AALHE

2016 Program

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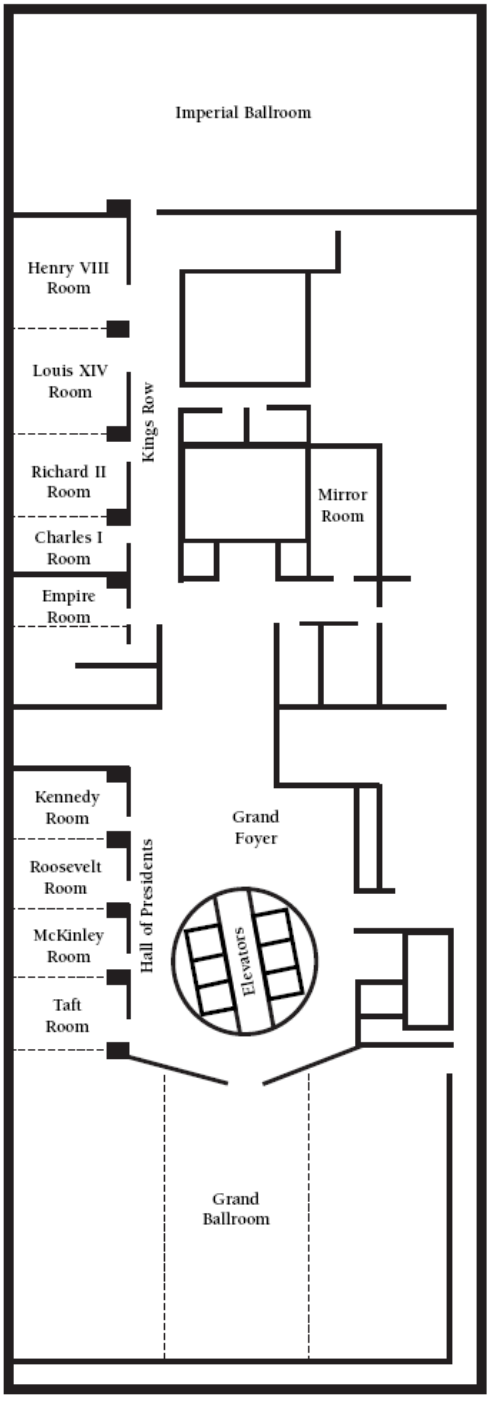
June 6—8th

Pfister Hotel

Milwaukee, Wisconsin

MEETING AND BANQUET FLOOR PLANS

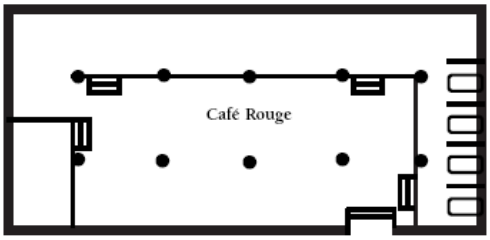
SEVENTH FLOOR



The Pfister

MEETING AND BANQUET FLOOR PLANS

LOBBY LEVEL



AALHE Conference 2016

3 30-Minute Interactive 6 60-Minute Interactive 9 90-Minute Workshop A AALHE Meeting E Encore Session
N Networking P Panel Session (60-Minutes) L Plenary/Keynote T Poster R Round-Table
S Sponsored Session

JUNE 6 • MONDAY

11:30am – 12:30pm

N Pre-conference kick-off with lunch for purchase — Center Ballroom

Join your AALHE colleagues for an exciting and energizing start to the 2016 conference! Pick up a pre-purchased lunch or bring your own and join a table for engaging discussion and networking. The lunch will begin with an introduction of the AALHE Board and officers and information on the history of our organization. Then, we will move into considering the future role AALHE and assessment will play in higher education. Groups will explore questions and possibilities about the future using suggested topics that differ by table. We hope the dialogue at your table will enrich your time at the AALHE conference. The results of these table conversations will be collected at shared throughout the conference and beyond. Join us as we contemplate assessment in higher education for the future!

Table perspectives include:

- Advocacy for Assessment at the National Level
- Accreditation Issues (Regional and Specialized)
- General Education Focus
- Assessing Co-Curricular Programs
- Faculty Engagement
- Critical Thinking and Problem Solving
- Assessing High Impact Practices
- Assessing Distance/Online Programs

1:00pm – 2:00pm

L Plenary: Potholes on the Road to Good Monitoring and Evaluation — Imperial Ballroom

Speakers: Thomas Chapel

2:15pm – 3:15pm

3 An Anthropologist Walks into the Room: Building Assessment Processes on Faculty Discourse

Speakers: William Rickards — Louis XIV

Much of the assessment literature has been based on developing usable data on student learning, which often seem to misinterpret or underestimate the extent to which faculty use observation, program evaluation and expertise in their construction of curriculum and teaching practice. Studies from three institutions—developing interdisciplinary outcome assessments, sustained study of key assessments, and faculty case studies of graduates entering professions—are examined to explicate faculty-evaluator collaboration and the faculty interaction that lead to meaning making and program development.

Session combined with: If You Build It, They Will Come

2:15pm – 3:15pm

3 If you Build it, they will Come — Louis XIV

Speakers: Alisa Fleming

Assessment is an on-going process that is necessary to improve teaching and learning. Faculty play a significant role in the assessment of learning; however, the challenge lies in developing the best strategies for furthering faculty involvement and helping faculty to see assessment as a shared commitment among administrators and faculty rather than a stand-alone effort that is episodic. This session will describe how a virtual community was used to engage faculty, from multiple campus locations, in the assessment of learning.

Session combined with: An Anthropologist Walks into the Room

2:15pm – 3:15pm

3 Learning Outcomes Analytics: the Collection and Use of Assessment Data for Improvement

Speakers: Steven Hawks — West Ballroom

This session will provide an overview of how the University of Minnesota implemented an assessment management system to measure student learning outcomes for program improvement. A demonstration of the

system, and a discussion about how programs interpret, and utilize the results for program improvement will follow.

Session combined with: User Experience (UX) Study Designs for Online Assessment Resources

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2:15pm – 3:15pm **3 User Experience (UX) Study Designs for Online Assessment Resources** West Ballroom

Speakers: Heather Harris, Elisabeth Pyburn

Online assessment-related resources are often available to assessment practitioners; however, it can be difficult to know whether content and resources are useful to the intended users. If assessment resources are difficult to navigate, institutional assessment efforts may be hindered as a result. User experience (UX) usability studies are one way of eliciting user feedback from the intended audience (i.e., assessment practitioners). This session will summarize UX "best practices," followed by an applied example using a student affairs assessment resource webpage.

Session combined with: Learning Outcomes Analytics: The Collection and Use of Assessment Data for Improvement

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2:15pm – 3:15pm **6 Assessing Community Engagement: Lessons Learned from the Carnegie Classification**

Speakers: Kathleen Gorski, Tara Rose Kennedy/Roosevelt

Congratulations! Your institution has been selected to receive the Carnegie Community Engagement Classification. However, there are areas where more work must be done and the first recommendation for improvement is assessment.

Join us as we explain how two different institutions began to implement civic and community engagement assessment. This session is designed to be an interactive sharing of best practices.

2:15pm – 3:15pm **6 Co-curricular Assessment: How to Get it Started and Keep it Going** Center Ballroom

Speakers: Josie Welsh

Learning Outcomes. Learning Environment. Learning Support. Which units are co-curricular anyway? Card swipes, customer satisfaction, Title IX awareness: Am I measuring what you want? This workshop offers a framework for identifying unit type, engaging faculty, staff, and students, connecting units, evaluating reports, and disseminating findings from co-curricular assessment. It is designed to clear some of the fog surrounding co-curricular assessment, address questions, and offer practical ideas for assessment of learning in various support units.

2:15pm – 3:15pm **6 Examining Peer Review of Academic Assessment Reports through the Multifaceted Faceted Rasch Model** Rouge (Lobby Level)

Speakers: Delena Bell Gatch, Xiaomei Song

Our university is devoted to continuous program improvement and creating a culture in which assessment is performed to enhance student learning. Institutional policy requires programs to document their improvement in annual assessment reports that are peer-reviewed. Using the Multifaceted Rasch Model, our presentation examines which raters are most severe, which rubric traits are more challenging, and which program are relatively weak and needs restructure. This session provides important implications in the use of assessment methodological approaches and faculty rater training.

2:15pm – 3:15pm **6 Responding Constructively to Criticism in Assessment** Richard II/Charles I

Speakers: Shannon Milligan, Jen Sweet

In a recent article in the Chronicle of Higher Education, Eric Gilbert levels harsh criticism against student learning outcomes assessment. Most of us have probably already encountered his arguments and criticisms, among many others, about assessment at our own institutions. In this session, we will explore how we can use criticism as an opportunity to learn and to improve our practices as professionals.

2:15pm – 3:15pm **6 Student and Faculty Engagement in Assessing Students' Progress toward Meeting Program Outcomes** Henry VIII

Speakers: Enid Bryant, Anita Chirco

Keuka College's Communication Studies program assesses students' progress toward key program outcomes through Outcomes Surveys administered digitally for all COM courses every semester and e-portfolios required of all seniors at completion of the program. Through the surveys, students measure their progress toward key goals each course is expected to meet and include examples of course activities that helped their growth. We will show and explain our key outcomes and sample surveys, student responses, sample content from our annual assessment report and sample E-portfolios. We will follow a Q&A session with a workshop in which participants will develop their own Outcomes Surveys for one or more of their programs' outcomes.

