today’s challenges in higher education? While there are no easy answers to these reasonable questions, we will offer some insights into what it takes to be successful assessment leaders and how these insights may be applied to other institutions of higher learning.

**Jennifer J. Fager, University of Wisconsin-Eau Claire; Roberta Teahen, Ferris State University; and Diane Nyhammer, Blackhawk Technical College**

**Track: I3K (CE)**  
**Time: 3:15 - 4:15 p.m.**  
**Room: Florida & Illinois**

Concurrent Session  
 Tuesday, October 18, 2016  
 Beginners and Advanced

### **Community Engagement Track Open Forum**

This session will be dedicated to addressing any topics attendees wish to discuss further as a result and at the conclusion of the conference. Opportunity will be given to problem solve in small groups if warranted with intent to culminate in building interinstitutional relationships that will continue to follow issues or solutions post conference.

**Kristin Norris, IUPUI; and Anne Weiss, Indiana Campus Compact**



## SPONSOR PRESENTATIONS

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

### Monday, October 17, 2016

**Track: I4A (ID)**

**Time: 12:30 - 12:50 p.m.**

**Room: Denver**

Sponsor Presentation

Monday, October 17, 2016

Beginners and Advanced

#### **Student Feedback Data: How to Take Action for Institutional Improvement**

Many campuses assess student satisfaction and engagement on a regular basis, incorporating these surveys into their assessment calendars. But once the data are collected, how can you help your leadership use the results to identify what can and should be done differently on your campus? Student feedback data can support student success efforts, accreditation documentation, budgeting, strategic planning, and recruitment activities but only if the data are visible, understood, discussed, and acted upon. This session will provide campus-based examples and suggestions for actively using student feedback data to improve the experience on your campus.

**Julie L. Bryant, Ruffalo Noel Levitz**

**Track: I4B (ID)**

**Time: 1:00 - 1:20 p.m.**

**Room: Denver**

Sponsor Presentation

Monday, October 17, 2016

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 assessment, see how the Campus Labs® platform brings everything together for a holistic solution.

**Shannon LaCount, Campus Labs**

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

Sponsor Presentation  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Using Assessment Data to Ease the Accreditation Process**

The accreditation process can often be arduous and daunting — particularly when institutions are tasked with showing proof of student learning to specific standards and goals set forth by the accrediting body, as well as their own program. While the use of embedded-assessment technologies to collect and aggregate student learning data is not a new practice, what is the best way to use this information to help navigate accreditation reviews and site visits? This session will illustrate ExamSoft's data collection and reporting capabilities, as well as highlight examples of using these tools to help the institution prepare for the accreditation process from the point of view of an undergraduate program.  
**Ed J. Morales, ExamSoft and Sherry Jimenez, Marian University**

**Track: I4D (AM)**  
**Time: 2:15 - 2:35 p.m.**  
**Room: Denver**

Sponsor Presentation  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Using Institution-wide Student Ratings of Instruction as Big-Data to Effectively and Efficiently Guide Faculty Development**

Quality faculty development depends on gathering as much data as possible in order to form a holistic picture of faculty needs. One source of information that can help guide effective faculty development is based on student voice via student ratings of instruction. This presentation will discuss the use of statistical analysis on multi-year data from Student Ratings of Instruction, and will include examination of learning objectives, teaching methods, and other global elements relevant to faculty performance. Holistic analysis of all student feedback data can help faculty development centers produce big-data-driven programming that influence the institution's culture of teaching.  
**Ken Ryalls, IDEA; and Karly Good, GrandView University**

**Track: I4E (AM)**  
**Time: 3:15 - 3:35 p.m.**  
**Room: Denver**

Sponsor Presentation  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Research Findings on Attitudes Toward Engaging in Assessment Practices and the Challenges Surrounding Assessment Terminology**

This summer, Taskstream conducted extensive research into the "state of affairs" of assessment in higher education. Through focus groups, interviews, and an online survey, the research explored perceptions among faculty, institutional leaders, and assessment professionals about the nature and perceived value of assessment, terminology in the field, and technology to support the work. In this session, we will share a preview of some of the findings from our national survey, which received over 1000 complete responses from individuals at institutions of all sizes and types across the country. Specifically, we will discuss attitudes toward engaging in assessment practices, and how assessment terminology can potentially hinder conversations around measuring student learning.

