

A light blue graphic of a city skyline with various building silhouettes, including a prominent tall skyscraper, positioned behind the main title text.

2020

Assessment Institute

Leading Improvements in Higher Education

Program Book

October 25-28, 2020

Presented by

The Office of

Planning and Institutional Improvement

at

IUPUI

Table of Contents

Welcome	1
Institute Organizers	2
Institute Partners	4
Sponsors	5
Virtual Schedule Overview	9
Institute Schedule	
Pre-Institute Workshops.....	11
Plenary, Keynote, and Concurrent Sessions	22

Welcome from Stephen P. Hundley, Chair of the Assessment Institute

Welcome to the 2020 Assessment Institute hosted by IUPUI and held virtually Sunday, October 25, 2020, through Wednesday, October 28, 2020. As you know, we offered complimentary registration this year as our way of supporting the higher education community during the COVID-19 pandemic. More than 10,000 attendees from all 50 states and more than 40 countries registered for this year's event. This record-breaking attendance positions IUPUI's Assessment Institute as *the* global gathering place focused on higher education assessment and improvement in 2020. We are so pleased you have joined us.

Even though we are engaging with each other virtually, we strive to offer an inclusive venue for attendees. Individuals are joining us from all institutional types, from several disciplines and areas of study, and from all corners of our campuses, including colleagues in student affairs, community engagement, enrollment management, and global learning. Everyone—from newcomers to advanced practitioners—is welcomed and valued at the Assessment Institute.

I know you will find the 250+ unique educational offerings as part of this year's program to be informative and inspiring. Presenters have worked hard to develop and deliver content addressing both enduring and emerging issues in higher education assessment and improvement. Our robust program represents an embarrassment of riches, and I realize there may be competing sessions you wish to attend simultaneously. Fortunately, we are recording all sessions and will be posting them to our website after the Institute for future viewing.

Please consult assessmentinstitute.iupui.edu for session recordings, handouts, and other resources. Our website also features information about [Assessment Update](#), a bimonthly publication from Wiley; [Trends in Assessment](#), an edited volume from Stylus with contributions from more than 40 Assessment Institute leaders; and [Leading Improvements in Higher Education](#), a new podcast series we are pleased to debut at this year's Institute.

Finally, our program benefits tremendously from the generous involvement of many individuals and organizations. I acknowledge with gratitude my colleagues at IUPUI, including our campus leadership, for their ongoing support of the Assessment Institute. Thanks to track leaders responsible for shaping content of our 10 dedicated tracks, including securing outstanding track keynote presenters. National associations and research organizations also collaborate with us to make intellectual contributions to our annual program. I appreciate the investment made by our many sponsors; their involvement helps defray costs associated with producing this event. Truly special thanks to colleagues in both our University Information Technology Services unit and in my home office, Planning and Institutional Improvement, for all they have done over the past few months to help us prepare for such a dynamic 2020 Assessment Institute.

Please reach out to me at shundley@iupui.edu when I may answer questions or provide additional information. I wish for you, your colleagues, and your families continued health and wellbeing during these challenging times. Again, thank you for joining us this year.

Best regards,



Stephen P. Hundley, Ph.D.

Senior Advisor to the Chancellor for Planning and Institutional Improvement

Professor of Organizational Leadership

Chair, [Assessment Institute](#)

Executive Editor, [Assessment Update](#)

Host, [Leading Improvements in Higher Education](#) Podcast Series

IUPUI

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:

- Chad Beckner, IUPUI
- Greg Brenner, IUPUI
- Gary Curto, Indiana University
- Linda Durr, IUPUI
- Michele Trent, IUPUI
- Ross Wilkerson, Indiana University
- Shirley Yorger, IUPUI

Community Engagement Track Coordinators:

- Kristin Norris, IUPUI
- H. Anne Weiss, Purdue University

Diversity, Equity, & Inclusion Track Coordinators:

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

Faculty Development Track Coordinators:

- Kyle Fassett, Indiana University—Bloomington
- Krista Hoffman-Longtin, IUPUI
- Megan Palmer, IUPUI

Global Learning Track Coordinators:

- Leslie Bozeman, IUPUI
- Hilary Kahn, IUPUI
- Darla Deardorff, Association of International Education Administrators (AIEA)
- Dawn Whitehead, Association of American Colleges and Universities (AAC&U)

Graduate/Graduate Professional Education Track Coordinators:

- Jeff Barbee, The Ohio State University, College of Medicine
- Shawn Boyne, Iowa State University
- Sarah Zahl, Marian University

HIPs in the States Track Coordinators:

- Jo-Ellen Becco, Pikes Peak Community College
- Jerry Daday, IUPUI
- Tom Hahn, IUPUI
- Susan Kahn, IUPUI
- Matt Lexow, Southwest Tennessee Community College
- Ken O'Donnell, California State University, Dominguez Hills
- Amy Powell, IUPUI
- Robin Schofield, Pikes Peak Community College
- Michael Stephenson, Texas A&M University
- Jennifer Thorington-Springer, IUPUI

Learning Improvement Track Coordinator:

- Keston H. Fulcher, James Madison University

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

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

STEM Education Track Coordinators:

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

Student Affairs Programs and Services Track Coordinators:

- Caleb Keith, IUPUI
- Sonia Ninon, IUPUI
- Johnny Pryor, IUPUI
- Linda Wardhammar, IUPUI

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 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)
- Grand Challenges in Assessment Project
- HBCU Collaborative for Excellence in Educational Quality Assurance (HBCU-CEEQA)
- Higher Education Data Sharing Consortium (HEDS)
- HIPs in the States
- Student Affairs Assessment Leaders (SAAL)

Sponsors

Diamond Virtual Sponsor:

Providing Support for the Assessment Institute Welcome Session, Plenary Session, and the Institute Podcast

Watermark

71 West 23rd Street
New York, NY 10010
Phone: 800-311-5656

Email: info@watermarkinsights.com
<http://www.watermarkinsights.com>

Virtual Sponsor Booth Hours: 10/26/2020 from 12:15 PM – 2:30 PM Eastern

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/88494854477>

Platinum Virtual Sponsor:

Providing Support for the Community Engagement Track

IUPUI CyberLab

350 North Blackford Street, SELB101
Indianapolis, IN 46202
Phone: 317-274-3463

Email: cyberlab@iupui.edu
<https://cyberlab.iupui.edu>

Virtual Sponsor Booth Hours: 10/26/2020 – 10/28/2020 from 12:15 PM – 6:00 PM Eastern Each Day

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82332264539>

Platinum Virtual Sponsor:

Providing Support for the Diversity, Equity, & Inclusion Track

Anthology, Formerly Campus Labs

298 Main Street, Suite 600
Buffalo, New York 14202
Phone: 716-270-0000

<https://www.anthologyinc.com>

Virtual Sponsor Booth Hours: 10/26/2020 – 10/28/2020 from 1:30 PM – 4:00 PM Eastern Each Day

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82275438104>

Platinum Virtual Sponsor:

Providing Support for the Faculty Development Track

Xitrac's Accreditation Management and Assessment Reporting System**A Division of Concord USA, Inc.**

1 Dunwoody Park #103

Atlanta, GA 30338

Phone: 770-200-7465

<http://www.xitrac.com>

Virtual Sponsor Booth Hours: 10/26/2020 – 10/28/2020 from 12:15 PM – 6:00 PM Eastern Each Day

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/87907062798>

Platinum Virtual Sponsor:

Providing Support for the Global Learning Track

CourseNetworking (CN)

350 N. Blackford Street, SELB 101C

Indianapolis, IN 46202

Email: help@thecn.com

<https://www.thecn.com>

Virtual Sponsor Booth Hours: 10/26/2020 – 10/28/2020 from 12:15 PM – 6:00 PM Eastern Each Day

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82332264539>

Platinum Virtual Sponsor:

Providing Support for the HIPs in the States Track

National Survey of Student Engagement (NSSE)**Center for Postsecondary Research****Indiana University School of Education**

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

Bloomington, IN 47406

Phone: 812-856-5824

<https://nsse.indiana.edu/>

Bob Gonyea, Associate Director, IU Center for Postsecondary Research

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

Virtual Sponsor Booth Hours: 10/26/2020 – 10/28/2020 from 12:15 PM – 6:00 PM Eastern Each Day

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/88624645561>

Platinum Virtual Sponsor:

Providing Support for the Learning Improvement and Innovation Track

Weave

PO Box 4463

Greensboro, NC 27404

Phone: 877-932-8340

<https://www.weaveeducation.com/assessment-institute>

Kathy Farrelly, Director, Customer Engagement

Virtual Sponsor Booth Hours: 10/26/2020 – 10/28/2020 from 12:15 PM – 6:00 PM Eastern Each Day

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/86991768449>

Platinum Virtual Sponsor:

Providing Support for the Student Affairs Programs and Services Track

AEFIS, LLC

1429 Walnut Street, FL 10

Philadelphia, PA 19102

Phone: 877-674-3122

<http://www.aefisacademy.org>

Suzanne Carbonaro, Director of Academic Partnerships

Virtual Sponsor Booth Hours:

10/26/20: [AEFIS Virtual Yoga](#) - 12:15 - 12:30 PM Eastern and [AEFIS Makerspace](#) - 3:00 - 3:45 PM Eastern

10/27/20: [AEFIS Virtual Yoga](#) - 12:15 - 12:30 PM Eastern and [AEFIS Makerspace](#) - 3:00 - 3:45 PM Eastern

10/28/20: [AEFIS Virtual Yoga](#) - 12:15 - 12:30 PM Eastern and [AEFIS Makerspace](#) - 3:00 - 3:45 PM Eastern

Gold Virtual Sponsor:**Association of American Colleges & Universities (AAC&U)**

1818 R Street NW

Washington, DC 20009

Phone: 202-387-3760

Email: information@aacu.org

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

Virtual Sponsor Booth Hours: If you would like to meet with an AAC&U representative during the Institute, please contact [Hannah Schneider](#) to schedule a consultation. An AAC&U representative will be hosting a Happy Hour 10/26/2020 and 10/27/2020 from 5:30 6:30 PM Eastern Each Day.

Zoom Virtual Sponsor Happy Hour Links: <https://iu.zoom.us/j/87847735211>

Gold Virtual Sponsor:**James Madison University**

Center for Assessment and Research Studies
298 Port Republic Road
MSC 6806

Harrisonburg, VA 22807

Phone: 540-568- 6706

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

Virtual Sponsor Booth Hours: 10/26/2020 – 10/28/2020 from 12:15 PM – 6:00 PM Eastern Each Day

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/83042170265>

Gold Virtual Sponsor:**Student Opportunity Center**

1501 Duke St.
Alexandria, VA 22314
Phone: 888-351-5290

Email: community@studentopportunitycenter.com

<https://studentopportunitycenter.com>

Virtual Sponsor Booth Hours: 10/26/2020 – 10/28/2020 from 12:15 PM – 6:00 PM Eastern Each Day

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/89524814698>

Gold Virtual Sponsor:**Stylus Publishing, LLC**

22883 Quicksilver Drive
Sterling, VA 20166
Phone: 703-887-6133

<http://www.styluspub.com>

<https://styluspub.presswarehouse.com/landing/AssessmentInst2020>

Patricia Webb, Marketing Manager

Virtual Sponsor Booth Hours: 10/26/2020 – 10/28/2020 from 4:15 PM – 6:00 PM Eastern Each Day

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/81693406889>

Virtual Schedule Overview

Sunday, October 25, 2020

<i>Eastern</i> Time Zone 11:00 AM – 6:00 PM	<i>Central</i> Time Zone 10:00 AM – 5:00 PM	<i>Mountain</i> Time Zone 9:00 AM – 4:00 PM	<i>Pacific</i> Time Zone 8:00 AM – 3:00 PM	<i>Activity</i>
11:00 AM – 1:30 PM	10:00 AM – 12:30 PM	9:00 AM – 11:30 AM	8:00 AM – 10:30 AM	Half-Day Pre-Institute Workshops (2 ½ hours)
1:30 PM – 2:30 PM	12:30 PM – 1:30 PM	11:30 AM – 12:30 PM	10:30 AM – 11:30 AM	Break
2:30 PM – 5:00 PM	1:30 PM – 4:00 PM	12:30 PM – 3:00 PM	11:30 AM – 2:00 PM	Half-Day Pre-Institute Workshops (2 ½ hours)
5:00 PM – 5:30 PM	4:00 PM – 4:30 PM	3:00 PM – 3:30 PM	2:00 PM – 2:30 PM	Assessment Institute Welcome Session
5:30 PM – 6:00 PM	4:30 PM – 5:00 PM	3:30 PM – 4:00 PM	2:30 PM – 3:00 PM	Special Interest Group Gatherings

Monday, October 26, 2020

<i>Eastern</i> Time Zone 11:00 AM – 6:00 PM	<i>Central</i> Time Zone 10:00 AM – 5:00 PM	<i>Mountain</i> Time Zone 9:00 AM – 4:00 PM	<i>Pacific</i> Time Zone 8:00 AM – 3:00 PM	<i>Activity</i>
11:00 AM – 12:00 PM	10:00 AM – 11:00 AM	9:00 AM – 10:00 AM	8:00 AM – 9:00 AM	Opening Plenary: Keynote Address and Panel Discussion
12:15 PM – 1:15 PM	11:15 AM – 12:15 PM	10:15 AM – 11:15 AM	9:15 AM – 10:15 AM	60-Minute Concurrent Sessions
1:30 PM – 2:30 PM	12:30 PM – 1:30 PM	11:30 AM – 12:30 PM	10:30 AM – 11:30 AM	60-Minute Concurrent Sessions
2:30 PM – 3:00 PM	1:30 PM – 2:00 PM	12:30 PM – 1:00 PM	11:30 AM – 12:00 PM	Break
3:00 PM – 4:00 PM	2:00 PM – 3:00 PM	1:00 PM – 2:00 PM	12:00 PM – 1:00 PM	60-Minute Concurrent Sessions
4:15 PM – 5:15 PM	3:15 PM – 4:15 PM	2:15 PM – 3:15 PM	1:15 PM – 2:15 PM	60-Minute Concurrent Sessions
5:30 PM – 6:00 PM	4:30 PM – 5:00 PM	3:30 PM – 4:00 PM	2:30 PM – 3:00 PM	30-Minute Concurrent Sessions

* This session will also be automatically streamed to YouTube.

Virtual Schedule Overview Continued

Tuesday, October 27, 2020				
Eastern Time Zone 11:00 AM – 6:00 PM	Central Time Zone 10:00 AM – 5:00 PM	Mountain Time Zone 9:00 AM – 4:00 PM	Pacific Time Zone 8:00 AM – 3:00 PM	Activity
11:00 AM – 12:00 PM	10:00 AM – 11:00 AM	9:00 AM – 10:00 AM	8:00 AM – 9:00 AM	Track Keynote Presentations
12:15 PM – 1:15 PM	11:15 AM – 12:15 PM	10:15 AM – 11:15 AM	9:15 AM – 10:15 AM	60-Minute Concurrent Sessions
1:30 PM – 2:30 PM	12:30 PM – 1:30 PM	11:30 AM – 12:30 PM	10:30 AM – 11:30 AM	60-Minute Concurrent Sessions
2:30 PM – 3:00 PM	1:30 PM – 2:00 PM	12:30 PM – 1:00 PM	11:30 AM – 12:00 PM	Break
3:00 PM – 4:00 PM	2:00 PM – 3:00 PM	1:00 PM – 2:00 PM	12:00 PM – 1:00 PM	60-Minute Concurrent Sessions
4:15 PM – 5:15 PM	3:15 PM – 4:15 PM	2:15 PM – 3:15 PM	1:15 PM – 2:15 PM	60-Minute Concurrent Sessions
5:30 PM – 6:00 PM	4:30 PM – 5:00 PM	3:30 PM – 4:00 PM	2:30 PM – 3:00 PM	30-Minute Concurrent Sessions

Wednesday, October 28, 2020				
Eastern Time Zone 11:00 AM – 6:00 PM	Central Time Zone 10:00 AM – 5:00 PM	Mountain Time Zone 9:00 AM – 4:00 PM	Pacific Time Zone 8:00 AM – 3:00 PM	Activity
11:00 AM – 12:00 PM	10:00 AM – 11:00 AM	9:00 AM – 10:00 AM	8:00 AM – 9:00 AM	Track Keynote Presentations
12:15 PM – 1:15 PM	11:15 AM – 12:15 PM	10:15 AM – 11:15 AM	9:15 AM – 10:15 AM	60-Minute Concurrent Sessions
1:30 PM – 2:30 PM	12:30 PM – 1:30 PM	11:30 AM – 12:30 PM	10:30 AM – 11:30 AM	60-Minute Concurrent Sessions
2:30 PM – 3:00 PM	1:30 PM – 2:00 PM	12:30 PM – 1:00 PM	11:30 AM – 12:00 PM	Break
3:00 PM – 4:00 PM	2:00 PM – 3:00 PM	1:00 PM – 2:00 PM	12:00 PM – 1:00 PM	60-Minute Concurrent Sessions
4:15 PM – 5:15 PM	3:15 PM – 4:15 PM	2:15 PM – 3:15 PM	1:15 PM – 2:15 PM	60-Minute Concurrent Sessions
5:30 PM – 6:00 PM	4:30 PM – 5:00 PM	3:30 PM – 4:00 PM	2:30 PM – 3:00 PM	30-Minute Concurrent Sessions

2020 Assessment Institute Schedule

Sunday, October 25, 2020

PRE-INSTITUTE WORKSHOPS

Track: 01A		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 1:30 PM	10:00 AM - 12:30 PM	9:00 AM - 11:30 AM	8:00 AM - 10:30 AM

Virtual Curriculum Mapping Part 1: Collaborating to Scaffold Program Outcomes

How can faculty collaborate to scaffold student learning, align learning opportunities, and measure and improve that learning? 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 virtual hands-on mapping challenge will expand your cognitive, affective, and psychomotor curricular competencies and empower you to inspire deliberative dialogue at your campus. Our morning workshop focuses on using deliberative dialogue to map outcomes across core courses, electives, and upper-level courses and collaborate to identify gaps, overlaps, and potential improvements.

To build on these skills, consider joining our afternoon workshop, which focuses on integrating outcomes within courses and creating signature assignments to measure that learning.

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

Presentation Type: Pre-Institute Workshop

Audience Level: All

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92455377716>

Track: 01B		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 1:30 PM	10:00 AM - 12:30 PM	9:00 AM - 11:30 AM	8:00 AM - 10:30 AM

Assessment 101 – Part 1 of 2 (Learning Outcomes)

What should students know and be able to do when they graduate? How do you know if they know and 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 learn how 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 K. Baker, Council Oak Assessment

Presentation Type: Pre-Institute Workshop

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98148600372>

Track: 01C		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 1:30 PM	10:00 AM - 12:30 PM	9:00 AM - 11:30 AM	8:00 AM - 10:30 AM

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

Felix Wao, University of Oklahoma

Presentation Type: Pre-Institute Workshop

Audience Level: All

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98747337657>

Track: 01D		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 1:30 PM	10:00 AM - 12:30 PM	9:00 AM - 11:30 AM	8:00 AM - 10:30 AM

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

Often overlooked in the discussion of general education program development and assessment is the issue of program review. The Association for General and Liberal Studies (AGLS) offers a “Guide to Assessment and Program Review” intended to stimulate a collaborative discussion for the improvement of a general education program. At the heart of the “Guide” is a set of twenty systems analysis questions aimed at improving program quality. This workshop focuses on the initial stage of the self-study and provides attendees an opportunity to “test-drive” the tool and practice some basic general education program evaluation steps.

Jody DeKorte, Purdue University Global; Harriet Hobbs and Christine Robinson, University of North Carolina at Charlotte

Presentation Type: Pre-Institute Workshop

Audience Level: Beginner

Primary Track: General Education (GE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98954897724>

Track: 01E		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 1:30 PM	10:00 AM - 12:30 PM	9:00 AM - 11:30 AM	8:00 AM - 10:30 AM

A Gentle Introduction into Learning Outcomes Assessment: Developing Statements, Curriculum Maps, and Measures

Effective program delivery requires clear, meaningful learning outcomes statements that are aligned with curricula and measured with appropriate assessments. Meeting this criteria can be perplexing and, at times, overwhelming. This highly interactive session will be a gentle introduction to assessment basics, beginning with a brief overview of widely-used learning taxonomies to develop/evaluate learning outcomes. Then, curriculum mapping will be presented as a tool to determine the extent to which learning outcomes are integrated in academic programs. Last, this session will cover the different purposes of assessments (diagnostic, formative, and summative), formats, and the evidence those formats provide (direct or indirect).

Mike Rudolph and John Eric M. Lingat, University of Kentucky

Presentation Type: Pre-Institute Workshop

Audience Level: Beginner

Primary Track: Institution-Wide Data Collection/Use (ID)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92344741539>

Track: 01F		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 1:30 PM	10:00 AM - 12:30 PM	9:00 AM - 11:30 AM	8:00 AM - 10:30 AM

Using Strategic Design Tools to Embed Effective Assessment Practice into Faculty Repertoire

This hands-on workshop will review how 2 merged universities created a common structure for assessment, and how a community based model of assessment can be effective on multiple levels of faculty development. Participants will learn how to use a variety of strategic design tools, and work collaboratively to identify key issues and insights to advance their assessment practices.

The session will introduce a series of tools that use both convergent and divergent strategies to evaluate and improve assessment practices. It is designed to allow participants to collaboratively learn from each other, making it accessible to individuals with introductory to advanced levels of knowledge. Participants will be provided with strategies to cover faculty development on assessment from large scale, university-wide presentations, to smaller group workshops, down to one-on-one sessions with assessment specialists. The information presented will allow participants to continue to generate ideas for impactful faculty development.

Dana Scott, Thomas Jefferson University

Presentation Type: Pre-Institute Workshop

Audience Level: All

Primary Track: Faculty Development (FD)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97601892944>

Track: 01G		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 1:30 PM	10:00 AM - 12:30 PM	9:00 AM - 11:30 AM	8:00 AM - 10:30 AM

A Simple Framework for Assessing Student Services 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

Presentation Type: Pre-Institute Workshop

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99059860935>

Track: 01H		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 1:30 PM	10:00 AM - 12:30 PM	9:00 AM - 11:30 AM	8:00 AM - 10:30 AM

More Than Results: An Advanced Workshop Integrating Assessment with Learning Improvement

Student learning improvement is considered assessment's most important purpose. Nevertheless, many institutions struggle to use their assessment processes to support and provide evidence for learning improvement. This workshop is designed to clarify what is meant by the term *improvement* and provides suggestions on how to achieve it. Attendees will engage in active-learning exercises to deepen and reinforce concepts acquired in the session. They will leave with actionable first steps to getting improvement efforts off the ground.

Keston H. Fulcher and Caroline O. Prendergast, James Madison University

Presentation Type: Pre-Institute Workshop

Audience Level: All

Primary Track: Learning Improvement (LI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94622244551>

Track: 01J		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 1:30 PM	10:00 AM - 12:30 PM	9:00 AM - 11:30 AM	8:00 AM - 10:30 AM

Which Instrument Should We Use? Demystifying Classroom Observation Protocols

Valid and reliable observation protocols are useful for institutional assessment, educational research, and instructor development. Several observation protocols have been published recently, but their affordances and constraints are not always obvious. In this workshop, participants score video clips of postsecondary STEM lessons using the Teaching Dimensions Observation Protocol (TDOP), the Classroom Observation Protocol for Undergraduate STEM (COPUS), and the Practical Observation Rubric to Assess Active Learning (PORTAAL), plus discuss two others (RTOP and DART). Participants will evaluate the five protocols and discuss which instrument would be appropriate for measuring pedagogical strategies, classroom management style, student engagement, and classroom climate.

Paul J. Wendel, Joan M. Esson, Meredith C. Frey, Kathryn M. Plank, and Anna M. Young, Otterbein University; and James W. McCargar, Baldwin Wallace University

Presentation Type: Pre-Institute Workshop

Audience Level: All

Primary Track: STEM Education (SE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98824242697>

Track: 01J		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 1:30 PM	10:00 AM - 12:30 PM	9:00 AM - 11:30 AM	8:00 AM - 10:30 AM

Ensuring Delivery of Quality Curricula and Achieving Learning Outcomes during Times of Crisis

The existing pandemic has created significant challenges for the higher education community. Yet, Crawford et. al (2020) assert that this is an opportune time to validate lessons learned from university pedagogical developments and strategies in order to strengthen our collective response. In order to deliver quality curricula that supports the achievement of learning outcomes in the midst of these crises, universities must develop and implement thoughtful, innovative strategies that position faculty and students for success. Failure to do so could result in a number of undesired outcomes including decreased student enrollment, lack of student progress and academic achievement, slowing progression towards degree completion, faculty burnout, and increased stress for faculty and students. In this half day workshop, we will share successful and innovative strategies implemented in the midst of a pandemic. More specifically, we will share specific strategies and tools implemented in response to an emergency shift from face to face courses to fully online courses. Additionally, faculty feedback regarding the strategies and tools implemented will be presented with recommendations. Participants will leave the workshop with a blueprint for action with strategies and tools for immediate implementation.

Amy Peters, Sonyia Richardson, and Mitchel Cottenoir, University of North Carolina at Charlotte

Presentation Type: Pre-Institute Workshop

Audience Level: All

Primary Track: Faculty Development (FD)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92713442759>

Track: 01K		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 1:30 PM	10:00 AM - 12:30 PM	9:00 AM - 11:30 AM	8:00 AM - 10:30 AM

Assessment in the Research-Intensive University

This workshop is designed for those involved with student learning outcomes assessment at research-intensive universities. Typically, these institutions are large, comprehensive, and decentralized, and face unique challenges for effective institution-wide assessment. Using the University of Florida Assessment System as a model, participants will identify strengths and areas for improvement in the assessment processes at their institutions. Once identified, participants will develop strategies and approaches to further strengthen their institutional assessment processes, planning, and data reporting.

Timothy S. Brophy, University of Florida

Presentation Type: Pre-Institute Workshop

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92214478536>

Break		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM – 2:30 PM	12:30 PM – 1:30 PM	11:30 AM – 12:30 PM	10:30 AM – 11:30 AM

BREAK

Track: 02A		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
2:30 PM - 5:00 PM	1:30 PM - 4:00 PM	12:30 PM - 3:00 PM	11:30 AM - 2:00 PM

Virtual Curriculum Mapping Part 2: Collaborating to Integrate Student Learning Outcomes

How can faculty collaborate to integrate student learning, synthesize learning opportunities within courses, and measure and improve that learning? Curriculum mapping builds collaboration, continuity, and connection across learning opportunities, fostering more cohesive student learning. However, programs at many institutions struggle to form shared visions for learning within courses. In this workshop, we focus on mapping outcomes within courses to close the loop and dialogue deliberately about double-loop analysis. Our virtual hands-on mapping activity will challenge you to collaboratively analyze courses, projects, signature assignments, and other activities in a sample program and explore how to help students to build, transfer, and master program outcomes).

To build on these skills, consider registering for our morning workshop, which focuses on using deliberative dialogue to map outcomes across core courses, electives, and upper-level courses and collaborate to identify gaps, overlaps, and potential improvements.

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

Presentation Type: Pre-Institute Workshop

Audience Level: All

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91882995349>

Track: 02B		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
2:30 PM - 5:00 PM	1:30 PM - 4:00 PM	12:30 PM - 3:00 PM	11:30 AM - 2:00 PM

Assessment 101 – Part 2 of 2 (Measures, Targets, Sampling, Data Collection, Action Planning)

What should students know and be able to do when they graduate? How do you know if they know and 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 learn how 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 K. Baker, Council Oak Assessment

Presentation Type: Pre-Institute Workshop

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95448834926>

Track: 02C		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
2:30 PM - 5:00 PM	1:30 PM - 4:00 PM	12:30 PM - 3:00 PM	11:30 AM - 2:00 PM

Improving Assessments and Assignments to Increase Equity

Faculty and assessment professionals will learn about our model of culturally relevant assessment and our measure of classroom assignment inclusiveness. We will examine classroom data and discuss changes to assignments that increase equity. Participants will leave the workshop with an understanding of how assignments can perpetuate equity gaps, how to use campus data to identify equity gaps, and best practices that support increased equity in the assessment of student learning.

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

Presentation Type: Pre-Institute Workshop

Audience Level: All

Primary Track: Diversity, Equity, & Inclusion (DV)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92068079388>

Track: 02D		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
2:30 PM - 5:00 PM	1:30 PM - 4:00 PM	12:30 PM - 3:00 PM	11:30 AM - 2:00 PM

Exploring the Data Function Beyond Theory: Assessment, IE, and IR

This workshop features ideas presented in the *Statement of Aspirational Practice for Institutional Research* (AIR, 2016). Join us to learn about implementation of this dynamic piece of work that is evolving with the higher education data function, including assessment, IE, and IR. How did other professionals start conversations at their institutions about the future of the data function? What lessons were learned? What challenges did they face? Participants will engage in a dynamic session that bridges the gap between the action of our everyday work and the theory that shapes the aspirational statement in pursuit of improved student success.

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

Presentation Type: Pre-Institute Workshop

Audience Level: All

Primary Track: Institution-Wide Data Collection/Use (ID)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97924944312>

Track: 02E		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
2:30 PM - 5:00 PM	1:30 PM - 4:00 PM	12:30 PM - 3:00 PM	11:30 AM - 2:00 PM

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? This introductory workshop is intended for individuals new to assessment and the Institute to learn assessment basics. 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, participants can raise questions, hear from colleagues, learn about successful efforts on a wide range of campuses, and identify resources (including many from the National Institute for Learning Outcomes Assessment) available when the need arises. We will wrap up our time together by talking about how to navigate the many conference offerings in ways that make the most of your time and energy.

Gianina Baker, National Institute for Learning Outcomes Assessment (NILOA); Pat Hutchings, National Institute for Learning Outcomes Assessment (NILOA) and Bay View Alliance (BVA)

Presentation Type: Pre-Institute Workshop

Audience Level: Beginners

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94795149634>

Track: 02F		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
2:30 PM - 5:00 PM	1:30 PM - 4:00 PM	12:30 PM - 3:00 PM	11:30 AM - 2:00 PM

Student Partnership Today: Quick Ideas for Meaningful Student Engagement in Assessment

The program assessment process has been in place for three decades; yet, we have not evidenced a large return on our investment. Accordingly, many adjustments have been made over the years. Even so, the key stakeholders--students--do not yet have a meaningful seat at the table. This workshop will engage participants in a hands-on redesign of an assessment process at their own institution; intentionally planning for student partnership. Participants will learn to engage students to bring new insights into education and elevate students' voice. Participants will develop strategies for partnering with students to increase the likelihood of meaningful change.

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

Presentation Type: Pre-Institute Workshop

Audience Level: Intermediate

Primary Track: Learning Improvement (LI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93048185582>

Track: 02G		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
2:30 PM - 5:00 PM	1:30 PM - 4:00 PM	12:30 PM - 3:00 PM	11:30 AM - 2:00 PM

Assessment Affairs: The Art of Effective Collaboration

Academic and Student Affairs typically operate independently on campuses. Siloed operations can create barriers to collaboration, which isn't appreciated amid mounting regulatory pressures and public criticism of higher education. Recognizing a shared goal for student success, this session will contextualize higher education's state of assessment, promote promising practices for institution-wide engagement, and lead participants in activities to develop a plan to advance assessment collaboration at their institutions. Ample time will be afforded for questions and conversation. This workshop is being offered by Student Affairs Assessment Leaders (<http://studentaffairsassessment.org/>), an Assessment Institute partner.

Joseph D. Levy, National Louis University; Renée Delgado-Riley, University of Oregon; and Matthew D. Pistilli, Iowa State University

Presentation Type: Pre-Institute Workshop

Audience Level: All

Primary Track: Student Affairs Programs and Services (SA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94682302315>

Track: 02H		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
2:30 PM - 5:00 PM	1:30 PM - 4:00 PM	12:30 PM - 3:00 PM	11:30 AM - 2:00 PM

How to Engage in Outcomes-Based Assessment Program Review so that it Connects to your Performance Indicators and Budgeting Priorities

Outcomes-based program review is important and when done well, it can inform meaningful decisions and prioritize limited resource re-allocations during economic downturns. However, the COVID-19 pandemic hasn't just created an economic downturn, it has upended much of how we work within higher education.

As such, what does outcomes-based program review look like during COVID-19 and its aftermath? Is it even relevant in a survival economy? How can it be leveraged to inform precise improvements needed to change direction of your institutional performance indicators, to close equity gaps, and to inform re-allocation of resources?

In this workshop, you will be invited to critique your institutional practices using an inquiry methodology. And you will leave with: at least one way in which to refine or affirm your current outcomes-based assessment program review methodology; at least 2 ways in which to link your program review findings to institutional performance indicators; and identify some key questions to bring back to your institutional team to inform ongoing dialogue of how this process can inform the re-allocation of resources

Marilee Bresciani Ludvik, San Diego State University

Presentation Type: Pre-Institute Workshop

Audience Level: All

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94696072651>

Track: 02I		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
2:30 PM - 5:00 PM	1:30 PM - 4:00 PM	12:30 PM - 3:00 PM	11:30 AM - 2:00 PM

Connecting the Dots: Using Insights to Develop Strategies for New Student Enrollment

Understanding an undergraduate's path to enrollment choice is complex. With the challenges facing higher education, there is an increased need to 'connect the dots' in terms of data and insights so actionable strategies can be developed that work to an institution's advantage. This workshop will walk through key questions that have been answered regarding traditional undergraduate recruitment and provide strategies that have proven to be successful to take back to your own institution.

Boyd Bradshaw, Steve Graunke, Ashley Miller, IUPUI

Presentation Type: Pre-Institute Workshop

Audience Level: All

Primary Track: Institution-Wide Data Collection/Use (ID)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99150070819>

ASSESSMENT INSTITUTE WELCOME SESSION

Track: *03A		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:00 PM - 5:30 PM	4:00 PM – 4:30 PM	3:00 PM - 3:30 PM	2:00 PM - 2:30 PM

Assessment Institute Welcome Session

Join us virtually to kick-off this year's Institute by honoring Pat Hutchings, the recipient of the 2020 Trudy W. Banta Lifetime Achievement Award and to thank all of our presenters for their excellent contributions to the program!

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95231695115>

Stephen P. Hundley – Welcome and Introductions

Senior Advisor to the Chancellor, Professor of Organizational Leadership, Chair, Assessment Institute, Executive Editor, *Assessment Update*, and Host, *Leading Improvements in Higher Education* Podcast Series, IUPUI

FEATURED

Trudy W. Banta

Vice Chancellor and Professor of Higher Education Emerita, IUPUI

Mark Howse

Director, Outcomes and Assessments, Morehouse School of Medicine

Pat Hutchings

Trudy W. Banta Lifetime Achievement Assessment Award Recipient

Senior Scholar, National Institute for Learning Outcomes Assessment (NILOA) and Senior Scholar, Bay View Alliance (BVA). She will also serve as the keynote presenter in the Faculty Development track.

