2021
AssessmentInstitute

Leading Improvements in Higher Education

Program Book

October 24-27, 2021

Presented by

The Office of

Planning and Institutional Improvement

at

IUPUI

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

Welcome to the 2021 Assessment Institute hosted by IUPUI and held virtually Sunday, October 24, 2021, through Wednesday, October 27, 2021. As you know, we offered complimentary registration this year as our way of supporting the higher education community during times of resource constraints and travel limitations. More than 10,000 attendees from all 50 states and more than 46 countries registered for this year's event. This year's attendance positions IUPUI's Assessment Institute as *the* global gathering place focused on higher education assessment and improvement in 2021. 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 400+ 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 most 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*, an award-winning bi-monthly 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*, our award-winning podcast service.

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 11 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 2021 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

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
IUPUI

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- *Improving Student Learning at Scale*
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- *Student Affairs Today*
- *Trends in Assessment*

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James Madison University
Phone: (540) 568- 6706
Email: fulchekh@jmu.edu
http://www.jmu.edu/assessment
Virtual Sponsor Booth Hours: 10/25/2021 – 10/27/2021 from 12:15 PM – 6:00 PM Eastern Each Day
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83232259852

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ExamSoft
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Email: info@examsoft.com
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10/25/2021 from 12:15 PM – 1:15 PM Eastern: **https://iu.zoom.us/j/85150817698**
10/26/2021 from 1:30 PM – 3:00 PM Eastern: **https://iu.zoom.us/j/81509113126**
10/27/2021 from 2:30 PM – 3:00 PM Eastern: **https://iu.zoom.us/j/86462390114**

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Student Opportunity Center
Phone: (888) 351-5290
Email: community@studentopportunitycenter.com
https://studentopportunitycenter.com
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10/26/2021 from 12:15 PM – 4:00 PM & 5:30 – 6:00 PM Eastern
10/27/2021 from 12:15 – 3:15 PM & 4:15 PM – 5:15 PM Eastern
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88030075203

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Email: michael@suitable.co
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Phone: (877) 932-8340
https://www.weaveeducation.com
Kathy Farrelly, Director, Customer Engagement
Virtual Sponsor Booth Hours: 10/25/2021 – 10/27/2021 from 12:15 PM – 6:00 PM Eastern Each Day
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Email: contact@anthology.com
https://www.anthologyinc.com
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Phone: (647) 525-6301
https://crowdmark.com
Sheila Cassidy, Director of Operations, sheila@crowdmark.com
Virtual Sponsor Booth Hours: 10/25/2021 – 10/27/2021 from 12:15 PM – 6:00 PM Eastern Each Day
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Email: info@elumenconnect.com
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National Survey of Student Engagement (NSSE)
Center for Postsecondary Research
Indiana University School of Education
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
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Email: learnmore@nuventive.com
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http://www.styluspub.com
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Leigh Choate, VP Marketing, lchoate@watermarkinsights.com
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A Division of Concord USA, Inc.
Phone: (770) 200-7465
http://www.xitracs.com
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Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85728963903

Virtual Schedule Overview

Sunday, October 24, 2021				
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 – 1:30 PM	10:00 AM – 12:30 PM	9:00 AM – 11:30 AM	8:00 AM – 10:30 AM	Pre-Institute Workshops – Group A (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	Pre-Institute Workshops – Group B (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 25, 2021				
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	60-Minute Concurrent Sessions
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	Plenary Keynote Presentation and Panel Discussion
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

Virtual Schedule Overview Continued

Tuesday, October 26, 2021				
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 27, 2021				
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**

2021 Assessment Institute Live Schedule

Sunday, October 24, 2021

PRE-INSTITUTE WORKSHOPS

Session: 01A		Sunday, October 24, 2021	
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 Baker, Council Oak Assessment

Presentation Type: Pre-Institute Workshop
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/88212998889*

Session: 01B		Sunday, October 24, 2021	
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 a 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, Clinton College; and Christine Robinson, University of North Carolina at Charlotte

Presentation Type: Pre-Institute Workshop
Audience Level: Beginners
Primary Track: General Education (GE)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/86836046852*

Session: 01C		Sunday, October 24, 2021	
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 assessment, and outcome 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 byproducts 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 also addressing accountability needs especially amid the current COVID-19 pandemic.

Felix Wao, University of Oklahoma
Presentation Type: Pre-Institute Workshop
Audience Level: Intermediate
Primary Track: Leadership for Assessment (LA)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/84012931954*

Session: 01D		Sunday, October 24, 2021	
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, John Eric M. Novosel-Lingat, and Kaitlyn Mathews, University of Kentucky
Presentation Type: Pre-Institute Workshop
Audience Level: Beginners
Primary Track: Institution-Wide Data Collection/Use (ID)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/81145846929*

Session: 01E		Sunday, October 24, 2021	
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**

Developing Effective Evaluation Tools to Promote Feedback and Discussion Beyond the Classroom

This interactive workshop will explore the use of evaluation tools to promote feedback and discussion beyond the classroom. Covering 3 main areas: Instructor Feedback, Peer-to-Peer Feedback, and Self-Reflection, the workshop will examine a variety of rubric styles and discuss their use for effective feedback beyond simply data collection. Methods for peer-to-peer feedback, with sample instruments and interaction with digital platforms, will be provided. The integration of self-reflection across the evaluation process will be discussed, along with quantifying these methods for QIPs and data collection across the institution.

Dana Scott and Eric Schneider, Thomas Jefferson University
Presentation Type: Pre-Institute Workshop
Audience Level: Beginners
Primary Track: Assessment Methods (AM)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/81731261426*

Session: 01F		Sunday, October 24, 2021	
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 Units

This presentation will focus on a simple, stress-free framework to assess non-academic units to achieve continuous improvement. Participants will learn how to use commonly available data to improve their departments' value-added functions. This presentation will center around a lecture of the simplified process, demonstration of the elements of the process (for a variety of student services and administrative functions), and hands-on work on defining each step of the process (with presenter feedback). Participants will also be provided with an editable version of an assessment manual, complete with templates for assessment planning and reporting.

Edward Hummingbird, Southwestern Indian Polytechnic Institute
Presentation Type: Pre-Institute Workshop
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86972641116

Session: 01G		Sunday, October 24, 2021	
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

Integrating HIPs into Every Stage of Project-Based Learning: Onboarding Students, Scaffolding Transparent Assignments, Engaging Community Partners, and Managing Projects and Deliverables

This highly interactive workshop explores key facets of implementing Project Based Learning [PBL]. The three-part session includes an introduction to PBL with models and strategies for new and intermediate practitioners. Presenters will share project-based innovations with attention to onboarding students, engaging community partners, then managing projects and deliverables. The session includes exercises with asset-based language to respectfully engage shareholders and shape real-world, transparent assignments. A panel of students and community partners will share their PBL experiences. Attendees will leave with models for optimizing high impact practices through PBL, a refined eye for asset-based language, and practical strategies for re-tooling and implementing PBL.

Mary D'Alleva, California State University, East Bay; Kelley Ditzel, Lillian Sirmans, and Zayne Kemler, Georgia College & State University; Tiana Iruoje, Indiana University Bloomington; Barbara Coleman, Life Enrichment Center; Pamela Peek, Boys & Girls Club of Baldwin & Jones County; Debbie Oesch-Minor, Jeremiah Jordan, Emily Humphrey, and Geralyn Humphrey, IUPUI; and Michael Williams II, SALAMAT Cookies
Presentation Type: Pre-Institute Workshop
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84470483120

Session: 01H		Sunday, October 24, 2021	
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

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 (with a special emphasis on community colleges), 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) and University of Illinois Urbana-Champaign; and Faon Grandinetti, College of DuPage

Presentation Type: Pre-Institute Workshop
Audience Level: Beginners
Primary Track: NILOA (NI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83103791750

Break Session		Sunday, October 24, 2021	
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 SESSION

Session: 02A		Sunday, October 24, 2021	
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 Baker, Council Oak Assessment

Presentation Type: Pre-Institute Workshop
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82025352343

Session: 02B		Sunday, October 24, 2021	
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

Using Universal Design in Assessments and Assignments to Increase Equity

Faculty and assessment professionals will learn about our model of culturally relevant assessment that encourages universal design in assessments and assignments. We discuss simple changes in assignments that increase equity by allowing all students to fully demonstrate their learning. Participants will leave the workshop with an understanding of best practices that support increased equity in the assessment of student learning and practical ways in which assignments can be modified to increase equity.

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

Presentation Type: Pre-Institute Workshop
Audience Level: Intermediate
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/87916547532

Session: 02C		Sunday, October 24, 2021	
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 Motivation of Faculty to Increase Assessment Actions

Motivation can be a major influence for engagement in assessment work and data-informed action for improvement. This presentation will draw connections between Self-Determination Theory (SDT) as a framework to understand faculty behavior and engagement with assessment activity. After presenting research on SDT in relation to both faculty responsibilities and assessment challenges, connections and implications for practice will be provided. Audience members will have the opportunity to engage in reflective activities, group discussion, and Q&A in order to understand and plan to act on practical implications to increase faculty use of assessment results in institutional practice.

Joseph D. Levy, National Louis University

Presentation Type: Pre-Institute Workshop
Audience Level: Intermediate
Primary Track: Faculty Development (FD)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81509108559

Session: 02D		Sunday, October 24, 2021	
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: Helping Faculty Tell Their Learning Improvement Story

This interactive workshop is designed for assessment professionals and faculty to learn how to craft learning improvement stories. The presenters will introduce the Learning Improvement Community, discuss the significance of learning improvement stories, and describe best storytelling practices. Participants will work in small groups to strengthen learning improvement stories using the resources, examples, and tools presented. Practitioners will have an opportunity to plan strategies to solicit stories and support story writing. The session will end with the dissemination of resources that include directions for submitting stories to the Learning Improvement Community website.

Jill A. Kern, Brown University; Katie Boyd, Auburn University; Yao Zhang Hill, University of Hawai'I at Mānoa, and Kelsey Kirland, Old Dominion University

Presentation Type: Pre-Institute Workshop
Audience Level: Intermediate
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82989391385

Session: 02E		Sunday, October 24, 2021	
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**

The Role of Assessment and IE/IR Professionals in Building Equity-Minded Decision Cultures

Data-informed decision cultures committed to diversity, equity, and inclusion (DEI) require commitment and collaboration across the institution. Each administrative and academic unit provides unique expertise essential to the pursuit of environments supportive of student success. In this workshop we explore the intersection of DEI and the institution's data function, including assessment, institutional effectiveness, and institutional research; develop common understanding of relevant concepts and terms; explore what it means to frame our work with an equity lens; and identify the ways in which we can contribute to efforts to diversify our field. Join us for a safe space to learn together.

Leah Ewing Ross, Association for Institutional Research (AIR); Michele J. Hansen, IUPUI; Bethany Miller, Macalaster College; and Cyndi Langin, Columbia University

Presentation Type: Pre-Institute Workshop
Audience Level: Intermediate
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: **https://iu.zoom.us/j/86847443114**

Session: 02F		Sunday, October 24, 2021	
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**

Using the CAS Standards for Excellence in Program and Service Delivery: Considering How Institutional Priorities Can Influence Application

Many use the CAS Standards to ascertain the extent to which their programs align with standards developed across 42 different higher education associations. One primary use of the standards is delivering an effective self-assessment and program review process, however, the Standards are useful in other ways as well. This session focuses on the many different ways CAS Standards can be used. The specific steps CAS recommends (not requires) for self-assessment and program review will be explained to help participants explore how CAS can become part of their department, unit, division, and institutional culture. Participants will be challenged to identify how the Standards can be useful in their unique institutional context.

Stacy Andes, Villanova University; Dan Bureau, Louisiana State University; Kellie Dixon, North Carolina Agricultural and Technical State University; Renardo Hall, Millersville University; Nicole Long, University of Delaware; Darby Roberts, Texas A&M Universiy; and Jennifer Wells, Kennesaw State University

Presentation Type: Pre-Institute Workshop
Audience Level: Intermediate
Primary Track: Leadership for Assessment / Assessment Methods (LA/AM)
Zoom Webinar Attendee Link: **https://iu.zoom.us/j/81237567994**

Session: 02G		Sunday, October 24, 2021	
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**

High-Impact Practices in the Community College

This workshop is for those who want to implement High-Impact Practices in their community colleges. We will explore the basics of High Impact Practices, including some emerging HIPs, highlight the benefits for students and faculty as we review community college data (successes and opportunities), and map out how to scale HIPs with fidelity. Participants will produce assignment and implementation plans during the workshop. Think interactive, practical, real educators sharing some of the most effective equity practices for community college students we have ever experienced. Join us to learn what all the buzz is about!

Jo-Ellen Becco and Robin Schofield, Pikes Peak Community College; Dallas M. Dolan, Community College of Baltimore County; and Matthew Lexow, Southwest Tennessee Community College

Presentation Type: Pre-Institute Workshop
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: **https://iu.zoom.us/j/81364149494**

Session: 02H		Sunday, October 24, 2021	
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 as a Scholar Practitioner

The National Association for Campus Activities (NACA) empowers members to amplify the campus experience through inclusive learning, meaningful connections, and engaging entertainment that transforms college communities. In order to "transform," our members must be able to use existing data to inform their practices and create their own data by conducting assessment on the fly. In this session you will learn more about NACA, how to apply others' research to your everyday job, and how to measure learning with less formal, indirect ways.

Sarah Keeling, National Association for Campus Activities (NACA); and Kayla Loper, Oklahoma State University

Presentation Type: Pre-Institute Workshop
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
***Zoom Webinar Attendee Link:** https://iu.zoom.us/j/82450651680*

ASSESSMENT INSTITUTE WELCOME SESSION

Session: 03A		Sunday, October 24, 2021	
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 Alverno College, the recipient of the 2021 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/85342276939

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, IUPUI

FEATURED

Trudy W. Banta

Vice Chancellor and Professor of Higher Education Emerita, IUPUI

Peter Ewell

Senior Consultant, National Center for Higher Education Management Systems (NCHEMS)

Pat Hutchings

Senior Scholar, National Institute for Learning Outcomes Assessment (NILOA) and Senior Scholar, Bay View Alliance (BVA)

Joseph Foy

Vice President for Academic Affairs, Alverno College

Heather Mernitz

Professor of Physical Sciences and Chair of the Council for Student Assessment, Alverno College

Sister Kathleen O'Brien

Provincial Coordinator, School Sisters of St. Francis and Senior Vice President for Academic Affairs Emerita, Alverno College

Sponsored by Center for Assessment and Research Studies (CARS) - James Madison University

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SPECIAL INTEREST GROUP VIRTUAL GATHERINGS

Sessions: 04A – 04L		Sunday, October 24, 2021	
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

Session: 04A
Community Engagement Special Interest Group
Anthony Chase and Kristin Norris, IUPUI; and Jillian Martin, Washington University St. Louis
Zoom Meeting Attendee Link: https://iu.zoom.us/j/81808576015

Session: 04B
Diversity, Equity, & Inclusion Special Interest Group
Michele J. Hansen and Corinne C. Renguette, IUPUI
Zoom Meeting Attendee Link: https://iu.zoom.us/j/87590471296

Session: 04C
Faculty Development Special Interest Group
Megan Palmer and Krista Hoffmann-Longtin; and Seonmi Jin, Indiana University—Bloomington
Zoom Meeting Attendee Link: https://iu.zoom.us/j/88485799655

Session: 04D
Global Learning Special Interest Group
Leslie Bozeman and Hilary Kahn, IUPUI; Dawn Whitehead, Association of American Colleges and Universities (AAC&U); and Darla Deardorff, Association of International Education Administrators (AIEA)
Zoom Meeting Attendee Link: https://iu.zoom.us/j/87950595828

Session: 04E
Graduate/Professional Education Special Interest Group
Susan N. Kahn, Texas A&M University
Zoom Meeting Attendee Link: https://iu.zoom.us/j/81213734943

Session: 04F
HIPs in the States Special Interest Group
Jerry Daday, IUPUI
Zoom Meeting Attendee Link: https://iu.zoom.us/j/86365306619

Session: 04G
Learning Improvement Special Interest Group
Keston H. Fulcher, James Madison University
Zoom Meeting Attendee Link: https://iu.zoom.us/j/89560848053

Session: 04H
National Institute for Learning Outcomes Assessment (NILOA) Special Interest Group
Gianina Baker, National Institute for Learning Outcomes Assessment (NILOA) and University of Illinois
Zoom Meeting Attendee Link: https://iu.zoom.us/j/86511953992

Session: 04I
STEM Education Special Interest Group
Wayne J. Hilson, Jr.
Zoom Meeting Attendee Link: https://iu.zoom.us/j/87096553019

Session: 04J

Student Affairs and Co-Curricular Programs and Services Special Interest Group
Zachary Clark; Caleb J. Keith, A. Sonia Ninon, and Linda Wardhammar, IUPUI
Zoom Meeting Attendee Link: https://iu.zoom.us/j/83369568763

Session: 04K

Student Partnership and Engagement in Assessment Special Interest Group
Nicholas Curtis, Marquette University; and Robin Anderson, James Madison University
Zoom Meeting Attendee Link: https://iu.zoom.us/j/87863012096

Session: 04L

General Institute Orientation Special Interest Group
Stephen P. Hundley, IUPUI
Zoom Meeting Attendee Link: https://iu.zoom.us/j/87186228813

Monday, October 25, 2021

60-MINUTE CONCURRENT SESSIONS

Session: 05A		Monday, October 25, 2021	
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

Assessing Experience and Community Impacts Across Institutions: Lessons Learned from Local and Network-Wide Analysis of Community Partnership Programs

The Educational Partnerships for Innovation in Communities Network, known as EPIC-N, is an international nonprofit association that unites the human capital of member universities with local governments and communities to improve the quality of life and social wealth for all involved. This session addresses how EPIC-N is approaching stakeholder analysis across institutions, and how network-level metrics are aggregated for insights pertaining to community impact, which is a common challenge across community engagement programs. This unique approach includes mapping the community impact of completed projects to the United Nations Sustainable Development Goals.

Marshall Curry, EPIC-N; Mazi Ferguson, University of South Florida; Laura Martin, The University of Mississippi; and Gilbert Siame, University of Zambia

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Community Engagement (CE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/87506845857

Session: 05B		Monday, October 25, 2021	
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

Data, Equity, and Assessment at Community College of Philadelphia

In 2020, in response to data needs from the Office of Assessment and Evaluation, the Community College of Philadelphia's Office of Institutional Research re-developed our public Academic Performance Measures dashboard to focus on equity in both progress and academic outcomes. Please join us for an introduction to the equity dashboard and a discussion of responsibly using disaggregated data to inform decision-making, target programming, and better understand an institution's student body.

Elizabeth J. Gordon and Sean Morris, Community College of Philadelphia

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/85747821345

Session: 05C		Monday, October 25, 2021	
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

Collecting and Reporting Gender and Sexual Orientation Data in Assessment and Evaluation

In this workshop, we will share strategies for LGBTQIA-affirming data collection and reporting in a higher education context. We begin by explaining the importance of inclusive data practices around sexual orientation and gender in data collection. We will also discuss the challenges to questions on legal or assigned sex and how to navigate this as needed in your data collection. We then provide empirically based recommended actions for collecting, sharing, and using sex, gender, and sexual orientation data in higher ed contexts, as well as strategies for advocating for more inclusive data collection and reporting practices. Participants will leave the workshop with an understanding of concrete strategies for more gender and sexual orientation inclusive data, assessment, and evaluation strategies and tools.

Tegra Myanna and Brandy L. Simula, Georgia Institute of Technology

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86164228202

Session: 05D		Monday, October 25, 2021	
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

Change Management Strategies for Building an Assessment Culture

It is difficult to build a culture of assessment in higher education because many faculty view assessment as an external demand for accountability and not a useful tool for faculty-led program improvements. There are many ways to engage faculty that can shift these perspectives and focus on assessment as a meaningful process. In this presentation, we discuss how we apply change management strategies as our approach to building a culture of assessment at our institution. We focus on strategies that work well for engaging faculty in program assessment, creating a common assessment vocabulary, and developing support for meaningful assessment.

Courtney E. Broscious and Niti Pandey, Eastern Connecticut State University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Faculty Development (FD)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82413725802

Session: 05E		Monday, October 25, 2021	
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

International Stress to Success: A Transitional Guide to Thrive In and Out of the Classroom

Do your international students find orientation programs overwhelming? Assessments of the international students in the College of Business and Technology at East Tennessee identified a multitude of international student needs not met by orientation programs. This led to the development of a required, four semester International Student Seminar to help students develop academic, professional, and cultural skills, to nurture the international student community, and to support international students' acculturation and integration into the campus and regional communities. Join us to learn how this approach can help support and develop your international students. Participants will receive planning resources and sample materials.

Ricki A. Kaplan and Karen Tarnoff, East Tennessee State University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Global Learning (GL)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84685329140

Session: 05F		Monday, October 25, 2021	
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

Enhancing Learning and Retention: An Integrated Assessment Program in Predoctoral Dental Education

Integration and retention of concepts across courses and academic years can be difficult to achieve and assess. For graduate/professional level healthcare programs, integration and retention of basic science concepts in clinical courses is essential for multiple reasons: meeting accreditation standards, preparing students to pass examinations required for licensure, and most importantly, appropriately preparing students to practice in their field. This webinar will detail the program at Rutgers School of Dental Medicine to ensure integration of basic and clinical sciences throughout the curriculum, including integration in course-level assessments and multiple cumulative high-stakes examinations, including a final competency examination.

Kim Fenesy, Ken Markowitz, and Emily Sabato, Rutgers School of Dental Medicine
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Graduate/Professional Education (GR)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83494116589

Session: 05G		Monday, October 25, 2021	
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

High-Impact Practices: Show Me the Data!

There are 11 so-called High-Impact Practices (HIPs), but how often do we investigate whether these practices are truly high impact? The danger is that HIPs become dogma, we fail to interrogate them, and we don't know how useful they truly are. We summarize literature on HIPs, suggest methods to investigate, and share findings from our work. We must continually assess practices that engage our students because fidelity of implementation varies at every campus. Participants take away practical tools: literature DOI links, a methodological outline, and resources to examine whether your HIPs are really HIP.

Rajeeb Das and Erika Schmitt, Texas A&M University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/87955158402

Session: 05H		Monday, October 25, 2021	
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

The Use of Reflection in HIPs: Undergraduate Research in Research Methods

Undergraduate research is a hallmark high-impact practice, and there are many benefits for both faculty and students who participate in this activity. However, it can be challenging to design a course embedded research project in a way that engages students and covers all required material. Research methods courses can be ideal environments in which to embed these projects, given the nature of the content. This presentation describes assessment results from two research methods courses utilizing different approaches to data collection in undergraduate research. Results from the courses are discussed, as well as characteristics of course design that ensure a high-impact experience.

Jocelyn Evans, University of West Florida; and Sara Evans, Kennesaw State University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81782700690

Session: 05I		Monday, October 25, 2021	
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

Bringing Quality and Equity to CBL at Scale: One Campus' Approach

This interactive session explores the process UW-Parkside used to institutionalize community-based learning and bring it to scale while ensuring both quality and equity. We will share strategies we used to grow institutional buy-in, develop program learning goals, create CBL course designation criteria, implement an effective year-long professional development program, reward the teaching and submission of faculty assessment reports, create a tracking and assessment process of student learning, and share student success stories, all through an equity lens. Participants will be asked to join in best-practice activities to explore obstacles and applications at their own institution.

Amy Garrigan, Debra Karp, and Penny Lyter, University of Wisconsin-Parkside

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81927573240

Session: 05J		Monday, October 25, 2021	
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 in the Arena: Building Diversity, Equity and Inclusion (DEI) Capacity in the Division of Student Affairs at IUPUI

Since summer 2020, the Division of Student Affairs (DoSA) at IUPUI has embarked on a journey to build capacity around diversity, equity, and inclusion (DEI) and develop its first diversity strategic plan. The division used an assessment tool from a third-party vendor to establish a baseline of professional competency and perceptions around DEI beliefs, policies, practices, and procedures. The division also contracted a local consultant to lead cultural competency training and conduct focus groups with professional staff and student employees and one-on-one interviews with selected DoSA leaders. We will discuss the process, results, and lessons learned.

Tonya Hall and A. Sonia Ninon, IUPUI

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/85090439683

Session: 05K		Monday, October 25, 2021	
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

How Learning Science Influences Assessment of Learning and Development

Social, emotional, and cognitive neuroscience findings continue to influence what we know about how students learn. As such, those findings can inform how we assess learning in meaningful ways. This update of learning science will invite us to both affirm and question traditional ways we think about learning and development assessment as well as the ways in which we design learning opportunities for student's in- and out-of-class. In addition, this session will focus on some additional post-COVID brain development impact assumptions that may influence how we continue to plan learning experiences and their assessment.

Marilee Bresciani Ludvik, University of Texas Arlington
Presentation Type: 60-Minute Concurrent Session
Audience Level: Advanced
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81047730529

Session: 05L		Monday, October 25, 2021	
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

Assessing Community Impacts of Local Government/University Partnerships Using Ripple Effects Mapping

Ripple Effects Mapping is an assessment method to understand impacts of large-scale community engagement efforts. We will showcase how this method has helped local governments that participated in UW-Madison's UniverCity Year program, an effort to make university resources available to local governments. These partnerships are driven by the locality but include stakeholders from the nonprofit, for-profit, and civic sectors, and projects are defined exclusively by community participants.

Josset Gauley and Gavin Luter, University of Wisconsin-Madison
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83870190649

Session: 05M		Monday, October 25, 2021	
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 of CUREs in General Chemistry Lab

In an effort to build STEM identity and improve equity in undergraduate research experiences, the Chemistry Department at Lewis University has overhauled its General Chemistry Lab curriculum to accommodate a semester long course-based undergraduate research experience (CURE). Assessment of the CURE focuses on curriculum, student perceptions, student skills, and facilitator and peer mentor perceptions. Analysis of the curriculum reveals significant opportunity for research practices in the lab, survey data reveals student-reported gains consistent with direct evidence from lab reports, and interviews with graduate assistants and peer research mentors reinforce the planned and student reported benefits of the curriculum.

Teresa J. Bixby, Lewis University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: STEM Education (SE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89605383915

Session: 05N		Monday, October 25, 2021	
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

Students as Researchers and Participants: A Model of Inclusive, Equity-Centered Assessment Research

Students are often absent from conversations about how to support, assess, and document their learning. While likely unintended, this exclusion denies us the opportunity of learning about students from/with students. In this session, the Curious Aggies student research team (and their staff partners) invite participants to consider the value of engaging students as partners in assessment research. Co-designed and conducted by students, the Curious Aggies project examined the extent to which learning outcomes are known by students at our large, public, research-intensive university. Come hear what we learned and discuss partnering with students as assessment researchers.

Kara Moloney, Leah Kalish, Jennifer Burke Reifman, and Mahalia White, University of California, Davis

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Student Partnership and Engagement in Assessment (ST)
***Zoom Webinar Attendee Link:** https://iu.zoom.us/j/85440485612*

Session: 05O		Monday, October 25, 2021	
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

Incorporating Assessment Practices and Results into Faculty Development: A Dual Department Approach

Co-presenters representing two departments, the Center for Faculty Excellence and the Office of Academic Assessment, will discuss a dual department approach to developing and delivering assessment-focused faculty development opportunities. The presenters will discuss a combined approach of offering assessment-based workshops and discuss ways to integrate assessment practices and results into various faculty development opportunities. Presenters will also discuss the benefits of collaborating across departments to offer faculty development and ways to identify opportunities and key time-frames to incorporate assessment data and practices into faculty development offerings.

Kristen B. Hidinger and Jessica M. Turos, Bowling Green State University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Faculty Development (FD)
***Zoom Webinar Attendee Link:** https://iu.zoom.us/j/82643460088*

Session: 05P		Monday, October 25, 2021	
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

COVID-19 and Assessment: Student Learning in a Pandemic

In March 2020, institutions shifted to remote instruction and assessment practices followed with 97% of institutions making some assessment-related change (Jankowski, 2020). In this session, we highlight findings from the NILOA survey of assessment-related changes during the pandemic, reflect upon the impact of those changes, and discuss how to document learning impacts. Further, we reflect on the past year and a half in assessment - in both academic and student affairs - addressing alternative demonstrations, documenting learning in equitable ways, concerns over cheating, online assessments, and student-focused assessment.

Joseph D. Levy, National Louis University; Natasha Jankowski, New England College; and Marjorie Dorimé-Williams, University of Missouri – Columbia

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: NILOA (NI)
***Zoom Webinar Attendee Link:** https://iu.zoom.us/j/85466606190*

Session: 05Q		Monday, October 25, 2021	
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

Growing Pains: Transforming General Education Assessment in 3 Years

When it comes to assessing General Education, many institutions face common challenges. This presentation centers intense faculty and staff collaboration to produce a university-wide framework. Presenters will share how they instituted a new general education assessment plan through a three-phase process in 3 years. The result of which ended with a faculty centered committee, thorough methodology, creation of rubrics, and over 100 tools to assess our 14 SLOs. Specifics of essential elements and obstacles faced will be shared and discussed to help participants create unique solutions to the common challenges.

Rebecca de Mayo, Angela Insenga, and Amanda Thomas, University of West Georgia
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: General Education (GE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81655214720

Session: 05R		Monday, October 25, 2021	
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

Compliance to Culture: Creating Meaningful Assessment of Student Learning

Alverno faculty will share their experiences with creating a meaningful culture of assessment of student learning through mentorship, scholarship, institutional organization and shared assessment processes. The session will highlight the faculty-based system of assessment and ways to establish a shared culture of assessment in higher education.

Randa Suleiman, Paul Smith, Linda Olszewski, and Leslie Henry, Alverno College
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89891406463

Session: 05S		Monday, October 25, 2021	
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

Rogue One: An Assessment Story That is Leading to New Hope for a Community College

The hard work that faculty and staff undertake on behalf of our students is a Force for good. But we've all experienced disturbances in the Force, and sometimes accreditors call for renewed focus on assessment efforts. Join us to find out how our leadership team (Rogue One) took a unique approach to changing the assessment culture at our institution by using professional development to refocus efforts on the 'why' versus the 'how'. Educating the whole team on best practices in assessment, with an eye to improving learning for all students, is bringing New Hope to Rogue Community College.

Juliet Long, Rogue Community College; and Sheri Popp, Weave Education
Presentation Type: 60-Minute Sponsor Session - Sponsored by Weave
Audience Level: Beginners
Primary Track: Community Colleges (CC)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82867690250

Session: 05T		Monday, October 25, 2021	
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

Curated Resources for High-Quality Assessment Practice

How do you elevate assessment from a fill-in-the-box activity to a process that supports better decision making for student learning? In this session, JMU Professor Sara J. Finney facilitates a conversation with three PhD students from the Assessment & Measurement doctoral program. They share resources that they built over a year to facilitate the following:

- Identifying evidence-informed programming and pedagogy
- Finding existing psychometrically-sound outcome measures
- Using a questioning approach to increase value for assessment
- Gathering useful data to address hypotheses about lack of student learning

Free resources will be available to use on your campus.

Sarah Alahmadi, Holly Buchanan, Sara J. Finney, and Chris Patterson, James Madison University

Presentation Type: 60-Minute Sponsor Session - Sponsored by Center for Assessment and Research Studies (CARS) - James Madison University
Audience Level: Beginners
Primary Track: Assessment Methods (AM)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81175231739

Session: 06A		Monday, October 25, 2021	
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

Advancing P-12 Engagement through Data: An Indiana University System Approach

In fall 2020, community engagement and assessment professionals across eight Indiana University (IU) campuses established a working group to collect and leverage community engagement data to better understand how the IU system is addressing P-12 education initiatives throughout the state. In the proposed session, participants will learn from a panel of faculty, staff, and students who are involved in this initiative. Presenters will share the background of the system-wide initiative, how they are aligning their individual campuses to contribute, internal and external stakeholders involved, and data collection and dissemination efforts.

Seonmi Jin, Indiana--University Bloomington; Kristin Norris, IUPUI; Ellen Szarleta, Indiana University Northwest; Lauren A. Wendling, Collaboratory; and Constance Peterson-Miller, Indiana University South Bend

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Community Engagement (CE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81317454246

Session: 06B		Monday, October 25, 2021	
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

Intentionally Create a Welcoming Climate for Transgender/Nonbinary Students

This research-based session provides an opportunity for open discussion related to the transgender and non-binary communities in higher education. The session provides an in-depth review of the campus climate for transgender and non-binary students, overviews their perspectives regarding their identity and experiences on campus, their level of comfort with being open on campus, sense of inclusion and welcome, and experience with harassment. The session will focus on strategies for intentionally creating a more inclusive campus environment.

Aaric Guerriero, Froedtert Health; and Jon Humiston, Higher Education Consultant
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: CANCELLED

Session: 06C		Monday, October 25, 2021	
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

Measuring Equity: An Inside Look at Creating an Instrument

Presenters from the Gephardt Institute for Civic and Community Engagement at Washington University in St. Louis will discuss the importance of measuring equity and how they measure this important value. They will go in-depth about the process, the review, and the creation of the instrument they use to evaluate and assess equity. Participants will have the opportunity to discuss with fellow colleagues about how equity is being, or not being, measured in their organizations and ways to create an equity instrument for their own programs.

C. Taylor Brown, Jillian Martin, Aaron Pevitz, and Rose Shapiro, Gephardt Institute for Civic and Community Engagement at Washington University in St. Louis
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89822448372

Session: 06D		Monday, October 25, 2021	
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

Actionable Data: Creating Unit Level Metrics to Achieve Institutional Outcomes

Performance measures can demonstrate whether an institution is meeting its goals and mission. Although many institutions have clear processes for collecting data at the institutional level, collecting data at the departmental and divisional level as well as aligning them with the institutional metrics are often overlooked. As a result, outcomes are often hindered. This presentation will focus on how Binghamton University has established an integrated data collection and tracking process that is designed to collect data on key performance indicators at the department, division, and institutional levels to support institutional planning and achieve institutional intended outcomes.

Nasrin Fatima, Binghamton University
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/88359395319

Session: 06E		Monday, October 25, 2021	
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

How to Embed A Virtual Study Abroad Learning Objective into a Course for Added Student Benefits: Personally and Professionally

Do you want to introduce your students to other cultures and guide them to explore new destinations? Although travel restrictions have impacted our ability to take students abroad, we can still guide them toward cultural experiences for personal and professional growth. Learn how to embed a virtual study abroad (VSA) learning outcome into your class and review the results of one added to a graduate-level hospitality marketing class. Using the data collected, along with the challenges and successes experienced, you will leave with an ability to design your own VSA assignment, which may lead to alumni and international professional connections.

Sherry Andre, Florida International University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Global Learning (GL)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81146157739

Session: 06F		Monday, October 25, 2021	
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

Gratitude and Grit: The Impact of Positive Psychology Interventions on Retention and Well-Being in an Online Graduate Program

As the field of higher education continues to evolve, educators also need to continually innovate as proactive agents ready to engage with ever-changing student interests, cultural demands, and societal needs. Positive psychology provides evidence-based practices that can not only enhance the well-being of students, but can also improve persistence in life and education. The online Master of Arts in Psychology program at Indiana Wesleyan University is featured in this workshop with special emphasis on the use of gratitude, grit, and other positive psychology interventions as practical applications for engaging student imagination, measuring effective learning, and improving retention.

Lindsay Buechel and David Stefan, Indiana Wesleyan University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Graduate/Professional Education (GR)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82700048174

Session: 06G		Monday, October 25, 2021	
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

Innovative Approaches to Adapting VALUE Rubrics to Foster Learner Feedback in High-Impact Practices

Providing clear feedback is a known contributor to positively impacting student achievement. Yet, finding the right instruments and processes to give quality feedback in real-time can be daunting. Learn from assessment professionals from Thomas Jefferson University and Lincoln Land Community College (LLCC) who have designed and digitized processes at their institutions to quantify qualitative assessment across disciplines. A common component of these assessment practices is the use of AAC&U VALUE Rubrics. As a launching point, VALUE Rubrics served to delineate relevant criteria for use in assessing high impact practices (HIPs) and reflective processes in multiple disciplines and across platforms.

Suzanne Carbonaro, AEFIS; Dana Scott, Thomas Jefferson University; and Colin E. Suchland, Lincoln Land Community College
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82606953045

Session: 06H		Monday, October 25, 2021	
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

Employers' Perspectives on Beyond-the-Classroom Experiences

Engagement in and reflection on high-impact and other significant beyond-the-classroom (BTC) experiences (internships, study abroad, service learning, etc.) positively impact undergraduate student success. One way that student success can be measured is through post-graduation employability and career readiness. Since the employers' perspective on the benefits of participation in BTC experiences for career readiness is understudied, employers who frequently hire University of South Carolina graduates were surveyed for their perceptions. This presentation uses the local data to explore employers' perspectives on the relationship between beyond-the-classroom experiences and career readiness during the recruitment and hiring process.

Keah Tandon, University of South Carolina
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89097065023

Session: 06I		Monday, October 25, 2021	
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

From Initiation to Continuation: Creating Maintainable Gateway-to-Capstone ePortfolio Initiatives

Increasingly, universities are utilizing ePortfolios to document and assess student learning throughout an entire program of study. Although the benefits of programs such as these are well-established, maintaining such initiatives can be challenging. This interactive session will introduce one department's Gateway-to-Capstone initiative and discuss three challenges faced in moving from initiation to continuation: creating a sustainable assessment strategy, maintaining commitment to the project, and developing a practical system for ongoing training. The presenters will introduce the strategies utilized to address these challenges and engage participants in interactive activities designed to identify and develop strategies for creating maintainable ePortfolio initiatives.

Maria Brann, Elizabeth Goering, and Kim White-Mills, IUPUI
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82100381738

Session: 06J		Monday, October 25, 2021	
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

Reframing the Experiences of Students in Recovery: Opportunities and Challenges of Narrative Interviewing

An extensive body of literature has highlighted the struggles that students in recovery face on college campuses, including an environment often hostile to sobriety. We present a novel technique for understanding the journey of college students in recovery through a research project that collected self-recorded narratives. We discuss the challenges and benefits of allowing students to record their own stories without an interviewer present, including how this project enabled the researchers to highlight areas of resilience. We discuss interim findings and the potential of applying this methodology to other areas in student affairs.

Mackenzie Hogan, Ahmed Hosni, and Tori Rehr, The Ohio State University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83896976640

Session: 06K		Monday, October 25, 2021	
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**

Supplemental Instruction as an Assessment Outcome: A Case Study

What do you do when several students in your 100- and 200-level courses are stopping work altogether or underperforming? This is what the faculty discovered was happening in the online collaborative BS in Informatics when the program began its assessment process. After partnering with the Office of Online Education, the program began piloting a Supplemental Instruction (SI) program consisting of upper-level Informatics students to help introductory-level students succeed at the beginning of the program. We will discuss the early results of this pilot program during the 2020-2021 year and share how an SI program can assist your students.

Chris Foley and Hitesh Kathuria, Indiana University—Bloomington; Andrew Britt and Mary Mahank, Indiana University East; and Hossein Hakimzadeh, Indiana University South Bend

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83499647521

Session: 06L		Monday, October 25, 2021	
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**

Organically Cultivated Integration of Instruction and Assessment

Often the value of assessment practices vary widely within institutions causing a dilemma for assessment practitioners. Presenters describe how Learning Organization building blocks (Garvin and colleagues, 2008)* inspired institutional effectiveness leadership to cultivate partnerships and collaborations across the institution, such as with the teaching-Learning and career centers to lead an institutional initiative for enhancing students' specific critical thinking skills demonstrated through effective writing in the disciplines. Further, by attending to instructional strategies and materials, and integration of instruction and assessment processes grew organically. The results of interviewing program faculty members to determine their perspectives of the key contributors to this integration will be presented by a program faculty member.

Teresa Flateby, Higher Education and Assessment Consultant

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82474118310

Session: 06M		Monday, October 25, 2021	
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**

Toward EPIC Change: Promoting Diversity, Equity, and Inclusion in STEM Academic Departments

Project EPIC is an NSF-ADVANCE funded initiative to increase the representation and career success of women, particularly women of color, in STEM disciplines at IUPUI. This presentation will demonstrate evidence-informed strategies and assessment tools to improve project activities designed to address diversity, equity, and inclusion in STEM. Special attention is given to the use of Department Dashboards to collate data on diversity representation, department policies and practices, and climate, serving as a needs assessment for STEM departments. Presenters will engage participants in an interactive discussion on effective strategies that faculty and academic administrators can use to improve departmental/institutional climate.

Howard Mzumara and Peggy S. Stockdale, IUPUI

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: STEM Education (SE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83001708097

Session: 06N		Monday, October 25, 2021	
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

Reflections from the Field: The Challenges and Successes of Engaging Students in Assessment

This panel discussion will engage in a conversation with practitioners with a strong history of partnering with students in assessment on their campuses. Panelists will represent the breadth of institutional assessment areas, including curriculum and student affairs. Questions to be considered include, how to substantively engage students in assessment processes; how to navigate differences in knowledge, power, and commitment across assessment partners; and the key logistics to consider when planning student partnerships for your own campus.

Kristen J. McKinney, UCLA; Julie McDevitt, Texas A&M University San Antonio; Alison Cook-Sather, Bryn Mawr and Haverford Colleges; and Catherine Bovill, University of Edinburgh

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Student Partnership and Engagement in Assessment (ST)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/83357130292*

Session: 06O		Monday, October 25, 2021	
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

Introduction to the Learner-Centered Approach to the Co-Curriculum Model

The Learner-Centered Approach to the Co-Curriculum Model provides a means through which to reconsider assessment in student affairs. The model was developed to encourage and support practitioners as they shift the approach of their work from either a programming- or assessment- oriented perspective to a learner-centered orientation, thereby enhancing student learning. This session will provide an overview of the model, including its five tasks and associated considerations. Attendees of this session will also benefit from the subsequent session, Putting the Learner-Centered Approach to the Co-Curriculum Model into Action, which builds upon this foundational understanding by highlighting practical applications of the model.

Kara L. Fresk, Lion Leadership, LLC; Caleb J. Keith, IUPUI; and Hannah Keith, Zeta Tau Alpha Fraternity

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/83296306634*

Session: 06P		Monday, October 25, 2021	
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

Sustaining Excellence: What's Next for our 2021 (and past 2016) EIA Designees

Join us as we listen to our 2021 Sustained Excellence in Assessment Designees discuss how they've evolved integrated institution-level assessment for over 10 years now at their respective institutions. Emphasizing the point that there's no one right way to do assessment, each institution's journey to not only integrate assessment data from across the institution and also use assessment results to guide program and curricular improvement is different and deserves to be celebrated!

