

2013 Assessment Institute in Indianapolis



Hosted by:
Indiana University – Purdue University Indianapolis

OCTOBER
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Marriott Indianapolis Downtown

*Institute
Sessions*

www.assessmentinstitute.iupui.edu

2013 Assessment Institute Sessions

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<i>Concurrent 60-minute interactive sessions, offered on Monday, October 28 and Tuesday October 29, will provide access to experts in all the tracks listed above plus Accreditation, Assessment in General Education, Assessment in All Major Fields, Assessment Methods, Assessment in Community Colleges, Institution-Wide Data Collection/Use, and Use of Technologies in Assessment.</i>	
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<i>Assessment methods, practices, and findings that are best shared in a visual format with one-on-one discussion are presented during the poster session, Monday, October 28 from 5:45-7:00 p.m.</i>	

Note: A full schedule with dates and times will be available at www.assessmentinstitute.iupui.edu closer to the Institute.

Pre-Institute Sessions – Sunday, October 27, 2013 (Optional)

Assessment Clear and Simple: Practical Steps for Institutions, Departments, and General Education

Emphasizing simplicity, feasibility, and effectiveness, this workshop offers a step-by-step plan for institutions, departments, and general education to build on what they are already doing, discard what is not working, get faculty on board, enhance student learning, meet the institution's own needs, and work with external accreditors. Special attention to current national developments such as the Voluntary System of Accountability, new ePortfolio developments, projects of the AAC&U and others, assessment software, and appropriate uses of standardized tests or survey instruments.

Barbara Walvoord, University of Notre Dame

Primary Track: Assessment Methods (Pre-Institute – Full Day)

Building Rubrics for Large-Scale Campus-Wide Assessment

Increased pressure for demonstration of outcomes and higher-order thinking has increased the need for well-crafted scoring rubrics. But creating rubrics detailed enough for use by multiple raters can be daunting. Join us for this interactive workshop where we will build rubrics specifically designed to support large-scale assessments of campus-wide portfolios, signature assessments, summative projects, and others.

We will provide instruction on analytic rubrics, proven rules for design, a step-by-step approach, and then hands-on practice. During the guided practice phase of the workshop you will apply your learning by developing criteria and score descriptors and reviewing your work using a metarubric.

Thomas W. Zane, Salt Lake Community College; and Diane Johnson, New Charter University

Primary Track: Assessment Methods (Pre-Institute – Full Day)

Program Review: Purposes, Perspectives, and Processes

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

Karen E. Black and Stephen P. Hundley, IUPUI; and John V. Moore, Community College of Philadelphia

Primary Track: Assessment Methods (Pre-Institute – Half-Day)

A Simple Framework for Non-Academic Assessment: Administrative and Student Service Units

This workshop will provide a simplified framework for assessing non-academic departments (administrative and student service units). Participants will be taken through a four-step process to achieve continuous improvement. Numerous examples of each step in this process will be provided, and participants will be given the opportunity to work their way through the development of an assessment plan and resulting action plan for either a program of their own, or a hypothetical department.

Edward A. Hummingbird, Southwestern Indian Polytechnic Institute

Primary Track: Assessment Methods (Pre-Institute – Half-Day)

Implementing and Assessing High Impact Practices

“High Impact Educational Practices” have been advocated as effective strategies for promoting active learning and increasing rates of student retention and engagement (AACU, 2008). High Impact Practices include First-Year Seminars, Learning Communities, Service Learning, Capstone Courses and Projects, Common Intellectual Experiences (core curriculum), Diversity/Global Learning, Collaborative Assignments and Projects, Undergraduate Research, and more. This workshop will provide you with an overview of High Impact Practices and how they are being implemented on college campuses. Additionally, you will learn how to assess high impact practices to ensure that the strategies are positively affecting students’ learning, academic success, and persistence rates. Presenters will describe how quantitative and qualitative methods have been used to assess the practices. Presenters will also share some recent research on high impact practices and how these practices can take many different forms, depending on learner characteristics and on institutional priorities and contexts.

Michele J. Hansen, Sarah S. Baker, and Kathy E. Johnson, IUPUI

Primary Track: *High Impact Practices (Pre-Institute – Half-Day)*

Assessing Encounters of Difference that Make a Difference in Global Learning and Development

With a recent focus on global holistic student development, we need to better understand the dimensions of global learning and development (SLO) and experiences of students in and out of the classroom, and more importantly the relationships between experiences and the dimensions of learning and development. That is, how can colleges create and assess encounters of difference in the lives of students that will foster their growth in global learning and development? This workshop will use research findings from the Global Perspective Inventory to frame a strategy of assessment and practice in designing effective interventions to foster global learning.

Larry A. Braskamp, Loyola University Chicago

Primary Track: *Global Learning (Pre-Institute – Half-Day)*

Developing Effective Logic Models for STEM Projects: From Concept to Metrics

Logic models depict what a project will accomplish and how a project/program will go about accomplishing its goals. Logic models enhance research/evaluation grant proposals by clarifying what the project is trying to accomplish, the stakeholder benefits, and serving as a project planning, management and assessment tool. Logic Models are built on a series of “if then” statements that, if implemented as intended, will then lead to the desired outcome. Well-developed logic models are not only central to the project planning and evaluation process, they provide stakeholders with a clear picture of the project and its outcomes. The Logic Model, as the name suggests, uses logic and reason to develop a logical chain of connections showing what the project will accomplish from Inputs to Processes to Outputs to Outcomes to Impact.

In this interactive hands-on workshop, participants will be able to develop a Logic Model that “tells the story” of their project through systematic and visual relationships between the elements of the logic model, including the resources, the activities, and the changes or results. Participants will work through a process of building Logic Models for their proposal or project. A series of questions will help participants describe the concept of a proposed or current project/program. The interactive workshop will be divided into a series of steps: Draft Agenda, Welcome and Introductions, Logic Models and Evaluation, Logic Models and STEM Education, Developing Assessment Methods and Metrics from Logic Models, Applying Logic Models Over the Evaluation

Lifecycle, and Working with Stakeholders. Participants will work in small groups and have large group discussions

Lisa B. Ncube, A.T. Still University; and Howard R. Mzumara, IUPUI

Primary Track: *STEM Education (Pre-Institute – Half-Day)*

Assessment 101: Closing the Loop for Continuous Improvement

Assessment 101 series, in which participants designed academic and non-academic (institutional effectiveness) assessment plans. In this workshop, attendees will follow a structured process for using academic and non-academic assessment results to make decisions, write action plans, prepare budgets, and drive continuous improvement at their institutions.

Wanda K. Baker, Southwestern Indian Polytechnic Institute

Primary Track: *Assessment Methods (Pre-Institute – Half-Day)*

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

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

Stephen P. Hundley, IUPUI; and John V. Moore, Community College of Philadelphia

Primary Track: *Assessment Methods (Pre-Institute – Half-Day)*

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

This highly interactive ‘meta-workshop’ is designed to achieve two levels of learning outcomes. First, it will provide practical, research-based feedback guidelines, strategies and techniques you can apply in your teaching and/or assessment work. Second, on the meta-level, it will offer an annotated approach to sharing what you’ve learned with other colleagues after this Institute – a schema for effective workshop design. Much of the workshop content and activities are drawn from Tom Angelo’s forthcoming 3rd edition of *Classroom Assessment Techniques*. Participants will receive resources and references from CATs 3.0.

Thomas A. Angelo, Queens University of Charlotte

Primary Track: *Assessment Methods (Pre-Institute – Half-Day)*

Digital Storytelling: The Pedagogy, Assessment Findings, and Implications

Digital storytelling is a pedagogical strategy that facilitates the reflection process in a way that helps students organize their experiences and results in deeper learning. Participants will learn about this pedagogy, how they were used to assess learning objectives, and the findings using digital stories in various contexts (e.g., first year seminar, capstone, co-curricular civic engagement). Faculty will share their experiences with implementing digital storytelling and the implications of using this strategy in the future.

Julie Hatcher, Kristin Norris, Starla Officer, Mikki Jeschke, Peter Altenburger, and Tyrone Freeman, IUPUI

Primary Track: *High Impact Practices (Pre-Institute – Half-Day)*

Don't Fail to Plan: Developing and Assessing a Student Affairs Strategic Plan

This workshop outlines the best practices used in student affairs strategic planning as well as the challenges and successes institutions face during the planning process. . Using a student affairs division's decade-long history with strategic planning as an example, the strategic planning processes and the approaches used to evaluate the plans will be discussed. The measures used to develop the plan included institutional data, departmental data, and qualitative assessments. Participants will have the opportunity to determine how such a process could be facilitated on their campus and identify appropriate measurement techniques. The links between strategic planning at the division level, institution level, professional standards, and accreditation requirements also will be discussed.

Robert W. Aaron, IUPUI; and A. Katherine Busby, Tulane University

Primary Track: *Student Affairs Programs and Services (Pre-Institute – Half-Day)*

Track Keynote Sessions – Monday, October 28, 2013

Outcomes Assessment in International Education: Trends and Issues

What are the current trends and issues in outcomes assessment in international education? What makes international education assessment unique from other assessment contexts? This talk explores these questions as well as provides an overview and snapshot of the state of the field, both within and beyond US borders.

Darla Deardorff, Association of International Education Administrators (AIEA)

Primary Track: *Global Learning (Keynote)*

Catalyst for Learning: The Difference that ePortfolio Makes

How can ePortfolio benefit students? What can it offer to faculty? To colleges and universities? A growing body of research and practice from campuses nationwide demonstrates the value of ePortfolio for advancing student, faculty, and institutional learning. Data and practice from LaGuardia Community College (CUNY) has now been flanked by the work of two dozen campuses – including liberal arts colleges and research universities – joined in the FIPSE-funded national Connect to Learning (C2L) network. C2L findings suggest the ways reflective ePortfolio practice can not only support authentic outcomes assessment but also build student engagement, deepen learning, and advance retention and progress toward graduation. Soon to be published in the Catalyst for Learning resource website, C2L findings also document strategies for launching and sustaining effective ePortfolio initiatives. This session will preview the Catalyst for Learning resources and highlight lessons learned related to integrative ePortfolio pedagogy, professional development, and scaling up strategies.

Bret Eynon, LaGuardia Community College, CUNY

Primary Track: *ePortfolio (Keynote)*

Assessment in STEM Education: A National Perspective

The National Science Foundation (NSF) annually funds several competitive grant programs aimed at attracting, educating, and supporting STEM students in various institutional contexts. This keynote presentation highlights best practices in STEM assessment, including cross-cutting themes from various NSF programs and future trends in STEM education at the national level.

Joan Ferrini-Mundy, National Science Foundation (NSF)

Primary Track: *STEM Education (Keynote)*

Best Practices for the New Majority: Assessing Underserved Students' Engagement in High-Impact Practices

This keynote will address an under-examined area of the scholarship and discussion around high-impact practices at colleges and universities – the effect of these practices on the learning experiences of underserved students. Because these students (defined as transfer, first-generation, and under-represented minority students) are rapidly becoming the new majority across the country and as discussions around access to higher education accelerate, it is imperative to understand how particular pedagogies influence the learning experiences of these students. Drawing upon findings from a national research project, participants will explore the efficacy of these practices for students whose voices often go unheard on campuses. Evidence gathered from students across three state systems of higher education, including the National Survey of Student Engagement and focus groups, will be examined. Throughout the discussion, emphasis will be placed on how institutions can use the methods of the research to pursue their own inquiry-based models for exploring student learning and success at home.

Ashley Finley, Association of American Colleges and Universities (AAC&U)

Primary Track: *High Impact Practices (Keynote)*

Advancing Assessment in Student Affairs: Emphasizing Learning, Creating Partnerships, and Using Evidence to Improve

In this age of accountability, student affairs educators are expected to provide greater evidence of their contribution to student learning and success. This level of assessment effectiveness requires a stronger emphasis on student learning outcomes, the creation of assessment partnerships across campus, and a commitment to using evidence to improve. Assessment is an opportunity to create actionable evidence to facilitate dialogue and reflection. What practices are needed to foster these opportunities for dialogue, collaboration, and meaningful action on results? What does student affairs assessment practice look like in this age of accountability?

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

Primary Track: *Student Affairs Programs and Services (Keynote)*

“From Provosts’ Lips to NILOA’s Ear”: What We Know About Institutional Assessment Practice in 2013

This session will summarize the key findings from NILOA’s second national survey of provosts conducted in 2013. In addition, we will foreshadow some highlights of other NILOA work during the past year that will be presented in subsequent NILOA track sessions and provide an overview to NILOA for those not familiar.

George D. Kuh and Natasha A. Jankowski, National Institute for Learning Outcomes Assessment (NILOA); and Stanley O. Ikenberry, University of Illinois, American Council on Education, and National Institute for Learning Outcomes Assessment (NILOA)

Primary Track: *NILOA (Keynote)*

Accountability or Improvement? Can’t We Ask a Better Question about Teaching, Learning, and Assessment?

Does assessment provide accountability for accreditation or improvement for faculty development? Why does it have to be either/or? Perhaps we are past this dualistic approach to assessment and can move more fully into the future where assessment is an integral part in the transformative nature of what should be higher education. This session is planned to pose stimulating (and perhaps even irritating) questions that will help to frame your perspective as you interact with your colleagues throughout the conference.

Catherine Wehlburg, Texas Christian University

Primary Track: *Faculty Development (Keynote)*

Concurrent Sessions – Monday, October 28 – Tuesday, October 29, 2013

Preparing for Accreditation: A University's Perspective

Higher education institutions strive for continuous improvement. For many, the accreditation process is the primary catalyst for assessing effectiveness and facilitating the continuous improvement process. Representatives from the University of Kentucky's Office of Institutional Effectiveness will offer specific and unique strategies for facilitating this comprehensive and demanding process. This presentation will emphasize the importance of creating a platform for transparency—communication, awareness, and activities—prior to, during, and following the accreditation visit.

Mia D. Alexander-Snow and Tara Rose, University of Kentucky

Primary Track: Accreditation (60-Minute)

Enhancing Student Learning Through Case-Based Curricular Integration

Case-based application has been showed to enhance student learning. This presentation will focus on the adaptation of a case-based Integrated Longitudinal Model designed to enhance student cultural and ethical awareness as well as critical thinking and problem solving skills. Participants will learn about how an integrative approach to case-based learning was designed and implemented. Assessment strategies for understanding the impact of the model on student learning outcomes will also be discussed. Finally, secondary benefits for faculty including teaching effectiveness and enhancement of faculty collaboration will be shared.

Peter A. Altenburger, Amy Bayliss, Valerie Strunk, Terry Loghmani, Indiana University

Primary Track: High Impact Practices (20-Minute)

Program Assessment of Student Learning (PASL): An Assessment and Evaluation Reporting Tool

The Program Assessment of Student Learning (PASL) is an assessment and evaluation reporting tool. In addition to the standard Outcome-Assessment-Results-Decisions reporting, the PASL also measures 13 characteristics of a sound assessment/evaluation design. These individual characteristics, each represented by rubric factors, are categorized into three areas: A- "Faculty Involvement in Program Assessment," B- "Assessment/Evaluation Design and Data Management Practices," and C- "Continuous Improvement through Inquiry-Based Decision Making Practices." Data collected over the past eight years will be shared. Results demonstrate the effect of intervention on the improvement of practice. Connections to faculty development and accreditation will be presented and discussed.

Anthony Ambrosio, Education Consultant; and Yun Liu, Emporia State University

Primary Track: Accreditation (60-Minute)

Curriculum Mapping: Integrating Institutional Assessment Processes

Curriculum maps are useful tools, not only for ensuring a carefully sequenced student learning experience, but for planning and integrating assessment at the program and institutional levels. To avoid having to design separate assessment plans and report outcomes for different purposes, such as program, general education, and institutional learning goals, curriculum maps can be designed to help departments account for and track assessment as one seamless process. This presentation will demonstrate the use of curriculum maps that integrate program and institutional student learning outcomes. Discipline-specific examples will help attendees use curriculum maps in their own programs and institutions.