Matt Lexow

Assistant Dean of High Impact Practices and Innovation, Southwest Tennessee Community College

Verna F. Orr

Co-Chair, HBCU Collaborative for Excellence in Educational Quality Assurance and Postdoctoral Research Associate for NILOA, University of Illinois Urbana-Champaign

Christine Robinson

Executive Director, Office of Assessment and Accreditation, University of North Carolina at Charlotte

Karen Singer-Freeman

Director of Academic Planning and Assessment, University of North Carolina at Charlotte

Jennifer Thorington-Springer

Associate Dean of Student Affairs and Professor of English, IUPUI

Sponsored by [Watermark](#)

SPECIAL INTEREST GROUP VIRTUAL GATHERINGS

Tracks: 04A – 04K		Sunday, October 25, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM – 6:00 PM	4:30 PM – 5:00 PM	3:30 PM – 4:00 PM	2:30 PM – 3:00 PM

Track: 04A

Community Engagement Special Interest Group

Zoom Meeting Attendee Link: <https://iu.zoom.us/j/93387488447>

If zoom link reaches capacity, please use the YouTube Attendee Link: <https://youtu.be/G-A0YHfIDYI>

Track: 04B

Diversity, Equity, & Inclusion Special Interest Group

Zoom Meeting Attendee Link: <https://iu.zoom.us/j/97265837575>

If zoom link reaches capacity, please use the YouTube Attendee Link: <https://youtu.be/LP30Biw0Tzw>

Track: 04C

Faculty Development Special Interest Group

Zoom Meeting Attendee Link: <https://iu.zoom.us/j/91884286989>

If zoom link reaches capacity, please use the YouTube Attendee Link: <https://youtu.be/poQ2n0oRr6g>

Track: 04D

Global Learning Special Interest Group

Zoom Meeting Attendee Link: <https://iu.zoom.us/j/95273829920>

If zoom link reaches capacity, please use the YouTube Attendee Link: <https://youtu.be/-TxfFEIR2L0>

Track: 04E

Graduate/Graduate Professional Education Special Interest Group

Zoom Meeting Attendee Link: <https://iu.zoom.us/j/95782260804>

If zoom link reaches capacity, please use the YouTube Attendee Link: <https://youtu.be/aIDHT9TJwdE>

Track: 04F

HIPs in the States Special Interest Group

Zoom Meeting Attendee Link: <https://iu.zoom.us/j/97601773505>

If zoom link reaches capacity, please use the YouTube Attendee Link: <https://youtu.be/2f4E82uprMc>

Track: 04G

Learning Improvement Special Interest Group

Zoom Meeting Attendee Link: <https://iu.zoom.us/j/97585096715>

If zoom link reaches capacity, please use the YouTube Attendee Link: https://youtu.be/kvjHqST_NRM

Track: 04H

National Institute for Learning Outcomes Assessment (NILOA) Special Interest Group

Zoom Meeting Attendee Link: <https://iu.zoom.us/j/99904117487>

If zoom link reaches capacity, please use the YouTube Attendee Link: <https://youtu.be/8g29cmI4-2Q>

Track: 04I

STEM Education Special Interest Group

Zoom Meeting Attendee Link: <https://iu.zoom.us/j/92693534986>

If zoom link reaches capacity, please use the YouTube Attendee Link: <https://youtu.be/KYaUI2zfIzE>

Track: 04J**Student Affairs Special Interest Group**

Zoom Meeting Attendee Link: <https://iu.zoom.us/j/99261692100>

If zoom link reaches capacity, please use the **YouTube Attendee Link:** <https://youtu.be/2TV9MbC7nWo>

Track: 04K**General Institute Orientation Special Interest Group**

Zoom Meeting Attendee Link: <https://iu.zoom.us/j/93932778651>

If zoom link reaches capacity, please use the **YouTube Attendee Link:** <https://youtu.be/vjz465QC4YM>

Monday, October 26, 2020

PLENARY SESSION

Track: *05A		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 12:00 PM	10:00 AM - 11:00 AM	9:00 AM - 10:00 AM	8:00 AM - 9:00 AM

Plenary Session and Panel Discussion

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97934227003>

Stephen P. Hundley – Welcome and Introductions

Senior Advisor to the Chancellor, Professor of Organizational Leadership, Chair, Assessment Institute, Executive Editor, *Assessment Update*, and Host, *Leading Improvements in Higher Education* Podcast Series, IUPUI

Hamsa Marikar - Recognition of Diamond Sponsorship

Account Executive, Watermark

Teresa Leyba Ruiz – Plenary Keynote Presenter

President, Glendale Community College

PANEL

Teresa Leyba Ruiz

President, Glendale Community College

Stephen P. Hundley

Senior Advisor to the Chancellor, Professor of Organizational Leadership, Chair, Assessment Institute, Executive Editor, *Assessment Update*, and Host, *Leading Improvements in Higher Education* Podcast Series, IUPUI

Keston H. Fulcher

Executive Director of the Center for Assessment and Research Studies (CARS), James Madison University

Natasha Jankowski

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

Jillian Kinzie

Associate Director, Center for Postsecondary Research and the National Survey of Student Engagement Institute, Indiana University—Bloomington, and NILOA Senior Scholar

Verna F. Orr

Co-Chair, HBCU Collaborative for Excellence in Educational Quality Assurance and Postdoctoral Research Associate for NILOA, University of Illinois Urbana-Champaign

Sponsored by [Watermark](#)

60-MINUTE CONCURRENT SESSIONS

Track: 06A		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Integrating Experiential Learning into Online Education

Experiential learning is at the heart of many high-impact practices (HIPs) yet largely unexplored in online education. Given the potency of experiential learning, ever-increasing enrollments in online courses, and access to higher education for underrepresented groups, instructors should include experientially-oriented HIPs in their online courses and in their main-campus continuity-of-instruction plans. We plan to engage participants to identify and innovate opportunities for online experiential learning assignments and assessments with subsequent application to their own online course (or as an online component of a main campus course). Participants will engage in group discussion and focused reflection of their learning.

Jennifer A. H. Becker, The University of Alabama, Coral Bender, Tulane University, and Anneliese Bolland, The University of Alabama

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93376137474>

Track: *06B		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Navigating the Landscape of Assessment Tools and Resources

There is a wealth of available resources across the higher education landscape to assist institutions with their assessment processes and practices. However, it can be overwhelming to find these resources, know where to look, or how to filter through the information to find those that are helpful. This session brings together representatives from various organizations deeply engaged with assessment who offer free resources to both student and academic affairs that can inform your work. Join us to learn about the useful tools available from Student Affairs Assessment Leaders (SAAL), the Association for the Assessment of Learning in Higher Education (AALHE), the Council for the Advancement of Standards in Higher Education (CAS), and the National Institute for Learning Outcomes Assessment (NILOA). In addition, this session will cover free educational materials that can be used for professional development such as the Massive Open Online Course (MOOC) "Applying & Leading Assessment in Student Affairs" and the Assessment Modules from the Learning Assessment Research Consortium (LARC). Participants will learn how to find the right resource to answer their questions.

Natasha Jankowski (Moderator), National Institute for Learning Outcomes Assessment (NILOA) and University of Illinois Urbana-Champaign; Joseph D. Levy, National Louis University; Andre Foisy, Excelsior College; and Chris Cratsley, Fitchburg State University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: NILOA (NI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94976928786>

Track: 06C		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Fireside Chat on Equity and Assessment: Examples from Practice

In 2017, the National Institute for Learning Outcomes Assessment (NILOA) began a national conversation on Equity and Assessment in order to improve how assessment as a field and practice can better support and authentically document what a diverse student body knows and can do. There have been various examples of equitable assessment practice occurring across the assessment landscape, but these tended to be the exception and not the rule. By conducting Equity Case Studies, NILOA and the Council for the Advancement of Standards in Higher Education (CAS), in partnership with others, sought to bring attention to equitable assessment practices unfolding on the ground. These cases highlight examples from which others can learn. This fireside chat will bring together case study institutions to offer participants a deeper understanding of how equitable assessment practices develop, the challenges associated with equitable assessment, and the opportunities that other institutions can leverage in their own contexts to institute such practices.

Gavin Henning, New England College; Nancy Ackerman, Capella University; Matthew DeSantis, George Mason University; and Rowanna L. Carpenter, Portland State University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Diversity, Equity, & Inclusion/NILOA (DV/NI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94496051496>

Track: 06D		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Understanding the Experiences and Perceptions of Assessment Subcommittee Chairs

Members of the Marian University Teaching and Learning Committee (TLC) serve on one of five subcommittees. The presenters conducted a focus group to understand the experiences and perceptions of TLC subcommittee chairs (how they benefited, what they struggled with, recommendations, etc.). In this session, we will provide an overview of the subcommittee structure and tasks, findings and implications from the focus group, and future plans for the committee. We will discuss group accomplishments and challenges, personal gains experienced by subcommittee chairs, and ideas to better recognize and reward the efforts of members.

Tony Ribera and Sarah Zahl, Marian University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Faculty Development (FD)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97185574976>

Track: *06E		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

What's Really Going On? Observing a High-Impact Practice "In Action"

When assessing program consistency and quality, much emphasis is placed on traditional metrics such as course grades, GPA, or retention. Sometimes additional data such as satisfaction rates are collected. Often overlooked is the power of long-term direct observation. While other methods of data collection may provide evidence of potentially improved outcomes, observation can provide context, detail, and nuance of the actions that may or may not contribute to these findings. This interactive session will provide an introduction to observation as a method of assessing high-impact practices, specifically within the context of assessing Old Dominion University's Impact Learning Communities program.

Lanah K. Stafford, Jenn Grimm, Heidi Fischer, and Laura Smithers, Old Dominion University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99118950494>

Track: 06F		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Administrative Buy-In: How to Help Administrative and Educational Support Units Develop and Lead Assessment Practices

This session aims to create a connection between the academic assessment practices and the administrative and educational units. More often than not, discussions on assessment focus entirely on courses and academic programs, even though we know learning takes place outside the classroom too. Our university has researched other universities, colleges, and articles from NILOA to develop a process to help turn office functions and priorities into effective assessment practices that lead to continuous improvement. Participants will have the knowledge to go back to their own campuses and lead productive assessment discussions within the administrative offices.

Karol A. Batey and Vanessa Martinez, Texas A&M International University

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Student Affairs Programs and Services (SA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92708259041>

Track: 06G		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Strengthening Quality and Enhancing the Culture of Assessment through Rubric Use at Historically Black Colleges and Universities (HBCU)

This presentation examines Florida A&M University's (FAMU) development of a history of meta-assessment and the implementation of a quality enhancement rubric to evaluate assessment reports. In this session, we discuss the development and use of the rubric to refine assessment efforts across the University. Additionally, we examine how the rubric has enhanced assessment at the University through communication, training and self-evaluation within FAMU's Office of University Assessment.

Melanie L. Wicinski, Kiwanis Burr, and George Pinkney, IV, Florida A&M University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96350368821>

Track: 06H		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Nature or Nurture? Is OSCE Performance Intrinsic or Coachable?

Communication and clinical reasoning skills are vital components for a physician or any healthcare provider. During medical school, students are assessed through course exams, national licensure exams, and Objective Structured Clinical Examinations (OSCE). OSCEs ensure students have obtained the expected level of competence prior to graduation and upon entering residency. After studying several years of data, the question was raised: Are early OSCEs a predictor of future student performance? This assessment presentation shares findings from an analysis of several years of student clinical exam data. The session will also dedicate time for discussing the design of OSCE assessment instruments.

Jeff Barbee, The Ohio State University, College of Medicine; Brandy Herriott, Paul Ko, Ramya Kumaran, and Daniel Trujillo, Indiana University School of Medicine

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Graduate Education (GR)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91085958374>

Track: 06I		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Global Competence and Digital Badges: A Case Study

Global competence has been emerging as a new trend in P-16 education in response to the evolving global trends and increased interconnectivity. Through incorporating intentional global learning activities various P-16 programs and initiatives aim to develop learners' global competence and thus prepare them to thrive in today's interconnected world. The session examines the use of digital badges in global competence initiatives for pre-service teachers within Indiana University—Bloomington's School of Education.

Vesna Dimitrieska and Daniel Hickey, Indiana University—Bloomington

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Global Learning (GL)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93673325696>

Track: 06J		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Evidence of Learning Improvement in General Education

Providing examples of student learning improvement has been an elusive goal for higher education and a focus of the Office of Assessment and Accreditation (OAA) at University of North Carolina at Charlotte (UNC Charlotte). Our work with departments across campus to develop the collection and analysis of data over multiple years has laid the groundwork for us to gain insight into the impact of planned interventions. This session will address the process the office developed for collecting data campus-wide and mining the submitted reports for examples of improvement in student learning.

Mitchel L. Cottenoir and Christine Robinson, University of North Carolina at Charlotte

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Learning Improvement (LI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98851217988>

Track: 06K		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

HIPs in Introductory Biology: Encouraging Problem Solving over Memorization

First-year students at the College of Saint Scholastica participate in a Global Challenges seminar in place of the traditional introductory survey course. Students in the class engage in the high-impact practice of collaborative assignments and projects to research and develop a poster highlighting climate change solutions. Student attitudes toward science are measured using the CLASS survey (Colorado Learning About Science Surveys), demonstrating gains in problem solving and real-world connections. Participants will learn how to develop learning outcomes for problem solving and critical thinking, align assignments to the outcomes, and assess student attitudes toward science using CLASS surveys.

Anne E. Kruchten, The College of Saint Scholastica

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: STEM Education (SE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97381364709>

Track: 06L		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

A Community of Ethical Practice

As higher education professionals, our choices have consequences for institutional effectiveness and student success. Although we strive to act with integrity, ethical boundaries are not always clear in an increasingly dynamic field. As data use in higher education evolves, so too must the ethical foundation that undergirds our work. In 2020, the Association for Institutional Research released its Statement of Ethical Principles to address modern concerns with the flexibility to adapt as the field evolves. Join us for a conversation on the principles and what it means for higher education data professionals to embrace a shared vision of ethical practice.

Stephan C. Cooley and Leah Ewing Ross, Association for Institutional Research (AIR)

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Institution-Wide Data Collection/Use (ID)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97154544542>

Track: 06M		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Actively Assessing - Using Learning Assessment Techniques to Reduce Mind Wandering and Increase Active Learning

Mind wandering is a kind of daydreaming that takes place when learner attention drifts from the intended learning task. Using proactive, learner-centered, and effective teaching techniques, such as Learning Assessment Techniques (LATs) can reduce off-task mind wandering and increase meta-awareness by creating scaffolds for learning, activating curiosity, and creating an interactive feedback loop between instructors and learners. You'll walk away with a framework and inventory to help determine which LAT best suits your learning goals. Multiple LATs will be explained and modeled for you to use immediately in your teaching.

Sarah K. Jacobs and Carrie Bailey, Oregon Health & Science University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97080484621>

Track: 06N		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Empowering Faculty to Lead the General Education Assessment Process

Assessment professionals across the nation often emphasize that assessment is "faculty owned and "directed" as their roles involve development and implementation of the curriculum. Therefore, it follows that they (that is, faculty) are in the best position to assess the curriculum and determine its effectiveness. In light of this, this presentation will showcase valuable strategies of how to empower faculty to take on leadership roles in developing a comprehensive institution-wide plan for assessing general education curriculum. The session will focus on how a faculty-led team articulated student learning outcomes and developed a curriculum map and a schedule for implementing the plan.

Felix Wao, University of Oklahoma

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: General Education (GE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91480937444>

Track: 06O		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Reaching Scale with High Impact Practices: A Case Study of the Partnership Between Virginia Commonwealth University and Student Opportunity Center (SOC)

Many institutions recognize the need to better connect students' learning across their in- and out-of-classroom experiences, but how to do this often feels overwhelming. Creating a holistic High Impact Practices (HIP) implementation strategy is a heavy lift for many institutions and, unfortunately, many campuses exert time and energy reinventing existing practices, creating understandable initiative fatigue and decreasing the chance of success. By working with Student Opportunity Center (SOC), campuses can accelerate change to reach scale.

Presenter's will share a case study by Virginia Commonwealth University who worked with SOC through an iterative process that included strategy and goal development, an audit of existing opportunities, and the implementation of a personalized plan that included assessing student learning, administering faculty and staff professional development, designing equity goals, and building a robust data infrastructure. Participants will learn how they can apply many of the same processes and lessons to their institution.

Claire Jacobson, Student Opportunity Center; and Erin Webster Garrett, Virginia Commonwealth University

Presentation Type: 60-Minute Sponsor Session – Sponsored by [Student Opportunity Center](#)

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95841350132>

Track: 06P		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Using Planning and Self-Study to Boost Faculty Engagement in Assessment at University of North Alabama

Purposeful data collection is critical to successful institutional assessment and improvement, but your process also needs to be manageable for administrators and faculty. In this presentation, the University of North Alabama will share how they use Planning & Self-Study by Watermark to support an evidence-based approach to continuous improvement that goes beyond compliance. Join us to learn how the University of North Alabama is able to facilitate institutional assessment and improvement efforts, engage faculty, and prepare for accreditation by using Planning & Self-Study to support flexible data collection, intelligent curriculum mapping, and longitudinal reporting.

Bliss Adkison, University of North Alabama

Presentation Type: 60-Minute Sponsor Session – Sponsored by [Watermark](#)

Audience Level: All

Primary Track: Institution-Wide Data Collection/Use (ID)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98646198074>

Track: *06Q		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Make Virtual Exchange and Online Global Learning Happen with Innovative Learning Technology

While the pandemic restricts international travel and face-to-face cultural exchanges, IUPUI has utilized innovative learning technology to offer courses to students worldwide, a system and solution developed at the IUPUI CyberLab and commercialized through CourseNetworking. Dr. Ian McIntosh, Director of International Partnerships at IUPUI, will present an example of a virtual study abroad program that he is conducting this Fall. Forty-five students from the IUPUI Honors College and Business students from the University of Rwanda in central Africa have been brought together, one on one, and collectively, to learn about each other's culture, history, and politics, and also meeting the UN's Sustainable Development Goals (SDGs) in very different settings. Dr. McIntosh will demonstrate the unique features of his course design architecture, such as social posting, ePortfolio, incentive badges, and certification, that made the virtual exchange experience possible. He will also talk about the various challenges he and his Rwandan colleagues have faced. Attendees of this presentation will leave the session much more confident about adding global learning and virtual exchange to their online teaching.

Ian McIntosh, IUPUI; Ali Jafari, Mengyuan (Alice) Zhao, and Allie Wigginton, CourseNetworking (CN) and IUPUI CyberLab

Presentation Type: 60-Minute Sponsor Session – Sponsored by [CourseNetworking \(CN\)](#)

Audience Level: All

Primary Track: Use of Technologies in Assessment/Global Learning (UT/GL)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/85331109738>

Track: 06R		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

CourseNetworking (CN) and IUPUI CyberLab Virtual Sponsor Booth

Meet virtually with a CourseNetworking (CN) and IUPUI CyberLab representative and learn how they can help your institution.

Ali Jafari, Jillian Crist, Conor Marley, Allie Wigginton, and Mengyuan (Alice) Zhao, CourseNetworking (CN) and IUPUI CyberLab

Presentation Type: Virtual Sponsor Booth – Sponsored by [CourseNetworking \(CN\)](#) and [IUPUI CyberLab](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82332264539>

Track: 06S		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

James Madison University, the Center for Assessment and Research Studies, Virtual Sponsor Booth

Meet virtually with a James Madison University, the Center for Assessment and Research Studies, representative and learn how they can help your institution.

Keston Fulcher, Jeanne Horst, Sara Finney, Caroline Prendergast, Chris Patterson, Beth Perkins, and Yelisey Shapovalov, James Madison University, the Center for Assessment and Research Studies

Presentation Type: Virtual Sponsor Booth – Sponsored by [James Madison University](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/83042170265>

Track: 06T		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

National Survey of Student Engagement (NSSE) Virtual Sponsor Booth

Meet virtually with a National Survey of Student Engagement (NSSE) representative and learn how they can help your institution.

Jillian Kinzie and Angie Miller, National Survey of Student Engagement (NSSE) and Indiana University—Bloomington

Presentation Type: Virtual Sponsor Booth – Sponsored by [National Survey of Student Engagement \(NSSE\)](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/88624645561>

Track: 06U		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Student Opportunity Center Virtual Sponsor Booth

Meet virtually with a Student Opportunity Center representative and learn how they can help your institution.

Chris Freire and Claire Jacobson, Student Opportunity Center

Presentation Type: Virtual Sponsor Booth – Sponsored by [Student Opportunity Center](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/89524814698>

Track: 06V		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Watermark Virtual Sponsor Booth

Meet virtually with a Watermark representative and learn how they can help your institution.

Brendan Radomski and Hamsa Marikar, Watermark

Presentation Type: Virtual Sponsor Booth – Sponsored by [Watermark](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/88494854477>

Track: 06W		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Weave Virtual Sponsor Booth

Meet virtually with a Weave representative and learn how they can help your institution.

Amy Dykens and Kathy Farrelly, Weave

Presentation Type: Virtual Sponsor Booth – Sponsored by [Weave](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/86991768449>

Track: 06X		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., Virtual Sponsor Booth

Meet virtually with a Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., representative and learn how they can help your institution.

Stephanie Allen, Xitracs by Concord USA, Inc.

Presentation Type: Virtual Sponsor Booth – Sponsored by [Xitracs by Concord USA, Inc.](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/87907062798>

Track: 06Y		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 12:30 PM	11:15 AM – 11:30 AM	10:15 AM - 10:30 AM	9:15 AM – 9:30 AM

AEFIS Virtual Yoga - 15-Minute Easy Stretching & Meditation While Sitting at Your Desk

This activity is intended for everyone and no experience necessary. All you need to do is show up! You will not need a yoga mat, special shoes, or any specific clothing. All you will need to do is sit up in your chair and ideally be close to your camera showing your shoulders and head. During our session, we will be focusing on gentle neck and shoulder stretches, breathing techniques, and a small meditation for each class where we will set an intention for our day.

Brian Flynn, AEFIS

Presentation Type: Virtual Sponsor Booth – Sponsored by [AEFIS](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://www.aefisacademy.org/event/aefis-virtual-yoga-level-1-2020-10-26/>

Track: 07A		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Embedding Course-Based Undergraduate Research into Curricula to Promote Equity

While research indicates that high-impact undergraduate research enhances student learning and promotes equity in outcomes, institutions struggle to take it to scale. Broadening undergraduate research presents challenges in terms of increasing access, but also equity in experience. Our session will discuss how UW-Green Bay worked to embed course-based undergraduate research experiences across program curricula in three different academic programs. As we share our project design, assessments, and results, we will ask participants to consider what approach may work best within the context of their institution, and how to assess for equity in curricular, course-based undergraduate research experiences.

Caroline Boswell and Kate Burns, University of Wisconsin - Green Bay

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98081223598>

Track: *07B		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Advancing Institutional Assessment: Lessons from Excellence in Assessment 2020 Designees

The Excellence in Assessment (EIA) Designation program recognizes institutions for their efforts in intentional integration of institution-level learning outcomes assessment. The EIA designation evaluation process is directly and intentionally built from NILOA's Transparency Framework and is co-sponsored by VSA Analytics, National Institute for Learning Outcomes Assessment (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 2020 EIA designees in reflecting on lessons learned and promising practices at their respective institutions.

Jillian Kinzie, Indiana University—Bloomington and National Institute for Learning Outcomes Assessment (NILOA); Frank Hall, Northwestern State University of Louisiana; Kristen Springer Dreyfus, East Carolina University (ECU); and Rebecca Lewis and Diane Waryas Hughey, The University of Texas at Arlington

Presentation Type: 60-Minute Concurrent Session

Audience Level: Beginner

Primary Track: NILOA (NI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92174767045>

Track: 07C		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

No Need to Re-Invent the Wheel: Learnings from the Field of Program Evaluation

Student learning outcomes assessment arose more as a function of accreditation than being inspired/derived from the field of program evaluation. Accreditation compliance incentivizes assessment more so than authentic continuous improvement. This session seeks to offer participants key insights into various approaches/theories from the field of program evaluation that can help us significantly advance our assessment practice beyond a compliance function. Drawing from this field will help us build equity in design and practice, assure the use and utility of results, and engage in work that will be recognized as meaningful for our communities within the changing landscape of accreditation today.

Divya Bheda, Education Consultant

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Diversity, Equity, & Inclusion (DV)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95057879338>

Track: 07D		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Planning Assessment Professional Development Opportunities: Applying an Expectancy-Value Theory Lens

Although expectancy-value theory was originally developed to understand students' academic motivation, it can be adapted to understand motivation in other contexts and groups. We coded faculty responses to semi-structured interviews about their need for assessment-related professional development experiences using expectancy-value theory as a framework. In this session, we explain expectancy-value theory, provide examples from faculty interviews, and apply expectancy-value theory to participants' experiences with planning assessment professional development opportunities. Participants will reflect upon their experiences with faculty/staff engaging in assessment and upon the application of expectancy-value theory to planning assessment professional development opportunities.

S. Jeanne Horst and Caroline O. Prendergast, James Madison University

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Faculty Development (FD)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93198041296>

Track: *07E		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Turning it up Past 11: Advancing the Conversation on High-Impact Practices Using National Data

Historically, HIPs have been identified as experiential learning initiatives that were proven to be effective for engagement and student success and characterized by 8 tenets of practice as well as their overall contribution to student learning, development, and achievement. Yet, institutional assessment data indicate that many other curricular and co-curricular practices are educationally purposeful, effective, and maintain fidelity to the 8 elements of HIPs. Using this definition and framework as a foundation, this presentation uses national data on institutional programming and assessment to explore advising and peer leadership as emerging HIPs.

Dallin G. Young and Jennifer R. Keup, National Resource Center for The First-Year Experience and Students in Transition/University of South Carolina

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93760224562>

Track: 07F		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Not Just Bikinis and Basketballs: Showcasing the Value of Campus Recreation Experiences through Intention and Design

Campus Recreation can get knocked around when in discussions regarding beyond-the-classroom learning, intention, and design. People assume that Campus Recreation student experience is just fun and games – we are here to prove them wrong! In this session, we will dive into Campus Recreation’s journey with institutional change, intentional focus, and capturing the meaning-making within the student experience at the University of South Carolina.

Megan Colascione, Don Mills, Lauren Martini Olson, and Denise Wellman, University of South Carolina (Columbia)

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Student Affairs Programs and Services (SA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99513250285>

Track: 07G		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Networking and Job-Seeking as a High-Impact Practice: Expanding Career Networks and Connecting Students with Job Prospects

In 2018, Indiana University Kokomo partnered with Ascend Indiana, a nonprofit organization that aims to close the “talent gap” between underemployed Hoosiers and Indiana-based corporations by helping match qualified students with job opportunities in the state. This session will provide an overview of Ascend Indiana and detail how they work to bridge the gap between employers and institutions of higher learning. Presenters will highlight what they have learned from this two-year partnership, including best practices for reaching and recruiting students, high-impact career preparation during college, and a focus on the so-called “soft skills” employers perennially seek in qualified applicants.

Tracy L. Springer and Paul Cook, Indiana University Kokomo; Sally Reasoner and Hannah Slover, Ascend Indiana

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Community Engagement (CE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93467794651>

Track: 07H		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Nailed it! Doctor of Pharmacy Students' Self-Awareness of Performance on Objective Structured Clinical Examinations (OSCE)

Objective Structured Clinical Examinations (OSCE) in pharmacy education are experiences that link didactic learning to simulated real-world cases using standardized participants. Self-awareness activities need to be interwoven in curricula in order to achieve CAPE Outcome 4.1. Having students assess performance in OSCEs is one way to develop self-awareness. Self-awareness activities were implemented throughout an OSCE program in a 3-year PharmD curriculum. At the end of each OSCE case, prior to feedback, students completed a self-evaluation of their skills, communication, and overall performance on each case. These self-evaluations were then compared with the respective student performance scores for each case.

Kara Sermersheim, Kimberly K. Daugherty, and Sarah E. Raake, Sullivan University College of Pharmacy & Health Sciences

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Graduate Education (GR)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95372016660>

Track: 07I		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Using HIPs to Break Down Silos Across Campus While Crossing Boundaries Without Leaving the Zip Code

With responsibilities, financial limitations, and an abundance of other situations limiting or restricting students from participating in study abroad, we developed a study abroad project to help develop global and cultural awareness normally gained through travel and experiences. An unexpected benefit was the cross-campus collaboration that occurred organically! This presentation will focus on how a high-impact practice can develop an opportunity to break down silos across campus while enabling students to develop global competence: the attitudes, knowledge, and skills needed to live and work in today's interconnected world and to build a sustainable, peaceful, inclusive world for the future.

Angie E. Wood, Chattanooga State Community College

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Global Learning (GL)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96199216956>

Track: 07J		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Collective Wisdom: Recent Themes from the Leading Improvements in Higher Education Podcast Series

Leading Improvements in Higher Education is a new podcast series debuting at this year's Assessment Institute. The initial twelve episodes feature guests from partner organizations of the Institute, including: AALHE, AIR, AAC&U, Grand Challenges in Assessment Project, HBCU-CEEQA, HIPs in the States, NILOA, and Student Affairs Assessment Leaders (SAAL), among others. Join Stephen Hundley, host, and Caleb Keith, producer, for a discussion of major crosscutting themes emerging from the series' inaugural episodes. Learn about important resources, ideas, and trends from thought leaders and colleagues involved in leading and improving conditions in higher education, along with a preview of future topics of the podcast series.

Stephen P. Hundley and Caleb Keith, IUPUI

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91364280598>

Track: 07K		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Teaching and Evaluating Professionalism in Allied Health Care Education

In addition to an assortment of technical skills, demonstrating professionalism is essential in health care careers. Therefore, for students enrolled in allied health careers, teaching and evaluating professionalism should be an essential component of their STEM curriculum. This presentation will identify the need to address professionalism within your curriculum as well as methods to teach and evaluate professionalism skills for both the didactic and the clinical educational environments.

Rick G. Hoylman, Oregon Tech

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: STEM Education (SE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99424189712>

Track: 07L		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

"I Thought I Was... But": Metacognition and Student Perceptions of Academic Skills

Our presentation explores data collected in an interdisciplinary introductory course for study in the social sciences and asks how students' perceptions of their skills as thinkers, researchers and communicators evolves throughout the course. Students in three sections of the course completed an initial assignment during the first week of class in which they described and reflected on their skills. At the end of the course, students were again asked to complete a reflection on their skills and to compare this reflection to the first one. Our project analyses the reflections in order to evaluate if and how deliberate attempts to foster metacognition yield results (Harvey, 2016). In particular, our presentation promises a glimpse into the mind of undergraduate students and how they understand academic skills and their development.

Shauna Wilton and Mélanie Méthot, University of Alberta, Augustana Campus.

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Institution-Wide Data Collection/Use (ID)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99347800718>

Track: *07M		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Assessment that Connects with Institutional Performance Indicators to Advance Equity

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 institutional 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 new types of institutional performance indicators to inform recommendations to close the achievement gap of a particular student population. Participants will leave with a framework to adapt on their own campuses and along with questions to examine when they return to their own campuses.

Marilee Bresciani Ludvik, San Diego State University

Presentation Type: 60-Minute Concurrent Session

Audience Level: Advanced

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92662251185>

Track: 07N		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Tuning in to a Clearer Vision of General Education

Presenters will share how general education is assessed at the University of Tennessee at Martin. Reporting on student learning outcomes in the majors and programs is, perhaps, a familiar chorus for most universities. Assessing general education is, for some, a new verse for this “old, familiar tune.” At UT Martin, general education courses must submit annual assessment reports and cumulative reviews at five-year intervals. The Faculty Senate Committee on Instruction holds oversight of the general education curriculum and conducts these reviews. The fifth-year reviews assess whether a given course can remain in the general education curriculum.

Patty Q. Flowers and Stephanie T. Kolitsch, University of Tennessee at Martin

Presentation Type: 60-Minute Concurrent Session

Audience Level: Beginner

Primary Track: General Education (GE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91357295772>

Track: 07O		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Building the Value of Assessment: Integrating Assessment, Instruction, and Curriculum Planning and Improvement Processes

Faculty members’ integration of assessment, instruction, and curriculum planning and improvement processes was fostered by applying key concepts of Learning Organization literature during implementation of a university-wide program to enhance students’ critical thinking and writing skills within majors. By applying and reflecting on the assessment process throughout implementation, the program’s leadership modified leadership style and formed collaborations and partnerships with other offices across campus. This integration grew organically by providing time, space, and relevant tools.

Teresa L. Flateby, Assessment Consultant

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Learning Improvement (LI)

Track: 07P		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

An Introduction to Xitracs Assessment – Providing the Tools for Informed Decision-Making

Learn how Xitracs Assessment can help your institution manage assessment processes that promote institutional improvement and faculty engagement.

Stephanie Allen, Xitracs by Concord USA, Inc.

Presentation Type: 60-Minute Sponsor Session – Sponsored by [Xitracs by Concord USA, Inc.](#)

Audience Level: All

Primary Track: Use of Technologies in Assessment (UT)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99177005370>

Track: 07Q		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

New England Commission of Higher Education (NECHE) Regional Accreditor Consultation

Meet virtually with a representative from the regional accreditation agency New England Commission of Higher Education (NECHE).

Laura Gambino, New England Commission of Higher Education (NECHE)

Presentation Type: Regional Accreditor Consultation

Audience Level: All

Primary Track: Accreditation (AC)

Zoom Meeting Attendee Link: <https://iu.zoom.us/j/83690044432>

Track: 07R		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Middle States Commission on Higher Education (MSCHE) Regional Accreditor Consultation

Meet virtually with a representative from the regional accreditation agency Middle States Commission on Higher Education (MSCHE).

Sean McKittrick, Middle States Commission on Higher Education (MSCHE)

Presentation Type: Regional Accreditor Consultation

Audience Level: All

Primary Track: Accreditation (AC)

Zoom Meeting Attendee Link: <https://iu.zoom.us/j/81108125294>

Track: 07S		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Anthology, formerly Campus Labs, Virtual Sponsor Booth

Meet virtually with a Anthology, formerly Campus Labs, representative and learn how they can help your institution.

Jerry Anderson and Katie Grennell, Anthology, formerly Campus Labs

Presentation Type: Virtual Sponsor Booth – Sponsored by [Anthology, formerly Campus Labs](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82275438104>

Track: 07T		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

CourseNetworking (CN) and IUPUI CyberLab Virtual Sponsor Booth

Meet virtually with a CourseNetworking (CN) and IUPUI CyberLab representative and learn how they can help your institution.

Ali Jafari, Jillian Crist, Conor Marley, Allie Wigginton, and Mengyuan (Alice) Zhao, CourseNetworking (CN) and IUPUI CyberLab

Presentation Type: Virtual Sponsor Booth – Sponsored by [CourseNetworking \(CN\)](#) and [IUPUI CyberLab](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82332264539>

Track: 07U		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

James Madison University, the Center for Assessment and Research Studies, Virtual Sponsor Booth

Meet virtually with a James Madison University, the Center for Assessment and Research Studies, representative and learn how they can help your institution.

