

2019

Assessment Institute

in Indianapolis



OCTOBER
13-15, 2019

Indianapolis Marriott Downtown

Hosted by:



IUPUI

www.assessmentinstitute.iupui.edu

THE 2019 ASSESSMENT
INSTITUTE IN INDIANAPOLIS

Presented by

The Office of
Planning and Institutional Improvement

at

IUPUI

October 13 – 15, 2019

Marriott Indianapolis Downtown

350 West Maryland Street

Indianapolis, Indiana

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In Appreciation

Stephen Hundley, Angela Bergman, and colleagues at IUPUI whose work is featured in the 2019 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 in the pages that follow.



Assessment Institute Organizers

Institute Chair:

- Stephen P. Hundley, IUPUI

Manager of Assessment Institute Operations:

- Angela Bergman, IUPUI

Founding Chair:

- Trudy W. Banta, IUPUI

Institute Coordinators:

- Linda Durr, IUPUI
- Melissa Kocias, Indiana University
- Karin Reece, Indiana University
- Michele Trent, IUPUI
- Shirley Yorger, IUPUI

Community Engagement Track Coordinators:

- Kristin Norris, IUPUI
- H. Anne Weiss, Indiana Campus Compact

Diversity, Equity, & Inclusion Track Coordinators:

- Michele J. Hansen, IUPUI
- Corinne C. Renguette, IUPUI

ePortfolios Track Coordinator:

- Susan Kahn, IUPUI

Faculty Development Track Coordinators:

- Kyle Fassett, IUPUI
- Krista Hoffmann-Longtin, IUPUI
- Megan Palmer, IUPUI

Global Learning Track Coordinators:

- Leslie Bozeman, IUPUI
- Gil Latz, The Ohio State University
- Darla Deardorff, Association of International Education Administrators (AIEA)
- Dawn Whitehead, Association of American Colleges and Universities (AAC&U)

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- Mary Bolton, Lincoln Memorial University-Debusk College of Osteopathic Medicine
- Shawn Boyne, IUPUI
- Sherry Jimenez, Lincoln Memorial University-Debusk College of Osteopathic Medicine
- Sarah Zahl, Marian University

High Impact Practices Track Coordinators:

- Jerry Daday, IUPUI
- Tom Hahn, IUPUI
- Amy Powell, IUPUI
- Jennifer Thorington-Springer, IUPUI

Learning Improvement and Innovation Track Coordinator:

- Keston Fulcher, James Madison University

National Institute for Learning Outcomes Assessment (NILOA) Track Coordinator:

- Natasha Jankowski, National Institute for Learning Outcomes Assessment (NILOA)

STEM Education Track Coordinators:

- Anthony Chase, IUPUI
- Wayne J. Hilson, Jr., Cornell University

Student Affairs Programs and Services Track Coordinator:

- Sonia Ninon, IUPUI

Remembering Dr. Jeffrey A. Seybert (1947 – 2019)



Jeff Seybert was a major figure in the Assessment Institute from its beginnings in the late 1980s as a conference supported by a grant to the University of Tennessee, Knoxville from the federal Fund for the Improvement of Postsecondary Education (FIPSE). We needed representation from the essential community college sector, and Jeff's name as a leader surfaced immediately. Not only did Jeff contribute his wisdom as a member of our keynote panel for over 25 years, he also headed a community college track throughout the Institute program. Over the same period Jeff encouraged his colleagues in the sector to write articles for his

"Assessment in Community Colleges" column in *Assessment Update*. I am deeply grateful to Jeff for his many contributions, but most of all I miss his warm smile and enormous bear hug! ~ Trudy W. Banta, Founding Chair, Assessment Institute

Assessment Institute Partners

Founding Institute Organizer:

- IUPUI

Signature Institute Partner:

- National Institute for Learning Outcomes Assessment (NILOA)

Contributing Institute Partners:

- Association for the Assessment of Learning in Higher Education (AALHE)
- Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL)
- Association for General and Liberal Studies (AGLS)
- Association for Institutional Research (AIR)
- Association of American Colleges and Universities (AAC&U)
- Center for Assessment & Research Studies (CARS) – James Madison University
- Center for Postsecondary Research (CPR)/National Survey of Student Engagement (NSSE)
- Higher Education Data Sharing Consortium (HEDS)
- Indiana Campus Compact

Sponsors

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71 West 23rd Street

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NSSE

Center for Postsecondary Research

IU School of Education

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

Bloomington, IN 47406

Phone: 812-856-5824

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

Bob Gonyea, Associate Director, IU Center for Postsecondary Research

Jillian Kinzie, Associate Director, IU Center for Postsecondary Research and NSSE Institute

Exhibitor Booth No. 5

Exhibitors

Association of American Colleges & Universities (AAC&U)

1818 R Street NW

Washington, DC 20009

Phone: 202-387-3760

Email: information@aacu.org

URL: <https://www.aacu.org/>

Exhibitor Booth No. 2

ACAT / PACAT, Inc.

705 North Second Street, Suite C

Clarksville, TN 37040

Phone: 866-680-2228

URL: <https://www.collegeoutcomes.com>

Anthony Golden, President

Exhibitor Booth No. 12

AEFIS, LLC

1429 Walnut Street, FL 10

Philadelphia, PA 19102

Phone: 877-674-3122 ext. 2041

URL: <http://www.aefis.com>

Kallie Rogers, Client Success Coordinator

Exhibitor Booth No. 9

Campus Labs

298 Main Street, Suite 600

Buffalo, New York 14202

Phone: 716-270-0000

URL: <http://www.campuslabs.com>

Jerry Anderson, Senior Account Executive, Campus Relations

Exhibitor Booth No. 8

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Providence, RI 02903

Phone: 888-342-3444

URL: <https://www.digication.com>

Jeff Yan, CEO and Joan Monahan Watson, Director of Education

Exhibitor Booth No. 6

Go Culture International

3942 Hanover Pl.

Tyler, TX 75701

Phone: 903-707-1341

URL: <https://goculture.org/>

Justin C. Velten, President

Exhibitor Booth No. 11

IDEA

301 South Fourth Street, Suite 200

Manhattan, KS 66502

Phone: 800-255-2757

URL: <http://www.IDEAedu.org>

Ken Ryalls, President

Exhibitor Booth No. 4

James Madison University**Center for Assessment and Research Studies**

298 Port Republic Road

MSC 6806

Harrisonburg, VA 22807

Phone: 540-568-7962

URL: <http://www.jmu.edu/assessment>

Nicholas Curtis, Senior Learning Outcomes Assessment Consultant

Exhibitor Booth No. 10

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Center for Postsecondary Research

IU School of Education

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

Bloomington, IN 47406

Phone: 812-856-5824

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

Bob Gonyea, Associate Director, IU Center for Postsecondary Research

Jillian Kinzie, Associate Director, IU Center for Postsecondary Research and NSSE Institute

Exhibitor Booth No. 5

Stylus Publishing, LLC

22883 Quicksilver Drive

Sterling, VA 20166

Phone: 703-887-6133

URL: <http://www.styluspub.com>

Patricia Webb, Marketing Manager

Exhibitor Booth No. 1

Watermark

71 West 23rd Street

New York, NY 10010

Phone: 800-311-5656

Email: info@watermarkinsights.com

URL: <http://www.watermarkinsights.com>

Exhibitor Booth No. 13

Weave

PO Box 4463

Greensboro, NC 27404

Phone: 877-932-8340

URL: <http://www.weaveeducation.com/>

Betsy Chandler, Vice President, Marketing and Sales

Exhibitor Booth No. 3

Xitracs Accreditation Management and Assessment Reporting System

A Division of Concord USA, Inc.

1 Dunwoody Park #103

Atlanta, GA 30338

Phone: 770-200-7465

URL: <http://www.xitracs.com>

Ed Hanley, Director of Sales

Exhibitor Booth No. 7

General Information

Welcome

Thank you for joining us for the 2019 Assessment Institute in Indianapolis! All meetings and social events will take place at the Indianapolis Marriott Downtown.

The Assessment Institute in Indianapolis is the nation's oldest and largest event of its type in higher education offering over 1,000 participants more than 250 educational sessions. 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 60-minute interactive sessions and the Rise-and-Shine 20-minute 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 on Sunday in the Marriott Foyer located on the 2nd floor and on Monday and Tuesday in the Marriott and Indiana Ballroom Foyers located on the 1st and 2nd floor of the hotel.

Charging Stations

Charging stations will be available for participants' use throughout the Institute. The stations will be located in the Marriott and Indiana Ballroom Foyers on the 1st and 2nd floor of the hotel from 7:30 am to 6:45 pm on Monday and from 7:30 am to 4:30 pm on Tuesday.

Dining

The Marriott has one restaurant, Corner's Café + Bar, and one market, Loaf+Vine Market, located onsite, as well as a Starbucks. Additional dining is located within walking distance. Please ask the hotel concierge if you need assistance or suggestions. A list and map will be available at the handout table in front of Registration.

Evaluation

Please help us make the 2020 Assessment Institute even better by completing the brief overall evaluation form at: <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. 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 22	7:30 am – 6:45 pm
Tuesday, October 23	7:30 am – 2:00 pm

Set up for Exhibitors will take place on Monday, October 14 from 6:00–7:30 am; tear down will be on Tuesday, October 15 at 2:00 pm

Future Assessment Institute Dates

October 25-27, 2020
 October 24-26, 2021
 October 9-11, 2022

Handout Information

For those presenters who have extra paper copies of their handouts, they will be placed on a display table across from Registration. For those presenters who have chosen to provide us with their handouts electronically, they will be posted to the Assessment Institute 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. If you run out of handouts during your session or if you choose to not 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 5:30 – 6:45 pm 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.

Mobile App

Search and download the “Attendify” app in either the iTunes or Google Play stores. Once the app has been downloaded search for the event “2019 Assessment Institute”. Tap on the event and then “Join” to access the app.

Parking

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

Daily Valet: 0-5 hours (\$35); 5+ hours (\$49); overnight (\$49); and oversized (\$54).

Daily Self Park: 0-2 hours (\$24); 2-5 hours (\$34); 5+ hours (\$44); and overnight (\$44).

Poster Presentations

Poster presentations are scheduled for Monday, October 14, 2019 from 5:30 to 6:45 pm 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 pm 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 not leave it unattended.

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 13, 2019	7:30 am – 6:00 pm
Monday, October 14, 2019	6:15 am – 6:00 pm
Tuesday, October, 15, 2019	6:30 am – 2:00 pm

Twitter

Follow us on Twitter: @Assessment_Inst using Hashtag: #indyai19

Welcome, Networking, and Presenter's Recognition Reception

Join us on Sunday, October 13, 2019, from 4:30 – 5:45 pm Indiana Ballroom E, F, & G 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!

Schedule at a Glance

Sunday, October 13, 2019

7:30 am – 6:00 pm	Registration
7:30 am	Continental Breakfast
9:00 am – 4:30 pm	Pre-Institute Workshops
Noon – 1:15 pm	Lunch on your own in Indianapolis
4:30 – 5:45 pm	Welcome, Networking, & Presenter’s Recognition Reception – Sponsored by Watermark

Monday, October 14, 2019

6:15 am – 6:00 pm	Registration
6:30 am	Continental Breakfast – Sponsored by AEFIS, LLC
7:00 – 7:50 am	Rise-and-Shine 20-Minute Sessions – All Tracks
7:00 am – 6:45 pm	Exhibit Hall
8:15 – 9:45 am	Plenary Speaker and Panel – Herman J. Felton, Jr. (Plenary Speaker), Tia Brown McNair, Stephen P. Hundley, Natasha Jankowski, Tracy Penny Light, and Monica Stitt-Bergh
10:00 – 11:00 am	Featured Speakers – Community Engagement; Diversity, Equity, & Inclusion; ePortfolios; Faculty Development; Global Learning; and STEM Education
11:00 am – 12:30 pm	Lunch on your own in Indianapolis
12:30 – 2:45 pm	Concurrent 60-Minute Sessions – All Tracks
2:45 – 3:15 pm	Break – Sponsored by AEFIS, LLC
3:15 – 5:30 pm	Concurrent 60-Minute Sessions – All Tracks
5:30 – 6:45 pm	Poster Session
5:30 – 6:45 pm	High Tea – Sponsored by Watermark

(Schedule at a Glance Continued)

Tuesday, October 15, 2019

6:30 am – 2:00 pm	Registration
6:30 am	Continental Breakfast – Sponsored by AEFIS, LLC
7:00 – 7:50 am	Rise-and-Shine 20-Minute Sessions – All Tracks
7:00 am – 2:00 pm	Exhibit Hall
8:15 – 9:15 am	Featured Speakers – High Impact Practices; Graduate Education; Learning Improvement and Innovation; NILOA; and Student Affairs Programs and Services
9:30 am – 11:45 am	Concurrent 60-Minute Sessions – All Tracks
11:45 – 1:15 pm	Lunch on your own in Indianapolis
1:15 – 2:15 pm	Concurrent 60-Minute Sessions – All Tracks
2:15 – 2:45 pm	Break
2:45 – 5:00 pm	Concurrent 60-Minute Sessions – All Tracks

2019 Assessment Institute Schedule

PRE-INSTITUTE WORKSHOPS SPECIAL REGISTRATION REQUIRED

Sunday, October 13, 2019

Track: 01A (AM)

Time: 9:00 am - 4:30 pm

Room: Marriott 10

Pre-Institute Session

Sunday, October 13, 2019

Audience: All

Assessment 101

What things should students know/be able to do when they graduate? How do you know if they know/can do them? What data should you collect to improve student learning and inform planning and decision making? Assessment 101 methods help undergraduate, graduate, and professional programs at large and small schools answer these questions. Participants use a workbook to design an assessment plan with data collection and follow-up activities for one academic program. Designed to help new or experienced assessment practitioners or faculty with their own assessment or to support their colleagues. Supports general education assessment and accreditation efforts.

Wanda Baker, Council Oak Assessment

Track: 01B (FD)

Time: 9:00 am - 4:30 pm

Room: Marriott 9

Pre-Institute Session

Sunday, October 13, 2019

Audience: All

Embodied Curriculum Mapping: Activating Faculty Collaboration for Student Success

How can faculty collaborate to scaffold student learning, align learning opportunities, and measure and improve that learning? Our focus on mapping the curriculum to build common ground will leverage your faculty development skills in these areas. Our gamified approach to curriculum mapping implements best practices for cultivating faculty assessment leadership. Curriculum mapping builds collaboration, continuity, and connection across learning opportunities, fostering more cohesive student learning. However, programs at many institutions struggle to form shared curricular visions. Our kinesthetic, hands-on mapping challenge will expand your cognitive, affective, and psychomotor curricular competencies and empower you to inspire deliberative dialogue at your campus.

Jennifer M. Harrison and Vickie Williams, University of Maryland, Baltimore County

Primary Tracks: Accreditation (AC); Assessment in Online Courses & Programs (AO); Assessment Methods (AM); Competency-Based Education & Assessment (CB); Community College (CC); Community Engagement (CE); Diversity, Equity, & Inclusion (DI); ePortfolios (EP); Emerging Trends in Assessment (ET); Faculty Development (FD); General Education (GE); Global Learning (GL); Graduate Education (GR); High Impact Practices (HI); Institution-Wide Data (ID); Leadership for Assessment (LA); Learning Improvement & Innovation (LI); Majors (MJ); NILOA (NI); STEM Education (SE); Student Affairs (SA); & Use of Technologies (UT)

Track: 01C (GE)
Time: 9:00 am - 12:00 pm
Room: Marriott 1

Pre-Institute Session
 Sunday, October 13, 2019
 Audience: Beginners

Jumpstarting General Education Program Review: A Systems Thinking Approach to the Self-Study

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

John G. M. Frederick, Central Piedmont Community College; Christine Robinson and Harriet Hobbs, University of North Carolina at Charlotte; and Jody Dekorte, Purdue University Global

Track: 01D (SA)
Time: 9:00 am - 12:00 pm
Room: Marriott 3

Pre-Institute Session
 Sunday, October 13, 2019
 Audience: Beginners

A Simple Framework for Assessing Student Service and Administrative Departments

This workshop will focus on a simplified framework for assessing administrative and student service departments. Participants will learn how to use performance data to improve their departments’ value-added functions. The presentation will include lecture of the simplified process, demonstration of elements of the process (for a variety of departments), and hands-on work on defining elements of the process (with presenter review and feedback). A manual and thematic outline will be provided to all attendees.

Edward Hummingbird, Southwestern Indian Polytechnic Institute

Track: 01E (ID)
Time: 9:00 am - 12:00 pm
Room: Marriott 4

Pre-Institute Session
 Sunday, October 13, 2019
 Audience: All

Supporting the Interpretations and Uses of Assessment Scores: What Reliability and Validity Mean and Why They Are Necessary

Proper development or selection of an assessment instrument requires a thorough iterative analysis of the reliability of the scores and the body of evidence needed to make valid inferences. Establishing the appropriate reliability and validity evidence is critical to making evidence-based decisions. During this activity-based workshop, participants will learn how validity and reliability evidence support the intended interpretations and uses of scores from their assessment instruments. Throughout this Measurement 101-esque session, attendees will have the opportunity to work through the body of evidence needed to support intended uses and interpretations for one of their own assessment instruments.

Brian C. Leventhal and John D. Hathcoat, James Madison University

Track: 01F (LA)
Time: 9:00 am - 12:00 pm
Room: Marriott 7

Pre-Institute Session
 Sunday, October 13, 2019
 Audience: All

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, in most institutions, the design and implementation of the assessment process, as well as outcomes of the process are often linked primarily to compliance with external requirements such as accreditation and/or a state mandates. This approach renders systematic enhancement of student learning and programmatic improvement as a simple byproduct of the assessment process. This presentation provides practical strategies for developing, implementing, and sustaining a systematic institutional assessment process aimed, primarily, at cultivating a culture of continuous improvement of student learning, while at the same time, addressing accountability needs.

Felix O. Wao, University of Oklahoma

Track: 01G (AM)

Time: 9:00 am - 12:00 pm

Room: Marriott 8

Pre-Institute Session

Sunday, October 13, 2019

Audience: All

Context Matters: Assessment in Large Research Institutions

This session focuses on the challenges that assessment personnel face in large, complex research institutions of higher education. The workshop is in two parts.

Part 1 - Participants will review some basics of assessment in higher education and be introduced to the University of Florida Assessment System, followed by a discussion of how the elements of the UF system might be deployed at their institutions.

Part 2 – Participants will review validity, reliability, and fairness in the assessment of student learning, discuss assessment cycles and data management strategies, review and analyze examples of multiple years of program assessment data, and develop strategies for informing faculty when reports need modification.

Timothy S. Brophy, University of Florida

12:00 – 1:15 pm

LUNCH on your own in Indianapolis

1:00 – 2:45 pm

BREAK SERVICE

Track: 01H (HI)

Time: 1:30 - 4:30 pm

Room: Marriott 8

Pre-Institute Session

Sunday, October 13, 2019

Audience: All

Engaging Students as Partners in the Assessment Processes

Students are often an untapped assessment resource. This workshop will focus on helping participants identify ways that they can engage students to support assessment efforts. The workshop presenters have years of experience both helping institutions develop student-faculty co-inquiry teams to engage in assessment work and working with students as co-inquirers on assessment activities. We will review ways of engaging students as co-inquirers that can benefit both students and institutions, and work with participants to explore how engaging students might strengthen assessment efforts at their institution.

Kathleen Wise and Charles Blaich, Wabash College; Lynn Murray-Chandler, Shawna Franzek, and Ryan Waterman, Southern New Hampshire University

Primary Tracks: Accreditation (AC); Assessment in Online Courses & Programs (AO); Assessment Methods (AM); Competency-Based Education & Assessment (CB); Community College (CC); Community Engagement (CE); Diversity, Equity, & Inclusion (DI); ePortfolios (EP); Emerging Trends in Assessment (ET); Faculty Development (FD); General Education (GE); Global Learning (GL); Graduate Education (GR); High Impact Practices (HI); Institution-Wide Data (ID); Leadership for Assessment (LA); Learning Improvement & Innovation (LI); Majors (MJ); NILOA (NI); STEM Education (SE); Student Affairs (SA); & Use of Technologies (UT)

Track: 01I (FD)
Time: 1:30 - 4:30 pm
Room: Santa Fe

Pre-Institute Session
 Sunday, October 13, 2019
 Audience: All

Unpacking the Power of Assignment Design

This workshop will explore existing faculty development models and frameworks in assignment design including the TILT, Charrettes, and NILOA Tool Kit. New research on Cognitive Leaps and the Challenge of Balance will be presented. In conjunction with workshop participants, we will deconstruct existing models and engage in a healthy critique of each framework presented. This process will unpack the power of course-based assignments for enhancing student learning, transparency, and equity and breaking down learning barriers specifically for historically underserved and underrepresented populations. Individual faculty and faculty development professionals will walk away with a tangible, customized plan for faculty development in assignment design.

Mark Nicholas, Framingham State University; and Bonnie Orcutt, Worcester State University

Track: 01J (DI)
Time: 1:30 - 4:30 pm
Room: Marriott 1

Pre-Institute Session
 Sunday, October 13, 2019
 Audience: All

Increasing Equity Using Culturally Relevant Assessment

In this workshop, we engage participants in discussions about evidence-based methods of assessment that measure learning fairly in all students and introduce our model of culturally relevant assessment. We share innovative uses of data from our campus, for instance, disaggregated assignment grades to reveal areas in which specific forms of assessment appear to evoke false achievement gaps. Participants will leave the workshop with an understanding of how assessment choices may perpetuate achievement gaps, methods of identifying achievement gaps using campus data, and a set of best practices to increase equity in assessment.

Karen Singer-Freeman, Christine Robinson, and Harriet Hobbs, University of North Carolina at Charlotte

Track: 01K (EP)
Time: 1:30 - 4:30 pm
Room: Marriott 2

Pre-Institute Session
 Sunday, October 13, 2019
 Audience: All

General Education Assessment from A to Z

This workshop will introduce participants to the steps needed to develop and implement a general education assessment plan. Participants will be introduced to the basic elements and steps of a general education assessment plan. These elements include 1) consideration or creation of the mission and learning outcomes, 2) alignment with student experiences through curriculum mapping, 3) consideration of faculty participation, 4) developing an assessment plan/cycle, 5) gathering of appropriate evidence, 6) assessing the evidence and drawing conclusions, and 7) closing the loop by making evidence-based changes. Information will be shared on education, training, and how to give continuous feedback to faculty on the assessment process. Strategies on how to work with and educate faculty will also be discussed.

Lindsey R. Guinn, Washington & Jefferson College; and Philip Dunwoody, Juniata College

Track: 01L (LA)
Time: 1:30 - 4:30 pm
Room: Marriott 3

Pre-Institute Session
 Sunday, October 13, 2019
 Audience: All

Meaningful Assessment Amid Chaos: Staying the Course During Institutional Change

Internally valued assessment is essential to sustain continuous efforts to enhance the quality of student learning and the overall effectiveness of institutions. Guided by the “learning organization” literature of Schön and Senge, we will share our work to create an institutional environment where administrators, faculty, and staff value assessment, an essential contributor to learning organizations, as a formative process that can meaningfully inform the work of programs, units, and individuals, even during significant institutional change. Active learning strategies will help participants develop plans and potential strategies to foster learning organizations on their campuses, where assessment is meaningful and valued.

Teresa L. Flateby and Cynthia Groover, Georgia Southern University

Track: 01M (NI)
Time: 1:30 - 4:30 pm
Room: Marriott 4

Pre-Institute Session
 Sunday, October 13, 2019
 Audience: All

An Introduction to Assessment and Navigating the Assessment Institute

New to the Assessment Institute and/or new to assessment? Want to make the most of your time here? Interested in learning some basics on assessment to help navigate the language, approaches, and information you will hear in the sessions? Join us for a Sunday afternoon workshop prior to the kick-off of the Institute. We'll cover an introduction to assessment for beginners, outline how best to navigate the Institute and pick which sessions for folks to attend based on their needs, and provide opportunities for networking.

This introductory workshop is intended for individuals new to assessment and the Institute. Beginning with basic terms, concepts, and a brief history of assessment, we'll explore the core principles of effective assessment, emerging trends, and lessons learned. Designed to be interactive throughout, this will be an occasion to raise questions, hear from colleagues, learn about successful efforts on a wide range of campuses, and identify resources you can tap into when the need arises. We will share the resources available through the National Institute for Learning Outcomes Assessment (NILOA) to address the issues you are most likely to face as you begin your work. We will wrap up our time together planning which sessions to attend during the Institute to best get your needs met.

Gianina Baker and Pat Hutchings, National Institute for Learning Outcomes Assessment (NILOA)

Track: 01N (LI)
Time: 1:30 - 4:30 pm
Room: Marriott 7

Pre-Institute Session
 Sunday, October 13, 2019
 Audience: All

Focusing on What Matters: Fostering Student-Faculty Partnerships to Improve Program-Level Assessment

Too often institutions invest in the assessment of student learning with too little return on investment in relation to learning improvement. While improvement of learning has become a greater focus of the assessment process, key stakeholders such as students do not have a seat at the table. The purpose of this workshop is to assist participants in engaging students in the assessment process so as to enhance learning improvement efforts. Participants will learn how to recruit students, as well as engage students in a way that brings new insights into students' educational experience and elevates their voice in the learning improvement process.

Participants will develop strategies for partnering with students to reduce resistance to assessment among other key stakeholders (e.g. faculty and administrators).

Nicholas Curtis, Marquette University; and Robin Anderson, James Madison University

Time: 4:30 - 5:45 pm
Room: Indiana Ballroom E, F, & G

Welcome Reception
 Sunday, October 13, 2019
 Sponsored by Watermark

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

Monday, October 14, 2019

6:30 – 8:30 am

Continental Breakfast - Located in the first floor Indiana Ballroom Foyer and the second floor Marriott Foyer. Sponsored by: **AEFIS, LLC**

20-MINUTE SESSIONS

Track: 02A (ID)
Time: 7:00 - 7:20 am
Room: Indiana Ballroom A, B, C, & D

20-Minute Session
 Monday, October 14, 2019
 Audience: All

Institution-Wide Assessment of Healthcare Students' Readiness for Inter-Professional Education

Modern healthcare occurs in a dynamic and complex environment that requires providers to work together, collaborate, and quickly adapt to the continuously changing work environment. To prepare providers to meet these demands, practical healthcare and academia establish inter-professional education (IPE) opportunities for healthcare professions. According to constructivist theory of learning, readiness to accept or reject given concepts determines the learning outcome. The USD SSOM research group has performed an institution-wide assessment of readiness of healthcare students to participate in IPE activities. Obtained results were taken in consideration during development of the USD IPE curricula.

Valeriy Kozmenko, Cassie Jackson, and Shane Schellpfeffer, University of South Dakota Sanford School of Medicine

Primary Tracks: Accreditation (AC); Assessment in Online Courses & Programs (AO); Assessment Methods (AM); Competency-Based Education & Assessment (CB); Community College (CC); Community Engagement (CE); Diversity, Equity, & Inclusion (DI); ePortfolios (EP); Emerging Trends in Assessment (ET); Faculty Development (FD); General Education (GE); Global Learning (GL); Graduate Education (GR); High Impact Practices (HI); Institution-Wide Data (ID); Leadership for Assessment (LA); Learning Improvement & Innovation (LI); Majors (MJ); NILOA (NI); STEM Education (SE); Student Affairs (SA); & Use of Technologies (UT)

Track: 02B (AM)

Time: 7:00 - 7:20 am

Room: Indiana Ballroom E

20-Minute Session

Monday, October 14, 2019

Audience: All

A Layered Look for Assessment

This workshop is designed for professionals with intermediate or advanced understanding of classroom assessment. It presents effective assessment in light of increasing students' learning gradually, with strategic scaffolding. This hands-on workshop prepares instructors of adults and graduate students to engage the wealth of knowledge and experience these learners bring into the classroom, building in and on their current knowledge on the way to their next, higher learning stage. Participants experience the process of designing layered classroom assessments that scaffold learning through time, from basic to deep knowledge.

Kinga Jacobson, University of Wisconsin - Green Bay

Track: 02C (DI)

Time: 7:00 - 7:20 am

Room: Indiana Ballroom F

20-Minute Session

Monday, October 14, 2019

Audience: All

Designing and Implementing Assessment to Support Development of Post-Secondary Inclusive Education Programs on Pennsylvania Campuses

This presentation will enable participants to learn more about the development of inclusive postsecondary programs at institutions of higher education and how these programs support inclusive movements on college campuses through the enrollment of students with intellectual and developmental disabilities (IDD). The presentation will focus on assessment projects developed through the Pennsylvania Inclusive Higher Education Consortium that have included evaluation of multi-campus program infrastructures and supports as well as a comparative study determining differences in campus perception/climate surveys of an emergent program versus an established program.