Maureen S. Andrade and Michelle E. Baron, Utah Valley University

Primary Track: Institution-Wide Data (60-Minute)

It Takes a Village to Go from Ambivalence to Certainty—Kean University’s Assessment Paradigm: Establishing Clear Outcomes, Linking Outcomes to Resource Allocation and Closing the Assessment Loop

In a period of 17 months, Kean University’s faculty, staff, administrators, and Board of Trustees worked collaboratively to create a sustainable institutional assessment culture. This session will document the steps that were taken to attain excellence in assessment. It will also help participants utilize the Kean assessment paradigm and apply it to their own institutional needs.

Katerina Andriotis, Ian Klein, Martha Salama, Kean University

Primary Track: Accreditation (60-Minute)

Group Take-Home Exams in STEM: Authentic Tasks for Scientific Literacy

Group take-home exams in STEM are high-impact educational experiences that promote student participation, deepen learning, and encourage cooperation and teamwork. We use these exams as authentic tasks to hone “real world” skills and permit assessment of critical thinking and scientific literacy. You will learn how to 1) scaffold assignments that target fundamentals and build toward increasing competence, 2) design exams for authentic learning, 3) employ group “contracts” to facilitate group dynamics, and 4) anticipate and avoid pitfalls of group exams. We will report indirect and direct measures of student learning and what we’ve learned from five semesters of group take-home exams.

Carol Anelli, Ohio State University; Corey Johnson, Kimberly Green, and Betty Galbraith, Washington State University

Primary Track: STEM Education (20-Minute)

Doing Assessment as if Teaching and Learning Matter Most

To some degree, assessment is always a bureaucratic compliance burden. But it can also be a powerful process for researching, documenting, and improving the effectiveness, efficiency, and reputations of our academic programs. That tension is inevitable: the trick is getting the balance right. This fast-paced, highly interactive, hands-on session provides research-based guidelines and practical strategies for learning-centered (and faculty-directed) assessment at classroom and course levels. You will try out at least five simple, powerful assessment strategies, and leave with one or two to apply immediately to your and your students’ advantage in your courses and/or programs.

Thomas A. Angelo, Queens University of Charlotte

Primary Track: Assessment Methods (60-Minute)

Crafting Clearer Student Learning Outcomes for Better-Aligned Courses and Programs

Good practice in assessment, accountability, and curriculum (re)design encourages faculty to produce statements of expected student learning outcomes (SLOs). SLOs identify what students should demonstrably know and be able to do upon completion of a course or program of study. This brief interactive workshop provides a simple, practical process for writing clearer SLOs to promote learning improvement and to meet accountability requirements. Through this interactive session, participants will learn to apply this process; recognize poor, good, and better SLOs; draft or revise at least one SLO statement; and gain resources and strategies to share with colleagues on their campuses.

Thomas A. Angelo, Queens University of Charlotte

Primary Track: Assessment Methods (60-Minute)

The Development of a Rubric to Promote Data-Driven Assessment Processes

In 2010, the Bellevue University Academic Assessment Committee guided the implementation of a faculty-driven, consistent process for program assessment reporting. As part of the implementation, a Program Annual Assessment Report (PAAR) and rubric were developed to provide academic programs with a framework for developing an assessment plan with the objective of improving student learning. Feedback on the PAAR is provided in the form of a completed rubric to the responsible Program Directors. Data generated from the rubric have been utilized to track the progress of assessment implementation across the university and identify training opportunities for program directors.

Michele R. Bahr and Cassie A. Eno, Bellevue University

Primary Track: *Assessment Methods (20-Minute)*

Implementing an e-portfolio for an Accredited Social Work Program

This session succinctly documents our process of selecting an e-portfolio platform, negotiating with the university technology department, instructing students on the use of Mahara, designing the e-portfolio for establishing an accreditation-based rubric for assessing the individual and cohort outcomes, and assessing the outcomes and program and student feedback of the process and renewal plan. Participants will learn basic questions to ask and steps to take in order to begin using an e-portfolio component and see examples of how our student e-portfolios were structured to facilitate assessment of both university and social work major accreditation objectives. Assessment findings and their application to programming and self-study are also detailed.

David A. Barclay, Gallaudet University

Primary Track: *ePortfolios (20-Minute)*

Using e-Portfolios to Understand the Transformative Learning of Study Abroad

To better understand the transformative nature of students' learning on its international study-service term, Goshen College implemented student e-portfolios that invited students to reflect on their experience within the framework of the institution's general education student learning outcomes. In this presentation we discuss our method of extracting structured meta-data (descriptive statements and artifact tags) from Mahara, our e-Portfolio system, and present key themes that begin to illuminate how and what students are learning on their study abroad experiences.

Scott C. Barge and Ross Peterson-Veatch, Goshen University

Primary Track: *ePortfolios/Global Learning/General Education (60-Minute)*

Using Success Stories as a Tool to Develop a Culture of Assessment in Higher Education

This presentation will demonstrate how the use of success stories helps institutions share best practices in assessment. Assessment success stories from three different departments at a public, regional university will be illustrated. These examples are broad enough to be replicated as best practices in departments, programs, and courses across the institution and by other institutions. The stories encourage creativity and new ideas for more effective assessment. This presentation will explain how success stories are a vital part of building a culture of assessment, and provides tips for developing and using recordings of success stories for training purposes.

Michelle E. Baron, Utah Valley University

Primary Track: *Assessment Methods (20-Minute)*

Is Critical Thinking Correctly Applied in Your Department?

We thought we were teaching critical thinking in our humanities courses, but a departmental assessment revealed we weren't. Working together as a committee, we discovered through our empirical assessment process that critical thinking—a key learning outcome for our department—wasn't being applied correctly. Based on our results, department faculty collectively decided to include our critical thinking assessment criteria in subsequent classes. Feedback has shown that improvements have been made as a result. This paper will demonstrate how faculty worked collaboratively on assessment and consequently fine-tuned the way critical thinking was taught and achieved improved benefits for students.

Jennifer Bauman, Salt Lake Community College

Primary Track: General Education/Community Colleges (20-Minute)

Misery Loves Company—Our Regional, Two-Year College Assessment Consortium

This presentation focuses on the history and evolution of the Eastern PA Two-Year College Assessment Consortium, formed in 2007, and now consisting of 11 colleges and 20 professionals. Besides establishing the specific regional characteristics of our group, the presentation/discussion will be generic, so that attendees can imagine adopting our practices and reaching our results: camaraderie and best practices in assessment and for accreditation. A Power-Point lecture will complement Questions for Group Discussion and a Q&A period.

James I. Benner, Northampton Community College; Joan Brookshire, Montgomery County Community College; William Ford and Charles Been, Bucks County Community College

Primary Track: Community Colleges (60-Minute)

The Role of Outcomes Assessment in Program Development: Creating A Peer Mentor Program at a Distance Learning Institution

During this session participants will explore a framework that supports the development of student affairs programs with outcomes in mind. The presenters will demonstrate the process through which an online institution was able to establish administrative buy-in for supporting a peer mentor program through the use of formative and outcome-based assessment methods. During pilot implementation, experimental research methods were used, and treatment and control groups were established. Upon completion of the peer mentor program, student performance data was analyzed to compare groups, and results indicated a significant increase in student academic performance for the students in the test group.

Jenni L. Brian and Stephen Nettles, Ashford University

Primary Track: Use of Technologies in Assessment (60-Minute)

Adapting Technologies and Affirming Values: The Database in Program Assessment

Student writing offers valuable evidence for program assessment in English departments, but these departments rarely have a systematic method of collecting or organizing this writing. This presentation details the successful efforts of one English program to use a database to address the problematic of conducting program assessment using student writing. In addition to collecting and organizing writing, this database allowed researchers to analyze statistical trends in student writing by running automated assessment protocols. Practical information about software and procedure will be presented alongside a brisk discussion of assessment theory in the age of digital reproduction.

Andre C. Buchenot, IUPUI

Primary Track: Use of Technologies in Assessment (20-Minute)

Assessing First-Year Outcomes through Authentic Evidence: Content Analysis of an ePortfolio

In this session, we will discuss the theoretical foundations, methodology and results of a study conducted to assess the outcomes of a first-year seminar course using student narrative in an electronic portfolio. Student narrative was evaluated using a rubric created to assess the stated outcomes of the portfolio, first-year seminar course, and general education outcomes of communication and critical thinking. Ways in which the results were used to improve the curriculum, teaching/learning strategies, assessment practices and faculty development will be presented. Participants will have the opportunity to use the rubric to look at student work.

Catherine A. Buyarski and Cynthia Landis, IUPUI

Primary Track: ePortfolios/General Education (60-Minute)

Faculty Buy-in and Engagement: Reframing the Conversation Around Faculty Roles in Assessment

What is the role of faculty in assessing student learning? Often, a lack of faculty buy-in, engagement with assessment, and concerns over the relationship between assessment, faculty governance, and academic freedom are raised when issues of faculty and assessment are explored. This session will explore the roles of faculty in assessing student learning and present a counter-dialogue to the commonly heard conceptions that faculty are not engaged and that assessment of student learning inherently violates academic freedom.

Tim Cain, National Institute for Learning Outcomes Assessment (NILOA); and Pat Hutchings, The Carnegie Foundation for the Advancement of Teaching and National Institute for Learning Outcomes Assessment (NILOA)

Primary Track: NILOA (60-Minute)

Opening the Loop on General Education Written Communication Outcomes in a Community College Setting

“Closing the Loop,” has been enthusiastically embraced as a metaphor for the assessment process, summing up a seemingly lock-step cycle that ends up being much messier than it sounds. But at least it assumes a basic agreement about what specific learning outcomes are and what they mean. At Northampton Community College we have discovered such assumptions can’t be made. As we turn into our second “loop” of General Education writing assessments, we find ourselves questioning our outcomes as well as our guidelines for Writing Across the Curriculum courses. Is a controlling thesis an attribute of writing in all disciplines? What kind of research, if any, is appropriate in an introductory Philosophy course? In an HVAC course?

Our assessment has opened a dialogue among Writing Faculty, asking, “What is good college-level writing?”

Allison D. Carpenter, Northampton Community College

Primary Track: General Education (20-Minute)

Using Technology and Outcome Attainment Values for At-Risk and Knowledge Management

The University of North Texas Next Generation Course Redesign Program has successfully implemented an outcome-based assessment model for calculating and reporting learning outcome attainment at the course and program levels. Extending outcome attainment measures to the individual student level has recently become possible with technology by ExamSoft. The ExamSoft student-at-risk feature with real time feedback and meaningful reporting allows faculty to make valid outcome-based instructional decisions at the individual as well as the course level. This session

demonstrates the application of this methodology to course designs that use outcome-based student expectations, outcome-based instruction, and outcome-based assessment.

Ronald S. Carriveau, University of North Texas

Primary Track: Use of Technologies in Assessment (60-Minute)

Student Affairs Integration: How Organizing Assessment Around Division-Wide Goals Can Foster Inter-Departmental Collaboration

Assessment of student affairs functional areas is typically vertically aligned with division-wide strategic planning goals and student learning outcomes, but those departmental efforts are often not coordinated across the division in ways that maximize achievement of divisional priorities. This session presents Clemson University's development of six inter-departmental teams based on each Division of Student Affairs strategic goal to organize collection, reporting, and application of assessment results. The session details how assessment capacity has been developed over several years, and will present assessment of recent efforts to shift reporting processes to emphasize more intentional reflection on results and recommendations for change.

Todd Allan Chamberlain, Clemson University

Primary Track: Student Affairs Programs and Services (20-Minute)

Assessing Global Learning in the Disciplines: The Case of Geographic Science and Community Planning

This session will explore the assessment strategies employed within the discipline of Geographic Science and Community Planning as part of a broader approach to institutionalizing global learning in the disciplines. It will discuss how the assessment strategies were deployed, what the findings revealed and how the results are being used to improve the curriculum. These insights will be discussed with reference to the global learning outcomes developed as well as the curriculum and co-curriculum strategies implemented. Global learning assessment will also be discussed taking into consideration the financial challenges within the academy and increasing faculty workload.

Harvey Charles and Thomas Paradis, Northern Arizona University

Primary Track: Global Learning (60-Minute)

Assessing Learning in Music: The Power of Performance

Good learning assessment captures direct demonstration of what students know and can do in order to understand the effectiveness of educational activity. In schools of music, teaching and learning primarily take place in authentic contexts; pedagogical techniques native to music disciplines provide rich opportunities for good assessment. This session will help participants develop techniques for assessing learning in music programs. Traditional assessment terminology, theory, and practice will be contextualized and applied to methods useful for conducting assessment in music programs. Examples of the use of findings for programmatic improvement will be drawn from the systems in place at the presenters' institutions.

David M. Chase, University of the Pacific; and Abra K. Bush, Eastman School of Music

Primary Track: Major Fields (20-Minute)

Using ePortfolio Assessment of Music and Arts Programs

How can institutions evaluate the success of a student's performance of a Puccini aria? An original painting or photograph? A costume, set or lighting design for a theatrical production? At Westminster College in Salt Lake City, we have found that the rich multi-media environment of the ePortfolio is an ideal format for assessment in the arts. Join professors Michael Chipman (music), Nina Vought (theatre), Matt Kruback (art) and Associate Provost, Paul Presson for an interactive

workshop on how ePortfolio makes assessing the arts itself a creative process, followed by a discussion for how to use these applications in any discipline.

Michael Chipman, Nina Vought, Matt Kruback, and Paul Presson, Westminster College

Primary Track: *ePortfolios/Major Fields (60-Minute)*

Strengthening STEM Retention through Faculty Training and Assessment

Improving STEM faculty member buy-in to retention efforts can be accomplished with a closed loop system incorporating training and assessment. Training materials created for STEM instructors based on scholarly literature can dispel the myth that student attrition is beneficial to STEM professions and expand an understanding of the importance of the professor-student relationship. The Wilson-Ryan Professor-Student Rapport Scale assessment tool can offer evidence-based feedback to instructors and serve as a quantitative reflection of training impact. Attendees will explore the scholarly evidence associated with STEM retention, literature related to the role of faculty members in retention, and the Wilson-Ryan Rapport Scale.

Barbara L. Christe, IUPUI

Primary Track: *STEM Education (60-Minute)*

Use of STEM for Teacher Candidates and Professional Development

STEM education for teacher candidates and professional development to improve student preparation using the Engineering Design Model. STEM education resources available to support implementation in multiple content areas. Additional data will be discussed about specific implementation in blended and alternative settings.

Melinda D. Clark, Dayton Public School and Antioch University Midwest; and Sue Phelps, Dayton Public School

Primary Track: *STEM Education (60-Minute)*

Emptying the Proverbial File Drawer: Bringing a New Sense of Utility to Program Review

At my institution, we have had a long tradition of including an Assessment Update in the Program Review process. We have had an equally long tradition of simply filing away the Assessment Update, thereby reinforcing the faculty stereotype that assessment is nothing more than an artificial hurdle. As a result, we have implemented a new process that is designed to increase the utility of the Program Review experience as well as continue to foster a positive culture of assessment on campus. In this presentation, I will outline this new process and share the positive effects we've seen as a result.

Stephen F. Criniti, West Liberty University

Primary Track: *Assessment Methods (20-Minute)*

Lessons from Assessment of Student Learning in Overseas Internship

This presentation focuses on lessons learned from the assessment of overseas internship, a key component of the interdisciplinary BA degree in Global Studies, a unique program at University of Wisconsin Milwaukee. Evaluating the student reflection on the overseas internship, allows us to learn from and integrate overall degree goals that: students understand globalization as a complex process with wide ranging local and global implications; students develop both professional and intercultural skills that are relevant to today's workforce; students gain first-hand experience studying and working in a foreign culture.