Keston Fulcher, Jeanne Horst, Sara Finney, Caroline Prendergast, Chris Patterson, Beth Perkins, and Yelisey Shapovalov, James Madison University, the Center for Assessment and Research Studies

Presentation Type: Virtual Sponsor Booth – Sponsored by [James Madison University](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/83042170265>

Track: 07V		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

National Survey of Student Engagement (NSSE) Virtual Sponsor Booth

Meet virtually with a National Survey of Student Engagement (NSSE) representative and learn how they can help your institution.

Jillian Kinzie and Angie Miller, National Survey of Student Engagement (NSSE) and Indiana University—Bloomington

Presentation Type: Virtual Sponsor Booth – Sponsored by [National Survey of Student Engagement \(NSSE\)](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/88624645561>

Track: 07W		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Student Opportunity Center Virtual Sponsor Booth

Meet virtually with a Student Opportunity Center representative and learn how they can help your institution.

Chris Freire and Claire Jacobson, Student Opportunity Center

Presentation Type: Virtual Sponsor Booth – Sponsored by [Student Opportunity Center](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/89524814698>

Track: 07X		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Watermark Virtual Sponsor Booth

Meet virtually with a Watermark representative and learn how they can help your institution.

Brendan Radomski and Hamsa Marikar, Watermark

Presentation Type: Virtual Sponsor Booth – Sponsored by [Watermark](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/88494854477>

Track: 07Y		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Weave Virtual Sponsor Booth

Meet virtually with a Weave representative and learn how they can help your institution.

Amy Dykens and Kathy Farrelly, Weave

Presentation Type: Virtual Sponsor Booth – Sponsored by [Weave](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/86991768449>

Track: 07Z		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

XitracS, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., Virtual Sponsor Booth

Meet virtually with a XitracS, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., representative and learn how they can help your institution.

Stephanie Allen, XitracS by Concord USA, Inc.

Presentation Type: Virtual Sponsor Booth – Sponsored by [XitracS by Concord USA, Inc.](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/87907062798>

Break		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
2:30 PM – 3:00 PM	1:30 PM - 2:00 PM	12:30 PM – 1:00 PM	11:30 AM – 12:00 PM

BREAK

Track: 08A		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Approaches to Integrating ePortfolios through High-Impact Faculty Development

To deliver potentially transformational learning, institutions must prepare faculty to deliver high-impact instruction, using the 8 key features of HIPs. This presentation will focus on faculty development programs related to ePortfolios in particular, demonstrating how high-impact faculty development can assist faculty in integrating ePortfolios into their departmental curriculum. The speakers will share two aspirational models for high-impact ePortfolio faculty development: an immersive, team-based faculty academy experience and a faculty learning community (FLC) and horizontal mentoring program. Finally, the presentation concludes with practical strategies for designing high-impact faculty development opportunities related to ePortfolio integration for diverse institutional contexts.

Amy Cicchino, Auburn University; and Megan Mize, Old Dominion University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98331572784>

Track: *08B		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Curriculum Mapping and Assignment Design: Peas in a Pod

This interactive session will share various resources available to assist institutional efforts in mapping, aligning, and integrating learning when and where it happens. This session will highlight examples of mapping efforts within programs, curriculum, and experiences, as well as connect mapping with assignment design in order to foster a more connected, integrated learning journey for students. Participants will explore how to apply curriculum mapping and assignment design toolkits and resources to their local needs.

Resources: [NILOA Curriculum Mapping](#) and [NILOA Assignment Design](#)

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

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: NILOA (NI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94361861755>

Track: 08C		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Transgender/Nonbinary Students and Institutional Best Practices: A Critical Conversation

This research-based session provides an opportunity for open discussion related to the transgender and nonbinary community in higher education. The session provides an in-depth review of the campus climate for transgender and nonbinary students, overviews their perspectives regarding gender identity, levels of comfort being open on campus, senses of welcome, and experiences with harassment. Strategies for creating a more inclusive campus environment will be shared.

Jon Humiston, Central Michigan University; and Aaric Guerriero, University of Wisconsin – Madison

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Diversity, Equity, & Inclusion (DV)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95919753389>

Track: *08D		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Dealing with Tough Moments: Assessing Faculty Preparation for Teaching Challenges

Faculty are increasingly placed in situations where they have to navigate difficult teaching situations (student incivility, disclosure of sensitive information, controversial events, etc.) and challenging conversations with students (sexual assault, racism, mental health, etc.). As such, it is important to examine faculty preparation for managing such situations, what strategies they implement when they encounter these concerns, and what related training they wish they had received. Findings from a large-scale quantitative and qualitative study of teaching challenges will guide a discussion about assessing and supporting faculty efforts to navigate difficult teaching situations through professional development programming.

Kyle T. Fassett and Allison BrckaLorenz, Indiana University—Bloomington; and Sarah S. Hurtado, University of Denver

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Faculty Development (FD)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98450962654>

Track: 08E		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Effective ePortfolios and Project-Based Learning Experiences: The Impact of Life Coaching and Positive Psychology Interventions on Well-being and Retention in an Online Program

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 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 life coaching, positive psychology interventions, reflection journals, and program-length Capstone projects as practical applications for engaging students' imaginations, measuring effective learning, and improving retention.

David R. Stefan and Lindsay Buechel, Indiana Wesleyan University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92226843216>

Track: 08F		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

A More Efficient Path to Learning Improvement: The Utility of Evidence-Informed Programming and Practices

Identifying evidence-informed programming facilitates the intentional building of programming that should “work” and using outcomes assessment to test this hypothesis. Evidence-informed programming is more efficient with respect to time and resources, because the programming is more likely to be effective in improving learning than evidence-less programs. Thus, fewer iterations of the assessment cycle are required to inform changes to programming to achieve desired outcomes. We will showcase several systematic review research databases (e.g., Campbell Collaboration, What Works Clearinghouse) that synthesize research and identify “what works.” We will explain levels of credible evidence, discussing which evidence is most trustworthy and why.

Sara J. Finney and Holly Buchanan, James Madison University

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Student Affairs Programs and Services (SA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94858559505>

Track: 08G		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Rewarding Faculty for Community Engaged Scholarship: Policy Briefs as a Resource for Catalyzing Change

According to the latest faculty survey data from the Higher Education Research Institute (HERI), nearly half of all faculty members now indicate that they “collaborated with the local community on research/teaching to address their needs” within the last three years. Faculty reward policies, however, have not changed in ways that fully value and fairly reward the scholars who do community engaged scholarship. For campuses working toward making policy revisions, key questions emerge that are addressed in four policy briefs written for the Scholars Strategy Network (www.scholars.org). Presenters will share these four policy briefs that synthesize research on community engaged scholarship and engage in discussion on best practices for recruiting and retaining community engaged scholars on our campuses.

John Saltmarsh, and Gene Corbin, University of Massachusetts Boston; and prabhdeep singh kehal, Brown University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Community Engagement (CE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91625194734>

Track: 08H		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

A Discussion of Academic Success Programs through A Law School Case Study

Assessment in higher education has increased stakeholder attention to student outcomes. Law schools feel increasing pressure to improve student bar passage. Academic success programs (ASPs) are one mechanism designed to improve student performance. This paper uses Propensity Score Matching to assess the causal relationship between these programs and student outcomes over a several-year sample in one law school. The presentation will focus on communicating the results of this paper and an expanded discussion on implementing effective practices for ASP programs embedded in the context of our larger study on law school effectiveness.

Christopher M. Swoboda and Amy N. Farley, University of Cincinnati

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Graduate Education (GR)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92245284670>

Track: 08I		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Assessing Reflective Pedagogy Practices of Study Abroad Program Leaders

How can universities help faculty become better intercultural mentors? This research explores outcomes of a faculty-staff development program to develop study abroad leaders’ capacity to design, assess and improve students’ intercultural development. A corpus of ninety-one leader reports, received at the conclusion of a spring break or summer study abroad program, forms our data set, which was deductively analyzed in conjunction with a four-stage model of experiential learning. Among these leaders, approximately one-third had recently received training in reflective intercultural pedagogies, one-third had received training in a previous year and one-third had not yet participated in the training.

Katherine N. Yngve, Purdue University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Global Learning (GL)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96761374269>

Track: 08J		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Assessment for Learning Improvement: Success Stories and Critical Reflection

The epitome of closing the loop is having evidence that an intentional change made in response to assessment results contributed to the next group of students scoring better. In other words, evidence of learning improvement. To showcase successful stories of assessment for learning improvement, a group of assessment practitioners, educational developers, educators, and scholars created a Learning Improvement Community and website. I highlight stories from the site, reflect upon commonalities across stories, and offer strategies that encourage assessment for learning improvement. Attendees will see concrete examples of program-level learning improvement and understand what efforts led to learning improvement evidence.

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

Presentation Type: 60-Minute Concurrent Session

Audience Level: Beginner

Primary Track: Learning Improvement (LI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96041348029>

Track: 08K		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Professional Development Workshop on Conducting and Publishing Discipline-Based Education Research (DBER)

To increase capacity for carrying out well-grounded STEM education research, a pilot DBER workshop was held at a technological institution in Mexico. The workshop was attended by 27 faculty members of Hispanic or Latinx backgrounds with a wide range of STEM teaching experience. The workshop went through the basics of educational research methods and allowed workshop participants to develop their own DBER research questions. In this presentation, we analyze the survey and interview responses of the participants to address how they felt this workshop and DBER will affect their research activities and professional evaluations.

Cazembe Kennedy, Clemson University; and Elizabeth Volpe, University of Florida

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: STEM Education (SE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94598122826>

Track: 08L		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Centric-Collaborative Model: Assessing Integration of Cultural Humility (LEARN), Relational Elements (PACE) and Motivational Interviewing Core Skills (OARS) in Patient Education Simulations Using the Gold Standard Assessment Tool (QuEST/SCHOLAR MAC)

QuEST/SCHOLAR-MAC model is the gold standard in Self-Care patient counseling simulations. Mimicking the Pharmacist Patient Care Process model (PPCP), the QuEST/SCHOLAR-MAC provides the simplest framework for quick assess and recommendation to patients. Focusing on patient-centric collaborative model rather than disease-centric, more is needed to address the patient's needs. Engaging students in such movement/practice experience unleashed the truth about this myth. Perfecting it requires an integration of key acronyms/concepts -Cultural humility-LEARN, Relational elements-PACE, Motivational interviewing core skills-OARS into the gold standard model. Focusing on patient-centric collaborative model rather than disease-centric, more is needed to address the patient's needs. Maximizing counseling simulation experiences for students requires the student to serve in the role of the SCHOLAR. The SCHOLAR must LEARN using cultural humility and setting smart goals. The SCHOLAR should PACE the MAC by building relationship with the patient. Lastly, the SCHOLAR must merge OARS with QuEST for quick assessment using the four core skills of motivational interviewing. Details of the student simulation performances using newly integrated model will be presented at the conference along with pre and post-performance data. Assessment of Strength (S), Insight (I), Improvement (I) discovered will be discussed as well.

Miriam A. Ansong, Access Health Institute Academy International; and Allen Keshishian, California Health Sciences University College of Pharmacy

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Use of Technologies in Assessment (UT)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94258625015>

Track: *08M		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Does Your Assessment System Need a Tune-Up?

Something "not quite right" about your assessment processes? Faculty confused or frustrated about unclear expectations or lack of perceived value to them or their students? Worried about an upcoming accreditation visit or a recent one that didn't go well? If you answered "yes" to any of these questions, this session can help you identify areas where improvement might be needed and offer suggestions for making those improvements.

Wanda K. Baker, Council Oak Assessment

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94870655751>

Track: 08N		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

There Is No "I" In Team: Teaching and Assessing Teamwork

Teamwork is a top local and national employer-identified employability skill. However, the teaching and assessment of teamwork skills is often overlooked. This presentation will discuss efforts at Eastern Iowa Community Colleges to improve the teaching of teamwork skills using techniques learned from the Southern Center for Active Learning Excellence (SCALE) Institute. Results from the assessment of students' teamwork skills using CCSSE data and a modified version of the Teamwork VALUE rubric will also be discussed.

Heather M. Meissen, Joan Kindle, and JayIn Parker, Eastern Iowa Community Colleges

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: General Education (GE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99656716667>

Track: 08O		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Technology-Enabled Assessment Capabilities in Current and Emerging Learning Technologies

Based on their forthcoming co-edited book, *Transforming Digital Learning and Assessment*, January, 2021, Stylus Publishing), Maki and Shea explore developments in technology-enabled assessment capabilities integrated into Learning Management System (LMS) environments and tools, as well as the affordances of emerging courseware, intelligent tutoring platforms, interactive presentations, and other digital teaching and learning options that draw on the learning sciences and algorithmic-based software that instantiates that research (such as Learning Analytics). These capabilities make it possible for both educators and students to “see” how well students are learning in real time and how well students are able to demonstrate that learning in subsequent tasks and other performances. This presentation explores how these capabilities (1) realize current research on learning; (2) enable educators to monitor all students’ academic performance continuously in a course to ensure their equitable progress toward achieving course outcomes; and (3) foster the development of nimble, evidence-based teachers and self-regulated learners.

Peggy Maki, Higher Education Consultant; and Peter Shea, Middlesex Community College

Presentation Type: 60-Minute Sponsor Session – Sponsored by [Stylus Publishing, LLC](#)

Audience Level: All

Primary Track: Emerging Trends in Assessment (ET)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97114274479>

Track: 08P		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Shifting Learning Assessment to a Virtual Environment

The rapid shift to a hybrid or virtual educational environment has presented unique challenges to the learning assessment process. Faculty, many who have no formal training in these new modalities, are searching for new ways to observe students from afar and assess learning without relying solely on tests. They are also attempting to engage students creatively in both individual and team-based assessments. Academic and assessment leaders are grappling with continued community engagement in the assessment process, while also looking for ways to make up for lost assessments during the spring 2020 semester. In this session we’ll review practical solutions to each of these challenges, sharing examples from fellow institutions as well as specific ways that the Campus Labs platform is positioned to support member campuses in this unique educational environment.

Annemieke Rice and Jessica Chafin, Anthology, formerly Campus Labs; Alden Stout, Morningside College; and Daryl Fridley, Bloomsburg University

Presentation Type: 60-Minute Sponsor Session – Sponsored by [Anthology, formerly Campus Labs](#)

Audience Level: All

Primary Track: Use of Technologies in Assessment (UT)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93394918407>

Track: 08Q		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Discussion on the Next-Generation of Learning Technology for Learning Effectiveness in the 'New Normal' Era

This presentation will discuss the conceptual design and framework for the next generation of learning technology, a framework, and thinking beyond the current legacy Learning Management System (LMS) being used for online courses. For the last 23 years, the IUPUI CyberLab has engaged in the research, development, and entrepreneurship of new learning technology solutions and systems. The result has been the development and commercialization of a number of high profile systems such as Oncourse (Sakai), ANGEL Learning, Epsilen, and CourseNetworking (CN), a new toolbox combining LMS and ePortfolio for career development and learning assessment. The CN technology tools are currently being used in 160+ countries, both for free and low educational pricing. The IUPUI CyberLab and CourseNetworking teams will discuss and demonstrate various use cases and how individual instructors and students can take advantage of the various CN tools for classroom teaching, learning assessment, and engagement.

Ali Jafari, Allie Wigginton, Mengyuan (Alice) Zhao, CourseNetworking (CN) and IUPUI CyberLab; and John Ittleson, California State University, Monterey Bay

Presentation Type: 60-Minute Sponsor Session – Sponsored by [CourseNetworking \(CN\)](#) and [IUPUI CyberLab](#)

Audience Level: All

Primary Track: Use of Technologies in Assessment/Global Learning (UT/GL)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97852049767>

Track: 08R		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Middle States Commission on Higher Education (MSCHE) Regional Accreditor Consultation

Meet virtually with a representative from the regional accreditation agency Middle States Commission on Higher Education (MSCHE).

Sean McKittrick, Middle States Commission on Higher Education (MSCHE)

Presentation Type: Regional Accreditor Consultation

Audience Level: All

Primary Track: Accreditation (AC)

Zoom Meeting Attendee Link: <https://iu.zoom.us/j/81108125294>

Track: 08S		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Anthology, formerly Campus Labs, Virtual Sponsor Booth

Meet virtually with a Anthology, formerly Campus Labs, representative and learn how they can help your institution.

Jerry Anderson and Katie Grennell, Anthology, formerly Campus Labs

Presentation Type: Virtual Sponsor Booth – Sponsored by [Anthology, formerly Campus Labs](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82275438104>

Track: 08T		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

CourseNetworking (CN) and IUPUI CyberLab Virtual Sponsor Booth

Meet virtually with a CourseNetworking (CN) and IUPUI CyberLab representative and learn how they can help your institution.

Ali Jafari, Jillian Crist, Conor Marley, Allie Wigginton, and Mengyuan (Alice) Zhao, CourseNetworking (CN) and IUPUI CyberLab

Presentation Type: Virtual Sponsor Booth – Sponsored by [CourseNetworking \(CN\)](#) and [IUPUI CyberLab](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82332264539>

Track: 08U		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

James Madison University, the Center for Assessment and Research Studies, Virtual Sponsor Booth

Meet virtually with a James Madison University, the Center for Assessment and Research Studies, representative and learn how they can help your institution.

Keston Fulcher, Jeanne Horst, Sara Finney, Caroline Prendergast, Chris Patterson, Beth Perkins, and Yelisey Shapovalov, James Madison University, the Center for Assessment and Research Studies

Presentation Type: Virtual Sponsor Booth – Sponsored by [James Madison University](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/83042170265>

Track: 08V		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

National Survey of Student Engagement (NSSE) Virtual Sponsor Booth

Meet virtually with a National Survey of Student Engagement (NSSE) representative and learn how they can help your institution.

Jillian Kinzie and Angie Miller, National Survey of Student Engagement (NSSE) and Indiana University—Bloomington

Presentation Type: Virtual Sponsor Booth – Sponsored by [National Survey of Student Engagement \(NSSE\)](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/88624645561>

Track: 08W		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Student Opportunity Center Virtual Sponsor Booth

Meet virtually with a Student Opportunity Center representative and learn how they can help your institution.

Chris Freire and Claire Jacobson, Student Opportunity Center

Presentation Type: Virtual Sponsor Booth – Sponsored by [Student Opportunity Center](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/89524814698>

Track: 08X		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Weave Virtual Sponsor Booth

Meet virtually with a Weave representative and learn how they can help your institution.

Amy Dykens and Kathy Farrelly, Weave

Presentation Type: Virtual Sponsor Booth – Sponsored by [Weave](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/86991768449>

Track: 08Y		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., Virtual Sponsor Booth

Meet virtually with a Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., representative and learn how they can help your institution.

Stephanie Allen, Xitracs by Concord USA, Inc.

Presentation Type: Virtual Sponsor Booth – Sponsored by [Xitracs by Concord USA, Inc.](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/87907062798>

Track: 08Z		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

AEFIS Makerspace: Design Your Success Journey with AEFIS

Let's create your Success Plan! Our Client Development Team will be available to help you design your assessment success journey. We will start with your goals and challenges, and provide you with guiding questions to help you conceptualize and organize your success journey. From our conversation, our Client Success Team will perform an analysis and provide insights and share any experiences from the field. You will receive your finalized Success Plan Blueprint you can use with or without AEFIS!

Kallie Rogers, AEFIS

Presentation Type: Virtual Sponsor Booth – Sponsored by [AEFIS](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://www.aefisacademy.org/event/aefis-makerspace-design-your-success-journey-with-aefis-2020-10-26/>

Track: 09A		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

HIPs and Equity: Pathways to Student Success in General Education Courses

Many institutions are implementing High-Impact Practices in the curriculum or co-curriculum to improve student success. How do we know if HIPs are helping our students be successful? The Community College of Baltimore County has been working to infuse HIPs into general education courses for the past four years. We will present data on student persistence and success, and demonstrate how disaggregating data can help identify and close achievement gaps. Hear about the process CCBC used to infuse HIPs in seven general education courses, and how we brought those projects to scale. Participate in a data mining activity in this session.

Dallas Dolan, Glenda Breaux, and Jennifer Kilbourne, Community College of Baltimore County

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: General Education/HIPs in the States (GE/HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98015207605>

Track: 09B		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Rethinking Assessment Data: Collaborating with Faculty to Establish a Data-Driven Culture

Student learning and academic quality are central to higher education. Nonetheless, institutions often report on enrollment or graduation rates rather than students' academic experience or learning. The Academic Quality Assurance team at Northeastern University ventured to expand the data landscape and collaborate with faculty to drive data-based enhancements to the curriculum and pedagogy with the goal to improve the programs' academic quality. This is the story about the college-wide data and use: a team's journey to collect and report the assessment data and the challenges faced in the context of people, process, and tools.

Mamta Saxena and Melanie Kasparian, Northeastern University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Institution-Wide Data Collection/Use (ID)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93121510337>

Track: 09C		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Assessment Made Simple: Leveraging Canvas Tools to Perform Program Assessment for Collaborative Online Programs

Are you looking to simplify the assessment process for your faculty and gather information that could lead to more informed program assessment? Using the Canvas Outcomes tool, we can align a program learning outcome with one or several assignments in a particular class or several classes to gain deeper insight into student performance across a program and provide faculty the data they need to make improvements to support student learning. Come learn how we in the Office of Collaborative Academic Programs are helping faculty create embedded, formative assessment processes for faculty so they assess student performance as they grade assignments.

Hitesh Kathuria, Indiana University East; and David Becker Jr., Indiana University Southeast

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Assessment in Online Courses & Programs (AO)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93715707524>

Track: *09D		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Rapid and Effective Faculty-Led Change in Assessment

Using Lean Thinking encourages a positive faculty culture within institutional assessment processes, engages higher education administrators, produces tangible results in a timely manner, and unites all constituents toward a common goal. Lean Thinking is the methodology to create and standardize processes (that allow for academic freedom) that will ultimately save time and money; thus, producing a high-quality student experience, increasing the opportunity for research among faculty, and creating value added experiences for staff in institutions of higher education. The session will include demonstrations of methodology and case examples.

Bliss Adkison and Janyce Fadden, University of North Alabama

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Emerging Trends in Assessment/Faculty Development (ET/FD)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96363533718>

Track: 09E		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Sustaining Quality Academic Assessment through a Faculty-Led Peer Review Process

Our institution is committed to utilizing the assessment cycle to continuously improve educational programs and core courses. While drilling down to determine the extent to which outcomes are achieved and results are utilized for improvement, the importance of a faculty review system for reviewing academic assessment reports will be examined. Our annual reporting templates, rubric for reviewing reports, and data from peer review of reports over the last two years will be shared. Ensuring the active participation of faculty members in guiding and overseeing academic assessment will be discussed.

Delena Bell Gatch, Georgia Southern University

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91913836325>

Track: 09F		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Mapping Institutional Learning Outcomes at the Community College: Continued Challenges and the Need for Change

Community colleges face unique challenges in developing, mapping, and assessing institution--level outcomes given the characteristics of our students, the nature of our courses, and the squishy definition of programs. Following popular (often four-year centric) models for curriculum mapping and outcomes assessment is not always practical. The proposed session will explore these and other limitations community colleges face when trying to use some well-known published models. Participants will review current mapping and outcome development practices to create more realistic ways to make mapping work in community college settings.

Sue Henderson, Nathan Esbeck, Nancy Mitchell, and Elizabeth Winters-Rozema, East Central College

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Community Colleges (CC)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92770974851>

Track: 09G		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Active Learning Lab (ALL) Series: "CBE, Meet Your Soulmate, CLR!: A Match Made in Heaven"

AEFIS Active Learning Lab (ALL) workshop series is a participant-driven, hands-on experience for users who want to learn how to more efficiently implement assessment processes and solutions on their campuses using AEFIS. Attendees can learn and build solutions specific to their institution or program via a backward-design approach. Using the Edcamp Model "unconference" delivery, this active learning experience focuses on what leaders need to know and want to put into action on their campuses tomorrow. This particular lab focuses on competency-based education and Comprehensive Learner Record; using both in tandem to unpack skills, providing value-added to higher education degrees and certificates for students and employers. The changing demographics in higher education closes the door on the traditional pipeline to college and more widely opens the door to a more complex population of learners, adults with degrees, no degrees, partial degrees, and the like. Institutions that proactively address these population shifts and need for changes to higher education courses and content delivery are those who are ahead of recurrent enrollment melts. Course delivery that is more accessible and affordable to adult workers, stay-at-home parents, diverse learners, and employers who are partners in their employees' education will survive and thrive.

Insiya Bream, University of Maryland Global Campus; Joellen Shendy, Competency-Based Education Network (CBEN); and Suzanne Carbonaro, AEFIS

Presentation Type: 60-Minute Sponsor Session – Sponsored by [AEFIS](#)

Audience Level: Intermediate

Primary Track: Assessment Methods/Learning Improvement (AM/LI)

Zoom Webinar Attendee Link: <https://www.aefisacademy.org/community-event/active-learning-lab-all-series-cbe-meet-your-soul-mate-clr-a-match-made-in-heaven/>

Track: 09H		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Building a Co-Curricular Record: Exploration and Integration of the Spartan Experience Record

Co-curricular records are a trending topic of conversation as we look to learn from and understand the dynamic ways students learn outside-the-classroom. For three years, Michigan State University explored and defined what a co-curricular record could look like for a large, decentralized campus to recognize co-curricular engagement of over 40,000 undergraduates. This session will discuss the exploration and launch of My Spartan Story and the Spartan Experience Record, challenges encountered, and how to initiate co-curricular record conversations on your respective campuses.

Sarah Schultz and Korine Steinke-Wawrzynski, Michigan State University

Presentation Type: 60-Minute Concurrent Session

Audience Level: Beginner

Primary Track: Emerging Trends in Assessment (ET)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95116044426>

Track: *09I		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Emerging Landscape of Learning: Trends from VALUE Institute

What have we learned about student learning? How can we ask better questions about our current teaching methods and systems in order to achieve equitable learning? To what student populations and backgrounds can we direct our attention to obtain inclusive excellence? Using data collected through the VALUE Institute (Valid Assessment of Learning in Undergraduate Education created by the Association of American Colleges and Universities), we will look at trends in student learning throughout the years across geographic and demographic sectors. This presentation will use multiple figures and graphs to get a glimpse at the emerging landscape of learning that continues to develop.

Sasa Tang, Association of American Colleges and Universities (AAC&U)

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Emerging Trends in Assessment (ET)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96849407921>

Track: 09J		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Evolution: Design of a Signature Assignment, Data Collection, and Decision Making

Through the creation of a signature assignment in an Introductory Sociology course (and implemented into higher level SOCI courses) we have found a method that directly supports the teaching, learning, and assessment of the four required Texas Core Objectives (Written Communication, Critical Thinking, Quantitative Literacy skills, and Social Responsibility.) The signature assignment is aligned with and scored by the associated VALUE Rubrics. Presenter will share the signature assignment format, how it was implemented, and how the results are used for improvement.

Rahime-Malik Howard, Dallas College-El Centro Campus

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Community Colleges (CC)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91738103140>

Track: 09K		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Inter Relater Reliability and Collaborative Committee Conditions in Online Graduate Projects: A

Prospectus Process Analysis

Students struggle with engaging in the iterative process and when completing a major project online, their confidence in their faculty may waiver. When faculty review their work and the student receives two separate sets of feedback, they become confused on the expectations of the project, in the student's ability to complete the project, and the student's trust in the faculty and institution that the feedback that they are receiving will provide clarity in their project allowing them to move forward through the program.

A review of ten graduate projects was conducted and evaluated with and without using a collaborative committee condition. The results identified that the collaborative committee condition review assisted in reliability of the prospectus feedback for quicker student progression. The need for inter relater reliability testing of graduate faculty for major projects has been identified as a practice for consistency in feedback reviews. While there are best practices for inter relater reliability, there are additional practices to assist in creating reliability of the evaluations. With the implementation of a collaborative committee requirements, the faculty are aligned with the organizational requirements for the project creating an additional reliability factor.

Holly Rick, Walden University and Melissa McCartney, Queens University of Charlotte North Carolina

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Assessment in Online Courses & Programs (AO)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99463657822>

Track: 09L		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Reducing Faculty Resistance to Assessment and Data Collection through Technology

Learn about our transformative journey from mundane to meaningful data collection by maximizing faculty collaboration and technology for continuous improvement. Explore how our institution leveraged technology to produce analytics and digital visualization in our General Education data collection process through our Assessment Management System, Campus Labs, to collect robust data that can be aggregated and disaggregated over time to see trends and make truly data-informed decision-making. This standardized and streamlined data collection process awakened faculty interest in assessment, educated faculty on data optimal for analysis of student learning outcomes, increased the use of rubrics, and reduced faculty resistance.

Denise J. Shaver, Oakwood University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Use of Technologies in Assessment (UT)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91499682698>

Track: 09M		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Grand Challenges Project: Emerging Plans for Action

The Grand Challenges in Assessment Project is creating strategic plans to address challenges facing assessment in higher education. During this interactive session you can learn about and provide input to the emerging strategic plans addressing four challenges: 1) Using assessment findings to increase equity, 2) Using assessment findings to direct immediate pedagogical improvements, 3) Producing visible and actionable assessment findings that drive innovation; 4) Examining changes in institutional effectiveness (including student learning) over time.

Karen E. Singer-Freeman and Christine Robinson, University of North Carolina at Charlotte; Diane Kelly-Riley, University of Idaho; Shannon Milligan, University of California at San Diego; Melissa Williams, Colorado Technical University; and Justin Hoshaw, Waubensee Community College

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97529463995>

Track: 09N		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Developing General Education Learning Outcomes during Times of Curricular Change

Following a recent HLC accreditation visit, our institution was asked to demonstrate effective assessment of the General Education curriculum. This work was complicated by a vast number of previously identified learning outcomes, and the potential approval of a complete curriculum redesign. We synthesized the wide range of general education learning outcomes into a core set of primary domains that could also adapt to the needs of a new curriculum. We report here on our process of developing outcomes, building faculty buy-in, and mapping outcomes under conditions of curricular uncertainty.

Ben Denkinger and Stacy Freiheit, Augsburg University

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: General Education (GE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94734413089>

Track: *090		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

NSSE's 3rd Decade: Synthesizing Contributions and Highlighting New Emphases in Assessment and Student Engagement

The National Survey of Student Engagement (NSSE) is thrilled to be entering a 3rd decade of assessment to improve educational quality and student outcomes. This session will highlight lessons learned about student engagement and instructional practice and assessment and improvement. We'll also introduce recent enhancements to the NSSE project, including new core items on sense of belonging, and optional Topical Modules to assess inclusiveness and cultural diversity, advising, quality in online education and the pandemic's impact on students' well-being. Join us to exchange ideas with staff and other NSSE users.

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

Presentation Type: 60-Minute Sponsor Session – Sponsored by [National Survey of Student Engagement \(NSSE\)](#)

Audience Level: All

Primary Track: Institution-Wide Data Collection/Use (ID)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94492809296>

Track: 09P		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

CourseNetworking (CN) and IUPUI CyberLab Virtual Sponsor Booth

Meet virtually with a CourseNetworking (CN) and IUPUI CyberLab representative and learn how they can help your institution.

Ali Jafari, Jillian Crist, Conor Marley, Allie Wigginton, and Mengyuan (Alice) Zhao, CourseNetworking (CN) and IUPUI CyberLab

Presentation Type: Virtual Sponsor Booth – Sponsored by [CourseNetworking \(CN\)](#) and [IUPUI CyberLab](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82332264539>

Track: 09Q		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

James Madison University, the Center for Assessment and Research Studies, Virtual Sponsor Booth

Meet virtually with a James Madison University, the Center for Assessment and Research Studies, representative and learn how they can help your institution.

Keston Fulcher, Jeanne Horst, Sara Finney, Caroline Prendergast, Chris Patterson, Beth Perkins, and Yelisey Shapovalov, James Madison University, the Center for Assessment and Research Studies

Presentation Type: Virtual Sponsor Booth – Sponsored by [James Madison University](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/83042170265>

Track: 09R		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

National Survey of Student Engagement (NSSE) Virtual Sponsor Booth

Meet virtually with a National Survey of Student Engagement (NSSE) representative and learn how they can help your institution.

Jillian Kinzie and Angie Miller, National Survey of Student Engagement (NSSE) and Indiana University—Bloomington

Presentation Type: Virtual Sponsor Booth – Sponsored by [National Survey of Student Engagement \(NSSE\)](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/88624645561>

Track: 09S		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Student Opportunity Center Virtual Sponsor Booth

Meet virtually with a Student Opportunity Center representative and learn how they can help your institution.

Chris Freire and Claire Jacobson, Student Opportunity Center

Presentation Type: Virtual Sponsor Booth – Sponsored by [Student Opportunity Center](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/89524814698>

Track: 09T		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Stylus Publishing, LLC Virtual Sponsor Booth

Meet virtually with Stylus Publishing editor, David Brightman, to learn about the Stylus editorial program and proposal process..

David Brightman, Stylus Publishing, LLC

Presentation Type: Virtual Sponsor Booth – Sponsored by [Stylus Publishing, LLC](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/81693406889>

Track: 09U		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Weave Virtual Sponsor Booth

Meet virtually with a Weave representative and learn how they can help your institution.

Amy Dykens and Kathy Farrelly, Weave

Presentation Type: Virtual Sponsor Booth – Sponsored by [Weave](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/86991768449>

Track: 09V		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., Virtual Sponsor Booth

Meet virtually with a Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., representative and learn how they can help your institution.

Stephanie Allen, Xitracs by Concord USA, Inc.

Presentation Type: Virtual Sponsor Booth – Sponsored by [Xitracs by Concord USA, Inc.](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/87907062798>

30-MINUTE CONCURRENT SESSIONS

(20-Minutes for Presentation; 10-Minutes for Discussion)

Track: 10A		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Scaling Up Undergraduate Research in Both Face-to-Face and Online Environments by Embedding Faculty Leads

In the spring 2020 semester, Dr. Jocelyn Evans of the University of West Florida's Kugelman Honors Program introduced a new undergraduate research curriculum spanning 12 research teams and 81 students. To make this transition to multiple faculty leads, the primary instructor recruited from established faculty friendships, shared work with the Honors Program, and departmental interest in recruiting majors, external community partnerships, and online instructors' interest in face-to-face opportunities to work with students. This presentation will discuss the costs, benefits, and lessons learned of executing large scale undergraduate research across a variety of disciplines with multiple faculty leads.

Jocelyn Evans, Andrea Nelson, and Kylie Pugh, University of West Florida

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94040946984>

Track: 10B		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Undergraduate Research at Cal Poly Pomona and California State University's Graduation Initiative 2025

It may be counter-intuitive to suggest that asking students to participate in activities that are not required for graduation can actually propel them to graduate. However, that is exactly what we have found at Cal Poly Pomona. A study of 4,363 students over 4 years has found that students who participate in extracurricular research projects and related activities are three times more likely to graduate than matched peers who do not participate in those activities. The presentation will describe the study, its results, and how it relates to California State University's Graduation Initiative 2025.

Winy Dong, Cal Poly Pomona; and Rebecca Eddy, Cobblestone Applied Research & Evaluation, Inc.

