2012

AALHE

Association for the Assessment
of Learning in Higher Education

www.aalhe.org

The cover design was graciously rendered and donated to AALHE by Lawanda Calton, known for her landscape art. Ms. Calton is a native of Portales, New Mexico, where she now resides and has her studio; but she lived for many years in Taos, among the mountains and villages that are beautifully depicted in many of her paintings. The sun rising over the mountains is representative of the Zia sun symbol that centers the flag of the State of New Mexico. The river, one presumes, is the Rio Grande, which flows from north to south the length of the state.

Daily Overview Sessions, Events, Resources

Sunday, June 3	Description	Time	Location	Page
Sessions:	Various Presentations & Workshops	1:00PM - 5:15PM	Hotel Albuquerque: Various Rooms	9-15
	Opening Plenary Session	5:30PM - 6:30PM	Hotel Albuquerque: Alvarado E	15
Events:	Opening Reception *(Complimentary)*	6:30PM - 8:00PM	North & East Atriums	16
Resources:	Registration/Information Desk	10:00AM - 6:00PM	West Atrium	4

Monday, June 4	Description	Time	Location	Page
Sessions:	Various Presentations & Workshops	8:15AM -12:30PM	Hotel Albuquerque: Various Rooms	16-24
	Luncheon/Plenary Session	12:45PM - 2:45PM	Hotel Albuquerque: Alvarado E	24-25
	Various Presentations & Workshops	3:00PM - 5:45PM	Hotel Albuquerque: Various Rooms	25-31
Events:	Business Meeting & Continental Breakfast *(Complimentary)*	7:00AM - 8:00AM	Hotel Albuquerque: Alvarado E	16
Resources:	Registration/Information Desk	8:00AM - 6:00PM	West Atrium	4

Tuesday, June 5	Description	Time	Location	Page
Sessions:	Plenary Session	8:00AM - 9:00AM	Hotel Albuquerque: Alvarado E	31
	Various Presentations & Workshops	9:15AM - 12:00PM	Hotel Albuquerque: Various Rooms	31-36
Events:	Continental Breakfast *(Complimentary)*	7:00AM - 8:00AM	Hotel Albuquerque: Alvarado E	31
Resources:	Registration/Information Desk	7:00AM -12:00PM	West Atrium	4

Welcome!

We want to welcome you to the second annual conference of the Association for the Assessment of Learning in Higher Education, its first in partnership with the New Mexico Higher Education Assessment Association. AALHE, now about to enter its third full year of existence, aspires to serve the professional development needs of assessment practitioners across the country, in much the same way that NMHEAA serves the needs of practitioners in New Mexico. We are grateful that you have chosen to spend time with us here in New Mexico sharing your expertise and perhaps learning a few things as well.

We hope too that you'll be able to spend a little time exploring Albuquerque as well. Our hotel is within walking distance of Albuquerque's Old Town and within driving distance of many beautiful and interesting places.

Thank you for your interest in assessment and for being a part of this conference.

Robert Mundhenk   Shelly Stovall
President, AALHE   President, NMHEAA

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General Information

◆ **Meeting Locations**

Sunday, June 3, Monday, June 4, and Tuesday, June 5 – All sessions will be held at the Hotel Albuquerque at Old Town in Albuquerque, NM

◆ **Registration/Information – West Atrium**

The schedule for onsite registration:

Sunday, June 3   11:00AM – 7:00PM
Monday, June 4   7:00AM – 5:00PM
Tuesday, June 5   7:00AM – 12:00PM

◆ **Exhibit Hours**

Sunday, June 3   11:00AM – 7:00PM
Monday, June 4 7:00AM – 5:00PM
Tuesday, June 5 7:00AM – 12:00PM

◆ **Reception – North and East Atriums**

Sunday, June 3   6:30PM – 8:00PM

◆ **Breakfast and Lunch Breaks**

Complimentary breakfast and lunch will be available at Alvarado E.

Monday, June 4
   Continental Breakfast   7:30AM – 8:30AM
   Lunch   12:00PM – 1:00PM
Tuesday, June 5
   Continental Breakfast   7:30AM – 8:30AM

◆ **Internet Access**

Complimentary wireless internet is available in all Hotel Albuquerque guest rooms, and in the conference rooms, and in all Rio Grande Inn guest rooms.

◆ **Lost and Found**

Lost and found items can be taken to or claimed at the Conference Registration Desk.

◆ **Cell Phones and Smart Phones**

In consideration of other attendees, please turn off your phone or place it on vibrate mode when attending sessions.

◆ **Time Zones**

Albuquerque, New Mexico is currently under the Mountain Daylight Time (MDT) Zone. If you traveled from another time zone, please set your watches and clocks to MDT so as not to miss any events.

Plenary Speakers

Dr. Lynn Priddy, *Vice President for Accreditation Services, The Higher Learning Commission of North Central Association*

Lynn Priddy, Ph.D., serves as Vice President for Accreditation Services for the Higher Learning Commission of NCA. She joined the Commission in 1999. During her tenure, she has served as Assistant Director of the Peer Corps, Associate Director of AQIP, Director of Education and Training, and the founding Director of the Commission's Academy for Assessment of Student Learning. In her current position, she oversees decision-making processes, the peer corps and peer review, PEAQ and AQIP operations, education and training, and the Academy for Assessment of Student Learning. Over the past two years, Dr. Priddy has played a pivotal leadership role in the conceptualization of the Commission's new accrediting process, Pathways, and continues to direct its development. This leadership includes spearheading the Commission's grant from the Lumina Foundation, which includes 23 institutions testing the use of Lumina's proposed Degree Qualifications Profile. Prior to joining the Commission, Dr. Priddy served in institutional roles as Vice President for Institutional Effectiveness, Evaluation, and Planning; Director of Research, Assessment, and Development; and English/Composition Faculty. Her areas of focus throughout her career have included assessment of student learning, general education, accountability and higher education, and strategic change. She is an expert facilitator of large-group processes and a regular regional and national speaker. Dr. Priddy is a summa cum laude graduate at the baccalaureate, master's, and doctoral levels. She holds a B. A. and M.A. in English and a Ph.D. in Higher Education, General Education with a focus on qualitative research and evaluation.

Monday, June 4, 2012, 1:45-2:45PM
Hotel Albuquerque: Alvarado E
The Degree Qualification Profile and Its Impact on Assessment

Dr. Clifford Adelman, *Senior Associate, Institute of Higher Education Policy*

Clifford Adelman, Ph.D., has been with the Institute for Higher Education Policy since 2006. He plays a senior role in the organization's expansive national and international portfolio of research projects focusing on assessment, higher education access, and student mobility. He also served nearly 30 years as a senior research analyst at the U.S. Department of Education. Prior to working for the government, Dr. Adelman has served in academia as an administrator and educator and held positions at City College of New York, Roosevelt University, William Paterson College of New Jersey, and Yale University. He is the author of three commercially published books. He holds a bachelor's degree from Brown University, a master's and a doctorate degree from the University of Chicago.

Tuesday, June 5, 2012, 8:00-9:00AM
Hotel Albuquerque: Alvarado E
Learning Outcomes as Currency: An Unexpected Institutional Model for Attending to Student Achievement

Dr. David Shupe, *Founder and Chief Innovation Officer, eLumen Collaborative*

David A. Shupe (Ph.D., Syracuse University, 1989) is presently Chief Innovation Officer for eLumen Collaborative, an independent academic R&D firm based in Minnesota. Previously he served as System Director of Academic Accountability for the Minnesota State Colleges and Universities system, as Vice President of Academic Affairs and Student Development at Inver Hills Community College (MN), and as the founding director of the Master of Liberal Studies Program at the University of Minnesota. He has written numerous articles on outcomes assessment in higher education, including "Significantly Better: the Academic Benefits for an Institution Focused on Student Learning Outcomes." On The Horizon volume 15, no. 2 (May 2007) and "Toward a Higher Standard: The Changing Organizational Context for Accountability of Educational Results." On The Horizon volume 16, no.2 (June 2008).

Association for the Assessment of Learning in Higher Education

The Association for the Assessment of Learning in Higher Education (AALHE) is an organization of practitioners interested in using effective assessment practice to document and improve student learning. As such, it aims to serve the needs of those in higher education for whom assessment is a tool to help them understand learning and develop processes for improving it.

AALHE began to take shape in late 2009. Formed in part because no other organization had emerged to replace the range of resources and opportunities for interaction that the Assessment Forum of the American Association for Higher Education had offered until it closed in 2005, AALHE's Founding Board of Directors launched this organization with the intention of providing much richer resources and a wider range of interactive opportunities than the Assessment Forum did, largely because much of its content and conversations will be online.

The organization and its website have been designed to constitute a wide range of resources for all who are interested in the improvement of learning, from assessment directors who organize and manage programs, to faculty and Student Affairs professionals who use assessment strategies to understand their students' learning, to graduate students and others who are conducting research on the effectiveness of assessment processes and instruments, to institutional researchers who want to develop effective learning data systems. Through its largely virtual design, AALHE proposes to stimulate discussions both within the groups described above and within the larger community of assessment practitioners. From special-interest blogs to theme-based communities of practice, to a resource room filled by its membership to help their member colleagues, AALHE intends to offer assessment practitioners a variety of ways to learn and share their thoughts about assessing and improving learning.

AALHE is housed at the University of Kentucky, which provides generous technical and staff support, but the organization remains an independently incorporated, member-funded, non-profit entity recognized by the State of Kentucky.

Program Themes

Included in the description of each session is a list of the program themes that will be addressed. Participants can choose to follow certain themes throughout the conference. Additionally, one of three experience levels (beginner, intermediate, advanced) is listed for each session. These levels are included to help participants determine which sessions will be the most applicable for their needs. The following is a list of commonly occurring themes that will be addressed in this year's sessions:

- Faculty Engagement
- Effective Assessment
- Student Learning Outcomes
- Art of Assessment
- Rubrics (Design & Use)
- Reliability & Validity
- Accreditation
- Data Collection, Analysis, Use, & Presentation
- Culture of Assessment
- Assessment Cycle
- Academic Support Units
- General Education
- Graduate Education

Chronological Listing of General Program Sessions

AALHE Second Annual Conference Program – June 2012

The second annual conference of the AALHE is intended to energize participants to examine current best practice in assessment, share innovative practices emerging from individual efforts, and make new knowledge in assessment theory and praxis.