Jaclyn Zacharias, Capella University; Stacie Garrett, Cameron University; Jordan Trachtenberg, Rose-Hulman Institute of Technology; Jennifer Kilbourne, Community College of Baltimore County; Stephen P. Hundley, IUPUI; and Kate McConnell, Association of American Colleges and Universities (AAC&U)

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: NILOA (NI)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/85894087860*

Session: 06Q		Monday, October 25, 2021	
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

Preparing to Launch an Institutional Effectiveness Plan: Key Considerations

Launching an institutional effectiveness plan is a complex endeavor, with decisions around what data to collect and when, what technology to use, and how best to engage and communicate expectations to an institution-wide audience. What should an assessment director consider when undergoing this process? In this session, the presenters share lessons learned from a recent institutional effectiveness plan launch, examining three challenges: collaborating with various stakeholders, establishing a timeline with deliverables, and leveraging technology to collect data.

Karen D. Matthews and Gregory C. Spengler, University of Maryland Baltimore; and Katherine Houseman, Anthology, Inc.

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Institution-Wide Data Collection/Use (ID)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89617925251

Session: 06R		Monday, October 25, 2021	
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

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

The National Survey of Student Engagement (NSSE) is excited to enter our 3rd decade of assessment to improve educational quality and student outcomes. This session will highlight NSSE's suite of surveys – the Faculty Survey of Student Engagement (FSSE) and Beginning College Survey of Student Engagement (BCSSE) and new emphases, including survey items on effective teaching and sense of belonging and data visualization tools. We'll also introduce enhancements including Topical Modules to assess inclusiveness and cultural diversity, advising, and quality in online education and HIPs. Join us to exchange ideas with staff and other NSSE users.

Allison BrckaLorenz, Jim Cole, Robert Gonyea, Alexander McCormick, Jillian Kinzie, and Shimon Sarraf, Indiana University—Bloomington

Presentation Type: 60-Minute Sponsor Session - Sponsored by National Survey of Student Engagement (NSSE)
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86196972582

Session: 06S		Monday, October 25, 2021	
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

High-Impact Practices in the Co-Curriculum

To ensure access to HIPs and to focus on quality, in the last few years many campuses have focussed on integrating HIPs into program plans, and begun tagging and coding HIP courses. While important quality measures, these processes have typically overlooked the co-curriculum, leaving an undiscovered and/or unevaluated trove of experiential opportunities. The next wave of HIPs quality and assessment work will focus on the co-curriculum. This presentation will discuss strategies for extending HIPs tagging and coding schemes to the co-curriculum, HIPs assessment in the co-curriculum, and creating a coherent university-wide HIPs plan.

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

Presentation Type: 60-Minute Sponsor Session - Sponsored by Student Opportunity Center
Audience Level: Advanced
Primary Track: Emerging Trends in Assessment/HIPs in the States (ET/HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82213418975

Session: 06T		Monday, October 25, 2021	
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 Value of Comprehensive Learner Records

Learners acquire knowledge, skills, and competencies in different ways and places during their higher education journey. For years, the field has discussed the importance of assessing all learning experiences and holistically capturing them, using competencies and skills as the language of record. We will talk with Guillermo Elizondo, CEO of Territorium, the global leader in comprehensive learner record (CLR) and digital wallet technologies, in this session. Guillermo will speak about how his personal story as an entrepreneur while attending college influenced the trajectory of the company's mission.

Guillermo Elizondo and Kiko Suárez, Territorium
Presentation Type: 60-Minute Sponsor Session - Sponsored by Territorium
Audience Level: Intermediate
Primary Track: Institution-Wide Data Collection/Use (ID)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89859558258

Session: 06U		Monday, October 25, 2021	
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

AEFIS Virtual Sponsor Booth

Meet virtually with an AEFIS representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by AEFIS
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83400527448

Session: 06V		Monday, October 25, 2021	
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

Anthology, Inc. Virtual Sponsor Booth

Meet virtually with an Anthology, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Anthology, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/86749788025

Session: 06W		Monday, October 25, 2021	
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

Center for Assessment and Research Studies (CARS) - James Madison University Virtual Sponsor Booth

Meet virtually with a Center for Assessment and Research Studies (CARS) - James Madison University representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Center for Assessment and Research Studies (CARS) - James Madison University
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83232259852

Session: 06X		Monday, October 25, 2021	
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**

Collaboratory Virtual Sponsor Booth
Meet virtually with a Collaboratory representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by [Collaboratory](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81451930665

Session: 06Y		Monday, October 25, 2021	
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**

Crowdmark Virtual Sponsor Booth
Meet virtually with a Crowdmark representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by [Crowdmark](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84778016419

Session: 06Z		Monday, October 25, 2021	
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**

eLumen Virtual Sponsor Booth
Meet virtually with an eLumen representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by [eLumen](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84050295727

Session: 06AA		Monday, October 25, 2021	
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**

ExamSoft Virtual Sponsor Booth
Meet virtually with an ExamSoft representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by [ExamSoft](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85150817698

Session: 06AB		Monday, October 25, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by [National Survey of Student Engagement (NSSE)](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88191218955

Session: 06AC		Monday, October 25, 2021	
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

Nuventive Virtual Sponsor Booth
Meet virtually with a Nuventive representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Nuventive
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85051977197

Session: 06AD		Monday, October 25, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Student Opportunity Center
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88030075203

Session: 06AE		Monday, October 25, 2021	
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

Suitable Virtual Sponsor Booth
Meet virtually with a Suitable representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Suitable
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/87509975846

Session: 06AF		Monday, October 25, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Watermark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81025384811

Session: 06AG		Monday, October 25, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Weave
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/89312175626

Session: 06AH		Monday, October 25, 2021	
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, by Concord USA, Inc. Virtual Sponsor Booth

Meet virtually with a Xitracs, by Concord USA, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Xitracs, by Concord USA, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85728963903

Session: 07A		Monday, October 25, 2021	
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 Community-Led Process to Generate Community Impact Metrics

How can we bring together staff, students, and community partners to co-create our assessment methodology and to identify what matters, and why? We draw on student training workshops and co-curriculum, regular partner interactions through network meetings, feedback surveys, and the Community Advisory Board. Using existing scholarship on assessment and partnerships, panelists will pay special attention to creating inclusive, research-based processes, and balancing co-creation, shared governance, and power, without overburdening partners in design and praxis. We will present an overview of how we incorporate community partner voice into co-creating our impact metrics and programmatic alignment with support from our graduate students.

Michelle Duso, Ashley Greene, prabhdeep kehal, and Anar Parikh, Brown University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Community Engagement (CE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/85967673116

Session: 07B		Monday, October 25, 2021	
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 Indigenous Knowledge Systems for Equity-Centered Assessment

Higher education and, thus, assessment have been influenced by colonizing practices built upon dominant Western paradigms of knowledge creation. This colonization has minimized non-dominant ways of knowing and contributed to inequitable outcomes for students. To center equity in assessment practice, Indigenous Knowledge Systems (IKS) can be integrated to ground assessment in an ethos of equality and liberation. In this session, presenters will argue for the use of IKS in assessment practice. In doing so, they will articulate the tenets and characteristics of IKS, describe the benefits of using IKS, and lead a discussion regarding ways to apply IKS to each.

Gavin Henning, New England College; and Anne Lundquist, Anthology, Inc.
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82759809703

Session: 07C		Monday, October 25, 2021	
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 Framework to Approach Equity Work in Higher Education—Within and Beyond Assessment

Social justice and equity-building work in higher education and assessment often seems to face the challenge of well-intentioned folks not knowing where to begin, what to do, or how to do it. There is a theoretical understanding of the pervasiveness of issues of racism, sexism, classism, ableism, sexism, patriarchy, colonization and cultural imperialism, capitalism, etc. to name a few. However, the question often asked is what sustainable, repeatable, and responsive framework/strategy can higher education folks--especially assessment professionals—deploy to champion social justice and equity daily? Attend this session to learn one such framework for empowered action and successful impact.

Divya Bheda, ExamSoft Worldwide LLC; Peter Felten, Elon University; and Natasha Jankowski, New England College

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/82570173225*

Session: 07D		Monday, October 25, 2021	
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

Challenges and Opportunities of Online Assessment: How a Network of Research Universities Collaborated to Improve Practice

The Bay View Alliance is an international network of research universities focusing on the improvement of student learning. At the outset of Covid-19, these institutions canvassed faculty narratives, resources, and on-campus support centers for best practice recommendations in assessing student learning in online contexts. From these myriad sources, the BVA distilled a set of seven "assessment design principles" and launched on-campus programs aimed to enhance faculty skills. This webinar will focus on the results of several programs at multiple member campuses that relied on these design principles to prepare faculty for an historically difficult semester in Fall 2020.

Joshua D. Potter, University of Kansas

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Faculty Development (FD)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/83900078720*

Session: 07E		Monday, October 25, 2021	
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

Promoting and Assessing Human Rights-Based Social Work Teaching Practice and Curriculum Development

The global COVID-19 pandemic is revealing structural inequities related to human rights in international and domestic contexts, highlighting a fundamental need to strengthen human rights education in all disciplines. In this session, presenters will describe the assessment of MSW students' knowledge of and engagement with the human rights framework using scales developed by McPherson & Abell (2012). Presenters will apply the study's findings to curriculum development related to human rights and global practice with particular emphasis on Covid-19. Upon completion, attendees will be able to identify potential opportunities for rights-based teaching practices and capacity-building at the institutional level.

Jessica Lee, Kim Moffett, and Pious Malliar Bellian, Indiana University—Bloomington

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Global Learning (GL)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/82176793393*

Session: 07F		Monday, October 25, 2021	
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 the Council for the Advancement of Standards in Higher Education

This session will provide an overview of the Council for the Advancement of Standards in Higher Education (CAS) and how its standards can inform the development, implementation and assessment of programs and services. The history and modern-day function of the organization will be explored. An overview of the 47 functional area standards, as well as our cross-functional frameworks, will be provided. Opportunities for incorporating CAS into institutional priorities such as accreditation and addressing efficiencies in a challenging budget time will be discussed. Participants will be able to explain the structure and components of our standards and how they can implement them in their respective institutions.

Stacy Andes, Villanova University; Dan Bureau, Louisiana State University; and Renardo Hall, Millersville University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Leadership for Assessment/Assessment Methods LA/AM
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81277886985

Session: 07G		Monday, October 25, 2021	
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 Student Experience: Online HIPs During a Pandemic

The pandemic has altered many high-impact student academic experiences. In this session, we have invited undergraduate students who have experienced higher education's pivot to online High-Impact Practices (eHIPs) at multiple institutions. We will ask this diverse student panel about what worked, what didn't work, and how we can be more supportive and inclusive in these spaces in the future.

~~Cancelled~~

Natalia Leal Toro and Michael Aldarondo-Jeffries, University of Central Florida

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: **CANCELLED**

Session: 07H		Monday, October 25, 2021	
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

Re-Thinking High-Impact Practices During a Global Pandemic

Due to the pandemic, this panel of high-impact practices enthusiasts from Middle Tennessee State University had to quickly adapt their on-ground experiential learning assignments to the virtual environment. Their goal is to share techniques and strategies they used in their classrooms to maintain HIPs integrity regarding service-learning, free listening, and song writing while adapting to COVID restrictions.

Odie Blackmon, Janet K. McCormick, and Carol Swayze, Middle Tennessee State University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86579052910

Session: 07I		Monday, October 25, 2021	
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

Genuine Access: Preparing Underserved Students to Benefit from HIPs

Our colleagues and professional peers know the benefits of high-impact practices, but higher education as a whole can do a better job at guiding our under-served students to being more receptive, prepared, and ready to participate in high-impact practices. Educators and students from Indiana University, The University of Mississippi, and California State University Dominguez Hills will share communication and peer advising strategies for involving students from historically under-served populations in HIPs.

Tiana Iruoje, Indiana University—Bloomington; Ken O'Donnell, California State University-Dominguez Hills; and Kristina Phillips, The University of Mississippi

Presentation Type: 60-Minute Concurrent Session
Audience Level: Advanced
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: **https://iu.zoom.us/j/82187148884**

Session: 07J		Monday, October 25, 2021	
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

Measuring the Co-Curricular Impact: Affinity, Sense of Belonging, Resiliency and Academic Habits

Expectations to enhance student success and support institutional retention efforts create pressure to measure the direct and indirect impact of co-curricular initiatives. This presentation provides an overview of the creation, implementation, and analysis of a home-grown survey to measure the co-curricular impact on affinity, sense of belonging, resiliency, and academic habits. Select findings from the pilot survey completed in January 2020 will be shared, along with ways these findings can measure impact and identify strategic student development efforts. This session should particularly benefit co-curricular assessment professionals, co-curricular leaders, and institutional research professionals.

D. Scott Tharp, DePaul University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: **https://iu.zoom.us/j/89439425978**

Session: 07K		Monday, October 25, 2021	
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 at Community Colleges

Assessment professionals and educators are increasingly interested in assessment that explicitly connects outcome assessment, improvement action, and evidence of improvement in student learning. To guide this process, we share the Tenets of Learning Improvement. While the tenets are designed to be inclusive, more dialogue is needed from our community college colleagues. Participants in this session will engage in a structured conversation that outlines the scope and mechanisms for enacting assessment to improve student learning: what learning improvement is, who needs to be involved, what it takes, etc. Reading the tenets prior to the session isn't required but recommended.

Kathleen Gorski, Waubonsee Community College; and Julie Morrison, Glendale Community College, AZ

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: **https://iu.zoom.us/j/83184299498**

Session: 07L		Monday, October 25, 2021	
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

Setting the Stage for Intentional Learning Improvement

In a typical assessment cycle, student learning outcome data are collected, analyzed, and shared to help determine program improvements. Yet, how well do we evidence authentic improvement of learning as a result of the instructional and programmatic changes made? How might we develop a collaborative approach that positions learning at the center of our work? Join us as we discuss our implementation of a Learning Improvement (LI) approach. We will focus on identifying strategies for initiating and implementing a LI approach; these strategies will address gaining institutional support and developing effective partnerships among educational/faculty developers, assessment practitioners, and faculty leadership.

Linda M. Townsend and Pamela Tracy, Longwood University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/87841089401

Session: 07M		Monday, October 25, 2021	
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

Beyond Content Knowledge: Transferable Skills Related to Peer Leadership in a Peer-Led Team Learning (PLTL) Program

Peer-led team learning has proven to be a great way to enhance the skills of workshop peer leaders in a multitude of academic programs. Their role as a peer leader has improved their leadership and management skills, personal growth through increased confidence and motivation, and increased content knowledge, as well as others. These skills were found to follow them through the rest of their career. These peer leader experiences have influenced them to put it on their LinkedIn Profile. This shows how much these experiences have benefitted them. This study examines the transferable skills that the peer leaders might have acquired through their PLTL experience.

Tony Chase, Danka Maric, Anusha Rao, and Pratibha Varma-Nelson, IUPUI

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: STEM Education (SE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/85951925166

Session: 07N		Monday, October 25, 2021	
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

Involving Students in the Assessment Process: An Equity-Centered Assessment Practice

Have you been inspired to bring equity to the center of your assessment practice? Aren't sure where to begin? One place to start is by involving students in your assessment process. Join this panel of practitioners to hear tangible examples of how three institutions have done so in the past year. You'll walk away with practical, actionable ways to practice equity-centered assessment right away!

Ann Damiano, Utica College; Kellie Dixon, North Carolina Agricultural and Technical State University; Annemieke Rice, Anthology, Inc.; and Caitlyn Walsh, Student Organization Data Specialist Senior

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Student Partnership and Engagement in Assessment (ST)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81561269750

Session: 07O		Monday, October 25, 2021	
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 Zoom Poll and Chat for Simple Student Affairs Assessments

As with the higher education academic curriculum, the Student Affairs co-curriculum also made a hurried transition to electronic means in the past year, frequently migrating to Zoom videoconferencing technology. Zoom provides features such as poll and chat to increase engagement with content, but these features can also be used to collect simple assessment data for Student Affairs programs and events. Best practices for use of Zoom poll and chat for Student Affairs assessment purposes is discussed, and tips as well as caveats for use are presented.

Kristin Balicki, Charlene H. Herreid, and Nick Jensen, New York University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/88417169323

Session: 07P		Monday, October 25, 2021	
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

Breaking Learning Barriers through Academic and Non-Academic Assessment

As institutions of higher education are responding to rapid transformations, a need to understand how to break learning barriers and bring educational equity to their institutions, along with meeting the demands for evidence of student achievement. HBCU Collaboration for Excellence in Educational Quality Assurance (HBCU-CEEQA) came together to serve as a catalyst in helping to address shared challenges and solutions related to accreditation and other external accountability expectations with the aim of changing the narrative about HBCUs and addressing some of the unique learning barrier on their campuses.

Mark Howse, Morehouse School of Medicine; Franz Reneau, Georgia Institute of Technology; Shae Robinson, University of Alabama; and Shontell Stanford, Interdenominational Theological Center

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: NILOA (NI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84272366180

Session: 07Q		Monday, October 25, 2021	
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 Your Assessment

It's easy to think of Assessment as something we do. In reality, Assessment is often a complex system that requires ongoing review, care, and feeding. We often think about what it is we are trying to accomplish with assessment, but rarely think about whether the assessment system has the capability and capacity to meet the desired outcomes. While we spend time trying to use and improve the data and results from assessment, we often overlook the opportunity to learn and improve our assessment system. This presentation will help you to take a systematic look at your assessment system.

Kimberly Paddock-O'Reilly and Lee Van Dusen, Logan 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/82713734995

Session: 07R		Monday, October 25, 2021	
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

Future of Competency-Based Education: Meeting Emerging Higher Education Needs through Outcomes-Based Education

Alverno administrators and faculty will discuss the future of competency-based education in meeting the emerging needs of higher education. This pre-recorded session with live Q&A will focus on the ways in which competency-based education can address the demands of flexible digital approaches to teaching and learning, diversity, equity and inclusion initiatives, and the growth of graduate education.

Jodi Eastberg, John Savagian, Desiree Pointer-Mace, and Ronett Jacobs, Alverno College
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Competency-Based Education & Assessment (CB)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/86708865943*

Session: 07S		Monday, October 25, 2021	
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

Shifting the Narrative: Moving Competency-based Assessment Dialog To "I Want To Do It"

Regularly assessing on a per-student basis can seem daunting but when the college is focused on supporting the continuous improvement process then the dialog for assessment shifts. Learn how Honolulu Community College is developing its assessment culture through the implementation of the eLumen assessment system. The eLumen tool supports the institution's key objectives: regularly gathering per student assessment data, encourage data-informed and thoughtful conversations, create action plans so that real change is made. In this interactive session, you will hear about Honolulu Community College's assessment journey and strategies for achieving its goal of true continuous improvement.

Chiara Logli, Honolulu Community College; and Rachel Dwiggins-Beeler, eLumen
Presentation Type: 60-Minute Sponsor Session - Sponsored by eLumen
Audience Level: Intermediate
Primary Track: Competency-Based Education & Assessment (CB)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/87378317413*

Session: 07T		Monday, October 25, 2021	
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

VALUE on Your Campus: Faculty Perspectives on Using VALUE as an Assessment Tool

VALUE, the Valid Assessment of Learning in Undergraduate Education, has been used by faculty on campuses and classrooms for over a decade now. Institutions use VALUE rubrics for a wide range of different purposes, from faculty development to program assessment. Join the Association of American Colleges and Universities for this panel discussion show casing four institutions and the innovative ways they have been using VALUE on their campus as well as how they disseminate VALUE based data to create more meaningful learning on campus.

Chad Bebee, Vincennes University; Brad Best and Jamii Claiborne, Buena Vista University; Pamela Ingleton, Mohawk College of Applied Arts & Technology; Kate McConnell, Association of American Colleges and Universities (AAC&U); and Brandon Weger, Illinois Eastern Community Colleges
Presentation Type: 60-Minute Sponsor Session - Sponsored by Association of American Colleges and Universities (AAC&U)
Audience Level: Intermediate
Primary Track: Institution-Wide Data Collection/Use (ID)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/85004105370*

Session: 07U		Monday, October 25, 2021	
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

AEFIS Virtual Sponsor Booth

Meet virtually with an AEFIS representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by AEFIS
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83400527448

Session: 07V		Monday, October 25, 2021	
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, Inc. Virtual Sponsor Booth

Meet virtually with an Anthology, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Anthology, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/86749788025

Session: 07W		Monday, October 25, 2021	
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

Center for Assessment and Research Studies (CARS) - James Madison University Virtual Sponsor Booth

Meet virtually with a Center for Assessment and Research Studies (CARS) - James Madison University representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Center for Assessment and Research Studies (CARS) - James Madison University
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83232259852

Session: 07X		Monday, October 25, 2021	
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

Collaboratory Virtual Sponsor Booth

Meet virtually with a Collaboratory representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Collaboratory
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81451930665

Session: 07Y		Monday, October 25, 2021	
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

Crowdmark Virtual Sponsor Booth

Meet virtually with a Crowdmark representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Crowdmark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84778016419

Session: 07Z		Monday, October 25, 2021	
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

eLumen Virtual Sponsor Booth

Meet virtually with an eLumen representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by eLumen
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84050295727

Session: 07AA		Monday, October 25, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by National Survey of Student Engagement (NSSE)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88191218955

Session: 07AB		Monday, October 25, 2021	
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

Nuventive Virtual Sponsor Booth

Meet virtually with a Nuventive representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Nuventive
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85051977197

Session: 07AC		Monday, October 25, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Student Opportunity Center
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88030075203

Session: 07AD		Monday, October 25, 2021	
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

Suitable Virtual Sponsor Booth

Meet virtually with a Suitable representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Suitable
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/87509975846

Session: 07AE		Monday, October 25, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Watermark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81025384811

Session: 07AF		Monday, October 25, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Weave
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/89312175626

Session: 07AG		Monday, October 25, 2021	
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, by Concord USA, Inc. Virtual Sponsor Booth
Meet virtually with a Xitracs, by Concord USA, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Xitracs, by Concord USA, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Webinar Attendee Link: https://iu.zoom.us/j/85728963903

Break Session		Monday, October 25, 2021	
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 SESSION

VIRTUAL SPONSOR BOOTHS DURING BREAK

Virtual Sponsor Booth		Monday, October 25, 2021	
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

AEFIS Virtual Sponsor Booth
Meet virtually with an AEFIS representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by AEFIS
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83400527448

Virtual Sponsor Booth		Monday, October 25, 2021	
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

Anthology, Inc. Virtual Sponsor Booth

Meet virtually with an Anthology, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Anthology, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/86749788025

Virtual Sponsor Booth		Monday, October 25, 2021	
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

Center for Assessment and Research Studies (CARS) - James Madison University Virtual Sponsor Booth

Meet virtually with a Center for Assessment and Research Studies (CARS) - James Madison University representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Center for Assessment and Research Studies (CARS) - James Madison University
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83232259852

Virtual Sponsor Booth		Monday, October 25, 2021	
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

Collaboratory Virtual Sponsor Booth

Meet virtually with a Collaboratory representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Collaboratory
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81451930665

Virtual Sponsor Booth		Monday, October 25, 2021	
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

Crowdmark Virtual Sponsor Booth

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Presentation Type: Virtual Sponsor Booth - Sponsored by Crowdmark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84778016419

Virtual Sponsor Booth		Monday, October 25, 2021	
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

eLumen Virtual Sponsor Booth

Meet virtually with an eLumen representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by eLumen
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84050295727

Virtual Sponsor Booth		Monday, October 25, 2021	
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

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.

Presentation Type: Virtual Sponsor Booth - Sponsored by National Survey of Student Engagement (NSSE)

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88191218955

Virtual Sponsor Booth		Monday, October 25, 2021	
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

Nuventive Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Nuventive

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85051977197

Virtual Sponsor Booth		Monday, October 25, 2021	
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

Student Opportunity Center Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Student Opportunity Center

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88030075203

Virtual Sponsor Booth		Monday, October 25, 2021	
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

Suitable Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Suitable

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/87509975846

Virtual Sponsor Booth		Monday, October 25, 2021	
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

Territorium Virtual Sponsor Booth

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Presentation Type: Virtual Sponsor Booth - Sponsored by Territorium

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83354893505

Virtual Sponsor Booth		Monday, October 25, 2021	
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

Watermark Virtual Sponsor Booth

Meet virtually with a Watermark representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by [Watermark](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81025384811

Virtual Sponsor Booth		Monday, October 25, 2021	
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

Weave Virtual Sponsor Booth

Meet virtually with a Weave representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by [Weave](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/89312175626

Virtual Sponsor Booth		Monday, October 25, 2021	
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

Xitracs, by Concord USA, Inc. Virtual Sponsor Booth

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Presentation Type: Virtual Sponsor Booth - Sponsored by [Xitracs, by Concord USA, Inc.](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85728963903

PLENARY SESSION

Session: 08A		Monday, October 25, 2021	
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

Plenary Keynote Presentation and Panel Discussion
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81889957601

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, IUPUI

Keston H. Fulcher – Recognition of Diamond Sponsorship
Executive Director, Center for Assessment and Research Studies (CARS) and Professor of Graduate Psychology, James Madison University

Jonathan R. Alger – Plenary Keynote Presenter
President, James Madison University

PANEL

Stephen P. Hundley – Moderator
Senior Advisor to the Chancellor, Professor of Organizational Leadership, Chair, Assessment Institute, Executive Editor, *Assessment Update*, and Host, *Leading Improvements in Higher Education* Podcast, IUPUI

Jonathan R. Alger – Plenary Keynote Presenter
President, James Madison University

Gianina Baker
Acting Director, National Institute for Learning Outcomes Assessment (NILOA), University of Illinois Urbana-Champaign

Keston H. Fulcher
Executive Director, Center for Assessment and Research Studies (CARS) and Professor of Graduate Psychology, James Madison University

Heather Mernitz
Professor of Physical Sciences and Chair of the Council for Student Assessment, Alverno College

Sister Kathleen O'Brien
Provincial Coordinator, School Sisters of St. Francis and Senior Vice President for Academic Affairs Emerita, Alverno College

Sponsored by Center for Assessment and Research Studies (CARS) - James Madison University

VIRTUAL SPONSOR BOOTHS DURING PLENARY SESSION

Session: 08B		Monday, October 25, 2021	
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 Virtual Sponsor Booth
Meet virtually with an AEFIS representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by AEFIS
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83400527448

Session: 08C		Monday, October 25, 2021	
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, Inc. Virtual Sponsor Booth
Meet virtually with an Anthology, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Anthology, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/86749788025

Session: 08D		Monday, October 25, 2021	
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**

Association of American Colleges and Universities (AAC&U) Virtual Sponsor Booth
Meet virtually with an Association of American Colleges and Universities (AAC&U) representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Association of American Colleges and Universities (AAC&U)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/89364698864

Session: 08E		Monday, October 25, 2021	
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**

Center for Assessment and Research Studies (CARS) - James Madison University Virtual Sponsor Booth
Meet virtually with a Center for Assessment and Research Studies (CARS) - James Madison University representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Center for Assessment and Research Studies (CARS) - James Madison University
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83232259852

Session: 08F		Monday, October 25, 2021	
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**

Collaboratory Virtual Sponsor Booth
Meet virtually with a Collaboratory representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Collaboratory
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81451930665

Session: 08G		Monday, October 25, 2021	
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**

Crowdmark Virtual Sponsor Booth
Meet virtually with a Crowdmark representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Crowdmark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84778016419

Session: 08H		Monday, October 25, 2021	
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**

eLumen Virtual Sponsor Booth
Meet virtually with an eLumen representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by eLumen
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84050295727

Session: 08I		Monday, October 25, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by National Survey of Student Engagement (NSSE)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88191218955

Session: 08J		Monday, October 25, 2021	
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**

Nuventive Virtual Sponsor Booth
Meet virtually with a Nuventive representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Nuventive
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85051977197

Session: 08K		Monday, October 25, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Student Opportunity Center
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88030075203

Session: 08L		Monday, October 25, 2021	
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**

Suitable Virtual Sponsor Booth

Meet virtually with a Suitable representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Suitable
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/87509975846

Session: 08M		Monday, October 25, 2021	
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**

Territorium Virtual Sponsor Booth

Meet virtually with a Territorium representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Territorium
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83354893505

Session: 08N		Monday, October 25, 2021	
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**

Watermark Virtual Sponsor Booth

Meet virtually with a Watermark representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Watermark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81025384811

Session: 08O		Monday, October 25, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Weave
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/89312175626

Session: 08P		Monday, October 25, 2021	
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, by Concord USA, Inc. Virtual Sponsor Booth

Meet virtually with a Xitracs, by Concord USA, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Xitracs, by Concord USA, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85728963903

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60-MINUTE CONCURRENT SESSIONS

Session: 09A		Monday, October 25, 2021	
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

Presenting the Anti-Racism Scorecard - Operationalizing Anti-Racism in Higher Education Community Engagement

In support of racial justice, higher education is moving beyond statements of solidarity toward action to support anti-racist work on campus. Examples of how anti-racist work actually manifests through community-university partnerships will be critical to help position - through research and action – higher education's role in developing a more just and equitable society for all. This presentation will share our journey to develop the Anti-Racist Community Engagement Scorecard, a set of metrics to assess and measure anti-racist engagement and practices in higher education community engagement.

Stella Smith, Prairie View A&M University; Kristin Medlin and Lauren A. Wendling, Collaboratory
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Community Engagement (CE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86431563372

Session: 09B		Monday, October 25, 2021	
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

If It Feels Normal, It's Not Equity: Assessment for Racial Equity

Assessment is the epicenter of racially disparate outcomes in higher education. Pursuing the ideas of historian Dr. Ibram X. Kendi, that standardized tests are the most effective racist policies ever devised, I've identified quantitative assessment models as the beating heart of racial oppression in higher education. Grounded in the eugenicist myth of objectivity and normalized over decades of practice, points are the problem. One antidote is "assessment for racial equity," my name for a three-decade synthesis of culturally relevant teaching, the innocent classroom, authentic assessment, not-yet grading, contract grading, grading for equity, ungrading, and my own qualitative assessment techniques.

Patrick Morriss, Foothill College
Presentation Type: 60-Minute Concurrent Session
Audience Level: Advanced
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84458688872

Session: 09C		Monday, October 25, 2021	
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

Advancing Equity in Higher Education: Institutional Practices and HLC's Role

The Higher Learning Commission (HLC) conducted the Equity in Access and Success survey in January and February 2020 with the goals of capturing a broad overview of the equity-related perspectives and practices among member institutions and gathering recommendations for defining HLC's own role in advancing equity in higher education. The survey findings and recommendations form a rich narrative about diversity, equity, and inclusion practices on campuses and will help HLC, as part of its EVOLVE 2025 strategic plan, develop policies and practices that are responsive to the needs of the membership for advancing equitable access and success in higher education.

Hoa Khuong and Karen Solomon, Higher Learning Commission
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/81022227335*

Session: 09D		Monday, October 25, 2021	
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

Team Teaching as a Vehicle for Faculty Development: Blending Assessment and Educational Psychology to Drive Performance Improvement

Beyond ensuring the work gets done, academic leaders are uniquely in position to guide faculty growth through hands-on academic assignments, if well structured. Herein, we describe a practical process for leaders to offer faculty development through a team-teaching framework, applying quality improvement practices integrating assessment and educational psychology. Elements connected to establishing a quality learning environment, clear expectations, classroom management, and communication strategies will be shared through interactive case scenarios. Examples rooted in health professional education will outline best practices in designing faculty development in team formation that can result in better experiences for faculty members and students.

David Fuentes, University of Portland; Jeremy Hughes, Chicago State University College of Pharmacy; and William Ofstad, West Coast University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Faculty Development (FD)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/87870764986*

Session: 09E		Monday, October 25, 2021	
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

A Rubric for Assessing Behavioral Dimensions of Intercultural Learning

In any global learning experience, incorporating an effective tool to help students acquire and increase intercultural competence and to assess their intercultural learning is a challenge. Adopting the standard instruments created for that purpose is not always the best solution. In this interactive session, presenters will explain how a study abroad program imagined and developed its own rubric for behavioral skills associated with intercultural research. Participants will examine how the rubric has been and could be used for assignment development and formative assessment at different institutional levels across disciplines and departments.

Eva Infante Mora, Consortium for Advanced Studies Abroad (CASA) in Seville, Spain; and Melina Ivanchikova, Cornell University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Global Learning (GL)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/81298752162*

Session: 09F		Monday, October 25, 2021	
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

Comprehensive Learner Record: Empowering Embedded Assessment of Competency to Determine Student Readiness for Real-World Problems

Recognizing a preparation-to-practice gap, professional organizations called for a transformation from traditional lecture-based learning, focused on learning concepts, to experiential learning emphasizing competencies. American Association for Colleges of Nursing shared their 2019 vision on how nursing education needs to improve the quality of patient care, requiring a profound pivot in assessing and reporting learning outcomes. Comprehensive Learner Record (CLR) provides a holistic approach to assessment that tracks achievement of competencies across learners' experiences. In this session, learn about CLR in assessment and how the University of Rochester School of Nursing developed CLR while shifting to a competency-based curriculum during COVID-19.

Suzanne Carbonaro, AEFIS; Joellen Shendy, Workday; and Andrew B. Wolf, University of Rochester

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Graduate/Professional Education (GR)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86845634550

Session: 09G		Monday, October 25, 2021	
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

Cultivating Capstone Conversations

To meet the promise of HIPs to promote earning gains, universities must consider the contexts and micro-cultures of units implementing HIPs. The rush to create high-impact practices has led many institutions to create capstone requirements, but find that poorly defined capstones do not promote enhanced student learning or equitable student outcomes. We invite the audience to define their HIPs and explore relationships among HIPs, signature works, and capstone experiences tied to assessment and labor practices at different types of institutions. Participants generate conversation-starters for assessment discussions about capstone experiences that address this overlapping labor and assessment issues.

Olivia Anderson, University of Michigan; Caroline Boswell, University of Wisconsin Green Bay; Morgan Gresham, University of South Florida St. Petersburg; Matt Laye, College of Idaho; and Dawn Smith-Sherwood, Indiana University of Pennsylvania

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86578459385

Session: 09H		Monday, October 25, 2021	
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 Panel: Competency-Based Education from a Learner Perspective

Both graduate and undergraduate students will share their perspectives about outcomes-based education. We will explore how outcomes connect to career readiness and professional experiences, allowing students to integrate and transfer their learning beyond a program curriculum. We will also explore how a student-centered approach opens opportunities for students to directly impact learning and assessment of learning.

Mikelene Ray, Mariah Erby, Grace Parlier, Merub Irfan, Harry Anderson, Benetria McGowan, and Joseph Foy, Alverno College

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Competency-Based Education & Assessment (CB)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81312470586

Session: 09I		Monday, October 25, 2021	
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

Embedding HIPs in the Fabric of your Institution with a Cross-Functional Steering Committee

The Community College of Baltimore County (CCBC) has been embedding high-impact practices in general education courses as a means of improving the success of all students, especially minoritized groups. Five years of data show significant improvements in semester-to-semester retention, and that embedding HIPs in general education classes is helping to close equity gaps. One challenge with HIPs work is keeping the momentum going and keeping HIPs in the center of discussions of equity. Come and learn about a mechanism that has been successful at CCBC, a cross-functional HIPs Steering Committee.

Dallas M. Dolan, Monica Walker, Jennifer Kilbourne, and Vell Lyles, Community College of Baltimore County

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/81337639115*

Session: 09J		Monday, October 25, 2021	
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

Where Do We Begin? An Entry-Level Conversation About Out-of-the-Classroom Assessment

The presenters will share strategies for building a campus-wide assessment plan that has a strong foundation and framework, with flexibility for customization. Participants new to assessment or seeking a refresher will learn key steps in assessment design, evaluate strengths and limitations for implementing standardized approaches, and leave with strategies to adapt for their campuses.

Cindy Cogswell, Ohio University; and Jennifer Nailos, The University of Texas at Austin

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/82459348573*

Session: 09K		Monday, October 25, 2021	
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 Online Tutorials to Close the Loop for Information Literacy Competency

After receiving disappointing data about graduating students' abilities to cite their work, the librarians at Cal Poly Pomona sought to respond to these findings by creating a series of online tutorials that detailed why we cite and how to create citations in a variety of different styles. Each tutorial contained a brief assessment quiz to aid in gauging student understanding. This presentation will discuss the process, challenges, and successes of this attempt to close the loop on a shortcoming revealed by previous assessment.

Shonn M. Haren, California State Polytechnic University, Pomona

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/88586720231*

Session: 09L		Monday, October 25, 2021	
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 Multiple Assessment Measures for Implementing Ethical and Equitable Reforms

This session describes strategies for assessing reform initiatives that affect students' educational pathways at community colleges and other open-access institutions that serve a broad range of learners from diverse social and cultural backgrounds. Participants will learn why ethical and equitable changes to placement, developmental education, curricular pathways, and other reforms require multiple types of assessment data collected locally over time. The session will take attendees through the process of using both quantitative and qualitative assessment measures to pilot student-centered reforms, scale up and implement wide-scale change, and use ongoing assessment to make subsequent revisions to curriculum and instruction.

Joanne Baird Giordano, Salt Lake Community College; and Cassandra Phillips, University of Wisconsin Milwaukee at Waukesha

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/88375458174*

Session: 09M		Monday, October 25, 2021	
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 Engineering Student Writing with the AAC&U VALUE Written Communication Rubric

As part of a National Science Foundation-funded grant, a multi-institutional team created a tutor-training program, Writing Assignment Tutor Training in STEM (WATTS), which takes an interdisciplinary approach to improving student writing. To assess writing cross-institutionally, the assessment team selected the AAC&U VALUE Written Communication Rubric because it is a validated and normed tool with generalizability across disciplines while capturing the elements of writing that meet our project goals. This session will discuss the rationale for the rubric selection, the process used to analyze the baseline data, and the preliminary outcomes characterizing the writing in similar engineering courses across four institutions.

Annwesa Dasgupta, The University of Mississippi; Johanna Bodenhamer, Corinne Renguette, and Brandon Sorge, IUPUI

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: STEM Education (SE)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/82822394269*

Session: 09N		Monday, October 25, 2021	
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

Energizing Institutional Assessment Activities with Students as Partners

Relationships with students matter. There are many ways students can contribute to and enhance our assessment practices that strengthen outcomes of such work. In this session, we will assume partnering with students is a good thing to do. We will focus our attention of how we do it, what it can look like, how to face up to challenges that arise, and recognize the benefits that emerge. Informal yet informative, come along to listen, share, and learn together to advance our collective commitment to thinking differently about the role of students in assessment efforts.

Kelly E. Matthews, University of Queensland

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Student Partnership and Engagement in Assessment (ST)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/86254096480*

Session: 09O		Monday, October 25, 2021	
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

Seeking Continuous Improvement Through Use of the EIA and Communities of Practice

During this session participants will learn how the universities across The Texas A&M University System have utilized the National Institute of Learning Outcomes Assessment (NILOA) Excellence in Assessment (EIA) as an internal tool of enlightenment. Combined with a model for Communities of Practice (COP), this has resulted in a shift of mindset from compliance and accountability to one of quality and continuous improvement.

Shonda A. Gibson, The Texas A&M University System

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Leadership for Assessment (LA)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/86317019883*

Session: 09P		Monday, October 25, 2021	
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

Unified Vision: Merging Assessment and Strategic Planning Data, Developments, and Distribution

Florida A&M University has enhanced its data culture with its robust assessment system -- aligning the assessment with strategic plans, including university, college/school, and division plans. In this presentation, FAMU will share how it has aligned these two frequently separated functions to form cohesive and integrated planning and assessment processes.

Brandi N. Newkirk and Melanie Wicinski, Florida A&M University; and Bailey Watson, Nuventive

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/85493120812*

Session: 09Q		Monday, October 25, 2021	
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

Combining Assessment and Program Review: A Comprehensive Approach to Strategic Program Health

In 2018-2019, the Undergraduate College at National Louis University undertook a pilot initiative to develop a new annual program review process. The goal was to combine two annual reporting cycles - program review (including program health metrics like enrollment growth, persistence, and completion) and assessment of student learning - into a single cycle that provided program chairs and faculty with a more holistic view of program performance. Now a mature initiative in its third year of implementation, the team that developed and oversees the process shares lessons learned and key features.

Nate Flint, Joseph D. Levy, and Margaret Stemler, National Louis University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/87899370017*

Session: 09R		Monday, October 25, 2021	
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**

Exploring the TRUE VALUE of Mapping: Using Data for Decision Making

Almost all educators engage in curriculum mapping of some sort—to fulfill institutional/programmatic assessment/accreditation expectations that ensure competency/content coverage in curricula. However, apart from trying to ensure that 1) our maps are current, 2) our learning outcomes up-to-date, and possibly 3) our curriculum is well scaffolded and not duplicative, maps are often not used for practical assessment purposes—i.e., to gather data around student assessment performance (to improve our curriculum and/or engage in early student intervention and remediation). Attend this session to learn about how you can use mapping and ExamSoft technology to advance student success.

Divya Bheda, Alison Fanizzi, and Amanda Krzyzanowski, ExamSoft Worldwide LLC

Presentation Type: 60-Minute Sponsor Session - Sponsored by ExamSoft
Audience Level: Intermediate
Primary Track: Assessment Methods/Student Partnership and Engagement in Assessment AM/ST
Zoom Webinar Attendee Link: https://iu.zoom.us/j/87653901783

Session: 09S		Monday, October 25, 2021	
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**

Advancing Educational Equity with the Anthology Platform

Higher education is laden with inequitable student outcomes – from access to completion, and engagement to outcomes. To shift towards equity, the conversation must center equity and use data to examine and change institutional systems and practices. Despite a fierce commitment to this mission, many institutions still struggle to put their equity-centered principles into action. In this session, we'll review 5 key ways that the Anthology platform helps member institutions advance this important cause.

Annemieke Rice and Jenna Ralicki, Anthology, Inc.