**Courtney Peagler, Matthew Gulliford, and Michelle Curtis, Taskstream**

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

Sponsor Presentation  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Outcomes Transcript: Building Academic Innovation and Renewal Using an Effective Assessment Process**

In higher education, courses and instructors are often functionally siloed and students fail to see the connections between curricular elements. Outcomes-based design and assessment should address this problem but often does not due to a significant disconnect between what students and faculty understand about the significance of student learning outcomes. In an effort to address these issues, a complete assessment management solution approach and software are being designed and implemented to create 'learning outcomes transcripts' which transcend individual courses and educational experiences. By providing developmentally relevant feedback to students in real-time, these transcripts may promote significant student ownership of learning outcomes, creating a stronger sense of purpose and curricular continuity. That, in turn, should promote more effective student learning and academic performance.

**Mustafa Sualp, AEFIS**

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

Sponsor Presentation  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Making the Most of Your NSSE Data**

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

**Bob Gonyea, Indiana University Center for Postsecondary Research**

**Track: I4H (SA)**  
**Time: 5:00 - 5:20 p.m.**  
**Room: Denver**

Sponsor Presentation  
 Monday, October 17, 2016  
 Beginners and Advanced

### **Conquering Course Evaluations with Tk20**

Don't miss this session to hear how Chattahoochee Technical College has streamlined their course evaluation processes and are now collecting feedback from all students, in all sections, every term.

**John C. Parton, Chattahoochee Technical College**

**Tuesday, October 18, 2016**

**Track:** I4I (UT)  
**Time:** 10:15 – 10:35 a.m.  
**Room:** Denver

Sponsor Presentation  
Tuesday, October 18, 2016  
Beginners and Advanced

**Data-Informed Action for Improvement in Outcomes and Performance**

Join us to see how Nuventive's solutions for planning, outcomes assessment, and program review can help you leverage your current investments in BI and information. See how you can view trends with information coming from multiple sources (e.g. SIS, LMS, Survey, comparative analytics, predictive analytics and more), tied to your plans/outcomes where you can document action/progress towards improvement. Need help with data visualization? Hear about new affordable offerings allowing you to join multiple data sets for exploration and discovery utilizing Power BI.

**Stacey Angelo, Nuventive, LLC**

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~ *Maps* ~

Diagram for Posters

Diagram for Exhibits

Downtown Restaurants

Marriott Indianapolis Downtown



## 2016 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 17 from 5:45 to 7:00 p.m. only.**

Table #	Track	Presentation Title	Presenters
1	08A (AM)	Academic Program Review: Refining Practices to Assure Continuous Improvement in Programs and Processes	Beth Wuest, Texas State University
2	08B (GL)	Aspiration and Application – A Parallel Assessment Model in Global Learning	Lingma L. Acheson, IUPUI
3	08C (FD)	Assessment Leaders: Meeting Faculty Where They Are	Wendy Sherman Heckler, Kathryn Plank, and Katherine G. H. Reichley, Otterbein University
4	08D (AM)	Assessment of Learning Outcomes in Model-Based Assignments: Practical Applications Using Turnitin and Journal Assessments	Eric E. Castle and Oxana Wieland, University of Minnesota Crookston
5	08E (CE)	Assessment Strategies Used in an Undergraduate Community-Based Healthcare Practicum at the University of Louisiana at Monroe	Paula L. Griswold and Jessica Dolecheck, University of Louisiana at Monroe
6	08F (GL)	Assessment Under Globalization: Accountability in Chinese Higher Education	Danqing Yin, University of Pennsylvania
7	08G (FD)	Building a Culture of Continuous Improvement Through Faculty Development	Beth Ann Kania-Gosche and David Wilson, Lindenwood University
8	08H (AC)	Building Meaningful and Sustainable Assessment Systems: Policies and Practices	Kimberly Green, Washington State University
9	08I (HI)	Creating a High-Impact Freshman Seminar Experience	Dylan L. Jones and Andrea Barnett, Mercyhurst University
10	08J (FD) <i>Cancelled</i>	Creating Change and Buy-In of Assessment Through Faculty Learning Communities	Rosemary Reynolds and Holly Stovall, Tarrant County College District