Aparna Datey, University of Wisconsin Milwaukee

Primary Track: *Global Learning (20-Minute)*

Faculty Development through Assessment in Practice

For three years, interdisciplinary faculty work teams at Carroll Community College have been engaged in a performance-based assessment plan aimed at holistically examining each of the college's seven general education learning goals across all general education disciplines. By participating in faculty-led rubric development and rubric scoring teams, the College has built a faculty culture of shared responsibility for general education assessment and provided development through action research. Using results, an Instructional Strategy team devised a process of improvement that encourages faculty to experiment while engaged in a research-designed practice.

Anne P. Davis and Janet Ohlemacher, Carroll Community College

Primary Track: Faculty Development/Community Colleges/General Education (20-Minute)

Course Based ePortfolios as Learning-Oriented Assessment: Results from a Critical Inquiry

This presentation discusses findings from research into eportfolios as learning-oriented assessment in a higher education context. Qualitative and quantitative data is drawn from six courses in three higher education disciplines. Key points for discussion include the need to examine technology, learning, and assessment as interconnected phenomena; how treating eportfolios as part of curriculum planning impacts outcome achievement and self-regulated learning; and the importance of open versus closed platforms to establishing student and instructor acceptance.

A framework for understanding the relationship of technology and assessment is proposed; findings and implications are discussed in terms of both research and practice.

Christopher Charles Deneen, The University of Hong Kong

Primary Track: ePortfolios (20-Minute)

Graduate Education Abroad: Reflections on Post-Colonialism from College of Education Study Tour Fellowship Participants

This study examines the experiences of graduate students who participated in noncredit study tours in education, including countries in Africa, East Asia, Southeast Asia, and Eastern Europe. Researchers used narrative inquiry to learn about students' experiences. Students reflected on post-colonial themes under these categories: 1) race; 2) poverty and privilege; 3) Western dominance; and 4) reciprocal relationships. Key themes emerged including the need for structured group reflection time, the need for faculty leaders to directly address troubling situations, and building local partnerships. The implications for these findings extend to faculty facilitating education abroad programs for graduate students, as information on student experiences can help identify ways to enhance student learning by improving planning and execution of international experiences.

John M Dirx, Kristin J. Miller, Gina Vizvary, Nate J. Clason, Julie A. Sinclair, and Leslie Jo Shelton, Michigan State University

Primary Track: Global Learning (60-Minute)

Developing Valid Rubrics for Assessing Global Awareness & Global Perspective

Institutions across the US are working to develop students' global awareness and global perspective, but performance assessment options for these outcomes are limited. This presentation will guide participants through Florida International University's process of developing two rubrics currently used to assess global awareness and perspective across the curriculum and co-curriculum.

Presenters will share the process used to develop the instruments' design and performance criteria. They will also share results of studies conducted to improve the rubrics' utility, validity, and

reliability. Participants will gain a toolbox of strategies that can be tailored to meet the unique needs of their home institutions.

Stephanie Doscher and Hilary Landorf, Florida International University

Primary Track: Global Learning (60-Minute)

Using the CAS Standards for Program Assessment and Enhancement

For more than three decades, the Council for the Advancement of Standards in Higher Education (CAS) standards and guidelines have promoted inter-departmental, inter-program collaboration and reflected good practices generally agreed upon by the profession-at-large. The CAS standards speak to issues of institutional change as practitioners strive to meet student needs. Student affairs' commitment to developing quality experiences for students, coupled with calls for accountability, requires that educators evaluate programs and services to demonstrate their impact and learn how to improve them. In this session, participants will learn about using the CAS standards in practice.

Marybeth J. Drechsler Sharp, Council for the Advancement of Standards in Higher Education; and Daniel Bureau, University of Memphis

Primary Track: Student Affairs Programs and Services (60-Minute)

Redesign First Year Seminars: Engaging Faculty with Technology and Assessment

Since 1993, the University of Mount Union offered a 1-credit, 10-week FYS taught primarily by part-time faculty. Anecdotally, we began to recognize its limitations, but lacked substantive evidence. In 2009 we began redesigning the course to a 4-credit, discipline-based, e-portfolio reinforced FYS taught by full-time faculty. This FYS was delivered in Fall 2012 and in Spring 2013 we used evidence collected with e-portfolios to demonstrate the success of our redesign. This session focuses on our three-year redesign, describes the obstacles we overcame, the faculty development that was provided, and the ways we've begun to use assessment for continuous improvement.

Fang Du and Terry Davis, University of Mount Union

Primary Track: Use of Technologies in Assessment/ePortfolio (60-Minute)

Making One Size Fit All: Systematic Academic Program Assessment Across Diverse Disciplines

Standards for assessment of student learning set by regional accreditors attempt to strike a difficult balance. They must respond to public demand for evidence that the courses and degrees offered by accredited institutions provide real educational value. They must also be flexible enough to allow for the variety of educational objectives across different institutions and degree programs.

Responding to these standards effectively is no less difficult. This session presents a model of academic program assessment that successfully balances clear requirements for assessing student learning with the flexibility to make sense within a variety of disciplines and degree levels.

Robert L. Duniway, Seattle University

Primary Track: Accreditation (60-Minute)

Maximizing the Potential of Assessment: Engaging the Campus

Promoting deeper engagement with and understanding of assessment on our campuses is a challenge that many of us face. This workshop will draw on both cognitive and affective domain taxonomies and use that framework to develop strategies for fostering a deeper, more nuanced understanding of assessment among our faculty and administrator colleagues. Participants will create the outline of a comprehensive faculty and administrator development plan to achieve higher levels of understanding of assessment and a deeper appreciation of assessment. To provide support

as attendees implement their plans, they will be invited to participate in ongoing discussions of this topic electronically.

Allen Dupont, University of Tennessee Health Science Center; and Teresa Flateby, Georgia Southern University

Primary Track: *Faculty Development/Major Fields/Institution-Wide Data (60-Minute)*

Summer Industrial Projects Program

Many small businesses face fierce international price competition yet are unable to afford the very resources needed to become competitive. Engineering Technology education focuses on practical engineering methods but offers few opportunities for students to apply their training in meaningful engineering experiences. This is an opportunity to match needs.

This summer program places students in industrial settings to gain workplace experience; applying classroom knowledge to real-world problems. We will organize student teams and embed them into firms in the Indianapolis area. Each team will conceive and implement a project that will improve the competitive structure of the business.

Robert J. Durkin, IUPUI

Primary Track: *STEM Education (20-Minute)*

Using Data to Predict Student Success

We all have lots of data lying around, but it's not always obvious what to do with it. This session uses the CIRP first-year survey to demonstrate how to predict students who are at risk of low academic performance and attrition. The findings have immediate applications to recruiting, intervention, academics, and budgeting. The methods shown are generalizable, and are intended to cultivate an understanding of data, not a 'black box' predictor. You CAN try this at home.

David Eubanks, Eckerd College

Primary Track: *Use of Technologies in Assessment (20-Minute)*

How Authentic Assessment Can Save Higher Education

Higher education faces challenges on all fronts: economic, social, political, and technological. We take up the question of meeting those challenges by using social and technological changes to develop a more authentic approach to learning and assessment: stop thinking of education as "preparation" and start thinking of it as meaningful engagement with the world. This approach mimics the way visual and performing arts have always done things, now enabled by modern versions of documentation, portfolios, and communication.

David Eubanks and David Gliem, Eckerd College

Primary Track: *NILOA (60-Minute)*

Assessing Assessment: Successes, Failures, and the Future

What's been called the "assessment movement" has been going for more than twenty-five years now. In the course of these two decades assessment awareness and approaches have grown substantially, but assessment has yet to make the kinds of differences in teaching and learning that its original proponents hoped. This highly interactive session is designed to help you take stock of assessment efforts on your own campus, identify obstacles, and, with the help of others, identify what might be improved.

Peter T. Ewell, National Center for Higher Education Management Systems

Primary Track: *General Education (60-Minute)*

Mapping the Curriculum: Learning Outcomes and Related Assignments

As institutions strive to create seamless pathways for students focused around student learning outcomes and competencies, many are turning to mapping their curriculum. This presentation will discuss how to engage in curriculum mapping including strategies and institutional examples. In addition, the importance of mapping outcomes and competencies to specific embedded assignments tailored to assess larger institutional competencies will be explored.

Peter T. Ewell, National Center for Higher Education Management Systems (NCHEMS); Pat Hutchings, The Carnegie Foundation for the Advancement of Teaching and National Institute for Learning Outcomes Assessment (NILOA); Elise Martin, Middlesex Community College

Primary Track: NILOA (60-Minute)

Using Technology-based Assessments to Measure Residential Engagement and to Identify Early Intervention Needs: Implications for Student Affairs Programs

Through the lens of one residence life unit, presenters will provide a framework for measuring residents' engagement across living-learning communities within a large public higher education institution. Specifically, the development of quantitative and qualitative assessment strategies to guide residence life staff members' understanding of student and community-based experiences will be discussed. Relevant findings from one academic year will be highlighted. Furthermore, implications for data usage to guide early intervention and retention efforts will be examined within the context of student affairs assessment.

Amber C. Fallucca and Rebecca Goldstein, University of South Carolina

Primary Track: Student Affairs Programs and Services (20-Minute)

Assessment on a Shoe String: Strategies for Leveraging Limited Resources at Small Colleges

At small colleges it is common to find an Effectiveness and Assessment Office of One – a single individual charged with managing multiple assessment, accreditation and sometimes institutional research responsibilities. These challenges can be particularly acute at institutions lacking skilled graduate student support. This session will provide case studies of practices at two liberal arts colleges (Roanoke College and Randolph-Macon College) and how successful approaches with limited resources can be leveraged to produce creative strategies for effective, efficient, meaningful assessment practices that have demonstrated additional benefits for college constituents.

Kimberly L. Filer, Roanoke College; and Tim W. Merrill, Randolph-Macon College

Primary Track: Assessment Methods (20-Minute)

MacGyvering Qualitative Assessment Data Analysis

University of California, Irvine, following the model of Harvard's "Assessment Seminar," integrates qualitative data (semi-structured interviews) within its institution-wide assessment efforts. This assessment method presentation highlights the use of the university's Learning Management System's (LMS) MessageBoard as a virtual workspace for the qualitative analysis of the interview data. Using this ubiquitous and secure technology for grounded theory analysis allows for triangulation as well as involvement of multiple faculty and undergraduate researchers. Action-oriented results from the current iteration of this assessment project will highlight the ease of integrating qualitative methods into institution-wide data collection.

Daniel T. Flynn, University of California, Irvine

Primary Track: Institution-Wide Data/Use of Technologies in Assessment (20-Minute)

Delving Deeper Into NILOA Survey Results: What We Know About Institutional Assessment Practice in 2013

This session follows up the NILOA Track Keynote that highlighted results from NILOA's second national survey of provosts conducted in 2013. We will explore the assessment approaches and tools used, organizational and governance structures, resources, and features in place to support assessment activities, the means for sharing results across campus and with the public, how student learning assessment results are used, and the changes informed by assessment results.

Nora Gannon, National Institute for Learning Outcomes Assessment (NILOA); and Jillian Kinzie, Indiana University and National Institute for Learning Outcomes Assessment (NILOA)

Primary Track: (60-Minute)

Using Student Reflections on Graphing Choices to Improve Student Learning of Quantitative Literacy in an Upper-Division Undergraduate Physiology Course

Quantitative reasoning is one of the six core competencies advocated for in the Vision and Change document for undergraduate Biology education (2012). One area in which students struggle is analyzing and graphically representing data from biological experiments. In an effort to understand the reasoning employed by students, we gathered student reflections on their graph choices when representing data gathered in the laboratory component of an upper division physiology course. We discovered that students struggle with identifying variables and aligning their graph choices with their original hypotheses. These findings are informing and will improve future instruction in the biological sciences.

Stephanie M. Gardner and Aakanksha Angra, Purdue University

Primary Track: STEM Education (20-Minute)

The Civic Learning Assessment Road-Show

Even though the literature abounds with definitions of “civic learning”, “service learning”, and “civic engagement”, and we as educators see the first hand affects when our students volunteer in the community, very little is done to assess this learning experience. What does a “pre” and “post” evaluation look like if we want to assess student learning when our students go out into the community? Does their experience improve their soft skill as well as their course skills? How can you develop your own rubrics? Come to this informative session for insight into the evaluation of civic learning.

Lynnette Ruth Garetz, Heald College

Primary Track: High Impact Practices (20-Minute)

Incubating Change: Strengthening Large-Scale STEM Initiatives Through Assessment

Institutions are increasingly rethinking their approaches to STEM education and implementing new initiatives to achieve greater student learning and a more cohesive learning experience. As institutions make significant investments in these initiatives, they are called upon to demonstrate the impact of their efforts to a variety of stakeholders. How can institutions develop an assessment framework to strengthen broad, far-reaching STEM initiatives? Using case studies, we will identify critical components of assessment plans for large-scale STEM initiatives, including data collection methods and implementation strategies. Presenters will provide practical resources that can be adapted by other institutions.

Amy M. Godert and Theresa Pettit, Cornell University

Primary Track: STEM Education (60-Minute)

Implementing Credit Hour Compliance to Forward Campus-Wide Assessment

With the explicit addition of the assignment of credit to federal compliance review during comprehensive evaluation visits, institutions in all accreditation regions will benefit immensely from a proven, model strategy that transforms a compliance activity into continuous improvement of teaching effectiveness, curricula development and enhancement, and authentic assessment of student learning. This workshop will present a tested, successful approach that leverages total credit hour (“seat time”) compliance to simultaneously accomplish campus-wide authentic assessment of student learning. An added bonus of this approach is that it provides a path for institutions to construct the policy and procedural foundation for separation of “seat time” from the assignment of credit. Workshop participants will be introduced to the model, provided with strategies and tools (forms, etc.) developed by one institution to accomplish this task, and guided by a session facilitator in adapting these strategies and tools to their own institutions.

Kathleen Gorski, National Louis University

Primary Track: Institution-Wide Data (60-Minute)

Implementing Strategies to Internationalizing the Student Learning Experience: The "Global Option" Model

We worked with three colleges to examine ways to increase global learning. Colleges used curriculum design tools and various assessment procedures to examine needs of their students with respect to global competences. Each college took a different course of action, one of which was to introduce a Global Option cluster of studies. We will describe and evaluate the three cases in relation to faculty/administration involvement and resulting implementation strategies. We will share the Global Option framework and together with participants will consider: What works? Does top-down programming trump bottom-up evolving initiatives? How can this apply to participants’ institutions?

Esther E. Gottlieb and Laurie Maynell, The Ohio State University

Primary Track: Global Learning (60-Minute)

Communication Strategies and Tools to Build and Sustain Assessment across the Institution

This session focuses on philosophy, strategies, and resources used to build assessment in 54 undergraduate programs across 12 colleges at our four-year institution. We scaffolded development of quality program assessment over time, developing targeted milestones and engaging college and institutional leadership. For three years we’ve focused on creating communication pathways, constructive dialog and infrastructure with diverse internal constituencies. We’ll share our tools and findings about our assessment systems from three years of annual reporting. These snapshots – including communication in multi-campus programs -- provide data used to inform system goals and improvements.

Kimberly A. Green, Rebecca Dueben, Elizabeth Carney, and Briana Morrison, Washington State University

Primary Track: Institution-Wide Data (60-Minute)

Work-Based Evidence of Student Competency Attainment: An Introduction to the Internship Competency Assessment Project

This presentation provides an overview of how Johnson & Wales University has engaged in an innovative longitudinal assessment of student competency during internship and the results

tabulated after one academic year of data collection. Results show student gains in the core areas of problem solving, communication, collaboration, work-ethic and professionalism.

James E. Griffin and Maureen Dumas, Johnson and Wales University

Primary Track: *Accreditation/Assessment Methods/Major Fields (60-Minute)*

Creating a Culture of Assessment using Campus Labs

As Indiana University's Division of Student Affairs transitions into a culture of assessment, units must provide evidence for the work they are doing in terms of programmatic effectiveness, efficiency, and student learning outcomes. This session will outline the process used to align division wide assessment efforts using CampusLabs, a survey management system. The presenters' objective is to have an open discussion about transitioning the division to adopting a new survey management system, meeting the needs of a diverse set of practitioners, and continuing to build the culture of assessment while standardizing assessment practices. Presenters will highlight successes and acknowledge challenges that surfaced.