Sunday, June 3 – Hotel Albuquerque

1:00 PM — Concurrent Sessions

Fireplace Room

- **Skills Necessary for / Art of Assessment Practice**
- **Engaging Faculty**

- *Intermediate*

Engaging Faculty in Outcomes Assessment to Improve Student Learning

Although progress has been made to help faculty buy-in with assessment, engaging faculty in assessment is still one of the common challenges for many universities and colleges. Supported by a university faculty research grant, the presenters have examined UMUC's Graduate School Department of Education's two year effort to incorporate a number of faculty engagement best practices to improve the assessment process and student learning. This presentation will share and discuss the results with session participants. We will discuss the challenges faced as well as the insights and effective methods for engagement of this department's faculty in assessment.

Yan Zhang Cooksey, Director of Outcomes Assessment, The Graduate School
Datta Kaur Khalsa, Director of Assessment, Department of Education University of Maryland University College (UMUC)

Alvarado A

- **Shift from Content to Outcome-Based**
- **Envisioning Outcome Revision at a Program Level**

- *Beginner*

Moving from Content to Competencies and Measurement

How do you make a transition from a content-focused to an outcome-focused curriculum? A program director's perspective is presented and includes recommendations and lessons learned from a systematic curriculum review, from applying a curriculum matrix as an audit tool, and developing Signature Assignments that demonstrate student competencies. This paradigm shift empowered faculty to craft opportunities for "forward-looking" assessment based on contextual, meaningful learning opportunities. Competency-based rubrics, as well as peer and student self-assessments (as egalitarian measures) are reviewed.

Karen Badger, Associate Professor, Associate Dean of Academic and Student Affairs, Director of Undergraduate Studies, College of Social Work University of Kentucky

Alvarado B

- **Interdisciplinary Program**
- **Assessment Plan Development**
- **Engaging Faculty**

♦ *Intermediate*

How to Engage Faculty in the Design of Interdisciplinary Program Assessment?
This interactive session is designed for an audience with intermediary proficiency in assessment. The main focus is on the year-long, faculty-driven process used to develop an assessment plan and its timeline for a new interdisciplinary program in Black Studies at a mid-size urban university in the Midwest. The presenter will highlight how decisions were made in a way that connected to the core of the academic program, thus delineating the knowledge base and skill set expected of its graduates.

Marius Boboc, Director of Assessment, Cleveland State University

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Alvarado D

- **Measuring the Content of Instruction**
- **Educational Reform**

♦ *Beginner*

Measuring the Alignment of Cognitive Demand in Two College-Level Textbooks
The presenters will first deliver the results of the alignment of the cognitive demand on the topic of goal setting in Weinberg and Gould (2007) Foundations of Sport and Exercise Psychology and LeUnes (2008) Sport Psychology. Then, the presenters will provide the audience with samples of texts from the two aforementioned textbooks and have the audience identify the categories of cognitive demand found therein. Hence, the presenters will use the gradual release model of instructional delivery.

Charmaine DeFrancesco, Associate Professor, Physical Education/Sports and Fitness
Kyle Perkins, Professor, TESOL
Florida International University

Alvarado F

- **Student Learning Outcomes**
- **Assessment of Ethics Education**

♦ *Intermediate*

Assessing Ethics Education: A Report from the Field
The data gathered from more than 2,700 ethics educators across the nation highlight the challenges ethics educators face in responding to three intersecting trends. This session will explore the approaches and methods ethics educators can use to respond to the requirements that (1) ethics be included in the curriculum; (2) assurance of learning/learning outcomes be similar in the same classes regardless of the modality of delivery; and (3) more effective means of assessing learning be used for ethics of education.

Catharyn Baird, CEO/Founder, EthicsGame
Professor of Business, Emerita, Regis University

Alvarado G

- **Using Grading as an Assessment Tool**
- **Rubrics**

♦ *Intermediate*

Direct Assessment via Effective Grading: A Natural Way to Engage in Assessment
The session will provide the broader audience of academicians and assessment practitioners with a viable methodology to engage in assessment via effective grading as one of the common practices in education. When put in perspective, effective grading can also enhance teaching approaches and motivates educators and students to engage in assessment. Assessment practitioners can then find a wealth of data to develop institutional strategies. Documented results of a pilot project will

be available along with the developed assessment tools.

Nagy Bengiamin, Professor and Chair of Electrical and Computer Engineering, California State University - Fresno

Alvarado H

- **Graduate Education**
- **Learning Outcomes**
- **Language of Assessment**
- **Communities of Practice**

- *Beginner*

Crafting a Common Lens: One Master's Program's Approach to Assessment Rubric Design
We will describe the process by which we engaged faculty in designing assessment rubrics and will share preliminary data in support of that process. The audience will engage with us in a rich discussion of the questions that need to be asked and the assumptions that need to be made visible in order to move toward designing and implementing a meaningful system of program level assessment. Finally, benefits and implications of this process for graduate education will be discussed.

Jennifer P. Cochran, Director, Master of Arts Degree in Education (retired), Central Michigan University
Paula Serra, Assessment Coordinator, Morehead State University

Weavers

- **Assessment Systems**
- **Cut Scores**

- *Intermediate*

Where Did Your Cut Score Come From?: A Primer in Standard Setting
After validity and reliability, a final technical criterion for a high quality assessment system is standard setting. Programs and institutions must identify the amount and quality of evidence necessary to demonstrate proficiency on student learning outcomes. Cut scores for determining proficiency are needed, and the process of setting them is called standard setting. Standard setting considerations and approaches will be introduced in this session. Participants will develop concrete plans for conducting standard setting procedures at their institutions.

Susan Gracia, Director of Assessment, Simmons College

2:30 PM	Concurrent Sessions

Fireplace Room

- **Assessment Culture**
- **Assessment Instruments**

- *Beginner/Intermediate/ Advanced*

Factors that Impact Assessment Culture: Results from the Survey of Assessment Culture
Assessment practitioners face an increasingly complex state of affairs. Yet, the precipitous advent of assessment warrants a consideration of its philosophy. The Survey of Assessment Culture gathers data from a nationally representative stratified (according to geographic region and Carnegie Basic Classification) sample to support this exploration. It focuses on factors this important population uses to influence assessment culture. Participants will learn about these factors and will engage in dialogue about the instrument and tactics that influence assessment culture.

Matthew Fuller, Assistant Professor
Sam Houston State University

Alvarado A

- **Course-Level Student Learning Outcomes**

♦ *Beginner/Intermediate*

Simplifying the Assessment Process: Creating Measurable SLOs with a Course SLO Builder & Closing the Loop with a Course Assessment Matrix
The first key step in course assessment is creating appropriate student learning outcomes. The Course SLO Builder will take you through a step-by-step process to create measureable outcomes at the appropriate level for the course. This converts into a Course Assessment Matrix that will demonstrate the longitudinal assessment of the course, providing an ongoing record of 'closing the loop' for the course.

Carol Lerch, *Assistant Vice President for Assessment and Planning Worcester State University*

Alvarado B

- **Accreditation and Assessment Processes**
- **Faculty Engagement**

♦ *Beginner/Intermediate/ Advanced*

Twelve Ingredients for Ensuring Healthy Accreditation and Assessment
Through a discussion of twelve ingredients that promote healthy accreditation and assessment, participants will determine the purpose of each and ways they can be implemented. All the ingredients will then be combined to highlight their relationships to each other and how the combination enhances the impact of each. Institutions can choose to consume all or part of the system as their metabolism allows.

Tace Crouse, *Coordinator, SACS Fifth-Year Report and Special Projects University of Central Florida*

Alvarado D

- **Qualitative Assessment**
- **Critical Theory**
- **Globalization and Diversity**

♦ *Intermediate*

Kidz n' Coaches: Assessing Community Programs for Exiled, Refugee, and Underprivileged Inner-City Communities
This session will seek to prove the benefits of qualitative assessment through qualitative data from the program Kidz n' Coaches, a humanistic theoretical framework, as well as popular research theories. The presenter will prove that to show the true effectiveness of college programs that engage diverse youth, one needs to assess it qualitatively. The lived stories and experiences prove to be equally valid assessment as opposed to quantitative methods.

Christopher Kazanjian, *Doctoral Candidate New Mexico State University*

Alvarado E

- **Effective Assessment**
- **Faculty Engagement**

♦ *Intermediate*

An Effective Culture of Assessment: Using Extrinsic Means to Promote Intrinsic Motivation
The proposed session examines how to maximize assessment quality by leveraging the intrinsic motivation of contributing faculty. Guided by data and examples from our campus successes, we illustrate how an effective assessment system should: position trusted leaders – not necessarily assessment experts – as the champions of assessment among like-minded colleagues, allocate appropriate resources to establish assessment as a campus priority, and ensure that assessment is explicitly rewarded in formal evaluations and implicitly promoted as a means of improving student learning.

Tony Scinta, Associate Dean, School of Liberal Arts & Sciences
Erika Beck, Provost and Executive Vice President
Nevada State College

Alvarado F

- **Direct Learning Outcomes**
- **Rubrics**
- **Appropriate Assessment Assignments**

♦ *Intermediate*

(S)he Who D.A.R.E.S., Documents
This session introduces the DARES system for engaging faculty in the implementation and documentation of effective assessment as evidence of scholarly teaching. Research indicates that modeling, cognitive dissonance and hands-on experience foster deep learning. All are embedded in this session. We first unveil challenges in aligning direct learning outcomes (D), assignments (A) and rubrics (R); continue to address distinctions between evaluation and assessment (E); and ultimately focus on summarization and reflection (S) that lead to changed practices that improve learning.

Shelly Stovall, Director of Assessment
New Mexico State University

Alvarado G

- **Assessment Personnel**
- **Faculty Engagement**
- **Basic Assessment Practices**

♦ *Beginner*

Scoring Early Victories in Assessment
Assessment can be stressful, particularly for new practitioners. Whether they come from a faculty teaching background or have served in other administrative capacities, many new personnel often fail to establish an early connection with faculty. This presentation aims to clarify assessment's misconceptions, provide quick and easy strategies to engage faculty, and connect assessment to existing academic practices.

J. Gabe Estill, Director of Academic Assessment
Moraine Valley Community College

Alvarado H

- **General Education Assessment**
- **Data Use and Presentation**
- **Accreditation**
- **Faculty Engagement**

Developing and Using a Dashboard for General Education Outcomes
The development history of the collection and reporting of broad learning outcomes will reveal critical design issues and show participants mistakes to avoid. A discussion on data collection and faculty participation will show the details of the data management system. This leads to results on validity and reliability, and to customizable reports. Results and use for accreditation culminate the presentation.