## 2016 Assessment Institute Poster Session

Table #	Track	Presentation Title	Presenters
11	08K (HI)	Driving Toward Excellence: Developing Meaningful Strategies to Communicate Assessment Data	Karen A. Bobak and Lisa K. Bloom, New York Chiropractic College
12	08L (ID)	Engaging Student Support Staff in Data-Driven Decision Making	Anne Powel Davis and William Wellein, Stevenson University
13	08M (EP)	ePortfolios for Accreditation? Prevalence, Institutional Characteristics, and Perceptions at United States Regionally Accredited Institutions	Colleen A. Mayowski, University of Pittsburgh
14	08N (FD)	From Nuts and Bolts to Drywall and Paint: Building an Assessment Culture	Sheri Hall Barrett, Johnson County Community College
15	08O (HI)	Implementing and Assessing a Quality Enhancement Plan	Stacy S. Wilson, Molly B. Kerby, and Doug McElroy, Western Kentucky University
16	08P (AM)	Integrating General Education and Program Core Through Learning Outcomes	Debora Hinderliter Ortloff and Jacob E. Amidon, Finger Lakes Community College
17	08Q (AC)	International Pharmacy Accreditation Programs: Possible Value and Benefits for Pharmacy Education in the Middle East	Fadi Mohammad Ali Alkhateeb, Texas A&M University
18	08R (FD)	Minding Your QEPs: Reflection on a Faculty Development Program	Molly B. Kerby and Stacy Wilson, Western Kentucky University
19	<del>08S (FD)</del>	Peer Review of Classroom Teaching	Jing Wang, IUPUI
20	08T (AM)	Prophetic Assessment: Developing a New Culture of Assessment	John Lommel, LeTourneau University
21	08U (AM)	Some Milestones in the History of Assessment	Jim Fulmer, University of Arkansas at Little Rock