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93646817745>

Track: *10C		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

ePortfolio as Metacognitive Epiphany: Perspectives from Then and Now

Many ePortfolio initiatives stall when confronted by implementation challenges: *How* do we get students to participate? *How* do we incentivize faculty to undertake necessary teaching and assessment? These *how* questions can be overcome by a carefully articulated statement of the *why* of ePortfolios. In this session, a recent college graduate and a long-time faculty member demonstrate the value of ePortfolios as vehicles for self-understanding, rather than as job search tools. The lasting value of ePortfolios lies in their unmatched capacity for prompting trans-disciplinary reflection. Attendees will discover a widely adaptable rationale for ePortfolios that will motivate students and faculty alike.

Matthew T. Schneider, High Point University; and Hannah Schneider, Association of American Colleges and Universities (AAC&U)

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96402152679>

Track: 10D		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

#MessyData: Using Data Scaling to Improve Assessment, Evaluation, and Accreditation in Higher Education

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.

Raymond W. Francis, Central Michigan University; and Mark E. Deschaine, The University of Mississippi

Presentation Type: 30-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Assessment in Online Courses & Programs (AO)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99623686277>

Track: *10E		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Participatory Online Classroom Assessment for Inclusion, Achievement, and Efficiency

A situative approach to assessment was revised to help instructors reposition the participation of students who are minoritized by the composition or content of online courses. A reflection on cultural engagement was added to four public reflections used to efficiently assess and acknowledge engagement while formatively assessing understanding. The new reflection and repositioning dramatically increased students' use of sociopolitical controversies to frame engagement in a graduate education course. Attendees will learn to use formative self-assessments and automated timed exams to free up instructor time for more impactful public comments (including repositioning) directly on students' work.

Daniel T. Hickey and Joshua D. Quick, Indiana University—Bloomington

Presentation Type: 30-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Diversity, Equity, & Inclusion (DV)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96680770189>

Track: 10F		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Formative and Summative Assessments as Significant Markers in a Faculty Teaching Career

Meaningful and measurable professional growth of faculty as teachers requires ongoing formative and summative assessment, but an assessment of growth cannot begin without a clearly defined foundation. The Early Career Teaching Academy at IUPUI calls upon new faculty to begin their professional development by creating a foundation--a teaching philosophy grounded in conceptualizations of teaching and learning and illustrated by their own teaching practices. Faculty are then introduced to a reflective, scholarly, and evidence-based framework of teaching development that enables regular assessments, both formative (by self and others) and summative (e.g., faculty annual reports, advancement reviews, applications for teaching awards).

Douglas Jerolimov and Richard C. Turner, IUPUI

Presentation Type: 30-Minute Concurrent Session

Audience Level: Advanced

Primary Track: Faculty Development (FD)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91487971188>

Track: 10G		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Formative Feedback Matters: An Enhanced Assessment Method for Dissertation Research Committees

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 session shares new developments from last year's presentation during the pilot implementation period of the Graduate Student Research Committee Rubric (GSRCR) assessment case study. The GSRCR study compares the previously used form to the year-old implemented dissertation formative feedback rubric being used as an assessment method at Morehouse School of Medicine.

Shontell M. Stanford, Interdenominational Theological Center

Presentation Type: 30-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Graduate Education (GR)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93108201940>

Track: 10H		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Build an Integrated Assessment Model to Promote Global Learning in STEM Education

Addressing global learning in STEM education has become increasingly important yet challenging, particularly in courses that do not have an obvious global learning component. This presentation discusses an integrated assessment model that seamlessly embeds global learning outcomes into course learning objectives, using examples from Computer Science classes. This model focuses on fostering a global mindset through normal classroom deliverables such as projects, discussions, or homework assignments. Survey results to evaluate this model and student feedback will be shared with the audience.

Lingma L. Acheson, IUPUI

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Global Learning (GL)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99553507978>

Track: 10I		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Seeing through a Student-Pharmacist Lens: Longitudinal Student Focus Groups to Evaluate a New Curriculum Implementation

A non-directive moderator-style exploratory focus group was used after each semester of P1-P3 years to assess learning experience with a newly-implemented Doctor-of-Pharmacy curriculum. This longitudinal qualitative assessment was a component of a program-improvement initiative and was supplemented by student exam scores and course reviews by the Curriculum-Committee. Two to three focus groups with 8-10 students in each group were recruited using purposive sampling after each semester. Pre-designed semester-focused question prompts were used. Focus groups were facilitated by non-faculty to eliminate bias. Participant feedback was audio-recorded; anonymous participant feedback and facilitators' notes were collected. Data were coded, analyzed and triangulated using Miles & Huberman's model. Findings, results and program-level implications will be shared.

Minakshi Lahiri and Justine S. Gortney, Wayne State University

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Learning Improvement (LI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94199370592>

Track: 10J		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Harnessing Passion to Improve Learning: Using Communities of Practice to Assess Institutional Learning Outcomes

Central to effective institutional assessment is the notion of community. Questions such as, "How can a campus develop a culture of assessment?" and "How can we make the assessment process more meaningful?" point to the importance of community. Drawing on Lave and Wenger's classic Communities of Practice framework, this session will describe how one institution transitioned from a wholesale approach to assessing institutional learning outcomes to adopting a communities of practice model for assessment. The presenters will use their own lessons learned to outline a generic protocol for adopting communities-of-practice approaches for assessment at their own campuses.

Robyne Elder and Bethany Alden-Rivers, Lindenwood University

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Learning Improvement (LI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98477079590>

Track: 10K		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Creating an “Assess for Success” Audio Series

Assessments serve a powerful purpose for the individual conducting them. That impact can be enhanced by the sharing of assessments, but that sharing must occur in a way that engages people within and outside the community. In our Assess for Success audio series, our community learns how we are using assessment to connect with one another and improve student success. This presentation will share all the elements you need to create your own audio series. It is easier than you may think, and you can learn from our initial mistakes.

Julie Bauer Morrison, Tenisha Baca, and Cheryl Colan, Glendale Community College

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Use of Technologies in Assessment (UT)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95866975653>

Track: 10L		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Assessing Seniors’ Career Readiness

DePaul University’s Career Center piloted a career readiness survey with its seniors this spring. The survey was designed to gather student perceptions and behaviors tied to career readiness that include—but go beyond—a set of competencies. Through the use of cluster analysis, student segmentations created a shared, nuanced language among stakeholders for discussing the gaps and strengths in students’ career preparedness. The presenter will share specific ways the findings are impacting practice.

Sharisse Grannan, DePaul University

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Emerging Trends in Assessment (ET)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96462344396>

Track: 10M		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Quick Change: Collaboration in an Online Course for Teachers

This presentation reflects on the effectiveness of collaborative projects in an online course for future teachers of English. While collaborative projects are part of the course on a regular basis, the COVID-19 crisis created opportunities for deeper collaboration and a fuller use of technology. The presentation will compare and contrast the original, pre-COVID-19 plan with the revised, post-COVID-19 version of the final project. Sample projects and student reflections will be integrated. The presenter and audience will reflect on the opportunity to engage with one another and advanced technologies in a deeper way under new circumstances.

Estela Ene, IUPUI

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Assessment in Online Courses & Programs (AO)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93575250794>

Track: 10N		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Small Grants, Big Returns: Lessons Learned from a New Program

During the 2019-2020 academic year, the Teaching & Learning Committee (TLC) at Marian University established a grant program to encourage faculty and staff to engage in assessment. This initiative supported both larger interdisciplinary/interprofessional projects as well as smaller projects that assessed new approaches in the classroom and out-of-class settings. In this session, presenters will provide an overview of our process developing and implementing the grant program and discuss obstacles and accomplishments we encountered that should help institutions who are engaged in efforts rewarding and recognizing faculty and staff for meaningful assessment.

Holly Gastineau-Grimes and Tony Ribera, Marian University

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97872674281>

Track: 10O		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

“Smart Access” to Engage Students in Ownership of Professional Development

Student engagement in co-curriculum activities is essential to their professional development. It can be challenging, however, to quantify student experiences and the skills they gain through activities performed outside the curriculum. This presentation will describe the development of a web app as a way to engage students to manage their own professional development while tracking activities and skills gained through the co-curriculum.

Thomas Waters, Karen S. Pater, and Kristine S. Schonder, University of Pittsburgh School of Pharmacy

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Use of Technologies in Assessment (UT)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99875405199>

Track: 10P		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

The Means and the End: Assessing Undergraduate Digital Literacy

The ability to use technology effectively to communicate, manage, and lead public service organizations is increasingly crucial for students. Digital literacy is widely understood as essential to success in the workplace and modern life, yet this competency can be sorely lacking in nonprofit organizations. Our main research question was to determine the extent to which this undergraduate nonprofit course supported the improvement of students' digital literacy. We will share the course goals and objectives, assignments, measurement tools, and results. The evidence demonstrates the active learning exercises used in this course successfully improved students' digital literacy.

Alicia M. Schatteman, Northern Illinois University

Presentation Type: 30-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Community Engagement (CE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98057270612>

Track: 10Q		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Assessment of Information Literacy Instruction Mapped to a STEM Degree Curriculum

The chemistry librarian at Indiana University – Purdue University, Indianapolis (IUPUI) collaborated with faculty from the Department of Chemistry and Chemical Biology in mapping information literacy and chemical information components into the curriculum for undergraduate degrees in Chemistry. The curriculum mapping involved scaffolding information skills instruction throughout the degree programs. Mixed assessment methods were used to determine whether or not the learning outcomes of the information literacy program were met. Assessment results were also used to identify gaps, identify student misconceptions, and revise future instructional sessions and learning activities in order to improve student learning.

Eric Snajdr, IUPUI

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: STEM Education (SE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98638671844>

Track: 10R		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Off-Site Computer Adaptive Testing For Virtual Assessment in Nigeria: Simulated Evidence on Test Lengths

Virtual learning has become the order of the day being a way of avoiding a total collapse of the educational sector due to the pandemic. With virtual learning come off-site assessments. Computerised Adaptive Tests (CAT) is a paradigm shift in the educational assessment that ensures accuracy in ability placements. This study employed a survey design for describing the psychometric characteristics of a simulated 3-parameter logistic IRT model designed to support off-site assessments. This simulation study was designed to include three stages of generating examinee and item pool data, specifying the item selection algorithm and specifying CAT administration rules for execution with SimulCAT. Findings revealed that the fixed-length test guarantees a higher testing precision with an observed systematic error less than zero, a CMAE ranging from 0.2 to 0.3 and RMSE being consistent around 0.2. Findings also revealed that the fixed-length test had a higher item exposure rate which can be handled by falling back on the item selection methods that rely less on the a-parameter. Also, item redundancy was lesser for the fixed-length test compared to the variable-length test. Conclusions are for the fixed-length test option to support virtual learning in Nigeria.

Mayowa O. Ogunjimi, Jumoke I. Oladele, Dorcas D. Daramola, Mohammed I. Jumoh, and Henry O. Owolabi, University of Ilorin; and Musa A. Ayanwale, Kampala International University

Presentation Type: 30-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Use of Technologies in Assessment and Assessment (UT)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91841588391>

Track: *10S		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Closing the Assessment Loop of Program Learning Outcomes: Institutional Strategies for Accreditation Needs

Accrediting bodies have increasingly emphasized the use of assessment results to improve teaching and learning, and institutions are required to provide evidence of closing the assessment loop. Institution-level practices of closing the assessment loop can be centralized and well documented. Unfortunately, program-level assessments of major fields are faculty-driven efforts within the academic program, and it can be a challenge for the institution to effectively document these decentralized practices of closing the loop. This session will present the institutional strategies used to reinforce the program-level practices of closing the assessment loop and to systemically document such evidence for accreditation needs.

Juliet K. Hurtig and Eunhee Kim, Ohio Northern University

Presentation Type: 30-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Accreditation (AC)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96722889096>

Track: 10T		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

What is Leadership? What is Professionalism? Building Consensus on Priority Leadership and Professionalism Attributes for Health Profession Student Development Among Faculty, Preceptors, and Students

Today's healthcare environments are increasingly dynamic and require healthcare professionals to engage in a variety of roles and responsibilities while modeling leadership and professionalism. Health professions educational program accreditation agencies often describe leadership and professionalism outcomes for student development. Literature suggests that how individuals define, conceptualize, and assess these constructs varies. A modified Delphi approach can be used to identify and build consensus on priority leadership and professionalism attributes for health professional student development. This session will share a novel Delphi approach that included faculty, clinicians, and students in this process and describe gaps in priorities observed among stakeholder groups.

Jackie M. Zeeman, University of North Carolina Eshelman School of Pharmacy

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Graduate Education (GR)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93334219657>

Track: 10U		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

CourseNetworking (CN) and IUPUI CyberLab Virtual Sponsor Booth

Meet virtually with a CourseNetworking (CN) and IUPUI CyberLab representative and learn how they can help your institution.

Ali Jafari, Jillian Crist, Conor Marley, Allie Wigginton, and Mengyuan (Alice) Zhao, CourseNetworking (CN) and IUPUI CyberLab

Presentation Type: Virtual Sponsor Booth – Sponsored by [CourseNetworking \(CN\)](#) and [IUPUI CyberLab](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82332264539>

Track: 10V		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

James Madison University, the Center for Assessment and Research Studies, Virtual Sponsor Booth

Meet virtually with a James Madison University, the Center for Assessment and Research Studies, representative and learn how they can help your institution.

Keston Fulcher, Jeanne Horst, Sara Finney, Caroline Prendergast, Chris Patterson, Beth Perkins, and Yelisey Shapovalov, James Madison University, the Center for Assessment and Research Studies

Presentation Type: Virtual Sponsor Booth – Sponsored by [James Madison University](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/83042170265>

Track: 10W		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

National Survey of Student Engagement (NSSE) Virtual Sponsor Booth

Meet virtually with a National Survey of Student Engagement (NSSE) representative and learn how they can help your institution.

Jillian Kinzie and Angie Miller, National Survey of Student Engagement (NSSE) and Indiana University—Bloomington

Presentation Type: Virtual Sponsor Booth – Sponsored by [National Survey of Student Engagement \(NSSE\)](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/88624645561>

Track: 10X		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Student Opportunity Center Virtual Sponsor Booth

Meet virtually with a Student Opportunity Center representative and learn how they can help your institution.

Chris Freire and Claire Jacobson, Student Opportunity Center

Presentation Type: Virtual Sponsor Booth – Sponsored by [Student Opportunity Center](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/89524814698>

Track: 10Y		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Stylus Publishing, LLC Virtual Sponsor Booth

Meet virtually with Stylus Publishing editor, David Brightman, to learn about the Stylus editorial program and proposal process..

David Brightman, Stylus Publishing, LLC

Presentation Type: Virtual Sponsor Booth – Sponsored by [Stylus Publishing, LLC](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/81693406889>

Track: 10Z		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Weave Virtual Sponsor Booth

Meet virtually with a Weave representative and learn how they can help your institution.

Amy Dykens and Kathy Farrelly, Weave

Presentation Type: Virtual Sponsor Booth – Sponsored by [Weave](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/86991768449>

Track: 10AA		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., Virtual Sponsor Booth

Meet virtually with a Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., representative and learn how they can help your institution.

Stephanie Allen, Xitracs by Concord USA, Inc.

Presentation Type: Virtual Sponsor Booth – Sponsored by [Xitracs by Concord USA, Inc.](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/87907062798>

Track: 10AB		Monday, October 26, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:30 PM	4:30 PM - 5:30 PM	3:30 PM - 4:30 PM	2:30 PM - 3:30 PM

Association of American Colleges and Universities (AAC&U) Happy Hour

Meet virtually with an Association of American Colleges and Universities (AAC&U) representative and learn how they can help your institution.

Hannah Schneider, Association of American Colleges and Universities (AAC&U)

Presentation Type: Virtual Sponsor Booth – Sponsored by [AAC&U](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/87847735211>

Tuesday, October 27, 2020

KEYNOTE SESSIONS

Track: *11A		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 12:00 PM	10:00 AM - 11:00 AM	9:00 AM - 10:00 AM	8:00 AM - 9:00 AM

ePortfolios for Powerful and Purposeful Teaching, Learning, and Assessment

Electronic portfolios have been recognized as a high-impact practice when “done well.” What does it take to do ePortfolios well? And what does it take to do ePortfolio assessment well? In examining these questions, I will trace the evolution of the ePortfolio track (now part of the HIPs in the States track) at the Assessment Institute in tandem with the evolution of ePortfolios as a field of practice and research; discuss how ePortfolios resonate especially strongly with three of the “meta-trends” that co-editor Stephen Hundley and I identify in our 2019 book, *Trends in Assessment: Ideas, Opportunities, and Issues for Higher Education*; share a “taxonomy” of high-impact ePortfolio practice developed at IUPUI in 2018-2019 and implemented in 2019-2020; and note implications for teaching, learning, and assessment in the age of *Covid-19*.

Susan Kahn, IUPUI

Presentation Type: Keynote Session – Sponsored by [National Survey of Student Engagement \(NSSE\)](#)

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98889555108>

Track: *11B		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 12:00 PM	10:00 AM - 11:00 AM	9:00 AM - 10:00 AM	8:00 AM - 9:00 AM

Beyond Storytelling: A Call for Actionable Assessment

Policymakers, accreditation bodies, students and their families, and other stakeholders increasingly press institutions of higher education to provide clear evidence of their value. Community-engagement is one response to this call to contribute to the public good. But what do we really know about its impact?

Based upon an analysis of successful applications from the 2015 cycle of the Carnegie’s Community Engagement Classification (Holton, Hinterlong, & Jettner, 2020), this keynote challenges prevailing assumptions about what we claim and what we know about the impact of community engagement.

Valerie Holton, Holton Consulting, LLC

Presentation Type: Keynote Session – [Sponsored by IUPUI CyberLab](#)

Audience Level: All

Primary Track: Community Engagement (CE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92060966138>

Track: *11C		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 12:00 PM	10:00 AM - 11:00 AM	9:00 AM - 10:00 AM	8:00 AM - 9:00 AM

Pervasive and Authentic: Building an Institutional Ecosystem that Accelerates Global Engagement

This keynote examines ways in which higher education can, and must, strategically plan for embedded and authentic global engagement, establish the necessary actions and then assess effective outcomes. It is not enough to claim that graduates are globally competent. Let's face it, we all claim to be global! Rather, institutions must systematically construct interdisciplinary and applied learning environments designed to place global awareness, participation and competency at the core of the academic enterprise. Global systems and processes are not "one more thing" to add to the academic experience, rather they are a central tenet of academia in the 21st century. These systems and processes are interwoven in all areas of intellectual life, and address the critical socio-cultural and socio-economic dynamics that will influence positive societal change across local, national and global communities. This work cannot be departmentalized as it effects every corner of the university and requires attention from the entire ecosystem. The presentation will share examples of methods used to infuse global engagement into the curricular and co-curricular life, and into the research enterprise, and considers how institutions can not only prepare their students for this dynamic and interconnected world, but also successfully construct and manage these global systems and resources within the institution.

Roger Brindley, The Pennsylvania State University

Presentation Type: Keynote Session – [Sponsored by CourseNetworking \(CN\)](#)

Audience Level: All

Primary Track: Global Learning (GL)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99055905306>

Track: *11D		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 12:00 PM	10:00 AM - 11:00 AM	9:00 AM - 10:00 AM	8:00 AM - 9:00 AM

Gender Inequity: What Is It, Why Does It Continue, What Can We Do About It?

Women and men have different trajectories in academia - and in the professions more generally. A review of data shows that both men and women are likely to overrate men and underrate women in professional settings. Often, the differences are small and subtle, such as ignoring a woman at a meeting. To create a fair society, we need policies and norms that will allow us to judge everyone impartially. To create academic excellence, we need an environment that recognizes and respects merit, whether it speaks with a loud or soft voice.

Virginia Valian, Hunter College and CUNY Graduate Center

Presentation Type: Keynote Session – [Sponsored by Anthology, formerly Campus Labs](#)

Audience Level: All

Primary Track: Diversity, Equity, & Inclusion (DV)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93674351770>

Track: *11E		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 12:00 PM	10:00 AM - 11:00 AM	9:00 AM - 10:00 AM	8:00 AM - 9:00 AM

Assessment, Inclusion, and STEM: Looking Toward the Next Decade

A significant facet of increasing the inclusion and participation of students of color in the STEM workforce is to understand the role faculty play in preparing and assisting with student matriculation to graduation and ultimately participation in the workforce. The overarching goal of this presentation is to share research conducted to assess and develop viable solutions to the conundrum of low representation of students of color in the STEM workforce.

Fred A. Bonner II, Prairie View A&M University

Presentation Type: Keynote Session

Audience Level: All

Primary Track: STEM Education (SE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91509247385>

Track: *11F		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 12:00 PM	10:00 AM - 11:00 AM	9:00 AM - 10:00 AM	8:00 AM - 9:00 AM

Faculty Leadership for Assessment: Lessons from the Scholarship of Teaching and Learning

The scholarship of teaching and learning movement, launched thirty years ago by Ernest Boyer's *Scholarship Reconsidered: Priorities for the Professoriate*, now has a dedicated, international following, with faculty bringing their skills, values, and habits as scholars to their work as teachers. Though its history differs significantly from that of assessment, the two movements share a core commitment to evidence and improvement. In this session we will explore what has been learned in the scholarship of teaching and learning movement, and how those lessons might be helpful to those of us engaged in assessment.

Pat Hutchings, National Institute for Learning Outcomes Assessment (NILOA) and Bay View Alliance (BVA)

Presentation Type: Keynote Session – Sponsored by [Xitracs by Concord USA, Inc.](#)

Audience Level: All

Primary Track: Faculty Development (FD)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99045814827>

60-MINUTE CONCURRENT SESSIONS

Track: *12A		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Assessing HIP Quality: Evidence from the Literature and Students' Experience

High-Impact Practices (HIPs) are widely hailed as educationally beneficial, life-changing experiences. The literature identifies a set of essential quality elements common across HIPs, yet to date most evidence about HIPs has been limited to student participation, with little empirical examination of their implementation. This session shares findings of a multi-institution study of students' exposure to elements of quality in HIPs, and maps data to quality elements represented in specific HIP research to illustrate patterns in each HIP. Discussion focuses on findings about evidence of high-quality within seven HIPs, results by race-ethnicity, and ideas about the implications for assessment and improvement.

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

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92747130400>

Track: 12B		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

An Educator's Guide Through HIPs

To support systems and institutions in their professional development efforts, in 2020 NASH launched a series of free online modules for implementing, scaling, and assessing equitable HIPs. The eleven modules include over 35 interviews and narratives with campuses and systems who have undertaken this work providing scaffolded points of reflection for faculty, administrators and systems leaders supporting HIP efforts. The session will offer a hands-on demonstration about how the modules can be used and allow ample time for discussion.

Claire Jacobson, National Association of System Heads (NASH) and Student Opportunity Center

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: NILOA/HIPs in the States (High-Impact Practices) (NI/HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97743208682>

Track: *12C		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Changing the Narrative: HBCUs Leading on Learning

Historically Black Colleges and Universities (HBCUs), like other higher education institutions, must be responsive to public pressures for more accountability and require substantial evidence of student learning and achievement. Responding to these pressures, along with offering meaningful educational experiences, is vital to the long-term success of any institution (Reneau & Howse, 2019). And despite their widespread challenges, HBCUs continue to be at the forefront of the struggle to deliver and expand educational opportunities that positively influence life chances for their students. The HBCU Collaborative for Excellence in Educational Quality Assurance (HBCU-CEEQA) is a leader in building the capacity to demonstrate the impact and effectiveness of HBCUs. This panel will describe how HBCUs continue to invest in and value students, operate with purpose, advance their service-centered missions, and lead in learning.

Verna F. Orr and Natasha Jankowski, National Institute for Learning Outcomes Assessment (NILOA) and University of Illinois Urbana-Champaign; Mark Howse, Morehouse School of Medicine; Shontell M. Stanford, Interdenominational Theological Center; and Franz Reneau, Georgia Institute of Technology

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Diversity, Equity, & Inclusion/NILOA (DV/NI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98340479428>

Track: 12D		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Beyond the Satisfaction Survey for Determining Effectiveness of Professional Development Training: Harvesting Direct Data is Doable

In this presentation participants will explore, evaluate, and apply. Participants will explore examples of direct and indirect assessments that we used in an eight-year study determining the effectiveness of grant-writing workshops on the ability of faculty attendees to apply new learning to secure internal research grants. Assessments include longitudinal tracking of grant awardees (N=485) based on institutional data on faculty performance, models of successfully written proposals, feedback on workshops, and a satisfaction survey. Participants will evaluate the strengths and weaknesses of collecting direct and indirect assessment data and apply useful aspects of our assessment model to their institutional context.

Peggy Liggitt and Julia Nims, Eastern Michigan University

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Faculty Development (FD)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92400241653>

Track: 12E		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Scaling and Sustaining: Best Practices for Systems Implementing CUREs

Considerations of undergraduate research scalability (increasing the numbers of students participating in the high-impact practice) and curricular scaffolding (deepening the student experience through linked courses) are under active discussion across academic institutions. In this panel, we will examine the effectiveness of Course-based Undergraduate Research Experiences (CUREs) as a mechanism for students to access research through their coursework. Panelists will address the issue from a variety of perspectives: a state-wide program that has begun a network for faculty engaging in CUREs; a campus-level program offering faculty CURE development and support; and individual faculty who have successfully implemented and scaffolded CUREs.

Corin Vashoun White, Corin Slown, and John E. Banks, California State University, Monterey Bay (CSUMB); and Paula L. Fischhaber, California State University, Northridge (CSUN)

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94018885979>

Track: *12F		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

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, urge 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 40 higher education associations for program review and evaluation of student learning.

Gavin Henning, New England College; Dan Bureau, University of Memphis; and Jen Wells; Kennesaw State University

Presentation Type: 60-Minute Concurrent Session

Audience Level: Beginner

Primary Track: Student Affairs Programs and Services (SA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95635637679>

Track: 12G		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Are We On the Same Page? Examining the Health of Relationships Between Community Partners and Universities

Relationships evolve, including those between universities and the community partners for internships, service learning, volunteerism, and more. Are the partnerships beneficial for all parties and have they evolved to maintain relevance within the local community and university community? How can they be improved? This session will share information from interviews done with community partners related to the value they see in partnerships, their perspective on their identity as co-educators to students, and the perceived level of reciprocity and commitment. We will also ask audience members to share ideas on how they collect and honor "community partner voice" in their work.

Laurie A. Marks, University of Wisconsin-Milwaukee; and Hannah Lubar, Marquette University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Community Engagement (CE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91328040219>

Track: 12H		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Caution: Crosswalking Multiple Accreditation Standards

Morehouse School of Medicine (MSM) has developed a successful process of aligning the requirements for accreditation of its graduate health science programs with the criteria for accreditation of its regional accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Navigating multiple accrediting bodies that require detailed comprehension/analysis of standards, institutions must self-regulate their processes to determine how specialized accreditation standards impact the narratives required for regional accreditation. MSM has mapped a process where all data gathered can be used for regional and specialized accreditation.

Garrya S. Hatton Dunston and Carlissa Jackson, Morehouse School of Medicine

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Graduate Education (GR)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96648322311>

Track: 12I		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Open Conversation on Assessing Global Learning

This semi-structured 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 Bozeman and Hilary E. Kahn, IUPUI; Darla Deardorff, Association of International Education Administrators (AIEA); and Dawn Whitehead, Association of American Colleges and Universities (AAC&U)

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Global Learning (GL)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96271355232>

Track: 12J		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Institutional Data: Infrastructure Creation, Worthwhile Research Questions, and Championing Change Across Campus

Effective learning, high-impact practice, and career outcome evaluation can lead to the necessary insights to spur change initiatives for the betterment of students, faculty, staff, and administrators at institutions of higher education. This session presents three segments profiling the assessment practices at a large southern university from outset to ensuring sustainable evaluation and learning improvement practices for the future. Topics include implementing an effective assessment and evaluation infrastructure, forming worthwhile research questions to best inform practice, and strategies on collaborating with units across campus to facilitate learning improvement and career outcome-focused change initiatives.

Katie Benton-Snead Boyd and Joshua S. Acosta, Auburn University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Learning Improvement (LI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92825887887>

Track: 12K		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Assessment of Critical Thinking, Problem Solving, and Collaborative Learning Utilizing a Concept-Mapping Project within a Pharmacotherapy Course in Doctor-of-Pharmacy Curriculum

Participants for this mixed-method study were second-year Fall 2018 Doctor-of-Pharmacy students. Concept-mapping tools and assignments were introduced during a class session. Online instructional-video and resources on concept maps were delivered using Canvas. An optional session on concept maps was offered for learning support. Student perceptions of using concept maps as collaborative, active-learning tools were obtained by pre- and post-Qualtrics surveys. Exam performance was compared between Fall 2018 students (using a concept map) and Fall 2017 students (did not use a concept map). Students mostly responded favorably to concept-map assignments. The independent samples t-test indicated significant differences in performance on relevant content with Fall 2018 students performing better over Fall 2017. Detailed findings will be shared.

Minakshi Lahiri, Dana El-Masri, and Linda Jaber, Wayne State University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: STEM Education (SE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93583306736>

Track: 12L		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Ensuring Quality Assessment and Continuous Improvement through Innovative Alignment Among the Cornerstones of Teaching and Learning: Assessment, Curriculum, and Delivery in Multi-Campus

Institutions

Assessment should be a fundamental aspect of curriculum design and development that is intrinsic to teaching and learning, rather than a footnote. Indeed, alignment between assessment, curriculum, and instructional delivery is essential for effective educational outcomes. Such alignment is also a critical focus of higher educational accrediting bodies, both in initial and renewal accreditation. This presentation will describe the design and implementation of a triangulated alignment system at a multi-campus federal institute of higher education in the UAE. This system of alignment has two primary purposes: (1) to ensure coordination between these three integral areas for the benefit of faculty and students, and (2) to satisfy accreditation requirements for multi-campus delivery of equivalent educational experiences and achievement of identical learning outcomes.

Alignment reflects the degree to which institutional expectations (curriculum), instructional delivery and student assessments correspond to guide student learning. In the context of this presentation, institutional expectations are reflected in program and course learning outcomes, an area of particular interest to accrediting bodies worldwide. The alignment system described in this session ensures that such learning outcomes are not merely words on paper, but are connected to classroom delivery and assessment systems. By following this approach, both equity and transparency are augmented at the student and program levels.

Nickie Christensen and Mohamad Saoud, Higher Colleges of Technology

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Accreditation (AC)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97778159326>

Track: 12M		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Leveraging Canvas for Campus-Level Assessment Needs

Assessment professionals have several options when selecting a learning outcomes management system for campus-level assessment needs. These helpful systems reduce faculty burden, provide powerful reporting, and encourage meaningful data use. Despite the many benefits, these systems may not be an option for many of us because of budgetary restrictions. This session will examine how assessment professionals can leverage Canvas for their campus-level assessment needs. The presenter will help participants set up outcomes, criteria, and rubrics in Canvas; provide valuable resources; and discuss effective and inexpensive reporting strategies.

Tony Ribera, Marian University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Use of Technologies in Assessment (UT)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91601314792>

Track: 12N		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Using Bolman and Deal to Identify and Confront Challenges in Assessment

The number and diversity of issues in fulfilling our assessment responsibilities is seemingly endless from limited resources and faculty buy-in to cumbersome software, conflicting priorities, and duplication of effort. Drawing on Bolman and Deal's Reframing Organizations, we will encourage participants to examine assessment challenges at their institutions and identify possible solutions using the four leadership frames. Strategies for prioritizing solutions to those challenges will then be discussed. Participants will leave with an outline of a focused, high-impact plan for guiding assessment improvements that can be used to spark further dialogue with colleagues at their own institutions.

Mike Rudolph, John Eric M. Lingat, and Sativa Thompson, University of Kentucky

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95653534368>

Track: 12O		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Designing Collaborative Final Projects to Assess and Document Student Learning

Are you searching for a final project that will give your students an opportunity to work collaboratively to demonstrate their learning in creative and imaginative ways? This presentation will share the story of a final project in an Introduction to Poetry course that, after being revised using the TILT model, successfully demonstrates student learning in the course. The presenter will share the project design both before and after the TILT process. In addition, several students in her class will share their projects, discuss their collaborative process in completing them, and reflect on what they learned from the experience.

Nancy D. Goldfarb, Anna White, and Kourtney Newbury, IUPUI

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Learning Improvement (LI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94918152532>

Track: 12P		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Integrating Efficiency and Accountability: How University of Holy Cross Manages Institutional Effectiveness Initiatives with Planning and Self-Study

University of Holy Cross, a small, private Catholic university in New Orleans, initially sought a digital solution to support its historically paper-based institutional effectiveness planning process. Yet by implementing Planning & Self-Study by Watermark, the university was able to implement a solution that not only eliminated paper-based processes but also integrated institutional effectiveness with accreditation self-studies, program review, and strategic planning. The result? An efficient, data-driven planning process that promotes action and accountability.

Victoria Dahmes and William Luton, University of Holy Cross

Presentation Type: 60-Minute Sponsor – Sponsored by [Watermark](#)

Audience Level: All

Primary Track: Use of Technologies in Assessment (UT)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93076318646>

Track: 12Q		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

CN ePortfolio at IUPUI: How We Promote Student Learning and Success Using ePortfolio

In this webinar, IUPUI CyberLab and Amy Powell, the Executive Director of ePortfolio at IUPUI, will present the CN ePortfolio platform designed, developed, and implemented at IUPUI and worldwide. The IUPUI CyberLab Team will demonstrate the life-long and social ePortfolio platform as its R&D product. Mrs. Powell will share how the CN ePortfolio platform is being used in various programs on the IUPUI campus, promoting student learning in the curriculum and co-curriculum, and supporting institutional missions and initiatives. Through this webinar, attendees will not only get to know a technology platform that can be integrated with their educational programs but also learn strategies and resources used at IUPUI—an institution that has a history of promoting ePortfolio as an effective tool for student success.

Amy Powell, IUPUI; Ali Jafari, Mengyuan (Alice) Zhao, and Allie Wigginton, CourseNetworking (CN) and IUPUI CyberLab

Presentation Type: 60-Minute Sponsor Session – Sponsored by [IUPUI CyberLab](#)

Audience Level: All

Primary Track: Use of Technologies in Assessment/Community Engagement (UT/CE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92293204693>

Track: 12R		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

CourseNetworking (CN) and IUPUI CyberLab Virtual Sponsor Booth

Meet virtually with a CourseNetworking (CN) and IUPUI CyberLab representative and learn how they can help your institution.

Ali Jafari, Jillian Crist, Conor Marley, Allie Wigginton, and Mengyuan (Alice) Zhao, CourseNetworking (CN) and IUPUI CyberLab

Presentation Type: Virtual Sponsor Booth – Sponsored by [CourseNetworking \(CN\)](#) and [IUPUI CyberLab](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82332264539>

Track: 12S		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

James Madison University, the Center for Assessment and Research Studies, Virtual Sponsor Booth

Meet virtually with a James Madison University, the Center for Assessment and Research Studies, representative and learn how they can help your institution.