Alia M. Pustorino-Clevenger, Meghan Blaskowitz, and Ann Marie Licata, Duquesne University

Track: 02D (FD)
Time: 7:00 - 7:20 am
Room: Indiana Ballroom G

20-Minute Session
 Monday, October 14, 2019
 Audience: All

Leading a Successful Community of Practice: Cultivating Faculty Collaboration

Faculty communities of practice (CoPs) suffer from the same challenges as student collaborative learning projects. Without effective guidelines, CoPs can result in a small number of learners doing the majority of the work or in mediocre outcomes when tasks are not delegated based on participants' strengths. In this presentation, the chair of an effective CoP will share tips for designing and leading an effective CoP. If CoPs are designed and led effectively, the work faculty members do together turns out to not be work at all; rather, CoPs can be opportunities for faculty to explore teaching innovations and play together.

Nancy Goldfarb, IUPUI

Track: 02E (AC)
Time: 7:00 - 7:20 am
Room: Florida & Illinois

20-Minute Session
 Monday, October 14, 2019
 Audience: Intermediate

Comparing Apples and Oranges: Effective Solutions to Issues in Accreditation, Assessment, and Evaluation

Institutions collect data on students through a variety of strategies, for a variety of needs. Often, we over-collect data, seldom taking the time to consider programmatic implications. Educators need supports to assist them in revisiting the purpose of assessment and evaluation through quality assurance processes. There are many messy questions and tough decisions to be made. The answers require a cohesive and collaborative approach to create actionable information related to accreditation and quality assurance. This session explores tools and strategies to clean up messy data and transform processes to guide organizations as they create and implement effective structures.

Ray Francis and Mark Deschaine, Central Michigan University

Track: 02F (SA)
Time: 7:00 - 7:20 am
Room: Michigan & Texas

20-Minute Session
 Monday, October 14, 2019
 Audience: All

Maybe We Should Ask Them: When Is It Time for Meta-Assessment?

Many institutions establish assessment teams to develop faculty knowledge of and confidence in conducting academic program assessment, and some extend these teams to include administrative and student affairs assessment. Often, teams implement rubrics, peer review, and feedback, but the effectiveness of these resources and processes is less commonly reviewed through intentional programmatic assessment processes. This session will show how one institution used programmatic assessment to gather data about the effectiveness of the processes and resources in place to support administrative and student affairs assessment and begin a decision-making process to determine how resources and processes might be modified.

Cynthia Groover, Georgia Southern University

Track: 02G (AM)
Time: 7:00 - 7:20 am
Room: Marriott 1

20-Minute Session
 Monday, October 14, 2019
 Audience: Beginner

Assessment of Interdisciplinary Projects

Interdisciplinary thinking is needed to solve today's complex problems. Three faculty from different departments collaborated to develop a course that teaches interdisciplinary thinking and problem solving. The students' progress in interdisciplinary thinking was assessed via a semester-long project with several milestones and a final whitepaper. An assessment rubric for interdisciplinary thinking was developed that was based on the different levels of interdisciplinary thinking and problem solving. This presentation will include the development of the interdisciplinary-thinking rubric and data from the implementation of the rubric in the interdisciplinary course.

Anja Mueller, Central Michigan University

Track: 02H (AM)
Time: 7:00 - 7:20 am
Room: Marriott 2

20-Minute Session
 Monday, October 14, 2019
 Audience: All

Robust Assessment of a Citizenship Core Competency

Citizenship is one of three college-wide core competencies at Southwestern Illinois College. Citizenship, for the most part, is not explicitly addressed in any particular course; rather, it is developed, augmented, and refined through learning and engagement in other topics in our college environment and experience. Faculty defined the Citizenship core competency with two tracks: civic and social accountability and personal accountability. The definition has allowed the competency to be interpreted and assessed in various ways college-wide and across our programs and disciplines. Benchmarks can even be recognized for some aspects of the core competency.

Mitchell Robertson, Southwestern Illinois College

Track: 02I (EP)
Time: 7:00 - 7:20 am
Room: Marriott 4

20-Minute Session
 Monday, October 14, 2019
 Audience: All

Re-Imagining ePortfolios: Exploring Project-Based ePortfolios for Team Projects, Experiential Learning, and Signature Assignments through Micro-ePortfolios

This session will provide a fast-paced look at the versatility of micro-ePortfolios to fit learning objectives for almost any team project or signature work. Re-imagining ePortfolios can help faculty engage students from the micro, project-based ePortfolio to the macro, career-focused ePortfolio. Micro-ePortfolios engage meta high-impact practices by challenging students to model transference of skills, metacognition, and design thinking at multiple levels within the scaffolding and structure of a single project or unit. The key? Modifying classes at the assignment level to enable students to create stunning ePortfolios. The session will feature a catalogue of micro-ePortfolio examples and opportunities to talk with the students who built them.

Deborah J. Oesch-Minor, IUPUI

Track: 02J (LA)
Time: 7:00 - 7:20 am
Room: Lincoln

20-Minute Session
 Monday, October 14, 2019
 Audience: Intermediate

Communication Matters: Promoting Faculty Buy-in Via Effective Communication

While knowledge of assessment principles is very important for assessment professionals, success in clearly communicating assessment to and discussing various aspects of assessment with faculty is crucial. Thus, it is one thing to be quite knowledgeable about various aspects of assessment such as approaches to the process and its benefits regarding continuous improvement, and it is a completely different ball game to effectively communicate the assessment message to faculty in such a way that they understand/develop ownership of the process. This session focuses on strategies for effectively communicating assessment with instructional faculty to cultivate a culture of continuous improvement.

Felix O. Wao, University of Oklahoma

Track: 02K (AM)
Time: 7:00 - 7:20 am
Room: Santa Fe

20-Minute Session
 Monday, October 14, 2019
 Audience: Intermediate

Leveraging Multivariate Analysis of Variance (MANOVA) to Ensure Comparable Educational Experiences: How Assessment Professionals can use MANOVA to Determine if there are Differences in Course Outcomes Based on Course Delivery (Different Delivery Methods)

As evident from accreditation bodies, ensuring equitable assessment outcomes across different delivery methods (online/in-person) or different sites (location A/location B) is important. One way to better understand whether differences exist is to employ multivariate analysis of variance (MANOVA). This method allows assessment professionals to statistically examine if differences occur based on an examination of course outcomes, such as exam scores, grades, or major papers. The presentation covers the importance of ensuring comparable assessments to meet accreditation elements, provides an overview of MANOVA and step-by-step analysis instruction using SPSS output, and how to examine differences using two-group and k-group MANOVA.

Jacob R. Shreffler and Leslee Martin, University of Louisville School of Medicine

Track: 02L (LA)

Time: 7:00 - 7:20 am

Room: Kentucky

20-Minute Session

Monday, October 14, 2019

Audience: All

Effectively Engaging Trustees in the Work of Assessment and Accreditation

This session will help participants have an understanding of how to engage trustees in the work of assessment and accreditation. Participants will leave with an understanding of how to implement a communication plan and educate trustees in the work of assessment and accreditation.

Lindsey R. Guinn, Washington & Jefferson College

Track: 02M (LI)

Time: 7:00 - 7:20 am

Room: Tennessee

20-Minute Session

Monday, October 14, 2019

Audience: All

Post-Learning Diagram

Cognitive learning has been blended to STEM teaching methods to assist students on deep learning processes, integrating prior knowledge to a new lesson to retain applicable information. The integration and deep learning seem automatic for self-motivated students, but challenging to some business students--who take economics/finance as non-major requirements. A post-learning diagram, with intellectual mapping, is introduced to assist the latter students in connecting the dots. Outcomes show enhancement of cognitive learning and thus higher-order learning in students with low self-motivation and/or self-confidence as they adapt new lessons, complete class assignments with a sense of accomplishment, and retain applicable knowledge.

Areerat Kichkha, Lindenwood University

Track: 02N (CE)

Time: 7:00 - 7:50 am

Room: Marriott 3

60-Minute Session

Monday, October 14, 2019

Audience: All

Infusing Community Engagement Data into Your Institutional Strategy: Introducing Collaboratory

Community engagement is a key strategy by which your institution accomplishes its mission. How do you know you are reaching your goals? How can you improve associated collaborations and outcomes? Learn how Collaboratory collects and organizes data to provide evidence of engagement, refine strategy, and assist with institutional storytelling.

Lauren Wendling, IUPUI; and Lisa Keyne, TreeTop Commons

Track: 03A (HI)

Time: 7:30 - 7:50 am

Room: Indiana Ballroom A, B, C, & D

20-Minute Session

Monday, October 14, 2019

Audience: Intermediate

Ideas to Frame and Capture Those HIP Experiences on Campus

This presentation examines the variety of programs and areas where an institution can add HIP outcome overlays for students to demonstrate best work. While participating in the identified HIP area, the students create an ePortfolio. Within the HIP program activities, the student determines how/if the experiences meet an outcome. Each portfolio component would include an element of reflection to connect the activity to the requirement.

Tanya Williams, Hood College; and Gigi Devanney, Campus Labs - Chalk & Wire

Track: 03B (NI)

Time: 7:30 - 7:50 am

Room: Indiana Ballroom E

20-Minute Session

Monday, October 14, 2019

Audience: All

National Institute for Learning Outcomes Assessment (NILOA) Resources

The National Institute for Learning Outcomes Assessment (NILOA) has a wealth of resources to assist institutions with their assessment practice and processes. This Rise-and-Shine session will focus on finding the right resource for improvement efforts on your campus, providing an overview of existing resources and a preview of resources that are under development and will be released later in the year.

Erick Montenegro, National Institute for Learning Outcomes Assessment (NILOA)

Track: 03C (DI)

Time: 7:30 - 7:50 am

Room: Indiana Ballroom F

20-Minute Session

Monday, October 14, 2019

Audience: All

Landscape Analysis of First-Generation College Student Success

Not all first-generation students have a touchpoint with a program, however many campuses have multiple first-generation efforts designed to connect with them. Learn how the University of Florida is using a mixed methods assessment to identify and understand the experience of over- and under-served first-generation students.

Leslie Pendleton and Shaun Boren, University of Florida

Track: 03D (FD)

Time: 7:30 - 7:50 am

Room: Indiana Ballroom G

20-Minute Session

Monday, October 14, 2019

Audience: All

Revisiting Course Evaluations: Strategies to Minimize Gender and Racial Biases in Student Evaluations of Teaching

Student feedback from end-of-course evaluations is a popular tool that faculty use to improve teaching and administrators use to reward excellence in teaching. However, what do faculty and administrators really know about a growing body of research literature demonstrating gender and racial biases in student evaluations? This session will highlight findings from a review of research literature that provides the context for participants to engage in an interactive discussion on strategies or alternative methods that academic institutions can employ to help mitigate biases in student evaluations. Join us to learn more about how you can improve course evaluations at your campus.

Howard R. Mzumara, IUPUI

Track: 03E (AO)

Time: 7:30 - 7:50 am

Room: Florida & Illinois

20-Minute Session

Monday, October 14, 2019

Audience: All

e-OSCE Assessments in Social Work Distance Education: Development, Implementation, and Evaluation

Objective, structured, clinical examinations (OSCEs) have been implemented in schools of medicine, dentistry, and psychiatry for the last four decades to assess students' practice competence. The use of an OSCE for assessment is a new frontier for schools of social work. Also, there is minimal consideration for implementation in their online programs, despite the growing demand for online education. We have found that using cost-effective technologies to implement an online OSCE increases student interactivity and engagement, while enhancing the effectiveness of online social work practice courses. This presentation seeks to provide ways to develop, implement, and evaluate an online OSCE.

Samantha Wolfe-Taylor and Christian Deck, Indiana University School of Social Work

Track: 03F (SA)

Time: 7:30 - 7:50 am

Room: Michigan & Texas

20-Minute Session

Monday, October 14, 2019

Audience: All

How Healthy is Your Assessment of Student Well-Being?

Student well-being is a current area of focus for many institutions of higher education. In this session, participants will learn about one institution's model of well-being; and the development of assessment tools to measure both student well-being overall, and the model's influence on eight dimensions of health. Participants will also learn our methods of drawing data from multiple sources (NSSE, ACHA, ICSUS) to inform our home-grown assessment tools, and have the opportunity to share challenges and successes of assessing well-being on their own campuses.

Bridget Yuhas, Josh Downing, Beth Lohman, and Frank Ross, III, Butler University

Track: 03G (CB)

Time: 7:30 - 7:50 am

Room: Marriott 1

20-Minute Session

Monday, October 14, 2019

Audience: Intermediate

Development and Implementation of a Capstone Course with OSCEs Prior to Advanced Pharmacy Practice Experiences in a Pharm.D. Program

Increasing pressure exists within the health-professions schools to document competence in specific skills before students launch onto their final experiential years. A multi-faceted evaluation was conducted of a pharmacy curriculum to determine an approach to improve pre-advanced pharmacy practice experience (APPE, last program year), student performance, and competence. Intentional curricular revisions were made; one of them being the addition of a P3 capstone course prior to the entry of students into APPE. The process of development and identification of capstone course content, planning for student assessments within the course, successes and challenges, and student performance will be shared.

Justine S. Gortney, Wayne State University

Track: 03H (CB)
Time: 7:30 - 7:50 am
Room: Marriott 2

20-Minute Session
 Monday, October 14, 2019
 Audience: Intermediate

A Recipe for Meaningful Assessment in Online Competency-Based Higher Education

We present a recipe guidebook for developing high quality performance assessments for online, competency-based higher education. First, design and development should be based on an understanding of the competency being assessed and student population characteristics. Second, the assessment blueprint should include cognitive components of the item response process, not just the response outcome. Third, statistical evaluation of assessment data is crucial for testing reliability and validity. Finally, these stages should be cyclical, providing continuous quality improvement. Successful application of these guidelines to students enrolled a web-based CBE Information Technology program will be discussed.

Heather Hayes, Marylee Demeter, John Morris, and Goran Trajkovski, Western Governors University

Track: 03I (EP)
Time: 7:30 - 7:50 am
Room: Marriott 4

20-Minute Session
 Monday, October 14, 2019
 Audience: All

Content, Opportunity, Challenges: Migrating an ePortfolio Three Times

Over nine years, the ePortfolio requirement for the graduate, professional Master of Library and Information Science degree has been embodied in three different platforms: Oncourse (in-house, CMS); Taskstream (vendor, assessment system); and Canvas (vendor, CMS). Each time, the challenge has been to incorporate the assessment, advising, and support features that make the ePortfolio valuable to both program faculty and students. This session will show key features, planning needs, and decision points. Technology changes: you will need to be ready.

Rachel Applegate, IUPUI

Track: 03J (GR)

Time: 7:30 - 7:50 am

Room: Lincoln

20-Minute Session

Monday, October 14, 2019

Audience: Beginner

"Don't Stop Believing:" Using Technology to Audit Program Assessment

Program evaluations are vital to the sustainability of a college program, yet the evaluation process can seem nebulous. However, these evaluations are necessary for quality improvement and to ensure student learning. Moreover, program evaluations provide valuable evidence for program accreditation purposes. The challenge for some college programs is developing an innovative process for evaluation that captures student achievement of program learning outcomes. This session addresses how one graduate nursing program developed an outcome rubric, embedded in an online learning management system, to track student achievement of program learning outcomes.

LaDonna Dulemba and Gloria Dixon, Indiana University East

Track: 03K (LA)

Time: 7:30 - 7:50 am

Room: Santa Fe

20-Minute Session

Monday, October 14, 2019

Audience: Intermediate

Faculty Leadership in Assessing Institutional Learning Outcomes

This presentation showcases a successful model of faculty-led institutional assessment of institutional learning outcomes. Lead Assessment Specialists will share their experiences of designing assessment, ensuring faculty buy-in and collaboration, collecting evidence of student learning, organizing pedagogical workshops, discussions, and other closing-the-loop activities for Oral Communication, Quantitative Literacy and Written Communication ILOs. Utilized assessment methods will be discussed.

Tatiana Nazarenko, Stephen Contakes, and Lesa Stern, Westmont College

Track: 03L (ID)
Time: 7:30 - 7:50 am
Room: Kentucky

20-Minute Session
 Monday, October 14, 2019
 Audience: Intermediate

Making Assessment Plan Reviews Less Threatening and More Useful

Reviewing assessment plans and providing feedback to programs are common strategies for improving assessment practices. To understand whether that feedback is useful, our institutional assessment council conducted interviews with program representatives after they received feedback on their assessment plans. Respondents described elements of the feedback process that were (not) helpful, actions taken based on that feedback, and ways to improve their feedback experience. This presentation shares the review and feedback processes, interview questions and results, and suggestions for enhancing the feedback process. Attendees will compare and evaluate feedback processes and discuss the applicability of the presenters' process to their home institutions.

Cathy Barrette and Neva Nahan, Wayne State University

Track: 03M (MJ)
Time: 7:30 - 7:50 am
Room: Tennessee

20-Minute Session
 Monday, October 14, 2019
 Audience: Beginner

Assessment in the Humanities: Improving Student Learning and Program Quality

Meaningful assessment with respect to real program needs is often difficult. In the humanities, assessment is often seen as a threat. This presentation focuses on how humanities/liberal arts disciplines can use assessment to improve student learning and strengthen programs, as well as to demonstrate the value of the humanities to audiences skeptical of our value. Objectives include clarifying problems and solutions to assessing humanities programs, practical suggestions to revising assessment plans, and using data for program improvement.

M. Susan Rouse, Kennesaw State University

7:30 am – 6:45 pm

Exhibit Hours - Located in the
 second floor Marriott Foyer.

PLENARY SESSION

Track: 04A (AM)

Time: 8:15 – 9:45 am

Room: Marriott 5 & 6

Plenary Session

Monday, October 14, 2019

Stephen P. Hundley – Welcome and Introductions

Senior Advisor to the Chancellor, Professor of Organizational Leadership, Chair of Assessment Institute, and Executive Editor of *Assessment Update*, IUPUI

Barbara E. Walvoord – Trudy W. Banta Lifetime Achievement Assessment Award Recipient

Professor Emerita, University of Notre Dame

Watermark – Recognition of Diamond Sponsorship

Trudy W. Banta

Vice Chancellor and Professor of Higher Education Emerita, IUPUI

Herman J. Felton, Jr. – Plenary Speaker

President and CEO, Wiley College

PANEL

Herman J. Felton, Jr.

President and CEO, Wiley College

Stephen P. Hundley

Senior Advisor to the Chancellor, Professor of Organizational Leadership, Chair of Assessment Institute, and Executive Editor of *Assessment Update*, IUPUI

Natasha Jankowski

Director, National Institute for Learning Outcomes Assessment (NILOA) and Research Assistant Professor, Education Policy, Organization, and Leadership (EPOL), University of Illinois Urbana-Champaign

Tracy Penny Light

Professor, Department of Educational Services and Director of Faculty Development, St. George's University; President and Board Chair, Association for Authentic Experiential and Evidence-Based Learning (AAEEBL); and Co-Executive Editor, *International Journal of ePortfolio*

Tia Brown McNair

Vice President, Office of Diversity, Equity, and Student Success, Association of American Colleges and Universities (AAC&U)

Monica Stitt-Bergh

Associate Specialist, University of Hawai'i at Mānoa, and Past President, Association for the Assessment of Learning in Higher Education (AALHE)

Primary Tracks: Accreditation (AC); Assessment in Online Courses & Programs (AO); Assessment Methods (AM); Competency-Based Education & Assessment (CB); Community College (CC); Community Engagement (CE); Diversity, Equity, & Inclusion (DI); ePortfolios (EP); Emerging Trends in Assessment (ET); Faculty Development (FD); General Education (GE); Global Learning (GL); Graduate Education (GR); High Impact Practices (HI); Institution-Wide Data (ID); Leadership for Assessment (LA); Learning Improvement & Innovation (LI); Majors (MJ); NILOA (NI); STEM Education (SE); Student Affairs (SA); & Use of Technologies (UT)

FEATURED SPEAKERS

Track: 05A (EP)

Time: 10:00 - 11:00 am

Room: Indiana Ballroom A, B, C, & D

Track Keynote

Monday, October 14, 2019

Audience: All

Meaningful, Authentic, and Actionable: ePortfolios and the Transformation of Assessment

Historically, assessment was a starting point for ePortfolio implementation, as institutions and accreditors sought authentic evidence of student achievement of desired learning outcomes. Over time, though, ePortfolios caught the attention of different stakeholders, who identified varied assessment needs and interests as well as different understandings and definitions of “assessment” itself. Indeed, research on ePortfolios and assessment reveals a wide range of studies that explore everything from traditional examples of evidence of learning outcomes or competencies visible in an ePortfolio to the effectiveness of new pedagogical and curricular designs, and the ability of ePortfolios to demonstrate student identity development. These variations reflect shifts in the wider interests of higher educators over the last decade, and the ways in which ePortfolio practices have enabled a much broader group of stakeholders to address their own assessment needs and interests, thereby transforming the ways that we think about assessment in higher education. In this talk, I provide examples of how three aspects of assessment continue to influence the work of stakeholders interested in both curricular and co-curricular learning: to make learning meaningful, actionable, and authentic in ways that foster ongoing assessment transformation.

Tracy Penny Light, St. George’s University

Track: 05B (CE)
Time: 10:00 - 11:00 am
Room: Indiana Ballroom E

Track Keynote
 Monday, October 14, 2019
 Audience: All

Equity and Engagement: How Do We Invest in an Equitable Experience for Everyone?

When assessing our community engagement efforts, attention is often paid to areas such as student outcomes, impact on our partners, and faculty engagement. A challenge remains: how much attention is paid to who is participating in our efforts? Do we ask ourselves if access to and participation in our engagement efforts is equitable across racial/ethnic categories? Or for those students who are first-generation? Have we explored what the experiences are like for students of color who participate in our community engagement activities, since much of the engagement work in urban and metropolitan areas happens in communities with a significant minority population? More broadly, who speaks on equity and access in community engagement on your campus, and how is it being discussed within the larger national conversation on community engagement? In this talk, we will explore these questions, learn about how Rutgers University–Camden is approaching this work, and discuss strategies to think more broadly about the role of assessment as it relates to equity and community engagement.

Nyeema C. Watson, Rutgers University-Camden

Track: 05C (GL)
Time: 10:00 - 11:00 am
Room: Indiana Ballroom F

Track Keynote
 Monday, October 14, 2019
 Audience: All

Lessons Learned from Two Decades of Stategically Assessing Global Learning Outcomes

This interactive plenary will provide an overview of how to assess global learning outcomes to produce results that you can really use, with examples of both successes and lessons learned offered from multiple institutions. Participants will have a chance to share challenges and their own lessons learned among themselves, as well as to share insights and ask questions as a whole group.

Elaine Meyer-Lee, Agnes Scott College

Track: 05D (DI)
Time: 10:00 - 11:00 am
Room: Marriott 1 & 2

Track Keynote
 Monday, October 14, 2019
 Audience: All

Why Equity and Assessment Must be Inextricably Linked for Student Success

What are evidence-based practices that promote faculty-led assessment of student learning to address inequities in student outcomes? How do we create educational environments where all participants will have the opportunity to achieve their full potential and to develop their human gifts? AAC&U calls for higher education to address diversity, inclusion, and equity as critical to the wellbeing of democratic culture; and to achieve this goal, equity and assessment of student learning must be inextricably linked. Through a discussion of AAC&U's efforts to make excellence inclusive; a guiding principle for access, student success, and high-quality learning; and AAC&U's Valid Assessment of Learning in Undergraduate Education (VALUE) Institute, participants will learn strategies for how to intentionally design and assess high-quality educational experiences that promote student engagement, achieve equity in student outcomes, and value students' "cultural wealth."

Tia Brown McNair, Association of American Colleges and Universities (AAC&U)

Track: 05E (SE)
Time: 10:00 - 11:00 am
Room: Marriott 3

Track Keynote
 Monday, October 14, 2019
 Audience: All

Reimagining K-16+ STEM Education: What it Means to be Proficient in Science and Why that Matters for Policy and Practice

This talk will highlight the ongoing reconceptualization of what it means to "know" and "understand" science, with proficiency expressed in terms of learning outcomes related to knowledge in use. New theories, models and data about science learning have been key in bringing much-needed coherence to science education across the K-16+ continuum. These changes present both challenges and opportunities to the design and integration of curriculum, instruction, and assessment – not only in K-12, but throughout higher education and even influence gatekeeper instruments such as the AAMC's Medical College Admission Test.

James Pellegrino, University of Illinois at Chicago

Track: 05F (FD)
Time: 10:00 - 11:00 am
Room: Marriott 7, 8, 9, & 10

Track Keynote
 Monday, October 14, 2019
 Audience: All

Getting Faculty on Board: The Movement and the Mandate

A movement is characterized by a realization that what was acceptable is now unacceptable. Movements are passionate, egalitarian, empowering, and imbued with a sense of community. A review of movements and mandates that have changed higher education offers suggestions about how faculty developers and administrators can infuse the passion of movement into what faculty often view as the mandate for assessment.

Barbara Walvoord, University of Notre Dame

11:00 am – 12:30 pm

LUNCH on your own in Indianapolis

12:30 – 5:30 pm

SPONSOR PRESENTATIONS
 (See page 140 for details)

CONCURRENT 60-MINUTE SESSIONS

Track: 06A (HI)
Time: 12:30 - 1:30 pm
Room: Indiana Ballroom A, B, C, & D

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Redesigning Senior Seminar to Improve Student Attainment Through Revision and Reflection

Capstone courses are a high-impact practice that provide students with an opportunity to integrate and conclude their college experience. Additionally, capstones allow faculty to assess programmatic learning outcomes. What happens when a senior seminar capstone course does neither of these things well? In this session, we show how a major revision to our senior seminar allowed us to better assess learning and improved student reflection on their own growth. Participants will identify areas in their disciplines where assessment is difficult, recognize and address shortcomings in capstone courses, and develop assessment- and reflection-driven portfolio requirements effective for their discipline.

Chera A. LaForge, E. Scott Lee, and Kristoffer Rees, Indiana University East

Primary Tracks: Accreditation (AC); Assessment in Online Courses & Programs (AO); Assessment Methods (AM); Competency-Based Education & Assessment (CB); Community College (CC); Community Engagement (CE); Diversity, Equity, & Inclusion (DI); ePortfolios (EP); Emerging Trends in Assessment (ET); Faculty Development (FD); General Education (GE); Global Learning (GL); Graduate Education (GR); High Impact Practices (HI); Institution-Wide Data (ID); Leadership for Assessment (LA); Learning Improvement & Innovation (LI); Majors (MJ); NILOA (NI); STEM Education (SE); Student Affairs (SA); & Use of Technologies (UT)

Track: 06B (NI)
Time: 12:30 - 1:30 pm
Room: Indiana Ballroom E

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Mission and Metrics: HBCU Presidents' Translation and Praxis

Many have high-level responsibilities within the ranks of higher education institutions; it is the president, however, who has both the responsibility and the authority to serve as the leader of the college or university. Leadership is vital in the assessment conversation and expressing “evidence of what students know and are able to do in the process of determining institutional and strategic directions” (Ikenberry, 2015). Presidents play a major role in raising assessment’s visibility and communicating institutional priorities. This panel draws together presidents from various Historically Black Colleges and Universities (HBCUs). Panelists will focus on HBCU’s historic and contemporary mission(s) and will discuss how student learning outcomes metrics honor their missions.

Verna F. Orr, National Institute for Learning Outcomes Assessment (NILOA); Roslyn Clark Artis, Benedict College; Herman J. Felton, Jr., Wiley College; and Elfred Anthony Pinkard, Wilberforce University

Track: 06C (DI)
Time: 12:30 - 1:30 pm
Room: Indiana Ballroom F

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Equity-Driven High Achievement Outcomes-Based Assessment Program Review: Connecting Authentic Student Voice to Performance Indicators and More

This interactive session presents good practice criteria research from over 33 institutions to refine your organization’s outcomes-based assessment program review process and use of equity performance indicators to inform collaborative decisions that can close achievement gaps. Using one institutional case study as an example, participants will engage in dialogue around how collaborative leadership leveraged outcomes-based assessment results that align with equity performance indicators to inform recommendations to close the achievement gap of a particular student population. Participants will leave with a framework to adapt and specific questions to examine when they return to their own campuses.

Marilee Bresciani Ludvik, Sandy Kahn, Rey Monzon, Nina Potter, Stephen Schellenberg, and Randy Timm, San Diego State University

Track: 06D (FD)
Time: 12:30 - 1:30 pm
Room: Indiana Ballroom G

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Growing an Institutional Culture of Assessment

Accreditors demand increasing levels of student outcomes assessment. University faculty, including many at The Ohio State University, were at first resistant to assessment. To encourage faculty engagement with and control of assessment, Ohio State holds an annual assessment conference. Planned by a collaborative team led by administrators, faculty, and teaching center staff, the conference hosts faculty representatives from each academic unit. They learn about successful, useful assessment from peers, and return to their departments as local “experts.” After six years, our recent reaffirmation reported that our institution is remarkable among large, research universities in having a strong culture of assessment.