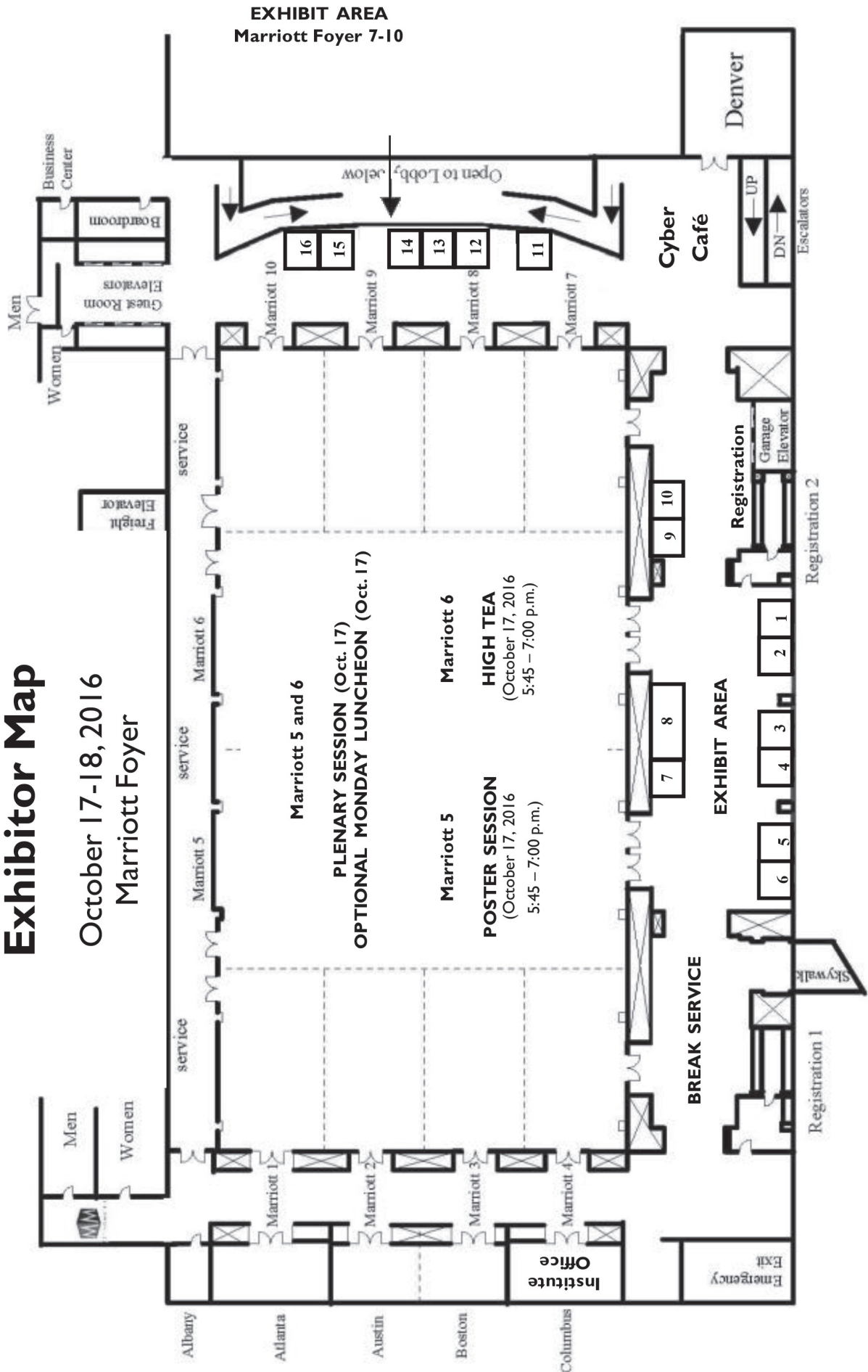


# 2016 Assessment Institute Poster Session

Table #	Track	Presentation Title	Presenters
22	08V (CE)	Strategic Plan for an Appreciative Inquiry-Based Evaluation of a Tutor Training Program at Minnesota Reading Corps	Pamela Alstead, Capella University
23	08W (AM)	Student Assessment of Interpersonal Communication Exercises	Kenneth R. Albone, Rowan University
24	08X (FD)	Supporting Faculty Development Through Online Assessment	Tiffany Hamlett and Crystal Neumann, American College of Education
25	08Y (FD)	The Anatomy of a Coaching Session	Kellie M. Gauvin, Margaret Gillio, and Jacqueline M. Tiermini, Finger Lakes Community College
26	08Z (GR) <i>Cancelled</i>	Using Qualitative Measures to Assess Quantitative Learning	Angela Ansah, Concordia University

# 2016 Assessment Institute Exhibitor Map

October 17-18, 2016  
Marriott Foyer



## 2016 Assessment Institute Exhibitors

The following companies will be exhibiting in the **Marriott Foyers**, located on the second floor of the Marriott, on **Monday and Tuesday, October 17 – 18, 2016**.