Keston Fulcher, Jeanne Horst, Sara Finney, Caroline Prendergast, Chris Patterson, Beth Perkins, and Yelisey Shapovalov, James Madison University, the Center for Assessment and Research Studies

Presentation Type: Virtual Sponsor Booth – Sponsored by [James Madison University](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/83042170265>

Track: 12T		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

National Survey of Student Engagement (NSSE) Virtual Sponsor Booth

Meet virtually with a National Survey of Student Engagement (NSSE) representative and learn how they can help your institution.

Jillian Kinzie and Angie Miller, National Survey of Student Engagement (NSSE) and Indiana University—Bloomington

Presentation Type: Virtual Sponsor Booth – Sponsored by [National Survey of Student Engagement \(NSSE\)](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/88624645561>

Track: 12U		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Student Opportunity Center Virtual Sponsor Booth

Meet virtually with a Student Opportunity Center representative and learn how they can help your institution.

Chris Freire and Claire Jacobson, Student Opportunity Center

Presentation Type: Virtual Sponsor Booth – Sponsored by [Student Opportunity Center](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/89524814698>

Track: 12V		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Weave Virtual Sponsor Booth

Meet virtually with a Weave representative and learn how they can help your institution.

Amy Dykens and Kathy Farrelly, Weave

Presentation Type: Virtual Sponsor Booth – Sponsored by [Weave](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/86991768449>

Track: 12W		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., Virtual Sponsor Booth

Meet virtually with a Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., representative and learn how they can help your institution.

Stephanie Allen, Xitracs by Concord USA, Inc.

Presentation Type: Virtual Sponsor Booth – Sponsored by [Xitracs by Concord USA, Inc.](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/87907062798>

Track: 12X		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

WASC Senior College and University Commission Regional Accreditor Consultation

Meet virtually with a representative from the regional accreditation agency WASC Senior College and University Commission.

David Chase, WASC Senior College and University Commission

Presentation Type: Regional Accreditor Consultation

Audience Level: All

Primary Track: Accreditation (AC)

Track: 12Y		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 12:30 PM	11:15 AM – 11:30 AM	10:15 AM - 10:30 AM	9:15 AM – 9:30 AM

AEFIS Virtual Yoga - 15-Minute Easy Stretching & Meditation While Sitting at Your Desk

This activity is intended for everyone and no experience necessary. All you need to do is show up! You will not need a yoga mat, special shoes, or any specific clothing. All you will need to do is sit up in your chair and ideally be close to your camera showing your shoulders and head. During our session, we will be focusing on gentle neck and shoulder stretches, breathing techniques, and a small meditation for each class where we will set an intention for our day.

Brian Flynn, AEFIS

Presentation Type: Virtual Sponsor Booth – Sponsored by [AEFIS](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://www.aefisacademy.org/event/ae fis-virtual-yoga-level-1-2020-10-27/>

Track: 13A		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Assessing the Faculty Role in High-Impact Practices

High-impact practices are effective educational practices leveraged to improve student outcomes, and often faculty members are key to their facilitation. This session examines faculty roles in emphasizing students' participation and engaging students in these practices. We will share characteristics of faculty who encourage and partake in these activities with an emphasis on assessment practices for gathering more information about faculty experiences with high-impact practices. Attendees will have the opportunity to learn from one another through sharing their own challenges and successes in measuring faculty involvement in high-impact practices and how they cultivate a culture of high-impact experiences on campus.

Kyle T. Fassett, Allison BrckaLorenz, and Thomas F. Nelson Laird, Indiana University—Bloomington

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95800430534>

Track: 13B		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Assessment and Scholarly Research: Ships Passing in the Night?

While student learning outcomes assessment has been an expected, and in some areas required, practice for over twenty years, institutional practice is still in nascent stages at many colleges and universities. In this session, a panel of researchers will reflect on their findings of a content analysis of assessment related scholarly articles. The effort examined the disconnect between assessment practice-based literature versus the scholarly conversations unfolding on assessment within academic journals. The presentation will answer: what is the current understanding of assessment in academic journals? Participants will join the panelists in discussing the disconnect between assessment practice and scholarly writing.

Marjorie Dorimé-Williams, University of Missouri - Columbia; Cindy Cogswell, Ohio University; and Gianina Baker, National Institute for Learning Outcomes Assessment (NILOA)

Presentation Type: 60-Minute Concurrent Session

Audience Level: Advanced

Primary Track: NILOA (NI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96326057730>

Track: 13C		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Designing and Evaluating an Online Inclusive Teaching Course

This presentation will describe the design, implementation, and evaluation of an online course for faculty about teaching and learning in diverse classrooms. We build from research about diversity and campus climates to suggest contemporary teaching methods for creating more inclusive classrooms. We share instructional examples, as well as both qualitative and quantitative evaluation findings. We also offer opportunities for participants to reflect on course content, share their opinions and experiences, and test their own hypotheses about how the course impacts participants.

Melina Ivanchikova and Amy Cardace, Cornell University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Diversity, Equity, & Inclusion (DV)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93166629031>

Track: *13D		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

The Scholarly Teaching Taxonomy: A Way to Identify and Promote Scholarly Teaching

Scholarly teaching is an intentional practice that is informed by evidence, research on teaching and learning, well-reasoned theory, and critical reflection. The Scholarly Teaching Taxonomy grew out of a need to describe the essential attributes of teaching as a scholarly practice and profession, in order to more clearly articulate paths to growth and success. In this session, participants will use the taxonomy to assess and recognize scholarly teaching attributes in themselves and others. They will also imagine and discuss uses of the taxonomy to promote scholarly teaching in their contexts.

Lisa Contino, Douglas Jerolimov, Anusha S. Rao, Terri A. Tarr, and Richard C. Turner, IUPUI

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Faculty Development (FD)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93221695651>

Track: 13E		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Hands on HIPs: Understanding the Student Outcomes from the Students' Perspective

High-Impact Practices (HIPs) hold the promise of increasing student achievement, engagement, satisfaction, and persistence. The research presented here uses stakeholder participation from the critical theory of communication in organizations to enlist students in actively designing their educational experiences in Introduction to Sociology. Using assessment tools (including a pre- post-survey and Comprehensive Learner Record) along with a qualitative analysis of data, the researchers hope to demonstrate meaningful gains in 1) students' abilities to "Think Like A Sociologist," and 2) students' own self-efficacy related to personal and career goals. Participants in this session will learn how to implement HIPs and CLR.

Colin E. Suchland, Lincoln Land Community College; and Suzanne Carbonaro, AEFIS

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97905665536>

Track: *13F		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Stuck in the Middle: Building a Culture of Assessment for Your Department and Division

While we know assessment is increasingly important to the success of Student Affairs, the value of assessment does not always translate to practical application. Without a clear assessment plan for the division, how do department leaders effectively guide the work of their teams and align with institutional goals? If we do not know what we are trying to assess, how do we prove we are impacting the student experience in meaningful ways? Participants will learn how mid-level professionals can guide the development of an assessment plan from the middle and cultivate buy-in from division leaders, peers, and direct reports simultaneously.

Jessica M. Long-Pease and Yvette Kell, University of Missouri - St. Louis

Presentation Type: 60-Minute Concurrent Session

Audience Level: Beginner

Primary Track: Student Affairs Programs and Services (SA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92034005790>

Track: 13G		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Examining Alumni Engagement: What Institutions Can Do To Increase Depth and Breadth of Community Impact

We interviewed alumni to better understand how they see themselves contributing to the greater good of society 3-5 years after graduation. Of the 72 alumni interviewed, we learned about what topics are of greatest interests to them, how they are working to address social issues, and how their experiences during college influenced their engagement today. Attendees will hear from the institutional research team's survey findings and how the community engagement staff are using the information from both the survey and the interviews to inform practice.

Kristin Norris and Robbie Janik, IUPUI

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Community Engagement (CE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94701495477>

Track: 13H		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

A Mixed Methods Research: Developing and Refining Educational Processes and Programs

This session seeks to highlight how qualitative and mixed methods research can augment those data sources and provide deeper insights into teaching and learning at an institution of higher education. Presenters will define mixed methods research and how it allows researchers to use both quantitative and qualitative methods to deepen, extend, and contextualize predictive quantitative analyses. In particular, we will highlight how qualitative and mixed methods research can extend the most common approaches by (1) allowing for educational processes and programmatic refinement, and (2) addressing educational equity and opportunity to help increase student success and access.

Alicia Boards, Amy N. Farley, and Christopher M. Swoboda, University of Cincinnati

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Graduate Education (GR)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93919260937>

Track: 13I		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

The Hows, Whys, and Whats of Being Culturally Responsive in Student Support Assessment

This session offers participants practical, applicable, culturally responsive strategies they can adopt to conduct needs and satisfaction assessments at their institutions. Offering a brief overview of one international student needs assessment process and its findings, participants will learn how to approach assessment with a more equitable, culturally sensitive, and collaborative researcher-subject/assessor-assessee relationship lens. Expected and numerous unexpected benefits of this culturally responsive approach will be shared. If you want to learn how to engage your campus stakeholders, increase participation, arrive at solutions that already have buy-in, and give voice/power to those often marginalized/silenced, this session is for you.

Divya Bheda, Education Consultant

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Global Learning (GL)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92978660838>

Track: 13J		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Planning for Learning Improvement: The Role of Hypothetical Examples

Conducting a program-level learning improvement initiative is a resource-intensive endeavor. Consequently, few real-world examples of successful learning-improvement initiatives are available to model how the learning-improvement process should look like. Improvement-minded people need ways to plan for learning-improvement initiatives so that when resources become accessible, they will be prepared with a roadmap for navigating the process. Planning hypothetical examples, or exemplars, achieves this goal and trains people to think about assessment and learning systems through the lens of improvement. This presentation provides two exemplars that demonstrate the benefits of developing hypothetical learning improvement models.

Yelisey Alexandrovich Shapovalov, Daigo Blanco Murakoshi, and Caroline O. Prendergast, James Madison University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Learning Improvement (LI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98089010562>

Track: 13K		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

An Introduction to Xitracs Assessment – Providing the Tools for Informed Decision-Making

Learn how Xitracs Assessment can help your institution manage assessment processes that promote institutional improvement and faculty engagement.

Stephanie Allen, Xitracs by Concord USA, Inc.

Presentation Type: 60-Minute Sponsor Session – Sponsored by [Xitracs by Concord USA, Inc.](#)

Audience Level: All

Primary Track: Use of Technologies in Assessment (UT)

Track: 13L		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Applying Learning Science Assessment to Close Equity Gaps and Improve Career Readiness

In this interactive presentation, we discuss applied learning science to close equity gaps and improve career readiness by applying learning science to the design, delivery, and assessment of low-cost, easy to administer micro-interventions that can be embedded into existing in- and out-of-class online and face-to-face offerings. We will share some case studies that include the learning science theory, the micro-interventions, and their assessments, as well as the methodology used to connect this work to performance indicators such as retention and cumulative GPA. We will invite critique and dialogue among the participants.

Marilee Bresciani Ludvik and Stephen Schellenberg, San Diego State University

Presentation Type: 60-Minute Concurrent Session

Audience Level: Advanced

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98912826548>

Track: 13M		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Bridging Curriculum and Assessment: A Mapping Methodology that Works!

Bridging the gap between curriculum and assessment in most universities is like crossing the great divide. As a matter of fact, many faculty members unknowingly contribute to this divide by their apprehension to share course-based assessment strategies, sequencing of content, and teaching strategies at various instructional levels. How then is it possible for faculty to engage in mapping methodologies that lead to a culture of collaboration, improved efficiencies, program alignment, and student success? We explore strategies to promote faculty leadership in aligning assessment to curriculum, establish a shared vision of learning, and apply strategic planning concepts in making curricular decisions.

Mike Carson and Jodi Brookins Fisher, Central Michigan University

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91688436441>

Track: 13N		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Throwing Out the Gradebook: Using Contract Grading to Focus on Student Learning

Student learning is the ultimate goal of higher education. However, the standards by which we evaluate student learning vary widely – some methods do a better job supporting student success than others and some allow more and less student freedom in how they demonstrate their learning. Grading contracts are one way of rethinking the grading process to promote student learning and to recognize achievement in a wide range of domains. This presentation will demonstrate how contract grading can work in both online and face-to-face classrooms and the outcomes for both students and their faculty member. (LEAP Indiana-supported Session)

Andrea Quenette, Indiana University East

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96338780329>

Track: *13O		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Seize the Time: Assessment for Equity, Learning and Quality

The challenges facing higher education today are all too familiar, they have been with us since the beginning of the nation – the quality of student learning across programs and institutions, systemic racism and discrimination in access and outcomes, and the role played in educating for democracy, health and well-being of individuals and society. These challenges have persisted – it is now time to make overcoming these challenges the work we do in higher education. American Association of Colleges and Universities (AAC&U) sees assessment professionals, faculty, administrators and students as the vanguard of identifying and implementing solutions. We have the evidence and the resources to effectuate solutions to these challenges. Attendees will learn about strategies, resources and evidence that are already making a difference in programs and campuses across the country. Now is the time for all of us to act. Join us.

Kathryne Drezek McConnell, Dawn Whitehead, C. Edward Watson, and Ashley Finley, Association of American Colleges and Universities (AAC&U)

Presentation Type: 60-Minute Sponsor Session – Sponsored by [AAC&U](#)

Audience Level: All

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96142290460>

Track: 13P		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

New England Commission of Higher Education (NECHE) Regional Accreditor Consultation

Meet virtually with a representative from the regional accreditation agency New England Commission of Higher Education (NECHE).

Laura Gambino, New England Commission of Higher Education (NECHE)

Presentation Type: Regional Accreditor Consultation

Audience Level: All

Primary Track: Accreditation (AC)

Zoom Meeting Attendee Link: <https://iu.zoom.us/j/84084794779>

Track: 13Q		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Anthology, formerly Campus Labs, Virtual Sponsor Booth

Meet virtually with a Anthology, formerly Campus Labs, representative and learn how they can help your institution.

Jerry Anderson and Katie Grennell, Anthology, formerly Campus Labs

Presentation Type: Virtual Sponsor Booth – Sponsored by [Anthology, formerly Campus Labs](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82275438104>

Track: 13R		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

CourseNetworking (CN) and IUPUI CyberLab Virtual Sponsor Booth

Meet virtually with a CourseNetworking (CN) and IUPUI CyberLab representative and learn how they can help your institution.

Ali Jafari, Jillian Crist, Conor Marley, Allie Wigginton, and Mengyuan (Alice) Zhao, CourseNetworking (CN) and IUPUI CyberLab

Presentation Type: Virtual Sponsor Booth – Sponsored by [CourseNetworking \(CN\)](#) and [IUPUI CyberLab](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82332264539>

Track: 13S		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

James Madison University, the Center for Assessment and Research Studies, Virtual Sponsor Booth

Meet virtually with a James Madison University, the Center for Assessment and Research Studies, representative and learn how they can help your institution.

Keston Fulcher, Jeanne Horst, Sara Finney, Caroline Prendergast, Chris Patterson, Beth Perkins, and Yelisey Shapovalov, James Madison University, the Center for Assessment and Research Studies

Presentation Type: Virtual Sponsor Booth – Sponsored by [James Madison University](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/83042170265>

Track: 13T		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

National Survey of Student Engagement (NSSE) Virtual Sponsor Booth

Meet virtually with a National Survey of Student Engagement (NSSE) representative and learn how they can help your institution.

Jillian Kinzie and Angie Miller, National Survey of Student Engagement (NSSE) and Indiana University—Bloomington

Presentation Type: Virtual Sponsor Booth – Sponsored by [National Survey of Student Engagement \(NSSE\)](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/88624645561>

Track: 13U		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Student Opportunity Center Virtual Sponsor Booth

Meet virtually with a Student Opportunity Center representative and learn how they can help your institution.

Chris Freire and Claire Jacobson, Student Opportunity Center

Presentation Type: Virtual Sponsor Booth – Sponsored by [Student Opportunity Center](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/89524814698>

Track: 13V		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Weave Virtual Sponsor Booth

Meet virtually with a Weave representative and learn how they can help your institution.

Amy Dykens and Kathy Farrelly, Weave

Presentation Type: Virtual Sponsor Booth – Sponsored by [Weave](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/86991768449>

Track: 13W		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., Virtual Sponsor Booth

Meet virtually with a Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., representative and learn how they can help your institution.

Stephanie Allen, Xitracs by Concord USA, Inc.

Presentation Type: Virtual Sponsor Booth – Sponsored by [Xitracs by Concord USA, Inc.](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/87907062798>

Track: 13X		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

WASC Senior College and University Commission Regional Accreditor Consultation

Meet virtually with a representative from the regional accreditation agency WASC Senior College and University Commission.

David Chase, WASC Senior College and University Commission

Presentation Type: Regional Accreditor Consultation

Audience Level: All

Primary Track: Accreditation (AC)

Zoom Meeting Attendee Link: <https://iu.zoom.us/j/89054852625>

Break		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
2:30 PM – 3:00 PM	1:30 PM - 2:00 PM	12:30 PM – 1:00 PM	11:30 AM – 12:00 PM

BREAK

Track: 14A		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Finding Your Tribe: Creating an Interdisciplinary Team to Engage in Undergraduate Research

Interdisciplinary research teams have the power to address complicated, multi-faceted social problems in a way that goes beyond what any one faculty member can accomplish on their own. In particular, projects that involve multiple faculty members from different disciplines give a variety of students access to the undergraduate research experience in ways that tap into their interests, abilities, and experience. This session guides faculty through the process of identifying collaborators and “asking the right questions,” increasing the likelihood that the collaboration will be productive, long-lasting, and mutually beneficial. This will be an interactive session in which faculty brainstorm and plan.

Sara Z. Evans, Kennesaw State University; and Jocelyn Evans, University of West Florida

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94625818471>

Track: 14B		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Scenario Planning: Purposes, Processes, and Perspectives

In light of the COVID-19 pandemic, colleges and universities responded rapidly by moving courses, programs, services, and operations to online and remote access. After the initial crisis response, institutions shifted attention to addressing the longer-term needs of their campuses, stakeholders, and communities through scenario planning in order to be prepared for various contingencies in Academic Year 2020-21. This presentation provides a case study of how IUPUI, a large, urban, public institution, engaged in an inclusive, campus-wide, and time-sensitive scenario planning exercise. Session participants will learn the purposes of scenario planning, including how to deploy this tool during times of both crisis management and routine operations. The various processes for engaging in scenario planning will be explained, and the perspectives of those involved in scenario planning will be explored. Participants will leave the session with tools and resources to adapt scenario planning in their local context.

Margie Smith-Simmons and Stephen P. Hundley, IUPUI

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93166419432>

Track: *14C		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Equity in Assessment: Evidence for the Importance of Inclusive Content and Utility Value in

Assignments and Assessments

Singer-Freeman, Hobbs, and Robinson (2019) investigated ways assignment features contribute to equity gaps. Our matrix of culturally responsive assessment predicts assignments high in both utility value (perceived usefulness) and inclusive content (that is equally accessible to all students) will most accurately reveal competence among all students. We are measuring assignment utility value and inclusive content in a biology, chemistry, and psychology class and exploring whether students' views of assignments predict equity gaps in these assignments. Participants will gain an understanding of how assignment types may contribute to equity gaps and learn about best practices that increase equity in assessment.

Karen E. Singer-Freeman, Harriet Hobbs, and Christine Robinson, University of North Carolina at Charlotte; Justin Hoshaw, Waubensee Community College; and Amy Marin, Phoenix College

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Diversity, Equity, & Inclusion (DV)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98036132390>

Track: 14D		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Engaging Faculty in General Education Assessment

How do you create an assessment plan for General Education that will be both meaningful and sustainable? At Cleveland State, we have come to understand that the key to accomplishing these goals is faculty engagement in Gen Ed assessment from its foundations. This session focuses on two strategies we have employed to that end: 1) the development of custom rubrics for each of our General Education areas, and 2) the appointment of faculty members as Assessment Champions for individual areas. Participants will come away from the session with strategies for faculty engagement that they can implement on their home campuses.

Marian A. Bleeke, Michael Baumgartner, and Colleen M. McMahon, Cleveland State University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Faculty Development (FD)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94731780670>

Track: *14E		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Professional Development as a High-Impact Practice Implementation Strategy

Delivering on the promise of High-Impact Practices requires reorganizing our approach to pedagogy, record-keeping, and assessment. Simply asserting that a given practice is educationally effective has never been enough; settling for that in the HIPs context risks perpetuating a hidden curriculum, available mostly to the privileged. For institutions to surface and confidently track their High-Impact Practices, all educators must be prepared to deliver and document them. This session will examine the ways multiple institutions are using existing channels of professional development to improve their implementation of HIPs – for consistency, quality, and above all equity.

Ken O'Donnell, California State University, Dominguez Hills; Jo Ellen Becco, Pikes Peak Community College; Amy Cicchino, Auburn University; Philip Vieira, California State University, Dominguez Hills; and Bradley Wilson, Slippery Rock University

Presentation Type: 60-Minute Concurrent Session

Audience Level: Advanced

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93412449916>

Track: 14F		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Incorporating Program Theory and Implementation Fidelity in CAS Self-Study

Several processes and standards exist for student learning outcomes assessment. In this session, we discuss why these processes and standards should incorporate program theory and implementation fidelity. Program theory articulates why the planned programming (e.g., activities, strategies, curriculum) should impact the desired outcomes. Implementation fidelity data demonstrate the extent to which the planned programming was implemented as intended. In addition to discussing each concept and modeling how both can be used to inform inferences about student learning and development, we will showcase how a CAS self-study can be enhanced by inclusion of program theory and implementation fidelity assessment.

Sara J. Finney, James Madison University; and Gavin Henning, New England College

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Student Affairs Programs and Services (SA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96741262145>

Track: 14G		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Think Win-Win: Service Learning for Pharmacy Students

Accreditation Council on Pharmacy Education (ACPE) 2016 standards for pharmacy programs specify service learning as a potential co-curricular tool to develop student skills in areas such as communication, advocacy, and professionalism while reinforcing didactic content. Additionally, service learning, particularly in rural communities enhances community health, filling in care gaps. The impact of service learning on both community health and health professional learning necessitate a robust assessment strategy. The design, implementation, and integration of a service-learning assessment plan at a rural, private college of pharmacy will be described. Data, lessons learned, and best practices will be shared with participants.

Michelle Musser, Ohio Northern University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Community Engagement (CE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97992962062>

Track: 14H		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Leveraging the Google Suite to Engage the College Community in Assessment

A strong assessment program requires interdisciplinary collaboration across the campus community, including among faculty and staff in academic and student affairs. For any campus with the Google Suite, the tools for this collaboration are readily available. This presentation will showcase how Glendale Community College leverages the Google Suite (Docs, Sheets, Slides, Forms, Sites) to engage the campus in assessment, and how other institutions can do the same. If your institution has other ways of collaborating, you will be able to take our core methodology and consider how to adapt it for implementation in your environment.

Julie Bauer Morrison, Glendale Community College

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Use of Technologies in Assessment (UT)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98036799125>

Track: 14I		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

There is a Rubric for That: Assessing Global Learning with the AAC&U Global Learning VALUE Rubric

The AAC&U Global Learning VALUE rubric serves as a base for fostering innovating thinking, promoting continuous improvement of teaching and learning, and developing course content within curriculum. During this session, the presenters will examine how the rubric has been and could be used for assignment development and assessment at different institutional levels across disciplines and departments.

Dawn M. Whitehead, Association of American Colleges and Universities (AAC&U); and Debora Ortloff, Finger Lakes Community College

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Global Learning (GL)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96980336870>

Track: *14J		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Assessment with the Improvement of Student Learning as the End Goal

We invite you to join a dialogue about assessment with the improvement of student learning as the end goal. Assessment professionals and educators are increasingly interested in assessment that explicitly connects assessment, improvement action, and evidence of improvement in student learning. Participants will engage in a conversation of an emerging set of tenets outlining the scope and mechanisms for enacting assessment to improve student learning: what learning improvement is, who needs to be involved, what it takes, etc. Participants will also consider approaches to disseminate the tenets and brainstorm ways to advance assessment for learning improvement at our own institutions.

Jillian Kinzie, Indiana University—Bloomington and National Institute for Learning Outcomes

Assessment (NILOA); Kathleen Gorski, Waubensee Community College; Natasha Jankowski, National Institute for Learning Outcomes Assessment (NILOA) and University of Illinois Urbana-Champaign; and Monica Stitt-Bergh, University of Hawai'i at Mānoa

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Learning Improvement (LI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94199860672>

Track: 14K		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Engaging Faculty in Continual General Education Curriculum Development and Assessment Review

At least once each semester since Fall 2015, the general education committee at the presenters' institution has conducted faculty workshops with the goal of engaging faculty in refining the program's curriculum, reviewing assessment results, and establishing goals. This session will provide highlights from the institution's experiences as well as generate cross-institutional dialogue during which participants will share and learn from the challenges, strategies, and expertise of others who have engaged faculty in this essential process.

Jessica M. Turos and Donna Nelson-Beene, Bowling Green State University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: General Education (GE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91069018306>

Track: 14L		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

There is No Crying in Assessment: The Power of Coaching

This presentation will focus on developing and training assessment coaches. The Washington & Jefferson assessment model focuses on education, training, empowerment, and individualized help. A customized approach promotes a culture of buy-in, support, and institutional improvement. Participants will leave with an understanding of how to empower staff to be assessment leaders on their campus. Strategies on how to work with and educate assessment coaches will be discussed. Strategies on how assessment coaches motivate staff in the yearly assessment cycle will be shared.

Lindsey R. Graham Guinn, Washington & Jefferson College

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Leadership for Assessment (LA)

Track: 14M		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Measuring Institutional Outcomes and Growing Student Success – Postsecondary Data Partnership

The Postsecondary Data Partnership (PDP) is a nationwide effort to help colleges and universities gain a fuller picture of student progress, meet various reporting requirements, and identify how best to support students. The PDP is dedicated to the idea that easier access to better data helps institutions develop actionable insights and make informed decisions for improving student success and equitable outcomes.

Lisa Stich, National Student Clearinghouse; and Eric Godin, State Higher Education Executive Officers Association (SHEEO)

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Institution-Wide Data Collection/Use (ID)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99520340326>

Track: 14N		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

A Conceptual Framework for Equity-Minded Searches

The purpose of this project was to investigate how search committee members conceptualize, measure, and evaluate leaders. I build from research about diversity and leadership to suggest contemporary methods for creating more inclusive hiring processes. I will share examples and qualitative data. During this presentation I will introduce a conceptual framework for an equity-minded hiring process and the audience will gain a better understanding and concrete ideas to assess search processes in their own organizations.

Shawn Wilson, Indiana University School of Medicine

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Institution-Wide Data Collection/Use/Diversity, Equity, & Inclusion (ID/DV)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91374738413>

Track: 14O		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Embedding Equity-Centered Practices in the Assessment Cycle

To effectively close the equity gap and realize higher education's mission for student success requires creating contexts and curricula that respond to the social, political, cultural, and educational needs of all students. Equity-centered assessment validates and attends to students' identities and cultural backgrounds, considers how systemic bias and discrimination can affect learning and the student experience, and exposes policies and procedures that promote bias and discrimination. While the assessment cycle—determining outcomes, selecting methods, collecting data, analyzing data, and using and sharing results—takes place in discrete stages, a shift in our lens may help us open our thinking to recognize that the stages are not as separate as we often make them. Using the Plan, Do, Check, Act assessment cycle, consider practices at each stage as well as identify strategies for considering power, positionality, agency, voice, and stakeholder integration throughout the assessment cycle.

Anne E. Lundquist, Anthology, formerly Campus Labs; and Ciji Heiser, Western Michigan University

Presentation Type: 60-Minute Sponsor Session – Sponsored by [Anthology, formerly Campus Labs](#)

Audience Level: All

Primary Track: Emerging Trends in Assessment (ET)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92205843603>

Track: 14P		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Make Virtual Exchange and Online Global Learning Happen with Innovative Learning Technology

While the pandemic restricts international travel and face-to-face cultural exchanges, IUPUI has utilized innovative learning technology to offer courses to students worldwide, a system and solution developed at the IUPUI CyberLab and commercialized through CourseNetworking. Dr. Ian McIntosh, Director of International Partnerships at IUPUI, will present an example of a virtual study abroad program that he is conducting this Fall. Forty-five students from the IUPUI Honors College and Business students from the University of Rwanda in central Africa have been brought together, one on one, and collectively, to learn about each other's culture, history, and politics, and also meeting the UN's Sustainable Development Goals (SDGs) in very different settings. Dr. McIntosh will demonstrate the unique features of his course design architecture, such as social posting, ePortfolio, incentive badges, and certification, that made the virtual exchange experience possible. He will also talk about the various challenges he and his Rwandan colleagues have faced. Attendees of this presentation will leave the session much more confident about adding global learning and virtual exchange to their online teaching.

Ian McIntosh, IUPUI; Ali Jafari, Mengyuan (Alice) Zhao, and Allie Wigginton, CourseNetworking (CN) and IUPUI CyberLab

Presentation Type: 60-Minute Sponsor Session – Sponsored by [CourseNetworking \(CN\)](#)

Audience Level: All

Primary Track: Use of Technologies in Assessment/Global Learning (UT/GL)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97742533071>

Track: 14Q		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Anthology, formerly Campus Labs, Virtual Sponsor Booth

Meet virtually with a Anthology, formerly Campus Labs, representative and learn how they can help your institution.

Jerry Anderson and Katie Grennell, Anthology, formerly Campus Labs

Presentation Type: Virtual Sponsor Booth – Sponsored by [Anthology, formerly Campus Labs](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82275438104>

Track: 14R		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

CourseNetworking (CN) and IUPUI CyberLab Virtual Sponsor Booth

Meet virtually with a CourseNetworking (CN) and IUPUI CyberLab representative and learn how they can help your institution.

Ali Jafari, Jillian Crist, Conor Marley, Allie Wigginton, and Mengyuan (Alice) Zhao, CourseNetworking (CN) and IUPUI CyberLab

Presentation Type: Virtual Sponsor Booth – Sponsored by [CourseNetworking \(CN\)](#) and [IUPUI CyberLab](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82332264539>

Track: 14S		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

James Madison University, the Center for Assessment and Research Studies, Virtual Sponsor Booth

Meet virtually with a James Madison University, the Center for Assessment and Research Studies, representative and learn how they can help your institution.

Keston Fulcher, Jeanne Horst, Sara Finney, Caroline Prendergast, Chris Patterson, Beth Perkins, and Yelisey Shapovalov, James Madison University, the Center for Assessment and Research Studies

Presentation Type: Virtual Sponsor Booth – Sponsored by [James Madison University](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/83042170265>

Track: 14T		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

National Survey of Student Engagement (NSSE) Virtual Sponsor Booth

Meet virtually with a National Survey of Student Engagement (NSSE) representative and learn how they can help your institution.

Jillian Kinzie and Angie Miller, National Survey of Student Engagement (NSSE) and Indiana University—Bloomington

Presentation Type: Virtual Sponsor Booth – Sponsored by [National Survey of Student Engagement \(NSSE\)](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/88624645561>

Track: 14U		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Student Opportunity Center Virtual Sponsor Booth

Meet virtually with a Student Opportunity Center representative and learn how they can help your institution.

Chris Freire and Claire Jacobson, Student Opportunity Center

Presentation Type: Virtual Sponsor Booth – Sponsored by [Student Opportunity Center](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/89524814698>

Track: 14V		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Weave Virtual Sponsor Booth

Meet virtually with a Weave representative and learn how they can help your institution.

Amy Dykens and Kathy Farrelly, Weave

Presentation Type: Virtual Sponsor Booth – Sponsored by [Weave](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/86991768449>

Track: 14W		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., Virtual Sponsor Booth

Meet virtually with a Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., representative and learn how they can help your institution.

Stephanie Allen, Xitracs by Concord USA, Inc.

Presentation Type: Virtual Sponsor Booth – Sponsored by [Xitracs by Concord USA, Inc.](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/87907062798>

Track: 14X		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

AEFIS Makerspace: Design Your Success Journey with AEFIS

Let's create your Success Plan! Our Client Development Team will be available to help you design your assessment success journey. We will start with your goals and challenges, and provide you with guiding questions to help you conceptualize and organize your success journey. From our conversation, our Client Success Team will perform an analysis and provide insights and share any experiences from the field. You will receive your finalized Success Plan Blueprint you can use with or without AEFIS!

Kallie Rogers, AEFIS

Presentation Type: Virtual Sponsor Booth – Sponsored by [AEFIS](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://www.aefisacademy.org/event/aefis-makerspace-design-your-success-journey-with-aefis-2020-10-27/>

Track: 15A		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Timing of HIPs: When Should Students Conduct Research With Faculty?

Conducting research with faculty is a high-impact practice typically reserved for undergraduates nearing degree completion. At Stanislaus State we provide paid research opportunities to students who are in their first two years on campus. Attend this session to learn how we engage these students in authentic research with faculty, and the positive impacts this experience has on both the students and their faculty mentors.

Harold Stanislaw and Iqbal Atwal, California State University, Stanislaus

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93715839032>

Track: *15B		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Assessing in the Post-Truth Era – Why Bother?

In a time when truth is considered in the best of times to be what I say it is, and considered not important at all in the worst of times, how can assessment contribute to learning improvement and quality in a meaningful way? This session will present the results of several years of direct assessment of student learning artifacts from a cross-section of colleges and universities using the VALUE rubrics. The focus will be on examining evidence that challenges some prevailing views of equity in higher education, while examining issues of equity-mindedness for policy and practice.

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

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95880490735>

Track: 15C		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Developing Culturally Responsive Multiple Assessments of Student Learning in Diversity-Inclusion-Social Justice (DISJ) Core Courses and National Survey Results (CECE and NSSE) to Advance Campus

Conversations

The purpose of this project was to combine our investigations of students' responses to the NSSE and CECE with assessments of student learning in USD's core DISJ classes. By disaggregating survey results from URM and non-minority groups, both scaled and open-ended responses were analyzed. DISJ-course faculty used critical qualitative methods to analyze student achievement of DISJ outcomes. Student focus group feedback provided essential student voices about their experiences on campus, including their perceptions of academic challenge and experiences with faculty and their peers. This project provides opportunities for discussions about culturally responsive practices.

Jesse Mills, Carole L. Huston, Paula Krist, and Antonieta Mercado, University of San Diego

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Diversity, Equity, & Inclusion (DV)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96018312561>

Track: 15D		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Evaluability Assessment: a Strategy to Evaluate and Assess Faculty Development Programs, Policies, and Efforts

This session demonstrates the utility of evaluability assessment (EA) to improve evaluation quality and use in faculty development programs, policies, or other efforts. Using an EA strategy actively engages primary stakeholders to understand programmatic boundaries from two perspectives—that of the user and the evaluator. Each perspective brings something of value. It involves collecting information, program analysis, modeling, and evaluation users' active participation. Session participants will learn about EA and practical tools that capture the structure of faculty development program and/or policy sub-components. EA facilitates evaluation planning, implementation, decision-making, and helps identify the types of evidence needed to answer stakeholders' questions.