David Eubanks, Dean of Academic Support Services
Johnson C. Smith University

Weavers

- **Assessment Cycle**
- **Data Collection and Analysis**
- **Action Steps to Improve Learning**

♦ *Beginner*

Making Sense of Assessment: Development Action Steps for Data Use
Participants will review and discuss six elements of an assessment cycle and how information to improve learning is extracted and acted upon. The focus will be on data value to the consumers of the data to motivate ideas and build a culture of assessment.

Linda Gatlin, Associate Dean of Assessment

Debbie Bechtold, *Director of Data Management*
Riley College of Education and Leadership, Walden University

4:00 PM	Concurrent Sessions

Alvarado B

- **Faculty Engagement**
- **Urgency vs. Complacency on Campus**
- **Professional Development**

- *Beginner*

Using Assessment to Increase the Level of Urgency for Change on Campus
Research on learning is not systematically used on most campuses, with significant negative effects on learning. Profound changes in our professional practices are necessary. A sense of urgency is prerequisite to significant change. By means of presentation, assessment, and discussion participants learn about research findings on learning outcomes that demonstrate the need for change and why urgency is required for organizational transformation, and they identify ways they can use assessment to increase urgency on their campuses.

Lion F. Gardiner, *Associate Professor of Zoology*
Rutgers University

Alvarado G

- **Academic Support Units**
- **Program Review**

- *Intermediate/Advanced*

Outcome-Based Assessment and Program Review for Academic Support Units
Through support from the Teagle Foundation, Occidental College developed a systematic assessment program focused on academic support services. These services are integrally linked to the total educational experience, yet their contributions to student learning have sometimes been overlooked. This session will prepare institutions to establish a program review system for centers and offices such as teaching and learning, pre-health and national fellowship advising, community-based learning, religious and spiritual life, undergraduate research, peer-tutoring, pre-orientation programs, language labs, and international programs.

Brian Harlan, *Assistant Dean, Academic Assessment & Planning*
Irene Montefiore-Girton, *Associate Dean, Academic Affairs*
Occidental College

Alvarado H

- **Generalizability Theory**
- **Domain Sampling**
- **Appropriate Assessment Assignment**
- **EduG Software**

- *Intermediate*

Applying Generalizability Theory and Software to Interpret Assessment Results
The session provides an overview of G-theory while emphasizing the benefits of this approach over classical test theory. Participants are introduced to EduG 6.0, a G-theory software program. Illustrative examples are provided, along with an analysis of our own general education assessment data. Results suggest that reliable inferences about student writing ability are influenced by task characteristics. Discussion stresses modifications in assessment sampling practices, measurement designs, and accounting for intra-individual differences across writing tasks.

John D. Hathcoat, *Statistical Analyst*
Jeremy Penn, *Director of University Assessment and Testing*

Mark Nicholas, *Assistant Director of University Assessment and Testing*
Oklahoma State University

Fireplace Room • **Faculty Engagement** • **Data Tracking Tools** ♦ *Beginner/Intermediate*	**Creating a Culture of Assessment: Librarians Take the Lead** Creating a culture of assessment begins with identifying and aligning ideal outcomes to the institution's strategic imperatives. During the presentation, participants will identify the process for aligning course or program level benchmarks to their institutional strategic plans and goals. The presenters will discuss the opportunities and challenges to implementing assessment practices and offer solutions for encouraging opportunities and mitigating challenges. Through examples, participants will consider appropriate and realistic assessment tools and strategies based on ideal outcomes and situational needs. *Kevin Ketchner,* *Academic Programs Librarian* *Amy Hughes,* *Academic Programs Librarian* *Northern Arizona University*
Weavers • **General Education** • **ePortfolios** • **Feedback Loop** ♦ *Beginner/Intermediate*	**Closing the Loop: Ten Years of Outcomes Assessment** In this session participants will learn about the Outcomes Assessment model at LaGuardia Community College for both General Education and Programmatic Competencies. This model, which focuses heavily on using ePortfolios for collection demonstrates the importance of having faculty input into Assessment design and activities as well as the necessity of providing support and resources to close the assessment loop. *Marisa A. Klages,* *Director of Outcomes Assessment, Associate Professor* *Bernard Polnariev,* *Executive Associate to the Dean for Academic Affairs* *Debra Engel*, *Academic Affairs* *LaGuardia Community College*

5:30 PM	Opening Plenary Session

Alvarado E	**What Breeds Success in Assessment** Ever wonder what other institutions are doing that really works in assessment; i.e., moves their culture to one focused on learning and how to improve that learning? What builds the research and assessment skills and knowledge of both faculty and administrators so that assessment is a means versus a mandate? What assessment actually reveals and catalyzes student learning versus simply produces data on learning that duplicates what faculty already know? In 2007, the Commission affirmed eight patterns of success across approximately 300 institutions of diverse types. In 2010 these were again confirmed; in 2012 some new information is emerging on the complex inter-relationships of these patterns. This session gets people talking about the patterns and how they breed success if taken together. *Lynn Priddy,* *Vice President for Accreditation Services* *The Higher Learning Commission of the North Central Association*

6:30 PM	Opening Reception

North & East Atriums   Join us for a complimentary reception.

Monday, June 4 – Hotel Albuquerque

7:00 AM	Breakfast and Business Meeting

Alvarado E   **Complimentary Continental Breakfast**
Business Meeting

8:15 AM	Concurrent Sessions

Weavers

- **Faculty Engagement**
- **Institutional Commitment to Assessment**

♦ *Beginner/Intermediate*

From "Compliance" to "Commitment": Assessment as a Consistency-Seeking Activity of Shared Responsibilities
This session will be a 75-minute interactive presentation for intermediate-level practitioners of assessment. Rather than a one-way account on a proven method, this session will be an exploration of non-traditional strategies for the engagement of faculty/staff in the processes of assessment. A summary of pre-presentation audience poll on overall impediments to successful assessment will provide the context; responses to questionnaires/cues presented by the speaker will offer the dynamics of the follow-up exploration of unorthodox strategies.

Charles R. Lartey, *Director of Assessment*
Malone University

Alvarado A

- **Formative Assessment**
- **Self-Assessment**
- **Learner Autonomy**

♦ *Intermediate*

Round Table Discussions

♦ **Engaging Students in Self-Assessment to Enhance Learner Autonomy**
This presentation will review the challenges associated with the implementation of self-assessment or student-generated feedback in higher education settings. Central to the effectiveness in implementing formative assessment practices with college students is the design of the instrument as well as the learner's intellectual development. The presenter will describe steps taken to design and institutionalize three different instruments of self-assessment in a foreign language program at a community college that successfully provides external and internal feedback.

Liliana Castro, *Second/Foreign Language Faculty*
Front Range Community College

- **Assessment Research**

♦ *Advanced*

♦ **Establishing Research Progress in Assessment**
The session will begin with ten-minute presentations on identifying and enabling progressive research in higher education assessment by AALHE members with backgrounds in

cognitive science (Dirlam), mathematics (Eubanks), and biology (Eder). The moderator (Perry) will direct audience discussion to enriching these perspectives with new insights, finding ways to expand participation in progressive assessment research, and identifying next steps toward establishing it. She will conclude with a five minute summary that ties the session together in a cohesive theme with recommendations.

David Dirlam, *Director of Institutional Research and Assessment*
Hebrew Union College – Jewish Institute of Religion
David Eubanks, *Dean of Academic Support Services*
Johnson C. Smith University
Susan R. Perry, *University Director of Outcome Assessment,*
Case Western Reserve University
Douglas Eder, *Emeritus Faculty*
Southern Illinois University, Edwardsville

Alvarado B

- **Retention Planning**
- **University-Wide Assessment Strategies**

♦ *Beginner/Intermediate*

Bridging Assessment and Retention: Creating a Campus-Wide Retention Plan
This session outlines how the University of South Carolina applied a needs-based assessment approach to inform the creation of a campus-wide retention plan. Utilizing a variety of approaches including surveys, needs inventories, consultants, internal committees, benchmarking and interviews, presenters will identify how a strategic retention plan was formed. Regardless of where participants are in the retention planning process, this session will provide functional resources that can be utilized by all institutional types.

Nichole Knutson, *Director of Retention Strategy, Planning, and Assessment*
Pam Bowers, *Associate Vice President for Planning, Assessment, and Innovation*
University of South Carolina

Alvarado D

- **Performance Assessment**
- **Rubrics**
- **Collaborative Assessment**
- **Value-Added Assessment**
- **Low-Stakes Assessment**

♦ *Intermediate*

Assessing Growth in Liberal Arts Outcomes: A New Faculty-Designed Program that Engaged Students at Three Institutions
The session will begin with an overview of the Teagle Foundation grant that provided the context for exploring collaborative value-added designs. We'll focus on one project of the grant which proved to be an interesting experiment in assessment design. What began as the "Essay Project" became a type of simulation assessment, and we'll describe the issues, considerations, and rationale for that evolution. Next, we'll describe the assessment method itself, one that challenges students' oral communication, written communication, critical thinking, reasoning, and moral and spiritual sensitivity. We'll explain how some students reported enjoying the standardized, hour-long, assessment session and nearly all students were engaged in the low-stakes activity. The session will close with sharing of the "lessons learned" from engaging in this pilot program and allow time for questions.