Alan Kalish, The Ohio State University

Track: 06E (LA)
Time: 12:30 - 1:30 pm
Room: Florida & Illinois

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Grand Challenges Facing Assessment Practitioners: The Third Millennium

The identification of grand challenges can unify the efforts of practitioners, increasing the possibility of meaningful and lasting progress. We adapted the characteristics used to identify grand challenges in science and mathematics education and reviewed major assessment websites, blogs, discussion board, and publications to identify 10 areas for growth we believe might represent grand challenges. We then solicited feedback by broadly surveying members of the assessment community. In this session, we summarize our findings and engage participants in a conversation about the grand challenges that have emerged and how best to address them. The survey is available at <http://uncc.surveymshare.com/s/AYAWYZC>.

Karen Singer-Freeman and Christine Robinson, University of North Carolina at Charlotte

Track: 06F (SA)
Time: 12:30 - 1:30 pm
Room: Michigan & Texas

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: Intermediate

Using CAS for Evaluating Student Learning and Program Effectiveness

As higher education professionals, we strive to meet the needs of our students. This commitment, coupled with calls for accountability, urges us to evaluate programs and services to demonstrate impact on student learning. The program standards and cross-functional frameworks for self-assessment of student-support functional areas developed by the Council for the Advancement of Standards in Higher Education (CAS) are valuable tools for these forms of assessment. In this session, participants will learn how to use the standards developed by a consortium of 41 higher education associations for program review and evaluation of student learning.

Gavin Henning, New England College; and Jen Wells, Kennesaw State University

Track: 06G (GL)
Time: 12:30 - 1:30 pm
Room: Marriott 1

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Engaging the Campus Community with Global Learning Outcomes

In 2017, the American Council on Education reported that approximately half of the nation's colleges and universities have embedded global or international themes in their mission statements, yet only 29% of those also reported having formal assessment plans to track progress or impact. These data demonstrate the need for institutions to engage with their campus community and design effective campus-wide approaches. While the literature provides some guidance, only a few models exist for institution-wide implementation and assessment planning of global learning and intercultural competence. This session will look at ways to help you establish a model for your campus.

Chris Hightower and Brianna Edwards, Texas Christian University

Track: 06H (AC)
Time: 12:30 - 1:30 pm
Room: Marriott 2

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: Beginner

Designing a Systematic, Comprehensive, and Sustainable Assessment System

We will share our journey as a teacher-preparation program working to develop a transformative assessment system. Our program's response to recent accreditation outcomes, including a challenge to improve our assessment system, will be described. We will discuss the importance of a systematic, comprehensive, and sustainable assessment system; share lessons learned about assessment system revisions; and reflect on the role of honest institutional self-reflection as part of ongoing improvement. Participants will experience how an assessment system graphic, with its cyclical representation of stakeholders and data collection/analysis/action planning, has helped assure consistent assessment leadership, collaboration, and clear communication of goals.

Elizabeth A. Corah-Hopkins and Asli S. Özgün-Koca; Wayne State University

Track: 06I (AM)
Time: 12:30 - 1:30 pm
Room: Marriott 3

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: Beginner

Using Item-Level Statistics to Improve Assessment Instruments

What items on an assessment instrument are ideal for detecting differences among students? What items are better at detecting educational interventions? The characteristics of items designed to detect differences among students are not necessarily the same as those for detecting quality interventions. This session introduces participants to how one can use basic, item-level statistics in both situations to improve assessment instruments. Participants are introduced to the concepts of item difficulty and discrimination, according to classical test theory, for both cognitive and non-cognitive assessments. We then discuss how similar concepts can be extended in order to select items that are sensitive to the quality of educational interventions.

John D. Hathcoat, Daigo Blanco Murakoshi, Brian Leventhal, James Madison University; and Yelisey Shapovalov, Eastern Mennonite University

Track: 06J (CB)
Time: 12:30 - 1:30 pm
Room: Marriott 4

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Using Signature Assignments to Measure Competencies in Student Learning Outcomes

Measuring competencies in student learning is crucial in pharmacy education. This is mandated by the accrediting body--Accreditation Council for Pharmacy Education (ACPE). Complete mappings of course-level to program-level outcomes is the gold standard model. Even though this is the gold standard in our academy, many institutions face challenges regarding time investment and manpower. Additionally, this model may primarily focus on knowledge and practice and very little on performance skills. A balance between practice and performance using signature assignment-driven competency-based approach is worth investigating. This session will focus on measuring competencies using signature assignments.

Miriam Ansong, David Fuentes, Jeremy Hughes, and William Ofstad, California Health Sciences University

Track: 06K (CE)
Time: 12:30 - 1:30 pm
Room: Marriott 7 & 8

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Assessing Partnerships for Mutuality and Reciprocity

What role(s) do community partners play in campus-community partnerships? This session includes original research across multiple institutions using significant information about partnerships, including the role that partners play, to examine mutuality and reciprocity. Participants will engage in a dialogue about why and how we all need to be thinking about mutuality and reciprocity more deeply--what happens when we truly understand the role(s) that partners play in advancing common goals? How do we foster change in our communities and institutions when we examine mutuality and reciprocity in this way?

Kristin Norris, IUPUI

Track: 06L (EP)
Time: 12:30 - 1:30 pm
Room: Marriott 9 & 10

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

High Impact ePortfolio Practice: Supporting Integrative Assessment, Guided Pathways, and Curricular Coherence

How can we, as educators, help students integrate their learning - making the connections between and among their disparate learning experiences? Are there ways to develop cohesive learning pathways for students? What role can teaching, learning and authentic assessment with ePortfolio play in this integrative effort? In this session, Eynon and Gambino, authors of High Impact ePortfolio Practice: a Catalyst for Student, Faculty, and Institutional Learning and editors of Catalyst in Action: Case Studies of High-Impact ePortfolio Practice will discuss some of the ways ePortfolio, when “done well,” supports integrative assessment, guided pathways, and curricular coherence, sharing examples from a range of campus practices. For new and experienced ePortfolio practitioners, this session will help us consider how to leverage ePortfolio’s unique integrative capacities in support of student learning and success.

Laura M. Gambino, New England Commission of Higher Education (NECHE); and Bret Eynon, LaGuardia Community College

Track: 06M (GR)
Time: 12:30 - 1:30 pm
Room: Lincoln

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

What Measures of Academic Achievement Are Good Predictors of National Board Exam Scores? And the Technology to Know!

We wanted a good way to predict how our students would perform on the National Board Exam. So we pulled together data from various platforms: the technology available at New York Chiropractic College (NYCC) includes the Student Information System, which provided Program Term, National Board of Chiropractic Examiners (NBCE) Scores, and Cumulative GPA; Computer Based Testing, which provided embedded assessments tagged to the NBCE Part 1 test plan; and Business Intelligence Software, which was used to connect to all other data sources and was the technology that allowed us to analyze the relationships between these factors. Join us in exploring the data, technology, and outcomes at NYCC.

Mary E. Balliett and Patricia Merkle, New York Chiropractic College

Track: 06N (LA)
Time: 12:30 - 1:30 pm
Room: Santa Fe

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: Intermediate

Leadership in Assessment for Learning Improvement and Innovation

We have a cascade of reports on what works in theory and practice to enhance student learning and success, including student learning of Essential Learning Outcomes. This session focuses on strategies and actions that can bring the myriad initiatives found across higher education into more cohesive, integrated, and collaborative practice through aligning administrative and faculty leadership at scale to achieve enhanced student learning for all our students. A grassroots, bottom-up leadership approach that contributes to and benefits from top-down leadership support is needed to meet the demands to rethink our work for the learners and learning environments we have.

C. Edward Watson and Kate McConnell, Association of American Colleges and Universities (AAC&U)

Track: 06O (SE)
Time: 12:30 - 1:30 pm
Room: Kentucky

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

The Impact of Peer Mentoring and Breaking Down Barriers To Persistence of Women in STEM

Many studies on female students in STEM attribute having a mentor as a positive influence in countering barriers to success. Research on the value of peer mentoring is lacking, especially the impact that serving as a peer mentor has as a key to persistence and retention. This research examined the experiences of women in STEM majors serving as academic peer mentors in programs at IUPUI. The focus was on the social-cognitive psychological paradigm, seeking to gain information on influences of peers, models, and culture within majors on the four sources of academic self-efficacy. Using a qualitative approach, the results provided a narrative to the value of leadership experiences in structured peer mentoring programs on one's self-efficacy toward their STEM domain and, in turn, influencing their persistence and success in the disciplinary program.

Shannon McCullough, IUPUI

Track: 06P (LI)
Time: 12:30 - 1:30 pm
Room: Tennessee

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Using Asynchronous Forums to Engage Faculty, Including Adjuncts in Assessment

This presentation addresses an institutional approach for engaging contingent faculty in assessment of student learning through data sharing and reporting mechanisms. An asynchronous meeting space affords participants with flexible attendance times. Faculty review curriculum maps, course syllabi, and student learning assessment results and provide feedback and recommendations through discussion threads.

Richard J. Ansson, University of Phoenix

Track: 06Q (ID)
Time: 12:30 - 1:30 pm
Room: California

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: Intermediate

20 Years of Student Engagement: Insights about Students, Assessment, and College Quality

In 2020 the National Survey of Student Engagement enters its third decade assessing the quality of undergraduate learning and success. In 20 years, the student engagement movement has surely changed our notions of quality in higher education. Most institutions now value a culture of evidence, promoting deep approaches to learning, developing high-impact practices, and tracking engagement indicators. This session reviews the most important findings about student engagement in the past two decades, and asks participants to consider what engagement will look like in the next decade. What is next for assessing quality in undergraduate education and collecting evidence for improvement?

Jillian Kinzie, National Institute for Learning Outcomes Assessment (NILOA) and Indiana University Bloomington; Robert Gonyea and Alexander McCormick, Indiana University Bloomington

Track: 07A (HI)

Time: 1:45 - 2:45 pm

Room: Indiana Ballroom A, B, C, & D

60-Minute Concurrent Session

Monday, October 14, 2019

Audience: All

Authentic Assessment - Perfect Fit for HIPs

The Authentic Assessment – Perfect Fit for HIPs workshop provides tools and understanding for turning classroom assessments into memorable student learning experiences. It defines the authentic assessment and high-impact practice terms and then actively engages participants in redesigning an example of their choice to fit the descriptions. Authentic assessment, a high-impact technique, is presented in context of the George D. Kuh’s high-impact practices findings on the relationship between high-impact education practices, deep learning, and self-reported gains and equity mindedness. Participants leave with a redesigned, ready-to use classroom assessment tool.

Kinga Jacobson, University of Wisconsin - Green Bay

Track: 07B (NI)

Time: 1:45 - 2:45 pm

Room: Indiana Ballroom E

60-Minute Concurrent Session

Monday, October 14, 2019

Audience: All

Using the Excellence in Assessment Designation to Advance Campus Assessment

The Excellence in Assessment (EIA) Designation program recognizes institutions for their efforts in intentional integration of campus-level learning outcomes assessment. The EIA designation evaluation process is directly and intentionally built from NILOA’s Transparency Framework and is co-sponsored by the Voluntary System of Accountability (VSA), NILOA, and Association of American Colleges and Universities (AAC&U). This presentation will share information on the EIA Designation and application process, as well as engage 2019 EIA designees in reflecting on lessons learned and promising practices from their application.

Nancy Quam-Wickham, California State University, Long Beach; Katie Boyd and Megan Good, Auburn University; Debora Ortloff and Jacob Amidon, Finger Lakes Community College; Kate Herrell, Lindenwood University; Keri Franklin, Missouri State University; Jeff Roberts, Sam Houston State University; Deirdre Bucher Heistad, University of Northern Iowa

Track: 07C (DI)
Time: 1:45 - 2:45 pm
Room: Indiana Ballroom F

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Assessing and Improving a Post-Post-Baccalaureate Research Education Program (IPREP) for Underrepresented Populations

The mission of IPREP is to increase the number of Ph.D. graduates who are underrepresented in the biomedical and behavioral sciences. The program was designed to help underserved students obtain the research experience and professional skills needed to gain admission to and be successful in competitive biomedical and behavioral science Ph.D. programs. This presentation is focused on the methods we used to assess students' learning outcomes, resilience, confidence levels, and success in their graduate programs. We will also share how assessment data was used to monitor outcomes and make continuous improvements. Supported by National Institutes of Health (NIH), 2R25GM109432.

Michele J. Hansen, Rafael Bahamonde, David Burr, and Ann Kimble-Hill, IUPUI

Track: 07D (FD)
Time: 1:45 - 2:45 pm
Room: Indiana Ballroom G

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

High Impact Faculty Development: Assessing for Institutional Change

In this session, participants will learn about an assessment that sought to examine the culture change impact of faculty participation in an intensive, social-justice focused learning community for historically-underserved students at the University of Wisconsin-Green Bay. Results of a qualitative, grounded-theory assessment indicate that the "tempered radical" approach to faculty development resulted in a diverse array of impacts at the institutional level. After a brief overview of the GPS program and study methodology and outcomes, participants will critically examine this methodology and explore ways in which it can support their campus institutional change initiatives.

Denise Bartell, The University of Toledo; and Caroline Boswell, The University of Wisconsin-Green Bay

Track: 07E (AM)
Time: 1:45 - 2:45 pm
Room: Florida & Illinois

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Using the Past to Strengthen the Present: How We Can Use Data From Alumni to Elevate the Experiences of Current Students

Colleges and universities collect a myriad of data about students when they are on campus, but how do we approach and use data about our students once they have gone on to other things? Alumni are, potentially, a rich source of information since many of the broad learning outcomes that our institutions aim for are only realized in full after students graduate. In this session, we will highlight ways of connecting survey data from alumni about their educational experiences as undergraduates with efforts to improve the quality and impact of programs for our current students.

Charles Blaich and Kathleen Wise, Wabash College; Julia Cavallo, Saint Vincent College; Bethany Miller, Cornell College

Track: 07F (SA)
Time: 1:45 - 2:45 pm
Room: Michigan & Texas

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: Beginner

Assessing Leadership Development: A Credentialing Model for Innovation Between Academic and Student Affairs

The Ohio University Leadership Endorsement program, a micro credentialing effort for student employees, led to two important discoveries: 1) how to develop and assess cutting-edge credentialing infrastructure based on competencies, and 2) how academic support and student affairs professionals can partner to create an innovative solution. The presenters will share lessons learned, crucial decisions, and how learning was assessed.

Imants Jaunarajs and Cindy Cogswell, Ohio University

Track: 07G (GL)
Time: 1:45 - 2:45 pm
Room: Marriott 1

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: Intermediate

Assessing the Effects of Experiential and Reflective Learning Methods in Study Abroad Curriculum Design on Cultural Intelligence

The demand for interculturally competent candidates has risen. Employers seek workers who are highly adaptable to the global marketplace. Study abroad internship programs offer a ripe training ground for college students to gain valuable international and intercultural career experience. This study assessed the effects of experiential and reflective learning methods in the curricular design of study abroad internship programs in South Korea and the Netherlands on the cultural intelligence of the participants. Findings of the quantitative analysis indicated statistically significant gains in CQS for both programs. Implications for study abroad program design and recommendations for further research are discussed.

Lisa Lambert Snodgrass, Purdue University

Track: 07H (AM)
Time: 1:45 - 2:45 pm
Room: Marriott 2

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: Intermediate

Instilling Assessment Infrastructure: CPSA's Journey

Facing pressures for continuous improvement, as well as political and accreditor calls for demonstrating institutional efficacy, National Louis University (NLU) has found a productive path forward for their College of Professional Studies and Advancement (CPSA). This session details CPSA's journey to implement a college-wide assessment process that was consistent but flexible to expand curriculum maps, formalize plans, set learning targets, and follow up on action items from reports. Presenters will detail their approach, discuss overcoming barriers, and share lessons shaping the path forward. Participants will brainstorm application to their own work, as well as have time for questions and answers with presenters.

Joseph D. Levy and Bettyjo Bouchey, National Louis University

Track: 07I (AM)
Time: 1:45 - 2:45 pm
Room: Marriott 3

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Achieving and Assessing Global Citizenship for Your Graduates: How to Take Command of this Elusive Goal

Both NAFSA and The Chronicle of Higher Education have noted that a majority of colleges and universities claim to graduate global citizens. And those that do not yet make this claim in their respective mission statements are joining the growing number of schools projecting a 2025 vision with international education and global citizenship as major tenants. Yet, it has remained unclear how to conceptualize or achieve this elusive goal. Without a firm grasp on the meaning of global citizenship, generating quality programs to develop student intercultural competencies has been challenging at best. And the difficulty of assessing sometimes invisible results in unfamiliar terms has led some to abandon this significant portion of the school's mission. After 40+ years of research and 20 years of development and testing, we have developed an innovative and highly reliable method to easily benchmark student global citizenship, prepare graduates for the global workforce via online programming, and provide necessary pre- and post-test data visuals. Dr. Kyle David Anderson, Senior Director of Global Engagement at Clemson University, and Dr. Justin Velten, President and Co-Founder of Go Culture International, share just how simple it can be to implement a meaningful global citizenship education and assessment program to enhance internationalization on your campus. In this session, you will learn concrete methodology for intercultural competency assessment and data reporting, observe appreciable strategies to significantly enhance global citizenship, and weigh and discuss the best strategy for your campus.

Justin Velten, Go Culture International; and Kyle David Anderson, Clemson University

Track: 07J (ID)
Time: 1:45 - 2:45 pm
Room: Marriott 4

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

What Do We Know About What Our Students Know?: Continual Improvement through Institutional Assessment Planning

The annual assessment plan provides a variety of measures both direct and indirect to assess student performance of institutional learning outcomes. Based on the results, action items are developed to improve student performance in the subsequent academic year. This presentation will examine the data collection tools, measures, results, and action items used to complete an annual assessment plan at the institutional level.

Pamela Reyes and Alaina Pascarella, Ashford University

Track: 07K (CE)
Time: 1:45 - 2:45 pm
Room: Marriott 7 & 8

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Developing a Model for Assessing a University-Wide Community Engagement Initiative: Tools and Lessons Learned

What are the key indicators most relevant for tracking university-wide progress on community engagement goals? How can existing data be leveraged to track and improve reciprocally beneficial engagement activities? Institutions across the globe are embracing the merits of community engagement; however, such work is, by nature, interdepartmental, collaborative, and dynamic. Agreement about over-arching, specific objectives and aligned tracking mechanisms can be daunting given the breath of activities and stakeholder groups. Despite challenges, University of Delaware's cross-cutting assessment framework enables sustained, intentional data collection, spotlighting critical areas of need and success. Attendees will share experiences and critically examine a multi-dimensional framework.

Allison Karpyn and Henry Wolgast, University of Delaware

Track: 07L (EP)
Time: 1:45 - 2:45 pm
Room: Marriott 9 & 10

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Seeking the "Done Well" High-Impact Practice Capstone: Using the IUPUI Capstone Taxonomy to Design Culminating Experiences for Graduating Students

Capstone experiences are commonplace in American higher education. There are, however, great variations in how they are administered and assessed. The IUPUI Taxonomy for Capstone Courses was developed as a resource for improving the design and assessment of undergraduate capstone experiences. This session will present the taxonomy, which defines research-based attributes and strategies for implementing capstones as a high-impact practice "done well," and share case examples of how it is being used to inform undergraduate capstone experiences at a 4-year public institution. Participants will learn to apply the taxonomy to their courses and outline potential revisions.

Tyrone McKinley Freeman, David Pierce, and Aimee Zoeller, IUPUI

Track: 07M (GR)
Time: 1:45 - 2:45 pm
Room: Lincoln

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: Intermediate

Developing Study Plans for North American Pharmacist Licensure Examination (NAPLEX) Board Preparation Based On Regression Analysis

Regression analysis was utilized to find predictive factors for NAPLEX scores for pharmacy students. The regression analysis provided both early and late predictors for the NAPLEX exam. Cutoff scores were determined for those at risk for low performance. Predictive factors included PCOA scores, capstone pre-test scores, GPA, and pharmaceutical calculation scores. Students found at risk were assigned monthly study guide plans that were to occur during their APPE rotations. The highest risk students had to design a plan and provide evidence of monthly assessments over that material.

Karen Kier, Ohio Northern University Raabe College of Pharmacy

Track: 07N (GE)
Time: 1:45 - 2:45 pm
Room: Santa Fe

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Engaging Faculty, Staff, and Students in Developing Gen Ed Assessment

Engaging stakeholders in developing a General Education (GE) assessment process provides professional development to participants, ensures applicability across disciplines, and enhances assessment quality. It also increases transparency and foregrounds faculty ownership, thus building support for program improvement. Using a staged development and implementation process, our GE assessment subcommittee invited faculty, staff, and students to learn about GE assessment, participate in the development and piloting of rubrics for each GE focus area, and provide feedback about the supporting processes. This presentation describes those initiatives, the internal and external resources used to carry them out, and the resulting successes and challenges.

Cathy Barrette, Stephanie Baier, Jeff Pruchnic, Jenn Wareham, Laura Woodward, and Kelly Young, Wayne State University

Track: 07O (SE)
Time: 1:45 - 2:45 pm
Room: Kentucky

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

IN LSAMP: Prioritizing Assessment to Provide HIPs that Increase Students' Sense of Belonging in STEM Pathways

IN LSAMP is built on a foundation of High-Impact Practices (HIP) that work together to increase a student's self-efficacy in pursuing a STEM degree and create a sense of belonging to STEM professions. The HIP activities draw on the LSAMP model integrating academic, social, and professional skills that retain students in the STEM pipeline and prepare them for success in graduate programs or careers. A panel of campus coordinators and directors will share the HIP activities unique to their campus, provide examples of how HIPs are assessed, and share success stories from their students.

Wayne J. Hilson, Jr., Cornell University; Patti Lang, Ball State University; Kody Steffy, Indiana University Bloomington; and Grace Muna, Indiana University South Bend

Track: 07P (LI)
Time: 1:45 - 2:45 pm
Room: Tennessee

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Pivot to Success: How to Utilize Excel Formulas and Functions to Create a User-Friendly Curricular Map

Curriculum mapping is an important assessment tool for institutions. This session discusses how to utilize Microsoft Excel functions to create a user-friendly map for curricular revision. The College of Pharmacy at Northeast Ohio Medical University created a map that uses VLOOKUPS and pivot tables to align the College's affective domains, ability-based outcomes, accreditation requirements, and assessments. By using these functions, we created a dynamic map that can be adjusted based on faculty needs. An interactive live demonstration will be provided to show how to use Excel functions and pivot tables to make the most out of a curricular map.

Chelsea Donovan and Madison Ivan, Northeast Ohio Medical University

Track: 07Q (ET)
Time: 1:45 - 2:45 pm
Room: California

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Trends in Assessment: Enduring Principles and Emerging Opportunities

This session outlines enduring principles that have influenced the development of assessment and improvement practices and emerging opportunities for assessment, including implications for higher education's future. Session facilitators will draw content from two publications for which they serve as editors: (1) *Assessment Update*, a bimonthly publication from Wiley/Jossey-Bass with a national readership; and (2) the new Stylus Publishing book *Trends in Assessment: Ideas, Opportunities, and Issues for Higher Education*. Participants will also be invited to share assessment trends from their own context.

Susan Kahn and Stephen P. Hundley, IUPUI

2:45 – 3:15 pm

BREAK SERVICE
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Track: 08A (HI)
Time: 3:15 - 4:15 pm
Room: Indiana Ballroom A, B, C, & D

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Getting Beyond the Label: What Makes High-Quality HIPs, How Widespread Are They, and Who Has Access to Them?

High-impact practices (HIPs) represent a core feature of a high-quality undergraduate education and are often hailed as life-changing events. The literature identifies a set of essential elements common across HIPs, yet to date, most evidence about HIPs has been limited to student participation in designated HIPs, with scant empirical examination of their implementation. We report on a multi-institution study of students' exposure to these elements of quality in six HIPs (learning communities, service-learning, research with faculty, study abroad, internships and field experiences, and culminating senior experiences) to deepen understanding of HIP quality and learn which students have access to high-quality HIPs.

Alexander McCormick, Brendan Dugan, Robert Gonyea, Samantha Silberstein, Indiana University Bloomington; and Jillian Kinzie, National Institute for Learning Outcomes Assessment (NILOA) and Indiana University Bloomington

Track: 08B (NI)
Time: 3:15 - 4:15 pm
Room: Indiana Ballroom E

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

If Not Now, Then When? A Panel Discussion on Why Equity Must be at the Heart of Campus Assessment Efforts

In 2017, the National Institute for Learning Outcomes Assessment (NILOA) began a conversation on the relationship between equity and assessment. This conversation has garnered over 15 guest responses from higher education thought leaders. Guest authors have offered various considerations to the field of assessment in order for assessment to be a mechanism for improvement instead of a perpetuator of inequality. This panel brings together four diverse viewpoints within NILOA's equity conversation and multiple perspectives and backgrounds in a discussion about the need for, challenges of, and ways to implement equity in assessment. We invite you to join us in this ongoing dialogue.

Gavin Henning, New England College; Ereka Williams, Fayetteville State University; Itihari Toure, Interdenominational Theological Center; and Erick Montenegro, NILOA

Track: 08C (DI)
Time: 3:15 - 4:15 pm
Room: Indiana Ballroom F

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Analyzing Data and Reporting on LGBTQ+ Communities: Strategies to Assist Data-Driven Decisions

Assessment for social justice and inclusivity “should carefully consider whether the methods, implementation, reporting, and recommendations are appropriate, equitable, and support positive outcomes” (Dorime-Williams, 2018, p. 52). This is a crucial consideration when dealing with data about often-marginalized populations. This session will engage in discussion about the careful consideration necessary when cleaning data, performing analysis, and reporting on LGBTQ+ populations at institutions of higher education.

Andrew J. Young, Robbie Janik, and Caleb Keith, IUPUI

Track: 08D (FD)
Time: 3:15 - 4:15 pm
Room: Indiana Ballroom G

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

The Evolution of Online Assessment at the UFS: A Campus-Wide Faculty Development Approach

Principles of good assessment practice need to be applied as rigorously with online assessment as with traditional, paper-based assessment methods to ensure that it is effective and fit for purpose. A faculty-development approach to online assessment should therefore include not only training in using the technological platform, but also in good assessment design. The aim of this presentation is to share various campus-wide initiatives and programs we have implemented at the University of the Free State, to increase the adoption of online assessment and improve the quality of online assessment activities. In addition, data will be shared on the effectiveness of these programs.

Anneri Meintjes, University of the Free State (South Africa)

Track: 08E (AM)
Time: 3:15 - 4:15 pm
Room: Florida & Illinois

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Why We Have a Rubric for That!

In their recent publication “We Have a Rubric for That: The VALUE Approach to Assessment,” (McConnell, Horan, Zimmerman, & Rhodes, 2019) the authors concisely summarize AAC&U’s recent VALUE rubric validity and reliability study report. This session will briefly summarize the findings from that publication and apply them to three academic contexts. Persons involved as (1) Assessment Directors, (2) Program Directors and (3) Teaching faculty will benefit from the practical application of research findings.

TJ Rivard, Indiana Univeristy East; Chad Bebee, Vincennes University; and Frank Poncé, Indiana Wesleyan University

Track: 08F (SA)

Time: 3:15 - 4:15 pm

Room: Michigan & Texas

60-Minute Concurrent Session

Monday, October 14, 2019

Audience: Beginner

Creating a Culture of Assessment within Student Affairs

Over the course of the last three years, Sinclair Community College has embraced the challenge of imbedding effective and meaningful assessment in all areas of Student Affairs. Through a collaborative approach with faculty, staff, and student affairs leadership, the college is now better able to tell the story of how student affairs contributes to learning outside of the classroom and student success. This session will share how this has been achieved and participants will leave with ideas to implement at their own institution.

Matt Massie and Dawayne Kirkman, Sinclair Community College

Track: 08G (GL)

Time: 3:15 - 4:15 pm

Room: Marriott 1

60-Minute Concurrent Session

Monday, October 14, 2019

Audience: All

Unpacking Global Competencies: Adaptability to Diverse Cultures, Ethnocentrism and National Chauvinism

Assessing the development of global competencies in terms of Knowledge, Attitudes, Skills, and Aspirations, we analyzed 3,338 surveys in three strata: international students, and US undergraduates with and without study abroad. Ethnocentrism scores lowered as academic level increased. US students with study abroad had significantly lower ethnocentrism scores than both US students without it and international students. About 79% responded, "no matter what country we are from, we are all strongly interconnected." National chauvinism for females was significantly lower than for males. These and other findings, the assessment instrument and implications for global learning will be discussed with session participants.

Esther E. Gottlieb, The Ohio State University

Track: 08H (AM)

Time: 3:15 - 4:15 pm

Room: Marriott 2

60-Minute Concurrent Session

Monday, October 14, 2019

Audience: All

Minimizing Bias in Coding

This interactive session will help participants recognize how ideological biases could affect coding of student products for cognitive and intellectual skills, and to develop strategies for minimizing bias in coding. Facilitators will share how they have dealt with this issue in their own coding scheme, as well as how it has been dealt with in coding schemes of other psychologists (e.g., King & Kitchener, Kohlberg, Perry). Participants will be provided examples to code and discuss, and will be invited to share common issues and strategies.