Jacqueline H. Singh, Qualitative Advantage, LLC

Presentation Type: 60-Minute Concurrent Session

Audience Level: Beginner

Primary Track: Assessment Methods/Faculty Development (AM/FD)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94067475283>

Track: 15E		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Digging Deeper: Using HIPs Data to Expand Access

After building a system for reliably tracking participation in HIPs, it became clear that not all students were able to access these important experiences. Through a series of deep dives into the data, Binghamton University has explored HIPs relationships with graduate outcomes, barriers to participation and sequencing of experiences in order to break down barriers and increase access. This session shares how we have tracked and used data, what we have learned, and how your institution can dig deeper into HIPs tracking data.

Kimberly M. Yousey-Elsener and Kirsten Pagan, Binghamton University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93978110691>

Track: 15F		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Assessment in the "Elusive" Arts

A common challenge among assessment professionals in the liberal arts is how to assess the "arts" part of the equation. Often, when assessment practitioners approach faculty in the arts, they find resistance because "art is subjective – how can it be measured"? The purpose of this session is to discuss this and other challenges assessment professionals face when attempting to assess the arts and to share and interactively work through some of the strategies and tools being used to assess artistic academic areas at Liberty University. Attendees with all levels of assessment experience are encouraged to attend.

Erin Isaacson, Liberty University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91920695460>

Track: *15G		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Lessons Learned: Curriculum Map as an Assessment Tool

During this session, participants will learn about the steps taken to use curriculum mapping as an assessment tool--what worked well, challenges encountered, and recommendations going forward at the graduate and undergraduate level. The program will demonstrate how the program curriculum map can be linked to the general educational outcomes and aligned with intuitional outcomes (Banta, 2014; Hundley & Kahn, 2019). Curriculum mapping will reveal program strengths and weaknesses before beginning the assessment process, avoiding costly mistakes in the assessment process. The mapping process will assist in determining which outcomes are assessed, when the outcome is assessed, and in which course the outcome will be assessed creating a comprehensive assessment cycle for assessment.

Paul J. Antonellis, Jr., Endicott College

Presentation Type: 60-Minute Concurrent Session

Audience Level: Beginner

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95832039137>

Track: 15H		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Inter-Rater Reliability: A Challenge Worth the Effort

This session will focus on establishing inter-rater reliability (IRR) for assignment scoring guides. Presenters will share their process that has already been created and implemented, in addition to discussing the outcomes for assignments that have completed the IRR process. Participants will also be guided through the IRR process for hands on experience.

Jaelyn L. Zacharias and Nancy Ackerman, Capella University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95760488999>

Track: *15I		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Assessment from an Accreditation Perspective

Weave will host a panel discussion. Experts from various regions and institution types will share their experience leading accreditation work on campus, with time for audience Q&A at the end. Some questions that may be addressed are (1) When you talk to stakeholders on your campus, how do you 'sell' the value of accreditation; (2) What's your elevator pitch to get broad participation from your faculty and staff; (3) What is your best advice for a new assessment professional; (4) In your experience, what is the most effective way to tell your assessment story to reviewers; (5) What are they expecting and looking for when they read reports and come to campus; (6) What is an assessment victory you have had on your campus and what was key to your success; and (7) If you have hosted or are hosting a virtual accreditation event, what advice would you share for schools trying to make that pivot?

Sheri Popp, Weave; Nasrin Fatima, SUNY Binghamton University; Josie Welsh, Missouri Southern State University; Michele Starkey, Mount Saint Mary's University Los Angeles; and Kelsey Kirland, Old Dominion University

Presentation Type: 60-Minute Sponsor Session – Sponsored by [Weave](#)

Audience Level: All

Primary Track: Accreditation (AC)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99952937933>

Track: 15J		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Efficient Online Grading and Formative and Summative Assessment

This approach helps online educators assess more efficiently while enhancing student engagement, understanding, and achievement. Public engagement reflections are used to summatively assess understanding, allowing instructors to award credit for completed student work. Private self-assessments formatively assess achievement without requiring individualized feedback. Discreet time-limited multiple-choice exams summatively assess achievement without requiring intrusive proctors. The representations of course content are transformed across these “levels.” This “aligns” learning without compromising evidence or “teaching to the test.” This also minimizes corrosive arguments over exam “fairness.”

Daniel T. Hickey and Tripp Harris, Indiana University—Bloomington

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Assessment in Online Courses & Programs (AO)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92291900809>

Track: 15K		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Design, Implementation, and Assessment of Constructive Controversy Learning Experiences

Cooperation consists of actions that support working together for common purpose. However, effective cooperation isn't without conflict; in fact, interaction patterns that result in creative ideas and insights often involve constructive controversy. Constructive controversy exists when one person's ideas, information, conclusions, theories, and opinions are incompatible with those of another; and the two seek to reach an agreement that reflects their best reasoned judgment. This session will demonstrate strategies for designing, implementing, and assessing experiences that will help learners better navigate controversy in cooperative team processes.

Matt Spindler, Northeast Wisconsin Technical College

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97917885263>

Track: 15L		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Implementing and Assessing a Creativity-Focused Education Model as a Core Element of Learning Across Disciplines

Changes in technology and systems of learning and experience are rapidly transforming the workplace. This demands a proactive, immediate and on-going evolution in education. Creativity is an essential skill for both success and resiliency in such an environment. This presentation will give an overview of how embedding creativity into a core curriculum, across disciplines, can cultivate a confident and flexible mindset through exploration of creative aptitude. Data collected from a system of assessment, designed to evaluate broad aspects of creativity, will be presented, including sample rubrics and survey prompts.

Maribeth Kradel-Weitzel, Dana Scott, and Richard Hass, Thomas Jefferson University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Institution-Wide Data Collection/Use (ID)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99009530281>

Track: 15M		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Using BI Reporting Tools to Share Assessment Results with University Stakeholders

Yamagata University (YU) has tested several internally developed smartphone-based scientific reasoning tests using an item response theory model since the academic year 2017-18. All new incoming freshman students are required to take these tests, and they also retake the tests in their sophomore and junior year. Now, we move into a phase of sharing the assessment data with university stakeholders. The IR office at YU has used Microsoft Power BI Reporting Server as an effective reporting tool for two years. In this presentation, we will share how we communicate our assessment results with university stakeholders using Power BI.

Koji Fujiwara, Shigeru Asano, Takahiro Iijima, Katsumi Senyo, Eriko Watanabe, and Junichiro Yasuda, Yamagata University, Japan

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Use of Technologies in Assessment (UT)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99123046850>

Track: 15N		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Assessment the Musical: “Episode 3: Assessment Bash – Costume Party!”

Assessment, in general, can make a great musical... Come for some comic relief, share your assessment of drama, comedy, and heroic efforts. Let’s discuss how to turn all the drama into a success story! These series include online meetings, blog posts, and podcasts where our community can learn from each other while we laugh, cry, and be inspired by the sharing of our stories.

This particular webinar is titled “Episode 3: Assessment Bash – Costume Party!” and will offer casual, laid back conversations between colleagues and friends, in the form of participatory storytelling with occasional comic relief.

Get ready for some spooky stories and favorite fall classics! Bring your favorite “ghoulish brew” and costume too! Let’s discuss how to turn all the drama into a success story!

Karol Batey, Texas A&M International University; and Suzanne Carbonaro, AEFIS

Presentation Type: 60-Minute Sponsor Session – Sponsored by AEFIS

Audience Level: All

Primary Track: Assessment Methods/Learning Improvement (AM/LI)

Zoom Webinar Attendee Link: <https://www.aefisacademy.org/community-event/assessment-the-musical-episode-3/>

Track: 15O		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Northwest Commission on Colleges and Universities (NWCCU) Regional Accreditor Consultation

Meet virtually with a representative from the regional accreditation agency Northwest Commission on Colleges and Universities (NWCCU).

Mac Powell, Northwest Commission on Colleges and Universities (NWCCU)

Presentation Type: Regional Accreditor Consultation

Audience Level: All

Primary Track: Accreditation (AC)

Zoom Meeting Attendee Link: <https://iu.zoom.us/j/82607653263>

Track: 15P		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

CourseNetworking (CN) and IUPUI CyberLab Virtual Sponsor Booth

Meet virtually with a CourseNetworking (CN) and IUPUI CyberLab representative and learn how they can help your institution.

Ali Jafari, Jillian Crist, Conor Marley, Allie Wigginton, and Mengyuan (Alice) Zhao, CourseNetworking (CN) and IUPUI CyberLab

Presentation Type: Virtual Sponsor Booth – Sponsored by [CourseNetworking \(CN\)](#) and [IUPUI CyberLab](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82332264539>

Track: 15Q		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

James Madison University, the Center for Assessment and Research Studies, Virtual Sponsor Booth

Meet virtually with a James Madison University, the Center for Assessment and Research Studies, representative and learn how they can help your institution.

Keston Fulcher, Jeanne Horst, Sara Finney, Caroline Prendergast, Chris Patterson, Beth Perkins, and Yelisey Shapovalov, James Madison University, the Center for Assessment and Research Studies

Presentation Type: Virtual Sponsor Booth – Sponsored by [James Madison University](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/83042170265>

Track: 15R		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

National Survey of Student Engagement (NSSE) Virtual Sponsor Booth

Meet virtually with a National Survey of Student Engagement (NSSE) representative and learn how they can help your institution.

Jillian Kinzie and Angie Miller, National Survey of Student Engagement (NSSE) and Indiana University—Bloomington

Presentation Type: Virtual Sponsor Booth – Sponsored by [National Survey of Student Engagement \(NSSE\)](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/88624645561>

Track: 15S		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Student Opportunity Center Virtual Sponsor Booth

Meet virtually with a Student Opportunity Center representative and learn how they can help your institution.

Chris Freire and Claire Jacobson, Student Opportunity Center

Presentation Type: Virtual Sponsor Booth – Sponsored by [Student Opportunity Center](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/89524814698>

Track: 15T		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Stylus Publishing, LLC Virtual Sponsor Booth

Meet virtually with Stylus Publishing editor, David Brightman, to learn about the Stylus editorial program and proposal process..

David Brightman, Stylus Publishing, LLC

Presentation Type: Virtual Sponsor Booth – Sponsored by [Stylus Publishing, LLC](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/81693406889>

Track: 15U		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Weave Virtual Sponsor Booth

Meet virtually with a Weave representative and learn how they can help your institution.

Amy Dykens and Kathy Farrelly, Weave

Presentation Type: Virtual Sponsor Booth – Sponsored by [Weave](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/86991768449>

Track: 15V		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc.,

Virtual Sponsor Booth

Meet virtually with a Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., representative and learn how they can help your institution.

Stephanie Allen, Xitracs by Concord USA, Inc.

Presentation Type: Virtual Sponsor Booth – Sponsored by [Xitracs by Concord USA, Inc.](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/87907062798>

30-MINUTE CONCURRENT SESSIONS

(20-Minutes for Presentation; 10-Minutes for Discussion)

Track: 16A		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Assessing Higher-Order Learning Outcomes Associated with Curriculum-Embedded Undergraduate Research Experiences

Undergraduate research as a high-impact practice (HIP) has several positive benefits for students' cognitive, personal, and professional development. However, inclusivity in such activities differs by student characteristics including race/ethnicity and nontraditional, first-generation, or transfer student status. As an embedded component of the curriculum, a student-initiated research project reduces disparities in access to HIPs. Completing approximately 90 undergraduate research projects annually that involve over 400 students requires efficiency of implementation. Given that access is not limited, the HIP can be independently assessed outside of the course structure. The lessons learned and tools from the implementation and assessment will be shared.

Dayna Henry, Stephanie Baller, Audrey Burnett, Laura Merrell, and Andrew Peachey, James Madison University

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94186484205>

Track: *16B		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

A Conceptual Framework and Strategies for Examining High-Impact Practices

High-impact practices are often assessed solely based on student participation, yet this likely overlooks important experiential elements that influence student outcomes. In this session, the facilitator will outline a new conceptual model rooted in existing literature that can help assessment professionals and scholars understand high-impact practices in more depth. Building from the model, assessment strategies will be discussed to consider high-impact practices' effects on small populations and learning processes. Session attendees will also have an opportunity to share their own practices.

Kyle T. Fassett, Indiana University—Bloomington

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98777105913>

Track: 16C		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

High-Impact Practices at University of Kentucky: Building Capacity in Student and Academic Life

Leaders at the University of Kentucky merged the former Undergraduate Education and the former Student Affairs units into the Division of Student and Academic Life (SAL) and appointed faculty fellows, in part, to weave high-impact practices through the services provided by the unit, into the academic units within the unit, and across campus through the strategic plan process. In this session, we will share assessment findings and link them to student learning and institutional services.

Patrick Lee Lucas, Todd Brann, Phillip Kraemer, Katherine McCormick, and Corrine Williams, University of Kentucky

Presentation Type: 30-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92647073358>

Track: 16D		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Centering Marginalized Voices in Teaching and Assessment: Lessons from IUPUI's Music Therapy Program

Music Therapy is a competency-based undergraduate program incorporating multiple high-impact practices that lead to a national board certification exam. The music therapy program at IUPUI, housed in the School of Engineering and Technology, is the only program to fully integrate technology into the curriculum. This session describes how faculty constructed and implemented the program to make it more accessible and equitable, the placement of the program within the School of Engineering and Technology, assessment plans for students and courses, and examples of implemented assessments.

Meganne K. Masko, IUPUI

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Diversity, Equity, & Inclusion (DV)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99678802878>

Track: *16E		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Assessment 2.0: Leveraging Faculty Experience to Yield Actionable Results

Learning outcomes assessment promises to provide educators data to use in making decisions to improve student learning; however, it has been slow to deliver on its promise and has meanwhile left many faculty resentful or resistant to the process. In this interactive session, presenters will offer a theoretical basis for the shortfalls of current assessment practice. Using this theoretical lens, presenters will introduce an alternative method of performing assessment, called Assessment 2.0, and will describe the results of pilot studies using the new method. Participants will then discuss how they might apply Assessment 2.0 procedures in their own contexts.

Lisa Kurz and Eric Metzler, Indiana University—Bloomington

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Faculty Development (FD)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97604240099>

Track: 16F		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Sustaining Creativity, Collaboration, and Communication: A Method for Integrating Assessment with Professional Development in the Social Sciences

This session will present an assessment methodology that facilitates instructor creativity in assignment design and format, coordination and communication across multiple instructors, and professional development for faculty and students. Participants will learn how to use the assessment methodology to develop and align course learning objectives with departmental, university, and state-level competencies and create grading guidebooks to coordinate the assessment of different assignments across multiple sections. Two key features of this methodology are that its end product can easily be converted into learning support materials for students, and it is relevant for faculty outside of assessment for team-based social science research.

Audrey Ricke, IUPUI

Presentation Type: 30-Minute Concurrent Session

Audience Level: Beginner

Primary Track: Faculty Development (FD)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92546476482>

Track: 16G		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Using Student Work Across Four Years vs. a Point in Time: The Relative Costs and Benefits

Understanding how students are progressing on a learning objective across their four years of undergraduate education can be a powerful tool for helping align preparatory material to support a student's ability to achieve high-level performance before graduation. It can increase efficiencies in the curriculum by creating a conversation around where certain skills and abilities are introduced, developed, and mastered. However, such long-range assessment may not yield valuable insights for several years and may be difficult to coordinate. This session discusses the use of both, considers situations in which each are appropriate, and gives examples of their use.

Janice Rye Kinghorn and Debbie Coleman, Miami University

Presentation Type: 30-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Institution-Wide Data Collection/Use (ID)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91478744847>

Track: 16H		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

How Confident Are You? Assessing Student Self-Efficacy in Didactic Interprofessional Education (IPE)

Activities

As programs implement didactic inter-professional education (IPE) activities, more information is needed on effective assessment strategies. This session will describe the development and use of an inter-professional assessment tool built from the Inter-professional Education Collaborative (IPEC) competencies, designed to measure students' confidence in demonstrating those competencies. Examples of how the tool has been used across professions, across professional years, and customized to evaluate objectives specific to the IPE activity will be included.

Jackie M. Zeeman, University of North Carolina Eshelman School of Pharmacy

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Graduate Education (GR)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95581234084>

Track: 16I		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Intercultural Competence Assessment Instrument Smack-Down

There are many different ways to define "Cultural Competence" and at least 150 ways to measure it. In this fast-paced, semi-satirical session, the presenter(s) will introduce at least 12 tools and define what's good, bad or indifferent about them. Special intention will be paid to highlighting tools which are cost-free yet research-validated.

Katherine N. Yngve and Aletha Stahl, Purdue University

Presentation Type: 30-Minute Concurrent Session

Audience Level: Beginners

Primary Track: Global Learning (GL)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94183567006>

Track: 16J		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Time Management Skills Impact on Self-Efficacy and Academic Performance of Senior Health Studies

Students: A Pilot Study

A pilot study performed in an internship course to measure whether or not interventions could help improve time management skills. Time management has been listed as a 21st century soft skill necessary for students transitioning into the workplace. Improving and assessing these skills early can impact academic performance and workplace behaviors. This study will measure time management as a primary outcome and self-efficacy as a secondary outcome.

Jodi Bower and Stacy Starks, University of Louisiana at Monroe

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Learning Improvement (LI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97256141428>

Track: *16K		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Lessons Learned: Implementation of a Re-envisioned University Core Curriculum Assessment

This presentation will discuss the challenges and lessons learned with development and implementation of a newly designed general education core curriculum at a regional accredited university in the mid-west. Specifically, assessment mechanics and curriculum policy and procedures will be explored and open for discussion among participants and presenters.

Tori L. Colson, Bartell M. Berg, Shelly B. Blunt, Zane W. Mitchell, and Mary Hallock Morris, University of Southern Indiana

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: General Education (GE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98379282270>

Track: 16L		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Using Critical Reflection for Student Evaluation of Teaching in Online Courses

This presentation describes an alternative approach to student evaluation of courses that provides formative and summative assessment and focuses on student outcomes. The evaluation method uses the DEAL approach where students reflect critically by describing their learning experiences in an objective and detailed manner, examining them in light of specific learning goals or objectives, and articulating learning, including goals for future action. The approach evaluates effectiveness of teaching as well as student learning. It provides an alternative to problem-ridden standard course evaluations. It responds to a need for evaluation of online teaching.

John R. Fisher and Thomas Sturtevant, Utah Valley University

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Assessment in Online Courses & Programs (AO)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95806621699>

Track: 16M		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Legitimacy as a Measure of Social Value

This program seeks to improve your ability to advocate for the resources tied to the realization of your institutional's social mission. Building upon a practical application of organizational theories of legitimacy, attendees will leave with a working knowledge of a valid and reliable measure for defining the social value of their services. In particular, units or offices whose services center on issues of social justice, such as Community Engagement, Diversity Equity and Inclusion, or the Library, will benefit from this measure's ability to better communicate and advocate for the resources required to support your unit's production of social value.

Cameron Tuai, Drake University Cowles Library

Presentation Type: 30-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96543114777>

Track: 16N		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Leading by Pushing: Assessment Professionals as (Higher Ed) Community Organizers

Recent work by Walvoord (2019) illustrated the parallels between effective assessment leadership and key characteristics of social movements. Community organizers are the unsung leaders behind those social movements. They lead by winning the hearts and minds of community members, getting behind them, and pushing them to take action for what they believe in. These tactics employed by pioneering American community organizers-- such as Saul Alinsky, Fred Ross, Cesar Chavez, and Dolores Huerta--provide novel suggestions for the work of assessment professionals. This session will focus on the community organizing tactics most applicable for increasing assessment engagement within higher education.

Jeremy A. Houska, University of La Verne; and Herman Barahona, United Latinos, Promoviendo Accion Civica

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92001409033>

Track: 16O		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Creation and Utilization of a Compact Toolkit for Optimizing Assessment

A user-friendly tool to help tell the assessment story of student learning is key in ensuring the assessment cycle continues each academic year. Creighton University uses Taskstream for assessment data collection and reporting; a rigorous but complicated tool for annual faculty assessment submission. A sub-committee of the University Assessment Committee, including faculty and staff, collaborated to re-create a faculty template and develop a toolkit for faculty, assessment committees, and staff to gather assessment data for input into Taskstream. We'll share the need for a familiar tool, and the process of the development and utilization of the compact toolkit.

Sarah M. Oliver, Ronette E. Bruner, Lydia J. Holtz, and Taunya L. Plater, Creighton University

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Use of Technologies in Assessment (UT)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94283174672>

Track: 16P		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Other Duties as Assigned: Understanding Trends for the Assessment Profession Using Job Description Content Analysis

This session will highlight a discussion about the knowledge, skills, competencies, and abilities that are sought by colleges and universities when seeking to hire assessment professionals. Content analysis of job descriptions will be used to determine a core set of knowledge areas, skills, competencies, and abilities that are sought. This session will include a discussion about the interplay of assessment principles with job duties as advertised in job descriptions for assessment professionals.

Deborah Worley and Timothy Burrows, University of North Dakota

Presentation Type: 30-Minute Concurrent Session

Audience Level: Beginner

Primary Track: Emerging Trends in Assessment (ET)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95254053304>

Track: 16Q		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Embedding Religious Institutional Values in Assessment: Lessons from a Catholic University

Our identity as a Catholic Franciscan institution guides teaching practices in and out of the classroom at Marian University. During the last academic year, the Marian campus was engaged in discussions developing our institutional student learning outcomes, criteria, and performance standards. Since our Franciscan Sponsorship Values guide teaching inside and outside the classroom, these values also needed to guide our assessment efforts. In this session, presenters will provide an overview of Marian's process developing and implementing institutional student learning outcomes, criteria, and performance standards that emphasize our Franciscan Sponsorship Values.

David Rusbasan and Tony Ribera, Marian University

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95340609203>

Track: 16R		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Using Assessment to Provide Holistic Mentoring, Support, and Advocacy for Black Students at Predominantly White Universities and Colleges (PWIs)

This session addresses how assessment is used to determine if the Olaniyan Scholars Program (an undergraduate research program in Africana Studies that serves mostly Black students) provides the mentoring necessary to meet Black student expectations and provide the support they need at predominantly White universities (PWIs). Olaniyan provides students with a holistic mentoring experience that instills the ability to: (1) combat the often racially hostile environments students encounter at PWIs by constructing welcoming environments that relate to and respect Black students' cultures and home environments; and (2) provides mentoring relationships that understand that their personal lives profoundly impact academic performance and persistence.

Ronda Henry Anthony and Idala Wilmoth, IUPUI

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Emerging Trends in Assessment/Diversity, Equity, & Inclusion (ET/DV)

Track: 16S		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

A General Education Data Collection Refresh

Data collection for General Education can be daunting for institutions of higher learning. Discover Oakwood University's transformative journey to establishing standardized instruments for measuring student learning outcomes in the General Education program. This collaborative process increased the understanding of how to measure student learning outcomes and increased faculty buy-in in the data collection process. Improvement in the appreciation of and use of the institution's assessment management system was an added value to this approach in data collection standardization. The most significant accomplishment was the collection of meaningful analytics for in-depth analysis of academic performance for data-informed decision-making.

Denise J. Shaver and Karen BennMarshall, Oakwood University

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: General Education (GE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97315701462>

Track: 16T		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

CourseNetworking (CN) and IUPUI CyberLab Virtual Sponsor Booth

Meet virtually with a CourseNetworking (CN) and IUPUI CyberLab representative and learn how they can help your institution.

Ali Jafari, Jillian Crist, Conor Marley, Allie Wigginton, and Mengyuan (Alice) Zhao, CourseNetworking (CN) and IUPUI CyberLab

Presentation Type: Virtual Sponsor Booth – Sponsored by [CourseNetworking \(CN\)](#) and [IUPUI CyberLab](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82332264539>

Track: 16U		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

James Madison University, the Center for Assessment and Research Studies, Virtual Sponsor Booth

Meet virtually with a James Madison University, the Center for Assessment and Research Studies, representative and learn how they can help your institution.

Keston Fulcher, Jeanne Horst, Sara Finney, Caroline Prendergast, Chris Patterson, Beth Perkins, and Yelisey Shapovalov, James Madison University, the Center for Assessment and Research Studies

Presentation Type: Virtual Sponsor Booth – Sponsored by [James Madison University](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/83042170265>

Track: 16V		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

National Survey of Student Engagement (NSSE) Virtual Sponsor Booth

Meet virtually with a National Survey of Student Engagement (NSSE) representative and learn how they can help your institution.

Jillian Kinzie and Angie Miller, National Survey of Student Engagement (NSSE) and Indiana University—Bloomington

Presentation Type: Virtual Sponsor Booth – Sponsored by [National Survey of Student Engagement \(NSSE\)](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/88624645561>

Track: 16W		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Student Opportunity Center Virtual Sponsor Booth

Meet virtually with a Student Opportunity Center representative and learn how they can help your institution.

Chris Freire and Claire Jacobson, Student Opportunity Center

Presentation Type: Virtual Sponsor Booth – Sponsored by [Student Opportunity Center](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/89524814698>

Track: 16X		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Stylus Publishing, LLC Virtual Sponsor Booth

Meet virtually with Stylus Publishing editor, David Brightman, to learn about the Stylus editorial program and proposal process..

David Brightman, Stylus Publishing, LLC

Presentation Type: Virtual Sponsor Booth – Sponsored by [Stylus Publishing, LLC](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/81693406889>

Track: 16Y		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Weave Virtual Sponsor Booth

Meet virtually with a Weave representative and learn how they can help your institution.

Amy Dykens and Kathy Farrelly, Weave

Presentation Type: Virtual Sponsor Booth – Sponsored by [Weave](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/86991768449>

Track: 16Z		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., Virtual Sponsor Booth

Meet virtually with a Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., representative and learn how they can help your institution.

Stephanie Allen, Xitracs by Concord USA, Inc.

Presentation Type: Virtual Sponsor Booth – Sponsored by [Xitracs by Concord USA, Inc.](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/87907062798>

Track: 16AA		Tuesday, October 27, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:30 PM	4:30 PM - 5:30 PM	3:30 PM - 4:30 PM	2:30 PM - 3:30 PM

Association of American Colleges and Universities (AAC&U) Happy Hour

Meet virtually with an Association of American Colleges and Universities (AAC&U) representative and learn how they can help your institution.

Hannah Schneider, Association of American Colleges and Universities (AAC&U)

Presentation Type: Virtual Sponsor Booth – Sponsored by [AAC&U](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/87847735211>

Wednesday, October 28, 2020

KEYNOTE SESSIONS

Zoom Webinar Attendee Link: Track: *17A		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 12:00 PM	10:00 AM - 11:00 AM	9:00 AM - 10:00 AM	8:00 AM - 9:00 AM

Making a Difference with Assessment

Even though a fundamental goal underlying our program assessment work is to make a positive difference in student learning outcomes, it is often hard to achieve that goal in practice. Given all the effort required to engage in effective assessment processes, it's all the more important that we direct our efforts wisely. This keynote will highlight five key ways we can be strategic at different points in the assessment cycle to make – and measure – a positive difference.

Marsha Lovett, Carnegie Mellon University

Presentation Type: Keynote Session – [Sponsored by Weave](#)

Audience Level: All

Primary Track: Learning Improvement (LI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91693084214>

Track: *17B		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 12:00 PM	10:00 AM - 11:00 AM	9:00 AM - 10:00 AM	8:00 AM - 9:00 AM

Existential Crisis or Opportunity for a Profession: Assessment Becoming

This track keynote will discuss future directions of assessment as a profession and discipline, with a specific focus on further developing the roles of assessment professionals. As we move fully into the decade ahead with increased emphasis on the value and worth of higher education, disconnected narratives on the purpose and function of assessment, and recognition and validation of learning from sources outside higher education, we explore whether we are amassed in an existential crisis or opportunity for clarity. This keynote will also serve as an introduction to the [National Institute for Learning Outcomes Assessment \(NILOA\)](#) track sessions and will introduce participants to emerging developments in national projects of interest to assessment practitioners. Resources: [NILOA Website](#) and [Assessment and COVID-19 Report](#)

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

Presentation Type: Keynote Session

Audience Level: All

Primary Track: NILOA (NI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96789540559>

Track: *17C		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 12:00 PM	10:00 AM - 11:00 AM	9:00 AM - 10:00 AM	8:00 AM - 9:00 AM

Getting Faculty to Use Their HIPs

A cultural shift in teaching and learning has emerged at Pikes Peak Community College, with significant results for students. In just three years, PPCC has implemented ten High Impact Practices, with 60% of nearly 900 faculty participating. HIPs at PPCC derives its energy from a passionate group of educators determined to change the future for students in their community, and to see Kuh's "compensatory effects" come to life (2008). PPCC's unconventional methods are high-risk and high-reward. In this keynote address, Robin Schofield describes practical ways to implement and assess quality High Impact Practices at large public institutions.

Robin Schofield, Pikes Peak Community College

Presentation Type: Keynote Session – Sponsored by [National Survey of Student Engagement \(NSSE\)](#)

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98106883332>

* This session will also be automatically streamed to YouTube.

Track: *17D		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 12:00 PM	10:00 AM - 11:00 AM	9:00 AM - 10:00 AM	8:00 AM - 9:00 AM

Enhanced Value of Assessment Frameworks in the Era of COVID

In the spring of 2020, everything suddenly changed socially and culturally within weeks as a worldwide lockdown occurred. The disruption of the COVID-19 pandemic impacted education, perhaps permanently, in ways we are only beginning to understand. The pandemic has forced educational stakeholders to literally “question everything”. Resources have been stretched and gaps have been revealed. The how of education has evolved from an in person, on ground 3 dimensional, all 5 sense experience to a remote, internet connected two dimensional experience. The why of assessment being in person, high stakes, high security has come under renewed scrutiny and now the notion of “remote proctoring” is no longer experimental but is in full scale deployment by some institutions. These disruptions are not necessarily better or worse than what existed for teaching and learning prior to the pandemic, but it certainly has compelled educators and learners to think a second time on how education and evaluation can and should occur.

Abraham Lincoln is attributed to have said, “The best way to predict the future is to create it.” This talk will revisit the first principles of assessment frameworks as a construct to inform assessment for and of learning to gauge the effectiveness of teaching and progress of learners without regard to whether it is in person or remote.

Michael Finley, Kansas Health Science Center (Wichita)

Presentation Type: Keynote Session

Audience Level: All

Primary Track: Graduate Education (GR)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99870430224>

Track: *17E		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
11:00 AM - 12:00 PM	10:00 AM - 11:00 AM	9:00 AM - 10:00 AM	8:00 AM - 9:00 AM

Assessment as an Agent of Cultural Change

It is tough out there. The conditions our students experience are hard. While traditional measures of progress might lead one to believe life becomes easier for each subsequent generation, there is plenty of data to suggest otherwise. As part of this conversation, we will talk about the conditions many of our students face, including the increased probability of loneliness. The time is ripe for educators, especially assessment professionals, to step in and do what we do best: shift culture, bolster hope, and design experiences—both curricular and co-curricular—that turn humans toward one another.

Frank Shushok, Jr., Virginia Tech

Presentation Type: Keynote Session – [Sponsored by AEFIS](#)

Audience Level: All

Primary Track: Student Affairs Programs and Services (SA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94301108054>

60-MINUTE CONCURRENT SESSIONS

Track: *18A		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Equity and Inclusivity in the Assessment of High-Impact Practices

As we seek to assess what works and what needs improvement in High-Impact Practices (HIPs), it is essential that we critically examine our assessment strategies and methodologies. Many assessment plans inadvertently overlook the experiences of diverse student populations and only focus on large, aggregate data that reflects the experiences of traditionally privileged, majority students. This session will focus on how to conduct more inclusive assessment, including specific strategies for: creating more inclusive survey questions, how to assess the experiences of small populations in order to improve the experiences of small populations, more equitable quantitative methods, and democratically engaged assessment strategies.

Heather Haeger, California State University, Monterey Bay (CSUMB); and Allison BrckaLorenz, Indiana University—Bloomington

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94367052354>

Track: 18B		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

The Overwhelmed by Data and Limited Analysis Blues. A Systems Approach to Using the Right Results to Measure Effectiveness and Drive Performance Improvement

Institutions collect massive amounts of data in the name of assessment and do not use the data sustainably or systematically. Instead, the data sits on a shelf, or clogs up cyberspace, until the next compliance visit. Through the use of a systems approach, organizations can improve outcomes and strategic priority identification and alignment through key metrics at all levels. This approach will drive performance improvement and reduce ineffective work practices while streamlining process improvement, done through data-informed action items that support the sustainable and measurable achievement of desired outcomes.

Kimberly Paddock-O'Reilly and Lee Van Dusen, Logan University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93428298672>

Track: *18C		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

A Framework for Implementing Socially Just Assessment

Higher education professionals must create processes to ensure equity and inclusion as our campuses diversify. Often viewed as an objective and 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. Presenters provide an overview of current literature in the field on the topic, a continuum that can be used as a framework, and concrete tips for using assessment for equity. Participants will leave with actionable strategies for implementing assessment for equity on their own campuses.

Gavin Henning, New England College; and Anne E. Lundquist, Anthology, formerly Campus Labs

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Diversity, Equity, & Inclusion (DV)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94421736954>

Track: 18D		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

A Situative Approach to Efficient Online/Hybrid Instruction and Assessment

Attendees will learn to develop efficient online courses and hybrid assignments for their own instructional goal while avoiding instructor “burnout.” In a mix of activities, attendees will apply core steps to (a) problematize student learning, (b) maximize public peer and instructor interactions, (c) minimize private instructor-student interactions and grading, (d) efficiently assess engagement, understanding, and achievement, and (e) reposition minoritized learners. Attendees will also learn about applying the remaining steps as presented in a forthcoming article. The presentation and paper are intended to help attendees who are not grounded in situative theory to “learn as they go.”

Daniel T. Hickey and Grant T. Chartrand, Indiana University—Bloomington

Presentation Type: 60-Minute Concurrent Session

Audience Level: Beginner

Primary Track: Faculty Development (FD)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92848021781>

Track: 18E		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

What the Numbers Don't Show: Student HIP Pathway Programs and the Quality Challenge

Old Dominion University developed LeADERS, a HIP pathway program which encourages students to participate in multiple HIPs. Students in the program complete 3-5 classes or co-curricular opportunities in Leadership, Academic Internship, Diversity, Entrepreneurship, Research, or Service Learning and develop an ePortfolio to reflect on and showcase their learning. While traditional metrics have shown the program to be successful, LeADERS is embracing the challenges and opportunities involved with reverse engineering elements of the program to ensure the consistent quality of HIP experiences. This presentation shares strategies related to fostering HIP quality through a centralized program operating within a decentralized institutional framework.

Lanah K. Stafford, Suzanne Emmons, Jenn Grimm, and Megan Mize, Old Dominion University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96488348333>

Track: 18F		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

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

Every year, the Division of Student Affairs staff and other campus partners collaborate to plan 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 and sense of belonging and student retention using a statistical analysis called propensity score matching, logistic regression models, and survey results.