Presentation Type: 60-Minute Sponsor Session - Sponsored by Anthology, Inc.
Audience Level: Intermediate
Primary Track: Assessment Methods/Diversity, Equity, & Inclusion (AM/DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84504589869

Session: 09T		Monday, October 25, 2021	
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**

AEFIS Virtual Sponsor Booth

Meet virtually with an AEFIS representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by AEFIS
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83400527448

Session: 09U		Monday, October 25, 2021	
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**

Anthology, Inc. Virtual Sponsor Booth

Meet virtually with an Anthology, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Anthology, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/86749788025

Session: 09V		Monday, October 25, 2021	
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

Association of American Colleges and Universities (AAC&U) Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Association of American Colleges and Universities (AAC&U)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/89364698864

Session: 09W		Monday, October 25, 2021	
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

Center for Assessment and Research Studies (CARS) - James Madison University Virtual Sponsor Booth

Meet virtually with a Center for Assessment and Research Studies (CARS) - James Madison University representative and learn how they can help your institution.

Presentation Type: Virtual Sponsor Booth - Sponsored by Center for Assessment and Research Studies (CARS) - James Madison University
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83232259852

Session: 09X		Monday, October 25, 2021	
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

Collaboratory Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Collaboratory
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81451930665

Session: 09Y		Monday, October 25, 2021	
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

Crowdmark Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Crowdmark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84778016419

Session: 09Z		Monday, October 25, 2021	
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

eLumen Virtual Sponsor Booth

Meet virtually with an eLumen representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by eLumen
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84050295727

Session: 09AA		Monday, October 25, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by National Survey of Student Engagement (NSSE)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88191218955

Session: 09AB		Monday, October 25, 2021	
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

Nuventive Virtual Sponsor Booth

Meet virtually with a Nuventive representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Nuventive
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85051977197

Session: 09AC		Monday, October 25, 2021	
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

Suitable Virtual Sponsor Booth

Meet virtually with a Suitable representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Suitable
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/87509975846

Session: 09AD		Monday, October 25, 2021	
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

Territorium Virtual Sponsor Booth

Meet virtually with a Territorium representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Territorium
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83354893505

Session: 09AE		Monday, October 25, 2021	
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

Watermark Virtual Sponsor Booth

Meet virtually with a Watermark representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Watermark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81025384811

Session: 09AF		Monday, October 25, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Weave
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/89312175626

Session: 09AG		Monday, October 25, 2021	
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, by Concord USA, Inc. Virtual Sponsor Booth

Meet virtually with a Xitracs, by Concord USA, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Xitracs, by Concord USA, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85728963903

30-MINUTE CONCURRENT SESSIONS
(20-Minutes for Presentation; 10-Minutes for Discussion)

Session: 10A		Monday, October 25, 2021	
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

Alternative Impact and Evaluation Approaches for Community-Engaged Academic Programming – Outcome Harvesting and Process Tracing

We present a research design approach and initial outcomes for community, student, and faculty/departmental learning and impact for community-engaged programming for Romance Languages and Literatures at the University of Notre Dame. Understanding the range of impacts from department-wide investments in community-engaged approaches is challenging; most assessments focus on student learning – with community outcome domains and departmental shifts less understood. Coupling outcome harvesting/process tracing approaches, researchers use mixed-methods data collection to triangulate learning and community outcomes across the range of stakeholders. This information will be used to understand impacts of programming and identify potential improvements, particularly in light of COVID adaptations.

Rachel Parroquin and Danielle Wood, University of Notre Dame
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Community Engagement (CE)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/89728238843*

Session: 10B		Monday, October 25, 2021	
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 Does Equity in Assessment Mean in the Context of English Language Learners?

Equity in assessment has multiple dimensions. The sudden move to online education brought forth issues of equity in online proctoring software. However, there are other aspects of equity in assessment. The literature, although scarce, includes some areas for consideration to ensure equity in assessment. We have identified the different dimensions of equity in assessment. These concerns impact all learners and add an additional layer when assessing English language learners (ELL). In this presentation, we will present the different dimensions of equity in assessment and their definitions and implications and how it relates and informs equity when assessing English language learners.

Eliana El Khoury, Athabasca University
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/85149174895*

Session: 10C		Monday, October 25, 2021	
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

Building on Past Assessment: A Fresh Look at Data to Enhance Support for Students with Children

Students with children are an invisible and underserved population on college campuses. As a group they face multiple challenges in navigating their college experience that could be mitigated with institutional support. BIPOC students with children, in particular, could benefit from institutional policies and programs that help close achievement gaps. Building on a previous study, we conducted a content analysis of programs and services – childcare, library, mentoring, etc. – to assess the level of access to these important services across the California State University system. We also highlight services offered online during remote learning and provide context for Cal Poly Pomona's own efforts.

Marisol Cardenas and Julie Shen, Cal Poly Pomona

Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83838489814

Session: 10D		Monday, October 25, 2021	
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

Cultivating Assessment Leaders During a Pandemic: Developing an Effective Online Training and Support System

This presentation illustrates effective strategies to cultivate assessment leaders during the pandemic through different strategies, including an intensive online training program, i.e., the Assessment Leadership Institute, that offers a safe environment to actively practice facilitative assessment leadership skills; expert consultants (Assessment Leadership Fellows) that provide long-term (6-month) individualized support; and a scholarship venue via the Assessment for Curricular Improvement Poster Exhibit. We present evaluation results collected from multiple sources of evidence to review the effectivity of the strategies. Attendees will take away concrete strategies to organize professional development activities or events to support faculty assessment leaders on their campus.

Adrian Alarilla and Yao Zhang Hill, University of Hawaiʻi at Mānoa

Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Faculty Development (FD)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/87337067873

Session: 10E		Monday, October 25, 2021	
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

"Show Me the Money! Making Bank with Assessment Data on Global Learning"

Campus internationalization is one of the top priorities of institutions across the country, and in particular, community colleges. Yet assessing the impact of those efforts lags behind the strides made in assessing other areas of the higher educational experience. This presentation will focus on an award winning initiative at Harper College to transform global learning on our campus through intentional faculty development tied to global learning outcomes and assessment. In its third iteration, the Global Region of Focus initiative has a proven track record of success. We will share data on its impact on student retention and completion.

Richard F. Johnson and Nellie Khalil, Harper College

Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Global Learning (GL)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86030470053

Session: 10F		Monday, October 25, 2021	
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5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Backward Design of an Objective Structured Clinical Examination Series for Measuring Student Competency

Competency-based assessment, defined as the attitudes, skills, and knowledge components needed for mastery of a complete activity, has become common in health professions education. Central to competency-based assessment are entrustable professional activities (EPAs), discrete units of work that together describe a profession's key responsibilities. This program will present one institution's approach to competency-based assessment through backward design and development of an objective structured clinical examination (OSCE) series, grounded in achieving competence in profession-defined EPAs. The purpose of this program is to provide a framework for competency-based assessment that can be adapted by assessment leaders for their home institution.

Robert D. Beckett, Manchester University College of Pharmacy, Natural and Health Sciences
Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Graduate/Professional Education (GR)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/87498572096*

Session: 10G		Monday, October 25, 2021	
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: Pathways to Social Reproduction or Social Mobility?

Evidence from a national longitudinal undergraduate study will illustrate the different ways HIPs impact post-graduation outcomes of early career earnings and graduate degree attainment — key indicators of social mobility. Through a socioeconomic lens, results shed light on who has access to HIPs and the subsequent benefits they provide. Additional findings provide an understanding among those who do participate in HIPs and how the impact differs depending on one's socioeconomic background. Implications for policy and practice are offered based on the results. Attendees are invited to share their own strategies on how to ensure HIPs serve as pathways to social mobility.

Lucas Schalewski, University of Arizona
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/81536226879*

Session: 10H		Monday, October 25, 2021	
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 High-Impact Practices: A Critical Quantitative Approach to Assess Access, Equity, and Outcomes of HIP Participation

While much is known about the impact of high-impact practices (HIPs), much work remains to fully understand how all students can benefit from HIPs. In this session, researchers from California State University, Long Beach, share their critical quantitative approach to assess HIP participation and components that truly make HIPs "high-impact" at their large, urban, public HIS and AANAPISI institution. Focusing on access, equity, and student success, their research contributes to HIP theory, research, and practice. Attendees will gain insight into best practices for approaching this work and learn techniques to measure, collect, manage, and assess HIPs at their institution.

Kaitlyn N. Stormes, University of California, Los Angeles; and Kelly Young, California State University, Long Beach
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/83389647736*

Session: 10I		Monday, October 25, 2021	
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

Promoting Co-Curricular Assessment Using Strategic Planning

Strategic planning appeals to co-curricular units because of its ability to address non-student learning outcomes. Engaging units in the strategic planning process is integral to starting a process where units set goals and objectives in a structured manner. Once this process is complete, developing an assessment plan becomes much easier. This presentation will discuss a new workshop series from the UNM Office of Assessment & APR devised to engage co-curricular units in strategic planning, with an eye toward developing an assessment plan in the near future.

Samuel J. Hatch and William Slauson, University of New Mexico
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Emerging Trends in Assessment (ET)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89483384159

Session: 10J		Monday, October 25, 2021	
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

When Emergency Response Becomes Normal: Transitioning from Crisis Response to Crisis Management

When the pandemic sent everyone home in March 2020, most people expected our emergency response to last a few weeks to a few months at most. Over a year into the pandemic, the IU Richard M. Fairbanks School of Public Health continues to support state and local efforts in response to COVID-19, all while continuing our regular marketing and communication efforts. Now that emergency response is our new normal, our team will share strategies and tactics for maintaining marketing and recruitment efforts, while leading state and local efforts.

Amanda Briggs and Adrianne Robertson, IUPUI
Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: **CANCELLED**

Session: 10K		Monday, October 25, 2021	
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

Articulating the Value of the Student Experience: Adopting 'Graduate Attributes' as a Framework for Curriculum and Assessment

Inspired to create a distinctive learning experience for its students, Lindenwood University embarked on a creative campus-wide project to 'Reimagine Institutional Learning Outcomes.' This project resulted in a new value proposition for Lindenwood students, called the Lindenwood Graduate Attributes. Not only have these attributes created a clearer and more exciting way to articulate the value of the Lindenwood experience, but they have also underpinned a new curricular framework for general education and a new assessment plan for the institution. This presentation outlines the collaborative process to envision the Lindenwood Graduate Attributes and shares the story of how these were implemented.

Bethany Alden-Rivers, Robyne Elder, Ana Londono, Roger Nasser, Melissa Qualls, Kathi Vosevich, and Mark Valenzuela, Lindenwood University
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86370843389

Session: 10L		Monday, October 25, 2021	
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

Leveraging PowerBI to Visualize Institutional Effectiveness Assessment Processes

This presentation includes a demonstration of two interactive PowerBI visualizations designed to facilitate and keep track of the Institutional Effectiveness Assessment process at Florida State University. These resources provide quick and easy access to information about assessment completion status for all campus units, reporting expectations by location/modality, and assessment organizational tree. Both reports are intended to be used by senior leadership, assessment office personnel, and assessment coordinators from campus units to stay informed regarding the timeliness, quality, and completeness of assessment reports.

Caitlyn Jessee, Florida State University

Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Use of Technologies in Assessment (UT)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81345100316

Session: 10M		Monday, October 25, 2021	
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5:30 PM - 6:00 PM	4:30 PM - 5:00 PM	3:30 PM - 4:00 PM	2:30 PM - 3:00 PM

Effective Video Assessment Use for STEM Courses in Remote Teaching - Mexico Case Study with Business and Engineering Students

Teaching remotely presents a set of new challenges for teachers wishing to help our students learn, this is especially true in a difficult course like Statistics. Before we decide how we will carry out assessments, we should plan to build community that will help our students learn and help us better assess the expected learning. Searching for tools that would help with assessment during remote teaching lockdown led to the creative use of video, voice feedback, and interactive slides to first build a learning community that, in turn, resulted in improved student learning and more effective assessments.

Carlos A. Gonzalez-Campos, CETYS Universidad

Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: STEM Education (SE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83477289678

Session: 10N		Monday, October 25, 2021	
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 CUR for Student Success: Building a Collaborative, Equity-Based Undergraduate Research Program Focused on Student Success

California State University, Chico designed a multi-tiered Undergraduate Research and Assessment program for students to analyze, collect, and present data from campus partners in student success initiatives. This program, targeting historically underrepresented students, not only introduces them to research and provides an identity as a researcher, the theoretic foundations of the research creates moments for reflection on their own success, attitudes, and behaviors while providing campus student success programs information to make data-driven changes. During this presentation, campus partners will share how Chico State's program was formed and provide an opportunity for your campus to consider how to similarly integrate Undergraduate Research for student success.

Ellie Clifford Ertle, Joanna Herrera, and Nathaniel M. Millard, California State University Chico

Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Student Partnership and Engagement in Assessment (ST)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84035831978

Session: 10O		Monday, October 25, 2021	
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**

Anxiety Levels in College Students: The Impact and Evidence-Based Remedies

Each semester, communication with students frequently involves discussions of stress and anxiety. While informal advising and mentoring from faculty may help decrease students' anxiety, it is helpful to know what evidence-based strategies for stress and anxiety reduction can decrease students' anxiety. A literature review was conducted in June 2020 to gain information regarding anxiety and stress in college students. Current research demonstrates that biofeedback, meditation, mindfulness, and sleep education all assist with decreasing anxiety in college students.

Kristen L. Maisano, St. Catherine University
Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Faculty Development (FD)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/83341478044*

Session: 10P		Monday, October 25, 2021	
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**

Welcoming New Graduate Students During COVID: Assessing Virtual Orientations

The COVID-19 pandemic caused institutions of higher education across the globe to quickly re-adjust normed plans and processes to online platforms. Due to the pandemic, the Graduate School at a large university quickly pivoted from delivering two in-person orientations for newly admitted graduate students to two virtual orientations for the first time in history. To better serve future graduate students in their virtual orientation experience, the presenters assessed the virtual graduate student orientation. The session discusses the successes in planning/delivering a virtual orientation, areas of improvement, strategies for assessing virtual orientations, and future recommendations for planning virtual orientations at universities.

Austin Boyd and Sarah Narvaiz, University of Tennessee
Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Graduate/Professional Education (GR)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/82151881823*

Session: 10Q		Monday, October 25, 2021	
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**

Proactive Academic Coaching: Supporting First-Year College Students and Addressing Barriers to Student Success

During academic year 2019-2020, a team consisting of a professional advisor/success coach, faculty member, and undergraduate student conducted an assessment project to study the efficacy of a new student support services program for high-risk students at the University of Northern Colorado (UNC). The Bears First program, which was launched in fall 2019, uses a holistic advising model to improve first-year success outcomes for students most at risk of attrition. This presentation, "Proactive Academic Coaching: Supporting First-Year College Students and Addressing Barriers to Student Success," will discuss the project's assessment process, key findings, and implications for practice and program improvement.

Samantha J. Black, Jake Henderson, and Darren Ilett, University of Northern Colorado
Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/81282163097*

Session: 10R		Monday, October 25, 2021	
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 to Develop a Systematic Quality Improvement Plan (SQIP)

Colleges or Schools of Nursing collect a lot of data, not only for overall university assessment plans, but also for external accreditation organizations and Boards of Nursing. The goal is to use the data to make informed decisions to improve student learning outcomes and program quality (Oermann, 2017). How does a new assessment coordinator wrap their head around all this data? This workshop focuses on the steps and resources available to develop a systematic quality improvement plan (SQIP). The SQIP aligns accreditation standards with data elements, responsible party, evaluation frequency, expected level of achievement, actual outcomes, and action plan.

Juliann Perdue, California Baptist University
Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/88134122495

Session: 10S		Monday, October 25, 2021	
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

Developing a New Online FYE Program in the Post-COVID-19 World

Yamagata University is a medium-sized Japanese national comprehensive university. We started the new FYE program in 2017, and the objective of the FYE is to enhance students' four core learning skills in the areas of basic research, teamwork, presentation, and report writing. As assessment activities, student satisfaction surveys and learning outcome assessment surveys were administered. In 2020, an on-demand FYE course was urgently developed and utilized under COVID-19. This on-demand course reflected the improvements that will be conducted in 2021. In this presentation, we will share our assessment methods, results, and lessons learned from our FYE program over three years.

Takahiro Abe, Douglas Gloag, Takao Hashizume, Satoko Imaizumi, Katsumi Senyo, and Tetsuya Shiroishi, Yamagata University
Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Assessment in Online Courses and Programs (AO)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/87502847910

Session: 10T		Monday, October 25, 2021	
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 Content Analysis to Revise Academic Program Review Self-Study Guidelines

Thorough, data-informed self-study reports are fundamental to meaningful program reviews. This session outlines the revision of the self-study report guidelines to create a template intended to yield reviews that are strategic, forward looking, data-informed, and aligned with college and university missions. We conducted a content analysis of the external reviewer reports from program reviews that were completed between the years 2012-2020. Findings allowed us to identify common issues addressed in program reviews and compare these themes to what programs are currently addressing in their self-studies. Findings additionally guided the creation of a streamlined and more reflective template with critical guiding questions to address key programmatic issues.

Fashaad Crawford, Stephany Dunstan, Pierre Gremaud, Pete Knepper, and Matthew Lengen, North Carolina State 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/83935241884

Session: 10U		Monday, October 25, 2021	
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**

AEFIS Virtual Sponsor Booth

Meet virtually with an AEFIS representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by AEFIS
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83400527448

Session: 10V		Monday, October 25, 2021	
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**

Anthology, Inc. Virtual Sponsor Booth

Meet virtually with an Anthology, Inc. representative and learn how they can help your institution.
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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/86749788025

Session: 10W		Monday, October 25, 2021	
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**

Center for Assessment and Research Studies (CARS) - James Madison University Virtual Sponsor Booth

Meet virtually with a Center for Assessment and Research Studies (CARS) - James Madison University representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Center for Assessment and Research Studies (CARS) - James Madison University
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83232259852

Session: 10X		Monday, October 25, 2021	
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**

Collaboratory Virtual Sponsor Booth

Meet virtually with a Collaboratory representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Collaboratory
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81451930665

Session: 10Y		Monday, October 25, 2021	
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**

Crowdmark Virtual Sponsor Booth

Meet virtually with a Crowdmark representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Crowdmark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84778016419

Session: 10Z		Monday, October 25, 2021	
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

eLumen Virtual Sponsor Booth

Meet virtually with an eLumen representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by eLumen
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84050295727

Session: 10AA		Monday, October 25, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by National Survey of Student Engagement (NSSE)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88191218955

Session: 10AB		Monday, October 25, 2021	
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

Nuventive Virtual Sponsor Booth

Meet virtually with a Nuventive representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Nuventive
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85051977197

Session: 10AC		Monday, October 25, 2021	
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

Suitable Virtual Sponsor Booth

Meet virtually with a Suitable representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Suitable
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/87509975846

Session: 10AD		Monday, October 25, 2021	
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

Watermark Virtual Sponsor Booth

Meet virtually with a Watermark representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Watermark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81025384811

Session: 10AE		Monday, October 25, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Weave
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: **https://iu.zoom.us/j/89312175626**

Session: 10AF		Monday, October 25, 2021	
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, by Concord USA, Inc. Virtual Sponsor Booth

Meet virtually with a Xitracs, by Concord USA, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Xitracs, by Concord USA, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: **https://iu.zoom.us/j/85728963903**

Tuesday, October 26, 2021

KEYNOTE SESSIONS

Session: 11A		Tuesday, October 26, 2021	
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**

Scholar Activism through Communal Bonding

In this keynote, Dr, Jerome E. Morris will discuss the concept of communal bonding as the foundation to scholar activism. Dr. Morris has advanced communal bonding in his scholarship on how communities and schools engage with each other for mutual benefit. As an extension, Dr. Morris will use communal bonding to discuss how faculty and administrators can use this concept to promote scholar activism and as a frame for university-community partnerships and collaborations. Further, Dr. Morris will offer implications for assessment and evaluation of community engagement for university faculty and administrators.

Jerome E. Morris, The University of Missouri - St. Louis

Presentation Type: Keynote Session - Sponsored by Collaboratory
Audience Level: Intermediate
Primary Track: Community Engagement (CE)
Zoom Webinar Attendee Link: **https://iu.zoom.us/j/87125051895**

Session: 11B		Tuesday, October 26, 2021	
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

Becoming an Equity-Centered Practitioner: Recognizing, Disrupting, and Reframing

As assessment practitioners, we operate within multi-layered systems that include our department, college or university, U.S. higher education, and the broader society. Equity-centered assessment is one tool to disrupt and dismantle power and oppression rooted in such systems. Effectively engaging in equity-centered assessment starts with each one of us individually. Using a model based on recognition, disruption, and reframing, the presenters will discuss how each of us can take the first steps to engage in equity-centered assessment. Participants will have the opportunity to reflect on their own identity, positionality, power and experiences and will leave with concrete suggestions and strategies they can implement immediately as they work to become equity-centered practitioners.

Gianina Baker, National Institute for Learning Outcomes Assessment (NILOA) and University of Illinois Urbana-Champaign; Gavin Henning, New England College; and Anne Lundquist, Anthology, Inc.

Presentation Type: Keynote Session - Sponsored by AEFIS
Audience Level: Intermediate
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86164572338

Session: 11C		Tuesday, October 26, 2021	
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

Evaluating Faculty Development Programs: A 50-Year Retrospective

This keynote explores the evolution of faculty development program evaluation, especially how teaching and learning centers ("CTLs") measure their impact. It offers a chronological look at models and studies over five decades, from the pre-1970s to 2021, examining a sampling of influential work. How have evaluation models, criteria, and practices progressed over the decades? What do centers now need to develop and sustain robust evaluation practices? How do center directors navigate evaluation challenges in a changing higher education landscape? We will explore positive practices and highlight important questions for future research and practice.

Mary Deane Sorcinelli, University of Massachusetts Amherst

Presentation Type: Keynote Session - Sponsored by Association of American Colleges and Universities (AAC&U)
Audience Level: Intermediate
Primary Track: Faculty Development (FD)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86073472082

Session: 11D		Tuesday, October 26, 2021	
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

Assessing Global Learning: A Dutch Perspective

This keynote will focus on assessment of international learning at higher education institutions in the Netherlands. At these institutions, assessment is guided by the Certificate of Quality in Internationalization (CeQuInt), which was developed jointly by eleven European countries. We will zoom in on the case of The Hague University of Applied Sciences, which has combined Global Learning with internationalization at home, to ensure that all students benefit from internationalized curricula, also those students who are enrolled in programs that are delivered in Dutch. The Hague University of Applied Sciences has developed a professional development model that incorporates action research with lecturers to 'unpack' internationalization, 'craft' internationalized learning outcomes and determine their assessment. The current focus on Collaborative Online International Learning (COIL) has intensified the discussion on assessment of international and intercultural learning, both locally and through international collaboration.

Jos Beelen, The Hague University of Applied Sciences in The Netherlands

Presentation Type: Keynote Session - Sponsored by Territorium
Audience Level: Intermediate
Primary Track: Global Learning (GL)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84546459256

Session: 11E		Tuesday, October 26, 2021	
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

High-Impact Practices: Long-Term Implications for Learning, Life Outcomes, and Equity

This presentation explores aspects pertaining to high impact practices necessary to close longitudinal equity gaps in higher education. It also explores the necessity of social and cultural capital for students to acquire knowledge, appropriate attitudes and perspectives, values, skills, taste, and abilities to cultivate meaningful relationships, which has become increasingly more essential in the digital age. Key components of quality signaling, network building, and sub-networks needed to gain a competitive advantage in the marketplace will also be discussed. Dr. Hal Weary is an Assistant Professor in the Department of Music at California State University, Dominguez Hills. Throughout his career in higher education, he has developed a track record of success educating, connecting, and preparing students to successfully navigate the changing landscape of the music industry in the 21st century. He has developed partnerships with prominent Los Angeles based music companies, which provide workshops, internships, and career opportunities to students.

Hal Weary, California State University, Dominguez Hills

Presentation Type: Keynote Session - Sponsored by Student Opportunity Center
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/85736619114

Session: 11F		Tuesday, October 26, 2021	
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

Reimaging STEM Education: Conceptualizing and Assessing Learning that is Integrated, Interdisciplinary, and Inclusive

The complexity of STEM learning accompanied by the limited outcomes-based assessment knowledge of STEM faculty often leads to oversimplified approaches of conceptualizing and assessing learning. With an overreliance on cognitive learning domains over affective learning domains, STEM education and learning is further stifled to achieve the outcomes needed for a future generation of engineers and scientists. A unique opportunity to build a new engineering program was afforded in 2017 at Wake Forest University that bridged a rich liberal arts education and removed the traditional disciplinary silos of engineering education. A unique engineering curriculum was built to be integrated, interdisciplinary, and inclusive, as well as being designed to map to the student outcomes required for ABET accreditation. Shared visioning, facilitated coaching, and collaborative execution has led to an innovative conceptualization of cognitive and affective learning developmentally mapped across the curriculum and a budding assessment process that engaged all the faculty. The current state of the curriculum covers learning and assessment that ranges from engineering fundamentals to character education to professional identity development. The end result being 40% female students and about 80% retention.

Olga Pierrakos, Wake Forest University

Presentation Type: Keynote Session
Audience Level: Intermediate
Primary Track: STEM Education (SE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81787370922

60-MINUTE CONCURENT SESSIONS

Session: 12A		Tuesday, October 26, 2021	
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

Civic Learning and Democratic Engagement: Results from the Longitudinal Assessment of Three Student Cohorts

Civic engagement is an important student learning outcome, but what exactly is it? In this session we distinguish between political and apolitical civic engagement and provide resources for the assessment of political civic engagement. We'll discuss the knowledge, skills, values, and actions that constitute civic learning and democratic engagement and share results from our administration of the Political Engagement Survey to three different cohorts, each measured at two different times during their college career.

Abraham Goldberg, Dena Pastor, and Chris Patterson, James Madison University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Community Engagement (CE)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/86375380926*

Session: 12B		Tuesday, October 26, 2021	
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

Strategic, Scenario, and Post-Crisis Planning: Choices, Challenges, and Changes

Using IUPUI as a case study, this session profiles three planning approaches undertaken by the institution: strategic planning, in which campus-wide goals and objectives were developed to guide the campus toward its vision; scenario planning, in which various stakeholder collaborated to address COVID-19 implications; and post-crisis planning, in which pandemic-related lessons, challenges, and opportunities were examined. This session describes the various planning processes, outlines stakeholder engagement strategies, discusses how to align planning throughout the institution, and provides recommendations on how to integrate and adapt planning to various contexts.

Karen Lee, Margie Smith-Simmons, and Stephen P. Hundley, IUPUI
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/88408791300*

Session: 12C		Tuesday, October 26, 2021	
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

Skilling it! Assessing University of New Mexico's General Education by Essential Skill

Are you shifting to a skill-based General Education (GE) assessment process? The University of New Mexico has recently done just that! Two years ago, we moved from a content area GE model to a skill-based one. We will be sharing ideas from our newly revamped GE assessment experience. Our session will cover the logistical steps of our transition, the assessment process requirements and cycle, rubric design, involvement of key faculty and staff, data analysis and results use, as well as some exciting next steps! Join us to learn about our process and discuss how you assess GE at your institutions!

Charla Orozco and Julie A. Sanchez, University of New Mexico
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: General Education (GE)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/89635212562*

Session: 12D		Tuesday, October 26, 2021	
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

It Takes a Village: Improving Campus Assessment Culture through Inter-office Cooperation

We describe the benefits of cooperation with other offices to improve teaching and learning. The Office of Assessment and Accreditation, Center for Teaching and Learning, Library, and Communication Across the Curriculum each support high-quality professional development opportunities for faculty. We created a Faculty Showcase and are currently designing a Foundational Concepts of Teaching and Learning Series to increase awareness of professional development opportunities and disseminate resulting improvements in teaching and learning. Those who attend this talk will learn about ways to build cooperation between different offices that support faculty development and can be used to increase the reach of each office to enhance faculty awareness about best practices in pedagogy and curriculum.

Karen E. Singer-Freeman, Heather Bastian, Rebecca A. Croxton, Heather McCullough, Christine Robinson, and Natasha Stracener, University of North Carolina at Charlotte

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Faculty Development (FD)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/81913535872*

Session: 12E		Tuesday, October 26, 2021	
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

Data Integration and Sharing of the Spartan Experience Record

A common barrier described in the creation of Co-Curricular Records (CCR) and Comprehensive Learner Records (CLR) is the many important choices to make surrounding data integration and sharing. Michigan State University's Spartan Experience Record (SER) platform was designed by campus partners to be interoperable, allowing us to share data in a consistent and purposeful way on a very large, decentralized campus. Join us to learn about our process and approach to data decisions, the creation of Application Program Interfaces (API) for the SER and reporting, and suggestions for making decisions to support your institution's goals for your CCR or CLR.

Sarah A. Schultz and Korine Steinke Wawrzynski, Michigan State University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Competency-Based Education and Assessment (CB)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/89888810570*

Session: 12F		Tuesday, October 26, 2021	
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

Lessons from the "Cocoa Scholars" to Promote Admission, Retention, and Success of Black Doctoral Students

Issues of diversity and equity in undergraduate education have received considerable attention in the wake of the dual pandemic-COVID-19 and racial injustice. Additional focus is needed to address the continuous underrepresentation of Black doctoral graduates. According to the 2018 Survey of Earned Doctorates, Black graduates account for 7% of the 35,404 U.S. doctorate degree holders. Inequities in the graduate admissions criteria and lack of representation contribute to the attrition of Black doctoral students. Despite this, the Cocoa Scholars were able to redefine their doctoral experience by building academic and social capital to thrive in predominately white educational environments.

Jhenai Chandler, Santa Fe College; Jesse Ford, University of North Carolina Greensboro; and Dawn Matthews, North Carolina Central University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Graduate/Professional Education (GR)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/89477919863*

Session: 12G		Tuesday, October 26, 2021	
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

Lights, Camera, Action: Using Video to Engage Students Online and Improve Instructor Assessment

This session showcases ways to successfully integrate video into synchronous, asynchronous, and hybrid course models grounded in HIP (high-impact practice). Despite the difference in course, college, and creative content, the methods yielded consistent results with regard to student feedback and instructor assessment. This session moves beyond editing or platform choices and instead focuses on practiced methods to provide students with a personalized, human learning experience in a time of remote learning. Presenters will provide tangible ways to expand on methods and pedagogies already in place, regardless of position within the University.

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

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/81923857817*

Session: 12H		Tuesday, October 26, 2021	
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

Leadership Frames and Institution-Wide HIPs Assessment: Advancing Your HIPs Goals Toward Sustainability

Understanding student access to and engagement with HIPs requires strategic leadership and stepping outside of traditional silos. We propose the use of Bolman and Deal's Four Frames of Leadership (1991) as a foundation for institution-wide assessment efforts. Specifically, we provide ways to invoke the Structural, Human Resources, Political, and Symbolic frames using illustrations drawn from a California State University Long Beach multi-methods interdisciplinary project (HIPS@theBeach) aimed at creating sustainable practices for the ongoing delivery and assessment of inclusive HIPs experiences.

Beth Manke and Kelly Young, California State University, Long Beach

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/88678288800*

Session: 12I		Tuesday, October 26, 2021	
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

Branching Out: Engaging Faculty Across Indiana Institutions During the Pandemic

Reaching faculty across the state and across institutions for professional development during the pandemic became an essential focus for LEAP Indiana in 2020. Co-chairs for the LEAP Indiana Programming Committee will share how their small subcommittee assessed the need for, developed and implemented multiple statewide events, and considered effectiveness of the programming. These informal assessments led to future LEAP Indiana programming that will launch in the upcoming year.

Molly Hare, Indiana State University; and Rachel Kartz, Ivy Tech Community College - Hamilton County

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Leadership for Assessment (LA)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/82040573772*

Session: 12J		Tuesday, October 26, 2021	
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

Prepared to Be WOWed: Promoting Sense of Belonging through One of IUPUI's Signature Campus Traditions

Every year, the Division of Student Affairs staff and other campus partners collaborate to plan Weeks of Welcome (WOW), a signature campus tradition held the first two weeks of the fall and spring semesters. During this session, the presenters will discuss how their institution offered opportunities to create sense of belonging among students in virtual, hybrid, and socially distant fall and spring semesters. They will also examine the relationship between participation in this campus tradition, sense of belonging, and student retention using a statistical analysis called propensity score matching, logistic regression models, and survey results.

Tonya Hall, A. Sonia Ninon, and Brett Watson, IUPUI
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86813125968

Session: 12K		Tuesday, October 26, 2021	
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

Championing Student Success Through Assessment Opportunities

As an online university that serves working adults, our mission is to provide the support and flexibility adults need to achieve their goals. Over the last decade, our university has developed multiple avenues to earn a degree. As part of these flexible paths, alternative assessments have provided our students the opportunity to earn credit for their prior work or life experience. In this presentation we will discuss the multiple alternative assessments at our university and how we are improving the student experience through offering these choices in a centralized location.

Jody DeKorte, Michele Riley, and Kathy Ingram, Purdue University Global
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Leadership for Assessment (LA)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/87016107969

Session: 12L		Tuesday, October 26, 2021	
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 Hows, Whys and Whats of Conducting Comprehensive Program Reviews

The Comprehensive Program Review is a process that ensures each degree program offered by the institution undergoes a comprehensive cyclic process of assessment of quality, potential, and sustainability for the purpose of enhancing academic quality and students' experience, and ensuring resources are used efficiently and allocated to support the mission of the institution and its strategic plan. The review is not only based on areas where there is a wealth of objective quantitative data available, which may represent a dangerous flaw in any review. Rather, both qualitative and quantitative assessment methods are used to evaluate the overall academic program effectiveness.

Zeinab Amin, The American University in Cairo
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Institution-Wide Data Collection/Use (ID)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82045452139

Session: 12M		Tuesday, October 26, 2021	
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**

People + Technology = Outcomes Assessment: A Systems Approach

For years, Cuyahoga Community College struggled to implement an effective approach to institutional outcomes assessment. In 2011, a multiple-pronged approach was developed by the Office of Learning Outcomes Assessment in conjunction with faculty leadership. This initiative focused on several key strategies including faculty engagement, shared-governance collaborations, streamlined assessment technologies, and professional development for faculty, staff, and administration. This approach has led to a 50% increase in participation from faculty and garnered support for expansion of the scope of outcomes assessment.

Holly Craider, Anne Distler, Jodi Hupp, Amanda Nolan, and Pat Stansberry, Cuyahoga Community College

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Use of Technologies in Assessment (UT)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82701242248

Session: 12N		Tuesday, October 26, 2021	
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-Focused Assessment: Leading with Learners

Imagine, if you will, that students and their learning were the center of assessment efforts. How might assessment processes and practices look different? And why would it matter? In this session, learn about the literature on student involvement and partnership in assessment when students become the focus of assessment. Together we will explore the what, the why, and the how of student-focused assessment. Through sharing examples and resources from before and during COVID-19, this presentation repositions assessment where students are not simply the vessels from which learning data are extracted, but active partners in the process of learning and assessment.

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

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Student Partnership and Engagement in Assessment (ST)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/87977910375

Session: 12O		Tuesday, October 26, 2021	
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**

Pre-Norming: A Multi-Step Approach to Increasing Assessment Validity through Faculty Engagement

Effective rubric norming sessions guide participants to reach a consensus on applying rubric language to increase the validity of assessment data. Norming sessions are challenging if participants do not have a common understanding of the rubric language. Palo Alto College implemented "pre-norming sessions" months prior to the norming session to provide faculty and staff time for deep conversations about the institutional rubrics. Participants shared "key assignments" and discussed rubric implications both in disciplines and with the larger group. This session introduces attendees to our College's pre-norming process and provides evidence of its effectiveness.

Melissa Elston, John LaPete, and Amanda Harrison, Palo Alto College

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Faculty Development (FD)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86281274167

Session: 12P		Tuesday, October 26, 2021	
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 Power of Research Partnerships: 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 Farley, Christopher Swoboda, Megan Bucks, Bryan Smith, University of Cincinnati
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/86733364968

Session: 12Q		Tuesday, October 26, 2021	
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

Reengineering Technology: Innovative Way of Building a Diversified Rubric from Word Clouds and Concept Mapping

Concept mapping is very well known in higher education where students use such in critical thinking, problem solving, and deeper understanding of theories. Its visual representation helps to reach all different types of learners. Evidently, concept mapping may have limited use besides classroom assignments. When an exclusive use of a standardized rubric is not an option, merging innovative tools can become handy. Word Art Clouds, a technology tool (app) is used to generate key terms among saturation. This presentation will focus on how a diversified assessment rubric was built from concept mapping and word clouds for assessing students' learning.

Miriam Ansong, Access Health Institute Academy International
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/83525429243

Session: 12R		Tuesday, October 26, 2021	
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

Explore Options to Develop Your Assessment Skills: Workshop, Certificate, or PhD?

If you are interested in learning more about assessment then consider one of JMU's professional development opportunities. For those just beginning we offer a national award-winning Assessment 101, a weeklong workshop focused on foundational knowledge and skills. For those who may have assessment as a component of their jobs, the certificate program offers four courses to help you be more effective. If you would like to be a leader in assessment practice, then consider our PhD program in Assessment and Measurement. The sessions two facilitators have decades of experience working in higher education assessment and are also graduates of JMU's PhD program.

Keston H. Fulcher and Robin Anderson, James Madison University
Presentation Type: 60-Minute Sponsor Session - Sponsored by Center for Assessment and Research Studies (CARS) - James Madison University
Audience Level: Beginners
Primary Track: Assessment Methods/Faculty Development (AM/FD)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82848388505

Session: 12S		Tuesday, October 26, 2021	
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**

How To Build A Data-Driven, Competency-Based, Co-Curricular Experience That Students Love

The University of Pittsburgh developed the Outside the Classroom Curriculum (OCC) which is a campus-wide hub of experiences, programs, and events at Pitt that helps students to make the most of their collegiate experience. Pitt partnered with Suitable to transform their student experience, engage more students (in-person and virtually), and leverage Suitable data to elevate outcomes. We invite you to hear our story of the OCC; from where it started, to what is today, and Amy's vision for the initiative into the future.

Amy Vaught, University of Pittsburgh; and Mark Visco, Jr., Suitable

Presentation Type: 60-Minute Sponsor Session - Sponsored by Suitable
Audience Level: Intermediate
Primary Track: Competency-Based Education & Assessment / Student Affairs and Co-Curricular Programs and Services (CB/SA)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84756308515

Session: 12T		Tuesday, October 26, 2021	
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**

AEFIS Virtual Sponsor Booth

Meet virtually with an AEFIS representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by AEFIS
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83400527448

Session: 12U		Tuesday, October 26, 2021	
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**

Anthology, Inc. Virtual Sponsor Booth

Meet virtually with an Anthology, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Anthology, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/86749788025

Session: 12V		Tuesday, October 26, 2021	
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**

Center for Assessment and Research Studies (CARS) - James Madison University Virtual Sponsor Booth

Meet virtually with a Center for Assessment and Research Studies (CARS) - James Madison University representative and learn how they can help your institution.
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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83232259852

Session: 12W		Tuesday, October 26, 2021	
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

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81451930665

Session: 12X		Tuesday, October 26, 2021	
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

Crowdmark Virtual Sponsor Booth
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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84778016419

Session: 12Y		Tuesday, October 26, 2021	
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

eLumen Virtual Sponsor Booth
Meet virtually with an eLumen representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by eLumen
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84050295727

Session: 12Z		Tuesday, October 26, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by National Survey of Student Engagement (NSSE)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88191218955

Session: 12AA		Tuesday, October 26, 2021	
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

Nuventive Virtual Sponsor Booth
Meet virtually with a Nuventive representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Nuventive
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85051977197

Session: 12AB		Tuesday, October 26, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Student Opportunity Center
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88030075203

Session: 12AC		Tuesday, October 26, 2021	
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

Suitable Virtual Sponsor Booth
Meet virtually with a Suitable representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Suitable
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/87509975846

Session: 12AD		Tuesday, October 26, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Watermark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81025384811

Session: 12AE		Tuesday, October 26, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Weave
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/89312175626

Session: 12AF		Tuesday, October 26, 2021	
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, by Concord USA, Inc. Virtual Sponsor Booth
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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85728963903

Session: 13A		Tuesday, October 26, 2021	
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 Experiences of Public Safety as a Catalyst for Community Engagement

Presenters from the Gephardt Institute for Civic and Community Engagement will share their experiences of assessing public safety at Washington University in St. Louis, engaging participants with the potential of university-wide assessment to serve as a means of catalyzing community engagement and institutional change.

C. Taylor Brown, Jillian Martin, Aaron Pevitz, and Rose Shapiro, Gephardt Institute for Civic and Community Engagement at Washington University in St. Louis

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Community Engagement (CE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86741284429

Session: 13B		Tuesday, October 26, 2021	
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

Beyond Satisfaction: Designing Deeper Measures for Inclusive Teaching Programs

This webinar presents examples from three institutions where practitioners designed evaluation tools for measuring the impacts of diversity, equity, and inclusion programs focused on inclusive teaching or instructor professional development. Beyond examining participation and satisfaction, each project aims to measure less tangible traits that show meaningful changes in knowledge, attitudes, or behaviors. We share our methodological strategies for designing effective evaluation and assessment tools, including our perceived successes and challenges, and provide interactive opportunities. Participants will practice using a logic model framework and mapping outcomes to survey questions, and we will share tools for applying these concepts to other projects.

Amy Cardace and Melina Ivanchikova, Cornell University; Melissa Ko, Stanford University; Rebekah LeMahieu and Jennifer Todd, Colorado State University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89297571927

Session: 13C		Tuesday, October 26, 2021	
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 Integration: It's Delightful, It's Delicious, It's De-Silo'd

Assessment professionals recognize that assessment connects diverse areas like teaching and learning, strategic planning, institutional research, and diversity, equity, and inclusion. Building these connections institutionally can be a challenge given the siloed nature of higher education. This presentation will elucidate the strategies Glendale Community College, AZ uses to de-silo assessment. We will demonstrate how we used this de-siloing approach to support our institution's DEI initiative. Regardless of your institutional structure or assessment integration needs, our goal by the end of the session is for you to have identified a way to adapt our core methodology for implementation at your institution.

Julie Morrison, Cheryl Colan, and L. Alexander Patrick, Glendale Community College, AZ

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82218887901

Session: 13D		Tuesday, October 26, 2021	
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 Student Feedback Form Questions to Improve Instruction by Linking Questions to Effective Teaching Practices

For more than 20 years, Waubonsee Community College had full-time faculty use the same question bank for Student Feedback Form creation. It was time for a change. Waubonsee charged ahead in an effort to improve the quality of questions, focus on actionable feedback, increase specific student feedback, increase accessibility, deliver student feedback to faculty faster, identify professional development opportunities, and most importantly, link feedback to effective teaching practices. How did this all occur? Was it all successful? Can it be done on a campus near you? Find out all this and more.