Peggy Fitch, Central College; and Pamela Steinke, University of South Carolina Upstate

Primary Tracks: Accreditation (AC); Assessment in Online Courses & Programs (AO); Assessment Methods (AM); Competency-Based Education & Assessment (CB); Community College (CC); Community Engagement (CE); Diversity, Equity, & Inclusion (DI); ePortfolios (EP); Emerging Trends in Assessment (ET); Faculty Development (FD); General Education (GE); Global Learning (GL); Graduate Education (GR); High Impact Practices (HI); Institution-Wide Data (ID); Leadership for Assessment (LA); Learning Improvement & Innovation (LI); Majors (MJ); NILOA (NI); STEM Education (SE); Student Affairs (SA); & Use of Technologies (UT)

Track: 08I (CC)
Time: 3:15 - 4:15 pm
Room: Marriott 3

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: Intermediate

Passing the Tipping Point: How a Rural Community College Grew a Culture of Assessment

Gogebic Community College has faced a rocky path on our way toward establishing a culture of assessment, but after four years of dedicated work, we believe we have gotten past the tipping point. This session will feature an analysis of how we got here viewed through the lens of Malcolm Gladwell's theory of the tipping point. We will also share the trials, errors, and successes we've had along the way, and we will provide opportunities for attendees to collaborate and develop strategies for getting past the tipping point at their home institutions.

Nicole Ellet-Petersen, Serena Mershon-Lohkamp, and Jason Shrontz, Gogebic Community College

Track: 08J (ET)
Time: 3:15 - 4:15 pm
Room: Marriott 4

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: Beginner

Beyond Buy-In: Inspiring Faculty Participation in Assessment

Presenters will discuss three unexpected insights gained during the creation of an assessment cycle in a learning assistance program. As the assessment committee worked to go beyond mere buy-in and to inspire full faculty participation in the process, interdepartmental conversations about assessment and student learning have inspired insights into (1) peer education's likeness to high impact practices, (2) issues related to inclusivity of peer education, and (3) the need to balance learning objectives and job performance evaluations for student-employees. We hope to inspire similar outcomes for attendees in their unique institutional contexts by advocating for the value of faculty involvement.

Brian Leventhal, Laura Schubert, and Matt Trybus, James Madison University

Track: 08K (CE)
Time: 3:15 - 4:15 pm
Room: Marriott 7 & 8

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Tensions in Developing Inclusive Community Engagement Assessment Practices

Assessment is critical in higher ed and in community engagement/service-learning, but how can we incorporate an inclusive, social justice framework into assessment practices? Given the diversity of our students and their lived experiences, how can we honor the varied ways they learn and convey knowledge and the experiences they bring with them into community engagement? Presenters will share experiences of incorporating student perspective into learning outcomes redesign and assessment tools, as well as best practices for inclusive survey tools and data analysis. Through group dialogue, participants will explore the complexities of inclusive community engagement assessment and will problem-solve together. Presenters will share tools and resources and guide group discussion.

Andrea Wise, University of California, Berkeley; and Jo Wong, Stanford University

Track: 08L (EP)
Time: 3:15 - 4:15 pm
Room: Marriott 9 & 10

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: Beginner

Social and Affective Skills Assessment Plan (SASAP): Meeting Student Needs and Accreditation Standards through Reflective Practice and Portfolio Development

In 2016, the Accreditation Council for Pharmacy Education (ACPE) introduced Standards 3 and 4 targeting interpersonal and self-management competencies. Pacific University School of Pharmacy also perceived a student need for support in professionalism, interpersonal skills, and career readiness. The Social and Affective Skills Assessment Plan (SASAP) meets this student need through integrative reflection and planning activities. Feedback includes individual development plans and coaching. These activities generate data used to monitor individual, cohort-level, and program-level trends. Participants will explore reframing accreditation standards in terms of student needs and creating assessment tools that support student development.

Andrew P. Longhofer and Pauline Low, Pacific University School of Pharmacy

Track: 08M (GR)
Time: 3:15 - 4:15 pm
Room: Lincoln

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: Beginner

Engaged, Involved, and Enjoying It? But Wait, How Can This Be, It Required Talking About Assessment and Learning Improvement!

Our college started an intentional transition from past rote systematic collection of data on student learning and programmatic outcomes to a targeted focus on those data and assessment findings. After intentional curricular mapping, assessment findings now directly inform decisions beyond compliance and reporting. Frequent, specific, collaborative, and focused conversations throughout the academic year lead to actionable curricular improvements at the program-level and course-level. Changes have directly impacted student learning; conversations beget action. This session reports on one specific graduate-level, course-level change that improved student learning and reinforced this trend of going beyond assessment results that lead to assessment for learning.

Catherine Gatewood-Keim, Austin Peay State University

Track: 08N (LA)
Time: 3:15 - 4:15 pm
Room: Santa Fe

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Assessment Road Trips: Visiting Institutions to Share Insights

For many assessment practitioners, it is easy to fall into a yearly routine of structuring assessment the same way. While assessment conferences provide fertile ground for new ideas, I would like to offer an additional strategy: institution-to-institution cross-pollination. Professor Boyne will share the lessons learned from her ACE fellowship project where she visited a number of institutions and interviewed administrators, faculty, and staff about their institution's culture of assessment.

Shawn Boyne, IUPUI

Track: 08O (SE)

Time: 3:15 - 4:15 pm

Room: Kentucky

60-Minute Concurrent Session

Monday, October 14, 2019

Audience: All

A Tale of Two Uses: The Misattribution and Reframing of Self-Report Assessment Data in Engineering Leadership

Self-report surveys can be extraordinarily helpful when the goal of interpretation is to gauge student perceptions of learning or to guide further critical questioning. Yet, because the audience is diverse, such information can easily be misinterpreted as a direct proxy for learning itself. We present an engineering leadership program's approach to addressing these misconceptions; a process of reframing and enhancing survey data using direct assessment methods to provide a more complete picture to stakeholders.

Nicholas Curtis, Katherine Trevey, and Andrea Gorman, Marquette University

Track: 08P (LI)

Time: 3:15 - 4:15 pm

Room: Tennessee

60-Minute Concurrent Session

Monday, October 14, 2019

Audience: Intermediate

Exploring Authentic Ways to Measure the Effectiveness of Contemplative Practices in Secular Higher Education Communities

Words such as mindfulness, meditation, yoga, and Tai Chi are becoming more apparent in popular press and within education. However, the manner in which the public is consuming the popularly portrayed information leaves many to question the integrity of how contemplative practices are being implemented and the rigor of their evaluation. This interactive session will explore questions of implementation such as, "how much practice, how often, when, and guided by whom?" We will also explore assessment methodology that can be used to effectively assess contemplative practices in a secular higher education community, thus making the ineffable assessable.

Marilee Bresciani Ludvik, San Diego State University

Track: 08Q (ID)

Time: 3:15 - 4:15 pm

Room: California

60-Minute Concurrent Session

Monday, October 14, 2019

Audience: Beginner

Developing and Implementing Assessment Plans for Administrative Units

This session will help participants have an understanding of how to develop and implement an assessment plan for administrative offices, including an example process for giving feedback to staff. Participants will leave with an understanding of how to develop and implement a successful administrative assessment process at their campus and how to incorporate and engage the community in the process!

Lindsey R. Guinn, Washington & Jefferson College

Primary Tracks: Accreditation (AC); Assessment in Online Courses & Programs (AO); Assessment Methods (AM); Competency-Based Education & Assessment (CB); Community College (CC); Community Engagement (CE); Diversity, Equity, & Inclusion (DI); ePortfolios (EP); Emerging Trends in Assessment (ET); Faculty Development (FD); General Education (GE); Global Learning (GL); Graduate Education (GR); High Impact Practices (HI); Institution-Wide Data (ID); Leadership for Assessment (LA); Learning Improvement & Innovation (LI); Majors (MJ); NILOA (NI); STEM Education (SE); Student Affairs (SA); & Use of Technologies (UT)

Track: 09A (HI)

Time: 4:30 - 5:30 pm

Room: Indiana Ballroom A, B, C, & D

60-Minute Concurrent Session

Monday, October 14, 2019

Audience: All

Where's Waldo?: Centralizing and Assessing Institutional Data for Undergraduate High-Impact Practices

Large, R-01 Universities often maintain decentralized student data records on high-impact practices, spread across multiple offices and departments. This practice means that it can be challenging to identify and assess student engagement. This session will involve a case study of how Clemson University obtained and centralized the data relating to high-impact practices. Presenters will share the process for examining holistic student engagement and report on preliminary ways that the data is being used to assess student engagement exposure, impact, and plans for continuous improvement.

Cazembe Kennedy and Bridget Trogden, Clemson University

Track: 09B (NI)

Time: 4:30 - 5:30 pm

Room: Indiana Ballroom E

60-Minute Concurrent Session

Monday, October 14, 2019

Audience: All

The Methodology Behind the VALUE Approach to Assessment: Empirical Evidence, Pragmatic “Lessons Learned,” and Future Directions

The VALUE (Valid Assessment of Learning in Undergraduate Education) approach to assessment is methodologically complex, comprised of (1) rubrics that provide a framework for scoring student work; (2) faculty trained raters who use their expert judgment to assign scores; and (3) the work product generated by students in response to a faculty-designed assignment. Using data generated over multiple years, within this session participants will take a “deeper dive” into the various methodological considerations informing AAC&U’s nationwide VALUE initiative. We will discuss how topics such as generalizability, validity, and fairness inform both the pragmatic “lessons learned” and future directions of this work.

Gary R. Pike, Indiana University Bloomington; John D. Hathcoat, James Madison University; and Kate McConnell, Association of American Colleges and Universities (AAC&U)

Track: 09C (DI)
Time: 4:30 - 5:30 pm
Room: Indiana Ballroom F

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: Intermediate

Using a Theoretical Matrix of Culturally Relevant Assessment to Promote Equity

Assessments must be holistic in their goal of improving student learning by incorporating a culturally relevant approach. Culturally indifferent or homogeneous assessment practices stifle students' abilities to demonstrate knowledge and may produce false evidence of achievement gaps. In this session, we present our model of culturally relevant assessment (Singer-Freeman, Hobbs, & Robinson, accepted) and research findings in which we have disaggregated assignment grades to reveal areas in which assessments appear to evoke false achievement gaps.

Harriet Hobbs, Christine Robinson, and Karen Singer-Freeman, University of North Carolina at Charlotte

Track: 09D (FD)
Time: 4:30 - 5:30 pm
Room: Indiana Ballroom G

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Creating the Assessment Skills Framework: Classifying and Identifying Professional Development Needs

High-quality professional development opportunities are necessary for building campus-wide assessment capacity. Because of the diverse skill set (e.g., curricular alignment, research design, and use of results) required to do high quality assessment, professional development must be precisely targeted and effectively scaffolded. This presentation details our development of a framework of essential skills for faculty engaged in assessment. We discuss use of the framework to organize and evaluate current efforts, plan future offerings, and reimagine our approach to professional development. Participants will apply the framework to a professional development opportunity at their own institution.

Caroline Prendergast and Andrea Pope, James Madison University

Track: 09E (AM)
Time: 4:30 - 5:30 pm
Room: Florida & Illinois

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Assessment and Transformation of the Institutional Data Function

The Association for Institutional Research (AIR) supports institutional transformation to advance student and institutional success. Accordingly, AIR crafted a set of key indicators designed to help colleges and universities assess their data functions and determine where and how to direct efforts in pursuit of institutional transformation. Join us for a conversation with IUPUI, which has employed the indicators to assess its data function and explore ways in which to strengthen it through institution-wide collaboration.

Leah Ewing Ross and Stephan C. Cooley, Association for Institutional Research (AIR); Michele J. Hansen and Steve Graunke, IUPUI

Track: 09F (SA)
Time: 4:30 - 5:30 pm
Room: Michigan & Texas

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Assessing The Quality of Undergraduate Living Arrangements: Relationships with Engagement and Persistence

Backed by an Association of College and University Housing Officers International Research Grant, National Survey of Student Engagement researchers surveyed over 55,000 first-year, sophomore and senior students at 76 institutions about their housing, roommates, safety, community, finances, and well-being. Combined with data on student engagement and (for FY students and sophomores) National Student Clearinghouse enrollment records, we can better understand the relationship of housing conditions, student learning, and outcomes. In this session, we will share the survey instruments, selected results, and facilitate an assessment-related discussion about the changing nature and impact of the on- and off-campus residential life of students.

Robert Gonyea, Kyle Fassett, and Kevin Fosnacht, Indiana University Bloomington

Track: 09G (AM)

Time: 4:30 - 5:30 pm

Room: Marriott 1

60-Minute Concurrent Session

Monday, October 14, 2019

Audience: All

Malleability of Implicit Bias in the Executive Search Process: Evaluation of an Intervention

Research indicates that implicit biases are malleable and can be unlearned. Much of this research, however, has taken place in a lab or controlled field setting. This paper reports on an exploratory mixed-methods evaluation of an implicit bias intervention in a higher education setting, which set out to enhance diversity, equity, and inclusion in the context of an executive search process. The evaluation studies how and in what ways the intervention influenced the participant experience, attitudes, and actions.

Dana R. H. Doan, Tiara Dungy, and Patricia Herzog-Snell, IUPUI Lilly Family School of Philanthropy

Track: 09H (UT)

Time: 4:30 - 5:30 pm

Room: Marriott 2

60-Minute Concurrent Session

Monday, October 14, 2019

Audience: All

Blast Off: Increasing Retention at Indiana University-Purdue University Indianapolis (IUPUI) through Two Signature Co-Curricular Programs

Every year, staff members from two units in the Division of Student Affairs at IUPUI organize JagBlast and Weeks of Welcome, two signature programs held in the summer and fall semesters. In this presentation, the researchers will examine the relationship between participation in those co-curricular programs, a sense of belonging, and student retention using qualitative and quantitative data.

Sonia Ninon and Brett Watson, IUPUI

Track: 09I (UT)

Time: 4:30 - 5:30 pm

Room: Marriott 3

60-Minute Concurrent Session

Monday, October 14, 2019

Audience: All

Next Generation of ePortfolios; Global Networking, Competency Assessment, and AI

This presentation discusses extensive research and entrepreneurship activities of the IUPUI CyberLab in the development and commercialization of the next generation of ePortfolios. The ePortfolio concept and technology have been around for more than 20 years but with limited acceptance. The Course Networking (CN) ePortfolio has discovered new methods and techniques to roll out a “sticky” ePortfolio, free to individual users, that is lifelong and supports all academic requirements, including competency assessment, career networking using an AI-based personal assistant.

Ali Jafari and Alice Zhao, IUPUI

Primary Tracks: Accreditation (AC); Assessment in Online Courses & Programs (AO); Assessment Methods (AM); Competency-Based Education & Assessment (CB); Community College (CC); Community Engagement (CE); Diversity, Equity, & Inclusion (DI); ePortfolios (EP); Emerging Trends in Assessment (ET); Faculty Development (FD); General Education (GE); Global Learning (GL); Graduate Education (GR); High Impact Practices (HI); Institution-Wide Data (ID); Leadership for Assessment (LA); Learning Improvement & Innovation (LI); Majors (MJ); NILOA (NI); STEM Education (SE); Student Affairs (SA); & Use of Technologies (UT)

Track: 09J (ET)
Time: 4:30 - 5:30 pm
Room: Marriott 4

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Improving Your Assessment Process While Demonstrating Continuous Improvement

This session will present Lean Thinking methodology, which provides an institution with an adaptable and evidence-based practice for demonstrating continuous improvement. The Lean Thinking methodology produces assessment rigor that converts program changes into consistent results. This methodology creates and standardizes processes that will save time and money; thus, producing a quality student experience, increasing the opportunity for research among faculty, and creating valued-added experiences for staff. Using Lean Thinking methodology encourages a positive campus culture, engages higher education administrators, produces tangible results in a timely manner, and unites all constituents toward a common goal.

Bliss Adkison, Janyce Fadden and Lisa Keys-Mathews, The University of North Alabama

Track: 09K (CE)
Time: 4:30 - 5:30 pm
Room: Marriott 7 & 8

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Developing a Comprehensive Assessment Plan for Student Engagement

Assessment methods of community engagement activities at our institution have been limited to per-activity evaluations through surveys and/or reflections. In order to obtain a better picture of how the different community engagement activities affect our students and their academic success, we propose an encompassing and continuous assessment plan using a triangulation method. The assessment plan consists of orientations, surveys, and focus groups administered to students as a cohort throughout their academic journey. This pilot assessment plan will be applied to a group of students participating in our RISE (Reaching Individual Success and Empowerment) program. Please note this session will end at 5:00 pm.

Aloha Balza and Debra Szabo, Florida Atlantic University

Track: 09L (EP)
Time: 4:30 - 5:30 pm
Room: Marriott 9 & 10

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

A New Taxonomy for High-Impact ePortfolio Implementation

ePortfolios have been recognized as a high-impact practice (HIP) when they are "done well" (Kuh, 2017). Many ePortfolio practitioners quickly learn, however, that doing ePortfolios "well" is not simple; certain features of ePortfolio practice are essential for students to gain maximum benefit. As part of a campus-wide project to develop HIP taxonomies, experienced ePortfolio practitioners and stakeholders at IUPUI collaborated during 2018-2019 to draft a taxonomy identifying elements of effective ePortfolio implementation at the course, program, and institutional levels. Taxonomy descriptors define several degrees of impact, using concepts from the key elements of HIPs (Kuh & O'Donnell, 2013), as well as attributes unique to ePortfolios. We expect the taxonomy to be incorporated into campus-wide professional development programs to help new and experienced ePortfolio practitioners understand what high-quality implementation entails. The session will include opportunities for participants to consider application of the taxonomy within their own program or institutional contexts.

Amy Powell, Tyrone McKinley Freeman, and Susan Kahn, IUPUI

Track: 09M (GR)
Time: 4:30 - 5:30 pm
Room: Lincoln

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: Beginner

Across the Curricular Divide: Three Assessment Approaches to Students' Personal and Professional Development

A critical part of the student pharmacists' and other health professions students' education is the development of their self-awareness, leadership, and professionalism. Multiple approaches may be taken to help them shape their professional identity and prepare them to become self-directed, responsible, practitioners. Incorporation of personal and professional development and assessment in 3 unique pharmacy program curricular venues--the student advising, the co-curriculum, and experiential education--will be shared. Cohort assessment data and each tool's impact on student learning will be shared. Attendees will also have an opportunity to share approaches of their unique programs.

Justine S. Gortney, Wayne State University-Eugene Applebaum College of Pharmacy and Health Sciences; Jill Augustine, Mercer University College of Pharmacy; and Jason Brunner, University of Colorado School of Pharmacy

Track: 09N (GE)
Time: 4:30 - 5:30 pm
Room: Santa Fe

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Developing and Implementing a General Education Assessment Plan: Utilization of Multiple Measures to Assess General Education Competencies

Discusses the development of a general education assessment plan utilizing multiple measures to assess a broad set of general education competencies based upon the AAC&U's Essential Learning Outcomes. The session will examine the implementation of a revised general education assessment plan at an urban two-year community college, including how and why the plan was revised, strategies for faculty participation, data collection and analysis strategies, and lessons learned in the first year of implementation.

Carrie Christensen, Midway University

Track: 09O (SE)
Time: 4:30 - 5:30 pm
Room: Kentucky

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Transforming STEM to STEAM: Developing Coherent General Education Outcomes

How does one bring about coherence in a general education program to ensure not only a firm educational base but also ensure assessment is productive and provides findings that can improve the transformation from STEM to STEAM?

Matthew J. Ruane, Florida Institute of Technology

Track: 09P (LI)
Time: 4:30 - 5:30 pm
Room: Tennessee

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: All

Using Comprehensive Learner Record Model to Improve Student Success

This session unpacks the assessment power of Comprehensive Learner Records (CLR), a digital skills portfolio that helps students better understand their learning and share verifiable records of their knowledge and accomplishments. CLR represents an intentional approach to creating agency, transparency, and shared responsibility of all stakeholders for student learning. Visible assessment design adapted from the research of John Hattie provides students and faculty with real-time feedback. CLR is a dynamic student outcomes transcript, a transition from mere grades to transferrable learning experiences highlighting curricular, co-curricular and experiential education evidence, all shareable to employers by students. Attendees will begin to develop a plan of how CLR can be implemented at their institution.

Suzanne Carbonaro, Philadelphia College of Pharmacy at the University of the Sciences; Caitlin Meehan and Mustafa Sualp, Assessment, Evaluation, Feedback and Intervention System (AEFIS)

Track: 09Q (ID)
Time: 4:30 - 5:30 pm
Room: California

60-Minute Concurrent Session
 Monday, October 14, 2019
 Audience: Intermediate

The Process of Implementing an Institution-Wide Evaluation of Teaching and Learning

Attend this session to learn about the steps and processes involved in developing and implementing a university-wide evaluation of teaching and learning with a focus on continuous improvement. The presenter will review lessons learned from executing a common, online course evaluation that provided flexibility for colleges and departments to add specific questions. Participants will engage in a discussion about potential concerns, challenges, benefits, and impacts of course evaluations. There will also be a discussion on how to potentially adapt a similar program on participants' campuses.

Jessica Turos, Bowling Green State University

POSTER SESSION

(See page 145 for Poster Diagram)

Track: 10A (AM)

Time: 5:30 - 6:45 pm

Room: Marriott 5 / Table No. 1

Poster Session

Monday, October 14, 2019

Audience: Intermediate

Are My Tests Fair?: Using Test Equating Principles to Examine Differences in Difficulty of Multi-Form Tests

Many large-enrollment courses use common, multi-form exams to test students on comprehensive material, but how can instructors know if these forms are similar in difficulty? This poster will cover a statistical process known as test equating. The presenter will show how equating can be used to identify poorly constructed items, examine disparities among forms, and improve equality on the overall exam. An example from a College Algebra final exam will help illustrate the feasibility of equating multi-form exams and the subtle ways multi-form exams contain bias.

John Walker, University of Tennessee, Knoxville

Track: 10B (FD)

Time: 5:30 - 6:45 pm

Room: Marriott 5 / Table No. 2

Poster Session

Monday, October 14, 2019

Audience: Intermediate

Assessing Faculty Perception of the Capstone Experience

Research on the design of high-impact capstones claims that successful experiences require faculty to design with intentionality, and that too often a capstone course is a “not fully articulated afterthought” produced in response to external pressures--be they evolving trends in the discipline or institutional expectations (Hauhart & Grahe, 2015; McNair & Albertine, 2012; Jones, Barrow, Stephens & O’Hara, 2012). At the core of the uneven assessment of the capstone is the multiplicity of goals and outcomes in and pressures on the design of the experience. This poster will share preliminary results from a multi-institutional study gauging the type of faculty who teach capstones experiences and their intrinsic and extrinsic motivations for doing so.

Matthew J. Laye, The College of Idaho; Caroline Boswell, University of Wisconsin - Green Bay, and Morgan Gresham, University of South Florida St. Petersburg

Track: 10C (CE)

Time: 5:30 - 6:45 pm

Room: Marriott 5 / Table No. 3

Poster Session

Monday, October 14, 2019

Audience: All

Creative Use of Partnership to Enhance Student Learning and Meet Community Need

In 2017, a partnership between a large non-profit feeding agency and a college of nursing was formed to help meet the health needs of an underserved population as well as the learning needs of the beginning nursing students. Three cohorts of nursing students have worked with the same agencies over the last year providing health screenings and education to underserved populations. This presentation will describe the partnership, outcomes, barriers, and the process improvements that have been made throughout.

Christine R. Hammond and Nicole Kreimer, Research College of Nursing

Track: 10D (DI)

Time: 5:30 - 6:45 pm

Room: Marriott 5 / Table No. 4

Poster Session

Monday, October 14, 2019

Audience: All

Developing a Sense of Continuity for All Students: Infusing the Undergraduate Profiles into the First-Year Experience Curriculum

Students often struggle with the experience of entering college. IUPUI offers many opportunities to create a sense of belonging and allow them to connect to others. We also want students to be prepared for the work ahead by challenging them to think critically, build team workskills, and solve problems, as well as providing them avenues for innovation. This project focuses on presenting a pilot study based upon a freshman challenge that will take place during the students' Summer Bridge experience. Special attention will be given to the assessment process of this experience.

Christian Rogers and Heather Bowman, IUPUI

Track: 10E (ET)

Time: 5:30 - 6:45 pm

Room: Marriott 5 / Table No. 5

Poster Session

Monday, October 14, 2019

Audience: All

Excellence in Assessment: Lessons Learned and Future Prospects

The Excellence in Assessment (EIA) designation is a national award spotlighting institutions for their exceptional assessment practices and open dialogue communication within their community. The research material came from three editions of the *Assessment Update* journal from 2017 until 2019. Over twenty institutions reflected on their EIA application experiences. In this presentation, we detail the successful assessment practices from institutions that can be applied on a larger scale. Additionally, we discuss the main takeaways and outline key trends to look for in the future.

Darya Goharian and Zachary J. McDougal, IUPUI

Track: 10F (LI)

Time: 5:30 - 6:45 pm

Room: Marriott 5 / Table No. 6

Poster Session

Monday, October 14, 2019

Audience: All

From Anecdote to Evidence: Designing Assignments to Capture the Scope of Student Learning

In 2015, Mercer implemented Research that Reaches Out, a five-year initiative designed to enhance student learning through service-focused undergraduate research. The curricular approach spans the undergraduate experience, and assessment includes evaluating thousands of student products. A challenge has been accurately capturing the scope of students' learning with the available products. Using targeted faculty development and outreach, we leveraged assessment data to evidence the need for stronger alignment of SLOs in course assignments. The resulting changes to course design yielded assessment gains. Characteristics of strong assessment products across disciplines and strategies for integrating assessment data into faculty development will be presented.

Hannah Vann and Kathryn Kloepper, Mercer University

Track: 10G (EP)
Time: 5:30 - 6:45 pm
Room: Marriott 5 / Table No. 7

Poster Session
 Monday, October 14, 2019
 Audience: All

Implementation and Assessment Methods of Program-Level Reflective ePortfolios in Kinesiology

The IUPUI Kinesiology Department utilizes a program-level reflective ePortfolio focusing on the personal and professional growth for all undergraduate students in the Kinesiology Department. Incorporating reflective practices prepares students by teaching the skills of a reflective practitioner. This allows students to appreciate the importance of learning new skills in the ever-changing fields of health, physical education, and fitness. All programs of study utilize an ePortfolio in several courses throughout the entire undergraduate curriculum. The ultimate goal for the ePortfolio project is to provide an avenue for students to discover and illustrate their personal journey of becoming a reflective practitioner.

Stephen Fallowfield, Lisa Angermeier, Allison Plopper, Rachel Swinford, and Mark Urtel, IUPUI

Track: 10H (AM)
Time: 5:30 - 6:45 pm
Room: Marriott 5 / Table No. 8

Poster Session
 Monday, October 14, 2019
 Audience: All

Implementation of Gamification in Pharmacy Education

The creation of a pharmacy-theme board game was utilized to assess student knowledge and prepare them in pharmacy-related topics. The game requires students to correctly answer open-ended NAPLEX-level questions to advance toward the end. The active learning game was designed for four types of learners. Visual learners will benefit from seeing the information. Each question will be verbally discussed for auditory learners. Those who learn by reading or writing can employ these skills in preparing responses. Kinesthetic learners may benefit by advancing through the game. The formatting generates friendly competition while allowing each individual to learn from one another.

Ashley M. Zupancic and Karen Kier, Ohio Northern University Raabe College of Pharmacy

Track: 10I (LI)

Time: 5:30 - 6:45 pm

Room: Marriott 5 / Table No. 9

Poster Session

Monday, October 14, 2019

Audience: All

Iterative, Learner-Centered Processes in Healthcare Education: A Case for Student Reflection and Formative Assessment

The translation of classroom-based knowledge to tangible clinic-based skills is critical to developing competent clinicians. Progressive, iterative processes with systematic integration of experiential learning activities may facilitate improved translational learning in healthcare education. This type of knowledge translation calls for continual formative evaluation and repeated reflective practices by the learner, promoting improved comprehension and the development of self-efficacy. In this presentation, we will compare and contrast three iterations of the same patient-based project, focusing on how changes in reflective and feedback practices impacted the student learning process and course learning outcomes.

Eleanor M. Beltz and Beth Funkhouser, Emory & Henry College

Track: 10J (ID)

Time: 5:30 - 6:45 pm

Room: Marriott 5 / Table No. 10

Poster Session

Monday, October 14, 2019

Audience: Intermediate

Leveraging Technology to Collect General Education Assessment Data

Lindenwood University used their Learning Management System (LMS), specifically the “outcomes” feature in Canvas, to engage full-time and part-time faculty in the assessment of general education outcomes. The presentation will include an overview of how the data were collected and then presented to enable faculty to make decisions about closing the loop. This project enabled the faculty to spend less time collecting data and more time strategizing about improvements to teaching and learning.