Abigail Lau, Director of Assessment, Emmanuel College
Kevin Staley, Director, Humanities Program and Professor of Philosophy, Saint Anselm College
Dan Maher, Associate Professor of Philosophy, Assumption College
Max Latona, Associate Professor of Philosophy, Saint Anselm College
Catherine Woodbrooks, Vice President of Student Affairs, Assumption College

Alvarado G • **Campus-Based Assessment** • **General Education** • **Student Learning Outcomes** ♦ *Intermediate*	**Building Cultures of Assessment of Student Learning: Integrative, Collaborative, and Holistic Approaches** We will describe how, over more than a decade, inclusive and representative campus assessment structures and processes were built. Strategies include constituency building; integration of assessment processes with learning in academic disciplines; and engaging faculty in analysis and creation of discipline-specific measures. Integration of silo-like offices through parallel and embedded committee structures facilitated new imaginative assessments cutting across campus stakeholders. We will describe how these new perspectives fueled specific projects, including student artifact studies, information literacy, and First-Year Experience. *Margaret F. Boorstein, Professor of Geography and Co-Chair, Campus Outcomes Assessment Committee* *Lori Knapp, Deputy Vice President for Academic Affairs* *Long Island University*
Alvarado H • **Honors Program** • **Developmental Education** • **Institutional Research** • **Enrollment Management** ♦ *Intermediate*	**Both Ends of the Spectrum: Examining the Effectiveness of an Honors Program and a Pre-College Academic Program for Conditionally Admitted Students** This session will describe the logistics of these two programs, how they have evolved, and how we have assessed their contributions to college retention. The Honors Program at Columbia is relatively new and our IR Office was critical in identifying the need for the Honors Program and for assessing its effect on student retention. The College also offers a four-week Summer Bridge Program for conditionally admitted students. Research into this program showed that while a high majority of these students did pass the four-week program and thus enrolled at Columbia in the fall, far too many of these students did not succeed, and subsequently left the College. Analysis of these students and the curriculum led us to completely revise the Program. Our assessment of the program confirms that our program revisions have positively impacted students and their potential for success in the fall semester. *Neil Pagano, Associate Dean* *Columbia College Chicago*
Alvarado F • **Student Learning Outcomes** • **Assessment Self-Regulation**	**Closing-the-Loop from a Self-Regulation Perspective** This is a hands-on presentation that will take the participant through the three-phase model of self-regulation. The key component of a self-regulation model is a recursive feedback loop that allows the learner to monitor one's progress and adjust strategies to improve learning

♦ *Intermediate*	effectiveness. Opportunities to apply the model to assessment of student learning and adapting the feedback cycle to closing the loop to improve teaching and student learning will be provided. ***Linda Sturges,*** *Professor of Mathematics* *SUNY Maritime College*
Fireplace • **Assessment Tools** • **Student Learning Outcomes** • **Using Results** ♦ *Intermediate*	**Using Rubrics and Blueprints to Develop Multiple-Choice Tests that Measure Learning Outcomes** Performance measures are typically preferred over tests to measure achievement of, or progress toward, student learning outcomes. However, in large classes, multiple-choice tests are a necessity. Although these "objective" tests often reflect lower cognitive levels, multiple-choice tests can be constructed to measure higher levels of thinking that many outcomes demand. In this session, participants will learn how rubrics and test blueprints can guide the development of effective multiple-choice tests that can be used as a suitable alternative when performance-based measures are impossible to collect. ***Teresa Flateby,*** *Director, Academic Assessment* *Georgia Southern University*
Alvarado E • **Innovative Assessment for Experiential Education** ♦ *Intermediate*	**LinkedIn: Using the Platform to Assess Students' Social/Career Development Throughout their Internship** This powerpoint presentation will include a formal presentation regarding: 1) theoretical foundations of the emerging literature in the field of assessment of experiential education/internship programs, 2) assessment related challenges/opportunities in the field of experiential education/internship, 3) a practical example of some innovative assessment methods (by means of a case study pilot using the "LinkedIn" platform at Patrick Henry College from Fall 2011 & Spring 2012 semesters), 4) a small group/brainstorming opportunity for participants to craft a potential assessment approach/strategy for their experiential education/internship program to share with their academic and/or student/career services colleagues. ***Laura McCollum***, *Vice President for Institutional Effectiveness & Strategic Initiatives* ***Jeffery Thornhill,*** *Experiential Education Coordinator & Associate Dean of Students* *Patrick Henry College*
9:45 AM	**Concurrent Sessions**
Weavers • **Faculty Engagement** ♦ *Beginner*	**Faculty Scholarship: The Bridge for Faculty Engagement and Systemic Student Assessment** Scholarship of student learning and assessment is a key component of the South Florida Campus' Faculty Scholarship Program (FSP) which emphasizes core academic values such as the assessment of student learning, scholarship, research, and academic governance. FSP serves

as a resource to support faculty in becoming more engaged facilitators who help students to achieve significant learning outcomes. FSP assists faculty in developing scholarship activities and enhancing their teaching, while also contributing to the instruction and assessment objectives of the University.

William Hunter, Campus College Chair, School of Business
Natasha Bryant, Program Manager, College of Humanities
University of Phoenix, South Florida Campus

Alvarado A

- **Engaging Faculty**
- **General Education Assessment**

♦ *Intermediate*

- **Skills and Knowledge Necessary for Assessment Practice**
- **Art of Assessment Practice**
- **Service to the Assessment Profession**

♦ *Beginner/Intermediate/ Advanced*

Round Table Discussions

♦ **Using Multiple Methods to Engage Faculty in General Education Assessment**
The session will give participants concrete strategies for improving faculty engagement in general education assessment. These strategies include focus groups, a quasi Delphi approach, interactive faculty sessions, on-and off-campus professional development, college meetings, the release of assessment results, artifact scoring sessions, and the use of teaching and learning themes. In addition, we will describe situations under which each of these can be most effectively employed.

Erin J. Frew, Assistant Provost for Assessment & Student Learning
Leticia Steffen, Associate Professor of Mass Communication & Center for New Media
Colorado State University – Pueblo

♦ **Graduate Students and the Future of AALHE**
Members of the AALHE Board of Directors invite graduate student assessment practitioners to discuss how they can help shape AALHE strategic directions and member services.

Marsha Watson, Vice Provost of Institutional Effectiveness & Accreditation, National Louis University
Tara Rose, Director of Assessment, University of Kentucky

Alvarado B

- **Assessment Loop**
- **Appropriate Assessment Instruments**
- **Using Data**

♦ *Intermediate*

A Practical Guide to Constructing Assessments that Yield Useful Results
An increasing number of colleges and universities have engaged in some form of student assessment activity over the past decade, yet concerns have been raised these efforts are difficult to mount successfully and seldom produce discernible impacts on students' performance. One reason for the disconnect is that data has not been collected and/or analyzed in ways that answer important institutional questions. This session will provide guidelines for how to ask good questions, design instruments, analyze data, and interpret results.

Pamela Pinahs-Schultz, Professor of Health Sciences/Assessment Director, Carroll University

Alvarado C	**Vendor Presentation: EthicsGame**
	EthicsGame is a leading provider of web-based, ethics education. This session will provide participants with a map of typical specific learning objectives for a comprehensive "ethics across the curriculum" program. We will then show how our on-line learning tools can track individual and cohort results to meet both quantitative and qualitative assessment needs at the class, program and university level.
	Catharyn A. Baird, Chief Executive Officer and Founder, EthicsGame *Jeannine M. Niacaris, Chief Operating Officer, EthicsGame*

Alvarado D • **Student Learning Outcomes** • **Systems Management** ♦ *Intermediate/Advanced*	**An Ontological Framework for Designing the Assessment of Learning Outcomes** The assessment of student learning outcomes involves many stakeholders, each with their own perspectives and understandings of the purposes and elements of the system of assessment. Frequently, their portraits of the system are incomplete. Consequently, they fail to formulate and solve problems effectively. Ontological analysis and design can help stakeholders envision the system methodically and solve problems effectively. It is a comprehensive, concise, and extensible framework for collaborative design of assessment. We will present the framework and three illustrative examples.
	Arkalgud Ramaprasad, Professor and Head, Information and Decision Sciences, University of Illinois at Chicago *Jen Sweet, Assessment Specialist, University of Illinois at Chicago* *Shannon Milligan, Assessment Coordinator, Loyola University Chicago*

Alvarado G • **Student Learning Outcomes** • **Faculty Engagement** • **Assessment Support** ♦ *Intermediate*	**Assessing Student Learning at a Large Research Intensive University** The session will include (1) self-assessment of ways in which participants' universities organize their assessment efforts, (2) review of elements of effective assessment practice, and (3) our experience at Wayne State University as a "case study." We will consider all levels of assessment from classroom assessment to university-wide assessment. The session will be interactive, and participants will share their experiences, explore best practices, and identify areas for improvement in their approaches at their home institutions.
	Monica Brockmeyer, Associate Provost for Student Success *Kristi Verbeke, Assistant Director, Office for Teaching and Learning* *Joseph H. Rankin, Associate Dean for Undergraduate Affairs, College of Liberal Arts and Sciences* *Howard Shapiro, Associate Vice President for Undergraduate Programs and General Education, Professor of Mechanical Engineering* *Wayne State University*

Alvarado H • **Student Learning Outcomes** • **Faculty Engagement** • **Implementing Assessment** ♦ *Intermediate*	**Strategies that Make a Significant Difference: The Accreditor Perspective** Over the last decade, the Higher Learning Commission has evaluated more than 1,000 institutions and worked with them in workshops and intensive four-year programs. Over time, the Commission has compiled the meaningful, practical, and breakthrough strategies that make a difference in transfixing an institution's focus on student learning, development, and success. This workshop engages those leading assessment efforts in evaluating their own strategies against those that have proven successful from an accreditor's perspective. The group examines the collective and competing perspectives on student learning and success and what this means for new strategies going forward. *Lynn Priddy, Vice President for Accreditation Services* *Higher Learning Commission of NCA*
Alvarado F • **Assessment Systems** • **Validity and Reliability** ♦ *Intermediate*	**Collecting, Presenting, and Using Evidence of Assessment System Validity and Reliability** Institutions must address and evaluate the accuracy, consistency, and freedom from bias of its assessment systems. These are key components of validity and reliability. A multifaceted concept, validity is the most important technical consideration for assessment system design and use. Reliability is a necessary condition for validity. Participants will learn how to collect/integrate qualitative/quantitative evidence for evaluation of assessment system validity and reliability. They will develop/revise plans for the ongoing, systematic evaluation of assessment system validity and reliability *Susan Gracia, Director of Assessment, Simmons College*
Fireplace • **Campus Assessment Website** • **Faculty Engagement** • **Information Gathering and Use** ♦ *Intermediate*	**What Can You Do with Your Campus's Assessment Website?** How campus's assessment websites are structured and used reflects decisions such as who the primary audiences are, who among those audiences gets to see what, and who needs what kinds of information, training, & support. From his experience reviewing websites for the Internet Resources for Higher Education Outcomes Assessment meta-list and as a campus consultant, Dr. Schechter will offer examples of various approaches to these and other questions, with opportunities to share your own campus's choices or plans. http://www2.acs.ncsu.edu/UPA/assmt/resource.htm *Ephraim Schechter, Director, HigherEdAssessment.com*
Alvarado E • **Course-Level Assessment** • **Curriculum Redesign** • **Continuous Improvement** • **Improving Student Learning**	**A Wealth of Riches: Using Assessment Data to Improve Curriculum** Participants will learn how the collaboration between a curriculum development team and university institutional researchers generates a continuous-improvement approach to curriculum revisions and measureable improvements in student learning. Topics to be addressed include: identifying courses for revision, understanding best-fit-for-need data, and grounding assessment practices into the culture of an

| | Intermediate | institution. Throughout the discussion of these topics, specific examples will explore questions of data validity, stakeholder buy-in, and overall process management skills. |

♦ *Intermediate*

institution. Throughout the discussion of these topics, specific examples will explore questions of data validity, stakeholder buy-in, and overall process management skills.