2:15pm – 3:15pm **6 Team-based Assessment: Collaborating for a Campus Message about Student Learning**

Speakers: Karen Brown, Kara Malenfant East Ballroom

This session will provide participants with an overview of best practices in team-based collaborative assessment and an opportunity to develop strategies for implementing collaborative assessment on their campuses. The results of the Association of College and Research Libraries' Assessment in Action project that involved over 200 campus assessment teams from across North America from 2013-2016 will serve as a framework for considering this approach to conducting assessment and using the results to create transformative change.

2:15pm – 3:15pm **P The Assessment of Interdisciplinary and Interprofessional Student Learning** McKinley/Taft

Moderators: Moreen Carvan

Speakers: Sharon McDonough, Daniel Robinson, Mary Jo Wiemiller

In this panel presentation, scholars will come together to discuss the various approaches to assessment of interdisciplinary and interprofessional student learning. The panelists will discuss their various experiences with interdisciplinary and interprofessional practice and give attendees valuable insights on best practices for their own assessment work.

2:15pm – 3:15pm **R Assessment as a Social Practice** Imperial Ballroom

Speakers: Chris Dakes, Wayne Jacobson

The effectiveness of assessment is determined only in part by the effectiveness of assessment methods. It often also depends on negotiating effectively among relationships, interests, and priorities of participants and stakeholders in the program being assessed. In this roundtable discussion we will compare and compile consultation and communication strategies that we have found effective on our campuses for engaging institutional values, power structures, and decision-making systems that shape how faculty members work collectively to use their assessment findings to inform decisions and move to action on the findings.

2:15pm – 3:15pm **R Best Practices for Creating and Implementing an End-of-Course Evaluation Survey** Imperial Ballroom

Speakers: Jennifer Ann Morrow, Sarah Nadel, Lizzy Taylor

Our university has spent the past two years developing and validating a more streamlined and customizable end-of-course (EOC) evaluation survey. During the roundtable we will facilitate a discussion on best practices for EOCs, common barriers faced with EOCs and their implementation, suggestions for obtaining stakeholder buy-in, strategies for implementing EOCs, and guidelines for utilizing these assessment results to inform student learning.

2:15pm – 3:15pm **R How Do We Make General Education Assessment Meaningful and Actionable?** Imperial Ballroom

Speakers: Carrie Linder, Nicole Spensley

The broad scope of general education often makes it challenging to develop a meaningful assessment process, yet this process is an essential piece of the assessment puzzle in higher education. Presenters will discuss how general education assessment was reformed at their institution, and how that process has and hasn't been successful in developing clear and actionable assessment results. During this roundtable session, participants will consider and discuss practices that lead to meaningful general education assessment and, ultimately, improved student learning.

An encore of this session will be hosted on Wednesday, June 8th at 8:30 AM.

3:30pm – 4:30pm **3 Assessing Critical Thinking via Selected and Open Response Items** Louis XIV

Speakers: Danielle Brown, Bradley Coverdale

Critical thinking is now desired by both employers and students more than ever, but how can institutions ensure that students are learning this valuable skill? Our institution assessed critical thinking using both a selected-response assignment (multiple-choice quizzes) and an open response assignment (course essays scored using an established rubric). This session will include a presentation of the challenges faced when using multiple measures to assess critical thinking as well as a discussion about how to overcome these obstacles.

Session combined with: Learning from Our Experience: Implementing Institutional Assessment of Student Critical Life Skills

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3:30pm – 4:30pm **3** **Learning from Our Experience: Implementing Institutional Assessment of Student Critical Life Skills** Louis XIV

Speakers: Marianne Guidos, Jeanne Williams

Waukesha County Technical College has a long history of promoting and teaching Critical Life Skills (core abilities) for students. With the recent refinement of six Critical Life Skills (CLS) and development of rubrics to measure student attainment of the CLS, it was time to determine how these were being implemented across the institution. In this session, we describe how we designed an online assessment, used some tenets of continuous quality improvement to enhance the process, and the lessons learned.

Session combined with: Assessing Critical Thinking via Selected and Open Response Items

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3:30pm – 4:30pm **3** **Problem-based Assessment** East Ballroom

Speakers: Sharron Ronco

Problem-based assessment allows faculty to escape from a mechanical assessment process in favor of one that will engage their intellectual curiosity. By identifying a problem they are interested researching and solving, faculty can explore questions that are meaningful to them about how and what students learn. This session will identify the steps for creating a problem-based approach, and give examples of how this approach is being implemented on one campus.

Session combined with: Supporting Difficult Faculty Members to Create Effective Assessment

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3:30pm – 4:30pm **3** **Supporting Difficult Faculty Members to Create Effective Assessment** East Ballroom

Speakers: Rebecca Dueben

Resistant faculty attitudes create challenges to assessment coordinators attempting to support academic programs in assessment. Assessment coordinators need an approach that understands and utilizes faculty motivations. In this demonstration, the facilitator will review resistant faculty attitudes based her own and other research while providing examples and strategies to work with, rather than against, resistance. Participants will have an opportunity to reflect on their own resistant faculty members and situations and to consider useful strategies.

Session combined with: Problem-based Assessment

3:30pm – 4:30pm **6** **Collecting Information Meaningful to Your Institution: An Accreditation Strategy** McKinley/Taft

Speakers: Jane Marie Souza

Does this sound familiar? Every eight years, your institution creates teams to collect information to address accreditation standards. Hundreds of person-hours are spent scouring files for evidence to check boxes. What if there was a way to routinely collect information that you really care about - while addressing standards? How might the Self-Study experience change? Participants will be provided a detailed strategy to regularize meaningful data collection, and use the information to inform a less painful and more focused Self-Study.

An encore of this session will be hosted on Tuesday, June 7th at 5:15 PM.

3:30pm – 4:30pm **6** **Creating Comfortable Conversations with Faculty about using Assessment Results for**

Improvement Center Ballroom

Speakers: Barbara Rodriguez

This session focuses on fostering an inclusive and comfortable environment to engage faculty in conversations about analyzing and using assessment results. Through hands-on activities, the participants will be guided through the processes of data analysis and using assessment results for continuous improvement. The presenters will share concrete evidence of how an institution used assessment results to create new energy and excitement among faculty for improving teaching and learning.

An encore of this session will be hosted on Tuesday, June 7th at 5:15 PM.

3:30pm – 4:30pm **6 Data conversations: A protocol for growing a healthy culture of data use** Richard II/Charles I

Speakers: Erin Crisp

Many of us are swimming in data. Once we have gathered the right team, accessed the right data sources and have carved out the time to meet for the purpose of data analysis and reporting, the structure of the conversation is an afterthought. Participants in this session will experience a replicable, simple, yet effective protocol for talking about student learning data with teams.

3:30pm – 4:30pm **6 Presenting Assessment as Telling Your Learning Story** West Ballroom

Speakers: Kelly McMichael

This presentation focuses directly on the reporting of student learning assessment and success by emphasizing creative and personal depictions of data and results to express a program's unique, unfolding "story" of growth, challenge, and achievement. Discussion will illustrate ways that changes in learning, assessment or program operations can and should be expressed. This presentation can assist department and program assessment coordinators and assessment directors with different ways to convey an otherwise perfunctory report.

An encore of this session will be hosted on Tuesday, June 7th at 5:15 PM.

3:30pm – 4:30pm **6 Target Matching for Professors: Creating a Safe Space and Valued Experience to Learn About Strong Assessment Practices** Henry VIII

Speakers: Kim Riordan, Julia Williams

This interactive session will review and share a curriculum and format for creating a Professional Learning Community for Academic Professors to learn and grow in their own use of assessment of, for and as learning. Bringing professors together, from across all disciplines, to spend time learning how to match what they hope is learned in their courses with how it is measured includes a whole lot of vulnerability, trust, and willingness to examine and reflect. Session attendees will review one process and curriculum that worked to help professors modify their own syllabi to measure what they valued most. Attendees will work together to generate ideas for what might work to increase strong practices on their own campuses.

3:30pm – 4:30pm **6 The Quality Initiative: Connecting the dots of Undergraduate Student Learning Assessment**

Speakers: Steven Hawks, Ronald Huesman, Jr. Rouge (Lobby Level)

As one of the first cohorts to complete the Higher Learning Commission's (HLC) Quality Initiative, we will outline our institution's Quality Initiative proposal through our final report as part of the new Pathways model of accreditation with the HLC. We will summarize our initial proposal, changes we made based on the proposal feedback, and address milestones within our final report and the review panel's final recommendation leading up to our full reaffirmation of accreditation in fall 2015. Please join us as we have a conversation on this topic, and share tips and suggestions on how to successfully navigate this new process.

3:30pm – 4:30pm **S Can Technology Help Make Assessment More Meaningful and Sustainable?** Kennedy/Roosevelt

Moderators: Jeff Reid

Speakers: Renee Aitken, Tara Rose

Hear from two universities about how they were able to streamline and sustain their assessment initiatives, and generate usable data more efficiently with Aqua by Taskstream.
Since 2012, Wright State University has been assessing core general education outcomes through the collection of student work samples from approved gen ed courses. This year, the university moved this previously manual

paper process to Aqua and realized several benefits: most notably, significantly reducing the time required to process the data and share the results with faculty.
Building on its efforts as a participating institution in the Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC), the University of Kentucky similarly collected and scored samples of student work to assess written communication among upper division students for the institution's Quality Enhancement Plan.
See the user-friendly technology from Taskstream that supports the MSC and these campus assessment initiatives and learn how the technology has helped to sustain and grow these efforts.

4:45pm – 5:45pm **6** **Assessment 101: Politics and Practice (How Did We Get Here?)** West Ballroom

Speakers: Joan Hawthorne, Catherine Wehlburg

This session is the first of four "Assessment 101/2/3/4" sessions for new or would-be assessment leaders. Attendees will gain an understanding of the history of assessment practice that sheds light on contemporary debates and challenges. We will address questions of "how did we get here?" and "why do we do it this way?" Background discussion will lead to hands-on practice in working effectively with assessment partners on our own campuses, including engaging faculty with writing learning outcomes and mapping curriculum.