Kate Herrell and Aaron Shilling, Lindenwood University

Track: 10K (LI)

Time: 5:30 - 6:45 pm

Room: Marriott 5 / Table No. 11

Plenary Session

Monday, October 14, 2019

Audience: All

Make Your Data Sparkle: How to Design a Brand for Aesthetically Pleasing Documents

Establish creative direction and capture the attention of audiences with aesthetically pleasing documents! Implementation of layout and design is crucial when telling a story with data. This session discusses how to create branding guidelines such as fonts, colors, and formatting for document consistency and how to use graphs appropriately when displaying data. Various issues that arise when branding guidelines aren’t utilized will be discussed, and an interactive live demo in creating branding guidelines will be provided.

Chelsea Donovan, Northeast Ohio Medical University

Primary Tracks: Accreditation (AC); Assessment in Online Courses & Programs (AO); Assessment Methods (AM); Competency-Based Education & Assessment (CB); Community College (CC); Community Engagement (CE); Diversity, Equity, & Inclusion (DI); ePortfolios (EP); Emerging Trends in Assessment (ET); Faculty Development (FD); General Education (GE); Global Learning (GL); Graduate Education (GR); High Impact Practices (HI); Institution-Wide Data (ID); Leadership for Assessment (LA); Learning Improvement & Innovation (LI); Majors (MJ); NILOA (NI); STEM Education (SE); Student Affairs (SA); & Use of Technologies (UT)

Track: 10L (GR)

Time: 5:30 - 6:45 pm

Room: Marriott 5 / Table No. 12

Poster Session

Monday, October 14, 2019

Audience: All

Medical Student Perceptions of a Cultural Immersion Curriculum

Students in our medical education program engage in a week long cultural immersion experience each August. This experience includes a workshop, visit to a Hutterite Colony, and a student-selected three-day immersion experience with a culture in our region. Required educational activities include journaling and a poster presentation of their experience. Student feedback after the experience allows us to determine if the goals of the program have been met and if students have changed their cultural mindset.

Rebecca Redetzke and Shane Schellpfeffer, University of South Dakota Sanford School of Medicine

Track: 10M (ET)

Time: 5:30 - 6:45 pm

Room: Marriott 5 / Table No. 13

Poster Session

Monday, October 14, 2019

Audience: All

The Journal of Research & Practice in Assessment: A Lens for Contemplating Issues and Trends in Assessment Practice

The journal of Research & Practice in Assessment (RPA) has provided an outlet for assessment scholarship for more than a decade. Over that time, assessment research and practice has evolved. As with many evolutions, the assessment evolution is more a change of emphasis as opposed to a radical revolution. The current editor-in-chief and senior associate editor of RPA reflect on the past and contemplate the future of assessment through the pages of RPA.

Nicholas Curtis, Marquette University; and Robin Anderson, James Madison University

Track: 10N (ET)

Time: 5:30 - 6:45 pm

Room: Marriott 5 / Table No. 14

Poster Session

Monday, October 14, 2019

Audience: All

Uncovering the VALUE of Prior Learning Assessment: Using ePortfolio as a Transformative Learning Experience

If ePortfolio may impact the depth of students' learning and the integration of prior learning assessment (PLA) into an academic program may promote student retention and completion, what happens when these strategies are intentionally coupled? Through an analysis of student ePortfolios produced as part of a credit for prior learning request, we examined how PLA by ePortfolio can be used as a High-Impact Practice to support student integrative learning and success. Through qualitative analysis of student interview data, we examined how PLA by ePortfolio may promote academic engagement and a transformative learning experiences for adult learners.

Diane Treis Rusk, University of Wisconsin System Administration; and Lauren Smith, University of Wisconsin - Whitewater

Track: 10O (AM)

Time: 5:30 - 6:45 pm

Room: Marriott 5 / Table No. 15

Poster Session

Monday, October 14, 2019

Audience: Beginner

Using Web-Based Assessment for Students to Self-Assess and Explore Interpersonal Communication Concepts

A web-based program is used to enable students in an Interpersonal Communication course to self-assess themselves among ten concepts. Follow up information and exercises enable students to work on the concepts. The ten concepts are self-concept, perception, language, nonverbal communication, listening, self-disclosure, relational communication, conflict, communication competence, and interpersonal influence. Also, readings in each of these areas are recommended for the students to educate themselves on the concepts.

Kenneth R. Albone, Rowan University

Track: 10P (AM)
Time: 5:30 - 6:45 pm
Room: Marriott 5 / Table No. 16

Poster Session
 Monday, October 14, 2019
 Audience: Intermediate

Vocabulary in Motion: A Student-Centered Approach to Vocabulary Retention

Attendees will analyze the differences of middle school brains and the necessity for game-based and student-centered approaches to vocabulary retention. Through this fast-paced session, conference-goers will participate in popular games, such as Heads Up, Slap It and Pictionary to experience vocabulary engagement strategies that will help bring their content to life. Using motion and game-based analysis, attendees will take multiple strategies away for immediate use in their schools and classrooms.

James Renfro, Indiana University East

5:30 – 6:45 pm
 Room: Marriott 6

HIGH TEA
 Sponsored by: **Watermark**

Tuesday, October 15, 2019

6:30 – 8:30 am

Continental Breakfast - Located in the first floor Indiana Ballroom Foyer and the second floor Marriott Foyer. Sponsored by: **AEFIS, LLC**

20-MINUTE SESSIONS

Track: 11A (AM)

Time: 7:00 - 7:20 am

Room: Indiana Ballroom A, B, C, & D

20-Minute Session

Tuesday, October 15, 2019

Audience: All

Strength(S), Insight(I), Improvement(I), Plan(P), Do(D), Check(C) and Act(A) – An Effective Tool for Institutional Full Cycle Assessment

Assessment is a holistic process mandated in higher education by accrediting bodies. A full cycle assessment is paramount for continuous quality improvement. A data-driven approach with a strategic feedback mechanism is an essential mainstay for this process. Embracing the culture of assessment means all program units must have respective assessment charges. Therefore a structured assessment plan and an effective tool to document assessment findings is paramount to close the loop in the overall assessment cycle. This session will discuss the SII-PDCA effective tool, available versions for execution, and documentation of assessment endeavors in institutions of higher education.

Miriam Ansong, David Fuentes, and Jeremy Hughes, California Health Sciences University

Track: 11B (AM)

Time: 7:00 - 7:20 am

Room: Indiana Ballroom F

20-Minute Session

Tuesday, October 15, 2019

Audience: Beginner

Simplifying Rubrics to Assess Professional Competence Skills

Designing a simplified rubric assessment provided advantages in evaluating skill-based competencies in a professional healthcare program. Rubrics designed with 4-5 levels of refinement with norming per skill were cumbersome for evaluators and difficult to interpret. Once rubric data were analyzed, it could become difficult to distinguish what programmatic changes needed to be made between an average score of a 3 on a 5-point Likert scale versus a 4 on a 5-point Likert scale. Creating criteria for skills accomplishments based on competency or remediation provided better feedback for both students and faculty, allowing for meaningful curricular change.

Karen Kier, Ohio Northern University Raabe College of Pharmacy

Track: 11C (FD)

Time: 7:00 - 7:20 am

Room: Indiana Ballroom G

20-Minute Session

Tuesday, October 15, 2019

Audience: Beginner

Greeting Evidence at the Front Gate: Using Evaluability Assessment to Evaluate Faculty Development Programs and Interventions

This session introduces evaluability assessment (EA) to improve evaluation quality and use in faculty development and other higher education contexts. EA is an evaluative approach that clarifies goals, inputs, activities, outputs, and short-term, intermediate, and long-term outcomes. Through demonstration and a hands-on activity, participants will learn about EA deliverables such as document models, conceptual frameworks, if-then statements, and program theory. These tools capture program components and objectives to clarify key concepts, articulate expectations, purpose, and meaningful evaluation questions that flush out an appropriate evaluation design and the data needed to support judgments and decisions made with evidence.

Jacqueline Singh, Qualitative Advantage, LLC

Track: 11D (UT)
Time: 7:00 - 7:20 am
Room: Florida & Illinois

20-Minute Session
 Tuesday, October 15, 2019
 Audience: All

How to Use Canvas (and its “Outcomes” Function) as a Data Collection, Management, and Analysis Tool for Accreditation Purposes

This presentation will introduce attendees to the “outcomes” function in Canvas and demonstrate how this function allows Canvas to serve as a powerful accreditation management software tool. The presenter will walk attendees through the process of adding outcomes, developing Canvas rubrics using outcomes, and accessing Canvas generated data analysis outputs/graphs for data-sharing purposes. Attendees will also learn how to create student cohorts within Canvas so that data can be collected and managed by program cohorts. The presenter will share her program’s completed Canvas site developed for programmatic assessment.

Jennifer Conner, Indiana University-Purdue University Columbus

Track: 11E (SA)
Time: 7:00 - 7:20 am
Room: Michigan & Texas

20-Minute Session
 Tuesday, October 15, 2019
 Audience: All

Assessment as a Source of Encouragement: Using Moodle, Qualtrics, QR Codes, and Tableau to Build Up Your Team

Two years ago the Career Center at Calvin College launched a new co-curricular program to reinforce career competencies while also preparing students for life after college. It is an online program called Calvin LifeWork. Monthly, students learn a new concept in the areas of vocation, personal finance, career readiness, and leadership. Using various technologies, we are able to disseminate learning gains and program feedback to the content developers each month. The data is used for assessment, but just as exciting, it is used to deliver outcomes and feedback to the curriculum developers to encourage them in their own work.

David Wilstermann, Calvin University

Track: 11F (ET)
Time: 7:00 - 7:20 am
Room: Marriott 1

20-Minute Session
 Tuesday, October 15, 2019
 Audience: All

#Messydata: Strategies to Improve Data for Program Evaluation, Assessment, and Accreditation

One of the largest challenges in higher education is the use of data for comparisons across content, program, level, and certification types. In the development of individual and unique strategies, programs often end up with messy data resulting from those approaches to the collection and analysis of program data. Data Scaling effectively addresses this challenge. In this presentation, facilitators explore two research-based, effective strategies for establishing consistent, reliable, and valid comparisons within and across identified data sets. The end result of the strategies is usable and actionable data and results for use in program evaluation, student assessment, and accreditation processes.

Ray Francis and Mark Deschaine, Central Michigan University

Track: 11G (UT)
Time: 7:00 - 7:20 am
Room: Marriott 2

20-Minute Session
 Tuesday, October 15, 2019
 Audience: All

Using Technological Platforms to Enhance a “CAPEable” Co-Curricular Experience

Co-curricular activities are becoming increasingly popular among educational programs. By utilizing a combination of technological platforms, the College of Pharmacy at Northeast Ohio Medical University is supporting student development in affective domains through co-curricular programming. The affective domains address personal and professional skills required for the delivery of patient-centered care. This session will share how the College of Pharmacy partners with Student Affairs to facilitate the creation of a co-curricular catalog tagged with applicable affective domains using a campus engagement platform, and how students can later reflect on their experiences through an online assessment portfolio.

Chelsea Donovan, Northeast Ohio Medical University

Track: 11H (GE)
Time: 7:00 - 7:20 am
Room: Marriott 3

20-Minute Session
 Tuesday, October 15, 2019
 Audience: All

General Education Assessment Reformed: Course-Embedded Assessments Followed by Faculty Online Forums and Focus Groups

With lessons learned from our past assessment model of general education that involved outcome-level sample artifacts of students at a small, diverse-field institution, we have reformed the assessment model by reinforcing the course-embedded assessments mapped to general education outcomes. This session will present the course-level assessment model composed of 1) a brief, guided course assessment form completed by each instructor, 2) an online forum site where the instructors share their course assessment forms and discuss teaching effectiveness and student learning in general education, and 3) faculty focus groups evaluating the course-level assessment results and making recommendations.

Juliet Hurtig and Eunhee Kim, Ohio Northern University

Track: 11I (ID)
Time: 7:00 - 7:20 am
Room: Marriott 4

20-Minute Session
 Tuesday, October 15, 2019
 Audience: Beginner

Improving the Student Evaluation of Teaching

Student feedback on course experiences is a vital element in course design, teaching practice, and in decisions relating to tenure and promotion. During recent work to revise our university's course survey at a private liberal arts institution, we identified a number of issues common to student evaluations of teaching (SET). In this talk I review how our university's approach to SET administration addressed multiple factors that impact the quality and ease of interpretation of results. In addition, I describe how our new instrument attempts to reduce the incidence of rater bias based upon the instructor's gender or racial background.

Ben Denkinger, Augsburg University

Track: 11J (ET)
Time: 7:00 - 7:20 am
Room: Lincoln

20-Minute Session
 Tuesday, October 15, 2019
 Audience: All

Leadership in Assessment

Exploring and measuring institutional assessment cultures is a thoroughly examined aspect of higher educational research. What has lacked in this conversation is creating processes that are practical and applicable to individual campuses. This session helps institutions explore the implementation of an Assessment Culture Matrix that is grounded in existing literature but reimagined to focus on five core areas — Administrative Leadership Support, Faculty Liaisons, Resources, Technological Infrastructure, and the 50,000 foot view — that are relevant to individual institutions and conceptualized with practicality in mind.

Kimberly Y. Walker, University of South Carolina Upstate

Track: 11K (ID)
Time: 7:00 - 7:20 am
Room: Santa Fe

20-Minute Session
 Tuesday, October 15, 2019
 Audience: All

Collecting Data on LGBTQ+ Communities: A Campus-Wide Imperative

Institutions of higher education face challenges in understanding the needs and experience of LGBTQ+ students, staff, and faculty because we often lack accurate institutional data on student sexual orientation and gender identity. How can we improve how we collect data about LGBTQ+ communities on campus such that we can see institutional portraits of a group that is traditionally hard to track and assess? Doing so is imperative for campuses that want to provide necessary programs and create an inclusive community for these individuals.

Andrew Young, Robbie Janik, and Caleb Keith, IUPUI

Track: 11L (AO)
Time: 7:00 - 7:20 am
Room: Kentucky

20-Minute Session
 Tuesday, October 15, 2019
 Audience: Beginner

Creating a Culture of Academic Integrity: Developing and Teaching a Workshop for Faculty

In order to assess student work in higher education, faculty must have an in-depth understanding of academic integrity. In the School of Professional Studies at Northwestern University, we have the additional challenge of working with adjunct faculty who are predominantly professionals in their fields, not academics. When our Assistant Dean of Graduate Programs identified a need for additional academic integrity training for faculty, our team of Learning Designers and Instructional Technologists partnered with the Distance Learning Librarian to develop an engaging and rigorous online workshop. This session will describe the development process, articulate design rationale, and share teaching takeaways.

Kristina Wilson, Northwestern University

Track: 11M (LI)
Time: 7:00 - 7:20 am
Room: Tennessee

20-Minute Session
 Tuesday, October 15, 2019
 Audience: All

Linking Methods of Student Engagement: Implementing and Assessing Teaching Components with a New Synchronous Classroom Tool

All of the online programs offered by Purdue University Global include synchronous seminars facilitated by faculty members. These real time seminars provide valuable opportunities for students to engage in an extended learning community with their instructor and classmates. In this session, the presenters will share insights into the institution-wide implementation of a new synchronous online classroom tool along with new faculty expectations and how the goal of increasing student engagement by improving seminar delivery has been evaluated.

Sara Sander, Miranda Brand, and Jody DeKorte, Purdue University Global

Track: 12A (HI)

Time: 7:30 - 7:50 am

Room: Indiana Ballroom A, B, C, & D

20-Minute Session

Tuesday, October 15, 2019

Audience: All

Improving Student Learning by Learning through Teaching

Yamagata University is developing the training for student engagement. FYE outcomes are measured through a 'learning through teaching' method. Last year, 28 sophomore students were chosen and trained as peer mentors to assist in class support for 2018 FYE classes. Indirect evaluation revealed that peer mentor teaching ability was significantly affected by their own understanding of the FYE content. In 2019, further training will be conducted, and the extent of their 'learning through teaching' effectiveness will be measured. In this presentation, these results and the strategies for future improvements will be discussed.

Takao Hashizume, Douglas Gloag, and Katsumi Senyo, Yamagata University

Track: 12B (DI)

Time: 7:30 - 7:50 am

Room: Indiana Ballroom F

20-Minute Session

Tuesday, October 15, 2019

Audience: Beginner

Assessing Cognitive and Linguistic Factors Associated with Reading in the Different Languages

This presentation reports the findings of a cross-linguistic study investigating cognitive and linguistic abilities in relation to different languages and orthographies. The study provides more understanding of how such abilities differ between typical multilingual readers and multilingual readers with reading difficulties. It argues that assessment criteria need to be differentiated in light of the learners' first language features.

Iman Elshawaf, Institute of Education - UCL

Track: 12C (LA)

Time: 7:30 - 7:50 am

Room: Indiana Ballroom G

20-Minute Session

Tuesday, October 15, 2019

Audience: All

Collaborative Assessment of Strategic Plan Initiatives: All About the Who, What, When, Why and How!

Accreditation Council for Pharmacy Education (ACPE) standards require strategic plan assessment that includes tactics to advise its vision, mission, and goals for all schools/colleges of pharmacy. The University of Illinois at Chicago College of Pharmacy (UIC COP) has developed a process that focuses on collaborative assessment to enhance programmatic quality. This program will engage the audience in discussing a collaborative approach to evaluate strategic plan progress monitoring, incorporating tools and strategies to enhance programmatic quality and guide quality improvement measures.

Rosalyn P. Vellurattil and Dale Rush, University of Illinois at Chicago College of Pharmacy

Primary Tracks: Accreditation (AC); Assessment in Online Courses & Programs (AO); Assessment Methods (AM); Competency-Based Education & Assessment (CB); Community College (CC); Community Engagement (CE); Diversity, Equity, & Inclusion (DI); ePortfolios (EP); Emerging Trends in Assessment (ET); Faculty Development (FD); General Education (GE); Global Learning (GL); Graduate Education (GR); High Impact Practices (HI); Institution-Wide Data (ID); Leadership for Assessment (LA); Learning Improvement & Innovation (LI); Majors (MJ); NILOA (NI); STEM Education (SE); Student Affairs (SA); & Use of Technologies (UT)

Track: 12D (LA)
Time: 7:30 - 7:50 am
Room: Florida & Illinois

20-Minute Session
 Tuesday, October 15, 2019
 Audience: Intermediate

Implementing Consistent Assessment Processes Through a Continuous Improvement Model

This presentation addresses an institutional approach for implementing a 4-step Continuous Improvement Model, with the primary emphasis on evaluating effectiveness of improvements. A discussion of faculty involvement in evaluating the effectiveness of improvement will be provided, along with the types of data and curriculum evaluated, and case-specific exemplars.

Richard J. Ansson, University of Phoenix

Track: 12E (ET)
Time: 7:30 - 7:50 am
Room: Michigan & Texas

20-Minute Session
 Tuesday, October 15, 2019
 Audience: All

Assessing Environmental Factors that Promote Quality Collegiate Teaching

As the need to improve undergraduate education intensifies, assessment of student and faculty practices should be complemented by information about the environmental conditions that help faculty members do their best work. This session focuses on understanding the relationship between faculty members' educational environments and their teaching practices. Results from a large-scale, multi-institutional study give insight into these environments by documenting faculty sense of departmental belonging, collegial commitment to quality teaching, and access to resources to meet high standards. Session participants will engage in a conversation about how to best assess educational environments, and how to create momentum for change.

Allison BrckaLorenz, Kyle Fassett, Stephen Hiller, and Thomas Nelson Laird, Indiana University

Track: 12F (LA)
Time: 7:30 - 7:50 am
Room: Marriott 1

20-Minute Session
 Tuesday, October 15, 2019
 Audience: All

Inching Together: Making a Case for Cross-institutional Collaboration

This presentation tracks the benefits of a serendipitous professional connection and its impact on assessment activities at two different institutions in the mid-Atlantic. As assessment directors are often the only assessment professionals on their campuses, internal professional development and an informed place to “bounce” ideas off of can be difficult to find.

Recognizing the slow-moving nature of campus-wide changes, the presenters will discuss how they inched together toward improvement in assessment practices.

Glenn A. Phillips, Howard University; and Rebecca Graham, University of the District of Columbia

Track: 12G (NI)
Time: 7:30 - 7:50 am
Room: Marriott 2

20-Minute Session
 Tuesday, October 15, 2019
 Audience: All

Improving Student Learning with NILOA Coaches

The National Institute for Learning Outcomes Assessment (NILOA) has a group of Coaches available to help colleges and universities with their improvement efforts. The NILOA Coaches are experienced faculty, administrators and staff who know first-hand about the value of assessing student learning. Because they are knowledgeable about the various initiatives unfolding nationally around student learning, assignment design, assessment, and strategies for institutional change, Coaches can encourage and support institutions at various stages of implementation. This Rise-and-Shine session will provide a brief overview of the Coach program, including how to submit a request for a Coach to visit your institution and answering questions on the Coaching program.

Katie Schultz, National Institute for Learning Outcomes Assessment (NILOA); and Dan McInerney, Utah State University

Track: 12H (AM)
Time: 7:30 - 7:50 am
Room: Marriott 3

20-Minute Session
 Tuesday, October 15, 2019
 Audience: Beginner

Building Effective Assessments through Empathy for Students

Effective curriculum design, instruction, and assessment should all be informed by a thoughtful understanding of students' strengths, weaknesses, mindsets and motivations. By embracing learner experience design (LX) and taking a learner-centered approach, educators can create an environment in which students experience improved motivation and achievement. Deep and sophisticated insights that do not usually arise from traditional academic assessments emerge through an intentional and structured approach to gaining empathy for students.

This presentation will introduce the first mindset of LX: Empathy. Participants will learn to improve their empathy for students through interviews and persona creation. They will follow a structured approach to problem-solving leading to improved student assessments.

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

Track: 12I (EP)
Time: 7:30 - 7:50 am
Room: Marriott 4

20-Minute Session
 Tuesday, October 15, 2019
 Audience: All

The Deliberate Approach to Developing Program ePortfolios

The English Department at Marietta College long considered the senior-year Fall capstone essay to be the cornerstone of its program assessment efforts. Unfortunately, when the department adopted three AAC&U VALUE rubrics to measure intellectual skills and created its own essential concept rubrics (based on Arum, Roska, & Cook's 2016 model) to measure domain-knowledge, team-scored results were lower than expected or acceptable. The department responded by designing an ePortfolio system that would grow incrementally out of its capstone assessment and better capture students' best work for evaluation, while providing sufficient reliable data over time to genuinely inform curricular decisions.

Joseph Sullivan, Marietta College

Track: 12J (AM)
Time: 7:30 - 7:50 am
Room: Lincoln

20-Minute Session
 Tuesday, October 15, 2019
 Audience: Beginner

An Examination of the Validity and Reliability of an Instrument to Measure Teaching Effectiveness in an Undergraduate Medical Education Classroom Setting: Does Adding a Global Question on Teaching Effectiveness Affect Psychometrics?

Researchers at the University of Louisville School of Medicine modified an internal survey to measure teaching effectiveness in an undergraduate medical education classroom setting; this revision included adding a global question on teaching effectiveness. The authors of this work describe the methods used to examine the validity and reliability of the instrument and discuss if the addition of the global question affected the psychometrics. Additionally, discussion will occur with how these data are used for programmatic improvement.

Jacob R. Shreffler, Leslee Martin, and Monica Shaw; University of Louisville School of Medicine

Track: 12K (AM)
Time: 7:30 - 7:50 am
Room: Santa Fe

20-Minute Session
 Tuesday, October 15, 2019
 Audience: All

Before and After: Faculty Perceptions of Two Clerkship Models After Undergoing a Curriculum Change in a Rural State Medical School

A block clerkship model involves students rotating through specialties staying in each for a set period of time before beginning the next block in a different discipline. A longitudinal integrated clerkship involves extended time in each specialty throughout the year. Less time is spent each week but students benefit from their enrollment in multiple disciplines at once. In 2013, the USD Sanford School of Medicine switched from Block clerkships to an LIC clerkship. Two years and four years following the curricular change, faculty were surveyed to determine perceptions related to teaching and learning of the different models.

Rebecca Redetzke and Shane Schellpfeffer, University of South Dakota Sanford School of Medicine

Track: 12L (LA)
Time: 7:30 - 7:50 am
Room: Kentucky

20-Minute Session
 Tuesday, October 15, 2019
 Audience: All

The Heart of Assessment: Conversations that Build a Culture of Caring

Some assessment professionals use sticks (institutional policy! accreditation requirements!) to get data, reports and compliance. Some of us use carrots, and develop creative rewards to encourage deliverables and future compliance. While both approaches can work, neither is sustainable nor do they lead to a culture of learning. This session recasts assessment activities as building a culture of caring. Building on the work of Lawrence & Maitlis (2012), the session discusses how genuine and regular caring can diffuse challenging personalities, build trusts, and revitalize assessment efforts. Providing specific examples of how to cultivate caring, this session equips assessment professions to dismantle barriers, grow professionally, and contribute to a culture of learning.

Susan R. Donat, Messiah College

Track: 12M (LI)
Time: 7:30 - 7:50 am
Room: Tennessee

20-Minute Session
 Tuesday, October 15, 2019
 Audience: All

How Getting Rid of Grades Can Help Your Students Learn More and Enjoy the Process: Experimenting with Contract Grading

Grades are often a considerable obstacle in the learning process – be it students quibbling over points or faculty struggling to transform rubric criteria into numerical values. Grades and grading are further embedded in the LMS, a rigid, number-driven system. However, teaching and learning doesn't have to be this way. In this presentation I will share my experience using a grading contract in three upper-division Communication courses, emphasizing how both faculty and student experiences were transformed by throwing out the grade book. Topics will include managing the LMS, communicating expectations to students, analysis of student reflections, and tips for success.

Andrea Quenette, Indiana University East

Track: 12N (GL)
Time: 7:30 - 7:50 am
Room: California

20-Minute Session
 Tuesday, October 15, 2019
 Audience: All

Effective Assessment of International Programs

Institutional context matters to the effectiveness of assessment strategies and approaches for international programs. Presenters from a small liberal arts institution and a public research university share how international program outcomes are defined and measured based on their institutional context and needs, sharing strategies and best practices for building effective assessment of international education programs.

Cindy Jiang, The Ohio State University; and Sandra Crenshaw, Arcadia University

7:30 am – 2:00 pm

Exhibit Hours - Located in the second floor Marriott Foyer.

FEATURED SPEAKERS

Track: 13A (LI)
Time: 8:15 - 9:15 am
Room: Indiana Ballroom E

Track Keynote
 Tuesday, October 15, 2019
 Audience: All

Assessment for Learning Improvement

The purpose of learning assessment and the intended use of results guide the assessment process—from who is involved and the initial assessment question to actions taken on the assessment results. This session explores how the typical assessment cycle, the people involved, and the rules associated with assessment may change when faculty engage in an assessment process aimed at demonstrating learning improvement. Suggestions and tips based on experiences with a learning-improvement approach will be offered and ideas from the attendees welcomed.

Monica Stitt-Bergh, University of Hawai'i at Mānoa

Track: 13B (NI)
Time: 8:15 - 9:15 am
Room: Marriott 5

Track Keynote
 Tuesday, October 15, 2019
 Audience: All

Examining our Narratives through Evidence-Based Storytelling

The keynote explores narratives around assessment of student learning and the institutional and programmatic processes of assessing student learning through the lens of evidence-based storytelling. Together we will examine use of assessment evidence, storytelling as a meaning-making process, and share resources and examples on how to engage in more effective and targeted communication on assessing student learning and assessment evidence. This session will equip attendees with resources and examples to better share narratives around assessing student learning on their campus by pulling examples from the field on how to move from current reporting and transparency efforts toward more effective communication. This keynote also serves as an introduction to the National Institute for Learning Outcomes Assessment (NILOA) track and introduces participants to emerging developments in national projects of interest to assessment practitioners.

Natasha Jankowski, National Institute for Learning Outcomes Assessment (NILOA) and University of Illinois Urbana-Champaign

Track: 13C (HI)
Time: 8:15 - 9:15 am
Room: Marriott 6

Track Keynote
 Tuesday, October 15, 2019
 Audience: All

The Next Decade of HIPs: Increasing Access, Quality and Equity

Many colleges and universities promote the value of high-impact practices (HIPs), such as service-learning, undergraduate research, internships and study abroad, and evidence demonstrates that students benefit. Yet, simply offering such activities does not guarantee high-quality learning or even participation. Over the past decade, we've learned the importance of intentionally designed HIPs that are delivered with fidelity, but shaped to the context, a defined purpose and inclusive pedagogy. This session briefly reviews the HIP landscape, introduces new findings about HIP quality and equity, and suggests practical approaches to scaling and ensuring the quality of HIPs.