Justin Hoshaw, Waubonsee Community College

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginners
Primary Track: Faculty Development (FD)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/87302610069

Session: 13E		Tuesday, October 26, 2021	
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

Global Learning Assessment Roundtable

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 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: Intermediate
Primary Track: Global Learning (GL)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84412779799

Session: 13F		Tuesday, October 26, 2021	
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

Early Assessment of Competency-Based Preceptor Evaluations of Students on Clinical Rotations

Reliability in evaluation of students in clinical settings has always been difficult due to the nature of clinical rotations. A student has dozens of individuals evaluating them in different settings and times throughout their clinical year. Our department recently changed to a competency-based evaluation as opposed to relative measures such as Strongly Agree. We will discuss development of this evaluation and use of Fleiss' Kappa and other strategies to assess inter-rater reliability. Early assessment shows that our competency-based evaluation provides fair to moderate reliability. We will also be discussing methods to increase reliability and benchmarking of intervention thresholds.

Raymond V. Contreras and Rebecca Rebman, IUPUI

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Graduate/Professional Education (GR)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83747296329

Session: 13G		Tuesday, October 26, 2021	
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 Pandemic's Influence on Long-term Improvements to Presenting Undergraduate Research

The Office of Undergraduate Research (OUR) at Purdue University facilitates multiple institutional conferences for undergraduate students to present the research they conduct with campus mentors to the larger community. Pre-pandemic restrictions, these conferences focused on traditional in-person dissemination methods, but Covid-19 restrictions prevented conferences from continuing as historically constructed. The OUR updated conference models support students' successful presentations of their research and enables a larger audience to participate. Presenters will detail their successful pre-Covid-19, Covid-19-restricted, and post-Covid-19 (projected) models for facilitating undergraduate researcher presentations. These strategies may be transferable to other high-impact practices that use public dissemination of students' activities.

Amy Childress, JJ Sadler, and Craig Zywicki, Purdue University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/83820022113*

Session: 13H		Tuesday, October 26, 2021	
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

Virginia Commonwealth University's Experiential Learning Data Dashboard: A Key Tool for Forwarding Equity-Based Institutional Change

At Virginia Commonwealth University (VCU) the creation of an experiential learning data dashboard has been a driver behind implementing and framing an undergraduate graduation requirement as an equity initiative. This presentation will focus on the impact institutional data collection and visualization can play in change initiatives. Leaders at Virginia Commonwealth University will share lessons learned from the development and ongoing maintenance of a REAL data dashboard, a first-of-its-kind collection of student enrollment and participation data in courses incorporating high-impact practices. Participants will consider whether and how similar data resources could promote the adoption of initiatives at their home institutions.

Christopher Rillstone and Erin L. Webster Garrett, Virginia Commonwealth University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/85210780136*

Session: 13I		Tuesday, October 26, 2021	
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

Preliminary Impressions from Delivering on the Promise of High-Impact Practices

This session will focus on a forthcoming book from Stylus Publishing that compiles leading scholarship, methodologies, and evidence-based practices within the field of high-impact practices. The purpose of the volume is to elevate the HIPs within the scholarly literature, and to encourage faculty, staff, and administrations to employ methodologies and data to examine the equity and efficacy of HIPs as well as their influence on student success and learning. In this session, preliminary impressions from the work will be shared related to equity and access for traditionally underserved students, fidelity of implementation, tracking and assessment of experiences, and building capacity while maintaining rigor in these high quality experiences.

Jerry Daday, IUPUI; Jillian Kinzie, Indiana University—Bloomington; Ken O'Donnell, California State University Dominguez Hills; Carleen Vande Zande, University of Wisconsin System Office; and John Zilvinskis, Binghamton University, State University of New York

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/88645462795*

Session: 13J		Tuesday, October 26, 2021	
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

Backward Designing Student Affairs Assessment: Putting the University First When Telling Our Story

All too often, Student Divisions view assessment results as a defense against budget reductions and external critique. This presentation will offer a developmental process to integrate assessment practice into divisions by inspiring continual improvement, reducing administrative anxiety related to self-examination, and translating work into languages understood by key stakeholders. This multi-year, multipronged strategy is helpful for leaders and influencers. Participants will learn about the reorientation of a large student affairs division at a public institution to include key stakeholders. The session will emphasize how assessment may be used as a tool to "knit together" a large and diverse organization.

Cindy Cogswell, Ohio University; and Jason Pina, New York University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Advanced
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/85486253039*

Session: 13K		Tuesday, October 26, 2021	
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

Improving Learning Outcomes through Better Assignments: AAC&U's VALUE ADD (Assignment Design and Development) Tool

What faculty ask students to do in assignments strongly affects how well they do it. Indeed, assignments are not only key as an assessment of learning, but they are also integral as an act of pedagogy, a teaching strategy that can be both improved and mastered. With both learning and assessment in mind, this session will highlight a new tool from AAC&U called the "VALUE ADD (Assignment Design and Development) Tool for Critical Thinking". This tool is intended to help faculty develop and/or revise an assignment designed to produce student work that develops and accurately demonstrates students' critical thinking abilities.

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

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/83965251539*

Session: 13L		Tuesday, October 26, 2021	
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**

Measuring Learning Improvement of Information Literacy within a Discipline through Mixed Method Assessment

While information literacy belongs to everyone, scattered throughout a curriculum, teaching faculty only have control of their individual courses. Librarians often partner with faculty to develop information literacy programs for specific disciplines, scaffolding skills throughout the curriculum. Using a case study of how an information literacy program was developed and assessed for an undergraduate business program as a guide, this presentation will engage participants, regardless of discipline, providing advice and strategies on forming partnerships between teaching faculty and librarians, forming an assessable information literacy program within any discipline, and developing a program of assessment that can be scaffolded within the curriculum.

Katharine V. Macy, IUPUI
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/82286340011*

Session: 13M		Tuesday, October 26, 2021	
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 Road Less Traveled: Encouraging Diversity and Inclusion in STEM Fields and Other Special Topics by Leveraging Lived Experience

Higher education institutions must address systemic racism, social and economic inequity, and the underrepresentation of specific populations in power positions. One factor that postsecondary education must address is the low percentage of underrepresented students who pursue STEM careers. General education courses, including composition, have both the opportunity and obligation to encourage all students to consider STEM careers but encounter roadblocks, including curriculum and assessment limitations, faculty comfort, and student reluctance. This session explores how leveraging personal experiences in teaching and learning can overcome these obstacles while promoting equity and preparing students for an increasingly diverse world.

Barbara Green, Teresa Marie Kelly, Stephanie Thompson, and Josef Vice, Purdue University Global
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: STEM Education (SE)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/86018581077*

Session: 13N		Tuesday, October 26, 2021	
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 Value of Student Partnership in Developing Program-Level Outcomes and an Assessment Plan for Marquette's University Honors Program

Substantive student participation is increasingly understood to be important to assessment work. This session will detail our student-faculty partnership work to develop new program-level outcomes and a detailed, portfolio-based assessment plan. We will also share how we engaged in the work of backward design, using the assessment plan to identify current strengths, gaps, and challenges. Attendees of this presentation will leave the session understanding the value and contribution of student partnership to all stages of assessment development. Participants will also understand the benefits of participation for students, including leadership development and an increased sense of efficacy in their learning.

Kate Gustafson, Andrew Hirsh, Biluge Ntabala, Ashley Sanchez, and Amelia A. Zurcher, Marquette University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Student Partnership and Engagement in Assessment (ST)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86535801354

Session: 13O		Tuesday, October 26, 2021	
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

Running an Assessment MOOC: Reflection After 5 Years & 8,000+ Students

Knowing higher education professionals - especially in student affairs - lack training and experience in assessment, the Student Affairs Assessment Leaders created a free, massive open online course (MOOC) as a structured development opportunity for all interested parties. This session will describe the history and design of the course, as well as outcome and operational data signaling success over five years. After sharing tips to leverage the course for individual and group professional development, attendees will engage in activities to plan to use the information shared to enhance assessment capacity at their institution. Time will also be allotted for questions and answers.

Emily Langdon, University of California Merced; Joseph D. Levy, National Louis University; and Vince Nix, Lamar University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83406134185

Session: 13P		Tuesday, October 26, 2021	
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

Putting Learning in Learning Analytics: An Alternative Approach

What if analytic models included evidence of learning? And what if that learning came from both academic and student affairs? How might administrative decision-makers approach determining models for supporting student learning differently? Join this panel discussion that builds upon the work of a Comprehensive Learner Record with embedded evidence of student learning to explore the concept of Achievement Analytics - an approach to analytics that begins with actual achievements of student learning. Panelists will discuss the future of analytics as well as implications for equitable models of learning support.

Gianina Baker, National Institute for Learning Outcomes Assessment (NILOA) and University of Illinois Urbana-Champaign; Natasha Jankowski; New England College; Amelia Parnell, National Association of Student Personnel Administrators (NASPA); and Andrew B. Wolf, University of Rochester
Presentation Type: 60-Minute Concurrent Session
Audience Level: Advanced
Primary Track: NILOA (NI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/88273815174

Session: 13Q		Tuesday, October 26, 2021	
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

Value and Usability of Implementation Fidelity

Implementation fidelity, appearing frequently in assessment literature* has the potential for positively impacting assessment practices and for providing possible evidence for documenting the effectiveness of teaching practices in new or revised programs with common strategies. In fact, the process allows programs or institutions to ascertain the degree to which a carefully constructed intervention or program is being implemented as planned and the intervention is producing the desired results (e.g. student learning). However, the processes published may appear overwhelming. After explaining the ideal implementation fidelity process, presenters will "discuss" with attendees, possible modifications of fidelity to enable its usability, while preserving its credibility.

Teresa Flateby, Higher Education and Assessment Consultant
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Emerging Trends in Assessment (ET)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/88241435110*

Session: 13R		Tuesday, October 26, 2021	
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—Accessibility and Assessment: Supporting Students in the New Normal

How We Built This? Series provides a forum for assessment leaders to share their sustainable assessment processes within AEFIS, in a spin-off active dialogue inspired by NPR's "How I Built This" podcast series. In this episode, leaders in student accessibility will provide context that will help you answer key questions about what your students need, how you can provide resources to support what students need, and ignite thought leadership about how assessment can be an on-ramp to individualized learning.

Suzanne Carbonaro, AEFIS; Tracy Kaiser-Goebel, Montgomery County Community College; and Colin E. Suchland, Lincoln Land Community College
Presentation Type: 60-Minute Sponsor Session - Sponsored by AEFIS
Audience Level: Intermediate
Primary Track: Assessment Methods / Student Partnership and Engagement in Assessment (AM/ST)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/86833352055*

Session: 13S		Tuesday, October 26, 2021	
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

Making Assessment Accessible and Sustainable

A core challenge assessment professionals face is a lack of sustained commitment from our colleagues. One way to increase faculty and staff commitment to assessment is by making the process easier for them. This presentation will show how one institution uses the Nuventive Improvement Platform to streamline the program review and learning outcome assessment processes, making it easier for faculty and staff to understand and engage in assessment.

Scott Mannas and Allison E. Tifft, Tulsa Community College; and Denise Raney, Nuventive
Presentation Type: 60-Minute Sponsor Session - Sponsored by Nuventive
Audience Level: Intermediate
Primary Track: Institution-Wide Data Collection/Use (ID)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/88402672181*

Session: 13T		Tuesday, October 26, 2021	
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

AEFIS Virtual Sponsor Booth

Meet virtually with an AEFIS representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by AEFIS
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83400527448

Session: 13U		Tuesday, October 26, 2021	
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, Inc. Virtual Sponsor Booth

Meet virtually with an Anthology, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Anthology, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/86749788025

Session: 13V		Tuesday, October 26, 2021	
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

Center for Assessment and Research Studies (CARS) - James Madison University Virtual Sponsor Booth

Meet virtually with a Center for Assessment and Research Studies (CARS) - James Madison University representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Center for Assessment and Research Studies (CARS) - James Madison University
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83232259852

Session: 13W		Tuesday, October 26, 2021	
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

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Primary Track: Virtual Sponsor Booth
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Session: 13X		Tuesday, October 26, 2021	
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

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Session: 13Y		Tuesday, October 26, 2021	
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

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Session: 13Z		Tuesday, October 26, 2021	
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

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81509113126

Session: 13AA		Tuesday, October 26, 2021	
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

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88191218955

Session: 13AB		Tuesday, October 26, 2021	
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

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85051977197

Session: 13AC		Tuesday, October 26, 2021	
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

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88030075203

Session: 13AD		Tuesday, October 26, 2021	
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

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Primary Track: Virtual Sponsor Booth
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Session: 13AE		Tuesday, October 26, 2021	
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

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81025384811

Session: 13AF		Tuesday, October 26, 2021	
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

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Primary Track: Virtual Sponsor Booth
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Session: 13AG		Tuesday, October 26, 2021	
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

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85728963903

Break Session		Tuesday, October 26, 2021	
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 SESSION

VIRTUAL SPONSOR BOOTHS DURING BREAK

Virtual Sponsor Booth		Tuesday, October 26, 2021	
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Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83400527448

Virtual Sponsor Booth		Tuesday, October 26, 2021	
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

Anthology, Inc. Virtual Sponsor Booth
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Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/86749788025

Virtual Sponsor Booth		Tuesday, October 26, 2021	
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

Center for Assessment and Research Studies (CARS) - James Madison University Virtual Sponsor Booth
Meet virtually with a Center for Assessment and Research Studies (CARS) - James Madison University representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Center for Assessment and Research Studies (CARS) - James Madison University
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83232259852

Virtual Sponsor Booth		Tuesday, October 26, 2021	
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Audience Level: Intermediate
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Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84778016419

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Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84050295727

Virtual Sponsor Booth		Tuesday, October 26, 2021	
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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81509113126

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Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88191218955

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85051977197

Virtual Sponsor Booth		Tuesday, October 26, 2021	
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**

Student Opportunity Center Virtual Sponsor Booth

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88030075203

Virtual Sponsor Booth		Tuesday, October 26, 2021	
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**

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/87509975846

Virtual Sponsor Booth		Tuesday, October 26, 2021	
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**

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83354893505

Virtual Sponsor Booth		Tuesday, October 26, 2021	
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**

Watermark Virtual Sponsor Booth

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Presentation Type: Virtual Sponsor Booth - Sponsored by Watermark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81025384811

Virtual Sponsor Booth		Tuesday, October 26, 2021	
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**

Weave Virtual Sponsor Booth

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Presentation Type: Virtual Sponsor Booth - Sponsored by Weave
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/89312175626

Virtual Sponsor Booth		Tuesday, October 26, 2021	
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

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85728963903

Session: 14A		Tuesday, October 26, 2021	
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

Building Better Feedback: A Qualitative Approach to Meta-Assessment of Program Learning Outcomes

Helping faculty develop a meaningful and aligned system of program learning outcomes, curricula, and assessments that produce reliable and valid information is essential for successful closing of the loop. However, promoting a culture of engaging in meaningful assessment that produces action can be challenging. This session highlights the importance of providing detailed yet accessible and constructive feedback to faculty on assessment materials and describes the approach adopted at the University of Kentucky. A mixed-methods process of inquiry that was used to evaluate our practices in providing feedback, including our findings and lessons learned, will be shared.

Mike Rudolph, John Eric M. Novosel-Lingat, Yan Wang, and Kaitlyn Mathews, University of Kentucky
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82426879741

Session: 14B		Tuesday, October 26, 2021	
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

Writing Learning Outcomes for Social Justice Education

Having well written learning outcomes are critical for designing and assessing your curricular and co-curricular social justice education experiences. This session will prepare participants to write measurable learning outcomes for social justice education experiences using Tharp's (2020) Matrix of Cultural Consciousness to help identify learning priorities and Peggy Maki's best practices for writing learning outcomes. The session will conclude with an interactive activity to review learning outcome examples. This session is especially useful for individuals expected to design and assess social justice education experiences on their campus.

D. Scott Tharp, DePaul University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89764473802

Session: 14C		Tuesday, October 26, 2021	
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**

Asset-Minded Overview of Student Diversity

The college student population is becoming more diverse and it is incumbent upon assessment professionals to engage in practices that reflect the variety of needs of this diverse group of learners. An asset-minded perspective enables faculty and staff to understand student achievement by asking better questions and engaging more effectively in work that promotes equity and inclusion. Participants in this session will be able to define asset-minded perspective, apply techniques to shift inquiry from a deficit mindset to an asset mindset, and identify opportunities to apply an asset-minded approach in their learning environment.

Katie Busby and Norris Edney, III, The University of Mississippi; and JuWan Robinson, Auburn University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81489018384

Session: 14D		Tuesday, October 26, 2021	
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**

Navigating Assessment of Effectiveness of Teaching: Two Context-Specific Approaches

As the validity of student course evaluations has been called into question, more universities seek to improve the quality of other strategies for assessing effectiveness of faculty teaching. In this session, participants will hear about processes from two North American universities for engaging faculty in discussions about peer review of teaching and teaching effectiveness. While both institutions aim to support faculty as they develop, refine, and improve performance assessment processes to make them more meaningful, differing contexts require different solutions. In this session, participants will be encouraged to consider their own contexts to create customized faculty assessment approaches for their own institutions.

Carolyn M. Ives, Thompson Rivers University; and Erin Whitteck, University of Missouri - St. Louis

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Faculty Development (FD)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83039882419

Session: 14E		Tuesday, October 26, 2021	
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 in Development: Teaching in Global Classrooms in Nursing Education

Developing global competencies in nursing students can occur in short-term study abroad experiences. While highly impactful, this strategy alone unintentionally limits opportunities with participation barriers such as compressed 12-month curriculums, SES, work and family obligations, and recent COVID-19 challenges. We created innovative strategies for "virtual global classrooms" to expand scope and augment learning for developing cultural competence, promoting international collaborations and "whetting the appetites" of students for future global experiences. We will discuss how we moved from initial qualitative to planned quantitative data assessments to determine the impact of virtual global classrooms on outcomes in an undergraduate nursing clinical course.

Jeanie Bochenek, Tara King, and Dianne Morrison-Beedy, The Ohio State University College of Nursing

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Global Learning (GL)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/85123707885

Session: 14F		Tuesday, October 26, 2021	
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

Implementation of an Independence Scale for Daily Clinical Assessment and Entrustment Decisions at Two US Dental Schools

Dental education presents unique assessment challenges when attempting to measure the outcome of students' daily clinical activity. Inspired by an emerging trend in graduate medical education focused on entrustable professional activities, an Independence Scale for daily formative assessment was adapted and implemented at two US dental schools. The Independence Scale measures how much guidance a student received from their instructor during each dental procedure. These assessments are captured directly in the Electronic Health Record management system at the end of each patient encounter and can be used to make better entrustment decisions related to dental students' clinical competence.

Nicole Kimmes and Courtney Schapira, University of New England College of Dental Medicine; and Timothy Treat, Indiana University School of Dentistry

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Graduate/Professional Education (GR)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84258929680

Session: 14G		Tuesday, October 26, 2021	
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

Social and Racial Justice as HIPs in the Community College

Pikes Peak Community College is experiencing a culture shift through High Impact Practices, to include social and racial justice initiatives and equity results for students. Explore the social and racial justice landscape of the community college. Participate in designing assignments or program frameworks that promote social and racial justice in the community college, or in similar contexts.

Robin Schofield and Gina Swanson, Pikes Peak Community College

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84550093728

Session: 14H		Tuesday, October 26, 2021	
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

Building a HIPS-Based General Education Program through Backward Design

Fusing HIPs into General Education (GE) goes beyond best practices in the classroom and must include institutional commitment at multiple hierarchical levels to provide meaningful learning experiences across the curriculum. This presentation will focus on the efforts at California State University, San Bernardino to transform GE leading with a student outcome centered approach. We will explore building HIPs such as diversity and inclusion, first year seminars, written communication, and collaboration with a specific exploration of global perspectives as a GE HIP.

Janelle Gilbert and Kevin Grisham, California State University, San Bernardino

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84311720583

Session: 14I		Tuesday, October 26, 2021	
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

Equitable Impacts on College Students' Success through Combinations of HIPs with Skills Enhancement: Multi-Year Results from Quasi-Experimental Evaluations of a Campus-Wide QEP

Attendees will learn how a four-year university: (1) is integrating HIPs with marketable skills assessments into curricula of 57 departments through its QEP and (2) used causal-inference designs to identify impacts on student success among large and diverse Fall17 to SP19 students and multiple at-risk student groups. The most common HIPs and skills assessments used by faculty and staff will be presented, followed by presenting multi-year results—from matched group-comparison designs—demonstrating short- and long-term impacts on retention, cumulative GPA, and graduation. Two break-out groups will focus on attendees' use of and application (or potential use/application) of HIPs/marketable skills.

Gina Branton and Scott Peecksen, University of North Texas
Presentation Type: 60-Minute Concurrent Session
Audience Level: Advanced
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86052035114

Session: 14J		Tuesday, October 26, 2021	
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 Impact of Living- Learning Communities on Student Outcomes: A Mixed Methods Approach

In collaboration with campus partners, Housing and Residence Life hosts 13 residential-based learning communities (RBLCs). Funded by a Program Review and Assessment grant, three Division of Student Affairs staff examined the impact of RBLCs on student outcomes using a statistical analysis called propensity score matching, an external survey tool, interviews with staff, and a series of focus groups with students. We utilized a research-based best practice model to identify 1) what outcomes are most impactful, 2) what aspects of RBLC processes are influencing these outcomes, and 3) how to use this information to improve the RBLC experience at IUPUI.

Emily E. Braught, Sydney Lease, and A. Sonia Ninon, IUPUI
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/87443414038

Session: 14K		Tuesday, October 26, 2021	
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

Improvements in Learning through an Institutional Effectiveness and Center for Teaching and Learning Collaboration

In this session, hear how a Community College established a collaborative partnership between Institutional Effectiveness and the Center for Teaching and Learning. This partnership ensures a continuous improvement model of learning outcomes assessment. This is accomplished by the development of professional learning cohorts for the faculty and the use of assessment data to inform learning experiences of the students. Furthermore, the work of the Center for Teaching and Learning with the faculty is integrated into the Institutional Effectiveness assessment cycle.

Tina Babb and Lori Petty, Amarillo College
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81256738640

Session: 14L		Tuesday, October 26, 2021	
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

Six Questions to Guide Your Learning Improvement Process

Why is learning improvement so rare, given that "using results for improvement" is a foundational purpose of assessment? This mystery has vexed the assessment community for decades. In this session, the authors contend that learning improvement at scale is possible. By asking six questions, we can illuminate often hidden links among assessment, changes to the learning environment, and leadership that make such improvement possible.

Keston H. Fulcher and Caroline Prendergast, James Madison University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Advanced
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/87373406825*

Session: 14M		Tuesday, October 26, 2021	
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

Creating a Tool to Measure Student Learning of Food-Energy-Water Concepts

Concept inventories are validated assessments designed to evaluate student understanding of concepts and learning. No valid and reliable concept inventory currently exists for interdisciplinary environmental programs. The overall objective of this research is to develop and test a Next Generation Concept Inventory (NGCI) assessment tool that includes interdisciplinary, systems-level concepts related to the Food-Energy-Water (FEW) Nexus using short answer written response items. This presentation introduces the need for an interdisciplinary concept inventory, describes the initial steps in concept inventory development, and presents preliminary data from a content analysis of environmental course materials and semi-structured student interviews.

Steve Anderson, Lydia R. Horne, Amanda Manzanares, and Chelsie Romulo, University of Northern Colorado; and Shirley Vincent, Vincent Evaluation Consulting

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: STEM Education (SE)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/85812547804*

Session: 14N		Tuesday, October 26, 2021	
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

Partnerships in a Pandemic: Equity and Trust as a Foundation for Learning and Assessment

Our session aims to engage participants in conversations about how student-faculty pedagogical (and also assessment) partnerships functioned during the first year of the pandemic. Our preliminary research suggests that the pandemic, unexpectedly, contributed to a growing sense of trust and mattering in partnerships, particularly among students of color. We will explore examples from our research and draw on session participant experiences to consider how lessons from pandemic partnerships can contribute to more equitable learning and assessment into the future.

Sophia Abbot, George Mason University; Peter Felten, Elon University; and Susannah McGowan, Georgetown University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Student Partnership and Engagement in Assessment (ST)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/89157379753*

Session: 14O		Tuesday, October 26, 2021	
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

Succession Planning and Organizational Development through Assessment: Practical Strategies to Develop a Leadership Pipeline

Professional development for both staff and faculty members is a critical component of creating a strong pipeline for a sustainable organization and enduring excellence. This session will combine work in employee training, organizational development, inclusive diversity strategies, and institutional effectiveness (assessment) to provide attendees with practical tools they can implement immediately as they work to lead their departments, develop their employees, and establish a culture of growth.   Attendees will work through case scenarios, participate in a self-evaluation of their skills as leaders in growing talent, and take away actionable elements to strengthen their leadership pipeline, applicable even in virtual arenas and settings.

David Fuentes, University of Portland
Presentation Type: 60-Minute Concurrent Session
Audience Level: Advanced
Primary Track: Leadership for Assessment (LA)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/88378367981

Session: 14P		Tuesday, October 26, 2021	
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

Compounding Error: What is Missing and Ill-Defined in Assessment Scholarship and the Path Forward

At last year's Assessment Institute, we examined the disconnect between assessment practice-based literature and the scholarly conversations unfolding on assessment within academic journals, by way of a content analysis of assessment specific scholarly articles. In this session presenters will unpack the disconnect between assessment practice and scholarly writing, followed by a review of suggested gaps in the literature. Attendees will explore different writing outlets and hopefully connect with others interested in writing projects in the field of assessment.

Gianina Baker, National Institute for Learning Outcomes Assessment (NILOA) and University of Illinois Urbana-Champaign; Cindy Cogswell, Ohio University; Marjorie Dorimé-Williams, University of Missouri - Columbia; and Pamelyn Shefman, Alvin Community College
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: NILOA (NI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/87589934449

Session: 14Q		Tuesday, October 26, 2021	
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

Increasing Chairs' Engagement in Programmatic Assessment through the Institutional Effectiveness Mid-Year Retreat

The development of a culture of assessment is key to the successful collection, documentation, and use of assessment data to improve student learning and program quality. While activities generated by offices of institutional effectiveness in the development of this culture are crucial, they remain non-consequential if there is no concerted grassroots effort from program and department leaders. This workshop examines the role of the IE Mid-year Assessment Retreat in empowering department chairs to oversee programmatic assessment by warranting a sustained effort in the collection, analysis, and documentation of programmatic assessment data, at Oakwood University.

Zachary Y. Mngo and Tanisha Lewis, Oakwood 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/82574927233

Session: 14R		Tuesday, October 26, 2021	
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

Re-Imagining Benchmarking as Stewards of Place: Identifying Peers in the Context of Communities

What constitutes a "peer" for institutions that consider themselves to be Stewards of Place and who want to understand their impacts within the context of their community partnerships? This session will introduce the idea of Placemarking, which enhances traditional benchmarking methodologies and metrics to also include the community context in which institutions reside (socioeconomic and demographic indicators) as well as how institutions work in partnership with their communities (e.g., its people, organizations, issues, and assets). Placemarking allows institutions to better align their identity and image, advocate on behalf of both institutional and community priorities, and foster collaborative planning.

Kristin Medlin, Collaboratory; Kristin Norris, IUPUI; Emily Janke, UNC Greensboro

Presentation Type: 60-Minute Sponsor Session - Sponsored by Collaboratory
Audience Level: Intermediate
Primary Track: Institution-Wide Data Collection/Use/Community Engagement (ID/CE)
***Zoom Webinar Attendee Link:** https://iu.zoom.us/j/84344270528*

Session: 14S		Tuesday, October 26, 2021	
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

Picking the Provost's Pocket: Navigating Politics and Finance to Secure New Assessment Technology

Howard University's Institutional Research & Assessment team invented their assessment processes from the ground up before starting the search for the right technology. What did it take to navigate the political and financial realities to secure the best solution for their needs? Though this session is sponsored by Watermark, Howard's story shows how any team can navigate their own internal systems to bring assessment technology on board. Attendees will learn how to get budget for your technology project; the secrets for cultivating a faculty "fan base" for new processes and tools; and the tips to keep faculty engaged, happy, and open to new technology.

Glenn Phillips, Howard University

Presentation Type: 60-Minute Sponsor Session - Sponsored by Watermark
Audience Level: Intermediate
Primary Track: Leadership for Assessment (LA)
***Zoom Webinar Attendee Link:** https://iu.zoom.us/j/81380949548*

Session: 14T		Tuesday, October 26, 2021	
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 Virtual Sponsor Booth

Meet virtually with an AEFIS representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by AEFIS
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
***Zoom Virtual Sponsor Booth Link:** https://iu.zoom.us/j/83400527448*

Session: 14U		Tuesday, October 26, 2021	
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, Inc. Virtual Sponsor Booth

Meet virtually with an Anthology, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Anthology, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
***Zoom Virtual Sponsor Booth Link:** https://iu.zoom.us/j/86749788025*

Session: 14V		Tuesday, October 26, 2021	
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

Association of American Colleges and Universities (AAC&U) Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Association of American Colleges and Universities (AAC&U)

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/89364698864

Session: 14W		Tuesday, October 26, 2021	
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

Center for Assessment and Research Studies (CARS) - James Madison University Virtual Sponsor Booth

Meet virtually with a Center for Assessment and Research Studies (CARS) - James Madison University representative and learn how they can help your institution.

Presentation Type: Virtual Sponsor Booth - Sponsored by Center for Assessment and Research Studies (CARS) - James Madison University

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83232259852

Session: 14X		Tuesday, October 26, 2021	
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

Collaboratory Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Collaboratory

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81451930665

Session: 14Y		Tuesday, October 26, 2021	
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

Crowdmark Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Crowdmark

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84778016419

Session: 14Z		Tuesday, October 26, 2021	
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

eLumen Virtual Sponsor Booth

Meet virtually with an eLumen representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by eLumen
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84050295727

Session: 14AA		Tuesday, October 26, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by National Survey of Student Engagement (NSSE)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88191218955

Session: 14AB		Tuesday, October 26, 2021	
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

Nuventive Virtual Sponsor Booth

Meet virtually with a Nuventive representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Nuventive
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85051977197

Session: 14AC		Tuesday, October 26, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Student Opportunity Center
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88030075203

Session: 14AD		Tuesday, October 26, 2021	
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

Suitable Virtual Sponsor Booth

Meet virtually with a Suitable representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Suitable
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/87509975846

Session: 14AE		Tuesday, October 26, 2021	
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**

Territorium Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Territorium
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83354893505

Session: 14AF		Tuesday, October 26, 2021	
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**

Watermark Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Watermark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81025384811

Session: 14AG		Tuesday, October 26, 2021	
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.

Presentation Type: Virtual Sponsor Booth - Sponsored by Weave
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/89312175626

Session: 14AH		Tuesday, October 26, 2021	
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, by Concord USA, Inc. Virtual Sponsor Booth

Meet virtually with a Xitracs, by Concord USA, Inc. representative and learn how they can help your institution.

Presentation Type: Virtual Sponsor Booth - Sponsored by Xitracs, by Concord USA, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85728963903

Session: 15A		Tuesday, October 26, 2021	
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

Environmental Attitudes and the Service-Learning Classroom: A Case Study from the University of Southern Mississippi

Can academic service-learning pedagogies deployed in environmentally focused courses across the curriculum substantially improve students' pre-existing environmental attitudes? This research question assumes particular importance in the Gulf South region of the United States, where widely perceived anti-environmental attitudes coexist alongside a recent history of spectacular socio-environmental disasters—from Hurricanes Katrina and Harvey (2005, 2017) to the B.P. Oil and New Orleans Nurdle Spills (2010, 2020). Drawing on data collected through an ongoing study at the University of Southern Mississippi, this presentation highlights the potential for academic service-learning courses to improve undergraduates' pre-existing environmental attitudes in statistically significant ways.

Christopher D. Foley, Rachel Gisewhite, and Alen Hajnal, University of Southern Mississippi

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Community Engagement (CE)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/87857849416*

Session: 15B		Tuesday, October 26, 2021	
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 Equity Scorecard Project: Examining Student Persistence

The Diversity and Inclusion Action Committee within the College of Social and Behavioral Sciences launched the Equity Scorecard project in the Summer of 2020 as a means to examine student persistence. The Equity Scorecard project is designed to identify students who are persisting above and below the college persistence goal in order to better inform the future. Participants will gain insight on the process used, the collaborative analysis from the Diversity and Inclusion Action Committee, and the next steps to examine equitable access and student persistence over time.

Elliot Cook, Misty LaCour, and Julia Nyberg, Purdue University Global

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/82675218283*

Session: 15C		Tuesday, October 26, 2021	
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 Structures for Serving and Indicators of Servingness: Equity-Minded Assessment at a Hispanic Serving Institution (HSI)

Garcia et al. (2019) outline structures for serving and three types of related indicators of servingness within a Hispanic Serving Institution (HSI): 1) Academic outcomes, 2) Nonacademic outcomes, and 3) Experiences within the structures. Systematic assessment of structures for serving and indicators is critical to understand how HSIs are achieving the mission of servingness and identify actions for continuous improvement. Recommendations for assessment practice will be shared with examples that other HSIs and those seeking to advance equity-minded assessment at their campus can utilize.

Marla Franco and Lucas Schalewski, University of Arizona

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/82055013335*

Session: 15D		Tuesday, October 26, 2021	
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

I Think I Can…, I Will: Faculty Self-Efficacy for Developing a Meaningful Student Learning Assessment Process

Since confidence, self-efficacy, and motivation are intertwined and "affect the amount of time that people are willing to devote to learning" (National Research Council: 48, 1999), an effective faculty training model should emphasize self-efficacy. Previous research has documented that self-efficacy of faculty increases when they participate in teaching development programs (Noben, et al., 2021). In this interactive presentation, workshop participants will consider how self-efficacy, a belief in one's ability or competence to perform a specific task (Gist, 1987), impacts faculty engagement with assessment processes. Participants will discuss strategies for improving faculty confidence in the assessment process.

Cecelia G. Martin, University of Western States; and David Williams, University of South Alabama
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Faculty Development (FD)
Zoom Webinar Attendee Link: **https://iu.zoom.us/j/88610959259**

Session: 15E		Tuesday, October 26, 2021	
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

Utilizing Design Thinking and Virtual Study Abroad to Help Learners Improve Cultural Intelligence

This presentation will highlight the pedagogical moves and assessment techniques used to improve cultural intelligence for teacher certification candidates who attend two colleges in different countries. Professors will share how design thinking and liberatory design were used in a virtual study abroad course, and how gains were measured using the CQ Cultural Intelligence Assessment. Participants will be given course materials and syllabi and will walk away with practical strategies for intercultural learning opportunities.

Lynn A. Murray-Chandler, Darbi Roberts, and Colleen Tapley, Southern New Hampshire University; Eva Cano Fernandez, Jean Choi, Marian De la Morena Toboada, and Guadalupe Dorado Escribano, Universidad Camillo Jose Cela
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Global Learning (GL)
Zoom Webinar Attendee Link: **CANCELLED**

Session: 15F		Tuesday, October 26, 2021	
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

Graduate Student Civic Engagement: A Case Study in Data, Assessment, and Evaluation as Problem Solving Tools

Presenters from the Gephardt Institute for Civic and Community Engagement at Washington University in St. Louis will describe their use of data, assessment, and evaluation in the development of graduate student engagement strategies. The outlined process will serve as a case study for participants as they apply the lessons discovered through the Gephardt Institute's graduate student engagement efforts to a related problem at their own institutions. From stating the problem, to changing the strategies, to preparing next steps, participants will have the opportunity to develop, in small groups, a parallel student engagement plan utilizing data, assessment, and evaluation.

C. Taylor Brown, Jillian Martin, Aaron Pevitz, and Rose M. Shapiro, Gephardt Institute for Civic and Community Engagement at Washington University in St. Louis
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Graduate/Professional Education (GR)
Zoom Webinar Attendee Link: **https://iu.zoom.us/j/88156541370**

Session: 15G		Tuesday, October 26, 2021	
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

What Are You Doing to Include Everyone in ePortfolio Practice? A Primer in Equitable ePortfolio Practices

For two years, a task force created by the Association for Authentic, Experiential and Evidence-Based Learning has investigated digital ethics and ePortfolios. The work resulted in principles promoting ethical ePortfolio practices to educators, staff, students, and platform providers. In this session, task force members will use these principles to discuss diversity, equity, inclusion, belonging, and decolonization (DEIBD) within ePortfolio practice. Attendees will reflect on current local practices, guided by questions that challenge the status quo. Attendees will engage in storytelling and constructive discussion. Then, attendees will learn about recommended equitable ePortfolio practices and practice applying them.

Amy T. Cicchino, Auburn University; Morgan Gresham, University of South Florida St. Petersburg; Kristina Hoeppner, Catalyst IT; Megan Mize, Old Dominion University; and Christine Slade, The University of Queensland

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84055630158

Session: 15H		Tuesday, October 26, 2021	
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 hipS: Scaling High-Impact Practices Across Campus

Colleges don't always share common definitions of high-impact practices (HIPs). Some "hips" might be more accurately defined without the capital letter definitions of the Association of American Colleges and Universities (AACU) to include uncounted teaching and learning activities. Defining HIPs broadly comes with assessment implications and opportunities to create pathways to include a series of hips in preparing students with skills for HIPs. This presentation offers to refine the language of HIPs by including other hips and scaling assessment potentials, and creating curricula in achieving student high-impact learning. It invites further dialogue from the participants to expand the scope of HIPs/hips.

Mark E. St. Andre, University of Utah; Tsu-Ming Chiang, Georgia College & State University; and Patrick Lee Lucas, University of Kentucky

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89808592683

Session: 15I		Tuesday, October 26, 2021	
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 CAS for Self-Assessment and Program Review

This session will provide an overview of how institutions may enact self-assessment and program review using the CAS Standards. These standards are provided for 47 functional areas, often found within the student affairs, student services, or student success areas. Self-assessment is the opportunity for a unit to examine carefully how it is doing at what it believes to be important. Using the CAS Standards can permit a unit to reflect on performance against nationally developed conditions for good performance. Participants will be able to explain the value of CAS for use in assessing programs and services as well as describe the steps that comprise the CAS recommended model for self-assessment and program review.

Kellie Dixon, North Carolina Agricultural and Technical State University; Nicole Long, University of Delaware; Darby Roberts, Texas A&M University; and Jennifer Wells, Kennesaw State University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Leadership for Assessment/Assessment Methods LA/AM
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86005238075

Session: 15J		Tuesday, October 26, 2021	
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 VALUE Institute: An Assessment Approach to Co-Curricular Learning

This session will focus on showcasing the multiple ways student affairs professionals can utilize AAC&Us VALUE rubrics in co-curricular assessment, as well as provide space for Student Affairs assessment leaders to share feedback with attendees on how VALUE resources can have better alignment with best practices in Student Affairs specifically.

Britt Spears, Association of American Colleges & Universities (AAC&U)

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89001003299

Session: 15K		Tuesday, October 26, 2021	
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 Next Generation of Learning Outcomes: Meeting our Students' and Society's Pressing Needs

There are 16 VALUE rubrics currently in existence—from written and oral communication to integrative and life-long learning. These rubrics have been developed by a VALUE (Valid Assessment of Learning in Undergraduate Education) campus-based assessment approach managed by the Association of American Colleges and Universities (AAC&U). However, are these existing, common, institutional, general education, and regional accreditation learning outcome expectations adequate for our next generation of learners/contributing members of society? Attend this session to be part of a rich discussion that offers for consideration a new/additional set of learning outcomes that would serve our future society and population better.

Divya Bheda, ExamSoft Worldwide LLC

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83931497472

Session: 15L		Tuesday, October 26, 2021	
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

Revise and Resubmit: A Backstage Look at the Manuscript Review Process

This session provides an overview of the review process for an academic research journal. Through the lens of Research & Practice in Assessment (RPA), participants will learn about prospective topics, types of manuscripts that are generally published, and the stages of the review process. Participants will also discuss the benefits of serving as a reviewer for a journal and the developmental approach that journals like RPA take in providing feedback to authors. Finally, the presenters will offer an example of a manuscript in different stages of the review process. This session will be led by two associate editors of RPA.

Sarah Gordon, Arkansas Tech University; and Gina B. Polychronopoulos, George Mason University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83633886474

Session: 15M		Tuesday, October 26, 2021	
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

Breakout Rooms, Chat, and Polling, Oh My! The Development and Validation of Remote COPUS

As the global pandemic forced instructors to transition to new teaching modalities, the Students Assessing Teaching and Learning (SATAL) program promptly identified the need to adjust some assessment protocols to better document remote instruction. In this webinar, we will first describe the SATAL program, a faculty-student partnership, then we will introduce Smith et al.'s (2013) Classroom Observation Protocol for Undergraduate STEM (COPUS) modified codebook, ROPUS, for remote instruction, and we will practice the new codes through different scenarios. Lastly, we will compare our in-person and remote observation data highlighting the codes used in each environment.

Tea Pusey, Adriana Signorini, and Avreen Bal, University of California, Merced
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: STEM Education (SE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81208595762

Session: 15N		Tuesday, October 26, 2021	
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

Students as Partners in Assessment: Principles and Practices

This session will share the findings of a recent student partnership project at Dublin City University (www.dcu.ie/teu/sapia) and resources to help others get started with student partnership in assessment. We conducted a literature review to examine the topic and used these findings to pilot a variety of partnership methods in modules in 2020/2021. These methods were evaluated and showed that students felt engaged in their assessment, they had input or a voice in the assessment process, and, through this, they felt they performed better in assessments.

Rob Lowney and Fiona O'Riordan, Dublin City University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Student Partnership and Engagement in Assessment (ST)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82944284612

Session: 15O		Tuesday, October 26, 2021	
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

Let's Not Wait for the Next Pandemic: Engaging Faculty to Adapt Existing Assessment Approaches to Meet Emerging Questions

University Studies, Portland State University's signature general education program, grounds well established, faculty-owned assessment practices within a commitment to meaningful and continuous faculty support. When courses moved to remote delivery, our usual assessment focus was no longer relevant. Rather than set assessment aside, we adapted existing approaches to address emerging faculty questions about the student learning experience. In this session, we will present how we pivoted our assessment protocols and what we learned, and we will engage participants in dialogue to open future possibilities for context-driven, meet-the-moment revisions at their institutions.