4:45pm – 5:45pm **6** **Authentic Assessments for an Online Environment: A Collaborative Design Approach**

Speakers: Cynthia Howell, Heather Schroeder Rouge (Lobby Level)

Capella University's assessment-first philosophy provides students with the opportunity to demonstrate what is valued: professionally-aligned assignments supported by academic knowledge. This presentation will focus on the collaborative partnership between the faculty subject matter expert and instructional designer in the design and development of authentic assessments in an online environment. In this presentation, participants will have the opportunity to engage in a mock design session and to discuss how to incorporate new concepts at their own learning institution.

4:45pm – 5:45pm **6** **Faculty Perspectives on Program Assessment** Richard II/Charles I

Speakers: Jeanne Qvarnstrom

Although regional accreditation requirements make academic assessment an imperative, this session will describe research on variables that promote positive faculty engagement in the student learning outcomes assessment process. Factors that impact faculty perspectives will be presented, and strategies to demonstrate the values of assessment will be explored during this session.

4:45pm – 5:45pm **6** **Getting more out of rubric ratings with inter-rater analysis** Center Ballroom

Speakers: David Eubanks

Rubrics and surveys often produce assessment data from multiple evaluators on the same subject. Calculating the reliability of these uses obscure and often unhelpful statistics. This session will illustrate the use of data visualization with free open source software (including a web app) to illustrate what we can learn about rater agreement. Illustrations use data from a variety of sources, including student peer reviews, instructor rubric ratings of student work, and public data sets comprising millions of ratings.

4:45pm – 5:45pm **6** **Hitting the sweet spot: Developing supportive communication behaviors for collaborative assessment work** East Ballroom

Speakers: Susan Donat, Kate Simcox

In this interactive session, participants will learn to hit the "sweet spot" in their assessment conversations with department chairs and program directors. Applying relevant communication theories (e.g., audience adaptation techniques, listening strategies, nonverbals, supportive communication behaviors, and persuasion) to common chair/director prototypes will help assessment professionals effectively assess the needs of their differently motivated audiences and achieve the goal of advancing assessment efforts at the program level.

4:45pm – 5:45pm **6** **Lessons Learned from a Decade of Peer Review** Louis XIV

Speakers: Karen Evans, Maureen McAvoy, Sharron Ronco

Peer review can provide robust and credible feedback for programs' assessment reports. We describe our implementation of the peer review process, its evolution over time, and what we've learned about making this an

effective experience. We also share information on the practical logistics of setting up a peer review process. Participants will explore ideas on how to adapt a peer review process on their home campuses and share opportunities and challenges that they may encounter.

4:45pm – 5:45pm **6** **Student Learning In and Outside the Classroom Using a Helix Model of Assessment** Henry VIII

Speakers: Margaret Boorstein, Lori Knapp

We will show how a Helix Model employs assessment data and analysis in developing campus structures to create a more holistic approach to facilitating student success. Our model incorporates a spiraling of new approaches while remaining true in using data-driven evidence. Our campus faculty and staff built or revised interlocking support mechanisms, including transparency of data; directed financial education; targeted academic guidance; and teaching students how to integrate their learning with their campus and off-campus lives.

4:45pm – 5:45pm **6** **Student Learning Outcomes…A Grassroots Effort in Cultural Change** Kennedy/Roosevelt

Speakers: Deborah Craven, Chris Romero, Shari Wind

This workshop will focus on multiple aspects of our Student Learning Outcome Project, including origins, timeline of progression, cultural shift that allowed the program to go forward successfully, organizational structure, and implementation of assessments and college-wide student learning outcome assignments. The presentation will include discussions for participants regarding the culture of assessment at their institutions, identification and development of college-wide student learning outcomes, and how their institutional structures might facilitate the development and implementation of a project such as ours.

4:45pm – 5:45pm **6** **The Learning Outcomes Assessment Consortium: Sharing Assessment Best Practices in Ontario** McKinley/Taft

Speakers: Alexandra MacFarlane

The Higher Education Quality Council of Ontario facilitates a consortium consisting of three colleges and three universities to promote the assessment of higher order cognitive skills (eg. Critical thinking and communication) at the institution level. This session will highlight some of the best practices, successes and challenges of the assessment projects, as well as the consortium itself. In small groups participants will be asked to create a hypothetical assessment project that aims to assess students higher order cognitive skills.

6:00pm – 7:30pm **N** **Opening Reception - Sponsored by Taskstream** Imperial Ballroom

Please join us in the Imperial Ballroom for drinks, hors d'oeuvre, and conversation. A free drink ticket was provided upon registration.

AALHE Conference 2016

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N Networking P Panel Session (60-Minutes) L Plenary/Keynote T Poster R Round-Table
S Sponsored Session

JUNE 7 • TUESDAY

7:00am – 8:00am **A** **AALHE Annual Business Meeting** Imperial Ballroom

You are invited to attend the AALHE Annual Business Meeting. Light refreshments will be offered.

8:30am – 10:00am **9** **Assessing a curriculum using the midterm student feedback (Small Group Instructional Diagnosis) process** Louis XIV

Speakers: Tracy Bartholomew, Mary Wright

Midterm student feedback (MSF, also called Small Group Instructional Diagnosis) is a valuable tool for identifying areas for instructional improvement in a course. It can also serve as a useful tool for summative curricular assessment. In this workshop, we will demonstrate the midterm student feedback process, show an example of how we used MSFs to assess student learning outcomes and experiences in a social engagement requirement at our institution, and discuss ways of analyzing and reporting the results. Participants will leave the workshop equipped to implement an MSF process for curricular assessment on their own campuses.

8:30am – 10:00am **9** **Assessment in the Storm: How to Fix Assessment Fast** McKinley/Taft

Speakers: Josie Welsh

The assessors are coming! The assessors are coming! What do you do when you are appointed to fix assessment for an imminent re-accreditation visit? Purchase software? Hire staff? Bring in speakers? What do the accreditors want? How will faculty react to you? What does senior leadership expect? This workshop will provide steps for identifying a practical, albeit suboptimal plan for giving the university and the reviewers the best product you can present under difficult circumstances.

8:30am – 10:00am **9** **Building relational, digital portfolios using academic or professional frameworks and cloud-based methodologies** Rouge (Lobby Level)

Speakers: Megan Noel, Matthew Stuve

Digital portfolios have evolved over the past decade yet they remain powerful assessment strategies for academic and professional programs. In this workshop, educators will learn how to construct web-based portfolios using a relational methodology and off-the-shelf blogging tools (WordPress). The Relational Portfolio Model (RPM) uses simple blogging techniques to construct more sophisticated portfolios in which evidence is organized in a relational structure using categories and tags as alignment devices. Various assessment options will be demonstrated including the rGrade assessment platform.

8:30am – 10:00am **9** **Curriculum Mapping and Assignment Design: Aligning Student Learning for Success** East Ballroom

Speakers: Natasha Jankowski, David W. Marshall, Stephanie Poczos

This workshop will provide participants with a candid discussion of effective curriculum mapping and assignment design as realized through alignment. Theories of alignment, approaches to curriculum mapping, and an institutional example of developing a pathways program utilizing the approaches will be explored. Participants will leave with action steps for how to foster alignment and assignment design conversations on campuses.

8:30am – 10:00am **9** **Evaluation Meets Implementation: Keeping It Practical** Imperial Ballroom

Speakers: Thomas Chapel

This session will provide road mapping techniques that use very simple logic models to help a program design the right evaluation, but more importantly, yield immediate insights they can use for planning and implementation.

8:30am – 10:00am **9** **Facilitating Change and Promoting Assessment Conversations** Kennedy/Roosevelt

Speakers: Barika Barboza, Kimberly Coffman, Marlene Morales

Negotiating change is an essential part of any assessment process, however many assessment professionals

have to navigate this skill on the spot. This session invites all assessment professionals to take a deeper look at leading and facilitating the changes that they are designing. Participants will build their skills in facilitating change and promoting assessment conversations by practicing techniques that enhance collaboration, communication and integrative decision making.

8:30am – 10:00am

9 Good Answers to Tough Questions West Ballroom

Speakers: Rebecca Dueben, Kimberly Green, Monica Stitt-Bergh, Yukiko Watanabe

Assessment coordinators/leaders need to think on their feet to answer faculty and campus administrators' assessment-related questions. A well-delivered, good answer bolsters credibility and garners support while a stumbling or ill-formed response is a squandered opportunity that could decrease interest, commitment, and support for learning outcomes assessment. In this interactive workshop, facilitators will give examples, strategies, and lead structured role-playing. Participants will have a safe place to practice answering tough questions, receive helpful feedback, and build effective responses.

8:30am – 10:00am

9 Leading from the Middle: moving from evidence to institutional improvement Center Ballroom

Speakers: Charles Blaich, Frank Boyd, Anne Dueweke, Kathleen Wise

Improving student learning requires more than knowing assessment techniques. It requires understanding how to work within governance structures, obtain resources, and incentivize staff and faculty work. This session presents an overview of how the Teagle Assessment Scholars Program helps develop the capacity of mid-level faculty and staff to be effective leaders of evidence-informed efforts to improve student learning. Session attendees will also engage in a simulation employed by the program for professional development of the Teagle Assessment Scholars.