Jillian L. Kinzie, National Institute for Learning Outcomes Assessment (NILOA) and Indiana University Bloomington

Track: 13D (GR)
Time: 8:15 - 9:15 am
Room: Marriott 7 & 8

Track Keynote
 Tuesday, October 15, 2019
 Audience: All

Using Assessment Data to Create Faculty Buy-In

Creating faculty buy-in to the assessment process presents challenges because many faculty members do not understand the value of the process and thus are unwilling to take the time necessary to engage meaningfully with it. This presentation will discuss how using assessment data can help create faculty buy-in by engaging faculty members' intellectual curiosity and challenging faculty to think deeply about the data's implications for their teaching and the institution's program of graduate education. Using data from an intercultural competence measurement tool as well as data from Georgia State University College of Law's institutional outcome measures rubrics, the presentation will demonstrate low-cost efficient ways to assess "soft skills" as well as analytical ones, and will demonstrate how to use data results from those assessments to engage faculty in the institutional assessment process.

Andrea C. Curcio, Georgia State University, College of Law

Track: 13E (SA)
Time: 8:15 - 9:15 am
Room: Marriott 9 & 10

Track Keynote
 Tuesday, October 15, 2019
 Audience: All

Trends in Student Affairs Assessment: Practical Decision Support for Higher Education

From satisfaction and surveys to research studies and predictive analytics, student affairs assessment has evolved greatly over the past 15 years. Trends indicate increasing interest in understanding student learning and development in the co-curriculum and the impact of the college experience on student success. Student affairs assessment practitioners are well-positioned to collaborate with student affairs educators, faculty, and academic and administrative leaders to assess and research student learning and development. The results of these efforts are central to understanding the student experience today. This session will explore better, best, and emerging practices in student affairs assessment.

A. Katherine Busby, The University of Mississippi; and Robert W. Aaron, Northwestern University

9:30 – 11:45 am

SPONSOR PRESENTATIONS
 (See page 140 for details)

CONCURRENT 60-MINUTE SESSIONS

Track: 14A (HI)

Time: 9:30 - 10:30 am

Room: Indiana Ballroom A, B, C, & D

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

Using Propensity Score Matching to Assess Student Success

We review and offer examples of propensity score matching, a quantitative statistical approach one can employ to measure the impact of student participation in engaged learning experiences on various student success outcome measures, including first-to-second year retention and six-year graduation rates. Resources will be provided to help participants interpret and present results in a way that is meaningful to a variety of audiences. Attendees will also be provided with statistical analysis syntax (for SAS and STATA), instructions, and templates so they may replicate the analyses demonstrated in the session for their own campus constituents.

Angela Byrd, Western Kentucky University; Jerry Daday, Steve Graunke, Wendy Lin, and Sonia Ninon, IUPUI

Track: 14B (NI)

Time: 9:30 - 10:30 am

Room: Indiana Ballroom E

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

Lessons Learned from WSCUC's Community of Practice for Advancing Visibility of Learning Outcomes Assessment

Over a three-year period, the WASC Senior College and University Commission (WSCUC) offered institutions the opportunity to participate in a Community of Practice, lending guidance and mentoring for projects related to assessing student learning and visibly demonstrating that learning. Institutions were supported by nationally recognized assessment experts as they implemented their own projects. WSCUC is developing a collection of good practices, resources, and guides that emerged from this work. This session will reflect upon the Community of Practice final projects and lessons learned over the course of this multi-year community's work together, and will include the perspectives of a mentor and a project leader from a participating institution.

Dan Shapiro, California State University, Monterey Bay; Errin Heyman and David Chase, WASC Senior College and University Commission (WSCUC); and Pat Hutchings, National Institute for Learning Outcomes Assessment (NILOA)

Track: 14C (DI)
Time: 9:30 - 10:30 am
Room: Indiana Ballroom F

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: Intermediate

Improvement for Whose Benefit?: How Issues of Equity Impact Campus Assessment Efforts

How consequential can assessment be if it is minimally inclusive of diverse learners? Current assessment models are great guides for campus assessment, but they have generally failed to consider how diverse learners may be differentially impacted by measure selection or intervention planning. This presentation expands the conversation around learning improvement to include considerations of equity, inclusion, and student involvement, both while developing interventions and selecting/designing assessment instruments. This session offers participants the opportunity to engage with three doctoral students who are attuned to these issues impacting the assessment landscape, and offers practices to apply at your own campus context.

Erick Montenegro, NILOA; Andrea Pope and Caroline Prendergast, James Madison University

Track: 14D (FD)
Time: 9:30 - 10:30 am
Room: Indiana Ballroom G

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Change Your Perspective! Curriculum Mapping with an Eye on Program Assessment, Curriculum Improvement, and Faculty Development

Both the University of Iowa College of Pharmacy and the UNC Eshelman School of Pharmacy recently implemented new curricula. Session participants will learn how these programs engage faculty in sustainable, real-time curriculum mapping efforts by integrating curriculum mapping into the course development and syllabus creation process. The strategy improves instruction, assesses curricular effectiveness, informs continuous improvement, meets external accreditation requirements, and identifies additional faculty development opportunities. Participants will explore practical strategies, technological tools, and other resources to adapt and apply curriculum mapping to their own programs.

Mary Ray, University of Iowa College of Pharmacy; and Jackie Zeeman, University of North Carolina Eshelman School of Pharmacy

Track: 14E (LA)
Time: 9:30 - 10:30 am
Room: Florida & Illinois

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

'Though We Travel Together, We Travel Alone': A Wrinkle in Time Inspired Look into the Role of the 21st Century Assessment Leader

'The only way to cope with something deadly serious is to try to treat it a little lightly' - Mrs. Which Madeleine L'Engle's 1962 work, A Wrinkle in Time will provide the context for this session geared toward the realities, challenges, and opportunities presented to those who lead Assessment in Higher Education. Selected quotes from the vivid and inspiring characters of the L'Engle work will be curated to illuminate the essential dispositions of those who perform this work daily. The presenter's history leading assessment in programs, departments, and colleges nationally will be embedded alongside best practices from the field.

Ereka R. Williams, Fayetteville State University

Track: 14F (SA)
Time: 9:30 - 10:30 am
Room: Michigan & Texas

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: Intermediate

Preparing for an Accreditation Visit: Evidence of a Continuous Improvement Process

The Division of Student Affairs and Academic Support at the University of South Carolina is actively preparing for our reaffirmation of accreditation through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This session will discuss how we communicated the process and preparation to the division. We will share how we integrated our Blueprint for Excellence (strategic planning tool), CAS Standards, and newly launched Beyond The Classroom Matters® system to demonstrate evidence of each unit's stated mission. Participants will leave with evaluation tools that can be used at their own institution as they improve assessment practices with a focus on demonstrating quality assurance and fostering improvement.

Elizabeth White-Hurst, University of South Carolina

Track: 14G (GL)

Time: 9:30 - 10:30 am

Room: Marriott 1

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

Using MOOCs (Massive Open Online Course) to Enhance Global Diversity Dexterity

This session gives educators an introduction to three research based, theoretically sound free, open source MOOCs or "digital textbooks" to engage students and learners using hybrid and blended learning pedagogy. This especially targets the preferred learning of Generation Z or IGen students. This is an opportunity for participants to simulate engaging learners using Massive Open Online Courses (MOOC) on the topics of intercultural competency, diversity & inclusion, and cultural intelligence. This session introduces the idea of using MOOCs as digital textbooks or online resources in hybrid and blended learning classes and trainings.

Charles A. Calahan, Purdue University

Track: 14H (UT)

Time: 9:30 - 10:30 am

Room: Marriott 2

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

Building an Assessment Infrastructure and Evidence Using a Cost-Effective Project Management Tool

This session will focus on using a cost-effective project management tool to manage institutional degree program assessment processes and to build assessment-related evidence for accreditation. Specifically, we describe using it to develop and publish an assessment reporting cycle for the campus, manage assessment processes for the institution each year, archive historical reports and feedback, and both to benchmark and monitor progress over time on the development of campus-wide assessment infrastructure.

Candice Batton, Julie Blaskewicz Boron, and Connie Schaffer, University of Nebraska at Omaha

Track: 14I (AM)
Time: 9:30 - 10:30 am
Room: Marriott 3

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Do's and Don'ts While Creating An Efficient Assessment Tool

An assessment tool is only as good as the consistency of its evaluation. Stakeholders in higher education will agree that normalization of assessment data is the key for articulating the benefits of the data at the department and at the administration level for student success. Working as assessment liaisons for transfer courses and programs at our institution, we have found that many issues with the assessment tool are related to the evaluation of the assessments. This presentation offers participants hands-on experience identifying problems with normalizing assessment tool grading and plausible strategies to correct these issues.

Bradley Young and Kalpa Patel, Oakton Community College

Track: 14J (CC)
Time: 9:30 - 10:30 am
Room: Marriott 4

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Assessment Committee Work as a Form of Faculty Development

How do you build a culture? What does it look like when you are there? Building a culture of ongoing assessment to improve student learning outcomes is one of the most difficult and illusive components of higher education assessment. One community college will share its process for building an engaging assessment committee that is faculty driven, that is connected to institutional and departmental goals, and that engages in meaningful conversation about student learning on a weekly basis. Presenters will share specific strategies and detailed examples that participants can explore while considering changes that might be meaningful for their own settings.

Carrie Nepstad and Jeffrey Swigart, Harold Washington College

Track: 14K (LA)
Time: 9:30 - 10:30 am
Room: Marriott 5

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Walk on Stormy Seas: Implementation of Curriculum Mapping at a Rural National University in Japan

Yamagata University has been trying to establish a culture of using curriculum mapping to improve student learning. We visited the NILOA in 2017 and attended several assessment-related conferences including the Assessment Institute to learn how the U.S. institutions have promoted a positive culture of assessment. Last year, we finally took the first step in the implementation of curriculum mapping. We asked every academic program to build the map, and it was a challenge to get everyone on board. However, with great help from senior administrators, the work is near completion. In this presentation, we would like to share our journey.

Koji Fujiwara and Shigeru Asano, Yamagata University

Track: 14L (LA)
Time: 9:30 - 10:30 am
Room: Marriott 6

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: Intermediate

An Assessment Odyssey: One Journey in Assessment Maturation

Assessment is a developmental journey for a college or university. In our presentation, we will discuss our progress on this journey by examining structures, processes, and outcomes toward a maturing faculty-driven assessment of student learning. Strategies include implementing faculty assessment liaisons, revising the feedback process for assessment reports, providing additional support for program reviews, and elevating assessment in academic administration. Participants are invited to bring in their own assessment challenges and apply the strategies provided in an interactive activity.

Susan A. Hibben and Srimani Chakravarthi, University of St. Francis; and Pamela Steinke, University of South Carolina Upstate

Track: 14M (CE)
Time: 9:30 - 10:30 am
Room: Marriott 7 & 8

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Articulating Systematic Assessment Practices for Awards and Recognition in Community Engagement: A Panel Discussion

The Carnegie Classification for Community Engagement in Higher Education sets the standard for the integration of community engagement across our campuses. With dozens of questions, the application asks campuses to self-assess how well they track, monitor, assess, and evaluate their activities that connect campus with community. In this lively panel discussion, we hear how campuses not only articulate these practices, but ensure that the information they glean from them are used to improve campus-community engagement. Panelists are from public and private, 2-year and 4-year institutions, and come at campus-community engagement with a diverse set of priorities or approaches.

H. Anne Weiss, Indiana Campus Compact

Track: 14N (EP)
Time: 9:30 - 10:30 am
Room: Marriott 9 & 10

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: Beginner

Increasing Equity through Self-Relevant ePortfolio Writing

We describe the use of self-reflective writing in ePortfolios to increase academic persistence and improve equity in a large general education course and summer research program. Providing students with opportunities to demonstrate knowledge through self-reflective writing and shared reflections enhances cultural inclusiveness. The use of rubrics supports fairness and equity in assessment. We describe methods by which students can create self-reflective ePortfolios in large classes and in a summer research program for community college students. We report findings that support the proposition that self-reflective ePortfolio curricula encourage writing, reduce achievement gaps, and amplify the effects of high-impact practices.

Karen Singer-Freeman, University of North Carolina at Charlotte; and Linda Bastone, Purchase College, State University of New York

Track: 14O (GR)
Time: 9:30 - 10:30 am
Room: Lincoln

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: Intermediate

Where Will Your Curriculum Map Take You Next?

Now that the Curriculum Map is designed and in place, how is it used? A look at examples of specific applications of curriculum mapping and its impact on faculty involvement, curriculum design, and evaluation of SLOs. Once the relativity of what a curriculum map can do has been experienced, the map becomes an important part of the educational program design and evaluation. Time is allotted for questions and answers, exploration and manipulation of a curriculum map, and how to set up and use a curriculum map for your program.

Patsy Butterbrodt, Lincoln Memorial University - College of Veterinary Medicine

Track: 14P (GE)
Time: 9:30 - 10:30 am
Room: Santa Fe

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: Intermediate

Taking a Moment: Rethinking Program Assessment to Embrace Faculty's Unique Approach and Increase Engagement

When is a good time to ask whether an on-going assessment program is taking the right approach? Participants will hear the lessons learned in a campus-wide assessment initiative that expanded its focus and design with input from its stakeholders. The initiative uses course-level, program-level, and service-unit assessments to examine the development of disciplinary content and general-education skills from first-semester through graduation at an urban community college. The alternatives arising from the original outline strengthened the approach toward assessment and supported faculty participation within individual academic departments. Additionally, this presentation will capture approaches to mapping student-learning outcomes to the institutional mission.

Jacqueline M. DiSanto, Sarah Brennan, and Alisa Roost, Hostos Community College - CUNY

Track: 14Q (SE)
Time: 9:30 - 10:30 am
Room: Kentucky

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

STEM Assessment: A Discussion of Trends and Opportunities

Join this interactive session to learn about STEM assessment trends, informed, in part, from Trends in Assessment: Ideas, Opportunities, and Issues in Higher Education. Also learn about STEM assessment projects unfolding in various campus contexts, contribute ideas about your own assessment experiences and practices, and share resources and strategies to enhance assessment in STEM education.

Anthony Chase, IUPUI; and Nicholas Curtis, Marquette University

Track: 14R (LI)
Time: 9:30 - 10:30 am
Room: Tennessee

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: Intermediate

Improve Instruction with Assessment: A Marriage Made in Heaven

Is assessment driving instruction at your institution? If the answer is anything but a resounding yes, you are doing something wrong. Research suggests that using data of all kinds to craft meaningful learning experiences in the classroom leads to better outcomes for students. Join us as we share trends in assessment-driven instruction, instructional best practices, and practical tips for supporting faculty in this area.

Stephanie Poczos and Lydia Mantis, National Louis University

Track: 14S (ID)
Time: 9:30 - 10:30 am
Room: California

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

How Indiana University FLAGS is Closing the Loop on Class Engagement Feedback

There are times when the initiative or project is so large and the assessment opportunities so vast, that knowing where to begin stifles implementation. FLAGS at Indiana University has the potential to involve every student, faculty, and staff member on all 7 campuses, as the institution's umbrella set of student retention and completion tools. As a result of attending this session, you will be able sort through the details and complexities of a university-wide retention effort and become attune to the potential pitfalls.

Timothy O'Malley, Indiana University Bloomington

Track: 15A (HI)

Time: 10:45 - 11:45 am

Room: Indiana Ballroom A, B, C, & D

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

**The Integrated Community-Engaged Learning and Ethical Reflection Framework:
Convening a Faculty Learning Community to Improve Fidelity to a High-Impact Practice**

To address the needs of ethics education in STEM disciplines, IUPUI's STEM Education Innovation and Research Institute, Center for Service and Learning, and Institute for American Thought received funding from the National Science Foundation to partner to promote the adoption of the Integrated Community-Engaged Learning and Ethical Reflection (I-CELER) framework among Earth Science and Biomedical Engineering faculty. The primary goal of this project is to build and research STEM faculty's capacity and competency in ethical theory and community-engaged pedagogy (e.g., service learning), a high-impact practice. This presentation will present initial qualitative and quantitative baseline data from each department.

Justin Hess, Martin Coleman, Grant Fore, Thomas W. Hahn, Mary Price, and Brandon Sorge, IUPUI

Track: 15B (NI)

Time: 10:45 - 11:45 am

Room: Indiana Ballroom E

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

Re-Envisioning Prior Learning Assessment

As more and more adult learners need post-secondary credentials to meet the demands of today's workforce, they return to higher education with existing competencies gained from a variety of work, life, military and civic experiences. In response, institutions seeking to recognize these competencies and assess them for academic credits often only recognize this learning as supplemental to the degree; thus, not meeting the needs of the students. Prior learning assessment needs to be re-envisioned. This session will explore future directions in assessing learning that recognizes and connects learning from a variety of spaces, and whereby higher education works closely in partnership with organizations and industries to ensure learners are recognized and credentialed for what they know.

Nan Travers, Empire State College; and Peter T. Ewell, National Institute for Learning Outcomes Assessment (NILOA)

Track: 15C (DI)

Time: 10:45 - 11:45 am

Room: Indiana Ballroom F

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

Getting Lost at the Crossing? Tips for Assessing Intersectional Experiences

Faculty and administrators are often tasked with educating the whole student upon arrival at college, so it is important to understand ways to assess the whole student. This session will discuss factors to consider when quantitatively examining intersecting aspects of students' identities, student characteristics, and collegiate endeavors. Case studies will provide examples of challenges and strategies for better understanding ways to assess and better understand the experiences of students with intersecting identities. Attendees will discuss their own challenges and solutions for intersectional analyses and leave with tangible takeaways for their work.

Allison BrckaLorenz, Kyle Fassett, Tom Kirnbauer, and Sylvia Washington, Indiana University Bloomington

Track: 15D (FD)

Time: 10:45 - 11:45 am

Room: Indiana Ballroom G

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

Evaluation, Assessment and Research: How the RAT Pack Reconceptualized Assessment Efforts in a Faculty Development Center

This session will explore the evolution of the evaluation, assessment, and research efforts at the Center for Faculty Innovation at James Madison University. By creating a research and assessment team, the Center has maximized its resources while creating and maintaining a center-wide research agenda. Participants will be invited to discuss and examine their own evaluation and assessment models and identify current options for evaluation, assessment, or research initiatives within their own contexts.

Tiffany T. Runion, Melissa Altman, and Timothy Ball, James Madison University

Track: 15E (AM)
Time: 10:45 - 11:45 am
Room: Florida & Illinois

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Assessing Key Student Life and Co-Curricular Outcomes at Residential Liberal Arts Colleges

The session brings together assessment project leaders from three different liberal arts colleges to discuss their efforts to assess student life and co-curricular programming. The team from one institution will review a workload and mental health project they've implemented to look at the impact of a demanding academic curriculum on students' well-being. Representatives from the other two liberal arts colleges will each describe efforts at their institutions to work with teams from student life to assess important co-curricular programs and examine difficult-to-assess outcomes that are at the heart of the small college student experience.

Charles Blaich, Wabash College; Jim Broerkoel, Michelle Harrison, and Laura Palucki Blake, Harvey Mudd College; Nancy Bostrom and Andrew Wells, Macalester College; and Kelsey Thompson, St. Olaf College

Track: 15F (SA)
Time: 10:45 - 11:45 am
Room: Michigan & Texas

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: Beginner

Starting from Scratch: Developing a Rubric to Assess Student Affairs Learning Outcomes

Student Affairs divisions utilize multiple assessment tools and resources to assess and evaluate student learning outcomes. One tool that is vital to understand and know how to cultivate within Student Affairs is the co-curricular student learning outcome rubric. The proposed workshop will instruct participants in the practical application of how to create a student learning rubric from scratch. Rubric synthesis and creation is an essential skill to possess and understand for assessment professionals.

Kristi Rabon, Joshua Brown, and Bethany Williams, Liberty University

Track: 15G (GL)

Time: 10:45 - 11:45 am

Room: Marriott 1

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: Beginner

How to Assess IU2U?: A Pre-Arrival Orientation Program's Assessment of International Student Retention, Academic Performance, and Experience

Since 2014, the Indiana University IU2U program has sent faculty, staff, and students to select countries with the largest populations of incoming international freshmen to lead one-day pre-arrival orientations focused on student success. This presentation is a case study on how IU2U conducted a longitudinal assessment on undergraduate international student participant retention, academic performance and experience. Through explaining the assessment goals, process, and mixed methods research results, the presenter will describe assessment outcomes, lessons learned, and how the program utilized the results.

Ania Peczalska, Indiana University Bloomington

Track: 15H (SA)

Time: 10:45 - 11:45 am

Room: Marriott 2

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

A Simplified Framework for Evaluation of Administrative and Student Services Departments

This presentation will detail a framework for formally evaluating non-academic units (administrative departments and student services). This process is also known as "non-academic program review." Common frameworks for evaluating non-academic units usually relies on academic program review models, which misplaces the focus of evaluation. The framework is based on six fundamental pillars used to ensure departmental sustainability and promote institutional vitality. The presenter will identify the data indicators used to support those pillars for a comprehensive departmental evaluation. Examples will be provided of departmental self-studies and evaluation reports.

Edward Hummingbird, Southwestern Indian Polytechnic Institute

Track: 15I (LA)

Time: 10:45 - 11:45 am

Room: Marriott 3

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: Intermediate

How Assessment Lost the Battle with Faculty Buy-In but Can Win the War

Assessment in higher education has made several crucial errors that have had a negative impact on faculty buy-in on the importance and use of assessment as a tool to improve student learning. While we may have lost some battles, we can still win the war with a shift in how we approach assessment. Moving our conversations from compliance with accreditation to improving student learning is not easy, but vital in garnering faculty support. This session will explore ways to shift the focus from compliance to improved learning on your campus.

Sheri H. Barrett, Johnson County Community College

Track: 15J (ET)

Time: 10:45 - 11:45 am

Room: Marriott 4

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

Trends in Assessment: Enduring Principles and Emerging Opportunities

This session outlines enduring principles that have influenced the development of assessment and improvement practices and emerging opportunities for assessment, including implications for higher education's future. Session facilitators will draw content from two publications for which they serve as editors: (1) *Assessment Update*, a bimonthly publication from Wiley/Jossey-Bass with a national readership; and (2) the new Stylus Publishing book *Trends in Assessment: Ideas, Opportunities, and Issues for Higher Education*. Participants will also be invited to share assessment trends from their own context.

Susan Kahn and Stephen P. Hundley, IUPUI

Track: 15K (AM)

Time: 10:45 - 11:45 am

Room: Marriott 5

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

Developing a Rubric for Assessing Non-Academic Units

A variety of assessment rubrics are available for academic areas. Fewer are available for non-academic units. Many non-academics do not understand the purposes of rubrics or know how to develop a rubric generic enough to be used by many different units but specific enough to provide valuable feedback. Yet assessments of non-academic units are part of the accreditation process. At UT Martin we used assessment of chocolate chip cookies to build understanding of what a rubric does. We developed a rubric and used it to provide feedback to our non-academic units. We will share our process and our rubric.

Patty Flowers and Stephanie Kolitsch, University of Tennessee at Martin

Primary Tracks: Accreditation (AC); Assessment in Online Courses & Programs (AO); Assessment Methods (AM); Competency-Based Education & Assessment (CB); Community College (CC); Community Engagement (CE); Diversity, Equity, & Inclusion (DI); ePortfolios (EP); Emerging Trends in Assessment (ET); Faculty Development (FD); General Education (GE); Global Learning (GL); Graduate Education (GR); High Impact Practices (HI); Institution-Wide Data (ID); Leadership for Assessment (LA); Learning Improvement & Innovation (LI); Majors (MJ); NILOA (NI); STEM Education (SE); Student Affairs (SA); & Use of Technologies (UT)

Track: 15L (AM)

Time: 10:45 - 11:45 am

Room: Marriott 6

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

Service-Learning Student Evaluation of Teaching and Learning: A Formative Faculty Development Tool for Transformative Learning

This presentation discusses a student evaluation of teaching (SET) designed to assess service-learning pedagogy. We will begin by introducing research related to service-learning practices and outcomes. We will discuss the institutional context of the research, the scale development process, the participants, and the instrument. This will be followed by the pilot study's key findings. The presenters will discuss the faculty development process for debriefing the tool and development strategies for using the instrument. The presentation will end by soliciting feedback and identifying potential research partners for further instrument development. This study relates to the conference's general session topics.

Jennifer S.A. Leigh and Marie Watkins, Nazareth College

Track: 15M (CE)

Time: 10:45 - 11:45 am

Room: Marriott 7 & 8

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

Measuring the Impact of Community Engagement on Community-Based Organizations: Toward the Development of an Instrument

This session will discuss key aspects of community resilience and collective efficacy theories that apply to community engagement in higher education, and elicit feedback on a proposed instrument to measure organizational capacity building through engagement efforts. This instrument will be piloted by researchers at the University of Mississippi who are particularly interested in understanding the impact of community engagement on organizations serving rural areas contending with persistent poverty.

Laura Martin, A. Katherine Busby, and Albert Nylander, The University of Mississippi

Track: 15N (EP)

Time: 10:45 - 11:45 am

Room: Marriott 9 & 10

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

Documenting Learning from Gateway to Capstone: Utilizing ePortfolios to Assess Attainment of Learning Outcomes within the Major

This session focuses on one department's (the Department of Communication Studies at IUPUI) efforts to integrate the ePortfolio into its curriculum from Gateway to Capstone as a way to track and document student learning related to departmentally-defined learning outcomes for the major. The process of ePortfolio integration included introducing majors to the ePortfolio in the Gateway course; embedding ePortfolio development, both in terms of content and design, into 200- and 300-level courses in the major; and helping students use the ePortfolio to showcase themselves as emerging communication professionals by highlighting key competencies acquired throughout the program in the 400-level Capstone course. In this presentation, faculty will describe the process of integrating the ePortfolio into the curriculum, and students will share their ePortfolios along with their experiences, struggles, and successes in developing them. Finally, both faculty and students will share lessons learned and adaptations that are being made as the department continues to integrate the ePortfolio more fully into its undergraduate curriculum.

Elizabeth M. Goering, Victoria Reed, Maddie Brichacek, and Mel Schwartz, IUPUI

Track: 15O (GR)

Time: 10:45 - 11:45 am

Room: Lincoln

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: Beginner

Assessment of Motivational Interviewing Skills Competency in Physician Assistant Students Utilizing Two Pedagogical Approaches

A patient-centered approach to addressing health behavior change is Motivational Interviewing (M.I.). This approach utilizes specific communication skills to assist patients in achieving their health goals and to improve patient outcomes. The presenters developed two training approaches (peer role-play and virtual case-based learning) for Physician Assistant students and studied the effectiveness of these approaches through four cohorts of students. Assessment of the learned skills competency was completed with standardized patient encounters. Key aspects of the presentation include pilot study assessment, revision of protocol, and pertinent findings, along with an opportunity for participants to experience the two practice methods used in the study.

Rebecca L. Rebman, IUPUI; and Emilee Delbridge, Indiana University-Methodist Family Medicine Residency

Track: 15P (AO)

Time: 10:45 - 11:45 am

Room: Santa Fe

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: Intermediate

Using Technology to Enhance Learning Outside of the Classroom

Using technology to enhance learning outside of the classroom can promote additional opportunities for student success, increase retention rates, and provide more opportunities for students to advance their education. Virtual learning can be a bonus to secondary education learning. There are students who can advance faster than some of their peers and having virtual learning to assist in this process has proven to be useful. Competency-based learning allows students to move on when they have mastered a certain objective, as opposed to a classroom where they have to wait until the teacher moves forward. Teachers will identify resources to help bridge gaps, and students will be required to complete tasks related to specific topics to increase their knowledge.

Angelita P. Howard, Morehouse School of Medicine

Track: 15Q (ET)

Time: 10:45 - 11:45 am

Room: Kentucky

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

Defining the Value of Libraries: Trends in Academic Library Assessment

Often non-credit bearing units, libraries must demonstrate their value to their institution as well as contributions to student success in order to maintain funding and remain vital partners in the educational mission. Leaders of library assessment will discuss ways in which libraries are assessing their impact. Assessment trends in libraries align with institutional goals and extend beyond collections to robust programs encompassing student learning, and library services and spaces. Attendees will gain an understanding of assessment beyond direct academic outcomes, learn how library initiatives can be an opportunity to collaborate on common goals, and how libraries demonstrate their value.

Willie Miller, Sara Lowe, and Paul Moffett, IUPUI; Starr Hoffman, University of Nevada Las Vegas; and Rhonda Huisman, St. Cloud State University

Track: 15R (LI)

Time: 10:45 - 11:45 am

Room: Tennessee

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

Four Schools, Four Strategies: Approaches to Improving Ethical Reasoning

Faculty, assessment professionals, and educational developers from four institutions convened for a week. Their goal: to improve students' ethical reasoning (ER) skills. The teams adopted a common ER framework (the 8 Key Question approach), practiced assessing ER using a rubric, and were exposed to teaching strategies shown to foster ER. Next, each team created a plan to integrate assessment, effective teaching strategies, and faculty development. Speakers from each institution will share their improvement plans. While ER is the focal learning area of this session, the strategies shared should appeal to anyone attempting to improve student learning at the program level.