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> Phone: 512-401-2000, Email: <a href="mailto:info@tk20.com">info@tk20.com</a> , URL: <a href="http://www.tk20.com">http://www.tk20.com</a>
3	<b>ExamSoft Worldwide, Inc.</b> – Ed Morales, Director of Sales Phone: 866-429-8889, URL: <a href="http://learn.examssoft.com">http://learn.examssoft.com</a>
4	<b>AEFIS, LLC</b> – Caitlin Meehan, Vice President, Operations Phone: 877-674-3122 ext. 2032, URL: <a href="http://www.aefis.com">http://www.aefis.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>eXplorance</b> – Phone: 877-938-2111, Email: <a href="mailto:info@explorance.com">info@explorance.com</a> , URL: <a href="http://www.explorance.com">http://www.explorance.com</a>
7	<b>NSSE, Center for Postsecondary Research - IU 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>
8	<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>
9	<b>Ruffalo Noel Levitz</b> – Julie Bryant, Associate Vice President of Retention Solutions Phone: 800-876-1117, URL: <a href="http://www.RuffaloNL.com">www.RuffaloNL.com</a>
10	<b>Weave</b> – Matt Urey, Director of Business Services and Events Phone: 877-932-8340, URL: <a href="http://academiceffect.com">http://academiceffect.com</a>
11	<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>
12	<b>IDEA</b> – Ken Ryalls, President Phone: 800-255-2757, URL: <a href="http://www.IDEAedu.org">http://www.IDEAedu.org</a>
13	<b>Campus Labs</b> – Shannon LaCount, Director Phone: 716-270-0000, URL: <a href="http://www.campuslabs.com">http://www.campuslabs.com</a>
14	<b>ACAT / PACAT, Inc.</b> – Anthony Golden, President Phone: 866-680-2228, URL: <a href="http://www.collegeoutcomes.com">http://www.collegeoutcomes.com</a>
15	<b>Xitracs, Accreditation Management and Assessment Reporting System</b> <b>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>
16	<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>

# Indy DOWNTOWN INDIANAPOLIS



**KEY**

- CONVENTION FACILITIES
- HOTELS
- SKYWALKS
- ATTRACTIONS
- VISITOR INFORMATION
- GROCERY
- PHARMACY
- INDIANAPOLIS CULTURAL TRAIL

Courtesy of Marriott Downtown Indianapolis Fairfield Inn & Suites Downtown Indianapolis Springhill Suites Downtown Indianapolis

# Indy DOWNTOWN INDIANAPOLIS

## AMERICAN:

- 1 120 West Market Fresh Grill \$\$ 317.972.0600
- 2 Alexander's Bar and Grille \$\$ 317.635.2000
- 3 Chef JJ's DOWNTOWN \$\$\$ 317.602.3828
- 4 Circle City Bar & Grille \$\$ 317.405.6100
- 5 Claypool Grille \$\$ 317.236.1901
- 6 Dick's Last Resort\* \$ 317.608.2456
- 7 The Eagle\* \$\$ 317.929.1799
- 8 Eagle's Nest Restaurant \$\$\$ 317.616.6170
- 9 Fat Rooster Diner \$\$ 317.616.6160
- 10 Granite City Food & Brewery\* 317.803.2025
- 11 Great American Grill \$ 317.955.9700
- 12 Hard Rock Cafe\* \$ 317.636.2550
- 13 Hooter's \$ 317.287.9637
- 14 Indianapolis Colts Grille\* \$\$ 317.631.2007
- 15 John's Famous Stew & Brewery 317.636.6212
- 16 Market Table 317.624.8200
- 17 Pullman's Restaurant & Sports Bar \$\$ 317.236.7470
- 18 Noodles & Company\* \$ 317.638.1300
- 19 Ram Restaurant & Big Horn Brewery\* \$ 317.955.9900
- 20 Rock Bottom Brewery\* \$\$ 317.681.8180
- 21 Salmi's at the Tower \$ 317.536.1305
- 22 Salmi's Tavern & Cafe \$ 317.822.9903
- 23 Skyline Club \$\$\$ 317.263.5000
- 24 TGI Friday's \$ 317.685.8443
- 25 Tin Roof\* \$ 317.951.2220
- 26 Weber Grill Restaurant\* \$\$ 317.636.7600
- 27 Yard House \$\$ 317.917.4408