Autumn Harrell, Karyn E. Rabourn, and Deborah Santucci, Indiana University

Primary Track: *Student Affairs Programs and Services/Use of Technologies in Assessment (20-Minute)*

PharmacySMART: A Multi-Faceted Approach to Student Support and Success

The PharmacySMART program is a multi-faceted approach to supporting the success of all pharmacy student population academically, professionally and personally. PharmacySMART consists of 5 student services components: 1) StudentWorks (development workshops), 2) Mentor Program (faculty mentors), 3) Academic Check (monitoring academic performance), 4) Referral System (provides non-academic help to students), and 5) TeamWorks (team skills). At the end of each semester, each component is evaluated for student usage, satisfaction, effectiveness, and/or student and faculty perceptions. Assessment data are reviewed each semester and used to enhance the program the following semester.

Gregory B. Hetrick, Joseph K. Bonnarens, Mary E. Kiersma, and Abbie M. Usina, Manchester University of College of Pharmacy

Primary Track: *Assessment Methods/Major Fields (60-Minute)*

Summative, Formative, and Transformative Functions of e-Assessment Functions in Technology-Supported Course Contexts

Accountability and technology are both drawing new attention to assessment in higher education. This session reviews new perspectives on assessment as they are manifested in technology-supported assessment practices in diverse course contexts. It will discuss the potential advantages of considering assessment in terms of actual functions (rather than intended purposes), and consider how the complex interplay of functions impact evidential, consequential, and systemic validity of assessment practices and evidence. This session will also briefly consider how these issues are manifested on various e-assessment tools (e.g., Google Forms and the assessment systems in popular course management systems).

Daniel T. Hickey and Linda Andrade, Indiana University

Primary Track: *Use of Technologies in Assessment (20-Minute)*

Wikifolios and Participatory Assessment for Engagement, Understanding, and Achievement in Online and Hybrid Courses

This session introduces a scalable approach to obtaining broad learning outcomes in online and hybrid course contexts using widely-available wikis and online testing systems. The approach is based on current situative theories of learning and is organized around five general design principles

and specific course features. These principles and features emerged from iterative refinements of graduate-level online courses in a school of education. The course is organized around weekly wikifolios, simple portfolios implemented using a wiki. Specific instantiations of the general design principles will be discussed along with documented learning outcomes.

Daniel T. Hickey and Andrea M. Rehak, Indiana University

Primary Track: Use of Technologies in Assessment/ Use of Technologies in Assessment (60-Minute)

Using Excel to Analyze Multiple-Choice Items – Simple Ways to Improve a Test

No test is perfect. Some test items may not be clear or fair to the students. This session provides introductory statistical methods to examine an item's difficulty level, sensitivity to instructions, and power to differentiate master and non-master students, as well as quality of the answer choices.

The presenter will demonstrate the analysis using Excel 2007 and the participants are expected to leave the session knowing the basic item analysis concepts, how to carry out the analysis, and how to interpret the results. The presenter will also showcase an example using item analysis to improve program learning assessment.

Yao Z. Hill, University of Hawai'i at Mānoa

Primary Track: Use of Technologies in Assessment (60-Minute)

Building a Methodology for Monitoring and Measuring Civic Engagement in Student Affairs

Higher education institutions are being asked to provide evidence on outcomes associated with civic competencies and the ways that civic learning impacts measures of student success. This presentation will explore how staff in a Division of Student Affairs developed a comprehensive approach for monitoring and measuring civic engagement, allowing the division to report useful data as well as identify trends and opportunities. Points of discussion will include project rationale, process framework, inventory rubrics and analysis, metrics, reporting systems, and adaptation to diverse campus contexts.

Kathleen E. Hill and Dennis McCunney, East Carolina University

Primary Track: High Impact Practices (20-Minute)

Using Data to Measure, Predict and Enhance Retention

We will work with participants to identify key data that can inform, predict, support, and enhance retention. We will focus on utilizing multiple, readily-available data sources, and explain how, when examined together, they can improve retention. Finally, we will explain how this data enables predictive modeling to optimize student retention.

Mary D. Hinton and Ryan Williams, Mount Saint Mary College

Primary Track: Assessment Methods (20-Minute)

Assessment at Creative Institutions: Quantifying and Qualifying the Aesthetic

Assessment at Creative Institutions: Quantifying and Qualifying the Aesthetic is based on a forthcoming book by the same name and explores creativity and its assessment using easy-to-grasp concepts, concrete examples of arts assessment models, and case studies to form a blueprint that educators and students can use to assess endeavors in music, art, and design on both an individual basis and as a collective (course, cohort, department, program, etc.).

J. Joseph Hoey IV, Ashford University; David Chase, University of the Pacific; Jill L. Ferguson, Higher Educational Consultant

Primary Track: Major Fields (60-Minute)

Getting More Than Comparative Information From Student Performances on Nationally-Normed ACS Exams in Chemistry

Presentation includes information about how ACS Exams built a content map of the entire undergraduate chemistry curriculum and how this tool can be used for content knowledge measurements within program assessment regimes. Presenters will provide information and activities for participants to spend time exploring the overall structure of the map.

Thomas Holme, Iowa State University; and Kristen Murphy, University of Wisconsin-Milwaukee

Primary Track: *STEM Education/Major Fields (60-Minute)*

Evidence of Student Learning: Use of e-Portfolios in Specialized Accreditations

For faculty and administrators involved in specialized accreditation reviews, this session will discuss how the Business Program and Speech Pathology and Audiology program at The Richard Stockton College of New Jersey incorporate the use of e-Portfolios as documentation of students' learning outcomes for accreditation reviews and for curricula revision. Accrediting bodies require evidence that students integrate knowledge and skills from their courses and are prepared for the workforce. The use of e-Portfolios provides strong evidence of how students have met the requirements of the specialized accreditation standards and how artifacts in the e-Portfolios connect the graduates' knowledge and skills to workplace needs.

Diane M. Holtzman and Amy Hadley, Richard Stockton College of New Jersey

Primary Track: *ePortfolios/Major Fields/Accreditation (20-Minute)*

AAC&U's Global Learning Rubric and Curricular Design & Signature Assessments

AAC&U's new Global Learning Rubric reflects the assumption that global learning outcomes cannot be reached in one or two courses or co-curricular experiences. Instead, global learning provides a framework for integrating the entire curriculum--general education and the majors. In this session, participants will explore the six dimensions of global learning in the rubric and identify key opportunities for assessment across an integrative curriculum. Participants will also discuss ways to translate such assessment opportunities into high-impact signature assignments.

Kevin A. Hovland, Ashley Finley, Terrel Rhodes, and Chad Anderson, Association of American Colleges and Universities

Primary Track: *Global Learning (60-Minute)*

A Data-Driven Assessment Matrix to Meet Accreditation Requirements While Supporting Systematic Curriculum Evaluation

The University of Pittsburgh School of Pharmacy has developed a structured, data-driven and comprehensive tool to document student achievement in the professional pharmacy program. The "Curriculum Matrix" provides evidence of curriculum effectiveness required for university and national program accreditation. This tool also is a foundation for curriculum processes, driving: 1) articulation of goals, 2) development of innovative assessment methods, 3) definition of benchmarks and 4) data collection and review. The matrix, organized by 13 curriculum outcomes with direct and indirect data measures for each, is overseen by the Curriculum Assessment Committee charged with yearly management of this data-driven assessment strategy.

Denise L. Howrie Schiff, Susan Meyer, Kristine Schonder, and Karen Steinmetz Pater, University of Pittsburgh Schools of Pharmacy and Medicine

Primary Track: *Accreditation (60-Minute)*

Assessing Information Literacy in Student ePortfolios

This session describes Salt Lake Community College's ePortfolio system and how we use it to assess General Education learning outcomes. Following this descriptive portion, participants will get hands-on practice using an Information Literacy rubric to assess a few actual student ePortfolios.

David Hubert and Kati Lewis, Salt Lake Community College

Primary Track: *ePortfolios/Community Colleges/General Education (60-Minute)*

Using the Degree Qualifications Profile: Institutional Examples of Promising Practices

Almost 300 institutions across the United States are using the Degree Qualifications Profile (DQP) to engage in assessing student learning, aligning and mapping curriculum, and reviewing educational practices to enhance student learning and experiences. This session will present findings from case studies of institutions engaged with the DQP, including the experiences of two institutions currently working with the DQP and their lessons learned.

Pat Hutchings, The Carnegie Foundation for the Advancement of Teaching and National Institute for Learning Outcomes Assessment (NILOA); Jillian Kinzie, Indiana University and National Institute for Learning Outcomes Assessment (NILOA); Jennifer Stephens Helm and Karan Powell, American Public University System (APUS)

Primary Track: *NILOA (60-Minute)*

Assessing Learning with Digital Badges: Principles and Practices from the Design Principles Documentation Project

Digital badges are becoming widely used to recognize and assess learning in higher education. A study of assessment practices for digital badges in 30 learning programs revealed 24 distinctive practices which have been categorized into 10 general assessment principles. This information is contained in a detailed database, along with relevant research literature, in order to foster dialogue and help others identify appropriate assessment practices when using digital badges in particular contexts. This interactive session will show participants how to identify relevant practices, examples, and research in the database and seek input on helping them contribute to the discussions.

Rebecca C. Itow, Andrea M. Rehak, and Daniel T. Hickey, Indiana University

Primary Track: *Assessment Methods (60-Minute)*

What is the Right Stuff? Competences for Assessment Professionals

What does it take to lead assessment activities in a college/school/department? In early 2013, a Delphi process was conducted among assessment professionals in pharmacy education to determine the assessment related competences for individuals tasked with leading assessment initiatives. This interactive session will present findings based on this research. Participants will self-evaluate their own assessment-related competences and explore methods for improving their competence in select areas.

Kristin K. Janke, University of Minnesota College of Pharmacy; and Katherine A. Kelley, The Ohio State University College of Pharmacy

Primary Track: *Faculty Development/Major Fields (20-Minute)*

International Perspectives on Assessment: An Example from Canada

Institutions across the globe are engaging with assessing student learning and have perspectives to share in the US context. This presentation provides an international look at assessment activities,

drivers of assessment, and institutional challenges from a variety of international contexts with a specific focus on the University of Guelph in Canada.

Natasha Jankowski, National Institute for Learning Outcomes Assessment (NILOA); and Peter Wolf, University of Guelph

Primary Track: NILOA (60-Minute)

Making the Value Argument by Telling Evidence-Based Stories: The Voluntary System of Accountability

How do you make persuasive arguments to different stakeholders about the value of your institution in terms of effectiveness and student learning? This presentation will explore mechanisms to keep the audience in mind and tailor the presentation of information to them, the use of multiple data sources to tell a persuasive story, and ways to think about how to communicate effectively in order to discuss the value of higher education to meet the demands of accountability and to respond to questions of institutional effectiveness. The presentation will conclude with a discussion of how to craft an evidence-based story of institutional effectiveness and student learning.

Natasha Jankowski, National Institute for Learning Outcomes Assessment (NILOA); and Teri Hinds, Voluntary System of Accountability (VSA)

Primary Track: NILOA (60-Minute)

Transparent Online Communication: How to Convey Assessment Information Meaningfully

Communicating effectively to multiple audiences regarding assessment practice and results is a challenge with which institutions struggle. This presentation will explore how to present relevant and timely information online in the form of a story that may be used for improvement and accountability through NILOA's Transparency Framework. Two institutions which have used the framework to enhance online communication of assessment results and use will share their experience.

Natasha Jankowski, Moderator, Robert Dumas, and Carrie Allen, NILOA; Tami Eggleston, McKendree University; and Paul Sotherland, Kalamazoo College

Primary Track: NILOA (60-Minute)

Situational Assessment for Global Learning Outcomes

As global learning opportunities become more prevalent at many universities, pressure is growing to demonstrate their impact. This paper reports on a promising class of assessment tools that can provide direct evidence of global learning and global competence, namely scenario-based and situational assessment tools. The presenters will give the audience a number of sample questions of this type, and as a group discuss appropriate and inappropriate responses. The presentation will also review results from existing tools used to evaluate global learning outcomes, as well as a discussion of the various benefits and challenges associated with adopting this assessment strategy.

Brent K. Jesiek and Sang Eun Woo, Purdue University

Primary Track: Global Learning (20-Minute)

Evidence and Decision-Making: Recognizing Different Types of Use in Higher Education Assessment

A fundamental goal of outcomes assessment is "closing the loop", a reference to using assessment findings for programmatic improvement. In practice, even thorough studies have produced very few specific actions (Blaich & Wise, 2011). However, that observation is based on limited conception of use as only instrumental. The evaluation field has a broader understanding of use,

including instrumental, conceptual, symbolic, process, and the notion of influence. The purpose of this presentation is to introduce a reconceptualization of use for consideration, and perhaps debate, in determining what circumstances assessment evidence meaningfully contributes to programmatic improvement.

Jessica L. Jonson and Timothy Guetterman, University of Nebraska-Lincoln

Primary Track: Institution-Wide Data (60-Minute)

Grassroots GenEd Assessment

This year Northwestern College held ten cross-departmental discussions as the first step in developing a new General Education assessment plan. To prepare for these discussions, we first addressed two pressing questions: 1) What factors can impede faculty collaboration on interdisciplinary learning goals?; and 2) What can the General Education committee do to mitigate these factors? Participants in our interactive presentation will learn what institutional processes and rhetorical approaches helped us facilitate campus-wide conversations about student learning. Attendees will also collect strategies for increasing faculty buy-in to General Education assessment at their home institutions.

Michael A. Kensak and Adrienne Forgette, Northwestern College

Primary Track: General Education (60-Minute)

Stimulating Dialogue and Improvement in High Impact Practices Using New NSSE Reports

The National Survey of Student Engagement (NSSE) is a widely used resource to help institutions assess and improve the quality of undergraduate education. High impact practices are one of many areas of engagement measured by NSSE. In this session, participants will learn why promoting high impact practices is important to improving the quality of undergraduate education as well as how NSSE results may be utilized to engender dialogue about student expectations, and differences in experiences, and stimulate action to enhance high-impact practices. The updated NSSE 2013 and new high-impact practice reports will also be introduced.

Jillian Kinzie, Indiana University and National Institute for Learning Outcomes Assessment (NILOA); and Amy Ribera, Indiana University

Primary Track: High Impact Practices (60-Minute)

The National Assessment of Service and Community Engagement: Quantifying Student Service to Measure Community Impact

The National Assessment of Service and Community Engagement (NASCE) is a web-based survey conducted by the Siena College Research Institute that measures an institution's overall community impact by evaluating the rate, frequency, and depth of student community service activities, and assessing institutional structures that influence service participation. With more than 50 institutions and 30,000 student interviews, the NASCE has collected the largest dataset of its kind. By the end of this workshop, participants will have a strong understanding of the NASCE as an assessment tool, and will be able to relate NASCE's findings to their own community engagement practices.

Donald P. Levy, Mathew Johnson, Peter Cichetti, Siena College

Primary Track: High Impact Practices (60-Minute)

Helping Students Learn” e-Portal: Creating a University-Wide Community of Practice Through Assessment

We created a “Helping Students Learn” e-Portal to make transparent all the ways our university's services and programs support student learning. In addition to being an online repository for

organizing program assessment data, the portal is a virtual learning, research, and communication space – a one-stop “MeetUp” place for viewers and contributors. Session participants will investigate how an ePortal helps determine to what extent a university works together holistically. Attendees will also consider for their own institution how an e-Portal can help bring together units who have never worked together before, to partner and create new synergy for improving the student experience.