Keston Fulcher, James Madison University; Shawn Boyne, IUPUI; Christine Robinson, University of North Carolina at Charlotte; and Monica Stitt-Bergh, University of Hawai'i at Mānoa

Track: 15S (AM)

Time: 10:45 - 11:45 am

Room: California

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

The Importance of the Faculty Role in Continuous Improvement

The importance of having a strong assessment program is well documented in the literature; however, the purpose can be misinterpreted as an evaluation of faculty teaching and even a barrier to academic freedom. At our institution, we have overcome these negative perceptions through the use of a faculty-driven curriculum design and review process that includes collaborative and iterative review and interpretation of data. In this presentation, we will describe our systematic and collaborative approach to gathering and evaluating data and how it is used for continuous improvement and for specific course revisions.

Kathy Ingram, Miranda Brand, Jody DeKorte, and Sara Sander, Purdue University Global

11:45 am – 1:15 pm

LUNCH on your own in Indianapolis

Track: 16A (HI)
Time: 1:15 - 2:15 pm
Room: Indiana Ballroom A, B, C, & D

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Assessment that Works: Creating a Collaborative and Comprehensive Living Learning Community Assessment Toolkit

Assessing Living Learning Communities (LLCs) across campus is challenging, as each LLC may have varying goals, stakeholders, and resources. This presentation will explore how the Georgia Institute of Technology created a collaborative and comprehensive Assessment Toolkit to engage LLC staff in assessment. Presenters will discuss challenges in assessment of LLCs; lessons learned in creating a diagnostic, informative, and student-centered LLC Assessment Toolkit; and ideas for continued development. Participants will engage in discussion on creating a collaborative environment for assessment, the importance of strategic planning and alignment in assessment, and ways to improve assessment quality, usability, and rigor by maximizing resources.

Casey Chaviano, Kari White, and Brenda Woods, Georgia Institute of Technology

Track: 16B (NI)
Time: 1:15 - 2:15 pm
Room: Indiana Ballroom E

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Mapping Integrative Learning

Participants will work to make sense of student learning experiences across an institution. Presenters will share their experience from two institutions including mapping of curriculum, integration of general education, and re-envisioning of assessment within the Learning Systems Paradigm—a framework to help participants reflect on the organization of their institution, whom they might involve, and how to accomplish work within that organization. Participants will leave with next steps to implement general education and major integrative efforts on their own campus. Presenters will share various resources available to assist in efforts to better align and integrate general education and the major.

Jillian Kinzie, National Institute for Learning Outcomes Assessment (NILOA) and Indiana University Bloomington; David Marshall, California State University, San Bernardino; and Dan McInerney, Utah State University

Track: 16C (DI)
Time: 1:15 - 2:15 pm
Room: Indiana Ballroom F

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: Intermediate

Socially Just Assessment: A Tool for Equity and Inclusion

We must create processes to ensure equity and inclusion as our campuses diversify. Often viewed as an objective, data-driven process for accountability and improvement, assessment not only must be implemented in a socially just way, but it can also be a process that fosters equity and inclusion. The presenter will share a continuum of socially just assessment, engage participants regarding how to ensure individual and organizational readiness and identify specific strategies for implementing assessment that is socially just.

Gavin Henning, New England College

Track: 16D (FD)
Time: 1:15 - 2:15 pm
Room: Indiana Ballroom G

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Leveraging Meta-Assessment for Faculty Engagement

In 2016, the Office of Institutional Effectiveness at Adler University launched a meta-assessment of our Student Learning Outcomes Assessment Program. The purpose of this initiative was twofold: to revamp an outdated institution-level assessment program and to enhance faculty engagement with assessment. The initiative began with a needs analysis that led to various training opportunities and an updated structure for data submission, collection, and reporting utilizing existing resources. During this session, participants will learn about our process, materials, and lessons learned after completing one full cycle of assessment under the new structure, and how we achieved greater faculty engagement with assessment.

Katy Selinko, Alder University

Track: 16E (AM)
Time: 1:15 - 2:15 pm
Room: Florida & Illinois

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Early Results on Personalized Learning: The Road to Improving Gateway Course DFW Rates

Class participation, homework completion, and retention in gateway courses is decreasing. For students of minority status, the results are even worse. Educational technologists are developing new tools in adaptive and personalized learning that can customize curriculum to a student's needs helping them to self-regulate their learning. Results of these studies are presenting an increase in retention and completion of work. This session will present the results from studies conducted by the Association of Public & Land-Grant Universities and a discussion around the need for more faculty involvement and adoption of adaptive coursework and personalized learning methodology. This session is sponsored by LEAP Indiana.

Karen Vignare, Association of Public and Land-Grant Universities (APLU); and Christian Rogers, IUPUI

Track: 16F (SA)
Time: 1:15 - 2:15 pm
Room: Michigan & Texas

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Streamlining Front-Lines Assessment for Real-Time Improvements

For staff, offices and directors on the front-lines, finding ways to fit assessment into the fast-paced and dynamic nature of daily student contact can be a challenge. In this session, we'll highlight how One Stop Services at Saint Paul College has integrated learning assessment into a multi-faceted assessment survey. By automating survey administration and streamlining follow-up outreach to students, staff in the One Stop are able to focus their time and energy on what is most important... excellent service to students. With "real-time" improvements to student learning, processes and services, come discover how we are accelerating the traditional assessment cycle.

Thomas Bruflat and Caitlin Duff; Saint Paul College

Track: 16G (GL)

Time: 1:15 - 2:15 pm

Room: Marriott 1

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

Open Conversation on Assessing Global Learning

This session will provide attendees and presenters with an opportunity to share strategies, discuss challenges, and receive feedback on ideas related to the assessment of global learning. It is open to faculty, staff, administrators and students of any level of experience with global learning and/or assessment.

Leslie A. Bozeman, IUPUI

Track: 16H (UT)

Time: 1:15 - 2:15 pm

Room: Marriott 2

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: Advanced

Leveraging Natural Language Processing for Open-Ended Survey Responses: Application and Recommendations

Open-ended survey items within large-scale surveys are often not fully utilized due to the high burden that summarizing and reporting requires of the researcher. However, emergent technology in the field of natural language processing (NLP) now enables researchers to quickly process large amounts of text, identify topics of concern and apply the findings effectively to student outcomes. This session will cover how to apply the NLP approach to open-ended text using national survey data. Valuable insights that were not present in the larger survey will be covered. Potential areas of concern when applying this methodology will be discussed.

Amy S. Huntington and Robert W. Aaron, Northwestern University

Track: 16I (AM)

Time: 1:15 - 2:15 pm

Room: Marriott 3

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: Beginner

Beyond "Butts in Seats" and "Heads in Beds," Redefining Assessment in Student Affairs

This session will assist student affairs practitioners to leverage the power of assessment as a strategy to illustrate student affairs' impact on student success. Session participants will learn how to write effective outcome statements, identify applicable measures, and discover innovative ways to share your program's impact on student achievement.

Michele C. Soliz and Alana Malik, The University of Toledo

Track: 16J (LA)
Time: 1:15 - 2:15 pm
Room: Marriott 4

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Excellence in Assessment Designees Reflect on Growth

Commenced in 2016, the Excellence in Assessment designations highlight best practices across the nation and allow institutions to reflect upon and improve their processes. This session focuses on the second purpose. Five designees from 2017 and 2018 reflect on their assessment improvement plans and share their progress. Panelists will speak to how far they have progressed in building assessment capacity: 1) engaging faculty in the assessment process: faculty fellows, engaging external stakeholders in the assessment process, and utilizing an assessment management system; and 2) engaging internal stakeholders in the assessment process: adjunct faculty and students.

Christine Robinson and Harriet Hobbs, University of North Carolina at Charlotte; Keston Fulcher, James Madison University; Jessica Turos, Bowling Green State University; and Becky Verzinski, Bowie State University

Track: 16K (AM)
Time: 1:15 - 2:15 pm
Room: Marriott 5

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: Intermediate

Assessing and Being Assessed in an Assessment Literacy Development Course

This presentation delineates multiple assessment perspectives in an assessment literacy development course in a university-based TEFL training program for pre-service English language teachers. As well as formative and summative assessment by the instructor/presenter (and course developer), data from end-of-course student surveys (from 2017 to 2019) - i.e. students assessing the course, materials and instructor- will be presented. Qualitative data, in the form of student survey commentary, complements the quantitative data (including student grades) in this investigation about a teacher/course developer being on the giving and receiving ends of the assessment process. Subsequent efforts to improve both assessment and student learning are also covered.

Edmund M. White, University of Arizona, Center for English as a Second Language (CESL)

Track: 16L (CC)
Time: 1:15 - 2:15 pm
Room: Marriott 6

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: Intermediate

Looking for Faculty Buy-In? How About an In-House Retreat Resulting in Both Ye Olde OAR Faire for Gen. Ed. Assessment and Initiatives Based on Best Practices?

South Suburban College developed a five-year general education plan with everything needed to satisfy the Higher Learning Commission. Unfortunately, there was little faculty ownership, and the data was not reliable or valid. Therefore, the Outcomes Assessment Committee decided to hold an in-house assessment retreat with representation from all academic and co-curricular areas. The goal was to develop a plan allowing faculty and staff to use the scientific method to answer their questions about the craft of teaching and learning. Faculty would have the latitude to develop departmental assessments that would deliver useful information to drive changes. Learn about this special, multi-faceted, productive day.

Jennifer Medlen and Jazaer Fouad-Farrar, South Suburban College

Track: 16M (CE)
Time: 1:15 - 2:15 pm
Room: Marriott 7 & 8

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

The Voices of Black Men Engaged in a Marginalized Community Setting

While previous research studies have explored adult development learning and community engagement separately, these studies have failed to address how Black males can advantage underserved communities of color. Studies that address these intersections could provide valuable insight into why Black men become active in their communities; what they have learned in their community engagement efforts; how they have stayed motivated; and what skills they need to effectively engage underserved neighborhoods. In response to this deficiency, this inquiry employed critical approaches to explore the importance of the unique voices of these four African-American men in their neighborhood work.

Myron Duff Jr., IUPUI

Track: 16N (EP)
Time: 1:15 - 2:15 pm
Room: Marriott 9 & 10

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: Intermediate

ePortfolio Practice and Assessment: Impact on Student Learning and Faculty Development

This session will describe the implementation of ePortfolios in relation to a research university's graduation distinction for integrative learning and leadership which has been completed by over 1,500 undergraduate students. The session will include the ePortfolio content design, which challenges students to integrate their learning across, within, and beyond the classroom experiences; the rubric for assessing ePortfolios; faculty and staff training and development related to ePortfolio assessment; and assessment results, including impact on program development.

Amber C. Fallucca, University of South Carolina

Track: 16O (GR)
Time: 1:15 - 2:15 pm
Room: Lincoln

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Using Qualitative Assessment Data to Evaluate the Curriculum and Student Experience

Researchers have consistently highlighted the importance of qualitative data to provide rich, contextual information related to the student experience in higher education. In this session, the presenter will share an overview of one institution's framework for qualitative data collection, including focus groups and course evaluation comments. The focus group process will be covered in detail to provide an overview of planning and recruitment, facilitation, data analysis, and thematic reviews. The presenter will also discuss how this qualitative data is combined with quantitative data to facilitate a mixed methods approach to program review and assessment.

Sarah Zahl, Marian University

Track: 16P (LA)
Time: 1:15 - 2:15 pm
Room: Santa Fe

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: Intermediate

Using Assessment Data to Move Academic Program Review from Compliance to Curriculum Revitalization

Academic program review has been in place at Cleveland State University for a long time. Its structure as a process has undergone a few changes over the years, all of which attempted to streamline the various stakeholder groups and how they interacted based on a self-study submitted to a team of peer reviewers. This interactive session focuses on the most recent amendments to the process aimed at validating academic unit-specific self-reflection while engaging faculty, students, staff, and administrators in identifying future areas of curricular development in line with job market indicators.

Marius Boboc and Patricia Lyons, Cleveland State University

Track: 16Q (ET)
Time: 1:15 - 2:15
Room: Kentucky

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: Advanced

Infusing Equity in Curriculum and Assessment Practice: A Case Study

We need not be complicit in maintaining the status quo of educational inequity and achievement gaps. This presentation showcases how the Undergraduate College (UGC) at National Louis University (NLU) employs an individualized approach to student learning with intentional, collaborative, high-touch work of faculty and staff who enable a more equitable and successful educational environment. Equity-infused curricular design, instructional methods, and assessment practices will be shared for UGC's environment which focuses on, empowers, and includes all students. In addition to sharing campus examples, presenters will engage participants in an activity to identify approaches to take back to their own campuses.

Joseph D. Levy and Stephanie Poczos, National Louis University

Track: 16R (LI)
Time: 1:15 - 2:15 pm
Room: Tennessee

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: Beginner

What Does Closing the Loop Look Like? What Can it Look Like?

One of the most important aspects of assessment over the past five years has been Closing the Loop. What does that mean? What does that look like at a practical level? What sorts of things are we actually being asked to do? What are our options?

Debra Berry, College of Southern Nevada

Track: 16S (AC)
Time: 1:15 - 2:15 pm
Room: California

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Development, Implementation, and Assessment of a Co-Curricular Learning Plan at a College of Pharmacy

Accreditation Council on Pharmacy Education (ACPE) 2016 standards for pharmacy programs require students to participate in co-curricular activities to enhance and complement the didactic and experiential curriculum. Although co-curricular learning is a shared requirement, the design of such plans and assessment of the related learning outcomes vary among colleges. The design, implementation, assessment, and integration of a co-curricular plan focused on personal and professional development at a rural, private college of pharmacy will be described. Assessment data, lessons learned, and best practices will be shared with participants.

Michelle R. Musser, Jennifer Grundey, Karen Kier, Lindsey Peters, and Kelly Shields, Ohio Northern University Raabe College of Pharmacy

2:15 – 2:45 pm

BREAK SERVICE

Track: 17A (HI)
Time: 2:45 - 3:45 pm
Room: Indiana Ballroom A, B, C, & D

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Knowing How to Celebrate Student Learning When the Impact is High (An Unlikely Collaboration)

California State University Dominguez Hills has a longstanding commitment that all students will participate in at least two HIPs before graduating. Verifying this poses challenges and requires deeper collaboration between faculty and offices in student affairs, information technology, the registrar, students, and enrollment management. Case studies of HIPs will be examined and discussed. The university's examination of degree requirements and transcript has helped uncover an unlikely common ground across disparate offices using the language of learning outcomes assessment. Participants will become familiar with a collaborative model for implementing HIPs identification and verification between disparate offices within academic learning frameworks.

Ken O'Donnell and Matt G. Mutchler, California State University-Dominguez Hills

Track: 17B (NI)
Time: 2:45 - 3:45 pm
Room: Indiana Ballroom E

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Expanding Definitions of Evidence for Equity

To produce graduates with lifelong learning and transferable skills requires that institutions demonstrate evidence of student learning, especially for their most underserved students. To understand these nuances, campuses must disaggregate their data, thoughtfully examine it for relevant patterns, and take action. Currently, few campuses complete this cycle. In fact, too often data disaggregation has become an end in itself. But disaggregating data is not a stand-alone response; rather it is part of a comprehensive strategy. Done well, disaggregating data makes it possible to see where gaps exist so the reasons--structural, institutional, pedagogical--for those gaps can be explored. Join this discussion on expanding conceptions of data, data collection methods, analysis, and use. Examples will be drawn from the National Association of System Heads' (NASH) Taking Student Success to Scale: High Impact Practices Network to explore a virtuous cycle of quality, student learning assessment, and equity.

George D. Kuh, National Institute for Learning Outcomes Assessment (NILOA); Claire Jacobson, National Association of System Heads; and Cynthia Alby, Georgia College

Track: 17C (DI)
Time: 2:45 - 3:45 pm
Room: Indiana Ballroom F

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Reframing the Narrative: Moving HBCUs from Compliance to Continuous Improvement

This session will feature the narratives of Assessment Professionals from HBCUs responsible for leading assessment at their respective campuses. The tendency across these settings toward compliance-driven practices, protocols or summative-only assessment provided limited proof of student learning outcomes success. The presenters' experiences at reframing the assessment narrative at each campus toward continuous improvement will be shared. Vignettes of the leaders' experiences intercepting those inherited practices while building a culture of assessment that is responsive to the needs of the student, the campus, and the community will be highlighted.

Kimberly D. Lebbly, Lane College; and Ereka Williams, Fayetteville State University

Track: 17D (FD)
Time: 2:45 - 3:45 pm
Room: Indiana Ballroom G

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: Intermediate

Faculty Learning Communities Used to Investigate Factors that Influence Student Persistence

Student retention remains a key focus of higher education institutions. While the effort to increase student persistence requires a multi-faceted approach involving the whole institution, faculty play a critical role in fostering student success and persistence. Given the importance of this role, developing faculty who understand key, and empirically driven, factors to student persistence, should be a priority in faculty development programming. We will describe how we used faculty learning communities to investigate faculty members' roles in student persistence, and how we decided to assess understanding of factors in student persistence, share information with campus instructors, and increase student persistence.

Stephanie Whitehead, Indiana University East; and Julie Saam, Indiana University Kokomo

Track: 17E (LA)
Time: 2:45 - 3:45 pm
Room: Florida & Illinois

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Moving from Managing to Leading Assessment

Many assessment professionals are well-versed in assessment best practices and are looking to grow professionally beyond their current role. This session examines the difference between managing and leading assessment efforts. It also provides an overview of Perrin's Leadership Zone Model (2010). This model contains leadership practices sorted into six zones. Participants will reflect on their current role and responsibilities, and assess their current strengths. Additionally, they will identify specific areas to develop to support their efforts in leading assessment.

Susan R. Donat, Messiah College

Track: 17F (SA)
Time: 2:45 - 3:45 pm
Room: Michigan & Texas

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Using Student Conduct Metrics to Inform Policy Revision

Offices that manage student conduct processes possess a rich array of institutional data that is often overlooked in the assessment discourse. Reports of student misconduct provide direct behavioral measures that can be useful for informing program and policy development. At Carnegie Mellon University, a longitudinal analysis of academic misconduct reports over a ten-year period was used by the institution's policy review committee to provide an evidentiary basis for recommended revisions. Conducted by the Office of Community Standards and Integrity, the study accommodated considerations related to student privacy and leveraged technology to facilitate data analysis and reporting.

Joanna Dickert, Carnegie Mellon University

Track: 17G (ET)

Time: 2:45 - 3:45 pm

Room: Marriott 1

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: Intermediate

Innovative Assessment Strategies to Support the Learning Journey

Most assessment bodies (accreditors, state agencies, etc.) have been recognizing and requiring the use of student evidence in their assessment documentation. Successful graduates need to demonstrate a wide range of aptitudes and dispositions that demonstrate their ability to make use of what they know in a wide range of contexts. Institutions also need to demonstrate the value of the degree. In this session, the presenters will discuss how they are integrating innovative assessment strategies to enhance the assessment practices at their universities.

Gail L. Ring and Shane Sutherland, PebblePad, North America; Nora Beltz and Beth Funkhouser, Emory & Henry College

Track: 17H (GE)

Time: 2:45 - 3:45 pm

Room: Marriott 2

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

Lean Continuous Improvement and its Application with Institutional Research, Assessment, Planning, Accreditation, Effectiveness, Analytics, and Beyond

The Indiana University School of Medicine (IUSM) is committed to continuous improvement (CI). Improvement efforts can be focused in a single area whereas others are more complex. It is often that the school engages in improvement activities related to institutional research, assessment, effectiveness, and beyond. This session will focus on identifying the foundational elements needed to connect diverse stakeholders with CI concepts. The session will discuss Lean improvement concepts, including problem solving, value proposition, measuring for success, and associated tools and techniques that may be applied to any scenario.

Nathan Bohlmann and Milton Flournoy, Indiana University School of Medicine

Track: 17I (AM)

Time: 2:45 - 3:45 pm

Room: Marriott 3

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

It's ALIVE... Assessment Across the Program Life Cycle

As a result of a faculty learning community titled "Strengthening Our Assessment Culture" with twenty-three faculty leaders at Forsyth Technical Community College, a wide range of lessons learned and fruitful content emerged. We will share how various pieces of assessment inform and guide the Program Life Cycle. Attendees will take away an action plan to implement assessment practices from beginning stages of curriculum development through program improvement and closure decisions.

Alexa Edwards and Pamela Shortt, Forsyth Technical Community College

Primary Tracks: Accreditation (AC); Assessment in Online Courses & Programs (AO); Assessment Methods (AM); Competency-Based Education & Assessment (CB); Community College (CC); Community Engagement (CE); Diversity, Equity, & Inclusion (DI); ePortfolios (EP); Emerging Trends in Assessment (ET); Faculty Development (FD); General Education (GE); Global Learning (GL); Graduate Education (GR); High Impact Practices (HI); Institution-Wide Data (ID); Leadership for Assessment (LA); Learning Improvement & Innovation (LI); Majors (MJ); NILOA (NI); STEM Education (SE); Student Affairs (SA); & Use of Technologies (UT)

Track: 17J (AM)
Time: 2:45 - 3:45 pm
Room: Marriott 4

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: Intermediate

Using Assessment to Update a Diversity and Inclusion Statement: A University Housing Approach

The University Housing Diversity Committee was tasked with updating the current diversity statement for residents and staff. They partnered with University Housing Assessment and together created a mixed method, multi-tiered assessment plan that aimed to collect data from staff regarding perceptions and experiences with the previous diversity statement. Findings from surveys, focus groups, and interviews uncovered themes which were analyzed and then communicated back to the committee. In the summer of 2018, an updated diversity and inclusion statement was adopted by the department and unveiled to all residents and University Housing staff.

Catherine Sturm, University of South Carolina

Track: 17K (CE)
Time: 2:45 - 3:45 pm
Room: Marriott 7 & 8

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Raising the Stakes: Enhancing Degree-Program Assessment through Stakeholder Involvement

This session focuses on three initiatives to increase involvement of stakeholders in degree-program assessment practices. Through the use of existing institutional data, the distribution of small grants, and a targeted communication strategy, the campus Academic Assessment Committee encouraged faculty members to include input from varied stakeholders in degree program assessment efforts. The initiatives: 1) increased the awareness, dissemination, and use of institutional assessment data, 2) encouraged grassroots faculty leadership related to meeting new assessment expectations, 3) developed models for stakeholder engagement that can be replicated or adapted by other programs, and 4) increased engagement with alumni, employers, and the community.

Connie Schaffer, Candice Batton, and Julie Blaskewicz Boron, University of Nebraska at Omaha

Track: 17L (EP)
Time: 2:45 - 3:45 pm
Room: Marriott 9 & 10

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Creating Effective ePortfolios and Project-Based Learning Capstone Experiences in Online Graduate Programs

As the field of higher education continues to evolve, academicians, instructors, and program developers also need to continually innovate as proactive agents ready to engage with ever-changing student interests, cultural demands, and societal needs. ePortfolios and Project-Based Learning Experiences are two tools highlighted in this session that higher education professionals can utilize to create meaningful, real-world learning experiences for students. The online Master of Arts in Psychology program at Indiana Wesleyan University is featured in this workshop with special emphasis on the use of reflection journals, student-created TED-style talks, and program-length Capstone projects as practical applications for engaging students' imaginations and measuring effective learning.

David Stefan, Lindsay Buechel, and Theresa Veach, Indiana Wesleyan University

Track: 17M (GR)
Time: 2:45 - 3:45 pm
Room: Lincoln

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

An Enhanced Assessment Method for Thesis and Dissertation Research Committees

Thesis and dissertation research committee meetings are a vital component to the life cycle of a graduate student as they matriculate through their graduate degree program. When a research committee assesses a graduate student's thesis or dissertation in a subjective, non-collaborative manner, and without quantifiable data, it can leave the graduate student at a loss of direction. This presentation will share findings of the Graduate Student Research Committee Rubric Case Study conducted at Morehouse School of Medicine. The study compares a previously used thesis and dissertation committee feedback form to a newly developed thesis/dissertation committee rubric as an assessment method.

Shontell M. Stanford, Morehouse School of Medicine

Track: 17N (LA)

Time: 2:45 - 3:45 pm

Room: Santa Fe

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: Beginner

Establishing a Successful Culture of Assessment with a Brand New Assessment Team

Accreditation visits typically start with a discussion about the culture of assessment within the visited institution. Determining whether an assessment culture exists requires one to look at the nature and demeanor of individuals within the institution as they support the assessment of student learning outcomes. This session discusses the success and pitfalls our assessment team faced when we joined within a mere few weeks of one another into our institution's developing assessment culture. Attendees will engage in discussion and activities on how to positively impact your institution's current culture, and continuously improve for our stakeholders.

David Allen, Karol Batey, and Siobhan Quinn, Texas A&M International University

Track: 17O (AM)

Time: 2:45 - 3:45 pm

Room: Kentucky

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

Sustainability as a Tool for Strategic Success

Sustainability can be seen as an 'add on' to a university's strategic plan as operational efficiency may be difficult to align with the academic mission. With correct framing, not only can sustainability be integrated into a strategic plan, but it can also be utilized as a tool for achieving goals. IUPUI offers insight into aligning sustainability goals with the campus strategic plan and Sustainability Tracking, Assessment, and Rating System, a global sustainability standard for universities.

Jessica Davis, IUPUI

Track: 17P (LI)

Time: 2:45 - 3:45 pm

Room: Tennessee

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: Intermediate

Closing the Loop: Evidence of Seeking Change and/or Improvement

Many journal articles and books are published on the student learning outcomes assessment cycle, developing an assessment plan, and preparing a report. However, the use of results for improvement has proven the most challenging with which to demonstrate compliance. This has been an area of focus for our university since the submission of our 2013 Reaffirmation Report, as many reports had vague or undocumented use of results. This session will address the process our office undertook to demonstrate educational program change and improvement by utilizing data from student learning outcome reports.

Christine Robinson and Harriet Hobbs, University of North Carolina at Charlotte

Primary Tracks: Accreditation (AC); Assessment in Online Courses & Programs (AO); Assessment Methods (AM); Competency-Based Education & Assessment (CB); Community College (CC); Community Engagement (CE); Diversity, Equity, & Inclusion (DI); ePortfolios (EP); Emerging Trends in Assessment (ET); Faculty Development (FD); General Education (GE); Global Learning (GL); Graduate Education (GR); High Impact Practices (HI); Institution-Wide Data (ID); Leadership for Assessment (LA); Learning Improvement & Innovation (LI); Majors (MJ); NILOA (NI); STEM Education (SE); Student Affairs (SA); & Use of Technologies (UT)

Track: 17Q (UT)
Time: 2:45 - 3:45 pm
Room: California

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

An Integrated Formative Feedback Approach to University Assessment Reviews that Supports Improved Outcomes Assessment

This session will discuss aspects of a new peer-review process for ongoing improvements to units' assessment practices. The process includes systematic changes to the previous shared-governance model and rebalances compliance checking and formative feedback elements. A shift from writing long-form review memos to using streamlined reviewer rubrics has made it possible to give descriptive feedback on key elements more frequently. Examples of the feedback and rubrics used will be provided. An overview of a newly revamped online assessment platform for tracking student outcomes in academic and co-curricular programs that integrates self-study, strategic planning, and stability analysis will also be shared.

Jon Hasenbank and Chris Plouff, Grand Valley State University

Track: 18A (HI)
Time: 4:00 - 5:00 pm
Room: Indiana Ballroom A, B, C, & D

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

The IUPUI Experiential and Applied Learning Record: Tracking and Assessing Learning from Students' Engaged Activities

The IUPUI Experiential and Applied Learning Record (the "Record") recognizes valuable, assessed, and validated student learning experiences. While the official Indiana University transcript continues to record faculty curriculum, grades and degree requirements, the Record reflects in a validated and meaningful way learning, curricular and co-curricular, that occurs among various achievement categories (Diversity, Global Engagement, Internships/Career Development, Leadership, Research, Service, and Creative Expression). The learning is assessed by the program director or faculty member and affirmed by the IUPUI Registrar. This presentation will describe the origin of the Record and the criteria for an experience to merit inclusion on the Record.

Thomas W. Hahn, Jerry Daday, and Mary Beth Myers, IUPUI

Track: 18B (NI)
Time: 4:00 - 5:00 pm
Room: Indiana Ballroom E

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Academic and Student Affairs Program Review: Goals and Tools for Continuous Improvement

Many institutions have program reviews in place either in academic affairs, student affairs, or both. However, not all of these program reviews provide meaningful results that lead to program improvement. In this presentation we will start with big picture questions to ensure a high quality program review for both academic and student affairs program review. The presentation will conclude with tools and best practices. Participants will leave with ideas to improve the program review process and ultimately improve learning and program outcomes through continuous improvement.

Gavin Henning, New England College; and Tami Eggleston, McKendree University

Track: 18C (AM)
Time: 4:00 - 5:00 pm
Room: Indiana Ballroom F

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Evaluating Plans and Reports with a Quality Enhancement Rubric to Improve Communication

Florida A&M University utilized a 5-point quality enhancement rubric to evaluate every plan and report for the 2018-19 assessment cycle. Session participants will engage in a discussion regarding why it was developed, how it is used, how it has assisted in the quality of assessments, as well as how it has enhanced communication between the Office of University Assessment and Instruction and administrative units. They will also have an opportunity to rate plans utilizing the developed rubric.