8:30am – 10:00am

9 Rating Course-Embedded Student Artifacts Using Blackboard Outcomes Richard II/Charles I

Speakers: Kim Hunter, Mary Kay Jordan-Fleming

This session reports our institution's 3-year experience using Blackboard Outcomes in annual rating sessions assessing course-embedded student artifacts. We compare this with extensive prior experience using only Microsoft Office software, flash drives, and computer-scanned score sheets to accomplish the same task. The two methods will be compared in terms of preparation time, flexibility, and efficiency of collecting and sorting artifacts, modifying rubrics, selecting work samples, training raters, and reporting results.

10:15am – 11:15am

3 Assessing Student Learning Through Web-Based Technologies: Columbia College Chicago's Approach Louis XIV

Speakers: Andre Foisy

The session will be an in-depth look at Columbia College Chicago's efforts to assess student learning online using their "home-grown" web-based assessment tool, including the development and rollout of these efforts, faculty development and training, and using assessment data to improve student learning and curriculum.

Session combined with: Simplifying Assessment Reporting: A Home-Grown Solution

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10:15am – 11:15am

3 Classroom currency as a mean of formative feedback, reflection, and assessment

Speakers: Jeremy W. Bachelor, Robin Barnard Bachelor Kennedy/Roosevelt

This session examines formative feedback, reflection, and assessment. Students of college Spanish were introduced to a system in which they tipped the instructor when they felt that they had met the daily "I can" statements. Evidence demonstrates that the instructor received immediate feedback, was able to critically reflect on activity types that contributed to student learning, and was able to measure whether student perceptions matched his formative assessment of student performance.

Session combined with: Utilizing Authentic Assessment in ESL and Foreign Language Courses

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10:15am – 11:15am

3 Simplifying Assessment Reporting: A Home-Grown Solution Louis XIV

Speakers: John Duffield

This session will introduce participants to SLOAP, Georgia State University's Student Learning Outcomes

Assessment Portal. SLOAP simplifies the process of submitting and archiving the annual assessment reports prepared by some 200 educational programs. SLOAP also serves as a platform for evaluating those reports and the underlying assessment practices, and providing feedback to programs that can be used to improve their assessment processes so that they are more useful for program improvement.

Session combined with: Assessing Student Learning Through Web-Based Technologies: Columbia College Chicago's Approach

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10:15am – 11:15am | 3 | **Utilizing Authentic Assessment in ESL and Foreign Language Courses** | Kennedy/Roosevelt

Speakers: Stephanie Cronberg

The intended audience for this demonstration session is ESL and foreign language instructors alike who are interested in transitioning their courses from traditional to authentic assessment methods. Instructors will find that employing authentic assessment methods focuses on what students need to know in the real world and how their skills can be utilized. Authentic assessment aligns not only with what we establish as learning objectives for them, but also with what the students want to learn.

Session combined with: Classroom currency as a mean of formative feedback, reflection, and assessment

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10:15am – 11:15am | 6 | **Asking the Right Question - the Key to Good Assessment** | Rouge (Lobby Level)

Speakers: Sheri Barrett, Valerie Mann

One of the most crucial components of good assessment is often overlooked by faculty - understanding what you want to know about your students! A good research question helps keep assessment strategies focused on what is important – student learning. A good research question will help determine the best assessment instrument to choose and will guide the analysis of the assessment data. In this interactive session, participants will learn the basics of writing a good assessment research question, gain feedback from their colleagues, and learn how to encourage faculty to write good research questions to guide assessment strategies.

10:15am – 11:15am | 6 | **Assessing Critical Thinking: The Process of Developing a Campus-Based Rubric** | Richard II/Charles I

Speakers: Barbara Bren, Joan Littlefield Cook, Jolly Emrey, Linda Yu

Critical thinking skills are an essential learning outcome of many academic programs, but they can be difficult to assess. This session describes the workshop process through which faculty and staff developed, pilot-tested, and refined a rubric to assess critical thinking. Data from pilot tests (including reliability and validity data) and ideas for using the rubric with embedded assessments are discussed. Participants will discuss advantages of campus-developed rubrics and ways to engage faculty in the assessment of critical thinking.

10:15am – 11:15am | 6 | **Assessment as a Dialogue Towards Transformation in Higher Education: Can We Use This for Change** | West Ballroom

Speakers: Catherine Wehlburg

Higher education is in a time of transitions. We are hit by many sides – economic forces, legislative mandates, accreditation requirements, under-prepared students, uninformed boards, and faculty frustrations. What can we do as assessment professionals? We can stick our heads in the sand or we can use our roles as change agents to make a real difference. This session will identify methods and theories of change and how we can use these to make meaningful transformations on our campuses.

10:15am – 11:15am | 6 | **Directions and Checklists and Matrices and Half-Naked Rubrics: How do we use what we need to use to get what we want to get?** | East Ballroom

Speakers: Kim Riordan, Julia Williams

This session will examine when and how and why to use some of the most essential tools for assessment, and how to teach those concepts to those who should use them. Determining when to stop with only directions, when to create checklists, or matrices or even the revered and reviled rubric is not commonly understood across campuses. Helping faculty and directors to use what they need to use, and no more is a gift we can give. This session will provide rationale, frameworks, and options for providing those we serve with information they can use.

An encore of this session will be hosted on Tuesday, June 7th at 5:15 PM.

10:15am – 11:15am | 6 | **Instruction, Assessment, and Student Outcomes in Online Learning Environments** | McKinley/Taft

Speakers: Kimberlee Bethany Bonura, Rebecca Jobe, Jim Lenio, Eric Reidel

Using data from over 2,500 undergraduate and graduate course sections taught online over two semesters, this session presents analysis on the relationship between instruction, assessment, and student success. The analysis shows that the quality of faculty responsiveness and feedback in the classroom has a direct impact on student success. This impact was moderated by degree level and course sequence. The session concludes with a discussion of implications for faculty development and sharing best practices among participants.

10:15am – 11:15am | P | **Accreditors: Partners in Quality Student Learning** | Imperial Ballroom

Moderators: Jane Marie Souza

Speakers: Terri Flateby, Barbara Johnson, Michael Johnson

Perceptions concerning the role of regional accreditors vary greatly across institutions and even within individual institutions. This panel brings together representatives from regional accreditors and campus assessment professionals to explore key questions such as: How might accreditors help campus leaders view assessment as more than compliance? In the current political environment, how can institutions and accreditors partner to keep a focus on quality in teaching and learning? Join us to consider these and other questions concerning the complex accreditor-institutional relationship.

10:15am – 11:15am | P | **Peer Review of Assessment Results: Enhancing a Culture of Assessment for Student Learning**

Speakers: Keston Fulcher, Cyndi Louden, Sharron Ronco, Claudia Stanny | Center Ballroom

By deepening faculty engagement with assessment and supporting faculty reflection, collaboration and action, peer review enhances the ability of faculty to use assessment results for improvement of student learning. This panel will inform attendees about the peer review experiences of four vastly different institutions at various stages of building their assessment cultures. Participants will receive resources and tips to help implement or improve the use of this powerful tool at their institutions.

10:15am – 11:15am | S | **A Complete View of Assessment with ExamSoft** | Henry VIII

Speakers: Paige Corder, Andrea Gordon, Lisa Patterson

Making assessment more efficient, as well as accurate can be a daunting, up-hill battle. ExamSoft's embedded assessment software is now being used in over 1,000 educational programs all over the world to ease the assessment process from start to finish. With a variety of educational disciplines using ExamSoft to create, distribute, host, grade, and analyze their exams and exam data, we're here to help assessment professionals get the information they need to make the data-driven decisions needed to truly affect student learning and achievement. Please join us for a demonstration that will illustrate how our suite of software can help you maximize your exam data's potential.

11:30am – 12:30pm | 3 | **Annual Commitments to Excellence: College-Wide Assessment Framework for Offices and Academic Programs** | Louis XIV

Speakers: Jeanette McGreevy

Mercy College of Health Sciences is in its third year of implementing its Annual Commitment to Excellence framework, an Excel-based planning, reporting, and data trends tool designed to embed the answering of these questions into the work culture of every office and program: 1) What benefits do we expect for the people who participate in our programs/services? 2) How do we measure whether people actually received those benefits? 3) What do the results of those measures tell us annually and over time? and 4) What do we do if people do not benefit from our work in the ways we expected? The framework and results so far will be shared.

Session combined with: Campus-Wide Peer Review Sessions: Bringing Every Single Program Together to Work on Assessment

11:30am – | 3 | **Campus-Wide Peer Review Sessions: Bringing Every Single Program Together to Work on**

12:30pm **Assessment** Louis XIV

Speakers: Kim Riordan, Julia Williams

For the past four years, our campus has required each academic and support program to create and align learning outcomes and map them to Campus Learning Outcomes. The reporting process is on a cycle, requiring each program to report on all outcomes over the course of three years. Once a year, after filing their program's report, each program's designated Program Assessment Liaison attends a Peer Review Session, where each submitted report is reviewed by a group of liaisons and collaboratively scored against a common rubric. This session will present the collaborative review process, and the rubric used, as well as the summary of results of these sessions and lessons learned.

Session combined with: Annual Commitments to Excellence: College-Wide Assessment Framework for Offices and Academic Programs

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11:30am – 12:30pm **3 Student Assessment Scholars: An Initiative of Academic Affairs and Student Affairs** East Ballroom

Speakers: Rebecca Hong

Engaging students as educational partners remains a missing piece in assessment. The Student Assessment Scholars (SAS) Program is a collaboration between academic and student affairs, training and engaging students in the work of assessment while equipping them to be future academics and student affairs professionals.