Rowanna L. Carpenter, Seanna Kerrigan, and Vicki Reitenauer, Portland State University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: General Education (GE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82029193937

Session: 15P		Tuesday, October 26, 2021	
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

Equity-Centered Assessment in Action: Exemplars of Practice

The intersection of equity and assessment is one of the hottest topics in assessment practice. Authors from the forthcoming Stylus book titled, Reframing Assessment to Center Equity: Theories, Models, and Practices in US Higher Education, highlight concrete examples of equity-centered assessment across the college enterprise at the course-, program-, and institutional-levels. In this session, the presenters will provide an overview of key concepts related to equity-centered assessment, share exemplars of equity-centered assessment in action, and reflect on the book writing process.

Gavin Henning and Natasha Jankowski, New England College; Anne Lundquist, Anthology, Inc.; Erick Montenegro, Credential Engine; and Gianina Baker, National Institute for Learning Outcomes Assessment (NILOA) and University of Illinois Urbana-Champaign
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: NILOA (NI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81338147133

Session: 15Q		Tuesday, October 26, 2021	
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

HIP Health: Taking the Pulse of High-Impact Practices

How healthy are your HIPs? This session summarizes findings of a 2019-2020 qualitative study exploring how HIPs are understood, valued, and experienced by administrators, faculty, and staff to identify incentives and barriers to institutional implementation. Panelists discuss how the individual and institutional experiences of participants reflect the integrity of HIPs at an institution, pointing to the vitality of not only high-impact practices, but of a high-impact institution. Through interactive activities, participants will consider the study's findings in the context of their own institutions, discussing implications, recommendations, and approaches to taking the pulse of HIPs at home.

Kathie Campbell, Salt Lake Community College; Taunya Dressler and Shari Lindsey, University of Utah
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84925895130

Session: 15R		Tuesday, October 26, 2021	
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**

Increasing Equity in Work-Based High-Impact Practices

This presentation focuses on three strategies for increasing equity in work-based high-impact practices. Presenters will discuss how strategies such as virtual and required internships, project-based learning and student employment can increase access to work-based opportunities and improve career development. Attendees at campuses with geographic constraints, as well as those with large numbers of students who cannot participate in traditional internships may especially benefit from these strategies, although the takeaways can be widely applied to all attendees interested in improving students' career outcomes.

Claire Jacobson, Student Opportunity Center; and Carina Beck, Montana State University
Presentation Type: 60-Minute Sponsor Session - Sponsored by Student Opportunity Center
Audience Level: Intermediate
Primary Track: Emerging Trends in Assessment/HIPs in the States (ET/HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89525280582

Session: 15S		Tuesday, October 26, 2021	
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**

AEFIS Virtual Sponsor Booth

Meet virtually with an AEFIS representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by AEFIS
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83400527448

Session: 15T		Tuesday, October 26, 2021	
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**

Anthology, Inc. Virtual Sponsor Booth

Meet virtually with an Anthology, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Anthology, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/86749788025

Session: 15U		Tuesday, October 26, 2021	
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**

Association of American Colleges and Universities (AAC&U) Virtual Sponsor Booth

Meet virtually with an Association of American Colleges and Universities (AAC&U) representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Association of American Colleges and Universities (AAC&U)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/89364698864

Session: 15V		Tuesday, October 26, 2021	
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**

Center for Assessment and Research Studies (CARS) - James Madison University Virtual Sponsor Booth

Meet virtually with a Center for Assessment and Research Studies (CARS) - James Madison University representative and learn how they can help your institution.

Presentation Type: Virtual Sponsor Booth - Sponsored by Center for Assessment and Research Studies (CARS) - James Madison University

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83232259852

Session: 15W		Tuesday, October 26, 2021	
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**

Collaboratory Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Collaboratory

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81451930665

Session: 15X		Tuesday, October 26, 2021	
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**

Crowdmark Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Crowdmark

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84778016419

Session: 15Y		Tuesday, October 26, 2021	
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**

eLumen Virtual Sponsor Booth

Meet virtually with an eLumen representative and learn how they can help your institution.

Presentation Type: Virtual Sponsor Booth - Sponsored by eLumen

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84050295727

Session: 15Z		Tuesday, October 26, 2021	
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.

Presentation Type: Virtual Sponsor Booth - Sponsored by National Survey of Student Engagement (NSSE)

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88191218955

Session: 15AA		Tuesday, October 26, 2021	
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

Nuventive Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Nuventive

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85051977197

Session: 15AB		Tuesday, October 26, 2021	
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.

Presentation Type: Virtual Sponsor Booth - Sponsored by Student Opportunity Center

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: Sponsor Unavailable at this Time

Session: 15AC		Tuesday, October 26, 2021	
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

Suitable Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Suitable

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/87509975846

Session: 15AD		Tuesday, October 26, 2021	
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

Territorium Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Territorium

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83354893505

Session: 15AE		Tuesday, October 26, 2021	
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

Watermark Virtual Sponsor Booth
Meet virtually with a Watermark representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Watermark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81025384811

Session: 15AF		Tuesday, October 26, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Weave
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/89312175626

Session: 15AG		Tuesday, October 26, 2021	
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, by Concord USA, Inc. Virtual Sponsor Booth
Meet virtually with a Xitracs, by Concord USA, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Xitracs, by Concord USA, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85728963903

30-MINUTE CONCURRENT SESSIONS
(20-Minutes for Presentation; 10-Minutes for Discussion)

Session: 16A		Tuesday, October 26, 2021	
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's Approach to Assessing Community Engagement: An Open Dialogue
Join Dena Pastor, Associate Director of Assessment Operations at James Madison University, and other attendees in an open dialogue about how to assess community engagement. Bring questions you have about planning for assessment, developing civic outcomes, measurements, methodology, and lessons learned.
Dena Pastor and Abraham Goldberg, James Madison University
Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Community Engagement (CE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/87801956272

Session: 16B		Tuesday, October 26, 2021	
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 Cultural Competencies Within the First Year

Research has shown that drop-down survey responses are sometimes inconsistent with open-text responses on Campus Climate survey data; suggesting potential differences between one's commitments to equity when asked to select a response, as opposed to expressing one's personal perspective. This presentation argues for a need to collect more qualitative data using behavior-based questions in order to probe deeper into student beliefs and values. It is not enough to ask students about their beliefs, we also need to ask for specific examples about their actions. An example of how this has been done and the results will be discussed.

Brian T. Harlan, California Institute of the Arts; and Maria Victoria Perez, Mills College
Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89677084122

Session: 16C		Tuesday, October 26, 2021	
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

Civic Identity Assessment in the First-Year Seminar: Reader and Rubric Reliability

At Warren Wilson College, the key graduate outcome — development of a civic identity — is embedded in First-Year Seminars. At the end of this course, each student writes a reflection that becomes a key artifact for program assessment. The assessment process is daunting: many readers score them on four criteria using a Likert scale. Key challenges include scores that are inflated and scores that are inconsistent between readers. Here, we will present our current best practices to address these: adjustments to design aspects of the rubric, and an extensive "flipped classroom"-style norming process for standardization.

Annie Jonas, Langdon J. Martin, and Brooke Millsaps, Warren Wilson College
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/88298680625

Session: 16D		Tuesday, October 26, 2021	
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

Have Your Cake and Eat It Too: Using Program Assessment Training for Faculty Development and Faculty Buy-In

This presentation describes the efforts of a large university to develop detailed rubrics for scoring embedded assessments used to score General Education outcomes across the curriculum; the secondary purpose was to develop the assessment rubrics in a manner that increased faculty engagement and buy-in for the programmatic assessment process. Since assessment is a faculty driven process, intentionally involving faculty at all stages of the process not only allowed us to capitalize on their expertise, but also use this as an opportunity to further their knowledge of the assessment process and increase engagement and ownership of it.

Mukul Bhalla, American InterContinental University; and Jean Mandernach, Grand Canyon University
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Faculty Development (FD)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/88335346329

Session: 16E		Tuesday, October 26, 2021	
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**

Global Competencies Americans May Never Possess

Are there global competencies American students cannot be expected to possess? If the answer is yes, what are the implications for institutional programming and assessment? Based on interviews with 90 American and Majority World leaders who work in international development, this session will explore how American cultural norms often fight against development of key global competencies in our students. We will also discuss distinct assets that Americans and individuals from the Majority World frequently possess and how these assets can be tapped to help young adults create more synergistic collaborations.

Andrea G. Nelson Trice, Regis University
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Global Learning (GL)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/89287209471*

Session: 16F		Tuesday, October 26, 2021	
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**

Advanced Degree Institutional Learning Achievement Investigation: Methods and Opportunities for Action

This presentation describes the process and results of an institutional assessment project that investigated advanced degree program learning achievement through a meta-analysis of 2018-2020 program assessment reports. Our analysis shows a high level of learning achievement with 95% to 97% of advanced degree students meeting expectations of Institutional Learning Objectives. We provide recommendations for programs to overcome challenges relating to the quality of program assessment and achievement results identified in some reports. Additionally, the presentation highlights our communication and collaboration strategies among key constituencies on campus in an effort to enhance the quality of graduate program learning assessment.

Maura H. Stephens-Chu and Yao Zhang Hill, University of Hawai'i at Mānoa
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Graduate/Professional Education (GR)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/84762519973*

Session: 16G		Tuesday, October 26, 2021	
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 Undergraduate Student Research Supports Student Graduation: Results of a Mixed-Methods Study

Previous research indicates that students at California State Polytechnic University, Pomona who participate in undergraduate research (UR) are nearly twice as likely to graduate compared to their peers who do not participate. A mixed-methods study was conducted to investigate why participation in UR is associated with higher graduation rates. Research participation data across four years was combined with survey and focus group data on mentoring, sense of belonging, and self-efficacy to help elucidate this relationship. The presentation will describe the study, its results, and the implications for designing effective undergraduate research programs.

Winny Dong, Cal Poly Pomona; and Courtney Koletar, Cobblestone Applied Research & Evaluation, Inc.
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/84514694057*

Session: 16H		Tuesday, October 26, 2021	
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

Immersion of High-Impact Practices: Evolution of an Education Leadership Program

The proposed presentation will share how an accreditation process and self-study prompted the immersion of high-impact practices throughout an online educational leadership program to: 1) increase candidate's leadership knowledge and skills; 2) apply and connect leadership theory to practice through integrated field experiences; 3) experience diverse school settings; and 4) increase leadership potential and visibility as prospective leadership candidates. Presenters will share the following integrated high-impact practices used throughout the program: ePortfolios and key reflections for program-level assessment, data-driven action research project, internship in diverse settings, and engagement in virtual reality school-based educational issues.

Julie Gray and Aneta H. Walker, University of West Florida
Presentation Type: 30-Minute Concurrent Session
Audience Level: Advanced
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83782870953

Session: 16I		Tuesday, October 26, 2021	
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

Implementing Equity-Minded High-Impact Educational Practices

The benefits of high-impact learning practices are well-documented; however, relative to their more privileged counterparts, historically underserved populations face greater barriers in accessing these beneficial learning experiences. This session will present existing high-impact learning literature, explore the often-overlooked pitfalls in their implementation, and focus on equal access and outcomes for historically underserved populations. In order to rectify inequities, this presentation will suggest a new direction in high-impact learning research that should systematically catalog existing, more accessible, modified high-impact practices and, subsequently, evaluate their effectiveness.

Sarah Greenman, Hamline University; and Valerie Chepp, Cleveland Clinic
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89073208606

Session: 16J		Tuesday, October 26, 2021	
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 without Limits: Reframing Consultation Meetings with Faculty and Student Affairs Educators

A primary responsibility of assessment professionals is serving as consultants to faculty and student affairs educators as they seek to directly and indirectly assess student learning. However, for many assessment professionals, this can be a frustrating part of the job, and they can invest a lot of time and energy in an assessment project that ultimately goes nowhere. Using Kwik's (2020) Limitless model, this session will focus on "unlimiting" assessment consultation meetings and better serving faculty and student affairs educators. I will share strategies that seek to remove individual limits, build collaborative relationships, and ensure successful assessment projects.

Tony Ribera, Marian University
Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83141982909

Session: 16K		Tuesday, October 26, 2021	
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

Curriculum Mapping 2.0

Curriculum Mapping 2.0 showcases Franklin University's ability to create cohesive curriculum that ensures academic quality and responds to changes in society, professions, and the business community. In 2020-21 Franklin University transitioned from the Introduction, Reinforcement, and Assessment curriculum mapping model to build an infrastructure that aligns Institutional Learning Outcomes, Program Learning Outcomes, and Course Learning Outcomes. Join us as we share best practices from this transformational initiative.

Kelly Evans-Wilson and Yuerong Sweetland, Franklin University

Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Leadership for Assessment (LA)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83342166844

Session: 16L		Tuesday, October 26, 2021	
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

Advancing Institutional Assessment: Lessons from Excellence in Assessment 2021 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 2021 EIA designees in reflecting on lessons learned and promising practices at their respective institutions.

Gianina Baker, National Institute for Learning Outcomes Assessment (NILOA) and University of Illinois Urbana-Champaign; Caron Inouye, Maureen Scharberg, and Julie Stein, California State University, East Bay; Anne Marie Karlberg and Tresha Dutton, Whatcom Community College

Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginners
Primary Track: NILOA (NI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82854595329

Session: 16M		Tuesday, October 26, 2021	
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

Affordable, Accessible, and On Point: Specialized Regional Conferences as Professional Development Opportunities

Specialized regional conferences can provide an affordable and accessible opportunity for subject librarians to grow and maintain professional networks; share knowledge; and learn new services, strategies, and technologies. We analyzed five years of data from the participant surveys of the Great Lakes Science Boot Camp, a regional conference for STEM librarians, to understand what they found most valuable about their experience. This session will offer insights into effective programming for small or regional conferences for librarians, especially specialized conferences. It may also help library administrators seeking to justify costs associated with conference attendance as professional development opportunities for library employees.

Jennifer Hart, The University of Chicago Library; Karen Hum and Bethany McGowan, Purdue University Libraries

Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: STEM Education (SE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83613442873

Session: 16N		Tuesday, October 26, 2021	
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 Assessment Scholars as Catalysts for Continuous Improvement

Embracing its commitment to experiential learning, Lindenwood University launched a new internship program for students to work as agents of continuous improvement. Modelled on similar programs at other institutions, Lindenwood's Student Assessment Scholars program provides a one-year real-world experience for students to engage in institutional quality enhancement. Following six weeks of qualitative research training, the Student Assessment Scholars are deployed to gather data and insights through focus groups with other Lindenwood students. Findings from these focus groups are shared with their clients for continuous improvement purposes.

Bethany Alden-Rivers and Kaitlyn Maxwell, Lindenwood University

Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Student Partnership and Engagement in Assessment (ST)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/88246855535*

Session: 16O		Tuesday, October 26, 2021	
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**

Documenting Change and Supporting Course Redesign with the COPUS Classroom Observation Tool

This presentation explores the COPUS (Classroom Observation Protocol Undergraduate STEM) observation tool in the context of an interdisciplinary project to increase active learning in undergraduate classrooms. Participants will learn how the tool is used to document teaching practices and how it can facilitate faculty development. We will share how we employ the COPUS to measure changes in classroom practices over time to evaluate the impact of a large-scale university teaching initiative. Participants will be invited to consider ways that the COPUS could be used in their professional contexts, its advantages and limitations, and hypothesize about how the COPUS data could inform research questions.

Carolyn Aslan, Amy Cardace, and Lisa Sanfilippo, Cornell University

Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Faculty Development (FD)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/81413457429*

Session: 16P		Tuesday, October 26, 2021	
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**

Implementing a Summative Competency-Based Assessment to Measure Physical Examination Skills in Medical Students

Due to safety concerns during the COVID-19 pandemic, the NBME (MD licensing) and NBOME (DO licensing) eliminated the licensure exam that measures physical examination skills for medical students. These licensing agencies have now suspended these assessments indefinitely, leaving this type of assessment up to medical schools. In this presentation, we describe the creation of a high stakes summative competency-based assessment that measures patient care skills. We will also share our longitudinal process for collecting student performance data in clinical skills assessments, as this data was aligned with the competency assessment data to provide comprehensive targeted feedback for students.

Michael Summers and Sarah Zahl, Marian University College of Osetopathic Medicine

Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Graduate/Professional Education (GR)
Pre-Recorded Link: *https://iu.mediaspace.kaltura.com/media/t/1_rtfq70ax*

Session: 16Q		Tuesday, October 26, 2021	
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 Partnerships through Collaborative Assessment

In 2019, the Lang Center administered a community partnership impact assessment survey to learn the extent to which the relationship between Swarthmore College and our community partners enhances the organization's capacity to deliver its mission and (co)create economic impact. The survey gave us insight into impacts, areas for growth, and challenges that might not otherwise be brought into the informal, ongoing conversations that are commonly a feature of our partnerships. We repeated the survey in 2021. We will share our findings, describe how community partners and students were engaged in the interpretation of results, and the changes that we are seeing as a result.

Ashley Henry and Jennifer M. Magee, Swarthmore College
Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Community Engagement (CE)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/87648580846*

Session: 16R		Tuesday, October 26, 2021	
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**

Collect Once, Assess Twice: An Intentional Collaboration Between Academic Affairs and Student Affairs

Much has been written over the years about the great divide between Academic Affairs and Student Affairs. This presentation shares an intentional collaboration between these two divisions at a large university on the west coast where assessment data were collected once but assessed twice. Using video cover letters as artifacts, the institution was able to assess two learning outcomes, namely, oral communication, and conveyance of career-related skills. This session shares the background, challenges, and successes associated with building faculty and staff buy-in to facilitate this deliberate and concerted endeavor.

Marisol Cardenas and Jocelyn S. Chong, Cal Poly Pomona
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/82807775138*

Session: 16S		Tuesday, October 26, 2021	
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**

Promoting Self-regulated Learning via Online Self-Assessment

This longitudinal case study reports on outcomes of an assessment initiative during a faculty professional development program conducted at University of Passau, Germany. The study investigates the development of self-regulated learning through self-assessment in a university instructor. The participant was involved in a variety of self-assessment techniques throughout the tutorials. Empirical data on accuracy of self-assessment were collected through verbal self-report, written self-rating of understanding, systematic generation of questions by participant, external observation of performance, and quantifiable measures (self-quiz). Evidence suggests that the participant had difficulty to accurately self-assess through self-report. Formative assessment and feedback had a positive impact on the development of self-assessment accuracy.

Sima Caspari-Sadeghi, University of Passau
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/84311762313*

Session: 16T		Tuesday, October 26, 2021	
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

AEFIS Virtual Sponsor Booth

Meet virtually with an AEFIS representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by [AEFIS](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83400527448

Session: 16U		Tuesday, October 26, 2021	
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

Anthology, Inc. Virtual Sponsor Booth

Meet virtually with an Anthology, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by [Anthology, Inc.](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/86749788025

Session: 16V		Tuesday, October 26, 2021	
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

Center for Assessment and Research Studies (CARS) - James Madison University Virtual Sponsor Booth

Meet virtually with a Center for Assessment and Research Studies (CARS) - James Madison University representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by [Center for Assessment and Research Studies (CARS) - James Madison University](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83232259852

Session: 16W		Tuesday, October 26, 2021	
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

Collaboratory Virtual Sponsor Booth

Meet virtually with a Collaboratory representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by [Collaboratory](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81451930665

Session: 16X		Tuesday, October 26, 2021	
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

Crowdmark Virtual Sponsor Booth

Meet virtually with a Crowdmark representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by [Crowdmark](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84778016419

Session: 16Y		Tuesday, October 26, 2021	
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

eLumen Virtual Sponsor Booth

Meet virtually with an eLumen representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by [eLumen](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84050295727

Session: 16Z		Tuesday, October 26, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by [National Survey of Student Engagement (NSSE)](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88191218955

Session: 16AA		Tuesday, October 26, 2021	
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

Nuventive Virtual Sponsor Booth

Meet virtually with a Nuventive representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by [Nuventive](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85051977197

Session: 16AB		Tuesday, October 26, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by [Student Opportunity Center](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88030075203

Session: 16AC		Tuesday, October 26, 2021	
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

Suitable Virtual Sponsor Booth

Meet virtually with a Suitable representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by [Suitable](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/87509975846

Session: 16AD		Tuesday, October 26, 2021	
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**

Watermark Virtual Sponsor Booth

Meet virtually with a Watermark representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Watermark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81025384811

Session: 16AE		Tuesday, October 26, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Weave
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/89312175626

Session: 16AF		Tuesday, October 26, 2021	
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, by Concord USA, Inc. Virtual Sponsor Booth

Meet virtually with a Xitracs, by Concord USA, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Xitracs, by Concord USA, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85728963903

Wednesday, October 27, 2021

KEYNOTE SESSIONS

Session: 17A		Wednesday, October 27, 2021	
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**

The Whole is More than the Sum of its Parts: Opportunities, Issues and Trends in the Assessment of Interprofessional Education

This keynote presentation will be a discussion of opportunities, issues, and trends in the field of interprofessional education.
Andrea Pfeifle, The Ohio State University; and Barbara Maxwell, Indiana University Interprofessional Practice and Education Center and Indiana University School of Medicine
Presentation Type: Keynote Session
Audience Level: Intermediate
Primary Track: Graduate/Professional Education (GR)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86937139817

Session: 17B		Wednesday, October 27, 2021	
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

Are They Ready?: Preparing Learners for the Future of Work through High-Impact Practices

Currently, workplaces across industries are undertaking massive shifts due to increased use of technologies, the expansion of artificial intelligence, and a reconsideration of the value of employees. In this keynote, Dr. Katie Linder will offer social and economic contexts for these changes and share some of the ways that higher education stakeholders can use high-impact practices to keep our learning environments relevant for the future of work. Participants will walk away with a deeper awareness of the skills students and instructors need to develop in order to stay current, as well as strategies for making learning across modalities intentional and meaningful through high-impact practices in the midst of rapidly changing educational expectations.

Katie Linder, Kansas State University
Presentation Type: Keynote Session - Sponsored by Student Opportunity Center
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86383473828

Session: 17C		Wednesday, October 27, 2021	
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

Re-Positioning the Learning Improvement Effort

Assessment is designed to improve student learning, but unfortunately there isn't much evidence that student learning has actually improved. To correct this, a fresh learning improvement effort is underway. The movement is making steady progress within the field but has not radically transformed the discipline or any institution (yet!). In this talk, I'll explore possible impediments to the movement underway, ask a few tough questions, and offer ideas for re-positioning the effort to maximize the likelihood of success.

Megan Good, James Madison University
Presentation Type: Keynote Session - Sponsored by Weave
Audience Level: Intermediate
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/88359864636

Session: 17D		Wednesday, October 27, 2021	
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

Centering Healing in the Assessment Process

This track keynote discusses an emerging trend in the assessment field—healing-centered assessment. Building off literature specific to trauma-informed teaching and learning in both P-12 and postsecondary spaces, this keynote reflects on local and national events in the last year and explores the future as we ponder what healing-centered assessment practice is and how to sustain it into the future. This keynote also serves as an introduction to the National Institute for Learning Outcomes Assessment (NILOA) track sessions, of which many discuss emerging developments in national projects of interest to assessment practitioners, such as the Degree Qualifications Profile (DQP) 3.0.

Gianina Baker, National Institute for Learning Outcomes Assessment (NILOA) and University of Illinois Urbana-Champaign
Presentation Type: Keynote Session
Audience Level: Intermediate
Primary Track: NILOA (NI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/85843588190

Session: 17E		Wednesday, October 27, 2021	
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**

Trends in Student Affairs Assessment: Leadership, Scholarship, & Allyship

Moderated by Caleb J. Keith, this session will engage a panel of student affairs and co-curricular leaders, scholars, and practitioners in conversations about the state of student affairs and co-curricular education. Topic will include leadership perspectives and strategies, publication themes and opportunities, useful resources, and attention to issues of diversity, equity, and inclusion, all focused on ensuring student success.

Caleb J. Keith and Eric A. Weldy, IUPUI; Ciji Heiser, Western Michigan University; Joseph D. Levy, National Louis University; and Heather Strine-Patterson, Appalachian State University

Presentation Type: Keynote Session - Sponsored by Suitable
Audience Level: Intermediate
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/82258387359*

Session: 17F		Wednesday, October 27, 2021	
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**

Students Partnership in Assessment: Signalling What and Who We Value in Assessment

Bamber (2013) argues that we indicate what we value by what we assess. I would argue that we also indicate who we value by who we involve in the assessment process. Many assessment initiatives involve students by asking them to complete questionnaires indicating their relative satisfaction or engagement with aspects of their higher education experience, but students are often only marginally engaged in this process. In this presentation, I will explore why students should be more meaningfully involved in assessment processes. I will provide examples of how student partnership in assessment can change the nature of what we are assessing as well as the ownership of responsibility over changes that need to be made as a result of assessment outcomes.

Catherine Bovill, University of Edinburgh

Presentation Type: Keynote Session - Sponsored by ExamSoft
Audience Level: Intermediate
Primary Track: Student Partnership and Engagement in Assessment (ST)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/88195537532*

60-MINUTE CONCURRENT SESSIONS

Session: 18A		Wednesday, October 27, 2021	
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**

Aligning Higher Education Community Engagement with the UN Sustainable Development Goals

In 2015, 17 Sustainable Development Goals (SDGs) were adopted by all United Nations Member States as a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030. Higher education is uniquely positioned to respond to the 17 SDGs, particularly through the work faculty, staff, and students conducted alongside community partners to address pressing needs and respond to evolving challenges. This workshop will align partnership efforts with SDG progress to reify the strategic value of higher education community engagement and strengthen capacity to educate students on issues of global concern.

Jessica Givens, Arizona State University; and Kristin Medlin, Collaboratory

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Community Engagement (CE)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/85604957698*

Session: 18B		Wednesday, October 27, 2021	
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 Sense of Belonging for Student Success: New Findings from NSSE

Sense of belonging influences student persistence and success. NSSE 2020 findings from 521 bachelor's granting colleges and universities show most first-year students feel comfortable being themselves and feel valued and a part of the community at their institution, yet notable differences were found for traditionally marginalized subpopulations. This session will provide an overview of findings through an interactive discussion and publicly available data visualization. Facilitators will provide examples of how institutions have used their data to assess and impact belongingness. Participants will identify actions their institution can take to influence the sense of belonging on their campus for marginalized student populations.

Allison BrckaLorenz, Colleen Lofton, and Jillian Kinzie, 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/86377436001

Session: 18C		Wednesday, October 27, 2021	
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 Impact of General Education Diversity Courses

Carroll Community College recently revised its General Education curriculum. As an outgrowth of this endeavor, the College's General Education Committee commenced a comprehensive review of General Education diversity courses at the institution. This session will share Carroll's experience, with particular focus on the process of establishing measures of student learning appropriate to diversity courses, which, when combined with additional institutional metrics, allow us to assess the effectiveness of these courses in a meaningful way. The session also will address the ways that Carroll used assessment results to design faculty development opportunities intended to enhance content and student engagement in diversity courses.

Michelle Kloss, Carroll Community College

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86034822175

Session: 18D		Wednesday, October 27, 2021	
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 Cure for OUR UREs: Training Faculty Mentors of Course-Based Undergraduate Research Experiences

CURE-Purdue is a faculty development program, piloted in 2019 by the Purdue University Office of Undergraduate Research. Course-Based Undergraduate Research Experiences (CUREs) support numerous positive outcomes, notably affective/cognitive gains and expanding students' access to research. While Covid-19 delayed the second iteration of faculty development, our second cohort of faculty participated in revised faculty development and are now facilitating their CUREs. Within this session, presenters will share their evaluation model and highlight adaptations of the program—from in-person to hybrid—to accommodate the Covid-19 restricted environment. Adaptations present long-term models for successful CURE training, and may transfer to other faculty development programs.

Amy Childress, Stephanie Gardner, and Craig Zywicki, Purdue University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Faculty Development (FD)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/85943926821

Session: 18E		Wednesday, October 27, 2021	
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 Engagement Survey: Considering Critical Reflection, Cultural Humility, and Global Citizenship through Engaged Global Learning

The Global Engagement Survey (GES) is a multi-institutional assessment tool that employs quantitative and qualitative methods to better understand relationships among program variables and student learning in respect to global learning goals identified by the Association of American Colleges and Universities (AAC&U, 2014), with adaptations particularly relevant to community-engaged global learning. The GES therefore considers global learning in respect to the three components of global citizenship, cultural humility, and critical reflection. The GES is used to assess global learning through experiences close to home and abroad, in person and virtual. The global learning goals are the same, but how we pursue them has necessarily changed drastically.

Joy Das, Cornell University; Nora Pillard Reynolds, Haverford College; Erin Sabato, Quinnipiac University; and Maureen Vandermaas-Peeler, Elon University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Global Learning (GL)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89608569038

Session: 18F		Wednesday, October 27, 2021	
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

Supporting Students' Non-Cognitive Skills in Graduate Education

Growing research shows a link between non-cognitive skills and positive student outcomes in higher education. Due to this research, we've seen increased programs to better understand students' non-cognitive skills and impact the ways that students can use them to support student success in college. While little research addresses the impact of non-cognitive skills in graduate education, we are working to apply this knowledge to this population, specifically by using Anthology's Graduate Student Inventory. This session will highlight this assessment and the ways in which Logan University is using the data to bolster student skills and use of resources.

Shelley Sawalich, Logan University; and Emily Siegel, Anthology, Inc.
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Graduate/Professional Education (GR)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81714418203

Session: 18G		Wednesday, October 27, 2021	
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

Food for Thought: Using Project-Based Learning to Collaborate on the Topic of Food Insecurity

What do you get when you cross students in a Composition class with students in a Statistics class? Students who have learned the value of collaboration, of course! It's no joke: deep learning occurs when students are presented with "real-life" problems, and the learning goes even deeper when they're able to work with their peers in other disciplines. If you've ever wondered how to not only collaborate with a colleague outside your discipline but how to get students in entirely different courses to collaborate, join us, and we'll share our advice and experiences with you!

Krysten Anderson and Ashley Morgan, Roane State Community College
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89782990218

Session: 18H		Wednesday, October 27, 2021	
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

Lessons Learned: Assessment Coach, Mentor, and Director

This workshop will focus on lessons learned from being an assessment coach, mentor and director. Presenters will provide insight as to the administrative and faculty perspective on receiving coaching, mentoring, and directing from the office of assessment, while creating a partnership of assessment in a shared governance environment. The co-presenters will provide insight on lessons learned with a new dean and a new director of assessment and how to build a coaching, mentoring, and directing environment, while allowing the assessment process to remain under faculty control.

Paul J. Antonellis, Jr. and Laura Douglass, Endicott College

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Assessment Methods (AM)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/87911435404

Session: 18I		Wednesday, October 27, 2021	
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 NSSE Engagement Indicators and Student Success (Rates of Retention and Graduation)

The National Survey of Student Engagement (NSSE) is a widely used instrument for measuring student engagement. Research suggests survey responses are linked to learning and student success (Kilgo et al., 2015; Kuh et al., 2017; Pike, 2013; Price & Tovar, 2014; Shinde, 2010). This session presents the results of a study using OLS regression to examine the relationships between institutional averages on the NSSE and institutional rates of student success (first-year retention and graduation). Results may call for a reconsideration of the current use of NSSE, with less emphasis on engagement benchmarks and more emphasis on individual item responses.

Phillip K. Haisley, University of Colorado, Colorado Springs

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: General Education (GE)
Zoom Webinar Attendee Link: CANCELLED

Session: 18J		Wednesday, October 27, 2021	
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 Integration of Program Theory, Implementation Fidelity, and Equity-Minded Assessment

Program theory and implementation fidelity are key components of outcomes assessment, yet they are often overlooked. We contend that it is only after program theory is articulated that professionals can collect relevant, useful outcomes data. Moreover, valid inferences from outcomes data are contingent on knowing what programming students experienced. This "expanded" assessment practice has potential to afford better-designed, more impactful programming to students. These components are also effective strategies for engaging in equity-minded assessment. We will discuss each concept and demonstrate how both inform program improvement as well as showcase how these processes facilitate equity-minded assessment.

Sara J. Finney, James Madison University; and Gavin Henning, New England College

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86565342135

Session: 18K		Wednesday, October 27, 2021	
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**

Teaching and Learning Applications of Adaption-Innovation Theory

Adaption-Innovation (AI) theory posits that we are all creative problem solvers; however, we have different preferences for how we work through problems. This session will build understandings around how to help faculty use adaptive and innovative problem solving preferences to work more effectively with students and build better curriculum. Activities and discussion will be used to frame adaption-innovation theory and illustrate concrete strategies for applying the theory to the design of transparent instructional content and facilitation of problem-based learning activities for individual and cooperative groups of students.

Matt Spindler and Kristina Wendricks, Northeast Wisconsin Technical College

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/81173933011*

Session: 18L		Wednesday, October 27, 2021	
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**

Bloom's Alignment Across an Institution

Student Learning Outcomes are at the heart of assessment, however they are not always written in a manner conducive to accurately assessing. For student learning outcomes to be best utilized they should utilize a verb (often from Bloom's Taxonomy) to measure the level of achievement faculty believe students should attain. This session focuses on the utilization of a content analysis across all student learning outcomes at a four-year, public university to investigate whether alignment between program level and Bloom's level exists.

Coral Bender and Tara Rose, Louisiana State University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Institution-Wide Data Collection/Use (ID)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/83067314505*

Session: 18M		Wednesday, October 27, 2021	
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**

Credential Transparency: Differentiating Using Assessment and Outcome Information

With nearly 1 million credentials offered in the U.S., we need greater credential transparency—a common understanding of what different credentials mean, how they are assessed, their outcomes, and more. Credential transparency helps the public and can also incent institutional leaders to prioritize high-impact practices. This session will offer an overview of how Credential Engine and its partners are advancing credential transparency; including an overview of some of the quality assurance and competency frameworks in the Credential Registry—a public repository of credential data. Participants will share strategies for using national initiatives to improve assessment practices and outcomes

Jeff Grann and Erick Montenegro, Credential Engine

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/88902321193*

Session: 18N		Wednesday, October 27, 2021	
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-Faculty Partnership in Assessing Equitable and Inclusive Teaching Practices

For 14 years, the Students as Learners and Teachers (SaLT) program has supported undergraduate students working in semester-long, one-on-one partnerships with faculty focused on developing inclusive and equitable classroom environments and pedagogical practices. When the global pandemic intersected with the Black Lives Matter movement in the summer of 2020, this focus informed the development of trauma-informed, anti-racist approaches to creating equitable and inclusive classroom environments, pedagogical approaches, and forms of assessment. This workshop will focus on how pedagogical partnerships support (a) formative assessment of faculty teaching and (b) the development of equitable approaches to assessment of enrolled students.

Alison Cook-Sather, Bryn Mawr and Haverford Colleges; and Bilikisu Hanidu, Haverford College

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Student Partnership and Engagement in Assessment (ST)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83692546997

Session: 18O		Wednesday, October 27, 2021	
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 Faculty Development Efforts - From Satisfaction to Impact

Many colleges and universities are turning to high-impact practices to improve the educational experiences they offer students, thereby improving student outcomes. To reach high-impact practices at scale requires assessing a spectra of efforts to improve teaching practice. In this session, we will describe conceptual tools for identifying the foci of change strategies and for assessing training at various levels of change; use case studies to provide examples of how to apply these tools to align objectives with appropriate assessment practices; and practice applying these tools to faculty development programming, both in case study examples and at participants' own institutions.

Kimberly LeChasseur and Kristin Wobbe, Worcester Polytechnic Institute

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Faculty Development (FD)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86085782934

Session: 18P		Wednesday, October 27, 2021	
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

Engaging Faculty in Developing a Student Course Evaluation Survey as a Measure of Teaching Effectiveness and Learning

Every effort to improve student success should include leadership from and intensive engagement with faculty. This presentation illustrates how faculty across multiple campuses can be brought together to develop an effective district-wide, faculty driven student friendly course evaluation survey. Scholarly research, input from faculty, administrators, and students all contributed to this district-wide effort in measuring student perceptions of effective teaching and learning. Participation in scenarios for how to initiate a project like this will be offered. Suggestions on possible individual, programmatic, and institutional use of the data from this survey will also be discussed.

Laura Snelson, Research and Evaluation Specialist; and Sally Wilson, Iowa Valley 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/81273829296

Session: 18Q		Wednesday, October 27, 2021	
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

Catalyzing Student Success in High Stakes Assessments: Five Critical Strategies for Educators to Adopt

High stakes testing for certification and licensure continues to be a reality for several disciplines as the means to assure professional readiness and prep for emerging practitioners—be they teachers, lawyers, doctors, nurses, engineers, etc. As educators who are test creators and graders, we have a responsibility to ensure that we are supporting our students and are truly assessing their learning. Afterall, educators have a key role to play in supporting students through assessment prep, readiness, successful performance, and more. Attend this session to learn five key strategies that you can consider and adopt to advance student success and equity.

Divya Bheda, ExamSoft Worldwide LLC
Presentation Type: 60-Minute Sponsor Session - Sponsored by ExamSoft
Audience Level: Intermediate
Primary Track: Assessment Institute/Student Partnership and Engagement in Assessment AM/ST
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89691241242

Session: 18R		Wednesday, October 27, 2021	
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

Taking Action and Making Improvement in Graduate Education

Historically, assessment for learning improvement focused on undergraduate education. As accreditors and institutions continue to pursue high quality education for all students, graduate programs are building or revising their own assessment processes. The hurdles and challenges of assessment work are the same at all levels, and one particularly wicked problem is using assessment data to plan for and take action that will improve outcomes for students. Southeastern Louisiana University is making strides in this area. Join us to hear about their journey and how their assessment process and use of action plans is helping them improve graduate education.

John Boulahanis, Southeastern Louisiana University; and Tisha Paredes, Weave Education
Presentation Type: 60-Minute Sponsor Session - Sponsored by Weave
Audience Level: Intermediate
Primary Track: Assessment Methods/Graduate/Professional Education (AM/GR)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/88057781971

Session: 18S		Wednesday, October 27, 2021	
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

AEFIS Virtual Sponsor Booth

Meet virtually with an AEFIS representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by AEFIS
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83400527448

Session: 18T		Wednesday, October 27, 2021	
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

Anthology, Inc. Virtual Sponsor Booth

Meet virtually with an Anthology, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Anthology, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/86749788025

Session: 18U		Wednesday, October 27, 2021	
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**

Center for Assessment and Research Studies (CARS) - James Madison University Virtual Sponsor Booth

Meet virtually with a Center for Assessment and Research Studies (CARS) - James Madison University representative and learn how they can help your institution.

Presentation Type: Virtual Sponsor Booth - Sponsored by Center for Assessment and Research Studies (CARS) - James Madison University

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83232259852

Session: 18V		Wednesday, October 27, 2021	
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**

Collaboratory Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Collaboratory

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81451930665

Session: 18W		Wednesday, October 27, 2021	
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**

Crowdmark Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Crowdmark

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84778016419

Session: 18X		Wednesday, October 27, 2021	
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**

eLumen Virtual Sponsor Booth

Meet virtually with an eLumen representative and learn how they can help your institution.

Presentation Type: Virtual Sponsor Booth - Sponsored by eLumen

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84050295727

Session: 18Y		Wednesday, October 27, 2021	
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.

Presentation Type: Virtual Sponsor Booth - Sponsored by National Survey of Student Engagement (NSSE)

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88191218955

Session: 18Z		Wednesday, October 27, 2021	
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

Nuventive Virtual Sponsor Booth

Meet virtually with a Nuventive representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Nuventive
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85051977197

Session: 18AA		Wednesday, October 27, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Student Opportunity Center
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88030075203

Session: 18AB		Wednesday, October 27, 2021	
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

Suitable Virtual Sponsor Booth

Meet virtually with a Suitable representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Suitable
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/87509975846

Session: 18AC		Wednesday, October 27, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Watermark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81025384811

Session: 18AD		Wednesday, October 27, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Weave
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/89312175626

Session: 18AE		Wednesday, October 27, 2021	
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, by Concord USA, Inc. Virtual Sponsor Booth

Meet virtually with a Xitracs, by Concord USA, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Xitracs, by Concord USA, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85728963903

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Session: 19A		Wednesday, October 27, 2021	
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**

Utilizing Campus and Community Feedback and Participation to Update the First-Year Community Engaged Learning Requirement Model at The College of New Jersey

Since 2006, The Center for Community Engagement at The College of New Jersey has facilitated the first-year community engaged learning graduation requirement that requires first-year students to participate in eight hours of service, learning, and reflection. Previously, the design was a one-day student-led model. In 2019, the requirement was redesigned to include three in-class sessions and one half-day of service. This presentation will share data and anecdotal evidence that led to this change and how feedback from campus and community partners was utilized.

Brittany Aydelotte and Megan Teitelbaum, The College of New Jersey (TCNY)

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Community Engagement (CE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86784670207

Session: 19B		Wednesday, October 27, 2021	
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**

Moving Through: Strategies to Address Resistance toward Adopting Equity-Minded Assessment

This session provides a case study for navigating resistance toward adopting an equity-minded assessment process. Despite extensive literature citing the importance of equity-minded practices for addressing persistent disparities in educational outcomes among underrepresented groups, how to navigate faculty resistance to equity-minded assessment is scarcely mentioned. This session offers practical advice based on strategies used at Northern Illinois University to navigate resistance to incorporating equity-minded practices into program level assessment.

Therese Arado, Katy Jaekel, Brandon Lagana, Alecia Santuzzi, and Carrie Zack, Northern Illinois University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84197093269

Session: 19C		Wednesday, October 27, 2021	
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

Curriculum Mapping for Diversity & Inclusion: A Technical and Reflective Process

Focusing on curriculum as a point of entry for meaningful diversity, equity, and inclusion work, this session offers an overview of a consultative curriculum mapping service. Curriculum Mapping for Diversity and Inclusion is a four-stage process informed by best practices in the fields of teaching & learning and assessment. This session's presenters will highlight the key strategies and core elements of this process, as well as the lessons learned by their experience piloting the service with multiple academic programs.

Kathleen Landy and Melina Ivanchikova, Cornell University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86825868484

Session: 19D		Wednesday, October 27, 2021	
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

Civic Identity Development in a Critical Service-Learning Context: (De)constructing Identity, Power, and Privilege Using the Civic-Minded Graduate Rubric 2.0

Critical service-learning (CSL) enhances community-engaged service-learning and civic identity development. The Civic-Minded Graduate Rubric 2.0 is a useful tool for assessment that would benefit from further treatment of identity, power, and privilege. In this interactive working session, we will review CSL principles then collaboratively consider a critique of the rubric with the goal of deepening our understanding of its use in CSL contexts. We will conclude the session by discussing ways in which we might use the rubric in our assessment efforts to fulfill the promise of social-justice-oriented civic learning in community engaged contexts.