Peggy Liggitt and Eboni M. Zamani-Gallaher, Eastern Michigan University

Primary Track: *Institution-Wide Data/Use of Technologies in Assessment (60-Minute)*

Multi-Level Decentralized Sustainability Assessment

Portland State University adopted sustainability as a campus-wide undergraduate learning outcome. Since then it has undertaken a number of assessment activities ranging from course identification to education and co-curricular program learning outcomes. The opportunities and challenges associated with decentralized, multi-level sustainability assessment will be discussed, and examples of tools and rubrics used will be presented. The session will engage audience members about their experiences so as to better enable campuses to learn from each other. Questions such as does a set of disparate efforts add up to a greater understanding of sustainability on campus will also be addressed.

Elizabeth I. Lloyd-Pool and Rowanna Carpenter, Portland State University

Primary Track: *Institution-Wide Data (60-Minute)*

A Framework for Consistency and Assessment in a Global Institution

Developing sustainable strategies for ongoing continuous improvement of student learning in a multi-national academic environment presents many unique challenges. Solutions are based on establishing an efficient and effective communication framework enabling curriculum requirements and enhancements to be disseminated to all global locations, and subsequently facilitating mechanisms to gather, analyze, and utilize meaningful assessment data. Webster University, with locations in four continents, has developed a Knowledge Management System to address these challenges. We report on the tools and instruments used in our assessment processes, and some of the observed benefits resulting from this worldwide continuous improvement assessment mechanism.

Peter Maher, Webster University

Primary Track: *Global Learning (20-Minute)*

Moneyball: The Art of Statistical Analysis in Health-Related Professions

Moneyball was a look at using statistical analysis to make important decisions to help a baseball team perform better, while dealing with a traditional group of seasoned scouts who had a long history of making player evaluations based on anything but statistical analysis. This presentation will look at how one small medical school applied a similar approach with a seasoned faculty who had spent many years teaching medical students using information based on assessing student learning using tools that was not based on data. This school incorporated computer-based testing using an analytics platform to be more effective.

Bradley D. Marcum and Meg Wright Sidle, University of Pikeville/Kentucky College of Osteopathic Medicine

Primary Track: *Major Fields (60-Minute)*

The SLACkers: The Student Learning Assessment Campaign

The SLACkers is a student-to-student general education awareness campaign educating students about assessment, the gen Ed and why students should be paying attention to assessment as part of their education. The campaign uses social media, classroom visits, hallway visits and student government as outreach tools. The campaign has led to rich campus-wide discussions about students' own roles and responsibilities in reflecting about their education and has informed institutional practice of how to improve student learning based on the feedback. The students also head an ePortfolio project where graduating "seniors" create a digital portfolio and load evidence to reflect their achievements in each of the 6 gen ed areas.

David Marshall and Markea Knox, Olive-Harvey College, City Colleges of Chicago

Primary Track: *General Education/ePortfolio (60-Minute)*

Building and Sustaining a Culture of Assessment: Using Survey Data to Strategically Engage the Professoriate in Faculty Development

Engaging faculty in professional development focused on assessment is a daunting task. Maintaining faculty engagement in long-term strategic developmental initiatives may be challenging as assessment leaders collaborate with groups of faculty across programs, schools, and/or colleges. Palomba and Banta (2001) purport that assessment in accredited disciplines is "likely to be more mature and fully-developed" (p. 10). Thus, the knowledge base of assessment varies across programs. The purpose of this session is to investigate the creation of a locally-developed survey and the use of collected survey data to create targeted developmental workshops appropriate for faculty across programs and in general education

Christopher A. McCullough and Renee Robinson, Saint Xavier University

Primary Track: *Faculty Development/General Education (20-Minute)*

The Role of Reflective Pedagogy in ePortfolio Assessment

At Virginia Military Institute, Civilizations and Cultures courses, developed by every department on campus, form a key component of the new core curriculum and represent a local response to the call in higher education to strengthen students' "knowledge of human cultures." In these courses, ePortfolios are used to assess students' ability to 1) "identify cultures of the world and the components and practices that distinguish them from others," and 2) "appreciate a culture's distinctiveness either through texts or experiential contact." Research findings from Cohort VI of the Inter/National Coalition for Electronic Portfolio Research illustrate the significant role that reflective pedagogy plays in fostering meaningful ePortfolio assessment.

Christina R. McDonald and Kenneth E. Koons, Virginia Military Institute

Primary Track: *ePortfolios/General Education (60-Minute)*

How do we know? The Positivist vs Constructivist Framework for Assessment

Some assessment methods are best used within the framework of positivist research: when attempting to test a single, well-defined variable or discover correlations, it is important to use the quality criteria of validity and reliability and limit threats to the extent possible. Other methods are best suited to a naturalistic framework. I will use examples of questions to be answered through assessment to generate discussion of how the two frameworks, positivist and naturalistic, and two sets of quality criteria—validity/reliability and trustworthiness—can be explicitly considered and used to guide choices about how to conduct assessment.

Eileen E. McFall, University of the Pacific

Primary Track: *Faculty Development (60-Minute)*

How to Effectively Use Your Institutional Research Office to Support Assessment Efforts and Why it Matters

Institutional Researchers are an underused resource to support assessment efforts. Institutional researchers bring continuity, expertise and support to college assessment efforts. Are you using your institutional researchers to their greatest potential? Learn how IR professionals can: evaluate methodologies used in campus assessment and the data they convey; bring best practices and training to your committee; use their immense knowledge of who the campus is, its strengths and weaknesses, to create a comprehensive assessment program at your campus; streamline data gathering and organization, and much more!

Mary E. McLean-Scanlon, Triton College

Primary Track: Assessment Methods/Community Colleges (60-Minute)

How to Reset Your Assessment Motor

How an assessment committee can evaluate General Education Outcomes, align Curriculum and Assessment Committee practices and policies and achieve 100% participation.

Robin B. Meade and Robert Greenwald, Triton College

Primary Track: Accreditation/Community Colleges (20-Minute)

Assessing Student Learning in Community College Student Support and Academic Services: Tools and Strategies Straight from the Practitioners

This presentation highlights an edited text (under review) in which we offer specific tools and strategies for implementing outcomes-based assessment of student learning within community college student and academic support services. We share “how-to” advice from those who are responsible for implementing outcomes-based assessment every day while managing their full-time roles and responsibilities. Community college academic and/or student service support staff who are instrumental in implementing outcomes-based assessment at her/his campus while tending to other full-time responsibilities contributed to this text. Our presentation includes a robust, participatory discussion of the book content, along with worksheets, templates, and novel ideas.

Megan Moore Gardner, University of Akron; Kimberly A. Kline; Buffalo State College; and Marilee J. Bresciani, San Diego State University

Primary Track: Community Colleges/Student Affairs Programs and Services (60-Minute)

Assessing Involvement in Faculty Development

During the 2006 administration of the Faculty Survey of Student Engagement (FSSE), faculty members from 130 four-year institutions reported the frequency with which they participated in activities to improve their teaching as well as how important it is that their institutions provide services aimed at teaching improvement in student engagement related areas. In this session, FSSE staff will present findings from these items as well as related findings from more recent years. Presenters and participants will identify and share ways to use such results to inform campus practices and will identify potential questions for future FSSE administrations.

Thomas F. Nelson Laird, Allison M. BrckaLorenz, Leah K. Peck, Indiana University

Primary Track: Faculty Development (60-Minute)

Making the Implicit, Explicit – Faculty Development as a Means to Aligning Faculty and Institutional Approaches to Assessing Critical Thinking

Analysis of interviews and focus group discussions revealed that faculty who teach general education do not explicitly assess CT. Consequently, at best, faculty were hopeful that their pedagogy developed CT in students. This paper outlines and analyzes the effects of focused faculty

development efforts to make CT an explicit outcome in general education courses. The study examines assignment prompts and rubrics that faculty developed and analyzes their experiences with implementing explicit approaches to CT. The goal is to observe if faculty can move from hopefulness to focused, meaningful, and assessable approaches to CT in the general education classroom.

Mark C. Nicholas, Oklahoma State University; and Tanmay Pramanik, Transnational Association of Christian Colleges and Schools

Primary Track: Faculty Development/General Education (20-Minute)

Providing Evidence of Civic Learning and Democratic Engagement Using the Civic-Minded Graduate (CMG)

Educating for democracy. Graduating responsible citizens. Teaching the public purposes of our disciplines. All of these are related to civic learning and democratic engagement, but how do we accomplish this? This session will share best practices, assessment tools, and survey findings from 3 campus-wide service events (N=>800) and a study of a service-based scholarship program (N=183), which provides insights into how students develop civic-mindedness. Participants should be prepared to discuss how institutions can assess and provide evidence of civic learning and democratic engagement.

Kristin E. Norris and Jennifer Halford, IUPUI

Primary Track: Student Affairs Programs and Services (60-Minute)

Engaging Programs in Learning Outcomes Assessment at a Large Research-Intensive University

Engaging academic units in assessing learning outcomes is a challenge at large institutions. At the University of Arizona, academic units are held accountable for assessment through the 7-year cycle of Academic Program Review (APR). To support units in assessment processes, we provide one-on-one mentoring, review of assessment plans, and APR assessment workshops and “showcase” events. Faculty Learning Communities provide faculty development in assessment. College-level support is provided by an Assessment Coordinating Council. In this session, we will describe our conceptual model for outcomes assessment, strategies to support and hold units accountable for outcomes assessment, and lessons learned using this model.

Ingrid Novodvorsky and Debra Tomanek, University of Arizona

Primary Track: Major Fields (60-Minute)

Asking the Right Questions: Assessment Considerations in the Design of an Institutional Self-Study

This session will focus on the process of formulating effective research questions as part of designing an accreditation self-study. In order for the self-study to be meaningful to both internal constituencies and an external accrediting body, questions should deepen an institution’s self-understanding and advance its self-improvement while demonstrating compliance with eligibility requirements and standards. Emphasis will be placed on developing questions that stimulate institutional reflection and encourage evaluation and judgment by yielding responses that are concrete, measurable, and supported by documentation.

Leanne R. Owen, Holy Family University

Primary Track: Assessment Methods/Accreditation (20-Minute)

Setting the Stage for Assessment of Learning in the Affective Domain: A Case Study from the World of Musical Theatre

Assessment of learning in higher education increasingly requires demonstration of quality and effectiveness, yet mechanisms for assessing learning across all forms of outcomes and skills remain elusive. This session will explore the challenges to assessing learning in the affective domain. A video case study and presentation of results from a national survey on musical theatre assessment will be used to facilitate a focused conversation. Participants will develop strategies and practical suggestions for how assessment of learning in affective domains might be conducted across various fields and discussed throughout campuses.

C. Casey Ozaki, Deborah Worley, and Emily Cherry, University of North Dakota
Primary Track: Major Fields (20-Minute)

Effective Faculty Practices: Student-Centered Pedagogy and Learning Outcomes

Student-centered pedagogy is promoted as an effective teaching practice, yet we know little about how widely students experience it in undergraduate education or how it is related to student learning outcomes such as critical thinking, written and oral communication, and intercultural competence. Results from the HERI Faculty Survey will explore what types of student-centered pedagogy students are exposed to and the extent to which they relate to student learning outcomes. Participants will discuss best practices for and share examples of implementing student centered pedagogy. Increased understanding of the relationship between student-centered pedagogy and student learning outcomes helps us to understand more about student learning and teaching practices.

Laura J. Palucki Blake, UCLA
Primary Track: Faculty Development (20-Minute)

Transforming Institutional Assessment Culture Through Faculty Development

An institution's assessment culture is fostered by assessment leaders. Therefore, both faculty and administrators working closely with the institution's assessment practices must be mindful of the ways they communicate about assessment projects, provide faculty development, and honor faculty investment in assessment activities. In this session, learn how assessment leaders at Illinois Central College have transformed their institution's assessment culture in the last three years through various faculty development initiatives. Presenters will describe the institution's intentional use of language, embedded faculty development activities, institutional assessment fairs, assessment awards, and faculty compensation for special projects.

Sarah A. Parlier and Kari Schimmel, Illinois Central College
Primary Track: Faculty Development/Institution-Wide Data (60-Minute)

Overcoming Obstacles in Administering Assessment of Student Learning: Practical Solutions for Everyday Challenges

When implementing a sound, effective plan for assessment of student learning in the institution, there are bound to be challenges and hurdles, many of which are common across types of institutions and assessment processes. In this presentation, we provide examples of everyday challenges in assessment of student learning and some practical solutions, which we have found to be effective in our assessment work, such as routinized reporting, a spreadsheet which displays the campus at-a-glance, and one method used to convey the importance of assessment to departments. These practical solutions keep relationships in mind, a key element in problem-solving the challenges.

Nancy P. Parson and Lori Baker-Sperry, Western Illinois University
Primary Track: Assessment Methods (20-Minute)

Designing and Implementing a New General Education Program with Assessment as a Key Consideration

The University of Southern Indiana has recently adopted a new general education program which will go into effect Fall 2014. The development and implementation of USI's New University Core Curriculum (NUCC) has been complicated by the nearly simultaneous legislative enactment of a mandate that Indiana public institutions adopt a Statewide Transfer General Education Core, based upon a set of competences in areas agreed upon by the state universities. This presentation will discuss the considerable attention given to the assessment of student learning outcomes in the development and implementation of the NUCC, including a significant emphasis on "Ways of Knowing".

Dane M. Partridge and Joe Wingo, University of Southern Indiana

Primary Track: *General Education (20-Minute)*

Tracking Curricular Outcomes Through the Implementation of an ePortfolio

The University of Pittsburgh School of Pharmacy uses student portfolios to document student performance and measure achievement of curriculum outcomes. Limitations of commercially available ePortfolio platforms led to development of an internal platform. The ePortfolio was strategically designed to meet both national accreditation and university requirements to document learning outcomes. The ePortfolio serves to focus faculty:student mentoring conversations every semester. Successful implementation of a required ePortfolio requires comprehensive design and commitment from faculty, support staff and students. Our experiences collected over four consecutive professional program years will be presented.

Karen Steinmetz Pater, Denise Howrie, and Kristine Schonder, University of Pittsburgh School of Pharmacy

Primary Track: *ePortfolios/Major Fields/Accreditation (60-Minute)*

Case Study: Linking Assessment Results to Create Meaningful Curricular Improvements

The College of Business at Florida International University is continually using assessment findings to improve student learning. Faculty and staff members have employed various strategies across the years to enhance the assessment process to make relevant and sustainable improvements to the curriculum. These strategies will be described in the presentation, supplemented by specific examples of how particular data sets are linked to improvement strategies. Further examples, will be utilized to delineate ways in which faculty and staff have collaborated to design and implement the improvements.

Katherine Perez, Bridgette Cram, Andrea Rodgers, Florida International University

Primary Track: *Assessment Methods/Major Fields (20-Minute)*

General Education Assessment: An Evolution Story

This program will outline the importance of General Education assessment in higher education. Most importantly it will share the evolution of the General Education Assessment Plan at Clarke University, including where they started, where they have been, and where they are going. This program will also feature the partnership Clarke has established with Campus Labs, a comprehensive assessment program that combines data collection, reporting, organization, and campus-wide integration. Clarke has utilized their services to successfully complete each stage of the assessment cycle for this assessment plan. These stages include documenting general education outcomes; administering, collecting and analyzing outcome assessment data; and reporting results.

Deann Petitgout, Clarke University; and Kate Griffin, Campus Labs

Primary Track: *General Education (60-Minute)*

Assessing Teamwork Using Reflections and an AAC&U Value Rubric

This session will discuss the methodology used by a Blinn College pilot project designed to promote and encourage students to engage in collaborative learning in a freshman Biology class. The session will share both the pitfalls for others to avoid and the successful strategies that were employed.

The session will also explore how it assessed the General Education Outcome of teamwork using student reflections, AAC&U value rubrics, and peer review.