Session combined with: Successfully Building a Student-Directed Self-Placement Writing Measure

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11:30am – 12:30pm **3 Successfully Building a Student-Directed Self-Placement Writing Measure** East Ballroom

Speakers: Edith Cook, Emily Wierszewski

This session will facilitate greater understanding of student-directed placement measures. Participants will learn about the process a group of faculty used to develop an innovative assessment measure based on their own desire to improve student placement and learning in the writing program. The presenters will demonstrate promising practices for using feedback from students and various methods of analysis to improve an assessment placement tool.

Session combined with: Student Assessment Scholars: An Initiative of Academic Affairs and Student Affairs

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11:30am – 12:30pm **6 Assessment 102: Measuring Learning** West Ballroom

Speakers: David Eubanks, Terri Flateby

This session is the second of four “Assessment 101/2/3/4” sessions for new or would-be leaders of program or institutional assessment. The aim of this session is to provide attendees with a basic understanding of measurement tools/data-gathering for assessment, including standardized instruments, locally-developed tests, and rubric ratings. A hands-on component will consider how to assess general education outcomes.

11:30am – 12:30pm **6 Assessment meetings as interactive inquiry-guided teaching and learning opportunities**

Speakers: Matthew Anson, Wayne Jacobson McKinley/Taft

Like many institutions, we have large amounts of data on the undergraduate experience. However, it can be a challenge to disseminate data on campus, and it remains uncertain how extensively faculty and staff examine findings, weigh their significance, or consider implications of findings once they receive them. This session presents a model for inquiry-guided active learning workshops that guide teams of faculty and staff in self-directed examination of institutional data.

11:30am – 12:30pm **6 Jump Start Your Assessment of Global Learning** Rouge (Lobby Level)

Speakers: Chris Hightower

Over the past decade, colleges and universities have added global learning to their mission and vision statements, which demonstrates that they value internationalization. As educators integrate internationalization into curricular and co-curricular programs, assessment professionals may be asked to assist with the development and implementation of assessment activities. This session will provide guidance on how to approach

internationalization assessment on your campus. If it's important enough to be in the mission statement, wouldn't we want to know if students are learning?

11:30am – 12:30pm

6 Presenting Assessment Data that Empowers Decision-Making Center Ballroom

Speakers: Ed Cunliff, Bucky Dodd, Brett King

This presentation offers attendees a suite of easy-to-use techniques for transforming data presentations and visualizations into strategic decision-making tools. Attention will be given to applying data presentation and visualization principles across diverse institutional contexts to include course-level insights, department/program level insights, and institutional insights. Examples of data presentation and visualization techniques will be shared and discussed.

11:30am – 12:30pm

6 Real-time Developmental Assessment for Transforming Students and Teachers Henry VIII

Speakers: David Dirlam

Education improves by transforming what teachers and students do with each other every day. Real-time developmental assessment (RDA) gives faculty collectively crafted ways to inspire students to make transformations that they practice on their own. First, RDA helps instructors organize their 20-30 transformations from beginning attempts to expert contributions. Next, they collectively refine the transformations into development rubrics for programs. Finally, they use the rubrics daily to inspire students. This session provides theory and tools for transforming faculty into creators and users of RDA.

11:30am – 12:30pm

6 Translating an EAP Reading Curriculum into Summative Assessments Richard II/Charles I

Speakers: Linda Marshall, Beth Wiens

Thousands of international students enroll in American universities every year. Many of them need language support, especially in academic reading. Therefore, university English for Academic Purposes programs are vital, and instructors rely on effective reading assessments that accurately reflect curriculum outcomes to guide their classroom practice.

This interactive session will take participants through the step-by-step process of creating effective reading assessments, with special emphasis on step 3: **Writing questions that assess real understanding and not just word-search skills**. To this end, participants will evaluate sample questions, and have the opportunity to write their own.

11:30am – 12:30pm

S Panel Discussion: What Does it Really Take to Establish, Grow, and Sustain Assessment Systems and Processes on Campus? Kennedy/Roosevelt

Moderators: Webster Thompson

Speakers: Renee Aitken, Patrick Barlow, Jennifer Fager, Tara Rose

Join us for a candid discussion on the benefits and challenges of selecting, implementing, growing and sustaining campus assessment systems, processes, and technology. This panel includes individuals across multiple institutions, all with a common goal to elevate the role and value of assessment on their campuses to that of greater strategic importance to the institution. In addition to practical concerns, such as procurement and selection criteria, we will explore culture and other contextual factors that impact the success of campus assessment initiatives, such as the role of leadership and the importance of a shared vision for success beyond the initial implementation of a new technology or process.

12:45pm – 2:30pm

L Keynote: Leading with Assessment: Ensuring That What Counts for Us Matters for Our Students Imperial Ballroom

Speakers: Charles Blaich, Kathleen Wise

The outcomes we assess are pushed and pulled by a many-tendriled tug of war. Federal and state governments, for-profit companies promoting their ranking systems, specialized accreditors, disciplinary societies, policy organizations and lobbyists, and large private foundations are all trying to guide what our institutions teach our students. And this doesn't even account for the influence of the particular disciplinary, political, and personal commitments of the faculty and staff whose programs we are charged with assessing. What role should assessment directors and coordinators play in this complicated and politically challenging world of deciding what our institutions should do for our students? Is it our job to help the people for whom we work assess the outcomes

they seek, or should we play a role in helping to inform and influence the conversation about the outcomes that higher education should achieve?

2:45pm – 3:45pm **6 Assessing Behaviors and Dispositions in an Online Environment** Rouge (Lobby Level)

Speakers: Laurie Hinze, Heather Schroeder, Stacy Sculthorp, Jaclyn Zacharias

Employers value soft skills in their employees so academic programs must move beyond assessing only declarative and procedural knowledge to also assess these professionally-valued soft skills. In this session, participants will examine ways to assess soft skills, such as disposition and behavior, through authentic assessment in an online environment. This session will include a presentation, examples of authentic assessments that support these goals, and interactive opportunities for learning and discussion.

2:45pm – 3:45pm **6 Assessing LEAP(AAC&U Liberal Education and America's Promise) Wisconsin** Henry VIII

Speakers: Joan Littlefield Cook, Jennifer Fager, Carleen Vande Zande

This session will present the assessment process, key findings and recommendations from the assessment of the University of Wisconsin System's decade-old LEAP Wisconsin Initiative. We will discuss what a system-wide implementation of a large-scale reform initiative such as LEAP entails at the system level as well as on three campuses within the UW System. Attention will focus on how to successfully assess large-scale change initiatives such as LEAP through the system and institutional perspectives.

2:45pm – 3:45pm **6 Assessment 103: Building a Culture of Assessment** West Ballroom

Speakers: Lisa Mehlig, Monica Stitt-Bergh

Assessment professionals often are challenged to get buy-in and to make assessment meaningful. Some approaches start with deficit thinking--find and fix the problem--or use accreditation sanctions as a threat. Our approach values faculty expertise and campus core strengths. We draw from appreciative inquiry, organizational learning, and actionable evaluation as we present strategies for engaging faculty and promoting faculty leadership in assessment-for-learning, as well as using assessment efforts to inform accountability expectations. Format: interactive; pair/small group discussion.

2:45pm – 3:45pm **6 Discoveries from the Field: Overestimating Our Own Effectiveness** Richard II/Charles I

Speakers: Terri Flateby, Delena Bell Gatch

This session will explore useful and adaptable strategies the Office of Institutional Effectiveness and Assessment has developed to build and transform our institution into one in which the assessment process is valued and programs, as well as individual faculty members, engage in assessment to enhance student learning. Our own Office's assessment reporting and planning process has enabled us to determine the effectiveness of our approaches, thus helping us lead our institution to deeper levels of understanding about and value toward assessment.

2:45pm – 3:45pm **6 Mapping Direct Measures Across a Diverse Division: An Interactive Session** Louis XIV

Speakers: Jennifer Harrison, Vickie Williams

How does a complex, multi-program university division gather, integrate, interpret, and apply student learning data? While examples of best practices have emerged, few examine assessing student learning in university divisions that span curricular and co-curricular learning. This interactive session demonstrates how programs across the Division of Undergraduate Academic Affairs at UMBC use curriculum mapping to align useful direct measures to university outcomes and gain insights about student learning at multiple levels.

2:45pm – 3:45pm **6 Moving Beyond the Process: Using Assessment to Demonstrate and Improve Student Learning**

Speakers: Barbara Johnson, Destiny Quintero Center Ballroom

Assessment of student learning continues to be the most cited core component for institutions served by the Higher Learning Commission (HLC), the nation's largest regional accreditor, but why? Based on an analysis of 105 comprehensive evaluation team reports, the presenters will share the most common assessment concerns documented by HLC peer reviewers. Promising practices for quality improvement initiatives as identified through HLC's institutional improvement program, the Assessment Academy, and how those practices can help lead to evidence and improvement of student learning at an institution will also be discussed.

An encore of this session will be hosted on Tuesday, June 7th at 5:15 PM.

2:45pm – 3:45pm **6 Oil and Water: When Assessment and Faculty Don't Mix** Kennedy/Roosevelt

Speakers: Renee Aitken

In this session, we will discuss what to do about faculty who are resistant to assessment practices and examine all of the excuses they can come up with from grades are my assessment to I don't have to because my contract says I don't have to.

The presenter has heard every excuse in many different institutions and will share both the wins and the loses.

2:45pm – 3:45pm **6 Status of Assessment Staff in Higher Education: An Overview** McKinley/Taft

Speakers: Brandon Combs, Tara Rose

Assessment personnel are tasked with demonstrating student success by analyzing their work and achievements. Rarely is that looking glass turned on assessment staff as a professional body. This session will discuss an overview of the results obtained from the Status of Assessment Staff in Higher Education survey hosted by AALHE in collaboration with the University of Kentucky. The session will cover multiple subject areas, including title, status, office status, job satisfaction, and average salary of assessment staff from around the country.