A. Sonia Ninon, Tonya Hall, and Brett Watson, IUPUI

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Student Affairs Programs and Services (SA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91434634764>

Track: 18G		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Two Paths Diverged: Equity Minded Community-Based Learning in Two Interdisciplinary Programs

How do we build equity-minded community-based learning experiences for students? As part of a grant-funded initiative creating and assessing equity-focused high-impact practices, two academic programs assessed access to and learning within their community-based-learning (CBL) courses. Representatives from both programs and the director of the Center for Teaching and Learning will help session participants consider how to engage their colleagues in 1) difficult conversations about assessing for equity in HIPs, such as community-based learning, 2) data-driven and research-based approaches to curricular and course development that integrate HIPs/CBL, and 3) the development of assessment plans and instruments whose results may help promote equity-minded change within programs.

Kerry Kuenzi, Caroline Boswell, and Alison Staudinger, University of Wisconsin-Green Bay

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Community Engagement (CE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94079154767>

Track: 18H		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Assessing the Online Graduate Course: How Deliberative Redesign Reimagines an Assessment Course

Often graduate students struggle to comprehend principles due to disconnects between stated outcomes and alignment with assignments. Deconstruction, with deliberate focus on assessments and learning goals, when combined with online course creation protocols, leads to successful redefinition and substantially improved linkages to learning outcomes. This session provides a framework for redevelopment of online graduate course through methods and tools focused on learning goal alignment. This approach combines course mapping, backward design, and online principles to ensure learning goals are met allowing faculty to reimagine their courses. Data results and techniques are shared through the lens of a graduate assessment course.

Catherine Gatewood-Keim, Austin Peay State University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Graduate Education (GR)

Track: 18I		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Using the Intercultural Learning Hub (hubICL) to Assess Intercultural Development through Activities and Assessments

The World Priest Program, designed to assist international priests in managing a successful transition into effective ministry in the United States, provides a series of workshops that include introduction to cultural dimensions and the skills, attitudes, and knowledge needed to navigate cross-cultural encounters in the United States. In order to explore and assess workshop participants' intercultural behavior and attitudes, I applied the resources of Purdue University's Center for Intercultural Learning, Mentorship, Assessment and Research (CILMAR). This workshop is designed to illustrate two activities and an assessment from hubICL's digital toolbox, as well as explore theories from the site's research repository.

Kevin J. Spence, Saint Meinrad Seminary and School of Theology

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Global Learning (GL)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91243146011>

Track: 18J		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

“We’re not Auditing ... We’re Improving!” Flipping Tedious Assessment Compliance into Exciting Faculty-Led Program Improvements!

A common response when any assessment driven administrator attempts to motivate sometimes overworked and/or overburdened faculty is “tell me what you need and let’s get this over with...” When assessment goes stale, it’s difficult to show its more vivid qualities and more engaging practices. Literature that speaks to improvement as the end all, be all at the beginning of the assessment loop, as opposed to its close, is discussed in this session . This discussion will explore the actions of a university that is discussing improvement as the primary aim with assessment being the support engine, rather than driver. (Fulcher, Good, Coleman, and Smith, 2014).

Dan I. Stroud and Jarvis Hampton, West Texas A & M University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Learning Improvement (LI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96310700937>

Track: *18K		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Creating a Culture of Assessment in a STEM Program

STEM programs may lack a culture of assessment which can create a significant obstacle if the university moves toward a campus-wide assessment plan and an even greater obstacle if the program seeks a form of specialized accreditation. Establishing and sustaining a culture of assessment requires a change to the values and beliefs of the department and faculty. The purpose of this session is to describe the process used by an Applied Technology program in the development and implementation of an assessment strategy and how the department was able to make assessment an integral part of its culture.

Kenneth L. Rigler, Jr., Fort Hays State University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: STEM Education (SE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95795281636>

Track: 18L		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Utilizing Triangulation Methodology to Analyze Institution-Level Student Learning Outcomes

Reporting on institution-level student learning outcomes can provide an opportunity to examine the progress students make on their educational journey at an institution. Our institution has developed a comprehensive plan that relies upon direct and indirect measures collected campus wide. Using triangulation methodology, we were able to follow the progress made by a cross-sectional sample of our students as they have progressed through our institution. This session will address the process the office undertook to analyze the data and how we decided to share our results with our stakeholders.

Mitchel L. Cottenoir, Elise Demeter, and Christine Robinson, University of North Carolina at Charlotte

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Institution-Wide Data Collection/Use (ID)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95756619944>

Track: 18M		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Stories and Strategies: Social Media as a Tool for Assessment Professionals

With great potential to advance our work, social media is an underutilized tool by assessment practitioners. Many organizations use online platforms like Twitter, Facebook, LinkedIn, and Instagram to engage stakeholders, generate interest, and advance strategic goals. Lack of social media engagement can be a missed opportunity to share assessment stories, learn about promising practices, network, engage stakeholders, and leverage our community of practice. This session will help participants navigate using social media effectively from the individual, departmental, or institutional perspective. Special attention will be given to strategies for participants to leverage benefits and overcome challenges associated with social media.

Joseph D. Levy, National Louis University; and Erick Montenegro, Credential Engine

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Use of Technologies in Assessment (UT)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94165682120>

Track: 18N		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Capturing Student Learning through Alternative Assessments to Improve Academic Integrity and Equity

Tests and exams are frequently used to measure student learning, but these common modes of assessment can present challenges even under ideal conditions. Concerns related to the equity and academic integrity of tests/exams were amplified in Spring 2020 when instruction moved abruptly online. Students found themselves under great stress and facing inequitable situations with technology resources and home conditions. These desperate circumstances led some students to resort to dishonest practices. In this session, the presenters will discuss how alternative assessments can be used to measure student learning and improve academic integrity and equity among students, especially amid the current situation.

Julie Saam, Indiana University Kokomo; Emily Hixon, Purdue University Northwest; Elizabeth Osika, Marian University; and Sandra Metzger, Indiana Wesleyan University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Assessment Methods/Leadership for Assessment (AM/LI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96690340323>

Track: 18O		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

The Only Constant is Change: How Loyola University New Orleans Manages a Complex Student Evaluation Process

This session will focus on one institution's experience with managing the course evaluation process through times of disruption. The session will highlight how Loyola University New Orleans' used EvaluationKIT to manage the evaluation and survey process and examine results before and after pandemic-related disruptions, an LMS changeover, and more. You will learn how the institution uses data from course evaluations across multiple formal and informal domains in Academic Affairs, emphasizing strategies to overcome the limitations of course evaluations including issues with response rates and concerns about race and gender bias.

Carol Ann MacGregor, Loyola University New Orleans

Presentation Type: 60-Minute Sponsor – Sponsored by [Watermark](#)

Audience Level: All

Primary Track: Institution-Wide Data Collection/Use (ID)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95695184230>

Track: 18P		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Discussion on the Next-Generation of Learning Technology for Learning Effectiveness in the 'New Normal' Era

This presentation will discuss the conceptual design and framework for the next generation of learning technology, a framework, and thinking beyond the current legacy Learning Management System (LMS) being used for online courses. For the last 23 years, the IUPUI CyberLab has engaged in the research, development, and entrepreneurship of new learning technology solutions and systems. The result has been the development and commercialization of a number of high profile systems such as Oncourse (Sakai), ANGEL Learning, Epsilen, and CourseNetworking (CN), a new toolbox combining LMS and ePortfolio for career development and learning assessment. The CN technology tools are currently being used in 160+ countries, both for free and low educational pricing. The IUPUI CyberLab and CourseNetworking teams will discuss and demonstrate various use cases and how individual instructors and students can take advantage of the various CN tools for classroom teaching, learning assessment, and engagement.

Ali Jafari, Allie Wigginton, Mengyuan (Alice) Zhao, CourseNetworking (CN) and IUPUI CyberLab; and John Ittleson, California State University, Monterey Bay

Presentation Type: 60-Minute Sponsor Session – Sponsored by [CourseNetworking \(CN\)](#) and [IUPUI CyberLab](#)

Audience Level: All

Primary Track: Use of Technologies in Assessment/Global Learning (UT/GL)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97013705563>

Track: 18Q		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

CourseNetworking (CN) and IUPUI CyberLab Virtual Sponsor Booth

Meet virtually with a CourseNetworking (CN) and IUPUI CyberLab representative and learn how they can help your institution.

Ali Jafari, Jillian Crist, Conor Marley, Allie Wigginton, and Mengyuan (Alice) Zhao, CourseNetworking (CN) and IUPUI CyberLab

Presentation Type: Virtual Sponsor Booth – Sponsored by [CourseNetworking \(CN\)](#) and [IUPUI CyberLab](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82332264539>

Track: 18R		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

James Madison University, the Center for Assessment and Research Studies, Virtual Sponsor Booth

Meet virtually with a James Madison University, the Center for Assessment and Research Studies, representative and learn how they can help your institution.

Keston Fulcher, Jeanne Horst, Sara Finney, Caroline Prendergast, Chris Patterson, Beth Perkins, and Yelisey Shapovalov, James Madison University, the Center for Assessment and Research Studies

Presentation Type: Virtual Sponsor Booth – Sponsored by [James Madison University](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/83042170265>

Track: 18S		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

National Survey of Student Engagement (NSSE) Virtual Sponsor Booth

Meet virtually with a National Survey of Student Engagement (NSSE) representative and learn how they can help your institution.

Jillian Kinzie and Angie Miller, National Survey of Student Engagement (NSSE) and Indiana University—Bloomington

Presentation Type: Virtual Sponsor Booth – Sponsored by [National Survey of Student Engagement \(NSSE\)](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/88624645561>

Track: 18T		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Student Opportunity Center Virtual Sponsor Booth

Meet virtually with a Student Opportunity Center representative and learn how they can help your institution.

Chris Freire and Claire Jacobson, Student Opportunity Center

Presentation Type: Virtual Sponsor Booth – Sponsored by [Student Opportunity Center](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/89524814698>

Track: 18U		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Weave Virtual Sponsor Booth

Meet virtually with a Weave representative and learn how they can help your institution.

Amy Dykens and Kathy Farrelly, Weave

Presentation Type: Virtual Sponsor Booth – Sponsored by [Weave](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/86991768449>

Track: 18V		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., Virtual Sponsor Booth

Meet virtually with a Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., representative and learn how they can help your institution.

Stephanie Allen, Xitracs by Concord USA, Inc.

Presentation Type: Virtual Sponsor Booth – Sponsored by [Xitracs by Concord USA, Inc.](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/87907062798>

Track: 18W		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 1:15 PM	11:15 AM - 12:15 PM	10:15 AM - 11:15 AM	9:15 AM - 10:15 AM

WASC Senior College and University Commission Regional Accreditor Consultation

Meet virtually with a representative from the regional accreditation agency WASC Senior College and University Commission.

David Chase, WASC Senior College and University Commission

Presentation Type: Regional Accreditor Consultation

Audience Level: All

Primary Track: Accreditation (AC)

Zoom Meeting Attendee Link: <https://iu.zoom.us/j/85653719616>

Track: 18X		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
12:15 PM - 12:30 PM	11:15 AM - 11:30 AM	10:15 AM - 10:30 AM	9:15 AM - 9:30 AM

AEFIS Virtual Yoga - 15-Minute Easy Stretching & Meditation While Sitting at Your Desk

This activity is intended for everyone and no experience necessary. All you need to do is show up! You will not need a yoga mat, special shoes, or any specific clothing. All you will need to do is sit up in your chair and ideally be close to your camera showing your shoulders and head. During our session, we will be focusing on gentle neck and shoulder stretches, breathing techniques, and a small meditation for each class where we will set an intention for our day.

Brian Flynn, AEFIS

Presentation Type: Virtual Sponsor Booth – Sponsored by [AEFIS](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://www.aefisacademy.org/event/ae fis-virtual-yoga-level-1-2020-10-28/>

Track: *19A		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Assessing the Impact: Building a Model for Measuring Learning Across High-Impact Practices

This session will engage participants in a conversation about measuring student learning across an array of high-impact practices. This session will explain the process that the University of Wisconsin-Eau Claire used to identify common outcomes, a shared rubric, and linked HIP-specific rubrics to assess learning in immersion, internship, and research experiences. An activity will help participants identify outcomes shared across HIPS and consider how this process might proceed on their campuses.

Mary F. Hoffman, Cheryl Lochner-Wright, and Karen Havholm, University of Wisconsin-Eau Claire; and Katie Weichelt, Marshfield Clinic Health System

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93193351767>

Track: *19B		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

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 with a national readership; and (2) a recent 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

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Emerging Trends in Assessment (ET)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96151186859>

Track: 19C		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Using the Culturally Engaging Campus Environments (CECE) Survey to Assess Campus Environments for Diversity and Inclusion

This presentation will introduce the Culturally Engaging Campus Environments (CECE) survey, a tool to advance conversations on institutional diversity, inclusion, and equity. Presenters will introduce the CECE model and survey, designed to help practitioners understand and measure how well institutions are doing to foster student learning and success for diverse populations. Presenters will also facilitate an activity to engage the audience in using and analyzing the CECE data for institutional practice. The audience will develop a better understanding and concrete ideas for using the CECE assessment tool to improve the campus environment at their institutions.

Lucy LePeau, Ting-Han Chang, and Natasha A. Saelua, Indiana University—Bloomington

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Diversity, Equity, & Inclusion (DV)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91046244881>

Track: 19D		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Developing a Consultation Evaluation Survey for a Teaching Center

Faculty consultations were one of the most widely used services provided by the XXXX teaching center, but a method for assessing the effectiveness of these services had not yet been developed. This session will outline the creation of a consultation evaluation survey by the teaching center and its initial set of results. Additionally, attendees will have the opportunity to begin developing survey items that align with their own areas of interests.

Andi M. Strackeljahn, Devin E. Jewell, and Terri A. Tarr, IUPUI

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Faculty Development (FD)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95882419233>

Track: 19E		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Using Direct and Indirect Assessments to Engage Faculty and Evaluate Effectiveness of First-Year Integrated Learning

As a signature feature of USD's core curriculum (GE), first-year students practice integrating learning across disciplines within a learning community (LC) theme in the fall semester followed by an integration project in the second spring LC course. In fall courses, two distinctive approaches to integrated learning emerged. This session summarizes analyses of direct and indirect measures of integrated learning in evaluating the two approaches. Although spring data was anomalous because of the online shift, interesting assessments of students' reflections were also considered. Participants will have the opportunity to consider the implications of these findings for their own institutions.

Beth O'Shea, Debbie Finocchio, and Carole L. Huston, University of San Diego

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92143756494>

Track: 19F		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Assessing Institutional Support for Student Wellbeing

Students' wellbeing can affect their retention, GPA, mental and physical health, and learning. Although institutions cannot control the levels of individual wellbeing that students bring with them to college, they can control the supports provided to students post-enrollment. Butler University has developed a survey that allows institutions to collect student perceptions on areas of strength and opportunity in institutional support for various aspects of their wellbeing while they are on campus. Session attendees will learn about the Student Wellbeing Institutional Support Survey (SWISS), the research base on which it is built, and how it can be used at other institutions.

Bridget Yuhas, Butler University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Student Affairs Programs and Services (SA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96971228551>

Track: 19G		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

The Rarest Emerging Assessment Professional: Community Engagement Unicorns Unite

Come view for yourself the rarest of assessment professionals- unicorns if you will: The few of us that focus almost exclusively on assessing higher education's public mission, aka community or civic engagement. The lead presenter will begin by drawing connections between community engagement, higher education, and the role of assessment in both of those fields. Then panelists will discuss and attendees will learn about the rise of their role- at their campus- how they work with campus leaders to inform policies and practices, how you too can advocate for an assessment professional in your division or unit focused on community engagement, and how these new emerging professionals are changing the landscape about "what counts" when it comes to informing or improving higher education's public mission(s).

Anne Weiss, Purdue University; Jillian Martin, Washington University - St. Louis; Laura Nygaard, Texas A&M-San Antonio; Kristin Norris, IUPUI; Jo Wong, Stanford University; Christine Bruckner, Illinois State University; and Sherri Sklarwitz, Tufts University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Community Engagement (CE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92493819845>

Track: 19H		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

"Wicked Problems": Assessing Excellence in Physical Therapy Education

Physical therapy education is at a watershed moment for programmatic assessment. The American Council of Academic Physical Therapy was developed to promote excellence in physical therapy education. There have been multiple efforts to facilitate this charge, namely the Benchmarking Excellence Task Force and the Physical Therapy – Measure of Educational Program Quality and the National Study of Excellence and Innovation in Physical Therapist Education. Unfortunately, developing a culture of programmatic assessment has proven to be a wicked problem. There are multiple stakeholders, each with their own diverse perspectives, resulting in variability about the best way to move forward with programmatic assessment.

Amy E. Heath, Western Michigan University; Peter Altenburger, Indiana University—Bloomington; Jacklyn H. Brechter, Chapman University; and Kimberly Topp, University of California San Francisco

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Graduate Education (GR)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/9283211185>

Track: 19I		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Distributed or Centralized Administrative Assessment Processes: Two Institutions, Multiple Lessons

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, a major role of these teams is peer review of assessment reporting, focused on evaluating the quality of those reports and providing constructive feedback. This session will share how two institutions have implemented contrasting approaches to this peer review process. While one is more centralized and the other is more distributed, either can provide an effective framework for institutions to support their own administrative and student affairs assessment processes.

Cynthia Groover, Georgia Southern University; and David G. Shirley, Old Dominion University

Presentation Type: 60-Minute Concurrent Session

Audience Level: Beginner

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93715866117>

Track: 19J		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Learning Improvement by Design: Assessment with a Purpose and as a Collaborative Process

For higher education faculty, the purpose of assessment is not always clear and the process can be intimidating and onerous, resulting in meaningless data collection for accountability. This session will help participants to recognize that learning improvement can become a valuable purpose of assessment. Faculty enthusiasm can be generated on campuses to work through a focused learning improvement by design (LID) project for academic programs. Explore with Longwood University how STEM faculty in collaboration with faculty development and assessment practitioners implemented James Madison University's LID approach, as well as recognize the challenges and conditions for success.

Linda M. Townsend, Mark Fink, Adam Franssen, Mary Lehman, and Pam Tracy, Longwood University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Learning Improvement (LI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99228774125>

Track: 19K		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Assessing STEM Education in the Online Environment at the 2020 Assessment Institute

In the era of coronavirus and the mandates for students to engage in education remotely, assessment has never been more complex or challenging. STEM education (with its many laboratory-based components) is a field in which this assessment process has perplexed researchers, educators, and program developers. A panel discussion will be lead by Drs. Hilson, Curtis, and Chase to discuss these unique challenges that face STEM education assessment. Ideas and strategies will be generated and discussed form audience participation and a space will be provided to discuss outcomes so far.

Anthony Chase, IUPUI; Nicholas Curtis, Marquette University; and Wayne Hilson, Jr., Cornell University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: STEM Education (SE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94406963107>

Track: 19L		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Defining the Assessment Coordinator Position: Supporting the Academic Community and Building a Culture of Inquiry

Colleges and universities have been increasingly investing in the assessment of student learning, arguably as a result of the pressures surrounding accountability, efficiency, data, documented results, and faculty professional support. Although there is a growing demand for assessment experts in higher education, the coordinator position is not yet well-established, making the position responsibilities, essential knowledge and skills, and placement within the academic structure ever-changing and unique to each campus. The focus of this presentation is to provide information about how the position of a coordinator could function within the university setting and contribute to the advancement of an assessment culture.

Jennifer J. Laubenthal and Mike Carson, Central Michigan University

Presentation Type: 60-Minute Concurrent Session

Audience Level: Beginner

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92698858742>

Track: 19M		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

How We Built This: Unpacking Edupreneurs Assessment Success

Assessment is defined, collected, and utilized differently at every institution. In addition, assessment professionals advance to these roles from diverse backgrounds and even different career trajectories. Yet, one characteristic remains constant: Having an assessment management process that stakeholders recognize, contribute to, and own is key. Learn from assessment professionals from two-year and four-year institutions across the country as they discuss their uniquely sustainable assessment processes in a spin-off active dialogue inspired by NPR's How I Built This Podcast series. These assessment 'edupreneurs' share their assessment stories using technology to provide a transparent feedback loop for continuous improvement and student success.

Karol A. Batey, Texas A&M International University; Suzanne Carbonaro, AEFIS; Kathleen Gorski, Waubensee Community College; Joe Hawk, Drexel University; and Colin E. Suchland; Lincoln Land Community College

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Institution-Wide Data Collection/Use (ID)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98446330474>

Track: 19N		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Weave

This is an open session to inquire about Weave's services and how they might be of use to you and your institution. We'd love to meet you face-to-face (virtually of course) to hear about your successes and your challenges. We enjoy getting to know assessment professionals and talking shop!

Kathy Farrelly and Amy Dykens, Weave

Presentation Type: 60-Minute Sponsor Session – Sponsored by [Weave](#)

Audience Level: All

Primary Track: Use of Technologies in Assessment (UT)

Zoom Meeting Attendee Link: <https://iu.zoom.us/j/97344298657>

Track: *19O		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Developing an Assessment and Improvement Skillset

From online resources to a weeklong workshop to a PhD program in assessment and measurement, James Madison University (JMU) offers a continuum of resources for those seeking to develop their assessment skills. In this session, attendees will learn about these opportunities, particularly the nationally-acclaimed weeklong Assessment 101 workshop. Facilitators will provide an interactive exercise adapted from the Assessment 101 workshop. Attendees will leave the session with a framework of commonly sought assessment skills and a roadmap for how to develop these skills.

Keston H. Fulcher, S. Jeanne Horst and Christopher R. Patterson, James Madison University

Presentation Type: 60-Minute Sponsor Session – Sponsored by [James Madison University](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95579972857>

Track: 19P		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

CN ePortfolio at IUPUI: How We Promote Student Learning and Success Using ePortfolio

In this webinar, IUPUI CyberLab and Amy Powell, the Executive Director of ePortfolio at IUPUI, will present the CN ePortfolio platform designed, developed, and implemented at IUPUI and worldwide. The IUPUI CyberLab Team will demonstrate the life-long and social ePortfolio platform as its R&D product. Mrs. Powell will share how the CN ePortfolio platform is being used in various programs on the IUPUI campus, promoting student learning in the curriculum and co-curriculum, and supporting institutional missions and initiatives. Through this webinar, attendees will not only get to know a technology platform that can be integrated with their educational programs but also learn strategies and resources used at IUPUI--an institution that has a history of promoting ePortfolio as an effective tool for student success.

Amy Powell, IUPUI; Ali Jafari, Mengyuan (Alice) Zhao, and Allie Wigginton, CourseNetworking (CN) and IUPUI CyberLab

Presentation Type: 60-Minute Sponsor Session – Sponsored by [IUPUI CyberLab](#)

Audience Level: All

Primary Track: Use of Technologies in Assessment/Community Engagement (UT/CE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/95309838077>

Track: 19Q		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Middle States Commission on Higher Education (MSCHE) Regional Accreditor Consultation

Meet virtually with a representative from the regional accreditation agency Middle States Commission on Higher Education (MSCHE).

Sean McKittrick, Middle States Commission on Higher Education (MSCHE)

Presentation Type: Regional Accreditor Consultation

Audience Level: All

Primary Track: Accreditation (AC)

Zoom Meeting Attendee Link: <https://iu.zoom.us/j/84050918293>

Track: 19R		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Anthology, formerly Campus Labs, Virtual Sponsor Booth

Meet virtually with a Anthology, formerly Campus Labs, representative and learn how they can help your institution.

Jerry Anderson and Katie Grennell, Anthology, formerly Campus Labs

Presentation Type: Virtual Sponsor Booth – Sponsored by [Anthology, formerly Campus Labs](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82275438104>

Track: 19S		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

CourseNetworking (CN) and IUPUI CyberLab Virtual Sponsor Booth

Meet virtually with a CourseNetworking (CN) and IUPUI CyberLab representative and learn how they can help your institution.

Ali Jafari, Jillian Crist, Conor Marley, Allie Wigginton, and Mengyuan (Alice) Zhao, CourseNetworking (CN) and IUPUI CyberLab

Presentation Type: Virtual Sponsor Booth – Sponsored by [CourseNetworking \(CN\)](#) and [IUPUI CyberLab](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82332264539>

Track: 19T		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

James Madison University, the Center for Assessment and Research Studies, Virtual Sponsor Booth

Meet virtually with a James Madison University, the Center for Assessment and Research Studies, representative and learn how they can help your institution.

Keston Fulcher, Jeanne Horst, Sara Finney, Caroline Prendergast, Chris Patterson, Beth Perkins, and Yelisey Shapovalov, James Madison University, the Center for Assessment and Research Studies

Presentation Type: Virtual Sponsor Booth – Sponsored by [James Madison University](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/83042170265>

Track: 19U		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

National Survey of Student Engagement (NSSE) Virtual Sponsor Booth

Meet virtually with a National Survey of Student Engagement (NSSE) representative and learn how they can help your institution.

Jillian Kinzie and Angie Miller, National Survey of Student Engagement (NSSE) and Indiana University—Bloomington

Presentation Type: Virtual Sponsor Booth – Sponsored by [National Survey of Student Engagement \(NSSE\)](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/88624645561>

Track: 19V		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Student Opportunity Center Virtual Sponsor Booth

Meet virtually with a Student Opportunity Center representative and learn how they can help your institution.

Chris Freire and Claire Jacobson, Student Opportunity Center

Presentation Type: Virtual Sponsor Booth – Sponsored by [Student Opportunity Center](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/89524814698>

Track: 19W		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Weave Virtual Sponsor Booth

Meet virtually with a Weave representative and learn how they can help your institution.

Amy Dykens and Kathy Farrelly, Weave

Presentation Type: Virtual Sponsor Booth – Sponsored by [Weave](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/86991768449>

Track: 19X		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
1:30 PM - 2:30 PM	12:30 PM - 1:30 PM	11:30 AM - 12:30 PM	10:30 AM - 11:30 AM

Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., Virtual Sponsor Booth

Meet virtually with a Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., representative and learn how they can help your institution.

Stephanie Allen, Xitracs by Concord USA, Inc.

Presentation Type: Virtual Sponsor Booth – Sponsored by [Xitracs by Concord USA, Inc.](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/87907062798>

Break		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
2:30 PM – 3:00 PM	1:30 PM - 2:00 PM	12:30 PM – 1:00 PM	11:30 AM – 12:00 PM

BREAK

Track: 20A		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Reducing Barriers and Fostering Student Belonging and Success in the Professional Workplace

There is increasing national attention on student success after graduation. We will share how our campus focused on educating academic and career counselors, leaders of high-impact practices, faculty, and local employers on the strengths and challenges of our underserved student populations and how we can reduce the barriers to their career success. We will also share our recent efforts to understand belonging in the workplace and how we can use HIPs and programming for students to increase confidence and success in next steps after graduation. Attendees will discuss the resources and share their own strategies.

Brandi Gilbert, IUPUI

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93968021634>

Track: 20B		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Student Success and Engagement: Understanding the Benefits of Online Education through Student Learning Outcomes during The Novel Coronavirus Pandemic

In this modern age, higher education has evolved through the adaptation of technology and digital community with online learning. With the immediate impact and growth of online education, today's researchers, educators, and administrators are provided with the opportunity to impact more students with a similar quality education as their face-to-face classroom environment. To analyze the quality of education, it is important to look beyond final outcomes and investigate other areas, which may impact learning outcomes across delivery systems (Nguyen, 2015). An area of interest, which this presentation focuses on, is student engagement because of the impact it has on the student's academic success (Lei, Cui, & Zhou, 2018). The purpose of this presentation is to understand the effectiveness of student outcomes and perceptions regarding the quality of instruction and engagement in online learning.

Antwon D. Woods, Belhaven University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Assessment in Online Courses & Programs (AO)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98444801246>

Track: 20C		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Survey Inclusivity: Centering Minoritized Groups in Survey Design

The emergence of critical quantitative methodologies emphasizes the importance of using race-conscious approaches to highlight the centrality of race in student experiences, as a neutral approach can support a deficit framing. This session explores why it is important to center racially minoritized groups in survey design in order to move toward more equitable assessments of their experiences. Discussion will focus on an example of intentionally centering Black college student experiences in a quantitative study of collaborative learning and perceptions of campus climate with tips and strategies for participants to center racially minoritized voices in their own assessments.

Christen A. Priddie and Allison BrckaLorenz, Indiana University—Bloomington

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92888023963>

Track: *20D		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Better Together: How Student Learning Outcomes Assessment and Faculty Development Can Partner to Strengthen Student Success

The purpose of assessment is to strengthen higher education's capacity to meet the goals we have for students—the knowledge, proficiencies, and habits of mind that bring us together as a community of teachers and learners. In this session, we will explore the critical role that faculty development can play in meeting and supporting that work. Historically, assessment was often identified with mandates, accountability, and evaluation, while faculty development relied on creating a welcoming, non-judgmental space in which faculty could explore, reflect on, and improve their teaching. The two enterprises kept their distance, but that is changing. Faculty development leaders report that assessment is now a central issue for the field to address over the next ten years. Meanwhile, as the National Institute for Learning Outcomes Assessment's (NILOA) research has documented, assessment is shifting in ways that make it more integral to teaching and learning and the work of faculty in the classroom. This session will explore these developments, identify different campus models for more active partnerships between assessment and faculty development, and examine the challenges and the opportunities that come along with these new models.

Pat Hutchings, National Institute for Learning Outcomes Assessment (NILOA) and Bay View Alliance (BVA); and Jillian Kinzie, Indiana University—Bloomington and National Institute for Learning Outcomes Assessment (NILOA)

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Faculty Development/NILOA (FD/NI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97364942708>

Track: 20E		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Using Technologies, Surveys, and ePortfolios as High-Impact Practices at the Program Level

This eclectic panel of high-impact practice enthusiasts is comprised of four Program Directors from Middle Tennessee State University who will each share how they use a variety of high-impact assessment tools and technologies to support the success of their specific programs: the Experiential Learning Scholars Program, the Master of Arts in Liberal Arts Program, The Master of Professional Studies Program, and the Commercial Songwriting program.

Janet K. McCormick, Charles O. Blackmon, Pamela Morris, and Anita C. Swayze, Middle Tennessee State University (MTSU)

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99107000038>

Track: *20F		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Inviting Students to the Table: Leveraging Students to Do Student Assessment

Assessment of students can often be seen as something done to students instead of some done with students. This presentation captures the ways that our office has engaged with students to expand the culture of assessment at our university. Topics to be discussed include inviting students to the university-wide assessment committee, training student on survey instrumentation and best practices, recruiting student participation in instrument design, and hosting a student intern to plan a communication strategy aimed at raising response rates.

Glenn A. Phillips, Kyle Shanks, and Kylie Burke, Howard University

Presentation Type: 60-Minute Concurrent Session

Audience Level: Beginners

Primary Track: Student Affairs Programs and Services (SA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92791965546>

Track: 20G		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Can You Hear Us Now?: Investigating Student Satisfaction with Academic Advising

Academic advising is becoming an increasingly valuable aspect to higher education. Research has shown that positive student perceptions on academic advising are correlated with gains in various student success measures (Junco et al., 2016). This presentation examines various methods that administrators can use to assess student satisfaction with advising using quantitative surveys and focus groups. Additionally, this presentation shares one administrator's strategy to utilize student workers and leverage technology to help their department manage the demands of assessment. The presentation share results from these assessment measures and discusses best practices for implementation.

Dawn Y. Matthews, Florida State University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94160545334>

Track: 20H		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Productivity and Resilience: Two Criteria for Assessing Faculty Professional Development Interventions

How might faculty professional development interventions be assessed? Participant evaluations tell only part of the story. It is also important to capture the impact of faculty development events by measuring outcomes. Using a faculty Community of Practice as a case-study, this presentation proffers two criteria for measuring professional development interventions: productivity and resilience. The Community of Practice founded and led by the presenter has resulted in exponential growth in participant productivity. It has also been beneficial in helping participants adapt to an emergency situation induced by COVID-19. Productivity and resilience present two dimensions for assessing professional development interventions.

Leslie Miller, Lynn Jettpace, Nancy D. Goldfarb, Mary Ann Frank, and Michelle Clemons, IUPUI

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Emerging Trends in Assessment/Faculty Development (ET/FD)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91371477191>

Track: 20I		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Professional Assessment Competencies: Feedback to AALHE Professional Development Committee

What are the essential competencies of assessment professionals? We seek input from a broad cross-section of assessment practitioners. Join this highly interactive session to respond and give feedback to draft assessment professional competencies created by the Professional Development Committee (Association for the Assessment of Learning in Higher Education). Shed light on your own strengths and growth opportunities as you consider the competencies list, which was updated after receiving feedback from AALHE conference attendees. During this session, presenters will also note areas of concurrence and those that require further attention.

Patricia Gregg, Georgia State University; Sue Henderson, East Central College; Tim Melvin, Marshall University; Sharon Stoerger, Rutgers University; and Karen White-Goyzueta, Texas Southmost College

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97627453227>

Track: 20J		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Effective Assessment Strategies for Faith-Based Institutions

Faith-based institutions incorporate religious values and practices in general education, academic, and co-curricular programs. Student learning outcomes often include knowledge of Catholic Social Teaching, scripture, and church history, as well as skills such as close reading, analytical thinking, and self-reflection. Academic programs are also challenged to show a commitment to ethics, service, and social justice. In this session, you'll learn how to create effective faith-based learning outcomes and use assessment strategies and benchmarks to measure student learning.

Lirim Neziroski, University of St. Francis

Presentation Type: 60-Minute Concurrent Session

Audience Level: Beginner

Primary Track: General Education (GE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99375318754>

Track: 20K		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

STEM, Benson, and Rubric Development

As part of a multi-year, multi-institutional, interdisciplinary project to develop a sustainable design rubric for engineers, team members attempted to apply Benson's strong program of construct validity to the rubric development process. While Benson's program has largely been applied to psychological constructs measured using selected-response measures, team members believed a well-documented and supported process for examining construct validity evidence for the rubric was needed. In applying the Benson model, researchers found that generalizing elements of Benson's substantive stage was consistent with its application to selected-response instruments. Benson's structural stage, following extensive discussions between engineers and psychometricians regarding the expected relationships among rubric elements, required significantly more adaptations. External stage validity studies are currently underway. This session examines the collaborative process and resulting adapted model for implementing a program of construct validity with a rubric development project.

Elise Barrella, Wake Forest University; Robin Anderson, James Madison University; and Mary Katherine Watson, The Citadel

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: STEM Education (SE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98148756523>

Track: *20L		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

The Power of Research Partnerships for Student Success: Leveraging Faculty Expertise in Support of Academic Programs and Student Supports

This session highlights an innovative Faculty Fellows program at the University of Cincinnati (UC). Selected through a competitive application process, faculty from the UC School of Education will partner with practitioners from two offices—the Learning Commons and the Center for the Enhancement of Teaching and Learning (CET&L)—to improve student success programming and examine patterns of attrition and student success within 29 general education courses. The session will not only share preliminary findings, but also highlight best practices for meaningful research-practice partnerships focused on university success and assessment.