Loraine Phillips, Texas A&M University; and Greg Phillips, Blinn College

Primary Track: General Education (60-Minute)

Implementing the Degree Qualifications Profile Framework

The American Public University System (APUS) is implementing the DQP framework across all programs at the associates, bachelors and masters levels. This session will walk through the processes that have been used to engage stakeholders in this process. Strategies and processes to implement the DQP framework will be discussed. Tools, templates, and resources that have been developed and utilized will be made available to the audience for use at their institutions.

Preliminary findings as a result of the work will also be discussed.

Karan H. Powell and Jennifer Stephens Helm, American Public University System (APUS)

Primary Track: Accreditation (20-Minute)

Adventures in Institutional Capacity Building: Monitoring the Use and Outcomes of High Impact Teaching and Learning Practices

The push to improve student learning through the effective use of high impact practices is spurring change across many college campuses. Orchestrating change at the institutional level can be challenging. Campus leaders must ultimately align process measures (evidence of effective educational activity) with outcomes measures (evidence of student learning and skill). In this session, we present a case study of the IUPUI 'RISE initiative' to illustrate specific nuances of these challenges for implementing and assessing student engagement in high impact practices at a complex, urban comprehensive campus. In addition, we will share challenges and prospects associated with course tagging information as a data source for fueling institutional process improvement.

Mary F. Price and Kathy E. Johnson, IUPUI

Primary Track: High Impact Practices (60-Minute)

Liberating Insight by Walking in Other People's Shoes

The researchers framed this program evaluation project as an investigation of the influences on teaching practices of IPFW teaching center program participants and non-participants. Changes in teaching practices and the motivations for these changes of fifteen randomly chosen faculty were studied. Session participants will develop and analyze brief case studies using abbreviated data sets and three of the methods that were used in the study. Through hands on analysis of data, session participants will enhance their ability to evaluate the conclusions drawn by the researchers and become familiar with useful analytical frameworks that they can use in their own research.

Gail A. Rathbun, Rebecca Jensen, and Jane Leatherman, Indiana University Purdue University Fort Wayne

Primary Track: Faculty Development (60-Minute)

Designing Internship and Capstone Experiences for Adult Learners Studying in Hybrid Environment

In the last two decades higher education has been experiencing a substantial growth of hybrid and on-line programs. Benefits of these programs include lower institutional expenses and increased access for students; concerns are associated with students' engagement, persistence, and instructional quality. One of the strategies for addressing these issues is through the assessment of students' Capstone Experiences. This presentation will focus on describing challenges of designing Capstone Experiences tailored to adult learners, students of the hybrid undergraduate HSA program, discussing involvement of the local health care community in designing and assessing Capstone Experience, and presenting students' role in Capstone Experiences assessment and improvement.

Natalia I. Rekhter, Lincoln College

Primary Track: *High Impact Practices (20-Minute)*

First Year Seminar: Multifaceted Approach to Assessment

This session will describe a multifaceted approach to assessing student learning in an interdisciplinary First Year Seminar (FYS). Participants will learn how FYS faculty have been integrally involved in the process of course development and in designing its assessments of student learning. At the end of this session participants will be able to explain the process used to triangulate FYS assessment results, develop an FYS improvement plan based on analysis of these results, and suggest improvements to the FYS assessment process.

Mary E. Reynolds, Sherri C. Smith, and Jennifer N. Sias, Marshall University

Primary Track: *High Impact Practices (60-Minute)*

Student Transfer of Learning: Collaboration for Quality

What if student transfer were based on learning? Nine states and twenty 2-and 4-year campuses are working on different ways to use the assessment of student learning/mastery/competence as a key metric for transfer beyond credit accumulation and grade point average. You will learn about strategies and examples, including transfer pathways, assessment approaches, barriers, and opportunities. These Quality Collaborative campuses and states are examining whether the Degree Qualifications Profile (DQP) is a useful framework for learning outcomes and performance for 2- and 4-year transfer. Bring your own examples of assessing student learning for demonstrated attainment of desired levels of mastery.

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

Primary Track: *Assessment Methods (60-Minute)*

A Web-portal to Streamline General Education Assessment

In 2007, the Office of Programs and Academic Assessment (OPAA) was charged with designing a General Education (GE) assessment process. In collaboration with the campus GE Assessment Committee OPAA created a form for collecting data on: (1) assessment methods; (2) student learning effectiveness; (3) analyses of teaching approaches; and (4) recommendations for improving student learning. Since fall 2009 OPAA has collected these data from instructors using a web-based system. A simple design, centralized data collection, and single sign-on features have helped to facilitate data collection and reporting in one central location, thus streamlining the GE assessment process at UIC.

Saleha Rizvi, University of Illinois Chicago

Primary Track: *Use of Technologies in Assessment/General Education (60-Minute)*

Back to the Drawing Board: Developing and Revising Assessment Plans in the Humanities

Many majors have national disciplinary standards for student learning outcomes; many humanities majors do not. This session focuses on three majors: History, Philosophy, and English. One of these is a new major (Philosophy), thus starting its assessment from the beginning; the other two are in various states of revision, including to learning outcomes, program priorities and assessment methods that reflect changing priorities for student learning in the humanities. Objectives include clarifying problems and solutions to assessing humanities programs, practical suggestions to designing and revising assessment plans, and using data for program improvement and assessment improvement.

M. Susan Rouse, Ryan Ronnenberg, and William Rice, Kennesaw State University

Primary Track: Major Fields (60-Minute)

Engaging Faculty in Learning Outcomes Assessment

This interactive presentation will focus on the process used by a small university to involve faculty in student learning outcomes assessment. Participants will have the opportunity to work with materials designed by the presenters to assist faculty in developing assessment plans. Additionally, they will be given a preview of an electronic management system that tracks progress on collecting, analyzing, and utilizing data for the purpose of improving student learning.

Kathleen Ruthkosky and Frank DeMatteo, Marywood University

Primary Track: Faculty Development/Use of Technologies in Assessment (20-Minute)

STEM Education: Student Responses to a Community College Faculty Development Program

Results of a pre-/post-survey administered in paper format to students in STEM classes at a community college in the southern United States will be shared. These surveys are part of an NSF HBCU-UP educational research grant program focusing on STEM faculty professional development. The two survey instruments focus on concepts of science, student attitudes towards science, and the impact of course-related activities. Additional assessment approaches, such as a STEM learning inventory, will be referenced as well. Recommendations for similar projects can be discussed as well.

Austin B. Ryland and Nathaniel J. Bray, University of Alabama; and Peggy Shadduck Palombi, Shelton State Community College

Primary Track: STEM Education (20-Minute)

Assessing General Education to Improve Students' Learning Experience

The American University of Beirut implemented a new General Education program organized around desired students' skills and competences. The assessment findings from the 3-year assessment cycle will be presented. An improvement plan will be shared as an example of closing the assessment loop.

Dania S. Salem, American University of Beirut

Primary Track: General Education (20-Minute)

Centering Study Abroad Assessment on Student Learning

On many campuses study abroad is expected to do much of the heavy lifting when it comes to global learning. Yet rigorous outcomes assessment of study abroad often find underwhelming value-added effects. This interactive session will synthesize recent research on the educational impact of study abroad with the literature on assessment in higher education, theories of learning

and holistic development, and social science research design to suggest a more useful way of assessing study abroad to better meet postsecondary global learning outcomes.

Mark H. Salisbury, Augustana College

Primary Track: Global Learning (60-Minute)

Community Collaboration through Service Learning: Students Hit the Streets

Instructors in different disciplines (Communications and Psychology) incorporated community partnerships and service learning into their courses in an effort to increase student engagement. Success of this effort was judged by mixed method assessments of students' self-concept, motivation, and personal growth. The Personal Growth Initiative Scale was used as a quantitative pre-and post-measure of personal growth. Content analysis of the students' reflective journals was conducted to examine the following concepts: epistemological transformation, intellectual growth, and civic responsibility. Findings indicated that student participation in a service learning course leads to a greater commitment to the community, civic engagement, intrinsic motivation, and understanding of cultural relativism.

Nathalie Saltikoff, Sara Allen, and Dakin Burdick, Endicott College

Primary Track: High Impact Practices (20-Minute)

Assessing Gen Ed Target Competences in our Aesthetics Perspective: Pitfalls in the first Assessment Cycle lead to Improvements in the Second

At Western New England University we are entering the last year of our second 5-year Assessment Cycle for General Education, which includes the target competences for the Aesthetics Perspective. In this session, we will share a major pitfall from our first cycle—the assessment results from studio art courses. We will discuss the suggestions from our assessment team including specific examples from the first cycle as well as the actions we are taking to improve both the process and student learning in this cycle.

Lorraine Sartori and Lisa Hansen, Western New England University

Primary Track: General Education (20-Minute)

Using a Wiki for Assessment

The various commercial products for electronic reporting of assessment results serve many institutions well but may not be the best solution for all. SUNY Geneseo has developed a flexible, low-cost method of organizing assessment electronically that employs a wiki as its platform. Using the wiki, academic programs don't report results up the administrative hierarchy, but rather record them in a space they own —formatted in a way that is most useful to them —and continuously share this information with those who need to know it. The wiki feels less bureaucratic than other systems but retains many of the same benefits.

Paul J. Schacht and Kenneth D. Kallio, SUNY Geneseo

Primary Track: Institution-Wide Data/Use of Technologies in Assessment (20-Minute)

Collaborating Across Campus to Clarify and Communicate General Education Outcomes

In this interactive session, participants will hear how it is possible to collaborate with colleagues across campus to define and operationalize general education outcomes. At Millersville University, in spite of a very advanced assessment program, we discovered that definitions of general education competencies varied across campus. We are working to unite a variety of stakeholders and draw upon the expertise of disciplinary experts to define, operationalize and communicate our general

education outcomes. Participants will play an active role in session discussions and should gain valuable tips from both the presenters and other participants.

Lisa M. Schreiber and Lynn Marquez, Millersville University

Primary Track: General Education (60-Minute)

Identifying Key Performance Indicators: The Foundation of an Institutional Dashboard

This presentation introduces and describes institutional dashboards and key performance indicators (KPIs), outlines the steps needed to identify a set of KPIs, discusses sources of potential KPIs, and provides examples of successful institutional dashboards. Participants will work in small “Dashboard Development Teams” to identify a set of first-level KPIs for a hypothetical higher education institution.

Jeffrey A. Seybert, Higher Education Consultant

Primary Track: Community Colleges (60-Minute)

Using Holistic Scoring Rubrics to Assess General Education Learning Outcomes

This presentation will involve a comprehensive overview of the use of rubrics in assessment of general education learning outcomes. The history of rubrics will be presented and different types of rubrics defined and examples provided. Participants will work in small “assessment teams” to evaluate actual samples of student work using faculty developed holistic scoring rubrics.

Jeffrey A. Seybert, Higher Education Consultant

Primary Track: Community Colleges (60-Minute)

Developing and Cultivating e-Portfolios

This presentation will describe the development and implementation of an e-Portfolio system. Practices include getting started, identifying program requirements, and training stakeholders to create and share e-Portfolios within their program and across the organization. Designing, building, and cultivating interest using e-Portfolios doesn’t just happen, there needs to be a systematic implementation that includes: vetting the vendors: a sampling of some of the important questions to ask; introducing it slowly so as to not to overwhelm the users; taking inventory: record all program requirements from admissions to program completion; Consistently meeting to develop the structure and to train everyone; and reviewing and using the data.

Barbara Shepperson, Lewis and Clark College

Primary Track: ePortfolios (20-Minute)

Involving Undergraduates in Assessment

To support and sustain assessment, the Center for Research on Teaching Excellence at UC Merced offers the Students Assessing Teaching and Learning (SATAL) program, in which trained undergraduates gather indirect evidence of student learning on behalf of faculty to improve student learning and institutional services. SATAL trains undergraduates in research design, data gathering and effective reporting. In this interactive session, we will explore the SATAL program structure, benefits and evidence of impact on instructional practices and curriculum at course and program levels. We look forward to a conversation about the assessment findings and how to replicate the program elsewhere.

Adriana M.M. Signorini, Robert Ochsner, and Michael Truong, University of California, Merced

Primary Track: Assessment Methods (60-Minute)

Feeding the Masses: Utilizing Technology to Spread the Good Assessment Word

Assessment is a key component of the continuous improvement process, but it's a part that many faculty and administrators still don't fully understand. Because of this, many universities find that they need to provide comprehensive assistance to these individuals, usually, through workshops and consultations. Unfortunately, time and budgets are tight for many of us. Through the use of technologies, such as recorded workshops, MOOCs and online courses, more people can benefit from and receive assistance with assessment without over-burdening the already tight schedules of both the faculty and the assessment staff. This presentation will highlight the benefits and drawbacks of each of these tools for use by assessment professionals.

Leah Parsons Simpson, University of Kentucky

Primary Track: *Use of Technologies in Assessment (20-Minute)*

Assessment of Learning in Student Involvement

This session describes the construction and implementation of an assessment plan in IUPUI's Office of Student Involvement. Our process included: identifying common themes and deriving relevant program learning outcomes, mapping to office- and campus-wide outcomes, linking to division-wide assessment strategies, developing assessment tools, communicating data, and using results for improvement.

Diana S. Sims-Harris, Chad Ahren, Rob Aaron, IUPUI

Primary Track: *Student Affairs Programs and Services (60-Minute)*

COMPASS: Heading in the Right Direction, a Collaborative Model for Participating in University Strategic Planning

This session shares a model for departmental and divisional goal setting and program assessment utilizing CAS Professional Standards, Association for Student Affairs at Catholic Colleges and Universities Principles of Good Practice, and a divisional mission statement and makes the practical connections to university strategic planning. Presenters share the lessons learned and positive outcomes when student affairs departments collaborate as participants in university strategic planning.

Katheryn L. Slattery and Kristin Schumacher, Lewis University

Primary Track: *Student Affairs Programs and Services/Assessment Methods (60-Minute)*

Effectively Using Student Course Evaluation Results to Improve Course and Instructor Effectiveness

Many institutions of higher education struggle to effectively use student course evaluation results to improve course and instructor effectiveness. In Fall 2011, the UNC Eshelman School of Pharmacy developed and implemented a uniform, systematic, closed-loop approach to the administration, assessment, and use of student course evaluations in an effort to improve course and instructor effectiveness. In this session, we will discuss key steps and principles used, and share our initial results, success stories, and strategies for overcoming barriers.

Amy Sloane, Mary Roth McClurg, and Jacqui McLaughlin, The University of North Carolina at Chapel Hill

Primary Track: *Institution-Wide Data (20-Minute)*

Using Embedded Assessments to Track Accreditation Standards and Generate Evidence-Based Curriculum Maps

This session will demonstrate how a school at St. John Fisher College mined existing course-level assessments to address accreditation standards at the course, curricular, and student levels. Participants will learn a strategy for coding existing test bank items to correspond to learning

outcomes and accreditation standards and then use the data for multiple audiences. It will be demonstrated how an existing rich data source can simultaneously track student longitudinal progress, test bank item performance, and density of curriculum coverage. Strategies will be offered to implement this embedded assessment approach to evidence-based curriculum mapping.

Jane M. Souza, St. John Fisher College

Primary Track: Accreditation (60-Minute)

Empowering Students with Assessment Data

Students' perspective on assessment may be limited to summative grades for semester performance. However, providing access to data tracking their progress formatively could empower them to be more proactive in preparing for success. Examples of empowering students through access to data will be shared from two campuses. One campus will demonstrate how requiring students to reflect on longitudinal reports of their performance on learning outcomes can assist in targeting their studies. The second campus will exhibit how assessment data can be linked to peer mentoring. Participants will strategize how to engage students actively in the use of assessment data.

Jane M. Souza, St. John Fisher College; and Karen A. Bobak, New York Chiropractic College

Primary Track: Institution-Wide Data/High Impact Practices (60-Minute)

Assessing Service Learning to Promote Institutional Capacity for Effective Embedded and Engaged Learning

The University of Southern Indiana is creating a Service Learning Assessment Program that will serve as a model for building campus infrastructure in three areas: 1) becoming a more fully community-engaged campus, 2) enhancing faculty development and decision-making through a newly formed program of Faculty Learning Communities, and 3) developing and instituting an assessment program for a new Core (General Education) Curriculum. In this presentation, we will share results from an interim report of our previous research, ways they map onto learning outcomes, and other planning steps we have taken (including data collected and analyzed) thus far.