## ASIAN/SUSHI:

- 28 Asian Harbor \$\$ (coming soon)
- 29 Bangkok Restaurant & Jazz Bar \$ 317.632.9000
- 30 Bu Da Lounge \$\$ 317.822.8522
- 31 FortyFive Degrees \$ 317.635.4545
- 32 Mikado Japanese Restaurant \$\$ 317.972.4180
- 33 P.F. Chang's \$ 317.974.5747
- 34 Rook \$ 317.759.5828
- 35 Thai Paradise 317.822.8382
- 36 BAKERY/BREAKFAST/CAFE/COFFEE:
- 37 Bee Coffee Roasters\* \$ 317.426.2504
- 38 Calvin Fletcher's Coffee Co. \$ 317.423.9697
- 39 General American Donut Co. \$ 317.964.0744
- 40 Hubbard & Cravens \$ 317.251.5161
- 41 Jack's Donuts \$ (opening soon)
- 42 Le Peep Restaurant \$ 317.237.3447
- 43 Milktooth\* \$ 317.986.5131
- 44 Mc Joe Coffee House \$ 317.822.6656

- 45 Panera Bread - DOWNTOWN\* \$ 317.822.8385
  - 46 Patachou on the Park\* \$ 317.632.0765
  - 47 Square Donuts \$ 317.731.5021
  - 48 Yolk \$ 317.632.9655
- ## BARBECUE:
- 49 Dick's Bodacious Bar-B-Q\* \$ 317.916.9600
- ## BURGERS:
- 50 BRU Burger Bar\* \$ 317.635.4278
  - 51 Punch Burger\* \$ 317.426.5280
  - 52 Steak 'n Shake \$ 317.634.8703

## CONTEMPORARY:

- 53 1913 Restaurant \$ 317.396.3626
- 54 Bluebeard Restaurant\* \$\$ 317.686.1580
- 55 Cerulean Restaurant\* \$\$ 317.870.1320
- 56 Chef Joseph's \$\$ 317.600.3577
- 57 Ember Urban Eatery \$\$ 317.340.1868
- 58 Spoke & Steele \$ 317.737.1616
- 59 Tavern on South\* \$ 317.602.3115
- 60 Vida\* \$\$\$\$ 317.420.2323

## DELI/SANDWICHES:

- 61 Amelia's \$ 317.686.1580
  - 62 Cafe Nonna 317.986.6904
  - 63 Chick-fil-A \$ 317.822.8501
  - 64 Circle Cafe \$ 317.635.2000
  - 65 City Cafe \$ 317.833.2233
  - 66 Eiteljorg Museum Cafe\* \$ 317.636.9378
  - 67 Farmer's Market Cafe\* \$ 317.232.1637
  - 68 Garden Table \$\$ 317.737.2551
  - 69 Hoaglin To Go Cafe \$ 317.423.0300
  - 70 Hoaglin To Go Cafe at YMCA \$ 317.737.2028
  - 71 Indianapolis City Market\* \$ 317.634.9266
  - 72 King David's Dogs \$ 317.632.3647
  - 73 Labor District Cafe \$ 317.672.7591
  - 74 Shapiro's Delicatessen \$\$ 317.631.4041
  - 75 Soupremacy \$ 317.423.0780
  - 76 Stardust Terrace Cafe\* \$ 317.294.0095
  - 77 Subito \$ 317.220.8211
  - 78 Subway Sandwich\* \$ 317.267.9960
- ## EUROPEAN/GERMAN:
- 79 Palomino\* \$\$ 317.974.0400
  - 80 Rathausler Restaurant \$ 317.636.0396
- ## GREEK/TURKISH:
- 81 The Bosphorus Istanbul Cafe - Turkish Cuisine\* \$\$ 317.974.1770
  - 82 Greek Islands Restaurant\* \$ 317.636.0700
- ## INDIAN:
- 83 Haveli Indian Cuisine \$ 317.280.7648
  - 84 India Garden Restaurant \$\$ 317.634.6060