2:45pm – 3:45pm **P Does Assessment Make Colleges Better?** East Ballroom

Moderators: Megan Rodgers Good

Speakers: David Dirlam, Keston Fulcher, Joan Hawthorne, Javarro Russell

Many in academe question whether assessment leads to learning improvement. In August 2015 the Chronicle of Higher Education notably featured Erik Gilbert's essay entitled "Does Assessment Make Colleges Better? Who Knows?" This piece spurred conversations among AALHE members including a Chronicle rejoinder from Joan Hawthorn and lengthy pieces on AALHE website's Emerging Dialogues in Assessment. This panel brings together several notable assessment experts to weigh in on this topic. Much time will be reserved to bring attendees into the conversation.

4:00pm – 5:00pm **T Assessing Global Learning Outcomes for Short-Term Study Abroad Immersion Experiences**

Speakers: Cheryl Contant, Jennifer Fager, Karen Mumford Imperial Ballroom

In this poster, we demonstrate how to assess the three critical elements to global learning as defined in the general education learning outcomes at the University of Wisconsin-Eau Claire. Students must complete a reflection paper upon return from the study abroad experience, which is then evaluated using the global learning rubric. Results of these assessments will be used to determine possible improvements to the study abroad program, the reflective writing assignment, or the assessment rubric.

4:00pm – 5:00pm **T Assessment of Interdisciplinary Learning at the Institute for Visual Studies** Imperial Ballroom

Speakers: Daniel Robinson

In this poster session, examples of the methods and tools for assessing student learning at James Madison University's Institute for Visual Studies will be displayed. Preliminary results from the project will also be on view. The Institute for Visual Studies is a center for interdisciplinary teaching and learning.

4:00pm – 5:00pm **T Assessment of Student Learning Outcomes: Effective Infrastructure** Imperial Ballroom

Speakers: Nhung Pham

This paper provides results from interviews conducted with educators at a research university in the Southwest, and includes information about the infrastructure created to work on assessment of student learning outcomes (SLOs) at the institution and program levels. The participants also shared achievements, as well as challenges they faced. In addition, participants made suggestions for improving assessment of SLOs at the university (pseudonym Southwest University).

4:00pm – 5:00pm **T Graduate education assessment: Institutional trends and activities** Imperial Ballroom

Speakers: David Cartrette, Jana Hanson, Mary Kay Helling

While there is a plethora of research and resources related to undergraduate assessment, there are far fewer

studies and resources identifying, describing, or evaluating assessment activities at the graduate level. This session will report on findings from a survey conducted in Fall 2015 with academic department heads designed to gather information on current assessment practices by department, how departments collected assessment data, and how they used assessment data. Results from this survey will be presented with a discussion on future direction for graduate education assessment practices.

4:00pm – 5:00pm **T** **Implementing UW-Madison's Plan for Assessing Student Learning: Successes and Challenges**

Speakers: Mo Noonan Bischof, Regina Lowery Imperial Ballroom

In 2014-15, UW–Madison more actively engaged undergraduate programs in student learning assessment efforts. Promoting the recently updated UW-Madison Assessment Plan, academic program faculty refined student learning goals and mapped these to the Essential Learning Outcomes developed by the Association of American Colleges and Universities.

This poster presentation will highlight how faculty from a large, decentralized research institution worked to articulate and refine learning goals and how a centralized approach for collecting these goals has prompted more collaboration across disciplines.

4:00pm – 5:00pm **T** **Improving Program Review Assessment Through Learning Communities** Imperial Ballroom

Speakers: Laura DeWald, Martha Diede, David Onder

Learning communities of programs undergoing review during the same academic year are being used to improve assessment and program review knowledge through shared experiences, structured activities, and speakers. The "esprit de corps" and improved understanding of program review facilitates better reflection, assessment, and implementation of program improvement. A "kick start" workshop focused on program assessment and learning outcomes the year prior to site visits is followed in subsequent years with workshops related to implementation of actions generated by program review.

4:00pm – 5:00pm **T** **International Pharmacy Accreditation Programs: Possible Value and Benefits for Pharmacy Education in the Middle East** Imperial Ballroom

Speakers: Fadi Alkhateeb

Most Colleges of Pharmacy (COP) in the Middles East have started to seek international pharmacy accreditation (IPA) as part of their quality improvement programs. Typically, two IPAC programs are adopted: Accreditation Council for Pharmacy Education - (ACPE-ISP), and Canadian Council for Accreditation of Pharmacy Programs (CCAPP). Systematic analysis was employed to identify universities in the Middle East that offer pharmacy degrees and the type of accreditation program (if any) that has been adopted. COP Deans perceptions toward IPA will be evaluated through an interview over Skype. Results: Seven universities that in the Middles East have been already CCAPP accredited or ACPE certified.

4:00pm – 5:00pm **T** **One Team, One Vision: Changing our Data Culture through a District Data Team** Imperial Ballroom

Speakers: Taiesha Adams

This poster highlights one school district's efforts to help guide school improvement by creating a culture that recognizes and supports inquiry and data use to inform decisions that impact instructional practice and student learning outcomes. Based on the work of Doug Reeves, the district developed a process for establishing district- and school-level data teams designed to help teachers share the tasks of analyzing data, creating common assessments, and devising research-based instructional strategies for students of all levels of proficiency. Although originally designed for implementation in K-12 education, this initiative can be employed to promote the achievement of a wide variety of desirable educational outcomes in higher education.

4:00pm – 5:00pm **T** **Refining an Instrument: A Deep Analysis of Adaptive Expertise** Imperial Ballroom

Speakers: Susan Chang, Michael Fried, Cigdem Talgar

This poster will outline the process by which an existing survey instrument was adapted and refined for use in a new setting. The instrument, designed to measure Adaptive Expertise in engineering students in a science course, was revised to be appropriate for students from multiple disciplines learning in a variety of experiential learning settings. In addition to describing the redevelopment of the instrument, this poster will outline the statistical analyses used to validate the new, revised Adaptive Expertise instrument.

4:00pm – 5:00pm **T** **Using ExamSoft to Improve National Board Examination Results in a Chiropractic College**

Speakers: Kevin Rose, Noni Threinen Imperial Ballroom

The Los Angeles College of Chiropractic has struggled for several years to meet the minimal passing scores on National Board examinations required to maintain accreditation. A recent effort to revise the curriculum to improve students' board performance was enhanced by the adaptation of the ExamSoft examination management and analytics program. This poster session will describe the results of the curriculum analysis, where several problems were discovered, and the resulting plan that was developed to improve student performance.

5:15pm – 6:00pm **E** **Collecting Information Meaningful to Your Institution: An Accreditation Strategy (Encore)**

Speakers: Jane Marie Souza East Ballroom

Does this sound familiar? Every eight years, your institution creates teams to collect information to address accreditation standards. Hundreds of person-hours are spent scouring files for evidence to check boxes. What if there was a way to routinely collect information that you really care about - while addressing standards? How might the Self-Study experience change? Participants will be provided a detailed strategy to regularize meaningful data collection, and use the information to inform a less painful and more focused Self-Study.

5:15pm – 6:00pm **E** **Creating Comfortable Conversations with Faculty about Using Assessment Results for Improvement (Encore)** Rouge (Lobby Level)

Speakers: Barbara Rodriguez

This session focuses on fostering an inclusive and comfortable environment to engage faculty in conversations about analyzing and using assessment results. Through hands-on activities, the participants will be guided through the processes of data analysis and using assessment results for continuous improvement. The presenters will share concrete evidence of how an institution used assessment results to create new energy and excitement among faculty for improving teaching and learning.

5:15pm – 6:00pm **E** **Directions and Checklists and Matrices and Half-Naked Rubrics: How do we use what we need to use to get what we want to get? (Encore)** Kennedy/Roosevelt

Speakers: Kim Riordan, Julia Williams

This session will examine when and how and why to use some of the most essential tools for assessment, and how to teach those concepts to those who should use them. Determining when to stop with only directions, when to create checklists, or matrices or even the revered and reviled rubric is not commonly understood across campuses. Helping faculty and directors to use what they need to use, and no more is a gift we can give. This session will provide rationale, frameworks, and options for providing those we serve with information they can use.

5:15pm – 6:00pm **E** **Moving beyond the Process: Using Assessment to Demonstrate and Improve Student Learning (Encore)** Center Ballroom

Speakers: Barbara Johnson, Destiny Quintero

Assessment of student learning continues to be the most cited core component for institutions served by the Higher Learning Commission (HLC), the nation's largest regional accreditor, but why? Based on an analysis of 105 comprehensive evaluation team reports, the presenters will share the most common assessment concerns documented by HLC peer reviewers. Promising practices for quality improvement initiatives as identified through HLC's institutional improvement program, the Assessment Academy, and how those practices can help lead to evidence and improvement of student learning at an institution will also be discussed.

5:15pm – 6:00pm **E** **Presenting Assessment as Telling Your Learning Story (Encore)** McKinley/Taft

Speakers: Kelly McMichael

This presentation focuses directly on the reporting of student learning assessment and success by emphasizing creative and personal depictions of data and results to express a program's unique, unfolding "story" of growth, challenge, and achievement. Discussion will illustrate ways that changes in learning, assessment or program operations can and should be expressed. This presentation can assist department and program assessment coordinators and assessment directors with different ways to convey an otherwise perfunctory report.