Audrey Hudgins, Seattle University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Community Engagement (CE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82520161426

Session: 19E		Wednesday, October 27, 2021	
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

What's your SAUCE? Think Community!

Our world is continuously growing based on technology and the advancement of savvy personnel. In order to focus on the current society, it is imperative that we build collaboration within a specific community that ideally deals with like-minded tech professionals future and current. Over the last few decades, cellular devices, iPads, iPods, computers, and most importantly the internet have completely overhauled the way people interact in society and the way educators work in schools.

Our focus of this the presentation will be to deliver our special SAUCE of how we have integrated practices and methods around the next generation of technology professionals in our community and leadership development. Secret sauce" has come to mean that thing that you do that is unique, different, and special. We will be looking at ways that we incorporate, High Impact Practices (HIPS) into our tech-savvy community currently and in the future building; collaboration, development, hands-on experiences, study abroad opportunities and an overall welcoming environment.

In addition, we will talk about how we ensure that our first-year students are advancing in not only their studies but for leadership involvement as well. Our world is continuously growing based on technology and the advancement of savvy personnel. There will be no return to chalkboards and writing letters because technology has changed the way we view a

lot of things. We are here to STAY!

Trèon D. McClendon and Tiana Iruoje, Indiana University—Bloomington
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: General Education (GE)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/84747079010*

Session: 19F		Wednesday, October 27, 2021	
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 New Education Standards to Increase Rigor and Student Summative Assessment of Performance in Level I Fieldwork During COVID-19 Pandemic

The purpose of this session is to discuss the current accreditation standards for graduate occupational therapy standards and the relationship with level I fieldwork summative assessment of student performance in prep for practice. The COVID-19 pandemic is challenging the current climate in fieldwork education and ensuring that summative assessment of student performance is authentic and genuine. Occupational therapy students, academic fieldwork coordinators (AFWC), site coordinators, and fieldwork educators (fieldwork stakeholders) are having to be flexible and collaborate in designing fieldwork education experiences. This is especially true for the development of non-traditional (not on-site) level I fieldwork experiences until the pandemic is neutralized.

Julie Bednarski, Annie Derolf, and Jayson Zeigler, IUPUI
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Graduate/Professional Education (GR)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/88578464075*

Session: 19G		Wednesday, October 27, 2021	
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 HIPs from the Beginning: Why and How

One of the biggest challenges for higher education leaders, faculty, and staff is finding the time and energy to stay on top of the new innovations and changes impacting teaching and learning. We will share an overview of the most relevant trends and strategic initiatives tied to equity and High-Impact Practices. Our interactive presentation will provide practical implementation steps, assessment plans, persistence and retention data, and a realistic/pragmatic plan for getting a HIP program started at your institution. We will share lessons learned and provide opportunities for interaction through a digital format. Think ENERGY, FUN & ready to implement tools!

Jo-Ellen Becco and Patricia Diawara, Pikes Peak Community College
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/89216294875*

Session: 19H		Wednesday, October 27, 2021	
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 HIP Section of a First-Year Seminar

In this session, we will explore the curriculum of a First Year Seminar Course centered on High-Impact Practices called: University Perspectives: "The HIP Section." The course was first taught in the Fall 2020 semester in a remote setting employing an undergraduate chat moderator. The purpose of the course was to introduce students to HIPs and guide them to participate in various HIP activities on our campus. At the conclusion of the class, students presented ePortfolios. During this session, student evaluations, retention, and success data will also be explored.

Deborah Korth, Cole Campbell, Amy Marek, and Leonardo Vasquez Lazo, University of Arkansas
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/88695135648

Session: 19I		Wednesday, October 27, 2021	
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

Impacting a High-Impact Practice: How Are Librarians Teaching and Assessing First-Year Instruction?

First-year seminars are a high-impact practice routinely involving librarians teaching Information Literacy concepts, benefiting students as they progress through college. While there are many case studies about what librarians teach and assess at the first-year, it can be hard sometimes to discern the commonalities. For example, how do librarians regularly assess student learning? What concepts are commonly taught? This presentation reports the results of a survey which sought to determine how and what librarians are teaching and assessing at the first-year. Results can help inform individual teaching as well as larger discussions about librarian involvement in first-year instruction.

Sara Lowe, IUPUI
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84576708378

Session: 19J		Wednesday, October 27, 2021	
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

Social Media and Assessment: Education, Engagement, and Disruption

Social media is a technology that can't be ignored by anyone working in higher education and student affairs. Too often, we use it as a one-way tool for promotion, but it can also be a window into culture, climate, and change over time. Join us to learn more about social media, the data it can collect, and how to create an engagement and learning assessment strategy for social media at your institution.

Lesley D'Souza, Western University; and Joseph D. Levy, National Louis University
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/82653179496

Session: 19K		Wednesday, October 27, 2021	
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

Implementing and Assessing a Major Curricular Overhaul in an Uncertain and Rapidly Changing Environment

Major redesign of curricular content and programmatic delivery approaches typically takes several years of planning by college personnel in order to ensure quality in the revision. External factors related to both the COVID-19 pandemic and accreditation triggered an ultra-rapid revision process, beginning in March of 2020 with a new curriculum rolling out in Fall 2020. Principles of agile project management and design thinking were used in iterative cycles of piloting, assessment, and improvement to inform the rapid changes. Herein, we discuss the full-circle assessment process that determined the needed revisions and evaluation of the curriculum implemented.

Paul Fina and Edward Ofori, Chicago State University College of Pharmacy
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83576807788

Session: 19L		Wednesday, October 27, 2021	
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 Student Critical Thinking through Higher-Order Questioning (HOQ)

In this highly interactive session, participants will use general question prompts provided by the facilitator to develop their own content-specific higher-order questions. Participants will explore each of the five components of AAC&U's Critical Thinking rubric to guide the questioning process. Research has shown that Higher-Order Questions (HOQs) require advanced cognitive demand and help students develop critical thinking skills. Higher-Order Questions (HOQs) are questions that students cannot answer with a yes or no response or by providing information quoted from a textbook. Participants will leave this session with actual questions that they can take back and use with their students.

Simeco A. Vinson, Georgia College & State University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82683255194

Session: 19M		Wednesday, October 27, 2021	
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 Collaborative Approach to Preparing Learners with Digital Skills for the 21st Century Workforce

As post-secondary programs engage learners in the wake of COVID-19, 2021 has become a year for skills-driven hiring. Greater Washington Partnership (GWP) is a civic alliance of CEOs dedicated to making the National Capital Region – from Baltimore to Richmond – the most economically dynamic region to live, work, and grow. In 2018, GWP launched Capital CoLAB ("Collaborative of Leaders in Academia and Business") a network of 24 higher-education institutions including the University of Maryland, Baltimore County. Listen in to their strategic assessment plan aligned to skills essential to employers using Comprehensive Learner Record (CLR) with ed tech leader AEFIS.

Sherri N. Braxton, Bowdoin College; Suzanne Carbonaro, AEFIS; and Deb Hodge, Greater Washington Partnership, Capital CoLAB
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: STEM Education (SE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83996469889

Session: 19N		Wednesday, October 27, 2021	
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

Adapting Assessment Practices to Continue Engaging Student Voices During the Pandemic: Virtual Focus Groups as a Viable Option

Academic year 2020-2021 provided assessment challenges due to the pandemic and corresponding adjusted-learning environments. Previous face-to-face focus groups conducted by a team of trained undergraduate students to gather student voices were no longer a feasible, safe option. This session will discuss how one institution adapted their student focus group process to meet the needs of a more virtual environment. During this session, we will discuss lessons learned, strategies for adapting assessment practices to meet challenging times, and future implications. We also will review how to conduct virtual focus groups.

Jessica M. Turos, Bowling Green State University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Student Partnership and Engagement in Assessment (ST)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/83850235023*

Session: 19O		Wednesday, October 27, 2021	
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

Putting the Learner-Centered Approach to the Co-Curriculum Model into Action

The Learner-Centered Approach to the Co-Curriculum Model allows student affairs practitioners and co-curricular educators—along with their respective units—to place learning at the center of their work, which ultimately ensures alignment among learning goals, interventions, and assessment methods. This integrated model of the scholarship of teaching and learning with student affairs practice will ultimately contribute to richer and more measurable learning for students in postsecondary education. This session aims to assist participants by providing a brief overview of the Learner-Centered Approach to the Co-Curriculum Model and then devoting time to focus on practical applications and considerations for practitioners and leaders.

Kara L. Fresk, Lion Leadership, LLC; Caleb J. Keith, IUPUI; and Hannah Keith, Zeta Tau Alpha Fraternity
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/89318672771*

Session: 19P		Wednesday, October 27, 2021	
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

Democracy and Assessment: Building A Better Future

This session provides space for assessment practitioners to explore the relationship between assessment and democracy while engaging in dialogue on the history of assessment and consider alternative assessment conceptions to assessing democratically-related learning outcomes beyond civic engagement. Building upon the work begun in a four-part webinar series exploring democracy and assessment, re-imagining democratically focused learning outcomes, and re-thinking means to assess those outcomes, this session provides an update and entry point to the conversation on how assessment can proactively support a Democratic society.

Natasha Jankowski, New England College; Gianina Baker, National Institute for Learning Outcomes Assessment (NILOA) and University of Illinois Urbana-Champaign; and Institutional Representatives; Ereka Williams, Winston-Salem State University; Michael Seelig, CUNY-Medgar Evers College; and Divya Bheda, Examsoft
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: NILOA (NI)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/87387492372*

Session: 19Q		Wednesday, October 27, 2021	
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

Connecting Assessment to Learning Improvement at Scale

This session highlights resources that connect assessment with learning improvement. Attendees will discover key readings, the Learning Improvement Community, and an intense team-based professional development opportunity.

Keston H. Fulcher and Bill Hawk, James Madison University; and Monica Stitt-Bergh, University of Hawai'i at Mānoa

Presentation Type: 60-Minute Sponsor Session - [Center for Assessment and Research Studies (CARS) - James Madison University](#)
Audience Level: Intermediate
Primary Track: Assessment Methods/Learning Improvement (AM/LI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82606807429

Session: 19R		Wednesday, October 27, 2021	
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

From Convocation to Commencement: Connecting the Student Experience to Drive Outcomes and Assessment

Temple University has been undergoing a campus-wide digital transformation to promote student engagement across the campus. In partnership with Suitable, Temple constructed a new strategic vision for their student experience; one that provides a roadmap for students to succeed at TU and beyond, starting at convocation and guiding students all the way through commencement. This new student experience is called Temple Together and it began with a focus on the first year experience for new students. It is designed to be more accessible, inclusive, and be available in virtual/hybrid formats. We welcome your participation to hear how this institutional evolution has been going and where it's headed.

Betsy Leebron Tutelman and Jennifer Ibrahim, Temple University; and Mark Visco, Jr., Suitable

Presentation Type: 60-Minute Sponsor Session - Sponsored by [Suitable](#)
Audience Level: Intermediate
Primary Track: Assessment Methods / Student Affairs and Co-Curricular Programs and Services (AM/SA)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/87595521327

Session: 19S		Wednesday, October 27, 2021	
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

AEFIS Virtual Sponsor Booth

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Presentation Type: Virtual Sponsor Booth - Sponsored by [AEFIS](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83400527448

Session: 19T		Wednesday, October 27, 2021	
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

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/86749788025

Session: 19U		Wednesday, October 27, 2021	
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

Center for Assessment and Research Studies (CARS) - James Madison University Virtual Sponsor Booth

Meet virtually with a Center for Assessment and Research Studies (CARS) - James Madison University representative and learn how they can help your institution.

Presentation Type: Virtual Sponsor Booth - Sponsored by Center for Assessment and Research Studies (CARS) - James Madison University

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: **https://iu.zoom.us/j/83232259852**

Session: 19V		Wednesday, October 27, 2021	
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

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Presentation Type: Virtual Sponsor Booth - Sponsored by Collaboratory

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: **https://iu.zoom.us/j/81451930665**

Session: 19W		Wednesday, October 27, 2021	
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

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Presentation Type: Virtual Sponsor Booth - Sponsored by Crowdmark

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: **https://iu.zoom.us/j/84778016419**

Session: 19X		Wednesday, October 27, 2021	
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

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Meet virtually with an eLumen representative and learn how they can help your institution.

Presentation Type: Virtual Sponsor Booth - Sponsored by eLumen

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: **https://iu.zoom.us/j/84050295727**

Session: 19Y		Wednesday, October 27, 2021	
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.

Presentation Type: Virtual Sponsor Booth - Sponsored by National Survey of Student Engagement (NSSE)

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88191218955

Session: 19Z		Wednesday, October 27, 2021	
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

Nuventive Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Nuventive

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85051977197

Session: 19AA		Wednesday, October 27, 2021	
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.

Presentation Type: Virtual Sponsor Booth - Sponsored by Student Opportunity Center

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88030075203

Session: 19AB		Wednesday, October 27, 2021	
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

Suitable Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Suitable

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/87509975846

Session: 19AC		Wednesday, October 27, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Watermark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81025384811

Session: 19AD		Wednesday, October 27, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Weave
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/89312175626

Session: 19AE		Wednesday, October 27, 2021	
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, by Concord USA, Inc. Virtual Sponsor Booth
Meet virtually with a Xitracs, by Concord USA, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Xitracs, by Concord USA, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85728963903

Break Session		Wednesday, October 27, 2021	
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 SESSION

VIRTUAL SPONSOR BOOTHS DURING BREAK

Virtual Sponsor Booth		Wednesday, October 27, 2021	
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

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83400527448

Virtual Sponsor Booth		Wednesday, October 27, 2021	
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**

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/86749788025

Virtual Sponsor Booth		Wednesday, October 27, 2021	
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**

Center for Assessment and Research Studies (CARS) - James Madison University Virtual Sponsor Booth

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83232259852

Virtual Sponsor Booth		Wednesday, October 27, 2021	
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**

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Primary Track: Virtual Sponsor Booth
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Virtual Sponsor Booth		Wednesday, October 27, 2021	
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**

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Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84778016419

Virtual Sponsor Booth		Wednesday, October 27, 2021	
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**

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Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84050295727

Virtual Sponsor Booth		Wednesday, October 27, 2021	
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

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Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/86462390114

Virtual Sponsor Booth		Wednesday, October 27, 2021	
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

National Survey of Student Engagement (NSSE) Virtual Sponsor Booth

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88191218955

Virtual Sponsor Booth		Wednesday, October 27, 2021	
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

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85051977197

Virtual Sponsor Booth		Wednesday, October 27, 2021	
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

Student Opportunity Center Virtual Sponsor Booth

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88030075203

Virtual Sponsor Booth		Wednesday, October 27, 2021	
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

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/87509975846

Virtual Sponsor Booth		Wednesday, October 27, 2021	
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

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83354893505

Virtual Sponsor Booth		Wednesday, October 27, 2021	
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

Watermark Virtual Sponsor Booth

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Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81025384811

Virtual Sponsor Booth		Wednesday, October 27, 2021	
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

Weave Virtual Sponsor Booth

Meet virtually with a Weave representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Weave
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/89312175626

Virtual Sponsor Booth		Wednesday, October 27, 2021	
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

Xitracs, by Concord USA, Inc. Virtual Sponsor Booth

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Presentation Type: Virtual Sponsor Booth - Sponsored by Xitracs, by Concord USA, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85728963903

Session: 20A		Wednesday, October 27, 2021	
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

Lessons from the Past, Opportunities for the Future: Findings and Impact of Two 10-Year Retrospectives (1999-2010 and 2010-2020)

Since 1981, the Lang Opportunity Scholarship (LOS) Program selects Swarthmore College students to become Lang Scholars each year. As its central feature, the Program offers each Scholar the opportunity and related funding to conceive, design, and carry out a project that creates a needed social resource and/or effects a significant social change or improved condition of a community in the United States or abroad. The Program was imagined and endowed by Eugene M. Lang '38. In this session, we will share the findings of two 10-year "retrospective" assessments (1999-2010 and 2010-2020) and subsequent program improvements that resulted.

Jennifer M. Magee, Swarthmore College; and Andrea Taylor, Taylor Consulting, LLC
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Community Engagement (CE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81371152178

Session: 20B		Wednesday, October 27, 2021	
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

Culturally Responsive Lens for an Equitable Assessment Cycle

Assessment is about measuring learning for accountability and continuous improvement. However, it can also be a tool for promoting equity by developing culturally responsive assessment, if the goal is to use assessment to improve learning for all students, including the underrepresented populations. COVID19 has accelerated the adoption of online learning. How do we value and insert students' cultural identities and diversity in course design and assessment? How do we do this effectively online? This is a story about an assessment unit that posed these questions to their own practice to reinvent the assessment cycle for equitable assessment, from outcomes to data analysis.

Rashid Mosley and Mamta Saxena, Northeastern University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81402837489

Session: 20C		Wednesday, October 27, 2021	
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

Becoming an Aware Assessor: Equity-Centered Assessment in Action

Centering equity in assessment requires assessors to engage multiple stakeholders, perspectives, and methods and be curious and reflective at all stages of the assessment process, from determining outcomes to implementing change. It also requires them to consider their own identity, privilege, and power, using this reflective awareness to foster wise, equity-centered action. This session will explore what it means to be an "aware assessor." Participants will engage in reflective introspection and dialogue to illuminate concrete ways to put equity-centered assessment into practice.

Danielle Acheampong, University of California-Los Angeles (UCLA); Marilee Bresciani Ludvik, University of Texas Arlington; and Anne Lundquist, Anthology, Inc.
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82718741389

Session: 20D		Wednesday, October 27, 2021	
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**

Emerging from the Shadow of COVID: Assessing Institutional Needs for Instructor Development

As institutions emerge from COVID and lurch toward their new normals, instructors wish to strengthen skills they gained during the pandemic and acquire new ones to teach students whose lives the pandemic upended. In addition, institutions – like UW-Green Bay – wish to address equity issues that have always been around but have gained new urgency. This session will discuss lessons learned from conducting a needs analysis to determine priorities among administrators, instructors, and students to help prioritize the work of the Center for Teaching and Learning. We will also discuss how participants can adapt findings to their campuses.

Todd Dresser and Luke Konkol, University of Wisconsin-Green Bay
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Faculty Development (FD)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84369533175

Session: 20E		Wednesday, October 27, 2021	
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 National and Global Ranking Systems to Assess and Benchmark Institutional Performance

This interactive session explores how national and international ranking systems can be used by higher education institutions to assess and benchmark various aspects of international performance. Participants will gain a general understanding of the full breadth and depth of ranking systems (over 20 global ranking systems alone) and their specific indicators, from student outcomes to research citation impact to how environmentally friendly the campus might be. Participants will then brainstorm areas where a national and global comparison would be helpful and gain the tools to navigate ranking systems effectively.

Mary Quinn Griffin and Molly Watkins, Case Western Reserve University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Global Learning (GL)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82318593383

Session: 20F		Wednesday, October 27, 2021	
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**

Pathways to Student Success: Digging into Transfer versus FTIC Student Engagement

This study of 90,000 undergraduate students investigates which co-curricular, extracurricular, pre-entry, and demographic factors contribute to transfer versus first-time freshmen student retention and success at a large, public, research university in the southeast with a high transfer population. It examines which student-level engagement activities, in the library as well as total engagements in academic support and extracurricular activities, of transfer students versus first-time freshmen contribute to student success as measured by year 1 to year 2 retention, cumulative 4-year GPA, and time to graduation. The results help institutions understand what engagements they should emphasize with incoming transfer students.

Rebecca A. Croxton and Anne Moore, 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/87808509519

Session: 20G		Wednesday, October 27, 2021	
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**

Virtual Poverty Simulation as a High-Impact Practice

The Poverty Simulation is a 3-hour interactive workshop that breaks down conceptions about poverty by allowing participants to step into real life roles, situations, and challenges of low-income individuals. A team of six students in the Honors Core program at the University of West Florida participated in a High-Impact Project that involved converting the in-person experience to a virtual platform. The students: created online webpages, constructed online links and materials, developed operational instructions, and conducted practice sessions with faculty members. The team showcased their project by leading the virtual poverty simulation they developed for about 40 of their classmates.

Patricia Barrington, Angela Blackburn, Chrystina Hoffman, Susan James, Erin King, Andrea Nelson and Aneta H. Walker, University of West Florida

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: ***https://iu.zoom.us/j/87297472000***

Session: 20H		Wednesday, October 27, 2021	
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**

Evaluating the Effectiveness of High-Impact Programs in Student Affairs and Academic Programs with Matched Pair Analysis: University of Utah, Indiana University-Purdue University Indianapolis (IUPUI), and Western Kentucky University (WKU)

The University of Utah (Utah), Indiana University-Purdue University Indianapolis (IUPUI), and Western Kentucky University (WKU) present case studies of how matched pair analysis has been used to evaluate the effectiveness of some of their high-impact programs in student affairs and academic programs. Utah has done this kind of analysis with their academic learning communities and co-curricular programs. IUPUI presents results of matched pair analysis in their residential-based learning communities (RBLCs). Western Kentucky University (WKU) demonstrates this kind of analysis with their study abroad program. The data requirements, techniques, and tools for conducting these analyses are discussed.

Angela Byrd, Western Kentucky University; A. Sonia Ninon, IUPUI; and Mark E. St. Andre, University of Utah

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: ***https://iu.zoom.us/j/82063001365***

Session: 20I		Wednesday, October 27, 2021	
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**

Participation in Community College High-Impact Practices Among Underserved Students

Using data from the 2017-2019 Community College Survey of Student Engagement, student participation in 11 High-Impact Practices will be disaggregated by race and ethnicity, along with first-generation and transfer status. This analysis will closely follow the guidelines found in the report, "A Comprehensive Approach to Assessment of High-Impact Practices" published by the National Institute for Learning Outcomes Assessment (NILOA) with partnership from the Association of American Colleges and Universities (AAC&U).

John Zilvinskis, Binghamton University, State University of New York

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: ***https://iu.zoom.us/j/83316458023***

Session: 20J		Wednesday, October 27, 2021	
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

Level-Up Your Assessments to Go Beyond Bloom's Taxonomy Using a New Assessment Framework

Measuring student performance has long been a focus of assessment activities in experiential learning, but measuring student performance on objectives is just one way to measure learning and assess the effectiveness of educational assessments. Using an emerging adapted framework, we will show how you can evaluate beyond learner competence on stated objectives, and move toward evaluating impact of the learning experience on self and community, which are both facets of equity minded assessment. Participants will explore the framework's "levels" of assessment and think about how to adapt it to fit their own institutions.

Sarah K. Jacobs and Kirstin Moreno, Oregon Health & Science University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Emerging Trends in Assessment (ET)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/89090138113*

Session: 20K		Wednesday, October 27, 2021	
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

Dissolving Blockers: How to Engage and Motivate A Love of Learning

This session focuses on the influences that can block or distract from a student's love of learning. Family, peers, institutions, socio-economic circumstances, and the culture that surrounds students can serve to disrupt their journey. Professor Sean Nixon shares personal stories of dealing directly with education and career blockers and provides tips and strategies for helping students navigate through them. Through audience participation and Q & A, you will leave with a greater understanding of how student engagement and motivation can be blocked by outside influences and the positive role you can play in guiding them back to a love of learning.

Sean Nixon, SUNY Ulster - Ulster County Community College
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/84304847782*

Session: 20L		Wednesday, October 27, 2021	
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 for Deep Learning with Universal Design for Learning (UDL)

Since the pandemic forced campus closings, many worry about academic integrity and engaging students from remote locations. Teaching and assessment strategies based on the Universal Design for Learning framework can minimize the chance of cheating while maximizing learning, help ensure that online assessments are authentic and equitable, and help you manage your own and your students' stress levels during these unprecedented times. Participants will discover and practice UDL-inspired instructional strategies and assessment methods that enhance and measure student learning in a way that both engages them and helps them to learn more, and more deeply.

Mary Ann Tobin, The Pennsylvania State University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/81178937527*

Session: 20M		Wednesday, October 27, 2021	
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 Case for Grades

Course grades have been widely disparaged as a measure of learning, but what does the evidence say? In this session we look at the case for and against grades and show that for some institutions, grades can be considered foundational to assessment and should not be ignored. Topics include the specificity of learning outcomes, reliability of grade data, calculating student academic ability and course difficulty, deriving curriculum maps from grades, and examples of improvements found using grade data. The importance of grade data for accessibility and equity are addressed in the context of writing assessment, based on published validity studies.

David A. Eubanks, Furman University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Advanced
Primary Track: Institution-Wide Data Collection/Use (ID)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/84538770433*

Session: 20N		Wednesday, October 27, 2021	
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 Students in Meaningful Assessment: Connections and Communication

The importance of students' role in the development and implementation of assessment has become increasingly prominent in higher education. The advantages of their participation include more meaningful assessment and increased learning for both students and faculty/staff. This session will provide examples of decisions and practices that guide students' development of connections among assessment, curriculum, and pedagogy. In addition, common forms of assessment-related communication between faculty/staff and students can be used to invite student participation in assessment processes and decisions. Both connections and communication can promote student partnerships in assessment and new learning for both students and faculty/staff.

Amy Driscoll, Portland State University; and Dan Shapiro, California State University, Monterey Bay

Presentation Type: 60-Minute Concurrent Session - Sponsored by Stylus Publishing, LLC
Audience Level: Intermediate
Primary Track: Student Partnership and Engagement in Assessment (ST)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/86570188322*

Session: 20O		Wednesday, October 27, 2021	
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

DQP 3.0: A Look Back in a Move Toward the Future

Over 800 colleges and universities documented the impact and use of the Degree Qualifications Profile (DQP) as faculty and staff assessed student learning, aligned and mapped curriculum, and reviewed educational practices. This session will review the history of the DQP, discuss how the current DQP 3.0 differs from its predecessors, and include experiences of two institutions who worked with the DQP and their lessons learned. Implications for assessment will be explored as faculty and assessment practitioners continue to enhance student learning and experiences by differentiating the level of learning that takes place at the associate, bachelor's, and master's degree levels.

Amber Garrison Duncan, Lumina Foundation; and Gianina Baker, National Institute for Learning Outcomes Assessment (NILOA) and University of Illinois Urbana-Champaign; Paul Gaston, Kent State University & Consultant to Lumina Foundation; Stephanie Poczos, National Louis University

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: NILOA (NI)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/85351444337*

Session: 20P		Wednesday, October 27, 2021	
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

VALUE 101

VALUE is a campus-based assessment approach developed and led by AAC&U. VALUE rubrics provide needed tools to assess students' own authentic work, produced across students' diverse learning pathways, fields of study and institutions. We will present the VALUE rubrics and the VALUE ADD tools as Open Educational Resources through an equitable lens with a goal of ensuring students' learning is reflected, and to determine whether and how well students are meeting graduation level achievement in learning outcomes that both employers and faculty consider essential. This session will focus on displaying ways in which faculty, deans, and assessment leaders can utilize these two VALUE resources in their regular assessment process.

Britt Spears and Hannah Schnieder, Association of American Colleges & Universities (AAC&U)
Presentation Type: 60-Minute Sponsor Session - Sponsored by Association of American Colleges and Universities (AAC&U)
Audience Level: Intermediate
Primary Track: Assessment Methods/Global Learning (AM/GL)
Zoom Webinar Attendee Link: SESSION CANCELLED

Session: 20Q		Wednesday, October 27, 2021	
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

Building a Culture of Community Engagement Through Data: Planning for Success

Advancing a coordinated approach to engagement poised to move the needle on topics of key institutional and community priority requires a strategic approach to data. When done well, institutions can use engagement data to successfully increase understanding of and buy-in for engaged work, advocate for its recognition in promotion and tenure policies, and ultimately develop a broader acceptance of engagement as a key strategy for accomplishing institutional goals. This presentation will share an analysis of how 40+ institutions are actively working to build a culture of engagement through the strategic collection and use of engagement data on their campuses.

Lauren A. Wendling and Kristin Medlin, Collaboratory
Presentation Type: 60-Minute Sponsor Session - Sponsored by Collaboratory
Audience Level: Intermediate
Primary Track: Institution-Wide Data Collection/Use/Community Engagement (ID/CE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/87449153148

Session: 20R		Wednesday, October 27, 2021	
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 Virtual Sponsor Booth

Meet virtually with an AEFIS representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by AEFIS
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83400527448

Session: 20S		Wednesday, October 27, 2021	
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, Inc. Virtual Sponsor Booth

Meet virtually with an Anthology, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Anthology, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/86749788025

Session: 20T		Wednesday, October 27, 2021	
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

Center for Assessment and Research Studies (CARS) - James Madison University Virtual Sponsor Booth

Meet virtually with a Center for Assessment and Research Studies (CARS) - James Madison University representative and learn how they can help your institution.

Presentation Type: Virtual Sponsor Booth - Sponsored by Center for Assessment and Research Studies (CARS) - James Madison University

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83232259852

Session: 20U		Wednesday, October 27, 2021	
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

Collaboratory Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Collaboratory

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81451930665

Session: 20V		Wednesday, October 27, 2021	
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

Crowdmark Virtual Sponsor Booth

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

Presentation Type: Virtual Sponsor Booth - Sponsored by Crowdmark

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84778016419

Session: 20W		Wednesday, October 27, 2021	
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

eLumen Virtual Sponsor Booth

Meet virtually with an eLumen representative and learn how they can help your institution.

Presentation Type: Virtual Sponsor Booth - Sponsored by eLumen

Audience Level: Intermediate

Primary Track: Virtual Sponsor Booth

Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84050295727

Session: 20X		Wednesday, October 27, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by National Survey of Student Engagement (NSSE)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88191218955

Session: 20Y		Wednesday, October 27, 2021	
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

Nuventive Virtual Sponsor Booth

Meet virtually with a Nuventive representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Nuventive
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85051977197

Session: 20Z		Wednesday, October 27, 2021	
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

Suitable Virtual Sponsor Booth

Meet virtually with a Suitable representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Suitable
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/87509975846

Session: 20AA		Wednesday, October 27, 2021	
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

Territorium Virtual Sponsor Booth

Meet virtually with a Territorium representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Territorium
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83354893505

Session: 20AB		Wednesday, October 27, 2021	
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

Watermark Virtual Sponsor Booth

Meet virtually with a Watermark representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Watermark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81025384811

Session: 20AC		Wednesday, October 27, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by [Weave](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/89312175626

Session: 20AD		Wednesday, October 27, 2021	
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, by Concord USA, Inc. Virtual Sponsor Booth
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Presentation Type: Virtual Sponsor Booth - Sponsored by [Xitracs, by Concord USA, Inc.](#)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85728963903

Session: 21A		Wednesday, October 27, 2021	
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

Community Engagement Track Open Discussion Session
Join the conversation! Conference attendees and presenters are invited to a dialogue with the Community Engagement track leaders to discuss the current state of the field and reflect upon the Assessment Institute. Let's share thoughts, ideas, and paths forward!
Tony Chase and Kristin Norris, IUPUI; and Jillian Martin, Gephardt Institute for Civic and Community Engagement at Washington University in St. Louis
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginners
Primary Track: Community Engagement (CE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84792193194

Session: 21B		Wednesday, October 27, 2021	
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 Equity-Focused Rubric Reviews to Motivate and Guide Teaching Innovation
Peralta Community College District and Stanford's Bioengineering Department have created and used equity-focused rubrics to support review of course design and assessment strategies. Join the presenters as they share the rubrics, the review processes, and examples of courses and assessments that were redesigned to increase learning equity. Participants will discuss equity-related issues that impact how learners show what they know, especially given the effects of ongoing racial injustice and the ongoing COVID-19 pandemic. Moreover, the group will brainstorm how equity-based rubric review can be integrated into their contexts to promote more evidence-based inclusive practice.
Kevin Kelly, San Francisco State University; and Melissa Ko, Stanford University
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89735933929

Session: 21C		Wednesday, October 27, 2021	
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 a Summer Bridge Program: Centering Student Voice and Student Learning

Summer bridge programs (SBPs) are a popular manifestation of institutional investments in student success. Research suggests they are a viable vehicle for supporting diverse minoritized student constituencies (e.g., Black, Latinx, first-generation), however there is a substantial lack of empirical evidence that directly examines student outcomes within these settings. This study used focus groups to promote student-centered assessment and understand the learning experiences of students in a SBP. Findings illustrate students' positive perspective of the program supporting their college transition, academic preparation, and development of social networks. We present implications for research, praxis in support programs, and student-centered approaches to assessment.

Marjorie Dorimé-Williams and Michael Williams, University of Missouri – Columbia

Presentation Type: 60-Minute Concurrent Session
Audience Level: Advanced
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83357650537

Session: 21D		Wednesday, October 27, 2021	
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

Growing Faculty Capacity for Equity-Centered Program-Level Assessment of Student Learning Outcomes

In fall 2020, the Assessment Team at UC Davis launched a pilot year-long cohort-based coaching program designed for undergraduate academic departments interested in concurrently enacting their commitment to equity in courses and programs; and developing skills to implement (and document) intentional, meaningful, equity-centered, utilization-focused program-level assessment of student learning.

Ann Glazer, Kara Moloney, and Tiffany Hodgens, University of California, Davis

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Faculty Development (FD)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81774541376

Session: 21E		Wednesday, October 27, 2021	
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 an Assessment Ecosystem for Remote and On-Site International Internships

This session will provide an overview of the assessment ecosystem developed for the International Internship Program with the Institute for Study Abroad (IFSA). We'll begin by covering the basic components of an ecosystem, using this as a metaphor for student learning assessment and program evaluation. We'll share some of the assessment tools we developed, key findings from our assessment data, and lessons learned as we developed a remote international internship program. This session will also leave time for Question and Answers, as well as provide space for participants to apply the information to programs at their own institution.

Andrew J. Young and Valerie Grimsley, Institute for Study Abroad (IFSA)

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Global Learning (GL)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/87161454748

Session: 21F		Wednesday, October 27, 2021	
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

Methods and Resources to Support Graduate Student Learning in Assessment, Evaluation, and Research Courses

Conference participants will learn methods and resources to support graduate students engaged in assessment, evaluation, and research (AER) coursework. This session will present qualitative findings from a study exploring graduate student (n = 43) perceptions of their own AER learning and development, in addition to an overview of the literature on this topic. Participants will consider implications for teaching, syllabus development, and program development in graduate programs focused on teaching research. Participants will reflect on how the results of the present study impact their own work in teaching and learning related to AER, both personally and professionally.

Annie Cole, Modern Classrooms Project; and Rebecca Smith, University of Portland
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Graduate/Professional Education (GR)
Zoom Webinar Attendee Link: **https://iu.zoom.us/j/86127423224**

Session: 21G		Wednesday, October 27, 2021	
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 Writing to Activate and Assess Student Learning in Gateway Biology During a Global Pandemic

HIP writing-to-learn projects were initially designed and implemented to strengthen student learning using short low-stakes writing tasks to reinforce key concepts. Surprisingly, writing had other unanticipated benefits. Peer review helped to foster community and sense of belonging. These low-stakes assignments also primed students for success on longer writing assignments. Further, collaboration with the campus Student Writing Center helped to build a success cadre for students, to model effective study habits and to reduce faculty workload. Using writing-as-assessment allowed the instructor to regularly monitor student progress and intervene as needed. Resultantly, course retention and student performance were improved.

Eileen Kogl Camfield, University of California, Merced; Kirkwood Land, University of the Pacific; and NaTasha Schiller, BioAgilytix
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: **https://iu.zoom.us/j/86538848978**

Session: 21H		Wednesday, October 27, 2021	
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

Ensuring Equitable Evaluation: Digital Ethics in ePortfolio Assessment

AAEEBL's (Association for Authentic, Experiential and Experience-Based Learning) digital task force produced a set of principles promoting ethical ePortfolio practices for institutions, educators, staff, students, and platform providers. In this session, task force members focus on one such principle, exploring digital ethics in ePortfolio assessment. First, facilitators will situate issues of ethical assessment in ePortfolio practice within the larger framework of the digital ethics principles. Next, attendees reflect on current local assessment practices, guided by stimulus questions that encourage participants to reflect on assessment practice using a framework of equity and digital ethics. Then, attendees exchange ePortfolio assessment strategies in a constructive space. Finally, the session shares crowdsourced suggestions for ensuring equity in ePortfolio assessment practices.

Amy T. Cicchino, Auburn University; Morgan Gresham, University of South Florida St. Petersburg; Kristina Hoeppner, Catalyst IT; Megan Mize, Old Dominion University; and Christine Slade, The University of Queensland

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/86730768772*

Session: 21I		Wednesday, October 27, 2021	
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

Cultivating a Culture of Evidence

Establishing a culture of evidence has been a goal of many assessment leaders in student affairs divisions regardless of campus type or size. Identifying how this can be accomplished remains a struggle for many. Spurlock & Johnston (2012) developed a rubric that guides assessment leaders in evaluating where their departments/divisions land related to a culture of evidence. The Office of Student Life Assessment and Strategic Initiatives at the University of Tennessee, Knoxville will share tactics any campus can adopt to strengthen the value of assessment by all staff.

Melissa A. Brown and Noelia Pacheco-Diaz, The University of Tennessee

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Leadership for Assessment (LA)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/81341006407*

Session: 21J		Wednesday, October 27, 2021	
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

Engagement & Retention in Student Affairs: Exploring Factors of Student Success

The University of North Texas has been collecting data on student interactions, including event attendance and office visits, for approximately ten years. Specific patterns of interest to data analysts and campus leadership are the relationships between student interactions and student success factors, such as retention and GPA. In light of the big data movement, do historical retention theories continue to represent the experiences of our modern, diverse students? Join us as we dive into the data and discuss.

Shafayat Islam, Sara Hillis Ousby, and Sam Williamson, University of North Texas

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/82043737690*

Session: 21K		Wednesday, October 27, 2021	
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 the Higher Education System in the United Arab Emirates (UAE): Online Teaching, Assessments, and Students' Academic Achievement

This research study examines teaching approaches and assessment tools and assesses students' academic success at the higher education institutions in the United Arab Emirates (UAE) during online teaching, as well as students' perception of the transition to online learning and how it relates to students' academic success. A mixed-method research design was adopted to achieve the purpose of this study. Data analysis revealed that the higher education system in the UAE adopted appropriate teaching and assessment approaches to online learning. Furthermore, students who perceived the transition to online learning positively achieved high academic success.

Nahla M. Moussa, American University in the Emirates
Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84033940106

Session: 21L		Wednesday, October 27, 2021	
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 Future Ready Skills Translator: Identifying, Aligning, and Assessing Demand-Led Skills

Mohawk College's Future Ready Skills Translator (FRST) facilitates more precise and rigorous translation of skills expectations to better align college curriculum. Engaging employers, faculty, staff, and students, the FRST process generates custom program, job, or sector-based skills profiles based on the 16 skills represented by the AAC&U's VALUE Rubrics. Within our current research, these profiles serve as the outcomes for skills-based AI simulations, allowing for the authentic demonstration, assessment, and improvement of demand-led skills. This session will provide an overview of the innovative FRST translation process and how a multi-stakeholder collaboration can support iterative curriculum development and embedded skills assessment.

Pamela Ingleton, Mohawk College of Applied Arts & Technology
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84406890872

Session: 21M		Wednesday, October 27, 2021	
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

'It Is How It Is': Student and Faculty Perceptions of STEM Assessment Practice

Classroom assessment is seldom known to explicitly engage student voice in conception of assessment purpose and use; this is notably so in STEM fields where objectivity of discipline attempts to be reflected in assessment practice. The current study sought to understand the qualitative experience of undergraduate STEM students and professors at a large public university relative to their classroom assessment experience. Semi-structured interviews, classroom observations, and syllabi were collected in order to gauge participant perceptions of power, motivation, and affective reactions to assessment experience. This session will share participant experiences and suggestions for future practice in STEM classroom assessment.

Manisha Kaur Chase, University of California-Los Angeles (UCLA)
Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: STEM Education/Student Partnership and Engagement in Assessment (SE/ST)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89546381249

Session: 21N		Wednesday, October 27, 2021	
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 Assessment Strategies to Elevate Student Success on Licensure Examinations

Pharmacy and nursing students take NAPLEX and NCLEX licensure exams to demonstrate minimal competency in their chosen field. Parallel assessment mechanisms in both professions help students and programs guide approaches to test-taking, learning and comprehension, and curriculum navigation. The session will discuss a pharmacy program's pathway-to-excellence plan that uses validated progress tests, workshops, and self-awareness discussions sessions. A nursing program's approach requiring students to take a high level of accountability, develop action plans, and develop awareness of course educational outcomes as aligned with the NCLEX outcomes will also be discussed. Assessment strategies, successes, future directions, and challenges will be shared.

David Fuentes, University of Portland; Rahul Garg, Jeremy Hughes, and Mohd Shahid, Chicago State University College of Pharmacy

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Competency-Based Education and Assessment (CB)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/87900156707*

Session: 21O		Wednesday, October 27, 2021	
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

Blue is Blue, but Cyan is Not Cerulean: What Test Users Need to Know About Concordances

Universities rely on test score concordance tables to make high-stakes admission decisions, and, yet, misconceptions abound as test users often conflate concordant scores with equated scores. When a university chooses tests and test scores solely based on concordances, they are opening up their institution and admitted students to risks. Using the example of high-stakes English proficiency scores used for admission purposes, presenters will explain how concordances are created and what should be considered before presuming two linked scores can be used interchangeably. Concordances that compare English language tests will be explored with a consideration of their limitations.

Tony Clark, Cambridge Assessment English; and Misty E. Wilson, IELTS USA

Presentation Type: 60-Minute Concurrent Session
Audience Level: Beginner
Primary Track: General Education (GE)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/82995894428*

Session: 21P		Wednesday, October 27, 2021	
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 Past, Present, and Future of Learning Recognition & Incremental Credentialing in Higher Education

Learning recognition was in an upswing prior to the pandemic, and now, even more, plays a critical role in how we respond to the evaluation of learning and credential attainment. Join us for a discussion where panelists will dive into current issues and trends surrounding learning recognition and incremental credentialing. Additionally, panelists will share a model developed from feedback from the field of how incremental credentialing can address inequities in education and work and meet the needs of the learn-and-work ecosystem (licenses, industry certifications, certificates, badges, microcredentials, etc.).