Melanie Wicinski and Kiwanis Burr, Florida A&M University

Track: 18D (FD)
Time: 4:00 - 5:00 pm
Room: Indiana Ballroom G

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Are We Ready Yet? How Faculty Developers Can Help Institutions and Faculty Prepare for Accreditation

Preparing faculty members to speak to accreditors about program review and assessment efforts can be challenging, often because they are said to "speak different languages." As experts in training and organizational development, faculty developers are uniquely suited to develop and deliver programs to prepare our faculty colleagues to communicate effectively with accreditation site visit teams. In this session, presenters will examine the skills and competencies faculty need to communicate their assessment efforts effectively in written and oral forms. They will share needs assessment, delivery strategies, and evaluation plans suitable for adaptation and implementation at other institutions.

Krista Hoffmann-Longtin, Megan M. Palmer, Emily Walvoord, Shawn Patrick, and Mary Dankoski, IUPUI

Track: 18E (AM)
Time: 4:00 - 5:00 pm
Room: Florida & Illinois

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Successes and Challenges in Assessing Intercultural Competence Needs and Development

This presentation considers the successes and challenges encountered by a faculty-led community of practice on intercultural learning in the processes of assessing the needs and development of intercultural competence at the host institution. The assessment methods examined include questions added to an international survey, a workshop evaluation instrument, and a conference evaluation instrument. The audience will examine/analyze sample assessment methods; participate in brainstorming improvements of the methods presented; and learn about faculty led communities of practices and how to assess their effectiveness.

Estela Ene and Lingma Acheson, IUPUI

Track: 18F (SA)
Time: 4:00 - 5:00 pm
Room: Michigan & Texas

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Dancing to the Program Review Tune: A Focus on a Student Affairs Unit's Experience at Indiana University-Purdue University Indianapolis (IUPUI)

The Office of Planning and Institutional Improvement oversees the program review process at IUPUI. Academic units and nonacademic divisions are scheduled to undergo a program review every seven years. In the spring of 2019, four reviewers from various institutions and two campus partners spent two days on the IUPUI campus to review the programs offered by the Office of Educational Partnerships and Student Success (EPSS), one of nine units in the Division of Student Affairs. The presenters will go over the program review process and strategies for success. They will also reflect on what they learned for future program reviews.

Sonia Ninon, Tonya Hall, and Johnny Pryor, IUPUI

Track: 18G (ID)
Time: 4:00 - 5:00 pm
Room: Marriott 1

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Leveraging NCAA Institutional Data for Athletics Program Benchmarking

With over 1,100 member institutions, the National Collegiate Athletic Association (NCAA) annually collects substantial amounts of institutional data. These data include student academic performance metrics, athletics financial revenues and expenditures, sport participation and demographics. In this session participants will learn about the range of NCAA institutional data and methods of collection. Examples of how these data have informed college athletics policies at the national and campus level will be shared. Finally, how these data are accessible to the higher education community through both publicly available data visualization dashboards and an online platform available to institutional decision-makers will be demonstrated.

Keke Liu, Zach Romash, and Gregg Summers, National Collegiate Athletic Association (NCAA)

Track: 18H (ID)
Time: 4:00 - 5:00 pm
Room: Marriott 2

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

A Multifaceted Approach to Quantifying the Value of Student Engagement in Promoting Student Success

Which engagement factors contribute to student success in significant and quantifiable ways? To answer this question, the university library and representatives from 12 other departments and units from across campus joined together to contribute their co-curricular and extracurricular undergraduate student data to a repository, which is enabling a multifaceted and evolving longitudinal study. Student participation data are aligned with pre-college/demographic factors and measures of student success (e.g., GPA, year-to-year retention, and graduation). Analysis of these data reveals important findings that will be shared with the audience, along with the processes involved in aligning these metrics.

Rebecca A. Croxton and Anne Moore; University of North Carolina at Charlotte

Track: 18I (AO)
Time: 4:00 - 5:00 pm
Room: Marriott 3

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: Intermediate

Promoting Learner Growth and Program Improvement: Using Learner Growth Models in Counselor Education and Supervision

An embedded assessment model promotes institutional assessment practices as a tool for student and faculty empowerment in real time. It also positions assessment specialists and administrators with data to drive quality improvements to curriculum. An example from an online, industry accredited doctoral program in counselor education and supervision is presented using a learning growth model at the learner and program levels.

Stacy L. Sculthorp and Amie Manis, Capella University

Track: 18J (CE)
Time: 4:00 - 5:00 pm
Room: Marriott 7 & 8

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

The Future of Community Engagement Assessments

The presenters will debate the trends of community engagement assessment in higher education as they are presented in a chapter in the forthcoming book Trends in Assessment. Attendees can expect a passionate and rigorous discussion regarding the changing nature of community engagement assessment and our understanding of both “What is community engagement?” and “What is assessment?” in higher education broadly. Attendees are encouraged to bring the book so you may follow along with the presenters as they dive into the topics raised! Information gleaned from this session will be used to form next year’s track on community engagement.

H. Anne Weiss, Indiana Campus Compact; and Kristin Norris, IUPUI

Track: 18K (EP)
Time: 4:00 - 5:00 pm
Room: Marriott 9 & 10

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

ePortfolio Use In Internships: Driving Curriculum Development in Hospitality Business Courses

ePortfolio-based outcomes assessment engages students in an inquiry-based reflection process. This connects institutional learning outcomes and curriculum development to the on-the-job experiences that students have. The goal is to make connections from the College of Business Core classes as well as the Hospitality Core classes to the students’ work experience. Gathering data from students and industry professionals’ course outcomes can be adapted in a timely fashion.

Kathryn Wolfer, Ferris State University

Track: 18L (AM)

Time: 4:00 - 5:00 pm

Room: Lincoln

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

Challenges and Benefits of Cross Sectional Assessment

Repeated assessments are intended to generate knowledge about changes occurring on campuses to make informed decisions; however, data often lay dormant not reaching their full potential beyond a single use. This session clarifies the differences between the uses of longitudinal studies and cross-sectional examinations and discusses strategies for using cross-sectional data to discover trends in student outcomes. Examples include investigations of teaching practices and student engagement over time. Examples will be provided for using both multi-institutional and single institution data sets.

Kyle Fassett and Allison BrckaLorenz, Indiana University Bloomington

Track: 18M (GE)

Time: 4:00 - 5:00 pm

Room: Santa Fe

60-Minute Concurrent Session

Tuesday, October 15, 2019

Audience: All

Creating a Strong Foundation for Students: Continual Improvement through General Education Assessment Planning

The annual assessment plan provides a variety of measures both direct and indirect to assess student performance of General Education learning outcomes related to the Core Competencies. Based on the results, action items are developed to improve student performance in the subsequent academic year. This presentation will examine the data collection tools, measures, results, and action items used to complete an annual assessment plan at a programmatic level for General Education.

Alaina Pascarella and Pamela Reyes, Ashford University

Track: 18N (CB)
Time: 4:00 - 5:00 pm
Room: Kentucky

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: All

Faculty Governance and Competence-Based Education

According to the National Education Association, the primary responsibilities of faculty members in higher education should include determining the curriculum, subject matter, methods of instruction, and other academic standards and processes. The Assessment Committee of Harding University College of Pharmacy recently developed a continuous quality improvement model aimed at promoting collaborative faculty engagement in the assessment and improvement processes required for meeting competence-based educational standards of the American Council for Pharmacy Education. In this session, key examples and recent data will be used to demonstrate how faculty governance significantly impacts student academic success.

Landry K. Kamdem Kamdem, Harding University College of Pharmacy

Track: 18O (LI)
Time: 4:00 - 5:00 pm
Room: Tennessee

60-Minute Concurrent Session
 Tuesday, October 15, 2019
 Audience: Beginner

Non-Cognitive Skills, Their Assessment and Presentation of Results: A Case Study

In 2014, the Network for Teaching Entrepreneurship (NFTE) developed an assessment that measures various non-cognitive skills. In the last five years, the organization has become increasingly aware of the many questions that surround non-cognitive assessments. This presentation will discuss our case study – the experiences we have had with the development of the non-cognitive assessment, including our psychometric findings, the results from our student sample and what questions they have inspired, and how to best present the results of non-cognitive skills to the respondents, which are less easily quantified and much more nuanced than assessments utilized in our current educational climate.

Hannah Lieber, Network for Teaching Entrepreneurship (NFTE)

Track: 18P (LA)
Time: 4:00 - 5:00 pm
Room: California

60-Minute Concurrent Session
Tuesday, October 15, 2019
Audience: All

Grand Challenges Facing Assessment Practitioners: The Third Millennium

The identification of grand challenges can unify the efforts of practitioners, increasing the possibility of meaningful and lasting progress. We adapted the characteristics used to identify grand challenges in science and mathematics education and reviewed major assessment websites, blogs, discussion boards, and publications to identify 10 areas for growth we believe might represent grand challenges. We then solicited feedback by broadly surveying members of the assessment community. In this session, we summarize our findings and engage participants in a conversation about the grand challenges that have emerged and how best to address them. The survey is available at <http://uncc.surveymshare.com/s/AYAWYZC>.

Karen Singer-Freeman and Christine Robinson, University of North Carolina at Charlotte

SPONSOR PRESENTATIONS

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

Monday, October 14, 2019

Track: 19A (ID)

Time: 12:30 - 1:30 pm

Room: Denver / Exhibitor Booth No. 13

60-Minute Sponsor Session

Monday, October 14, 2019

Audience: All

Implementing Multiple Systems on Campus: Lessons Learned, Buy-In Gained

Institutions are looking for data to inform decision making and drive meaningful improvement, and software is often the answer. In this session, you'll hear how Southern West Virginia Community & Technical College, seeking to assess the full range of academic and non-academic experiences, implemented multiple software solutions. We'll discuss how they supported the implementation process, handled setbacks, and gained buy-in. Learn what worked, what didn't, and how the institution is assessing academics and beyond for continuous improvement.

Deanna Romano and Carol Howerton, Southern West Virginia Community & Technical College

Track: 19B (AM)

Time: 1:45 - 2:05 pm

Room: Denver / Exhibitor Booth No. 9

20-Minute Sponsor Session

Monday, October 14, 2019

Audience: All

How to Provide Timely and Useful Feedback throughout the Assessment Cycle at a Large Institution

This session will focus on how to provide transparent and timely feedback to academic programs and academic and student support units regarding annual assessment practices, results, and the use of assessment data for continuous improvement at a large, distributed state institution. Most institutions struggle with collecting assessment reports for academic programs and support units. Through AEFIS, Texas A&M University created a workflow to provide timely feedback throughout the assessment cycle. This session will include tips on how both large and small institutions can implement changes to their assessment plan and reports to provide more feedback throughout the process.

Caitlin Meehan, AEFIS, LLC

Track: 19C (AM)

Time: 2:15 - 2:35 pm

Room: Denver / Exhibitor Booth No. 3

20-Minute Sponsor Session

Monday, October 14, 2019

Audience: All

Ten Great Assessment Tips in Twenty Minutes!

Come join this fast-paced session in which you will receive 10 very practical strategies to take back to your campus and immediately begin implementing. Though the session is short, you will walk out with some great ideas based on best practices in assessment that can easily be aligned with your campus culture. Topics range from “the language of assessment” to “being sure you start with the end in mind” to “make your assessment office an enterprise.” Also, learn about resources that will help you to be sure your assessment work is leading to improvement of student learning.

Ray E. Van Dyke, Weave

Track: 19D (FD)

Time: 3:15 - 3:35 pm

Room: Denver / Exhibitor Booth No. 4

20-Minute Sponsor Session

Monday, October 14, 2019

Audience: All

Ensuring Balanced Faculty Evaluation

Most colleges use some form of student feedback, usually end-of-course student ratings, to gather student perceptions of faculty teaching effectiveness. This student feedback is then incorporated into the faculty evaluation process, often in a clumsy or unfair way. We will discuss effective and fair ways of using SRI data, including issues of survey quality, dealing with bias, and effective inclusion of peer and self-evaluations and into the decision-making process. The entire process will be presented with an eye toward faculty development, attempting to eliminate the punitive nature of the process that often occurs.

Ken Ryalls, IDEA

Track: 19E (FD)

Time: 3:45 – 4:05 pm

Room: Denver / Exhibitor Booth No. 11

20-Minute Sponsor Session

Monday, October 14, 2019

Audience: All

Gathering Data on the Tough Issues: Diversity, Inclusion, and Global Citizenship

Seasoned higher education professionals share how to conceptualize, assess, and report on those tough issues facing institutions: Diversity, Inclusion, and Global Citizenship. We claim to graduate students proficient in all three areas, but if we struggle to define these topics, develop corresponding programming, and effectively assess student performance, are we really making any progress? From this brief session, you will learn how to capture data, develop programming, and report findings on these tough issues.

Justin C. Velten, Go Culture International; and Kyle D. Anderson, Clemson University

Primary Tracks: Accreditation (AC); Assessment in Online Courses & Programs (AO); Assessment Methods (AM); Competency-Based Education & Assessment (CB); Community College (CC); Community Engagement (CE); Diversity, Equity, & Inclusion (DI); ePortfolios (EP); Emerging Trends in Assessment (ET); Faculty Development (FD); General Education (GE); Global Learning (GL); Graduate Education (GR); High Impact Practices (HI); Institution-Wide Data (ID); Leadership for Assessment (LA); Learning Improvement & Innovation (LI); Majors (MJ); NILOA (NI); STEM Education (SE); Student Affairs (SA); & Use of Technologies (UT)

Tuesday, October 15, 2019

Track: 19F (ID)

Time: 9:30 - 10:30 am

Room: Denver / Exhibitor Booth No. 13

60-Minute Sponsor Session

Tuesday, October 15, 2019

Audience: All

Designing a Next-Generation Assessment Planning Solution, Featuring Longwood University

Developing a strong assessment culture and process is challenging for every institution. To support you in this critical, foundational work, we developed Watermark Planning & Self-Study—a solution informed by decades of work partnering with institutions on their assessment and accreditation initiatives. In this presentation, we'll share how client feedback informed the development of innovative features like flexible data collection, intelligent curriculum mapping, and longitudinal reporting. We'll also highlight the experience of Longwood University, and how they're using the product to advance meaningful assessment practices.

Linda Townsend, Longwood University; and Sara Martin, Watermark

Track: 19G (AM)

Time: 10:45 - 11:05 am

Room: Denver / Exhibitor Booth No. 5

20-Minute Sponsor Session

Tuesday, October 15, 2019

Audience: All

Tips to Make the Most of NSSE: Encouraging Student Response and Customization Options for Administration and Reporting

Encouraging student response is a critical factor for survey success and creating relevant reports is important to making data meaningful. Join us to discuss tips for encouraging student participation and for taking advantage of NSSE's customizable survey, administration, reporting tools, and reports. Participants and NSSE staff will exchange ideas about the project and reports. Current and new users are encouraged to attend!

Robert Gonyea, Indiana University Bloomington

Track: 19H (ID)

Time: 11:15 - 11:35 am

Room: Denver / Exhibitor Booth No. 8

20-Minute Sponsor Session

Tuesday, October 15, 2019

Audience: All

Beyond Compliance: Turning Your Data into Action to Drive Progress

What happens when you use your data in a more proactive way? When, in addition to fulfilling the requirements of external stakeholders, you leverage the information to help your campus thrive? By thinking beyond accreditation and other standards, campuses can set the stage for meaningful improvement. See how Campus Labs can enhance your assessment experiences and unlock even greater teaching and learning possibilities.

Katie Grennell, Campus Labs

Track: 19I (LI)

Time: 1:15 – 1:35 pm

Room: Denver / Exhibitor Booth No. 2

20-Minute Sponsor Session

Tuesday, October 15, 2019

Audience: All

Changing the Conversation – Quality and Equity

This session will focus on the changing nationwide conversation on quality, equity, and assessment to improve student success. The VALUE approach is both evidence-based and evidence-generating. It is a methodologically sound, authentic, and creative response to the need for direct evidence of the quality of student learning associated with success in life and work. Through the VALUE Institute and its assessment of the actual work students produce in response to assignments from the curriculum or co-curriculum attendees will learn about campus capacity building for equity, faculty engagement and successful accreditation.

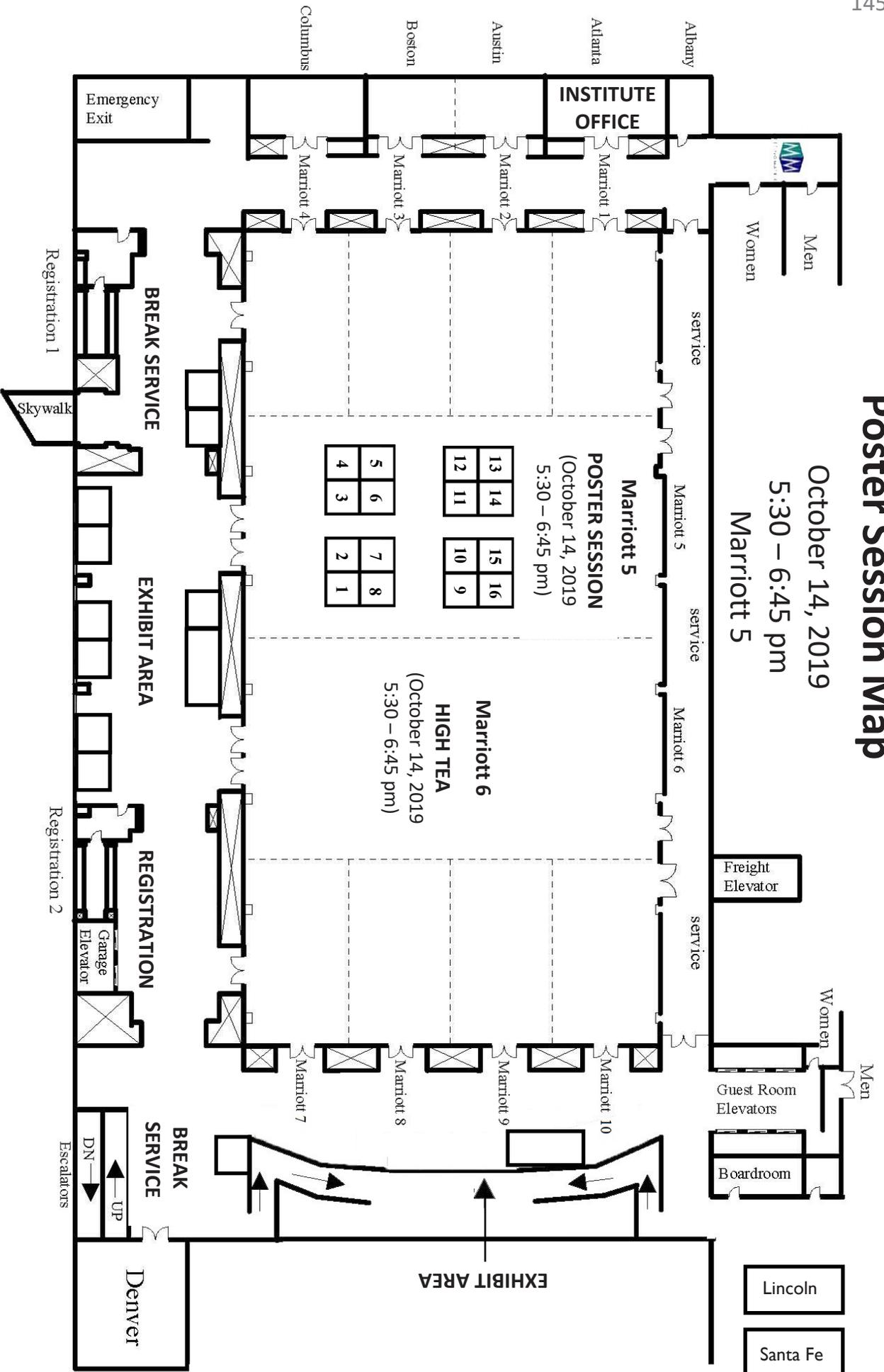
C. Edward Watson and Kate McConnell, Association of American Colleges and Universities (AAC&U)

~ Maps ~

Diagram for Posters

Diagram for Exhibits

2019 Assessment Institute Poster Session Map



2019 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 22 from 5:30 to 6:45 p.m. only.

Table #	Track	Presentation Title	Presenters
1	10A	Are My Tests Fair?: Using Test Equating Principles to Examine Differences in Difficulty of Multi-Form Tests	John Walker, University of Tennessee, Knoxville
2	10B	Assessing Faculty Perception of the Capstone Experience	Matthew J. Laye, The College of Idaho; Caroline Boswell, University of Wisconsin - Green Bay, and Morgan Gresham, University of South Florida St. Petersburg
3	10C	Creative Use of Partnership to Enhance Student Learning and Meet Community Need	Christine R. Hammond and Nicole Kreimer, Research College of Nursing
4	10D	Developing a Sense of Continuity for All Students: Infusing the Undergraduate Profiles into the First-Year Experience Curriculum	Christian Rogers and Heather Bowman, IUPUI
5	10E	Excellence in Assessment: Lessons Learned and Future Prospects	Darya Goharian and Zachary J. McDougal, IUPUI
6	10F	From Anecdote to Evidence: Designing Assignments to Capture the Scope of Student Learning	Hannah Vann and Kathryn Kloepper, Mercer University
7	10G	Implementation and Assessment Methods of Program-Level Reflective ePortfolios in Kinesiology	Stephen Fallowfield, Lisa Angermeier, Allison Plopper, Rachel Swinford, and Mark Urtel, IUPUI
8	10H	Implementation of Gamification in Pharmacy Education	Ashley M. Zupancic and Karen Kier, Ohio Northern University Raabe College of Pharmacy

2019 Assessment Institute Poster Session

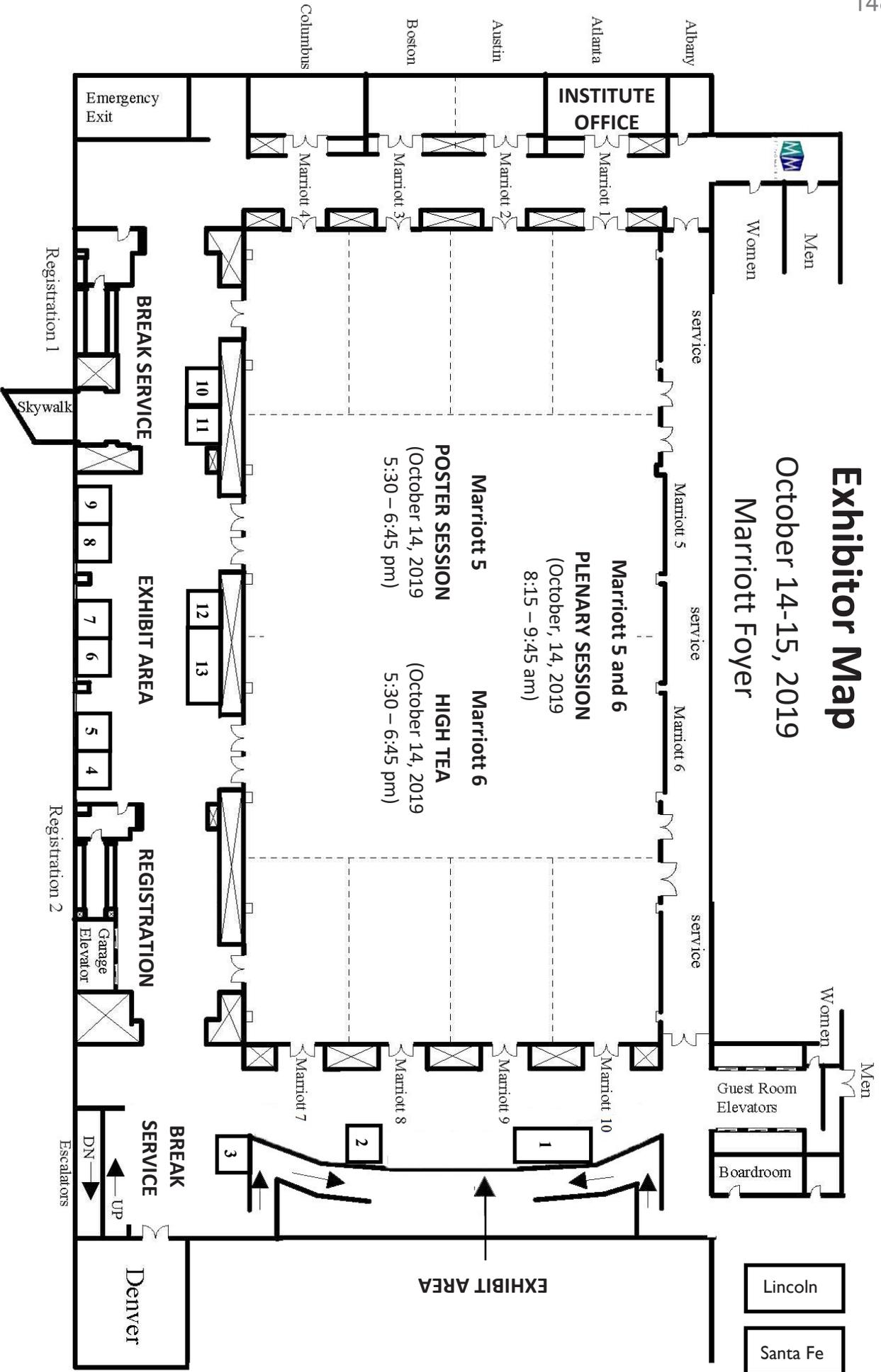
Table #	Track	Presentation Title	Presenters
9	10I	Iterative, Learner-Centered Processes in Healthcare Education: A Case for Student Reflection and Formative Assessment	Eleanor M. Beltz and Beth Funkhouser, Emory & Henry College
10	10J	Leveraging Technology to Collect General Education Assessment Data	Kate Herrell and Aaron Shilling, Lindenwood University
11	10K	Make Your Data Sparkle: How to Design a Brand for Aesthetically Pleasing Documents	Chelsea Donovan, Northeast Ohio Medical University
12	10L	Medical Student Perceptions of a Cultural Immersion Curriculum	Rebecca Redetzke and Shane Schellpfeffer, University of South Dakota Sanford School of Medicine
13	10M	The Journal of Research & Practice in Assessment: A Lens for Contemplating Issues and Trends in Assessment Practice	Nicholas Curtis, Marquette University; and Robin Anderson, James Madison University
14	10N	Uncovering the VALUE of Prior Learning Assessment: Using ePortfolio as a Transformative Learning Experience	Diane Treis Rusk, University of Wisconsin System Administration; and Lauren Smith, University of Wisconsin - Whitewater
15	10O	Using Web-Based Assessment for Students to Self-Assess and Explore Interpersonal Communication Concepts	Kenneth R. Albone, Rowan University
16	10P	Vocabulary in Motion: A Student-Centered Approach to Vocabulary Retention	James Renfro, Indiana University East

2019 Assessment Institute

Exhibitor Map

October 14-15, 2019

Marriott Foyer



2019 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 14-15, 2019**.

Booth Number	Exhibitors
1	Stylus Publishing, LLC – Patricia Webb, Marketing Manager Phone: 703-887-6133 URL: http://www.styluspub.com
2	Association of American Colleges & Universities (AAC&U) Phone: 202-387-3760 Email: information@aacu.org
3	Weave – Betsy Chandler, Vice President, Marketing and Sales Phone: 877-932-8340 URL: http://www.weaveeducation.com
4	IDEA – Ken Ryalls, President Phone: 800-255-2757 URL: http://www.IDEAedu.org
5	NSSE, Center for Postsecondary Research - IU School of Education Bob Gonyea, Associate Director, IU Center for Postsecondary Research Jillian Kinzie, Associate Director, IU Center for Postsecondary Research and NSSE Institute Phone: 812-856-5824 URL: http://www.nsse.iub.edu
6	Digication – Jeff Yan, CEO and Joan Monahan Watson, Director of Education Phone: 888-342-3444 URL: https://www.digication.com
7	Xitracs, Accreditation Management and Assessment Reporting System A Division of Concord USA, Inc. – Ed Hanley, Director of Sales Phone: 770-200-7465 URL: http://www.xitracs.com
8	Campus Labs – Jerry Anderson, Senior Account Executive, Campus Relations Phone: 716-270-0000 URL: http://www.campuslabs.com
9	AEFIS, LLC – Kallie Rogers, Client Success Coordinator Phone: 877-674-3122 ext. 2041 URL: http://www.aefis.com
10	James Madison University Center for Assessment and Research Studies – Nicholas Curtis, Lead Assessment Consultant to Academic Programs Phone: 540-568-7962 URL: http://www.jmu.edu/assessment
11	Go Culture International – Justin C. Velten, President Phone: 903-707-1341 URL: https://goculture.org
12	ACAT / PACAT, Inc. – Anthony Golden, President Phone: 866-680-2228 URL: http://www.collegeoutcomes.com
13	Watermark Phone: 800-311-5656 Email: info@watermarkinsights.com , URL: https://www.watermarkinsights.com