Thayer E. Reed, *Associate Director of Assessment*
Mike Scorzo, *Assistant Dean of Curriculum*
Kaplan University

| 11:15 AM | Concurrent Sessions |

Alvarado A

- **Difficult Constructs to Measure**
- **Effective Assessment Strategies**

♦ *Beginner*

Round Table Discussions

♦ **Strategies that Produce Effective Assessment Results for Professional Values and Ethics**
Effectively assessing skills like professional values and ethics is a difficult task. By convening a multi-disciplinary assessment team, a robust framework was developed to assess professional ethical decision-making and serve as an overarching institutional statement on what to measure. This session is intended to guide participants through creating effective assessment strategies to obtain working results and engage participants in a dialogue that contributes to the best-practices that produce solutions to challenges encountered in developing effective assessment strategies.

Kacie McCollum, *Associate Dean, College of Humanities*
Tracie Schroeder, *Project Director, College of Nursing*
Lisa Mitchell, *Assessment Development Manager, Office of Learning Assessment*
University of Phoenix

Alvarado B

- **Student Development**
- **Academic Support Units**
- **Institutional Effectiveness**

♦ *Beginner*

Portfolios: Measuring the Hole in Holistic Student Development
The PHC Dean of Students and Director of Assessment describe the PHC491 Wisdom & Eloquence portfolio process from conceptualization to implementation including the involvement by both academic and student life staff, the process in designing the curriculum and learning activities to gain both quantitative and qualitative data, the integration of both internally designed and external instruments such as the Student Leadership Practices Inventory into the activities, and results for social and leadership outcomes.

Jackquelyn Veith, *Director of Assessment, Patrick Henry College*
Sandra Corbitt, *Dean of Students, Patrick Henry College*

Alvarado D

- **Assessment Integration**
- **Levels of Integration**
- **Transformative Assessment**

♦ *Advanced*

Assessing Institutional Assessment: How Do We Know If We Know?
This session provides several rubrics to determine the amount of integration for assessment at the institutional level. Often assessment is "spotty" and uneven across units and departments - this session will focus on the ways to USE data throughout the institution to align what is known in a more intentional way. As institutional assessment processes become more integrated and less administrative, the results will enhance the

teaching/learning process. Participants will receive rubrics for measuring levels of institutional assessment integration.

Catherine Wehlburg, *Assistant Provost for Institutional Effectiveness, Texas Christian University*

Alvarado G

- **Student Learning Outcomes**
- **Faculty Engagement**
- **Institutional Mission**

♦ *Intermediate*

Library Contributions to Well-Rounded Assessment Practice: Research & Recommendations
This presentation summarizes several current initiatives surrounding the value and impact of academic libraries on student learning, engagement, and retention as well as faculty research and teaching, including 1) highlights from the Value of Academic Libraries Report, 2) new library assessment research correlating library interactions with student success, 3) recommendations for partnering and sharing data with librarians to assess areas of institutional interest, and 4) new accreditation guidelines and professional standards that librarians can help institutions meet.

Megan Oakleaf, *Assistant Professor*
Syracuse University

Fireplace

- **Focus Groups**
- **Using Data**
- **Providing Feedback**

♦ *Intermediate*

Focus Groups-A Valuable Tool for Your Assessment Arsenal
When properly designed and implemented, focus groups may be used in a variety of ways to generate valuable assessment data at various levels of the program. This session will examine the pros and cons of this technique, a discussion of the guiding principles of designing a session, conducting the discussion and dealing with the data generated. The speaker will share examples of successful usage within a School of Pharmacy that may be adapted to any program.

Sandra S. Bowles, *Assistant Dean for Assessment and Special Projects, University of Charleston School of Pharmacy*

Weavers

- **Portfolios**
- **Faculty and Student Engagement**

♦ *Intermediate*

From Paper Portfolio to E-Portfolio: One Program's Experience
Portfolios offer a way to increase student engagement in their learning, promote deeper learning, and provide direct evidence of student learning. Creating strong portfolio systems offers challenges as well as opportunities, whether the portfolios are in paper or electronic format. This session shares lessons learned and strategies developed by academic program faculty as they converted a paper based portfolio to an electronic portfolio that would both support student development and assess student learning in the program.

Donna Vinton, *Director of Academic Assessment*
University of Northern Iowa

12:45 PM	Luncheon/ Plenary Session

Alvarado E

The Degree Qualification Profile and Its Impact on Assessment
A review of the paths of Tuning and Degree Qualifications Frameworks from their European origins in the Bologna Process to their revisions and unique incarnations in the U.S. We started with Tuning USA (now in at

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least 5 state higher education systems), from which, inevitably, what we call the Degree Qualifications Profile emerged. Unlike the Europeans (with the exceptions of those nations that constructed qualifications systems from kindergarten through Ph.D. levels) we include community colleges and associate's degree level qualifications in all our efforts. Unlike both Europeans and others that have or are developing National Qualifications Frameworks, ours is a long-term iterative process that will result in multiple versions of the Profile, each grounded in institutional mission and faculty reshapings. Unlike others, assessment lies at the core of Student Learning Outcome statements in the Profile, with illustrative faculty prompts and assignments (and not external standardized tests) as the connection between learning outcomes and their validation. We will talk about the difficulties some have voiced with this notion, along with its implications for a different kind of record-keeping system.

Dr. Clifford Adelman, *Senior Associate*
Institute for Higher Education Policy

3:00 PM	Concurrent Sessions

Weavers

- **Assessment Cycle**
- **Student Learning Outcomes**
- **Mission Statements**

- *Beginner*

Starting From Scratch: Building a Departmental Learning Assessment Plan
The session will begin with brief introductions and participants sharing their departmental mission statements. A presentation on building a departmental learning assessment will then follow. Presenters will go through the step-by-step process of putting together an assessment plan: 1) Review Mission Statements; 2) Review Program Mission Statements; 3) Write Student Learning Outcomes; 4) Write Evaluations; 5) Data Collection; and 6) Present Your Findings. Participants will end by reflecting on their mission statement and organizing their programs as they fulfill the mission statement through a post-it note activity and share in pairs.

Jade Agua, *Assistant Director, Asian Pacific American Student Services*
University of Southern California

Alvarado A

- **Student Learning Outcomes**
- **Degree Qualifications Frameworks**
- **Assessment Integration**

- *Intermediate/Advanced*

The Degree Qualifications Profile (DQP): Is it for Learning? Accountability? Curricula? All of the Above?
The Lumina Foundation has funded several projects to test, critique, and further develop the Degree Qualifications Profile (DQP). The DQP can serve as a tool to transform higher education, but much more practically to transform your institution and its dual efforts in student learning and student persistence and completion. How? This session is the first compilation and discussion of the Commission's work with 23 institutions in seeing diverse strategies for using the DQP to rethink what and how well students learn—and what that means in the intentional integration of learning outcomes, high-impact practices, and curricular and co-curricular reform. The DQP has obvious parallels to the Bologna Process and its tuning project; these parallels are explored in the context of transforming higher education globally and the unintended consequences in doing so.

Lynn Priddy, Vice President for Accreditation Services
Higher Learning Commission of NCA

Alvarado B • **Shared Set of Standards of Practice: Strengths and Limitations** ♦ *Advanced*	**A Standard of Practice for Program Learning Outcomes Assessment: Part 1: A Shared Standard of Practice** Session 1 – Presenters will share standards of practice from several professional higher education organizations. Following this, a facilitated discussion will analyze these for areas that might pertain to a Standard of Practice for assessment professionals. Small group discussions will look at these areas in more depth followed by a reporting out of small group findings. These findings will be compiled by the presenters and used to set up part 2 of this two-part session. Application and Analysis will follow at 4:30PM in Alvarado B. *Jeremy Penn, Director, University Assessment and Testing, Oklahoma State University* *Lea Campbell, Director, Academic Assessment, University of Houston Downtown* *Sharon Valente, Director, Evaluation and Policy Studies, Savannah College of Art and Design* *Catherine Wehlburg, Assistant Provost for Institutional Effectiveness, Texas Christian University*
Alvarado C	**Vendor Presentation: LiveText** **Creating an Effective Culture of Assessment Across the Institution** To assess student learning across the entire university, many institutions are still navigating paper piles or using email-based processes focused on a series of rubrics aligned to institutional learning outcomes. However, more effective assessment can be achieved even with limited resources through technology integration. *Ida Asner, Director of Educational Consultants, LiveText*
Alvarado D • **Student Learning Outcomes** • **Faculty Engagement** ♦ *Intermediate*	**What Matters Most? (Creating Constructive Conversations with the Committee Against Virtually Everything)** Institutions with "cafeteria-style" general education curricula struggle to achieve consensus about learning outcomes that reach beyond the boundaries of a particular course or discipline. This session will present a successful process used at a large research university to engage faculty and staff in discussions about learning outcomes that transcend most boundaries. Presenters will focus on: planning the event, understanding whom to invite, framing key questions, capturing artifacts of the discussion, dealing with the data, and turning all of this work into assessable outcomes. *Elaine M. Klein, Assistant Dean for Academic Planning* *Nancy Westphal-Johnson, Associate Dean for Academic Administration*

Mo Noonan-Bischof, Assistant Vice Provost, Director of Assessment
University of Wisconson-Madison

Alvarado F

- **Assessment Cycle**
- **Student Learning Outcomes**

- *Beginner*

Balls, Bowling Pins, Knives, and Fire: Juggling the Demands of Effective Assessment
In starting the assessment process, administrators underestimated the support and training necessary. Conflicting messages about expectations and sparse support increased frustration and early disenchantment. The College responded with a new assessment initiative, which required serious juggling to recover from dropped bowling balls of false starts. We describe lessons of cooperative relationships, flexible approaches, and considerate timing. Finally, we discuss the harder-learned roles of humility and bravery necessary in approaching accreditation experts, intimidating colleagues, and to change the status quo.

Susan Donat, Coordinator of Curriculum and Assessment
Jennifer Fisler, Director of Assessment
Messiah College

Alvarado G

- **Student Learning Outcomes**
- **Accreditation**

- *Intermediate*

If It's Not Written Down, It Didn't Happen
What's the best way to write an assessment report? How do you make sure that your information is easy to follow and accurately reflects what you and your colleagues have done to improve student learning at your institution? These questions and more will be addressed by reviewing and discussing model reports from a variety of degree programs and educational support units.