Gianina Baker, National Institute for Learning Outcomes Assessment (NILOA) and University of Illinois Urbana-Champaign; Bitsy Cohn, Senior Consultant; Ashley Frank, Patricia Pillsworth, and Nan Travers, SUNY Empire State College

Presentation Type: 60-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: NILOA (NI)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/85695979268*

Session: 21Q		Wednesday, October 27, 2021	
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

Expanding Professional Learning for Assessment and Improvement

Professional learning in higher education is a precious commodity given shrinking budgets and changes to the higher-ed landscape. To support assessment development efforts, AEFIS and Student Affairs Assessment Leaders (SAAL) are partnering to broaden the scope for assessment professional development nationwide. Together, they're expanding SAAL's "Applying & Leading Assessment in Student Affairs" course and resources to AEFIS Academy - an open online community dedicated to professional learning and networking in assessment, strategic planning, and best practices for teaching and learning. Learn how AEFIS and SAAL collaboration will support those leading assessment activities, and keep higher education leaders current in their work.

Suzanne Carbonaro, AEFIS; and Joseph D. Levy, National Louis University

Presentation Type: 60-Minute Sponsor Session - Sponsored by AEFIS
Audience Level: Intermediate
Primary Track: Assessment Methods / Student Affairs and Co-Curricular Programs and Services (AM/SA)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/85779384077

Session: 21R		Wednesday, October 27, 2021	
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

Will Remote Assessment Ever Replace In-Person?

Recent events have rapidly changed the way we think about remote assessment. What was once revolutionary is becoming commonplace--even as the number of in-person courses return.

Despite growing comfort with newer assessment technologies, educators continue to have questions about the efficacy and security of assessing students remotely. At the same time others are looking for new ways to incorporate the efficiencies gained by technology into the classroom. In this session, we will discuss the pros and cons of in-person vs remote assessment and invite you to share your perspectives on the future of assessment in higher education

Michelle Caers, Crowdmark

Presentation Type: 60-Minute Sponsor Session - Sponsored by Crowdmark
Audience Level: Intermediate
Primary Track: Emerging Trends in Assessment/Learning Improvement (ET/LI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/85983326012

Session: 21S		Wednesday, October 27, 2021	
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

AEFIS Virtual Sponsor Booth

Meet virtually with an AEFIS representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by AEFIS
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83400527448

Session: 21T		Wednesday, October 27, 2021	
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**

Anthology, Inc. Virtual Sponsor Booth

Meet virtually with an Anthology, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Anthology, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/86749788025

Session: 21U		Wednesday, October 27, 2021	
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**

Center for Assessment and Research Studies (CARS) - James Madison University Virtual Sponsor Booth

Meet virtually with a Center for Assessment and Research Studies (CARS) - James Madison University representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Center for Assessment and Research Studies (CARS) - James Madison University
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83232259852

Session: 21V		Wednesday, October 27, 2021	
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**

Collaboratory Virtual Sponsor Booth

Meet virtually with a Collaboratory representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Collaboratory
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81451930665

Session: 21W		Wednesday, October 27, 2021	
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**

Crowdmark Virtual Sponsor Booth

Meet virtually with a Crowdmark representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Crowdmark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84778016419

Session: 21X		Wednesday, October 27, 2021	
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**

eLumen Virtual Sponsor Booth

Meet virtually with an eLumen representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by eLumen
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84050295727

Session: 21Y		Wednesday, October 27, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by National Survey of Student Engagement (NSSE)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88191218955

Session: 21Z		Wednesday, October 27, 2021	
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

Nuventive Virtual Sponsor Booth

Meet virtually with a Nuventive representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Nuventive
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85051977197

Session: 21AA		Wednesday, October 27, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Student Opportunity Center
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88030075203

Session: 21AB		Wednesday, October 27, 2021	
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

Suitable Virtual Sponsor Booth

Meet virtually with a Suitable representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Suitable
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/87509975846

Session: 21AC		Wednesday, October 27, 2021	
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

Territorium Virtual Sponsor Booth

Meet virtually with a Territorium representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Territorium
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83354893505

Session: 21AD		Wednesday, October 27, 2021	
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

Watermark Virtual Sponsor Booth

Meet virtually with a Watermark representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Watermark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81025384811

Session: 21AE		Wednesday, October 27, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Weave
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/89312175626

Session: 21AF		Wednesday, October 27, 2021	
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, by Concord USA, Inc. Virtual Sponsor Booth

Meet virtually with a Xitracs, by Concord USA, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Xitracs, by Concord USA, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85728963903

30-MINUTE CONCURRENT SESSIONS
(20-Minutes for Presentation; 10-Minutes for Discussion)

Session: 22A		Wednesday, October 27, 2021	
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

Integrating New Community Engagement Program Development with Accreditation and Strategic Planning

Implementing a new university-level Community Engagement plan is a complex prospect. This session will describe efforts at Lindenwood University to transition informal community engagement activities across an institution into a consolidated, long-range initiative. Among other barriers and challenges addressed, integrating a community engagement strategy, identity, and program into existing strategic planning and accreditation activities is key to sustainable success. During this session, we will describe these barriers and discuss integrated planning elements, collaborative efforts, and creative problem-solving measures designed to overcome these initial challenges.

Michael Leary, Lindenwood University
Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Community Engagement (CE)
Zoom Webinar Attendee Link: *https://iu.zoom.us/j/85809007062*

Session: 22B		Wednesday, October 27, 2021	
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 SEID Project: Using Data to Evaluate Student Equity, Inclusion, and Diversity Outcomes in the Academic Classroom and Across Programs

The Student Equity, Inclusion, and Diversity Project was launched at Maryland Smith in Fall 2019 in response to anecdotal evidence of student inequity the academic classroom. Supported by the Office of Transformational Learning, student interns applied their research, critical thinking, and data analysis skills to systematically examine existing – and collect new – data to identify opportunities for improving instructional and assessment practices in the classroom and across programs. This presentation will share the design, implementation, and process of launching the project, lessons learned, and next steps. Attendees will leave the session with a framework and toolkit to adapt at their own institutions.

Leslie Lindsey and Katish Sussman, Robert H. Smith School of Business, University of Maryland
Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: CANCELLED

Session: 22C		Wednesday, October 27, 2021	
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

Under-Represented Minority (URM) Application Completion: Using Data to Reveal Opportunities to Improve Equity in Higher Education Admissions

After implementing a new Data Reporting model, the Division of Graduate Studies at SUNY Oswego found disparities in the number of URM (under-represented minority) applicants who successfully complete their graduate school applications compared to their non-URM counterparts. A survey was developed to find root causes for these disparities, and updated application fields were implemented to collect more demographic data about all prospective students. This session will address our findings in completion rates, summarize our survey responses, and highlight the resulting efforts made to improve equity for URM applicants.

Christine Clay, SUNY Oswego
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Diversity, Equity, & Inclusion (DV)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82925325949

Session: 22D		Wednesday, October 27, 2021	
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

Ensuring Quality: A Faculty-Driven Rubric Project

The impetus to update our University's rubrics was driven by a change in our LMS. As such, we thought it prudent to also use it as an opportunity to improve rubric quality. Our online University is composed of seven schools and each school was given the latitude to approach this project as they deemed best. Using a standard rubric template and best practices, each School used these tools to develop their processes for revising the rubrics. In this presentation we will discuss the School of General Education's faculty-driven, cross-disciplinary approach in planning, management, faculty training, and review.

Celine Hall and Kathy Ingram, Purdue University Global
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Faculty Development (FD)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84779304124

Session: 22E		Wednesday, October 27, 2021	
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

Improving Student Learning through Integration of Successful Assessment Practices Implemented at Japanese Universities

Would you like to improve student learning through integration of successful assessment practices implemented at Japanese universities? This presentation will explore enhanced management of teaching and learning through the application of Japanese higher education policies on visualization and assessment of student learning outcomes. The authors will illustrate the state of assessment practices across Japan as well as cases of degree- and institutional-assessment for improvement of student learning at Japanese universities. The authors will then elucidate the connection between assessment in Japan and the US and help participants reflect on their assessment practices from the lens of Japanese practices.

Satoshi Ozeki, Asahikawa Medical University; Toru Hayashi, Kanazawa University; and Yugo Saito, Niigata University
Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Global Learning (GL)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84514385680

Session: 22F		Wednesday, October 27, 2021	
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

Certificates and Assessment: A Link Between Student Learning and Industry Credentials

As more graduate programs rely on certificate options, there is a growing need to assess student learning, particularly in those certificates that build toward industry credentials or certification in a given field or discipline. Lewis University has collected assessment data and tracked student learning in a certificate program as it compares to effectively achieving desired industry credentials. Data and implications will be shared from the Certificate in Professional and Executive Coaching, which aligns directly with the ICF (International Coaching Federation) core competency model for the coaching industry. Assessment of certificate programs is an important factor in a thorough assessment process.

Sheila Boysen, Michael Cherry, and Lesley Page, Lewis University
Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Graduate/Professional Education (GR)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/83666064361

Session: 22G		Wednesday, October 27, 2021	
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 HIPs to Study HIPs: Designing and Implementing a Student-Centered and –Led Assessment Project

High-impact practices (HIPs), like Undergraduate Research Experiences (URE), are linked to a range of educational benefits, especially for first-generation students, students of color, and those from low-income backgrounds. Mentorship is critical to UREs, yet details about mentorship models at Minority-Serving Institutions are limited. As such, faculty mentors may implement pedagogies and approaches based on a deficit perspective, especially when working with minority and underrepresented student populations. This presentation describes a multi-disciplinary, multi-methods student-centered and –led assessment project that utilizes the community cultural wealth framework (Yosso, 2005) and the participatory research approach to study HIPs at a large state institution with one of the most diverse student populations in the United States.

Kimberly R. Kelly, Claudia M. Lopez, Claudine Maloles, Beth Manke, and Christie Nolasco, California State University, Long Beach
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82655841409

Session: 22H		Wednesday, October 27, 2021	
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

Utilizing Online Teaching Strategies to Improve Student Outcomes

Learning science principles were used to modify a large asynchronous medical terminology course and student outcomes were assessed. This prospective, quasi-experimental study included consenting students in the experimental (n=288) and control (n=217) courses. Overall design, size, and assessments were held consistent. Outcomes included grades, satisfaction, and engagement. Students in the modified course had significantly higher course grades and satisfaction. There were no between-course differences for summative exam scores or engagement. Without changing major elements of the course, modifications based on learning science resulted in improved student outcomes. Future research should focus on using modifications preparing students for summative assessments.

Kimberley S. Scott, The Ohio State University
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82371971113

Session: 22I		Wednesday, October 27, 2021	
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

Implementation and Impact of a Value Intervention in an FYE Course

Nashville State Community College collaborated with the University of Virginia's Motivate Lab to implement a value affirmation intervention in our FYE course in fall 2019. We reached over 600 students in over 60 sections of the on-ground course. We continued our collaboration in 2020-21, by developing a virtual version of the intervention. Session participants will role-play a shortened version of the intervention and then see the qualitative data (pre- and post-mindset surveys) and qualitative data (reflection coding results) from our fall 2019 study. We hope our experience will help you consider value interventions in your HIPs.

Jessica Rabb, Nashville State Community College
Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: HIPs in the States (High-Impact Practices, including ePortfolios) (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81503736892

Session: 22J		Wednesday, October 27, 2021	
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

Preparing Educators to Assess Co-curricular Learning in Virtual Environments

At our institutions, students learn much from co-curricular activities, such as internships, community service, and other learning communities. In this session, we describe our approach to helping co-curricular educators develop assessments that document student learning, improve students' experiences, and showcase their successes. We will outline our methods, which focus on learning assessment techniques that are tailored to the virtual environment, easy to implement, offer immediate insights, and avoid survey fatigue. We will demonstrate several activities that we have used with co-curricular educators and discuss how you can apply these techniques to your own context.

Suzanne Horwitz and Katherine Simeon, Northeastern University
Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89006148626

Session: 22K		Wednesday, October 27, 2021	
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

Degree of Difference: What Do Learning Outcomes Say About Higher Education?

Students enter college with the expectation they will know and do more when they leave than when they arrived—and learning outcomes should define that change. An analysis of 15,000 learning outcomes sought to determine if there is a meaningful difference between learning experiences at various institutions and programs. We'll discuss the impact of the results and offer action steps.

Annemieke Rice and Matt Jackson, Anthology, Inc.
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Learning Improvement (LI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/84855124310

Session: 22L		Wednesday, October 27, 2021	
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 Milestone Model for Faculty Involvement in Outcome-Based Education

The Department of Defense (DoD) recently released policy guidance outlining a six-step milestone framework to implement outcomes based (military) education at DoD education institutions. Our institution is implementing this milestone approach, based on annual and biennial report templates providing evidence for external and internal stakeholders of compliance and effectiveness with regard to quality delivery of education and student achievement of mission-driven Program Level Outcomes. Our current emphasis is aimed at creating a structure for broad-based faculty involvement in preparation for this new process and subsequently in the design, delivery, and implementation of course and program learning outcomes.

Robert Antis and Ilaria De Santis, Joint Forces Staff College

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/83618327791

Session: 22M		Wednesday, October 27, 2021	
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

Cultivating Future Food System Leaders: Optimizing the Quality of an Applied STEM Capstone Field Experience

Capstone course field experiences can provide students with rich opportunities to consolidate learning, gain real world experience, and demonstrate program learning outcomes. But how do we ensure that we are optimizing the potential of these capstone experiences for students as well as project partners? This presentation focuses on an applied STEM capstone course for majors in Agricultural Food Systems (AFS) at Washington State University. The presenters will share how the use of assessment results and research evidence has informed continuous improvement in the applied capstone and AFS curriculum and will share strategies for implementing these practices.

Holly E. Henning, Washington State University

Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: STEM Education (SE)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/89672271415

Session: 22N		Wednesday, October 27, 2021	
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

Developing Students' Emotional Intelligence through Self-Initiated Portfolio Assignments

Emotional intelligence (EI) is important for students and professionals. Portfolio assignments requiring self-identified strategies to enhance EI were used in a pharmacy program. EI changes (Emotional Intelligence Appraisal tool) from the first to third professional years were determined. Each semester, students (two class years, N=136) identified three personal improvement strategies to implement. Improvement in EI scores were significantly related to activities implemented. For successful implementation of all activities, 73% to 94% improved their score in that area; with failure to implement any strategies, 73% to 88% had a score decrease. Targeted portfolio activities can help develop EI skills in graduates.

Marie A. Abate, West Virginia University School of Pharmacy

Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Student Partnership and Engagement in Assessment (ST)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/85891699983

Session: 22O		Wednesday, October 27, 2021	
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**

Earning Faculty Buy-In with SAME (Simplify, Automate, Motivate and Educate)

One fundamental challenge of assessing general education is earning faculty buy-in for the process. Failure to achieve this buy-in has a range of negative consequences. This challenge can be addressed by SAME: Simplification of the GENED assessment process, Automation of the GENED assessment process, Motivation of the faculty involved in the process and Education of the involved faculty.

Michael LaBossiere, Florida A&M University

Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Faculty Development (FD)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/86335351030

Session: 22P		Wednesday, October 27, 2021	
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 Evidence-Based Storytelling to Better Tell Your Institutional Assessment Story

A focus on evidence-based storytelling can position assessment professionals to better tell institutional assessment stories using evidence of student learning specific to institutional context and audience. Join us as we define and discuss evidence-based storytelling as a means to use evidence from assessment to foster institutional change, advance learning, and create arguments about the effectiveness of learning experiences within institutions of higher education. To assist institutions in the practice of sharing assessment data, we will also review a Toolkit that utilizes a collaborative, field-tested peer review process to meet current accountability and transparency demands.

Gianina Baker, National Institute for Learning Outcomes Assessment (NILOA) and University of Illinois Urbana-Champaign; and Natasha Jankowski, New England College; Cindy Cogswell, Ohio University

Presentation Type: 30-Minute Concurrent Session
Audience Level: Advanced
Primary Track: NILOA (NI)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/82621812755

Session: 22Q		Wednesday, October 27, 2021	
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 Visual Co-Curricular (Learning) Records Promote Metacognitive Outcomes

Students experience a wide range of learning moments through curricular and co-curricular learning in college. Visual records can prompt students to recall details of their experiences, such as learning outcomes, when preparing to succeed in a job interview or apply for graduate school. Students translate information from visual records into a compelling narrative, and do so in different ways. We present results from a survey and follow-up interviews with 5 students from 2 universities that use visual records. The findings show how different metacognitive processes lead to demonstrations of integrated learning. Nuances provide insights for postsecondary educators in all sectors.

Bill Heinrich, Orbis; and Patrice Ludwig, James Madison University

Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Student Affairs and Co-Curricular Programs and Services (SA)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/88043187875

Session: 22R		Wednesday, October 27, 2021	
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

Preserving Leadership during COVID-19: The Use of Kirkpatrick's Evaluation Model to Analyze the Impact on Behavior and Results of a Leadership Program

Nowadays, because of globalization, continuing leadership education is critical for fostering leadership skills among employees to communicate, motivate, and lead during a crisis (Udin et al, 2019). However, based on the number of resources spent on training, evaluation becomes imperative for organizations (Ely et al., 2010). Consequently, organizations need to confirm that the training provides their employees with the change of behavior and performance results to support organizational goals. This article analyzes the evaluation process of Shafer Leadership Academy and makes recommendations for identifying the impact of the training on the behavior and results of participants using Kirkpatrick's evaluation model.

Luis Eduardo Orozco, Ball State University
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment in Online Courses and Programs (AO)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/87227332505

Session: 22S		Wednesday, October 27, 2021	
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

Designing, Delivering, and Evaluating a HIP Capstone Course for Senior Undergraduate Instructional Design and Technology Students

This presentation will describe the process for designing, delivering, and evaluating a HIP capstone course for senior undergraduate IDT students. The capstone course enabled students to demonstrate their mastery of the Instructional Design and Technology knowledge, skills, and abilities they had developed during their academic program. Students were led through an authentic learning experience to solve a performance improvement project for a "real client" and develop their e-Portfolio. Students were empowered to work collaboratively with the client during the course and given the opportunity to showcase their analysis, design, critical thinking, problem solving, communication, collaboration, planning, and evaluation skills.

Holley L. Handley and Tony Tolson, University of West Florida
Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Competency-Based Education and Assessment (CB) /HIPS in the States (HP)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/81565499418

Session: 22T		Wednesday, October 27, 2021	
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

Preparing for a Successful Accreditation Visit: Tangible and Adaptable Planning Procedures

This presentation takes theoretical approaches and links them to practical initiatives for planning and preparing institution-level accreditation materials for review. Research suggests more than 30% of lost time in project management is attributed to wasteful techniques, poor planning, lack of prioritization, or unrealistic expectations. This session seeks to mitigate these barriers by presenting tangible tactics and planning strategies shown to improve efficiencies and complete tasks. Participants will emerge with procedures and key strategies directly related to their institutional accreditation planning needs.

Taylor Boyd and Anca Enache, Grand Valley State University
Presentation Type: 30-Minute Concurrent Session
Audience Level: Intermediate
Primary Track: Accreditation (AC)
Zoom Webinar Attendee Link: https://iu.zoom.us/j/85005749000

Session: 22U		Wednesday, October 27, 2021	
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**

AEFIS Virtual Sponsor Booth

Meet virtually with an AEFIS representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by AEFIS
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83400527448

Session: 22V		Wednesday, October 27, 2021	
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**

Anthology, Inc. Virtual Sponsor Booth

Meet virtually with an Anthology, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Anthology, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/86749788025

Session: 22W		Wednesday, October 27, 2021	
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**

Center for Assessment and Research Studies (CARS) - James Madison University Virtual Sponsor Booth

Meet virtually with a Center for Assessment and Research Studies (CARS) - James Madison University representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Center for Assessment and Research Studies (CARS) - James Madison University
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/83232259852

Session: 22X		Wednesday, October 27, 2021	
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**

Collaboratory Virtual Sponsor Booth

Meet virtually with a Collaboratory representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Collaboratory
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81451930665

Session: 22Y		Wednesday, October 27, 2021	
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**

Crowdmark Virtual Sponsor Booth

Meet virtually with a Crowdmark representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Crowdmark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84778016419

Session: 22Z		Wednesday, October 27, 2021	
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

eLumen Virtual Sponsor Booth
Meet virtually with an eLumen representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by eLumen
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/84050295727

Session: 22AA		Wednesday, October 27, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by National Survey of Student Engagement (NSSE)
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/88191218955

Session: 22AB		Wednesday, October 27, 2021	
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

Nuventive Virtual Sponsor Booth
Meet virtually with a Nuventive representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Nuventive
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85051977197

Session: 22AC		Wednesday, October 27, 2021	
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

Suitable Virtual Sponsor Booth
Meet virtually with a Suitable representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Suitable
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/87509975846

Session: 22AD		Wednesday, October 27, 2021	
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

Watermark Virtual Sponsor Booth
Meet virtually with a Watermark representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Watermark
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/81025384811

Session: 22AE		Wednesday, October 27, 2021	
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.
Presentation Type: Virtual Sponsor Booth - Sponsored by Weave
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/89312175626

Session: 22AF		Wednesday, October 27, 2021	
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, by Concord USA, Inc. Virtual Sponsor Booth

Meet virtually with a Xitracs, by Concord USA, Inc. representative and learn how they can help your institution.
Presentation Type: Virtual Sponsor Booth - Sponsored by Xitracs, by Concord USA, Inc.
Audience Level: Intermediate
Primary Track: Virtual Sponsor Booth
Zoom Virtual Sponsor Booth Link: https://iu.zoom.us/j/85728963903

Pre-Recorded Sessions

Because the Assessment Institute offered complimentary registration and a virtual engagement for its 2021 program, we received a record number of session proposals. To be as inclusive and accommodating as possible—especially during these challenging times—we invited several presenters to consider pre-recording their session and making their content available to 2021 Assessment Institute attendees *prior* to this year's event, held virtually October 24-27, 2021. These pre-recorded sessions complement the more than 300 presentations taking place live during the 2021 Assessment Institute.

Please click on one of the below sessions to view the recordings. Several presenters have also provided handouts to accompany their session. If you have questions for the presenters, please contact them directly using their contact information provided at the end of their presentation.

Session: 01PR	Pre-Recorded Session

Academic Program Review (APR): Meeting the Needs of our Institution and Our Academic Units
The University of New Mexico has recently transformed our APR process with institutional input that includes an internal assessment plan of our processes and services, an external survey with our constituents, steering committee oversight, and academic affairs initiatives. We would like to share and discuss the successes and lessons learned as we have navigated these changes. This includes logistical coordination, data centric reviews, campus involvement, impact of PR's, messaging, feedback, and meeting HLC requirements.
Samuel Hatch and Julie Sanchez, University of New Mexico
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: Assessment Methods (AM)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_94kmxnga

Session: 02PR	Pre-Recorded Session

Putting the AIR-EDUCAUSE-NACUBO Joint Statement on Analytics into Practice
Three higher education associations (AIR, EDUCAUSE, and NACUBO) crafted a Joint Statement on Analytics, a call-to-action to higher education leaders that describes the urgency of a collaborative analytics approach and outlines guiding principles for heightening analytics' role in an institution's strategic efforts. This session will present the Statement and help participants develop ideas for collaboratively moving analytics forward at their own institutions.
Christine Keller, Association for Institutional Research (AIR); Keith McIntosh, University of Richmond; Jason Simon, University of North Texas; and Orkun Toros, University of Texas at Dallas
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Advanced
Primary Track: Institution-Wide Data Collection/Use (ID)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_mnmzg1t8

Session: 03PR	*Pre-Recorded Session*

An Assessment Story: The Common Liberal Arts Experience, Debunking a Misconception

The common liberal arts experience, in the form of general education programs, is an essential feature of American universities. While most educators value general education, many students do not. Students view general education requirements as interfering with their major requirements. We aim to set the story straight using assessment records — is there a disconnect between general education and academic programs? We examined the learning outcomes of the general education program at a liberal arts university and cross-examined them with the learning outcomes of all undergraduate programs. Results will be presented, debunking the misconception, in a compelling assessment story.

Daigo Blanco-Murakoshi, Brian Leventhal, and Yelisey A. Shapovalov, James Madison University

Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: General Education (GE)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_aoeit7py

Session: 04PR	*Pre-Recorded Session*

An Institutional Model to Advance Use of Existing Student Data: A Review of the Student Data Insights Strategy Team

Assessment professionals often face challenges of information siloes and lack of purposeful use of existing data. An innovative Student Data Insights Strategy Team was used to leverage existing research and data across departments and develop tailored, action-oriented recommendations to improve student outcomes. Organized on the theme of supporting low-income students and COVID-19's disruptions, the multi-department strategy team utilized institutional data and follow-up focus group insights to host equity-minded discussions with faculty, staff, and administrators. This session shares methods and best practices for implementing multi-departmental strategy teams to improve data use and equity-minded approaches that reduce siloes and support student success.

Lucas Schalewski and Kendra Thompson-Dyck, University of Arizona

Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Institution-Wide Data Collection/Use (ID)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_ecgilo8o

Session: 05PR	*Pre-Recorded Session*

An Integrative, Multi-Method Approach to Curriculum Redesign

Presenters will outline a comprehensive model for intensive program and course curriculum redesign. A multi-method process used to integrate program and institutional assessment outcomes into revised undergraduate curricula are highlighted. Approaches to ensure alignment between a traditional, face-to-face format and an accelerated, online format throughout the redesign process and beyond are also provided. This documented procedure helps ensure that improvement occurs without compromising quality of curriculum or consistency between delivery formats. The curriculum produced as a result of this approach is fresh, rigorous, and aligned between traditional and online formats. Curriculum and development managers will benefit from learning these strategies.

Dana Hirn Mueller and Julie M. Luker, Concordia University, Saint Paul

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: Institution-Wide Data Collection/Use (ID)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_db02pkic

Session: 06PR	Pre-Recorded Session

Applying Learning Science and Machine Learning to Close Equity Gaps and Improve Career Readiness

In this interactive presentation, we explain how equity gaps can be closed and career-readiness improved 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 machine learning analytic as well as some other assessment methodology successes and failures from two different HSIs. In these examples, participants will be able to critique applied learning science theory as it relates to selected assessments, as well as the methodology used to connect this work to institutional performance indicators. Additional educators contributing to this presentation are Lisa Nagy, Ashley Perguson, Catherine Robert, and Mitchell Strahlman from the University of Texas Arlington, as well as Sandy Kahn, Lisa Gates, and Robyn Saiki from San Diego State University.

Henry Anderson, Marilee Bresciani Ludvik, Kimshi Hickman, Danielle Klein, Amanda Olsen, Catherine Roberts, Pete Smith, University of Texas Arlington; Nina Potter and Stephen Schellenberg, San Diego State University; and Shiming Zhang, University of Texas Houston Medical School

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Advanced
Primary Track: Emerging Trends in Assessment (ET)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_lo3uqcuu

Session: 07PR	Pre-Recorded Session

ArgoNurse Peer Mentoring Program HIP

The ArgoNurse Peer Mentoring Program is a near-peer mentoring program. Senior nursing students are paired with incoming junior nursing students (dyads). Mentor/Mentee dyads are also assigned to a faculty mentor (triad) for support and trouble shooting. The mentoring program aims to provide the mentoring dyad with a mentoring toolkit; mentor/mentee training, and faculty mentors to support a positive transition to nursing school and to foster meaningful connections between junior and senior ArgoNurses. This program is designed to enhance an overall positive collegiate experience through engagement in diverse activities that foster cognitive and psychosocial development.

Angela C. Blackburn, Brandy Strahan, Tina Taylor, and Karen White Trevino, University of West Florida

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: General Education (GE)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_5jrd1qrz

Session: 08PR	Pre-Recorded Session

Assessing Affective Learning Outcomes in Online Environments

The Griffith University Affective Learning Scale (GUALS) developed by Rogers et al. (2018) was used to assess online course data. This session will incorporate assessment data from two online cohorts of doctoral students and a professional certification MOOC. As recent politically-charged events have demonstrated, higher education institutions cannot afford to continue graduating and certifying valueless leaders. This presentation responds to research calls from Hansen, 2019; Hundley et al. 2019; Norris and Weiss, 2019; and Zahl et al. 2019 to respectively: assess growth mindsets, and to integrate affective learning outcomes based on reflection and introspection, transdisciplinary learning and assessment, and measurements of attitudes, skills and values unique to professional roles.

Joseph D. Levy, National Louis University; and Vince Nix, Lamar University; Misty Song, Abilene Christian University; and Muzhen Zhang, Northwestern University

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment in Online Courses and Programs (AO)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_zdcrkj1d

Session: 09PR	Pre-Recorded Session

Assessment for Data Geeks: Applying Business Intelligence, Relational Databases, and Dashboard Reporting to Assessment

This session will examine learning outcomes assessment in academic programs from the perspective of a data analyst and business intelligence engineer. How are the alignments between course assignments and learning outcomes - whether internal or accreditation standards - documented in a database-friendly format? How can these relationships be combined with performance from learning management systems to describe results? How can dashboard software assist in putting the pieces together to make reports that are interactive, automated, and manageable? These questions will be explored in a practical session focused on the intersections between assessment and business intelligence.

Nate Flint, National Louis University
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Use of Technologies in Assessment (UT)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_oijmeddp*

Session: 10PR	Pre-Recorded Session

Weaving A Web: Building A Culture of Assessment

This interactive session will share the case of a private, urban, religiously affiliated institution and our efforts to develop a culture of assessment. This grassroots effort by leaders of various academic and co-curricular units has cultivated a web-like network that connects seemingly disparate units through discussing best practices, sharing findings, and taking action collaboratively. Presenters will share challenges and tools for engaging in this work to build or enhance a culture of assessment at your institution. Participants will have the opportunity to reflect and discuss specific experiences from their campuses as the presenters share examples from their case study.

Betsi Burns, Shannon Howes, Jessica Mansbach, Rachel Shefner, Stacy Wenzel, and Hilary Zimmerman, Loyola University Chicago
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Leadership for Assessment (LA)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_6m6kauzh*

Session: 11PR	Pre-Recorded Session

Assessment in the Time of COVID-19: Leveraging Technology and Faculty Engagement for Successful Assessment Practice During Remote Learning

General Education Assessment programs balance the collection of extensive data with limited resources. During the COVID-19 pivot to remote learning, assessment continued, but new approaches to existing technology resources were necessary. With support and engagement from faculty, student work was collected directly from the Learning Management System and shared through cloud-based document storage. Electronic data collection greatly reduced the time necessary to analyze data. Outcomes attainment information was available to faculty within weeks promoting near real-time feedback to inform course-level intervention plans. Participants will learn about this step-wise approach to streamlining assessment.

Karen Beck, Glenda Breaux, and Elizabeth A. Shrader, Community College of Baltimore County
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Use of Technologies in Assessment (UT)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_39bk8myz*

Session: 12PR	Pre-Recorded Session

Assessment of Preclinical Courses in Preparing International Dentists for Clinical Trainings in the U.S. Dental School

Historically, candidates were accepted into the International Dentist Program based significantly on performances on the bench test. Then, Summer Intensive course was another 6-week intensive course to train the students. With COVID-19 pandemics, the bench test was not feasible in 2020. Concerns in readiness were raised. The course proactively started in Spring to allow more time and smooth transitioning into clinics. Feedback through CourseEval in the past 3 years will be used to compare the effectiveness of the courses to prepare them for all clinical competencies. Data will be collected for future enhancement of course effectiveness.

Sopanis Cho, Ashok Das, and Sean Stone, Indiana University School of Dentistry
Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: Competency-Based Education and Assessment (CB)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_tcl7s8jr*

Session: 13PR	Pre-Recorded Session

Better Data for Better Decisions with the Postsecondary Data Partnerhips

The National Student Clearinghouse has a long tradition of being higher ed's trusted data partner. This session, will take an engaging look into the "future is now" direction of the Clearinghouse's innovative services designed to support Higher Education through this era of digital transformation. In particular, we'll explore the Postsecondary Data Partnership, or PDP, a nationwide effort to help colleges and universities gain a fuller picture of student progress, meet various accreditation requirements, and help students progress and complete. This session will explore the PDP dashboards through cases that explore identification of equity gaps, and assess the impact of reforms.

Ken McVearry and Lisa Stich, National Student Clearinghouse
Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Diversity, Equity, & Inclusion (DV)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_3efb8kce*

Session: 14PR	Pre-Recorded Session

Broadening the Lens: Capturing Co-Curricular Learning Experiences

Co-curricular experiences reinforce the institution's mission and values, while helping students gain applicable knowledge outside of a formal classroom setting. For online learners, engagement in co-curricular campus experiences can be limited by geographic access and time constraints. As more students are attending classes virtually, an opportunity exists to engage students in online co-curricular activities and assess the learning. This session identifies challenges, opportunities, and measures addressed to assess learning in online and on-campus activities that occur outside of a classroom setting.

Alisa V. Fleming and Sam Rodriguez-Flores, University of Phoenix
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_nv3rwa7r*

Session: 15PR	Pre-Recorded Session

Build it Right the First Time: Modeling Survey Data for Business Intelligence (BI) Tools

Over the past decade, business intelligence (BI) applications have emerged as powerful tools for sharing and visualizing assessment results. There are countless data visualization resources, but there are few guides for the structuring of survey data for use in for BI tools. Analysts accustomed to building visualizations based on "flat files" often struggle when asked to visualize or present data using BI software. This session will guide participants through the data modeling process for a typical survey using Microsoft Power BI. Interactive knowledge checks will allow participants to test their understanding and resolve misconceptions.

Betty J. Harper, Shannon Lee, and Carly Sunseri, The Pennsylvania State University

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Institution-Wide Data Collection/Use (ID)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_nqlwm2y4*

Session: 16PR	Pre-Recorded Session

Building a Better Exam: Using Educational Theory to Standardize Assessment Construction and Review Processes

Assessments should be valid and reliable. This is challenging when there are multiple authors with various levels of expertise creating assessment items. We created a pilot to operationalize established best practices into a workflow to streamline assessment creation and bring uniformity to the process utilizing past student performance. Job aids and additional supports were provided to faculty. Data were collected on creation time, blueprint consistency, performance, and post-assessment item adjustments before and after initiation. By placing emphasis on an educationally sound approach to assessment creation and review, faculty can confidently build assessments based on past-item performance and intentional proactive review.

Sarah E. Raake, Benjamin C. Stephens, and Kimberly K. Daugherty, Sullivan University College of Pharmacy and Health Sciences

Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Beginners
Primary Track: Use of Technologies in Assessment (UT)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_hvf9g6jq*

Session: 17PR	Pre-Recorded Session

Using Student Self-Assessment as a First-Year Transition and Retention Tool

In the restructure of a first-year seminar course, a new tool was implemented for students to conduct a self-assessment of their transition to college. The TIGA (Tiger Intrusive Group Advising) assessment was created as a way for intervention strategies to be implemented and students to be connected to resources based on their own self-assessment in their transition experience. Strengths and weakness of this approach will be discussed, and an example survey template and communication timeline will be shared. Participants will engage in a discussion on developing strategies to bring students into assessment and retention practices on their own campuses.

Amanda L. Martin, Louisiana State University

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_cr2xtgrn*

Session: 18PR	Pre-Recorded Session

Cathartic Assessment: Discussion-Based Planning and Reporting during a Pandemic

In an era of budget cuts, heightened faculty fears over the future of programs, and more enrollment questions than normal, Jacksonville University decided to design and implement a discussion-based approach to assessment for the 2020-2021 academic year. This decision—which was made to minimize the bureaucratic feeling of sending out templates and providing deadlines—has led to enhanced faculty and staff understanding of assessment without the stress of prolonged back and forth reviews and evaluations. Moreover, and, in this case, more importantly, the discussion-based approach has led to expressions of cathartic relief.

William Miller, Jacksonville University
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_mlg5s6r4

Session: 19PR	Pre-Recorded Session

Community College Students Deriving Value from a First-Year Seminar

In a case study aimed to better understand how community college students perceived a first-year seminar curriculum designed with the following four steps: reflect, visualize, write, and plan, students recorded instances of perceived personal growth and skill application through writing assignments. Students also incorporated visual mediums in response to photo prompts specific to this study. Assignments of 16 student volunteers were collected and analyzed from two virtually delivered sections for which I was the instructor. Of the 16 participants, nine took part in a voluntary interview about their experience at the end of the term.

Claire Maxson, Ivy Tech Community College
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: Community Colleges (CC)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_wuhf9dh7

Session: 20PR	Pre-Recorded Session

Competency-Based Theological Education: Key Transferable Principles Emerging from a Single Case Study

Competency-based education (CBE) continues to gain interest among the academy and policyholders, with a hope that CBE will respond successfully to many challenges faced by postsecondary educational institutions. Theological institutions are finding their niche, referring to the educational philosophy as Competency-Based Theological Education (CBTE). Little research has been conducted on CBTE. This session will share transferable principles that were discovered through a single-case study exploring the perception of and experience with CBTE among selected senior administrators, faculty, and students of a Masters of Divinity program at a Christian, faith-based seminary located in North America.

Karla L. McGehee, New Orleans Baptist Theological Seminary
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: Competency-Based Education and Assessment (CB)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_tb8qbwgr

Session: 21PR	Pre-Recorded Session

Course Snapshot Tool: A Curriculum Review Process

This session will describe Course Snapshot, a tool that regularly tracks course trends and modifications, with the goal of maintaining and improving curricular content and adapting to student learning needs. The process involves instructors completing an online survey following each term identifying course content updates, topic overlaps, gaps, and learning activities. Course strengths and assessment activity trends are explained. Course evaluation themes and use of student feedback are recorded. A committee reviews reports to identify program trends and recommend changes to appropriate stakeholder groups. This session will facilitate discussion on ways to adapt and improve this process in other programs.

Beth Janetski, Beth Martin, Emily Tarter, and Denise L. Walbrandt Pigarelli, University of Wisconsin-Madison School of Pharmacy

Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Emerging Trends in Assessment (ET)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_bmddubo3

Session: 22PR	Pre-Recorded Session

Creating, Implementing, and Assessing a Community College General Education Curriculum

Community College of Beaver County (CCBC), a small, rural community college, spent three years developing and implementing a comprehensive general education curriculum. This session presents the process CCBC used to achieve this goal through a step-by-step approach that emphasizes three phases: creation, implementation, and assessment. This step-by-step approach makes CCBC's plan easily adaptable to any institution of higher education that is exploring how to update, embed, and assess general education competencies across courses and programs—even in the middle of a global pandemic!

Katie Thomas, Community College of Beaver County

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: General Education (GE)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_q1q6b4et

Session: 23PR	Pre-Recorded Session

Dashboards: A Means to Discovering and Reporting Vital Insight into the Student Learning Experience

Mastering data is one of the great challenges in Higher Education. Indiana Wesleyan University has been on a journey to provide program leaders with clean, clear, and accessible data to inform the program review process. After spending a year evaluating procedures and practices, the program review process has been recrafted. Gone are the countless hours sifting through spreadsheets and reports created from the university survey system. Dashboards are at the center of the new process. Program leaders no longer have to request special reports or wait on data to be analyzed. Time can now be spent on understanding the student learning experience and measuring student's success in meeting outcomes. Participants will discover the steps Indiana Wesleyan University has taken to streamline processes and improve the ability of faculty to gain insight into the student learning experience.

Connie Crump, Becky Hartley, and Aaron Metzcar, Indiana Wesleyan University

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Use of Technologies in Assessment (UT)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_ncl25pvp

Session: 24PR	Pre-Recorded Session

Data Pathways: Innovative Strategies for Visualizing and Interpreting Assessment Results

Georgia Southern University has a wealth of meta-assessment data collected through the annual peer-review of academic program and core course assessment documents. Over the past two years, the Office of Institutional Assessment and Accreditation has progressed from rudimentary tracking of peer-review scores and trends to more nuanced and sophisticated analyses of distributions. Unique and innovative data visualizations highlight progress and opportunities for growth supporting targeted decision making for resource development and allocation. This model can be adapted to academic or administrative assessment data at the course, program, or institutional level.

Delena Gatch, Jaime O'Connor, and Brad Sturz, Georgia Southern University

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Institution-Wide Data Collection/Use (ID)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_31plfoyt

Session: 25PR	Pre-Recorded Session

Designing Adaptable Classroom Assessments

How can we design classroom assignments that accurately assess learning and are flexible in times of emergency? Adaptable assessment design accomplishes this by allowing students to demonstrate learning utilizing their strengths. This separation of assessment of content from assignment structure lowers external barriers, minimizes confounding variables, and is particularly important for marginalized students. Adaptable assessments also provide flexibility in times of crisis, because they are focused directly on learning outcomes and can, therefore, take different forms based on the current circumstances. This session demonstrate how adaptable assessment design can be used to design effective and engaging learning activities and assessments.

Suzanne Wakim, Butte Community College

Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: Assessment in Online Courses and Programs (AO)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_fytm2a4t

Session: 26PR	Pre-Recorded Session

Designing Collaborative Assessment that is Inclusive and Actionable

In this session, attendees will discuss how relationship building is critical to assessment efforts in higher education. This interactive session will introduce and discuss our guiding framework, the Collaborative Assessment Model (CAM). CAM emphasizes the interpersonal and situational contexts where data are envisioned, collected, analyzed, and applied. Leaning on realist evaluation frameworks and situational management theories, CAM is positioned to assure assessments meet four central standards. Namely that assessment is 1) Aligned, 2) Actionable, 3) Inclusive, and 4) Sustainable. Attendees will discuss examples of CAM practices at Yale, and then examine and identify next steps in their own work.

Meghan Bathgate and Jennifer Claydon, Yale University

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: Emerging Trends in Assessment (ET)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_3e9j1bce

Session: 27PR	Pre-Recorded Session

Weekly Learning Outcomes: Transforming Student Experience

Weekly Learning Outcomes. We as educators take them seriously. We consider student learning targets, think about Bloom's Taxonomy, map to the weekly assessments, draft language that is measurable, clear and concise, yet often, Weekly Learning Outcomes are overlooked by students as meaningless high browed blathering. No more! We have cracked the code! Learn how we have built a weekly "Target" that not only upholds our institution's Weekly Learning Outcomes standards, but is actually considered a crucial part of weekly learning by students who now use them to guide their own learning paths. It's a win/win for the learning community!

Tracy Marshall, Walsh College
Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment in Online Courses and Programs (AO)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_edyvnq7e*

Session: 28PR	Pre-Recorded Session

Early Alert: From Black Box to Collective Understanding

Early Alert is a referral practice to help support students experiencing academic struggles in their courses. We have been utilizing the practice for over a decade and yet faculty and staff never knew how it works, why we do it, and if it is really helping. Through the use of tableau dashboards and inter-institutional collaboration, we are finally able to take a critical look at outcomes. Join us to learn how the wide use of data enabled discussions around the equity and efficacy of Early Alert and how collectively we found areas for improvement to better support students.