Amy N. Farley and Christopher M. Swoboda, University of Cincinnati

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Institution-Wide Data Collection/Use (ID)

Track: 20M		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Predicting Assessment Performance: Utilizing Past Item Performance and Educational Technologies to Create Sound Assessment Tools

Assessments provide data, which then drives change. Established best practices guide the development of assessments, but these can be cumbersome and time-consuming to remember and apply. Educational technologies and job aids can provide practical tools for enabling a full-circle review of individual assessment items, thereby aiding faculty in improving assessments and instruction while a course is on-going. By using an item's performance history to create and review the assessment, faculty can ensure the individual components of an assessment are put together in such a way to test student competency in the areas selected for the assessment.

Sarah E. Raake and Kimberly K. Daugherty, Sullivan University College of Pharmacy & Health Sciences

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Use of Technologies in Assessment (UT)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99352137458>

Track: 20N		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Outcomes from an Institution-Wide Community Engagement Framework: Comparing Perspectives Across Student, Faculty, and Community Partners

This presentation outlines the development of open-source tools to collect annual data about community engagement efforts from faculty and staff, students, and community partners at the University of Delaware. Early results from the tool application will be presented. Findings offer new insights into community engagement assessment and analysis, across and within stakeholder groups.

Allison Karpyn, Kathleen McCallops, Tara Tracy, and Henry Wolgast, University of Delaware

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Community Engagement (CE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98934378599>

Track: 20O		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Anthology, formerly Campus Labs, Virtual Sponsor Booth

Meet virtually with a Anthology, formerly Campus Labs, representative and learn how they can help your institution.

Jerry Anderson and Katie Grennell, Anthology, formerly Campus Labs

Presentation Type: Virtual Sponsor Booth – Sponsored by [Anthology, formerly Campus Labs](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82275438104>

Track: 20P		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

CourseNetworking (CN) and IUPUI CyberLab Virtual Sponsor Booth

Meet virtually with a CourseNetworking (CN) and IUPUI CyberLab representative and learn how they can help your institution.

Ali Jafari, Jillian Crist, Conor Marley, Allie Wigginton, and Mengyuan (Alice) Zhao, CourseNetworking (CN) and IUPUI CyberLab

Presentation Type: Virtual Sponsor Booth – Sponsored by [CourseNetworking \(CN\)](#) and [IUPUI CyberLab](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82332264539>

Track: 20Q		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

James Madison University, the Center for Assessment and Research Studies, Virtual Sponsor Booth

Meet virtually with a James Madison University, the Center for Assessment and Research Studies, representative and learn how they can help your institution.

Keston Fulcher, Jeanne Horst, Sara Finney, Caroline Prendergast, Chris Patterson, Beth Perkins, and Yelisey Shapovalov, James Madison University, the Center for Assessment and Research Studies

Presentation Type: Virtual Sponsor Booth – Sponsored by [James Madison University](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/83042170265>

Track: 20R		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

National Survey of Student Engagement (NSSE) Virtual Sponsor Booth

Meet virtually with a National Survey of Student Engagement (NSSE) representative and learn how they can help your institution.

Jillian Kinzie and Angie Miller, National Survey of Student Engagement (NSSE) and Indiana University—Bloomington

Presentation Type: Virtual Sponsor Booth – Sponsored by [National Survey of Student Engagement \(NSSE\)](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/88624645561>

Track: 20S		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Student Opportunity Center Virtual Sponsor Booth

Meet virtually with a Student Opportunity Center representative and learn how they can help your institution.

Chris Freire and Claire Jacobson, Student Opportunity Center

Presentation Type: Virtual Sponsor Booth – Sponsored by [Student Opportunity Center](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/89524814698>

Track: 20T		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Weave Virtual Sponsor Booth

Meet virtually with a Weave representative and learn how they can help your institution.

Amy Dykens and Kathy Farrelly, Weave

Presentation Type: Virtual Sponsor Booth – Sponsored by [Weave](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/86991768449>

Track: 20U		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., Virtual Sponsor Booth

Meet virtually with a Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., representative and learn how they can help your institution.

Stephanie Allen, Xitracs by Concord USA, Inc.

Presentation Type: Virtual Sponsor Booth – Sponsored by [Xitracs by Concord USA, Inc.](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/87907062798>

Track: 20V		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
3:00 PM - 4:00 PM	2:00 PM - 3:00 PM	1:00 PM - 2:00 PM	12:00 PM - 1:00 PM

AEFIS Makerspace: Design Your Success Journey with AEFIS

Let's create your Success Plan! Our Client Development Team will be available to help you design your assessment success journey. We will start with your goals and challenges, and provide you with guiding questions to help you conceptualize and organize your success journey. From our conversation, our Client Success Team will perform an analysis and provide insights and share any experiences from the field. You will receive your finalized Success Plan Blueprint you can use with or without AEFIS!

Kallie Rogers, AEFIS

Presentation Type: Virtual Sponsor Booth – Sponsored by [AEFIS](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://www.aefisacademy.org/event/aefis-makerspace-design-your-success-journey-with-aefis-2020-10-28/>

Track: 21A		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Pushing the Boundaries: When Students Deliver HIPs Rather Than Faculty

High-Impact Practices (HIPs) at Texas A&M University-Commerce are an unavoidable part of the first year experience. We are pushing the boundaries of this movement 1) by exposing our first year students to a career readiness curriculum (Design Your Life) and 2) having the content taught by undergraduate peer mentors rather than faculty. Presenters will share strategy, innovations, successes and challenges in utilizing undergraduate peer mentors to deliver an aspect of the Transforming Relationships and Academic Connections (TRAC) program. Practical tips on how to replicate this structure and assess it on your campus will be shared.

Yvonne Villanueva-Russell and Quynh Dang, Texas A&M University-Commerce

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99623548657>

Track: 21B		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Learn, Assess, Act: A Case Study on Stewarding Communication Fluency Assessment to Lead Change

Though we all aspire for our institutional assessment to spur rich conversation and improvement in student learning, university culture and structure can lead to less than ideal collaboration and utilization of data. In this session, a case study, centered on the process, findings, and response to our university's communication fluency assessment project in the general education speaking course, will be discussed. The way this process and its findings are positively impacting the culture of learning and assessment in the department and across the university will give participants an opportunity to consider possible strategies for improving how their own assessment is received.

Julie A. Borkin and Kim Case, Taylor University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: General Education (GE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92245555278>

Track: 21C		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

From DOE to EPP: How Positive Collaboration and Data Sharing Improves Student Learning

This session showcases the robust cycle of continuous improvement for an educator preparation provider (EPP) in Georgia involving multi-source assessment data collection, sharing how the data cycle is made meaningful through enhanced collaboration. Discussions will include how data is collected at the P-12 level and disseminated into a meaningful score for the EPPs for continuous program improvement use. This system has evolved at the state level, and the EPP continuous improvement system has infused valuable stakeholder feedback. The session will conclude with a focus on future implications of incomplete data due to delayed or cancelled assessments across P-20.

Natalie Kuhlmann, Barbie Radcliffe, and Karen Terry, Valdosta State University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Institution-Wide Data Collection/Use (ID)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98550443857>

Track: 21D		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Assessment is NOT Homogeneous – Embracing the Chaos

Often in an attempt to homogenize assessment practices on campuses, the role of faculty and their discipline-specific needs in assessment are overlooked or disregarded. Having assessment processes that make everyone look like processed cheese may look good to a mouse, but does not provide the best data to the program or discipline to truly inform practices that improve student learning. This session will look at the benefits of embracing assessment processes that accept the diversity of faculty needs. The session will include an interactive portion that can be replicated with faculty on other campuses.

Sheri H. Barrett and Ashley Vasquez, Johnson County Community College

Presentation Type: 60-Minute Concurrent Session

Audience Level: Beginner

Primary Track: Assessment Methods/Faculty Development (AM/FD)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99783392710>

Track: 21E		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Getting the Right Hand to Talk with the Left: Using a Course Assessment Tool to Initiate Important Curricular Improvement Conversations

How often have you wondered what happens in that course that is sequenced before the course you teach? Today, course assessments are usually completed individually, and only shared with one's supervisor, omitting the relationship of the course to the curriculum. Discussing course assessment results with peers facilitates communication and consistency in the curriculum. These factors enhance assessment on the course level, empower faculty to make change, and open discussion of the contribution of the course to the entire curriculum. When the left hand communicates with the right hand, the whole-body, academic unit, functions at optimal performance.

Stephanie Pratt, Indiana University Kokomo

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Emerging Trends in Assessment (ET)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91331193725>

Track: 21F		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Disaggregating Student HIP Participation and Creating Equitable Institutions

Large, R1 universities often have many entry pathways for first-time and transfer college students and often maintain decentralized data records on students' participation in high-impact practices. Obtaining a true understanding of the "who, what, when, where, and why" of HIPs can be difficult, but this is a necessary first step to understanding where to move the needle. We will discuss a longitudinal study on HIP data disaggregation and how the results are being used to improve curriculum, pedagogy, and resource realignment toward an inclusive undergraduate experience for all students.

Bridget G. Trogden and Cazembe Kennedy, Clemson University

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Institution-Wide Data Collection/Use/Diversity, Equity, & Inclusion (ID/DV)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99153390129>

Track: *21G		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

One Criterion at a Time: A Guide to Developing Analytic Rubrics

As rubrics are popularly used within higher education classrooms and are increasingly used for program assessment, there is increased demand for faculty development on how to create and use a “good” rubric. During this presentation, participants will have the opportunity to learn about the analytic rubric development process, and will create an analytic rubric from start to finish. The presenters will guide participants in both large- and small-group activities, as well as discussion.

Beth A. Perkins and Christopher R. Patterson, James Madison University

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94091074151>

Track: 21H		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Pull Yourself Together, Man! Developing Infrastructure and Processes for Institutional Planning and Assessment

The presenter will describe how McNeese State University transformed its planning and assessment processes amid institutionwide leadership changes and reaffirmation of accreditation. Changes resulted in campus-wide participation, increased use of planning and assessment information, and real-time conversations about continuous improvement. McNeese uses Xitracs to organize and track strategic planning, academic program and administrative unit planning, accreditation reporting, and faculty credentials. The presenter will provide a demonstration of the software and describe McNeese’s plans for future improvements.

Jessica R. Hutchings, McNeese State University; and Stephanie Allen, Xitracs by Concord USA, Inc.

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Use of Technologies in Assessment (UT)

Track: *21I		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Grand Challenges Project: Emerging Plans for Action

The Grand Challenges in Assessment Project is creating strategic plans to address challenges facing assessment in higher education. During this interactive session you can learn about and provide input to the emerging strategic plans addressing four challenges: 1) Using assessment findings to increase equity, 2) Using assessment findings to direct immediate pedagogical improvements, 3) Producing visible and actionable assessment findings that drive innovation; 4) Examining changes in institutional effectiveness (including student learning) over time.

Karen E. Singer-Freeman and Christine Robinson, University of North Carolina at Charlotte; Ruth Slotnick, Bridgewater State University; Carley Platt Dear, University of Mississippi Medical Center; Megan Schramm-Possinger, Winthrop University; Ciji Heiser, Western Michigan University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99878468487>

Track: 21J		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Implementing Project-Based Micro-ePortfolios: Community Engagement through Student-Community Client Partnerships Using HIPs

Micro-ePortfolios are a valuable tool for documenting and sharing experiential learning, signature assignments, and interdisciplinary projects. Self-contained, project-oriented ePortfolios [Micro-ePortfolios] enable student-teams to share projects with community partners through open-source websites. IUPUI's W231 Professional Writing Skills piloted Micro-ePortfolios across nine sections in 2019-2020. The W231 program, offering 40+ sections each year, creates opportunities for over 1,000 IUPUI students to engage 160+ local professionals. HIPs used in W231 transfer to other courses. The innovation of Micro-ePortfolios in W231 enhances the portability of team projects and makes it more convenient for students and community clients to share their reports.

Debbie Oesch-Minor, Amelia Bragg, Sophie Carrison, Katy Hole, Kelly Johnson, Natalie Muhammed, Anthony Rea, and Annemarie Stacey, IUPUI

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Emerging Trends in Assessment/HIPs in the States (ET/HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92108803975>

Track: 21K		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

The House Don't Fall if the Bones are Good*: Rebuilding the Labor Studies Department through Curriculum Mapping

In 2019, the Department of Labor Studies at Indiana University implemented interdisciplinary curriculum mapping as a positive step toward restructuring our curriculum from the ground up in order to improve student learning outcomes and promote a positive culture of assessment. With school and campus institutional support and faculty involvement, we began the process of "backward design" in order to assess our internal curricula framework (our bones), better align learning objectives with assessments and academic expectations, and use the map as an important part of the educational program design and evaluation. This presentation reflects our experiences.

Marquita R. Walker and Joseph J. Varga, IUPUI

Presentation Type: 60-Minute Concurrent Session

Audience Level: Beginner

Primary Track: Assessment in Online Courses & Programs (AO)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99054917921>

Track: 21L		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Building a Signature Culture of Assessment: Unpacking the MARIAN Way

The program-level assessment planning and reporting process at Marian University seeks to be Meaningful, Authentic, Reasonable, Inclusive, Appreciative, and Nimble. This process focuses on promoting data use among curricular and co-curricular programs, fostering genuine and supportive relationships across campus, and helping programs in their assessment efforts. Presenters will share the defining features of this campus-wide process, the accomplishments and obstacles experienced by the committee and subcommittee chairs facilitating the process, and the key reasons why this process has contributed to building a culture of assessment at the institution. Participants will discuss strategies for improving processes at their institutions.

Yuriko Ikeda and Tony Ribera, Marian University

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/99237135495>

* This session will also be automatically streamed to YouTube.

Track: 21M		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Sharing is Caring: Maximizing Program Strengths through Cross-Institution Collaboration Via Open Education Resources and Technology

Despite the varying differences among programs, effective assessment challenges, and the constant reminder of “flat” budgets and limited resources, one common theme shared across most institutions is the challenge of being successful at everything programs need, while meeting student learning outcomes and programming goals. Building Open Education Resources (OER), communities aim to break down barriers, encourage the collaboration of best-practice sharing, reduce expenses while delivering essential services, and directly combat program operational challenges. This workshop will demonstrate how cross-institution collaboration, the utilization of technology, and OERs create a space to allow programs to maximize their strengths through a shared structure model.

Shontell M. Stanford, Interdenominational Theological Center; and Tyrese Hinkins-Jones, Emory University School of Medicine

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Use of Technologies in Assessment (UT)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96123008465>

Track: *21N		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Perspectives on Learning Improvement

Learning improvement, along with accountability, is an oft cited reason for conducting assessment. Nevertheless, higher education has surprisingly little evidence of improvement. We define learning improvement as intentional changes to an academic program’s learning environment that produce better student achievement. This panel of national experts will discuss why learning improvement is so rare/obstacles to learning improvement; what higher education (and you!) can do to make learning improvement more prevalent; how learning improvement is affected by COVID; and how learning improvement can support equity initiatives.

Monica Stitt-Bergh, University of Hawai’i at Mānoa; Kathleen Gorski, Waubensee Community College; Gianina Baker, National Institute for Learning Outcomes Assessment (NILOA); Keston H. Fulcher, James Madison University; and Ray Van Dyke, Weave

Presentation Type: 60-Minute Concurrent Session

Audience Level: All

Primary Track: Learning Improvement (LI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94737381867>

Track: 21O		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Better Conversations: Quality, Accountability, Improvement and Equity through Accreditation

The overriding purpose of WASC Senior College and University Commission (WSCUC) accreditation is to assure all stakeholders that a WSCUC-accredited institution has been evaluated in depth and with rigor, and that it meets or exceeds the criteria required to maintain accreditation. The accreditation process is designed to promote a commitment to and support for student success through institutional improvement, which includes validating institutional integrity and articulating the elements of quality in postsecondary education. This presentation will detail new WSCUC initiatives to centralize evidence in the accreditation process and improve conversations about educational effectiveness and institutional improvement.

David M. Chase and Stephanie Huie, WASC Senior College and University Commission

Presentation Type: 60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Accreditation (AC)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/84244658812>

Track: 21P		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

CourseNetworking (CN) and IUPUI CyberLab Virtual Sponsor Booth

Meet virtually with a CourseNetworking (CN) and IUPUI CyberLab representative and learn how they can help your institution.

Ali Jafari, Jillian Crist, Conor Marley, Allie Wigginton, and Mengyuan (Alice) Zhao, CourseNetworking (CN) and IUPUI CyberLab

Presentation Type: Virtual Sponsor Booth – Sponsored by [CourseNetworking \(CN\)](#) and [IUPUI CyberLab](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82332264539>

Track: 21Q		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

James Madison University, the Center for Assessment and Research Studies, Virtual Sponsor Booth

Meet virtually with a James Madison University, the Center for Assessment and Research Studies, representative and learn how they can help your institution.

Keston Fulcher, Jeanne Horst, Sara Finney, Caroline Prendergast, Chris Patterson, Beth Perkins, and Yelisey Shapovalov, James Madison University, the Center for Assessment and Research Studies

Presentation Type: Virtual Sponsor Booth – Sponsored by [James Madison University](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/83042170265>

Track: 21R		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

National Survey of Student Engagement (NSSE) Virtual Sponsor Booth

Meet virtually with a National Survey of Student Engagement (NSSE) representative and learn how they can help your institution.

Jillian Kinzie and Angie Miller, National Survey of Student Engagement (NSSE) and Indiana University—Bloomington

Presentation Type: Virtual Sponsor Booth – Sponsored by [National Survey of Student Engagement \(NSSE\)](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/88624645561>

Track: 21S		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Student Opportunity Center Virtual Sponsor Booth

Meet virtually with a Student Opportunity Center representative and learn how they can help your institution.

Chris Freire and Claire Jacobson, Student Opportunity Center

Presentation Type: Virtual Sponsor Booth – Sponsored by [Student Opportunity Center](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/89524814698>

Track: 21T		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Stylus Publishing, LLC Virtual Sponsor Booth

Meet virtually with Stylus Publishing editor, David Brightman, to learn about the Stylus editorial program and proposal process..

David Brightman, Stylus Publishing, LLC

Presentation Type: Virtual Sponsor Booth – Sponsored by [Stylus Publishing, LLC](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/81693406889>

Track: 21U		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Weave Virtual Sponsor Booth

Meet virtually with a Weave representative and learn how they can help your institution.

Amy Dykens and Kathy Farrelly, Weave

Presentation Type: Virtual Sponsor Booth – Sponsored by [Weave](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/86991768449>

Track: 21V		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
4:15 PM - 5:15 PM	3:15 PM - 4:15 PM	2:15 PM - 3:15 PM	1:15 PM - 2:15 PM

Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., Virtual Sponsor Booth

Meet virtually with a Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., representative and learn how they can help your institution.

Stephanie Allen, Xitracs by Concord USA, Inc.

Presentation Type: Virtual Sponsor Booth – Sponsored by [Xitracs by Concord USA, Inc.](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/87907062798>

30-MINUTE CONCURRENT SESSIONS

(20-Minutes for Presentation; 10-Minutes for Discussion)

Track: 22A		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Experimental Designs: A Framework to Evaluate High-Impact Practices

Literature and professional conferences scarcely focus on (quasi) experimental design, focusing instead on new student success initiatives and landscapes of practice articles. Results purport to show high impact, but are they really? Students participating in High Impact Practices grow, but non-targeted groups also grow and this is often not considered. This session outlines the state of current practice, offers two examples where quasi experimental design illuminates new findings, and advocates for experimental design to ensure assessment efforts are not wasted. Participants take away practical tools: experimental literature DOI links, a methodological outline, and suggests a template for analyses.

Rajeeb L. Das, Texas A&M University

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97279328139>

Track: *22B		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Engaging Undergraduate Students in Assessment

This presentation will address one university's efforts to engage undergraduate students in the assessment process. Specifically, it will outline the evolution of the Student Learning Analyst (SLA) program - a paid position for undergraduate students through the Office of Academic Assessment. We will examine the history and development of the SLA program, the administrative support needed, and the processes involved with student-developed assessment projects. We also will discuss lessons learned and strategies to engage students in the assessment process at other institutions.

Jessica M. Turos and Kristen B. Hidingier, Bowling Green State University

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97589484025>

Track: 22C		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

From High School to Higher Ed: Embedding High-Impact Practices into Dual Credit and AP Courses

Innovative undertakings aimed at improving the state's educational outcomes at scale require engaging secondary schools as partners embarking on the challenges together. Promoting opportunities for higher ed. to partner together with high schools to foster a stronger more diverse pipeline for undergraduate research fosters high impact practice. This session welcomes thought leaders from state policy, academic affairs, undergraduate research, and workforce/economic development.

Pam Kerouac, The College Board; Christopher Budano and John R. Williamson, Eastern Kentucky University

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98809702342>

Track: 22D		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

He Said She Said: Does Lack of Gender Designation in Course Assignments Impact Attributes of Effective Leadership and Student Assessment?

Program-level learning is assessed in the Department of Organizational Leadership at Lewis University using the student's Capstone paper. The Capstone paper asks students to respond to a business case focused on the selection of a new CEO. Students discuss leadership attributes associated with each candidate while naming conventions for each candidate are gender neutral. Using assessment data, we looked at how students attributed leadership characteristics and assigned gender to each candidate, as well as which candidate was chosen to be the next CEO. Questions surrounding gender bias, student learning, and assessment will be discussed.

Michael Cherry, Sheila Boysen, and Lesley Page, Lewis University

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Diversity, Equity, & Inclusion (DV)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/98477534725>

Track: 22E		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Strengthening Program Assessment and Faculty Development through Faculty Review Teams

In 2015, our institution revamped our Program Assessment Reporting (PAR) process. A key component of that redesign is incorporating peer review teams that provide feedback on program assessment. Guided by our commitment that assessment should be transparent and collegial, teams of faculty and staff review each PAR report submitted, apply a rubric to evaluate the PARs, and provide formative feedback to departments and programs. Participants in this session will learn about and practice that process, reflect on how they might integrate aspects of peer review into their own processes, and be provided with a toolkit based on our experiences.

Teresa Focarile and Shari Ellertson, Boise State University

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Faculty Development (FD)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92677005395>

Track: 22F		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Prepared for Emergency: How Higher Education Leadership Responds to Corona Crisis in the US

This study uses interviews and content analysis on understanding support services that leaders offer to faculty and students in order to overcome the crisis and complete the semester effectively as organizational routines. For this study, data is derived from public and private universities located in New York City (two private, two public), Boston (two private, two public), Baltimore (one private, one public), Seattle (one private, one public), San Francisco area (one private, one public). The study will help practitioners and academics to gain a better understanding of the support services during crisis without judgments and critiques between the participant universities.

Antigoni Papadimitriou, Western Kentucky University

Presentation Type: 30-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Student Affairs Programs and Services (SA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/93394011379>

Track: 22G		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Assessing Accessibility in Technical Communication Courses: A Universal Design for Learning (UDL)

Approach

Using intentionally inclusive course design to create accessible content can reduce barriers to learning in higher education. Universal Design for Learning (UDL) goes beyond accessibility needs and considers learning preferences and challenges in order to optimize learning for all. UDL is not widely used across the curriculum, and accessibility is typically thought about on an as-needed basis. The Technical Communication program (TCM) at IUPUI began the proactive work toward using UDL to improve course design and assessment and optimize offerings for all students. This presentation will highlight successes, challenges, and lessons learned during this ongoing process.

Corinne C. Renguette and Julie Stella, IUPUI

Presentation Type: 30-Minute Concurrent Session

Audience Level: Beginner

Primary Track: Diversity, Equity, & Inclusion (DV)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96926672094>

Track: 22H		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Using Interprofessional Education and Its Assessment for Quality Improvement in a Health Sciences University

Interprofessional Education (IPE) is an accreditation requirement to varying extents for clinical health professions programs. While IPE has existed on Des Moines University's campus in various settings, there has been a lack of consistent university-level implementation, assessment, and evaluation. Therefore, we developed a pilot curriculum for our students that progresses through the didactic years of their programs. The main goals of our project are to develop robust IPE events and associated assessments. This presentation will focus on describing the development of an IPE curriculum at the university level and its assessment for quality improvement.

Amy N. Morris, Des Moines University

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Graduate Education (GR)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91279541986>

Track: 22I		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Assessing the Potential of World 101 for Teaching ESL

This presentation reflects on the appropriateness of World 101, the multi-module online material published by the Council of Foreign Relations, for teaching ESL. The presenter will review the topics selected and activities created by pre- and in-service ESL teachers in a teaching methods course for a variety of ESL student populations. The suitability and potential of the material will be assessed and reflected upon based on the range of activities designed by the (would-be-) teachers.

Estela Ene, IUPUI

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Global Learning (GL)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97386301811>

Track: 22J		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Teaching Students to Evaluate Sources: Getting Back to Basics

Librarians and instructors regularly see students struggle with evaluating information. Is there a way to teach source evaluation in a one-shot session that leads to better student performance? We'll present results of our research project, which compared multiple sections of students over two semesters. Some students were taught the CRAAP method, while others learned via the 6 journalistic question words. Was one method retained better than the other? Did student performance on quizzes and final papers differ based on the evaluation method they were taught? This presentation will engage you to think critically about teaching source evaluation in order to improve student learning.

Justin Kani, Sara Lowe, Katharine Macy, and Emily Murphy, IUPUI

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Learning Improvement (LI)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/91797227340>

Track: 22K		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Teaching Global Studies and Global Citizenship on Semester at Sea

The presentation looks at the ways teaching of global issues and global citizenship works on a floating university campus. Some comparisons will be made with this teaching pre- and post-coronavirus epidemic.

Stepanka Korytova, Mount Mary University, Milwaukee and Ivy Tech Community College

Presentation Type: 30-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97790610185>

Track: *22L		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Remote Proctoring: Impact on Academic Integrity, Performance, and Testing Anxiety

With the transition to virtual learning during the COVID-19 situation, the University of Tennessee Health Science Center College of Pharmacy developed and implemented remote proctoring practices to assure academic integrity. Session participants will learn how technology can aid conducting proctored assessments in a distance learning setting. The session will also review the impact of remote proctoring and test taking on student academic performance and testing anxiety as observed within our professional program.

Elizabeth A. Hall, University of Tennessee Health Science Center College of Pharmacy

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Assessment in Online Courses & Programs (AO)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97594498858>

Track: 22M		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Development and Improvement of Direct Evaluation Method to Measure Students' Understandings of the FYE Program

Yamagata University is a medium-sized Japanese national comprehensive university. We started the new FYE program in 2017, and the objective of the new FYE is to enhance students' four core learning skills such as basic research, teamwork, presentation, and report writing. As assessment activities, we have conducted student satisfaction surveys and learning outcome assessment surveys. We developed the new pre-post assessment method that evaluates student learning gains. We will use these indirect and direct assessment to find the areas where we need to improve our education. In this presentation, we will share our assessment methods, results, and lessons learned.

Takao Hashizume, Shigeru Asano, Koji Fujiwara, Katsumi Senyo, and Tetsuya Shiroishi, Yamagata University, Japan

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: General Education (GE)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96279252550>

Track: 22N		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

The Points Don't Matter: Reshaping Students' Misconceptions about Formative Assessment

For the No Child Left Behind generation of college students, "assessment" means a test and its judgements of them. The challenge is to reshape their conceptions of assessment as outcome driven to instead promote a positive *process orientation* of assessment. Formative assessment emphasizes assessment for learning, not of learning. This presentation introduces formative assessment theories and practices and explores them in the context of an iterative disposition assessment used in a teacher education program. With support and reorientation to the process of assessment, students begin to demonstrate the intrinsic, self-regulated learning strategies indicative of formative assessment.

Natalie Schelling, Indiana University Kokomo; and Matthew J. Stuve, Ball State University

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Emerging Trends in Assessment (ET)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97639597534>

Track: *22O		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Quality Review of Online Courses

The college of health and professional services at a Mountain State University has completed the second year of an ongoing quality review of online courses. The review considers the following factors: alignment to goals; course technology and tools; design and layout; content and activities; accessibility; interaction; and assessment and feedback. In the college, 120 courses are offered online in over 550 sections. Fifteen courses use hybrid delivery. Following the publishing of the review, remediation was required to correct and improve the course delivery. The first round of reviews for all courses will be completed after five years.

Thomas Sturtevant and John R. Fisher, Utah Valley University

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Assessment in Online Courses & Programs (AO)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/92232629539>

Track: 22P		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Assessing the Impact of Utilizing Multiple Active-Learning Strategies Longitudinally Over a Three-Year Period: Learner Perspectives and Performance in a Pharmacotherapy Course

Participants of the study were recruited from first-year students enrolled in the first Pharmacotherapy module in 2017, 2018 and 2019. The students were provided a list of reflection questions as instructor provided items with the university-conducted anonymous Student Evaluation of Teaching (SET) form. Data was collected from student responses using the university's scale for SET: 5= Strongly-Agree, 4 =Agree, 3 = Neutral/Undecided, 2 = Disagree, 1 = Strongly-Disagree to assess learning experience. Course performance data between groups was analyzed using ANOVA. Participation in the study was voluntary. Results indicated that the active-learning strategies were beneficial toward learning.

Minakshi Lahiri and Pramodini Kale-Pradhan, Wayne State University

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94662138031>

Track: 22Q		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Getting Started and Making Headway as a New Assessment Lead

Entering a leadership role in assessment can present challenges involving role uncertainty, time management, imposter syndrome, and task prioritization, among others. These challenges can be particularly impactful for those who have transitioned into an assessment role from a regular faculty role. Knowing yourself and your leadership strengths can help turn this transition from a source of stress to one of fulfillment. Overall, the purpose of this program is to share strategies and lessons learned from the first year of transition from regular faculty to assessment lead in a professional program. Key tools for leadership development will also be shared.

Robert D. Beckett, Manchester University College of Pharmacy, Natural and Health Sciences

Presentation Type: 30-Minute Concurrent Session

Audience Level: Beginner

Primary Track: Leadership for Assessment (LA)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94182617317>

Track: 22R		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Marketing Interventions for First-Generation Students and Diverse Populations

The marketing team at the IU Richard M. Fairbanks School of Public Health developed a strategic marketing plan that initially began as an overall messaging development for the school's undergraduate programs. As they learned more about the student population, they discovered the school's significant percentage of first-generation students. With this insight, the team refined and developed new ways of connecting with and supporting this population.

Amanda Briggs and Adrienne Robertson, IUPUI

Presentation Type: 30-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Emerging Trends in Assessment/Diversity, Equity, & Inclusion (ET/DV)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/97878291134>

Track: 22S		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Catalyzing Conversations about the Scholarship of Teaching and Learning: The JMU Engaged Teacher-Scholar Program

Faculty are increasingly interested in engaging in the Scholarship of Teaching and Learning (SoTL) across disciplines, necessitating faculty development support. The Engaged Teacher-Scholar (ETS) program at James Madison University aims to support faculty growth in a process of becoming ETS leaders across the university campus. ETS leaders receive professional development funds for the year of involvement in the program where they advance an individual SoTL research project and are trained to develop a plan for and offer professional development events to their department, college, and university. Development, evaluation, and outcomes from this program will be shared.

Dayna Henry, Edward Brantmeier, Ashley Taylor Jaffee, Anthony Tongen, James Madison University; and Olga Pierrakos, Wake Forest University

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: Faculty Development (FD)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/96067665631>

Track: 22T		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

The Learning Beyond the Classroom Certificate Program: The Impact

The Learning Beyond the Classroom Certificate Program: The Impact details a program offered by Purdue University's College of Science. This program motivates undergraduates to move outside the classroom and test their skills in the real world. Students are encouraged to explore activities outside of program requirements. The program enables students to develop the communication and collaboration skills required by scientists in the global workforce. It requires them to reflect on their experiences. A study based on 263 matched pairs of College of Science graduates confirms that the LBC program supports student success. LBC students have a higher GPA at graduation (+0.177) and graduate about a fifth of a semester sooner than students in the control group.

Laura J. Starr, Dennis J. Minchella, and Yumin Zhang, Purdue University

Presentation Type: 30-Minute Concurrent Session

Audience Level: All

Primary Track: HIPs in the States (HP)

Zoom Webinar Attendee Link: <https://iu.zoom.us/j/94770182483>

Track: 22U		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

CourseNetworking (CN) and IUPUI CyberLab Virtual Sponsor Booth

Meet virtually with a CourseNetworking (CN) and IUPUI CyberLab representative and learn how they can help your institution.

Ali Jafari, Jillian Crist, Conor Marley, Allie Wigginton, and Mengyuan (Alice) Zhao, CourseNetworking (CN) and IUPUI CyberLab

Presentation Type: Virtual Sponsor Booth – Sponsored by [CourseNetworking \(CN\)](#) and [IUPUI CyberLab](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/82332264539>

Track: 22V		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

James Madison University, the Center for Assessment and Research Studies, Virtual Sponsor Booth

Meet virtually with a James Madison University, the Center for Assessment and Research Studies, representative and learn how they can help your institution.

Keston Fulcher, Jeanne Horst, Sara Finney, Caroline Prendergast, Chris Patterson, Beth Perkins, and Yelisey Shapovalov, James Madison University, the Center for Assessment and Research Studies

Presentation Type: Virtual Sponsor Booth – Sponsored by [James Madison University](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/83042170265>

Track: 22W		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

National Survey of Student Engagement (NSSE) Virtual Sponsor Booth

Meet virtually with a National Survey of Student Engagement (NSSE) representative and learn how they can help your institution.

Jillian Kinzie and Angie Miller, National Survey of Student Engagement (NSSE) and Indiana University—Bloomington

Presentation Type: Virtual Sponsor Booth – Sponsored by [National Survey of Student Engagement \(NSSE\)](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/88624645561>

Track: 22X		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Student Opportunity Center Virtual Sponsor Booth

Meet virtually with a Student Opportunity Center representative and learn how they can help your institution.

Chris Freire and Claire Jacobson, Student Opportunity Center

Presentation Type: Virtual Sponsor Booth – Sponsored by [Student Opportunity Center](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/89524814698>

Track: 22Y		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Stylus Publishing, LLC Virtual Sponsor Booth

Meet virtually with Stylus Publishing editor, David Brightman, to learn about the Stylus editorial program and proposal process..

David Brightman, Stylus Publishing, LLC

Presentation Type: Virtual Sponsor Booth – Sponsored by [Stylus Publishing, LLC](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/81693406889>

Track: 22Z		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Weave Virtual Sponsor Booth

Meet virtually with a Weave representative and learn how they can help your institution.

Amy Dykens and Kathy Farrelly, Weave

Presentation Type: Virtual Sponsor Booth – Sponsored by [Weave](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/86991768449>

Track: 22AA		Wednesday, October 28, 2020	
Eastern Time Zone	Central Time Zone	Mountain Time Zone	Pacific Time Zone
5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., Virtual Sponsor Booth

Meet virtually with a Xitracs, Accreditation Management and Assessment Reporting System, A Division of Concord USA, Inc., representative and learn how they can help your institution.

Stephanie Allen, Xitracs by Concord USA, Inc.

Presentation Type: Virtual Sponsor Booth – Sponsored by [Xitracs by Concord USA, Inc.](#)

Audience Level: All

Primary Track: Assessment Methods (AM)

Zoom Virtual Sponsor Booth Link: <https://iu.zoom.us/j/87907062798>