Anne A. Statham, Christopher Garrett, Dane Partridge, Paul Parkison, University of Southern Indiana

Primary Track: High Impact Practices (20-Minute)

Using Student Focus Groups as a Component of General Education Assessment

To help us act on general education assessment results and create improvement plans, we included student focus groups in our assessment procedures. The presenter highlights results including (a) course elements that students stated would help them meet outcomes in written communication, symbolic reasoning, and global and multicultural perspectives; (b) how students used general education knowledge and skills learned during the first two years to complete third-year assignments; and (c) how we used these results to engage faculty in constructive conversations that led to curricular changes. The presentation also features focus-group formats with activities such as "course timelines" and concept maps.

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

Primary Track: General Education (20-Minute)

Engaging US Undergraduate and Tanzanian Medical Students in Shared Learning on Global Health Policy: Evaluating Responses to Cross-Cultural Learning

In-depth interviews were used to evaluate the experiences of US and Tanzanian students in a problem-focused health policy course taught in Tanzania as part of Cornell's Global Health

Program. Collaboration in small cross-cultural teams to research and develop policy case studies proved to be challenging and transformational for students from both countries. Qualitative analysis identified emergent themes and learning outcomes related to: global health policy processes, appreciating complementary strengths, balancing collaboration with achievement, and recognizing self-awareness as an essential component of global citizenship. Findings have been used to strengthen pre-departure preparation and reflection practices during the collaborative learning process.

Rebecca J. Stoltzfus, Katherine L. Dickin, and Jeanne M. Moseley, Cornell University
Primary Track: Global Learning (20-Minute)

Using Grassroots Development of Institutional Learning Outcomes as a Tool for Faculty Development in Assessment of Student Learning

Kara Powell said, “People tend to support what they help to create.” Toward that end, we attended 39 departmental faculty meetings to gather input on comprehensive learning objectives for the baccalaureate experience. Next, we developed the “Vision for the Baccalaureate Experience” rubric, vetted it through the campus community, and took it through administrative channels for institutional adoption. We then used the dissemination of assessment results to cultivate faculty development in learning assessment. As a result, we are now implementing action-focused assessment of learning that really is generated and owned by those in the trenches – our faculty.

Shelly M. Stovall, Tim Hand, Patricia MacGregor-Mendoza, Theresa Westbrook, David Melendez, New Mexico State University

Primary Track: Faculty Development/Institution-Wide Data (60-Minute)

What is Success?

Are you struggling to find meaning in assessment results? Perhaps it’s because you haven’t articulated what results are “good enough”: yes, you and your colleagues have truly achieved your goals. Come to this highly interactive session in which you’ll explore factors to consider in deciding what success looks like.

Linda A. Suskie, Assessment and Accreditation Consultant

Primary Track: Institution-Wide Data (60-Minute)

A Challenge to General Education Assessment: Achieving Faculty Consensus on Learning Goals for Distribution and Engaged Learning Requirements

Two general education components at Hendrix created assessment difficulties: (1) Learning Domains, our distribution requirements, and (2) The Odyssey Program, our engaged learning requirement including completion of three projects. The genesis and nature of each program created distinct obstacles to achieving faculty consensus on learning goals and assessment processes. Accepted goals and productive assessment plans are now in place. This session will focus on lessons we learned that are particularly applicable to colleges that, like Hendrix, have a strong tradition of faculty self-governance.

David C. Sutherland and Margaret Falls-Corbitt, Hendrix College

Primary Track: General Education (60-Minute)

Closing the Mobius Loop: Creating a New Approach to the Assessment of Student Learning Outcomes Through Interdepartmental Collaborations

Working together, faculty and staff at a liberal arts college discovered that putting a twist in the assessment loop through interdepartmental collaborations led to more relevant and useful information about how students are learning at their college. Learn practical methods for sharing

measures, conveying results, and using the findings to engage stakeholders and promote a college-wide culture of assessment. The presentation will include an exploration of successful collaborations between academic and student support departments, a discussion of best practices, and descriptions of practical tools to use that help facilitate interdepartmental work.

Cathy S. Sweet, Nancy Greco, and Melissa Jadlos, St. John Fisher College

Primary Track: *Student Affairs Programs and Service/Institution-Wide Data (60-Minute)*

Aligning Career Services Strategic Planning with University's Goals and Strategies, and Using Direct Assessment in Measuring Student Learning Outcomes

This session illustrates how a student affairs department's strategic planning can be aligned with division and university goals and priorities to improve student learning and resource distribution. The presenter will share an example of a career services strategic plan, which includes departmental and programmatic student learning outcomes as well as an outcome delivery map guiding department's work in helping students achieve the outcomes. The presenter will also provide examples of data collected through direct assessment measures and will share how the results are helping the department adjust its programs and services.

Ewa L. Urban, Western Michigan University

Primary Track: *Student Affairs Programs and Services (60-Minute)*

Evaluation of Cyber Peer-Led Team Learning (cPLTL)

An interdisciplinary team of IUPUI undergraduates, instructional technologists and chemistry professors has adapted the Peer-Led Team Learning (PLTL) teaching method to the cyber environment (cPLTL). The NGLC Wave I grant initiative supported the scaling up and evaluation of cPLTL in general chemistry at IUPUI and in introductory biology at Purdue University and Florida International University. This presentation details the critical components for successful cPLTL implementation and shares findings from the multi-site evaluation.

Pratibha Varma-Nelson and Julianna V. Banks, IUPUI

Primary Track: *STEM Education (60-Minute)*

The Design and Use of an Instrument for End of Course Student Evaluations for the School of Science at IUPUI

In this presentation, we will discuss the results of an exercise undertaken by the authors to design an end of the course student evaluation survey for all lecture courses in the School of Science at IUPUI. The survey is designed to measure teaching behavior professionalism and student satisfaction. We will also discuss some of the issues that arise in the on-line execution and conduct of such an evaluation survey. Finally, several recommendations are made about how the generated data should be used both by an instructor to improve teaching as well as by the administrators in making personnel decisions.

John Watson, Jane Williams, Snehasis Mukhopadhyay, Barry Muhoberac, IUPUI

Primary Track: *Institution-Wide Data (20-Minute)*

Implementing and Assessing STEM Interventions: A Work-in-Progress

The Central Indiana STEM Talent Expansion Program at IUPUI, funded by the NSF, is creating a pipeline and a culture change to increase the number of students obtaining STEM degrees. This session will discuss how we are implementing and assessing various evidence-based curricular- and co-curricular STEM educational interventions.

Jeffrey X. Watt, Kathleen A. Marrs, Andrew D. Gavrin, Charles R. Feldhaus, Stephen P. Hundley, Howard R. Mzumara, and Mariah Judd, IUPUI

Primary Track: *STEM Education (60-Minute)*

Recognizing Student Learning Achievements in a Digitally-Induced Culture

Digital badges represent another exciting way in which instruction and assessment in higher education have become “game-ified” to appeal to the needs of learners who are digital natives. A student affairs professional and graduate assistant from Purdue University’s Division of Student Affairs will discuss how a group of interns from Purdue University’s Center for Career Opportunities used digital badges to assess learning in one of the center’s programs. They will also discuss how other Student Affairs professionals can and do use digital badges to assess co-curricular learning in their own programs. Bring your laptop, tablet computer, or smartphone to use the Passport Digital Badges platform to earn a digital badge for participating in this session.

Daniel H. Whiteley and Margaret E. Wu, Purdue University

Primary Track: *Student Affairs Programs and Services/Use of Technologies in Assessment (60-Minute)*

Examining the National Picture of Assessment of First-Year Seminars, a High-Impact Educational Practice

First-year seminars have become a nearly ubiquitous high-impact practice to support student transition into postsecondary study. With such widespread implementation, ongoing assessment of these seminars has become important to demonstrate the effectiveness of this intervention. This presentation aims to provide an up-to-date overview of assessment practices in first-year seminars nationwide, based on responses to the 2012-13 National Survey of First-Year Seminars conducted by the National Resource Center for The First-Year Experience and Students in Transition. Attendees can expect to learn about recent evidence that describes assessment methods, student outcomes, and important findings.

Dallin George Young, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina

Primary Track: *High Impact Practices (60-Minute)*

Assessment Comes From the Classroom - Not the Administration Building!

Think assessment is something new or extra? Hard to design and implement? Difficult to sell to faculty? We did too – until we wised up and returned to true educational assessment akin to what educators have been doing for hundreds of years. Salt Lake Community College is using an assessment model that focuses almost exclusively on naturally occurring classroom assessment. The result? Nearly all of our departments have successfully planned, implemented, and reported assessment data and curricular improvement. Come learn the key ingredients of our model, what it took to pull it off, and see data showing how well it worked.

Thomas W. Zane, Salt Lake Community College

Primary Track: *Community Colleges (60-Minute)*

Assessing the Honors Project Experience: Perspectives of Successful and Non-Successful Students

Knox students with a GPA of 3.3 or higher have the option to complete an Honors project. This year long, significant research or creative project culminates in a formal defense. Each year proposals from around 25 students are approved for Honors. However, a quarter of the students do not complete the project. We surveyed students who completed and did not complete Honors. Non-completers were also interviewed. Results indicate that the students differ in potentially important ways. Results are used to revise materials for both faculty and students so that those students who initiate a project are more likely to succeed.

Leah E. Adams-Curtis and Sandra Shumaker, Knox College

Primary Track: *High Impact Practices (Poster)*

Department Wide Assessment of Seniors and the Major Program

Our Department of Communication Studies at Rowan University recently followed a general university rubric for assessing our program. We utilized a committee of a few faculty members who reviewed senior portfolios along departmental established goals within the university rubric. The university personnel responsible for helping to conduct the assessment for all departments used our process and results as a very good example of the rubric. The committee used the results to make changes in the department curriculum.

Kenneth R. Albone, Rowan University

Primary Track: *Assessment Methods (Poster)*

Student Affairs Assessment: The Use of College Student Development Theory in the Practice of Student Affairs

In *Learning Reconsidered: A Campus-Wide Focus on the Student Experience* (2004), learning is defined as “a comprehensive, holistic, transformative activity that integrates academic learning and student development.” In conjunction with *Learning Reconsidered*, college student development theories provide the lens from which student affairs professionals can design, implement, and assess student programming. Participants will be guided in how to incorporate student development theory as a framework for creating transformative student services’ programming. Using the case study method, participants will learn how student development theories can inform formative and summative methods for assessing co-educational student experiences.

Mia D. Alexander-Snow, University of Kentucky

Primary Track: *Student Affairs Programs and Services (Poster)*

Assessing Intercultural Effectiveness: A Comprehensive Program Design

The imperative for business schools to graduate globally competent students is evident. Understanding how to structure international education opportunities such that students leave higher education with an appropriate level of global competences, and understanding how to assess global competence as a learning outcome, is a challenge for most business schools. Formative opportunities exist in undergraduate education to orient students toward global competences, starting with a focus on intercultural effectiveness. This presentation offers a model of intercultural effectiveness development and assessment that serves as a platform for effective structuring of international education opportunities. Findings of a longitudinal assessment program based on the model are included.

Iris Berdrow, Bentley University

Primary Track: *Global Learning (Poster)*

Assessing the Effectiveness of Global Living-Learning Programs: The University of Texas at Tyler's GATE Program

In 2011, the University of Texas at Tyler launched Global Awareness through Education (GATE), an innovative two-year living-learning program designed for freshmen that offers globally-focused core curriculum classes and co-curricular activities. The program culminates in a five-week study abroad experience the summer after a student's sophomore year. The development of a focused, yet multi-faceted, assessment plan has been critical in evaluating the success of GATE. The presenters will discuss GATE's plan, which includes the assessment of faculty members, GATE and non-GATE students, and the study abroad experience, as a case study for assessing global learning programs.

Jill E. Blondin, Virginia Commonwealth University; and Ashley Ward, Justin Velten, and Lou Ann Bergman, The University of Texas at Tyler

Primary Track: *Global Learning (Poster)*

A Partnership Between Education and National Prosperity/Security Goals: Tomorrow's Assessment Challenges

Rising theories are associating education and skills development with national strategic goals of security and prosperity, shifting the conversation on outcomes assessment, transforming our skills development and related outcomes assessment models. Introducing a new category of Super-Skills with a focus on the newly defined Super-Skill of "Ingenuity," key presentation questions include: (1) What is a Super-Skill? (2) What gives "Ingenuity" legitimacy as a Super-Skill? (3) How can "Ingenuity" be developed as a skill? (4) What will be the characteristics of a model for assessing the outcomes of student proficiency demonstrated as "Ingenuity?" (5) Who will teach this new super-skill?

Dorothy H. Bray, Bray Consulting, Phoebe K. Helm, Helm Consulting and Retired President of Truman and Hartnell Colleges

Primary Track: *Assessment Methods (Poster)*

Planning a Comprehensive Assessment of Instructional Consultation in Teaching & Learning Centers

Among a variety of services, the majority of teaching and learning centers offer individualized instructional consultation. As assessment of programs and services in higher education continues to grow, few existing models apply to the assessment of consultation services. This poster will: (1) provide visual representations of existing models and approaches to consultations; (2) illustrate how to use a consultation-specific logic model to design a comprehensive assessment of faculty development services in teaching and learning centers; and (3) reveal actual instruments and preliminary findings from an assessment of one center's consultation services.

Karen E. Brinkley and Tiffany Smith, The University of Tennessee

Primary Track: *Faculty Development (Poster)*

Assessing Intercultural Competence: An Essential Learning Outcome in Global Learning

Assessing Intercultural Competence is an essential practice for any campuses' accreditation and continuous program improvement. Many mission statements, campus, or program goals state that our learners are "Global Ready", "Global Citizens", "Globally Engaged", ... or something similar. Intercultural Competence, as a learning outcome, is complex. It involves a set of skills, knowledge, and attitudes that are well researched, but challenging to measure. In this session participants will

learn about a mix of qualitative (rubric based) and psychometric assessment tools that can be employed to gain a clear perspective of a student's growth in terms of intercultural competence.

Chris T. Cartwright, Intercultural Communication Institute

Primary Track: *Global Learning (Poster)*

An Art and Design School as Context for Technology-Enabled Assessment and Instruction

An interdisciplinary team of faculty and educational technology staff has collaborated on the creation of a technological core for a center of teaching and learning at Pratt Institute, a college of art, design, and architecture in Brooklyn, NY. The Pratt Academic Media Production Studio (AMPS) addresses current faculty and institutional needs for tech-inventive teaching and assessment, and provides a basis for future instructional innovation. The coordinating team is currently utilizing the studio to explore and highlight pedagogies and assessment strategies well suited to art and design-focused education and interdisciplinary collaboration across all academic units. In this poster, we highlight our integration of AMPS with Moodle and ePortfolio platforms on projects related to instruction and assessment in interdisciplinary education within an art and design school context.

Damon A. Chaky, Gale Justin, and Nancy Seidler, Pratt Institute

Primary Track: *Use of Technologies in Assessment/ePortfolios (Poster)*

Improving Quality Starting with the Survey

In April 2012, a Quality Improvement (QI) Team made of faculty and staff took on the challenge to design a groundbreaking plan that would ensure constant quality improvement of the Pace University College of Health Professions (including, but not limited to, meeting the accreditation standards). One year later, all evaluation surveys of courses, faculty, overall student satisfaction, faculty satisfaction, and staff satisfaction have been entirely redesigned in an appreciative inquiry framework, streamlined to a handful of essential questions, and are no longer anonymous. The QI team developed a video tutorial on the new evaluation model that was shared with students, faculty, and staff, with special emphasis on how to provide feedback in an appreciative inquiry framework, the rationale behind the lack of anonymity, and how feedback will be used. Following a successful pilot of three course surveys in summer 2012, all surveys to Baccalaureate and Master's nursing students were launched in fall 2012 and yielded a 34.3% response rate (n=640/1877) with rich qualitative data, which has already been analyzed by the QI team, and directed to the appropriate stakeholders for action.