David M. Jordan, Director of Institutional Effectiveness
Emory University

Alvarado H

- **Effective Assessment**
- **Mathematics Education**

- *Beginner*

Aptitude versus Conceptual Understanding: What was Revealed During a Teaching Experiment
This session will be about the observed disparity between students' test scores and the level of knowledge that they conveyed during the individual problem solving interviews. The exchanges of eight teaching episodes where students took charge of their own learning will be presented. The results of the second problem solving interview conducted at the conclusion of the teaching episodes will be discussed. Ways to extend the features of the teaching experiment into classrooms will also be explored.

Girija Nair-Hart, Assistant Professor of Mathematics
University of Cincinnati Clermont

Fireplace

- **Faculty Engagement**
- **Effective Assessment Strategies**

Faculty Buy-In: From Compliance to Commitment to Culture
It is no secret administrators struggle with faculty buy-in when comes to assessment. Outside the classroom many faculty do not see the need or importance. By teaching applied classroom assessment and linking activities to program and institutional assessment practices, faculty begin to see the big picture of assessment and how assessment practice benefits them and their students. Once faculty understand that

| **Intermediate** | assessment starts in the classroom and that it is already present, buy-in of the process begins. |

Dawnn Moore, Chair, Academic Assessment Committee
Eastern New Mexico University - Ruidoso

| **4:30 PM** | **Concurrent Sessions** |

Alvarado A

- **Closing the Assessment Loop**
- **Utilization-Focused Evaluation**
- **Assessment as Inquiry**

♦ *Intermediate*

Frameworks for Linking Assessment Data and Decision Making
There is an assumption that universities will use student learning assessment findings to drive improvements in educational practices and outcomes. However, studies show even with good data there is limited use of assessment findings and marginal impact on decision-making. Session presenters discuss two frameworks used in their grant work supported by Spencer and Teagle Foundations to facilitate faculty "sense-making" in an effort to improve the use of assessment findings. The two frameworks discussed are "utilization-focused evaluation" and "assessment as inquiry".

Jessica Jonson, Research Associate Professor, Educational Psychology, University of Nebraska-Lincoln
Robert Thompson, Professor of Psychology, Duke University

Alvarado B

- **Proposing and Developing a Shared Set of Standards of Practice**

♦ *Advanced*

A Standard of Practice for Program Learning Outcomes Assessment: Part 2: Application and Analysis of a Shared Standard of Practice
Session 2 - Building on the information from part 1, participants will engage in small group discussion over case studies that demonstrate ethical (or other problematic) lapses in judgment in an assessment situation. Participants will apply the list from part 1 to determine if these elements of a "standard of practice" are meaningful. The groups will report out and a large group discussion will be facilitated to identifying the elements that are needed in a Standard of Practice for the assessment field.

Continued from Part 1: A Shared Standard of Practice at 3PM in Alvarado B.

Jeremy Penn, Director, University Assessment and Testing, Oklahoma State University
Lea Campbell, Director, Academic Assessment, University of Houston Downtown
Sharon Valente, Director, Evaluation and Policy Studies, Savannah College of Art and Design
Catherine Wehlburg, Assistant Provost for Institutional Effectiveness, Texas Christian University

Alvarado D

- **Integration of Education Components**

Integrating Learning Within and Beyond the Classroom Using Astin's I-E-O Assessment Model
The college experience can feel fragmented. It is often left to students to connect the "pieces" of general education courses, major courses, and

• **Input-Environment-Outcomes Assessment Model** ♦ *Intermediate*	learning experiences beyond the classroom. This session describes a public research university's method to more intentionally integrate these components, using Astin's Input-Environment-Outcomes assessment model as a framework. Participants will be asked to reflect on their own undergraduate beyond-the-classroom experiences, and describe what they learned and how they understood – then and now - those experiences to be related to their educational, career and life goals. Presenters will discuss assessment data collected for one degree program, including characteristics of students, the educational environment (within and beyond the classroom), and learning outcomes. Participants will discuss how this model could be used to shape a more intentionally holistic and integrated educational experience for students. ***Pam Bowers,*** *Associate Vice President for Planning, Assessment, and Innovation* ***Cindy Kilgo,*** *Graduate Assistant, National Resource Center for The First Year Experience & Students in Transition* *University of South Carolina*
Alvarado E • **Rubrics** • **Inter-rater Reliability** • **Faculty Engagement** ♦ *Beginner/Intermediate/ Advanced*	**A Multi-Institution Study of Rubric Assessment: Lessons Lived and Learned** This presentation summarizes the results of Project RAILS (Rubric Assessment of Information Literacy Assessment), including 1) a general picture of information literacy learning, 2) inter-rater reliability data and a comparison of a variety of inter-rater reliability measures, 4) improvements to teaching and assessment processes resulting from rubric assessment, 5) analysis of "what works" in rubric assessment, and 6) and faculty opinions on barriers to rubric assessment. ***Megan Oakleaf***, *Assistant Professor* *Syracuse University*
Alvarado F • **Skills and Knowledge Necessary for Assessment Practice** • **Accreditation Compliance & Reporting** ♦ *Beginner/Intermediate/ Advanced*	**Defining the Credit Hour – A Year Later** This session will examine how the federal mandate requiring institutions articulate their own definitions of the credit hour has been implemented over the past year in multiple accreditation regions, and what the implications of such definitions have had, and will have, for assessment practitioners. After considering different examples, participants will develop and/or improve their own institutional credit hour definitions, and delineate action plans for better aligning assignment of credit with assessment of learning. ***Marsha Watson,*** *Vice Provost of Institutional Effectiveness & Accreditation, National Louis University* ***J. Joseph Hoey,*** *Vice President of Institutional Effectiveness and Accreditation, Bridgepoint Education*

Alvarado G

- **Organizational Change**
- **Faculty Engagement**

- *Intermediate*

Applying Organizational Change Theory to Assessment Efforts
This session will explore organizational change theories and models and their specific applicability to the challenges of implementing assessment efforts in higher education. Research-based principles of change will be presented, along with examples and "lessons learned" from the presenter's institution, Wayne State University. This session will be interactive, with participants sharing their experiences and generating specific strategies to effect change at their own institutions.

Kristi Verbeke, Assistant Director, Office for Teaching and Learning
Wayne State University

Alvarado H

- **Faculty Engagement**
- **Data Collection and Use**
- **Accreditation**

- *Intermediate*

Seeing the Forest for the Trees: Faculty Participation in Assessment and Accreditation
It can be difficult to garner faculty cooperation in support of accreditation. Institutions are aggregations of many faculty who may have little individual incentive to contribute to accreditation efforts. Institutions try to solve this collective action dilemma by selecting assessment professionals to lead accreditation efforts; however, those individuals still require faculty participation to be successful. Thus, accreditation leaders need strategies to incentivize faculty to devote their individual time and energy to promoting the good of the institution as a whole.

Sally Digman, Director of Assessment, Accreditation, and Analysis
Jane Cardi, Director, Center for Advising and Records
Elizabeth Doolev, Associate Provost for Undergraduate Academic Affairs and Interim Dean
Bernadette Jungblut, Program Director, Academic Affairs Administration
West Virginia University

Fireplace

- **Faculty Engagement**
- **Assessment at Research Focused Institutions**

- *Intermediate*

Assessment as Research and Scholarship: Beyond Rubrics and Benchmarks
This session is designed for administrators and faculty interested in developing a culture of assessment by linking accountability and assessment to research and scholarship. For faculty in the professional arts and hard sciences, the publish or perish sword of Damocles eclipses the assess or be dinged threat of administrators. For faculty in the liberal arts and soft sciences, commitment to learning that exceeds that which is "dreamt of in your philosophies" (and assessment tools) has little patience for assessment busywork. To be faculty driven, assessment must count toward PRT research and scholarship. Anything short of a double-dip will either ignite a revolt or summon a snow job. Participants will develop strategies for linking assessment to scholarly research according to the recently published Guidelines for Assessment and Accountability in Higher Education

Josie Welsh, Director of Assessment – Student Learning Outcomes
Arkansas State University

Weavers	**Building a Community of Practice Through Collaborative Design and Assessment**

- **Curriculum Based Assessment**
- **Improvement Action Plans**
- **Faculty Engagement**

◆ *Intermediate*

This session will describe the community of practice used at our institution to redesign degree programs and ensure learning outcomes are met; outline the process of creating competency-based curriculum reflective of that design; and share the strategies that have been implemented to collect, evaluate, and utilize the ensuing assessment data.

Judith Eroe, *Director of Academic Assessment*
Nicole Quow-Thomason, *Director of Curriculum Design and Development*
Grand Canyon University

Tuesday, June 5 – Hotel Albuquerque

7:00 AM	Continental Breakfast

Alvarado E	**Complimentary Continental Breakfast**

8:00 AM	Plenary Session

Alvarado E	**The Unexpected Opportunity within Learning Outcomes**

The most common institutional models of outcomes assessment are not robust enough to counter the negative effects of course credits and grades on the academic endeavor. A new institutional model, however, can break the power of those even while the business office continues to use them. In this model, faculty collectively define each degree (including major) as a complex set of expected student learning outcomes, and individual students in any degree program are systematically assessed relative to calibrated learning outcomes aligned with those. The aggregate information emerging from this is both comprehensive and precise, and gives back to faculty the authority they lost one hundred years ago with the imposition of the credit system.

Dr. David Shupe, *Founder and Chief Innovation Officer,*
eLumen Collaborative

9:15 AM	Concurrent Sessions

Alvarado A	**Round Table Discussions**

- **Assessment Technology**
- **Providing Assessment Workshops**

◆ *Intermediate*

◆ **Utilizing Technology to Promote Assessment on Campus**
This session will highlight the needs for moving to on-demand assessment tutorials and workshops and away from traditional workshops. The speaker will focus on the University's assessment home page, an additional webpage centered on the Bb Outcomes system (the chosen assessment tool used by the University of Kentucky), The Sizzle (UK's assessment newsletter), and a personal assessment blog. The benefits and

costs of providing various venues for learning in assessment will be a focus of the discussion. Significant time will be allotted for discussing the tools and techniques used by others. The speaker will share a variety of tools and technologies that she uses or plans to use for assessment sharing. Others will be asked to share the tools that they use on their campus.