- 85 Spice Box \$ 317.941.6077
- ## IRISH/SCOTTISH:
- 86 Claddagh Irish Pub\* \$ 317.822.6274
  - 87 MacNiven's Restaurant & Bar \$ 317.632.SCOT
  - 88 Nine Irish Brothers 317.964.0990
  - 89 Tilted Kilt Pub & Eatery 317.600.3633

## ITALIAN:

- 90 Buca di Beppo\* \$\$ 317.632.2822
- 91 Laria's Italian Restaurant \$ 317.638.7706
- 92 Iozzo's Garden of Italy\* \$\$ 317.974.1100
- 93 Milano Inn\* \$\$ 317.264.3585
- 94 Old Spaghetti Factory\* \$ 317.635.6325
- 95 Osteria Pronto \$\$ 317.860.5777

## LOUNGE/BAR:

- 96 1933 \$\$ 317.635.0636
- 97 ball & biscuit\* 317.636.0539
- 98 Cadillac Ranch Indianapolis \$\$ 317.636.0100
- 99 The Dugout \$ 317.916.1514
- 100 Hotel Tango Artisan Distillery 317.653.1806
- 101 Howl at the Moon\* \$ 317.955.0300
- 102 Ike & Jonesy's\* \$ 317.632.4553
- 103 Level One \$ 317.632.1234
- 104 Louie's Wine Dive & Mass Ave Kitchen 317.929.1644
- 105 Nicky Blaine's Cocktail Lounge\* \$\$ 317.638.5588
- 106 No Name Lounge \$ 317.262.8100
- 107 Plat 99\* \$ 317.624.8200
- 108 Repeat and 12.05 Distillery 317.402.4818
- 109 Severin Bar \$\$ 317.396.3623
- 110 Slippery Noodle Inn\* \$ 317.631.6974
- 111 Social \$\$ 317.753.3799
- 112 Tapper's Arcade Bar \$ 317.602.6411
- 113 Taps & Dolls \$ 317.638.8277
- 114 Tastings - a wine experience\* \$\$ 317.423.2400
- 115 Wild Beaver Saloon \$ 317.423.3080
- 116 Wine Thief \$ 317.634.6664

## MEXICAN/LATIN/MOROCCAN/SPANISH:

- 117 Acapulco Joe's \$ 317.637.5160
  - 118 Adobo Grill \$ 317.822.9990
  - 119 Bakersfield\* \$ 317.635.6962
  - 120 BARecelona Tapas Restaurant\* \$\$ 317.638.8272
  - 121 Corner Cantina\* \$\$ 317.749.0701
  - 122 Mr. Tequila's Cantina & Grill \$ 317.227.9087
  - 123 Nada Indianapolis \$ 317.638.6232
  - 124 Renta \$ 317.638.2200
  - 125 Tortas Guicho Dominguez y El Cubamito \$ 317.658.6380
- ## PIZZA:
- 126 Bazbeaux\* \$ 317.636.7662
  - 127 Giorgio's Pizza \$ 317.637.9869

- 128 Greek's Pizzeria DOWNTOWN \$ 317.423.3310
  - 129 HotBox Pizza \$ 317.656.6000
  - 130 Napolese Pizzeria\* \$\$ 317.635.0765
  - 131 Pearl Street Pizza & Pub \$ 317.638.3110
  - 132 South of Chicago Pizza \$\$ 317.203.7110
- ## SOUTHERN/SOUL FOOD/CAJUN:

- 133 Bourbon Street Distillery 317.636.3316
- 134 Georgia Reese's Southern Table & Bar \$\$ 317.986.7883
- 135 Maxine's Chicken & Waffles \$ 317.423.3300