5:15pm – 6:15pm **S Via by LiveText: Moving Beyond Compliance** West Ballroom

Speakers: Chuck Maher

You're invited to LiveText's ACPE evening reception during which we will demonstrate how our new learning engagement solution can help you increase student learning engagement. Impacting student success goes beyond program assessment for compliance. We have developed technology to capture life-wide learning inside and outside of the classroom. During our reception, you'll have the opportunity to learn more about how our newest product, Via™, can help you capture learning wherever it may occur and make real-time improvements in all areas of student life, from student learning outcomes to co-curricular and community engagement.

6:15pm – 8:15pm **N Lakefront Brewery Tour** TBA

For those that have pre-ordered a ticket: The tour begins at 7 PM. Tickets have been reserved for AALHE's party. You simply need to check in when you arrive.

For those that did not pre-order a ticket: If you did not order a ticket in advance, you may be able to purchase one on site. The brewery reserves 15 walk-up tickets as well as any unsold advanced tickets.

How to get there: Lakefront Brewery is located at 1872 N. Commerce Street (1.3 miles). Transportation to the facility is the individual's responsibility. If you prefer to walk to the tour, please meet in the lobby at 6:15 PM. Gratuity was not included in the price of your ticket. Please tip your tour guide whatever amount you feel is appropriate.

6:15pm – 10:30pm **N Milwaukee Brewer's Networking Event** TBA

For those that pre-ordered tickets: Tickets are available at the registration desk. Please see Leah Simpson if you did not receive your tickets when you checked in.

For those that did not pre-order tickets: There may be a few remaining tickets available in the group seating. If you are interested, please see Leah Simpson at the registration desk.

How to get there: The Brewer's game begins at 7:10. Transportation to the game is the individual's responsibility. In addition to the various taxi providers and Uber, you may consider taking a shuttle to the game. The closest locations for the shuttle are at:

- **The Hampton Inn and Suites (.4 miles)** 176 West Wisconsin Avenue
- **John Hawk's Pub & Grill (.3 miles)** 100 East Wisconsin Avenue

If you prefer to walk to a shuttle stop, please meet in the lobby at 6:15 PM. You are welcome to leave early and meet the group at the game. Seats are located in the same area.

6:30pm – 8:30pm **N Networking Dinner** TBA

You are invited to join your colleagues for an evening of assessment talk and comradery on Tuesday evening at 6:30 PM. Join your colleagues in the lobby to walk to the restaurant of your choice. To ensure seating, please sign up in advance at the registration table by 3 PM on Tuesday afternoon.

Restaurant Options Are:

- Amilinda
- Cafe Benelux & Market
- Coquette
- Onesto
- Sail Loft (for Wisconsin attendees only)

Please review the list of local restaurants (attached) before you sign up!

6:30pm – 9:30pm **N Milwaukee Pedal Tavern Tour** TBA

For those that pre-ordered a ticket: The pedal tour group will meet in the lobby on Tuesday evening at 6:30 PM.

For those that did not pre-order a ticket: There are a few remaining spaces available for this outing. Please see Leah Simpson at the registration desk to see if there is a spot for you. Cost: $25.

How to get there: As a group, we will walk to *Fore*, a golf-themed sports bar (approximately 8 minutes away). While there grab a drink, order some food, and get to know your group. The pedal tour guides will pick us up at 7:30 and take us to our first stop. The tour lasts 2 hours. Gratuities were not included in your ticket price. Please tip your driver.

AALHE Conference 2016

3 30-Minute Interactive 6 60-Minute Interactive 9 90-Minute Workshop A AALHE Meeting E Encore Session
N Networking P Panel Session (60-Minutes) L Plenary/Keynote T Poster R Round-Table
S Sponsored Session

JUNE 8 • WEDNESDAY

7:30am – 8:15am **A AALHE Conference Committee Information Session** Imperial Ballroom

Speakers: Leah Simpson

Please join Leah Simpson as she leads a discussion concerning future conferences and possible conference committee membership. If you have suggestions for next year's conference or are interested in planning next year's event, please attend. Light refreshments will be served for those in attendance.

8:30am – 9:30am **3 Adding Costs and Benchmarking to your Program Review Process** Richard II/Charles I

Speakers: Michelle Taylor

Responding to demands of accreditors, and internal demands for accountability, community colleges are increasing their focus on program reviews and learning outcomes assessment. As part of program review, institutions need to know their costs and how they compare to others. This helps improve productivity, decrease spending without impacting student success, and reallocating dollars. This session covers the Cost & Productivity Project – benchmarking that focuses on costs at the discipline level and how this data can assist in program review.

Session combined with: Program Review: Exploring Actionable Data

8:30am – 9:30am **3 Experimental Approach to Improving Validity and Reliability of Student Learning Outcomes Assessment** Kennedy/Roosevelt

Speakers: Nick Williams

University of Phoenix faculty directly measure student learning with classroom "signature assignment" rubrics, assessing mastery of program learning outcomes. The issues of instrument validity and inter-rater reliability prompted a university faculty committee to pilot an innovative and rigorous training program for rubric validity review and "norming" faculty scorers. Experimenting with both synchronous and asynchronous virtual training environments, the committee found that training improved reliability estimates. This presentation will detail the assessment process, its findings, and next steps for our university.

Session combined with: The Double-Loop: Evaluating Assessment Efforts

8:30am – 9:30am **3 Involving Undergraduates in Assessment** Louis XIV

Speakers: Adriana Signorini

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

Session combined with: Solution to Capacity Gaps: Engaging Graduate Students in Assessment and Curriculum (Re)design

8:30am – 9:30am **3 Program Review: Exploring Actionable Data** Richard II/Charles I

Speakers: Maureen Andrade

Program review processes often reflect compliance rather than an effort to improve student learning. Reviews may occur in isolation using data that presents a limited view. Resulting reports are often set aside and forgotten. To address these issues, the presenter shares a program review model that involves comparative data that

invites questions and leads to specific action. Attendees will examine the process with a specific focus on the data and its implications.

Session combined with: Adding Costs and Benchmarking to your Program Review Process

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8:30am – 9:30am **3 Solution to Capacity Gaps: Engaging Graduate Students in Assessment and Curriculum (Re)design** Louis XIV

Speakers: Yukiko Watanabe

To fulfill the gap between faculty's desire to carry out program-level assessment and their need for implementation support, UC Berkeley launched a year-long Graduate Student Assessment Fellows Program, where in-training graduate students are matched with faculty-led assessment projects. This presentation showcases (a) the content, format, and expectations of the program, (b) strategies to increase faculty project ownership, and (c) caveats for setting up a similar program. We will end with sharing lessons learned from your own (under)graduate assessment training experiences.

Session combined with: Involving Undergraduates in Assessment

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8:30am – 9:30am **3 The Double-Loop: Evaluating Assessment Efforts** Kennedy/Roosevelt

Speakers: Sean Fitzpatrick

This session will discuss the importance of the "double-loop" or metaevaluation: the evaluating an evaluative process, within assessment practices. A case study of an evaluation of a university's program review process will be used as an example to highlight this needed practice. Additionally, a framework for making decision on what and how to evaluate assessment processes will be shared.

Session combined with: Experimental Approach to Improving Validity and Reliability of Student Learning Outcomes Assessment

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8:30am – 9:30am **6 Assessment 104: Assessment Reporting and Accreditation Standards** West Ballroom

Speakers: Jean Downs, Linda Garavalia

The purpose of this session is to provide a framework from which assessment specialists, regardless of regional affiliation, can explain the role of student learning in accreditation as it relates to reporting evidence about what students know and can do as a result of their respective courses of study. This session will also focus on typical reporting requirements for key external (e.g. accreditors) and internal (e.g. board of directors) constituents regarding learning outcomes and institutional effectiveness.

8:30am – 9:30am **6 Autobiographical Methods: Engaging Faculty at the Intersection of Learning & Assessment**

Speakers: Mark Riddle McKinley/Taft

This session is a demonstration of autobiographical/auto-ethnographic methods which can be used in faculty and staff development contexts related to assessment. Participants will have the opportunity to practice these methods, which involve recollection of (and small-group conversations based on) classroom memories, guided self-reflection, dialogue with peers, and role-play, in order to develop insight into educational praxis. Participants will come away with a framework to use when employing these methods.

8:30am – 9:30am **6 Building Assessments in Competency-Based Programs** East Ballroom

Speakers: Conna Bral, Erin Hugus

Session will provide an overview of the curriculum development process for assessments in competency-based programs. Information on key assessment elements and processes will be presented. The session will include ideas related to objective, subjective (performance-based), formative, and summative assessments. Strategies for best practices and quality control will be provided. Challenges and ideas for overcoming obstacles will be discussed in the interactive session.

8:30am – 9:30am **6 Do You Have What it Takes? Sustaining Change Through Focus on Student Learning**

Speakers: Ron Cramer, Chris Dakes, Suzanne Dove Rouge (Lobby Level)

What ingredients are needed to sustain change in higher education? Vision alone is not enough. It also requires

skills, incentives, resources, and a meaningful action plan that inspire faculty and staff to engage. The Wisconsin School of Business is succeeding in a multi-year collaborative assessment and curriculum development effort that includes all of these elements. Session participants will engage in action-oriented discussions about the theoretical framework, organizational change process, and resources that can be adapted for assessment at other institutions.

8:30am – 9:30am **6 Moving your Assessment Program Beyond Compliance** Henry VIII

Speakers: Jen Sweet

Prior to starting a new position, my work consisted largely of convincing people to begin engaging in regular assessment of student learning. My new institution had been doing this for 20 years, so I found myself faced with a new challenge – how do I move the assessment program forward? In this session, I will talk about approaches to encourage faculty and staff to move their assessment programs beyond compliance.