Leah Simpson, Assessment Specialist, University of Kentucky

Alvarado D

- **Collecting and Using Data**
- **Faculty Engagement**

- *Intermediate*

Forging Working Assessment Communities
Assessors discover early that the act of assessing student learning directs a spotlight on disciplinary disagreement. We want to encourage participants that confronting this disagreement provides an opportunity to forge a productive assessment community. Our experience as faculty members and consultants encourages us to believe that the first step to any assessment practice is identifying common concerns and then identifying common values and solutions. We will facilitate a short activity that will generate data over which participants will likely disagree. We will then help participants see that forming a community will help solve the problem and come to a consensus.

Susan A. Wood, Assessment Coordinator, Professor, English
Pierre Laroche, Professor, English and Communication
Doña Ana Community College

Alvarado F

- **Mathematics Education**
- **Effective Assessment**

- *Beginner*

Round Table Discussions

- **Mathematics Placement: Identifying Predictors of Success**
This session will discuss the process used to determine the new placement guidelines for mathematics. Because most students take a mathematics course during the first or second semesters of enrollment, variables were identified from the admissions documents. Five years worth of admissions data and the students' mathematics course taking patterns and grades were analyzed to determine a math index score. This math index score determined students' placement in a first mathematics course and reflected the success rate (Grades of A, B, C) for past students who had a similar entering profile. This discussion is appropriate for beginning/intermediate level assessment personnel and will involve conversations about predictors of success and methods of data analysis.

Jo Ann Sckerl, Director, Academic Evaluation and Assessment
Tom Brandenburger, Assistant Professor, Mathematics and Statistics
South Dakota State University

Alvarado G

- **Faculty Engagement**

Turning the Tide: Creating a Culture of Evidence
Participants will "take inventory" of their assessment climates on their campuses based on a worksheet that will be provided. This will be followed by a PowerPoint presentation on the USC Assessment

• **Assessment Research** • **Program Design** ♦ *Beginner*	Committee structure and work. Participants will learn the best practices, do's and don'ts and political challenges of trying to "turn the tide". Participants will work in small groups with other participants with similar assessment climates to create and present a plan of action for starting an Assessment Committee on their own campuses. ***Jade Agua,*** *Assistant Director, Asian Pacific American Student Services University of Southern California*
Alvarado H • **Student Survey** • **Faculty Engagement** • **Evidence of Student Learning** ♦ *Beginner*	**Retro Reflective Assessment: Validation of Where/When Students Perceive They Learn Curricular Content** Do students learn where and when faculty think they learn? This session presents a technique described as RetroReflection in which a group of pharmacy students were asked to identify where they had learned specific content and skills required to carry out selected activities in a clinical setting. Comparing this with actual course syllabi where these were delivered presented some interesting data. This technique can be used in a wide variety of settings to provide an indirect assessment of student learning. ***Sandra Bowles,*** *Assistant Dean for Assessment and Special Projects University of Charleston School of Pharmacy*
Fireplace • **Curriculum and Instruction Outcomes** • **Goals and Objectives** ♦ *Beginner*	**Defining Intended Learning Outcomes: Essential Foundation for Learning and Assessment** This workshop will emphasize the importance of great clarity when defining an institution's or program's intended learning outcomes. (The principles of the workshop are also applicable to institutional units such as administrative offices, bursar, registrar, and physical plant.) It will introduce participants to key concepts through a workshop manual and exercises, and help them develop skill in recognizing and constructing high-quality outcome goals and objectives. ***Lion F. Gardiner,*** *Associate Professor of Zoology Rutgers University*
Weavers • **Rubrics** • **Student Learning Outcomes** ♦ *Intermediate*	**The Tao of SLOs Assessment** World Medicine Institute uses Chinese pedagogy for its graduate degree programs in acupuncture and Oriental Medicine. Western students learn alongside others who may be years ahead. Detailed expectations for student learning outcomes help students understand how to navigate our classrooms/curriculum. Formative assessments help students understand what they still need to learn. Assessment of learning outcomes informs us regarding the effectiveness of our programs. Thus, use of rubric-based assessment for student learning outcomes promotes success at each step of the way. ***Tanya Renner***, *Professor, Kapi'olani Community College & World Medicine Institute* ***Gayle Todoki***, *Academic Dean, World Medicine Institute* ***Gary Greer***, *Taoist Medicine Instructor, World Medicine Institute*

Weavers

- **Effective Assessment**
- **Faculty Engagement**

♦ *Intermediate*

Managing the Discourse: English Faculty Reading, Interpreting, and Constructing an Assessment Culture
In the novel "Straight Man," narrator Hank Devereux says, "I do not…consider myself a curmudgeon, but I can play that role." In this session, three "real life" English faculty (who though not assessment practitioners now play that role) describe the assessment culture they have been attempting to influence and the roles that different colleagues in the department play. Their story exposes some of the subtle elements of academic culture that affect faculty's work in assessing student learning.

Mathew Oakes, *Instructor, English*
Rob Mawyer, *Assistant Professor, English*
Stephen Donahue, *Academic Chair – Composition & Literature*
Rock Valley College

Alvarado A

- **Effective Assessment**
- **Faculty Engagement**

♦ *Intermediate*

Round Table Discussions

♦ **Examining an Alternative Strategy to Assessing Campus Services for Transfer Students**
This roundtable session is intended to aid in participants' discovery that assessment of campus services using locally-developed instruments is just as effective, if not more so, than using the more expensive commercially-produced instruments. Using the recent example from Eastern New Mexico University-Portales where campus services are being assessed through the use of a pre-existing survey and focus group engaged in asynchronous discussions, session participants will be provided with an activity to stimulate collaboration and discussion about how they may make use of similar strategies for assessment services at their institution.

Robert Elliot, *Coordinator of Student Learning*
Suzanne Balch-Lindsay, *Professor and Chair, Department of History, Humanities, and Social Sciences*
D. Veena Parboteeah, *Assistant Professor, IS and Chair for Student Performance*
Eastern New Mexico University

Alvarado B

- **Assessment Professionals**
- **Assessment Experiences**

♦ *Intermediate*

Educational Needs of the Assessment Profession: Testing and Measurement
Most advertised assessment professions do not require knowledge or skills in testing and measurement. How valuable are or might these skills be to the profession? When are these skills essential, preferred, or maybe unnecessary? The presenters will facilitate a collective task analysis and critical incident discussion to identify potential areas of need and resources for meeting those needs. Throughout the session the presenters will draw on their own experience as Directors of Institutional

Assessment with a Ph.D. in educational measurement.

Jessica L. Jonson, Research Associate Professor, University of Nebraska-Lincoln
Jeremy Penn, Director of Assessment and Testing, Oklahoma State University

Alvarado D • **Faculty Engagement** • **Assessment Feedback** ♦ *Intermediate*	**Cultural Shift: Implementing a Successful Assessment Process** The presentation will focus on an evolutionary model of progress change put into action at Morehead State University (Kentucky). This involves the implementation of a continuous improvement process for ongoing assessment based on student achievement. Participants will hear the strategies implemented to initiate and maintain a progression of change that resulted in a near 100% participation in the assessment process. They will consider specific data on institutional participation as evidence of an evolutionary shift to a culture of assessment. *Paula Serra, Assessment Coordinator, Morehead State University*
Alvarado E • **Capstone Assessment** • **Student Learning Outcomes** ♦ *Intermediate*	**Designing and Assessing Capstone Projects, Senior Assignments, and Culminating Experiences** The facilitator begins by using a classroom assessment technique (CAT) to draw from participants their presumptions of "senior capstones." Participants will then confront a real problem as a scenario for effective capstones. Under facilitator's guidance, participants will work inside the problem to confront traits of learning that are easy and difficult to assess. Throughout, the facilitator will demonstrate several research-based assessment methods and cite effective use. The session closes with showing how to apply capstone feedback to improve learning. *Douglas J. Eder, Emeritus* *Southern Illinois University, Edwardsville*
Alvarado F • **Culture of Assessment** • **Effective Assessment** • **Faculty Engagement** ♦ *Intermediate/Advanced*	**Round Table Discussions** ♦ **Exploring Plausible Solutions to Critical Issues Facing Assessment Practitioners** In this highly interactive session we propose to use Nominal Group Process, a problem-solving technique, to identify the most critical issues facing assessment practitioners and explore plausible solutions that an organization such as AAHLE might tackle. This session is grounded in a survey introduced at the 2010 NMHEAR Conference and continued, with modifications at the AALHE Conference 2012 and IUPUI 2011 Assessment Symposium, as well as other problems identified in the current literature on assessment issues. *Teresa L. Flateby, Director of Academic Assessment, Georgia Southern University* *Larry N. Smith, Consultant and Member of AALHE Board*

Alvarado G

- **Validity & Reliability**
- **Implementation**
- **Faculty Engagement**

♦ *Beginner/Intermediate*

Round Table Discussions

♦ **General Education Assessment: What Are Your Options?**
Assessment practitioners face a variety of decisions when their campus commits to assessing student learning in general education. This dialogue will focus on the pros and cons of various methods. Participants will discuss five areas: 1) Validity and reliability, 2) ease of implementation, 3) faculty perceptions, 4) funding, and 5) staffing. This presentation will be geared toward practitioners facing decisions about selecting a general education assessment method.

Matthew Fuller, Assistant Professor
Sam Houston State University

Alvarado H

- **Student Learning Outcomes**
- **Interviewing Tools**

♦ *Advanced*

Learning Outcomes Networks Overcome Deficiencies in Beginning-Midpoint-Capstone Methods
An evidence-based interview tool helps programs identify four levels of 8-12 program outcomes and shows why four levels are optimal. An interactive discussion will help participants create two dimensions of their own and aggregate interview results. An actual, four-term LON database will be discussed for other analyses besides its impacts, sustainability, and reliability results. A list of unplanned uses, including the organization of narrative assessments, will begin a concluding discussion of other uses.