Erika Larson, Laura Perrigo, and Ian Whitman, University of Colorado Denver
Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Institution-Wide Data Collection/Use (ID)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_8hzxc161*

Session: 29PR	Pre-Recorded Session

Using Program Reviews to Plan Strategic Improvements for an Office of Assessment and Accreditation

Program Review is an important mechanism toward continuous improvement. However, at many institutions, program reviews are only completed by academic departments. In this session, we describe our process for units that do not provide direct instruction to students and share a case study of how the process informed improvements for the Office of Assessment and Accreditation. Participants will leave with a model for adopting a program review process to non-teaching units and ideas of ways to incorporate feedback from external evaluators to improve the functioning of offices of assessment and accreditation.

Karen E. Singer-Freeman and Christine Robinson, University of North Carolina at Charlotte
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Accreditation (AC)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_2yf22dl9*

Session: 30PR	Pre-Recorded Session

When One Assessor's "Great" is Another Assessor's "Okay": The Value of Building an LMS-based Assessor Calibration System

"I know exceptional work when I see it," is a mentality that often runs afoul of efforts toward calibration. Defining what specifically denotes exceptionalism from mediocrity is a challenge, especially for student learning outcomes with numerous assessors. Creating online training courses for assessors allows for explicit transmission of student learning outcome definitions, communication of the common indicators of proficiency, practice of calibration activities, and promotion of social moderation among the assessment community. While exploring the use of Canvas (or another LMS) for calibration purposes, this presentation will explain how to recognize calibration concerns, support well-defined solutions, and create effective calibration activities.

Colleen J. Karnas-Haines, University of North Carolina at Charlotte
Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Use of Technologies in Assessment (UT)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_2tc7dc45*

Session: 31PR	Pre-Recorded Session

Engaging in Outcomes-Based Program Review that Connects to Institutional Performance Indicators

Outcomes-based program review (OBPR) is important, and when done well, it can inform meaningful decisions and prioritize limited resource re-allocations during economic downturns. The COVID-19 pandemic and resulting economic downturn has upended much of how we work within higher education. As such, what does OBPR look like now? How can it be leveraged to inform improvements needed to change the direction of your institutional performance indicators, close equity gaps, and inform reallocation of resources? This session presents several OBPR models that participants will explore and critique, thus creating an opportunity for them to refine or affirm their own institutional practices.

Marilee Bresciani Ludvik, University of Texas Arlington
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Advanced
Primary Track: Assessment in Online Courses and Programs (AO)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_n4396q50*

Session: 32PR	Pre-Recorded Session

Establishing a More Robust and Equitable Process for Peer Reviews of Teaching

As research continues to support rampant bias in standard end-of-course evaluations (SETs), institutions are struggling on how to respond. One response is to reduce the emphasis on SETs for reappointment, promotion, and tenure decisions and rely more heavily on peer reviews of teaching. However, many peer review programs lack the rigor and consistency necessary to be meaningful and reliable. This presentation reviews the literature on bias in SETs and describes a process for establishing more effective peer review of teaching programs.

Michelle Bartlett and Diane D. Chapman, North Carolina State University
Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Faculty Development (FD)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_2grz30fy*

Session: 33PR	Pre-Recorded Session

Evaluating Essential Chemistry Laboratory Skills Utilizing Shimadzu Instruments: A Novel Partnership Driving Student Success at Walsh University

Walsh University's new collaboration with Shimadzu and the utilization of new instruments in the integrated laboratory course enhanced student learning and achievement in chemistry. Assessments were designed to evaluate students' competency in discipline specific skills, particularly focusing on program learning outcomes for demonstrating knowledge of the structure of materials. The assessment data showed that students exceeded the standard in the utilization of the analytical instruments for the structural, material, or trace element analysis through Pyrolysis GC-MS, DSC, FTIR, and ICP. This evaluation is critical to our 5-year assessment plan and results indicate student growth and success in chemistry.

Amy J. Heston and Timothy J. Smith, Walsh University
Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: STEM Education (SE)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_hicfsdqh

Session: 34PR	Pre-Recorded Session

Excavating Assessment Data: Digging into Student Artifacts

Assessing student learning is an important element of institution-wide assessment. One approach is to conduct double-blind reviews of student artifacts to assess mission critical competencies. This session will provide institutions with a framework for conducting similar assessments regardless of student levels, modalities, and programs of study. First, we will explore the value of assessing students in this way, then we will explain how to select valid and relevant assignments. In the interactive portion of our session, we will walk through how we approach the vetting assignments and then wrap up with the next steps in our process.

Sonya Berges and Sarah Parker, Grand Canyon University
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: Institution-Wide Data Collection/Use (ID)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_tgpvq797

Session: 35PR	Pre-Recorded Session

Seven Ways to Get Your Assess in Gear: Engaging Your Institution in Assessment

Need new ways to get your community to feel positive about assessment? At Glendale Community College in Arizona, we "Get Our Assess In Gear" to create strategies to engage our community in assessment. Drop in on a conversation with GCC's assessment leaders about our successful implementation of seven of these strategies. Be prepared to asynchronously engage in the conversation and with other attendees by posting to our shared Padlet your plans to adapt our strategies or your recommended engagement practices. Access the slide deck, which includes the Padlet link, here: https://tinyurl.com/21gccai.

Caryn Bird, Julie Morrison, Pam Nelson, and Krysten Pampel, Glendale Community College, AZ
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Leadership for Assessment (LA)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_j431e7cm

Session: 36PR	Pre-Recorded Session

Extended Assessment Cycle as a Catalyst for Connecting Assessment Results with Curricular Improvements

Pursuing better connections between assessment results and curricular improvements, Clemson University's College of Agriculture, Forestry, and Life Sciences piloted an extended 3-year assessment cycle that gave faculty more time to identify trends, share results with relevant groups, and implement strategies to improve. This session will (a) describe how the new approach was implemented; (b) share initial impacts on relationships among assessment coordinators, teaching faculty, and curriculum committees, and; (c) discuss lessons learned along the way.

Kayla Steele Payne, Clemson University
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Emerging Trends in Assessment (ET)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_zc17rfok*

Session: 37PR	Pre-Recorded Session

From Emergency Innovations to a New Possibility: Comparing In-Person and Online Assessment Training for New Assessment Practitioners

When a pandemic hits, one must be creative when facilitating programs, including facilitation of professional development opportunities. In this session, we discuss the transition from facilitating an in person to a completely online weeklong assessment workshop. We then provide a brief overview of pre and post-test assessment results, comparing effectiveness of the in-person and online workshops. We end with lessons learned and ideas for the future of a specific assessment training offered by James Madison University, Assessment 101. Participants will engage in conversation about strengths and benefits of in-person vs. online assessment training.

Keston H. Fulcher, Jemma King, Chris Patterson, and Yelisey Shapovalov, James Madison University
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment in Online Courses and Programs (AO)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_4z7zwstk*

Session: 38PR	Pre-Recorded Session

Grading, Evaluating, Assessing Academic Writing: Know the Distinctions

Grading, evaluating, and assessing writing each call for a unique and specific set of skills to perform these tasks competently. Whether one teaches or works in administration, gaining better appreciation for the art and science of these tasks can deepen appreciation for their unifying role in contributing to institutional effectiveness. Additionally, better understanding about the distinctions in these tasks can inform more meaningful professional development initiatives.

Robert McTyre, Spring Arbor University
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_fgx4ya2u*

Session: 39PR	Pre-Recorded Session

HIPs and COVID-19 Across The Texas A&M University System

This session offers participants a glimpse into HIPs across The Texas A&M University System, as well as approaches to addressing common challenges and barriers related to delivery and assessment of HIPs in online and/or hybrid modalities.

David Allen, Texas Christian University; John Gardner, Prairie View A&M University; Shonda A. Gibson, The Texas A&M University System; Elizabeth Patterson, Texas A&M University - Texarkana; and Laurie Sharp, Tarleton State University

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Leadership for Assessment (LA)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_dbfa61d9

Session: 40PR	Pre-Recorded Session

How Leaders May Drive or Crash Assessment

Leaders often manage assessment practices through the monitoring of data collection rather than the monitoring of completed assessment cycles. The common misstep can lead to data fatigue, data dumping, and the inability to move strategic initiatives forward using true data informed practices. Through this presentation, participants will better understand how to lead their team toward identifying and explaining what data is important, inventory and prioritize data based on strategic initiatives, and understand and implement monitoring of completed assessment cycles.

Kimberly Paddock-O'Reilly and Lee Van Dusen, Logan University

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Leadership for Assessment (LA)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_fzrdb9hg

Session: 41PR	Pre-Recorded Session

When Student Learning Outcomes Aren't Enough: A Case Study about Staff Learning

During this session, a case study will be presented to demonstrate how one department built staff learning outcomes and a survey instrument to assist leadership in addressing gaps in staff learning. The learning outcomes were built on CAS Standards, ACPA/NASPA competencies, transformational leadership theory, and student development theory (Chickering's Seven Vectors). The information garnered from the survey allowed departmental leadership to pinpoint in which areas staff need additional training and which factors contribute to staff satisfaction or dissatisfaction.

Bema Kyeadea-Amponsah, Pennsylvania State University; Janel Esparza, Long Beach State University; and Jacquelynn Thomas, University of California, Berkeley

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_a5awkt4b

Session: 42PR	Pre-Recorded Session

Ideation, Creation, and Implementation: Using Excel to Visualize Institutional Data and Inform Improvement

Student data is abundantly available to university administrators, and many have vested interests in understanding the insights derived from institutional data. However, too often, the data collected from extensive administrative effort goes underutilized. To understand the dynamics of student learning and success, we walk through, from inception to rollout, how we created an interactive Excel dashboard that visualizes and connects student learning with student experiences and success at multiple institutional levels (e.g., college, department, major, cohorts). Specifically, we elaborate on our rationale for creating the dashboard and discuss why and how we used the Microsoft Excel platform.

Joshua Acosta, Katie Boyd, and Ana Kriletic, Auburn University
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: Institution-Wide Data Collection/Use (ID)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_iklulc70

Session: 43PR	Pre-Recorded Session

Impact of DHFYE on Student Retention, Persistence, and Graduation at CSU, Dominguez Hills

First-Year Experiences for students provide access to a network of numerous support systems that work collaboratively with their advising home to provide a foundation of support. Our Dominguez Hills First-Year Experience has been scaled up for the past 3 years. Our evaluation of key components and activities for first-year programs provides an overview of our successful implementation, some with varying degrees of challenges. Retention data shows that year-to-year retention was higher for first-year student participants, compared to other freshmen group cohorts.

Maria Grandone and Alma Melena, California State University, Dominguez Hills
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Institution-Wide Data Collection/Use (ID)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_vttra85n

Session: 44PR	Pre-Recorded Session

Increasing Graduate Recruitment in a Virtual Landscape

To increase graduate recruitment at the IU Richard M. Fairbanks School of Public Health, the marketing team developed and implemented a cross-functional marketing strategy that utilized the strengths of a fully virtual academic experience. The strategy included email, virtual information sessions, paid social media advertising, web updates, and paid search engine marketing. While the pandemic has shed light on and piqued interest in the field of public health, increasing the visibility of our academic programs and the public health careers they can lead to ultimately makes the discovery process easier for potential students. As a result of these efforts, FSPH graduate headcount has grown 18% within the past year.

Amanda Briggs and Adrianne Robertson, IU Richard M. Fairbanks School of Public Health (at IUPUI)
Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_qkdhaeoj

Session: 45PR	Pre-Recorded Session

Inquiry-Based Assessment Practices for Academic Programs

This session will describe how academic programs can use inquiry-based research projects for program assessment. The session will build on the work of "data labs" from the Bonner Center for Civic Engagement and the Center for Inquiry at the University of Rochester and Wabash College to demonstrate how programs can evaluate student learning through open-ended inquiry. This session will provide strategies and examples of inquiry-based assessment that can be used in your academic program.

Lirim Neziroski, Prairie State College
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Emerging Trends in Assessment (ET)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_1doxaq9w

Session: 46PR	Pre-Recorded Session

Investigating Longitudinal Growth of Students' Information Literacy Skills

First-year students traversing our general education program must satisfy an information literacy requirement by completing a high-stakes assessment. By randomly sampling first-year students to complete a version of the exam and re-assessing the same group their sophomore year, we track student learning over time throughout their general education experience. During this session, we present the results of a study in which we determine if students' information literacy skills improve over time to show long-term learning gains. Furthermore, we discuss the benefits of a longitudinal assessment design and how to calculate and interpret question-level statistics to assess instructional sensitivity.

Riley K. Herr and Brian Leventhal, James Madison University
Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Competency-Based Education and Assessment (CB)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_041mg3wz

Session: 47PR	Pre-Recorded Session

Leadership and Collaboration: Key Ingredients for Successful Program Assessment

COVID-19 only delayed the implementation of a year-long program assessment process within one College of Education. One goal of our recommended annual cycle was to develop sufficient capacity for assessment and improvement. We will share findings and how we used these data to improve student learning. We will also share how we attempted to reward, recognize, and promote assessment in our college.

Colleen S. Mulholland and Stephanie L. Schmitz, University of Northern Iowa
Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: Leadership for Assessment (LA)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_lm55d839

Session: 48PR	Pre-Recorded Session

Leadership in Assessment on Your Campus

Assessment involves all programs, all departments, everything that goes on at the institution. And the assessment department is usually a small number of individuals who gather all the information needed to document the assessments. So are those individuals the "leaders" of assessment on campus? By default, yes they are. But how can leadership skills be used by these individuals to enhance the value of the assessment systems? Join us as we discuss specific actions and activities that can be used by assessment leaders to engage more of the faculty, staff, and students for a fuller, more enriched assessment program.

Patricia Butterbrodt, Lincoln Memorial University - College of Veterinary Medicine
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Leadership for Assessment (LA)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_fkwan52y

Session: 49PR	Pre-Recorded Session

Lessons Learned from 5 Years of General Education Assessment at a Community College

Assessment of the General Education program at Delta College has undergone significant transformation in the past five years. Delta College is a community college serving 10,000 students annually, in academic transfer and career programs. Delta College has developed an integrated general education model that is embedded in all degrees, instead of the traditional distributed model. This session will address common problems and share solutions that have been implemented to create a sustainable faculty led college-wide assessment plan. We will share our outcomes, assessment methods, results, and lessons learned from a completed assessment cycle and recent re-accreditation by the Higher Learning Commission.

Maureen Donegan, Micheal Faleski, and Natascha Rivet, Delta College
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: General Education (GE)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_c3nux4ej

Session: 50PR	Pre-Recorded Session

Lessons Learned through Revising Institutional and General Education Outcomes, Assessment Rubrics, and Software Simultaneously

The presentation will describe one university's general education change journey, the decision making process, change management strategies, and insights gained focusing on improvements in institution-wide assessment methods and tools.

Glynis Bradfield, Laura Carroll, and Anneris Coria-Navia, Andrews University
Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: General Education (GE)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_ju4epe5w

Session: 51PR	Pre-Recorded Session

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 cycle for assessment.

Paul J. Antonellis, Jr. and Laura Douglass, Endicott College
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_vnqjgxsf

Session: 52PR	Pre-Recorded Session

Leveraging Existing Technologies and Faculty Expertise to Build Learning Outcomes Assessment Momentum and Culture

The University of Utah's Office of Learning Outcomes Assessment (LOA) has developed a learning outcomes assessment workshop series that features four different faculty members every semester. At the same time, we have built, in collaboration with our office of Teaching and Learning Technologies, an assessment system leveraging application programming interfaces (API's) in our curriculum and course management systems that helps make the work of assessment easier for faculty. The presentation will focus on how these two efforts over the past 4 years have begun to create a culture of assessment ownership on our campus.

Mark E. St. Andre, University of Utah

Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: Leadership for Assessment (LA)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_3d9dzf0l

Session: 53PR	Pre-Recorded Session

Low Cost but High Impact: Data Visualizations and Analytics on a Budget

SUNY Oswego launched a new data visualization initiative in 2020 to help monitor the graduate enrollment process and measure the impact of digital marketing expenditures. This initiative produced cost-effective data connectors to multiple data sources and interactive visualizations/dashboards, which led to valuable discoveries and an increase in professional staff productivity. We'll share strategies, tactics, and lessons learned from this initiative as well as a roadmap for where our journey is going next.

Rick Buck, Pranay Chapagain, and Christine Clay, State University of New York at Oswego

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: Institution-Wide Data Collection/Use (ID)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_2vj3eh9d

Session: 54PR	Pre-Recorded Session

Making Major Decisions: Effect of a First-Year Seminar for Exploratory Students on Major Declaration

Exploratory students enter college without a declared major but are actively searching for one that best fits their values, interests, and skills. A first-year seminar (FYS) was created for exploratory students that provided them with guided support in their major exploration process. This session investigates the effect of a FYS for exploratory students on major declaration in the first year via their change in major certainty over the course. Factors influencing their major declaration were examined using multiple logistic regression. Findings show that change in major certainty is a significant predictor for major declaration within the first year.

Cassandra R. Kepple, Dawn Y. Matthews, and Juanita Washington, Florida State University

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_dx3tezgs

Session: 55PR	Pre-Recorded Session

Miscommunication in Healthcare: A Policy Analysis

Accreditation agencies refer to undergraduate students within medical education as medical students, and accreditation agencies for graduate medical education refer to graduate students as residents, and both have varying communication competencies for the students. Both agencies have added communication competencies due to research in communication, yet with the competencies being added, no direct assessment of outcomes are defined.

Ramona Dorough, UT Southwestern Medical Center and University of Texas at Arlington

Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: General Education (GE)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_zul6bboh*

Session: 56PR	Pre-Recorded Session

Newly Improved: Transitioning Assessment Reporting to the Nuventive Improvement Platform

In 2019, A&M-Commerce underwent an exploratory process of collaborating with campus assessment partners to research and select an online assessment tool for use in collection of annual outcomes assessment reporting. After selecting the Nuventive Improvement Platform, the IER team worked closely with Nuventive to configure their assessment solution into a platform that would increase the efficiency of annual reporting while also introducing an enhanced element of quality review. After one cycle of implementation, immediate gains in efficiency were noted at A&M-Commerce, and additional opportunities to use the platform to address quality improvement can be identified.

Mary Rosene, Alison Soeder, and Tracy Stewart, Texas A&M University-Commerce

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Institution-Wide Data Collection/Use (ID)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_090otegd*

Session: 57PR	Pre-Recorded Session

Outcomes-Oriented Goal Writing for the Assessment of Administrative and Academic Support Services

Assessment professionals often work with university staff to assess the work of administrative and academic support services, but it can be challenging to write goals which truly reflect quality improvements rather than simply tasks completed. Facilitators in this workshop will share a taxonomy of goals developed to suggest a range of categories of possible quality improvements. They will discuss a method for writing outcomes-oriented goals for annual assessment that focus on the desired impact or quality improvement a unit would like to see as a result of its actions rather than merely describing the work that they do.

Mary Rosene, Alison Soeder and Tracy Stewart, Texas A&M University-Commerce

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Institution-Wide Data Collection/Use (ID)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_wmab263t*

Session: 58PR	Pre-Recorded Session

Photovoice as an Innovative Assessment Tool: Giving Voice to Students During the Pandemic

In Spring 2020, COVID-19 required universities to pivot and adopt alternative methods of instruction and delivery of student services and programming. By necessity, decisions were often made swiftly and with little input from students. To understand the diversity in students' experiences, the California State University, Long Beach launched a Photovoice project in which over 600 students documented through photographs and narratives how the pandemic, campus services, and altered instruction are affecting them. This presentation not only outlines findings from our project, but also provides instructions for using Photovoice as an assessment tool to give voice to students.

Stevie De La Fuente, Beth Manke, and Grace Ocular, Brian Trimble, California State University, Long Beach

Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Use of Technologies in Assessment (UT)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_kp0j7uvk*

Session: 59PR	Pre-Recorded Session

Planning for Automating Outcomes in Canvas

The year our university switched to Canvas as our LMS, the College of Arts and Sciences piloted converting outcomes collection from a manual process to an automated process through Canvas. In the year-long process, we partnered with stakeholders across campus and learned how to transform our outcomes. In addition to the collection and collation process, we were able to work toward consistency in assessment across formative and summative levels, as well as across disciplines. In this session, we will discuss who we needed to talk to, which questions we needed to ask, and what materials we needed to develop.

Katherine B. Cottle, Gabrielle Gaul, and Lucia Nemeth, Wilmington University

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment in Online Courses and Programs (AO)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_ymxl3z23*

Session: 60PR	Pre-Recorded Session

Playing the Long Game: Using Communication Skills and Strategies to Create a Culture Which Embraces and Celebrates Assessment

Often campus-wide assessment initiatives and plans can seem authoritarian and prescriptive in nature, leading to resistance from stakeholders and an overall negative campus culture. This organizational leadership approach can hinder the overall goal of improving student learning. However, there can be other leadership styles, skills, and strategies applied to transform negative campus cultures into ones that actively embrace and engage assessment goals. This session will present organizational and strategic communication skills that can be implemented to further the goals of assessment programs and assessment leaders.

Sheri Barrett and Ashley Vasquez, Johnson County Community College

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Leadership for Assessment (LA)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_a0wqnrl4*

Session: 61PR	Pre-Recorded Session

Practice What We Preach - Assessment Mindset and Accreditation Visits

Ferris State University's accreditation by the Higher Learning Commission was successfully reaffirmed in 2020-21. Implementing strategies within an assessment cycle framework, Ferris utilized a process grounded in transparency, collaboration, and continuous improvement to execute the reaffirmation process. This session will describe the process developed, including campus mobilization, evidence identification and evaluation, communication strategies, and more. Participants will examine how their institutional culture and technologies can be leveraged to develop successful reaffirmation processes. Lessons learned through an assessment mindset will highlight how participants can positively impact continuous improvement on their campus while meeting HLC criteria...and having fun along the way!

Jeff Ek, Jennifer Hegenauer, and Mandy R. Seiferlein, Ferris State University

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Accreditation (AC)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_6vpezb9c*

Session: 62PR	Pre-Recorded Session

Silo Busting: Equity and Inclusion as Drivers -- An Interdisciplinary Assessment Approach Using Transparency in Teaching and Learning (TILT)

When considered within an institutional framework of faculty development, the assessment of student learning with inclusion and equity as drivers position the TILT framework as an effective and sustainable method that optimizes both faculty engagement with semester assessment projects and improved student outcomes at the course and program level.

The two cornerstones of TILT are: 1) promoting students' conscious understanding of how they learn; and 2) enabling faculty to gather, share, and promptly benefit from current data about students' learning by coordinating their efforts across disciplines.

Kimberly Hamilton Bobrow, Chaitanya (CK) Pai, and Michael Pence, Manchester Community College

Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Diversity, Equity, & Inclusion (DV)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_y19oz4it*

Session: 63PR	Pre-Recorded Session

Pushing Pedagogy into Practice: A Course Design that Delivers

How does pedagogy and theory impact your course delivery? Or does it? In all actuality, pedagogy and teaching/learning theories should be the foundation of both the teaching and learning environment. Recognizing these important functions aides in creating a quality classroom with impactful learning outcomes. While using this approach, faculty and students alike have a clear description of course layout and flow. Incorporating pedagogy and learning theories in a meaningful way provides an avenue to link teaching strategies, course activities, and assessments back to course/program learning outcomes. Incorporating these key principles will create and enrich the teaching and learning environment, improve satisfaction with course delivery, and improve student learning.

Stephanie Pratt, Indiana University Kokomo School of Nursing

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Pre-Recorded Session Link: *https://iu.mediaspace.kaltura.com/media/t/1_gmylxad1*

Session: 64PR	Pre-Recorded Session

Reflecting on Assessment Amidst a National Pandemic

Mercy College requires academic programs to submit annual assessment plans and findings reports with evidence of student learning. In the context of the COVID-19 pandemic, questions arose regarding the College's expectations for student learning assessment and annual findings reporting. The College modified expectations for AY19-20 program-level student learning assessment. This session will focus on modifications made, the faculty's response, and how the results will aid in future improvement.

Victoria M. Ferrara and Susan Waddington, Mercy College
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment in Online Courses and Programs (AO)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_f3zowp8y

Session: 65PR	Pre-Recorded Session

Re-Thinking Relations Among Writing Centers and Offices for Research and Sponsored Programs: Assessing the Effectiveness of Writing Center Methods to Integrate High-Impact Practices

This session will engage participants in a conversation about combining high-impact practices. A Director of a Center for Writing Excellence and an Executive Director of Research and Sponsored Programs will share their joint effort to integrate the teaching and mentoring of writing with advocacy for student research and professional development. The co-presenters will discuss how their offices have worked together to support the writing of scholarship applications, conference proposals, and cover letters for high-impact learning experiences (including internships and study abroad).

Jonathan J. Rylander and Catherine Chan, University of Wisconsin-Eau Claire
Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Leadership for Assessment (LA)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_a480zy0t

Session: 66PR	Pre-Recorded Session

Retrospective Analysis of Summative Assessment through Item Analysis for Improved Student Outcomes and Recruitment

Several assessment software applications have been developed that are increasingly adapted as remote testing tools and allow extensive data acquisition. The objective of this study is to investigate the data as tool to understand and improve student and institutional success. As a case in discussion, the focus will be on using item analysis techniques to provide some reflections for both faculty and administration about the quality of summative assessment. The potential value of such data analytics of assessment for improved student recruiting and better student outcomes will be discussed.

Mythily Srinivasan, Indiana University School of Dentistry, IUPUI
Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Graduate/Professional Education (GR)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_a5e8s1tf

Session: 67PR	Pre-Recorded Session

SAILing Forth! Faculty-Led Assessment of Institutional Learning Outcomes

Institutional learning outcomes (ILOs) are created to inspire and articulate a shared vision of knowledge, skills, and abilities students are expected to develop. To align student learning with the university's institutional learning outcomes, twelve faculty representing seven disciplines (tourism management, social work, education, communication, sociology, human services, and cooperative education) came together to investigate whether an institutional rubric can be used to assess students' achievement of Critical Thinking and Investigation, Citizenship, and Lifelong Learning. As part of the Strategic Assessment of Institutional Learning (SAIL) pilot project, faculty collaboratively developed rubrics and assessed students' assignments to understand students' experiences with the ILO's.

Lorry-Ann Austin, Catharine Dishke Hondzel, Evangelia (Lian) Dumouchel, Alana Hoare, Carolyn Hoessler, Oleksandr (Sasha) Kondrashov, Blair McDonald, Jamie Noakes, and Robin Reid, Thompson Rivers University

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: General Education (GE)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_p4tvbjjv

Session: 68PR	Pre-Recorded Session

Save the Baby!: How COVID-19 Admission Trends in Higher Ed May Compromise the Success of International Students

In response to COVID-19, institutions of higher education have changed long-held admission policies to remove barriers for applicants. In light of test optional policies, admission professionals will need to rely even more on evidence of language proficiency to determine whether an international student applicant has the needed level of language to be successful in a given program. However, this may be complicated by recent trends to expand how applicants can prove English proficiency. This session provides insights into the role English proficiency plays in student success and the potential negative consequences of enrolling unprepared English language learners.

Tony Clark, Cambridge Assessment English; and Misty E. Wilson, IELTS USA

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: General Education (GE)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_xfxssla2

Session: 69PR	Pre-Recorded Session

Showcasing Assessment Excellence Online: Strategies for Organizing a Successful Online Poster Exhibit

In this presentation, we share with fellow assessment practitioners how we organized an online assessment poster exhibit at a large public research-intensive university. We will present the strategies used to recruit and support presenters in producing high quality posters, and strategies used to publicize and promote the event to attract attendees. Participants will leave with resources and templates to support assessment poster development for faculty and concrete tips to organize an assessment showcase poster event that provides a positive learning experience for both presenters and attendees.

Adrian Alarilla, Yao Zhang Hill, and Maura Stephens-Chu, University of Hawai'i at Mānoa

Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_jegfje7w

Session: 70PR	Pre-Recorded Session

Starting Over: Reinventing Your General Education Assessment Process

In developing a comprehensive assessment process for their general education programs, those responsible for assessment must ask and answer several questions related to how their general education competencies support and meet their institutional mission and satisfy their regional accreditors. In answering these questions, our faculty determined that we needed to overhaul our general education assessment process. In this session, we will share Leavell College's journey to develop from scratch a new assessment process that would work in our setting. The principles we learned can help other institutions seeking to develop or revise a general education assessment process.

Karla McGehee and Sandra F. Vandercook, Leavell College of New Orleans Baptist Theological Seminary
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: General Education (GE)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_kalk0pfz

Session: 71PR	Pre-Recorded Session

Stepping into Assessment

To facilitate the transition to a new assessment management system, a stepwise approach to implementation was developed. Key information was pre-uploaded for each unit/program and users were initially allowed "view only" access. Workshops and training materials were developed for introductory (viewing/downloading) and advanced (adding/editing content) use. A survey was used to collect assessment plan and assessment report information from each unit/program and then uploaded to the new platform for the users. This transition also provided an opportunity to re-invigorate the assessment committees and incorporate their voices in the customization of the assessment process at the institution.

Nancy Smith and Nathan Reese, Lincoln University
Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: Institution-Wide Data Collection/Use (ID)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_auhvx92n

Session: 72PR	Pre-Recorded Session

Strategic Gap Analysis and Risk Assessment for Continuous Improvement of Student Learning Outcomes within the Context of COVID-19

This presentation will discuss strategic gap analysis and risk assessment processes for the continuous improvement of student learning outcomes within the context of COVID-19. Unlike gap analysis that focuses on lagging (past/present gaps), strategic gap analysis, while addressing present gaps, focuses on future gaps anticipating future problems and trends. Analysis of the strategic gaps allows for the assessment of the risk of the current and future gaps. Using Strategic Gap Analysis that mirrors Criteria for Accreditation, the institution can determine risk factors beyond accreditation requirements, including the impact of COVID-19 on student learning outcomes.

Lisa Bunu-Ncube and Sumie Song, North Park University
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Accreditation (AC)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_pi2lox9f

Session: 73PR	Pre-Recorded Session

Strategies for Digitally Launching a Presence on a Second Campus

In 2020, the IU Richard M. Fairbanks School of Public Health expanded from one campus (IUPUI) to a second campus (IU Fort Wayne). The strategy, tactics, and assets needed to launch and support a presence on a second campus were created digitally. Working from home, the team developed a marketing strategy, web content for two websites, digital collateral, email and social media campaigns, and a communications plan for collaborating with the IU Fort Wayne marketing team. This presentation explains how small teams can expand to multiple campuses during a crisis.

Amanda Briggs and Adrianne Robertson, Indiana University Richard M. Fairbanks School of Public Health

Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment Methods (AM)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_7xd4qe0b

Session: 74PR	Pre-Recorded Session

Teaching for Justice And Assessing for Mastery

Teaching for justice includes what we teach, how we teach, and how we assess. In this session, participants will explore how mastery-based learning, project-based assessment tasks, and advancing racial, gender, and intersectional justice complement one another in a higher education course. We will discuss the mindset shifts necessary for designing, teaching, and assessing for justice and how leader support can facilitate widespread practice of these strategies. Participants will experience equitable assessment in action throughout the presentation, and will have an opportunity to share challenges and ask questions.

Lindsay Lyons, Education Consultant

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Competency-Based Education and Assessment (CB)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_uwxrs752

Session: 75PR	Pre-Recorded Session

The Impact of Course Delivery Mode on Student Evaluations of Teaching

Issues of bias have caused researchers to express concerns about using student evaluations of teaching for faculty evaluation in higher education. This mixed-methods study examined whether there is a significant difference in student evaluation of teaching ratings between online and face-to-face courses and explored faculty perceptions of their use. Findings indicated that course delivery mode can significantly impact student evaluations of teaching, and that faculty perceive student evaluations of teaching to be useful for collecting student feedback but not an accurate means of assessing teaching effectiveness for online courses. This study illuminates several important considerations for implementing faculty evaluation processes.

Jeanette G. Dias, University of Colorado Colorado Springs

Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: Assessment in Online Courses and Programs (AO)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_gw6gfpef

Session: 76PR	Pre-Recorded Session

The Power of the Pivot: Using Pivot Tables and Charts to Simplify Data Analysis

Requiring no special pre-existing knowledge, this webinar exemplifies the power of Excel for data analysis. Participants who attend this webinar will learn how to start their analysis process using Pivot Tables and Charts in Excel. Presenters will use examples from the University of New Mexico "Faculty Experience with COVID-19" Survey as well as a live survey of attendees to illustrate the simplicity and accessibility of these tools. To end, presenters will highlight basic visualization principles to help simplify graphics and clarify data stories.

Charla E. Orozco and Samuel Hatch, University of New Mexico

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: Institution-Wide Data Collection/Use (ID)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_31msg8ew

Session: 77PR	Pre-Recorded Session

The Role of Feedback and Holistic Scoring in Building a Growth Mindset and Improving Learning

This session will present a set of principles and strategies identified based on the qualitative results of a case study exploring program changes designed to influence student mindset, self-efficacy and persistence. The role of targeted feedback and holistic scoring strategies will be highlighted for use across any discipline. Participants will engage in example activities. Participants will leave the session with a set of principles for developing a growth mindset culture in their setting and practical feedback strategies and holistic scoring methods for immediate implementation. Tips for building these across courses will be shared for a broader application.

Kim Chappell, Fort Hays State University

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment in Online Courses and Programs (AO)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_riik8gjw

Session: 78PR	Pre-Recorded Session

The Role of Teamwork and Reflection in the Development of Criteria-Based Rubrics to Assess Course Outcomes in Online Undergraduate General Education Courses

At Purdue University Global, School of General Education, we recently undertook a project to create consistent, criteria-based assessment rubrics for all courses. This presentation will include the goals, process, and lessons learned from this project that will ultimately lead to improved learning from assignments and consistency in scoring for our courses. Rubrics were produced as a tool to measure student learning outcomes in our courses. The use of standardized rubrics with detailed criteria assessed across various levels of student performance is an important step in improving inter-rater reliability in scoring while also providing a road-map to success for student learners.

Tyra Hall-Pogar, Kate Scarpena, and Amy Smith, Purdue University Global

Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment in Online Courses and Programs (AO)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_ot7abcju

Session: 79PR	Pre-Recorded Session

Tightening the Interdependent Structure Between the University-Level Offices, College-Level Offices, and Faculty

The presenters will share the organizational structure change in assessment practices from loosely to more tightly coupled at a large public institution. This model helps "connect the dots" both vertically and horizontally. Vertically, the methods of establishing expectations and interactions between university and college professionals and faculty to support assessment practices will be presented. Horizontal collaborations among assessment professionals and between these professionals and faculty will be discussed. The background, rationale, and value of this structure will be addressed. Audiences may adapt this interdependent model to enhance the effectiveness of their structure or duplicate it to build a new structure.

Christine Robinson, University of North Carolina at Charlotte; and Rong Wang, Xi'an Jiaotong-Liverpool University

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Leadership for Assessment (LA)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_z7f3yrle

Session: 80PR	Pre-Recorded Session

True or False: Exams are a Waste of Time?

For many classes, a midterm and final with a mixture of multiple choice, true/false, and matching questions are just par for the course. However, with the increase in online courses, cheating technologies, and limited ways to ensure students aren't using their text/notes, are they really the right way to assess our students? In this session, we will discuss why traditional testing doesn't always work, review some raw and real feedback from students on how they view exams, and provide other ways to assess your students' learning, especially for large class sizes.

Lamia N. Scherzinger and Lisa Angermeier, IUPUI

Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment in Online Courses and Programs (AO)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_pk0f3uvw

Session: 81PR	Pre-Recorded Session

Understanding Covid Consequences through Surveys

Preparation for Covid-19 restrictions was done in a vacuum of data. After the restrictions and flexibility were put into place, the university needed to find out from its students, faculty, and staff how they were impacted by "this unprecedented event." A series of surveys were deployed and this presentation looks at the data across these main constituent areas for "common ground" of needs, frustrations, and consequences of such an abrupt change to business as usual, especially as it impacted student learning and student support services.

Janet Thiel and Kathleen Marino, Georgian Court University

Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: Institution-Wide Data Collection/Use (ID)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_4qnhhv1l

Session: 82PR	Pre-Recorded Session

Using Appreciative Inquiry to Build Collaborative Leadership Among Assessment and Accreditation Leaders in a Public University System

Appreciative Inquiry (AI) is a strengths-based, positive approach that is effective at breaking down barriers, operational silos, and promoting cross-disciplinary and inter-institutional teamwork – a common challenge in higher education. An example of using AI to improve collaborative leadership is reflected in the work of the Councils of Assessment and Accreditation within the University of North Carolina System (UNC). The leadership team of these two Councils used principles of AI to facilitate conversations and connections between institutional effectiveness leaders at the 17 institutions within the UNC System.

Krissi Hewitt, North Carolina School of Science and Mathematics; Christine Robinson, University of North Carolina at Charlotte; and Amy Strickland, Western Carolina University

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Leadership for Assessment (LA)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_d4hu7er5

Session: 83PR	Pre-Recorded Session

Using Assessment Data to Improve Curriculum Mapping and Assessment Practices

Establishing a comprehensive curriculum map is a key component of creating a highly effective curriculum. Evaluating student performance based on each component of the curriculum map is an essential element of assessing curriculum effectiveness and facilitating continuous curriculum improvement. This session will share how a pharmacy program leveraged data available from assessment technologies (ExamSoft, Canvas, Enflux) to create a comprehensive course assessment report for faculty to evaluate the effectiveness and assessment alignment for each of their courses. Presenter will also share how aggregate course data were presented to faculty to facilitate a review of the effectiveness of a newly implemented curriculum.

Michelle Kibiger, Manchester University

Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Use of Technologies in Assessment (UT)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_ir7i9b0e

Session: 84PR	Pre-Recorded Session

Using Embedded Course Assessments to Assess General Education Outcomes

"Assessment," when said out loud, may cause eye-rolling and grumbling amongst faculty. Those who have had the pleasure to work on assessment may find it tedious work that produces little reward. Faculty who are new to assessment may find the entire concept confusing and unsure where to begin. How do you get faculty buy-in? Make it easy to do! Today, we will demonstrate how we developed strategies for implementing a general education, institutional-wide data collection process; how a learning management system can be leveraged for collecting embedded course assessments; and how to evaluate data for informed decision-making.

Patricia Davis, Chanda Deaton, Yan He, and Julie Saam, Indiana University Kokomo

Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: General Education (GE)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_rnru0yfx

Session: 85PR	Pre-Recorded Session

Using Meta-Assessment to Improve Assessment Practices

Moving assessment practices away from merely an act of compliance to something more meaningful and actionable is a challenge for many institutions. This can hamper completion of important work as well as closing of the loop to better support student success. This presentation will walk attendees through the collaborative steps taken at a completely online institution to conduct meta-assessment of its assessment activities, the opportunities identified, changes implemented, and the impacts of those changes.

Heather Hussey and Elaine Willerton, Northcentral University
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Assessment in Online Courses and Programs (AO)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_hl1j3gv1

Session: 86PR	Pre-Recorded Session

Effective Assessment that Supports Teaching and Learning

Do they remember it? Do they understand it? Can they demonstrate it? Can they explain it? Can they apply it? Can they solve it? Can they expand on it? By clarifying the role of assessment in our courses and developing and communicating a transparent assessment plan, we can offer opportunities for students to demonstrate their learning while gaining insights into their progress toward mastery and how to offer responsive teaching. This session will focus on native Canvas assessment tools as well as proprietary tools for integration.

Karen D. Harris, Rutgers University
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Beginner
Primary Track: Leadership for Assessment (LA)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_ibtchz0m

Session: 87PR	Pre-Recorded Session

Incorporating Diversity Into Course Content and Assessing Results Using Multiple Viewpoints

Diversity in course content includes historic and contemporary definitions of terms; brief biographies of authors with a variety of ages/races/gender/locations; and exposure to global and local sites. Student learning elements include exposure to practices involving critical thinking intellectual traits; positive psychology; engagement; and dialogue. These teaching and learning processes set the stage for student writing and oral presentations on an ethical judgment issue (Capstone HORT 4090) or an essay on a sustainable landscape issue (HORT 3080) that include identifying multiple viewpoints embedded within a topic or issue. Results from these assignments are used to assess demonstration of diversity.

Ellen Vincent and Kayla Payne, Clemson University
Presentation Type: 60-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Global Learning (GL)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_ha61bwvj

Session: 88PR	Pre-Recorded Session

Integrating Authentic Assessment Processes for Enhanced Results in Faculty RPT, Program Evaluation, and Accreditation

Faculty and administrators in all settings face the ongoing dilemma of balancing the professional emphasis on student learning with the administrative task of documenting student performance related to reappointment, promotion, and tenure. Add in the additional escalating requirement for accountability and accreditation, and both faculty and administrators are placed in a "no win" situation. However, as academics, we need to work toward solutions and seek effective processes across all areas of higher education. One such potential solution to this issue of #messydata is the use of student generated authentic assessments for RPT, program evaluation, and accreditation. This solution, combined with an effective implementation of process improvement guidelines and personal reflective practice, has a great potential to enhance faculty self-assessment, promote program evaluation, and enhance the accreditation process.

Ray Francis, Central Michigan University; and Mark Deschaine, The University of Mississippi

Presentation Type: 30-Minute Prerecorded Concurrent Session
Audience Level: Intermediate
Primary Track: Accreditation (AC)
Pre-Recorded Session Link: TBD

Session: 89PR / 16P	Pre-Recorded Session

Implementing a Summative Competency-Based Assessment to Measure Physical Examination Skills in Medical Students

Due to safety concerns during the COVID-19 pandemic, the NBME (MD licensing) and NBOME (DO licensing) eliminated the licensure exam that measures physical examination skills for medical students. These licensing agencies have now suspended these assessments indefinitely, leaving this type of assessment up to medical schools. In this presentation, we describe the creation of a high stakes summative competency-based assessment that measures patient care skills. We will also share our longitudinal process for collecting student performance data in clinical skills assessments, as this data was aligned with the competency assessment data to provide comprehensive targeted feedback for students.

Michael Summers and Sarah Zahl, Marian University College of Osetopathic Medicine

Presentation Type: 30-Minute Concurrent Session
Audience Level: Beginner
Primary Track: Graduate/Professional Education (GR)
Pre-Recorded Session Link: https://iu.mediaspace.kaltura.com/media/t/1_rtfq70ax