## SPORTS BAR/PUB:

- 136 Buffalo Wild Wings Grill & Bar \$ 317.951.9464
- 137 Champions Sports Bar and Restaurant\* \$ 317.405.6111
- 138 Champs Indy DOWNTOWN\* \$ 317.951.0033
- 139 Chilly Water Brewing Co. \$ 317.603.4779
- 140 Coaches Tavern \$ 317.917.1191
- 141 High Velocity\* \$ 317.860.6500
- 142 Kilroy's Bar and Grill\* \$ 317.638.9464
- 143 Loughmiller's Pub & Eatery\* \$ 317.638.7380
- 144 Old Point Tavern 317.634.8943
- 145 O'Reilly's Irish Bar \$ 317.974.0674
- 146 The Pub \$ 317.822.9730
- 147 Scotty's Brewhouse\* \$ 317.571.0808
- 148 St. Joseph's Brewery & Public House\* 317.602.5670
- 149 The Tap \$\$ 317.820.5880
- 150 Tow Yard \$ 317.638.9273
- 151 Wimmer's Circle Pub, Grille & Race Lounge\* \$\$ 317.656.RACE

## STEAK/SEAFOOD:

- 152 The Capital Grille\* \$\$\$\$ 317.423.8790
- 153 Fogo de Chao \$\$\$\$ 317.638.4000
- 154 Harry & Izzy's\* \$\$\$ 317.635.9594
- 155 McCormick & Schmick's Seafood \$\$ 317.631.9500
- 156 Morton's The Steakhouse \$\$\$ 317.229.4700
- 157 Mo's A Place for Steaks \$\$\$ 317.635.0720
- 158 The Oceanaire Seafood Room \$\$\$ 317.955.2277
- 159 Prime 47 \$\$\$ 317.624.0720
- 160 Ruth's Chris Steak House \$\$\$ 317.633.1313
- 161 Sea Salt \$\$ 317.966.8790
- 162 Shula's Steak House \$\$\$ 317.231.3900
- 163 St. Elmo Steak House \$\$\$ 317.635.0636

## SWEET TREATS:

- 164 The Flying Cupcake Bakery \$ 317.396.2696
- 165 Froma Mae \$ 317.820.5701
- 166 Nicey Treat 317.602.6423
- 167 PEARings \$ 317.608.6456
- 168 South Bend Chocolate Co. \$ 317.951.4816

\$ = less than \$12 | \$ = \$12-\$24 | \$\$\$ = \$25-\$40 | \$\$\$\$ = more than \$40 \* Indicates seasonal outdoor dining.

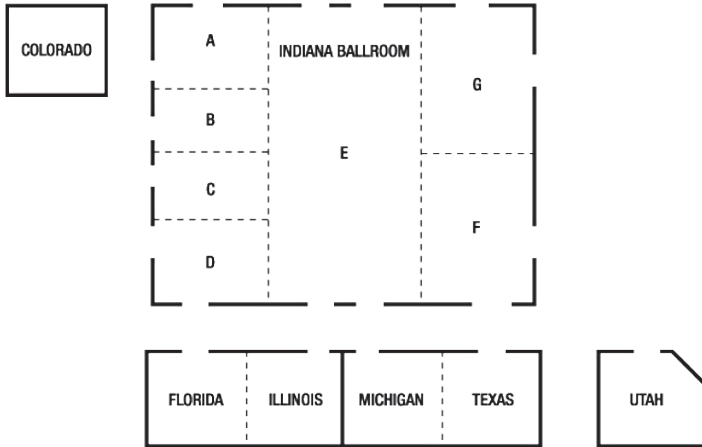


**Indianapolis Marriott Downtown**

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# UNTANGLING



## ASSESSMENT

**Join** us on Monday at 3:15 pm in the Denver room for a sneak peek at the findings from our recent survey of more than 1,000 faculty, institutional leaders, assessment professionals, and other members of the higher education community.

**Hear** what your peers found most appealing and most problematic about assessment-related work, and learn about the challenges surrounding assessment terminology.

**Discuss** these findings and share your perspective at our booth, so we can incorporate your insights into our larger study.

Keep the conversation going on Twitter @Taskstream.



Thoughtful technology partner with AAC&U, SHEEO, and the Multi-State Collaborative to Advance Learning Outcomes Assessment.

Reach us at 800.311.5656