8:30am – 9:30am **E How Do We Make General Education Assessment Meaningful and Actionable? (Encore)**

Speakers: Carrie Linder, Nicole Spensley Imperial Ballroom

The broad scope of general education often makes it challenging to develop a meaningful assessment process, yet this process is an essential piece of the assessment puzzle in higher education. Presenters will discuss how general education assessment was reformed at their institution, and how that process has and hasn't been successful in developing clear and actionable assessment results. During this roundtable session, participants will consider and discuss practices that lead to meaningful general education assessment and, ultimately, improved student learning.

8:30am – 9:30am **P The Current Landscape of Learning Outcomes Assessment Practices** Center Ballroom

Moderators: Leah Simpson

Speakers: Ray Van Dyke, Natasha Jankowski, Alexandra MacFarlane

This session will provide a broad overview of assessment practices currently being used in Canada and the United States. We will discuss some of the similarities and differences between how assessment data are being used and the assessment tools being used. There will be a focus on how assessment can be used for improvement purposes. Are we currently using assessment for improvement purposes? What does it really mean to use assessment results to improve? Where do we go from here?

8:30am – 9:30am **R ELARC: Seeing the Big Picture of Essential Learning Outcomes Achievement** Imperial Ballroom

Speakers: Joan Littlefield Cook

Faculty and staff have become increasingly skilled in collecting data on student learning, often embedding assessments within courses and using discipline-specific rubrics. These data are useful to programs, but campuses face the problem of integrating information from disparate units using varied methods. The Essential Learning & Assessment Review Committee addresses this issue and provides a campus-level analysis of learning outcomes achievement. This roundtable describes the committee's process and invites participants to discuss ways to "roll up" data to campus level.

8:30am – 9:30am **R Making the Hub: How mental models of value inform higher education innovation** Imperial Ballroom

Speakers: Bill Heinrich

Michigan State University has started a new campus initiative: The Hub for Innovation in Learning and Technology (hub.msu.edu). The Hub's mission is to "facilitate the passion and inventiveness of…stakeholders…to create, identify, and accelerate new ways to collaborate, learn, research, and deliver instruction." Our first project is to figure out what the Hub is! We'll demonstrate mental modeling software we deployed to assess the ways students, staff, and faculty think and act in this new context. We discuss feedback, ideas, and frameworks for linking process assessments to targeted outcomes.

8:30am – 9:30am **R Making the Rubrics Go Round: General Education Writing Assessment across Disciplines**

Speakers: Joel Dark, Josh Koller, Samantha Morgan-Curtis Imperial Ballroom

In 2011, Tennessee State University, an urban HBCU, launched its Writing in the Disciplines Initiative to promote and track transference of writing skills using a common rubric. The Program Director, the Chair of the GenEd

Committee, and the Research Analyst are now in the process of drilling into this data tracking students' writing through multiple semesters to open a discourse across departments. This roundtable will allow TSU to share what they have done while seeking input from participants.

8:30am – 9:30am **R** **Sharing Tips, Metaphors, and Activities of the Trade** Imperial Ballroom

Speakers: Gloria Shenoy

This session focuses on metaphors, activities, and stories used to *understand* assessment as a practice. Great for those thinking of new ways to start an assessment presentation or conversation on their campus. I will share a number of collected activities, stories, and metaphors that is useful to both the new and experienced practitioner. Participants are encouraged to bring their own tips to share. Come to network, encourage, and engage in new ways of thinking about assessment.

9:45am – 10:45am **3** **Faculty Perspectives: The Best Thing Since Sliced Bread** Louis XIV

Speakers: Tara Rose

Higher education institutions strive for excellence but could this thing called 'Student Learning Accountability' be an actual nuisance to faculty? For many instructors, meddling in their classroom could lead to disengaged faculty, seen as imposing on their academic freedom, or decrease the student learning taking place. If we must embrace the accountability movement, what would an accountability system look like? This session will share the findings from a case study looking at faculty perceptions of the student learning accountability movement.

Session combined with: Self-Assessment Rubrics and Faculty Engagement

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9:45am – 10:45am **3** **Integrating Co-curricular Learning Assessment Across the Institution** Kennedy/Roosevelt

Speakers: Jodi Blahnik, Sharron Ronco

Co-curricular experiences provide valuable opportunities for learning. However, institutions often struggle to define and measure outcomes that are commonly understood to be essential to the student experience. This presentation reviews one institution's process to develop integrated co-curricular learning outcomes, map experiences that develop these outcomes, and assess them across units. The result was a more focused, integrated, and meaningful assessment of the student experience.

Session combined with: Setting the Stage: Ensuring Allgnment of Assessment Tasks with Program Learning Outcomes

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9:45am – 10:45am **3** **Self-assessment Rubrics and Faculty Engagement** Louis XIV

Speakers: Elizabeth Carney, Rebecca Dueben, Brianna Morrison

The need for accountability can sometimes work at cross-purposes with efforts to meaningfully engage faculty in assessment. How can assessment representatives provide feedback on the quality of the assessment faculty are doing in a manner that is formative rather than turning the process into an exercise in accountability? We will demonstrate a set of rubrics that we created to help faculty self-assess the quality of their assessment system. The rubrics reflect our approach to building faculty ownership of assessment.

Session combined with; Faculty Perspectives: The Best Thing Since Sliced Bread

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9:45am – 10:45am **3** **Setting the Stage: Ensuring Alignment of Assessment Tasks with Program Learning Outcomes**

Speakers: Patrick Barlow Kennedy/Roosevelt

Large scale assessment projects struggle with the alignment of course level assessment work with program learning outcomes. Without this connection, the resulting data lose value and impede the process of developing a program wide picture. This session will explain the process used at UW-La Crosse that ensures the alignment of course embedded assessment tasks with general education learning outcomes. An exploration of how our campus has recently translated the process into a new software system will also be featured.

Session combined with: Integrating Co-curricular Learning Assessment Across the Institution

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9:45am – **3** **Swimming Upstream in the Digital River - How One Community College Selected and**

10:45am **Implemented a Digital Assessment System Amid System Wide Changes and Challenges**

Speakers: Dawne Bost Richard II/Charles I

In Spring 2015, Kapiolani Community College responded to accreditation requirements by initiating implementation of a digital assessment system. In Fall 2015, the University of Hawaii System unexpectedly formed a committee to explore selection of an assessment system. The Kapiolani Community College implementation was conducted in a novel environment of public challenges to our selected system and questions about the value of digital and uniform reporting . This presentation will illustrate the way these waters were navigated.

Session combined with: Technology & Transparency: Moving the University of Kentucky Forward with Limited Resources

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9:45am – 10:45am **3 Technology & Transparency: Moving the University of Kentucky Forward with Limited Resources**

Speakers: Brandon Combs Richard II/Charles I

This session will include a discussion and demonstration of the University of Kentucky's use of technology in moving towards transparency in University Assessment activities. Specifically, the presenter will share and demonstrate Google as a platform through which transparency efforts can be achieved, including data visualization, website development, collaboration tools, and university assessment efforts.

Session combined with: Swimming Upstream in the Digital River - How One Community College Selected and Implemented a Digital Assessment System Amid System Wide Changes and Challenges

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9:45am – 10:45am **6 Avoiding End of Course Evaluation Surprises: Creating an Exciting Formative Assessment Experience Using Bluepulse** Rouge (Lobby Level)

Speakers: Taiwo Ande

This session discusses the use of a unique anonymous social feedback platform - Bluepulse as a formative evaluation tool in an adult degree completion statistics course. Using examples of feedback received from students from the first day of class to the last, this session discusses how instructors can take charge of their end of semester course evaluations through strategic formative assessments that can help in attaining teaching and learning excellence in the classroom.

9:45am – 10:45am **6 Using Assessment to Inform Instruction and Engage Students** McKinley/Taft

Speakers: Cynthia Howell, Leone Snyder

How important is it to consider our students' responses to our feedback as we guide them toward achievement of learning outcomes? How is their approach to learning affected by our assessment of their learning? This session invites participants to engage in reflective practice to get a sense of how students perceive our feedback. Participants will examine and apply actionable feedback strategies to engage students and enable them to achieve the learning outcomes.

9:45am – 10:45am **S Engaging Academic and Co-Curricular Programs in Outcomes Assessment** Henry VIII

Moderators: Webster Thompson

Speakers: Jennifer Fager

One of the most important components of an institution-wide assessment program is the support and engagement of an active campus community. Learn how the University of Wisconsin – Eau Claire engages faculty and staff in outcomes assessment across curricular and co-curricular programs with organized processes for documentation and review and a central management system.

In this session, Taskstream and the University of Wisconsin – Eau Claire will explore strategies to do the following and more:

- Establish a clear process and central repository for assessment across your institution
- Foster program-level discussions about intended outcomes, assessment plans and results
- Engage programs with clear guidance and feedback throughout the assessment process
- Discuss struggles and challenges of using a central management system and ways to accommodate frequent change

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11:00am – **L Keynote: If a student learns, and there's no one around to assess it, does it make a sound?**

12:00pm **Reframing Assessment as Meaning Making** Center Ballroom

Speakers: Jeremy Penn

What if all this work we do for assessment – rubrics, reports, surveys, meetings, trainings, conferences, and so on – were a waste? Three hundred years from now, when archeologists try to piece together our work in assessment, will they note the importance of this work in supporting human learning and development or will it be viewed as a fool's errand? Our usual response to these sorts of questions is to highlight assessment's value in supporting some combination of accountability and improvement. Yet such responses are ultimately unsatisfying because accountability often requires us to assess things we do not value and because assessment frequently does not produce any tangible improvements. In this session I propose reframing assessment as a process of meaning making, as a way of understanding the complex, messy, wispy, gossamer thing called learning. We will consider benefits for viewing assessment as meaning making and implications for our work. Come prepared to contribute to the conversation as we close out the 2016 Annual Conference.