Lucille R. Ferrara, Lin Drury, Sophie Kaufman, Joanne DeMarco, Joanne Singleton, Pace University

Primary Track: *Institution-Wide Data/Major Fields (Poster)*

IUPUI Solution Center Impact Evaluation Study: Lessons Learned

The paper presents the results and lessons learned from the impact evaluation study conducted by the IUPUI Solution Center. The study revealed that experiential learning projects coordinated by the Center contribute to build students' professional skills, increase faculty members' opportunities to strengthen their connections with community organizations and colleagues within IUPUI, and improve community partners' organizational capacity. The study also called for the development of tailored evaluation strategies to fill gaps in evidence and understanding on how the impact is produced, and measure long-term effects. Drawing from the Center's current evaluation platform we present a proposal for an evaluation system.

Christine Y. Fitzpatrick and Silvia C. Garcia, IUPUI

Primary Track: *Assessment Methods (Poster)*

Twelve Pitfalls to Avoid in Assessment

The assessment movement began more than twenty-five years ago. Assessment has not gone away and is still with us. During this time period, experience with assessment has identified several pitfalls to be avoided. This poster will explore twelve of those pitfalls, things to be avoided in assessment.

Jim Fulmer, University of Arkansas at Little Rock

Primary Track: *Assessment Methods (Poster)*

Collegiate Learning Assessment: Validity of Test Results

Northern Illinois University administered the Collegiate Learning Assessment (CLA) to a sample of freshmen in fall 2011 and fall 2012 to demonstrate student learning outcomes in critical thinking, analytic reasoning, and writing. Student sample characteristics including gender, ethnicity, incoming admission criteria, and Collegiate Learning Assessment results over the two years will be presented and discussed. Linear regression results indicated gender and parent education did not predict ACT or CLA scores. Ethnicity, on the other hand, predicted ACT scores, but not CLA scores in most cases.

Tawanda D. Gipson, Sherrill Morris, Steve Wallace, and Lara Lyles, Northern Illinois University

Primary Track: *Assessment Methods (Poster)*

Expert Formative Input for Rubric-Based Changes in Teaching and Assessment

A single letter launched the outcomes analysis of articulate written communication skills for students graduating from a Department of Theatre. Faculty resisted change: "You want me to teach writing now, too?" (Peha, 2003). This session analyzes the methodology that developed faculty commitment to teaching writing and using rubric-based assessments for all writing assignments. This methodology had three phases: (1) mapping of types of writing to courses to show writing expectations, (2) reflective faculty meetings to develop course-specific rubrics, and (3) evolution to a rubric with common dimensions and content flexibility. Students now expect and receive writing assignments in all courses.

Ludwika A. Goodson, John O'Connell, and Gail Rathbun, Indiana University-Purdue University Fort Wayne

Primary Track: *Faculty Development/General Education/Major Fields (Poster)*

Improving the Student Athlete Experience: The IUPUI End of Season and Exhausted Eligibility Surveys

IUPUI Athletics collaborated with Institutional Research and the Testing Center to assess the student-athlete experience. Using a mixed-method approach that included two separate surveys and focused interviews, IUPUI staff were able to collect summative data for NCAA compliance purposes, assess attainment of IUPUI's Principles of Undergraduate Learning (PUL's) and the NCAA Core values, explore the impact of athletics on students' academic and social integration, and identify opportunities for improvement in the student-athlete experience. Presenters will discuss the design and implementation of new instruments and the use of results to provide greater opportunities for student-athletes.

Steven S. Graunke and Gail Barksdale, IUPUI

Primary Track: *Assessment Methods (Poster)*

Assessing Critical Thinking Skills in First Semester Freshmen: A Cross Departmental Approach (Or What Might We Expect From the Common Core)

First Year Programs assist new students in adapting to college life, developing skills for academic success and increasing retention. The Freshmen Seminar course at St. John Fisher College is such a course, taught by college faculty and staff with collaboration from departments across campus. Participants will experience a stand-alone lesson created by the college archivist with the objective of identifying a baseline assessment of critical thinking skills. Presented as a complete package from learning objectives to assessment tools, the class session is purposely designed to be easy to replicate, and may serve as a measure of Common Core State Standards.

Nancy M. Greco and Melissa Jadlos, St. John Fisher College

Primary Track: *High Impact Practices (Poster)*

Using the Concerns Based Adoption Model and Classroom Ethnography to Document Your QEP

The Concerns Based Adoption Model provided by SEDL and classroom ethnography allow you to document the success of your Quality Enhancement Program, especially when other evaluation models fail. This capability is particularly important for QEPs developed in the 2004-2005 timeframe in the SACS region. At this time, SACS and the related schools had a very vague concept of what a QEP should be. The assessment models employed were often naive. These two approaches compensate for assessment models that have proved less than functional.

Forrest T. Houlette and Amanda Onion, Sullivan University

Primary Track: *Assessment Methods (Poster)*

Creating Sustainable Assessment: A Pretest-Posttest Model Secures Permanent Funding Source and Improves Students' Academic Standing in the University

Successful programming for students on academic probation requires diagnostic instruments to help students pinpoint factors contributing to their low academic standing so they can develop a plan to address their weaknesses. Program directors in service-related agencies often lack funding to purchase these tools. This presentation will describe how an assessment plan that incorporated a pretest-posttest model helped to secure permanent funding for diagnostic instruments and improve student learning and academic coaching practices for at-risk populations.

Karen Gabrielle Johnson and Beverly Wallace, Shippensburg University

Primary Track: *Assessment Methods (Poster)*

Assessing a Program for Access: The Tool

Assessment is viewed as a tool to address learning outcomes in harmony with the institutional mission, but rarely is access for students with disabilities at the center of assessment for global learning. As Universities move towards global learning, affording all of its students with opportunities to study abroad can be a daunting task when considering the needs of students with disabilities. We will share a tool and how to utilize it in order to identify accessibility issues. We will also identify strategies to assist in developing an inclusive and inviting program for all students who wish to study abroad.

Pamela A. King and Dawn Michele Whitehead, IUPUI

Primary Track: *Global Learning (Poster)*

Enhancing and Assessing Undergraduate Education through Community-Based Learning & Research”

UW Bothell has recently approved Campus Learning Goals for undergraduate education and in this poster exhibit we feature two examples of Community Based Learning and Research (CBLR), one of the primary High-Impact Practices, which are relevant for one of our campus learning goals, “Ethical reasoning in application to self, occupation, citizenship, and society.” Our objectives are two-fold: (1) to disseminate best practices for teaching and learning, and (2) to develop our thinking about more effective strategies for assessing student learning in the context of specific high-impact practices in relation to campus-wide learning objectives for undergraduates.

Gray Kochhar-Lindgren and Paul Markham, University of Washington Bothell

Primary Track: *High Impact Practices (Poster)*

Assessment with Alumni Surveys: Administration Tips and Data Sharing Suggestions

Alumni surveys can be important sources of information for institutions, yet many obstacles are involved in their execution. The Strategic National Arts Alumni Project (SNAAP) is a multi-institution online survey of arts graduates from secondary and postsecondary institutions. This presentation will focus on sharing lessons learned during the first five years of SNAAP. Participants will discuss issues related to accurate alumni contact information, response rates, design factors, and implementation of results. Actual examples from previous SNAAP-participating institutions will be shared to promote idea generation among participants for the use of alumni surveys at their own institutions.

Amber D. Lambert, Angie L. Miller, and Rebecca Houghton, Indiana University

Primary Track: *Assessment Methods (Poster)*

Small Changes, Big Impact: Increasing Faculty Participation in a Centralized Assessment Initiative

The process of collecting and scoring course-embedded writing assignments for a university-wide assessment initiative will be presented. Participants will learn about specific steps and small process changes that led to an increase in faculty participation and in turn a significant increase in writing samples collected. Discussions will be guided to help participants understand how to successfully overcome potential roadblocks common to institution-wide data collection and use.

Lara B. Lyles, Sherrill Morris, Stephen Wallace, and Tawanda Gipson, Northern Illinois University

Primary Track: *Institution-Wide Data (Poster)*

Assessment in Action: Academic Libraries and Student Success

Academic librarians are connecting with campus partners in novel ways to question and discover how they bring value to their institutions. To foster these partnerships, the Association of College and Research Libraries launched “Assessment in Action: Academic Libraries and Student Success” a three year program to aid 300 postsecondary institutions of all types as they create engaged libraries of the future. This session will report on the assessment work of the first 75 institutions. Learn about the questions they are exploring as they develop and implement action-learning projects on campus and how ACRL is developing this assessment community of practice.

Kara J. Malenfant, Association of College and Research Libraries; and Lisa Janicke Hinchliffe, University of Illinois

Primary Track: *High Impact Practices (Poster)*

Culture of Assessment: Are We There Yet?

To evaluate our culture of assessment, we began by surveying faculty and found that they are both willing to participate and felt that the college leadership provided support and interest in assessment. The plan was understood and there were improvements in data access. Faculty members agreed that there were efforts to minimize assessment burdens. Faculty identified a lack of student awareness and involvement in the process. The second phase assessed if students were unfamiliar with assessment. The process undertaken to bring faculty and students together in building a culture of assessment is detailed.

Anthony C. Marziliano, Marc Gillespie, Gina LaPan, St. John's University

Primary Track: *Assessment Methods (Poster)*

Developing an Assessment Rich Course

This session will demonstrate a process of course development to build assessment-rich courses that map to program outcomes. Participants will receive a sample course and have the opportunity to work through the process in small groups.

Anita R. Morgan, Indiana University East

Primary Track: *Faculty Development (Poster)*

Improvement by Building on your Strengths

One of the challenges in assessing Student Affairs Programs and Services is creating a link to learning and core competences. In a holistic team approach to assessment led by Assessment Director Ohlemacher, the Student Affairs department at Carroll Community College devised an assessment quadrant that informed their need for data and helped re-focus assessments to further student learning improvements. The quadrant approach includes the four focal areas of getting students here, getting students ready to learn, getting students through their first year, and getting students to their goals.

Janet Ohlemacher, Carroll Community College

Primary Track: *Student Affairs Programs and Services/Community Colleges (Poster)*

Purdue University's Passport to Intercultural Learning (PUPIL) as an Intercultural Skills Assessment Tool

This poster session will introduce participants to an innovative way for students to assess and document their development of intercultural skills. The online program is called Purdue University's Passport to Intercultural Learning (PUPIL) and it is housed at the Purdue digital badge tool system called Passport. PUPIL presents the students with seven intercultural learning challenges and the students earn a badge after completing each challenge. In the current Digital Age, PUPIL can be used by students as a complement to their online portfolios to share their accomplishments with colleagues and potential employers on any electronic device such as an iPad.

Heidi E. Parker, Alejandra Carrillo-Munoz, and Charles A. Calahan, Purdue University

Primary Track: *Global Learning (Poster)*

Why Should We be Worried about Rubric Reliability? Using Rater Training to Increase Inter-Rater Agreement

This presentation will share evidence of the effects of rater training for special education faculty in the rubric-based scoring of three required products completed by undergraduate preservice teacher candidates. Candidate products were those used to measure consistency of student outcome data by a special education department for accreditation, evaluation, and program improvement. Inter-rater agreement was calculated, training was provided to raters, and agreement

was recalculated post-rater training. Implications for rater training in the application of scoring rubrics will be discussed, and training methods will be demonstrated.

Lisa A. Pufpaff, Laura Clarke, and Ruth Jones, Ball State University

Primary Track: Faculty Development/Major Fields (Poster)

Using Video and Cloud-Based Forms for Oral and Written Communication Assessment

A cloud-based electronic form was created for oral and written communication assessment. Previous assessments were conducted in person. The use of video for the presentations and the use of the cloud-based form streamlined the reporting process by allowing assessments to be completed asynchronously and auto-importing the data into a spreadsheet.

Corinne Renguette, IUPUI

Primary Track: Use of Technologies in Assessment (Poster)

Gathering and Applying Assessment Data from Medical School Graduates and Residency Directors

The Indiana University School of Medicine (IUSM) administers surveys annually to graduates in their first year of residency and Residency Directors to better assess the performance of graduates and evaluate the undergraduate medical curriculum. Items on these instruments map directly to IUSM Core Competences for Undergraduate Medical Education and Core Competences from the Accreditation Council for Graduate Medical Education. Findings highlight similar perceptions among graduates and Residency Directors. Presenters will share these findings as well as how the data are used to improve the undergraduate medical curriculum by describing IUSM's formal committee reviews of the phases of the curriculum.

Tony M. Ribera, Indiana University School of Medicine

Primary Track: Institution-Wide Data (Poster)

Being Strategic with Your Strategic Plan: Using Benchmarking as an Assessment Method

This session will highlight how a peer benchmarking project was designed to inform an institution-wide strategic planning process at a large urban university. Specifically, the program will share how the benchmarking project was designed, identify common elements of urban institution strategic plans, and communicate how the results impacted the larger plan development.

Diana S. Sims-Harris, Christine Fitzpatrick, and Stephen Hundley, IUPUI

Primary Track: Assessment Methods (Poster)

Implementation and Assessment of an Integrated Longitudinal Curricular Activity

We have implemented an assessment process to evaluate the effectiveness of an integrated longitudinal curricular activity (ILCA) surrounding the preparation and presentation of pharmacotherapeutic posters by graduating pharmacy (P3) students. Our internal benchmarking data from two comprehensive examinations indicated that the ILCA assisted graduating students in preparing for their national board examination and provided a unique training tool to build and present a professional poster in an interactive and integrated manner. Furthermore, the assessment data indicated that first, second, and third professional year (P1, P2, and P3, respectively) pharmacy students and faculty believed the posters promoted curricular learning and discussions.

Susan Stein and Catherine E. Marlow, Pacific University Oregon School of Pharmacy

Primary Track: Institution-Wide Data (Poster)

Camp Brosius Leadership Development Camp: A 360 Degree Assessment of Leadership Skills

All students in the Department of Kinesiology attend a 1-week leadership development camp at Camp Brosius in Elkhart Lake, WI. Students are placed into teams and work with this team throughout the week in a series of leadership and team-building challenges. Utilizing a series of challenge and problem-solving activities, we focus on developing leadership and teamwork skills. Students are evaluated using a 360 degree approach: formal leadership evaluation (an upper-level Kinesiology student who has already attended Camp Brosius), self-evaluation, and peer-evaluation. Additionally, students complete daily journals that allow for qualitative assessment of leadership and personal growth throughout the week-long experience.

Rachel R. Swinford, Allison S. Plopper, and Jay A. Bradley, IUPUI

Primary Track: *Assessment Methods (Poster)*

Fine-Tuning a Culture of Learning

Faced with the many demands of teaching, finding time to learn about and implement effective teaching methods presents a persistent quandary for faculty. Wayne State College's Student Learning Team (SLT) aims to support faculty in using high-impact practices and focuses on student learning outcomes. The SLT supports the faculty in building foundations in teaching, connects them with resources, and provides a community grounded in reflection and mentoring. This poster will describe the program of action used and elicit discussion with conference attendees about how other institutions are supporting or might consider supporting faculty in teaching to enhance their culture of learning.

Suzanne R. Sydow, Tamara Worner, Rich Murphy, Wayne State College

Primary Track: *Faculty Development (Poster)*

General Education in Different National Contexts

General education is a relatively new concept in China's higher education in the past 60 years. Through a case study on China's curriculum reform, this session will address the issues on assessment and quality assurance of this general education program in China; the collaboration between U.S. and Chinese institutions to improve the process; and challenges in designing and implementing the assessment for this program.

Kevin Zhang and Mantang Cai, Chinese Service Center for Scholarly Exchange

Primary Track: *Global Learning (Poster)*