David Dirlam, Director of Institutional Research and Assessment
Hebrew Union College-Jewish Institute of Religion

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Floor Plans

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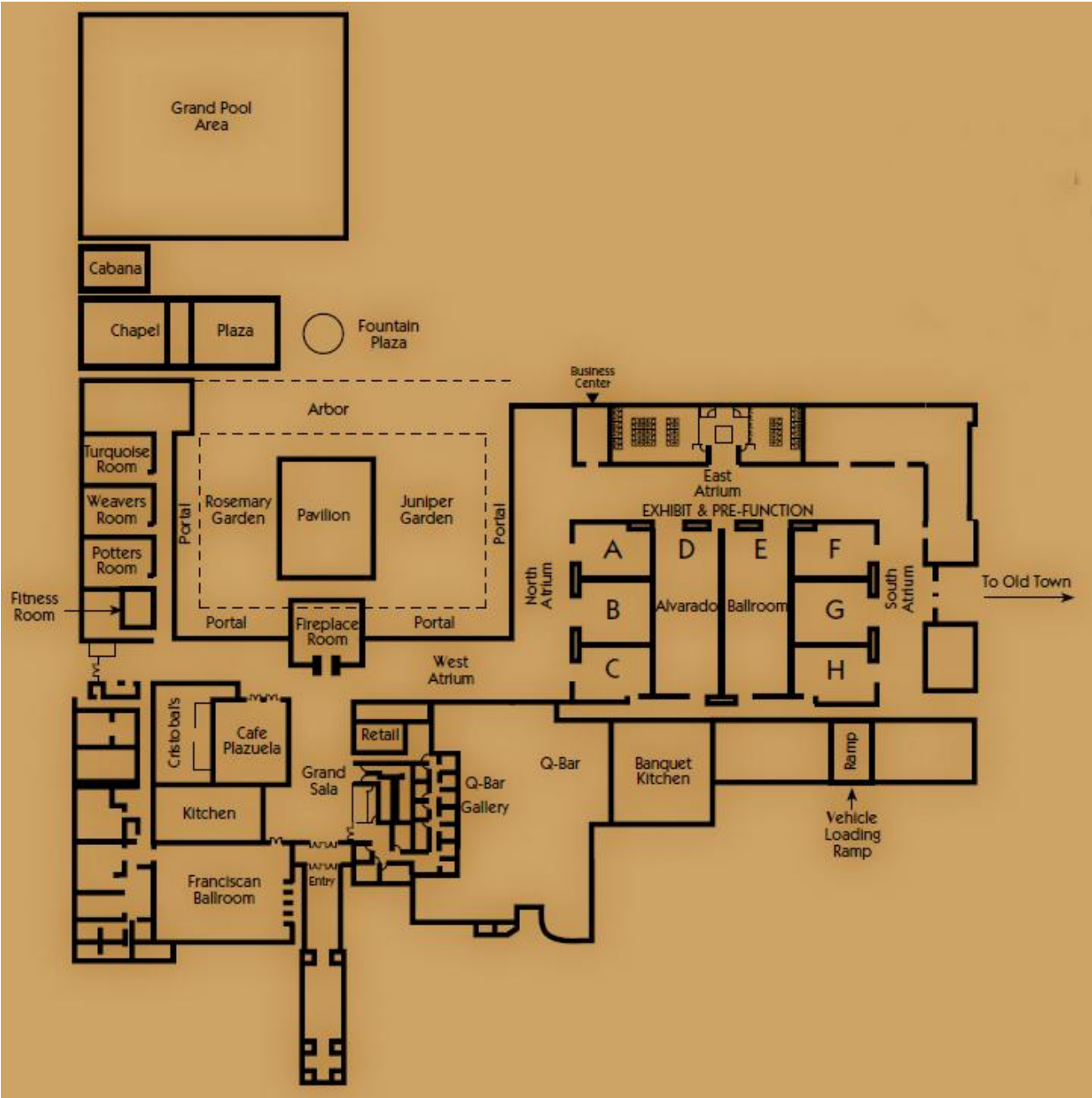
Events in Albuquerque

Salsa under the Stars
Hot salsa music under the stars every Friday evening. Shows occur rain or shine.
June 1, June 8, 2012, 7-10pm
The Albuquerque Museum Amphitheater in Old Town
2000 Mountain Road NW; 505-255-9798

Growers Market –Downtown
Open air market featuring 100% locally grown New Mexico produce.
June 2, June 9, 2012, 7-11am
Robinson Park
8th Street NW; 505-243-2230

Jazz/Blues under the Stars
Red hot jazz and cool blues fill the night sky every Saturday evening. Shows occur rain or shine.
June 2, June 9, 2012, 7-10pm
Albuquerque Museum of Art & History
2000 Mountain Road NW; 505-243-7255

Ghost Tour of Old Town Albuquerque
Legends, folklore, ghost stories, and history come to life as you depart on an intriguing excursion through 300 years of haunted history.
Nightly, 8pm
Plaza Don Luis
303Romero Street NW, N120; 505-246-TOUR (8687)

ABQ Solar: New Mexico Philharmonic Orchestra & the Transit of Venus
Watch Venus cross the face of the sun while listening to the Albuquerque Concert Band perform John Phillip Sousa's "Transit of Venus March" and the New Mexico Philharmonic Orchestra perform Gustav Holst's "The Planets Suite" and John Williams' "E.T. Suite" and "Star Wars Suite."
June 5, 2012, 4-8pm
Albuquerque Balloon Museum
9201 Balloon Museum Dr. NE; 505-768-6020

Attractions in Albuquerque

516 Arts
An independent, nonprofit museum-style gallery offering adventurous exhibitions from traditional arts to contemporary work and innovative projects.
Tuesday-Saturday, 12-5pm
516 Central Ave. SW, 505-242-1445

Albuquerque Biological Park
A unique environmental museum comprising four facilities, the Albuquerque Aquarium, Rio Grande Botanic Garden, Rio Grande Zoo, and Tingley Beach.
903 Tenth St. SW, 505-768-2000

Albuquerque Museum of Art & History
Art of the Southwest and 400 years of Albuquerque history.
Tuesday-Sunday, 9am-5pm
2000 Mountain Rd NW; 505-243-7255

Anderson-Abruzzo Albuquerque International Balloon Museum
See and understand how hot air and gas balloons have been used for adventure, scientific exploration, arts, warfare, and the exploration of space.
Tuesday-Sunday, 9am-5pm
9201 Balloon Museum Dr. NE; 505-768-6020

Indian Pueblo Cultural Center
Changing exhibitions of art, food, culture, history, and current affairs of the Pueblo people.
Monday-Sunday, 9am-5pm
2401 12th St. NW; 505-843-7270

Jemez Valley
The Jemez Mountain Trail offers incredible beauty and warm hospitality. Natural mineral hot springs art located throughout the Jemez valley. Some are on public land, others on private land and open to the public for a fee.
575-829-9175 (Giggling Springs); 575-829-3540 (Jemez Valley Community Association)
www.jemezsprings.org

Maxwell Museum of Anthropology
Offers exhibits and programs relating to cultures around the world, with a special emphasis on the cultural heritage of the Southwest.
Tuesday-Saturday, 9am-4pm
500 Redondo Drive; 505-277-4405

National Hispanic Cultural Center
A world-class center for Hispanic arts and culture featuring an art museum, performing arts complex, library and genealogy center, restaurant, and gift shop.
Tuesday-Sunday, 10am-5pm
1701 Fourth St. SW; 505-246-2261

New Mexico Museum of Natural History and Science
An innovative, hands-on experience that explores NM's unique natural history.
Monday-Sunday, 9am-5pm
1801 Mountain Rd NW; 505-841-2800

Rainbow Ryders Inc., Hot Air Balloon Company
Offers hot air balloon rides. Flight package includes a one hour flight, traditional champagne ceremony, flight certificate, and balloon pin.
Daily, 7am-7pm
5601 Eagle Rock Ave. NE; 505-823-1111
Sandia Peak Aerial Tramway
See the rugged rock escarpment and deep canyons of the Sandia Mountains as you ascend 2.7 miles to 10,378 feet.

Daily, 9am-9pm
30 Tramway Rd. NE; 505-856-7325

Tijeras Pueblo Archaeological Site
A 1/3 mile self guided trail with interpretive signage and models offers a glimpse into the life in an East Mountain 14th century ancestral pueblo.
11776 Hwy 337 S
505-281-3304

Turquoise Museum
Learn everything about turquoise, mines, history, lapidary, and consumer education.
90 Minute Guided Tours Monday-Saturday, 11am and 1pm
2107 Central Ave NW; 505-247-8650

Restaurants in Old Town Albuquerque

Antiquity: A Restaurant
French, Spanish, and International cuisine including French Onion Soup, Escargot, Stuffed Mushrooms, Beef Carpaccio, Chicken Madagascar, etc.; $25+ per entrée
112 Romero St., NW; 505-247-3545

Bébé café
Cozy café with a lovely courtyard. Coffee, Sandwiches, Soup, etc.; $10 or less per entrée
206 San Felipe St. NW; 505-244-9400

Church Street Café
Mexican and New Mexican fare with outdoor dining. $10-$15 per entrée
2111 Church St. NW; 505-247-8522

La Placita Dining Rooms
Traditional Mexican-style food, enchiladas, sopapillas, tamales, etc.; $10-$15 per entrée
208 San Felipe St. NW; 505-247-2204

Monte Carlo Steak House
Steaks, Hamburgers, Pork chops, etc.; $15-$25 per entrée
3916 Central Ave., SW; 505-836-9886

Old Town Pizza Parlor
Pizza, Sandwiches, and Subs, etc.; $10 or less per entrée
108 Rio Grande Blvd., NW; 505-999-1949

Red Rock Café & Greek Bistro
Traditional Greek Salad, Gyro, Chicken Suvlaki, etc.; $10-$15 per entrée
308 San Felipe NW; 505-243-3361

St. Clair Winery & Bistro
Wine Bar, Spinach & Artichoke Heart Dip, Mediterranean Salad, Mahi Mahi Dinner, etc.; $10-$15 per entree
901 Rio Grande Blvd., NW; 505-243-9916

2012 Conference Participant Directory*

*This listing is limited to those who provided their information on an emailed survey form, and gave permission to include their information in this program book by May 8, 2012. If you have provided your information and do not see it in this listing, your information will be used for internal purposes only.

Last Name	First Name	MI	Institution/Company	Job Title	Address Line 1	Address Line 2	City	State	Zip Code	Phone No.	Email Address
Agua	Jade	K	University of Southern California Asian Pacific American Student Services	Assistant Director	3601 Trousdale Pkwy	Suite 410	Los Angeles	CA	90089-4851	213-740-4999	jagua@usc.edu
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Austin Morgan	Paquita	M	Georgia Professional Standards Commission	Program Approval Education Specialist	Two Peachtree Street, Suite 6000		Atlanta	GA	30303	404-232-2646	paquita.morgan@gapsc.com
Avila	Bertha	M	Arizona Western College	Director of Assessment and Program Review	2020 S. Avenue 8 East	P.O. Box 929	Yuma	AZ	85365	928-344-7664	bertha.avila@azwestern.edu
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Dunker	Eric	M	Metro State College of Denver	Director, Assessment and Testing	Tivoli Student Union, Room 347	P.O. Box 173362; Campus Box 99	Denver	CO	80217-3362	303-556-4054	dunkere@mscd.edu
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